

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

Project Status Chart
Missouri State Personnel Development Grant 2017-2022

PR/Award #H323A170020

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
Name of Authorized Representative:

Title: Commissioner

Margie Vandeven
Signature:

Date: 4/28/2020

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FRONT MATTER

Table of Abbreviations

Abbreviation	Meaning
APR	Annual Performance Report
CST	Coaching Support Team
CW	Collaborative Work
CWIS	Collaborative Work Implementation Survey
DACL	Developing Assessment Capable Learners
DBDM	Data-Based Decision-Making
DCI	District Continuous Improvement
DESE	Department of Elementary and Secondary Education
EBPD	Evidenced-Based Professional Development
ELA	English/Language Arts
ESSA	Every Student Succeeds Act
ETLP	Effective Teaching and Learning Practices
FTE	Full-Time Equivalent
HQPD	High-Quality Professional Development
MIM	Missouri Integration Model
MMD	Missouri Model District
MYN	Moving Your Numbers (survey)
NAU	Northern Arizona University
NCEO	National Center for Educational Outcomes
NIRN	National Implementation Research Network
OSEP	Office of Special Education Programs
PM	Program Measures
SAPP	Self-Assessment Practice Profile
SBIC	School-Based Implementation Coaching
SiMR	State Identified Measurable Result
SPDG	State Personnel Development Grant
SSIP	State Systemic Improvement Plan
SSOS	Statewide System of Support
VLP	Virtual Learning Platform

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EXECUTIVE SUMMARY

The overarching goal of the Missouri State Personnel Development Grant (SPDG) 2017-2022 is to “improve the educational outcomes for all students, especially students with disabilities, through an evidenced-based professional development (EBPD) 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.

First, the Missouri Integration Model (MIM), with a small sample of fifteen districts (25 buildings), was launched in 2008 (SPDG 2007-2012). 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 2012-2017 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 (DBDM), leadership, and school-based implementation coaching (SBIC)) 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 showed more growth for students in CW schools compared to students in other schools (See Table 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.

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

School Year	All Students Statewide not in CW Schools	All Students in CW Schools (includes schools active in 2016-2017)	Students with Disabilities Statewide not in CW Schools	Students with Disabilities in CW Schools (includes schools active in 2016-2017)
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%)

The MMD 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 specific objectives.

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

Objective 1 activities further the alignment of state system of support. Specifically, the 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.

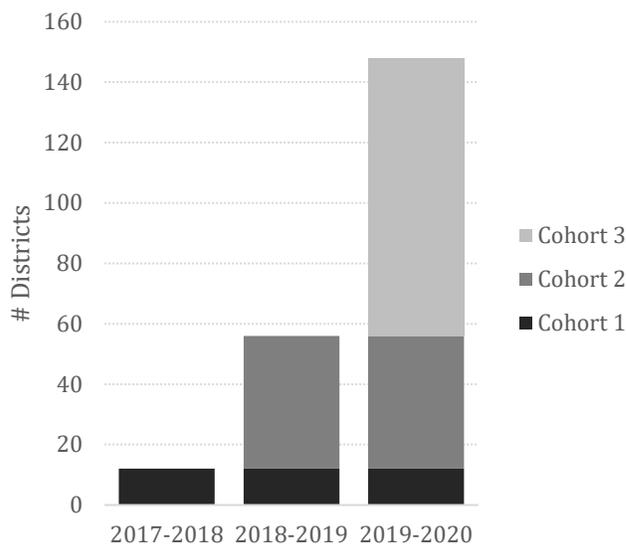
Objective 2 activities focus on the design and delivery of the professional development model of district-level support. This model builds on the lessons learned from prior approaches to Missouri professional development. Through a redesign, support balances training and coaching leading to improved instructional practice and provides district-level support for improved scalability and sustainability of effective practice. Pivotal to the redesign approach are Coaching Support Teams (CSTs). Coaching support teams 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.

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.

MMDs and DCI

The first cohort of MMD consists of 15 districts that began participation in Grant Year 1, 2017-2018. The second cohort of MMD began with 47 districts in Grant Year 2, 2018-2019. Due to further alignment of the MMD framework across DESE and the ongoing alignment with the Missouri State Systemic Improvement Plan (SSIP), MMD is continuing to evolve into a

Figure 1: District Participation Counts by Cohort/School year



statewide DCI framework of professional learning and support. As a result we will refer to the project as MMD/DCI throughout the remainder of this report.

The increase in the number of districts beginning DCI in 2019 was due to two factors. First, as DESE continues the work of aligning initiatives, it resulted in a more coordinated approach to support all districts. An example occurred in 2019 when the districts who had been involved in the Missouri Professional Learning Communities Project were invited to be part of DCI as Cohort 3. The other factor was realizing the potential of DCI to support districts that had buildings identified as Every Student Succeeds Act (ESSA) targeted or comprehensive.

District with buildings meeting this determination were invited to be part of DCI as their form of support.

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 SSOS.

During the 2020-2021 academic year, 89 districts began participation in the MMD/DCI framework. These districts received coaching and other in-person and virtual support from coaching support teams. They also began to access the VLP and initiate district-wide self-assessments using the self-assessment practices profile (SAPP) tools developed through this project. They also participated fully in all data collection activities that will be outlined in the narrative of this report. However, because nearly all measures have been developed to measure growth across multiple years, it is not possible to include these districts in measure calculations

at this time. All the same, these districts contributed a sizable amount of data towards their baseline values in many areas including:

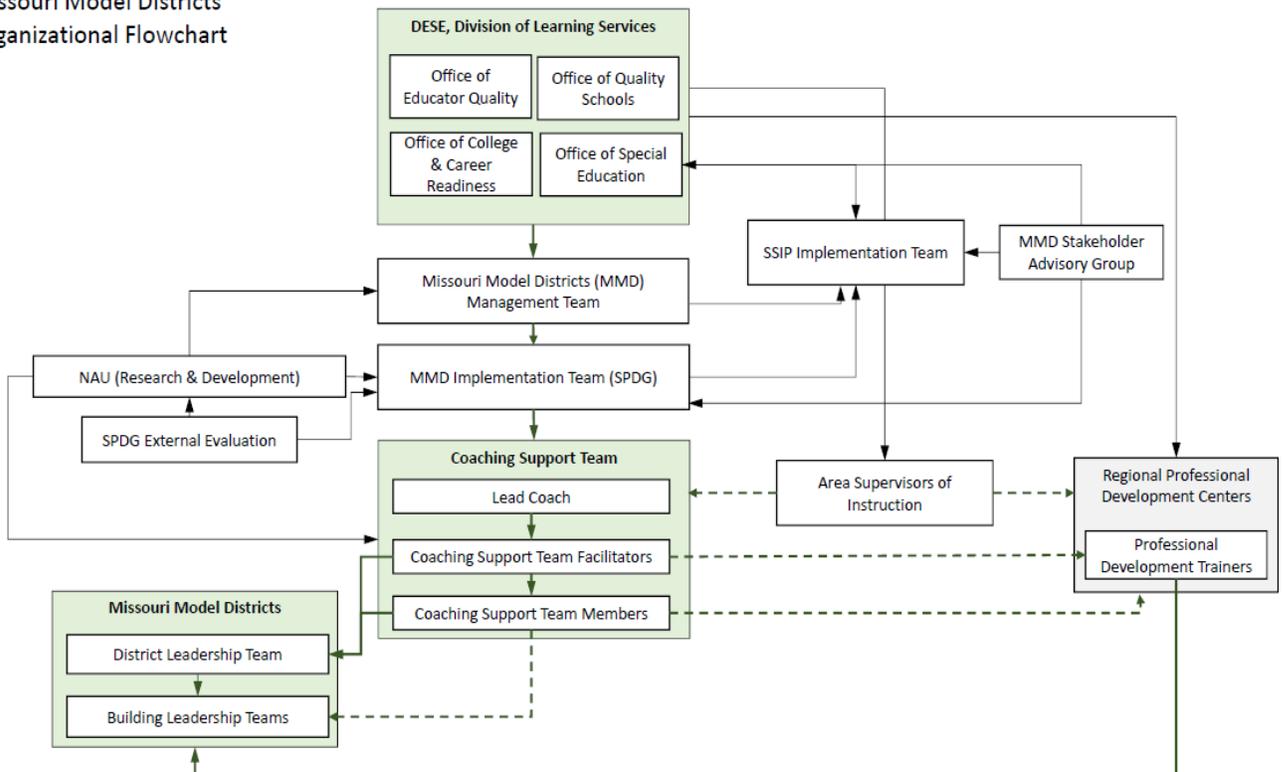
- 7,789 educator and administrator submissions of the Collaborative Work Implementation Survey (CWIS),
- 89 district administrator submissions of practice profiles that supported observation by facilitators on the Implementation Checklist, and
- 388 submissions (in 33 districts) of the SAPP aligned to the SBIC module.

Project Administration

Delivery of a coordinated professional development program requires collaboration across DESE as well as with multiple stakeholders and partners. The DESE Division of Learning Services consists of the deputy commissioner and assistant commissioners, as well as staff who are involved in the MMD/DCI management team. The MMD/DCI project’s organization structure is shown in Figure 2. The management team consists of administrators from DESE and project support consultants from Northern Arizona University (NAU) (offices in Kansas City, Missouri) as well as representatives from the coaching support team and external evaluation team. The team meets monthly. The next section highlights the project activity that this management team supported through February 29, 2020.

Figure 2: MMD/DCI Organizational Structure

Missouri Model Districts
Organizational Flowchart



Summary of 2019-2020 Activity

The following list highlights major activities, by objective, from March 1, 2019, through February 29, 2020.

Objective 1:

- Design of support structures, protocols, and roles for scaling-up MMD with the addition of 47 districts for the 2019-2020 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 strategic plan and began a transition into a DCI framework to be implemented more broadly

Objective 2:

- Revision to the DBDM and SBIC 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 SAPP to match module changes as well as improved reporting functions
- Over 1,000 CST to district interactions logged
- Statewide CST network consisting of six cadres and six 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)

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 2019-2020 school year, external evaluation was conducted by the TerraLuna Collaborative, a Minneapolis-based evaluation co-operative formed in 2013 (www.terralunacollaborative.com). Five core concepts underpin the TerraLuna Collaborative approach to evaluation: systems thinking, human-focus, co-creation, complexity and emergence, and social justice.

The MMD/DCI evaluation plan aligns with the Office of Special Education Programs (OSEP) Program Measures (PM) 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
- District site visits

Participant learning

- Building administrator survey of High-Quality Professional Development (HQPD) Training (based on checklist developed by Gaumer Erickson, Noonan, Brussow & Supon Carter, 2016)
- HQPD Coaching Observations (using checklist developed by Jenson, Noonan & Gaumer Erickson, 2013)
- Building administrator survey
- Virtual Learning Platform Knowledge Assessment Survey (Developing Assessment Capable Learners, DACL)

Organization support and change

- Self-assessment: Practice Profile (informed by Metz, Bartley, Fixsen & Blase, 2011) (also used for participant use of new knowledge and skills)
- Moving Your Numbers (MYN) Survey
- Professional Learning Plans
- Implementation Checklist (facilitator observations)
- Coaching team surveys
 - Coaching Assessment Practice Profile/Essential Functions Assessment
 - CST Peer Coaching Survey

Participant use of new knowledge or skills

- CWIS for MMDs
- Self-assessment: Practice Profile (informed by Metz, Bartley, Fixsen & Blase, 2011)

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, 2019, and prior to March 1, 2020, informed the calculation of 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 current status for each of the performance measures.

Note, at the time of this report, baseline (where necessary) and targets were 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 29, 2020, on all performance measures

Measure	Baseline Established	Performance Calculations Available
PROGRAM MEASURE 1.A: By the end of Year 2, 50 percent of the EBPD components for the Missouri Professional Development Framework will score 3 or 4 per the SPDG EBPD Components Rubric (A).	✓	✓
PROJECT MEASURE 1.B: By the end of Year 5, 100 percent 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 percent 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 percent of MMDs are effectively implementing internal coaching.	N/A	✓
PROJECT MEASURE 1.E: Annually, beginning in Year XX, 80 percent 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 percent of MMDs will report an increased application of the effective teaching and learning practices (ETLP) of the Missouri Framework as measured by an implementation survey.	✓	✓
PROJECT MEASURE 2.B: Annually, beginning in Year 2, XX percent of district leaders will report improved infrastructures to support fidelity of implementation of practice.	✓	✓
PROJECT MEASURE 2.C: Annually, beginning in Year 3, XX percent of MMDs will demonstrate progress on the level of implementation for the Missouri Professional Development framework as targeted in their professional learning plans.	✓	✓
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 ELA, will increase by 6.5 percentage points.	✓	✓

In one location in the remaining narrative, the descriptor “XX” indicates where a target has not yet been developed for one measure. In the narrative for this measure we explain our thinking about potential changes to measurement tools for the 2020-2021 school year.



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

Objective 1: Projects use evidenced-based PD practices to support attainment of identified competencies.

1.a. Performance Measure	Measure Type	Quantitative Data					
In Year 3, 50 percent of the EBPD components for the Missouri Professional Development Framework will score 3 or 4 per the SPDG EBPD Components Rubric (A).	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8/16	50		13/16	81

1.b. Performance Measure	Measure Type	Quantitative Data					
By the end of Year 5, 100 percent of coaches will report an increase in the skills and knowledge in the Missouri Professional Development Framework.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			23/23	100		48/51	94

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

PM1.a.: By the end of Year 3, 50 percent of the EBPD components for the Missouri Professional Development Framework will score 3 or 4 per the SPDG EBPD Components Rubric (A).

Baseline Result: **44%**
 Most Recent Period Result: **81%**
 Performance Target: **50%**
 Status: **Met**

See the attached SPDG EBPD Components Rubric Worksheet for detailed description.

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

Baseline Result: **Set**

Most Recent Period Result: **94.1%** (48 of 51 coaches)

Performance Target: **100%**

Status: **Not Met**

Performance on Measure 1.B shows 94.1 percent of project coaches self-reporting an increase in knowledge and skills in the Missouri Professional Development Framework on the annual Progress Survey.

Participants

Data were collected from 53 MMD/DCI coaches, the individuals that work most directly with district and building staff. Approximately half of the coaches (n=26) started with MMD/DCI in the 2017-2018 school year and the other half joined the project in the 2018-2019 school year.

Because this performance measure focuses on growth, the two coaches who self-rated themselves at the highest confidence level (see mechanism below) are omitted from this analysis. Therefore, this analysis includes data for 51 coaches.

Mechanism

Data were collected via the annual Progress Survey of all project coaches. The survey uses retrospective pre/post methodology to collect data from baseline and current status for each coach active during the 2018-2019 school year.

Coaches are asked to assign a numeric rating between 0 and 10 to their confidence (both at the end of the school year before they joined the project and the current school year) in their content understanding (knowledge) as well as their understanding of high quality coaching practices (skills). The specific prompts are:

1. I was (am) very confident in my content understanding and knowledge.
2. I was (am) very confident in my understanding of high quality coaching practices and skills.
3. I was (am) able to implement high quality coaching practices and skills with districts.

Procedure

The denominator for this measure for reporting purposes was the 51 coaches who reported room for growth in knowledge and skills at baseline. The numerator was the count of coaches who reported growth.

Analysis

Using a dataset of 51 coaches, the difference between current and baseline was calculated for each item. The number of coaches showing a positive difference (increase in confidence from baseline to current) was tallied to create the count of coaches reporting increased skills and knowledge (48).

Results

Data reported at the end of the 2018-2019 school year show that 48 of the 51 coaches (94.1 percent) indicated an increase in knowledge and skills since they began with the project. As a result, the project did not meet its target of 100 percent; however that target has been set for Year 5. We show these data by coaching cohort in Table 3.

Table 3: Rate of coaches reporting an increase in knowledge and skills by first project year

Coach Began In	Number of Coaches Reporting	Number Reporting an Increase in Skills and Knowledge	Performance
2017-2018	24	23	96%
2018-2019	27	25	93%
OVERALL	51	48	94%

Comparison to Previous Year

In the 2019 Annual Performance Report (APR), we reported 95.6 percent of coaches showed growth in skills and knowledge.

Additional Context

The project management team chose a target of 100 percent with a belief in continuous quality improvement. However, there were a few coaches who reported higher levels of confidence at baseline.



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

Objective 1: Projects use evidenced-based PD practices to support attainment of identified competencies.

1.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Annually, beginning in Year 3, 80 percent of districts will report that the coaching provided to the district was high quality.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
					32.8/41	80	

1.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Annually, beginning in the third year of implementation, XX percent of MMDs are effectively implementing internal coaching.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
					/	999	

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

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

Baseline Result: **70%**
 Most Recent Period Result: **97.6%** (40 of 41 districts)
 Performance Target: **80%**
 Status: **Met**

Performance Measure 1.C results show that administrators in 97.6 percent of districts reported positive agreement with 75 percent or more of the indicators on the High Quality Coaching Rubric Questionnaire.

Participants

An average of four administrators per district responded to the High Quality Coaching Rubric Questionnaire. Table 4 provides baseline and current year counts of the number of administrator responses and number of districts represented in this data.

Table 4: Number of administrator responses and districts

Time Period	Number of Districts	Number of Responses
2018-19	41	174
Baseline	17	89

Of the total 53 districts represented in this APR, data for this performance measure is limited to 41 districts. Given different levels of involvement in MMD/DCI, administrators from 12 districts either reported not having yet received coaching at the time of the questionnaire or did not reply to the request to complete the questionnaire.

Mechanism

The High Quality Coaching Rubric Questionnaire consists of 10 items drawn from the Observation of HQPD Coaching Checklist (Jenson, R., Noonan, P. & Gaumer Erickson, A., 2013). The questionnaire consists of prompts matching each checklist item and a five point agreement scale (strongly agree to strongly disagree).

The specific prompts below followed the question stem of "The coaches assigned to us from the Missouri Model District project Coaching Support Team:"

1. Clarified the purpose and scope of the coaching session
2. Facilitated conversation about what has gone well and where more support is needed
3. Responded to ideas for improvement by validating and/or adding suggestions for changes in practice
4. Provided rationales for why changes are important and how changes will improve outcomes
5. Supported suggestions for change in practice with examples of the content/practice in use
6. Offered opportunity or resources for guided practice
7. Facilitated identifying next steps from the coaching session
8. Paced the conversation to allow time for questioning and processing of information
9. Facilitated conversation about relevant data

10. Provided opportunity for reflection and clarification of recommendations

Procedure

The denominator for this measure for reporting purposes was the number of Cohort 1 and 2 districts with participating administrators who were active in the project as of February 29, 2020. The numerator was the count of districts where the average building administrator reported a score of 75 percent or higher for the support they had received from coaches on the High Quality Coaching Rubric Questionnaire.

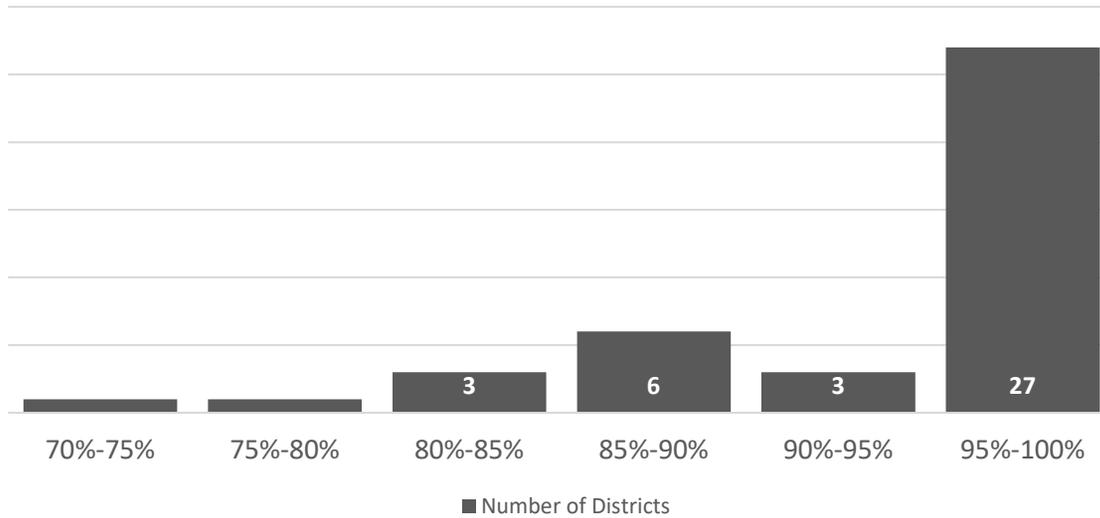
Analysis

The dataset of all responses was cleaned to result in a final dataset including complete administrator responses from Cohort 1 and 2 districts. The number of “agree” or “strongly agree” responses were tallied resulting in a percentage of the 10 items rated positively. The responses were aggregated to the district level and a district mean was calculated.

Results

Administrators reported high agreement rates on the High Quality Coaching Rubric Questionnaire in nearly all 41 active districts with data (97.6 percent). In fact, all administrators reported 100 percent agreement on all prompts in 17 of the districts and the administrators in another 13 districts reported an average agreement rate between 90 percent and 99 percent. Administrators in the one district that did not meet the inclusion criteria for the numerator still reported an average agreement rate of 70 percent. Below, we share the distribution of administrator perceptions across each of the districts in Figure 3. As is clear from the figure, districts are distributed to the far positive end of the chart with a vast majority rating coaching as very high in quality.

Figure 3: Distribution of average of administrator perceptions of coaching by district



Comparison to Previous Year

During the spring of 2019, we shared that administrators in 100 percent of districts included in the calculation reported that the coaching provided to the district was high quality. However, data reported on the APR last spring was drawn from just the 17 Cohort 1 districts that were active in the project at that time.

Additional Context

PM 1.c. allows the project to track the quality of the coaching delivered to districts. By adapting the Observation of HQPD Coaching checklist to a questionnaire with an agreement scale, the project is able to measure the extent to which districts report that the coaching provided to them was high quality. This district-input is valuable for examining the alignment between the design of the statewide coaching system, coaching practice, and district experiences with coaching. See Project Measure 1.A. worksheet for more details.

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

Baseline Result: **2.9%**

Most Recent Period Result: **26.4%** (14 of 53 districts)

Performance Target: **TBD**

Status: **TBD**

Analysis of Performance Measure 1.D shows that approximately one-quarter of districts are implementing internal coaching as indicated by use of the SBIC SAPP.

Participants

The SBIC SAPP was accessed frequently between the dates of March 1, 2019, and February 29, 2020. As shown in Table 5, more than twice the number of educators self-assessed on SBIC year-over-year. [We note that educators in one district completed 334 SBIC SAPPs during the year starting on March 1, 2019.]

Table 5: Number of districts and educators self-assessing on SBIC across years

Time Period	Number of Districts	Number of Educators
2018-19	42	1,565
Baseline	12	150

Mechanism

The 28-question SBIC SAPP addresses 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. [Specific prompts were listed in the 2019 APR.] All activities on the SBIC SAPP checklist are considered to contribute to a more positive coaching system if selected. All state educators can access the SBIC SAPP at any time via the DESE VLP.

Procedure

The denominator for this measure was the total number of active Cohort 1 and Cohort 2 districts as of February 29, 2020. The numerator was the count of districts meeting the inclusion criteria of at least 10 responses and an average educator SBIC SAPP proficiency rate of at least 70 percent (20 or more positive selections on the 28-item SBIC-SAPP).

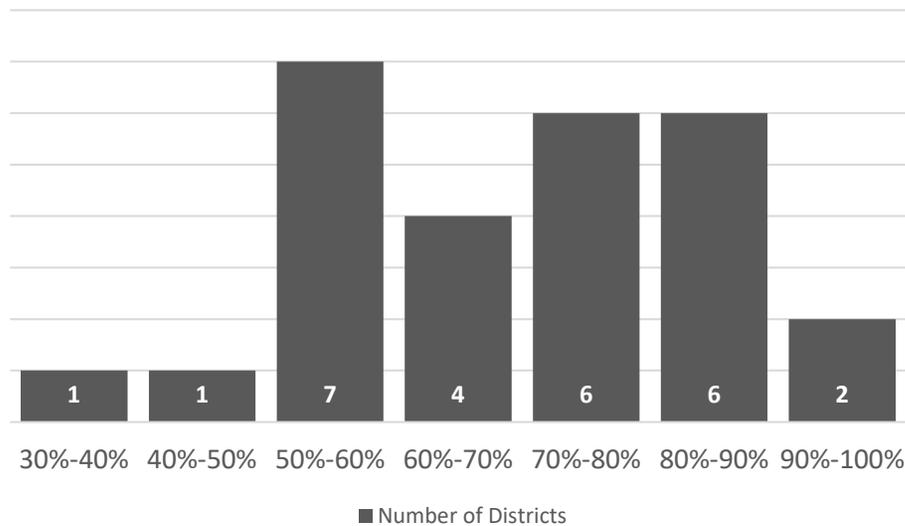
Analysis

The dataset of SBIC SAPP responses from educators in 53 Cohort 1 and 2 districts was created. The dataset was narrowed down to include districts with at least 10 educators completing the SBIC SAPP. Using the final dataset of 27 districts, the mean rate of affirmative responses per educator, within each district, was calculated.

Results

Fourteen of the districts with at least 10 total participants had an average educator SBIC SAPP affirmation rate of at least 70 percent (20 or more positive selections on the 28-item SBIC-SAPP). We share the distribution of district data in Figure 4. The data show a normal distribution with most districts falling in the range from 50 percent to 90 percent. The decile with the largest number of districts was 50 percent to 60 percent. The lowest average proficiency rate reported was 37.6 percent and the highest was 98.6 percent.

Figure 4: Distribution of mean self-assessment positive selection rate, by district, for those with more than 10 responses between March 1, 2019, and February 29, 2020



Comparison to Previous Year

Last year, two districts with at least 10 educators using the SBIC SAPP reported an average affirmation rate of at least 70 percent. At that time, the denominator included more than 60 districts for a rate of 2.9 percent. In the time since, seven districts exited the project, reducing the denominator to 53. The rate reported last year was considerably lower than that reported this year.

Additional Context

This measure builds on performance measures 1.b. and 1.c. by examining the extent to which districts have implemented their own coaching systems to supplement the coaching that they receive from statewide coaching support teams. It is important to note that approximately half of the Cohort 1 and 2 districts had 10 or more educators access the SBIC SAPP during the previous 12 months. This is important because use of the SBIC SAPP is tied to use of the SBIC professional learning module and districts have choice in

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which modules to focus on for the year. Therefore, increased use of the SBIC module and SAPP is also an indication of district progress through implementation of the pieces of the MMD/DCI framework.

Because the intent of this performance measure is to measure systems-wide implementation, we are considering an adjustment to this performance measure for the 2021 APR submission. As a result, we did not set a series of targets, beginning with year 3, as planned. An issue with the measure, as written, is that it does not account for district-wide implementation efforts. As districts scale-up school-based implementation, there will be an increase in the number of educators using the SAPP and because they are new to the practice, they will not be showing proficiency. Therefore, the calculation for this performance measure prioritizes districts with fewer involved educators who show more proficiency. While we expect proficiency to grow across years, system-wide implementation is also important. The primary question the management team is considering is whether it might be more beneficial to focus on system-wide efforts of implementing SBIC as a primary indicator and growing proficiency as a secondary indicator.



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

PR/Award # (11 characters): H323A170020

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

Objective 1: Projects use evidenced-based professional development practices to support attainment of identified competencies.

1.e. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Annually, beginning in Year 2, 80 percent of MMD enrolled users will achieve at least 75 percent proficiency on module assessment.	Project						
			141.8/189	75		112/189	59

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

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

Baseline Result: **31%**
 Most Recent Period Result: **59%** (112 of 189 participants)
 Performance Target: **75%**
 Status: **Not Met**

Using the DACL learning module post-test as a measure of knowledge gain, 59 percent of module-enrolled participants achieved the standard of 75 percent proficiency on the assessment.

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Participants

In this reporting period, 189 educators, representing 31 districts, completed the DACL learning module on the VLP and the post-test measuring learning. Seven districts had more widespread participation with at least ten educators completing a post-test.

Please note that the following eligibility criteria were used in developing the analysis sample for the 2020 annual performance report (APR):

- District must be active in the project as of February 29, 2020
- Educator must have completed the full assessment (n=189)

Mechanism

The DACL module was the first of the learning modules to have a post-test developed (piloted during the 2018-2019 school year). This module's post-test went live on the VLP on November 14, 2019. Starting on that date, post-test completion was required to complete all module activities.

The post-test contains 15 scenario-based items with response options of yes or no. The scenarios represent real-world examples of implementing Assessment Capable Learners. The full assessment is presented in Table 6.

Table 6: DACL post-test scenarios and correct responses

Scenario	Correct Response
For each scenario below, does the student exhibit characteristics of an assessment capable learner? Mark yes or no.	
1. Chris is using a rubric his teacher gave him as he looks over the social studies biography he has just written. He sees that he needs to add a section to describe Thomas Jefferson's early life, so he makes a plan to revise his biography to include it.	<i>Yes</i>
2. Pat is sharing graphs with his parents that show pretest and post test data over chemistry learning targets. He explains what the targets mean, which ones will require him to set new goals, and his plan to accomplish those goals.	<i>Yes</i>
3. Kate is completing the online programmed instruction for an Algebra lesson. She implements test taking strategies, resulting in high scores on unit and state assessments.	<i>No</i>
For each scenario below, does the teacher exhibit characteristics that most effectively develop assessment capable learners? Mark yes or no.	
4. Mr. Sanders posts the state standards from his curriculum guide on sentence strips at the front of the room before beginning his physical education lesson each day.	<i>No</i>

Scenario	Correct Response
5. Ms. Wilson allows her 5th grade students to review their answers on a summative assessment to see which questions they missed and why they received a certain grade. After they went over the assessment, Ms. Wilson moved on to the next unit.	<i>No</i>
6. Mr. Carson provides opportunities for his senior English students to use a rubric to sort writing samples into stacks: exemplary, proficient, close to proficient, and far from proficient.	<i>Yes</i>
Does the feedback example effectively develop an assessment capable learner? Mark yes or no.	
7. “Great use of vocabulary words in your science report! To make it more interesting, look over the strategies to engage the reader. What strategies will you use to make the introduction more engaging?”	<i>Yes</i>
8. “Great job Devin! Your fluency rate has greatly improved in just one week! I am proud of the way your graph keeps going up! I can’t wait to share this news with your parents.”	<i>No</i>
9. “I like the way you persevere in orchestra class. You don’t give up even when you hit the wrong note. Keep on trying your best. I am so proud of you for striving to be a musician!”	<i>No</i>
Middle school math students were assigned ten math problems as homework. Ben received his homework assignment back with a 10/20 score at the top of the page. Does the example demonstrate that the student is an assessment capable learner? Mark yes or no.	
10. Ben reviews the problems he missed and asks his peers with right answers to explain the strategy they used. He reworks the problems and asks the teacher for feedback on the progress he has made toward the correct answer.	<i>Yes</i>
11. Ben reviews which problems he missed on his own, notes he will try harder next time, and asks the teacher what he can do to make up the points.	<i>No</i>
12. Ben discusses his score with the peer sitting next to him, notes they got the same problems wrong but had different answers. They ask the teacher to give them the right answers.	<i>No</i>
You are a high school social studies teacher. You and a social studies colleague are peer coaching each other on developing assessment capable learners. You’re at the beginning of a unit that culminates in a group project worth a major portion of the quarter grade. You decide to observe each other’s classrooms for optimal DACL conditions. Does the example demonstrate that the teacher is promoting assessment capable learning? Mark yes or no.	
13. Anonymous examples of strong past group projects are set up around the room for students to use as examples when it is time for them to complete their own group projects.	<i>No</i>
14. At the front of the class is a list of social studies Missouri learning standards, big enough for all students to see, translated into student-friendly language. The standards present in the current unit are highlighted.	<i>No</i>
15. Students are working in pairs, translating the original, complicated group project rubric into student-friendly language and prioritizing which knowledge and skills they will need in order to do the project.	<i>Yes</i>

Procedure

The denominator was the number of educators who completed the DACL learning module post-test. The numerator was the count of these educators that achieved the standard of 75 percent proficiency on their test.

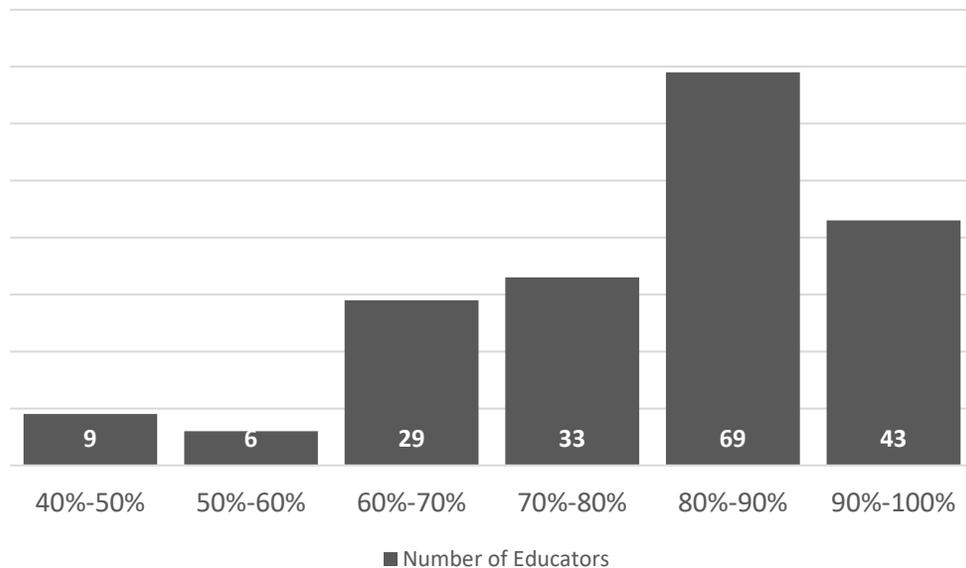
Analysis

A percentage correct was calculated for each participant. The number of participants achieving at least 75 percent correct were counted and this value was used as the numerator.

Results

Of the 189 educators who completed the post-test, 112 (59 percent) demonstrated proficiency of at least 75 percent correct. As a result, the project did not meet its target for this measure. However, 17 percent of educators were one correct question short of meeting the proficiency standard which would have led to the project meeting its target. At the same time, a subset of participants scored at or below a “guessing” rate as shown in Figure 5. This figure shows that the distribution is shifted in a positive direction with 80 percent to 90 percent as the decile with the highest number of scores.

Figure 5: Distribution of educator scores on the DACL VLP post-test



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It is worth noting that among the districts with at least 10 participants, the rate of passing was much higher than for other districts. The highest average reported rate among these districts was 85 percent, and the lowest was 76 percent. On the other hand, educators in districts with fewer reported tests averaged just a 71 percent average proficiency rate, below the target set for this measure.

Comparison to Previous Year

Last year, we reported results from a pilot test so performance is not comparable. During the pilot test, all educators who had once completed the DACL module were invited to pilot the assessment. For many of these educators, their participation in this assessment occurred months after their completion of the DACL, therefore, the results are not comparable.

Additional Context

Plans are currently in place to have post-tests for all MMD/DCI professional learning modules embedded in the VLP platform by the start of Year 5. The management team will continue to review the post-test results and address needs for revising the assessments or the modules.

Post-tests are used as an indicator of knowledge gain associated with specific professional learning modules. Participants, as well as district administrators, have access to results and use the results for determining needs for continued professional development. Project staff can also use these data to select particular aspects of a module for redevelopment or enhancement. Further, advanced item-level statistics are calculated for and discussed by the management team.



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

PR/Award # (11 characters): H323A170020

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

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

2.a. Performance Measure	Measure Type	Quantitative Data					
Annually, beginning in Year 2, 80 percent of districts will report an increased application of the ETLP of the Missouri Framework as measured by an implementation survey.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80/100	80		44/53	83

2.b. Performance Measure	Measure Type	Quantitative Data					
Annually, beginning in Year 2, 60 percent of district leaders will report improved infrastructures to support fidelity of implementation of practice.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			60/100	60		9/16	56

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

PM2.a.: Annually, beginning in Year 2, 80 percent of MMDs will report an increased application of the ETLP of the Missouri Framework as measured by an implementation survey.

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Baseline Result: **Set**

Most Recent Period Result: **83%** (44 of 53 districts)

Performance Target: **80%**

Status: **Met**

Performance Measure 2.A data indicated that 83 percent of districts reported positive change on the Effective Teaching and Learning Practice (ETLP) domain of the CWIS for MMD (CWIS).

Participants

Educators and administrators from all active districts responded to the CWIS during the spring of the 2018-2019 school year. The participation numbers increased from baseline during this window as shown in Table 7. All 53 districts had both baseline and spring 2019 data. [Please note that because the measure does not include unique identifiers, it is not possible to match individual responses.]

Table 7: Participation rates on the CWIS during the 2018-2019 school year and at baseline

Time Period	Number of Districts	Number of Buildings	Number of Responses
2018-19	53	238	7,343
Baseline	53	238	6,311
Both	53	237	

Mechanism

The CWIS is a survey that had been used by the project for three school years prior to 2018-2019 and has proven both internally valid and reliable. Specifically, this performance measure focuses on the ETLF domain within the CWIS, though there are four additional domains and additional questions for district and building administrators that round out the 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 frequency scale consists of the following answer selections: always, most of the time, about half the time, rarely, and never.

[The specific activities addressed in the CWIS are available in the 2018 APR. That report provides information about general survey performance, including visuals of the baseline data including range and distribution by building, as well as the overall performance by district. That report includes an appendix detailing various validation and reliability calculations and the judgments made from them.]

Procedure

The denominator for this measure represents the 53 active districts with both 2018-2019 school year and baseline data. The numerator represents the number of districts whose 2018-2019 CWIS scores in the ETLP domain exceeded their baseline scores.

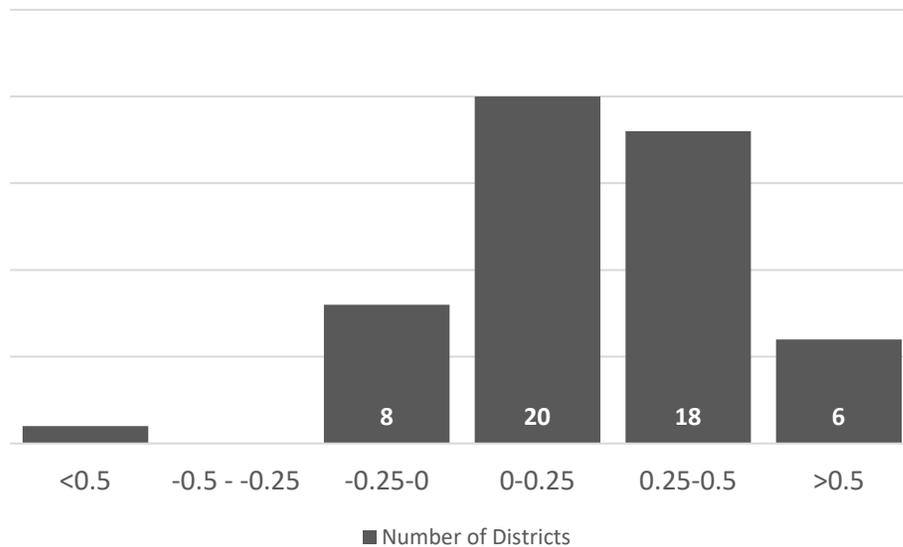
Analysis

Using a dataset including the CWIS baseline and current results for the 53 active districts, the mean scores for the items in the ETLP domain were calculated by building. Building results were then averaged to give a district mean score. The difference between baseline and current district mean scores were calculated and districts with an average change greater than zero were tallied.

Results

Forty-four districts (83 percent) showed improvement on ETLP domain of the CWIS. This rate of change met the target for performance measure 2.a. which was set at 80 percent by program administrators during the 2019-2020 school year. The average district improvement was 0.24 points or 7 percent. This figure also shows the full distribution of average change across districts. These change rates are normally distributed with most districts falling within a range of change of -0.25 to +0.5. A majority of districts reported an improvement of 0.0 to 0.5 scale points.

Figure 6: Distribution of Cohort 1 and 2 performance on ETLP as measured by survey (5-point scale)



Comparison to Previous Year

Last year, 53 percent of Cohort 1 districts showed improvement on the ETLP domain with an average change of 0.06 points. This year 100 percent of Cohort 1 districts improved on the ETLP domain with an average change of 0.40 points. Cohort 2 districts were not included in last year's calculations.

Additional Context

Data for this year support the hypothesis expressed in the 2019 APR that response-shift bias¹ could be confounding the results from the second measurement period for each cohort. Response-shift bias would result in low or negative change from the first measurement period to the second but then a large leap in the third, precisely the pattern followed by Cohort 1. Cohort 2 looks set to follow the same pattern.

MMD/DCI is intended to be a district-wide initiative. In that spirit, the calculations procedures included using a "mean of building means" (as described in "Procedures") rather than a mean for the average educator district-wide. The intent is to assign even weight across all buildings, irrespective of their size and level of engagement shown by their number of responses to the CWIS survey. As a result, the CWIS performance of a building with a high number of responses that is perhaps 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. If all responses had been combined into a district average, those buildings with the highest engagement would have heavily influenced overall district scores.

Verification Procedure

As a self-report, the CWIS requires that a 20 percent verification level must be met. At the same time, project administrators also want to test the construct validity of the CWIS to determine its effectiveness in measuring progress. A study with these objectives is currently being conducted via an observation and interview protocol but is not complete as of February 29, 2020. 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 of CWIS self-reports collected during the 2020-2021 school year.

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

¹ Response-shift bias occurs when respondents' "understanding of the subjective construct under evaluation changes over time" (McPhail and 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.

Baseline Result: **N/A**

Most Recent Period Result: **56%** (9 of 16 districts)

Performance Target: **60%**

Status: **Not Met**

Performance on measure 2.B was equal to a rate of 56 percent of districts reporting more effective leadership practices, as compared to baseline, on a modified version of the MYN survey.

Participants

Twenty-nine district administrators in 16 districts provided a self-report of their district status during the 2018-2019 school year in districts where responses were also collected at baseline (Cohort 1 = 7 districts, Cohort 2 = 9 districts). Administrators in the other 37 Cohort 1 and 2 districts active as of February 29, 2020, did not respond to our request for data during at least one measurement period.

As shown in Table 8, project administrators have had particular trouble soliciting consistent annual participation on the survey from district administrators. In fact, we were actually more likely to not acquire data for both school years.

Table 8: Number of district administrators participating in the MYN survey across years

Time Period	Number of Districts	Number of Responses
2018-19	24	42
Baseline	32	43
Both	16	

Mechanism

For this measure, a project-specific sub-scale of the MYN survey developed by NCEO² is used. Based on a detailed statistical analysis of pilot results from the spring of 2018, the project uses a subset of eight items from the MYN survey. [For a full list of items used in this project-specific scale, please refer to the 2018 APR.]

² 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.

These items are embedded within the CWIS and presented only to district administrators. Administrators are asked to rate their district's implementation level as either "not at all," "low," "moderate," or "high." One example item reads: "Define for the benefit of all staff what "full implementation of identified strategies" means in practice."

Procedure

The denominator for this measure represents the number of active districts for whom we had at least one response from a district administrator on our scale at both baseline and also during the 2018-2019 school year. The numerator represents the count of districts reporting improved administrative practices as compared to last school year.

Analysis

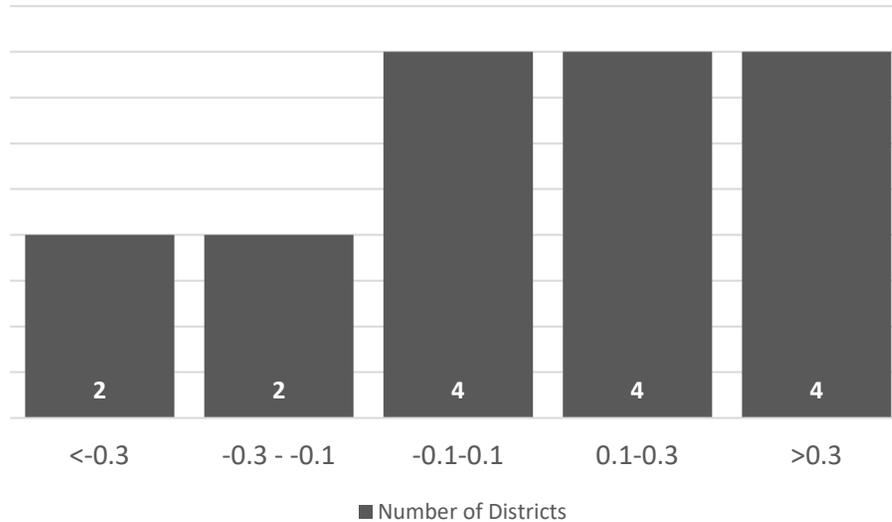
A dataset was created using only districts with at least one response from both baseline and spring of 2019. This resulting dataset of 13 districts was analyzed. For each district, the percentage of administrative practices rated as "high" was calculated.

Results

Of the 16 Cohort 1 and 2 districts that reported these data at both baseline and in 2018-2019, nine of them reported a higher average rate of practices as "high" level this past school year (56 percent). The other seven reported a lower average rate of "high" level practices.

The variance in reported change was quite high. One district reported a positive rate of change of 63 percentage points while another reported a negative rate of change of 44 percentage points. Four districts reported 2018-2019 values that were within 15 percentage points of the rates reported at baseline (see Figure 7). As shown in this figure, district averages are distributed fairly evenly across a large range of potential values.

Figure 7: Distribution of MMD/DCI performance on MYN survey, presented as the rate of practices for which district administrators self-report “high” levels of implementation



Comparison to Previous Year

The 2019 APR did not report this measure as these data were collected for the first time during the 2017-2018 school year. As a result, calculations were not possible because two data points are required to satisfy the procedure outlined in this narrative.

Additional Context

As noted in the 2019 APR, this PM focuses on systems-level support developed and maintained by districts. 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 PM 2.c.)
- Application of the framework in classrooms (as measured in PM 2.a.)
- Positive changes in student achievement (PM 2.d.)

As part of early an engagement conversation and official agreement documents, districts are required to commit to providing support for the MMD/DCI initiative in their district through the building and maintenance of systems in five major areas: leadership, communication, commitment, performance/outcomes, and alignment.

Verification Procedure

As this performance measure relies on self-report, it is required that at least 20 percent of submissions pass a verification procedure. Eight of the 16 districts (>20 percent of active districts) for which verification was possible passed verification.

The verification procedure begins with facilitators familiar with each district completing an annual observation of district processes and infrastructure. This Implementation 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.



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

PR/Award # (11 characters): H323A170020

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

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

2.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Annually, beginning in Year 3, 80 percent of MMDs will demonstrate progress on the level of implementation for the Missouri Professional Development framework as targeted in their professional learning plans.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
					80/100	80	

2.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
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	Raw Number	Ratio	%	Raw Number	Ratio	%
					1,375/5,392	25.5	

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.

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

PM2.c.: Annually, beginning in Year 3, 80 percent of MMDs will demonstrate progress on the level of implementation for the Missouri Professional Development framework as targeted in their professional learning plans.

Baseline Result: **Set**

Most Recent Period Result: **70%** (28 of 40 districts)

Performance Target: **80% in Year 3**

Status: **Not Met**

Using the District Implementation Checklist as the measure of Performance Measure 2.C, 70 percent of districts reported progress year-over-year.

Participants

Nine facilitators, project staff dedicated to managing a cadre of districts, completed observations of district implementation of desired practices, first consulting closely with district administrators and then completing the Implementation Checklist rubric that is part of each district's Professional Learning Plan. Baseline checklists were collected in the spring of the 2018-2019 school year. Checklists for the current school year were collected in January 2020. Due to the timeline of establishing baseline using a consistent District Implementation Checklist, this analysis includes only the 40 Cohort 2 districts.

Mechanism

The District Implementation Checklist is a tool for district leadership teams to plan for district-wide professional learning, including systems-level coaching. The checklist includes 17 key activities³ within five domains: leadership, communication, commitment, performance/outcomes, and alignment. The rating scale includes the following answer options: in place, in progress, mid stage, and early stage.

Procedure

The denominator for this measure represents the 40 active districts in Cohort 2. The numerator represents the count of districts reporting an increased number of checklist items “in place” this school year as compared to last school year.

Analysis

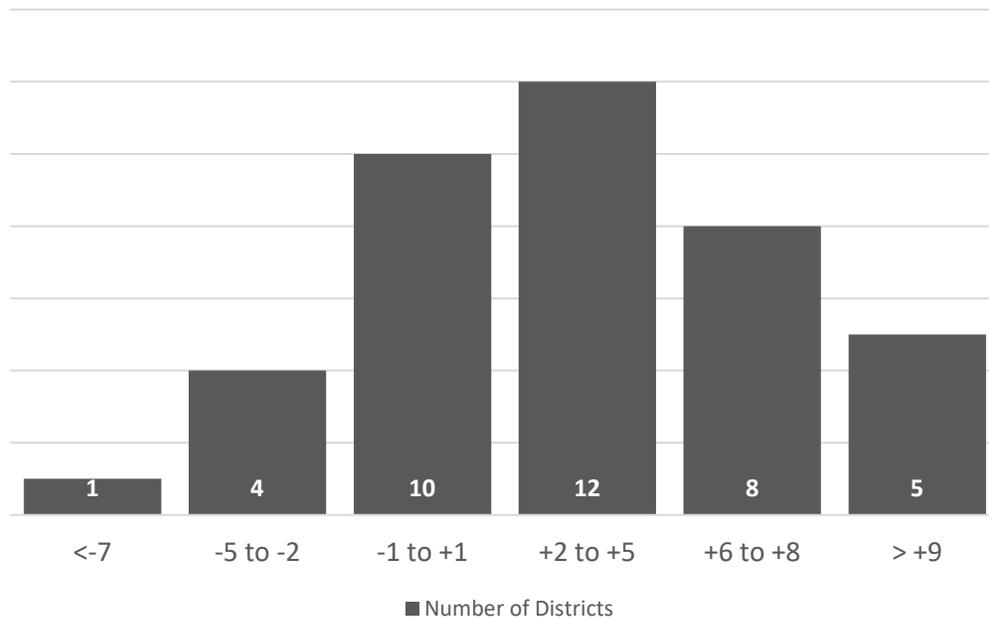
For each district, the difference in percentage of items reported as “in place” at baseline and for the 2018-2019 school year was calculated. The number of districts showing an increased number was tallied.

³Example prompt language for one dimension from the Commitment domain: "Use technology to increase the quality and timeliness of coaching for improved instruction." For a full list of prompts, see the 2019 APR.

Results

In total, 70 percent of districts (28 of 40) increased the percentage of items reported as “in place” from baseline to 2018-2019. On average, districts reported an average of three additional activities as “in place” year-over-year. District level results are shown in Figure 8. This figure shows a normal distribution centered at three additional activities with most districts falling between one less and eight more activities “in place” year-over-year.

Figure 8: Distribution of rates of implementation of key Missouri Professional Development Framework practices by district



Comparison to Previous Year

This is the first year for which we report growth (we reported baseline data only on the 2019 APR). Further comparisons will appear in the 2021 APR as more data become available.

Additional Context

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 13 active districts in Cohort 1 do not have baseline data as the Implementation Checklist was not in use during their first year with the project.

These data are also used in the verification procedure for the self-report measure used in section PM 2.b.

In addition to completing an observation for each district using the Implementation Checklist, coaching support team facilitators also complete action planning with district contacts using the Professional Learning Plans. For example, if a district noted they have not begun implementing a protocol for conducting walk-throughs observing implementation of MMD/DCI 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.

Verification Procedure

Verification was not necessary as the Implementation Checklist is not a self-report.

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.

Baseline Result: **19.0%** (adjusted up from 18.6% reported in 2019)

Most Recent Period Result: **18.8%**

Performance Target: **25.5%** (adjusted up from 25.1% reported in 2019)

Status: **Not Met**

Performance Measure 2.D results were equal to a rate of 18.8 percent of Grade 3-8 students with disabilities scoring as proficient or above on the Missouri Assessment Program regular ELA assessment.

Participants

In the 40 active Cohort 2 districts as of February 29, 2020, a total of 5,392 grade 3-8 students with disabilities were tested on the Missouri Assessment Program (MAP) regular ELA assessment. These data were available for all Cohort 2 districts as shown in Table 9, however, longitudinal data were not available for individual students.

Table 9: Number of districts and students for which assessment data was available across years

Time Period	Number of Districts	Number of Assessed Students
2018-19	40	5,392
Baseline	40	5,110
Both	40	

Mechanism

The MAP used in Missouri is designed to measure how well students acquire the skills and knowledge described in Missouri’s Learning Standards⁴. The assessment yields information on academic achievement at the student, class, school, district, and state levels. This information is used to diagnose individual student strengths and weaknesses in relation to the instruction of the MLS and to gauge the overall quality of education throughout Missouri.

Students are assessed using the MAP each spring. Most students are assessed in either April or May as was the case during the 2018-2019 school year. Student scale scores are converted to the performance levels of below basic, basic, proficient, and advanced.

Procedure

The denominator for this measure for reporting purposes was the number of students with disabilities tested. The numerator was the count of students scoring at the Proficient or Advanced levels on their assessment.

Results

On the 2018-2019 MAP regular ELA assessment, 18.8 percent of grade 3-8 students with disabilities in the sample scored proficient or above (1,016 of 5,392)⁵.

⁴The MAP includes multiple item types. Selected-response items (also known as multiple-choice) present students with a question followed by three or more response options. Short-text items require students to type an appropriate response. Technology-enhanced items use innovative technology to allow students to demonstrate their knowledge in ways that are not possible using paper/pencil assessments. For example, the items may require students to drag and drop data into a table, click on “hot spots” within a graphic, or indicate their response on a grid. Short-text and technology-enhanced items are machine scored.

The ELA assessments in grades 4 and 8 also include a writing prompt. Writing prompts are a special type of performance event in which a student demonstrates his or her proficiency at writing. The ELA writing prompt is scored by trained human readers using a 10-point rubric that evaluates purpose and organization, evidence and elaboration, and conventions.

⁵This result was heavily influenced by the largest district in the project which accounted more than 1/5th of all students in the sample, with an average proficiency rate of 21.4 percent. Conversely, three districts contributed less than 10 total students each to the calculations for this performance measure.

Comparison to Previous Year

The proficiency rate for these students one year ago was 19.0 percent and represents the baseline for this calculation moving forward. Eighteen of the districts showed improved student outcomes, 20 districts had a performance drop, and two districts saw no change. However, many districts had very small numbers of students with disabilities tested. Among districts with at least thirty students with disabilities tested, the largest increase was 15.6 percent and the largest decrease was -8.6 percent.

Additional Context

This year's performance falls short of the performance target of 25.5 percent by Year 5 of the grant. This target has been adjusted slightly upwards from that reported last year as the baseline (2017-2018) rate for the 40 remaining Cohort 2 districts was calculated at 19.0 percent. Districts that have now dropped from the project reported lower student proficiency rates at baseline.

The project first determined its baseline for this performance measure using the 2016-2017 school year performance of students with disabilities on the regular assessment in grades 3 through 8 for its Cohort 1 districts. However, Missouri changed its learning standards and as a result, changed the assessment used during the 2017-2018 school year. As a result, the project uses only the performance of the districts in its second cohort for comparisons against this target, as their baseline was set using the new assessment.

Verification Procedure

Verification was not necessary as student assessment is not a self-report.

Secondary Analysis

Evaluators also performed a quasi-experimental analysis with the goal of making causal claims about MMD/DCI's effect on student proficiency in ELA. A 'causal' claim allows stakeholders to attribute changes over time to project activity, rather than other factors occurring around the project (most noticeably statewide swings in statewide assessment scores). Table 10 below compares performance between MMD/DCI districts and a propensity-score-matched comparison sample of non-MMD control districts. Propensity scores matched districts based on rates for free and reduced-price lunch (average across sample groups: MMD – 56 percent; Non-MMD – 57 percent) and the number of students in grades 3-8 (average across sample groups: MMD - 947, Non-MMD - 710).

This study was completed at the district rather than student level and as a result a mean is taken across districts, purposefully producing an average of averages. As a result, each district carries equal weight in the calculation, independent of the number of students with disabilities in the district active on the MAP.

In both MMD and non-MMD districts, performance decreased from baseline scores, by 1.1 percent. Statistical analysis confirmed that there was not sufficient evidence to support a conclusion that there was a difference between the year-to-year changes for the districts in either group ($p > 0.10$). As of now, causation cannot be implied for program participation after one school year, as it pertains to changes in student academic achievement.

*Table 10: State regular assessment performance for students with disabilities in grades 3-8 for MMD districts and a comparison group of non-MMD districts**

Sample	Baseline Proficiency Rate	2018-2019 Proficiency Rate
MMD Districts	18.0%	16.9%
Non-MMD Districts	17.9%	16.8%

** In order to be appropriately sensitive to large changes in rates for small districts, the performance of the students from districts in each sample with less than 30 students with disabilities in grades 3-8 are aggregated into a “super-district” for use in calculations*



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

PR/Award # (11 characters): H323A170020

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

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

3.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Annually, beginning in Year 1, 80 percent of SPDG funds will be used to support district sustainability.	Program	Raw Number	Ratio	%	Raw Number	Ratio	%
					80/100	80	\$1,607,982.66

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

Between the dates of March 1, 2019, and February 29, 2020, the amount of SPDG dollars spent was \$1,644,526.40. Of this total, \$36,543.74 was spent on program administrative costs which equals 2.2 percent of the total amount spent. The remaining 97.8 percent of the budget was spent on implementation monies for districts and professional development costs.

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.

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 <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Self-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, the Department of Elementary and Secondary Education (DESE) identified school districts for participation in the Missouri Model Districts (MMD). In the spring of 2019, after two cohorts of MMD began the program, the program expanded. Additional districts that had been involved in the statewide Professional Learning Communities (PLC) program, as well as districts that have targeted or comprehensive Every Student Succeeds Act (ESSA) buildings, were recruited to participate and the MMD became known as District Continuous Improvement (DCI). The title of DCI, as well as the scope of professional learning, aligns with DESE’s strategic plan.</p> <p>DESE provided each eligible district leader with commitment requirements and funding information. If districts chose to participate, they signed a participation agreement with the expectation of participating for three years. In the fall of 2017, Cohort 1 began participation with 15 districts. In the fall of 2018, Cohort 2 started, adding 49 additional districts. New districts were again added in the fall of 2019. As of the end of this reporting period, there are 142 districts participating in MMD/DCI.</p> <p>Furthermore, within the PD materials and tools, there are 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. Another example is the Self-Assessment Practice Profile (SAPP) and guidance for individual reflection on practices, team reflection on practices, and education-leader reflection reports.</p> <p>Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary</p>	4

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.

		<p>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/DCI foundations and effective teaching and learning practices (ETLP) • 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 • Provide resources, time, materials, and people to support implementation of the project activities • Work with Coaching Support Team (CST) 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 this reporting period, the number of districts participating increased from 64 in the last reporting period to 142 districts that agreed to participate and 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.</p> <p>In addition to the participation agreement mentioned above, the MMD/DCI website (http://www.moedu-sail.org/) provides districts, schools, and other agencies descriptions of their responsibilities. The website is a source of MMD/DCI-related information, descriptions of MMD/DCI goals and expectations, access to MMD/DCI-related district materials (invoices, forms, professional learning modules), tools (Virtual Learning Platform (VLP), SAPP access, training and coaching observation checklists, and the online Common Formative Assessment (CFA) submission platform), and staff contact information. The website also houses password protected online workspaces for other agencies (Regional Professional Development Centers (RPDCs) and state management team) which house easily accessible MMD/DCI-related information. The website is continually maintained and updated with current information.</p>	
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		<p>Additionally, data regarding how districts were informed of their responsibilities for participation is captured in the coaching logs in which conversations about MMD/DCI expectations, logistics, and DESE specifics took place at 671 interactions.</p> <p>PD participants were 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 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.</p> <p>The management team and DESE administration continue to place an increased emphasis on the use of the VLP which included transitioning the SAPP tool from the Moedu-Sail website to the VLP in December 2019. At that point, all SAPP tool features were transitioned to the VLP and districts were instructed to access the SAPP tool through the VLP only. This increased emphasis on the use of the VLP and the use of practice profiles was also evident in the coaching logs as a recurring focus of coaching interactions with districts.</p>	
A(2) Selection	<p>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.</p> <p>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.</p> <p>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 approximately 120 coaches. From this pool of coaches, ten CSTs were formed involving 68 coaches and nine facilitators (lead coaches), in one instance with one facilitator serving two teams. Each CST has a contract containing clear expectations which will be discussed next.</p> <p>Minimum qualifications for RPDC trainers/coaches, as stated in the DESE/RPDC contract, were as follows:</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 <ul style="list-style-type: none"> ○ Furthermore, CST staff must have had a required skill base of effective meeting management and processes/protocols; coaching, presenting, consulting, and facilitating skills; conflict 	4

		<p>resolution and problem solving processes; leadership skills; and use of technology to enhance PD.</p> <p>In May of 2019, a survey was distributed to all coaches (CST members) asking about their perception of their roles and responsibilities.</p> <ul style="list-style-type: none"> • Survey Item: <i>“I completely understood my role and responsibilities as a prospective CST”</i> <ul style="list-style-type: none"> ○ Of 25 responses from coaches, 15 responded with a score of 6 (or greater) out of 10, meaning 60 percent agreement, with an average score of 6.0. • Survey Item: <i>“The role and responsibilities communicated to me matched my eventual job responsibilities”</i> <ul style="list-style-type: none"> ○ Of 29 responses from coaches, 22 responded with a score of 6 (or greater) out of 10, meaning 76 percent agreement, with an average score of 6.7. • Survey Item: <i>“I completely understood the qualifications and experience necessary to serve on a CST”</i> <ul style="list-style-type: none"> ○ Of 25 responses from coaches, 14 responded with a score of 6 (or greater) out of 10, meaning 56 percent 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> <ul style="list-style-type: none"> ○ Of 26 responses from coaches, 24 responded with a score of 6 (or greater) out of 10, meaning 92 percent agreement, with an average score of 7.3. <p>In the summer of 2019, the RPDC trainers/coaches were asked to self-assess their proficiency as a trainer/coach in regard to the essential functions within each of the professional learning modules. Each professional learning module contains a practice profile that outlines expected implementation. These expectations are organized into “essential functions.” As a tool for identifying and supporting the trainers/coaches PD needs, they completed this self-assessment. Using a scale of 1 (far to go) to 10 (proficient), 52 trainers/coaches self-rated their proficiency. The averages across items ranged from 5.8 to 7.6. Based on these ratings, an annual PD plan for the coaches was implemented. For example, the newest module of collective teacher efficacy (CTE) consistently showed the lowest proficiency. For this reason, multiple monthly PD sessions covered this topic. A post-assessment will be administered in May. Because an identifier was used, individual growth will be measured.</p> <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 CST working with assigned districts to address their needs for training, coaching, and support for</p>	
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		<p>implementation of the MMD/DCI framework. CST members have frequent and consistent opportunities for acquiring information essential for fully understanding their role and impact in order to effectively support districts. These opportunities include the following events coaches attended:</p> <ul style="list-style-type: none"> • All statewide MMD/DCI sessions designed specifically for trainers/coaches <ul style="list-style-type: none"> ○ Minimally, these sessions included a monthly program meeting and a three-day project-wide summit. This year, regional meetings were held again (fall 2019) including all trainers/coaches and select district participants • Trainings that provided trainers/coaches with information regarding continual improvement in content delivery and coaching • Application-level sessions that allowed for trainers/coaches to deepen shared understanding of specific high-quality PD 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,” a “MMD/DCI CST Member Checklist,” the “SPDG MMD/DCI CST Roles,” and a document delineating the relationship with RPDCs and other state personnel.</p> <p>During this reporting period, the Administrator’s Guide to Coaching was created, the purpose was “to provide direction and recommendations for establishing an effective approach to professional learning through coaching.” While the guide was written specifically for administrators, valuable information is provided for all project participants including trainers/coaches.</p> <p>Each CST was led by a facilitator(s) who was contracted external to the RPDC. The role of the CST facilitator was as follows:</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/DCI 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/DCI designated contact person and any other designated individuals for each district • Meet with other facilitators to maintain common approach to CST work. Facilitators meet at minimum virtually once a month and in-person once a month • Establish procedures and processes to ensure and maintain regular contact with members of the CST 	
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		<ul style="list-style-type: none"> • Establish a meeting schedule for the CST in both virtual and face-to-face formats • Organize and facilitate CST meetings using effective meeting procedures and protocols <ul style="list-style-type: none"> ○ Facilitators also play a key role in the content development and content presentation at the project-wide summit and regional meetings • Work collaboratively with other facilitators to develop cultures of collective team efficacy within and across CSTs • Work collaboratively with the MMD/DCI implementation team and other CST facilitators to engage in PD and problem solving • Serve as liaison between the MMD/DCI and CST • Collaborate and communicate with MMD/DCI management team and MMD/DCI implementation team as requested • Assist districts in accessing the appropriate supports, personnel, materials, and resources for MMD/DCI implementation with fidelity 	
B(1) Training	<p>Accountability for the delivery and quality of training.</p> <p>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.</p> <p>Dr. Ronda Jenson, of Northern Arizona University (NAU), has been involved with DESE and the Missouri SPDG since 2008 overseeing the development and implementation of the MIM, an integrated school improvement process. Dr. Jenson works 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 facilitates the monthly management team meetings to discuss progress and problem-solve issues. The management team is comprised of staff from NAU and DESE. The NAU staff include Dr. Sarah Marten, project director; Dr. Chelie Nelson, project director; Cynthia Beckmann, research project lead and co-lead facilitator; and Judy Wartick, co-lead facilitator. This team directs and coordinates 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. 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, 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.</p>	4

		<p>In collaboration with the management team, the MoEdu-SAIL team, led by Dr. Jenson, supports the coaches and coaching system, oversees development of professional development content and materials, supports the operations and contracts of CSTs, and develops supportive materials, guidance, and instruments essential for implementation with fidelity. Examples of activities that DESE and NAU staff accomplish together include the following:</p> <ul style="list-style-type: none"> • Develop the PD plan and schedule • Provide MMD/DCI orientation to new trainers/coaches • Verify amount of training and coaching being delivered monthly by each trainer/coach to each building • Oversee CST facilitators as they monitor the fidelity of PD delivery and coaching <ul style="list-style-type: none"> ○ Additionally, MMD/DCI 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 • Oversee development of monthly MMD/DCI report which is shared with DESE Learning Services. The monthly report includes description of CST activities within the districts; the count of topics covered and tools used; description of progress within districts; charts illustrating the number of visits by coaches/trainers to each district and a case study of a specific district illustrating their MMD/DCI 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). Professional learning modules have been developed to ensure consistency and fidelity to the content framework. Each professional learning module is structured to incorporate evidence-based strategies for effective adult learning, as well as uphold specific characteristics of high-quality PD. Additionally, the</p>	4

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>professional learning modules are designed for both in-person and asynchronous virtual training.</p> <p>Each professional learning module was developed using an outline incorporating the elements of high quality professional development (HQPD) 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. In addition, each module undergoes an extensive vetting process that involves multiple state content and PD experts who review the content, the flow of content, and the extent to which the module effectively addresses educator needs for PD.</p> <p>Description of how adult learning strategies were used.</p> <p>The professional learning modules have been developed to provide maximum flexibility for learning. Each professional learning module contains training materials designed to provide content, as well as opportunities for practice of new content. Coaching and support for establishing an internal coaching protocol is provided on-site and/or virtually. Online versions of the modules can be accessed on demand, by groups, and/or individuals. The following provides details describing how adult learning strategies are integral to each.</p> <p>Key training components are consistent for each module and include preparing for learning, 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/DCI CSTs provide opportunities for an application/reflection cycle.</p> <p>To encourage adults to attain mastery of the skills and concepts introduced in a module, a practice profile has been developed and is aligned for each module. The practice profile outlines expectations for the skills and knowledge that should be learned from the module and what the skill would look when applied in</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>context. The practice profile describes implementation criteria using a rubric structure with clearly defined practice-level characteristics. Through the use of a practice profile, educators are able to assess their own current levels of knowledge, skills, and abilities relative to the components of the MMD/DCI 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. During this reporting period, with the focus on a district-level approach, redesign of a coaching system and scaling-up to 142 districts, a peer-to-peer structure for conducting coaching observations and providing coaching feedback was piloted with a small group of consultants. The coaching of nine consultants was observed by peers during fall 2019. Observers recorded data using a Google form. Of the nine consultants observed,</p> <ul style="list-style-type: none"> • 100 percent clarified purpose and scope of the coaching session; • 100 percent built and maintained rapport, collegiality, and confidentiality with participants; • 100 percent facilitated conversation about what has gone well and where more support is needed; • 66.7 percent facilitated conversation about relevant student data; • 83.3 percent responded to ideas for improvement by validating and/or adding suggestions for changes in practice; • 100 percent provided rationale(s) for why changes are important and how change(s) will improve outcomes; • 100 percent provided opportunity for reflection and clarification of recommendations; • 83.3 percent supported suggestions for change in practice with examples of the content/practice in use; • 100 percent offered opportunity or resources for guided practice; • 100 percent facilitated identifying next steps from the coaching session; • 100 percent paced the conversation to allow time for questioning and processing of information; and • 100 percent adhered to established plan of coaching (e.g., frequency, schedule, and duration). <p>The pilot structure for peer-to-peer coaching observation was successful and will be rolled out to the larger</p>	
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		<p>group of consultants during the next reporting period. A similar structure for peer-to-peer training will also be added.</p> <p>Additionally, there are multiple surveys in place for monitoring the effective use of adult learning strategies. First, building leaders are surveyed about their perception of the training and coaching provided to educators. On an agreement scale, the extent to which the CST addressed the key indicators of high quality coaching were rated. The results are shown below for the first two cohorts of districts. These data are shared in Performance Measure 1.C.</p> <p>Administrators in 40 of 41 districts (97.6 percent) reporting shared that the coaching provided to the district was of high quality:</p> <ul style="list-style-type: none"> • The average administrator in many districts reported 100 percent agreement across all prompts (mode) • Agreement was most frequently seen for the prompt: “Clarified the purpose and scope of the coaching session” • Less agreement (but still 90 percent) was seen for the prompt: “Supported suggestions for change in practice with examples of the content/practice in use” • 165 district administrators (77 percent) reported 100 percent agreement across all prompts • Just 31 administrators (14 percent) reported 80 percent or less agreement across all prompts <p>Additionally, the CST evaluates the extent to which their PD addresses adult learning strategies.</p>	
B(3) Training	<p>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).^{3,5}</p> <p>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.</p> <p>The MMD/DCI 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/DCI content framework is made up of three sections: foundations, ETLP, and supportive context. Through PD activities, educators learn about foundational practices of collaborative teams, data-based decision making (DBDM), and CFA. ETLP focus on two practices: developing assessment capable learners (DACL) (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), 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 their building/classroom contexts. The leadership component of the content framework supports district and building leaders in acquiring skills for effective instructional leadership and designing aligned systems of ongoing school improvement. The newest element in the framework is the CTE module finalized in May</p>	3

		<p>2019, which provides strategies to help leadership teams promote a shared belief that collectively teacher's efforts will have a positive effect on student learning.</p> <p>As the project grows, new modules (CTE as described above) and products/tools are/will be developed. Existing materials continue to be updated and revised. In May 2019, The Administrator's Guide to Coaching, first edition, was published to provide direction and recommendations for establishing an effective approach to professional learning through coaching. In January 2020, the leadership module was updated to provide additional guidance on leadership for implementing cycles of continuous improvement. The Missouri Model Districts Framework: Blueprint for District and Building Leadership was created to support skill development and guide implementation. The third 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 were updated and are included in the third edition of the Blueprint. A second edition of the Step-by-Step guide was developed to provide direction and recommendations for successfully implementation of the MMD/DCI work. As mentioned throughout this worksheet, 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.</p> <p>Each professional learning module has been developed to meet the criteria for behavior rehearsals and reflection as described by Guskey.¹⁰ The behavior rehearsals are based on the learning targets associated with the training. For example, in the DACL module, educators practice composing clear learning targets, using self-assessment of students' work, choosing one aspect on which to work, performing focused revisions for quality, and reflecting on their learning. When given an array of example scenarios and vignettes, educators determine a level and type of feedback for the situation then model an example of feedback to match the situation. Educators also review samples of cross-curricular student work and provide descriptive feedback based on that work.</p> <p>Each professional learning module includes sections outlining learning targets specific to the content, why that topic is important, an overview of the topic, and activities that allow participants to practice and reflect</p>	
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¹⁰ Guskey, T.R. (2000). Evaluating professional development (pp. 79-81). Thousand Oaks, CA: Corwin Press.

		<p>on what they have learned about the topic. The professional learning modules are systematically updated over the course of the project. During this reporting period, the leadership module was updated, SBIC was translated to an online module, and the CFA module began a revision process.</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 the new SPDG, year 1, the measures were refined to align with the MMD/DCI framework and continue to be adjusted as the MMD/DCI framework is updated. The following is a description of these measures. Additionally, there are applied pre/post assessment items to accompany two professional learning modules (DACL and DBDM) and the development of applied pre/post assessment items for the remaining professional learning modules is underway.</p> <p><i>Collaborative Work Implementation Survey (CWIS) for MMD/DCI</i> This survey is administered to educators school-wide. The survey contains five domains:</p> <ul style="list-style-type: none"> • Effective teaching and learning • CFAs • DBDM • Leadership • PD <p>The CWIS is a 24-item 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. It has undergone a rigorous development process to become a valid and reliable instrument. The Goodness of Fit Index, Adjusted Goodness of Fit Index, Normed Fit Index, Comparative Fit Index, and Root Mean Square Residual are all considered adequate while reliability analyses show appropriate values in the 0.8 range for internal consistency.</p> <p>The survey is administered annually mid-spring semester. Reports are generated in real time for each building and describe the overall reach and application of the MMD/DCI framework. District dashboards are generated at the close of each window to provide administrators with a view across buildings and across years.</p> <p>Specific to new reporting capabilities, a multi-level team of stakeholders created valuable new district-wide “dashboards” that present district administrators with survey results. These dashboards improved</p>	
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		<p>upon previous reports as they included data across multiple buildings, and also comparisons to the results reported in previous school years including at baseline. The procedure for developing the new reports was quite inclusive and began with fact finding conversations between project coaches and district administrators. These coaches then worked with a development team of project administrators and external evaluators. Drafts and ideas continued to move between this working team and local administrators through the coaches. At the same time, one project staff member was tasked with addressing all potential threats to accessibility in real time.</p> <p>More than 100 of these reports have already been printed, and the successful outcome related to the process was shared with peers at the annual SPDG meeting in October 2019. The utility of the new reports was addressed internally as the project staff most responsible for the reports created their own instructional video on using the reports to share with peers and districts.</p> <p>Also of note, during the past 12 months, program administrators improved the CWIS when they removed one item from the DBDM domain that was no longer aligned with modifications that were made to the curricula used in online and in-person modules. This item has been replaced by two new items. These items were selected from five pilot test items as most closely aligned to this domain following advanced analysis of fall 2019 pilot results. During the spring 2020 CWIS administration, the project will collect current status for these two items and will also retrospectively collect baseline data for them from all educators present in a district prior to joining the project.</p> <p>Project administrators collected 22,768 responses to the CWIS between March 1, 2019, and February 29, 2020.</p> <p><i>SAPP</i></p> <p>SAPP is used by participants for self-checking their implementation of newly learned skills. This tool is a web-based interactive practice profile (www.sapp.missouripd.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/DCI 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 March 1, 2019, and February 29, 2020, access was available on two platforms, the VLP and through http://www.moedu-sail.org/. On the VLP platform, 8,413 district users completed 19,328 assessments at a rate of just more than twice per user. On the</p>	
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		<p>Moedu-Sail platform, 5,369 district users completed 15,154 assessments at a rate of nearly three times per user. It should be noted that VLP use went live on this platform on July 26, 2019, so these counts only include use during the 2019-2020 school year.</p> <p><i>Pre/post Applied Assessments</i></p> <p>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 2019-2020 school year, 189 VLP participants completed a post-test in the DACL learning module. These educators were employed in 31 different MMD/DCI project affiliated districts. This is currently the only module for which post-test results were tracked.</p> <p>Follow this guest account link to view the VLP which hosts the professional learning modules: https://apps.dese.mo.gov/VLP/app/mycourses/courses.aspx</p>	
B(4) Training	<p>Training outcome data are collected and analyzed to assess participant knowledge and skills.⁵</p> <p>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 assessment of knowledge and skills gained from training. • 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. 	<p>Identification of training outcome measure(s).</p> <p><i>Classroom-level:</i> 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. For example, the learning targets for the 4-part series on DACL are as follows:</p> <ul style="list-style-type: none"> • I can reflect and discuss strategies I currently use for DACL • I can identify the benefits of DACL • 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 am I 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 	2

		<ul style="list-style-type: none"> • 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>Building/district-level: The district implementation checklist is used annually with districts. This 17-item checklist defines four essential functions which are critical for successful implementation of DCI. Action steps are outlined for each essential function supporting district leaders in their efforts to address processes and infrastructure essential for implementation. Analysis of the spring checklists showed that 70 percent of districts increased the number of items reported as “in place” from baseline to 2018-2019. On average, districts reported an average increase in three additional items.</p> <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, two applied pre/post assessments have been developed (DAFL and DBDM) and assessments for the remaining professional learning modules are in development. Currently, there is a workgroup looking at the existing pre/post assessment data and using lessons learned as they develop assessments for the other professional learning modules.</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. Currently, there are applied pre/post assessments for two professional learning modules on the VLP. Educators who access these professional learning modules on the VLP complete the online applied pre/post assessments. These assessments pose scenarios aligning to the practice profiles and require educators to determine the most appropriate course of action. This data will pair with their course initiation and completion data and can be used to analyze knowledge and skill application growth.</p>	
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<p>B(5) Training</p>	<p>Trainers (the people who trained PD participants) are trained, coached, and observed.^{5,11}</p> <p>Required elements:</p> <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>The re-design and implementation of the observation checklist has been slow given the focus on a district-level approach, redesign of the coaching system, and scaling-up. In 2019-2020, a peer-to-peer model for observing coaching was piloted with a small group of trainers (six observers/nine observees). The model uses the Observation Checklist for High Quality Professional Development. Feedback from the pilot suggests the peer-to-peer observation model is a viable approach for all trainers in the upcoming year. A similar peer-to-peer model will be developed to observe training.</p> <p>Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended).</p> <p>The training fidelity instrument will be redesigned using a peer-to-peer model successfully piloted to observe coaching during 2019-2020.</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 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>Additionally, each professional learning module has an associated practice profile. 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>Added to the professional learning module content are training fidelity checklists. A facsimile of a training fidelity checklist had been part of the modules in the prior SPDG, but due to substantial changes in the framework, they were delayed in being developed. As modules are going through their scheduled revisions, training fidelity checklists are being added. CST members use these checklists alongside the other module components to assure the plans for delivering coaching include all required elements.</p> <p>Description of procedures to obtain participant feedback.</p> <p>The management team has put into place multiple mechanisms for getting participant feedback.</p> <p><i>PD delivered to the CST members:</i> Feedback from the CST members informed the annual plan of PD as well as the monthly details of PD activities. First, they provided a self-assessment of their confidence in training</p>	<p>3</p>
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¹¹ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 47-55).

		<p>and coaching all of the essential functions across all of the professional learning modules. (The results of this essential functions proficiency survey are described in section A2.) Based on that self-assessment exercise, they prioritized their PD needed and collectively these needs informed the annual PD plan. A PD committee comprised of CST members helped to develop the annual plan and provide leadership for monthly PD activities. At the end of each monthly meeting, exit tickets were used as a feedback mechanism. The PD committee reviewed these monthly and adjustments were made to the PD plan as needed. Lastly, as a component of the evaluation, all CST members complete an annual progress survey where they report on their professional growth. The results of this survey are shared in the 524B performance measure status report.</p> <p><i>PD delivered to districts:</i> Within the annual survey given to administrators, are feedback items pertaining to the quality of coaching received. The results of this survey are used by the management team for guiding decisions of structuring PD support. The results are also shared with the CST facilitators as feedback for the year and for informing the following year of support.</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).</p> <p>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 modules. In the most recent versions of the materials, the consistency and details for the coach/trainer have been improved and expanded, thus providing additional guidance essential for statewide consistency, such as adding more specific notes to the training PowerPoint slides and indicating when a slide has a corresponding handout. A priority for the upcoming year is to use the observation checklist to design a peer-to-peer model for observing training, as well as using and sharing that data in a way that informs training, content, and processes.</p>	
C(1) Coaching	<p>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.¹²</p> <p>Required elements:</p>	<p>Identification of the lead person(s) responsible for coaching services.</p> <p>Judy Wartick and Cynthia Beckmann are co-lead CST facilitators. Missouri DESE provides leadership for the SPDG management team, ensures the involvement of the regional consultants as coaches on CSTs, and provides communication with DESE Learning Services regarding the effects and challenges of MMD/DCI coaching. The lead persons are Dr. Stephen Barr, assistant commissioner; Ginger Henry,</p>	3

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"> • 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. • Description of how data were used to provide feedback to coaches and improve coaching strategies. 	<p>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.</p> <p>Coaching occurs at three levels:</p> <ul style="list-style-type: none"> • The CST facilitators provide coaching to the CST members • CSTs provide coaching to district administrators and educators • Educators provide school-based coaching to peer-educators in order to build and sustain school-wide implementation <p>The co-lead facilitators guide all processes to ensure the MMD/DCI framework is used with fidelity. They meet weekly with Dr. Jenson and have close, ongoing communication with the CST facilitators through emails, a weekly update (distributed via email), and two additional meetings per month (one in-person, one virtual). Members of the management team also attend the two monthly facilitator meetings. The co-lead facilitators provide leadership for the PD as coaches to the CST.</p> <p>The co-lead CST facilitators (Wartick and Beckmann) share the following responsibilities:</p> <ul style="list-style-type: none"> • Provide leadership for CST facilitators through all aspects of the coaching process • 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 CST • Participate in ongoing PD • Design and deliver PD to the coaches together with the professional development team and the management team • Uphold rigor of measuring fidelity at the state, regional, and local levels • Follow standards of HQPD • Facilitate collaborative processes across coaches • Provide fidelity expertise and support to participating districts and schools • Contribute to the development of HQPD content available to educators across Missouri • Collaborate with 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 Learning Services 	
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		<ul style="list-style-type: none"> • Provide PD by using a variety of mainstream technologies • Support and promote the use of technology with districts, schools, and regional consultants <p>CST facilitators have the responsibilities to accomplish the following:</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/DCI 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/DCI designated contact person and any other designated individuals for each district within the cadre assigned to the CST • Establish procedures and processes to ensure and maintain regular contact with members of the CST • Establish a meeting schedule for the CST in both virtual and face-to-face formats • Organize and facilitate CST meetings using effective meeting procedures and protocols • Work collaboratively with other cadre facilitators to develop cultures of collective team efficacy within and across CSTs • Work collaboratively with the MMD/DCI implementation team and other CST facilitators to engage in PD and problem solving • Serve as liaison between the MMD/DCI and CST • Collaborate and communicate with MMD/DCI management team and MMD/DCI implementation team as requested • Collaborate and communicate with CST lead coach(es) • Assist districts in accessing the appropriate supports, personnel, materials, and resources for MMD/DCI implementation with fidelity • Assist management team in the development of CST events including the February statewide meetings and the all-project summit <p>Description of how data were used to provide feedback to coaches and improve coaching strategies. All CSTs submit monthly activity logs providing details about interactions with districts regarding types, frequency, and nature of coaching. Topics covered, people participating, evidence provided, next steps, and comments about the interaction are also included. The logs are district centered. Data from the logs have multiple uses including the following:</p>	
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		<ul style="list-style-type: none"> • Through evaluation of the data, facilitators are able to discuss what is working and what might need increased attention either from the CST (i.e., content needs) or the management team (i.e., participation issues, etc.). A strength of this project is the ongoing conversation regarding the effectiveness of implementation, and this data is one way in which that is accomplished • The data provide the content for monthly district update reports compiled for DESE Learning Services, statewide CST members and facilitators, RDPC directors, and the SPDG management team • The log data also provide feedback for RPDC directors regarding efforts of their staff members who are part of a CST <p>In August 2019, peer coaching pairs of CST members were created for the purpose of providing purposeful peer coaching between CST members during FY 20. Each CST was asked to both coach their partner (a minimum of four times) and receive coaching support from their partner (a minimum of four times). In a mid-year survey, 79 percent of CST members reported participating in at least one coaching conversation as the person being coached and 92 percent of those who had participated in peer coaching reported the coaching session to be helpful to very helpful.</p> <p>In September 2019, the Observation Checklist for High Quality Professional Development Coaching (HQPD-Coaching) was revised to provide added clarity and examples to support its use. Two cadres piloted the revised HQPD-Coaching Checklist and provided feedback in the fall of 2019. Based on their feedback, further revisions were made and the Revised HQPD-Coaching Checklist was shared with CST members to be used during peer coaching sessions and with districts and schools.</p> <p>A system for coaching is integral to the design of the SPDG PD model. For this reason, a shared understanding document was developed to promote fidelity to high quality coaching. This document provides further calibration and understanding of coaching practice that constitutes the delivery of high-quality coaching.</p> <p>When school-based coaching is successfully implemented, building-level participants attain the skills and knowledge to coach each other. Items on the associated practice profile, which aligns with the SAPP, have been developed and are used to track coaching progress. The support provided by CSTs to districts and buildings is measured through items on the CWIS which is a survey administered to all faculty and staff in participating districts. This data is used to facilitate conversations with districts and to inform, revise, and improve the system for coaching.</p>	
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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 adults (i.e., evidence provided for coaching strategies).⁶ • Describe how SPDG coaches monitored implementation progress. • Describe how the data from the monitoring is used to provide feedback to implementers. 	<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 PD framework employed by the SPDG. The MMD/DCI 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 knowledge attainment, 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 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 the following 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 	3
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¹³ Bush, R. N. (1984). *Effective Staff Development*.

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

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.

		<ul style="list-style-type: none"> • When things change <p>During these final two moments of need, when things go wrong and/or when things change, coaching can have a substantial impact on the desired outcome.</p> <p>Describe how SPDG coaches monitored implementation progress.</p> <p>The CWIS was administered to district faculty and staff in spring and fall of 2019. The CWIS is an instrument designed during the previous SPDG to address key steps in the implementation of MMD/DCI work. The survey investigated the following five relevant scales:</p> <ul style="list-style-type: none"> • Effective teaching and learning • CFA • DBDM • Leadership • PD <p>Districts are required to take the CWIS once per year in spring and given the option of taking it in fall. CWIS reports provide CSTs with information about building and district levels of implementation which helps CSTs tailor supports for districts. Participating districts are required to take the CWIS when they join the project to gather baseline data and once per year after baseline is gathered. This data collection schedule allows CSTs to monitor district implementation progress. Two new reports were developed during the 2019-2020 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 dashboard” which accounted for how CST members used the reports at the field-level. 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 outline important components for success, developed from research outlined in <i>Implementation Research</i>:</p>	
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		<p><i>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> <ul style="list-style-type: none"> • Leadership: District leaders maintain a collaborative culture and climate at the district-level and with building leaders. • Commitment: District leaders demonstrate commitment to school improvement through MMD/DCI participation in coaching, training, and data-driven action to improve instructional practice. • Performance/Outcomes: District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data. • Alignment: District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction. <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 2019-2020 year, CST facilitators regularly used information from the implementation checklist to guide discussions about district implementation progress. Prior to January 2020, 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). In January 2020, CST facilitators had official follow-up discussions with districts where they re-assessed previously recorded levels of implementation. They provided their own observations on the document. These observation data were then used in the calculations for Performance Measure 2.C and the validation for 2.B for all active 142 districts.</p> <p>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: 1) “Where do we want to be?,” 2) “Where are we now?,” and 3) “How will we get there?”. 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>	
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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>CSTs also use data from SAPPs to monitor implementation progress. Districts are required to ask educators to take the SAPP at least twice a year and are encouraged to take it three times. Since the SAPPs are aligned with each professional learning module, the data provides feedback about perceived district, building, and individual implementation levels related to effective practices. CSTs consult with district leadership teams, administrators, and building leaders to review SAPP reports to examine the collective progress toward implementation goals. CSTs can use the SAPP with content level teams or individual teachers as a coaching or reflective tool to monitor progress of smaller groups as needed.</p> <p>Describe how the data from the monitoring is used to provide feedback to implementers.</p> <p>The data from the CWIS reports, the implementation checklist for districts, and the SAPP reports are used together to provide consistent and timely feedback to implementers throughout the year.</p> <ul style="list-style-type: none"> • At the beginning of the school year, CSTs reviewed CWIS building and district reports with districts to assess district and building levels of knowledge, skills, and abilities at that time in regard to the MMD/DCI framework. The data were used to help districts determine their MMD/DCI focus areas for the year. In spring, new CWIS data helped CSTs review progress in relation to the MMD/DCI framework. CSTs shared the CWIS reports with districts to assess progress on implementation levels of knowledge, skills, and abilities with regard to the MMD/DCI framework. They used that data to refine areas for which coaching support can be added or enhanced. In fall, for districts with buildings that had taken the CWIS at least twice, CSTs used CWIS repeated measures reports to discuss district implementation progress, collaborating to determine next steps in coaching support. In fall of 2019, the CWIS reporting tool was launched, allowing building and district administrators’ real time access to CWIS reports. CSTs reviewed and discussed results with districts, collaborating with them to use results to determine next steps. • CST facilitators regularly used information from the implementation checklist with districts to monitor progress and guide discussions about district implementation. <p>District and building administrators have real time access to SAPP reports in the VLP SAPP tool. CSTs reviewed and discussed SAPP reports with districts, collaborating with them to use results to identify focus areas for the year, monitor progress throughout the year, and determine next steps.</p> <p>The following are a few examples of how districts use data to monitor and shape implementation. These examples are pulled from the CST logs which house 2,015 rows of log data including similar examples:</p> <ul style="list-style-type: none"> • District leadership team reviews CWIS results to determine need for training in DBDM at high school 	
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		<ul style="list-style-type: none"> • The elementary leadership team decided to plan for training on CFA based on data from CWIS • Based on review of CWIS, the middle school leadership team planned for CFA training • The district leadership team discussed their CWIS data and alignment with their comprehensive school improvement plan (CSIP) and current SMART Goals • The district leadership team members reviewed the practice profiles and highlighted current reality of each building as a whole, discussed administrator perception, and identified next steps for each building • Building leaders, in collaboration with the coach, conducted walk-throughs using the DACL walk-through tool that aligns with district goals <p>Another source of data feedback are the monthly CST reports. These are generated from the CST logs and shared with DESE leaders as well as the statewide network of RPDCs and CST members. These reports focus on the type, scope, and duration of coaching support received by the districts. These monthly reports can pinpoint the shift in focus from districts are in an orientation to the process phase through full engagement with the coaches in professional learning to periodic support from coaches when full implementation is underway.</p>	
D(1) Performance Assessment (DBDM)	<p>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).¹⁰ 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. 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 tracks progress for all data activities associated with the project. Dr. Marten supports 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 provides technical assistance and training to RPDC users, trouble-shoots programming issues, downloads data regularly and submits it to administration and the management team, and analyzes 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 2015-2016 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</p>	3

		<p>well as required annual reporting for external sources. These efforts target multiple levels of the MMD/DCI system, such as local building administrators, statewide project administrators, and all those in between.</p>	
<p>D(2) Performance Assessment</p>	<p>Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school). 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. 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 were gathered through multiple sources. Activity logs were used for tracking in-district/school training and coaching interactions between CSTs and educators. District/building leaders and educators complete the CWIS for MMD/DCI annually. This data was shared with the CST and with the state management team. All of these data points are reviewed by the management team and displayed for regional data-based discussions.</p> <p>The CST 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 have multiple uses as referenced above. As noted, from the activity logs, we are able to populate the reports for Learning Services. The type of information learned from the logs, which is included in the reports, also provides valuable feedback for the facilitators, CSTs, RPDC directors, and the management team, includes the following (from March 1, 2019, to February 29, 2020):</p> <ul style="list-style-type: none"> • The four most covered topics at coaching interactions with districts were as follows: <ul style="list-style-type: none"> ○ ETLP (980 references) ○ MMD/DCI/DCI Expectations, Logistics, and DESE specifics (671 references) ○ Collaborative Teams (665 references) ○ DBDM (569 references) • The four most often used MMD/DCI tools during interactions were as follows: <ul style="list-style-type: none"> ○ Practice Profiles (1181) ○ Learning Modules (913) ○ SAPP (830) ○ VLP (796) 	<p>3</p>

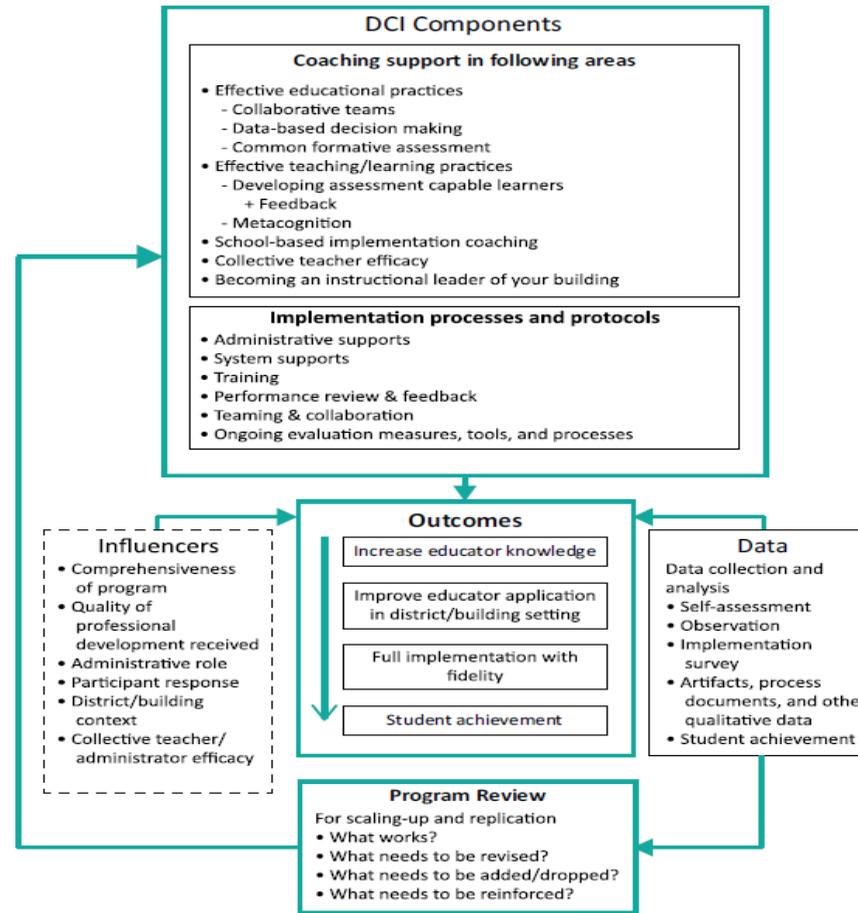
		<ul style="list-style-type: none"> • During this reporting period, there have been over 2,187 visits to participating districts by CST members • These reports also provide valuable information to coaches allowing the comparison between teams not only in terms of number of interactions but also focus of topics and tools <p>The CWIS is a 24-item, five-scale survey instrument designed using a five-point Likert scale. 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> <ul style="list-style-type: none"> • Conceptual modeling, instrument mapping, and blueprint analysis • Item development • Pilot testing • Item iterations • General dissemination <p>The selected scales represent the five pillars of the collaborative work process and tie directly into project performance measures. CWIS data can be accessed for and by all districts across the project. This data is available in the form of district reports, district repeated measures reports, building reports, and building repeated measures reports.</p> <p>The SPDG data elements are aligned to the SSIP state identified measurable result (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 undergo 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>	
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		<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/DCI. Implementation data such as the SAPP is aligned to the training and coaching content. The CWIS is also aligned to the training and coaching content and to the SAPP. There is purposeful alignment between the SPDG and SSIP data elements through the use of a common SPDG measure 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 and it is displayed in the MMD/DCI Blueprint.</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 2019 Summit End of Event Survey • Regional Statewide Collaboration Meetings End of Event Surveys • VLP Knowledge Assessment Survey <p>Organization support and change</p> <ul style="list-style-type: none"> • CWIS for MMDs • Self-Assessment: Practice Profile²¹ • Coaching team surveys • HQPD Peer-to-Peer Coaching Observations • District Implementation Checklist • District Implementation Planning Template 	
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²¹ Metz, A., Bartley, L., Blase, K., & Fixsen, D. (2011). A Guide to Developing Practice Profiles. National Implementation Research Network, Chapel Hill, NC.

		<p>Participant use of new knowledge or skills</p> <ul style="list-style-type: none"> • CWIS for MMDs <p>Student learning outcomes</p> <ul style="list-style-type: none"> • Extant state data including student proficiency <p>All of these data elements have a place within a cohesive data story. This data story is described in detail in the collection of MMD/DCI materials that can be downloaded from www.moedu-sail.org. This portfolio of materials includes the following:</p> <ul style="list-style-type: none"> • MMD/DCI Blueprint • Step-by-Step • Administrator’s Guide to Coaching • Infographics and Practice Profiles <p>These materials are referenced throughout this APR worksheet. Each of them cross-references the implementation practices and the data elements. Also, each are updated annually. New to this collection in May 2020 is the Implementation Zones Guide. This product uses a dashboard approach to helping districts synthesize key points of data for identifying progress on their implementation journey and needs for coaching support.</p> <p>Within the MMD/DCI Blueprint is an illustration of the data elements and is pasted below.</p>	
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Figure 8. Data Cycle



D(3)
Performance
Assessment

Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).¹⁰

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.
The feedback loop (refer to the illustration in section D2) is ongoing and multidirectional. Feedback regarding impact and artifacts of MMD/DCI efforts flows to the DESE Learning Services, SPDG management

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	<p>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>team, CST facilitators, and CSTs. DESE Learning Services members are an integral part of the feedback loop as they review MMD/DCI 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. The evaluator and NAU-site project director, Sarah Marten, meet monthly.</p> <p>The TerraLuna collaborative evaluation team 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 communicating 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 ensure feasibility and usability of the evaluation tools and the data they will yield. 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>We gathered data to support our claims that these feedback loops are in use through a survey of our CSTs in late spring 2019. We asked them about data use between multiple levels and solicited a response on a 10-point scale with 10 denoting frequent and high quality data sharing practices. Coaches shared as follows:</p> <ul style="list-style-type: none"> • Data are most likely to be shared between CSTs and districts (71 percent agreement, average value 6.6) • Coaches are aware that data is shared between district administrators and building administrators and staff (60 percent agreement, average 6.2) 	
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		<ul style="list-style-type: none"> • There is room for growth in sharing data between the state management team and CSTs (37 percent agreement, average 4.3) <p>All CST members submit monthly activity logs providing details about interactions with districts regarding types, frequency, and nature of coaching. Topics covered people participating, evidence provided, and next steps. Comments about the interaction are also included. The logs are district centered. Data from the logs have multiple uses including the following:</p> <ul style="list-style-type: none"> • Through evaluation of the data, facilitators are able to discuss what is working and what might need increased attention either from the CST (i.e., content needs) or the management team (i.e., participation issues, etc.). A strength of this project is the ongoing conversation regarding the effectiveness of implementation and this data is one way in which that is accomplished • The data provide the content for monthly district update reports compiled for DESE Learning Services, statewide CST members and facilitators, RDPC directors, and the SPDG management team • The log data also provide feedback for RPDC directors regarding efforts of their staff members who are part of a CST <p>Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).</p> <p>CST members complete monthly logs on the type, duration, and their specific role in support of each district. This is tracked and compiled into monthly reports shared widely (DESE Learning Services, management team, and CSTs). Dosage and type of coaching is evidence in these logs and 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 used to provide performance feedback to CSTs.</p> <p>As described above in the description of feedback loops, the MMD/DCI system is purposefully designed with layers of the system participants having timely access to data and structured opportunities for focusing data-informed MMD/DCI improvements. Each year, the SPDG management team 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. This SPDG functions as a continuous feedback loop with regard for the implementation drivers at each level.</p>	
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<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</p> <p>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.</p> <p>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. Additionally, 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 identifying PD benchmarks tied to the MMD/DCI framework and expected implementation. The practice profiles and the online SAPP 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. As noted earlier, both practice profiles and the SAPP are two of the most commonly used tools with practice profiles having 1,181 references during this reporting period and the SAPP having 830.</p> <p>Examples of how the SAPP is used to create implementation benchmarks:</p> <ul style="list-style-type: none"> • A district leads all educators through the process of completing the SAPP aligned to their district professional learning goals. The results are compiled into reports to identify building-level and content or grade-specific implementation challenges. In partnership with the CST, the district develops a plan for addressing the challenges. • A new district to the DCI process uses the SAPP, alongside baseline CWIS results, to develop an initial PD plan and implementation benchmarks. Benchmarks may start with a small group (i.e., elementary English/Language Arts (ELA) teachers) and then plan to use lessons learned for bringing in additional teachers to the work. <p>In preparation for scaling-up, as well as improving transparency of the school improvement process and expectations, the management team has conceptualized “implementation zones” which will be implemented in the fall 2021 school year. Drawing from the State Implementation and Scaling Up of Evidenced-Based Practices (SISEP) work on implementation stages and drivers, the implementation zones are a data-driven approach to identifying current implementation needs and matching with coaching supports. As a district-wide initiative, the implementation zones incorporate building-level process and outcome data as well as district-level process and outcome data to result in a district-wide implementation zone designation. Once put into place next fall, the results will be shared in the 2021 APR.</p>	<p>2</p>
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		<p>Multiple professional learning modules incorporate strategies for determining necessary adjustments to instructional practices based on student outcome data. As districts are planning their implementation journey, the extent to which they incorporate student outcome data into their decision-making shapes their PD plan. For example, a district may currently implement CFAs but the use of that data for improving instruction or learning may be missing. In collaboration with the coach, the district would then learn through the DBDM and DACL modules ways of maximizing the use of CFAs for improving both instruction and learning.</p> <p>Describe positive recognition processes for achievements. During the annual MMD/DCI summit and the fall regional meetings, districts are invited to share their accomplishments and journeys. Districts highlights are also featured in the monthly project summary to DESE Learning Services.</p> <p>Describe how data are used to “market” the initiative. To date, participation in MMD/DCI has been by invitation. Districts who have shown progress in implementation of the collaborative work were recognized for their progress and invited to become part of MMD/DCI. Monthly project summary reports are also shared with the DESE area supervisors, who work directly with superintendents across Missouri and share information about DCI.</p>	
D(5) Performance Assessment	<p>Participants are instructed in how to provide data to the SPDG Project.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Procedures described for data submission. • Guidance provided to schools/districts. 	<p>Procedures described for data submission.</p> <p>Procedures for data submission are available in multiple locations and formats:</p> <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/DCI commitments. This document has subsequently been revised annually and distributed at the opening meetings each year. The Blueprint outlines a detailed plan of action and describes the MMD/DCI 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 • CST facilitators communicate with district contacts when the SAPP and CWIS should be administered and follow-up as necessary <p>Guidance provided to schools/districts.</p>	3

		<p>Facilitators and consultants from CSTs provide clear instructions to districts for how to take the online versions of the professional learning modules on the VLP and submit their data. The instructions are also stated when users enter the online platform.</p> <p>The technology team took the lead this past year to assist districts in successful use of the VLP including the data submission element. As noted earlier, with DESE’s increased emphasis on use of the VLP, the inclusion of the technology team was a key element.</p> <p>A print and online-version of an MMD/DCI implementation guide (Step-by-Step Guide) is in development. The guide provides districts with practical direction and guidance for how to successfully implement the MMD/DCI 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>	
(1) Facilitative Administrative Support/ Systems Intervention	<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. • Describe how the SPDG trains and supports administrators so that they may in turn support implementers. 	<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 VLP development. The following key activities describe the role of the DESE and SPDG management team:</p> <ul style="list-style-type: none"> • Coordinate training and coaching for districts • Develop SBIC at the district and building levels • 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 RPDCs to assure systems and PD are aligned • Collaborative to review data • Problem-solve systems issues at all levels <p>District administrators in MMDs agree to the following key activities:</p> <ul style="list-style-type: none"> • Act as a key driver in the MMD/DCI implementation process • Collaborate with the DESE and MMD/DCI CST 	3

		<ul style="list-style-type: none"> • Meet regularly to shape the district’s participation as an MMD • Support buildings through the implementation process by developing systems that advance MMD/DCI 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>Describe how the SPDG trains and supports administrators so that they may in turn support implementers.</p> <p>District administrators are encouraged to become familiar with the PD modules chosen as the district’s area of focus. Of particular relevance to district administrators and their own PD, are the modules outlining best practices for leadership and SBIC.</p> <p>The CST members and facilitators work directly with administrators. According to the CST logs, the following percentages of interactions occurred with district and building leaders:</p> <ul style="list-style-type: none"> • 55 percent with district leadership teams • 18 percent with other district administrators • 62 percent with building leadership teams • 37 percent with other building administrators <p>The following list are examples of training and coaching received by administrators:</p> <ul style="list-style-type: none"> • Effective collaboration at the district level • Module training matching to the priorities of the district and/or building • Strategies for establishing walkthrough as an approach to providing implementation feedback • Development of SBIC structures • Aligning multiple initiatives and school improvement plans with the DCI framework • Strategies for reviewing and leading discussions about implementation data and student outcome data <p>Because CSTs serve a cadre of districts, they are able to provide opportunities for district-to-district sharing of challenges and lessons learned. This occurs informally as well as formally. The formal events occur twice each year and are organized by the CSTs and the management team.</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. Also, see the illustration in section D2. 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 the DESE by RPDC directors, and finally provided to evaluators) CST team logs Administrators’/educators’ responses to the CWIS (collected annually via an online platform) DESE leadership and facilitators conducted site visit interviews with select districts during FY 20. Notes are used to individualize support for each participating district <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 are discussed. Based on recommendations, prototypes of needed materials are developed and undergo a vetting process. Based on data and input gathered during the vetting process, the professional learning materials are revised, data sources may be added, and the content is translated for online learning on the VLP.</p> <p>An example of a policy change is the required district commitment form and accompanying invoice procedures. With MMD/DCI, this form became more prescriptive in the list of approved activities (key components of the MMD/DCI framework), expected level of implementation, and budget implications.</p>	<p>2</p>
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