STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B

for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act

**For reporting on
FFY 2021**

Missouri

PART B DUE February 1, 2023

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

Proficiency rate for children with IEPs against grade level academic achievement standards in grades three through eight and high school in English/language arts (ELA) in LEAs participating in District Continuous Improvement (DCI) work.

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (*e.g.*, a sample, cohort model)? (yes/no)

YES

Provide a description of the subset of the population from the indicator.

Data are included for LEAs that are participating in the DCI work

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

https://dese.mo.gov/media/pdf/ssip-theory-action

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages)*.*

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2017	19.30%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	16.50%	17.50%	20.00%	21.00%	22.00%

FFY 2021 SPP/APR Data

Children with IEPs in regular assessment who scored at or above proficient against grade level standards	Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
1,396	9,502	15.50%	16.50%	14.69%	Did not meet target	No Slippage

Provide the data source for the FFY 2021 data.

Regular grade level and high school end of course state assessment data.

Please describe how data are collected and analyzed for the SiMR.

State assessment proficiency data for LEAs engaged in the DCI work are compared to data for LEAs not engaged in DCI work as well as other groupings of LEAs. Proficiency rates for students with disabilities are also compared to results for nondisabled students.

Optional: Has the State collected additional data *(i.e., benchmark, CQI, survey)* **that demonstrates progress toward the SiMR? (yes/no)**

NO

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

NO

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

https://dese.mo.gov/media/pdf/ssip-evaluation-plan

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

NO

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

Continued infrastructure strategies include:

1) Virtual Learning Platform (VLP) contains content aligned into pillars with continued promotion as DESE's online system for Missouri educator professional development. The VLP houses and maintains the tools and resources to support Missouri's DCI work. The VLP web application is only available to Missouri educators. Included on the VLP are professional learning modules (PLM) (including pre/post assessments, handouts, worksheets/planning templates), a data dashboard that tracks a user's progress through their corresponding PLMs, space for user collaboration, and bookmarking of course(s) in progress. Materials in the VLP are organized to provide maximum flexibility of access for all users, from totally self-directed to highly directed and structured. While the type of user may vary, all users have access to all course materials and corresponding data dashboards. The data dashboard for administrators allows additional capabilities including the ability to assign and monitor coursework, access to a district needs assessment, and view building and district-wide professional development progress.

A guest pass link allows access into the PLMs and self-assessment practice profiles (SAPP) (https://deseapps.leaderservices.com/VLP/app/index.aspx), but without access to the data dashboard. These materials are also available on https://www.moedu-sail.org/mtss-facilitator-materials/ for public access.

2) Expansion PLMs and associated tools added to VLP include LEA-level leadership, collective teacher efficacy, and behavioral modules from MO SW-PBS initiative. Existing support materials for all PLMs are updated and revised regularly to maintain high quality. Updated PLMs include the addition of Adolescent Literacy module to the Science of Reading and Self-Efficacy for Grades K-2 under Social Emotional Learning Academy.

3) DCI Coaching Support Team (CST) meetings held monthly to articulate vision, direction, and need of the DCI process to regional field staff. Meeting content emphasizes the use of virtual communication for meetings, trainings, and coaching sessions; VLP enhancements; strategies for shared collaboration when appropriate; data collection/analysis; a continued shift away from reliance on training only model to a model that emphasizes coaching; and technical assistance regarding highly effective educational practices.

4) Cross-regional work by field staff within the Implementation Zone framework (Early, Developing, Initial, Full) https://www.moedu-sail.org/wp-content/uploads/2020/11/Implementation-Zones-Guide-2nd-ed.-2021.pdf using virtual and face-to-face training, coaching, and technical assistance focused on academic and behavioral DESE vetted materials.

5) Consultant log (DESE and DCI) data in specific categories is entered monthly by regional field staff into two electronic data systems. This information is compiled, reviewed, and analyzed regularly by OSE staff and the SPDG Management Team to ensure regional staff are engaged in DCI related activities and show the progression of implementation in participating DCI LEAs. The data continue to reflect expected areas of focus (Data-based Decision Making (DBDM), Developing Assessment Capable Learners (DACL), and Common Formative Assessments (CFA)).

6) Consolidated contract that provides annual contractual requirements related to roles and responsibilities for regional technical assistance field staff (DCI consultants) was completed in July 2022.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain

how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

Corresponding outcomes:

1) VLP provides unified, consistent, and transparent materials, tools, and resources allowing LEAs to build internal capacity for improvement by increasing knowledge and skills, regardless of administrator and teacher mobility. LEAs provide their own professional development and maintain data collection tools for monitoring progress and fidelity of implementation of effective educational practices. LEAs may choose to provide their own training and/or coaching or access regional staff for assistance. The VLP provides for 24/7 access to professional development materials that may be used in a variety of ways. Users may range from an individual learner to a group or learners who may or may not be guided by a leader or facilitator. A district/building may decide to learn and implement the content without outside support or organize learning cohorts using an internal facilitator. For districts/schools desiring more support, a CST is available through Missouri's regional technical assistance network.

2) High quality, high effect size materials and tools continue to be developed, updated, and posted on the VLP to build LEA internal capacity for continuous improvement aligned to the five DESE pillars. DESE provides Missouri educators with 24/7 access to educational practices that have a strong empirical evidence base and tools for LEAs to implement these practices with fidelity, monitor, and provide options for additional training and/or coaching if desired to create a strong statewide system of support for continuous improvement.

3) Field staff are kept informed about VLP enhancements, and collaboratively share success and challenge data that DESE uses to adjust and improve materials and tools. This communication loop allows all field staff to be informed of current work and increase the skill level of all staff.

4) Consultants continue to collaborate and share expertise across RPDC regions rather than being siloed in their RPDC resulting in the removal of previous silos, growth of skills and knowledge for all, and fostering collective efficacy across the statewide system of support.

5) DESE and DCI consultant log data continue to show regional staff doing 1,267 (41%) training-only events when compared with 1,795 (59%) coaching events. The data continues to show regional field staff are maintaining the shift away from a reliance on training only or partial use of coaching skills to a discernable increase in coaching events. Research tells us that a "training only" approach does not yield a change in adult behavior/practice; rather, training plus coaching support leads to the desired change.

6) The consolidated contract, which defines the legal requirement of technical assistance field staff, ensures the DCI work is implemented by qualified field staff who regularly participate in training events to collaborate and learn with other DCI colleagues to further skill and knowledge and implement this work with fidelity.

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

YES

Describe each new (newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved.

New strategies:

The VLP has been expanded to include new learning modules based in the Science of Reading for Adolescent Literacy and grade-specific modules for the Social Emotional Learning Academy.

Corresponding outcomes:

Materials, tools, and resources on the VLP reflect the most current research and up-to-date educational practices so Missouri educators and regional field staff have 24/7 access to high quality content for professional development provided in multiple formats to accommodate a range of learners (individual to large group).

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

Continued refinement of materials, tools, and resources on the VLP through revision, editing, updating, and expansion to maintain the high quality and accuracy of content. VLP content is promoted as DESE's improvement system of professional development and tools for LEA level use further demonstrating collaboration and unified promotion of essential LEA-level improvement work across DESE. The outcome for this strategy is to continue building a system of professional, high quality supports that enables LEAs to access and/or provide materials and tools to develop a multi-tiered system of support (MTSS).

Plans for integration of academic and behavior domains with the VLP to develop materials, tools, and resources to assist LEAs with development of MTSS recently began. A state level DCI MTSS for Academics and Behavior workgroup has started with plans to meet monthly to develop this new system. The outcome for this strategy is to continue MTSS development that includes evidence-based tiered practices across integrated academic and behavioral domains with integrated tools and supporting resources for LEA use.

Further expansion of VLP content includes new PLMs and tools around K-12 literacy modules. One set of PLMs promotes

structured literacy instructional practices based in the cognitive science about how children learn to read. A second set of PLMs includes evidence-based instructional practice around adolescent literacy. The third set of literacy modules describes how to implement science of reading based instruction within DCI structures and processes. The outcome for this strategy is to reach beyond foundational, content neutral, universal level tiered system of support practices by integrating behavioral work into an MTSS structure and including universal level literacy instructional practices showing how to use DCI structures and processes to implement that work. DESE considers these areas the next step in advancing guidance and professional development materials and tools in order to achieve increased academic and behavioral outcomes for students.

While a long standing goal, it is challenging to change ingrained adult behaviors. In the past, regional staff were apprehensive about using technology for training/coaching purposes. COVID-19 pushed regional staff to change their behavior to respond to LEA needs which aligned with DESE's goal to use technology for job efficiency. Regional staff now provide an increased number of virtual training, coaching, and technical assistance events which we anticipate will continue to improve. The outcome for this strategy is to continue increasing the efficiency with which regional staff are able to work including the ability to communicate with more people in a shorter amount of time, decrease travel and operation costs, and work cross-regionally in the field and break down previous silos.

Data from consultant logs show regional staff continue to increase coaching skills over training. Outcomes for the strategies described above include 1) continued promotion of LEA-level improvement professional learning tools enabling LEAs to provide professional development and organize LEA-level improvement efforts in a systematic and comprehensive manner, 2) continued DCI alignment with DESE strategic plan and the statewide system of support, 3) continued growth of knowledge and skills for all Missouri educators at all levels of the statewide system.

List the selected evidence-based practices implement in the reporting period:
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, are included in the DCI work. The practices are cross-cutting so they will work for any subject/age/grade/content area and are effective for all students, including students with disabilities. Generally speaking, all teachers (including general education, special education, and special subject area teachers) are trained to 1) work on teams which focus on helping each other (collaborative team structures) to 2) use effective teaching/learning practices in all classrooms, 3) administer CFAs 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. Leadership guidance and support for LEA and building level practices and instructional leadership practices across the LEA and in each building are crucial to promoting and sustaining implementation of the evidence-based practices.

The DCI framework is a cohesive, interactive system resulting in exceptional outcomes for all Missouri students. The framework is comprised of 1) content (DCI practices and supporting materials), 2) professional development (coaching, training, and online learning), and 3) statewide system of support (DESE, regional field staff, and other SPDG implementation partners).

The DCI practices and supporting materials include the following:
 • Foundations: Three foundational educational practices essential for collaborative, data-informed instruction and decision making, including Collaborative Teams, DBDM, and CFA
 • Effective Teaching and Learning: Practices selected in improving student achievement include DACL, Metacognition, Reciprocal Teaching, and Student Practice: Spaced vs. Massed
 • Supportive Context: Practices that create a supportive context, sustaining and advancing effective teaching and learning, including School-Based Implementation Coaching (SBIC) and Collective Teacher Efficacy (CTE).

Provide a summary of each evidence-based practices.
Below is a summary of each evidence-based practice in the DCI framework.

Foundations

 • Collaborative Teams: Effective and intentional collaboration about the most effective practices within curriculum, instruction, assessment, and climate allows for quality teaching to occur. Quality teaching is further enhanced when educators build collaborative processes into their system which allows for dialogue, discussion, and planning for all students.

 • DBDM: LEA and building leadership teams should use a consistent DBDM process to identify and address student, school, and LEA improvement needs. Similarly, small groups of teachers should use a consistent DBDM process to identify students' academic and social/behavioral needs and select practices that address those needs. The Gather, Analyze, Intentionally Act, and Analyze Again (GAINS) process is designed to be compatible with various DBDM models that are being used in educational settings emphasizing how instruction impacts learning.

 • CFA: Formative assessment provides ongoing information that can guide and improve teaching and learning during a learning cycle such as a lesson, unit, or course. It may include collaboratively developed instruments as well as formative assessment strategies that are embedded in instruction rather than administered as separate events. Educators use CFAs within an LEA or building to ensure teacher and student performance is positive and consistent across grade levels and departments.

Effective Teaching and Learning Practices

 • DACL: According to Dr. John Hattie, students who are assessment capable know where they are going, where they are now, and how to get there. These students know their current level of understanding, know the expectations for learning and are confident

they can learn them, can select effective learning strategies, and view their own errors as opportunities to learn and seek feedback regarding their efforts.

 • Metacognition: Metacognition occurs when students are cognizant of their thinking and level of cognition while in the process of learning. Metacognitive learners develop mental maps or pictures as a way of connecting ideas and concepts. Along with feedback, metacognitive practices align with DACL through talking about thinking and learning in general and specifically talking about one's own thinking and learning as well as providing opportunities for students to assess current thinking and learning.

 • Reciprocal Teaching: Reciprocal teaching is an effective teaching/learning practice and is defined as students summarizing, questioning, clarifying, and predicting; they take turns being the teacher.

 • Student Practice: Spaced vs. Massed: Research shows the same amount of information is remembered better if study practice sessions are spaced in time rather than done at one time. To successfully implement spaced study, teachers choose and structure practice sessions for information connection that strengthens understanding and retention.

Supportive Context

 • SBIC: SBIC is critical to supporting the development of effective teaching and learning practices as educators may receive exposure or training on a new, highly effective practice but may not be able to implement this practice without effective feedback and coaching provided through SBIC. Coaches can help model effective implementation, provide feedback to guide implementation, and problem-solve barriers to implementation.

 • CTE: In Dr. John Hattie's research, CTE is the influence ranked as having the highest effect size for impacting student achievement. CTE is a shared belief among teachers in a school that together their efforts will have a positive effect on student learning. DCI work fosters this mindset by providing opportunities for teachers to experience the four sources of efficacy, opportunities for teacher collaboration, designing school structures, and professional development that values teacher voice in decision making.

 • Leadership: Educational leadership creates an LEA-wide culture committed to continuous improvement whereby staff are able to assess their impact, analyze options, and make adjustments. Effective leaders develop, align, and monitor system-wide plans for implementation focusing on impact within a cycle of continuous improvement that is data informed and occurs within a collaborative culture. These leaders empower educators at all levels to active engagement in continuous improvement and collective responsibility for student growth.

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.

Evidence-based practices identified by Dr. John Hattie and the NCEO as having the highest effect sizes shown to result in exceptional student outcomes, including outcomes for students with disabilities, through large scale, empirically-based research studies are included in all components of the DCI work. All DCI professional learning modules and supporting tools and resources developed to date around these topics are available 24/7 on the VLP for DCI LEAs and all Missouri educators.

By implementing practices within the DCI framework, the following outcomes are achieved:
 • A cohesive system of support is developed that can be used statewide in any LEA, regardless of demographics
 • Collaboration is fostered across statewide systems and resources are provided that support effective education for all Missouri students
 • Data is collected to inform the DCI framework as a model for effective teaching/learning, identifying the non-negotiables (what works), and areas of flexibility when implementing in various contexts
 • Implementation of effective educational practices result in exceptional outcomes for all students, especially students showing risk factors, including students with disabilities

The work of the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) identified considerations for and qualities of effective systems change. The Implementation Stages, as defined by SISEP, help us to understand what effective implementation looks like and how to get there, and Implementation Zones answer "where are we now." Based upon the work of SISEP, DCI LEAs are assigned to cadres that are then assigned to a DCI/CST facilitator. The cadres are organized across Implementation Zones to provide for differentiated field support, improve efficiency of regional staff to work across regional boundaries in both face-to-face and virtual formats, and to improve continuity of support from year-to-year ultimately aiding in sustainability of DCI Implementation Zones, a data-driven approach to describe LEA and building level implementation processes and outcomes.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

Quantitative and qualitative data are collected to measure both implementation and impact on a wide range of variables at the state, regional, LEA, building, and classroom levels. To ensure fidelity of implementation of the DCI framework and support statewide scale-up and sustainability, a continuum of support through regional field staff, e-learning systems that include standardized professional learning modules and associated tools and resources, digital applications, and on-demand progress data are built into the resources and tools on the VLP.

The DCI project included 128 LEAs at the start of the 2021-22 year finishing the year with 124 as of October 31, 2022. Challenges

related to COVID-19 including certificated teacher shortages, number of available substitutes, teacher and student mental health issues, increasing student behavior issues, and scheduling difficulties affected the ability of some LEAs to change the focus of their efforts resulting in five LEAs leaving the project last year.

VLP: The VLP is DESE's online portal that provides access to DCI PLMs and data tools (Collaborative Work Implementation Survey (CWIS), SAPPs, etc.). In addition to in-person or virtual coachings and trainings, DCI districts have 24/7 access to the DESE endorsed, evidence-based DCI materials. The VLP is available to teachers and school administrators through DESE's Web Application Portal and includes space for user collaboration, pre/post assessments, handouts, worksheets, bookmarking of courses in progress, and other materials needed to access and provide their own professional development and data collection tools for monitoring progress and fidelity of implementation of effective educational practices. State level data on VLP usage is reviewed regularly and show a continued increase in access to these materials and tools.

SAPP: Within the VLP, the Self-Assessment Practice Profile (SAPP) tool is used to outline implementation criteria using a rubric structure with clearly defined practice-level characteristics. The SAPP for self-monitoring implementation is important because it serves as a reminder of the implementation criteria and is aligned with the fidelity checklists. Fidelity checklists are short, focused checklists targeting specific implementation steps. All participating DCI LEAs regularly complete the SAPP in LEA-chosen priority areas at least two times a year. They are used to monitor implementation of the practices and are often used in teacher growth plans. The number of fully completed SAPPs from July 1, 2021, to October 31, 2022, was 19,553 which was lower than the previous reporting period from July 1, 2020, to September 30, 2021 at 26,185. Effects of COVID-19 continued to challenge LEAs during 2021-22 as they tried to focus on improvement efforts.

DESE Consultant Log System: Data in specific categories entered monthly by regional staff into an electronic DESE consultant log data system is compiled, reviewed, and analyzed regularly by OSE staff to ensure engagement of regional staff and show progression of implementation in DCI LEAs. Missouri recognizes this data reflects training events have increased over coaching events this reporting period. Training events with DCI LEAs total 393 (55%) with coaching events at 189 (26%) for a total of 582 LEA interactions. The most common topics for training include DACL, CFA, and DBDM. The most common topics for coaching include the same areas along with leadership.

DCI Log System: DCI/CST data is also collected through logs maintained by the DCI facilitators outside the DESE consultant log system that includes LEA interactions (training, coaching, and planning with district leadership team meetings) based on attendance, duration, topics covered, evidence collected or viewed, and resources used. This information is compiled, reviewed, and analyzed regularly by the SPDG management team and OSE staff to understand types and frequency of engagement using the district-based model to inform capacity issues related to scaling and sustaining practice. CST/district interaction data showed a total of 2,342 coaching support team interactions, with an average of 19 interactions per LEA for the time span of July 1, 2021, through October 31, 2022. This information continues to support the picture of a high level engagement within a focused set of LEAs.

September (177), October (204), and November (232) had the most interactions in the first semester as the school year was getting started and LEAs were planning for their year. In the second semester, January (144), February (150), and March (187) also similarly had the most interactions as the semester was getting off to a strong start. While the number of interactions was less, the average number of LEA interactions was much greater in 2021-22 (12.95). These numbers continue to reflect a high level of engagement within a focused set of LEAs.

2022 CWIS: Spring and Fall submissions
The CWIS is required annually of all DCI participating LEAs and was developed through a collaborative process across five domains: 1) effective teaching and learning practices (ETLP), 2) CFA, 3) DBDM, 4) leadership, and 5) professional development. The survey has been tested extensively and its scales have proven internally valid and reliable.

Participation on the CWIS during 2022 continues to be impacted by COVID-19 (11,917 total responses). At least one educator or administrator in 506 buildings in 107 LEAs participated in the survey. A total of 387 buildings provided enough data to be included in analysis, with the requirement of five participants per building. These buildings were located in 107 LEAs, and the data from these LEAs were included in the analyses below. Of these, 42 were participating in the project for a fourth or fifth year (experienced).

Regarding implementation within the ETLP domain, the average educator reported half the time and most of the time. An average score of 3.7 was reported across the districts included, while those in experienced LEAs reported an average score of 4.1. A score of 4.0 is equal to a report of a key practice occurring "most of the time." Scores in other domains were higher, averaging between 4.2 for CFA, and 4.0 for PD (along with 4.1 for leadership and 4.0 for DBDM). Scores in these domains followed similar trends to those seen in ETLP, with the largest difference in implementation scores between experienced and newer LEAs being in DBDM. The differences in the implementation scores reported by these experienced LEAs were significantly higher than the newer LEAs ($p < 0.01$) across all five domains. The values reported for DBDM also showed the most variation, which the data shared below may begin to explain.

The survey also asks educators whether they are a member of any type of data team within their building to which 65% of educators said they were a member of such a team (up from 62% during the 2021 calendar year). Notably, 73% of educators in the average experienced LEA acknowledged data team participation. There continues to be a clustering of most districts in the 65% to 80% range. Previously, no rate was much higher than any others; however, now there are now several districts with 90% or more educators serving on teams.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

All collected data is described above.

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

Moving forward, the DCI work will continue with no modifications to the existing structure, organization, or content as evaluation data show we are moving in the right direction regarding desired outcomes previously stated in this document. A state level DCI MTSS for Academics and Behavior workgroup has started with plans to meet monthly to develop a new system as part of the new SPDG. The outcome for this strategy is to continue MTSS development that includes evidence-based tiered practices across integrated academic and behavioral domains with integrated tools and supporting resources for LEA use.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

YES

If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.

Evaluation data to support the decision to continue implementation of DCI work without any modifications include:

  • District interactions between DCI Consultants and LEA staff during 2021-22 occurred in fewer DCI LEAs, but the number of interactions occurring within those DCI LEAs is much greater in number over previous years reflecting deeper implementation of practices which is a desired outcome.
  • The number of fully completed SAPPs from July 1, 2021, to October 31, 2022, was 19,553 which was lower than the previous reporting period from July 1, 2020, to September 30, 2021 at 26,185. While this is a difference of 6,632, we still consider this a good outcome in the face of the continued effects of COVID-19 which have significantly challenged LEAs during 2020-21 and 2021-22 school years as they try to focus and implement effective educational practices. This data demonstrates continued use of the VLP tools for professional development to aid in growing educators' knowledge and skill level and changing adult behaviors of educators is being achieved.
  • Consultant log data continue to confirm sustained coaching events over training events thereby achieving actual implementation and continued application of effective educational practices within DCI. While current state assessment data declined overall, state assessment data for 2021-22 indicated that LEAs in full DCI implementation continued to demonstrate a higher of IEP students who scored proficient or advanced (14.7%) than non-DCI LEAs (12.7%) and all DCI LEAs (15.5%). Similarly, the percent proficient or advanced for all students was higher in LEAs in full DCI implementation (48.9%) then in non-DCI LEAs (44.9%) and all DCI LEAs (47.0%).

Section C: Stakeholder Engagement

Description of Stakeholder Input

In Missouri, the Special Education Advisory Panel (SEAP) serves dual roles as an advisory group to the OSE and as the primary stakeholder group for Part B compliance and services. The SEAP reviewed SPP/APR data and improvement activities, including Indicator 17, at each of their quarterly meetings during 2022. The SEAP was also instrumental in helping to shape the outreach efforts for broader parent input. See the Introduction for additional information on broad stakeholder engagement.

During a SEAP discussion on Indicator 17, panel members indicated a strong desire to provide guidance and encouragement to DESE to expand the marketing efforts related to the DCI and VLP process. They considered the VLP and the DCI process valuable state assets and supports that LEAs needed to be aware of and participate in to improve student outcomes. As a result, the Effective Practices website was updated to provide easy access to the VLP. Additionally, DESE has provided trainings with stakeholder groups including the Missouri Council of Administrators of Special Education (MO-CASE), charter school outreach, MPACT, and district-level correspondence. Marketing and promotion of the VLP will continue to be a major focus area as we move forward. DESE will present and promote the VLP at the Spring Powerful Learning Conference in January 2023.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

Missouri stakeholder groups for the DCI work include the SEAP, DESE's Division of Learning Services leadership team (deputy commissioner and all assistant commissioners), SPDG management team, RPDC directors, DCI consultants, DCI district contacts, area supervisors, and MPACT. All stakeholder groups are given multiple opportunities to provide input and direction to implementation and evaluation of the initiative. These stakeholders bring a wide variety of expertise and experience to the conversation.

The SEAP reviews data, discusses, and provides advice on what is not clear and provides future recommendations about the state's plan for LEA-wide improvement efforts and the DCI model. The DESE Division of Learning Services leadership team provides direction for scaling the process and aligning with DESE's strategic plan and ESSA plan. They are responsible for decisions regarding evaluation design and implementation direction. The SPDG management team regularly reviews input from the stakeholder groups and project data to provide direction and develop resources for sustainability, scalability, and use of technology for efficiency and effectiveness. Monthly meetings of RPDC directors and DCI consultants offer numerous opportunities to discuss and offer feedback regarding the data collection, evaluation activities, data to inform about challenges and benefits of cross regional teams, and progress toward meeting goals. RPDC directors and area supervisors offer feedback on the LEA-wide model with recommendations for scaling coaching support teams and changing how regional staff spend their time. Cadre group meetings provide a depth of information relative to barriers LEAs face and how they move toward solutions. LEAs are given the opportunity to provide feedback on DCI tools. MPACT works in conjunction with DESE to develop and distribute parent resources and contribute data to inform about challenges and benefits related to these resources.

No major decisions or activities have taken place regarding implementation, modifications, or 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.

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. Multiple opportunities for collaboration with other offices within DESE ensures that this work contributes to DESE's strategic plan.

In addition to the stakeholder work described above, SSIP information and a feedback survey was available to the public on the SPP stakeholder information webpage. See the Introduction for more information on SPP/APR stakeholder engagement.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

YES

Describe how the State addressed the concerns expressed by stakeholders.

The SEAP previously expressed concern regarding the need to market the VLP and associated materials and resources to all LEAS. DESE held information meetings at MO-CASE Fall Conference, September 2022 in order to promote the VLP and the recent updated modules and changes to the platform. Similar activities were held during stakeholder meetings for MPACT, charter schools, and RPDC centers. The SEAP assisted DESE in developing a communications plan and work is in process with developing and implementing strategies to solicit increased stakeholder input.

RPDC directors and area supervisors expressed concerns regarding the amount of travel involved with the current Implementation Zone structure. DESE has addressed this concern by reviewing consultant logs for DCI consultants and supervisors and adjusted budgeted amounts accordingly to support the increased costs of travel. Virtual meetings are encouraged when feasible. A select group of DCI district administrators have expressed concerns of new assignments due to their progression through the DCI framework. Their primary concern had to do with working with a new facilitator and consultant. They felt that rapport and trust was established with their current DCI team and felt uneasy about the uncertainty of working with a new DCI consultant. Through discussions with DCI consultants and facilitators, DESE encouraged the transitions for these districts to continue as they progress with their DCI implementation. District progress was reviewed by the DCI facilitators and consultants; and if the DCI consultants felt the district would benefit from an additional year at the same implementation zone, those districts were allowed to remain with their current Implementation zone.

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

None

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

Not applicable

Describe any newly identified barriers and include steps to address these barriers.

None

Provide additional information about this indicator (optional).

17 - Prior FFY Required Actions

None

17 - OSEP Response

17 - Required Actions