

# Committee of Practitioners

2-25-19



# Welcome

- Introductions
- Housekeeping Issues

# Equitable Services for Nonpublic Under Title II, State Activities

- Description of Statewide Activities
  - Beginning Teacher Assistance Programs
  - Teacher Academy
  - Teacher Academy Graduate Program
  - Missouri Leadership Development System
  - Equity Lab Training
- Description of Nonpublic Participation Opportunities
- COP Feedback

# Contact Us

- Paul Katnik 573-751-2931
- Craig Rector 573-526-3232

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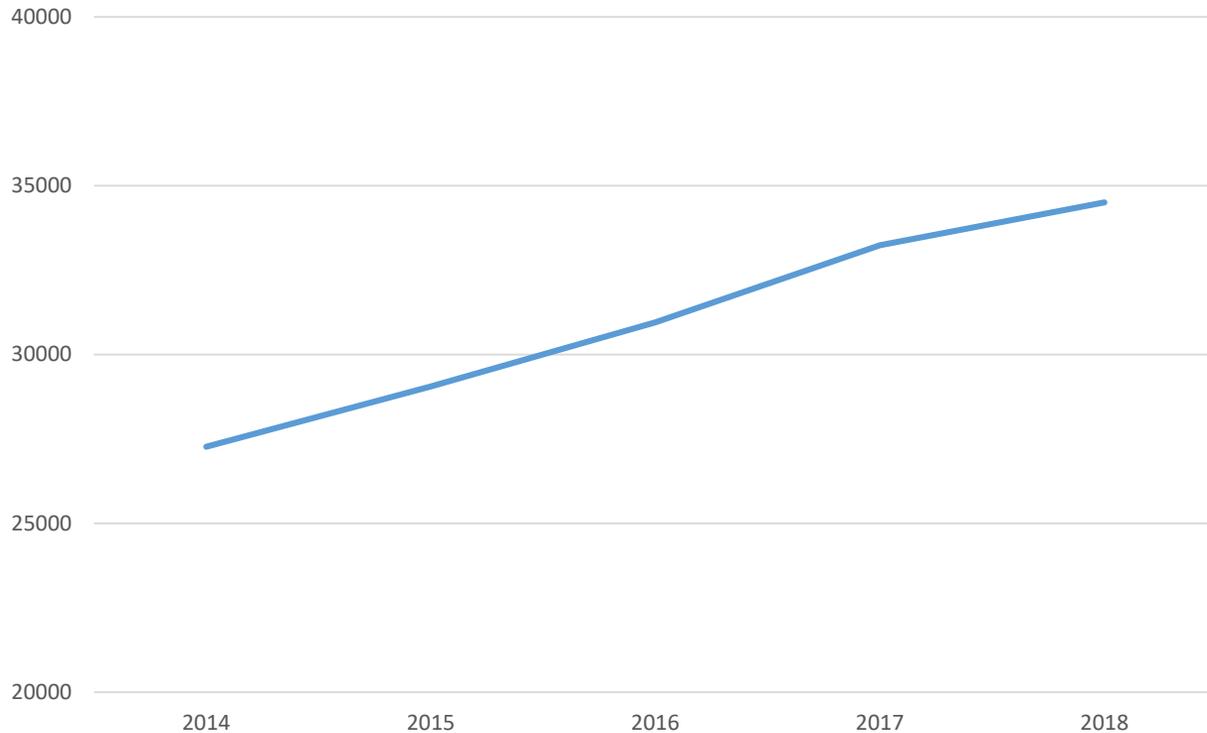
# English Learners

2-25-19

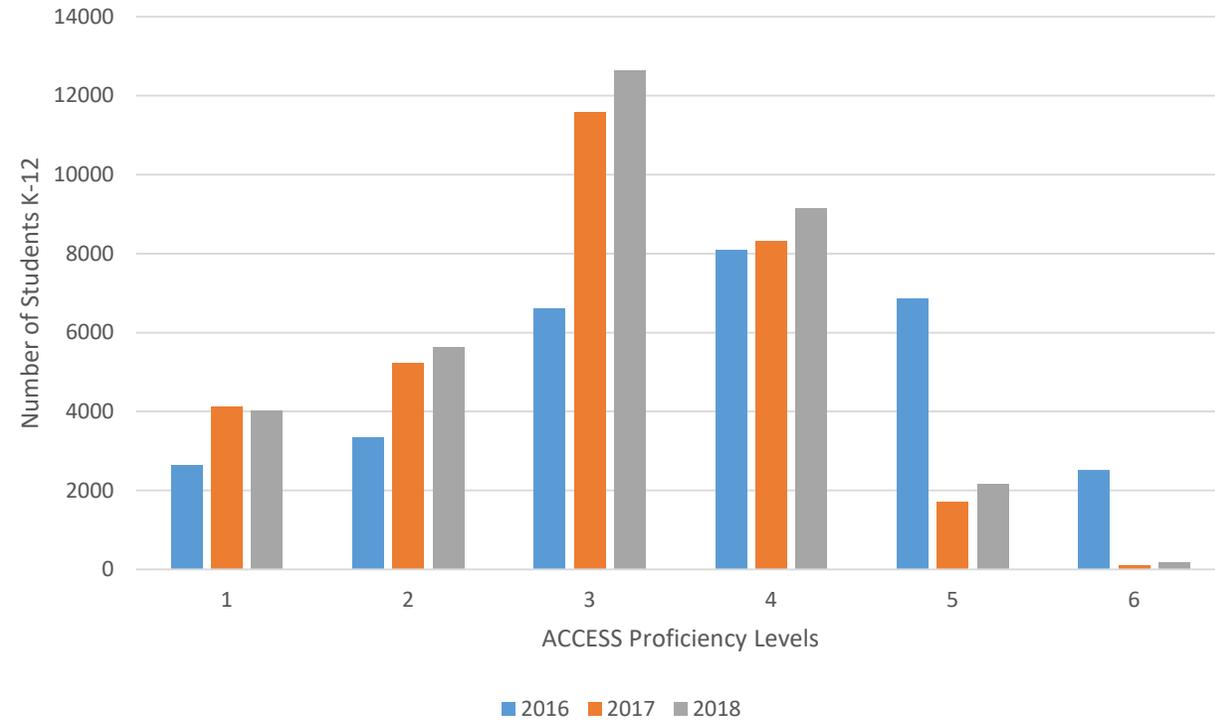
Committee of Practitioners



ELs in Missouri



K-12 ACCESS



### MO ESOL Teachers:

Statewide EL Student to EL Teacher Ratio – 49:1

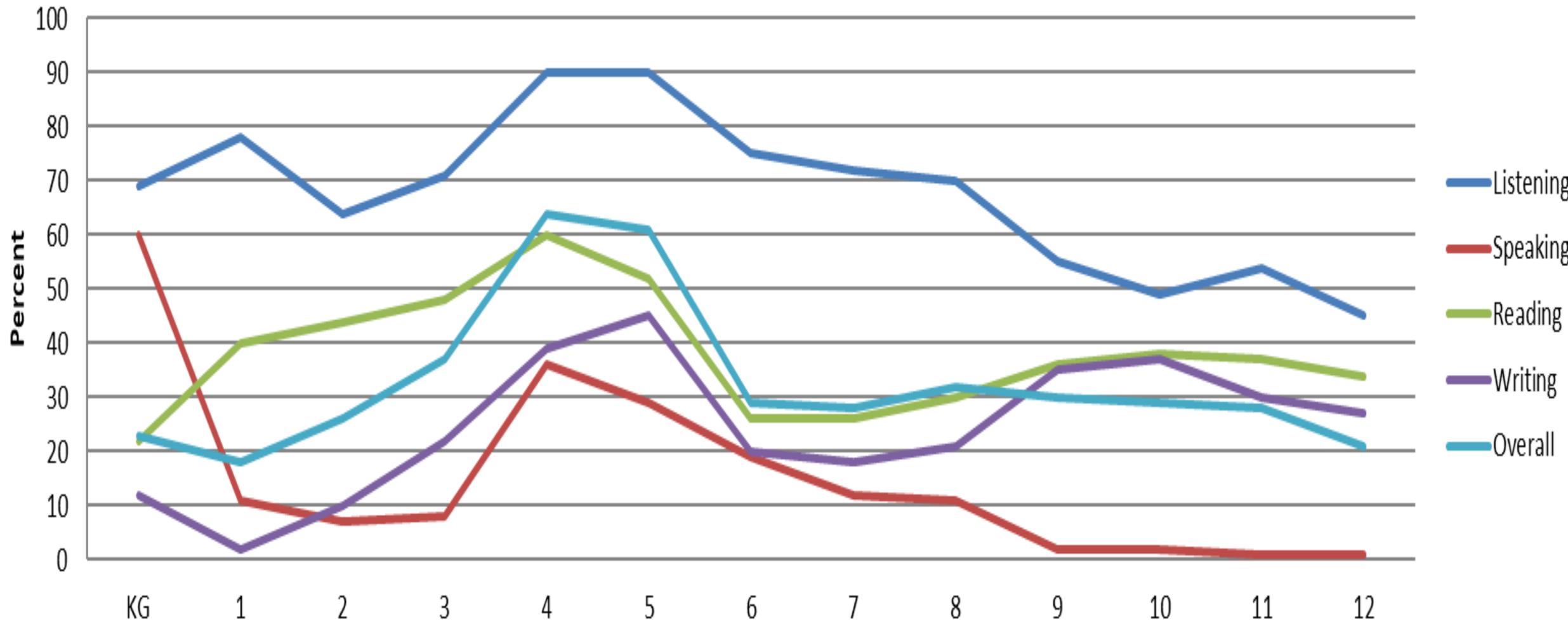
Statewide EL Student to EL Teacher Ratio (>20) – 39:1

Highest EL Student to EL Teacher Ratio – 103:1

State Rule - >20 districts must hire ESOL endorsed teacher

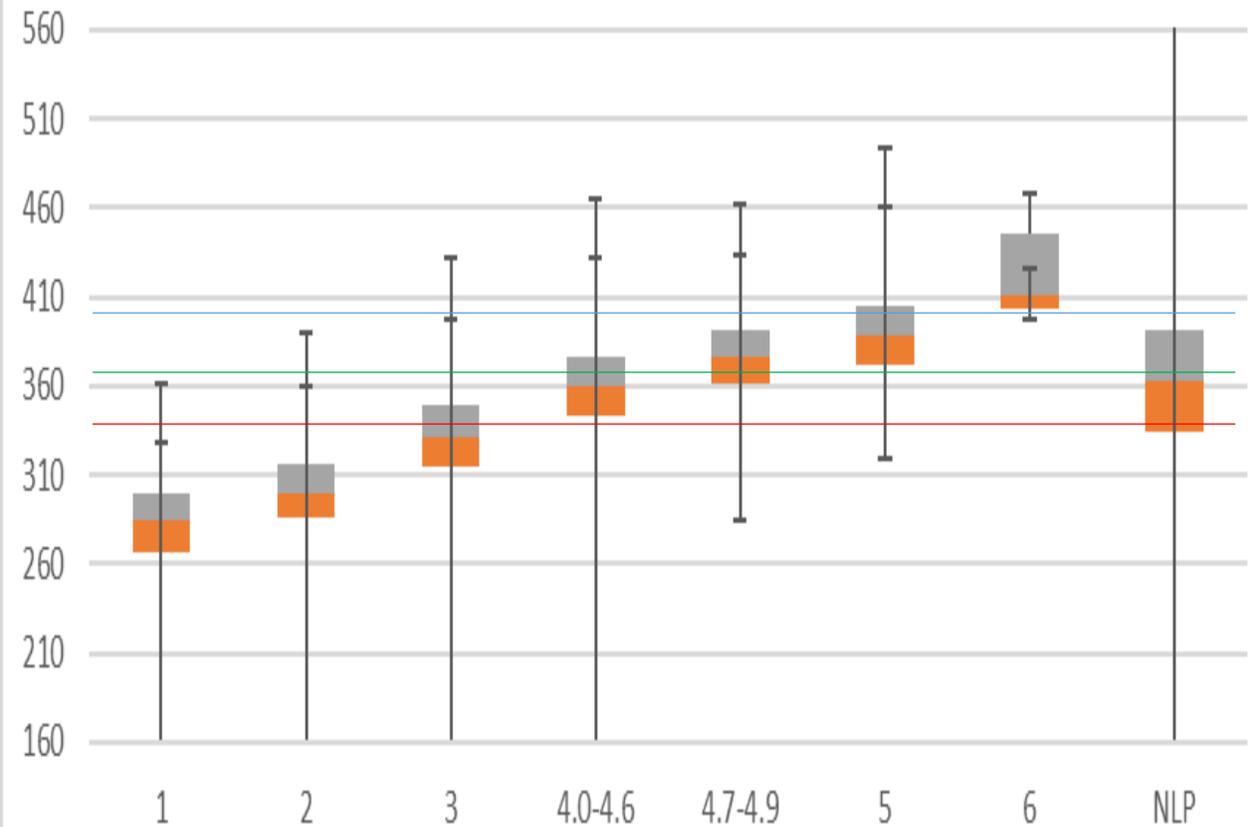
Missouri's expectations of ELP changed dramatically beginning with the 2017 administration of ACCESS.

## 4 or higher

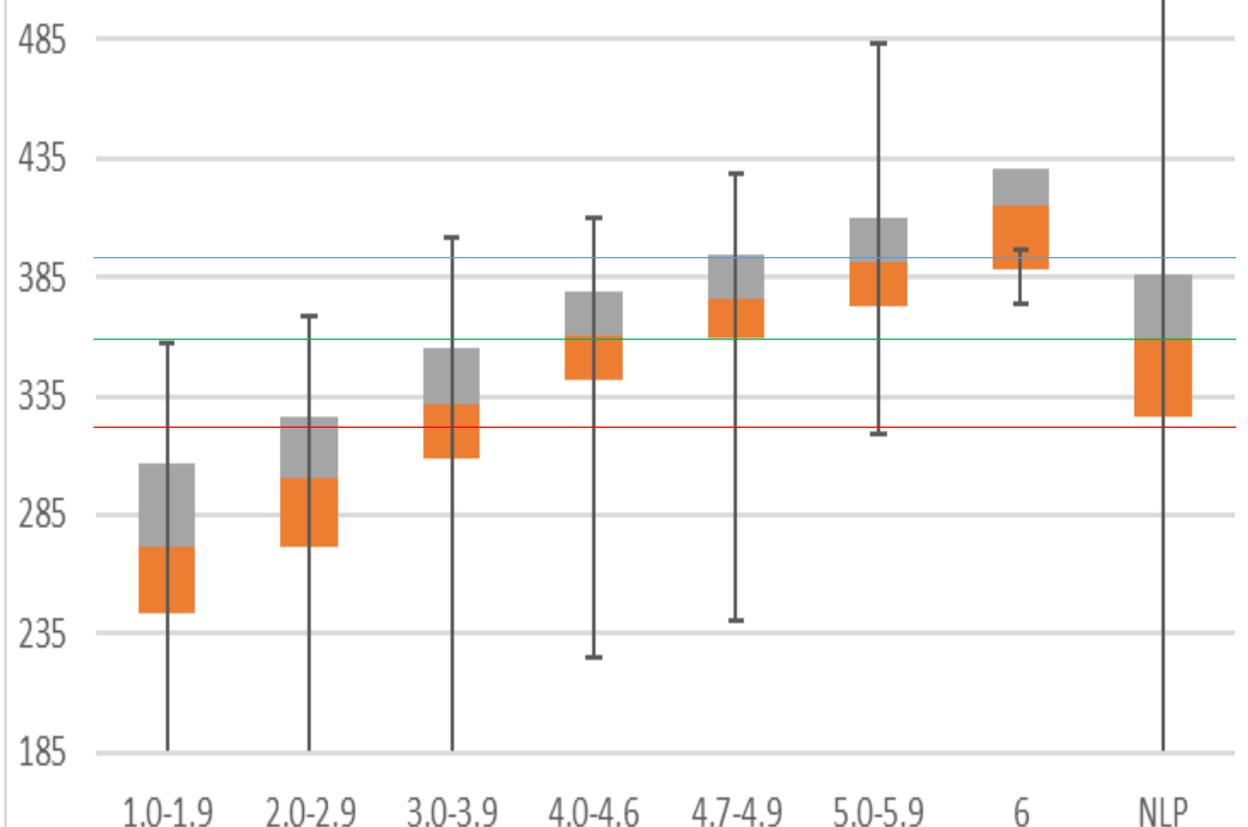


- The boxplots show how students who scored at proficiency level ranges on ACCESS in 2018 performed on ELA and Math Grade Level Assessments.
- The horizontal axis is the ACCESS score ranges.
- The vertical axis are scale scores for the grade level assessments.
- Three colored horizontal lines appear on the graph. They represent the minimum score to achieve basic (red), proficient (green) and advanced (blue).
- The graphs show the quartiles for ELs on ELA and Math grade level assessments, the range and the mean.

### 3<sup>rd</sup> ELA



### 3<sup>rd</sup> Math

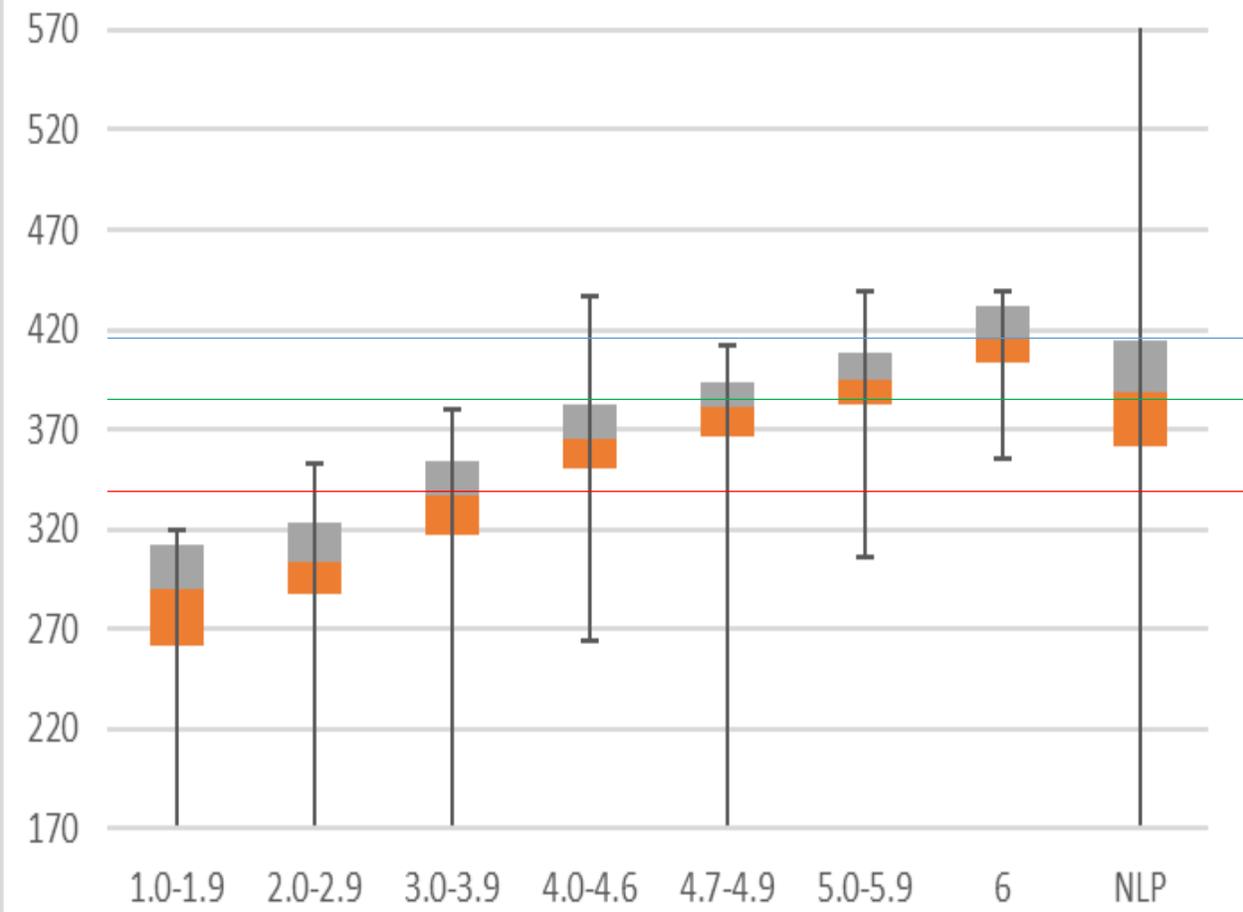


	1	2	3	4.0-4.6	4.7-4.9	5	6	NLP
Min	160	160	160	160	284	319	398	160
Q1	267	286	314	344	362	372	403.5	334
Median	285	300	332	360	377	389	411	363
Q3	299	316	349	377	390	405	445	391
Max	361	390	432	465	462	493	468	675
Mean	306	243	341	301	361	395	433	
Range	201	230	272	305	178	174	70	

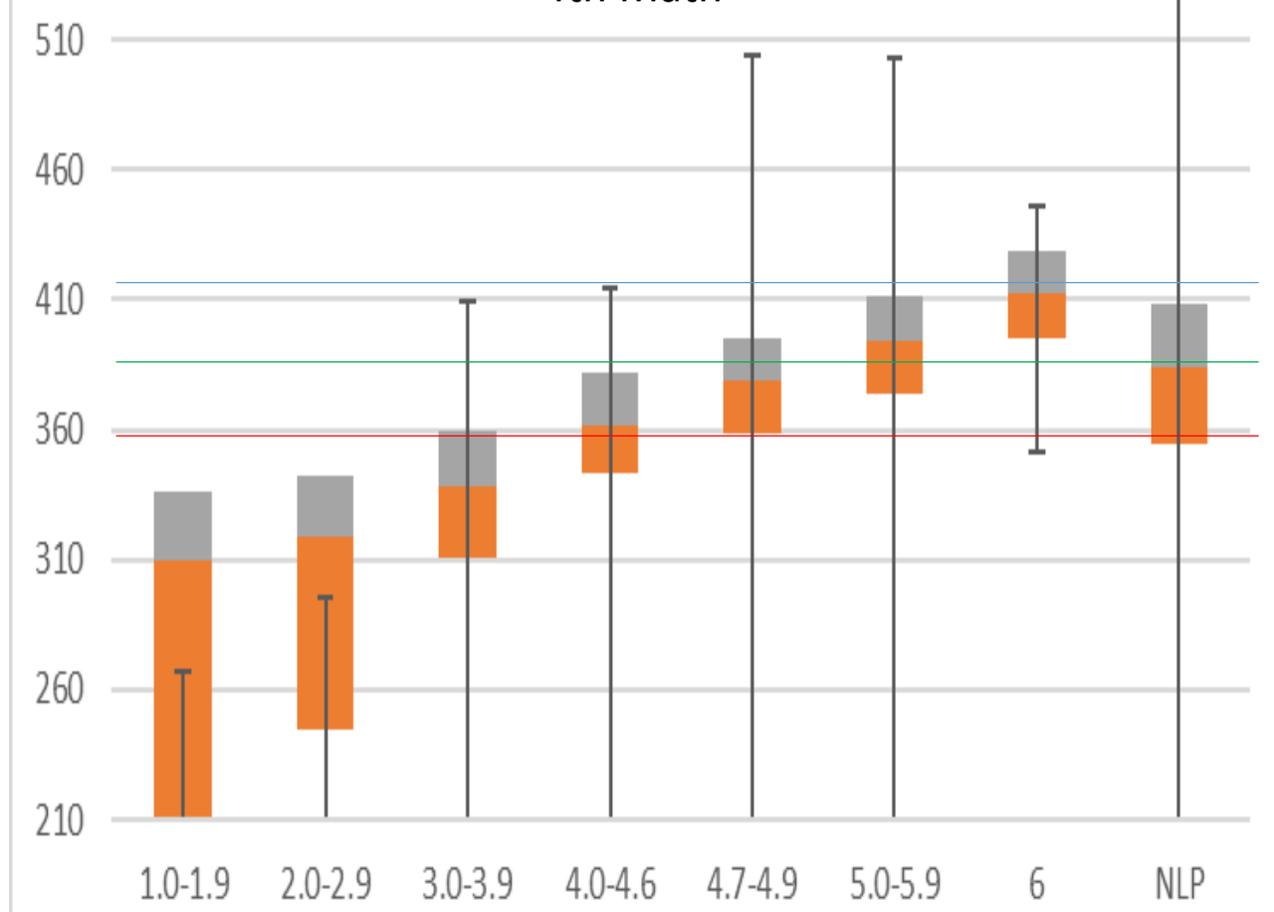
- 2<sup>nd</sup> Quartile
- 3<sup>rd</sup> Quartile
- Minimum score for Advanced
- Minimum score for Proficient
- Minimum score for Basic

	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.6	4.7-4.9	5.0-5.9	6	NLP
Minimum	185	185	185	225	241	319	374	185
Q1	244	271	309	342	359	373	388.5	326
Median	272	300	331	360	376	391	415	359
Q3	307	326	355	379	394	410	430.25	386
Max	420	424	448	447	463	520	438	704
Mean	271	293	337	367	361	397	402	
Range	235	239	263	222	222	201	<sup>9</sup> 64	

### 4<sup>th</sup> ELA



### 4th Math

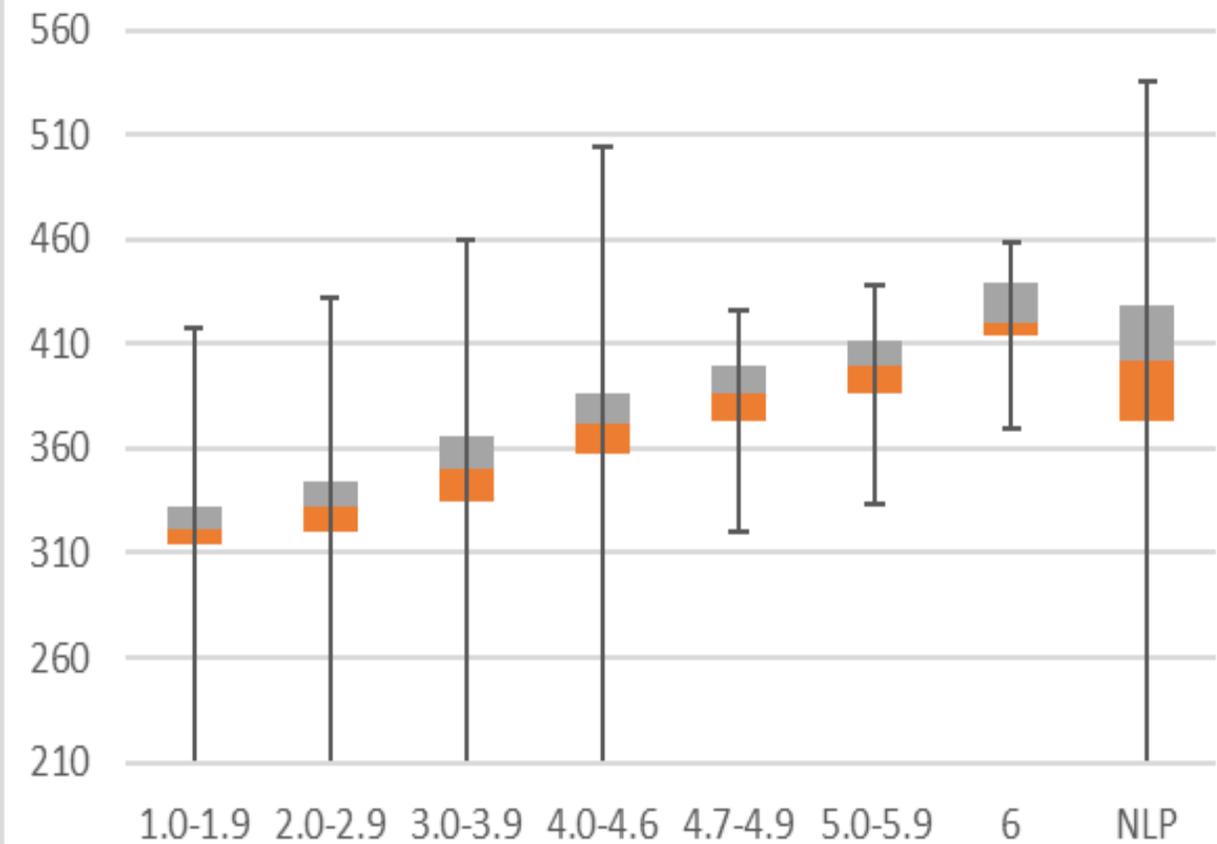


	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.6	4.7-4.9	5.0-5.9	6	NLP
Minimum	170	170	170	264	170	306	355	170
Q1	262	287	317.5	350	367	382	404	361
Median	290	304	337	365	381	395	416	389
Q2	312	323	354.5	382	393	408	432	414
Maximum	369	389	417	469	438	465	467	799
Mean	269.5	308	293.5	371.5	377	395	411	

- 2<sup>nd</sup> Quartile
- 3<sup>rd</sup> Quartile
- Minimum score for Advanced
- Minimum score for Proficient
- Minimum score for Basic

	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.6	4.7-4.9	5.0-5.9	6
Minimum	210	210	210	210	210	210	351
Q1	210	244.25	311	343	359	374	395
Median	310	319	338	362	379	394	412
Q3	336	342	360	382	395	411	429
Maximum	393	393	458	454	540	540	480
Mean	363	301.5	319	332	421.5	324.5	415.5

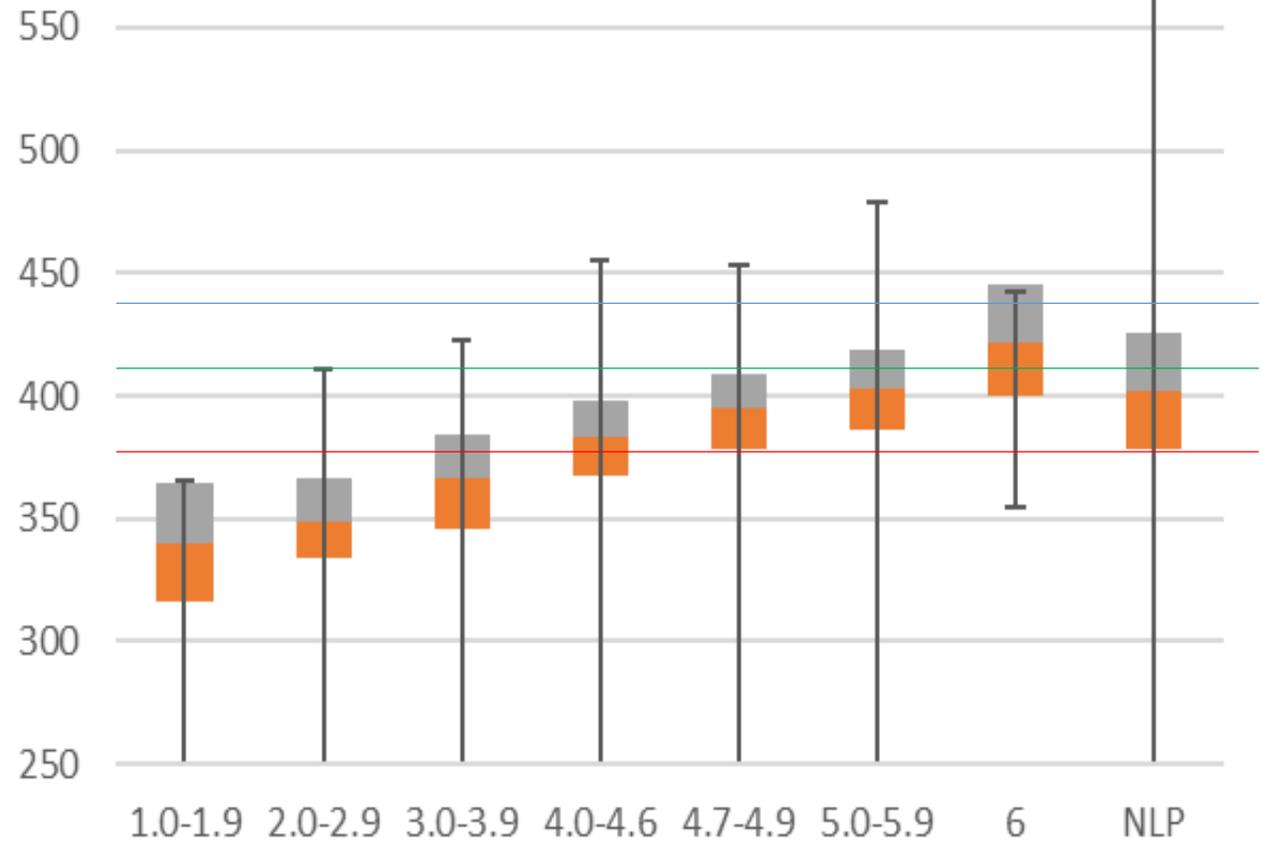
### 5th ELA



	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.6	4.7-4.9	5.0-5.9	6	NLP
Minimum	210	210	210	210	320	333	369	210
Q1	314	320.75	335	357	373	385.75	414	373
Median	321	332.5	350	372	386	400	420.5	402
Q3	332	344.25	366	386	400	411	439.25	428
Maximum	409	433	442	456	466	462	471	811
Mean	330	328.5	371	375	399.5	395.5	420	

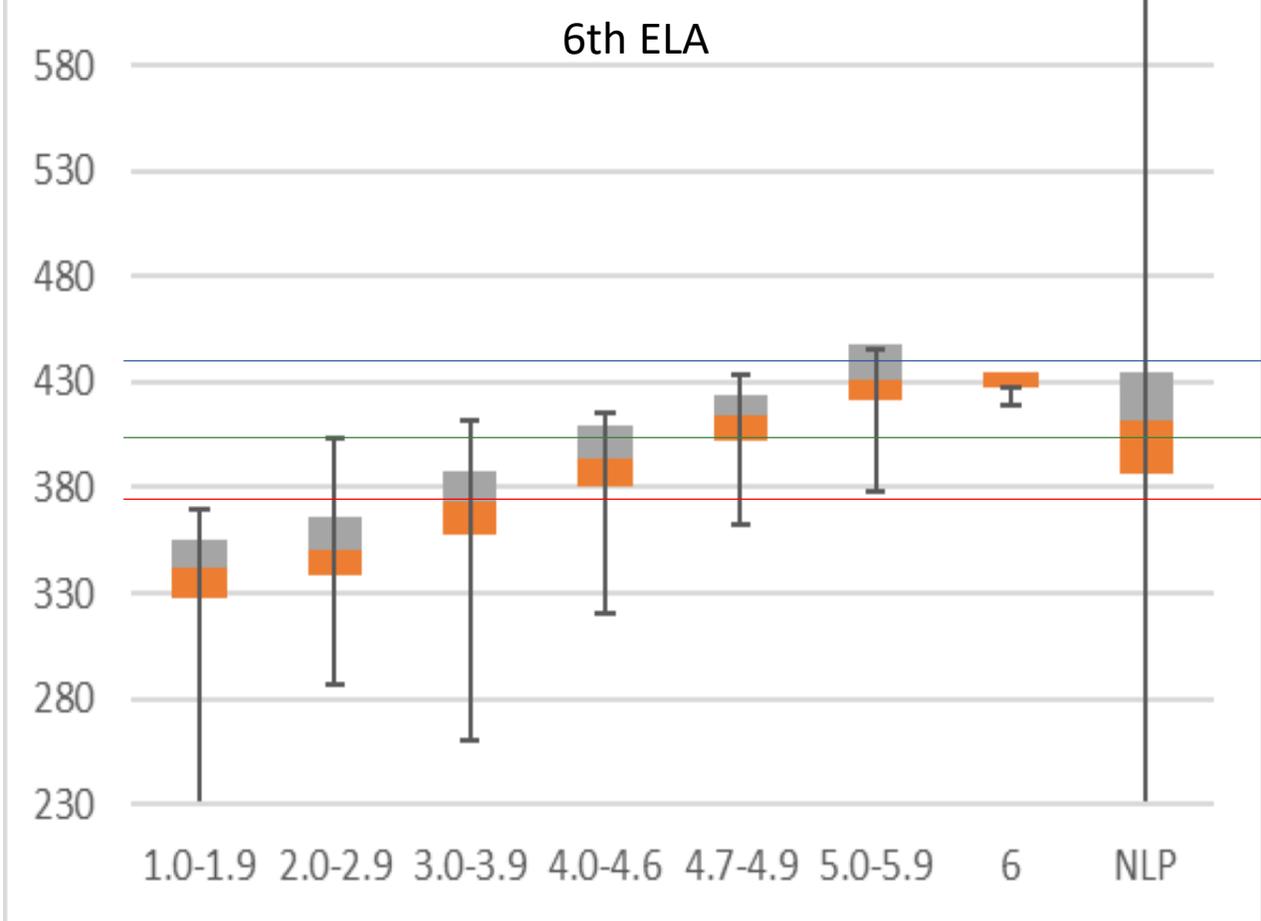
- 2<sup>nd</sup> Quartile
- 3<sup>rd</sup> Quartile
- Minimum score for Advanced
- Minimum score for Proficient
- Minimum score for Basic

### 5th Math

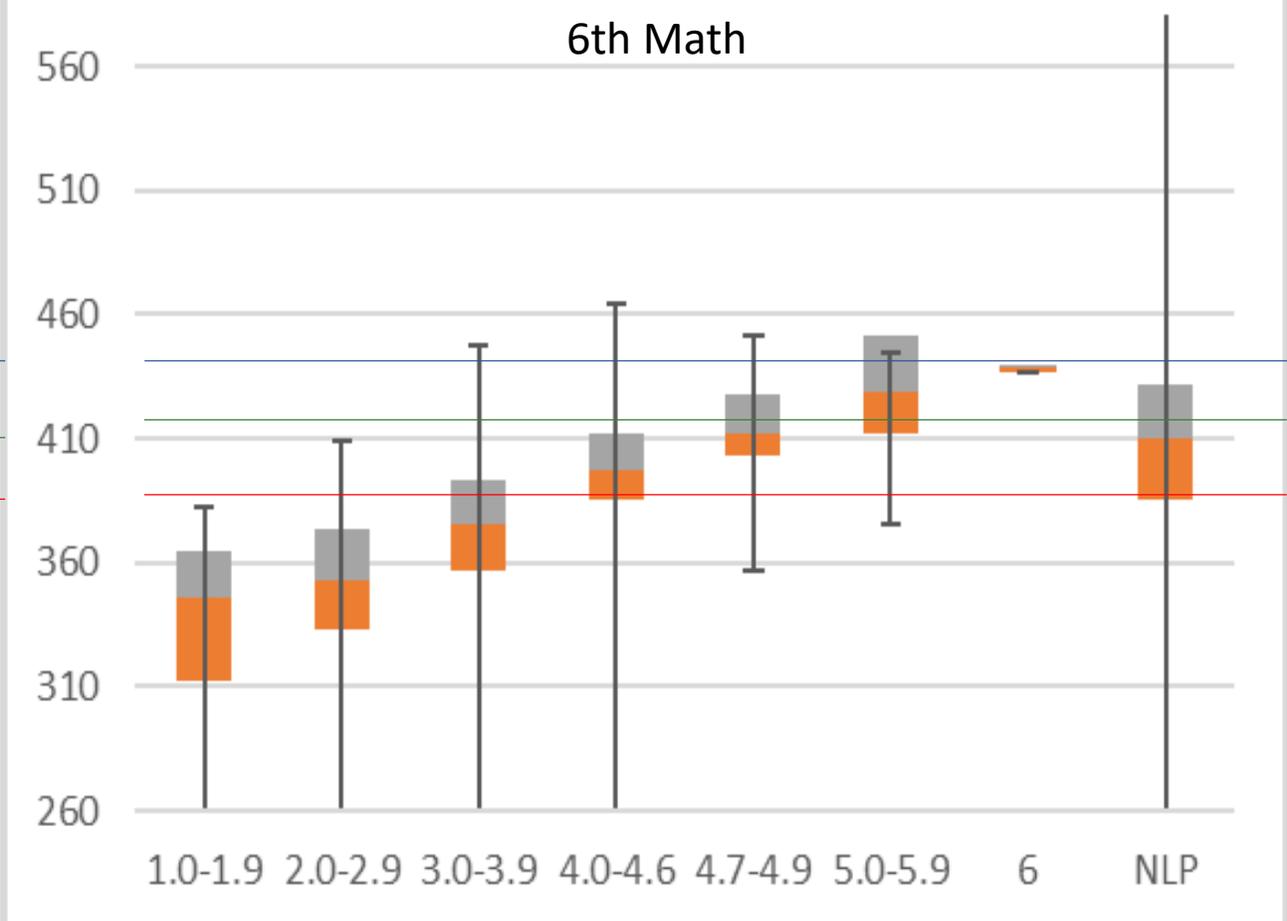


	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.6	4.7-4.9	5.0-5.9	6	NLP
Minimum	250	250	250	250	250	250	355	250
Q1	316	334	346	367	378	386	400	378
Median	340	349	366.5	383	395	402.5	422	402
Q3	364.75	366.25	384	398	409	419	445	426
Maximum	414	443	461	486	484	512	487	812
Mean	376	346.5	354	358.5	358.5	386	421	

### 6th ELA



### 6th Math

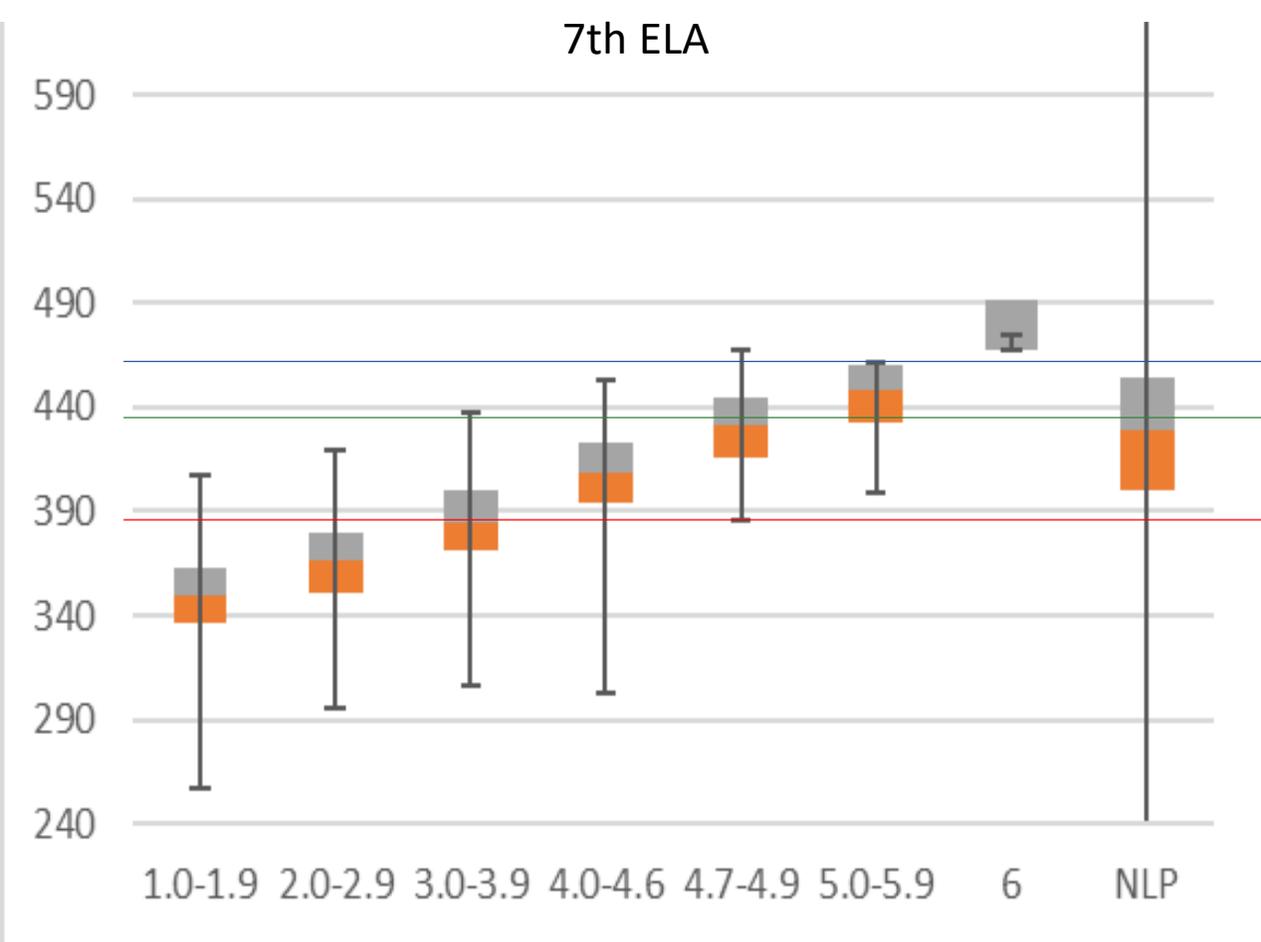


	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.6	4.7-4.9	5.0-5.9	6	NLP
Minimum	230	287	260	320	362	378	419	230
Q1	328.25	338	358	381	402	421.5	427	387
Median	342	351	373	394	414	431	435	412
Q3	355	366	388	409	424	448	435	435
Maximum	397	432	442	443	456	472	435	862
Mean	353.5	346.5	299	394	413	429.5	427	

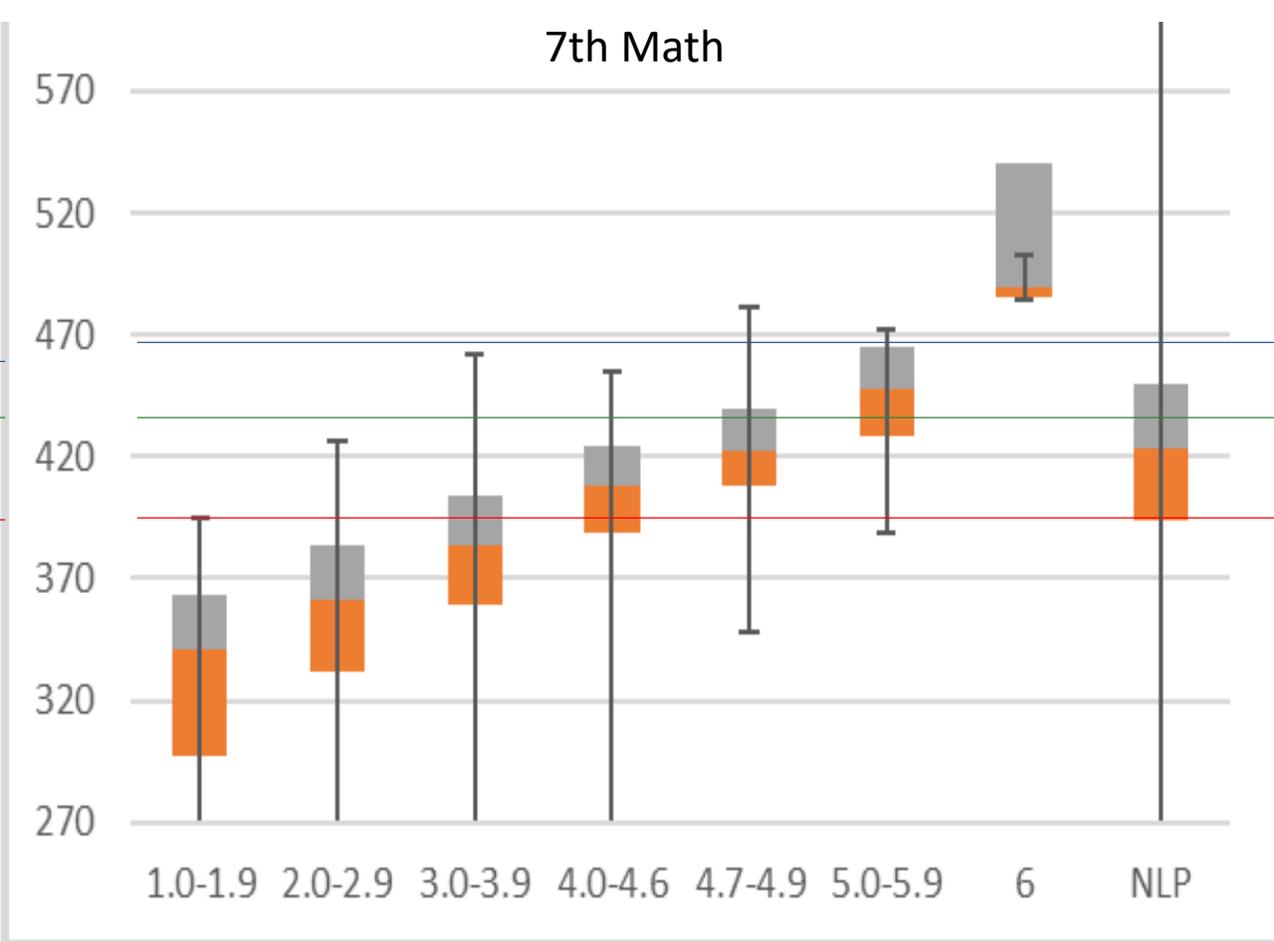
- 2<sup>nd</sup> Quartile
- 3<sup>rd</sup> Quartile
- Minimum score for Advanced
- Minimum score for Proficient
- Minimum score for Basic

	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.6	4.7-4.9	5.0-5.9	6	NLP
Min	260	260	260	260	357	376	437	260
Q1	312.25	333	357	385	403	412.5	437	385
Median	346	353	376	397	412.5	429	438.5	410
Q3	365	374	393	412	428	451.5	440	432
Max	435	450	484	491	476	484	440	818
Mean	347.5	346.5	349	393.5	419.5	426.5	438.5	

7th ELA



7th Math

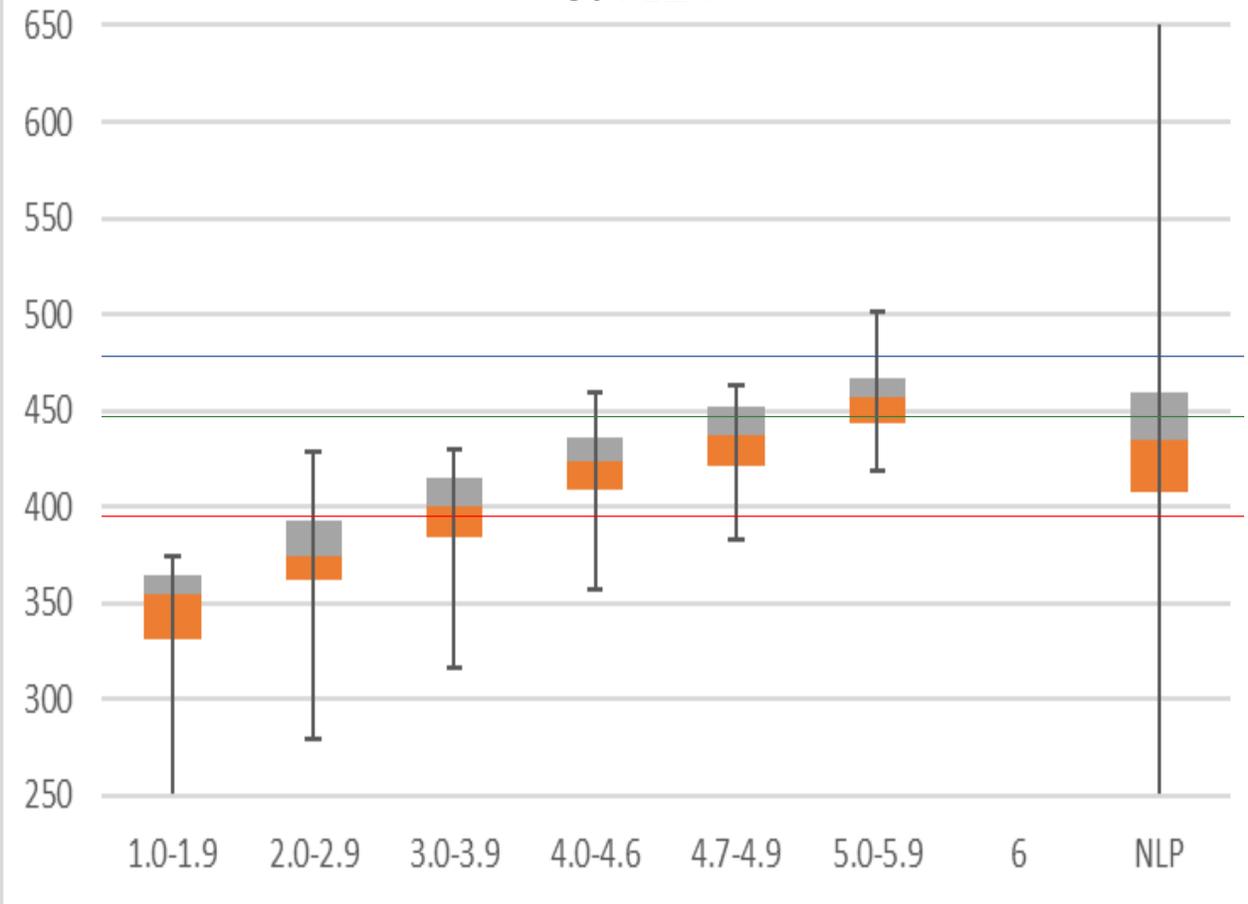


	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.6	4.7-4.9	5.0-5.9	6	NLP
Min	257	295	306	303	386	399	467	240
Q1	337	351	371	394	415.5	433	467.25	400
Median	350	366	385	409	431	448	468	429
Q3	363	380	400	423	445	460.25	491.25	454
Max	433	448	466	482	497	489	499	879
Mean	370.5	376.5	400.5	407.5	440	436.5	478	

- 2<sup>nd</sup> Quartile
- 3<sup>rd</sup> Quartile
- Minimum score for Advanced
- Minimum score for Proficient
- Minimum score for Basic

	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.6	4.7-4.9	5.0-5.9	6	NLP
Min	270	270	270	270	348	389	484	270
Q1	297	332	359.5	389	408.25	428.75	485.25	394
Median	341	361	384	408	422	448	489	423
Q3	363.5	384	404	424	440	465	540.75	450
Max	461	478	507	490	513	508	558	886
Mean	381	352	364.5	368	440	448.5	510	

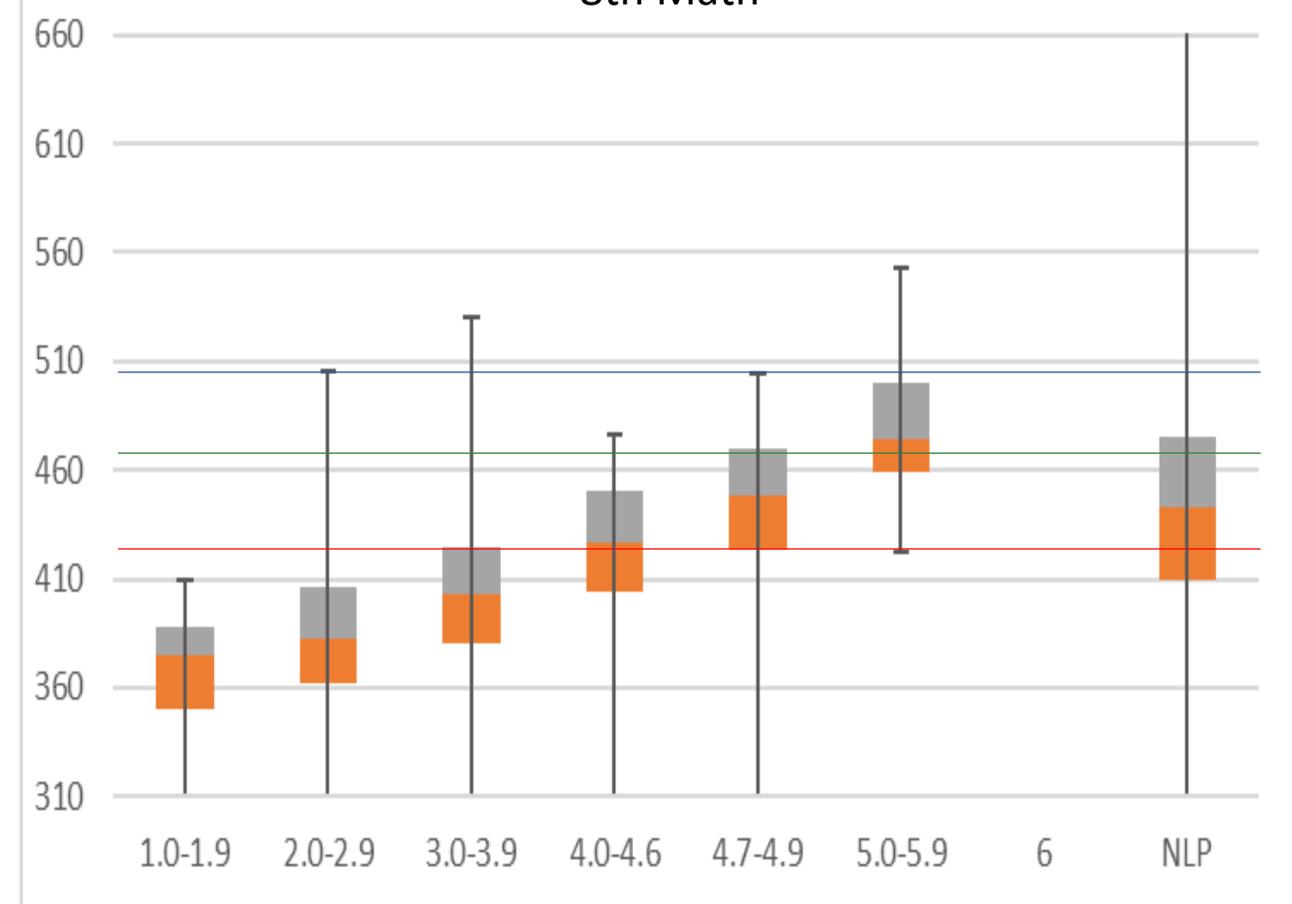
### 8th ELA



	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.6	4.7-4.9	5.0-5.9	6	NLP
Min	250	280	316	357	383	419		250
Q1	331	362	384	409	421.75	444		408
Median	355	375	400	424	437	457		435
Q3	365	393	415	436	452	467		460
Max	408	460	461	486	494	525		941
Mean	344.5	365.5	405.5	421.5	441	447.5		

- 2<sup>nd</sup> Quartile
- 3<sup>rd</sup> Quartile
- Minimum score for Advanced
- Minimum score for Proficient
- Minimum score for Basic

### 8th Math



	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.6	4.7-4.9	5.0-5.9	6	NLP
min	310	310	310	310	310	422		310
Q1	350	362	380	404	423	459.5		409
Median	375	382	403	427	448	474		443
Q3	388	406	424.75	450	470	500		475
Max	448	550	575	522	551	593		1028
Mean	376.5	399	406.5	414.5	429	520		



**U.S. Department of Justice**  
*Civil Rights Division*



**U.S. Department of Education**  
*Office for Civil Rights*

## **Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs**

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### ***Staffing and Supporting an EL Program***

- EL students are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.
- School districts must have qualified EL teachers, staff, and administrators to effectively implement their EL program, and must provide supplemental training when necessary.

- LEAs must provide the personnel necessary to effectively implement EL programs.
- Necessary personnel include teachers who are qualified to provide EL services, core-content teachers who are highly qualified in their field as well as trained to support EL students, and trained administrators who can evaluate these teachers.
- SEAs must ensure that LEAs have qualified teachers and administrators for their EL programs.

- New Jersey – Three year and five year plan resulting in class sizes of no more than 15 to 25 (depending on proficiency level) taught by ESL-certified staff. Plan includes plans to include EL instruction in all curriculum.
- California, Texas, Florida – All teachers must have ESL certification.
- Kansas – If a teacher (any teacher) has an EL, that teacher must be certified or seeking certification or the district loses state aid for that student.
- OCR - EL Student/EL Teacher Ratio must not be greater than 30:1.

- Tennessee – All students who are pre-functional, beginning or intermediate level shall receive 1 to 2 hours per day of direct ESL service from a teacher who holds an ESL endorsement. Students at higher levels will receive tailored services from a teacher who holds an ESL endorsement. ELs at the high school level shall receive ESL instruction from a teacher who holds an ESL endorsement. Two (2) ESL credits may be counted toward the four (4) English credits required for graduation. Additional ESL courses shall be counted as elective humanities credits.

- How will Missouri satisfy the requirement that all ELs must receive adequate instruction from an ESL-certified instructor?
- How will Missouri verify that all Administrators supervising EL programs are qualified to evaluate those programs?
- What changes, if any, need to be made in pre-service programs?

# Contact Us

- Shawn Cockrum 573-751-8280

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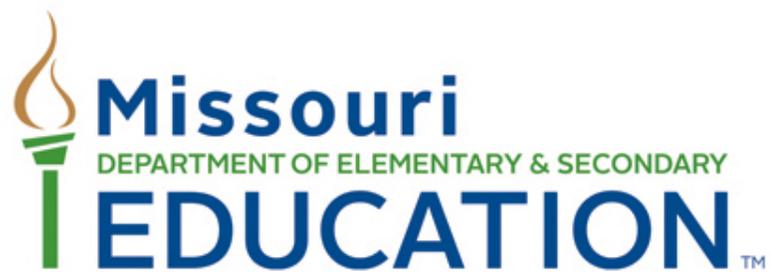
# Nonpublic Consultation Forms

- Statement of Nonpublic School Consultation and Participation
- Public/Private Design for Educational Service
  
- COP Feedback

# Contact Us

- Julie Cowell 573-751-8289
- Theresa Villmer 573-526-4365

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# Every Student Succeeds Act (ESSA)



# ESSA Implementation

- ESSA requires states have a statewide accountability plan, with long-term and interim progress goals for all students and specific disaggregated groups.
- Missouri's ESSA plan—approved January 16, 2018
- ESSA requires states to identify schools for Comprehensive and Targeted Support and Improvement.
- Identification in 2019

# Identifying Comprehensive Schools

- Index Score
- High Schools:
  - High schools with a four-year adjusted graduation rate of 67% or below
- Targeted Schools that Fail to Meet Exit Criteria:
  - Schools that fail to meet the exit criteria for Targeted Support and Intervention

# What Happens After a School Has Been Identified as Comprehensive?

- Comprehensive schools work with a Regional School Improvement Team (RSIT) - focus combining state and local supports for improvement and self-accountability
- The process starts with a needs assessment, a root cause analysis, and rank ordering priorities and is followed by the development, implementation, and monitoring of a Comprehensive School Improvement Plan (CSIP)

## CONTINUOUS IMPROVEMENT SYSTEM

### THEORY OF ACTION:

Improved student  
learning for every  
student in every school.



# State Delivered Services and Supports

- Regional School Improvement Team (RSIT)
- School Improvement Management Team
  - School Improvement Facilitator
  - Curriculum Review and Improvement Specialists (limited to content areas used in identification)
  - Site Visits
- Missouri Leadership Development System (MLDS)
- Missouri Model Districts (MMD)
  - Data Driven Decision Making
  - Professional Development
- Equity Labs
- MELL Services/Special Ed Planning

# Funding

- \$23.4M Available for SY2019-20
- \$6M reserved for state activities for comprehensive schools
- \$1.5M reserved for state activities for targeted schools
- \$15.9M for flow-through for comprehensive schools

# Proposed Grant Awards for Comprehensive Schools

- Proposed method of distribution per identified school:
  - \$50,000 base + prorated amount based on student enrollment
  - \$400,000 maximum per identified school
- Will fund 64 schools in 28 districts and/or charter schools
  - Minimum award is \$65,000
- SY2020-21 Funding will likely be reduced

# Timeline for Implementation

- May 31, 2019, First draft of plan due to Area Supervisors
- June 11, 2019, All Plans due to Department by close of business
- June 17, 2019, Final Review of Comprehensive Plans with Notification of Change
- June 28 , 2019, All Revisions to Comprehensive School Plans approved by Area Supervisor and other department staff
- June 28, 2019, Submit 1003(a) School Improvement Application (budget)
- July 1, 2019 Comprehensive Schools begin Implementation of Accountability Plans

# Identifying Targeted Schools

- Schools with one or more subgroups performing as low as the lowest 5% for all schools

# What Happens After a School Has Been Identified as Targeted?

- Plan Development
- Template
- Role of the Department
- Funding
- Exit

# Contact Us

- Craig Rector 573-526-3232
- Jocelyn Strand 573-751-4104

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# Lunch & Expense Accounts

# Potential Changes to the ESSA State Consolidated Plan

- Identification Methods
- Exit Criteria Changes
- Reset of Goals and Measures of Interim Progress
- Consideration of Reduced n-Size
- Title IV State Activities

# Title I Reallocation Process

- Title I funds are allocated on a formula basis
  - LEA allotment
  - School Improvement 1003 funds
  - SEA Administration
- If the amount awarded is more than the LEA or SEA uses, those excess funds are available to LEAs that can use additional funds.

# Title I Reallocation Criteria

- Section 1126(c) of the ESEA authorizes the SEA to establish the criteria to reallocate excess funds to LEAs.
- Eligible LEAs are those that did not have funds in excess of the carryover limitation in the prior year.
- Since reallocated funds increase the amount of carryover, they are limited to the maximum amount allowed without exceeding the 15% carryover limitation.

# Title I Reallocation Policy under NCLB

- Excess funds will be made available for reallocation to eligible LEAs. Eligible LEAs are those with Focus and Priority schools not funded with SIG Cadre 4. Eligible LEAs are those that did not have funds in excess of the carryover limitation. The Department will use Focus and Priority building enrollment to reallocate excess funds to eligible LEAs.

# Title I Reallocation Policy under ESSA

- With the transition from NCLB to ESSA, we are proposing a change to our reallocation policy. Instead of awarding funds to LEAs newly identified Comprehensive schools, we propose reallocation to all eligible LEAs. The reallocated funds would be awarded by formula in proportion of the LEA Title I allocation in 2017-2018.

# Preference Going Forward

We are soliciting your opinion for process under ESSA.

Should Title I reallocation funds be awarded to:

- All eligible LEAs across the State, or
- Identified Comprehensive and/or Targeted schools?

# Title I Supplement Not Supplant

- ED released draft guidance for public comment on January 25, 2019
- <https://www2.ed.gov/policy/elsec/leg/essa/snstitleguidance.pdf>

# Title I Supplement Not Supplant (SNS)

The ESEA requires an LEA to use Title I funds only to **supplement** the funds that would, in the absence of those Title I funds, be made available from State and local sources for the education of students participating in Title I programs, and not to supplant such funds.

# Title I Supplement Not Supplant

- To demonstrate compliance with the Title I SNS requirement, the ESEA now requires an LEA to demonstrate that the methodology the LEA uses to allocate State and local funds to its schools ensures that each Title I school receives all of the State and local funds it would otherwise receive if it were not receiving Title I funds.

# Title I Supplement Not Supplant

- Represents a substantial change in determining whether Title I funds are supplemental:
  - Focus is on **allocation** of State and local funds rather than on an activity funded by Title I; and
  - Differs from supplement not supplant requirements of other ESEA programs in which the focus remains on whether an activity supported with Federal funds is supplemental.

# Title I Supplement Not Supplant

- An LEA has significant flexibility in adopting a methodology or using its existing methodology to meet the new SNS requirement. The methodology must:
  - Allocate State and local funds to schools in the LEA;
  - Provide each Title I school the State and local funds it would receive were it not a Title I school – i.e., treat Title I schools neutrally.

# Allocation of State and Local Resources

An LEAs state/local allocation methodology to schools might vary because of

- ❑ grade-span (high school vs. elementary).
- ❑ school size.
- ❑ student needs (EL, newly arrived, special education, etc.).
- ❑ other factors, provided those factors are not based on Title I status.

# Title I Supplement Not Supplant

- An LEA does not have to demonstrate compliance under ESEA if it has:
  - Only one school.
  - All Title I schools.
  - A grade span with a single school or all Title schools (i.e., no methodology is required for this grade span).

# Demonstrate Compliance

- SEAs are not required to approve an LEA's methodology, but the State is required to monitor the LEA's methodology to ensure it is in compliance.

# Proposed Monitoring

We are soliciting your opinion for DESE's process to monitor the 54 LEAs that are required to have the written methodology.

- Should we review all methodologies in 2019;
- Review compliance during the cohort cycles;
- Require an assurance; or
- Other?

# Contact Us

- Pat Kaiser 573-751-8643
- Kim Oligschlaeger 573-751-2641
- [FederalFinancial@dese.mo.gov](mailto:FederalFinancial@dese.mo.gov)

# Other Items

- Future Meetings