

Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as
amended by the Every Student Succeeds Act



U.S. Department of Education
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Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

DRAFT

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position):	Telephone:
Mailing Address:	Email Address:
<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
Authorized SEA Representative (Printed Name)	Telephone:
Signature of Authorized SEA Representative	Date:
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

Introduction

Missouri's Commitment: Ensuring Equitable Access to Opportunity

The Missouri State Board of Education and the Missouri Department of Elementary and Secondary Education (MO-DESE) are dedicated to ensuring that all children have equitable access to opportunities that prepare them for success in school and in life. This priority is reflected in Missouri's strategic plan which includes these goals:

- All Missouri students will graduate college- and-career-ready.
- All Missouri children will enter kindergarten ready to learn.
- Missouri will prepare, develop, and support effective educators.

Missouri's focus on equitable opportunities for all children includes learning opportunities spanning their educational careers from Parents as Teachers programs available in every LEA through access to advanced courses and career and technical education in high school.

Missouri's LEAs represent a wide array of student needs. The 518 school districts and 38 charter schools range in enrollment from 23 students to 25,670 students, enrolling a total of over 900,000 students in preschool through grade 12. The top languages spoken by our English learners include Spanish, Arabic, Vietnamese, Bosnian, and Swahili. One in every eight students in Missouri has an Individual Education Plan (IEP). Student mobility affects continuity of learning in many of our communities. The average mobility rate for the state is 23.3 percent; the highest mobility rate of any LEA is 73.9 percent.

MO-DESE's goals support all children in all LEAs, while targeting resources to those areas with the greatest need and where access to opportunities is a continual challenge.

SCHOOL IMPROVEMENT

The Missouri School Improvement Program (MSIP) is MO-DESE's process for distinguishing the performance of LEAs in valid, accurate and meaningful ways. MSIP was first introduced in 1990 and is currently in its fifth revised iteration. The goal of the system is to promote continuous improvement in the LEAs of the state. Missouri has a dual responsibility for the quality of education provided to its citizens. First, it must ensure that all LEAs meet certain minimum standards. Second, it has a responsibility to see that the LEAs continue to strive for excellence in preparing students for an increasingly competitive world.

MSIP has been the foundation of Missouri school improvement for more than two decades. With each new cycle, stakeholders from across the state have worked to identify and revise metrics that reflect Missouri's priorities and measure school quality and student learning. In the current version, MSIP 5, school districts and charter schools receive Annual Performance Reports (APRs) based on student data in five categories: academic achievement, subgroup academic achievement, attendance, college-and-career readiness and graduation rate. (For Missouri's 88 K-8 LEAs, high school readiness is used in place of graduation rate and college-and-career-readiness.) The academic achievement metrics for both the full population and the subgroup include status, growth and progress. Attendance is measured on the "90/90" principle: 90 percent of the students must be in attendance 90 percent of the time. The college-and-career readiness measures include multiple opportunities for students to demonstrate they are prepared for postsecondary success, including earning qualifying scores on AP or IB courses, dual credit, or industry-recognized credentials. In addition, each LEA submits 180-day follow up data on their graduates.

MO-DESE provides support and resources to LEAs through the MSIP: Support and Intervention Plan.

This plan takes a differentiated approach to state support based on student needs and LEA performance. Resources and tools are provided to LEAs online, and MO-DESE directs technical support where it is most needed using these resources and tools. The following principles are central to the development of this plan:

- A focus on children and families
- High expectations for all students
- Access to high-quality schools for every child
- Solutions to meet the needs of each LEA and community
- Early intervention and prevention

The instructional improvements in the MSIP: Support and Intervention Plan are based in John Hattie's meta-analyses of research on instructional strategies and classroom conditions with the most impact on student achievement.² By identifying high-impact strategies, we can more efficiently and effectively direct resources and support where they are most needed.

Missouri's Statewide System of Support (SSOS) is the primary mechanism employed by MO-DESE to hold LEAs and schools accountable for achievement. The SSOS further provides differentiated recognition, accountability, and support to all LEAs. This statewide system includes 11 Area Supervisors of Instruction (ASIs), plus two assigned to charter public schools, and additional instructional improvement specialists who support schools identified for Comprehensive Support and Improvement. These supervisors and specialists work in collaboration with regional educational service agencies.

It is through the SSOS that schools receive targeted technical assistance in developing and implementing accountability plans. The SSOS allows for MO-DESE to focus its efforts on LEAs with the most need, while also providing a standard level of support and accountability to all LEAs and schools. The SSOS framework ensures all students, schools, and LEAs are receiving the necessary support appropriate to their needs.

The SSOS includes site visits to

- promote and develop the school's responsiveness to internal accountability;
- monitor and document indicators of progress pertinent to the LEA and/or building plans;
- gather data specific to the school;
- identify promising practices; and
- provide specific and timely feedback to the principal and other turnaround staff.

The SSOS will assist in the development of a timeline for improvement and the planning of high-quality, evidence-based, professional development focusing on strategic instructional strategies that will result in increased academic achievement.

EDUCATOR QUALITY

Central to any school improvement plan are highly effective teachers and building leaders. MO-DESE's goal is for every classroom to have an effective teacher and every school an effective leader. Missouri's

² Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. New York, NY: Routledge.

Educator Equity Plan, approved by the U.S. Department of Education in September 2015, outlines several strategies for achieving educator equity, including Grow Your Own plans and approaches to recruiting and retaining excellent educators in rural and urban settings.

Stakeholders from numerous education organizations are partners in MO-DESE's Educator Equity Plan. Using Missouri data on teacher shortages, future supply from Educator Preparation Programs, attrition and qualifications, the equity collaborative has identified gaps and their root causes and formulated strategies accordingly.

In addition, MO-DESE's vision for educator quality includes effective leaders in every school and LEA. This year, Missouri launched the first cohort of leaders participating in the Missouri Leadership Development System (MLDS), a multi-year effort to align and streamline various leadership programs into one continuous professional development system that will support school leaders in each phase of their careers.

MISSOURI'S ESSA CONSOLIDATED STATE PLAN

The Every Student Succeeds Act (ESSA) reinforces our fundamental belief that ALL children means ALL children, and Missouri's ESSA plan details specific strategies and initiatives MO-DESE uses to serve all our children.

In September and October 2016, MO-DESE hosted nine, open-invitation regional meetings throughout the state that were attended by over 1,000 people.³ The goal was to engage Missourians in reflecting on education priorities for the state in anticipation of the upcoming revision of MSIP and the development of the Missouri ESSA Consolidated State Plan.

Participants included parents, students, educators, legislators, school board members, higher education faculty, and business and community leaders. Working in small groups, participants were asked to respond to the following questions:

- What does student success look like to you?
- What do school communities need to do to prepare students for success after graduation?
- How will you know Missouri schools have been effective in preparing students for success after graduation?
- What matters most in Missouri public education?

While the responses reflected a wide variety of perspectives, central themes emerged. Individualized learning needs, problem-based learning, and access to opportunities were noted as academic priorities. However, in all of the meetings, there was a clear sense of the importance of education in a larger societal context. Participants spoke to economic growth, engaged citizens and thriving communities as evidence of the effectiveness of public education.

Missouri's ESSA Consolidated State Plan is a component of and complement to our overall state plan under MSIP. MO-DESE is committed to the success of all children and stands ready to assist educators

³ An online survey of the questions from the regional meeting was made available on the MO-DESE website for anyone who could not attend but wished to comment.

and school leaders in developing and sustaining strong LEAs and schools. Missouri's children deserve high-quality educational opportunities that will prepare them for a successful future.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Understanding that the purpose of Title I, Part A of the Every Student Succeeds Act is to ensure that all students have a significant opportunity to have a fair and equitable, high-quality education and to close educational achievement gaps, MO-DESE provides the following information relative to this title. First, Missouri has had academic and performance standards since 1986. Core-content academic standards underwent revision from 2014 through 2015, prior to the directive in ESSA. School improvement standards are currently under revision as a part of the Missouri School Improvement Program (MSIP) update. Second, new assessments aligned to the recently adopted standards will be implemented on a phased-in basis beginning with the 2017-18 school year. While MSIP is often seen primarily as a tool for district accreditation, the ancillary reports provide summary analysis of achievement data for all students, subgroups and the super-subgroups for LEAs and schools. These reports can and do drive improvement for all students, helping to close educational achievement gaps. These two actions and the process of annual review under MSIP are closely aligned to the purposes of Title I, Part A.

1. Challenging State Academic Standards and Assessments (*ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.*)⁴
2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
 - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
 Yes
 No
 - ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
 - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
 - c. In high school:
 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as

⁴ The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.