



**National
Urban League**

State: Missouri

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Missouri

Plan Approved: January 16, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Missouri’s goal is 81.5% of students proficient in English language arts and 74.3% of students proficient in math by 2026. The state would like the proficiency gap for each subgroup reduced by 50% by 2026 and have 95.7% of students graduating by 2026. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Missouri uses an index based on subgroup performance to identify schools for targeted support but does not otherwise rate schools. The state uses an n-size of 30 for accountability purposes. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of “consistently underperforming” is not meaningfully different from statutory definition of “additional targeted support and improvement” (ATSI) and is unlikely to identify additional schools for support. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> There is no inclusion of an equity indicator as part of the publicly reported data. Missouri could report and respond to a more comprehensive set of resource access conditions, such as access to challenging coursework and career and technical education (CTE) as a feature of its accountability system. Missouri could also support all districts to proactively review and address resource allocation, and make an effort to review allocation among districts, aligning resources at the state level with district and school level needs and accountability processes. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> Missouri discusses professional development on cultural competence in its plan, but includes few details. Missouri could improve by supporting districts with technical assistance and a curriculum for mentorship around understanding the cultural environments of diverse communities and aligning mentorship supports with needs assessments. Missouri could move to excellent by describing timelines and interim targets for improving equitable access to effective teachers, expanding its definition of inexperienced beyond first year teachers, and expanding its definition of ineffectiveness beyond teachers rated in the lowest category. Missouri stands out for requiring local education agencies (LEA) to address use of funds, particularly federal funds, to support excellent teaching, but could describe other supports available to districts. Missouri is developing a mentoring program for teachers that could indirectly result in greater retention of diverse teachers and leaders or deeper understanding of particular places; but it is neither targeted nor tailored for those specific purposes. Similarly, the development of a Grow Your Own program by districts is listed as a possible outcome of Missouri 's equity labs, rather than one that is required of certain districts based on data or one that is incentivized by the state. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • Much of the stakeholder outreach and consultation discussed in the plan tended to revolve around those in the education space. • Missouri Department of Elementary and Secondary Education (MO-DESE) engaged with the Urban League of Metropolitan St. Louis to expand stakeholder engagement. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> • The Missouri Department of Elementary and Secondary Education (MO-DESE) is developing a robust online content delivery system that will include professional development that addresses positive social and behavioral practices to support LEAs in improving school conditions. • MO-DESE can improve its plan by describing how this learning will be targeted to LEAs, particularly staff or how the state will support them offline in implementation. In addition, it should consider adding a measure of school discipline in its accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> • There is no mention of expanded access to early childhood learning with Title I funds or the use of Title II funding for early childhood educators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> • Missouri does not use a college and career readiness indicator. • Any school with less than a 95 percent participation rate in ELA or mathematics will automatically fail to earn points for academic achievement in the state's system for meaningfully differentiating schools. MO-DESE will utilize the same criteria for any subgroup(s), including students with disabilities and ELs, for which the rate falls below 95 percent. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> • Missouri has established a goal for its 21st Century Community Learning Center grantees to support, or increase student, achievement and competence in the areas of English language arts, mathematics, and science. • Missouri's plan could move excellent in this area by explicitly listing expanded learning strategies as an allowable use of Title I funds. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> • CTE is only discussed in the context of migrant or at-risk students. • MO-DESE is developing a robust online content delivery system that will include professional development that addresses positive social and behavioral practices to support LEAs in improving school conditions. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> • Missouri will be using the categories "targeted" and "comprehensive" improvement" in its reporting; in line with language in the law. • Missouri uses an index to annually differentiate schools and identify schools for support under ESSA. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>Overall Rating</p>	<p>Poor</p>