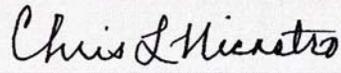
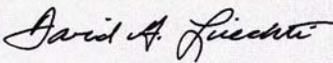


**RACE TO THE TOP APPLICATION ASSURANCES  
(CFDA No. 84.395A)**

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 Education 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: Chief of Staff MO Dept. of Elementary & Secondary Education
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: 5/25/10
Chief State School Officer (Printed Name): Chris L. Nicastro	Telephone: 573.751.4446
Signature of the Chief State School Officer: 	Date: 5/25/2010
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: 5/25/2010

### 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:



May 20, 2010

#### **IV. 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 the Department. (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: 5/25/10

**Race to the Top**  
**Application for Phase 2 Funding**  
CFDA Number: 84.395A



U.S. Department of Education  
Washington, D.C. 20202  
OMB Number: 1810-0697  
Expiration Date: 06/30/2010  
Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0697. The time required to complete this information collection is estimated to average 681 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Race to the Top, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

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

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Dear Colleague:

On July 24, President Obama and I released the proposed priorities, requirements, definitions, and selection criteria for the \$4.35 billion Race to the Top Fund. That announcement precipitated a vigorous national dialogue about how to best reform our schools and educate our Nation's children. With your assistance, that dialogue is beginning to generate far-reaching reforms that will help America boost student learning, narrow achievement gaps, and increase college and career readiness. Today, the U.S. Department of Education is releasing the final priorities, requirements, definitions, and selection criteria, along with the application for the Race to the Top competition.

Race to the Top provides an unprecedented opportunity to reform our schools and challenge an educational status quo that is failing too many children. President Obama and Congress have provided more money for school reform than ever before in history. This is an once-in-a-lifetime chance to change our schools and accelerate student achievement. And everyone committed to education reform can be partners in promoting the success of our children.

Through Race to the Top, we are asking States to advance reforms around four specific areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Awards in Race to the Top will go to States that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. Race to the Top winners will help trail-blaze effective reforms and provide examples for States and local school districts throughout the country to follow as they too are hard at work on reforms that can transform our schools for decades to come.

The momentum for reform is already building. Some 1,161 commenters submitted thousands of unique comments, ranging from one paragraph to 67 pages. Educators and members of the public from every State and the District of Columbia submitted comments, and the commenters included parents, teachers, principals, superintendents, school board members, chief state school officers, and governors. This outpouring of thoughtful input prompted the Department to make numerous changes and improvements to the final application. But just as important, the overwhelming volume of comments demonstrates the potential for Race to the Top to propel the transformational changes that students and teachers need.

I hope this process becomes a model – one where transparent and candid dialogue informs our policies and your work, enabling all stakeholders to act in the best interests of children. I am heartened by and grateful for your participation to date. And I invite you to continue that conversation as we move forward in the effort to build an education system that our students deserve, one that ensures that our country is ready to compete in the global economy of the 21<sup>st</sup> Century.

Sincerely,

/s/

Arne Duncan

## I. APPLICATION INTRODUCTION AND INSTRUCTIONS

### **Introduction**

Race to the Top is authorized under section 14006 of the American Recovery and Reinvestment Act (ARRA). The purpose of the Race to the Top Fund, a competitive grant program, is to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

### **General Instructions**

The Department encourages all potential applicants to read through the entire application package – including the notice inviting applications; the notice of final priorities, requirements, definitions, and selection criteria; and this application – before beginning to prepare the application proposal.

This application includes sections that require response or action by the State, as well as several sections of background information that are directly relevant to the program. For example, Section II includes definitions that are used throughout the application.

### **Page Length Recommendation**

The Department recommends a page length for the State’s response to each selection criterion; these are indicated in the application next to each criterion. We recommend that States limit their total page count (that is, the narrative responses to all selection criteria in Section VI) to no more than 100 pages of State-authored text, and that they limit their appendices to no more than 250 pages. For all responses, we request that the following standards be used:

- A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Each page has a page number.
- Line spacing for the narratives is set to 1.5 spacing, and the font used is 12 point Times New Roman.

The Secretary strongly requests that applicants follow the recommended page limits, although the Secretary will consider applications of greater length.

### **Instructions for Responding to Selection Criteria**

The application provides space for the State to address the selection criteria, including performance measures and supporting evidence. As required by the Absolute Priority (explained

in more detail below), the State must address all education reform areas. It need not address every individual selection criterion. However, a State will not earn points for selection criteria that it does not address. There are two types of selection criteria – State Reform Conditions Criteria and Reform Plan Criteria—to which the State may respond.

**State Reform Conditions Criteria** are used to assess a State’s progress and its success in creating conditions for reform in specific areas related to the four ARRA education reform areas. The State must provide, for each State Reform Conditions Criterion addressed, a description of the State’s current status in meeting that criterion, and at a minimum, the information requested as supporting evidence that the State has met the criterion. The State may also submit additional information that it believes will be helpful to reviewers in judging the criterion.

**Reform Plan Criteria** are used to assess a State’s plan for future efforts in the four ARRA education reform areas. The State must provide, for each Reform Plan Criterion that the State chooses to address, a detailed plan for use of grant funds that includes, but need not be limited to—

- The key goals;
- 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 desired goals;
- The timeline for implementing the activities;
- The party or parties responsible for implementing the activities;
- The State’s annual targets for this plan, where applicable, with respect to the performance measures, if any. Where the State proposes plans for reform efforts not covered by a specified performance measure, the State may propose performance measures and annual targets for those efforts; and
- The information requested as supporting evidence, if any, for the criterion, together with any additional information the State believes will be helpful to reviewers in judging the credibility of the State’s plan.

**Responding to Selection Criteria:** For each criterion, there are up to three parts: the narrative, the performance measures, and the evidence.

- **Narrative:** For each criterion the State addresses, the State writes its narrative response in the text box below the selection criterion (in the space marked, “Enter text here”). In this space, the State describes how it has addressed or will address that criterion. Response lengths are indicated in the directions.
- **Performance Measures:** For several selection criteria, the State is asked to provide goals and annual targets, baseline data, and other information; these are indicated in the application. In addition, the State may provide additional performance measures, baseline data, and targets for any criterion it chooses. Reviewers will consider, as part of their evaluations of the State’s application, the extent to which the State has set ambitious yet achievable annual targets for the performance measures in support of the State’s plan.

Tables for all of the performance measures are provided in the application. For criteria to which a State is responding, the State must complete the tables or provide an attachment

in the Appendix responding to the performance measures. If there are data the State does not have, the State should indicate that the data are not available and explain why.

Some data elements may require States to collect information from participating LEAs. It may be helpful to begin gathering this information as early as possible (see especially criteria (A)(1), (D)(2), and (D)(3)).

To minimize burden, performance measures have been requested only where the Department intends to report nationally on them and for measures that lend themselves to objective and comparable data gathering. In the future, the Department may require grantees to submit additional performance data as part of an annual report, program evaluation, or other mechanism.

For optional performance measures, no submission of the measures is required; however if the State wishes to include performance measures in these optional cases, it may use the templates provided in the application or it may submit attachments.

- **Evidence:** Some selection criteria require the State to provide specific evidence; this is indicated in the application. In addition, the State may provide additional evidence for any criterion it chooses.

The State must provide the evidence in the narrative text below each selection criterion or provide an attachment in the Appendix.

**Appendix:** The Appendix must include a complete Table of Contents. 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 a notation of its location in the Appendix.

**Competition Priorities:** The Race to the Top competition includes absolute, competitive, and invitational priorities. The competition priorities can be found in Section VII of this application. The absolute priority will be addressed under State Success Factors, section A, and through the State's comprehensive approach to addressing the four education reform areas, selection criteria sections B, C, D and E. A State that is responding to the competitive preference 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 priority in Section VII. Applicants responding to the invitational priorities may address them throughout their applications or in the text boxes below each priorities in Section VII. Responding to the competitive and invitational priorities is optional.

### **Competition Description and Scoring Rubric**

For information on the competition review and selection process, see (a) the section entitled, Review and Selection Process, in the notice inviting applications; and (b) Section XI, Scoring Rubric (Appendix B in the notice). In addition, point values have been included throughout the application.

### **Technical Assistance Planning Workshops**

To assist States in preparing the application and to respond to questions, the Department will host a Technical Assistance Planning Workshop for potential Phase 2 applicants on April 21, 2010, in Minneapolis, Minnesota. The purpose of the workshop is for Department staff to review the selection criteria, requirements, and priorities with teams of participants responsible for drafting State applications; for Department staff to answer technical questions about the Race to the Top program; and for potential Phase 2 applicants to hear from and ask questions of successful Phase 1 applicants. For more information about the workshop please visit <http://www2.ed.gov/programs/racetothetop/phase2-tech-assistance-workshop.html>; updates about all events will be available at the Race to the Top website [www.ed.gov/programs/racetothetop](http://www.ed.gov/programs/racetothetop). Attendance at the workshop is strongly encouraged. For those who cannot attend, transcripts of the meeting will be available on our website. Announcements of any other conference calls or webinars and Frequently Asked Questions will also be available on the Race to the Top website [www.ed.gov/programs/racetothetop](http://www.ed.gov/programs/racetothetop).

### **Frequently Asked Questions**

The Department has also prepared frequently asked questions in order to assist States in completing an application. Frequently Asked Questions are available at [www.ed.gov/programs/racetothetop](http://www.ed.gov/programs/racetothetop).

## II. DEFINITIONS

**Alternative routes to certification** means pathways to certification that are authorized under the State's laws or regulations, that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English language learners<sup>1</sup> and student with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

**College enrollment** refers to the enrollment of students who graduate from high school consistent with 34 CFR 200.19(b)(1) and who enroll in an institution of higher education (as defined in section 101 of the Higher Education Act, P.L. 105-244, 20 U.S.C. 1001) within 16 months of graduation.

**Common set of K-12 standards** means a set of content standards that define what students must know and be able to do and that are substantially identical across all States in a consortium. A State may supplement the common standards with additional standards, provided that the additional standards do not exceed 15 percent of the State's total standards for that content area.

**Effective principal** means a principal whose students, overall and for each subgroup, achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates and college enrollment rates, as well as evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement.

**Effective teacher** means a teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

**Formative assessment** means assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning.

**Graduation rate** means the four-year or extended-year adjusted cohort graduation rate as defined by 34 CFR 200.19(b)(1).

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<sup>1</sup>The term English language learner, as used in this notice, is synonymous with the term limited English proficient, as defined in section 9101 of the ESEA

**Highly effective principal** means a principal whose students, overall and for each subgroup, achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.

**Highly effective teacher** means a teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

**High-minority school** is defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

**High-need LEA** means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

**High-need students** means students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in this notice), who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English language learners.

**High-performing charter school** means a charter school that has been in operation for at least three consecutive years and has demonstrated overall success, including (a) substantial progress in improving student achievement (as defined in this notice); and (b) the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.

**High-poverty school** means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

**High-quality assessment** means an assessment designed to measure a student's knowledge, understanding of, and ability to apply, critical concepts through the use of a variety of item types and formats (*e.g.*, open-ended responses, performance-based tasks). Such assessments should enable measurement of student achievement (as defined in this notice) and student growth (as defined in this notice); be of high technical quality (*e.g.*, be valid, reliable, fair, and aligned to

standards); incorporate technology where appropriate; include the assessment of students with disabilities and English language learners; and to the extent feasible, use universal design principles (as defined in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002) in development and administration.

**Increased learning time** means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects, including English; reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.<sup>2</sup>

**Innovative, autonomous public schools** means open enrollment public schools that, in return for increased accountability for student achievement (as defined in this notice), have the flexibility and authority to define their instructional models and associated curriculum; select and replace staff; implement new structures and formats for the school day or year; and control their budgets.

**Instructional improvement systems** means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (*e.g.*, through formative assessments (as defined in this notice), interim assessments (as defined in this notice), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in this notice) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

**Interim assessment** means an assessment that is given at regular and specified intervals throughout the school year, is designed to evaluate students' knowledge and skills relative to a specific set of academic standards, and produces results that can be aggregated (*e.g.*, by course, grade level, school, or LEA) in order to inform teachers and administrators at the student, classroom, school, and LEA levels.

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<sup>2</sup> Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in-school and out-of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." <[http://www.mathematica-mpr.com/publications/redirect\\_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)> Educational Evaluation and Policy Analysis, Vol. 29 (4), December 2007, Document No. PP07-121.)

**Involved LEAs** means LEAs that choose to work with the State to implement those specific portions of the State’s plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in this notice). Involved LEAs do not receive a share of the 50 percent of a State’s grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State’s Race to the Top grant in a manner that is consistent with the State’s application.

**Low-minority school** is defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

**Low-poverty school** means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the lowest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

**Participating LEAs** means LEAs that choose to work with the State to implement all or significant portions of the State’s Race to the Top plan, as specified in each LEA’s agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State’s grant award that the State must subgrant to LEAs, based on the LEA’s relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State’s other 50 percent of the grant award, in accordance with the State’s plan.

**Persistently lowest-achieving schools** means, as determined by the State: (i) Any Title I school in improvement, corrective action, or restructuring that (a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

**Rapid-time**, in reference to reporting and availability of locally-collected school- and LEA-level data, means that data are available quickly enough to inform current lessons, instruction, and related supports.

**Student achievement** means—

(a) For tested grades and subjects: (1) a student’s score on the State’s assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

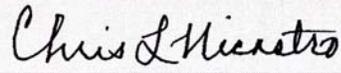
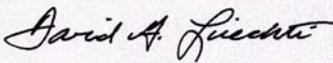
(b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

**Student growth** means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

**Total revenues available to the State** means either (a) projected or actual total State revenues for education and other purposes for the relevant year; or (b) projected or actual total State appropriations for education and other purposes for the relevant year.

**America COMPETES Act elements** means (as specified in section 6401(e)(2)(D) of that Act): (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

**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 Education 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: Chief of Staff MO Dept. of Elementary & Secondary Education
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: 5/25/10
Chief State School Officer (Printed Name): Chris L. Nicastro	Telephone: 573.751.4446
Signature of the Chief State School Officer: 	Date: 5/25/2010
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: 5/25/2010

### 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):

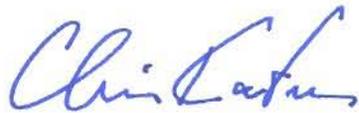
Telephone:

Chris Koster

(573) 751-3321

Signature of the State Attorney General or Authorized Representative:

Date:



May 20, 2010

#### **IV. 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 the Department. (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: 5/25/10

## V. 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 the Department prior to the State being awarded a Race to the Top grant.

*The Department 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. The Department will determine eligibility under this requirement.*

(Enter text here.)

**VI. 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>3</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 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;

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<sup>3</sup> See Appendix D for more on participating LEA MOUs and for a model MOU.

- (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)*

**Introduction**

Many credit Congressman William Duncan Vandiver with the origin of Missouri’s most widely known nickname – The “Show-Me” State. True to this moniker, the citizens of Missouri are tough-minded demanders of proof; they want to see results. This innate quest for evidence of quality has characterized leaders in education as well, and has driven Missouri’s impressive education reform agenda over the last 25 years – the Missouri School Improvement (MSIP) program.

In a state with extreme regional differences, MSIP created a structure that held all districts to

the same high process, performance and resource standards. With targets clearly stated, fewer districts have been classified as unaccredited across the years. Missouri's commitment to high standards and performance-based assessment has made it one of three states – along with Massachusetts and South Carolina – named by *Education Next* as having “world-class standards” (Summer, 2008). Its thoughtful and visionary establishment of a statewide system of support (regional school support centers housed on college campuses) has provided excellent professional learning experiences and technical assistance to all districts for 16 years. Stanford University and the National Staff Development Council (NSDC) recently selected the system for inclusion in a collection of case studies of exemplary professional development practices. Missouri is well-positioned to achieve the goals outlined in this application based on the knowledge and experience gained through four cycles of the MSIP process, the value placed on strong relationships with educators, and the understanding that the school improvement process must be designed and implemented with districts to achieve high performance goals.

The Race to the Top is an unprecedented opportunity for Missourians to continue the quest for excellent results for Missouri's young people. The Race to the Top is the catalyst to build on our experiences to create a plan for a fourth decade of collaborative educational reform leading to results that will position Missouri's children to succeed in an increasingly competitive world.

### **Missouri's Challenge – Diverse Resources, Diverse Needs, Diverse Communities**

Missouri's communities vary widely with regard to population, employment resources, cultural mores, and even climate. Rural communities in the northern areas of the state boast miles of rich, dark soil and rolling corn, soybean and wheat fields. In the southeastern region of the state, it is not uncommon to pass fields of cotton, rice, and tobacco when traveling from town to town and the cultural influence of the southern United States is prevalent. Several communities in the south central part of the state rely largely on the mining industry. Missouri is the country's leading producer of lead. The Ozark Mountains in the southwest are a vacation gem, offering hiking, boating, and fishing and contributing significantly to the state's tourist industry.

The state is anchored on the eastern and western borders by the large urban communities of St. Louis and Kansas City with diverse populations and decidedly more industrial environments. Each urban center is surrounded by increasingly diverse suburban communities. Even the state's two largest cities are strikingly dissimilar. St. Louis, the “Gateway to the West,” is truly the country's “westernmost eastern city”. Architecture, dialect, and culture are more those of an east

coast metropolitan area than those of a Midwestern rural state. Kansas City, in contrast, is the country's "easternmost western city". At the center of the city, the Country Club Plaza boasts ornate Spanish architecture, fountains, and sculpture. Famous "Kansas City-style" barbecue and the American Royal Rodeo, which draws thousands of participants and spectators every year, are reflective of the city's culture.

Of Missouri's (892,000) school-aged children, 44.9% of them attend school in large, urban settings. About 12% attend school in smaller urban and suburban schools. Another 13.3% attend school in mid-size communities of varying distances from the state's urban areas. The remainder attend classes in one of Missouri's small, rural school districts with enrollment of 263 or fewer students. Fifty percent of the state's students attend school in 44 districts; the remainder of the student population is distributed among 480 very small districts. The percentage of children living in poverty ranges from less than 9.3% in the more affluent areas of the state (primarily suburban areas surrounding St. Louis and Kansas City), to approximately 84% in the urban communities, to more than 45% in areas of the state where small town economies struggle (particularly in the southeast region). Nearly half of the state's children are enrolled in free or reduced price lunch programs statewide, and in the state's most economically disadvantaged counties, as many as 75% receive assistance from such programs. In the state's urban schools and in the Missouri bootheel (the southeast corner of the state), more than 90% of the student population is African American. In sharp contrast, many rural schools in the northern third of the state have a student population that is 100% Caucasian. In some small rural communities in which the economy is largely reliant on corporate agriculture, many families are migrant and 80% or more of the students in a small school may be English Language Learners.

Challenges in Missouri's schools, like the characteristics of its communities, are many and varied. In small rural districts, students frequently have to travel many miles to the nearest school and community resources are scarce. Urban schools often struggle to engage parents and to meet students' basic needs. In many communities, both urban and rural, the public school is the only social institution – the glue that holds the community together – that remains intact in times of declining employment opportunities and economic downturn. Missouri's public education system is faced with the challenge of meeting the needs of **all** of the state's children. The state has demonstrated resounding success in holding all schools accountable to the same rigorous standards through MSIP, and has provided the support necessary for schools to improve through a statewide

system of support.

Viewed holistically, Missouri is very much a microcosm of the country with demographics that are in the middle of the nationwide distribution. Viewed regionally, however, Missouri's diverse population, culture, and economic climate provide rich opportunities for innovative approaches to improving results for students. **It is this diversity that positions us well to create and move forward a bold reform plan whose effective components can serve as models for states throughout the country, whether their schools and communities are rural or urban, diverse or homogeneous, economically thriving or disadvantaged.**

### **School Improvement – The Backdrop for Education Reform in Missouri**

#### **Early Missouri School Accreditation/Classification**

The Constitution of Missouri (Article IX) gives authority to the state board of education to supervise instruction in the public schools of the state. Since the early twentieth century, the Department of Education has classified (accredited) public school districts. From 1950 to the mid 1980s, Missouri classified schools using an “AA/AAA” classification system. School districts received a classification of A, AA, AAA, or U (unaccredited) based on a review of a school district's educational resources (staff, facilities, materials, courses). In the mid 1980s, the state's educational leadership began to question the “fairness” of the system since only those districts with financial resources (typically those in affluent suburban communities) could reach AAA status. Furthermore, the system provided no indicator of the educational process in the district or how its students were performing.

#### **Conceptualizing a School Improvement Model**

Seeking to improve an antiquated and ineffective system for classifying Missouri public schools, a group of state education leaders, in collaboration with the Mid-Continent Regional Educational Laboratory (McREL) and the Office of Social and Economic Data Analysis (OSED) at the University of Missouri-Columbia, came together to explore the best possibilities for ensuring a quality education for Missouri's young people. Their goal was to move from a classification system based on resources (inputs), compliance, and minimum standards to one of ongoing school improvement with sustained support. The result of this work was the development of a common set of standards and indicators considering every school's resources, instructional processes, and student performance—the Missouri School Improvement Program (MSIP).

At the same time that Missouri was beginning to thoughtfully consider its public school classification system, research around effective schools began to emerge at the national level offering a better understanding of what effective schools looked like and how to identify them. The Missouri State Board of Education responded to the national trends in educational research, publishing Reaching for Excellence: An Action Plan for Educational Reform in Missouri, in 1984. The state's lawmakers subsequently passed a landmark piece of educational legislation in 1985, enacting most of the report's recommendations and setting the stage for development of the Missouri School Improvement Program.

### **Garnering Stakeholder Support**

In October 1987, the State Board of Education appointed a statewide task force composed of stakeholders from across the state to advise and give input to Department staff during the launch of the new classification process. This advisory group, still functioning today, set the precedent for statewide collaboration in Missouri's education reform efforts. The MSIP Standards and Indicators incorporated three areas: Resource (program of studies, class size, professional staff ratios, teacher certification and plan time), Process (curriculum, instruction/assessment, differentiated instruction, instructional climate, libraries, guidance and counseling, supplemental programs, governance and administration, facilities, safety and support services), and Performance. **For the first time in Missouri's history (and ahead of most states in the country), student performance would play a role in the accreditation of a public school district.** Every public school in the State of Missouri was to undergo an onsite MSIP review at least once every five years.

### **Implementation of MSIP – 1<sup>st</sup> and 2<sup>nd</sup> Cycles**

The first two cycles of MSIP included a comprehensive, multifaceted onsite team review for all public school districts. The onsite team was composed of field educators (60% of the team) and Department staff (40% of the team). Involvement of classroom teachers and local school and district leaders in this peer review process further encouraged a collaborative effort to improve Missouri's schools. To inform the process, all students in grades 3-12, all professional and support staff, local board of education members, and all parents received an advance questionnaire survey. The MSIP team conducted onsite interviews with teachers, administrators and the board of education. The district created a self-study around the MSIP Standards and Indicators and compiled documentation to substantiate district practices. At the conclusion of the review, the district received a report of strengths, concerns, and available resources. The Department learned quickly that MSIP

would be a catalyst for positive change in the way Missouri schools operated. **For the first time, written curriculum and ongoing district curriculum reviews became the norm rather than the exception. Districts began to pay attention to factors that create positive school climate. Administrators became more active as leaders in their schools, and teachers began to explore instructional practices that would better meet the needs of all their students.**

### **Missouri's Outstanding Schools Act – Encouraging Sustained Educational Reform**

In the early '90s, prior to the beginning of the 2<sup>nd</sup> cycle of MSIP, the Missouri legislature revisited education reform legislation and enacted the Outstanding Schools Act of 1993, whose requirements incorporated many of the concepts reflected in the fledgling school improvement program and encouraged further reflection on statewide educational processes. The Outstanding Schools Act of 1993 contained a mandate that the Department create a set of rigorous academic standards for Missouri students and a primarily performance-based state level assessment to determine how well students achieved those standards, and required schools to allocate 1% of the district's state aid for professional development. The Outstanding Schools Act also required the Department to identify Academically Deficient Schools, or chronically low-performing buildings. **For the first time, the Department had authority to intervene at the building level.** Finally, the legislation provided funding that enabled the Department to establish regional professional development centers as a statewide system of support for districts and teachers in implementing reform efforts. The initiatives that began as a result of the Outstanding Schools Act, coupled with lessons learned from the first two cycles of MSIP, informed the continued evolution of the program in its 3<sup>rd</sup> cycle.

### **MSIP 3<sup>rd</sup> Cycle – Streamlining and Integrating School Improvement and Focusing on Accountability**

The 3<sup>rd</sup> cycle of MSIP began in 2001 with significant programmatic changes. Again with stakeholder input, the Department integrated the process standards and indicators to help districts make links within instructional design and practices. Assessment requirements of the Outstanding Schools Act formed the basis for new performance standards. Beginning with the 3<sup>rd</sup> cycle of MSIP, district performance was evaluated based upon Missouri Assessment Program (MAP) results across grade levels and content areas, ACT participation and performance, enrollment in advanced courses, enrollment in vocational courses, college placement, vocational placement, dropout rates, and attendance rates. **With the 3<sup>rd</sup> cycle of MSIP, student performance began to carry a**

**majority of weight in the determination of accreditation.**

Throughout the first two cycles of MSIP, the Department refined and improved the process of collecting student performance data from both state and local sources. **For the first time, districts received an Annual Performance Report (APR) of their current performance related to the MSIP performance standards.** The APR allowed local districts and the Department to focus intensely on any performance issues that emerged prior to a district's onsite MSIP review. The 3<sup>rd</sup> cycle's proactive approach to addressing performance issues led to decreasing numbers of unaccredited Missouri districts.

**Creating a Statewide System of Support**

The Department worked in tandem with efforts in the newly developed Regional Professional Development Centers (RPDCs) to focus statewide support on school improvement. Teams comprised of Department staff and RPDC staff (SUCCESS teams) began to provide assistance to school districts likely to be Provisionally Accredited or Unaccredited at the time of their MSIP review. Each year, the SUCCESS Team identified school districts whose student performance was unsatisfactory in the year prior to the district's scheduled MSIP review.

**MSIP 4<sup>th</sup> Cycle -- Sustaining School Improvement**

As the Department prepared for the creation of 4<sup>th</sup> cycle standards to be implemented in 2006, several realities and lessons learned impacted the process. First, resources within the agency were dwindling. It made little sense to continue to do intensive onsite reviews in districts that had satisfactory student achievement. Because of the focus on student performance in the 3<sup>rd</sup> cycle, more and more districts had achieved desirable outcomes, and the onsite review had become primarily a compliance review. In contrast, the Academically Deficient Schools audit process taught us that determining what was happening in low-performing schools without seeing classroom instruction was futile. We also learned that trying to fix low-performing buildings without dealing with district-level issues was not useful. Finally, the work of the Academically Deficient Audit Teams demonstrated that relationships between building staff and the management team were critical to gaining any traction for real change in those buildings.

As a result of the analysis of lessons learned during the 3<sup>rd</sup> cycle, major changes have occurred in the 4<sup>th</sup> cycle of MSIP – the current iteration of school improvement in Missouri. While the standards have not changed measurably, the review process has changed dramatically. The Department currently focuses its resources on those districts whose APRs indicate they are in

danger of being unaccredited. Additionally, districts with highest need have been moved up in the MSIP cycle so that the onsite review occurs as soon as possible. The onsite MSIP review is now diagnostic in nature, resulting in the creation of a report that identifies the most significant areas of concern in addressing student performance issues.

Districts identified as having performance issues must create an Accountability Plan to improve student achievement before they receive their classification. To assist districts with the creation and implementation of these plans, the Department has created Regional School Improvement Teams (RSITs), an outgrowth of SUCCESS teams. Districts with required Accountability Plans must work with the RSITs and report regularly on their progress to the Department. To date, several districts have shown enough progress on their APRs to move off their Accountability Plans, demonstrating the success of this effort.

### **5<sup>th</sup> Cycle MSIP – Looking Ahead and Defining Missouri’s Statewide Plan for Reform**

The Department is now in the process of drafting 5<sup>th</sup> cycle MSIP Standards, which will form the backdrop for Missouri’s education reform plan for the next decade. In four years of the 4<sup>th</sup> cycle process, common sources of challenge have emerged in struggling school districts. Districts in greatest need of assistance typically have deficits in the areas of curriculum, assessment, instruction, leadership, professional development, planning and program evaluation and occasionally, school climate. These areas are addressed through Missouri’s statewide reform plan and clearly reflect the four assurance areas of Race to the Top. Our successful history of school improvement and the lessons we have learned through the process have informed the development of our plan and will impact its implementation in the coming years.

### **A Summary of Lessons Learned from MSIP and Impact on Reform Plans**

Standards and Indicators for the 5<sup>th</sup> cycle of MSIP will incorporate major changes to the standards based upon the lessons learned in the first four cycles. Our intensive work with struggling school districts has made it clear that ineffective leadership is almost always a significant concern in these districts. Therefore, new 5<sup>th</sup> cycle Standards and Indicators will include several standards related to leadership. Missouri’s reform plan will work to build leadership capacity throughout the state. Additionally, since the last major revision of the standards, the body of research pertaining to effective schools has grown considerably. The standards will incorporate that research, as well. Likewise, our reform plan will reflect current effective schools research, and will provide statewide systemic support for schools to implement effective instructional processes, as well as support for

new research to explore additional innovations. Our work with school districts with Accountability Plans has taught us what struggling schools typically know and do and what support they need. Our reform plan will work in concert with these standards, providing support for districts to implement effective curriculum aligned to rigorous, internationally benchmarked standards, as well as high-quality assessments, to evaluate student progress. A comprehensive data system will facilitate data-driven decision making at all levels. And, for the schools with highest need, the existing structure of MSIP and RSITs will continue to serve as a vehicle to implement bold and innovative strategies for turnaround. Perhaps most important, we have learned that real school improvement is dependent on relationships. The longstanding tradition of MSIP as a collaborative process for supporting quality instructional processes and achieving excellent student performance will serve as an important foundation and a primary means for collecting data to evaluate the success of Missouri's reform plan during the next decade.

### **Missouri's Reform Plan – Ready for School, Ready for College, Ready for Work**

With a firm foundation for reform in place, Missouri envisions schools with great teachers and leaders working collaboratively within a statewide system of braided supports to ensure that all students complete high school with the necessary tools to be college and career ready. Missouri's reform plan hinges on a commitment to ensuring that every classroom is guided by a highly effective teacher, every school is led by a highly effective principal, every building is supported by excellent district leadership and a knowledgeable, involved local school board, and every district is supported by responsive state leadership. Leveraging the tools of MSIP and the input and support of stakeholders at all levels Missouri's reform plan will build both local and state capacity to achieve three goals that cut across all four Race to the Top assurance areas. Rather than simply using the four education areas described in the ARRA as goals for a statewide education reform plan, Missouri recognizes each of the four areas as recurring strategy categories through which the state will reach its three overarching goals for continuing education reform:

- 1. An integrated, seamless P-20 system will ensure that every child in Missouri is fully prepared for postsecondary study and entry into the workforce.*
- 2. Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction.*
- 3. A coordinated statewide P-20 system of support will empower Missouri educators to work*

*collaboratively with all stakeholders to provide the best possible education with the best possible outcomes for Missouri children.*

Outlined below is an overview of Local Education Agency (LEA) and State Education Agency (SEA) strategies, which will be implemented or scaled up from established processes and model programs to achieve the overarching state goals. Strategies and specific action plans will be delineated by assurance area in Sections B-D of the application.

1. *An integrated, seamless P-20 system will ensure that every child in Missouri is fully prepared for postsecondary study and entry into the workforce – **Core education reform area (a), application Section B.***

Within this goal, Missouri has committed to the adoption of the Common Core Standards for K-12, as well as the College- and Career- Readiness Standards. To expand the reform focus to the entire P-20 continuum will review and align Missouri's Early Learning Standards (included as Appendix 1) to the Common Core Standards for K-12 to ensure that every child enters kindergarten ready to learn. Likewise, the Missouri Department of Higher Education's Core Competencies and Skills for success in collegiate-level coursework, approved by the Coordinating Board for Higher Education in June, 2008 (included as Appendix 2), will be aligned to the College- and Career- Readiness Standards.

Collaborative relationships among providers of early childhood education, K-12 education, and higher education will facilitate a seamless implementation of standards across the P-20 system. To accomplish this, the Department is currently reorganizing so that all instructional programs within the agency are housed together, regardless of funding stream. All content area leaders are reviewing competencies and assessments to identify duplication, similarities and overlap. The culmination of this reorganization will be the development of model curriculum, including alternative pathways to awarding credit, such as competency-based and embedded credit.

To ensure that students at all levels are progressing toward high levels of achievement, Missouri will implement a system of high-quality formative, interim benchmark, and statewide summative **assessments (Core education reform area [a], application Section B)** aligned to the Common Core Standards for grades K-12 and extending to all content areas. The state will actively participate in a national assessment consortium to inform this work. In addition, Missouri will develop and implement assessments of Early Learning Standards.

Missouri will facilitate data-driven decision making to inform instructional processes at all

levels by implementing a **comprehensive data system (Core education reform area [b], application Section C)** that will allow teachers to have rapid-time access to assessment data, to a variety of instructional resources connected to the standards, and to a system reflecting instructional strategies that have proved to be successful for certain objectives with certain groups of students. Through its established regional statewide system of support, regional personnel will train and certify data teams within local schools to assist teachers and school leaders in accessing and interpreting student performance data for instructional decision making.

The Department, along with content and assessment specialists within the existing regional centers, will assist local schools in engaging with ongoing professional learning opportunities to effectively implement standards, assess student performance, analyze data, and improve instructional processes. Performance data will be available to the research community to encourage exploration of innovative instructional strategies to improve student outcomes.

The 5<sup>th</sup> cycle of MSIP will incorporate standards to evaluate schools' implementation of Common Core Standards for K-12, curriculum incorporating the Common Core Standards, and student performance on assessments at all levels.

***STEM Strategies:***

Within this goal, Missouri will encourage emphasis on STEM content by:

- Working with business and industry to define the number of credits and the types of courses required for a diploma with “STEM Concentration”
- Providing consistent professional development on STEM content for teachers from early learning through high school
- Supporting and scaling up successful pilot projects for implementation of programs that engage high school students in a specific core of STEM coursework toward the goal of pursuing particular STEM-related careers.

2. *Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction – (Core education reform area [c], application Section D)*

***Teacher and Leader Preparation Programs.***

Missouri will build the capacity for excellent new teachers to enter the field by working collaboratively with teacher preparation programs to develop curriculum that reflects current research and Missouri’s Early Learning Standards, Common Core Standards for K-12 and College- and Career-Readiness Standards

Currently, 17 institutions in the state provide traditional leadership preparation programs. Alternative preparation programs for principals are available as well in the state of Missouri: The New Leaders, the Collaborative Principal Preparation Program, and the Rural Principal Preparation Program. All three programs stress the need for intense screening, a high degree of collaboration between district and university, and a heavy emphasis on adult learning theory. In addition, all three programs conduct follow-up evaluative data and track placement and retention rates.

In addition, Missouri’s leadership competencies are in the process of being revised and will fuel a redesign of leadership preparation programs. Central to this redesign will be a restructuring of the internship program into a full-year program to provide prospective new school leaders with extended, supported experiences under the guidance of an effective school leader during their professional preparation.

The state’s comprehensive data system will link teacher-level student performance data as well as school-level performance data with the educator preparation programs from which specific teachers and leaders obtained their training. This information will be considered in evaluating and improving professional preparation programs. The Department will pursue policies that allow the continuation and expansion of programs that are determined to be effective.

***Support for New Teachers and Leaders***

Missouri will transform the state’s current Beginning Teacher Assistance Program (BTAP) into a statewide induction model using the existing statewide system of support. The new program will be informed by the Santa Cruz and Wallace Foundation funded models that support mentoring and will bring focused attention based on the Teach for America (TFA) model so that all new teachers and principals are adequately prepared as they enter Missouri schools.

***Support for Great Teachers and Leaders***

Missouri’s comprehensive data system will enable teachers and leaders in Missouri schools to review data from a variety of sources (both state and local) to target professional development toward improving outcomes for students. Likewise, the data system will provide teachers and school leaders with access to a variety of instructional resources connected to the Common Core

Standards and aligned curriculum. Missouri's established statewide system of support has provided excellent professional development opportunities for districts for three decades and will continue to support that system. Additionally, the Department will collaborate extensively with teacher organizations and educational leader organizations to in the development of data linkages and of instructional resources connected to the Common Core Standards and aligned curriculum. Using the Leadership and Learning Center's research and model implementation rubrics, Missouri will encourage and support faithful implementation of effective practices. Implementation audits and continuous dissemination of information will facilitate deep implementation and scaling up of promising practices and new initiatives.

To support school leaders throughout the state, Missouri will build on its existing model for ongoing professional learning. Likewise, the 5<sup>th</sup> cycle of MSIP recognizes the importance of good district and school leadership in improving student performance.

### ***Ensuring Equitable Distribution of Quality Teachers and Leaders in High-Need Schools***

Increasing the number of high quality teachers and leaders in schools with the highest needs is the most formidable task for school reform in Missouri. These are typically schools with high levels of poverty, high percentages of minority students, or a combination of the two. The Department will provide support for teacher preparation programs in developing and providing programs tailored to place pre-service education students in urban or other high-need settings – particularly settings that are unique to Missouri's demographics. Race to the Top funding will assist the state in providing financial incentives for prospective teachers to participate in these programs. Additionally, Race to the Top funding will provide mini-grants to implement competency-based selection criteria for intensive teacher and leader preparation programs for high-need schools.

In collaboration with districts, the Department will identify those entities that have produced teachers who have been successful in high-needs schools and support expansion of those efforts around the state. A cohort of Missouri schools in 15 LEAs is currently part of a new effort in leadership preparation, the Missouri Turnaround Project, through the University of Virginia's School Turnaround Specialist Program. It is the intent of the Department to create a system of both professional and monetary incentives to expand the number of quality teachers and leaders in the state's most struggling environments.

### ***New Models for Teacher/Leader Evaluation***

Missouri has no legislation that blocks initiatives linking educator assessments to student growth.

Therefore, the Department intends to develop in collaboration with teacher organizations a new statewide performance assessment model to systematize the evaluation of teacher effectiveness for school district and charter schools to adopt or adapt to fit local needs. Essential elements of the model will include a peer observation tool that will provide real-time data; a new Performance-Based Teacher Evaluation (PBTE) tool; guidelines for building and district-level decision making. As mentioned above, Missouri's leadership competencies have been revised and will inform a redesign of school and district leader evaluations.

***STEM Initiatives:***

Within this goal, Missouri will encourage emphasis on STEM content by:

- Restructuring teacher certification to incorporate certification with STEM emphasis and provide incentives for teachers to pursue such certification
- Incorporating STEM emphasis into teacher preparation programs at all levels
- Creating an electronic forum for STEM support for local districts, accessible through the comprehensive data system, that will allow teachers to dialog, share ideas, and access STEM resources
- Training content specialists in regional support centers in STEM concepts and processes within and across content areas

3. *A coordinated statewide P-20 system of support will empower Missouri educators to work collaboratively with all stakeholders to provide the best possible education with the best possible outcomes for Missouri children – Core education reform areas (a-d), application Sections B-E.*

To provide the foundation for a coordinated, efficient statewide P-20 system of support, the Department has engaged in a self-study and an audit of state-funded programs conducted by the Leadership and Learning Center. After identifying state initiatives that have shown marked achievement differences with deep implementation, the Department embarked upon creating a restructuring plan that will support all districts in implementing effective practices. The resulting plan incorporates the complete P-20 educational spectrum, from early childhood education to career education. Newly structured Department divisions, defined by ARRA assurance areas and focused on achieving the goals of the state's reform plan, are designed to facilitate coordination and collaboration among programs within each division and across each transition point in the P-20 continuum.

The Missouri School Improvement Program remains a cornerstone of the Department and

will continue to serve as a collaborative effort to provide fairness and consistency in school policy and accreditation. Consistent with the restructuring of the Department, and reflective of Missouri's education reform goals, the 5<sup>th</sup> cycle of MSIP will focus on the goals of the state's reform, ensuring that each district sees these areas as a part of their daily business. Through the processes of MSIP, the Department will continue to identify struggling schools proactively, working collaboratively with schools to address guidance, professional learning experiences, and assistance on compliance issues. The structure of MSIP will also allow the Department to identify effectively the state's lowest-performing schools and to take the necessary steps to improve leadership, instructional practice, school climate, and student performance using intervention models including turnaround, restart, school closure, or transformation as appropriate. The existing system of support will be expanded to incorporate resource centers specifically focused on supporting persistently low-performing schools.

Also anchoring the P-20 system of support is the state's comprehensive data system. Recognizing that many of the conditions and factors impacting student performance occur outside the school setting, Missouri's comprehensive data system will link to agencies outside the education realm, and the statewide system of support will assist local districts in developing collaborative relationships with services that support students and families as schools work toward success for all students.

Race to the Top funding will provide financial support for students at both ends of the P-20 continuum. To ensure that all children enter kindergarten ready to learn, the state will provide funding for universal access to quality preschool programs aligned to Missouri's Early Learning Standards. As students progress through high school, the state will fund programs that provide incentives for students to pursue postsecondary education, and in particular, to pursue postsecondary education in STEM subjects.

New P-20 policy designs and comprehensive data system are intended to encourage optimum inter- and intra-agency collaboration, sharing of student data and information, and program coordination to expedite services to families in a braided system of support.

The Department will also leverage to the fullest extent possible an agreement reached with the public television stations in Missouri to engage the public the educational reform plan. The full agreement may be found in Appendix 3

***STEM Initiatives:***

Within this goal, Missouri will encourage emphasis on STEM content by:

- Working with the business community to create apprenticeship opportunities in STEM careers and to provide incentives for students to pursue such opportunities

Sixty-two percent of Missouri school districts have signed Memoranda of Understanding (MOU) committing them to the state's Race to the Top education reform plan. We know that creativity in education cannot occur in a top-down manner. The districts signing the MOU demonstrate both their desire and capacity to embrace education reform and our state's ability to fulfill an aggressive agenda that has broad statewide impact. MOUs from Missouri's LEAs are in **Appendix 4**.

Missouri school districts and charter schools committed to participating in the state's reform plan 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 67.4% of Missouri's school children – children whose academic performance will be immediately and directly impacted by Missouri's education reform plan.

The current performance of Missouri students reveals a slow and steady increase in achievement. Unfortunately, the rate of increase in student performance is too slow and overall performance too low. Bold goals for the next four years will challenge participating districts and charter schools to launch the state into a leading role in the nation. Missouri's participating LEAs are challenged to work together to achieve the following academic goals:

- **65% proficient or advanced on NAEP 4<sup>th</sup> grade mathematics and 60% proficient or advanced on all other NAEP assessments by 2014-2015.** Through this academic goal Missouri intends to be ranked in the top 10 in NAEP performance. Analysis of the historical performance of the top performing states indicates that rapid growth in student performance

is possible on NAEP. Based on our analysis of top performing states, reform plan goals will provide teachers and principals in school districts and charter schools near real-time data, curriculum and assessment resources, teacher and leader evaluation tools, and customized professional development for individual teachers and leaders which will actualize rapid and substantial improvement in Missouri's student performance on NAEP.

- **Reduce racial, ethnic, and socio-economic achievement gaps on NAEP by half by 2014-2015.** Missouri has made some progress in closing achievement gaps. Missouri made its most notable progress in 2009, when the difference between the performances of the state's Hispanic and non-Hispanic students was statistically smaller in both 4<sup>th</sup> and 8<sup>th</sup> grade than that reflected in the national sample. While positive news, the achievement gaps in the Missouri NAEP sample are unacceptable. We believe that the Missouri education reform plan will provide teachers and leaders with the tools necessary to make significant progress in closing the achievement gaps in Missouri.
- **100% proficient or advanced on statewide mathematics and communication arts assessments by 2014.** NCLB provided this ambitious goal for all states. The opportunity presented in Missouri's educational reform plan will put the necessary tools in place to assist educators in school districts and charter schools to improve student achievement outcomes rapidly.
- **The percent of students graduating from high school will increase to 93% by 2014-2015.** Currently, 85% of Missouri students graduate from high school as measured by NCLB accountability standards. Missouri's reform plan outlines strategies that focus on early career planning and the education necessary for all students to be college and career ready. These career focused strategies will expand student involvement in career related activities, highlight opportunities in the STEM careers, and increase the usage of the Missouri Options Program, which is designed to target students who have the capabilities to complete Missouri high school graduation requirements, but for a variety of reasons lack the credits needed to graduate with their class and are at risk of leaving school without a high school diploma.
- **The percent of students graduating from high school with a concentration in STEM-related coursework will double by 2014-2015.** In summer 2010 the Missouri data system will collect course enrollment information at the student level for the first time. Missouri

intends to define the number of credits and types of courses required for STEM concentration and establish a baseline measure of student enrollment in these courses. Increasing the number of students trained for STEM-related careers and postsecondary STEM coursework is an economic imperative of the state.

- **The percent of high school graduates enrolling in postsecondary education will be 80% in 2013-2014.** Currently, 65.8% of the Missouri graduating class enrolls in a 4-year college, a 2-year community college, or a technical school. To address the predicted education attainment level needed by the Missouri workforce in 2014, as noted by the Postsecondary Connection's **Missouri College Pipeline Data Profile**, Missouri's education reform plan will work across the P-20 spectrum to increase enrollment.
- **80% college retention by 2014, as measured by the percent of students enrolled in college who complete at least one year of collegiate-level credit within two academic years.** Missouri's education reform plan will address college readiness by aligning content for all content areas with the Missouri Core Competencies and Skills. The alignment of content standards and associated assessments will facilitate the tracking of student progress toward college readiness by transparently communicating the rigor necessary for a successful college experience. An 80% retention rate will position Missouri to be among the states with top retention rates and is an aggressive goal based on the State's current retention rate of 73%.

Performance on each academic goal will be reported in rapid time by the Race to the Top Project Manager through a public dashboard that will allow for transparency and intervention if school districts, charter schools, or state programs are not reaching goals and need to be refocused or if program adjustments are needed. Active management of the Race to the Top program will allow all Missouri partners to react quickly and adjust to ensure Missouri's reform plan meets its goals.

Race to the Top funds will allow the State to move forward aggressively in adopting these comprehensive reforms. In the absence of Race to the Top funding, the State and its partners will continue moving forward, but will do so over a longer time period and, in some areas, will have to adopt a more incremental approach. The Department, school districts, and charter schools will continue to work together toward the implementation of data-driven decision making, improved teacher and leader preparation and effectiveness, improved student achievement, and college and

career readiness. Without Race to the Top resources, however, we estimate, given our current rate of growth, that achievement of our performance targets will be reduced by half.

**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	347	62.0
<b>C. Data Systems to Support Instruction</b>		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	347	62.0
(ii) Professional development on use of data	347	62.0
(iii) Availability and accessibility of data to researchers	347	62.0
<b>D. Great Teachers and Leaders</b>		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	347	62.0
(ii) Design and implement evaluation systems	347	62.0
(iii) Conduct annual evaluations	347	62.0
(iv)(a) Use evaluations to inform professional development	347	62.0
(iv)(b) Use evaluations to inform compensation, promotion and retention	347	62.0
(iv)(c) Use evaluations to inform tenure and/or full certification	347	62.0
(iv)(d) Use evaluations to inform removal	347	62.0
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	347	62.0
(ii) Hard-to-staff subjects and specialty areas	347	62.0
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	347	62.0
(ii) Measure effectiveness of professional development	347	62.0
<b>E. Turning Around the Lowest-Achieving Schools</b>		
(E)(2) Turning around the lowest-achieving schools	347	62.0

[Optional: Enter text here to clarify or explain any of the data]

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

<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 (%) (Obtained / Applicable)</b>
LEA Superintendent (or equivalent)	347	347	100%
President of Local School Board (or equivalent, if applicable)	347	347	100%
Local Teachers' Union Leader (if applicable)	98	136	72.1%

[Optional: Enter text here to clarify or explain any of the data]

**Summary Table for (A)(1)(iii)**

	<b>Participating LEAs (#)</b>	<b>Statewide (#)</b>	<b>Percentage of Total Statewide (%) (Participating LEAs / Statewide)</b>
<b>LEAs</b>	347	560	62.0
<b>Schools</b>	1,894	2,720	69.6
<b>K-12 Students</b>	601,277	891,739	67.4
<b>Students in poverty</b>	289,428	407,663	71.0

[Optional: Enter text here to clarify or explain any of the data]

**Detailed Table for (A)(1)**

This table provides detailed information on the participation of each participating LEA (as defined in this notice). **See Appendix 5.**

**(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.

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

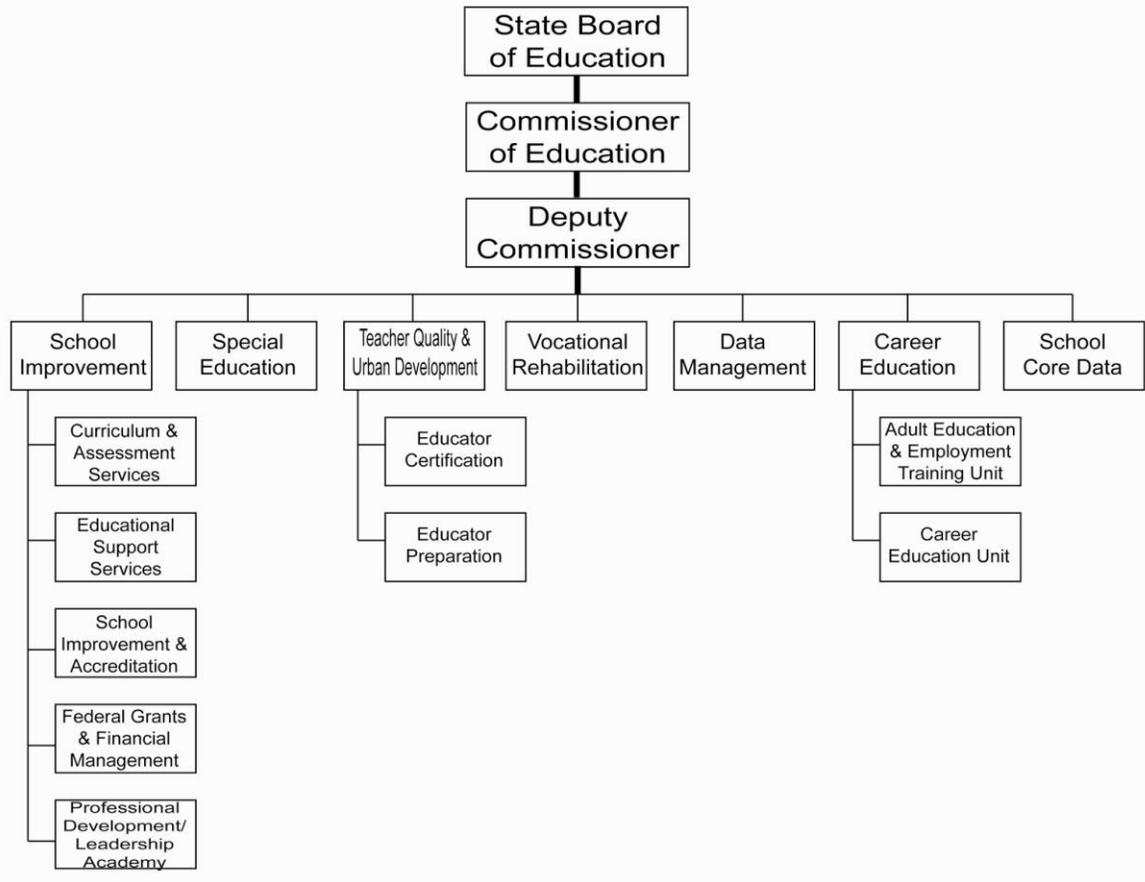
- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

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

***Department Reorganization***

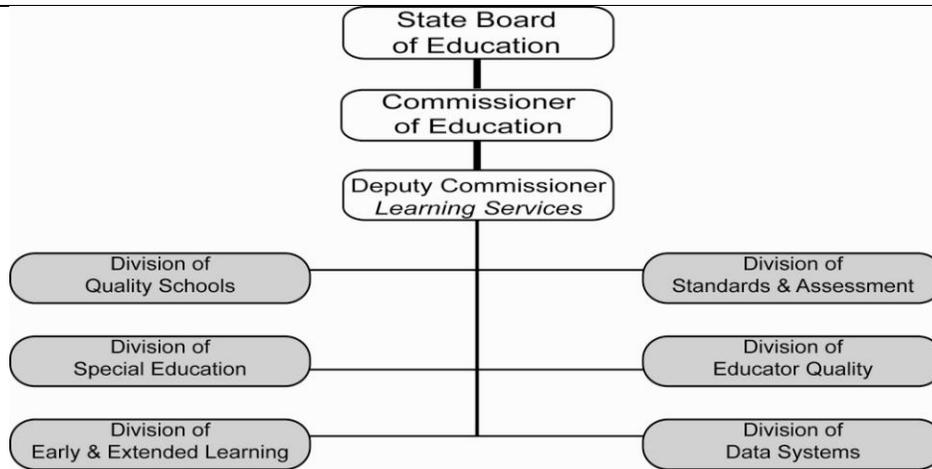
The Department is currently planning a complete reorganization to better support the newly defined state goals as outlined in this application. For many years the Department has been organized around five divisions: School Improvement, Teacher Quality and Urban Education, Special Education, Career Education, and Vocational Rehabilitation. Department communication and operations tended to be determined more by funding stream than by function. These divisions keenly affected school districts, whose perception was that answers to questions differed, depending on the division consulted. There is a critical need for a streamlined operation with updated roles, organized by function.

This prior organization is illustrated as follows:



The recently appointed Commissioner recognized the need for reorganization and has proposed the following new divisions within an overall category of Learning Services: Quality Schools, Early and Extended Learning, Educator Quality, Standards and Assessment, Special Education, and Data Systems. This new organization groups all job-alike personnel to increase efficiency and enhance communication. For example, persons dealing with accountability data who were formerly in School Improvement will now work with those in Data Management. Persons writing curriculum for Career and Technical Education programs are now included with other instructional areas under Standards and Assessment to consolidate expertise and ensure that all standards and curriculum documents provided to districts are consistent in format and message.

The reorganization plan follows:



Missouri’s organizational plan uses established positions to ensure that reforms are sustainable. Race to the Top Projects are part of the overall Department structure so that all aspects of the reform plan become part of the overall Department work. Within this structure, the Deputy Commissioner will act as the Race to the Top Project Manager. Assistant Commissioners will be Project Managers for each area:

Division	Assurance Area
Standards and Assessment →	Standards and Assessment Assurance Manager
Data Systems →	Data for Improvement Assurance Manager
Educator Quality →	Great Teachers/Leaders Assurance Manager
Quality Schools →	School Improvement Assurance Manager

The Assistant Commissioners will ensure that all staff within and among divisions work as a team to support reform goals across the state. In this way, the reform will become systemic.

Analysis of the prior departmental organization and available personnel, the current needs

of the state and its school districts, and fiscal reality has resulted in a plan that is not only making current work more efficient, but will position the Department to effectively assume management of project timelines, data collection, coordination with other Department funding, and work with local schools districts associated with a Race to the Top grant.

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

Like all states, Missouri has a history of implementation of many initiatives as state and district personnel learned of them, or as funding became available. Also, these initiatives typically fade as personnel change or funding disappears. What is important is a continued focus on goals, even as strategies change. What is also important is an objective system of evaluation to identify practices that have truly resulted in change, and those that have not.

Part of the evaluation of the Departmental organization is an objective, outside audit of initiatives or programs that have been funded and/or implemented by the Department. Unlike many projects that include funds for evaluation of the project, thereby often subverting the objectivity of the evaluation, the Department initiated an independent Implementation Audit conducted by the Leadership and Learning Center, founded by Dr. Douglas Reeves. Reeves presented final results of this audit to the Missouri State Board of Education on May 21, 2010 and the results of the Implementation Audit may be found in Appendix 6. Preliminary results, presented to the Board at its March meeting, identified specific programs that have proven to be very effective improving student achievement in districts with deep implementation. This stringent evaluation process will become a way of doing business as the state makes decisions regarding the effectiveness of delivery systems, determines best practices, and disseminates that information through the statewide system of support.

***District Level Implementation Teams***

When regional centers were established in the 1990s and began work to support districts in all regions of the state, they were charged with supporting instruction and providing professional development to individual districts—or groups of districts—based on need. As the state refined its system of standards and assessment, and as the Missouri School Improvement Program developed standards for school operations and performance, the regional centers have continued to provide services to all school districts, but have also taken on responsibilities associated with the development of Accountability Plans for districts struggling to meet state standards of performance. A Regional School Improvement Team has been established for every

district with an Accountability Plan. Because of this additional task, specifically focused on districts in need, or those with signs of impending problems, the centers have developed new strategies and skills associated with identifying problem areas, using long-standing relationships to collaboratively develop a plan for improvement, and then monitor district progress.

One of the traditional roles of specialists in the regional system of support has been the examination of school and district data, using results from both local and state assessments, to determine needs of schools and districts. The regional system of support will continue to be the conduit through which the Department will work alongside district personnel to monitor student progress, evaluate programs, and communicate current research on best practices—both from state and national sources. The existing relationships allow the work to be quickly defined and a plan of action to begin. Mutual trust and respect are already present so that all are positioned to move instruction and assessment to the next level.

**(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)**

The reorganization of the Missouri Department of Education to incorporate and emphasize the four assurance areas and the goals and strategies of the state's educational reform plan will ensure that the Missouri plan is sustainable after the RT3 grant funding has ended. The budget narrative describes a continued partnership with regional service centers where technical services are personalized to address the needs of the region. The reorganization of the Department is a catalyst for a repurposing and reorganization of current budget allocations to support the goals of the state's reform plan and the assurance areas of Race to the Top. An example of this budget organization is the coordination of the federal Longitudinal Data System and the federal School Improvement Grant with the RT3 grant. All grants new to the

Department and all grants awarded by the Department will focus on the state's reform plan.

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

Over the life of the RT3 grant, the system of support for school districts and charter schools will be deployed to address the educational reform plan described in sections B, C, D, E, and F of the grant and the budget narrative. The Department will continue to deploy services within the system of support through regional service centers. Regional services will be provided through contracts and department FTEs, 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 Department 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. Additionally, the Department will use IDEA, Title, School Improvement, IES Longitudinal Data System, Workforce Enhance grants, and other funding streams to support the long-term capacity at all levels of the state system of support.

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

Response to the Department's distribution of MOUs has been gratifying. A total of 347 out of Missouri's 560 LEAs (including charter school LEAs) responded (62.0 %). Responding LEAs represent 67.4% of the State's students and 69.6 % of its school buildings.

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

The state flow through chart may be found in Appendix 7. The Department convened a stakeholder forum on November 23, 2009 found in Appendix 8 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 representatives from business and industry. The Department 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. The Department 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 reform plan 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 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, the Department 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 9. 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. The Department also requested feedback through open-ended questions on the survey providing perceptions of the Department's strengths, concerns and vision.

Letters of support were received from 4 universities and 2 chamber of commerce organizations and may be found in Appendix 10.

**(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*

The education climate in Missouri is long accustomed to an aggressive reform agenda and is 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 the state 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 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 America COMPETES Act, Missouri has successfully implemented a statewide longitudinal data system with unique student identifiers. The Missouri Student Information System (MOSIS) became fully operational in 2008, improving the quality

of data and the efficiency of state and federal reporting. In addition, the use of unique MOSIS student identification numbers in statewide assessment administration has allowed school districts to begin analyzing student performance over time at a variety of levels using a web-based reporting system.

### ***Great Teachers and Leaders***

Missouri's school districts are geographically and demographically 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. The Department has established a Leadership Academy, funded with state revenue, which provides ongoing professional development opportunities aligned with the standards of National Staff Development Council for Missouri's teachers and leaders.

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

During the 4<sup>th</sup> cycle of MSIP, the Department instituted required Accountability Plans for districts that failed to meet performance expectations. As of the end of the current school year, approximately 74 school districts will have developed Accountability Plans. In order to be released from Accountability Plans, districts must demonstrate on two consecutive Annual Performance Reports that the district has met the requirements to be at the Accredited level. Of the 74 districts that have developed Accountability Plans, six districts have made enough progress in student achievement to be relieved of reporting requirements for their Accountability Plans. It is anticipated at the conclusion of the current year; seven more will be released from their Accountability Plans.

Missouri has taken aggressive measures to intervene in districts with persistently unacceptable student performance. The state lapsed (Appendix 11), the Wellston School District in 2005 for continued poor student performance. This was, in effect, the first state takeover of a public school district in Missouri history. Despite intense interventions, the district failed to show adequate progress in student achievement, and the State Board of Education voted to close the district and assign its students to a neighboring district at the end of the current school year. In 2007, the State Board of Education removed St. Louis City School District's accreditation, setting the stage for a state takeover of that district as well. In 2008, the State Board of Education dissolved the Wyaconda C-1 School District after the district failed to move out of

unaccredited status in the required two year period. In May 2010, the State Board of Education lapsed the Riverview Gardens School District for two consecutive years of unaccreditation. State statute authorizes the State Board of Education to provide leadership for a newly reconstituted school district.

Missouri is committed to upholding excellent standards for student performance and to providing the necessary supports for districts to improve. Missouri's regional support centers have provided personalized, ongoing assistance to struggling schools and have been instrumental in creating positive relationships with LEAs (refer to Section A for additional information regarding the role of Missouri's regional support centers and the history and development of MSIP standards.)

#### ***Use of ARRA Funds***

Missouri, like most states throughout the nation, has experienced significant budget challenges and constraints during the past year. As a result, ARRA funding has been used to fill budget gaps in the state's foundation formula for public schools. This additional funding allows schools to continue operating and to meet the requirements of state and federal programs.

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

Missouri's NAEP data are included in Appendix 12. We attribute increases in student performance on NAEP and statewide assessment measures to consistent efforts to improve standards, assessments, data analysis and instructional practices. These improvements have been a collaborative effort between Department personnel, regional center personnel and educators throughout the state. The Department 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 and implement effective instructional strategies. Although content and process standards have remained constant since their adoption in 1996, Grade-Level and Course-Level Expectations have been refined and honed with input of educators throughout the state to better guide instruction. 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 by NAEP. Likewise, assessments have been refined over time to achieve better alignment with assessed standards.

Teacher involvement in these processes, in particular, has impacted instruction and student performance. An important part of the Missouri Assessment Program (MAP) has been the involvement of classroom teachers and school administrators in each step of the assessment process. Districts have been represented in the writing of the standards, the writing of the Grade-level Expectations, assessment item development, content and bias reviews, alignment studies, and standard setting. But the most powerful involvement has been teacher participation in the scoring of constructed response and performance event items for each administration of the MAP. To date, approximately 2,300 teachers have been trained and qualified to score using the test developer's protocol, quality control, and scoring procedures. The opportunity to be a part of the review of scoring guides, the training of scorers, and the scoring itself has allowed teachers to understand well what students should "know and be able to do" to meet Missouri's stringent state standards. Teachers who have participated in state scoring consistently agree that their instruction is better because of this experience. It also spurs them to provide information to their colleagues in the districts.

The Department has a long history of high expectations related to improving student achievement through MSIP. Almost twenty years of holding school districts accountable in some way for student performance has resulted in improvement. In the current cycle of MSIP, school district accreditation is determined solely by student performance. School districts receive an Annual Performance Report every year that reports current district status on the 14 MSIP Performance measures. This annual report has caused district's to focus on student performance trends yearly instead of once every five years. Additionally, MSIP requires every district to implement a Comprehensive School Improvement Plan that is focused on improving student achievement. Nine regional centers provided support and technical assistance to districts and classroom teachers to improve student performance, as well.

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

Missouri's most persistent challenge in improving student achievement has been closing the achievement gap between subgroups. The state has been actively exploring reasons for this achievement gap and strategies to reduce it for more than a decade, but has been largely unsuccessful in significantly improving the performance of its lowest performing subgroups. In 1996, former Commissioner of Education, Robert E. Bartman, appointed a task force to

recommend strategies for improving the performance of African American students. The resulting report, released in December 1997, issued a call to action and raised awareness of the many influences on academic performance including school, home and community. These insights established a climate for developing collaborations within various sections of the Department and across other agencies that support children and families, and for focusing efforts in local school districts on innovative approaches to improving learning for African American children.

In 2004, after several years of sporadic attention to narrowing the achievement at the local level yielded few successes, the Department initiated a project that focused on closing the achievement gap in Missouri. In partnership with the Office of Social and Economic Data Analysis (OSED) and the Mid-Continent Regional Education Laboratory (McREL), Missouri implemented the Close the Gap initiative, modeled on Indiana's Teaching Optimization Producing Higher Achievement Trends (TOPHAT) consortium. This initiative was based on the premise that improved instruction leads to improved student achievement. Missouri's initiative was grounded in four key elements: long-term intervention – in Missouri's case 3 years; train-the-trainer models with leadership teams from each building receiving common training and then in turn, training their colleagues; pooling state resources to provide training that individual buildings could not have accessed; and finally, providing intensive mentoring and coaching to buildings in addition to common professional development. A critical difference between Indiana's project and Missouri's project is that in Missouri, participation was optional.

Close the Gap was a building-level intervention designed to address some of the major roadblocks to improving student achievement identified through Missouri's experience with Academically Deficient Schools. Indeed, many of the 25 buildings participating in the Close the Gap project had been previously identified as Academically Deficient. Like most of the efforts that preceded it, Missouri's Close the Gap was unsuccessful in reducing the achievement gap. However, many valuable lessons were learned from that work. Most importantly, although the interventions were helpful, they were not sufficient to mitigate the accumulated effect of low performance. The variables of level of involvement by district and building leadership, level of implementation by school participants, the effectiveness of the leadership team in imparting the methods and knowledge learned, the quality and engagement level of the mentors, stability in district and building leadership, and the many other issues confronting some of the districts

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

Like student performance on the 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. In order for a high school to receive A+ designation, it must meet certain requirements that include monitoring student competencies on identified academic objectives and eliminating "general" track courses from their program of studies. The original intent of the A+ program was to ensure that all students graduated from high school ready for college or ready for a high-wage job.

Most recently, the Department 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>4</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 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

<sup>4</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.

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*

### **Overview**

Rigorous academic standards that reflect the knowledge and skills necessary for success in a competitive, technology- driven world are central to the vision of Missouri’s reform plan – ensuring that our students are “Ready for School, Ready for College, Ready for Work” – and are key to achieving the three over-arching goals of the plan (see Section A1 for reform plan details). Missouri’s current academic content standards, the “Show-Me Standards,” and the Grade-Level Expectations that articulate the developmental continuum across grade levels for each content area are among the most rigorous in the country and have been judged as “world-class” by *Education Next* (2008). Stakeholders including teachers, school and district leaders, members of the state’s business community, parents, and policymakers have worked collaboratively during the last decade to develop and refine standards that reflect the state’s commitment to high expectations. Missouri was one of the original “New Standards” states striving to develop rigorous standards and performance-based assessments.

As we continue working toward ensuring that all of our students are prepared for postsecondary endeavors, we maintain our commitment to high expectations that are expressed in rigorous curriculum and assessments that are relevant and fair. We aspire to build on a rich history of developing high standards and effective assessments by joining with other states in a collaborative effort to promote excellence. The high standards and demanding, effective curriculum and assessments resulting from this collective work with teachers will impact not only student performance, but also instructional practices, teacher and leader training, and the overall performance of schools. Sections C, D, and E of Missouri’s Race to the Top application describe the Department’s plans for using new standards and assessments to facilitate data-driven decision making across the P-20 continuum using the state’s comprehensive data system (Section

C), to promote excellent teaching and school leadership (Section D), and to pinpoint strategies for improvement in struggling schools (Section E). As Missouri continues its reform journey, the Department and local school districts will work together to use new standards and assessments as a foundation for inspiring students to be life-long learners.

Just as Missouri has considerable experience with developing and implementing rigorous academic standards, the state has also been a leader in developing effective statewide assessments. In response to the requirements of the Outstanding Schools Act of 1993, Missouri developed a system of performance-based assessments that have impacted instruction and student performance for more than a decade. Missouri is committed to continuing to improve the quality of assessments at the state level, and also recognizes the importance of effective assessments at the local level. As the State adopts and transitions to the Common Core K-12 Standards and College- and Career-Readiness 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)(a&b)**

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 College- and Career-Readiness 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 Missouri’s commitment to Common Core K-12 Standards development and adoption is included in Appendix 13. 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 K-12 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 14.

The most current versions of the Common Core K-12 Standards and College- and Career-Readiness Standards are included in Appendix 15.

## **(B)(1)(ii) Adopting and Implementing Common Standards**

### ***Authority to Adopt Standards***

The Missouri legislature authorized the State Board of Education 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.”

### ***Why Missouri is Ready to Implement Common Standards***

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 P-20 system that ensures students’ preparedness for postsecondary study and entry into the workforce (Section A1, Missouri’s

Reform Plan). 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 the Department's staff and the Missouri Department of Higher Education. They have worked to ensure alignment between the Common Core K-12 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 the Department of Education to align statewide assessments with such competencies. The first iteration of these standards, *Core Competencies and Skills*, has been developed collaboratively by K-12 educators, postsecondary educators, and representatives of both the Department of Higher Education and the Department. They are provided as Appendix 2. These groups will continue their collaboration as the State transitions to the Common Core Standards.

Revision of MSIP standards in preparation for the 5<sup>th</sup> cycle of implementation and an active network of regional resources also contribute to Missouri's readiness to adopt new standards and assessments. In revising MSIP standards for classifying Missouri school districts, the Department has anticipated a transition to Common Core Standards and incorporated processes to guide curriculum development and implementation reflecting the new standards at the district level. The state's existing statewide system of support is poised to provide immediate and easily accessible resources to local schools as they implement new standards and aligned curriculum.

### ***Missouri's Plan for Adopting Common Standards***

Throughout winter 2009 and spring 2010, the Department's Curriculum and Assessment staff has been actively involved in reviewing and submitting comments on the successive drafts of CCSSO's K-12 mathematics, listening, speaking, reading and writing documents. 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 College- and Career-Readiness Standards upon their adoption. The Department, with input from teachers in the field, will develop model curriculum documents to assist local schools in the transition. In addition, the Department, through the existing statewide system of support, will provide local schools with technical assistance to refine and implement curriculum. Particular emphasis will be placed on technical assistance in developing and implementing STEM curriculum aligned to the new standards. To ensure continuity and sustainability of the transition to and implementation of the Common Core K-12 Standards and College- and Career-Readiness Standards, the Department will work closely with institutions of higher education to align the curriculum of teacher and leader preparation programs to the standards, as well as to develop teacher preparation coursework with STEM emphasis. (Section D of Missouri’s Race to the Top application details proposed work with teacher and leader preparation programs.)

Missouri’s standards transition plan extends to early learning, as well, in order to incorporate the entire P-20 continuum. Alignment of the state’s Early Learning Standards will foster early learning programs that work toward ensuring that all students enter kindergarten ready to succeed.

***Standards Adoption Timeline***

Immediately upon the completion of the NGA/CCSSO Common Core K-12 Standards and College- and Career-Readiness 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.

<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
June 2010-August 2010	At the State Board meeting update the state board on contents of the Standards and alignment to current Missouri Standards.	State Board of Education
June 2010-August 2010	Adopt Common Core Standards at or before the August 19-20, 2010 State Board of Education meeting.	State Board of Education

***Standards Implementation Timeline***

<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
April 2010-June	Work with early childhood constituencies to align, update, and develop, if necessary, the Early Learning Standards to ensure	Department of Higher Education, Department of Education Curriculum

2010	that early learning is aligned to the Common Core K-12 Standards.	and Assessment Unit, Department of Education Early Childhood Section, Coordinating Board for Early Childhood, LEAs, Applicable Professional Organizations
April 2010-June 2010	Work with Department of Higher Education to align and update the Core Competencies and Standards to the Common Core K-12 and College- and Career-Readiness Standards.	Department of Higher Education, Department of Education Curriculum and Assessment Unit, Department of Education Division of Career Education, Department of Economic Development, LEAs, Applicable Professional Organizations
April 2010-June 2010	Join with Department of Economic Development to update the Work Ready Standards and align them to Common Core K-12 and College- and Career-Readiness Standards.	Department of Higher Education, Department of Education Curriculum and Assessment Unit, Department of Education Division of Career Education, Department of Education Division of Special Education, Department of Economic Development, LEAs, Applicable Professional Organizations
April 2010-June 2011	Draft P-12 model curriculum with special emphasis on developing and integrating STEM content.	Department of Education Division of Career Education, Department of Education Division of Special Education, Department of Education Curriculum and Assessment Unit, Department of Education Early Childhood Section, Department of Higher Education, LEAs, STEM Stakeholders
May 2010-June 2010	Develop standard transition documents for Local Education Agencies (LEA), Department of Education, and service providers.	Department of Education Curriculum and Assessment Unit, Department of Education Division of Special Education, LEAs
May 2010-March 2013	Begin Federal Peer Review Process as necessitated by the transition to the Common Core K-12 standards in order to certify that the transition assessments are technically sound.	Department of Education Curriculum and Assessment Unit
May 2010-August 2010	Issue Requests for Proposals to begin transitioning Missouri Assessment Program to Common Core K-12 Standards and award contracts.	Department of Education Curriculum and Assessment Unit, Office of Administration, Service Providers
August 2010-September 2010	Crosswalk Missouri Assessment Program assessment blueprints and test designs to begin transition to the Common Core K-12	Department of Education Curriculum and Assessment Unit

	Standards.	
August 2010- October 2010	Develop training for LEAs to implement the Common Core K-12 Standards and updated content and process standards across the P-12 spectrum.	Department of Education Curriculum and Assessment Unit, Department of Education Division of Career Education, Department of Education Division of Special Education, Department of Education regional support centers, LEAs
June 2010- September 2010	Identify assessment needs and develop learning progressions to report against the Common Core K-12 and College- and Career-Readiness Standards and to report students as Career Ready and College Ready.	Department of Education Division of Career Education, Department of Education Division of Special Education, Department of Education Curriculum and Assessment Unit, Department of Education Early Childhood Section, Department of Higher Education, LEAs, STEM Stakeholders
August 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
August 2010- December 2011	Provide Common Core K-12 Standards and professional development regarding implementation of updated standards for LEAs and interested stakeholders.	Department of Education Curriculum and Assessment Unit, LEAs, Department of Education regional support centers
August 2010-July 2011	Develop assessment items and conduct assessment linking studies and assessment field tests for transitional assessment.	Department of Education Curriculum and Assessment Unit
October 2010- January 2011	Design model curriculum professional development.	Department of Education Division of Career Education, Department of Education Division of Special Education, Department of Education Curriculum and Assessment Unit, Department of Education Early Childhood Section, Department of Higher Education, LEAs, Department of Education regional support centers
February 2011-June 2014	Deliver high-quality professional development and technical assistance to facilitate the successful implementation of model curriculum	Department of Education Division of Career Education, Department of Education Division of Special Education, Department of Education

		Curriculum and Assessment Unit, Department of Education Early Childhood Section, Department of Higher Education, LEAs, Department of Education regional support 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.	Department of Education Curriculum and Assessment Unit, LEAs
August 2011-June 2014	Implement model curriculum based on Common Core K-12 Standards.	LEAs, Department of Education regional support centers, Department of Education Division of Career Education, Department of Education Division of Special Education, Department of Education Curriculum and Assessment Unit, Department of Education Early Childhood Section
August 2011-June 2014	Aggressively monitor implementation of the newly aligned district curriculum and/or the model curriculum.	LEAs, Department of Education MSIP
October 2011, January 2012, April 2012, July 2012, and continuing pattern in future years.	Conduct quarterly evaluation of 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, Department of Education regional support centers, Department of Education Division of Career Education, Department of Education Division of Special Education, Department of Education Curriculum and Assessment Unit, Department of Education Early Childhood Section, Higher Education, STEM Stakeholders

**(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)**

Since the early 1990s, Missouri has pursued educational reform, in part, through continuous improvement and refinement of its statewide assessment. In 1993, the passage of Missouri’s Outstanding Schools Act mandated development of the state’s first large-scale performance-based assessments to measure student performance on established academic performance standards. The new tests, the Missouri Assessment Program (MAP), were developed in large part by Missouri teachers. The Department supported the effort with statewide professional development initiatives through the regional support centers and provided teachers throughout the state the opportunity to participate in hand-scoring of items during the summer months. MAP assessments, originally grade-span assessments in Mathematics and Communication Arts, evolved to include multiple grade levels and content areas and eventually incorporated End-of-Course assessments for high school students. As part of the current reform

plan, Missouri intends to maintain its commitment to relevant, high-quality assessments of student performance. In order to provide LEAs with technically sound and instructionally informative assessments linked to the NGA/CCSSO Common Core K-12 Standards, Missouri is participating in multi-state consortia for both formative and summative assessments.

### ***Formative Assessment System***

Missouri will engage in development of formative assessments in collaboration with 33 partner states participating in the SMARTER Balance Assessment Consortium. This consortium 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 NGA/CCSSO Common Core K-12 Standards. In addition, to support the implementation of NGA/CCSSO Common Core K-12 Standards and linked assessments, consortium states will develop professional development materials to facilitate instructional integration of the standards. Professional development materials will include curricular frameworks aligned to the NGA/CCSSO Common Core Standards, expected learning progressions within content areas, materials on instructional strategies, and suggested interventions.

As a governing member of the consortium, Missouri will draw upon its previous work in curriculum development to design model curriculum units based on the NGA/CCSSO Common Core K-12 Standards. Missouri will also create partnerships with LEAs and work within the existing regional support centers to develop and contribute to the consortium web-based training and workshop modules to provide educators with experience in scoring student work. These modules will focus on practical strategies to make informed instructional decisions based upon assessment results.

The consortium's work will be sustained by states' continuous contributions to the assessment system. Missouri, as a state that has been involved in creating and scoring multifaceted assessments for 15 years, will bring knowledge and experience to the table, and will be able to contribute assessment items and scoring guides to the consortium's item bank immediately. Through its system of regional support centers, Missouri will partner with educators throughout the state to continue developing and providing formative assessment materials and items for interim/benchmark assessments.

Consortium states will work collaboratively to develop and refine district-, school-, and student-level performance reports based on the NGA/CCSSO Common Core K-12 Standards. Reports tracking progress on the standards will be generated in parent-friendly and teacher-friendly formats.

All SMARTER Balance Consortium assessment and instructional materials will be available to consortium states through a web-based engine that will 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.

A copy of the Memorandum of Agreement signifying Missouri's participation in the SMARTER Balance Assessment Consortium is included as Appendix 16.

### **Summative Assessment System**

Missouri is also committed to active participation in the development of the common summative assessments with the 33 member states of the SMARTER Balance Assessment Consortium. The consortium of states developing this comprehensive assessment system for evaluating the NGA/CCSSO Common Core K-12 Standards will start with a set of working principles derived from an examination of successful state systems in the United States 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, and 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 K-12 Standards, 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 in Appendix 17.

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

The SMARTER Balance Assessment Consortium encompasses a group of 33 states working collaboratively toward the common goal of implementing formative, interim/benchmark, and summative assessments. The group will also provide supporting materials and teacher training aligned to the NGA/CCSSO Common Core K-12 Standards as part of the Race to the Top initiative.

<b>SMARTER Balance Assessment Consortium States</b>	
<b>Governing</b>	<b>Member*</b>
ID, KS, ME, MI, MN, MO, NC, OR, UT, VT, WA, WI, WV	CO, CT, DE, GA, HI, IA, IL, KY, MT, ND, NE, NH, NJ, NM, NV, OH, PA, SC, SD, WY
<b>13</b>	<b>20</b>
<b>Total States in Consortium (Governing and Member*) =</b>	
<b>33</b>	

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## 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) Transition to Enhanced Standards and High-quality Assessments**

In 1993, nearly ten years prior to passage of No Child Left Behind (NCLB) legislation and the advent of the concept of NGA/CCSSO Common Core K-12 Standards, Missouri lawmakers enacted the state’s Outstanding Schools Act, which has shaped the current landscape of education in Missouri. The Outstanding Schools Act focused Missouri educators and stakeholders on 14 statewide 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, the Department flowed funding from the Outstanding Schools Act into grants to establish regional support centers throughout the state. The placement of each regional support center on a university campus was purposeful, ensuring a transparent flow of work between the K-12 system and the postsecondary education system.

Regional support centers are easily accessible resources for teachers, administrators, and school districts in their regions. Additionally, they are well positioned to provide customized support to individual schools and districts in areas such as curriculum development, assessment, special education, teaching English Learners, and innovative programming. The regional support system is structured to provide Missouri with an efficient and open system of communication to all school districts. Because of this system, Missouri has been able to introduce and effectively implement a variety of statewide initiatives.

With the implementation of NCLB, Missouri maintained its focus on rigor and 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 come into clear focus. First, the state has identified the need to increase the number of Missouri students ready 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 the Department of Higher Education to work with the Department

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 and clearly defines for stakeholders the content and skill levels required for non-remediation. 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, the Department has expanded the scope of 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 the Department's curriculum consultants to provide a clear link between P-K and K-12 goals. Early Learning Standards for core content areas are included in Appendix 1. 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 extend 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 Career Preparation Certificate Program has been developed and is currently used in Missouri school districts. This program incorporates academic, as well as work readiness components, and assessment tools. It essentially serves as a guarantee to potential employers that entry-level employees are ready to work. Draft guidelines for program implementation are included in Appendix 18.

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 K-12 and College- and Career-Readiness Standards. Missouri is ready to adopt the high-quality academic expectations defined by the NGA/CCSSO Common Core K-12 Standards, thereby creating a system that connects both ends of the educational spectrum—from early learning to workplace entry—through a continuum of comprehensive

standards.

Key activities within this section address Goals 1 and 2 of the state's overall reform plan.

***Goal 1: An integrated, seamless P-20 system will ensure that every child in Missouri is fully prepared for postsecondary study and entry into the workforce. The following key activities address Missouri's reform plan Goal 1 as described in section A(1)(i):***

**Key Activity 1:** Adopt and implement the NGA/CCSSO Common Core K-12 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.

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 College- and Career-Readiness Standards which will

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

Since November 2009, the Department's curriculum and assessment staff has been engaged in reviewing preliminary drafts of NGA/CCSSO's K-12 mathematics, listening, speaking, reading, and writing documents. In addition to providing feedback to NGA/CCSSO, the Department'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- Readiness standards, and to develop a plan for helping LEAs transition to new standards. Beginning with adoption of the NGA/CCSSO Common Core K-12 Standards by the State Board of Education in summer 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 teachers, the department, school districts, charter schools, the Department of Higher Education, the Coordinating Board for Early Childhood, the Department of Economic Development, a variety of professional organizations, and other stakeholders. The Department will report student-level achievement data based on the Common Core K-12 Standards through the Missouri Assessment Program beginning with the 2011-2012 assessments. Likewise, early childhood learning programs will be held accountable for student outcomes beginning with the 2011-2012 school year.

**Implementation Plan:**

Timeline	Activity	Responsible Parties
ASAP	State Board of Education adopts Common Core K-12 Standards and College- and Career-Readiness Standards.	State Board of Education
January 2010-June 2010	Align and update the Core Competencies and Standards to the Common Core K-12 and College- and Career-Readiness Standards.	Higher Education, Department Curriculum and Assessment Unit, Department Division of Career Education, Department of Economic Development, LEAs, Applicable Professional Organizations
January 2010-December 2010	Ensure technical alignment of high school standards and college entrance requirements with the NGA/CCSSO Common Core K-12 and College- and Career-Readiness Standards.	LEAs Department, Institutions of Higher Education, Department of Higher Education
June 2010-December 2010	Work with early childhood constituencies to align, update, and develop, if necessary, the Early Learning Standards to ensure that early learning is aligned to the NGA/CCSSO Common Core K-12 Standards.	Higher Education, Department Curriculum and Assessment Unit, Department Early Childhood Section, Coordinating Board for Early Childhood, LEAs, Applicable Professional Organizations
June 2010-December 2010	Update the Work Ready Standards and align them to NGA/CCSSO Common Core K-12 and College- and Career-Readiness Standards.	Department of Higher Education, Department Curriculum and Assessment Unit, Department Division of Career Education, Department Division of Special Education, Department of Economic Development, LEAs, Applicable Professional Organizations
August 2010-	Develop a rollout plan for the standards together with all of their supporting	LEAs, Department Curriculum and

September 2010	components.	Assessment Unit, Department Division of Career Education, Department Division of Special Education, Regional Centers
August 2010- December 2010	Amend contracts to transition Missouri Assessment Program to NGA/CCSSO Common Core K-12 Standards.	Department Curriculum and Assessment Unit, Office of Administration, Service Providers
September 2010- January 2011	Develop standard transition documents for LEAs, the Department, and Service Providers.	Department Curriculum and Assessment Unit, Department Division of Special Education, LEAs
September 2010- November 2010	Update Missouri Assessment Program assessment blueprints and test designs to align with the Common Core K-12 Standards.	Department Curriculum and Assessment Unit
October 2010- October 2013	Begin Federal Peer Review Process as necessitated by the transition to the Common Core K-12 standards in order to certify that the transition assessments aligned to the new standards are technically sound.	Department Curriculum and Assessment Unit
October 2010- January 2011	Develop training for LEAs to implement the Common Core K-12 Standards and updated content and process standards across the P-12 spectrum.	Department Curriculum and Assessment Unit, Department Division of Career Education, Department Division of Special Education, Regional Centers, LEAs
January 2011-August 2011	Provide Common Core K-12 Standards and professional development regarding implementation of updated standards for LEAs and interested stakeholders	Department Curriculum and Assessment Unit, LEAs, Regional Centers
January 2011-August 2011	Disseminate high-quality instructional materials and assessment materials based on the Common Core K-12 Standards.	The Department
August 2011-June 2014	Implement high-quality instructional materials and assessment materials based on the Common Core K-12 Standards.	LEAs

August 2010-July 2012	Conduct assessment linking studies and assessment field tests if necessary.	Department 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.	Department Curriculum and Assessment Unit, LEAs

Missouri will expand the assessment consortium system to encompass all P-12 content. This will support and increase student achievement across all content areas in order to facilitate student access to a rigorous program of study based on 21<sup>st</sup> Century Skills across the total spectrum of content interests. Missouri plans to work with interested institutions of higher education to expand the power of the system across the entire P-20 spectrum. Key to the successful launch will be the ability of the Show-Me Portal (as described in Section C of the application) to 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 ensure that teachers, students, and parents have a 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 and other consortium member states are actively developing common summative assessments of the Common Core K-12 Standards for grades 3-8 and for high school courses. The details of the summative assessment consortium implementation timeline are not currently available.

### Implementation Plan

Timeline	Activity	Responsible Parties
January 2010-December 2010	Ensure technical alignment of high school assessment and college entrance requirements with the NGA/CCSSO Common Core K-12 and College- and Career-Readiness Standards.	LEAs, Department, Institutions of Higher Education, Department of Higher Education
April 2010-June 2014	Participate in summative consortium activities.	Commissioner, Department Chief Financial Officer, Department

		Curriculum and Assessment Unit, Consortium States
June 2010- June 2014	Expand assessment consortium formative and interim/benchmark system into the P-20 spectrum.	Department, Department of Higher Education, Institutions of Higher Education
June 2010- October 2010	Develop learning progressions, test design and blueprints for formative and interim/benchmark assessments for all P-12 content areas.	Department Division of Career Education, Department Division of Special Education, LEAs, Department Curriculum and Assessment Unit, Department Early Childhood, Higher Education representatives
September 2010- December 2010	Develop state-level formative and interim/benchmark assessment item banks for all P-12 content areas.	Department Division of Career Education, Department Division of Special Education, Department Curriculum and Assessment Unit, Department Early Childhood, Higher Education, LEAs
August 2011- December 2012	Disseminate high-quality instructional materials and assessment materials based on the NGA/CCSSO Common Core K-12 Standards for the formative and interim/benchmark assessments.	The Department
August 2011- June 2014	Implement high-quality instructional materials and assessment materials based on the NGA/CCSSO Common Core K-12 Standards for the formative and interim/benchmark assessments.	LEAs

**Key Activity 3:** Increase advanced course offerings/dual credit, internship, and STEM coursework for all students.

Missouri is committed to the education needs of all its citizens. As the state’s economic development needs in the 21<sup>st</sup> century have emerged, it has become evident that Missouri must strengthen graduation requirements to ensure postsecondary success and encourage enrollment in courses incorporating STEM content as a matter of economic competitiveness for the state. Missouri must increase advanced course offerings/dual credit, internship, and STEM coursework to allow all students to pursue opportunities aligned to their personal plans of study and their career paths.

Beginning with the graduating class of 2014, participating districts and charter schools must expand opportunities for all students to earn dual high school and postsecondary credit.

**Implementation Plan:**

Timeline	Activity	Responsible Parties
October 2010-May 2012	Provide LEA grants to afford all students in the class of 2012 the opportunity to take one college-level course and participate in at least one field career experience.	Race to the Top Project Manager, LEAs, Regional Centers
June 2010-December 2010	Launch collaborative group to investigate how Missouri high school graduation requirements could include STEM credit flexibility/opportunities and a STEM certification.	Commissioner of Education
December 2010-June 2011	Identify assessment needs and develop learning progression to report against the NGA/CCSSO Common Core K-12 and College- and Career-Readiness Standards and to report students as Career Ready and College Ready.	LEAs, Regional Centers, Department Division of Career Education, Department Division of Special Education, Department Curriculum and Assessment Unit, Department Early Childhood Section, Higher Education, STEM Stakeholders
June 2011-July 2012	Develop and pilot necessary reports of students as Career Ready and College Ready.	Department Data Manager, LEAs, Higher Education, Regional centers
January	Present to the State Board of Education proposed updates to high school graduation	Commissioner of

2011	requirements allowing for STEM credit flexibility/opportunities.	Education
January 2011-May 2014	Provide 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.	Race to the Top Project Manager, LEAs, Department Regional centers
October 2011	Missouri State Board of Education adopts updated high school graduation requirements.	State Board of Education, Commissioner of Education

***Goal 2: Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction. The following key activities address Missouri’s reform plan Goal 2 as described in section A(1)(i):***

**Key Activity 4:** 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.

The state will develop a model curriculum framework, in coordination with teachers, LEAs and higher education institutions, consisting of, but not limited to:

- course descriptions
- unit outlines
- measureable objectives
- benchmark assessments and scoring guides
- suggested evidence-based instructional strategies
- instructional timelines
- 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 in collaboration with teachers and higher education a P-12 curriculum framework for updated standards addressing

- agricultural education
- business
- early learning
- family and consumer sciences
- fine arts
- health sciences
- health
- information and communications technology literacy
- marketing and information technology
- physical education
- science
- skilled technical sciences
- social studies
- technology and engineering
- world languages.

Special focus will be given to the integration and emphasis of STEM content and learning progressions throughout the model curriculum framework where STEM content will be highlighted in order to demonstrate its integration across all content areas. The framework will connect directly to the assessment system consisting of formative, interim/benchmark, and summative assessments. The direct connection of the model curriculum to the assessment system will provide incentive for teachers and LEAs to adopt and align their instruction in order to leverage the power of assessment for and of learning.

**Implementation Plan:**

Timeline	Activity	Responsible Parties
October 2009-December 2011	Draft model curriculum for P-12 core content with special emphasis on developing and integrating STEM content.	Department Division of Career Education, Department Division of Special Education, Department Curriculum and Assessment Unit, Department Early Childhood Section, Department of Higher Education, LEAs,

		STEM Stakeholders
August 2010- December 2010	Identify assessment needs and develop learning progressions to report against the Common Core K-12 and College- and Career-Readiness Standards and to report students as Career Ready and College Ready.	Department Division of Career Education, Department Division of Special Education, Department Curriculum and Assessment Unit, Department Early Childhood Section, Higher Education, LEAs, STEM Stakeholders
June 2011- August 2012	Align district curriculum to updated state standards or implement the model curriculum.	LEAs
June 2011- June 2014	Focus local professional development resources and plans on the implementation of the new model curriculum, and on evidence- and research- based instructional practices.	LEAs

**Key Activity 5:** Design and disseminate grade- and 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.

High-quality grade- and subject-specific professional development for implementation of the curriculum framework will be designed and deployed in conjunction with the development of the model curriculum. This professional learning will be accomplished through the regional centers, the online instructional support environment, and teachers and leaders from across the state.

Several factors will be critical to successful curriculum implementation. First, existing regional resources and expertise in the regional service centers, the Department, the Missouri Comprehensive Data System (described in Section C), and school districts and charter schools 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 by teachers. 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 that may be used to closely and effectively monitor student progress so that instruction can be differentiated accordingly. Missouri teachers will work with the Department to develop and approve materials for the item bank. This process will ensure that Missouri educators develop a broad and deep understanding of the conceptual alignment between the items and the standards. This assessment literacy will provide a thorough understanding in teachers 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.

**Implementation Plan:**

Timeline	Activity	Responsible Parties
October 2010- January 2011	Design model curriculum professional development.	Department Division of Career Education, Department Division of Special Education, Department Curriculum and Assessment Unit, Department Early Childhood Section, Department of Higher Education, LEAs, Department Regional

		centers
February 2011-June 2014	Deliver high quality professional development and technical assistance to facilitate the successful implementation of model curriculum.	Department Division of Career Education, Department Division of Special Education, Department Curriculum and Assessment Unit, Department Early Childhood Section, Department of Higher Education, LEAs, Department Regional centers
August 2010-December 2010	Identify assessment needs and develop learning progression referenced to the Common Core K-12 and College- and Career-Readiness Standards to report students as Career Ready and College Ready.	Department Division of Career Education, Department Division of Special Education, Department Curriculum and Assessment Unit, Department Early Childhood Section, Department of Higher Education, LEAs, STEM Stakeholders
June 2011-2014	Institute a statewide benchmarking system to track aggregated student performance.	Department Division of Career Education, Department Division of Special Education, Department Curriculum and Assessment Unit, Department Early Childhood Section, Department of Higher Education, LEAs, Regional 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.	Department Division of Career Education, Department Division of Special Education, Department Curriculum and Assessment Unit, Department Early Childhood Section, Department of Higher

		Education, LEAs, Department Regional 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 online feedback sessions to implement a continuous improvement cycle using both quantitative and qualitative data.	LEAs, Department Regional centers, Department Division of Career Education, Department Division of Special Education, Department Curriculum and Assessment Unit, Department Early Childhood Section, Department of Higher Education, STEM Stakeholders

***Anticipated Impact:***

The impact of the described reforms to Missouri’s standards and assessments will be profound. The purposeful alignment of the Common Core K-12 and College- and Career-Readiness Standards 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 – a change that will increase the academic achievement of all students in Missouri.

Department staff will collaborate with teachers from school districts and charter schools in the development of materials to support the Common Core K-12 Standards. These materials, best practices of the Show-Me State, will provide a rich set of model curriculum framework resources for educators across the state and the nation to use.

The option of STEM related flexibility in graduation requirements for Missouri high school students will ensure an increase of choices, rigor, and preparation for postsecondary education or the 21st Century work environment. Missouri anticipates rapidly increasing

graduation rates, increased enrollment in postsecondary education programs, and increases in ACT scores because of this option. In a very short time, Missouri’s educational reform plan should make it clear that public education is the path to expanded opportunity in the State.

If Missouri is awarded Race to the Top funding, the state’s students will meet the following performance measures:

<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
1. 65% proficient or advanced on NAEP 4 <sup>th</sup> grade mathematics by 2013-2014.	41%		53%		65%
2. 60% proficient or advanced on NAEP 4 <sup>th</sup> grade reading by 2013-2014.	36%		48%		60%
3. 60% proficient or advanced on NAEP 4 <sup>th</sup> grade science by 2013-2014.	36%		48%		60%
4. 65% proficient or advanced on NAEP 8 <sup>th</sup> grade mathematics by 2013-2014.	35%		47.5%		60%
5. 60% proficient or advanced on NAEP 8 <sup>th</sup> grade reading by 2013-2014.	34%		47%		60%
6. 60% proficient or advanced on NAEP 8 <sup>th</sup> grade science by 2013-2014.	33%		46.5%		60%
7. Reduce black – white achievement gap on NAEP by half by 2013-2014. <ul style="list-style-type: none"> <li>• 4<sup>th</sup> grade mathematics</li> <li>• 4<sup>th</sup> grade reading</li> <li>• 8<sup>th</sup> grade mathematics</li> <li>• 8<sup>th</sup> grade reading</li> </ul>	29% 24% 28% 24%		21.75% 18% 21% 18%		4.5% 12% 14% 12%
8. Reduce Hispanic – white achievement gap on NAEP by half by 2013-2014. <ul style="list-style-type: none"> <li>• 4<sup>th</sup> grade mathematics</li> <li>• 4<sup>th</sup> grade reading</li> <li>• 8<sup>th</sup> grade mathematics</li> <li>• 8<sup>th</sup> grade reading</li> </ul>	9% 14% 2% 13%		6.75% 10.5% 1.5% 9.75%		4.5% 7% 1% 6.5%

9. Reduce poverty – non-poverty achievement gap on NAEP by half by 2013-2014.					
• 4 <sup>th</sup> grade mathematics	30%		22.5%		15%
• 4 <sup>th</sup> grade reading	26%		19.5%		13%
• 8 <sup>th</sup> grade mathematics	26%		19.5%		13%
• 8 <sup>th</sup> grade reading	26%		19.5%		13%
10. 100% proficient or advanced on Missouri mathematics state assessment by 2013-2014.	55.3%	72.5%	81.7%	90.8%	100%
11. 100% proficient or advanced on Missouri communication arts assessment by 2013-2014.	60%	75.5%	83.7%	91.8%	100%
12. The percent of students graduating from high school will increase to 93% by 2013-2014.	85%	87%	89%	91%	93%
13. The percent of students graduating from high school with a concentration in STEM related coursework will double by 2014-2015.*	TBD*	TBD*	TBD*	TBD*	TBD*
14. The percent of high school graduating class members enrolling in post-secondary education will be 80% in 2013-2014.	65.8%	68.75%	72.5%	76.25%	80%
15. 80% college retention by 2014, as measured by the percent of college students who complete at least one year of college credits within two academic years.	73%	75%	77%	79%	80%

\*Historically Missouri has not collected these data. In June 2010 Missouri will collect course data at the student level and will be able to establish a baseline.

**(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*

**Overview**

A comprehensive data system that provides a streamlined flow of information across the P-20 continuum is essential to connecting important educational outcomes with instructional practice, teacher effectiveness, educational policies, and resources. This data flow informs and supports each of the goals of Missouri’s education reform plan, as described in Sections B, D, and E of the state’s Race to the Top application. Missouri has been proactive in providing school districts with important student data, and in pursuing support to continue improving and extending the state’s comprehensive data system to better meet the needs of local school districts and other stakeholders. Since 2005, the Missouri Student Information System (MOSIS) has assigned a unique identification number to each P-12 public school student in the state. This identification number, now linked with student assessment data, has enabled the Department to provide districts with web-based access to student-, building-, district-, and state-level student performance. During the past year, the Department has worked as part of a grassroots, multi-agency P-20 initiative involving early learning providers, P-12 education providers, the Missouri Department of Higher Education, the Missouri Department of Social Services, and the Missouri Department of Economic Development to create a data framework for educators, community members, service providers, and policymakers to work together on mutual goals. This collaborative work has established the groundwork for the Department to expand its existing data system beyond P-12 to incorporate both early learning and postsecondary data and, with funding from the Institute of Education Sciences (IES), work has begun to capture applicable data for children from birth to age five.

Missouri has successfully met all of the requirements of the America COMPETES Act. However, we recognize that simply providing linked data sets is not likely to impact student performance significantly. The Department sees complying with the Act and developing a sophisticated and accessible data system as means to an end, which is building and enhancing educator capacity to use the data to foster greater learning for all students. Therefore, our reform plan incorporates an innovative data system – the Missouri Comprehensive Data System – that will link educators in a substantially rural state to near real-time data from a variety of

resources, and to a system of supports that will allow the Department to engage in collaborative work with local districts to achieve excellent outcomes for students at all levels.

### 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 to leverage federal, state, and private funds to create an expanded longitudinal data system. Missouri's system currently includes data on individuals within the P-12 public education system, the public two-year and four-year postsecondary institutions, and wage data. With a recent \$9 million Institute of Education Sciences (IES) grant award, Missouri has begun work to incorporate key early childhood data sets (i.e., Head Start participation, Missouri Department of Social Services, and Missouri Department of Health). Missouri currently complies with all of the elements of the America COMPETES Act as outlined in Table C-1.

The Missouri Department of Education currently exchanges data with other state agencies, through established Memoranda of Understanding, using universal formats that include data at the student level. These data are linked by state identifiers and/or probabilistic matching. Over the last three years, Missouri has developed the capacity to link student and educator data. Two years of linked data currently exist 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 educator certification.

To make informed decisions, mechanisms need to be in place to facilitate the confirmation of data quality. Recently Missouri implemented policies and practices that assist state and district users in verifying P-12 data submissions. IES funding 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-Preparatory, and End-of-Course assessments to address alignment and adequate preparation for success in postsecondary education. This process has

been informed by the Missouri Department of Higher Education’s Core Competencies and Skills.

Table C-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> P-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 5 agencies outside of the Department
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). P-12 data have been captured since 2007-08 at the student level. Higher Ed data have been captured for 20 years in the Enhanced Missouri Student Achievement Study.
Element 3	Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete a P-16 education program	<b>Completed</b> P-12 ID system in place since 2007-08 ( <a href="http://dese.mo.gov/MOSIS/">http://dese.mo.gov/MOSIS/</a> ). Higher Ed part of system includes two years of analysis using National Student Clearing House data. Dollars requested in the ARRA/IES grant 12/04/2009. Information 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 of valid code sets, etc.), level two edits (comparing data elements within the submission) level three edits (comparing student data from previous submissions). Checks are 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 (i.e., dropout verifications).
Element 6	Yearly test records of individual	<b>Completed</b>

	students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965	Since 1999, individual student-level test results (for required State and Federal assessments) have been maintained by the Department. See assessment note below.
Element 7	Information on students not tested by grade and subject	<b>Completed</b> See element 6 response. Individual student-level test results include 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> Put in place for the 2008-09 reporting year. Currently two years of linked data.
Element 9	Student-level transcript information, including information on courses completed and grades earned	<b>Completed.</b> In May 2010, the first collection of all courses completed and grades earned was done via the MOSIS system.
Element 10	Student-level college readiness scores	<b>Completed</b> The Department collaborates with the Department of Higher Education to obtain student-level ACT data. Missouri has purchased data from the National Student Clearing House pertaining 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 student-level assessment data to local school districts. These data, now available online, enable users to drill down from district-

level data 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 the Department’s online portal. Regional support center staff members have appropriate access to the information and provide training on how to access and use the data.

In 2005, the Department implemented a system that assigns every student a unique identification number that is used to collect the assessment data (MOSIS State Education ID). The use of this identification number and the introduction of a “precoding” process have greatly improved the quality of student assessment data. The system allows Department-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>5</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*

#### **Creating a Robust, Relevant, Accessible Data System**

Missouri’s plan for developing and implementing the Missouri Comprehensive Data System builds upon the state’s current data system components, which comply with America COMPETES requirements. The Department, which implemented the MOSIS system for

<sup>5</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.

assigning unique student identifiers and capturing student-level data, has collected demographic and student performance data for many years. However, the nature of the data and how it is collected and accessed in the current system limits educators at all levels – classroom, local school district, and state – in the extent to which they can use the data to make informed decisions about instruction, effectiveness, resource allocation, and policy. Currently, districts upload information to the Department’s system at various times of the year, representing beginning, middle, and end of year snapshots. Therefore, data in the state system is “point-in-time” information that may not reflect “up-to-the-minute” conditions. This information is useful to districts in measuring yearly progress, but it does not provide the near real-time data that teachers and leaders need to make timely decisions on a day-to-day basis. Furthermore, the only assessment data available in the state system for making instructional decisions is statewide assessment data.

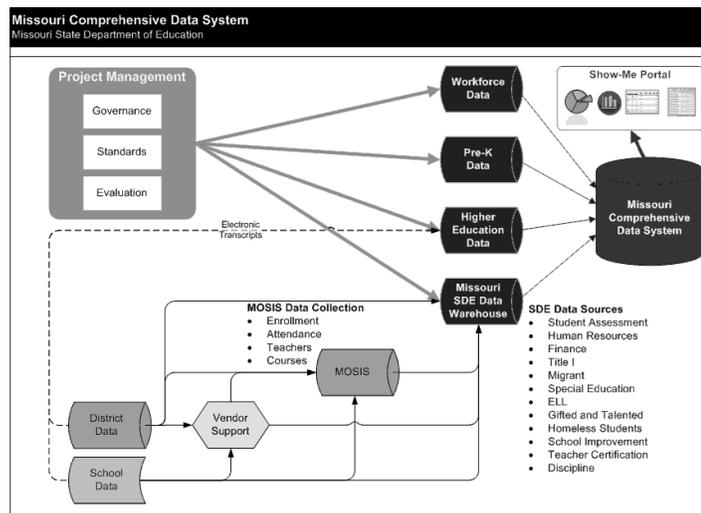
Reaching outside its own walls, the Department has worked collaboratively with other agencies and has made progress in determining the additional data components that are necessary for effective decision-making in the education realm. Although relevant data are currently available from individual agencies, providing stakeholders with easy, single-point access to the information remains a challenge.

The Missouri Comprehensive Data System will provide the necessary near real-time data to inform decision-making processes at the student, teacher, local district, and state levels. The Missouri Comprehensive Data System will include three key components:

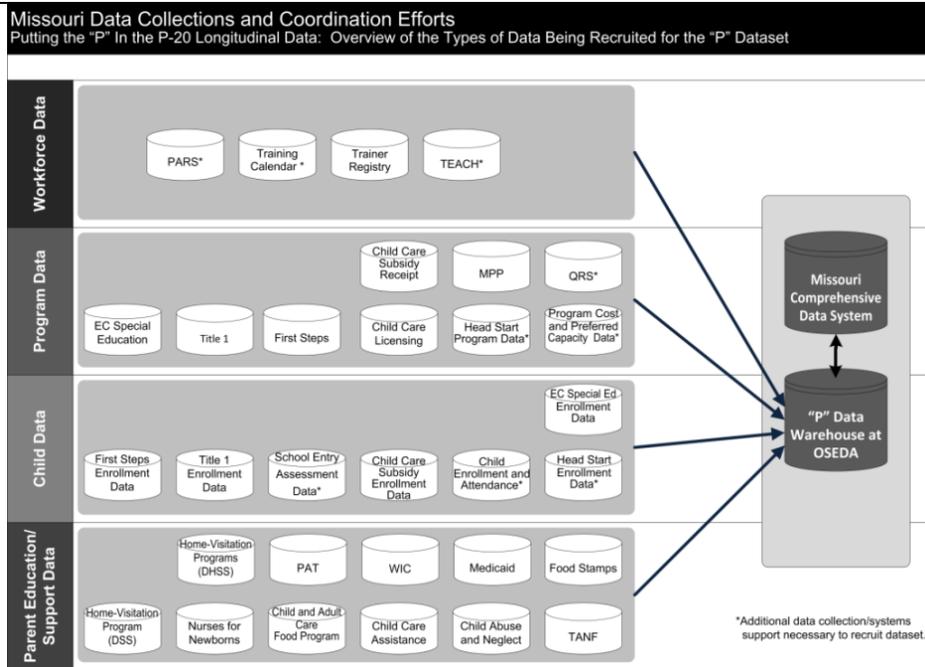
- 1) *A robust statewide Student Information System* – The Missouri Comprehensive Data System will bring together PK-12 student information including components such as demographics, registration, attendance, scheduling, medical information, student performance, discipline referrals, career planning, IEP tracking, transportation, food service, and performance data in a single, standardized platform.
- 2) *A Data Warehouse* – The Missouri Comprehensive Data system will incorporate a consolidated P-20 data warehouse that supports analysis and reporting from PK through higher education and the workforce. P-20 stakeholders have worked collaboratively to identify a common core of data elements to be housed in the Missouri Comprehensive Data system. At a minimum, the data warehouse will include: at the “P” level – early learning enrollment data, parent educational support data, and relevant program data; at

the P-12 level – summative and formative assessment results, teacher/leader evaluation information, course enrollment information, attendance, and discipline referrals; and at the Postsecondary level – ACT/SAT results, postsecondary enrollment information, teacher preparation evaluation information, institutional data, and Missouri Department of Economic Development workforce data. Standardized data collection and formatting will ensure the quality and integrity of data currently housed in individual data systems. Accurate data linkages and multiple measures will provide the basis for research of effective practices (as outlined in Section C(3)[iii]) and the components of the teacher/leader evaluation system based, in part, on student outcomes (as outlined in Section D). Figure 1 below shows the data flow from each of the existing data collection systems (P-12, early learning PK-12, Missouri Department of Economic Development, and Postsecondary) into the Missouri Comprehensive Data System’s data warehouse. Figures 2a and 2b illustrate plans to continue to improve and bring together key components within the P-20 system.

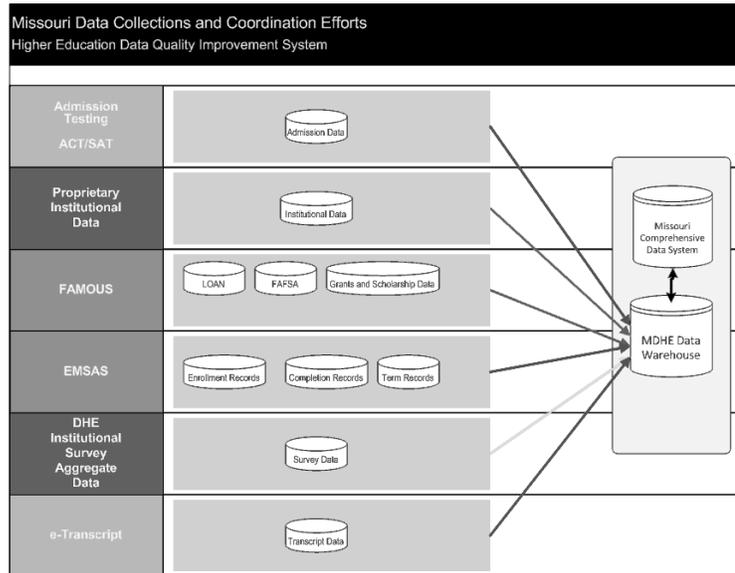
**Figure 1: Missouri Comprehensive Data System**



**Figure 2a: Missouri Data Collection and Coordination Efforts**



**Figure 2b: Missouri Data Collections and Coordination Efforts**



3) *The Show-Me Portal* – The Show-Me Portal component of the Missouri Comprehensive Data System will provide single-site access to P-20 longitudinal data for all stakeholders for timely decision making across all levels. The Show-Me Portal will serve as a functional query and reporting system for stakeholders across the education community, other agencies supporting children and families, policymakers, researchers,

and the public.

The Missouri Comprehensive Data System is a critical component of the state’s overall reform plan, and key activities within this section cut across Goals 1, 2, and 3 of Missouri’s reform plan as described in Section A(1)(i).

***Goal 1: An integrated, seamless P-20 system will ensure that every child in Missouri is fully prepared for postsecondary study and entry into the workforce.***

***Goal 2: Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction.***

***Goal 3: A coordinated statewide P-20 system of support will empower Missouri educators to work collaboratively with all stakeholders to provide the best possible education with the best possible outcomes for Missouri children.***

**Key Activity 1:** Design and implement a robust statewide student information system, including demographic information, performance data, scheduling, enrollment, and other relevant information, within the P-12 system.

**Implementation Plan:**

<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
January 2010 – February 2010	Conduct stakeholder surveys and analysis.	The Department, participating districts/charter schools, MOSIS Advisory Group
March 2010 – May 2010	Convene Missouri Comprehensive Data System – student information system Work Group meetings	The Department, work group, participating districts/charter schools
March 2010	Conduct survey of Missouri School Districts to obtain current status of systems, desired features/functions, current costs etc.	The Department, participating districts/charter schools, State MCDS Work Group
March 2010	Conduct survey of States to obtain information on statewide implementations of student information systems.	The Department, participating districts/charter schools, State MCDS Work Group
June 2010	Organize Vendor Fair to review features/functions, come up with a common language to help with the RFP process.	The Department, participating districts/charter schools, State MCDS Work Group
June 2010 – September 2010	Write the RFP.	The Department, participating districts/charter schools, State MCDS Work Group, Missouri Office of

		Administration
September 2010 – March 2011	Award contract for SIS system.	The Department, State MCDS Work Group, participating districts/charter schools, Missouri Office of Administration
March 2011 – June 2011	Complete SIS system setup for Missouri implementation.	The Department, MOSIS Advisory Group, participating districts/charter schools, Missouri Office of Administration
March 2011 – July 2011	Provide resources to those districts transitioning to the new SIS system with plans to use in production for the 2011-2012 school year.	The Department, participating districts/charter schools
July 2011 – July 2012	Begin production use of the SIS system	The Department, MOSIS Advisory Group, participating districts/charter schools, Missouri Office of Administration

**Key Activity 2:** Develop and implement a comprehensive, multi-agency, P-20 data warehouse.

**Implementation Plan**

Timeline	Activity	Responsible Parties
April 1, 2009 - May 1, 2013 -- Work In Progress	<b>Develop Longitudinal Data Store/Data Repository.</b>	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
June 1, 2009 - July 31, 2009 -- Operational	Review and update functional requirements.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
June 1, 2009 - May 1, 2010 -- Work In Progress	Review and update technical requirements.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
April 1, 2009 - May 1, 2013 -- Operational	Identify database and business intelligence.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group

April 1, 2009 - - May 1, 2013 -- Operational	Procurement hardware and software.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
April 1, 2009 - - May 1, 2013 -- Operational	Set up hardware and software.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
April 1, 2010 - - June 30, 2010 -- Not Begun	Create user testing and acceptance plan.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
February 24, 2010 -- June 30, 2010 -- Work In Progress	Develop data model.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P
March 15, 2010 -- June 30, 2010 -- Work In Progress	Review data model.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
June 1, 2010 - - June 30, 2010 -- Not Begun	Accept data model.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
February 15, 2010 -- June 30, 2010 -- Work In Progress	Develop data standards.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group

February 15, 2010 -- March 31, 2010 -- Work In Progress	Review data standards.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
February 15, 2010 -- March 31, 2010 -- Work In Progress	Accept data standards.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P
February 15, 2010 -- June 30, 2010 -- Work In Progress	Create data storage plan agreement based on data model.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
March 15, 2010 -- June 30, 2010 -- Operational	Authorize data system access plan (policy).	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
April 1, 2009 - - May 1, 2013 -- Work In Progress	<b>Implement Reporting and Analysis portal.</b>	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
May 1, 2009 -- June 1, 2010 - - Work In Progress	Review and update functional requirements.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
January 1, 2010 -- June 1, 2010 -- Work In Progress	Review technical requirements review and enhancement.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group

April 1, 2009 - - June 1, 2010 -- Operational	Identify of toolset for ad-hoc, analysis.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P
April 1, 2010 - - June 1, 2010 -- Not Begun	Procure of hardware and software.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
May 1, 2010 -- June 30, 2010 -- Not Begun	Create portal user testing and acceptance plan.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
April 1, 2009 - - April 1, 2009 -- Operational	Install hardware and software.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
April 1, 2009 - - April 24, 2010 -- Work In Progress	Install and configure reporting and analysis tool.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
June 15, 2010 -- December 31, 2010 -- Not Begun	Develop/Deploy 'proof of concept' reports to public.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
June 15, 2010 -- August 1, 2010 -- Not Begun	Integrate collaboration tools into portal.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group

June 15, 2010 -- September 1, 2010 -- Not Begun	Integrate MOSIS application links to portal.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
August 1, 2010 -- August 15, 2010 -- Not Begun	Integrate portal with Department IT security.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
August 15, 2010 -- September 1, 2010 -- Not Begun	Integrate security with portal directory system.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
September 1, 2010 -- September 15, 2010 -- Not Begun	Configure users and access rights.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P
September 15, 2010 -- October 1, 2010 -- Not Begun	Integrate with longitudinal data store cubes.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
August 1, 2010 -- November 1, 2010 -- Not Begun	Build reports on the data warehouse cubes.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
September 1, 2010 -- November 1, 2010 -- Not Begun	Run Test Reports and conduct Quality Assurance.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
October 1, 2010 -- November 1, 2010 -- Not Begun	Create community sites.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group

June 1, 2009 - - May 1, 2013 -- Work In Progress	Complete <i>EdFacts</i> Reporting Project.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
June 30, 2010 -- November 1, 2010 -- Not Begun	Complete MCDS reporting portal access user acceptance.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
November 1, 2010 -- November 15, 2010 -- Not Begun	Conduct internal and district trainings.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
December 1, 2010 -- December 31, 2010 -- Not Begun	Rollout MCDS reporting portal access to stakeholders.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
December 1, 2010 -- June 8, 2012 -- Not Begun	Enhance and update reporting portal maintenance and report enhancements.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group

**Key Activity 3:** Implement the Show-Me Portal to provide single-site access to all data available in the data warehouse.

**Implementation Plan:**

<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
April 1, 2009 - - May 1, 2013 -- Work In Progress	Develop longitudinal Data Store/Data Repository.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
June 1, 2009 - - July 31, 2009 -- Operational	Review and update functional requirements.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group

June 1, 2009 - - May 1, 2010 -- Work In Progress	Review and update technical requirements.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
April 1, 2009 - - May 1, 2013 -- Operational	Identify database and business intelligence.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
April 1, 2009 - - May 1, 2013 -- Operational	Procure hardware and software.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
April 1, 2009 - - May 1, 2013 -- Operational	Set up hardware and software.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
April 1, 2010 - - June 30, 2010 -- Not Begun	Create user testing and acceptance plan.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
February 24, 2010 -- June 30, 2010 -- Work In Progress	Develop data model.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
March 15, 2010 -- June 30, 2010 -- Work In Progress	Review data model.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
June 1, 2010 - - June 30, 2010 -- Not Begun	Accept data model.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
February 15, 2010 -- June 30, 2010 -- Work In Progress	Develop data standards.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
February 15, 2010 -- March 31, 2010 -- Work In Progress	Review data standards.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
February 15, 2010 -- March 31, 2010 -- Work In	Accept data standards.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group

Progress		
February 15, 2010 -- June 30, 2010 -- Work In Progress	Create data storage plan agreement based on data model.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
March 15, 2010 -- June 30, 2010 -- Operational	Authorize data system access plan (policy).	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
April 1, 2009 - - May 1, 2013 -- Work In Progress	<b>Implement Reporting and Analysis Portal</b>	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
May 1, 2009 -- June 1, 2010 - - Work In Progress	Review and update functional requirements.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
January 1, 2010 -- June 1, 2010 -- Work In Progress	Review and update technical requirements.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
April 1, 2009 - - June 1, 2010 -- Operational	Identify of toolset for ad-hoc and analysis.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
April 1, 2010 - - June 1, 2010 -- Not Begun	Procure hardware and software.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
May 1, 2010 -- June 30, 2010 -- Not Begun	Create portal user testing and acceptance plan.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P
April 1, 2009 - - April 1, 2009 -- Operational	Install hardware and software.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group

April 1, 2009 - - April 24, 2010 -- Work In Progress	Install and configure reporting and analysis tool.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
June 15, 2010 -- December 31, 2010 -- Not Begun	Develop/Deploy 'proof of concept' reports to public.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
June 15, 2010 -- August 1, 2010 -- Not Begun	Integrate collaboration tools into portal.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
June 15, 2010 -- September 1, 2010 -- Not Begun	Integrate MOSIS application links to portal.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
August 1, 2010 -- August 15, 2010 -- Not Begun	Integrate portal with Department IT security.	The Department, participating districts/charter schools, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
August 15, 2010 -- September 1, 2010 -- Not Begun	Integrate security with portal directory system.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
September 1, 2010 -- September 15, 2010 -- Not Begun	Configure users and access rights.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
September 15, 2010 -- October 1, 2010 -- Not Begun	Integrate with longitudinal data store cubes.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
August 1, 2010 -- November 1, 2010 -- Not Begun	Build reports on the data warehouse cubes.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
September 1, 2010 -- November 1,	Run Test Reports and conduct Quality Assurance checks.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration

2010 -- Not Begun		Group
October 1, 2010 -- November 1, 2010 -- Not Begun	Create community sites.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
June 1, 2009 - May 1, 2013 -- Work In Progress	Complete <i>EdFacts</i> Reporting Project.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
June 30, 2010 -- November 1, 2010 -- Not Begun	Accept MCDS reporting portal access user.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
November 1, 2010 -- November 15, 2010 -- Not Begun	Conduct internal and district trainings.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
December 1, 2010 -- December 31, 2010 -- Not Begun	Roll out MCDS reporting portal access to stakeholders.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group
December 1, 2010 -- June 8, 2012 -- Not Begun	Enhance reporting portal maintenance and reports.	The Department, LEAs, MCDS Work Group (including parents, students, teachers), State P-20 Collaboration Group

<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	
(Enter measures here, if any.)			

**(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*

**Overview**

Missouri school districts currently work through local procurement processes to secure

private vendors to provide mechanisms for instructional improvement using the state's longitudinal data. The power and usefulness of these systems varies widely from district to district. The Department has begun to identify districts that have been successful in impacting student performance by using their local data management systems to monitor and improve instruction and to make decisions about overall effectiveness. The most successful of these models, and districts' lessons learned, will inform the development of the Missouri Comprehensive Data System. Still, availability of high quality, relevant, linked data is not sufficient to ensure that local districts will adopt data-driven instructional improvement systems.

Missouri's experience with statewide systems of support shows that we can most positively impact educational practices in local school districts by identifying local successes and providing opportunities for districts to learn and grow collaboratively. Toward this end, the Department will work with at least one district in each region of the state to create "incubator projects" for using longitudinal data to inform instructional decision-making, to impact school climate, and to manage resources. Race to the Top funds will provide resources for these districts to transition their current data management and instructional improvement systems to the Missouri Comprehensive Data System, which will encompass the statewide Student Information System, data warehouse, and Show-Me Portal. District will use the system to make instructional decisions, support students, assist teachers, and allocate resources. Through Missouri's statewide system of support, additional districts will have the opportunity to partner with "incubator projects" in a regional collaborative network that will support districts in adopting or refining data-driven instructional improvement systems to impact student performance. MSIP will continue to encourage districts to acquire instructional management and improvement systems to meet their unique needs by incorporating data-driven decision making into 5<sup>th</sup> cycle Process Standards.

**(C)(3)(i) and (ii)**

Missouri recognizes that data systems must focus not only on statewide test scores and student demographics, but also on real-time instructional practices, if they are to be a useful tool for improving student outcomes. A comprehensive data system must link student performance data to near real-time practices of the classroom teacher so that interventions are specific and targeted to student needs. The Missouri Comprehensive Data System is designed to meet this need for linked, near real-time data. However, we also realize that even the most elegant and

sophisticated data system is only as good as the abilities of its users –teachers and leaders –to apply the data and make informed decisions. Therefore, Missouri’s reform plan includes a Data Team Certification process to ensure that local districts throughout the state have ongoing support and professional development tailored to help them best use the data and resources available through the Missouri Comprehensive Data System to meet the unique needs in their districts.

Missouri has historically invested state resources in support and training for educators, and the state will use Race to the Top funding to expand its existing statewide system of support to include training opportunities around data analysis and data-driven decision making. The Department will establish Certified Data Teams at the state and regional level through the existing statewide system of support and existing Professional Learning Community structures. These teams will serve as key resources to local schools, certifying district- and building-level Data Teams and providing ongoing technical assistance and support to local teams as they structure instructional improvement and resource strategies to meet their districts’ needs. At the local level, Certified Data Teams will provide onsite technical assistance to teachers and leaders regarding the logistics of accessing the data available through the Show-Me Portal. Local teams will also provide more in-depth assistance to their districts and buildings as they consider their unique goals and issues and determine which Missouri Comprehensive Data System elements are most appropriate for making decisions and plans around those goals. Missouri will certify Data Teams in every district in the state by the summer of 2011, and in every building in the state by the summer of 2012. In order to continue building the knowledge base about data-driven decision making at the local level, the Department will implement a web-based continuing certification process for local Data Teams which will allow them to share information about their successful use of data to improve instruction and leadership and, in turn, to improve student results.

In addition to certifying Data Teams in all local districts and buildings, the Department will fund local district pilots of Learning Sciences International’s iObservation program or other similar instructional data-gathering tools. Such programs will enable local school districts to collect and analyze data that links teacher performance, leader performance, and student performance. The pilot will be implemented from 2010 to 2012. Every teacher in every participating district will have access to a dashboard providing real-time actionable data that

will help them continuously improve their instructional effectiveness. A performance matrix will pull teachers’ growth data into the data profiles of principals. Participating districts will use instructional management programs to manage teacher evaluations, including classroom observation, ongoing use of growth and effectiveness data, an ongoing system of feedback, and ultimately a summative evaluation pulling from multiple sources of data. Ongoing professional development and support will be provided throughout all phases of the pilot. Results of the pilot will contribute to professional development around Common Core Standards for K-12 implementation, curriculum development, and effective assessment processes, as described in Section B(3), as well as to development and implementation of statewide teacher and leader evaluation models that are informed and impacted by student performance, as described in Section D.

Using data to improve instruction is a critical component of the state’s overall reform plan, and key activities within this section cut across Goals 1, 2, and 3 of Missouri’s reform plan as described in Section A(1)(i).

***Goal 1: An integrated, seamless P-20 system will ensure that every child in Missouri is fully prepared for postsecondary study and entry into the workforce.***

***Goal 2: Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction.***

***Goal 3: A coordinated statewide P-20 system of support will empower Missouri educators to work collaboratively with all stakeholders to provide the best possible education with the best possible outcomes for Missouri children.***

**Key Activity 1:** Using regional support center staff, train and certify data teams in every local school district to assist teachers and leaders in data-driven decision making.

**Implementation Plan**

<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
April 2010 – May 2010	Develop curriculum for the Certification system and determine requirements for certification.	Department and other identified specialists in Data Analysis
June 2010	Train Certified Data Teams in regional support centers.	Department and other identified specialists in Data Analysis
September 2010 – June 2011	Provide Certification opportunities to district teams through statewide system of support.	Department, regional Certified Data Teams,

		participating districts/charter schools
July 2010 – July 2011	Provide Certification opportunities to building teams through statewide system of support.	Department and other identified specialists in Data Analysis
July 2010 – July 2014	Statewide system of support, 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.	Department, participating districts/charter schools

**Key Activity 2:** Implement a system to capture and provide data about educational processes and practices to inform instructional decisions.

**Implementation Plan**

Timeline	Activity	Responsible Parties
April 2010 – June 2010	Review Missouri’s current system to determine enhancements needed	The Department, participating districts/charter schools, statewide system of support staff.
April 2010 – July 2010	Develop and award an RFP for the system	Department, Missouri Office of Administration
April 2010 – June 2010	Establish criteria for district participation and secure commitment from eligible districts.	The Department, participating districts/charter schools, statewide system of support staff.
June 2010 – July 2010	Work with local districts to identify core areas of need.	The Department, participating districts/charter schools, statewide system of support staff.
July 2010 – September 2010	Pilot Phase I – Selected teachers and leaders participate in training and surveys, and begin developing proposed implementation plans for their districts	The Department, participating districts/charter schools, statewide system of support staff.
October 2010 – December 2010	Pilot Phase II – Data review with districts; districts submit proposed implementation plans.	The Department, participating districts/charter schools, statewide system of support staff.
January 2011 – May 2011	Pilot Phases III and IV – Data review with districts continues; project update webinar; conduct teacher and leaders surveys.	The Department, participating districts/charter schools, statewide system of support staff.
May 2011 – August 2011	Continue data review and training. Hold two-day Summer Institute for teachers in each region, as well as symposium on human capital continuum.	The Department, participating districts/charter schools, statewide system of support staff.
September 2011 – January 2012	Student Achievement Phase – Teachers participate in research protocol within instructional data gathering tool linking teacher practices to student achievement. Compile statewide database of research projects that demonstrate student gains.	The Department, participating districts/charter schools, statewide system of support staff.
August 2011 – September 2011	Conduct Evaluation of Pilot project. Analyze data from pilot to inform development of ongoing professional development efforts	The Department, participating districts/charter schools, statewide system of

	and teacher/leader evaluation models at the state level.	support staff.
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**(C)(3)(iii)**

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 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. It works with the 28 school districts and 24 charter schools that surround Kansas City, Missouri; collaborates with six districts on the Kansas side of the state line; and 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 it will conduct studies specific to the needs of the regions' schools and districts. The consortium will help to interpret state data for the districts and will assist LEAs, their schools, and charter schools in promoting deeper understanding of data that leads to change in instructional practice. This model will serve as an example to other regional research partnerships in the state. The key activity within this section cuts across Goals 1, 2, and 3 of Missouri's reform plan as described in Section A(1)(i).

***Goal 1: An integrated, seamless P-20 system will ensure that every child in Missouri is fully prepared for postsecondary study and entry into the workforce.***

***Goal 2: Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction.***

**Goal 3: A coordinated statewide P-20 system of support will empower Missouri educators to work collaboratively with all stakeholders to provide the best possible education with the best possible outcomes for Missouri children.**

**Key Activity 1:** Support innovative partnerships with research consortia that will work with local districts to improve regional education outcomes.

**Implementation Plan**

<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
June 1, 2010 – July 31, 2010	Establish a panel to define the criteria for submitting and approving applications for mini research grants. Including analysis on Missouri’s model(s) for evaluating student performance, educator performance, and educator preparation institutions/service providers from a state decision-making and evaluation perspective.	The Department, participating districts/charter schools, MCDS P-20 Representatives, Missouri Student Outcomes Panel
August 1, 2010	Publish the application process and potential list of analysis to be completed.	The Department, participating districts/charter schools, MCDS P-20 Representatives, Missouri Student Outcomes Panel
September 1, 2010	Begin reviewing mini-grant proposals.	The Department, participating districts/charter schools, MCDS P-20 Representatives, Missouri Student Outcomes Panel
January 1, 2011	Begin awarding mini-grants.	The Department, participating districts/charter schools, MCDS P-20 Representatives, Missouri Student Outcomes Panel
January 1, 2012	Review analysis being conducted and feedback process to participating school districts and charter schools.	The Department, participating districts/charter schools, MCDS P-20 Representatives, Missouri Student Outcomes Panel

<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>	<p>Actual Data: Baseline (Current school year or most</p>	<p>2011 End of SY 2010-</p>
<p>(Enter measures here, if any.)</p>		

**(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*

## **Overview**

Well-prepared, committed, highly effective educators make the difference in student performance. Missouri students and parents enjoy the benefit of such educators in most classrooms across the state. The state will not have reached its reform goals until every student is assigned to such a classroom. Given current state statutes and common district policies, and Missouri's long history of local control, this reform area initially appears to present a formidable challenge. However, Missouri law allows school districts a great deal of flexibility in selecting, evaluating and compensating teachers and leaders within its current statutes.

Further, state experience with iterations of the Missouri School Improvement Program (MSIP) Standards and Indicators has shown that changes in policy are best assimilated into the culture of districts if teachers, leaders, and stakeholders have the time to understand how those changes improve the workings of schools, the effectiveness of instruction, and the performance of students. Because the MSIP process and procedures reflect an ingrained culture of reform, Missouri is well on its way to incorporating the core educational areas included in the Race to the Top program.

The state must attract and retain exceptional individuals to become educators. At the same time, the State must support its educators, identify and reward excellent teachers and teaching, provide support to improve those who struggle, and ensure that highly-effective teachers are available to students throughout the state. Activities throughout this **Section D** contribute to Missouri's second over-arching goal:

***Goal 2: Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction.***

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

Missouri law contains no impediments to avenues or methods of preparing new teachers or principals outside the traditional college or university educator preparation programs. A summary of Missouri’s legal, statutory and regulatory authority to allow alternative routes to certification for teachers and principals appears in Appendix 19 [Chapter 168.021, Revised Statutes of Missouri (2009) addresses the certification pathways and the Missouri Code of State Regulations, Division 80, Chapter 800 & 805]. The statutes provide specific guidance on certification and educator preparation, and allow multiple pathways for teachers and leaders to enter the field of education.

In Missouri, the State Board of Education has authority to issue teaching certificates and to approve teacher preparation programs based upon its adopted rules. 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 may grant certification based upon a minimum score on a standardized exam. Currently, Missouri requires all candidates, except those with doctoral degrees, to pass a content area assessment.

#### ***Alternative Routes to Certification***

1. 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, RSMo, was passed and enacted in August 2008, 74 individuals have attained certification through the ABCTE in Missouri.
2. Missouri has established alternative routes to certification that allow districts and educator candidates to apply jointly for temporary alternative certificates for teachers and principals. Aspiring teachers and leaders who are not yet fully certificated may be employed by public schools while earning college credit toward certification from on-line providers or local institutions of higher education. For example, a person with a bachelor’s degree in a field other than education can apply for a position and be hired by a public school district while pursuing certification in cooperation with the district. The district is required to provide mentoring, and must ensure that the teacher or leader completes required coursework in pedagogy, and takes the required content area test in the first year. Most teachers and leaders using this route to certification finish their

requirements within two years. If a candidate is not fully certificated at the end of two years, districts may request an extension for a third year.

3. Individuals who hold a doctorate degree in a content field may obtain certification once they have passed the pedagogy test for the grade level they desire to teach. (No content area test is required.)
4. Teachers and principals certified by the National Board of Professional Teaching Standards (NBPTS) are provided commensurate certification in Missouri. Currently, there are 598 National Board Certified teachers in Missouri. The National Board of Professional Principals Standards is being developed and Missouri will participate in that program.
5. Teachers who hold an active Missouri license can add 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*.
6. 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.

Missouri has two innovative alternative pathways that institutions of higher education may incorporate into teacher/leader preparation programs:

1. 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.)
2. Alternative educator preparation route: A program for preparation of professional educators that provides a curriculum for enabling post-baccalaureate degree candidates without professional education preparation to meet the requirements of state certification (candidates may be allowed to work under a provisional license for two years).

**D(1)(ii)**

Current certification data show that alternative education pathways are accessed more frequently by teachers than by principals. The following table presents the numbers of teachers

and principals certified through all available routes in 2008-09.

2008-09 Certification	Teachers	Principals
Traditional college route – includes post-baccalaureate and innovative programs	4,409	583
Alternative college routes	222	---
Teach for America	350	---
ABCTE	74	---
Temporary Route	446	44
Doctoral Route	48	----
Prepared out-of-state	2,083	113
National Board Certification	598	---
<b>Total Certified in 2008-2009</b>	<b>8,230</b>	<b>740</b>

### *Alternative Certification for Principals*

Traditional principal preparation programs occur in seventeen institutions in the state. Representatives from these institutions comprise a standing committee designed to evaluate the effectiveness of preparation practices. Data about each preparation program is commonly shared among all institutions. A principal survey has been utilized to further inform ongoing improvement.

Promising alternative preparation programs for principals have been established, as well. Examples include the New Leaders Project, the Collaborative Principal Preparation Program, and the Rural Principal Preparation Program. The New Leaders Project prepares candidates to serve in St. Louis Public Schools. Based on a cohort model, this project supplements course content with real-life application emphasizing work in high-needs schools, focuses on issues specific to urban education, and provides candidates mentoring from practicing administrators. The Collaborative Principal Preparation Program prepares leadership candidates for the Kansas City metropolitan area. This program is also based on the cohort model, infused with real application experiences, and provides mentors for leadership candidates. The Rural Principal Preparation Program is of similar structure, but focuses on aspiring leaders for leadership positions in rural schools. All three programs stress the need for intense screening, a high degree of collaboration between district and university, and a heavy emphasis on adult learning theory. In addition, all three programs conduct follow-up evaluations and track placement and retention rates. These alternative preparation programs provide unique opportunities for Missouri to

prepare leaders to work in the state's high-needs schools in both urban and rural communities.

School districts or charter schools and institutions of higher education may form partnerships to train a master teacher for a principal position through an alternative route that will augment traditional coursework and provide a more authentic experience. At this time, such a route is individually approved through the Department. However, colleges report that this process has worked well for small rural school districts and charter schools. It has also made it possible for a school district or charter school with an available administrative position to acquire certification for an individual who has leadership skills and is already employed in the district. It is the task of the state to ensure that districts are aware of these alternative pathways as opportunities to grow their own leaders.

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

***Monitoring Areas of Shortage***

Missouri uses a centralized reporting system to track annual educator vacancies and trends. Districts report educator vacancies and classroom assignments to the Department through the School Core Data system – Missouri's system for collecting and reporting school data. The Department identifies classes taught by teachers who are not appropriately certificated and returns that information to districts. This system informs the state in identifying hard to staff subjects, positions, and locations.

***Filling Areas of Shortage***

Until state funding cuts in 2009, the state supported two programs to encourage teacher candidates to enter fields with a shortage of teachers. 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. Through federal special education funding, the state currently provides scholarships for the Deaf Educator program, and will offer scholarships for the dual Visual Impairment/Orientation and Mobility program at Missouri State University beginning in fall 2010. In 2010, the state will also begin funding scholarships for a program at Fontbonne University intended to help paraprofessionals become certified special education teachers.

Shortages are also being filled through model programs in place in Missouri institutions of higher education that are preparing teachers and leaders to teach in unique settings. Two of these programs, as described above in (D)(1)(ii), focus on urban education; the third is intended

to prepare educators for working in rural settings. Through its reform plan, Missouri intends to identify and replicate other successful model teacher/leader preparation programs in the state's institutions of higher education to meet regional needs, as well as the unique needs of non-traditional students who aspire to work in areas of shortage.

Missouri is studying additional innovative ways to recruit teachers, both veteran and new, who will commit to teaching in hard to staff subjects, positions, and locations. Current efforts and future reform plans to more fully address shortage areas across the state are detailed in section (D)(3).

### **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*

### **Overview**

Missouri statutes require performance-based evaluation for teachers and principals, and Missouri has models in place for both performance-based teacher evaluation (PBTE) and performance-based principal evaluation (PBPE). However, the statutes offer few guidelines for how often such evaluations should be conducted, who is responsible for evaluating educators, and what information should be considered. MSIP currently provides guidance for school districts regarding best practice for educator evaluation, requiring both performance-based teacher evaluations and performance-based administrator evaluations. The 4<sup>th</sup> cycle of MSIP has established a culture acknowledging and encouraging the link between teacher and leader effectiveness and student performance. During the MSIP onsite interview process, each district under review for low performance is asked whether or not student performance is used in teacher evaluation, establishing the expectation that leaders should consider student performance in this process.

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

Missouri has no legal or regulatory obstacles in place that prohibit the linking of student achievement or student growth to teachers and principals. In fact, for the district of St. Louis, recent legislation (Senate Bill 291) specifically permits this practice.

### ***Measuring Student Growth***

Missouri's districts have been able to access and analyze student-level data through the state's online assessment reporting system for nearly a decade. Recently, the Department established linear growth trajectories for student performance on the statewide assessment and received approval to implement a student growth model for determining NCLB accountability.

Missouri is one of only fifteen states that have received approval from the U.S. Department of Education to use a Growth-to-Standards model for NCLB accountability purposes.

Continuing its focus on student performance, the Department is working to more clearly define the use of student growth measures at the student, classroom, school, district, and state levels. The Department has established a Reform Initiative Work Group, “Measuring Teacher/Leader Effects,” comprised of teachers, district leaders, representatives from institutions of higher education, and research organizations to study current theory on Student Growth Percentiles and Value-Added Models. The Work Group’s Task is to recommend one or more approaches for measuring student growth that will yield valid and reliable data. These data will be used to inform educational decisions, including (but not limited to) the evaluation of teachers and principals—decisions that will ultimately improve the quality of education.

A major tenet of the work group’s philosophy is that all high-stakes decisions should be made using multiple sources of information. Growth data should be one of many indicators used to evaluate teachers and leaders, taking into consideration the various questions that both teachers and leaders need to answer in using growth data. The group is considering how purpose affects the various ways to analyze growth and is closely examining two regression-based approaches: student growth percentiles and value-added models.

The Key activity within this section addresses Goal 2 of the state’s overall reform plan as described in section (A)(1)(i).

***Goal 2: Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction.***

**Key Activity 1:** Evaluate models for measuring student growth to determine appropriate data to contribute to teacher and leader evaluation.

**Implementation Plan**

Timeline	Activity	Responsi
March 2010	Convened Reform Initiative Work Group to recommend one or more approaches for measuring student growth that would yield valid and reliable data.	Participating district Professional Assoc of Higher Educatio and Economic Data (OSED), the Dep

March 2010 – April 2010	Completed eight Web meetings of stakeholders in Work Group, moving from general overview of accountability models to detailed examination of two regression-based growth models: Student Growth Percentiles and Value-Added Models.	Participating districts/charter schools, Professional Associations, Institutions of Higher Education, OSEDA, the Department
April 2010	Work Group recommended use of student growth percentiles and value-added models.	Participating districts/charter schools, Professional Associations, Institutions of Higher Education, OSEDA, the Department
May 2010 – ongoing	Establish Practitioner Advisory Committee to ensure communication and consultation with practicing educators throughout development of growth models, and to advise state on use of growth data in evaluation of teachers/leaders.	Participating districts/charter schools, Professional Associations, OSEDA, Institutions of Higher Education, the Department
Summer 2010 – ongoing	Establish a Growth Model Technical Advisory Committee to address ongoing technical challenges, guide research, ensure alignment of assessments to support growth analyses, and successfully implement reform efforts at all levels.	Participating districts/charter schools, Professional Associations, Institutions of Higher Education, OSEDA, the Department

**D(2)(ii)**

***The History of Teacher and Principal Evaluation in Missouri***

Missouri enacted legislation in 1983 requiring districts to implement a performance-based teacher evaluation process. In 1985, similar legislation was enacted requiring performance-based evaluation of administrators. In response, guidelines and procedures for evaluation of teachers and leaders were developed by a statewide committee of teachers, principals, superintendents, university personnel, Department personnel, and state legislators. Missouri’s PBTE and PBPE were implemented in 1986. In 1999 and 2003, respectively, the Department collaborated with practitioners, professional associations, and institutions of higher education to update the PBTE and PBPE evaluation models to include the examination of student performance data (Appendix 20).

***Retooling Measures of Teacher Effect***

In collaboration with educators in the field, local district and charter school leadership, teacher preparation programs, and other stakeholders, Missouri will revise PBTE tools and processes to reflect state and national standards and current research. In 2009, Missouri began designing teaching standards for preschool through 12<sup>th</sup> grade in response to a statutory requirement for local teaching standards. A working draft of the teaching standards is included in Appendix 21. Rather than providing a single, static set of statewide standards, these standards

are intended to serve as models for local districts and charter schools to create standards that are appropriate to their needs. The process reflects Missouri's commitment to working in cooperation with local districts, charter schools, and professional educator organizations to develop innovative, customized approaches to teaching and learning within the structures of state and federal law, accountability requirements, funding streams, community expectations, and the many other factors impacting educational processes. These standards will be the basis for new PBTE tools and processes, and Missouri will continue to facilitate collaboration among teachers, leaders, professional educator organizations, and teacher preparation programs to create model processes which local districts and charter schools can adopt or adapt. Current pilot projects, including a performance-based evaluation instrument based on the Missouri Teaching Standards being piloted in Kansas City, will inform this revision process.

The current standards span the development of a teacher's skills over four levels (beginning, effective, proficient, and master). Within the context of this developmental continuum, the Department will work in collaboration with stakeholders to design evaluation models and rubrics defining these four levels of teacher skill and development that reflect the guiding principles outlined below. Just as we value formative, interim/benchmark, and summative assessments of student performance, we value frequent evaluation of teachers and ongoing feedback based on well-defined outcomes. Guiding principles for teacher evaluation models include:

- *Beginning teachers and teachers whose students are not demonstrating progress:* Peer and school leader observation and feedback should occur frequently throughout the year. Annual PBTEs should consider multiple measures of student success (i.e., classroom success, benchmarks, annual performance assessment based on standards). Evaluation processes should provide for periodic adjustment of professional development plans to ensure appropriate levels of support for struggling teachers.
- *Effective teachers:* Effective teachers need periodic evaluation and feedback from peers and school leaders to determine how their instructional practices are impacting student performance. Annual PBTEs should consider multiple measures of student success (i.e., classroom success, benchmarks, annual performance assessment based on standards) and should incorporate input from the teacher, master teacher, and principal.

- *Proficient teachers:* Proficient teachers, those with a documented history of good student performance, should be partnered with a master teacher to review and analyze student performance data and instructional processes. Proficient teachers should work in collaboration with the master teacher and building principal to create and adjust professional development plans.
- *Master teachers:* Master teachers, those in leadership roles in their schools, should contribute significantly to the evaluation process with peers and should be responsible for self-evaluation of multiple measures of student performance. Building leadership should contribute to the annual PBTE, evaluating selected areas and assisting in adjusting professional development plans.

The Key activities within this section address Goal 2 of the state’s overall reform plan as described in section A(1)(i).

***Goal 2: Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction.***

**Key Activity 1:** Complete development of Missouri teaching standards and develop appropriate teacher evaluation models for local district adoption.

**Implementation Plan:**

Timeframe	Activity	Responsible Parties
Spring 2009	Drafted Missouri teaching standards for PK-12 designed for use as models for statutorily mandated teaching standards.	Participating districts/charter schools, Professional Associations, institutions of higher education, the Department
Summer 2010	Review, refine, and adopt Missouri teaching standards for PK-12.	Participating districts/charter schools, Professional Associations, institutions of higher education, the Department, Missouri State Board of Education
November 2009 – Spring 2011	Ongoing redesign and review of teacher evaluation models to reflect school and district needs.	Participating districts/charter schools, Professional Associations, institutions of higher education, regional centers, the Department
September 2011 – May 2012	Pilot new teacher evaluation models in participating districts/charter schools and collect feedback/suggestions for further refinement.	Participating districts/charter schools, Professional Associations, the Department

September 2012	Participating districts/charter schools implement new teacher evaluation model (PBTE).	Participating districts/charter schools, the Department
July 2012 – August 2012	Develop implementation audit process.	Participating districts/charter schools, Professional Associations, institutions of higher education, the Department
September 2012 – ongoing	Provide technical assistance to participating districts as they implement new PBTE models.	The Department, regional support centers
September 2013 – June 2014	Conduct implementation audits in participating districts.	The Department, regional support centers

### ***Retooling Principal Evaluation***

Missouri will draw upon the Interstate School Leaders Licensure Consortium (ISLLC) standards for school leaders to inform the revision of PBPE tools and processes. Just as professional organizations, school districts, charter schools, teachers, leaders, and institutions of higher education will collaborate with the Department to develop new models for teacher evaluation, these same stakeholders will be partners in the development of new models for principal evaluation.

We envision PBPE tools and processes that will be able to differentiate leadership skill effectiveness by using multiple rating categories that take into account data on student growth as a significant factor. Principal evaluation processes should include a review of multiple measures of student performance with district leadership in the context of linking results with specific building improvement plans. Models should also provide for the creation of customized professional development and personal growth goals. Like teacher evaluation models, principal evaluation models should provide frequent feedback and clear expectations.

Using a three-tiered framework for principal development, the Department will work in collaboration with stakeholders to design evaluation models and rubrics that reflect these guiding principles:

- *Beginning Principals:* Annual PBPEs should consider multiple measures of student success (i.e., building success, benchmarks, annual performance assessment based on standards). Evaluation processes should provide for periodic adjustment of professional development plans to ensure appropriate levels of support for struggling principals.

- *Proficient Principals:* Proficient principals, those with a documented history of good building student performance, should be partnered with an administrative mentor to review and analyze student performance data and building instructional processes. Proficient principals should work in collaboration with the administrative mentor and district leadership to create and adjust professional development plans.
- *Master Principals:* Master principals, those in leadership roles in their districts, should contribute significantly to the evaluation process with peers and should be responsible for self-evaluation of multiple measures of building-level student performance. District leadership should contribute to the annual PBPE, evaluating selected areas and assisting in adjusting professional development plans.

**Key Activity 2:** Complete development of Missouri administrator standards and develop appropriate principal evaluation models.

**Implementation Plan**

Timeline	Activity	Responsible Parties
September 2008	Convened Aspiring Leadership Summit to define characteristics of three pilot programs in Missouri: Collaborative Principal Preparation Program, Rural Principal Preparation Program, and New Leaders Project.	Participating districts/charter school teachers and leaders, Professional Associations, institutions of higher education, the Department
Fall 2009 – Fall 2010	Complete Missouri leadership standards for PK-12 which are currently under review.	Participating districts/charter schools, Professional Associations, institutions of higher education, the Department
Fall 2010	Adopt Missouri leadership standards for PK-12.	Participating districts/charter schools, Professional Associations, institutions of higher education, the Department, Missouri State Board of Education
Fall 2010 – Summer 2011	Redesign and pilot of leadership evaluation model to adapt to school and district needs.	Participating districts/charter schools, Professional Associations, institutions of higher education, the Department
Fall 2009 – Spring 2010	Finalize development of Administrator Mentor Program of Missouri.	Participating districts/charter school teachers and leaders, institutions of higher education, regional centers, Professional Associations, the Department
September 2011 –	Pilot new leadership evaluation model in participating school districts and collect feedback/suggestions for	Participating districts/charter schools, the

May 2012	further refinement.	Department
July 2012 – August 2012	Develop implementation audit process.	Participating districts/charter schools, Professional Associations, institutions of higher education, the Department
September 2012	Establish new leadership evaluation model (PBPE).	Participating district/charter schools, the Department
September 2012 – ongoing	Provide technical assistance to participating districts as they implement new PBTE models.	The Department, regional support centers
September 2013 – June 2014	Conduct implementation audits in participating districts.	The Department, regional support centers

The Missouri Comprehensive Data System will serve as the foundation for the essential elements of the renewed PBTE and PBPE models, bringing relevant, near real-time data together with an observation tool for peer-teachers and principals linking the instructional strategies and pedagogy with student outcomes. The renewed evaluation models will drive changes in teacher and principal practice, and guide professional development and relevant coaching. The statewide system of support will provide a mechanism for training principals and master teachers to use the teacher evaluation process and superintendents to use the principal evaluation, as well as a source of ongoing professional development and support for participating local districts and charter schools.

**D(2)(iii)**

As part of their work plan agreements with the Department, participating local districts and charter schools will ensure that teacher and principal evaluations are conducted frequently, 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 local districts will differentiate evaluations for the following groups:

- *Beginning teachers and teachers with unacceptable student performance:* Participating local districts and charter schools will implement evaluation processes and models described in Section D(2)(ii) to conduct observations of 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).

- *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.
- *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 walk-throughs on at least a quarterly basis. These teachers will conduct a self-review of student performance data on at least a quarterly basis and 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. Master teachers may also serve in leadership capacities as teacher leaders, induction coaches, or central office positions.
- *Principals:* Participating local districts and charter schools will be required to ensure that principal evaluations are conducted on at least an annual basis by the Superintendent or a qualified designee, and that the evaluations 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.
- *Beginning Principals:* Participating local districts and charter schools will be required to conduct evaluations of new principals at least semi-annually.

The Department will complete an audit of participating local school districts' 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 high-needs schools. Additionally, the Department will work in collaboration with teachers and leaders from participating districts and charter schools and other stakeholders to 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)**

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

PBTE and PBPE will inform building- and district-level decision-making for all grade levels and subject areas. This broad look will provide all teachers with a sense of responsibility and professionalism. Within the context of the proposed teacher and leader evaluation processes, participating local districts and charter schools, educator preparation institutions, and the Department will work together to provide support and appropriate follow-up for educators including:

- *Beginning teachers and teachers with unacceptable student performance:* Based on the outcomes of evaluations, participating local districts will offer professional development tailored to a teacher's needs and provide a master teacher or coach to help the teacher improve. These teachers will 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 reviewed and updated mid-term and end of year.
- *Effective teachers:* 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:* Based on the results of self-reviews or student performance and annual formal evaluations, these teachers will participate in professional development as necessary. Master teachers may provide ongoing support to proficient teachers.
- *Principals:* Based on the results of each principal's evaluation, the district will adjust professional development plans and individual growth goals.

***Infusing Teacher and Leader Standards in Educator Preparation Programs***

If teachers and administrators are to enter the field fully prepared for their roles, the curriculum of educator preparation programs must reflect the policies and procedures of the state's local school districts, the expected instructional processes, and knowledge of content and

pedagogy. The state’s institutions of higher education must have their finger firmly on the pulse of local school districts. Missouri’s institutions of higher education currently use a form of PBTE/PBPE in their educational training programs during field experiences. Educator preparation programs will have an important place at the table throughout the collaborative work of updating Missouri’s teacher and administrator standards, and creating appropriate, data-driven models for teacher and principal evaluation. This collaboration will enable the institutions to streamline their programs to prepare students effectively for their educational careers. Colleges and alternative providers will have the opportunity to use the evaluation models and tools (adjusted for pre-service teachers and leaders) to support and prepare aspiring teachers and principals.

The Key activities within this section address Goal 2 of the state’s overall reform plan as described in section A(1)(i).

***Goal 2: Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction.***

**Key Activity 1:** Build collaborative relationships and provide the necessary tools for institutions of higher education to incorporate Missouri’s teacher standards and administrator standards into their educator preparation programs.

**Implementation Plan**

Timeline	Activity	Responsible Parties
Summer 2010/Fall 2010	Adopt revised teacher/leader standards (see Implementation Plans for Section D(2)(iii).	Participating districts/charter schools, Professional Associations, Institutions of Higher Education, the Department, Missouri State Board of Education
January 2011	Organize regional meetings for institutions of higher education to disseminate revised teacher/leader standards.	Institutions of Higher Education, regional centers, the Department
January 2011 – June 2012	Partner with educator preparation programs to develop and disseminate models of educator preparation curricula that reflect revised teacher/leader standards.	Institutions of Higher Education, the Department
September 2012	Participating local districts and charter schools implement revised performance-based evaluations for teachers and	Participating districts/charter schools, Professional Associations, Institutions of

	leaders (see Implementation Plans for Section D(2)(iii).	Higher Education, the Department
September 2012 – May 2012	Partner with educator preparation programs to incorporate revised PBTE and PBPE processes into model educator preparation curricula and disseminate.	Participating districts/charter school teachers and leaders, Institutions of Higher Education, the Department
September 2013 - ongoing	Survey implementation of educator preparation curricula incorporating revised teacher/leader standards and revised PBTE and PBPE processes and evaluate link to student performance data as described in Section C(3).	Institutions of Higher Education, the Department

### ***Support for New Teachers and Leaders***

Retooled PBTE and PBPE processes will enable participating districts to determine the specific professional development needs of individual teachers and leaders. At the regional and statewide level, Missouri will support local improvement efforts by developing professional development and technical assistance resources to address local needs. Missouri’s statewide system of support currently works directly with districts to improve student outcomes. Master teachers and master principals in residence will be available at each of the regional support centers, as necessary to serve the population. In very small districts, cohorts of new teachers/principals will be formed. Teachers and leaders from very small districts will have the opportunity to participate in mentoring cohorts with other new teachers in their regions. Cohorts will allow new educators to communicate with other teachers and leaders that are new to the field, and to access the resources of experienced educators.

All new educators need strong support as they enter practice. This support will be provided through a statewide mentoring program. Missouri’s Beginning Teacher Assistance Program (BTAP) was developed to provide a feedback mechanism to colleges so they could make curricular changes to improve their programs. In 2009, Missouri adopted induction/mentoring standards based on the Santa Cruz model for teachers and the Wallace Foundation model for leaders. These models will be strengthened to ensure that all teachers and principals are adequately prepared as they enter Missouri schools. It will require colleges, educator associations, school districts, regional support centers, and the Department to work together to construct a statewide model of induction utilizing the state-approved mentor standards (included in Appendix 22), teaching standards, and leader standards. Training and support will be provided through the regional support centers by master teachers and administrators. The model will include a “boot camp” similar to that currently used by TFA and

the Missouri New Teachers Institute (which trains career education teachers who have never been in a teaching situation). The program will address classroom management (based on three years of new teacher survey data), provide strategies/tools to differentiate instruction, prepare teachers from all training and education routes to secure their pedagogical skills before or as they begin the profession, and introduce teachers to the data-driven classroom. The boot camp model will provide new principals with tools for utilizing data, getting school off to a good start, and observation tools/skills. It will provide support via web-casts, the “Ask an Educator” discussion group on Twitter and other electronic methods, as well as face-to-face instruction. This approach is similar to Missouri State Teachers Association’s mentoring model – a successful prototype based on Missouri’s mentoring standards.

Missouri’s Administrator Mentoring Program (AMP) will serve as the foundation for new administrator support. This program, developed by the Missouri Partnership for Mentoring School Leaders with support by a grant from the Wallace Foundation, provides two years of mentoring and support for new school leaders. Program goals are focused on positively impacting student performance, completing a successful performance-based evaluation, and having a positive and productive professional experience in a new position. Participating local districts and charter schools, professional educator organizations, institutions of higher education, and the Department will work collaboratively to refine the resources available through the AMP program to support new administrators in their roles.

**Key Activity 2:** Enhance the statewide system of support to ensure accessibility of master teachers and master principals in all regions.

**Implementation Plan**

Timeline	Activity	Responsible Parties
October 2010 – December 2010	Determine degree of need for master teachers and master principals in each regional support center and identify potential candidates.	Participating districts/charter schools, regional centers, the Department
October 2010 – May 2011	Develop electronic platform for master teachers and principals in residence to communicate with teachers and administrators in local districts on a day-to-day basis.	Participating districts/charter schools, regional centers, the Department
October 2010 – May	Design training for master teachers and leaders statewide to give them	The Department, regional centers, participating

2011	the support needed to help schools.	districts/charter schools
January 2011 – May 2011 (and ongoing yearly)	Develop partnership agreements with participating school districts/charter schools to place master teachers and principals in residence in regional support centers for 2011-2012 school year. (New master teachers and principals in residence will be identified and rotated each year so that educators that have worked in that capacity of one year can return to their school district.)	Participating districts/charter schools, master teachers and leaders, regional centers, the Department
January 2011 – May 2011 (and ongoing yearly)	Train master teachers and master teachers in residence to provide mentoring support, beginning teacher induction support, and continuing professional development opportunities for veteran teachers.	The Department, regional centers, master teachers and leaders
June 2011	Place master teachers and principals in residence in regional support centers.	Participating districts/charter schools, master teachers and leaders, regional centers, the Department
May 2012 (ongoing)	Evaluate distribution and effective use of master teachers and administrators in residence in regional support centers and continue to allocate resources as needed.	Participating districts/charter schools, master teachers and leaders, regional centers, the Department

**Key Activity 3: Provide a robust statewide mentoring program for new teachers.**

**Implementation Plan**

Timeline	Activity	Responsible Parties
September 2010- January 2011	Conduct series of regional and statewide meetings (both Web-based and in person) to gather information to refine existing BTAP program.	Participating districts/charter school teachers and leaders, regional centers, institutions of higher education, the Department
January 2011 – May 2011	Complete revision of BTAP program.	Participating districts/charter schools, regional centers, institutions of higher education, the Department
September 2011 – May 2012	Pilot revised BTAP program in participating local districts and charter schools.	Participating districts/charter schools, institutions of higher education, regional centers, the Department
September 2012 – May 2013 (ongoing)	Implement BTAP in participating local districts and charter schools.	Participating districts/charter schools, institutions of higher education, regional centers, the Department
September 2012 –	Develop tools for evaluating implementation of BTAP in	Participating districts/charter schools,

December 2012	participating local districts and charter schools.	institutions of higher education, regional centers, the Department
May 2013 – July 2013	Evaluate BTAP implementation in local districts and charter schools and share evaluation data with educator preparation programs.	Participating districts/charter school teachers and leaders, regional centers, institutions of higher education, the Department

**Key Activity 4:** Provide a high-quality support program for new leaders.

**Implementation Plan**

Timeline	Activity	Responsible Parties
September 2010- January 2011	Conduct series of regional and statewide meetings (both Web-based and in person) to gather information to refine existing AMP program.	Participating districts/charter school teachers and leaders, regional centers, institutions of higher education, the Department
January 2011 – May 2011	Complete revision of AMP program.	Participating districts/charter schools, institutions of higher education, regional centers, the Department
September 2011 – May 2012	Pilot revised AMP program in participating local districts and charter schools.	Participating districts/charter schools, institutions of higher education, regional centers, the Department
September 2012 – May 2013 (ongoing)	Implement AMP in participating local districts and charter schools.	Participating districts/charter schools, institutions of higher education, regional centers, the Department
September 2012 – December 2012	Develop tools for evaluating implementation of AMP in participating local districts and charter schools.	Participating districts/charter schools, institutions of higher education, regional centers, the Department
May 2013 – July 2013	Evaluate AMP implementation in local districts and charter schools and share evaluating data with educator preparation programs.	Participating districts/charter school teachers and leaders, regional centers, institutions of higher education, the Department

***Support for Experienced Teachers and Leaders***

Even with years of experience, teachers and leaders need ongoing support to achieve their professional goals and to continue incorporating new research into their instructional practices. Missouri will refine and enhance existing educator support programs to meet the needs of participating local districts and charter schools as the state implements its reform plan. Through this support system, Missouri educators will truly have the opportunity to be lifelong

learners. Missouri’s Leadership Academy, established in 1985, provides professional development opportunities for Missouri’s public school administrators. Leadership Academy opportunities are provided through “satellite academies” within the statewide system of support. Current academies, crafted around the goals of Educational Leadership Policy Standards (ELPS), focus on the themes of self-improvement, understanding and leading change, and school improvement design and implementation. The Leadership Academy concept has also been replicated in a Teachers Academy to provide similar ongoing professional development opportunities for teachers. Participating local districts and charter schools, professional educator organizations, institutions of higher education, and the Department will work collaboratively to tailor the opportunities available through the Leadership Academy and the Teachers Academy to meet the needs of participating local districts and charter schools. For participating districts, Academies will be focused on dramatic improvement in student performance and positive impacts on school culture. Academy programs will be an integral part of individual professional development plans created through PBTE and PBPE in participating districts and charter schools.

**Key Activity 5:** Through statewide system of support, provide experienced teachers and leaders with ongoing professional development and technical assistance opportunities tailored to their individual needs.

**Implementation Plan**

Timeline	Activity	Responsible Parties
September 2010- January 2011	Conduct series of regional and statewide meetings (both Web-based and in person) to gather information to refine existing Leadership and Teachers Academies.	Participating districts/charter school teachers and leaders, regional centers, institutions of higher education, the Department
January 2011 – May 2011	Complete revision of Leadership and Teachers Academies offerings.	Participating districts/charter schools, regional centers, institutions of higher education, the Department
May 2011 – September 2011	Develop evaluation process for new Leadership and Teachers Academies.	The Department
September 2011- June 2012 and ongoing	Conduct implementation audits.	The Department
September 2011 –	Launch new Leadership and Teachers Academies.	The Department

May 2012		
June 2012 – August 2012	Review evaluative data from 2011-2012 Leadership and Teachers Academies. Refine programs for 2012-2013 to meet needs of participating local districts and charter schools. (Ongoing evaluation, review, and refinement process).	Participating districts/charter schools, the Department

**D(2)(iv)(a-d)**

In collaboration with participating local districts and charter schools and professional educator organizations, the Department will develop model policies for compensating, promoting, and retaining teachers and principals based on multiple measures of student performance. Model policies will be informed by the work of the Reform Initiative Work Group, “Measuring Teacher/Leader Effects,” as described in Section D(2)(i). The work group’s current recommendation includes two regression-based growth models: Student Growth Percentiles and Value-Added Models. In addition, the Department will work collaboratively with participating local districts and charter schools and professional educator organizations to develop model policies for removing ineffective teachers and principals (or counseling them into other fields) after they have had ample opportunities to improve. The Department will encourage participating local districts, through incentives, to provide educators at each tier differentiated recognition and rewards that will be developed by participating local districts, with stakeholder input, and may include fellowships, such expanded roles as coaching and mentoring, and additional time for development and study. The Department will annually collect, analyze and report data from participating local districts regarding their use of performance-based evaluation processes in making the key personnel decisions outlined above.

The Key activity within this section addresses Goal 2 of the state’s overall reform plan as described in section A(1)(i).

***Goal 2: Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction.***

**Key Activity 1:** Develop and evaluate participating districts’ and charter schools’

implementation of model policies for compensating, promoting, and retaining teachers and principals based on multiple measures of student performance.

**Implementation Plan:**

Timeline	Activity	Responsible Parties
June 2010 – August 2010	Conduct series of meetings and/or webinars to review recommendations of Measuring Teacher/Leader Effect Work Group.	Participating districts/charter schools, Professional Educator Organizations, members of State Legislature, the Department
August 2010 – December 2010	Develop model policies for making key personnel decisions (including, but not limited to compensating, evaluating, promoting, and retaining teachers and principals) based on multiple measures of student performance.	Participating districts/charter schools, Professional Educator Organizations, members of State Legislature, the Department
January 2011 – May 2011	Participating districts and charter schools develop and adopt local policies using model policies for making key personnel decisions.	Participating districts/charter schools
September 2011 – May 2012	Participating districts and charter schools begin implementing adopted local policies for teacher and leader evaluation.	Participating districts/charter schools
September 2011 – May 2012 (and ongoing)	Provide assistance to participating districts in accessing student performance and other data linked to teacher and leader evaluation through the Missouri Comprehensive Data System, as described in Section C(3).	The Department, regional support centers
July 2012 – August 2012	Develop implementation audit process.	Participating districts/charter schools, Professional Associations, institutions of higher education, the Department
September 2013 – June 2014	Conduct implementation audits in participating districts, collect and analyze data to determine the degree to which participating districts and charter schools effectively consider multiple measures of student performance in making key personnel decisions.	The Department, regional support centers

<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%	100%
(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%
[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 participating LEAs.		347				

Total number of principals in participating LEAs.	3,212	
Total number of teachers in participating LEAs.	47,543	
[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>6</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.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	

<sup>6</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 the Department. 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 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*

## **Overview**

Missouri complies with federal requirements that all public elementary or secondary school teachers employed by a local educational agency (LEA) who teach a core academic subject be highly qualified. Beyond this, Missouri currently has no method to identify all highly-effective teachers and principals using data linked to student performance, and has no process in place for ensuring that high-poverty and high-minority students have access to highly-effective educators. It is essential that Missouri provides for equity in access to highly effective teachers and leaders to meet its second and third reform goals:

***Goal 2: Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction.***

***Goal 3: A coordinated statewide P-20 system of support will empower Missouri educators to work collaboratively with all stakeholders to provide the best possible education with the best possible outcomes for Missouri children.***

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

To ensure equitable distribution of effective teachers and leaders in Missouri, the state will implement a plan, grounded in ambitious yet achievable annual targets, to place effective teachers and leaders in high-needs schools and eliminate percentages of ineffective teachers in those buildings that are higher than percentages in other schools. Missouri has programs and initiatives already underway to increase access to highly-effective teachers in high-poverty and high-minority schools. For example, Missouri utilizes Teach for America (TFA) in the state's two large, urban districts and surrounding urban districts. Currently, over 200 TFA teachers are employed. Many of those teachers have remained in Missouri well beyond their 2-year commitment. The State will boost these efforts through the Race to the Top program, expanding on those with demonstrated histories of success.

The Department will establish the Highly Effective Teachers Work Group comprised of representatives of local districts, charter schools, professional educator organizations, educator

preparation programs, and other stakeholders, to determine consistent procedures and processes for identifying highly effective teachers and leaders. The work group will be divided into four subgroups to consider topics including, but not limited to, essential data elements (to be derived from and/or incorporated into the Missouri Comprehensive Data System), criteria for defining highly effective teachers and leaders (including multiple measures of student performance and teacher pedagogy), local incentives, recruiting teachers for hard to staff areas, and possible performance standards to be included in MSIP (see Implementation Plans for detail of workgroup and subgroup responsibilities). They will also incorporate the discussions and conclusions of the Measuring Teacher/Leader Effects Work Group, as described in Section (D)(2)ii. Based on their recommendations, the Department will establish and publish criteria for identifying highly effective teachers and leaders. These criteria will inform performance-based teacher and leader evaluations as described in Section D(2). With support from the Department, participating local districts and charter schools will be responsible for identifying and certifying their highly effective teachers and leaders. After the system is in place in participating local districts and charter schools, the Department will complete an implementation audit to determine effectiveness and efficiency of the system, and the appropriateness of the criteria, and will revise the processes as necessary based on feedback from participating districts and charter schools. When the system is fully implemented, the Department will collect, analyze, and publicize resulting data.

**Key Activity 1:** Create a statewide system that identifies highly effective teachers and leaders.

**Implementation Plan**

Timeline	Activity	Responsible Parties
September 2010 – May 2011 (and ongoing through system implementation)	Establish Highly Effective Teachers Work Group to meet quarterly to review work of subgroups.	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, Institutions of Higher Education, parent representatives, the Department
September 2010	Establish Identifying and Certifying Highly Effective Teachers/Leaders Subgroup.	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, Institutions of

		Higher Education, parent representatives, the Department
October 2010 – May 2011	<p>Convene subgroup through a series of in person meetings and webinars to study current research and practices, review work of Measuring Teacher/Leader Effects workgroup, and make recommendations regarding:</p> <ul style="list-style-type: none"> <li>• Criteria to designate highly effective teachers and leaders</li> <li>• Essential data to be included in Missouri Comprehensive Data System to track and report teacher and leader effectiveness on local and state measures.</li> </ul>	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, Institutions of Higher Education, parent representatives, the Department
June 2011 – June 2012	Based on subgroup recommendations, develop and publish criteria for identifying highly effective teachers/leaders. Incorporate essential data elements and linkages into Missouri Comprehensive Data System.	The Department, with feedback from Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, Institutions of Higher Education, parent representatives
July 2012 – September 2012	Develop criteria for implementation audit in participating local districts and charter schools.	The Department, with feedback from Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, Institutions of Higher Education, parent representatives
September 2012– May 2013	Participating districts and charter schools pilot system for identifying highly effective teachers and leaders and submit data to the Department.	Participating districts and charter schools.
September 2012 (ongoing)	Provide necessary support (technical assistance) to participating districts and charter schools to use the system effectively.	The Department, regional support centers
June 2013 – August 2013	Refine system based on feedback from participating local districts and charter schools during pilot phase.	The Department
September 2013-May 2014	Participating districts and charter schools identify highly effective teachers and leaders and submit data to the Department.	Participating districts and charter schools, the Department
April 2014 –	Conduct implementation audit of participating districts and charter	Participating districts and

May 2014	schools.	charter schools, the Department
July 2014 (and ongoing annually)	Collect, analyze, and publish participating districts' and charter schools' data regarding highly effective teachers and leaders.	The Department

**Key Activity 2:** Develop and implement a plan to effectively prepare teachers and leaders to work in high-needs schools

Missouri already has some institutions of higher education that focus on preparing teachers and leaders to be successful in high-needs schools. One such program is the Institute for Urban Education at the University of Missouri, Kansas City, which has as its focus the unique aspects of teaching in urban schools, including the issues of multicultural learning styles and social justice. An \$8.36 million Teacher Quality Partnership Grant was recently awarded to expand and deepen the program.

A second successful model for the preparation of exemplary teachers to assume positions in high-needs schools is the Elementary Education Senior Year On-Site Program (SYOSP) at the University of Missouri, Columbia. This statewide program places approved students in a host school for their entire senior year so they can observe successful teachers of high-needs students, develop relationships with students, and use effective teaching strategies.

The Department, participating districts, and charter schools will identify other organizations with proven success in preparing teachers and leaders to handle the unique challenges of working in high-needs schools and provide support to practicing educators in these environments. These programs are models to be replicated in teacher/leader preparation programs and schools.

**Implementation Plan**

Timeline	Activity	Responsible Parties
September 2010 – May 2011 (and ongoing through system implementation)	Establish Highly Effective Teachers work group to meet quarterly to review work of subgroups.	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, institutions of higher education, parent representatives, the Department

September 2010	Establish Preparation of Teachers and Leaders for High-Needs Schools subgroup.	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, Institutions of Higher Education, parent representatives, the Department
October 2010 – May 2011	<p>Convene subgroup through a series of in person meetings and webinars to study current research and practices, review work of Preparation of Teachers and Leaders for High-needs Schools subgroup, and make recommendations regarding:</p> <ul style="list-style-type: none"> <li>• Existing preparation programs to determine those that are possibilities for replication</li> <li>• Essential characteristics of successful teachers and leaders in high-need schools</li> <li>• Programmatic changes/essential components of preparation programs</li> </ul>	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, institutions of higher education, parent representatives, the Department
June 2011 – June 2012	Based on subgroup recommendations, develop and publish criteria for identifying effective teacher preparation programs. Incorporate those criteria into MoSTEP.	The Department, with feedback from Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, institutions of higher education, parent representatives

**Key Activity 3:** Increase access to highly effective teachers and leaders for students in high-needs schools.

There are no coordinated efforts in place currently to ensure that students in high-needs schools have equal access to high-quality teachers and leaders. Teacher recruitment and retention have always been a function of local boards of education. There are many factors (retirement systems, district governance and recruitment policies) which impact on the ability of high-needs schools to recruit and retain highly effective teachers. By working collaboratively with local boards of education and professional associations, Missouri will draft model compensation policies and contract procedures that school districts may use in the attraction and retention of high-quality teachers and leaders. The Department will also work with other state agencies to develop community resources that would help attract the best and brightest to the field of education throughout the diverse communities within our state.

## Implementation Plan

Timeline	Activity	Responsible Parties
September 2010 – May 2011 (and ongoing through system implementation)	Establish Highly Effective Teachers work group to meet quarterly to review work of subgroups.	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, parent representatives, community partners, other state agencies, the Department
September 2010	Establish Model Compensation/Contracts subgroup.	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, parent representatives, community partners, other state agencies, the Department
October 2010 – May 2011	Convene subgroup through a series of in person meetings and webinars to study national trends in high-quality teacher and leader recruitment and retention processes, and make recommendations regarding: <ul style="list-style-type: none"> <li>• Adopting and/or adapting existing successful national programs for teacher recruitment</li> <li>• Developing model compensation/contract policies to be implemented in high-need schools</li> </ul>	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, parent representatives, community partners, other state agencies, the Department
June 2011 – June 2012	Based on subgroup recommendations, create model recruitment processes and create model compensation/contract policies to be implemented by participating local boards of education in participating high-needs schools.	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, parent representatives, community partners, other state agencies, the Department

### (D)(3)(ii)

In collaboration with participating districts and charter schools, the Department will launch a human capital strategy to recruit and prepare teachers for hard to staff subject areas, such as math, science, special education, and English Language Learners. Missouri ranked 48th out of 50 states on teacher expertise in the 2010 Quality Counts Missouri Report, indicating an area where reform is most needed.

***Incentives and Support for Teachers of Hard to Staff Areas***

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. As described in Section (D)(1)(iii), Missouri has provided incentives through scholarship funds for new special education teachers and currently provides scholarship funds for deaf educators. This program will be expanded to include scholarships for the dual Visual Impairment/Orientation and Mobility program at Missouri State University in fall 2010. To support teachers of English Language Learners, Missouri has joined the World-Class Instructional Design and Assessment (WIDA) consortium. Through the resources of the WIDA consortium, Missouri teachers of English Language Learners will have access to a variety of research-based professional development opportunities.

The Department will work collaboratively with participating districts and charter schools to develop a plan for providing additional incentives for teaching in hard to staff areas. Incentives may include the introduction of additional alternative route programs that include early classroom practice, mentoring programs, model compensation programs, and emphasis on recruitment and preparation of teachers for hard to staff subjects. The Department will explore the expansion of 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.

**Key Activity 1:** Develop and implement incentives for teaching in hard to staff areas

**Implementation Plan:**

<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
September 2010 – May 2011 (and ongoing through system implementation)	Establish Highly Effective Teachers Work Group to meet quarterly to review work of subgroups.	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, Institutions of Higher Education, parent representatives, the Department
September 2010	Establish Recruiting/Retaining Teachers for Hard to Staff Areas subgroup.	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, Institutions of

		Higher Education, parent representatives, the Department
October 2010 – May 2011	<p>Convene subgroup through a series of in person meetings and webinars to study national trends in training, recruitment, and retention of teachers for hard to staff subjects/areas, and make recommendations regarding:</p> <ul style="list-style-type: none"> <li>• Adopting and/or adapting existing successful national programs for teacher recruitment</li> <li>• Developing model compensation/contract policies to be implemented for hard to staff subjects/areas</li> </ul>	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, parent representatives, community partners, other state agencies, the Department
June 2011 – June 2012	Based on subgroup recommendations, create model recruitment processes and create model compensation/contract policies to be implemented by participating local boards of education in participating districts and charter schools.	Participating districts/charter schools, Professional Educator Organizations, Missouri School Board Association, parent representatives, community partners, other state agencies, the Department

<p><b>Performance Measures for (D)(3)(i)</b></p> <p><i>Note: All information below is requested for Participating LEAs.</i></p>	<p>Actual Data: Baseline (Current school year or most recent)</p>	<p>End of SY 2010-2011</p>	<p>End of SY 2011-2012</p>	<p>End of SY 2012-2013</p>	<p>End of SY 2013-2014</p>
<p>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).</p>	<p>Not yet available</p>	<p>5%</p>	<p>40%</p>	<p>55%</p>	<p>75%</p>

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).	Not yet available	40%	50%	60%	75%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	Not yet available	70%	60%	45%	25%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	Not yet available	50%	40%	30%	25%
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).	Not yet available	5%	40%	55%	75%
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).	Not yet available	40%	50%	60%	75%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	Not yet available	70%	60%	45%	25%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	Not yet available	50%	40%	30%	25%
[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).	433				
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	223				
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	11,394				
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	5,698				
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	634				

Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	310	
[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 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>	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
<i>Note: All information below is requested for Participating LEAs.</i>					
<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.	Not yet available	5%	45%	60%	75%
Percentage of science teachers who were evaluated as effective or better.	Not yet available	5%	45%	60%	75%
Percentage of special education teachers who were evaluated as effective or better.	Not yet available	5%	45%	60%	75%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	Not yet available	5%	45%	60%	75%
[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.	<b>4,586</b>
Total number of special education teachers.	<b>10,348</b>
Total number of teachers in language instruction educational programs.	<b>398</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 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)(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) Effective Educator Preparation Programs**

In 1999, 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 national teaching standards (INTASC). In 2006, MoSTEP was revised to require educator preparation programs to anticipate their candidates' needs and institutional impact on students from birth through grade 12. 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 and their preparation program to student growth and achievement in December 2009.

Missouri is now prepared to use this data to complete two critical tasks: (1) rate teacher preparation programs and publicly report the results; and (2) use effectiveness data to improve the quality of all teacher/leader preparation programs, including replicating successful programs and dropping approval from programs that consistently fail to meet effectiveness targets.

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

Missouri will work collaboratively with institutions of higher education, professional associations, and practitioners to develop a rating system for teacher/leader preparation programs based on a revised MoSTEP process. Success of preparation program graduates, defined in terms of proven improvement in student achievement, will now be included in the approval process. The rating system will also include surveys of beginning teachers and beginning school leaders already developed for Missouri. A statewide group of stakeholders is currently reviewing literature and researching accountability models (Student Growth Percentiles and Value-Added Models) to provide a statistical analysis of this data.

A critical part of this evaluation system will include public reporting of results by preparation entity for both teacher and leader preparation programs. Effectiveness rates, as determined by the rating system mentioned above, will be published annually by preparation program.

Using data to improve teacher and education leader preparation as a means to improving

instruction is a critical component of the state’s overall reform plan and the key activity within this section directly aligns with Goal 2 of Missouri’s reform plan as described in Section A(1)(i).:

***Goal 2: Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction.***

**Key Activity 1:** Develop a system for rating the effectiveness of teacher/leader preparation programs and a process for publicly reporting the results.

**Implementation Plan**

Timeline	Activity	Responsible Parties
September 2010- September 2011	Convene a blue ribbon task force to create a rating system for teacher/leader preparation programs. The system must include multiple measures based at least partially on their graduates’ impact on student achievement.	The Department, Institutions of Higher Education, Professional Associations, Practitioners
September 2011- September 2012	Pilot the data collection process. Create policies and procedures for reporting teacher/leader preparation program effectiveness to the public on an annual basis.	The Department, Institutions of Higher Education
September 2012	Publicly report data collected related to teacher/leader preparation effectiveness.	The Department

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

Missouri will enhance its approval procedure for both teacher and leader preparation programs and credentialing programs in order to expand only those programs that demonstrate effectiveness in improving student achievement. Program approval will be based upon the entity’s ability to develop, enhance and document candidates’ content knowledge; develop the necessary pedagogy; engage in a series of real, relevant, and rigorous quality internship experience; and demonstrate graduates’ success in positively impacting the achievement of

students for which they are responsible.

The Department will collaborate with institutions of higher education or other educator credentialing entities, practitioners, and professional organizations to research best practices in educator preparation/credentialing programs and their relationships to student achievement and development. Key outcomes that demonstrate student achievement will be identified and added to the Missouri Comprehensive Data System described in Section C.

As a part of the educator preparation program approval process, successful programs will be required to share their program specifics with other preparation programs. Those programs with less success or which have failed to meet required targets will be obligated to seek assistance or close. In collaboration with institutions of higher education, practitioners, and professional organizations, the Department will create and align standards-based evaluation tools for educator preparation program improvement and provide support for those entities seeking to improve their effectiveness. As successful preparation programs are identified, we will replicate them and make them available throughout our teacher/leader preparation programs statewide.

Reporting data regarding the success of the products of teacher and educational leader preparation/credentialing is a key component in the improvement of instruction and is a critical component of the state's overall reform plan. The key activity within this section directly aligns to Goal 2 of Missouri's reform plan as described in Section A(1)(i):

***Goal 2: Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction.***

**Key Activity 1:** Revise Missouri's teacher/leader preparation program approval. Create rewards and expand access for exemplary preparation programs. Provide technical assistance to programs that are not adequately effective and close programs that consistently fail to meet expectations.

### **Implementation Plan**

<b>Timeline</b>	<b>Activity</b>	<b>Responsible Parties</b>
September	Convene a blue ribbon task force to study current research on teacher and leader	The Department,

2010-September 2011	preparation program effectiveness and to make recommendations for revisions to the current MoSTEP educator preparation approval process. These revisions will include multiple measures of program effectiveness, including effectiveness of program graduates.	Institutions of Higher Education, Professional Associations, Practitioners
September 2011 – September 2012	Revise MoSTEP educator approval process to include measures of student achievement linked to teachers and leaders and subsequently to the preparation program. Pilot process for 2012-2013 school year and mandate the following year. Provide incentives for programs that consistently produce highly effective teachers and leaders. Provide support for improvement to those programs not meeting targets and deny approval to those which consistently fail to meet expectations.	The Department, Institutions of Higher Education, Professional Associations, Practitioners
September 2011 – September 2012	Develop educator preparation rating system. Pilot for 2012-13 school year and publicize beginning in 2013-14 school year.	The Department

<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
<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.	Not yet available	Not yet available	50%	100%	100%
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.	Not yet available	Not yet available	50%	100%	100%
[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 teacher credentialing programs in the State.	38				
Total number of principal credentialing programs in the State.	17				

Total number of teachers in the State.	70,689	
Total number of principals in the State.	3,182	
[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)**

The Missouri Outstanding Schools Act of 1993 enabled the Department to create nine Regional Professional Development Centers to assist teachers and leaders and to deliver professional development to the state's public school districts. At the same time, the Missouri legislature set aside funding for the Department to use to fund other professional development opportunities. Additionally, this law required that LEAs spend 1% of their state aid in support of professional development for teachers and leaders. This unprecedented state financial support helped create an exemplary statewide system of support to improve teaching and learning throughout the state. Missouri also requires, per 5CSR 80-800.360 that all new teachers and new administrators be provided district-sponsored mentoring for their first two years (one year for superintendents). Missouri has developed teacher mentoring standards that provide statewide consistency while allowing regional flexibility. This Race to the Top grant will provide the opportunity for Missouri to bring to scale and focus the level of intensity of assistance that will be needed to turn around its lowest performing schools and districts, helping the state to reach its third reform goal:

***Goal 3: A coordinated and collaborative statewide P-20 system of support will provide the best possible education with the best possible outcomes for Missouri children.***

The following key activities address Missouri's reform plan Goal 3 as described in section A(1)(i):

1. Missouri will promote a collaborative culture for learning that is focused on results and driven by data in every school for every teacher and every student.
2. Working in collaboration with teacher/leader preparation programs, professional associations and practitioners, the Department will create comprehensive induction protocols for all new teachers and administrators.
3. Missouri will provide comprehensive content-centered support for new teachers and leaders, including coaching of specific skills/pedagogy associated with improved

student performance.

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

**Key Activity 1:** Missouri will promote a collaborative culture for learning that is focused on results and driven by data in every school for every teacher and every student.

Highly successful schools function as professional learning communities where members pursue a clear shared purpose and are collectively responsible for all students’ learning. When teachers engage in collaborative teams instead of teaching in isolation and share a collective responsibility for students’ success, students show greater academic gains (Hord 1997). Missouri will expand its Professional Learning Communities (PLC) project to include those buildings identified as having the lowest achievement in the state. Using existing regional PLC consultants and a statewide structure, the Department will provide intensive training and support to teachers and leaders as they engage in the data-driven processes for identifying achievement barriers in their buildings creating a plan for addressing those barriers. In addition, with input from local districts and charter schools, the Department will develop a professional learning community process at the district level. If low-achieving buildings are to gain and maintain improvement, district-level support, including staff training in PLC processes, is crucial. The PLC model includes planned collaboration time during the school day for teams to focus on students’ needs and instructional practices, create common assessments, analyze data, and plan prevention and intervention strategies. Likewise, collaborative school-wide time at least once a month for shared learning is required.

**Implementation Plan**

Timeline	Activity	Responsible Parties
July 2010	Hire additional PLC staff to ensure that all identified districts have adequate support in developing professional learning communities within buildings and across the district.	The Department
September 2010- Ongoing	Initiate Missouri’s established Professional Learning Communities process in identified districts, providing support at both the building and district levels.	The Department, practitioners
Summer, 2011- Ongoing	Work with each identified district to evaluate the preceding year’s work, identify additional needs, and plan for the coming year.	The Department, District/Charter school staff, Stakeholders

**Key Activity 2:** Working in collaboration with teacher/leader preparation programs, professional associations and practitioners, the Department will create comprehensive induction protocols for all new teachers and administrators.

Comprehensive induction protocols will provide assistance for transferring content knowledge and understanding into effective professional practice. Effective induction offers significant impact to educator recruitment and retention. Missouri will transform its current Beginning Teacher Assistance Program (BTAP) into a statewide mentoring model using the existing statewide system of support. The program will be informed by the Santa Cruz and Wallace Foundation funded models that support mentoring and will be based on the Teach for America (TFA) model to ensure that all new teachers and principals are adequately prepared as they enter Missouri schools. Missouri’s comprehensive induction program will include an introduction to school environments, classroom observations and coaching, assessment for learning strategies, parent-student-community relations, classroom management strategies, ethics, cultural awareness and Missouri Teaching Standards for teachers and effective leadership behaviors for principals. The Department will work in collaboration with state associations and practitioners to develop a statewide mentor training process that will help ensure that all mentors have access to and participate in quality training.

**Implementation Plan**

Timeline	Activity	Responsible Parties
September, 2010	Convene representatives from districts and charter schools (especially teachers beginning their second year of teaching), educator preparation institutions, and other relevant stakeholders to form the <i>Missouri Comprehensive Induction Program</i> Work Group that will meet throughout the year to explore the needs of new teachers and leaders, and to create a plan for the development of an effective induction model. Determine needed subgroups to meet monthly.	The Department, Participating districts/charter schools, Professional Educator Organizations, regional centers, Institutions of Higher Education, parent representatives
September 2010-May, 2011	Convene monthly meetings of subgroups.	The Department, Participating districts/charter schools, Professional Educator

		Organizations, regional centers, Institutions of Higher Education, parent representatives
September 2010-May, 2011	Convene quarterly meetings of the entire Comprehensive Induction Program workgroup to report on progress and identify issues to be resolved.	The Department, Participating districts/charter schools, Professional Educator Organizations, Institutions of Higher Education, parent representatives

**Key Activity 3:** Missouri will provide comprehensive content-centered support for teachers and leaders, including coaching of specific skills/pedagogy associated with improved student performance.

Missouri’s comprehensive content-centered support will be onsite and job-embedded to ensure fidelity of implementation. The Department has identified critical skills that each regional center must possess in order to address the needs of the state’s lowest performing schools. Each regional center will have at least one master teacher and master principal in residence to coordinate the teacher and leader support for districts. Those persons will work directly with district-level or regional master teachers and master principals, along with state content consultant specialists, to provide the training and support necessary to meet the needs of student learning around the state. Content expertise will be identified at the regional level except in the metropolitan areas where experts will be available to work directly with teachers and leaders to improve teachers’ content knowledge and pedagogical skill in its delivery.

**Implementation Plan**

Timeline	Activity	Responsible Parties
July 2010	Identify master teachers and master principal to work in residence for the coming school year as a pilot for full implementation during the 2011-2012 school year.	The Department, Institutions of Higher Education, Professional Associations, Practitioners
August 2010	Begin Pilot of master teacher and master principal in residence program by working with state content consultants to establish a network for disseminating information on the implementation of the Common Core K-12 Standards, state	The Department, Institutions of Higher Education, Professional Associations,

	assessment needs, and state initiatives.	Practitioners
September 2010 – May 2011	Establish monthly communications between state consultants, directors, and regional support personnel to document needs, concerns, and direction for coming full implementation of master teacher and master principal in residence program in all support centers.	The Department, Institutions of Higher Education, Professional Associations, Practitioners
June 2011	Convene all stakeholders to create plan for full implementation of the master teacher and master principal program throughout the state during the 2011-2012 school year.	The Department, Institutions of Higher Education, Professional Associations, Practitioners
June 2011- Ongoing	Implement master teacher and master principal structure to create a cohesive statewide system of support.	The Department, Institutions Higher Education, Professional Associations, Practitioners

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

To attain the ultimate goal of improved student performance, the Department will conduct accurate, ongoing measurement and evaluation of the improvement of teacher and leader performance, and of the professional development and system of support. Currently, the needs of school districts and charter schools are assessed on a regular basis through the system of support. Data are collected monthly regarding the type, number, and quality of services provided to school districts and charter schools, as well as the impact of professional practice on student performance. In late winter 2010, the Department partnered with the Leadership and Learning Center to audit current implementation fidelity of programs across the state. The data from the implementation audit will facilitate deep implementation of programs and scaling up of promising practices and initiatives throughout Missouri. The audit is included as Appendix 6.

Key activities within this section address Missouri’s reform plan Goal 3 as described in section A(1)(i):

***Goal 3: A coordinated and collaborative statewide P-20 system of support will provide the best possible education with the best possible outcomes for Missouri children.***

Key Activities:

1. Pilot the use of a System of Support rubric (*Evaluating the Statewide System of*

*Support*, Center on Innovation & Improvement, 2009) and conduct district surveys on the effectiveness of the system in meeting district needs.

2. Biannually conduct an implementation audit using the Leadership and Learning Center’s research and model implementation rubrics to encourage and support faithful implementation of effective practices.
3. Develop the capacity to link student performance data to the professional development provided to school districts and charter schools within the system of support.

**Key Activity 1:** Pilot the use of a System of Support rubric (*Evaluating the Statewide System of Support*, Center on Innovation & Improvement, 2009, – Appendix 23) and conduct district surveys on the effectiveness of the system in meeting district needs.

Continuous improvement of school districts and charter schools occurs through the state’s system of support and the resulting relationships that take place between school districts, charter schools, and their support systems. The effectiveness of the system is determined by regular assessment across a Statewide System of Support Rubric and through district surveys. Identification of effective practices is determined by utilization of the Leadership and Learning Center’s research and model implementation rubrics. A System of Support Advisory and Evaluation Team will monitor the development and effectiveness of the overall system.

**Implementation Plan:**

Timeline	Activity	Responsible Parties
October 2010-June 2014	Establish System of Support Advisory and Evaluation Team.	The Department
January 2011-June 2011	Conduct pilot evaluation of the system of support.	The Department, System of Support Advisory and Evaluation Team
July 2011-October 2011	Review results of pilot evaluation and update model.	The Department, System of Support Advisory and Evaluation Team
January 2012 – June	Conduct annual evaluation of the system of support begins.	The Department, System of Support

2014		Advisory and Evaluation Team
Annually beginning October 2012	Report findings and recommendations on the department's website.	The Department, System of Support Advisory and Evaluation Team

**Key Activity 2:** Biannually conduct an implementation audit using the Leadership and Learning Center's research and model implementation rubrics to encourage and support faithful implementation of effective practices.

In December 2009, the Department engaged The Leadership and Learning Center in a cooperative project with Department staff, Missouri school districts, administrators and teachers to conduct an Implementation Audit of selected instructional initiatives. The objectives of the audit include:

- Identification of models of successful implementation within Missouri
- Specification of a range of implementation for instructional initiatives
- Exploration of the relationship between instructional initiatives and gains in student achievement

One of the primary goals of the Missouri Implementation Audit is the identification and description of best practices, including those schools with exemplary implementation of high priority initiatives. The ideal result of the process will be the identification and replication of the most effective instructional and leadership practices for these programs.

The use of this process has revealed a significant relationship between the depth of implementation of instructional initiatives and gains in student achievement. Key findings on a national level include:

- 1) To achieve gains in student performance, deep implementation is required. Medium and low levels of implementation are frequently unrelated to gains in student performance.
- 2) School leaders and teachers are pulled in many different directions, and therefore the choice to allocate the time; instructional resources and leadership attention for an educational initiative vary from one location to another.
- 3) School systems benefit when there are clear models of deep implementation.
- 4) Leaders and policymakers need clear measurements of success for educational initiatives.

While gains in student achievement as measured by state test scores are not always the best measurement, each initiative is best served when there are clear metrics for progress and success.

The final report generated by Missouri’s first Implementation Audit may be found in Appendix 6.

**Implementation Plan:**

Timeline	Activity	Responsible Parties
October 2009	Released Implementation Audit request for proposals.	The Department
November 2009	Awarded Implementation Audit contract.	The Department
December 2009	Began Implementation Audit.	The Department
March 2010	Made preliminary report of Implementation Audit findings.	The Department
May 2010	Final report of Implementation Audit findings.	The Department
June 2010- August 2010	Provide programmatic updates based on audit findings.	The Department
October 2011, 2013	Release Implementation Audit request for proposals.	The Department
December 2011, 2013	Award Implementation Audit contract.	The Department
January 2012, 2014	Begin Implementation Audit.	The Department
June 2012, 2014	Provide preliminary report of Implementation Audit findings.	The Department
August 2012, 2014	Provide final report of Implementation Audit findings.	The Department
September - November 2012, 2014	Provide programmatic updates based on audit findings.	The Department

**Key Activity 3:** Develop the capacity to link student performance data to the professional

development provided to school districts and charter schools within the system of support.

The Missouri Comprehensive Data System allows the linking of diverse sets of data within the data warehouse. As described in the introduction to section (D)(5)(ii), the Department currently has the capacity to collect data points from the system of support regarding the type, number, and quality of services provided to school districts and charter schools. Key Activity 2 alludes to the need for near real-time data to link professional development and the supports provided to school districts and charter schools within the system of support. Key Activity 3 is designed to directly address the need for data linking professional development to student data. The National Staff Development Council’s standards emphasize the collection of data linking professional development to change in teacher practice and improved student achievement. To that end, the Department will establish a working group of stakeholders to evaluate measures of professional development effect for the system of support.

**Implementation Plan:**

Timeline	Activity	Responsible Parties
October 2010-June 2014	Establish System of Support Advisory and Evaluation Team.	The Department, Professional Associations
December 2010	Establish measures of professional development effect.	The Department, System of Support Advisory and Evaluation Team, Professional Associations
July 2011-October 2011	Pilot linking student data with professional development measures.	The Department, System of Support Advisory and Evaluation Team, Professional Associations
November 2011	Establish professional development effect targets.	The Department, System of Support Advisory and Evaluation Team, Professional Associations

Annually beginning in September 2012	Review results of data.	The Department, System of Support Advisory and Evaluation Team, Professional Associations
Annually beginning October 2012	Report findings and recommendations on the department's Website.	The Department, System of Support Advisory and Evaluation Team, Professional Associations

<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.  (Enter measures here, if any.)	Actual Data: Baseline (Current school year or most	2011	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014

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

**State Reform Conditions Criteria**

<p><b>(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)</b></p> <p>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.</p> <p><i>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.</i></p> <p>Evidence for (E)(1):</p> <ul style="list-style-type: none"> <li>• A description of the State's applicable laws, statutes, regulations, or other relevant legal</li> </ul>
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documents.

*Recommended maximum response length: One page*

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

The Missouri State Board of Education is empowered to intervene directly in school districts and schools. The Board may take over or close school districts that are financially stressed or unaccredited for two consecutive years due to poor student performance. Section 161.092 RSMo 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:

- Carry out the educational policies of the state relating to public schools that are provided by law and supervise instruction in the public schools
- Cause to be assembled information which will reflect continuously the condition and management of the public schools of the state
- Classify the public schools of the state, subject to limitations provided by law, establish requirements for the schools of each class, and formulate rules governing the inspection and accreditation of schools preparatory to classification, with such requirements taking effect not less than two years from the date of adoption of the proposed rule by the State Board of Education, provided that this condition shall not apply to any requirement for which a time line for adoption is mandated in either federal or state law

Based upon this authority, the State Board of Education has adopted the Missouri School Improvement Program (5 CSR 50-345.100) which provides the process for the accreditation of public schools and is the basis for determining intervention at the building level.

***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, or 2) if the school district is classified unaccredited for two successive school years by the State Board of Education.

Also, 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 has a 20-year history of work in school improvement at the building and district level. The State Board of Education first established standards for the classification and accreditation of Missouri's school districts in 1950. Since then, rigorous systems have been established to improve education in the state with notable results at both the building and district level. Many lessons have been learned, but two in particular will drive the reform efforts described within this section. 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 extend from the local board of education level to the classroom level. Second, Missouri has learned that systemic change requires continuous, focused improvement to manage capacity issues. It is necessary to identify and provide support to those who need it most.

Missouri's 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 turnaround models.

*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's goal of achieving long-term success for each of our districts is supported by ensuring that all students exit our school systems 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.

***Definitions and Criteria for Identifying the Lowest-Achieving schools***

For the purposes of identifying the lowest-achieving schools:

- A school will be defined as an elementary school or high school operated at public expense;
- "Elementary school", a public school giving instruction in a grade or grades not higher than the eighth grade; (RSMo 160.011)
- "High school", a public school giving instruction in a grade or grades not lower than the ninth nor higher than the twelfth grade; (RSMo 160.011)
- A secondary school is a school giving instruction in a grade or grades not lower than 6 or above 12. This may include a building serving any of these grades (6, 7, 8, 9, 10, 11, 12), including but not limited to middle schools, junior high schools, and high schools;
- Any school with a grade configuration including grade 12 will be considered a high school for the purpose of "graduation rate" calculations;
- Schools with assessment results in reading/language arts or mathematics based on fewer than thirty (30) students in the "all students" group in all the grades assessed including only those students who have been in the school for a "full academic year," may be excluded from identification as a Tier I or Tier II School under the requirements of the School Improvement Grant Interim Final Regulations. Those schools will be included in the Tier III list. The Department believes the assessment results from a group of thirty or fewer students may not be valid or reliable.
- An alternative school that serves over-age and/or under-credited students received from one or more high schools will be considered part of the feeder pattern of the sending high school(s) and may not be included in the lists of lowest-achieving schools.

A school is one of the "persistently lowest-achieving schools" in Missouri if it is:

(a) Any Title I school in improvement, corrective action, or restructuring that —

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years (the most recent three years); and

(b) Any secondary school that is eligible for, but does not receive, Title I funds that —

(i) Is among the lowest-achieving five percent of secondary schools in Missouri that are eligible for, but do not receive, Title I funds, or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years (the most recent three years).

A school that falls within the definition of (a) above is a “Tier I” school and a school that falls within the definition of (b) above is a “Tier II” school for purposes of using school improvement funds under section 1003(g) of the ESEA.

In addition Missouri will identify as a Tier I school an elementary school that is eligible for Title I, Part A funds and that—

(i) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of “persistently lowest-achieving schools.”

In addition Missouri will identify as a Tier II school a secondary school that is eligible for Title I, Part A funds and that—

(i) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of “persistently lowest-achieving schools.”

To identify the persistently lowest-achieving schools in the State, Missouri will take into account both:

(a) The academic achievement of the “all students” group in a school in terms of

proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(b) The school’s lack of progress on those assessments over a number of years in the “all students” group.

A Title I school that is in improvement, corrective action, or restructuring that has not been identified as a Tier I or Tier II school is a Tier III school for the purposes of using school improvement funds under section 1003 (g) of ESEA.

In addition, a Title I eligible but not served school that is in the State’s lowest decile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined, and has not been identified as a Tier I or Tier II school is a Tier III school for the purposes of using school improvement funds under section 1003 (g) of ESEA.

For the purposes of identifying a list of 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. Schools that are ranked have assessment data for both reading/language arts and mathematics.

Schools with assessment results in reading/language arts or mathematics based on fewer than thirty (30) students in the “all students” group in all the grades assessed including only those students that have been in the school for a “full academic year,” may be excluded from identification as a Tier I or Tier II School under the requirements of the School Improvement Grant Final Interim Regulations. Those schools will be included in the Tier III list. The Department believes the assessment results from a group of fewer than thirty students may not be valid or reliable.

### ***Calculations for Determining the State’s Lowest-Achieving Schools***

*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.

*Step 8.* After determining the lowest-achieving 5% of Title I eligible and served schools, select the group of eligible and served secondary schools that are in the lowest-achieving quintile and are not identified for Tier I. Add that group of schools to the pool that will be used to identify Tier II schools. Then repeat Steps 1-7 above to determine the list of Tier II schools.

*Step 9.* From the group of the lowest-achieving quintile of schools in the State, identify Title I eligible elementary schools that are lower achieving than the highest achieving school on the Tier I list. Those schools will be added to the Tier I list.

To ensure that all low-achieving schools receive significant, successful, and sustainable intervention, the Department 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 school’s 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 the Department

A list of the persistently lowest-achieving schools can be found in Appendix 24.

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

As evidenced in Section A of this application, the State of Missouri has a rich history of collaborative school improvement efforts and demonstrated success in working with school buildings, districts, and charter schools. Many lessons have been learned through this evolution, but two in particular will drive the reform efforts described in this section. First, Missouri has learned that in order to generate change at the building level, there must be systemic change capable of impacting operating conditions. For this reason, building-level improvement efforts will be approached from the local board of education level to the classroom level. Second, Missouri has learned that the deeper the need, the greater the challenge. In many instances the support, while good, has not been good enough or has been fragmented. For this reason, the Department will focus the majority of its school improvement resources over the next three years to intervene in its lowest-achieving buildings and will coordinate with other state agencies and local support services to realign efforts aggressively to best serve students in those buildings. In order to prevent the need for turnaround in other buildings, Missouri will maintain a statewide system of support to provide focused interventions for identified needs that, left untouched, could lead to the need for turnaround. Missouri will also work to improve conditions for success by enhancing early learning programs to ensure that students enter school ready to learn, preventing the need for intervention or turnaround down the road.

Missouri has an ambitious but achievable plan to ensure that identified schools, districts, and charter schools implement the turnaround, restart, or transformation model or close identified lowest-achieving schools between 2010 and 2015. The state will support schools and

districts in these efforts by engaging in the following key activities: implementing a statewide framework for Quality Schools, creating a Missouri Turnaround Model, and coordinating a braided system of support. The key activities and strategies proposed within this section are critical to achieving the third goal of Missouri's reform plan:

***Goal 3: A coordinated and collaborative statewide P-20 system of support will provide the best possible education with the best possible outcomes for Missouri children.***

**Key Activity 1:** Develop and implement a statewide framework for Quality Schools.

Missouri will develop and implement a statewide framework for Quality Schools with three key components:

1. Turnaround intervention for schools that have already failed and need immediate and definitive action
2. School improvement support for all schools to address achievement gaps, STEM needs, high school reform or other areas in need of attention
3. Early learning programs to ensure a strong foundation and early intervention for all children and to prevent the need for turnaround in the future

Missouri will align its Race to the Top funding, Section 1003(g) School Improvement Grant (SIG) funds, and State Fiscal Stabilization Fund (SFSF) to turnaround its buildings, districts, and charter schools designated as most in need. Tier I and Tier II buildings, as defined for Section 1003(g) SIG and SFSF reporting, fall into the first priority tier of needed support services. However, Missouri will also elect to serve in this first tier additional buildings, districts, and charter schools that demonstrate the greatest need, as determined through the Missouri School Improvement Program. In accordance with SFSF reporting requirements, Missouri has identified and publicly reported 21 Tier I buildings and 32 Tier II buildings, which are listed in Appendix 25.

In early April 2010, Missouri's School Improvement Grant Application was approved by the United States Department of Education. A Request for Proposals was issued for service providers to assist districts with identified buildings in completing a thorough needs analysis for each identified school; determining which intervention model would most appropriately serve the needs of the building; demonstrating capacity to fully fund and implement the chosen intervention models; and addressing through a model implementation plan all of the required

elements of the intervention model selected.

### Implementation Plan

Timeline	Activities	Responsible Parties
January 2010- July 2010	Conduct ongoing review process to inform decisions about which interventions are most appropriate for each building in the school district/charter school. The Department 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.	The Department; participating school districts/charter schools
January 2010 – July 2010	Define a tiered system of technical assistance and accountability monitoring to drive school improvement in every classroom, grade, subgroup, school, and district.	The Department, participating school districts/charter schools
January 2010- January 2011	Develop protocols for implementation and continuous monitoring of Accountability Plans, to include specific metrics (i.e., 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) for school districts/charter schools with buildings implementing one of the four turnaround models.	The Department; participating school districts/charter schools
January 2010- January 2011	Establish detailed yearly and interim benchmarks and define a set of leading and lagging indicators to inform school districts'/charter schools' definition of "success" in a 2- to 3-year timeframe.	The Department; participating school districts/charter schools
January 2010- January 2011	Define clear responsibility, timelines and potential pathways to act in schools where initial turnaround efforts are not successful.	The Department; participating school districts/charter schools
July 2010- July 2014	Mobilize the statewide system of support to provide quick intervention and strong leadership for turnaround efforts in failing schools, districts, and charter schools.	The Department
July 2010- July 2014	Certify data specialists to train and provide technical assistance to building and district-level teachers and administrators in the use of the Missouri Comprehensive Data System.	The Department; participating school districts/charter schools
January 2011-July	Provide technical assistance and structure in developing a sound	The Department;

2011	educational foundation for every child through a “braided” system of integrated services to children and families in school districts/charter schools and early learning programs.	participating school districts/charter schools
July 2011- July 2014	Provide individualized professional development and data team training for teachers and leaders.	The Department; participating school districts/charter schools

**Key Activity 2:** Develop and implement a Missouri Turnaround Model to train teachers and leaders in turning around the state’s low-performing schools, districts, charter schools, and groups of students.

Missouri will work collaboratively with all stakeholders and experts to develop a Missouri Turnaround Model to train teachers and leaders in turning around the state’s low-performing districts, schools, charter 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.

Missouri began implementing its reform plan in 2009 when it partnered with the Darden/Curry Partnership for Leaders in Education (PLE) Turnaround Specialist Program to focus on the state’s lowest-achieving schools. PLE is a joint initiative of the University of Virginia’s (UVA) Darden School of Business and Curry School of Education. Its mission is 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.

This systemic reform program involved 29 schools in 15 school districts, central office administrators, regional coaches and support teams, and Department staff members. A common training and coaching model that includes a minimum of two years of direct support and funding for the principals and schools in the program has been implemented in each of the 29 buildings.

This work will inform future turnaround efforts and the development of the Missouri Turnaround Model. In transitioning from the UVA PLE model to a localized delivery of turnaround training, Missouri will reach more teachers and leaders. The focus of this program is to work with teachers and leaders in participating school districts and charter schools

throughout the state in developing capacity.

The need for this work has been recognized by stakeholders statewide. In the Round I Race to the Top Stakeholder Survey, which received nearly 5,000 responses, 94.3% of respondents agreed that locally-based training programs designed for leaders of turnaround and restart schools are an essential component in turning around schools in the state. Plans are being made to build on the support services provided by the Darden/Curry Partnership and to use the lessons learned from this initial phase to develop a Missouri Turnaround Model for current teachers and leaders. Turnaround training and support components will become a part of school leadership/administrator preparation for Missouri’s future teachers and leaders. The approach used is similar to the transformation model.

### Implementation Plan

Timeline	Activities	Responsible Parties
January 2010-July 2010  January 2010-July 2011  April 2010-July 2010  July 2011	Develop a Missouri Turnaround Model to train teachers and leaders in turning around the state’s low-performing districts, charter schools, school buildings, and groups of students. <ul style="list-style-type: none"> <li>• Conduct a planning/design meeting with UVA staff to discuss training the local trainers for the Missouri Turnaround Model.</li> <li>• Continue to partner with UVA to transition the way the training is delivered to Missouri educators through the Missouri Turnaround Model.</li> <li>• Create a turnaround office in the Department’s Innovative Schools section.</li> <li>• Launch a localized Missouri Turnaround Model.</li> </ul>	The Department, participating school districts/charter schools
July 2010 – July 2014	Work in collaboration with participating school districts, charter schools, and institutions of higher education, to train, recruit and retain effective leaders for their chronically low-achieving schools and districts.	The Department, participating school districts/charter schools, institutions of higher education
January 2010- July 2010	Explore, in collaboration with school districts/charter schools and professional organizations, possible rule and regulation updates to promote and expand effective leadership (governance) as a necessary	The Department, participating school districts/charter schools, professional educator

	component of school improvement.	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 Education partnerships to maintain long-term success through embedded pre- service teacher internships.	The Department, participating school districts/charter schools, institutions of higher education
January 2010-July 2010	Work in collaboration with school districts/charter schools, teacher unions and teacher/professional organizations to create conditions needed for turnaround, i.e. resources, school schedules, additional professional development.	The Department, participating school districts/charter schools, professional educator organizations
Ongoing	In collaboration with professional organizations, educate local school board and train principals to effectively use rigorous, transparent and equitable evaluation systems for teachers and principals designed and developed with teacher and principal involvement that take into account student growth and other factors.	The Department, participating school districts/charter schools, professional educator organizations
Awards Beginning January 2012	Provide competitive grants to school districts/charter schools 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.	The Department; participating school districts/charter schools
Beginning July 2012	Provide significant incentives to teachers and leaders who demonstrate results and/or successfully expand their reach in turnaround schools.	The Department; participating school districts/charter schools

**Key Activity 3:** Develop a state model for a “braided,” seamless, community-based system of support for children and families.

Missouri will develop a state model for a “braided,” seamless, community-based system of support that will encourage school districts and charter schools to identify and work with community and statewide resources for children and families toward the common goal of achieving positive outcomes for children. The braided system will include education, health services, social and emotional services, after school programs, community-based education program, and other supports for children and families to ensure optimal learning conditions for all children. The Missouri Comprehensive Data System (as described in Section C) will provide the foundation for the state model, connecting school districts and charter schools with

data from a variety of local and state resources to contribute to a broader picture of students’ strengths and needs. The state model will incorporate regional support that will help school personnel identify and work collaboratively with local and statewide resources. It will also encompass proactive early learning programs that address the needs of young children, ensuring that every child enters kindergarten ready for success. Toward this end, Race to the Top funding will provide three-year competitive grants to participating school districts and charter schools to assist them in implementing the state model or developing early learning programs. Missouri intends to build upon the work begun in this grant in developing early learning programs and demonstrating success to pursue additional statewide funding for early learning programs.

**Implementation Plan**

Timeline	Activities	Responsible Parties
January 2010 – July 2014	Work collaboratively with those who specialize in providing social, emotional, and health services to provide a seamless structure of support for all children.	The Department, participating school districts/charter schools
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.	The Department, participating districts/charter schools
January 2012- July 2013	Provide a model of a braided system of support that addresses the whole child, within the context of their family and needs, and provides supports so the child is ready for success in school. Regional support centers will provide technical assistance to participating school districts and charter schools to help them blend funding streams to provide this kind of “braided system” of services.	The Department, participating districts/charter schools, representatives of state and local resources
July 2013- July 2014	Introduce legislation to provide funding for early education.	The Department, participating districts/charter schools
July 2010- July 2014	Provide continuous and meaningful feedback to students and parents.	The Department, participating districts/charter schools

Performance Measures	Actual Data: Baseline (Current school year or	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	31	10
[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) Education funding in FY2009 increased in Missouri**

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 of the Missouri Constitution may be referenced in Appendix 26. In spite of significant budget cuts in all state programs, the state has not cut funding to public schools. There was \$2,941,969,738 appropriated for the basic formula in FY09, \$3,004,388,410 in FY10, and at least \$3,004,388,410 for FY11. The formula has components that help distribute money to schools based in part on need.

**(F)(1)(ii) Equitable funding of school districts and charter schools**

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

**(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) Ensuring successful conditions for high-performing charter schools and other innovative schools**

In 2007, the National Association of Charter School Authorizers (NACSA) received a two-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. Providing technical assistance and support to existing and new sponsors
2. Developing state-specific model sponsoring resources
3. Facilitating the sharing of information and best practices with all sponsoring institutions.

In order to promote quality charter school oversight, support, and intervention, standards of professional practice for sponsorship and a mechanism to evaluate the state’s charter school sponsors are being developed.

The development of statewide model documents for charter school proposals, contracts, monitoring, and renewal will provide sponsors of Missouri charter schools with the ability to conduct their core responsibilities consistently and effectively. The development of an effective evaluation instrument to be utilized in reviewing the work of charter school sponsors will provide Department staff the tools necessary 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.

The Department is authorized to develop standards for professional practice and criteria for sponsorship of charter schools by Missouri revised statute 160.400, RSMo. 14.: “The state board of education shall ensure each sponsor is in compliance with all requirements under sections 160.400 to 160.420 and 167.349, RSMo, for each charter school sponsored by any sponsor. The state board shall notify each sponsor of the standards for sponsorship of charter schools, delineating both what is mandated by statute and what best practices dictate. The state board, after a public hearing, may require remedial action for a sponsor that it finds has not fulfilled its obligations of sponsorship, such remedial actions including withholding the sponsor's funding and suspending for a period of up to one year the sponsor's authority to sponsor a school that it currently sponsors or to sponsor any additional school. If the state board removes the authority to sponsor a currently operating charter school, the state board shall become the interim sponsor of the school for a period of up to three years until the school finds a new sponsor or until the charter contract period lapses.”

The Missouri Charter Public School Association offers a program called CharterStart for groups in the process of developing a charter. CharterStart workshops provide training sessions on a variety of topics related to planning and operating a successful charter school. Sessions cover experiences of current charter schools, best practices in education and business, research-based programs, and the work of charter support organizations nationwide. CharterStart Workshops are specifically designed to provide expertise in alignment with the stages of the application process.

Another initiative is the development by the St. Louis Mayor's office of an RFP process that assists potential high-quality charter schools in obtaining sponsorship through the Office. The application format articulates the consistent criteria and evaluation process used to determine support. The St. Louis Charter School Advisory Board and its review process created a mechanism for analysis and public input.

Community interest has expanded in charter schools due to the St. Louis City School District's loss of accreditation and the Kansas City 33 District's provisional accreditation status. In July of 2009, The Illinois Facilities Fund (IFF) issued the report “Public Schools in St. Louis: Place, Performance and Promise” funded by NACSA. This report generated interest in establishing high-performing charter schools in the geographic locations that did not have a Tier

1 School. Tier 1 for purposes of this report is defined as:

A public school that met at least half of the Annual Proficiency Target in both Communication Arts and Math, meaning that in 2008 at least 25.5 percent of students were proficient or above in Communication Arts and at least 22.5 percent of students were proficient or above in Math.

**(F)(2)(i) Increasing Charter Schools**

Missouri's current charter school law limits the establishment of charter schools geographically to the Kansas City 33 School District and St. Louis City School Districts. However, there is no limit to the number of charter schools that may be established within the school districts' boundaries or to the number of traditional schools/buildings which can be converted to charter school status.

A bill introduced in the Missouri in the spring 2010 legislative session that would have expanded charter schools into districts that have been classified as unaccredited by the State Board of Education or in a district that has a Title I school in level 3, 4, or 5 of school improvement, regardless of population. This proposed expansion of the charter school law would have expanded the number of districts in which charter schools could be located to a total of 33, representing urban, rural, and suburban school districts.

For the 2008-2009 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 percent of the total public school buildings in operation during the 2008-2009 school year.

For the 2009-2010 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 operation is 2,334. Charter schools represent approximately 2 percent of the total public school buildings in operation during the 2009-2010 school year.

**(F)(2)(ii) Missouri Charter School Laws**

Section 160.405, RSMo. 6. requires "The sponsor and the governing board and the staff

of the charter school jointly review the school's performance, management and operations at least once every two years or at any point where the operation or management of the charter is changed or transferred to another entity, either public or private."

Additionally, Section 160.410, RSMo. 4. requires "The Department of Elementary and Secondary Education shall commission a study of the performance of students at each charter school in comparison with an equivalent group of district students representing an equivalent demographic and geographic population and a study of the impact of charter schools upon the constituents they serve in the districts in which they are located, to be conducted by the joint committee on education. The charter school study shall include analysis of the administrative and instructional practices of each charter school and shall include findings on innovative programs that illustrate best practices and lend themselves to replication or incorporation in other schools. The joint committee on education shall coordinate with individuals representing charter public schools and the districts in which charter schools are located in conducting the study. The study of a charter school's student performance in relation to a comparable group shall be designed to provide information that would allow parents and educators to make valid comparisons of academic performance between the charter school's students and an equivalent group of district students representing an equivalent demographic and geographic population. The student performance assessment and comparison shall include, but may not be limited to:

- (1) Missouri Assessment Program test performance and aggregate growth over several years;
- (2) Student reenrollment rates;
- (3) Educator, parent, and student satisfaction data;
- (4) Graduation rates in secondary programs; and
- (5) Performance of students enrolled in the same public school for three or more consecutive years.

The impact study shall be undertaken every two years to determine the impact of charter schools on the constituents they serve in the districts where charter schools are operated. The impact study shall include, but is not limited to, determining if changes have been made in

district policy or procedures attributable to the charter school and to perceived changes in attitudes and expectations on the part of district personnel, school board members, parents, students, the business community and other education stakeholders. The Department of Elementary and Secondary Education shall make the results of the studies public and shall deliver copies to the governing boards of the charter schools, the sponsors of the charter schools, the school board and superintendent of the districts in which the charter schools are operated.” The study conducted by the joint committee may be found in Appendix 27.

In addition to these two formal evaluations, charter schools and traditional public schools submit data through the Missouri Student Information System (MOSIS) and Core Data collection processes, which the Department utilizes to generate annual report cards for the schools. Data included in the annual report include, but are not limited to enrollment, attendance, graduation and drop-out rates, average years of experience of professional staff, free/reduced lunch percentages, racial composition, certification of instructional staff, and performance on the statewide assessment. The Department also generates an Annual Performance Report (APR) which provides information to traditional public school districts and charter schools on their achievement of the performance standards approved by the State Board of Education.

As previously stated, various stakeholders were involved in developing the charter schools model application, model evaluation rubric and model charter agreements. Additionally, resources, including guides, were developed to assist charter school sponsors in creating and implementing pre-opening requirements, performance plans, and monitoring plans, and in making renewal determinations. These documents are included in Appendix 28.

**RSMo Chapter 160.400 addresses charter school 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 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 the Department of Elementary and Secondary Education's Internet web site 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 the Department of Elementary and Secondary Education, the State Board of Education, 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
• Number of charter school applications made in the State	5	8	8	6	11
• Number of charter school applications approved	2	7	7	4	9
• Number of charter school applications denied for academic, financial, low enrollment, and other reasons	2	1	0	2	1
• 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 of their charters. Of the three, one school was closed due to poor governance and low student performance. The remaining two schools were closed due to poor governance, fiscal management, and failure to comply with the charter school law.

2005-06

One school was denied renewal of their charter due to poor governance and low student performance.

2007-08

Two schools were denied renewal of their charter because their proposals were not compliant with charter law.

2008-09

One school was denied a charter because their proposal was not compliant with charter law.

The key activity in this section addresses Missouri's reform plan Goal 1 as described in section A(1)(i).

***Goal 1: An integrated, seamless P-20 system will ensure that every child in Missouri is fully prepared for postsecondary study and entry into the workforce.***

**Key Activity 1:** Strengthen the charter school authorization process and increase accountability for charter school performance.

As part of Missouri's reform plan, the Department intends to strengthen the charter school authorizing/sponsorship process and increase accountability of charter school sponsors for school performance and fiscal integrity by:

- Implementing the standards for sponsorship developed by NACSA for Missouri.
- Implementing the sponsor evaluation process developed by NACSA for Missouri for sponsors to ensure sponsors are held accountable for oversight and monitoring.
- Implementing guidelines for sponsors that hold them accountable for closing poor performing charter schools.

- Proposing a change in statute
  - Requiring an actual performance contract between the charter school’s governing board and the sponsor prior to the school opening;
  - Defining the terms/conditions under which a charter school may be placed on probation as opposed to being closed;
  - Permitting the State Board of Education to close a charter school, in lieu of the sponsor, for specific cause (academic, financial, etc.).

**Implementation Plan**

Timeline	Activities	Responsible Parties
August 2010	Implement the charter school sponsorship standards.	The Department
August 2010	Implement the charter school sponsor evaluation process.	The Department
October 2010 – September 2011	Convene a group of charter school stakeholders and charter school sponsors to develop guidelines on school closure for charter school sponsors.	The Department, charter schools, charter school organizations, charter school sponsors
August 2011	Implement the charter school sponsor evaluation process.	The Department
October 2010 – May 2011	Propose change in charter school statute to legislature and governor.	The Department, charter school sponsors

**(F)(2)(iii) Equitable Funding in Missouri for Charter Schools**

The passage of Senate Bill 781 in 1998 authorized the establishment of charter schools in the Kansas City 33 and St. Louis City Public School Districts. At the time, each newly established charter school was considered to be a building within the school district. Each charter school reported their data to the school district, including attendance data which was utilized to generate state aid payments. State and federal aid payments were then made to the local school district. The local district, by law, had twenty (20) days from the receipt of the funds to make payment to the charter school. Senate Bill 287, which became effective July 1, 2006, allowed charter schools, already in existence, to amend their charters and become an

independent local education agency (LEA). During the first year following the passage of this legislation, all Kansas City charter schools became independent LEAs; St. Louis charter schools followed suit the next year. Once a charter school elects to become an independent LEA, it receives all state and federal payments directly from the Department. At the present time, all charter schools in operation and *all* charter schools which will begin operation in the fall of 2010 are independent LEAs. The Department calculates the state aid payment for charter schools utilizing current year information and the formula utilized for all public school districts. Detailed information regarding the funding calculation may be found in Appendix 29, as well as the appropriate section of state statute in the next paragraph. The charter school law also allows charter schools to receive payment at the same time as traditional public school districts.

**Section 160.415.4, RSMo, addresses the distribution of state school aid for LEA charter schools:**

“A charter school that has declared itself as a local educational agency shall receive from the Department of Elementary and Secondary Education 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. If a charter school declares itself as a local education agency, the Department of Elementary and Secondary Education shall, upon notice of the declaration, reduce the payment made to the school district by the amount specified in this subsection and pay directly to the charter school the annual amount reduced from the school district's payment.”

If a charter elects to remain a building within the district rather than become its own LEA, the following section of state law governs payments of state, federal, and other aid paid for services:

**Section 160.415.1 and 160.415.2 address distribution of state school aid for charter schools that are buildings within the local LEA:**

1. “For the purposes of calculation and distribution of state school aid under section 163.031, RSMo, pupils enrolled in a charter school shall be included in the pupil enrollment of the school district within which each pupil resides. Each charter school shall report the names, addresses,

and eligibility for free and reduced lunch, special education, or limited English proficiency status, as well as eligibility for categorical aid, of pupils residing in a school district who are enrolled in the charter school to the school district in which those pupils reside. The charter school shall report the average daily attendance data, free and reduced lunch count, special education pupil count, and limited English proficiency pupil count to the state department of elementary and secondary education. Each charter school shall promptly notify the State Department of Elementary and Secondary Education and the pupil's school district when a student discontinues enrollment at a charter school.”

2. “Except as provided in subsections 3 and 4 of this section, the aid payments for charter schools shall be as described in this subsection.

(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.

(3) If the department overpays or underpays the amount due to the charter school, such overpayment or underpayment shall be repaid by the public charter school or credited to the public charter school in twelve equal payments in the next fiscal year.

(4) The amounts provided pursuant to this subsection shall be prorated for partial year enrollment for a pupil.

(5) A school district shall pay the amounts due pursuant to this subsection as the disbursal agent and no later than twenty days following the receipt of any such funds. The Department of Elementary and Secondary Education shall pay the amounts due when it acts as the disbursal agent within five days of the required due date.”

Missouri charter schools also receive a commensurate share of other state aid and federal programs monies that a local school district might otherwise be entitled to receive for services being provided to students. For all federal programs, charter schools provide the Department of Elementary and Secondary Education with estimated data to utilize in the

calculation of their allocation or entitlement. Necessary corrections are made to the data and payments are adjusted when the charter conducts the official count as outlined by each individual program. If a charter experiences significant growth, notification is provided to the appropriate staff to make adjustment to the charter's allocation in the next fiscal year.

**Section 160.415.8 and 160.415.9 address distribution of other monies to charter schools:**

8. "A charter school shall be eligible for transportation state aid pursuant to section 163.161, RSMo, and shall be free to contract with the local district, or any other entity, for the provision of transportation to the students of the charter school."

9. (1) "The proportionate share of state and federal resources generated by students with disabilities or staff serving them shall be paid in full to charter schools enrolling those students by their school district where such enrollment is through a contract for services described in this section. The proportionate share of money generated under other federal or state categorical aid programs shall be directed to charter schools serving such students eligible for that aid."

The state funding provided to charter schools may be used for facilities, assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports. The state does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

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

**Facilities Funding**

Missouri does not provide direct facility assistance for any public schools, including charter schools. At the present time, charter schools in Missouri must provide for their facility 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."

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

**Funding Incentives**

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.

**(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*

The following key activities address Missouri's reform plan Goal 2 as described in section A(1)(i):

***Goal 2: Teachers and leaders in every Missouri school and district will have the necessary commitment, knowledge, and skills, and will be held accountable for ensuring that all students receive inspiring and effective instruction.***

**Key Activity 1:** Develop and support innovative school models.

There are no state laws or rules that prohibit Missouri school districts from creating innovative and autonomous schools. The department must collaborate with school districts, institutions of higher education, and stakeholders to develop exemplars of innovative school models. Currently, Missouri school districts operate Magnet Schools in the St. Louis and Kansas City school districts, open enrollment schools, theme focused district schools, virtual programs, special education cooperatives, alternative schools, and technical programs. The state will provide assistance to school districts interested in implementation of the innovative school models through the statewide system of support.

**Implementation Plan:**

Timeline	Activities	Responsible Parties
January 2011- March 2011	Establish a working group of education stakeholders to review literature on innovative school models and innovative school models from across the globe.	The Department, school districts, charter schools, institutions of higher education, Department of Higher Education
May 2011- June 2011	Develop innovative school grant application.	The Department, school districts, charter schools, institutions of higher education, Department of Higher Education
July 2011- September 2011	Release innovative school grant application.	The Department
October 2011	Award innovative school grants	The Department
October 2011- July 2012	Grant recipient planning for opening an innovative school. Technical assistance provided by the Department and partners.	The Department, grant recipients, institutions of higher education,
October 2011- June 2014	Evaluation and monitoring of innovative schools.	The Department
August 2012- June 2014	Innovative schools operational.	grant recipients

## VII. 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. The Department, along with institutions of higher education and providers of meaningful out-of school time experiences has built on this recognition to develop and collaborate in innovative STEM learning activities:

Within Goal 1, Missouri will encourage emphasis on STEM content by:

- Working with business and industry to define the number of credits and the types of courses required for a diploma with “STEM Concentration”
- Providing consistent professional development on STEM content for teachers from early learning through high school
- Supporting and scaling up successful pilot projects for implementation of programs that engage high school students in a specific core of STEM coursework toward the goal of pursuing particular STEM-related careers.

Within Goal 2, Missouri will encourage emphasis on STEM content by:

- Restructuring teacher certification to incorporate certification with STEM emphasis and providing incentives for teachers to pursue such certification
- Incorporating STEM emphasis into teacher preparation programs at all levels
- Creating an electronic forum for STEM support for local districts, accessible through the comprehensive data system, that will allow teachers to dialog, share ideas, and access STEM resources
- Training content specialists in regional support centers in STEM concepts and processes within and across content areas

Within Goal 3, Missouri will encourage emphasis on STEM content by:

- Working with the business community to create apprenticeship opportunities in STEM careers and incentives for students to pursue such opportunities

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 include a STEM concentration endorsement. The department will collaborate with stakeholders to increase internship opportunities for students with a focus on the STEM areas. [(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. [(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].

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 in identifying assessment needs and developing learning progressions to report against the Common Core K-12 and College- and Career-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]. Teachers will be supported with an online system community of practice.

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 K-12 and College- and Career-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 across all content areas. 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 educator preparation programs, 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 state-wide interventions address 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 regional system of support, 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 school districts and charter schools 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 preschool 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 preschool 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, the Department, in collaboration with 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, the Governor's Office, higher education, other state departments, and the Department.

The needs assessment has been focused with the direction of Missouri's P-20 Council. The Department 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.

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

the Department current resources.

The Missouri Department of Economic Development (DED) 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 the Department in evaluating programs if the longitudinal individual records may be linked through common identifying elements and or probabilistic matching beyond the high schools' data systems.

The Department 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. The Department 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 the Department, but also how data are received from the Department and used for instructional management and administrative purposes.

The Department 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.** The Department 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.** The Department 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, the Department 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, school district and charter school 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, school district and charter school participation in MOSIS must now be mandatory. This changes our needs significantly. We can no longer allow school districts and charter schools 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 preschool-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 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 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*

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**VIII. BUDGET**  
**(Budget Requirements and Evidence for selection criterion (A)(2)(i)(d))**

**RACE TO THE TOP BUDGET REQUIREMENTS**

For Phase 2 of the Fiscal Year 2010 competition, the State’s budget must conform to the budget ranges below;<sup>7</sup> we will not consider a State’s application if its request exceeds the maximum in its budget range. Most importantly, the State should develop a budget that is appropriate for and consistent with the plan it outlines in its application.

Category 1 – \$350-700 million	California, Texas, New York, Florida
Category 2 – \$200-400 million	Illinois, Pennsylvania, Ohio, Georgia, Michigan, North Carolina, New Jersey
Category 3 – \$150-250 million	Virginia, Arizona, Indiana, Washington, Tennessee, Massachusetts, Missouri, Maryland, Wisconsin
Category 4 – \$60-175 million	Minnesota, Colorado, Alabama, Louisiana, South Carolina, Puerto Rico, Kentucky, Oklahoma, Oregon, Connecticut, Utah, Mississippi, Iowa, Arkansas, Kansas, Nevada
Category 5 – \$20-75 million	New Mexico, Nebraska, Idaho, West Virginia, New Hampshire, Maine, Hawaii, Rhode Island, Montana, Delaware, South Dakota, Alaska, North Dakota, Vermont, Wyoming, District of Columbia

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 the Department 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)).

<sup>7</sup> The Department developed budget ranges for each State by ranking every State according to its share of the national population of children ages 5 through 17 based on data from “Estimates of the Resident Population by Selected Age Groups for the United States, States, and Puerto Rico: July 1, 2008” released by the Population Division of the U.S. Census Bureau. The Department identified the natural breaks in the population data and then developed overlapping budget ranges for each category taking into consideration the total amount of funds available for awards.

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	\$17,838,000	\$27,676,000	\$32,370,000	\$24,484,000	\$102,368,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$18,770,500	\$28,614,180	\$33,393,087	\$25,197,232	\$105,974,999
10. Indirect Costs*	\$1,785,317	\$2,759,841	\$3,225,132	\$2,445,026	\$10,215,315
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)	\$20,555,817	\$31,374,021	\$36,618,219	\$27,642,257	\$116,190,314

14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$0	\$0	\$0	\$0	\$105,974,999
15. Total Budget (lines 13-14)	\$20,555,817	\$31,374,021	\$36,618,219	\$27,642,257	\$222,165,312

### **BUDGET PART I: BUDGET SUMMARY NARRATIVE**

The structure of the budget for Missouri’s RT3 application can be divided into the categories of human capacity and infrastructure. The fourteen projects described in the application and listed in section A(2)(i)(a) are interrelated and fall into the either of the two categories. Each of the fourteen projects will be managed by the assurance manager of the appropriate assurance area with the assistance of the Department 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 the Department 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.
  - Project 1 – Project Management

- 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
  - Project 3 – Standards
  - Project 4 - Model Curriculum
- 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 Missouri Comprehensive Data System
  - Project 6 Data Team Certification
  - Project 7 Instructional Data Gathering Tool
  - Project 8 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 09 Teacher Leader Evaluation
  - Project 10 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 11 Missouri Turnaround Model
  - Project 12 Regional Service Centers
  - Project 13 Charter School Oversight
  - Project 14 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 the Department 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 the Department'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 the Department and all grants the Department 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. The Department 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: Formative and Interim Benchmark Assessment**

<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: 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 6: 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 7: Instructional Data Gathering Tool

Project 7 will be developed in concert with Project 2 (Formative Interim Benchmark Assessment), Project 5 (Missouri Comprehensive Data System), and Project 7 (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 7 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.

<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					\$0

LEAs					
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9-12)					\$0

**Project 8: 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 9: 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 10: 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 11: 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 12: Regional Service Centers**

<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 13: 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 14: 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**

The Department 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 SMARTER Balanced assessment consortium, and the writing and implementation of the Project 4 Model Curriculum. The implementation team includes the Department 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 Missouri Comprehensive Data System
- Project 6 Data Team Certification
- Project 7 Instructional Data Gathering Tool
- Project 8 National Research

The implementation team includes the Department 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 9 Teacher Leader Evaluation
- Project 10 Improving Teacher Preparation (STEM, High Needs, Turn Around, Rating System)

The implementation team includes the Department 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 11 Missouri Turnaround Model
- Project 12 Regional Service Centers
- Project 13 Charter School Oversight

- Project 14 STEM

The implementation team includes the Department 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 fulfill 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**

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
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**

**Project 5: 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 12: Regional Service Centers**

Line Item	Year 1	Year 2	Year3	Year 4	TOTAL
Start-up costs (\$79,000/center) 3 centers X \$79,000 -- \$1000	\$237,000	\$237,000	\$316,000	\$0	\$790,000

(desk/telephone etc..) X 24 staff per center (\$1,000/staff X 24 staff + \$5,000 overall office equipment +\$50,000 technology infrastructure.					
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**5. Supplies: \$0**

No dollars from this grant are being requested for supplies. It is anticipated that supplies would be covered with existing funds.

**6. Contractual: \$102,368,000**

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: Formative Interim Benchmark Assessment 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 SMARTER Balance Assessment Consortium. Missouri is currently serving as a governing state for the consortium. Through participation in the SMARTER Balance Assessment Consortium, Missouri will contribute to development of and have access to formative and interim/benchmark assessments and instructional resources aligned to Common Core K-12 Standards in Mathematics and Communication Arts. In addition Missouri will develop formative and interim/benchmark assessments and instructional resources in the areas of Social Studies, Science, Fine Arts, Health/PE, Career Education and World Language.

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 SMARTER Balance Assessment Consortium and 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 = \$16,449,077**

### **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- and College-Readiness Standards upon their adoption in summer 2010. Technical  
assistance and transitional standards documents will be provided by the Department to assist  
LEAs and charter schools 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 areas x \$100,000 = \$500,000

PD development and online delivery tool = \$500,000

**Support of local infrastructure for on-line assessments. See Appendix 30 for the district level survey results. = \$50,000,000**

**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 areas x \$100,000 = \$500,000
- PD development and online delivery tool = \$500,000

**C. Data Systems**

**Project 5: Expansion of Missouri Comprehensive Data System (Section C3i)**

The Department 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 340 participating districts = \$17,000,000**

### **Project 6: 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.*

**DISTRICT 50% 46,395 participating teachers divided by 80 per session X \$25,000 per = \$14,498,438 and 3126 participating administrators divided by 100 per session X \$25,000 per = \$781,500 and 340 participating districts times 2 certificated individuals X \$3,000 per certification = \$4,080,000 -- to be trained by June 2012 TOTAL = \$19,359,938**

### **Project 7: Instructional Data Gathering Tool (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 340 districts = \$2,040,000**
  - **\$24 per teacher(46,395) per year = \$1,113,480**
  - **\$4 per observer/ principal (3126) per year = \$12,504**
- TOTAL = \$3,165,984**

**Project 8: 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 data	\$275,000	\$275,000	\$275,000	\$275,000	\$1,100,000
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	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000

of leading indicators to inform Leas' definition of "success" in a 2-3 year timeframe.					
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 9: Model Educator Performance Assessment (D) (2) (ii)**

The Department 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, the Department 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 the Department.

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 10: 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, the Department 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 11: 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	\$1,500,000	\$1,000,000	\$1,000,000	\$1,000,000	\$3,750,000

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					
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

**Project 12: Regional Service 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. Regional service centers will continue to be extensions of the Department 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 the Department 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	\$1,800,000	\$7,200,000	\$13,000,000	\$9,100,000	\$31,100,000

and 4 \$130,000)					
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 13: 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 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 in the evaluation of charter school sponsors.

**YR3**

Training in the use of the teacher and leader 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 numbers 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



<b>Summary of Contractual Costs</b>					
<b>Line Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year3</b>	<b>Year 4</b>	<b>TOTAL</b>
Project Management	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$12,000,000
Formative Interim Benchmark Assessments	\$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 Comprehensive Data System	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$8,000,000
Data Team Certification*					
Instructional Data Gathering Tool_*					
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

Regional Service Centers	\$1,908,000	\$8,216,000	\$14,960,000	\$10,346,000	\$35,430,000
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
<b>TOTAL</b>	<b>\$17,838,000</b>	<b>\$27,676,000</b>	<b>\$32,370,000</b>	<b>\$24,484,000</b>	<b>\$102,368,000</b>

\*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)	\$18,770,500	\$28,614,180	\$33,393,087	\$25,197,232	\$105,974,999

**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*	\$1,785,317	\$2,759,841	\$3,225,132	\$2,445,026	\$10,215,315

**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)	\$20,555,817	\$31,374,021	\$36,618,219	\$27,642,257	\$116,190,314

### 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"/> <del>XXX</del></p> <p>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):</p> <p>From: 07/01/2009 To: 06/30/2010</p> <p>Approving Federal agency: <u>XXX</u> ED ___ Other</p> <p><i>(Please specify agency):</i> <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.

**IX. 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 the Department 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 subgrantee 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 subgrant, 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

**X. 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.

## **XI. 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 s	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, the Department 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
28	0 – 8	9 – 20	21 – 28

Maximum Point Value	Quality of Applicant's Response		
	Low	Medium	High
25	0 – 7	8 – 18	19 – 25
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
8	0 – 2	3 – 5	6 – 8
7	0 – 2	3 – 4	5 – 7
6	0 – 1	2 – 3	4 – 6
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, the Department 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 (e).*

(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>8</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.

<sup>8</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.

(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.

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 (e).*

(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>9</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 (e).*

(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).*

<sup>9</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.

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).
- “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 (e).

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 (e).*

(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 (e).*

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 (e).*

**(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 (e).*

(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.
- 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 preschool 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 preschool 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 preschool-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.

## XII. 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.

### **XIII. REPORTING REQUIREMENTS**

A State receiving Race to the Top funds must submit to the Department 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. The Department 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, the Department may collect additional data as part of a State's annual reporting requirements.

To support a collaborative process between the State and the Department, the Department may require that applicants who are selected to receive an award enter into a written performance or cooperative agreement with the Department. If the Department determines that a State is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Department will take appropriate action, which could include a collaborative process between the Department 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 the Department (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).

## XIV. 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. The Department'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.

The Department 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 the Department.

**Technical Assistance**

The State must participate in applicable technical assistance activities that may be conducted by the Department or its designees.

**State Summative Assessments**

No funds awarded under this competition may be used to pay for costs related to statewide summative assessments.

## **XV. 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.

## XVI. APPLICATION SUBMISSION PROCEDURES

### SUBMISSION INFORMATION

The deadline for submission of Program applications for Phase 2 applicants is June 1, 2010.

Applications for grants under this competition must be submitted by mail or hand delivery. The Department 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, the Department 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.

The Department 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 the Department 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.

## XVII. 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 56-65)**

- 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 93-94)**

- Has the State fulfilled all of the application requirements?

**Application Submission Procedures (pages 99-100)**

- Has the State complied with the submission format requirements, including the application deadline for submission?

**Appendix (page 103)**

- 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?