

State Fiscal Stabilization Phase II - Missouri

When submitting the Phase II application, please provide the indicator or descriptor the State has amended.

<u>Indicator/Descriptor</u>	<u>Date Amended</u>
Indicator (b)(1)	3/12/10
Indicator (b)(2)	3/12/10
Indicator (b)(3)	3/12/10
Indicator (c)(1)	3/12/10
Indicator (c)(2)	3/12/10
Indicator (c)(3)	3/12/10
Indicator (c)(4)	3/12/10
Indicator (c)(5)	3/12/10
Indicator (c)(6)	3/12/10
Indicator (c)(7)	3/12/10
Indicator (c)(8)	3/12/10
Indicator (c)(10)	3/12/10
Indicator (c)(11)	3/12/10
Indicator (c)(12)	3/12/10
Indicator (d)(1)	3/12/10
Indicator (d)(3)	3/12/10
Indicator (d)(4)	3/12/10
Indicator (d)(5)	3/12/10
Indicator (d)(6)	3/12/10
Indicator (d)(7)	3/12/10
Indicator (d)(8)	3/12/10
Indicator (d)(9)	3/12/10
Indicator (d)(10)	3/12/10
Missouri Attachment B	3/12/10
Descriptor (a)(1)	3/23/10
Indicator (a)(3)	3/23/10
Indicator (a)(4)	3/23/10
Indicator (a)(5)	3/23/10
Indicator (a)(6)	3/23/10
Indicator (a)(7)	3/23/10
Indicator (b)(1)	3/23/10
Indicator (b)(3)	3/23/10
Indicator (c)(12)	3/23/10
Descriptor (d)(1)	3/24/10
Indicator (d)(3)	3/25/10
Indicator (d)(5)	3/25/10

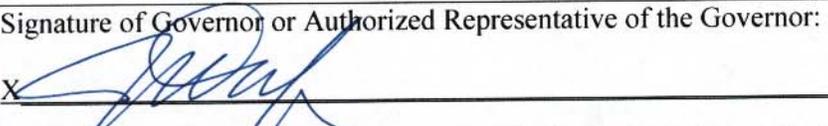
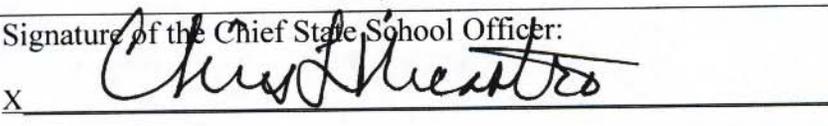
**MISSOURI STATE FISCAL STABILIZATION FUND
PHASE II APPLICATION
TABLE OF CONTENTS**

	Page Number
PART 1: State Fiscal Stabilization Fund Phase II Application Cover Sheet	2
PART 2A: Maintenance-of-Effort Information	3
□ Missouri Attachment A	65
PART 2B: Attestation of Maintenance-of-Effort Compliance	4
PART 3A: Assurance Indicators and Descriptors	5
PART 3B: Data Collection and Public Reporting Plan	
□ Assurances Plan Element Verification Table	56
□ America COMPETES Plan Element Verification table	59
□ Indicators (c)(11) and (c)(12) Plan Element Verification table	63
□ Plans – Section I – Missouri Attachment B	66
□ Plans – Section II – Missouri Attachment B	73
□ Plans – Section III – Missouri Attachment B	74
□ Plans – Section IV – Missouri Attachment B	75
□ Plans – Section V – Missouri Attachment B	77
PART 3C: General Requirements	
□ Missouri Attachment C	79

STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): Jeremiah W. (Jay) Nixon Office of the Governor State of Missouri	Applicant's Mailing Address: Governor's Office State Capitol Room 216 Jefferson City, Missouri 65102
State Contact for the Education Stabilization Fund Name: Linda Luebbering Position and Office: Missouri Budget Director Contact's Mailing Address: Office of Administration Division of Budget and Planning P. O. Box 809 Jefferson City, Missouri 65102 Telephone: 573-751-3925 Fax: 573-526-4811 E-mail address: linda.luebbering@oa.mo.gov	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Jeremiah W. (Jay) Nixon	Telephone: 573-751-4917
Signature of Governor or Authorized Representative of the Governor: X 	Date: 4/1/10
Recommended Statement of Support from the Chief State School Officer (Optional): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): Chris L. Nicastro	Telephone: 573-751-4446
Signature of the Chief State School Officer: X 	Date: 4-2-10

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

1. Levels of State support for elementary and secondary education *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006	<u>\$ 2,733,244,262</u>
FY 2009	<u>\$ 3,141,363,014</u>
FY 2010*	<u>\$ 2,733,244,262</u>
FY 2011*	<u>Not available</u>

(* Provide data to the extent that data are currently available.)

2. Levels of State support for public institutions of higher education *(enter amounts for each year):*

FY 2006	<u>\$ 831,027,290</u>
FY 2009	<u>\$ 932,670,321</u>
FY 2010*	<u>\$ 856,729,164</u>
FY 2011*	<u>Not available</u>

(* Provide data to the extent that data are currently available.)

3. Additional Submission Requirements: In an attachment to the application – See Missouri Attachment A

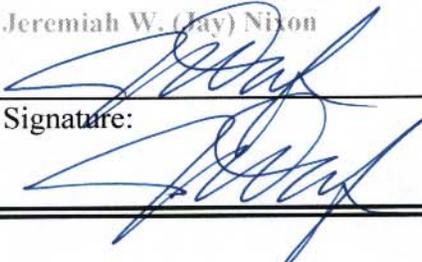
- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- for elementary and secondary education.
- for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): Jeremiah W. (Jay) Nixon	
Signature: 	Date: 4/16/10

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).	
<p>Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?</p> <p>¹ <input type="checkbox"/> Yes, the data are correct.</p> <p>² <input checked="" type="checkbox"/> No, the data are not correct.</p> <p>If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:³ http://dese.mo.gov/schooldata/school_data.html</p> <p>Select MISSOURI Summary Profile. Click Load Profile Click School District "Report Cards" Missouri's 2008-09 School Accountability Report Card will then be displayed. Scroll to the end of the report for the data described in Indicator (a)(1)</p> <p>Please respond (check only one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>annually</i> on a website.</p> <p>→ Provide the State website where the data are provided by the State to the public:⁵ http://dese.mo.gov/schooldata/school_data.html</p> <p>Select MISSOURI Summary Profile. Click Load Profile Click School District "Report Cards"</p>		

Missouri's 2008-09 School Accountability Report Card will then be displayed. Scroll to the end of the report for the data described in Indicator (a)(1)

- ⁶ The State makes the data *publicly available* on a website but updates it *less than annually*.
- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
Provide the State website where the most recently updated data are provided by the State to the public: ⁷ [Click here to enter text.](#)
- ⁸ The State does not make the data publicly available on a website.
- ➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	Confirm whether the State’s Teacher Equity Plan (as part of the State’s Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).	
-------------------------	--	---

Please respond (Yes or No): Is the State’s Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the State’s most updated Teacher Equity Plan. A URL linking to the correct data on the State’s website is also sufficient:³ [Click here to enter text.](#)

Please respond (check only one):

The State makes the information *publicly available* and updates the information *annually* on a website.

→ Provide the State website where the information is provided by the State to the public:⁵ [Click here to enter text - Check with Bette M.](#)

The State makes the information *publicly available* on a website but updates it *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 2B. Cite “Indicator (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁷ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite “Indicator (a)(2)” in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.
--------------------------	--

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.
-------------------------	--

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.
-------------------------	---

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
-------------------------	---

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.
--------------------------	---

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.
<p>Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?</p> <p>¹ <input type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates it <i>at least annually</i> on a website.</p> <p> ➔ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates it <i>less than annually</i>.</p> <p> ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p> ➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p> ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect this information.</p> <p> ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.
-------------------------	---

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.	
<p>Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.</p> <p>Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:</p> <p>(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(2) Student-level enrollment, demographic, and program participation information?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.</p>		

4) The capacity to communicate with higher education data systems?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.
<p>Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?</p> <p><input checked="" type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section III, check “Not Applicable.”</p> <p><input type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section III.</p>	

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.
<p>Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?</p> <p><input type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section IV, check “Not Applicable.”</p> <p><input checked="" type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section IV.</p>	

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.	
<p>Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the status is correct.</p> <p>→ ² <input type="checkbox"/> No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: ³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>Provide the State website where the status is provided by the State to the public:⁵ http://dese.mo.gov/divimprove/assess/index.html. Scroll to the General Assessment Resources heading. The following statement “<i>Click on the following link to access the USDE Approval Letters of Missouri's Assessment System</i>” precedes the link to the letters.</p> <p>⁶ <input type="checkbox"/> The State makes the status information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>→ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(1)” in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information is provided by the State to the public: ⁷ Click here to enter text.</p>		

⁸ The State does not make the status information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2)	Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.	 Confirm 
<p>Please respond (Yes or No): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the status is correct.</p> <p>→ ² <input type="checkbox"/> No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State’s website is also sufficient: ³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>Provide the State website where the status is provided by the State to the public:⁵ http://dese.mo.gov/divimprove/assess/index.html Scroll to the General Assessment Resources heading. The following statement “<i>Click on the following link to access the USDE Approval Letters of Missouri’s Assessment System</i>” precedes the link to the letters.</p> <p>⁶ <input type="checkbox"/> The State makes the status information <i>publicly available</i> on a website and <i>does not keep it up-to-date</i>.</p> <p>→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the information is collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the status information publicly available on a website.</p> <p>→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Indicator (c)(3)	Confirm whether the State’s alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.	
-------------------------	--	---

Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

¹ Yes, the information is correct.

² No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State’s website is also sufficient: ³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:⁵ <http://dese.mo.gov/divimprove/assess/index.html>. The “based on alternate achievement standards” descriptor has been added to the Federal Status of Assessment Program Chart.

⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.
-------------------------	--

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

- ¹ Yes, this has been completed within the last two years.
- ² No, this has been completed, but it occurred more than two years ago.
- ³ No, this has never been completed.

Please respond (check one):

- ⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.
 - ➔ Provide the State website where the information is collected and publicly available:⁵
 - ➔ <http://www.dese.mo.gov/divimprove/assess/tech/documents/MAPConstructEquivalence.pdf> The title page to this report has been attached to the report on the website. The accommodation study for both ELL and special education is in this document.
- ⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - ➔ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- ⁸ The State does not make the information publicly available on a website.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5)	Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.	
-------------------------	---	---

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

¹ Yes, the data are correct.

² No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:⁵

<http://www.dese.mo.gov/divspeced/DataCoord/documents/MOProfile.pdf>

Page 4 of the Special Education State Profile, 1st Table Student Assessment Data
 Column Accountable Students (Acct)
 Column Reportable Students (Rept)
 Column Participation Rate (Part Rate)

⁶ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

- Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

⁹ Yes, the data are correct.

¹⁰ No, the data are not correct.

- If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

- Provide the State website where the data are collected and publicly available:¹³
<http://www.dese.mo.gov/divspced/DataCoord/documents/MOProfile.pdf>

Page 4 of the Special Education State Profile, 1st Table Student Assessment Data
Column Accountable Students (Acct)
Column Reportable Students (Rept)
Column Participation Rate (Part Rate)

¹⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

- Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.
-------------------------	---

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

- Yes, this was completed within the last two years.
- No, this was completed more than two years ago.
- No, this has never been completed.

Please respond (check one):

- The State makes the information *publicly available* and keeps it *up-to-date* on a website.
 - Provide the State website where the information is collected and publicly available:⁵
 - <http://www.dese.mo.gov/divimprove/assess/tech/documents/MAPConstructEquivalence.pdf> The title page to this report has been attached to the report on the website. The accommodation study for both ELL and special education is in this document.
- The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
 - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- The State does not make the information publicly available on a website.
 - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.	
<p>Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the information is correct.</p> <p>² <input type="checkbox"/> No, the information is not correct.</p> <p> → If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:</p> <p> ³ Click here to enter text.</p> <p>Please respond (check one): Is the State’s current status available on the State’s website?</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p> → Provide the State website where the information is collected and publicly available:⁵</p> <ul style="list-style-type: none"> • Grade-Level Assessment – http://dese.mo.gov/divimprove/assess/grade_level.html Scroll to bottom of screen. • End-of-Course Assessment - http://dese.mo.gov/divimprove/assess/eoc.html Scroll to bottom of screen. <p>⁶ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p> → Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p> → Provide the State website where the information is collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p> → Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Indicator (c)(8)	Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.	 Confirm 
<p>Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State <i>reading/language arts</i> assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8r.xls, are correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p>² <input type="checkbox"/> No, the data are not correct.</p> <p style="padding-left: 40px;">→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:</p> <p style="padding-left: 80px;">³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p style="padding-left: 40px;">→ Provide the State website where the data are collected and publicly available:⁵ http://dese.mo.gov/divimprove/fedprog/documents/CSPR_PartI_II_Final.pdf. See page 11.</p> <p>⁶ <input type="checkbox"/> The State makes the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p style="padding-left: 40px;">→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 40px;">→ Provide the State website where the data are collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts publicly available</i> on a website.</p> <p style="padding-left: 40px;">→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

⁹ Yes, the data are correct.

¹⁰ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³
http://dese.mo.gov/divimprove/fedprog/documents/CSPR_PartI_II_Final.pdf. See page 10.

¹⁴ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State’s annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).	
<p>Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?</p> <p><input checked="" type="checkbox"/> Yes, the State Report Card includes this information.</p> <p><input type="checkbox"/> No, the State Report Card does not include this information.</p> <p> ➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite “Indicator (c)(9)” in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.</p> <p>Please supply the following information:</p> <p>Please attach the State Report Card or provide the URL where the State Report Card is provided to the public: http://dese.mo.gov/commissioner/statereportcard/src.pdf</p>		

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).
--------------------------	--

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.
--------------------------	--

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year’s worth of college credit (applicable to a degree) within two years of enrollment in the IHE.
--------------------------	--

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State’s plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State’s plan for developing the means to collect and to publicly report the data (but not the State’s implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1)	Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.
-------------------------	---

Please respond (check one): Does the State collect these data?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

→ <http://dese.mo.gov/divimprove/fedprog/instrucimprov/documents/MissouriDefinitionforLowest-AchievingSchools.pdf>

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2)	Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.
-------------------------	---

Please respond (check one): Does the State collect these data?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1) Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



Please respond (check Yes or No): Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

¹ Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

Provide the definition here:²

Missouri Definition and Calculation Method to Determine the Persistently Lowest-Achieving Schools in the State As Required by Phase II of the State Fiscal Stabilization Fund, Race to the Top, and Title I, Section 1003 (g) School Improvement Grants

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.

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 present leadership team toward meeting goals of academic progress

Statistical distortions caused by small sample sizes, student mobility, redistricting, or other factors as determined by the Department

→

→ <http://dese.mo.gov/divimprove/fedprog/instrucimprov/documents/MissouriDefinitionforLowest-AchievingSchools.pdf>

If Yes, please respond (check one):

³ The State has made the definition *publicly available* on a website.

→ Provide the State website where the definition is publicly available:⁴ [Click here to enter text.](#)

<http://dese.mo.gov/divimprove/fedprog/instrucimprov/documents/MissouriDefinitionforLowest-AchievingSchools.pdf>

⁵ The State does not make the definition publicly available on a website.

→ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁶ No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)	Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.	
-------------------------	---	---

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.
<http://dese.mo.gov/divimprove/fedprog/instrucimprov/documents/SIGSchools.pdf>

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
₅

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4)	Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.	
-------------------------	--	---

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.
<http://dese.mo.gov/divimprove/fedprog/instrucimprov/documents/SIGSchools.pdf>

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6) Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³

<http://dese.mo.gov/divimprove/charterschools/kcschools.pdf>

<http://dese.mo.gov/divimprove/charterschools/stschools.pdf>

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.



Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

¹ Yes, the data are correct.

² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Click here to enter text .](#)

Please respond (check one):

⁴ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵

<http://dese.mo.gov/divimprove/charterschools/kcschools.pdf>

<http://dese.mo.gov/divimprove/charterschools/stschools.pdf>

→ ⁶ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.
------------------	--

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³

http://dese.mo.gov/divimprove/sia/dar/documents/Charters_AYP_0809.pdf

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.
--------------------------	---

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³
http://dese.mo.gov/divimprove/sia/dar/documents/Charters_AYP_0809.pdf

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11)	Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.
--------------------------	--

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
<http://www.dese.mo.gov/divimprove/charterschools/RenewalsandClosures.htm>

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.
--------------------------	---

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
<http://www.dese.mo.gov/divimprove/charterschools/RenewalsandClosures.htm>

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan.
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection</u> <u>(check if</u> <u>applies)</u>	<u>Public</u> <u>Reporting</u> <u>(check if</u> <u>applies)</u>
Indicator (a) (2)	X	X
Descriptor (a) (1)	X	X
Indicator (a) (3)	X	X
Indicator (a) (4)	X	X
Indicator (a) (5)	X	X
Descriptor (a) (2)	X	X
Indicator (a) (6)	X	X

<u>Element</u>	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Indicator (a) (7)	X	X
Indicator (b) (1) #9	X	X
Indicator (c) (10)		X
Indicator (c) (11)	X	X
Indicator (d) (1)		X
Indicator (d) (2)		X
Indicator (d) (4)		X
Indicator (d) (6)		X

II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan; and
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1		X
2		X
3		X
4		X
5		X
6		X
7		X
8		X
9	X	
10		X
11		X
12		X

III. INDICATOR (b)(2)

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

IV. INDICATOR (b)(3)

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

V. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
 - The milestones established toward developing those means;
 - The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
 - The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
 - The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)	X	
Indicator (c)(12)		X

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information— See Missouri Attachment C

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

PART 2A: UPDATE OF MAINTENANCE OF EFFORT DATA

3. Additional Submission Requirements: In an attachment to the application –
- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education

The level of state support for elementary and secondary education was determined by totaling amounts available from state funds in the state’s operating budget for the state’s primary funding formulae and related distributions to school districts and charter schools between FY 2006 and FY 2010. The level of State support for elementary and secondary education was determined for FY 2006, FY 2007, FY 2008, and FY 2009 by extracting expenditure data from the Statewide Accounting for Missouri system (SAM II) and totaling the figures for those years. For FY 2010 the appropriations included in the budget (House Bill 2) approved for the year beginning July 1, 2009 are used. For FY 2011 the appropriations to be included in the budget (House Bill 2) are not available.

- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs

The level of state support for public IHEs was determined by totaling amounts available from state funds in the state’s operating budget to the two-year and four-year public higher education institutions between FY 2006 and FY 2010. The level of State support for public IHEs was determined for FY 2006, FY 2007, FY 2008, and FY 2009 by extracting expenditure data from the Statewide Accounting for Missouri system (SAM II) and totaling the figures for those years. For FY 2010 the appropriations included in the budget (House Bill 3) approved for the year beginning July 1, 2009 are used. For FY 2011 the appropriations to be included in the budget (House Bill 3) are not available.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

I. ASSURANCES (a), (c) AND (d) Plans:

Indicator (a)(2)-

Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).

Process:

The Missouri Department of Elementary and Secondary Education (MODESE) had a teacher equity plan reviewed during a recent federal monitoring review. The monitoring review indicated MODESE did not correctly identify the highly qualified status for elementary special education teachers and teachers with provisional license. MODESE is following the timeline established with the United States Department of Education (USDE) regarding the implementation of the teacher equity plan. This timeline allows LEAs to document highly qualified status for these teachers through the end of March 2010. The MODESE equity plan will be implemented once HQT data for special education teachers and teachers with provisional certification has been updated. The information will be made publicly available on or before May 15, 2010.

Timeline (milestones): on or before May 15, 2010

Obstacles: None

Nature and frequency of reports:

MODESE will post progress reports on our ARRA website currently <http://www.dese.mo.gov/divimprove/sia/ARRA.html>

The information posted on the website will be updated annually.

Budget:

The state will use existing staff and current federal resources to complete this task annually.

Responsible Agency: Missouri Department of Elementary and Secondary Education

DESCRIPTORS (a)(1), (a)(2), INDICATORS (a)(3), (a)(4), (a)(5), (a)(6) AND (a)(7)

Descriptor (a)(1) - Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Indicator (a)(3) - Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Indicator (a)(4) - Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Indicator (a)(5) - Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Descriptor (a)(2) - Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Indicator (a)(6) - Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Indicator (a)(7) - Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Process:

MODESE has a model performance based teacher evaluation instrument and principal evaluation instrument available for use by all LEAs. MODESE will continue to maintain and update these models. Since these models have been in place for a number of years, it is likely that the majority of LEAs use these instruments. To date, MODESE has not collected any information about the teacher or principal evaluation instrument used by each LEA or how the LEA uses its instrument in decisions. MODESE will design a web data collection system to collect the data needed to address Descriptors (a)(1-2) and Indicators (a)(3-7). This will include:

- a description of the system used to evaluate the performance of teachers and principals;
- the manner in which the LEA uses results of the evaluation instrument to make decisions on professional development, compensation, promotion, retention, and removal;
- whether the evaluation includes student achievement outcomes or student growth data; and,
- the number and percentage of teachers and principals rated at each performance rating or level for each LEA.

Timeline (milestones):

Spring 2010 – Design a web data collection tool to collect the data needed to address Descriptors (a)(1-2) and Indicators (a)(3-7).

Fall 2010 – Provide LEAs the data items that will be collected.

Spring 2011 – Collect actual data from each LEA.

September 30, 2011 – Provide on the MODESE website on or before September 30, 2011, the above described information regarding each LEA’s teacher and principal evaluation system.

Obstacles:

Reallocation of business and IT staff time:

- To determine the appropriate data collection and reporting format
- To develop the data collection and reporting web screens
- To ensure compliance with all applicable data reporting requirements
- Advise LEAs of new data collection and respond to questions
- To place information on the MODESE website

The obstacles identified in the plans will not prevent MODESE from completing the plan.

Nature and frequency of reports:

MODESE will post progress reports on our ARRA website currently <http://www.dese.mo.gov/divimprove/sia/ARRA.html>

The information posted on the website will be updated annually.

Budget: \$12,324 (Approximately 237 hours of IT work at an average cost of \$52 per hour) Funds needed to cover the costs of meeting this metric are anticipated to come from the federal longitudinal data system grant proposal submitted in December 2009. If this grant is not approved the Department may use funds from the IES grant in progress or other federal dollars available for administrative expenses.

Responsible Agency: Missouri Department of Elementary and Secondary Education

Technical Assistance and Support: Missouri Office of Administration Information Technology Services Division

Indicator (c)(10)

Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Process:

In 2007-08 Missouri began collecting the detailed student level data necessary to calculate the number and percentage of students by student subgroup who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i). A record for each student's period of attendance during the year is collected with entry and exit date and stated reason for exit and entry. Missouri is on track to make this calculation and to provide the data on the state's website by the September 30, 2011. Currently the Missouri Student Information System collects this data in our June cycle annually.

Timeline (milestones):

June 30, 2010 – Collect third year of student level dropout, transfer and graduate data
June 30, 2011 – Collect fourth year of student level dropout, transfer and graduate data
September 30, 2011 – Publish four-year adjusted cohort graduation rate data on MODESE website

Obstacles:

None

Nature and frequency of reports:

MODESE will post progress reports on our ARRA website currently
<http://www.dese.mo.gov/divimprove/sia/ARRA.html>

The information posted on the website will be updated annually.
http://dese.mo.gov/schooldata/school_data.html

Select MISSOURI Summary Profile.

Click Load Profile

Click School District "Report Cards"

The state data will be reported on this state report card.

For LEA data select a specific LEA instead of MISSOURI. Follow remaining steps stated above.

Budget:

The state will use existing staff and current federal resources to complete this task annually.

Responsible Agency: Missouri Department of Elementary and Secondary Education

Indicator (c) (11)

Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Process:

MODESE will continue collaboration with MODHE to link public high school student graduation records to IHE enrollment records using MOSIS student IDs to determine the number and percentage (including numerator and denominator) of students who enroll in a public institution of higher education (IHE) in Missouri within 16 months of receiving a regular high school diploma. These data will be merged with data from the National Student Clearinghouse to include students that have enrolled in other IHEs.

Timeline (milestones):

March 2010 – Establish formal work group with representation from MODESE, MODHE
July 2010 – Identify technical data requirements and governance requirements
December 2010 – Develop procedures to merge data and produce an initial report using 2007-08 graduation data and publish on MODESE website the required report.

Obstacles:

Reallocation of business and IT staff time:

- To determine the appropriate data collection and reporting format
- To develop the data collection and reporting web screens
- To ensure compliance with all applicable data reporting requirements
- Advise LEAs of new data collection and respond to questions

The obstacles identified in the plans will not prevent MODESE from completing the plan.

Nature and frequency of reports:

MODESE will post progress reports on our ARRA website currently
<http://www.dese.mo.gov/divimprove/sia/ARRA.html>

The information posted on the website will be updated annually.

http://dese.mo.gov/schooldata/school_data.html

Select MISSOURI Summary Profile.

Click Load Profile

Click School District “Report Cards”

The state data will be reported on this state report card.

For LEA data select a specific LEA instead of MISSOURI. Follow remaining steps stated above.

Budget:

Approximately \$100,000 will be needed to purchase data from the National Clearinghouse and develop processes to merge data.

Funds needed to cover the costs of meeting this metric are anticipated to come from the federal longitudinal data system grant proposal submitted in December 2009.

Responsible Agency: Missouri Department of Elementary and Secondary Education; Missouri Department of Higher Education

Indicator (d)(1) - Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Indicator (d)(2) - Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Process:

MODESE has collected the data and will publicly provide the average statewide school gain in all subgroups on both the state reading/language arts and math assessment for each LEA. The number and percentage of Title I schools in improvement, corrective action, and restructuring that have made progress will be provided.

Timeline (milestones):

The information will be posted to the MODESE website on or before July 1, 2010.

Obstacles:

None

Nature and frequency of reports:

MODESE will post progress reports on our ARRA website currently <http://www.dese.mo.gov/divimprove/sia/ARRA.html>

The information posted on the website will be updated annually.

Budget:

The state will use existing staff and current federal resources to complete this task annually.

Responsible Agency: Missouri Department of Elementary and Secondary Education

Indicator (d)(4) - Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.

Indicator (d)(6) - Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.

Process:

The state will have the data to determine the lists described in Indicator (d)(4) and (d)(6). The state will make this information publicly available in June 2011.

- (1) the number and identity of those schools in (1) that have been turned around, restarted, closed or transformed in the last year
- (2) the number and identity of those schools in (3) that have been turned around, restarted, closed or transformed in the last year

Timeline (milestones):

July 21, 2010 - LEA's will submit School Improvement Application to MODESE

September/May 2010-2011 - MODESE will monitor implementation of the intervention of each appropriate LEA

June 2011 – Will receive annual report from LEA

August - September 2010 – Update the information annually

Obstacles:

The major obstacle for reporting in August of each year is the availability of final state assessment data. Missouri's data are still preliminary at that time.

The obstacles identified in the plans will not prevent MODESE from completing the plan.

Nature and frequency of reports:

MODESE will post progress reports on our ARRA website currently

<http://www.dese.mo.gov/divimprove/sia/ARRA.html>

The information posted on the website will be updated annually.

Budget:

The state will use existing staff and current federal resources to complete this task annually.

Responsible Agency: Missouri Department of Elementary and Secondary Education

Technical Assistance and Support: University of Missouri Office of Social and Economic Data Analysis

II. INDICATOR (b)(1) Plan

Indicator (b)(1) # 9

Student-level transcript information, including on courses completed and grades earned

Process:

MODESE will be collecting additional individual student level data including the courses completed and grades earned as part of the existing June MOSIS data collection. A pilot collection is planned this summer and will be required for the June 2010-11 submission.

Timeline (milestones):

April 2010 – Meet with Missouri’s Student Information Systems (SIS) vendors to review file format and business rules for pilot

June 2010 – Pilot collection of courses completed and grades earned during the 2009-10 school year

August 2010 – Review results of pilot data collection with SIS vendors and districts

June 2011 – Statewide collection of courses completed and grades earned during the 2010-11 school year

Obstacles:

Reallocation of business and IT staff time:

- To determine the appropriate data collection and reporting format
- To develop the data collection and reporting web screens
- To ensure compliance with all applicable data reporting requirements
- Advise LEAs of new data collection and respond to questions

The obstacles identified in the plans will not prevent MODESE from completing the plan.

Nature and frequency of reports:

MODESE will post progress reports on our ARRA website currently
<http://www.dese.mo.gov/divimprove/sia/ARRA.html>

The information posted on the website will be updated annually.

Budget:

The current approximate average cost for a new MOSIS data collection module is \$75,000. Funds needed to cover the costs of meeting this metric are anticipated to come from the federal longitudinal data system grant proposal submitted in December 2009. If this grant is not approved the Department may use funds from the IES grant in progress or other federal dollars available for administrative expenses.

Responsible Agency: Missouri Department of Elementary and Secondary Education

III. INDICATOR (b)(2) Plan

Not applicable.

IV. INDICATOR (b) (3) Plan

Indicator (b)(3)

Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Process:

MODESE currently provides reports to LEAs which allow schools access to individual teacher/student assessment data. Reports for grades three through eight contain each student's growth target and a growth trajectory that will lead to proficiency either at the end of four years, or by the completion of the eighth grade. Currently, these reports do not take into account the length of time a student has been enrolled in the school district. The student growth report does not link the student to the teacher. MODESE will develop report functionality that will link student growth to teachers in the aggregate and disaggregate to allow the teacher/principal to analyze progress. Teachers/principals will be able to gauge progress of current students as well as prior students.

Timeline (milestones):

January 2010 – Develop contract scope of work

February – May 2010 – Establish contract for the work

March 2010 – Develop all data set extracts and static report structure. Perform statistical analysis

August 2010 – Pilot the process with 20 school districts; provide professional development and training to the pilot districts

January-March 2011 – Make modifications to longitudinal data system

May-June 2011 – Develop dynamic reports

September 2011 – Statewide implementation; provide professional development and training statewide to all LEAs

Obstacles:

- Technology training
- Appropriate operating systems on LEA equipment
- LEA access to training

The obstacles identified in the plans will not prevent MODESE from completing the plan.

Nature and frequency of reports:

MODESE will post progress reports on our ARRA website currently

<http://www.dese.mo.gov/divimprove/sia/ARRA.html>

The information posted on the website will be updated annually.

Budget:

Technical specification development - \$25,000

Report development and statistical pilot - \$40,000

School district pilot / focus groups/ training - \$100,000
Programming to launch statewide/statewide reporting - \$60,000
School district support / technical assistance / online professional development - \$250,000
Total = \$475,000

Funds needed to cover the costs of meeting this metric are anticipated to come from the federal longitudinal data system grant proposal submitted in December 2009. If this grant is not approved the Department may use funds from the IES grant in progress or other federal dollars available for administrative expenses.

Responsible Agency: Missouri Department of Elementary and Secondary Education

V. INDICATOR (c) (12)

Indicator (c) (12)

Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Process:

MODESE will collaborate with MODHE to link public high school student graduation records to IHE enrollment records using MOSIS student IDs to determine the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) within 16 months of receiving a regular high school diploma, who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE. The state will develop and implement the means to collect and publicly report the data. The reporting will occur as soon as possible after the necessary data are collected.

Timeline (milestones):

March 2010 – Establish formal work group with representation from MODESE, MODHE

July 2010 – Identify technical data requirements and governance requirements

December 2010 – Develop procedures to merge data and produce preliminary report using 2007-08 graduation data and 6 month initial IHE enrollment time frame and one year of IHE enrollment

September 2011 – Missouri will have the ability to complete calculations if data was available

December 2011 - Produce preliminary report using 2007-08 graduation data and 16 month initial enrollment time frame and one year of IHE enrollment

December 2012 – Produce and publish on MODESE website the required report including for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup, of the students who graduate from high school consistent who enroll in a public IHE in Missouri within 16 months of receiving a regular high school diploma, the number and percentage who complete at least one year's worth of college credit within two years of enrollment in the IHE.

Obstacles:

Reallocation of business and IT staff time:

- To determine the appropriate data collection and reporting format
- To develop the data collection and reporting web screens
- To ensure compliance with all applicable data reporting requirements
- Advise LEAs of new data collection and respond to questions

The obstacles identified in the plans will not prevent MODESE from completing the plan.

Nature and frequency of reports:

MODESE will post progress reports on our ARRA website currently

<http://www.dese.mo.gov/divimprove/sia/ARRA.html>

The information posted on the website will be updated annually.

This information will be reported on the following website.

http://dese.mo.gov/schooldata/school_data.html

Select MISSOURI Summary Profile.

Click Load Profile

Click School District “Report Cards”

The state data will be reported on this state report card.

For LEA data select a specific LEA instead of MISSOURI. Follow remaining steps stated above.

Budget:

The state will use existing staff and current federal resources to complete this task annually.

Responsible Agency: Missouri Department of Elementary and Secondary Education; Missouri Department of Higher Education

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

MODESE staff members are responsible for assisting LEAs with numerous data submissions to provide timely, accurate, quality data. The state's various data collection systems include computer generated edits at various stages of the process. Files uploaded by the LEAs must pass checks for data quality before the files are able to be certified for use by the state. Included are level one edits (checks for data range errors and valid code sets), level two edits (checks comparing various data elements within the same submission) level three edits (checks comparing to data from other submissions of the LEA) as well as state level edits (checks comparing to data from other LEAS within the state, e.g. did a student reported as a transfer to another Missouri public school show up as actually enrolled in the other public school.) Edits are also performed once data have been certified to compare to other primary data sources as well as prior year submissions. All edits identified as errors must be resolved prior to submission. Additionally, edits identified as warnings are provided to assist LEA staff in identification of other potential data errors.

State staff members run comparison queries of various data items and communicate with the LEAs regarding any concerns. Missouri also includes data for performance measures on the required independent audits that districts must conduct for financial data.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

To protect student confidentiality data for all groups consisting of less than 5 students are suppressed in public reports and assessment data for groups consisting of less than 30 are also suppressed. The same procedures will continue to be applied to data required for this application.