

## Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

### Baseline and Targets

#### Baseline Data

| FFY                | 2013  |
|--------------------|-------|
| Communication Arts | 17.4% |
| Mathematics        | 20.4% |

#### FFY 2013 – FFY 2018 Targets

| FFY                | 2014  | 2015  | 2016  | 2017  | 2018  |
|--------------------|-------|-------|-------|-------|-------|
| Communication Arts | 18.4% | 19.4% | 20.9% | 22.4% | 23.9% |
| Mathematics        | 21.4% | 22.4% | 23.9% | 25.4% | 26.9% |

#### Targets: Description of Stakeholder Input

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### Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

**Process of identifying, selecting, and analyzing existing data:** To guide the development of the Missouri State Systemic Improvement Plan (SSIP), SPP/APR data were analyzed across years showing areas of progress or slippage, as well as co-occurring trends among related indicators such as proficiency rates and discipline rates. Additionally, data was disaggregated to examine differences between and within groups of students: students with disabilities (SWD) and all students, stage of schooling (elementary/secondary), and diversity subsets (English Language Learners, race/ethnicity, and socio-economic status). In discussion about this data and potential root causes explaining why low performance may be occurring within student groups or is comparatively different between student groups, it was determined that this data does not have the breadth to accurately pinpoint root causes. The current data describes baseline status and

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incremental progress. Between these points is the missing data element of implementation data. The hypothesis is that the causes of low performance or lack of acceleration in achievement is due to a lack of focus on effective teaching and learning practices. This MO SSIP provides a blueprint for collecting and analyzing data on the implementation of effective teaching and learning practices.

#### Overview of SPP/APR data

[data displays and description will be inserted here]

### Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

#### Statewide System of Support

The Missouri Statewide System of Support (SSOS) is a regional approach to providing targeted professional development across the state. As outlined in the ESEA Waiver, Missouri has detailed a plan for how the RPDCs will match levels of support to levels of needs in schools. The RPDC is the mechanism for ongoing, targeted professional development to districts and buildings and therefore has an important role in supporting the implementation of effective teaching and learning practices in LEAs. The Department and the network of RPDCs work closely to create an infrastructure supporting school improvement.

#### Implementation Driver Analysis

The framework of implementation drivers, as articulated by the National Implementation Research Network (NIRN), is a helpful lens for pulling together and reflecting on the multiple components of the state system. The NIRN research identifies eight implementation drivers. Four of the drivers focus on competency (performance assessment/fidelity, selection, training, and coaching) and three focus on organizational systems (decision-support, data system, and facilitative administration). The remaining driver is leadership.

**Performance Assessment: How does Missouri know that improvement activities are implemented with fidelity and are leading to desired change?** As mentioned, data to describe a cohesive implementation story is lacking. However, there are actively implemented components to build upon. For example, Missouri School-wide Positive Behavior Supports and Missouri Professional Learning Communities both incorporate implementation measures (SW-PBS School-wide Evaluation Tool (SET) and PLC Benchmark Assessment Tool (BAT)) and these measures are paired with walk-through/observation/interview to give a picture of school-wide implementation. Based on this data, participating schools receive a data report and coaching for improvement occurs. While these implementation measures have been very helpful in providing a data rich description of implementation, there are remaining data gaps. Expected fidelity of coaching has not been formalized thus is not consistent. The links between these data points and the intervention components has not been standardized. Additionally, these two initiatives are limited to social-emotional/behavior outcomes and school-wide collaborative culture. Performance assessment of the implementation of effective teaching/learning practices is in the beginning stages of development and initial implementation.

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There is a need to give LEAs a more cohesive data picture of how their teaching practices and school-wide systems are affecting student learning. This will require collaborative problem-solving to determine how current data is supportive, completion of all implementation measurement tools with explicit instructions for use in LEAs and for use by RPDCs to better support educators, development of a LEA Profile/Dashboard to make tracking progress and interpreting data less cumbersome for schools, and continued commitment to providing LEAs and RPDCs with data in a timely manner. Through Missouri Collaborative Work progress is underway to address these gaps.

**Selection: What processes are in place to guide the selection of improvement activities, foci of professional development, and staff/consultants/contracts to conduct the work?** In the spring of 2012, more than 120 stakeholders met in Jefferson City, Missouri, to review state data, provide diverse perspectives, and reflect on strengths and challenges of the new State System of Support (SOSS). During this meeting, 69 participants (64 representing the RPDCs and 5 DESE staff) completed a survey rating the level of need across Missouri in several areas. For future state professional development, participants rated topics from ‘Very Important (5)’ to ‘Not Important (1)’ as potential focus areas of need in Missouri (see Table below). Respondents averaged 5.39 years of

| Areas of Need                                     | Very Important |    |   |   | Not Important |  | Mean |
|---------------------------------------------------|----------------|----|---|---|---------------|--|------|
| School culture                                    | 53             | 12 | 3 | 0 | 0             |  | 4.74 |
| Collaborative data teams                          | 49             | 17 | 2 | 0 | 0             |  | 4.69 |
| The use of formative assessments                  | 56             | 10 | 2 | 0 | 0             |  | 4.79 |
| Alignment to the Missouri Core Academic Standards | 55             | 9  | 4 | 0 | 0             |  | 4.75 |
| Teaching and learning practices                   | 57             | 7  | 4 | 0 | 0             |  | 4.78 |

experience working in a Missouri RPDC, and the majority of respondents specialized in Professional Learning Communities (PLC), special education, and School-wide Positive Behavioral Supports (SW-PBS).

Later, a DESE leadership group formed to assess needs across Missouri. This interdisciplinary team of ten DESE staff represented three DESE offices. The team reviewed SPP data and recognized the importance of involving additional critical stakeholders to the process in order to accurately identify areas of need throughout Missouri. A key result of this stakeholder meeting was a prioritized state needs plan. While other topics arose, the stakeholder group agreed that addressing teaching and learning practices and the use of formative assessment are critical for better preparing students with disabilities for learning and life. They agreed that there remain significant needs across the state, identified as: (a) lack of achievement in Communication Arts, (b) lack of achievement in Math, and (c) lack of access to the general education environment to be addressed by the Collaborative Work initiative. Furthermore, the group determined the target schools to those who exhibit low performance or gaps for certain subgroups of students within the district/school. For these schools, supports will be teaching and learning practices identified as highly effective on which field staff have been trained, and schools/districts must commit to implementing with high levels of fidelity. Based on this criteria, 378 elementary and middle schools were invited to begin the Collaborative Work initiative. Elementary schools were selected for the initial implementation because their structure more easily facilitates collaborative teams.

As mentioned, the DESE relies on contracts to supplement the capacity to meet the needs of LEAs. The contracts with the RPDCs provides for regional and on-site professional development for educators. Through the State Personnel Development Grant, DESE has contract with University of Missouri-Kansas City and the University of Kansas to support project management, development of professional development content, development of implementation measures, and comprehensive evaluation. With all of these contracts are scopes of work

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outlining expectations and deliverables. Additionally, within the contract for the RPDCs are job descriptions outlining expected expertise of RPDCs personnel working directly with LEAs.

**Training & Technical Assistance: Who are the partners in delivering training and technical assistance, how is quality assured, and how is the process driven by data?** As mentioned the RPDCs are the primary providers of training and technical assistance and support for development of content and measurement of implementation occurs in partnership with IHEs. The recommended “dosage” of training and technical assistance necessary for support implementation progress has not been determined; however initial data is currently being reviewed to inform an initial discussion about how intensity should be differentiated based on LEA/educator/student needs. This data is collected through RPDC activity logs in which RPDC personnel log their interactions with LEAs and report the nature and extent of their interactions. [See Quality Standards and Professional Development section below for a description of current practices.]

Through Collaborative Work, 20% of training is observed using a fidelity of training checklist developed for the project. Additionally, this checklist is used when the DESE hosts/provides professional development to the RPDC personnel. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality. The contents of the checklist address the following areas. State Implementation Specialists use this checklist when observing 20% of the Collaborative Work training events. Data collected using this checklist from October 1, 2013 through November 30, 2014 shows 95% of the observed trainings met criteria.

#### PREPARATION

1. Provides a description of the training with learning objectives prior to training
2. Provides readings, activities, and/or questions to think about prior to the training
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training
4. Quickly establishes or builds on previously established rapport with participants

#### INTRODUCTION

5. Connects the topic to participants’ context (e.g., community, school, district)
6. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)
7. Content builds on or relates to participants’ previous professional development
8. Aligns with school/district/state/federal standards or goals
9. Emphasizes impact of content on student learning outcomes

#### DEMONSTRATION

10. Builds shared vocabulary required to implement and sustain the practice
11. Provides examples of the content/practice in use (e.g., case study, vignette)
12. Illustrates the applicability of the material, knowledge, or practice to the participants’ context

#### ENGAGEMENT

13. Includes opportunities for participants to practice and/or rehearse new skills
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)
15. Includes opportunities for participants to interact with each other related to training content
16. Adheres to agenda and time constraints

#### EVALUATION

17. Includes opportunities for participants to reflect on learning
18. Includes discussion of specific indicators—related to the knowledge, material, or skills provided by the

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- training—that would indicate a successful transfer to practice
- Engages participants in assessment of their acquisition of knowledge and skills

Recently, measurement of content fidelity has been added to the fidelity of delivery of professional development. It is too early to draw conclusions from the content fidelity data.

**Coaching: How is coaching provided to support skill development?** As mentioned, coaching is provided through the Collaborative Work on specific teaching/learning practices, as well as through SW-PBS and MO PLC. Recently, criteria for fidelity of coaching has been established for Collaborative Work. State Implementation Specialists observe 20% of coaching provided to LEAs through Collaborative Work. The fidelity of coaching checklist addresses the following key components of coaching. The coaching checklist was formalized into an online tool beginning with summer 2014. Data reported on coaching event observed between July 2014 and December 2014 show nearly all coaching events met criteria (99%).

#### PREPARATION

- Clarifies purpose and scope of the coaching session.
- Builds and maintains rapport, collegiality and confidentiality with participants.

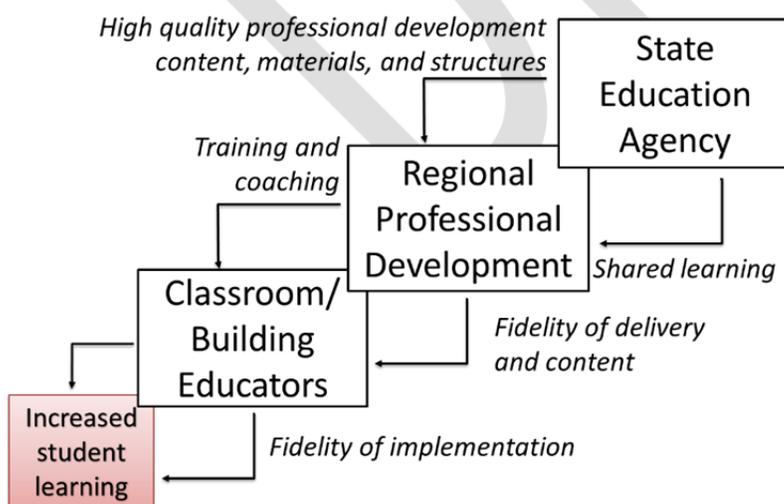
#### FEEDBACK & SOLUTION DIALOGUE

- Facilitates conversation about what has gone well and where more support is needed.
- Facilitates conversation about relevant student data.
- Responds to ideas for improvement by validating and/or adding suggestions for changes in practice.
- Provides rationales for why changes are important and how changes will improve outcomes.
- Provides opportunity for reflection and clarification of recommendations.
- Supports suggestions for change in practice with examples of the content/practice in use.
- Offers opportunity or resources for guided practice.
- Facilitates identifying next steps from the coaching session.

#### STRUCTURE

- Paces the conversation to allow time for questioning and processing of information.
- Adheres to established plan of coaching (e.g., frequency, schedule, and duration).

The following graphic illustrates how training and coaching is supported across implementation levels.



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**Decision Support Data System: To what extent does currently collected data address essential questions for improving student outcomes?** Throughout this plan are multiple references to the scope of data collected, methods of sharing data with LEAs, use of data to inform state and regional level decisions, and gaps in data collection and sharing methods that need to be addressed. Reliance on data reporting SPP/APR indicators is not sufficient for school improvement. Indicator data can point to shortcomings and/or show progress trends. However, explaining why the shortcomings or progress has occurred is speculative due to lack of data.

**Facilitative Administration: How do collaborative processes ensure the development and implementation of policies and practice that support and reduce barriers to implementation?** Upholding a commitment to implementing evidence-based practices often requires shifts in how and which education initiatives are adopted and supported. Currently, work is underway to more fully integrate School-wide Positive Behavior Supports and Professional Learning Communities and build on current response to intervention (RtI) practices to result in a statewide multi-tiered system of support (MTSS) model. A statewide MTSS framework is important to matching the teaching practices with the learning needs. While the MTSS work is focusing on the systems-level, the Collaborative Work is focusing on the classroom level of instruction. Oversight of the Collaborative Work (CW) is led by a state CW management team that meets monthly. Teams working on each have overlapping membership. Similarly, there is involvement from teams working on educator evaluation and teacher/leader standards with these teams. Additionally, with a commitment to data-driven decisions, each team is committed to have a data-focused representative. In the recently adopted revised state strategic plan (Top 10x20 Plan), implementation of effective teaching/learning practices (as developed through Collaborative Work) and leadership for supporting collaborative culture and data-driven decision-making, as well as parent involvement are clearly outlined. This strategic plan provides the state level endorsement for statewide support.

**Systems Interventions: How are issues of system barriers and potential solutions identified?** The response to this questions reiterates the importance of data at state, regional, and local levels describing implementation. Currently, data such as RPDC activity logs, anecdotal stories, and school compliance data collected through Collaborative Work suggest implementation gaps across levels. However, because the data systems are still being revised, it is difficult to determine with certainty where the gaps are and identify potential solutions. With the drive to meet the deadlines specified in the Top 10x20 plan, there is a push to finalize a data process for identifying system issues and solutions.

**Leadership: Do leadership have the knowledge, skills, and authority to support school improvement?** Effective leadership at all levels (state, regional, local) is critical. There are numerous opportunities for educator-leaders to receive professional development. Missouri Leadership for Excellence, Achievement, and Development (MoLEAD) combines online and face-to-face training with hands-on experiences and mentoring opportunities to enhance best practices in schools. More than 400 superintendents, principals, assistant principals and teachers have already participated in the first two rounds of training. The DESE Office of Special Education provides training to new directors of special education. RPDCs provide leadership support to building and district administrators. As mentioned, the Top 10x20 plan addresses leadership and the expected deliverable is a learning package focused on effective leadership for building-wide systems as well as supporting effective teaching/learning practices at the classroom level. To date, there is not specific data gathered on the fluency of leaders to support school-wide systems and classroom-level instruction.

**Governance:** The Department issues annual contracts to the RPDCs to carry-out state approved professional development to LEAs. Eight of the nine RPDCs are managed within a university structure. The remaining RPDC is managed within St. Louis Cooperating Schools Districts (now called EducationPlus), which is a consortium of school districts in St. Louis County and the surrounding area.

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**Fiscal:** Historically, RPDCs were reliant on flow-through state funds, school district professional development funds, and a few state contract funds. Funding appropriated to support the RPDCs dropped off severely several years ago. Approximately \$1 million is appropriated for RPDCs by the legislature for the 2013-2014 fiscal year. With the reduction in state funds, the RPDC business model changed to seek additional contracts to supplement state funding. As mentioned, the Department issues annual contracts to RPDCs to cover initiative-focused professional development to LEAs. The contracted amount varies by RPDC based on the number of participating LEAs in the initiative for which professional development is to be provided.

**Quality Standards:** There is limited history of uniform quality standards or consistency of practice and training across the state. Statewide initiatives such as School-wide Positive Behavior Support and Professional Learning Communities have developed protocols and expectations for implementation fidelity and scaling-up. With these two initiatives, there has been improved consistency of behavior interventions and collaborative teaming. With the Collaborative Work initiative that began in 2011, achieving statewide consistency while balancing regional flexibility to address the diversity of needs across regions and LEAs has been a goal. Through Collaborative Work, criteria for uniform quality standards and consistency of practice has been established at the level of delivery of professional development to LEAs (regional) and at the level school-wide implementation (local). Specific activities for monitoring the quality of implementation are as follows.

- Shared Learning events provide consistency of initial and continuing training and coaching to the RPDC network.
- High Quality Professional Development Standards provide criteria for quality delivery of training and coaching to LEAs.
- Structured Learning Packages include professional development content to be delivered to LEAs and incorporate research-based adult learning strategies.
- State Implementation Specialists observe the delivery of professional development, record observation of quality on the project-developed checklist, and provide follow-up coaching to the professional development provider with recommendations for improving the delivery of content and interactions with educator-learners.
- Practice Profiles accompany each Learning Package and are intended to guide implementation and observation of teaching and learning practices in the classroom.
- Fidelity checklists also accompany each Learning Package and are intended as a guide for educators working to improve implementation of the practice in the classroom.

**Professional Development:** The RPDC network is the primary source of professional development for LEAs. Through the Collaborative Work initiative, funded by the State Personnel Development Grant, there has been increased attention on consistency of quality of professional development across regions. A process for developing, vetting, rolling-out content for RPDC delivery, and expectations for how participating schools engage with the RPDC in adopting the practice and improving implementation has been clearly outlined.

1. Department determines focus of learning package.
2. A team of in-state experts, who work at one or more of the RPDCs, are recruited to develop the learning package.
3. Draft learning package is peer reviewed and feedback to the development team is provided.
4. Learning package is revised.
5. Learning package is prepped for vetting (formatting, copyright check, etc.)
6. Learning package is vetted by a team comprised of RPDC professional development providers.
7. Vetting team provides feedback and learning package is revised again as needed.
8. Learning package is prepped for roll-out (re-check after latest revisions).
9. Learning package is presented (rolled-out) by the development team to the RPDC network.

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10. Learning package materials are posted to project website MoEdu-SAIL.org.

**Data Capacity:** Being able to engage in data-driven decision-making is valued at all levels of implementation (state, regional, and local). Most of the RPDC personnel received data team training through Lead and Learn. That training continues to influence their regional approach to data-driven conversations and has influenced the data-based decision-making learning package delivered to LEAs. However, despite this progress substantial gaps remain. At both the regional and local levels, there is a tendency to feel overwhelmed by data-overload. Teams struggle to match a dilemma or question with the best-suited data point(s). As a starting point, the Collaborative Work schools are required to move through a common formative assessment approach, submit their data, and the RPDC provides them feedback. By making this process required and transparent between the LEA and the RPDC, there is opportunity for guiding educators through a data-driven process as well as an opportunity for the RPDCs to collectively consider their regional data and shape their professional development accordingly.

**TA and Accountability:** Accountability rubrics were developed as a mechanism for LEAs to monitor adherence to Collaborative Work expectations and for RPDCs to monitor regional effectiveness. These rubrics were recently launch; therefore data has not yet been collected.

The components of the building-level rubric include the following.

#### COLLABORATIVE DATA TEAMS

1. All certified instructional staff are included on regular education CDTs.
2. All CDTs meet on a regular basis in a protected time during the day.
3. CDTs use appropriate protocols and processes to ensure productive meetings.

#### INSTRUCTIONAL/LEARNING PRACTICES

4. Each building selects 2 instructional practices to master during the year.
5. All instructional staff are trained in the instructional practice and implement with fidelity.
6. An effective practice is used and a CFA is administered. Based on the results, students who have not met proficiency standards are re-taught, and then re-tested for mastery of the content.
7. Each grade level develops and administers a CFA during at least 5 cycles throughout the school year.

#### PARTICIPATION OF SPECIAL EDUCATORS

8. Special education teachers are active, participating members of the regular grade-level and content-specific CDTs.

#### TEACHER MASTERY

9. Teachers of students with disabilities, both those certified as special education and regular education teachers who have students with disabilities in their classrooms, demonstrate mastery of selected effective practices.

The components of the RPDC-level rubric include the following.

#### TRAINING & DISSEMINATION

1. Only staff trained in the use of DESE approved Collaborative Work process, materials, and practice provide training.
2. Learning packages are delivered with fidelity

#### COLLABORATION

3. Centers use collaborative data teams to make decisions about the effectiveness of implement of the CW at both the building and regional center levels.

#### COACHING

4. Professional development is observed to ensure high quality and continued improvement.

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## ACCOUNTABILITY

5. CW buildings implement the expectations of the CW initiative.
6. Centers collect and submit CFA forms.
7. Staff contracted for CW work meet the DESE expectations for serving CW buildings.

## State-identified Measurable Result(s) for Children with Disabilities

A statement of the result(s) the State intends to achieve through the implementation of the SSIP.

To increase the percent of students with disabilities in grades K-12 who will perform at proficiency levels in reading and math in the Collaborative Work schools by 6.5 % percentage points by 2018.

A description of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

Academic success is a primary goal and is closely linked to other indicators such as discipline, attendance, drop-out rate, graduation rate, and post-secondary outcomes. Proficiency in reading and mathematics is a gateway to other academic success and can influence discipline and attendance rates. Since 85% of students with disabilities are participating in the regular program of instruction 40% or more of the time, the decision is to focus on improving academic outcomes in the general education setting. The measure will be an increase in proficiency in reading and mathematics for students with disabilities on the state assessments. Initial years of the pilot will measure the potential of the Collaborative Work initiative to improve academic outcomes for all students and for students with disabilities in all state tested grades at accelerated rates in CW schools as compared to non-CW schools.

The following chart provides an overview of the types of data, findings (factual) and observations (interpretations) from a review of essential data elements which helped inform the selection of the critical area of need to be addressed in the SSIP. The data is clustered in a variety of ways because it is important to understand variations among students with disabilities. It is also important to show how data from various sources are used.

| Data Topic       | Description                                                                                                               | Findings                                                                                                                                                                                                                                                     | Observations                                                                                                                                                                                                                                                                    |
|------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Socio-Economic   | Identified percentage of IEPs in the following categories: Unreduced, reduced and free lunch<br>Sources: 3, 5, 16, 20, 23 | <ul style="list-style-type: none"> <li>• MO has a 49% F/R rate</li> <li>• MO has a disability rate of 12.56%</li> <li>• Less than 10% of non-F/R have IEPs</li> <li>• 13% of reduced lunch have IEPs</li> <li>• About 16% of free lunch have IEPs</li> </ul> | <ul style="list-style-type: none"> <li>• Almost 60% of SWDs are on F/R lunch</li> <li>• Students on free/reduced lunch are almost 1.5 times as likely to have an IEP as students not on free or reduced</li> </ul>                                                              |
| Graduation rates | Provides data re: graduation rates for "ALL" students and SWDs from 2011-2013; compared                                   | <ul style="list-style-type: none"> <li>• ALL students: 2011 = 81.3%, 2013 = 87.7% an increase of 6.4%</li> <li>• SWDs: 2011 = 68.6%, 2013 = 76.3% an increase of 7.7%</li> <li>• LD and OHI had best rates in</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Between 2011 and 2013 the 4 yr. graduation rate for SWDs increased slightly better than for ALL students</li> <li>• LD, OHI and ED must all continue to improve to close the gap due to the numbers of students represented</li> </ul> |

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|                         | results for primary categories of SWDs in 2011 and 2012<br>Sources: 1, 2, 11, 23, 28                                                                                                                                | 2012 at 75.7 and 77.5% respectively<br><ul style="list-style-type: none"> <li>ED had the lowest rate (55.5% in 2012)</li> </ul>                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>SWD grad rates improve by about 5% when using a 5-yr rate over a 4-yr rate</li> </ul>                                                                                                                                                                                                                                                                                                                                     |
| Accountability          | 2008-2010 data re: percent proficient for Dist/Sch w/30 or more accountable students by category in CA and math<br>Sources: 4, 5, 12, 13, 18, 22, 25, 27, 29                                                        | State totals (including MAP-A): <ul style="list-style-type: none"> <li>CA –“ALL” went from 60% proficient to 62% (545 dist/1,998 schools)</li> <li>CA—IEP went from 36.9 to 37.8 (320 dist/760 schools)</li> <li>Math—“ALL” from 55.3% to 61.7%</li> <li>Math—IEP 35.9% to 39.6%</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>IEP were the lowest performing subpopulation in both CA and Math over these 3 years.</li> <li>Around 59% of districts and 38% of schools have sufficient numbers of tested SWDs to be accountable for IEP students</li> <li>No school met the proficiency standards without MAP-A scores being included</li> </ul>                                                                                                        |
| Elementary vs Secondary | Changes of numbers and percentages in the most prominent SWD categories from elementary to secondary using age groupings of 6-11 and 12-17<br>Sources: 3, 26                                                        | <ul style="list-style-type: none"> <li>The total numbers of SWDs is relatively stable in the two age groupings</li> <li>Number of secondary S/Lng Impairment is 1/4<sup>th</sup> of elementary #s</li> <li>Numbers of LD and ED almost double in the secondary</li> <li>Numbers of OHI and MR increase by 1.5 and 1.4 respectively in the secondary</li> </ul>                           | <ul style="list-style-type: none"> <li>The most severe cases of LD, ED, AU and, MR/DD are likely identified in the elementary years with additional but less severe cases identified in the secondary years</li> <li>Speech impairment has a high incidence rate in the elementary and a very low incidence rate in the secondary</li> <li>Speech and language impairment occur less frequently in secondary but likely represent most severe of each</li> </ul> |
| Proficiency levels      | Compares SWD (excludes MAP-A) to ALL students; compares major categories of SWDs to each other; compares major categories of SWDs by age groupings (6-11 and 12-17)<br>Sources: 4, 5, 7, 12, 13, 17, 18, 22, 25, 27 | <ul style="list-style-type: none"> <li>All CA 2007 = 44.7%, 2012 = 55%</li> <li>SWD CA 2007 = 17.6%, 2012 = 27.4%</li> <li>All math 2007 = 45%, 2012 = 55%</li> <li>SWD math 2007 = 20.9%, 2012 = 29.8%</li> <li>Elem SWD CA proficiency = 18.8%</li> <li>Sec SWD CA proficiency = 29.4%</li> <li>Elem SWD math proficiency = 23.2%</li> <li>Sec SWD math proficiency = 23.7%</li> </ul> | <ul style="list-style-type: none"> <li>Over time, SWDs are increasing in the top 2 proficiency levels at rates similar to All students</li> <li>SWD have narrower gaps w/All in mathematics and science</li> <li>Proficiency scores for Speech Impairment are just slightly below those of All students</li> <li>LD, OHI and ED need marked improvement to close any gap and primarily account for the significant gap between SWDs and All students</li> </ul>  |
| Discipline              | Compares discipline data for each category of SWD                                                                                                                                                                   | <ul style="list-style-type: none"> <li>ED students are 3-4 Xs more likely to be involved in a disciplinary issue</li> </ul>                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Discipline rates for SWDs is about twice as high as for non-disabled students</li> </ul>                                                                                                                                                                                                                                                                                                                                  |

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*Explanatory text*

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|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                       | <p>relative to the percentage of make-up of SWD population</p> <p>Compares SWD to non-disabled students</p> <p>Sources: 3, 8, 23</p>                                               | <ul style="list-style-type: none"> <li>• OHI are 1.5-1.8 Xs more likely</li> <li>• LD are about as likely as SWDs</li> <li>• Students with autism are ½ as likely as other SWDs to be involved in a disciplinary issue</li> <li>• Sp/Lg Impaired are ½ to ¼ as likely</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>• ED and LD more likely to experience long term disciplinary removal</li> </ul>                                                                                                                                                                     |
| LRE                                                                   | <p>Compares LRE by SWD category and by age spans 6-11 and 12-17</p> <p>Sources: 23, 26</p>                                                                                         | <ul style="list-style-type: none"> <li>• Mo is lower than Nat. avg in &gt; 80% or more but surpasses Nat. avg when adding in &gt; 40%</li> <li>• 85% of SWDs spend 40% or more of their time in general ed. classrooms</li> </ul>                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• MR has the lowest rates of inclusion of the major categories</li> <li>• Secondary appears less inclusive but that is mostly a result of the change in numbers of Sp/Lng from the elementary</li> </ul>                                            |
| Incidence rates and proficiency of districts viewed by poverty strata | <p>All districts placed in a quartile based on poverty (equal numbers in each). MAP-A not included</p> <p>Sources: 30</p>                                                          | <ul style="list-style-type: none"> <li>• Q1 (lowest poverty) had the highest rate of performance (31.9% of Q1 districts were above 30% proficiency)</li> <li>• 80.8% of all districts had proficiency rates lower than 30%</li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• In 3 of 4 quartiles, achievement improved as incidence rates increased</li> <li>• Q3 (57.4-67.6% poverty) achievement was largely unaffected by incidence rates (Q3 had lowest rates of inclusion)</li> </ul>                                     |
| Inclusion and proficiency of districts viewed by poverty strata       | <p>All districts placed in a quartile based on poverty (equal numbers in each). MAP-A not included in these counts. Inclusion = &gt;79% of time in reg. ed.</p> <p>Sources: 30</p> | <ul style="list-style-type: none"> <li>• 36.6% of all districts had inclusion rates greater than 70%</li> <li>• Q3 (57.4-67.6% poverty) had the lowest overall inclusion rates (74.6% of districts with less than 70% inclusion)</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• In low poverty districts (Q 1 and Q2), achievement tends to improve as inclusion increases</li> <li>• Q3 largely unaffected by inclusion rates</li> <li>• In high poverty districts (Q4), performance decreases as inclusion increases</li> </ul> |
| Post-Secondary                                                        | <p>Reviews post-secondary outcomes (college and career)</p> <p>Sources: 1, 2, 3, 7, 16, 17, 23, 28</p>                                                                             | <ul style="list-style-type: none"> <li>• MO data show little change over the past several years.</li> <li>• Attendance at both 2-year colleges and non-college training is slightly higher for SWDs than for all students</li> <li>• Attendance at 4-year college lags significantly for SWD (about 23% points difference)</li> <li>• Competitive employment for SWD is 6-7% higher for SWD than for All students</li> </ul> | <ul style="list-style-type: none"> <li>• LD and autism exhibit positive college attendance at rates not forecast by proficiency rates</li> <li>• ED and TBI lag significantly in college enrollment and competitive employment.</li> </ul>                                                 |
| SSOS                                                                  | <p>Reviews results of</p>                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Many services focused in the</li> </ul>                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• No initiative seemed to be</li> </ul>                                                                                                                                                                                                             |

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|  | the SSOS<br>Sources: 6, 19, 24 | <p>same districts and buildings</p> <ul style="list-style-type: none"> <li>• Difficult to evaluate results of the SpEd improvement grants</li> <li>• No region showed results that could not have been predicted by demographics</li> </ul> | <p>accelerating improvement regionally or statewide</p> <ul style="list-style-type: none"> <li>• Few initiatives had a scalable business model</li> <li>• Many districts/schools not getting improvement supports even though results for subpopulations were uniformly poor across the state</li> </ul> |
|--|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| #  | Major Source Name                                 | Description                                                                                                                                      |
|----|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | 2009-2011 Post-Sec Summary                        | Post secondary data over 3 years                                                                                                                 |
| 2  | 09-10 Post-Sec Follow-up                          | 2009-10 post secondary data by category                                                                                                          |
| 3  | 2012-13 Misc. SPED data                           | Child count, discipline and removal by category and offense, exiting, child complaints, due process and resolution, and assessment participation |
| 4  | Accreditation                                     | 2009-11 (3-year) proficiency and growth data                                                                                                     |
| 5  | Achievement Level 4 Report                        | 2010-12 (3 year) MAP data by grade level and disability category                                                                                 |
| 6  | Areas of Focus by School District                 | Grant focus areas by region and type                                                                                                             |
| 7  | CTE Student Counts                                | 2011 participation of IEP students in CTE by course types                                                                                        |
| 8  | Discipline by Length                              | 2012and 2013 All/IEP/Non-IEP incidence data by offense, weapons, removal type and length                                                         |
| 9  | Due Process States                                | 2011-12 and 12-13 due process resolution                                                                                                         |
| 10 | ECSE total                                        | Numbers of ECSE and cost/child by district                                                                                                       |
| 11 | GHS-RMA(2)                                        | 1998-2011 graduated high school and reached maximum age                                                                                          |
| 12 | Largest 25                                        | Number not proficient in the largest 25 distaricts                                                                                               |
| 13 | MAP and F/R                                       | 2011-13 (3 years) MAP and F/R comparison                                                                                                         |
| 14 | Mediations 2010-2012                              | Mediations and results for 2 years                                                                                                               |
| 15 | Missouri Census 2008                              | 2008 Census Data                                                                                                                                 |
| 16 | Outcomes data                                     | 2011-12 MAP, CC-DP, Discipline, ECO, ECSE, Grad/DO (by disability category)                                                                      |
| 17 | Post-Sec                                          | Compares All and SWD post-secondary outcomes                                                                                                     |
| 18 | Proficiency 0, 1, 2 and 2R                        | 4 reports: CA grades 3-5 from 2005-06 through 2010-11                                                                                            |
| 19 | RPDC Rankings                                     | Ranks RPDCs based on various SpecEd indicators                                                                                                   |
| 20 | Socio-Econ (13)                                   | Free/Reduced lunch counts for IEP/Non-IEP                                                                                                        |
| 21 | Special Education at a Glance 4 Follow-up and (2) | 2 powerpoints to lead data discussions                                                                                                           |

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*Explanatory text*

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| 22 | SPED HQT                                | Core courses taught by SpecEd teachers                                         |
| 23 | SPP At a Glance 12-13                   | Multi-year APR data                                                            |
| 24 | SSOS Buildings                          | 2011 buildings with services—Priority. Focus, PBIS, PLC, etc.                  |
| 25 | Proficiency 3-yr comparison             | 3 years proficiency of sub populations with growth calculations for 2011       |
| 26 | State CC 2012R                          | Child count of major categories with age spans                                 |
| 27 | Statewide by Disability 2009-2010-2011R | CA and math grade level and top 2 levels of proficiency by disability category |
| 28 | Statewide Follow-up by disability(2)    | 2009-10 thru 2011-12 (3 years) post secondary outcomes by disability category  |
| 29 | Subpopdata                              | 2011 Disaggregated by subpopulaton data and percent top 2 for CA and math      |
| 30 | Scatterplots                            | Intersects poverty, proficiency, incidence, inclusion data                     |

### Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, which are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

The Missouri Collaborative Work is an educational framework designed to improve teaching and learning practices at the classroom level with the goal of improved outcomes for all students, especially students with disabilities.

Missouri Collaborative Work is focused on Visible Teaching and Learning. This work is informed by the research synthesis conducted by Dr. John Hattie and his continued work to create visible learning schools. This work is additionally informed by the foundation and continued work of educational, implementation science, professional development, and coaching leaders (i.e. Robert Marzano, the National Implementation Research Network, Jim Knight, Richard Dufour, and others). The primary message of Dr. Hattie’s work is “Know Thy Impact.” Making teaching and learning visible in Missouri is building school-wide models in which teachers and students maintain a teacher/learner relationship characterized by the following.

- Teachers are passionate about teaching and learning and their passion is contagious with students.
- Teachers set learning intentions and success criteria aligned to Missouri Teaching/Learning
- Standards.
- Teachers use effective instructional practices, conduct frequent checks for understanding, and provide specific feedback.
- Students are taught how the learning intentions and success criteria are relevant and applicable, to articulate the extent to which learning has occurred, and identify needs for additional practice.

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### *Explanatory text*

Key teaching and learning practices, coupled with common formative assessments (CFA), analysis of results and re-teaching can accelerate the learning of all students—even those presenting learning challenges. Finally, in *Visible Learning for Teachers: Maximizing Impact on Learning* Dr. Hattie presents eight “mind frames” or ways of thinking that together should underpin every action and decision in schools and systems. Each of these mind frames contributes to our understanding of how their implementation can facilitate effective learning if we integrate them into our practice.

- Teachers/leaders believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement.
- Teachers/leaders believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do... We are change agents!
- Teachers/leaders want to talk more about the learning than the teaching.
- Teachers/leaders see assessment as feedback about their impact.
- Teachers/leaders engage in dialogue not monologue.
- Teachers/leaders enjoy the challenge and never retreat to "doing their best."
- Teachers/leaders believe that it is their role to develop positive relationships in classrooms/staffroom.
- Teachers/leaders inform all about the language of learning.

### Implementation Integrity

- Selection, mastery and implementation of a variety of effective instructional practices which have been proven to have a high effect on student outcomes
- Development and administration of common formative assessments by grade-level and aligned to the Missouri Learning Standards of mathematics/English Language Arts at least five (5) times annually.
- Efficient and effective Collaborative Data teams at the building level using classroom data to make instructional decisions
- Monthly reports of data analysis:
  - Practice used
  - Number of students assessed
  - Number/% of students and SWD in level of proficient, close to proficient, far to go (likely to become proficient), and Intervention students (not likely to become proficient)
  - Re-teaching practice
  - Re-test results

### Practices

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

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## Major expectations

- All work will be aligned with the Missouri Learning Standards and Teacher/Leader Standards
- Building administrator will
  - assure that the participation expectations and agreements have been shared with all instructional staff
  - assure that all instructional staff will be trained and participate on building collaborative data teams, provide support to instructional staff who have expertise in an effective teaching practice to coach and mentor colleagues
  - support and oversee the collaborative team process
  - new staff will be trained/mentored on the collaborative work
- All teachers (including Special Education and special subjects [music, art, physical education., etc] will actively participate on a collaborative teacher team
  - Small buildings may only have one team covering all grade levels.
  - Larger buildings may have 2 or more teams—some could have one per grade level.
- Each building will
  - identify a content area of English Language Arts or mathematics to focus their attention and to report progress
  - select the “effective” teaching/learning practices for the year that all teachers will agree to use as part of the teaching/learning process.
- Each building level collaborative data team will
  - develop, administer, score and analyze results of grade appropriate common formative assessments aligned to a core academic standard.
- A summary analysis based on the formative assessment will be shared with the RPDC consultant at the time the building submits the formative assessment. Basic information of the summary analysis will be:
  - Missouri Learning Standard addressed
  - Teaching/learning practice used
  - Number and percent of students assessed in the grade-level
  - Number and percent of all students (including students with IEPs) in each performance level on the assessment based on the initial administration
  - Number and percent of students with IEPs only in each performance level on the assessment based on the initial administration
  - Teaching/learning practice used to re-teach students in the far to go (likely to become proficient), and Intervention students (not likely to become proficient)
  - Number and percent of all students and students with IEPs in each performance level based on a re-test.

## Inclusion of students with IEPs in CFAs

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

Prepopulated historical data

Prepopulated data from other sources

Calculated

*Explanatory text*

## Reporting requirements

It is expected that each grade level in each building will report and share at least five (5) administrations of a CFA each year. Two documents help validate these administrations. One document provides the CFA along with the scoring guide and links the assessment to a Missouri Learning Standard. The second document provides a summary of the assessment results and the reassessment results for all students and for students with disabilities.

## Sustaining the project

Research is clear that 100% implementation across the building and preferably across the district, is required to get the types of improvements needed across the state. Buildings failing to fulfill their commitment to the project will be removed from participation. These buildings will not be replaced. The OSE will support buildings to offset the costs of substitutes and stipends for training for at least three years.

## Implementation timeline

### Awareness and Recruitment

Hold an Awareness & Recruitment Meeting with potential schools. This meeting can occur for individual schools or in regional cohorts.

### During the meeting:

- Use the Missouri Collaborative Work Overview Learning Package to introduce the
- CW. [Estimated time = 45 minutes]
- Review the CW Common Understandings document

Before proceeding, review and secure Statements of Commitments from buildings desiring to participate.

## Active Buildings

### Year 1 Buildings

1. Orientation, implementation assessment, & planning
  - Use the Missouri Collaborative Work Overview Learning Package to orient all staff in the building to the CW [Estimated time = 45 minutes]
  - Use the CW Getting Started Guide & Practice Profiles to assess CW building's level of implementation.
    - Assist building in selecting Teaching Practice(s) to focus on for the year
    - Based upon results of the assessment and selection of effective teaching practice, plan CW professional development for the year with appropriate building staff
2. Professional Development (training, technical assistance, and coaching matched to level and type of need)
  - Provide professional development based upon implementation assessment and building needs to reach a level of minimal level of proficiency in each of the four essential elements to begin implementation for the first year.
    - Collaborative Data Teams
    - Common Formative Assessment
    - Data-based Decision-making
    - Selected Effective Teaching Practices
  - Provide technical assistance and coaching to building to support/monitor implementation the practices learned through training to ensure implementation fidelity and adherence to building commitments for data reporting/submission.

### Year 2 & 3 Buildings

Prepopulated historical data

Prepopulated data from other sources

Calculated

*Explanatory text*

1. Refresher and/or re-orientation, implementation-assessment, and planning
  - Use the Missouri Collaborative Work Overview Learning Package to orient new staff in the building to the CW or provide a refresher. [Estimated time = 45 minutes]
  - Use the Practice Profiles to assess CW building’s level of implementation.
    - Assist building in selecting Teaching Practice(s) to focus on for the year
    - Based upon results of the assessment and selection of effective teaching practice, plan CW professional development for the year with appropriate building staff
2. Professional Development (training, technical assistance, and coaching matched to level and type of need)
  - Provide professional development based upon implementation assessment and building needs to reach advanced levels of proficiency in each of the four essential elements to begin implementation for the first year.
    - Collaborative Data Teams
    - Common Formative Assessment
    - Data-based Decision-making
    - Selected Effective Teaching Practices
  - Provide technical assistance and coaching to building to support/monitor implementation the practices learned through training to ensure implementation fidelity and adherence to building commitments for data reporting/submission.
  - Provide technical assistance and coaching to building to support/monitor implementation the practices learned through training to ensure implementation fidelity and adherence to building commitments for data reporting/submission.

When a school has participated in trainings/site support without making adequate progress and the school is not honoring the expected commitments necessary to enact change and implement the practices with fidelity, the school may not be eligible to continue as a CW building.

[insert list of available effective teaching/learning practices learning packages]

[insert general outline of a learning package show how it embeds teacher standards and is focused on student achievement]

[insert description of data components]

[insert CFA flow chart developed by Dana]

[insert description of implementation drivers specific for supporting CW---a summarized/more concise version of the SPDG rubric]

### Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State’s capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

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IF DESE addresses



**Then Missouri educators will...**

- Implement effective teaching/learning practices, collaborative data teams, data-based decision, and common formative assessment with fidelity;
  - Hold high expectations for all students, including SWD.
- Use data to drive instructional decision-making in order to better the diversity of learning needs across all students.

**Then...**

All students, especially students with disabilities, will demonstrate improved educational results.

*Optional Description*

Prepopulated historical data

Prepopulated data from other sources

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*Explanatory text*