

**Race to the Top**  
**Application for Initial Funding**  
CFDA Number: 84.395A



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Paperwork Burden Statement

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**APPLICATION FOR INITIAL FUNDING UNDER RACE TO THE TOP**

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**I. RACE TO THE TOP APPLICATION ASSURANCES  
(CFDA No. 84.395A)**

Legal Name of Applicant (Office of the Governor): State of Missouri, Office of the Governor Jeremiah W. (Jay) Nixon, Governor	Applicant's Mailing Address: Dept. of Elementary & Secondary Edu. PO Box 480, 205 Jefferson Street Jefferson City, MO 65101
Employer Identification Number: 446000987	Organizational DUNS: CCSR093746923
State Race to the Top Contact Name: (Single point of contact for communication) Robin Coffman	Contact Position and Office: Asst. to Commissioner of Education Mo. Dept. of Elementary & Secondary Edu.
Contact Telephone: 573-751-4446	Contact E-mail Address: Robin.Coffman@dese.mo.gov
Required Applicant Signatures:  To the best of my knowledge and belief, all of the information and data in this application are true and correct.  I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Jeremiah W. (Jay) Nixon	Telephone: 573-751-3222
Signature of Governor or Authorized Representative of the Governor: 	Date: 1/18/2010
Chief State School Officer (Printed Name): Chris L. Nicastro	Telephone: 573-751-4446
Signature of the Chief State School Officer: 	Date: 1/18/2010
President of the State Board of Education (Printed Name): David G. Liechti	Telephone: 573-751-3563
Signature of the President of the State Board of Education: 	Date: 1/18/2010

**State Attorney General Certification**

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

*(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)*

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):

Telephone:

Chris Koster

(573) 751-3321

Signature of the State Attorney General or Authorized Representative:

Date:



January 15, 2010

## I. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

### Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
  - the uses of funds within the State;
  - how the State distributed the funds it received;
  - the number of jobs that the Governor estimates were saved or created with the funds;
  - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
  - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to [www.Recovery.gov](http://www.Recovery.gov). A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or Missouri Department of Elementary and Secondary Education (DESE). (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

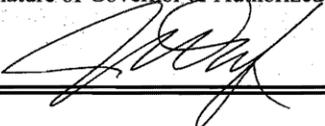
## **Other Assurances and Certifications**

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81—General

Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name):	
Jeremiah W. (Jay) Nixon	
Signature of Governor or Authorized Representative of the Governor:	Date:
	1/18/2010

## II. ELIGIBILITY REQUIREMENTS

A state must meet the following requirements in order to be eligible to receive funds under this program.

### **Eligibility Requirement (a)**

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by DESE prior to the State being awarded a Race to the Top grant.

*DESE will determine eligibility under this requirement before making a grant award.*

### **Eligibility Requirement (b)**

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the state level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

*The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. DESE will determine eligibility under this requirement.*

(Enter text here.)

### III. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

#### (A) State Success Factors (125 total points)

##### (A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)<sup>1</sup> or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

- (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
- (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
- (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to

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<sup>1</sup> See Appendix D for more on participating LEA MOUs and for a model MOU.

reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1),

below).

*Recommended maximum response length: Ten pages (excluding tables)*

**(A)(1)(i)**

**Core Student Learning and Outcomes Goals:**

The Race to the Top has provided an unprecedented opportunity for Missouri to bring its citizens together, to identify common goals and to develop a plan for a decade of educational reform designed to give Missouri’s children a competitive edge in tomorrow’s international competition. Our vision for reform embraces the notion advanced in the book, Nudge, where Thaler and Sunstein outline the need for “choice architects” to subtly steer choices toward positive results while leaving people, districts and schools “free to choose.” We know that if Missouri’s public schools are to be the best choice for our citizens, they must produce the best results. This Race to the Top competition has provided the “nudge” Missouri needed to pick up the pace.

The State of Missouri, led by its governor and Department of Elementary and Secondary Education (DESE), which is under new leadership, is deeply committed to improving academic success and postsecondary outcomes for all of its students. This is evidenced by the vision Missouri’s Commissioner of Education has outlined to define DESE’s work during the next decade. DESE aspires to:

1. Ensure that Missouri students will rank in the top 10 on national and international measures of accountability;
2. Provide quality, universal early childhood educational opportunities to all three and four-year olds;
3. Recruit, prepare and support effective teachers and leaders; and
4. Create statewide knowledge of and respect for public education through improved departmental efficiency, operational effectiveness and positive relationships with external constituencies.

With this new vision as a foundation, the assurance areas defined in Race to the Top provide us with the framework to build a reform agenda to realize our goals in the context of a comprehensive plan to deploy interrelated research-tested strategies. At the core of the

plan is the state's commitment to ensuring that every classroom is guided by a highly effective teacher and every school is led by a highly effective principal. To do so, the DESE, in collaboration with stakeholders throughout the state, will invest in and undertake a series of transformative and integrated activities to build human capital – providing teachers and principals with meaningful opportunities to develop essential knowledge and skills and holding them accountable for improving outcomes for all students. Focus on human capital will be strengthened by a similar concentration on fostering the growth of social capital – leveraging systemic resources and relationships, internal and external, to change school climate, to promote a culture of accountability at all levels of education and to offer teachers and principals the ongoing support, guidance and tools required for their continued improvement and effectiveness.

These transformative activities, which are at the heart of Missouri's reform plan, will actively involve and impact all actors in the education system.

- Individuals (most notably students, teachers, and principals)
- Education organizations (unions, reform organizations)
- Educational institutions – LEAs, Institutions of Higher Education (IHEs), DESE, Department of Higher Education (DHE), early education providers

For each group of actors, the plan contemplates:

- New expectations
- New relationships
- New levels of accountability
- New learning
- New action

There will be new expectations of each individual and entity, driven by the urgent need to foster deeper student learning and greater accomplishment. Fulfilling these expectations rests, in part, on bringing stakeholders from all sectors together to form new relationships to combine and leverage their resources and to act in concert on issues, such as teacher preparation, where the work of one shapes student success in another. These new expectations will be matched by new levels of accountability, which outline clear responsibility for student success for all actors. New learning about what individuals and institutions must do to foster student success will emerge in part through enhanced efforts to monitor process and outcomes that incorporated into heightened accountability. All of these elements will lead to new action by each actor – no individual or institution will be able to continue functioning in maintenance of the status quo.

These aspects of change infuse the activities, highlighted below and described in detail in Sections B – F, that comprise Missouri’s reform plan. The activities fall into four areas: great teachers and leaders, standards and assessments, data to support instruction, and turning around lowest achieving schools.

### **Great Teachers and Leaders**

DESE and its partners in reform will focus foremost on improving the effectiveness of teachers and principals – the people whose interaction with students is direct, immediate, and most influential in determining the academic success of students. The cornerstone of work in this area is the development of a comprehensive and transparent performance-based evaluation system, which builds on existing practices to assess performance and incorporates measures of student learning. This system will be used to inform how teachers and principals are prepared, licensed, supported, and distributed.

**Goals:**

- Missouri will implement an updated system for measuring, analyzing and aggregating student performance and growth based on the Common Core Standards; continuous improvement will be achieved through accurate, ongoing evaluation and analysis and differentiated instructional practices.
- Teacher and leader effectiveness will be increased.
- Effective teaching and leadership will be fostered through an evaluation methodology that is performance-based and uses evidence-based best practices.
- Effective teachers/principals will be more equitably distributed among high poverty/high minority schools and chronically low-performing schools.
- Missouri will offer new pathways to the professions through a variety of high-quality teacher and leader preparation programs; these will be linked to student achievement and student growth data to each preparation program and consequently made more accountable for results.
- Missouri will establish a collaborative system of support for teachers and leaders focused on improving results in every school.

**Standards and Assessments**

DESE will transition to rigorous and relevant Common Core curriculum standards, which outline what students need to know and be able to do to be fully prepared for the demands of postsecondary study and to succeed in a globally competitive labor force. These standards, prepared in collaboration with a cadre of states, will guide the work of students and teachers. Missouri is particularly well-positioned to move quickly and effectively to implement the new curriculum standards. The State was one of the first to establish curriculum standards and has developed a system to support LEAs and schools in implementing them. Likewise, Missouri legislation requires the state to implement rigorous performance-based assessments to measure student performance relative to the standards.

Resulting performance expectations in Missouri are among the highest in the nation.

As the state transitions to Common Core standards, DESE will also institute two new assessment systems, both developed by consortia of states. The first includes formative local assessment tasks and an adaptive interim/benchmark assessment system that is aligned to the Common Core standards. The second system is summative and is also aligned with the Common Core standards.

**Goals:**

The primary goal within this assurance area is to improve student performance by enabling LEAs to implement enhanced standards and high quality assessments in all content areas and across the P-20 spectrum (from early childhood to career). Toward this goal, DESE will:

- Adopt and implement the National Governor’s Association/Council of Chief State School Officers (NGA/CCSSO) Common Core Standards for mathematics, reading, speaking, listening, and writing and position the state to adopt forthcoming common standards in other content areas and across the P-20 spectrum.
- Develop a model curriculum framework consisting of course descriptions, unit outlines, measurable objectives, benchmark assessments and scoring guides, suggested evidence-based instructional strategies, instructional timelines, and a state online instruction support environment tied to the Common Core K-12 Standards and all other content areas in the P-12 spectrum.
- Design and disseminate grade/subject specific professional development to support the implementation of the model curriculum for all content areas, including the construction and administration of formative, interim/benchmark assessments to efficiently determine student needs, and the documentation of effective instructional strategies to shape future instruction.
- Update Missouri high school graduation requirements to encourage dual credit, internship, and Science, Technology, Engineering, and Mathematics (STEM) opportunities for all students.

### **Data Systems to Support Instruction**

Having recognized that teachers and principals must have timely and meaningful data to make sound instructional decisions, and that local and state policies should similarly be informed by such data, DESE has already instituted a statewide longitudinal data system, the Missouri Student Identification System (MOSIS) in the 2007-2008 school year, which is among the most advanced in the nation. Race to the Top will transform MOSIS into the Missouri Comprehensive Data System, focusing on extending and integrating data from across the continuum of P-20 institutions; building the technological infrastructure required across the state to ensure all districts can access the system; and facilitating the implementation of evidence-based local improvement systems.

#### **Goals:**

- Ensure that all schools and stakeholders have access to the Missouri Comprehensive Data System.
- Enable all stakeholders to utilize P-20 longitudinal data from the Missouri Comprehensive Data System for instructional, research and planning purposes.
- Through the Missouri Comprehensive Data System, enable observers and teachers to work collaboratively to capture and identify effective teaching practices based on student performance and leadership activities.
- Provide a database accessible to researchers throughout the nation that is the first-ever link between student performance, teaching practices and leadership decisions.

### **Turning Around the Lowest-Performing Schools**

Since 1950, Missouri has been committed to ongoing review and accreditation of school districts. The Missouri School Improvement Program (MSIP) was created in 1990 to provide standards and indicators of excellence for schools and districts in the areas of resources, processes, and performance. DESE's accreditation incorporates guidance and support for districts in providing the

resources and designing processes to foster improvement in student achievement. In spite of this longstanding system of accountability, some schools still do not meet state and federal standards.

The need for effective teachers and principals is most urgent in these lowest-performing schools, those schools that, by most measures, are failing their students. DESE has crafted a statewide, tiered system of support to foster school improvement at all levels. For the lowest-performing schools, the system requires and provides assistance with the implementation of a comprehensive turnaround model. Across LEAs, the support system will address, among other things, teacher training and recruitment, school leadership and governance, conditions that foster change including resources and accessing community support mechanisms.

**Goal:**

- Develop state and LEA human capacity to successfully implement the four school intervention models: turnaround model, restart model, school closure, or transformation model.

Undergirding all of these activities is the transformation of DESE itself. As described in greater detail in section (A)(2)(i)(b), DESE has launched a reorganization that will shift its work from enforcing compliance by LEAs to supporting LEAs in designing and instituting reform strategies. DESE will also focus on building organizational and systemic capacity and creating incentives to ensure LEA implementation of reform policies and practices. This transformation within DESE is central to promoting a culture of success in our districts and schools.

As the goals in each area highlight, Missouri is committed to – and prepared for – building a system of public education that provides every student with highly effective instruction delivered by capable and engaged teachers and principals. In doing so, the State will ensure that these teachers and principals are supported by comprehensive systems of human and social capital so that they have the knowledge, skills, tools, and ongoing support and guidance required to be effective. The activities detailed throughout this proposal

will lead to significant improvements in student learning and academic outcomes and will generate valuable new knowledge not only about effective practices in classrooms, schools and districts, but also about the process of instituting comprehensive reforms across a diverse state. This new knowledge will inform educational policy and practice in Missouri and can be a guide to other states seeking the same goals for their students.

**(A)(1)(ii)**

The Missouri LEA Memorandum of Understanding (MOU) and Exhibit 1 of the MOU describe the relationship and responsibilities of the State and its LEA partners in implementing the reform plan described in this proposal. Because not all Missouri school districts have collective bargaining agreements with teacher organizations or teacher unions, some signed MOUs do not have teacher organization/union signatures, but instead have letters of support. Additionally, some local teacher organizations and unions have asked districts to agree to additional language to ensure the preservation of current collective bargaining agreements. A copy of the Memorandum of Understanding is included as Appendix 1.

**(A)(1)(ii)(a)**

**Participating LEA Responsibilities**

In assisting the State in implementing the tasks and activities described in the State’s Race to the Top (RT3) application, the Participating LEA sub-grantee will:

1. Within 90 days of notification of an award for Missouri for RT3 funding, develop a detailed action plan (Final Scope of Work) pursuant to a collaborative with the State, Participating LEAs and their stakeholders and other relevant stakeholders to implement the reforms identified in Exhibit I and the programs and strategies identified under the “LEA Actions to Advance Reform” section of Exhibit I, *Missouri’s Education Reform Plan*. *Missouri’s Education Reform Plan* also outlines specific

state-provided supports that will be available to each Participating LEA.

2. Actively participate in all relevant meetings, collaborative forums, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (USDOE);
3. Post to any website specified by the State or USDOE, in a timely manner, all non-proprietary products and lessons learned and developed using funds associated with the RT3 grant;
4. Participate, as requested, in any evaluations of this grant conducted by the State or USDOE;
5. Be responsive to State or USDOE requests for information, including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6. Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the RT3 grant period, and (d) other matters related to the RT3 grant and associated plans.
7. Implement the LEA plan as identified in Exhibit I of this agreement.

### **State Responsibilities**

In assisting Participating LEAs in implementing their tasks and activities described in the State's RT3 application, the State grantee will:

1. Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I of this agreement;
2. Timely distribute the Participating LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the Final Scope of Work;
3. Provide feedback on the Participating LEA's status updates, annual reports, any interim reports, and project plans and products;

4. Identify sources of technical assistance for the project; and
5. Review state policies and practices to ensure that they will promote the goals of the Missouri plan and recommend and pursue improvements in these policies and practices as needed.

**Joint Responsibilities**

1. The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2. These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this Agreement.
3. State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4. State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the grant requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

**(A) (1) (ii) (b)**

A preliminary scope of work, Exhibit I to the MOU as included in the Appendix 1, outlines each element of the reform plan detailing local and state responsibilities. It is this scope of work that clearly delineates the flow of the four Race to the Top assurance areas across the goals of our reform plan. While we have provided a preliminary scope of work outlining the general characteristics and requirements of the various reform initiatives, participating districts will be required to submit, as an addendum to the MOU, a proposed work plan for implementing the reform plan in their district.

**Missouri Education Reform Plans – PRELIMINARY SCOPE OF WORK: OVERVIEW**

<b>State Actions</b>	<b>LEA Actions</b>
<b>B. Standards and Assessments</b>	
1. Develop a model curriculum framework (includes course descriptions, measurable objectives, benchmark assessments and scoring guides, suggested evidence-based instructional strategies, and a state online instruction support environment).	1. Align district curriculum to updated state standards or implement the model curriculum. Involve teacher/educational leaders in curriculum improvement activities. Monitor implementation of the newly aligned district curriculum and/or the model curriculum.
2. Develop grade/subject specific professional development providing evidence and research-based support for the implementation of the model curriculum.	2. Focus local professional development resources and plans on the implementation of the new model curriculum, and evidence-and research based instructional practices.
3. Update Missouri high school graduation requirements to include dual credit, internship, and STEM opportunities.	3. Develop plan to expand the number of advanced course offerings and STEM opportunities with emphasis on those that foster hands-on and inquiry-based learning.
<b>C. Data Systems to Support Instruction</b>	

<p>1. Use the Missouri Comprehensive Data System (MCDS) to collect and maintain detailed student-and staff-level data linked to one another across entities and over time, providing a complete history for each student in the P-20 system.</p>	<p>1. Participate in the state-wide student information system or develop and use the capacity to extract data from the district student information system for daily submissions to the MCDS.</p>
<p>2. Use the MCDS to provide near real time data to be used with reporting and analysis tools by regional support centers to provide targeted, differentiated, and immediate support to schools.</p>	<p>2. Access and use data from the MCDS for evaluation of programs, evaluation of the effectiveness of instruction, and the performance of students. The system will support in-depth and longitudinal analysis by district leadership, and provide user-friendly data at school and classroom levels.</p>
<p>3. Collaborate with appropriate partners to increase bandwidth to schools and communities to support the MCDS and the use of the system by students, parents, educators, communities, and researchers.</p>	<p>3. Leverage local, state, and grant funding to connect to the bandwidth necessary to support the use of the Missouri Comprehensive Data System.</p>
<p>4. Expand data analysis training to include data team certification in every school district by 2011 and in every school by 2012.</p>	<p>4. Send LEA teams to train and gain data team certification.</p>
<p>5. Provide incentives, including grants, to universities, colleges, school-based researchers and independent</p>	<p>5. Collaborate with the research community to use the Missouri Comprehensive Data System to close achievement gaps.</p>

<p>researchers to investigate narrowly defined questions focused on closing gaps in achievement.</p>	
<p><b>D. Great Teachers and Leaders</b></p>	
<p>1. Collaborate with all stakeholders, to revise the performance-based teacher and leader evaluation system models to include evidence of student learning from multiple sources.</p>	<p>1. Work in collaboration with all stakeholders, design and implement revised performance-based teacher and leader evaluation systems to include evidence of student learning garnered through objective measures such as standardized test results, local assessment data, student-level measures and instructional practices.</p>
<p>2. Use the Missouri Comprehensive Data System to provide a database that links student performance, teacher practices and leadership decisions.</p>	<p>2. Collaborate with regional service centers, teacher preparation programs, and/or other partners to develop and provide to educator training programs, teachers, and educational leaders professional development addressing the use of real-time data provided by the Missouri Comprehensive Data System reports to guide instructional practices, mentoring, and coaching.</p>
<p>3. Collaborate with all stakeholders to develop models of compensation for effective teachers and to provide incentives for master teachers to assume additional responsibilities/ roles such as mentoring, coaching,</p>	<p>3. Conduct annual evaluations to inform decisions around compensation, promotion, retention, remediation, removal.</p>

modeling, etc.	
4. Provide support and assistance in the development of a performance salary and contribution model that takes into account student performance and teacher/leadership contributions.	4. In collaboration with stakeholders develop a performance salary and contribution model.
5. Develop a process to ensure effective teachers and leaders are placed in high poverty/high minority schools.	5. Collaborate with the state, regional service centers, and partners to implement strategies to ensure the placement of effective teachers in high poverty/high minority schools and support additional teacher professional development for reaching diverse learning environments.
6. Develop in collaboration with institutions of higher education; incentives for teacher preparation programs to identify and recruit individuals into STEM related areas.	6. Provide data regarding hard-to-staff subjects and specialty areas and LEAs will provide projected staffing future staffing needs for hard-to-staff subjects and specialty areas.
7. Develop in collaboration with LEAs a model which identifies characteristics for “grow your own” teachers and principals in hard-to-staff subjects and specialty areas.	7. Partner with educator preparation programs to recruit and train teacher candidates from the local LEA to teach in hard-to-staff subjects and specialty areas, and to attract and retain teachers for the LEA.
8. The regional service centers will deliver technical	8. LEAs in collaboration with the regional service centers, teacher

<p>assistance to building and district-level teachers and administrators regarding strategies correlated with increased student growth. The Missouri Comprehensive Data System will be used to evaluate the effectiveness of professional development.</p>	<p>preparation programs, and/or other partners will develop and provide to educator training programs, teachers, and educational leaders professional development addressing the use of real-time data provided by the Missouri Comprehensive Data System reports to guide instructional practices, mentoring, and coaching.</p>
<p>9. Develop incentives for other non-traditional teacher preparation programs including teacher residencies or similar.</p>	<p>9. Pursue a human capital approach to recruiting, hiring and providing professional development to staff.</p>
<p>10. Link student performance data to classroom teachers and to teacher training institutions.</p>	<p>10. Utilize state data on student performance, classroom teachers and teacher training institutions in personnel decisions.</p>
<p><b>E. Turning Around the Lowest-Achieving Schools</b></p>	
<p>1. Provide technical support to school leaders in implementing a turnaround process.</p>	<p>1. Unaccredited and Provisionally Accredited districts, and/or districts and LEAs with schools in the lowest-achieving 5% will implement one of the four school intervention models where appropriate in the LEA and/or required by regulation: (a) Turnaround Model; (b) Restart model; (c) School closure; (d) Transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools.)</p> <p>Accredited districts and districts and LEAs without buildings in the</p>

	lowest achieving 5% will use data to identify an area or areas of needed improvement to eliminate achievement gaps.
2. Develop a Missouri Turnaround Model to train teachers and leaders in turning around the state’s low performing districts, schools, and groups of students.	2. Work in partnerships with the regional service centers and other institutions providing training and support turn around low performing schools and groups of students.
3. Provide resources, strategies and support for the recruitment and retention of effective teachers and leaders for chronically low-achieving schools.	3. Collaborate with the regional service centers, other LEAs, and institutions of higher education to train, recruit and retain effective leaders for their chronically low-achieving schools.
4. Develop a model for a seamless, community-based system of support for children and families including education, health and social services.	4. Work collaboratively with those who specialize in providing social/emotional/health services to provide a seamless structure of support for all children.
5. Pursue changes in state law to improve existing charter authorization to ensure greater accountability, and deliberate and effective expansion of innovative models (including charter schools, charter-like schools and LEA autonomous schools).	5. Allow more flexibility for creation of innovative school models.

**(A1) (ii) (c)** DESE has received a total of 513 signed MOUs, representing 91.4% of the State’s LEAs. Every LEA partner has agreed to participate fully in every reform effort. Among these, 100% were signed by the superintendent, 100% were signed by the president of the local school board and 100% were signed by the teachers’ union representative, where applicable.

**(A) (iii)**

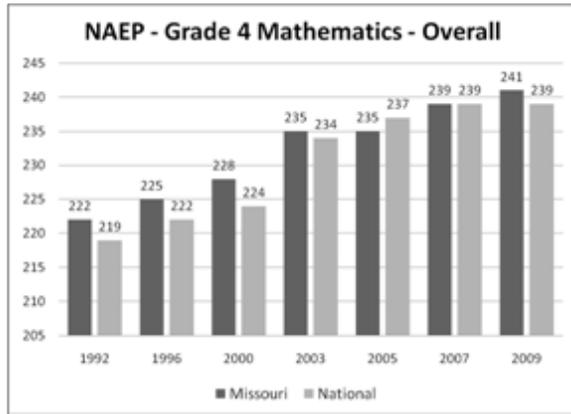
Missouri districts committed to participating in the states reform agenda range in size and demographics from small, rural schools in outlying regions of the state, to the state’s largest urban districts. Their collective populations incorporate 99.4% of Missouri’s school children – children that will be immediately and directly impacted by reforms. As stipulated by federal regulations, 50 percent of funds received through the Race to the Top grant will flow through to participating districts to assist them in carrying out their work plans. The wide geographic and demographic range of these districts will ensure that grant funds benefit the largest number of students possible. A portion of the remaining award will be used to provide support for reform implementation in LEAs that are not designated as “Participating” and for carrying forward statewide systemic support efforts. Although LEAs will not universally receive Race to the Top funding, all Missouri LEAs will benefit from the support structures and collaborative networks that will emerge as a result of grant funding. In addition, lessons learned as we implement our reform plan will provide models of effective practice for all schools.

**(A1) (iii) (a)**

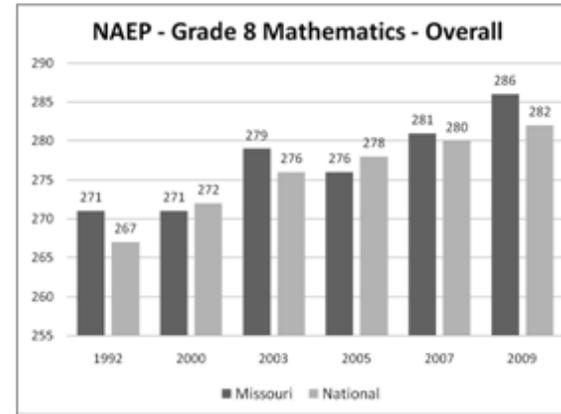
With regard to student performance, we expect that Race to the Top initiatives will result in significant improvement at both the state and national levels. Missouri has established some of the nation’s highest expectations for student performance and has progressed in building a solid educational reform platform. Missouri’s scores on national measures are average and performance on state measures has improved only slightly in some content areas. Figures 1a through 1d, below, illustrate the trend of Missouri student performance on the National Assessment of Educational Progress (NAEP) in mathematics and reading/language arts.

**Figure 1(a) – Figure 1(d): Missouri Student Performance on National Assessment of Educational Progress in Terms of Scale Score**

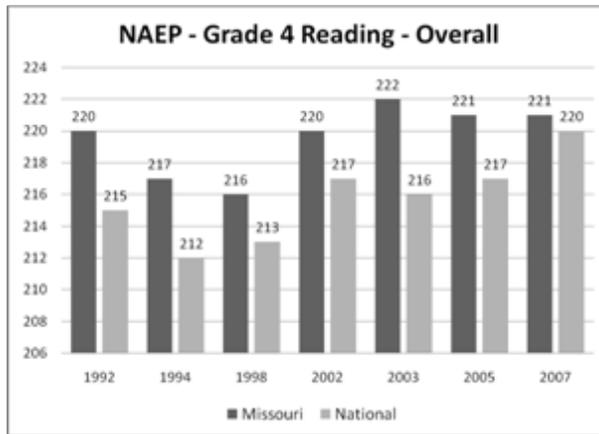
**Figure 1(a)**



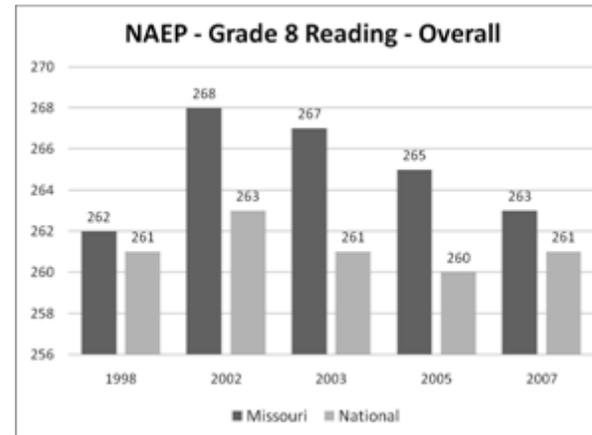
**Figure 1(b)**



**Figure 1(c)**



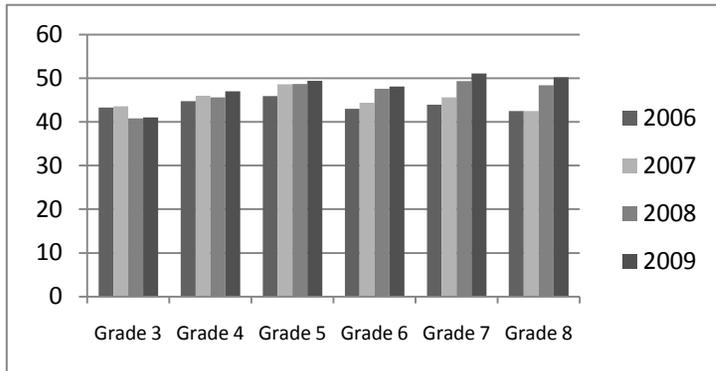
**Figure 1(d)**



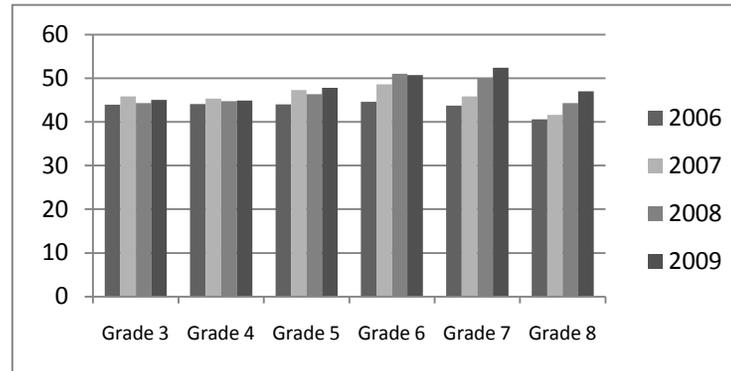
Figures 2a and 2b illustrate the trend in performance of Missouri students on state assessments for the past four years at each tested grade level in reading/language arts and mathematics.

**Figure 2a-Figure 2b: Longitudinal Student Performance on MAP Assessments in terms of Percent of Students Scoring at or above Proficient**

**Figure 2a: Communication Arts**

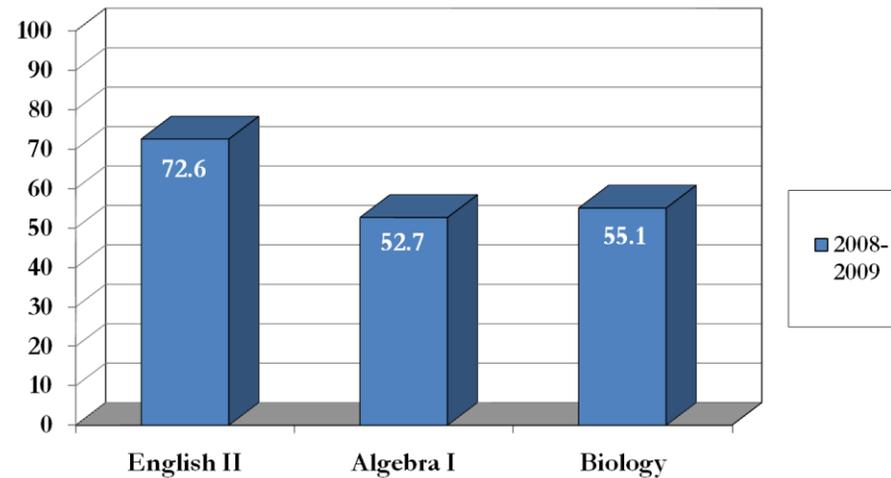


**Figure 2b: Mathematics**



At the high school level, Missouri moved to End-of-Course assessments in Algebra I, English II, and Biology for statewide accountability. Tests were administered for the first time in 2008-2009. Figure 3 below represents baseline data in terms of the percent of students scoring at or above Proficient for each content area.

**Figure 3: Baseline data for Missouri End-of-Course Assessments in terms of students scoring at or above Proficient**



Trends indicate little change in student performance over time in Communication Arts and Mathematics. Without bold innovations and reform initiatives, this trend is likely to continue. We would expect to see Missouri students performing at a level similar to students nationwide, and making small, incremental improvements over several years on statewide tests.

With bold changes in the way we do business in our schools, and in our educational system as a whole, we expect that Missouri students will surge ahead.

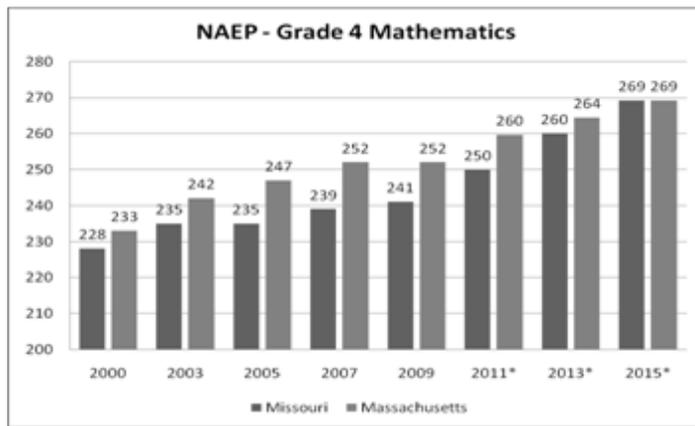
Our goals for improving increasing student achievement in reading/language arts and mathematics are:

- To increase the percent of all students scoring proficient or above in communication arts, mathematics, and science by 7% with each assessment administration of the NAEP, putting Missouri on target to score within the top 10 of states nationwide by 2015.

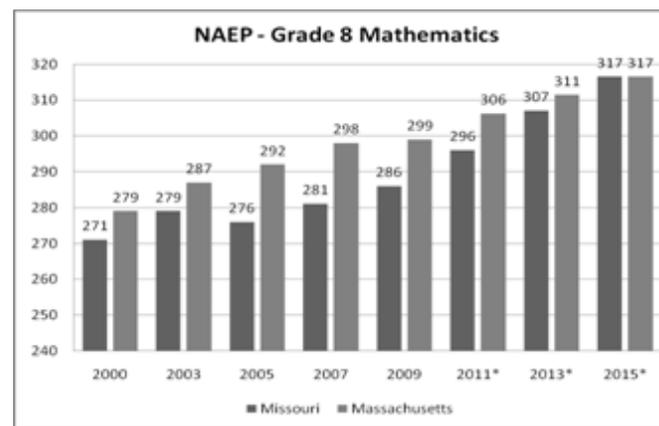
Figures 4a through 4d, below, illustrate projected targets for Missouri students' NAEP performance assuming continued incremental improvement of top performing states. Massachusetts was chosen as a state to benchmark against due to their student's performance on NAEP.

**Figure 4a-Figure 4d: Project Targets for Missouri Students' NAEP Performance**

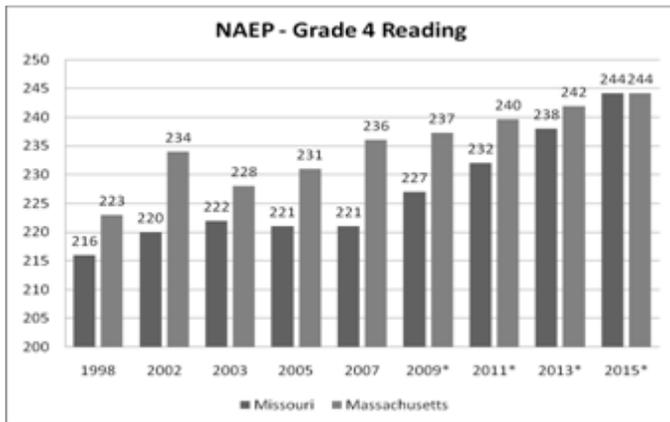
**Figure 4a**



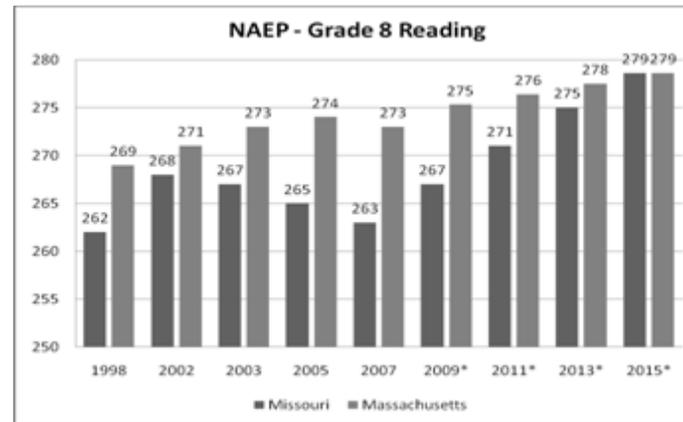
**Figure 4b**



**Figure 4c**



**Figure 4d**



- To increase the increase the percent of all students scoring proficient or above on statewide assessments in accordance with the state’s targets for Adequate Yearly Progress (AYP).

Table 1, below, shows Missouri’s progress toward current AYP targets for statewide assessments.

**Table 1: Missouri AYP Targets**

<b>COMMUNICATION ARTS</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>State Proficiency Goals</b>	<b>19.4</b>	<b>20.4</b>	<b>26.6</b>	<b>34.7</b>	<b>42.9</b>	<b>51.0</b>	<b>59.2</b>	<b>67.4</b>	<b>75.5</b>	<b>83.7</b>	<b>91.8</b>	<b>100.0</b>
Total	29.7	29.8	30.4	43.7	44.3	45.7	51.2					
Asian/Pacific Isl.	41.6	41.5	42.2	54.2	55.3	57.3	61.7					
Black	12.0	12.2	13.7	21.6	22.7	24.0	29.7					
Hispanic	21.0	19.0	21.0	29.7	31.3	32.5	37.7					

Indian	22.6	23.7	26.0	39.8	40.3	42.3	51.1					
White	33.7	34.0	34.3	49.3	49.7	51.1	56.6					
Other/Non-Response	23.8	24.4	23.2	26.7	27.6	52.7	60.3					
F/R Lunch	18.1	18.1	18.9	28.9	29.8	31.6	36.9					
IEP	8.9	10.3	11.1	16.3	16.5	19.2	23.6					
LEP	10.3	15.3	12.1	17.7	20.8	27.0	24.7					
<b>MATHEMATICS</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>State Proficiency Goals</b>	<b>9.3</b>	<b>10.3</b>	<b>17.5</b>	<b>26.6</b>	<b>35.8</b>	<b>45.0</b>	<b>54.1</b>	<b>63.3</b>	<b>72.5</b>	<b>81.7</b>	<b>90.8</b>	<b>100.0</b>
Total	21.3	22.9	24.7	43.3	44.8	46.7	47.6					
Asian/Pacific Isl.	39.3	41.1	42.9	60.5	62.2	64.8	64.8					
Black	8.3	10.3	10.6	18	20	21.2	23.0					
Hispanic	14.8	15.3	17.2	30.3	32.2	34.4	35.8					
Indian	13.4	14.3	15.7	38.7	38.7	41.8	44.0					
White	24.2	25.8	28.0	49.6	51.0	52.8	53.6					
Other/Non-Response	14.2	14.2	18.2	24.6	23.9	58.9	65.1					
F/R Lunch	13.2	14.7	15.8	28.3	30.1	31.8	34.1					
IEP	8.1	8.7	11.3	18.9	19.9	22.8	25.9					
LEP	14.5	18.5	18.7	23	23.1	32.0	28.6					

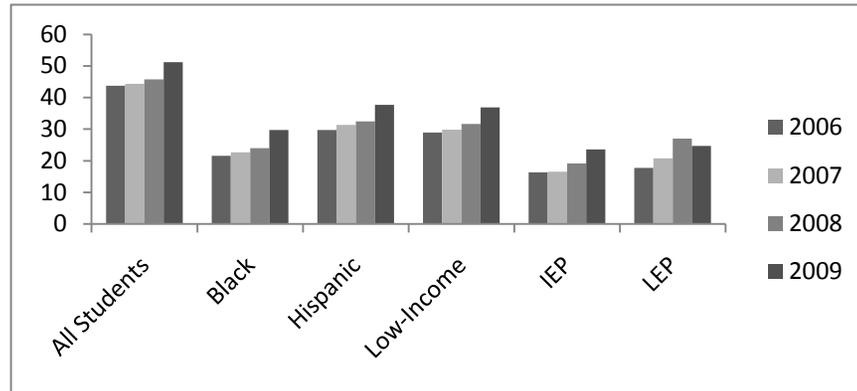
An important precursor to improving outcomes in specific content areas for students in grades K-12 is ensuring that children enter school with the essential foundation for learning. Therefore, Missouri will establish baseline data through the Missouri Comprehensive Data System and annually evaluate outcomes for children in early childhood programs. Our goal is:

- To increase the percent of children scoring proficient on a research-based kindergarten readiness assessment by 5% each year as measured by the Missouri Comprehensive Data System.

**(A1) (iii) (b)**

As important as improving performance for the student population as a whole is closing the achievement gap among various subgroups of the student population. As shown in the tables that follow, in Missouri, the most significant achievement gaps exist between Black students and the total student population, Hispanic students and the total student population, low-income students and the total student population, IEP students and the total student population, and LEP students and the total population. Figures 5a and 5b show the trend in performance of these subgroups compared to the total student population on Missouri's statewide assessments.

**Figure 5a: Subgroup Performance on MAP Communication Arts Assessments based on Percent of Students scoring Proficient or Above**



**Figure 5b: Subgroup Performance on MAP Mathematics Assessments based on Percent of Students scoring Proficient or Above**

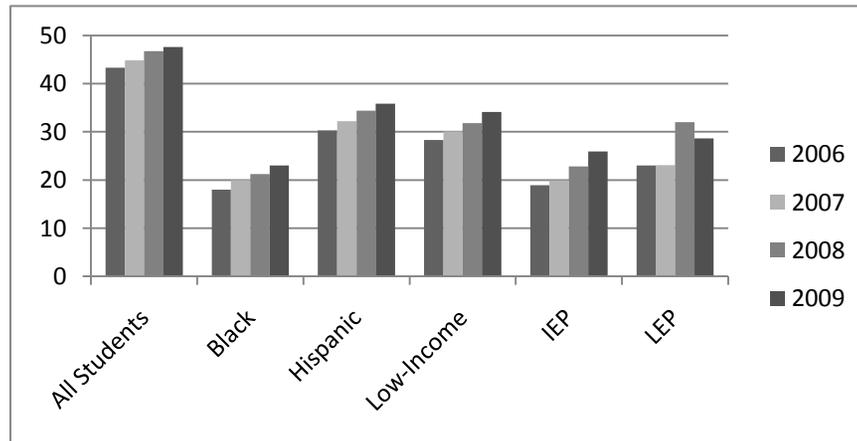


Table 2 below shows similar subgroup data for Missouri students in NAEP testing.

**Table 2: Missouri Subgroup Data for NAEP Testing**

Year	Overall	Black	Hispanic	Free/Reduced Lunch	Students with Disabilities	English Learners
<b>Grade 4 Mathematics</b>						
1992	222	195				
1996	225	200		210		
2000	228	202		213	212	
2003	235	216	220	224	222	
2005	235	215	221	225	222	224
2007	239	218	234	228	225	
2009	241	221	237	229	225	
<b>Grade 8 Mathematics</b>						
1992	271	242				
2000	271	238		250	232	
2003	279	250		263	247	
2005	276	247		262	245	
2007	281	253	270	266	249	
2009	286	260	284	272	255	
<b>Grade 4 Reading</b>						
1992	220	195				

1994	217	191				
1998	216	188		202	188	
2002	220	197		205	197	
2003	222	203	218	208	196	
2005	221	200	210	209	206	
2007	221	200	213	208	193	
<b>Grade 8 Reading</b>						
1998	262	242		248	228	
2002	268	250		257	238	
2003	267	243		255	237	
2005	265	242	258	253	230	
2007	263	242	248	252	225	

In Missouri’s statewide testing program, subgroups have performed consistently better over time in most grade levels and content areas. However, because the performance of the total student population has increased in similar proportions over time, the achievement gap persists. Many students represented by these subgroups attend schools that, as a whole, are struggling. We anticipate that the implementation of our Race to the Top reform plan will provide the support necessary in these schools to address the comprehensive academic, social, and emotional needs of these children and families and ultimately close the achievement gap. In addition, reforms will assist educators in specifically identifying the needs of all students and differentiating instruction to address gaps in achievement. Our goals related to closing the achievement gap are:

- To increase the percent of minority students, special education students and English Learners scoring proficient or above in

communication arts, mathematics, and science by 7% with each assessment administration of the NAEP. To increase the percent of minority students, special education students and English Learners scoring proficient or above as defined by the state's AYP targets.

Table 1, above, shows Missouri's AYP targets for all subgroups and the total student population.

**(A1) (iii) (c)**

Missouri's graduation rates, as illustrated in Table 3 below, have remained almost unchanged for the total student population and have decreased for some subgroups since 2003.

**Table 3: Missouri Graduation Rates**

YEAR	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total	84.4	85.6	86.0	85.8	86.3	85.9	85.1					100%
Asian	93.7	93.7	94.6	94.7	94.1	92.5	91.0					100%
Black	74.6	76.5	77.5	76.0	77.2	75.0	73.3					100%
Hispanic	76.1	77.7	81.6	80.6	80.7	78.1	79.5					100%
Indian	79.3	84.8	83.9	81.4	81.0	84.0	86.6					100%
White	86.2	87.4	87.6	87.8	88.2	88.4	88.0					100%
F/R Lunch	95.0	90.0	84.6	80.2	80.1	81.4	81.2					100%
IEP	0.0	95.3	87.9	84.2	80.2	80.1	76.9					100%
LEP	97.3	92.9	89.8	83.1	85.3	87.2	73.3					100%

\* Currently under revision for the ESEA accountability workbook, with plans to include for 4 year

graduation rate based on first year freshmen

Missouri's cohesive reform plan will allow greater flexibility for students to complete coursework and demonstrate proficiency, and will provide teachers with support for using effective instructional practices to meet individual students' needs. Our goals for improving high school graduation rates for both the total student population and relevant subgroups are:

- The percent of students graduating from high school will increase by 2% each year as measured by the Annual Performance Report of Missouri Schools.
- The percent of minority and female students graduating from high school with a concentration in STEM related coursework will increase by 7% each year as measured by the Missouri Comprehensive Data System.
- The percent of students graduating from high school with a concentration in STEM related coursework will increase by 5% each year as measured by the Missouri Comprehensive Data System.

Missouri's current data collection system has not allowed us to establish baseline data for goals pertaining to STEM related coursework. The Missouri Comprehensive Data System, funded through the RT3 initiative, will provide this capacity.

**(A1) (iii) (d)**

Missouri's reform agenda facilitates ongoing partnerships among P-12 and postsecondary education stakeholders. Collaborative efforts will allow us to better prepare students for postsecondary education, and to provide students with opportunities to earn college credit prior to high school graduation. Table 3 below shows the number of Missouri high school students enrolling in postsecondary education in a Missouri public college or university within two years of high school graduation. Of those students, according to the Missouri Department of Higher Education, the number of Missouri students graduating from high school with significant college credit is negligible.

**Table 3: Graduate Enrollment in Missouri Public Postsecondary Institutions within two Years of High School Graduation**

HS Graduation	2003	2004	2005	2006	2007	2008	Total
2002-03	23,407	3,337					26,744
2003-04		23,302	3,114				26,416
2004-05			23,744	3,300			27,044
2005-06				23,655	3,275		26,930
2006-07					24,689	3,568	28,257
<b>Minority Students</b>							
<b>Fall Enrollment (Postsecondary)</b>							
HS Graduation	2003	2004	2005	2006	2007	2008	Total
2002-03	2,716	563					3,279
2003-04		2,899	592				3,491
2004-05			3,279	612			3,891
2005-06				3,282	656		3,938
2006-07					3,445	803	4,248

Missouri's current data collection system does not allow effective tracking of students graduating from Missouri public high schools and enrolling in private colleges and universities, or colleges and universities outside the state of Missouri. The Missouri

Comprehensive Data System will facilitate complete follow-up of Missouri students into postsecondary education and the workforce.

Our goals pertaining to postsecondary education are:

- The percent of students graduating from high school with an associate’s degree will increase by 5% each year as measured by the Missouri Comprehensive Data System.
- The percent minority, special education, and English Learners enrolling in college will increase by 5% as measured by the National Student Clearinghouse and the Missouri Comprehensive Data System.
- The percentage of minority, special education, and English Learners who complete two years of college credit within 3 years of high school graduation will increase by 7% each year as measured by the National Clearing House.

Implementation of the reform plan described in this proposal will not stop if the State does not win Race to the Top funding. Missouri has a long tradition of fostering innovative improvements in education, and this will not change. Race to the Top funds will allow the State to move forward aggressively and comprehensively in adopting these reforms. In the absence of Race to the Top funding, the State and its partners would continue moving forward but will do so over a longer time-period and, in some areas, will have to adopt a more incremental approach. DESE would nudge LEAs toward the goals and implementation of data- driven decision making, but instituting the radical improvements in infrastructure and capacity envisioned would require more time and face challenging obstacles.

**Summary Table for (A)(1)(ii)(b)**

<b>Elements of State Reform Plans</b>	<b>Number of LEAs Participating (#)</b>	<b>Percentage of Total Participating LEAs (%)</b>
<b>B. Standards and Assessments</b>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	513	100%
<b>C. Data Systems to Support Instruction</b>		

<b>(C)(3) Using data to improve instruction:</b>			
(i) Use of local instructional improvement systems	513	100%	
(ii) Professional development on use of data	513	100%	
(iii) Availability and accessibility of data to researchers	513	100%	
<b>D. Great Teachers and Leaders</b>			
<b>(D)(2) Improving teacher and principal effectiveness based on performance:</b>			
(i) Measure student growth	513	100%	
(ii) Design and implement evaluation systems	513	100%	
(iii) Conduct annual evaluations	513	100%	
(iv)(a) Use evaluations to inform professional development	513	100%	
(iv)(b) Use evaluations to inform compensation, promotion and retention	513	100%	
(iv)(c) Use evaluations to inform tenure and/or full certification	513	100%	
(iv)(d) Use evaluations to inform removal	513	100%	
<b>(D)(3) Ensuring equitable distribution of effective teachers and principals:</b>			
(i) High-poverty and/or high-minority schools	513	100%	
(ii) Hard-to-staff subjects and specialty areas	513	100%	
<b>(D)(5) Providing effective support to teachers and principals:</b>			
(i) Quality professional development	513	100%	
(ii) Measure effectiveness of professional development	513	100%	
<b>E. Turning Around the Lowest-Achieving Schools</b>			
(E)(2) Turning around the lowest-achieving schools	513	100%	
[Optional: Enter text here to clarify or explain any of the data]			
<b>Summary Table for (A)(1)(ii)(c)</b>			
<b>Signatures acquired from participating LEAs:</b>			
Number of Participating LEAs with all applicable signatures			
	<b>Number of Signatures Obtained (#)</b>	<b>Number of Signatures Applicable (#)</b>	<b>Percentage (%)</b> (Obtained / Applicable)

LEA Superintendent (or equivalent)	513	513	100%
President of Local School Board (or equivalent, if applicable)	513	513	100%
Local Teachers' Union Leader (if applicable)	189	189	100%
[Optional: Enter text here to clarify or explain any of the data]			
<b>Summary Table for (A)(1)(iii)</b>			
	<b>Participating LEAs (#)</b>	<b>Statewide (#)</b>	<b>Percentage of Total Statewide (%)</b> (Participating LEAs / Statewide)
<b>LEAs</b>	513	561	91.4%
<b>Schools</b>	2217	2424	91.5%
<b>K-12 Students</b>	886,637	892,283	99.4%
<b>Students in poverty</b>	368,063	380,376	96.8%
[Optional: Enter text here to clarify or explain any of the data]			

<b>Detailed Table for (A)(1) – Appendix 2</b>																								
This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)																								
	<b>LEA Demographics</b>			<b>Signatures on MOUs</b>			<b>MOU Terms &amp; Conditions?</b>	<b>Preliminary Scope of Work – Participation in each applicable Plan Criterion</b>																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Super (or equivalent)	School Board (if applicable)	Teachers Union (if applicable)		(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(3)(i)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
<b>Participating LEAs</b>							Yes /	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/
Name of LEA here				Y/	Y/	Y/	/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	

				N/ N A	N/ N A	N/ NA	No	N/ N A															
Academie Lafayette (048914)	1	482	130	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Adair Co. R-I (001090)	2	266	142	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Adair Co. R-II (001092)	2	257	112	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Adrian R-III (007123)	2	758	222	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Advance R-IV (103129)	2	452	205	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Affton 101 (096098)	4	2455	781.5	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Albany R-III (038046)	3	465	204.6	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allen Village (048909)	1	454	335	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alta Vista Charter Sch. (048902)	1	181	150	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Altenburg 48 (079078)	1	161	39.2	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alton R-IV (075087)	2	782	538	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Appleton City R-II (093120)	2	344	180	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arcadia Valley R-II (047062)	4	1050	620.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Archie R-V (019139)	2	621	162	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ash Grove R-IV (039135)	3	849	311	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Atlanta C-3 (061150)	2	229	127	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Aurora R-VIII (055110)	5	2089	1072.8	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ava R-I (034124)	3	1446	937	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Avenue City R-IX (002090)	1	128	22	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Avilla R-XIII (049135)	1	150	82	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
B. Banneker Academy (048911)	1	233	245	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bakersfield R-IV (077101)	2	382	216.1	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ballard R-II (007122)	2	133	46	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bayless (096099)	4	1712	903.1	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bell City R-II (103128)	2	241	147	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Belleview R-III (047064)	1	133	76	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Belton 124 (019152)	11	4959	2044	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bernie R-XIII (103135)	2	566	281.8	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bevier C-4 (061151)	2	248	107.7	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Billings R-IV (022091)	2	475	195	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bismarck R-V (094076)	2	623	345.9	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blackwater R-II (027055)	1	134	44	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blair Oaks R-II (026002)	2	953	103	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bloomfield R-XIV (103131)	4	748	380	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blue Eye R-V (104045)	4	666	312.1	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blue Springs R-IV (048068)	22	1395 2	2838	Y	Y	UN K	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bolivar R-I (084001)	6	2664	1234.5	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Boonville R-I (027061)	5	1565	695.6	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bosworth R-V (017124)	2	118	85.3	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bowling Green R-I (082100)	4	1358	515.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bradleyville R-I (106001)	2	251	117	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Branson R-IV (106004)	6	4205	1945.5	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Braymer C-4 (013061)	2	348	170	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Breckenridge R-I (013054)	2	106	59	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brentwood (096101)	4	803	186.5	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bronaugh R-VII (108143)	2	237	137	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brookfield R-III (058112)	4	1088	422	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brookside Charter Sch. (048916)	2	426	311	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brunswick R-II (021149)	2	276	145	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Buchanan Co. R-IV (011079)	2	371	109.9	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bucklin R-II (058107)	2	166	84	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bunker R-III (090077)	2	258	163	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Butler R-V (007129)	2	1024	509	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cabool R-IV (107155)	3	809	525.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Calhoun R-VIII (042117)	2	143	84.5	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Callao C-8 (061157)	1	58	42	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Camdenton R-III (015002)	9	4339	1850.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cameron R-I (025001)	4	1836	651	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Campbell R-II (035093)	2	639	392	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Canton R-V (056015)	2	531	180	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Cape Girardeau 63 (016096)	9	3959	2002.6	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carl Junction R-I (049132)	6	3330	1106	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carrollton R-VII (017125)	5	457	454	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carthage R-IX (049142)	8	4136	2185	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Caruthersville 18 (078012)	3	1381	956.6	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cassville R-IV (005123)	4	1949	963.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Center 58 (048080)	8	2420	1562	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Centerville R-I (090075)	1	50	46	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central R-III (094086)	4	2031	1067	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Centralia R-VI (010091)	4	1311	340.4	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chadwick R-I (022088)	2	239	124.3	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chaffee R-II (100060)	2	558	286	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charleston R-I (067061)	3	1075	781.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chilhowee R-IV (051153)	2	164	88	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chillicothe R-II (059117)	7	1957	824.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
City Garden Montessori (115911)	1	52	28	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clark Co. R-I (023101)	4	1032	412.8	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarksburg C-2 (068075)	1	117	58	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarkton C-4 (035097)	2	338	266	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clayton (096102)	6	2605	393	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clearwater R-I (111087)	3	1074	676	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clever R-V (022092)	4	1051	343	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Climax Springs R-IV (015003)	2	228	155.3	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clinton (042124)	4	1833	866.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clinton Co. R-III (025003)	3	813	218	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cole Camp R-I (008111)	3	773	387	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cole Co. R-I (026001)	3	689	212.3	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cole Co. R-V (026005)	2	677	238	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Columbia 93 (010093)	31	1725 6	5872.4	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Community R-VI (004106)	2	338	164	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Concordia R-II (054037)	2	519	164	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Confluence Academies (115906)	4	2732	2533	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Construction Careers Center (115901)	1	394	297	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cooter R-IV (078004)	2	322	120	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Couch R-I (075084)	2	235	103	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cowgill R-VI (013058)	1	26	15	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Craig R-III (044078)	2	92	61	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crane R-III (104043)	3	745	358.1	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crawford Co. R-I (028101)	3	1038	520.6	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crawford Co. R-II (028102)	3	1394	691.1	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crystal City 47 (050013)	2	781	224	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dadeville R-II (029002)	2	154	77	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dallas Co. R-I (030093)	5	1826	1079	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Davis R-XII (042119)	1	31	19	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Della Lamb Elem. (048912)	1	472	424	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Delta C-7 (078009)	2	258	149	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Delta R-V (016092)	2	312	149.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dent-Phelps R-III (033093)	1	285	126	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Derrick Thomas Academy (048917)	2	952	773	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
DeSoto 73 (050014)	5	3130	1351	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dexter R-XI (103132)	4	2048	919	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Diamond R-IV (073102)	3	936	452	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dixon R-I (085048)	3	1092	461	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Don Bosco Education Ctr. (048903)	1	233	160.8	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Doniphan R-I (091092)	4	1623	1036.4	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dora R-III (077103)	2	354	192	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Drexel R-IV (019150)	2	273	104	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dunklin R-V (050005)	3	1387	598	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Buchanan Co. C-1 (011076)	3	735	180	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Carter Co. R-II (018047)	3	819	513	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Newton Co. R-VI (073099)	3	1681	981	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Prairie R-II (067055)	4	1175	613	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
El Dorado Springs R-II (020002)	3	1218	595	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Eldon R-I (066102)	5	1915	977.9	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elsberry R-II (057002)	3	831	405.9	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eminence R-I (101107)	2	316	193	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ethel Hedgeman Lyle Academy (115904)	2	850	649.1	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Excelsior Springs 40 (024089)	7	2991	1131.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Exeter R-VI (005122)	2	350	222.3	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fair Grove R-X (039142)	3	1111	379.3	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fair Play R-II (084002)	2	406	236.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fairfax R-III (003033)	2	176	70	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fairview R-XI (046140)	1	569	163.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Farmington R-VII (094078)	10	3827	1647.6	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fayette R-III (045077)	3	644	269.2	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ferguson-Florissant R-II (096089)	25	1267 8	7344	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Festus R-VI (050006)	4	3125	964	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fordland R-III (112101)	3	633	301	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Forsyth R-III (106003)	3	1215	747.6	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fort Osage R-I (048066)	12	4888	1997.1	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fox C-6 (050012)	17	1164 6	3136	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Francis Howell R-III (092088)	23	2039 5	2344.5	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Franklin Co. R-II (036123)	1	155	35	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fredericktown R-I (062072)	4	1932	948.5	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Frontier School Of Innovation (048922)	n/a	303	n/a	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ft. Zumwalt R-II (092087)	24	1868 7	2672.6	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fulton 58 (014129)	5	2183	913.2	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gainesville R-V (077102)	2	629	410	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Galena R-II (104042)	2	553	295	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gasconade Co. R-I (037039)	3	1115	394.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gasconade Co. R-II (037037)	4	1886	769	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gideon 37 (072073)	2	348	203	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gilliam C-4 (097127)	1	42	19	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Gilman City R-IV (041004)	2	150	103	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glasgow (045078)	2	368	150.2	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glenwood R-VIII (046135)	1	299	159	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Golden City R-III (006103)	2	251	154.4	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gordon Parks Elem. (048913)	1	223	195	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gorin R-III (099078)	1	25	21	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grain Valley R-V (048069)	6	3265	548.3	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grandview C-4 (048074)	9	4046	2531.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grandview R-II (050002)	3	823	265.8	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Green City R-I (105123)	2	320	182	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Green Forest R-II (033092)	1	180	119	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Green Ridge R-VIII (080121)	2	393	201.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenfield R-IV (029004)	2	477	309	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenville R-II (111086)	4	755	508	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grundy Co. R-V (040100)	2	157	98	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hale R-I (017121)	2	178	93	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Halfway R-III (084003)	2	298	174	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hallsville R-IV (010089)	4	1343	401.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hamilton R-II (013055)	3	737	296	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hancock Place (096103)	3	1798	1172.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hannibal 60 (064075)	8	3611	1815.8	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hardeman R-X (097122)	1	48	11	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harrisburg R-VIII (010092)	3	592	204	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harrisonville R-IX (019149)	7	2755	784.9	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hartville R-II (114113)	3	792	465.4	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hayti R-II (078002)	3	835	663	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hazelwood (096088)	30	1888 6	9788.6	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Henry Co. R-I (042111)	2	663	360	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hermitage R-IV (043004)	3	293	190	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hickman Mills C-1 (048072)	18	6937	5070.8	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hickory Co. R-I (043001)	3	818	411	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Higbee R-VIII (088075)	2	245	128.4	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
High Point R-III (068071)	1	69	19	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hogan Preparatory Academy (048904)	1	312	230	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holcomb R-III (035094)	2	633	332	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holden R-III (051152)	3	1438	538.2	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holliday C-2 (069107)	1	64	26	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hollister R-V (106005)	4	1370	794.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hope Academy (048920)	n/a	215	n/a	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Houston R-I (107152)	4	1047	530	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Howell Valley R-I (046128)	1	208	92.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hudson R-IX (007126)	1	65	8	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Humansville R-IV (084004)	2	370	291	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hurley R-I (104041)	2	271	169	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Iberia R-V (066107)	2	748	352	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Acad. Academic Success (115907)	1	505	428	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Academy Es And Math (115909)	1	1387	1147	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Academy Of Careers (115908)	3	1527	1311	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Ren Acad Env Sci & Ma (048919)	2	1090	950.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Independence 30 (048077)	27	13976	7240.3	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Iron Co. C-4 (047065)	2	445	228.9	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jackson R-II (016090)	9	4745	1421.4	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jamestown C-1 (068074)	2	219	65.6	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jasper Co. R-V (049137)	3	488	221	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson C-123 (074195)	2	155	63	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson City (026006)	17	8010	3370.2	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson Co. R-VII (050007)	3	740	204	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jennings (096104)	8	3110	2521	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Johnson Co. R-VII (051154)	3	649	341	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Joplin Schools (049148)	19	7678	4037.6	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Junction Hill C-12 (046137)	1	214	134	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kansas City 33 (048078)	65	1810 3	14164. 3	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kearney R-I (024086)	7	3594	406	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kennett 39 (035102)	7	2039	1224.1	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Keytesville R-III (021150)	2	178	73	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
King City R-I (038044)	2	327	140	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingston 42 (013062)	1	54	21	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingston K-14 (110014)	4	828	534.2	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingsville R-I (051150)	2	282	119	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kipp: Endeavor Academy (048918)	1	115	91	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kirbyville R-VI (106006)	2	326	173	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kirksville R-III (001091)	5	2557	1016.3	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kirkwood R-VII (096092)	9	5322	812	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Knob Noster R-VIII (051155)	4	1494	555.2	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Knox Co. R-I (052096)	2	554	324	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
La Monte R-IV (080118)	2	349	198	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
La Plata R-II (061154)	2	348	195	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laclede Co. C-5 (053114)	1	469	242	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laclede Co. R-I (053111)	3	890	498.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ladue (096106)	6	3701	296.3	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lafayette Co. C-1 (054039)	3	1074	432.6	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakeland R-III (093123)	2	463	239	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laquey R-V (085045)	3	751	450	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laredo R-VII (040104)	1	62	32	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lathrop R-II (025002)	3	864	272	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lawson R-XIV (089080)	3	1322	281	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lebanon R-III (053113)	8	4638	2151.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lee A. Tolbert Com. Academy (048910)	2	708	512	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lee's Summit R-VII (048071)	25	1733 5	2198.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Leesville R-IX (042118)	1	69	46	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Leeton R-X (051156)	3	376	190	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Leopold R-III (009078)	2	208	45	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lesterville R-IV (090078)	3	286	175	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lewis Co. C-1 (056017)	2	1021	452	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lexington R-V (054045)	5	1021	405	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Liberal R-II (006101)	3	542	291	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Liberty 53 (024090)	17	1026 3	1699	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Licking R-VIII (107154)	2	830	442	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lindbergh R-VIII (096093)	7	5643	798.7	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Linn Co. R-I (058106)	2	296	161	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Livingston Co. R-III (059114)	1	76	29	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lockwood R-I (029001)	2	369	214	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Logan-Rogersville R-VIII (039139)	4	2280	632	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lonedell R-XIV (036133)	1	342	162	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Louisiana R-II (082108)	3	794	396	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Luray 33 (023099)	1	54	27	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lutie R-VI (077104)	2	218	130.4	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Macks Creek R-V (015004)	2	345	219	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Macon Co. R-I (061156)	5	1362	555.3	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Macon Co. R-IV (061158)	2	137	69	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison C-3 (069108)	2	265	122	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Malden R-I (035092)	2	1104	732.2	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Malta Bend R-V (097119)	2	110	58	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manes (114116)	1	62	50	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mansfield R-IV (114115)	3	709	393	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maplewood-Richmond Heights (096107)	4	1120	529.2	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marceline R-V (058109)	3	634	259.2	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maries Co. R-II (063067)	3	827	424.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marion C. Early R-V (084005)	2	657	377	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marion Co. R-II (064072)	2	222	88	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marionville R-IX (055106)	2	773	371	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marquand-Zion R-VI (062070)	2	178	96.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Marshall (097129)	7	2598	1305.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marshfield R-I (112102)	5	3198	1277.3	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maryville R-II (074201)	5	1463	394.8	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maysville R-I (032055)	2	609	237	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McDonald Co. R-I (060077)	10	3785	2235	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Meadow Heights R-II (009077)	2	589	284.5	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Meadville R-IV (058108)	2	275	47	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mehlville R-IX (096094)	17	1112 4	2284.9	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Meramec Valley R-III (036126)	10	3435	1490.6	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mexico 59 (004110)	6	2507	1177.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Miami R-I (007121)	2	203	88	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Miami R-I (097116)	1	50	18	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mid-Buchanan Co. R-V (011078)	2	693	155	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Middle Grove C-1 (069104)	1	49	32	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Milan C-2 (105124)	3	735	478	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Miller Co. R-III (066103)	2	270	152	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Miller R-II (055104)	2	569	345	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Moberly (088081)	7	2386	1319.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monett R-I (005128)	6	2228	1056.2	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Moniteau Co. R-I (068070)	3	1343	565	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Moniteau Co. R-V (068072)	1	56	32	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monroe City R-I (069106)	3	716	298.3	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montgomery Co. R-II (070093)	5	1331	627.2	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montrose R-XIV (042121)	2	83	31	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morgan Co. R-I (071091)	3	664	411	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morgan Co. R-II (071092)	4	1529	918.4	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mound City R-II (044083)	2	303	109	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mountain Grove R-III (114114)	5	1611	932	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mountain View-Birch Tree R-III (046130)	4	1298	747	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mt. Vernon R-V (055108)	4	1547	716.3	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Naylor R-II (091091)	2	428	261	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Neelyville R-IV (012108)	3	627	412	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nell Holcomb R-IV (016097)	1	305	127	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Neosho R-V (073108)	9	4380	2357.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nevada R-V (108142)	7	2583	1154	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Bloomfield R-III (014127)	2	739	239.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Franklin R-I (045076)	2	475	216	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Haven (036138)	3	488	166	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Madrid Co. R-I (072074)	6	1644	977	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New York R-IV (013057)	1	39	17	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Newburg R-II (081095)	2	454	248	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Niangua R-V (112099)	2	254	165.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nixa R-II (022089)	9	5437	1668.4	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nodaway-Holt R-VII (074187)	2	226	106	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Norborne R-VIII (017126)	2	201	66	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Normandy (096109)	11	4947	3867	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Andrew Co. R-VI (002089)	3	372	137.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Callaway Co. R-I (014126)	4	1337	611	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Daviess R-III (031118)	2	84	51	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Kansas City 74 (024093)	31	1839 1	7263.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Mercer Co. R-III (065096)	2	201	106	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Nodaway Co. R-VI (074197)	2	228	97	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Pemiscot Co. R-I (078001)	2	302	216	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Platte Co. R-I (083001)	5	657	124.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Shelby (102081)	2	316	113	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Side Community School (115913)	n/a	54	n/a	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North St. Francois Co. R-I (094083)	6	3207	1524.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Wood R-IV (033094)	1	225	121	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northeast Nodaway Co. R-V (074194)	2	235	89	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northeast Randolph Co. R-IV (088072)	2	474	168	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northeast Vernon Co. R-I (108147)	2	206	136	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northwest R-I (050001)	11	6826	2335	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Northwestern R-I (021148)	2	190	68	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Norwood R-I (114112)	3	377	267	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oak Grove R-VI (048070)	4	2122	647.3	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oak Hill R-I (033091)	1	105	50	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oak Ridge R-VI (016094)	2	338	141	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Odessa R-VII (054041)	4	2131	707	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oran R-III (100065)	2	366	176	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Orchard Farm R-V (092091)	3	1486	383.3	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Orearville R-IV (097118)	1	48	21	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oregon-Howell R-III (075086)	2	280	133.6	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Orrick R-XI (089087)	2	454	138.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Osage Co. R-II (076082)	2	648	219	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Osage Co. R-III (076083)	2	847	177	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Osborn R-O (032054)	2	136	48	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Osceola (093124)	2	558	287.6	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Otterville R-VI (027058)	2	243	134	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ozark R-VI (022093)	7	5366	1671.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paideia Academy (115905)	2	524	492	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Palmyra R-I (064074)	3	1154	352	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paris R-II (069109)	3	525	170	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Park Hill (083005)	16	1023 0	2204	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pathway Academy (048921)	n/ a	436	n/a	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pattonburg R-II (031116)	2	175	85	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pattonville R-III (096090)	11	5626	1907.2	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pemiscot Co. R-III (078003)	1	119	50	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pemiscot Co. Spec. Sch. Dist. (078013)	0	0	0	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Perry Co. 32 (079077)	5	2342	1061.9	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pettis Co. R-V (080116)	2	378	180	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pettis Co. R-XII (080122)	1	146	78	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phelps Co. R-III (081097)	1	189	97	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pierce City R-VI (055105)	3	739	410	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Pike Co. R-III (082101)	3	544	205	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pilot Grove C-4 (027059)	3	301	94	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plainview R-VIII (034122)	1	120	83	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plato R-V (107156)	2	666	234.4	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Platte Co. R-III (083003)	8	3185	592.1	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pleasant Hope R-VI (084006)	4	978	474	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Polo R-VII (013059)	3	404	160	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Poplar Bluff R-I (012109)	10	4958	2802.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Portageville (072068)	3	812	424	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Potosi R-III (110029)	4	2437	1247.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Prairie Home R-V (027057)	2	146	37	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Purdy R-II (005124)	3	691	439	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Putnam Co. R-I (086100)	3	795	317.8	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Puxico R-VIII (103130)	4	911	567	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ralls Co. R-II (087083)	4	780	299	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Raymondville R-VII (107158)	1	130	67	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Raytown C-2 (048073)	18	8789	4214.1	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reeds Spring R-IV (104044)	7	2196	1175.6	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Renick R-V (088073)	1	155	72	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Republic R-III (039134)	6	4319	1601.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rich Hill R-IV (007124)	2	403	231.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Richards R-V (046132)	1	427	235	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Richland R-I (103127)	2	305	213	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Richland R-IV (085044)	3	603	316.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Richwoods R-VII (110030)	1	167	102	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ridgeway R-V (041005)	2	98	69	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ripley Co. R-III (091095)	1	141	77	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Risco R-II (072066)	2	158	93	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ritenour (096110)	9	6355	4160	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverview Gardens (096111)	13	6884	5663	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rock Port R-II (003032)	2	384	151.6	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rockwood R-VI (096091)	31	2256	2715.2	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

		6																					
Rolla 31 (081096)	8	4004	1597.6	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Salem R-80 (033090)	4	1534	666	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Salisbury R-IV (021151)	2	476	172	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Santa Fe R-X (054042)	2	411	120.3	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sarcoxie R-II (049140)	2	796	509	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Savannah R-III (002097)	6	2390	686.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
School Of The Osage (066105)	4	1963	860.3	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Schuyler Co. R-I (098080)	3	678	376	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scotland Co. R-I (099082)	2	723	280	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scott City R-I (100059)	3	986	479	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scott Co. Central (100062)	2	363	245	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scott Co. R-IV (100061)	3	975	474.8	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scuola Vita Nuova (048915)	1	204	187	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sedalia 200 (080125)	8	4588	2678.1	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Senath-Hornersville C-8 (035098)	3	848	494	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Seneca R-VII (073106)	3	1637	673	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Seymour R-II (112103)	3	887	515.3	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shawnee R-III (042113)	1	49	20	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shelby Co. R-IV (102085)	4	806	338.6	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sheldon R-VIII (108144)	2	207	129	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shell Knob 78 (005127)	1	154	105	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sikeston R-6 (100063)	9	3606	2067.2	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Silex R-I (057001)	2	385	162	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Skyline R-II (034121)	1	103	69	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Slater (097130)	2	379	171.1	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Smithton R-VI (080119)	2	596	238	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Smithville R-II (024087)	4	2276	258.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Callaway Co. R-II (014130)	3	909	325	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Harrison Co. R-II (041002)	4	905	384.4	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Holt Co. R-I (044084)	2	278	107	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Nodaway Co. R-IV (074202)	2	204	58	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

South Pemiscot Co. R-V (078005)	2	729	458	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southern Boone Co. R-I (010087)	4	1449	278.1	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southern Reynolds Co. R-II (090076)	2	558	329	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southland C-9 (035099)	2	402	284	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southwest Livingston Co. R-I (059113)	2	203	113	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southwest R-V (005121)	3	868	495.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sparta R-III (022090)	3	729	373	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spec. Sch. Dst. St. Louis Co. (096119)	10	4227	1021.5	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spickard R-II (040101)	1	49	32	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spokane R-VII (022094)	3	745	360	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spring Bluff R-XV (036134)	1	266	57	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Springfield R-XII (039141)	54	2439 8	10839. 5	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St Louis Lang Immersion School (115912)	n/ a	170	n/a	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Charles R-VI (092090)	10	5175	1625.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Clair R-XIII (036136)	5	2379	978.4	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Elizabeth R-IV (066104)	2	255	68	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. James R-I (081094)	3	1750	938.8	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Joseph (011082)	28	1116 2	6365.1	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Louis Charter School (115903)	1	910	613	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Louis City (115115)	91	2742 1	17579. 4	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stanberry R-II (038045)	2	348	134	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ste. Genevieve Co. R-II (095059)	4	2023	828	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Steelville R-III (028103)	3	954	537.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stet R-XV (089077)	2	90	31	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stewartsville C-2 (032058)	2	253	79	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stockton R-I (020001)	3	1093	589	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Strafford R-VI (039137)	3	1214	491	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Strasburg C-3 (019140)	1	89	37	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sturgeon R-V (010090)	3	453	169.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sullivan (036137)	4	2244	944.3	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Summersville R-II (107153)	2	395	235.4	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sunrise R-IX (050009)	1	325	147	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Swedeberg R-III (085043)	1	68	32	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sweet Springs R-VII (097131)	2	474	214	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Taneyville R-II (106002)	1	208	137.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tarkio R-I (003031)	2	369	158	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Thayer R-II (075085)	2	689	386	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Thornfield R-I (077100)	1	65	51.5	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tina-Avalon R-II (017122)	2	189	70.4	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tipton R-VI (068073)	2	603	242	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Trenton R-IX (040107)	3	1198	584	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tri-County R-VII (031122)	2	178	99	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Troy R-III (057003)	9	5257	2029	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Twin Rivers R-X (012110)	3	1011	583	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Union R-XI (036131)	5	3059	1098.7	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Union Star R-II (032056)	2	147	65	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
University Academy (048901)	3	1134	895	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
University City (096112)	9	3294	1858	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Urban Com. Leadership Academy (048907)	1	200	153	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Valley R-VI (110031)	3	454	215	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Van Buren R-I (018050)	2	516	293.6	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Van-Far R-I (004109)	2	640	279	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Verona R-VII (055111)	2	383	300	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Walnut Grove R-V (039136)	2	304	129	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warren Co. R-III (109003)	5	3035	1241.7	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warrensburg R-VI (051159)	10	3337	1071.6	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warsaw R-IX (008107)	5	1334	817	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Washington (036139)	12	4274	942.2	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Waynesville R-VI (085046)	9	5589	2175.8	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Weaubleau R-III (043003)	2	403	241	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Webb City R-VII (049144)	11	4077	1808	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Webster Groves (096114)	10	4368	735	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wellington-Napoleon R-IX (054043)	2	430	123	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wellsville Middletown R-I (070092)	2	497	226	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wentzville R-IV (092089)	14	1192 9	1986	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Nodaway Co. R-I (074190)	2	280	125	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Plains R-VII (046134)	5	2534	1045.2	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Platte Co. R-II (083002)	2	680	117	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West St. Francois Co. R-IV (094087)	3	1050	578	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westran R-I (088080)	3	635	322	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westview C-6 (073105)	1	154	107	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wheatland R-II (043002)	2	288	226	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Willard R-II (039133)	7	4156	1544.9	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Willow Springs R-IV (046131)	3	1317	776.6	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Windsor C-1 (050010)	5	3007	907	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Winfield R-IV (057004)	4	1550	657.1	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Winston R-VI (031117)	2	180	75	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodland R-IV (009080)	3	912	515	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Worth Co. R-III (113001)	2	385	182.4	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wright City R-II (109002)	3	1518	633.8	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Zalma R-V (009079)	2	244	145	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

**(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)**

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

(a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;

(b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness,

ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;

- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
- (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other state and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application. Make sure this is aligned – does it show teams (not FTEs) who are DESE employees for each project

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

*Recommended maximum response length: Five pages (excluding budget and budget narrative)*

**(A)(2)(i)(a)**

DESE has established the following organizational structure for the management team for the Missouri Race to the Top grant: the Race to the Top Project Manager, the Standards and Assessment Assurance Manager, the Data for Improvement Assurance Manager, the Great Teachers/Leaders Assurance Manager, and the School Improvement Assurance Manager. These five positions form the core of Missouri's educational reform implementation team and report directly to the commissioner.

The Race to the Top (RT3) Project Manager oversees the implementation of the full educational reform plan and is the face of educational reform in Missouri. The RT3 Project Manager is tasked with maintaining all project timelines, data collection, data reporting, coordination of other funding streams with the educational reform plan, and the dissemination of LEA and state progress and promising practices.

The Standards and Assessment Assurance Manager will lead the implementation of Project 2 which includes the adoption and implementation of Project 3 Common Standards Adoption, the implementation of MOSAIC and Balanced Assessment Consortia assessments, and the writing and implementation of the Project 4 Model Curriculum. The implementation team includes DESE staff members currently working in units and sections connected to the following job titles: Coordinator of Curriculum and Assessment,

Director of Curriculum, Director of Assessment, Director of NAEP, Curriculum Consultants for Mathematics, Science, Social Studies, Communication Arts, Coordinator of Career Education, Director of Agriculture, Foods and Natural Resources Education, Director of Business, Marketing, and Information Technology, Director of Family, Consumer Sciences, and Human Services, Director of Technology, Health and Skilled Technical Sciences, Director of Guidance and Placement, Coordinator of Adult Education and Employment Training, Director of Employment Training, Director of Adult Education and Literacy, Director of Early Childhood Education, Coordinator of Early Education, Director of Effective Practices, Director of RTI, Director of Instructional Technology, Director of Professional Development

The Data for Improvement Assurance Manager will lead the implementation of the following projects:

- Project 5 MOBroadbandNow
- Project 6 Missouri Comprehensive Data System
- Project 7 Data Team Certification
- Project 8 Teacher Instructional Practice/Assessment Linking
- Project 9 National Research

The implementation team includes DESE staff members currently working in units and sections connected to the following job titles: Chief Accountability Officer, Data Manager, Director of Data Coordination for Special Education, Director of Core Data, Director of Accountability Data and Accreditation, Director of Administration and Accountability Services, Supervisor of Adult Education and Literacy, Director of Assessment, Coordinator of Curriculum and Assessment

The Great Teachers/Leaders Assurance Manager will lead the implementation of the following projects:

- Project 10 Teacher Leader Evaluation

- Project 11 Improving Teacher Preparation (STEM, High Needs, Turn Around, Rating System)

The implementation team includes DESE staff members currently working in units and sections connected to the following job titles: Coordinator of Services, Coordinator of Certification, Director of Educator Preparation, Assistant Director of Recruitment and Retention, Coordinator of Leadership Academy, Director of Leadership Academy, Director of Professional Development, Coordinator of School Administrative Services, Director of RtI, Director of Instructional Technology, Director of School Improvement Support, Coordinator of Career of Education, Director of Agriculture, Foods and Natural Resources Education, Director of Business, Marketing, and Information Technology, Director of Family, Consumer Sciences, and Human Services, Director of Technology, Health and Skilled Technical Sciences, Director of Guidance and Placement

The School Improvement Assurance Manager will lead the implementation of the following projects:

- Project 12 Missouri Turnaround Model
- Project 13 RESLTs Centers
- Project 14 Braided System of Support
- Project 15 Charter Oversight
- Project 16 STEM

The implementation team includes DESE staff members currently working in units and sections connected to the following job titles: Chief Accountability Officer, Director of School Improvement Support, Director of School Improvement Technical Assistance, Director of Federal Instructional Improvement, Director of Early Childhood, Coordinator of Educational Support Services, Director of A+ and Charter Schools, Director of Instructional Technology, Director of Gifted Education Programs, Director of Effective Practices, Director of RtI, Director of Career Education Initiatives, Director of Early Intervention, Director of School Improvement Initiatives, Coordinator of Leadership Academy, Director of Leadership Academy, Director of Professional Development, Coordinator of Adult Education and Employment Training, Director of Employment Training, Director of Adult

## Education and Literacy

### **(A)(2)(i)(b)**

Central to the best practices that DESE seeks to employ are those that are associated with a new a new vision of its role, which involves:

- Reorganization to function as a support organization that assists LEAs
- Building organizational and systemic capacity (which entails, among other things, disseminating knowledge and best practices)
- Creating incentives to ensure LEA-level implementation through:
  - Funding and resources
  - Public reporting and transparency<sup>2</sup>
  - Funding and resources
  - Regulatory and procedural change as necessary

The centerpiece of DESE’s reorganization is the creation of a statewide network of Regional Education Services for Leadership and Training Centers (RESLTs Centers). The RESLTs Centers offer tiered support to LEAs to improve instruction and student learning in all schools, with concentrated assistance given to those schools identified as persistently low-performing. These Centers, which will provide technical assistance and training, promote best practices and support their replication, and assist LEAs with accountability, are described in detail in section (E)(2). As decentralized support organizations, the Centers embody a commitment

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<sup>2</sup> Fostering transparency entails, among other things, routinely reporting information on the efficacy of LEAs’ efforts to improve teacher and leader quality, distribute highly-effective teachers and leaders, and more.

to developing and enhancing human capital.

A core element of DESE's effort to build organizational and systemic capacity is generating and disseminating knowledge, particularly regarding best practices. The reform plan includes several mechanisms to surface and identify best practices through monitoring and assessment, including the Data for Learning System [See Section (C)(3)(iii)]. DESE will disseminate the findings on best practices that emerge from these systems through the RESLTs Centers, reports and forums and make them available on the web.

Creating incentives to spur LEA action is the third element of DESE's new role. This involves public reporting and fostering transparency. Currently DESE prepares annual reports on school and district success, which includes measures of student proficiency. These reports will be expanded to incorporate new data such as the proportion and distribution of highly effective teachers and principals. DESE will also assess and report on the efficacy of teacher and principal preparation.

In addition, with appropriate funding, Missouri's reform plan includes further support for LEAs. Appropriate funding will enable Missouri to:

- Incent LEAs to create disproportionately attractive working conditions in high-need schools, by, among other things, providing competitive funding to provide higher pay (as well as other types of incentives, such as loan forgiveness or tax credits) to teachers in shortage areas or more challenging positions.
- Invite LEAs to apply for competitive funding based on their plans to (a) remove local barriers that prevent schools from changing staffing models or using other tools to allow the most highly-effective teachers to reach larger numbers of students; and (b) design and implement tools to provide more students with access to the highest-quality instruction, such as through videotaped lessons, online coursework, new roles for highly-effective teachers, or other means.
- Encourage LEAs through competitive funding [including RT3,1003(g) and other future funding] to design instruction

delivery systems that allocate time for common planning and collaboration for teachers and leaders.

DESE will pursue reform collaboratively with LEAs, institutions of higher education and others and will in the first instance adopt approaches of support and encouragement. This style seeks to foster change in its partners that will lead to better student outcomes. If support, incentives and public reporting do not result in reform, the State will eliminate funding for ineffective practices or, as necessary, shut down programs. It will, for example, fund only professional development practices of proven efficacy and it will close or remove accreditation from teacher preparation programs whose graduates are not successful.

**(A)(2)(i)(c)**

Missouri will provide effective and efficient operations and processes for implementing its RT3 grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement by using the established Electronic Planning, Electronic Grants System (ePeGS) and the current funds disbursement procedures and systems. The ePeGS reporting system is currently used by Missouri LEAs for all state and federal budget, planning, and reporting functions and will be expanded to accommodate the requirements of Missouri's RT3 grant. The Missouri Comprehensive Data System, fully described in assurance C, will also provide reports and data for the RT3 grant.

**(A)(2)(i)(d)**

Over the life of the RT3 grant, the Commissioner plans to reorganize DESE around the four assurance areas and the projects described above in order to sustain the Missouri educational reform plan after the RT3 grant funding has ended. The budget narrative describes the transition of DESE from a single centralized location into a regionally focused department located in regional service centers where technical services may be personalized to address the needs of the region. The Commissioner has initiated the steps to update the organization of DESE's budget, for all state and federal funding sources, around the four assurance areas of the RT3 grant and the department's RT3 goals and projects. An example is the coordination of the federal Longitudinal

Data System and the federal School Improvement Grant with the RT3 grant. The Commissioner has directed that all new grants to DESE and all grants DESE awards be focused around the RT3 goals and projects.

**(A)(2)(i)(e)**

Over the life of the RT3 grant, the Commissioner intends to reorganize the department around the four assurance areas and the goals/projects described in sections B, C, D, E, and F of the grant and the budget narrative. Throughout the life of the grant and beyond DESE will be transitioned to a decentralized agency operating out of regional service centers. Many current staff positions and department services will be relocated to regional service centers. During the transition some regional services will be provided through contracts, with the goal of completing the transformation by July 2014. Most notably, Missouri has not requested large numbers of staff in this application and budget; instead the Commissioner has focused on human capital development and infrastructure in this grant application. The focus on human capital development and infrastructure is a deliberate plan focused on sustaining the education reform plan outlined in this application long past 2014 in Missouri.

**(A)(2)(ii)(a)**

Response to DESE's distribution of MOUs has been gratifying. A total of 513 out of Missouri's 561 LEAs (including charter school LEAs) responded (91.4%). Responding LEAs represent 99.4% of the State's students and 91.5 % of its school buildings. Letters of support were received from teacher and education-related organizations such as the Missouri NEA, Missouri AFT, the Missouri School Boards Association, Missouri Association of School Administrators, Missouri Association of Career and Technical Education, etc. Support was received from charter schools and the Missouri Charter Public School Association.

**(A)(2)(ii)(b)**

The state flow through chart may be found in Appendix 29. DESE has sought and received overwhelming support among

stakeholders/constituencies throughout the state. DESE convened a stakeholder forum on November 23, 2009 found in Appendix 3 with nearly 300 participants, including Governor Nixon; members of the Missouri State Board of Education; legislators; representatives from teacher organizations, other education-related organizations, higher education (both 2-year and 4-year institutions), teachers, administrators, parents, students, and business and industry. DESE followed the forum with numerous webinars with over 700 participants. In addition, stakeholders statewide were invited to provide input through a web-based survey exploring potential reform efforts. DESE reached out to other state agencies for ideas and suggestions for collaborative efforts that will support the reform.

Subcommittees were formed for each of the four assurance areas and the priority areas of STEM and early childhood education to prioritize and formulate a plan for reform that will advance the State's goals—top 10 achievement for all students, effective teachers and leaders, universal access to early education opportunity—within the context of the RT3 assurance areas. These critical elements are sustained by initiatives at all levels, from pre-school to postsecondary, to ensure top quality teacher training programs, educator evaluation efforts, and ongoing professional support. A system of statewide systemic support through RESLTs Centers will bind together efforts in all four assurance areas to ensure a cohesive and individualized approach to change and implementation and, in fact, reach beyond the education community to benefit the overall quality of life in the State of Missouri.

From December 15-23, 2009, DESE conducted an on-line statewide survey regarding its Race to the Top work, resulting in nearly 5,000 responses within this one-week timeframe found in Appendix 30. Questions were categorized around each of the four assurance areas, as well as around a statewide system of support including areas of STEM, early learning, postsecondary preparation and workforce development. DESE also requested feedback through open-ended questions on the survey providing perceptions of DESE's strengths, concerns and vision.

DESE received 159 letters of support Appendix 31 from a wide array of constituencies, including support from businesses and community organizations such as the Missouri Chamber of Commerce, several area Chambers of Commerce, the Urban League of

Metropolitan St. Louis, Inc., Heartland Health of St. Joseph, Civic Progress and the Regional Business Council of St. Louis. Letters of support were received from teacher and education-related organizations such as the Missouri NEA, Missouri AFT, the Missouri School Boards Association, Missouri Association of School Administrators, Missouri Association of Career and Technical Education, etc. Support was received from charter schools and the Missouri Charter Public School Association. The Missouri PTA, the United Way of Greater St. Joseph, the Ministerial Alliances of Kirksville and Nixa, and the Zion Grove Missionary Baptist Church of Kansas City also represent support from community and faith-based organizations. And, to illustrate the comprehensive approach to these reform initiatives, support has been provided by other state agencies/coalitions such as the Missouri Departments of Higher Education, Economic Development, Social Services and Health and Senior Services; the Missouri Mathematics Engineering, Technology and Science Coalition; and the Coordinating Board for Early Childhood.

Support has also been garnered from institutions of higher education (IHEs). Of the 159 letters of support, 47 of these came from IHEs. Ozarks Technical Community College, Springfield, indicated, “Therefore, will commit to working closely with the Department of Education to define ways to better serve all students and designing a process that will reflect best practices resulting in systemic educational reform for the P-20 system.” Washington University, St. Louis, indicated, “...will work with the Missouri Department of Education and other partners to produce the highly educated workforce needed to launch Missouri and our nation into a prosperous future.”

**(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)**

The extent to which the State has demonstrated its ability to—

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)

- (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
- (c) Increasing high school graduation rates.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

*Recommended maximum response length: Six pages*

**(A)(3)(i)(a)**

The education climate in Missouri is long accustomed to an aggressive reform agenda and characterized by strong commitment from educators, policymakers and the community. Key policies and procedures, supported by both state and federal funding, are in place in each of the assurance areas to provide us with the necessary foundation to move forward with the bold innovations outlined within the Race to the Top Initiative.

**Standards and Assessments**

Missouri has been a national leader in the movement to ensure universal proficiency. In 1993 – nearly ten years prior to the passage

of No Child Left Behind – Missouri lawmakers enacted the state’s Outstanding Schools Act. This legislation flowed funding into development of rigorous content and performance standards that provided a clear, ambitious framework to guarantee that all students leave high school career and college ready. State funds have also supported the development of a comprehensive system of assessments in core content areas to measure student progress toward the state’s standards. By statute, Missouri’s statewide assessments include constructed response and performance events, positioning the program as a model for other states. Missouri has established expectations for student performance on statewide assessments that are among the highest in the nation. Missouri educators and many other stakeholders demonstrate their investment in the state’s students by providing ongoing input into refining content standards to reflect changes in college and workplace readiness requirements, as well as into development, administration, and scoring of statewide assessments.

### **Data Systems to Support Instruction**

In accordance with the American COMPETES Act, Missouri has successfully implemented a statewide longitudinal data system with unique student identifiers. The Missouri Student Information System (MOSIS) became fully operational two years ago, improving the quality of data and efficiency of state and federal reporting. In addition, use of unique MOSIS student identification numbers in statewide assessment administration, in conjunction with a web-based score reporting system, has allowed school districts to begin analyzing student performance over time at a variety of levels.

### **Great Teachers and Leaders**

Missouri’s school districts are geographically diverse, often presenting unique challenges in recruiting and retaining effective teachers and leaders. The state has taken steps to address the recruitment challenge by establishing itself as one of only two states that accepts actively certified teachers from the other 49 states. DESE has established a Leadership Academy, funded with state revenue, which provides ongoing professional development opportunities aligned with National Staff Development Council

standards for Missouri's teachers and leaders.

### **Turning Around the Lowest-Performing Schools**

The Missouri School Improvement Program (MSIP) has established standards and indicators of excellence for schools and districts in the areas of resources, processes and performance. The system is designed to guide and support districts in providing the resources and designing the processes necessary to foster improvement in student achievement. Monitoring occurs through regular online reporting and site visits by teams of professionals from all over the state. The system is currently in its fourth cycle, with fifth cycle revisions on hold pending completion of the state's RT3 planning process. With each revision, the emphasis on student performance has increased. Districts now must meet 9 of 14 standards – all related to student performance – in order to be fully accredited under the MSIP. MSIP has served as a model for school improvement for other states and will provide the vehicle for Missouri to continue addressing the needs of the lowest-performing schools.

Through its School Improvement Initiatives Section, DESE has sponsored the Missouri Professional Learning Communities (PLC) Project. The PLC Project evolved from the Missouri Accelerated Schools project in 2003-2004 and has impacted nearly Missouri schools since its inception. The project supports a three-year process model for school improvement focused on student learning. Schools that have embraced PLCs are driven by a common vision and are focused on high expectations for student achievement. Data driven instruction, job-embedded professional development, and collaborative leadership are essential components in the school improvement process. In addition, Missouri has developed and is in the process of implementing a school turn-around model in 29 low-performing schools across the state. This model will be assessed and revised as necessary for replication in low-performing schools across the state.

To provide the systemic support that is necessary to facilitate and oversee statewide reform efforts, DESE established a network of

regional professional development centers (RPDCs). These centers train and assist educators in implementing research-based instructional practices and assessment methods. RPDCs serve as easily accessible resources to teachers, administrators, and school districts in their regions. These centers have been instrumental to DESE and Missouri schools in implementing the state's standards and assessments, providing support for initiatives such as the Missouri PLC Project, and assisting schools in serving special populations of students such as English Learners and students with disabilities. Continuing to grow and customize this statewide system of support as we reconfigure DESE resources to establish Regional Education Services for Leadership and Training (RESLTs) Centers will be essential to the successful implementation of our reform plan.

**(A) (3) (ii)**

Table 2 (Section A1iii b) shows Missouri's progress by subgroup and for the total student population on the NAEP. Figures 5a and 5b (Section A1iii b) show the performance by subgroup and for the total population of Missouri students on statewide assessments (the Missouri Assessment Program). Relative to students nationwide, Missouri students perform slightly better. Increases and decreases in overall performance have followed a similar trend to those of students nationwide. With regard to performance on statewide measures, Missouri students have improved slightly over time in most grade levels and content areas. The performance of minority students, students with disabilities, and English Learners has improved, but at a slower pace than that of the total population of students. Raw NAEP data is found in Appendix 4 and Appendix 5.

**(A) (3) (ii) (a)**

We attribute increases in student performance on both NAEP and statewide assessment measures to consistent efforts to improvement standards, assessments, data analysis, and instructional practices. In cooperation with educators throughout the state, DESE has added specificity and direction to the state's content and process standards by delineating Grade-Level Expectations for all content areas for grades 3-8 and Course-Level Expectations for high school courses. These documents provide additional

direction for local districts to develop effective curricula and for teachers to design instructional strategies. Although content and process standards have remained constant since their inception, Grade-Level and Course-Level Expectations have been refined and honed with input of educators to better guide instruction. Likewise, assessments have been refined over time to achieve better alignment with assessed standards. Students have been held to consistently high expectations established by Missouri stakeholders. By Missouri statute, standards established for statewide assessments must be consistent with those established for NAEP.

DESE has provided sustained technical assistance to local districts and classroom teachers through the RPDC system to improve student performance. Ultimately, the Missouri School Improvement Program has held schools accountable for ensuring continued improvement in outcomes for students.

**(A)(3)(ii)(b)**

Historically, Missouri has experienced challenges in closing the achievement gap between subgroups. The state began actively exploring reasons for this achievement gap and strategies to reduce it in 1996 when then Commissioner of Education, Robert E. Bartman, appointed a task force to recommend ways of improving the performance of African American students. The resulting report, *Raising the Bar – Closing the Gap*, released in December 1997, issued a call to action and raised awareness of the many influences on academic performance and discussed the curriculum of the school, the home, and the community. More than a decade later, even with heightened awareness of the achievement gap, performance of subgroups has improved, but not significantly and not quickly enough. We recognize that we must, first and foremost, ensure placement of highly effective teachers and leaders in districts serving large populations of minority students and students in poverty. We must then leverage the necessary resources from within and outside the educational system to ensure that these students achieve at high levels.

**(A)(3)(ii)(c)**

Like student performance on state and national assessments, the graduation rate for Missouri students has changed only minimally since 2003. (See Table 3, Section A1 (iii) (c).) In recent years, however, Missouri has implemented several programs and initiatives specifically designed to increase persistence to graduation rates and to improve students' postsecondary options upon graduation. The Missouri Options Program is available in participating public schools and eligible agencies during the regular school year. The program is designed to offer students who lack sufficient credits to graduate with their class the opportunity to earn a high school diploma within the school setting. Students then benefit from guidance and counseling services, all educational programs and services available in the school district, and valuable academic and life-skills instruction. Missouri has also implemented the A+ Schools Program, established by the Outstanding Schools Act, to further solidify the state's commitment to ensuring postsecondary success for its students. This program provides state-paid financial incentives for students meeting established requirements upon graduation from designated A+ high schools to attend any public community college or career/technical school in Missouri.

Most recently, DESE has targeted improving graduation rates by partnering with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to create model schools for dropout-prevention programs. This partnership, supported in part by the U.S. Department of Education's Office of Special Education Programs (OSEP), will allow NDPC-SD to provide six days of on-site training in selected schools, and to assist those schools in using data to identify risk factors for dropout and to identify appropriate interventions. Although the project is funded by OSEP, the data analysis and strategies implemented will benefit all students at risk of dropping out and will not be limited to students with disabilities.

**(B) Standards and Assessments (70 total points)**

**State Reform Conditions Criteria**

**(B)(1) Developing and adopting common standards (40 points)**

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State’s participation in a consortium of States that— (20 points)

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
- (b) Includes a significant number of States; and

(ii) — (20 points)

- (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
- (b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.<sup>3</sup>

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer*

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<sup>3</sup> Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

*reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of states participating in the standards consortium and the list of these states.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State’s plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State’s plan, current progress, and timeframe for adoption.

*Recommended maximum response length: Two pages*

**(B)(1)**

Missouri has learned that high school graduation is insufficient to ensure that its young people can succeed in postsecondary education or in a career-oriented entry-level job that comes with expectations about additional learning and growth. The state is committed to high expectations that are expressed in a rigorous curriculum and assessments that are demanding, relevant and fair. This section speaks to our history in developing high standards and linked assessments and our commitment to going further by joining with other states in promoting high standards and rigorous and fair assessments.

The State understands that the standards and assessments that it will adopt are aimed at educators as well as students. As we discuss in Section D, below, DESE will use the innovations described in this Section to promote better teaching. DESE and its LEA partners will be relentless in recruiting, developing and incentivizing teachers who demonstrate the capacity to use the new standards and

assessments to inspire life-long learning.

Missouri was one of the original “New Standards” states and in that process developed the Show-Me Standards. The Show-Me Standards allow students to build a solid foundation of knowledge and skills in the traditional content areas. Students acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence builds on the knowledge base acquired at a previous grade level or in a previous course. This foundation is also incorporated into courses in vocational education and practical arts.

Missouri is committed to improving the quality of assessments, both at the local and at the state level. As the State adopts and transitions to the Common Core K-12 Standards and Career Ready/College Ready Standards, a high quality assessment system is essential not only to measuring student achievement outcomes, but also to informing instructional decisions for individual students and curricular programs. A new system of assessments aligned to the Common Core Standards will incorporate both state-level formative, interim/benchmark, and summative assessments intended to impact instruction at the individual classroom level.

**(B)(1)(i)**

Missouri is working in collaboration with 48 states and three territories as part of the National Governors Association and the Council of Chief State School Officers (NGA/CCSSO) consortium to develop Common Core K-12 Standards and Career Ready/College Ready Standards. The following list of states is taken from a National Governors Association news release dated September 1, 2009:

**Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Missouri; Montana, Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming.**

<http://www.nga.org/portal/site/nga/menuitem.6c9a8a9ebc6ae07eee28aca9501010a0/?vgnextoid=1716f7e861ed3210VgnVCM1000005e00100aRCRD&vgnnextchannel=759b8f2005361010VgnVCM1000001a01010aRCRD>)

The Memorandum of Understanding (MOU) outlining the nature of the Missouri's commitment to Common Core Standards development and adoption is included in Appendix 6. This effort represents an unprecedented opportunity for Missouri to work together with a consortium of other states toward the common goal of preparing all children to graduate from high school ready for college, work, and success in an increasingly competitive global economy.

The Common Core Standards will be internationally benchmarked following the guidelines recommended in Benchmarking for Success: Ensuring U.S. Students Receive A World-Class Education, a report published in 2008, by the National Governors Association, the Council of Chief State School Officers, and Achieve, Inc. A summary of the benchmarking process may be found in Appendix 8.

The connection between K-12 standards and Career/College Ready standards is central to ensuring that Missouri students are successful in a 21<sup>st</sup> Century world. The NGA/CCSSO consortium's attention to the transition from K-12 to postsecondary education and career is well aligned to Missouri's goal of creating a seamless system of P-20 standards. Broadly, the NGA/CCSSO consortium has committed to developing standards that will ensure that students are well-prepared for college and career by partnering with American College Testing and Achieve, Inc.

Missouri is prepared to adopt the new system of standards as a result of the collaborative efforts of DESE's career education staff and the Missouri Department of Higher Education. They have worked to ensure alignment between the Common Core Standards and Missouri's expectations for career readiness and entrance into postsecondary education. Current Missouri law, as outlined in Section 173.005 RSMo, requires the Coordinating Board for Higher Education to establish common competencies for all entry-level collegiate courses in English, mathematics, foreign language, sciences, and social studies. The law further requires DESE to align statewide

assessments with such competencies. The first iteration of these standards has been developed collaboratively by K-12 educators, postsecondary educators, and representatives of both the Department of Higher Education DESE. They are provided as Appendix 7. These groups will continue their collaboration as the State transitions to the Common Core Standards.

### **Plan for adopting K-12 standards**

The State Board of Education is authorized in Section 160.514, RSMo to adopt academic standards. “By rule and regulation, and consistent with the provisions contained in section 160.526, RSMo, the state board of education shall adopt no more than seventy-five academic performance standards which establish the knowledge, skills and competencies necessary for students to successfully advance through the public elementary and secondary education system of this state; lead to or qualify a student for high school graduation; prepare students for postsecondary education or the workplace or both; and are necessary in this era to preserve the rights and liberties of the people.”

In November 2009, DESE Curriculum and Assessment staff reviewed an early draft of CCSSO’s K-12 mathematics, listening, speaking, reading and writing documents. Missouri submitted feedback to CCSSO on December 4, 2009. As part of this early review process, the State’s curriculum consultants for mathematics and communication arts determined that Missouri’s current content standards closely align to CCSSO’s preliminary documents. The Common Core Standards work is a recurring agenda item for the Missouri State Board of Education to ensure that members have the most current information available.

Missouri will begin transitioning to the Common Core K-12 Standards and Career Ready/College Ready Standards upon their adoption and will hold school districts accountable the content and skills defined in document through the Missouri Assessment Program and the Missouri School Improvement Program in the 2011-2012 school year. Technical assistance and model curriculum documents will be provided by DESE to assist LEAs in making this transition. The most current versions of the Common Core K-12 Standards and Career Ready/College Ready Standards are Appendix 9.

Immediately upon the completion of the NGA/CCSSO Common Core K-12 Standards and Career Ready/College Ready Standards, Dr. Chris Nicastro, Missouri Commissioner of Education will recommend the standards to the state Board of Education for their adoption no later than August 2010.

### Standards Adoption Timeline

Time Frame	Activity	Responsibility
January 2010	At the state Board meeting update the state board on contents of the Standards and alignment to current Missouri Standards	Commissioner of Education
February 2010-August 2010	At the State Board meeting update the state board on contents of the Standards and alignment to current Missouri Standards and adopt Common Core Standards when final form of the standards is available	Commissioner of Education

### Standards Implementation Timeline

Time Frame	Activity	Responsibility
January 2010-June 2010	Work with early childhood constituencies to align, update, and develop, if necessary, the Early Learning Standards to assure that early learning is aligned to the Common Core K-12 Standards	Department of Higher Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Coordinating Board for Early Childhood, LEAs, Applicable Professional Organizations
January 2010-June 2010	Work with Department of Higher Education to align and update the Core Competencies and Standards to the Common Core Career Ready/College Ready Standards	Department of Higher Education, DESE Curriculum and Assessment Unit, DESE Division of Career Education, Department of Economic Development, LEAs, Applicable Professional Organizations
January 2010-June 2010	Join with Department of Economic Development to update the Work Ready Standards and align them to Common Core Career Ready/College Ready Standards and to the American Diploma Project for implementation with all students.	Dept. of Higher Education, DESE Curriculum and Assessment Unit, DESE Division of Career Education, DESE Division of Special Education,

		Department of Economic Development, LEAs, Applicable Professional Organizations
January 2010-June 2011	Draft p-12 model curriculum with special emphasis on developing and integrating STEM content	DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Department of Higher Education, LEAs, STEM Stakeholders
February 2010-April 2010	Develop standard transition documents for Local Education Agencies (LEA), DESE, and service providers	DESE Curriculum and Assessment Unit, DESE Division of Special Education, LEAs
March 2010-March 2013	Federal Peer Review Process as necessitated by the transition to the Common Core K-12 standards for any new assessments aligned to the new standards to certify the assessments as technically sound	DESE Curriculum and Assessment Unit
May 2010-August 2010	Amend contracts to transition Missouri Assessment Program to Common Core K-12 Standards	DESE Curriculum and Assessment Unit, Office of Administration, Service Providers
May 2010-July 2010	Update Missouri Assessment Program assessment blueprints and test designs to align with the Common Core K-12 Standards	DESE Curriculum and Assessment Unit
May 2010-July 2010	Develop training for LEAs to implement the Common Core K-12 Standards and updated content and process standards across the P-12 spectrum	DESE Curriculum and Assessment Unit, DESE Division of Career Education, DESE Division of Special Education, DESE RESLTs Centers, LEAs
June 2010-September 2010	Identify assessment needs and develop learning progressions to report against the Common Core Career Ready/College Ready Standards and to report students as Career Ready and College Ready	DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Department of Higher Education, LEAs, STEM Stakeholders
June 2010-August 2011	Align district curriculum to updated state standards or implement the model curriculum.	LEA
June 2010-June 2014	Focus local professional development resources and plans on the implementation of the	LEA

	new model curriculum, and evidence-and research- based instructional practices.	
August 2010-December 2011	Provide Common Core K-12 Standards and professional development regarding implementation of updated standards for LEAs and interested stakeholders	DESE Curriculum and Assessment Unit, LEAs, DESE RESLTs Centers
August 2010-July 2011	Conduct assessment linking studies and assessment field tests if necessary	DESE Curriculum and Assessment Unit
October 2010-January 2011	Design model curriculum professional development	DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Department of Higher Education, LEAs, DESE RESLTs Centers
February 2011-June 2014	Deliver high quality professional development and technical assistance to facilitate the successful implementation of model curriculum	DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Department of Higher Education, LEAs, DESE RESLTs Centers
February 2011-June 2014	Participate in high quality professional development and technical assistance to facilitate the successful implementation of model curriculum	LEAs
August 2011- June 2012	Administer Missouri Assessment Program assessments aligned to the Common Core K-12 Standards for mathematics, reading, writing, listening, and speaking	DESE Curriculum and Assessment Unit, LEAs
August 2011-June 2014	Implement model curriculum based on Common Core Standards	LEAs, DESE RESLTs Centers, DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section
August 2011-June 2014	Aggressively monitor implementation of the newly aligned district curriculum and/or the model curriculum.	LEAs
October 2011, January 2012, April 2012, July 2012,	Conduct quarterly evaluation of curriculum implementation through regional LEA focus groups and feedback sessions using an online environment to implement a continuous	LEAs, DESE RESLTs Centers, DESE Division of Career Education, DESE Division of Special

and continuing pattern in future years.	improvement cycle using both quantitative and qualitative data.	Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Higher Education, STEM Stakeholders
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**(B)(2) Developing and implementing common, high-quality assessments (10 points)**

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of states that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of states.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

*Recommended maximum response length: One page*

**(B)(2)(i)**

As described in detail below, Missouri is participating in consortia for both formative and summative assessments. For the former,

the assessment consortium MOSAIC encompasses a group of 20 states working collaboratively toward the common goal of implementing formative and interim/benchmark assessments. The group will also provide supporting materials and teacher training aligned to the Common Core Standards as part of the RT3 initiative. The Balanced Assessment Consortium encompasses a group of 36 states working collaboratively to implement summative assessments aligned to the Common Core Standards within a system of balanced assessment as part of the RT3 initiative.

### **Formative Assessment System**

In order to provide LEAs with technically sound and instructionally informative assessments linked to the Common Core Standards, Missouri is participating in the Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC); the MOU is presented as Appendix 10. Missouri is currently serving as an organizational lead state for the consortium, along with Wisconsin and Nebraska, and is committed to serving as the fiscal agent for the work of the consortium. As fiscal agent for the consortium, Missouri will assume a leadership role in developing and releasing a Request for Proposals (RFP) through the State's procurement process. The RFP will secure the appropriate vendor(s) to provide item banking, assessment administration, reporting, and other assessment-related services as defined by participating states.

MOSAIC states will launch a system of formative local assessment tasks, test items, instructional materials, and an adaptive interim/benchmark assessment system with common achievement level standards aligned to the Common Core Standards. In addition, to support the implementation of Common Core Standards and linked assessments, consortium states will develop professional development materials around instructional integration of Common Core Standards. These will include curricular frameworks aligned to the Common Core, expected learning progressions within content areas, materials on instructional strategies, and suggested interventions. In anticipation of this expectation for state contribution to MOSAIC, Missouri will develop model curriculum units based on early drafts of the Common Core Standards. States will also contribute to the development of web-based training and workshop modules for educators providing experience in scoring student work. These modules will focus on practical

strategies to make informed instructional decisions based upon formative, interim/benchmark, and summative assessment results.

MOSAIC's work will be sustained by states' continuous contributions to the assessment system. States will contribute to the development of a bank of formative assessment materials and field-tested items for interim/ benchmark assessments.

States will collaborate to develop and refine district, school, and student-level performance reports based on the Common Core standards. Reports will be generated to track progress on the standards in parent-friendly and teacher-friendly formats.

All MOSAIC assessment and instructional materials will be available to consortium states through a web-based engine to allow local districts to access data in rapid-time in order to differentiate instruction and make appropriate educational decisions. Common assessments will be loaded into the system for immediate access to data.

### **Summative Assessment System**

Missouri is also committed to active participation in the development of the common summative assessments with member states of the Balanced Assessment Consortium. Thirty-six states are part of the Balanced Assessment Consortium as of January 14, 2010.

The consortium of states developing the balanced assessment system for evaluating the common core standards will start with a set of working principles derived from an examination of successful state systems in the U.S. and high-achieving systems internationally. The principles include, but are not limited to:

- Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development
- Assessments elicit evidence of actual student performance on challenging tasks that prepare students for the demands of college and career in the 21<sup>st</sup> century
- Teachers are involved in the development of curriculum and the development and scoring of assessments

- Assessments are structured to continuously improve teaching and learning
- Assessment and accountability systems are designed to improve the quality of learning and schooling
- Assessment and accountability systems use multiple measures to evaluate students and schools
- New technologies enable greater assessment quality and information systems that support accountability

The consortium of states will build on successful efforts already launched in a number of states. These efforts seek to integrate the best knowledge and exemplars from existing efforts, using resources efficiently, taking advantage of well-tested approaches, in order to avoid reinventing the wheel. The consortium will bring together leading curriculum and assessment experts to advise and support efforts to create a system for evaluating the Common Core, building on the most credible and well-vetted knowledge available in the field. With these supports, the Consortium can:

- Support the development of curriculum frameworks
- Create a digital curriculum and assessment library
- Develop state and local assessments
- Develop moderation and auditing systems for teacher-scored work
- Develop Technology to Support the Assessment System

A copy of the fully executed MOU is included as Appendix 11.

**(B)(2)(ii)**

**MOSAIC Consortium- 27 States as of January 15<sup>th</sup>, 2010**

<b>State</b>	<b>Lead or Participating State</b>
Missouri	Lead
Nebraska	Lead
Wisconsin	Lead
Delaware	Participating
Hawaii	Participating
Idaho	Participating
Illinois	Participating
Iowa	Participating
Kansas	Participating
Kentucky	Participating
Maryland	Participating
Michigan	Participating
Minnesota	Participating
Mississippi	Participating
Montana	Participating
New Jersey	Participating
North Dakota	Participating
Ohio	Participating
Oklahoma	Participating
Oregon	Participating
Pennsylvania	Participating
South Carolina	Participating
South Dakota	Participating
Tennessee	Participating
Utah	Participating
Washington	Participating
Wyoming	Participating
<b>Total # of states that have submitted signed MOUs for MOSAIC*</b>	<b>27</b>

**Balanced Assessment Consortium- 36 States with Signed MOU**

Alabama	Maine	Ohio
Arizona	Maryland	Oklahoma
Arkansas	Massachusetts	Pennsylvania
California	Michigan	Rhode Island
Connecticut	Mississippi	South Carolina
Delaware	Missouri	South Dakota
Illinois	Montana	Tennessee
Indiana	Nebraska	Utah
Georgia	New Hampshire	Washington DC
Iowa	New Jersey	West Virginia
Kansas	North Carolina	Wisconsin
Kentucky	North Dakota	Wyoming

**Reform Plan Criteria**

**(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State’s institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

*The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Eight pages*

**(B)(3)**

In 1993, nearly ten years prior to passage of No Child Left Behind (NCLB) legislation and the advent of the concept of Common Core Standards, Missouri lawmakers enacted the State's Outstanding Schools Act, which has shaped the State's educational landscape. The Outstanding Schools Act focused Missouri educators and stakeholders on 14 areas of critical need for learning and development, defining high expectations for students and creating the systemic support and resources necessary for schools to help students succeed.

At the K-12 level, the Outstanding Schools Act mandated the development of rigorous content standards and corresponding performance-based assessments to ensure that Missouri students emerged from high school adequately prepared for postsecondary education and/or the workplace. To provide systemic statewide support for schools to implement research-based instructional practices and assessment methodologies, DESE flowed funding from the Outstanding Schools Act into grants to establish Regional Professional Development Centers (RPDC) throughout the State. Each RPDC was housed on a university campus. Placing the RPDC on college campuses promoted effective collaboration and transparency between the K-12 system and the postsecondary education system.

Because they are widespread, RPDCs are easily accessible resources for teachers, administrators, and school districts. Furthermore, they are well-positioned to provide customized support to individual schools and districts in such critical areas as curriculum development, assessment, special education, teaching English Learners, and innovative programming. The RPDC system was originally structured to provide Missouri with an efficient and open system of communication to all school districts. As a result,

Missouri has been able to introduce and effectively implement a variety of statewide initiatives.

Yet the benefits available from the current RPDC system are diminishing and its positive impact threatened. Recent decreases in state funding have forced RPDCs to modify their mission. They have moved from supporting state programs and providing quality professional learning experiences for teachers in their regions and have instead been forced to offer an array of workshops for profit. There is a perception that this shift has been accompanied by a decline in quality. The role of RPDCs must evolve if they are going to play an effective role in building the requisite capacity to support the State's new plan. DESE will change RPDC missions, redeploy their resources and infuse new capacity into them as they are restructured into DESE RESLTs Centers, providing comprehensive, coordinated services to school districts in support of the State's reform plan.

As NCLB was implemented, Missouri maintained its focus on rigor and on the core principles of the Outstanding Schools Act in two distinct ways. First, the State assessment program retained constructed response and performance event items on all assessments. Second, state law required that the Missouri Assessment Program "meet, but not exceed, the difficulty of the National Assessment of Educational Progress (NAEP)," therefore connecting the Missouri definition of "proficient" to the NAEP definition.

As Missouri has moved forward with implementation of the requirements of the Outstanding Schools Act, and eventually with implementation of the requirements of NCLB, two additional areas of emphasis have emerged. First, the State has identified the need to grow Missouri students for careers in science, technology, engineering, and mathematics (STEM) as an economic development goal. Second, the State has begun to address transitions from early learning to K-12 education and from K-12 education to postsecondary education.

Missouri Senate Bill 580, signed in 2006, created a P-20 Council charged to work collaboratively to achieve P-20 policy goals. Members of the council are the Commissioners of education and higher education, chairs of the state Board of Education and the Coordinating Board for Higher Education, and the Director of Economic Development. Missouri Senate Bill 389, passed in 2007,

charged Department of Higher Education to work with DESE to address the transition from K-12 education to postsecondary education in order to decrease the demand for developmental and/or remedial courses at the college level. The Curriculum Alignment Initiative, which grew from this legislation, has defined Entry-Level and Exit-Level Competencies for students attending institutions of higher education in Missouri. These competencies are intended to provide a clear picture of the skill and knowledge base that students are expected to possess (i.e., acquire from their K-12 educational experience) in order to be successful in core college-level courses in a variety of content areas.

Likewise, DESE expanded its vision to include the entire P-20 spectrum. Because the foundation for learning is laid long before a child enters kindergarten, Missouri has established Early Learning Standards that have been recently aligned to the State's current content and process standards for K-12 education by curriculum consultants to provide a clear link between P-K and K-12 goals. Early Learning Standards for core content areas are included as Appendix 12. Ultimately, Early Learning Standards must be linked to the Common Core K-12 Standards and early learning programs must be held accountable for ensuring that children enter school ready to learn. Within Missouri's reform plan, the statewide assessment system will reach downward through early learning programs to incorporate a uniform, standardized process for tracking and monitoring children's progress and informing the instructional process.

At the opposite end of the continuum, a model College Prep Certificate Program, Appendix 13, has been developed and is currently being piloted in Missouri school districts. This program incorporates academic, as well as work readiness components, and assessment tools, and essentially serves as a guarantee to potential employers that entry level employees are ready to work. Draft guidelines for program implementation are included as Appendix 32. As part of the State's reform plan, College Prep Certificate Program requirements and Work Ready standards will be aligned to the American Diploma Project.

Missouri's attention to the entire P-20 educational spectrum, the clarity and rigor of the Missouri Higher Education Core Competencies, and the State's focus on economic development through expanded opportunities for high school students to pursue STEM careers present a solid connection to the Common Core Career Ready/College Ready Standards. Missouri is ready to adopt the

high quality academic expectations defined by the Common Core Standards, creating a system that connects both ends of the educational spectrum—from early learning to workplace entry—through a continuum of comprehensive standards.

**Goal: Enable LEAs to implement enhanced standards and high-quality assessments.**

**Key Activities:**

1. Adopt and implement the NGA/CCSSO Common Core Standards for mathematics, reading, speaking, listening, and writing and position the State to adopt forthcoming common standards in other content areas and across the P-20 spectrum.
2. Fully participate in assessment consortia developing formative, interim/benchmark, and summative assessments of the NGA/CCSSO Common Core Standards for mathematics, reading, speaking, listening, and writing and establish the necessary relationships to work in collaboration with other states to develop assessments in other content areas and across the P-20 spectrum.
3. Develop a model curriculum framework consisting of course descriptions, unit outlines, measurable objectives, interim/benchmark assessments and scoring guides, suggested evidence-based instructional strategies, instructional timelines, and a state online instruction support environment tied to the Common Core K-12 Standards and all other content areas in the P-12 spectrum.
4. Design and disseminate grade/subject specific professional development to support the implementation of the model curriculum for all content areas, including construction and administration of formative, interim/benchmark assessments to efficiently determine student needs, and the documentation of effective instructional strategies to shape future instruction.
5. Update Missouri high school graduation requirements to encourage dual credit, internship, and STEM opportunities for all students.

***Key Activity 1. Implementation Plan***

Missouri has been actively participating in the NGA/CCSSO consortium, made up of 48 states and three territories, to develop the Common Core K-12 Standards and Career Ready/College Ready Standards which will:

- a. include components for mathematics, reading, writing, speaking, and listening and will emphasize 21<sup>st</sup> Century Skills; and
- b. be internationally benchmarked following guidelines recommended in Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education.

Since November 2009, DESE curriculum and assessment staff has been engaged in reviewing preliminary drafts of K-12 mathematics, listening, speaking, reading and writing documents. In addition to providing feedback, DESE’s curriculum consultants for mathematics and communication arts have worked to determine the alignment of Missouri’s current content standards to the draft Common Core K-12 Standards, the College and Career Ready standards, and to develop a plan for helping LEAs transition to new standards. Beginning with adoption of the Common Core Standards by the State Board of Education in early 2010, the transition to new standards will extend to additional content areas and will incorporate the complete P-20 continuum.

This transition will require the collaboration of both centralized and regional DESE resources (RESLTs Centers), Department of Higher Education, the Coordinating Board for Early Childhood Education, Department of Economic Development, a variety of professional organizations and other stakeholders. DESE and the State Board of Education will hold school districts accountable to the Common Core K-12 Standards through the Missouri Assessment Program and the Missouri School Improvement Program beginning with the 2011-2012 school year. Early learning programs will similarly be held accountable for student outcomes beginning with the 2011-2012 school year.

**Key Activity 1. Implementation Plan:**

Adopt and implement the NGA/CCSSO Common Core Standards for mathematics, reading, speaking, listening, and writing and position the State to adopt forthcoming common standards in other content areas and across the P-20 spectrum.

Timeline	Activity	Responsible Parties
ASAP	State Board of Education Adoption of Common Core K-12 Standards and Career Ready/College	Commissioner of Education

	Ready Standards	
January 2010- June 2010	Work with early childhood constituencies to align, update, and develop, if necessary, the Early Learning Standards to assure that early learning is aligned to the Common Core K-12 Standards	Department of Higher Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Coordinating Board for Early Childhood, LEAs, Applicable Professional Organizations
January 2010- June 2010	Work with Department of Higher Education to align and update the Core Competencies and Standards to the Common Core Career Ready/College Ready Standards.	Department of Higher Education, DESE Curriculum and Assessment Unit, DESE Division of Career Education, Department of Economic Development, LEAs, Applicable Professional Organizations
January 2010- December 2010	Technical alignment of high school standards and college entrance requirements with the Common Core Career Ready/College Ready Standards.	LEAs, DESE, Institutions of Higher Education, Department of Higher Education
January 2010- June 2010	Join with Department of Economic Development to update the Work Ready Standards and align them to NGA/CCSSO Common Core Career Ready/College Ready Standards and to the American Diploma Project for implementation with all students.	Department of Higher Education, DESE Curriculum and Assessment Unit, DESE Division of Career Education, DESE Division of Special Education, Department of Economic Development, LEAs, Applicable Professional Organizations
February 2010- April 2010	Develop standard transition documents for Local Education Agencies (LEA), DESE, and Service Providers	DESE Curriculum and Assessment Unit, DESE Division of Special Education, LEAs
March 2010-April 2010	Develop a rollout plan for the standards together with all of their supporting components	LEAs, DESE Curriculum and Assessment Unit, DESE Division of Career Education, DESE Division of Special Education, DESE RESLTs Centers
March 2010-March 2013	Begin Federal Peer Review Process as necessitated by the transition to the Common Core K-12 standards for any new assessments aligned to the new standards to certify the assessments as technically sound	DESE Curriculum and Assessment Unit
May 2010-August 2010	Amend contracts to transition Missouri Assessment Program to Common Core K-12 Standards	DESE Curriculum and Assessment Unit, Office of Administration, Service Providers
May 2010-July 2010	Update Missouri Assessment Program assessment blueprints and test designs to align with the Common Core K-12 Standards	DESE Curriculum and Assessment Unit
May 2010-July 2010	Develop training for LEAs to implement the Common Core K-12 Standards and updated content and process standards across the P-12 spectrum	DESE Curriculum and Assessment Unit, DESE Division of Career Education, DESE Division of Special Education, DESE RESLTs Centers, LEAs
August 2010- December 2011	Provide Common Core K-12 Standards and professional development regarding implementation of updated standards for LEAs and interested stakeholders	DESE Curriculum and Assessment Unit, LEAs, DESE RESLTs Centers
August 2010- December 2011	Disseminate high-quality instructional materials and assessment materials based on the Common Core K-12 Standards	DESE
August 2010-June	Implement high-quality instructional materials and assessment materials based on the Common	LEAs

2014	Core K-12 Standards	
August 2010-July 2011	Conduct assessment linking studies and assessment field tests if necessary	DESE Curriculum and Assessment Unit
August 2011- June 2012	Administer Missouri Assessment Program assessments aligned to the Common Core K-12 Standards for mathematics, reading, writing, listening, and speaking	DESE Curriculum and Assessment Unit, LEAs

***Key Activity 2. Implementation Plan***

Missouri will serve as one of three lead states and the fiscal agent for the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) to develop and build professional development materials around the instructional integration of Common Core Standards. Materials will be disseminated across the consortium states and made available in a web-banked system. The system will be designed to:

- Generate reports in parent- and teacher-friendly formats through the Show-Me Portal described in section C of the application
- Emphasize growth and improvement over time
- Contribute to the development of a benchmark assessment item bank with the capabilities for adaptive testing

Missouri plans to expand MOSAIC to encompass all P-12 content. Facilitating student access to a comprehensive and rigorous course of study based on 21<sup>st</sup> Century Skills will promote deeper and expanded student learning and heightened achievement. Following this, Missouri plans to work with interested institutions of higher education to expand the power of MOSAIC across the entire P-20 spectrum.

The successful launch of MOSAIC is connected to enhancing teacher capacity – a key element in our human capital approach. The Show-Me portal must ensure that teachers have access to high quality, research-based instructional tools without unnecessary or burdensome effort. Students and parents will also have access to data through the Show-Me Portal to promote common understanding of student performance. Additionally, teachers will be provided with an electronic resource bank to access formative and model

interim/benchmark assessments and a platform from which they can access rapid-time data related to their students' performance.

Missouri is actively pursuing participation in the development of the common summative assessments of the Common Core K-12 Standards for grades 3-8 and for high school courses with the member states of the CCSSO consortium. The details of the summative assessment consortium implementation timeline are not currently available.

**Key Activity 2. Implementation Plan:**

Fully participate in assessment consortia developing and implementing formative, interim/benchmark, and summative assessments of the NGA/CCSSO Common Core Standards for mathematics, reading, speaking, listening, and writing and establish the necessary relationships to work in collaboration with other states to develop assessments in other content areas and across the P-20 spectrum.

<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
January 2010-June 2014	Lead state for MOSAIC Formative/Benchmark assessment consortium and fiscal agent for MOSAIC.	DESE Commissioner, DESE Chief Financial Officer, DESE Curriculum and Assessment Unit, Consortium States
January 2010-June 2014	Summative consortium participating state.	Commissioner, DESE Chief Financial Officer, DESE Curriculum and Assessment Unit, Consortium States
January 2010-June 2014	Collaborate with institutions of higher education to expand MOSAIC into the P-20 spectrum	DESE, Department of Higher Education, Institutions of Higher Education
January 2010-March 2010	Develop and disseminate MOSAIC RFP, evaluate vendor responses, and award contract with partner states	Consortium States, DESE Curriculum and Assessment Unit, Office of Administration
January 2010-December 2010	Technical alignment of high school assessment and college entrance requirements with the NGA/CCSSO Common Core Career Ready/College Ready Standards.	LEAs, DESE, Institutions of Higher Education, Department of Higher Education
June 2010-August 2010	Develop learning progressions, test design and blueprints for formative and interim/benchmark assessments for all P-12 content areas	DESE Division of Career Education, DESE Division of Special Education, LEAs, DESE Curriculum and Assessment Unit, DESE Early Childhood, Higher Education representatives
August 2010-December 2011	Disseminate high-quality instructional materials and assessment materials based on the Common Core K-12 Standards for the MOSAIC formative and interim/benchmark assessments.	DESE
August 2010-June 2014	Implement high-quality instructional materials and assessment materials based on the Common Core K-12 Standards for the MOSAIC formative and interim/benchmark assessments.	LEAs
September 2010-December 2010	Develop state-level formative and interim/benchmark assessment item banks for all P-12 content areas	DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood, Higher Education, LEAs

**Key Activity 3. Implementation Plan**

The State will develop a model curriculum framework, in collaboration with LEAs and higher education institutions, consisting of course descriptions, unit outlines, measurable objectives, benchmark assessments and scoring guides, suggested evidence-based instructional strategies, instructional timelines, and a state online instruction support environment aligned to the Common Core K-12 Standards for mathematics, reading, writing, listening, and speaking. The State will also develop a P-12 curriculum framework for updated standards addressing early learning, agricultural education, business, marketing and information technology, family and consumer sciences, health sciences, technology and engineering, skilled sciences, science, fine arts, health, physical education, social studies, world languages, and information, communications technology, and media literacy. Special focus will be given to the integration and emphasis of STEM content and learning progressions throughout the model curriculum framework. The framework will connect directly to the balanced assessment system consisting of formative, interim/benchmark, and summative assessments. The direct connection of the model curriculum to the balanced assessment system will provide incentive for LEAs to adopt and align their instruction it as well in order to leverage the power of assessment for and of learning.

**Key Activity 3. Implementation Plan:**

Develop a model curriculum framework consisting of course descriptions, unit outlines, measurable objectives, benchmark assessments and scoring guides, suggested evidence-based instructional strategies, instructional timelines, and a state online instruction support environment tied to the Common Core K-12 Standards and all other content areas in the P-12 spectrum.

Timeline	Activity	Responsible Parties
October 2009-June 2011	Draft model curriculum for p-12 core content with special emphasis on developing and integrating STEM content	DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Department of Higher Education, LEAs, STEM Stakeholders
June 2010-September 2010	Identify assessment needs and develop learning progressions to report against the Common Core Career Ready/College Ready Standards and to report students as Career Ready and College Ready	DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Higher Education, LEAs, STEM Stakeholders

June 2010-August 2011	Align district curriculum to updated state standards or implement the model curriculum.	LEAs
June 2010-June 2014	Focus local professional development resources and plans on the implementation of the new model curriculum, and evidence-and research- based instructional practices.	LEAs

***Key Activity 4. Implementation Plan***

Coordinated with development of the model curriculum will be the design and deployment of high quality grade- and subject-specific professional development for implementation of the curriculum framework. This professional learning will be accomplished through the DESE RESLTs Centers and the online instructional support environment.

Several factors will be critical to successful curriculum implementation. First, existing specialized regional resources and expertise in the regional service centers, all departments in DESE, the Missouri Comprehensive Data System, and the LEAs must be well-coordinated. All segments of the statewide system of support must work together to create a common understanding of content requirements and assessment goals. In this way, all teachers will develop and maintain consistently high expectations for themselves and their students.

A second major factor in the successful launch of the model curriculum will be the availability of an electronic resource bank of formative and model interim/benchmark assessments so that student progress can be closely and effectively monitored, and instruction can be differentiated accordingly. This will enable Missouri educators to develop and broaden assessment literacy, understanding that different assessments have different purposes, and that data must be used appropriately. A component of the electronic assessment resource will be a platform from which teachers can access rapid-time data about their students’ performance.

Finally, the Show-Me portal will ensure that teachers have access to high quality, research-based instructional tools, and that access to instructional resources and data is uncomplicated and straightforward. Handheld devices, which record qualitative and quantitative classroom data, and the collection of teacher information, modeled after the CCSSO Surveys of Enacted Curriculum, will provide

records of instructional strategies, teaching points, and student performance in response to specific lessons. These records will highlight effective instructional strategies and inform subsequent instruction and/or intervention. Teachers or districts may add to this bank, allowing for ongoing creativity and input. All assessment and lesson submissions will be juried through a peer-review process to assure quality.

**Key Activity 4. Implementation Plan**

Design and disseminate grade/subject specific professional development to support the implementation of the model curriculum for all content areas, including the construction and administration of formative, interim/benchmark assessments to efficiently determine student needs, and the documentation of effective instructional strategies to shape future instruction.

<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
October 2010-January 2011	Design model curriculum professional development	DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Department of Higher Education, LEAs, DESE RESLTs Centers
February 2011-June 2014	Deliver high quality professional development and technical assistance to facilitate the successful implementation of model curriculum	DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Department of Higher Education, LEAs, DESE RESLTs Centers
June 2010-September 2010	Identify assessment needs and develop learning progression referenced to the Common Core Career Ready/College Ready Standards to report students as Career Ready and College Ready	DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Department of Higher Education, LEAs, STEM Stakeholders
June 2011-2014	Institute a statewide benchmarking system to track aggregated student performance	DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Department of Higher Education, LEAs, DESE RESLTs Centers, Data Manager
July 2011-2014	Deliver high quality professional development and technical assistance to facilitate the successful implementation of a statewide benchmarking system to track aggregated student performance	DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Department of Higher Education, LEAs, DESE RESLTs Centers
October 2011, January 2012, April 2012, June 2012, and continuing pattern in future years.	Conduct quarterly evaluation of model curriculum implementation through regional LEA focus groups, and feedback sessions using an online environment to implement a continuous improvement cycle using both quantitative and qualitative data	LEAs, DESE RESLTs Centers, DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Department of Higher Education, STEM Stakeholders

**Key Activity 5. Implementation Plan**

Missouri is committed to meeting the educational needs of all of its citizens. As the State’s 21<sup>st</sup> Century economic development strategies become clear, it is evident that Missouri must strengthen graduation requirements to ensure postsecondary success and encourage enrollment in courses incorporating STEM content. Missouri must therefore update high school graduation requirements to include dual credit, internship, and STEM opportunities for all students so that every student will pursue postsecondary opportunities before leaving secondary school.

Beginning with the graduating class of 2012, every graduating high school student will have the opportunity to complete one college-level course and at least one field career experience, in addition to taking the courses required to graduate. Beginning with the graduating class of 2014, every Missouri high school must provide opportunities for students to earn dual high school and postsecondary credit equivalent to at least two years (60 credit hours) of postsecondary education.

<b>Key Activity 5. Implementation Plan</b>		
Update Missouri high school graduation requirements to encourage dual credit, internship, and STEM opportunities for all students.		
<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
May 2010-May 2014	LEA grants to afford all students in the class of 2012 the opportunity to take one college-level course and at least one field career experience.	RT3 Manager, LEAs, DESE RESLTs Centers
March 2010-October 2010	Launch collaborative group to update Missouri high school graduation requirements to include dual-credit, internship requirements, and STEM credit flexibility/opportunities	DESE Commissioner
June 2010-September 2010	Identify assessment needs and develop learning progression to report against the Common Core Career Ready/College Ready Standards and to report students as Career Ready and College Ready	LEAs, DESE RESLTs Centers, DESE Division of Career Education, DESE Division of Special Education, DESE Curriculum and Assessment Unit, DESE Early Childhood Section, Higher Education, STEM Stakeholders
October 2010-July 2011	Develop and pilot necessary reports of students as Career Ready and College Ready	DESE Data Manager, LEAs, Higher Education, DESE RESLTs Centers
October 2010	Present to the State Board of Education proposed updates to high school graduation requirements	DESE Commissioner
January 2011-May 2014	LEA grants to afford all students in the class of 2014 the opportunity to take 60 college credit hours and participate in at least one field career experience.	RT3 Manager, LEAs, DESE RESLTs Centers
June 2011	Missouri State Board of Education adopts updated high school graduation requirements	DESE Commissioner

***Anticipated Impact:***

The impact of the described reforms to Missouri’s standards and assessments will be profound. The purposeful alignment of the Common Core for the P-20 system will bring strong coherence and address the State’s lack of a fully developed model curriculum with support for implementation fidelity to assure a rigorous education for all students. The Show-Me Portal will provide access to an online formative and interim/benchmark assessment system with rapid-time reporting connected directly to the standards, curriculum, and instructional practices. It will also provide user-friendly reports for students, teachers, leaders, parents and stakeholders. Improved, aligned assessments and rapid-time feedback to all involved represents a significant change in Missouri’s educational system and will increase the academic achievement for all students in Missouri.

The proposed changes in graduation requirements for Missouri high school students ensures an increase of choices, rigor and preparation for postsecondary education or the 21<sup>st</sup> Century work environment. Missouri should expect to see rapidly increasing graduation rates, increased enrollment in postsecondary education programs, and increases in ACT scores. In a very short time Missouri’s educational reform package should make it clear that public education is the path to expanded opportunity in the State.

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	<b>Actual Data:                      Baseline                      (Current school                      year or most                      recent)</b>	<b>End of SY                      2010-2011</b>	<b>End of SY                      2011-2012</b>	<b>End of SY                      2012-2013</b>	<b>End of SY                      2013-2014</b>
1. The percentage of children scoring proficient on a research-based kindergarten readiness assessment will increase by 5% each year as measured by the Missouri Comprehensive Data System.	*				

<p>2. The Missouri mean scaled score in reading, writing, mathematics, and science will increase by 7% with each assessment administration of the NAEP in each grade-level and content area.</p>	<p><u>4<sup>th</sup> grade</u> Reading - 221 Writing - 151 Math - 241 Science - 158</p> <p><u>8<sup>th</sup> grade</u> Reading - 263 Writing - 153 Math - 286 Science - 154</p>	<p><u>4<sup>th</sup> grade</u> Reading - 236 Writing - 162 Math - 258</p> <p><u>8<sup>th</sup> grade</u> Reading - 293 Math - 306</p>		<p><u>4<sup>th</sup> grade</u> Reading - 256 Math - 276 Science - 169</p> <p><u>8<sup>th</sup> grade</u> Reading -313 Math - 327 Science -165</p>	
<p>3. The percentage of students graduating from high school will increase by 2% each year as measured by the Annual Performance Report of Missouri Schools.</p>	85%	87%	89%	91%	93%
<p>4. The percentage of students graduating from high school with a concentration in STEM related coursework will increase by 5% each year as measured by the Missouri Comprehensive Data System.</p>	*				
<p>5. The percentage of students graduating from high school with an associate's degree will increase by 5% each year as measured by the Missouri Comprehensive Data System.</p>	16.7%	21.7%	26.7%	31.7%	36.7%
<p>6. The percentage of students enrolling in college within two years of high school graduation will increase by 5% each year as measured by the National Student Clearinghouse.</p>	65%*	70%	75%	80%	85%
<p>7. The percentage of students who complete two years of college credit within 3 years of high school graduation will increase by 5% each year.</p>	*				
<p>8. Missouri will increase performance on the ACT to rank among the top ten states with similar participation rates as measured by the mean composite score.</p>	21.6	22.2	22.4	22.7	23.0
<p>9. The percentage of minority students, NSLP, special education students, and English Learners scoring proficient or above in reading, writing, mathematics, and science will increase by 7% with each assessment administration of the NAEP.</p>	<p><u>MA 4<sup>th</sup> grade</u> 62% Asian 17% Black 37% Hisp. 24% NSLP 26% SD</p>	<p><u>MA 4<sup>th</sup> grade</u> 69% Asian 24% Black 44% Hisp. 31% NSLP 33% SD</p>		<p><u>MA 4<sup>th</sup> grade</u> 76% Asian 31% Black 51% Hisp. 38% NSLP 40% SD</p>	

	<p>17% ELL</p> <p><u>RD 4<sup>th</sup> grade</u>  NA Asian  12% Black  22% Hisp.  18% NSLP  12% SD  NA ELL</p> <p><u>WR 4<sup>th</sup> grade</u>  NA Asian  11% Black  NA% Hisp.  11% NSLP  6% SD  NA ELL</p> <p><u>SC 4<sup>th</sup> grade</u>  NA Asian  9% Black  25% Hisp.  21% NSLP  23% SD  NA ELL</p> <p><u>MA 8<sup>th</sup> grade</u>  NA Asian  11% Black  37% Hisp.  19% NSLP  10% SD  NA ELL</p> <p><u>RD 8<sup>th</sup> grade</u>  NA Asian  10% Black  12% Hisp.  18% NSLP  6% SD</p>	<p>24% ELL</p> <p><u>RD 4<sup>th</sup> grade</u>  NA Asian  19% Black  29% Hisp.  25% NSLP  19% SD  NA ELL</p> <p><u>WR 4<sup>th</sup> grade</u>  NA Asian  18% Black  NA% Hisp.  18% NSLP  13% SD  NA ELL</p> <p><u>MA 8<sup>th</sup> grade</u>  NA Asian  18% Black  44% Hisp.  26% NSLP  17% SD  NA ELL</p> <p><u>RD 8<sup>th</sup> grade</u>  NA Asian  17% Black  19% Hisp.  25% NSLP  13% SD</p>		<p>31% ELL</p> <p><u>RD 4<sup>th</sup> grade</u>  NA Asian  26% Black  36% Hisp.  32% NSLP  26% SD  NA ELL</p> <p><u>SC 4<sup>th</sup> grade</u>  NA Asian  16% Black  32% Hisp.  28% NSLP  30% SD  NA ELL</p> <p><u>MA 8<sup>th</sup> grade</u>  NA Asian  25% Black  51% Hisp.  33% NSLP  24% SD  NA ELL</p> <p><u>RD 8<sup>th</sup> grade</u>  NA Asian  24% Black  26% Hisp.  32% NSLP  20% SD</p>	
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	NA ELL  <u>WR 8<sup>th</sup> grade</u> NA Asian 12% Black 16% Hisp. 13% NSLP 3% SD NA ELL  <u>SC 8<sup>th</sup> grade</u> NA Asian 6% Black 23% Hisp. 18% NSLP 13% SD NA ELL	NA ELL		NA ELL	
10. The percentage of minority students, special education students, and English Learners graduating from high school will increase by 4% each year as measured by the Annual Performance Report of Missouri Schools.	94.6% Asian 77% Black 83.5% Am. Ind. 81.6% Hisp. 74.5% SD ELL*	98% 81% 87.5% 85.6% 77.5%	100% 85% 91.5% 89.6% 81.5%	100% 89% 95.5% 93.6% 85.5%	100% 93% 99.5% 97.6% 89.5%
11. The percentage of minority and female students graduating from high school with a concentration in STEM related coursework will increase by 7% each year as measured by the Missouri Comprehensive Data System.	*				
12. The percentage of minority, special education, and English Learners enrolling in college will increase by 5% as measured by the National Student Clearinghouse.	66.4% Minority 34.2% SD ELL**	71.4% 35.2%	76.4% 41.2%	81.4% 46.2%	86.4% 51.2%

\*Historically Missouri has not collected this data and the Missouri Comprehensive Data System will allow the collection and establishment of baseline data.

\*\*The National Student Clearinghouse currently does not have English learner college enrollment data available.

**(C) Data Systems to Support Instruction (47 total points)**

**State Reform Conditions Criteria**

**(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)**

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

*In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.*

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.

*Recommended maximum response length: Two pages*

Missouri has made substantial progress in meeting the requirements of the America COMPETES Act, while designing an innovative system that will link educators in a substantially rural state to the latest data. DESE sees complying with the Act and developing a sophisticated and accessible data system as means to an end – building and enhancing educator capacity to use the data to foster greater learning for all students. The work described in this section seeks to access and use information as a means to an end – better teaching in all districts throughout the State.

**(C)(1)**

Missouri is working aggressively to implement a longitudinal data system that includes the 2007 America COMPETES Act requirements. Missouri state agencies are collaborating with the State P-20 council to leverage federal, state and private funds to create the longitudinal data system. Missouri currently has data on individuals within the PK-12 public education sector, the public

two- year and four- year institutions, and wage data. With a recent IES grant award Missouri has begun work to incorporate key early childhood data sets (i.e. Head Start participation, Social Services and Department of Health). Missouri currently complies with 11 of the 12 elements of the America COMPETES Act as outlined in Table 1. Missouri will comply with the 12th element by June 2010.

The Missouri Department of Education currently exchanges data with other state agencies using universal formats that include data at the student grain level. These data are linked by state identifiers and/or probabilistic matching. Over the last three years, Missouri has developed the capacity to facilitate the collection of linked student and educator data. Two years of linked data currently exists within the system. Missouri has captured information regarding teacher certification and teacher preparation programs for over 20 years. A web-based system is being developed to improve the collection and management of teaching certificates.

Recently Missouri implemented policies and practices that assist state and district users in verifying K-12 data submissions. An IES/LDS grant of \$9 million awarded to the State in April 2009 has enabled us to expand the data collection systems to capture student course completion and grades earned as well as teacher/leader evaluations.

The current P-20 data system links student-level college readiness scores to school districts and high schools and provides the foundation for improved reporting of student transition from high school to postsecondary education. Missouri has created indicators based on Advanced Placement, College-Prep, and End-of-Course assessments to address alignment and adequate preparation for success in postsecondary education. The Missouri Department of Higher Education was authorized in 2007 by Senate Bill 389 “. . . to establish agreed-upon competencies for all entry-level collegiate courses in English, mathematics, foreign language, sciences, and social sciences associated with an institution's general education core and that the coordinating board shall establish policies and procedures to ensure such courses are accepted in transfer among public institutions and treated as equivalent to similar courses at the receiving institutions. Department of Elementary and Secondary Education shall align such competencies with the assessments

found in section 160.518, RSMo, and successor assessments.”

TABLE 1	America COMPETES Elements	Missouri’s Status
Element 1	A unique statewide student identifier that does not permit a student to be individually identified by users of the system	<b>Completed</b> PK-12 education ID implemented in June 2005, Department of Higher Education began including the ID within their collections systems as an optional field in 2006; current efforts are underway to incorporate the ID within the birth to age five agencies outside of DESE
Element 2	Student-level enrollment, demographic, and program participation information	<b>Completed</b> “P” level dollars requested in the ARRA/IES grant (12/04/2009). “PK-12” has been captured since 2007-08 at the student level. “Higher Ed” has been captured for 20 years in the EMSAS system.
Element 3	Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete a P-16 education programs	<b>Completed</b> “PK-12” in place since 2007-08 ( <a href="http://dese.mo.gov/MOSIS/">http://dese.mo.gov/MOSIS/</a> ) “Higher Ed” – two years worth of analysis using the National Student Clearing House data. Dollars requested in the ARRA/IES grant 12/04/2009 Information also provided to high schools and colleges by Department of Higher Education as required in statute. See Element 11
Element 4	The capacity to communicate with higher education data system	<b>Completed</b> Data sets have been manually linked using probabilistic matching since 1999. The creation of a data warehouse storing the linked data over time has been underway using 2009 IES/LDS and 2008 NGA grant awards
Element 5	State data audit systems assessing data quality, validity, and reliability	<b>Completed</b> Built into the data collection systems are level one edits (upon submission valid code sets etc.), level two edits (comparing data elements within the submission) level three edits (comparing student data from previous submissions). Checks are also performed once data is certified to compare to other primary data sources as well as prior year aggregations for irrelativeness. Missouri provides performance measures that districts must use in their independent financial audits.
Element 6	Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965.	<b>Completed</b> Since 1999, individual student level test results (for required State and Federal assessments) have been maintained Department of Education. See assessment note below.
Element 7	Information on students not tested by grade and subject	<b>Completed</b> See element 6 response. This includes student information for those NOT assessed and why they were not assessed.
Element 8	A teacher identifier system with the ability to match teachers to students	<b>Completed</b> In place during the 2008-09 reporting year. Currently two years of linked data.
Element 9	Student-level transcript information, including information on courses	<b>Not completed.</b> Missouri currently does not collect student-level transcript information. The development of this functionality

	completed and grades earned.	is within the scope of this grant. A pilot collection of all courses completed and grades earned via the State MOSIS system is planned for June 2010 with a required collection in 2010-11 for the ARRA/SFSF reporting requirements.
Element 10	Student-level college readiness scores	<b>Completed</b> DESE collaborates with DHE to obtain student level ACT data. Missouri has purchased data from the National Student Clearing House in regards to student-level college activities.
Element 11	Information regarding the extent to which students transition successfully from secondary school to post secondary education, including whether students enroll in remedial coursework	<b>Completed</b> The Missouri High School Graduates Performance Report is prepared by the Department of Higher Education as a strategic resource for linking high school performance to college success. The report tracks Missouri public high school graduates entering the State's public two- and four-year postsecondary institutions as first-time freshmen in the fall semester following high school graduation.
Element 12	Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	<b>Completed</b>

*Assessment Data NOTE:*

In 1999, Missouri began collecting and distributing to local school districts student level assessment data. This data is now available online and enables users to drill-down from a district level to school-level, class-level, teacher-level and student-level results on assessments. Today, districts can access all prior assessment data and provide staff access through DESE's on-line portal. RPDC staff members have appropriate access to the information and provide training on how to access and use the information provided through the system.

In 2005 DESE implemented a system that assigns every student a unique ID that is used to collect the assessment data (MOSIS State Education ID). The use of this ID and the introduction of a "pre-coding" process greatly improved the quality of the student assessment data collected and allows DESE-linked data to follow students over time.

## Reform Plan Criteria

### (C)(2) Accessing and using state data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.<sup>4</sup>

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Two pages*

### (C)(2)

#### **Goal: All schools and stakeholders have access to Missouri’s longitudinal data systems**

Missouri is a geographically large state, spanning nearly 70,000 square miles. Most of the State’s land – more than 97 percent – is classified as rural. Of the State’s nearly 6 million residents, 4 million – about 70 percent – live in urban and suburban population centers occupying less than three percent of the land. The remaining 30 percent live in small rural communities that are scattered across the State. They have neither direct access to educational and support services, nor sufficient widespread access to the technology required to locate services or explore outside resources.

For many years, Missouri’s public education system has provided the primary support system in rural areas. Missouri schools serving families in rural areas are the hub of the community – the center of social gatherings, the source of information, and a stable and

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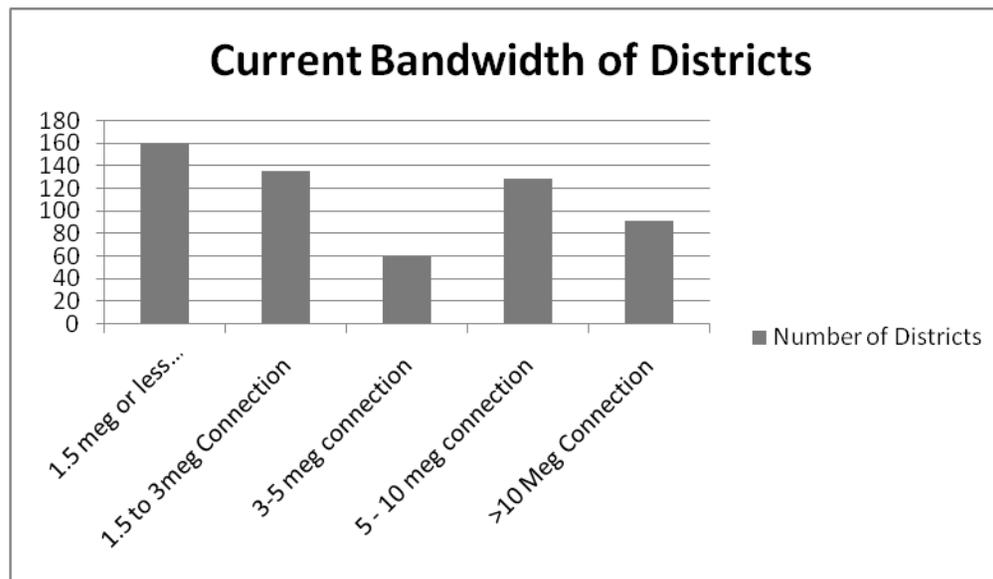
<sup>4</sup> Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

reassuring presence. In the scope of this education reform initiative, it is imperative that we not lose sight of the one-third of Missouri stakeholders – parents, students, and community members – that live in rural communities. Schools in these areas must have access to data and resources within the Missouri Comprehensive Data System; it is a matter of equity for their students and, in some cases, of survival for their communities.

Currently, all Missouri districts have some type of connectivity to the Internet which allows them some access to outside resources. However, the level of connectivity and available bandwidth, and consequently the ability to access resources effectively, varies considerably from district to district. Bandwidth is defined as the speed and/or capacity of the connection; the higher the bandwidth, the faster information can be retrieved or sent. Bandwidth also affects the number of individuals who can use the connection at one time.

As shown in Figure 1 below, over half the school districts in Missouri have a connection speed, or bandwidth of less than 5 mbps.

Figure 1



This means that over half of Missouri’s schools, given current capacity, would be unable to access the Missouri Comprehensive Data System to access and analyze data, improve instruction, administer online formative or summative assessments, and evaluate teacher/leader effectiveness.

The Missouri Research and Education Network (MOREnet) currently provides varying levels of Internet connectivity to the majority

of the districts in Missouri. MOREnet is a unit of the University of Missouri system that has established technological infrastructure for schools, colleges and universities, public libraries, health care, state government and other affiliated organizations. MOREnet has worked with vendors and other Internet Service Providers to construct a network to provide connectivity to schools. However, current bandwidth is not at a level sufficient to support the Missouri Comprehensive Data System. According to MOREnet, the average yearly growth of bandwidth usage is 45%. This means that districts will need a 45% increase in their bandwidth for normal school activities, even without any new initiatives, such as longitudinal reporting or online testing (Appendix 15 and Appendix 16). Without support for new infrastructure, the resources provided by the Missouri Comprehensive Data System will bypass a substantial proportion of Missouri schools – particularly those located in small rural communities.

To address the needed infrastructure improvements DESE, in cooperation with the Missouri Department of Transportation and the Missouri Office of Administration, requests support for the MoBroadbandNow initiative. The proposed service area for funding and initial construction plans were developed collaboratively by the State of Missouri and its stakeholders. Through detailed demographic and other data, these three partners have identified a network footprint that will reach the remote areas of Missouri most in need of connectivity (Appendix 14). The network will reach from the northern border of Missouri to the southern boot heel, including over 2,500 miles of fiber optic cable. It will reach the most rural areas of the State – those where 2/3 Missouri school districts currently have very limited connectivity – with 93 span segments passing through over 300 rural towns, serving a total population of over 1.5 million. Nearly 200 fiber-connected towers will be sited in towns with a population under 1,000.

When this infrastructure is in place, LEAs will have an opportunity to use Race to the Top funding to complete the “last mile” from the MoBroadbandNow access point to the school house door. Increased bandwidth and improved connectivity will enable all school districts, especially those that are most isolated from outside resources and supports, to implement all components of the State’s reform plan. Universal district access to the Missouri Comprehensive Data System will provide all stakeholders throughout the State with the opportunity to positively impact outcomes for students.

In addition to statewide infrastructure providing connectivity to all school districts, technological infrastructure and technical expertise within districts will also be essential to the successful implementation of the Missouri Comprehensive Data System. A new 10 Megabyte connection to a district is useless if there is no connectivity between school buildings or into classrooms, or if teachers, students and other stakeholders do not have the knowledge to use the system effectively. The new technology will necessitate staff training as well as the establishment of an instructional technology infrastructure to support students and staff.

Primary beneficiaries of the MoBroadbandNow project will be the students, teachers and leaders at each school building. The project will have numerous secondary beneficiaries as well. To the extent that, in rural communities, schools serve as community focal points, those who use the schools – business groups, civic organizations, youth groups – for community activities will benefit as well. The project will facilitate communications among community groups and the schools and expedite business relationships. Parents will benefit from new communication links to their children’s schools.

**Key Activity:**

- Provide required 21<sup>st</sup> century technology infrastructure and bandwidth to LEAs by implementing MoBroadbandNow.

<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
April 2010 – April 2013	MOBroadbandNow – Phase I in place	MO Office of Administration, and DESE
April 2013 – April 2014	MOBroadbandNow – Phase II in place	MO Office of Administration, and DESE
April 2010 – June 2014	MOREnet “Last Mile” connection	MO Office of Administration, DESE, LEAs, MOREnet

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
LEA access to appropriate bandwidth for Missouri Comprehensive Data System.	0	187	374	513	561

**(C)(3) Using data to improve instruction (18 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII,*

*Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.*

*Recommended maximum response length: Five pages*

**(C)(3)(i)**

**Goal: Direct and manage the implementation of the Missouri Comprehensive Data System containing P-20 longitudinal data for use by all stakeholders for instructional, research and planning purposes.**

The Missouri Comprehensive Data System Project has emerged from a comprehensive planning process among DESE, the early childhood community, the Missouri Department of Higher Education, and workforce agencies and programs statewide. The purpose of the Missouri Comprehensive Data System Project is to design and deploy a consolidated P-20 data warehouse that supports analysis and reporting from Pre-K through higher education and the workforce, with a functional query and reporting system usable by participating partners and the public. The system is known as the Show-Me Portal.

In the RT3 discussions, participants cited their frustrations with their lack of access to data from related agencies. Providing linked data and a comprehensive access portal for relevant stakeholders emerged as a major goal of the partners. The Missouri Comprehensive Data System will grant easy and needed access to connected information that is now spread piecemeal among schools, DESE, higher education, pre-K services, and workforce agencies.

Participating agencies will agree upon a core of data elements to contribute to the common P-20 system. These will comprise a significant resource for decision making. Analyses of the factors that contribute to success from pre-school through postsecondary education and into the workforce will be included. Common definitions and standards will not only support the comparability of the data within the P-20 system, but also the quality and integrity of the data within the individual data systems of the participating agencies.

Across the P-20 community, a major challenge has been to provide access to the longitudinal data being consolidated for decision making. Individual agencies have websites and unique reporting tools, but users need a single site to access the information that the P-20 Council and the individual agencies have provided. The Show-Me Portal will fill this role. It will be designed and built to enable all users to access relevant and permitted data.

Missouri public school districts currently use a variety of vendors for their local student management system needs. Various advisory and stakeholder groups have encouraged the State to move forward with one student information system. This will provide significant efficiencies in administration, cost reduction, access, information sharing and standardization.

Missouri already has a statewide longitudinal data system with unique student identifiers and the capacity to make year-to-year same student comparisons. The Rapid-Time Data System moves from the “rear-view mirror” – last year’s test scores – to real-time analysis. It addresses the essential question for teachers: “What does *this* student need *today* to improve performance?” The Rapid-Team Data System builds on Missouri’s strength in data systems and adds statewide formative data along with district and school data. The Rapid-Time Data system allows DESE and the RESLTs Centers to provide targeted, differentiated, and immediate support to schools based upon changing needs in performance by students and teachers. The Show-Me Portal feature of the Missouri Comprehensive Data System will provide appropriate access to and reports of student growth, educator impact on students’ performance, effect of educational leader decisions, effectiveness of educator preparation institutions and programs for all stakeholders.

**Key Activity: The implementation of a statewide student information system**

Timeline	Activity	Responsible Parties
January 2010 – March 2010	Define RFP needs for the SIS	DESE, MOSIS Advisory Group, LEAs, MO Office of Administration
January 2010 – July 2010	RFP for SIS system awarded	DESE, MOSIS Advisory Group, LEAs, MO Office of Administration
July 2010 – July 2011	Pilot the SIS system including exports for State and Federal Reporting requirements.	DESE, MOSIS Advisory Group, LEAs, MO Office of Administration
July 2010 – July 2011	Provide resources to those districts transition to the new SIS system	DESE, LEAs
July 2011 – July 2012	Production use of the SIS system	DESE, MOSIS Advisory Group, LEAs, MO Office of Administration
January 2010 – July 2010	Formative, Interim/Benchmark Assessment review of data to be incorporated into the SIS in	DESE, MOSIS Advisory Group, LEAs, MO

	preparation for the formative and interim benchmark assessment system.	Office of Administration
June 2011	Incorporate data from the formative and interim benchmark assessment system.	DESE Data Management

**Key Activity: Expansion of the longitudinal data system and data warehouse**

Timeline	Activity	Responsible Parties
January 2010 – July 2010	Participate in the development of the formative, interim and benchmark assessment review of data to be incorporated into the SIS in preparation for the Assessment RFP.	DESE Data Management, DESE Curriculum and Assessment Unit
January 2010 – July 2011	Update the meta data associated with Missouri’s current Grade Level Expectations (GLEs) to the new Common Core Standards.	DESE Data Management, DESE Curriculum and Assessment Unit
July 2010 – July 2011	Plan to import the new formative and interim benchmark assessment data into the data warehouse and link to the LDS component	DESE Data Management, DESE Curriculum and Assessment Unit
July 2011 – July 2014	Import the new formative and interim benchmark assessment data into the data warehouse system and link to the LDS component	DESE Data Management, DESE Curriculum and Assessment Unit
June 2011	Institute a statewide benchmarking systems to track aggregate student performance	DESE Data Management, DESE Curriculum and Assessment Unit, Student Growth Advisory Group
July 2011 – July 2012	Incorporate necessary data elements and analysis to help identify teachers who demonstrate results and/or successfully expand their reach in turnaround schools.	DESE Data Management, Student Growth Advisory Group, DESE Quality Schools Division of School Improvement
January 2010 – July 2014	Continue to incorporate key PK-20 data elements to evaluate services being provided and outcomes of a seamless structure of support for all children.	P-20 Council and collaborating agencies, LEAs
January 2010 – July 2011	Establish early-warning systems to identify students at risk of failing to achieve high standards or to graduate.	DESE Data Management, Student Growth Advisory Group, LEAs, P-20 Council

**Key Activity: Enhance the Show-Me Portal**

Timeline	Activity	Responsible Parties
July 2010 – July 2011	Requirements Gathering for new reports – Student Growth, Educator Growth, College Preparation evaluations etc..	DESE, Student Growth Advisory Group, DHE, LEAs
July 2011 -	Begin to move new reports into the production environment. Update the Data Certification plans to incorporate the use of the new reports.	DESE Data Management
January 2010 – August 2010	Review stakeholder feedback and Develop model educator performance assessment systems at state level.	DESE, Student Growth Advisory Group, LEAs, Research Consortium
January 2010 – July 2011	PILOT -- Require LEAs to implement performance assessment model	DESE, Student Growth Advisory Group, LEAs, Research Consortium
July 2011 – July 2014	Phase In -- LEAs to implement performance assessment model 100% required by 2014	DESE, Student Growth Advisory Group,

		LEAs, Research Consortium
August 2010 – July 2011	On-going -- develop and implement training modules for use of performance-based educator assessment systems and monitor LEAs participation	DESE, Student Growth Advisory Group, LEAs, Research Consortium
2011 – 2014	Add to the data collection need as well as adding in reports for the LEAs Phase in -- document use of educator performance assessment systems in personnel decisions (100% complete 2014)	DESE, Student Growth Advisory Group, LEAs, Research Consortium
January 2010 – July 2010	Identify measures -- DESE provide a series of reports to identify the high-need or hard-to-staff schools – be prepared to make changes by Spring 2011 for hires during the 2011-12 school year. Provide reports to LEAs to create disproportionately attractive working conditions in high-need or hard-to-staff schools	DESE, Student Growth Advisory Group, LEAs, Research Consortium
January 2010 – August 2011	PILOT - create a rating system for teacher preparation programs based on the effectiveness of their graduates. Publicize results.	DESE, Student Growth Advisory Group, LEAs, Research Consortium, DHE
August 2011 – July 2014	REQUIRE - create a rating system for teacher preparation programs based on the effectiveness of their graduates. Publicize results -- 100% by 2014	DESE, Student Growth Advisory Group, LEAs, Research Consortium, DHE
August 2011 – June 2012	Update reports for the Missouri Assessment Program assessments aligned to the NGA/CCSSO Common Core K-12 Standards for mathematics, reading, writing, listening, and speaking	DESE Data Management, DESE Curriculum and Assessment Unit
January 2010 – July 2010	Formative, Interim/Benchmark Assessment review of data to be incorporated into the SIS in preparation for the Assessment RFP.	DESE Data Management, DESE Curriculum and Assessment Unit
October 2010 – July 2011	Develop and pilot necessary reports of students as Career Ready and College Ready	DESE, Student Growth Advisory Group, LEAs, Research Consortium, DHE, P-20 Council

**(C)(3)(ii)**

**Goal: Develop a system linking classroom observations to a web-based system enabling educators to collaborate in capturing and identifying effective teaching practices connected to student performance and leadership activities.**

A significant if not fatal weakness in most data systems is their exclusive focus on “effect” data – test scores and student demographics. But the weight of research evidence is that teaching is the critical variable in improving student performance. The Missouri Rapid-Time Data System provides the “cause” data to fill this essential information gap. For example, if the student data system indicates that there is a critical and immediate need for improved performance in 4th grade math, then effective intervention depends upon an understanding of the cause. This system links student reports to the real-time practices of the classroom teacher, so that interventions are specific and targeted to student needs.

The most elegant and sophisticated data system is no better than the abilities of the end-users – teachers and administrators – to apply data to make improved decisions. The Missouri Data Team model, already in use by exemplary Missouri districts, will become the State standard. Equipped with common access to data, Missouri will have Certified Data Teams in every district by the summer of 2011, and in every school by the summer of 2012. Certification of Data Teams depends not only upon initial training in the Data Teams protocols, but also in the provision of evidence at annual web-based and live Data Expositions that teachers and administrators have used the Data Teams findings to improve instruction and leadership and, in turn, improve student results.

With assistance from the RESLTs Centers, LEAs will form Data Teams, which will provide technical assistance to schools in the areas of access to data and application of data to decision-making.

**Key Activity:**

- Implement a system to capture and provide data about educational processes and practices to inform instructional decisions.

Timeline	Activity	Responsible Parties
January 2010 – March 2010	Review Missouri's current system to determine enhancements needed	DESE
January 2010 – July 2010	Develop and award an RFP for the system	DESE, Office of Administration
July 2010 – July 2011 --	Pilot the system – including the PD training needed	DESE, RESLTs staff, Vendor, LEAs
July 2010 – September 2011	Provide professional development training to key RESLTs staff (those specializing in various low performing school turn around models) as well as data specialist.	DESE, RESLTs staff, Vendor,
July 2011 – July 2012	Incorporate new assessments into the system as they come on board.	DESE, RESLTs staff, Vendor, LEAs

**Key Activity:**

- Develop and implement a system to certify Data Teams in every district by June 2011 and in every school by June 2012.

Timeline	Activity	Responsible Parties
January 2010 – September 2010	Develop the curriculum for the Certification system. Determine requirements to be considered certified	DESE and other identified specialists in Data Analysis
September 2010 – June 2011	Provide the Certification classes to district teams.	DESE, RESLTs staff, LEAs
July 2011 – July 2012	Provide the Certification classes to the school teams	DESE, RESLTs staff, LEAs
January 2010 – July 2014	The RESLTs Centers, in collaboration with LEAs and institutions of higher education, will train, recruit and retain effective leaders for their chronically low-achieving schools and the	DESE, RESLTs staff, LEAs

**(C)(3)(iii)**

**Goal: Missouri will host a data base accessible to researchers throughout the nation that for the first time links student performance, teaching practices, and leadership decisions.**

The Missouri Comprehensive Data System will not only serve as a *national resource for long-term studies*, but will also help policymakers address specific topics of immediate concern. The State will provide mini-grants to universities, colleges, school-based researchers, and independent researchers to investigate narrowly focused questions. Mini-grants of up to \$25,000 will also encourage researchers to focus on critical but potentially overlooked questions, test explicit hypotheses, and deliver findings in an environment that values quick response and that is most relevant to the needs of teachers, leaders, and policymakers.

The Missouri Comprehensive Data System will spur innovative partnerships among research consortia and LEAs to improve regional education outcomes. The Kansas City Area Educational Research Consortium is an appropriate model. This new consortium has based its approach on the Chicago Consortium of School Research and plans to work with 28 school districts and the 24 charter schools that surround Kansas City, Missouri. The Kansas City Area Educational Research Consortium also collaborates with six districts on the Kansas side of the state line. It includes four university partners (University of Missouri at Columbia and Kansas City; Kansas State University and the University of Kansas). The Consortium is in its first year and is supported through a small start-up grant from the Ewing Marion Kauffman Foundation. With additional funding and the development of the interagency data warehouse, the Consortium will develop a secure regional portal through which they will conduct studies specific to the needs of the regions' schools and districts. The consortium will help to interpret state data for the districts the data and will assist LEAs, their schools and charter schools in promoting deeper understanding that leads to change in instructional practice.. This model will serve as an example to other regional research partnerships in the State.

**Key Activities:**

- Support innovative partnerships with research consortia that will work with local districts to improve regional education outcomes.
- Support innovative partnerships with research consortia to analyze and improve Missouri’s model(s) for evaluating student performance, educator performance, and educator preparation intuitions/service providers from a state decision making and evaluation perspective.

<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
January 2011 – July 2014	PILOT in 2010-11 and 2011-12 Analyze and provide recommendations on restricting funding exclusively for professional development programs that are demonstrably successful in improving teacher effectiveness and student learning.....Cease funding to those activities that do not demonstrate results...	DESE, LEAs, P-20 Council
January 2010 – July 2010	Adopt a review process to inform decisions about which interventions for turning around schools are most appropriate	DESE, LEAs, P-20 Council
January 2010 – July 2010	Establish detailed yearly and interim benchmarks and define a set of leading indicators to inform LEAs' definition of "success" in a 2-3 year timeframe.	DESE, LEAs, P-20 Council
January 2010 – July 2010	Define clear responsibility, timelines and potential pathways to act in schools where initial turnaround efforts are not successful	DESE, LEAs, P-20 Council
January 2010 – July 2014	The Regional Service Centers, in collaboration with LEAs and institutions of higher education, will train, recruit and retain effective leaders for their chronically low-achieving schools and the LEA system.	DESE, LEAs, P-20 Council
January 2010 – July 2014	Provide resources, strategies and support for the recruitment and retention of effective teachers and leaders for chronically low-achieving schools.	DESE, LEAs, P-20 Council
January 2010 – July 2014	Actively identify principals who have successfully revived failing schools, and assign them to oversee turnaround efforts in "pods" of 2-3 schools.	DESE, LEAs, P-20 Council
July 2011 – July 2012	Provide significant incentives to teachers and leaders who demonstrate results and/or successfully expand their reach in turnaround schools.	DESE, LEAs, P-20 Council
January 2010 – July 2014	Work collaboratively with those who specialize in providing social/emotional/health services to provide a seamless structure of support for all children.	DESE, LEAs, P-20 Council
January 2010 – July 2014	Conduct needs assessment of students in turnaround schools to determine which social-emotional and community-oriented services will be appropriate and useful.	DESE, LEAs, P-20 Council
January 2010 – July 2011	Establish early-warning systems to identify students at risk of failing to achieve high standards or to graduate.	DESE, LEAs, P-20 Council

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
LEA use of statewide student information system or daily updates to data warehouse.	0	187	513	561	561
Data team certification process.	0	20 experts and 513 LEAs	2217 school level teams		

**(D) Great Teachers and Leaders (138 total points)**

**State Reform Conditions Criteria**

**(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)**

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer*

reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State’s alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State’s alternative routes to certification (as defined in this notice), and for each:
  - The elements of the program (as described in the alternative routes to certification definition in this notice).
  - The number of teachers and principals that successfully completed each program in the previous academic year.
  - The total number of teachers and principals certified statewide in the previous academic year.

*Recommended maximum response length: Two pages*

Well-prepared, committed, highly effective educators are at the heart of Missouri’s reform plan. These educators should not be occasional and random exceptions, lonely and isolated presences in a few relatively well-to-do schools and classrooms. They should instead be an everyday and available constant in each student’s career. Missouri is prepared to surface and reinforce this expectation through efforts that attract and incent exceptional individuals to become educators, to view themselves and their colleagues as members of a proud and respected profession, and to collaborate with one another in ongoing and productive efforts to improve their practice. At the same time, the State will work to support its educators, to identify and reward excellent teachers and teaching, to improve or remove those that fall short of its expectations, and to ensure that highly-effective teachers are available to students throughout Missouri.

**(D)(1)(i)**

Missouri provides multiple pathways for teachers and principals to enter the field of education. These include routes that allow for providers other than institutions of higher education (a summary of Missouri’s legal, statutory and regulatory authority to allow alternative routes to certification for teachers and principals appears in Appendix 17). In Missouri, the State Board of

Education has authority to issue teaching certificates and to approve teacher preparation programs based upon rules that it adopts. It retains flexibility to base awards of certification on several factors beyond training at teacher preparation institutions; for example, Section 168.02.1 RSMo (1) (b) would allow granting certification “upon the basis of examination.” Under this provision, the State Board of Education grants certification based upon a minimum score on a standardized exam.

Currently, Missouri requires all candidates, except doctoral candidates, to pass a content area test and has the following routes to certification:

- Missouri has established alternative routes to certification that allow districts and educator candidates to jointly apply for a temporary alternative certificate for teachers and principals and work while the applicant takes college credit from on-line providers or local institutions of higher education. For example, a person with a bachelor’s degree can apply for and be hired by an LEA with the assurance the LEA is required to provide mentoring and ensure that the teacher completes required coursework in pedagogy, and takes the required content area test in the first year. Most teachers using this route to certification finish their requirements within two years. If a candidate is not fully certified at the end of two years, districts may request an extension for a third year.
- Missouri also allows individuals who hold a doctorate degree in a content field to obtain certification when they pass the pedagogy test for the grade level they desire to teach (no content area test is required).
- Teachers certified via the American Board of Certification for Teacher Excellence (ABCTE) are allowed commensurate certification in Missouri in mathematics, science, communication arts, and social studies at the middle- and high-school levels. Since Senate Bill 1066, section 168.021 RS Mo, was passed and enacted in August 2008, 74 individuals have attained certification through the ABCTE in Missouri.
- Missouri accepts actively certified teachers from any of the 49 other states and does not impose roadblocks such as additional coursework or tests. Missouri is one of only two states that allow this practice.

- Teachers who hold an active Missouri license can add additional areas of certification through testing or coursework. Subject areas can be added to valid certificates by passing the appropriate Praxis II test or by taking the required courses listed in the *Missouri Compendium of Certification Requirements*.
- Missouri has two additional pathways that are connected to colleges that may be considered alternative or innovative routes:
  - Innovative educator preparation route: A program for the preparation of professional educators that includes all the elements and requirements of a conventional program but utilizes nonconventional methods for delivering the prescribed curriculum (e.g., field-based instruction, distance learning via interactive television or Internet, etc.).
  - Alternative educator preparation route: A program for preparation of professional educators that provides a curriculum for post-baccalaureate degree candidates without professional education preparation to enable them to meet the requirements of state certification (and may allow teachers to work under a provisional license for two years) and may meet more rigorous entrance requirements.

**(D)(1)(ii)**

The following table presents alternative pathways to certification for teachers that are currently in use in Missouri. Missouri does not currently have alternative preparation programs in operation for principals. Totals below show the number of teachers that successfully completed each program in the previous two academic years, and the total number of teachers certified statewide in the previous academic year. All of the programs listed in the Alternative Certification Program Institution table below:

- Are selective in accepting candidates
- Provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching;
- Significantly limit the amount of coursework required or have options to test out of courses; and,
- Upon completion, award the same level of certification that traditional preparation programs award upon completion.

Alternative Certification Program Institution	2007-2008 Program Completers	2008-2009	
		Program Completers	Program in Process
Columbia College	1	1	0
Drury University Troops to Teachers	2	3	0
Missouri State University	45	125	4
Missouri Western State University	0	5	0
Northwest Missouri State University	41	39	36
Park University	5	6	4
Rockhurst University*		0	67
Southeast Missouri State University	13	17	41
Saint Louis University**	0	1	0
University of Central Missouri	100	118	437
University of Missouri-Columbia	15	18	2
University of Missouri-St. Louis	22	55	125
Washington University	2	1	0
William Jewell College	3	3	0
<b>TOTAL</b>	<b>249</b>	<b>392</b>	<b>716</b>

\* Started Summer 2008 (Teach for America Contract)

\*\* Started Fall 2007

**(D)(1)(iii)**

Missouri uses a centralized reporting system to track annual educator vacancies and trends to ensure an adequate number of effective teachers/principals in schools, especially in hard to staff locations. Districts report educator vacancies and classroom assignments to DESE through the Core Data system. DESE then returns information to districts identifying classes taught by teachers who are not appropriately certificated, as well as identifying hard to staff subjects, positions, and locations.

In addition, Missouri has historically used several tools to help ensure that there are sufficient numbers of teachers and principals to

fill these areas of shortage. The Transition to Teaching program and two state Tuition Reimbursement programs provided scholarship funds for new special education teachers and candidates who wished to enter the field of school guidance and counseling.

However, traditionally, the State has not adequately met LEAs' needs in helping respond to shortage areas. Our current efforts and future reform plans to more fully address shortage areas across the State are detailed in section (D)(3), below.

### **Reform Plan Criteria**

#### **(D)(2) Improving teacher and principal effectiveness based on performance (58 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)
  - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

- (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
- (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
- (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Ten pages*

**(D)(2)**

Missouri is committed to ensuring that teachers and leaders in all schools in the State possess superlative skills, including subject mastery, high quality instruction and pedagogy and the capacity to address the needs of all students, including students with disabilities and those learning English. Without a renewable supply of enthusiastic and effective educators, the most rigorous and comprehensive standards and assessments, the most intricate data systems, and most up-to date, state-of-the art facilities are not sufficient to enable us to foster the desired student outcomes.

In order to ensure that every student across Missouri has access to highly-effective teachers and leaders, the State will focus on several key areas, which are outlined and addressed in detail below:

- Develop a system to identify effective teachers and leaders
- Adopt changes to make Missouri’s system of support and review of probationary teachers more meaningful
- Evaluate teacher preparation programs and hold them accountable
- Advance strategies to improve STEM teaching and increase the number of teachers in STEM related fields
- Encourage local districts to provide incentives for hard to staff areas
- Expand pathways that broaden the pipeline for high-potential new educators, through Teach for America or other programs into Missouri’s rural areas.

**(D)(2)(i)**

Missouri is one of few states in which no legal or regulatory obstacles block initiatives linking educator assessments to student achievement and growth. For more than a decade, Missouri has had a system that provides student achievement data to individual teachers. Currently, using student identification numbers, student achievement data is linked and reported to LEAs by teacher, school, and LEA. The new systems developed under section B of this proposal will incorporate both state-level formative, interim and summative assessment data that is aligned to the Common Core Standards and locally determined measures, making a wealth of student achievement data available to teachers, principals, district leaders and state policymakers.

Measures to be used in establishing student growth will include, but not be limited to, for tested grades and subjects, (1) a student’s score on the State’s assessments under the ESEA; and as appropriate, (2) other locally developed and agreed upon measures of student learning, provided they are rigorous and comparable across classrooms. State measures already in place include summative assessment for grades 3-8 in mathematics and communication arts; the State also assesses students in grades 5 and 8 in science; and the State has high school End-of-Course exams in Algebra I, English II, and Biology (2008-09), and English I, U.S. history, and government (2009-10). Additional student level measures available currently at the state level include: attendance, discipline and

mobility.

Measures to be used in establishing student growth, for non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other rigorous and comparable measures of student achievement. Student level measures available currently at the state level include: attendance, discipline and mobility.

DESE has been collaborating with higher education regarding development of a classroom/teacher effective model within a school, currently utilizing results of the Missouri Assessment Program, but which will be expanded to use other factors/measures. An advisory group has been established and is comprised of teacher and administrator organizations, as well as representatives of higher education. As the methodology is confirmed, clear documentation of the methodology will permit review by outside experts.

DESE does not currently require LEAs to measure student growth as part of the evaluation of teachers or principals, and LEAs currently do not have to report evaluation results to the State or publicly. However, LEAs will report teacher and leader evaluation systems being used to the State during the spring 2011 core data collection, with public reporting to be completed in fall 2011.

**(D)(2)(ii)**

Missouri will build on its history of local evaluations by implementing a rigorous, transparent, and fair evaluation system for teachers and principals that considers student growth as a significant factor, differentiates educators' effectiveness using multiple rating categories, and is designed and developed with teacher and principal involvement.

For nearly 20 years, all of Missouri's LEAs have addressed teacher and principal effectiveness using measures and supports

provided by the Missouri School Improvement Program (MSIP), the State's process for reviewing and accrediting the State's 523 school districts. Missouri's 38 LEAs that are charter schools report on their effectiveness to their sponsoring institutions. The process of accrediting school districts is mandated by state law and by State Board of Education regulation. The MSIP process requires LEAs to use performance-based teacher and principal evaluations. The State has not yet mandated one method of evaluation, nor has it overseen consistent implementation of rigorous evaluations in all of its schools.

To ensure that LEAs implement meaningful and rigorous performance evaluations for all teachers, Missouri will provide a new statewide performance assessment model. This model will be informed both by a teacher assessment model under development by the Council of Chief State School Officers (CCSSO), the American Association of Colleges of Teacher Education (AACTE), and a team of researchers at Stanford University and the University of Washington. Standards upon which the evaluation will be based span the development of a teacher's skills over four levels (beginning, effective, proficient, and master). The redesign will be informed by practitioners, educator associations, colleges, and administrative practitioners. The model state evaluation tool for teachers will include evaluations of classroom practice. All observations will be linked to a web-based teacher quality system so that observers and teachers can work collaboratively to create a feedback system that provides support to teachers on the improvement of their practices. More than an "observation" system, this sophisticated system will be reciprocal and include evidence, observations, and insights from classroom teachers. It will be connected to the Missouri Formative Assessment System so that the definition of "effective practice" is linked specifically to student performance.

DESE will require participating LEAs to use these model assessments or to adopt locally-designed tools with comparable elements and a similar level of rigor. All assessments will be designed with collaboration and input from teachers, school boards, and other stakeholders. The evaluation tool will include a rubric that clearly differentiates teachers among four performance categories, including unsatisfactory, satisfactory, proficient and excellent. As described below, LEAs will be required to report annually on the number and percentage of teachers who earn performance ratings in each category.

To ensure that LEAs adopt similarly rigorous evaluations for principals, DESE will work with key stakeholder groups to develop model principal performance assessment systems at the state level, similar to those developed through the Teacher Performance Assessment Consortium and other proven models. The models will incorporate measures of student growth and will include mechanisms to provide principals with timely and constructive feedback. Like the model teacher evaluations, principal evaluation tools will be accompanied by a rubric that differentiates principals among four performance categories, including unsatisfactory, satisfactory, proficient and excellent. DESE will require participating LEAs to adopt these models or develop an equally rigorous proven evaluation model, again in collaboration with local leaders and in concert with local agreements.

**(D)(2)(iii)**

As part of their agreements with DESE under this plan, participating LEAs will ensure that teacher and principal evaluations are conducted on a monthly, quarterly or annual basis depending on the educator's level of experience and demonstrated success with students. Each evaluation will include an opportunity for teachers and principals to set performance goals, review student performance measures, and set individualized goals for professional development and improvement. Participating LEAs will differentiate evaluations for the following groups:

- *Beginning teachers & teachers with unacceptable student performance:* LEAs will be required to use the evaluation tools described above to conduct observations for teachers in their first three years in the classroom and those with unacceptable student performance on a monthly basis (or more often in extreme situations). Based on the outcomes of these evaluations, LEAs will be required to offer professional development tailored to the teacher's needs and provide a master teacher or coach to help the teacher improve. Teachers will be required to receive a complete evaluation with full data on student success (classroom success, benchmarks, annual performance assessment based on standards) on an annual basis, with

professional development plans to be mid-term and end of year. Unsuccessful teachers will be given ample time to improve or be counseled out of the field.

- *Effective teachers:* Teachers beyond their third year in the classroom and or those with a history of acceptable student performance will receive observations and review student performance with master teachers on a quarterly basis. Any noted downward trends in performance or student achievement will lead to additional principal observations and meetings to discuss results. If needed, remediation and targeted professional development will be provided. These teachers will receive a full and formal evaluation on at least an annual basis, including full data on student success. Results of the evaluation may lead to additional professional development, advancement to master teacher status, or career counseling.
- *Proficient/master teachers:* Teachers with a consistent history of outstanding contributions to student performance and those with nationally-recognized certification such as the National Board for Professional Teaching Standards will receive observations and principal walkthroughs on at least a quarterly basis. These teachers will be expected to conduct a self-review of student performance data on at least a quarterly basis and to direct questions or requests for additional professional development to a master teacher. These teachers will receive a full and formal evaluation by their principal each year, leading to adjustments in tailored professional development plans. Master teachers may also serve in leadership capacities including as teacher leaders, induction coaches, or central office positions.

For principals, participating LEAs will be required to ensure that evaluations are conducted on at least an annual basis by the Superintendent or a qualified designee, and include a review of student performance data, comparison of building data to like buildings in the district and state, and the manner in which the principal has evaluated and differentiated performance among all teachers in the building. Based on the results of each principal's evaluation, the district will adjust professional development plans and individual growth goals. Unsuccessful principals will be given ample time to improve or be counseled out of the position.

DESE will monitor LEAs' implementation of these instruments by annually collecting, analyzing, and reporting the distribution of

teachers and principals among each performance level (unsatisfactory, satisfactory, proficient, excellent and outstanding) and the distribution of each performance category among low-income and high-poverty schools. Additionally, DESE will develop and implement extensive training modules to assist superintendents, instructional advisors, principals, and teachers in their implementation of these new performance evaluation tools and processes.

**(D)(2)(iv)**

Missouri's RT3 reform efforts will ensure that only *highly-effective* teachers and leaders, as identified through the evaluations described above, are eligible to earn enhanced job protections and other rewards in the State's public schools. Informed and meaningful decisions about every milestone in educators' careers will provide teachers and principals with a greater sense of responsibility and professionalism. As one example of Missouri's movement to use evaluation data to inform key decisions, pursuant to legislation enacted in 2009, teachers in one major urban district can opt to voluntarily relinquish tenure and participate in a pay for performance salary model.

DESE will also require LEAs to track and report teachers' evaluation results. The State will annually collect, analyze and publicly report aggregated LEA-level data for each of the following elements: (a) the number of new teachers hired and the number who are in each year (1-5) of their probationary period; (b) the number of teachers who exit (the school, the district, or the profession) during the probationary period, and at what point during the probationary period they leave (e.g. conclusion of year three); (c) the number of teachers the LEA considered for tenure that year; and (d) of those teachers considered for tenure, the number and percentage of teachers who received it.

DESE will encourage LEAs, with input from their governing boards, teacher organizations, and other stakeholders, to use the new educator performance assessment systems to develop and institute a four-tiered system (beginning, effective, proficient and master levels) that will rank educators on both mastery and demonstration of levels of professional and clinical skills. DESE will encourage

LEAs, through incentives, to provide educators at each tier differentiated recognition and rewards that will be developed by LEAs, with stakeholder input, and may include fellowships, expanded roles including coaching and mentoring and additional time for development and study. DESE will annually collect, analyze and report data from participating LEAs regarding their use of these performance assessments systems in making the key personnel decisions outlined above.

<b>Implementation Plan – D(2): Improving teacher and principal effectiveness based on performance</b>		
<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
January 2010- August 2010	Develop model educator performance assessment systems at state level	DESE Teacher Organizations Teachers & Principals Dept. of Higher Education
Pilot in 2010-2011 Require in 2011-12 (Phase in from 2011-12 through 2013-14 with 100% participation)	Require LEAs to implement state educator performance assessment model or locally develop an educator performance assessment model meeting state criteria	DESE RESLTs Centers
August 2010- July 2011 (Ongoing)	Develop and implement training modules for use of performance-based educator assessment systems and monitor LEAs participation	DESE RESLTs Centers
Pilot districts in 2010-2011. (Phase in from 2011-12 through 2013-14 with 100% participation)	Require LEAs to document use of educator performance assessment systems annually and in making personnel decisions	DESE
January 2010 – August 2011	Develop and institute a four-tiered professional status system based on effectiveness and student growth measures, not years of experience	DESE Dept. of Higher Education Higher Education Institutions Teacher/Administrator Organizations

<b>Performance Measures</b> Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>Criteria</b>	<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	Not yet available	25%	45%	65%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	Not yet available	5%	45%	60%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	Not yet available	5%	45%	60%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	Not yet available	5%	45%	60%	100%
(D)(2)(iv)(a)	<ul style="list-style-type: none"> <li>Developing teachers and principals.</li> </ul>	Not yet available	Not yet available	5%	30%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Compensating teachers and principals.</li> </ul>	Not yet available	5%	25%	50%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Promoting teachers and principals.</li> </ul>	Not yet available	5%	25%	50%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Retaining effective teachers and principals.</li> </ul>	Not yet available	5%	25%	50%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> <li>Granting tenure and/or full certification (where applicable) to teachers and principals.</li> </ul>	Not yet available	Not yet available	5%	30%	75%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> <li>Removing ineffective tenured and untenured teachers and principals.</li> </ul>	Not yet available	5%	25%	50%	100%

<b>General data to be provided at time of application:</b>					
Total number of participating LEAs.	513				
Total number of principals in participating LEAs.	3,260				
Total number of teachers in participating LEAs.	70,436				
[Optional: Enter text here to clarify or explain any of the data]					
<b>Criterion</b>	<b>Data to be requested of grantees in the future:</b>				
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.				
(D)(2)(iii) <sup>5</sup>	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.				
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.				
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.				
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.				

<sup>5</sup> Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to DESE. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

**(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional*

*information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State’s Teacher Equity Plan.

*Recommended maximum response length: Three pages*

**(D)(3)**

Missouri complies with federal requirements that all public elementary or secondary school teachers employed by a local educational agency who teach a core academic subject are highly qualified. Beyond this, Missouri currently has no method to identify highly-effective teachers and principals, and has no process in place for ensuring that high-poverty and high-minority students have access to highly-effective educators. This will change with RT3.

**(D)(3)(i)**

To ensure equitable distribution in Missouri, the State will implement a plan, grounded in ambitious yet achievable annual targets, that provides students in high-poverty and high-minority schools equitable access to the most effective teachers and leaders, and prevents them from being served by ineffective teachers and leaders at higher rates than other students. The State has identified several key activities for achieving this goal, including partnering with institutions of higher education in Missouri, providing support to practicing educators in high-poverty and high-minority schools, encouraging LEAs to extend the reach of Missouri’s best teachers to more students, and creating disproportionately attractive working conditions in high-need schools. Missouri has myriad programs and initiatives underway to increase access to highly-effective teachers in high-poverty and high-minority schools. The State will boost these efforts through RT3, expanding on those with demonstrated histories of success. Each proposed activity is described in more detail below.

- Partnerships with institutions of higher education will enable Missouri to attract the best and brightest into hard-to-staff subject areas; partnerships with science, math and technology-based businesses will enable the State to attract second-career individuals to high-poverty and high-minority schools and hard-to-staff subject areas. Already, the University of Missouri-Columbia and the University of Missouri-Kansas City offer programs that prepare students to teach in urban environments. The MU Teaching Fellows program, run through the University of Missouri at Columbia's Missouri Partnership for Educational Renewal, brings teachers into hard-to-staff urban schools. Contributions from local businesses in St. Louis and Kansas City enable the program to offer \$10,000 stipends to teachers in exchange for their commitment to teach in these schools. The program provides induction support to first-year teachers and allows them the opportunity to earn a master's degree.
- The Institute for Urban Education at the University of Missouri at Kansas City pioneered a four-year program leading to a Bachelor of Arts degree in elementary and middle school education. The program focuses on unique aspects of teaching in urban schools, from multicultural learning styles to social justice issues. Students in the program learn firsthand about the challenges and opportunities of working in these schools, entering urban classrooms by the second week of college. They also directly confront the themes of the program through service learning projects and educational and social events. Students receive full scholarships for four years. In May of 2009, the first class of eight teachers graduated from the program, and six were placed in Missouri. There are currently a total of 67 students in the program, and the 2009-2010 freshman class had 20 students. The program was recently awarded a \$8.36M Teacher Quality Partnership Grant to expand and deepen the program.
- Missouri will also work closely with all teacher and administrator preparation programs, as well as state professional associations, to identify those organizations with proven success in ensuring that teachers and leaders are prepared to handle the unique challenges of working in high-poverty and high-minority schools, and that provide support to practicing

educators in these environments. Teach for America (TFA) brings outstanding recent graduates into the highest-need schools in the St. Louis and Kansas City regions. In 2008-09, 50 corps members taught in high-poverty schools in Kansas City, with another 75 added in 2009-10. St. Louis boasts a 2009-10 corps of 190 members. All TFA corps members receive intensive residential training, professional development, and ongoing support. Many TFA alumni, in these two urban areas in Missouri and across the country, use their TFA experience as a steppingstone to lasting career involvement in education and in low-income communities. More than 60 percent of TFA alumni remain in education, teaching, starting schools, and assuming positions as school and district leaders.

- Another new effort in leadership preparation is the Missouri Turnaround Project, part of the effort to scale-up the University of Virginia's School Turnaround Specialist Program. Twenty-nine Missouri schools in fifteen LEAs participate in the program. Individual participants include LEA central office personnel, regional coaches and support teams, all operating with SEA direction and support. All of the LEAs involved have high-poverty enrollments, and nearly all are high-minority.
- Missouri will also expand access to highly-effective teachers through pioneering uses of technology. Until recently, organization of schools was dictated by the physical limitations of school buildings and individual classrooms. As technology has begun to lessen the necessary impact of these physical barriers, we have surfaced nearly limitless opportunity to rethink age-old structures and redesign systems for the delivery of educational content.
- Missouri will utilize technology to bring the best teachers to greater numbers of students, with a special focus on increasing access in high-poverty and high-minority schools, remote rural areas, and for hard-to-staff subjects. Interactive online coursework, led by Missouri's best teachers, will increase exponentially the access of students in the highest-need schools to the teaching they need to be successful. Technology will also enable important supports for educators in traditional classrooms, such as analysis of real-time data for instructional purposes, educator performance assessment, communication

with parents, and collaboration with child and family support services.

- Missouri will engage in a two-part process to bring the full benefits of today's technological innovations to bear on its schools. First, the State will address deficiencies in its technological infrastructure. Currently, no Missouri schools have access to adequate bandwidth to support their participation in online assessment, video/online instruction. The MoBroadbandNow effort is underway to increase broadband access throughout Missouri by establishing a network connecting rural communities throughout the State by to the internet backbone. This effort is described in section (C)(2).

Second, the State will use competitive funding to reward LEAs or groups of LEAs for using available technologies to extend the reach of their most highly-effective teachers, as identified using the evaluation mechanisms in (D)(2), to more students. The State will focus its rewards on LEAs ability to bring the skills and knowledge of their most highly-effective teachers to students in high-poverty and high-minority schools, and in hard-to-staff subjects.

- Technology-based measures will complement other initiatives aimed at extending the reach of highly-effective teachers. The State will encourage LEAs to create conditions favorable in order to enable school leaders' to assign larger numbers of students to the most effective teachers or otherwise adjust staffing allocations to ensure that more students have access to the most effective teachers. These innovative uses of technology and removal of policy barriers will allow and encourage LEAs to extend the reach of Missouri's best teachers to more students, especially those in high-poverty and high-minority schools, and for courses in hard-to-staff subject areas.
- As part of its effort to ensure that all students, at all ages, benefit from highly-effective teachers, Missouri will build on its highly successful early childhood programs to expand access to effective teachers to every child aged three through five .Missouri is currently funding 188 pre-school programs. DESE will work collaboratively with current providers, both public

and private, to ensure that all early education teachers have access to high-quality professional support.

- All of the foregoing activities will be connected and made systemic. They will be tied together through statewide reporting requirements that monitor the distribution of highly-effective teachers and principals in high-poverty and high-minority schools, through such data as is included in the performance-measure tables below. This data will be used to drive state and local-level policy and program decisions.

<b>Performance Measures for (D)(3)(i)</b>  <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	<b>Not yet available</b>	<b>5</b>	<b>40</b>	<b>55</b>	<b>75</b>
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	<b>Not yet available</b>	<b>40</b>	<b>50</b>	<b>60</b>	<b>75</b>
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	<b>Not yet available</b>	<b>70</b>	<b>60</b>	<b>45</b>	<b>25</b>
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	<b>Not yet available</b>	<b>50</b>	<b>40</b>	<b>30</b>	<b>25</b>
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	<b>Not yet available</b>	<b>5</b>	<b>40</b>	<b>55</b>	<b>75</b>
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	<b>Not yet available</b>	<b>40</b>	<b>50</b>	<b>60</b>	<b>75</b>

Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	<b>Not yet available</b>	<b>70</b>	<b>60</b>	<b>45</b>	<b>25</b>
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	<b>Not yet available</b>	<b>50</b>	<b>40</b>	<b>30</b>	<b>25</b>
[Optional: Enter text here to clarify or explain any of the data]					
<b>General data to be provided at time of application:</b>					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).		392			
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).		113			
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).		10,413			
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).		3,576			
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).		575			
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).		172			
Highest-poverty schools (top quartile) are those in which at least 63% of the students are eligible for free or reduced-price lunch. Lowest-poverty schools (bottom quartile) are those in which less than 31% of students are eligible for free or reduced-price lunch. Highest-minority schools (top quartile) are those in which 23% of the students are black or Hispanic compared to the total student population. Lowest-minority schools (bottom quartile) are those in which 2% of the students are Black or Hispanic compared to the total student population.					
<b>Data to be requested of grantees in the future:</b>					
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.					

Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.						
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.						
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.						
<b>Performance Measures for (D)(3)(ii)</b> <i>Note: All information below is requested for Participating LEAs.</i>		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>General goals to be provided at time of application:</b>		<b>Baseline data and annual targets</b>				
Percentage of mathematics teachers who were evaluated as effective or better.		<b>Not yet available</b>	<b>5</b>	<b>45</b>	<b>60</b>	<b>75</b>
Percentage of science teachers who were evaluated as effective or better.		<b>Not yet available</b>	<b>5</b>	<b>45</b>	<b>60</b>	<b>75</b>
Percentage of special education teachers who were evaluated as effective or better.		<b>Not yet available</b>	<b>5</b>	<b>45</b>	<b>60</b>	<b>75</b>
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.		<b>Not yet available</b>	<b>5</b>	<b>45</b>	<b>60</b>	<b>75</b>
[Optional: Enter text here to clarify or explain any of the data]						
<b>General data to be provided at time of application:</b>						
Total number of mathematics teachers.		<b>5,561</b>				

Total number of science teachers.	4,586	
Total number of special education teachers.	10,348	
Total number of teachers in language instruction educational programs.	398	
[Optional: Enter text here to clarify or explain any of the data]		
<b>Data to be requested of grantees in the future:</b>		
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.		

**(D)(3)(ii)**

Missouri will launch a human capital strategy to recruit and prepare teachers for the hard to staff subject areas, such as math, science, special education, and ESOL. Missouri currently ranks 48<sup>th</sup> out of 50 states on the “teacher expertise” in the 2010 Quality Counts Missouri Report, indicating an area where reform is most needed.

One element of this strategy, highlighted in the preceding subsection (D)(3)(i), discussed extending the reach of teachers in hard-to-staff subject areas through technology, role redesign, and removal of policy barriers. The State will also incentivize LEAs to create disproportionately attractive working conditions in high-need schools by supplying funding to LEAs to provide higher pay (as well as other types of incentives, such as loan forgiveness, tax credits, or tax-free scholarships for advanced professional learning opportunities) to master teachers in high-need schools or in shortage areas.

Missouri will also provide incentives for the introduction of additional alternative route programs that include early classroom practice, mentoring and induction programs, and emphasis on teaching hard to staff subjects. The State will expand teacher preparation programs through providers not affiliated with Institutions of Higher Education, and will partner with business and industry to provide additional reliable alternative pathways into teaching in hard-to-staff subject areas.

The State will, in collaboration with stakeholders, develop new compensation models and incentives for teachers who take leadership roles, take on challenging assignments, and demonstrate specialized knowledge. These may include stipends and university credit. Among the incentives currently available is the Missouri Loan Forgiveness Program. Perkins loan forgiveness is available to Missouri teachers teaching in hard-to-staff areas.

<b>Implementation Plan – (D)(3) – Equitable Distribution of effective teachers/principals in high poverty/high minority schools</b>		
<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
January 2010 – August 2011	Provide matching funds to LEAs to create disproportionately attractive working conditions in high-need or hard-to-staff schools.	DESE
January 2010 – December 2011	Remove state policy barriers that restrict school leaders' ability to assign larger numbers of students to the most effective teachers.	State Board of Education DESE
January 2010 – August 2011	Provide funding to LEAs for plans (to develop with local teachers and leaders) to provide more students with access to the highest-quality instruction.	DESE
January 2010 – January 2011	Develop partnerships with teacher preparation programs, including those not affiliated with Institutions of Higher Education, and business and industry, to provide opportunities for additional alternative route programs that include early classroom practice, mentoring and induction programs, and emphasis on teaching hard to staff subjects (STEM)	DESE RESLTs Centers LEAs Dept. of Higher Education

**(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)**

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: One page*

**(D)(4)**

In 1999, the State of Missouri implemented the Missouri Standards for Educator Preparation (MoSTEP), an approval system that utilizes a seven-year review cycle of all educator preparation programs’ compliance with certification requirements; assurance that candidates complete a basic skills test; subject-specific competencies; and eleven teaching standards (INTASC). In 2006, MoSTEP was revised to require educator preparation programs to anticipate their candidates’ and institutional impact students from birth through grade 12. This was a preliminary and early move toward linking preparation programs with student achievement. Since 2007, Missouri has been working to develop a statewide system to measure the effectiveness of all educator preparation efforts, using multiple measures that include student growth and achievement. Missouri compiled the first set of data linking beginning teachers to student growth and achievement in December 2009. The data linkage resulted from a Memorandum of Understanding between the Truman School of Public Policy at the University of Missouri in Columbia; the Office of Socio-Economic Data Analysis (OSED), at the University of Missouri; and DESE. Missouri is now prepared to use this data to achieve

several critical goals: (a) rate teacher preparation programs; (b) publicize the ratings; (c) replicate successful programs; (d) assist unsuccessful programs in improving performance; and (e) drop approval from those programs that consistently fail to meet effectiveness targets. DESE plans to meet each of these goals are outlined in more detail below.

**(D)(4)(i)**

The implementation of a revised set of MoSTEP standards (Appendix 18) and the recently-completed linkages between student achievement and preparation programs provide research-based, high quality information that will be used in making decisions relating to preparation program improvement and continuing approval. The Missouri Comprehensive Data System [described in more detail in Section (C)] will provide the State with enhanced capacity to link and offer multivariate analyses related to student achievement data for all educator preparation entities and publicly report the results.

In 2010-11, in collaboration with key stakeholder groups, DESE will create a rating system for teacher preparation programs based on the effectiveness of their graduates as measured in part by growth in student achievement. Missouri will align the standards-based evaluation tools for educator preparation program improvement and provide support for educator preparation entities as they aim to maintain high performance or improve on poor results.

**(D)(4)(ii)**

The State currently approves teacher and principal programs based their ability to meet and continue to comply with a minimum set of requirements. The programs are allowed to expand with few restrictions. Under the State's newly revised plan, only entities that offer proven, effective teacher and/or principal programs will be allowed to continue preparing teachers and principals in Missouri and permitted to expand. Similarly, programs that are identified as low-performing and fail to improve with various types of support will lose their status as an approved educator preparation program. Approval of all teacher and principal preparation programs will be based upon the entity's ability to develop, enhance, and document their candidates' content knowledge; develop the necessary

pedagogy; provide series of real, relevant, and rigorous quality internship experiences; and contribute to gains in B-12 students' achievement through the work of their graduates.

To expand effective options for aspiring teachers and principals, Missouri will create and maintain an open marketplace for a diverse range of preparation programs, including those not affiliated with institutions of higher education. At the same time, Missouri is committed to working with external entities, such as Teach for America, to expand teacher and principal pipeline programs with proven track records in the State and across the country. In selecting programs for expansion, Missouri will prioritize those that are selective in accepting candidates; that provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; that significantly limit the amount of coursework required or have options to test out of courses. The State will award the same level of certification to these programs as that awarded for completion of traditional preparation programs.

<b>Implementation Plan – D (4) – Improving the effectiveness of teacher and principal preparation programs</b>		
<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
January 2010 – August 2011	Create statewide or regional LEA partnerships with highly-effective local or national alternative certification providers	DESE RESLTs Centers LEAs
January 2010 – August 2011 (Pilot in 2011-12; Require 2013-14 with 100% participation)	Create a rating system for teacher preparation programs based on the effectiveness of their graduates. Publicize results.	DESE Dept. of Higher Educ. LEAs
September 2010 – on-going	Provide competitive grants to teacher and leader preparation programs to focus on STEM and other high need areas.	DESE

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	<b>Not yet available</b>	<b>Not yet available</b>	<b>50%</b>	<b>100%</b>	<b>100%</b>
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	<b>Not yet available</b>	<b>Not yet available</b>	<b>50%</b>	<b>100%</b>	<b>100%</b>
<p>Currently, DESE collaborates with higher education to develop, in its initial stage, a statistical model to link student growth on MAP results to new teachers, and new teachers' data back to their preparation institutions (2008-09 data). The process utilizes Core Data, certification files, and the Missouri Student Identification System (the new student and course assignment data). First-year teacher survey data also provides the teacher's perception on how well he/she believed he/she was prepared, as well as the principal's perception of that teacher's preparation. By the end of 2012-13, DESE will have 5 years of linked data.</p>					
<b>General data to be provided at time of application:</b>					
Total number of teacher credentialing programs in the State.	<b>38</b>				
Total number of principal credentialing programs in the State.	<b>17</b>				
Total number of teachers in the State.	<b>70,689</b>				
Total number of principals in the State.	<b>3,182</b>				
[Optional: Enter text here to clarify or explain any of the data]					
<b>Data to be requested of grantees in the future:</b>					

Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

**(D)(5) Providing effective support to teachers and principals (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Five pages*

**(D)(5)**

Missouri requires, per 5CSR 80-800.360 found in Appendix 19, that new teachers and new administrators (assistant principals, principals, career education directors, special education directors, and superintendents) be provided district-sponsored mentoring for their first two years (one year for superintendents). The quality of mentoring depends to a great degree on the quality of the mentor. Currently, districts decide what degree of training mentors receive before working with new teachers and administrators. The State offers a statewide program, the Administrator Mentor Program, for districts to use with administrators. Missouri has developed mentoring standards to assist with mentoring teachers, providing state consistency while allowing for regional flexibility.

In addition, in Missouri, a Statewide System of Support rubric and district surveys provide regular assessments to determine district effectiveness. A System of Support Advisory Team monitors the development and effectiveness of the overall system. Online professional development modules enhance effectiveness. The State routinely conducts case studies on districts whose improvement has resulted in their being taken off the State-required accountability plan. Districts use performance-based evaluation instruments aligned to standards and individual annual professional development plans for assessing and developing teachers, principals and superintendents. The State's reform plan under RT3 will align these systems and ensure more streamlined use at the local level to ensure that teachers and principals consistently receive multiple professional development opportunities and time for common planning and collaboration.

**(D)(5)(i)**

As part of the State's RT3 plan, statewide and local delivery agencies will expand their provision of effective professional development support to Missouri educators. Personnel at DESE and RESLTs Centers, located in different regions of the State, will provide technical assistance on a wide array of areas based on district needs. Currently, capacity issues at the State agency and regional centers hamper the ability of these entities to meet all district needs across the State. RT3 and other funding will remedy

this, increasing the impact of state and local delivery mechanisms on professional development.

Each RESLTs Center's master teacher/administrator will serve as a regional coach and will be charged with providing technical service to districts in the region. In regions with very small districts, the regional master teacher/administrator will serve cohorts of districts.

The State will encourage LEAs through matching funds [including Race to the Top,1003(g) and other future funding] to design instruction delivery systems that allocate time for common planning and collaboration for teachers and leaders. The Missouri Department of Education will also direct professional development funding exclusively to those programs that are demonstrably successful in improving teacher effectiveness as translated to student learning, as measured through assessments developed collaboratively by DESE and LEAs. The State will cease funding to all professional development activities that do not demonstrate these results.

**(D) (5) (ii)**

Missouri's current System of Support includes DESE, staff of the regional centers, and other agencies. Under the State's RT3 plan, staff from each of these agencies will conduct needs assessments with districts on a regular basis. Data will be collected monthly on the extent and quality of services provided to districts and the impact of those services on changing professional practice and increasing student performance. Data points used to determine the effectiveness of district programming will include Annual Performance Report (APR), Missouri School Improvement Program (MSIP), Missouri Assessment Program (MAP), TSA (for career education), and benchmarks established in the Accountability Plans for struggling districts.

To support this work, Missouri will implement a Real-Time Data System to support educators (teachers and leaders). This will be built from an existing longitudinal data system with unique student identifiers that provides year-to-year same-student comparisons. Educators will be able to access reports through the Show-Me Portal containing:

- Student proficiency of formative assessments linked to the Common Core Curriculum
- Teacher proficiency (using a four point scale) linked to research-based teaching strategies associated with improved student learning
- Leadership proficiency (using a four-point scale) linked to research-based leadership strategies associated with improved teaching

Schools, LEAs, DESE, and independent research institutions will monitor in real time the relationship between these three continuous measurements, creating a feedback system that provides support to students, teachers and leaders on the improvement of their practices. Moreover, DESE will report publicly the data on student, teacher, and leadership proficiency, will document and showcase best practices, and provide a forum for schools and LEAs to illustrate in detail the connections between teaching, leadership, and learning. The State will develop assessments collaboratively with LEAs to measure the effectiveness of professional development activities and disseminate findings.

Education leaders in Missouri recognize that professional development must be data driven and delivered in alignment with recognized best practices in content and delivery (job-embedded, ongoing, differentiated to meet differing needs of teachers throughout their careers). Accordingly, the State will limit funding for professional development opportunities to those that are successful in developing teachers, as shown by improvements in teacher effectiveness and student learning. The State will not fund professional development activities that do not demonstrate these results.

<b>Implementation Plan – D (5) Providing effective support to teachers and principals</b>		
<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
January 2010 – August 2013 (Pilot in 2010-12 and 2011-12; fully implement in 2012-13)	Restrict funding exclusively for professional development programs that are demonstrably successful in improving teacher effectiveness and student learning. Cease funding to those activities that do not demonstrate results.	DESE
January 2010 – August 2011 (Pilot in 2011-12, require 100% participation)	Develop a system to link classroom observations to a web-based teacher quality system so that observers and teachers can work collaboratively to capture and	DESE Department of Higher Education

in 2013-14)	identify effective teaching practices based on student performance and leadership activities.	LEAs					
January 2010 – August 2010 (implement in Dec. 2010)	Assist LEAs in designing instructional delivery systems that provide time for common planning and collaboration for teachers and leaders.	DESE RESLTs Centers					
<p><b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p>			Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
(Enter measures here, if any.)							

**(E) Turning Around the Lowest-Achieving Schools (50 total points)**

**State Reform Conditions Criteria**

**(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)**

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(1):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.

*Recommended maximum response length: One page*

**(E) (1)**

Missouri has the authority to intervene in the State’s lowest performing schools and LEAs. Section 161.092 RSMo, Appendix 20, is the primary grant of authority to the State Board of Education regarding the supervision of Missouri’s public schools. This includes the authority to: (1) carry out the educational policies of the State, (2) assemble information which reflects the condition and management of the public schools of the State; and (3) classify the public schools of the State. Based upon this authority, the State Board of Education has adopted the Missouri School Improvement Program (5 CSR 50-345.100, Appendix 23) which provides the process for the accreditation of public schools and, based on the authority granted under Section 162.081 RSMo, Appendix 21, intervene in and restructure persistently low-achieving schools.

**District Invention - Lapse of Unaccredited School Districts**

Missouri Revised Statute Section 162.081.1 provides two criteria for the lapse (the district’s corporate structure ceases to exist) of a public school district: (1) if the school district fails or refuses in any school year to provide for the minimum school term required by Section 163.021, RSMo, Appendix 22, or (2) if the school district is classified unaccredited for two successive school years by the State Board of Education.

Further, if a school district has been classified as unaccredited within the previous five school years and the district is subsequently classified as provisionally accredited, the district shall be subject to lapse on June 30, of any school year in which the State Board of Education withdraws provisional accreditation or at a later date as determined by the State Board of Education.

Finally, if a school district has been classified as unaccredited within the previous five school years and the district is subsequently classified as provisionally accredited, the district shall be subject to lapse on June 30, of any school year in which the State Board of

Education withdraws provisional accreditation or at a later date as determined by the State Board of Education.

## Reform Plan Criteria

### **(E)(2) Turning around the lowest-achieving schools** (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

*Recommended maximum response length: Eight pages*

**(E)(2)(i)**

Missouri recently revised its definition of lowest-achieving schools in accordance with newly released School Improvement Grant 1003g guidance to ensure alignment among SIG 1003g, State Fiscal Stabilization Fund (SFSF), and this application. This definition will be approved by the Missouri State Board of Education in order to meet the SFSF deadline of January 29, 2010.

For the purposes of identifying the State's lowest-achieving schools, Missouri will rank all Title I schools in improvement, corrective action, or restructuring, as well as all schools that are eligible for but do not currently receive Title I funds, first by their proficiency rates on state reading/language arts and mathematics assessments, and then by their recent progress on those assessments. The State may use additional data to determine if there are specific factors that would exclude individual schools from the list of lowest-achieving schools. The proposed calculation steps are as follows:

- Step 1: Calculate the percent proficient for reading/language arts for every school in the relevant set of schools using the most recent assessment data available. (Use the same data that the State reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the "all students" group.)
- Step 2: Calculate the percent proficient for mathematics for every school in the relevant set of schools using the most recent assessment data available. (Use the same data that the State reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the "all students" group.)
- Step 3: Rank order schools based on the percent proficient for reading/language arts from the highest percent proficient to the lowest percent proficient. The highest percent proficient would receive a rank of one.
- Step 4: Rank order schools based on the percent proficient for mathematics from the highest percent proficient to the lowest percent proficient. The highest percent proficient would receive a rank of one.
- Step 5: Add the numerical ranks for reading/language arts and mathematics for each school.
- Step 6: Rank order schools in each set of schools based on the combined reading/language arts and mathematics ranks for each school. The school with the lowest combined rank (*e.g.*, 2, based on a rank of 1 for both reading/language arts and mathematics) would be the highest-achieving school within the set of schools and the school with the highest combined rate

would be the lowest-achieving school within the set of schools.

Step 7: Repeat Steps 1-5 for the two previous years of assessment data. Then, select the five percent of schools with the lowest combined percent proficient or highest numerical rank based on three years of data to define the persistently lowest-achieving schools in Missouri.

To ensure that all low-achieving schools receive significant, successful, and sustainable intervention, DESE may take into account additional data when determining the most appropriate interventions for low-achieving schools. This additional data includes, but is not limited to:

- Progress of the present leadership team toward meeting goals of academic progress
- Statistical distortions caused by small sample sizes, student mobility, redistricting, or other factors
- Other factors as determined by DESE

**(E)(2)(ii)**

**Goal: Develop State and LEA human capacity to implement successfully the four school intervention models: turnaround model, restart model, school closure, or transformation model where appropriate or required by legislation.**

Missouri has an ambitious but achievable plan to ensure that districts implement the turnaround, restart, or transformation model or close identified lowest-achieving schools where appropriate or required by legislation between 2010 and 2015. A well-established and extensive statewide system of support framework already exists for districts and schools. Although the RPDCs have been instrumental in the successes of this statewide system of support, authority for implementing and sustaining this support in the regions was at times ambiguous. Additionally, due to the geographic arrangement of the current centers, capacity for servicing the highest-need LEAs was unevenly distributed. Services through newly established RESLTs Centers will build on past successes and fill existing gaps. More discrete measures of change in performance, collected more frequently than our annual statewide assessment, are needed to assess

progress and make needed adjustments. These centers will serve as true extensions of DESE and will monitor, assist, and provide the individualized technical assistance needed, especially in the areas of data-driven decision making. Experts in data collection and analysis will provide technical support in understanding what is occurring within a given school. Some of this is currently in place but needs to be expanded and made more public. Missouri is including in its proposal the need to reinvigorate RESLTs Centers to provide meaningful, accessible support to those with the greatest need (including technical assistance to building and district-level teachers and administrators in the use of the Missouri Comprehensive Data System; accountability supports for continued school improvement in the lowest-achieving buildings; leadership for turnaround efforts in failing schools and LEAs; individualized professional development for teachers and leaders; and assistance in integrating social services, health services and other services to children and families).

Missouri is currently in the first year of implementing a program focused specifically on turning around the lowest- achieving schools (as defined in this notice) in the State. The systemic program involves twenty-nine schools in fifteen LEAs, central office administrators, regional coaches and support teams, and State direction and support. A common training and coaching model has been implemented that includes a minimum of two years of direct support and funding for the principals and schools in the program. An evaluation model and additional support activities are being designed. For conformity and the quality of the existing program, all twenty-nine principals, LEA personnel, regional coaches, and a team from the State were trained by the Darden/Curry Partnership for Leaders in Education (PLE) Turnaround Specialist Program staff. The University of Virginia’s Darden School of Business and Curry School of Education formed The Darden/Curry Partnership for Leaders in Education with a mission to “. . . establish aligned leadership among state, district and school-level administrators, legislators and board members and to build the internal capacity necessary to turn around low-performing schools.” (<http://www.darden.virginia.edu/html/area.aspx?styleid=3&area=ple>) Participating LEAs receive two years of support and additional training.

Missouri will support LEAs in their turnaround efforts through the development of a Missouri Turnaround Model to train teachers and

leaders in turning around the State’s low-performing LEAs, schools, and groups of students. This involves conducting a planning/design meeting with UVA staff to discuss training the local trainers for the Missouri Turnaround Model and continuing to partner with UVA with the intent to redesign the way training is delivered to Missouri educators. This transition to a localized delivery of turnaround training will reach more leaders by conducting training within the State. Plans to launch the RESLTs Centers and a localized Missouri Turnaround Model by July 2011 are defined below.

**Key Activities:**

- Develop and implement a statewide, systemic system of support—the Regional Education Services for Leadership and Training (RESLTs) centers—that ensures quality schools through:
  - Quick intervention and strong leadership for turnaround efforts in failing schools and LEAs;
  - A tiered system of technical assistance and accountability monitoring to drive school improvement in every classroom, grade, sub-group, school and district;
  - Training and technical assistance to building and district-level teachers and administrators in the use of the Missouri Comprehensive Data System;
  - Individualized professional development and data team training for teachers and leaders including a STEM expert network;
  - Technical assistance and structure in developing a sound educational foundation for every child through a “braided” system of integrated services to children and families in early learning programs.

<b>Implementation Plan: Regional Education Services for Leadership and Training (RESLTs) Centers</b>		
<b>Timeline</b>	<b>Activities</b>	<b>Responsible Parties</b>
January 2010	Develop criteria by which to identify the State’s persistently lowest-achieving schools and a prioritized list of schools/LEAs that will require dramatic intervention in each of the next 3 years.	DESE
February 2010- March 2010	Meet with Office of Administration to determine reallocation of FTE.	DESE

January 2010-April 2010	Determine essential training for RESLTs staff and design needs for centers including of a STEM resource center to house a STEM expert network.	DESE, LEAs, education organizations, state and community agencies, research organizations
January 2010- July 2010	Secure facilities and skeletal staff for initial three centers, and further develop the plan to implement on a statewide basis.	DESE
July 2010 - July 2011	Evaluate success of pilot centers and apply lessons learned and strategies to phase II of implementation plan	DESE
July 2010 - July 2013	Complete third implementation phase of RESLTs Centers.	DESE
July 2010-July 2013	Coordinate training the trainer activities across the State to include common processes, procedures, and vocabulary in working with LEAs and their school improvement efforts.	DESE, LEAs, education organizations, state and community agencies, research organizations

**Key Activity:**

**Quality Schools—Turnaround:**

- Work with all stakeholders and experts to develop a Missouri Turnaround Model, including criteria that will be used by the State Board of Education to identify and turn around the State’s low-performing LEAs, schools, and groups of students. The model will outline specific measures to address human capital, community and climate and cultural components necessary to create conditions needed for turnaround (e.g.: resources, school schedules, additional professional development).
- Identify and implement strategies to initiate turnaround efforts in all failing schools by June 2015.

<b>Implementation Plan: Missouri Turnaround Model</b>		
<b>Timeline</b>	<b>Activities</b>	<b>Responsible Parties</b>
January 2010- July 2010	Adopt a review process to inform decisions about which interventions are most appropriate for each district/LEA.	DESE; LEAs
January 2010- July 2010	Develop protocols for implementation and continuous monitoring of Accountability Plans.	DESE, LEAs, education organizations, state and community agencies, research organizations

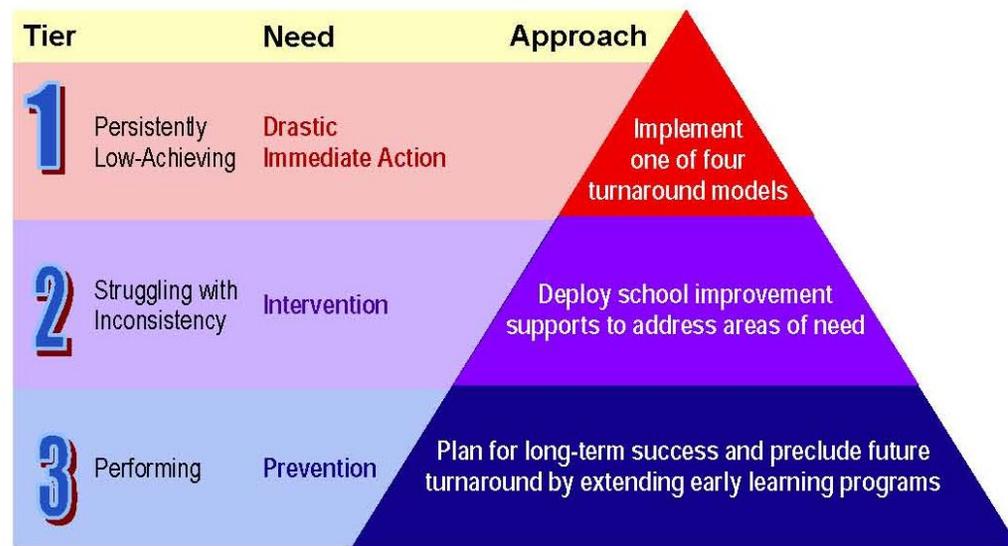
January 2010- July 2010	Establish detailed yearly and interim benchmarks and define a set of leading indicators to inform LEAs' definition of "success" in a 2-3 year timeframe.	DESE; LEAs
January 2010- July 2010	Define clear responsibility, timelines and potential pathways to act in schools where initial turnaround efforts are not successful.	DESE; LEAs
January 2010-July 2011	Continue to partner with UVA to transition to a localized delivery of training to Missouri educators through the Missouri Turnaround Model.	DESE; LEAs
July 2011	Launch a localized Missouri Turnaround Model.	DESE, LEAs, education organizations, state and community agencies, research organizations
July 2010- July 2011 Pilot July 2011-July 2012 Implementation	Create Turnaround Teams for struggling schools to include leadership mentoring, job embedded coaching and model classrooms, and Higher Ed partnership to maintain long-term success through embedded pre- service teacher internships.	DESE, LEAs, education organizations, state and community agencies, research organizations
July 2010- January 2014	Work in collaboration with LEAs, teacher unions and teacher/professional organizations to create conditions needed for turnaround (e.g.: resources, school schedules, additional professional development).	DESE, LEAs, education organizations
Awards Beginning January 2012	Provide competitive grants to LEAs to develop—in collaboration with local stakeholders and in concert with local agreements—to develop screening and selection process to recruit and retain effective teachers and leaders for chronically low-achieving or hard-to-staff schools.	DESE, LEAs, education organizations, state and community agencies, research organizations
January 2010- July 2010	Collaborate with LEAs to develop assurances for LEAs with schools implementing a turn around model (e.g.: comprehensive professional development from board level to classroom level, monthly review meetings with external partners and project management oversight at the building and district level).	DESE, LEAs, education organizations, state and community agencies, research organizations
Beginning July 2012	Provide significant incentives to teachers and leaders who demonstrate results and/or successfully expand their reach in turnaround schools.	DESE, LEAs, education organizations, state and community agencies, research organizations
July 2010-July 2014	Conduct needs assessment of students in turnaround schools to determine which social-emotional and community-oriented services will be appropriate and useful.	DESE, LEAs, education organizations, state and community agencies, research

The State of Missouri has a long-standing tradition of working in school improvement at the building and LEA level. The State Board of Education first established standards for the classification and accreditation of Missouri's school districts in 1950. Since then, various efforts have been made at both the building and LEA level to improve education in the State. Many lessons have been learned but two in particular will drive the reform efforts described below. First, Missouri has learned that in order to generate change at the building level, there must be systemic change. For this reason, building-level improvement efforts will encompass all, from the local board of education level to the classroom level. Second, Missouri has learned that even in its highest-achieving districts, there are individual students and student populations who are not succeeding.

To manage capacity issues, it is necessary to identify and provide support to those who need it most. School improvement efforts are three-tiered.

- **Tier 1:** Missouri has generated criteria to identify the persistently lowest-achieving buildings in the State that are in need of immediate and definitive action. The necessary turnaround needed in these buildings will be achieved through implementing one of the four turn around models where appropriate in the LEA.
- **Tier 2:** Missouri has criteria to identify districts and buildings in need of intense intervention. School improvement supports are designed to address achievement gaps, STEM needs, high school reform or other areas in need of attention.
- **Tier 3:** Missouri has goals for the long-term success of each LEA by ensuring that all students exit school ready to be successful. It is equally important that our students enter kindergarten ready for success. To that end, early learning programs to ensure a strong foundation and early intervention for all children will be implemented to prevent the need for turnaround in the future.

Missouri's approach to school improvement, and its integration with the turnaround models is depicted in the figure below.



**Key Activity:**

Quality Schools—School Improvement

- Use the Missouri School Improvement Program (MSIP) to diagnose problems and to recognize and disseminate effective practices in all schools and districts through monitoring and review. DESE will work with stakeholders to establish early-warning systems to identify students at risk of failing or not graduating, schools at risk of failing, and districts at risk of failing and will direct the design of individualized programs of intervention and support.
- Provide services through the RESLTs Centers and supported through competitive grants to LEAs to develop and/or implement model programs as necessary to meet identified improvement areas (i.e. dropout prevention, cultural proficiency, STEM, mentoring, etc.).

- Develop and/or adopt state models based on proven non-traditional recruitment and training models for teachers and leaders (e.g., TNTP, NLNS, and TFA). Provide competitive grants to LEAs to develop—in collaboration with local stakeholders and in concert with local agreements--plans to recruit and retain effective teachers and leaders for chronically low-achieving or hard-to-staff schools.
- In collaboration with professional organizations, educate local school boards and train principals to effectively use newly developed evaluation systems for teachers and principals, as referenced in Section D.

<b>Implementation Plan: Quality Schools – School Improvement</b>		
<b>Timeline</b>	<b>Activities</b>	<b>Responsible Parties</b>
January 2010-July 2010	Submit for Board Approval 5 <sup>th</sup> Cycle MSIP Standards and Indicators.	DESE; LEAs; MSIP Statewide Advisory Committee
January 2010 - July 2010	Explore, in collaboration with LEAs and professional organizations, possible rule and regulation updates to promote and expand effective leadership (governance) as a necessary component of school improvement.	DESE, LEAs, education organizations, state and community agencies, research organizations
January 2010- July 2010	Establish detailed yearly and interim benchmarks and define a set of leading indicators to inform LEAs' definition of "success" in a 2-3 year timeframe.	DESE; LEAs
January 2010-January 2011	Design procedure to align statewide system of support with identified needs (i.e.: dropout prevention, STEM, or mentoring).	DESE, LEAs, education organizations, state and community agencies, research organizations
July 2010-January 2014	Develop and/or adopt state models based on proven non-traditional recruitment and training models for teachers and leaders (i.e. TNTP, NLNS, and TFA).	DESE
Ongoing	In collaboration with professional organizations, educate local school board and train principals to effectively use rigorous, transparent and equitable evaluation systems as referenced in Part D of this application.	DESE, LEAs, education organizations, state and community agencies, research organizations
January 2010- July 2011	Establish early-warning systems to identify students at risk of failing to achieve high standards or to graduate.	DESE, LEAs, education organizations, state and community agencies, research organizations
January 2010-July 2011	Work in collaboration with Missouri programs that use data (e.g. In it 2 Win, Big Brothers Big Sisters, St. Louis Regional College Access Pipeline) to improve high school and college completion.	DESE, LEAs, education organizations, state and community agencies, research organizations
January 2010-January 2014	Each student will complete a Program of Study (POS) that incorporates secondary and postsecondary education elements, including coherent, rigorous, and relevant content aligned with	DESE; LEAs

challenging academic standards in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education. A POS may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree. **NOTE crossover with Section B.**

**Key Activity:**

Quality Schools—Early Learning and Prevention

- Develop a state model for a “braided,” seamless, community-based system of early education and support, including education, health and social services, for children and families to ensure that every child is ready for success in kindergarten. Offer competitive grants to provide initial funding to be phased out over 3 years to assist LEAs in adopting the state model or developing such early learning programs.
- Introduce legislation and secure funding by 2014 to support voluntary universal early childhood opportunity for all 3 and 4 year olds.

Implementation Plan: Early Learning and Prevention		
Timeline	Activities	Responsible Parties
January 2010- July 2014	Work collaboratively with those who specialize in providing social/emotional/health services to provide a seamless structure of support for all children.	DESE, LEAs, education organizations, state and community agencies, research organizations
Ongoing	Provide technical assistance to LEAs through the RESLTs Centers to help them blend funding streams to provide this kind of “braided system” of services.	DESE, LEAs, education organizations, state and community agencies, research organizations
January 2013	Offer competitive grants to provide initial funding to be phased out over 3 years to assist LEAs in adopting the state model or developing such early learning programs.	DESE; LEAs

January 2014	Introduce legislation to support voluntary universal early childhood opportunity for all 3 and 4 year olds	DESE
Ongoing	Provide continuous and meaningful feedback to students and parents.	DESE; LEAs

Over the years, the State has employed a variety of strategies to turn around low performing schools. The following table summarizes the approaches, outcomes and lessons learned that will be applied to the efforts the State takes pursuant to this application.

Evidence Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
Turnaround Schools-Transformation Model	29	The first progress measures and evaluation data will be available during the summer of 2010.
Missouri School Improvement Program ((MSIP)	59 districts	Missouri's classification standards are implemented through the Missouri School Improvement Program (MSIP). While the State Board and DESE have a legal mandate to evaluate and classify public schools, the goal of the MSIP process is to promote school improvement within each district and on a statewide basis. In the past four years, fifty-nine districts have been required to submit Accountability Plans to the State. Seven have demonstrated defined success and this requirement was removed. Lessons learned include the need to utilize multiple measures when measuring success, that improvement efforts are most effective at the district level, and that there is a need to promote and expand effective leadership (governance) as a necessary component of school improvement.
The Close the Gap Consortium	25 secondary schools	The Close the Gap Consortium was a partnership between 25 lowest-performing secondary schools, DESE, the Office of Social and Economic Data Analysis (OSED), and Mid-Continent Research for Education and Learning (McREL) focusing on the achievement gap that exists between White and African-American students. The Consortium demonstrated some success but not to the degree desired. DESE learned that sustained improvement cannot be effectively addressed at the building level if district issues are not addressed. Accountability measures with consequences are essential. A lack of sustained leadership is a critical barrier to improvement.
Response To Intervention (RTI)	In process of identifying 4-6 buildings as RTI development sites	Due to Missouri's demonstrated commitment to the scaling up evidence-based practices, Missouri has been designated as one of eight states to receive intensive technical assistance status from the National Center on Response to Intervention. The current action plan with the National Center on Response to Intervention and has established both short and long term goals for Missouri, including the development of a guidance document that succinctly articulates this conceptual framework.

High Schools that Work (HSTW)	71	<p>High Schools That Work (HSTW) provides practices and processes to enable any school to increase the number of students who will graduate with the academic skill set necessary to successfully enter postsecondary education without requiring remedial content, or to begin a career prepared for advancement.</p> <ul style="list-style-type: none"> <li>• Multiple sources of data provide an indication of the effect on postsecondary preparedness provided by completion of rigorous course-taking patterns.</li> <li>• Schools which have reduced or eliminated low-level content, increased the number of students taking rigorous content and include extra help to better ensure success, and channeled professional development improving instruction are those which demonstrate the greatest gains in academic achievement.</li> <li>• As schools see overall and disaggregated data showing improvement of their students they are also able to see reductions in the percentage of their graduates who require non-credit bearing, developmental instruction in postsecondary education, overall and when separated by those entering four-year and two-year colleges.</li> </ul> <p>The focus on rigorous content for all benefits those students focused on career/technical fields by providing them with a higher level of core skills than has been commonly associated with past delivery of “vocational” education.</p>
Missouri Integrated Model (MIM)	14	<p>The Missouri Integrated Model (MIM) is an integrated process of supporting student learning through evidence-based practices and qualities congruent with effective schools, responsive intervention, and successful system-change efforts.</p>
The Missouri Professional Learning Communities (PLC) Initiative	274	<p>The Missouri Professional Learning Communities (PLC) Initiative is a comprehensive school improvement program that offers guidance to Missouri schools in their efforts to focus on the fundamental purpose of schooling (learning), develop a vision of their ideal school where all students learn, commit to behaviors that will help reach the vision, and set goals. Lessons learned include:</p> <p>Fidelity is critical to assessing the effectiveness of the initiative.</p> <ul style="list-style-type: none"> <li>• The MO PLC Project was expanded in the 2007-2008 year by doubling the number of resource specialists. Establishing a statewide curriculum and a means by which to adequately ensure appropriate training of the consultants is necessary.</li> <li>• Accuracy and consistency in progress monitoring of the implementation fidelity at the school level is critical.</li> </ul> <p>Data collection and analysis of the data is needed for data-driven decision making.</p> <ul style="list-style-type: none"> <li>• Schools need more support in recognizing the relationship between the essentials of the PLC process and the greatest gains in student achievement.</li> <li>• The MO PLC Project needs to collect and analyze the data from schools regarding student achievement to make more informed decisions regarding training and support needed.</li> <li>• Data regarding student achievement of PLC schools will lead to dissemination of best practices and models of exemplary school reform.</li> </ul>

Missouri School-Wide Positive Behavior Support (SW-PBS) Network	25% of buildings statewide	Missouri School-Wide Positive Behavior Support (SW-PBS) Network is designed to prevent the development of inappropriate behavior, reduce ongoing patterns of problem behavior, and to increase the likelihood of improved academic performance of all students through teaching and learning time gained when the numbers of inappropriate behaviors are reduced. Active SW-PBS buildings are categorized into an implementation phase based on established criteria. 133 buildings were recognized in June 2009 for having met the criteria at the Bronze, Silver or Gold levels. These buildings qualify as state demonstration sites who share data with the State as well as other schools. The SW-PBS State Leadership Team is continuing to develop Statewide standardized training across all levels for various audiences from bus drivers to superintendents and across all training levels-building, district, regional, and state.												
<table border="1"> <thead> <tr> <th data-bbox="212 792 1335 943"><b>Performance Measures</b></th> <th data-bbox="1335 792 1495 943">Actual Data: Baseline (Current school year or most recent)</th> <th data-bbox="1495 792 1591 943">End of SY 2010-2011</th> <th data-bbox="1591 792 1688 943">End of SY 2011-2012</th> <th data-bbox="1688 792 1785 943">End of SY 2012-2013</th> <th data-bbox="1785 792 1885 943">End of SY 2013-2014</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 943 1335 1052">The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.</td> <td data-bbox="1335 943 1495 1052">7</td> <td data-bbox="1495 943 1591 1052">8</td> <td data-bbox="1591 943 1688 1052">12</td> <td data-bbox="1688 943 1785 1052">15</td> <td data-bbox="1785 943 1885 1052">9</td> </tr> </tbody> </table>			<b>Performance Measures</b>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	7	8	12	15	9
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The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	7	8	12	15	9									
[Optional: Enter text here to clarify or explain any of the data]														

**(F) General (55 total points)**

**State Reform Conditions Criteria**

**(F)(1) Making education funding a priority (10 points)**

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

*Recommended maximum response length: Three pages*

**(F)(1)(i)**

The percentage of the total revenues used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available for FY 2008. The Missouri Constitution Article IX Section 3(b) requires the State to spend at least 25% of its revenue to support free public schools. This article can be referenced at this link: <http://www.moga.mo.gov/const/A09003b.HTM>. The State has not cut funding to public schools. There was \$2,941,969,738

appropriated for the basic formula in FY09 and \$3,004,388,410 in FY10. The formula has components that help distribute money to schools based on need.

The percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education for FY 2009 was 4.34% greater than the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education for FY 2008; For FY 2008, 32.64% were available and in FY 2009, 36.98%.

Please see Appendix 24 and Appendix 25 for calculations of Missouri's revenue allocations.

**(F)(1)(ii)**

School districts that have a certain concentration of students who qualify for free and reduced price lunches receive an extra weighting for those students. Since local wealth is a deduction in the formula; school districts that have less local wealth receive more state aid.

In a decision issued on September 1, 2009, in *Committee for Educational Equality, et al. v. State of Missouri, et al.* (SC-89010), the Missouri Supreme Court upheld the constitutionality of Missouri's system of funding public schools. The opinion sustained the State's foundation formula (Mo. Rev. Stat. §§ 163.011 – 163.195, Appendix 26) in the face of allegations that the system was unconstitutionally disparate and inadequate, upholding the constitutional validity of SB287's funding formula adopted by the Missouri General Assembly in 2005.

Missouri's primary funding formula includes funding categories for basic state aid, also referred to as foundation aid, small schools, virtual education and transportation. The foundation aid includes in its calculation a student measure that takes into account the district's percentage of Free or Reduced Lunch eligible students, Special Education students and Limited English Proficient students. Local effort is a deduction in the formula to assure that school districts that have less local wealth receive more state aid.

The legislation authorizing these is in the Missouri Revised Statutes. Links to applicable statutes will be provided in the description of each category below.

Basic or Foundation Aid

The primary funding formula for K-12 school districts is known as the Basic Formula or the Foundation Formula. The main applicable statutes:

Section 163.011, Revised Statutes of Missouri, Appendix 26

Section 163.031, Revised Statutes of Missouri, Appendix 27

The legislature appropriates money for this formula based on the sum of the calculation of all districts.

Missouri’s current foundation formula was adopted in the 2005 legislative session and became effective with the 2006-07 year. It is designed to assure that all districts have at least the “state adequacy target” of money supporting each child if the district chooses to have an operating property tax levy equal to or greater than the performance tax levy of \$3.43 set by the legislature.

The basic mathematical calculation is depicted below after which is a description of the variables:

Weighted Average Daily Attendance

x State Adequacy Target

x Dollar Value Modifier

— Local Effort

= State Payment

The “state adequacy target” variable in the formula is based on the average current expenditure per average daily attendance of local and state dollars in those districts meeting all performance standards established by the Missouri State Board of Education (SBE). Beginning with the 2006-07 school year, the state adequacy target funding level of combined state and local money was \$6,117 per student (measured as weighted average daily attendance). This state adequacy target variable is recalculated every two years. The first recalculation did not result in an increase to the variable; consequently, the state adequacy target value remains at \$6,117 for FY10.

The student measure known as Weighted Average Daily Attendance is a calculation that includes average daily attendance of the regular school term and the summer school term plus weighting for Free or Reduced Lunch eligible students, Special Education students and Limited English Proficient students when the district’s count of these student populations exceeds the average percentage (threshold) of the districts meeting all performance standards established by the SBE.

The Dollar Value Modifier (DVM) was designed to reflect the relative purchasing power of a dollar as related to wage data for metropolitan, micropolitan and county areas available from the U.S. Department of Commerce, Bureau of Economic Analysis.

Local effort is a one-time calculation of local revenues for the school year. The primary local revenue is local property tax and is calculated as follows: annual assessed valuation divided by 100 multiplied by \$3.43 minus fees retained by the county collector and assessor. If a district’s assessed valuation decreases below the annual valuation, the lower valuation will be used in the local effort calculation. The fixed tax rate of \$3.43 is specified in the statute as the performance levy.

Disregarding hold harmless provisions, the school districts with more local effort will receive less state aid. This formula is being phased in over seven years beginning in 2006-07. The initial calculation is then adjusted for the phase-in provisions and hold

harmless provisions.

In the legislative session that ended May 15, 2009 the legislature appropriated money for FY10 based on the estimate of the amount to be paid each district in FY10. DESE has submitted a supplemental budget request for FY10 to the Governor to increase the FY10 appropriation to reflect the updated cost based on new data submissions by school districts.

Small Schools

Another component of the foundation formula is the specific allocation to small schools. For this funding a small school is defined as a district with an average daily attendance, including summer school, no greater than 350. The legislation specifies that \$15 million is to be appropriated with the money distributed in two parts. One part of \$10 million is distributed equally per average daily attendance for the eligible districts. The second part of \$5 million is distributed on a tax-rate weighted average daily attendance basis to the eligible small districts who also have a tax rate for general school purposes equal to or greater than the state performance levy of \$3.43.

The applicable statute is found in:

Section 163.044, Revised Statutes of Missouri, Appendix 28

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools** *(40 points)*

The extent to which—

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State

that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;

(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

- For each of the last five years:
  - The number of charter school applications made in the State.
  - The number of charter school applications approved.
  - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
  - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*Recommended maximum response length: Six pages*

**(F)(2)**

In 2007, the National Association of Charter School Authorizers (NACSA) received a 2 year, \$300,000 grant from the Ewing Marion Kauffman Foundation, the Hall Family Foundation and the Greater St. Louis Community Foundation for an initiative to improve the quality of charter school sponsors in the State of Missouri. Through this grant, NACSA has been working in three critically important areas:

1. Provision of technical assistance and support to existing and new sponsors;
2. Development of state-specific, model sponsoring resources; and

3. Facilitating the sharing of information and best practices with all sponsoring institutions.

In addition to this work, two critical keys to quality charter school oversight, support and intervention are the development of standards of professional practice for sponsorship and the development and utilization of a mechanism to evaluate the State's charter school sponsors.

The development of statewide model documents for charter school proposals, contracts, monitoring and renewal provides sponsors of Missouri charter schools with the ability to conduct their core responsibilities in a more consistent and effective way. The development of an effective evaluation instrument to be utilized in reviewing the work of charter school sponsors would provide staff of DESE the necessary tools to draw conclusions regarding a sponsor's performance and to make informed decisions regarding the institution's ability to continue to serve as a charter school sponsor in the State of Missouri. The ultimate goal of these projects is to improve the quality of charter school sponsorship and the quality of charter schools providing services to Missouri students.

**(F)(2)**

Missouri is working to strengthen the charter school authorizing/sponsorship process towards increased accountability to ensure performance and fiscal integrity. The State will:

- Develop and implement standards for charter sponsorship based on the National Association of Charter School Authorizer's (NACSA) Principles and Standards for Quality Charter School Authorizing.
- Develop and implement a process for evaluating charter school sponsors to improve performance and ensure accountability for the oversight of charter schools in their portfolio (based on work being completed by NACSA and being implemented in WI, CO and NM)
- Develop and implement guidelines for sponsors that hold them accountable for closing poor performing charter schools;
- Work toward legislative changes that will:

- Require sponsoring institutions to enter into a performance contract with the charter school's governing board prior to the school beginning operation;
- More clearly define the terms/conditions under which a charter school may be placed on probation or closed;
- Permit the State Board to close a charter school, in lieu of the sponsor, for specific cause (academic performance, management/governance issues, financial, failure to provide required services (special education), etc.).

**(F)(2)(i)**

There is no limit to the number of charter schools that may be established within the boundaries of Kansas City and St. Louis City School Districts. There are no limits to the number of traditional schools/buildings in the school district which can be converted to charter school status.

Missouri's charter school law limits the establishment of charter schools geographically to the Kansas City 33 School District and St. Louis City School District. See 160.400, RSMo. 2: "Charter schools may be operated only in a metropolitan school district or in an urban school district containing most or all of a city with a population greater than three hundred fifty thousand inhabitants..."

For the 2008-09 school year, there were 28 approved charters with 41 campuses in operation. One charter was sponsored by the local school district, one charter is sponsored by a community college and the remaining 26 are sponsored by universities and colleges. The total number of traditional buildings in operation was 2,277. Charter schools represented approximately 2% of the total public school buildings in operation during the 2008-09 school year. In the Kansas City School District, students enrolled in charter schools represent 30.95% of the public school student population and in St. Louis City School District, students enrolled in charter schools represent 26.08% of the public school student population during the 2009-2010 school year.

For the 2009-10 school year, there are 33 approved charters with 47 campuses in operation. One charter is sponsored by the local school district, one charter is sponsored by a community college and the remaining 31 are sponsored by universities or colleges. The total number of traditional buildings in operations is 2,334. Charter schools represent approximately 2% of the total public school

buildings in operation during the 2009-10 school year.

**(F)(2)(ii)**

Missouri charter school law (Sections 160.400, RSMo – Section 160.420) outlines the criteria that sponsors should utilize in determining whether or not a charter proposal is compliant with the law. This law provides general direction for sponsors to use in their oversight, monitoring, accountability plans, and the reauthorization or closing of charter schools. Funding from the Ewing Marion Kauffman Foundation, the Hall Family Foundation and the Greater St. Louis Community Foundation was utilized for work done in collaboration with charter schools sponsors, DESE and the National Association of Charter School Authorizers in the development of the Missouri Model Documents ([www.dese.mo.gov/divimprove/charterschools/sponsorresources.htm](http://www.dese.mo.gov/divimprove/charterschools/sponsorresources.htm)). This work, presented to the State Board of Education during their August 2009 meeting includes the following documents to guide sponsors in the work that they do in approving, monitoring, reauthorizing and closing of charter schools. A majority of the sponsoring institutions in Missouri participated in the development of these documents, and the Board and DESE strongly encourage sponsors to utilize the processes and procedures they contain. The Missouri Model documents include an application evaluation rubric, charter agreement or draft contract, a document to guide sponsors in the creation and implementation of pre-opening requirements, performance and monitoring plans and guidelines to assist the sponsoring institution in making an informed decision about renewal.

Sponsors of charter schools must give priority to charter school applicants that propose a school that is oriented to high-risk students or to the reentry of dropouts. If a sponsor grants more than three charters, at least one-third of them shall be schools that actively seek to serve students defined as high risk under Missouri law. This includes students who are at least one year or more behind in satisfactory completion of course work or obtaining credits for graduation, pregnant or parenting, homeless or have been homeless in the last six months, have limited English proficiency, have been suspended from school three or more times, are eligible for free or reduced price lunch or have been referred by their home district for enrollment in an alternative school program.

**RSMo Chapter 160.400 addresses authorization:**

1. A charter school is an independent public school.

2. Charter schools may be operated only in a metropolitan school district or in an urban school district containing most or all of a city with a population greater than three hundred fifty thousand inhabitants and may be sponsored by any of the following:

(1) The school board of the district;

(2) A public four-year college or university with its primary campus in the school district or in a county adjacent to the county in which the district is located, with an approved teacher education program that meets regional or national standards of accreditation;

(3) A community college located in the district; or

(4) Any private four-year college or university located in a city not within a county with an enrollment of at least one thousand students, and with an approved teacher preparation program.

3. The mayor of a city not within a county may request a sponsor under subdivision (2), (3), or (4) of subsection 2 of this section to consider sponsoring a "workplace charter school", which is defined for purposes of sections 160.400 to 160.420 as a charter school with the ability to target prospective students whose parent or parents are employed in a business district, as defined in the charter, which is located in the city.

**Chapter 160.405 section 2(4) also addresses authorization:**

The sponsor of a charter school shall give priority to charter school applicants that propose a school oriented to high-risk students and to the reentry of dropouts into the school system. If a sponsor grants three or more charters, at least one-third of the charters granted by the sponsor shall be to schools that actively recruit dropouts or high-risk students as their student body and address the needs of dropouts or high-risk students through their proposed mission, curriculum, teaching methods, and services. For purposes of this subsection, a "high-risk" student is one who is at least one year behind in satisfactory completion of course work or obtaining credits for graduation, pregnant or a parent, homeless or has been homeless sometime within the preceding six months, has limited English proficiency, has been suspended from school three or more times, is eligible for free or reduced-price school lunch, or has

been referred by the school district for enrollment in an alternative program. "Dropout" shall be defined through the guidelines of the school core data report. The provisions of this subsection do not apply to charters sponsored by the State board of education.

**Chapter 160.405 section 3 addresses academic performance:**

If a charter is approved by a sponsor, the charter application shall be submitted to the State board of education, along with a statement of finding that the application meets the requirements of sections 160.400 to 160.420 and section 167.439, RSMo, and a monitoring plan under which the charter sponsor will evaluate the academic performance of students enrolled in the charter school. The State board of education may, within sixty days, disapprove the granting of the charter. The State board of education may disapprove a charter on grounds that the application fails to meet the requirements of sections 160.400 to 160.420 and section 167.349, RSMo, or that a charter sponsor previously failed to meet the statutory responsibilities of a charter sponsor.

**Chapter 160.405 section 5 addresses accountability:**

A charter school shall, as provided in its charter:

- (1) Be nonsectarian in its programs, admission policies, employment practices, and all other operations;
- (2) Comply with laws and regulations of the State, county, or city relating to health, safety, and state minimum educational standards, as specified by the State board of education, including the requirements relating to student discipline under sections 160.261, 167.161, 167.164, and 167.171, RSMo, notification of criminal conduct to law enforcement authorities under sections 167.115 to 167.117, RSMo, academic assessment under section 160.518, transmittal of school records under section 167.020, RSMo, and the minimum number of school days and hours required under section 160.041;
- (3) Except as provided in sections 160.400 to 160.420, be exempt from all laws and rules relating to schools, governing boards and school districts;
- (4) Be financially accountable, use practices consistent with the Missouri financial accounting manual, provide for an annual audit

by a certified public accountant, publish audit reports and annual financial reports as provided in chapter 165, RSMo, provided that the annual financial report may be published on DESE's Internet website in addition to other publishing requirements, and provide liability insurance to indemnify the school, its board, staff and teachers against tort claims. A charter school that receives local educational agency status under subsection 6 of this section shall meet the requirements imposed by the Elementary and Secondary Education Act for audits of such agencies. For purposes of an audit by petition under section 29.230, RSMo, a charter school shall be treated as a political subdivision on the same terms and conditions as the school district in which it is located. For the purposes of securing such insurance, a charter school shall be eligible for the Missouri public entity risk management fund pursuant to section 537.700, RSMo. A charter school that incurs debt must include a repayment plan in its financial plan;

(5) Provide a comprehensive program of instruction for at least one grade or age group from kindergarten through grade twelve, which may include early childhood education if funding for such programs is established by statute, as specified in its charter;

(6) (a) Design a method to measure pupil progress toward the pupil academic standards adopted by the state board of education pursuant to section 160.514, collect baseline data during at least the first three years for determining how the charter school is performing and to the extent applicable, participate in the statewide system of assessments, comprised of the essential skills tests and the nationally standardized norm-referenced achievement tests, as designated by the state board pursuant to section 160.518, complete and distribute an annual report card as prescribed in section 160.522, which shall also include a statement that background checks have been completed on the charter school's board members, report to its sponsor, the local school district, and the state board of education as to its teaching methods and any educational innovations and the results thereof, and provide data required for the study of charter schools pursuant to subsection 4 of section 160.410. No charter school will be considered in the Missouri school improvement program review of the district in which it is located for the resource or process standards of the program.

(b) For proposed high risk or alternative charter schools, sponsors shall approve performance measures based on mission, curriculum, teaching methods, and services. Sponsors shall also approve comprehensive academic and behavioral measures to determine whether students are meeting performance standards on a different time frame as specified in that school's charter.

Student performance shall be assessed comprehensively to determine whether a high risk or alternative charter school has documented adequate student progress. Student performance shall be based on sponsor-approved comprehensive measures as well as standardized public school measures. Annual presentation of charter school report card data to DESE the state board, and the public shall include comprehensive measures of student progress.

(c) Nothing in this paragraph shall be construed as permitting a charter school to be held to lower performance standards than other public schools within a district; however, the charter of a charter school may permit students to meet performance standards on a different time frame as specified in its charter;

(7) Assure that the needs of special education children are met in compliance with all applicable federal and state laws and regulations.

**The following table illustrates charter school applications over a five-year period:**

	2004-05	2005-06	2006-07	2007-08	2008-09
The number of charter school applications made in the State.	5	8	8	6	11
The number of charter school applications approved.	2	7	7	4	9
The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).	2	1	0	2	1
The number of charter schools closed (including charter schools that were not reauthorized to operate).	3	1	0	0	1

**Reasons for denial:**

2004-05: Three schools were denied renewal:

(1) Governance, student performance

(2) Governance, fiscal management, failure to comply with charter law

2005-06 One school was denied renewal:

(1) Governance, student performance

2007-08: Two schools were denied charters

(1) Proposal was not compliant with charter law

(2) Proposal was not compliant with charter law

2008-09: One school was denied a charter

(1) Proposal was not compliant with charter law

**(F)(2)(iii)**

The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

**Chapter 160.415 Section 2 (1-2) address distribution of state school aid for charter schools:**

(1) A school district having one or more resident pupils attending a charter school shall pay to the charter school an annual amount equal to the product of the charter school's weighted average daily attendance and the state adequacy target, multiplied by the dollar value modifier for the district, plus local tax revenues per weighted average daily attendance from the incidental and teachers' funds in excess of the performance levy as defined in section 163.011, RSMo, plus all other state aid attributable to such pupils.

(2) The district of residence of a pupil attending a charter school shall also pay to the charter school any other federal or state aid that the district receives on account of such child.

**(F)(2)(iv)**

Missouri does not provide facilities assistance for any public schools, including charter schools. At the present time, charter schools in Missouri must provide for their facilities needs by utilizing funds from their operating budget. According to statute, local school districts “may enter into a lease with a charter school for physical facilities.

The State does not impose facility-related requirements on charter schools that are stricter than traditional public schools. Per statute (Section 160.405., RSMo 5(2). charter schools shall “comply with the laws rules and regulations of the State, county or city relating to the health, safety and state minimal educations standards...”

**(F)(2)(v)**

There are no state laws or rules that would prohibit an LEA from creating an innovative, autonomous school. Missouri will work in collaboration with LEA’s and professional organizations to create necessary conditions for the establishment of effective, innovative autonomous schools. The State will collaborate with these same entities to develop autonomous school models and provide assistance in the development of innovative autonomous schools through regional systems of support to meet the needs of local school districts.

Missouri will offer funding incentives, such as start-up grants, to LEAs to develop and implement independent innovative schools including alternative schools, STEM-related schools or others to meet identified needs. Missouri will develop a process to offer competitive grants, to be phased out over a period of three years, to assist districts in the development of innovative and autonomous schools. DESE will develop guidelines and criteria for the award of the incentive grants to those districts and individual schools who demonstrate the capacity to operate a successful autonomous school independent from the operation of the home district. DESE will conduct an evaluation of the LEA’s implementation of these models to determine those schools who innovations and autonomy have improved the performance of students.

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**(F)(3) Demonstrating other significant reform conditions (5 points)**

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(3):

- A description of the State’s other applicable key education laws, statutes, regulations, or relevant legal documents.

*Recommended maximum response length: Two pages*

**(F) (3)**

There are no state laws or rules that prohibit Missouri LEAs from creating innovative and autonomous schools. Missouri LEAs currently operate special education cooperatives, alternative schools, and technical programs. The State will collaborate with LEAs to continue to develop innovative school models and provide assistance with the implementation of these models through regional systems of support to meet the needs of local school districts.

#### IV. COMPETITION PRIORITIES

##### **Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform**

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

*The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.*

##### **Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)**

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

*The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.*

*Recommended maximum response length, if any: One page*

Missouri has made great strides in fostering greater appreciation of the importance of STEM to its long-term economic viability and quality of life. DESE, along with institutions of higher education and providers of meaningful out-of school time experiences have built on this

recognition to develop and collaborate in innovative STEM learning activities. These include:

- DESE's mathematics and science grade and course level expectations outline related ideas, concepts, skills and procedures that form the foundation for understanding and learning mathematics and science, and provide a framework to bring focus to teaching, learning, and assessing mathematics and science.
- DESE participates in the Mathematics, Engineering, Technology and Science (METS) Coalition, which is an alliance of business, education and community leaders, who originally were appointed by the governor, to boost student achievement in math, engineering, technology and science. The METS Coalition has worked on a plan of action to encourage students to succeed in STEM (METS)-related fields through a variety of strategies.
- DESE has partnered with Project Lead the Way (PLTW) which promotes pre-engineering and biomedical sciences coursework for middle and high school students. PLTW has formed partnerships with several Missouri public schools. As of the 2008-09 school year, Missouri school participation had grown to 108 schools (32 middle, 69 high, and 7 career and technical centers. We have 252 teachers trained and a total student enrollment of 2,955). PLTW's curriculum makes math and science relevant for students. By engaging in hands-on, real-world projects, students understand how the skills they are learning in the classroom can be applied in everyday life.
- DESE participates in the STEM pipeline process. The National Science Foundation's Research on Gender in Science and Engineering Program seeks to broaden the participation of women in all fields of science, technology, engineering, and mathematics (STEM). The program supports research, disseminates findings and provides extension services that focus on creating a more diverse domestic science and engineering workforce.
- The Missouri Council of Teachers of Mathematics funds competitive grants for the

advancement of mathematics education for programs grades K-16. The grants are for programs that address the improvement of skills, enrichment, and/or the development of concepts on the part of students with an overall intent to implement the principals and standards of NCTM (National Council of Teachers of Mathematics).

- Missouri currently has five federally funded grants for grades 6 – 12, three in mathematics and two in Science (Math/Science Partnership Grants). Each grant is a joint project with a school district and a public or private university. Each initiative includes a summer academy, with follow-up meetings throughout the year. The focus is on improving teacher content and pedagogical knowledge.
- DESE is the liaison for the Governor in selecting the National Youth Science Camp attendees each year.
- The National Youth Science Camp program immerses students in an environment rich with opportunity to explore new subjects, share their own knowledge and experience, and interact with a diverse community of guest lecturers, staff, and other delegates.

The provision of high-quality, comprehensive, and connected STEM experiences is central to Missouri's reform plans and will affect teachers, students and institutions other than the public schools. Developing these experiences will be a shared responsibility and will permeate all of the relevant assurance areas of this application. The preliminary scope of work for Missouri's reform plans include, as a state action, the updating of Missouri high school graduation requirements to encourage dual credit, internship, and STEM opportunities for all students. [(A)(1)(i) Core Student Learning and Outcomes Goals – Standards and Assessments] The complementary LEA task is to develop plans to expand the number of advanced course offerings and STEM opportunities with emphasis on those that foster hands-on and inquiry-based learning [(A)(1)(i) Core Student Learning and Outcomes Goals – Standards and Assessments]

An additional State action will be collaborative as well – the State will develop, in collaboration with institutions of higher education, incentives for teacher preparation programs to identify and recruit individuals into STEM related areas. [(A)(1)(ii)(b) State Reform Plans, Standards and

Assessments]. One of the key projected outcomes of Missouri's reform plan is for the percent of minority and female students graduating from high school with a concentration in STEM related coursework to increase by 7% each year as measured by the Missouri Comprehensive Data System. [(A(1)(iii)(c) Reform Plan)].

Missouri is approaching STEM content as a curriculum priority. STEM stakeholders will be active in drafting a P-12 model curriculum with special emphasis on developing and integrating STEM content [(B)(1) Standards Implementation Timeline]; STEM stakeholders will also be involved identifying assessment needs and developing learning progressions to report against the Common Core Career Ready/College Ready Standards [(B)(1) Standards Implementation Timeline]. Additionally, STEM stakeholders will have a continuous improvement role. They will be involved in a collaborative effort to conduct quarterly evaluations of curriculum implementation both quantitative and qualitative data [(B)(1) Standards Implementation Timeline].

The state has identified the need to grow Missouri students for STEM careers as an economic development goal [(B)(3) Transition to Enhanced Standards and High-quality Assessments]. Missouri's attention to the entire P-20 educational spectrum, the clarity and rigor of the Missouri Higher Education Core Competencies, and the state's focus on economic development through expanded opportunities for high school students to pursue STEM careers, present a solid connection to the Common Core Career Ready/College Ready Standards. [(B)(3) Transition to Enhanced Standards and High-quality Assessments]. Accordingly, Missouri will update Missouri high school graduation requirements to encourage dual credit, internship, and STEM opportunities for all students. This will enable LEAs to implement enhanced standards and high-quality assessments [(B)(3) Transition to Enhanced Standards and High-quality Assessments].

In developing the model curriculum framework Missouri will focus on the integration and emphasis of STEM content and learning progressions. The framework will connect directly to the balanced assessment system consisting of formative, interim/benchmark, and summative assessments. [(B)(3) Transition to Enhanced Standards and High-quality Assessments].

As part of its Great Teachers and Leaders effort, Missouri will advance strategies to improve STEM teaching and increase the number of teachers in STEM related fields [(D)(2) Improving

teacher and principal effectiveness based on performance]. The State will develop partnerships with teacher preparation programs, including those not affiliated with Institutions of Higher Education, and business and industry, to provide opportunities for additional alternative route programs that include early classroom practice, mentoring and induction programs, and emphasis on teaching hard to staff subjects (STEM) [Implementation Plan – (D)(3) – Equitable Distribution of effective teachers/principals in high poverty/high minority schools]. Additionally, Missouri will provide competitive grants to teacher and leader preparation programs to focus on STEM and other high need areas. [Implementation Plan – D (4) – Improving the effectiveness of teacher and principal preparation programs].

**Missouri has a three-tiered intervention structure to turn around its lowest achieving schools.** Tier 2 addresses Missouri’s criteria to identify districts and buildings in need of intense intervention. School improvement supports are designed to address achievement gaps, STEM needs, high school reform or other areas in need of attention. [(E)(2)(ii) Quality Schools—Turnaround]. Missouri will provide services through the RESLTs Centers, augmented by competitive grants to LEAs, to develop and/or implement model programs as necessary to meet identified improvement areas (i.e. dropout prevention, cultural proficiency, STEM, mentoring, etc.). [(E)(2)(ii) Quality Schools—School Improvement].

Missouri will design procedures to align its statewide system of support with identified needs (i.e.: dropout prevention, STEM, or mentoring) [(E)(2)(ii) Quality Schools—School Improvement].

Finally, Missouri will offer funding incentives, such as start-up grants, to LEAs to develop and implement independent innovative schools including alternative schools, STEM-related schools or others to meet identified needs. Missouri will develop a process to offer competitive grants, to be phased out over a period of three years, to assist districts in the development of innovative and autonomous schools. [(F)(2)(v) The State enables LEAs to operate innovative, autonomous public schools other than charter schools].

**Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes** *(not*

scored)

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of pre-school programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between pre-school and kindergarten.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

The young children of Missouri deserve a coordinated, comprehensive system that supports their healthy development and their success as early learners. To make this happen, DESE, in collaboration of stakeholders, will develop and implement an effective, accountable system in all programs for children birth through third grade.

This early childhood system must include comprehensive standards for curriculum, child assessment, and program evaluation that are aligned from birth through third grade. The system must include sound practices and effective early learning standards for infants and toddlers, preschoolers, and primary grade children, and be respectful to all children, their families, culture and communities.

- The curriculum must be evidence-based; comprehensive; challenging; and sensitive to developmental capacities and abilities, language and culture. It must value learning that takes place through intentional teaching in the context of children’s investigation and play.
- Child assessment must address child learning and developmental outcomes and be used to improve learning. Assessments must be appropriate for ages, cultures, home languages, SES, and abilities and disabilities.
- Program evaluation should be used for continuous improvement and include multiple sources of evidence. Program evaluation results should be shared with families, policy makers and the public.

Data from assessment of children and evaluation of programs are necessary to monitor the entire birth through third grade system for outcomes accountability. All data should be a part of or linked to the Missouri Comprehensive Data System.

**Goals/Activities:**

- Provide technical assistance to school districts and their community partners on braiding state, federal and local funding streams for systemic integration of early childhood services in a model that connects public schools to community-based programs/organizations.
- Educate members of the MCSA (Missouri Council of School Administrators) and MSBA (Missouri School Boards Association) on the benefits of allocating a high percentage of Title I funds to early childhood programs.
- Work with relevant personnel in the Departments of Social Services, Mental Health and Health and Senior Services to build cooperation and collaboration to ensure the success of *this program*.

**Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems** (*not scored*)

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be*

*described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

The State of Missouri considers its education data to be sufficient for funding our schools and satisfying the basic requirements for Federal reporting. In fact, Missouri has been recognized for having an exemplary Core Data System for collecting basic aggregate data; however, aggregate data collections are no longer adequate to meet the greatly expanded State and Federal mandates for data. Our vision for education data includes supporting schools and districts with added value from longitudinally matched individual records for students and teachers. We have a long way to go to reach this vision, but as a State, we have the commitment from the Legislature, Governor's Office, higher education, other state departments, and the Department of Elementary and Secondary Education (DESE) to get there.

This needs assessment has been focused with the direction of Missouri's P-20 Council. DESE represents the PK-12 perspective as gathered through the Core Data User Group and meetings with LEAs. The Governor's Office has a designated staff person to coordinate the P-20 Council. The Department of Higher Education (DHE) and the Department of Economic Development (DED) vetted the needs from their perspectives. The University of Missouri contributed a research view of the needs for longitudinal data. As shown by the letters of support in Attachment 1; together, we have identified the needs from both a broad and an in-depth perspective for a longitudinal data system.

With limited State resources, we have made early progress to initiate the conversion from aggregate statistics to unit-level records. However, our progress has been deliberate but not expedient. For example, we have spent \$3 million in State funds over three years to implement a student identifier system and to begin the conversion from aggregate data collections to individual records. We are seeking Federal assistance to complete the building of the foundation of a modern interoperable, longitudinal data system that will support data-driven decision making for our schools and districts.

The Data Quality Campaign (DQC) rated Missouri's 2007-08 data system as having only 4 of 10 essential elements.

From the perspective of researchers, the lack of longitudinally linked student and staff records has limited research into best practices and evaluation of the effectiveness of schools and programs. Other postsecondary institutions are in need of data about student preparedness for higher education and success in higher education. Missouri postsecondary institutions are willing to provide data back to high schools, but there is the need for concatenation of student records using the MOSIS Student ID in PK-12 and Social Security Number in higher education. Teacher preparation and certification programs need to follow their graduates into the PK-12 workplace to assess the effectiveness of their pre-service training. Overall, there is a need to design, implement, and fully use longitudinal data across PK-12 and higher education beyond DESE's current resources.

The Missouri Department of Economic Development is advancing the need for PK-12 linkages for analysis and tracking within their career programs. DED has tremendous capacity to analyze data and assist LEAs and DESE in evaluating programs if the longitudinal individual records are matchable beyond the high schools' data systems.

DESE has designed the MOSIS Longitudinal Data System to define, collect, store, and provide access to education data that support data-driven decision making from the classroom to the Legislature. This application will detail how that design is to be realized through the support of this grant combined with the on-going State funding. Significant work is required to convert fully from aggregate reporting to unit records. DESE faces tremendous challenges to re-engineer our internal processes. However, the major change and restructuring is in the schools and districts. They must not only change how data are submitted to DESE, but also how data are received from DESE and used for instructional management and administrative purposes.

DESE is missing major components that need to be created or re-engineered.

**A training and support system for teachers and other users.** The changes proposed and new requirements will increase our currently under-met need for training and support.

**A data repository to consolidate longitudinal data.** DESE's data repositories currently hold aggregate data. The operational data stores in use with the new individual unit records

collected are not adequate as longitudinal data stores.

**A portal to manage collection, access, and reporting of data.** DESE’s website is inadequate to manage the reporting functionality and collaborative processes required to leverage the benefits from the longitudinal data. The portal will integrate data collection, reporting, and collaboration among groups through a single sign-on user interface. A new analysis and reporting system will facilitate use by teachers and researchers.

**A set of standards for all agencies sharing data** supporting interoperability and alignment of individual identifiers (e.g., student, teacher, staff). Interoperability across these entities will be a challenge—one that must be resolved in advance of the proliferation of data exchanges and uses from the new longitudinal data system.

**A teacher certification system** to keep pace with the increased demands for verification and reporting. The current teacher certification system must be modified to keep pace with the changes in MOSIS. The current system is inadequate to support the enhanced functionality required for longitudinal analyses and integration with individual student records.

Missouri knows the solution we need. We have used available State funds to design and implement this solution slowly on a voluntary basis over the last three years. During that time, DESE has engaged the services of ESP Solutions Group to facilitate our understanding of best practices across all SEAs and to create functional requirements for our individual student-level data collections. Together we have begun to establish metadata standards and business rules that ensure everyone shares the same understanding of the requirements and expectations of MOSIS. This work has formed the basis for our understanding of the needs for MOSIS and the components included in this grant application.

Until the spring of 2008, LEA participation in the redesigned MOSIS data collections was voluntary. This was necessary in our “Show Me State” to ensure support and buy-in. However, with the requirements of a longitudinal data system, LEA participation in MOSIS must now be mandatory. This changes our needs significantly. We can no longer allow LEAs to lag behind MOSIS implementation with the excuse that sufficient support is not available, or that they will not be getting the return benefits of timely and reliable data, analyses, and reports.

With progress come additional needs for changes. With an initial investment of \$3 million over

the past three years, we have made a measurable, successful start. We have begun to convert from aggregate records to unit records for students and teachers. However, this causes us to reconstruct our current processes for ED Facts, FERPA compliance, and sharing data with schools and districts. This grant will provide the resources over the next three years both to accelerate our progress and to ensure our success.

**Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment**  
*(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless pre-school-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

Success after high school begins in pre-kindergarten. A successful P-20 structure links and coordinates each education level into a seamless system to ensure student success after graduation. Those who choose to enter the workforce will be prepared for entry-level positions while those who choose to continue their education will be less likely to require remediation, which reduces not only the cost but also the time necessary to complete a postsecondary certificate or degree program.

In 1997, Missouri launched an initiative to align education and economic policies statewide. The initial effort made modest gains, but P-20 took a major step forward in 2006 with formal organization of the P-20 Council by state statute. The P-20 Council was comprised of the commissioners of Elementary and Secondary Education (K-12) and Higher Education, the director of the Department of Economic Development, and the chairs/presidents of the State Board of Education and the Coordinating Board for Higher Education. P-20 efforts were designed to focus on key issues which reach across educational sectors and into the workforce, including student preparation, student success, curriculum alignment, and collaboration with business and industry to increase the number of degrees in critical fields.

In 2009, additional legislation expanded the P-20 Council. The founding members were joined by the chairperson of the Coordinating Board of Early Childhood, and the governor was given authorization to appoint seven additional members from higher education, K-12 schools, early childhood education, and the business community. New legislation also authorized the council to incorporate as a private not-for-profit corporation – a 501(c)(3) – and to procure and expend external funds in support of its mission.

During the past year, the P-20 Council has established a subcommittee for research and policy consultation which will be available to provide additional information to support the development of data-driven policy-making. The subcommittee, established by the council at its February 2009 meeting, builds on an informal workgroup established in connection with the council's involvement in the National Governors Association Honor States grant program.

Section B of this the Missouri RT3 proposal outlines the plan to align the P-20 system using the Common Core as the vehicle for aligning academic standards. Section C describes a fully operational Missouri Comprehensive Data System for research and reporting and section D connects student data to educators and programs preparation programs. Finally, section E places

a braided system of support and early childhood opportunities on equal footing with turnaround models and focuses the need to blend the many supports for students.

This RT3 proposal seeks to provide several of the pieces necessary for the P-20 Council to address its goals for Missouri.

**Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning** *(not scored)*

The Secretary is particularly interested in applications in which the State’s participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school’s budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;

(v) Providing comprehensive services to high-need students (as defined in this notice) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);

(vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and

(vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

(Enter text here.)

## V. BUDGET (Evidence for selection criterion (A)(2)(i)(d))

Applicants should use their budgets and budget narratives to provide a detailed description of how they plan to use their Federal grant funds, and how they plan to leverage other Federal (*e.g.* School Improvement Grant, Statewide Longitudinal Data Systems grant, Teacher Incentive Fund grant, Title I), State, and local funds to achieve their reform goals. The budget narrative should be of sufficient scope and detail for DESE to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See [www.whitehouse.gov/omb/circulars](http://www.whitehouse.gov/omb/circulars)).

For the purpose of the budget, we expect that the State will link its proposed reform plans to projects that the State believes are necessary in order to implement its plans. Providing additional budget detail through a project-level table and narrative will allow the State to specifically describe how its budget aligns with its reform plans in all four areas and how its budget supports the achievement of the State's goals. Some projects might address one Reform Plan Criterion, while others might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(2), Building Strong Statewide Capacity. It might have another "human capital project" that addresses criteria (D)(2) through (D)(5) in the Great Teachers and Leaders section.

To support the budgeting process, the following forms and instructions are included:

1. **Budget Summary**
  - a. **Budget Summary Table**. This is the cover sheet for the budget. States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (See Budget Part I: Budget Summary Table.)
  - b. **Budget Summary Narrative**. A budget narrative that accompanies the Budget Summary Table should provide an overview of the projects that the State has included in its budget. The State should also describe how other Federal, State, and local funds will be leveraged to further support Race to the Top education reform plans. (See Budget Part I: Budget Summary Narrative.)
2. **Project-Level Detail**. This is the supporting, project-level detail required as back-up to the budget summary. For each project that the State is proposing in order to implement the plans described in its application, the State should complete the following:
  - a. **Project-Level Budget Table**. This is the budget for each project, by budget category and for each year for which funding is requested. (See Budget Part II: Project-Level Budget Table.)
  - b. **Project-Level Budget Narrative**. This is the narrative and backup detail associated with each budget category in the Project-Level Budget. (See Budget Part II: Project-Level Budget Narrative.)

**Budget Part I: Budget Summary Table**

<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Total</b>
1. Personnel	\$100,000	\$104,000	\$108,160	\$112,487	\$424,647
2. Fringe Benefits	\$42,000	\$43,680	\$45,427	\$47,245	\$178,352
3. Travel	\$53,500	\$53,500	\$53,500	\$53,500	\$214,000
4. Equipment	\$737,000	\$737,000	\$816,000	\$500,000	\$2,790,000
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$266,038,000	\$27,726,000	\$32,420,000	\$24,534,000	\$350,718,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$266,970,500	\$28,664,180	\$33,443,087	\$25,247,232	\$354,324,999
10. Indirect Costs*	\$26,357,117	\$2,764,791	\$3,230,082	\$2,449,976	\$34,801,965
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs	Beyond the 50% there is no supplemental funding to LEAs.				
13. Total Costs (lines 9-12)	\$293,327,617	\$31,428,971	\$36,673,169	\$27,697,207	\$389,126,964
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$0	\$0	\$0	\$0	\$354,325,000
15. Total Budget (lines 13-14)	\$293,327,617	\$31,428,971	\$36,673,169	\$27,697,207	\$743,451,964

## **BUDGET PART I: SUMMARY NARRATIVE**

The structure of the budget for Missouri's RT3 application can be divided into the categories of human capacity and infrastructure. The sixteen projects described in the application and listed in section A2ia are interrelated and fall into the either of the two categories. Each of the sixteen projects will be managed by the assurance manager of the appropriate assurance area with the assistance of a DESE fiscal liaison. The fiscal liaison will manage the day to day budget issues and reporting requirements in compliance with federal and state requirements. The overall budget requests very few new positions and focuses on using contracted services to provide needed scaling and expertise during the transition of DESE to an agency designed with a focus on regional delivery of services and technical assistance to LEAs. This plan and budget allows for the department to sustain the educational reform plan after the RT3 funding ends.

The following management team members have the following duties with the scope of the implementation of programs described in the Project Budget Summaries.

- The RT3 Project Manager oversees the implementation of the full educational reform plan and is the face of educational reform in Missouri. The RT3 Project Manager is tasked with maintaining all project timelines, data collection, data reporting, coordination of other funding streams with the educational reform plan, and the dissemination of LEA and state progress and promising practices and will be assisted with the budget by a fiscal liaison.
- The Standards and Assessment Assurance Manager will lead the implementation of the following projects and will be assisted with the budget by a fiscal liaison:
  - Project 2 – Formative and Interim/Benchmark Assessment MOSAIC
  - Project 3 – Standards
  - Project 4 - Model
- The Data for Improvement Assurance Manager will lead the implementation of the following projects and will be assisted with the budget by a fiscal liaison:
  - Project 5 MOBroadbandNow
  - Project 6 Missouri Comprehensive Data System
  - Project 7 Data Team Certification
  - Project 8 Teacher Instructional Practice/Assessment Linking
  - Project 9 National Research

- The Great Teachers/Leaders Assurance Manager will lead the implementation of the following projects will be assisted with the budget by a fiscal liaison:
  - Project 10 Teacher Leader Evaluation
  - Project 11 Improving Teacher Preparation (STEM, High Needs, Turn Around, Rating System)
- The School Improvement Assurance Manager will lead the implementation of the following projects will be assisted with the budget by a fiscal liaison:
  - Project 12 Missouri Turnaround Model
  - Project 13 RESLTs Centers
  - Project 14 Braided System of Support
  - Project 15 Charter Oversight
  - Project 16 STEM

The Race to the Top Management Team will be assisted by a team of 10 FTE to provide project management services which will include, but are not limited to, budget management, reporting, development, and training of DESE and LEA staff.

Missouri will provide effective and efficient operations and processes for implementing its RT3 grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement by using the established Electronic Planning, Electronic Grants System (ePeGS) and the current funds disbursement procedures and systems. The ePeGS reporting system is currently used by Missouri LEAs for all state and federal budget, planning, and reporting functions and will be expanded to accommodate the requirements of Missouri's RT3 grant. The Missouri Comprehensive Data System, fully described in assurance C, will also provide reports and data for the RT3 grant.

Missouri intends to leverage all state and federal funding sources and grants toward fulfilling the vision outlined in this proposal. The Commissioner has initiated the steps to update the organization of DESE's budget, for all state and federal funding sources, around the four assurance areas and the department's RT3 goals and projects. An example is the coordination of the federal Longitudinal Data System and the federal School Improvement Grant with the RT3 grant. Additionally, the decision to reallocate personnel around the 4 assurance areas demonstrates a long term commitment to reform. The Commissioner has directed that all new grants to DESE and

all grants DESE awards be focused around the RT3 goals and projects. An additional example of coordination is the next round of Math and Science Partnership Grants focusing on STEM issues and teacher training.

There are no “involved” LEAs included in this proposal; all LEAs included in this proposal are “participating” LEAs. There is no contemplation of supplemental funding for any LEA.

We recognize this proposal requires significant personnel for management. DESE plans to realign all existing personnel to support these reforms.

**BUDGET PART II: Project-Level Budget Table**

**Project 1: Project Management**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel	\$100,000	\$104,000	\$108,160	\$112,487	\$424,647
2. Fringe Benefits	\$42,000	\$43,680	\$45,427	\$47,245	\$178,352
3. Travel	\$53,500	\$53,500	\$53,500	\$53,500	\$214,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$12,000,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$3,195,500	\$3,201,180	\$3,207,087	\$3,213,232	\$12,816,999
10. Indirect Costs*	\$316,355	\$316,917	\$317,502	\$318,110	\$1,268,883
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9- 12)	\$3,511,855	\$3,518,097	\$3,524,589	\$3,531,341	\$14,085,882

**Project 2: MOSAIC**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment					\$0
5. Supplies					\$0
6. Contractual	\$1,080,000	\$3,528,000	\$1,638,000	\$1,638,000	\$7,884,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$1,080,000	\$3,528,000	\$1,638,000	\$1,638,000	\$7,884,000
10. Indirect Costs*	\$106,920	\$349,272	\$162,162	\$162,162	\$780,516
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)	\$1,186,920	\$3,877,272	\$1,800,162	\$1,800,162	\$8,664,516

**Project 3: Common Core Standards**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment					\$0
5. Supplies					\$0
6. Contractual	\$1,000,000	\$2,500,000	\$2,500,000	\$1,000,000	\$7,000,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$1,000,000	\$2,500,000	\$2,500,000	\$1,000,000	\$7,000,000
10. Indirect Costs*	\$99,000	\$247,500	\$247,500	\$99,000	\$693,000
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)	\$1,099,000	\$2,747,500	\$2,747,500	\$1,099,000	\$7,693,000

**Project 4: Model Curriculum**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment					\$0
5. Supplies					\$0
6. Contractual	\$2,000,000	\$2,000,000	\$1,000,000	\$500,000	\$5,500,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$2,000,000	\$2,000,000	\$1,000,000	\$500,000	\$5,500,000
10. Indirect Costs*	\$198,000	\$198,000	\$99,000	\$49,500	\$544,500
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)	\$2,198,000	\$2,198,000	\$1,099,000	\$549,500	\$6,044,500

**Project 5: MOBroadbandNow**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment					\$0
5. Supplies					\$0
6. Contractual	\$248,000,000	\$0	\$0	\$0	\$248,000,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$248,000,000	\$0	\$0	\$0	\$248,000,000
10. Indirect Costs*	\$24,552,000	\$0	\$0	\$0	\$24,552,000
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)	\$272,552,000	\$0	\$0	\$0	\$272,552,000

**Project 6: Missouri Comprehensive Data System**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
5. Supplies					\$0
6. Contractual	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$8,000,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	\$10,000,000
10. Indirect Costs*	\$198,000	\$198,000	\$198,000	\$198,000	\$792,000
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)	\$2,698,000	\$2,698,000	\$2,698,000	\$2,698,000	\$10,792,000

**Project 7: Data Certification**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment					\$0
5. Supplies					\$0
6. Contractual	\$200,000	\$50,000	\$50,000	\$50,000	\$350,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$200,000	\$50,000	\$50,000	\$50,000	\$350,000
10. Indirect Costs*	\$19,800	\$4,950	\$4,950	\$4,950	\$34,650
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)	\$219,800	\$54,950	\$54,950	\$54,950	\$384,650

### Project 8: Real Time Teacher Data System

Project 8 will be developed in concert with Project 2 (MOSAIC), Project 6 (Missouri Comprehensive Data System), and Project 9 (Research). The collection of teacher instructional strategies in the Comprehensive data system will have and the research on the effectiveness of instructional strategies will provide a wealth of student dividends. The funding for Project 8 is passed through to participating LEAs to provide funding and training for educators on the use of the system and technical support for that use.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	TOTAL
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment					\$0
5. Supplies					\$0
6. Contractual					\$0
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)					\$0
10. Indirect Costs*					\$0
11. Funding for Involved LEAs					\$0

12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9-12)					\$0

**Project 9: National Research Data**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment					\$0
5. Supplies					\$0
6. Contractual	\$900,000	\$900,000	\$900,000	\$900,000	\$3,600,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$900,000	\$900,000	\$900,000	\$900,000	\$3,600,000
10. Indirect Costs*	\$89,100	\$89,100	\$89,100	\$89,100	\$356,400
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)	\$989,100	\$989,100	\$989,100	\$989,100	\$3,956,400

**Project 10: Educator Evaluation System**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment					\$0
5. Supplies					\$0
6. Contractual	\$800,000	\$266,000	\$736,000	\$675,000	\$2,477,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$800,000	\$266,000	\$736,000	\$675,000	\$2,477,000
10. Indirect Costs*	\$79,200	\$26,334	\$72,864	\$66,825	\$245,223
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)	\$879,200	\$292,334	\$808,864	\$741,825	\$2,722,223

**Project 11: Improving Teacher Preparation**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment					\$0
5. Supplies					\$0
6. Contractual	\$800,000	\$266,000	\$736,000	\$675,000	\$2,477,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$800,000	\$266,000	\$736,000	\$675,000	\$2,477,000
10. Indirect Costs*	\$79,200	\$26,334	\$72,864	\$66,825	\$245,223
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)	\$879,200	\$292,334	\$808,864	\$741,825	\$2,722,223

**Project 12: Missouri Turnaround Model**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment					\$0
5. Supplies					\$0
6. Contractual	\$3,000,000	\$3,500,000	\$3,500,000	\$2,500,000	\$12,500,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$3,000,000	\$3,500,000	\$3,500,000	\$2,500,000	\$12,500,000
10. Indirect Costs*	\$297,000	\$346,500	\$346,500	\$247,500	\$1,237,500
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)	\$3,297,000	\$3,846,500	\$3,846,500	\$2,747,500	\$13,737,500

**Project 13: RESLTs**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment	\$237,000	\$237,000	\$316,000	\$0	\$790,000
5. Supplies					\$0
6. Contractual	\$1,908,000	\$8,216,000	\$14,960,000	\$10,346,000	\$35,430,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$2,145,000	\$8,453,000	\$15,276,000	\$10,346,000	\$36,220,000
10. Indirect Costs*	\$188,892	\$813,384	\$1,481,040	\$1,024,254	\$3,507,570
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)	\$2,333,892	\$9,266,384	\$16,757,040	\$11,370,254	\$39,727,570

### Project 14: Braided System of Support

Due to the unique nature of communities within which our LEAs reside, it was determined the LEAs, in collaboration with their local stakeholders, would be best suited to assembling the local community resources needed to provide a Braided System of Support. The RESLTs centers, Project 14, will collaborate with LEAs and provide technical assistance to school districts as they braid the local community supports into a strong system of support for their students as they implement the local turn around as describe in Project 12.

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment					\$0
5. Supplies					\$0
6. Contractual					\$0
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)					\$0
10. Indirect Costs*					\$0
11. Funding for Involved LEAs					\$0

12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)					\$0

**Project 15: Charter School Oversight**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment					\$0
5. Supplies					\$0
6. Contractual	\$100,000	\$250,000	\$150,000	\$0	\$500,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$100,000	\$250,000	\$150,000	\$0	\$500,000
10. Indirect Costs*	\$9,900	\$24,750	\$14,850	\$0	\$49,500
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)	\$109,900	\$274,750	\$164,850	\$0	\$549,500

**Project 16: STEM**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>TOTAL</b>
1. Personnel					\$0
2. Fringe Benefits					\$0
3. Travel					\$0
4. Equipment					\$0
5. Supplies					\$0
6. Contractual	\$1,250,000	\$1,250,000	\$1,250,000	\$1,250,000	\$5,000,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$1,250,000	\$1,250,000	\$1,250,000	\$1,250,000	\$5,000,000
10. Indirect Costs*	\$123,750	\$123,750	\$123,750	\$123,750	\$495,000
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9- 12)	\$1,373,750	\$1,373,750	\$1,373,750	\$1,373,750	\$5,495,000

## **BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

DESE has established the following organizational structure for the management team for the Missouri Race to the Top grant: the Race to the Top Project Manager, the Standards and Assessment Assurance Manager, the Data for Improvement Assurance Manager, the Great Teachers/Leaders Assurance Manager, and the School Improvement Assurance Manager. These five positions form the core of Missouri's educational reform implementation team and report directly to the commissioner.

The Race to the Top (RT3) Project Manager oversees the implementation of the full educational reform plan and is the face of educational reform in Missouri. The RT3 Project Manager is tasked with maintaining all project timelines, data collection, data reporting, coordination of other funding streams with the educational reform plan, and the dissemination of LEA and state progress and promising practices.

- Project 1 RT3 Project Management

The Standards and Assessment Assurance Manager will lead the implementation of Project 2 which includes the adoption and implementation of Project 3 Common Standards Adoption, the implementation of MOSAIC and Balanced Assessment Consortia assessments, and the writing and implementation of the Project 4 Model Curriculum. The implementation team includes DESE staff members currently working in units and sections connected to the following job titles: Coordinator of Curriculum and Assessment, Director of Curriculum, Director of Assessment, Director of NAEP, Curriculum Consultants for Mathematics, Science, Social Studies, Communication Arts, Coordinator of Career Education, Director of Agriculture, Foods and Natural Resources Education, Director of Business, Marketing, and Information Technology, Director of Family, Consumer Sciences, and Human Services, Director of Technology, Health and Skilled Technical Sciences, Director of Guidance and Placement, Coordinator of Adult Education and Employment Training, Director of Employment Training, Director of Adult Education and Literacy, Director of Early Childhood Education, Coordinator of Early Education, Director of Effective Practices, Director of RTI, Director of Instructional Technology

The Data for Improvement Assurance Manager will lead the implementation of the following projects:

- Project 5 MOBroadbandNow
- Project 6 Missouri Comprehensive Data System
- Project 7 Data Team Certification
- Project 8 Teacher Instructional Practice/Assessment Linking
- Project 9 National Research

The implementation team includes DESE staff members currently working in units and sections connected to the following job titles: Chief Accountability Officer, Data Manager, Director of Data Coordination for Special

Education, Director of Core Data, Director of Accountability Data and Accreditation, Director of Administration and Accountability Services, Supervisor of Adult Education and Literacy, Director of Assessment, Coordinator of Curriculum and Assessment

The Great Teachers/Leaders Assurance Manager will lead the implementation of the following projects:

- Project 10 Teacher Leader Evaluation
- Project 11 Improving Teacher Preparation (STEM, High Needs, Turn Around, Rating System)

The implementation team includes DESE staff members currently working in units and sections connected to the following job titles: Coordinator of Services, Coordinator of Certification, Director of Educator Preparation, Assistant Director of Recruitment and Retention, Coordinator of Leadership Academy, Director of Leadership Academy, Director of Professional Development, Coordinator of School Administrative Services, Director of RtI, Director of Instructional Technology, Director of School Improvement Support, Coordinator of Career of Education, Director of Agriculture, Foods and Natural Resources Education, Director of Business, Marketing, and Information Technology, Director of Family, Consumer Sciences, and Human Services, Director of Technology, Health and Skilled Technical Sciences, Director of Guidance and Placement

The School Improvement Assurance Manager will lead the implementation of the following projects:

- Project 12 Missouri Turnaround Model
- Project 13 RESLTs Centers
- Project 14 Braided System of Support
- Project 15 Charter Oversight
- Project 16 STEM

The implementation team includes DESE staff members currently working in units and sections connected to the following job titles: Chief Accountability Officer, Director of School Improvement Support, Director of School Improvement Technical Assistance, Director of Federal Instructional Improvement, Director of Early Childhood, Coordinator of Educational Support Services, Director of A+ and Charter Schools, Director of Instructional Technology, Director of Gifted Education Programs, Director of Effective Practices, Director of RtI, Director of Career Education Initiatives, Director of Early Intervention, Director of School Improvement Initiatives, Coordinator of Leadership Academy, Director of Leadership Academy, Director of Professional Development, Coordinator of Adult Education and Employment Training, Director of Employment Training, Director of Adult Education and Literacy

**1. Personnel: \$424,647**

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**Project 1: Project Management**

The project will hire a RT3 Project Manager who will oversee the day to-day operations, including contract monitoring, collaboration tasks, reporting and fiscal duties. The Project Director will be the point of contact for the U.S. Department of Education. An Administrative Assistant will reporting, monitoring, correspondence and receptionist duties.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
RT3 Project Manager	\$100,000	\$104,000	\$108,160	\$112,487	\$424,647
• 1.0 FTE @ \$100,000					
	\$100,000	\$104,000	\$108,160	\$112,487	\$424,647

**2. Fringe Benefits: \$178,352**

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Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Fringe Benefits	\$42,000	\$43,680	\$45,427	\$47,245	\$178,352
• 42% of salaries and wages					
	\$42,000	\$43,680	\$45,427	\$47,245	\$178,352

**3. Travel: \$214,000**

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Staff will receive mileage allowances for travel to LEAs. Money is budgeted to attend two grantee meetings in Washington, DC – for the RT3 project team.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
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Local Travel	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
<ul style="list-style-type: none"> <li>• Mileage Allowance @ \$.50/mi x 5 people x 1000 miles per month per year</li> </ul>					
Out-of-Town Travel	\$23,500	\$23,500	\$23,500	\$23,500	\$94,000
<ul style="list-style-type: none"> <li>• Grantee Meetings – 5 staff <ul style="list-style-type: none"> <li>○ Airfare @ \$500/trip x 2 trips x 5 staff = \$10,000</li> <li>○ Lodging @ \$150/night x 3 nights x 2 trips x 5 staff = \$9,000</li> <li>○ Per diem @ \$75/day x 3 days x 2 trips x 5 staff = \$4,500</li> </ul> </li> </ul>					
	\$53,500	\$53,500	\$53,500	\$53,500	\$214,000

**4. Equipment: \$2,790,000**

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**Project 6: Missouri Comprehensive Data System / Data Warehouse**

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Missouri Comprehensive Data System / Data Warehouse – servers and additional disk space	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000

**Project 13: RESLTs Center**

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Start-up costs (\$79,000/center) 3 centers X \$79,000 -- \$1000 (desk/telephone etc..) X 24 staff per center (\$1,000/staff X 24 staff + \$5,000 overall office equipment +\$50,000 technology infrastructure.	\$237,000	\$237,000	\$316,000	\$0	\$790,000

**5. Supplies: \$0**

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No dollars from this grant are being requested for supplies. It is anticipated that supplies would be covered with existing funds.

**6. Contractual: \$350,718,000**

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Many project tasks will be handled by private contractors. The following contractual relationships are arranged by emphasis area and projects.

**Project 1: Project Management**

The project will hire a RT3 Project Manager who will oversee the day to-day operations, including contract monitoring, collaboration tasks, reporting and fiscal duties. The Project Director will be the point of contact for the U.S. Department of Education. Additional project managers for each assurance area have been budgeted as contracted support.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
1000 man hours in a year X \$150 per hour X 5 areas X 4 years.	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$12,000,000

**B. Standards and Assessments**

**Project 2: Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC) – Section (B)(2)**

In order to provide LEAs with technically sound and instructionally informative assessments linked to the Common Core Standards, Missouri is participating in the Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC), the Appendix 10. Missouri is currently serving as an organizational lead state for the consortium, along with Wisconsin and Nebraska, committed to serving as the fiscal agent for the work of the consortium. As fiscal agent for the consortium, Missouri will assume a leadership role in developing and releasing a Request for Proposals (RFP) through the state’s procurement process. The RFP will secure the appropriate vendor(s) to provide item banking, assessment administration, reporting, and other assessment-related services as defined by participating states. The Missouri version of MOSAIC will provide formative and interim/benchmark assessment services to school districts for all P-12 content areas.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Assessment item bank for Mathematics and Communication Arts	\$1,080,000	\$504,000	\$126,000	\$126,000	\$1,836,000
Item development for Social Studies, Science, Fine Arts, Health/PE, Career Education, World Language		\$3,024,000	\$1,512,000	\$1,512,000	\$6,048,000
	\$1,080,000	\$3,528,000	\$1,638,000	\$1,638,000	\$7,884,000

**Assessment item bank development for the Mathematics and Communication Arts assessments**

In the current contract cycle the department has spent over \$4 million on assessment item bank development for the Mathematics and Communication Arts assessments.

## YR1

Assessment item bank development for the Mathematics and Communication Arts assessments  
(40 items X 6 assessments X 14 grades (PK-12) – 3,360 items development coverage of 50% (1,680) = 5,040 items for Math and again for Communication Arts (10,080 total items X \$100 per item for full development (including field testing) = \$1,080,000

## YR2

Assessment item bank development for the Mathematics and Communication Arts assessments  
(20 items X 6 assessments X 14 grades (PK-12) – 1,680 items development coverage of 50% (840) = 2,520 items for Math and again for Communication Arts (5,040 total items X \$100 per item for full development (including field testing) = \$504,000

## YR3

Assessment item bank development for the Mathematics and Communication Arts assessments  
(5 items X 6 assessments X 14 grades (PK-12) – 420 items development coverage of 50% (210) = 630 items for Math and again for Communication Arts (1,260 total items X \$100 per item for full development (including field testing) = \$126,000

## YR4

Assessment item bank development for the Mathematics and Communication Arts assessments  
(5 items X 6 assessments X 14 grades (PK-12) – 420 items development coverage of 50% (210) = 630 items for Math and again for Communication Arts (1,260 total items X \$100 per item for full development (including field testing) = \$126,000

## **Assessment item bank for all other content areas grades PK-12**

### YR1

Assessment item bank development for 6 additional content areas  
(40 items X 6 assessments X 14 grades (PK-12) – 3,360 items development coverage of 50% (1,680) = 5,040 items for 6 additional content areas (Social Studies, Science, Fine Arts, Health/PE, Career Education, World Languages) (30,240 total items X \$100 per item for full development (including field testing) = \$3,024,000

## YR2

Assessment item bank development for 6 additional content areas  
(20 items X 6 assessments X 14 grades (PK-12) – 1,680 items development coverage of 50% (840) = 2,520 X 6 additional content areas (Social Studies, Science, Fine Arts, Health/PE, Career Education, World Languages) (15,120 total items X \$100 per item for full development (including field testing) = \$1,512,000

## YR3

Assessment item bank development for 6 additional content areas  
(20 items X 6 assessments X 14 grades (PK-12) – 1,680 items development coverage of 50% (840) = 2,520 X 6 additional content areas (Social Studies, Science, Fine Arts, Health/PE, Career Education, World Languages) (15,120 total items X \$100 per item for full development (including field testing) = \$1,512,000

**DISTRICT 50% -- The MOSAIC assessment consortium on-line formative and interim/benchmark assessments incorporated with profession development for educators to administer and use results. (65 cents per content area (8 areas) X 1 million students = \$5.20 per student X 3years = \$15,571,000**

### **Project 3: Common Core P-12 Spectrum – Section (B)(1)**

Missouri will begin transitioning to the NGA/CCSSO Common Core K-12 Standards and Career Ready/College Ready Standards upon their adoption in early 2010 and will hold school districts accountable the content and skills defined in document through the Missouri Assessment Program and the Missouri School Improvement Program in the 2011-2012 school year. Technical assistance and

transitional standards documents will be provided by the Department to assist LEAs in making this transition.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Adopt and Implement Standards	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
Develop and provide PD to support implementation of Standards	\$500,000	\$2,000,000	\$2,000,000	\$500,000	\$5,000,000
	\$1,000,000	\$2,500,000	\$2,500,000	\$1,000,000	\$7,000,000

#### YR1

Adopt, update, and implement common core standards and early childhood standards.

- Transition documents and supporting materials 5 content areas x \$100,000 = \$500,000
- PD development and online delivery tool = \$500,000

#### YR2

Adopt and implement agricultural education, fine arts, health, information, communications technology, and media literacy content areas standards

- Transition documents and supporting materials 5 content areas x \$100,000 = \$500,000
- PD development and online delivery tool = \$2,000,000

#### YR3

Adopt and implement family and consumer sciences, health sciences, technology and engineering, skilled sciences, science, and social studies content areas standards

- Transition documents and supporting materials 5 content areas x \$100,000 = \$500,000
- PD development and online delivery tool = \$2,000,000

#### YR4

Adopt and implement technology and engineering, skilled sciences, business, marketing and information technology science, physical education and world languages content areas standards

- Transition documents and supporting materials 5 content arease x \$100,000 = \$500,000
- PD development and online delivery tool = \$500,000

**Project 4: Model Curriculum (Section B3)**

Missouri will develop a model curriculum framework consisting of course descriptions, unit outlines, measurable objectives, benchmark assessments and scoring guides, suggested evidence-based instructional strategies, instructional timelines, and a state online instruction support environment tied to the Common Core K-12 Standards and all other content areas in the P-12 spectrum. Design and disseminate grade/subject specific professional development to support the implementation of the model curriculum for all content areas, including the construction and administration of formative, interim/benchmark assessments to efficiently determine student needs, and the documentation of effective instructional strategies to shape future instruction.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Develop model curriculum and supporting resources for all P12 content areas.	\$1,000,000	\$500,000	\$200,000	\$250,000	\$1,400,000
Develop Professional Development to support implementation of the P12 Spectrum Model Curriculum (B3)	\$1,000,000	\$1,500,000	\$800,000	\$250,000	\$5,000,000
	\$2,000,000	\$2,000,000	\$1,000,000	\$500,000	\$5,500,000

**YR1**

Adopt and implement model curriculum based on common core standards and early childhood standards.

- Transition documents and supporting materials 5 content areas x \$100,000 = \$500,000
- PD development and online delivery tool = \$500,000

**YR2**

Adopt and implement model curriculum based on agricultural education, fine arts, health, information, communications technology, and media literacy content areas standards

- Transition documents and supporting materials 5 content areas x \$40,000 = \$200,000
- PD development and online delivery tool = \$2,000,000

**YR3**

Adopt and implement model curriculum based on family and consumer sciences, health sciences, technology and engineering, skilled sciences, science, and social studies content areas standards

- Transition documents and supporting materials 5 content areas x \$40,000 = \$200,000
- PD development and online delivery tool = \$2,000,000

YR4

Adopt and implement model curriculum based on technology and engineering, skilled sciences, business, marketing and information technology science, physical education and world languages content areas standards

- Transition documents and supporting materials 5 content arease x \$100,000 = \$500,000
- PD development and online delivery tool = \$500,000

## C. Data Systems

### **Project 5: MO Broadband Now (Section C2)**

The Missouri Department of Elementary and Secondary Education, in cooperation with the Missouri Department of Transportation and the Missouri Office of Administration, will implement the MoBroadbandNow initiative. The initial plans were developed collaboratively by the State of Missouri, Sho-Me Technologies LLC (a subsidiary of Sho-Me Electric Cooperative), and MOREnet. Through detailed demographic and other data, these three partners have identified a network footprint that will reach the remote areas of Missouri most in need of connectivity. The network will reach from the northern border of Missouri to the southern boot heel, including over 2,500 miles of fiber optic cable. It will reach the most rural areas of the state – those where 2/3 Missouri school districts currently have very limited connectivity – with 93 span segments passing through over 300 rural towns, serving a total population of over 1.5 million. Nearly 200 fiber-connected towers will be sited in towns with a population under 1,000.

Primary beneficiaries of the MoBroadbandNow project will be the students, teachers and leaders at each school building. The project will have numerous secondary beneficiaries as well. To the extent that, in rural communities, schools serve as community focal points, those who use the schools – business groups, civic organizations, youth groups – for community activities will benefit as well. The project will facilitate communications among community groups and the schools and expedite business relationships. Parents will benefit from new communication links to their children’s schools.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Phase I: Rural Areas \$148,000,000 State match \$25,000,000	\$173,000,000				\$173,000,000
Phase II: Urban Areas	\$75,000,000				\$75,000,000
	\$248,000,000				\$248,000,000

**DISTRICT 50% for connectivity “Last Mile” (district) See Appendix 15 for the detailed distribution by school district. \$4.5 mil X 4 years = \$18,000,000**

**Support of local infrastructure for on-line assessments. See Appendix 16 for the district level survey results. = \$50,000,000**

**Project 6: Expansion of Missouri Consolidated Data System (Section C3i)**

DESE will direct and manage the implementation of the Missouri Comprehensive Data System containing P-20 longitudinal data from multiple sources and state agencies for use by all stakeholders for instructional, research and planning purposes. Over a four-year period costs will be transitioned to LEAs. Current developments have been made possible with a 2009 IES/LDS grant.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Updates to the data warehouse and reports added to the Show-Me from Sections B, D, and E \$2 per student X 1,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$8,000,000
	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$8,000,000

**DISTRICT 50% to implement a statewide student information management system**

**\$8 per student X 1,000,000 X 3 = \$24,000,000**

**\$50,000 per district for transition costs X 513 participating districts = \$49,650,000**

**Project 7: Data Certification Process (Section C3ii)**

The most elegant and sophisticated data system is no better than the abilities of the end-users – teachers and administrators – to apply the data to make improved decisions. The Missouri Data Team model, already in use by exemplary Missouri districts with a history of improving student results, will become the state standard. Equipped with common access to data, Missouri will have Certified Data Teams in every district by the summer of 2011, and in every school by the summer of 2012. Certification of Data Teams depends not only upon initial training in the Data Teams protocols, but also in the provision of

evidence at annual web-based and live Data Expositions that teachers and administrators have used the *Data Teams findings to improve instruction and leadership and, in turn, improve student results.*

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Development of the curriculum and materials to be used with the certification process.	\$200,000	\$50,000	\$50,000	\$50,000	\$350,000
	\$200,000	\$50,000	\$50,000	\$50,000	\$350,000

**DISTRICT 50% District implementation \$6,000 per team -- 513 districts to be trained by June 2011 and 2217 buildings trained by June 2012 = \$16,380,000**

**Project 8: Missouri Rapid-Time Teacher Data System (Section C3ii)**

The missing link in most data systems is an exclusive focus on “effect” data – test scores and student demographic. But the weight of research evidence is that teaching is the critical variable in improving student performance. The Missouri Rapid-Time Teacher Data System provides the “cause” data to fill this essential information gap. For example, if the Student Data System indicates that there is a critical and immediate need for improved performance in 4th grade math, then effective intervention depends upon an understanding of the cause. *This system links student reports to the real-time practices of the classroom teacher, so that interventions are specific and targeted to student needs.*

**DISTRICT 50% to implement Rapid-Time Teacher Data System:**

- **\$5,000 - \$6,000 on average per district (one time set-up) x 500 districts = \$3,000,000**
  - **\$24 per teacher(70,000) per year = \$1,680,000**
  - **\$4 per observer/ principal (4,000) per year = \$16,000**
- TOTAL = \$9,784,000**

**Project 9: National Research (C)(3)**

The Missouri Comprehensive Data System will not only serve as a *national treasure of data for long-term studies*, but will also help policymakers address specific topics of immediate concern. The mini-grant concept will also encourage researchers to narrow their focus, test explicit hypotheses, and deliver findings in a quick turnaround environment that is most relevant to the needs of teachers, leaders, and policymakers. The state will provide mini-grants to universities, colleges, school-based researchers, and independent researchers to investigate narrowly focused questions.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Kansas City Area Educational Research Consortium 28 school districts and 24 charter schools.	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000
Analysis of teacher effect	\$275,000	\$275,000	\$275,000	\$275,000	\$1,100,000

data					
Analysis to determine the support of funding exclusively for professional development programs that are demonstrably successful in improving teacher effectiveness and student learning and cease funding to those activities that do not demonstrate results.	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000
Analysis to review a process to inform decisions about which interventions are most appropriate	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000
Analysis to establish detailed yearly and interim benchmarks and define a set of leading indicators to inform LEAs' definition of "success" in a 2-3 year timeframe.	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000
Analysis to establish early-warning systems to identify students at risk of failing to achieve high standards or to graduate.	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000
	\$900,000	\$900,000	\$900,000	\$900,000	\$3,600,000

**D. Great Teachers and Leaders**

**Project 10: Model Educator Performance Assessment(D) (2) (ii)**

DESE will collaboratively revise and implement a model educator performance assessment for LEAs to use and adapt for the evaluation of teacher and leader performance. The revised performance assessment

characteristics are described in (D) (2) (ii). In conjunction with the revision of the educator performance assessment process, DESE will develop data collection mechanisms, an educator rating system, and public reports. LEAs will participate in training, train staff to use the revised model, and will report required data elements to DESE.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Model Educator Performance Assessment (note details below)	\$800,000	\$266,000	\$736,000	\$675,000	\$2,477,000
	\$800,000	\$266,000	\$736,000	\$675,000	\$2,477,000

YR1

- Revise model educator performance assessment in collaboration and consultation with LEAs, higher education, and professional organizations (focus groups, forums, writing team). - \$500,000
- Pilot the model educator performance assessment in no less than 75 LEAs (design training, conduct training, monitor pilot sites [quality assurance] and reporting, collect feedback [focus groups and forums] and evaluation data - \$200,000
- Pilot data collection mechanisms, the educator rating system, and public reports (report design, data collection mechanisms, population of reports, and feedback on usefulness of reports). - \$100,000

## YR2

- Review pilot results and feedback on the educator performance assessment, reporting mechanisms, and reports.- \$12,500
- Revise all aspects of the educator performance assessment system based on the pilot results. - \$13,500
- Implement the model educator performance assessment in no less than 135 LEAs (training design, training, monitoring pilot [quality assurance] reporting, feedback collection [focus groups and forums] and evaluation). - \$200,000
- Data collection mechanisms, the educator rating system, and public reports (report design, data collection mechanisms, populating reports, collect feedback on usefulness of reports). - \$40,000

## YR3

- Review for and make any necessary revisions to the educator performance assessment system based on the pilot results. - \$10,000
- Implement the model educator performance assessment in no less than 391 LEAs (training design, training, monitoring pilot [quality assurance] reporting, feedback collection [focus groups and forums] and evaluation). - \$425,000
- Data collection mechanisms, the educator rating system, and public reports (report design, data collection mechanisms, populating reports, collect feedback on usefulness of reports). - \$40,000

## YR4

- Revise all aspects of the educator performance assessment system based on the pilot results. - \$10,000
- Implement the model educator performance assessment in 561 LEAs (training design, training, monitoring pilot [quality assurance] reporting, feedback collection [focus groups and forums] and evaluation). \$655,000
- Data collection mechanisms, the educator rating system, and public reports (report design, data collection mechanisms, populating reports, collect feedback on usefulness of reports). \$10,000

### **Project 11: Improving Teacher Preparation (D)(4)**

Missouri will create a rating system for teacher and leader preparation programs. The implementation of a revised set of MoSTEP standards and the recently-completed linkages between student achievement and preparation programs provide research-based, high quality information that will be used in making decisions relating to preparation program improvement and continuing approval. The Missouri Comprehensive Data System [described in more detail in Section (C)] will provide the State with enhanced capacity to link and offer multivariate analyses related to student achievement data for all

educator preparation entities and publicly report the results. In 2010-11, in collaboration with key stakeholder groups, DESE will create a rating system for teacher preparation programs based on the effectiveness of their graduates as measured in part by growth in student achievement. Missouri will align the standards-based evaluation tools for educator preparation program improvement and provide support for educator preparation entities as they aim to maintain high performance or improve on poor results.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Create a rating system for teacher and leader preparation programs based on the effectiveness of their graduates. Publicize results	\$800,000	\$266,000	\$736,000	\$675,000	\$2,477,000
	\$800,000	\$266,000	\$736,000	\$675,000	\$2,477,000

## **E. Turning around the Lowest-Achieving Schools**

### **Project 12: Missouri Turnaround Model (E2)**

Missouri has ambitious yet attainable plans to turn around its lowest-performing buildings. The State will support LEAs in their immediate turnaround efforts through the development of a Missouri Turnaround Model. In transitioning from the UVA/PLE training to a localized delivery of turnaround training, Missouri will reach more of its teachers and leaders. The overarching goal of this grant proposal is to improve the human capital within the state by providing teachers and principals with meaningful opportunities to develop essential knowledge and skills and holding them accountable for improving outcomes for all students.

The focus of the Missouri Turnaround Model is to work with existing teachers and leaders throughout the state. It is the intent that through collaborative efforts with education preparation programs, future

teachers in this state will have the opportunity to garner such skills through their induction into the profession.

The majority of identified lowest performing schools will be funded through the funds the department receives under Section 1003(g) of the Elementary and Secondary Education Act of 1965. An additional 5 will be supported through funds requested in this grant.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Training for turnaround specialists  Yr1 \$35,000 per principal (57 principals)  Yr2 Phase II – of original 57 principals \$15,000 per principal and add on 4 new principals  Yr3 Phase II – of original 57 principals \$15,000 per principal and add on 4 new principals  Yr4 Phase II – of original 57 principals \$15,000 per principal and add on 4 new principals	\$1,500,000	\$1,000,000	\$1,000,000	\$1,000,000	\$3,750,000

5 turnaround schools \$500,000 per year for 3 years.	\$1,500,000	\$2,500,000	\$2,500,000	\$1,500,000	\$7,500,000
	\$3,000,000	\$3,500,000	\$3,500,000	\$2,500,000	\$11,250,000

**DISTRICT 50% through the 50% district match, to create disproportionately attractive working conditions in high-need or hard-to-staff schools**

**\$5,000 bonus to teachers ( $\$5,000 * 1937(\text{teach/princ}) * 4 \text{ years}$ ) = \$38,740,000 million**

**Project 13: Regional Education Services for Leadership and Training (RESLTs) Centers (E2)**

Missouri is the eighteenth largest state in the U.S. based on population and encompasses a geographic range spanning 300 miles by 250 miles. Its five hundred fifty-six LEAs are quite diverse and serve urban, suburban and rural areas, with student populations ranging from 24 to 27,000. Although the state department of education agency is housed in the state’s capital city centrally located within the state, its location does not provide for frequent and easy access to LEAs most in need of support nor does its location attract personnel possessing skills most reflective of the versatile needs of the populations being served in the persistently lowest-performing buildings. Services through newly established Regional Education Services for Leadership and Training (RESLTs) centers will serve as true extensions of DESE and will provide meaningful, accessible support (including technical assistance to building and district-level teachers and administrators in the use of the Missouri Comprehensive Data System; accountability supports for continued school improvement in the lowest-achieving buildings; leadership for turnaround efforts in failing schools and LEAs; individualized professional development for teachers and leaders; and assistance in integrating social services, health services and other services to children and families) to those with the greatest need. The Department will issue RFPs to acquire service providers for each site to assist in staffing each regional center.

Missouri’s plan is to create centers with the capacity to support 100,000 students. These centers will be staffed with the distribution of DESE staff and contracted services determined by needs of the population being served. Facility costs were determined based upon the State Office of Administration rates; which bases costs on square footage per employee. Additional start-up costs reflect the need to expand the centers’ reach through virtual training opportunities and technologically advanced systems. The centers will be implemented in three stages:

Phase I of implementation includes identifying areas of greatest need in state and securing facilities and skeletal staff for the first three centers. This skeletal staff will be supported through the reallocation of FTEs. Additional costs reflect intense training needs for staff and start-up costs.

Phase II of the project will include the evaluation and improvements of first centers and the costs associated with the addition of three more centers.

Phase III, which will begin in year III of this grant period, includes plans to add up to four centers and to further concentrate on transition to sustainability absent grant funding. Year III facilities costs represent costs for ten centers. Year IV reflects of costs for 7 centers and 50% cost for initial 3 centers to support transition out of grant funding.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Facilities (\$36,000 per year * 10) \$3,600 per month 3, 3, 4, yr 4 50% of the first 3	\$108,000	\$216,000	\$360,000	\$306,000	\$990,000
Contracted Services (Years 1 and 2 \$120,000/person – including fringe years 3 and 4 \$130,000)	\$1,800,000	\$7,200,000	\$13,000,000	\$9,100,000	\$31,100,000
Evaluation of centers	\$0	\$800,000	\$1,600,000	\$940,000	\$3,340,000
	\$1,908,000	\$8,216,000	\$14,960,000	\$10,346,000	\$35,430,000

**Project 14: Braided System of Support:**

Missouri has goals for the long term success for its future by ensuring that all students exit high school ready to be successful. Plans include working in collaboration with organizations and social service providers to improve high school and college completion and to establish early warning systems to identify students at risk of academic failure. It is equally important that students enter Kindergarten ready for success. To that end early learning programs to ensure a strong foundation and early intervention for all children will be implemented to prevent the need for turnaround in the future.

Missouri will develop a state model for a “braided,” seamless, community-based system of early education and support, including education, health and social services, for children and families to ensure that every child is ready for success in kindergarten. Provide initial funding to be phased out over 3 years to assist LEAs in adopting the state model or developing such early learning programs.

**DISTRICT 50% Universal Access to public education 2 years before entering Kindergarten  
Begin by providing services to the students most in need. DESE's long term strategic plan is to  
request funding for the state foundation formula to provide access to all students by the 2014-15  
school year. For this budget the following formula was used -- 120,000 students X .40 X .48(state  
poverty rate) X \$5,000 per student. = \$115,200,000**

**Project 15: Charter School Oversight \$500,000 (F2)**

Develop and implement standards for charter sponsorship based on the National Association of Charter School Authorizer’s (NACSA) Principles and Standards for Quality Charter School Authorizing. Develop and implement a process for evaluating charter school sponsors to improve performance and ensure accountability for the oversight of charter schools in their portfolio (based on work being completed by NACSA and being implemented in WI, CO and NM)

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Charter School Oversight	\$100,000	\$250,000	\$150,000	\$0	\$500,000

**YR1**

Development of standards for charter sponsorship in Missouri. Begin work on the development of an evaluation tool, based on these standards to be utilized by the Department of Elementary and Secondary Education in the evaluation of charter school sponsors.

**YR2**

Ongoing development of the sponsor evaluation tool, based on the standards of Missouri charter sponsorship (to be developed as indicated above) to be utilized by the Department of Elementary and Secondary Education in the evaluation of charter school sponsors.

**YR3**

Training in the use of the evaluation model. Technical assistance for Department staff as evaluation tool is piloted in a sample of charter school sponsors. Final revisions made to evaluation tool.

**YR4**

Ongoing cost of this program include utilization of charter school office staff and per diem amounts to be paid to other individuals who participate as part of the team in the sponsor review. Sponsors to be evaluated in a 3 year cycle (4 sponsors per year, number to change if the number of sponsors increase). Approximate team size dependent on the number of schools in the sponsor’s portfolio. Approximate per diem: \$100 per day.



**Project 16: STEM (Priority Area, D and E)**

The Preliminary Scope of Work for Missouri’s reform plans include, as a state action, the updating of Missouri high school graduation requirements to encourage dual credit, internship, and STEM opportunities for all students. An additional State action will be collaborative as well – the State will develop, in collaboration with institutions of higher education, incentives for teacher preparation programs to identify and recruit individuals into STEM related areas. As part of its Great Teachers and Leaders effort, Missouri will advance strategies to improve STEM teaching and increase the number of teachers in STEM related fields.

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Provide competitive grants to teacher and leader preparation programs to focus on STEM and other high need areas. 500 new teachers in a 3 year period -- recruit, complete degree in educator prep in 3 years and retain them for 5 years in STEM or other high need areas. Maximum \$20,000 per teacher	\$1,250,000	\$1,250,000	\$1,250,000	\$1,250,000	\$5,000,000

**DISTRICT 50% to update and Implement Missouri High School Graduation Requirements to include Dual Credit, Internship and STEM opportunities for all students. (B3) Provide funding for competitive LEA grants to afford all students in the class of 2012 the opportunity to take one college-level course and at least one field career experience.(B2) And to to afford all students in the class of 2014 the opportunity to take 60 college credit hours and participate in at least one field career experience. (B5) Pay for part of masters expect district to match state competitive grant minimally (masters 30 hrs \* \$300) \$9,000 per educator -- 23,000 HS teachers 20% teaching STEM (4555 teachers) = \$40,995,000**

<b>Summary of Contractual Costs</b>					
Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Project Management	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$12,000,000
MOSAIC	\$1,080,000	\$3,528,000	\$1,638,000	\$1,638,000	\$7,884,000
Common Core Standards	\$1,000,000	\$2,500,000	\$2,500,000	\$1,000,000	\$7,000,000
Missouri Model Curriculum	\$2,000,000	\$2,000,000	\$1,000,000	\$500,000	\$5,500,000
MO Broadband Now	\$248,000,000	\$0	\$0	\$0	\$248,000,000
MO Comprehensive Data System	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$8,000,000
Data Team Certification	\$200,000	\$50,000	\$50,000	\$50,000	\$350,000
Real Time Teacher Data System*					
National Research	\$900,000	\$900,000	\$900,000	\$900,000	\$3,600,000
Educator Evaluation System	\$800,000	\$266,000	\$736,000	\$675,000	\$2,477,000
Improving Teacher Preparation	\$800,000	\$266,000	\$736,000	\$675,000	\$2,477,000
Missouri Turnaround Model	\$3,000,000	\$3,500,000	\$3,500,000	\$2,500,000	\$12,500,000
RESLTs Centers	\$1,908,000	\$8,216,000	\$14,960,000	\$10,346,000	\$35,430,000
Braided System of Support*					
Charter School Oversight	\$100,000	\$250,000	\$150,000		\$500,000

STEM	\$1,250,000	\$1,250,000	\$1,250,000	\$1,250,000	\$5,000,000
TOTAL	\$266,038,000	\$27,726,000	\$32,420,000	\$24,534,000	\$350,718,000

\*District 50% flow through – described in budget narrative

**7. Training Stipends**

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Expenses would be defined with each participating districts budgets.

**8. Other**

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No expenses anticipated

**9. Total Direct Costs**

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<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Total</b>
9. Total Direct Costs (lines 1-8)	\$266,970,500	\$28,664,180	\$33,443,087	\$25,247,232	\$354,324,999

**10. Indirect Costs**

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<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Total</b>
10. Indirect Costs*	\$26,357,117	\$2,764,791	\$3,230,082	\$2,449,976	\$34,801,965

**11. Funding for Involved LEAs**

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No funding for this category requested.

**12. Supplemental Funding for Participating LEAs**

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No funding for this category requested.

**13. Totals Costs (lines 9-12)**

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<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Total</b>
13. Total Costs (lines 9-12)	\$293,327,617	\$31,428,971	\$36,673,169	\$27,697,207	\$389,126,964

### Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input checked="" type="radio"/> NO <input type="radio"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy): From: 07/01/2009 To: 06/30/2001</p> <p>Approving Federal agency: <u>XXX</u> ED ___ Other (Please specify agency): <u>USDOE</u></p>
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Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
  - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
  - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.
3. If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

**VI. PARTICIPATING LEA MEMORANDUM OF UNDERSTANDING**  
**(Appendix D in the Notice of Final Priorities, Requirements, Definitions, and**  
**Selection Criteria; and in the Notice Inviting Applications)**

**Background for Memorandum of Understanding**

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Participating LEAs (as defined in this notice) in a State's Race to the Top plans are required to enter into a Memorandum of Understanding (MOU) or other binding agreement with the State that specifies the scope of the work being implemented by the participating LEA (as defined in this notice).

To support States in working efficiently with LEAs to determine which LEAs will participate in the State's Race to the Top application, the U.S. Department of Education has produced a model MOU, which is attached. This model MOU may serve as a template for States; however, States are not required to use it. They may use a different document that includes the key features noted below and in the model, and they should consult with their State and local attorneys on what is most appropriate for their State that includes, at a minimum, these key elements.

The purpose of the model MOU is to help to specify a relationship that is specific to Race to the Top and is not meant to detail all typical aspects of State/LEA grant management or administration. At a minimum, a strong MOU should include the following, each of which is described in detail below: (i) terms and conditions; (ii) a scope of work; and, (iii) signatures.

(i) Terms and conditions: Each participating LEA (as defined in this notice) should sign a standard set of terms and conditions that includes, at a minimum, key roles and responsibilities of the State and the LEA; State recourse for LEA non-performance; and assurances that make clear what the participating LEA (as defined in this notice) is agreeing to do.

(ii) Scope of work: MOUs should include a scope of work (included in the model MOU as Exhibit I) that is completed by each participating LEA (as defined in this notice). The scope of work must be signed and dated by an authorized LEA and State official. In the interest of time and with respect for the effort it will take for LEAs to develop detailed work plans, the scope of work submitted by LEAs and States as part of their Race to the Top applications may be preliminary. Preliminary scopes of work should include the portions of the State's proposed reform plans that the LEA is agreeing to implement. (Note that in order to participate in a State's Race to the Top application an LEA must agree to implement all or significant portions of the State's reform plans.)

If a State is awarded a Race to the Top grant, the participating LEAs (as defined in this notice) will have up to 90 days to complete final scopes of work (which could be attached to the model MOU as Exhibit II), which must contain detailed work plans that are consistent with the preliminary scope of work and with the State's grant application, and should include the participating LEA's (as defined in this notice) specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures.

(iii) Signatures: The signatures demonstrate (a) an acknowledgement of the relationship between the LEA and the State, and (b) the strength of the participating LEA's (as defined in this notice) commitment.

- With respect to the relationship between the LEA and the State, the State's counter-signature on the MOU indicates that the LEA's commitment is consistent with the requirement that a participating LEA (as defined in this notice) implement all or significant portions of the State's plans.
- The strength of the participating LEA's (as defined in this notice) commitment will be demonstrated by the signatures of the LEA superintendent (or an equivalent authorized signatory), the president of the local school board (or equivalent, if applicable) and the local teacher's union leader (if applicable).

Please note the following with regard to the State's Race to the Top application:

- In its application, the State need only provide an example of the State's standard Participating LEA MOU; it does not have to provide copies of every MOU signed by its participating LEAs (as defined in this notice). If, however, States and LEAs have made any changes to the State's standard MOU, the State must provide description of the changes that were made. Please note that DESE may, at any time, request copies of all MOUs between the State and its participating LEAs.
- Please see criterion (A)(1)(ii) and (A)(1)(iii), and the evidence requested in the application, for more information and ways in which States will be asked to summarize information about the LEA MOUs.

## **Model Participating LEA Memorandum of Understanding**

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This Memorandum of Understanding (“MOU”) is entered into by and between \_\_\_\_\_ (“State”) and \_\_\_\_\_ (“Participating LEA”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

### **I. SCOPE OF WORK**

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State’s proposed reform plans (“State Plan”) the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or significant portions of the State Plan.)

### **II. PROJECT ADMINISTRATION**

#### **A. PARTICIPATING LEA RESPONSIBILITIES**

In assisting the State in implementing the tasks and activities described in the State’s Race to the Top application, the Participating LEA sub grantee will:

- 1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (“ED”);
- 3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

#### **B. STATE RESPONSIBILITIES**

In assisting Participating LEAs in implementing their tasks and activities described in the State’s Race to the Top application, the State grantee will:

- 1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;
- 2) Timely distribute the LEA’s portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;
- 3) Provide feedback on the LEA’s status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

#### **C. JOINT RESPONSIBILITIES**

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.

- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

**D. STATE RECOURSE FOR LEA NON-PERFORMANCE**

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

**III. ASSURANCES**

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,
- 4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
- 5) Will comply with all of the terms of the Grant, the State's sub grant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**IV. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

**V. DURATION/TERMINATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

**VI. SIGNATURES**

**LEA Superintendent** (or equivalent authorized signatory) - required:

\_\_\_\_\_

Signature/Date

\_\_\_\_\_

Print Name/Title

**President of Local School Board** (or equivalent, if applicable):

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Signature/Date

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Print Name/Title

**Local Teachers' Union Leader** (if applicable):

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Signature/Date

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Print Name/Title

**Authorized State Official** - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

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Signature/Date

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Print Name/Title

**A. EXHIBIT I – PRELIMINARY SCOPE OF WORK**

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
<b>B. Standards and Assessments</b>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		
<b>C. Data Systems to Support Instruction</b>		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems		
(ii) Professional development on use of data		
(iii) Availability and accessibility of data to researchers		
<b>D. Great Teachers and Leaders</b>		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth		
(ii) Design and implement evaluation systems		
(iii) Conduct annual evaluations		
(iv)(a) Use evaluations to inform professional development		
(iv)(b) Use evaluations to inform compensation, promotion, and retention		
(iv)(c) Use evaluations to inform tenure and/or full certification		
(iv)(d) Use evaluations to inform removal		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development		
(ii) Measure effectiveness of professional development		
<b>E. Turning Around the Lowest-Achieving Schools</b>		
(E)(2) Turning around the lowest-achieving schools		

**For the Participating LEA**

**For the State**

\_\_\_\_\_  
**Authorized LEA Signature/Date**

\_\_\_\_\_  
**Authorized State Signature/Date**

\_\_\_\_\_  
**Print Name/Title**

\_\_\_\_\_  
**Print Name/Title**

**VII. SCHOOL INTERVENTION MODELS**  
**(Appendix C in the Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; and in the Notice Inviting Applications)**

There are four school intervention models referred to in Selection Criterion (E)(2): turnaround model, restart model, school closure, or transformation model. Each is described below.

- (a) Turnaround model. (1) A turnaround model is one in which an LEA must--
- (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
  - (ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
    - (A) Screen all existing staff and rehire no more than 50 percent; and
    - (B) Select new staff;
  - (iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
  - (iv) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
  - (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
  - (vi) Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards;
  - (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
  - (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
  - (ix) Provide appropriate social-emotional and community-oriented services and supports for students.
- (2) A turnaround model may also implement other strategies such as—
- (i) Any of the required and permissible activities under the transformation model; or
  - (ii) A new school model (*e.g.*, themed, dual language academy).

(b) Restart model. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a

rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model. A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff with ongoing, high-quality, job-embedded professional development (*e.g.*, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide “response-to-intervention” model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

If a school identified as a persistently lowest-achieving school has implemented, in whole or in part within the last two years, an intervention that meets the requirements of the turnaround, restart, or transformation models, the school may continue or complete the intervention being implemented.

## **VIII. SCORING RUBRIC**

### **(Appendix B in the Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; and in the Notice Inviting Applications)**

#### **I. Introduction**

To help ensure inter-reviewer reliability and transparency for State Race to the Top applicants, the U.S. Department of Education has created and is publishing a rubric for scoring State applications. The pages that follow detail the rubric and allocation of point values that reviewers will be using. Race to the Top grants will be awarded on a competitive basis to States in two phases. The rubric will be used by reviewers in each phase to ensure consistency across and within review panels.

The rubric allocates points to each criterion and, in selected cases, to sub-criteria as well. In all, the Race to the Top scoring rubric includes 19 criteria and one competitive priority that collectively add up to 500 points. Several of these criteria account for a large number of points; others account for a comparatively small portion of a State's score.

It is important to emphasize that over half the points that reviewers may award to States are based on States' accomplishments prior to applying—their successes in increasing student achievement, decreasing the achievement gaps, increasing graduation rates, enlisting strong statewide support and commitment to their proposed plans, and creating legal conditions conducive to education reform and innovation. Finally, it bears underscoring that reviewers will be assessing multiple aspects of States' Race to the Top applications. States that fail to earn points or earn a low number of points on one criterion, can still win a Race to the Top award by presenting strong applications and histories of accomplishments on other criteria.

Notwithstanding the guidance being provided to reviewers, reviewers will still be required to make many thoughtful judgments about the quality of States' applications. Beyond judging a State's commitment to the four reform areas specified in the ARRA, reviewers will be assessing, based on the criteria, the comprehensiveness and feasibility of States' applications and plans. Reviewers will be asked to evaluate, for example, if States have set ambitious but achievable annual targets in their applications. Reviewers will need to make informed judgments about States' goals, the activities the State has chosen to undertake and the rationales for such activities, and the timeline and credibility of State plans.

Applicants address the absolute and competitive priorities throughout their applications. The absolute priority must be met in order for an applicant to receive funding. Applications that address the competitive priority comprehensively will earn extra points under that priority. Invitational priorities are extensions to the core reform areas; applicants are invited to address these, but are not granted additional points for doing so.

In this appendix there is information about the point values for each criterion and priority, guidance on scoring, and the rubric that will be provided to reviewers.

## II. Points Overview

The chart below shows the maximum number of points that may be assigned to each criterion.

Selection Criteria	Points	Percent
<b>A. State Success Factors</b>	125	25%
(A)(1) Articulating State's education reform agenda and LEAs' participation in it	65	
(i) Articulating comprehensive, coherent reform agenda	5	
(ii) Securing LEA commitment	45	
(iii) Translating LEA participation into statewide impact	15	
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	
(i) Ensuring the capacity to implement	20	
(ii) Using broad stakeholder support	10	
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	
(i) Making progress in each reform area	5	
(ii) Improving student outcomes	25	
<b>B. Standards and Assessments</b>	70	14%
(B)(1) Developing and adopting common standards	40	
(i) Participating in consortium developing high-quality standards	20	
(ii) Adopting standards	20	
(B)(2) Developing and implementing common, high-quality assessments	10	
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	
<b>C. Data Systems to Support Instruction</b>	47	9%
(C)(1) Fully implementing a statewide longitudinal data system	24	
(C)(2) Accessing and using State data	5	
(C)(3) Using data to improve instruction	18	
<b>D. Great Teachers and Leaders</b>	138	28%
Eligibility Requirement (b)	eligibility	
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	
(D)(2) Improving teacher and principal effectiveness based on performance	58	
(i) Measuring student growth	5	
(ii) Developing evaluation systems	15	
(iii) Conducting annual evaluations	10	
(iv) Using evaluations to inform key decisions	28	
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	
(D)(5) Providing effective support to teachers and principals	20	
<b>E. Turning Around the Lowest-Achieving Schools</b>	50	10%
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	
(E)(2) Turning around the lowest-achieving schools	40	
(i) Identifying the persistently lowest-achieving schools	5	
(ii) Turning around the persistently lowest-achieving schools	35	
<b>F. General</b>	55	11%
Eligibility Requirement (a)	eligibility	
(F)(1) Making education funding a priority	10	
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	
(F)(3) Demonstrating other significant reform conditions	5	
Competitive Preference Priority 2: Emphasis on STEM	15	3%
<b>TOTAL</b>	<b>500</b>	<b>100%</b>
Subtotal: Accomplishments	260	52%
Subtotal: Plans	240	48%

### III. About Scoring

About State Reform Conditions Criteria: The goal for State Reform Conditions Criteria is to ensure that, wherever possible, reviewers are provided with criterion-specific guidance that is clear and specific, making the decisions as “objective” as possible. (See application requirement (d) for the guidance provided to States concerning responding to State Reform Conditions Criteria in their applications.)

About Reform Plan Criteria: For Reform Plan Criteria, reviewers will be given general guidance on how to evaluate the information that each State submits; this guidance will be consistent with application requirement (e). Reviewers will allot points based on the quality of the State’s plan and, where specified in the text of the criterion, whether the State has set ambitious yet achievable annual targets for that plan. In making these judgments, reviewers will consider the extent to which the State has:

- *A high-quality plan.* In determining the quality of a State’s plan for a given Reform Plan Criterion, reviewers will evaluate the key goals, the activities to be undertaken and rationale for the activities, the timeline, the parties responsible for implementing the activities, and the credibility of the plan (as judged, in part, by the information submitted as supporting evidence). States are required to submit this information for each Reform Plan Criterion that the State addresses. States may also submit additional information that they believe will be helpful to peer reviewers.
- *Ambitious yet achievable annual targets* (only for those criteria that specify this). In determining whether a State has ambitious yet achievable annual targets for a given Reform Plan Criterion, reviewers will examine the State’s targets in the context of the State’s plan and the evidence submitted (if any) in support of the plan. There is no specific target that reviewers will be looking for here; nor will higher targets necessarily be rewarded above lower ones. Rather, reviewers will reward States for developing targets that – in light of the State’s plan – are “ambitious yet achievable.”

Note that the evidence that States submit may be relevant both to judging whether the State has a high-quality plan and whether its annual targets are ambitious yet achievable.

About Assigning Points: For each criterion, reviewers will assign points to an application. In general, DESE has specified total point values at the criterion level and in some instances, at the sub-criterion level. In the cases where the point totals have not been allocated to sub-criteria, each sub-criterion is weighted equally.

The reviewers will use the general ranges below as a guide when awarding points.

Maximum Point Value	Quality of Applicant’s Response		
	Low	Medium	High
45	0 – 12	13 – 33	34 – 45
40	0 – 10	11 – 29	30 – 40
35	0 – 9	10 – 25	26 – 35
30	0 – 8	9 – 21	22 – 30
25	0 – 7	8 – 18	19 – 25

Maximum Point Value	Quality of Applicant's Response		
	Low	Medium	High
21	0 – 5	6 – 15	16 – 21
20	0 – 5	6 – 14	15 – 20
15	0 – 4	5 – 10	11 – 15
14	0 – 4	5 – 9	10 – 14
10	0 – 2	3 – 7	8 – 10
7	0 – 2	3 – 4	5 – 7
5	0 – 1	2 – 3	4 – 5

About Priorities: There are three types of priorities in the Race to the Top competition.

- The absolute priority cuts across the entire application and should not be addressed separately. It will be assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority. If an application has not met the priority, it will be eliminated from the competition.
- The competitive priority also cuts across the entire application. It is worth 15 points. Applicants will earn all or none of it, making it truly a competitive preference. In those cases where there is a disparity in the reviewers' determinations on the priority, DESE will award the competitive priority points only if a majority of the reviewers on a panel determine that an application should receive the priority points.
- The invitational priorities are addressed in their own separate sections. While applicants are invited to write to the invitational priorities, these will not earn points.

In the Event of a Tie: If two or more applications have the same score and there is not sufficient funding to support all of the tied applicants, the applicants' scores on criterion (A)(1)(ii), Securing LEA Commitment, will be used to break the tie.

#### IV. Reviewer Guidance for Criteria

##### A. State Success Factors

*General Reviewer Guidance for (A)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

*Reviewer Guidance Specific to (A)(1)(ii):*

- *The model Memorandum of Understanding (MOU), provided in Appendix D to this notice, is an example of a strong MOU.*

(A)(1) **(maximum total points: 65)** Articulating State's education reform agenda and LEAs' participation in it: The extent to which—

(i) **(maximum subpoints: 5)** The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application;

(ii) **(maximum subpoints: 45)** The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include—

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans;

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State’s Race to the Top plans; and

(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers’ union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) **(maximum subpoints: 15)** The LEAs that are participating in the State’s Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—

(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(c) Increasing high school graduation rates (as defined in this notice); and

(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year’s worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

*General Reviewer Guidance for (A)(2): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

(A)(2) **(maximum total points: 30)** Building strong statewide capacity to implement, scale up, and sustain proposed plans: The extent to which the State has a high-quality overall plan to—

(i) **(maximum subpoints: 20)** Ensure that it has the capacity required to implement its proposed plans by—

(a) Providing strong leadership and dedicated teams to implement the Statewide education reform plans the State has proposed;

(b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices’ effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;

(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;

(d) Using the funds for this grant, as described in the State’s budget and accompanying budget narrative, to accomplish the State’s plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State’s Race to the Top goals;

(e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) **(maximum subpoints: 10)** Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of statements or actions of support from—

(a) The State’s teachers and principals, which include the State’s teachers’ unions or statewide teacher associations; and

(b) Other critical stakeholders, such as the State’s legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

*General Reviewer Guidance for (A)(3): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks, and to the evidence requested in the application and presented by the applicant (if any).*

(A)(3) **(maximum total points: 30)** Demonstrating significant progress in raising achievement and closing gaps: The extent to which the State has demonstrated its ability to—

(i) **(maximum subpoints: 5)** Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms;

(ii) **(maximum subpoints: 25)** Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to—

(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and

(c) Increasing high school graduation rates.

## **B. Standards and Assessments**

### State Reform Conditions Criteria

*General Reviewer Guidance for (B)(1): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

#### Reviewer Guidance Specific to (B)(1)(i)(b) – Significant Number of States:

- “High” points for a significant number of States are earned if the consortium includes a majority of the States in the country.

- “Medium” or “low” points are earned if the consortium includes one-half of the States in the country or less.

Reviewer Guidance Specific to (B)(1)(ii):

- “High” points are earned for: Phase 1 applicants’ commitment to and progress toward adoption by August 2, 2010; and Phase 2 applicants’ adoption by August 2, 2010.
- No “Medium” points are assigned for this criterion.
- “Low” points are earned for a high-quality plan to adopt by a later specified date in 2010.
- No points are earned for a plan that is not high-quality or for a plan to adopt later than 2010.

(B)(1) **(maximum total points: 40)** Developing and adopting common standards: The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) **(maximum subpoints: 20)** The State’s participation in a consortium of States that—

(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

(b) Includes a significant number of States; and

(ii) **(maximum subpoints: 20)** (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.<sup>6</sup>

General Reviewer Guidance for (B)(2): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

Reviewer Guidance Specific to (B)(2)(ii) – Significant Number of States:

- “High” points for a significant number of States are earned if the consortium includes a majority of the States in the country.
- “Medium” or “low” points are earned if the consortium includes one-half of the States in the country or less.

(B)(2) **(maximum total points: 10)** Developing and implementing common, high-quality assessments: The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and

(ii) Includes a significant number of States.

<sup>6</sup> Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

Reform Plan Criteria

*General Reviewer Guidance for (B)(3): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

**(B)(3) (maximum total points: 20)** Supporting the transition to enhanced standards and high-quality assessments: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

**C. Data Systems to Support Instruction**

State Reform Conditions Criteria

*General Reviewer Guidance for (C)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

Reviewer Guidance Specific to (C)(1):

- Applicants earn two (2) points for every element the State has, out of 12 elements possible.

**(C)(1) (maximum total points: 24)** Fully implementing a statewide longitudinal data system: The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

Reform Plan Criteria

*General Reviewer Guidance for (C)(2): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

**(C)(2) (maximum total points: 5)** Accessing and using State data: The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system

are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.<sup>7</sup>

*General Reviewer Guidance for (C)(3): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

**(C)(3) (maximum total points: 18) Using data to improve instruction:** The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals, and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).

## **D. Great Teachers and Leaders**

### State Reform Conditions Criteria

*General Reviewer Guidance for (D)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

#### Reviewer Guidance Specific to (D)(1):

- *The criterion must be judged for both teachers and principals.*

#### Reviewer Guidance Specific to (D)(1)(i):

- *“High” points are earned by States that have alternative routes that (a) permit providers who operate independently of institutions of higher education (IHEs), and (b) include at least 4 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).*

<sup>7</sup> Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

- “Medium” points are earned by States that have alternative routes that (a) permit providers who operate independently of IHEs, and (b) include at least 2 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).
- “Low” points are earned by States that have alternative routes that (a) do not permit providers who operate independently of IHEs, OR (b) include only 1 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).

(D)(1) **(maximum total points: 21)** Providing high-quality pathways for aspiring teachers and principals: The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

Reform Plan Criteria

General Reviewer Guidance for (D)(2): In judging the quality of the applicant’s response to this criterion and annual targets, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).

Reviewer Guidance Specific to (D)(2):

- The criterion must be judged for both teachers and principals.

(D)(2) **(maximum total points: 58)** Improving teacher and principal effectiveness based on performance: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) **(maximum subpoints: 5)** Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student;
- (ii) **(maximum subpoints: 15)** Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement;
- (iii) **(maximum subpoints: 10)** Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; and
- (iv) **(maximum subpoints: 28)** Use these evaluations, at a minimum, to inform decisions regarding—
  - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
  - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

- (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
- (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

*General Reviewer Guidance for (D)(3): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

**(D)(3) (maximum total points: 25) Ensuring equitable distribution of effective teachers and principals:** The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) **(maximum subpoints: 15)** Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; and

(ii) **(maximum subpoints: 10)** Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA.

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

*General Reviewer Guidance for (D)(4): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

*Reviewer Guidance Specific to (D)(4):*

- *The criterion must be judged for both teachers and principals.*

**(D)(4) (maximum total points: 14) Improving the effectiveness of teacher and principal preparation programs:** The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

*General Reviewer Guidance for (D)(5): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

**(D)(5) (maximum total points: 20) Providing effective support to teachers and principals:** The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high-need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

## **E. Turning Around the Lowest-Achieving Schools**

### *State Reform Conditions Criteria*

*General Reviewer Guidance for (E)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

#### *Reviewer Guidance Specific to (E)(1):*

- 10 points are earned by States that can intervene directly in both schools and LEAs.
- 5 points are earned by States that can intervene directly in either schools or LEAs, but not both.
- 0 points are earned by States that cannot intervene in either schools or LEAs.

**(E)(1) (maximum total points: 10) Intervening in the lowest-achieving schools and LEAs:** The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

### *Reform Plan Criteria*

*General Reviewer Guidance for (E)(2): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

**(E)(2) (maximum total points: 40) Turning around the lowest-achieving schools:** The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) **(maximum subpoints: 5)** Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and

(ii) **(maximum subpoints: 35)** Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools).

## F. General

### State Reform Conditions Criteria

*General Reviewer Guidance for (F)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

Reviewer Guidance Specific to (F)(1)(i):

- “High” points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education increased from FY2008 to FY2009.
- “Medium” points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education were substantially unchanged from FY2008 to FY2009.
- “Low” points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education decreased from FY2008 to FY2009.

(F)(1) **(maximum total points: 10)** Making education funding a priority: The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

*General Reviewer Guidance for (F)(2): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

Reviewer Guidance Specific to (F)(2)(i):

- “High” points are earned if the State either has no cap on the number of charter schools, or it has a “high” cap (defined as a cap such that, if it were filled,  $\geq 10\%$  of the total schools in the State would be charter schools); and the State does not have restrictions, such as those referenced in the “note to reviewers” below, that would be considered even mildly inhibiting.
- “Medium” points are earned if the State has a “medium” cap on the number of charter schools (defined as a cap such that, if it were filled,  $\geq 5\%$  and  $< 10\%$  of the total schools in the State would be charter schools); or the

*charter school law has sufficient flexibility to allow for an increase in the number of charter schools as if it were a medium or higher cap (e.g. by allowing for the creation of multiple campuses under the same charter); and the State does not have restrictions, such as those referenced in the “note to reviewers” below, that would be considered moderately or severely inhibiting.*

- *“Low” points are earned if the State has a “low” cap on the number of charter schools (defined as a cap such that, if it were filled, <5% of the total schools in the State would be charter schools) OR if the State has restrictions, such as those referenced in the “note to reviewers” below, that would be considered severely inhibiting.*
- *No points are earned if the State has no charter school law.*
- *Note to reviewers: Charter school laws are so complex that it is hard to write rules to capture each possible obstacle to charter school growth; therefore, this rubric is meant to guide reviewers, not to bind them. For example, if a State limits the number of charter schools by limiting the share of statewide or district-level funding that can go to charter schools, rather than by explicitly limiting the number of charter schools, reviewers should convert the funding restriction into an approximately equivalent limit on the number of schools and fit that into the guidelines here. As reviewers assess the inhibitions on charter schools, they should look for restrictions such as: disallowing certain types of charter schools (e.g., startups or conversions); restricting charter schools to operate in certain geographic areas; and limiting the number, percent, or demographics of students that may enroll in charter schools. Some States have “smart caps” designed to restrict growth to high-performing charter schools; this is not a problem unless it effectively restricts any new (i.e., unproven) charter schools from starting.*

Reviewer Guidance Specific to (F)(2)(iii):

- *“High” points are earned if the per-pupil funding to charter school students is  $\geq 90\%$  of that which is provided to traditional public school students.*
- *“Medium” points are earned if the per-pupil funding to charter school students is 80-89% of that which is provided to traditional public school students.*
- *“Low” points are earned if the per-pupil funding to charter school students is  $\leq 79\%$  of that which is provided to traditional public school students, or the State does not have a charter school law.*
- *No points are earned if the State has no charter school law.*

**(F)(2) (maximum total points: 40) Ensuring successful conditions for high-performing charter schools and other innovative schools:** The extent to which—

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools.

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools.

(iii) The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to

which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*General Reviewer Guidance for (F)(3): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

(F)(3) **(maximum total points: 5) Demonstrating other significant reform conditions:** The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

## V. Reviewer Guidance for Priorities

*Absolute Priority Guidance: The application will be judged to ensure that it has met the absolute priority set forth below. The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority. If an application has not met the priority, it will be eliminated from the competition.*

### Priority 1: Absolute Priority – Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

*Competitive Priority Guidance: The application will be judged to determine whether it has met the competitive preference priority set forth below. The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.*

### Priority 2: Competitive Preference Priority – Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (competitive preference points: 15, all or nothing)

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied

learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

*Invitational Priority Guidance: No points are awarded for invitational priorities.*

**Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes.**

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of pre-school programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between pre-school and kindergarten.

*Invitational Priority Guidance: No points are awarded for invitational priorities.*

**Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems.**

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State’s statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

*Invitational Priority Guidance: No points are awarded for invitational priorities.*

**Priority 5: Invitational Priority – P-20 Coordination, Vertical and Horizontal Alignment.**

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless pre-school-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

*Invitational Priority Guidance: No points are awarded for invitational priorities.*

**Priority 6: Invitational Priority – School-Level Conditions for Reform, Innovation, and Learning.**

The Secretary is particularly interested in applications in which the State’s participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as--

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school’s budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (*e.g.*, by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

## IX. APPLICATION REQUIREMENTS

(a) The State's application must be signed by the Governor, the State's chief school officer, and the president of the State board of education (if applicable). States will respond to this requirement in the application, Section III, Race to the Top Application Assurances. In addition, the assurances in Section IV must be signed by the Governor.

(b) The State must describe the progress it has made over the past several years in each of the four education reform areas (as described in criterion (A)(3)(i)).

(c) The State must include a budget that details how it will use grant funds and other resources to meet targets and perform related functions (as described in criterion (A)(2)(i)(d)), including how it will use funds awarded under this program to--

(1) Achieve its targets for improving student achievement and graduation rates and for closing achievement gaps (as described in criterion (A)(1)(iii)); the State must also describe its track record of improving student progress overall and by student subgroup (as described in criterion (A)(3)(ii)); and

(2) Give priority to high-need LEAs (as defined in this notice), in addition to providing 50 percent of the grant to participating LEAs (as defined in this notice) based on their relative shares of funding under Part A of Title I of the ESEA for the most recent year as required under section 14006(c) of the ARRA. (Note: Because all Race to the Top grants will be made in 2010, relative shares will be based on total funding received in FY 2009, including both the regular Title I, Part A appropriation and the amount made available by the ARRA).

(d) The State must provide, for each State Reform Conditions Criterion (listed in this notice) that it chooses to address, a description of the State's current status in meeting that criterion and, at a minimum, the information requested as supporting evidence for the criterion and the performance measures, if any (see Appendix A).

(e) The State must provide, for each Reform Plan Criterion (listed in this notice) that it chooses to address, a detailed plan for use of grant funds that includes, but need not be limited to--

(1) The key goals;

(2) The key activities to be undertaken and rationale for the activities, which should include why the specific activities are thought to bring about the change envisioned and how these activities are linked to the key goals;

(3) The timeline for implementing the activities;

(4) The party or parties responsible for implementing the activities;

(5) The information requested in the performance measures, where applicable (see Appendix A), and where the State proposes plans for reform efforts not covered by a specified performance measure, the State is encouraged to propose performance measures and annual targets for those efforts; and

(6) The information requested as supporting evidence, if any, for the criterion, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the State's plan.

(f) The State must submit a certification from the State Attorney General that—

(1) The State's description of, and statements and conclusions concerning State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation; and

(2) At the time the State submits its application, the State does not have any legal, statutory, or regulatory barriers at the state level to linking data on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation.

(g) When addressing issues relating to assessments required under the ESEA or subgroups in the selection criteria, the State must meet the following requirements:

(1) For student subgroups with respect to the NAEP, the State must provide data for the NAEP subgroups described in section 303(b)(2)(G) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622) (*i.e.*, race, ethnicity, socioeconomic status, gender, disability, and limited English proficiency). The State must also include the NAEP exclusion rate for students with disabilities and the exclusion rate for English language learners, along with clear documentation of the State's policies and practices for determining whether a student with a disability or an English language learner should participate in the NAEP and whether the student needs accommodations;

(2) For student subgroups with respect to high school graduation rates, college enrollment and credit accumulation rates, and the assessments required under the ESEA, the State must provide data for the subgroups described in section 1111(b)(2)(C)(v)(II) of the ESEA (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency); and

(3) For the assessments required under the ESEA, refer to section 1111(b)(3) of the ESEA; in addition, when describing this assessment data in the State's application, the State should note any factors (*e.g.*, changes in cut scores) that would impact the comparability of data from one year to the next.

## **X. REPORTING REQUIREMENTS**

A State receiving Race to the Top funds must submit to DESE an annual report which must include, in addition to the standard elements, a description of the State's and its LEAs' progress to date on their goals, timelines, and budgets, as well as actual performance compared to the annual targets the State established in its application with respect to each performance measure. Further, a State receiving funds under this program and its participating LEAs are accountable for meeting the goals, timelines, budget, and annual targets established in the application; adhering to an annual fund drawdown schedule that is tied to meeting these goals, timelines, budget, and annual targets; and fulfilling and maintaining all other conditions for the conduct of the project. DESE will monitor a State's and its participating LEAs' progress in meeting the State's goals, timelines, budget, and annual targets and in fulfilling other applicable requirements. In addition, DESE may collect additional data as part of a State's annual reporting requirements.

To support a collaborative process between the State and DESE, DESE may require that applicants who are selected to receive an award enter into a written performance or cooperative agreement with DESE. If DESE determines that a State is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, DESE will take appropriate action, which could include a collaborative process between DESE and the State, or enforcement measures with respect to this grant such as placing the State in high-risk status, putting the State on reimbursement payment status, or delaying or withholding funds.

A State that receives Race to the Top funds must also meet the reporting requirements that apply to all ARRA-funded programs. Specifically, the State must submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or DESE (ARRA Division A, Section 1512(c)).

In addition, for each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:

- the uses of funds within the State;
- how the State distributed the funds it received;
- the number of jobs that the Governor estimates were saved or created with the funds;
- the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for English language learners and students with disabilities; and
- if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008).

## **XI. OTHER REQUIREMENTS**

### **Evaluation**

The Institute of Education Sciences (IES) will conduct a series of national evaluations of Race to the Top's State grantees as part of its evaluation of programs funded under the ARRA. DESE's goal for these evaluations is to ensure that its studies not only assess program impacts, but also provide valuable information to State and local educators to help inform and improve their practices.

DESE anticipates that the national evaluations will involve such components as—

- Surveys of States, LEAs, and/or schools, which will help identify how program funding is spent and the specific efforts and activities that are underway within each of the four education reform areas and across selected ARRA-funded programs;
- Case studies of promising practices in States, LEAs, and/or schools through surveys and other mechanisms; and
- Evaluations of outcomes, focusing on student achievement and other performance measures, to determine the impact of the reforms implemented under Race to the Top.

Race to the Top grantee States are not required to conduct independent evaluations, but may propose, within their applications, to use funds from Race to the Top to support such evaluations. Grantees must make available, through formal (*e.g.*, peer-reviewed journals) or informal (*e.g.*, newsletters, websites) mechanisms, the results of any evaluations they conduct of their funded activities. In addition, as described elsewhere in this notice and regardless of the final components of the national evaluation, Race to the Top States, LEAs, and schools are expected to identify and share promising practices, make work available within and across States, and make data available in appropriate ways to stakeholders and researchers so as to help all States focus on continuous improvement in service of student outcomes.

### **Participating LEA Scope of Work**

The agreements signed by participating LEAs (as defined in this notice) must include a scope-of-work section. The scope of work submitted by LEAs and States as part of their Race to the Top applications will be preliminary. Preliminary scopes of work should include the portions of the State's proposed reform plans that the LEA is agreeing to implement. If a State is awarded a Race to the Top grant, its participating LEAs (as defined in this notice) will have up to 90 days to complete final scopes of work, which must contain detailed work plans that are consistent with their preliminary scopes of work and with the State's grant application, and should include the participating LEAs' specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures.

### **Making Work Available**

Unless otherwise protected by law or agreement as proprietary information, the State and its subgrantees must make any work (*e.g.*, materials, tools, processes, systems) developed under its grant freely available to others, including but not limited to by posting the work on a website identified or sponsored by DESE.

### **Technical Assistance**

The State must participate in applicable technical assistance activities that may be conducted by DESE or its designees.

**State Summative Assessments**

No funds awarded under this competition may be used to pay for costs related to statewide summative assessments.

## **XII. CONTRACTING FOR SERVICES**

Generally, all procurement transactions by State or local educational agencies made with Race to the Top grant funds must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 of the Education Department General Administrative Regulations (EDGAR). This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards described in EDGAR.

Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

### **XIII. APPLICATION SUBMISSION PROCEDURES**

#### **SUBMISSION INFORMATION**

The deadline for submission of Program applications is January 19, 2010 for Phase 1 applicants, and June 1, 2010 for Phase 2 applicants.

Applications for grants under this competition must be submitted by mail or hand delivery. DESE strongly recommends the use of overnight mail. Applications postmarked on the deadline date but arriving late will not be read.

##### **a. Application Submission Format and Deadline.**

Applications for grants under this competition, as well as any amendments regarding adoption of common standards that Phase 2 applicants may file after June 1 and through August 2, 2010, must be submitted in electronic format on a CD or DVD, with CD-ROM or DVD-ROM preferred. In addition, they must submit a signed original of Sections III and IV of the application and one copy of that signed original. Sections III and IV of the application include the Race to the Top Application Assurances and the Accountability, Transparency, Reporting and Other Assurances.

All electronic application files must be in a .DOC (document), .DOCX (document), .RTF (rich text), or .PDF (Portable Document) format. Each file name should clearly identify the part of the application to which the content is responding. If a State submits a file type other than the four file types specified in this paragraph, DESE will not review that material. States should not password-protect these files.

The CD or DVD should be clearly labeled with the State's name and any other relevant information.

DESE must receive all grant applications by 4:30:00 p.m., Washington DC time, on the application deadline date. ***We will not accept an application for this competition after 4:30:00 p.m., Washington, DC time, on the application deadline date.*** Therefore, we strongly recommend that applicants arrange for mailing or hand delivery of their applications in advance of the application deadline date.

##### **b. Submission of Applications by Mail.**

States may submit their application (*i.e.*, the CD or DVD, the signed original of Sections III and IV of the application, and the copy of that original) by mail (either through the U.S. Postal Service or a commercial carrier). We must receive the applications on or before the application deadline date. Therefore, to avoid delays, we strongly recommend sending applications via overnight mail. Mail applications to DESE at the following address:

U.S. Department of Education  
Application Control Center  
Attention: (CFDA Number 84.395A)  
LBJ Basement Level 1  
400 Maryland Avenue, SW.  
Washington, DC 20202-4260

***If we receive an application after the application deadline, we will not consider that application.***

c. Submission of Applications by Hand Delivery.

States may submit their application (*i.e.*, the CD or DVD, the signed original of Sections III and IV of the application, and the copy of that original) by hand delivery (including via a courier service). We must receive the applications on or before the application deadline date, at the following address:

U.S. Department of Education  
Application Control Center  
Attention: (CFDA Number 84.395A)  
550 12th Street, SW.  
Room 7041, Potomac Center Plaza  
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

***If we receive an application after the application deadline, we will not consider that application.***

d. Envelope requirements and receipt:

When an applicant submits its application, whether by mail or hand delivery--

(1) It must indicate on the envelope that the CFDA number of the competition under which it is submitting its application is 84.395A; and

(2) The Application Control Center will mail to the applicant a notification of receipt of the grant application. If the applicant does not receive this notification, it should call the U.S. Department of Education Application Control Center at (202) 245-6288.

In accordance with EDGAR §75.216 (b) and (c), an application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program.

## XIV. APPLICATION CHECKLIST

Please use the following checklist to ensure that your application is complete.

### Formatting Recommendations (page 3)

- Are all pages 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides?
- Are all pages numbered?
- Is the line space set to 1.5 spacing using 12 point Times New Roman font?

### Race to the Top Application Assurances (page 12)

- Is all of the requested information included on the Race to the Top Application Assurances page?
- SIGNATURE REQUIRED** – Has the Governor or an authorized representative signed and dated the Race to the Top Application Assurances?
- SIGNATURE REQUIRED** – Has the Chief State School Officer signed and dated the Race to the Top Application Assurances?
- SIGNATURE REQUIRED** – Has the President of the State Board of Education signed and dated the Race to the Top Application Assurances?

### State Attorney General Certification (page 13)

- SIGNATURE REQUIRED** – Has the State Attorney General or an authorized representative signed and dated the Race to the Top Application Assurances?

### Accountability, Transparency, Reporting, and Other Assurances and Certifications (pages 14-16)

- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed and dated the other Assurances and Certifications?

### Eligibility Requirements (page 17)

- Has the State provided explanatory information for eligibility requirement (b)? (Note that the Attorney General certification addresses this requirement, so the explanatory information is optional.)

### Selection Criteria: Progress and Plans in the Four Education Reform Areas (pages 18-50)

- Has the State responded to all of the selection criteria to which it plans to respond?
- For each selection criterion to which the State is responding, has the State provided the necessary:
  - Narrative response?
  - Performance measures?
  - Evidence?
- Has the State organized the Appendix properly such that each attachment in the appendix is described in the narrative text of the relevant selection criterion?

**Competition Priorities (pages 51-54)**

- **[Optional]** Has the State responded to all the competitive preference and invitational priorities to which it plans to respond?

**Budget (see pages 55-64)**

- Has the State completed the following elements of the budget?
  - Budget Part I: Summary Table (page 56)
  - Budget Part I: Budget Summary Narrative (page 57)
  - Budget Part II: Project-Level Budget Table (page 58)
  - Budget Part II: Project-Level Budget Narrative (page 59)
  - **[If requested]** Indirect Costs (page 64)

**Application Requirements (see pages 92-93)**

- Has the State fulfilled all of the application requirements?

**Application Submission Procedures (pages 98-99)**

- Has the State complied with the submission format requirements, including the application deadline for submission?

**Appendix (page 102)**

- Has the State created a table of contents for its appendix?
- Has the State included all required appendix documents per the instructions in the application, as well as any other documents it refers to in its narratives?

## XV. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

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