



Missouri Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Missouri annually differentiates across all public schools based on scores for individual accountability measures (not annual summative ratings for all schools/all students); however, schools for comprehensive and targeted support and improvement (CSI/TSI) are identified using a composite index.
- Missouri uses 3 measures in its English language proficiency (ELP) progress indicator, including percentage of students proficient, percentage of students on-track to ELP, and participation rate on the ELP annual statewide assessment.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		Student Groups for Accountability Determinations (N = 30 for accountability, N = 10 for reporting)	
		Major racial/ethnic subgroups	
<input type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)		American Indian/Alaska Native Asian/Pacific Islander Black (not Hispanic) Hispanic Multiracial White (not Hispanic)	
<input checked="" type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)		Other required subgroups	
Summative Ratings		Free or reduced-price lunch recipients Limited English proficiency Special education	
Not applicable		Nonrequired subgroups	
Accountability Measures		Not applicable	
Academic			
	Achievement status	<input checked="" type="checkbox"/>	
	Achievement growth	<input checked="" type="checkbox"/>	
GAP	Achievement gap		
ELP	English language proficiency/progress	<input checked="" type="checkbox"/>	
	4-year graduation rate	<input checked="" type="checkbox"/>	
EAR	Early learning		
WRE	Well-rounded education		
Persistence			
EXT	Extended-year graduation rate(s)		
OTG	On-track to graduation		
	Dropout rate		
College and career readiness			
COL	College enrollment		
ADV	Advanced coursework or sequence		
CPT	College placement test(s)		
CTE	Career and technical education or work-based learning		
Readiness to learn			
CFL	Conditions for learning/school climate		
SEL	Social-emotional learning		
CHR	Chronic absenteeism	<input checked="" type="checkbox"/>	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Annual Differentiation System

Missouri annually differentiates across all public schools based on scores for individual accountability measures (not annual summative ratings for all schools/all students based on all indicators). Schools for comprehensive and targeted support and improvement (CSI/TSI) are identified using the following composite index (see also “School Improvement Categories”).

Missouri Composite Index for Determination of CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weightings			
		Elementary/Middle Schools		High Schools	
		EL $\geq N$	EL $< N$	EL $\geq N$	EL $< N$
 Academic achievement	Proficiency index (ELA, math)	40%	50%	40%	50%
 Other academic	Student growth (VAM for ELA, math)	30%	37.5%	--	--
 Graduation rate	4-year graduation rate	--	--	30%	37.5%
 ELP English language proficiency progress	Attainment of ELP	12%	--	12%	--
	On-track to ELP	5%	--	5%	--
	ELP participation rate	3%	--	3%	--
Academic indicators subtotal		90%	87.5%	90%	87.5%
 SQSS	School quality or student success	10%	12.5%	10%	12.5%
SQSS indicator subtotal		10%	12.5%	10%	12.5%
Total		100%	100%	100%	100%

Note 1: ELA=English/language arts; VAM=value-added model of student growth from year to year.

Note 2: Missouri provides alternate weighting schemes for schools that meet the minimum N size for English learners and schools that do not.

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency index (ELA, math)	<p>Weighted average performance level achieved across all students on statewide assessments based on the following point values:</p> <ul style="list-style-type: none"> • Below basic: 1 point • Basic: 3 points • Proficient: 4 points • Advanced: 5 points
	<i>Participation rate inclusion</i>	Any school with assessment participation rate less than 95% for all students or any subgroup will receive a zero value for the proficiency index score for the dashboard results for all students or subgroup, respectively.
 Other academic	Student growth (ELA, math)	Value-added student growth model (VAM) that compares <i>actual</i> year-to-year change in annual statewide assessment results with the <i>predicted</i> results for each participating student.
 Graduation rate	4-year graduation rate	The percentage of students within an adjusted cohort who graduate within 4 years with a regular high school diploma.
 English language proficiency progress	ELP attainment	Percentage of students scoring at the performance level indicating English language proficiency or higher on annual statewide ELP assessment.
	On-track to ELP	Percentage of students meeting annual individual targets for sufficient progress toward ELP within a state-determined number of years based on state ELP test results (pending clarification).
	ELP participation	Percentage of enrolled English learners participating in annual statewide assessment of ELP.
 School quality or student success	Attendance (chronic absenteeism)	Percentage of enrolled students attending at least 90% of enrolled school days.

Note: ELA=English/language arts

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score Low graduation rate school: 4-year graduation rate less than 67% Chronically underperforming subgroup (i.e., 3 years failure to exit ATS status) 	Any school with consistently underperforming subgroup(s) based on subgroup composite index score below threshold for the identification of bottom 5% of Title I schools based on all students, for 2 consecutive years	Criteria for identification of ATS schools do not appear to be distinct from criteria for identification of schools for TSI
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and every 3 years thereafter 2021–22 for chronically underperforming subgroup schools (frequency pending clarification) 	Pending clarification	Not applicable
Years of improvement to exit status	Improvement over identification criteria for at least 2 of 3 years is required to exit CSI status	Improvement over identification criteria for at least 2 of 3 years is required to exit TSI status	Not applicable

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment			
		Year 1	Year 2	Year 3	
1 (for all recent ELs)	✓	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability	
2 (for all recent ELs)		Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability	
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2			