State of Missouri

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

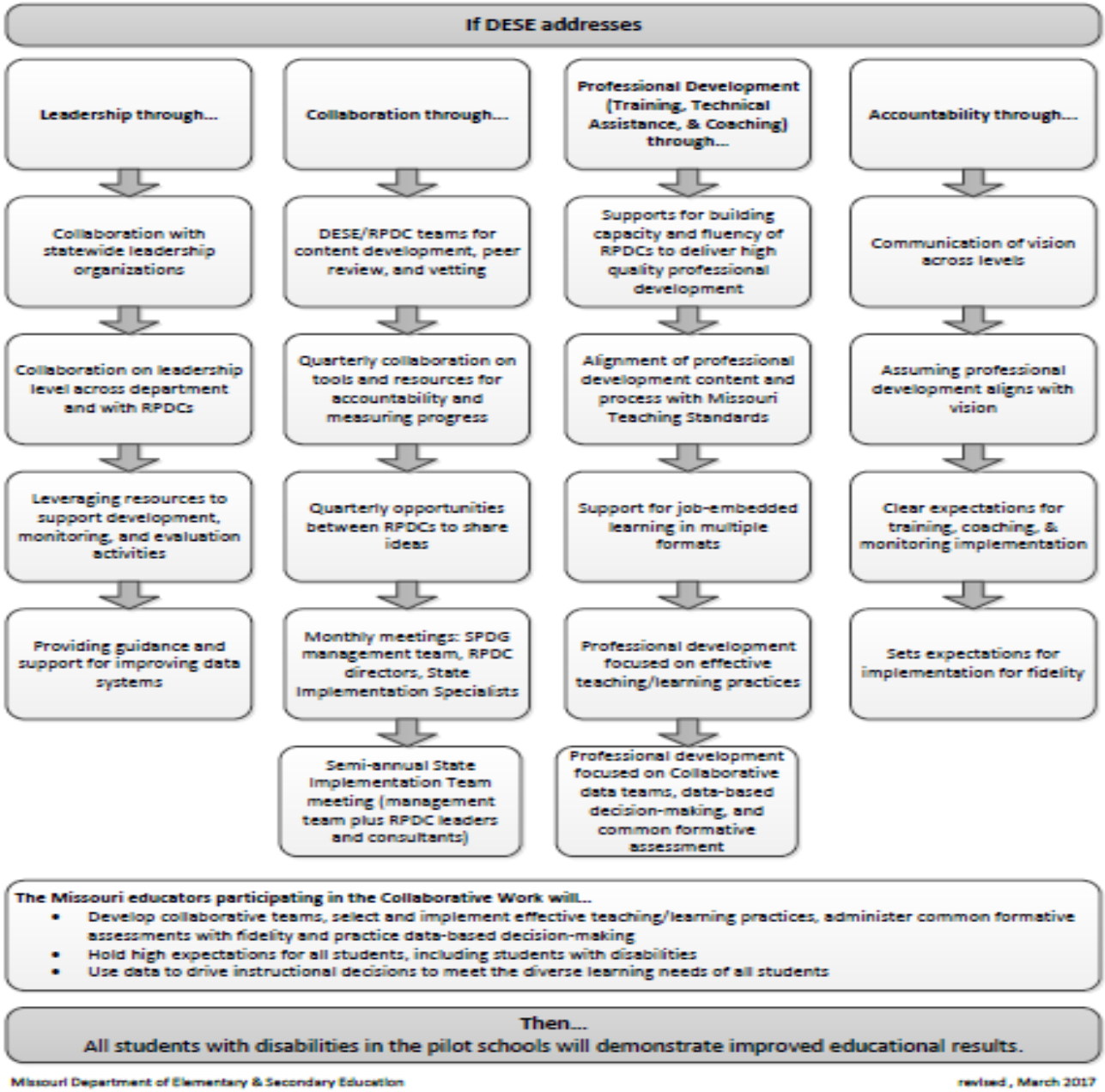
Part B Phase III-Year 4 Report

April 1, 2020

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 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 (2018-2019).

Reported SiMR Data
(Baseline Data FFY 2017)

Table 1: Baseline SiMR Data

FFY	2013	2014	2015	2016	2017	2018	2019
Target ≥		18.40%	19.40%	20.90%	19.30%	20.80%	20.80%
Data	17.40%	24.20%	28.40%	29.80%	19.30%	19.80%	

Note that the FFY 2018 (2018-2019) data represents CW schools participating in cohorts 1 and 2 of the Missouri Model Districts (MMD). Prior year data represented all schools participating in the Collaborative Work (CW).

Many of the CW schools continued in MMD districts, so a resetting of baseline was not deemed necessary, but there is not complete alignment between schools and districts included in FFY 2018 and prior year data.

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

School Year	All Students Statewide not in MMDs	Students with Disabilities Statewide not in MMDs	All Students in MMDs	Students with Disabilities in MMDs
2017-2018	48.9%	16.7%	51.1%	19.3%
2018-2019	48.2% (-0.7%)	16.5% (-0.2%)	51.0% (-0.1%)	19.4% (+0.1%)

Table 2 shows slight overall decreases in proficiency rates from 2017-2018 to 2018-2019 with the exception of the category of students with disabilities in MMDs which increased very slightly.

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

Transition improvement strategies

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 evidence-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.

District-level implementation of these evidence-based practices is now the improvement model adopted by the Missouri Department of Elementary and Secondary Education (DESE). The work originally called Missouri Model Districts (MMD) is now referred to as District Continuous Improvement (DCI). As part of DESE's strategic plan, districts with targeted and comprehensive buildings identified through the Elementary and Secondary Schools Act (ESSA) were offered the opportunity to participate in DCI as recent data indicated a majority of targeted and comprehensive schools were identified for low performance of students with disabilities. With the addition of the ESSA districts, approximately one-fifth of the districts in the state are participating in the DCI work. DCI participating districts are representative of all regions of the state and are demographically diverse.

As part of DCI, ALL educators (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 DCI process stresses the importance of instructional leadership at the district and building levels. Observation and reports from Coaching Support Teams (CST) that support all DCI districts indicate 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, digital applications, and on-demand progress data. The Virtual Learning Platform (VLP) is the agency's online 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 to DCI, 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 3: Major Short-Term DCI Activities

MAJOR SHORT-TERM DCI ACTIVITIES (April 1, 2019 - March 31, 2020)	Progress or Change from Phase III, Year 3
Complete development of new DESE Consultant Log System to increase efficiency and accuracy of data collection and reporting.	Rebuilt the consultant log system to make more user-friendly and increase efficiency and accuracy.
Update infrastructure for DCI implementation to accommodate formation of cadres of districts to receive training and coaching cross-regionally (original MMD cohorts, DCI and DCI/ESSA districts).	Cadre model structure modified to support expansion while maintaining customized attention (training and coaching). Cadre structure being added to VLP to facilitate tracking and communication.
Update assignments of regional DCI consultants to coaching support teams (CST) as part of the support infrastructure.	Regional consultants organized into coaching support teams that work cross-regionally to provide expanded learning to districts and each other.
Demonstrate use of technology to provide professional development at DCI CST program meetings.	Monthly DCI CST Team meetings (DCI consultants) inform regional staff on using virtual communication for meetings, shared collaboration, data collection/analysis, and coaching skills.
Refine High Quality Professional Development (HQPD) observation of training and coaching sessions for Regional Professional Development Center (RPDC) staff.	Schedule for completion in summer of 2020
Develop enhanced components for new and existing modules (i.e., Coaching Companions, pre/post assessment, etc. for modules).	Coaching Companions are completed for four modules. Plans for continued development of professional learning module components are in progress. All pre/post assessments are in revision status.
Self-Assessment Practice Profile (SAPP) added to VLP.	The SAPP, which includes assessments for all foundation modules and two effective teaching/learning practices, exists on the DESE virtual platform. Several enhancement features to the application added.

The long-term activities articulated in Phase III-Year 3 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 DCI activities in Phase III-Year 4 focus on continuation of scaling the process and tools statewide within a larger system of state support and include the following.

Table 4: Major Long-Term DCI Activities

Major Long-Term DCI Activities	Phase III-Year 4 Progress or Change
Revise/develop new professional learning modules for online training as part of the VLP development.	All foundation modules revised. Revisions to continue as needed. Considering new professional learning modules.
Continue VLP development.	Move all tools and resources existing on MOEdu-Sail to the VLP by July 2022.
Develop training for field staff and ensure all staff are adequately trained to fill new roles.	Staff development through monthly DCI 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 2020 and will reflect changes toward coaching and technical assistance.
Support development of an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes Student Learning Objective (SLO) data (including Common Formative Assessments (CFAs) as appropriate), and creates individual, building, and district progress reports.	Development of the tool is in process.
Integration of DESE initiatives into one statewide system of support.	Professional Learning Communities (PLC) integrated into DCI work. Piloting School-wide Positive Behavior Support (SW-PBS) work into district-level model.
CFA item bank with test administration and data analysis support	Development of this tool is in process.

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

Evidence-based practices identified by Dr. John Hattie and 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 DCI modules developed to-date around these topics are available on the VLP for DCI districts. All DCI tools and resources remain available for public use at MoEdu-Sail.

Teachers in the DCIs 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. A small number of districts are piloting district-wide implementation of SW-PBS and accessing resources through the VLP.

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

a. Missouri Assessment Program (MAP) ELA Proficiency Rates

Table 1: Baseline SiMR Data (as shown on page 3)

FFY	2013	2014	2015	2016	2017	2018	2019
Target ≥		18.40%	19.40%	20.90%	19.30%	20.80%	20.80%
Data	17.40%	24.20%	28.40%	29.80%	19.30%	19.80%	

Development of new Missouri Learning Standards (MLS) required new assessments to be created to align with those standards. This took place over several years and made student performance data comparisons very challenging.

Note that the FFY 2018 (2018-2019) data represents CW schools participating in cohorts 1 and 2 of the MMD. Prior year data represented all schools participating in the CW.

Many of the CW schools continued in MMD districts, so a resetting of baseline was not deemed necessary, but there is not complete alignment between schools and districts included in FFY 2018 and prior year data.

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

Table 2: MMD Comparative Progress Data (as shown on page 3)

School Year	All Students Statewide not in MMDs	Students with Disabilities Statewide not in MMDs	All Students in MMDs	Students with Disabilities in MMDs
2017-2018	48.9%	16.7%	51.1%	19.3%
2018-2019	48.2% (-0.7%)	16.5% (-0.2%)	51.0% (-0.1%)	19.4% (+0.1%)

Data Source: DESE, MAP/ELA Student Proficiency Rate for grades three to eight in 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, and 2018-2019

Baseline data: See Table 1 for 2013-2014 baseline year data

Current data: See Table 1 for 2017-2018 and 2018-2019 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

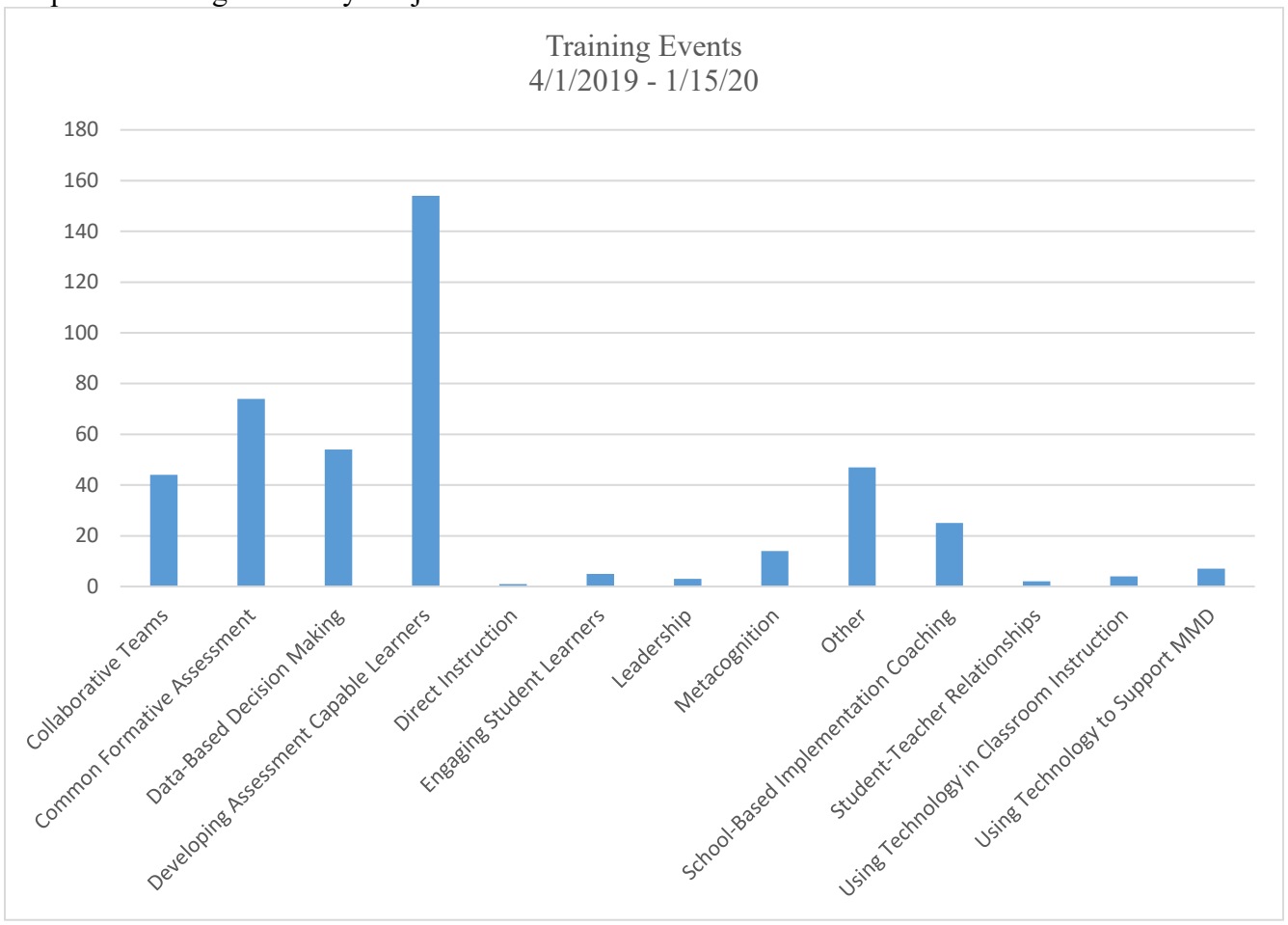
ELA in the CW schools by 6.5 percentage points by FFY 2018 (2018-2019) (see section A, Table 1).

Comparative progress data as measured by the MAP between schools that are and are not participating in the CW is examined annually.

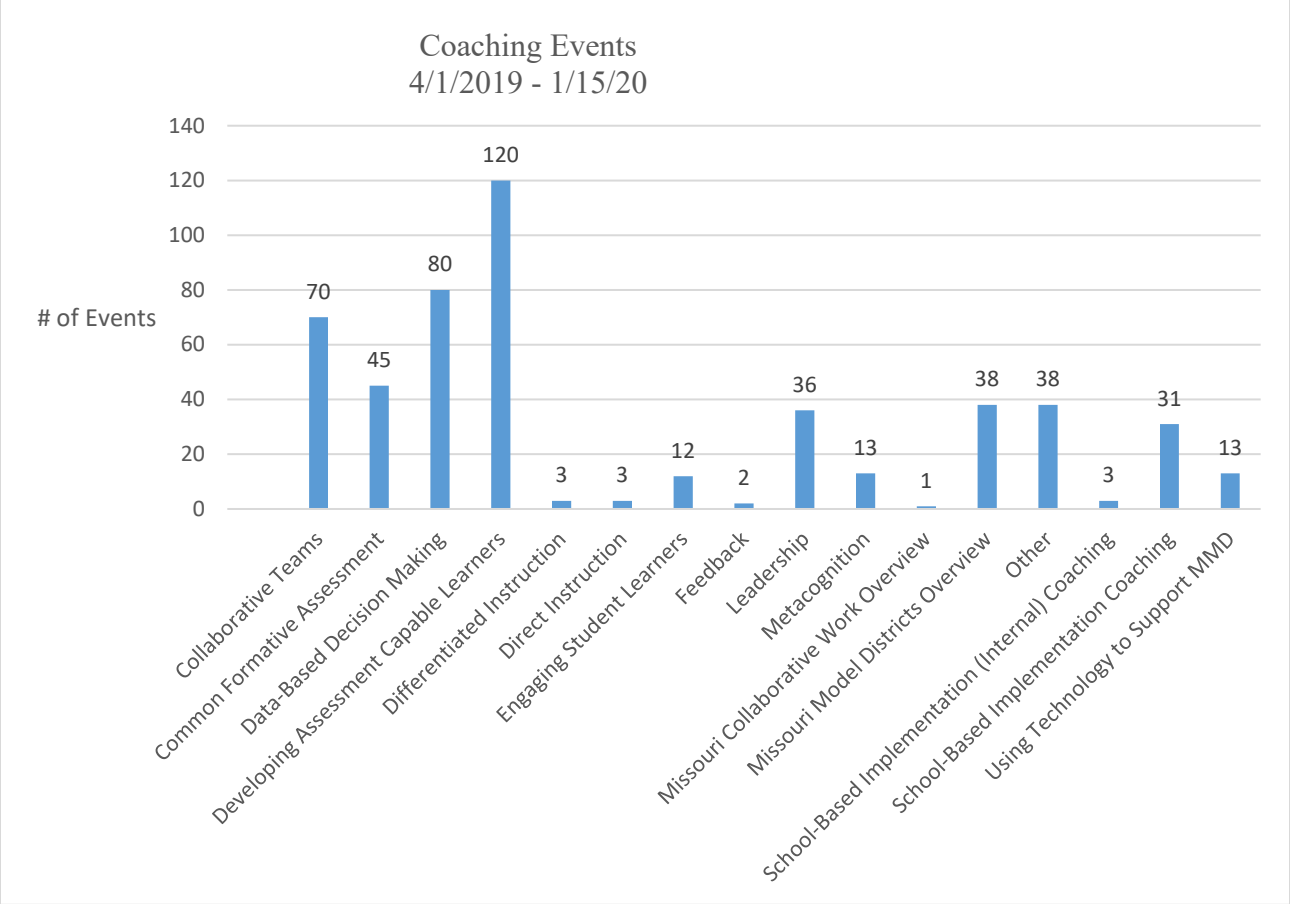
b. DESE Consultant Log Data

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/DCI related activities and to show the progression of implementation in participating MMD/DCIs. The data reflect expected areas of focus during the transition to district-wide implementation.

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 2015-2016. The transition to MMD (this pilot for district-wide implementation) then to statewide implementation of DCI necessitated a revision to the DESE Consultant Log System to capture activities involving consultants serving on a CST resulting in new baseline data shown above. The number of coaching events reflect a shift of consultant roles from training to coaching.

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 increased capacity for greater efficiency in district implementation.

c. CST/District Interactions

CST data is also collected through logs maintained by the MMD facilitators. Facilitators enter data regarding interactions with districts based on attendance, duration, topics covered, evidence collected or viewed, and resources used. This ensures that data is maintained regarding specific district interactions and is 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 informs capacity to scale and sustain the process.

Table 5: Average Number of Interactions for Districts Within a Cohort

Month	Cohort 1	Cohort 2	DCI	ESSA
April-19	0.64	1.86		
May-19	0.79	0.88	0.23	
June-19	0.57	1.19	0.67	
July-19	0.43	0.56	0.45	
August-19	1.64	2.12	1.73	
September-19	1.79	2.67	1.81	1.00
October-19	1.50	2.49	2.16	1.36
November-19	1.57	1.86	1.73	1.36
December-19	0.79	1.02	1.05	0.93
Average	1.08	1.63	1.23	1.16

Graph 3: District/Coaching Support Team Interactions

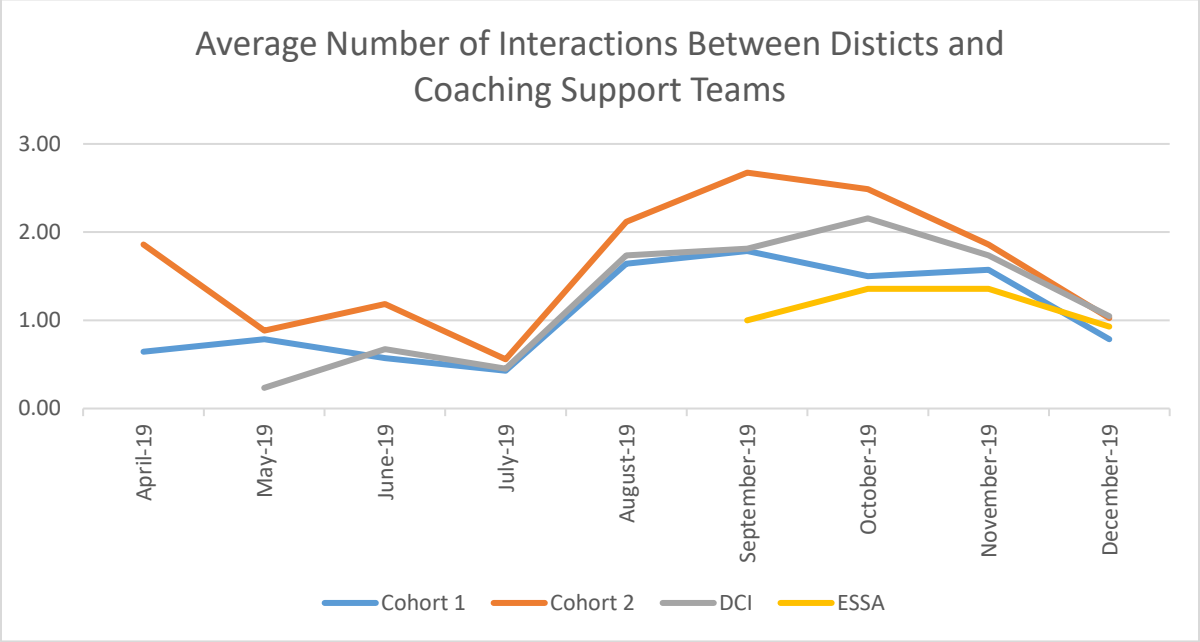
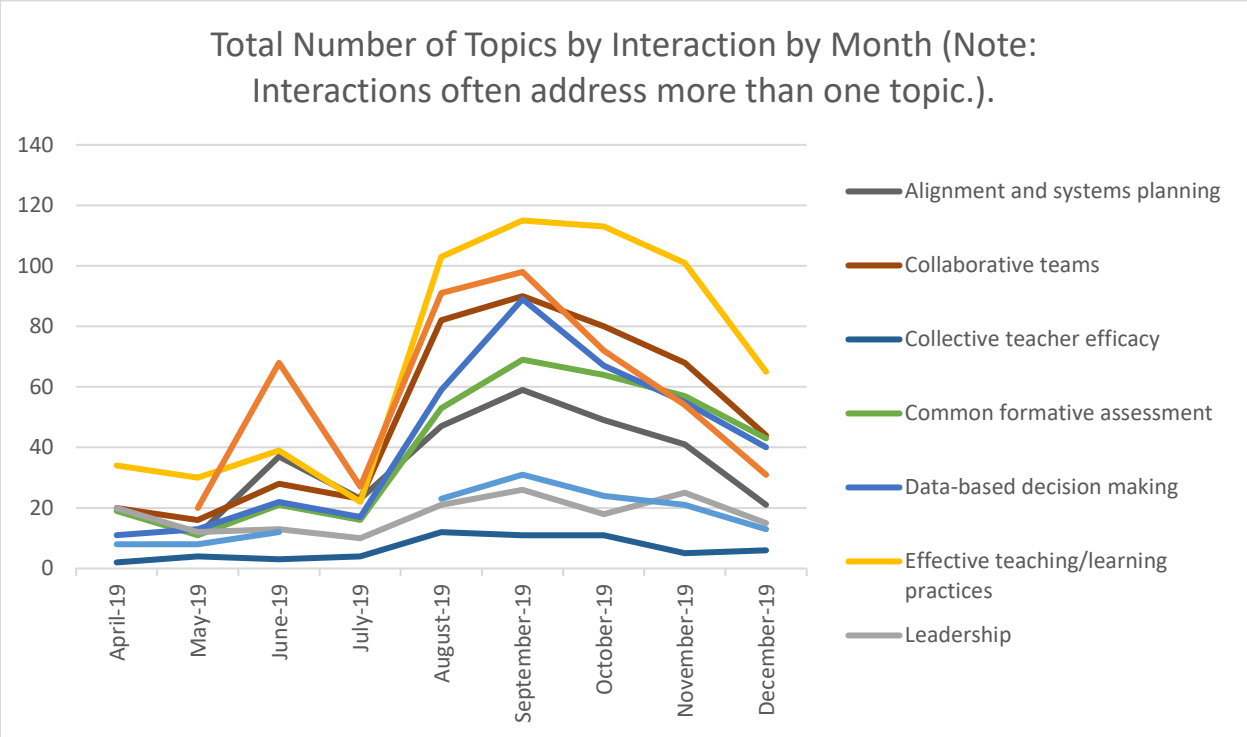


Table 6: Number of Topics Covered in Interactions by Month

	School-based implementation coaching	MMD/DCI expectations/ logistics/DESE specifics	Leadership	Effective teaching/ learning practices	Data-based decision making	Common formative assessment	Collective teacher efficacy	Collaborative teams	Alignment and systems planning
April-19	8		20	34	11	19	2	20	
May-19	8	20	12	30	13	11	4	16	11
June-19	12	68	13	39	22	21	3	28	37
July-19		27	10	22	17	16	4	23	23
August-19	23	91	21	103	59	53	12	82	47
September-19	31	98	26	115	89	69	11	90	59
October-19	24	72	18	113	67	64	11	80	49
November-19	21	54	25	101	55	57	5	68	41
December-19	13	31	15	65	40	43	6	44	21
Totals 12/2019	109	461	165	622	373	349	58	451	269
Totals 12/2018	116	277	112	257	241	223	34	314	208

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 1, 2019, through December 31, 2019, there were a total of 1,137 coaching support team interactions, with an average of 10.24 per district. This equates to an average of between 1 and 2 interactions per district per month.

As expected, August through October showed an increase in interactions with districts as the school year was getting started and districts were planning for their year. Similarly, topics covered spiked during those same months.

The topics covered during CST and district interactions are recorded for each month. The most frequent topics were (a) effective teaching and learning practices, (b) expectations for participation as a DCI, (c) collaborative teams, and (d) data-based decision making (DBDM). The effective teaching and learning practices are aligned and complementary, so data is reported collectively. Specific teaching and learning practices include developing assessment capable learners 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: DCI Facilitator Log Data

Baseline data: The transition to DCI necessitated the addition of the DCI Facilitator Log System to understand the frequency and levels of engagement of CST district interaction. The data in section C. CST/District Interactions above shows new data.

Current data: See Graphs 3, 4 and Tables 5, 6

Evidence of Change: With the addition of approximately one hundred districts, the number of district/CST interactions increased by 835. Interactions around DCI expectations and foundation practices increased significantly. Due to the number of new DCI districts, slightly fewer School Based Implementation Coaching (SBIC) interactions were recorded. Interactions around effective/teaching learning practices increased dramatically. This is consistent with prior data related to districts beginning the implementation process.

d. Collaborative Work Implementation Survey (CWIS)

Data Source: 2018-2019 CWIS: Fall and Spring submissions

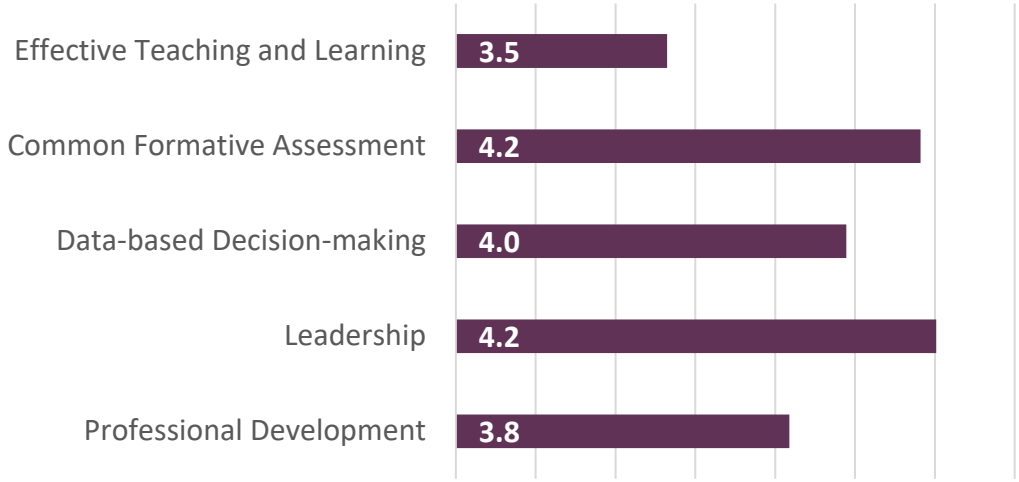
Baseline and Year 2 data: The CWIS is required annually of all MMD/DCI participating districts. A total of 21,052 surveys were returned during the 2018-2019 school year.

The CWIS instrument was developed through a collaborative process and contains five distinct domains: (1) effective teaching and learning (ETLP), (2) CFA, (3) DBDM, (4)

leadership (LEAD), and (5) professional development (PD). The survey has been tested extensively and its scales have proven internally valid as and reliable.

Current data: As shown below in Graph 5, data from the 2019-2020 school year are similar to those returned in the previous school year, though the fall CWIS window is optional for returning districts. The total number of participants was 6,464 during the fall window.

Graph 5: Mean Scale Values Across All CWIS Participants: 2019-2020 School Year (5 point scale)



In the section below, data comparing spring 2019 results are displayed and discussed.

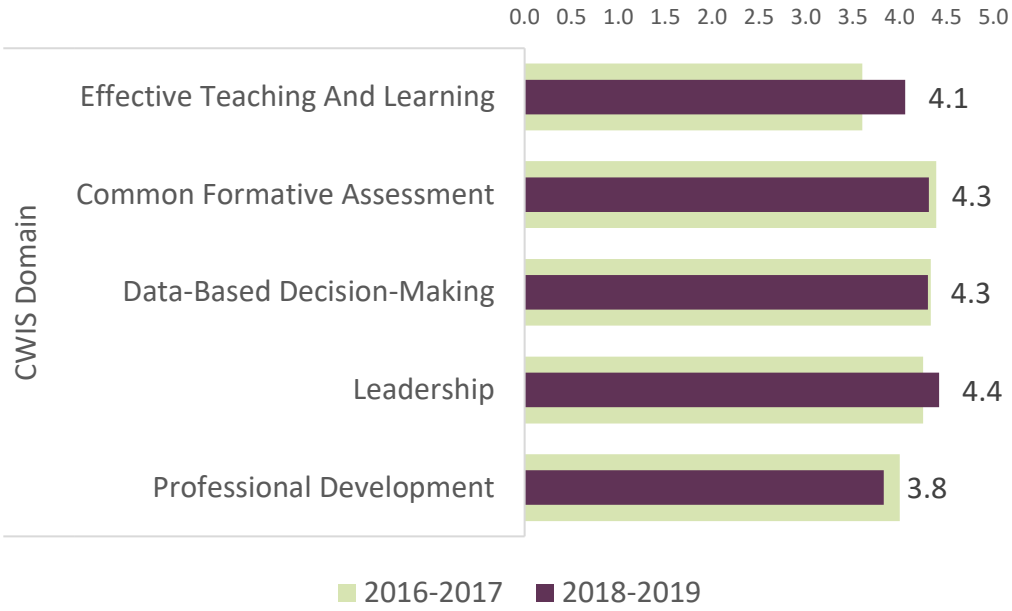
Evidence of change: The evidence of change was analyzed for all participating districts with a focus on third year districts.

All districts: Across all survey participants, year-over-year change trended upward slightly for ETLP from 3.5 to 3.6, and downward 0.1 points for the CFA domain between the 2017-2018 and 2018-2019 school years. During this time, average DBDM scores dropped from 4.2 to 4.0. This change is consistent with additional districts beginning participation in the project.

Across the multiple years of implementing the CWIS, significant improvements ($p<0.001$) have been seen in the domain of ETLP among districts three years in the program. While there have been gains in the other domains, most districts demonstrate elements of implementation even at the onset of participating in the program.

MMD: A comparison was made of third year district buildings active on the CWIS in the spring of 2016-2017 and 2018-2019. This analysis was completed using only those buildings with at least 10 responses in the past three spring CWIS administrations. The sample included at least 2,400 responses per year and 119 total buildings. In Graph 6 below, the growth in the ETLP domain is most pronounced, and scores for the other four domains have more or less maintained similar values, with average reported values for none of the four changing by 0.1 in either direction.

Graph 6: Mean Scale Values Across Select Buildings: Current Status as Compared to 2016-2017 (5 point scale)



e. SAPP

Data Source: SAPP

Baseline: 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). It is an important tool for self-monitoring implementation because it serves as a reminder of the implementation criteria and is also aligned with the fidelity checklists. Fidelity checklists are short, focused checklists targeting specific implementation steps. School administrators and other educators complete these profiles, sometimes facilitated through conversation with the coaching team.

Educators in the participating schools have been instructed to complete the relevant SAPPs and review results as an approach to self-assessing their implementation at baseline as they are learning ways of putting new practices into place. During the 2019-2020 school year, average participation per district was at an all-time high. This reflects the addition of 88 new districts participating in the project. This is a positive sign of project scalability.

Current data: During April 2019, through January 2020, educators and administrators were active in the SAPP platform more than 40,000 times. On average, districts in the first MMD/DCI cohort participated in 839 sessions per district during this time period. On average, districts in the second cohort participated in 500 sessions. Finally, the average district in the third cohort participated in 88 sessions.

Evidence of change: Educators are tasked with using the platform when beneficial to their data-informed decision making processes. Use throughout the current year shows

trends that differ across cohorts. For example, 13 districts in the first MMD/DCI cohort experienced the average number of sessions per building drop from 1,571 in 2017-2018 to 718 during the 2018-2019 school year. Data from the 43 districts in the second cohort averaged 403 sessions per building during their first year in the project, 2018-2019. On average districts are on pace for roughly 500 sessions during the 2019-2020 school year. No hard conclusion can be drawn since buildings differ significantly in size.

5. 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. Activities to increase the impact of the improvement strategies continue with new activities to address district-level implementation and include the following:

DCI Organizational Infrastructure

As district-level implementation (DCI) continues, the existing infrastructure expands. The DCI work includes two original MMD cohorts. Former Missouri Professional Learning Communities (MO-PLC) building/district participants that agreed to implement evidence-based practices at the district-level are included in the DCI cohort. Additionally, districts with targeted and comprehensive buildings identified through ESSA were offered the opportunity to participate in DCI. With the addition of the ESSA districts, approximately one-fifth of the districts in the state are participating in the DCI work.

Districts of similar size and demographics continue to be served through the cadre model. The number of cadres was expanded from six to ten to accommodate the increase in number of participating districts. Districts receive training and coaching cross-regionally from CSTs comprised of regional staff.

VLP Development

Development of the VLP on the DESE website continues. DCI implementation tools have been added (Coaching Companions to accompany professional learning modules). While VLP access is restricted at this time to DCI participants, all materials are available to the public at MoEdu-Sail 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.

SAPP

The SAPP is now fully embedded on the VLP as part of DESE web applications. Increased functionality of the SAPP includes an observation assessment tool, a group and team development function, user dashboard view (content participant, building administrator, and district administrator view), and a data reporting tool.

Use of technology for communicating, coaching, and training with schools and reducing 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 DCI 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, and technical use of the VLP.

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 3 and 4).

Table 3 reveals short-term activities for implementation beginning April 1, 2019. Many of the short-term activities in Table 3 have been carried out as planned or are part of an ongoing process. These include the following:

- The DESE consultant log system was rebuilt to make the electronic system more user-friendly and increase efficiency and accuracy of data collection and reporting.
- The infrastructure for DCI implementation was updated to accommodate the formation of additional cadres of districts to receive training and coaching cross-regionally (original MMD cohorts, DCI, and DCI/ESSA districts).
- The assignments of regional DCI consultants to CST was updated to accommodate the increase in number of participating districts as part of the support infrastructure.
- The technology team of DCI consultants was continued to provide technical assistance to DCI consultants at monthly DCI CST program meetings to inform regional staff on how to use virtual communication for meetings, shared collaboration, data collection/analysis, coaching skills, and technical use of the VLP.
- The process for HQPD observation of training and coaching sessions for RPDC staff is slated for tentative completion by summer of 2020.
- The process to revise and refine professional learning modules and development of Coaching Companions continues. 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.
- Development of a new SAPP for inclusion on the VLP is fully embedded as part of the DESE website.

Table 4 long-term activities include the following:

- The tools and resources from the MOEdu-Sail website will be moved to the VLP by end of 2021-22.
- The foundation modules were revised. Revisions to other modules continue as needed with newer modules being considered.
- Staff development for DCI consultants who serve on a cadre is scheduled for each month with topics guided by data and personal input.
- The consolidated contract (completion May 2020) and revised consultant log system rebuilt to accurately reflect changes in roles and responsibilities.

- Plans for an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes SLO data (including CFAs as appropriate), and creates individual, building, and district progress reports are slated for future development.
- The PLC initiative is integrated into DCI work. Piloting SW-PBS work into district-level model continues.
- The CFA item bank and administrative and data analysis tools are beginning their development phase

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 and the adoption of specific research based practices for a statewide district improvement model.

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 model were incorporated into a DESE district continuous improvement system which defines the future direction of DESE, hence the name change to DCI.
- Construction of the VLP as part of the DESE website provides the common platform to scale the work statewide and continue with adding professional learning modules in the future.
- Documentation indicates a gradual 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 7: SSIP Stakeholder Meetings for the Period April 1, 2019, through February 14, 2020

Stakeholder Group and Major Role (Feedback or Decision-making)	Make-up of Stakeholder Group	Responsibilities for Implementation	Responsibilities for Evaluation
Special Education Advisory Panel (SEAP) (Feedback)	Specified in section 1412 of IDEA	Feedback on the state's plan for district-wide implementation and the DCI model	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
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
RPDC Directors (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
DCI Consultants (Feedback)	Consultants assigned to DCI cadres	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
DCI CSTs (Feedback)	Groups of PD providers who cross regional boundaries to support the DCI	Recommendations on the challenges and benefits of cross regional teams	Contribute data to inform about challenges and benefits of cross regional teams
DCI Contacts (Feedback)	Contacts from the participating DCIs	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
Missouri Parents Act (MPACT)	Parent Training Information Specialists	Work in conjunction with DESE to develop and distribute parent resources	Contribute data to inform about challenges and benefits related to parent resources

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

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 were 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 DCI are interwoven throughout the state's theory of action. All components of DCI work together to create a system that relies on leadership, collaboration, effective teaching/learning practices, common formative assessment, and data analysis. 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 districts 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 8: Key Measures

Key Measure	Collection Procedures	Timelines
MAP, ELA	Procedures are established by the Office of College and Career Readiness and approved by the U.S. Department of Education	• Schools assess April/May

Key Measure	Collection Procedures	Timelines
		• Assessments processed and reported to state in June • Districts correct errors in July/August • Assessment results released September
DESE Consultant Log Data DCI Facilitator Log Data	• Online tool for regional consultants to complete at least weekly • Data are dynamic	• Process begins July 1 and is completed by June 30 per consultant contract
CWIS	• Survey administered to all participating DCIs annually • Evaluator organizes and analyzes results and reports to DESE	• Survey-March • Results-April
SAPP	This tool is critical to the implementation of DCI practices. All participating DCIs are encouraged to complete the SAPP at least twice annually and use this data to inform their implementation plan activities. SAPP data drives the DBDM processes for the district as a whole and also for teams of educators to inform instructional practices and individual educator development and growth.	• Districts are encouraged to 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. That being said, districts and schools continue to be representative of the demographics of the state.

[If appropriate] Planned data comparisons

Planned data comparisons are as follows:

- Key Measure: Performance on statewide assessment in ELA 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

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

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

- SPDG management team monthly meetings consist of data review that informs the team about progress made in implementation of the intended activities.
- DESE DCI 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 any difficulties in gaining access to automated resources and the dynamics of increased use.

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-ELA
- DESE Consultant Log Data
- CST/District Interactions
- CWIS

- SAPP
- Onsite monitoring visits

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 DCI implementation. The SPDG management team meets at least monthly and data review is a major part of the agenda. Data inform the team of how much progress is being made in implementing intended activities and informs decisions regarding future actions for improvement or capacity building. DESE DCI staff meet frequently with the RPDC directors, as well as with the DCI 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 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 indicate that improvement strategies, when implemented with fidelity, were getting expected positive results. The stakeholder groups recommended we focus on a narrow set of practices during the transition from building to district implementation which necessitated the following changes:

DCI organizational infrastructure
As district-level implementation (DCI) continued, the existing cadre infrastructure was expanded. The DCI work includes two original MMD cohorts. Former PLC building/district participants that agreed to implement evidence-based practices at the district-level are included in the DCI cohort. Districts with targeted and comprehensive buildings identified through ESSA were offered the opportunity to participate in DCI. With the addition of the ESSA districts, approximately one-fifth of the districts in the state are participating in the DCI work.

Districts of similar size and demographics continue to be served through the cadre model; however, the number of cadres was expanded from six to ten to accommodate the increase in number of participating districts. Districts receive training and coaching cross-regionally from CSTs comprised of regional staff.

VLP Development
Data reveal districts need access to tools and resources to assist determining professional development needs, thus development of the VLP on the DESE website

continues. DCI implementation tools have been added (Coaching Companions to accompany professional learning modules). While VLP access is restricted at this time to DCI participants, all materials are available to the public at MoEdu-Sail MMD. With emphasis on district-level implementation and increasing internal district capacity, the VLP is intended to provide districts with the tools and data reports necessary to direct and customize their work.

SAPP

Data reveal districts needed a tool to self-assess professional development needs and progress regarding universal level practices. The SAPP is now fully embedded on the VLP as part of DESE web applications for district use. Increased functionality of the SAPP now includes an observation assessment tool, a group and team development function, user dashboard view (content participant, building administrator, and district administrator view), and a data reporting tool.

Use of technology for communicating, coaching, and training with schools and reducing 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 DCI 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, and technical use of the VLP thus reducing travel time.

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

State Assessment Data

Development of new MLS required new assessments to be created to align with those standards. This took place over several years and made student performance data comparisons very challenging. 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. 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 DCI process 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 readily accessible to all

districts. To achieve this end, high-quality training and coaching materials that are transparent and flexible were developed. These materials are accessible to all educators participating in DCI within the DESE web applications site with the capability to provide content with a strong evidence base and the tools to help district staff implement and monitor their progress in implementing those practices uniformly across the district. Continual enhancement and revision of the VLP tool and other DCI resources works toward creating a valuable part in the seamless system of tiered supports.

Electronic Platform

Data (CWIS, DESE consultant logs, SAPP, 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 DCI tools and materials, and modification of consultant roles. DESE reviews VLP usage by DCIs 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 DCIs and demonstrate state use of data to drive state level decision-making.

DCI 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 DCI tools, examples from DCI facilitator logs, and documentation of a selected district's journey through the DCI process. VLP district usage data is collected monthly for review by OSE staff and shared with DCIs twice annually. This data is mined to see if there are unanticipated activities occurring and to help forecast capacity needs as new districts are added.

CST/Cadre Meetings

CSTs meet monthly at the DCI CST program meeting and also meet regularly as determined independently by the CSTs. During these meetings, DESE articulates direction, needs, and vision of the DCI process. 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 DCI 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, visited several DCIs 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 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 level of implementation of the evidence-based practices that comprise the DCI 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

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 1 shows that all students and students with disabilities increased proficiency rates for each of the years up to 2016-2017. The 2017-2018 assessments were new, so results cannot be compared to prior years. Many of the CW schools continued in MMD districts referenced in Table 2. This data show slight overall decreases in proficiency rates from 2017-2018 to 2018-2019 with the exception of the category of students with disabilities in MMDs which increased slightly.

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 DCI 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
- 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 7, 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 DCI 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 depth of information relative to what barriers districts face and how they move toward solution. Districts also provide much needed feedback on tools provided in the DCI process.

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

- Helping educators understand the difference between progress monitoring vs. evaluation
- Helping educators understand the difference between improvement and accountability
- Understanding what data to collect and if the systems are collecting this data accurately
- Approaching district-level implementation cohesively as opposed to a collection of buildings acting independently

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 need 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 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 certainly tugs at state capacity. Data (CWIS, DESE consultant logs, SAPP, DCI facilitator logs), coupled with the addition of new districts indicate need for revision of organizational infrastructure, refinement of the VLP, continued revision of DCI 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 is a significant cultural shift.

c. Plans for improving data quality

VLP Development

With emphasis on increasing district-level capacity to provide professional development and implement efficiently and effectively, the VLP is intended to provide districts with the tools necessary to direct and customize their work. Several enhancements were added to the VLP to increase functionality including the ability for district administrators to assign yearly professional development and run reports and a dashboard view for all users. As districts implement the work, data captured by the VLP will inform DESE, regional staff, and participating districts, buildings, and educators of their progress.

SAPP

Data reveal districts needed a tool to self-assess professional development needs and monitor progress regarding universal level practices. The SAPP is fully embedded in the VLP as part of DESE web applications for district use. Increased functionality of the SAPP includes an observation assessment tool, a group and team development function, user dashboard view (content participant, building administrator, and district administrator view), and a data reporting tool.

E. Progress Towards 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

DCI organizational infrastructure

As district-level implementation (DCI) continues, the existing cadre infrastructure expands. The DCI work includes two original MMD cohorts. Former PLC building/district participants that agreed to implement evidence-based practices at the district-level are included in the DCI cohort. Additionally, districts with targeted and comprehensive buildings identified through ESSA were offered the opportunity to participate in DCI. With the addition of the ESSA districts, approximately one-fifth of the districts in the state are participating in the DCI work.

Districts of similar size and demographics continue to be served through the cadre model. The number of cadres was expanded from six to ten to accommodate the increase in number of participating districts. Districts receive training and coaching cross-regionally from CSTs comprised of regional staff.

Feedback from districts and consultants regarding use of the cross-regional cadre model has been overwhelmingly favorable. As a result, DESE plans to continue using this service model to provide technical assistance, training, and coaching.

VLP Development

With the new reporting features and dashboard view, users now have the capacity to understand the district's current status and plan future professional development. District administrators are now able to observe staff implementation of practices using the

observation assessment tool and rate educators individually for the purpose of providing feedback/data within the coaching model.

SAPP
The SAPP is now fully embedded on the VLP as part of DESE web applications for district use. Increased functionality of the SAPP now includes an observation assessment tool, a group and team development function, user dashboard view (content participant, building administrator, and district administrator view), and a data reporting tool. These tools provide users with data that assist educators in improving skill development.

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 includes time spent by regional consultants in various activities, the districts with which they work, what training, TA, and coaching (per DCI 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 the capacity need as more districts begin the process.

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 DCIs regularly complete the SAPP at least twice annually and use this data to inform their DCI implementation plan activities. SAPP data drives the DBDM processes of the district as a whole and 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. The SAPPs are used to monitor individual implementation of the practices and are used in teacher growth plans.

See section A, question 4.

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, 2.

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

As indicated in Tables 3 and 4 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 a more balanced and researched based approach 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

Continued focus on statewide improvement 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 SW-PBS launched a parallel pilot involving integration of behavioral practices at the district-level. Refinement and continued development of tools and resources over the next year will enhance this integrated system.

Discussions for development of parent resources to support district continuous improvement started with MPACT. Initial work is in the beginning stages for development of a professional learning module to assist parents in understanding and supporting their child as an assessment capable learner. Assessment capable learner is an effective learning practice with a high effect size and is applicable in all stages of a student's development.

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.

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 continue development of the virtual learning platform which will house academic and behavioral tools, materials, and resources are planned. DESE anticipates possible barriers related to construction, maintenance, and the monitoring of such a complex online system. To address previous barriers associated with technological tool development, the agency secured a more efficient work plan with the vendor that includes regular communication, weekly updates, and scheduled production testing. This has increased productivity.

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 continues to be a challenge. RPDC staff are expected to do less actual training but increase their observation, coaching, and technical assistance. Although improved, this continues to be a change out of their comfort zone. To address challenges with field staff, an increased emphasis on development of coaching skills is planned. Continued use of the cross-regional cadre model is anticipated to decrease apprehension as field staff acclimate to change in the provision of services.

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. Sustaining these practices continues to prove challenging. 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 is vital. The addition of the DCI/ESSA districts in this work endorses collaboration across the agency. Inclusion of DCI work in MSIP 6, Missouri's accreditation process, will lead districts to embed these practices in the district's continuous improvement efforts.