

Measures, data and comparisons will continue to be updated as data become available.

Missouri Department of Elementary and Secondary Education
Top 10 by 20 Metrics

Goal/ Obj.	Student Performance	Base Year		Current Trend				Missouri	National Comparisons	
G1.01.A	NAEP# (percentage of students scoring at or above proficient)	2011	Rank	2013	Rank^	2015	Rank^	Progress (Current Year to Base Year)	#10 State^	#1 State^
	Math Grade 4	41.4%	24 out of 50	38.7%	39 out of 50	38.4%	29 out of 50	↓	45.4%	53.9%
	Math Grade 8	31.5%	33 out of 50	32.6%	32 out of 50	31.4%	32 out of 50	↓	38.7%	50.8%
	Reading Grade 4	34.0%	22 out of 50	35.1%	26 out of 50	36.3%	26 out of 50	↑	40.4%	49.7%
	Reading Grade 8	35.2%	20 out of 50	35.8%	26 out of 50	36.3%	17 out of 50	↑	38.0%	45.7%
	Vocabulary Grade 4 (0-500 Scale Score Range)	219	23 out of 50	220	27 out of 50	*	*	↑	224	230
	Vocabulary Grade 8 (0-500 Scale Score Range)	266	26 out of 50	265	32 out of 50	*	*	↓	271	273
	Science Grade 4	**	**	**	**	39.3%	22 out of 46	**	42.7%	50.6%
	Science Grade 8	36.1%	18 out of 46	***	***	39.7%	13 out of 46	↑	39.8%	49.8%
<p>Source: National Assessment of Educational Progress (NAEP)</p> <p># NAEP is not administered every year, and content area varies by year. * Vocabulary Grade 4 and Grade 8 is a subset of the NAEP Reading Assessment. No data was released from the 2015 assessment. ** Science Grade 4 was not administered in 2011 and 2013. The progress cannot not be determined at this time. *** Science Grade 8 was not administered in 2013. ^Rank, #10 State, #1 State in vocabulary are based on 2013 data. Math, science and English language arts are based on 2015 data.</p>										

Missouri Department of Elementary and Secondary Education

Top 10 by 20 Metrics

Goal/Obj.	Student Performance	Year		10by20Goal
G1.01.B	English Language Arts Grade Level/EOC (Percentage of students scoring at or above proficient)	2015*	2016**	2020 Target
	All students	59.7%	62.9%	69.8%
	Asian/Pacific Islanders	73.6%	75.4%	69.8%
	Black	37.3%	39.9%	69.8%
	Hispanic	50.1%	53.2%	69.8%
	Indian (Am. Native)	56.0%	58.8%	69.8%
	White	65.0%	68.5%	69.8%
	Other/Multiracial	58.8%	62.0%	69.8%
	Free/Reduced Lunch	46.1%	49.8%	69.8%
	Individualized Education Program (IEP)	26.5%	29.2%	69.8%
	Limited English Proficiency (LEP)	37.8%	40.5%	69.8%
Source: Missouri Department of Elementary and Secondary Education				
EOC=End-of-Course Assessment (final exam)				
*Assessment results for 2015 in the content areas of English language arts, and mathematics for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data.				
** Grade-level (grades 3-8) assessment results for 2016 in the content area of English language arts and mathematics are not comparable to prior year data.				

Goal/Obj.	Student Performance	Historical Data				10by20Goal
G1.01.B	English Language Arts Grade Level/EOC (Percentage of students scoring at or above proficient)	2011	2012	2013	2014	2020 Target
	All students	54.9%	55.6%	55.7%	53.5%	69.8%
	Asian/Pacific Islanders	64.8%	65.5%	67.3%	65.7%	69.8%
	Black	33.0%	32.6%	32.6%	31.4%	69.8%
	Hispanic	42.1%	42.8%	43.8%	41.8%	69.8%
	Indian (Am. Native)	51.2%	53.7%	55.2%	51.0%	69.8%
	White	60.2%	61.2%	61.2%	58.8%	69.8%
	Other/Multiracial	53.4%	53.3%	53.7%	50.8%	69.8%
	Free/Reduced Lunch	40.8%	41.8%	41.7%	39.7%	69.8%
	Individualized Education Program (IEP)	26.5%	27.2%	25.2%	23.0%	69.8%
	Limited English Proficiency (LEP)	23.2%	24.8%	26.2%	25.2%	69.8%
Source: Missouri Department of Elementary and Secondary Education						
EOC=End-of-Course Assessment (final exam)						
*Assessment results for 2015 in the content areas of English language arts, and mathematics for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data.						

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Goal/Obj.	Student Performance	Year		10by20Goal
G1.01.B	Mathematics Grade Level/EOC (Percentage of students scoring at or above proficient)	2015*	2016**	2020 Target
	All students	44.8%	48.6%	74.0%
	Asian/Pacific Islanders	66.8%	69.2%	74.0%
	Black	22.6%	25.1%	74.0%
	Hispanic	35.6%	39.0%	74.0%
	Indian (Am. Native)	38.7%	41.4%	74.0%
	White	49.9%	54.0%	74.0%
	Other/Multiracial	42.9%	46.9%	74.0%
	Free/Reduced Lunch	31.5%	34.8%	74.0%
	Individualized Education Program (IEP)	17.5%	18.7%	74.0%
	Limited English Proficiency (LEP)	30.3%	31.8%	74.0%
<p>Source: Missouri Department of Elementary and Secondary Education EOC=End-of-Course Assessment (final exam) *Assessment results for 2015 in the content areas of English language arts, and mathematics for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. ** Grade-level (grades 3-8) assessment results for 2016 in the content area of English language arts and mathematics are not comparable to prior year data.</p>				

Goal/Obj.	Student Performance	Historical Data				10by20Goal
G1.01.B	Mathematics Grade Level/EOC (Percentage of students scoring at or above proficient)	2011	2012	2013	2014	2020 Target
	All students	52.9%	54.4%	53.9%	53.2%	74.0%
	Asian/Pacific Islanders	68.6%	70.9%	70.3%	70.2%	74.0%
	Black	29.1%	30.0%	30.2%	28.7%	74.0%
	Hispanic	42.4%	45.1%	45.2%	43.7%	74.0%
	Indian (Am. Native)	47.7%	49.8%	51.4%	51.0%	74.0%
	White	58.5%	60.0%	59.2%	58.7%	74.0%
	Other/Multiracial	51.1%	51.9%	50.8%	49.7%	74.0%
	Free/Reduced Lunch	40.0%	41.6%	41.3%	39.8%	74.0%
	Individualized Education Program (IEP)	29.2%	29.8%	28.2%	26.6%	74.0%
	Limited English Proficiency (LEP)	31.3%	34.3%	35.3%	34.0%	74.0%
<p>Source: Missouri Department of Elementary and Secondary Education EOC=End-of-Course Assessment (final exam) *Assessment results for 2015 in the content areas of English language arts, and mathematics for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data.</p>						

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Top 10 by 20 Metrics

Goal/Obj.	Student Performance	Current Trend						Missouri	10by20Goal
G1.01.B	Science Grade Level/EOC (Percentage of students scoring at or above proficient)	2011	2012	2013	2014	2015	2016	Progress (Current Year to 2011)	2020 Target
	All students	54.0%	52.7%	59.1%	55.9%	57.1%	52.1%	↓	70.0%
	Asian/Pacific Islanders	62.1%	62.1%	68.8%	66.8%	68.1%	65.3%	↑	70.0%
	Black	24.1%	23.0%	29.8%	26.8%	30.5%	25.1%	↑	70.0%
	Hispanic	39.2%	39.1%	46.5%	42.5%	44.9%	39.8%	↑	70.0%
	Indian (Am. Native)	54.6%	49.7%	56.8%	52.6%	54.1%	44.5%	↓	70.0%
	White	61.2%	59.7%	66.1%	62.9%	63.5%	58.6%	↓	70.0%
	Other/Multiracial	55.0%	52.7%	56.0%	53.0%	54.3%	49.3%	↓	70.0%
	Free/Reduced Lunch	38.7%	38.0%	43.9%	40.7%	41.6%	36.8%	↓	70.0%
	Individualized Education Program (IEP)	27.6%	29.7%	32.2%	28.2%	28.7%	18.4%	↓	70.0%
Limited English Proficiency (LEP)	20.1%	20.1%	27.0%	23.3%	25.9%	21.3%	↑	70.0%	
Source: Missouri Department of Elementary and Secondary Education EOC=End-of-Course Assessment (final exam)									

Goal/Obj.	Student Performance	Current Trend						Missouri	10by20Goal
G1.01.B	Social Studies Grade Level/EOC (Percentage of students scoring at or above proficient)	2011	2012	2013	2014	2015	2016	Progress (Current Year to 2011)	2020 Target
	All students	54.1%	50.3%	50.7%	55.5%	63.4%	63.3%	↑	65.3%
	Asian/Pacific Islanders	60.4%	55.9%	60.8%	65.0%	72.0%	68.7%	↑	65.3%
	Black	30.0%	28.2%	27.4%	31.8%	39.4%	40.7%	↑	65.3%
	Hispanic	43.6%	39.2%	39.6%	46.6%	55.5%	54.2%	↑	65.3%
	Indian (Am. Native)	49.8%	49.4%	48.1%	57.2%	62.2%	63.3%	↑	65.3%
	White	58.7%	54.6%	55.0%	60.1%	68.5%	68.3%	↑	65.3%
	Other/Multiracial	56.1%	50.3%	51.0%	54.6%	62.2%	62.9%	↑	65.3%
	Free/Reduced Lunch	39.2%	35.6%	35.2%	40.1%	47.8%	47.8%	↑	65.3%
	Individualized Education Program (IEP)	22.3%	21.4%	20.5%	24.2%	26.9%	25.8%	↑	65.3%
Limited English Proficiency (LEP)	21.5%	18.6%	18.9%	25.8%	32.8%	28.8%	↑	65.3%	
Source: Missouri Department of Elementary and Secondary Education EOC=End-of-Course Assessment (final exam)									

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Goal/Obj.	Student Performance	Year		10by20Goal
G1.01.B	English Language Arts MAP Grade Level/EOC (Percentage of students scoring at or above proficient)	2015*	2016**	2020 Target
	Grade 3	57.2%	60.7%	69.8%
	Grade 4	58.5%	63.2%	69.8%
	Grade 5	59.1%	62.1%	69.8%
	Grade 6	54.9%	58.4%	69.8%
	Grade 7	57.2%	58.0%	69.8%
	Grade 8	57.5%	59.2%	69.8%
	English I	67.0%	66.3%	69.8%
	English II	73.7%	79.2%	69.8%
<p>Source: Missouri Department of Elementary and Secondary Education MAP=Missouri Assessment Program EOC=End-of-Course Assessment (final exam) *Assessment results for 2015 in the content areas of English language arts, and mathematics for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. ** Grade-level (grades 3-8) assessment results for 2016 in the content area of English language arts and mathematics are not comparable to prior year data.</p>				

Goal/Obj.	Student Performance	Historical Data				10by20Goal
G1.01.B	English Language Arts MAP Grade Level/EOC (Percentage of students scoring at or above proficient)	2011	2012	2013	2014	2020 Target
	Grade 3	44.5%	46.1%	48.5%	42.3%	69.8%
	Grade 4	52.7%	52.9%	53.5%	46.3%	69.8%
	Grade 5	52.0%	52.6%	53.0%	50.7%	69.8%
	Grade 6	51.1%	50.9%	51.6%	48.0%	69.8%
	Grade 7	54.4%	55.8%	55.4%	56.0%	69.8%
	Grade 8	53.1%	53.9%	54.5%	51.0%	69.8%
	English I	58.1%	62.0%	60.3%	60.0%	69.8%
	English II	74.2%	73.0%	69.1%	74.6%	69.8%
<p>Source: Missouri Department of Elementary and Secondary Education MAP=Missouri Assessment Program EOC=End-of-Course Assessment (final exam) *Assessment results for 2015 in the content areas of English language arts, and mathematics for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data.</p>						

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Goal/Obj.	Student Performance	Current Trend						Missouri	10by20Goal
G1.01.B	Social Studies EOC-Final Exam (Percentage of students scoring at or above proficient)	2011	2012	2013	2014	2015	2016	Progress (Current Year to 2011)	2020 Target
	American History	49.2%	48.3%	46.9%	48.0%	49.5%	49.4%	↑	65.3%
	Government	57.1%	51.7%	54.0%	62.0%	63.4%	63.3%	↑	65.3%
Source: Missouri Department of Elementary and Secondary Education EOC=End-of-Course Assessment (final exam)									

Goal/Obj.	Student Performance	Base Year		10by20Goal
G1.01.B	Mathematics MAP Grade Level/EOC (Percentage of students scoring at or above proficient)	2015*	2016**	2020 Target
	Grade 3	51.7%	52.1%	74.0%
	Grade 4	49.2%	52.5%	74.0%
	Grade 5	39.6%	46.4%	74.0%
	Grade 6	37.8%	43.0%	74.0%
	Grade 7***	35.0%	42.5%	74.0%
	Grade 8***	40.8%	40.3%	74.0%
	Algebra I***	62.1%	65.8%	74.0%
	Algebra II	66.0%	70.1%	74.0%
	Geometry	63.0%	61.1%	74.0%
Source: Missouri Department of Elementary and Secondary Education MAP=Missouri Assessment Program EOC=End-of-Course Assessment (final exam) *Assessment results for 2015 in the content areas of English language arts, and mathematics for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. ** Grade-level (grades 3-8) assessment results for 2016 in the content area of English language arts and mathematics are not comparable to prior year data. *** Students who took the Algebra I end of course assessment prior to grade 9 are included in both the grade level totals and the Algebra I totals. This methodology is consistently applied across all years.				

Top 10 by 20 Metrics

Goal/Obj.	Student Performance	Historical Data				10by20Goal
G1.01.B	Mathematics MAP Grade Level/EOC (Percentage of students scoring at or above proficient)	2011	2012	2013	2014	2020 Target
	Grade 3	50.2%	52.5%	51.4%	50.7%	74.0%
	Grade 4	51.2%	51.1%	50.8%	42.9%	74.0%
	Grade 5	53.4%	55.0%	54.5%	52.8%	74.0%
	Grade 6	57.5%	56.3%	56.8%	56.2%	74.0%
	Grade 7**	56.3%	60.1%	59.0%	58.5%	74.0%
	Grade 8**	51.0%	51.4%	51.6%	52.8%	74.0%
	Algebra I**	59.7%	56.6%	57.0%	54.9%	74.0%
	Algebra II	53.1%	56.2%	54.1%	63.6%	74.0%
	Geometry	49.7%	62.5%	60.5%	66.0%	74.0%
<p>Source: Missouri Department of Elementary and Secondary Education</p> <p>MAP=Missouri Assessment Program EOC=End-of-Course Assessment (final exam)</p> <p>*Assessment results for 2015 in the content areas of English language arts, and mathematics for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data.</p> <p>** Students who took the Algebra I end of course assessment prior to grade 9 are included in both the grade level totals and the Algebra I totals. This methodology is consistently applied across all years.</p>						

Goal/Obj.	Student Performance	Current Trend						Missouri	10by20Goal
G1.01.B	Science MAP Grade Level/EOC (Percentage of students scoring at or above proficient)	2011	2012	2013	2014	2015	2016	Progress (Current Year to 2011)	2020 Target
	Grade 5	50.9%	51.6%	51.9%	48.0%	47.5%	42.7%	↓	70.0%
	Grade 8	50.4%	49.9%	50.8%	52.5%	49.4%	47.8%	↓	70.0%
	Biology I	60.6%	55.1%	74.7%	67.3%	74.3%	66.8%	↑	70.0%
	Physical Science	*	*	*	*	27.2%	28.0%	↑	70.0%
<p>Source: Missouri Department of Elementary and Secondary Education</p> <p>MAP=Missouri Assessment Program EOC=End-of-Course Assessment (final exam)</p> <p>* 2015 First year assessment administered.</p>									

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Goal/Obj.	Student Performance	Current Trend						Missouri	National Comparisons	
G1.01.C	ACT® Results (Selected Criteria *) (Average Composite Score)	2012*	2013*	2014*	2015*	2016**	Rank	Progress	#10 State	#1 State
	Composite ACT® Score	21.6	21.6	21.8	21.7	20.2	8 out of 18^		20.0	21.1
	Percent of Graduates taking the ACT®	75.0%	74.0%	76.0%	77.0%	100.0%	NA		NA	NA
Source: ACT®, Inc. http://www.act.org/newsroom/data/ . * Criterion used for ranking in years 2012, 2013, 2014 and 2015 was 50% or more of graduates tested but not 100%. ** 2016 was the first year of census administration of the ACT® for all Missouri 11th grade students. Criterion used for ranking is 100% of graduates tested. ^ Rank reflects a tie with one other state.										

Goal/Obj.	Student Performance	Base Year	Current Trend					Missouri	National Comparisons	
G1.01.C	ASVAB	2011	2012	2013	2014	2015	Rank	Progress (Current Year to 2011)	#10 State	#1 State
	Armed Forces Qualification Test (Composite)	40.7	40.8	40.6	38.7	39.1	34th	↓	44.6	51.1
	Percent of 9, 10 and 11 Grade Students Tested*	9.8%	11.2%	8.8%	19.7%	17.6%	4th	↑		
Source: ASVAB Data Reports provided by Defense Manpower Data Center (DMDC) 3/2015 ASVAB = Armed Services Vocational Aptitude Battery *Note: Percentage of students tested is based on MO enrollment in grades 10, 11, 12 divided by number of MO students who completed the ASVAB.										

Goal/Obj.	Student Performance	Base Year	Current Trend				Missouri	10by20Goal
G1.01.C	College and Career Ready (CCR) (unduplicated count)	2012	2013	2014	2015	2016	Progress (Current Year to 2012)	2020 Target
	College and Career Readiness *	32.9%	37.2%	40.5%	40.8%	42.2%	↑	71.5%
	CCR Advanced Placement **	36.5%	44.0%	49.8%	52.7%	54.2%	↑	47.8%
	Post-secondary Placement ***	81.6%	86.4%	87.1%	88.9%	89.6%	↑	90.0%
College and Career Readiness * - The unduplicated count (percent) of graduates meeting or exceeding the state standards for ACT®, SAT®, COMPASS®, ACT Workkeys®, the Armed Services Vocational Aptitude Battery (ASVAB) or receiving an Industry Recognized Credential (IRC). CCR Advanced Placement** - The percent of graduates meeting or exceeding the state standard on the AP, IB or Technical Skills Attainment (TSA)/IRC assessments or meeting or exceeding in AP, IB, early college, dual enrollment, or approved dual credit courses. Post-secondary Placement*** - The percent of graduates who attend post-secondary education or training, are in the military, or who complete a Department-approved Career Education program and were employed. Prior to 2013, students who completed a Department-approved Career Education program were only included if they were placed in employment directly related to their field.								

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Goal/Obj.	Student Performance	Base Year	Current Trend				Missouri	10by20Goal	
G1.02	Attendance Rate (percentage of students attending 90% of the time)	2012	2013	2014	2015	2016	Progress (Current Year to 2011)	2017 Target	2020 Target
	Total	87.8%	87.8%	89.3%	88.7%	89.7%	↑	89.8%	90.0%

Source: Missouri Department of Elementary and Secondary Education

Goal/Obj.	Student Performance	Base Year	Current Trend				Missouri	National Comparison		
G1.02	Four-Year Graduation Rate	2012	2013	2014	2015	2016	Progress 2016 to Base Year	2020 Target	#10 State~	#1 State~
	All Students	83.7%	85.7%	87.3%	87.8%	89.0%	↑	92.0%	87.8%	90.8%
	Asian or Pacific Islander		90.7%	90.3%	92.8%	92.4%	↑		93.0%	96.3%
	Asian	87.8%	91.2%	90.8%	93.8%		↑			
	Native Hawaiian or Other Pacific Islander	90.9%	81.9%	83.5%	82.5%		↓			
	Black	68.9%	72.1%	74.8%	75.6%	79.0%	↑		80.6%	87.0%
	Hispanic of any race	78.0%	80.7%	79.9%	83.6%	83.1%	↑		83.0%	90.0%
	American Indian or Alaskan Native	86.3%	82.0%	83.5%	85.8%	85.9%	↓		82.0%	90.0%
	White	87.5%	89.1%	90.4%	90.6%	91.6%	↑		90.6%	94.0%
	Multi-Racial	85.2%	84.3%	86.8%	86.4%	88.7%	↑			
	Free and Reduced Lunch	75.9%	78.0%	80.4%	80.7%	82.1%	↑		81.4%	85.6%
	English Language Learners (LEP/ELL)	65.1%	68.9%	64.3%	71.4%	68.0%	↑		75.0%	86.0%
	Special Education Students	70.0%	73.4%	75.3%	76.6%	77.5%	↑	73.0%	81.9%	

Source: National Center for Education Statistics (NCES) https://nces.ed.gov/ccd/data_tables.asp
[Definitions](#)
 ~ Based on 2015 data from the National Center for Education Statistics (NCES).
 Information about the Missouri Dropout Hotline can be found at <http://dese.mo.gov/adult-learningrehab-services/adult-education-literacy/dropout-prevention-reporting>.

Goal/Obj.	Student Performance	Current Trend					Missouri	National Comparisons		
G1.02	Advanced Placement	2012	2013	2014	2015	2016	Rank	Progress (Current Year to 2012)	#10 State	#1 State
	Percent of Graduates taking AP Exams	15.0%	15.8%	17.3%	18.4%	19.2%	45th	↑	41.4%	53.0%
	Percent of Graduates scoring a 3 or higher	9.0%	9.5%	10.5%	10.9%	11.4%	45th	↑	25.1%	31.0%

Source: CollegeBoard

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Goal/Obj.	Student Performance	Current Trend					Missouri	10by20Goal
G1.02	Remediation Rates	2011	2012	2013	2014	2015	Progress (Current Year to 2011)	2020 Target
	All students	38.3%	35.9%	35.7%	30.8%	28.2%	↑	0%
	Minority	53.0%	45.0%	51.6%	43.3%	36.9%	↑	
Source: Missouri Department of Higher Education Note: see Frequently Asked Questions about remediation rate at https://dese.mo.gov/faq/remediation%20rates .								

Goal/Obj.	Student Performance	Base Year		Current Trend		Missouri	National Comparisons	
G1.02	Bachelor Degree Attainment within 6 years	1998 entry cohort in 2004	Rank	2003 entry cohort in 2009	Rank	Progress (2003 to 1998 cohort)	#10 State	#1 State
	All students	55.4%	25th	55.4%	28th	↔	64.3%	73.6%
Source: United States Education Dashboard								

Goal/Obj.	Student Performance	Base Year		Current Trend		Missouri	National Comparisons	
G1.02	Associates Degree Attainment within 3 years	2001 entry cohort in 2004	Rank	2006 entry cohort in 2009	Rank	Progress (2006 to 2001 cohort)	#10 State	#1 State
	All students	33.4%	20th	31.1%	25th	↓	36.4%	60.7%
Source: United States Education Dashboard								

Goal/Obj.	Early Childhood Outcomes	Current Trend					
G2.01	Number of children received developmental health screenings	FY12	FY13	FY14	FY15	FY16	% increase/decrease 2012-2016
	ECDA Funding (Parenting Education)	108,943	107,095	101,723	97,378	91,484	-16.0%
	Number of families received parent education visits	FY12	FY13	FY14	FY15	FY16	% increase/decrease 2012-2016
	ECDA Funding (Parenting Education)	55,515	51,946	49,320	47,759	46,335	-16.5%
	Number of high needs families received parent education visits	FY12	FY13	FY14	FY15	FY16	% increase/decrease 2012-2016
	ECDA Funding (Parenting Education)	37,545	35,464	33,186	32,594	31,654	-15.7%
Source: Year End Report							

Goal/Obj.	Early Childhood Outcomes	Current Trend					Missouri	10by20 Goal	
G2.01A	Percent of kindergartners attending full day programs	2011	2012	2013	2014	2015	2016	Progress (Current Year to 2011)	2020 Target
	Full-day	94.2%	95.7%	96.1%	97.3%	98.9%	99.3%	↑	100.0%
Source: Missouri Department of Elementary and Secondary Education									

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Goal/Obj.	Early Childhood Outcomes	Current Trend						Missouri	10by20 Goal
G2.02	Pre-K Programs for 3-5 year olds	2011	2012	2013	2014	2015	2016	Progress (Current Year to 2011)	2020 Target
	% of children served in Pre-K programs*	32.1%	31.2%	34.1%	34.5%	36.9%	34.5%	↑	50.0%
	Title I Preschool	10.1%	9.2%	12.2%	13.3%	14.7%	14.6%		
	** Voluntary Pre-K-MO Preschool Program (MPP)	2.7%	2.6%	2.4%	2.6%	2.8%	1.7%^		
	** Early Childhood Sp Ed	7.3%	7.3%	7.5%	7.5%	7.9%	8.2%		
	** Head Start	12.0%	12.1%	12.0%	11.1%	11.4%	10.2%		
<p>Source: Missouri Department of Elementary and Secondary Education Source: Head Start Program Information Report. * Programs that meet state or national standards. ** DESE-supported programs, Head Start, Voluntary Pre-K community-based partners meeting state or national standards. NOTE: There may be some duplication in count since a few children are served by more than one program. ^ Reduction due to 116 programs no longer eligible for MPP funding. Denominator per new census data, for 2011-157,811 2012-155,777 2013-153,163 2014- 151,408 and 2015/2016 - 150,409.</p>									

Goal/Obj.	Early Childhood Outcomes	Current Trend						Missouri	10by20 Goal
G2.02	Infant-Toddler Programs (B-3)	2011	2012	2013	2014	2015	2016	Progress (Current Year to 2011)	2020 Target
	% of children served in Infant-Toddler Programs*	3.4%	3.7%	3.7%	3.8%	4.1%	4.5%	↑	25.0%
	Early Head Start	1.4%	1.5%	1.5%	1.6%	1.7%	1.9%	↑	
	First Steps	2.0%	2.2%	2.2%	2.2%	2.4%	2.6%	↑	
<p>Source: Missouri Department of Elementary and Secondary Education Source: Head Start Program Information Report * Programs that meet state or national standards. Denominator per new census data, for 2011-227,572 2012-225,897 2013 -224,352 2014-224,138 and 2015/2016 -224,404.</p>									

Goal/Obj.	Educators	Current Trend					
	Teacher Certification	2011	2012	2013	2014	2015	2016
	Courses Taught by Appropriately Certified Teachers*	95.2%	95.7%	95.9%	95.8%	95.8%	95.6%
	Courses Taught by Teachers with a Temporary Certificate	0.9%	0.8%	0.8%	0.8%	0.8%	0.9%
	Courses Taught by a Teacher Not Appropriately Certified	4.0%	3.5%	3.3%	3.4%	3.4%	3.6%
<p>Source: Missouri Department of Elementary and Secondary Education * Includes everything but temporary certificates.</p>							

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Goal/ Obj.	Educators	Current Trend		10 by 20 Goal
G3.01	Educator Preparation Programs	FY15	FY16	2020 Target
	Number of Approved Programs	55	55	100.0%
	The statewide pass rate (first two attempts) on exams required for educator licensure	91.5%	85.8%	100.0%
	Percentage of first year teachers rating their preparation program as "fair," "good," or "very good"	97.4%	97.0%	100.0%
Source: Educator Preparation Program - Annual Performance Report (APR)				

Goal/ Obj.	Educators	Current Trend				
G3.02	District (LEA) Alignment to State's Essential Principles of Effective Evaluation (Teachers)	2012*	2013	2014	2015	2016
	Principle 1: Performance of educators is measured against research-based, proven expectations consistent with the improvement of student achievement	48.4%	73.8%	79.0%	91.3%	97.3%
	Principle 2: Multiple ratings are used to differentiate levels of educator performance	48.2%	71.1%	76.3%	91.3%	96.5%
	Principle 3: A probationary period of adequate duration is provided to ensure sufficient induction and socialization through developmental support for new teachers and leaders	62.0%	80.4%	82.3%	91.7%	96.8%
	Principle 4: Measures of growth in student learning across two points in time are included as a significant contributing factor in the evaluation of professional practice	17.6%	39.2%	40.0%	52.3%	68.4%
	Principle 5: Ongoing, timely, deliberate and meaningful feedback is provided on performance relative to research-based targets	60.8%	78.8%	81.0%	90.4%	96.6%
	Principle 6: Standardized, periodic training is provided for evaluators to ensure reliability and accuracy	26.2%	58.3%	67.4%	82.9%	91.6%
	Principle 7: Evaluation results and data are used to inform decisions regarding personnel, employment determinations and human resource policies such as induction, retention, promotion, dismissal, tenure, compensation, completion of educator preparation programs, etc.	58.8%	71.1%	75.5%	89.0%	92.2%
Source: Core Data Screen 18A - Educator Evaluation (data as of 10/01/2016); N=560 districts/LEAs. * 2012 data based on regional alignment activity.						

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Goal/Obj.	Educators	Current Trend				
G3.02	District (LEA) Alignment to State's Essential Principles of Effective Evaluation (Administrators)	2012	2013	2014	2015	2016
	Principle 1: Performance of educators is measured against research-based, proven expectations consistent with the improvement of student achievement	44.6%	61.2%	63.5%	79.7%	90.0%
	Principle 2: Multiple ratings are used to differentiate levels of educator performance	38.4%	56.5%	60.2%	79.0%	88.6%
	Principle 3: A probationary period of adequate duration is provided to ensure sufficient induction and socialization through developmental support for new teachers and leaders	48.6%	61.7%	61.0%	81.2%	89.0%
	Principle 4: Measures of growth in student learning across two points in time are included as a significant contributing factor in the evaluation of professional practice	17.0%	34.2%	33.8%	47.7%	60.9%
	Principle 5: Ongoing, timely, deliberate and meaningful feedback is provided on performance relative to research-based targets	49.6%	64.9%	65.0%	79.7%	89.9%
	Principle 6: Standardized, periodic training is provided for evaluators to ensure reliability and accuracy	22.8%	55.0%	56.5%	79.6%	89.9%
	Principle 7: Evaluation results and data are used to inform decisions regarding personnel, employment determinations and human resource policies such as induction, retention, promotion, dismissal, tenure, compensation, completion of educator preparation programs, etc.	48.6%	61.2%	62.5%	80.1%	87.7%
Source: Core Data Screen 18A - Educator Evaluation (data as of 10/01/2016); N=560 districts/LEAs. * 2012 data based on regional alignment activity.						

Goal/Obj.	Educators	Base Year	Current Trend			Missouri	National Comparisons	
G3	Core Content Courses Taught by Highly Qualified Educators/Teachers	2010	2013	2014	2015	Progress (Current Year to 2010)	#10 State	#1 State
	Total Schools	94.7%	96.9%	96.9%	96.9%	↑	99.2%	100.0%
	Elementary High Poverty Schools	92.3%	94.4%	87.8%	94.8%	↑		
	Elementary Low Poverty Schools	98.9%	98.6%	97.7%	99.1%	↑		
	Secondary High Poverty Schools	84.9%	91.3%	83.2%	92.0%	↑		
	Secondary Low Poverty Schools	97.2%	98.2%	95.3%	98.2%	↑		
Source: United States Dept of Education, Improving Teacher Quality State Grants; https://www2.ed.gov/programs/teacherqual/resources.html . Highly Qualified Teacher is defined as state certification, holds a minimum of a bachelor's degree, and demonstrates subject-matter competency. Core Academic Subjects mean English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, art, music, history, and geography [ESEA, Section 9101(11)].								