



Standards Applicable: Standards 1 and 2 – English Language Arts (ELA), Mathematics (MA) only

2018 Updated Policy – In the fall of 2018, for the **2018 APR (2017-18 School Year)**

- a. If the 2018 points earned are the same or better than the 2017 Summary APR Points (*inclusive of Hold Harmless if applicable*), the 2018 APR will use the 2018 points earned, and the district/charter school will exit HH status permanently. If the 2018 points earned are less than 2017 points earned, then the 2018 Adjusted APR becomes
 - i. $((2017 \text{ pts earned}) * (2/3)) + ((2018 \text{ pts earned}) * (1/3))$. If a district/charter school uses the adjusted APR method for 2018, the adjustment will be available for use for the 2019 APR

2019 Updated Policy – In the fall of 2019, for the **2019 APR (2018-19 School Year)** and only those districts/charter schools still using adjusted

- a. If the 2019 points earned are the same or better than the 2018 Adjusted APR, then the 2019 APR will use the 2019 points earned, and the district will exit HH
- b. If the 2019 points earned are less than the 2018 Adjusted APR, then the 2019 Adjusted APR becomes $((2018 \text{ pts earned adjusted}) * (1/3)) + ((2019 \text{ pts earned}) * (2/3))$

2020 Updated Policy – All districts have completed the transition for ELA and MA

Standards Applicable: Standards 1 and 2

2018 Science: No data available from the grade level and EOC field tests. APR drops by 20 points. Points return in 2019

2019 Social Studies: No data from the EOC field tests. APR drops by 10 points, returns in 2020

Standards Applicable: Standard 2 Subgroup Achievement

Change Free/Reduced to Direct Certification for the F/R lunch group (super subgroup inclusion)

Standards Applicable: Standards 3*1-3 and Standard 3*4 College and Career Readiness

Exclude students who are coded both G03 (typically students who graduate meeting IEP goals) **and** MAP-A. These students will continue to be counted in standard 3*5-6 Placement

ACCUPLACER® scores will be accepted as an additional method to meet Standard 3*1-3

Standard Applicable: Standard 4 Attendance

The proportional attendance rate calculation will be modified to mirror calculations used for Standard 3

Attendance Rate	Weight Applied
90.0%	1.0
87.5%	.5
85.0%	.25

Standard Applicable: Standard 5 Graduation Rate

Exclude students who have been reported as G03 from the 4-, 5-, 6-, and 7-year grad rates

Additionally, DESE will make several additions to the reporting structure for the 2018 APR. These additions will be reported behind the secure login screen only:

1. DESE will begin reporting the performance of individual subgroup achievement for any subgroup of 10 or more students. These subgroups will include the following: Black (not Hispanic), Asian/Pacific Islander, Hispanic, American Indian/Alaska Native, White (not Hispanic), and Multi-Racial
2. DESE will report the sum of Standard 1 + Standard 2 separately from the sum of Standard 3 + Standard 4 + Standard 5, as high performance in Standards 3-5 has the effect of masking low performance in Standards 1-2
3. DESE has begun the first stages of development of a Success Ready Graduate metric and report that may be used in MSIP 6. As with all other development drafts, this item will be reported in the secure environment only
4. DESE will report the number of students who graduated and have been reported in MOSIS/Core Data as G03

Building APR reports will show data only for both Standard 1 and Standard 2 due to the exclusion of A1 and E2 in 2017, the new assessments in 2018 for ELA and MA, as well as the SC field test

Refer to Administrative Memo QS-18-002 released on 3/28/18 for more detailed information

ESSA Information

- ESSA Plan approved by U.S. Department of Education (USED) January 16, 2018
- Identification of buildings for the first time late fall 2018 based on prior three years data
- DESE has submitted the following to USED:
 - Waiver from the 1% participation rates for students taking the MAP-A assessment
 - Waiver Requests for reporting requirements – ELA, MA and SC data
 - Waiver to continue “Right Test, Right Time” for mathematics
 - Waiver to extend the timeline to begin reporting per pupil and building level expenditures
 - Planned - Waiver of the timeline for school identification
- **Comprehensive Support & Intervention (CSI)** - lowest 5% of buildings receiving T1 funds
 - ELA+MA MPI combined (3 years) - converted to NCE, x 4 (*x5 if EL n <30*)
 - Growth for ELA and Math - converted to NCE, x 3 (*x3.75 if EL n <30*)
 - Title I HS will replace Growth with Graduation Rate - converted to NCE, x 3 (*x3.75 if EL n <30*)
 - EL acquisition— converted to NCE, x 2 (*no weight if EL n <30*)
 - Attendance rate - converted to NCE, x 1 (*x1.25 if EL n <30*)
 - Sum of the above then ranked to find bottom %5. Will be about 62 buildings
 - Graduation Rate for high schools regardless of T1 status – less than 67%
 - Buildings that fail to exit Targeted Support & Intervention (TSI)
- **Targeted Support & Intervention (TSI)** - identified by subgroups
 - In all buildings, each subgroup is compared to bottom 5% Comprehensive list
 - If a subgroup performs like a Comprehensive building, then that building is considered Targeted
- **Exit Criteria Comprehensive**— long term goals and interim progress equal to or greater than average step size (page 78 of ESSA Plan) for all students. Two out of three years to exit
- **Exit Criteria Targeted** – progress equal to or greater than the step size for the identified subgroup

Additional information will be available in the release of the 2018 Comprehensive Guide to the Missouri School Improvement Program. If you have additional questions, please feel free to contact jocelyn.strand@dese.mo.gov or by phone at 573-751-4104 or kevin.freeman@dese.mo.gov or by phone at 573-751-4426.