



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	
<input type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)	
<input checked="" type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)	
Summative Ratings	
Not applicable	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	✓
GAP Achievement gap	
ELP English language proficiency/progress	✓
4-year graduation rate	✓
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	✓

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

Student Groups for Accountability Determinations (N = 30 for accountability, N = 10 for reporting)
Major racial/ethnic subgroups
American Indian/Alaska Native
Asian/Pacific Islander
Black (not Hispanic)
Hispanic
Multiracial
White (not Hispanic)
Other required subgroups
Free or reduced-price lunch recipients
Limited English proficiency
Special education
Nonrequired subgroups
Not applicable




Subjects Used for Accountability			
Subject	Status	Growth	
Math	✓	✓	✓
Reading/English language arts (ELA)	✓	✓	✓
Writing			
Science			
Social studies			
Other			



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 ≥ N	EL < N	EL ≥ 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	Attendance (chronic absenteeism)	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)	Weighted average performance level achieved across all students on statewide assessments based on the following point values: <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.
ELP 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.
SQSS 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		