



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

PR/Award #: H323A120018

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

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

1. Project Objective

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

Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	%	Raw Number	Ratio	%
1a By the end of the 2nd year of funding the SPDG initiative, 50% of evidence-based professional development components will score 3 or 4 on the Missouri Rubric Worksheet: SPDG Evidence-based PD Components	PROGRAM		8 / 16	50		2 / 16	13
1b All face-to-face professional development activities involve 80% or more of the adult learning principles as identified in adult learning literature (introduce, illustrate, practice, evaluate, reflect, and master) and measured by the Observation Checklist for High Quality Professional Development Training.	PROGRAM		100 / 100	100		1 / 2	50
1c Percent of building-level participants that scored 80% or above on tested constructs following face-to-face professional development as measured by pre/post knowledge tests specific to each training.	PROGRAM		80 / 100	80		999 / 999	100

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

Explanation is provided in Section C.



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

Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	Ratio	Raw Number	Ratio	
2a Percent of buildings involved in the SPDG professional development that met implementation criteria within their evidence-based initiative content (e.g., formative assessment, collaborative teaming, data-based decision making and instructional practices) as determined by content-specific fidelity measures.	PROJECT		80 / 100		999 / 999	100
2b Percentage of buildings involved in the SPDG with teams that demonstrate high levels of communication, structure, and focus as measured by the Team Functioning Survey.	PROGRAM		80 / 100		141 / 147	96
2c Percentage of buildings involved in the SPDG professional development with 80% of school instructional personnel (general and special educators) averaging 4 or 5 within the domain of collaborative data teaming.	PROJECT		80 / 100		66 / 151	44
2d Percentage of buildings involved in the SPDG professional development with 80% of school instructional personnel (general and special educators) averaging 4 or 5 within the domain of data-based decision making.	PROJECT		80 / 100		64 / 151	42
2e Percentage of buildings involved in the SPDG professional development with 80% of school instructional personnel (general and special educators) averaging 4 or 5 within the domain of common formative assessment.	PROJECT		80 / 100		61 / 151	40
2f Percentage of buildings involved in the SPDG professional development with 80% of school instructional personnel (general and special educators) averaging 4 or 5 within the domain of use of effective instructional practices.	PROJECT		80 / 100		41 / 151	27
2g Attendance rate for students with IEPs in buildings participating in SPDG professional development.	PROJECT		89 / 100		95 / 100	95
2h Attendance rate for all students in buildings participating in SPDG professional development.	PROJECT		91 / 100		95 / 100	95

2i	Percentage of students with IEPs in buildings participating in SPDG professional development who meet or exceed proficiency on state assessments in Communication Arts.	PROJECT	58 / 100	58		27 / 100	27
2j	Percentage of all students in buildings participating in SPDG professional development who meet or exceed proficiency on state assessments in Communication Arts.	PROJECT	58 / 100	58		52 / 100	52
2k	Percentage of students with IEPs in buildings participating in SPDG professional development who meet or exceed proficiency on state assessments in Mathematics.	PROJECT	59 / 100	59		32 / 100	32
2l	Percentage of all students in buildings participating in SPDG professional development who meet or exceed proficiency on state assessments in Mathematics.	PROJECT	59 / 100	59		54 / 100	54
2m	Percentage of students with IEPs in building participating in SPDG professional development who were in the regular education classroom greater than 79% of the school day.	PROJECT	60 / 100	60		40 / 100	40
2n	Percentage of students with IEPs in building participating in SPDG professional development who were in the regular education classroom 40% - 79% of the school day.	PROJECT	30 / 100	30		16 / 100	16
2o	Percentage of students with IEPs in building participating in SPDG professional development who were in the regular education classroom less than 40% of the school day.	PROJECT	10 / 100	10		5 / 100	5
2p	Percentage of students with IEPs in building participating in SPDG professional development who were suspended or expelled.	PROJECT	24 / 100	24		9 / 100	9
2q	Percentage of students without IEPs in building participating in SPDG professional development who were suspended or expelled.	PROJECT	9 / 100	9		17 / 100	17
Explanation of Progress (Include Qualitative Data and Data Collection Information)							
Explanation is provided in Section C.							



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

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

Performance Measure	Measure Type	Target		Quantitative Data		Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio	%
3a Percent of Missouri SPDG funds used for activities designed to sustain the use of the SPDG-support practices. Targets: Year I: 0% Year II: 50% Year III: 65% Year IV: 75% Year V: 80%	PROGRAM		50 / 100	50		/	

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

The percentage of MO SPDG professional development funds allocated for follow-up activities will change each year to reflect activities coming on-line in that particular year (see 3.a targets set above). As this is the MO SPDG's first year and dedicated primarily to planning, development and initial training of the state/regional system of support staff, 0% of funds have been allocated to/spent on follow-up activities designed to sustain the projects evidence-based practices. During the first six months of the MO SPDG, efforts have been focused on planning, development and initial implementation of HQPD materials, tools and practices. Plans have also been made for follow-up activities in Year 2-5 of the grant and those become more and more extensive as the grant proceeds and initial training on project activities has been conducted for most participants and the focus of the grant shifts from PD to practice. Follow-up activities in years 2-5 will become more extensive each year and will include multiple follow-up technical assistance activities, observations and coaching (both on-site and through the use of technology). Specific initial and follow-up costs will be delineated in the 2014 SPDG Annual Performance Report.



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

4 . Project Objective

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

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.

Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	Raw Number	Ratio		
The Missouri SPDG project does not address teacher retention activities and therefore this project objective is not applicable.	GPR		/		/		%

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



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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Title : Section B - Budget Information

File : [Section_B.pdf](#)

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

Title : Section C - Additional Information

File : [Section_C.pdf](#)

**U.S. Department of Education
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PR/Award # (H323A120018-12):

Executive Summary

The Missouri Department of Elementary and Secondary Education (DESE) and its partners (e.g., nine Regional Professional Development Centers (RPDCs), Missouri Parents ACT (MPACT), the Missouri Parent Information and Training Center (PTI), University of Missouri Kansas City (UMKC) Institute for Human Development, and the University of Kansas (KU) Center for Research on Learning) are charged with the goal of improving statewide and local level systems of educational support for children and youth with disabilities. To address this charge, the 2012-17 Missouri State Personnel Development Grant (SPDG) focuses on increasing the statewide capacity to provide high-quality, ongoing professional development that improves education outcomes for all students, but especially students with disabilities.

Through this project, the SPDG collaborates with the Statewide System of Support (SSOS) to develop and implement effective evidence-based professional development that is aligned with the Missouri Academic Learning Standards and the Missouri Teacher/Leader Standards. SPDG work focuses on the development, implementation, and evaluation of a targeted system of professional development which includes training, technical assistance and coaching. To accomplish this efficiently with cost effectiveness, SPDG work also focuses on increasing the use of technologies to support the implementation of professional development and use of data for effective decision-making about teaching and learning.

During the reporting period (October 1, 2012-April 3, 2013), project processes and structures have been installed, including critical teaming, organizational, and technology structures as well as development and planning processes. The following critical teams have been formed and have been meeting regularly: Missouri SPDG Management Team, State Implementation Advisory Group, National Implementation Advisors, and four Content Development Teams. Partners involved in teams include national experts, state executive leadership, Statewide System of Support 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. The SPDG Management Team meets at least monthly and has overseen the formation and management of the key teams that work continuously and collaboratively via the online collaboration portal, Wiggio.

One major component of the project is the development of high-quality professional development (frequency and intensity to match level of need) in the areas of: collaborative data teams, data-based decision-making, common formative assessment and evidence-based instructional practices. To this end, four Content Development Teams (CDTs) were formed to draft professional development components (e.g., training, technical assistance, and coaching) on these topics. During the reporting period, the CDTs translated research into high-quality professional development (HQPD) 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 a plan, protocols, and materials for initial implementation and for steps toward full implementation of professional development in targeted content areas. See Supporting Documents 2, 3, 10, 11, 12, and 14.

The MO SPDG implemented a systematic process to identify 378 elementary and middle schools with lower academic achievement or a higher discrepancy in achievement rates for students with and without disabilities than the state average. Buildings were contacted, first with an overview of the goals and objectives of the project, and then with clear requirements for participation and data reporting. Of the 378 invited buildings, 250 (214 elementary schools and 36 middle schools) agreed to the stated requirements and agreed to participate in the project. The participating 250 buildings represent 106 districts. The intention of the project is to limit the 5-year SPDG participants to these 106 districts but allow for expansion to additional buildings within these districts. See Supporting Documents 1, 4, 13, and 15.

To support the Statewide System of Support (SSoS) comprised of state and regional staff, the Missouri SPDG delivered three professional development events in October 2012, January 2013, and March 2013 on the topics of overview of the SPDG, high quality professional development, and common formative assessment. In late spring 2013, nine Fidelity Coaches and one Head Coach will begin supporting RPDCs as they implement high quality professional development in the participating buildings. RPDC staff will deliver high quality professional development to guide the buildings' implementation of the core components of the project. See Supporting Document 19.

To assure fidelity to the project vision and plan of operations, a comprehensive evaluation plan was developed in January 2013 that includes evaluation questions, indicators and measures. Evaluation data was collected at two of the professional development events in the form of pre/post knowledge tests, evaluation questions, and the *Observation Checklist for High Quality Professional Development Training*. Additionally, baseline data was identified for the 250 participating buildings on pre-determined indicators of change. See Supporting Documents 5 and 9.

SECTION B - Budget Information

Even though the figures in Section 8. *Budget Expenditures* indicate a very low amount of funds actually paid out, it is anticipated that *SPDG* funds for this budget period will be expended at the expected rate for all activities. As we are only six months into the first year of this grant, there has not been time for contractors to complete and invoice us for their contractual activities or for much of planned Professional Development activities to have taken place. It is expected that the bulk of the obligated funds listed below will be invoiced and paid within the next two to three months. It is also anticipated that the funds not spent as anticipated during this reporting period will be spent as budgeted during the next reporting period.

The following is a listing of obligated funds which we expect will be invoiced and paid within the next two-three months:

1. *University of Missouri—Kansas City Institute for Human Development (UMKC IHD)*—The University of Missouri-Kansas City Institute for Human Development (UMKC IHD) supports the MO SPDG by (a) providing research and product development to guide the design and implementation of high quality professional development in specific content areas, (b) developing and maintaining technologies to enhance high quality professional development provided statewide, (c) providing project management for maintaining timelines and fidelity of implementation.

\$535,502.00 obligated through a contract. MoDESE has not been invoiced as of 4/3/13.

2. *University of Kansas Center for Research on Learning*—Through a contract, the KU Center for Research on Learning assists the State of Missouri in the implementation of a statewide system of evaluation of activities related to the 2012-2017 Missouri State Personnel Development Grant (SPDG) (CFDA #84.323A).

\$97,557.00 obligated through a contract. MoDESE has not been invoiced as of 4/3/13.

3. *Regional Professional Development Centers (RPDCs)*—The nine RPDCs in the state are part of the Statewide System of Support. The RPDCs are charged with providing the training and follow-up support to the buildings involved in the MO SPDG project activities. The MO SPDG awards the RPDCs grants in the amount of \$25,000 per center (total \$225,000) to support the costs of training for RPDC staff and provision of training and follow-up support to the buildings in their region involved in the project.

\$225,000.00 obligated through grants. MoDESE has not been invoiced as of 4/3/13.

4. Program Administration—Funds were budgeted for SPDG Project Director's Meeting, however, this meeting does not occur until July, so no funds have been spent as yet.

\$4,000.00 budgeted. \$0 spent as of 4/3/13.

Funds which will not be or were not spent as expected during this reporting period (but will be expended during the next reporting period):

1. *University of Missouri—Kansas City Institute for Human Development (UMKC IHD)*-- , Through a contract, the University of Missouri-Kansas City Institute for Human Development (UMKC IHD) supports the MO SPDG by maintaining and supporting a team of purveyors to monitor and coach fidelity of implementation through a contract; however, as the SPDG grant was only awarded on October 1, it has taken some time to draft the job descriptions, advertise and complete the hiring process for these positions. It is anticipated that 8 of the 10 positions will be hired and working by June 1, however, that will use less than one month's portion of the allocated funds. We plan to closely monitor this budget category. It is very possible that additional positions will need to be added as the project scales up and adds more buildings during years 2-5.

Obligated \$303,784 Anticipate approximately \$50,630 will be expended in next two months. Remainder will be expended in next budget periods.

2. *Missouri Parent Training and Information Center (PTI)—Missouri Parents Act (MPACT)*—The MO SPDG budgeted funds each year for the Missouri PTI to support their involvement in parent information and training activities associated with the grant. Because the first year predominantly involved planning and development of training materials for state, regional and school staff, these funds were not expended. It is anticipated that more involvement of the PTI will occur in years 2-5 and that all budgeted funds will be expended.

Budgeted \$10,000 \$0 spent as of 4/3/13. It is anticipated that budgeted funds will be expended during the next budget period.

3. *Professional Development*—Again, as this is the first year of the grant, it was not awarded until October 1, it took time to get contracts developed and awarded and most of the emphasis has been on planning and developing the Professional Development which will be provided to state, regional and local staff, there have not been a lot of Professional Development activities occur between October 1, 2012 and April 3, 2013. As stated earlier in this report, several training packets are in the last stages of development and will be completed by June 1, 2013. A great deal of PD will be occurring during the coming budget period.

Budgeted \$228,157 \$16,642 spent as of 4/3/13. It is anticipated that unexpended funds (\$211,515) will be expended during the next budget period.

4. *SPDG Regional Meeting*—Two staff attended the SPDG Regional Meeting in Washington DC in March, 2013. Not all budget funds were expended for this trip.

Budgeted \$4,000 Expended \$2,196. It is anticipated that unexpended (\$1,804) funds will be expended during the next budget period.

Other funds spent: SIGNETWORK. Budgeted \$4,000. Expended \$4,000.

There were no significant changes to the budget resulting from modification of project activities nor were there changes to the budget that affected the ability to achieve approved project activities and/or project objectives.

Section C – Additional Information

Missouri SPDG Annual Performance Report May, 2013

- Explanation of Progress (Include Qualitative Data and Data Collection Information)
- Current Partners on this Grant

List of Supporting Documents

1. MO DESE Collaborative Work 2013-14 - Common Understandings Document
2. Missouri SPDG Content Development Teams
3. Work Plan Template
4. Collaborative Work (CW) District Selection Worksheet 2013
5. Observation Checklist for High-Quality Professional Development Training
6. IRB
7. Missouri Rubric: SPDG Evidence-based Professional Development Components
8. Missouri Rubric Worksheet: SPDG Evidence-based Professional Development Components
9. MO SPDG Evaluation Plan
10. High Quality Professional Development Flowchart
11. MO SPDG Implementation Timeline
12. MO SPDG Content Development Teams Flowchart
13. Missouri Collaborative Work - Statement of Commitment 2012-13
14. FY14 Master Calendar for Statewide Regional Consultant Trainings/Meetings
15. District Invitation letter for Collaborative Work
16. Missouri School Implementation Scale
17. Team Functioning Survey
18. Pre-Post Test Guidance Checklist for Creating Multiple-Choice Tests
19. Missouri State Personnel Development Grant (SPDG) Implementation Coach Job Description
20. Missouri SPDG PD Plan

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

1.a-1.c During the reporting period, the Missouri SPDG project largely consisted of: (a) process and development activities, (b) selection of participating buildings, (c) the formation of structured teams, and (d) the delivery of professional development to the Statewide System of Support (SSoS). In October 2012, January and March 2013, professional development was provided to DESE, RPDC leadership, and RPDC staff on the following topics: Overview of the SPDG and the Collaborative Work, High Quality Professional Development and Common Formative Assessment. Observations to assess the quality of the professional development were conducted during the January and March sessions by the SPDG evaluators, state department staff, and at least 20% of participants through the *Observation Checklist for High-Quality Professional Development Training*. Evaluation results, which included pre-post knowledge change, a summary of the *Observation Checklist for HQPD Training* and qualitative participant feedback, were systematically examined by the Management Team and acted upon for improvement to create a self-correcting feedback loop. See Supporting Document 5.

For the 2012-2013 school year, which is Year 1 of the SPDG, the Missouri SPDG scored a 3 (“Good”) or 4 (“Exemplary”) on 12.5% of the components on their SPDG Rubric. These components are distributed across the domains of selection (100%), training (0%), coaching (0%), performance assessment (0%), and facilitative administrative support/systems intervention (0%). The worksheet/rubric and supporting documents are provided as supplemental materials to this Annual Performance Report. See Supporting Documents 7 and 8.

During this first year of implementation, standardized content-specific pre/post assessments were developed and tested for both face-to-face trainings in order to assess change in level of knowledge of participants. This process included a collaborative effort between the professional development provider and the evaluators to identify learning objectives, draft multiple choice items and response options, and administer the pre/post test at the training. Professional development presenters were assisted with development of the tests of knowledge through a guidance document, the *Pre-Post Test Guidance Checklist for Creating Multiple-Choice Tests* (Noonan, P. and Gaumer Erickson, A. (2012), adapted from Frey, B., Peterson, S., Edwards, L., Pedrotti, J., & Peyton, V. (2005). *Item-writing Rules: Collective Wisdom. Teaching and Teacher Education*). At the first training, the pre-training average score was 50.0% and the post-training average score was 67.3% for an increase of 17.3%. At the second training, the pre-training average score was 63.2% and the post-training average score was 74.2% for an increase of 11.0%. See Supporting Document 18.

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 (HQPD) Training* was developed and deployed at two of the trainings. The *HQPD Checklist* was developed specifically to evaluate the quality of professional development through observation. To develop the measure, evaluators first reviewed documents disseminated by OSEP on the Signetwork.org website and searched academic databases for literature on characteristics of high-quality professional development. The findings from the literature review were compiled to identify 48 characteristics in 12 categories/domains. Duplicative characteristics were eliminated, and the evaluators modified the categories/domains by collapsing similar

categories. Next, the instrument items were drafted and formatted for consistent wording. The resulting instrument was field-tested in draft form in three different states with diverse professional development events. Item wording was modified based on feedback, and a line was added for comments/examples after each item. Finally, evaluators modified the item domain placement based on feedback and a desire to have a more equal distribution of items in each domain. Current work is focusing on development of a guidance document/instrument protocol that provides definitions of key terms, examples, and non-examples.

Based on observation data, an average of 50.7% of 22 indicators across six domains was reported on the *HQPD Checklist* by participants at the first training, including averages of 91.2% in Preparation, 62.7% in Introduction, 38.6% in Demonstration, 63.2% in Engagement, 39.2% in Evaluation, and 2.6% in Mastery. An average of 83.3% of 21 indicators across six domains was reported on the *HQPD Checklist* by participants at the second training, including averages of 62.5% in Preparation, 97.5% in Introduction, 83.3% in Demonstration, 96.9% in Engagement, 87.5% in Evaluation, and 58.3% in Mastery. See Supporting Documents 5 and 20.

2.a. This indicator refers to the percent of buildings involved in the SPDG professional development that met implementation criteria within their evidence-based initiative content (e.g., common formative assessment, collaborative data teaming, data-based decision making and effective instructional practices) as determined by content-specific fidelity measures. During the reporting period, Content Development Teams focused on developing the evidence-based content and respective fidelity measures. Implementation and data collection for this indicator will ensue in fall 2013. See Supporting Documents 2 and 3.

2.b. As part of their commitment to the project, schools formed collaborative data teams 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 and the effectiveness of the teaching practice, (c) analyzed data and grouped students into one of four performance groups (proficient, close to proficient, far to go (likely to become proficient), and intervention student (not likely to become proficient) on the assessment, and (d) implemented a teaching/learning practice to re-teach the students who were identified in the two lowest performing categories.

To understand the level of team functioning in the participating buildings, the *Team Functioning Survey* was developed in 2013 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 left (e.g., irregular attendance, nonexistent or limited use of agendas, disagreements/conflicts aren't addressed, lack of meeting purpose) and corresponding characteristics of high-functioning teaming on the right (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. The *Team Functioning Survey* can be referenced as: Gaumer Erickson & Noonan (2012). Adapted in part from *TIPS Fidelity of Implementation Checklist* (Newton et al., 2012) and *Team/Department Meeting Observation Guide and Checklist* (Gunhold, 2009).

For the Missouri SPDG, Indicator 2.b. refers to the percentage of buildings involved in the SPDG with teams that demonstrate high levels of communication, structure, and focus as measured by the *Team Functioning Survey*. The survey was administered in March 2013 to all 250 participating elementary and middle schools. The survey collected 2,474 responses representing 147 of the 250 total buildings (58.8%). The 2,474 respondents represent a response rate of 30.6% (2,474/8,085 staff in participating buildings). One hundred and forty-one of the 147 buildings (95.92%) had responses averaging three or better on a five-point scale. Items on the survey assessed communication, structure, and focus within teams. See Supporting Document 17.

2.c. For the Missouri SDPG, it is critical to understand how all instructional staff in every participating building improve their daily instruction through improved efforts on the following topics: collaborative data teaming, data-based decision-making, common formative assessment, and evidence-based instructional practices. To measure personal adoption of key indicators by instructional staff, the *School Implementation Scale* was adopted and modified as a repeated measure that is sensitive to change over time. This short online scale asks each instructional staff member to assess his/her personal level of implementation within the subdomains. Composite results identify overall school implementation and provide critical data for improvement planning. The *School Implementation Scale* is a highly reliable instrument (Coefficient alpha of .961) 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. As schools utilize the *School Implementation Scale* across multiple years, comprehensive summary reports are developed to show progress across years. School administrators report that this data provides the information necessary for annual action planning and monitoring their progress toward full implementation. For a complete reliability and validity information, 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 250 participating schools in March, 2013 via an online data site (<http://www.mospdgdgdata.org>). 151 buildings participated in data collection (60.4%). 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). Of the 8,085 total possible instructional staff in all participating schools, 2,508 participants responded to the survey, yielding a 31.0% response rate.

For indicator 2.c, spring 2013 survey results provide a baseline percentage of buildings involved in the SPDG professional development with 80% of school instructional personnel (general and special educators) averaging 4 or 5 within the domain of use of collaborative data teaming (*School Implementation Scale* data clustered items, 2013). To determine this, 2,504 individual

responses were separated by building, and each domain was reviewed for the percentage of school instructional personnel who averaged a four or higher for the domain. See Supporting Document 16.

2.d. This indicator refers to the baseline percentage of buildings involved in the SPDG professional development with 80% of school instructional personnel (general and special educators) averaging 4 or 5 within the domain of data-based decision making (*School Implementation Scale* data clustered items, 2013). To determine this, 2,504 individual responses were separated by building, and each domain was reviewed for the percentage of school instructional personnel who averaged a four or higher for the domain.

2.e. This indicator refers to the baseline percentage of buildings involved in the SPDG professional development with 80% of school instructional personnel (general and special educators) averaging 4 or 5 within the domain of common formative assessment (*School Implementation Scale* data clustered items, 2013). To determine this, 2,504 individual responses were separated by building, and each domain was reviewed for the percentage of school instructional personnel who averaged a four or higher for the domain.

2.f. This indicator refers to the baseline percentage of buildings involved in the SPDG professional development with 80% of school instructional personnel (general and special educators) averaging 4 or 5 within the domain of use of evidence-based instructional practices (*School Implementation Scale* data clustered items, 2013). To determine this, 2,504 individual responses were separated by building, and each domain was reviewed for the percentage of school instructional personnel who averaged a four or higher for the domain.

2.g. This indicator refers to the attendance rate for students with IEPs in buildings participating in SPDG professional development during the 2011-12 school year. 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. The target ratio is the state average attendance rate of students with IEPs.

2.h. This indicator refers to the attendance rate for all students in buildings participating in SPDG professional development during the 2011-12 school year. 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. The target ratio is the state average attendance rate for all students.

2.i. This indicator refers to the percentage of students with IEPs in participating buildings that met or exceeded proficiency (advanced and proficient) on state assessments in Communication Arts during the 2011-12 school year (Spring, 2012).

2.j. This indicator refers to the percentage of all students in participating buildings that met or exceeded proficiency (advanced and proficient) on state assessments in Communication Arts during the 2011-12 school year (Spring, 2012).

2.k. This indicator refers to the percentage of students with IEPs in participating buildings that met or exceeded proficiency (advanced and proficient) on state assessments in Mathematics during the 2011-12 school year (Spring, 2012).

2.l. This indicator refers to the percentage of all students in participating buildings that met or exceeded proficiency (advanced and proficient) on state assessments in Mathematics during the 2011-12 school year (Spring, 2012).

2.m. This indicator refers to the percentage of students with IEPs in participating buildings that were placed in the regular education classroom greater than 80% of the school day during the 2011-12 school year.

2.n. This indicator refers to the percentage of students with IEPs in participating buildings that were placed in the regular education classroom 40-79% of the school day during the 2011-12 school year.

2.o. This indicator refers to the percentage of students with IEPs in participating buildings that were placed in the regular education classroom less than 40% of the school day during the 2011-12 school year.

2.p. This indicator refers to the percentage of students with IEPs in participating buildings that were suspended or expelled (out-of school incidents) during the 2011-12 school year. These students had an IEP at the time of the incident. The target ratio is the state average of students with IEPs that were suspended or expelled.

2.q. This indicator refers to the percentage of students without IEPs that were suspended or expelled (out-of school incidents) in participating buildings during the 2011-12 school year. These students did not have an IEP at the time of the incident. The target ratio is the state average of students without IEPs that were suspended or expelled.

Current partners on this grant are:

- Missouri Parents Act (MPACT), the Missouri Parent Training and Information Center (PTI)
- 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)
- Missouri Professional Learning Communities (MoPLC) Project
- Missouri Schoolwide Positive Behavior Support (MoSW-PBS) Project
- Central Comprehensive Center (C3)
- North Central Regional Resource Center (NCRRC)

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

At this time we do not anticipate any changes to the grant's activities for the coming year.

Common Understandings

Desired outcome from the Collaborative Work

- Improved outcomes for all students, but especially students with disabilities.
- Change in adult behavior.

Through HQPD, teachers and administrators will (a) establish and implement effective and efficient collaborative data teams, (b) implement with fidelity and a high degree of effectiveness a variety of instructional practices which have been proven to have a high affect size on student outcomes, (c) develop and administer common formative assessments to measure the effectiveness of instruction as evidenced by student mastery of learning objectives, and (d) use data-based decision-making to guide decisions about classroom learning and instruction.

Major components

Effective Teaching and Learning Practices	Common Formative Assessments	Data-Based Decision -making
Collaborative Data Teams help each other learn to select and use effective teaching and learning practices which are intentionally used to improve student outcomes	Collaborative Data Teams use common formative assessments to monitor the value of the teaching and learning practices and of student acquisition of knowledge and skills	Collaborative data teams collectively analyze data to determine who needs more help and what practices are most likely to work for re-teaching. Re-testing validates their decisions.

Implementation Integrity

- Selection, mastery and implementation of a variety of effective instructional practices which have been proven to have a high affect on student outcomes
- Monthly development and administration of common formative assessments by grade-level and aligned to the Missouri Learning Standards of mathematics/English Language Arts
- Efficient and effective Collaborative Data teams at the building level using classroom data to make instructional decisions
- Monthly reports of data analysis:
 - Practice used
 - Number of students assessed
 - Number/% of students and SWD in level of proficient, close to proficient, far to go (likely to become proficient), and Intervention students (not likely to become proficient)
 - Re-teaching practice
 - Re-test results

Practices

- Collaborative data teams agree to use one of four effective teaching/learning practices they have selected to learn and use throughout the year.
- The teams agree to teach to a specific Missouri Learning Standard in reading or mathematics using the selected effective practice.
- The teams develop common formative assessments which they will use to determine student progress
 - The teams analyze the data from the assessment and group students (all students, IEP students) into four performance levels which are the same as those used in the Data Teams process proficient, close to proficient, far to go (likely to become proficient), and Intervention students (not likely to become proficient)
 - The teams agree to a different teaching/learning practice to re-teach the students who are identified as far to go (likely to become proficient), and Intervention students (not likely to become proficient)
- Students are re-tested and the results are analyzed by the team.

Major expectations

- All work will be aligned with the Missouri Learning Standards
- Building administrator will
 - assure that the participation expectations and agreements have been shared with all instructional staff
 - assure that all instructional staff will be trained and participate on building collaborative data teams
 - provide support to instructional staff who have expertise in an effective teaching practice to coach and mentor colleagues
 - support and oversee the collaborative team process
 - new staff will be trained/mentored on the collaborative work
- All teachers will actively participate on a collaborative teacher team
 - Small buildings may only have one team covering all grade levels
 - Larger buildings may have 2 or more teams—some could have one per grade level
- Each building will
 - identify a content area of English Language Arts or mathematics to focus their attention and to report progress
 - select the “effective” teaching/learning practices for the year that all teachers will agree to use as part of the teaching/learning process.
- Each building level collaborative data team will
 - develop, administer, score and analyze results of grade appropriate common formative assessments aligned to a core academic standard
- The common formative assessments will be shared with other buildings in the region on a monthly basis following the initial development of the assessment. The DESE will provide a web-based program for sharing the assessments.
- A summary analysis based on the formative assessment will be shared with the RPDC consultant at the time the building submits the formative assessment. Basic information of the summary analysis will be:
 - Missouri Learning Standard addressed
 - Teaching/learning practice used

- Number and percent of students assessed in the grade-level
- Number and percent of all students (including students with IEPs) in each performance level on the assessment based on the initial administration
- Number and percent of students with IEPs only in each performance level on the assessment based on the initial administration
- Teaching/learning practice used to re-teach students in the far to go (likely to become proficient), and Intervention students (not likely to become proficient)
- Number and percent of all students and students with IEPs in each performance level based on a re-test.

Inclusion of students with IEPs in CFAs

It is expected that most students with IEPs will participate in the grade-level CFAs just as they do other classroom assessments, either with or without accommodations indicated on their IEP. If a student is receiving all or most of their instruction in the general education classroom, then they should take the CFA. In the case of students with IEPs who are significantly below grade level and due to this, receive most or all of their instruction in a content area from their special education teacher and/or are identified as qualifying for the state level alternate assessment (MAP-A), these students may not be included in the classroom CFA. We would expect that the number of students with IEPs excluded from taking the CFAs would be very small. This initiative is not about accountability, but is intended to assist teachers better understand and implement effective instructional practices and to improve the performance of all students, but especially students with IEPs. Research has shown that students with IEPs who are included in the general education classroom and curriculum achieve at higher levels than those who are not.

Reporting requirements

It is understood that buildings have been coming aboard the initiative at different times and are at different places in their implementation of the various components of the Collaborative Work; however, it is expected that all buildings will report and share at least 1 administration of a CFA by the end of this school year (2012-13) and preferably 2 or more administrations.

- Several factors were considered in selecting buildings to invite, including
 - Performance of students with disabilities not meeting state targets
 - Size of building (critical mass of students, especially students with IEPs)
 - All regions of the state represented
 - Preferably elementary buildings, however, some middle schools and even a high school or two have been allowed to participate

Sustaining the project

Research is clear that 100% implementation across the building is required to get the types of improvements needed across the state. Buildings failing to fulfill their commitment to the project will be removed from participation.

The Collaborative Work (CW) process



Accountability Table -- Schools

DRAFT April 2013

Requirement Name	Description	Measures	Considerations	Points
Collaborative Teams	All teachers participate (SpecEd, PE, Art, Music included on regular teams)	% of teachers participating—self reported and verified by RPDC	<ul style="list-style-type: none"> All teachers 80% of teachers 	<ul style="list-style-type: none"> 8 pts 4pts
		Frequency of meetings—self reported and verified by RPDC	<ul style="list-style-type: none"> More than 1/ month regularly At least 1/month 	<ul style="list-style-type: none"> 1 p t/mo .5 /mo
		Team agenda/process clearly defined and followed	<ul style="list-style-type: none"> Documentation evident 	<ul style="list-style-type: none"> 3 pts
Instructional/learning practice	Each building selects at least 4 instructional practices to master during the year	<ul style="list-style-type: none"> Practices from the list All teachers use the selected practices Usage by each teacher is monitored in the building 	<ul style="list-style-type: none"> 4 selected Self report Documentation of periodic observations 	
Common formative assessment (CFA)	Each grade level develops and administers a CFA each month	At least 7 locally developed CFAs (annually) per each grade level and forwarded to the RPDC and then to the repository for consideration	<ul style="list-style-type: none"> 7 locally developed CFAs submitted by each team Average of 5 CFAs submitted /team 	
Teach/Re-teach	<ul style="list-style-type: none"> Effective practice is used Some students re-taught based on CFA results Some students re-tested 	<ul style="list-style-type: none"> Summary IDs the effective practice used Summary provides % of students in each category in initial assessment Summary provides % of students in each category using re-assessment 	<ul style="list-style-type: none"> 7 summaries /team submitted with required components Average of 5 summaries/team submitted with required components 	
Data analysis--building	<ul style="list-style-type: none"> Teams review all data for both initial and follow-up Success of all students is analyzed Success of SWDs is analyzed 	<ul style="list-style-type: none"> Documentation of analysis results % of students participating % of SWDs participating Reduction in the % of students in the bottom 2 categories Reduction in the % of SWDs in the bottom 2 categories 	<ul style="list-style-type: none"> All teams model the prescribed process 	
Participation of teachers of SWDs	<ul style="list-style-type: none"> Teachers of SWDs are part of the regular teams Teachers of SWDs demonstrate mastery of the selected effective practices 	<ul style="list-style-type: none"> Documentation shows active participation of teachers of SWDs on regular teams Documentation shows teachers of SWDs are observed as frequently as all other teachers and expected to demonstrate mastery of effective practices 	<ul style="list-style-type: none"> All teachers of SWDs are actively participating 	
Totals				

Minimum points required to remain in program:

Accountability Table -- RPDCs

DRAFT April 2013

Requirement Name	Description	Measures	Considerations	Points
Collaborative Teams	All teachers participate (SpecEd, PE, Art, Music included on regular teams)	%schools w/ 90%+ of teachers participating—self reported and verified by RPDC—provide on-site review	<ul style="list-style-type: none"> All schools 80% of schools 	•
	Teams meet frequently to analyze data and provide effective practices supports	% of schools w/meeting frequency >= once/month--self reported and verified by RPDC—documentation available for review	<ul style="list-style-type: none"> 100% of schools 90% of schools 	•
	Agenda	Team agenda/process clearly defined and followed	<ul style="list-style-type: none"> 100% of schools 90% of schools 	
Instructional/learning practice	Each building selects at least 4 instructional practices to master during the year	<ul style="list-style-type: none"> Practices from the list All teachers use the selected practices Usage by each teacher is monitored in the building 	<ul style="list-style-type: none"> 100% of schools meet all criteria 100% of schools meet 2 or more criteria 90% of schools meet 2 or more criteria 	
Common formative assessment (CFA)	Each grade level develops and administers a CFA each month	At least 7 locally developed CFAs submitted by each grade level to the RPDC and then to the repository for consideration	<ul style="list-style-type: none"> 100% of schools 90% of schools 	
Teach/Re-teach	<ul style="list-style-type: none"> Effective practice is used Some students re-taught based on CFA results 	<ul style="list-style-type: none"> Summary IDs the effective practice used Summary provides % of students in each category in initial assessment Summary provides % of students in each category given re-assessment 	<ul style="list-style-type: none"> 100% of schools submit summary (minimum of 7 for each grade) 90% of schools submit summary 90% of schools submit 5+ summaries 	
Data analysis--building	<ul style="list-style-type: none"> Teams review all data for both initial and follow-up Success of all students is analyzed Success of SWD is analyzed 	<ul style="list-style-type: none"> Documentation of analysis results provided % of students participating % of SWDs participating Reduction in the % of students in the bottom 2 categories Reduction in the % of SWDs in the bottom 2 categories 	<ul style="list-style-type: none"> 90% of buildings showing progress as measured by their documentation 90% of buildings showing progress as measured by MAP (excludes MAP-A) 	
Data analysis - RPDC	Consultants review building reports to identify areas of concern	<ul style="list-style-type: none"> Documentation of review provided by report generated Data and recommendations discussed with building principal Recommendations made to building teams 	<ul style="list-style-type: none"> Reports provided to and discussed with 100% of buildings 	
Totals				

Missouri SPDG Content Development Teams

Overall Purpose: To translate research into high quality professional development in specific content areas by developing training, curricula, materials, and measures of fidelity and outcomes.

Expectations

- Develop and follow a work plan detailing the steps, timelines, and shared responsibility for completing the work.
- Share progress updates monthly with the SPDG Management Team. On a schedule yet to be determined, present work plan and progress to the State Implementation Advisors.
- Work plans and progress updates will be shared openly across Content Development Teams to facilitate alignment of work across teams.
- Complete all work by April 1, 2013.

Team Composition & Expertise

- Ideal team size is 5-8 team members
- Team members bring knowledge and skills relevant to high quality professional development in assigned content areas. Expertise should include knowledge of effective practices in the following:
 - specified content;
 - adult learning;
 - using technology to support professional development
 - measuring fidelity and outcomes at the regional (Is the professional development delivered as intended and resulting in intended outcomes for the adult learners?);
 - measuring fidelity and outcomes at the LEA level (Are teachers implementing as intended and is student achievement and social behavior improving?)

Support

Teams will have access to a pool of nationally-recognized experts. They have agreed to be a resource to the teams by reviewing products, providing feedback, directing teams to helpful resources, and providing insight into the process. A list of available experts will be provided to teams.

Work Plan Template

CONTENT: FORMATIVE ASSESSMENT			
Task		Task Leader	Estimated Completion Date
<i>Complete curriculum for providing professional development to teachers</i>			
Steps to Completing Task	Person Responsible	Timeline	Status
1.			
2.			
3.			
4.			
GENERAL NOTES:			

Other tasks:

Complete measures of fidelity at regional level. At LEA level.

Complete measures of outcomes at regional level. At LEA level.

Complete strategy for using technology to enhance professional development.

Collaborative Work District Selection Worksheet 2013

District Name		School	RPDC	Enroll	Priority/ Focus	PBS 2011	PLC	Low Perf/ High Gap	CA Rept IEP	CA Top2 IEP	CA % Top2 IEP	Diff IEP- All % Top2	MA Rept IEP	MA Top2 IEP	MA % Top2 IEP	Diff IEP- All % Top2	
CARUTHERSVILLE 18	Dist		1						74	12	16.2%	-27.9%	73	13	17.8%	-23.2%	
CARUTHERSVILLE 18	4060	CARUTHERSVILLE ELEM.	1	556				ABCD	36	10	27.8%	-26.4%	36	10	27.8%	-24.2%	
CENTRAL R-III	Dist		1						132	39	29.5%	-30.2%	140	45	32.1%	-22.3%	
CENTRAL R-III	4060	WEST ELEM.	1	435				ABCD	53	9	17.0%	-31.6%	53	11	20.8%	-20.8%	
CENTRAL R-III	2050	CENTRAL MIDDLE	1	459				BD	62	25	40.3%	-26.0%	62	28	45.2%	-20.7%	
CHARLESTON R-I	Dist		1						67	10	14.9%	-22.5%	68	17	25.0%	-11.4%	
CHARLESTON R-I	4040	WARREN E. HEARNES ELEM.	1	507			Yes	ABC	33	3	9.1%	-24.5%	33	7	21.2%	-16.0%	
DEXTER R-XI	Dist		1						116	33	28.4%	-24.6%	109	22	20.2%	-29.8%	
DEXTER R-XI	3000	T. S. HILL MIDDLE	1	501				ABCD	40	6	15.0%	-38.3%	40	4	10.0%	-41.3%	
DEXTER R-XI	4020	CENTRAL ELEM.	1	471				ACD	58	19	32.8%	-16.4%	58	17	29.3%	-18.5%	
EAST PRAIRIE R-II	Dist		1						70	9	12.9%	-35.2%	72	19	26.4%	-25.7%	
EAST PRAIRIE R-II	4060	A. J. MARTIN ELEM.	1	355				ABCD	48	7	14.6%	-24.9%	48	14	29.2%	-18.8%	
FARMINGTON R-VII	Dist		1						233	61	26.2%	-37.9%	233	94	40.3%	-30.0%	
FARMINGTON R-VII	3000	FARMINGTON MIDDLE	1	450				ABCD	57	6	10.5%	-50.3%	55	5	9.1%	-53.1%	
FARMINGTON R-VII	4050	LINCOLN INTERMEDIATE	1	571				ABCD	81	13	16.0%	-38.2%	81	28	34.6%	-34.7%	
FARMINGTON R-VII	4030	WASHINGTON-FRANKLIN ELEM.	1	354				B	30	11	36.7%	-25.3%	30	18	60.0%	-10.3%	
FREDERICKTOWN R-I	Dist		1						89	16	18.0%	-33.7%	89	13	14.6%	-38.3%	
FREDERICKTOWN R-I	3000	FREDERICKTOWN MIDDLE	1	417				ABCD	43	4	9.3%	-38.5%	42	1	2.4%	-49.7%	
FREDERICKTOWN R-I	4080	FREDERICKTOWN INTERMEDIATE	1	412			Slvr	ABCD	30	10	33.3%	-19.3%	30	10	33.3%	-26.3%	
GREENVILLE R-II	Dist		1						63	4	6.3%	-47.6%	62	8	12.9%	-41.2%	
GREENVILLE R-II	4010	GREENVILLE ELEM.	1	348				ABCD	31	3	9.7%	-39.1%	31	5	16.1%	-38.0%	
JACKSON R-II	Dist		1						185	28	15.1%	-46.9%	196	44	22.4%	-44.0%	
JACKSON R-II	3000	JACKSON MIDDLE	1	699			Yes	ABCD	51	7	13.7%	-47.9%	51	10	19.6%	-46.8%	
JACKSON R-II	4160	WEST LANE ELEM.	1	503			Brnz	Yes	ABCD	38	4	10.5%	-41.4%	38	11	28.9%	-37.0%
JACKSON R-II	2050	RUSSELL HAWKINS JR. HIGH	1	730			Yes	ACD	26	4	15.4%	-41.4%	37	9	24.3%	-46.4%	
KENNETT 39	Dist		1						151	24	15.9%	-41.1%	166	44	26.5%	-34.9%	
KENNETT 39	3000	KENNETT MIDDLE	1	486			Yes	ABCD	64	4	6.3%	-38.2%	63	7	11.1%	-39.7%	
KENNETT 39	4080	SOUTH ELEM.	1	475			Yes	ABD	71	17	23.9%	-42.7%	71	33	46.5%	-29.8%	
MALDEN R-I	Dist		1						76	12	15.8%	-38.7%	74	11	14.9%	-40.5%	
MALDEN R-I	4020	MALDEN LOWER ELEM.	1	576				ABCD	53	8	15.1%	-39.1%	53	11	20.8%	-37.6%	
NELL HOLCOMB R-IV	Dist		1						47	15	31.9%	-20.6%	47	14	29.8%	-20.7%	
NELL HOLCOMB R-IV	4020	NELL HOLCOMB ELEM.	1	292				ABCD	47	15	31.9%	-20.6%	47	14	29.8%	-20.7%	
NEW MADRID CO. R-I	Dist		1						157	17	10.8%	-36.6%	139	22	15.8%	-31.1%	
NEW MADRID CO. R-I	3000	CENTRAL MIDDLE	1	340			Brnz	ABCD	65	5	7.7%	-35.6%	64	10	15.6%	-30.0%	
NEW MADRID CO. R-I	4100	LILBOURN ELEM.	1	243				ABCD	30	6	20.0%	-22.9%	30	6	20.0%	-21.1%	
NORTH ST. FRANCOIS CO. R-I	Dist		1						264	56	21.2%	-33.8%	264	63	23.9%	-28.0%	
NORTH ST. FRANCOIS CO. R-I	4030	INTERMEDIATE SCH.	1	493			Emrg	Yes	ABCD	78	22	28.2%	-26.1%	78	27	34.6%	-34.5%
NORTH ST. FRANCOIS CO. R-I	3000	NORTH CO. MIDDLE	1	482			Emrg	Yes	ABCD	82	10	12.2%	-39.1%	82	13	15.9%	-31.6%
NORTH ST. FRANCOIS CO. R-I	4040	NORTH COUNTY PARKSIDE ELEM.	1	521			Brnz	ABCD	73	19	26.0%	-29.3%	72	22	30.6%	-17.8%	
PERRY CO. 32	Dist		1						185	21	11.4%	-37.6%	205	25	12.2%	-33.6%	
PERRY CO. 32	3000	PERRY CO. MIDDLE	1	716			Emrg	ABCD	113	13	11.5%	-34.1%	114	16	14.0%	-36.8%	
PERRY CO. 32	4020	PERRYVILLE ELEM.	1	834			Brnz	Yes	ABCD	50	3	6.0%	-39.6%	50	6	12.0%	-34.5%
POPLAR BLUFF R-I	Dist		1						436	79	18.1%	-35.1%	415	105	25.3%	-28.0%	
POPLAR BLUFF R-I	4020	EUGENE FIELD ELEM.	1	432			Prep	A	44	15	34.1%	-12.6%	44	17	38.6%	-16.4%	
POPLAR BLUFF R-I	2050	POPLAR BLUFF JR. HIGH	1	752				ABCD	100	10	10.0%	-41.3%	100	8	8.0%	-42.8%	

Collaborative Work District Selection Worksheet 2013

POPLAR BLUFF R-I	4040	POPLAR BLUFF 5TH & 6TH CTR.	1	830				ABCD	131	30	22.9%	-32.0%	132	48	36.4%	-21.7%
POPLAR BLUFF R-I	5060	O'NEAL ELEM.	1	503				ABD	44	11	25.0%	-30.3%	44	17	38.6%	-20.8%
POPLAR BLUFF R-I	4080	LAKE ROAD ELEM.	1	289				ACD	37	5	13.5%	-16.5%	37	8	21.6%	-18.4%
SOUTH PEMISCOT CO. R-V	Dist		1						52	5	9.6%	-30.2%	53	8	15.1%	-28.4%
SOUTH PEMISCOT CO. R-V	4020	SOUTH PEMISCOT ELEM.	1	375				ABCD	30	4	13.3%	-27.6%	30	5	16.7%	-30.4%
STE. GENEVIEVE CO. R-II	Dist		1						135	48	35.6%	-31.1%	131	73	55.7%	-15.9%
STE. GENEVIEVE CO. R-II	4040	STE. GENEVIEVE ELEM.	1	493				ABD	46	9	19.6%	-38.2%	46	20	43.5%	-19.9%
STE. GENEVIEVE CO. R-II	2050	STE. GENEVIEVE MIDDLE	1	463				B	56	20	35.7%	-28.4%	56	42	75.0%	-5.3%
TWIN RIVERS R-X	Dist		1						86	16	18.6%	-32.2%	80	20	25.0%	-21.1%
TWIN RIVERS R-X	4060	QULIN ELEM.	1	294				ABC	36	7	19.4%	-22.6%	36	12	33.3%	-12.3%
TWIN RIVERS R-X	4040	FISK ELEM.	1	393				ABCD	42	7	16.7%	-34.4%	43	8	18.6%	-33.8%
WEST ST. FRANCOIS CO. R-IV	Dist		1						76	17	22.4%	-34.5%	75	21	28.0%	-37.8%
WEST ST. FRANCOIS CO. R-IV	3000	WEST COUNTY MIDDLE	1	225				ABCD	35	4	11.4%	-46.7%	35	7	20.0%	-50.9%
WEST ST. FRANCOIS CO. R-IV	4020	WEST COUNTY ELEM.	1	487		Emrg		CD	30	11	36.7%	-16.1%	30	10	33.3%	-27.8%
CAPE GIRARDEAU 63	Dist		1						278	55	19.8%	-29.3%	271	55	20.3%	-29.0%
CAPE GIRARDEAU 63	2050	CENTRAL JR. HIGH	1	588				ABCD	63	6	9.5%	-33.4%	62	8	12.9%	-34.8%
CAPE GIRARDEAU 63	4090	CENTRAL MIDDLE	1	583		Prep		ABCD	82	14	17.1%	-31.1%	82	18	22.0%	-34.5%
DONIPHAN R-I	Dist		1						82	10	12.2%	-34.2%	82	11	13.4%	-26.3%
DONIPHAN R-I	3000	DONIPHAN MIDDLE	1	333		Emrg		ABCD	35	3	8.6%	-42.2%	36	5	13.9%	-32.2%
SCOTT CO. R-IV	Dist		1						72	14	19.4%	-34.5%	73	15	20.5%	-29.8%
SCOTT CO. R-IV	3000	SCOTT CO. MIDDLE	1	232				ABCD	33	3	9.1%	-39.3%	33	5	15.2%	-39.7%
SIKESTON R-6	Dist		1						196	18	9.2%	-32.6%	195	23	11.8%	-29.6%
SIKESTON R-6	3050	5TH AND 6TH GRADE CTR.	1	522		Emrg		ABC	59	2	3.4%	-30.6%	59	6	10.2%	-31.1%
SIKESTON R-6	2050	7TH AND 8TH GRADE CTR.	1	532		Emrg	Yes	AC	56	6	10.7%	-27.9%	56	6	10.7%	-30.3%
BOONVILLE R-I	Dist		2						90	8	8.9%	-40.5%	98	3	3.1%	-37.5%
BOONVILLE R-I	4040	DAVID BARTON ELEM.	2	341				ABCD	43	3	7.0%	-39.1%	43	1	2.3%	-35.1%
BOONVILLE R-I	3000	LAURA SPEED ELLIOTT MIDDLE	2	339				ABCD	34	1	2.9%	-40.2%	36	2	5.6%	-34.4%
CAMDENTON R-III	Dist		2						228	34	14.9%	-40.8%	238	36	15.1%	-42.7%
CAMDENTON R-III	3000	CAMDENTON MIDDLE	2	622				ABCD	58	9	15.5%	-42.3%	59	11	18.6%	-47.3%
CAMDENTON R-III	4030	OAK RIDGE INTERMEDIATE	2	627				ABCD	70	8	11.4%	-39.1%	70	9	12.9%	-42.6%
CAMDENTON R-III	4050	HAWTHORN ELEM.	2	475		Emrg		ABCD	56	9	16.1%	-29.4%	56	11	19.6%	-32.0%
COLUMBIA 93	Dist		2						1176	172	14.6%	-39.5%	1216	202	16.6%	-37.7%
COLUMBIA 93	3040	SMITHTON MIDDLE	2	932				ABCD	109	12	11.0%	-45.6%	109	13	11.9%	-51.3%
COLUMBIA 93	3000	ANN HAWKINS GENTRY MIDDLE	2	776		Emrg		ABCD	120	27	22.5%	-37.1%	121	24	19.8%	-38.2%
COLUMBIA 93	6010	SHEPARD BLVD. ELEM.	2	522				ABCD	38	7	18.4%	-32.2%	38	8	21.1%	-37.4%
COLUMBIA 93	5010	MARY PAXTON KEELEY ELEM.	2	631		Emrg		ABCD	33	4	12.1%	-50.6%	33	9	27.3%	-37.4%
COLUMBIA 93	4055	DERBY RIDGE ELEM.	2	499		Slvr		ABCD	35	2	5.7%	-33.9%	35	4	11.4%	-36.0%
COLUMBIA 93	2060	OAKLAND JR. HIGH	2	753				ABCD	74	5	6.8%	-36.0%	107	16	15.0%	-35.2%
COLUMBIA 93	3060	JOHN B. LANGE MIDDLE	2	855				ABCD	132	8	6.1%	-33.4%	133	19	14.3%	-31.7%
COLUMBIA 93	2075	WEST JR. HIGH	2	936		Emrg		ABCD	51	10	19.6%	-39.2%	95	24	25.3%	-41.8%
COLUMBIA 93	2050	JEFFERSON JR. HIGH	2	826				ABD	46	7	15.2%	-37.3%	93	26	28.0%	-37.0%
COLUMBIA 93	4030	ALPHA HART LEWIS ELEM.	2	660				AC	66	3	4.5%	-14.8%	66	5	7.6%	-9.6%
COLUMBIA 93	5030	MILL CREEK ELEM.	2	823		Brnz		BD	31	8	25.8%	-46.1%	31	11	35.5%	-39.0%
ELDON R-I	Dist		2						149	16	10.7%	-38.3%	139	22	15.8%	-35.8%
ELDON R-I	3000	ELDON MIDDLE	2	274				ABCD	33	2	6.1%	-49.1%	33	3	9.1%	-55.1%
ELDON R-I	4040	ELDON UPPER ELEM.	2	433				ABCD	66	6	9.1%	-33.6%	66	12	18.2%	-31.0%
GASCONADE CO. R-II	Dist		2						119	24	20.2%	-33.9%	115	25	21.7%	-29.5%
GASCONADE CO. R-II	4050	OWENSVILLE ELEM.	2	552				A	42	9	21.4%	-22.3%	42	14	33.3%	-14.4%

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GASCONADE CO. R-II	3000	OWENSVILLE MIDDLE	2	441				ABCD	47	7	14.9%	-39.6%	47	6	12.8%	-37.0%	
MEXICO 59	Dist		2						164	18	11.0%	-37.2%	155	23	14.8%	-29.4%	
MEXICO 59	4020	EUGENE FIELD ELEM.	2	418				C	32	10	31.3%	-15.6%	32	10	31.3%	-4.6%	
MEXICO 59	2050	MEXICO MIDDLE	2	459				ABCD	59	3	5.1%	-42.8%	59	6	10.2%	-47.0%	
MONITEAU CO. R-I	Dist		2						75	15	20.0%	-37.8%	68	10	14.7%	-43.0%	
MONITEAU CO. R-I	4020	CALIFORNIA ELEM.	2	570			Yes	ABCD	34	7	20.6%	-33.4%	34	6	17.6%	-30.1%	
SCHOOL OF THE OSAGE	Dist		2						94	19	20.2%	-37.4%	95	13	13.7%	-47.3%	
SCHOOL OF THE OSAGE	2050	OSAGE MIDDLE	2	473				ABCD	45	5	11.1%	-46.1%	45	2	4.4%	-60.6%	
SCHOOL OF THE OSAGE	3000	OSAGE UPPER ELEM.	2	429			Emrg	CD	41	12	29.3%	-24.0%	41	10	24.4%	-31.6%	
SOUTHERN BOONE CO. R-I	Dist		2						76	22	28.9%	-31.6%	73	14	19.2%	-36.6%	
SOUTHERN BOONE CO. R-I	4020	SOUTHERN BOONE ELEM.	2	322			Brnz	ABCD	38	8	21.1%	-30.2%	38	5	13.2%	-30.5%	
TROY R-III	Dist		2						328	46	14.0%	-34.0%	323	49	15.2%	-32.4%	
TROY R-III	3000	TROY MIDDLE	2	1418			Brnz	ABCD	115	7	6.1%	-40.8%	115	7	6.1%	-43.8%	
TROY R-III	4050	CUIVRE PARK ELEMENTARY	2	683				AC	36	6	16.7%	-21.7%	35	9	25.7%	-10.3%	
TROY R-III	4070	LINCOLN ELEM.	2	416				ACD	39	9	23.1%	-26.9%	38	8	21.1%	-27.0%	
WARREN CO. R-III	Dist		2						162	17	10.5%	-35.6%	160	18	11.3%	-35.5%	
WARREN CO. R-III	4040	REBECCA BOONE ELEM.	2	457			Brnz	ABCD	34	3	8.8%	-35.8%	34	3	8.8%	-36.9%	
WARREN CO. R-III	2050	BLACK HAWK MIDDLE	2	670				ABCD	77	5	6.5%	-36.1%	79	9	11.4%	-36.9%	
WINFIELD R-IV	Dist		2						135	25	18.5%	-24.7%	143	23	16.1%	-17.5%	
WINFIELD R-IV	3000	WINFIELD MIDDLE	2	314			Brnz	Yes	AC	60	6	10.0%	-28.1%	62	8	12.9%	-22.6%
WINFIELD R-IV	4040	WINFIELD INTERMEDIATE	2	316			Brnz	Yes	C	67	18	26.9%	-13.7%	67	14	20.9%	-12.2%
WRIGHT CITY R-II	Dist		2						80	15	18.8%	-23.3%	92	15	16.3%	-20.9%	
WRIGHT CITY R-II	4020	WRIGHT CITY ELEM.	2	451				A	46	13	28.3%	-14.0%	46	14	30.4%	-19.6%	
BLAIR OAKS R-II	Dist		2						74	26	35.1%	-34.4%	70	22	31.4%	-35.4%	
BLAIR OAKS R-II	3000	BLAIR OAKS MIDDLE SCHOOL	2	325				B	38	12	31.6%	-33.8%	38	13	34.2%	-39.2%	
CENTRALIA R-VI	Dist		2						68	10	14.7%	-41.4%	70	5	7.1%	-51.0%	
CENTRALIA R-VI	3000	CHESTER BOREN MIDDLE	2	310				ABCD	34	2	5.9%	-46.9%	34	0	0.0%	-55.2%	
FULTON 58	Dist		2						100	12	12.0%	-44.5%	97	20	20.6%	-38.8%	
FULTON 58	3000	FULTON MIDDLE	2	488			Brnz	Yes	ABCD	41	3	7.3%	-49.8%	41	4	9.8%	-49.2%
GASCONADE CO. R-I	Dist		2						63	10	15.9%	-41.2%	67	11	16.4%	-37.4%	
GASCONADE CO. R-I	3000	HERMANN MIDDLE	2	335				ABCD	45	7	15.6%	-38.7%	46	7	15.2%	-39.6%	
JEFFERSON CITY	Dist		2						435	81	18.6%	-39.2%	440	99	22.5%	-36.6%	
JEFFERSON CITY	3000	LEWIS AND CLARK MIDDLE	2	899				ABCD	110	11	10.0%	-43.3%	107	17	15.9%	-44.9%	
JEFFERSON CITY	3020	THOMAS JEFFERSON MIDDLE	2	941				ABCD	79	10	12.7%	-42.5%	80	15	18.8%	-40.8%	
JEFFERSON CITY	1055	SIMONSEN NINTH GRADE CTR.	2	685			Yes	CD	0	0	NA	NA	48	5	10.4%	-48.5%	
MORGAN CO. R-II	Dist		2						69	9	13.0%	-39.5%	59	13	22.0%	-37.2%	
MORGAN CO. R-II	3000	MORGAN CO. MIDDLE	2	316			Yes	ABCD	31	1	3.2%	-50.6%	31	3	9.7%	-55.0%	
BELTON 124	Dist		3						294	47	16.0%	-36.5%	281	61	21.7%	-32.7%	
BELTON 124	4080	MILL CREEK UPPER ELEM.	3	724			Prep	ABCD	77	10	13.0%	-38.9%	76	11	14.5%	-35.0%	
BLUE SPRINGS R-IV	Dist		3						567	133	23.5%	-43.2%	571	190	33.3%	-36.9%	
BLUE SPRINGS R-IV	4080	CORDILL-MASON ELEM.	3	657				ABD	29	8	27.6%	-43.0%	29	14	48.3%	-32.0%	
GRAIN VALLEY R-V	Dist		3						181	59	32.6%	-30.9%	201	71	35.3%	-30.1%	
GRAIN VALLEY R-V	5000	STONY POINT ELEM.	3	472				ABD	31	9	29.0%	-42.5%	31	17	54.8%	-22.0%	
GRAIN VALLEY R-V	4040	MATTHEWS ELEM.	3	361				D	31	14	45.2%	-14.2%	31	13	41.9%	-19.1%	
GRANDVIEW C-4	Dist		3						205	36	17.6%	-24.8%	216	38	17.6%	-19.0%	
GRANDVIEW C-4	5020	MARTIN CITY ELEM.	3	716				ABCD	42	5	11.9%	-34.6%	42	6	14.3%	-30.6%	
GRANDVIEW C-4	5040	MEADOWMERE ELEM.	3	406				ABCD	31	8	25.8%	-22.3%	31	6	19.4%	-26.8%	
HARRISONVILLE R-IX	Dist		3						119	20	16.8%	-38.2%	138	23	16.7%	-30.5%	

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HARRISONVILLE R-IX	4040	MCEOWEN ELEM.	3	377				ABCD	45	9	20.0%	-33.6%	45	12	26.7%	-20.5%
HICKMAN MILLS C-1	Dist		3						496	42	8.5%	-22.9%	469	65	13.9%	-20.2%
HICKMAN MILLS C-1	4015	DOBBS ELEM.	3	437		Emrg		ABCD	48	3	6.3%	-29.8%	48	3	6.3%	-25.8%
HICKMAN MILLS C-1	4030	TRUMAN ELEM.	3	413				ABCD	30	3	10.0%	-21.8%	30	7	23.3%	-21.7%
HICKMAN MILLS C-1	4010	BURKE ELEM.	3	409					21	3	14.3%	-23.6%	21	2	9.5%	-31.4%
HICKMAN MILLS C-1	4025	SYMINGTON ELEM.	3	358					22	3	13.6%	-12.4%	21	5	23.8%	-14.7%
HICKMAN MILLS C-1	4035	WARFORD ELEM.	3	380					23	1	4.3%	-42.7%	23	3	13.0%	-33.1%
HICKMAN MILLS C-1	4045	SANTA FE ELEM.	3	386					26	1	3.8%	-16.7%	26	1	3.8%	-22.3%
HICKMAN MILLS C-1	4020	JOHNSON ELEM.	3	355		Prep			27	1	3.7%	-20.5%	27	3	11.1%	-15.4%
INDEPENDENCE 30	Dist		3						686	132	19.2%	-29.2%	693	127	18.3%	-28.1%
INDEPENDENCE 30	4060	BLACKBURN ELEM.	3	602				ABCD	28	9	32.1%	-27.5%	27	7	25.9%	-29.7%
INDEPENDENCE 30	5100	KORTE ELEM.	3	682				ACD	30	5	16.7%	-11.8%	30	2	6.7%	-23.0%
INDEPENDENCE 30	4080	BRYANT ELEM.	3	287					15	4	26.7%	-29.2%	15	3	20.0%	-32.9%
INDEPENDENCE 30	5040	JOHN W. LUFF ELEM.	3	424					21	6	28.6%	-24.5%	21	8	38.1%	-15.5%
INDEPENDENCE 30	6020	OTT ELEM.	3	428					25	5	20.0%	-22.9%	25	5	20.0%	-27.9%
INDEPENDENCE 30	4040	THOMAS HART BENTON ELEM.	3	395					26	0	0.0%	-37.5%	26	5	19.2%	-22.2%
INDEPENDENCE 30	6100	THREE TRAILS ELEM.	3	400					26	4	15.4%	-14.7%	26	5	19.2%	-8.2%
INDEPENDENCE 30	5010	GLENDALE ELEM.	3	457					19	2	10.5%	-28.6%	19	1	5.3%	-35.3%
INDEPENDENCE 30	6090	SYCAMORE HILLS ELEM.	3	440					19	4	21.1%	-35.7%	18	3	16.7%	-41.8%
INDEPENDENCE 30	5070	MILL CREEK ELEM.	3	268					15	4	26.7%	-17.8%	16	3	18.8%	-26.1%
INDEPENDENCE 30	6040	RANDALL ELEM.	3	275		Prep			16	1	6.3%	-31.7%	16	1	6.3%	-32.5%
INDEPENDENCE 30	6060	WILLIAM SOUTHERN ELEM.	3	510					17	2	11.8%	-35.8%	17	3	17.6%	-31.8%
KANSAS CITY 33	Dist		3						803	37	4.6%	-23.8%	780	49	6.3%	-19.8%
KANSAS CITY 33	4330	ROGERS ELEMENTARY	3	715		Emrg	Yes	ACD	42	1	2.4%	-16.6%	42	3	7.1%	-19.1%
KANSAS CITY 33	4580	JOHN T. HARTMAN ELEM.	3	312		Emrg	Yes	ACD	32	3	9.4%	-28.5%	32	3	9.4%	-33.2%
KEARNEY R-I	Dist		3						182	58	31.9%	-36.9%	185	64	34.6%	-36.1%
KEARNEY R-I	4060	HAWTHORNE ELEM.	3	349			Yes	ABCD	29	6	20.7%	-39.0%	29	8	27.6%	-27.1%
LEE'S SUMMIT R-VII	Dist		3						909	226	24.9%	-41.5%	911	239	26.2%	-41.6%
LEE'S SUMMIT R-VII	5010	PLEASANT LEA ELEM.	3	571				ABCD	43	3	7.0%	-48.1%	43	5	11.6%	-46.8%
LEE'S SUMMIT R-VII	5020	WESTVIEW ELEM.	3	385				ABCD	39	3	7.7%	-37.7%	39	8	20.5%	-32.5%
LEE'S SUMMIT R-VII	5030	PRAIRIE VIEW ELEM.	3	1001		Prep		ABCD	52	6	11.5%	-37.1%	51	9	17.6%	-30.7%
LEE'S SUMMIT R-VII	5045	SUNSET VALLEY ELEM.	3	463				ABCD	33	6	18.2%	-39.3%	33	8	24.2%	-29.2%
LEE'S SUMMIT R-VII	5035	TRAILRIDGE ELEM.	3	439				ABD	39	13	33.3%	-30.7%	39	19	48.7%	-21.8%
LEE'S SUMMIT R-VII	5040	UNDERWOOD ELEM.	3	585				BCD	34	12	35.3%	-30.7%	34	10	29.4%	-30.4%
LEE'S SUMMIT R-VII	4070	LONGVIEW FARM ELEM.	3	577				BCD	37	15	40.5%	-33.5%	37	14	37.8%	-30.4%
LEE'S SUMMIT R-VII	5025	RICHARDSON ELEM.	3	627					17	3	17.6%	-49.6%	17	4	23.5%	-44.3%
LEE'S SUMMIT R-VII	4060	LEE'S SUMMIT ELEM.	3	300		Prep			18	2	11.1%	-38.9%	18	4	22.2%	-30.9%
LEE'S SUMMIT R-VII	4040	HAZEL GROVE ELEM.	3	436					20	4	20.0%	-41.1%	20	6	30.0%	-29.5%
LEE'S SUMMIT R-VII	5080	HAWTHORN HILL ELEM.	3	495					24	9	37.5%	-33.3%	24	9	37.5%	-39.6%
LEE'S SUMMIT R-VII	4020	GREENWOOD ELEM.	3	439					25	1	4.0%	-51.8%	25	5	20.0%	-37.7%
LEE'S SUMMIT R-VII	6010	SUMMIT POINTE ELEM.	3	565					25	4	16.0%	-47.2%	25	4	16.0%	-52.2%
LEE'S SUMMIT R-VII	4090	MEADOW LANE ELEM.	3	555					26	1	3.8%	-46.5%	26	3	11.5%	-41.6%
LEE'S SUMMIT R-VII	4030	CEDAR CREEK ELEM.	3	537					26	5	19.2%	-53.6%	26	9	34.6%	-43.2%
NORTH KANSAS CITY 74	Dist		3						1003	128	12.8%	-41.9%	1001	150	15.0%	-40.2%
NORTH KANSAS CITY 74	4420	MEADOWBROOK ELEM.	3	525		Emrg		ABCD	33	1	3.0%	-39.9%	33	5	15.2%	-31.8%
NORTH KANSAS CITY 74	4110	NORTHVIEW ELEM.	3	582				ABCD	35	3	8.6%	-49.4%	35	4	11.4%	-53.1%
NORTH KANSAS CITY 74	4120	CLARDY ELEM.	3	514		Emrg		ABCD	36	4	11.1%	-38.9%	36	6	16.7%	-38.9%
NORTH KANSAS CITY 74	4160	CRESTVIEW ELEM.	3	570		Emrg		ABCD	31	4	12.9%	-30.3%	31	4	12.9%	-33.4%

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NORTH KANSAS CITY 74	4320	GRACEMOR ELEM.	3	761		Emrg		ABCD	48	7	14.6%	-37.6%	48	6	12.5%	-35.6%
NORTH KANSAS CITY 74	4200	FOX HILL ELEM.	3	563					19	3	15.8%	-47.4%	19	3	15.8%	-45.3%
NORTH KANSAS CITY 74	4500	OAKWOOD MANOR ELEM.	3	310		Emrg			19	6	31.6%	-24.1%	19	6	31.6%	-20.8%
NORTH KANSAS CITY 74	4400	MAPLEWOOD ELEM.	3	320		Brnz			20	1	5.0%	-38.5%	20	3	15.0%	-31.6%
NORTH KANSAS CITY 74	4080	CHAPEL HILL ELEM.	3	523					20	4	20.0%	-43.1%	20	6	30.0%	-44.2%
NORTH KANSAS CITY 74	4560	TOPPING ELEM.	3	279		Brnz			21	1	4.8%	-37.1%	21	7	33.3%	-19.3%
NORTH KANSAS CITY 74	4180	DAVIDSON ELEM.	3	374		Emrg			22	2	9.1%	-33.0%	22	4	18.2%	-30.7%
NORTH KANSAS CITY 74	4540	RAVENWOOD ELEM.	3	380					24	5	20.8%	-37.7%	24	9	37.5%	-27.9%
NORTH KANSAS CITY 74	4100	CHOUTEAU ELEM.	3	323		Emrg			25	2	8.0%	-21.5%	25	4	16.0%	-28.3%
NORTH KANSAS CITY 74	4380	LINDEN WEST ELEM.	3	572		Emrg			26	1	3.8%	-31.3%	26	3	11.5%	-34.8%
NORTH KANSAS CITY 74	4580	WINNWOOD ELEM.	3	322		Brnz			26	4	15.4%	-15.2%	26	3	11.5%	-27.7%
NORTH KANSAS CITY 74	4570	WEST ENGLEWOOD ELEM.	3	365		Emrg			26	5	19.2%	-30.8%	26	3	11.5%	-36.1%
OAK GROVE R-VI	Dist		3						123	21	17.1%	-39.8%	126	32	25.4%	-28.4%
OAK GROVE R-VI	4020	OAK GROVE ELEM.	3	461				ABCD	60	10	16.7%	-37.3%	60	14	23.3%	-36.2%
PARK HILL	Dist		3						568	203	35.7%	-32.1%	561	222	39.6%	-30.0%
PARK HILL	4020	THOMAS B. CHINN ELEM.	3	520				ABCD	32	10	31.3%	-28.2%	32	9	28.1%	-26.2%
PARK HILL	5020	UNION CHAPEL ELEM.	3	530				BCD	28	11	39.3%	-27.3%	28	9	32.1%	-31.7%
PARK HILL	4040	GRADEN ELEM.	3	438				BD	30	13	43.3%	-27.2%	30	14	46.7%	-22.3%
PLATTE CO. R-III	Dist		3						143	22	15.4%	-49.6%	147	33	22.4%	-39.0%
PLATTE CO. R-III	4010	BARRY SCHOOL ELEM.	3	561				ABCD	31	6	19.4%	-39.3%	31	9	29.0%	-27.6%
PLEASANT HILL R-III	Dist		3						126	21	16.7%	-41.3%	112	26	23.2%	-29.8%
PLEASANT HILL R-III	4040	PLEASANT HILL ELEM.	3	324				ABC	49	13	26.5%	-21.0%	49	14	28.6%	-11.6%
RAYMORE-PECULIAR R-II	Dist		3						222	53	23.9%	-39.6%	234	63	26.9%	-38.9%
RAYMORE-PECULIAR R-II	4080	EAGLE GLEN INTERMEDIATE	3	477				ABCD	31	7	22.6%	-39.5%	31	10	32.3%	-36.9%
RAYMORE-PECULIAR R-II	5000	BRIDLE RIDGE INTERMEDIATE	3	489				ABCD	37	9	24.3%	-36.0%	37	11	29.7%	-33.7%
RAYTOWN C-2	Dist		3						502	69	13.7%	-28.8%	501	76	15.2%	-27.6%
RAYTOWN C-2	4080	LAUREL HILLS ELEM.	3	366				ABC	34	3	8.8%	-19.7%	34	5	14.7%	-9.8%
RAYTOWN C-2	4070	FLEETRIDGE ELEM.	3	428				ABCD	28	3	10.7%	-28.0%	28	8	28.6%	-20.2%
RAYTOWN C-2	5040	ROBINSON ELEM.	3	396					16	2	12.5%	-43.3%	16	5	31.3%	-39.8%
RAYTOWN C-2	4020	BLUE RIDGE ELEM.	3	371					17	4	23.5%	-20.6%	17	3	17.6%	-28.6%
RAYTOWN C-2	4090	LITTLE BLUE ELEMENTARY	3	423					18	3	16.7%	-19.5%	18	2	11.1%	-22.2%
RAYTOWN C-2	4060	EASTWOOD HILLS ELEM.	3	324		Emrg			19	3	15.8%	-7.5%	19	1	5.3%	-27.6%
RAYTOWN C-2	5060	SOUTHWOOD ELEM.	3	340					25	1	4.0%	-32.1%	25	2	8.0%	-30.0%
RAYTOWN C-2	5000	NORFLEET ELEM.	3	391					26	6	23.1%	-14.6%	26	6	23.1%	-20.1%
RAYTOWN C-2	6000	WESTRIDGE ELEM.	3	375					27	5	18.5%	-13.0%	27	5	18.5%	-12.4%
SMITHVILLE R-II	Dist		3						100	18	18.0%	-49.0%	101	24	23.8%	-38.5%
SMITHVILLE R-II	4040	SMITHVILLE UPPER ELEM.	3	535		Prep		ABCD	37	11	29.7%	-32.8%	37	12	32.4%	-23.6%
CENTER 58	Dist		3						129	18	14.0%	-31.1%	136	27	19.9%	-26.9%
CENTER 58	2100	CENTER MIDDLE	3	522				ABCD	64	7	10.9%	-29.2%	64	9	14.1%	-31.9%
EXCELSIOR SPRINGS 40	Dist		3						121	17	14.0%	-41.2%	124	25	20.2%	-34.1%
EXCELSIOR SPRINGS 40	3000	EXCELSIOR SPRINGS MIDDLE	3	620		Brnz		ABCD	41	3	7.3%	-44.3%	42	8	19.0%	-36.8%
FORT OSAGE R-I	Dist		3						306	53	17.3%	-34.2%	310	87	28.1%	-25.9%
FORT OSAGE R-I	4110	FIRE PRAIRIE MIDDLE	3	741				ABC	95	12	12.6%	-31.5%	95	30	31.6%	-17.7%
FORT OSAGE R-I	3000	OSAGE TRAIL MIDDLE	3	761				ABCD	74	8	10.8%	-36.9%	74	14	18.9%	-34.9%
BLUE SPRINGS R-IV	3080	DELTA WOODS MIDDLE	3	763				ABCD	42	3	7.1%	-62.3%	42	9	21.4%	-51.7%
BLUE SPRINGS R-IV	3060	MORELAND RIDGE MIDDLE	3	986				ABCD	82	13	15.9%	-42.9%	83	23	27.7%	-39.3%
BLUE SPRINGS R-IV	3000	BRITTANY HILL MIDDLE	3	811				ABCD	62	15	24.2%	-41.6%	62	15	24.2%	-49.1%
BLUE SPRINGS R-IV	3090	SUNNY VALE MIDDLE	3	775				ABCD	51	15	29.4%	-33.6%	51	15	29.4%	-38.5%

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KEARNEY R-I	3000	KEARNEY MIDDLE	3	597			Yes	BD	46	16	34.8%	-37.3%	46	19	41.3%	-38.7%
BELTON 124	3000	YEOKUM MIDDLE	3	731				ABCD	79	9	11.4%	-36.2%	80	10	12.5%	-42.2%
GRAIN VALLEY R-V	3000	GRAIN VALLEY MIDDLE	3	579				ABD	48	6	12.5%	-45.5%	49	16	32.7%	-42.6%
GRANDVIEW C-4	2100	GRANDVIEW MIDDLE	3	553				AC	44	4	9.1%	-26.0%	44	4	9.1%	-24.9%
HARRISONVILLE R-IX	3000	HARRISONVILLE MIDDLE	3	574				ABCD	40	1	2.5%	-48.7%	40	2	5.0%	-45.1%
HICKMAN MILLS C-1	3050	SMITH-HALE COLLEGE PREP (6-7)	3	980			Yes	AC	130	10	7.7%	-19.7%	132	16	12.1%	-20.6%
INDEPENDENCE 30	3050	BRIDGER MIDDLE	3	930				A	96	21	21.9%	-26.3%	96	23	24.0%	-26.0%
INDEPENDENCE 30	3070	PIONEER RIDGE MIDDLE	3	867				ABCD	81	8	9.9%	-41.9%	80	9	11.3%	-38.5%
INDEPENDENCE 30	3000	BINGHAM MIDDLE	3	638				ABCD	53	6	11.3%	-41.0%	53	8	15.1%	-39.2%
LEE'S SUMMIT R-VII	3080	PLEASANT LEA MIDDLE	3	914			Prep	ABCD	106	18	17.0%	-47.4%	106	24	22.6%	-49.4%
LEE'S SUMMIT R-VII	3000	BERNARD C. CAMPBELL MIDDLE	3	920				ABCD	73	16	21.9%	-46.4%	74	15	20.3%	-55.2%
LEE'S SUMMIT R-VII	3050	SUMMIT LAKES MIDDLE	3	976				ABCD	92	21	22.8%	-45.1%	91	19	20.9%	-54.2%
NORTH KANSAS CITY 74	3200	NORTHGATE MIDDLE	3	787			Emrg	ABCD	89	5	5.6%	-45.3%	90	8	8.9%	-45.3%
NORTH KANSAS CITY 74	3100	EASTGATE MIDDLE	3	711			Emrg	ABCD	82	5	6.1%	-38.1%	83	5	6.0%	-38.1%
NORTH KANSAS CITY 74	3150	MAPLE PARK MIDDLE	3	772			Emrg	ABCD	89	7	7.9%	-36.6%	91	14	15.4%	-35.2%
NORTH KANSAS CITY 74	3180	NEW MARK MIDDLE	3	1015				ABCD	73	6	8.2%	-55.4%	73	10	13.7%	-57.4%
NORTH KANSAS CITY 74	3000	ANTIOCH MIDDLE	3	924			Emrg	ABCD	79	9	11.4%	-44.5%	79	14	17.7%	-45.0%
OAK GROVE R-VI	3000	OAK GROVE MIDDLE	3	483				ABC	48	8	16.7%	-37.2%	49	11	22.4%	-29.2%
PARK HILL	3000	LAKEVIEW MIDDLE	3	736				ABCD	61	15	24.6%	-46.3%	61	19	31.1%	-44.7%
PARK HILL	3030	CONGRESS MIDDLE	3	865				ABCD	74	19	25.7%	-38.1%	74	16	21.6%	-45.0%
PARK HILL	3050	PLAZA MIDDLE	3	775				BCD	88	27	30.7%	-34.5%	88	34	38.6%	-32.6%
PLATTE CO. R-III	3000	PLATTE CITY MIDDLE	3	580				ABD	54	7	13.0%	-52.1%	55	19	34.5%	-33.5%
PLEASANT HILL R-III	3000	PLEASANT HILL MIDDLE	3	327				ABCD	34	4	11.8%	-46.9%	34	4	11.8%	-50.9%
RAYMORE-PECULIAR R-II	3000	RAYMORE-PECULIAR EAST MIDDLE	3	981				ABCD	58	8	13.8%	-47.6%	58	9	15.5%	-53.1%
RAYTOWN C-2	3010	SOUTH MIDDLE	3	628				ABCD	60	4	6.7%	-30.9%	60	4	6.7%	-35.9%
RAYTOWN C-2	3020	RAYTOWN CENTRAL MIDDLE	3	591				ABCD	54	8	14.8%	-35.4%	55	11	20.0%	-36.9%
RAYTOWN C-2	3000	RAYTOWN MIDDLE	3	813				AC	92	18	19.6%	-25.5%	92	15	16.3%	-26.2%
SMITHVILLE R-II	3000	SMITHVILLE MIDDLE	3	596			Prep	A	47	4	8.5%	-58.0%	47	8	17.0%	-48.6%
BOWLING GREEN R-I	Dist		4						83	9	10.8%	-40.4%	85	15	17.6%	-29.1%
BOWLING GREEN R-I	4020	BOWLING GREEN ELEM.	4	455				A	39	5	12.8%	-28.5%	39	11	28.2%	-18.1%
BOWLING GREEN R-I	4060	FRANKFORD ELEM.	4	105				ABCD	8	1	12.5%	-33.3%	8	0	0.0%	-40.8%
BOWLING GREEN R-I	3000	BOWLING GREEN MIDDLE	4	285				ABCD	28	2	7.1%	-46.4%	28	4	14.3%	-40.0%
BROOKFIELD R-III	Dist		4						82	8	9.8%	-40.9%	75	17	22.7%	-39.2%
BROOKFIELD R-III	3000	BROOKFIELD MIDDLE	4	330			Yes	ABCD	46	5	10.9%	-35.1%	46	8	17.4%	-39.1%
BROOKFIELD R-III	4020	BROOKFIELD ELEM.	4	404			Yes	ABD	23	2	8.7%	-48.2%	23	8	34.8%	-27.3%
CLARK CO. R-I	Dist		4						42	6	14.3%	-41.4%	42	12	28.6%	-33.8%
CLARK CO. R-I	4040	BLACK HAWK ELEM.	4	307				A	16	3	18.8%	-27.6%	16	6	37.5%	-17.5%
CLARK CO. R-I	4060	RUNNING FOX ELEM.	4	96				ABCD	1	0	0.0%	-75.5%	1	0	0.0%	-86.0%
CLARK CO. R-I	3000	CLARK CO. MIDDLE	4	213				ABCD	19	1	5.3%	-47.4%	19	4	21.1%	-36.3%
HANNIBAL 60	Dist		4						260	33	12.7%	-35.2%	257	39	15.2%	-34.4%
HANNIBAL 60	4080	MARK TWAIN ELEM.	4	346			Brnz	AB	29	5	17.2%	-35.5%	29	11	37.9%	-23.0%
HANNIBAL 60	3000	HANNIBAL MIDDLE	4	812				ABCD	85	2	2.4%	-41.9%	85	3	3.5%	-47.5%
HANNIBAL 60	5010	VETERANS ELEM.	4	483				ABCD	44	3	6.8%	-39.1%	44	3	6.8%	-40.6%
HANNIBAL 60	4020	A. D. STOWELL ELEM.	4	299			Brnz	AC	30	4	13.3%	-23.3%	30	7	23.3%	-24.1%
HANNIBAL 60	4060	EUGENE FIELD ELEM.	4	241			Emrg	AC	28	2	7.1%	-19.4%	28	4	14.3%	-10.5%
KIRKSVILLE R-III	Dist		4						144	26	18.1%	-40.4%	140	39	27.9%	-31.7%
KIRKSVILLE R-III	3000	KIRKSVILLE MIDDLE	4	549			Emrg	ABD	54	10	18.5%	-36.3%	54	17	31.5%	-35.2%
KIRKSVILLE R-III	4050	RAY MILLER ELEM.	4	562			Brnz	ACBD	76	11	14.5%	-40.8%	77	20	26.0%	-28.9%

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LOUISIANA R-II	Dist		4						30	4	13.3%	-32.2%	31	6	19.4%	-19.7%
LOUISIANA R-II	3000	LOUISIANA MIDDLE	4	149				ABC	14	1	7.1%	-39.0%	13	3	23.1%	-24.7%
LOUISIANA R-II	4040	LOUISIANA ELEM.	4	331				AC	14	3	21.4%	-15.4%	14	2	14.3%	-17.0%
MACON CO. R-I	Dist		4						55	6	10.9%	-42.1%	56	9	16.1%	-36.1%
MACON CO. R-I	4020	MACON ELEM.	4	609				ABC	25	3	12.0%	-37.6%	25	4	16.0%	-30.9%
MACON CO. R-I	3000	MACON MIDDLE	4	296				ABCD	22	2	9.1%	-36.6%	23	5	21.7%	-34.5%
MOBERLY	Dist		4						180	22	12.2%	-33.2%	181	30	16.6%	-33.3%
MOBERLY	3000	MOBERLY MIDDLE	4	519		Brnz	Yes	ABCD	68	6	8.8%	-36.1%	69	15	21.7%	-34.3%
MOBERLY	4020	GRATZ BROWN ELEM.	4	507		Slvr	Yes	AC	89	11	12.4%	-25.8%	89	13	14.6%	-26.0%
PALMYRA R-I	Dist		4						94	23	24.5%	-32.5%	96	22	22.9%	-32.3%
PALMYRA R-I	4020	PALMYRA ELEM.	4	451				AC	41	10	24.4%	-26.1%	41	11	26.8%	-21.6%
PALMYRA R-I	3000	PALMYRA MIDDLE	4	362				ACB	41	9	22.0%	-32.8%	41	10	24.4%	-33.9%
PIKE CO. R-III	Dist		4						36	6	16.7%	-31.2%	35	8	22.9%	-38.5%
PIKE CO. R-III	4020	CLOPTON ELEM.	4	234				ACD	22	4	18.2%	-22.5%	22	4	18.2%	-32.9%
PUTNAM CO. R-I	Dist		4						46	7	15.2%	-43.8%	44	17	38.6%	-21.8%
PUTNAM CO. R-I	4040	PUTNAM CO. ELEM.	4	333				AB	18	4	22.2%	-30.5%	18	9	50.0%	-9.2%
PUTNAM CO. R-I	3000	PUTNAM CO. MIDDLE	4	168				ABCD	18	2	11.1%	-50.3%	18	4	22.2%	-37.3%
RALLS CO. R-II	Dist		4						48	6	12.5%	-42.8%	38	6	15.8%	-38.6%
RALLS CO. R-II	4040	NEW LONDON ELEM.	4	175				ABC	12	1	8.3%	-32.9%	12	3	25.0%	-22.9%
RALLS CO. R-II	4020	CENTER ELEM.	4	110		Emrg		ABCD	7	0	0.0%	-54.1%	7	1	14.3%	-54.6%
RALLS CO. R-II	2050	MARK TWAIN JR. HIGH	4	192		Emrg		ABCD	16	3	18.8%	-40.7%	16	2	12.5%	-42.5%
SCHUYLER CO. R-I	Dist		4						38	2	5.3%	-47.1%	33	1	3.0%	-55.8%
SCHUYLER CO. R-I	3000	SCHUYLER CO. MIDDLE	4	100		Prep		ABCD	9	0	0.0%	-50.0%	9	0	0.0%	-61.3%
SCHUYLER CO. R-I	4020	SCHUYLER CO. ELEM.	4	328		Prep		ABCD	22	1	4.5%	-41.0%	22	0	0.0%	-53.5%
SCOTLAND CO. R-I	Dist		4						41	14	34.1%	-25.6%	43	13	30.2%	-31.1%
SCOTLAND CO. R-I	4040	SCOTLAND CO. ELEM.	4	279			Yes	D	21	7	33.3%	-28.1%	21	6	28.6%	-36.9%
SHELBY CO. R-IV	Dist		4						45	8	17.8%	-41.2%	42	15	35.7%	-29.9%
SHELBY CO. R-IV	4040	SHELBYNA ELEM.	4	233				AB	10	2	20.0%	-30.9%	10	7	70.0%	11.1%
SHELBY CO. R-IV	3000	SOUTH SHELBY MIDDLE SCHOOL	4	162				ABCD	21	1	4.8%	-50.0%	21	3	14.3%	-53.9%
SHELBY CO. R-IV	4020	CLARENCE ELEM.	4	129				D	6	3	50.0%	-11.4%	6	2	33.3%	-28.1%
WESTRAN R-I	Dist		4						41	10	24.4%	-28.5%	43	10	23.3%	-34.5%
WESTRAN R-I	4020	WESTRAN ELEM.	4	294		Emrg		A	23	5	21.7%	-23.0%	23	9	39.1%	-16.1%
WESTRAN R-I	3000	WESTRAN MIDDLE	4	161		Emrg		ABCD	14	3	21.4%	-36.8%	14	0	0.0%	-56.7%
MARCELINE R-V	Dist		4						74	20	27.0%	-31.8%	76	24	31.6%	-27.4%
MARCELINE R-V	3050	MARCELINE MIDDLE	4	135				ABCD	31	3	9.7%	-42.5%	31	5	16.1%	-48.0%
MONROE CITY R-I	Dist		4						34	8	23.5%	-31.4%	35	11	31.4%	-24.7%
MONROE CITY R-I	3000	MONROE CITY MIDDLE	4	188				ABCD	18	4	22.2%	-30.1%	18	5	27.8%	-28.2%
CAMERON R-I	Dist		5						154	15	9.7%	-39.3%	154	24	15.6%	-36.0%
CAMERON R-I	4020	PARKVIEW ELEM.	5	710			Yes	ABC	52	4	7.7%	-30.0%	52	4	7.7%	-25.0%
CAMERON R-I	3000	CAMERON MIDDLE	5	540				ABCD	94	8	8.5%	-42.7%	93	19	20.4%	-37.2%
CHILLICOTHE R-II	Dist		5						135	14	10.4%	-41.7%	143	21	14.7%	-36.9%
CHILLICOTHE R-II	4020	CENTRAL ELEM.	5	262				ABCD	33	2	6.1%	-42.9%	33	4	12.1%	-36.2%
CHILLICOTHE R-II	4060	FIELD ELEM.	5	278				ABCD	28	5	17.9%	-30.7%	28	7	25.0%	-28.6%
CLINTON CO. R-III	Dist		5						58	10	17.2%	-32.9%	57	12	21.1%	-35.4%
CLINTON CO. R-III	3000	CLINTON CO. R-III MIDDLE	5	195				ABCD	35	4	11.4%	-34.2%	35	6	17.1%	-39.9%
CLINTON CO. R-III	4020	ELLIS ELEM.	5	315		Emrg		C	20	6	30.0%	-18.2%	20	6	30.0%	-22.4%
EAST BUCHANAN CO. C-1	Dist		5						52	13	25.0%	-35.2%	52	17	32.7%	-29.9%
EAST BUCHANAN CO. C-1	4040	EAST BUCHANAN ELEM.	5	325				A	34	8	23.5%	-24.8%	34	15	44.1%	-18.4%

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HAMILTON R-II	Dist		5					39	9	23.1%	-37.6%	40	8	20.0%	-42.6%	
HAMILTON R-II	4020	HAMILTON ELEM.	5	279		Emrg		BCD	21	6	28.6%	-22.7%	21	5	23.8%	-32.5%
LATHROP R-II	Dist		5						46	3	6.5%	-49.7%	42	10	23.8%	-35.3%
LATHROP R-II	4020	LATHROP ELEM.	5	428		Emrg		ABCD	22	2	9.1%	-41.9%	22	7	31.8%	-30.7%
MARYVILLE R-II	Dist		5						100	14	14.0%	-47.4%	96	21	21.9%	-43.3%
MARYVILLE R-II	4020	EUGENE FIELD ELEM.	5	494				ABCD	34	3	8.8%	-39.5%	34	6	17.6%	-33.2%
POLO R-VII	Dist		5						31	7	22.6%	-26.0%	26	4	15.4%	-35.6%
POLO R-VII	3000	POLO MIDDLE	5	109				ABCD	11	1	9.1%	-37.8%	11	2	18.2%	-35.9%
POLO R-VII	4020	POLO ELEM.	5	144				CD	12	4	33.3%	-6.0%	12	2	16.7%	-32.5%
SAVANNAH R-III	Dist		5						138	31	22.5%	-36.7%	126	21	16.7%	-42.0%
SAVANNAH R-III	3000	SAVANNAH MIDDLE	5	574				ABCD	48	6	12.5%	-49.4%	48	7	14.6%	-51.0%
SAVANNAH R-III	4010	AMAZONIA ELEM.	5	93				ACD	11	1	9.1%	-5.2%	11	1	9.1%	-32.0%
SAVANNAH R-III	4015	HELENA ELEM.	5	102				BCD	5	2	40.0%	-26.7%	5	1	20.0%	-43.3%
SAVANNAH R-III	4040	MINNIE CLINE ELEM.	5	574				BCD	47	12	25.5%	-25.8%	47	8	17.0%	-28.0%
SOUTH HARRISON CO. R-II	Dist		5						31	2	6.5%	-46.8%	28	2	7.1%	-44.5%
SOUTH HARRISON CO. R-II	4020	SOUTH HARRISON ELEM.	5	518				ABCD	19	1	5.3%	-40.3%	19	1	5.3%	-41.0%
ST. JOSEPH	Dist		5						878	79	9.0%	-39.3%	896	130	14.5%	-34.0%
ST. JOSEPH	4280	MARK TWAIN ELEM.	5	391				ABC	40	0	0.0%	-32.0%	40	6	15.0%	-24.9%
ST. JOSEPH	4200	HUMBOLDT ELEM.	5	339		Emrg		ABC	40	5	12.5%	-19.1%	40	10	25.0%	-19.5%
ST. JOSEPH	4380	NOYES ELEM.	5	343				ABC	28	4	14.3%	-30.5%	28	8	28.6%	-16.3%
ST. JOSEPH	4060	ELLISON ELEM.	5	348				ABCD	20	1	5.0%	-62.0%	20	3	15.0%	-55.0%
ST. JOSEPH	3010	BODE MIDDLE	5	529				ABCD	57	7	12.3%	-47.5%	57	6	10.5%	-51.5%
ST. JOSEPH	4140	COLEMAN ELEM.	5	490		Emrg		ABCD	24	2	8.3%	-54.0%	24	4	16.7%	-50.5%
ST. JOSEPH	4400	PERSHING ELEM.	5	335				ABCD	19	2	10.5%	-45.4%	19	3	15.8%	-45.8%
ST. JOSEPH	4220	HYDE ELEM.	5	463				ABCD	47	3	6.4%	-34.8%	47	4	8.5%	-41.1%
ST. JOSEPH	3000	ROBIDOUX MIDDLE	5	366		Emrg		ABCD	46	1	2.2%	-38.6%	48	4	8.3%	-39.4%
ST. JOSEPH	4180	HOSEA ELEM.	5	451		Emrg		ABCD	50	3	6.0%	-26.8%	50	1	2.0%	-37.0%
ST. JOSEPH	3050	TRUMAN MIDDLE	5	506		Prep		ABCD	58	4	6.9%	-38.3%	60	6	10.0%	-35.6%
ST. JOSEPH	4390	PARKWAY ELEM.	5	447				ABCD	41	3	7.3%	-31.5%	41	5	12.2%	-34.8%
ST. JOSEPH	4460	SKAITH ELEM.	5	418				ABCD	36	4	11.1%	-31.1%	36	6	16.7%	-31.5%
ST. JOSEPH	4260	LINDBERGH ELEM.	5	531				ABCD	61	5	8.2%	-23.7%	61	13	21.3%	-28.9%
ST. JOSEPH	4120	HALL ELEM.	5	299				ABCD	33	4	12.1%	-22.3%	33	7	21.2%	-28.5%
ST. JOSEPH	4420	PICKETT ELEM.	5	369		Emrg		ABCD	28	2	7.1%	-39.3%	28	7	25.0%	-28.3%
ST. JOSEPH	4100	FIELD ELEM.	5	374			Yes	BD	21	6	28.6%	-43.3%	21	9	42.9%	-31.8%
ST. JOSEPH	3020	SPRING GARDEN MIDDLE	5	421				ABCD	67	5	7.5%	-34.2%	69	7	10.1%	-30.1%
TRENTON R-IX	Dist		5						62	12	19.4%	-34.3%	62	15	24.2%	-35.2%
TRENTON R-IX	3000	TRENTON MIDDLE	5	363				ABCD	30	2	6.7%	-42.5%	30	6	20.0%	-37.8%
TRENTON R-IX	4060	RISSLER ELEM.	5	470		Brnz	Yes	CD	24	8	33.3%	-11.7%	24	7	29.2%	-27.6%
MAYSVILLE R-I	Dist		5						32	10	31.3%	-26.1%	26	9	34.6%	-21.5%
MAYSVILLE R-I	1050	MAYSVILLE JR.-SR. HIGH	5	271		Prep		AB	15	3	20.0%	-45.0%	9	2	22.2%	-43.1%
ALTON R-IV	Dist		6						60	5	8.3%	-44.8%	68	9	13.2%	-35.0%
ALTON R-IV	4020	ALTON ELEM.	6	385				ABCD	40	4	10.0%	-33.8%	40	8	20.0%	-26.5%
CRAWFORD CO. R-I	Dist		6						82	10	12.2%	-35.5%	80	15	18.8%	-22.5%
CRAWFORD CO. R-I	3000	BOURBON MIDDLE	6	283				ABCD	39	6	15.4%	-33.8%	39	8	20.5%	-22.3%
CRAWFORD CO. R-I	4020	BOURBON ELEM.	6	378				ABCD	36	4	11.1%	-19.9%	36	7	19.4%	-16.5%
CRAWFORD CO. R-II	Dist		6						88	18	20.5%	-32.8%	86	15	17.4%	-26.6%
CRAWFORD CO. R-II	3000	CUBA MIDDLE	6	444		Brnz	Yes	ABCD	47	8	17.0%	-30.2%	47	7	14.9%	-28.2%
CRAWFORD CO. R-II	4020	CUBA ELEM.	6	641			Yes	ABCD	34	9	26.5%	-28.2%	34	7	20.6%	-23.9%

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CROCKER R-II	Dist		6					49	15	30.6%	-33.1%	46	9	19.6%	-28.2%
CROCKER R-II	4020	CROCKER ELEM.	6	289		Yes	ABCD	35	12	34.3%	-28.2%	35	7	20.0%	-30.3%
DIXON R-I	Dist		6					58	7	12.1%	-37.6%	51	7	13.7%	-27.3%
DIXON R-I	4020	DIXON ELEM.	6	463		Slvr	ABCD	32	3	9.4%	-32.9%	32	4	12.5%	-19.5%
FAIRVIEW R-XI	Dist		6					42	3	7.1%	-52.9%	42	7	16.7%	-49.5%
FAIRVIEW R-XI	4020	FAIRVIEW ELEM.	6	485			ABCD	42	3	7.1%	-52.9%	42	7	16.7%	-49.5%
MERAMEC VALLEY R-III	Dist		6					303	72	23.8%	-32.1%	315	83	26.3%	-31.3%
MERAMEC VALLEY R-III	3020	RIVERBEND SCH. (8th)	6	244			ABCD	50	10	20.0%	-35.8%	50	7	14.0%	-48.2%
MERAMEC VALLEY R-III	3000	MERAMEC VALLEY MIDDLE	6	505		Emrg	ABD	96	13	13.5%	-40.3%	96	34	35.4%	-33.0%
MERAMEC VALLEY R-III	4040	ZITZMAN ELEM.	6	453			AD	44	15	34.1%	-13.7%	44	15	34.1%	-17.7%
MOUNTAIN VIEW-BIRCH TREE R-	Dist		6					78	12	15.4%	-40.6%	80	14	17.5%	-39.1%
MOUNTAIN VIEW-BIRCH TREE R-	3000	LIBERTY MIDDLE	6	281		Yes	ABCD	34	6	17.6%	-41.2%	34	7	20.6%	-39.6%
MOUNTAIN VIEW-BIRCH TREE R-	4020	MOUNTAIN VIEW ELEM.	6	443		Yes	ABCD	34	5	14.7%	-28.8%	34	4	11.8%	-36.7%
POTOSI R-III	Dist		6					214	42	19.6%	-34.1%	230	62	27.0%	-22.6%
POTOSI R-III	3000	JOHN A. EVANS MIDDLE	6	395		Yes	AB	61	14	23.0%	-25.0%	61	27	44.3%	-4.6%
POTOSI R-III	4080	POTOSI ELEM.	6	739		Yes	ABCD	36	3	8.3%	-42.5%	36	5	13.9%	-37.2%
POTOSI R-III	4040	TROJAN INTERMEDIATE	6	539		Yes	ABCD	101	24	23.8%	-31.3%	101	28	27.7%	-26.9%
ROLLA 31	Dist		6					239	50	20.9%	-40.6%	244	56	23.0%	-36.7%
ROLLA 31	3000	ROLLA MIDDLE	6	878		Brnz	ABCD	109	18	16.5%	-41.1%	109	20	18.3%	-39.4%
ROLLA 31	4060	MARK TWAIN ELEM.	6	550		Slvr	ABCD	31	8	25.8%	-29.9%	31	10	32.3%	-22.0%
ROLLA 31	2050	ROLLA JR. HIGH	6	591		Emrg	ACD	26	5	19.2%	-41.6%	30	7	23.3%	-46.4%
SALEM R-80	Dist		6					109	14	12.8%	-42.0%	104	16	15.4%	-36.2%
SALEM R-80	4040	SALEM UPPER ELEM.	6	338		Prep	ABCD	60	8	13.3%	-32.1%	60	10	16.7%	-29.2%
ST. CLAIR R-XIII	Dist		6					163	38	23.3%	-29.0%	163	33	20.2%	-28.1%
ST. CLAIR R-XIII	4040	EDGAR MURRAY ELEM.	6	512		Brnz	Yes ABC	67	14	20.9%	-21.1%	67	21	31.3%	-11.9%
ST. CLAIR R-XIII	2050	ST. CLAIR JR. HIGH	6	515		Yes	ABCD	76	13	17.1%	-35.7%	77	7	9.1%	-41.3%
ST. JAMES R-I	Dist		6					138	31	22.5%	-39.0%	126	28	22.2%	-33.7%
ST. JAMES R-I	3000	ST. JAMES MIDDLE	6	388			ABCD	44	14	31.8%	-34.7%	44	7	15.9%	-43.9%
ST. JAMES R-I	4020	LUCY WORTHAM JAMES ELEM.	6	789		Prep	ABCD	71	12	16.9%	-35.0%	71	18	25.4%	-30.6%
SULLIVAN	Dist		6					178	42	23.6%	-32.9%	200	46	23.0%	-27.5%
SULLIVAN	4020	SULLIVAN ELEM.	6	658			ABCD	84	11	13.1%	-37.6%	84	21	25.0%	-28.0%
SULLIVAN	3000	SULLIVAN MIDDLE	6	427			ABCD	74	25	33.8%	-23.2%	76	23	30.3%	-22.7%
UNION R-XI	Dist		6					83	16	19.3%	-38.8%	86	11	12.8%	-39.2%
UNION R-XI	4010	CLARK-VITT ELEM.	6	475		Yes	ABCD	30	7	23.3%	-32.0%	30	5	16.7%	-31.5%
WASHINGTON	Dist		6					290	73	25.2%	-41.4%	280	91	32.5%	-34.5%
WASHINGTON	3000	WASHINGTON MIDDLE	6	608			ABCD	79	16	20.3%	-51.4%	80	23	28.8%	-43.1%
WASHINGTON	4060	CLEARVIEW ELEM.	6	324		Prep	ABCD	41	8	19.5%	-39.5%	41	12	29.3%	-34.6%
WAYNESVILLE R-VI	Dist		6					553	197	35.6%	-20.9%	551	226	41.0%	-14.6%
WAYNESVILLE R-VI	3000	WAYNESVILLE MIDDLE	6	879		Brnz	ABD	139	40	28.8%	-28.6%	146	54	37.0%	-22.7%
WAYNESVILLE R-VI	4130	WOOD ELEM.	6	552		Brnz	ACD	53	17	32.1%	-11.3%	53	17	32.1%	-20.0%
WAYNESVILLE R-VI	4060	PARTRIDGE ELEM.	6	444		Brnz	CD	35	13	37.1%	-17.9%	35	10	28.6%	-24.6%
WEST PLAINS R-VII	Dist		6					161	21	13.0%	-43.7%	143	25	17.5%	-42.1%
WEST PLAINS R-VII	3000	WEST PLAINS MIDDLE	6	551			ABCD	83	10	12.0%	-44.4%	83	16	19.3%	-42.0%
WEST PLAINS R-VII	4030	WEST PLAINS ELEM.	6	671		Emrg	ABCD	34	5	14.7%	-30.4%	34	6	17.6%	-32.1%
WINONA R-III	Dist		6					35	6	17.1%	-39.8%	39	8	20.5%	-39.6%
WINONA R-III	4020	WINONA ELEM.	6	317			ABCD	33	4	12.1%	-41.5%	33	7	21.2%	-40.0%
ARCADIA VALLEY R-II	Dist		6					90	11	12.2%	-42.0%	77	12	15.6%	-42.1%
ARCADIA VALLEY R-II	3000	ARCADIA VALLEY MIDDLE	6	325			ABCD	47	1	2.1%	-51.6%	47	4	8.5%	-47.4%

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MARIES CO. R-II	Dist		6						59	9	15.3%	-32.3%	59	10	16.9%	-32.5%	
MARIES CO. R-II	3000	MARIES CO. MIDDLE	6	245			Yes	ABCD	30	3	10.0%	-35.7%	30	2	6.7%	-42.1%	
STEELVILLE R-III	Dist		6						69	7	10.1%	-41.1%	72	11	15.3%	-39.3%	
STEELVILLE R-III	3000	STEELVILLE MIDDLE	6	285				ABCD	42	5	11.9%	-38.1%	43	6	14.0%	-40.3%	
WILLOW SPRINGS R-IV	Dist		6						71	8	11.3%	-43.6%	73	10	13.7%	-42.6%	
WILLOW SPRINGS R-IV	3000	WILLOW SPRINGS MIDDLE	6	421				ABCD	36	3	8.3%	-47.4%	35	2	5.7%	-53.2%	
AURORA R-VIII	Dist		7						136	18	13.2%	-37.9%	141	13	9.2%	-44.4%	
AURORA R-VIII	4060	ROBINSON INTERMEDIATE	7	352				ABCD	34	2	5.9%	-45.0%	34	1	2.9%	-58.6%	
AURORA R-VIII	4040	ROBINSON ELEM.	7	297				ACD	39	9	23.1%	-17.8%	39	6	15.4%	-30.3%	
BOLIVAR R-I	Dist		7						152	31	20.4%	-38.0%	156	23	14.7%	-38.7%	
BOLIVAR R-I	4040	BOLIVAR INTERMEDIATE SCH.	7	548			Emrg	ACD	66	13	19.7%	-32.3%	66	11	16.7%	-32.0%	
BRANSON R-IV	Dist		7						214	31	14.5%	-48.5%	220	52	23.6%	-36.4%	
BRANSON R-IV	4020	BRANSON ELEM. EAST	7	507			Prep	AB	32	6	18.8%	-34.7%	32	11	34.4%	-18.3%	
BRANSON R-IV	4040	BRANSON ELEM. WEST	7	525				ABCD	39	3	7.7%	-48.7%	39	6	15.4%	-38.3%	
BRANSON R-IV	4050	BRANSON INTERMEDIATE	7	721			Prep	ABD	55	11	20.0%	-40.2%	55	16	29.1%	-34.3%	
CARL JUNCTION R-I	Dist		7						131	23	17.6%	-39.9%	144	30	20.8%	-36.2%	
CARL JUNCTION R-I	4060	CARL JUNCTION INTERMEDIATE	7	783			Prep	ABCD	43	9	20.9%	-35.5%	43	11	25.6%	-29.1%	
DALLAS CO. R-I	Dist		7						109	19	17.4%	-29.3%	119	23	19.3%	-26.5%	
DALLAS CO. R-I	4020	MALLORY ELEM.	7	600			Yes	C	35	9	25.7%	-13.3%	35	8	22.9%	-14.9%	
EAST NEWTON CO. R-VI	Dist		7						104	13	12.5%	-40.4%	108	19	17.6%	-37.8%	
EAST NEWTON CO. R-VI	4040	TRIWAY (K-8)	7	430				ABCD	36	3	8.3%	-40.0%	36	1	2.8%	-46.7%	
EAST NEWTON CO. R-VI	4020	GRANBY (K-8)	7	625				ABD	52	8	15.4%	-38.2%	52	14	26.9%	-30.8%	
JOPLIN SCHOOLS	Dist		7						576	102	17.7%	-34.4%	583	118	20.2%	-29.4%	
JOPLIN SCHOOLS	4320	STAPLETON ELEM.	7	519			Emrg	ABD	35	8	22.9%	-38.7%	35	10	28.6%	-30.5%	
JOPLIN SCHOOLS	4030	CECIL FLOYD ELEM.	7	563			Emrg	ACD	45	8	17.8%	-31.3%	45	6	13.3%	-38.5%	
LACLEDE CO. C-5	Dist		7						43	7	16.3%	-33.0%	44	10	22.7%	-18.2%	
LACLEDE CO. C-5	4020	JOEL E. BARBER ELEM.	7	481				AC	43	7	16.3%	-33.0%	44	10	22.7%	-18.2%	
LAMAR R-I	Dist		7						131	16	12.2%	-34.1%	131	23	17.6%	-33.8%	
LAMAR R-I	4020	LAMAR ELEM.	7	319			Brnz	Yes	AC	68	7	10.3%	-24.3%	68	7	10.3%	-25.5%
LEBANON R-III	Dist		7						265	29	10.9%	-38.7%	263	53	20.2%	-34.6%	
LEBANON R-III	4080	BOSWELL ELEM.	7	639			Brnz	A	77	11	14.3%	-34.0%	76	26	34.2%	-23.2%	
LEBANON R-III	4060	MAPLECREST ELEM.	7	692			Gold	A	47	7	14.9%	-26.4%	47	14	29.8%	-21.0%	
LOGAN-ROGERSVILLE R-VIII	Dist		7						94	9	9.6%	-47.7%	100	13	13.0%	-44.0%	
LOGAN-ROGERSVILLE R-VIII	4040	LOGAN-ROGERSVILLE UPPER ELEM.	7	496			Yes	ABCD	45	6	13.3%	-43.0%	45	6	13.3%	-40.1%	
MARSHFIELD R-I	Dist		7						159	21	13.2%	-44.0%	168	41	24.4%	-37.9%	
MARSHFIELD R-I	4040	DANIEL WEBSTER ELEM.	7	443			Brnz	ABD	33	4	12.1%	-41.4%	33	12	36.4%	-33.1%	
MARSHFIELD R-I	4060	SHOOK ELEM.	7	462			Prep	AD	57	11	19.3%	-33.9%	58	18	31.0%	-29.6%	
MCDONALD CO. R-I	Dist		7						221	44	19.9%	-33.7%	223	61	27.4%	-30.5%	
MCDONALD CO. R-I	4040	NOEL ELEM.	7	353				AC	50	9	18.0%	-24.0%	50	13	26.0%	-22.8%	
MCDONALD CO. R-I	4020	ANDERSON ELEM.	7	592				AD	41	9	22.0%	-33.5%	41	13	31.7%	-28.7%	
MONETT R-I	Dist		7						136	29	21.3%	-33.0%	132	27	20.5%	-34.9%	
MONETT R-I	4000	CENTRAL PARK ELEM.	7	368			Yes	ABC	49	14	28.6%	-7.1%	49	15	30.6%	-12.4%	
MONETT R-I	4040	MONETT INTERMEDIATE	7	383			Prep	Yes	ABCD	45	10	22.2%	-39.5%	45	7	15.6%	-43.7%
NIXA R-II	Dist		7						289	63	21.8%	-46.6%	271	66	24.4%	-47.5%	
NIXA R-II	4060	NICHOLAS A. INMAN INTERMEDIATE	7	450			Emrg	ABCD	41	2	4.9%	-59.2%	40	3	7.5%	-59.3%	
NIXA R-II	4080	SUMMIT INTERMEDIATE SCHOOL	7	443			Brnz	BCD	41	12	29.3%	-37.1%	41	11	26.8%	-44.6%	
OZARK R-VI	Dist		7						259	43	16.6%	-46.2%	275	61	22.2%	-39.5%	
OZARK R-VI	4060	UPPER ELEM.	7	883			Prep	ABCD	73	12	16.4%	-46.3%	73	14	19.2%	-44.4%	

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REEDS SPRING R-IV	Dist		7						112	17	15.2%	-42.3%	114	28	24.6%	-36.5%
REEDS SPRING R-IV	4030	REEDS SPRING ELEM.	7	425			Yes	AB	42	5	11.9%	-37.8%	42	12	28.6%	-21.6%
REEDS SPRING R-IV	4040	REEDS SPRING INTERMEDIATE	7	345				ABCD	38	7	18.4%	-37.3%	38	10	26.3%	-37.4%
REPUBLIC R-III	Dist		7						202	25	12.4%	-39.9%	202	26	12.9%	-40.6%
REPUBLIC R-III	4070	SCHOFIELD ELEMENTARY	7	606				ABCD	30	2	6.7%	-39.0%	30	2	6.7%	-36.0%
SENECA R-VII	Dist		7						117	20	17.1%	-41.0%	118	17	14.4%	-41.7%
SENECA R-VII	4040	SENECA INTERMEDIATE SCHOOL	7	330				ABCD	52	7	13.5%	-39.2%	52	4	7.7%	-48.0%
SPRINGFIELD R-XII	Dist		7						1286	218	17.0%	-38.2%	1307	307	23.5%	-33.3%
SPRINGFIELD R-XII	4040	BINGHAM ELEM.	7	383		Emrg		AC	30	6	20.0%	-20.3%	30	7	23.3%	-16.4%
SPRINGFIELD R-XII	4780	WESTPORT ELEM.	7	395				AC	31	2	6.5%	-18.7%	31	7	22.6%	-10.1%
SPRINGFIELD R-XII	4340	WALT DISNEY ELEM.	7	544				BD	31	8	25.8%	-39.6%	31	11	35.5%	-30.7%
SPRINGFIELD R-XII	4830	WILSON'S CREEK 5-6 INTER. CTR.	7	447				BD	39	11	28.2%	-42.5%	39	20	51.3%	-29.5%
STOCKTON R-I	Dist		7						107	24	22.4%	-29.7%	103	24	23.3%	-34.6%
STOCKTON R-I	4020	STOCKTON ELEM.	7	377				CD	35	11	31.4%	-20.1%	35	11	31.4%	-23.9%
WEBB CITY R-VII	Dist		7						232	62	26.7%	-37.6%	215	68	31.6%	-33.3%
WEBB CITY R-VII	4020	EUGENE FIELD ELEM.	7	186		Brnz		ABD	33	9	27.3%	-25.7%	33	11	33.3%	-22.6%
WILLARD R-II	Dist		7						272	53	19.5%	-41.6%	257	66	25.7%	-33.8%
WILLARD R-II	4000	WILLARD INTERMEDIATE	7	643				ABCD	85	15	17.6%	-40.8%	85	19	22.4%	-36.1%
AVA R-I	Dist		7						66	14	21.2%	-35.0%	78	27	34.6%	-27.9%
AVA R-I	3000	AVA MIDDLE	7	393				ABCD	33	5	15.2%	-37.9%	33	6	18.2%	-43.4%
CARTHAGE R-IX	Dist		7						243	70	28.8%	-24.4%	251	57	22.7%	-32.2%
CARTHAGE R-IX	2050	CARTHAGE JR. HIGH	7	597		Prep		ABCD	61	2	3.3%	-45.2%	61	5	8.2%	-55.8%
DIAMOND R-IV	Dist		7						71	16	22.5%	-29.9%	70	17	24.3%	-32.7%
DIAMOND R-IV	3000	DIAMOND MIDDLE	7	273				ABCD	34	5	14.7%	-37.3%	34	4	11.8%	-49.1%
EL DORADO SPRINGS R-II	Dist		7						100	10	10.0%	-27.9%	92	16	17.4%	-29.5%
EL DORADO SPRINGS R-II	3000	EL DORADO SPRINGS MIDDLE	7	302				ACD	34	3	8.8%	-25.3%	34	6	17.6%	-27.6%
FAIR GROVE R-X	Dist		7						67	16	23.9%	-37.4%	67	9	13.4%	-40.6%
FAIR GROVE R-X	3000	FAIR GROVE MIDDLE	7	372				ABCD	36	6	16.7%	-45.4%	36	4	11.1%	-49.5%
MOUNTAIN GROVE R-III	Dist		7						85	4	4.7%	-43.3%	84	6	7.1%	-37.4%
MOUNTAIN GROVE R-III	3000	MOUNTAIN GROVE MIDDLE	7	427		Brnz		ABCD	45	2	4.4%	-45.6%	45	4	8.9%	-35.8%
NEOSHO R-V	Dist		7						303	69	22.8%	-34.5%	298	79	26.5%	-32.0%
NEOSHO R-V	2050	NEOSHO JR. HIGH	7	340		Prep	Yes	ACD	29	5	17.2%	-41.2%	30	6	20.0%	-45.3%
PLEASANT HOPE R-VI	Dist		7						77	9	11.7%	-39.8%	84	10	11.9%	-31.7%
PLEASANT HOPE R-VI	3000	PLEASANT HOPE MIDDLE	7	258				ABCD	32	2	6.3%	-49.2%	32	2	6.3%	-45.0%
SOUTHWEST R-V	Dist		7						55	9	16.4%	-26.6%	55	11	20.0%	-25.5%
SOUTHWEST R-V	3000	SOUTHWEST MIDDLE	7	242		Brnz		ABCD	31	1	3.2%	-34.3%	31	2	6.5%	-39.8%
BAYLESS	Dist		8						104	18	17.3%	-28.8%	98	19	19.4%	-28.9%
BAYLESS	4040	BAYLESS INTERMEDIATE	8	443		Emrg		ABCD	56	9	16.1%	-26.3%	56	11	19.6%	-27.8%
CRYSTAL CITY 47	Dist		8						44	8	18.2%	-31.8%	40	24	60.0%	0.7%
CRYSTAL CITY 47	4020	CRYSTAL CITY ELEM.	8	345		Emrg		AB	36	7	19.4%	-27.5%	37	23	62.2%	2.4%
DESOTO 73	Dist		8						247	54	21.9%	-30.9%	252	71	28.2%	-30.4%
DESOTO 73	4010	ATHENA ELEM.	8	722		Emrg		ABCD	50	5	10.0%	-36.8%	50	11	22.0%	-25.2%
FERGUSON-FLOISSANT R-II	Dist		8						865	129	14.9%	-26.0%	869	92	10.6%	-23.5%
FERGUSON-FLOISSANT R-II	4080	COMMONS LANE ELEM.	8	431		Emrg		ABCD	45	6	13.3%	-28.8%	45	6	13.3%	-30.2%
FERGUSON-FLOISSANT R-II	4260	ROBINWOOD ELEM.	8	402				ABCD	33	6	18.2%	-25.6%	30	3	10.0%	-29.4%
FERGUSON-FLOISSANT R-II	4340	WEDGWOOD ELEM.	8	604		Gold		ABCD	49	8	16.3%	-25.1%	49	5	10.2%	-22.2%
FERGUSON-FLOISSANT R-II	4210	JOHNSON WABASH ELEM.	8	387		Emrg	Yes	AC	31	3	9.7%	-23.5%	31	5	16.1%	-17.9%
FERGUSON-FLOISSANT R-II	4240	PARKER ROAD ELEM.	8	388		Emrg		CD	36	11	30.6%	-19.9%	36	6	16.7%	-22.1%

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FESTUS R-VI	Dist		8					120	24	20.0%	-47.2%	130	44	33.8%	-38.0%
FESTUS R-VI	5020	FESTUS INTERMEDIATE	8	657			ABD	51	13	25.5%	-45.0%	51	26	51.0%	-28.2%
FOX C-6	Dist		8					979	301	30.7%	-36.9%	982	315	32.1%	-31.2%
FOX C-6	4080	ROCKPORT HEIGHTS ELEM.	8	688			AB	67	16	23.9%	-38.2%	67	25	37.3%	-20.7%
FOX C-6	4060	MERAMEC HEIGHTS ELEM.	8	631			AB	69	18	26.1%	-34.4%	69	29	42.0%	-20.5%
FOX C-6	5010	RICHARD SIMPSON ELEM.	8	433			ABCD	38	9	23.7%	-40.2%	38	12	31.6%	-30.7%
FOX C-6	4030	CLYDE HAMRICK ELEM.	8	336			ABD	30	8	26.7%	-30.4%	30	10	33.3%	-24.3%
FOX C-6	4070	RAYMOND & NANCY HODGE ELEM.	8	457			B	53	20	37.7%	-25.7%	53	20	37.7%	-20.5%
FOX C-6	4050	LONE DELL ELEM.	8	559			BCD	44	14	31.8%	-34.5%	44	12	27.3%	-38.1%
FOX C-6	4090	SECKMAN ELEM.	8	700			BD	66	26	39.4%	-26.5%	66	27	40.9%	-28.1%
FOX C-6	4020	FOX ELEM.	8	553			BD	73	26	35.6%	-28.0%	73	28	38.4%	-25.1%
FRANCIS HOWELL R-III	Dist		8					988	265	26.8%	-39.6%	990	290	29.3%	-37.7%
FRANCIS HOWELL R-III	5010	HARVEST RIDGE ELEM.	8	731			A	57	17	29.8%	-22.0%	57	20	35.1%	-16.0%
FRANCIS HOWELL R-III	4040	CENTRAL ELEM.	8	834		Prep	AB	57	12	21.1%	-30.0%	57	19	33.3%	-21.3%
FRANCIS HOWELL R-III	5000	HENDERSON ELEM.	8	561		Emrg	ABCD	31	8	25.8%	-37.1%	31	9	29.0%	-40.2%
FRANCIS HOWELL R-III	4070	FAIRMOUNT ELEM.	8	903			ABCD	74	16	21.6%	-36.7%	74	15	20.3%	-39.7%
FRANCIS HOWELL R-III	4035	CASTLIO ELEM.	8	876			ABCD	49	14	28.6%	-35.0%	49	15	30.6%	-36.7%
FRANCIS HOWELL R-III	5020	JOHN WELDON ELEM.	8	795			BCD	37	16	43.2%	-29.3%	37	10	27.0%	-46.8%
FRANCIS HOWELL R-III	5030	INDEPENDENCE ELEM.	8	751			BD	60	20	33.3%	-33.7%	60	26	43.3%	-26.1%
FRANCIS HOWELL R-III	4020	BECKY-DAVID ELEM.	8	1004		Brnz	BD	77	27	35.1%	-28.6%	77	32	41.6%	-24.7%
FT. ZUMWALT R-II	Dist		8					1455	361	24.8%	-38.3%	1533	319	20.8%	-38.1%
FT. ZUMWALT R-II	4120	ROCK CREEK ELEM.	8	607			ABCD	59	7	11.9%	-50.8%	59	7	11.9%	-43.2%
FT. ZUMWALT R-II	4130	MID RIVERS ELEM.	8	430			ABCD	44	8	18.2%	-40.1%	44	8	18.2%	-36.2%
FT. ZUMWALT R-II	4050	MOUNT HOPE ELEM.	8	601			ABCD	63	12	19.0%	-32.0%	63	14	22.2%	-28.9%
FT. ZUMWALT R-II	4090	DARDENNE ELEM.	8	511			ABCD	49	10	20.4%	-28.7%	49	6	12.2%	-28.2%
FT. ZUMWALT R-II	4070	PROGRESS SOUTH ELEM.	8	911			ABCD	61	17	27.9%	-31.4%	61	20	32.8%	-25.8%
FT. ZUMWALT R-II	4020	FOREST PARK ELEM.	8	411			ABD	65	17	26.2%	-28.3%	65	22	33.8%	-26.3%
FT. ZUMWALT R-II	4080	HAWTHORN ELEM.	8	524			ACD	45	13	28.9%	-22.1%	45	9	20.0%	-31.4%
FT. ZUMWALT R-II	4170	OSTMANN ELEM.	8	615			BCD	55	17	30.9%	-31.7%	55	14	25.5%	-24.0%
FT. ZUMWALT R-II	4100	TWIN CHIMNEYS ELEM.	8	607			BD	43	14	32.6%	-31.2%	43	15	34.9%	-32.6%
FT. ZUMWALT R-II	4150	WESTHOFF ELEM.	8	593			CD	49	16	32.7%	-22.5%	49	11	22.4%	-27.4%
FT. ZUMWALT R-II	4140	PHEASANT POINT ELEM.	8	567			CD	42	15	35.7%	-22.7%	42	13	31.0%	-25.8%
HANCOCK PLACE	Dist		8					99	16	16.2%	-29.4%	99	21	21.2%	-28.3%
HANCOCK PLACE	4020	HANCOCK PLACE ELEM.	8	725		Yes	ABCD	40	6	15.0%	-29.2%	40	13	32.5%	-21.6%
HAZELWOOD	Dist		8					1275	183	14.4%	-28.6%	1286	205	15.9%	-25.7%
HAZELWOOD	4040	BARRINGTON ELEM.	8	351		Emrg	ABC	34	7	20.6%	-28.2%	34	11	32.4%	-19.9%
HAZELWOOD	4080	LAWSON ELEM.	8	366		Brnz	ABCD	31	4	12.9%	-31.7%	31	4	12.9%	-31.7%
HAZELWOOD	4200	LUSHER ELEM.	8	368		Brnz	ABCD	32	4	12.5%	-40.9%	32	7	21.9%	-30.6%
HAZELWOOD	4100	COLD WATER ELEM.	8	409		Emrg	ABCD	32	4	12.5%	-27.4%	32	5	15.6%	-23.8%
HAZELWOOD	4340	ARROWPOINT ELEM.	8	481		Brnz	AC	35	3	8.6%	-21.8%	35	6	17.1%	-18.0%
HAZELWOOD	4210	MCCURDY ELEM.	8	372		Emrg	AC	34	8	23.5%	-17.6%	34	7	20.6%	-16.5%
HAZELWOOD	4250	TOWNSEND ELEM.	8	343		Emrg	AC	35	2	5.7%	-21.5%	35	4	11.4%	-10.0%
HAZELWOOD	4240	RUSSELL ELEM.	8	410		Brnz	B	37	14	37.8%	-24.5%	37	15	40.5%	-21.3%
JENNINGS	Dist		8					257	14	5.4%	-24.1%	259	20	7.7%	-22.6%
JENNINGS	4070	KENNETH C. HANRAHAN ELEM.	8	226			ABCD	41	2	4.9%	-25.2%	41	3	7.3%	-29.9%
KIRKWOOD R-VII	Dist		8					389	166	42.7%	-33.1%	383	165	43.1%	-32.2%
KIRKWOOD R-VII	6000	F. P. TILLMAN ELEM.	8	559		Emrg	BD	37	16	43.2%	-31.4%	37	16	43.2%	-30.1%
KIRKWOOD R-VII	5060	GEORGE R. ROBINSON ELEM.	8	426		Brnz	BD	35	11	31.4%	-39.4%	35	16	45.7%	-26.0%

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LADUE	Dist		8					274	125	45.6%	-31.8%	283	124	43.8%	-33.7%
LADUE	5080	SPOEDE ELEM.	8	472			BD	32	12	37.5%	-37.3%	32	17	53.1%	-24.7%
MAPLEWOOD-RICHMOND HEIGHTS	Dist		8					71	17	23.9%	-37.3%	67	18	26.9%	-35.8%
MAPLEWOOD-RICHMOND HEIGHTS	4040	MRH ELEM.	8	391		Slvr	ABD	32	5	15.6%	-42.7%	32	12	37.5%	-29.2%
MEHLVILLE R-IX	Dist		8					827	248	30.0%	-32.1%	874	245	28.0%	-32.1%
MEHLVILLE R-IX	4080	FORDER ELEM.	8	432			A	34	10	29.4%	-14.5%	34	12	35.3%	-13.6%
MEHLVILLE R-IX	4070	BLADES ELEM.	8	512		Prep	ABCD	43	8	18.6%	-35.6%	43	7	16.3%	-31.4%
MEHLVILLE R-IX	4060	BIERBAUM ELEM.	8	605		Yes	ABCD	66	7	10.6%	-31.3%	66	8	12.1%	-26.1%
MEHLVILLE R-IX	5060	TRAUTWEIN ELEM.	8	554			AC	56	14	25.0%	-23.6%	56	17	30.4%	-18.5%
MEHLVILLE R-IX	5020	POINT ELEM.	8	470		Brnz	B	40	18	45.0%	-25.9%	40	22	55.0%	-18.5%
MEHLVILLE R-IX	5100	WOHLWEND ELEM.	8	440		Yes	CD	49	21	42.9%	-20.3%	49	16	32.7%	-27.0%
NORTHWEST R-I	Dist		8					433	77	17.8%	-41.8%	404	99	24.5%	-32.6%
NORTHWEST R-I	4040	HOUSE SPRINGS ELEM.	8	605			AB	30	9	30.0%	-33.8%	30	16	53.3%	-12.1%
NORTHWEST R-I	5040	NORTH JEFFERSON INTERMEDIATE	8	443			ABCD	57	9	15.8%	-37.8%	57	12	21.1%	-43.0%
NORTHWEST R-I	5080	HOUSE SPRINGS INTERMEDIATE	8	404			ABD	44	8	18.2%	-35.1%	44	16	36.4%	-22.5%
PARKWAY C-2	Dist		8					1695	663	39.1%	-31.1%	1678	656	39.1%	-30.0%
PARKWAY C-2	4235	SORRENTO SPRINGS ELEM.	8	354			ABCD	50	10	20.0%	-37.3%	50	14	28.0%	-28.4%
PARKWAY C-2	4180	MCKELVEY ELEM.	8	617		Brnz	ABD	56	14	25.0%	-36.6%	56	19	33.9%	-31.0%
PARKWAY C-2	4100	GREEN TRAILS ELEM.	8	416			B	34	15	44.1%	-26.2%	34	17	50.0%	-20.0%
PARKWAY C-2	4200	PIERREMONT ELEM.	8	395			B	47	17	36.2%	-30.7%	47	30	63.8%	-13.4%
PARKWAY C-2	4030	BELLERIVE ELEM.	8	396			B	37	13	35.1%	-33.6%	37	17	45.9%	-13.1%
PARKWAY C-2	4245	SHENANDOAH VALLEY ELEM.	8	418		Emrg	BCD	38	14	36.8%	-32.7%	38	10	26.3%	-40.5%
PARKWAY C-2	4160	MASON RIDGE ELEM.	8	370		Emrg	BD	38	13	34.2%	-39.8%	38	15	39.5%	-36.9%
PARKWAY C-2	4130	HIGHCROFT RIDGE ELEM.	8	329		Emrg	BD	40	17	42.5%	-27.3%	40	17	42.5%	-29.0%
PARKWAY C-2	4210	RIVER BEND ELEM.	8	243			BD	34	13	38.2%	-27.9%	34	12	35.3%	-27.9%
PARKWAY C-2	4220	ROSS ELEM.	8	444			BD	40	13	32.5%	-28.0%	40	14	35.0%	-24.9%
PARKWAY C-2	4060	CRAIG ELEM.	8	546			CD	42	14	33.3%	-21.4%	42	11	26.2%	-22.7%
PARKWAY C-2	4260	WREN HOLLOW ELEM.	8	396			D	58	21	36.2%	-23.3%	58	20	34.5%	-22.4%
PATTONVILLE R-III	Dist		8					495	156	31.5%	-26.6%	474	148	31.2%	-26.2%
PATTONVILLE R-III	5060	ROBERT DRUMMOND ELEM.	8	594			ACD	54	9	16.7%	-24.0%	54	5	9.3%	-31.2%
PATTONVILLE R-III	6020	ROSE ACRES ELEM.	8	375		Emrg	B	35	16	45.7%	-25.5%	35	25	71.4%	-5.7%
PATTONVILLE R-III	4060	BRIDGEWAY ELEM.	8	284			C	39	13	33.3%	-16.7%	39	12	30.8%	-15.7%
RITENOUR	Dist		8					413	57	13.8%	-26.4%	425	81	19.1%	-23.3%
RITENOUR	4020	BUDER ELEM.	8	439		Emrg	AB	32	4	12.5%	-31.1%	32	12	37.5%	-13.7%
RITENOUR	4220	WYLAND ELEM.	8	450		Brnz	AC	41	7	17.1%	-23.7%	41	11	26.8%	-21.4%
ROCKWOOD R-VI	Dist		8					1836	721	39.3%	-34.8%	1821	728	40.0%	-32.2%
ROCKWOOD R-VI	4080	ELLISVILLE ELEM.	8	596			ABD	54	15	27.8%	-39.8%	54	23	42.6%	-27.5%
ROCKWOOD R-VI	4170	BLEVINS ELEM.	8	502			B	42	16	38.1%	-25.1%	42	21	50.0%	-20.0%
ROCKWOOD R-VI	4020	BALLWIN ELEM.	8	571		Emrg	B	60	21	35.0%	-31.3%	60	29	48.3%	-19.7%
ROCKWOOD R-VI	4060	CHESTERFIELD ELEM.	8	453			B	43	19	44.2%	-29.6%	43	25	58.1%	-19.6%
ROCKWOOD R-VI	4125	KELLISON ELEM.	8	461			B	40	18	45.0%	-24.5%	40	24	60.0%	-10.4%
ROCKWOOD R-VI	4145	BABLER ELEM.	8	559			BCD	40	14	35.0%	-34.3%	40	10	25.0%	-43.7%
ROCKWOOD R-VI	4155	UTHOFF VALLEY ELEM.	8	498			BD	45	16	35.6%	-33.7%	45	16	35.6%	-34.8%
ROCKWOOD R-VI	4090	RIDGE MEADOWS ELEM.	8	470			BD	40	18	45.0%	-32.5%	40	19	47.5%	-31.1%
ROCKWOOD R-VI	4160	WOERTHER ELEM.	8	541			BD	44	18	40.9%	-32.3%	44	18	40.9%	-29.3%
ROCKWOOD R-VI	4120	GEGGIE ELEM.	8	573			BD	55	20	36.4%	-28.5%	55	23	41.8%	-28.4%
ROCKWOOD R-VI	4100	EUREKA ELEM.	8	306		Emrg	BD	36	11	30.6%	-28.9%	36	13	36.1%	-27.9%
ROCKWOOD R-VI	4150	KEHRS MILL ELEM.	8	609			BD	45	24	53.3%	-25.8%	45	23	51.1%	-27.3%

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ROCKWOOD R-VI	4135	STANTON ELEM.	8	544				BD	53	20	37.7%	-30.1%	53	22	41.5%	-26.7%
ROCKWOOD R-VI	4165	WILD HORSE ELEM.	8	567				BD	42	19	45.2%	-30.7%	42	24	57.1%	-23.8%
ST. LOUIS CHARTER SCHOOL	Dist		8						132	15	11.4%	-28.1%	132	17	12.9%	-24.3%
ST. LOUIS CHARTER SCHOOL	6915	ST. LOUIS CHARTER SCH. (K-8)	8	957				ABCD	132	15	11.4%	-28.1%	132	17	12.9%	-24.3%
WEBSTER GROVES	Dist		8						335	115	34.3%	-35.8%	343	110	32.1%	-35.0%
WEBSTER GROVES	4040	BRISTOL ELEM.	8	447		Emrg		ABCD	35	10	28.6%	-41.6%	35	10	28.6%	-36.4%
WENTZVILLE R-IV	Dist		8						1001	262	26.2%	-36.5%	1005	292	29.1%	-37.5%
WENTZVILLE R-IV	4050	BOONE TRAIL ELEM.	8	915				ABCD	92	24	26.1%	-33.1%	92	29	31.5%	-37.3%
WENTZVILLE R-IV	4100	PEINE RIDGE ELEM.	8	647				ABCD	41	10	24.4%	-40.1%	41	11	26.8%	-36.7%
WENTZVILLE R-IV	4120	LAKEVIEW ELEM.	8	593				ABCD	48	7	14.6%	-29.7%	49	5	10.2%	-36.5%
WENTZVILLE R-IV	4110	DISCOVERY RIDGE ELEM.	8	524		Prep		ABCD	32	5	15.6%	-47.9%	32	10	31.3%	-35.9%
WENTZVILLE R-IV	4080	PRAIRIE VIEW ELEM.	8	590				ABCD	42	4	9.5%	-41.4%	42	9	21.4%	-33.3%
WENTZVILLE R-IV	4040	DUELLO ELEM.	8	656		Prep		ABD	49	13	26.5%	-32.9%	49	19	38.8%	-25.1%
WENTZVILLE R-IV	4030	HERITAGE INTERMEDIATE	8	529				ABD	109	23	21.1%	-25.7%	109	38	34.9%	-24.2%
WENTZVILLE R-IV	4060	CROSSROADS ELEM.	8	844				BCD	66	23	34.8%	-33.5%	66	18	27.3%	-40.9%
WENTZVILLE R-IV	4070	GREEN TREE ELEM.	8	718		Prep		BD	49	19	38.8%	-24.5%	49	22	44.9%	-21.9%
WINDSOR C-1	Dist		8						180	53	29.4%	-34.4%	182	60	33.0%	-33.0%
WINDSOR C-1	4020	WINDSOR INTERMEDIATE	8	607		Emrg		BD	84	30	35.7%	-27.3%	84	34	40.5%	-26.8%
CLAYTON	3000	WYDOWN MIDDLE	8					D	57	19	33.3%	-40.9%	60	34	56.7%	-25.6%
WINDSOR C-1	3000	WINDSOR MIDDLE	8	739				ABD	74	16	21.6%	-37.5%	72	22	30.6%	-36.3%
FERGUSON-FLORISSANT R-II	3050	FERGUSON MIDDLE	8	599		Emrg		AC	97	9	9.3%	-22.0%	97	5	5.2%	-22.5%
FERGUSON-FLORISSANT R-II	3030	CROSS KEYS MIDDLE	8	856		Emrg		ABCD	96	18	18.8%	-33.9%	96	12	12.5%	-38.4%
FESTUS R-VI	3020	FESTUS MIDDLE	8	483		Prep		ABCD	38	4	10.5%	-48.1%	38	8	21.1%	-49.8%
FOX C-6	2150	SECKMAN MIDDLE	8	525				ABCD	63	9	14.3%	-52.8%	63	9	14.3%	-45.6%
FOX C-6	2050	FOX MIDDLE	8	463				ABCD	61	10	16.4%	-50.9%	61	11	18.0%	-44.9%
FOX C-6	2100	RIDGEWOOD MIDDLE	8	493				ABCD	74	15	20.3%	-46.7%	74	17	23.0%	-41.2%
FOX C-6	2200	ANTONIA MIDDLE SCHOOL	8	494				ABD	61	15	24.6%	-46.0%	61	18	29.5%	-35.4%
FRANCIS HOWELL R-III	3100	HOLLENBECK MIDDLE	8	579		Slvr		ABCD	53	6	11.3%	-49.7%	54	9	16.7%	-54.1%
FRANCIS HOWELL R-III	3400	BRYAN MIDDLE	8	923				ABCD	90	8	8.9%	-56.8%	90	14	15.6%	-52.7%
FRANCIS HOWELL R-III	3300	SAEGER MIDDLE	8	749		Slvr		ABCD	49	8	16.3%	-42.0%	49	7	14.3%	-50.8%
FRANCIS HOWELL R-III	3200	FRANCIS HOWELL MIDDLE	8	841				BD	82	23	28.0%	-44.1%	83	26	31.3%	-45.9%
FRANCIS HOWELL R-III	3000	BARNWELL MIDDLE	8	785				ABCD	70	5	7.1%	-49.6%	72	16	22.2%	-43.6%
FT. ZUMWALT R-II	3070	FT. ZUMWALT SOUTH MIDDLE	8	1043				ABCD	104	24	23.1%	-45.8%	106	20	18.9%	-49.1%
FT. ZUMWALT R-II	3090	FT. ZUMWALT WEST MIDDLE	8	1473				ABCD	183	38	20.8%	-43.2%	183	37	20.2%	-47.6%
FT. ZUMWALT R-II	3050	DR. BERNARD J. DUBRAY MIDDLE	8	935				ABCD	137	20	14.6%	-44.7%	140	23	16.4%	-45.5%
FT. ZUMWALT R-II	3000	FT. ZUMWALT NORTH MIDDLE	8	961				ABCD	145	17	11.7%	-42.0%	145	23	15.9%	-40.2%
HANCOCK PLACE	3000	HANCOCK PLACE MIDDLE	8	348		Brnz	Yes	ACD	41	7	17.1%	-22.2%	41	7	17.1%	-31.3%
HAZELWOOD	2130	NORTH MIDDLE	8	819		Brnz		ABCD	88	11	12.5%	-31.7%	90	12	13.3%	-34.9%
HAZELWOOD	2150	WEST MIDDLE	8	842		Brnz		ACD	96	9	9.4%	-29.9%	98	14	14.3%	-33.8%
HAZELWOOD	2050	NORTHWEST MIDDLE	8	794		Emrg		ABCD	96	12	12.5%	-35.6%	98	21	21.4%	-31.1%
KIRKWOOD R-VII	3000	NIPHER MIDDLE	8	605		Emrg		BD	89	23	25.8%	-44.6%	92	27	29.3%	-47.6%
KIRKWOOD R-VII	3025	NORTH KIRKWOOD MIDDLE	8	600		Emrg		BD	81	29	35.8%	-39.5%	88	38	43.2%	-34.7%
LADUE	3000	LADUE MIDDLE	8	929				BD	116	51	44.0%	-34.6%	137	65	47.4%	-36.1%
MEHLVILLE R-IX	3020	OAKVILLE MIDDLE	8	652		Brnz		ABCD	95	20	21.1%	-42.8%	95	23	24.2%	-44.0%
MEHLVILLE R-IX	3060	BERNARD MIDDLE	8	669		Emrg		BCD	99	29	29.3%	-32.3%	99	24	24.2%	-40.9%
MEHLVILLE R-IX	3040	WASHINGTON MIDDLE	8	560				BD	67	20	29.9%	-36.5%	67	20	29.9%	-34.5%
MEHLVILLE R-IX	3000	MARGARET BUERKLE MIDDLE	8	604		Emrg		ACD	77	16	20.8%	-28.7%	78	11	14.1%	-31.5%
NORTHWEST R-I	3070	NORTHWEST VALLEY SCH. (6-8)	8	875				ABCD	134	16	11.9%	-44.7%	135	14	10.4%	-40.5%

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PARKWAY C-2	3040	NORTHEAST MIDDLE	8	931		Emrg		BD	199	61	30.7%	-29.9%	204	69	33.8%	-32.7%
PARKWAY C-2	3080	WEST MIDDLE	8	874				BD	157	49	31.2%	-41.5%	157	48	30.6%	-46.0%
PARKWAY C-2	3020	CENTRAL MIDDLE	8	856		Emrg		BD	120	41	34.2%	-36.4%	126	50	39.7%	-37.9%
PATTONVILLE R-III	3050	PATTONVILLE HEIGHTS MIDDLE	8	495		Emrg		ABCD	73	15	20.5%	-38.8%	73	11	15.1%	-46.4%
PATTONVILLE R-III	3025	HOLMAN MIDDLE	8	616		Emrg		AD	99	22	22.2%	-28.1%	100	28	28.0%	-26.6%
PATTONVILLE R-III	6000	TRADITIONAL SCH. (K-8)	8	357				B	44	14	31.8%	-38.5%	45	23	51.1%	-20.8%
RITENOUR	3050	RITENOUR MIDDLE	8	610		Emrg		AC	89	10	11.2%	-22.6%	92	14	15.2%	-26.2%
RITENOUR	3000	HOECH MIDDLE	8	780		Emrg		AC	84	11	13.1%	-25.5%	89	19	21.3%	-23.1%
ROCKWOOD R-VI	3040	LASALLE SPRINGS MIDDLE	8	942				ABCD	121	28	23.1%	-46.6%	122	29	23.8%	-48.7%
ROCKWOOD R-VI	3080	SELVIDGE MIDDLE	8	714				ABCD	96	22	22.9%	-46.7%	97	24	24.7%	-45.5%
ROCKWOOD R-VI	3050	WILDWOOD MIDDLE	8	755				BD	104	40	38.5%	-35.8%	104	36	34.6%	-41.1%
ROCKWOOD R-VI	3020	CRESTVIEW MIDDLE	8	1205				BD	171	62	36.3%	-40.0%	179	62	34.6%	-40.0%
ROCKWOOD R-VI	3060	ROCKWOOD SOUTH MIDDLE	8	1016				ABD	166	39	23.5%	-41.8%	169	48	28.4%	-39.7%
ROCKWOOD R-VI	3000	ROCKWOOD VALLEY MIDDLE	8	794				BD	90	32	35.6%	-41.4%	96	43	44.8%	-34.6%
WEBSTER GROVES	3000	HIXSON MIDDLE	8	652		Emrg		B/C	97	31	32.0%	-36.5%	98	27	27.6%	-44.0%
WEBSTER GROVES	4180	STEGER SIXTH GRADE CTR.	8	342		Brnz		ABCD	38	8	21.1%	-45.4%	38	10	26.3%	-39.8%
WENTZVILLE R-IV	3000	WENTZVILLE MIDDLE	8	1088				ABCD	120	15	12.5%	-42.9%	120	18	15.0%	-48.3%
WENTZVILLE R-IV	3050	FRONTIER MIDDLE	8	1161				ABCD	172	41	23.8%	-39.5%	174	48	27.6%	-47.1%
WENTZVILLE R-IV	3030	WENTZVILLE SOUTH MIDDLE	8	773				ABD	81	19	23.5%	-44.7%	81	33	40.7%	-37.7%
HILLSBORO R-III	Dist		8						237	52	21.9%	-34.9%	261	82	31.4%	-26.0%
HILLSBORO R-III	4040	HILLSBORO MIDDLE ELEM. (5-6)	8	525				ABD	69	17	24.6%	-32.4%	69	25	36.2%	-28.0%
PARKWAY C-2	3000	SOUTHWEST MIDDLE	8	642				BD	131	48	36.6%	-33.3%	132	57	43.2%	-29.3%
PARKWAY C-2	3060	SOUTH MIDDLE	8	601				D	105	44	41.9%	-26.3%	109	47	43.1%	-29.2%
VALLEY PARK	3000	VALLEY PARK MIDDLE	8	242				D	36	10	27.8%	-29.4%	36	18	50.0%	-22.8%
ADRIAN R-III	Dist		9						47	20	42.6%	-24.2%	40	14	35.0%	-30.5%
ADRIAN R-III	4020	ADRIAN ELEM.	9	318		Yes		C	18	7	38.9%	-18.1%	18	5	27.8%	-24.3%
BUTLER R-V	Dist		9						64	12	18.8%	-35.3%	64	14	21.9%	-36.8%
BUTLER R-V	4020	BUTLER ELEM.	9	589				ACD	44	11	25.0%	-24.3%	44	10	22.7%	-36.3%
CLINTON	Dist		9						140	18	12.9%	-34.9%	144	26	18.1%	-29.4%
CLINTON	3000	CLINTON MIDDLE	9	392				ABCD	43	5	11.6%	-34.5%	45	10	22.2%	-33.4%
CLINTON	4080	CLINTON INTERMEDIATE SCHOOL	9	407				AC	83	12	14.5%	-24.7%	82	15	18.3%	-21.0%
COLE CAMP R-I	Dist		9						46	18	39.1%	-22.7%	45	22	48.9%	-14.8%
COLE CAMP R-I	4020	COLE CAMP ELEM.	9	249				D	11	4	36.4%	-21.3%	11	4	36.4%	-28.1%
CONCORDIA R-II	Dist		9						40	6	15.0%	-40.3%	36	5	13.9%	-41.6%
CONCORDIA R-II	4020	CONCORDIA ELEM.	9	232		Prep		ABCD	21	1	4.8%	-43.0%	21	3	14.3%	-40.9%
HENRY CO. R-I	Dist		9						42	8	19.0%	-32.9%	44	9	20.5%	-24.5%
HENRY CO. R-I	4020	WINDSOR ELEM.	9	398		Prep	Yes	A	23	5	21.7%	-25.4%	23	7	30.4%	-18.1%
HOLDEN R-III	Dist		9						106	18	17.0%	-39.4%	111	19	17.1%	-33.5%
HOLDEN R-III	3000	HOLDEN MIDDLE	9	357				ABCD	48	6	12.5%	-36.5%	48	8	16.7%	-34.1%
HOLDEN R-III	4040	HOLDEN ELEM.	9	571				ABCD	51	11	21.6%	-35.6%	51	9	17.6%	-29.3%
KNOB NOSTER R-VIII	Dist		9						81	20	24.7%	-33.8%	88	23	26.1%	-34.0%
KNOB NOSTER R-VIII	3000	KNOB NOSTER MIDDLE	9	287				ABD	32	5	15.6%	-44.0%	32	9	28.1%	-40.3%
KNOB NOSTER R-VIII	4020	KNOB NOSTER ELEM.	9	415				AC	27	8	29.6%	-18.8%	27	8	29.6%	-19.8%
KNOB NOSTER R-VIII	4040	WHITEMAN A.F.B. ELEM.	9	402				D	16	5	31.3%	-23.5%	16	5	31.3%	-26.9%
LAFAYETTE CO. C-1	Dist		9						68	1	1.5%	-49.8%	63	2	3.2%	-41.1%
LAFAYETTE CO. C-1	4020	GRANDVIEW ELEM.	9	438				ABCD	34	0	0.0%	-39.3%	34	1	2.9%	-32.5%
LAFAYETTE CO. C-1	3000	LAFAYETTE CO. MIDDLE	9	229				ABCD	22	1	4.5%	-53.4%	22	1	4.5%	-46.5%
LAWSON R-XIV	Dist		9						66	15	22.7%	-42.3%	68	17	25.0%	-40.7%

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LAWSON R-XIV	4040	SOUTHWEST ELEM.	9	396				AB	21	5	23.8%	-40.0%	21	7	33.3%	-25.5%
LAWSON R-XIV	3000	LAWSON MIDDLE	9	383				ABCD	43	9	20.9%	-40.8%	43	7	16.3%	-50.1%
LEXINGTON R-V	Dist		9						77	6	7.8%	-34.9%	80	8	10.0%	-32.7%
LEXINGTON R-V	4040	LESLIE BELL ELEM.	9	353		Emrg		ACD	29	3	10.3%	-25.3%	29	1	3.4%	-37.6%
LINCOLN R-II	Dist		9						32	5	15.6%	-40.3%	30	7	23.3%	-33.2%
LINCOLN R-II	4020	LINCOLN ELEM.	9	270				ABCD	22	3	13.6%	-39.2%	22	5	22.7%	-34.5%
MARSHALL	Dist		9						196	25	12.8%	-26.6%	190	16	8.4%	-25.4%
MARSHALL	4080	NORTHWEST ELEM.	9	208				AC	28	5	17.9%	-16.8%	28	2	7.1%	-22.7%
MARSHALL	3000	BUEKER MIDDLE	9	727				ACD	110	13	11.8%	-25.4%	110	11	10.0%	-27.0%
NEVADA R-V	Dist		9						140	18	12.9%	-42.6%	140	28	20.0%	-38.4%
NEVADA R-V	3000	NEVADA MIDDLE	9	585				ABCD	51	6	11.8%	-40.2%	52	12	23.1%	-35.6%
NEVADA R-V	4080	TRUMAN ELEM.	9	529		Emrg		ABCD	60	9	15.0%	-41.2%	60	15	25.0%	-38.3%
NEVADA R-V	1030	HEARTLAND R-V SCH. (2-12)	9	87				AC	13	0	0.0%	-20.7%	15	0	0.0%	-12.5%
ODESSA R-VII	Dist		9						115	23	20.0%	-34.2%	111	21	18.9%	-38.3%
ODESSA R-VII	3000	ODESSA MIDDLE	9	494				ABCD	38	1	2.6%	-48.7%	39	6	15.4%	-49.1%
ODESSA R-VII	4060	ODESSA UPPER ELEM.	9	464				CD	64	18	28.1%	-23.0%	64	13	20.3%	-29.0%
OSCEOLA	Dist		9						34	5	14.7%	-34.4%	31	4	12.9%	-37.6%
OSCEOLA	4020	OSCEOLA ELEM.	9	226				ABCD	20	2	10.0%	-36.5%	20	4	20.0%	-32.8%
OSCEOLA	1050	OSCEOLA JR.-SR. HIGH	9	246				ABCD	14	3	21.4%	-30.6%	11	0	0.0%	-48.1%
RICHMOND R-XVI	Dist		9						87	20	23.0%	-23.4%	81	22	27.2%	-22.9%
RICHMOND R-XVI	3000	RICHMOND MIDDLE	9	397				A	35	4	11.4%	-28.8%	35	10	28.6%	-25.4%
RICHMOND R-XVI	4030	SUNRISE ELEM.	9	463				A	40	10	25.0%	-19.2%	40	12	30.0%	-15.0%
SEDALIA 200	Dist		9						271	34	12.5%	-37.7%	268	33	12.3%	-36.1%
SEDALIA 200	4050	SKYLINE ELEM.	9	458				AB	17	3	17.6%	-32.6%	17	5	29.4%	-20.3%
SEDALIA 200	2000	SMITH COTTON JR. HIGH SCHL	9	1035				ABCD	80	4	5.0%	-44.2%	84	9	10.7%	-45.1%
SEDALIA 200	4020	HEBER HUNT ELEM.	9	452				ABCD	9	1	11.1%	-29.8%	9	0	0.0%	-36.8%
SEDALIA 200	3000	SEDALIA MIDDLE SCHOOL	9	734		Prep		ABCD	80	9	11.3%	-36.8%	79	11	13.9%	-36.3%
SEDALIA 200	5020	WASHINGTON ELEM.	9	208				AC	13	2	15.4%	-27.8%	13	2	15.4%	-24.9%
SEDALIA 200	4030	PARKVIEW ELEM.	9	427				ACD	17	4	23.5%	-22.4%	17	3	17.6%	-32.9%
SEDALIA 200	4040	HORACE MANN ELEM.	9	309				C	15	5	33.3%	-6.3%	15	3	20.0%	-20.2%
SMITHTON R-VI	Dist		9						33	3	9.1%	-45.5%	33	9	27.3%	-29.3%
SMITHTON R-VI	4020	SMITHTON ELEM.	9	327				ABCD	24	3	12.5%	-39.3%	24	5	20.8%	-31.8%
WARRENSBURG R-VI	Dist		9						223	31	13.9%	-44.6%	224	51	22.8%	-37.5%
WARRENSBURG R-VI	4030	RIDGE VIEW ELEM.	9	418				A	20	5	25.0%	-22.5%	20	6	30.0%	-24.1%
WARRENSBURG R-VI	4050	MARTIN WARREN ELEM.	9	376				ABCD	17	2	11.8%	-34.3%	17	4	23.5%	-28.6%
WARRENSBURG R-VI	4060	STERLING ELEM.	9	358				ABCD	79	10	12.7%	-45.4%	79	18	22.8%	-33.8%
WARRENSBURG R-VI	3000	WARRENSBURG MIDDLE	9	742				ABCD	80	11	13.8%	-43.7%	83	18	21.7%	-44.4%
WARSAW R-IX	Dist		9						131	30	22.9%	-32.1%	127	33	26.0%	-24.5%
WARSAW R-IX	3000	JOHN BOISE MIDDLE	9	350				ABCD	62	8	12.9%	-36.6%	62	7	11.3%	-32.6%
WARSAW R-IX	4040	SOUTH ELEM.	9	252				B	15	4	26.7%	-32.0%	15	8	53.3%	-5.4%

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Observation Checklist for High-Quality Professional Development Training

The *Observation Checklist for High Quality Professional Development*¹ was designed to be completed by an observer to determine the level of quality of professional development training. It can also be used to provide ongoing feedback and coaching to peers who provide professional development training. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training that includes 80% or more of these indicators can be considered to be of high quality.

Context Information	
Date: _____	Location: _____
Topic: _____	Presenter: _____

The professional development provider:	Observed?	
	Yes	No
Preparation		
1. Provides a description of the training with learning objectives prior to training		
Evidence or example:		
2. Provides readings, activities, and/or questions to think about prior to the training		
Evidence or example:		
3. Provides an agenda before or at the beginning of the training		
Evidence or example:		
Introduction		
4. Connects the topic to participants' context (e.g., community, school, district)		
Evidence or example:		
5. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)		

¹ Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). *Observation checklist for high-quality professional development in education*. Center for Research on Learning, University of Kansas, Lawrence, Kansas.

The professional development provider:	Observed?	
	Yes	No
Evidence or example:		
6. Content builds on or relates to participants' previous professional development		
Evidence or example:		
7. Aligns with school/district/state/federal standards or goals		
Evidence or example:		
8. Emphasizes impact of content on student learning outcomes		
Evidence or example:		
Demonstration		
9. Builds shared vocabulary required to implement and sustain the practice		
Evidence or example:		
10. Provides examples of the content/practice in use (e.g., case study)		
Evidence or example:		
11. Illustrates the applicability of the material, knowledge, or practice to the participants' context		
Evidence or example:		
Engagement		
12. Includes opportunities for participants to practice and/or rehearse new skills		
Evidence or example:		
13. Includes opportunities for participants to express personal perspectives (e.g., experience, thoughts on concept)		
Evidence or example:		
14. Includes opportunities for participants to interact with each other related to training content		
Evidence or example:		
15. Adheres to agenda and time constraints		

The professional development provider:	Observed?	
	Yes	No
Evidence or example:		
Evaluation		
16. Includes opportunities for participants to reflect on learning		
Evidence or example:		
17. Includes discussion of specific indicators—related to the knowledge, material, or skills provided by the training—that would indicate a successful transfer to practice		
Evidence or example:		
18. Engages participants in assessment of his or her acquisition of knowledge and skills		
Evidence or example:		
Mastery		
19. Details follow-up activities that require participants to apply their learning in a new setting or context		
Evidence or example:		
20. Offers opportunities for continued learning through technical assistance and resources		
Evidence or example:		
21. Describes opportunities for coaching to improve fidelity of implementation		
Evidence or example:		

References

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From: Dyson Elms, Stephanie **On Behalf Of** Human Subjects Committee
Sent: Friday, November 30, 2012 4:19 PM
To: Noonan, Pattie
Subject: HSCL# 20558 - Evaluation of the Missouri State Personnel Development Grant 2 - Contingent
Importance: High



11/30/2012
HSCL #20558

Patricia Noonan
CRL
521 JRP

The Human Subjects Committee Lawrence reviewed your research application for project
20558 Noonan/ (CRL) Evaluation of the Missouri State Personnel Development Grant 2

Before approval for research can be given, RESPOND IN WRITING through email at hscl@ku.edu to the concerns given below, addressing the issues point-by-point. That is, indicate in your response where you address each of the concerns given below. Please use boldface, underline, or some other means to highlight changes if your response includes original text (e.g. changes to consent, etc.). DO NOT BEGIN RESEARCH. DO NOT RESUBMIT YOUR APPLICATION. Please note that you must respond within 90 days or your application will become inactive. **If revisions of forms are asked for, send in one copy of the revised document.** Please refer to the HSCL project number in correspondence regarding this application.

1. Please provide copies of the survey.
2. Please provide an individual file for the consent form. You may want to review samples of the information statements available on our website, as this consent form is missing several required items (HSCL contact information, description of benefits, internet statement, etc.)

You may send your response (revised documents, etc.) by e-mail. Please contact me if you have any questions.

Sincerely,

Stephanie Dyson Elms
HSCL Coordinator
University of Kansas

Missouri Rubric: SPDG Evidence-based Professional Development Components
 The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Prof Dev Domain	Prof Dev Component	Specifications	Exemplar Description (=4)	Good Description (=3)	Barely Adequate Description (=2)	Inadequate Description (=1)	Evidence/ Data
A(1) Selection Participation is clearly explained and commitment attained. LEA level	Clear expectations are provided for Professional Development (PD) participants. Schools, districts, or other agencies agree to provide the necessary resources, supports and facilitative administration for the participants (LF, NIRN, Guskey)	Clear descriptions of participants and expectations for participants are provided Requirements for schools/districts described Commitment form(s) used for these agreements is provided	1) DESE determines <u>all (100%) of target districts/buildings based on student data.</u> 2) DESE provides a <u>detailed description of the collaborative work to each eligible district annually.</u> 3) Grant awards to offset <u>all of the costs of participation (e.g., teacher stipends, substitute costs and mileage for training attendees) are made available for all participating buildings each year if all agreement criteria, including submission of evaluation data, are met.</u> 4) Agreement letters meet all of the following criteria: <ul style="list-style-type: none"> Outline the requirements for the district coordinator, building administrator, and building instructional staff. Are signed by both the superintendent and building principal Are returned to DESE by specified due date Assure that the participation expectations and agreements have been shared with all staff Assure that all staff will be trained and participate on building 	1) DESE determines <u>most (80%) target districts/buildings based on student data.</u> 2) DESE provides a <u>detailed description of the collaborative work to each eligible district, but not annually.</u> 3) Grant awards to offset <u>some of the costs of participation (e.g., teacher stipends, substitute costs and mileage for training attendees) are made available for all participating buildings each year if all agreement criteria, including submission of evaluation data, are met.</u> 4) Agreement letters meet 4/5 of the following criteria: <ul style="list-style-type: none"> Outline the requirements for the district coordinator, building administrator, and building instructional staff. Are signed by both the superintendent and building principal Are returned to DESE by specified due date Assure that the participation expectations and agreements have been shared with all staff Assure that all staff will be trained and participate on building 	1) DESE determines <u>some (60%) target districts/buildings based on student data</u> 2) DESE provides a description of the collaborative work to each eligible district <u>annually, but description lacks sufficient detail.</u> 3) Grant awards to offset <u>some of the costs of participation (e.g., teacher stipends, substitute costs and mileage for training attendees) are made available for some participating buildings each year if some agreement criteria, including submission of evaluation data, are met.</u> 4) Agreement letters meet <u>3/5 of the following criteria:</u> <ul style="list-style-type: none"> Outline the requirements for the district coordinator, building administrator, and building instructional staff. Are signed by both the superintendent and building principal Are returned to DESE by specified due date Assure that the participation expectations and agreements have been shared with all staff Assure that all staff will be trained and 	1) DESE determines target districts/buildings <u>without regard for student data.</u> 2 DESE provides a description of the collaborative work to each eligible district, but <u>description lacks sufficient detail and is not provided annually.</u> 3) Grant awards to offset some costs of participation (e.g., teacher stipends, substitute costs and mileage for training attendees) are <u>made available for participating buildings each year without agreement criteria, including submission of evaluation data, being met.</u> 4) Agreement letters meet 2 or fewer of the following criteria: <ul style="list-style-type: none"> Outline the requirements for the district coordinator, building administrator, and building instructional staff. Are signed by both the superintendent and building principal Are returned 	LEA data spreadsheet LEA Data Performance spreadsheet Criteria for LEA eligibility Detailed description of expected participation. Rate of signed commitments Budget and expenditures RPDC report of commitment shared with building-leadership teams

SPDG Evidence-based Professional Development Components

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Prof Dev Domain	Prof Dev Component	Specifications	Exemplar Description (=4)	Good Description (=3)	Barely Adequate Description (=2)	Inadequate Description (=1)	Evidence/ Data
			<p>have been shared with all staff</p> <ul style="list-style-type: none"> Assure that all staff will be trained and participate on building collaborative data teams 	collaborative data teams	participate on building collaborative data teams	<p>to DESE by specified due date</p> <ul style="list-style-type: none"> Assure that the participation expectations and agreements have been shared with all staff Assure that all staff will be trained and participate on building collaborative data teams 	
A(2) Selection	Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors (NIRN)	Clear descriptions of PD providers requirements and expectations	<p>1) A contract is in place for each RPDC that has clear expectations and requirements for the DESE-supported scope of work and use of funds.</p> <p>2) Contract includes expected participation in statewide professional development of 100% of identified regional staff.</p> <p>3) RPDC staff, representing each region, contributes their time and expertise to the development of PD content, processes, and materials, through the work of SPDG content development teams.</p> <p>4) A .50FTE Fidelity Coach is in place for each RPDC region.</p>	<p>5) A contract is in place for 8 of the 9 RPDCs that has clear expectations and requirements for the DESE-supported scope of work and use of funds.</p> <p>6) Contract includes expected participation in statewide professional development of 90% of identified regional staff.</p> <p>1) RPDC staff, representing at least 8 of 9 regions, contributes their time and expertise to the development of PD content, processes, and materials, through the work of SPDG content development teams.</p> <p>2) A .50FTE Fidelity Coach is in place for each RPDC region.</p>	<p>7) A contract is in place for 7 of the 9 RPDCs that has clear expectations and requirements for the DESE-supported scope of work and use of funds.</p> <p>8) Contract includes expected participation in statewide professional development of 80% of identified regional staff.</p> <p>1) RPDC staff, representing at least 7 of 9 regions, contributes their time and expertise to the development of PD content, processes, and materials, through the work of SPDG content development teams.</p> <p>2) A .50FTE Fidelity Coach is in place for at least 7 RPDC regions.</p>	<p>9) A contract is in place for 6 or fewer RPDCs that has clear expectations and requirements for the DESE-supported scope of work and use of funds.</p> <p>10) Contract does not include expected participation in statewide professional development of regional staff.</p> <p>1) RPDC staff, representing 6 or fewer regions, contributes their time and expertise to the development of PD content, processes, and materials, through the work of SPDG content development teams.</p>	<p>Executed contracts for RPDCs in 9 regions.</p> <p>Roster of content development teams.</p> <p>Completed Learning Packets from each of the 9 regions.</p> <p>Roster of SPDG Fidelity coaches</p>

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						2) A .50FTE Fidelity Coach is in place for less than 6 RPDC regions.	
B(1) Training High quality delivery of training.	Accountability for delivery and quality monitoring of training is clear (e.g. lead person designated and supported)	Clear description of expected fidelity to be achieved and protocols for measuring fidelity.	<p>1) <u>At least 20%</u> of SPDG delivered training is observed by SPDG evaluators and/or Fidelity Coaches to ensure that the training delivery meets the criteria for high quality professional development.</p> <p>2) <u>All (100%)</u> of RPDC consultants who are observed receive timely feedback and coaching.</p> <p>3) <u>Each (100%)</u> participating RPDC consultant is observed <u>at least twice annually</u>.</p> <p>4) <u>100%</u> of SPDG delivered training is evaluated by participants and reported to address at least <u>80%</u> of High Quality Professional Development Criteria.</p> <p>5) <u>All (100%)</u> of training evaluations are compiled and summarized and results shared with the RPDC consultant and RPDC Director.</p>	<p>1) <u>15 -20%</u> of SPDG developed training is observed by SPDG evaluators and/or Fidelity Coaches to ensure that the training delivery meets the criteria for high quality professional development.</p> <p>2) <u>At least 80%</u> of RPDC consultants who are observed receive timely feedback and coaching.</p> <p>3) <u>80%</u> of participating RPDC consultants are observed <u>at least twice annually</u>.</p> <p>6) <u>90%</u> of SPDG delivered training is evaluated by participants and reported to address at least <u>80%</u> of High Quality Professional Development Criteria.</p> <p>7) <u>Most (90%)</u> of training evaluations are compiled and summarized and results shared with the RPDC consultant and RPDC Director.</p>	<p>1) <u>10% to 15%</u> of SPDG developed training is observed by SPDG evaluators and/or Fidelity Coaches to ensure that the training delivery meets the criteria for high quality professional development.</p> <p>2) <u>At least 60%</u> of RPDC consultants who are observed receive timely feedback and coaching.</p> <p>3) <u>60%</u> of participating RPDC consultants are observed but <u>less than twice annually</u>.</p> <p>8) <u>80%</u> of SPDG delivered training is evaluated by participants and reported to address at least <u>70%</u> of High Quality Professional Development Criteria.</p> <p>9) <u>Some (80%)</u> of training evaluations are compiled and summarized and results shared with the RPDC consultant and Director.</p>	<p>1) <u><10%</u> of SPDG developed training is observed by SPDG evaluators and/or Fidelity Coaches to ensure that the training delivery meets the criteria for high quality professional development.</p> <p>2) <u><60%</u> of RPDC consultants who are observed receive timely feedback and coaching.</p> <p>3) <u><60%</u> of participating RPDC consultants are observed <u>less than twice annually</u>.</p> <p>10) <u>Less than 80%</u> of SPDG delivered training is evaluated by participants and reported to address less than <u>70%</u> of High Quality Professional Development Criteria.</p> <p>11) <u>Less than 80%</u> of training evaluations are compiled and summarized and results shared with the RPDC consultant and Director.</p>	<p>SPDG Fidelity Coach logs and coaching notes</p> <p>Observation Checklist for High-Quality Professional Development Training</p> <p>Training Evaluation Form</p>

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B(2) Training Designed with adult learning principles incorporated	Adult learning principles used (NIRN, LF)	Description of effective learning strategies used (see Trivette & Dunst document)	1) Each (100%) SPDG developed training package meets the criteria for high-quality PD and incorporates adult learning principles. 2) Fidelity of training is at least 0.90 on fidelity checklist. 3) Pre/post assessments are used in 100% of training.	1) 90% of SPDG developed training packages meet the criteria for high-quality PD and incorporate adult learning principles. 2) Fidelity of training is at least 0.80 on fidelity checklist. 3) Pre/post assessments are used in 90% of training.	1) 80% of SPDG developed training packages meet the criteria for high-quality training addressing adult learning principles. 2) Fidelity of training is at least 0.70 on fidelity checklist. 3) Pre/post assessments are used in 80% of training.	1) ≤80% SPDG developed training package meets the criteria for high-quality training addressing adult learning principles. 2) Fidelity of training is <0.70 on fidelity checklist. 3) Pre/post assessments are used in <80% of training.	Required training component checklist Observation Checklist for High-Quality Professional Development Training Pre/post assessment training participant data
B(3) Training Designed with relevance and application practice incorporated	Skill-based (NIRN, Guskey)	Describes how training is skill-based Participant behavior rehearsals to criterion with an expert observing	1) 90% of training meets the criteria for behavior rehearsals and reflection as observed by an outside evaluator or as reported by participants in training evaluation. 2) 90% of the training provides opportunities to plan for initial and continued implementation as observed by an outside evaluator or as reported by participants in training evaluation. 3) 80% of participants track and report the use of new skills as monitored through fidelity measures built into the training	1) 80% of the training meets the criteria for behavior rehearsals and reflection as observed by an outside evaluator or as reported by participants in training evaluation. 2) 80% of the training provides opportunities to plan for initial and continued implementation as observed by an outside evaluator or as reported by participants in training evaluation. 3) 70% of participants track and report the use of new skills as monitored through fidelity measures built into the training packages. 4) Of the 70% of participants tracking and reporting the use of new skills, 80%	1) 60% training meets the criteria for behavior rehearsals and reflection as observed by an outside evaluator or as reported by participants in training evaluation. 2) 60% of the training provides opportunities to plan for initial and continued implementation as observed by an outside evaluator or as reported by participants in training evaluation. 3) 50% of participants track and report the use of new skills as monitored through fidelity measures built into the training packages. 4) Of the 50% of participants tracking and reporting the use of new skills, 70% receive coaching and	1) Less than 60% of training meets the criteria for behavior rehearsals and reflection as observed by an outside evaluator or as reported by participants in training evaluation. 2) Less than 60% of the training provides opportunities to plan for initial and continued implementation as observed by an outside evaluator or as reported by participants in training evaluation. 3) Less than 50% of participants track and report	

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			<p>packages.</p> <p>4) Of the 80% of participants tracking and reporting the use of new skills, 90% receive coaching and feedback.</p> <p>5) 100% of participating buildings submit a Common formative assessment developed by the collaborative data teams monthly to the SPDG data portal.</p> <p>6) 100% of the submitted Common Formative Assessments are vetted by the RPDC consultants and posted to the public access area of the SPDG data portal.</p>	<p>receive coaching and feedback.</p> <p>7) 90% of participating buildings submit a Common formative assessment developed by the collaborative data teams monthly to the SPDG data portal.</p> <p>5) 90% of the submitted Common Formative Assessments are vetted by the RPDC consultants and posted to the public access area of the SPDG data portal.</p>	<p>feedback.</p> <p>8) 80% of participating buildings submit a Common formative assessment developed by the collaborative data teams monthly to the SPDG data portal.</p> <p>5) 80% of the submitted Common Formative Assessments are vetted by the RPDC consultants and posted to the public access area of the SPDG data portal.</p>	<p>the use of new skills as monitored through fidelity measures built into the training packages.</p> <p>4) Of the participants tracking and reporting the use of new skills, less than 70% receive coaching and feedback.</p> <p>9) Less than 80% of participating buildings submit a Common formative assessment developed by the collaborative data teams monthly to the SPDG data portal.</p> <p>5) Less than 80% of the submitted Common Formative Assessments are vetted by the RPDC consultants and posted to the public access area of the SPDG data portal.</p>	
B(4) Training	Outcome data collected and analyzed (pre and post testing) of participant knowledge and	Data is collected that demonstrates an increase in the skills of the participants	1) <u>100%</u> of Pre-assessment results are reviewed <u>prior</u> to each training and <u>inform delivery</u> of the training.	1) <u>100%</u> of Pre-assessment results are reviewed <u>prior</u> to each training and <u>inform delivery</u> of the training. 3) 100% of Pre- and Post-	1) 100% of Pre-assessment results are reviewed but not prior to each training and do not inform delivery of training.	1) Pre-assessment results are not reviewed. 2) Pre- and Post-assessment results are not	

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	skills (NIRN)	(e.g., post/post testing of skills) Describes how these data are used to make appropriate changes to the training and to provide further supports through coaching	2) 100% of Pre- and Post-assessment results are reviewed following each training event to identify training follow-up and coaching needs and to improve coaching and training delivery and content.	assessment results are reviewed following each training event to identify training follow-up and coaching needs and to improve coaching and training delivery and content.	2) 100% of Pre- and Post-assessment results are reviewed following each training event but are not used to identify training follow-up or coaching needs or to improve coaching and training delivery and content.	reviewed following training events.	
B(5) Training Continuous quality improvement	Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN)	Describes how fidelity measures are collected and analyzed related to training (e.g. schedule, content, processes, qualification of trainers) Describes how fidelity measures are used to work with trainers (NIRN) Describes how participant feedback is used to improve trainer skills and revise the training content	1) A composite summary report of training evaluation results including pre/post assessments, participant satisfaction, and observation are provided to the RPDC consultant, RPDC director, and SPDG management team <u>quarterly</u> . 2) Composite training, coaching, and fidelity of implementation results are discussed at <u>all (100%) monthly</u> SPDG management team meetings and <u>all (100%) monthly</u> RPDC Director meetings to support data-based improvements to the project.	1) A composite summary report of training evaluation results including pre/post assessments, participant satisfaction, and observation are provided to the RPDC consultant, RPDC director, and SPDG management team <u>twice yearly</u> . 2) Composite training, coaching, and fidelity of implementation results are discussed at <u>most (80%) monthly</u> SPDG management team meetings and <u>most (80%) monthly</u> RPDC Director meetings to support data-based improvements to the project.	1) A composite summary report of training evaluation results including pre/post assessments, participant satisfaction, and observation are provided to the RPDC consultant, RPDC director, and SPDG management team <u>annually</u> . 2) Composite training, coaching, and fidelity of implementation results are discussed at <u>some (60%) monthly</u> SPDG management team meetings and <u>some (60%) monthly</u> RPDC Director meetings to support data-based improvements to the project.	1) A composite summary report of training evaluation results including pre/post assessments, participant satisfaction, and observation are not provided to the RPDC consultant, RPDC director, and SPDG management team. 2) Composite training, coaching, and fidelity of implementation results are not discussed at SPDG management team meetings or RPDC Director meetings.	
C(1) Coaching	Accountability for development	Description of responsibilities	1) 90% of RPDC staff follows	1) 80% of RPDC staff follows recommended	1) 70% of RPDC staff follows recommended	1) Less than 70% of RPDC staff	

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High quality delivery of coaching	and monitoring of quality and timeliness of coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (NIRN)	<p>for the person in charge of coaching and who this person is.</p> <p>Description of how implementation and outcomes data are used to modify coaching strategies</p> <p>Description of supports that are provided to coaches as a result of having these data</p>	<p>recommended processes for providing coaching.</p> <p>2) 90 % of RPDC provided coaching interactions are tracked and reported using SPDG developed forms.</p> <p>3) 90% of RPDC staff use technology at least 20% of the time to increase educator access to feedback and guidance.</p> <p>4) 100% of the SPDG Fidelity Coaches use technology at least 20% of the time to increase RPDC staff access to feedback and guidance.</p> <p>5) Training focused on coaching is provided to 100% of RPDC identified staff and Fidelity Coaches.</p> <p>6) 70 % of designated coaches at the LEA-level participate in coaching training and track and report their coaching interactions.</p>	<p>processes for providing coaching.</p> <p>2) 80 % of RPDC provided coaching interactions are tracked and reported using SPDG developed forms.</p> <p>3) 80% of RPDC staff use technology at least 20% of the time to increase educator access to feedback and guidance.</p> <p>4) 90% of the SPDG Fidelity Coaches use technology at least 20% of the time to increase RPDC staff access to feedback and guidance.</p> <p>5) Training focused on coaching is provided to 90% of RPDC identified staff and Fidelity Coaches.</p> <p>6) 60 % of designated coaches at the LEA-level participate in coaching training and track and report their coaching interactions.</p>	<p>processes for providing coaching.</p> <p>2) 70 % of RPDC provided coaching interactions are tracked and reported using SPDG developed forms.</p> <p>3) 70% of RPDC staff use technology at least 20% of the time to increase educator access to feedback and guidance.</p> <p>4) 80% of the SPDG Fidelity Coaches use technology at least 20% of the time to increase RPDC staff access to feedback and guidance.</p> <p>5) Training focused on coaching is provided to 80% of RPDC identified staff and Fidelity Coaches.</p> <p>6) 50 % of designated coaches at the LEA-level participate in coaching training and track and report their coaching interactions.</p>	<p>follows recommended processes for providing coaching.</p> <p>2) Less than 70 % of RPDC provided coaching interactions are tracked and reported using SPDG developed forms.</p> <p>3) Less than 70% of RPDC staff use technology less than 20% of the time to increase educator access to feedback and guidance.</p> <p>4) Less than 80% of the SPDG Fidelity Coaches use technology less than 20% of the time to increase RPDC staff access to feedback and guidance.</p> <p>5) Training focused on coaching is provided to Less than 80% of RPDC identified staff and Fidelity Coaches.</p> <p>6) Less than 50 % of designated coaches at the LEA-level participate in coaching training and</p>	

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						track and report their coaching interactions.	
C(2) Coaching Coaching responds to participant learning data	Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.	Describes the coaching strategies used and their appropriateness for use with adults (i.e., evidence provided for coaching strategies). Describe how coaches monitor implementation progress. Describe how coaches help sustain continuous improvement.	<ol style="list-style-type: none"> 100% of coaching, as a follow-up to training and provided by the RPDC staff, occurs in the teaching context, in the school setting both with and without the use of technology. Implementation data is collected through <u>all</u> of the following methods: surveys, observations, fidelity measures, and student results. RPDC staff who are coaching instructional staff have access through a secure online database to <u>all</u> of their districts' fidelity, implementation, and outcome data. Data are used <u>100%</u> of the time to make mid-course corrections to training and coaching across the project. 	<ol style="list-style-type: none"> 90% of coaching, as a follow-up to training and provided by the RPDC staff, occurs in the teaching context, in the school setting both with and without the use of technology. Implementation data is collected through <u>most</u> of the following methods: surveys, observations, fidelity measures, and student results. RPDC staff who are coaching instructional staff have access through a secure online database to most of their districts' fidelity, implementation, and outcome data Data are used <u>100%</u> of the time to make mid-course corrections to training and coaching across the project. 	<ol style="list-style-type: none"> 70% of coaching, as a follow-up to training and provided by the RPDC staff, occurs in the teaching context, in the school setting both with and without the use of technology. Implementation data is collected through <u>some</u> of the following methods: surveys, observations, fidelity measures, and student results. RPDC staff who are coaching instructional staff have access through a secure online database to some of their districts' fidelity, implementation, and outcome data. Data are used <u>80%</u> of the time to make mid-course corrections to training and coaching across the project. 	<ol style="list-style-type: none"> Less than 70% of coaching, as a follow-up to training and provided by the RPDC staff, occurs in the teaching context, in the school setting both with and without the use of technology. Implementation data is not collected. RPDC staff who are coaching instructional staff do not have access to their districts' fidelity, implementation, and outcome data. Data are not used to make mid-course corrections to training and coaching across the project. 	
D(1) Performance Assessment Data systems	Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and	Role/job description provided Describe how fidelity measures are	<ol style="list-style-type: none"> Fidelity and outcomes measures are outlined at <u>all</u> (100%) of the trainings and accessible <u>anytime</u> by districts through 	<ol style="list-style-type: none"> Fidelity and outcomes measures are outlined at most (90%) of the trainings and accessible <u>most of the time</u> by districts through either the 	<ol style="list-style-type: none"> Fidelity and outcomes measures are outlined at some (80%) of the trainings and accessible <u>some of the time</u> by districts through either the 	<ol style="list-style-type: none"> Fidelity and outcomes measures are not outlined at trainings and are not accessible <u>anytime</u> by 	

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	supported) (NIRN)	<p>compared with outcomes, are available on a regular basis, and are used for decision-making (NIRN)</p> <p>Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs</p>	<p>either the www.mospdgdta.org website or the MCDS portal.</p> <p>2) As part of the training sequence and coaching, <u>all (100%)</u> of school collaborative data teams are supported to review and use their data for planning and decision-making.</p> <p>3) Each <u>(100%)</u> school-identified data management individual is provided with detailed instructions for using the www.mospdgdta.org website and MCDS portal and sent reminders on data requirements.</p>	<p>www.mospdgdta.org website or the MCDS portal.</p> <p>2) As part of the training sequence and coaching, <u>most (90%)</u> of school collaborative data teams are supported to review and use their data for planning and decision-making.</p> <p>3) Most <u>(90%)</u> of school-identified data management individuals are provided with detailed instructions for using the www.mospdgdta.org website and MCDS portal and sent reminders on data requirements.</p>	<p>www.mospdgdta.org website or the MCDS portal.</p> <p>2) As part of the training sequence and coaching, <u>some (80%)</u> of school collaborative data teams are supported to review and use their data for planning and decision-making.</p> <p>3) <u>Some (80%)</u> of school-identified data management individuals are provided with detailed instructions for using the www.mospdgdta.org website and MCDS portal and sent reminders on data requirements.</p>	<p>districts through either the www.mospdgdta.org website or the MCDS portal.</p> <p>2) As part of the training sequence and coaching, <u>less than 80% of</u> school collaborative data teams are supported to review and use their data for planning and decision-making.</p> <p>3) <u>Less than 80% of</u> school-identified data management individuals are provided with detailed instructions for using the www.mospdgdta.org website and MCDS portal and sent reminders on data requirements.</p>	
D(2) Performance Assessment	Data are used to make decisions at all education levels (SEA, regional, LEA, school)	Describe feedback system for decision-making to ensure continuous academic and behavioral growth for all students.	<p>1) Implementation teams at all levels (state, regional, and LEA) use a data teaming process to review data for decision-making.</p> <p>2) The feedback system, as supported by the mospdgdta.org as</p>	<p>1) Implementation teams at all levels (state, regional, and LEA) use a data teaming process to review data for decision-making.</p> <p>2) The feedback system, as supported by the mospdgdta.org as</p>	<p>4) Implementation teams at 2 of the 3 (state, regional, and LEA) levels use a data teaming process to review data for decision-making.</p> <p>5) The feedback system, as supported by the</p>	<p>1) Implementation teams at 1 or none of the 3 (state, regional, and LEA) levels use a data teaming process to review data for decision-making.</p> <p>7) The feedback</p>	

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			<p>well as the MCDS portal, links all of the following: student-level data to classroom implementation data to building-level coaching data to regional implementation data to state-level implementation data to state-level student outcome data.</p> <p>3) Analysis of available data is disaggregated by all of the following: implementation settings (LEA or regional), diversity of student learners, as well as overall state participation.</p>	<p>well as the MCDS portal, links most of the following: student-level data to classroom implementation data to building-level coaching data to regional implementation data to state-level implementation data to state-level student outcome data.</p> <p>3) Analysis of available data is disaggregated by all of the following: implementation settings (LEA or regional), diversity of student learners, as well as overall state participation.</p>	<p>mospdgdata.org as well as the MCDS portal, links some of the following: student-level data to classroom implementation data to building-level coaching data to regional implementation data to state-level implementation data to state-level student outcome data.</p> <p>6) Analysis of available data is disaggregated by 2 out of 3 of the following: implementation settings (LEA or regional), diversity of student learners, as well as overall state participation.</p>	<p>system, as supported by the mospdgdata.org as well as the MCDS portal, does not link any of the following: student-level data to classroom implementation data to building-level coaching data to regional implementation data to state-level implementation data to state-level student outcome data.</p> <p>2) Analysis of available data is disaggregated by 1 or none of the following: implementation settings (LEA or regional), diversity of student learners, as well as overall state participation.</p>	

SPDG Evidence-based Professional Development Components

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Prof Dev Domain	Prof Dev Component	Specifications	Exemplar Description (=4)	Good Description (=3)	Barely Adequate Description (=2)	Inadequate Description (=1)	Evidence/ Data
D(3) Performance Assessment Data-driven processes	Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN)	Describe the following (at least 2 of the following): How schools/districts plan for proactive staff orientation to the process and procedures Use of Appropriate Data Sources (e.g. for competency - observation) (NIRN) Use of multiple sources of information to guide improvement and demonstrate its impact. (LF) Prepares educators to apply research to decision making. (LF)	1) All (100%) of training content is research-based and follows the principles of implementation science. 2) All (100%) of school administrators and collaborative data teams are trained in data-based decision-making and supported through coaching to analyze all relevant data sources to track implementation and student outcomes as well as continually adjust and improve implementation. 3) Every (100%) instructional staff member of a participating school serves on a collaborative data team. 4) All (100%) of new school staff members are supported by their collaborative data team to master the training content, implement effective teaching and learning practices, collaboratively develop and administer common formative	5) Most (90%) of training content is research-based and follows the principles of implementation science. 6) Most (90%) of school administrators and collaborative data teams are trained in data-based decision-making and supported through coaching to analyze all relevant data sources to track implementation and student outcomes as well as continually adjust and improve implementation. 7) Every (100%) instructional staff member of a participating school serves on a collaborative data team. 8) All (100%) of new school staff members are supported by their collaborative data team to master the training content, implement effective teaching and learning practices, collaboratively develop and administer common formative assessments, analyze data, and make data-based decisions.	9) Some (80%) of training content is research-based and follows the principles of implementation science. 10) Some (80%) of school administrators and collaborative data teams are trained in data-based decision-making and supported through coaching to analyze all relevant data sources to track implementation and student outcomes as well as continually adjust and improve implementation. 11) Most (80%) instructional staff member of a participating school serves on a collaborative data team. 12) Most (80%) of new school staff members are supported by their collaborative data team to master the training content, implement effective teaching and learning practices, collaboratively develop and administer common formative assessments, analyze data, and make data-based decisions.	1) Less than 80% of training content is research-based and follows the principles of implementation science. 2) Less than 80% of school administrators and collaborative data teams are trained in data-based decision-making and supported through coaching to analyze all relevant data sources to track implementation and student outcomes as well as continually adjust and improve implementation. 3) Less than 80% instructional staff member of a participating school serves on a collaborative data team. 4) Less than (80%) of new school staff members are supported by their collaborative data team to master the training content, implement	

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			assessments, analyze data, and make data-based decisions.			effective teaching and learning practices, collaboratively develop and administer common formative assessments, analyze data, and make data-based decisions.	
D(4) Performance Assessment	Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN)	Describe how fidelity data over time informs modifications to implementation drivers (e.g. how can Selection, Training, and Coaching better support high fidelity) (NIRN) Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (LF) Describe positive recognition processes in	<p>1) All (100%) learning packet rubrics are clearly outlined with defined expectations and accompanying evidence.</p> <p>2) The rubrics are used by 100% of the participating LEAs to track implementation progress and compare with student outcomes.</p> <p>3) Collective LEA rubrics are used at both the regional and state levels to track implementation progress and compare with student outcomes.</p> <p>4) Schools are recognized annually for improvement through state recognition protocols and SPDG-sponsored trainings and</p>	<p>5) Most (90%) learning packets rubrics are clearly outlined with defined expectations and accompanying evidence.</p> <p>6) The rubrics are used by 90% of the participating LEAs to track implementation progress and compare with student outcomes.</p> <p>7) Collective LEA rubrics are used at both the regional and state levels to track implementation progress and compare with student outcomes.</p> <p>8) Schools are recognized annually for improvement through state recognition protocols and SPDG-sponsored trainings and events.</p>	<p>9) Some (80%) learning packets rubrics are clearly outlined with defined expectations and accompanying evidence.</p> <p>10) The rubrics are used by 80% of the participating LEAs to track implementation progress and compare with student outcomes.</p> <p>11) Collective LEA rubrics are used at only 1 of the 2 (regional and state) levels to track implementation progress and compare with student outcomes.</p> <p>12) Schools are recognized but less than annually for improvement through state recognition protocols and SPDG-sponsored trainings and events.</p>	<p>1) Less than 80% of learning packets rubrics are clearly outlined with defined expectations and accompanying evidence.</p> <p>2) The rubrics are used by less than 80% of the participating LEAs to track implementation progress and compare with student outcomes.</p> <p>3) Collective LEA rubrics are not used</p> <p>4) Schools are not recognized for improvements.</p>	

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Prof Dev Domain	Prof Dev Component	Specifications	Exemplar Description (=4)	Good Description (=3)	Barely Adequate Description (=2)	Inadequate Description (=1)	Evidence/ Data
		place for participation	events.				
D(5) Performance Assessment Data collection and reporting	Participants are instructed in how to provide data to the SPDG Project	Procedures described for data collection Guidance provided to schools/districts shared	<ol style="list-style-type: none"> 1) <u>Data requirements, including detailed data collection procedures and tools, submission methods and due dates</u> are provided and are <u>clearly outlined</u> through <u>multiple methods</u>, such as the districts' expectations document, trainings, and www.mospdgdgdata.org data portal. 2) <u>All (100%)</u> identified DESE and RPDC staff are trained in data collection procedures, in using data to monitor student progress, and in supporting the data-based decision making of school collaborative data teams. 3) <u>All (100%)</u> identified DESE and RPDC staff are trained in data collection procedures and in using data to monitor school, district, regional and statewide performance. 4) <u>A SPDG Evaluation Plan is</u> 	<ol style="list-style-type: none"> 1) <u>Data requirements, including detailed data collection procedures and tools, submission methods and due dates</u> are provided and are <u>clearly outlined</u> through <u>multiple methods</u>, such as the districts' expectations document, trainings, and www.mospdgdgdata.org data portal. 2) <u>Most (90%)</u> identified DESE and RPDC staff are trained in data collection procedures, in using data to monitor student progress, and in supporting the data-based decision making of school collaborative data teams. 3) <u>Most (90%)</u> identified DESE and RPDC staff are trained in data collection procedures and in using data to monitor school, district, regional and statewide performance. 4) A SPDG Evaluation Plan is <u>developed</u> and <u>implemented</u> that includes <u>all</u> of the following: data collection and reporting requirements, the rationale for all data requirements, methods of collection, and feedback loops for data- 	<ol style="list-style-type: none"> 1) <u>Data requirements, including detailed data collection procedures and tools, submission methods and due dates</u> are provided but are <u>not clearly outlined and are not provided</u> through <u>multiple methods</u>, such as the districts' expectations document, trainings, and www.mospdgdgdata.org data portal. 2) <u>Some (80%)</u> identified DESE and RPDC staff are trained in data collection procedures, in using data to monitor student progress, and in supporting the data-based decision making of school collaborative data teams. 3) <u>Some (80%)</u> identified DESE and RPDC staff are trained in data collection procedures and in using data to monitor school, district, regional and statewide performance. 4) A SPDG Evaluation Plan is <u>developed</u> and <u>implemented</u> that includes some of the following: data collection and reporting requirements, the rationale for all data requirements, methods of collection, and 	<ol style="list-style-type: none"> 1) <u>Not all data requirements, (including detailed data collection procedures and tools, submission methods and due dates)</u> are provided, are not <u>clearly outlined and are not provided</u> through <u>multiple methods</u>, such as the districts' expectations document, trainings, and www.mospdgdgdata.org data portal. 2) <u>Less than 80%</u> identified DESE and RPDC staff are trained in data collection procedures, in using data to monitor student progress, and in supporting the data-based decision making of school collaborative data teams. 3) <u>Less than 80%</u> of identified DESE and RPDC staff are trained in data collection procedures and in using data to 	

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			<p>developed and implemented that includes all of the following: data collection and reporting requirements, the rationale for all data requirements, methods of collection, and feedback loops for data-based decision making.</p> <p>5) The SPDG evaluators are available during regular business hours to school staff and RPDC consultants for consultation/problem solving.</p> <p>6) SPDG evaluators provide reminder emails at least monthly to districts to assist them with data submission deadlines and requirements.</p>	<p>based decision making. The SPDG evaluators are available during most hours during the business day to school staff and RPDC consultants for consultation/problem solving.</p> <p>6) SPDG evaluators provide reminder emails at least quarterly to districts to assist them with data submission deadlines and requirements.</p>	<p>feedback loops for data-based decision making.</p> <p>5) The SPDG evaluators are available for limited hours during the business day to school staff and RPDC consultants for consultation/problem solving.</p> <p>6) SPDG evaluators provide reminder emails at least semi-annually to districts to assist them with data submission deadlines and requirements.</p>	<p>monitor school, district, regional and statewide performance.</p> <p>4) A SPDG Evaluation Plan is not developed.</p> <p>5) The SPDG evaluators are not available to school staff and RPDC consultants for consultation/problem solving.</p> <p>6) SPDG evaluators do not provide reminder e-mails to districts to assist them with data submission deadlines and requirements.</p>	

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E(1) Facilitative Administrative Support / Systems Intervention Leadership team fluency in expected process	Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation	Role/job description relative to program implementation provided Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs	<p>1) DESE provides all (100%) identified RPDC and DESE staff with an orientation to the expectations of participation and the process.</p> <p>2) Commitment letter signed by LEA administrators requires administrator participation in all building-level training and support of collaborative data team activities.</p> <p>3) All (100%) of RPDCs provide all (100%) of building-level/district-level leadership teams with an orientation to the expectations of participation and the process.</p> <p>4) School administrator has access to all (100%) of the data submitted by school collaborative data teams.</p> <p>5) A training module focused on leadership that incorporates principles of HQPD is developed.</p> <p>6) All (100%) RPDCs use the leadership module to train all</p>	<p>1) DESE provides most (90%) identified RPDC and DESE staff with an orientation to the expectations of participation and the process.</p> <p>2) Commitment letter signed by LEA administrators requires administrator participation in all building-level training and support of collaborative data team activities.</p> <p>3) All (100%) of RPDCs provide all (100%) of building-level/district-level leadership teams with an orientation to the expectations of participation and the process.</p> <p>4) School administrator has access to most (90%) of the data submitted by school collaborative data teams.</p> <p>7) A training module focused on leadership that incorporates principles of HQPD is developed.</p> <p>5) Most (90%) RPDCs use the leadership module to train most (90%) administrators and provide follow-up.</p>	<p>1) DESE provides some (80%) identified RPDC and DESE staff with an orientation to the expectations of participation and the process.</p> <p>2) Commitment letter signed by LEA administrators only requires administrator participation in some building-level training and limited support to collaborative data team activities.</p> <p>3) Less than 100% of RPDCs provide less than 100% of building-level/district-level leadership teams with an orientation to the expectations of participation and the process.</p> <p>4) School administrator has access to some (80%) of the data submitted by school collaborative data teams.</p> <p>5) A training module focused on leadership is developed but does not incorporate all of the principles of HQPD.</p> <p>6) Most (90%) RPDCs use the leadership module to train most (90%) administrators but do not provide follow-up.</p>	<p>1) DESE provides less than 80% of identified RPDC and DESE staff with an orientation to the expectations of participation and the process.</p> <p>2) Commitment letter signed by LEA administrators does not require administrator participation in building-level training or to support collaborative data team activities.</p> <p>3) RPDCs do not provide building-level/district-level leadership teams with an orientation to the expectations of participation and the process.</p> <p>4) School administrator does not have access to data submitted by school collaborative data teams.</p> <p>5) A training module focused on leadership is not developed.</p> <p>6) The leadership training module is not used by</p>	

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			administrators and provide follow-up.			the RPDCs to provide training to school administrators on leadership.	
E(2) Facilitative Administrative Support / Systems Intervention Data team process	Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support new way of work.	Describe processes for collecting, analyzing and utilizing student and teacher data to recognize barriers to implementation success. Describe processes for revising policies and procedures to support new way of work.	<ol style="list-style-type: none"> 1) <u>At least 30% of school instructional staff (e.g., teachers, coaches, and administrators) completes the School Implementation Scale (SIS) and Team Functioning Scale (TFS) annually.</u> 2) Through the www.mospdgdta.org data portal, <u>specified reports</u> and survey results are <u>immediately accessible</u> to school, district, regional, and state leadership. 3) <u>All of the following review report and survey results monthly:</u> 	<ol style="list-style-type: none"> 1) <u>At least 20% of school instructional staff (e.g., teachers, coaches, and administrators) completes the School Implementation Scale (SIS) and Team Functioning Scale (TFS) annually.</u> 2) Through the www.mospdgdta.org data portal, <u>specified reports</u> and survey results are accessible <u>the following day</u> to school, district, regional, and state leadership. 3) <u>All of the following review report and survey results monthly:</u> LEAs review classroom and building-level results, RPDCs review classroom, district and building results and DESE 	<ol style="list-style-type: none"> 1) <u>At least 10% of school instructional staff (e.g., teachers, coaches, and administrators) completes the School Implementation Scale (SIS) and Team Functioning Scale (TFS) annually.</u> 2) Through the www.mospdgdta.org data portal, <u>specified reports</u> and survey results are accessible <u>within one week</u> to school, district, regional, and state leadership. 3) 2 out of 3 of the following review report and survey results <u>monthly:</u> LEAs review classroom and building-level results, RPDCs review classroom, district and building results and DESE 	<ol style="list-style-type: none"> 1) <u>Less than 10% of school instructional staff (e.g., teachers, coaches, and administrators) completes the School Implementation Scale (SIS) and Team Functioning Scale (TFS) annually.</u> 2) Through the www.mospdgdta.org data portal, <u>specified reports</u> and survey results are <u>not accessible to school, district, regional, and state leadership.</u> 	

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			<p>LEAs review classroom and building-level results, RPDCs review classroom, district and building results and DESE reviews state and regional results.</p> <p>4) <u>All (100%)</u> of RPDCs support <u>all (100%)</u> of building-level collaborative data teams to discuss student-level data <u>at least quarterly</u> in order to monitor the implementation and outcomes of common formative assessments and effective teaching and learning practices.</p> <p>5) Report and survey results are used at <u>all</u> levels (state, regional, district, building) to <u>inform changes</u> in policies, procedures and practices.</p>	<p>reviews state and regional results.</p> <p>4) <u>Most (90%)</u> of RPDCs support <u>most (90%)</u> of the building-level collaborative data teams to discuss student-level <u>data at least quarterly</u> in order to monitor the implementation and outcomes of common formative assessments and effective teaching and learning practices.</p> <p>5) Report and survey results are used at <u>all</u> levels (state, regional, district, building) to <u>inform changes</u> in policies, procedures and practices.</p>	<p>reviews state and regional results.</p> <p>4) <u>Some (80%)</u> of RPDCs support <u>some (80%)</u> of the building-level collaborative data teams to discuss student-level data <u>semi-annually or less</u> in order to monitor the implementation and outcomes of common formative assessments and effective teaching and learning practices.</p> <p>5) Report and survey results are used at 2 of the 3 levels (state, regional, district, building) to <u>inform changes</u> in policies, procedures and practices.</p>	<p>3) <u>One or none</u> of the following review report and survey results monthly: LEAs review classroom and building-level results, RPDCs review classroom, district and building results and DESE reviews state and regional results.</p> <p>4) <u>Most RPDCs</u> do not support building-level collaborative data teams to discuss student-level data.</p> <p>5) Report and survey results are not used at 1 or none of the level(s) to <u>inform changes</u> in policies, procedures and practices.</p>	

Missouri Rubric Worksheet 2013

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SD 8

Prof Dev Domain	Prof Dev Component	Specifications	Project Description of Related Activities (attached documents are noted)	Project's self rating (see rubric for descriptive criteria)
<p>A(1) Selection</p> <p>Participation is clearly explained and commitment attained.</p> <p>LEA level</p>	<p>Clear expectations are provided for Professional Development (PD) participants.</p> <p>Schools, districts, or other agencies agree to provide the necessary resources, supports and facilitative administration for the participants (LF, NIRN, Guskey)</p>	<p>Clear descriptions of participants and expectations for participants are provided</p> <p>Requirements for schools/districts described</p> <p>Commitment form(s) used for these agreements is provided</p>	<p>1) DESE determines <u>all (100%) of target districts/buildings based on student data.</u></p> <p>2) DESE provides a <u>detailed</u> description of the collaborative work to each eligible district <u>annually.</u></p> <p>3) Grant awards to offset <u>all</u> of the costs of participation (e.g., teacher stipends, substitute costs and mileage for training attendees) are <u>made available for all participating buildings each year if all</u> agreement criteria, including submission of evaluation data, are met.</p> <p>4) Agreement letters meet all of the following criteria:</p> <ul style="list-style-type: none"> • Outline the requirements for the district coordinator, building administrator, and building instructional staff. • Are signed by both the superintendent and building principal • Are returned to DESE by specified due date • Assure that the participation expectations and agreements have been shared with all staff • Assure that all staff will be trained and participate on building collaborative data teams 	<p>3</p>
<p>A(2) Selection</p> <p>Participation is clearly explained and commitment attained.</p> <p>State & Regional levels</p>	<p>Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors (NIRN)</p>	<p>Clear descriptions of PD providers requirements and expectations</p>	<p>1) <u>A contract is in place for each RPDC</u> that has clear expectations and requirements for the DESE-supported scope of work and use of funds.</p> <p>2) Contract includes expected participation in statewide professional development of <u>100% of identified regional staff.</u></p> <p>3) RPDC staff, <u>representing each region,</u> contributes their time and expertise to the development of PD content, processes, and materials, through the work of SPDG content development teams.</p> <p>4) A .50FTE Fidelity Coach is in place for <u>each RPDC</u> region.</p>	<p>3</p>

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B(1) Training High quality delivery of training.	Accountability for delivery and quality monitoring of training is clear (e.g. lead person designated and supported)	Clear description of expected fidelity to be achieved and protocols for measuring fidelity.	1) <u>At least 20%</u> of SPDG delivered training is observed by SPDG evaluators and/or Fidelity Coaches to ensure that the training delivery meets the criteria for high quality professional development. 2) <u>All (100%)</u> of RPDC consultants who are observed receive timely feedback and coaching. 3) <u>Each</u> (100%) participating RPDC consultant is observed <u>at least twice annually</u> . 4) <u>100%</u> of SPDG delivered training is evaluated by participants and reported to address at least <u>80%</u> of High Quality Professional Development Criteria. 5) <u>All (100%)</u> of training evaluations are compiled and summarized and results shared with the RPDC consultant and RPDC Director.	1
B(2) Training Designed with adult learning principles incorporated	Adult learning principles used (NIRN, LF)	Description of effective learning strategies used (see Trivette & Dunst document)	1) <u>Each (100%)</u> SPDG developed training package meets the criteria for high-quality PD and incorporates adult learning principles. 2) Fidelity of training is at least <u>0.90</u> on fidelity checklist. 3) Pre/post assessments are used in <u>100%</u> of training.	2

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<p>B(3) Training</p> <p>Designed with relevance and application practice incorporated</p>	<p>Skill-based (NIRN, Guskey)</p>	<p>Describes how training is skill-based</p> <p>Participant behavior rehearsals to criterion with an expert observing</p>	<ol style="list-style-type: none"> 1) 90% of training meets the criteria for behavior rehearsals and reflection as observed by an outside evaluator or as reported by participants in training evaluation. 2) 90% of the training provides opportunities to plan for initial and continued implementation as observed by an outside evaluator or as reported by participants in training evaluation. 3) 80% of participants track and report the use of new skills as monitored through fidelity measures built into the training packages. 4) Of the 80% of participants tracking and reporting the use of new skills, 90% receive coaching and feedback. 5) 100% of participating buildings submit a Common formative assessment developed by the collaborative data teams monthly to the SPDG data portal. 6) 100% of the submitted Common Formative Assessments are vetted by the RPDC consultants and posted to the public access area of the SPDG data portal. 	<p align="center">1</p>
<p>B(4) Training</p> <p>Participant learning data is incorporated</p>	<p>Outcome data collected and analyzed (pre and post testing) of participant knowledge and skills (NIRN)</p>	<p>Data is collected that demonstrates an increase in the skills of the participants (e.g., post/post testing of skills)</p> <p>Describes how these data are used to make appropriate changes to the training and to provide further supports through coaching</p>	<ol style="list-style-type: none"> 1) <u>100%</u> of Pre-assessment results are reviewed <u>prior</u> to each training and <u>inform delivery</u> of the training. 2) 100% of Pre- and Post-assessment results are reviewed following each training event to identify training follow-up and coaching needs and to improve coaching and training delivery and content. 	<p align="center">1</p>

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<p>B(5) Training</p> <p>Continuous quality improvement</p>	<p>Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN)</p>	<p>Describes how fidelity measures are collected and analyzed related to training (e.g. schedule, content, processes, qualification of trainers)</p> <p>Describes how fidelity measures are used to work with trainers (NIRN)</p> <p>Describes how participant feedback is used to improve trainer skills and revise the training content</p>	<p>1) A composite summary report of training evaluation results including pre/post assessments, participant satisfaction, and observation are provided to the RPDC consultant, RPDC director, and SPDG management team <u>quarterly</u>.</p> <p>2) Composite training, coaching, and fidelity of implementation results are discussed at <u>all (100%) monthly</u> SPDG management team meetings and <u>all (100%) monthly</u> RPDC Director meetings to support data-based improvements to the project.</p>	<p align="center">1</p>
<p>C(1) Coaching</p> <p>High quality delivery of coaching</p>	<p>Accountability for development and monitoring of quality and timeliness of coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (NIRN)</p>	<p>Description of responsibilities for the person in charge of coaching and who this person is.</p> <p>Description of how implementation and outcomes data are used to modify coaching strategies</p> <p>Description of supports that are provided to coaches as a result of having these data</p>	<p>1) <u>90%</u> of RPDC staff follows recommended processes for providing coaching.</p> <p>2) <u>90 %</u> of RPDC provided coaching interactions are tracked and reported using SPDG developed forms.</p> <p>3) <u>90%</u> of RPDC staff use technology at least <u>20%</u> of the time to increase educator access to feedback and guidance.</p> <p>4) <u>100%</u> of the SPDG Fidelity Coaches use technology at least <u>20%</u> of the time to increase RPDC staff access to feedback and guidance.</p> <p>5) Training focused on coaching is provided to <u>100%</u> of RPDC identified staff and Fidelity Coaches.</p> <p>6) <u>70 %</u> of designated coaches at the LEA-level participate in coaching training and track and report their coaching interactions.</p>	<p align="center">1</p>

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

Prof Dev Domain	Prof Dev Component	Specifications	Project Description of Related Activities (attached documents are noted)	Project's self rating (see rubric for descriptive criteria)
<p>C(2) Coaching</p> <p>Coaching responds to participant learning data</p>	<p>Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.</p>	<p>Describes the coaching strategies used and their appropriateness for use with adults (i.e., evidence provided for coaching strategies). Describe how coaches monitor implementation progress Describe how coaches help sustain continuous improvement.</p>	<ol style="list-style-type: none"> 1) <u>100%</u> of coaching, as a follow-up to training and provided by the RPDC staff, occurs in the teaching context, in the school setting both with and without the use of technology. 2) Implementation data is collected through <u>all</u> of the following methods: surveys, observations, fidelity measures, and student results. 3) RPDC staff who are coaching instructional staff have access through a secure online database to <u>all</u> of their districts' fidelity, implementation, and outcome data. 4) Data are used <u>100%</u> of the time to make mid-course corrections to training and coaching across the project. 	<p align="center">1</p>
<p>D(1) Performance Assessment</p> <p>Data systems</p>	<p>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN)</p>	<p>Role/job description provided</p> <p>Describe how fidelity measures are compared with outcomes, are available on a regular basis, and are used for decision-making (NIRN)</p> <p>Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs</p>	<ol style="list-style-type: none"> 1) Fidelity and outcomes measures are outlined at <u>all (100%)</u> of the trainings and accessible <u>anytime</u> by districts through either the www.mospdgd.org website or the MCDS portal. 2) As part of the training sequence and coaching, <u>all (100%)</u> of school collaborative data teams are supported to review and use their data for planning and decision-making. 3) Each <u>(100%)</u> school-identified data management individual is provided with detailed instructions for using the www.mospdgd.org website and MCDS portal and sent reminders on data requirements. 	<p align="center">1</p>

SPDG Evidence-based Professional Development Components

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

Prof Dev Domain	Prof Dev Component	Specifications	Project Description of Related Activities (attached documents are noted)	Project's self rating (see rubric for descriptive criteria)
D(2) Performance Assessment Data-based Decision-making	Data are used to make decisions at all education levels (SEA, regional, LEA, school)	Describe feedback system for decision-making to ensure continuous academic and behavioral growth for all students.	1) Implementation teams at all levels (state, regional, and LEA) use a data teaming process to review data for decision-making. 2) The feedback system, as supported by the mospdgdata.org as well as the MCDS portal, links <u>all</u> of the following: student-level data to classroom implementation data to building-level coaching data to regional implementation data to state-level implementation data to state-level student outcome data. 3) Analysis of available data is disaggregated by <u>all</u> of the following: implementation settings (LEA or regional), diversity of student learners, as well as overall state participation.	2
D(3) Performance Assessment Data-driven processes	Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN)	Describe the following (at least 2 of the following): How schools/districts plan for proactive staff orientation to the process and procedures Use of Appropriate Data Sources (e.g. for competency - observation) (NIRN) Use of multiple sources of information to guide improvement and demonstrate its impact. (LF) Prepares educators to apply research to decision making. (LF)	1) <u>All (100%)</u> of training content is research-based and follows the principles of implementation science. 2) <u>All (100%)</u> of school administrators and collaborative data teams are trained in data-based decision-making and supported through coaching to analyze all relevant data sources to track implementation and student outcomes as well as continually adjust and improve implementation. 3) <u>Every (100%)</u> instructional staff member of a participating school serves on a collaborative data team. 4) <u>All (100%)</u> of new school staff members are supported by their collaborative data team to master the training content, implement effective teaching and learning practices, collaboratively develop and administer common formative assessments, analyze data, and make data-based decisions.	1

SPDG Evidence-based Professional Development Components

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

Prof Dev Domain	Prof Dev Component	Specifications	Project Description of Related Activities (attached documents are noted)	Project's self rating (see rubric for descriptive criteria)
<p>D(4) Performance Assessment</p> <p>Implementation & outcome data analysis</p>	<p>Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN)</p>	<p>Describe how fidelity data over time informs modifications to implementation drivers (e.g. how can Selection, Training, and Coaching better support high fidelity) (NIRN)</p> <p>Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (LF)</p> <p>Describe positive recognition processes in place for participation</p>	<ol style="list-style-type: none"> 1) <u>All (100%)</u> learning packet rubrics are clearly outlined with defined expectations and accompanying evidence. 2) The rubrics are used by <u>100%</u> of the participating LEAs to track implementation progress and compare with student outcomes. 3) Collective LEA rubrics are used at <u>both</u> the regional and state levels to track implementation progress and compare with student outcomes. 4) Schools are recognized <u>annually</u> for improvement through state recognition protocols and SPDG-sponsored trainings and events. 	<p align="center">1</p>

SPDG Evidence-based Professional Development Components

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

Prof Dev Domain	Prof Dev Component	Specifications	Project Description of Related Activities (attached documents are noted)	Project's self rating (see rubric for descriptive criteria)
<p>D(5) Performance Assessment</p> <p>Data collection and reporting</p>	<p>Participants are instructed in how to provide data to the SPDG Project</p>	<p>Procedures described for data collection</p> <p>Guidance provided to schools/districts shared</p>	<ol style="list-style-type: none"> 1) <u>Data requirements</u>, including <u>detailed data collection procedures and tools</u>, <u>submission methods</u> and <u>due dates</u> are provided and are <u>clearly outlined</u> through <u>multiple methods</u>, such as the districts' expectations document, trainings, and www.mospdgdata.org data portal. 2) <u>All (100%)</u> identified DESE and RPDC staff are trained in data collection procedures, in using data to monitor student progress, and in supporting the data-based decision making of school collaborative data teams. 3) <u>All (100%)</u> identified DESE and RPDC staff are trained in data collection procedures and in using data to monitor school, district, regional and statewide performance. 4) A SPDG Evaluation Plan is <u>developed</u> and <u>implemented</u> that includes <u>all</u> of the following: data collection and reporting requirements, the rationale for all data requirements, methods of collection, and feedback loops for data-based decision making. 5) The SPDG evaluators are <u>available during regular business hours</u> to school staff and RPDC consultants for consultation/problem solving. 6) SPDG evaluators provide reminder emails <u>at least monthly</u> to districts to assist them with data submission deadlines and requirements. 	<p align="center">2</p>

SPDG Evidence-based Professional Development Components

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

Prof Dev Domain	Prof Dev Component	Specifications	Project Description of Related Activities (attached documents are noted)	Project's self rating (see rubric for descriptive criteria)
<p>E(1) Facilitative Administrative Support / Systems Intervention</p> <p>Leadership team fluency in expected process</p>	<p>Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation</p>	<p>Role/job description relative to program implementation provided</p> <p>Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs</p>	<ol style="list-style-type: none"> 1) DESE provides <u>all (100%) identified</u> RPDC and DESE staff with an orientation to the expectations of participation and the process. 2) Commitment letter signed by LEA administrators requires administrator participation in <u>all</u> building-level training and <u>support</u> of collaborative data team activities. 3) <u>All (100%)</u> of RPDCs provide <u>all (100%) of</u> building-level/district-level leadership teams with an orientation to the expectations of participation and the process. 4) School administrator has access to <u>all (100%)</u> of the data submitted by school collaborative data teams. 5) A training module focused on leadership that incorporates principles of HQPD is developed. 6) <u>All (100%)</u> RPDCs use the leadership module to train <u>all</u> administrators and <u>provide follow-up</u>. 	<p align="center">2</p>

SPDG Evidence-based Professional Development Components

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

Prof Dev Domain	Prof Dev Component	Specifications	Project Description of Related Activities (attached documents are noted)	Project's self rating (see rubric for descriptive criteria)
<p>E(2) Facilitative Administrative Support / Systems Intervention</p> <p>Data team process</p>	<p>Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support new way of work.</p>	<p>Describe processes for collecting, analyzing and utilizing student and teacher data to recognize barriers to implementation success.</p> <p>Describe processes for revising policies and procedures to support new way of work.</p>	<ol style="list-style-type: none"> 1) <u>At least 30% of</u> school instructional staff (e.g., teachers, coaches, and administrators) completes the <i>School Implementation Scale (SIS)</i> and <i>Team Functioning Scale (TFS)</i> <u>annually</u>. 2) Through the www.mospdgdata.org data portal, <u>specified reports</u> and survey results are <u>immediately accessible</u> to school, district, regional, and state leadership. 3) <u>All</u> of the following review report and survey results <u>monthly</u>: LEAs review classroom and building-level results, RPDCs review classroom, district and building results and DESE reviews state and regional results. 4) <u>All (100%)</u> of RPDCs support <u>all (100%)</u> of building-level collaborative data teams to discuss student-level data <u>at least quarterly</u> in order to monitor the implementation and outcomes of common formative assessments and effective teaching and learning practices. 5) Report and survey results are used at <u>all</u> levels (state, regional, district, building) to inform <u>changes</u> in policies, procedures and practices. 	<p>1</p>

MO SPDG Evaluation Plan

SD 9

The degree of systems change envisioned by Missouri State Personnel Development Grant (SPDG) developers and participants requires simultaneous, coordinated activities at multiple levels, including the district, school, teacher and individual student levels. This multi-level approach to systems change necessitates a multi-level approach to evaluation. MO SPDG evaluators collect data from various stakeholders, including students, school personnel, district personnel, and RPDC personnel.

The focus of the 2012-2017 SPDG encompasses the following two goals:

Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation, & evaluation of a targeted system of professional development, which includes training, technical assistance and coaching.

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.

The approach to addressing these goals recognizes the importance of working at all levels (SEA, regional, LEA) to create a statewide system of data-informed, high quality professional development. SPDG funds will be used to implement the evidence-based professional development process within elementary and middle schools with lower academic achievement or a higher discrepancy in achievement rates for students with and without disabilities than the state average, 378 of which have been recently identified in Missouri. Linking professional development to improved student progress and achievement is the ultimate purpose of the SPDG. Missouri's SPDG anticipates (a) improved student achievement on academic measures, (b) increased access to the general curriculum, (c) increased levels of appropriate behavior, and (d) progress toward college and career readiness.

To ensure progress in these areas, data collection methods vary and include surveys, analysis of student academic achievement and behavioral data, document analysis and onsite observation. Furthermore, quantitative and qualitative data is collected on a range of variables from student achievement and teacher attitudes to capacity building at the school and district levels.

In order to lessen the time and effort required of school personnel, data collection instruments and processes already in use by the state and by districts have been utilized whenever possible. In addition, data collected serves multiple purposes, including evaluating the efficacy of MO SPDG and aiding in schools' data-based decision-making processes. The following tables identify the indicators and measurement tools used for each evaluation question.

SPDG Program Performance Measures

Measures	Indicators	Measurement Tools and Frequency
Project use evidence-based professional development practices to support the attainment of identified competencies.	<ul style="list-style-type: none"> Level of attainment on implementation drivers 	<ul style="list-style-type: none"> SPDG Worksheet with supporting evidence from Program Guide & Service Delivery Plan
Participants in SPDG professional development demonstrate improvements in implementation of SPDG-supported practices over time.	<ul style="list-style-type: none"> RPDC fidelity of HQPD and collaboration School-level fidelity of implementation 	<ul style="list-style-type: none"> HQPD observation tools RPDC collaboration survey School capacity assessment School fidelity measure
Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices.	<ul style="list-style-type: none"> Percent of funds for follow-up activities 	<ul style="list-style-type: none"> Budget review
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.	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

RPDC Outcomes

Questions	Indicators	Measurement Tools and Frequency
To what extent are RPDCs providing evidence-based professional development to targeted buildings?	<ul style="list-style-type: none"> Quality of professional development Attendance 	<ul style="list-style-type: none"> HQPD Observation Tool Content package expert review (Validation) Attendance rates (i.e., number of staff attending, roles, school representation) for webinar and face-to-face training
To what extent are RPDCs collaborating within their own and among other RPDCs?	<ul style="list-style-type: none"> RPDC Collaboration 	<ul style="list-style-type: none"> RPDC Collaboration Scale/Social Networking Analysis Wiggio group usage stats
To what extent are RPDCs implementing DBDM for continual improvement?	<ul style="list-style-type: none"> Level of knowledge 	<ul style="list-style-type: none"> Pre-post knowledge tests incorporated in all face-to-face training

Questions	Indicators	Measurement Tools and Frequency
To what extent are RPDCs implementing the improvement process with fidelity?	<ul style="list-style-type: none"> • Fidelity of implementation 	<ul style="list-style-type: none"> • Direct observation (20%) • RPDC survey • Fidelity measure

School Staff Outcomes

School improvement efforts depend on the coordinated and persistent efforts of school staff. The input of school staff district-wide is important to gain an understanding of level of knowledge and implementation over time.

Questions	Indicators	Measurement Tools and Frequency
Are building personnel participating in ongoing and research-based professional development?	<ul style="list-style-type: none"> • Quality of professional development • Attendance 	<ul style="list-style-type: none"> • HQPD Observation Tool • Attendance rates (i.e., number of staff attending, roles, school representation) for webinar and face-to-face Training
To what extent are school personnel increasing knowledge of implementation science and content areas?	<ul style="list-style-type: none"> • Level of knowledge 	<ul style="list-style-type: none"> • Pre-post knowledge tests incorporated in all face-to-face training
To what extent are participating buildings using formative assessment?	<ul style="list-style-type: none"> • Usage and quality of formative assessments 	<ul style="list-style-type: none"> • DESE-developed RPDC Formative Assessment reports
To what extent are school/district teams functioning?	<ul style="list-style-type: none"> • Level of team functioning 	<ul style="list-style-type: none"> • Team Functioning Scale
To what extent are school personnel using data-based decision-making?	<ul style="list-style-type: none"> • Data-based decision-making 	<ul style="list-style-type: none"> • School fidelity measure • School Implementation Scale
To what extent are school personnel using research-based models of instruction and intervention?	<ul style="list-style-type: none"> • Research-based practices 	<ul style="list-style-type: none"> • School fidelity measure • School Implementation Scale
To what extent are teachers engaged in implementing a shared school vision?	<ul style="list-style-type: none"> • Teacher engagement • School climate 	<ul style="list-style-type: none"> • School Implementation Scale • New staff and exiting staff headcounts

Questions	Indicators	Measurement Tools and Frequency
To what extent are teachers supported by administrators to implement strategies and structures within the context of implementation science?	<ul style="list-style-type: none"> • Teacher capacity 	<ul style="list-style-type: none"> • School Implementation Scale
To what extent are schools implementing the process with fidelity?	<ul style="list-style-type: none"> • Fidelity of implementation 	<ul style="list-style-type: none"> • School fidelity measure • Direct observation (20%)
Is the improvement initiative sustainable for continuous implementation in the future?	<ul style="list-style-type: none"> • Level of knowledge • Leadership retention 	<ul style="list-style-type: none"> • Leadership attrition • Pre-post knowledge tests • School Implementation Scale (aggregated across district)

Student Achievement & Engagement Outcomes

The MO SPDG project is ultimately aimed at increasing outcomes among students. Targeted areas for data collection include increasing academic achievement and inclusion in general education settings. To identify growth over time, this data is collected on all students within the participating schools.

Questions	Indicators	Measurement Tools and Frequency
How are students (with and without disabilities) performing academically?	<ul style="list-style-type: none"> • MAP English/Language Arts scores • MAP Math scores • Formative assessment scores 	<ul style="list-style-type: none"> • Annual DESE school data
To what extent are students with disabilities included in the general education setting?	<ul style="list-style-type: none"> • SPP Indicator 5: Inclusion 	<ul style="list-style-type: none"> • Annual DESE school data
What percentage of students (with and without disabilities) graduate and drop out?	<ul style="list-style-type: none"> • High school graduation rate • High school dropout rate 	<ul style="list-style-type: none"> • Annual DESE school data

Questions	Indicators	Measurement Tools and Frequency
How does the achievement level of students (with and without disabilities) in participating schools compare to other Missouri schools with similar demographics?	<ul style="list-style-type: none"> • MAP English/Language Arts scores • MAP Math scores • High school graduation rate • High school dropout rate • Time in general education 	Annual DESE school data

DRAFT

High Quality Professional Development
(frequency & intensity to match level of need)

Training
Using standardized materials to meet learning objectives

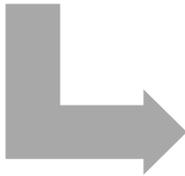
Technical Assistance
Job embedded information, advice, assistance, & resources

Coaching
Facilitating & modeling new skills in the school setting

- DESE**
- Provides HQPD to RSCs
 - Assures standardized materials
 - Connects RSCs with technical assistance and job-embedded supports as needed



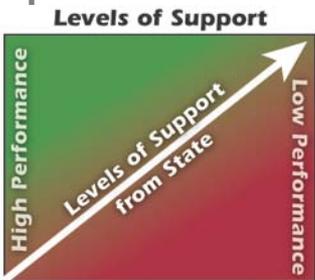
- Regional Professional Development Centers (RPDCs)**
- Provides HQPD to LEAs aligned with data identified needs
 - Assures standardized materials are used with fidelity
 - Provides job-embedded technical assistance in follow-up to training
 - Facilitates development of competencies for building-level teams to model and guide newly acquired knowledge and skills in the school setting.



- Local Districts and Buildings (LEAs)**
- Engages in HQPD aligned with data identified needs
 - Assures standardized materials are used with fidelity
 - Engages in job-embedded technical assistance in follow-up to training
 - Engages in building-level internal coaching in follow-up to training & technical assistance.



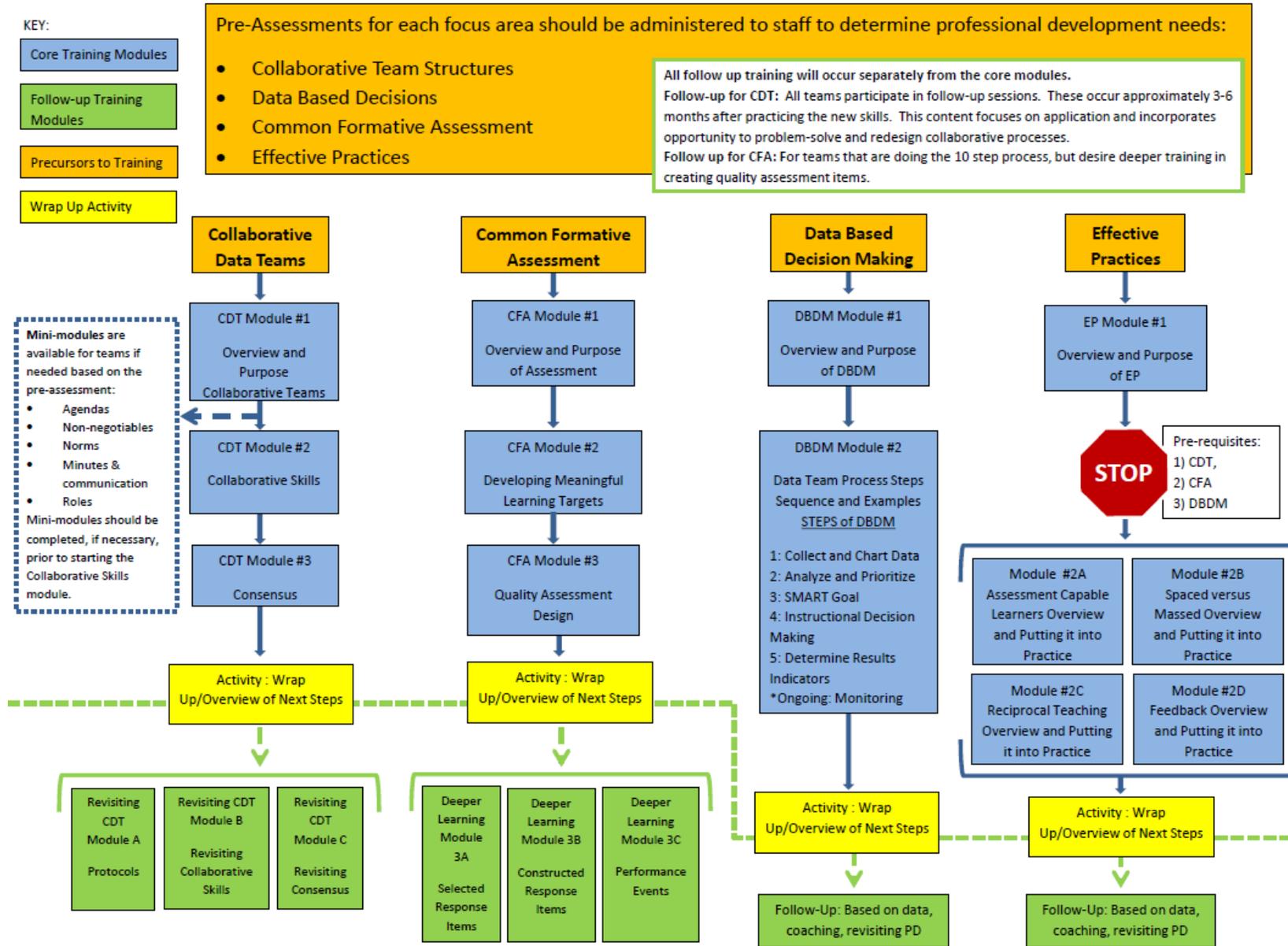
Outcome
 Improved student achievement, especially for students with disabilities.





Stage of Project Activities	Build fluency for setting the stage	Initial to full implementation			
	Develop content, materials, & measures				
	Establish implementation protocols and timelines	Continuous quality improvement using data			
Implementation Drivers	Leadership	Selection	Training	Coaching	
	Performance Assessment	Decision Support Data System	Facilitative Administration	Systems Intervention	

MO SPDG Content Development Teams Flowchart



School Name	District Name
School Address	District/School Code
Phone Number	Principal Name
Email	RPDC Region

AGREEMENT

District agrees to:

1. Provide district level administrative support to the building participating in the project
2. Provide release time for staff for on-going training and technical assistance activities
3. Designate a district representative as the District Coordinator/Contact who meets at least quarterly with the building leadership team to review data related to the implementation of the project activities and impact on student performance outcomes
4. Ensure that the building maintains a working relationship with the RPDC and DESE
5. Ensure that funding provided for implementation of project activities is expended appropriately

Building agrees to:

1. Participate in training and technical assistance activities related to project activities provided by the RPDC

Building Administrator agrees 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 monthly and includes a building administrator who actively leads and supports implementation of the project activities
3. Formulate and maintain teacher collaborative teams as follows:
 - a. That include representatives of ALL teaching staff
 - b. That meet at least monthly
 - c. That 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 schoolwide data to guide decision-making
7. Support and facilitate the activities of building staff and monitors to ensure all activities are implemented at a very high level

Building Instructional Staff

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
5. Contribute ideas, assessment items, and effective strategies to assist other teachers in the region and state

ASSURANCES

I, the principal of the school above, support and will attend training and assist in the objectives of the project.

SIGNATURE OF BUILDING PRINCIPAL _____ **Date** _____

THE SCHOOL DISTRICT HEREBY ASSURES THAT:

- A. It will keep such records and provide such information necessary for progress monitoring/evaluation and will provide the DESE any information regarding implementation of the Project.
- B. It will abide by the terms of the current Agreement.
- C. The District acknowledges their understanding of meaningful school change as a systemic and long-term process requiring time, effort, and commitment for all involved.
- D. The Board of Education, through its authorized representative, fully understands the assurances and the responsibility for compliance with this project.

SIGNATURE OF SUPERINTENDENT _____ **Date** _____

SIGNATURE OF PROJECT REPRESENTATIVE _____ **Date** _____

Return signed form to: Special Education Effective Practices, Office of Special Education, Dept. of Elementary and Secondary Education, P. O. Box 480, Jefferson City, MO 65102, 573-526-5946 (fax)

FY14 Master Calendar for State-wide Regional Consultant Trainings/Meetings

Missouri SSOS

SD 14

Please note that participation in the activities assigned on this calendar are part of the contractual obligations of each position.

Dates	Event	Topic	SW-PBS Consultants	PLC Consultants	PST/RTI Consultants	EA/RTI Consultants	Collaborative Work Consultants	Compliance Consultants	MELL IS Consultants	Migrt IDR Consultants	OCCR-Regional Facilitators (RF)	Area Spvrs.	Federal Instructional Supervisors
June 4 - 5, 2013 (tentative Day 1 - 10:00 - 4:30; Day 2 - 8:30 - 2:00)	Shared Learning	Coaching for Implementation Results	X	X	X	X	X	No Mtg.	X	X			
June 5-6, 2013	Prgm Mtgs.		no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	X	no mtg.	no mtg.			
June 12-14, 2013;	Special Event	SW-PBS 2013 Summer Training Institute	X	Invited - Attdnce Optional	No Mtg.	Invited - Attdnce Optional	Invited - Attdnce Optional						
June 12-13, 2013; June 26 - 27, 2013; July 18-19, 2013;	Math training to new RPDC staff, school district and association curriculum personnel	Math Missouri Learning Standards	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	X			
June 10 - 11, 2013; July 8 - 9, 2013; August 5 - 6, 2013;	ELA training to new RPDC staff, school district and association curriculum personnel	ELA Missouri Learning Standards	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	X			
June 17 - 19, 2013	Transition Institute	Transition	no mtg.	no mtg.	X	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.			
June 24 - 26, 2013	Drop-out Summit	Drop-out	no mtg.	no mtg.	X	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.			
July 9 - 11, 2013 (tentative Day 1 - 12:00 - 4:30; Day 2 - 8:30 - 4:30; Day 3 - 8:30 - 2:00)	Collab Wrk Content Training	CT, DBDM, CFA, Effct Tchng/Lrng Pract, Coaching	X	X	X	X	X	no mtg.	X	X			
July 22 - 24, 2013 (repeat of 7/9/13 session)	Collab Wrk Content Training (repeat of 7/9 - 7-11 trng)	CT, DBDM, CFA, Effct Tchng/Lrng Pract, Coaching	X	X	X	X	X	no mtg.	X	X			

Dates	Event	Topic	SW-PBS Consultants	PLC Consultants	PST/RTI Consultants	EA/RTI Consultants	Collaborative Work Consultants	Compliance Consultants	MELL IS Consultants	Migrt IDR Consultants	OCCR-Regional Facilitators (RF)	Area Spvrs.	Federal Instructional Supervisors
July 24 - July 26, 2013	New SpEd Directors Academy	Compliance, Funds, Eff Pract., Data	no mtg.	no mtg.	X	X	no mtg.	X	no mtg.	no mtg.			
July 30 - August 1, 2013	SW-PBS Prgm Mtg	Training/Retreat	X	no mtg.	no mtg.	no mtg.	no mtg.	No Mtg.	no mtg.	no mtg.			
August 22-23, 2013	WIDA PD	Developing ESL curriculum aligned to CAS	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	X	no mtg.			
Tuesday, September 03, 2013	Committee Mtgs.	Initiative Committee Mtgs, CW CDT Mtgs. (as needed)	X	X	X	X	*	no mtg.	no mtg.	X			
Wednesday, September 04, 2013	Prgm Mtgs.		X	X	X	X	*	X	X	no mtg.			
Thursday, September 05, 2013	Prgm Mtgs.		X	X	X	X	*	X	no mtg.	no mtg.			
October 3 - 4, 2013	WIDA Data Mining Phase I	ACCESS for ELLs Data Analysis	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	X	no mtg.			
Tuesday, October 08, 2013	Shared Learning	Technology to enhance HQPD	X	X	X	X	X	no mtg.	X	X			
Wednesday, October 09, 2013	Shared Learning	Coaching for enhanced collaborative data teaming	X	X	X	X	X	X (prog. mtg.)	X	X			
Thursday, October 10, 2013	Shared Learning	Using technology to enhance collaborative data teams	X	X	X	X	X	X (prog. mtg.)	X	X			
October 10 - 11, 2013	Nat'l PBIS Ldrshp Forum (Chicago)		X	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.			
Tuesday, November 05, 2013	Committee Mtgs.	Initiative Committee Mtgs, CW CDT Mtgs. (as needed)	X	X	X	X	*	no mtg.	X	X			
Wednesday, November 06, 2013	Prgm Mtgs.		X	X	X	X	*	X	X	no mtg.			
Thursday, November 07, 2013	Prgm Mtgs.		X	X	X	X	*	X	no mtg.	no mtg.			
November 20 - 22, 2013	MELL Conference 2013	MELL/Migrant	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	X	no mtg.			

Dates	Event	Topic	SW-PBS Consultants	PLC Consultants	PST/RTI Consultants	EA/RTI Consultants	Collaborative Work Consultants	Compliance Consultants	MELL IS Consultants	Migrt IDR Consultants	OCCR-Regional Facilitators (RF)	Area Spvrs.	Federal Instructional Supervisors
December 3 - 5, 2013	Shared Learning	Using learning packages with CW schools; Mid-Year Reports by Centers on CW – Successes, Challenges, Outcomes (Data), Anticipated Adjustments	X	X	X	X	*	no mtg.		X	X		
December 4 - 5, 2013	Prgm Mtgs.		no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	X	no mtg.	no mtg.	no mtg.		
December 5 - 6, 2013	WIDA Data Mining Phase II	ACCESS for ELLs Data Analysis	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	X	no mtg.	no mtg.		
Tuesday, January 07, 2014	Committee Mtgs.	Initiative Committee Mtgs, CW CDT Mtgs. (as needed)	X	X	X	X	*	no mtg.	X	X	X		
Wednesday, January 08, 2014	Prgm Mtgs.		X	X	X	X	*	X	X	no mtg.	no mtg.		
Thursday, January 09, 2014	Prgm Mtgs.		X	X	X	X	*	X	no mtg.	no mtg.	no mtg.		
January 27 - 28, 2014	Powerful Learning Conference		Invited - Attdnce Optional	X	Invited - Attdnce Optional	Invited - Attdnce Optional	Invited - Attdnce Optional	no mtg.	Invited - Attdnce Optional	no mtg.	no mtg.		
Tuesday, January 28, 2014 (Tentative - dependent on speaker contract)	Post-Conference	Visible Learning - Overview	X	X	X	X	X	no mtg.	X	X	X		
Wednesday, January 29, 2014 (Tentative - dependent on speaker contract)	Shared Learning	Evidenced-Based Instructional Practices - Visible Learning	X	X	X	X	X	no mtg.	X	X	X		
Tuesday, February 4, 2014	Committee Mtgs.	Initiative Committee Mtgs	X	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	X		
Wednesday, February 05, 2014	Prgm Mtgs.		x	no mtg.	no mtg.	no mtg.	no mtg.	X	no mtg.	no mtg.	no mtg.		
Thursday, February 6, 2014	Prgm Mtgs.		x	no mtg.	no mtg.	no mtg.	no mtg.	X	no mtg.	no mtg.	no mtg.		

Dates	Event	Topic	SW-PBS Consultants	PLC Consultants	PST/RTI Consultants	EA/RTI Consultants	Collaborative Work Consultants	Compliance Consultants	MELL IS Consultants	Migrt IDR	OCCR-Regional Facilitators (RF)	Area Spvrs.	Federal Instructional Supervisors
Tuesday, March 04, 2014	Committee Mtgs.	Initiative Committee Mtgs, CW CDT Mtgs. (as needed)	X	X	X	X	*	no mtg.	X	X			
Wednesday, March 05, 2014	Prgm Mtgs.		no mtg.	X	X	X	*	X	X	no mtg.			
Thursday, March 06, 2014	Prgm Mtgs.		no mtg.	X	X	X	*	X	no mtg.	no mtg.			
March 6 - 8, 2014	Internat'l Conf on PBS (Chicago)		X	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.	no mtg.			
Tuesday, April 08, 2014	Committee Mtgs.	Initiative Committee Mtgs, CW CDT Mtgs. (as needed)	X	X	X	X	*	no mtg.	X	X			
Wednesday, April 09, 2014	Prgm Mtgs.		X	X	X	X	*	X	X	no mtg.			
Thursday, April 10, 2014	Prgm Mtgs.		X	X	X	X	*	X	no mtg.	no mtg.			
Tuesday, May 06, 2014	Committee Mtgs.	Initiative Committee Mtgs, CW CDT Mtgs. (as needed)	X	X	X (prog. mtg)	X (prog. mtg)	*	X (prog. mtg)	X	X			
Wednesday, May 07, 2014	Prgm Mtgs.		X	X	X	X	*	X	X	no mtg.			
Thursday, May 08, 2014	Prgm Mtgs.		X	X	no mtg.	no mtg.	*	no mtg.	no mtg.	no mtg.			
Tuesday, June 03, 2014	Committee Mtgs.	Initiative Committee Mtgs, CW CDT Mtgs. (as needed)	no mtg.	X	X	X	no mtg.	no mtg.	X	X			
June 4 - 5, 2014	Shared Learning	Cohesive Data Systems	X	X	X	X	X	X (prog. mtg.)	X	X			
2nd week of June (tentative)	SW-PBS Summer Training Institute		X	Invited - Attdnce Optional	Invited - Attdnce Optional	Invited - Attdnce Optional	Invited - Attdnce Optional	no mtg.					

Dates	Event	Topic	SW-PBS Consultants	PLC Consultants	PST/RTI Consultants	EA/RTI Consultants	Collaborative Work Consultants	Compliance Consultants	MELL IS Migrt IDR Consultants	OCCR- Regional Facilitators (RF)	Area Spvrs.	Federal Instructional Supervisors
ANTICIPATED - July 2014	Shared Learning	(tentative - Leadership for Building, Maintaining, & Sustaining the System; Using training materials with distric/school staff)	X	X	X	X	X	no mtg.	X	X		

Dates	Event	Topic	SW-PBS Consultants	PLC Consultants	PST/RTI Consultants	EA/RTI Consultants	Collaborative Work Consultants	Compliance Consultants	MELL IS Consultants	Migrt IDR Consultants	OCCR-Regional Facilitators (RF)	Area Spvrs.	Federal Instructional Supervisors
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*** collaborative consultants
attend program area meetings**

Program Contacts:

SW-PBS Megan Freeman & Mary Richter

PLC Mary Ann Burns & Rob Gordon

PST/Rtl/EA Beth Bashore

Collaborative Ginger Henry

Compliance Bonnie Aaron

MELL Shawn Cockrum & Lori Hanna

OCCR-RF TBD

Calendar Notes:

1. July 2013 Collaborative Work Content Training Sessions -- All consultants are expected to attend one of the two 3-day training sessions.
2. Details of Shared Learning events (registration, location, times, materials, etc.) will be communicated to Directors as each event is finalized.
3. Shared Learning days will be full days with lunch provided. (No other food or drink -- i.e. snacks, coffee, etc. - will be provided so plan accordingly.) Meeting rooms and registration details for the events will be communicated to the Directors when known. NOTE: Registration for Shared Learning events will be through MyLearningPlan. Participants are encouraged to register as early as possible. Accurate numbers are important to ensure sufficient materials/handouts and lunch count. Participants who do not register (or otherwise let DESE know), may not have materials on the day of the activity.
4. For conferences listed on this calendar shown as "Invited-Attendance Optional", please note: If state or regional staff plan to attend, registration is required. However, before registering for an event, secure approval from your immediate Supervisor to ensure travel funds are available. Travel expenses will be the responsibility of the Center/DESE office. In some cases, when space is limited, registrations for schools will take priority so regional /state staff may be placed on a waiting list until numbers are confirmed.
5. SW-PBS Regional Summer Trainings and PLC Summer Academies -- events for "preparation", "emerging" or "Year 1" schools -- are held May - August with dates and locations set regionally. Consultants in other programs are invited, and when possible, encouraged to attend to learn from each other and to consider ways to maximize resources for school improvement.
6. When contracted consultants or DESE employees attend or present at DESE sponsored events or DESE-supported program events, (including Institutes or conferences) additional stipends for those services will not be provided.



Office of Special Education

Stephen Barr, Ed.D. • Assistant Commissioner

205 Jefferson Street, P.O. Box 480 • Jefferson City, MO 65102-0480 • dese.mo.gov

September 12, 2012

«Title» «First_Name» «Last_Name»
 «Position»
 «School_District_Name»
 «Address_1»
 «Address_2»
 «City», «State» «Zip_Code»

Dear «Title» «Last_Name»:

Previously, you forwarded a statement of commitment agreeing to participate in a statewide collaborative. We want to thank you for agreeing to work with the Department, the Regional Professional Development Centers (RPDCs), and other schools across the state. Monday we sent a letter to other districts asking for their commitment statement and thought you would want copies of the information we forwarded to them.

Two attachments are included. One attachment provides a graphic of the work and the other provides an explanation of the major elements of the work. The major elements of the work will draw on key teaching and learning practices coupled with formative assessments, analysis of results, and re-teaching for all students. The structure will have all teachers in the building fully engaged in a collaborative process to support each other and to have all schools in a region collaborate with each other to share key elements of their efforts. This collaborative work is aligned to Missouri's teacher and leader quality standards and to the Missouri Core Academic Standards. The RPDCs will assign staff to participating buildings at no cost to districts to help facilitate the process.

In addition to receiving support through the RPDC (trainings, materials, resources, etc), buildings will receive a small grant award based on school population to help offset some costs (for example, substitutes or teacher stipends for time spent in collaborative teacher teams) for each of the three years of the commitment.

Grant Awards based on student population:

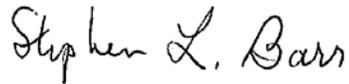
Student population per building

1-350	\$5,000
351-700	\$7,500
701 +	\$10,000

If at any time you have questions related to this collaborative, please feel free to contact your RPDC director or Ginger Henry, Director of Effective Practices, Office of Special Education. Her telephone number is 573-751-0625.

Again, we thank you for joining this collaborative effort to provide the very best learning opportunities for all students.

Sincerely,



Stephen L. Barr, Assistant Commissioner
Office of Special Education

Attachments

c: «Director», Director, RPDC
«Area_Sup_Fname» «Area_Sup_Lname», Area Supervisor of Instruction

What is the work of Collaborative Data Teams?

Effective Teaching and Learning Practices	Common Formative Assessments	Data-Based Decision - making
Collaborative Data Teams help each other learn to select and use effective teaching and learning practices which are intentionally used to improve student outcomes	Collaborative Data Teams use common formative assessments are used to monitor the value of the teaching and learning strategies and of student acquisition of knowledge and skills	Collaborative data teams collectively analyze data to determine who needs more help and what practices are most likely to work for re-teaching. Re-testing validates their decisions.

Implementation Integrity

- Monthly development of common formative assessment by grade-level and aligned to the core academic standards of mathematics/English Language Arts
- Monthly reports of data analysis:
 - Strategy used
 - Number of students assessed
 - Number/% of students and SWD in high/med/low
 - Re-teaching practice
 - Re-test results

What is the collaborative work about?

Many schools have under-performing students who are not keeping up with their peers. There is strong evidence from the research synthesis work of John Hattie that some key teaching and learning practices, coupled with formative assessments, analysis of results and re-teaching can accelerate the learning of all students—even those presenting learning challenges. We are asking schools in each region to join together in a collaborative effort to improve results for all students. The structure is to have all teachers in the building fully engage in a collaborative process to support each other, and then, to have all schools in a region collaborate with each other to share key elements of their efforts. The RPDCs will assign staff to participating buildings at no cost to districts to help facilitate the process.

Will this work for all students?

The collaborative was initiated to greatly improve the success of underperforming students but the process is designed to improve outcomes for all students. The research indicates all student groups will benefit.

Is this work tied to the new Missouri Educator Standards?

We mapped all elements of the work to the educator standards. Following are the key standards affected:

- To help all teachers be highly effective:
 - Standard 1: content knowledge aligned with appropriate instruction
 - Standard 2: Student learning, growth and development
 - Standard 3: implementation of curriculum standards
 - Standard 4: teaching for critical thinking
 - Standard 5: creating a positive classroom environment for learning
 - Standard 7: student assessment and data analysis
 - Standard 9: professional collaboration
- To help superintendents and principals meet several key leader standards:
 - Standard 2: teaching and learning
 - Standard 3: management of organizational systems
 - Standard 6 (principals): professional development
 - Standard 7 (superintendents): professional development

What areas of the curriculum are involved?

We will only ask you to report on one content area (language arts or mathematics), but the effective teaching/learning practices can be applied to all content areas and grade levels. In fact, the more frequently the practices are used, the higher the level of implementation and the more likely results will improve across the content areas—including art, music and physical education.

How much time will this take?

Once the collaborative process is fully initiated and teachers share the work, they could actually reduce the amount of time expended on preparation while improving results. After the initial learning stages, the process is a monthly one that looks pretty much like this:

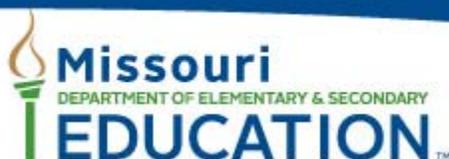
- Collaborative data teams agree to use one of four effective teaching/learning practices they have selected to learn and use throughout the year.
- The teams agree to teach to a specific reading or mathematics core academic standard using the selected effective practice.
- The teams develop common formative assessments which they will use to determine student progress
- The teams analyze the data and group students into high/medium/low performance on the assessment
- The teams agree to a different teaching/learning practice to re-teach the students who are identified as medium and low performing.
- Students are re-tested and the results are analyzed by the team.

What are the major expectations?

- All work will be aligned with the Missouri Core Academic Standards
- All teachers will actively participate on a collaborative teacher team
 - Small buildings may only have one team covering all grade levels.
 - Larger buildings may have 2 or more teams—some could have one per grade level.
- Each building will select at least 4 “effective” teaching/learning practices for the year that all teachers will agree to use as part of the teaching/learning process.
- Each team will identify a content area of English Language Arts or mathematics to focus their attention and to report progress—it is recommended but not required that the entire building focus on the same content area.
- Each team will develop, administer, score and analyze results of common grade appropriate formative assessments aligned to a core academic standard.
- The common formative assessments will be shared with other buildings in the region on a monthly basis beginning with the fourth/fifth month of the process.
- A summary analysis based on the formative assessment will be shared with the RPDC consultant at the time the building submits the formative assessment. Basic information of the summary analysis will be:
 - Core academic standard addressed
 - Teaching/learning practice used
 - Number and percent of students assessed in the grade-level
 - Number and percent of students in high/med/low performance based on the initial assessment
 - Number and percent of students with disabilities in high/medium/low performance
 - Teaching/learning practice used to re-teach students in the medium/low performance areas
 - Number and percent of students in high/medium/low performance based on a re-test (could use the same or a very similar assessment which does not need to be shared)

What are the benefits of participation?

- All activities aligned with the teacher/leader standards and with the core academic standards.
- Builds a common language in the building.
- The collaborative process builds the capacity of the building to conduct much of its own routine training and learning.
- Builds a toolbox full of effective teaching/learning practices in each building with the expectation that all teachers will be able to use them to a high level of effectiveness.
- All schools will get access to a pool of formative assessments aligned to the core academic standards for use in subsequent years.
- Funds will be provided to each building to help defray the costs of teacher time or substitutes.
- All content areas will likely benefit.
- If implemented with integrity, student achievement will increase at a faster rate.



Missouri School Implementation Scale

This short online survey will provide the **Missouri Department of Elementary and Secondary Education's Office of Special Education** valuable data that will be used to improve education for all students at your school. 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 Dr. Amy Gaumer Erickson at aerickson@ku.edu. Thank you for taking a few minutes to provide valuable feedback.

District: (Choose from Drop-Down)

School (Choose from Drop-Down)

What grade(s) do you teach? (Options: PreK K 1 2 3 4 5 6 7 8 9 10 11 12 N/A) – can choose all that apply

What subject(s) do you teach? (Options: Language Arts, Mathematics, Science, Social Studies, N/A, Other (please describe)) – other has an open-ended option – can choose all that apply)

Helpful terms to consider while completing the survey:

Common Formative Assessment	An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course. Common formative assessments are used frequently throughout the year to identify: (1) individual students who need additional time and support for learning, (2) the teaching strategies most effective in helping students acquire the intended knowledge and skills, (3) curriculum concerns - areas in which students generally are having difficulty achieving the intended standard, and (4) improvement goals for individual teachers and the team (DuFour, DuFour, Eaker and Many, 2010).
Effective Teaching and Learning Practices	Effective instructional practices at the classroom level are evidence-based teaching strategies implemented with fidelity and informed through data to produce positive, sustained results in every student.
Instruction	Instruction is the act, practice, or profession of instructing, imparted knowledge. It is an imparted or acquired item of knowledge; a lesson or event leading to learning.

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.

Implementation Questions: Please respond Yes or No to each question.						
1	My building has Collaborative Data Teams (CDT) that meet regularly (at least one time per month).	Yes	No			
2	The CDT structure in my building includes representatives from all teaching roles (i.e., regular education, special education, special classes [music, art, PE], etc.).	Yes	No			
3	The CDTs in my building have been trained to collect and analyze data to inform instruction.	Yes	No			
4	I participate regularly on one or more CDTs in my building.	Yes	No			
5	My school has identified at least three effective teaching practices to implement in classroom instruction.	Yes	No			
6	All teachers have been trained to implement the identified effective teaching practices.	Yes	No			
7	The CDTs in my building develop and administer Common Formative Assessments (CFAs) and use the results to inform instruction.	Yes	No			
Process Items: Please use the following scale to answer each of the following.						
Scale: 5 (Very True of me now) • 4 • 3 (Somewhat True of me now) • 2 • 1 (Not at all True of me now)						
1	I receive school-wide academic and behavioral data in usable and understandable formats.	5	4	3	2	1
2	I have a clear understanding of the State Standards for my grade/subject.	5	4	3	2	1
3	I have the time necessary to analyze student data and problem solve with my colleagues.	5	4	3	2	1
4	I feel that my administrators are committed to implementing evidence-based instruction practices.	5	4	3	2	1
5	My instruction intentionally addresses the State Standards for my grade/subject.	5	4	3	2	1
6	I am able to differentiate instruction according to student needs while addressing the State Standards.	5	4	3	2	1
7	I monitor each of my student's progress toward meeting the State Standards for my grade/subject.	5	4	3	2	1
8	I review formative assessment data for every student that I support.	5	4	3	2	1
9	I evaluate the effectiveness of my instruction based on common formative assessment data.	5	4	3	2	1
10	I adapt the environment, curriculum, and instruction based on my students' academic data.	5	4	3	2	1
11	I adapt the environment, curriculum, and instruction based on my students' behavioral data.	5	4	3	2	1
12	I modify my instructional practices based on students' common formative assessment data.	5	4	3	2	1
13	Based on assessment results, I re-teach information that students have not mastered.	5	4	3	2	1
14	I am involved in meetings where data results are discussed.	5	4	3	2	1
15	When I'm concerned about a student's academic progress, I collaborate with colleagues to identify interventions.	5	4	3	2	1
16	When I'm concerned about a student's behavioral progress, I collaborate with colleagues to identify interventions.	5	4	3	2	1

17	I participate in professional development where I learn how to develop curricular plans that address the State Standards.	5	4	3	2	1
18	I participate in professional development where I learn to improve my instructional practices.	5	4	3	2	1
19	I participate in professional development where I learn how to monitor students' progress.	5	4	3	2	1
20	I receive coaching/mentoring to implement evidence-based instructional practices.	5	4	3	2	1
21	Optional: I can summarize my school's shared vision/mission.	5	4	3	2	1
22	Optional: I think my school has an effective process in place to identify available resources (e.g., materials, technology, people).	5	4	3	2	1
23	Optional: I have the technology and resources that I need to provide effective instruction.	5	4	3	2	1
24	Optional: I am involved in action planning school-wide improvements with the other staff and administrators.	5	4	3	2	1
25	Optional: I think that the current school initiatives are improving education for students in my school.	5	4	3	2	1
26	Optional: I review universal screening data at least three times a year for every student that I support.	5	4	3	2	1
27	I consider my students' backgrounds when planning instruction.	5	4	3	2	1
28	I regularly communicate with families regarding student academic goals/progress.	5	4	3	2	1
29	I regularly communicate with families regarding student behavioral goals/progress.	5	4	3	2	1
30	I make informed decisions based on feedback from families.	5	4	3	2	1
31	I think my school does a good job of including parents as team members in data-based decision making.	5	4	3	2	1

Thank you for completing the survey.

Team Functioning Survey

SD 17

To enact sustainable improvements, team meetings must be structured, focused, and support meaningful communication and shared decision-making. Each team member is asked to respond to this short survey, thinking about the last three team meetings.

Building (select from dropdown menu)

Meeting roles unassigned	1 2 3 4 5	Multiple meeting roles assigned prior to the meeting (e.g., facilitator, note-taker)
Ever-changing start and stop times (e.g., members straggle in, waiting for leadership, meetings sometimes cancelled)	1 2 3 4 5	Meeting starts and ends on time as scheduled
Irregular attendance by team members	1 2 3 4 5	Nearly all team members attend regularly
Nonexistent or limited use of agendas	1 2 3 4 5	Agenda developed and available prior to meetings
Nonexistent or limited use of meeting minutes/notes	1 2 3 4 5	Minutes/notes taken during meeting and distributed to all team members after the meeting
Minimal team member engagement (e.g. members off-task, distracted)	1 2 3 4 5	High level of engagement from all team members (e.g., verbal input, attention, willingness to complete tasks)
Discussions disjointed (e.g., numerous interruptions, sidebar conversations)	1 2 3 4 5	Discussions stay on track; no sidebar conversations
Poor team member communication (e.g., aggressive tones, lack of listening, disrespect)	1 2 3 4 5	Team members communicate effectively (e.g., speak directly, ask questions, express support, restate ideas)
Disagreements/conflicts aren't addressed (e.g., disgruntled team members, talking behind backs)	1 2 3 4 5	Disagreements/conflicts are addressed (e.g., problem solving, respect, listening)
Some members are not valued as important to the team		Members value each other's roles and contributions
Members are not provided time/forum to share viewpoints; limited discussion time before a decision is made	1 2 3 4 5	All viewpoints shared and given adequate time prior to decision-making (e.g., discussion of options and consequences)
Final decision made with limited input by team (e.g., one person makes decision, limited influence, no voting)	1 2 3 4 5	Shared decision-making with balanced influence of team members (e.g., voting on decisions, discussion of options)
Lack of meeting purpose (e.g., meeting "for the sake of meeting")	1 2 3 4 5	Meeting has clear purpose, which is communicated in advance
Data does not drive decision-making	1 2 3 4 5	Data drives decision-making (i.e., relevant data is reviewed and discussed; decisions clearly influenced by data)
No reference to past goals/action items	1 2 3 4 5	Status of action items from last meeting is reviewed
Action items not identified, unclear responsibilities	1 2 3 4 5	Clear action items (e.g., deadlines, person responsible)
Meetings are not productive and do not result in progress	1 2 3 4 5	Meetings are productive; continual progress focused on purpose

Gaumer Erickson & Noonan (2012). Adapted in part from *TIPS Fidelity of Implementation Checklist* (Newton et al., 2012) and *Team/Department Meeting Observation Guide and Checklist* (Gunhold, 2009).

Pre-Post Test Guidance Checklist For Multiple-Choice Tests

The following checklist can be used to assure best practices in developing items for multiple-choice tests used for evaluating changes in teacher knowledge as a result of your professional development session.

Item-writing rule	In Place?	
	Yes	No
1. Use “All of the Above” as an answer option sparingly		
2. “None of the Above” should not be an answer option		
3. All answer options should be plausible		
4. Every item should cover an important concept and objective		
5. Negative wording should be used sparingly		
6. Answer options should include only one correct answer		
7. Answer options should all be grammatically consistent with stem		
8. Correct answer options should not be the longest answer option		
9. There should be 3-5 answer options (preferably 4)		
10. Answer options should not have repetitive wording		
11. Stems and examples should not be directly from the presentation (word-for word)		
12. Vague frequency terms (e.g., often, usually) should not be used		
13. Only one correct answer		
14. All items should be numbered		
15. Most learning objectives should have a question (preferably all)		
16. A minimum of 5 total multiple-choice questions per training,		

Missouri State Personnel Development Grant (SPDG) Implementation Coach

The University of Missouri-Kansas Institute for Human Development (UMKC-IHD) has a contract with the Missouri Department of Elementary and Secondary Education (DESE) to research, develop, and facilitate the implementation of the State Personnel Development Grant (SPDG). Important to the implementation of the SPDG are coaches focused on fidelity. SPDG Implementation Coaches will work within assigned regions of the state to focus on fidelity of implementation using fidelity measurement tools and evidence-based coaching strategies to improve fidelity.

About fidelity:

SPDG Implementation Coaches will support both intervention and implementation fidelity.

Implementation fidelity refers to the degree to which high quality professional development is delivered as intended and has the effect of promoting adoption and usage of evidence-based instructional practices.

Intervention fidelity refers to the degree to which educators apply the evidence-based instructional practices to their teaching as intended.

About the position:

Nine part-time (0.50 FTE) SPDG Implementation Coaches will be hired and each will be assigned to a RPDC (Regional Professional Development Center) region.

Expectations

- Participate in ongoing professional development
- Uphold rigor of measuring fidelity at the state, regional, and local levels
- Follow standards of high quality professional development
- Commitment to developing exemplary skills in coaching strategies for improving fidelity
- Commitment to further developing expertise in fidelity
- Participate in a collaborative team of Implementation Coaches to meet monthly in Kansas City
- Participate in RPDC collaborative teams focused on implementing the content developed by the SPDG Teams
- Provide fidelity expertise and support to LEAs in assigned regions
- Contribute to the development of high quality professional development content
- Collaborate with SPDG evaluation team
- Provide frequent updates as requested to the SPDG Management Team, State Implementation Advisors, National Implementation Advisors, and other teams within the Missouri Statewide System of Support
- Use a variety of mainstream technologies to provide professional development
- Support and promote the use of technology with LEAs and RPDCs

Qualifications & Requirements

- Graduate degree in education
- Expertise in providing professional development to educators
- Knowledgeable of evidence-based adult learning principles.
- Skilled in analyzing implementation and outcome data relevant to the work
- Skilled in providing effective and appropriate feedback

- Expertise in observing and evaluating the delivery of instruction to both students and adults
- Expertise in school improvement processes
- Comfort with basic technologies (e.g. interactive websites, videoconferencing, webinars, instant messaging, fillable forms, etc.)
- Excellent leadership and communication skills

Salary

Full-time equivalency = \$48,000-\$55,000 commensurate with experience and education

Applications

Send resume and letter of interest addressing the expectations, qualifications, and requirements to Dr. Ronda Jenson, jensonr@umkc.edu. Please include in the cover letter a description of current and past working relationship with the Missouri Department Elementary and Secondary Education and/or the Regional Professional Development Center(s).

Review of applicants will begin after January 18, 2013.

Missouri State Personnel Development Grant (SPDG) Professional Development (PD) Plan
2013-2014

SD 20

Date(s)	Topic	Focus	Prerequisites	Objectives	Outputs	Audience*	Estimate length of time (hours)	Format	Expert(s)**	Evaluation***	Responsibilities			Follow-up Plan /Next Steps
											Event Logistics	Coordination with presenters	Planning Collaborators	
5-Mar-13	Common Formative Assessment	Developing CFAs to align with CCS	Basic understanding of CFA components and applications	(1) Examine alignment of CFA with learning standards (2) Unpack the critical components of quality CFAs (3) Explore methods of developing CFAs aligned to learning standards (4) Draft CFAs aligned to learning standards	CFA for select standards	SSOS Staff	7	Face-to-face	Ainsley Rose	*Pre/Post Learner Assessment *HQPD Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	Beth Bashore	Beth Bashore	SPDG MT, CAT3	see March 6, 2013
6-Mar-13	Common Formative Assessment	Developing CFAs to align with CCS	Basic understanding of CFA components and applications	[Prior day continued]	CFA for select standards	SSOS Staff	3	Face-to-face	Ainsley Rose	*Pre/Post Learner Assessment *HQPD Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	Beth Bashore	Beth Bashore	SPDG MT, CAT3	Follow-up in small groups, mid-2013/2014 year to discuss CFA implementation
4-Jun-13	Coaching for Implementation Results	Coaching as a critical implementation component for achieving results	Prep reading (TBD): Coaching as Implementation variable; intro to ideas behind practice profiles	(1) Evidence of impact of coaching on improving practices and implementation with fidelity (2) Coaching as an Implementation Driver: What coaching is and what it isn't (3) Matching the learning need with the type, frequency, and intensity of coaching (4) Critical skills of coaching	Plan for practicing and building critical skills coaching	SSOS Staff	4	Face-to-face	Karen Blasé	*Pre/Post Learner Assessment *HQPD Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	Beth Bashore	UMKC	SPDG MT, CAT3, CDT Internal Coaching Rep	see follow-up in green
5-Jun-13	Coaching for Implementation Results	Coaching Applications	Coaching as a critical implementation component for achieving results [prior session]	(1) Vision for statewide model of coaching: Lessons learned from statewide implementation (2) Overview of Practice Profiles as an Implementation Tool (3) Unpack critical components of coaching (4) Draft practice profile for coaching critical components	Coaching Practice Profile draft	SSOS Staff	7	Face-to-face	Steve Goodman & Karen Blasé	*Pre/Post Learner Assessment *HQPD Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	Beth Bashore	UMKC	SPDG MT, CAT3, CDT Internal Coaching Rep	see follow-up in green

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											Event Logistics	Coordination with presenters	Planning Collaborators	
9-Jul-13	Collaborative Data Teams Effective Instructional Practices Data-based Decision-making Common Formative Assessment Internal Coaching	Utilizing of learning packages with CW schools	Review training materials	(1) Review scope and sequence of learning packages (2) Discuss approaches to implementing with schools (3) Gain fluency in the training materials and accompanying tools (4) Develop plan for systematic roll out within regions	Plan for systematic roll out within regions	SSOS Staff	5		CDTs	*Pre/Post Learner Assessment *HQPDP Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	UMKC	UMKC	SPDG MT, CAT3, CDT Leaders	see follow-up in green
10-Jul-13	Collaborative Data Teams Effective Instructional Practices Data-based Decision-making Common Formative Assessment Internal Coaching	Utilizing of learning packages with CW schools	Review training materials	(1) Review scope and sequence of learning packages (2) Discuss approaches to implementing with schools (3) Gain fluency in the training materials and accompanying tools (4) Develop plan for systematic roll out within regions	Plan for systematic roll out within regions	SSOS Staff	7	Face-to-face	CDTs	*Pre/Post Learner Assessment *HQPDP Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	UMKC	UMKC	SPDG MT, CAT3, CDT Leaders	see follow-up in green
11-Jul-13	Collaborative Data Teams Effective Instructional Practices Data-based Decision-making Common Formative Assessment Internal Coaching	Utilizing of learning packages with CW schools	Review training materials	(1) Review scope and sequence of learning packages (2) Discuss approaches to implementing with schools (3) Gain fluency in the training materials and accompanying tools (4) Develop plan for systematic roll out within regions	Plan for systematic roll out within regions	SSOS Staff	5	Face-to-face	CDTs	*Pre/Post Learner Assessment *HQPDP Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	UMKC	UMKC	SPDG MT, CAT3, CDT Leaders	see follow-up in green
22-Jul-13	Collaborative Data Teams Effective Instructional Practices Data-based Decision-making Common Formative	Repeat of July 9	Repeat of July 9	Repeat of July 9	Repeat of July 9	SSOS Staff	5	Face-to-face	CDTs	*Pre/Post Learner Assessment *HQPDP Training Observation Fidelity Checklist *Perceived Quality of PD	UMKC	UMKC	SPDG MT, CAT3, CDT Leaders	see follow-up in green

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											Event Logistics	Coordination with presenters	Planning Collaborators	
	Assessment Internal Coaching									Evaluation				
23-Jul-13	Collaborative Data Teams Effective Instructional Practices Data-based Decision-making Common Formative Assessment Internal Coaching	Repeat of July 10	Repeat of July 10	Repeat of July 10	Repeat of July 10	SSOS Staff	7	Face-to-face	CDTs	*Pre/Post Learner Assessment *HQPDP Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	UMKC	UMKC	SPDG MT, CAT3, CDT Leaders	see follow-up in green
24-Jul-13	Collaborative Data Teams Effective Instructional Practices Data-based Decision-making Common Formative Assessment Internal Coaching	Repeat of July 11	Repeat of July 11	Repeat of July 11	Repeat of July 11	SSOS Staff	5	Face-to-face	CDTs	*Pre/Post Learner Assessment *HQPDP Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	UMKC	UMKC	SPDG MT, CAT3, CDT Leaders	see follow-up in green
8-Oct-13	Technology	Using technology to enhance HQPD	Understanding of critical components of HQPD [presented Jan 2013]	(1) Technology as value-added (2) Realistic expectations of what technology can and cannot do (3) Putting technology in place: Recommendations for successful implementation (4) Draft plan for embedding technology to include needs for support and resources, at regional and district levels	Draft plans for increasing use of technology when delivering HQPD	SSOS Staff	5	Flip/inverted instruction/ <i>note * in obj column for pieces to be addressed in pre-learning prior to face-to-face</i>	Larry Edelman	*Pre/Post Learner Assessment*HQPD Training Observation Fidelity Checklist*Perceived Quality of PD Evaluation	TBD	UMKC	SPDG MT, CAT3, SPDG Tech Workgroup	see follow-up in green

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											Event Logistics	Coordination with presenters	Planning Collaborators	
								training]						
9-Oct-13	Coaching	Coaching for enhanced collaborative data teaming	Understanding the critical components of effective collaborative data teams and coaching for effective implementation results	(1) Coaching techniques focused on teams problem-solving using data (2) Roles and techniques for applying both external and internal coaching for improved collaborative data teams (3) Structures and practices for building internal capacity for sustaining coaching for collaborative data teams (4) Draft tools and templates for systematically building capacity for #3 above	Draft tools and templates for assisting schools with building capacity for sustained coaching for collaborative data teams	SSOS Staff	5	Face-to-face	Steve Goodman, Karen Blasé, and/or Steve Ventura	*Pre/Post Learner Assessment *HQPD Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	TBD	UMKC	SPDG MT, CAT 3, Workgroup of data team trainings plus PLC specialists	see follow-up in green
10-Oct-13	Technology	Using technology to enhance collaborative data teams	Understanding the critical components of effective collaborative data teams and coaching	(1) Collaboration in person vs collaboration through technology: adapting structures and approaches* (2) Strategies for sharing and responding to data using technology (3) Using technology to enhancing coaching of collaborative data teams (4) Infusing technology into coaching practice profile	Draft recommendations for infusing technology into coaching practice profile	SSOS Staff	5	Flip/inverted instruction [note * in obj column for pieces to be addressed in pre-learning prior to face-to-face training]	Larry Edelman	*Pre/Post Learner Assessment *HQPD Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	TBD	UMKC	SPDG MT, CAT3, SPDG Tech Workgroup	see follow-up in green

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											Event Logistics	Coordination with presenters	Planning Collaborators	
3-5-Dec-2013	Shared Learning	1)Using learning packages with CW schools 2)Mid-Year Reports by centers on CW – Successes, challenges, Outcomes (Data), Anticipated Adjustments	1)Review training materials 2)Collect & analyze data & implementation information from CW schools	(1) Review scope and sequence of learning packages (2) Discuss approaches to implementing with schools (3) Gain fluency in the training materials and accompanying tools (4) Develop plan for systematic roll out within regions (2) Share information on implementation of the CW work in each region	1)Plan for systematic roll out within regions 2)Discuss/ problem-solve successes, challenges, outcomes and anticipated adjustments	SSOS Staff	18	Face-to-face	Regional staff	*Pre/Post Learner Assessment *HQPD Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	TBD	UMKC	SPDG MT, CAT3	TBD
28/29-Jan-14	Evidence-based Instructional Practices Collaborative Data Teams	Data-driven Wisdom for Choosing Wisely	Basic understanding of Visible Learning (Hattie) and data teaming	(1) Data-driven analysis of learning gaps * (2) Data-driven analysis of teaching gaps * (3) Identifying the pool of effective instructional practices * (4) Matching instructional practices to learning and teaching gaps (5) Designing implementation steps, coaching, and data for monitoring (6) Develop templates for guiding CW teams through process (to enhance the EP CDT package)	Templates to expand EP repertoire of resources	SSOS Staff	7	Flip/inverted instruction [note * in obj column for pieces to be addressed in pre-learning]	Ainsely Rose	*Pre/Post Learner Assessment *HQPD Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	TBD	UMKC	SPDG MT, CAT3, CDT representatives	see follow-up in green

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4/5-Jun-14	Integrating the Work	Cohesive Data Systems	Fluency with current data collection methods and types	(1) Examine models of integrating data systems (2) Designing short term and long term solutions (3) Draft guidance for building level collaborative data teams	Plan for short term and long term solutions Draft guidance for building level teams	SSOS Staff	7	Face-to-face	TBD	*Pre/Post Learner Assessment *HQPD Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	TBD	UMKC	SPDG MT, CAT3, representatives of certified data team trainers, Program area data coordinators	see follow-up in green
July 2014	Integrating the Work	Leadership for Building, Maintaining, & Sustaining the System	Fluency with coaching building level and district level leadership teams	(1) Examine and explore models of leadership styles and teaming structures that support and encourage effective implementation of tiered systems* (2) Review and adapt assessments and tools for supporting meaningful feedback to leaders and leadership teams	Draft tools and assessments for supporting leader and leadership team feedback	SSOS Staff	4	Flip/inverted instruction [note* in obj column for pieces to be addressed in pre-learning prior to face-to-face training]	Brian McNulty	*Pre/Post Learner Assessment *HQPD Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	TBD	UMKC	SPDG MT, CAT3, ?	see follow-up in green
July 2014	Effective Instructional Practices Learning Packets	Using training materials with district/school staff	Review training materials	(1) Review scope and sequence of learning packages (2) Discuss approaches to implementing with schools (3) Gain fluency in the training materials and accompanying tools (4) Develop plan for systematic roll out within regions	Plan for systemic roll-out within regions	SSOS Staff	18	Face-to-Face	Regional teams	*Pre/Post Learner Assessment *HQPD Training Observation Fidelity Checklist *Perceived Quality of PD Evaluation	TBD	UMKC	SPDG MT, CAT3	TBD
TBD	Common Formative Assessment	Follow-up to March PD and roll out of CDT developed package	Participation in CFA March session and experience with application	(1) Implementation Conversations (2) Sharing Solutions (3) Identifying Resources	Directions for further CDT work	Small Groups, repeated opport	3	Virtual	Facilitator or TBD	*HQPD Coaching Observation Fidelity Checklist (to be developed)	UMKC	UMKC	SPDG MT, CAT3	

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											Event Logistics	Coordination with presenters	Planning Collaborators	
						unities				*Perceived Quality of PD Evaluation				
TBD	Coaching	Follow-up to June PD	Participation in June coaching session and experience with application	(1) Implementation Conversations (2) Sharing Solutions (3) Identifying Resources	Directions for further CDT work	Small Groups, repeated opportunities	3	Virtual	Facilitator or TBD	*HQPD Coaching Observation Fidelity Checklist (to be developed) *Perceived Quality of PD Evaluation	UMKC	UMKC	SPDG MT, CAT3	
TBD	Technology	Follow-up to Technology PD	Participation in technology session and experience with application	(1) Implementation Conversations (2) Sharing Solutions (3) Identifying Resources	Directions for further CDT work	Small Groups, repeated opportunities	3	Virtual	Facilitator or TBD	*HQPD Coaching Observation Fidelity Checklist (to be developed) *Perceived Quality of PD Evaluation	UMKC	UMKC	SPDG MT, CAT3	
TBD	Evidence-based Instructional Practices Collaborative Data Teams	Follow-up to EP PD	Participation in EP session and experience with application in collaborative data teams context	(1) Implementation Conversations (2) Sharing Solutions (3) Identifying Resources	Directions for further CDT work	Small Groups, repeated opportunities	3	Virtual	Facilitator or TBD	*HQPD Coaching Observation Fidelity Checklist (to be developed) *Perceived Quality of PD Evaluation	UMKC	UMKC	SPDG MT, CAT3	

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