



Missouri Alliance for Arts Education **State Board of Education Report**

SBoE agenda items are “[live links](#)” allowing you to view the DESE documents. **2/11/25**

Tuesday, February 11, 2025 9:30am. - Today's meeting location Special Olympics Missouri
305 Special Olympics Drive Jefferson City, MO 65101

If you'd like to listen in to the meeting access the complete recording [at this link](#).

AGENDA

I. Staff Recognition (Jefferson Building, Commissioner's Conference Room) 8:30am

II. Call to Order 9:30am

With the requirements for the senate confirmation of appointees, Board member Tom Prater was present, but not officially in service of the Board. Quorum was achieved with four in-person members and Carol Hallquist attending remotely.

III. Agenda for the February 11, 2025, State Board of Education Meeting

Motion carried: Yes: 5 ; No: 0

IV. Minutes of the January 7, 2025, State Board of Education Meeting

Motion carried: Yes: 5 ; No: 0

V. President's report Visual art on display in the Jefferson Building is provided from the students at Mt. Vernon High School under the guidance of art teacher Janie Hood and Sydney Moss Waynesville R-VI East Elem under the leadership of art teachers: and Melissa Lynch and Jynelle Powell. Music shared courtesy of Shhh! Productions of the Rockbridge HS Chamber Orchestra as performed at the Missouri Music Educators Conference 2024

Spotlight was in celebration of February as CTE and CTSO month. *[CTE=Career Technical Education and CTSO=Career Technical Student Organizations]* These programs empower 80,000 individual students, and foster leadership teamwork and technical expertise, and industry connections. Involvement prepares them for lifelong success and helps them to meet the demands of the evolving workforce. **Byekwaso Gilbert**, Director, Technology and Engineering, Office of College and Career Readiness, introduced seven representatives from the student groups briefly addressed the State Board of Education.

- **DECA** - Logan Petree MO DECA VP of Advocacy Senior Tipton High School. Tipton R-VI School District. UCM to pursue Music Education
- **HOSA** - Wyatt McDonald, Missouri HOSA - President Elect - Jr. Rolla HS, Rolla Public Schools. Health related public policy. When did you feel like policy making for health career became your calling? Cannabis Legalization, and a desire to protect students.
- **FCCLA** - President Ella Foy Senior Affton HS, Missouri FCCLA (Family and Consumer Science) Stated that she enjoyed practical aspects of engaging with this work. Future plans are to pursue Journalism at MU. When asked about her involvement with Project based learning, she replied that sharpening her leadership skills were one of the greatest benefits of involvement.
- **TSA** - Missouri Technology Student Association Vice President Henry Hare, Senior North Kansas City High School, NKCSO. Will pursue MSU - data science.

- **FBLA** - Aakash Sase Missouri FBLA President Senior Ft. Zumwalt West HS. University Business and Computer Science. MO FBLA foundation has business leaders on their board. Comment - **Bailey**: Integrate student voices on task forces.
- **SkillsUSA** - Missouri VP of Community Service - Madelyn Throckmorton VP - Liberty North High School, Liberty Public Schools. High quality leaders. Will go to State Tech - facilities HVC and plumbing.
- **FFA** - MO President, Andi Belt Freshman, Univ. MO Columbia - North Shelby School District Will pursue Agricultural education - teacher certification.

Board Member Education Related Activities

- **Bailey** - Last 3-6 months working with 2 teams of students engaging in problem solving Team Turtles (Assessment) and the Negotiators (mental health). Underscored the value of student voice.
- **Casey** - not present, comment was made that she is "touring the Nile."
- **Ferrarini** - not present
- **Hallquist** - site visits and school leaders, 900 family take-home dinners
- **Prater** - observed meeting, awaiting Senate Confirmation, no report offered.
- **Schrag**- Visits to MASA meeting in Cape Girardeau, DEI, vouchers, open enrollment. Joined with Kelli Jones at the MASA meeting (Southwest), South Central's MASA meeting for South Central, upcoming meetings with those engaged in mentorship expanding Care to Learn services.
- **Westbrook-Hodge** - stakeholders and opportunity trust data talk, honoree MLK, Normandy HS MLK celebration. Samantha Hayes NEA rep, Strategic Planning team. Impending STL recovery HS. Gov. State of the State address. Stl regional early childhood initiative to create an integrated regional early childhood care. SLPS and RG superintendents, Feb 2-4 Powerful Learning Conference - inspiring opportunity to connect with classroom teachers across the state. DESE RPDC in Ed Plus. Confluence Academies update.

VI. National Association of State Boards of Education -skipped due to Casey's absence.

VII. Consent agenda - Motion to approve - Motion carried: Yes: 5 ; No: 0

- A. **Consideration of Designation of A+ High Schools**
- B. **Consideration of Charter School Application Renewal for Premier Charter School**
- C. **Consideration of Charter School Application Renewal for Gateway Science Academy**
- D. **Consideration for Charter School Application Renewal for DeLaSalle Charter School** - PULLED FROM CONSENT AGENDA due to presence of Charter School persons representing DeLaSalle School.
- E. **Fiscal Year 2025 Financial Summary**
- F. **Consideration of the Personnel Report**
- G. **Consideration of Investment Transactions by Central Bank for Trust Funds**
- H. **Agenda Items for Two Months in Advance of Current Meeting**

Consideration for Charter School Application Renewal for DeLaSalle Charter School - PULLED FROM CONSENT AGENDA due to presence of Charter School persons representing Lisa Sireno, Sponsor: Charter School Commission *This school serves students at-risk who are struggling academically. Soon to be serving students in the Juvenile Justice Center.*

VIII. Items for Action

I. **Consideration of Approval of the Updated K-12 Missouri School Counseling Learning Standards -**

Recommend approval 2025, Administrative memo and implementation during the 2025-26 school year. Motion to approve - Motion carried: Yes: 5 ; No: 0

Presenters: Travis Plume, Office of College and Career Readiness; Chrissy Bashore, Coordinator School Counseling and Student Wellness; Susan Perkins, Counselor, Columbia Public Schools. Highlights from the presentation included:

- Framework is organized into strands for Academic, Career Skills, and Intrapersonal/Interpersonal skills.
- This is the first update since the late 1970's. 27 individuals served on this team.
- Process: The proposal was released for Public Comment in June 2024. A delay in bringing additional information to the Board was initiated due to the changes in Leadership at DESE and a desire to ensure all had a chance to review and understand the data.
- Responses: A total of 339 responses were received, with the majority from St. Charles, St. Louis, Jackson and Boone Counties. The way the data was shared reflected significantly more negative than positive responses. You can view all slides shared, along with response data, comments and the standards [here](#).

Discussion Comments:

Query: Did themes emerge from the responses received? **Response:** Some respondents took less than a minute to register their response. No themes emerged from the comments who disagreed.

SCHRAG: High level of disagreement compared to those who responded in agreement. I have concerns and questions. How was information about the standards and the opportunity to respond shared? **Response:** This was handled through DESE communication channels and also sent specifically to school counselors. It was also noted that there were only 339 respondents in total, although the number of negative responses is reported at 812. This was due to an attempt to record the number of responses received for each individual standard or element.

SHIELDS: It is difficult to make inferences from this data. We are aware that there were calls to action with a headline: "DESE's trying to control your students, click 'no!'" The respondent set is small and circumstances suggest that the data could be contrived.

WESTBROOK-HODGE: With this information it is clear that some of the responses may have been politicized in some way. Is there some way we can better understand that discontent? We don't want to appear "tone deaf" to the desires of Missouri parents.

Response: There have been lots of conversations about this topic - and the consensus is that these standards reflect common values. Many parent responders view this as the domain of the family, while educators voice the need for all students to exhibit prosocial

behaviors which will lead toward student success in the classroom and beyond. It was also noted that there was a **news article** that was released during the time frame of the comment period - **that was later retracted**, which contained a false narrative in the title about the purpose of the work. Timestamps on the data collected revealed that there was an influx of responses which coincided with the subsequently retracted article which may have affected the data collected.

HALLQUIST: I read all the comments and most of those which were negatively perceived were stating that those should be taught by the parents and the family. After being in schools every week and listening to business leaders, who identify interpersonal skill deficits in their employees, I am aware that these guidelines may be helpful. We need to balance as we look at the reasons people said “no.” We know that many of them are caring parents who are teaching these skills really well, but that’s not representative of all parents in Missouri.

BAILEY: Clearly parents were the most frequent responders. There have been significant changes in the language based on the feedback received. The board has remained committed to providing local educational agencies comprehensive, evidence-based tools designed to address the crisis that we see in our classrooms. Other changes have identified a shift from conformity to civility and now also includes psychologically sound language. As a Board, we should address pain points or concerns and I am encouraged that we are moving in a direction which teaches students “how to disagree well.” The document you see in front of you is significantly different from the proposal that received these comments. It includes pro-social, healthy relational skills which are critical for student success.

SUSAN PERKINS: lauded the guidelines as highly relevant. Absolutely we’d like these messages to come first from parents. This will help all of us do our job even better.

PLUME: We provide high quality tools for schools to use.

SHIELDS: It is a part of local control. Schools can choose to use this, or not.

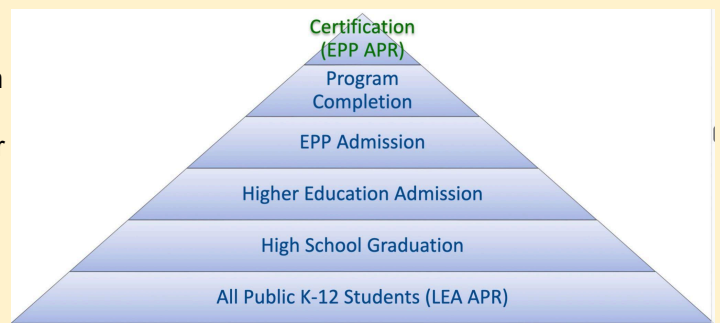
SCHRAG: The data collected, as presented, is difficult to defend. Understanding the “side stories” (such as ‘click here to say “no”’) helps me understand context. I now feel that I can be supportive of this. Having the additional information is so helpful and focuses on the fact that this remains an issue of local control, and is a tool that schools can choose to use.

J. Consideration of the Accreditation of Educator Preparation Programs

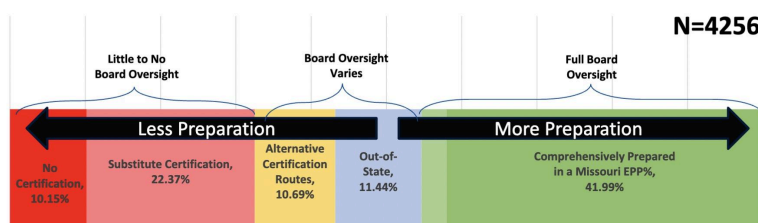
Paul Katnik, Office of Educator Quality and Darryl Fridley.

Recommendation: to designate 42 Educator Preparation Programs as accredited for next year. Motion to approve - Motion carried: Yes: 5 ; No: 0

The presentation reminded the board and listeners of the Areas of Oversight for the State Board of Ed: Candidate Certification, Program Approval, Program Quality and the requirements of the 5 CSR 20-400.440 which recommend a designation for the coming year of accredited, provisionally accredited or unaccredited. APR is the term used for both Local Education Agencies (LEAs) and Educator Preparation Programs (EPP). The selectivity is determined by the criteria listed on the triangle graphic



2025 First-Year Teachers



The information shared relates to those who are involved in EPP that are in the “green” section.

Guiding Principles in determining
EPP accreditation status

- Align with state standards
- Multiple types of data,
- Feedback from K-12 practitioners

Data is collected from EPP (GPA, Pedagogical GPA and Program GPA), Performance assessments from university supervisors, K-12 Clinical supervisors, and First Year educator surveys to both the educators, and K-12 supervisor, disaggregated by certification type and allows for calculation of an EPP score. To view details of data shared, visit [page 12-17 of slides shared as a part of this presentation.](#)

COMMENTS:

- **Westbrook-Hodge:** Asked about the inclusion of prosocial behaviors for preservice teachers, and the measurement of preservice teachers and their exposure to Adverse Childhood Experiences. Could we have further conversation around building classroom management competencies in our EPPs to ensure that the content of those programs are aligned with current issues being faced in Missouri's classroom..
- **Bailey:** echoed remarks of Westbrook-Hodge and highlighted that the evidence-based programs already vetted in Missouri be utilized. Veteran teachers have challenges navigating the student behavior shift. Pulling in a variety of resources
- **Fridley** shared that plans for future data collection and reporting would enable the examination of disaggregated data which includes the teacher's path to the classroom, and reminded the board that nearly one-third of Missouri teachers enter the profession through other means than the completion of a degree program sponsored by Educator Prep Programs (EPPs.),
- **Shields:** I like the data which shows where folks come from and where they're posted. It's great to see high numbers of graduates of high quality.

IX. Items for Discussion

K. Fiscal Year 2026 Budget Report

Kari Monsees and Pam Victor - Fall 2024 preliminary budget submitted to governor, State of the State process, House budget committee The day after the state of the state was the supplemental hearings. House appropriations committee 30 members - approximately eight hours at the table, yesterday, fielding questions about the budget.

Visit the [slides page 3-47](#) to view line-by-line item decision items sharing the Department request and governor's recommendation, as well as the impact of any discrepancies. It includes recommendations to fund the programs listed in SB727 past during the 2024 Legislative session.

It was noted that this is just a step in the process, and that budget negotiations will continue.

One significant new item is (page 44) allowing a fund to support charter schools who need capital improvements but cannot afford long-term school bonds that public schools can do.



Department Summary

46

FY 2025 Supplemental Items

FY 2025	Total	General Revenue	Federal	Other	FTE
Department Request	\$220,091,019	\$148,549,284	\$71,241,735	\$300,000	0
Governor's Recommendation	\$285,350,018	\$210,849,728	\$72,200,290	\$2,300,000	0

FY 2026 New Decision Items

FY 2026	Total	General Revenue	Federal	Other	FTE
Department Request	\$761,253,623	\$669,251,967	\$91,501,656	\$500,000	0
Governor's Recommendation	\$762,905,267	\$464,232,416	\$252,623,861	\$46,048,990	0

Overall budget Summary →

COMMENTS were made about the support for salary support for departmental employees, and the impact of federal funding priority shifts. The response indicated that there were many unknowns about the impact, but that many are program-related and if the US Dept of Ed is disbanded, the funds for the programs may flow through another federal agency.

Hallquist: Lauded the performance of the team and voiced appreciation for their work. Our school districts get around 1/3 of the funding from the state. We have to invest in the workforce of tomorrow.

Shields: Observed that Governor's recommendations are higher than those of predecessors. These demonstrate that education is viewed as a priority

Kari Monsees was lauded for his leadership. *E.D. Note 2/13/25. [This article shares more details.](#)*

L. Update on the Strategic Plan

Committees formed in 2021. Current refresh cycle initiated in 2023. Tweaking and refining will occur on an ongoing basis. Alert Dr. Monsees office for additional feedback. The new scorecard identifies measurable criteria in several areas.

 Strategic Plan Scorecard						
Priority Area	Statewide Performance Measure	2026 Target	2023	2024	2025	2026
Early Learning	Percent of children entering kindergarten ready to learn	60%	54%	57%	TBD	TBD
	Number of children in state or federally funded Pre-K programs		38,932	47,539	TBD	TBD
	Number of early learning providers in the Quality Assurance Report		199	391	TBD	TBD
	Number of children receiving child care subsidy support		23,050	21,174	TBD	TBD
	Capacity of licensed and licensed-exempt child care providers		168,206	166,486	TBD	TBD
	Number of children receiving home visiting supports		39,612	41,166	TBD	TBD
	Number of child care professionals receiving scholarships to obtain credentials		711	752	TBD	TBD
Literacy	Percent of students proficient/advanced in English Language Arts (ELA) state assessment	50%	43.5%	43.0%	TBD	TBD
	Number of teachers completing Language Essentials for Teachers of Reading and Spelling (LETRS®) training		1,000	3,775	TBD	TBD
	Percent of K-2 students identified as at-risk (end-of-year reading)		N/A	30%	TBD	TBD
	Percent of K-2 students with a Reading Success Plan		N/A	21%	TBD	TBD
	Percent of third graders identified as at-risk (end-of-year reading)		N/A	31%	TBD	TBD
	Percent of third graders with a Reading Success Plan		N/A	23%	TBD	TBD
Success-Ready Students	Percent of students pursuing gainful training/employment	94%	91%	93%	TBD	TBD
	Career & Technical Education (CTE) program enrollment		186,375	187,479	TBD	TBD
	CTE certificates earned		5,257	5,799	TBD	TBD
	Number of Industry Recognized Credentials (IRCs)		140	158	TBD	TBD
	Registered Youth Apprenticeship (RYA) participants		N/A	362	TBD	TBD
	Number of LEAs receiving technical support for Individual Career & Academic Plans (ICAPs)		N/A	N/A	TBD	TBD
Educator Recruitment	3-year average of initial teacher certificates issued	3,850	3,662	3,607	TBD	TBD
	Number of students in Grow Your Own (GYO) programs		N/A	1,163	TBD	TBD
	Teaching interest among students completing GYO programs		N/A	79.7%	TBD	TBD
	Enrollment in Education Preparation Programs (EPPs)		13,593	12,924	TBD	TBD
	Completers from EPPs		3,275	3,409	TBD	TBD
	Teacher candidates awarded scholarships		N/A	164	TBD	TBD
	Total new hires		10,136	9,595	TBD	TBD
Educator Retention	3-year average annual teacher retention rate	91.2%	89.9%	89.1%	TBD	TBD
	Number of teachers participating in Career Ladder		8,773	13,071	TBD	TBD
	Statewide average teacher salary (regular term)		\$53,901	\$55,361	TBD	TBD
	Teachers in Beginning Teacher Assistance Program (BTAP)		979	1,130	TBD	TBD
	Retention of teachers in MO Teacher Development System (MTDS) BTAP		N/A	92.9%	TBD	TBD
	Retention of teachers not in MTDS BTAP		N/A	83.2%	TBD	TBD
	Retention rate of early career teachers (0-5 years)		83.7%	85.2%	TBD	TBD

COMMENT:

Bailey: It will be important to ensure that building student resiliency is balanced with a desire for creating a safe space.

Board members and staff who have engaged in this process were commended.

M. Governmental Affairs Update

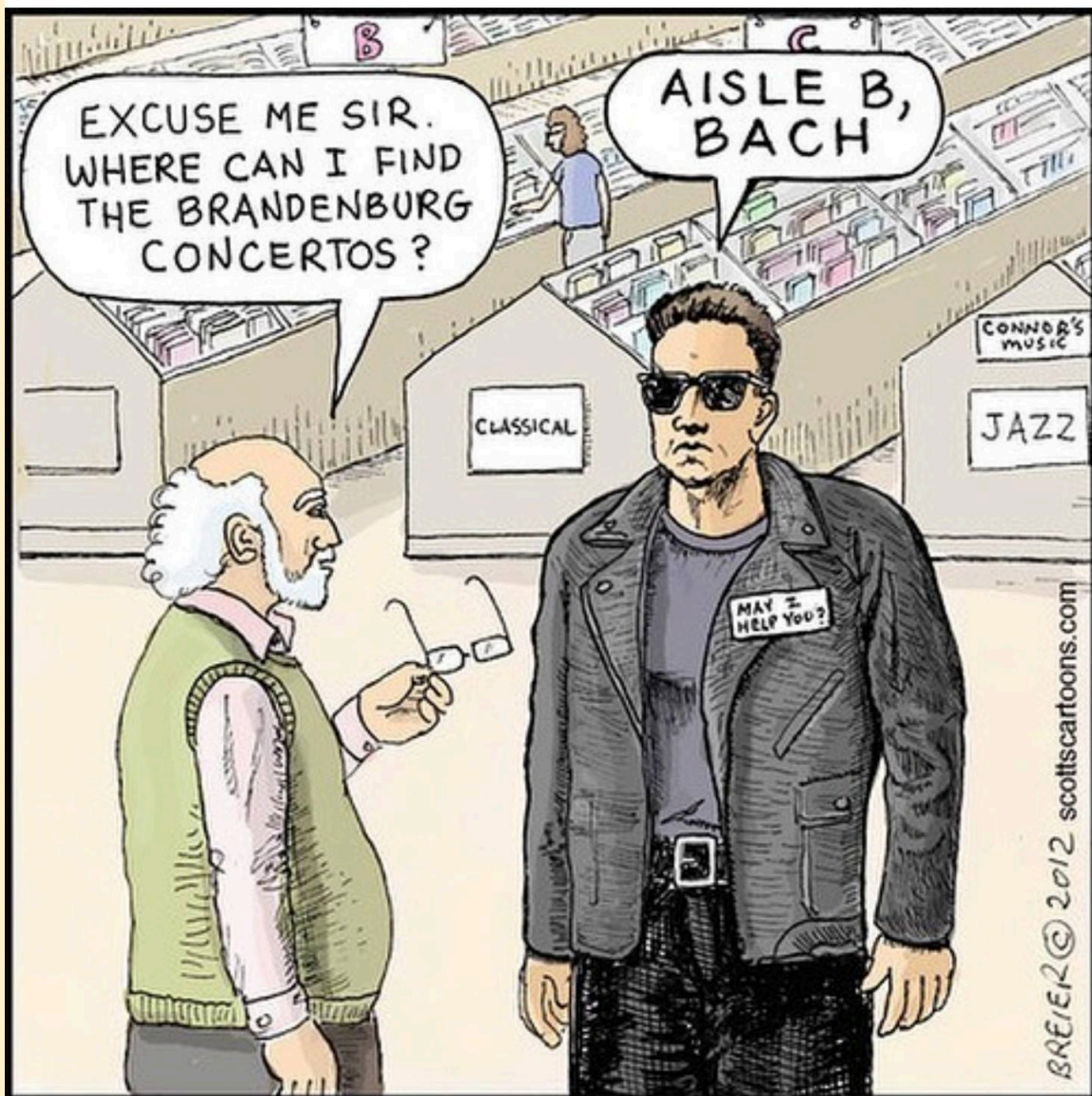
Perry Gorrell - Governmental Relations briefed the board about the work of the MO Legislature thus far. The session commenced in January and House and Senate Committee assignments took approximately two weeks. He stated that things are moving very quickly this year and gave the example that there are seven committee hearings today on issues that may impact DESE. He mentioned that DESE has been more proactive this year, communicating with lawmakers relative to DESE's legislative priorities. 249 pieces of legislation are currently being monitored. Several bills were mentioned.

- There has been work to inform leaders of the impact and implementation for legislation passed in 2024 - Senate Bill (SB) 727 which refers to minimum teacher salaries and Crisis Prevention Intervention (CPI) in House Bill (HB) 607.
- HB712 Also addresses issues of CPI and Teacher Baseline salary and includes Grade level determination (equivalency.) In the hearings - there were discussions about End of Course Exams (EOCs) and the grade level aspect for an assessment that can be given at multiple levels and how proposed legislation may affect MSIP6.
- HB477 parental consent for opt-in (or out) of Special Education. DESE is helping to draft the language.
- Several bills reference a key area of the Governor's State of the State to address school safety concerns: SB508, HB1076 and other bills also involve doors, safety assessments for students in school buildings across the state.
- There have been discussions about bills which will place additional duties on the department, and the need to acquire additional personnel with the appropriate knowledge, skills and expertise to manage those duties. The question: how do we gain the individuals with the expertise to implement these specific initiatives.
- Public-to-Public School Open enrollment in SB70 and HB711. There is another bill with - fewer guardrails. The questions being debated include the areas of Transportation and Special education and how best to address those issues with and open-enrollment situation.
- Several bill address Cell-phone use in schools. HBs 408, 306, 854. Most require districts to adopt a policy.
- Kudos were offered to Pam Victor, John Burch, John Hale - and other DESE staff for their work on fiscal notes pertaining to a piece of legislation. This is a challenging job, and DESE staff now has a spreadsheet that is continually updated to help inform Gorrell, as he speaks with lawmakers.
- Gorrell also reported that there are a number of Senators visiting with members of the House and vice versa this year.
- Gorrell noted one further change. Local school leaders - were previously not weighing on the fiscal note process, which helps estimate the costs associated with pending legislation. Budget planning office is now receiving more information to help prepare more accurate fiscal notes resulting in a positive impact on the accuracy of the "back side" of fiscal notes being prepared.

XI. Adjournment 1:34pm
XII. Closed Session

*Respectfully submitted
Phyllis Pasley 2/11/25*

February Humor



The Terminator's day job