MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: December 2019

REPORT ON UPDATES TO MISSOURI’S CONSOLIDATED STATE PLAN FOR THE EVERY STUDENT SUCCEEDS ACT

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<td>Section 161.092, RSMo</td>
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STRATEGIC PRIORITIES

Access, Opportunity, Equity – Provide all students access to a broad range of high-quality educational opportunities from early learning into post-high school engagement.

Teachers and Leaders – Prepare, develop and support educators to ensure an effective teacher in every classroom and an effective leaders in every school.

SUMMARY

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. ESSA reauthorizes the Elementary and Secondary Education Act of 1965. The state’s consolidated application provides the mechanism by which the programs and funds associated with ESSA are administered.

The Department of Elementary and Secondary Education (DESE) submitted the state’s original ESSA Consolidated State Plan to the United States Department of Education on September 18, 2017. The final plan was approved by the United States Department of Education on January 18, 2018.

As a result of listening to feedback from stakeholders and changes in Missouri state law, DESE is proposing that several changes be made to the plan and that these changes be submitted to the United States Department of Education prior to the February 3 deadline.

DESE will receive feedback from the Committee of Practitioners as well as conduct a 30-day comment period to receive stakeholder feedback.

The presentation will provide an overview of the proposed changes to the Consolidated State Plan.

PRESENTERS

Chris Neale, Assistant Commissioner; and Jocelyn Strand, Coordinator of School Improvement, Office of Quality Schools, will assist in the presentation and discussion of this agenda item.
Report on Proposed Changes to ESSA Consolidated State Plan

Missouri Department of Elementary & Secondary Education

State Board of Education

December 2019
Educational Policy Alignment

- Federal
- State
- Local
ESSA Plan Contents

- Title I, Part A: Improving Basic Programs
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition
- Title IV, Part A: Student Support and Academic Enrichment
- Title IV, Part B: 21st Century Learning Centers
- Title V, Part B: Rural and Low-Income School Program
- Title VII, Subpart B: Education for Homeless Children and Youth
Title I.A: Improving Basic Programs

• Why: Improve the lowest performing *schools*
• Identify based on:
  - Academic achievement
  - Academic improvement (Elementary and Middle)
  - Graduation rate (High)
  - English language acquisition
  - Attendance

- Proposed Changes: Modify the method used for identifying and exiting Comprehensive, Level I Targeted, and Level II Targeted Support and Improvement schools
Identification

Comprehensive
- Title I Schools
- Lowest 5%

Targeted
- All Schools
- Subgroups that perform like Comprehensive
Targeted Support and Improvement

All schools with Subgroups like Comprehensive

- Level I: Single Subgroup
- Level II: Multiple Subgroups
## Comprehensive Support and Improvement Identification

| Step 1 | • Title I Schools  
|        | • ELA and Math MPI both below 300 |
| Step 2 | • Remove schools with both ELA and math growth Meeting Expectations or better  
|        | • Remove high school with a 4-year graduation rate more than 67% |
| Step 3 | • *If English learners are measurable*  
|        | • Remove schools in the upper two quintiles of either Proficiency or Progress on WIDA Access 2.0© |
| Step 4 | • Remove schools with more than 80% of students present 90% of the time |
## Targeted Support and Improvement Identification

| Step 1 | • All Schools  
         • Subgroups below 300 MPI in both ELA and math |
|--------|-----------------------------------------------------|
| Step 2 | • Remove subgroups with growth scores in both ELA and math Meeting Expectations or better  
         • Remove high schools with a graduation rate of more than 67% |
| Step 3 | • If English learners are measurable  
         • Remove schools in the upper two quintiles of either Proficiency or Progress on WIDA Access 2.0© |
| Step 4 | • Remove subgroups with more than 80% of students present 90% of the time |
| Step 5 | • Schools with one group are identified as Level I Targeted  
         • Schools with more than one group are identified as Level II Targeted |
Consequence of Identification

- **Targeted** = Notification to LEA by DESE
  - Local improvement plan
  - Possible progression to Comprehensive
- **Comprehensive** = Notification to LEA by DESE
  - Collaboratively developed improvement plan
  - State support
Support of Identified Schools

• Plan includes Needs Assessment and Root Cause Analysis
  ❑ Comprehensive
    ○ Improvement Grants
    ○ Missouri Leadership Development System
• District Continuous Improvement (All)
Title I.A: Improving Basic Programs

• How:
  - Supports for Improvement
    - Needs assessment and data analysis
    - Systems reviews
    - Effective practices in professional development
    - Improvement plans
  - Grants to Improve Low-Performing Schools
    - Regional school improvement teams
    - Improvement specialists
Title I.C: Migratory Children

• Why: Support students in families who move for agricultural work

• How:
  ❑ Grants for Student Support
  ❑ Migrant Instructional Specialists
    o Recruiting
    o Educator support
    o Connection to support services
    o Targeted summer learning opportunities
Title I.D: Neglected, Delinquent, At-Risk

• Why: Support students in Division of Youth Services and Department of Corrections facilities

• How:
  □ Grants for
    ○ Programmatic support, and
    ○ Transition support
Title II.A: Effective Instruction

• Why: Provide equitable access to excellent educators and leaders
• How:
  - Educator Support
    - Equity plan and equity labs
    - Evaluation system
    - Licensure routes
    - Educator preparation program evaluation
  - Leader Support
    - Missouri leadership development system
Title III.A: English Language Acquisition

• Why: Support English learners in language acquisition

• How:
  - Grants for Programs
  - Teacher Support
    - English learner specialists
    - Technical assistance
Title IV.A: Student Support and Academic Enrichment

- Why: Provide funding to improve
  - Well-rounded education
  - Learning conditions
  - Technology-based personalized learning
- How:
  - Grants to LEAs
  - State Activity: Access to advanced coursework

- Proposed Change: State Activity Focus: School safety, social-emotional, workforce readiness
Title IV.B: 21st Century Grants

- Why: Support communities for academic and social enrichment
- How:
  - Grants to Community Organizations
    - Academic enrichment and tutoring
    - Other social supports
    - Meaningful family engagement
  - Preference: Connections to Title I Identified Schools
- Proposed Changes: Measurement of objectives to use rubrics to measure quality
Title V: Rural and Low Income Schools

- Why: Level the playing field for rural and low income schools (RLIS)
- How:
  - Grants to RLIS to Augment Other Title Programs
Title VII.B: McKinney-Vento

- Why: Support homeless children and youth
- How:
  - Grants to Schools with Large Homeless Populations
  - Technical Assistance to All Schools
    - Access to services
    - Removal of barriers
    - Dispute resolution
- Proposed Changes:
  - “Stay put” during dispute
  - Complaint need not be in writing
  - “Parent/Guardian, Unaccompanied Youth” instead of “Complainant”
Long-Term Goals

• Same step size as prior plan
• Average of 2018 and 2019 assessments used as a baseline
• Approximately 70% of students proficient and advanced in ELA and math by 2030
## Timeline

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<tr>
<td>Committee of Practitioners Review</td>
<td>November 20</td>
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<td>Public Comment</td>
<td>November 21 - December 21</td>
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<tr>
<td>Reaction and Revision as necessary</td>
<td>December 21 – 23</td>
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<tr>
<td>State Board Meeting</td>
<td>January 9, 2020</td>
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<td>Submission</td>
<td>February 3, 2020</td>
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Chris Neale, Assistant Commissioner, Office of Quality Schools
Jocelyn Strand, Coordinator, Office of Quality Schools