Two-pronged PL Approach

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

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

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). In 2018 MLDS served nearly 51% of the principals in the state, representing 53% of the school districts and charter schools
- Use Title II 4% set-aside for teacher PL:
  - Beginning Teacher Assistance Programs (BTAP)
  - Teacher Academy
  - Equity Labs

Impact
- Improved principal retention rates. Retention rate of MLDS principals ranges from 92%–96%, more than 10% above the state average principal retention rate.
- MLDS content and professional learning materials are relevant to the needs of Missouri school leaders, according to 90% agreeing/strongly agreeing, principals and superintendents.
- 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, their principals noted increases in teachers’ uses of strategies for high-yield instruction, student engagement, and student learning data and reflection.
- Equity lab participants identified, on average, a 40% gain in their understanding of educational inequities, issues related to state and local plans, and potential impact of identifying disproportionate rates of student access to inexperienced, out-of-field, and ineffective teachers.
First Year Teacher Retention
Same Building/District Year 1 to Year 2
% of Teacher Retention

Principal Assessment of Change of Teacher Practice After Teacher Academy (TA) Participation

Equity Lab Evaluation
n = 557 / 89.9% participation rate

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