State of Missouri

ESEA Flexibility

Request

Revised February 10, 2012

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

Paperwork Burden Statement

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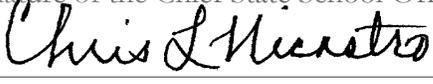
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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	10
2	Comments on request received from LEAs (if applicable)	N/A
3	Notice and information provided to the public regarding the request	10
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	72
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	N/A
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable)	N/A
9	Table 2: Reward, Priority, and Focus Schools	N/A
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

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Chief State School Officer (Printed Name): Chris L. Nicastro	Telephone: 573-751-4446
Signature of the Chief State School Officer: X _Chris L Nicastro_____	Date: February 24, 2012

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

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

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

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

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

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

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

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

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

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

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

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

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

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

☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA

and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

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

ASSURANCES

By submitting this application, the SEA assures that:

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

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

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

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

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

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

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all 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, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

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

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

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

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

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

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

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

Missouri's tradition of collaboration

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

Active engagement of stakeholders

In moving forward with implementation of the state's reform plan and the efforts articulated in this request, the SEA will continue with this long-standing tradition of partnership and collaboration. The Executive Leadership Team conducts regional meetings to share information and gather feedback. Additional key stakeholder groups provide input to the SEA. The stakeholder groups include:

- Commissioner's Advisory Council
- Committee of Practitioners
- Missouri's Advisory Council for the Certification of Educators
- Office of Educator Quality Evaluation System Design Team
- Missouri Advisory Council of Certification for Educators

Parent and stakeholder review and input

The SEA established a No Child Left Behind Flexibility Waiver webpage dedicated to the work of preparing this request. All four drafts created prior to submission were posted on this webpage and educators, parents and stakeholders across the state were invited to review and provide input. This webpage also provided a unique e-mail address through which the public could submit comments and feedback.

The Department's website also served as a mechanism for communication, and provided a wide variety of information. The Department's site facilitated additional consultation activities:

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

Multiple stakeholders representing diverse student populations

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

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

Principle 1: College- and Career- Ready Standards

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

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

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

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

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

Considerable collaboration has occurred between the Department of Elementary and Secondary Education and the Department of Higher Education regarding implementation of the Common Core Standards, model curriculum development, and adjustment of educator preparation curriculum. *(not sure if this is what you want this to say)* Both departments are participating in a collaborative initiative to support this work.

Districts currently transitioning to curriculum and instruction aligned to the Common Core State Standards have received information and participated in study sessions. These have been provided to various professional teacher groups. A partial listing appears below:

Districts currently transitioning to curriculum and instruction aligned to the Common Core State Standards have received information and study sessions. These have been provided to various professional teacher groups. A partial listing appears below:

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

Principle 2: Differentiated Recognition, Accountability and Support

In May 2011, the Department created a steering committee, comprised of 14 representatives from education, business, civic and parent organizations to assist in the design of the public engagement process. Additionally, they identified participants that served on five regional advisory committees. Representatives included superintendents, principals, teachers, board members, community members, students and others.

In the summer of 2011, the Department conducted a series of multiple regional meetings to determine what Missouri values in an accountability system. These conversations laid the foundation for intensive work on creating next generation accountability system that would be utilized in making district accreditation decisions in the Spring of 2014 as well as being used for federal accountability purposes. A list of the meetings and members is summarized on the Department's MSIP5 website.

Upon completion of the regional meetings, the Department convened a much smaller group of local, state and national education leaders to serve on a Technical Advisory Committee. The Technical Advisory Committee assisted the Department in determine how to incorporate the values of the

stakeholders who participated in the regional meeting into Missouri's next generation accountability system. This included determining the weight of status, progress and growth and subgroup achievement in the accountability system.

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

In addition, the Department has utilized the Committee of Practitioners to provide feedback on the various drafts of the application.   The COP also provides guidance and feedback to the Department on issues related to the implementation of No Child Left Behind including associated grant programs.

Principle 3: Supporting Effective Instruction and Leadership

In July 2012, the SEA organized and initiated a working group of key stakeholders to develop and adopt teaching standards. This working group included all major educational organizations in the state, nearly two-thirds of the educator preparation institutions, and representation from over thirty public school districts. This grassroots effort was the beginning of the development of Missouri's Educator Evaluation System.

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

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

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

The Office of Educator Quality and a design team comprised of practitioners and members of higher education will work to finalize the Missouri Educators Evaluation System by June 2012 based on the feedback from pilot projects currently underway across the state.

EVALUATION

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

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

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

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

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

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

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

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

The ESEA Flexibility Waiver Request provides an excellent opportunity for the state of Missouri to move this reform initiative forward allowing for important shifts in state policy, practice and a new generation accountability system. The ESEA principles outlined in the waiver request align well to Missouri's Top 10 by 20 Initiative. The state has adopted the Common Core State

Standards and efforts are well underway to align these to the state's standards and to assist LEAs and educator preparation institutions in transitioning to college and career-ready standards. Missouri's state accountability system was first developed nearly two decades ago and has undergone four revision cycles. Continued revisions further refine the accountability system to enhance the systems identification of schools in need of targeted support. Recently adopted teacher and leader standards are the foundation of a new evaluation system that will be released this summer which has as its primary purpose the increase in the quality of instruction and overall improvement of profession practice and as the way primary way to improve student achievement.

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

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

1.A   ADOPT COLLEGE- AND CAREER-READY STANDARDS

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

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

Updated February 24, 2012

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

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

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

The State Education Agency (SEA) proposes to transition to and implement no later than the 2013-2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards.

Context and Rationale

From 1993 until 2010, Missouri operated under highly regarded content and performance standards that articulated what students should know and be able to do at each grade level and upon graduating from high school. Missouri's state standards had been acclaimed nationally as among the top three in the country, a perspective confirmed by close alignment between our statewide assessment scores and National Assessment of Educational Progress (NAEP) scores, indicating high cut scores for proficiency. However, it was confusing that many of Missouri's schools were already labeled as failing when schools of similar quality in other states were not, due to differences in standards and the rigor of the assessments used from one state to the next. Over the past 10 years, the No Child Left Behind Act of 2001 (NCLB) has provided useful and necessary focus to standards-based reform by increasing the urgency to close achievement gaps and improve student academic achievement; however, NCLB regulations have sometimes been counterproductive to fully implementing standards-based improvement across all districts and schools. Despite the many challenges that Missouri, like many other states, faces in striving to have **all** students graduate from high school college- or career-ready, Missouri is steadfast in its commitment to maintain high standards and provide districts and schools with the processes and resources needed to realize these high standards.

Missouri's accountability system for districts and schools, known as the Missouri School Improvement Program (MSIP), has been continually refined since 1990 and serves as a thorough process for helping struggling districts and schools. Districts and schools are identified based on achievement trends and status in meeting adequate yearly progress (AYP). Once identified, a deep diagnosis of need, based upon school site reviews by peers around all aspects of district operations, such as a curriculum audit, a financial audit, classroom walkthroughs, and information from parents, teachers, students, and board members, culminates in a summary report of findings. Schools were then required to develop and submit an accountability plan and the state, through a regional school improvement team, actively monitored the progress of schools in meeting plan benchmarks and goals. In spite of these efforts, the academic performance of students in

Missouri's public schools has hovered around 50 percent proficient on NAEP. The Department and the education community are united in aspiring to do better. The State Board's goal of achieving Top 10 by 2020 articulates this vision.

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

Missouri's plan for transitioning to and fully implementing the Common Core Standards builds upon expert capacity and an analysis of the alignment between our previous state standards for communication and mathematics and the Common Core Standards, including alignment with English Language Proficiency (ELP) standards. Great care has been and will be taken to ensure that the Common Core Standards are accessible to special needs students and students from all economic and cultural backgrounds. Already underway, the Department provides a detailed description of its systems-based approach to disseminating information and building awareness, providing training for teachers and leaders, and aligning efforts with the state's Institutes of Higher Education (IHE) that is intended to streamline and accelerate our transition to full implementation of the Common Core Standards by 2013-14.

Upon formal adoption of the Common Core Standards (in 2010), Missouri Department of Education staff initiated a process to revise academic standards in other subject areas (e.g., Science, Arts, Career and Technical Education) to ensure that all of Missouri's academic standards are equally rigorous and reflective of the new college- and career-ready standards (the Common Core State Standards.) Concurrently, the Department prepared and disseminated a preliminary timeline for implementation of the college- and career-ready standards to educators across the state. Districts and schools have been directed and are expected to make necessary curricular adjustments by the 2013-14 school year. State-level information and professional development activities are being provided to districts and schools to ensure that educators have the information and resources necessary to make the transition to the new Common Core Standards. It's the expectation that districts and schools will be using the new standards when next-generation assessments, being developed through the SMARTER Balanced assessment consortium, are field tested in 2013-14.

Alignment between Missouri's State's Standards and College- and Career-Ready Standards

Missouri educators actively participated in the development and review of all draft versions of the Common Core State Standards, providing feedback and conferencing with CCSS development staff along the way. Upon release of the final draft of the standards for public comment, there were 272 Missouri feedback submissions, of which 53 percent were from K–12 teachers.

Immediately upon adoption of the Common Core State Standards, Missouri Department of Elementary and Secondary Education (DESE) staff recognized that teachers and administrators would want to know where marked changes exist between the current state documents and the new college- and career-ready standards. Missouri educators were selected to conduct an

alignment analysis, or crosswalk, between current state standards documents and the new standards. This analysis produced two documents: (1) a "crosswalk" between both sets of standards, indicating presence or absence of alignment and the quality of that alignment (complete or partial), and (2) a similarities and differences document for English language arts (dese.mo.gov/divimprove/curriculum/common-core-ela.htm) and mathematics (dese.mo.gov/divimprove/curriculum/common-core-math.htm).

Results of the analysis revealed a high degree of alignment between current Missouri state standards documents and the newly adopted Common Core State Standards in English language arts and mathematics, confirming the close correlation between Missouri assessment results and NAEP results, as documented in previous alignment studies. Major differences were identified in the specific types of writing required in the CCSS, specifically the emphasis on argumentative writing, the change in text complexity required at each grade level, and mathematics concept differences at certain grade levels. Not only will the new standards require changes to be made in grade level assignments of content, but teachers will be required to change instruction to reflect the increased rigor required of the college- and career-ready standards.

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

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

Another example of increased alignment is evident in changes in the state's Interface Conference. For 28 years, the Interface Conference has provided professional development to state core academic science and mathematics teachers and is now being used as a vehicle to build connections and support the state's transition to college- and career-ready standards. As a result of formal collaboration among CTE and core academic teachers, career and technical center directors and instructors will make presentations at the state Interface Conference. Core academic mathematics teachers have testified to the real world application of math concepts and how those will be incorporated into their lessons and assessments as a result of their pairing with CTE teachers. This application is especially helpful in their study of mathematical practices in the Common Core State Standards, such as the use of geometry in cutting sheet metal or the use of proportion in figuring wiring for electricity. For the first time the strong connections between core content areas and career and technical education will be demonstrated for teachers across the state through professional development within this conference.

English Learner Proficiency Standards Analysis and Student Support

Like many states, Missouri's English language learner (ELL) population is growing. Because of this expanding group of students and families, the Department convened a committee of English

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

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

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

The draft of the 2012 WIDA English Language Development Standards has been released for feedback from a variety of stakeholders. WIDA anticipates that the 2012 edition will be available in spring of 2012 with additional resources related to its implementation to follow. The WIDA standards provide a solid foundation and set of resources for schools and teachers to use to strengthen instruction for ELLs and develop high-quality English language development programs, ultimately enhancing students' access to the Common Core State Standards.

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

Missouri regional services include ELL consultants who serve as liaisons between the Department and the regions and work with other regionally based consultants (e.g., math, science, special education) to provide professional development and support to ELL teachers and general education teachers. With the adoption of the WIDA standards, the Department initially conducted a series of daylong sessions for the regional consultants on the standards themselves as well as the accompanying screening tools and assessments.

In some districts and schools, there is a tendency to delegate the responsibility for ELLs' success to the ELL teacher. And yet, state goals and accountability system require that all students meet more rigorous standards and demonstrate college- and career-readiness. Both ELL and general education teachers need to know as much about the curriculum, standards, assessments, and language development as possible to accelerate the progress of under-performing groups. To this end, the Department will add the position of English Language Learner Consultant to the Curriculum and Assessment section of the Office of College and Career Readiness during the 2012-13 school year. This position will mean that, for the first time, ELL student challenges and opportunities will be represented in Department work around the Common Core standards so that all materials and professional development will be developed with an eye toward this student population.

ELL teachers—and core academic teachers—will participate in focused work to ensure that ELL students not only develop the academic language required to be successful in academic core curriculum, but develop skills that will allow them to go on to a successful post-secondary program. Technical reading and writing, application of academics in the workplace, and 21st century skills are important for all students to be productive citizens.

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

State leaders have been actively involved in a review of the performance of students with disabilities. Recently, Missouri adopted and has been using a new model of monitoring of schools to better balance outcomes and compliance. Under this model, the state has identified improvement areas on which to focus to move achievement numbers in a positive direction. Consideration was given to areas where:
- Progress was relatively flat for the last several years,
- The need for improvement was clear, and
- The outcomes tended to influence outcomes later on: they tended to be drivers of improved outcomes in other areas.

Based on a review of the performance of students with disabilities compared with non-disabled peers, the Department's Office of Special Education identified two primary areas of focus: Early Childhood Outcomes (ECOs) and Missouri Assessment Program (MAP) proficiency in communication arts and mathematics in grades K-5. The flexibility requested via this Flexibility Waiver combined with the newly adopted Common Core Standards presents an opportunity to move quickly to address the primary areas of focus and ensure that students with disabilities are able to fully access college- and career-ready standards.

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

Table 1. Early Childhood Outcomes Data, 2008-2011

Indicator 7: Percent of Pre-school Children (ages 3-5) with IEPs Who Demonstrate…	2008-09	2009-10	2010-11
ECO positive social emotional skills: summary statement #2	55.50%	53.50%	51.40%
ECO acquisition and use of knowledge and skills: summary statement #2	42.30%	42.10%	41.10%
ECO appropriate behaviors: summary statement #2	60.60%	59.40%	56.50%

Missouri's MAP data show modest proficiency improvement each year, but the progress is not as good as that for all students. Thus, the gap between all students and students with disabilities continues to widen.

Table 2. MAP proficiency data for children with IEPs

Indicator 3: Performance of Children with IEPs on Statewide Assessments—All Grade Levels	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
MAP proficiency— communication arts	15.90%	17.60%	19.10%	23.60%	26.20%	27.00%
MAP proficiency— mathematics	18.70%	20.90%	22.70%	25.80%	29.20%	29.60%

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

Data related to the least restrictive environment (LRE) indicate that a high percentage of students have their primary education provided in the regular classroom setting. In Missouri, almost 85percent of students with disabilities are spending 40percent or more of their time in the regular classroom. Those data strongly suggest that Missouri's efforts must be focused on helping special education teachers and regular classroom teachers use more effective instructional practices that are shown to be effective for students with disabilities. The strategies that seem to be working in the regular classrooms for non-disabled students are not achieving similar successes with students with disabilities.

Table 3. Percent of children served, by setting, 2005-2011

Indicator 5: Percent of Children with IEPs ages 6-21 Served:	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Inside regular education >79%	57.40%	55.80%	57.10%	58.00%	58.40%	58.60%
Inside regular education 40-79%	27.70%	29.90%	29.20%	28.40%	28.30%	28.50%
Inside regular education <40%	11.20%	10.60%	10.00%	9.80%	9.60%	9.30%
Separate settings -0.2% 0.1%	3.70%	3.70%	3.70%	3.80%	3.70%	3.60%

Emphasizing Classroom Responsibility for the Academic Success of Students With Disabilities. The Department's Office of Special Education feels compelled to explore the implementation of specific teaching practices in the regular classroom. Public school districts are required to implement the core curriculum. Students with disabilities (SWD) have Individualized Education Plans (IEP) to identify specific activities that are to help the student achieve at the same level as all other students. NCLB clarified and required that "Adequate Yearly Progress" be the same for all public elementary and secondary students in the state—including students with disabilities. This set a clear expectation for uniform success.

NCLB further required that the core content be taught by teachers who are "highly qualified" to teach the core curriculum area. To be a highly qualified teacher (HQT) in a core area, a teacher of record for the core content must demonstrate content knowledge. The effects of HQT requirements may have been to shift more of the core instruction for SWD to the regular classroom. Data indicate that in many Missouri districts the core instruction in the core content areas for "all" students is relatively effective. The gap data, however, suggest that those

instructional practices are not sufficient for many SWDs. Supplemental instructional practices focused on underperforming SWDs may be needed.

The IEP is specific to each student and may be helping each child achieve his/her goals. However, MAP trend data strongly suggest that the IEP model is not significantly improving the percent of SWDs achieving at the same level as all other students or effectively closing the gap. If the same level of achievement is expected, something more is needed to help SWDs. The additional something must be focused on activities that have the potential for success for many SWDs (the notion of scale) and if used in the regular classroom also have a positive effect on the learning of other students. We cannot trade the success of one category of students for another.

Taking a more holistic approach is consistent with one of the purposes of IDEA as described by Congress: "(3) to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services."

The current practice of not intervening in regular classroom practices and depending on IEPs to change the outcomes of significant numbers of SWDs needs to be reviewed and challenged. Data and research strongly suggest that some instructional practices have more potential to help SWDs succeed than others do. The consistent and coordinated use of these effective strategies by regular and special educational teachers who share responsibility for the success of SWDs should be encouraged.

Ensuring that students with disabilities successfully access the Common Core Standards. To accomplish higher achievement for all Missouri students, including those in traditionally under-performing subgroups, a more focused and systematic instructional program will be implemented across the state. The Common Core Standards in English language arts and mathematics have as their core a set of standards that involve more time to "teach deeply" to concepts. As classroom teachers have been introduced to these standards and as instructional implications have been explored, professionals in special education have been involved in all training opportunities from the point of adoption.

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

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

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

Missouri is taking great care to thoughtfully communicate and support the rollout of the Common Core Standards in a manner that will maximize people's time and efforts. This section, inclusive of Tables 4, 5, and 6, provides a detailed description of current and planned activities to transition to college- and career-ready standards. While the state is involved in a variety of activities related to building capacity around the Common Core Standards, the following key areas of activity constitute the focus of our efforts:

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

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

Table 4. Information Dissemination Timeline

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

Information and Awareness Sessions. In the winter of 2011, Department content specialists organized eight daylong regional sessions across the state to introduce all educators to the standards and spend time analyzing the crosswalk and commonalities documents. Mathematics sessions were divided into primary, intermediate, and high school groups. English-language arts sessions were divided into primary, intermediate, middle level, high school, and content literacy

sessions. Each session was videotaped and made available on the Department's Common Core State Standards webpage.

Professional Development for Teachers. To provide hands-on support to teachers, Department staff created a set of professional development modules, including presentation and resource materials, to be used for more in-depth study of the Common Core Standards. Key content specialists in mathematics and English-language arts, including representatives from the nine Regional Centers, participated in train-the-trainer sessions in preparation for presentations. Those sessions are ongoing, since quality resource materials from a variety of sources are consistently becoming available. All materials are available on the Department Common Core State Standards webpage.

Districts are currently transitioning to curriculum and instruction aligned to the Common Core State Standards. Information and study sessions have been provided to various professional teacher groups. That listing appears at dese.mo.gov/divimprove/curriculum/documents/ccr-ccss-pro-org.pdf.

An extensive statewide plan for dissemination of mathematics information has been planned through the Department content specialist and the Missouri Council of Teachers of Mathematics. The tentative schedule is located at dese.mo.gov/divimprove/curriculum/documents/ccr-ccss-mctm-pd-plan.pdf.

To inform the ongoing development of professional development materials and ensure that materials are useful to the field, Department ELA content specialists selected and have partnered with two districts—one rural and one urban—as focus sites for the phase-in of new standards and curriculum development. District leaders meet together as a professional learning community once a month to discuss their needs and to inform the development of professional development materials (or resources or networking opportunities) needed to support the implementation of the Common Core Standards. Information gleaned from these sessions will be used to develop further implementation guidance and be made available to all Missouri districts.

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

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

A major part of the model curriculum effort will be professional learning opportunities for all educators regarding curriculum content, instructional strategies, and formative assessment. For the first time, all Missouri districts and students will have easy access to curriculum aligned to

rigorous standards. It is the goal to have the first draft of the curriculum available to districts wishing to review or use it in July 2012. Gathering feedback during the school year, adjustments will be made and additional components will be added since curriculum by definition is always evolving. Although not required to be used by districts, it is expected that many districts with no real written curriculum will adopt the model curriculum. Table 6 provides a detailed plan and timeline for the development of Model Curriculum, a key aspect of Missouri's transition to college- and career-ready standards.

Table 5. Statewide Model Curriculum Development Timeline

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

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

specifically, principals are responsible for building teachers' instructional capacity around the content as articulated in the Common Core State Standards. Similarly, principals are responsible for assessing the professional practice teachers in standard 1 on content knowledge, and the Common Core State Standards are a significant component of this teaching standard.

Department staff has worked with and provided information to administrator organizations to prepare them for the provision of strong leadership on the Common Core State Standards. Sessions have included awareness of the standards in general, work with the crosswalk, and emphasis on the changes needed in both English-language arts and mathematics to help students reach proficiency with the new standards. Those organizations are listed at dese.mo.gov/divimprove/curriculum/documents/ccr-ccss-pro-org.pdf.

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

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

Professional Materials. Missouri has developed and disseminated materials aligned to the Common Core State Standards. Those now available and those being developed are resource materials for educators and those who may be training others. Although additional materials are being developed, those developed by the agency content specialists with Missouri educators and now available are listed below and available for review on the Department's website at dese.mo.gov/divimprove/curriculum/common-core-ela.htm.

Table 7. Department Developed English/Language Arts and Mathematics College- and Career-Ready Standards Materials

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

Expansion of College Level Courses

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

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

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

Connection with Institutions for Higher Education for Teacher and Leader Training

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

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

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

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

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

Finally, the Department of Higher Education has created a Curriculum and Assessment committee which is looking into the development of assessments for the 42 hour general education core. K-12 representatives are a part of that committee and its work. Table 8 summarizes Missouri's major collaborative projects involving the Department of Elementary and Secondary Education and the Department of Higher Education.

Table 8. Major Collaborative Projects - Department of Elementary and Secondary Education and Department of Higher Education

Project	Agency Initiating Work	Agencies Represented
Implementing Common Core State Standards Collaborative	Department of Elementary and Secondary Education	Department of Elementary and Secondary Education staff Missouri Department of Higher Education research associate Community Colleges Executive Director
Model Curriculum Project	Department of Elementary and Secondary Education	Department Project including multiple IHE faculty

College Readiness Partnership	Joint effort: Department of Elementary and Secondary Education and Department of Higher Education	Superintendent, Wentzville R-IV School District President, Southeast Missouri State University Interim Vice President of Academic Affairs and Provost, Lincoln University Assistant Commissioner, Department of Elementary and Secondary Education Vice Chancellor for Academic and Student Affairs, Metropolitan Community College President, Lincoln University Assistant Commissioner for Academic Affairs, Missouri Department of Higher Education Commissioner, Department of Elementary and Secondary Education Commissioner, Missouri Department of Higher Education Chair, Department of Education, Truman State University
Curriculum Alignment Initiative	Department of Higher Education	Cohort of higher education faculty representatives from every content area Department of Elementary and Secondary Education Assistant Superintendent for Curriculum, Mehlville, Missouri Schools
Curriculum and Assessment Committee	Department of Higher Education	Small committee of higher education chief academic officers Department of Elementary and Secondary Education Assistant Superintendent, Morgan County R-II School District

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

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

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

1. A gap analysis is currently under way that aligns CCSS with both the current Missouri Subject Specific Competencies (content specific state standards) and the national content specific standards from the National Council of Teachers of English and the National Council of Teachers of Mathematics.
2. At the conclusion of the initial gap analysis, K-12 district representatives will review the alignments and provide a broader perspective between teacher preparation expectations and effective classroom practice.

3. Based on this alignment work, the Department will review the current state content standards for teacher preparation in order to ensure that teacher preparation program outcomes are aligned to the performance expectations and student outcomes as defined by the CCSS.

Evaluation of Current Assessments

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

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

In order to bring Missouri assessments into alignment with college- and career-ready standards and to prepare schools for transition to next-generation assessments from the SMARTER Balanced Assessment Consortium, Missouri is revising its English-language arts and mathematics end-of-course assessments to reflect the rigor of the Common Core State Standards. The updated end-of-course assessments will include multiple item types, including performance events that will match the rigor expected in the Common Core State Standards. In addition, a new standard setting will be conducted to assure college- and career-ready standards. Missouri is currently organizing staff and content experts for summer work in aligning current tests to the Common Core State Standards for English-language arts and mathematics. Beginning with the 2012-2013 school year, the state will report item level assessment results to districts using both the current grade level expectations and course level expectations and Common Core State Standards so that districts can begin to revise curriculum and instruction to ensure that students have access to the Common Core content.

As mentioned above, Missouri will increase the rigor of its end-of-course assessment achievement levels to reflect the rigor of the Common Core State Standards through a formal standards-setting process, which will include a validation of proficient as college- and career-ready by including higher education and career-readiness stakeholders.

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

Table 9. Assessment Transition Timeline

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

1.C   DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

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

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the

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	i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

For Option B, insert plan here

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

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

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

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

Missouri's Differentiated Accountability System

The State of Missouri takes pride in its rich history of promoting continuous school improvement in every district on a statewide basis through its state accountability system, the Missouri School Improvement Program (MSIP). First utilized for district accountability purposes in the early 1990s, MSIP precedes the federal requirements contained in the *No Child Left Behind Act of 2001(NCLB).*

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

Missouri applauds the national attention given to evaluating the effectiveness of education accountability systems. The ESEA flexibility request provides the opportunity to focus accountability and improvement efforts by enabling systemic supports at the LEA, school (the building), and classroom levels. Missouri will use this ESEA flexibility request as an opportunity to establish an aligned accountability system for federal and state requirements that will use one reporting system of annual measurable objectives (AMOs) for multiple indicators. By implementing an aligned accountability system through the flexibility of the ESEA waiver, Missouri can more

appropriately distinguish among schools and LEAs in valid, accurate and meaningful ways so that schools and LEAs in need of improvement can receive appropriate support and interventions to meet expectations, and high-performing schools and LEAs can be recognized as models of excellence. This aligned system supports accurately identifying schools while simultaneously supporting all schools with information to guide efforts to improve student achievement. The proposed state system contains the federal requirements at its core, as improved academic achievement for all students in communication arts and mathematics is critical in attaining the state's vision of reaching the Top 10 in academic performance by the year 2020. Monitoring improvement in the state's graduation rate for all students and subgroups is consistent with the first goal of the Top 10 by 20 Initiative: All Missouri students will graduate from high school college- and career-ready.

Aligned System of Accountability
Missouri is proposing establishing new, ambitious-yet-attainable Annual Measurable Objectives (AMOs) for communication arts, mathematics and graduation rate. The newly established AMOs will provide schools and LEAs with clear and precise information that will prioritize areas for improvement, allow for the setting of realistic and attainable goals, and ensure non-duplication of reporting and services. Three distinct metrics of district and school performance—*status*, *progress* and *growth*—will be used in combination with *graduation rate* to determine Reward schools, Focus schools, and Priority schools.

In an effort to simplify the accountability system for our users (e.g., districts, schools, teachers, students and the public) while maintaining a high degree of statistical validity supporting accountability designations, we are planning to make two additional and significant changes to the measures used to identify schools. First, we will calculate performance for an aggregated **Student Gap Group** (an aggregate unduplicated count of student groups that have historically had achievement gaps) and use this measure to assess a school's performance in supporting such students. Second, we will generate a single score—**a Core Score**—to identify Reward, Focus, and Priority schools. The core score is a composite of the status, progress, and growth metrics for each school and LEA, for the aggregated Student Gap Group, and the graduation rate. Additional detail on how status, progress, and growth scores are computed and subsequently combined into a Core Score is provided in 2.B.

A building's Core Score is the sum of:

1) The **school-level achievement score** (the sum of status and progress or growth scores for Communication Arts and Mathematics)

2) The building's **student gap group achievement score** (the sum of status and progress or growth scores for Communication Arts and Mathematics for the student gap group)

3) The building's **graduation rate**, converted to a score.

While the Student Gap Group will be used to make school determinations, Missouri will continue to issue and report AMO determinations for students in the aggregate, low-income students, students with disabilities, English language learners, and the state's major racial and ethnic subgroups.

The designation of Reward, Focus, and Priority schools will afford Missouri's school improvement team, and regional staff, the ability to maximize resources and extend capacity as well as build upon the knowledge and best practices developed by practitioners in the field. Schools may receive targeted differentiated support or recognition if their results meet the designation requirements of a Priority school, Focus school, or Reward school. Risk factors identified through the accountability

system will be utilized to hone in on areas in need of improvement and guide the development of school-level accountability plans. Exemplary flags will be utilized to spotlight Reward schools demonstrating high achievement, high progress, or success in closing the achievement gap. The Statewide System of Support (SSOS) will serve as the primary mechanism for coordinating embedded professional development focused on the precise use of data to determine interventions and the direct improvement of highly effective instructional strategies for learning in Priority and Focus schools.

Priority schools (the 5% of persistently underperforming schools) will be provided with intensive support, through the Missouri School Improvement Program and the State System of Support (SSOS), to develop and submit an accountability plan for accelerated improvement, building upon the transformation and turnaround approaches to dramatic school improvement, as described in the federal School Improvement Grant (SIG). Priority schools will be monitored on an ongoing basis to ensure that plans are implemented with fidelity and that all of the conditions are in place so that the school can make necessary changes. The state will use available federal and state accountability levers (and resources) to accelerate improvement efforts and reduce achievement gaps in Priority Schools.

Focus schools will also be required to develop and submit an accountability plan for accelerated improvement. While the state will continue to monitor the improvement of Focus schools and their use of federal and state dollars, the primary responsibility for monitoring Focus schools will rest with shared responsibility with the district. SSOS staff and staff from the Regional Centers will continue work with district leaders to develop monitoring processes and develop systems to build district capacity.

Reward schools will be identified on an annual basis, for overall improvement (e.g., the core score), within each metric (status, progress, and growth), and within the Student Gap Group category. Focusing on overall improvement will identify truly exemplary schools, in rural and urban areas. Identifying Reward schools for progress and growth—overall and for high-need students— will highlight schools that are making significant progress and provide a positive incentive for schools that may doing incredible work, but have yet to fully close achievement gaps.

Missouri is submitting a preliminary list of Reward, Priority, and Focus schools that includes the reason for identification, but with the LEA names, school names, and NCES identification numbers redacted until such time that this waiver is approved. If approved, the state will identify these buildings using the proposed methodology in fall 2012. This methodology will be embedded with additional state-prescribed performance indicators to make district accreditation recommendations pursuant to section 161.092, RSMo, effective in December 2013.

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

Option A	Option B
☒ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

Insert text for Option B here.

2.B   SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

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

Option A	Option B	Option C
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set

administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

The first goal of Missouri's Top 10 by 20 Initiative is that all Missouri students will graduate high school college- and career-ready. To measure progress toward this goal and to distinguish among schools' performance, the Missouri Department of Elementary and Secondary Education will compute a Core Score for each LEA and school, comprised of scores for (1) **School-level academic achievement** in communication arts and mathematics, (2) **subgroup (Student Gap Group) achievement** in communication arts and mathematics and (3) **graduation rate**. As noted in 2.A., three distinct metrics, focusing on status, progress, and growth, are used to set AMOs for building-level academic achievement and Student Gap Group achievement. Together, these components provide a comprehensive measurement of progress toward college and career readiness. LEAs and schools are held accountable for specific achievement targets, making progress or demonstrating growth, and improving or maintaining graduation rates.

Setting Achievement Targets. Targets will be set for overall academic achievement and for the Student Gap Group. Overall academic achievement targets will be based on the *goal of improving total student proficiency levels on state assessments by 25 percent by 2020*. Student Gap Group targets will be based on the *goal of cutting the achievement gap in half for students in historically under-performing sub-groups* (African American, Hispanic, economically disadvantaged students, students with disabilities, and English language learners). The current percent of proficient and advanced students on the state assessment is 54.6 percent in communication arts and 54.2 percent in mathematics. Missouri's standards and related assessments are considered to be among the most rigorous in the nation (See National Center for Educational Outcomes (NCEO) Brief, January 12, 2012, no. 5.) As a result, Missouri has tended to exhibit slightly lower percentages of students identified as proficient/advanced compared to other states; variance is due to differences in standards, not in the quality of teaching and learning among our students. The credibility of Missouri's state standards also has been validated through NAEP outcomes. A 25 percent increase in student proficiency levels on Missouri's state assessments and a reduction in achievement gaps are ambitious goals, supported by the State Board and constituents from across the state. Our AMOs

must be ambitious to ensure that the system reflects our highest aspirations for all students to graduate college- and career-ready, yet they must also be attainable so that schools and districts find them to be meaningful and useful goals that guide improvement efforts.

Throughout this section, measures are based on the Missouri Assessment Program (MAP), our existing state testing system. However, new assessments are available and aligned to the Common Core State Standards and included in the MAP, the Department will reset its annual measurable objectives accordingly.

Methodology. Missouri will use the Core Score to distinguish schools and LEAs in levels under the framework for accountability and assistance, while AMOs will serve as transparent reporting measures that inform the public and other stakeholders of the progress schools and districts are making toward college and career readiness for all students. Definitions of key metrics used to develop the Core Score are provided here, including targets.

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

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

> **Growth**: Growth measures in communication arts and mathematics grades 4-8 will also be calculated and may contribute to the sub-score for the subject area. A defined distribution is used to determine whether the LEA, school, or subgroup exceeds, meets, is approaching or is substantially not meeting the expected growth targets for communication arts and mathematics MAP assessments.

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

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

1. Test participation

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

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

Level Not Determined Calculation. The percent for Level Not Determined (LND) is calculated to determine if the school meets the 95 percent participation rate requirement. LND is the percent of students for whom the district is accountable but do not receive a valid MAP score in a subject or content area. Districts may not earn points toward meeting a MAP performance standard when the maximum percent of students in LND is exceeded. The maximum is 5 percent. Students who have been identified as English language learners are exempt from taking the communication arts test their first year in the United States. The following are the steps used to determine LND.

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

Accountable Students		Reportable Students	LND Students
132	-	130	2

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

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

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

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

Missouri continues with its "right test – right time" stance on end-of-course assessments. The state's plan encourages LEAs to offer students access to courses that prepare them for college and a career, and similarly to offer elementary students access to courses that prepare them for high school. For many students, this accelerated course pattern is optimal in that it keeps them engaged in rigorous content and allows room in high school schedules for advanced math and/or advanced career and technical opportunities. It is imperative that students be provided the opportunity to move into the advanced courses once individual readiness has been established. While the prior three years of state data reveal that the majority of students take the Algebra I and English II end-of-course assessments in high school, approximately 20 percent of students participate in the Algebra I test prior to high school. For the past three years under NCLB, Missouri has been

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required to assess students who have completed Algebra I or English II courses while in elementary/middle school on both the grade level assessment and the end-of-course assessment.

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

Table 10. Number and percent of students taking Algebra I prior to high school

Year	Test	Number of students who participated prior to high school	Percentage of Total Alg I Tested Population	Proficiency Rates for Participants prior to high school	Proficiency Rates for Total Population
2009	Algebra I	13,747	21.8%	83.3%	52.6%
2010	Algebra I	14,190	21.2%	88.5%	57.3%
2011	Algebra I	14,281	20.4%	91.1%	59.7%

Therefore, Missouri proposes that beginning with the 2011-2012 school year, LEAs and schools may substitute a middle school student's proficient Algebra I end-of-course assessment score in place of participation and use of the student's grade-level assessment. This student would then, in turn, be required to participate in the Algebra II end-of-course assessment to meet the LEA's accountability requirement at the high school.

2. School-level Academic Achievement

As noted, student achievement for LEAs, schools and subgroups will be measured using three indicators:
   1. Status: Proficiency in communication arts and mathematics as measured by the MAP Performance Index
   2. Progress: Increasing proficiency levels annually in communication arts and mathematics as measured by the MAP Performance Index
   3. Growth: Demonstrating student growth outcomes in communication arts and mathematics

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

performance on tests administered through the MAP is reported in terms of four achievement levels (below basic, basic, proficient and advanced) that describe a pathway to proficiency. Each achievement level represents standards of performance for each assessed content area. Panels drawn from educational, business, and professional communities determined the achievement standards. Achievement-level scores provide a description of what students can do in terms of the content and skills assessed, as described in the Grade Level Expectations (GLEs) and Course Level Expectations (CLEs).

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

Below Basic	1
Basic	3
Proficient	4
Advanced	5

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

MPI Example Calculation. Achievement levels are provided by the testing companies for the total number of reportable students in each subject area. In the following example of a grade 6-8 building, achievement levels generated through the grade-level MAP, the MAP-Alternate and the end-of-course assessments may be utilized. To generate the MPI, the number of Advanced are multiplied by 5, Proficient by 4, Basic by 3, and Below Basic by 1. These products are then summed, divided by the total number of reportable and multiplied by 100 to produce the MPI which ranges from 100-500. The following example shows how the index is calculated in a single subject and school:

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

	Number Reportable				Total Reportable
	Grade 6	**Grade 7**	**Grade 8**		
Below Basic	10	10	5	=	25
Basic	10	5	15	=	35
Proficient	5	10	25	=	40
Advanced	15	10	5	=	30
Total Reportable				=	130

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

Achievement Level	Index Point Value		# of Students	Index points
Below Basic	1	*	25	25
Basic	3	*	35	105
Proficient	4	*	40	160
Advanced	5	*	30	150
Total				440

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

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

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

Table 11. MPI (1,3,4,5) Targets for Status: Academic Achievement*

	Mathematics			Communication Arts		
Year	Approaching	Meets	Exceeds	Approaching	Meets	Exceeds
2012	330.8-355.7	355.8-392.7	392.8-500	337.3-362.2	362.3-385.6	385.7-500
2013	333.2-358.1	358.2-392.7	392.8-500	338.9-363.8	363.9-385.6	385.7-500
2014	335.6-360.5	360.6-392.7	392.8-500	340.5-365.4	365.5-385.6	385.7-500
2015	338.0-362.9	363.0-392.7	392.8-500	342.1-367.0	367.1-385.6	385.7-500
2016	340.4-365.3	365.4-392.7	392.8-500	343.7-368.6	368.7-385.6	385.7-500
2017	342.8-367.7	367.8-392.7	392.8-500	345.2-370.1	370.2-385.6	385.7-500
2018	345.2-370.1	370.2-392.7	392.8-500	346.8-371.7	371.8-385.6	385.7-500
2019	347.6-372.5	372.6-392.7	392.8-500	348.4-373.3	373.4-385.6	385.7-500
2020	350.0-374.9	375.0-392.7	392.8-500	350.0-374.9	375.0-385.6	385.7-500

Note: An MPI below the lowest MPI in the approaching column is designated as the "Floor"

Hypothetical Example: Using three years of data to calculate the 3-year MPI for "ABC" school population for mathematics.

2010 MPI		2011 MPI		2012 MPI					3-year MPI
361.0	+	364.7	+	365.8	=	1090.5	/3		**363.8**

In this example, the MPI for mathematics from 2010, 2011 and 2012 are averaged and the mean is used to determine whether the ABC school exceeds, meets, is approaching or is substantially not meeting the annual measurable objectives. Using the Table 11 (above), a 363.8 MPI in year 2012 = **Meets**.

The 3-year MPI and the corresponding designation of approaching/meets/exceeds are then used to assign points (e.g., a "score") to each standard.

Table 12. Status Scores

Academic Achievement	Communication Arts: Inclusive of grades 3-8 MAP, MAP-Alternate, Eng II	Mathematics: Inclusive of grades 3-8 MAP, MAP-Alternate, Alg I and Alg II
Status (3 year average)	Exceeds = 15 Meets =9 Approaching =6 Floor =0	Exceeds = 15 Meets =9 Approaching =6 Floor =0

Using the hypothetical example, **a 3-year MPI of 363.8 falls in the "Meets" column and receives 9 points as its <u>Status Score</u> in mathematics.**

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

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

First, the MPI from the prior year is subtracted from 450 to determine the MPI gap.

Baseline MPI		2011 School MPI		MPI gap
450	-	364.7	=	85.3

Second, the MPI gap is used **to establish progress AMOs**, as determined by multiplying the MPI gap by the associated percentage.

Table 13. Generating Targets for Progress Measure

	Prior Year MPI GAP			MPI Increase Needed	2011 MPI	2012 Progress AMO
Exceeds	85.3	*5%	=	4.3	364.7	369-500
Meets	85.3	*3%	=	2.6	364.7	367.3-368.9
Approaching	85.3	*1%	=	0.9	364.7	365.6-367.2

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Third, the school's current, 2012 MPI is used to determine if the school is exceeding, meeting, or approaching the required MPI increase. In the hypothetical example, **the ABC school has a 2012 MPI of 365.8, which means that it designated as "approaching" the improvement target and subsequently receives 3 points as its <u>Progress Score</u> in mathematics.**

Table 14. Progress Scores

Academic Achievement	**Communication Arts:** Inclusive of Grades 3-8 MAP, MAP-Alternate, Eng II	**Mathematics:** Inclusive of Grades 3-8 MAP, MAP-Alternate, Alg I and Alg II
Progress (annual improvement)	Exceeds = 9 Meets =6 Approaching =3 Floor =0	Exceeds = 9 Meets =6 Approaching =3 Floor =0

Growth Measure. Since 2008, Missouri has included a measure of student growth on MAP communication arts and mathematics assessment data in making annual Adequate Yearly Progress determinations. The inclusion of student growth was well-received throughout the state and the method for calculating growth was well-suited for its earliest stages of implementation. However, the more the state learned about the use of growth data, the more it recognized the need for a more robust method, in particular a method that would ensure an expectation of growth for all students, even those who had already reached proficiency.

Beginning in the fall of 2010, Missouri initiated a timely and important project to pilot measures of student growth in achievement. The pilot was designed to learn more about policies and procedures required to accurately report and appropriately use valid and reliable student growth data. All Missouri LEA's and schools were invited to participate. Recipients of the 1003(g) School Improvement Grants were required to participate. Materials related to this pilot may be found on the Department's website at dese.mo.gov/MOSIS/MCDS_pilot-student-growth.html.
Missouri proposes in its waiver request the inclusion of growth measures in grades 4-8 in order to calculate a Growth Score that could be used by schools as part of the Core Score that determines its accountability status.

A Growth Score in communication arts and mathematics grades 4-8 will be calculated and may contribute to the points granted for the overall School-Level Academic Achievement Score. A defined distribution is used to determine whether the LEA, school, or subgroup exceeds, meets, is approaching or is substantially not meeting the expected growth targets for communication arts and mathematics MAP assessments, which would result in the corresponding Growth Score, based on the following table.

Table 15. Growth Scores

Academic Achievement	**Communication Arts:** Inclusive of Grades 3-8 MAP, MAP-Alternate, Eng II	**Mathematics:** Inclusive of Grades 3-8 MAP, MAP-Alternate, Alg I and Alg II
Growth (grades 4-8)	Exceeds = 9; Meets =6 Approaching =3; Floor =0	Exceeds = 9; Meets =6 Approaching =3; Floor =0

If the ABC school district "Meets" the expected growth target in mathematics, the school would earn 6 Growth Points in mathematics. The school may apply progress or growth points to the Academic Achievement score, whichever is higher.

Computing the school-level Academic Achievement score involves adding the Status score with the Progress or Growth score, as described and presented in Table 16.

Table 16. Computing the School-Level Academic Achievement Score

Academic Achievement	**Communication Arts:** Grades 3-8 MAP, MAP-Alternate, Eng II **Mathematics:** Grades 3-8 MAP, MAP-Alternate, Alg I and Alg II **Points Possible**
Status	Exceeds = 15; Meets = 9; Approaching = 6; Floor = 0
Progress Target	Exceeds = 9; Meets = 6; Approaching = 3; Floor = 0
Growth: Grades 4-8	Exceeds = 9; Meets = 6; Approaching = 3; Floor = 0
Academic Achievement Total: Status + Progress or Growth (whichever is higher)	Maximum of 15 points per subject area (Communication and Mathematics) **Total possible score for School-Level Academic Achievement = 30**

3. Student Gap Group Achievement

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

Table 17. MPI Targets for Subgroup Achievement

Year	Mathematics			Communication Arts		
	Approaching	Meets	Exceeds	Approaching	Meets	Exceeds
2012	304.9-329.8	329.9-392.7	392.8-500	310.7-335.6	335.7-385.6	385.7-500
2013	308.9-333.8	333.9-392.7	392.8-500	313.9-338.8	338.9-385.6	385.7-500
2014	312.8-337.7	337.8-392.7	392.8-500	317.0-341.9	342.0-385.6	385.7-500
2015	316.7-341.6	341.7-392.7	392.8-500	320.2-345.1	345.2-385.6	385.7-500
2016	320.6-346.5	346.6-392.7	392.8-500	323.3-348.2	348.3-385.6	385.7-500
2017	324.5-349.4	349.5-392.7	392.8-500	326.5-351.4	351.5-385.6	385.7-500
2018	328.5-353.4	353.5-392.7	392.8-500	329.6-354.5	354.6-385.6	385.7-500
2019	332.4-357.3	357.4-392.7	392.8-500	332.8-357.7	357.8-385.6	385.7-500
2020	336.3-361.2	361.3-392.7	392.8-500	335.9-360.8	360.9-385.6	385.7-500

The composite Student Gap Group score is calculated through the same method used to compute the School-level Academic Achievement score. Two differences include that a status target is established based on cutting the achievement gap in half and the amount of points granted for exceeding, meeting, approaching, or falling significantly below the target, as displayed in Table 17.

Table 18. Computing the Student Gap Group Achievement Score

Student Gap Group Achievement	**Communication Arts:** Grades 3-8 MAP, MAP-Alternate, Eng II **Mathematics:** Grades 3-8 MAP, MAP-Alternate, Alg I and Alg II **Points Possible**
Status	Exceeds = 5; Meets = 3; Approaching 2; Floor = 0
Progress Target	Exceeds = 3; Meets = 2; Approaching = 1; Floor = 0
Growth: Grades 4-8	Exceeds = 3; Meets = 2; Approaching = 1; Floor = 0
Student Gap Group Total: Status + Progress or Growth (whichever is higher)	Maximum of 5 points per subject area (Communication and Mathematics) **Total possible score for School-Level Academic Achievement = 10**

4. Graduation Rate

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

Attempts have been made to make NCLB and the Individuals with Disabilities Education Act (IDEA) more aligned. However, the NCLB requirement that all students (including students with

disabilities) graduate within four years conflicts with the requirements for districts to provide a Free Appropriate Public Education (FAPE). Under IDEA Individualized Education Program (IEP) teams are required to make determinations regarding FAPE. These determinations include decisions related to how much time is required for a student to receive FAPE. Many students get additional support during the summer but it is also within the scope of the IEP team to determine that certain students require additional years of schooling in order to meet the requirements of FAPE. The additional years of schooling is most often deemed essential for students with very low cognitive functioning. To allow IEP teams to fulfill their functions without being torn between what is best for the student and what is desired other education statutes, Missouri proposes that identified special-needs students who complete high school with a state-approved exit document have until age 21 to be counted as graduates, not to exceed 2 percent of the graduating cohort. The chart below describes points assigned for 2011–12. In 2012–13 and beyond, Missouri will further analyze results and increase its four- and five-year graduation rate targets accordingly.

Table 19. Computing Graduation Rate Scores

	Graduation Rate: 4 and 5 year rates **Points Possible**
Status	Exceeds = 20; Meets = 12; Approaching 8; Floor = 0
Progress Target	Exceeds = 12; Meets = 8; Approaching = 4; Floor = 0
Student Gap Group Total: Status + Progress	**Total possible score for Graduation Rate = 10**

Generating a Final Core Score

Once the scores for Academic Achievement, Student Gap Group, and Graduation Rate have been generated, they are combined into a single core score. The core score is used to differentiate among school building performance, and results in Reward, Focus, and Priority designations.

Table 20. Computational Table for Generating a Core Score

	Academic Achievement		Student Gap Group Achievement		Graduation Rate (for High Schools and LEAs)	CORE SCORE
	Communication Arts	Mathematics	Communication Arts	Mathematics		
Status Score	0 – 6 – 9 – 15	0 – 6 – 9 – 15	0 – 2 – 3 – 5	0 – 2 – 3 – 5	0 – 8 – 12 – 20	CORE SCORE
Progress Score	0 – 3 – 6 – 9	0 – 3 – 6 – 9	0 – 1 – 2 – 3	0 – 1 – 2 – 3	0 – 4 – 8 – 12	
Growth Score	0 – 3 – 6 – 9	0 – 3 – 6 – 9	0 – 1 – 2 – 3	0 – 1 – 2 – 3	Not Applicable	
	Max score: 15	Max Score: 15	Max Score: 5	Max Score: 5	Max Score: 20	
Tally:						<CORE SCORE>

2.C   REWARD SCHOOLS

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

Identification of Reward Schools

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

The State of Missouri will recognize schools with the overall highest achievement of all students in communication arts and math. The Academic Achievement scores for a building (as detailed in 2.B) will be used to identify Reward schools.

STEPS UTILIZED TO IDENTIFY REWARD SCHOOLS – HIGHEST PERFORMING	RESULT
1. List Title I participating schools with an Academic Achievement Score of 15 points for status in communication arts **and** mathematics. The list will be validated by the performance committee. 2. Schools with any grade level risk factors are ineligible for Reward school identification.	Approximately 26 schools have exceeded the status targets in both communication arts and mathematics.
STEPS UTILIZED TO IDENTIFY REWARD SCHOOLS – HIGHEST PROGRESSING	**RESULT**
1. For both communication arts and math, calculate the academic achievement status measure, using the MPI, for each of the following subgroups that meets or exceeds the minimum n size of 30: Black, Hispanic, FRL, IEP, ELL in Title I participating schools. 2. Calculate the mean MPI for those subgroups that meet or exceed the minimum n size of 30. 3. Repeat steps 1-2 using the prior year's data for all Title participating schools. 4. Compare the mean MPI from the current year to the prior year to determine annual improvement, for schools that have at least a 5 percent gain, in both communication arts and math. 5. Generate a list that rank-orders Title I schools in the State based on the average of the percent change in MPI from prior year to current year in communication arts **and** the percent change in MPI from prior year to current year in mathematics. 6. Remove schools that are below the top 10 percent of schools ranked in Step 5. 7. Remove schools that do not demonstrate a 5 percent MPI increase in **both** communication arts and mathematics.	

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

The SEA has submitted a reward list with redacted information. The SEA will use achievement data from the 2011-2012 school year assessments to make final determinations for the reward list. The final list will be generated in the summer of 2012.

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

Missouri will recognize "Reward schools" throughout the state as models of excellence. Recognition will be based on **measures of high achievement** for all students and the Student Gap Group (based on overall MPI and status score for Academic Achievement) and **measures of progress** for all students and in the Student Gap Group, recognizing schools that are making significant progress in closing the achievement gap. As noted, methodologies used to generate the core score will be used in identifying Reward schools.

Schools identified as Reward schools for their high achievement in both communication arts and mathematics will be publically recognized by the State for their success and will serve as "models of excellence" throughout the state. One of the four fundamental principles of Missouri's statewide system of support holds collaboration between and among stakeholders as essential for sustainable improved learning. In a statewide collaborative culture of learning, a struggling school or LEA can be greatly assisted instead of further resisted by its neighboring systems. The community asks of Reward schools, "What practices contributed to obtaining these results and how these practices can be replicated in other settings?"

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

2.D   PRIORITY SCHOOLS

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

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

a. Among the lowest five (5) percent of Persistently Low Achieving (PLA) Title I schools in the state based on the achievement of students in the total population group in terms of proficiency on assessments that are part of the SEA's differentiated accountability system and have demonstrated minimal progress in improving the achievement of the school's total population over a period of years;

b. Title I-participating or eligible high schools with a graduation rate less than 60 percent over a period of years;

c. Tier I and Tier II schools receiving funding and support at a component of the 1003(g) School Improvement Grants (SIG).

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

Table 21. Identification of Priority Schools

STEPS UTILIZED TO IDENTIFY PRIOITY SCHOOLS	RESULT
1. Determine the number of schools that must be identified as Priority schools (*i.e.*, five percent of its Title I schools in the 2010–2011 school year).	1035 TI Buildings From Title I List +111 TI Buildings From Missing List 1146 TI Buildings 1146 x .05 = **57 Priority Buildings**
2. Identify the schools that are currently-served Tier I or Tier II SIG schools.	**41** currently served Tier I or Tier II SIG schools for 12-13.
3. Identify the schools that are Title I-participating or Title I-eligible high schools that have a graduation rate less than 60 percent over a number of years.	**3** Title I-participating or Title I-eligible high schools that have had a graduation rate less than 60 percent over the last three years.
4. Determine the number of additional schools the SEA needs to identify as Priority schools.	57 Priority Buildings - 41 SIG = 16 Subtract the 3 high school re: grad rate **13** additional to reach the minimum number of Priority schools**
5. Run communication arts and mathematics using School-level Academic Achievement calculation for Title I eligible and Title I participating schools. Generate a list that rank-orders Title I schools (eligible and participating) in the State based on the subscore (0-40).	
6. Use this rank order list to identify the number of schools calculated in step 4 with the lowest Academic Achievement subscore. If it is necessary to distinguish further among the schools' Academic Achievement scores, i.e. 13 schools need to be identified but 30 schools have the same score, proceed to Step 7.	
7. Review mathematics and communication arts in aggregate. Assign one "risk factor" per subject area to schools falling in the lowest 10th percentile.	
8. Count the number of risk factors to identify the number of schools that will be identified as Priority schools.	
9. If further distinction is needed still, the scale score will be utilized for those schools to determine priority status.	
**Notes: 6 currently served Tier I or Tier II SIG schools for 12-13 were not on the Title I list but are included in the 30. We excluded one 11-12 SIG school that will not be funded in 12-13. One (1) school was on the low graduation rate list but is previously identified in the SIG list. It was not duplicated.	

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

The SEA has submitted a priority list with redacted information. The SEA will use achievement data from the 2011-2012 school year assessments to make final determinations for the priority list. The final list will be generated in the summer of 2012.

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

Providing Targeted Assistance to Priority Schools. The Department is dedicated to focusing resources on ensuring an excellent educational system is accessible to all Missouri students. This means holding each school accountable for student outcomes along the students' journey in preparation for postsecondary success. If a school is not demonstrating the expected outcomes for students, the Department will intervene on behalf of the students with rapid and targeted interventions. The intervention system includes tools and strategies to build capacity at the local level for LEA-focused school improvement.

There are four fundamental principles underlying Missouri's system of support:

1. _Students cannot wait for incremental improvement in their educational conditions._

2. _The process of targeted intervention requires a systematic evaluative focus on implementation, dedicated project management and instructional improvement support._

3. _Monitoring progress in LEAs and schools must be based on outcomes._

4. _Collaboration between and among stakeholders is essential for sustainable improved student learning._

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

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

a. Review the performance of the current principal to determine effectiveness, ability to be successful in the turnaround effort and prior history and track record of improving students' achievement and grant the principal with flexibility in the areas of scheduling, staffing, curriculum and budget

b. Improve classroom instruction (rigor, engagement, classroom management, differentiated instructional practice, alignment to the state's academic content standards and assessment practices) as evidenced by ongoing observations conducted by the SSOS.

c. Implement Missouri's leader standards

    d. Redesign the school day, week or year to provide increased time for learning
    e. Increase staff effectiveness in using data to inform and improve instruction
        1. Participate in data team training
        2. Use data in monthly meetings with the SSOS to document progress
    f. Establish a culture of professional collaboration that focuses on a school climate that is conducive to high expectations and provides a safe environment for learning
    g. Redesign the school day, week or year to provide increased time for learning and professional collaboration
    h. Establish and implement family and community engagement that includes consultation with parents

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

To ensure that districts and/or buildings are implementing the requirements identified for Priority schools, the SSOS will provide on-going support for and monitoring of the implementation of the activities identified above. The SSOS will conduct site visits to:

- Promote and develop the school's responsiveness to internal accountability
- Monitor and document indicators of progress pertinent to the district and/or building plans
- Gather data specific to the school
- Identify promising practices
- Provide specific and timely feedback to the principal and other turnaround staff

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

Table 22. Timeline for Ensuring Priority Schools Implement Interventions

TIMELINE FOR IMPLEMENTATION	ACTIVITY
2009-2010	31 schools identified as Persistently Low Achieving (PLA) and are awarded 1003(g) SIG grants.
2010-2011	Work begins with 30 schools identified as Cadre I Tier I and Tier II schools to begin implementing the required components for Transformation and Turnaround
2010-2011	55 LEAs identified with schools meeting the criteria to be identified as PLA for Cadre II.
2011-2012	Work continues for the Cadre I schools as they continue the implementation of their improvement plans and work with field staff.
2011-2012	11 schools are awarded 1003(g) awards. Pre-implementation activities begin March 1, 2012 and must conclude by June 30, 2012.

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2012-13	11 schools begin implementation of the plans included in the approved 1003(g) SIG application.
	Based on approved ESEA Waiver application, **13 additional buildings will be identified as Priority schools.**
2013-14	Work begins with new schools identified as Priority buildings. Funds not committed to previous Cadres of 1003(g) SIG schools will be utilized to conduct the same work as was done previously with those schools identified as PLA.

Justification for Timeline: Our expectation is that Priority schools will be identified during the 2012-13 school year, to begin implementation of turnaround or transformation intervention models in 2013-14. The timeline for Priority schools will follow the timeline (including technical assistance and support) that has been established for School Improvement Grant funded schools.

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

Focus group and perceptual survey data are used to assess progress in improving the school's climate and learning culture. However, student performance data are used as the determinant for exiting Priority School status. To exit this status, the school must demonstrate significant and sustainable improved performance over multiple years. The Department is currently discussing various exit criteria with the understanding that specific exit criteria must be set prior to identifying and notifying the first cohort of Priority and Focus schools. As an example, the Department is considering the following exit criteria.

Sustainable (e.g., three years) of improvement, measured as having 9 Academic Achievement score points per content area for Communication Arts and Math and a minimum of 12 graduation rate points.

2.E   FOCUS SCHOOLS

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

Missouri's methodology for identifying Focus schools has resulted in the identification of schools that are:
a. Equal to at least 10 percent of the Title I schools in the state;
b. Title I schools with a subgroup or subgroups with low achievement;
c. Title I high schools with low graduation rates;

d. Title I high schools with graduation rates of less than 60 percent over a period of years.

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

Table 23. Identification of Focus Schools

STEP UTILIZED TO IDENTIFY FOCUS SCHOOLS	RESULT
1. Determine the number of schools that must be identified as Focus schools (*i.e.*, ten percent of its Title I schools in the 2010–2011 school year). 2. Calculate the academic achievement status measure, using MPI for each of the following subgroups in Title I schools that meets or exceeds the minimum n size of 30: Black, Hispanic, FRL, IEP and ELL. 3. Calculate the mean MPI for each subgroup that meets or exceeds the minimum n size. 4. Generate a list that rank-orders Title I schools in the State based on the mean of the subgroup MPI. 5. Identify 10 percent of Title I schools with the lowest subgroup performance. 6. Review the data calculated in Step 2 and identify as a risk factor each subgroup in the lowest 10th percentile. 7. If a school has more than two subgroup risk factors in a subject area, it may replace buildings identified in Step 5.	1035 TI Buildings From Title I List +111 TI Buildings From Missing List 1146 TI Buildings 1146 x .10 = **115 Focus Buildings**

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

The SEA has submitted a focus list with redacted information. The SEA will use achievement data from the 2011-2012 school year assessments to make final determinations for the focus list. The final list will be generated in the summer of 2012.

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

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

The types of required interventions and supports will assist identified schools in improving the performance of all students, with particular focus on improving the performance of groups of students that, based on data, have the greatest achievement gap or have experienced the least academic growth. The intervention system will include tools and strategies to build capacity at

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the local level for LEA-focused school improvement.

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

a. Improve classroom instruction (rigor, engagement, classroom management, differentiated instructional practice, implement and ensure alignment to the state's academic content standards and assessment practices as the state implements the new Common Core State Standards)
b. Develop and implement appropriate, evidence based instructional strategies found to be effective for all students and subgroups
c. Develop common formative and summative assessments
d. Establish a culture of professional collaboration that focuses on a school climate that is conducive to high expectations and provides a safe environment for learning
e. Increase staff effectiveness in using data to inform and improve instruction
    1. Participate in data team training
    2. Use data to document progress and inform instructional practices
f. Provide increased time for professional collaboration
g. Utilize "mapping" to support continuous development of all adults (teachers and leaders)
h. Implement Missouri's leader standards
i. Implement with fidelity the strategies identified in the LEA and school improvement plans
j. Maintain and report monthly on the dashboard of leading indicators
k. Utilize feedback from regional partners to improve instruction, learning and leadership

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

It is essential that all accountability plans complete the approval process in time to allow implementation of the plan and interventions to begin during the school year immediately following identification (school year 2013-14). This is of particular importance for LEAs with multiple Focus schools. These LEAs frequently have systemic issues resulting in the need for extensive targeted professional development. Department regional staff, including the SSOS, will assume responsibility for ongoing oversight of progress made toward meeting targets and objectives.

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

Accountability plans will require both qualitative and quantitative measures of progress as periodic benchmarks. These measures will be utilized to determine whether an adequate level of improvement has been reached which will allow the school to be removed from Focus school status.   To ensure these gains are a result of systemic change(s), the Department will utilize the same data composites utilized to determine the schools original designation as a Focus school. In order for a school to be removed from its classification as a Focus school, it will need to demonstrate improvement or reduction in the achievement gap between subgroups. Demonstration of improvement or reduction would include an MPI score and graduation rate that have made significant improvement over three years. The school must demonstrate the ability and capacity for sustained improvement.

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

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

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

2.G   BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G   Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
   i.   timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
   ii.   ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds

the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

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

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

The Department has developed and is utilizing a process for monitoring and providing technical assistance by contracted individuals to schools identified as persistently low achieving and that competitively applied for 1003(g) School Improvement Grant funds. Building upon this process, Department officials will engage in timely and comprehensive monitoring of LEAs and Focus and Priority buildings as they implement the required intervention models. Technical assistance will be provided through the SSOS as is currently provided to SIG program schools. The Department will hold schools accountable for improving student achievement and closing achievement gaps by closely monitoring the extent to which schools are meeting goals and benchmarks described in required accountability plans and the Department will ensure that there is sufficient support for these schools as they engage in the process of rapid improvement.

To develop state-level capacity to effectively monitor and support LEAs and schools, the Department will organize and convene a cross-office quality control team charged with building state capacity (e.g., sharing and maximizing knowledge about how to turn around districts and schools, cultivating skills and resources specifically designed for persistently low achieving schools, reducing duplication of state supports) and ensuring that supports provided to LEAs and schools are focused on building district and school capacity. A standing quality control team will institutionalize Department learning about how to effectively support schools and ensure that changes in Department staff and or leadership do not result in a backward slide in achievement or in instructional practices. Conducting this work in this manner will require the development of major training elements and the participation of all those involved in the work with schools to ensure that they are utilizing consistent tools, priorities for services, etc.

Table 24. Capacity Building Activities

Build Capacity	Activity
Priority Schools	Develop, train, and implement regional SSOS to assist schools on utilization of the teacher and leader standards
	Train the regional SSOS on the implementation and alignment of the Common Core State Standards and assessments
	Develop tools needed for extended learning time and professional collaboration
	Develop and provide data team training to regional SSOS to increase staff effectiveness and inform instruction
	Develop supports for professional collaboration which focuses on school climate and high expectations and collaborative teaching practices
	Develop tools, practices and procedures to ensure parental and family engagement

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

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

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

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

Option A was selected due to the fact that Missouri is currently in the process of developing and finalizing the elements and core features of Missouri's Educator Evaluation System, which will be presented to the State Board of Education in June 2012 and, once approved, will be piloted and field-tested beginning in 2012-13, with full implementation by 2014-2015. A brief description of the development effort that has occurred over the past three years, which included considerable input from teachers and stakeholders across the state, is provided as background information. Also provided is a brief summary of the key elements of the planned Educator Evaluation Model to illustrate how the model will address the guidelines consistent with Principle 3.

Overview

In 1983, the Missouri legislature adopted statute 168.128 RSMo directing the board of education of each school district to cause a *"comprehensive performance-based evaluation for each teacher employed by the distric*t" and the Department to *"provide suggested procedures for such an evaluation."* Preliminary model evaluation instruments were subsequently created and made available for district use. In June 2010, state Senate Bill 291 was passed directing school districts to adopt **teaching standards** which were to include the following elements: *"students actively participate and are successful in the learning process*; *various forms of assessment are used to monitor and manage student learning; the teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; the teacher uses professional communication and interaction with the school community; the teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; and the teacher acts as a responsible professional in the overall mission of the school."*

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

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

Continual Improvement of Instruction

The theory of action guiding the development of Missouri's model evaluation system is based on the assertion that improving student achievement is accomplished only within a collaborative culture focused on improving the professional practice of those teaching in classrooms and providing leadership in schools. A substantial body of research establishes the teacher as the most significant factor in a student's learning, followed next by effective leadership. As such, Missouri's system will focus on the formative development of its teachers and leaders by using the standards and quality indicators as the essential targets and the professional continuum as the blueprint for improvement.
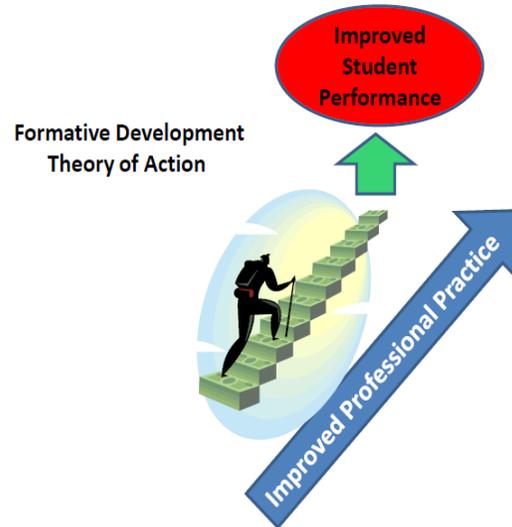
The Missouri Model Teacher and Leader Standards employ a developmental sequence defining a professional continuum that articulates how knowledge and skills of educators mature and strengthen. The professional continuum identifies expectations of performance at the candidate level (pre-service teacher education student) and at four levels of performance for the teacher and leader. By intentional design, the professional continuum includes expectations at the candidate level to ensure that new teachers and leaders have the knowledge and skills necessary to be successful at meeting the accountability expectations of the Common Core State Standards. The state's accreditation process for preparation institutions is currently being redesigned to align and support performance targets at this initial level of the continuum. Performance targets at the pre-service level establish a seamless partnership between the state's 39 educator preparation institutions and its PK-12 schools. The standards, indicators and professional continuum establish a shared focus on improving student achievement from preparation through practice using high quality standards for students and effective processes for determining candidate and practitioner performance.

The Professional Continuum of the Missouri Teacher

| Candidate: This level describes the performance expected of a potential teacher preparing to enter the profession and who is enrolled in an approved educator-preparation program at a college, university or state-approved alternate pathway. Content knowledge and teaching skills are developed through a progression of planned classroom and supervised clinical experiences.	New Teacher: This level describes the performance expected of new teachers as they enter the profession in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in classrooms of their own.	Developing Teacher: This level describes the performance expected of teachers early in their assignment as the teaching, content, knowledge and skills that they possess continue to develop as they encounter new experiences and expectations in the classroom, school, district and community while advancing student growth and achievement.	Proficient Teacher: This level describes the performance expected of career, professional teachers who continue to advance their knowledge and skills while consistently advancing student growth and achievement.	Distinguished Teacher: This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The distinguished teacher serves as a leader in the school, district and the profession.

The Professional Continuum of the Missouri Leader

Candidate: This level describes the performance expected of a potential leader enrolled in an approved education-administration program at a college, university or state-approved alternate pathway. Content knowledge and leadership skills are developed through a progression of planned and supervised clinical experiences.	New Leader: This level describes the performance expected of new leaders as they assume an administrative position or new assignment. Base knowledge and skills are applied as they assume the leadership position and begin to advance student growth and achievement.	Developing Leader: This level describes the performance expected of leaders early in their assignment as the leadership content, knowledge and skills that they possess continue to develop by encounters with new experiences and expectations in the classroom, school, district and community while advancing student growth and achievement.	Proficient Leader: This level describes the performance expected of career, professional leaders who continue to advance their knowledge and skills while consistently advancing student growth and achievement.	Distinguished Leader: This level describes the career, professional leader whose performance exceeds proficiency and contributes to the professional community while consistently advancing student growth and achievement. The distinguished leader is not only a leader in the school but also in the district and broader professional community.

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

Organizing professional practice into professional frames

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

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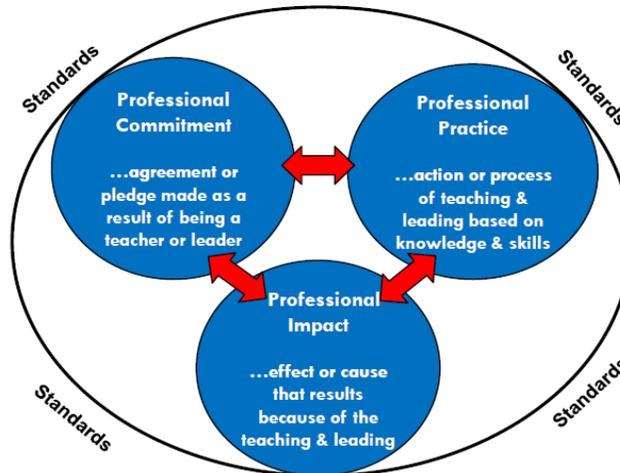
The **professional commitment frame** includes indicators that articulate performance targets related to the commitments a teacher and leader make as a result of their role as educator. Measures of evidence articulated through rubrics for each indicator in this frame verify that the teacher or leader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

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

The **professional practice frame** is specific to effective actions or behaviors in which a teacher and leader engages. Measures of evidence articulated through rubrics for each indicator in this frame verify the degree to which the teacher or leader can demonstrate these specific actions or behaviors. For teachers, these include the effective delivery of appropriate content; recognizing and addressing unique learning needs of students; delivery of district and state curriculum aligned to the Common Core State Standards (CCSS); promoting critical thinking skills; creating an environment that promotes high levels of learning; enhancing the overall communication skills of students; and effectively using student data.
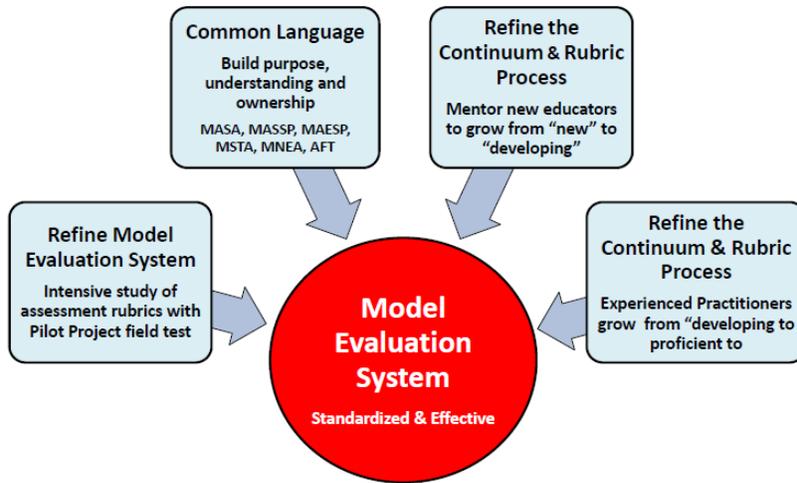
For leaders, these indicators articulate specific practices to promote a vision, mission and goals that support student learning; building the capacity of effective teaching strategies for their staff; effectively managing the facility and resources; evaluating and developing staff to instruct students at high levels; and promoting a collaborative culture to support improved student learning.

The **professional impact frame** is specific to the effect, consequence or result that occurs due to the behaviors and commitments of the teacher and leader. Measures of evidence articulated through rubrics for each indicator in this frame verify the extent to which the teacher or leader has had an impact. Teachers fulfilling their professional commitment and engaging in proven practices create measureable impact. A demonstration of impact occurs when students increase their learning of content and use of academic language; set learning goals and monitor their own learning progress; expand and enhance critical thinking capabilities; improve their overall communication skills; and understand and use data about their own learning to enhance further acceleration. For leaders, a demonstration of impact occurs when teachers are motivated to achieve the school's vision, mission and goals; implement effective instruction and assessment practices; support the priorities of the building on educational equity; collaboratively engage with others to promote the learning of all students; and contribute to documented evidence that overall improvement of student learning is occurring.

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

The Department has been actively involved in developing the Educator Evaluation System and building collective capacity on the fundamental guidelines of the state's evaluation model through four specific strategies.

Collective Capacity Strategy Model

Common Language

Build purpose, understanding and ownership

MASA, MASSP, MAESP, MSTA, MNEA, AFT

Refine the Continuum & Rubric Process

Mentor new educators to grow from "new" to "developing"

Refine Model Evaluation System

Intensive study of assessment rubrics with Pilot Project field test

Refine the Continuum & Rubric Process

Experienced Practitioners grow from "developing to proficient to

Model Evaluation System

Standardized & Effective

These four strategies were designed and enacted following the adoption of the standards, quality indicators and professional continuum in June 2011. Education partners and LEAs involved in all four strategies are providing specific input and feedback in articulating Missouri's Flexibility Waiver Request. The efforts of these strategies will inform the final draft of the state's guidelines that will be approved by the State Board of Education in June 2012.
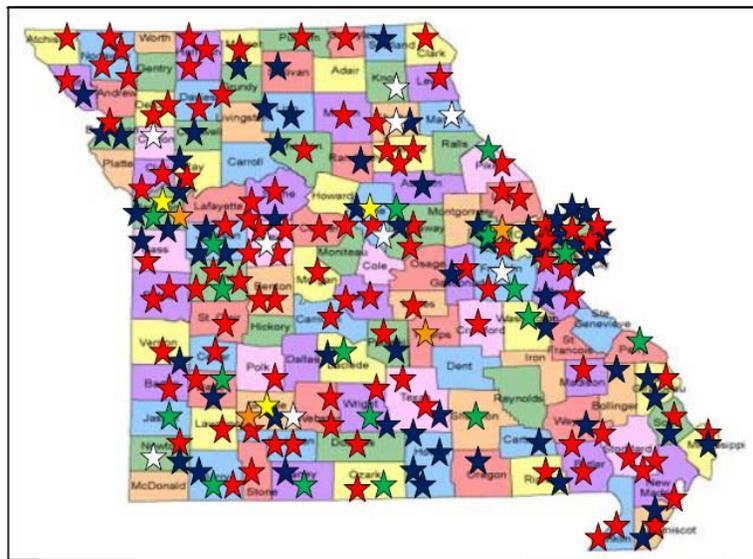
The following narrative provides a brief description of the process currently underway to refine the professional continuum and rubrics for use in the Educator Evaluation System and an overview of the draft Essential Elements of the system, to be finalized and presented to the State Board of Education in June.

Refining the Continuum and Rubric

Rubrics created for each indicator within each professional frame are currently being field-tested with multiple. LEAs to assure their accuracy (Teacher: Commitment, Practice, Impact; Leader: Commitment, Practice, Impact). This is one of two major pilot projects currently underway in the state of Missouri. The specificity and precision the rubrics offer in regards to performance targets and measures of evidence establishes a process of formative development. This will result in higher levels of performance in teachers and leaders and create higher levels of student performance. This requires that the rubrics be valid and reliable.

Missouri Model Educator Standards Pilot Project

The first pilot project involves feedback and input from field-testing occurring in 173 participating districts. This feedback will be used to inform and finalize the Missouri's Educator Evaluation System.

The Office of Educator Quality and a design team comprised of practitioners and members of higher education will work to finalize the Missouri Educators Evaluation System by June 2012. A detailed Implementation Timeline, including an ongoing review and revision process, has been developed; a summary of that timeline is as follows:

Table 24. Educator Evaluation System Timeline

Timeline	Key Milestone or Activity	Party Responsible
06/2011	Adopt State Guidelines	Stakeholder Group; Office of Ed Quality
08/2011 to 06/2012	Pilot Projects inform final design of model	173 districts; Model Design Team
05/2011 to 06/2012	Final editing to quality indicators Final design for the evaluation tool	Model Design Team
06/2012	State Board of Education approves model system	Office of Ed Quality; State Board
Summer 2012	Reliability/validity study on indicator language Training modules for evaluators	MU/ARC Study; Office of Ed Quality
August 2012	Official rollout at the Administrator Conference Engage Communication Plan	Model Design Team Office of Ed Quality
2012-2013	Large scale pilot of the model evaluation system Training on model evaluation system Continued testing on validity /reliability of indicators Pilot on evaluator training	Office of Ed Quality Piloting districts MU/ARC Study
2013-2014	District adoption or alignment to state system	All

Essential components of the state's Educator Evaluation System
Missouri's model Educator Evaluation System focuses on growth at all levels of an LEA—from the superintendent to the principal to the teacher—in order to impact the quality of instruction provided to students. The system is informed by research-based and stakeholder developed teacher and leaders standards; it includes valid measurement tools and protocols, framed by the three professional frames, the quality indicators, and assessed through a professional continuum; and it measures growth in teacher and leader practice and in student performance. The following **essential components** of the Educator Evaluation system are described here and provide additional detail regarding the expected system, to be submitted for approval in June 2012.

Essential Components of Missouri's Educator Evaluation System
- Measures performance against **research-based practices** aligned to those articulated in the state's model teacher and leader standards
- Uses of multiple ratings to **differentiate levels of performance**
- Highlights a **probationary period** of adequate duration which results in sufficient induction and socialization support for new teachers and leaders
- Uses of a wide variety of **student performance measures** as a part of the evaluation of professional practice at all levels
- Provides ongoing, regular, timely and meaningful **feedback on performance**
- Includes standardized and ongoing **training for evaluators**
- **Uses evaluation results to inform** decisions, determinations and policy regarding personnel

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Essential Component: Performance Targets

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

Essential Component: Differentiated levels of performance

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

Essential Component: A probationary period for new educators

Missouri law indicates that the first five years of teaching is a probationary period for new teachers. This time period provides for the accurate and appropriate accumulation of performance data on a new teacher's practice. During the probationary period, additional induction and socialization support, aligned to the state's new teachers' mentor standards, is provided. This support is confidential and non-evaluative and is provided for all beginning teachers and leaders. The probationary period for the principal is two years and one year for superintendent. The Department offers a statewide mentor program, the Administrator Mentor Program, for new leaders. A site specifically designed for this program, containing resources available to all new principals, assistant principals, special education directors, and career education directors can be found on the AMP Website.

Essential Component: Use of student performance measures

Because Missouri's system of educator evaluation has as its ultimate goal the improvement of student performance, standards, indicators and measures of evidence are designed to gauge student learning. *The professional impact frame, one of three frames used to assess educator effectiveness, is organized using multiple measures of student evidence.* This frame focuses on the "impact" that a teacher, principal and superintendent can have on the learning of students. Evidence for the rubrics in this frame examines how well students are learning as a result of personnel, structures and resources. Measures of student performance may include, but are not limited, to: common, benchmark and formative district-generated assessments; peer reviewed performance assessments; mutually developed student learning objectives by evaluator and teacher; student work samples such as presentations, papers, projects, portfolios; individualized student growth objectives defined by the teacher; as well as valid, reliable, timely and meaningful information from standardized testing. The state of Missouri is conducting a second pilot project called the Student Growth Pilot Project which focuses on student growth and value-added measures. There are 156 pilot districts participating. The outcome of this project will inform the student performance measures component of the state's educator evaluation system.

Essential Component: Ongoing, deliberate, meaningful and timely feedback

Performance is assessed on a regular basis and focused feedback provided for all teachers and leaders based on the assumption that everyone at every level of the organization should grow every year. Deliberate, meaningful and timely feedback aligned to professional learning to promote

formative development is valuable for any teacher or leader at any stage of their career and supports a systemic approach to overall improvement. Non-evaluative feedback is valuable and may include surveys to students and families, observations by peers, and self-reflection. Feedback is provided using multiple sources of evidence gathered from analysis and use of student data; classroom observations focused on what teachers do and what students learn; and an analysis of artifacts including lesson plans, professional development plans, supplemental resources, participation in coursework, workshops or reading articles, etc.

Essential Component: Standardized and on-going training for evaluators

Reliable and valid measures of performance are an essential factor in ensuring that annual growth for teachers and leaders results in growth for students. Evaluators who collect these measures of evidence and provide feedback must be highly trained and objective to ensure that ratings are fair, accurate and reliable. Evaluators demonstrating skills aligned to minimum quality assurance standards may include master teachers and peers as well as other external, trained third party people from within or outside the district that assist the building principal with the overall responsibility of moving staff to higher levels of performance. Missouri's Department of Education, in partnership with regional centers, the state's educational associations, preparation institutions, and local LEAs will provide certification standards and processes for training evaluators. Training will be delivered in-person, but may also utilize online resources in order to keep the cost of training as minimal as possible. An established process of training allows districts the capability of identifying the specific personnel who are certified to conduct evaluations in its schools. Evaluator training will include topics such as conducting effective classroom observations and walk-throughs that focus on the quality of instruction, assessing student data, analysis of artifacts, interpreting survey information and providing clear, constructive timely feedback. In response to staff turnover and the need to keep evaluators current and consistent in their practice, certified evaluators will periodically be required to engage in follow-up training. Annual reports regarding who in the district has this educator evaluation certification can be easily provided to and reviewed by the Department as a function of its already existent statewide accreditation system.

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

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

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

LEA Implementation

Missouri's LEAs will have the option of using or adopting all or portions of the state's model educator evaluation system. LEAs may also create and implement their own local system. By the 2014-2015 year, districts throughout the state will establish evaluation processes that align to the essential components of an effective evaluation system as articulated in the state's model. Regardless of whether an LEA adopts the state model or implements their own local evaluation process, all LEAs in the state will commit to essential components, as listed in 3A and provided here, as reference:

- Measures performance against **research-based practices** aligned to those articulated in the state's model teacher and leader standards

- Uses of multiple ratings to **differentiate levels of performance**

- Highlights a **probationary period** of adequate duration which results in sufficient induction and socialization support for new teachers and leaders

- Uses of a wide variety of **student performance measures** as a part of the evaluation of professional practice at all levels

- Provides ongoing, regular, timely and meaningful **feedback on performance**

- Includes standardized and ongoing **training for evaluators**

- **Uses evaluation results to inform** decisions, determinations and policy regarding personnel

Implementation Support Overview

Missouri's Department of Education, in partnership with regional services, the state's educational associations, preparation institutions, and local LEAs will assist in building awareness and enacting technical assistance strategies to build collective capacity throughout the state.

An advisory team has been created to inform the Department on developing strategies and mechanisms to offer assistance to LEAs with involving teachers and principals as they develop their local systems. In addition, the evaluator training field-testing that is currently underway will inform local efforts to establish reliable and valid measures.

The current scope of field-testing involves 173 of the state's LEAs (approximately 33 percent). Following the rollout in the summer of 2012, a larger scale pilot project will take place in the 2012-2013 year in preparation for the full alignment by the 2014-2015 year. To support LEAs in their implementation, online modules and resources will be designed and created by the advisory team. A detailed Implementation Timeline guides and directs these implementation efforts

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through 2015.**Implementation Support for LEAs that utilize the state model.** The Department will provide an overview of the model evaluation system that clearly states the overall philosophy and theory of action and a thorough understanding of the 7 essential elements. LEAs implementing the state model will receive intense technical assistance on the state's performance targets, quality indicators and professional continuum, the professional frames and rubrics, scoring guides and evaluation instruments and observation tools. LEAs will also receive evaluator training on the reliable use of these tools. In addition, LEAs will also be involved in an overall assessment of the evaluation system and its impact on improving professional practice. This technical assistance and training will be delivered through regional services and online modules and resources.

Implementation Support for LEAs that choose not to utilize the state model. The Department will provide an overview of the model evaluation system that clearly states the overall philosophy and theory of action and a thorough understanding of the 7 essential elements. More in-depth training and assisting will be provided to LEAs in assessing and aligning their local evaluation processes to the essential components in order to enable the LEA to verify to the SEA that this alignment is in place. In addition, assistance will be provided to LEAs in analyzing the effectiveness of their local systems. This assistance and training will be delivered through regional services and online modules and resources.

Implementation Support for Priority and Focus Schools. Strict adherence to the 7 essential components of the model evaluation system is particularly necessary for those Priority and Focus schools in need of dramatic improvement. The state's accountability system as articulated in Principle 2 identifies those schools in most need of dramatic improvement. Providing support and guidance to Priority and Focus schools (as well as districts) on their use of effective evaluation processes to further dramatic improvement is a central role of Missouri's System of Support and is referenced in the state's Process Standards. Focus and Priority schools identified through the state's accountability system will receive direct technical assistance and support from Missouri's SSOS and exemplary (e.g. Reward) districts.

Ensuring the involvement of All Teachers in the Educator Evaluation System

Missouri's Educator Evaluation System and its 7 essential components support effective instructional practice to ensure that all students, including ELLs and students with disabilities, develop academic language to experience success in academic core curriculum. The Teacher and Leader Standards, and related quality indicators and performance continuum, were developed by a diverse set of stakeholders and apply to all teachers. All teachers, regardless of the populations they serve, can improve their professional practice in order to achieve better outcomes for students. In particular, the evaluation system includes the expectation that teachers use teaching strategies that research shows particularly effective with the various populations they serve (i.e. students with disabilities, English language learners, minority, low socio-economic, etc.).

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

Strategic Communication Plan

To assist LEAs in their understanding and implementation of the minimum standards of Missouri's Educator Evaluation System, a comprehensive communication plan will be developed to increase collective capacity including building public awareness of the state's evaluation system and the intended outcomes it is designed to achieve. Designated members of the Department and the SSOS will provide targeted information to key audiences across the state and within districts. Plans to address resource issues connected to the initial rollout of the evaluation model are underway to ensure that fiscal issues do not present a barrier. The communication plan will include:

- A clear plan, resources and strategies to help districts in communicating to principals, teachers, other staff, parents and key community members.
- Concise, compelling materials customized for all key audiences with guidebooks, formalized training materials and other companion documents.
- A user-friendly website to assist in the dissemination of information and updates and provide opportunity for questions and offer feedback.
- Training modules which include conducting effective classroom observations, analyzing and using student data; providing clear, constructive feedback; managing time and resources in support of implementation; tracking evaluation data; and communicating with teachers and key stakeholders about the new system.
- An official statewide rollout to district superintendents at the Administrator Conference, Summer 2012.

Evaluation data

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

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

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

Policy support for implementation

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

The Design Team will offer suggestions on the following considerations for the basic framework and essential components of the Missouri Educator Evaluation System:

- Process to ensure that essential components of an effective evaluation system are in place and utilized,
- Protocols for collecting new information and gathering feedback, conducting validity checks and mechanisms for modifying the state's model evaluation system,
- Cost analysis of the implementation of an effective evaluation system that includes training and reporting,
- Definition for "teacher of record" as it applies to student performance measures,
- Suggested protocols for highly effective performance that includes recognition and/or tenure decisions for additional duties and addressing equitable distribution, and
- Suggestions for protocols for less than effective performance that includes interventions, timeframes, and an appeal process to an external, mutually agreed upon 3rd party by principal and teacher (in cases of ineffectiveness in the classroom, appeals are determined by those with educational expertise)

Summary

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

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

Missouri State
Board of Education

MINUTES OF MEETING OF THE STATE BOARD OF EDUCATION
June 15, 2010

The Missouri State Board of Education met on June 15, 2010, in Jefferson City, Missouri.

Present:	David Liechti, President	
	Rev. Stan Archie, Kansas City, Member	
	Deborah Demien, Wentzville, Member	
	J. Michael Ponder, Cape Girardeau, Member (by teleconference for Item #12)	
	Sybl Slaughter, Lebanon, Member	
	Russell Still, Columbia, Member	
	Chris L. Nicastro, Commissioner of Education	
	Robin Barbour, Executive Assistant	
	Deputy Commissioner Richard Phillips;	
	Associate Commissioner Gerri Ogle;	
	Assistant Commissioners Heidi Atkins Lieberman, Charles Brown, Jeanne Loyd, Leigh Ann Grant Engle, Michael Muenks, and Margie Vandeven; Mark Van Zandt, General Counsel; Jim Morris, Director of Public Information; and Robin Coffman, Chief of Staff	

Absent: Peter Herschend, Vice President

No. 11574
(06/15/2010)

The Recognition of Staff Achievements was held at 8:00 a.m. in the Commissioner's Conference Room of the Jefferson State Office Building.

(Exhibit 1)

No. 11575
Call to Order
(06/15/2010)

President Liechti called the business meeting of the Missouri State Board of Education to order at 8:35 a.m. The meeting was held in the State Board of Education meeting room on the first floor of the Jefferson State Office Building.

No. 11576
President's
Report
(06/15/2010)

President Liechti thanked the West Plains Elementary School for the excellent artwork on display in the Board Room and the sixth floor offices.

President Liechti thanked Jim Morris, Director of Public Information, for his 35 years of dedicated service to the Department. Jim will be retiring at the end of June.

President Liechti reported that he and Rev. Archie recently met with Bert Berkely, and other business leaders in Kansas City, about what they can do to support public education in the Kansas City community.

President Liechti and Rev. Archie also met with Airick Leonard West, President of the Kansas City School District Board of Education, regarding the future of the district. Mr. West seems dedicated to turning around the district.

Rev. Archie reported that he has been involved with a series of meetings over the last several weeks regarding an "Adopt a School Program" which helps support the development of the Kansas City Schools.

No. 11577
NASBE
Report

Rev. Archie reported that he attended the NASBE Board of Directors meeting last week in Arlington, VA. He believes it is important to realize the value of the NASBE organization and the consistent professional development which they provide to State Boards of Education.

President Liechti reported that he attended the Governmental Affairs Committee (GAC) last week in Arlington, VA. The GAC discussed Race to the Top, School Improvement Grants, Common Core Standards and the Reauthorization.

No. 11578
Reports
(06/15/2010)

The following reports were presented to the State Board of Education on June 15, 2010:

Report on 2011 Legislative Proposals

Discussion of the Missouri School Improvement Program 5.0

Report on Missouri's School Turnaround Process

Report on the "Missouri Model for Measuring Teacher/Leader Effects" Workgroup

Report on Vocational Rehabilitation and Independent Living

Two-Months in Advance of Current Meeting

No. 11579
Agenda

The agenda for the June 15, 2010, meeting of the State Board of Education was approved, as presented.

No. 11580
Minutes

It was moved by Rev. Archie, seconded by Ms. Slaughter, to approve the minutes of the May 20-21, 2010, meeting of the State Board of Education as presented.

Motion carried. (Yes: 5)

No. 11581
Closed Session

Ms. Slaughter moved that a closed session, with a closed record and closed vote, be held during the meeting of the State Board of Education on August 17, 2010, as posted by the Executive Assistant, to consider the following:

1. Legal actions, causes of action, litigation, or legal work product relating to the State Board of Education and the Department of Elementary and Secondary Education, as well as any confidential or privileged communications between those entities and legal counsel;
2. Hiring, firing, disciplining or promoting of employees of the Department of Elementary and Secondary Education;
3. Individually identifiable personnel records, performance ratings or records pertaining to employees or applicants for employment; and
4. Other records protected from disclosure by law.

No. 11581
Closed Session
(cont.)
(06/15/2010)

Motion was seconded by Rev. Archie and carried.

Vote: Yes   Archie, Demien, Slaughter, Still, Liechti

Following such affirmative vote, the vote of each Board member on the question of holding the closed meeting, closed record and closed vote and the statutory reason therefor was announced publicly by the Executive Assistant.

It was moved by Ms. Slaughter to direct the Executive Assistant to prepare, post, and make available to the news media notice of such closed meeting, closed record, and closed vote as required by law, and that a copy of such notice be filed with the minutes of the meeting which it announces.

Motion was seconded by Rev. Archie and carried.

No. 11582
Consent
Agenda

It was moved by Rev. Archie, seconded by Mr. Still, to approve the consent agenda as follows:

Consideration of Personnel Report (Exhibit 2)

Consideration of Adoption of Personnel Policies (Exhibit 3)

Motion carried.   (Yes: 5)

No. 11583
Consideration
of Compliance
of Charter
School
Proposal: The
Paideia
Academy

It was moved by Ms. Slaughter, seconded by Rev. Archie, to deny the charter for The Paideia Academy as approved by Lincoln University.

Motion carried. (Yes: 5) (Exhibit 4)

No. 11584 Consideration of Compliance of Charter School Proposal: Ewing Marion Kauffman School (06/15/2010)	It was moved by Ms. Slaughter, seconded by Rev. Archie, to authorize The Ewing Marion Kauffman School to commence operations pursuant to the charter granted by the University of Missouri-Columbia, effective the 2011-12 school year. Motion carried. (Yes: 5) (Exhibit 5)

No. 11585 Consideration of a Notice of Proposed Rulemaking to Rescind Rule 5 CSR 50-350.400 A+ Schools Program	It was moved by Ms. Slaughter, seconded by Rev. Archie, to authorize the publication of a notice of proposed rulemaking to rescind Rule 5 CSR 50-350.400 A+ Schools Program in the *Missouri Register*. The rescission of this rule allows for the transfer of the financial incentive component in accordance with the Governor's Executive Order. Motion carried. (Yes: 5) (Exhibit 6)

No. 11586 Consideration for Approval of New Praxis II Qualifying Scores	It was moved by Rev. Archie, seconded by Mr. Still, to approve the presented changes in the Missouri qualifying scores for the following Praxis II examinations: Business Education; Elementary Education; Speech Communication; Special Education: Content Knowledge and Mild to Moderate Applications; Special Education: Content Knowledge and Service to Profound Applications; Special Education: Teaching Students with Visual Impairments; World Language: French; World Language: German; and World Language: Spanish. Motion carried. (Yes: 5) (Exhibit 7)

No. 11587
Consideration
of Adoption of
Common Core
Standards
(06/15/2010)

Mr. Ponder joined the meeting by teleconference for the presentation

and vote of this item. It was moved by Rev. Archie, seconded by Mr. Still, to

approve the adoption of the Common Core Standards.

Motion carried. (Yes: 5, No: 1) (Exhibit 8)

Vote: Yes   Archie, Slaughter, Still, Liechti, Ponder
        No   Demien

No. 11588
Consideration
to Discipline
the License to
Teach of
Santana Barnes

It was moved by Rev. Archie, seconded by Ms. Slaughter, to table any

action against ███████████ certification, or claim of certification, until Mr.

Barnes demonstrates successful completion of his probation.

Motion carried. (Yes: 5) (Exhibit 9)

No. 11589
Consideration
to Discipline
the License to
Teach of
Christian
Watson

It was moved by Rev. Archie, seconded by Ms. Demien, to take no

action against ███████████ certificate of license to teach.

Motion carried. (Yes: 5) (Exhibit 10)

No. 11590
Consideration
to Discipline
the License to
Teach of
Henry
Williams

It was moved by Rev. Archie, seconded by Ms. Demien, to revoke

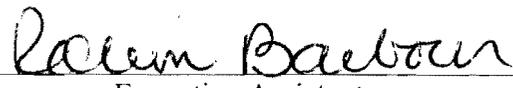███████████ certificate of license to teach.

Motion carried. (Yes: 5) (Exhibit 11)

No. 11591
Adjournment
06/15/2010

The meeting adjourned at 1:58 p.m. on June 15, 2010. The next

meeting of the State Board of Education will be held August 17, 2010, at

Jefferson City, Missouri.
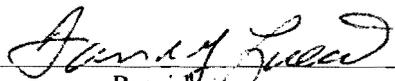
_____   _____
President   Executive Assistant

6

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **May 25**, **2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of** **Missouri**, which has elected to participate in the Consortium as (check one)

_____ An **Advisory** State (description in section e),

OR

__X__ A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change,
(g) Describe a plan for identifying existing State barriers, and
(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
(i)(A) Advisory State Assurance
OR
(i)(B) Governing State Assurance
AND
(ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.

4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.

6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.

8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.

2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.

3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.

4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).

5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.

6. Achievement standards and achievement level descriptors that are internationally benchmarked.

7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.

8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.

10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.

11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.

12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.

13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.

14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.

15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:
- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
    o Changes in Governance and other official documents,
    o Specific Design elements, and
    o Other issues that may arise.

An **Advisory** State is a State that:
- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure
Steering Committee
The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:
- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities
- Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee
- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities
- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:
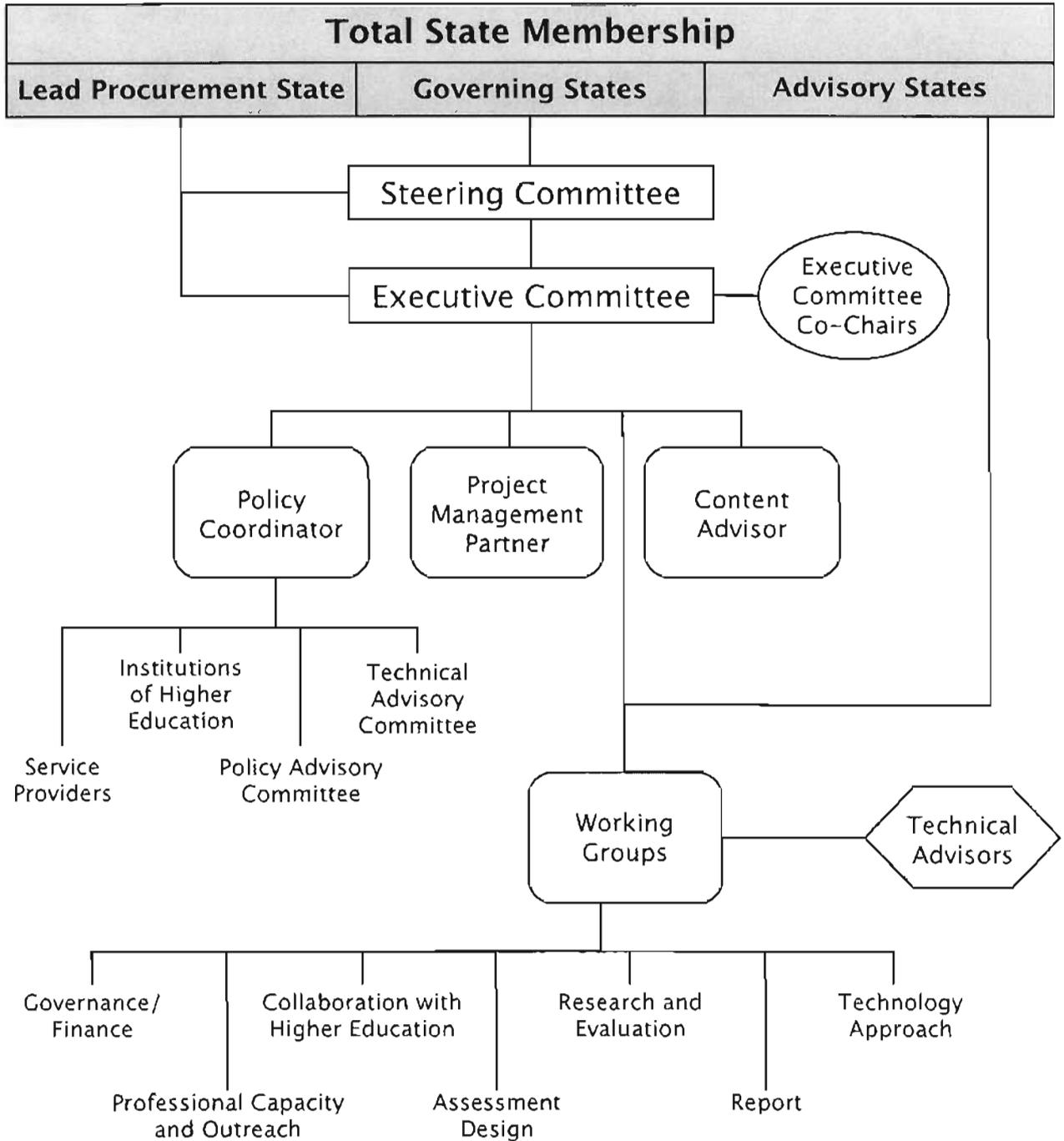
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure

Total State Membership		
Lead Procurement State	Governing States	Advisory States

Steering Committee

Executive Committee

Executive Committee Co-Chairs

Policy Coordinator

Project Management Partner

Content Advisor

Institutions of Higher Education

Technical Advisory Committee

Service Providers

Policy Advisory Committee

Working Groups

Technical Advisors

Governance/ Finance

Collaboration with Higher Education

Research and Evaluation

Technology Approach

Professional Capacity and Outreach

Assessment Design

Report

(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance Into Consortium
Entrance into the Smarter Balanced Assessment Consortium is assured when:
- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium
Any State may leave the Consortium without cause, but must comply with the following exit process:
- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments

[remainder of page intentionally left blank]

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all "Advisory States" in the Consortium.)

As an Advisory State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.

State Name:

Governor or Authorized Representative of the Governor (Printed   Telephone:
Name):

Signature of Governor or Authorized Representative of the Governor: Date:

Chief State School Officer (Printed Name):   Telephone:

Signature of the Chief State School Officer: Date:

President of the State Board of Education, if applicable (Printed Name):   Telephone:

Signature of the President of the State Board of Education, if   Date:
applicable:

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a <u>Governing State</u> in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name:

Missouri

Governor or Authorized Representative of the Governor (Printed Name):

Telephone:
573-751.3222

Signature of Governor or Authorized Representative of the Governor:
Jeremiah W. Nixon

Date:
5-25-10

Chief State School Officer (Printed Name):

Telephone:
573.751.4446

5-20-10

Signature of the Chief State School Officer:
Chris L. Nicastro

Date:

President of the State Board of Education, if applicable (Printed Name):

Telephone:
573.751.3563

5-20-2010

Signature of the President of the State Board of Education, if applicable: David G. Liechti

Date:

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all States in the Consortium.)

I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.

State Name:

Missouri

State's chief procurement official (or designee), (Printed Name):

James Miluski

Signature of State's chief procurement official (or designee),:

Telephone:

573-751-8900

Date:

5-26-10