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Table of Contents

Sl#	Title	Page#
1.	Project Narrative - Completed SF 425 -----	3
2.	Project Narrative - Optional attachment for additional Section A text -----	4
3.	Explanation_of_Progress_for_Section_A.pdf -----	5
4.	Project Narrative - Signed Cover Sheet -----	18
5.	Cover_Sheet_signed.pdf -----	19
6.	Grant Performance Report (ED 524B) Cover Sheet - Revised 2015 -----	21
7.	Executive_Summary_.pdf -----	23
8.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 1 -----	30
9.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 2 -----	31
10.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 3 -----	32
11.	Grant Performance Report (ED 524B) Project Status Chart - Section B & C -----	33
12.	Section_B_Budget.pdf -----	34
13.	Worksheet.pdf -----	35

Project Narrative - Completed SF 425

Title : Completed SF 425

Attachment:

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1

Project Narrative - Optional attachment for additional Section A text

Title : Optional attachment for additional Section A text

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- 1 [Explanation of Progress for Section A.pdf](#)

Explanation of Progress

PM1.a.: By the end of Year 2, 50% of the evidence-based professional development components for the Missouri Professional Development Framework will score 3 or 4 per the SPDG Evidence-Based Professional Development (EBPD) Components Rubric (A).

Baseline Result: **44%**

Most Recent Period Result: **63%**

Performance Target: **50%**

Status: **Met**

PM1.b.: By the end of Year 5, 100% of coaches will report an increase in the skills and knowledge in the Missouri Professional Development Framework.

Measurement tool: Annual Professional Development Survey of coaches and facilitators

Baseline Result: **N/A**

Most Recent Period Result: **95.6%**

Performance Target: **100%**

Status: **N/A**

The Missouri Professional Development Framework is the general term for the Missouri Model Districts/District Continuous Improvement Framework. As Missouri continues to refine the framework and align the framework across Missouri education systems, the terminology is adjusted accordingly. See the Executive Summary for a description of this transition and terminology.

Calculations for PM1.b. commenced in late spring of the 2017-18 school year. Data were collected via our annual “Professional Development Survey” of all project facilitators and coaches. Using retrospective pre/post methodology, we are able to report on change during the 2017-18 school year at this time.

Of the 23 facilitators and coaches that participated in this survey, 22 (95.6 percent) reported an increase in skills and knowledge in the Missouri Professional Development Framework, just shy of the Year 5 target of 100 percent. For this reason, we are optimistic about our ability to meet this target in the future.

The annual survey of coaches and facilitators is disseminated in May or June of each school year. Coaches are surveyed on their end of school year confidence in their content understanding (knowledge), as well as their understanding of high quality coaching practices (skills) relative to their knowledge and skills at the start of the project.

The results of the survey are used to inform the delivery of monthly PD for the coaches during summer learning sessions and during CST team meetings throughout the year. Project administrators believe that by using results to continually improve targeting of PD activities for

internal facilitators and coaches, they can reach a target of 100 percent of coaches reporting professional growth.

The team of facilitators and coaches expanded a second cohort of facilitators and coaches that began project work during the 2018-19 school year to support the increased number of participating districts. Their baseline and first year change will be measured at the end of that school year and reported on the 2020 APR report.

PM1.c.: Annually, beginning in Year 3, 80% of districts will report that the coaching provided to the district was high quality.

Measurement tool: Survey of Building Administrators

Baseline Result: **N/A**

Most Recent Period Result: **100%**

Performance Target: **80%**

Status: **Met**

Administrators in 17 of 17 districts (100 percent) reporting shared that the coaching provided to the district was of high quality.

- The median and mean scale score was 8.6 out of 10.
- The minimum score was 6.4.
- Nineteen percent of administrators rated project coaching as a 10 out of 10.
- The standard deviation was 1.1.
- Three responses fell outside the center of what is a normal curve, on the bottom of the range, with scores lower than 5.8.

Data collection for this measure was achieved by administering the building administrator survey alongside the CWIS for Missouri Model Districts (MMDs) to school and district administrators in Cohort 1. Not all MMD Cohort 1 districts had a building administrator who participated in this survey. Administrators in MMD Cohort 2 districts were receiving the survey at the time of the writing of this report.

Specific items from the survey are aligned to the High-Quality Coaching observation checklist to complete a 360-degree review for coaches. Only administrators who respond that “yes, they have received coaching within their building” are presented the items from this scale. Ninety-one building administrators from seventeen Cohort 1 districts answered yes to the item and then responded to more than half of the scale items. Those that did not respond to more than half of the scale items were not included in our analysis. For each of these administrators, responses were averaged to create a total “high quality coaching” score. Average scores of 7.5 out of 10 and above were classified as “high quality.”

Previously, we predicted that results would be reported for the first time on the Year 3 APR in 2020. However, we did not modify items following our pilot study during the 2017-18 school

year. Analyses confirmed internal validity for the survey on one single scale of ten items. As a result, we are able to report data for Cohort 1 one school year earlier than expected.

As noted above, Cohort 2 building administrators will respond to the survey during the spring 2018-19 school year survey window ending on March 31, 2019.

Theoretical Basis

PM1.c. allows the project to track the effectiveness of the coaches in delivering coaching and professional development to districts on the various components of the Missouri Professional Development Framework. Building from PM1.b., this measure evaluates the extent to which districts report that the coaching provided to them was high quality.

PM1.d.: Annually, beginning in the third year of implementation, XX% of MMDs are effectively implementing internal coaching.

Measurement tool: Self-assessment Practice Profile: School-based Implementation Coaching

Baseline Result: **15.3%**

Most Recent Period Result: **N/A**

Performance Target: **N/A**

Status: **N/A**

During the 2018-19 school year, 193 MMD educators and administrators participated in the School-Based Implementation Coaching Self-Assessment Practice Profile (SBIC-SAPP) prior to March 1, 2019. These participants were located in 14 Cohort 1 and Cohort 2 districts that were actively implementing coaching through the project. Of these, 11 were known to be active in the module itself, while the other three are assumed to have been only perusing the tool. Facilitator logs show that 26 total districts were active with school-based implementation coaching programming during the 2018-19 school year through February 28 (determined by multiple references to the SBIC module in coaching notes). Of these districts, four met our inclusion criteria of at least a 50 percent proficiency rate across all learning targets within the module (a score of 60 percent or greater for each learning target on the SBIC-SAPP). As a result, our calculation for this performance measure results in a rate of 15.3 percent (4/26) of MMDs that are effectively implementing internal coaching.

We must emphasize that 14 of the 62 project districts were active on this particular self-assessment during this school year. At the same time, note that because the measurement instrument is an optional self-assessment, only districts that have implemented school-based implementation coaching would have any interest in the use of the instrument, while some that do implement may not choose to use the self-assessment platform.

Target Setting

As these data are being collected for the first time during the 2018-19 school year, the project management team will meet in the fall of 2019 to determine the year three target rate of implementation for this measure. We also expect that the numerator for this measure will grow

gradually as districts progress beyond the foundational modules and begin to prioritize change in this area.

Theoretical Basis

This measure builds from performance measures 1.b. and 1.c. by examining the extent to which the districts have implemented their own coaching systems which can supplement the coaching that they receive from MMD CST. This is particularly important for the sustainability of district progress, as district participation in the project lasts just three years.

The SAPP is aligned to the systems-based implementation coaching module and grounded in current research and development related to practice-level implementation characteristics. The Practice Profile Framework, developed by the National Implementation Research Network (NIRN), offers a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). The SBIC-SAPP is anchored by five essential coaching functions: (1) educators develop and maintain coaching relationships, (2) educators provide effective feedback, (3) educators develop a strategic and differentiated coaching plan, (4) educators use solution dialogue, and (5) educators progress monitor implementation of effective educational practices.

This instrument was used for the first time during the 2018-19 school year. The specific prompts included on the self-assessment are:

In your school is there...

1. Opportunity to exchange ideas for improving instruction with your school colleagues?
2. A clear understanding of how coaching can improve your teaching practice?
3. Opportunity to receive coaching targeting your teaching challenges when needed?
4. A model of coaching that addresses different types of teaching challenges?
5. Opportunity to provide coaching to other teachers in your school?

When providing feedback to other educators in my building, I...

6. Provide feedback to other educators in my school.
7. Begin with positive feedback focused on specific observed examples.
8. Provide positive feedback immediately after the coaching session.
9. Use specific, descriptive, and actionable verbal responses.
10. Address areas for improvement with specific language and examples.
11. Celebrate growth of improved instructional practice.

When developing coaching plans, I...

12. Collaboratively develop coaching plans with other teachers in my school.
13. Align the coaching plan with the school's vision and goals.
14. Use a practice profile or other fidelity measure to document implementation.
15. Facilitate teacher-identified growth goal as a focus of the coaching.
16. Identify methods of using data to show implementation progress.
17. Identify a timeline for tapering off coaching support as practice improves.

When conversations about instructional practice occur, they include...

18. Solution-oriented discussion about ways of building on strengths to address challenges.
19. Data linking instructional practice to student learning.
20. Ideas for improvement grounded in strong evidence of effectiveness.
21. Concrete examples of the instructional practice in use.
22. Opportunity for reflection about the improvement process.
23. Resources for guided practice.
24. Realistic next steps for improving instruction.

When monitoring implementation of instructional practices, I...

25. Use evidence of implementation (e.g. observation notes, artifacts).
26. Use four modes of evidence (e.g. observation notes, video recording, student evidence, journaling).
27. Identify a personal improvement goal based on evidence of implementation.
28. Identify next steps for improvement based on evidence of implementation.

PM1.e.: Annually, beginning in Year 2, 80% of MMD enrolled users will achieve at least 75% proficiency on module assessment.

Measurement tool: Virtual Learning Platform (VLP) post-module assessment of knowledge

Baseline Result: **N/A**

Most Recent Period Result: **31%**

Performance Target: **80%**

Status: **Not Met**

During the 2018-19 school year, 35 educators who completed the Developing Assessment Capable Learners (DACL) learning module on the Virtual Learning Platform (VLP) also completed a post-test. Of these, 11, or 31 percent, met the standard of 75 percent proficiency on the test. As a result, the project did not meet its target for this measure.

The DACL module was the first of the learning modules to have a post-test developed. However, post-testing did not occur immediately following the module learning experience and was also optional.

Post-tests for other modules are currently in development and will also contain applied items. They will be piloted prior to being coded and programmed into each module of the VLP. On a rolling basis through Year 5 of the program, the new test items will be embedded within each module as other new updates are made to the content and media.

During the 2019-20 school year, the program will make progress in the following areas which administrators expect will influence both the response rate to the post-test and the rate of participants meeting the 75 percent standard:

- Project staff will develop, pilot, and include post-tests for additional VLP learning modules.
- Post-tests will be appended to the learning modules in the virtual learning platform, making the information retrieval more immediate (likely influencing scores) and

making it more likely that participants will complete the post-test as they finish the module.

Theoretical Basis

As a reminder, PM1.e. monitors the extent to which the virtual learning platform is used effectively to support additional capacity building for district/building administrators and educators through engagement with the online, on-demand, asynchronous professional learning opportunities (available to them through the project’s VLP). VLP users are not, however, required to complete any particular modules by project administrators.

As with the practice profile mentioned in the narrative for the PM1.d., districts will likely use the VLP and its corresponding post-module assessments based on their own unique professional learning plan.

PM2.a.: Annually, beginning in Year 2, XX% of MMDs will report an increased application of the effective teaching and learning practices of the Missouri Framework as measured by an implementation survey.

Measurement tool: CWIS for MMD Survey of Educators and Administrators

Baseline Result: **Set**

Most Recent Period Result: **52.6%**

Performance Target: **N/A**

Status: **N/A**

In this 2019 APR, we report baseline data for the Effective Teaching and Learning Practices (ETLP) measure for both cohorts. We can report performance against the baseline for Cohort 1 only. The performance of Cohort 2 districts in the 2018-19 school year compared to baseline values will be calculated after the March 31, 2019, close of the CWIS for MMD survey and will be reported on the 2020 APR. We have not yet set targets for this performance measure.

MMD Cohort 1

Baseline data for the CWIS for MMD were collected from each of the 19 districts active in MMD Cohort 1 during the spring of the 2016-17 school year and supplemented during September and October of the 2017-18 school year for some buildings (four of these districts were no longer active as of February 28, 2019). The numerator for this measure is 10, the count of districts whose spring 2017-18 score exceeds baseline values in the ETL domain. Overall, 52.6 percent of MMD Cohort 1 districts showed improvement on the ETL domain.

Target Setting

We will wait until the close of the 2018-19 CWIS window to set targets for performance measure 2.a., as we expect that response-shift bias will confound results measured between the first and second CWIS for MMD windows for each cohort. Response-shift bias occurs when respondents’ “understanding of the subjective construct under evaluation changes over time” ([McPhail & Haines, 2010](#)). Bray, Maxwell and Howard (1984) found that response-shift bias resulted in a substantial loss of statistical power when using pre-test results from before program implementation and it is possible that phenomenon was at play in our study of project outcomes.

A more recent study by Sibthorp, Paisley, Gookin, and Ward (2007) indicates that individuals who respond to self-report measures are directly affected by knowledge gained through an intervention. Specifically, they posit that self-awareness of knowledge shifts as a result of the program working as intended, making comparisons between before and after measures of knowledge problematic. The authors found that for four of the outcome variables in their study that pre-test and retrospective pre-test scores differed significantly. The retrospective pre-test scores yielded more statistical power. Additionally, participants admitted through qualitative interviews to not understanding what they did not understand before the program began.

In our case, we hypothesize that CWIS for MMD respondents systematically overestimate their ELTP usage when answering the survey for the first time and then adjust their reported usage of ETLTP practices downwards as they gain a clearer understanding of the practices through participation in the MMD program. If correct, this hypothesis would result in an apparent reduction in the implementation of ETLTP practices between the first and second measurement periods. We will calculate whether scores increase from Year 1 to Year 2 before making a decision on targets or whether or not to introduce retrospective methods.

MMD Cohort 2

Baseline data for the 47 districts in Cohort 2 were collected during the spring of the 2017-18 school year and supplemented in August and September of the 2018-19 school year. Two mid-sized districts (3.8 percent of 49 districts in the cohort) averaged above 4.0, while 27 (51.9 percent) averaged above 3.5. The numerator for measuring 2.a. in the 2019 report will be a count of districts whose spring 2017-18 score exceeds baseline values in the ETLTP domain.

CWIS for MMD Calculations

The district baseline and performance scores were determined by calculating the mean “building” score reported for each building with five or more responses. The “building” score was determined through a calculation of the mean score across all responses. The intent of using this calculation approach (taking the “mean of means”) is to evenly weight progress across all buildings, irrespective of their level of engagement/number of responses to the CWIS survey, as MMD is intended to be a district-wide initiative. In other words, the mean of a high number of responses from a building that is very engaged in the district efforts has the same weight in the final district score as the mean from a building with a lower number of responses. Had we combined all responses into a district average, those buildings with the highest engagement would have heavily influenced overall district scores.

For more information about general survey performance itself, please refer to the 2018 APR report, where we display visuals of the baseline data that has been collected, showing both the range and distribution by building as well as the overall performance by district. We explain what the response scale is in this document as well.

Validation

Performance measure 2.a. relies on calculations from existing data sets derived from the CWIS for MMD. This survey has been used by the project for three school years and has proven both internally valid and reliable. Specifically, this measure focuses on the Effective Teaching and

Learning Practices (ETLP) domain within the CWIS for MMD survey. The specific prompt for this domain is: "Please use the frequency scale to respond to each prompt representing your perception of common practices." The specific activities addressed are available in this section of the 2018 APR report.

In addition, as a self-report, the CWIS for MMD requires that a 20 percent verification level must be met for this measure in future years. Project administrators also want to test the construct validity of this self-report measure to determine its effectiveness in measuring reality in classrooms, buildings, and districts. This verification will be conducted via an observation and interview protocol that will be implemented starting in the late spring of the 2018-19 school year and continuing into the fall of the 2019-20 school year. Project administrators have submitted an application to the Institutional Review Board at Northern Arizona University (NAU) and a response is pending. The CWIS scores of those rated "very high" through this protocol will be compared against those rated "very low." We hypothesize that statistically significant differences in the scores of the two groups will be present, validating the self-report, and leading to 100 percent verification, potentially as early as the 2019-20 school year.

PM2.b.: Annually, beginning in Year 2, XX% of district leaders will report improved infrastructures to support fidelity of implementation of practice.

Measurement tool: Moving Your Numbers (MYN) Survey¹: District administrator response

¹The Moving Your Numbers (MYN) Survey is an internally validated instrument developed by NCEO.

Baseline Result: **Set**

Most Recent Period Result: **N/A**

Performance Target: **N/A**

Status: **N/A**

The MYN began to be disseminated to district administrators during fall of the 2018-19 school year to establish baseline and collection continued through March 31, 2019. Survey results from 28 districts established a baseline. Across these districts, the median baseline rate was 25 percent, but more than a quarter of the districts provided a value of 0 percent or 46 percent or more. The resulting standard deviation was large, 0.22 on a scale from 0 to 1. In future years, the survey will be distributed annually each spring to district administrators to measure progress against this baseline. The 2020 APR submission will be the first that reports performance against these targets as data collection occurs annually following February 28.

We use a project-specific sub-scale of the MYN survey developed by NCEO. NCEO is a research and technical assistance center established at the University of Minnesota that advocates for students with disabilities, English Language Learners, and English Language Learners with disabilities. The center is funded in part through OSEP as a technical assistance and dissemination center. NCEO developed the MYN survey to collect data on the presence of practices that are "positively affecting the performance of all children, including students with disabilities, through collective and focused actions of adults." The survey has been distributed in many states across the country and even more widespread use is predicted in coming years.

The version of the survey used in this project consists of the items below with the question stem of: “How would you rate your district's level of implementation of each of the following practices? Consider "level of implementation" as a global measure reflecting both depth (intensiveness of implementation) and breadth (extensiveness of implementation across schools in the district).” The response options are “High”, “Moderate”, “Low”, and “Not at all”.

- Define for the benefit of all staff what “full implementation of identified strategies” means in practice.
- Deploy central office personnel to provide data-based feedback to schools about their implementation of focused instructional strategies.
- Deploy principals to provide data-based feedback to teachers (both individuals and teams) about their implementation of focused instructional strategies.
- Use aligned team structures, (e.g., interlocking teams at the teacher, school, and district levels) to support full implementation of focused instructional strategies.
- Using technology to increase the quality, frequency, and timeliness of communication between internal staff and with external consultants in support of coaching for improved instructional practices.
- District professional development programs integrate technology into the adult learning curricula and instruction to improve teaching.
- Actively use and support the Virtual Learning Platform as a mechanism for on-demand, continuous, and customized learning experiences as directed by educators themselves or school and district administrators.
- Monitor the degree of implementation of focused improvement strategies across the system.

MYN Calculations

District scores are calculated using the mean scale value across all district submissions. Calculations for this performance measure use only responses from district administrators. The number used for this calculation is the rate at which district administrators respond that desired practices are in place at a “high” level throughout the district. Following a pilot in the spring of 2018, the project settled on a subset of the items to use for this measure. For a full list of items used in this project-specific scale, please refer to the Annual Report submitted in 2018.

Target Setting

The project management team met during the 2018-19 school year to establish targets for the rate of districts improving on the MYN on an annual basis. At that time, the team decided to wait until the following school year to set targets for this measure because there was very high variance in district-level means. As such, the team will wait until after the spring 2019 survey submission and initial calculation of change scores to set a target that is both rigorous and meaningful for the project while also being attainable.

Verification Procedure

As this performance measure relies on self-report, it is required that at least 20 percent of submissions pass a verification procedure using the data collection and calculation procedure defined above. Though a more complete verification will be possible at the end of the 2018-19 school year and reported in the 2020 APR, results thus far are promising: 6 of the 10 districts

investigated passed verification. Extrapolating the 6/10 result to all districts, more than 20 additional districts are expected to meet verification targets (60 percent of active districts).

Our procedure begins with the facilitator most familiar with each district completing an annual observation of district processes and infrastructure. This checklist includes specific "look-fors" related to the five pillars of district systems engagement (see above) and a rubric for scoring progress. Next, standardized scores (z-scores) were calculated for each district for the observation data and the MYN self-report of each district. Those districts with values on the two measures falling within one standard deviation of each other are considered to meet verification requirements.

This instrument is being used for the first time this (2018-19) school year and observations will be completed each spring. As of February 28, 2019, only 26 of these observations had been completed. As reported earlier, baseline collection for this indicator was not yet complete as well. As a result, of these 26 districts, only 10 had also completed the MYN survey.

Theoretical Basis

As noted in the annual report last year, this performance measure (PM) targets systems-level support developed and maintained by districts to support the Missouri Model District Framework throughout their partnership in the project. Project theory hypothesizes that this district support at the systems level is a necessary step in supporting

- effective planning and progress at the district level (as measured in PM2.c.);
- application of the framework in classrooms (as measured in PM2.a.); and
- positive changes in student achievement (PM2.d.).

Additionally, participating districts commit to providing support for district-wide implementation within five key indicators of systems change: (1) leadership, (2) communication, (3) commitment, (4) performance/outcomes, and (5) alignment.

¹ Performance targets will be set during the summer of 2019. See note below relating to response-shift bias.

² Performance targets will be set during the summer of 2019. See note below relating to issues with the reliability of data collected.

PM2.c.: Annually, beginning in Year 3, XX% of MMDs will demonstrate progress on the level of implementation for the Missouri Professional Development Framework as targeted in their professional learning plans.

Measurement tool: Missouri Model District (MMDs) Professional Learning Plans

Baseline Result: **N/A**

Most Recent Period Result: **N/A**

Performance Target: **N/A**

Status: **N/A**

Baseline data will be collected for all districts during the 2018-19 school year using the implementation checklists (facilitator checklists) mentioned in section PM2.b. above and the

activities targeted by districts on their MMD professional learning plans which are reported using a common template.

As mentioned before, implementation checklists are completed in the spring, however, the end of school year due date occurs far after February 28. As of February 28, 2019, data had been collected from 26 MMD districts. Current data show that the facilitator observations completed so far resulted in an average district rate of 40 percent implementation of the Missouri Professional Development Framework activities. As a result, most districts show room for growth in their targeted areas in future years.

The professional learning plans are designed to guide the district implementation of the Missouri Professional Development Framework activities. As of February 28, 2019, these data were on file for each district active in the MMD project. All districts will update plans and specify areas of “action” prior to the beginning of the 2019-20 school year. At this time, seven of the observed districts have completed their plan for 2019-20 with 72 total actions identified across the districts.

Future data analysis will calculate the number of districts who have made progress in at least one area that they have marked for “action” during the 2019-20 school year. However, because these observations are generated in the late winter and spring, the second year of calculations will not be available for reporting until the APR submitted in 2021. On next year’s APR, we can report only full baseline results collected from the 2018-19 school year.

Status by Cohort

As one might expect, the average score was notably higher for those districts in their second year of participation. Specifically, facilitators observed and rated Cohort 1 districts at an average of 63 percent implementation while Cohort 2 were rated at an average of 30 percent implementation.

Target Setting

Project administrators are unable to set a target at this time. Following use of the implementation checklist for a second consecutive school year in 2019-20, reasonable, challenging, and meaningful targets can be set during the summer of 2020 and reported on the 2021 APR.

Theoretical Basis

This performance measure bridges the gap from the foundational steps of identifying which aspects of district infrastructures need to be addressed (2.b.) to the identification of a set of specific actions to improve those aspects (2.c.). The process for identifying the set of actions is fluid and is facilitated by the coaching support team facilitators as they work with the district leadership teams. Through the application and review of the results of the MMD Implementation Checklist: District Level, district leadership teams identify the area(s) and element(s) on which they will focus their efforts for the coming year. For example, if a district noted that they have not begun implementing a protocol for conducting walk-throughs observing implementation of MMD practices at the building level, the district leadership team would identify specific activities to support progress in that area and facilitators would document these plans on the district professional learning plan.

PM2.d.: By the end of Year 5, the rate of students with disabilities in grades 3-8 in participating districts who perform at proficiency levels in ELA will increase by 6.5 percentage points over the baseline year.

Measurement tool: Missouri State Assessment **Regular Assessment** for grades 3-8

Baseline Result: **18.6%**

Most Recent Period Result: **N/A**

Performance Target: **25.1%**

Status: **N/A**

The project previously determined its baseline for this performance measure using the 2016-17 school year performance of students with disabilities on the regular assessment in grades 3-8 for its Cohort 1 districts. However, Missouri changed its learning standards and as a result, changed the assessment used during the 2017-18 school year. As a result, the project will use only the performance of the districts in its second cohort for comparisons against this target as their baseline was set using the new assessment.

For these 49 Cohort 2 districts, the denominator, the total enrollment of students with disabilities in grades 3-8 was 6,048 for the 2017-18 school year. The numerator, the number of students with disabilities in grades 3-8 who perform in the top two proficiency levels in ELA, was 1,127 for the 2017-18 school year. The resulting baseline rate is 18.6 percent. As such, in full alignment with the SiMR, the performance target shall be a rate of 25.1 percent by Year 5 of the grant.

Additional Research to Establish Causation

We also present Table 3 below to show the results of a quasi-experimental research study of the achievement performance for the 16 MMD districts still active at the beginning of the 2018-19 school year and that for a matched comparison sample of 16 non-MMD districts. These districts were propensity score matched on district rates for white race/ethnicity (MMD: 78 percent, Non-MMD: 78 percent), free and reduced-price lunch (MMD: 61 percent, Non-MMD: 59 percent), and number of students in grades 3-8 (MMD: 1,459, Non-MMD: 1,656).

Evaluators are able to compare the performance of these two groups in an effort to attribute causation to MMD participation. Through that mechanism, project managers may conclude that it was project activity, rather than extenuating circumstances, such as a change in the assessment system, that led to any improvements in student achievement above and beyond those that could have been expected without MMD implementation in the district.

As a result of the change in state assessments from year to year and the fact that only Cohort 1 districts could show progress attributable to the project, evaluators used a standardization process (z-score calculation) to compare the relative performance of the two groups to all other districts in the state across the two tests. Following these calculations, both groups of districts saw baseline scores above the average district and Year 2 scores diminished but still above average.

Accordingly, the change in scores from baseline to Year 2 for both of these groups was more negative than for the average district across the state (maintenance of the same z-score across both years would result in a change score of 0 or average). This means that compared to all other districts in the state, across the two years, the relative performance of each of these groups dropped from Year 1 to Year 2. However, the drop for the MMD districts was less than that shown by the matched comparison districts. In fact, the rate of change for MMD Cohort 1 districts exceeded those of the comparison districts by 20 percent (0.08 standardized points).

Future calculations will rely on Cohort 2 district comparisons removing the need to use standardized scores in the process.

Table 3: State regular assessment performance for students with disabilities in grades 3-8 for MMD districts and a comparison group of non-MMD districts¹

Sample	Baseline Z-score	Most recent school year Z-score
MMD Districts (n=16)	0.55	0.24
Non-MMD Districts (n=16)	0.48	0.09

¹ In order to be appropriately sensitive to large changes in rates for small districts, the performance of the students from the four districts in each group with less than 20 students with disabilities in grades 3-8 each are aggregated into a “super-district” for use in calculations.

¹ These calculations include only the performance of students with disabilities on the **regular assessment to fully align with the Missouri SiMR** as reported on the SSIP. Only districts from Cohort 2 are included in calculations specific to this measure and target.

PM3.a.

The chart below indicates the amount of obligated funds for contracts, grants to districts and regional PD providers, and program activities which have not yet occurred or for which the project has not yet been billed but which will occur or be billed prior to June 30, 2019. It is expected that the bulk of the obligated funds listed below will be invoiced and paid by the end of September. Of the three categories of funding shown in the chart, all of the contractual and grant monies are used to support district professional development and sustainability. The proportion of budget spent or encumbered on contractual and grants is over 99 percent.

Table 4: Use of SPDG funds

RPCT	Description	Budget	Encumbered	Expense	Available
SO17	Program Administration	\$15,000.00	\$0.00	\$11,221.46	\$3,778.54
SO27	Contractual	\$1,133,080.00	\$766,512.85	\$366,567.15	\$0.00
SO37	Grants	\$286,464.00	\$130,656.65	\$68,994.97	\$86,812.38
	Total	\$1,434,544.00	\$897,169.50	\$446,783.58	\$90,590.92

Project Narrative - Signed Cover Sheet

Title : Signed Cover Sheet

Attachment:

File :

- 1 [Cover_Sheet_signed.pdf](#)

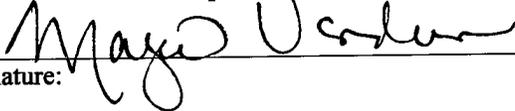
12. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).

Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Dr. Margie Vandeven

Title: Commissioner

Name of Authorized Representative:

Signature: 

Date: 4-30-19

**U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)**

**Check only one box per
Program Office instructions.**

**Annual
Performance
Report** **Final
Performance
Report**

General Information

1. PR/Award #: H323A170020 (Block 5 of the Grant Award Notification - 11 Characters.) 2. Grantee NCES ID#: 29 (See instructions. Up to 12 Characters.)

3. Project Title: State Personnel Development Grants
(Enter the same title as on the approved application.)

4. Grantee Name: ELEMENTARY AND SECONDARY EDUCATION, MISSOURI DEPARTMENT OF
(Block 1 of the Grant Award Notification.)

5. Grantee Address:
(See instructions.)

Street: 205 JEFFERSON ST
City: JEFFERSON CITY
State: MO Zip: 65101 Zip+4: 2901

6. Project Director:
(See instructions.)

First Name: Ginger Last Name: Henry Title: Coordinator, Special Services
Phone #: 5737512965 Fax #: 5735264404 Email Address: ginger.henry@dese.mo.gov

Reporting Period Information (See instructions.)

7. Reporting Period: From: 4/4/2018 To: 4/3/2019
(mm/dd/yyyy)

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	882,626	0
b. Current Budget Period	1,046,868	0
c. Entire Project Period (For Final Performance Reports only)		

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?
If yes, please indicate which of the following applies to your grant? Yes No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: Yes No
The period covered by the Indirect Cost Rate Agreement is : From: To: (mm/dd/yyyy)
The approving Federal agency is : ED Other (Please specify):
The Indirect Cost Rate is : %
Type of Rate Provisional (Please specify):
(For Final Performance Reports Only): Final Other
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) Yes No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
 Is included in your approved Indirect Cost Rate Agreement Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:
 Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
 Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b)

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Data Privacy and Security Measures Certification (See instructions.)

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached? Yes No

12. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No
 b. If no, when will the data be available and submitted to the Department? 12/31/2022 (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: Margie Vandeven	Title: Commissioner of Education
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : Executive Summary
 File : [Executive_Summary_.pdf](#)

EXECUTIVE SUMMARY

The overarching goal of the Missouri State Personnel Development Grant (SPDG) 2017-22 is to “improve the educational outcomes for all students, especially students with disabilities, through an evidence-based professional development approach focused on district-level implementation of effective educational systems and practices.” To address this goal, the Missouri Department of Elementary and Secondary Education (DESE), in partnership with stakeholders, continues to expand and enhance the following objectives:

- a) alignment of the state system of support to develop and sustain a comprehensive, evidence-based, data-driven system of professional development;
- b) implementation of effective educational practices; and
- c) use of technologies for improving access to professional development resources, supporting data-driven practices, and improving efficiencies essential for balancing the demands of educational systems change.

Background

The current SPDG builds on two prior SPDG initiatives. This section provides a historical context for the evolution of the Missouri framework and movement towards an aligned statewide system.

The Missouri Integrated Model (MIM), with a small sample of fifteen districts (25 buildings), was launched in 2008 (SPDG 2007-12). The intent of the MIM was to demonstrate a localized approach to improving academic and behavioral outcomes for students, especially students with disabilities. When compared to other Missouri schools with similar geographical and student demographics (comparison schools), MIM schools increased communication arts and math achievement for students with disabilities at greater rates than their counterparts. Despite these successes, the MIM approach was not scalable, given that at the time in Missouri there were 567 school districts and more than 2,300 buildings including 72 public charter schools.

The 2012-17 SPDG (Collaborative Work (CW)) drew extensively on the work of the National Center for Educational Outcomes (NCEO) and Dr. John Hattie, researcher and author of *Visible Learning*. With CW, educators in approximately 300 buildings, including elementary, middle, and high schools, received training and coaching for implementation of foundational educational practices (collaborative teams, common formative assessments, data-based decision making, leadership, and school-based implementation coaching) and specific teaching and learning practices (assessment capable learners, feedback, reciprocal teaching, spaced-versus-massed practice, metacognition, and other practices).

To support implementation of CW and mentioned educational practices, Missouri developed the following: (a) a professional development framework grounded in the evidence of adult learning, (b) a learning package model containing research-based content, practice profiles, and other resources for supporting ongoing learning, (c) technology-based tools designed to foster and

streamline coaching around data practice, and (d) web-based resources for just-in-time learning for use in the Missouri Model District (MMD) project.

Comparison of student achievement data across schools involved in the array of Missouri education initiatives show more growth for students in CW schools compared to other students in other schools (see Table 1).

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

School year	All Students Statewide not in CW Schools	All Students in CW Schools (includes schools active in 2016-17)	Students with Disabilities Statewide not in CW Schools	Students with Disabilities in CW Schools (includes schools active in 2016-17)
2013-2014 (baseline)	48.7%	47.7%	14.8%	15.8%
2014-2015	57.5% (+8.7%)	57.4% (+9.7%)	21.8% (+7.0%)	24.1% (+8.3%)
2015-2016	60.3% (+2.8%)	61.0% (+3.6%)	24.8% (+3.0%)	28.2% (+4.1%)

Because building-level implementation of the CW showed positive results, this current SPDG (MMD) builds on the CW but shifts to a district-level approach. Using a district-level approach, Missouri is scaling-up the CW, maintaining a focus on core elements of the CW to comprise the MMD framework, and adding a focus on district-level leadership supports.

The Missouri Model District Framework

Grounded in implementation research, the Missouri SPDG works within an existing statewide infrastructure and involves national, state, regional, and local partners to address a commitment to improving the achievement of all students, especially students with disabilities through the following objectives specific to Missouri.

- **Missouri Objective 1:** To further the alignment of the Statewide System of Support (SSOS)
- **Missouri Objective 2:** Advance and sustain effective, evidence-based educational practices
- **Missouri Objective 3:** Increase the use of technologies to support implementation

Missouri Objective 1 activities further the alignment of the state system of support. Specifically, MMD addresses (a) a coordinated, systemic review of data; (b) development of tools and resources for supporting implementation across state, regional, and local levels; and (c) a refined decision-making approach.

Missouri Objective 2 activities focus on the design and delivery of the professional development model of district-level support. This model builds on the lessons learned from prior approaches to Missouri professional development. Through a redesign, support balances

training/coaching of instructional practice and provides district-level support for improved scalability and sustainability. Pivotal to the redesign approach are Coaching Support Teams (CSTs). CSTs are led by facilitators who (a) help the CST maintain organized collaboration; (b) are a primary source of accurate, consistent, and timely MMD information; and (c) coordinate the match between CST expertise with district needs.

Missouri Objective 3 activities emphasize the use of technology for improving efficiency and increasing access to professional development content, tools, and resources. These activities (a) build on the current online learning platform to expand the availability of online resources, (b) develop mechanisms for increasing the use of online content tied to educator evaluation, (c) expand content to include professional development for CSTs and the entire SSOS, and (d) provide access to online data resources for timely data-driven problem solving.

These specific Missouri objectives provide the framework of activities for addressing the three required SPDG objectives. The charts and details beginning on page 1 are organized by the SPDG objectives. The details on the following pages as well as the Evidence-based Professional Development Rubric describe how the Missouri approach addresses each SPDG objective.

Missouri Model Districts and District Continuous Improvement

The first cohort of MMD consists of 15 districts that began participation in Grant Year 1, 2017-18. The second cohort of MMD currently consists of 47 districts that began participation in Grant Year 2, 2018-19. Due to further alignment of the MMD framework across DESE and the ongoing alignment with the Missouri State Systemic Improvement Plan (SSIP), MMD is evolving into a statewide District Continuous Improvement (DCI) framework of professional learning and support beginning with the 2019-20 academic year. The data gathered in collaboration with the DCI districts will support data-driven decisions for supporting districts on a larger scale, continued refinement of the framework, and continued refinement of the statewide system of support. Currently, 58 districts will begin participation in Grant Year 3, 2019-20, as part of DCI.

For SPDG evaluation and reporting purposes, data reporting implementation and outcomes of MMD will remain separate from DCI. This separation will assure clear alignment between the SPDG annual performance report (APR) and the SSIP. This separation will be more apparent in future APRs. This current APR represents MMD only data.

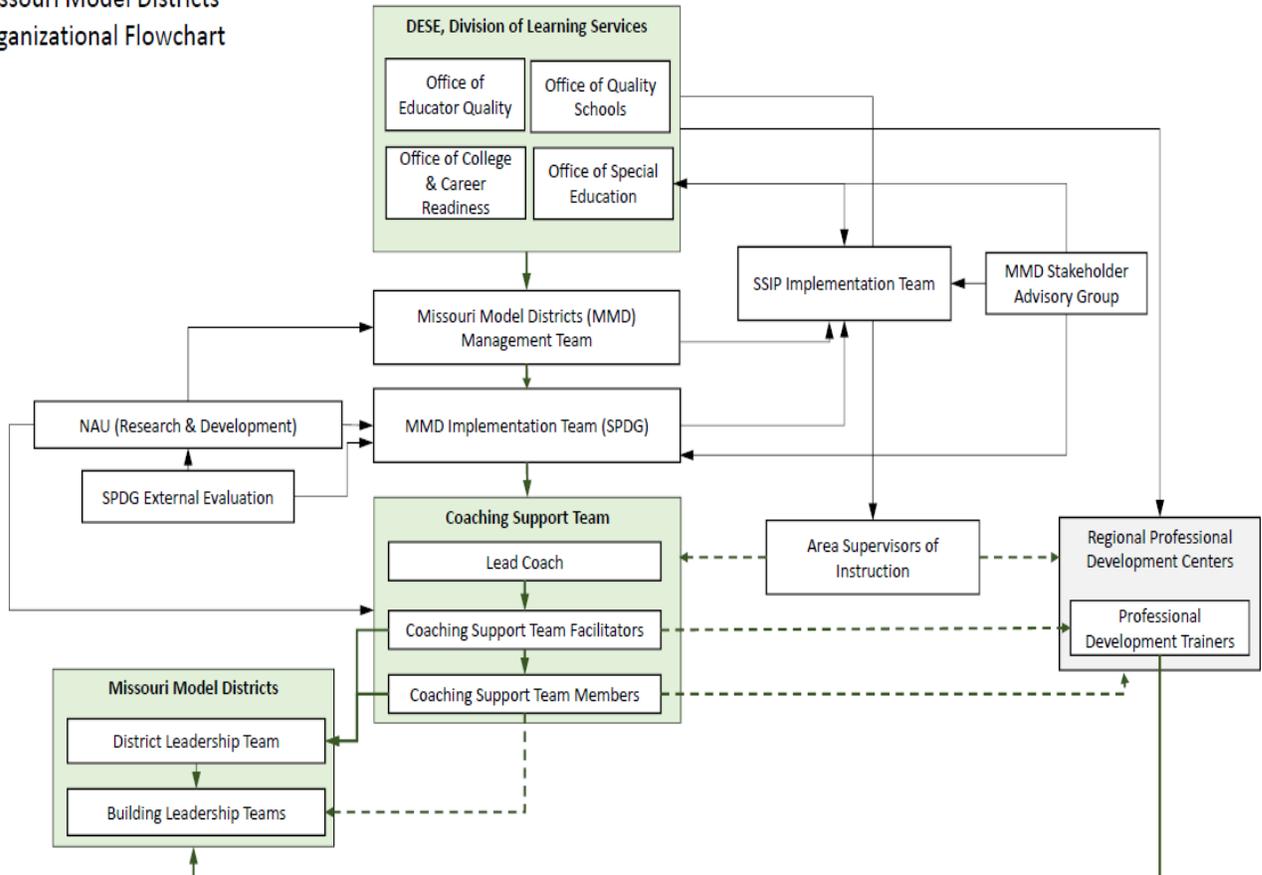
Project Administration

Delivery of a coordinated professional development program requires collaboration across the DESE as well as with multiple stakeholders and partners. DESE's Division of Learning Services consists of the deputy commissioner and assistant commissioners, as well as staff who are involved in the MMD management team. The MMD project's organization structure is shown in Figure 1. The management team consists of administrators from DESE and project support consultants from Northern Arizona University (offices in Kansas City, Missouri) as well as representatives from the coaching support team and external evaluation team. The management

team meets monthly. The next section highlights the project activity that this management team supported through February 28, 2019.

Figure 1. MMD Organizational Structure

Missouri Model Districts
Organizational Flowchart



Summary of 2018-19 Activity

The following list highlights major activities, by objective, from March 1, 2018, through February 28, 2019.

Missouri Objective 1

- Design of support structures, protocols, and roles for scaling-up MMD with the addition of 47 districts for the 2018-19 academic year.
- Six coaching support teams led 62 districts through MMD processes, including formation of district-level systems, professional development for improved educational practices, and data-driven problem solving.
- 62 districts participated in at least one site visit conducted by DESE.
- The MMD process informed the DESE Show-Me Success Plan and began a transition to a district continuous improvement framework to be implemented across the state.

Missouri Objective 2

- Revision to Data-based Decision Making and School-based Implementation Coaching Modules.
- Development of Collective Teacher Efficacy Module.
- Enhancement of the professional learning modules with the addition of coaching companions and pre/post assessments.
- Updates to the Self-Assessment Practice Profile (SAPP) to match module changes as well as improved reporting functions.
- Over 1,000 CST to district interactions logged.
- Statewide CST network consisting of 6 cadres and 6 CSTs ranging with 10-20 coaches per CST including a facilitator.
- 990 educators representing 49 districts completed at least one course on the Virtual Learning Platform (VLP).

Missouri Objective 3

- Updates and expansion of the VLP to incorporate current modules and data elements such as embedded SAPP features.
- Continued refinement to the VLP based on user feedback and usage data.
- Identification of phases of technology support aligning to stages of MMD implementation.

Evaluation

During the 2018-19 school year, external evaluation was conducted by the TerraLuna Collaborative, a Minneapolis-based evaluation cooperative formed in 2013 (www.terralunacollaborative.com). Five core concepts underpin the TerraLuna Collaborative approach to evaluation: 1) systems thinking, 2) human focus, 3) co-creation, 4) complexity and emergence, and 5) social justice.

The MMD evaluation plan aligns with the Office of Special Education Programs (OSEP) program measures and with proposed project goals, objectives, project measures, and outcomes. All evaluative activity meets federal requirements and supports an internal feedback/learning loop between implementing partners. Measures and evaluation are also fully aligned to the State-identified Measurable Result (SiMR) and SSIP reporting. The tools listed below are currently used to acquire the data needed to inform judgments about programming on an ongoing basis.

Project activity and participant reactions

- Consultant logs
- Facilitator logs
- End-of-event surveys

Participant learning

- Checklist for High-Quality Professional Development (HQPD) Training (Gaumer Erickson, Noonan, Brussow & Supon Carter, 2016)
- HQPD Coaching Checklist (Jenson, Noonan & Gaumer Erickson, 2013)
- Building administrator survey
- VLP post-test (Developing Assessment Capable Learners)

Organization support and change

- Self-assessment: Practice Profile (informed by Metz, Bartley, Fixsen & Blase, 2011)
- Moving Your Numbers (MYN) Survey
- Professional Learning Plans
- Implementation Checklist (facilitator observations)
- Professional Development Survey (of coaching team members)

Participant use of new knowledge or skills

- Collaborative Work Implementation Survey (CWIS) for Missouri model districts

Student learning outcomes

- Extant state student achievement data

External evaluators and project staff are currently working on the development of an End-of-Module Knowledge Assessment for each of the VLP modules and a Classroom Observation Walkthrough Tool for use by district administrators.

Data collected through these methods after March 1, 2018, and prior to March 1, 2019, informed the calculation of the project baseline (where applicable) and performance against targets (when available) for all performance measures. In the narrative to follow, we share detailed information about these calculations. However, before turning to in-depth consideration of each project measure individually, we present Table 2, which provides an “at-a-glance” view of the current status for each of the performance measures.

Note, at the time of this report, baseline (where necessary) and targets have been established for some but not all of the performance measures. We use Not Applicable (N/A) in the “Baseline Established” column for those performance measures for which a comparison to baseline performance is not appropriate.

Table 2: An overview of project status as of February 28, 2019, on all performance measures

Measure	Baseline Established	Performance Calculations Available
PROGRAM MEASURE 1.A: By the end of Year 2, 50% of the evidence-based professional development components for the Missouri Professional Development Framework will score 3 or 4 per the SPDG Evidence-Based Professional Development Components Rubric (A).	✓	✓
PROJECT MEASURE 1.B: By the end of Year 5, 100% of coaches will report an increase in the skills and knowledge in the Missouri Professional Development Framework (based on coaching team survey).	N/A	✓

PROJECT MEASURE 1.C: Annually, beginning in Year 3, 80% of districts will report that the coaching provided to the district was high quality.	N/A	✓
PROJECT MEASURE 1.D: Annually, beginning in the third year of implementation, XX% of MMDs are effectively implementing internal coaching.	N/A	✓
PROJECT MEASURE 1.E: Annually, beginning in Year 2, 80% of MMD enrolled users will achieve at least 75% proficiency on module assessment.	N/A	✓
PROGRAM MEASURE 2.A: Annually, beginning in Year 2, XX% of MMDs will report an increased application of the effective teaching and learning practices of the Missouri Framework as measured by an implementation survey.	✓	✓
PROJECT MEASURE 2.B: Annually, beginning in Year 2, XX% of district leaders will report improved infrastructures to support fidelity of implementation of practice.	✓ ¹	First available on 2020 APR
PROJECT MEASURE 2.C: Annually, beginning in Year 3, XX% of MMDs will demonstrate progress on the level of implementation for the Missouri Professional Development framework as targeted in their professional learning plans.	✓ ¹	First available on 2021 APR
PROJECT MEASURE 2.D: By the end of Year 5, the rate of students with disabilities in grades 3-8 in participating districts who perform at proficiency levels in English Language Arts (ELA) will increase by 6.5 percentage points over the baseline year.	✓	✓
PROGRAM MEASURE 3.A: Annually, beginning in Year 1, 80% of SPDG funds will be used to support district sustainability.	N/A	✓

¹ Baseline data collection is not complete for all Cohort 2 districts.

Throughout the remaining narrative, the descriptor “XX” indicates where a future target will be documented in the 2020 continuation report. Data will be collected in the coming year to inform baseline and target setting for those performance measures.

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

PR/Award #: H323A170020

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**1. Project Objective**

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

Projects use evidence-based professional development (PD) practices to support attainment of identified competencies.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.a. In Year 2, 50% of the evidence-based professional development components for the Missouri Professional Development Framework will score 3 or 4 per the SPDG Evidence-Based Professional Development Components Rubric (A).	PROGRAM		8 / 16	50		10 / 16	63
1.b. By the end of Year 5, 100% of coaches will report an increase in the skills and knowledge in the Missouri Professional Development Framework.	PROJECT		23 / 23	100		22 / 23	96
1.c. Annually, beginning in Year 3, 80% of districts will report that the coaching provided to the district was high quality.	PROJECT		14 / 17	82		17 / 17	100
1.d. Annually, beginning in the third year of implementation, XX% of MMDs are effectively implementing internal coaching.	PROJECT		999 / 999	100		4 / 26	15
1.e. Annually, beginning in Year 2, 80% of MMD enrolled users will achieve at least 75% proficiency on module assessment.	PROJECT		27 / 35	77		11 / 35	31

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

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

PR/Award #: H323A170020

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**2. Project Objective**

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

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	%
2.a. Annually, beginning in Year 2, XX% of MMDs will report an increased application of the effective teaching and learning practices of the Missouri Framework as measured by an implementation survey. 1	PROGRAM		999 / 999	100		10 / 19	53
2.b. Annually, beginning in Year 2, XX% of district leaders will report improved infrastructures to support fidelity of implementation of practice. 2	PROJECT	999	/		999	/	
2.c. Annually, beginning in Year 3, XX% of MMDs will demonstrate progress on the level of implementation for the Missouri Professional Development Framework as targeted in their professional learning plans.	PROJECT	999	/		999	/	
2.d. By the end of Year 5, the rate of students with disabilities in grades 3-8 in participating districts who perform at proficiency levels in ELA will increase by 6.5 percentage points over the baseline year.1	PROJECT		251 / 1000	25		1127 / 6048	19

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

1 Performance targets will be set during the summer of 2019. See note below relating to response-shift bias. 2 Performance targets will be set during the summer of 2019. See note below relating to issues with the reliability of data collected. 1 These calculations include only the performance of students with disabilities on the regular assessment to fully align with the Missouri SIMR as reported on the SSIP. Only districts from Cohort 2 are included in calculations specific to this measure and target.

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

PR/Award #: H323A170020

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

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

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

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.a. Annually, beginning in Year 1, 80% of SPDG funds will be used to support district sustainability.	PROGRAM		80 / 100	80		1332731 / 1343953	99

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

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

PR/Award #: **H323A170020**

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

Title : Budget Information

File : [Section_B_Budget.pdf](#)

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

Title : Worksheet-SPDG Evidence-based PD

File : [Worksheet.pdf](#)



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

PR/Award # (11 characters): H323A170020

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

RPCT	Description	Budget	Encumbered	Expense	Available
SO17	Program Admin	\$15,000.00	--	\$11,221.46	\$3,778.54
SO27	Contractual	\$1,133,080.00	\$766,512.85	\$366,567.15	\$0.00
SO37	Grants	\$286,464.00	\$130,656.65	\$68,994.97	\$86,812.38
	Total	\$1,434,544.00	\$897,169.50	\$446,783.58	\$90,590.92

Worksheet
SPDG Evidence-based Professional Development Components

Worksheet Instructions

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

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

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

www.MOEdu-SAIL.org

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating	Reviewer Rating
A(1) Selection	<p>Clear expectations are provided for PD participants and for schools, districts, or other agencies.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Description of expectations for PD participants (e.g., attendance in training, data reporting).¹ • Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).^{2,3} • Description of how schools, districts, or other agencies were informed of their responsibilities.^{2,3} <p>Provide a brief description of the form(s) used for these agreements.</p>	<p>Description of expectations for PD participants (e.g., attendance in training, data reporting).</p> <p>PD participants are educators, building leaders, and district leaders. Launched in the spring of 2017, DESE identified school districts for participation in the Missouri Model Districts (MMD) and provided each eligible district leader with commitment requirements and funding information. Districts chosen to participate signed a participation agreement with the expectation of participating for three years. Cohort 1 began participation in the fall of 2017 and Cohort 2 started in 2018. As of the end of this reporting period, 64 districts are participating in MMD.</p> <p>PD materials and tools provide recommendations for full participation. For example, PD materials include estimated time of involvement, clear description of take-aways for quick implementation, and clear guidance for supporting implementation growth. Other examples are the self-assessment practice profile and guidance for individual reflection on practices, team reflection on practice, and education leader of reflection reports.</p> <p>Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).</p> <p>Participating district administrators signed the participation agreement and agreed to the following:</p> <ul style="list-style-type: none"> • Ensure that all staff are trained prior to implementing any project activities. • Formulate and maintain a district leadership team that meets regularly and supports implementation of the MMD foundations and effective teaching and learning practices. • Formulate, support, and oversee teacher collaborative teams that include representatives of ALL teaching staff, meet at least monthly, and analyze formative assessment data to inform instructional decisions. 	3	

¹ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 36-39).

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

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

		<ul style="list-style-type: none"> ● Provide resources, time, materials, and people to support implementation of the project activities. ● Work with a coaching support team to develop capacity for internal training and coaching to sustain implementation of the project activities. ● Facilitate the collection, analysis, and review of district and building-wide data to guide decision-making. ● Support and facilitate the activities of district and building staff and monitor to ensure all activities are implemented at a high level of proficiency. <p>During the reporting period, the number of districts participating increased from 19 (FY 18) to 64 districts that completed the participation agreement. Grant awards were provided to offset some of the costs of participation (i.e., teacher stipends, substitute costs, and mileage for training attendees) to all committed, participating districts.</p> <p>Description of how schools, districts, or other agencies were informed of their responsibilities. In addition to the participation agreement, the MMD website (www.MOEdu-SAIL.org) provides districts, schools, and other agencies descriptions of their responsibilities. The website is a source of MMD-related information, descriptions of MMD goals and expectations, access to MMD-related district materials (invoices, forms, Professional Learning Modules), tools (Virtual Learning Platform, Self-Assessment Practice Profile access, training and coaching observation checklists, and the online Common Formative Assessment (CFA) submission platform), and staff contact information. The website houses password protected online workspaces for other entities (Regional Professional Development Centers and the state management team) which house easily accessible MMD-related information. The website is continually maintained and updated with current information.</p> <p>During the 2018-19 school year (through February 28, 2019), coaches report the following focus on MMD tools and resources at interactions with districts:</p> <ul style="list-style-type: none"> ● Self-Assessment Practice Profile – 478 interactions ● VLP – 284 interactions ● MMD Expectations – 341 interactions <p>Data regarding how districts were informed of their responsibilities for participation is captured in the MMD expectations in which conversations about MMD expectations, logistics, and DESE specifics continues to be a topic of focus and took place at 341 interactions.</p> <p>PD participants are expected to access the VLP as part of the participation agreement. The VLP is an online portal that provides evidence-based training available to all PD participants. It hosts the professional learning</p>	
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		<p>modules used as content for training. The materials in the VLP are organized to provide maximum flexibility of access for all users, from totally self-directed to highly directed and structured. During this reporting period, the management team and DESE administration placed increased importance on the use of VLP. District dashboard reports were created including data through December 2018 providing each district with up-to-date numbers for participation. These reports articulated the expectations for participating in VLP. The district dashboard reports also included</p> <ul style="list-style-type: none"> • VLP participation including percent of staff with active VLP accounts and the number of teachers and administrators completing modules. • District engagement with coaching support teams, including the number of visits, the topics covered, and the tools used during these visits. 		
<p>A(2) Selection</p>	<p>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors. Required elements:</p> <ul style="list-style-type: none"> • Expectations for trainers' qualifications and experience and how these qualifications will be ascertained. • Description of role and responsibilities for trainers (the people who trained PD participants). • Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained. • Description of roles or responsibilities for coaches/mentors (the people who provided follow-up to training). 	<p>Expectations for trainers'/coaches' qualifications and experience and how these qualifications will be ascertained. In this project, the trainers and coaches are the same people, referred to as coaches. Given this combination of the training and coaching roles, the required elements have been combined in this portion of the report to avoid duplication.</p> <p>Clear expectations were provided via a work contract with nine RPDCs across Missouri, each of which houses 3-20 RPDC coaches for an overall total of 120 coaches. From this pool of coaches, six coaching support teams were formed involving 43 coaches and 7 facilitators (lead coaches). Each with executed contracts containing clear expectations which will be discussed next.</p> <p>Minimum qualifications for RPDC trainers/coaches, as stated in the DESE/RPDC contract, were:</p> <ul style="list-style-type: none"> • Bachelor's degree in education, special education, education administration, or appropriate related field or evidence of equivalency (Master's Degree preferred). • Five years of successful classroom teaching, school improvement planning, administration, or related experience. • Preferred skills and knowledge as outlined in the contracts. Furthermore, they must have had a required skill base of effective meeting management and processes/protocols; coaching, presenting, consulting, and facilitating skills; conflict resolution and problem solving processes; leadership skills; and use of technology to enhance professional development. <p>In May of 2018, a survey was distributed to all coaches (coaching support team members) asking about their perception of their roles and responsibilities. Responses included:</p> <ul style="list-style-type: none"> • Survey Item: "I completely understood my role and responsibilities as a prospective CST." Of 21 	<p>3</p>	

		<p>responses from coaches, 12 responded with a score of 6 (or greater) out of 10, meaning agreement, with an average score of 5.6.</p> <ul style="list-style-type: none"> • Survey Item: <i>“The role and responsibilities communicated to me matched my eventual job responsibilities.”</i> Of 21 responses from coaches, 18 responded with a score of 6 (or greater) out of 10, meaning agreement, with an average score of 7.2. • Survey Item: <i>“I completely understood the qualifications and experience necessary to serve on a CST.”</i> Of 22 responses from coaches, 13 responded with a score of 6 (or greater) out of 10, meaning agreement, with an average score of 5.8. • Survey Item: <i>“The qualifications and experience that were presented as necessary proved vital to my work.”</i> Of 22 responses from coaches, 18 responded with a score of 6 (or greater) out of 10, meaning agreement, with an average score of 7.7. <p>Description of role and responsibilities for trainers (the people who trained PD participants)/coaches. As stated in the contract with each RPDC, trainers/coaches were required to participate as a member of a coaching support team (CST) working with assigned districts to address their needs for training, coaching, and support for implementation of the MMD framework. To support clear understanding of how to support districts, CST members have frequent and consistent opportunities for acquiring information essential for fully understanding their role and impact. These opportunities include the following:</p> <ul style="list-style-type: none"> • Attend statewide MMD sessions designed specifically for trainers/coaches. Minimally, these sessions include a monthly program meeting and a three-day project-wide summit. This year, newly created regional meetings were held in February including all trainers/coaches and select district participants. • Attend trainings that provide trainers/coaches with information regarding continual improvement in content delivery and coaching. • Attend application-level sessions that allowed for trainers/coaches to deepen shared understandings of specific high quality professional development indicators for consistent practice across the state. <p>Products and documents were created and/or edited providing a clear description of roles and responsibilities, including a “CST Facilitator Year-at-a-Glance,” an “MMD CST Member Checklist,” the “SPDG MMD CST Roles,” and a document delineating the relationship with RPDCs and other state personnel.</p> <p>Each CST was led by a facilitator(s) who was contracted external to the RPDC. The role of the CST facilitator was to:</p> <ul style="list-style-type: none"> • Establish procedures and processes to ensure that the CST works effectively and efficiently with the districts to implement the key elements of the MMD with fidelity. 	
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<p>B(1) Training</p>	<p>Accountability for the delivery and quality of training. Required elements:</p> <ul style="list-style-type: none"> ● Identification of the lead person(s) accountable for training. ● Description of the role and responsibilities of the lead person(s) accountable for training. 	<p>Identification and description of the role and responsibilities of the lead person(s) accountable for training. Dr. Ronda Jenson of Northern Arizona University has been involved with DESE and the Missouri SPDG since 2008 overseeing the development and implementation of the MIM, an integrated school improvement process. She has worked closely with DESE to put research into practice by developing a process and accompanying tools to be used by Missouri schools. With a background in special education, her work primarily focuses on state, community, and school approaches to improving access to education and community services for people with disabilities.</p> <p>As lead person accountable for training, she facilitated the monthly management team meetings to discuss progress and problem-solve issues. The management team is comprised of staff from NAU and DESE. From NAU, Dr. Sarah Marten, project director; Cynthia Beckmann, research project lead and co-lead facilitator; Dr. Mary Dell Black, co-lead CST facilitator; and Judy Wartick, co-lead facilitator directed and coordinated project activity (of which training is a major component) by providing research and product development, maintaining timelines and fidelity of implementation, and developing technologies for project-wide use.</p>	<p>3</p>	

		<p>From DESE, Dr. Stephen Barr, assistant commissioner for the Office of Special Education; Ginger Henry, coordinator of services; and Thea Scott, director of effective practices led statewide participation efforts, including the coordination of meetings, data collection, and budget management. Dr. Edwin Hall, assistant director of effective practices, has taken the lead on the VLP development. He also assists with reporting of VLP activity and participation. Participation in the VLP has been an additional focus for DESE during this reporting period.</p> <p>In collaboration with the management team, Dr. Jenson served as the lead person accountable for supporting the CSTs; contracting with CST facilitators; and developing supportive materials, guidance, and instruments essential for implementation with fidelity. Together, DESE and NAU staff</p> <ul style="list-style-type: none"> ● Developed the professional development plan and schedule. ● Provided MMD orientation to new trainers/coaches. ● Verified the amount of training and coaching being delivered monthly by each trainer/coach to each building. ● Oversaw state implementation specialists as they monitored the fidelity of professional development delivery and coaching. Additionally, MMD trainers/coaches met regularly in Jefferson City, MO to increase implementation fidelity. To plan and implement the regular meetings and coordinate CSTs and facilitator activities, Dr. Jenson worked closely with the co-lead facilitators who together bring over 30 years of experience as former Missouri administrators and educators. The co-lead facilitators designed content for CSTs and coordinated and facilitated monthly meetings, regional meetings, and assisted with the summit. ● Oversaw development of monthly MMD report shared with DESE assistant commissioners. The monthly report includes a description of CST activities within the districts, the count of topics covered and tools used, a description of progress within districts, the charts illustrating the number of visits by coaches/trainers to each district, and a case study of a specific district illustrating their MMD journey. 		
B(2) Training	<p>Effective research-based adult learning strategies are used.^{4,5,6} Required elements:</p>	<p>Identification of adult learning strategies used, including the source (e.g., citation). All professional learning modules are structured to incorporate evidence-based strategies for effective adult learning. A professional learning module is a focused approach to professional development content. The</p>	3	

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

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

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

<ul style="list-style-type: none"> • Identification of adult learning strategies used, including the source (e.g., citation). • Description of how adult learning strategies were used. • Description of how data are gathered to assess how well adult learning strategies were implemented. 	<p>content is designed to address adult learning principles as well as uphold specific characteristics of high quality professional development. Additionally, the professional learning modules focus on implementation at the classroom level. They were designed for in-person and online use.</p> <p>Each professional learning module was developed using an outline incorporating the elements of high quality professional development which includes consideration for adult learning principles.^{7,8,9} This outline shapes both the training content and the training experience for the in-person and online versions. Furthermore, each module undergoes an extensive vetting process involving multiple state content and PD experts reviewing the content, the flow of content, and the extent to which the module effectively addresses educator needs for professional development.</p> <p>Description of how adult learning strategies were used. Each professional learning module contains materials designed for in-person training and coaching, as well as online learning that can be accessed by individuals or groups of learners. The following provides details describing how adult learning strategies are integral to each.</p> <p>Key components are consistent for each module and include preparation, opening and introductions, why the topic is important, overview of the topic, unpacking the topic, the topic in practice, the topic in action, assessment and reflection, and closing and follow-up. The organizational components allow for participants to be introduced to new concepts and skills, practice new skills, and consider ways to apply new skills. (Following module exposure, targeted coaching from MMD CST provides opportunities for an application/reflection cycle.)</p> <p>To encourage adults to attain mastery of the skills and concepts introduced in the module, a practice profile is aligned for each. The practice profile outlines expectations for the skills and knowledge that should be learned from the module and how it should look when applied in context. It describes implementation criteria using a rubric structure with clearly defined practice-level characteristics. Through the use of the</p>	
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⁷ Archibald, S., Coggshall, J. G., Croft, A., & Goe, L. (2011). High Quality Professional Development for All Teachers: Effectively Allocating Resources. Research & Policy Brief. *National Comprehensive Center for Teacher Quality*.

⁸ Duda, M. A., Van Dyke, M., Borgmeier, C., Davis, S., & McGlinchey, M. (2011). Evidence-based professional development. In *2011 SPDG Regional Meeting*.

⁹ Dunst, C. J., & Trivette, C. M. (2009). Let's be PALS: An evidence-based approach to professional development. *Infants & Young Children*, 22(3), 164-176.

		<p>practice profile, educators are able to assess their own current levels of knowledge, skills, and abilities relative to the components of the MMD framework. They are then able to evaluate and track growth regarding their own instructional progress as they apply, practice, and reflect on their new skills and knowledge throughout the year.</p> <p>Description of how data are gathered to assess how well adult learning strategies were implemented. The Observation Checklist for High Quality Professional Development Training and the Observation Checklist for High Quality Professional Development Coaching were designed to be completed by an observer to determine the level of quality of training and coaching. These tools were used during the initial year of the project. With the focus on a district-level approach, redesign of a coaching system, and scaling-up to 64 districts, the redesign and implementation of the observation checklist has been slow. Current discussions are about creating a peer-to-peer structure for conducting observations and providing feedback. These results will not be available until the next reporting period.</p> <p>There are multiple surveys in place for monitoring the effective use of adult learning strategies. First, building and district leaders are surveyed about their perception of the training and coaching provided to educators. On a sliding scale of 1-10, the extent to which the coaching support team addressed the key indicators of high quality coaching were rated. The results are shown below for the first cohort of districts. The results for the second cohort will be reported in next year's APR.</p> <p><u>Administrators in 17 of 17 districts (100%) reporting shared that the coaching provided to the district was of high quality.</u></p> <ul style="list-style-type: none"> • The median and mean scale score was 8.6 out of 10. • The minimum score was 6.4. • Nineteen percent of administrators rated project coaching as a 10 out of 10. • The standard deviation was 1.1. • Three responses fell outside the center of what is a normal curve, on the bottom of the range, with scores lower than 5.8. <p>Additionally, the coaching support team evaluates the extent to which their professional development addresses adult learning strategies. In a survey administered May 2018 (after the prior APR reporting window), responses from the item referencing adult learning strategies showed an 88% agreement that adult learning strategies were implemented at live events.</p>	
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<p>B(3) Training</p>	<p>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).^{3,5} Required elements:</p> <ul style="list-style-type: none"> • Description of skills that participants were expected to acquire as a result of the training. • Description of activities conducted to build skills. • Description of how participants' use of new skills was measured. 	<p>Description of skills that participants were expected to acquire as a result of the training. The MMD framework provides a structure for putting research and theory into action beginning with training and extending along the full continuum of supports to coaching. The MMD content framework is made up of three sections: foundations, effective teaching and learning practices, and supportive context. Through professional development activities, educators learn about foundational practices of collaborative teams, data-based decision-making, and common formative assessment. Effective teaching and learning practices focus on two practices: developing assessment capable learners (with feedback) and metacognition. Through professional learning on these topics, educators build instructional skills of teaching students to be active learners. The supportive context encompasses school based implementation coaching (SBIC), collective teacher efficacy (CTE), and leadership. SBIC is essential to practicing new skills and reaching fidelity. Through this component, educators acquire skills to provide peer coaching for improved implementation in the building/classroom contexts. The leadership component to the framework promotes district and building leaders in building skills for effective instructional leadership and designing aligned systems for ongoing school improvement. The newest element in the framework is CTE which promotes a shared belief among teachers in a school that together their efforts will have a positive effect on student learning. The CTE module has been in development during this reporting period with the final completion date of May 2019.</p> <p>As the project continues to grow, new modules (CTE as describe above) and products/tools have been developed. Existing materials continue to be updated and revised. For example, The Missouri Model Districts Framework: Blueprint for district and building leadership was created to support skill development and guide implementation. The second edition was developed to include new material and update current information. Input was gathered from CST members who had used the document extensively. Practice profiles for each element of the framework (http://www.moedu-sail.org/wp-content/uploads/2017/06/MMD-mini-mag-6-22.pdf) were updated and are included in the second edition of the Blueprint. An example of a newly developed product is the Step-by-Step guide. The purpose of the Missouri Model Districts (MMD) Step-by-Step Guide is to provide direction and recommendations for how to successfully implement MMD work. The availability of professional learning materials through guided online learning and in-person training (delivered through the statewide network of coaches and trainers) supports initial learning, skills development, and embedded feedback for improved practice. Across all modules, the expected skills are outlined in the practice profiles and then used as an anchor for all accompanying materials and coaching.</p> <p>Description of activities conducted to build skills. Each professional learning module was developed to meet the criteria for behavior rehearsals and reflection</p>	<p>2</p>
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		<p>as described by Guskey.¹⁰ The behavior rehearsals are based on the learning targets associated with the training. For example, in the Developing Assessment Capable Learners module, educators practice composing clear learning targets, using self-assessment of students' work, choosing one aspect on which to work, performing focused revision for quality, and reflecting on the learning. Given an array of example scenarios and vignettes, educators determine the level and type of feedback for the situation and model an example of feedback to match the situation. Educators review samples of cross-curricular student work and provide descriptive feedback based on the work.</p> <p>Each professional learning module provided as PD training includes sections outlining learning targets specific to a topic, why a topic is important, an overview of the topic, and activities that allow participants to practice and reflect on what they have learned on the topic. The professional learning modules are systematically updated over the course of the project. During FY 19, the SBIC and data-based decision-making (DBDM) professional learning modules were updated.</p> <p>Description of how participants' use of new skills was measured. Measurement of participant skills involves multiple approaches. During the prior SPDG, self-report/perception measures were developed. For this new SPDG, year 1, the measures have been refined to align with the MMD framework. Starting with year 2, a description and results of observation measures are designed to align with the practice profiles and validate the self-report/perception data will be reported. The following is a description of these measures. Additionally, the development of applied pre/post assessment items to accompany professional learning materials is in development.</p> <p><i>Collaborative Work Implementation Survey for MMD (CWIS)</i> This survey is administered to educators school-wide. The survey contains five domains:</p> <ol style="list-style-type: none"> 1. Effective teaching and learning. 2. Common formative assessments. 3. Data-based decision-making. 4. Leadership. 5. Professional development. <p>The CWIS has undergone a rigorous development process to become a valid and reliable instrument. For</p>	
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¹⁰ Guskey, T.R. (2000). Evaluating professional development (pp. 79-81). Thousand Oaks, CA: Corwin Press.

		<p>MMD, administrator items were added based on the Moving Your Numbers survey. These additional items are being field tested this year. The survey is administered annually mid-spring semester. Reports are generated for each building and describe the overall reach and application of the MMD framework. During the 2017-18 school year, a total of 10,997 CWIS surveys were returned.</p> <p><i>Self-Assessment Practice Profile (SAPP)</i> The Self-Assessment Practice Profile is used by participants for self-checking their implementation of newly learned skills. This tool is a web-based interactive practice profile (sapp.missouriid.org) in which each educator self-rates implementation. Administrators or building leaders can then build reports of selected teams (grade level, content level, etc.) to examine the collective progress of implementation among grade-level or content-based teams, providing an overview of implementation across the district. MMD educators are encouraged to use the SAPP at least twice per year. However, it can be used more frequently as a coaching tool as needed. Between the dates of July 1, 2018, and December 13, 2018, most of the fall semester of the current school year, a total of 5,412 educators and administrators were active in the SAPP platform. This is a substantial increase from the 2,291 as of February 2018.</p> <p><i>Pre/post Applied Assessments</i> The previously developed pre/post assessment items were updated enabling participants to receive immediate relevant feedback about the skills and knowledge they are expected to acquire from the professional learning modules. These assessments pose scenarios aligning to the practice profiles and require educators to determine the most appropriate course of action. During the 2018-19 school year, 35 virtual learning platform (VLP) participants in the Developing Assessment Capable Learners (DACL) learning module completed a post-test. This is currently the only module for which post-test results were tracked.</p> <p>Follow this guest account link to view the virtual learning platform which hosts the professional learning modules: https://apps.dese.mo.gov/VLP/app/mycourses/courses.aspx.</p>		
<p>B(4) Training</p>	<p>Training outcome data are collected and analyzed to assess participant knowledge and skills.⁵ Required elements:</p> <ul style="list-style-type: none"> ● Identification of training outcome measure(s). ● Description of procedures to collect pre- and post-training data or another kind of 	<p>Identification of training outcome measure(s). Training outcome measures are clearly stated within each professional learning module. This provides the participant with a clear vision of the intended benefits of completing the module, either as delivered through the in-person format and/or the online format. Learning targets for the four-part series on Developing Assessment Capable Learners are:</p> <ul style="list-style-type: none"> ● I can reflect and discuss strategies I currently use for developing assessment capable learners. ● I can identify the benefits of developing assessment capable learners. 	<p>2</p>	

	<p>assessment of knowledge and skills gained from training.</p> <ul style="list-style-type: none"> • Description of how training outcome data were reported. • Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching. 	<ul style="list-style-type: none"> • I can implement strategies that maximize the impact of providing clear and understandable learning targets. • I can identify components of a successful rubric to help students identify success criteria. • I can implement strategies that maximize the impact of providing examples of strong and weak work to students. • I can use student goal setting as a way to move forward in learning. • I can reflect on/discuss how I helped students know “Where I am going.” • I can identify and implement characteristics of effective feedback. • I can teach students to self-assess accurately with a focus on learning targets. • I can implement strategies that maximize the impact of student self-assessment and goal setting. • I can reflect on/discuss how I have helped students know “Where am I going?” and “Where am I now?” • I can implement strategies for teaching students to determine “How can I close the gap?” • I can determine next steps in teaching from evidence of student learning and design focused instruction. • I can teach students to track, reflect on, and share their learning. <p>Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training. The development of pre/post assessment of knowledge gain is underway. A collection of pre/post assessments had been developed for each module, but as each module has undergone regular updating, the assessments needed to be updated as well. At the time of this reporting, the assessments are not complete. Currently, there is no other mechanism in place to collect data from participants about their training experience.</p> <p>Description of how training outcome data were reported and were used to make appropriate changes to the training and to provide further supports through coaching. Educators who engage in the virtual learning platform will complete the applied pre/post assessments online. This data will pair with their course initiation and completion data and can be used to analyze knowledge and skill application growth.</p>		
B(5) Training	<p>Trainers (the people who trained PD participants) are trained, coached, and observed.^{5,11}</p> <p>Required elements:</p>	<p>Description of training provided to trainers. Professional development occurred at two levels: the first level is direct training provided by the Missouri Department of Elementary and Secondary Education (DESE) for the Regional Professional Development Center (RPDC) coaches/coaching support teams and the second level is the coaching provided to the</p>	2	

¹¹ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 47-55).

<ul style="list-style-type: none"> ● Description of training provided to trainers. ● Description of coaching provided to trainers. ● Description of procedures for observing trainers. ● Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended). ● Description of procedures to obtain participant feedback. ● Description of how observation and training fidelity data were used (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule, processes; to ensure that trainers are qualified). 	<p>districts leaders and educators. Section A2 describes the specific expectations for the RPDC coaches/coaching support teams.</p> <p>Description of coaching provided to trainers. MMD coaching support teams collectively meet monthly for the purposes of new learning, sharing ideas, and planning. A professional development team comprised of a member from each coaching support team and each Regional Professional Development Center collaboratively plans the agenda. The professional development committee, with evaluator support, administered a survey in the spring of 2018 to assess the perceived levels of knowledge and confidence with the MMD framework, professional learning modules, and the delivery of coaching. The committee used the results to structure blocks of professional development that occurred each month. Topics of professional development have included coaching strategies, use of the SAPP and CWIS for building-level and district-level analysis, use of evidence in coaching conversations, practices aligned to building relationships, and the integration of technology in coaching events. As the project continues, this survey will also be administered in the spring to examine growth. In addition to the PD survey, the team utilized a collective efficacy survey targeted towards the statewide collective team of CST members to identify strategies to build efficacy as a statewide system of support. From this survey, focused discussion groups brainstormed strategies to be intentional about building efficacy. As a result, greater sharing of strategies, opportunities to work in cross cadre teams, and celebrating of successes were built into each monthly meeting.</p> <p>Description of procedures for observing trainers. The redesign and implementation of the observation checklist have been slow given the focus on a district-level approach, redesign of the coaching system, and scaling-up. Current discussions focus on creating a structure through which peer-to-peer observations will take place followed by the opportunity for providing feedback.</p> <p>Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended). The redesign of the observation checklist and subsequent implementation will focus on a peer-to-peer approach and is a priority.</p> <p>The module vetting process assures fidelity to the standards of developing quality PD content. More specifically, each module includes presenter and participant materials. The presenter materials contain</p>	
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		<p>specific instructions for use of the materials, required elements, and pieces that can be adapted for the audience (grade level, content, administrators or educators, etc.).</p> <p>Each professional learning content area contains practice profiles. The practice profiles are used as a self-check for fidelity as well as a coaching tool for anchoring the coaching conversation to expected levels of implementation.</p> <p>Description of procedures to obtain participant feedback. Currently in development is a participant feedback feature of the virtual learning platform. Upon completion of a topic area, participants will be able to rate their experience with the module, the quality of the module, and the applicability of the module to their teaching.</p> <p>Description of how observation and training fidelity data were used (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule, processes; to ensure that trainers are qualified). In the prior SPDG, data resulting from the use of the two observation checklists were shared with each coach/trainer as well as summaries for regional and state use. Data from the checklists were used to inform the most recent revisions made to the professional learning materials. In the most recent versions, the consistency and details for the coach/trainer have been improved and expanded, thus providing additional guidance essential for statewide consistency.</p>		
<p>C(1) Coaching</p>	<p>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.¹² Required elements:</p> <ul style="list-style-type: none"> • Identification of the lead person(s) responsible for coaching services. • Description of the role and responsibilities of the lead person(s) accountable for coaching services. 	<p>Identification of the lead person(s) responsible for coaching services. Dr. Mary Dell Black, Judy Wartick, and Cynthia Beckmann are co-lead coaching support team facilitators. Missouri DESE provides leadership for the SPDG management team, the involvement of the regional consultants as coaches on coaching support teams, and ongoing communication with DESE's Division of Learning Services regarding the effects and challenges of MMD coaching. The lead individuals are Dr. Stephen Barr, assistant commissioner; Ginger Henry, coordinator of services; and Thea Scott, director of tiered model coordination.</p> <p>Description of the role and responsibilities of the lead person(s) accountable for coaching services. Coaching occurs at three levels:</p> <ol style="list-style-type: none"> 1. The coaching support team facilitators provide coaching to the CST members. 	<p>3</p>	

¹² <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 44-47).

	<ul style="list-style-type: none"> • Description of how data were used to provide feedback to coaches and improve coaching strategies. 	<ol style="list-style-type: none"> 2. Coaching support teams provide coaching to district administrators and educators. 3. Educators provide school-based coaching to peer-educators in order to build and sustain school-wide implementation. <p>The co-lead facilitators meet weekly and, in addition to close communication with CST facilitators, they distribute a weekly update to CST facilitators, provide leadership for their professional development as coaches to the CST, and guide all processes to ensure the MMD framework is used with fidelity.</p> <p>The co-lead CST facilitators (Black, Wartick, and Beckmann) share the following responsibilities:</p> <ul style="list-style-type: none"> • Provide leadership for coaches across Missouri by serving as the point persons for all communication flowing out to the coaches. • Provide leadership for an assigned coaching support team. • Participate in ongoing professional development. • Design and deliver professional development to the coaches. • Uphold rigor of measuring fidelity at the state, regional, and local levels. • Follow standards of high quality professional development. • Facilitate collaborative processes across coaches. • Provide fidelity expertise and support to participating districts and schools. • Contribute to the development of high quality professional development content available to educators across Missouri. • Collaborate with the SPDG evaluation team. • Provide frequent updates as requested to the SPDG management team, state education agency leadership team, regional centers, and others. • Provide monthly reports to DESE for assistant commissioners. • Use a variety of mainstream technologies to provide professional development. • Support and promote the use of technology with districts, schools, and regional consultants. <p>Coaching support team facilitators have the responsibilities to:</p> <ul style="list-style-type: none"> • Establish procedures and processes to ensure that the CST works effectively and efficiently with the districts within their assigned cadre to implement the key elements of the MMD with fidelity. • Establish procedures and processes to ensure that the CST works effectively and efficiently as a team according to their contractual scope of work. • Maintain regular contact with the MMD designated contact person and any other designated individuals for each district within the cadre assigned to the CST. 		
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C(2) Coaching	<p>SPDG 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>Required elements:</p> <ul style="list-style-type: none"> Should describe the coaching strategy used and the appropriateness for use with 	<p>Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).</p> <p>The coaching strategy is embedded within the coordinated professional development framework employed by the SPDG. The MMD framework provides a structure for putting research and theory into action, beginning with training, and extending along the full continuum of supports to coaching. Training supports building knowledge, skill rehearsal, and often group dialogue for processing new information and opportunities for application. However, it is through coaching that the transfer of new skills to classroom practice occurs.^{13,14} According to the research, increasing transfer into classroom practice registered at 10 percent with training</p>	3	

¹³ Bush, R. N. (1984). Effective Staff Development.

¹⁴ Joyce, B., & Showers, B. (1982). The coaching of teaching. Educational leadership, 40(1), 4-10.

	<p>adults (i.e., evidence provided for coaching strategies).⁵</p> <ul style="list-style-type: none"> Describe how SPDG coaches monitored implementation progress. Describe how the data from the monitoring is used to provide feedback to implementers. 	<p>only; 13 percent with training and modeling; 16 percent with training, modeling, and practice; 19 percent with training, modeling, practice, and feedback; and ultimately, 95 percent with all prior factors and coaching added.^{15,16} More recent research supports these earlier findings and expands understanding into job-embedded, site-based, peer-coaching models as effective means for transferring new learning into classroom practice.^{17,18} Coaching can be exceptionally powerful when it is available during “moments of need”.¹⁹ Moments of need are defined as five points of learning and applying new skills:</p> <ul style="list-style-type: none"> When learning for the first time. When learning more. When remembering or applying. When things go wrong. When things change. <p>During these final two moments of need, coaching can have a substantial impact on the desired outcome.</p> <p>From the February 2019 DLT SPDG Management Perceptions Survey, district leadership teams responded with an 85 percent agreement to the item “Data from the monitoring is used to provide feedback to implementers.”</p> <p>Describe how SPDG coaches monitored implementation progress. The Collaborative Work Implementation Survey was administered to district faculty and staff in spring 2018 and fall 2019. The CWIS is an instrument designed during the previous SPDG to address key steps in the implementation of MMD work. The survey investigated five relevant scales:</p> <ol style="list-style-type: none"> Effective teaching and learning. Common formative assessment. 	
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¹⁵ Bush, R. N. (1984). Effective Staff Development.

¹⁶ Joyce, B., & Showers, B. (1982). The coaching of teaching. Educational leadership, 40(1), 4-10.

¹⁷ Cornett, J., & Knight, J. (2009). Research on coaching. Coaching: Approaches and perspectives, 192-216.

¹⁸ Truesdale, W. T. (2003). The implementation of peer coaching on the transferability of staff development to classroom practice in two selected Chicago public elementary schools. Dissertation abstracts international, 64(11), 3923.

¹⁹ Gottfredson, C., & Mosher, B. (2011). Innovative performance support: Strategies and practices for learning in the workflow. McGraw Hill Professional.

		<ol style="list-style-type: none"> 3. Data-based decision-making. 4. Leadership. 5. Professional development. <p>Reports from the CWIS provide CSTs with information to determine supports for districts. After the spring 2018 window, CSTs were able to gain understanding about district progress in regard to the MMD framework because districts also took the survey in fall 2017. Data from the fall 2019 survey was used to deepen understanding of progress since the first survey administration. Two new reports were developed during the 2018-19 school year, both were developed collaboratively with end-users. The first was a “repeated measures report,” which was requested by CST members and developed to make it easier for CSTs to compare and monitor district data from survey to survey. The second was a revised “CWIS data report” which accounted for how CST members used the reports at the field-level. The revised CWIS data report will not be ready for use until fall 2019. Both allowed for aggregation at the district level and comparisons across buildings, levels, and years.</p> <p>To monitor and support districts throughout the implementation process, an additional checklist was developed that includes implementation criteria. The checklist is anchored by essential functions which outlines important components for success developed from research outlined in <i>Implementation Research: A Synthesis of the Research</i> by Fixsen, Naoom, Blase, Friedman, and Wallace.²⁰ Four areas of focus are defined and organized by the essential function under which they fall:</p> <ol style="list-style-type: none"> 1. Leadership: District leaders maintain a collaborative culture and climate at the district-level and with building leaders. 2. Commitment: District leaders demonstrate commitment to school improvement through MMD participation in coaching, training, and data-driven action to improve instructional practice. 3. Performance/Outcomes: District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data. 4. Alignment: District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction. 	
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²⁰ Fixsen, D.L., Naoom, S.F., Blase, K.A., Friedman, R.M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*, Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

		<p>Each area of focus is articulated into clearly described elements that help districts identify which structures and processes are necessary to achieve successful implementation of the SPDG framework. The checklist is designed to be discussed at regular intervals during each year of a district’s commitment and should be completed in-person with support from a CST facilitator.</p> <p>During the 2018-19 year, CST facilitators regularly used information from the implementation checklist to guide discussions about district implementation progress. In August 2018, districts were asked to indicate their levels of implementation for each area of focus element (in place, in progress-mid stage, in progress-early stage, or not begun). Between January and March, CST facilitators had official follow-up discussions with districts where they re-assessed previously recorded levels of implementation and documented the changes in a revised district implementation checklist.</p> <p>In July and August 2018, CST facilitators also asked district leadership teams to complete an implementation planning template which aligned with the implementation checklist. The planning template directed districts to think about three questions:</p> <ol style="list-style-type: none"> 1. Where do we want to be? 2. Where are we now? 3. How will we get there? <p>They identified areas of focus, district goals, gaps in implementation, and fidelity checks. CST facilitators used these planning templates with district leadership teams to guide conversations and decisions throughout the year.</p> <p>Describe how the data from the monitoring is used to provide feedback to implementers. The data from the CWIS reports provides feedback to implementers in an on-going fashion. In fall 2017, CSTs shared CWIS data with districts to assess district and building levels of knowledge, skills, and abilities at that time in regard to the MMD framework. The data was used to help districts determine their MMD focus areas for the year. Districts determined how to share results with faculty and staff. In spring 2018, the CWIS data will help CSTs gain understanding about district progress in relation to MMD framework.</p> <p>In spring 2018, CSTs shared the CWIS reports with districts to assess progress on implementation levels of knowledge, skills, and abilities with regard to the MMD framework. They used that data to refine areas for which coaching support can be added or enhanced. By fall 2018, for districts with buildings that had taken the</p>	
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		CWIS at least twice, CSTs used CWIS repeated measures reports to discuss districts' implementation progress, collaborating to determine next steps in coaching support.		
D(1) Performance Assessment (Data-based Decision-Making)	<p>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).¹⁰</p> <p>Required elements:</p> <ul style="list-style-type: none"> Provide a description of the role/responsibilities of the lead person and who this person is. 	<p>Provide a description of the role/responsibilities of the lead person and who this person is.</p> <p>Dr. Sarah Marten, project director for the contract to NAU, leads the effort to maintain a clear accountability system for the SPDG by acting as liaison between DESE, the evaluation team, and project participants to ensure consistent communication. In this role, Dr. Marten draws on her experience in project management, research, and university and secondary classroom teaching. With TerraLuna and DESE, she tracked progress for all data activities associated with the project. Dr. Marten supported the evaluation team to collect and analyze evidence; generate required reports; and provide results to district administrators, project staff, and DESE on a regular basis.</p> <p>At DESE, Dr. Edwin Hall, assistant director of effective practices, oversees the activity log for the trainers/coaches. In this role, he provided technical assistance (TA) and training to RPDC users, provided trouble-shooting for programming issues as needed, downloaded data regularly and submitted it to administration and the management team, and analyzed the data for summary reporting.</p> <p>An evaluation team from the TerraLuna collaborative serves the project with evaluation support and has done so since the end of the 2015-16 school year. As a partner involved with the collection, analysis, and use of implementation data, they provide utilization-focused reports for internal use by implementers as well as required annual reporting for external sources. These efforts target multiple levels of the MMD system including the local building administrators, statewide project administrators, and all those in between.</p>	3	
D(2) Performance Assessment	<p>Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).</p> <p>Required elements:</p> <ul style="list-style-type: none"> Describe data systems that are in place for various education levels. Describe how alignment or coherence is achieved between various data systems or sources of data. Describe how multiple sources of information are used to guide improvement and demonstrate impact.¹⁰ 	<p>Describe data systems that are in place for various education levels.</p> <p>The management team, with leadership from the evaluation team, developed performance measures that are logically sequenced to collect data at each stage of theorized change. The accompanying APR describes the performance measures.</p> <p>All training materials, management team materials, and CST materials are housed on a password protected website. This data can be accessed by CST trainers/coaches, CST facilitators, and management team members.</p> <p>Implementation data was gathered through multiple sources. Activity logs were used for tracking in-district/school training and coaching interactions between CST and educators. District/building leaders and educators complete the CWIS for MMD annually. This data is shared with the CST and with the state management team. All of these data points are reviewed by the management team and</p>	3	

		<p>displayed for regional data-based discussions.</p> <p>The CST/RPDC coaches record their efforts using the online activity log system, an online data portal where trainers/coaches record each training and coaching event, the collaborative work topic, and participating buildings. All CSTs submit monthly activity logs. Data from the logs are used for collaborative teaming among facilitators and problem-solving. From the activity logs, we are able to populate the reports for the assistant commissioners (referenced above) that are also shared with the CST facilitators. The information learned from the logs includes the following (from July 1, 2018, to February 28, 2019):</p> <ul style="list-style-type: none"> • Collaborative teams was the topic covered most often during interactions with 424 references. • Of the MMD tools used during interactions, the SAPP (478) and practice profiles (446) have the highest used. • During the above noted timeframe, there have been over 1,065 visits to participating districts by coaching support team members. • These reports also provide valuable information to coaches allowing the comparison between teams not only in terms of number of interactions but also focus of topics and tools. <p>The Collaborative Work Implementation Survey is a 24 item, five scale survey instrument designed using a five point Likert scale. For three of the scales, the Likert values correspond to frequency, while for the other two, the values correspond to agreement. The survey is intended to measure the degree of implementation of desired processes and practices within Missouri school buildings active in the collaborative work project. The scales were built from theoretical knowledge about the most vital information that was passed from trainers to educators and whose implementation was supported by continued professional coaching. The five scales are:</p> <ol style="list-style-type: none"> 1. Effective teaching and learning practices. 2. Common formative assessments. 3. Data-based decision-making. 4. Leadership. 5. Professional development. <p>The survey was developed during a year-long collaborative process involving university researchers, external evaluators, and state education administrators. As with most survey development procedures, there were five distinct steps in this process:</p>	
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		<ol style="list-style-type: none"> 1. Conceptual modeling, instrument mapping, and blueprint analysis. 2. Item development. 3. Pilot testing. 4. Item iterations. 5. General dissemination. <p>The selected scales represent the five pillars of the collaborative work process and tie directly into project performance measures. For MMD, the survey has been enhanced to address administrator perceptions at both building and district level of implementing the MMD framework. Results are not available for this reporting period but will be in future years.</p> <p>Additionally, the SPDG data elements are aligned to the SSIP SIMR using annual state assessment data and a shared outcome measure of improvement in communication arts. The results will be examined overall as well as by district.</p> <p>Describe how alignment or coherence is achieved between various data systems or sources of data. The Missouri team is committed to alignment across data systems and sources. This is evident in a number of ways. First, the SPDG and the SSIP are aligned in scope of focus and in data measures. Second, the coordinator of special education data and her staff participate in the monthly SPDG management team meetings with the roles of providing guidance for accurate representation and integration of the data sources available at DESE. Third, the development of project measures undergoes a rigorous process, including piloting and gathering practical feedback to assure the fit of the measures with expected implementation and use of data to inform improvements as one of the data sources available.</p> <p>From the February 2019 DLT SPDG Management Perceptions Survey, district leadership teams responded with an 89 percent agreement to the item <i>“Data from the monitoring is used to provide feedback to implementers.”</i></p> <p>Describe how multiple sources of information are used to guide improvement and demonstrate impact. Deliberate alignment across implementation and outcome measures is embedded in MMD. Implementation data such as the self-assessment practice profile (SAPP) is aligned to the training and coaching content. The CWIS is also aligned to the training and coaching content and also the SAPP. The administrator additions to the CWIS address specific systems elements essential for MMD implementation. Additionally, there is purposeful alignment between the SPDG and SSIP data elements through the use of a common SPDG measure</p>		
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		<p>aligning to the SIMR. With the launch of this SPDG, the management team, with the leadership of the evaluators, developed a flow chart showing how data elements are related.</p> <p>This list summarizes the data elements used for determining ‘what works’ and informing project improvement. These tools are currently used to acquire the data needed to inform judgments about programming on an ongoing basis.</p> <p>Project activity and participant reactions</p> <ul style="list-style-type: none"> ● Consultant logs. ● Facilitator logs. ● District site visits. <p>Participant learning</p> <ul style="list-style-type: none"> ● July 2018 Summit End of Event Survey ● February 2019 Regional Statewide Collaboration Meetings End of Event Surveys ● Virtual Learning Platform Knowledge Assessment Survey <p>Organization support and change</p> <ul style="list-style-type: none"> ● Self-Assessment: Practice Profile.²¹ ● Coaching team surveys. ● Semi-structured systems interview. ● District Implementation Checklist. ● District Implementation Planning Template. <p>Participant use of new knowledge or skills</p> <ul style="list-style-type: none"> ● Collaborative Work Implementation Survey (CWIS) for Missouri Model Districts. <p>Student learning outcomes</p> <ul style="list-style-type: none"> ● Extant state data including student proficiency. 		
D(3) Performance	Implementation fidelity and student outcome data are shared regularly with stakeholders at	Describe the feedback loop for each level of the system the SPDG works with and these data are used for decision-making to ensure improvements are made in the targeted outcome areas.	3	

²¹ Metz, A., Bartley, L., Blase, K., & Fixsen, D. (2011). A Guide to Developing Practice Profiles. National Implementation Research Network, Chapel Hill, NC.

<p>Assessment</p>	<p>multiple levels (SEA, regional, local, individual, community, other agencies).¹⁰ Required elements:</p> <ul style="list-style-type: none"> • Describe the feedback loop for each level of the system with which the SPDG works. • Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas. • Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).¹⁰ 	<p>The feedback loop is ongoing and multidirectional. Feedback regarding impact and artifacts of MMD efforts flows to the DESE’s Division of Learning Services, SPDG management team, CST facilitators, and CSTs. DESE assistant commissioners are an integral part of the feedback loop as they review MMD data (from monthly CST reports) and provide feedback to the DESE Office of Special Education. The CSTs also review this data monthly in their statewide meeting. Descriptive, specific feedback regarding practice and performance loops back to school districts via the CST facilitators and CSTs. After administration of the CWIS, data (from both CWIS and SAPP) is examined by district and building teams in collaboration with the CSTs to determine ways of improving implementation. As a sub-system, sharing of data as feedback for improving the quality of coaching and training within and among multiple CSTs is in a grid formation, flowing vertically, horizontally, and across all CSTs.</p> <p>Collaboration with the evaluation team formally occurs monthly and informally as needed. The evaluators are part of the SPDG management team and participate in monthly day-long meetings. Additionally, the evaluator and NAU-site project director, Sarah Marten, meet monthly.</p> <p>The TerraLuna collaborative evaluation team also provides real-time reporting opportunities on an as-needed basis. Often these efforts include the creation of a presentation and an introductory video, followed by a scheduled meeting or "office hours" presented to interested management team members. Through these efforts, the management team is able to move beyond the question of "What?" the data is communicated and often focuses conversations around the questions of "So what?" and "Now what?"</p> <p>All evaluation instruments adhere to a rigorous process of development to ensure validity and reliability. This occurs in collaboration with the management team to also ensure feasibility and usability of the evaluation tools and the data they will yield. Additionally, the management team strives to assure evaluation tools and implementation tools are aligned, facilitate a feedback loop, and when possible, are the same measures. For example, the online interactive SAPP is designed as a tool for educator-level input and personal summary, team-level summaries, building-level data summaries, and sharing mechanism to district-level leaders. These layers can be used for coaching at each layer of the system.</p> <p>Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity). Coaching support team members complete monthly logs on the type, duration, and their specific role in supporting each district. This is tracked and compiled into monthly reports shared widely (DESE’s Division of Learning Services, management team, and CSTs). Dosage and type of coaching is evidenced in these logs and</p>	
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		<p>can be correlated with district progress and needs. This data is used to inform how statewide cadres of districts are composed as well as the composition of the CSTs supporting each cadre. This data is also used to provide performance feedback to CSTs.</p> <p>Additionally, as described above in the description of feedback loops, the MMD system is purposefully designed with layers of the system participants having timely access to data and structured opportunities for focusing data-informed MMD improvements. Each year, the SPDG management holds two retreats to review data, arrive at consensus of interpretation, and chart a plan for communication, product development/revision, and systems change as needed. The retreat minutes, as well as monthly management team minutes, are shared with the CST facilitators and they provide further input and insights. As stated, this SPDG functions as a continuous feedback loop with regard for the implementation drivers at each level.</p>		
<p>D(4) Performance Assessment</p>	<p>Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.¹⁰ Required elements:</p> <ul style="list-style-type: none"> ● Describe how benchmarks are created and shared. ● Describe positive recognition processes for achievements. ● Describe how data are used to “market” the initiative. 	<p>Describe how benchmarks are created and shared. Through alignment of the SPDG measures across DESE priorities, the goals and benchmarks are reflective of the DESE vision. A performance measure aligned to the SSIP SIMR is included within the SPDG annual performance report. The initiative was built into the DESE strategic plan as well as the Missouri School Improvement Plan process. Both plans included information about how the process supports the work of DESE and about expected results.</p> <p>At the district/building level, the practice profiles are the mechanisms for sharing benchmarks tied to the MMD framework and expected implementation. The practice profiles and the online self-assessment practice profile tool are described in multiple sections of this worksheet. Overall, practice profiles are a valuable tool for self-monitoring implementation, providing look-fors for an observation of implementation, and guiding coaching conversations.</p> <p>Describe positive recognition processes for achievements. During the annual MMD summit, districts are invited to share their accomplishments and journeys. District highlights are also featured in the monthly project summary to DESE’s Division of Learning Services.</p> <p>Describe how data are used to “market” the initiative. To date, participation in MMD has been by invitation. Districts that have shown progress in implementation of the collaborative work were recognized for their progress and invited to become part of MMD.</p>	<p>2</p>	
<p>D(5) Performance Assessment</p>	<p>Participants are instructed in how to provide data to the SPDG Project. Required elements:</p>	<p>Procedures described for data submission. Procedures for data submission are available in multiple locations and formats:</p>	<p>3</p>	

	<ul style="list-style-type: none"> • Procedures described for data submission. • Guidance provided to schools/districts. 	<ul style="list-style-type: none"> • A handbook called “The Missouri Model Districts Framework: Blueprint for District and Building Leadership” was provided to all district participants at the summit in the summer of 2017—at the beginning of districts’ MMD commitments and the revised version was distributed at the summit in 2018. It outlines a detailed plan of action and describes the MMD approach and processes for implementing effective educational practices. • Procedures are also described on the MoEdu-SAIL website. • Data submission procedures were communicated in the participation agreement. • Central staff from DESE communicates by email and phone when data collection windows are open, providing regular reminder emails. • Finally, CST facilitators communicate with district contacts when the SAPP and CWIS should be administered and follow-up as necessary. <p>From the February 2019 DLT SPDG Management Perceptions Survey, district leadership teams responded with a 75 percent agreement to the item “Participants are instructed in how to provide data to the SPDG Project.”</p> <p>Guidance provided to schools/districts. Facilitators and consultants from coaching support teams provided clear instructions to districts for how to take the online versions of the professional learning modules on the virtual learning platform and submit their data. The instructions are also stated when users enter the online platform.</p> <p>A print and online-version of an MMD implementation guide is in development. The guide will provide districts with practical direction and guidance for how to successfully implement the MMD framework including how to submit all required data.</p> <p>Training and technical assistance will be provided throughout the duration of the grant cycle to participating districts as needed.</p>		
<p>E(1) Facilitative Administrative Support/ Systems Intervention</p>	<p>Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Role/job description of administrators relative to program implementation provided. 	<p>Role/job description of administrators relative to program implementation provided.</p> <p>From DESE, Dr. Stephen Barr, assistant commissioner for the Office of Special Education; Ginger Henry, coordinator of services; and Thea Scott, director of tiered model coordination, led statewide participation efforts including the coordination of meetings, data collection, budget management, and virtual learning platform development. The following key activities describe the role of DESE and the SPDG management team:</p> <ul style="list-style-type: none"> • Coordinate training and coaching for districts. • Develop school-based implementation coaching at the district and building levels. 	<p>2</p>	

	<ul style="list-style-type: none"> Describe how the SPDG trains and supports administrators so that they may in turn support implementers. 	<ul style="list-style-type: none"> Provide resources and supports to facilitate district and building participation. Provide on-site technical assistance. Attend on-site visits. Encourage and facilitate cross-district collaboration and sharing. Assume responsibilities for attending to all of the implementation drivers. Work closely with the Regional Professional Development Centers to assure systems and professional development are aligned. Collaboratively review data. Problem-solve systems issues at all levels. <p>District administrators in Missouri Model Districts agree to the following key activities:</p> <ul style="list-style-type: none"> Act as a key driver in the MMD implementation process. Collaborate with the DESE and MMD CST. Meet regularly to shape the district's participation as a Missouri model district. Support buildings through the implementation process by developing systems that advance MMD work. Collect, analyze, and share data. Use data to drive decisions. Establish a communication protocol that encourages a feedback loop, setting the stage for informed decision-making and adjustments. <p>From the February 2019 DLT SPDG Management Perceptions Survey, district leadership teams responded with an 85 percent agreement on the item <i>"Administrators are trained appropriately on the project practices and have knowledge of how to support their implementation."</i></p> <p>Describe how the SPDG trains and supports administrators so that they may in turn support implementers. DESE administrators attend monthly management team meetings, SPDG annual meeting, the project director's conference, OSEP Leadership Conference, all project directors' virtual meetings, OSEP monthly TA calls, SPDG monthly calls, and regular evaluation check-in calls.</p> <p>District administrators were encouraged to become familiar with the professional development modules that were chosen as the district's area of focus. Of particular relevance to district administrators and their own professional development are the modules outlining best practices for leadership and school-based implementation coaching.</p>		
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<p>E(2) Facilitative Administrative Support/ Systems Intervention</p>	<p>Leadership at various education levels (SEA, regional, LEA, school, as appropriate) analyzes feedback regarding barriers and successes and makes the necessary decisions and changes, including revising policies and procedures to alleviate barriers and facilitate implementation</p> <p>Required elements:</p> <ul style="list-style-type: none"> Describe processes for collecting, analyzing, and utilizing input and data from various levels of the education system to recognize barriers to implementation success (e.g., Describe how communication travels to other levels of the education system when assistance is needed to remove barriers). Describe processes for revising policies and procedures and making other necessary changes. 	<p>Describe processes for collecting, analyzing, and utilizing input and data from various levels of the education system to recognize barriers to implementation success (e.g., Describe how communication travels to other levels of the education system when assistance is needed to remove barriers).</p> <p>The list of data measures and systems has been described multiple times in this worksheet as well as in the APR. A few specific data sources address implementation barriers and successes:</p> <ul style="list-style-type: none"> Individual CST/ RPDC activity logs (submitted online by trainers/coaches, approved and submitted to DESE by RPDC directors, and finally provided to evaluators). CST team logs. Administrators’/educators’ responses to the Collaborative Work Implementation Survey (collected annually via an online platform). Site visit interview and observation data. <p>School site visits for selected MMD districts/buildings occurred in fall 2017 focusing on the leadership perspective of implementing MMD. Two management team members and the CST facilitator interviewed district leaders about their experience with starting MMD and their progress thus far. They were also asked about their current level of implementation, challenge experiences, and successes to date. Spring 2018 site visits also occurred but the timeline did not fall within this reporting period. Site visits will occur twice each year. However, with the scaling of MMD in the fall of 2018, the site visit protocol is being revised to be led by CST members using new methods of observation and interviews that have been calibrated.</p> <p>From the February 2019 DLT SPDG Management Perceptions Survey, district leadership teams responded with an 87 percent agreement to the item <i>“Collecting, analyzing, and utilizing input and [MMD] data from various levels of the education system to recognize barriers to implementation success.”</i></p> <p>Describe processes for revising policies and procedures and making other necessary changes.</p> <p>Before rolling-out for statewide use, revision of current materials as well as development of new materials undergo a systematic process including statewide input from coaches, input from the management team, and a formal vetting/approval process. In monthly CST and management team meetings, the need for supporting materials or data elements may be discussed. Based on recommendations from deep conversation, prototypes may be developed and field-tested before investing in the full development and vetting process. For example, school-based implementation coaching materials are currently in field-test mode. Based on data and input gathered during the field test, the professional learning materials will be revised, data sources may be added, and the content will be translated for online learning on the virtual learning platform.</p>	<p>2</p>	
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