



2015

State of Missouri

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

Part B Phase III-Year 3 Report

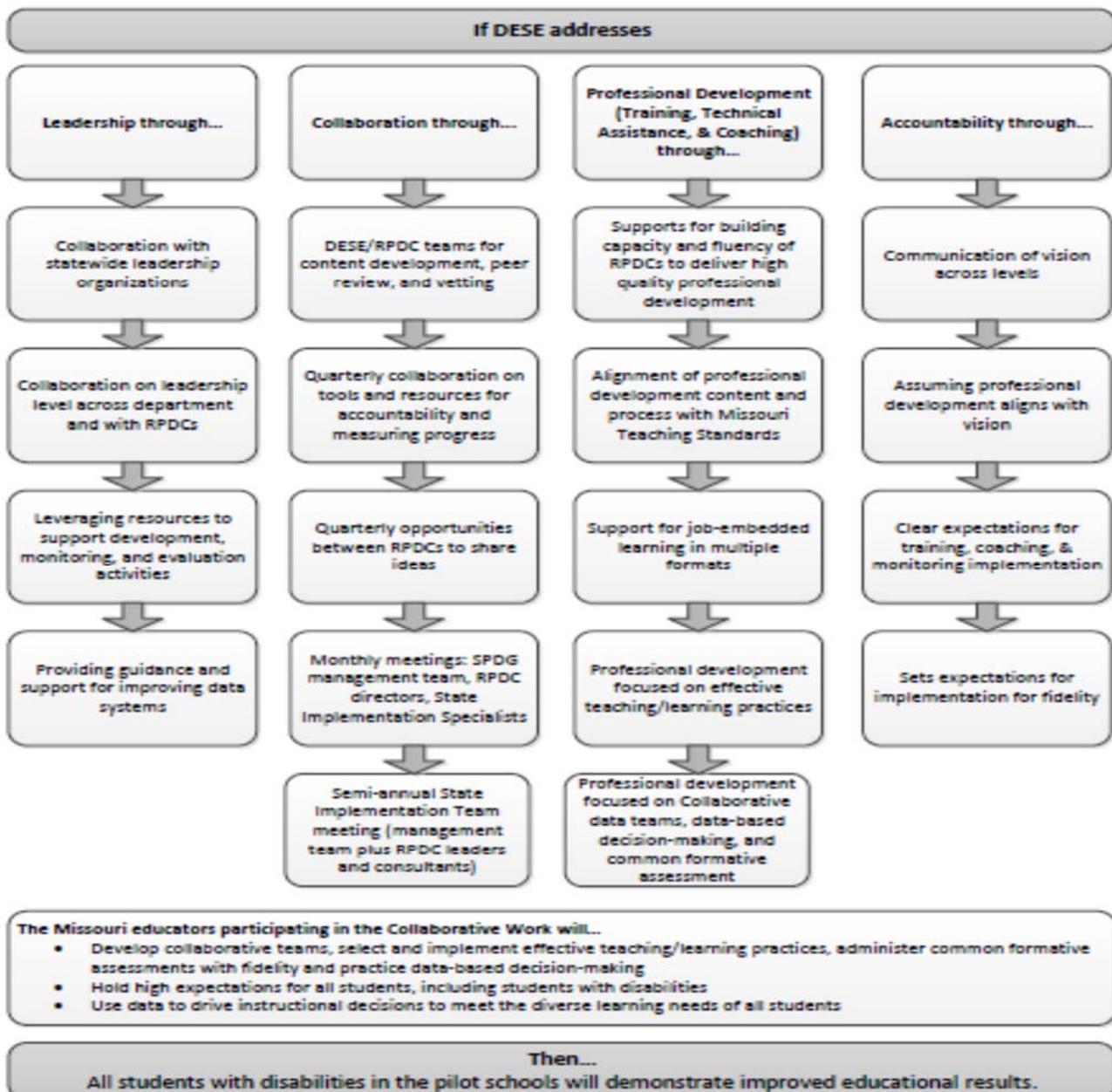
April 1, 2019

State of Missouri
STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) PHASE III

A. Summary of Phase III

1. Theory of action or logic model for the SSIP, including the State-identified Measurable Result (SiMR)

The graphic illustration below shows the rationale of how implementing the coherent set of improvement strategies selected will increase the state’s capacity to lead meaningful change in local education agencies (LEAs) and achieve improvement in the SiMR for students with disabilities.



SiMR

The SiMR is to increase the percent of students with disabilities in grades three to eight and in their tested grade in high school who perform at proficiency levels in English/language arts (ELA) in the Collaborative Work (CW) schools by 6.5 percentage points by FFY 2018 (2018-19).

Reported SiMR Data
(Baseline Data FFY 2017)

Table 1: Baseline SiMR Data

FFY	2013	2014	2015	2016	2017
Target \geq		18.40%	19.40%	20.90%	19.30%
Data	17.40%	24.20%	28.40%	29.80%	19.30%

Table 2: FFY 2018 Targets

FFY	2018
Target \geq	20.80%

Alignment of the SiMR with the State Accountability System and the changes resulting from the Every Student Succeeds Act (ESSA) are critical to DESE. Based upon feedback from internal and external agency stakeholder groups, the agency created the Missouri Learning Standards (MLS) which were approved by the State Board of Education. Alignment of the MLS to state assessments required the development of new assessments that took place over several years. Stakeholders suggested resetting proficiency levels for determining below basic, basic, proficient, and advanced for the new assessments. The state responded by going through a comprehensive standards setting process with final adoption by the State Board of Education in October 2018.

DESE administered new state assessments aligned to the new standards in mathematics and English language arts during the 2017-18 school year. Grade-level tests were administered in grades 3-8 and end-of-course tests in Algebra 1, Algebra 2, Geometry, English 1, and English 2. Missouri educators created new achievement level cut scores, and scales were established during the summer/fall of 2018. The achievement level cut scores reflect the academic standards and are more rigorous than previous administrations of the assessments. Due to the changes to the state assessments and the achievement level cut scores, proficiency percentages decreased for the state for all students and student groups. Missouri accordingly reset State Performance Plan (SPP) Indicator 3 baseline to the 2017-18 school year and reset the targets for 2018-19. These changes are being paralleled in the SSIP which also uses the state assessment data for the SiMR.

The following table provides comparative progress data between schools that are and are not participating in the CW.

Table 3: Proficiency Rates on State English/Language Arts Assessments (grades three to eight only)

School Year	All Students Statewide not in Collaborative Work Schools	Students with Disabilities Statewide not in Collaborative Work Schools	All Students in Collaborative Work Schools (includes schools active in 2017-18)	Students with Disabilities in Collaborative Work Schools (includes schools active in 2017-18)
2013-14	48.9%	14.8%	46.7%	16.0%
2014-15	57.7% (+8.7%)	21.8% (+7.0%)	56.4% (+9.7%)	24.0% (+8.0%)
2015-16	60.5% (+2.8%)	24.9% (+3.1%)	60.1% (+3.7%)	28.1% (+4.2%)
2016-17	61.5% (+1.1%)	25.9% (+1.0%)	61.3% (+1.2%)	29.8% (+1.6%)
2017-18 New Baseline	48.0% (-13.5%)	16.8% (-9.2%)	47.8% (-10.2%)	19.5% (-10.2%)

Table 3 shows the categories of all students and students with disabilities increased proficiency rates for each of the years up to 2016-17. As noted above, the 2017-18 assessments were new, so results cannot be compared to prior years, however, proficiency percentages for students in collaborative work schools did not decrease as much as all students in non-collaborative work schools. This comparison of participating and non-participating schools tends to reinforce the potential of the SSIP/CW for moving student achievement for students with disabilities in Missouri.

Note that the last column in Table 3 does not match the SiMR data for the following two reasons (1) SiMR data includes high school end-of-course assessment data while Table 3 only includes grades three to eight regular grade level assessments and (2) the data in Table 3 is limited to schools that were participating CW buildings (including CW buildings that transitioned into the MMD) in the 2017-18 school year.

2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies

Transition improvement strategies

This year marked a transition from the implementation of evidence-based, educational practices at individual building levels to an emphasis on district-level implementation of these same practices. The original design of the SSIP, drawing on the work of the National Center for Educational Outcomes (NCEO) and Dr. John Hattie, calls for a focus on implementation of a few evidenced-based educational and teaching/learning practices. They are cross-cutting effective practices which will work for any subject/age/grade/content area and are effective for all students, including students with disabilities. The consistency of focus is, and remains, critical to improving outcomes for all students.

ALL teachers (including general education, special education, and special subject area teachers) will

- collaborate with one another.
- learn and use effective teaching/learning practices in their classrooms.
- develop and administer Common Formative Assessments.
- use the data from the assessments to make decisions about the effectiveness of instruction and student mastery of the Missouri Learning Standards.

The project name has changed from CW (individual building level) to Missouri Model Districts (MMD) denoting the transition to district-level implementation of effective educational practices. The districts participating in MMD were selected based on their prior commitment to CW participation and implementation. The districts were representative of all regions of the state and were demographically diverse. MMD stresses the importance of instructional leadership at the district and building levels. Observation and reports from Coaching Support Teams (CST) indicated a need to add more time and effort to help district and building leadership understand the importance of their role in developing a cohesive approach to district-wide improvement rather than supporting a collection of initiatives.

Infrastructure improvement strategies

To ensure fidelity of implementation of the current framework and to support statewide scale-up and sustainability, data reveal a need to continue building a system that provides a continuum of support through regional consultants, standardized learning modules and resources, e-learning systems, and digital applications. The Virtual Learning Platform (VLP) is the agency's electronic system that maintains the professional learning modules and resources that allow districts to access and provide their own professional development and data collection tools for monitoring progress and fidelity of implementation of effective educational practices.

To address scale-up and sustainability, the VLP provides consistent, transparent materials that allow districts to build internal capacity for improvement by increasing knowledge and skills. Districts may choose to provide their own training and/or coaching or access regional staff for assistance. The system provides consistent materials and common language to Missouri educators regardless of administrator and teacher mobility. During the transition, improvements to the materials and tools will vastly increase the amount of and validity of data for decision-making at the classroom, building, district, and state levels.

Major short-term activities implemented that contribute to the development of this continuum of support include the following:

Table 4: Major Short-Term MMD Activities

MAJOR SHORT-TERM MMD ACTIVITIES (April 1, 2018 - March 31, 2019)	Progress or Change from Phase III, Year 2
Make enhancements to the current online DESE Consultant Log System to reflect common understanding of terminology across regional staff to increase the accuracy of collected data. Simultaneously building a new Consultant Log System to operate more efficiently for data collection and reporting features.	<ol style="list-style-type: none"> 1. Refine terminology so regional staff data more accurately reflects consultant activities. 2. Rebuild the consultant log system to make more user-friendly and efficient.
Develop new infrastructure for MMD implementation to include formation of cadres of districts to receive training and coaching cross-regionally (cohort 1 included 15 districts).	MMDs organized into 1 st year cohort consisting of 6 cadres of similar sized districts. Cadre structures allowed for personalized attention.
Formation of MMD cohort 2 (49 districts) to include additional CW buildings that consistently demonstrated CW practices and were committed to district-level implementation of this work.	Cadres expanded to include a new cohort for data collection related to implementation, shared successes, and challenges.
Organize regional MMD consultants to coaching support teams (CST) as part of the support infrastructure.	Regional consultants organized into coaching support teams allowing regional staff to work cross-regionally to provide expanded learning to districts and each other.
Demonstrate use of technology to provide professional development at MMD/CST program meetings.	Monthly MMD Coaching Support Team meetings (MMD consultants) to inform regional staff on how to use virtual communication for meetings, shared collaboration, data collection, and analysis.
Refine High Quality Professional Development (HQPD) observation of training and coaching sessions for RPDC staff.	To be in use by September 2019.
Develop enhanced components for new and existing modules (i.e., Coaching Companions, pre/post assessment, etc. for modules).	Coaching Companions are completed for three modules. Plans for continued development are in progress. Pre/post assessments are in revision status.
Revise Self-Assessment Practice Profile (SAPP) on the MOEduSail website.	SAPP on MOEdu-Sail website in revision status to include enhancements based upon past user feedback.
Build new SAPP for inclusion on the virtual learning platform (VLP) that is part of the DESE website.	Most of the SAPP from the MOEdu-Sail website is embedded in the DESE VLP (practice profiles from 6 modules).

The long-term activities articulated in Phase III-Year 2 focused on steps necessary for scaling the process and tools statewide within a system of state support while continuing consistent support for the pilot MMD schools. Long-term activities in Phase III-Year 3 focus on scaling the process and tools statewide within a larger system of state support and include the following.

Table 5: Major Long-Term MMD Activities

Major Long-Term MMD Activities	Phase III-Year 3 Progress or Change
Revise/development new professional learning modules for online training as part of the VLP development.	Revisions to continue. Considering new professional learning modules.
Continue to evolve VLP.	Modules and practice profiles (SAPP) from MOEdu-Sail website are moving to the VLP.
Develop training for field staff and ensure staff are adequately trained to fill new roles.	Staff development through monthly MMD/CST program meetings.
Modify the consolidated contract and consultant logs to reflect accurate changes in roles and responsibilities.	Consolidated contract draft is in process with completion May 2019.
Support development of an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes Student Learning Objective (SLO) data (including CFAs as appropriate), and creates individual, building, and district progress reports.	Development of the tool remains planned but is currently on hold.
Create a description and a plan for an integrated system of supports which includes extensive data tools, planning tools, project management tools, and resource budgeting tools.	<ul style="list-style-type: none"> • Development of SAPP on VLP started January 2018. • Revision to consultant log activities and system July 2018.
Continue to review/revise related tools (SAPP, practice profiles, implementation checklists, pre/post assessments, etc.) including a bank of formative assessments.	<ul style="list-style-type: none"> • Process established to ensure module revision more concise started July 2018. • SAPP (MOEdu-Sail) enhancements are ongoing. • Development of SAPP on VLP started January 2018. • Development of the formative assessment tool is planned but is currently on hold.

3. The specific evidence-based practices that have been implemented to date

Evidence-based practices identified by Dr. John Hattie and the National Center for Educational Outcomes (NCEO) as having the highest effect sizes shown to result in exceptional student outcomes, including outcomes for students with disabilities include those listed below. All MMD modules developed to-date around these topics for public use are available at <https://www.moedu-sail.org>. A subset of these modules was transferred to the VLP for use by

the MMDs for the purpose of testing operation of the new system. The modules transferred include:

- Collaborative Culture and Climate (including collaborative team structures)
- Data-Based Decision-Making (DBDM)
- Common Formative Assessments (CFA)
- Instructional Leadership
- Effective Teaching and Learning Practices (ETLP) which include Developing Assessment Capable Learners and Metacognition
- School Wide Positive Behavior Supports (SW-PBS) (selected practices from tiers 1 and 2)

Teachers in the MMDs have been trained to (1) work on teams which focus on helping each other (collaborative team structures), (2) use effective teaching/learning practices in all classrooms, (3) administer common formative assessments to provide data related to the effects of the teaching/learning experience, and (4) use data collectively to discuss and make decisions about next steps. Dr. Hattie also promotes instructional leadership as crucial to promoting and sustaining implementation of the evidence-based practices.

Ultimately, the statewide system will include academic and behavioral supports. Actions were initiated to test parallel process for behavioral supports. A small number of districts are beginning to pilot district-wide implementation of SW-PBS.

4. Brief overview of the year’s evaluation activities, measures, and outcomes

a. Missouri Assessment Program (MAP) English/Language Arts (ELA) Proficiency Rates

Table 6: MAP ELA Proficiency Rates

Year of Language Arts Assessment	All Students Statewide not in Collaborative Work Schools	Students with Disabilities Statewide not in Collaborative Work Schools	All Students in Collaborative Work Schools (includes schools active in 2016-17)	Students with Disabilities in Collaborative Work Schools (includes schools active in 2016-17)
2013-14 Baseline Year	48.9%	14.8%	46.7%	16.0%
2014-15	57.7% (+8.7%)	21.8% (+7.0%)	56.4% (+9.7%)	24.0% (+8.0%)
2015-16	60.5% (+2.8%)	24.9% (+3.1%)	60.1% (+3.7%)	28.1% (+4.2%)
2016-17	61.5% (+1.1%)	25.9% (+1.0%)	61.3% (+1.2%)	29.8% (+1.6%)

Data Source: Missouri Department of Elementary and Secondary Education, MAP/ELA Student Proficiency Rate for grades three to eight in 2013-14, 2014-15, 2015-16, and 2016-17

Baseline data: See Table 6 above for 2013-14 baseline year data

Current data: See Table 6 above for 2016-17 current data

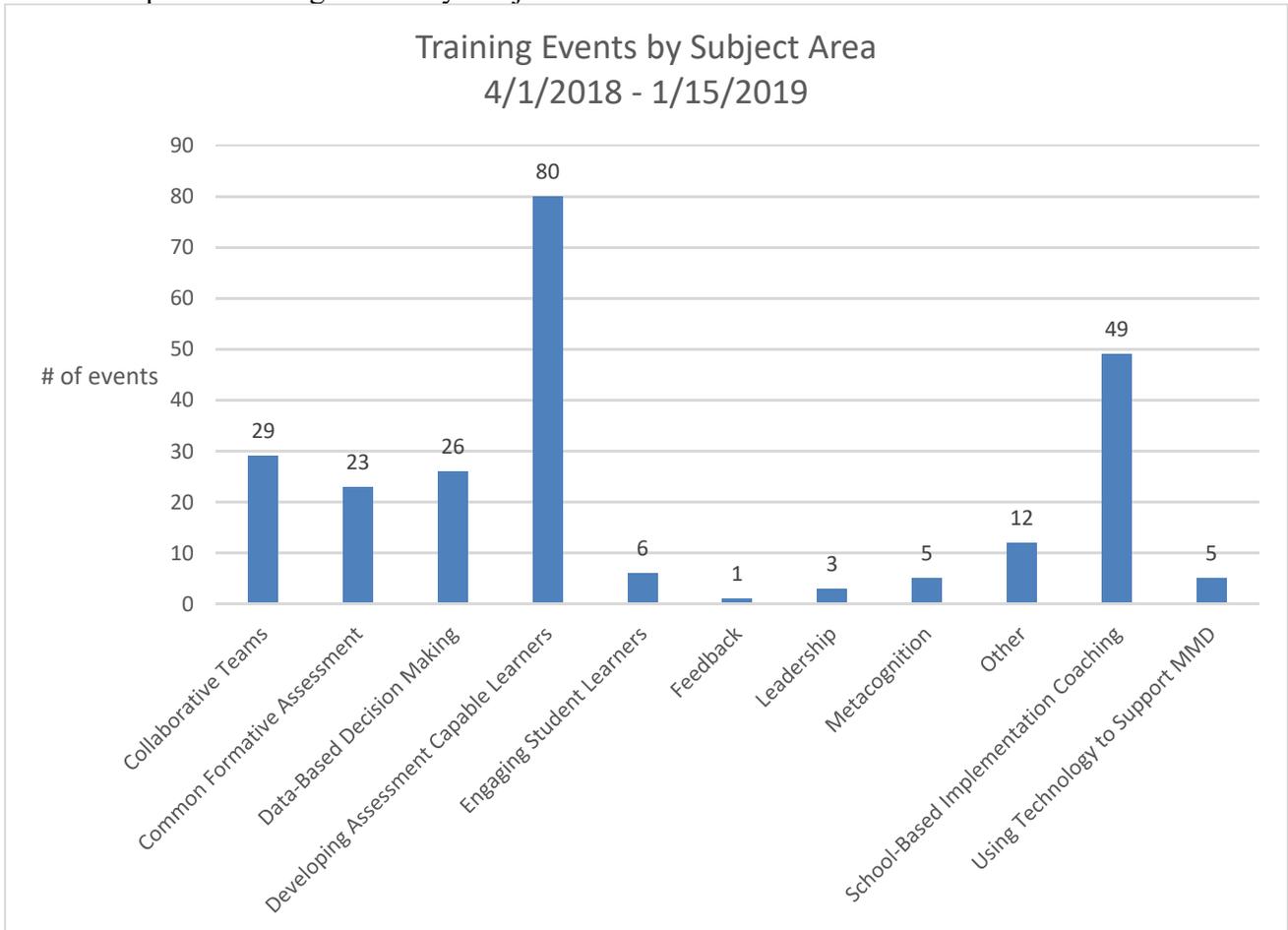
Missouri’s SiMR is to increase the percent of students with disabilities in grades three to eight and in their tested grade in high school who perform at proficiency levels in English/language arts in the CW schools by 6.5 percentage points by FFY 2018 (2018-19) (see section A, Tables 1 and 2).

Comparative progress data as measured by the Missouri Assessment Program (MAP) between schools that are and are not participating in the CW is examined annually. Table 6 above does not include high school data which allows for a better comparison between CW and non-CW schools due to the small number of CW high schools.

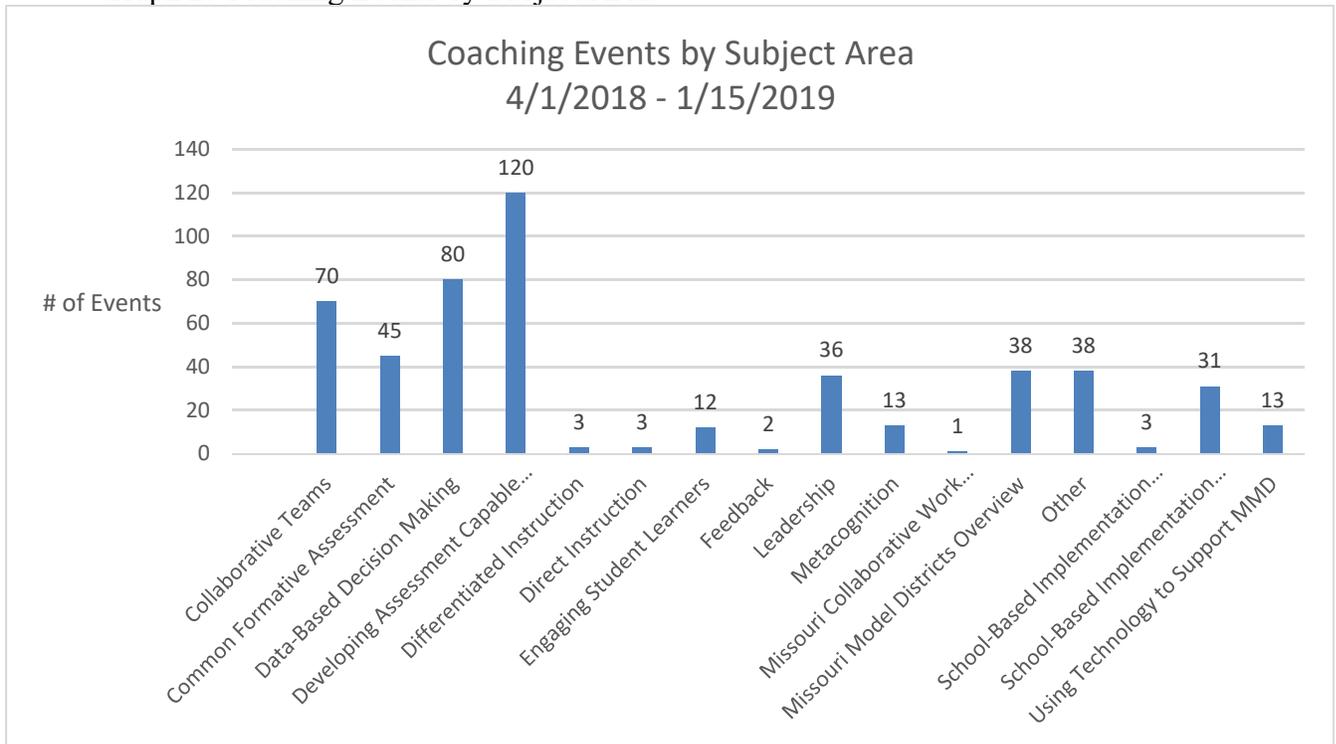
b. DESE Consultant Log Data

Data in specific categories is entered monthly by regional staff into an electronic DESE consultant log data system. This information is compiled, reviewed, and analyzed regularly by Office of Special Education (OSE) staff to ensure regional staff are engaged in MMD related activities and to show the progression of implementation in participating MMDs.

Graph 1: Training Events by Subject Area



Graph 2: Coaching Events by Subject Area



Data Source: DESE Consultant Log Data

Baseline data: Baseline data collected through the consultant logs for CW was established during 2015-16. The transition to MMD necessitated a revision to the DESE Consultant Log System to capture activities involving MMD consultants serving on a CST resulting in new baseline data shown above.

Current data: See Graphs 1, 2

Evidence of Change: The transition to MMD (district level) necessitated a revision to the DESE Consultant Log System to capture activities involving MMD consultants serving on a CST resulting in new baseline data shown in graphs 1 and 2. While the categories within the logs remain the same, the structure of how the CSTs work (cross regionally) and services provided to support district level implementation rather than individual buildings, changes the results captured in the logs. Less time on training in districts assumes responsibility for ongoing professional development using resources from the VLP resulting in greater efficiency in district implementation.

c. Coaching Support Team (CST)/District Interactions

CST data is also collected through logs maintained by the MMD facilitators. This is to ensure data is maintained regarding specific district interaction organized by cohort. This information is compiled, reviewed, and analyzed regularly by the State Professional Development Grant (SPDG) Management Team and OSE staff to better understand the types and frequency of engagement using the district-based model. This information should inform on their capacity to scale and sustain the process.

Table 7: Average Number of Interactions by Cohort by Month
 Average Number of Interactions by Cohort by Month

Month	Cohort 1	Cohort 2
April-18	1.50	
May-18	2.50	
June-18	1.38	1.25
July-18	1.00	1.20
August-18	1.89	2.38
September-18	3.40	3.49
October-18	3.09	3.55
November-18	3.50	3.71
December-18	3.13	2.96
Average	2.38	2.65

Graph 3: District/Coaching Support Team Interactions

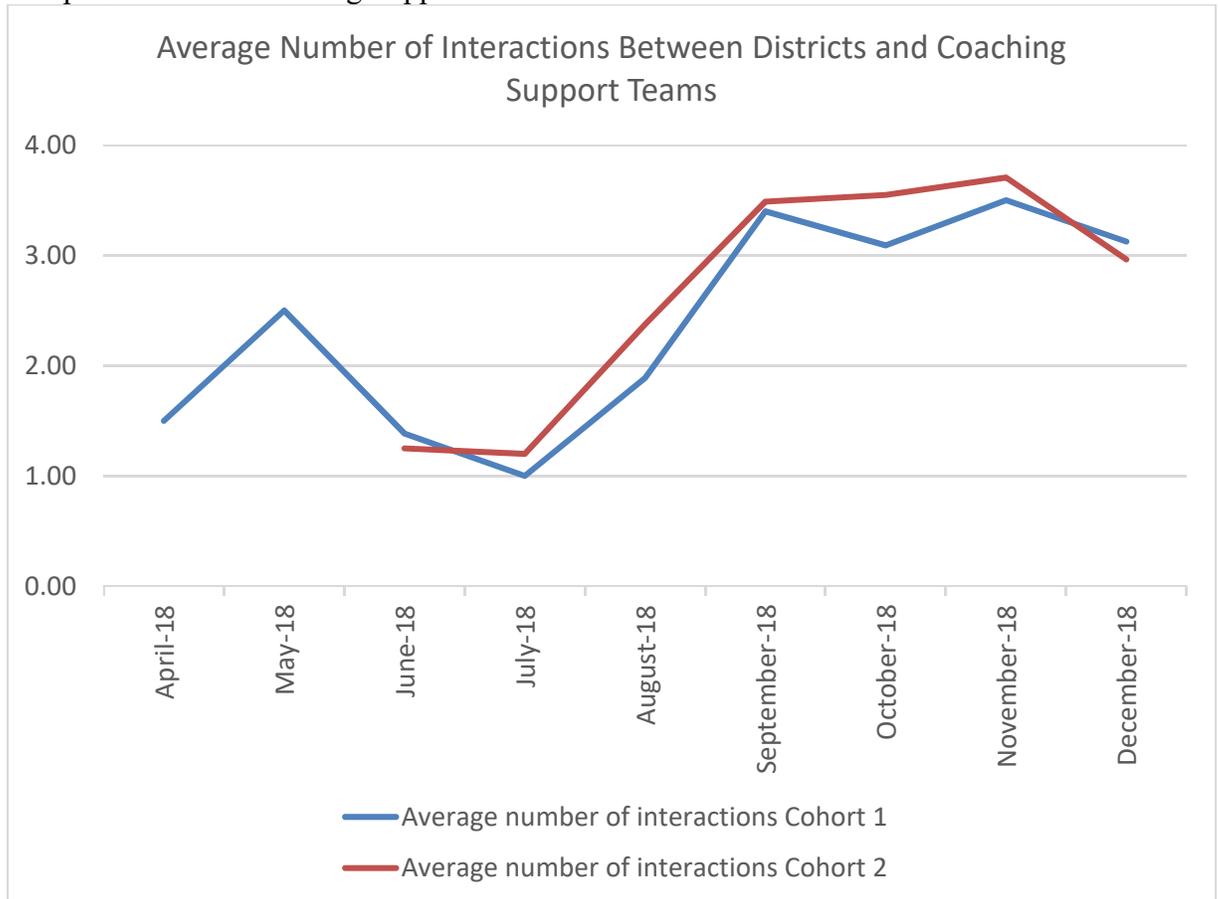
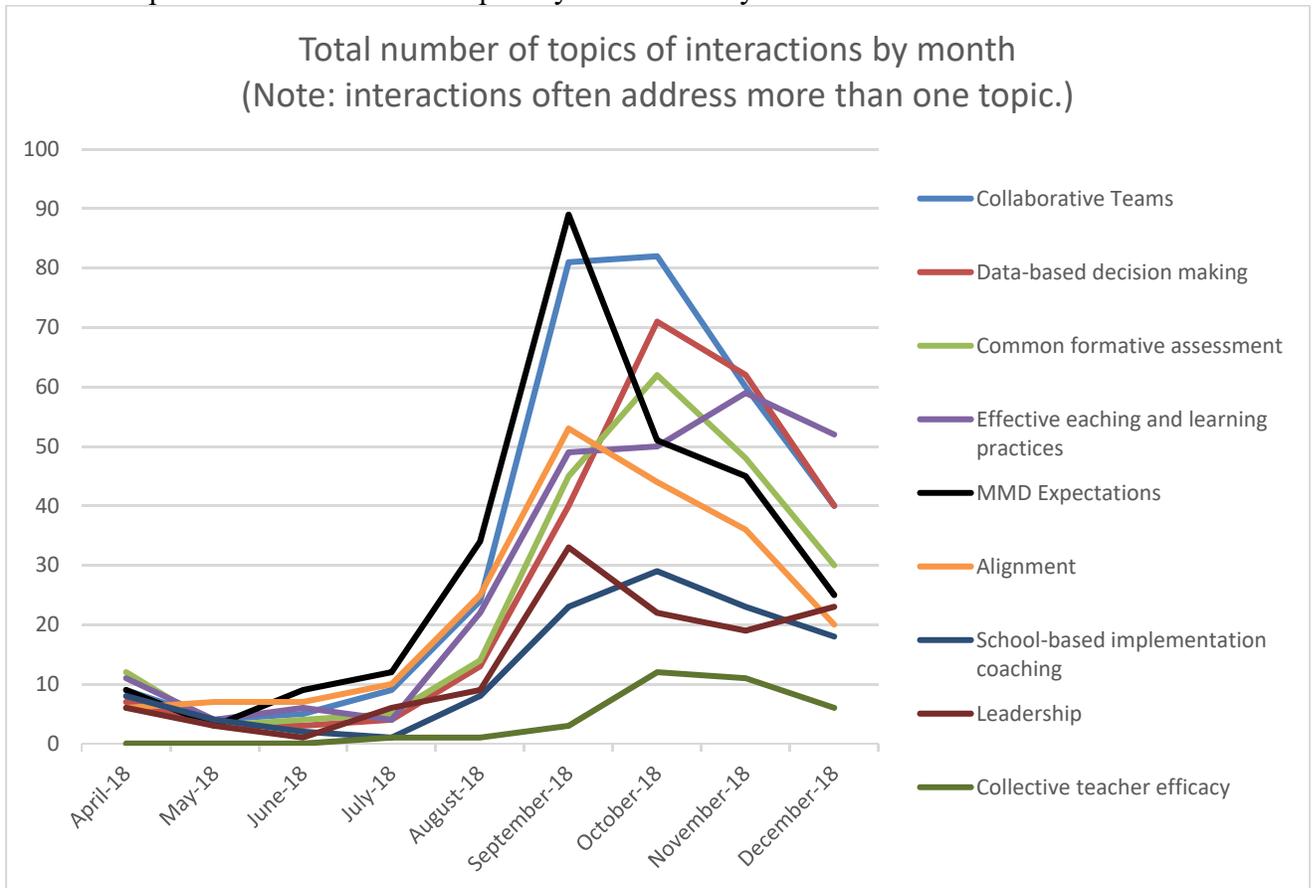


Table 8: Number of Topics Covered in Interactions by Month

Month	Collaborative Teams	Data-based decision-making	Common formative assessment	Effective teaching and learning practices	MMD Expectations	Alignment	School-based implementation coaching	Leadership	Collective teacher efficacy
April-18	9	7	12	11	9	6	8	6	0
May-18	4	3	3	4	3	7	4	3	0
June-18	5	3	4	6	9	7	2	1	0
July-18	9	4	5	4	12	10	1	6	1
August-18	24	13	14	22	34	25	8	9	1
September-18	81	40	45	49	89	53	23	33	3
October-18	82	71	62	50	51	44	29	22	12
November-18	60	62	48	59	45	36	23	19	11
December-18	40	40	30	52	25	20	18	23	6
Total	314	243	223	257	277	208	116	122	34

Graph 4: Total Number of Topics by Interaction by Month



District interactions include training, coaching, and planning with district leadership team meetings. For the time span of April 2018 through January 15, 2019, there were a total of 907 coaching support team interactions, with an average of 13 per district. This also equates to an average between 2 and 3 interactions per district per month.

The topics covered during CST and district interactions are recorded for each month. As expected, the most frequent topics were (a) collaborative teams, (b) expectation for participation as a Missouri Model District, (c) data-based decision-making, and (d) effective teaching and learning practices. The effective teaching and learning practices are aligned and complementary, so data is reported collectively. Specific teaching and learning practices include developing assessment capable learning and metacognition.

A strength of this model for professional development (materials and tools on electronic platform) is the flexibility it allows districts to self-assess needs and have the materials to address these needs readily available for use at any time. Materials and tools accessible by districts and regional staff are the same allowing for transparency and consistency. Use of these materials and tools promotes common language across Missouri educators.

Data Source: MMD Facilitator Log Data

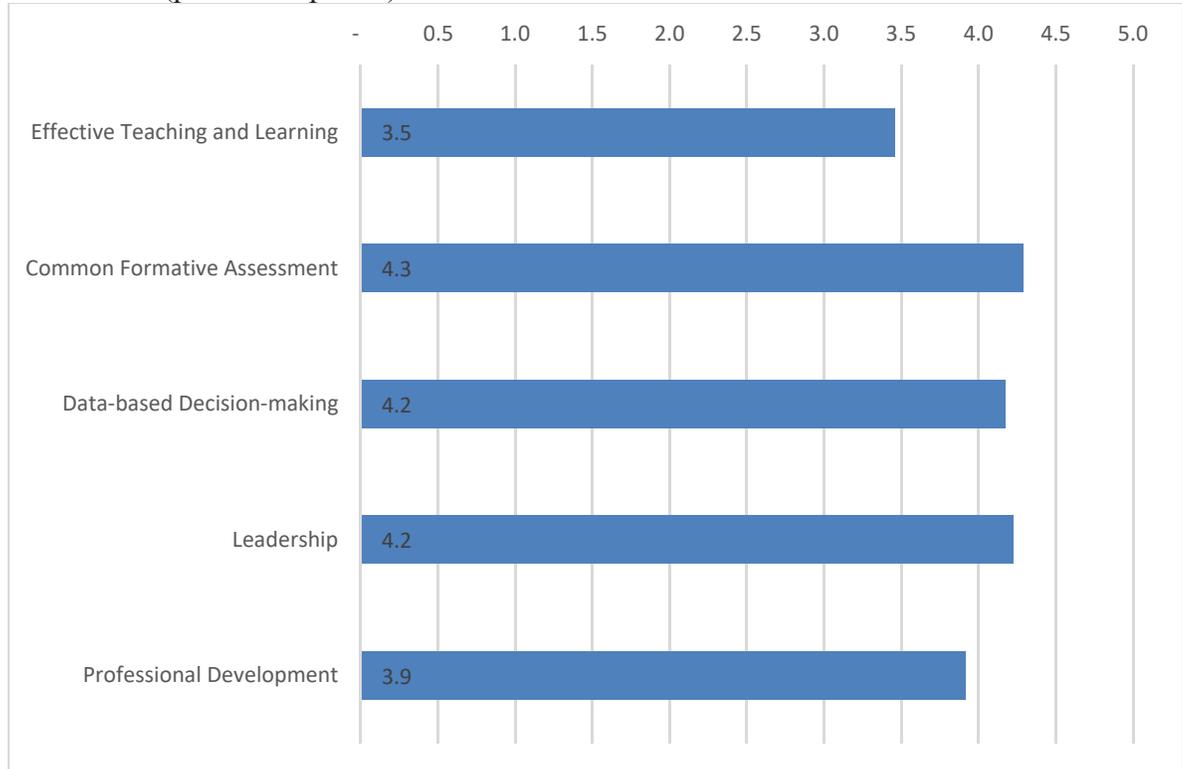
Baseline data: The transition to MMD necessitated the addition of the MMD Facilitator Log System to understand the frequency and levels of engagement of CST district interaction. The data in section c. Coaching Support Team (CST)/District Interactions above shows new baseline data.

Current data: See Graphs 3, 4 and Tables 7, 8

Evidence of Change: The frequency and levels of engagement of CST district interaction. The data in section c. Coaching Support Team (CST)/District Interactions above shows new baseline data; therefore, no evidence of change is available. The state will continue to capture MMD Facilitator Log data and will show changes from the baseline data in next year's report.

d. Collaborative Work Implementation Survey (CWIS)

Graph 5: Mean Scale Values Across All CW Implementation Survey Participants: 2017-18 School Year (possible 5 points)



Data Source: 2017-18 CW Implementation Survey (CWIS): Fall and Spring Submissions

Baseline and Year 1 data: The project specific Collaborative Work Implementation Survey (CWIS) was first administered in 2017. The administration was repeated during the 2017-18 school year. A total of 10,997 surveys were returned during the 2017-18 school year.

The instrument was developed through a collaborative process including DESE staff, project administrators at UMKC, and the evaluation support at the TerraLuna Collaborative. CWIS contains five distinct domains aligned specifically to the SSIP work: (1) effective teaching and learning, (2) common formative assessment, (3) data-based decision-making, (4) leadership, and (5) professional development. The survey was tested extensively and its scales proven as internally valid and reliable.

Results from the survey related to the five relevant scales during the 2017-18 school year are shown in the Graph 5 above. For the second consecutive year, respondents provided favorable evidence related to the implementation of many project features. Effective teaching and learning lagged a bit behind the other sections, a difference that was measured to be statistically significant but expected. Data indicate the change from building to district-level implementation shows some processes as districts align the work of individual buildings.

Within the domain of effective teaching and learning, the prompt soliciting agreement with the statement, “The students in my classroom, including students with disabilities, write/state learning targets using "I can" or "I know" statements” was most likely to receive responses of disagree or strongly disagree. This finding is now true for two consecutive years. The lowest ranked prompts for other sections included the following (for two consecutive years, except where noted):

1. CFA: Each student reviews his/her results of common formative assessments with a teacher. (3.7)
2. DBDM: Visual representations of individual student, classroom, and building data are used for tracking growth and making decisions. (4.0)
3. Leadership: The building leader(s) supports the opportunity for teacher-to-teacher observation and feedback. (4.1) ¹
4. PD: I receive feedback about my classroom instruction from other teachers. (3.5)

¹ Ranked lowest in this domain for the first time during the 2017-18 school year.

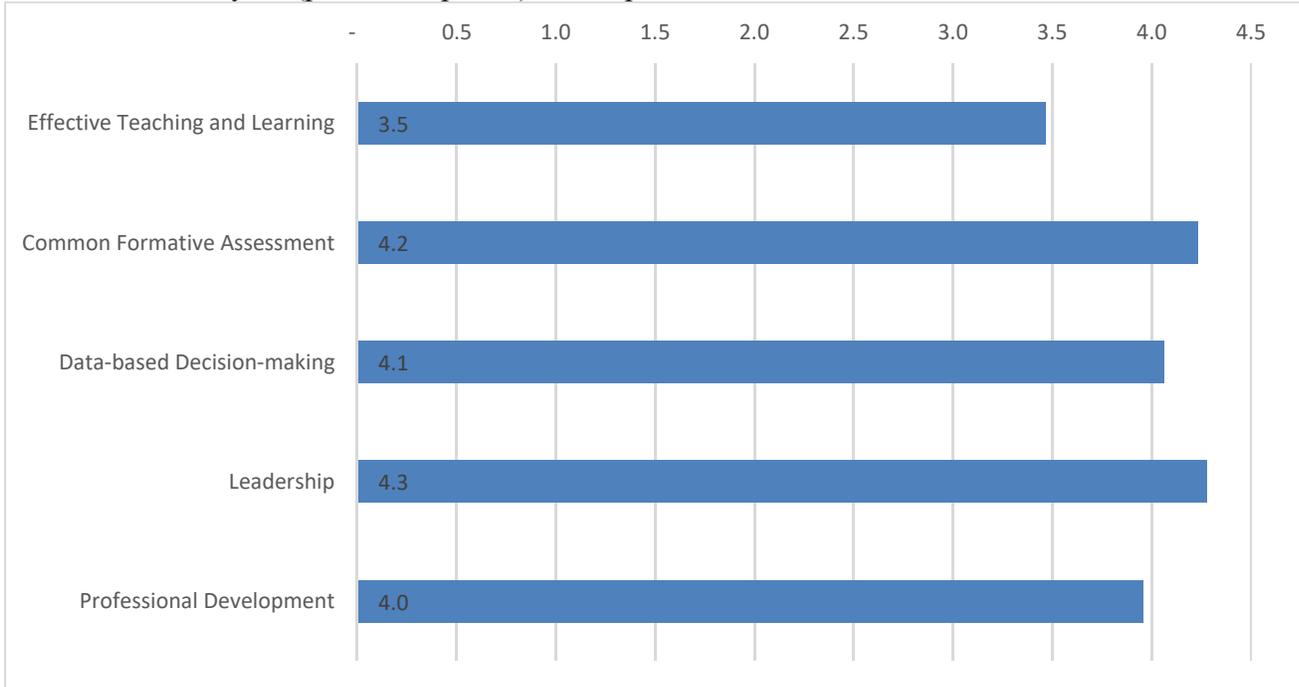
Overall, year-to-year change trended downward from the data reported for four of the five domains but held steady for “Leadership.” The average change per domain was a loss of 0.1 points during the 2017-18 school year as compared to that reported for the 2016-17 administration. These data should not be compared in a traditional sense, as 49 additional districts, many with buildings with no CW experience, began participation in the project in the 2017 school year, and thus, baseline participation in the survey for the first time during the spring of 2018. This was in addition to districts that had previously set their baseline in 2016-17 and were now providing a progress update during their first year in the project.

As a result, the sample across the 2016-17 and 2017-18 school years are not comparable. All districts set their baseline by the end of the 2017-18 school year, with slight modifications occurring to baseline rates based on buildings that might have participated for the first time in the fall of the 2018-19 school year.

Current data: As shown below in Graph 6, data from the 2018-19 school year are similar to those returned in the previous school year. However, the spring participation window had not yet opened as of the time of this report. We expect that double to even triple the 8,828 educators that participated in the survey during the fall window will participate in the spring. It is too early to compare data between the 2017-18 and 2018-19 school years in an effort to make judgments about trends.

Narrow but positive trends began to appear in the domains of Leadership and Professional Development, while minor but negative trends were shown for Common Formative Assessment and Data-Based Decision-Making. Results were unchanged for Effective Teaching and Learning. External evaluators will continue to monitor trends on each of these domains going forward.

Graph 6: Mean Scale Values Across All CW Implementation Survey Participants: 2018-19 school year (possible 5 points) with Optional Fall Administration



Evidence of change: Following the completion of the 2018-19 school year, year-to-year change compared to baseline will be available for each of the active MMD districts.

e. Self-Assessment Practice Profile (SAPP)

The SAPP is used as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (Metz et al., 2011). All participating MMDs regularly complete the SAPP at least twice annually and use this data to inform their MMD implementation plan activities. SAPP data drives the data-based decision-making processes of the district as a whole and of teams of educators to inform instructional practices and individual educator development and growth. School administrators and other educators complete these profiles, sometimes facilitated through conversation with the coaching support team. For example, practice profiles provide an opportunity to collect data to help educators and administrators monitor their progress throughout the year.

A total of 5,157 self-assessments, across both Cohort 1 and 2, were completed.

Table 9: Average Number of Completed SAPPs

	Total SAPPs	Average Number per District	Average number of SAPPs per building
Cohort 1 SAPPs	1,424	94.9	11.3
Cohort 2 SAPPs	3,733	74.7	16.5
Total	5,157	79.3	15.0

Data Source: Self-Assessment Practice Profile

Baseline: As the SAPP is available to districts to use as often as necessary, it is not possible to set baseline rates of participation as the tool is not uniformly administered across the school year. However, the state does collect data to understand the amount of district usage of the tool (see Table 9) and does require district administration of the SAPP biannually. Increased use of the SAPP is expected as districts realize the need to self-assess and continually monitor implementation of the selected practices.

Current data: Between the dates of July 1, 2018, and December 13, 2018, most of the fall semester of the current school year, a total of 5,157 educators and administrators were active in the SAPP platform.

Evidence of change: Participating districts are tasked with using the platform when and how it is beneficial to their data-informed decision-making processes. Beyond the biannual requirement to complete the SAPP, we expect to see an increase in overall usage as districts prioritize and implement evidence-based educational practices.

1. Highlights of changes to implementation and improvement strategies

No changes have been made to the improvement strategies since the selected strategies were all identified as effective through large scale research studies. Previous activities to increase the impact of the improvement strategies continue with new activities to address district-level implementation and include the following:

MMD Organizational Infrastructure

As the transition from building-level implementation of effective educational practices (CW) to district-level implementation (MMD) occurred, a change in the organization of participating districts became necessary. A new infrastructure for MMD implementation resulted in the creation of two cohorts, comprised of 64 districts. Cohort 1 consists of 15 districts brought on in 2017-18. Cohort 2 consists of 49 districts brought on in 2018-19. Across the two cohorts, the formation of six cadres of districts receive training and coaching cross-regionally from CSTs comprised of regional staff.

Virtual Learning Platform (VLP) Development

Development of the VLP on the DESE website continues to be refined. MMD implementation tools have been added (Coaching Companions to accompany professional learning modules). While VLP access is restricted at this time to MMD participants, all materials are available to the public at <http://www.moedu-sail.org/mmd/>. With emphasis on district-level implementation and building internal capacity, the VLP is intended to provide districts with the tools and data reports necessary to direct and customize their work.

Revised the Self-Assessment Practice Profile (SAPP)

The SAPP was previously revised twice to enhance features and usability. Enhancements continue to be made to the SAPP currently housed on <https://www.moedu-sail.org/> which is a website outside DESE. A subset of these modules was transferred to the VLP for use

by the MMDs for the purpose of testing operation of the new system. The modules transferred include:

- Collaborative Culture and Climate (including collaborative team structures)
- Data-Based Decision-Making (DBDM)
- Common Formative Assessments (CFA)
- Instructional Leadership
- Effective Teaching and Learning Practices (ETLP)
(Developing Assessment Capable Learners, Metacognition)
- School Wide Positive Behavior Supports (SW-PBS)
(selected practices from tiers 1 and 2)

Development of a SAPP tool that is compatible with the DESE electronic platform is currently in progress. This version of the tool will incorporate the features and enhancements of the <https://www.moedu-sail.org/> tool as well as increased usability features (reports, historical data, improved visual graphics, etc.). The VLP version of the SAPP should be available in early summer 2019.

Use of technology for communication, coaching, and training with schools and reduce travel time

A statewide technology committee comprised of technology specialists across the RPDCs was formed at the beginning of the district-level transition. This committee updates regional staff during monthly MMD/CST program meetings on technology use for training and coaching. They assist districts in learning how to internally and externally use virtual communication for meetings, shared collaboration, data collection, and analysis.

B. Progress in Implementing the SSIP

1. Description of the state's SSIP implementation progress

- a. Description of extent to which the state has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed

See Major Short-term and Long-term Activities (Tables 4 and 5).

Table 4 reveals short-term activities for implementation beginning April 1, 2018. Many of the short-term activities in Table 4 have either been carried out as planned (see Appendix A) or are part of an ongoing process. These include the following:

- Enhancements to the current online DESE Consultant Log System to reflect common understanding of terminology across regional staff and increase the accuracy of collected data.
- Building a new DESE Consultant Log System to operate more efficiently for data collection and reporting features.
- New infrastructure for MMD implementation to include formation of cadres of districts to receive training and coaching cross-regionally (cohort 1 included 15 districts).

- MMD cohort 2 (49 districts) formation to include additional CW buildings that consistently demonstrated CW practices and commitment to moving toward district-level implementation of this work.
- Regional staff assigned to coaching support teams (CST) as part of MMD infrastructure.
- Continued to provide professional development on the use of technology at MMD/CST program meetings.
- Improvement to the process for HQPD observation of training and coaching sessions for RPDC staff.
- Revision and refinement of professional learning modules and development of Coaching Companions. Review/revision of all components includes pre/post assessments, PowerPoints, handouts, practice profiles, and ensure the materials exist in an online learning format and facilitator (face-to-face training) format.
- Revision of Self-Assessment Practice Profile (SAPP) to provide users with an enhanced tool on <http://www.moedu-sail.org/professional-learning-resources/>. The first SAPP developed existed as an Excel spreadsheet with limited capability.
- Deconstruction of SAPP for the VLP to include the latest update of user features.

Table 5 long-term activities include the following:

- Development of the VLP.
- Revise and develop new professional learning modules for online training as part of the VLP.
- Train regional staff to fill new roles occurs during monthly MMD consultant program area meetings.
- Modify the consolidated contract and consultant logs to accurately reflect changes in roles and responsibilities.
- Develop an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes Student Learning Objective (SLO) data (including CFAs as appropriate), and creates individual, building, and district progress reports.
- Continue to develop an integrated system of supports which includes extensive data tools, planning tools, project management tools, and resource budgeting tools.

Intended timeline

Most short-term and long-term activities were completed within the intended timeline. Activities related to scaling the process statewide continue to move forward at a rapid rate. The accelerated movement toward scaling the process is a result of ongoing internal conversations among agency leadership about how the pilot might be a potential model for improving schools identified under ESSA. Recent data indicate a majority of targeted schools were identified for low performance of students with disabilities.

b. Intended outputs that have been accomplished as a result of the implementation activities

During the past year, DESE achieved important outputs which were accomplished through collaborative efforts of leadership at all levels and in all offices of DESE and include the following:

- The core foundation educational practices of the MMD were incorporated into a DESE district continuous improvement system which defines the future direction of DESE.
- Construction of the VLP provides the common platform to scale the work statewide continues with additional professional learning modules added to the platform.
- Documentation indicates a shift from complete reliance on regional consultants for improvement activities (training, coaching, and planning) as districts develop internal capacity to carry out these activities with minimal outside support.

2. Stakeholder involvement in SSIP implementation

a. How stakeholders have been informed of the ongoing implementation of the SSIP

No major decisions or activities have taken place in implementation, modifications, and evaluation of the SSIP without significant stakeholder input. All stakeholders are provided with the needed materials and background information to provide informed feedback. We rely on contributions from all stakeholder groups to the Plan-Do-Study-Act process and any revisions made to the SSIP.

Table 10: SSIP Stakeholder Meetings for the Period April 1, 2018, through March 31, 2019

Stakeholder Group and Major Role (Feedback or Decision-making)	Make-up of Stakeholder Group	Responsibilities for Implementation	Responsibilities for Evaluation
Special Education Advisory Panel (Feedback)	Specified in section 1412 of IDEA	Feedback on the state’s plan for district-wide implementation	Feedback regarding use of Moving Your Numbers (MYN) developed tools for a more robust comparison of implementation and scaling the process
Division of Learning Services Leadership Team (Decision-making)	Deputy Commissioner, Assistant Commissioners, Chief Data Officer	Provide direction for scaling the process and aligning with the agency strategic plan and ESSA plan	Decisions regarding evaluation design and implementation direction
Stakeholder Group and Major Role (Feedback or Decision-making)	Make-up of Stakeholder Group	Responsibilities for Implementation	Responsibilities for Evaluation

Stakeholder Group and Major Role (Feedback or Decision-making)	Make-up of Stakeholder Group	Responsibilities for Implementation	Responsibilities for Evaluation
SPDG Management Team (Decision-making)	Office of Special Education leadership, professional development specialists, evaluators, technology specialists	Provide direction and develop resources for sustainability, scalability, and use of technology for efficiency and effectiveness	With the evaluation team, review evaluation options for district-wide implementation
Regional Professional Development Center Directors (RPDCs) (Feedback)	Leadership from the nine RPDCs	Feedback on the district-wide model with recommendations for scaling coaching support teams and changing how people spend their time	Review the evaluation for information related to the progress of the RPDCs and their districts
MMD Consultants (Feedback)	Consultants assigned to MMD districts	Feedback on the district-wide model with recommendations for scaling coaching support teams and changing how people spend their time	Review data reports for accuracy and consistency across the regions
Area Supervisors (Feedback)	Agency liaison with districts	Observations of the work and how it aligns and supports district improvement efforts	Provide qualitative information to confirm quantitative data
MMD Coaching Support Teams (CSTs) (Feedback)	Groups of PD providers who cross regional boundaries to support the MMD	Recommendations on the challenges and benefits of cross regional teams	Contribute data to inform about challenges and benefits of cross regional teams
MMD Contacts (Feedback)	Contacts from the participating MMDs	Feedback on the CSTs, virtual learning platform, and other activities supporting district-wide implementation	Suggestions on how evaluation changes with district-wide model and how this might inform other activities of the agency related to accountability

- b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP

The balance of discussions with all stakeholder groups has proven beneficial in increasing support in the use of evidence-based educational practices and positions the SSIP as a key contributor to the state's blueprint for success. We collaborate with other offices within DESE to ensure our work contributes to the agency's Strategic Plan. These stakeholders bring a wide variety of expertise and experience to the conversation.

Periodic updates including frequent data analysis have been provided to all groups to inform them of current implementation of the work. We frequently receive comments or questions from these update sessions which we take under advisement for future decision-making.

C. Data on Implementation and Outcomes

1. How the state monitored and measured outputs to assess the effectiveness of the implementation plan

- a. How evaluation measures align with the theory of action

The evidence-based educational practices included in MMD are interwoven throughout the state's theory of action. All components of MMD work together to create a system that relies on leadership, collaboration, effective teaching/learning practices, common formative assessment, and data analysis. This systems approach provides consistency of implementation with many opportunities for input and feedback. The theory of action shows that while the system is built to focus on a specific set of skills and practices, participating schools retain flexibility in determining the effective teaching/learning practices that are most appropriate.

- b. Data sources for each key measure

See section A, question 4.

- c. Description of baseline data for key measures

See section A, question 4.

- d. Data collection procedures and associated timelines

Table 11: Key Measures

Key Measure	Collection Procedures	Timelines
Missouri Assessment Program (MAP), English/Language Arts (ELA)	Procedures are established by the Office of College and Career Readiness and approved by the U.S. Department of Education	<ul style="list-style-type: none"> • Schools assess April/May • Assessments processed and reported to state in June • Districts correct errors in July/August • Assessment results released September
DESE Consultant Log Data MMD Facilitator Log Data	<ul style="list-style-type: none"> • Online tool for regional consultants to complete at least weekly • Data can be viewed at any point in time 	Process begins July 1 and is completed by June 30 per consultant contract
Collaborative Work Implementation Survey (CWIS)	<ul style="list-style-type: none"> • Survey administered to all participating MMDs annually • Evaluator organizes and analyzes results and reports to DESE 	<ul style="list-style-type: none"> • Survey-March • Results-April
Self-Assessment Practice Profile (SAPP)	<ul style="list-style-type: none"> • While the state does not collect SAPP data directly, this tool is critical to the implementation of MMD practices. All participating MMDs regularly complete the SAPP at least twice annually and use this data to inform their implementation plan activities. Additionally, SAPP data drives the data-based decision-making processes of not only the district as a whole, but also teams of educators to inform instructional practices, and individual educator development and growth. 	<ul style="list-style-type: none"> • Districts complete at least twice annually but can also complete by teams and individual educators at other times throughout the year

e. [If applicable] Sampling procedures

Sampling procedures were not used for any of the MMD project. The initial selection process explained in Phase I articulated how schools were brought into the process and how representative they are of the state. All data collection activities are conducted project-wide. All regional centers are visited equally. No sampling process is used or is believed needed to select sites for visitation.

f. [If appropriate] Planned data comparisons

Planned data comparisons are as follows:

- Key Measure: Performance on statewide assessment in English/Language Arts of all students with disabilities in the state achieving proficiency compared to all students without disabilities in the state.
 - Sub-measure data
 - Attendance rate for students with disabilities in MMDs compared to attendance rate for students without disabilities in MMDs
 - Discipline rates for students with disabilities in MMDs compared to discipline rates for students without disabilities in MMDs

g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

A focus of the MMD has been the development of a data collection system to provide reliable information for measuring the quality and fidelity of implementation. This allows the state to evaluate the impact that implementation is having on (1) knowledge and skills of the regional PD providers, (2) knowledge and skills of district staff, (3) changes in adult behavior, and ultimately, (4) impact on student performance.

The approach to measuring intended outcomes involves working at all levels (state, regional, district, building, classroom) to create a statewide system of data-informed decision-making. A variety of data collection methods are used to measure both implementation and impact. These methods include surveys, analysis of student academic achievement data, on-site observation, and consultant log data. Both quantitative and qualitative data are collected on a wide range of variables at the state, regional, district, building, and classroom levels.

The available data in the system are analyzed regularly by various groups involved in MMD implementation to inform decision-making about progress and potential need for adjustments to the process/major activities.

- SPDG management team monthly meetings consist of review of data that informs the team about progress made in implementation of the intended activities.
- DESE MMD staff meet monthly with regional staff, including directors and consultants to review consultant log data, update on current implementation, and guide needed focus of regional staff activities.
- Consultant log data is reviewed by DESE program staff on a monthly basis to monitor implementation.
- VLP educator accounts are monitored to understand the benefits of automated resources.

2. How the state has demonstrated progress and made modifications to the SSIP as necessary

a. How the state has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR

Key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR are obtained through multiple sources as described in section A, question 4:

- Missouri Assessment-English Language Arts (ELA)
- DESE Consultant Log Data
- Coaching Support Team (CST)/District Interactions
- Collaborative Work Implementation Survey (CWIS)
- Self-Assessment Practice Profile (SAPP)

The data are both qualitative and quantitative and provide information about implementation fidelity as well as improvement in performance for educators (knowledge/skills/attitudes of building staff), amount and type of training and coaching provided by regional staff, and student academic and social/behavioral data (achievement, discipline, attendance).

Data are reviewed regularly by various groups involved in MMD implementation. The SPDG management team meets at least monthly and review of data is a large part of the agenda. Data inform the team of how much progress is being made in implementing intended activities and helps to inform decisions regarding future actions for improvement or capacity building. DESE MMD staff meet frequently with the RPDC directors, as well as with the MMD/CST consultants. Data are reviewed on a regular basis with other DESE staff and system stakeholders, including DESE Division of Learning Services Leadership Team, the Area Supervisors of Instruction, and the Special Education Advisory Panel (SEAP).

b. Evidence of change to baseline data for key measures

See section A, question 4.

c. How data support changes that have been made to implementation and improvement strategies

Data and feedback from various stakeholder groups indicated that improvement strategies, when implemented with fidelity, were getting the expected positive results. The stakeholder groups recommended we focus on a narrow set of practices the state could support as we shifted to a substantive change from building to district implementation which necessitated the following changes:

MMD organizational infrastructure

A new infrastructure for MMD implementation resulted in the creation of two cohorts, comprised of 64 districts. Cohort 1 consists of 15 districts brought on in 2017-18. Cohort 2 consists of 49 districts brought on in 2018-19. Across the two cohorts, the formation of six cadres of districts receive training and coaching cross-regionally from CSTs comprised of regional staff.

Virtual Learning Platform (VLP) Development

Development of the VLP on the DESE website continues to be refined. MMD implementation tools have been added (Coaching Companions to accompany professional learning modules). While VLP access is restricted at this time to MMD

participants, all materials are available at <http://www.moedu-sail.org//mmd/>. With emphasis on district-level implementation and building internal capacity, the VLP is intended to provide districts with the tools necessary to direct and customize their work.

Revised the Self-Assessment Practice Profile (SAPP)

The SAPP was previously revised twice to enhance features and usability. Enhancements continue to be made to the SAPP currently housed on <https://www.moedu-sail.org/> which is a website not hosted directly by DESE. Concurrently, a subset of these modules were transferred to the VLP for use by the MMDs for the purpose of testing operation of the new system. The modules transferred include:

- Collaborative Culture and Climate (including collaborative team structures)
- Data-Based Decision-Making (DBDM)
- Common Formative Assessments (CFA)
- Instructional Leadership
- Effective Teaching and Learning Practices (ETLP)
(Developing Assessment Capable Learners, Metacognition)
- School Wide Positive Behavior Supports (SW-PBS)
(selected practices from tiers 1 and 2)

Development of a SAPP tool that is compatible with the new DESE electronic platform is currently in progress. This version of the tool will incorporate the features and enhancements of the <https://www.moedu-sail.org/> tool as well as increased usability features (reports, historical data, improved visual graphics, etc.).

Use of technology for communication, coaching, and training with schools and reduce travel time

A statewide technology committee comprised of technology specialists across the RPDCs was formed at the beginning of the district-level transition. This committee updates regional staff during monthly MMD/CST program meetings on technology use for training and coaching. They assist districts in learning how to internally and externally use virtual communication for meetings, shared collaboration, data collection, and analysis.

d. How data are informing next steps in the SSIP implementation

State Assessment Data

Alignment of the Missouri Learning Standards (MLS) to state assessments required the development of new state assessments that took place over several years, thus creating difficulty in making student performance data comparisons. Stakeholders suggested resetting proficiency level for determining below basic, basic, proficient, and advanced for the new assessments. The state responded by going through a comprehensive standards setting process with final adoption by the State Board of Education in October 2018. Missouri educators created new achievement level cut scores, and scales were established during the summer/fall of 2018. Due to changes in rigor and the achievement level cut scores of the new state assessment, proficiency percentages decreased for the state as expected. However, proficiency percentages for students in CW buildings did not decrease as much as all students in non-CW schools. This comparison of participating and non-participating CW schools tends to reinforce the potential of the MMD (district level) for

moving student achievement for students with disabilities in Missouri. The state fully expects to have stable testing tools for the foreseeable future. There should be no rational basis for not being able to track progress going forward.

Professional Development Needs

In an effort to build the internal capacity of districts across the state, consistent, evidence-based professional development resources needed to be made available to all districts. To achieve this end, high-quality training and coaching materials that are transparent and flexible were developed and continually refined. These materials are accessible to all educators within an electronic system with the capability to provide content with a strong evidence base and the tools to help district staff implement and monitor implementation of those practices uniformly across the districts.

Electronic Platform

Data (CWIS, DESE consultant logs, SAPP, Coaching Support Team (CST)/District Interactions), coupled with the addition of several new districts, indicate the need for revision of organizational infrastructure, refinement of the VLP, continued revision of MMD tools and materials, and reconsidering modification of the consultant roles. DESE reviews VLP usage by MMDs on a monthly basis. This review helps the agency learn about the degree of participation and which topics are most used in professional development by MMDs and demonstrate state use of data to drive state level decision-making.

MMD/CST Activities

CST monthly reports are presented to the agency's Division of Learning Services Team and include: number of CST/district interactions by topic and activity type (training/coaching), monthly usage of electronic MMD tools, examples from MMD Facilitator logs, and documentation of a selected district's journey through the MMD process. VLP district usage data is collected monthly for review by OSE staff and shared with MMDs twice annually. This data is mined to see if there are unanticipated activities occurring.

CST/Cadre Meetings

CSTs meet monthly at the MMD/CST program meeting but also meet regularly as determined independently by the CSTs. During these meetings, the CST members share information and provide insight as to strategies districts are using (technology, frequency of district leadership team meetings, finding times for teachers to meet, etc.). At the monthly MMD/CST meetings, CSTs have time to learn and refresh skills needed for training, coaching, and using the VLP and associated tools. They also share challenges and solutions.

On-Site MMD Visits

SPDG project staff, along with the CST facilitators, visit all MMDs biannually to review district implementation progress. Data collected from these visits is reviewed internally, shared with the SPDG Management Team, and becomes part of the annual SPDG evaluation. The DESE deputy commissioner and assistant commissioners from each office visited selected MMDs to discuss district-level implementation and observe evidence-based educational practices implemented in classrooms. The on-site visits are critical to providing a link between DESE and the partner districts. The information from the on-site visits provides qualitative information to substantiate or show lack of implementation of the

evidence-based practices that comprise the MMD project. Examples of qualitative information gleaned from these visits include:

- How districts are using the VLP materials and tools to solve mobility issues and develop internal capacity to provide professional development to build educator knowledge and skills
- How district cohesion occurs in implementing foundational, universal level evidence-based practices
- The challenges in developing district and building instructional leaders
- How to understand the challenges around VLP usage and account access

Overall Observations

Current data from the on-site visits clarified a need to focus even more attention on the following:

- Strengthening the district leadership teams (role, focus, etc.)
- Helping districts/buildings analyze and use data more often and more productively
- Renewing focus on the use of common formative assessments
- Communicating the positive influence of the state single coordinated plan focused on all districts and schools
- Needing everyone to challenge their belief systems related to “all children can learn and succeed”

- e. How data support planned modifications to intended outcomes (including the SIMR)—rationale or justification for the changes or how data support the SSIP is on the right path

Table 3 shows the categories of all students and students with disabilities increased proficiency rates for each of the years up to 2016-17. The 2017-18 assessments were new, so results cannot be compared to prior years, however, proficiency percentages for students in CW schools did not decrease as much as all students in non-CW schools. The new achievement level cut scores and scales that reflect the academic standards are more rigorous than previous administrations of the assessments. Due to changes in rigor and the achievement level cut scores, proficiency percentages decreased for the state as expected. A comparison of participating and non-participating CW schools tends to reinforce the potential of the MMD (district level) for moving student achievement for students with disabilities in Missouri.

3. Stakeholder involvement in the SSIP evaluation

- a. How stakeholders have been informed of the ongoing evaluation of the SSIP

Stakeholders are informed (with opportunity for discussion and input) through updates provided to:

- RPDC directors and MMD consultants monthly.
 - SPDG/SSIP evaluation is shared and reviewed twice annually
 - CST information (cadre/district meeting, log data) is always available but discussed monthly
- SPDG management team monthly.

- Plan for SPDG implementation and review all/parts of the evaluation at each monthly meeting
 - Special Education Advisory Panel (SEAP) quarterly.
 - SPDG/SSIP progress updates including data and project evaluation
- b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

As shown in Table 10, all stakeholder groups have been given many opportunities to provide input and direction to the initiative and to the evaluation. The management team regularly reviews input from the stakeholder groups and project data to inform of next steps and direction. For example, the RPDC directors and MMD consultants have numerous opportunities to discuss and offer feedback regarding the data collection, evaluation activities, and progress toward meeting goals. The SEAP reviews data, discusses and provides advice on what is not clear, and provides recommendations for the future. District visitations and cadre group meetings provide a new depth of information relative to what barriers districts face and their solution. They are also the best critics of tools provided.

D. Data Quality Issues

1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SiMR due to quality of the evaluation data

- a. Concerns or limitations related to the quality or quantity of the data used to report progress or results

Challenges exist when implementing a systems change effort on multiple levels. Moving from building-level to district-level implementation of a core set of effective educational practices holds the greatest opportunity to strengthen educational systems by building internal capacity within districts. While making this transition and scaling up this work, the state changed the manner in which regional staff provide services to districts. The switch to continuous improvement continues to impact the culture and knowledge of internal DESE staff.

As previously mentioned, stakeholders requested and Missouri adopted new academic standards in 2016. DESE administered new state assessments aligned to the new standards in mathematics and English Language Arts. Due to the changes, Missouri reset SPP Indicator 3 baseline to the 2017-18 school year and reset the targets for 2018-19. These changes are being paralleled in the SSIP which also uses the state assessment data for the SiMR. See Unstable State Assessment in section b below.

- b. Implications for assessing progress or results

Building Capacity

In an effort to build the internal capacity of districts across the state, professional development resources needed to be made available to all districts. To achieve this end, high-quality training and coaching materials that are transparent and flexible had to be developed and continually refined. These materials were made accessible to all educators in an

electronic system with the capability to provide content with a strong evidence base and the tools to help district staff implement and monitor implementation of the selected practices.

Scaling Challenges

Scaling the process to the district-level and eventually to all districts will certainly tug at state capacity. Data (CWIS, DESE consultant logs, SAPP, MMD facilitator logs), coupled with the addition of new districts indicate need for revision of organizational infrastructure, refinement of the VLP, continued revision of MMD tools and materials, and reconsideration of consultant roles. Equally challenging is engaging districts in the work for outcomes other than compliance and accountability. The change in mindset to continuous improvement will be a significant cultural shift.

Unstable State Assessment

The Missouri Assessment Program (MAP) has been different for the past four years and cannot sufficiently link to prior years' assessments making direct evaluation challenging. Responding to stakeholder request, Missouri adopted new academic standards in 2016. DESE administered new state assessments aligned to the new standards in mathematics and English Language Arts during the 2017-18 school year with grade-level tests administered in grades 3-8 and end-of-course tests in Algebra 1, Algebra 2, Geometry, English 1, and English 2. New achievement level cut scores were created and scales were established during the summer/fall of 2018. The achievement level cuts reflect the academic standards and are more rigorous than prior assessments. Due to the changes to the state assessments and the achievement level cut scores, proficiency percentages decreased for the state. Missouri accordingly reset SPP Indicator 3 baseline to the 2017-18 school year and reset the targets for 2018-19. Changes to Indicator 3 correspond to the SSIP which also uses the state assessment data for the SiMR.

c. Plans for improving data quality

Virtual Learning Platform (VLP) Development

As part of organizational infrastructure revision, development of the VLP continues to be refined. With emphasis on increasing district-level capacity to provide professional development and implement efficiently, the VLP is intended to provide districts with the tools necessary to direct and customize their work. As districts implement the work, data captured by the VLP will inform DESE, regional staff, and participating districts, buildings, and educators of their progress.

Dynamic Reporting

The dynamic data report system will permit all levels of the system to set goals for progress and observe the change.

Self-Assessment Practice Profile (SAPP)

The SAPP was revised twice to enhance features and usability. Enhancements continue to be made to the SAPP currently housed on <https://www.moedu-sail.org/> which is a website outside DESE.

SAPP Tool

Development of a SAPP tool that is compatible with the DESE electronic platform is currently in progress. This version of the tool will incorporate the features and enhancements of the <https://www.moedu-sail.org/> tool as well as increased usability features (reports, historical data, improved visual graphics, etc.).

E. Progress Toward Achieving Intended Improvements

1. Assessment of progress toward achieving intended improvements

- a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up

MMD organizational infrastructure

With the creation of two cohorts, districts receive training and coaching cross-regionally from CSTs comprised of regional staff. This is a change in the way regional services are provided. Cross-regional support gives opportunity for expertise to be shared outside of a region and shared with a larger audience. Districts benefit by accessing new perspectives and knowledge from a diverse grouping of regional staff. Districts also report validation of current knowledge received from staff within their region.

Virtual Learning Platform (VLP) Development

VLP will provide a level of reporting not available in most districts. Attention to user friendly reports should increase the use of and confidence in data for decision-making.

Revised the Self-Assessment Practice Profile (SAPP)

Development of a SAPP tool compatible with the DESE electronic platform is in progress. This version of the tool incorporates the features and enhancements of the <https://www.moedu-sail.org/> tool as well as increased usability features (reports, historical data, improved visual graphics, etc.). Housing the SAPP on the VLP allows for progress monitoring at the state, regional, district, and building levels.

- b. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects

Evidence of the fidelity of implementation obtained from the various data sources includes:

Log Data

The consultant log system was updated to track interactions of districts, regional staff, and the CSTs. While the categories within the logs remain the same, the structure of how the CSTs work (cross regionally) changes the results captured in the logs which included time spent by regional consultants in various activities, the districts with which they work, what training, TA, and coaching (per MMD topic area) are provided to each district and in what amounts. This data is reviewed and compared by individual consultant, by district, by region, and by state on a regular basis. The current data should help inform the state of capacity needs as more districts begin the process.

Self-Assessment Practice Profile (SAPP)

The SAPP is used as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (Metz et al., 2011). All participating MMDs regularly complete the SAPP at least twice annually and use this data to inform their MMD implementation plan activities. Additionally, SAPP data drives the data-based decision-making processes of not only the district as a whole, but also teams of educators to inform instructional practices and individual educator development and growth. School administrators and other educators complete these profiles, sometimes facilitated through conversation with the coaching team. Additionally, the SAPPs are used to monitor individual implementation of the practices and are used in teacher growth plans.

See section A, question 4.

Collaborative Work Implementation Survey (CWIS)

The CWIS gives us valuable information from school staff regarding their level of understanding and depth of implementation of the key elements of the MMD.

See section A, question 4.

Student Performance Data

Student performance data are discussed in detail in Section A. Tables 1-3.

- c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR

As indicated in Tables 4 and 5 of this document, most activities designed to promote progress toward achieving the SiMR were carried out as planned. Progress in building district capacity in the implementation of effective, foundational educational practices and scaling capacity statewide is moving at a fast rate. Continued development of the VLP, refinement of current professional learning modules and associated tools, observation of changes in the provision of professional development (within districts and in services provided by regional staff), and changes observed in the collaboration of DESE staff moving from an emphasis on accountability to district continuous improvement are necessary to achieve any long-term, sustainable progress.

- d. Measurable improvements in the SIMR in relation to targets

See Table 1.

F. Plans for Next Year

1. Additional activities to be implemented next year, with timeline

Changes in the direction of DESE moving from a focus on accountability to a focus on statewide improvement has resulted in an emphasis on continuous district improvement. This is a cultural shift within the agency that is driving how and what supports are provided to the field. DESE understands the need to move from separate improvement initiatives into an

integrated model which includes academic and behavioral components. Missouri School-Wide Positive Behavior Supports (MO SW-PBS) is launching a parallel pilot involving integration of behavioral practices at the district-level planned for 2019-20. Refinement and continued development of tools and resources over the next year will enhance this integrated system.

2. Planned evaluation activities including data collection, measures, and expected outcomes

It is anticipated that evaluation activities will continue to include the same tools and data collection measures regarding district-level implementation with the addition of data and tools used to inform district-level implementation MO SW-PBS. We are reviewing one instrument made available by the Moving Your Numbers panel as a means of measuring and comparing our progress with districts outside of the state of Missouri.

3. Expected outcome

Implementation of effective academic and behavioral educational practices resulting in exceptional educational outcomes for all students, especially students showing risk factors, including students with disabilities.

4. Anticipated barriers and steps to address those barriers

To further the concept of district continuous improvement, plans to further develop the virtual learning platform which will house academic and behavioral tools, materials, and resources are underway. DESE anticipates possible barriers related to construction, maintenance, and the monitoring of such a complex electronic system.

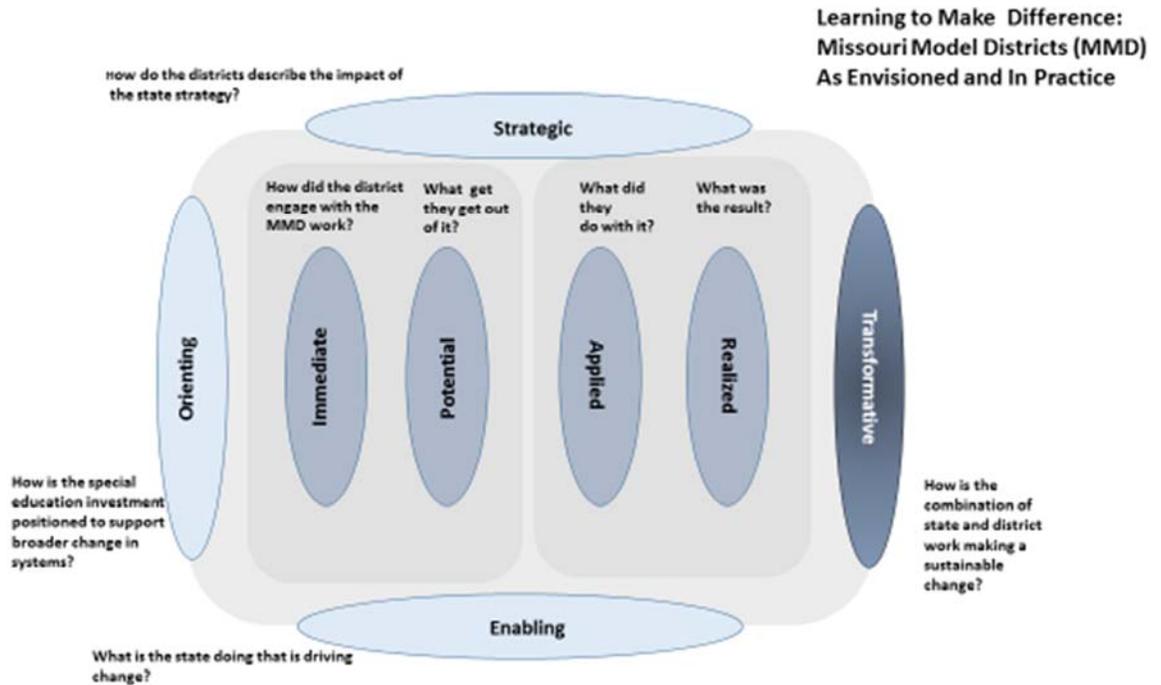
A key piece of this work is guiding the most efficient and effective use of limited regional staff by working cross regionally, virtually, and face-to-face using academic and behavioral DESE vetted materials. This will continue to be a challenge. RPDC staff are expected to do less actual training but increase their observation and technical assistance. This is a change out of their comfort zone.

Moving from building-level to district-level implementation of effective practices involves helping districts understand the difference between performing with district-level collective efficacy as opposed to functioning as a collection of buildings each operating independently.

To address these barriers, continued collaboration in the agency will remain an area of emphasis. If the agency loses focus, much of the progress could get lost. Efforts to include input from all offices across the agency will be vital. Paramount to the future potential of this work is the ability to revisit the value of previous efforts and consider how lessons learned can drive the momentum going forward. To assist the agency, the National Center for Systemic Improvement (NCSI) and the National Association of State Directors of Special Education (NASDSE) joined together using the Values Creation Framework to guide this work.

To understand change from the perspective of the participating districts, DESE chose two districts in each MMD cohort for a more in-depth examination through interviews with a

district team. The Value Creation Framework by Etienne and Beverly Wenger-Trayner was adapted and used to understand value from the viewpoint of the districts and to identify how the investment by DESE has contributed to that value.



In the design of MMD, DESE capitalized on the need for local districts to improve outcomes for all students, especially students with disabilities. They tapped into the information and support needs of local administrators who may not have had sufficient background in instructional leadership to comfortably lead the transformational changes that would be required. DESE created a comprehensive repository of evidence-based practice content and training, an experienced cadre of coaching support teams who supported the districts in the use of the content and a series of convenings where MMD districts could learn together and build a common sense of purpose.

The following charts summarize the interview data with two districts in each of the two MMD cohorts.

New Madrid

<p>Immediate value:</p> <ul style="list-style-type: none"> ▪ What were significant events? ▪ Which connections were the most influential? 	<p>In New Madrid, a new superintendent was hired and he saw a need to boost morale:</p> <ul style="list-style-type: none"> • The superintendent reviewed school performance data to identify positive outliers of student achievement and connected with high-performers to engage them in the district improvement process. <p>One of the elementary schools exceeded three of six state averages and individuals.</p> <ul style="list-style-type: none"> • The superintendent learned that the principal recognized a need to improve staff leadership to build a collaborative climate and culture and raise staff expectations for student learning.
<p>Potential value:</p> <ul style="list-style-type: none"> ▪ How has my participation changed me? ▪ What access to resources has my participation given me? 	<p>The MMD leadership invited the district team to a meeting and introduced the VLP.</p> <ul style="list-style-type: none"> • The introduction of the VLP resource reinforced or validated the practices that the district MMD team was using. • The elementary principal saw the potential to leverage the state authority by highlighting the evidence-based practices in VLP as a way to endorse the practices being applied and tested locally. <p>The regional MMD representative (i.e., RPDC) data meeting with the school leadership demonstrated the need to focus on special education practices, which the principal had also recognized and the principal welcomed the opportunity to collaborate.</p>
<p>Applied value:</p> <ul style="list-style-type: none"> ▪ How was practice implemented? ▪ At what level-- individual, team/unit, organization? 	<p>The district is building capacity of leaders in other school buildings by embedding high-performing administrative staff and “mentorventionists” to model practices and coach instructional staff through practice sessions.</p> <ul style="list-style-type: none"> • One elementary school is now considered an action research school for getting better and specialized instruction for students with disabilities. • At another elementary school, teachers are now seeking assistance from the mentorventionist instead of the embedded peer coach having to push in. • Regular data review meetings and instructional practice sessions, followed by immediate feedback and adjustments, are a part of the evolving culture and structure. School leaders share data and reports from the district and state. • Data walls are used to display individual student performance and offer a way for staff to track progress toward student goals, which are also compared to school, district, and state benchmarks. <p>The superintendent required school staff to rewrite job descriptions to clearly articulate expectations for hiring instructional leaders (instead of building managers) and he also participated in every interview.</p>

<p>Realized value:</p> <ul style="list-style-type: none"> ▪ What has my organization been able to achieve because of our participation? 	<p>The district team explains that the structure and strategy are in place, then the results come and the results do not lie.</p> <ul style="list-style-type: none"> ▪ The district focused on good core instruction across the board. ▪ They articulate that it is called core instruction because it is the foundation for real and sustainable change. ▪ In three years, the elementary school moved from identification as a focus school to improving statewide assessments in English Language Arts (ELA) scores by up to 41 points over four years 2014-18 and outperforming state averages for some grade levels (e.g., 3rd and 4th grade ELA and 3rd grade Math) in 2018. ▪ New Madrid changed the way they think about building leadership. According to the superintendent, “We were promoting people who were good at facilities management but were not instructional leaders.”
<p>Reframing value:</p> <ul style="list-style-type: none"> ▪ Has this changed our understanding of what matters? ▪ Does this suggest new criteria and new metrics to include in evaluation? ▪ How has this new work affected the district’s understanding of what matters? ▪ Has this new understanding translated into institutional changes? 	<p>The Leadership Team explains their view of the transformation. They said, “The dialogue between teachers changed from ‘Did we teach it?’ to ‘Did they learn it?’”</p> <ul style="list-style-type: none"> ▪ New Madrid understands the critical connection to the state agency in having access to content and support that would not be possible given the district resources. ▪ They learned how to leverage the state’s influence to garner support for needed changes and to actively involve staff in making and sustaining those changes. ▪ Principals feel empowered to reach out to their colleagues and offer peer support in an effort to maintain practices across the district. ▪ One principal said “With all the headache and the heartache, it’s been the most rewarding work I’ve ever done.” ▪ Through the examination of adult learning in MMD, they realized that they have not expanded their vision to include families as partners in the change. • In March 2019, the superintendent launched a family council made up of five families from diverse circumstances from each school in the district. It is his intent to work with families and staff to examine the pipeline from birth through graduation and post-school activity. • This broader view suggests New Madrid may want to collect data on whether and how academic and social/behavioral performance changes with staff and family engagement.

Farmington

<p>Immediate value:</p> <ul style="list-style-type: none"> ▪ What were significant events? ▪ Which connections were the most influential? 	<p>Farmington had a very slow start in using VLP and implementing MMD.</p> <ul style="list-style-type: none"> • In retrospect, they believe they did not shape their district team with the right roles for the statewide kick-off summit. • They were unclear about DESE’s intent to learn with the districts and were more guarded in their approach.
<p>Potential value:</p> <ul style="list-style-type: none"> ▪ How has my participation changed me? ▪ What access to resources has my participation given me? 	<p>Over time, they saw the alignment with the work they wanted to do. They recognized DESE’s sincere intent to learn with the districts and they saw the value of the resources that DESE proposed to cohort districts.</p> <ul style="list-style-type: none"> • VLP content was focused on the same content they needed to deliver across the district. • Pillars provided a concise look at what important practices should be in place district-wide. • The VLP resources provided the foundational documents that could be selected, shaped, and delivered by staff to staff. • DESE support and participation in a DESE funded project allowed the district to explore new ways of doing things. • The membership in a cohort that convened periodically gave the district the opportunity to understand how others were meeting the challenges. • The development of a leadership team that cut across the district was an appealing approach. • Several of the leadership team members were also leaders in the state affiliate of the Council of Administrators of Special Education (MO CASE) and saw the potential to build the connections between special education and general education in learning and capacity development.
<p>Applied value:</p> <ul style="list-style-type: none"> ▪ How was practice implemented? ▪ At what level -- individual, team/unit, organization? 	<p>Farmington provided early release days to “really talk” with the teachers in each building.</p> <ul style="list-style-type: none"> • They used the VLP content to curate content needed for each building while maintaining a clear focus across buildings. • The leadership team focused on practices to define ‘the way to work’ rather than creating teams to focus on specific issues. • Teachers across levels were contributing to the professional development activities grounded in the district continuous improvement model including VLP content.
<p>Realized value:</p> <ul style="list-style-type: none"> ▪ What has my organization been able to achieve because of our participation? 	<p>The district team developed leadership across roles with teachers serving as supports for each other.</p> <ul style="list-style-type: none"> ▪ In preparation for the early release, teachers surfaced questions and potential issues. ▪ Teacher leaders worked with the leadership team and the MMD CST to co-create the content and facilitation of professional development activities.

	<ul style="list-style-type: none"> ▪ Teachers were active in creating meaningful interaction with each other. ▪ Working with DESE, the leadership team changed the MMD coach to provide a better alignment of coaching experience with district needs.
<p>Reframing value:</p> <ul style="list-style-type: none"> ▪ Has this changed our understanding of what matters? ▪ Does this suggest new criteria and new metrics to include in evaluation? ▪ How has this new work affected the district’s understanding of what matters? ▪ Has this new understanding translated into institutional changes? 	<p>Leadership Team members summarized their new insights by saying, “<i>We learned to go deeper instead of broader.</i>”</p> <ul style="list-style-type: none"> • The districtwide approach is creating a greater coherence. • The ‘pillars’ provide the conceptual grounding and the vocabulary to have the conversations. • The role of teachers in providing professional development to their own colleagues is increasing the openness to change. • The MMD work has helped the district to understand that the change must come in the core instruction. Topical committees cannot make the broad changes that are envisioned. • The leadership team is a structure that is influential on district decisions and can influence current and future response to challenges and opportunities.

Meramec Valley

<p>Immediate value:</p> <ul style="list-style-type: none"> ▪ What were significant events? ▪ Which connections were the most influential? 	<p>In Meramec Valley, the assistant superintendent and a building principal were interviewed. Beyond building leadership, this principal fills many roles in this rural district and, therefore, influences both building and district level change.</p> <ul style="list-style-type: none"> • The principal recognized the value of VLP materials and MMD to help him cope with the need to introduce effective practices and simultaneously support the development of these practices. • The assistant superintendent recognized the value of a focused district approach to improvement that was both systemic and responsive to building needs.
<p>Potential Value</p> <ul style="list-style-type: none"> ▪ How has my participation changed me? ▪ What access to resources has my participation given me? 	<p>The building principal indicated he saw potential value in the repository of material.</p> <ul style="list-style-type: none"> • It was readily available. • It had been ‘vetted’ and was cohesive in its approach. • He did not have to “go looking” for the things he needed. As well, he knew that the content he selected would align with the other materials for a coherent and consistent approach. • He found the content addresses core principles that could be supplemented with other PD. <p>The district saw the potential in receiving coaching from an experienced administrator and meeting together with other districts that struggle with similar challenges.</p>
<p>Applied value:</p> <ul style="list-style-type: none"> ▪ How was practice implemented? ▪ At what level -- individual, team/unit, organization? 	<p>The principal used the material in many of the ways that DESE envisioned.</p> <ul style="list-style-type: none"> • After full group work on a strategy, he used the platform for more focused individual work with particular teachers. • He used questions from one pillar each month as the guide for examining instructional behavior with the staff. In this way, he applied the information to a site based concern and realized a change in the way that teachers engaged in professional development. He was no longer delivering the information. As a staff they were examining and reflecting on the application of the information in reaching their own goals. • He described this as allowing themselves to “fail forward.” <p>The assistant superintendent added that the emphasis on common knowledge and improvement allowed administrators who may feel more vulnerable in their ability to lead instructional transformation could turn to colleagues for a walk through.</p> <ul style="list-style-type: none"> • The first year using MMD materials provided the foundational knowledge and a common vocabulary in which to talk about challenges.

	<ul style="list-style-type: none"> • During the second year, each building came back to the pillar where they believed they needed more work. • The district structured it so that at least two buildings were focused on the same practices to move the discussion beyond the building level.
<p>Realized value:</p> <ul style="list-style-type: none"> ▪ What has my organization been able to achieve because of our participation? 	<p>The district sees several changes that signal positive movement, even though they freely admit they are at the very beginning of this transformation.</p> <ul style="list-style-type: none"> ▪ They have added teachers to the monthly walk through so they can be more attuned to the work their colleagues are doing. ▪ Teachers can receive feedback from one of their own not just the principal. ▪ For self-reflection and feedback to be effective, it must be well received. To create that culture, they are working on how to give feedback.
<p>Reframing value:</p> <ul style="list-style-type: none"> ▪ Has this changed our understanding of what matters? ▪ Does this suggest new criteria and new metrics to include in evaluation? ▪ How has this new work affected the district’s understanding of what matters? ▪ Has this new understanding translated into institutional changes? 	<p>For principals, the MMD has several distinct advantages:</p> <ul style="list-style-type: none"> • The focus on principles and the availability of content on VLP gives principals the time to work on building-wide strategy. • Teachers that are uncomfortable failing forward can go to the platform for reinforcement. • The focus on practices helps the principal move away from grade level specific PD and treat teachers as learners who translate principles into the content of their grade level curriculum. <p>For the district, MMD offered major advantages in developing a vision that is focused and purposeful.</p> <ul style="list-style-type: none"> ▪ They have the support of a trusted third party (the SEA) to reinforce the evidence base with effect sizes. ▪ There is a reasonable expectation that “if you use these methods you will see a result.” ▪ The district realized that it needs to “stop putting out fires” with topical and building based committees and combine “everything into our core instruction.” “People that had been operating on teams focused individually on dyslexia or MTSS are now on the same MMD leadership team.” <p>Meramec Valley concluded by saying, “We can move forward in the same system with the same practices.”</p>

Ft. Zumwalt

<p>Immediate value:</p> <ul style="list-style-type: none"> ▪ What were significant events? ▪ Which connections were the most influential? 	<p>Ft. Zumwalt had some of the process now included in MMD in place in their elementary schools through the Collaborative Work (CW) grant. Their positive experience in CW encouraged them to introduce the district-level work in MMD.</p>
<p>Potential value:</p> <ul style="list-style-type: none"> ▪ How has my participation changed me? ▪ What access to resources has my participation given me? 	<p>Building leaders rely on the virtual learning platform for access to evidenced-based content on specific practices that are organized in a coherent structure through the pillars.</p> <ul style="list-style-type: none"> • Ft. Zumwalt’s principals curate content from the platform and use it in the context of the school challenges. • Districtwide, the principals work together with the staff. • Building teams were charged to address the problem. • Staff and principals explore content together and use the practices to address the challenges they identify.
<p>Applied value:</p> <ul style="list-style-type: none"> ▪ How was practice implemented? ▪ At what level -- individual, team/unit, organization? 	<p>Ft. Zumwalt had early success in middle school but were hesitant about the high school.</p> <ul style="list-style-type: none"> • The district team used data to engage the high school staff. • In the words of the leadership team, “Numbers tell a story and high school staff want a story about how the work will create a difference.” • Performance gains in other schools got their attention.
<p>Realized value:</p> <ul style="list-style-type: none"> ▪ What has my organization been able to achieve because of our participation? 	<p>The Leadership Team members reflected on the relationship changes that are taking root:</p> <ul style="list-style-type: none"> ▪ “This is what people have wanted for a long time. They see ‘us’ as one of ‘them’ in implementing the strategies.” ▪ The collegial relationship between administration and staff is growing. ▪ The professionalism is also growing in that the decisions are guided by common agreement in the pillars and the evidence based practices provided through MMD.
<p>Reframing value:</p> <ul style="list-style-type: none"> ▪ Has this changed our understanding of what matters? ▪ Does this suggest new criteria and new metrics to include in evaluation? ▪ How has this new work affected the district’s understanding of what matters? ▪ Has this new understanding translated into institutional changes? 	<p>In Ft. Zumwalt, the overarching message is to “make the work feel like support, not a mandate.”</p> <ul style="list-style-type: none"> ▪ Shared leadership is the accepted approach to sustainable change within the district administration. ▪ Ft. Zumwalt administrators are excited about the district-to-district work for deeper peer learning. ▪ They believe more cross-district work will be a great advantage in making systemic change within districts and across the state.

Detecting Value: Impact Across Districts

Based on the interviews, it is clear the districts found value in addressing the broader education environment where the interests of special and general education are aligned. Across interviews, administrators were clear that all educators own this work. MMD has immediate value that is perceived by the districts to have potential in addressing the challenges they experience. Beyond the immediate and potential value, districts can create systems by requiring buildings to apply the practices across the district while being responsive to individual school context.

Collectively, the four MMD districts interviewed provide a picture of local education agencies that are in sync with the state education agency on principles and practices that will improve educational outcomes for all students. Specific impacts vary but across districts the instructional leadership is improving; teacher capacity related to use of effective teaching/learning practices is improving, district administrators are sharing leadership with their staff, and districts are seeking each other out to learn more directly with each other and the state agency. DESE continues to convene MMDs to build the shared commitment, develop relationships, and build common knowledge and skills (develop internal capacity) that will support both scale up and sustainability.

Based on the interviews, it is clear DESE has created value in its districts by addressing the broader education environment where the interests of special and general education are aligned. Key values that match the district continuous improvement model intended by DESE and were emphasized by the districts as recognized value include:

- Focus on a few evidence-based key practices to build a strong foundational level and learn to do them well across the district.
- Emphasis on the importance of instructional leadership required at multiple levels (state, district, building) to make the changes necessary for improving student academic and behavior outcomes.
- Acknowledgement of the tools required for technical and adaptive change are included in the state system of support.
- Awareness that the importance of changing adult behaviors through developing assessment capable learners (DACL) as educators and using DACL with students leads to a growth mindset for all.
- Realization of the need to inform the knowledge base regarding effective educational practices.
- Appreciation of the State Education Agency leading the work that provides the common knowledge base and consistent terminology to communicate practice change for all within an agreed upon set of principles.
- Appreciation of the repository of high quality, evidence-based resources (professional learning modules, tools, electronic platform) that are transparent, consistent, and usable in a variety of formats.
- Awareness of the collective efficacy realized across multiple levels (state, district, building) through this work in an effort to help districts build internal capacity to improve outcomes for all students.
- Across districts, there was a common understanding that the power to change practice lies in better core instruction, not topical committees with a specific issue or building focus.
- Across districts, administrators articulate the value of MMD in driving change within buildings in the district and across districts in the region and state.
- In all four districts, building and district administration lead the work.
- Across districts, the active involvement of staff in roles that respect them as both learners and leaders was evident and recognized as a key approach to sustainable change.

Regarding specific types of value:

DESE has built strategic value in creating a system that addresses both the need for instructional leadership and the need to support structural and individual change.

- The pillars serve as a guide to administrators and staff to integrate specific evidence-based practices into a learning framework.
- Commitment deepens over time with supported implementation and a collaborative relationship between DESE and MMD districts.

DESE has built enabling value in providing a repository of resources that are accessible and usable in a variety of formats.

- These materials are of high quality and accessible in content, format, and availability.
- They provide the common knowledge base to communicate practice change within the agreed upon set of principles.

DESE advances statewide impact and sustainability by convening MMD districts regionally and in a statewide summit.

- Convenings of various size and groupings of districts build the shared commitment across MMD districts.
- Regional convenings and a statewide summit help the MMD districts to work as a group and seek new peer-to-peer connections.
- These convenings develop the relationships that will support both scale up and sustainability.

DESE has developed a cadre of CSTs that are a valued asset in reaching the goals of MMD.

- The CSTs work cross regionally which is recognized by the districts as a key support.
- The need to make the right match between district and CST members was reinforced across interviews.

DESE has influenced practice change in the way they have developed an approach that is both strategic and enabling.

- From initial introduction, the MMD project had immediate value in that the districts perceived this work to address the challenges they experience.
- DESE has created the potential for meaningful system change by requiring districts to apply the strategies across the district, yet being responsive to individual school context, districts can make MMD their own.
- Some districts use the tools in exactly the way DESE originally envisioned.
- Other districts use them in ways that are responsive to the dynamics of the district or building.

DESE believes this project has the potential to help all buildings in all districts change adult behaviors to implement evidence-based educational practices, develop internal capacity to scale and sustain the practices, and build systems of support to increase student achievement for all students, especially students with disabilities. Qualitative and quantitative data (state assessments, on-site visits, consultant CST Facilitator log data, stakeholder feedback, participant input about perceived value, SAPP, and CWIS survey data) confirm the direction of the state agency moving from an emphasis on accountability to a district continuous improvement model. Central to this work is the electronic platform (VLP) that includes and connects the work across the offices of the state agency into a single state system of support.