

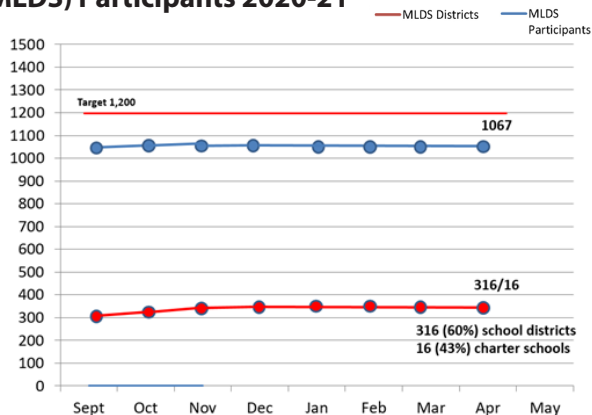
Two-pronged PL Approach

Missouri Title II Set-aside Creates Programs to Stem Principal, Teacher Attrition

Challenge

- High percentage of new, inexperienced, or out-of-field teachers in high-minority, high-poverty districts
- Inequitable student access to highly effective, experienced, and/or certified educators
- High rates of principal turnover
- High rates of new teacher turnover

Missouri Leadership Development System (MLDS) Participants 2020-21

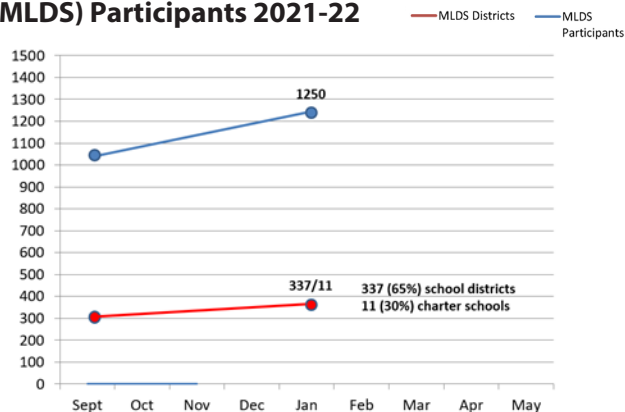


Impact

- Improved principal retention rates. Retention rates of MLDS principals ranged from 92%-95%, more than 10 percentage points above the state average.
- MLDS content and professional learning materials are relevant to the needs of Missouri school leaders, according to over 95% agreeing/strongly agreeing, principals and superintendents.
- The number of MLDS participants continued to rise even during the pandemic.
- From Year 1 to Year 2 in same district/building, retention of 1st-year teachers who completed the BTAP was 89% compared to the state average of 75% for the same school year.
- After teachers participated in the Teacher Academy, they engaged in higher levels of student data, reflective practice, student engagement and worked more collaboratively in communities of practice.
- New teachers increased their understanding for using research-based instruction.



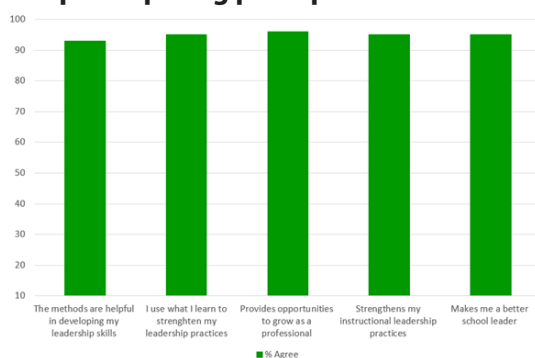
Missouri Leadership Development System (MLDS) Participants 2021-22



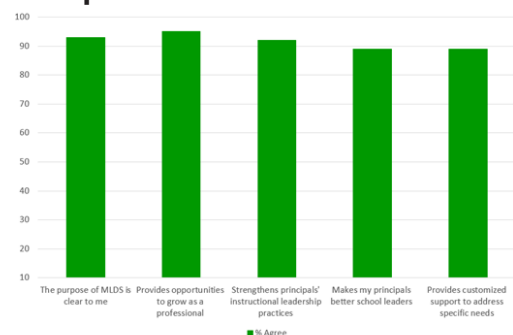
Solution

- Invest state set-asides in two-pronged approach to statewide educator professional learning programs
- Use Title II 3% set-aside for leader professional learning, to establish Missouri Leadership Development System (MLDS). Using these funds, MLDS served nearly a thousand principals in the state, representing 60% of the school districts and 43% charter schools
- Use Title IIA funds for teacher professional learning.
 - Beginning Teacher Assistance Programs (BTAP)
 - Teacher Academy
 - Teacher Academy Graduate Program

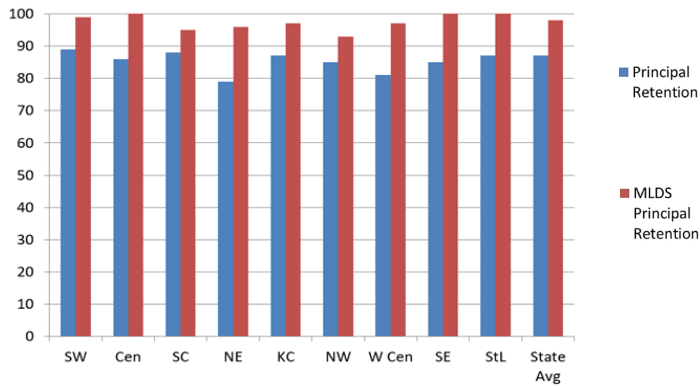
What do participating principals think? 2020-21



What do superintendents think? 2020-21

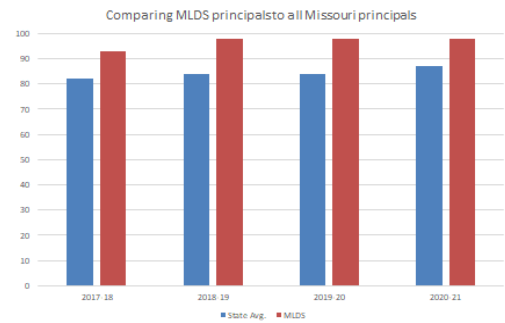


Retention Rates of Principals 2020-21



Retention Rates of Principals Last 4 years

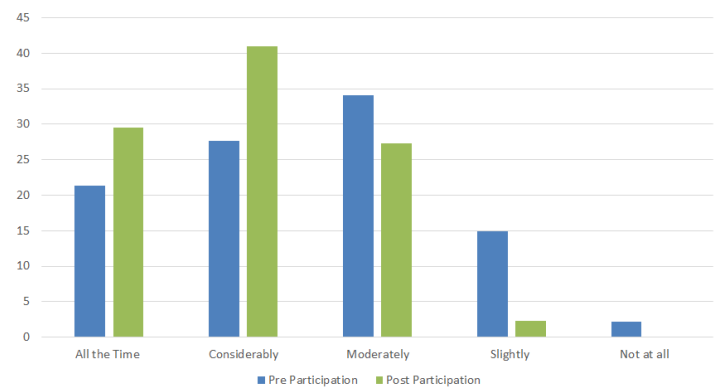
Retention Rates of MLDS principals



Using Multiple Sources of Data

Teachers use data to make decisions resulting in better instruction and increased student learning. The extent to which they use multiple sources of data to identify student needs results in the greatest gains.

Use of Data to Make Decisions 2020-21 Cohort



Teacher Assessment of Priority Learning 2020-21 Cohort



Priority Learning Areas

Changes in teacher practice as a result of participation in Teacher Academy are monitored throughout the year. This is to determine if Teacher Academy helps teachers engage more in practices correlated with improved student learning.

Research-based Instruction

The use of research-based instruction results in teachers teaching better and students learning more. It is particularly important that training for new teachers result in an increase in their understanding of how to develop research-based instruction.

Increasing Skills of New Teachers 2020-21 Cohort

