



# Missouri Department of Elementary and Secondary Education (DESE) State Systemic Improvement Plan (SSIP) Part B Phase III Report

## Introduction

As part of the process of developing the State Systemic Improvement Plan (SSIP), the State of Missouri data analysis identified a number of areas needing attention and improvement including early childhood outcomes, discipline, graduation and dropout rates, and student academic performance in English language arts and mathematics (two academic areas with annual statewide data). The fact that academic performance of students with disabilities (SWD) in English language arts and mathematics was significantly and consistently below state targets provided an incentive to focus on improving academic outcomes. Data clearly indicated that SWD spent most of their time in general education classrooms which strongly suggested that the focus needed to be improvement of learning in the general education setting. The premise that improving student performance could positively influence other areas like discipline, attendance, dropout rates, graduation rates, and post-school outcomes added weight to the decision to focus on academic outcomes. No stakeholder group or stakeholder group individual argued for a different area of focus.

The initiative to focus the State Systemic Improvement Plan (SSIP) on improving student academic outcomes was named the Collaborative Work (CW). In addition to a review of data, part of the preparatory process involved a review of reliable literature and research related to effective practices of successful districts. One piece of research was Moving Your Numbers, a study conducted under the guidance of Martha Thurlow, Director of the National Center on Educational Outcomes (NCEO) and supported by the Office of Special Education Programs (OSEP). The Moving Your Numbers study reviewed five districts, varying in size from fairly small to very large, each of which made substantive positive changes for students with disabilities. From that study, they identified six key elements common to each of these districts.

The six common practices are:

- Use data well;
- Focus your goals;
- Select and implement shared instructional practices (individually and as a teacher team);
- Implement deeply;
- Monitor and provide feedback and support; and,
- Inquire and learn (at the district, school, and teacher team level).

Missouri also had some positive experiences with developing building level teams through two statewide programs: School-Wide Positive Behavior Supports (SW-PBS, a research-based program) and Professional Learning Communities (PLC). We borrowed important aspects of those collaborative teacher teaming models but expanded the requirement for

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team participants to ensure that all teachers (including special education and special subject areas) were included. This was an intentional decision that reflected concerns about the potential for a small subset of teachers to sustainably improve building-wide/district-wide results without getting all other teachers involved. Finally, we turned our attention to what teachers could do collaboratively that bring about results throughout a school/district. One of the most influential resources was *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement* by Dr. John Hattie. What was particularly impressive about Dr. Hattie’s work was his use of “effect size” to help describe why some practices were better than others. This body of work helped identify a few teaching/learning practices that analysis showed got high effect sizes for all students including students with disabilities. Pulling from all of this research, the Collaborative Work/SSIP focused on training all teachers in a building to work on teams which focused on helping each other: learn effective teaching/learning practices, administer common formative assessments to provide data related to the effects of the teaching/learning experience, and use data collectively to discuss and make decisions about next steps.

Determining the infrastructure’s ability to support the elements of the Collaborative Work (collaborative teams, effective teaching/learning practices, common formative assessments, and data-based decision-making) was included in the infrastructure analysis as it was important to analyze the Statewide System of Supports (SSOS) within the context of successfully implementing a major initiative focused on student performance outcomes for students with disabilities. That analysis identified areas of risk that needed to be addressed to build an infrastructure capable of supporting schools implementing the pilot. The CW pilot included 310 buildings representing all regions of the state. These buildings represent the demographics of the state as a whole so we were comfortable about being able to transfer the learnings of the pilot to scaling the project statewide. Since the beginning of the project, the number of buildings participating has decreased to 282; however, the demographics of the State continue to be represented.

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**A. Summary of Phase III**

**1. Theory of action or logic model for the SSIP, including the SiMR**

THE STATE IS PROPOSING TO REVISE THE SiMR AS FOLLOWS:

As reported in Phase II, our intentions were to use State assessment proficiency rates to help determine the success of the pilot project. Unfortunately, the State assessments in Missouri have changed for the past several years. The 2013-14 assessment was a state developed test that had been used for several years. The 2014-15 assessment was the Smarter Balanced assessment. In 2015, the legislature inserted language in the budget which prevents the State from using the Smarter Balanced assessment program or its items and the expectation was for the state to develop its own assessments based on the revised Missouri Learning Standards. As a result, none of the assessments for the past three years has been sufficiently linked to the prior year assessments to make definitive judgments regarding improvement at the state, district, building or individual level. In the interim, we reviewed the use of calculating improvement using z-scores and contracted with the University of Missouri-Columbia for growth scores. Neither of those alternatives provided a better solution than the proficiency model.

Subsequently, we discussed the issue with Sarah Arden, a Technical Assistance Facilitator from the National Center for School Improvement (NCSI), and with Tessie Bailey and Laura Kuchle, two other members of the NCSI network. We concluded that the z-score and the growth models were still subject to the same problems we observed with proficiency in that they could not account for differences associated with a change in assessments. They agreed that we should proceed using our original focus on proficiency rates.

As we planned how to move forward, we decided that of the assessments given, the English/language arts assessments appeared to be much more stable than the math assessments. Data from the mathematics assessments indicate a 9.4% drop in proficiency rates for all students from 2013-14 to 2014-15. In 2015-16 proficiency scores for all students in math rose by 4.0%. During those same test cycles, proficiency scores for all students in English/language arts increased by 8.9% and 3.0%. As a result of the variability in the mathematics assessments we are requesting for the SiMR to focus on and report English/language arts only. We also want to include those grades tested which are grades 3-8 and once at the high school.

The original SiMR stated: The SiMR is to increase the percent of students with disabilities in grades K-12 who will perform at proficiency levels in English/language arts and math in the Collaborative Work schools by 6.5 percentage points by 2018.

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We propose to change this by removing proficiency levels in math and include only tested grades. The requested revised SiMR reads:

The SiMR is to increase the percent of students with disabilities in grades 3-8 and in their tested grade in high school who perform at proficiency levels in English/language arts in the Collaborative Work schools by 6.5 percentage points by 2018.

Reported SiMR Data  
(Baseline Data FFY2013)

FFY	2013	2014	2015
Target $\geq$		18.40%	19.40%
Data	17.40%	24.20%	28.40%

FFY 2016 – FFY 2018 Targets

FFY	2016	2017	2018
Target $\geq$	20.90%	22.40%	23.90%

The following table provides comparative progress data between schools that are and are not participating in the Collaborative Work. While the SiMR data above includes high school data, the table below does not, which allows for a better comparison between CW and non-CW schools due to the small number of CW high schools. Table 1 indicates that CW schools are showing higher levels of progress than non-CW schools for both all students and students with disabilities which helps us believe that the process we are using has merit and is making a positive improvement:

**Table 1: Proficiency Rates on State English/Language Arts Assessments (grades 3-8 only)**

Year of Language Arts Assessment	All Students Statewide not in Collaborative Work Schools	Students with Disabilities Statewide not in Collaborative Work Schools	All Students in Collaborative Work Schools (includes schools active in 2016-2017)	Students with Disabilities in Collaborative Work Schools (includes schools active in 2016-2017)
2013-2014 Baseline Year	48.7%	14.8%	47.7%	15.8%
2014-2015	57.5% (+8.7%)	21.8% (+7.0%)	57.4% (+9.7%)	24.1% (+8.3%)
2015-2016	60.3% (+2.8%)	24.8% (+3.0%)	61.0% (+3.6%)	28.2% (+4.1%)

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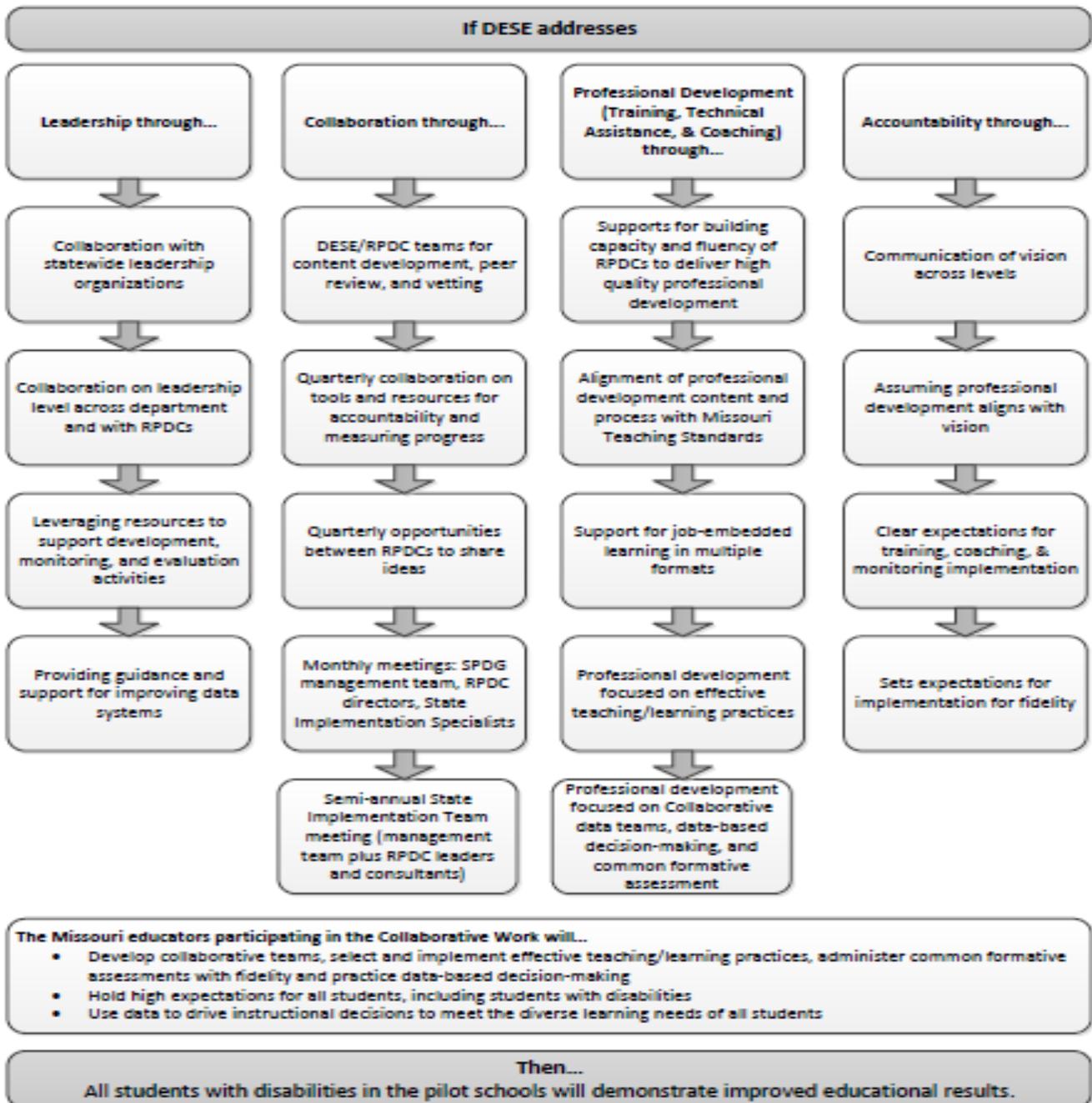
Table 1 shows the categories of all students and of students with disabilities increased proficiency rates for each of the years assessed. The State appears to be on track to meet its SiMR. Additionally, students in Collaborative Work schools increased at rates higher than students in non-participating schools for all students and for students with disabilities from 2014-15 to 2015-16. This comparison of participating and non-participating schools tends to reinforce the potential of the SSIP/Collaborative Work for moving student achievement for students with disabilities in Missouri.

Note that the last column in Table 1 does not match the historical SiMR data for the following two reasons: (1) SiMR data includes high school end-of-course assessment data while Table 1 only includes grades 3-8 regular grade level assessments, and (2) the data in Table 1 is limited to schools that are participating CW buildings in the 2016-2017 school year.

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## Theory of Action

The graphic illustration below shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State’s capacity to lead meaningful change in LEAs and achieve improvement in the SiMR for Students with Disabilities.



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*Optional Description*

The State's Theory of Action (TOA) articulates that all levels of the process must accept responsibility for the success of the levels below them. This clarifies that while tasks can be assigned/reassigned, the responsibility for ensuring the success of the groups or individuals with those assignments is retained. The end result is that all levels of the system must be active participants. This concept strongly influences how and by whom data are collected, reviewed, discussed, and communicated. It ensures that all levels actively use data to arrive at decisions regarding progress and needed modifications. Data transparency built into the system also allows for all levels to challenge the accuracy of any data used in the system. The systems approach provides consistency of implementation with many opportunities for input and feedback especially at the development level. The TOA also shows that while the system is built to focus on a specific set of skills and practices, participating schools have a fair amount of flexibility in deciding which effective teaching/learning practices are most appropriate to those schools.

**2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies**

From the beginning, the CW/SSIP was intentionally focused on the classroom level. This direction was influenced by some basic assumptions. First, because 80% of students with disabilities spend the majority of their time in the general education classroom, if you are going to have a significant impact on their performance, you must ensure an effective general education classroom teaching/learning environment for all students. Next, a look at practice and process from other initiatives indicated to us that all too often training did not get filtered down to the classroom level and was not always followed-up with coaching to ensure fidelity of implementation. Finally, research also told us that there are certain teaching/learning practices which are much more effective than others and these practices are not subject/age/grade/content specific. They are cross-cutting effective practices which will work for any subject/age/grade/content area and are effective for all students, including students with disabilities. For these reasons, we felt it important to build a framework which supported training and implementation of effective educational and teaching/learning practices in all classrooms where students with disabilities receive instruction.

The design of the CW/SSIP, drawing on the work of the NCEO and Dr. John Hattie, calls for a focus on implementation of a few, evidenced-based educational and teaching/learning practices. The practices are (1) ALL teachers (including general education, special education and special subject area teachers) will (2) collaborate with one another, to (3) learn and use effective teaching/learning practices in their classrooms, and (4) develop and administer Common Formative Assessments, and (5) use the data from the assessments to make decisions about the effectiveness of instruction and student mastery of the Missouri Learning Standards.

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**Infrastructure improvement strategies**

An on-going assessment of the effectiveness of the infrastructure supporting the CW/SSIP indicated that there were adjustments/modification/additions needed to ensure fidelity of implementation of the current CW framework, as well as, to support eventual scale-up and sustainability statewide.

Data collected up to this point are clear that the current regional system of support which provides predominantly face-to-face training and coaching and is dependent on people to deliver that training, technical assistance (TA) and coaching is not financially feasible to allow for scale-up, support and sustainability across the entire State. We have determined that a continuum of support which provides efficient and effective just-in-time support for districts with varying demographics and resources is the best approach. This includes support through a person-based regional PD system, as well as e-learning systems, digital applications, social media and other types of approaches.

To address this issue, the following actions have been/are being taken to strengthen the infrastructure supports for the CW/SSIP:

- All training materials/tools/resources are being placed on a website (<https://www.moedu-sail.org/>) to allow access by all participating buildings. This allows for greater flexibility and efficiency in use of the training materials/tools/resources. Buildings may now provide some or all of their own training. This includes initial training for existing or new staff. The materials are also available for “just-in-time” refresher information from previous training.
- The DESE is in the process of building a virtual platform, which, when mature, will provide access for all district staff to on-line curricula materials, career/technical education supports, common formative assessments, educator evaluation tools, self-assessment tools, PD focusing on leadership, effective teaching and learning, etc. Numerous materials which may be used for professional development, aligned to the DESE’s Strategic Plan (Top 10 by 20), are available online now and may be accessed by anyone at any time at the following website: <https://www.moedu-sail.org/>. More resources are being added regularly. In the future, the plan is to have a “One Stop Shop” which houses all DESE resources in a single location.
- Volunteer schools have been identified to help test the use of technology for professional development and technical assistance as a means of increasing the State’s ability to bring the process to scale and position it for future sustainability.

In addition to trying to develop ways to better connect the CW/SSIP as a value add to work already occurring in schools, we have or are tackling a number of major short-term and long-term activities.

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The short-term activities articulated in Phase II focused on steps identified as necessary for development of the necessary training, coaching and data collection to allow for initial implementation and movement to the next phase. Table 2 repeats what we reported in Phase II. The third column provides updated information relative to meeting our expectations.

Table 2: Major Short-Term CW/SSIP Activities

<b>Major Short-Term CW/SSIP Activities</b>	<b>Phase II Timeline</b>	<b>Progress or Change from Phase II</b>
Create/implement a process for developing, vetting and disseminating CW component training modules	Accomplished	N/A
Update Consultant Logs to capture CW activities	Accomplished	N/A
Develop Common Formative Assessment report tools	Accomplished	N/A
Develop progress measurement tools for RPDCs and participating buildings	Accomplished	N/A
Develop/make available an On-line Common Formative Assessment collection tool	Accomplished	N/A
Automate monthly reports of CFA activities by region and the State	Accomplished	N/A
Update the on-line Consultant Log System to make it fit tighter as part of a system of data collection and reporting in support of districts/schools	July 2016	Accomplished July, 2016
Develop an “instructional leadership” training module for building principals	July 2016	Accomplished September 2016
Revise Practice Profiles and ensure consistency across all categories	July 2016	Ongoing. Practice Profiles are updated as the training modules associated with them are reviewed/revised (See Appendix C)

The long-term activities articulated in Phase II focused on steps identified as necessary for scaling the process and tools statewide within a larger system of state supports while continuing consistent supports for the pilot CW/SSIP schools. Except for some specific schools volunteering to guide the scale-up process, modifications to the CW/SSIP will be kept to a minimum to ensure the validity of the evaluation being conducted. Table 3 repeats what we reported in Phase II. The third column provides updated information relative to meeting our expectations.

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Table 3: Major Long-Term CW/SSIP Activities

Major Long-Term CW/SSIP Activities	Phase II Timeline	Progress or Change from Phase II
Pilot on-line training modules with school districts and make modifications based on feedback	July 2017	Pilot completed. Modifications being made to modules based on feedback (See Appendix C)
Reformat CW/SSIP modules for on-line training as part of the MTSS development (some should be available July 2016)	July 2017	Reformatting completed for modules scheduled for on-line access on July 2017. Reformatting will continue with all other products (See Appendix C)
Identify and create additional support processes for districts/schools using on-line resources. April, 2017. This activity was divided into three separate activities as each one addresses different actions and groups. (See below)	July 2017	In process
Develop training for field staff and ensure staff are adequately trained to fill new roles (April 2017, see above)	July 2017 & September 2017	In process
Modify the consolidated contract and consultant logs to reflect significant changes in how time is documented (April 2017, see above)	July 2017	In process
Develop a credentialing process for PD providers to include: expected skills and competencies, expected knowledge, means of demonstrating skills/competencies/knowledge, what the process is to look like, how decisions are made and by whom	July 2017	Progress made on an outline for credentialing but put on hold pending further discussions with the Division of Learning Services Leadership Team
Support development of an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes Student Learning Objective (SLO) data (including CFAs as appropriate) and creates individual, building and district progress reports	July 2017	Phase I of the Tool expected to be available for on-line deployment and trial at the district level beginning July 2017
Create a description and a plan for an integrated system of supports which includes all of the pieces above plus more extensive data tools, planning tools, project management tools, and resource budgeting tools	July 2017	Plan created and is under development. Expected deployment is July 2017
Added: April, 2017	Ongoing	See Appendix C

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Major Long-Term CW/SSIP Activities	Phase II Timeline	Progress or Change from Phase II
Review/revise existing modules and related tools (practice profiles, fidelity checklists, pre/post assessments, etc.)		

At this point, most long-term activities are beginning to focus on scaling the process and tools statewide within a larger system of state supports. We also need to maintain consistency with the pilot CW/SSIP schools. Modifications to the basic framework of the CW/SSIP must be kept to a minimum to ensure the validity of the evaluation being conducted.

**3. The specific evidence-based practices that have been implemented-to-date**

Pulling from research (NCEO and Dr. John Hattie), the DESE identified a set of evidence-based educational practices (EBP) which have been shown to result in exceptional student outcomes, including outcomes for students with disabilities. Those EBPs are:

- Collaborative Culture & Climate (including collaborative team structures)
- Data-Based Decision-Making (DBDM)
- Common Formative Assessments (CFA)
- Instructional Leadership
- Effective Teaching and Learning Practices (ET/LP)

The first four of the EBPs listed above are considered to be “foundational” and are ones in which all buildings must be trained and implement. The Effective Teaching/Learning practices (ET/LP) are ones identified through a meta-analysis research study conducted by Dr. John Hattie. Dr. Hattie originally identified 138 practices through his study. He gave each practice an “effect size” ranging from -0.34 to +1.44. An effect size of .40 is considered to be indicative of one year’s growth in learning.

The ET/LPs selected for use in the CW/SSIP are those having the highest effect size on student outcomes (see Appendix C for a list of ET/LP Learning Packages and the effect size). The ET/LPs were also selected for use because they are content-neutral and may be used in any subject/age/grade/content area. While these practices are selected individually by building teacher teams to learn and implement building-wide based on their identified needs, emphasis has been placed on the selection of Assessment Capable Learners (ACL) and Feedback as the two practices to learn and implement first as they have some of the highest effect sizes.

The Collaborative Work/SSIP was designed to train all teachers in a building in the effective implementation of these EBPs. Teachers in the CW/SSIP buildings have been trained to (1) work on teams which focus on helping each other (collaborative team structures) to (2) use effective teaching/learning practices in all classrooms, (3) administer

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common formative assessments to provide data related to the effects of the teaching/learning experience, and (4) use data collectively to discuss and make decisions about next steps.

Additionally, research showed that Instructional Leadership was crucial to promoting and sustaining these EBPs in a building. While leadership was discussed from the beginning of the CW/SSIP implementation and all building leaders were involved in the training teachers were receiving, it was not until the Fall of 2016 that we were able to complete a Leadership training module specific to that topic.

Data show that all of the participating buildings have received training in and are implementing all of the foundational practices, with the exception of Instructional Leadership, a new module which, as stated above, only became available in the Fall 2016. Data also shows that all buildings have been trained in and are implementing at least one of the ET/LPs.

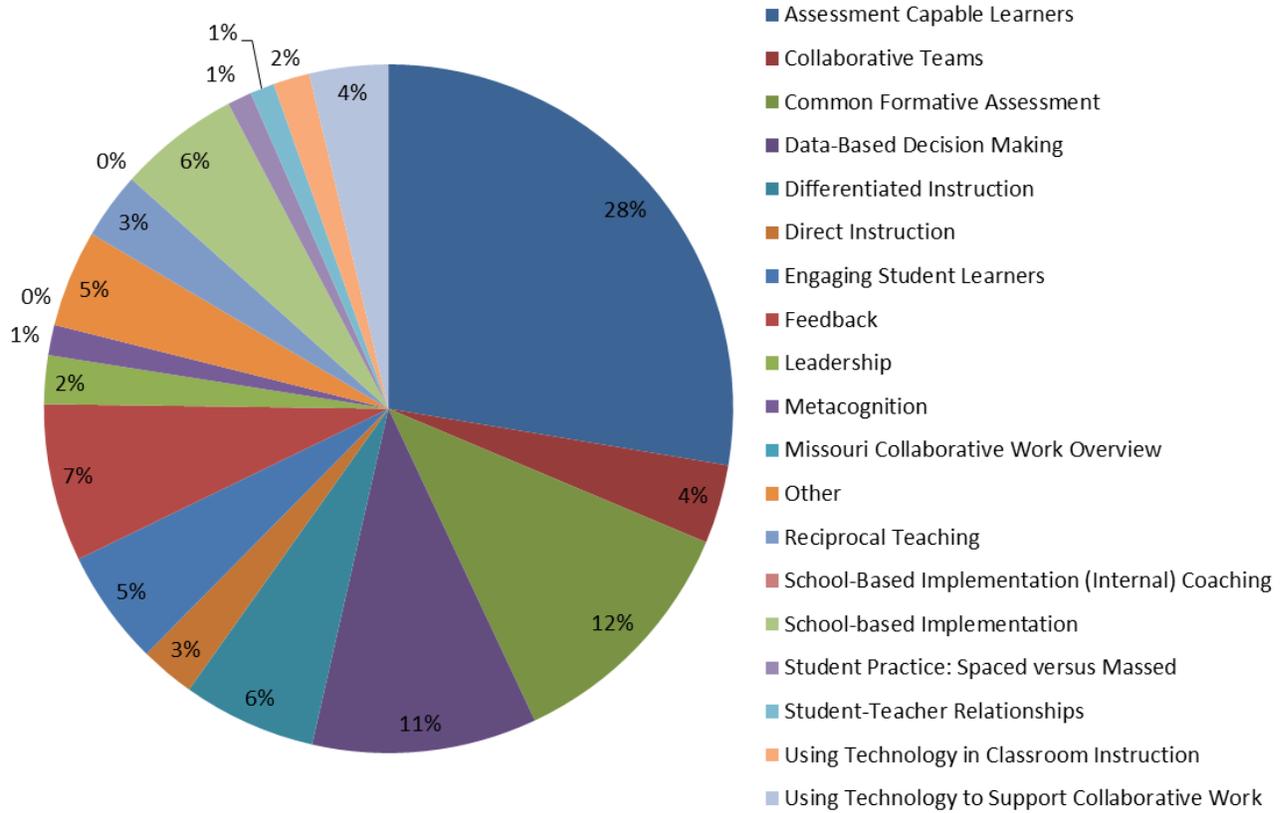
Tables 4 and 5 tables show the number of training sessions on each of the topics listed above:

Table 4: Training Event by Subject Area/July 1, 2016 to March 27, 2017 (Percent)

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**Training Event By Subject Area**

July 1, 2016 to March 27, 2017



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Table 5: Training Event by Subject Area/July 1, 2016 to March 27, 2017 (Number/Percent)

<b>Training Event By Subject Area (July 1, 2016 to March 27, 2017)</b>		
<b>Subject Area</b>	<b>Events</b>	
	<b>Number</b>	<b>Percent</b>
<b>CW OVERVIEW</b>		
Missouri Collaborative Work Overview	0	0%
<b>FOUNDATIONAL PRACTICE</b>		
Collaborative Teams	13	4%
Common Formative Assessment	41	12%
Data-Based Decision Making	37	11%
Leadership	8	2%
<b>EFFECTIVE TEACHING/LEARNING PRACTICES</b>		
Assessment Capable Learners	97	28%
Feedback	26	7%
Metacognition	5	1%
Reciprocal Teaching	11	3%
Student Practice: Spaced versus Massed	4	1%
Differentiated Instruction	22	6%
Direct Instruction	9	3%
Engaging Student Learners	19	5%
School-Based Implementation (Internal) Coaching	0	0%
School-based Implementation	20	6%
Student-Teacher Relationships	4	1%
Using Technology in Classroom Instruction	6	2%
Using Technology to Support Collaborative Work	13	4%

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**4. Brief overview of the year's evaluation activities, measures, and outcomes**

See Document 1: Key Measures: Performance (Baseline to Current) for this information.

**5. Highlights of changes to implementation and improvement strategies**

No changes have been made to the improvement strategies since the selected strategies were all identified as effective through large scale research studies. Several implementation activities were added in an attempt to increase the impact of the improvement strategies. Those activities included:

- Increased coaching training  
Data and feedback from the RPDCs indicated a need for additional training in the area of coaching. We were particularly interested in helping staff become more adept at coaching groups of people. Individual coaching is the more common practice and feedback and observation indicated that the regional PD/coaching providers were more comfortable with this method; however, it is our observation that this is not the most efficient approach, does not help schools build their own capacity and is not a service that is scalable statewide. Group coaching offers the potential to help building staff coach each other thus creating more internal and sustainable capacity over time.
- Increased emphasis on use of the CW implementation tools (practice profiles, fidelity checklists, self-assessment, etc.) for schools  
Discussions during site visits indicated that many RPDC staff were not informing schools of the availability of the various tools and resources critical to the implementation and monitoring for fidelity of the CW. For example, the practice profiles provide a convenient rubric for determining the level of knowledge and skill of staff in forming collaborative teams, use of data, use of common formative assessments and teaching and learning practices. We recommend building administrators use the rubrics to help make this determination and use the results to inform the annual teacher evaluation process. The combined results of practice profiles for each staff also provide a clear picture of the level of implementation across the building.
- Restructured all resources for access through the internet  
Several districts tested the use of on-line access and provided recommendations for making on-line use more successful. Those recommendations require rewriting almost all of the modules to: reduce unnecessary words, be clear about the main points, chunk the materials into smaller units to reduce the amount of time spent on any single unit, and provide some means of asking a question on-line. All of the recommendations are construed to be essential for scaling the work for all MO districts and buildings. The benefits of on-line resources include:
  - Allowing districts/schools to take more control of the training
  - Providing ready resources to supplement and reinforce the training that took place
  - Providing a personalized training resource to help put new staff on an equal footing with their colleagues in regard to understanding and ability to implement the key

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- elements of the CW. This saves enormous resources since formerly trained staff do not have to start over again and new staff may complete the training independently.
- Trained staff on use of technology to accelerate communication with schools and reduce travel time  
This is still a work in progress, but as we reviewed the data related to how staff spend their time, it was clear that technology could help reduce or eliminate travel time for activities that do not require a face-to-face meeting. Steps like these increase efficiency and effectiveness which makes statewide implementation more achievable.
  - Developed and began implementation of a module on effective instructional leadership  
This helps building leaders understand their critical role and the practices they must put in place if they want their teachers and students to be successful. This module does not address the full scope of leadership practices; rather, the module focuses only on the initial steps in which building leaders need to engage to implement practices in the foundational areas of the CW. While leadership alone does not ensure success, the absence of leadership almost always ensures that innovation and improvement will not occur. Leadership is an area that we failed to address sufficiently with the initial roll-out of the CW.

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**B. Progress in Implementing the SSIP**

**1. Description of the State’s SSIP implementation progress**

- a. Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed.

See Major Short-term and Long-term Activities (Tables 2 and 3)

As indicated on Tables 2 and 3, most planned activities have been carried out as planned. Reviews of consultant log data, interviews and observations indicated that training was occurring, but with insufficient coaching/follow-up to ensure that the practices were established sufficiently. As a result, renewed emphasis has been placed on training RPDC consultants in group coaching methods.

We continued to improve the data collection tools allowing them to function better and to refine the definitions around the data collected – especially on the Consultant Log which helps describe how consultants spend their time and effort on behalf of the SSIP.

A review of the information provided in the “Progress or Change” column of Tables 2 and 3 show the following activities have been accomplished:

- All training modules originally selected as needed to effectively train building staff in the key elements of the CW/SSIP framework have been developed and RPDC staff have been trained to provide them with fidelity.
- Most of the training modules have been reformatted for on-line use.
- Many of the modules are being re-edited to make them more concise and usable as stand-alone modules for new learners or reinforcement for staff who have received prior training.
- Revisions and updates have been made to the automated consultant log. The log allows us to document amount of time in travel, training, preparation and on-site supports to CW/SSIP buildings by the regional consultants. Data from this log is crucial to monitoring fidelity to implementation of many of the CW/SSIP activities.
- The Common Formative Assessment (CFA) collection process has been automated. This automation provides for a just-in-time view of the CFA activities recorded by each of the participating schools. These data are used at the state level to determine changes in adult behavior. The data are available through the automated system for review by the regional consultants, but to ensure they look at the data we also send them monthly reports.
- An “Instructional Leadership” module for building administrators has been developed and vetted. RPDC staff were trained on the delivery of this module in September 2016. This acknowledges the importance of the involvement and support of the building leader and fills a gap in the implementation. Failure of the building leader to maintain focus on the work enables staff to continue to work in isolation and not engage in collaborative teaming, consistent implementation of effective teaching/learning

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practices throughout the building, frequent progress monitoring, and use of data to make decisions.

**Intended timeline**

Most of the scheduled activities have been completed within the intended timeline. Activities related to scaling the process statewide are moving forward somewhat faster than anticipated. The accelerated movement toward scaling the process is a result of ongoing internal conversations among the agency leadership about how the pilot might also be a potential model for improving schools identified under ESSA.

As reported in Section A.1 of this document, the use of state assessment results to track annual progress continues to be a challenge. We retain some concerns regarding the ability to use state assessments to accurately track annual progress. While we are somewhat comfortable about our direction based on a strict focus on research-based practices and our state assessment comparative data, the ability to clearly track trend data would be preferable.

The only activity which has not been completed as anticipated is the development and implementation of a credentialing system for the PD providers. The implementation of this activity has been paused pending further discussions with the DESE's Division of Learning Services Team on how a credentialing system can apply to all PD provided by the DESE. We do not believe pausing the process will have any negative effect on the SSIP/CW pilots. Credentialing seems more important as a quality control measure needed to scale the process statewide.

b. Intended outputs that have been accomplished as a result of the implementation activities

During the past year, the DESE has achieved a number of important milestones (outputs) which will put it in a position to move forward in the future with implementation of the CW/SSIP framework at the district level, not only in the CW/SSIP pilot districts/buildings, but in districts statewide. These milestones were accomplished through collaborative efforts of leadership at all levels and in all Offices of the DESE. These milestones are:

- The key elements of the CW/SSIP (Collaborative Culture and Climate, Leadership, Data-Based Decision-Making, Measurement and Assessment, Effective Teaching/Learning Practices, Stakeholder Engagement) have been incorporated into the DESE's Strategic Plan (the Top 10 by 20) and are helping to influence agency direction toward improvement for all schools and districts.
- The CW/SSIP framework is being used to better integrate products and services throughout the agency. As we are preparing to scale the use of materials we are making every effort to improve the connection of the SSIP to the Missouri Learning Standards (curriculum standards from the Office of College and Career Readiness), the Missouri Educator Standards (from the Office of Educator Quality) and quality school reviews and improvement practices for districts identified under the State accountability system or identified in the future under the accountability processes

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prescribed by the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA).

- The agency has agreed to pursue modifications and expansion of the on-line tool which puts us in a good position to begin scaling the work statewide within the next year or two.
- The agency conversation is shifting away from total reliance on state assessments to the development of common formative assessment as a part of the State's responsibility to districts. Though no commitments have been made, this conversation is validating the SSIP/CW framework.
- With implementation of Phase I of the virtual platform, we will be better prepared to connect CW/SSIP work to other work in the agency, such as on-line curricula materials, career/technical education supports, common formative assessments, educator evaluation tools, self-assessment tools, PD focusing on instructional leadership, effective educational and teaching and learning practices, etc.

**2. Stakeholder involvement in SSIP implementation**

**a. How stakeholders have been informed of the ongoing implementation of the SSIP**

No major decisions or activities have taken place in the implementation of or modifications to the SSIP without significant stakeholder input. Even decisions which clearly rest at the state level such as contract terms and personnel requirements and assignments are made with significant stakeholder input. Stakeholder input is not an event or a series of events but rather is a part of an ongoing feedback loop and is ingrained in the business practices of everyone involved. We rely on critical feedback from all levels of the process to help us understand to what extent the process fits with, competes with, or modifies the work representatives of the various stakeholder groups are doing.

Many of the stakeholder sessions occur as face-to-face meetings or on-site visits. That will continue to be the case for our interactions with the Special Education Advisory Panel, with the Learning Services leadership and with many school personnel. However, as we analyze data on the amount of time lost due to travel, we are more inclined to allow some or most stakeholders to attend virtual meetings. Using web-based meeting tools which allow shared screens ensures everyone is seeing the same information at the same time. Virtual stakeholders also agree to have the necessary technology to make the virtual discussion beneficial. In all cases, stakeholders are provided the agenda and background information so they can participate fully.

Table 6 describes many of the stakeholder meetings held over the last year and half. Included are the name of the major stakeholder group(s), who they represent, the number of meetings held specific to the SSIP, the major discussion topics and changes made, not made, and in some cases tabled for further review and discussion.

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Table 6: SSIP Stakeholder Meetings for the Period July 1, 2015 through March 15, 2017

<b>Stakeholder Group</b>	<b>Make-up of Stakeholder Group</b>	<b># of Meetings</b>	<b>Discussion Topics</b>	<b>Outcomes from Discussions</b>
Special Education Advisory Panel (SEAP)	Parents, persons with disabilities, school personnel, organizations as specified in section 1412 of IDEA	4	<ul style="list-style-type: none"> <li>• Implementation</li> <li>• Evaluation</li> <li>• State coverage</li> <li>• System development</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations for communication</li> <li>• Feedback on the complexity of evaluation at each level</li> <li>• Overall satisfaction with progress to date and the vision</li> </ul>
MO-CASE	Board members of the association representing special education directors	2	<ul style="list-style-type: none"> <li>• Implementation</li> <li>• Evaluation</li> <li>• State coverage</li> <li>• System development</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Recently expressed concerns that it is not more specific to special education teachers</li> <li>• Recently expressed concerns about not specifically targeting English literacy</li> </ul>
Regional Professional Development Center Directors (RPDCs)	Directors of 9 regional centers with whom DESE contracts for services	4	<ul style="list-style-type: none"> <li>• Contract terms</li> <li>• Data re: state progress and evaluation</li> <li>• Challenges</li> <li>• Supports</li> </ul>	<ul style="list-style-type: none"> <li>• Modified workload</li> <li>• Made resources more accessible</li> <li>• Provided technology for those interested</li> <li>• Informed modifications to Log System</li> </ul>
RPDC Specific	Visit with director and staff of specific regional center	13	Data specific to the RPDC staff	Created strategies for each region to improve its success with buildings
National Stakeholders	State Personnel Development Grant (SPDG) Program Managers, Directors from other states, Technical Assistance Centers	6	Activities, challenges and successes	<ul style="list-style-type: none"> <li>• Feedback from other states and OSEP</li> <li>• Modified reporting tools</li> <li>• Resolved state assessment issues</li> </ul>
State CEEDAR staff	DESE, institutions of	2	<ul style="list-style-type: none"> <li>• Materials and resources</li> </ul>	Initiated discussion of sharing CEEDAR,

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	higher education, school personnel, outside experts and facilitators		available to or institutions of higher education <ul style="list-style-type: none"> <li>• System development</li> </ul>	CW/SSIP resources with higher education. No action taken to date.
Shared Learning	Field staff providing services on behalf of the Office of Special Education (OSE)	2	<ul style="list-style-type: none"> <li>• Statewide implementation</li> <li>• Training, coaching</li> <li>• Site visits</li> <li>• Module development</li> <li>• Technology use</li> <li>• Communication</li> <li>• Evaluation</li> <li>• Systems development</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Consultant Log definitions to address reporting differences</li> <li>• Modified modules and made more accessible</li> <li>• Revised meeting dynamics to include more break-out sessions</li> </ul>
Collaborative Work Consultant Meetings--	All consultants providing support to schools related the SSIP specific	9	<ul style="list-style-type: none"> <li>• Vetted modules</li> <li>• Common formative assessments</li> <li>• Plans going forward</li> <li>• Technology</li> <li>• Data</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Provided additional on-line resources</li> <li>• Provided additional training on use of technology for professional development</li> </ul>
Building Specific Discussions	School staff of selected SSIP schools	14	Support, successes and challenges	Accelerated access to on-line resources
Specific Districts	Selected districts with schools involved in SSIP	15	Implications for districtwide implementation	Began discussion of statewide implementation at the district level
Management Team	DESE, University of MO-Kansas City, and representative staff from RPDCs and SISes	19 Face-to face meetings  13 Virtual meetings	<ul style="list-style-type: none"> <li>• Program evaluation</li> <li>• Site visits</li> <li>• Training/coaching</li> <li>• Credentialing</li> <li>• Implementation plan and data review</li> </ul>	<ul style="list-style-type: none"> <li>• Developed on-line supports</li> <li>• Simplified training materials</li> <li>• Tabled credentialing</li> <li>• Revised survey instruments</li> <li>• Modified practice</li> </ul>

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			<ul style="list-style-type: none"> <li>• Modules development</li> </ul>	profiles
Learning Services	Lead staff from the following offices: Educator Quality, College and Career Readiness, Quality Schools, Data Management, Deputy for Learning Services	3	Update on progress and discussion regarding how the work might help stimulate improvement across the State	<ul style="list-style-type: none"> <li>• Agreed to use data and research to guide decisions</li> <li>• Shared vision for integrating the systems supports for all districts</li> <li>• Agreed on the need to make the process systematic and systemic</li> </ul>
Area supervisors	Agency liaison with districts	2	Update on work and feedback they receive	<ul style="list-style-type: none"> <li>• Discussed how the process could affect their work in the future</li> </ul>

In between meetings with our various stakeholder groups we provided updates, related articles and significant data. We are quickly moving away from printing magazines (Collaborative Work Magazine) and reports to providing information on-line from a central site. This provides links to products, services and reports so everyone can see the big picture and the details if they so choose. There are advantages and disadvantages to using technology in this way. The main advantage is that every stakeholder has ready access to a lot of information and we can consolidate the communication process much better. The main disadvantage is that it may depersonalize the reports for some stakeholders.

**b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP**

Table 6, SSIP Stakeholder Meetings, above provides a concise but not exhaustive list of stakeholder topics and decisions made throughout the course of the last year and a half. With the exception of the management team and the SEAP, we try to be very mindful of people’s time, their expertise and the effect any decision will have on them. Conversations with stakeholders typically focus on topics they affect or are affected by either directly or indirectly. This acknowledges the value we place on their input and helps reduce poor decisions. Periodic updates are provided to all groups so they are aware of other aspects of implementation. We frequently receive comments or questions from these update sessions which we take under advisement.

We rely heavily on the SPDG Management Team in the implementation decision-making process. This team brings a wide variety of expertise and experience to the conversation.

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The majority of the members are outside the agency to ensure we were not acting on a limited view of the process. Most of the management team members attend training sessions, conduct on-site visits to RPDCs and/or schools and communicate with stakeholders in the field personally or via technology. The team relies heavily on data to inform them of issues which need to be resolved and of the direction of the action. The team includes people familiar with all levels of the process. Several of the team members are expert in statistical analysis and evaluation modeling. Others are more adept at training, resource development, budgeting, or large scale implementation. The depth of conversation for the management team is necessary to maintain the forward motion of the process and to keep a constant focus on the work. That is not to say the team makes all of the decisions or they have solved all of the problems. Our inability to institute a sustainable credentialing process and our difficulty resolving the changes in state tests are examples of areas where we continue to struggle or had to rely on outside assistance.

The balance of discussions with all of the stakeholder groups has been very beneficial in helping us move ahead with increasingly broad support and getting us to a point where the agency is truly interested in the SSIP as part of the State's blueprint for success. Many of the stakeholders can see their contribution in the products developed, services provided and direction we are going. We often tap into other pieces of the agency work and look seriously at how the pieces might mesh together rather than compete. Ongoing conversations internally within the agency have helped us reach our current level of success in the CW implementation.

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**C. Data on Implementation and Outcomes**

**1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan**

a. How evaluation measures align with the theory of action

The State initially identified a primary need to address the improvement of all student performance, especially students with disabilities. To support the implementation of the Collaborative Work, the State applied for and received funding through the SPDG in 2012. The goals of the SPDG focused on improved student performance through the use of high quality professional development and technology. The SPDG had its own set of program and performance measures.

Two years later, the State Systemic Improvement Plan (SSIP) became a new indicator in the State Performance Plan (SPP). The SSIP also has its own set of reporting requirements which differ from the SPDG requirements.

In the spring of 2016 it became necessary to hire a new evaluator for the SPDG. The new evaluator, in collaboration with the SPDG Management Team, generated a revised SPDG evaluation plan based on requirements of the grant program. This evaluation plan also included measures to evaluate the SSIP; however, as a result of different requirements, program expectations and timing of the projects, perfect alignment of the project outcomes, objectives, activities, and measurements could not be achieved. However, as the table in Appendix B shows, most of the SPDG and SSIP activities and evaluation measures align to a high degree. For all intents and purposes, the SPDG and SSIP evaluations are the same and data collected for one supports the other.

The DESE is currently writing a proposal for a new SPDG which will be written to specifically support implementation of the SSIP. This will provide us with the opportunity to perfectly align the evaluation plans for the SPDG and the SSIP.

- See Appendix B: Alignment of SSIP/SPDG/TOA
- See also Appendix D: Missouri State Personnel Development Grant (SPDG) Evaluation Plan

The State's Theory of Action articulates that all levels of the process must accept responsibility for the success of the levels below them. This clarifies that while tasks can be assigned/reassigned, the responsibility for ensuring the success of the groups or individuals with those assignments is retained. The end result is that all levels of the system must be active participants. This concept strongly influences how and by whom data are collected, reviewed, discussed, and communicated. It ensures that all levels actively use data to arrive at decisions regarding progress and needed modifications. Data transparency built into the system also allows for all levels to challenge the

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accuracy of any data used in the system. The systems approach provides consistency of implementation with many opportunities for input and feedback especially at the development level. The Theory of Action also shows that while the system is built to focus on a specific set of skills and practices, participating schools have a fair amount of flexibility in deciding which effective teaching/learning practices are most appropriate to those schools.

b. Data sources for each key measure

See Appendix A: Key Measures: Performance (Baseline to Current) for description of data sources for each key measure.

c. Description of baseline data for key measures

See Appendix A: Key Measures: Performance (Baseline to Current) for description of data sources for each key measure.

d. Data collection procedures and associated timelines

Table 7: Key Measures

<b>Key Measure</b>	<b>Collection Procedures</b>	<b>Timelines</b>
Missouri Assessment Program (MAP), English/Language Art (ELA)	Procedures are established by the Office of College and Career Readiness and approved by the U.S. Department of Education	<ul style="list-style-type: none"> <li>• Schools assess April/May</li> <li>• Assessments processed and reported to State in June</li> <li>• Districts correct errors in July/August</li> <li>• Assessment results released September</li> </ul>
CW Consultant Log Data	<ul style="list-style-type: none"> <li>• Online tool for regional consultants to complete at least weekly</li> <li>• Data can be viewed at any point in time</li> </ul>	Process begins July 1 and is completed by June 30
State Implementation Specialist (SIS) Observation for HQPD	<ul style="list-style-type: none"> <li>• SISEs determine when regional consultants are conducting training/coaching</li> <li>• SISEs attend, observe, and provide feedback for a minimum of 20% of each consultant's training/coaching activities</li> </ul>	Process begins July 1 and is completed by June 30
Common Formative	<ul style="list-style-type: none"> <li>• Schools record and report</li> </ul>	Occurs throughout the school

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Assessment (CFA) Statewide Data	CFA data upon completion of each teach/test/reteach/retest cycle <ul style="list-style-type: none"> <li>• Data now submitted in an automated, online system</li> </ul>	year
Collaborative Work Implementation Survey (CWIS)	<ul style="list-style-type: none"> <li>• Survey administered to all participating CW schools annually</li> <li>• Evaluator organizes and analyzes results and reports to DESE</li> </ul>	<ul style="list-style-type: none"> <li>• Survey-March</li> <li>• Results-April</li> </ul>

e. [If applicable] Sampling procedures

Sampling procedures were not used for any of the CW/SSIP. The initial selection process explained in Phase I articulated how schools were brought into the process and how representative they are of the State. All data collection activities are conducted project-wide. All regional centers are visited equally. Only visits to selected schools or observations of consultants are conducted at less than 100%. No sampling process is used or is believed needed to select sites for visitation or consultants for observation.

f. [If appropriate] Planned data comparisons

Planned data comparisons are as follows:

- Key Measure: Performance on statewide assessment in English/language arts of all students with disabilities in the State achieving proficiency compared to all students without disabilities in the State.

Sub-measures beginning with 2016-2017 data:

- Performance on statewide assessment in ELA for both students with and without disabilities in CW buildings compared to students with and without disabilities in other Missouri schools with similar demographics.
- Attendance rate for students with disabilities in CW buildings compared to attendance rate for students without disabilities in CW buildings.
- Discipline rates for students with disabilities in CW buildings compared to discipline rates for students without disabilities in CW buildings.

g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

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One of the main foci of the CW/SPDG has been the development of a data collection system to give us reliable information upon which to measure the quality and fidelity of implementation. This allows the State to evaluate the impact that implementation is having on (1) knowledge and skills of the regional PD providers, (2) knowledge and skills of school staff, (3) fidelity of implementation of the activities by the regional PD providers and school staff, (4) changes in adult behavior, and ultimately, (5) impact on student performance.

The approach to measuring intended outcomes involves working at all levels (State, regional, district, building, classroom) to create a statewide system of data-informed decision-making. A variety of data collection methods are being used for the evaluation to measure both implementation and impact. These methods include surveys, analysis of student academic achievement data, document analysis, onsite observation, and consultant log data. Both quantitative and qualitative data are collected on a wide range of variables at the state, regional, district, building and classroom levels.

The available data in the system are analyzed regularly by various groups involved in the CW/SSIP implementation to inform decision-making about progress and potential need for adjustments to the process/major activities. The SPDG Management Team meets at least monthly and review of data consumes a large part of the agenda. The data reviewed informs the team of how much progress is being made in implementation of the intended activities. The DESE CW staff meet monthly with the RPDC Directors, as well as with the CW consultants. Again, review of data and discussion of its implications for implementation activities directs many of the agenda items and meeting activities. Consultant log data is reviewed by DESE program staff on a monthly basis to monitor implementation. This review has prompted numerous revisions to the log system, the consultant contract provisions and training emphasis. Finally, submission of CFA data is reviewed monthly to monitor fidelity of implementation of critical key CW practices at the building level.

**2. How the State has demonstrated progress and made modifications to the SSIP as necessary**

- a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR

Key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR are obtained through multiple sources. These sources are described in Appendices A-G. The data are both qualitative and quantitative and provide information about implementation fidelity as well as improvement in performance for educators (knowledge/skills/attitudes of regional providers and building staff) and students (academic and social/behavioral).

This data are reviewed regularly by various groups involved in the CW/SSIP

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implementation. The SPDG Management Team meets at least monthly and review of data consumes a large part of the agenda. The data reviewed informs the team of how much progress is being made in implementation of the intended activities and helps to inform decisions regarding future actions for improvement. The DESE CW staff meet monthly with the RPDC Directors, as well as with the CW consultants. Again, review of data and discussion of its implications for implementation activities directs many of the agenda items and meeting activities. Data have also been reviewed on a regular basis with other DESE staff and system stakeholders, including the DESE Division of Learning Services Leadership Team, the Area Supervisors of Instruction, the SEAP, and the MO-CASE.

b. Evidence of change to baseline data for key measures

See Appendix A: Key Measures: Performance (Baseline to Current) for description of evidence of change to baseline data for each key measure.

c. How data support changes that have been made to implementation and improvement strategies

As indicated previously, the Improvement Strategies (effective educational and teaching/learning practices) were selected based on research so no changes have been or will be made to those strategies; however, as data were showing that implementation of the strategies was inconsistent, activities have been added/modified to address the following inconsistencies:

- Log data indicated that regional consultants were not logging activities consistently. As a result, training on completing the log using consistent definitions and examples was provided. The structure of how data was entered into the logs was changed to reduce error and inconsistency.
- Observation, interview and log data indicated regional inconsistency in implementation of CW activities. To address this, the regional contract was written to incorporate critical activities. This required reporting of those activities as part of contractual responsibilities to help ensure implementation and accountability. Updates on activities were also reported monthly at CW Program Area meetings and RPDC Directors' meetings along with data reviews.
- A review of measurement strategies showed a lack of alignment with items on the School Implementation Scale and the Team Functioning Survey, two instruments used to measure depth and fidelity of CW practices among building staff. To address this, the two surveys were combined into one with a number of items revised/reworded/eliminated. The revision of these surveys was done with input from the RPDC Directors and consultants and was piloted by a group of buildings in the CW project prior to being adopted for use.

d. How data are informing next steps in the SSIP implementation

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A review of consultant log data and onsite visits in CW buildings indicated there was considerable variability in the manner in which regional PD providers were training and coaching building staff to implement the key elements of the CW. Whereas there is flexibility built into the system to allow for building size, demographics and context, it is fundamental that the core practices of the system be implemented consistently throughout the state to ensure fidelity. In terms of implementation science, we have many buildings that are not yet at the full implementation stage where we could feel comfortable with innovation and acceptable deviation from any one or more of the key elements.

On the other hand, a review of CW implementation data showed that there were districts where almost all buildings were participating and many of the buildings in those districts were implementing the CW key elements with fidelity. This data indicated that it appeared to be the right time to begin a pilot for scaling implementation to the district level. A plan for making this move is being developed and will be implemented in the near future.

Finally, log data and onsite visits also confirmed that information about CW tools and resources available to the buildings had not always been shared with building staff. This information has prompted discussion about what kind of interventions need to be put in place to ensure that everyone in the system is aware of the available tools and resources and how they can best be used.

- e. How data support planned modifications to intended outcomes (including the SIMR)—rationale or justification for the changes or how data support that the SSIP is on the right path

See A.1 in this document: Proposal to Revise SiMR.

### **3. Stakeholder involvement in the SSIP evaluation**

- a. How stakeholders have been informed of the ongoing evaluation of the SSIP (see Table 6 SSIP Stakeholder Meetings).

As discussed in Table 6, there are a number of ways in which stakeholders are informed of the ongoing evaluation of the SSIP. Among those are:

- Regional and statewide data are provided to RPDC directors and CW consultants at least monthly. Twice annually, the SPDG/SSIP evaluation is shared and reviewed with these two groups along with the opportunity for discussion and input.
- The SPDG Management team reviews all or parts of the evaluation at each monthly meeting. The State Implementation Advisory Team (SIA), which expands the membership of the management team to RPDC Directors and other DESE staff, meets with the Management Team quarterly and evaluation is a standing agenda item at those meetings.

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- Updates on the SPDG/SSIP are given to the Special Education Advisory Panel (SEAP) on a regular basis. This includes data and information about progress with SPDG/SSIP activities and performance.
  - DESE Office of Special Education (OSE) staff meet regularly with the MOCASE Board. CW/SPDG/SSIP implementation and evaluation data are shared at each meeting along with opportunity for discussion and input.
- b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

As stated in Table 6 and in the section immediately preceding this, all stakeholder groups have been given many opportunities to provide input and direction to the initiative and to the evaluation. The Management Team regularly reviews input from the stakeholder groups and project data to inform of next steps and direction. For example, the RPDC Directors and CW Consultants have numerous opportunities to discuss and offer feedback regarding the data collection, evaluation activities and progress toward meeting goals. Finally, the SEAP and MOCASE review data and are requested to discuss and provide advice on what is not clear and recommendations for the future.

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**D. Data Quality Issues**

**1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR due to quality of the evaluation data**

- a. Concern or limitations related to the quality or quantity of the data used to report progress or results

It is challenging, in and of itself, to implement a major school systems change effort which involves a variety of players at multiple levels in the system all of whom have differing roles and needs for training, coaching and monitoring for fidelity of implementation and impact. The approach to measuring intended outcomes involves working at all levels (SEA, regional, LEA) to create a statewide system of data-informed decision-making. A system must be in place to measure not only impact (student performance), but also implementation fidelity of the Professional Development provided, the depth and fidelity of implementation of the key practices at the building/classroom level, and increased/improved knowledge and skills of PD providers and school staff.

One of the main foci of the CW/SPDG has been the development of data collection tools to give us reliable information upon which to measure the quality and fidelity of implementation, as well as the impact implementation is having on (1) knowledge and skills of the regional PD providers, (2) knowledge and skills of school staff, (3) fidelity of implementation of the activities by the regional PD providers and school staff, and (4) ultimately, impact on student performance.

Among the challenges are

- Reliable data collection systems
- Valid and reliable tools for data collection
- Alignment of the measurement instruments
- Terminology/definition consistency
- Sufficient resources for acquiring the data, checking the data for accuracy, reporting the results of data to all stakeholders, analyzing the data for decision-making purposes
- Ability to compare performance results from year to year

- b. Implications for assessing progress or results

- Reliable data collection system

Building reliable data collection systems takes resources (time and expertise). Testing of those systems is also time-consuming. Until the system is completely validated and mature, caution must be used when basing decisions on the data provided by the system.

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- Valid and reliable tools for data collection with common understanding of how/what to submit

The tools for data collection must be simple and instructions clear for what is to be submitted and how. They must also be valid and reliable to ensure that you are collecting data that will answer your evaluation questions and do that consistently. Without valid and reliable data collection tools, data analysis and decisions based on that analysis are completely meaningless and of no value.

- Alignment of the measurement instruments

Most measurement instruments are designed over time. This creates the potential for misalignment which then results in missing, duplicative, inaccurate or conflicting data. Constant vigilance is necessary when developing/using measurements to ensure this does not happen and that the instruments are producing the data needed accurately and efficiently.

- Terminology/definition consistency

In order to ensure valid and reliable data, those providing and using the data must be on the same page with what is to be collected and how it is to be reported. The best way to address this is to have common terms and clear, specific definitions.

- Sufficient resources for acquiring the data, checking the data for accuracy, reporting the results of data to all stakeholders, analyzing the data for decision-making purposes.

Data collection and analysis is a resource-heavy process. Time and expertise are required to:

- Develop collection and submission tools that accurately reflect the data needed
- Train (retrain and keep trained) users on what data to collect, how to collect it and how to submit it
- Organize data for the variety of users and stakeholder groups
- Continually check for quality of the data
- Analyze and make decisions about the data
- Revise tools and training, as needed

- Ability to compare performance results from year to year

Initial intentions were to use State assessments (initially the Smarter Balanced assessment) to help determine the success of the pilot project. Unfortunately, the legislature inserted language in the budget to prevent the State from using the Smarter Balanced assessment program or its items and the expectation would be for the state to develop its own assessments based on the revised MO Learning Standards. As a result, none of the assessments for the past three years have been sufficiently linked

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to the prior year assessments to make solid judgments regarding improvement at the state, district, building or individual level.

c. Plans for improving data quality

A robust, DESE-wide data system is currently under development. When mature, this system will tie the DESE's data collection systems such as Core Data, Consultant Log, teacher/leader evaluation, system reviews and tiered monitoring with access for all district staff to on-line curricula materials, career/technical education supports, common formative assessments, educator evaluation tools, self-assessment tools, PD focusing on leadership, effective teaching and learning, etc.

In the future, the plan is to have a "One Stop Shop" which houses all DESE resources in a single location. This "One Stop Shop" should help to provide consistency in data collection and analysis by eliminating the existence of numerous systems with varying expectations acting independent of one another.

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**E. Progress Toward Achieving Intended Improvements**

**1. Assessment of progress toward achieving intended improvements**

- a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up

An on-going assessment of the effectiveness of the infrastructure supporting the CW/SSIP indicated that there were adjustments/modification/additions needed to ensure fidelity of implementation of the current CW framework, as well as, to support eventual scale-up and sustainability statewide. Data show that the current regional system of support which provides predominantly face-to-face training and coaching will never be financially feasible to allow for scale-up, support and sustainability for the entire State. To address this issue, the following actions have been/are being taken to strengthen the infrastructure supports for the CW/SSIP:

- All basic training materials/tools/resources have been placed on a website to allow access by all participating buildings. This allows for greater flexibility and efficiency in use of the training materials/tools/resources. Buildings may now provide some or all of their own training. This includes initial training for existing or new staff. The materials are also available for “just-in-time” refresher information from previous training.
- The DESE is in the process of building a virtual platform, which, when mature, will provide access for all district staff to on-line curricula materials; career/technical education supports, common formative assessments, educator evaluation tools, self-assessment tools; PD focusing on leadership, effective teaching and learning, etc. Numerous materials which may be used for professional development, aligned to the DESE’s Strategic Plan (Top 10 by 20), are available online now and may be accessed by anyone at any time at the following website: <https://www.moedu-sail.org/>. More resources are being added regularly. In the future, the plan is to have a “One Stop Shop” which houses all DESE resources in a single location.

- b. Evidence that SSIP’s evidence-based practices are being carried out with fidelity and having the desired effects

As stated throughout this report, data, including consultant log data, CFA submission data, surveys and observations, indicate that while some aspects of the implementation are being implemented with fidelity and having the desired effects, other data reveal gaps in implementation fidelity (knowledge of tools and training resources, consistency in information provided and expectations for implementation, monitoring for fidelity of implementation). The following is evidence of the fidelity of implementation obtained from the various data sources:

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Consultant Log data: Consultant Log data show us the amount of time spent by the regional consultants in various job activities, the districts with which they work, what training, TA and coaching (per CW topic area) are provided to each district and in what amounts. This data can be shown by individual consultant, by district, by region, and by state. An analysis of this data over time showed two primary issues: (1) the regional TA staff were not moving from training to coaching as quickly as would be anticipated, and (2) logging activities into the Consultant Log system was not occurring as accurately as desired. This resulted in three actions from the State: (1) more professional development was provided to the regional staff on “coaching” and emphasis was placed on the importance of follow-up coaching after initial training, (2) the log system was revised to allow for designation of training vs. coaching, and (3) TA was provided on what constituted training vs. coaching and how/where to log each. Current data show that logging is more accurate and that more coaching is occurring throughout the system.

CFA data submission: Administration of CFAs is a key element for implementation of the CW. Data collected from CFAs is used by the teacher teams to make decisions about the effectiveness of their instruction and guide future instruction. Because this data is crucial to the instructional process, the expectation is that CFAs will be administered frequently throughout the year. In order to have evidence that buildings were implementing the CW with fidelity, a requirement was placed that each grade level would submit a minimum of five (5) CFAs annually. Failure to submit CFA data, along with other evidence, resulted in a few buildings being removed from the project due to their failure to implement with fidelity.

Some actions taken to improve the fidelity of CFA administration and reporting include:

- Monthly reports of CFA submissions are reviewed by the DESE project staff and discussed with the RPDC Directors and CW regional consultants
- CFA submission tool has been improved based on consultant and school staff feedback
- Submission of CFA data has been automated for convenience and accuracy
- Importance of the CFA administration, data collection and analysis to the fidelity of CW implementation has been emphasized with the regional PD providers and school staff through various means

Current data show that most buildings remaining in the project submit CFA data as required and many buildings exceed the minimum submission requirements. However, a few buildings continue to submit only the required number of CFAs and do not administer them regularly throughout the year as necessary for effective instruction.

Collaborative Work Implementation Survey (CWIS):

The CWIS gives us valuable information from school staff regarding their level of understanding and depth of implementation of the key elements of the CW.

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- See Appendix F: Collaborative Work Implementation Survey, March 2017

School Implementation Specialists (SIS) Observations for High Quality Training and Coaching:

- See Appendix A: Key Measures: Performance (Baseline to Current)  
Section 3: Collaborative Work (CW) State Implementation Specialist (SIS)  
Observation Trend Data (2014-2017)

Student Performance Data:

Student performance data are discussed in detail in Section A.1 related to the SiMR.

- c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SiMR

As indicated in Tables 2 and 3 of this document, most activities designed to promote progress toward achieving the SiMR were carried out as planned. We placed renewed emphasis on training RPDC consultants in group coaching methods based upon reviews of log data, interviews and observations which indicated that training was occurring, but with insufficient coaching follow-up to ensure that the practices were established sufficiently. We continued to improve the data collection tools to make them function better and to refine the definitions around the data collected, especially on the Consultant Log which helps describe how consultants spend their time and effort on behalf of the SSIP.

- d. Measurable improvements in the SiMR in relation to targets

The following table provides comparative data which helps us believe that the process we are using has merit and is making a positive improvement:

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Table 1 (repeated) Proficiency Rates on State English/Language Arts Assessments (grades 3-8 only)

Year of Language Arts Assessment	All Students Statewide not in Collaborative Work Schools	Students with Disabilities Statewide not in Collaborative Work Schools	All Students in Collaborative Work Schools (includes schools active in 2016-2017)	Students with Disabilities in Collaborative Work Schools (includes schools active in 2016-2017)
2013-2014 Baseline Year	48.7%	14.8%	47.7%	15.8%
2014-2015	57.5% (+8.7%)	21.8% (+7.0%)	57.4% (+9.7%)	24.1% (+8.3%)
2015-2016	60.3% (+2.8%)	24.8% (+3.0%)	61.0% (+3.6%)	28.2% (+4.1%)

Table 1 shows the categories of all students and of students with disabilities increased proficiency rates for each of the years assessed. The State appears to be on track to meet its SiMR. Additionally, students in Collaborative Work schools increased at rates higher than students in non-participating schools for all students and for students with disabilities from 2014-15 to 2015-16. This comparison of participating and non-participating schools tends to reinforce the potential of the SSIP/Collaborative Work for moving student achievement for students with disabilities in Missouri.

Note that the last column in Table 1 does not match the historical SiMR data for the following two reasons: (1) SiMR data includes high school end-of-course assessment data while Table 1 only includes grades 3-8 regular grade level assessments, and (2) the data in Table 1 is limited to schools that are participating CW buildings in the 2016-2017 school year.

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**F. Plans for Next Year**

**1. Additional activities to be implemented next year, with timeline**

At this point, most long-term activities are beginning to focus on scaling the process and tools statewide within a larger system of state supports. We also need to maintain consistency with the pilot CW/SSIP schools. Modifications to the basic framework of the CW/SSIP must be kept to a minimum to ensure the validity of the evaluation being conducted.

Table 8: CW/SSIP Activities for 2017-2018 with Timeline

Activity	Timeline
<ul style="list-style-type: none"> <li>• Implementation of the expanded on-line resources for schools.               <ul style="list-style-type: none"> <li>○ will help teachers new to the building,</li> <li>○ reinforce understandings,</li> <li>○ act as a quick answer resource.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Test May-June 2017</li> <li>• Roll-out July 2017</li> <li>• Training beginning July 2017 and continuing throughout 17-18 school year</li> </ul>
Initiate steps to implement effective educational practices at the <b>district level</b> as the next logical step toward statewide implementation.	<ul style="list-style-type: none"> <li>• Demonstration Phase Rollout May 2017</li> <li>• Demonstration Phase Training Summer/Fall 2017</li> <li>• Demonstration Phase Implementation 17-18 School Year</li> </ul>
Review <b>district level</b> implementation process from district perspective and adjust tools/procedures and supports.	May-June, 2018

**2. Planned evaluation activities including data collection, measures, and expected outcomes**

At the present time the plan is to continue with existing evaluation activities. As we move toward statewide implementation, it is possible that additional activities, outcomes, measures, and other data collection may be needed to address implementation at the district level. In this event, the SPDG/SSIP evaluation plan will be revised to reflect this information.

**3. Anticipated barriers and steps to address those barriers**

One barrier is the current system of support which is heavily reliant on regional staff as the primary providers of training, TA, coaching and monitors for fidelity of implementation in all districts/buildings statewide. A second barrier is the continued inability to achieve focus and competency in some of the regional PD centers. This does not reflect on all regions/staff but calls into question how much reliance can be placed on field staff to ensure fidelity of implementation. Finally, data show that the current regional system of support which provides predominantly face-to-face training and

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coaching will never be financially feasible to allow for scale-up, support and sustainability for the entire State.

If we cannot depend on the system to implement the CW/SSIP with fidelity and cannot afford the system, even if it is dependable, then we must design a system that provides for installation of practices and development of internal capacity which is efficient, effective and meets the needs of all stakeholders.

For steps to address these barriers, see “Infrastructure Improvement Strategies” in Section A.2 of this document.

**4. The State describes any needs for additional support and/or technical assistance**

The State would like to engage in continued discussions with NCSI related to:

- Outcome measures
- Systems Alignment Learning Collaborative (SALC)

Suggestions from OSEP related to aspects of this work would be welcomed.

## List of Appendices

<b>Appendix</b>	<b>Title of Document</b>
A	Key Measures: Performance (Baseline to Current)
B	Alignment of SSIP/SPDG/TOA
C	SPDG Learning Package Status
D	Missouri State Personnel Development Grant (SPDG) Evaluation Plan
E	SPDG Evidence-Based Professional Development (EBPD) Worksheet
F	Collaborative Work Implementation Survey (CWIS)
G	MO SPDG 2016 APR 4-29-16 final report

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### **Appendix A: Key Measures: Performance (Baseline to Current)**

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Key Measures included in Appendix A:

<b>SECTION NUMBER</b>	<b>SECTION TITLE</b>	<b>PAGE NUMBER</b>
1	Missouri Assessment Program (MAP), English/Language Arts (ELA) Proficiency Rates	2
2	Consultant Log Data	3
3	Collaborative Work (CW) State Implementation Specialist (SIS) Observation Trend Data (2014-2017)	6
4	Common Formative Assessment (CFA) Statewide Data	7
5	Collaborative Work Implementation Survey (CWIS)	8

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Appendix A: Key Measures: Performance (Baseline to Current)**

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**Section 1: Missouri Assessment Program (MAP), English/Language Arts (ELA)  
Proficiency Rates (grades 3-8 only)**

<b>Year of Language Arts Assessment</b>	<b>All Students Statewide not in Collaborative Work Schools</b>	<b>Students with Disabilities Statewide not in Collaborative Work Schools</b>	<b>All Students in Collaborative Work Schools (includes schools active in 2016-2017)</b>	<b>Students with Disabilities in Collaborative Work Schools (includes schools active in 2016-2017)</b>
2013-2014 Baseline Year	48.7%	14.8%	47.7%	15.8%
2014-2015	57.5% (+8.7%)	21.8% (+7.0%)	57.4% (+9.7%)	24.1% (+8.3%)
2015-2016	60.3% (+2.8%)	24.8% (+3.0%)	61.0% (+3.6%)	28.2% (+4.1%)

Data Source: Missouri Department of Elementary and Secondary Education, MAP/ELA Student Proficiency Rate for grades 3-8 in 2013-2014, 2014-2015 and 2015-2016 school years

Baseline data: See table above for 2013-2014 baseline year data

Current data: See table above for 2015-2016 current data

Evidence of change: The table above provides comparative data which helps us believe that the process we are using has merit and is making a positive improvement.

The table shows the categories of all students and of students with disabilities increased proficiency rates for each of the years assessed. However, students in Collaborative Work schools increased at rates higher than students in non-participating schools for all students and for students with disabilities, while students with disabilities in Collaborative Work schools showed the greatest gain from 2014-15 to 2015-16. This comparison of participating and non-participating schools tends to reinforce the potential of the SSIP/Collaborative Work for moving student achievement for students with disabilities in Missouri.

Note that the last column in Table 1 does not match the historical SiMR data for the following two reasons: (1) SiMR data includes high school end-of-course assessment data while Table 1 only includes grades 3-8 regular grade level assessments, and (2) the data in Table 1 is limited to schools that are participating CW buildings in the 2016-2017 school year.

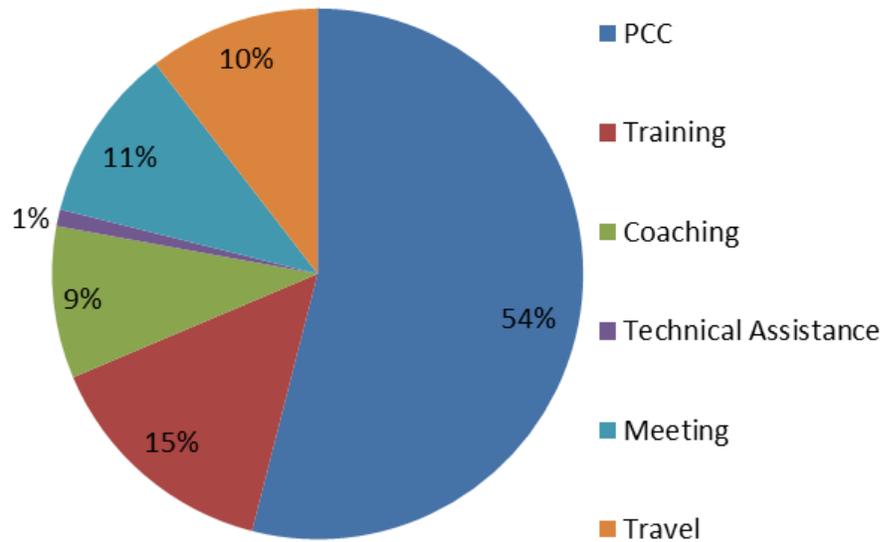
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Section 2: Consultant Log Data

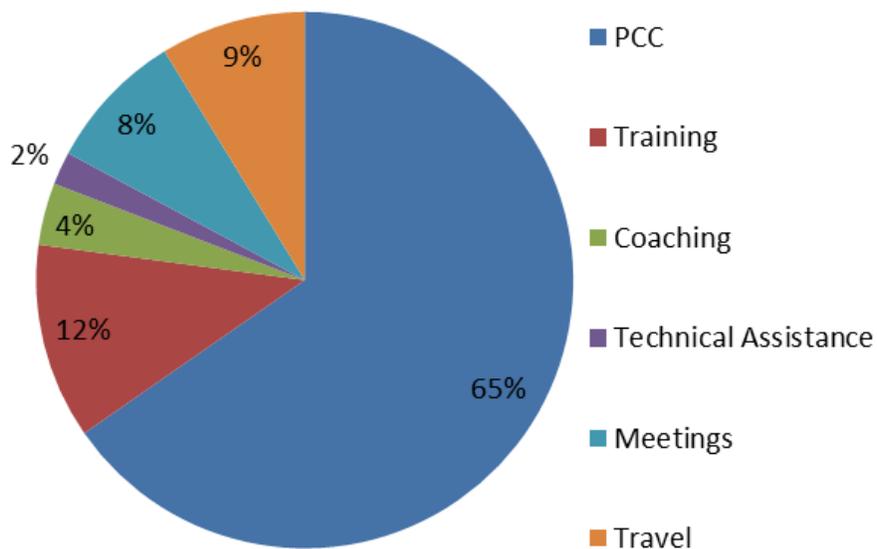
**CW Hours Logged by Category**

July 1, 2016 to March 27, 2017



**CW Hours Logged by Category**

July 1, 2015 to June 30, 2016



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Appendix A: Key Measures: Performance (Baseline to Current)**

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<b>Breakdown of CW PCC Hours by Purpose July 2016 thru March 2017</b>	<b>Sum of Hrs</b>	<b>% of Hrs</b>
Coaching	417	2.07%
Communicate (leadership teams, staff, coaches, community, etc.)	2910	14.47%
Consultant Log Entry	1053	5.24%
Content Development	4422.35	22.00%
Directors' Meeting	40	0.20%
Facilitate (leadership teams, staff, coaches, community, etc.)	415.5	2.07%
Internal Data Collection/Review/Reporting	3118.25	15.51%
National PD Detail	0	0.00%
Network (leadership teams, staff, coaches, community, etc.)	863.5	4.29%
Office Paperwork (expense, accounting, etc.)	987	4.91%
Other	1091.5	5.43%
Preparing/packing training materials	1914.75	9.52%
Program Area Meeting	34	0.17%
Read/Reply to Correspondence (phone, email, etc.)	1916.5	9.53%
Recruiting Participants	0	0.00%
Regional PD Detail	65	0.32%
Regional Staff Meeting	430	2.14%
Shared Learning	40.5	0.20%
State PD Detail	30.5	0.15%
Technical Assistance	94	0.47%
Training	261.5	1.30%
<b>Total</b>	<b>20104.85</b>	<b>100%</b>

Data Source: Consultant Log Data

Baseline data: The State has gone through a variety of revisions to this tool for the purpose of improving the data quality. Baseline data will be established based on the July 1, 2015 – June 30, 2016 school year. In the years prior, the Consultant Log System was under construction. While information was collected during this time, feedback from system users and an internal analysis of the data indicated a need for (1) more precise categories under which data was collected, (2) more clear and precise definitions of the categories, and (3) additional training for system users.

Current data: See July 2016 – March 2017 for current year data.

# Missouri Department of Elementary and Secondary Education (DESE)

## Appendix A: Key Measures: Performance (Baseline to Current)

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Evidence of Change: Analysis of consultant log data following the 2015-2016 school year, the following was revealed:

- Lack of activity detail
- Lack of clarity regarding terminology
- Clarification of activity definitions
- Inconsistent and lack of data entry

To address these issues, DESE staff redesigned the log system incorporating a hierarchy for data entry by using drop down boxes to force consistent entry. A required activity to log activity hours was added to the CW consultant contract. Finally, training was provided to CW consultants regarding the log entry process and new system enhancements. The log system continues to be refined to improve consistency of statewide data entry. Comparison of current data (2016 through 3 months of 2017) with data from the baseline year of 2015-2016) indicate:

- A reduction in the percent of time spent at the office (represented by PCC percent) from 65% in 2015-16 down to 54% in 2016-17. The Breakdown of CW PCC Hours by Purpose July 1, 2016 to March 2017 table provides more detail related to how the Planning Communication and Coordination hours are expended. This level of detail was not available in 2015-16.
- An increase in percent of time spent in training from 12% to 15%. This is a desirable improvement.
- An increase in percent of time spent coaching from 4% in 2015-2016 to 9% in 2016-2017. This is the type of change we hoped to get from an intentional attention to coaching.
- A decrease in technical assistance from 2% to 1%. This is not an area of concern since the increased time at the districts is embedded in training and coaching.
- An increase in percent of time at state called meetings from 8% of total time to 11% of total time. While not desirable, this was an intentional increase due to the need to train new staff and reinforce certain elements to continued staff.
- A slight increase in percent of time spent in travel as we were encouraging more interaction with school personnel. We expect technology to reduce travel time in the future.

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Appendix A: Key Measures: Performance (Baseline to Current)**

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**Section 3: Collaborative Work (CW) State Implementation Specialist (SIS) Observation  
Trend Data (2014-2017)**

<b>FY Dates</b>	<b>7/1/14 - 6/30/15 HQ/Total</b>	<b>% HQPD 2014-15</b>	<b>7/1/15 - 6/30/16 HQ/Total</b>	<b>% HQPD 2015-16</b>	<b>7/1/16 - 3/26/17 (YTD) HQ/Total</b>	<b>% HQPD 2016-17 (YTD)</b>
Training Observations	92/96	95.8%	177/184	96.2%	68/68	100%
Coaching Observations	222/227	97.8%	154/160	96.3%	160/165	97%

Data Source: State Implementation Specialist (SIS) observation data. One of the main responsibilities of the SISEs is to observe training and coaching activities of the regional providers. This is done through the use of two research-based observation instruments (1) *Observation Checklist for High Quality Professional Development Training* and (2) *Observation Checklist for High Quality Professional Development Coaching*.

Baseline data: SIS data collection was initiated in September 2014

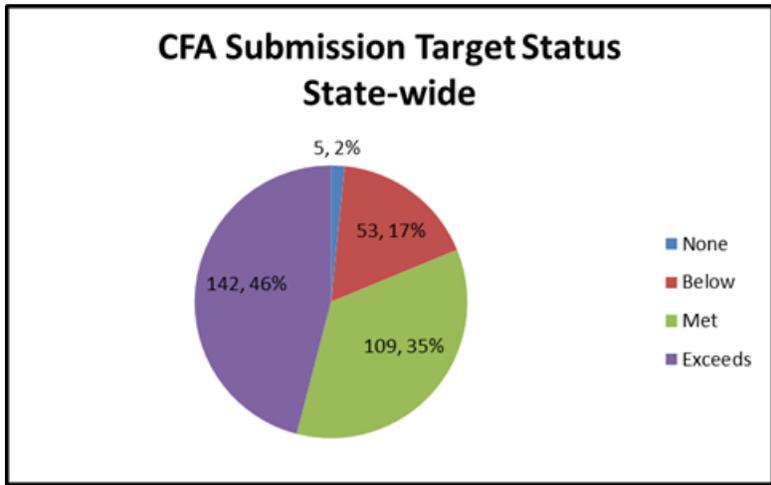
Current data: July 1, 2016 - March 26, 2017

Evidence of change: Data shows that there has consistently been a high level of adherence to quality in the delivery of training and coaching within the system.

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Appendix A: Key Measures: Performance (Baseline to Current)**

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**Section 4: Common Formative Assessment (CFA) Statewide Data**



**Count of Buildings: Target Submission of 5 CFAs/Grade-Level  
Range = % of Target Met – July 1, 2015 to June 30, 2016**

Count of Buildings (309 Total)	Submitted Range
5	0%
1	1%-10%
0	11-39%
6	40-59%
9	60-79%
37	80-99%
251	100%

Data from the pie chart above reveal 251 (81%) of CW buildings met or exceeded the required submission target. Of the remaining 58 CW buildings, the majority (37 buildings) were close to meeting the required submission target (80-99% submission).

Data Source: Automated CFA Collection Tool

Baseline data: The baseline year is July 1, 2015 to June 30, 2016 as this was the first year all buildings used the Automated CFA Collection Tool.

Current data: July 1, 2015 – June 30, 2016 also serves as the current year’s data as this school year is currently in progress.

Evidence of change: The State is not reporting evidence of change as this is the first year all buildings used the Automated CFA Collection Tool. Data obtained from previous years is not valid and reliable and cannot be used for comparative purposes.

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Due to the lack of validity and reliability of the assessment items, the automated tool is not used to track student progress. We monitor changes in adult behavior based on the number of assessment cycles completed by each teacher and the frequency with which they administer the assessments.

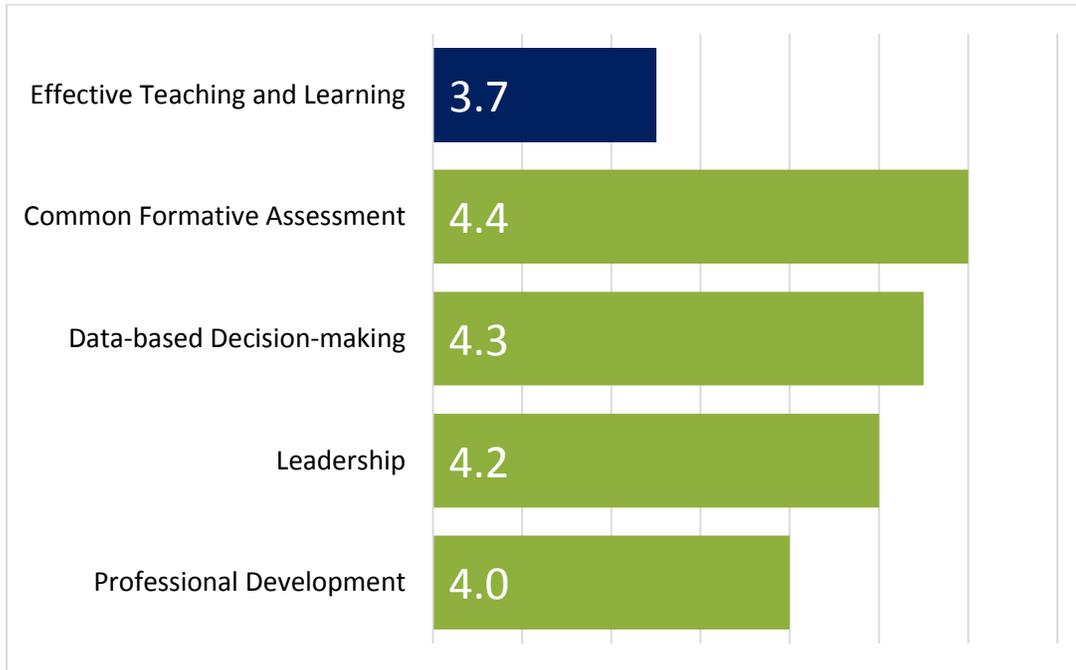
# Missouri Department of Elementary and Secondary Education (DESE)

## Appendix A: Key Measures: Performance (Baseline to Current)

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### Section 5: Collaborative Work Implementation Survey (CWIS)

Mean Scale Values Across All CW Implementation Survey Participants (of a possible 5 points)



Data Source: 2017 Collaborative Work Implementation Survey (CWIS)

The general survey opened on March 1 and closed on March 22. The total reach of the surveys was 3,969 individuals at 247 of the 282 active project buildings. These responses included those from more than 3,500 individuals that indicated that they were a part of a "data team" at their building.

Baseline data: In response to a need to gather more formative data to help programmers iterate an effective system of support for districts and schools in the final year of its project, and to prepare for the submission of a proposal for additional years of funding through the SPDG 2017 contest, the project management team decided not to deliver the Team Functioning Survey or the School Implementation Scale during the 2016-2017 school year. Though these tools were scientifically validated and measured to be highly reliable and were seen by project administrators to have face validity, it was expected that the instrument introduced measurement error of both the type I and type II varieties as it measured a tremendous amount of change in school buildings that went far beyond the scope of the Collaborative Work project and its training and coaching foci. In addition, the team functioning survey had reached a "ceiling effect" where most respondents answered with the most positive values on nearly all responses.

In its place, evaluators disseminated a more project specific Collaborative Work Implementation Survey (CWIS) developed through a collaborative process including DESE staff, project administrators at UMKC, and the evaluation support at the TerraLuna Collaborative. This new survey investigated five relevant scales: 1. effective teaching and learning, 2. common formative assessment, 3. data-based decision-making, 4. leadership, and 5. professional development. A pilot of the survey opened on February 2, and closed on February 9 and though some small adjustments

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### Appendix A: Key Measures: Performance (Baseline to Current)

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were made to item format (such as bolding specific words in a prompt) the management team determined that results could be merged with those from the general dissemination.

Results from the survey related to the five relevant scales are shown in the chart at the beginning of this section. Respondents provided favorable evidence related to the implementation of many project features. However, effective teaching and learning lagged a bit behind the other sections, a difference that was measured to be statistically significant.

Within the domain of effective teaching and learning the prompt soliciting agreement with the statement, “The students in my classroom, including students with disabilities, write/state learning targets using "I can" or "I know" statements” was most likely to receive responses of disagree or strongly disagree. The lowest ranked prompts for other sections included:

1. CFA: Each student reviews his/her results of common formative assessments with a teacher. (3.8)
2. DBDM: Visual representations of individual student, classroom, and building data are used for tracking growth and making decisions. (4.1)
3. Leadership: The building leader(s) actively problem-solve(s) with my team. (4.1)
4. PD: I receive feedback about my classroom instruction from other teachers. (3.5)

Current data: Same as baseline data (see explanation directly above)

Evidence of change: As a result of the dissemination of a new survey instrument, the Collaborative Work Implementation Survey, the data collected could not be compared to previous years. To that end, evaluators created a bridge to past data by asking participants to “Please consider what you see and experience related to common formative assessments, effective teaching and learning practices, collaborative data teams, and data-based decision making, in your classroom and with your students.” The survey asked for responses through participant dragging of a slider bar towards the right to indicate the amount of progress that the participant felt their building had made. Participants who were new to the building were asked to not provide a response. Scores below 50 represent those that are worse off than last year, those above 50 are better off. Results showed that for all four major scales investigated with previous survey tools, participants rated implementation during the current school year as BETTER (Effective Teaching Practices: 72.9, DBDM: 71.4, Collaborative Data Teams: 68.9, CFA: 68.5).

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**Appendix B: Alignment of SSIP/SPDG/TOA**

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation (Key Measures)	Theory of Action (TOA)	Performance (Baseline to Current Year)
<p>The SSIP and the SPDG share the following two goals:</p>						
<p>Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation, and evaluation of a targeted system of professional development, which includes training, technical assistance, and coaching.</p>						
<p>Goal 2: Increase and improve the use of technologies to support implementation of professional development and use of data for effective teaching and learning decision-making.</p>						
	<p>The long-term goal of providing this research-based model is to improve educational and post-school outcomes for students with disabilities.</p> <p>SPDG Program Measure 1: Projects use evidence-based professional development practices to support the attainment of identified competencies</p> <p>SPDG Program Measure 2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time</p>			<p>The SiMR is to increase the percent of students with disabilities in grades K-12 who will perform at proficiency levels in English/language arts and math in the Collaborative Work schools by 6.5 percentage points by 2018</p>	<p>The Missouri educators participating in the Collaborative Work will:</p> <ul style="list-style-type: none"> <li>• Develop collaborative teams, select and implement effective teaching/learning practices, administer common formative assessments with fidelity, and practice data-based decision-making</li> <li>• Hold high expectations for all students, including Students with Disabilities (SWD)</li> <li>• Use data to drive instructional decisions to meet the diverse learning needs of all students</li> </ul> <p>Then all SWDs in the pilot schools will demonstrate improved educational results</p>	<p>Appendix A: Key Measures: Performance (Baseline to Current)</p> <ul style="list-style-type: none"> <li>• Section 1: Missouri Assessment Program (MAP), English/Language Arts (ELA) proficiency rates</li> </ul>

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**Appendix B: Alignment of SSIP/SPDG/TOA**

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation (Key Measures)	Theory of Action (TOA)	Performance (Baseline to Current Year)
<p>1. Developing Learning Packages incorporating identified elements of High Quality Professional Development (HQP) and adult learning principles for use by regional system of support trainers/coaches</p>	<p>By the end of the fourth year of funding the SPDG initiative, 70% of evidence-based professional development components score 3 or 4 on the SPDG Rubric. (1.a)</p>	<p>F.1: To what extent do CW program activities (for example, in person training and coaching sessions, online learning packages, OD-JIT, and Shared Learning events) include evidence-based PD practices to support the attainment of identified competencies [SPDG Program Measure #1]</p>	<p>Create/implement a process for developing, vetting and disseminating CW component training modules</p> <p>Revise Practice Profiles and ensure consistency across all categories</p> <p>Added: April, 2017</p> <p>Review/revise existing modules and related tools (practice profiles, fidelity checklists, pre/post assessments, etc.).</p>	<p>Project uses evidence-based professional development practices to support the attainment of identified competencies</p> <p>To what extent are RPDCs providing evidence-based professional development to targeted buildings</p>	<p>Supports for building capacity and fluency of RPDC to deliver high quality professional development</p> <p>Alignment of professional development content and process with Missouri Teacher Standards</p> <p>Support for job-embedded learning in multiple formats</p> <p>Professional development focused on effective teaching/learning practices</p> <p>Professional development focused on collaborative data teams, data-based decision making, and common formative assessment</p>	<p>Appendix C: SPDG Learning Package Status</p> <p>Appendix E: SPDG EBPD Worksheet</p>
<p>2. Training of the regional trainers/coaches in effective training and coaching skills and in knowledge of the content of the various learning packages and monitoring for fidelity</p>	<p>20% of registered Collaborative Work RPDC trainings are observed by a State Implementation Specialist and evaluated for quality of professional development. (1.c)</p> <p>All (100%) observed face-to-face</p>	<p>F.2: To what extent are RPDCs (consultants) delivering the CW content with fidelity [SPDG Program Measure #1]</p>	<p>Develop a credentialing process for PD providers to include: expected skills and competencies, expected knowledge, means of</p>	<p>To what extent are RPDCs implementing the improvement process with fidelity</p>	<p>Supports for building capacity and fluency of RPDCs to deliver high quality professional development</p> <p>Clear expectations for training, coaching, and</p>	<p>Appendix A: Key Measures: Performance (Baseline to Current)</p> <ul style="list-style-type: none"> <li>Section 3: Collaborative Work (CW) State Implementation Specialist (SIS) Observation Trend Data</li> </ul>

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**Appendix B: Alignment of SSIP/SPDG/TOA**

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation (Key Measures)	Theory of Action (TOA)	Performance (Baseline to Current Year)
of implementation of the training/coaching activities	professional development activities meet criteria for high quality professional development as measured by the <i>High Quality Professional Development Checklist</i> . (1.b)		demonstrating skills/competencies/knowledge, what the process is to look like, how decisions are made and by whom		monitoring implementation.  Sets expectations for implementation with fidelity	(2014-2017) • Section 2: Consultant Log Data  Appendix E: SPDG EBPD Worksheet
3. Training/coaching and monitoring all instructional staff in the CW participating buildings for fidelity of implementation	<p>The percent of reporting Collaborative Work buildings with school instructional personnel (general and special educators) averaging 4 or 5 within the domain of data-based decision making will increase (2.d)</p> <p>The percent of reporting Collaborative Work buildings with school instructional personnel (general and special educators) averaging 4 or 5 within the domain of common formative assessment will increase (2.e)</p> <p>80 percent of reporting Collaborative Work buildings demonstrate improvement in implementation of SPDG-supported practices over time (2.a)</p>	<p>F.3: To what extent are school leaders developing and sustaining systems and infrastructure to support the implementation by its professionals of the CW process with fidelity</p> <p>F.4: To what extent are school personnel increasing knowledge of the CW process</p> <p>F.5: To what extent are school personnel increasing application of the CW process with fidelity? (SPDG Program Measure #2)</p> <p>F.6: In what ways does student learning look different now as</p>	<p>Develop an “instructional leadership” training module for building principals.</p> <p>Revise Practice Profiles and ensure consistency across all categories.</p> <p>Added: April, 2017</p> <p>Review/revise existing modules and related tools (practice profiles, fidelity checklists, pre/post assessments, etc.).</p> <p>Support development of an automated teacher evaluation process that pulls in Practice Profile rubrics for</p>	<p>Participants in CW professional development demonstrate improvements in implementation of CW-supported practices over time</p> <p>Are building personnel participating in ongoing and research-based professional development</p> <p>To what extent are school/district teams functioning</p> <p>To what extent are school personnel using data-based decision-making</p> <p>To what extent are school personnel using research-based models of instruction and intervention</p> <p>To what extent are teachers engaged in implementing a</p>	<p>Support for job-embedded learning in multiple formats</p> <p>Clear expectations for training, coaching, and monitoring implementation</p> <p>Sets expectations for implementation with fidelity</p>	<p>Appendix A: Key Measures: Performance (Baseline to Current)</p> <ul style="list-style-type: none"> <li>Section 3: Collaborative Work Implementation Survey (CWIS)</li> <li>Section 2: Consultant Log Data</li> </ul> <p>Appendix C: SPDG Learning Package Status</p> <p>Appendix E: SPDG EBPD Worksheet</p>

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State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation (Key Measures)	Theory of Action (TOA)	Performance (Baseline to Current Year)
	<p>The percent of reporting Collaborative Work buildings with high levels of communication, structure, and focus as measured by the <i>Team Functioning Survey</i> will increase (2.b)</p> <p>The percent of reporting Collaborative Work buildings with school instructional personnel (general and special educators) averaging 4 or 5 within the domain of collaborative data teaming will increase (2.c)</p> <p>The percent of reporting Collaborative Work buildings with school instructional personnel (general and special educators) averaging 4 or 5 within the domain of use of effective instructional practices will increase (2.f)</p>	<p>compared to before CW initiation in demonstration sites</p> <p>S.1: To what extent did school personnel change their mindset about the CW and MTSS processes</p>	<p>evaluation, includes SLO data (including CFAs as appropriate) and creates individual, building and district progress reports</p>	<p>shared school vision</p> <p>To what extent are teachers supported by administrators to implement strategies and structures within the context of implementation science</p> <p>To what extent are schools implementing the process with fidelity</p> <p>To what extent are participating buildings using formative assessment</p>		
<p>4. Using technology for the provision of Professional Development (PD)/coaching and collection and use of data for decision-making at all levels of</p>		<p>F.8: To what extent are state and other programmers (project leaders) increasing their capacity to complete their work effectively [SSIP Infrastructure</p>	<p>Updating the on-line Consultant Log to make it fit tighter as part of a system of data collection and reporting in support of districts/schools</p>	<p>F.8: To what extent are state and other programmers (project leaders) increasing their capacity to complete their work effectively [SSIP Infrastructure Measure]</p>	<p>Providing guidance and support for improving data systems</p> <p>Supports for building capacity and fluency of RPDCs to deliver high quality professional</p>	<p>Key Measures: Performance (Baseline to Current)</p> <ul style="list-style-type: none"> <li>Section 2: Consultant Log Data</li> </ul> <p>Appendix C: SPDG Learning Package Status</p>

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**Appendix B: Alignment of SSIP/SPDG/TOA**

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation (Key Measures)	Theory of Action (TOA)	Performance (Baseline to Current Year)
<p>the system (classroom, building, district, region and state)</p>		<p>Measure]</p>	<p>Pilot on-line training modules with school districts and make modifications based on feedback</p> <p>Reformat CW/SSIP modules for on-line training as part of the MTSS development (some should be available July 2016)</p> <p>The three activities below were divided from one activity into three separate activities as each one addresses different actions and groups (April 2017)</p> <p>Identify and create additional support processes for districts/schools using on-line resources</p> <p>Develop training for field staff and ensure staff are adequately trained to fill new</p>		<p>development</p> <p>Professional development focused on Collaborative data teams, data-based decision-making, and common formative assessment</p>	<p>A virtual platform (<a href="https://www.moedu-sail.org/">https://www.moedu-sail.org/</a>) was developed to house the Collaborative Work materials. This platform was designed as a prototype to test usability and function. Currently, a Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the platform will be ready for launch July 1, 2017.</p>

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**Appendix B: Alignment of SSIP/SPDG/TOA**

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation (Key Measures)	Theory of Action (TOA)	Performance (Baseline to Current Year)
			<p>roles</p> <p>Modify the consolidated contract and consultant logs to reflect significant changes in how time is documented</p> <p>Support development of an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes SLO data (including CFAs as appropriate) and creates individual, building and district progress reports</p>			
<p>5. Increasing the capacity of the state for scaling-up and sustaining the framework statewide through alignment of current statewide initiatives/programs/activities with the essential components of the CW. Those initiatives/programs/</p>		<p>F.7: To what extent do administrators and consultants clearly communicate project activity, successful strategies, and future needs through the state and project system? Does communication and activity align with</p>	<p>Create a description and a plan for an integrated system of supports which includes all of the pieces above plus more extensive data tools, planning tools, project management tools, and resource budgeting tools</p>	<p>F.7: To what extent do administrators and consultants clearly communicate project activity, successful strategies, and future needs through the state and project system? Does communication and activity align with RPDC vision (DESE’s vision of a regional network) and infrastructure?</p>	<p>Collaboration with statewide leadership organizations</p> <p>Collaboration on leadership level across department and with RPDCs</p> <p>Leveraging resources to support development, monitoring, and evaluation</p>	<p>Appendix E: SPDG EBPD Worksheet</p> <p>SSIP Phase III Report Table 5</p> <p>A virtual platform (<a href="https://www.moedu-sail.org/">https://www.moedu-sail.org/</a>) was developed to house the Collaborative Work materials. This platform was designed as</p>

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**Appendix B: Alignment of SSIP/SPDG/TOA**

<b>State Personnel Development (SPDG) Activities</b>	<b>SPDG Program and Performance Measures</b>	<b>SPDG Evaluation</b>	<b>SSIP Activities</b>	<b>SSIP Evaluation (Key Measures)</b>	<b>Theory of Action (TOA)</b>	<b>Performance (Baseline to Current Year)</b>
<p>activities are: The state’s strategic plan (Top 10 X 20), the State Systemic Improvement Plan (SSIP), regional professional development centers (RPDC), state CEEDAR grant, Reinventing Special Education initiative</p>		<p>RPDC vision (DESE’s vision of a regional network) and infrastructure</p> <p>F.8: To what extent are state and other programmers (project leaders) increasing their capacity to complete their work effectively? [SSIP Infrastructure Measure]</p>	<p>Support development of an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes SLO data (including CFAs as appropriate) and creates individual, building and district progress reports</p>	<p>F.8: To what extent are state and other programmers (project leaders) increasing their capacity to complete their work effectively [SSIP Infrastructure Measure]</p>	<p>activities</p> <p>Providing guidance and support for improving data systems DESE/RPDC teams for content development peer review, and vetting</p> <p>Quarterly collaboration on tools and resources for accountability and measuring progress</p> <p>Quarterly opportunities between RPDCs to share ideas</p> <p>Monthly meetings: SPDG management team, RPDC directors, State Implementation Specialists</p> <p>Semi-annual State Implementation Team meeting (management team plus RPDC leaders and consultants)</p> <p>Communication of vision across levels</p> <p>Assuring professional</p>	<p>a prototype to test usability and function. Currently, a Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the platform will be ready for launch July 1, 2017.</p>

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**Appendix B: Alignment of SSIP/SPDG/TOA**

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation (Key Measures)	Theory of Action (TOA)	Performance (Baseline to Current Year)
					development aligns with vision  Clear expectations for training, coaching, and monitoring implementation  Sets expectations for implementation with fidelity	
6. Developing a virtual platform for housing state-developed professional learning resources which is integrated for academic, behavioral, and social-behavioral content, as well as future plans to include Leadership, curriculum and instruction and others	New and existing data systems will be aligned and integrated to provide for seamless access to data at all levels to enable effective and efficient data-based decision-making for educational/instructional purposes (1.d)	F.3: To what extent are school leaders developing and sustaining systems and infrastructure to support the implementation by its professionals of the CW process with fidelity	Support development of an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes SLO data (including CFAs as appropriate) and creates individual, building and district progress reports  Develop an “instructional leadership” training module for building principals  The three activities below were divided from one activity into	F.3: To what extent are school leaders developing and sustaining systems and infrastructure to support the implementation by its professionals of the CW process with fidelity	Leveraging resources to support development, monitoring, and evaluation activities  Providing guidance and support for improving data systems  Supports for building capacity and fluency of RPDCs to deliver high quality professional development  Support for job-embedded learning in multiple formats	A virtual platform ( <a href="https://www.moedu-sail.org/">https://www.moedu-sail.org/</a> ) was developed to house the Collaborative Work materials. This platform was designed as a prototype to test usability and function. Currently, a Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the platform will be ready for launch July 1, 2017.  Appendix C: SPDG Learning Package Status

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**Appendix B: Alignment of SSIP/SPDG/TOA**

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation (Key Measures)	Theory of Action (TOA)	Performance (Baseline to Current Year)
			<p>three separate activities as each one addresses different actions and groups. (April 2017)</p> <p>Identify and create additional support processes for districts/schools using on-line resources</p> <p>Develop training for field staff and ensure staff are adequately trained to fill new roles</p> <p>Modify the consolidated contract and consultant logs to reflect significant changes in how time is documented</p> <p>Create a description and a plan for an integrated system of supports which includes all of the pieces above plus more extensive data</p>			

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**Appendix B: Alignment of SSIP/SPDG/TOA**

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation (Key Measures)	Theory of Action (TOA)	Performance (Baseline to Current Year)
			tools, planning tools, project management tools, and resource budgeting tools			
7. Developing and implementing a system which better integrates new and existing data systems to make collection and use of critical data more available and user-friendly	New and existing data systems will be aligned and integrated to provide for seamless access to data at all levels to enable effective and efficient data-based decision-making for educational/instructional purposes (1.d)		Create a description and a plan for an integrated system of supports which includes all of the pieces above plus more extensive data tools, planning tools, project management tools, and resource budgeting tools	A virtual platform ( <a href="https://www.moedu-sail.org/">https://www.moedu-sail.org/</a> ) was developed to house the Collaborative Work materials. This platform was designed as a prototype to test usability and function. Currently, a Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the platform will be ready for launch July 1, 2017.	Providing guidance and support for improving data systems	A virtual platform ( <a href="https://www.moedu-sail.org/">https://www.moedu-sail.org/</a> ) was developed to house the Collaborative Work materials. This platform was designed as a prototype to test usability and function. Currently, a Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the platform will be ready for launch July 1, 2017.
8. Implementing a tiered model of state support (MTSS) to ensure that districts/buildings have the resources and supports at the time and in the amount needed		S.4: What was the effectiveness of the CW program system (for example, in person training and coaching sessions, online learning packages, OJIT, and Shared Learning events) in supporting local teams and classroom implementation? How were barriers identified and	Create a description and a plan for an integrated system of supports which includes all of the pieces above plus more extensive data tools, planning tools, project management tools, and resource budgeting tools.	A virtual platform ( <a href="https://www.moedu-sail.org/">https://www.moedu-sail.org/</a> ) was developed to house the Collaborative Work materials. This platform was designed as a prototype to test usability and function. Currently, a Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the platform will be ready for launch July 1, 2017.	Leveraging resources to support development, monitoring, and evaluation activities  Supports for building capacity and fluency of RPDCs to deliver high quality professional development  Support for job-embedded learning in multiple formats	A virtual platform ( <a href="https://www.moedu-sail.org/">https://www.moedu-sail.org/</a> ) was developed to house the Collaborative Work materials. This platform was designed as a prototype to test usability and function. Currently, a Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the platform will be ready for launch July 1, 2017.

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**Appendix B: Alignment of SSIP/SPDG/TOA**

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation (Key Measures)	Theory of Action (TOA)	Performance (Baseline to Current Year)
		addressed? [SSIP Infrastructure Measure]				Appendix C: SPDG Learning Package Status
Student Performance Measures in SPDG						
All apply	The percentage of students with IEPs in Collaborative Work buildings who meet or exceed proficiency on state assessments in Communication Arts will increase. (2.i)	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools? [SiMR]	All apply	How are students (with and without disabilities) performing academically?	SiMR	Appendix A: Key Measures: Performance (Baseline to Current) <ul style="list-style-type: none"> <li>Section 1: Missouri Assessment Program (MAP), English/Language Arts (ELA) proficiency rates</li> </ul>
All apply	The percentage of all students in Collaborative Work buildings who meet or exceed proficiency on state assessments in Communication Arts will increase. (2.j)	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools?	All apply	How are students (with and without disabilities) performing academically?	SiMR	Appendix A: Key Measures: Performance (Baseline to Current) <ul style="list-style-type: none"> <li>Section 1: Missouri Assessment Program (MAP), English/Language Arts (ELA) proficiency rates</li> </ul>

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State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation (Key Measures)	Theory of Action (TOA)	Performance (Baseline to Current Year)
All apply	The percentage of students with IEPs within Collaborative Work buildings who meet or exceed proficiency on state assessments in Mathematics will increase (2.k)	[SiMR] S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools [SiMR]	All apply	The state is proposing to revise the SiMR to only include ELA. We will continue to include all teachers in the SSIP activities, but will only be measuring impact in ELA	SiMR	Appendix A: Key Measures: Performance (Baseline to Current) • Section 1: Missouri Assessment Program (MAP), English/Language Arts (ELA) proficiency rates
All apply	The percentage of all students in Collaborative Work buildings who meet or exceed proficiency on state assessments in Mathematics will increase. (2.1)	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools? [SiMR]	All apply	The state is proposing to revise the SiMR to only include ELA. We will continue to include all teachers in the SSIP activities, but will only be measuring impact in ELA	SiMR	Appendix A: Key Measures: Performance (Baseline to Current) • Section 1: Missouri Assessment Program (MAP), English/Language Arts (ELA) proficiency rates
Other Performance Measures included in the SPDG						

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State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation (Key Measures)	Theory of Action (TOA)	Performance (Baseline to Current Year)
All apply	The percentage of students with IEPs within Collaborative Work buildings who were in the regular education classroom greater than 79% of the school day will increase (2.m)	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools? [SiMR]	All apply	How does the achievement level of students (with and without disabilities) in participating CW schools compare to other Missouri schools with similar demographics	Then all SWDs in the pilot schools will demonstrate improved educational results	Appendix G: MO SPDG 2016 APR 4-29-16 final report
All apply	The percentage of students with IEPs in Collaborative Work buildings who were in the regular education classroom less than 40% of the school day will decrease (2.o)	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools [SiMR]	All apply	How does the achievement level of students (with and without disabilities) in participating CW schools compare to other Missouri schools with similar demographics	Then all SWDs in the pilot schools will demonstrate improved educational results	Appendix G: MO SPDG 2016 APR 4-29-16 final report
All apply	The percentage of students with IEPs in Collaborative Work buildings who were suspended or expelled will decrease (2.p)	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in	All apply	How does the achievement level of students (with and without disabilities) in participating CW schools compare to other Missouri schools with similar demographics	Then all SWDs in the pilot schools will demonstrate improved educational results	Appendix G: MO SPDG 2016 APR 4-29-16 final report

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State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation (Key Measures)	Theory of Action (TOA)	Performance (Baseline to Current Year)
		participating schools as compared to students with disabilities in non-participating schools [SiMR]				
All apply	The percentage of students without IEPs in Collaborative Work buildings who were suspended or expelled will decrease (2.q)	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools [SiMR]	All apply	How does the achievement level of students (with and without disabilities) in participating CW schools compare to other Missouri schools with similar demographics	Then all SWDs in the pilot schools will demonstrate improved educational results	Appendix G: MO SPDG 2016 APR 4-29-16 final report

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**Appendix C: SPDG Learning Package Status**

Collaborative Work						
Learning Package	Effect Size (2015)	Roll-Out (Original) And Developers	Enhancement*/ Revision*	Online Course	Notes	Research-Base
<b>Assessment Capable Learners*</b>	1.33	July 2013 Team Development	Enhancement: July 2014, Team Dev.  ACL/Feedback Revision expected Roll-Out March 2017 Sarah Spence, Nancy Steele	Yes	ACL and Feedback are currently under revision, being combined into one learning package with multiple modules. Expected vetting at Feb. CW Program Area Meeting and roll-out of March Shared Learning 2017.  ACL is included as a course on the MTSS learndash platform.	Chappuis, J. (2009). Seven strategies of assessment for learning. Allyn & Bacon.  McTighe, J. & O'Connor, K. (2016) Seven Practices for Effective Learning. Educational Leadership, 63(3). Retrieved from <a href="http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Seven-Practices-for-Effective-Learning.aspx">http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Seven-Practices-for-Effective-Learning.aspx</a> .  Stiggins, R. J., Arter, J. A., Chappuis, J., & Chappuis, S. (2004). Classroom assessment for student learning: doing it right--using it well. Assessment Training Institute.  Stiggins, R., & Chappuis, J. (2008). Enhancing student learning. <i>District Administration</i> , 44(1), 42-44. Wiggins, G. (2012). Seven keys to effective feedback. <i>Feedback</i> , 70(1).
<b>Classroom Discussion</b>		Dec 2014 Suzy Cutbirth			Not available on moedu-sail. Action pending.	
<b>Collaborative Teams</b>	N/A	July 2013 Team Development	July 2016 Work Group (Mary Dell Black)	Yes	Revision replaced original materials on moedu-sail.	
<b>Common Formative Assessment (CFA)</b>	N/A	July 2013	Modules 1-3 July 2016 Modules 4-6 Dec 2016 Work Group (Nancy Steele)	Yes	Module 1-3 revised materials have been updated/posted on moedu-sail. Module 4-6 revisions are currently being reviewed for copyright, etc and will be updated on moedu-sail soon.	

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**Appendix C: SPDG Learning Package Status**

Collaborative Work						
Learning Package	Effect Size (2015)	Roll-Out (Original) And Developers	Enhancement*/ Revision*	Online Course	Notes	Research-Base
Cooperative Learning	.41	Vetted 2015 Myra Collins	N/A	N/A	Feedback given directly to presenters, no changes have been resubmitted. This is tabled.	
Data-Based Decision Making (DBDM)	N/A	July 2013 Team Development	July 2016 Work Group (Jan Davis)	Yes	Revision replaced original materials on moedu-sail.	
Differentiated Instruction	.60	June 2015 Susan Feeback		No		<p>Northey, Sheryn Spencer. <i>Handbook on Differentiated Instruction for Middle and High Schools</i>. Larchmont, NY: Eye On Education, 2005.</p> <p>Oaksford, L. &amp; Jones, L., 2001. <i>Differentiated Instruction Abstract</i>. Tallahassee, FL: Leon County Schools</p> <p>Strickland, Cindy A. <i>Tools for High-quality Differentiated Instruction</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 2007</p> <p>Tomlinson, Carol A. <i>How to Differentiate Instruction in Mixed-ability Classrooms</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.</p> <p>Tomlinson, Carol A. <i>The Differentiated Classroom: Responding to the Needs of All Learners</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 1999</p>
Direct Instruction	.60	Oct 2014 Pam Carte		No		<p>Condon, D., and Maggs, A. (1986). Direct instruction research: An international focus. <i>International Journal of Special Education</i>, 1, 35-47.</p> <p>Gerston, R. (1986). Direct instruction: A research-based approach to curriculum design and teaching. <i>Exceptional</i></p>

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**Appendix C: SPDG Learning Package Status**

Collaborative Work						
Learning Package	Effect Size (2015)	Roll-Out (Original) And Developers	Enhancement*/ Revision*	Online Course	Notes	Research-Base
						<p><i>Children</i>, 53, 17-3 1</p> <p>Hunter, Madeline. (1994). Planning for effective instruction: lesson design <i>Enhancing Teaching</i>, 87-95.</p> <p>Moore, J. (1986). Direct instruction: A model of instructional design. <i>Educational Psychology</i>, 6, 201-229.</p>
<b>CW Overview/ETLP Overview/ Visible Learning</b>	N/A	CW/ETLP: July 2013 Team Development  VL: June 2015 Suzy Cutbirth	August 2016  Jana Scott originally, revised by Jan Davis and Nancy Steele		CW Overview, ETLTP Overview, and visible learning were combined into one package for new consultants.  ETLP Overview and Visible Learning are still posted as stand-alone packages on moedu-sail.	
<b>Engaging Student Learners</b>	.47	June 2015 Liz Condray	Revision Starting Spring 2017			<p>Brewster &amp; Fager. <u>Increasing Student Engagement and Motivation: From Time on Task to Homework</u> Northwest Regional Educational Laboratory. Oct. 2000.</p> <p>Cushman, Kathleen. "Minds On Fire". <u>Educational Leadership</u>. Dec. 2013/Jan. 2014. 38-43.</p> <p>Parsons, Seth A.; Nuland, Leila Richey; Parsons, Allison Ward. <u>The ABCs of Student Engagement</u>. kappanmagazine.org. 23-27. V95 N8.</p> <p>Schlechty, Phillip. <u>Introduction to the Schlechty Center</u>. <a href="http://www.schlechtycenter.org">www.schlechtycenter.org</a>.</p> <p>Saeed, Zyngier. <u>How Motivation Influences Student Engagement: A Qualitative Case Study</u>. <u>Journal of Education and Learning</u>; Vol. 1, No. 2; 2012. Accessed 2/25/15.</p>

**Missouri Department of Elementary and Secondary Education (DESE)**  
**Appendix C: SPDG Learning Package Status**

Collaborative Work						
Learning Package	Effect Size (2015)	Roll-Out (Original) And Developers	Enhancement*/ Revision*	Online Course	Notes	Research-Base
Feedback	.73	July 2013 Team Development	Enhancement was vetted June 2015 (Belinda Von Behren) and tabled  ACL/Feedback Revision expected March 2017	Yes	ACL and Feedback are currently under revision, being combined into one learning package. Expected roll-out of March Shared Learning 2017.  Feedback is included as a course on the MTSS learndash platform.	<p>Brookhart, Susan M. How to Give Effective Feedback to Your Students. ASCD, 2008.</p> <p>Davies, Anne. “Involving Students in the Classroom Assessment Process” Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning. Douglas Reeves, Editor. Solution Tree, 2007.</p> <p>Marzano(1), Robert. Classroom Instruction that Works. ASCD, 2001.</p> <p>Marzano(2), Robert. “Designing a Comprehensive Approach to Classroom Assessment.” Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning. Douglas Reeves, Editor. Solution Tree, 2007.</p> <p>Marzano(3), Robert. <u>What Works in Schools: Translating Research into Action</u>. ASCD, 2003.</p> <p>Reeves, Douglas. “Challenges and Choices: The Role of Educational Leaders in Effective Assessment.” <u>Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning</u>. Douglas Reeves, Editor. Solution Tree, 2007.</p> <p>Stiggins, Rick. “Assessment for Learning: An Essential Foundation of Productive Instruction.” <u>Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning</u>. Douglas Reeves, Editor. Solution Tree, 2007.</p> <p>“Synopsis of ‘The Power of Feedback’” by Center on Instruction, 2008. [Hattie &amp; Timperley’s research]</p> <p>Wiggins, Grant. <u>Educative Assessment: Designing Assessments to Inform and Improve Student Performance</u>. San Francisco:</p>

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Collaborative Work						
Learning Package	Effect Size (2015)	Roll-Out (Original) And Developers	Enhancement*/ Revision*	Online Course	Notes	Research-Base
						Jossey-Bass Inc., 1998.
<b>Becoming the Instructional Leader for Your Building: A Critical Action Guide</b>		Sept 2016 Thea Scott, Carla Williams		Yes		<p>Fullan, M. (2008). <i>What's worth fighting for in the principalship</i>. New York: Teachers College Press.</p> <p>Hattie, J. (2012). Leaders in educational thought <a href="https://www.youtube.com/watch?v=9UYGrklVpcQ">https://www.youtube.com/watch?v=9UYGrklVpcQ</a>. Presented by The Student Achievement Division. 1(2). Retrieved from <a href="http://visiblelearningplus.com/news/instructional-or-transformational-leadership-video">http://visiblelearningplus.com/news/instructional-or-transformational-leadership-video</a>.</p> <p>Hattie, J. (2015). High impact leadership. <i>Educational Leadership</i>, 72(5), 36-40.</p> <p>Leithwood, K. &amp; Jantzi, D. (2008). Linking leadership to student learning: The contributions of leader efficacy. <i>Educational Administrator Quarterly</i>, 44(4), 496-528.</p> <p>Robinson, V.M., Lloyd, C.A., &amp; Rowe, K.J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. <i>Educational Administration Quarterly</i>, 44(5), 635-674.</p> <p>Sharratt, L. &amp; Fullan, M. (2012). <i>Putting FACES on the data: What great leaders do!</i> Thousand Oaks, CA: Corwin Press.</p> <p>Telfer, D.M. (2011). <i>Moving your numbers: Five districts share how they used assessment and accountability to increase performance for students with disabilities as part of district-wide</i></p>

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Collaborative Work						
Learning Package	Effect Size (2015)	Roll-Out (Original) And Developers	Enhancement*/ Revision*	Online Course	Notes	Research-Base
						<i>improvement</i> . Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from < <a href="http://www.cehd.umn.edu/NCEO/OnlinePubs/MovingYourNumbers.pdf">http://www.cehd.umn.edu/NCEO/OnlinePubs/MovingYourNumbers.pdf</a> >.
<b>Metacognition</b>	.53	July 2014 Jana Scott	Revision Starting Spring 2017	No		<p>Deshler, D. D., &amp; Schumaker, J. B. (1988). An instructional model for teaching students how to learn. <i>Alternative educational delivery systems: Enhancing instructional options for all students</i>, 391-411.</p> <p>Deshler, D. D., &amp; Schumaker, J. B. (1993). Strategy mastery by at-risk students: Not a simple matter. <i>The Elementary School Journal</i>, 94(2), 153-167.</p> <p>Deshler, D. D., &amp; Schumaker, J. B. (2006). High school students with disabilities: Strategies for accessing the curriculum. Thousand Oaks, CA: Corwin Press.</p> <p>Hattie, J. 2009. Visible Learning. 270 Madison Ave., New York, NY: Routledge.</p> <p>Schumaker J. B., Deshler D. D., Nolan S. M., Alley G. R. (1994). The Self-Questioning Strategy: Instructor's manual. Lawrence: The University of Kansas Center for Research on Learning.</p> <p>Schumaker, J. B., Deshler, D. D., Woodruff, S. K., Hock, M. F., Bulgren, J. A., &amp; Lenz, B. K. (2006). Reading strategy interventions: Can literacy outcomes be enhanced for at-risk adolescents? <i>Teaching Exceptional Children</i>, 38(3), 64-68.</p>

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Collaborative Work						
Learning Package	Effect Size (2015)	Roll-Out (Original) And Developers	Enhancement*/ Revision*	Online Course	Notes	Research-Base
						Wilson, D., & Conyers, M. (2016). <i>Teaching Students to Drive Their Brains: Metacognitive Strategies, Activities, and Lesson Ideas</i> . ASCD.
<b>Reciprocal Teaching</b>	.74	July 2013 Team Development	June 2015 Joy Fairley	In Progress Spring 2017	Enhancement replaced original on moedu-sail	<p>Chappuis, J. (2009). Seven strategies of assessment for learning. Allyn &amp; Bacon.</p> <p>McTighe, J. &amp; O'Connor, K. (2016) Seven Practices for Effective Learning. <i>Educational Leadership</i>, 63(3). Retrieved from <a href="http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Seven-Practices-for-Effective-Learning.aspx">http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Seven-Practices-for-Effective-Learning.aspx</a>.</p> <p>Stiggins, R. J., Arter, J. A., Chappuis, J., &amp; Chappuis, S. (2004). Classroom assessment for student learning: doing it right--using it well. Assessment Training Institute.</p> <p>Stiggins, R., &amp; Chappuis, J. (2008). Enhancing student learning. <i>District Administration</i>, 44(1), 42-44.</p> <p>Wiggins, G. (2012). Seven keys to effective feedback. <i>Feedback</i>, 70(1).</p>
<b>School-Based Implementation Coaching</b>		October 2014 Suzy Cutbirth	June 2015 Suzy Cutbirth		Enhancement replaced original on moedu-sail.	
<b>Student Practice (Spaced vs. Massed)</b>	.60	July 2013 Team Development	June 2015 Jana Scott	In Progress Spring 2017	Enhancement replaced original on moedu-sail	<p>Jenkins, Jake. Interleaved Practice: A Secret Enhanced Learning Technique <i>Posted on April 29, 2013</i>  <a href="http://j2jenkins.com/2013/04/29/interleaved-practice-a-secret-enhanced-learning-technique/">http://j2jenkins.com/2013/04/29/interleaved-practice-a-secret-enhanced-learning-technique/</a></p>

**Missouri Department of Elementary and Secondary Education (DESE)**  
**Appendix C: SPDG Learning Package Status**

Collaborative Work						
Learning Package	Effect Size (2015)	Roll-Out (Original) And Developers	Enhancement*/ Revision*	Online Course	Notes	Research-Base
						<p>Marzano, Robert, J. <u>A Different Kind of Classroom: Teaching with the Dimensions of Learning</u>. ASCD, 1992.</p> <p>Sprenger, Marilee. <u>How to Teach Students to Remember</u>. Alexandria VA, Association of Supervision and Curriculum Development, 2005.</p>
<b>Student-Teacher Relationship</b>	ES .52	Dec 2014 Bertha Richardson	Revision Starting Spring 2017			<p>Forsyth, Adams &amp; Hoy (2011). <i>Collective trust</i>. NY: Teachers College</p> <p>Ginott, H. (1993). <i>Teacher and Child: A Book for Parents and Teachers</i>. Scribner Book Company</p> <p>Hamre, B., &amp; Pianta, R. (2001). Early teacher-child relationships and the trajectory of children’s school outcomes through eighth grade. <i>Child Development</i>, 72(2), 625-638.</p> <p>Sugai, G. &amp; Lewis, T. (1999). Effective Behavior Support: A systems approach to proactive school wide management. <i>Focus on Exceptional Child</i>. 31 (6), 1-24</p> <p>Testerman, J. (1996). Holding at-risk students: the secret is one-on-one. <i>Phi Delta Kappan</i> 77 (5): 364-365</p> <p>Tschannen-Moran, M. (2004). <i>Trust matters</i>. San Francisco, CA: Jossey-Bass.</p>
<b>Teacher Clarity</b>		Not Developed Janice Putman?			Not really developed. Do we maybe want to outsource it to Jana Scott?	
<b>Using Technology</b>		<b>Using Tech in Classroom Instruction</b> July 2014 Stephanie Kuper	<b>Using Tech to Support CW</b> Sept 2015 Stephanie Kuper	Priority Online Course?	Both versions are posted on moedu-sail. Possibly have tech work group revise/combine into one package?  Revisiting Technology is one of the topics suggested on the RFP from the May 2016 program area meeting.	

**Missouri Department of Elementary and Secondary Education (DESE)**  
**Appendix C: SPDG Learning Package Status**

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Collaborative Work						
Learning Package	Effect Size (2015)	Roll-Out (Original) And Developers	Enhancement*/ Revision*	Online Course	Notes	Research-Base
Visible Learning		June 2015 Suzy Cutbirth			Combined with CW Overview and ETLP Overview for new consultants in August 2016. Still posted as a stand-alone package on moedu-sail.	

\*Enhancements refer to packages where content was added/changed to replace what was originally rolled out. With the exception of ACL, all enhancement packages replaced the original packages posted on moedu-sail.

\*Revisions refer to packages where overall content was not changed but small updates were made.

Missouri Department of Elementary and Secondary Education (DESE)  
Appendix D: Missouri State Personnel Development Grant (SPDG) Evaluation Plan



**Data Source Details:**

**Ongoing:**

- DR=Document Review;
- PSI=Project Staff Interview (includes management team and RPDC consultants);

**Instrument Is Already Developed:**

- OLPA=Online Learning Package Assessment;
- Data=Extant State Data

**Instrument Is In Development:**

- EoES=End of Event Survey<sup>1</sup>;
- SSI=School Staff Interview<sup>1</sup>;
- SS=Snapshot Records<sup>1</sup>;
- DO=Direct Observation-Classroom<sup>1</sup>;
- ISSP=Implementation Survey of School Personnel

Notes: Color corresponds to responsibility: TerraLuna Collaborative; UMKC; DESE

<sup>1</sup> Denotes that this data collection effort will affect ONLY “Case Study Schools”; all others are used to canvas all schools

**Missouri Department of Elementary and Secondary Education (DESE)  
Appendix D: Missouri State Personnel Development Grant (SPDG) Evaluation Plan**

Evaluation Question	Measure	Data Sources/ Methods	Analysis Method	Timeline
<u>Formative</u>				
<b>1. Impact Level: Consultants and RPDCs</b>				
F.1: To what extent do CW program activities (for example, in person training and coaching sessions, online learning packages, OJIT, and Shared Learning events) include evidence-based PD practices to support the attainment of identified competencies [SPDG Program Measure #1]?	(a) Type/Frequency of in person and virtual training, coaching sessions and online learning packages accessed by sites (b) % of respondents reporting professional development includes evidence- based PD practices.	<p><b>DR:</b> review of google analytics (or other web based reporting tool) to determine access to online learning packages, review of training/coaching agendas/consultant logs/SIS observation checklists</p> <p><b>SS:</b> Observations of High Quality coaching practices</p> <p><b>EoES:</b> End of Event survey items that address how participants report the inclusion of evidence- based PD practices (in absence of EoES, items must be added to ISSP)</p> <p><b>OLPA:</b> Online Learning Package Assessment items that address how participants report inclusion of evidence-based PD practices (online/OJIT related: need to develop if necessary)</p>	<p><b>DR:</b> Content analysis</p> <p><b>SS:</b> Rubric/Checklist and qualitative</p> <p><b>EoES:</b> Quantitative and qualitative analysis</p> <p><b>OLPA:</b> Quantitative and qualitative analysis</p>	<p><b>DR:</b> Quarterly</p> <p><b>SS:</b> Mid-year</p> <p><b>EoES:</b> Immediately following event</p> <p><b>OLPA:</b> At end of Learning Module</p>

**Missouri Department of Elementary and Secondary Education (DESE)**  
**Appendix D: Missouri State Personnel Development Grant (SPDG) Evaluation Plan**

Evaluation Question	Measure	Data Sources/ Methods	Analysis Method	Timeline
<p><b>F.2:</b> To what extent are RPDCs (consultants) delivering the CW content with fidelity [SPDG Program Measure #1]?</p>	<p>(a) % of survey respondents that report project events met stated objectives (b) % of RPDC consultants reporting high levels of understanding of the CW content  <b>Notes:</b> Narrative surrounding the content delivered through online access</p>	<p><b>DR:</b> Analysis of pre- post-assessment data from online learning packages; SIS observation checklists</p> <p><b>EoES:</b> End of Event survey items that address the adherence to stated objectives (in absence of EoES, items must be added to ISSP)</p> <p><b>SSI:</b> School staff interviews (for verification)</p> <p><b>SS:</b> Snapshot of implementation interview/focus group</p>	<p><b>DR:</b> Content analysis</p> <p><b>EoES:</b> Quantitative and qualitative analysis</p> <p><b>SSI:</b> Qualitative analysis</p> <p><b>SS:</b> Rubric/Checklist and qualitative</p>	<p><b>DR:</b> Quarterly</p> <p><b>EoES:</b> Immediately following event</p> <p><b>SSI:</b> Mid-year</p> <p><b>SS:</b> Mid-year</p>
<b>2. Impact Level: Buildings</b>				
<p><b>F.3:</b> To what extent are school leaders developing and sustaining systems and infrastructure to support the implementation by its professionals of the CW process with fidelity?</p>	<p>(a) % of school leaders who report changes in local system and infrastructure to support the CW process. (b) numbers/types of support systems at the building level</p>	<p><b>SSI:</b> School staff interviews</p> <p><b>SS:</b> Snapshot of implementation, and school based support rubric</p> <p><b>ISSP:</b> Delivery to sample of effected school personnel</p>	<p><b>SSI:</b> Qualitative analysis</p> <p><b>SS:</b> Rubric/Checklist and qualitative</p> <p><b>ISSP:</b> Descriptives and advanced statistics</p>	<p><b>SSI:</b> Mid-year</p> <p><b>SS:</b> Mid-year</p> <p><b>ISSP:</b> Late winter</p>

**Missouri Department of Elementary and Secondary Education (DESE)**  
**Appendix D: Missouri State Personnel Development Grant (SPDG) Evaluation Plan**

Evaluation Question	Measure	Data Sources/ Methods	Analysis Method	Timeline
<b>3. Impact Level: School Personnel</b>				
F.4: To what extent are school personnel increasing knowledge of the CW process?	(a) % of site staff reporting positive change in their understanding of the CW process pre- to post-activity	<p><b>EoES:</b> End of Event survey items that address how participants report change in knowledge and aspiration</p> <p><b>OLPA:</b> Online Learning Package Assessment items that address how participants report change in knowledge and aspiration</p>	<p><b>EoES:</b> Quantitative and qualitative analysis</p> <p><b>OLPA:</b> Quantitative and qualitative analysis</p>	<p><b>EoES:</b> Immediately following event</p> <p><b>OLPA:</b> At end of Learning Module</p>
F.5: To what extent are school personnel increasing application of the CW process with fidelity? (SPDG Program Measure #2)	<p>(a) % of site staff reporting aspiration to apply the CW process</p> <p>(b) % of school personnel reporting increased application of the CW process</p> <p>(c) % of CW process activities implemented with fidelity</p>	<p><b>SSI:</b> School staff interviews</p> <p><b>SS:</b> Snapshot of implementation, and direct observations of data teams</p> <p><b>ISSP:</b> Delivery to sample of effected school personnel</p>	<p><b>SSI:</b> Qualitative analysis</p> <p><b>SS:</b> Rubric/Checklist and qualitative</p> <p><b>ISSP:</b> Descriptives and advanced statistics</p>	<p><b>SSI:</b> Mid-year</p> <p><b>SS:</b> Mid-year</p> <p><b>ISSP:</b> Late winter</p>

**Missouri Department of Elementary and Secondary Education (DESE)**  
**Appendix D: Missouri State Personnel Development Grant (SPDG) Evaluation Plan**

Evaluation Question	Measure	Data Sources/ Methods	Analysis Method	Timeline
<b>4. Impact Level: Students</b>				
<b>F.6:</b> In what ways does student learning look different now as compared to before CW initiation in demonstration sites?	<b>(a)</b> Numbers/types of effective learning practices being implemented at school level <b>(b)</b> % of positive change in student outcome data (e.g., attendance, behavior, engagement, % time in general education setting) <b>(c)</b> sample of “change narratives” from teachers regarding the changes they have seen	<b>SSI:</b> School staff interviews	<b>SSI:</b> Qualitative analysis	<b>SSI:</b> Late-year
		<b>SS:</b> Snapshot of implementation	<b>SS:</b> Rubric/Checklist and qualitative	<b>SS:</b> Late-year
		<b>DO:</b> In-person or virtual observation of learning environments for verification	<b>DO:</b> Rubric/Checklist	<b>DO:</b> Late-year
		<b>Data:</b> Non-achievement data from state systems	<b>Data:</b> Descriptives and advanced statistics	<b>Data:</b> June

**Missouri Department of Elementary and Secondary Education (DESE)  
Appendix D: Missouri State Personnel Development Grant (SPDG) Evaluation Plan**

Evaluation Question	Measure	Data Sources/ Methods	Analysis Method	Timeline
<b>5. Impact Level: System</b>				
<b>F.7:</b> To what extent do administrators and consultants clearly communicate project activity, successful strategies, and future needs through the state and project system? Does communication and activity align with RPDC vision and infrastructure?	(a) # of meetings, conference calls (b) % of RPDC staff reporting clear understanding of their role/expectations for PD delivery <b>Notes:</b> Narrative collected related to static position, change or positive growth at RPDCs	<b>PSI:</b> Project staff interviews (including RPDC staff)  <b>EoES:</b> End of Event survey: Shared Learning  <b>SSI:</b> School staff interviews	<b>PSI:</b> Qualitative analysis  <b>EoES:</b> Quantitative and qualitative analysis  <b>SSI:</b> Qualitative analysis	<b>PSI:</b> Rolling  <b>EoES:</b> Immediately following event  <b>SSI:</b> Mid-year
<b>F.8:</b> To what extent are state and other programmers increasing their capacity to complete their work effectively? [SSIP Infrastructure Measure]	(a) %/type of capacity building exercises performed during contract, (b) #/type of skills acquired, or acquired and used during contract (c) change narratives	<b>PSI:</b> Project staff interviews	<b>PSI:</b> Qualitative analysis	<b>PSI:</b> Rolling

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Evaluation Question	Measure	Data Sources/ Methods	Analysis Method	Timeline
<b>Summative</b>				
<b>3. Impact Level: School Personnel</b>				
<b>S.1:</b> To what extent did school personnel change their mindset about the CW and MTSS processes?	(a) % of site staff reporting change in attitudes about the CW process <b>Note:</b> Narrate to get at how their attitudes changed.	<b>SSI:</b> School staff interviews  <b>SS:</b> Snapshot of implementation  <b>ISSP:</b> Delivery to sample of effected school personnel	<b>SSI:</b> Qualitative analysis  <b>SS:</b> Rubric/Checklist and qualitative  <b>ISSP:</b> Descriptives and advanced statistics	<b>SSI:</b> Late-year  <b>SS:</b> Late-year  <b>ISSP:</b> Late winter

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**Appendix D: Missouri State Personnel Development Grant (SPDG) Evaluation Plan**

Evaluation Question	Measure	Data Sources/ Methods	Analysis Method	Timeline
<b>4. Impact Level: Students</b>				
S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools? [SIMR]	(a) % students within the CW sites whose student achievement indicators in Communication Arts increase in a positive direction. (b) positive shift in the distribution of “match achievement indicators.” Notes: Narrative around reported changes in classroom student achievement such as grades.	SSI: School staff interviews  Data: Achievement	SSI: Qualitative analysis  Data: Descriptives and advanced statistics	SSI: Late-year  Data: August

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<b>Evaluation Question</b>	<b>Measure</b>	<b>Data Sources/ Methods</b>	<b>Analysis Method</b>	<b>Timeline</b>
<p>S.3: What has been the impact of SPDG activities on improving achievement outcomes for ALL students in participating schools as compared to ALL students in non-participating schools?</p>	<p>(a) % students within the CW sites whose student achievement indicators in Communication Arts increase in a positive direction. % students within the CW sites whose student</p> <p>(b) achievement indicators in Math increase in a positive direction.</p> <p>Notes: Narrative around reported changes in classroom student achievement such as grades.</p>	<p>SSI: School staff interviews</p> <p>Data: Achievement</p>	<p>SSI: Qualitative analysis</p> <p>Data: Descriptives and advanced statistics</p>	<p>SSI: Late-year</p> <p>Data: August</p>

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**Appendix D: Missouri State Personnel Development Grant (SPDG) Evaluation Plan**

Evaluation Question	Measure	Data Sources/ Methods	Analysis Method	Timeline
<b>5. Impact Level: System</b>				
<b>S.4:</b> What was the effectiveness of the CW program system (for example, in person training and coaching sessions, online learning packages, OJIT, and Shared Learning events) in supporting local teams and classroom implementation? How were barriers identified and addressed? [SSIP Infrastructure Measure]	(a) #/type of CW events during contract year (b) % of respondents reporting opportunities to model promising practices (c) #/types of RPDC supports for initiation and sustainability of local coaching infrastructure	PSI: Project staff interviews  SSI: School staff interviews	PSI: Qualitative analysis  SSI: Qualitative analysis	PSI: Rolling  SSI: Late-year
<b>S.5:</b> To what extent are MO SPDG funds used to support follow-up activities designed to sustain the use of SPDG supported practices? [SPDG Program Measure #3]	(a) #/type technical assistance provided (b) % project funds applied to activities designed to sustain CW process (e.g., coaching, technical assistance)	DR: Review of project reports, meeting minutes, project workplans, project budget reports	DR: Content analysis	DR: Quarterly

# Missouri Department of Elementary and Secondary Education (DESE) Appendix E-SPDG Evidence-Based Professional Development (EBPD) Worksheet

From: [Guardino, David](#)  
 To: [Williams, Pam](#)  
 Subject: 2015 APR results  
 Date: Monday, February 08, 2016 9:38:07 AM  
 Attachments: [EBPD Worksheet 1-21-16.docx](#)

Hello Pam,

Hope this finds you well. Here are the results of the external reviewers. I've added a row and inserted your self-reported data for measure 1. The overlap of your self-reported scores and theirs is really impressive (in many cases they rated you higher than you did yourselves!). While you have not surpassed your target, you are making progress (see second table below). It will be interesting to see updated data for this year. I've attached is the new worksheet for measure #1. Notice it has space in the header to include the initiative name and year you are in with implementation. Let me know if you have any questions.

Grant Number	State	Initiative Name	Grant Year	Year of Initiative	Selection		Training					Coaching		Performance assessment					Support	
					A1	A2	B1	B2	B3	B4	B5	C1	C2	D1	D2	D3	D4	D5	E1	E2
H323A120018	MO	Missouri Collaborative Work	3	3	4	4	3	3	3	2	3	2	2	3	2	2	2	3	2	2
Grantee Self-report					3	3	2	3	4	1	3	2	2	3	2	2	1	3	2	2

Overall, the project is doing very well and you are making great progress towards the goals outlined in your application. I'd like to see you continue to focus on fidelity checks and making sure there is sustainability built into all of the training you've provided (e.g. schools and districts see the need to fund FTE to support ongoing coaching and provide time for fidelity checks to make course corrections). I know we talked a bit about this at the last SPDG meeting, but it will be important this year for you to include whatever fidelity data you have at this point and attach the actual fidelity tool you are using for measure 2. Would this be the coaches log, the SIS, or TFS? I'm also looking forward to updated student data and what you all decide in terms of student level measures to continue to include in your APR based on our discussion at the national meeting.

Grant Number	State	Initiative Name	Initiative Year	Measure 1.1		Measure 2.1		Measure 2.2			
				% of Components with 3 or 4	Met Target (Y/N)	% of Participants Meeting Benchmark	Met Target (Y/N)	Cost of TA	Cost of All PD Activities	% of Funds Used for TA	Met Target (Y/N)
H323A120018	Missouri	Missouri Collaborative Work	3	50%	N		N/A	\$ 1,280,242.00	\$ 1,280,242.00	100%	Y

**Missouri Department of Elementary and Secondary Education (DESE)  
Appendix E-SPDG Evidence-Based Professional Development (EBPD) Worksheet**

**Worksheet  
SPDG Evidence-Based Professional Development  
Components**

*Worksheet Instructions*

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16 professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the “PD components” column) related to professional development practices being implemented: 1=inadequate description or a description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplary description. Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The “PD components” column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

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Appendix E-SPDG EBPD Worksheet**

**Worksheet: Missouri Collaborative Work, 2015-16**

**SPDG Evidence-Based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

<b>Professional development (PD) domains</b>	<b>PD components</b> <i>(with required elements the description should contain)</i>	<b>Project description of related activities</b> <i>(please note if you are attaching documents)</i>	<b>Project's self-rating</b>
A(1) Selection	<p><b>Clear expectations are provided for PD participants and for schools, districts, or other agencies.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of expectations for PD participants (e.g., attendance in training, data reporting).<sup>1</sup></li> <li>• Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).<sup>2,3</sup></li> <li>• Description of how schools, districts, or other agencies were informed of their responsibilities.<sup>2,3</sup></li> </ul> <p>Provide a brief description of the form(s) used for these agreements.</p>	<p>Professional development occurs at two levels. The first level is direct training provided by the Missouri Department of Elementary and Secondary Education (DESE) for the Regional Professional Development Center (RPDC) trainer/coaches. The second level is the training that the trainer/coaches provide to the buildings. Section A2 describes the specific expectations for the RPDC trainer/coaches.</p> <p>Expectations for school/district PD participants:</p> <p>In late spring 2015, the DESE identified current and additional target buildings eligible for participation in the Collaboration Work initiative based on student data. The DESE provided each eligible building principal (currently and newly participating buildings) with district and building commitment requirements and funding information. If buildings chose to participate, they signed a Commitment Form that included signatures from both the district superintendent and the building principal.</p> <p><b><u>Participating building administrators signed the statement of commitment and agreed to:</u></b></p> <p>1) Ensure that all staff are trained prior to implementing any project activities; 2) Formulate and maintain a Building Leadership Team that meets at least monthly and includes a building administrator who actively leads and supports implementation of the project activities; 3) Formulate, support, and oversee teacher collaborative teams that include representatives of ALL teaching staff, meet at least monthly, and analyze formative assessment data to inform instructional decisions; 4) Provide resources, time, materials, and people to support implementation of the project activities; 5) Work with district leadership and the RPDC to develop capacity for internal training and coaching to sustain implementation of the project activities; 6) Facilitate the collection, analysis, and review of school-wide data to guide decision making; and 7) Support and facilitate the activities of building staff and monitor to ensure all activities are implemented at a high level of proficiency.</p> <p><b><u>Principals confirmed that building instructional staff would:</u></b> 1) Participate in collaborative teacher teams that analyze formative assessment data to inform instructional decisions; 2) Participate in training on and implement teacher and learner strategies which have been shown to have significant positive outcomes for students; 3) Receive training on and implement strategies designed to improve student-teacher relationships and improve student outcomes; 4) Work collaboratively with other teachers to ensure the successful implementation of teaching strategies and other project activities; and 5) Contribute ideas, assessment items, and effective strategies to assist other teachers in the region and state.</p>	4

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		<p>During the reporting period, <u>310 buildings</u> agreed to participate and completed the Commitment Form. Grant awards were provided to offset some of the costs of participation (i.e., teacher stipends, substitute costs, and mileage for training attendees) to all committed, participating buildings. The Commitment Form and Funding Information are attached (see Attachment 6 and 7).</p>	
<p>A(2) Selection</p>	<p><b>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.<sup>1</sup></b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Expectations for trainers’ qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> <li>○ Description of role and responsibilities for trainers (the people who trained PD participants).</li> </ul> </li> <li>• Expectations for coaches’/mentors’ qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> <li>○ Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training).</li> </ul> </li> </ul>	<p>Clear expectations were provided via a work contract with nine RPDCs across Missouri, each of which houses 3-20 RPDC trainer/coaches for an overall total of 120 trainer/coaches. The number of trainers/coaches in each region is directly related to the number of schools participating in that region. Each executed contract contained clear expectations, which will be discussed next.</p> <p>As stated in the contract with each RPDC, trainer/coaches were required to: 1) Provide training to Collaborative Work building staff in the selection, mastery, and implementation of a variety of effective instructional practices which have been proven to have a positive effect on student outcomes; 2) Provide training to Collaborative Work building staff in the development and administration of common formative assessments by grade level and aligned to the Missouri Learning Standards of Mathematics/English Language Arts; 3) Provide training to Collaborative Work building staff to develop efficient and effective building-level collaborative data teams that use classroom data to make instructional decisions.</p> <p>Additionally, the RPDC trainer/coaches: 1) Attended all statewide Collaborative Work Learning Package Rollout sessions designed specifically for trainers/coaches; 2) Allowed for observation of their delivery of Collaborative Work Learning Packages at least once per quarter with fidelity measured by the <i>Observation Checklist for High-Quality Professional Development Training</i>; 3) Allowed for observation of their coaching activities related to the Collaborative Work with fidelity assessed by the <i>Observation Checklist for High-Quality Coaching</i> and the <i>Content Mastery Checklist</i>; 4) Attended trainings that provided trainer/coaches with information regarding continual improvement in content delivery and coaching; and 5) Attended application-level sessions that allowed for trainer/coaches to deepen shared understandings of specific high-quality professional development indicators for consistent practice across the State.</p> <p>Minimum qualifications for RPDC trainer/coaches, as stated in the DESE/RPDC contract, were: a) Bachelor’s degree in education, special education, education administration, or appropriate related field or evidence of equivalency (Master’s Degree preferred); b) Five years of successful classroom teaching, school improvement planning, administration, or related experience; and c) Preferred skills and knowledge as described in each appendix. Furthermore, they must have had a required skill base of effective meeting management and processes/protocols; coaching, presenting, consulting, and facilitating skills; conflict resolution and problem solving processes; leadership skills; and use of technology to enhance professional development.</p>	<p align="center">4</p>

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		<p>To support RPDC trainer/coach efforts, each of the nine RPDCs was supported by an assigned State Implementation Specialist (Fidelity Coach) who conducted training and coaching observations, provided follow-up coaching, and supported trainers in delivering the content with fidelity.</p> <p>To promote consistency and fidelity to training, a credentialing process for all SSOS trainer/coaches is being developed for implementation in the 2016-2017 reporting period. The credentialing process will require the trainer/coaches to submit documentation and materials from trainings (e.g., pre-posttests and satisfaction surveys) and be assessed on multiple topics through a multi-step observation process.</p>	
B(1) Training	<p><b>Accountability for the delivery and quality of training.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of the lead person(s) accountable for training.</li> <li>• Description of the role and responsibilities of the lead person(s) accountable for training.</li> </ul>	<p>Dr. Ronda Jenson, of the University of Missouri-Kansas City, facilitated the monthly Management Team meetings to discuss progress and problem-solve issues. She also, in collaboration with the Management Team, served as the lead person accountable for co-delivering Shared Learning training to RPDC trainer/coaches as well as co-developing and implementing the Collaborative Work Learning Packages. In collaboration with the DESE, she and her team: 1) developed the professional development plan and schedule, 2) implemented two statewide Shared Learning trainings to approximately 120 trainer/coaches, 3) provided Collaborative Work orientation to new trainer/coaches, 4) verified amount of training and coaching being delivered quarterly by each trainer/coach to each building, and 5) oversaw State Implementation Specialists as they monitored the fidelity of professional development delivery and coaching. Additionally, Collaborative Work trainer/coaches began meeting regularly in Jefferson City, MO to increase implementation fidelity.</p> <p><u>As documented in the DESE activity log for RPDC trainer/coaches, 1,572 training and coaching events from 85 trainer/coaches were logged through an online DESE-supported database of activity logs during the period July 1, 2015-March 8, 2016.</u> Activity logs were downloaded and analyzed to better understand: 1) the number of trainings by trainer/coaches, 2) Learning Package topics, 3) the number of participating buildings, and 4) distribution of hours by type of professional development. This data was shared monthly with the RPDCs. On a monthly basis, there was either a program meeting or Shared Learning training at which log data, from both statewide and regional perspectives, was shared. The contract with the RPDCs included job descriptions and scopes of work for delivering training to educators in Missouri schools. The log data was used to frame discussions regarding the extent to which expectations were being upheld, the barriers to implementation, and ways of further clarifying data. Section B2 discusses the quality of the training.</p>	4

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<p>B(2) Training</p>	<p><b>Effective research-based adult learning strategies are used.</b><sup>4,5,6</sup></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of adult learning strategies used, including the source (e.g., citation).</li> </ul>	<p>The statewide Shared Learning training in March (Focus on High-Quality Professional Development and Coaching) approached meeting criteria (73%) for high-quality professional development training that addressed adult learning principles as observed by an external evaluator using the <i>Observation Checklist for High-Quality Professional Development Training</i>.</p> <p>In addition, a State Implementation Specialist completed an <i>Observation Checklist for High-</i></p>	<p align="center">3</p>
	<ul style="list-style-type: none"> <li>• Description of how adult learning strategies were used.</li> <li>• Description of how data are gathered to assess how well adult learning strategies were implemented.</li> </ul>	<p><i>Quality Professional Development Training</i> on which the March Shared Learning professional development provider met 100% of the indicators for high-quality professional development. The State Implementation Specialists calibrate their scoring method on a routine basis, and at the September, 2015 Shared Learning, all State Implementation Specialists completed an <i>Observation Checklist for High-Quality Professional Development Training</i> for the full day training session provided to trainer/coaches. After calibration conversations, the professional development provider obtained a score of 100% of indicators met on the checklist.</p> <p>As designed, the nine Collaborative Work Learning Packages (intended to be delivered by RPDC trainer/coaches to building staff) met all criteria for high-quality professional development training. If delivered as intended, trainer/coaches used effective learning strategies from each of the following categories.</p> <ul style="list-style-type: none"> <li>• Preparation: Trainers provided an agenda, learning objectives, and readings/activities to complete prior to the training.</li> <li>• Introduction: Trainers built rapport, connected content to state goals and school contexts, connected to prior professional development, and emphasized the content’s impact on student outcomes.</li> <li>• Demonstration: Trainers built shared vocabulary, provided examples of the practices in use, and illustrated the applicability to the participants’ contexts.</li> <li>• Engagement: Trainers included opportunities for participants to share personal opinions, interact with each other related to the content, and rehearse new skills.</li> <li>• Evaluation: Trainers facilitated participants’ reflection on learning, discussed specific indicators that would demonstrate a successful transfer of practice, and engaged participants in assessment of their acquisition of knowledge and skills.</li> <li>• Mastery: Trainers detailed follow-up activities that required participants to apply their learning, offered opportunities for continued learning through technical assistance and resources, and described opportunities for coaching to improve fidelity of implementation.</li> </ul> <p>Furthermore, of the 835 trainings that were logged on the DESE site, 166 (20%) RPDC-provided trainings were rated by the State Implementation Specialists using the <i>Observation Checklist for High-Quality Professional Development Training</i>. These results were shared with the trainers after each training to review performance. Results across the project for all nine RPDCs were reviewed quarterly by the project Management Team.</p>	

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<p>B(3) Training</p>	<p><b>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).</b><sup>3,5</sup></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of skills that participants were</li> </ul>	<p>Each Collaborative Work Learning Package was developed to meet the criteria for behavior rehearsals and reflection as described by Guskey (2000). The behavior rehearsals are based on the learning targets associated with the training, including:</p> <ul style="list-style-type: none"> <li>• Educators will design and implement an agenda template aligned with the Collaborative Data Team Learning Package guidelines</li> <li>• Educators will examine and evaluate examples of protocols for collaborative data teams</li> </ul>	<p align="center">4</p>
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	<p>expected to acquire as a result of the training.</p> <ul style="list-style-type: none"> <li>• Description of activities conducted to build skills.</li> <li>• Description of how participants' use of new skills was measured.</li> </ul>	<ul style="list-style-type: none"> <li>• Educators will develop clear and meaningful targets to guide instruction and student learning</li> <li>• Educators will construct quality assessment instruments of sound design to measure the learning targets</li> </ul> <p>The following list highlights examples of behavior rehearsals by effective teaching/learning practices.</p> <ul style="list-style-type: none"> <li>• Reciprocal teaching: In small groups, educators will practice the steps of reciprocal teaching and receive feedback.</li> <li>• Spaced versus massed practice: Educators will develop lesson plans incorporating spaced practice of skills.</li> <li>• Feedback: Given an array of example scenarios and vignettes, educators will determine the level and type of feedback for the situation and model an example of feedback to match the situation. Educators will review samples of cross-curricular student work and provide descriptive feedback based on the work.</li> <li>• Assessment Capable Learners: Educators will practice composing clear learning targets, using self- assessment of students' work, focusing on one aspect on which to work, performing focused revision for quality, and reflecting on the learning.</li> <li>• Teacher-student relationships: Matching the techniques of effective teacher-student relationships, educators will identify and demonstrate five ways to modify the learning experience</li> <li>• Metacognition: For specific learning tasks, educators will develop teaching and learning rubrics for increasing student levels of metacognition.</li> <li>• Direct instruction: Educators will evaluate lesson plans to determine the extent to which the seven steps of direct instruction are both present and of high quality and then revise accordingly.</li> <li>• Classroom discussion: Educators will identify specific applications of incorporating the effective elements of classroom discussion in lessons across curricular domains.</li> </ul> <p>Using the <i>Observation Checklist for High-Quality Professional Development Training</i>, Implementation Specialists observed 20% of the 835 trainings. Ratings on this checklist included documentation of the specific behavior rehearsals included within each workshop. Each Learning Package also included a recommended pre-posttest of content knowledge related to the training learning targets.</p> <p>For the statewide Shared Learning in March, participants completed mastery assessments as post-tests on strategies of effective training, coaching, and professional development planning. Each assessment included application-oriented items asking participants to apply their acquired knowledge of the content. The results of these assessments showed a compiled mastery level of</p>	
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		92% for training content, 89% for coaching content, and 93% for professional development planning content.	
B(4) Training	<p><b>Training outcome data are collected and analyzed to assess participant knowledge and skills.<sup>5</sup></b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of training outcome measure(s).</li> <li>• Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training.</li> <li>• Description of how training outcome data were reported.</li> <li>• Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.</li> </ul>	<p>Twice during the reporting period, statewide Shared Learning events (directed at RPDC trainer/coaches) included pre-post assessments, satisfaction data collection, and observation by an evaluator using the <i>Observation Checklist for High-Quality Professional Development Training</i>. Results of evaluation measures were reported to the Management Team for discussion and problem-solving and were archived virtually in the evaluation Live Binder, which made evaluation materials available to project staff at any time.</p> <p>During the reporting period, 12 Collaborative Work Learning Packages contained content-specific, five-item, curriculum-referenced pre-post knowledge assessments that were developed through an iterative process to address each of the learning targets. These assessments were designed to be completed before and after each of the Learning Packages to inform content delivery and continual improvement and to identify follow-up needs. Beginning in October 2015, tracking the use of the pre-post assessments was added to the <i>Observation Checklist for High-Quality Professional Development Training</i>. Since October 2015, 114 trainings have been observed. Of the 114 observed trainings, the pretests and posttests were used in 65% and 54% of the sessions respectively, while 51% incorporated both the pre and posttests.</p> <p>The School Implementation Specialists also collected content fidelity data for the foundational Learning Packages (Data-Based Decision Making, Common Formative Assessment, and Collaborative Data Teams). This data was analyzed and used to develop an intensive revision process to the Learning Packages in order to match the content more closely with learner outcomes. It is expected that the in-depth revisions will increase participant knowledge and skills as evidenced on pre-posttests.</p> <p>Additionally, the credentialing process will include content mastery exams comprised of application-focused multiple-choice questions. Content will include the Learning Package topics as well as mastery of high-quality training and coaching. The data collected from these content mastery exams will be used in the credentialing process and to plan for professional development opportunities to strengthen knowledge acquisition and coaching capacity. As a conclusion to statewide Shared Learning in March 2016, content mastery assessments which focused on high-quality training, coaching, and professional development were administered. Results will be summarized and shared with the Management Team.</p>	3

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B(5) Training	<b>Trainers (the people who trained PD participants) are trained, coached, and observed.</b> <sup>5,7</sup>	In September 2015 and March 2016, the statewide Shared Learnings included pre-post assessments, satisfaction data collection, and observation by an evaluator using the <i>Observation Checklist for High-Quality Professional Development Training</i> . The Shared Learning in September consisted of 10 hours of instruction on new Learning Packages on the	4
	<p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of training provided to trainers.</li> <li>• Description of coaching provided to trainers.</li> <li>• Description of procedures for observing trainers.</li> <li>• Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended).</li> <li>• Description of procedures to obtain participant feedback.</li> <li>• Description of how observation and training fidelity data were used (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule, processes; to ensure that trainers are qualified).</li> </ul>	<p>topic of using technology to support professional development. Approximately 90 RPDC trainer/coaches participated in these 10 hours of evaluated training. The March Shared Learning event provided 8 hours of professional development to 125 RPDC trainer/coaches on the topic of high-quality professional development, coaching, and professional development planning. In addition, three hours of calibrated practice focused on specific indicators from both the <i>Observation Checklist for High-Quality Professional Development Training</i> and the <i>Observation Checklist for High-Quality Coaching</i> was provided for trainer/coaches. Participants were put in the role of observer, using each checklist to capture evidence of high-quality professional development as demonstrated in video examples. To deepen common understandings, State Implementation Specialists facilitated conversations pertaining to the evidence collected and the proficiency level of that evidence. Next, the State Implementation Specialist facilitator(s) modeled coaching conversations for the participants and then guided participants to frame additional coaching conversations based on the level of evidence they collected.</p> <p>Via the DESE website, RPDC trainer/coaches logged 835 training events during the reporting period Coaching on training was provided to trainer/coaches by the regional State Implementation Specialists (SISes). Each SIS was charged with observed at least two of each trainer’s professional development sessions on Learning Packages using the <i>Observation Checklist for High-Quality Professional Development Training</i>. To support trainers in continually improving the training content and implementation, feedback was reviewed by the State Implementation Specialist and trainer following each workshop. Feedback was also collected with a post-event feedback form.</p> <p>Additionally, State Implementation Specialists observed RPDC trainer/coaches’ coaching events using the <i>Observation Checklist for High-Quality Coaching</i>. Feedback was reviewed by the State Implementation Specialist and trainer following observed coaching sessions to support the trainer/coaches to continually improve coaching. Quarterly summary reports on training quality were provided to the DESE and were discussed at the project Management Teammeetings.</p> <p>The State Implementation Specialists observed 114 (20%) trainings for quality of professional development and, of those observations, content fidelity was recorded for 34 (30%) of them. Content fidelity checklists are available for the foundational Learning Packages (Data-Based Decision Making, Common Formative Assessment, and Collaborative Data Teams). In 2016-17, content fidelity measures will be developed for more of the teaching and learning practices.</p>	

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<p>C(1) Coaching</p>	<p><b>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.<sup>8</sup></b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of the lead person(s)</li> </ul>	<p>Coaching occurs at three levels: 1) The State Implementation Specialists provide coaching to the RPDC trainer/coaches, 2) Trainer/coaches provide regional coaching to educators, and 3) Educators provide school-based coaching to peer-educators in order to build and sustain school-wide implementation. Practice profiles for State Implementation Specialist roles, regional coaching, and school-based coaching are used. The Lead State Implementation Specialist is Dr. Jan Davis. She maintains weekly conversations with the State Implementation</p>	<p align="center">3</p>
	<p>responsible for coaching services.</p> <ul style="list-style-type: none"> <li>• Description of the role and responsibilities of the lead person(s) accountable for coaching services.</li> <li>• Description of how data were used to provide feedback to coaches and improve coaching strategies.</li> </ul>	<p>Specialists, provides leadership for their professional development as coaches to the trainer/coaches, and guides all processes to ensure the <i>Observation Checklist for High-Quality Coaching</i> is used with fidelity. The RPDC directors provide leadership to their trainer/coaches to assure coaching is delivered in accordance with contractual expectations with the DESE.</p> <p>RPDC trainer/coaches have a Shared Understanding document to calibrate understanding of coaching practice and what constitutes the delivery of high-quality coaching. In the regional centers, trainer/coaches have received training on the use of coaching checklists to ensure coaching maintains rigor and quality. Monthly, trainer/coaches meet in program area meetings where coaching breakout sessions are held. At the statewide Shared Learning in March 2016, the team of State Implementation Specialists held breakout sessions focused on coaching. During these coaching breakouts, each specific indicator of high-quality coaching was the focus. The trainer/coaches were put in the observer role and discussed evidence and the level of that evidence for each specific indicator of high-quality coaching as observed in video examples. Furthermore, trainer/coaches were asked to frame coaching suggestions based on the level of evidence they captured on the <i>Observation Checklist for High-Quality Coaching</i>.</p> <p>RPDC trainer/coaches logged individual coaching events with administrators and teachers in participating schools via a state-developed online system of activity logs. Trainer/coaches logged 737 coaching events during the reporting period (July 1, 2015-March 8, 2016). 108 (15%) coaching events were observed and evaluated by State Implementation Specialists using an <i>Observation Checklist for High-Quality Coaching</i> tool. Similar to the protocol for observing training, all coaching observations are followed by a conversation between the State Implementation Specialist and the observed coach to discuss the results of the checklist and strategies for improving coaching.</p>	

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<p>C(2) Coaching</p>	<p><b>SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).<sup>6</sup></li> <li>• Describe how SPDG coaches monitored implementation progress.</li> </ul>	<p>Coaching occurs at three levels: 1) The State Implementation Specialists provide coaching to the RPDC trainer/coaches, 2) Trainer/coaches provide regional coaching to educators, and 3) Educators provide school-based coaching to peer-educators in order to build and sustain school-wide implementation. Practice profiles for State Implementation Specialist roles, regional coaching, and school-based coaching are used. The Lead State Implementation Specialist is Dr. Jan Davis. She maintains weekly conversations with the State Implementation Specialists, provides leadership for their professional development as coaches to the trainer/coaches, and guides all processes to ensure the <i>Observation Checklist for High-Quality Coaching</i> is used with fidelity. Additionally, she compiles monthly data summarizing regional results on the coaching checklist. The RPDC directors provide leadership to their regional trainer/coaches to assure coaching is delivered in accordance with contractual expectations with the DESE.</p> <p>RPDC trainer/coaches receive annual <i>School Implementation Scale</i> and <i>Team Functioning Survey</i></p>	<p align="center">3</p>
	<ul style="list-style-type: none"> <li>• Describe how the data from the monitoring is used to provide feedback to implementers.</li> </ul>	<p>summary reports, which are administered to all instructional staff in early spring to assess teachers' levels of implementation, attitudes toward the intervention, and perceptions of administrative support. They use the results of these surveys to target areas for improved implementation within each Collaborative Work building.</p> <p>To improve monitoring of implementation progress, a self-assessment/practice profile was developed and provided to the RPDCs in the fall 2015. This interactive tool aligns reflection questions to the practice profiles and results in a visual dashboard for team discussion. As of March 2016, two of the nine regions have used the tool to assist schools in reflecting on implementation progress and planning for next steps. In 16-17, the self-assessment/practice profile will be required of all buildings in all regions.</p>	

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**SPDG Evidence-Based Professional Development Components**

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<p>D(1) Performance Assessment (Data-Based Decision Making)</p>	<p><b>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).<sup>10</sup></b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Provide a description of the role/responsibilities of the lead person and who this person is.</li> </ul>	<p>The primary reporting system for RPDC trainer/coach activities was the activity log system, an online data portal where trainer/coaches record each training and coaching event, the Collaborative Work topic, and participating buildings. Dana Desmond, Program Specialist at the DESE, oversaw the activity log for the trainer/coaches. In this role, she was responsible for providing technical assistance and training to RPDC users, trouble-shooting programming issues as needed, downloading data regularly and submitting it to administration and the Management Team, and analyzing the data for summary reporting.</p> <p>RPDC trainer/coaches and project staff were responsible for ensuring program components were implemented so that continuous improvement of student outcomes drove project decisions. trainer/coaches logged their training and coaching time with each building via the DESE’s activity log system, and they were also responsible for collecting and entering common formative assessment data from their supported buildings. The SPDG external evaluation coordinator, Dr. Patricia Noonan from the University of Kansas: 1) Downloaded, aggregated, and effectively displayed available data; 2) Shared this fidelity data with RPDC directors and the Management Team; and 3) Evaluated progress.</p> <p>The SPDG evaluation team also disseminated the <i>School Implementation Scale</i> and the <i>Team Functioning Survey</i> to assess teachers’ levels of implementation, attitudes toward the intervention, and perceptions of administrative support. Results from this survey were available in real time to building administrators. The evaluation team also collected, analyzed, aggregated, and provided back results to district administrators, project staff, and the DESE on an annual basis.</p>	<p align="center">4</p>
<p>D(2) Performance Assessment</p>	<p><b>Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Describe data systems that are in place for</li> </ul>	<p>While there are a number of systems that collect a great amount of data for use in the CW/SPDG project, these systems are not aligned or coherent. During this past project year work has been done on better integrating new and existing data systems to provide for seamless access to data at all levels to enable effective and efficient data-based decision-making for educational/instructional purposes. This system will be implemented in phases over the next 1-3 years (see Attachment 4).</p>	<p align="center">2</p>

**Missouri Department of Elementary and Secondary Education (DESE)  
Appendix E-SPDG EBPD Worksheet**

**Worksheet: Missouri Collaborative Work, 2015-16**

**SPDG Evidence-Based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

	<p>various education levels.</p> <ul style="list-style-type: none"> <li>• Describe how alignment or coherence is achieved between various data systems or sources of data.</li> <li>• Describe how multiple sources of information are used to guide improvement and demonstrate impact.<sup>10</sup></li> </ul>	<p>The following are ways in which data is being collected and used presently in the CW/SPDG project:</p> <p>All training materials, Management Team materials, and Shared Learning materials were housed on a password protected website. This data could be accessed in real time by RPDC trainer/coaches, State Implementation Specialists, and Management Team members.</p> <p>Additionally, the evaluation team maintained a Live Binder containing all evaluation reports for the project. This was accessible at any time to anyone with the link to the Live Binder; the link has been distributed to Management Team members and to RPDC directors. The reports available via this Live Binder are discussed at monthly Management Team meetings and at RPDC directors' meetings.</p> <p>Implementation data was gathered through multiple sources. Activity logs were used for tracking in-school training and coaching interactions between RPDC trainer/coaches and educators. The quality of delivery of training and coaching was collected through an online system in which data was recorded and shared. The implementation of Common Formative Assessment is monitored, per formal agreement between the school and the DESE, and recorded in an online system in which data is entered and shared with the regional trainer/coaches. The regional coaches review the data and provide feedback to the school as needed. When ready, the Common Formative Assessment data is submitted to the DESE. Annually, educators participate in the <i>School Implementation Scale</i> and <i>Team Functioning Survey</i>. The trainer/coaches review these data with the school leadership team. All of these data points are review by the Management Team and displayed for regional data-based discussions. A template was provided to align these multiple data sources so that progress could be charted.</p> <p>Data are presented and discussed at all monthly Collaboration Work program meetings and Shared Learning events.</p>	
D(3) Performance Assessment	<p><b>Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).</b><sup>10</sup></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Describe the feedback loop for each level of</li> </ul>	<p>Evaluation and implementation data were collected from data such as buildings' Common Formative Assessment submission rates, RPDC trainer/coaches' activity logs, State Implementation Specialists' ratings of trainings on the <i>Observation Checklist for High-Quality Professional Development Training</i>, and educators' responses to the <i>School Implementation Scale</i> and the <i>Team Functioning Survey</i>. Reports created by the evaluation team to display this data were provided to the Management Team and discussed at monthly Management Team meetings to monitor progress toward implementation goals.</p>	3

**Missouri Department of Elementary and Secondary Education (DESE)  
Appendix E-SPDG EBPD Worksheet**

**Worksheet: Missouri Collaborative Work, 2015-16**

**SPDG Evidence-Based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

	<p>the system with which the SPDG works.</p> <ul style="list-style-type: none"> <li>o Describe how these data are used for decision making to ensure improvements are made in the targeted outcome areas.</li> </ul> <p>• Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).<sup>10</sup></p>	<p>RPDCs also received data from all of the above sources in the form of reports crafted by the evaluation team. These data were discussed at quarterly RPDC directors' meetings to monitor buildings' individual levels of implementation and to strategize for improving delivery of services.</p> <p>School site visits for RPDC-nominated building occurred in Spring 2016. A small group from the Management Team, consisting of representatives from the DESE, the University of Missouri- Kansas City, and evaluation, visited 14 buildings to learn about the level of implementation as well as barriers and strategies for implementing evidence-based practices with fidelity. In preparation for site visits, school profile reports containing implementation fidelity (e.g., Common Formative Assessment data, instructional practices, SIS/TFS reports and self-assessment) as well as student outcome data (e.g., state testing, attendance, and Least Restrictive Environment) were developed and disseminated. Results were archived and discussed by the Management Team to inform continuous improvement and supports to purveyors.</p> <p>Next year, building profiles will be provided for all participating buildings.</p>	
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**Missouri Department of Elementary and Secondary Education (DESE)  
Appendix E-SPDG EBPD Worksheet**

**Worksheet: Missouri Collaborative Work, 2015-16**

**SPDG Evidence-Based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

<p>D(4) Performance Assessment</p>	<p><b>Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.</b><sup>10</sup></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Describe how benchmarks are created and shared.</li> <li>• Describe positive recognition processes for achievements.</li> <li>• Describe how data are used to “market” the initiative.</li> </ul>	<p>A practice profile describing full implementation for each effective teaching/learning practice was distributed during training for each practice. School staff were encouraged to use the practice profile to self-monitor implementation. During this reporting period, a master self-assessment was developed and provided to all buildings to assess level of implementation and inform planning.</p> <p>Additionally, required data collection on the number of trainings provided through the Collaborative Work project was established in the contractual agreement with the RPDCs and collected through the DESE activity log system. These data were used to monitor the level of statewide implementation. Rates of Common Formative Assessment submission were also used to monitor buildings’ compliance with expectations for implementation.</p> <p>Within the SPDG Annual Performance Report, benchmarks were set for student outcome data including inclusion, engagement, academic achievement, and family engagement. These data are tracked and reported annually.</p> <p>Schools that met benchmarks for implementation and assessment data were nominated for site visits by their RPDC. The Management Team, as mentioned in the indicator above, recognized the schools for their achievements in implementation of the SPDG. These schools will be highlighted on the project website at <a href="http://www.moedu-sail.org">www.moedu-sail.org</a>. Twitter was used to highlight the school visits that were conducted. Marketing also occurred at a national level via conference presentations.</p> <p>The initiative was built into the DESE strategic plan (<a href="https://dese.mo.gov/sites/default/files/Top10by20Plan.pdf">https://dese.mo.gov/sites/default/files/Top10by20Plan.pdf</a>) as well as the Missouri School Improvement Plan process. Both plans included information about how the process supports the work of DESE and about expected results.</p>	<p>3</p>
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**Missouri Department of Elementary and Secondary Education (DESE)  
Appendix E-SPDG EBPD Worksheet**

**Worksheet: Missouri Collaborative Work, 2015-16**

**SPDG Evidence-Based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

<p>D(5) Performance Assessment</p>	<p><b>Participants are instructed in how to provide data to the SPDG Project.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Procedures described for data submission.</li> <li>• Guidance provided to schools/districts.</li> </ul>	<p>Information about how to record training and coaching events via the online activity logs and Common Formative Assessment submission was provided to RPDC trainer/coaches. Instructions on the data collection process as well as links for distribution of the <i>SchoolImplementation Scale</i> and <i>Team Functioning Survey</i> were provided to buildings administrators in the spring. At the beginning of the online survey, participants were presented with instructions on how to select the appropriate answer options that most closely describe their level of practice. Evaluation staff provided technical assistance for this system throughout the collection window. In order to encourage responses and keep administrators apprised of their staff's response rate, the evaluation team provided a series of e-mailreminders prior to the submission deadline. A new online Common Formative Assessment submission tool was launched this year (<a href="http://moedu-sail-cfa.org/home/cfa_index">http://moedu-sail-cfa.org/home/cfa_index</a>) The website includes instructions for submitting data. Additionally, if educators need more information about the practices and use of the data, the website points them toward the Common Formative Assessment and Data-Based Decision Making Learning Packages.</p>	<p>4</p>
<p>E(1) Facilitative Administrative Support/ Systems Intervention</p>	<p><b>Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Role/job description of administrators relative to program implementation provided.</li> <li>• Describe how the SPDG trains and supports administrators so that they may in turn support implementers.</li> </ul>	<p>Administrators were expected to fully support implementation of SPDG-supported Collaborative Work training structure. Administrators agreed to: 1) Ensure that all staff are trained prior to implementing any project activities; 2) Formulate and maintain a Building Leadership Team that meets at least once a month and includes a building administrator who actively leads and supports implementation of the project activities; 3) Formulate, support, and oversee teacher collaborative teams that include representatives of ALL teaching staff, meet at least monthly, and analyze formative assessment data to inform instructional decisions; 4) Provide resources, time, materials, and people to support implementation of the project activities; 5) Work with district leadership and the RPDC to develop capacity for internal training and coaching to sustain implementation of the project activities; 6) Facilitate the collection, analysis, and review of school-wide data to guide decision making; and 7) Support and facilitate the activities of building staff and monitor to ensure all activities are implemented at a high level of proficiency. These expectations were outlined in the district and building agreements, which were signed by the administrator.</p> <p>During this reporting period, as documented in the DESE activity log for RPDC trainer/coaches, 1681 trainings, spanning numerous topics, were provided to administrators. Trainings that include administrators occurred in all nine regions. Any single administrator was counted separately for each training they attended.</p> <p>During The 2016-17 reporting period, a new Collaborative Work Learning Package specifically for Leadership will be finalized and disseminated. This package will be delivered to all administrators of Collaborative Work buildings.</p>	<p>3</p>

**Missouri Department of Elementary and Secondary Education (DESE)  
Appendix E-SPDG EBPD Worksheet**

**Worksheet: Missouri Collaborative Work, 2015-16**

**SPDG Evidence-Based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

<p>E(2) Facilitative Administrative Support/ Systems Intervention</p>	<p><b>Leadership at various education levels (SEA, regional, LEA, school, as appropriate) analyzes feedback regarding barriers and successes and makes the necessary decisions and changes, including revising policies and procedures to alleviate barriers and facilitate implementation.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Describe processes for collecting, analyzing, and utilizing input and data from various levels of the education system to recognize barriers to implementation success (e.g., describe how communication travels to other levels of the education system when</li> </ul>	<p>The Management Team utilized evaluation data from several sources: buildings' Common Formative Assessment submissions (submitted to RPDCs, then submitted to the DESE, then provided to evaluators), RPDC trainer/coaches' activity logs (submitted online by trainer/coaches, approved and submitted to the DESE by RPDC directors, then provided to evaluators), State Implementation Specialists' ratings of trainings on the <i>Observation Checklist for High-Quality Professional Development Training</i> (submitted online by State Implementation Specialists), educators' responses to the <i>School Implementation Scale</i> and the <i>Team Functioning Survey</i> (collected annually via an online platform), and building-level data on student academic and behavioral outcomes (submitted to the DESE by buildings, then provided to evaluators). Reports created by the evaluation team to display this data were discussed at monthly Management Team meetings and used to monitor progress toward implementation goals.</p> <p>School site visits for RPDC-nominated building occurred in Spring 2016. A small group from the Management Team, consisting of representatives from the DESE, the University of Missouri- Kansas City, and evaluation, visited 18 buildings to learn about the level of implementation as well as barriers and strategies for implementing evidence-based practices with</p>	<p>3</p>
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**Missouri Department of Elementary and Secondary Education (DESE)  
Appendix E-SPDG EBPD Worksheet**

**Worksheet: Missouri Collaborative Work, 2015-16**

**SPDG Evidence-Based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

	<p>assistance is needed to remove barriers).</p> <ul style="list-style-type: none"> <li>Describe processes for revising policies and procedures and making other necessary changes.</li> </ul>	<p>preparation for site visits, school profile reports containing implementation fidelity (e.g., Common Formative Assessment data, instructional practices, SIS/TFS reports and self-assessment) as well as student outcome data (e.g., state testing, attendance, and Least Restrictive Environment) were developed and disseminated. Results were archived and discussed by the Management Team to inform continuous improvement and supports to purveyors. The Management Team presented an overview of what was learned from the site visits to RPDC trainer/coaches. School site visit results were discussed extensively by the Management Team to inform policies and procedures.</p> <p>RPDCs also received data from all of the above sources in the form of reports crafted by the evaluation team. These data were discussed at quarterly RPDC directors' meetings to monitor buildings' individual levels of implementation and to strategize for improving delivery of services.</p> <p>Project staff could not ascertain whether the full range of evaluation data was distributed to participating districts or buildings by RPDC staff. Building administrators did have real-time online access to continuously updated summary reports on their buildings' results on the <i>School Implementation Scale</i> and the <i>Team Functioning Survey</i>, which are completed annually in the spring. It was unclear if or how these data were used.</p> <p>To improve this rating in the 2016-17 reporting period, information may be collected from participating buildings through the reporting requirement of an annual needs assessment and professional development plan. In addition, the individual building profiles for all Collaborative Work participants will make consistent data available for every building.</p>	
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<sup>1</sup> <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 36-39).

<sup>2</sup> <http://learningforward.org/standards/resources#.U1Es3rHD888>.

<sup>3</sup> Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.

<sup>4</sup> Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences*, 8, 143-148.

<sup>5</sup> <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 39-43).

<sup>6</sup> <http://learningforward.org/standards/learning-designs#.U1GVhbHD888>.

**Missouri Department of Elementary and Secondary Education (DESE)  
Appendix E-SPDG EBPD Worksheet**

**Worksheet: Missouri Collaborative Work, 2015-16**

**SPDG Evidence-Based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

<sup>7</sup> <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 47-55).

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<sup>8</sup> <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 44-47).

<sup>9</sup> [http://learningforward.org/standards/data#.U2FGp\\_lWYk](http://learningforward.org/standards/data#.U2FGp_lWYk) .

<sup>10</sup> <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-ImplementationDriversAssessingBestPractices.pdf> (pp.15-16).

**Missouri Department of Elementary and Secondary Education (DESE)  
Appendix F: Collaborative Work Implementation Survey (CWIS)**

Collaborative Work Implementation Survey  
March 2017

Please respond to this questionnaire with your own personal and unique perspective in mind. We WILL aggregate the school team's responses as part of our analysis, but it is important that we capture what YOU think, know and believe. All responses are confidential and will be aggregated and returned to your school administrators in a summary report. For questions or concerns about this survey, please contact external evaluator Jason Altman at [jason@terralunacollaborative.com](mailto:jason@terralunacollaborative.com). Thank you for taking a few minutes to provide valuable feedback.

This scale is an opportunity for you to provide input on effective teaching and learning practices, collaborative teams, common formative assessments, data-based decision making, leadership, and professional development at your school, in your classroom and with your students.

Focus on Student Learning

**Missouri Department of Elementary and Secondary Education (DESE)  
Appendix F: Collaborative Work Implementation Survey (CWIS)**

Please use the frequency scale to respond to each prompt representing your perception of your building, classroom, and students.

	Always	Most of the time	About half the time	Sometimes	Never
The students in my classroom, including students with disabilities, write/state learning targets using "I can" or "I know" statements.	<input type="radio"/>				
The students in my classroom, including students with disabilities, assess their progress by using evidence of student work (rubrics or portfolios).	<input type="radio"/>				
The students in my classroom, including students with disabilities, identify what they should do next in their learning based on self-assessment of their progress.	<input type="radio"/>				
Students in my classroom, including students with disabilities, receive feedback on their progress toward their learning targets.	<input type="radio"/>				
Student-to-student feedback, focused on improving learning, occurs during instruction.	<input type="radio"/>				
Students in my classroom state the success criteria for achieving their learning target.	<input type="radio"/>				
The instruction of teachers in my building intentionally addresses the state standards for my grade/subject.	<input type="radio"/>				
I use common formative assessments aligned to the Missouri Learning Standards.	<input type="radio"/>				
All students in my classroom participate in common formative assessments, including students with disabilities.	<input type="radio"/>				
Each student reviews his/her results of common formative assessments with a teacher.	<input type="radio"/>				
I use the results from common formative assessment to plan for re-teaching and/or future instruction.	<input type="radio"/>				

## Missouri Department of Elementary and Secondary Education (DESE) Appendix F: Collaborative Work Implementation Survey (CWIS)

### Collaborative, Data-Driven Culture

I am a member of a grade level, grade span, or content team.

- Yes  
 No

Condition: No Is Selected. Skip To: Please use the frequency scale to res....

Please use the frequency scale to respond to each prompt representing your perception of your building, classroom, and collaborative teams.

	Always	Most of the time	About half the time	Sometimes	Never
My team reviews data at meetings.	<input type="radio"/>				
Members of the team demonstrate positive, solution-oriented interactions.	<input type="radio"/>				
My team uses effective teaming practices such as providing agendas, establishing roles, seeking consensus and documenting minutes.	<input type="radio"/>				

Please use the frequency scale to respond to each prompt representing your perception of your building, classroom, and students.

	Always	Most of the time	About half the time	Sometimes	Never
Using data, instructional staff collaborate to determine which effective practice(s) will maximize the positive learning outcomes for all students, including students with disabilities.	<input type="radio"/>				
Visual representations of individual student, classroom, and building data are used for tracking growth and making decisions.	<input type="radio"/>				

**Missouri Department of Elementary and Secondary Education (DESE)  
Appendix F: Collaborative Work Implementation Survey (CWIS)**

Support and Guidance

Please use the agreement scale to respond to each prompt representing your perception of your building, classroom, and administrators.

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Building leader(s) effectively manage initiatives and expectations placing a focus on improving educational practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building leadership supports the opportunity for teacher-to-teacher observation and feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My building administrator(s) show(s) they are committed to implementing a core set of effective instructional practices in building classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The building leader(s) actively problem-solve(s) with my team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in professional development where I learn to improve my instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive coaching to facilitate my implementation of evidence-based instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in professional development where I learn how to monitor student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive feedback about my classroom instruction from other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Missouri Department of Elementary and Secondary Education (DESE) Appendix F: Collaborative Work Implementation Survey (CWIS)

### Recent Change

As you think about your progress this year in implementing the foundations of Collaborative Work, how do you think your current status compares to that of last year (2015-2016 school year)? Please consider what you see and experience related to common formative assessments, effective teaching and learning practices, collaborative data teams, and data-based decision making, in your classroom and with your students. Please mark your answer by dragging your slider bar towards the right to indicate the amount of progress that you have made. Please leave the indicator at 0 if you were not a staff member at your school last year.

\_\_\_\_\_ Common Formative Assessment  
\_\_\_\_\_ Effective Instructional Practices  
\_\_\_\_\_ Collaborative Data Teaming  
\_\_\_\_\_ Data-Based Decision Making

### About You

What is the school district in which you are employed? (please start by typing in first few letters of district and then select from list)

Which school are you from? (please start by typing in first few letters of school and then select from list)

What is your role?

- Teacher
- Special Educator
- Building Administrator
- District Administrator
- Literacy Coach
- Instructional Coach
- School Psychologist
- Other

How many years have you worked at this district?

**Missouri Department of Elementary and Secondary Education (DESE)**  
**Appendix F: Collaborative Work Implementation Survey (CWIS)**

Before You Go

Is there anything that you want to share with us that you wish that we would have asked you about on this survey?

Is there anything else you would like to tell us about your engagement with the Collaborative Work project, or about this survey?

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator - Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).

**Missouri Department of Elementary and Secondary Education (DESE)**  
**Appendix G: MO SPDG 2016 APR 4-29-16 final report**

**U.S. Department of Education**  
**Grant Performance Report (ED 524B)**  
**Project Status Chart**

PR/Award #H323A120018

Executive Summary

In 2012, the Missouri Department of Elementary and Secondary Education (DESE) submitted and received a State Personnel Development Grant (SPDG) specifically designed to support the development and implementation of an instructional framework to improve teaching and learning practices at the classroom level with the goal of improved outcomes for all students, but especially students with disabilities. This framework, called the Missouri Collaborative Work (CW) provided for teachers and administrators in participating buildings to assist one another to: (1) implement effective teaching/learning practices, (2) develop and administer common formative assessments that measure the effectiveness of instruction and student mastery of learning objectives, and (3) use data-based decision-making to guide team decisions about classroom learning and instruction.

The development and implementation process called for the following:

- Developing Learning Packages incorporating identified elements of High Quality Professional Development (HQPD) and adult learning principles for use by regional system of support trainers/coaches (See Attachment 1),
- Training of the regional trainers/coaches in effective training and coaching skills and in knowledge of the content of the various learning packages and monitoring for fidelity of implementation of the training/coaching activities,
- Training/coaching and monitoring all instructional staff in the CW participating buildings for fidelity of implementation,
- Using technology for the provision of Professional Development (PD)/coaching and collection and use of data for decision-making at all levels of the system (classroom, building, district, region and state),
- Increasing the capacity of the state for scaling-up and sustaining the framework statewide through alignment of current statewide initiatives/programs/activities with the essential components of the CW. Those initiatives/programs/activities are: The state's strategic plan (Top 10 X 20), the State Systemic Improvement Plan (SSIP), regional professional development centers (RPDC), state CEEDAR grant, Reinventing Special Education initiative (See Attachment 2),
- Developing a virtual platform for housing state-developed professional learning resources which is integrated for academic, behavioral, and social-behavioral content, as well as future plans to include Leadership, curriculum and instruction and others (See Attachment 3),
- Developing and implementing a system which better integrates new and existing data systems to make collection and use of critical data more available and user-friendly (See Attachment 4), and;

## **Missouri Department of Elementary and Secondary Education (DESE)**

### **Appendix G: MO SPDG 2016 APR 4-29-16 final report**

- Implementing a tiered model of state support (MTSS) to ensure that districts/buildings have the resources and supports at the time and in the amount needed (See Attachment 5).

During the 2012-13 school year, implementation of SPDG activities began in 250 buildings representing 106 districts. The intention of the project was to limit the 5-year SPDG participants to these 106 original districts but allow for expansion to additional buildings within these districts. In keeping with this goal, the project expanded to an additional 110 buildings within these districts during the 2013-14 school year, bringing the total of participating buildings up to 360. In 2014-15, the number of buildings participating decreased to 356. In 2015-16, the number of buildings participating decreased to 310, due to buildings either opting out of continuation or being removed from the project due to unwillingness or inability to meet the requirements for participation.

To facilitate the effective implementation of the SPDG, the DESE and its partners (i.e., nine Regional Professional Development Centers [RPDCs], the Missouri Parent Training and Information Center [MPACT], the University of Missouri Kansas City [UMKC] Institute for Human Development, and the University of Kansas [KU] Center for Research on Learning) worked collaboratively throughout the project year on the activities listed above to ensure that the project goals were met.

The day-to-day work of the SPDG is guided by the SPDG Management Team. This team collaborates with the Regional System of Support to develop and implement effective evidence-based professional development that is aligned with the Missouri Learning Standards and the Missouri Teacher/Leader Standards. During the reporting period (April 10, 2015 –April 6, 2016), the Missouri SPDG Management Team met on a monthly basis for 1-2 days each month. The State Implementation Advisory Group met with the Management Team every other month. Partners involved in teams included state executive leadership, SSOS leaders and consultants, program area leadership representation across the DESE, content area experts across RPDCs, external evaluators, contracted consultants with implementation expertise, and a team of purveyors to facilitate the implementation processes with fidelity. MO EDU-SAIL [<http://moedu-sail.org/>], an online content management and collaboration system, enabled continuous collaboration between team members and RPDC staff.

To ensure high-quality professional development with fidelity to content, a continuing priority of this project is the review/revision or enhancement of existing learning packages. A new priority for the 2015-16 project year was the development of a Leadership Learning Package. In addition, to ensure the ability of the state to scale-up and sustain the CW framework statewide, during the 2015-16 project year, three other activities were undertaken. The first was an effort to align existing state projects/initiatives/programs/activities with one another through incorporation of the critical elements of the CW. The second was alignment of the content of the foundation CW learning packages with learning content in two other major statewide initiatives—Schoolwide Positive Behavior Supports (SW-PBS) and Professional Learning Communities (PLC). This alignment of the content is also part of a larger effort to establish a multi-tiered system of support (MTSS) and to provide widespread, 24/7 access to state-developed professional learning resources through a virtual platform. The third activity during this past project year has been to work on better integrating new and existing data systems to provide for seamless access to data at all levels to enable effective and efficient data-based decision-

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making for educational/instructional purposes. This system will be implemented in phases over the next 1-3 years. In the first phase, to be implemented in the 2016-17 school year, and of particular importance to the CW work, is an alignment between CW data collection systems and the Missouri Teacher Evaluation data collection system (see Attachment 4). This alignment will allow teachers to easily meet standards when implementing CW elements in their classroom and allow administrators to easily observe, document and give effective feedback to promote instructional improvement in staff.

A learning package provides detailed materials focused around a systematic approach to professional development content. This systematic approach addresses adult learning principles, upholds specific characteristics of high-quality professional development, and focuses on implementation at the classroom level. Each learning package contains nine components: (1) preparation, (2) opening and introductions, (3) why the topic is important, (4) overview of the topic, (5) unpacking the topic, (6) examples of the topic in practice, (7) examples of the topic in action, (8) assessment and reflection, and (9) closing and follow-up. Package materials include pre-readings, handouts, practice profiles, and pre/post-tests .

The learning packages are intended to be used within the Collaborative Work framework, which encourages school-wide implementation of the selected instructional practices. The Collaborative Work process is founded upon four focus areas: collaborative data teams, effective teaching/learning practices, common formative assessment, and data-based decision making. To begin the Collaborative Work process, RPDC consultants work with building-level teams by using the Getting Started Guide to determine the team's starting point and the scope of professional development activities. If the four focus areas are not in place at the building level, consultants provide the appropriate content from the corresponding learning packages in order to prepare the foundation for the implementation of selected effective teaching/learning practices. Once the Collaborative Work focus areas are in place, the participating building selects one to two effective teaching/learning practices to implement. The effective practices chosen for learning package rollout were selected according to their effect sizes in John Hattie's Visible Learning research. Once training has occurred, follow-up support for the learning packages is provided through school-based implementation coaching supported by the RPDC consultants.

To enhance and refine content, RPDCs formed Content Development Teams (CDT) to draft enhancements to existing packages and develop new content. In 2014-15, enhancements were developed for the assessment-capable learners package, and new packages were developed in the areas of metacognition, using technology in the classroom, direct instruction, classroom instruction, student/teacher relationships and leadership. For each of these topics, the CDTs translated research into high-quality professional development for each content area by developing standardized training curricula, materials, and measures of fidelity and outcomes to be used when providing professional development to LEAs. The CDTs developed plans, protocols, and materials for initial implementation and full implementation of professional development in targeted content areas. To support the SSOS, which is comprised of DESE and RPDC staff, the Missouri SPDG delivered three Shared Learning professional development events. These events were held in June 2015, September 2015, and March 2016. The June 2015 Shared Learning event focused on Implementation Coaching. Three concurrent technology workshops and a content fidelity workshop were also included in the training. The September 2015 event

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focused on Using Technology to Support Collaborative Work. Three concurrent technology workshops and a content fidelity workshop were also included in the training. The March 2016 event instructed participants in how to plan and deliver effective professional development and coaching.

To provide additional implementation support to RPDC consultants, each region is assigned a State Implementation Specialist (SIS); one Head Coach oversees these SISEs and coordinates their activities. SISEs conduct observations of RPDC consultants' training activities and use the *Observation Checklist for High-Quality Professional Development Training* (Noonan, Langham, & Gaumer Erickson, 2013) and *Observation Checklist for High-Quality Coaching* to provide feedback and coaching. This feedback process ensures that professional development is high quality, targeted to guide the buildings' data-driven needs assessment process, and designed to assist in building shared and collaborative leadership.

To assure fidelity to the project vision and plan of operation, a comprehensive evaluation plan including evaluation questions, indicators, and measures was developed in January 2013. Evaluation data were collected at all three professional development events through event evaluations and the *Observation Checklist for High-Quality Professional Development Training*. Additionally, data were collected from building staff regarding their perceptions of the project's implementation via the *School Implementation Scale* (Gaumer Erickson & Noonan, 2009) and *Team Functioning Survey* (Gaumer Erickson & Noonan, 2012); this year's scores can be compared to data from the previous three years of implementation to assess impact (see Attachment 10 and 11).



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Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award #H323A120018

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

- Project Objective:** SPDG Program Measure 1: Projects use evidence-based professional development practices to support the attainment of identified competencies.

[ ] Check if this is a status update for the previous budget period.

I.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
By the end of the fourth year of funding the SPDG initiative, 70% of evidence-based professional development components score 3 or 4 on the SPDG Rubric.	PROG						

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			70/100	70%		15/16	93.8%
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I.b. Performance Measure	Measure Type	Quantitative Data					
All (100%) observed face-to-face professional development activities meet criteria for high quality professional development as measured by the <i>High Quality Professional Development Checklist</i> .	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100%		159/166	95.8%

I.c. Performance Measure	Measure Type	Quantitative Data					
20% of registered Collaborative Work RPDC trainings are observed by a State Implementation Specialist and evaluated for quality of professional development.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			20/100	20%		166/835	19.9%

I.d. Performance Measure	Measure Type	Quantitative Data					
New and existing data systems will be aligned and integrated to provide for seamless access to data at all levels to enable effective and efficient data-based decision-making for educational/instructional purposes.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			6/6	100%		3/6	50%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

**1.a.** For the 2015-16 school year, which is Year 4 of the SPDG, the Missouri SPDG project self-rated a 3 (*Good*) or 4 (*Exemplary*) on 93.8% of the components on their SPDG Rubric. These components are distributed across the domains of selection (2/2 indicators, 100%), training (5/5 indicators, 100%), coaching (2/2 indicators, 100%), performance assessment (4/5 indicators, 80%), and facilitative administrative support/systems intervention

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(2/2 indicators, 100%). The worksheet/rubric and supporting documentation are provided as supplemental materials to this Annual Performance Report.

During the reporting period, the Missouri SPDG project activities consisted of: (a) development of a web-based Common Formative Assessment data collection system (MO Edu-Sail), (b) development of a leadership learning package, (c) the delivery of professional development to the Statewide System of Support (SSOS) (d) the delivery of learning-package-based training and coaching to staff in participating buildings, (e) developing a virtual platform to house state-developed professional learning resources and a Multi-tiered system of support (MTSS) to support implementation of the CW framework, (f) work on better integrating new and existing data systems to provide for seamless access to data at all levels to enable effective and efficient data-based decision-making for educational/instructional purposes. This system will be implemented in phases over the next 1-3 years and (g) alignment and integration of content of the CW Learning Packages with content from other state initiatives (Schoolwide Positive Behavior Supports and Professional Learning Communities).

In June 2015, September 2015, and March 2016, professional development on the topics of Implementation Coaching, Using Technology to Support Collaborative Work, and Planning and Delivering High-Quality Professional Development and Coaching were provided to DESE staff, RPDC leadership, and RPDC staff. Observations to assess the quality of the professional development were conducted by evaluation staff, DESE staff, and RPDC leadership using the *Observation Checklist for High-Quality Professional Development Training*. Evaluation results, which included evaluation responses, a summary of the *Observation Checklist for High-Quality Professional Development Training*, and qualitative participant feedback, were systematically examined by the Management Team and acted upon for improvement to create a self-correcting feedback loop.

**1.b.** In order to both determine and ensure that the professional development was of high quality, a training observation protocol called the *Observation Checklist for High-Quality Professional Development Training* was used at 166 trainings by State Implementation Specialists, who observed trainings and then provided feedback and coaching based on the results. The checklist was developed in 2011 specifically to evaluate the quality of professional development in education through observation. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality.

Of the 835 RPDC-provided trainings logged on the DESE website, 166 (19.9%) were observed by a State Implementation Specialist. Of these observed trainings, 159 (95.8%) met the criteria to be considered high quality. Observation data indicate that an average of 95.5% of 22 indicators across six domains was observed for these trainings, including averages of 99.4% in Preparation, 100.0% in Introduction, 100.0% in Demonstration, 100.0% in Engagement, 98.2% in Evaluation, and 97.6% in Mastery.

**1.c.** This indicator refers to the percentage of Collaborative Work RPDC-delivered trainings that are observed by a State Implementation Specialist and evaluated for quality of professional development. This percentage was determined by comparing the number of trainings registered on the DESE website with the number of completed *Observation Checklists for High-Quality Professional Development Training*. During this reporting

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period, State Implementation Specialists observed 166 of 835 registered RPDC-delivered face-to-face Collaborative Work trainings resulting in a 19.9% observation rate.

**1.d.** (New Measure for Project Year 16-17) This indicator refers to the percentage of steps completed in achieving alignment/integration of new and existing data systems to provide for seamless access to data at all levels to enable effective and efficient data-based decision-making for educational/instructional purposes. The steps to be implemented to complete this project are as follows: (1) write system specifications, (2) work with vendor to develop system components, (3) collaborate with component manager(s) to establish activities and timelines for system roll-out, (4) conduct training and rollout system, (5) monitor and evaluate system, (6) revise system, if necessary. The project, as indicated above, is being implemented in Phases over the next 1-3 years. The six steps above will be repeated in each phase. In this past year, Phase 1, steps one (1) through three (3) have been completed for a 50% completion rate.

Note, 2014-15 performance measures 1.c (80 percent of building-level respondents scored 80% or above on tested constructs following face-to-face professional development as measured by pre/post knowledge tests specific to each training) and 1.d (Pre/post-tests and satisfaction surveys are administered at 100% of registered Collaborative Work RPDC trainings) have been deleted as indicators from the 2016-17 Annual Performance Report due to (1) systemic issues causing low response rates when collecting the data through electronic methods and (2) burdensome impact on the system when attempting to collect the data through paper administration. As a result, an alternate reporting mechanism is presently being implemented. Pre-post tests were revised in December 2013 to be directly aligned with learning objectives for the learning packages. Pre/post tests are a key part of each learning package and are an expected part of implementation. State Implementation Specialists observe 20% of training and coaching, including administration of pre/post testing. If tests are not administered and summarized as intended, this is addressed as part of the post-training coaching event. This keeps the focus on the importance of administration and use of pre/post assessment information, gives more flexibility for administration to the trainers and does not overburden the system with paperwork.

A new Project Measure for 1.d has been added for the 16-17 project year. This measure was added to account for an important activity originally envisioned for the SPDG, the alignment/integration of new and existing data systems to provide for seamless access to data at all levels to enable effective and efficient data-based decision-making for educational/instructional purposes. Up to this point, development work on training, tools and resources for the project have taken priority, however, the project is now in a position to begin working on this activity.

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Project Status Chart**

PR/Award #H323A120018

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**2. Project Objective:** SPDG Program Measure 2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time.

[ ] Check if this is a status update for the previous budget period.

2.a. Performance Measure	Measure Type	Quantitative Data					
80 percent of reporting Collaborative Work buildings demonstrate improvement in implementation of SPDG-supported practices over time.	PROG	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/100	80%		77.6/100	77.6%

2.b. Performance Measure	Measure Type	Quantitative Data					
The percent of reporting Collaborative Work buildings with high levels of communication, structure, and focus as measured by the <i>Team Functioning Survey</i> will increase.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/100	80%		238/242	98.4%

2.c. Performance Measure	Measure Type	Quantitative Data					
The percent of reporting Collaborative Work buildings with	PROJ	Target			Actual Performance Data		

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school instructional personnel (general and special educators) averaging 4 or 5 within the domain of collaborative data teaming will increase.		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			80/100	80%		179/242	74.0%

2.d. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The percent of reporting Collaborative Work buildings with school instructional personnel (general and special educators) averaging 4 or 5 within the domain of data-based decision making will increase.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			80/100	80%		177/242	73.1%

2.e. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The percent of reporting Collaborative Work buildings with school instructional personnel (general and special educators) averaging 4 or 5 within the domain of common formative assessment will increase.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			80/100	80%		226/242	93.4%

2.f. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The percent of reporting Collaborative Work buildings with school instructional personnel (general and special educators) averaging 4 or 5 within the domain of use of effective instructional practices will increase.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			80/100	80%		223/242	92.1%

2.g. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The attendance rate for students with IEPs in buildings participating in SPDG professional development will increase.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			89/100	89%		94.25/100	94.3%

2.h. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The attendance rate for all students in buildings participating in SPDG professional development will increase.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>

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			91/100	91%		95.18/100	95.2%
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2.i. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The percentage of students with IEPs in Collaborative Work buildings who meet or exceed proficiency on state assessments in Communication Arts will increase.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			58/100	58%		28.58/100	28.6%

2.j. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The percentage of all students in Collaborative Work buildings who meet or exceed proficiency on state assessments in Communication Arts will increase.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			58/100	58%		58.52/100	58.5%

2.k. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The percentage of students with IEPs within Collaborative Work buildings who meet or exceed proficiency on state assessments in Mathematics will increase.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			59/100	59%		20.13/100	20.1%

2.l. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The percentage of all students in Collaborative Work buildings who meet or exceed proficiency on state assessments in Mathematics will increase.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			59/100	59%		44.40/100	44.4%

2.m. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The percentage of students with IEPs within Collaborative Work buildings who were in the regular education classroom greater than 79% of the school day will increase.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			60/100	60%		65.31/100	65.3%

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2.n. Performance Measure	Measure Type	Quantitative Data					
All (100%) Collaborative Work buildings are represented by respondents on the <i>School Implementation Scale</i> .	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100%		242/310	78.1%

2.o. Performance Measure	Measure Type	Quantitative Data					
The percentage of students with IEPs in Collaborative Work buildings who were in the regular education classroom less than 40% of the school day will decrease.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			10/100	10%		7.37/100	7.4%

2.p. Performance Measure	Measure Type	Quantitative Data					
The percentage of students with IEPs in Collaborative Work buildings who were suspended or expelled will decrease.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			24/100	24%		17.90/100	17.9%

2.q. Performance Measure	Measure Type	Quantitative Data					
The percentage of students without IEPs in Collaborative Work buildings who were suspended or expelled will decrease.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			9/100	9%		5.57/100	5.6%

2.r. Performance Measure	Measure Type	Quantitative Data					
All (100%) Collaborative Work buildings are represented by respondents on the <i>Team Functioning Survey</i> .	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			100/100	100%		242/310	78.1%

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Explanation of Progress (Include Qualitative Data and Data Collection Information)

**2.a.** This indicator refers to the percentage of buildings involved in SPDG professional development that met implementation criteria within their evidence-based initiative content (e.g., formative assessment, collaborative teaming, data-based decision making, or instructional practices). Determination of criteria and progress toward meeting criteria incorporates multiple sources of data: perception data, submission rates, and a pilot of observation data. First, the evaluation looks at the extent to which buildings met criteria items for participation in the project, as set forth in their annual agreement with the DESE. Second, the evaluation analyzes the extent to which buildings met expected levels of implementation. Perception data includes responses to the *School Implementation Scale*, *Team Functioning Survey*, and a pilot of a self-assessment using the implementation practice profiles. Submission rates refer to the required submissions of common formative assessments to the DESE. The development of a formalized approach to collecting observation data is underway. During site visits to fourteen buildings, an approach was piloted, implementation artifacts were reviewed, and educators were interviewed. Calculation of the extent to which this program measure is met looks across the project established criteria described below.

Participation criteria/CFA submission: Met criteria=16.5%

Participation criteria/Data teams established: Met criteria: 89.9%

Participation criteria/Data teams employ effective teaming practices: Met criteria: 98.4%

Participation criteria/ Engage in training: Met criteria=93.8%

Participation criteria/ Engage in coaching: Met criteria=50.42%

Implementation criteria/Collaborative review of data: Met criteria = 41.8%

Implementation criteria/Collaborative problem-solving: Met criteria = 95.8%

Implementation criteria/Use of data to inform instruction-Review data: Met criteria = 88.66%

Implementation criteria/Use of data to inform instruction-Re-teach: Met criteria = 96.22%

Implementation criteria/Use of data to inform instruction-Modify instruction: Met criteria =92.44%

Implementation criteria: Implementation of SPDG specific effective teaching/learning practices: Met criteria = 79.83%

Implementation criteria: Leadership shows commitment to implementation: Met criteria = 87.39%

Average % of buildings meeting criteria across all participation and implementation items: 77.60%

Participation criteria/CFA submission: All participating buildings are required to submit five common formative assessments (CFA) per grade level annually. As of this report, 273 buildings (of a total of 310 participating buildings) have submitted CFAs (88.0%) and 51 (16.5%) buildings have met the end of the school year target. The remaining buildings are making progress toward the target of 5 CFAs per grade level and have until the end of the school year to submit them. In July 2015 (after the submission of last year's SPDG APR), 98.9% of participating buildings (N=360) submitted CFAs and 63.46% met the criteria of 5 submissions per grade level. [Note the decrease in the number of participating buildings due to buildings

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either opting out of continued participation in the project or being removed from the project due to unwillingness or inability to meet the requirements for participation.]

Participation criteria/Data teams establish and incorporate effective teaming practices: All participating buildings are required to establish collaborative data teams. This criteria is tracked by probing a specific item on the *School Implementation Scale*, “My building has Collaborative Data Teams (CDT) that meet regularly (at least one time per month).” The criteria is an average building-level response greater than 4.00 among instructional staff (general and special education teachers). The 2016 SIS results indicate 89.9% of buildings meeting the criteria of an average rating greater than 4.00. On the Team Functioning Survey, 238 (98.4%) met criteria with responses averaging three or better on a five-point scale.

Participation criteria/ Engage in training and coaching to improve implementation of teaching/learning practices: Two items on the School Implementation Scale are used to probe this element.

- “I receive training to implement evidence-based instructional practices.” The 2016 results show 93.8% of buildings reporting an average rating greater than 4.00 on this item.
- “I receive coaching/mentoring to implement evidence-based instructional practices.” Fewer buildings report coaching and mentoring to be occurring, 50.42%.

Implementation criteria/Collaborative review of data:

- “When I’m concerned about a student’s academic progress, I collaborate with colleagues to identify interventions.” Almost all of the buildings participating in the School Implementation Scale (95.8%) met the criteria average.
- “I am involved in meetings where data results are discussed.” While buildings have formed collaborative teams and collaborate to problem solve interventions, the rate at which data results are discussed does not meet criteria. Less than half of the buildings (41.8%) reported an average response greater than 4.00 for this item.

During the site visits, the buildings were asked to share data team artifacts providing evidence of collaborative structures and presence of data conversations on the agenda. All visited teams were able to showcase data displays and team agendas to show data discussions occur.

Implementation criteria/Use of data to inform instruction:

These three items follow a logic of reviewing formative assessment results, re-teaching, and modifying instruction based on formative assessment data. The percent of buildings meeting the criteria average of greater than 4.00 are displayed alongside the item below. For each item, greater than 80% of buildings met criteria. Interpretation of results is consistent with the results regarding use of data in teams. This data suggests an opportunity for growth in involving all educators in data analysis. Educators are using results to inform instruction, but are not involved in data review and interpretation to the same extent.

- “I review formative assessment data for every student that I support.” (88.66%)
- “Based on assessment results, I re-teach information that students have not mastered.” (96.22%)

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- “I modify my instructional practices based on students' common formative assessment data.” (92.44%)

Implementation criteria: Implementation of SPDG specific effective teaching/learning practices:

- “My school has identified at least three effective teaching practices to implement in classroom instruction.” Implementing three teaching/learning practices has been a challenge for many buildings, due to the necessary time to become fluent in three new practices. On the School Implementation Scale, 79.83% buildings averaged a rating of 4.00 or higher. However, in the site visits, none of the buildings had incorporated three practices into their daily teaching. Eleven of the 14 site visit schools were working toward full implementation of two practices.

Implementation criteria: Leadership shows commitment to implementation.

- “I feel that my administrators are committed to implementing evidence-based instructional practices.” Leadership plays a critical role in supporting implementation growth. The majority of buildings (87.39%) reported an average rating greater than 4.00. Interviews with administrators inquired about the commitment to continued participation and supporting full implementation. In all but two of the site visit schools, the administrators were well-informed about the project expectations and supported continued participation and growth with the project.

During winter and spring of 2016, project staff and evaluators conducted site visits in 14 participating buildings to gain insight into how the Collaborative Work is implemented in those schools. Through this process of observation and qualitative data collection, the Management Team hoped to answer the following questions:

- 1) How do Collaborative Data Teams operate in the school (i.e., composition, schedule, teaming mechanisms, roles)?
- 2) How are Common Formative Assessments used throughout the school?
- 3) How do staff members work together to select, master, and implement effective teaching/learning practices?
- 4) How has the Collaborative Work training/support received from the RPDC impacted school culture, educator practices, and student performance?

This information helped to clarify whether the project was being implemented with fidelity and determine future directions for the project. In order to systematize the observation process, a site visit protocol (see Attachment 13) was developed and revised by evaluators and project staff. The protocol included information and prompts to help guide the site visit team and educators through the components of the visit: (a) a meeting with the building principal, (b) several brief classroom walkthroughs, (c) a 40-minute faculty and staff focus groups, and (d) a debriefing meeting with the building principal.

Buildings for site visits were selected through an RPDC-nomination process in the fall of 2015. For each site visit, meetings with the principals and the teacher focus groups were recorded and transcribed. After the site visits were conducted, the Management Team reviewed notes and transcripts, then developed and applied an Implementation Scoring Rubric (see Attachment 9) using the elements of Collaborative Work. The rubric helped

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identify which schools were emerging in their implementation, which schools were implementing across most elements, and which schools were exemplars of implementation.

During the project year, a pilot was conducted in one of the nine RPDC regions to test an overarching needs assessment instrument. The CW Self-Assessment Practice Profile (See Attachment 8a and 8b) was conducted by 31 (77.5%) of the 40 buildings in the region. The assessment contains eight sections: three Foundations (Collaborative Data Teams, Data-based Decision-making, Common Formative Assessment) and five teaching/learning practices (Assessment Capable Learners, Feedback, Reciprocal Teaching, Engaging Student Learnings, and Student-Teacher Relationships). Buildings are instructed to complete the assessment for each topic area in which training or coaching was received and they are implementing. Based on a questionnaire within each topic, the results are charted on a practice profile rubric with four implementation levels: Exemplary/ideal implementation, Proficient, Close to proficient, and Far from proficient.

- Rate of completion: All 31 buildings completed the assessment for the Foundations topics. Ten buildings also completed the Assessment Capable Learners assessment and 8 buildings completed the assessment for Feedback. The assessment for Reciprocal Teaching was completed by three buildings and only one building completed the assessment for Engaging Student Learners and Student-Teacher Relationships.
- Results: The results show great variability in levels of implementation. However, implementation proficiency in the elements of Collaborative Date Teams and Common Formative Assessment are reported across the region to be at the “proficient” or “exemplary/ideal implementation” levels. Many schools still show elements “close to proficiency” in the elements of Data-based Decision-making as well as the teaching/learning practices.

For 2016-17, the Self-Assessment Practice Profile will be used in all CW buildings to facilitate self-assessment with regard to the depth of implementation of the Collaborative Work framework within buildings. Through this needs assessment, buildings will determine their current level of implementation, identify training needs for the 2016-17 school year, and develop individualized professional development plans to address those needs.

**2.b.** To understand the level of team functioning in participating buildings, the *Team Functioning Survey* (Gaumer Erickson & Noonan, 2012) was developed to assess overall functioning in teams within three subdomains: communication, structure, and focus. This online 17-item survey is a rubric/Likert scale hybrid where participants view characteristics of low-functioning teaming on the right (e.g., irregular attendance, nonexistent or limited use of agendas, disagreements/conflicts are not addressed, lack of meeting purpose) and corresponding characteristics of high-functioning teaming on the left (e.g., multiple meeting roles assigned, team members communicate effectively, all viewpoints shared and given adequate time prior to decision making). Survey participants were instructed to respond to the survey by taking into consideration the last three team meetings and scoring each item from 1-5.

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For the Missouri SPDG, Indicator 2.b. refers to the percentage of reporting buildings that demonstrate high levels of communication, structure, and focus as measured by the *Team Functioning Survey*. The survey was administered in March 2016 to all 310 participating buildings. A total of 4,045 instructional staff representing 242 of the 310 buildings (78.1%) responded to the survey. These 4,045 respondents consisted of 3,086 general educators, 421 special educators, 392 other certified staff members, 99 administrators, and 47 non-certified staff members. The total number of instructional staff members in participating buildings was 9,664 based on 2014-15 data, with non-participating buildings not included.

The 4,045 respondents represent an approximate response rate of 41.9%, a decrease from the 2015 response rate of 47.4%, but a continued improvement from the 2014 response rate of 24.7%. Of the 242 respondent buildings, 238 (98.4%) had responses averaging three or better on a five-point scale, which is an increase from the 2015 level of 97.4%, the 2014 level of 88.9%, and from the baseline data collected during the 2013 survey, which indicated that 95.9% of buildings met this criterion. Results from the *Team Functioning Survey* are available in real-time to administrators via the data portal at [www.mospdgdgdata.org](http://www.mospdgdgdata.org). As individuals within an administrator's building respond to the survey, their results are automatically graphed by item and domain. Administrators can access their building's results at any time by logging into the system and viewing the continuously updated report. This functionality allows teams to use the results immediately to strategize for improvement by identifying their unique areas of strengths and needs.

**2.c.** This indicator refers to the percentage of reporting buildings whose personnel report that their administrators facilitate high levels of collaborative teaming. For the Missouri SPDG, it is critical to understand how all instructional staff in every participating building improves their daily instruction through improved efforts on the following topics: school-wide collaborative culture, data-based decision making, formative assessment, and evidence-based instructional practices. To measure personal adoption of key indicators by instructional staff, the *School Implementation Scale* (Gaumer Erickson & Noonan, 2009) was adopted and modified as a repeated measure that is sensitive to change over time. This 38-item online scale asks each instructional staff member to assess his/her personal level of implementation within the subdomains of Formative Assessment, Collaborative Teaming, Data-Based Decision Making, and Instructional Practices. Composite results identify depth of school implementation and provide critical data for improvement planning. The *School Implementation Scale* is a highly reliable instrument with results that have shown a correlation between school staff implementation of essential elements of effective school systems and an increase in reading and writing achievement for students with disabilities. Both school and state teams have used the resulting data for ongoing planning, refinement, and improvement in the implementation of high-quality professional development around evidence-based practices for improvement. For complete reliability and validity information on the original 42-item scale, see: Gaumer Erickson, A.S., Noonan, P.M., & Jenson, R. (2012). The School Implementation Scale: Measuring implementation in response to intervention models. *Learning Disabilities: A Contemporary Journal*, 10(2), 33-52.

The *School Implementation Scale* was disseminated to all 310 participating schools in March 2016 via an online data site (<http://www.mospdgdgdata.org>), and 242 buildings participated in data collection (78.1%). Administrators were e-mailed instructions on how to support the administration of the measure to instructional staff as well as a timeline for completion. Each survey participant identified their district and building then answered a series of demographic questions (i.e., role, grades taught, subject taught, years worked for district). A total of 4,294

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instructional staff representing 242 of the 310 buildings (78.1%) responded to the survey. These 4,294 respondents consisted of 3,259 general educators, 449 special educators, 433 other certified staff members, 103 administrators, and 50 non-certified staff members. The total number of instructional staff members in participating buildings was 9,664 based on 2014-15 data, with non-participating buildings not included. 4,294 respondents represent an approximate response rate of 44.4%, a decrease from the 2015 response rate of 47.4%, but a continued improvement from the 2014 response rate of 24.7%.

As part of their commitment to the project, schools agreed to form collaborative data teams, which focused on one of four effective teaching/learning practices that they selected to learn and use throughout the year. Additionally, collaborative data teams: (a) taught a specific reading or mathematics core academic standard using the selected effective practice, (b) developed common formative assessments which they used to determine student progress, (c) analyzed data and grouped students into high/medium/low performance on the assessments, and (d) implemented a teaching/learning practice to re-teach the students who are identified as medium and low performing. Of the instructional staff responding to the *School Implementation Scale*, 78.6% reported regularly participating on one or more collaborative data teams within their buildings. Data from the 2016 spring survey show that 74.0% of respondent buildings had school personnel whose responses averaged 4 or higher within the domain of collaborative data teaming, which included the following four survey items:

- When I'm concerned about a student's academic progress, I collaborate with colleagues to identify interventions;
- When I'm concerned about a student's behavioral progress, I collaborate with colleagues to identify interventions;
- I have the time necessary to analyze student data and problem-solve with my colleagues; and
- I am involved in meetings where data results are discussed.

This is a decrease from the 2015 data, which indicated that 95.2% of buildings met this criterion, but an increase from the 2014 data, which indicated that 73.3% of buildings met this criterion and from the baseline data collected during the 2013 survey, which indicated that 44% of buildings met this criterion.

**2.d.** This indicator refers to the percentage of reporting buildings whose personnel report high levels of data-based decision making (*School Implementation Scale* data clustered items, 2013). Data from the 2016 spring survey show that 73.1% of buildings had school personnel whose responses averaged 4 or higher within the domain of data-based decision making, which included the following 10 survey items:

- I adapt the environment, curriculum, and instruction based on my students' behavioral data.
- I adapt the environment, curriculum, and instruction based on my students' academic data.
- I modify my instructional practices based on students' common formative assessment data.
- I monitor each of my students' progress toward meeting the State Standards for my grade/subject.
- I participate in professional development where I learn how to monitor students' progress.
- I review formative assessment data for every student that I support.

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- I have the time necessary to analyze student data and problem-solve with my colleagues.
- I am involved in meetings where data results are discussed.
- I receive school-wide academic and behavioral data in usable and understandable formats.
- I evaluate the effectiveness of my instruction based on common formative assessment data.

This represents a decrease from data collected in 2015, which indicated that 86.2% of buildings met this criterion, but an increase from data collected in 2014, which indicated that 55.7% of buildings met this criterion, as well as an increase from the baseline data collected during the 2013 survey, which indicated that 42% of buildings met this criterion.

**2.e.** This indicator refers to the percentage of reporting buildings whose personnel report the use of formative assessment (*School Implementation Scale* data clustered items, 2013). Data from the 2016 spring survey show that 93.4% of buildings had school instructional personnel whose responses averaged 4 or higher within the domain of formative assessment, which included the following 10 survey items:

- I adapt the environment, curriculum, and instruction based on my students' academic data.
- I modify my instructional practices based on students' common formative assessment data.
- Based on assessment results, I re-teach information that students have not mastered.
- I have a clear understanding of the State Standards for my grade/subject.
- My instruction intentionally addresses the State Standards for my grade/subject.
- I participate in professional development where I learn how to develop curricular plans that address the State Standards.
- I monitor each of my students' progress toward meeting the State Standards for my grade/subject.
- I participate in professional development where I learn how to monitor students' progress.
- I review formative assessment data for every student that I support.
- When I'm concerned about a student's academic progress, I collaborate with colleagues to identify interventions.

This represents an increase from data collected in 2015, which indicated that 77.6% of buildings met this criterion, and an increase from data collected in 2014, which indicated that 43.0% of buildings met this criterion, as well as an increase from the baseline data collected during the 2013 survey, which indicated that 40% of buildings met this criterion.

**2.f.** This indicator refers to the percentage of reporting buildings whose personnel report the use of instructional practices (*School Implementation Scale* data clustered items, 2013). Data from the 2016 spring survey show that 92.2% of buildings had school instructional personnel whose responses averaged 4 or higher within the domain of instructional practices, which included the following eight survey items:

- I feel that my administrators are committed to implementing evidence-based instructional practices.
- I am able to differentiate instruction according to student needs while addressing the State Standards.

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- I participate in professional development where I learn to improve my instructional practices.
- I receive coaching/mentoring to implement evidence-based instructional practices.
- I adapt the environment, curriculum, and instruction based on my students' behavioral data.
- I adapt the environment, curriculum, and instruction based on my students' academic data.
- I modify my instructional practices based on students' common formative assessment data.
- Based on assessment results, I re-teach information that students have not mastered.

This represents an increase from data collected in 2015, which indicated that 80.4% of buildings met this criterion, and an increase from the data collected in 2014, which indicated that 48.0% of buildings met this criterion, as well as an increase from the baseline data collected during the 2013 survey, which indicated that 27% of buildings met this criterion.

**2.g.** This indicator refers to the average attendance rate by building for students with IEPs in buildings participating in SPDG professional development. For each school, the attendance rate is calculated as the total number of hours in school for students with IEPs divided by the total number of possible school hours. The attendance rate across all schools participating in SPDG professional development is then averaged for reporting within this performance measure. During the 2015-16 school year, the average attendance rate for students with IEPs in SPDG buildings was 94.3%, a slight decrease from the 2014-15 rate of 94.4% and the 2013-14 rate of 94.5%, but an increase from the 2012-13 rate of 93.9%.

**2.h.** This indicator refers to the average attendance rate by building for all students in buildings participating in SPDG professional development. For each school, the attendance rate is calculated as the total number of hours in school for all students divided by the total number of possible school hours. The attendance rate across all schools participating in SPDG professional development is then averaged for reporting within this performance measure. During the 2015-16 school year, the average attendance rate for all students in SPDG buildings was 95.2%, a slight decrease from the 2014-15 rate of 95.4% and the 2013-14 rate of 95.4%, but an increase from the 2012-13 rate of 94.8%.

**2.i.** This indicator refers to the average percentage by building of students with IEPs in participating buildings who met or exceeded proficiency (advanced and proficient) on state assessments in Communication Arts. Within SPDG buildings during the 2015-16 school year, the average percentage of students with IEPs who met or exceeded proficiency in Communication Arts was 28.6%, an increase from the 2014-15 rate of 22.5%, the 2013-14 rate of 24.8%, and the 2012-13 rate of 26.9%.

**2.j.** This indicator refers to the average percentage by building of all students in participating buildings who met or exceeded proficiency (advanced and proficient) on state assessments in Communication Arts. During the 2015-16 school year, the average percentage of all students in SPDG buildings meeting or exceeding proficiency in Communication Arts was 58.5%, an increase from the 2014-15 rate of 49.2%, the 2013-14 rate of 51.7%, and the 2012-13 rate of 51.8%.

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**2.k.** This indicator refers to the average percentage by building of students with IEPs in participating buildings who met or exceeded proficiency (advanced and proficient) on state assessments in Mathematics. During the 2015-16 school year, the average percentage of students with IEPs in SPDG buildings who met or exceeded proficiency in Mathematics was 20.1%, a decrease from the 2014-15 rate of 26.0%, the 2013-14 rate of 27.3%, and the 2012-13 rate of 32.2%.

**2.l.** This indicator refers to the average percentage by building of all students in participating buildings who met or exceeded proficiency (advanced and proficient) on state assessments in Mathematics. During the 2015-16 school year, the average percentage of all students in SPDG buildings who met or exceeded proficiency in Mathematics was 44.4%, a decrease from the 2014-15 rate of 48.2%, the 2013-14 rate of 50.7%, and the 2012-13 rate of 53.6%.

**2.m.** This indicator refers to the average percentage of students with IEPs in participating buildings who were placed in the regular education classroom more than 79% of the school day. During the 2015-16 school year, the average percentage of students with IEPs in SPDG buildings in the regular classroom more than 79% of the school day was 65.3%, a slight decrease from the 2014-15 rate of 65.5% but an increase from the 2013-14 rate of 64.7% and the 2012-13 rate of 40.2%.

**2.n.** This indicator refers to the percentage of Collaborative Work buildings that responded to the *School Implementation Scale*. All Collaborative Work buildings are expected to participate in the annual implementation survey. The *School Implementation Scale* was disseminated to all 310 participating schools in March 2016 via an online data site, and 242 buildings participated in data collection (78.1%), a decrease from the 2014-15 response rate of 85.5% but an increase from the 2013-14 response rate of 61.4%.

**2.o.** This indicator refers to the average percentage of students with IEPs in participating buildings who were placed in the regular education classroom less than 40% of the school day. During the 2015-16 school year, the average percentage of students with IEPs in SPDG buildings in the regular classroom less than 40% of the school day was 7.4%, an increase from the 2014-15 rate of 7.1%, the 2013-14 rate of 7.2%, and the 2012-13 rate of 4.6%.

**2.p.** This indicator refers to the average percentage of students with IEPs who were suspended or expelled (out-of-school incidents) in participating buildings. These students had an IEP at the time of the incident. During the 2015-16 school year, the average percentage of students with IEPs in SPDG buildings who were suspended or expelled was 17.9%, a decrease from the 2014-15 rate of 18.9% but an increase from the 2013-14 rate of 16.8% and the 2012-13 rate of 17.8%.

**2.q.** This indicator refers to the average percentage of students without IEPs who were suspended or expelled (out-of-school incidents) in participating buildings. These students did not have an IEP at the time of the incident. During the 2015-16 school year, the average percentage of

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students without IEPs in SPDG buildings who were suspended or expelled was 5.6%, a decrease from the 2014-15 rate of 6.5%, the 2013-14 rate of 9.9%, and the 2012-13 rate of 10.5%.

**2.r.** This indicator refers to the percentage of Collaborative Work buildings that responded to the *Team Functioning Survey* (Gaumer Erickson & Noonan, 2012). All Collaborative Work buildings are expected to participate in the annual implementation survey. The *Team Functioning Survey* was disseminated to all 310 participating schools in March 2016 via an online data site, and 242 buildings participated in data collection (78.1%).

Note regarding Indicators 2i, 2j, 2k, and 2l. Achievement data as measured by the Missouri statewide assessment (MAP) are considered an important piece of the state evaluation of the CW/SPDG initiative. We anticipated a change in assessment between 2013-14 and 2014-15 and a resulting decrease in overall student achievement, as well as that of students with disabilities. However, in the area of Communication Arts, CW—All Students were 1.1% lower in percent of proficient/advanced than the State as a whole, but CW—SWD were 2.1% higher in percent of proficient/advanced than the State SWD. In the area of Mathematics, CW—All Students were 0.6% higher in percent proficient/advanced than the State as a whole, and CW—SWD were 2.8% higher in percent of proficient/advanced than the State SWD (see chart below). With that said, there is concern that recent budgeting/legislative decisions approved/enacted by the Missouri General Assembly may make data comparisons across time difficult for several years. We are presently looking at other/alternative ways to measure/evaluate the impact of the CW/SPDG on student performance, both for all students as well as students with IEPs.

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totals exclude voluntary EOC  
data as of 4/29/2016

Year	Content Area	Statewide								CW-All	CW-IEP
		Accountable		Reportable		# Prof or Adv		% Prof or Adv			
		All	IEP	All	IEP	All	IEP	All			
2013	Eng. Language Arts	470,369	61,773	468,689	61,484	257,804	15,864	55.0%	25.8%		
2014	Eng. Language Arts	471,291	61,331	469,615	61,049	247,022	14,181	52.6%	23.2%		
2015	Eng. Language Arts	471,832	62,869	470,374	62,794	280,512	16,633	59.6%	26.5%	58.5%	28.6%
2013	Mathematics	458,945	62,126	457,508	61,799	244,300	17,567	53.4%	28.4%		
2014	Mathematics	458,678	61,670	457,407	61,361	236,052	16,244	51.6%	26.5%		
2015	Mathematics	459,913	62,963	458,942	62,892	201,047	10,895	43.8%	17.3%	44.4%	20.1%

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**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award #H323A120018

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**3. Project Objective:** SPDG Program Measure 3: Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices.

Check if this is a status update for the previous budget period.

3.a. Performance Measure	Measure Type	Quantitative Data					
75% of Missouri SPDG funds are used for activities designed to sustain the use of the SPDG-supported practices. Targets: Year 1: 0%, Year 2: 50%, Year 3: 65%, Year 4: 75%, Year 5: 80%.	PROG	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75/100	75%	1,367,307	1,367,307 /1,367,307	100%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

**3.a.** At this point, all grant funds are being used for activities which will support scale-up and sustainability of the CW/SPDG framework.

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**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 04/30/2014

PR/Award #H323A120018

**SECTION B - Budget Information**

Even though the figures in Section 8. *Budget Expenditures* indicate a relatively high amount of funds still unspent, it is anticipated that *SPDG* funds for this budget period will be expended at the expected rate for all activities. The chart below indicates the amount of committed funds for contractors and PD providers that the project has not been billed for as yet. It is expected that the bulk of the obligated funds listed below will be invoiced and paid within the next two to three months. Once these funds have been billed and paid, there will be a balance of unexpended funds of \$486,006. These funds are expected to be used during the upcoming year of the grant as our implementation plan calls for the development and implementation of several technology projects which will incur a rather significant amount of costs, including work on a project which better integrates new and existing data systems to ensure seamless access to data at all levels to enable effective and efficient data-based decision-making for educational/instructional purposes.

	<b>Amount Obligated (10/1/12 – 6/30/16)</b>	<b>Amount billed/paid (10/1/12 - 4/6/16)</b>	<b>Amount encumbered (as of 4/6/16)</b>	<b>Amount unspent &amp; Unencumbered (as of 4/6/16)</b>	<b>Amounts Received Years 1-4 (10/1/12 – 9/30/16)</b>
Grants to PD providers	\$1,110,723	\$532,995	\$467,667	\$110,061	
Contracts	\$4,240,871	\$2,636,683	\$1,470,428	\$133,760	
Program Administration	\$296,406	\$54,221	\$0	\$242,185	
					Year 1 \$1,821,000 Year 2 \$1,021,000 Year 3 \$1,412,000 Year 4 \$1,412,000
<b>Total</b>	<b>\$5,648,000</b>	<b>\$3,223,899</b>	<b>\$1,938,095</b>	<b>\$486,006</b>	<b>\$5,648,000</b>

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**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 04/30/2014

PR/Award #H323A120018

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**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

**SPDG Program Measure 4**

The Missouri SPDG project does not address teacher retention activities and therefore SPDG Program Measure 4: (Highly qualified special education teachers who have participated in SPDG-supported special education teacher retention activities remain as special education teachers two years after their initial participation in these activities) is not applicable.

**Current partners on this grant are:**

- Missouri Parents Act (MPACT)
- The University of Kansas (KU) Center for Research on Learning (Project Evaluators)
- The University of Missouri-Kansas City Institute for Human Development (UMKC IHD)
- Missouri Regional Professional Development Centers (RPDC)

None of the above partners changed during the present budget period and no change is anticipated for this next period.

As indicated on the report, we have deleted two project measures and added one new project measure for the coming year. 2014-15 performance measures 1.c (80 percent of building-level respondents scored 80% or above on tested constructs following face-to-face professional development as measured by pre/post knowledge tests specific to each training) and 1.d (Pre/post-tests and satisfaction surveys are administered at 100% of registered Collaborative Work RPDC trainings) have been deleted as indicators from the 2016-17 Annual Performance Report due to (1) systemic issues causing low response rates when collecting the data through electronic methods and (2) burdensome impact on the system when attempting to collect the data through paper administration. As a result, an alternate reporting mechanism is presently being implemented. Pre-post tests were revised in December 2013 to be directly aligned with learning objectives for the learning packages. Pre/post tests are a key part of each learning package and are an expected part of implementation. State Implementation Specialists observe 20% of training and coaching, including administration of pre/post testing. If tests are not administered and summarized as intended, this is addressed as part of the post-training coaching event. This keeps the focus on

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the importance of administration and use of pre/post assessment information, gives more flexibility for administration to the trainers and does not overburden the system with paperwork.

A new Project Measure for 1.d has been added for the 16-17 project year. This measure was added to account for an important activity originally envisioned for the SPDG, the alignment/integration of new and existing data systems to provide for seamless access to data at all levels to enable effective and efficient data-based decision-making for educational/instructional purposes. Up to this point, development work on training, tools and resources for the project have taken priority, however, the project is now in a position to begin working on this activity.