

for certification. The community college APR will be used to ensure the quality of programs offered through the community colleges. As with the four-year programs, continuous improvement of the two-year community college programs ensures that candidates will be ready to impact student learning on day one. The quality of two-year programs will be measured with similar indicators as used with four-year programs, including indicators that assess mastery of content knowledge.

Title II funds will also be used to support enhanced communication with all educator preparation programs in the state on improving the quality of teacher candidate preparation. For example, communication will focus on the implementation of the new Teacher Preparation Regulations in all preparation programs. Common language used across all preparation programs and standardization of communications contributes to the overall effectiveness of the preparation process of teacher candidates.

**E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement**

School age English learners are served through the Migrant and English Language Learner specialists noted under Title I, Part C. These regionally-based professionals support students by providing technical assistance and professional development to local school staff. MO-DESE provides grant funds to schools to further support English learners. Students for whom English is not their primary language concentrate in selected urban and suburban schools but are also dispersed across outstate Missouri. The largely dispersed nature of the English learner subgroup adds is a significant challenge to providing language specific support.

1. Entrance and Exit Procedures (ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

MO-DESE gathered input on statewide entrance and exit procedures from practitioners and postsecondary institutions, as a part of the ESSA assessment work group, two regional English language learner work groups subsequent to the statewide meetings in the fall of 2016, and one meeting with English learner experts and field staff. Seventy-five stakeholders participated in four work group meetings in November and December regarding standards and assessments.

The LEA administers a Language Use Survey (LUS) in a language the parents or guardians understand, through translation and/or interpreting, for all students new to the LEA for the purpose of identifying students of non-English backgrounds. The LUS must include the following three questions:

- What was your child’s first language?
- Which language(s) does your child currently speak?
- Which language(s) does your child hear and understand?

If a language other than English is noted on the LUS or the LEA discovers crucial information was withheld, the LEA must begin the LEA-approved EL Identification Protocol and, if appropriate, assess the student using the WIDA-ACCESS<sup>®</sup> 2.0 Placement Test (W-APT). The student must be assessed within 30 days from the first day of the school year. Students who score below the state-defined minimum for English language proficiency on the language screening tool are eligible for services and must be placed into the LEA-approved language support program. Parents or guardians must be notified in writing of the student's eligibility for and placement in the LEA's language support program.

Once placed in the LEA's language support program, LEAs must annually assess the English language proficiency of all four language domains (listening, speaking, reading, and writing) from kindergarten through grade 12 using ACCESS<sup>®</sup> for ELs 2.0 for the purpose of determining individual students' need for continued language support services. Under federal obligations within Title I, all identified EL students are required to take the ACCESS<sup>®</sup> for ELs 2.0 each year until they reach AEP. Districts may dispute domain scores on the ACCESS for ELs<sup>®</sup> with objective, valid and reliable complementary evidence. The annual assessment is based on the 2012 Amplification of the English Language Development (ELD) Standards kindergarten through grade 12, published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium. In response to the most recent standards setting by WIDA, MO-DESE convened stakeholders to review the WIDA recommendations regarding cut points for proficiency. MO-DESE's definition of AEP takes these new standards into account.

2. SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:
  - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
  - ii. The challenging State academic standards.

MO-DESE's long-term goals and measurements of interim progress were established based on a report from the WIDA Consortium<sup>6</sup>. The following steps were used to determine the benchmarks established as prescribed under No Child Left Behind:

- MO-DESE defined the English proficiency level (ACCESS Overall Composite Score of 5.0 or higher with no less than 4.5 in Reading or Writing. Subsequent research indicated that recalibration was necessary under WIDA ACCESS 2.0<sup>®</sup>. The AEP composite score required is now 4.7).
- MO-DESE determined the cohort of ELs for analysis (Cohort 1 – Students who have been in the district receiving ELL instruction three years or fewer, Cohort 2 –

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<sup>6</sup> Research Brief, AMAO Guidance, November 2007, H. Gary Cook

Students who have been in the district receiving ELL instruction four years or more).

- MO-DESE set the starting point for AMAO 2 targets (To meet the AMAO 2, 15 percent of students in Cohort 1 who have taken the state ELP assessment must score at least an overall 5, and 20 percent of students in Cohort 2 who have taken the state ELP assessment must have scores of at least an overall 5. AMAO targets for each cohort will increase by one percent annually).
- MO-DESE determined the rate of annual growth.

MO-DESE has elected to continue with the benchmarks established as part of the previous law.

<b>Progress to English Language Proficiency</b>							
English Learners	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Cohort 1	8.8%	9.8%	10.8%	11.8%	12.8%	13.8%	14.8%
Cohort 2	10.7%	11.7%	12.7%	13.7%	14.7%	15.7%	16.7%

Cohort 1 – Students who have participated in language instruction educational programs for three or fewer years.

Cohort 2 – Students who have participated in language instruction educational programs for four or more years.

3. **Monitoring and Technical Assistance** (*ESEA section 3113(b)(8)*): Describe:

- How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
- The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Each LEA that receives funding is monitored through MO-DESE’s Tiered Monitoring System. All LEAs are placed in one of three cohorts (desk monitoring, desk review, or on-site monitoring).

The desk review consists of the director or supervisor reviewing the plans and budgets of each LEA in their region. In the 2017-18 school year, Cohort I will participate in the desk monitoring by submitting the ESEA Self-Monitoring Checklist (SMC) for each of four cycles: October, December, February and April. Each SMC includes questions the LEA must answer about requirements in ESSA. LEAs are also required to upload supporting documentation. MO-DESE staff will review these materials to ensure LEA compliance with the law. LEAs in Cohort II will participate in follow-up from prior on-site or phone monitoring conducted in the 2016-17 school year. Twenty percent of the LEAs in Cohort III will receive an on-site visit from their Federal Programs supervisor. LEAs that were out of

compliance are required to write a plan of action to demonstrate how they will provide services to students who are English learners in order to achieve AEP.

Technical Assistance is provided at the state level by the director of English Language Programs and the director of English Language Curriculum. Additional assistance is provided through a network of regional English language instructional specialists who work directly with LEAs that have been identified for services.

LEAs receive personalized technical assistance via MO-DESE representatives and MELL instructional coaches. MO-DESE representatives proactively hold technical assistance workshops throughout the state as part of the ELD Curriculum, Instruction and Assessment program.

To ensure that LEAs are continuously improving their plans to address the unique needs of ELs and immigrant students, the SEA includes Migrant & English Language Learner (MELL) instructional coaches on the Regional School Improvement Teams (RSIT). In addition, various MO-DESE sponsored Train the Trainer opportunities are available during the year along with statewide regional and virtual ongoing professional development workshops addressing the needs of all ELs including low-incidence districts, ELs with disabilities, students with interrupted formal education (SIFE), and recently arrived ELs (RAELs) as part of the ELD Curriculum, Instruction and Assessment Program.

#### **F. Title IV, Part A: Student Support and Academic Enrichment Grants**

Local schools have significant latitude to determine the allowable uses of Title IV, Part A funds most closely aligned to local need. The state level perspective for these needs includes an understanding that many schools, especially smaller and outstate ones, lack adequate resources to provide access to advanced coursework. While this is often attributed to a lack of qualified teachers, a confounding factor is the fact that outstate schools often lack sufficient connectivity to supply coursework virtually. Missouri is fortunate to have a current statewide government effort to ensure that every school has a minimum bandwidth of 100 kbps per student.

Use of Funds (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

MO-DESE has a single area of critical need for state-level activities under Title IV, Part A, Subpart 1. A recent statewide analysis of advanced course offerings in mathematics and science indicated that a significant number of high schools do not offer, and consequently a significant number of students do not have access to, advanced coursework. The table below provides examples of courses that have limited availability to students.

The need for proper preparation in STEM areas is critical for both students' future success and for the economic health of our state and nation. In addition to the content of the courses, the development of critical thinking through problem solving is embedded in the pedagogy of these courses.