

Missouri Alliance for Arts Education State Board of Education Report

BoE agenda items are "live links" to docs shared. E.D. Report is highlighted in yellow 9/13-14/21

Tuesday, September 13, 2021 1pm. Sept 14, 2021 - 8:30am. - Today's meeting location 205 Jefferson St. 1st Floor State Board of Education Room, Jefferson City, MO 65101

E.D. notes: - I failed to double check the agenda, and learned on 9/14 that there had been proceedings the previous day. Agenda Items addressed on 9/13 I have no ED notes or comments. For agenda items pursued on 9/14, there are some. The comments below attempt to summarize. To read the text of any item in full, access via the live links to DESE document within the agenda at left.

I. Call to Order

II. **Agenda** for the **September 13-14, 2021**

III. **Minutes** of the **August 17, 2021**,

IV. President's report

Board Member Activities

Westbrooke-Hodge: Wash U school of law, ed support, Retired educators League of Women Voters, Normandy footprint meetings, Legislators in Riverview SD, Met with other members of SBoE, Traditional schools, Riverview Supt, Normandy Regional Supt, Gold Star Middle Schools and a witness to Excellence in action, Riverview SD stakeholders, Charter public school assoc, Jerry Kettenbach, Mizzou sponsorship renewal pathways

Claycomb: FFA @ MO State Fair, Retiree luncheon, Keith Dietzel update, Rep Hailey, FH middle school gold star, several HS volleyball and softball games

Lenz: St. Louis Area Supt meeting, SLPS STEM teacher dev smithsonian, Normandy retreat, SLPS workshop, Visited Gold Star schools in Francis Howell, Clayton, Kirkwood, STL County superintendent's meeting, Character Plus, MSBA/MASA leadership, meetings with SLPS and Normandy supt.

Hallquist: tour and meetings with Guadalupe schools serving Hispanic community. KCPS principals

Schrag: Gold ribbon school visits Mansfield, Bloomfield, Skyline, met with local superintendents, group of physicians about DESE stance on issues - and answered local control. Plans for meetings and school visits by Springfield schools

Bailey: present via zoom

Herschend: Govt affairs meetings with Governor, senators and state representatives

Shields: Delta Woods SD classroom to achieve Gold Star school. Inspiring to watch great teachers at work. Positive enthusiasm, and delight at returning to school

V. NASBE - report offered on 9/13. No additional information available.

VI. **Consent Agenda** - E.D. notes: -Report offered on 9/13.

Consideration of Personnel Report Motion carried: Yes: 5 ; No: 0

VII **Items for Action** E.D. notes: - For agenda items B-KK, all of which were addressed on 9/13/21, concern amendments, rescissions or additional rules governing the new office of childhood. All of these items for action open a comment period. As far as I can tell, none of them currently have a direct impact on K-12 arts education. Most of them clarify the reporting process and place the rule under the purview of the Department of Elementary and Secondary Education.

- A. **Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-100.330, General Provisions Governing Programs Authorized Under The Early Childhood Development Act** Motion carried: Yes: 6 ; No: 0
- B. **Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-300.010, Definitions Relating to Child Care Facilities** Motion carried: Yes: 7 ; No: 0
- C. **Consideration of a Notice of Proposed Rulemaking to Rescind 5 CSR 25-300.030, Local Inspections** Motion carried: Yes: 7 ; No: 0

- D. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-300.070, Fire Safety Requirements Motion carried: Yes: 7 ; No: 0
- E. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-300.080, Sanitation Requirements Motion carried: Yes: 7 ; No: 0
- F. Consideration of a Notice of Proposed Rulemaking to Rescind 5 CSR 25-300.100, Transportation and Field Trip Requirements Motion carried: Yes: 7 ; No: 0
- G. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-300.120, Variance Requests Motion carried: Yes: 7 ; No: 0
- H. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-400.010, Definitions Motion carried: Yes: 7 ; No: 0
- I. Consideration of a Notice of Proposed Rulemaking to Rescind 5 CSR 25-400.015, Exemption of Day Care Facilities Motion carried: Yes: 7 ; No: 0
- J. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-400.025, Organization and Administration Motion carried: Yes: 7 ; No: 0
- K. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-400.045, Licensing Process Motion carried: Yes: 7 ; No: 0
- L. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-400.055, Annual Requirements Motion carried: Yes: 7 ; No: 0
- M. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-400.086, Fire Safety
- N. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-400.105, The Child Care Provider and Other Child Care Personnel Motion carried: Yes: 7 ; No: 0
- O. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-400.115, Day Care Family and Household Motion carried: Yes: 7 ; No: 0
- P. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-400.125, Medical Examination Reports Motion carried: Yes: 7 ; No: 0
- Q. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-400.145, Nighttime Care Motion carried: Yes: 7 ; No: 0
- R. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-400.155, Overlap Care of Children Motion carried: Yes: 7 ; No: 0
- S. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-400.210, Records and Reports Motion carried: Yes: 7 ; No: 0
- T. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-400.220, Variance Request Motion carried: Yes: 7 ; No: 0
- U. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-500.010, Definitions
- V. Consideration of a Notice of Proposed Rulemaking to Rescind 5 CSR 25-500.022, Exemption of Day Care Facilities Motion carried: Yes: 7 ; No: 0
- W. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-500.032, Organization and Administration Motion carried: Yes: 7 ; No: 0
- X. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-500.042, Licensing Process Motion carried: Yes: 7 ; No: 0
- Y. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-500.052, Annual Requirements Motion carried: Yes: 7 ; No: 0
- Z. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-500.087, Fire Safety Motion carried: Yes: 7 ; No: 0
- AA. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-500.102, Personnel Motion carried: Yes: 7 ; No: 0
- BB. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-500.122, Medical Examination Reports Motion carried: Yes: 7 ; No: 0
- CC. Consideration of a Notice of Proposed Rulemaking to Rescind 5 CSR 25-500.152, Hourly Care Facilities Motion carried: Yes: 7 ; No: 0

- DD. [Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-500.162, Overlap Care of Children](#) Motion carried: Yes: 7 ; No: 0
- EE. [Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-500.222, Records and Reports](#) Motion carried: Yes: 7 ; No: 0
- FF. [Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-500.230, Variance Request](#) Motion carried: Yes: 7 ; No: 0
- GG. [Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-600.010, Definitions](#)
- HH. [Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-600.020, General Requirements](#) Motion carried: Yes: 7 ; No: 0
- II. [Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-600.040, Background Screening Findings](#) Motion carried: Yes: 7 ; No: 0
- JJ. [Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 25-600.050, Process for Appeal Required in § 210.080, RSMo](#) Motion carried: Yes: 7 ; No: 0

SEPTEMBER 14, 2021 - E.D. notes - After the individual board members shared their activities list (above) the agenda resumed here.

KK. [Consideration of Adoption of the Fiscal Year 2023 Budget Request](#)

The sharing of information about the department's FY23 Budget was preceded by a query in regard to an article in KC newspaper about a reduction in state funding for Kansas City and St. Louis School districts. The practice is defined in statute, and the net receipts are equivalent.

Details: The base funding per pupil is \$6375, with Schools receiving additional funding based on the number of students receiving free and reduced lunch or those who have an IEP. Base amount charter schools Lower state aid to KCPS and SLPS, Charter schools get local effort and state effort equivalent. The history that the original funding mechanism which had the local SD had to transfer the funds to the charter schools. There were problems in implementation, and a new mechanism was developed, deducting the amount due from state and local revenue to charter schools from the state aid portion received by KCPS and SLPS, and allowing the local tax revenue to go solely to KCPS and SLPS (and none to the charter) streamlining the funding process. From a state aid perspective - they receive equivalent amounts. The foundation formula is recalculated every 2 years and yields a state adequacy target. Pamela Westbrook-Hodge reminded the group that the foundation formula contains a component based on local property values and does not include the differences in funding between wealthy and poor communities. Charlie Shields reminded the group that provisions in the current funding formula allow that local districts who want to do more for local education the option, but that the additional funding would not cause them to lose any of the state funding, and acknowledged that It is a tough conversation. Westbrook-Hodge remarked that many who are listening are troubled by inequities based on zip codes. Claycomb remarked that funding inequities applies to rural districts too and gave an example of Chamois - MoKane and the placement of the nuclear power plant. Costs associated with emergency drills are not offset by revenue at both schools. Shields indicated that there were some inaccuracies in that example. Claycomb replied with a profound quote which applies to so many current situations.

"Perception is truth to the people who perceive it."

-Don Claycomb

Fiscal Year 2023 Budget Request continued

Dr. Monsees Shared information about the FY23 budget. There are a larger than typical list of new asks within the FY23 budget, with over 70 items related to relief funds, federal grants and then general revenue. The funding requests also seek full funding authority requests for full amounts of GEER II, ESSER II, ESSER III, EANS and EANS II.

The list is longer than typical. Access the 52 pages of highlighted changes at the **Budget Request** link.

FY22: 10 items

FY 23 - We have 70 items related to relief funds, federal grants and then general revenue.

GEER II ESSER II, and ESSERIII 12, 145,405 - EANS -and EANS II, partial appropriation \$7M, requesting \$ Funding authority request for full amounts - needed for year 1 - through year 3.

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION					
Summary					43
FY23	Total	General Revenue	Federal	Other	FTE
New Decision Items	\$3,673,396,759	\$40,648,530	\$3,630,475,713	\$2,272,516	15.00
FY22	Total	General Revenue	Federal	Other	FTE
Supplemental Items	\$3,222,217,411	\$17,583,102	\$3,204,634,309	\$0	0.00

The funding requests included a 2% raise for DESE staff and reminded the board that the department was excluded from other salary adjustment work that was done two years ago. The funding request for Transportation was discussed briefly. It was noted that funding for transportation has always been partial. The statute allows up to 75% funding. The typical ask is for 25%. The FY23 budget is listed at the 40% level - which would meet the threshold of the provisions mentioned in Missouri Empowerment Scholarship Accounts. The current ask still leaves a gap of \$214M in funding for transportation.

These requests reflect approximately \$2.7 B. For Federal funds, approximately 10% are DESE controlled.

Herschend noted that many of the named supplemental programs seem to be less concerned with the education of students and more involved with *care for students* i.e. Feeding, housing, transporting - to care for the students. It is difficult to see the funding to better teach core content. How are we working as a department to change the reading and math performance over time. We can allow ourselves to be led down a fiscal path away from education and toward social ministry.

Hallquist: reminded of the need to note that if our children are not taken care of - they are not going to learn. So much has been put on the education system.

Westbrook-Hodge noted that it was about Maslow's hierarchy of needs. I am excited and hopeful, that this influx of funds can be used to improve teacher quality and teacher pay.

Shields reminded that today's presentation is much about the mechanics of legislative process to secure funding for the department. The work of delivering instruction is separate from the fiscal process, and is ongoing all the time. The question was posed: Can we marry those things together effectively? **Motion carried: Yes: 7; No: 0**

- LL. **Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 20-400.210, Application for Certification of License to Teach on the Basis of Certification by the American Board for Certification of Teacher Excellence (ABCTE)** Motion carried: Yes: 7 ; No: 0
- MM. **Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 20-400.260, Certificate of License to Teach Classifications** Motion carried: Yes: 7 ; No: 0
- NN. **Consideration of Social Studies Performance Expectations**
E.D. notes: - End of course expectations in social studies and personal finance. Government, and (optional) American History. Board adopted in 2016 Descriptions of knowledge and skills students should demonstrate at each of four performance levels below basic, basic, proficient, and advanced. Numerical designations (cut scores) of the threshold at each performance. Process was outlined involving Missouri educators, examining new test measures.
- OO. **Consideration of the Special Administrative Board for Riverview Gardens** (Postponed)

VII. Items for Discussion

PP. Discussion on Board Committees

E.D. notes: - Establish subcommittees of the Board - President Shields outlined three committees and questions to clarify objectives were shared.

Communication - How do we communicate with others across the state - clearly we have a limited staff here - what are the opportunities for us to gain consensus about the good work that is being done and the challenges we face. Assignments: Carol and Peter

Legislative Priorities - How do we convey to the General Assembly and Governor to move forward; telling the legislature "these things" would make a difference. Assignments: Kim, Don and Mary

Strategic Planning - look at 5-10 year cycles of time and how we will measure stated objectives. Explore the idea of creating a long-term vision and direction for the board and the department. Needs a deep understanding of the metrics, how do you know where you are being successful - Pamela and Vic

Shields requested that we place on the agenda for November meeting an opportunity for each subcommittee to report back on progress. Sarah will guide whether or not the meetings need to be posted. Clarify objectives. Input from any/all board members.

QQ. Report on Normandy Schools Collaborative

E.D. notes: - State Board of Education requested reports quarterly on the progress of the Normandy Schools in academics and improving relations among members of Joint Executive Governing Board and between the board, superintendent and community. In their report, Superintendent and Board members shared that there was "something spiritual" being back together; It was/is a special time. The presentation centered on the need to address professional learning. "Education moves at the speed of adult learning." In the three weeks prior to school opening teachers engaged in 100 hours of professional learning. Schedule allows for an early release on Friday afternoons to continue to "sharpen the saw." PD is aligned to strategic plan. Learning took place offsite to UMSL to put teachers in an adult learning space. "Working at Normandy is like going to grad school alongside the teaching duties."

The Culture "playbook" survey of spring 2020 - only 1/3 of students and staff felt safe. What does it mean to be a great urban educator - and the development of an **instructional taxonomy**. Teaching teachers to deliver on those strategies. There are challenges in getting teachers to participate in PD outside contractual time. It is causing the district to reconsider how they think about assessment. Examining attendance data and people metrics - student performance metrics. It was shared that there are currently 16 teacher vacancies from a total of 450 employees across the district. Normandy teaching fellows. Recruiting teachers with our own version of Teach for America, providing some scholarships and recruiting those with a 2.7 GPA and bachelor's degree. Our - The challenges of dealing with a substitute teacher shortage and numbers of quarantine teachers. Requests to reinstitute the waiver and reinstitute the alternative certification for substitute teacher so that the Sub pool can be

built. It was also noted that each time there is a learning transition, there is an interruption to learning services. Normandy also reported a 5-10% increase of enrollment. They were expecting - 2700 and 3000 showed up! They attribute some of this to neighborhood outreach and held 4 rock the block parties with a message of every kid coming back to school. Craig Lawson's guidance has been well-received. In regard to administrator certification, the superintendent reported that he is now waiting on the University who will soon appoint a 4th reader for dissertation, and then the degree program will be complete.

Board response: Normandy leadership was encouraged to continue to be Community conscious - and address concerns of contentious community stakeholders. Make those folks your focus. Continue to win trust, Everybody's not happy - and we're not there yet. They also requested information about board culture and building board cohesiveness. Karen Pierre - left the board, We have a process underway to identify the replacement person. A candidate has been presented to Dr. Vandeven. Since I arrived in May - the focus has been on the governing systems. MSBA-led board retreat - governance and accountability issues. Everything is about students and customer service. The board retreat is phenomenal, convivial, transparent people walked away with more consensus of governance. Board is getting its house in order. New policies and procedures. Use the DESE protocol. PD for board members and training requirements. Annual follow up training. The importance of ongoing PD for board members (as well as teachers) was underscored.

The transition was discussed in the return to an elected board. It was noted that this might begin as early as April of 2022. Questions remain: How do you determine - who comes off and "up" for election - and allow it to be voluntary - and based on tenure, Would they accept candidates from outside the footprint of the district. There is a need for communication around the process with the community stakeholders.

RR. Report on the 2020-21 Missouri Assessment Program Grade-Level and End-of-Course Preliminary Statewide Results in English Language Arts, Mathematics, and Science

E.D. notes: -ELA, Math and Science MAP results - appreciation for cafe workers, bus drivers, counselors, teachers and student. Where we are in the learning process across our state. These data reflect a single moment in time. There was a reminder that there was a suspension of the use of assessment data for district accountability through the Pandemic. It reflects a composite of methods of instruction. The assessment data was all collected in-person to help ensure validity. The fall makeup window for testing was canceled due to high participation rates. Recent concerns were shared from superintendents - with misrepresentation to families who told patrons: "come in so we don't have to have you come in the fall."

INITIAL OBSERVATIONS FROM 2020-21 RESULTS

- Fewer students tested than in previous years.
- Proficiency rates for onsite and hybrid students were higher than for distanced and virtual students.
- Proficiency rates for students with internet and device access tended to be higher.
- Proficiency rates declined since 2018-19
 - Elementary more than middle school grades
 - Mathematics more than science and ELA
 - Largest decrease (9.8%) in Algebra I
 - Smallest decreases (<2%) in ELA grades 4 and 8, and mathematics grade 8
- Proficiency rates increased in English I and Physical Science End-of-Course (EOC) assessments.

In general, results are underwhelming. The board asked for comparative data from charter

schools and public school counterparts. The need to view this data through the spectrum of variances is important and superficial comparisons would be a serious misuse of data.

See addendum below for screenshots from testing data shared at the meeting.

These research questions could provide a lens for examining the data and provide a means of additional research to interpret the data on student learning.

RESEARCH QUESTIONS

Study of the results and other influencing factors is in progress. Important research questions include:

- How are test participation patterns different from previous years? Were these differences random? If not, how did the differences impact results?
- Which populations experienced above or below expected growth between 2018-19 and 2020-21?
- How did growth vary by region, demographics, and pandemic-related variables?
- What is the impact of mode of instruction on student performance?
- What is the impact of access to learning tools (internet and devices) on student performance?

SS. Report on COVID-19 Response

E.D. notes: **-HEALTH** - prioritizing in-person learning (at both federal and state level.) for both effective mitigation strategies to keep doors open and academic and social and emotional development. Vaccines and masks are key mitigation strategies which help keep students safe. Do thorough contact tracing - work to avoid over quarantine. Use testing and screening programs continue to proactively monitor student health.

LEARNING - There are currently no calendar waivers. LEAS that step outside of authority with quarantine or contact tracing in conflict with Local public health agency (LPHA) may receive sanctions of MSHSAA withdrawal. LPHAs can close an LEA, The benefits of timely of contact tracing efforts was shared.

- **Mental Health and Social-Emotional Learning** shared info about 1) Show=Me SEL 2) Suicide Awareness Prevention model policy. Coordinated with Dept of Mental Health, Certified Community Behavioral Health Organizations to provide wrap-Around Services.
- **MLDS** (School leadership) Training over 100 trainings: Critical Firsts focus - A primer on decision-making, Recognizing and Developing Excellent instruction, Understanding Self and Others, Reading and Shaping School Culture
- **Instructional Coaching** - New Language and Literacy coaches through RPDCs, New mathematics consultants.

Comprehensive Literacy Development Grant **Board response:** This is an opportunity for research - 80 school districts - We want to gather explicit impact levers. How are we going to measure the impact of this particular lever? What are the qualitative and quantitative. Scorecards which measure the efficacy. Commissioner Vandeven commended staff for all the great work that they are doing.

COVID Relief Funds Update			
Grant Program	Funds Allocated	Grant Purposes	Current Status
Elementary & Secondary School Emergency Relief (ESSER)	\$192,131,014	COVID Response	\$179,255,676 Distributed
Missouri Student Connectivity - Connections (ESSER & GEER)	\$20,399,380	Student Devices	\$13,716,259 Distributed
Transportation Supplement (GEER)	\$15,258,661	Extra Transportation Costs	\$7,422,645 Distributed
Elementary & Secondary School Emergency Relief II (ESSER II)	\$784,055,062	COVID Response	\$265,236,718 Distributed
Governor's Emergency Education Relief II (GEER II)	\$12,145,405	CTE Programs	Grant Programs Released Aug. 31
Emergency Assistance for Non-Public Schools (EANS)	\$67,550,224	Non-public school assistance	\$10,079,551 Distributed
Elementary & Secondary School Emergency Relief III (ESSER III)	\$1,957,916,288	COVID Response	LEA Applications Under Review Awaiting Appropriation
Emergency Assistance for Non-Public Schools II (EANS II)	\$68,641,868	Non-public school assistance	State Application Submitted Sept. 9 Awaiting Appropriation
 ESSER = Elementary & Secondary School Emergency Relief Fund GEER = Governor's Emergency Education Relief Fund EANS = Emergency Assistance for Non-Public Schools			dese.mo.gov/covid19

TT. Update on the Office of Childhood

E.D. Notes - Improving messaging - Link on office of Childhood

<https://www.youtube.com/watch?v=vB2QS8wFVB8>

Critical Issues include a need for Preschool Professional Development. With Covid - many childcare providers closing. An increase in numbers of students with challenging behaviors, causes undue fatigue. Workers are leaving the childcare industry to go and work in retail, or in restaurants. 1 in 3 childcare providers aren't here any more. There is a need to build infrastructure, recruit providers and build capacity to retain. There is a need to build worker competencies and compensation levels. There is a need for High Quality PD, a liveable wage - transform working in early childhood into being viewed as a career, not just a job.

Goals are to Rethink and Rebuild. There is current dissatisfaction, about the availability and quality of childcare. There is a strong belief in early education and opportunities for funding. With support of leaders and team the office of childhood is working to build trust in providers. The need is urgent and opportunities are there. Pam Thomas shared her belief that it is possible to make these changes rapidly. In two years - we can do it!!

Specific aspects of the work include: a centralized single system for recordkeeping. Changes in compensation rate structure - incentives and subsidy - to build a stronger and sustainable childcare environment. When you combine all funding categories together for early learning, it is over \$1B. The desire is to build something sustainable that will endure and last beyond this financial infusion.

Board response. There will likely be changes in higher education - and early learning (literacy) at the collegiate level. THOMAS shared that there is a partnership with 4 higher ed institutions UMKC, Moberly Area College Metro(KS) NWMSU - through the lens of workforce development. The goal is to identify occupations connected to early learning and to come to consensus about early learning competencies - aligning curriculum and how to streamline. There will include an examination of educator preparation -- set non-certification competencies. Herschend: We'd like this to be seen as a rigorous program, and as a well-earned degree which will lead to greater confidence. Query - could scholarships be offered - Answer: Yes especially through CRRSA funds for Child Development Associate (CDA) and YDC certificates for providers. Query: How do we operationalize success? Understand the coverage we have today - and how we are doing. Goal to be set about a % of children in the state receiving services. A scorecard is needed.

IX Licensure

UU. Consideration to Discipline the License to Teach of Case # HR 21-003 Revoke license to teach based on ccusation of sexual assault on 15 year old student.

Motion to revoke carried: Yes: 7 ; No: 0

VV. Consideration to Discipline the License to Teach of, Case # HR 20-013 Pled guilty to class E felony stalking - purposefully disturbed a female, who was less than 17 years old, by repeatedly sending her messages of an intimate nature. **Motion to revoke carried: Yes: 7 ; No: 0**

WW. Consideration of Appeal of the Denial of Certification It was determined that the candidate failed to disclose the revocation of teaching credential in another state, and misrepresented themselves when requesting credentials.

Motion to deny carried: Yes: 7 ; No: 0

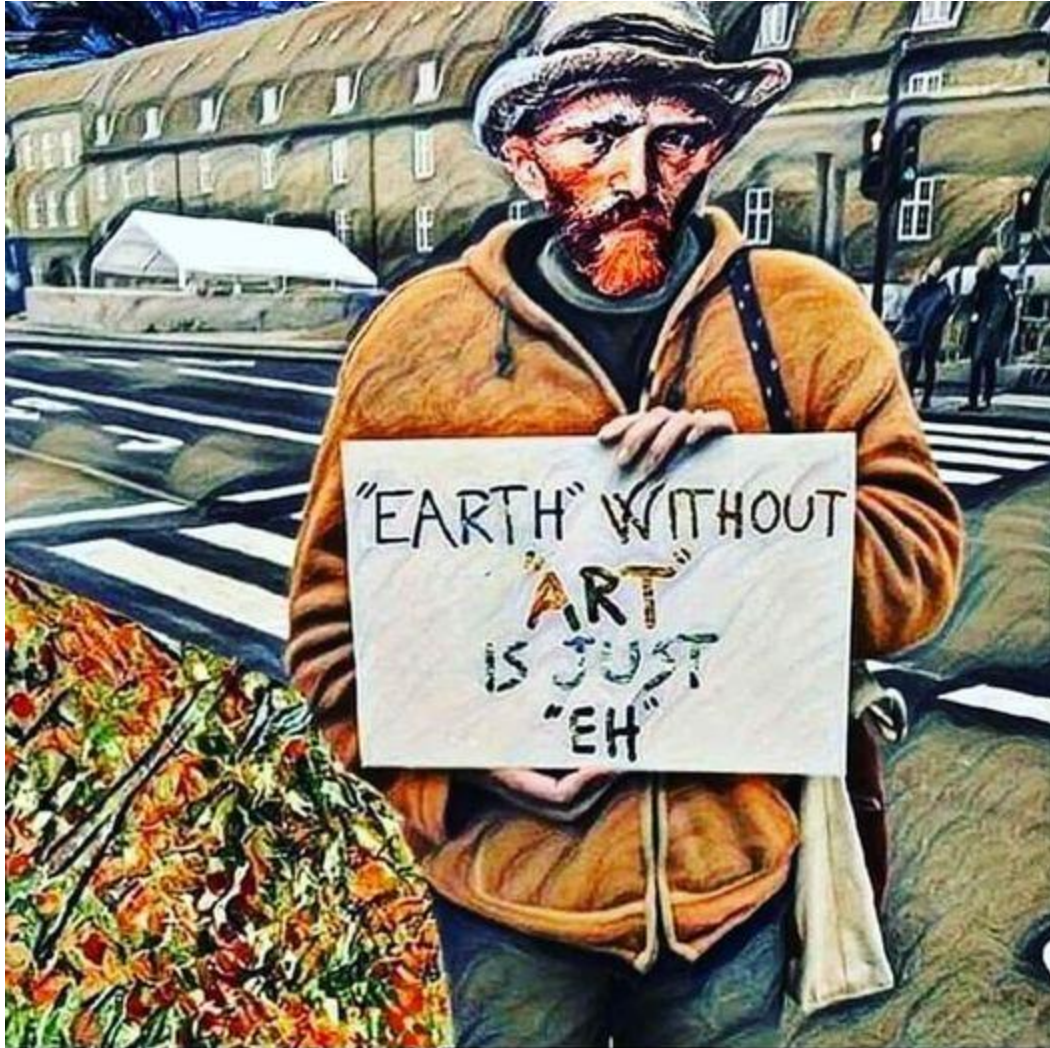
XX. Agenda Items for Two Months in Advance of Current Meeting

X Closed Session Motion

XI. Adjournment

XII. Closed Session

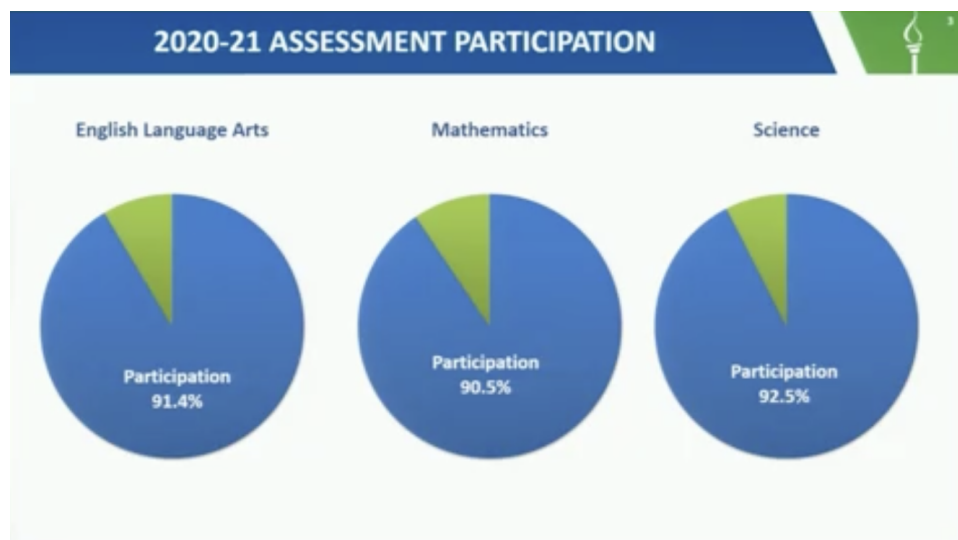
IV. Adjournment Adjourned to closed session - 2:32pm



9/ 15 /21 - Respectfully submitted by:
Phyllis Pasley, MAAE Executive Director
director@moaae.org

Addendum of 2020-2021 MAP test results on page 10-20.

ADDENDUM: Screenshots sharing Missouri Assessment Program results from 2020-2021 school year.



USING 2020-21 TEST SCORES

The 2020-21 tests and results are valid and allow us to use the results to

- Illuminate areas of need
- Focus on learning acceleration for students
- Combine with local data to create profiles of student performance
- Allocate federal relief resources
- Provide evidence-based professional learning

TRUSTWORTHY TEST SCORES

The results of the 2020-21 assessments are valid as a result of a number of factors

- Administration onsite, in school buildings with standardized testing processes
- Previously established content-based scales and metrics for reporting
- Test forms similar to previously administered tests
- High participation rates

The need to not use this testing data to make high stakes decisions or to interpret the data in the same way as previous years and the importance to consider other contextual factors was underscored several times.

USING 2020-21 TEST SCORES

Results this year should not be viewed in the same way as in other years. **Do not** use the results

- To make certain high-stakes decisions
- To interpret test scores in the same way as in previous years
- Without considering the learning environment and other contextual factors

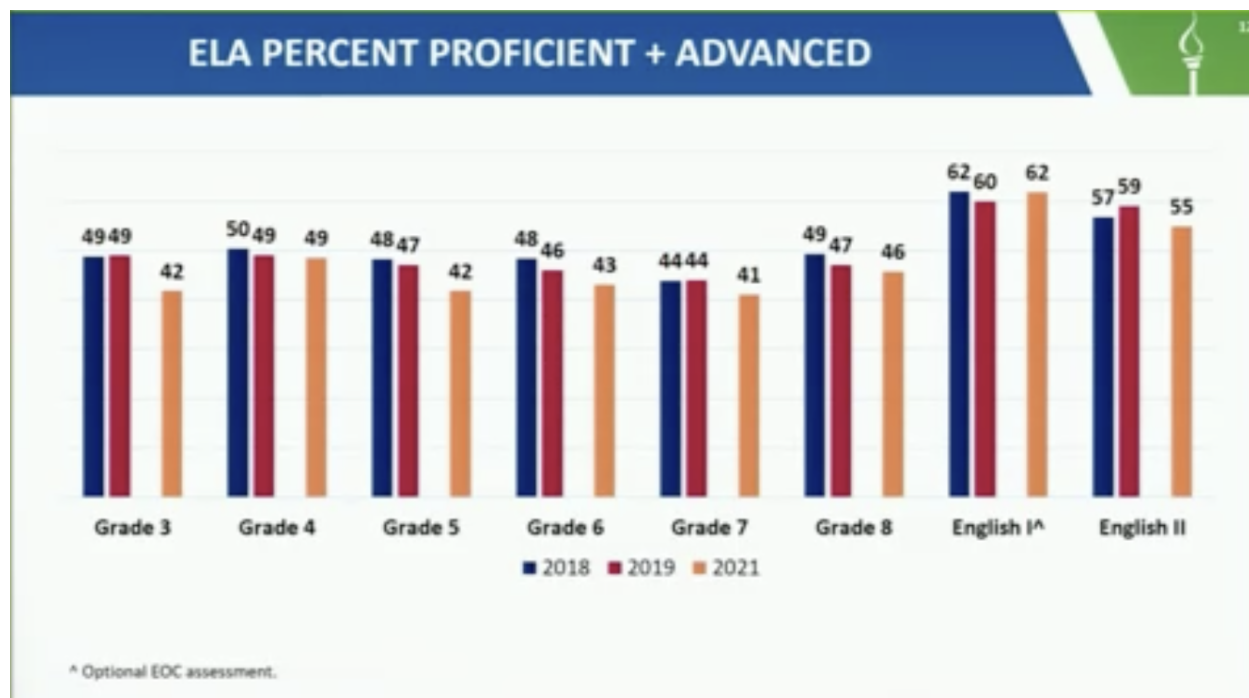
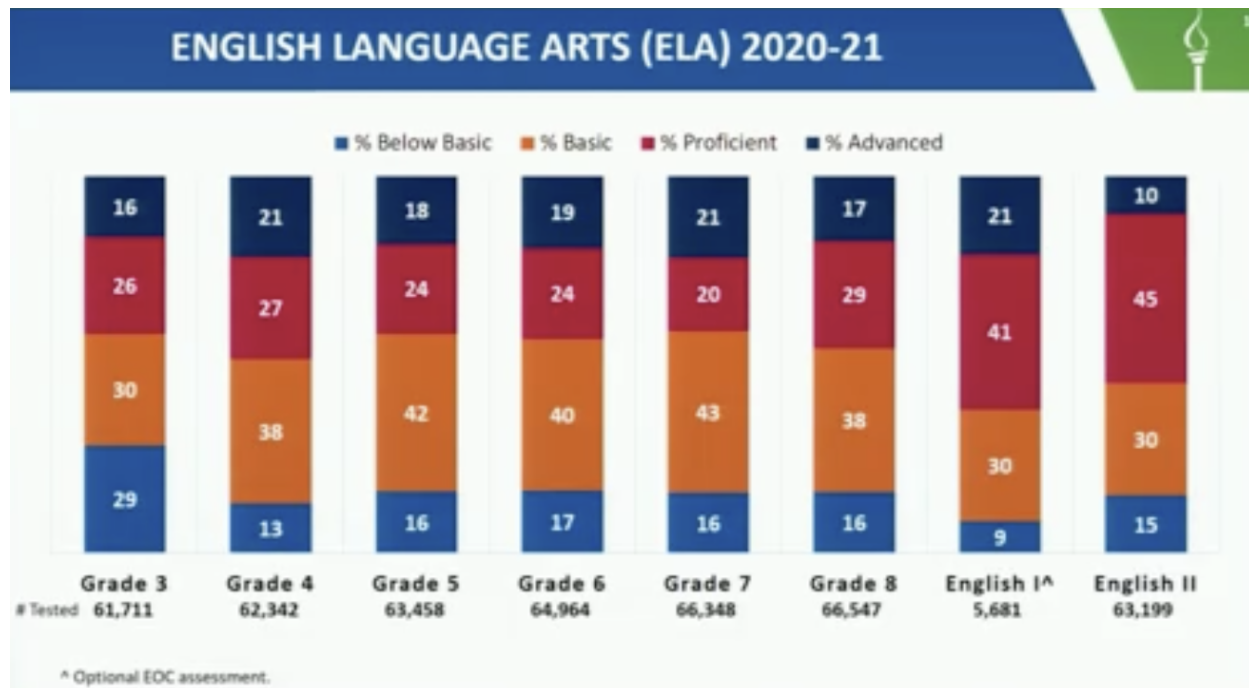
Defining the modes of instruction

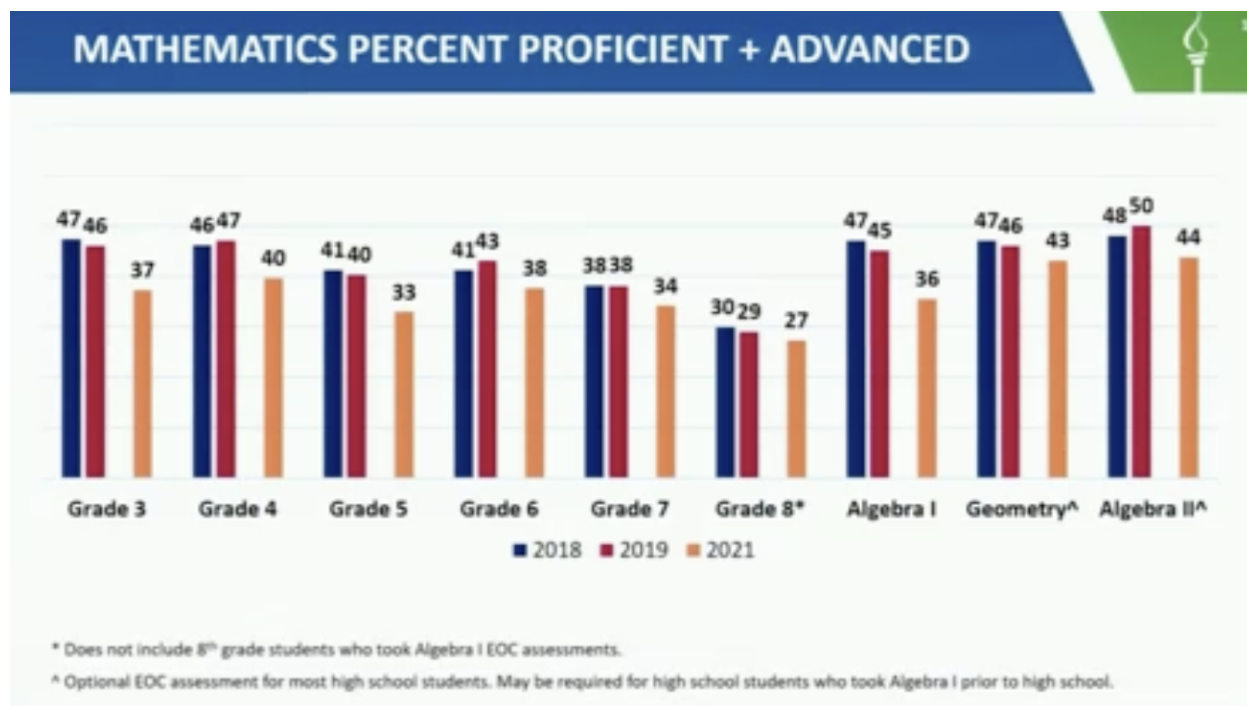
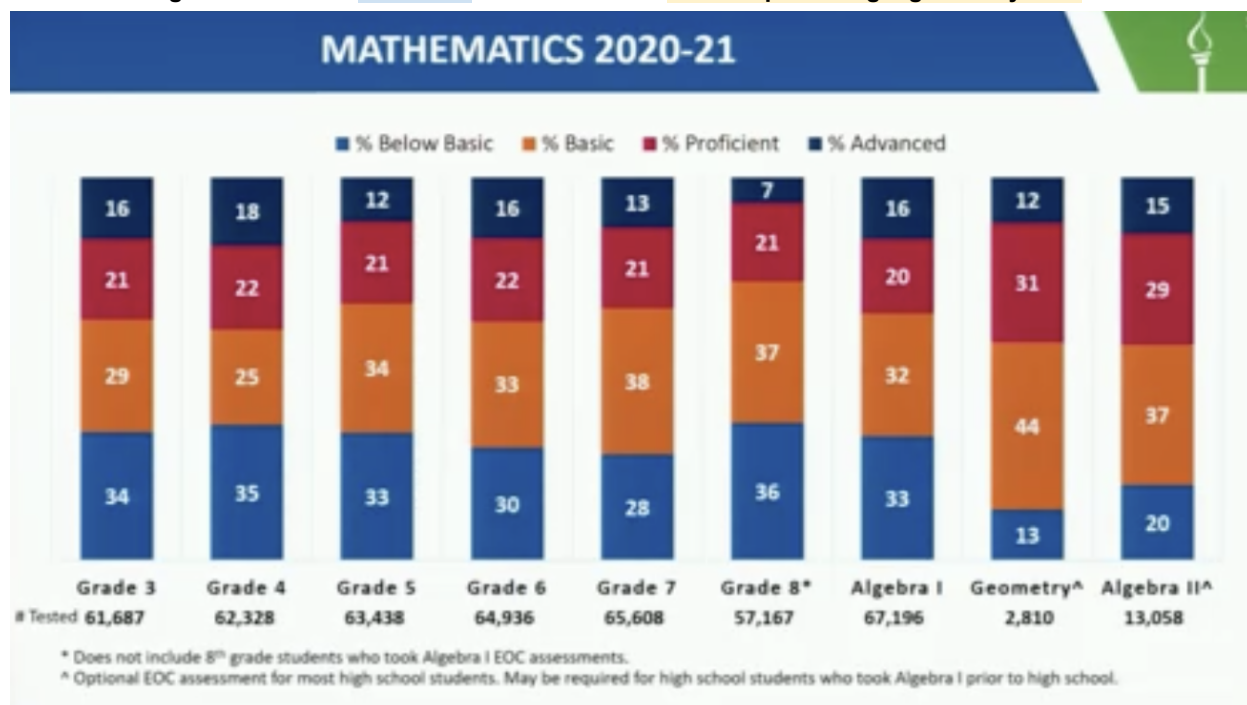
MODE OF INSTRUCTION	
Onsite	Students are physically present at school buildings.
Virtual	Students are offsite and receive all instruction online.
Distanced	Students are offsite and may receive some instruction online.
Hybrid	Students are onsite at least two days per week, with a fixed pattern OR receive instruction through a combination of other modes.

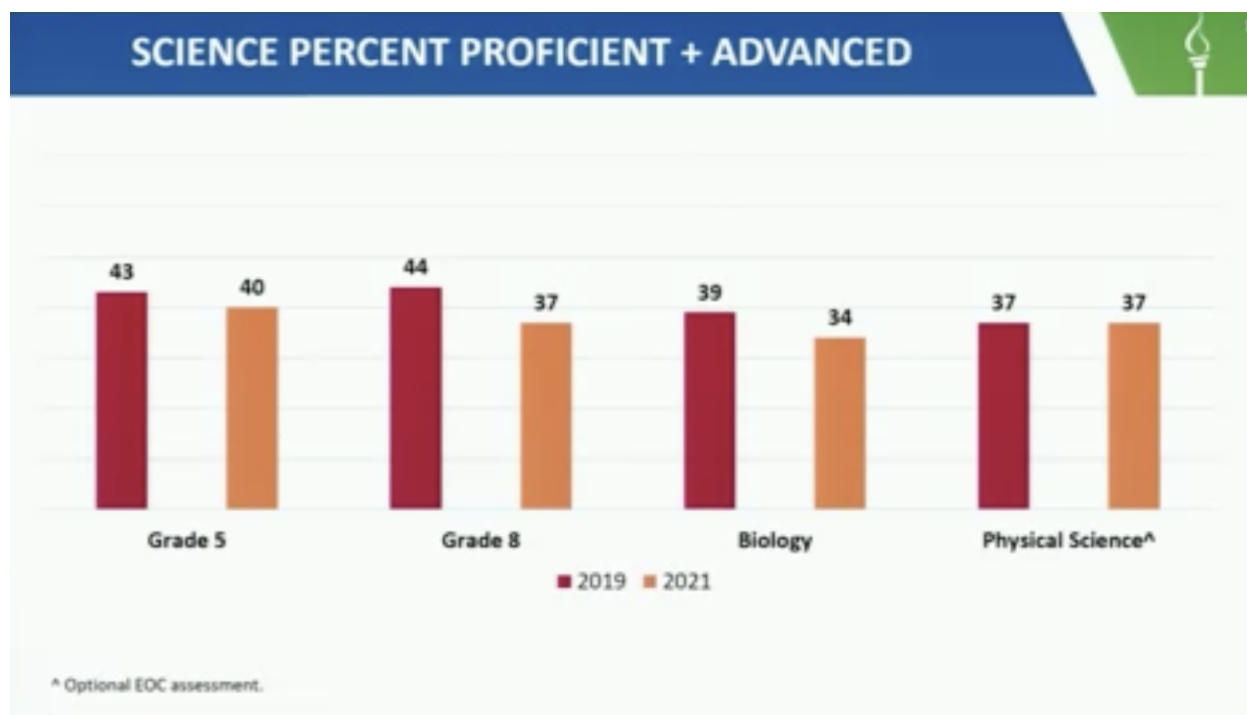
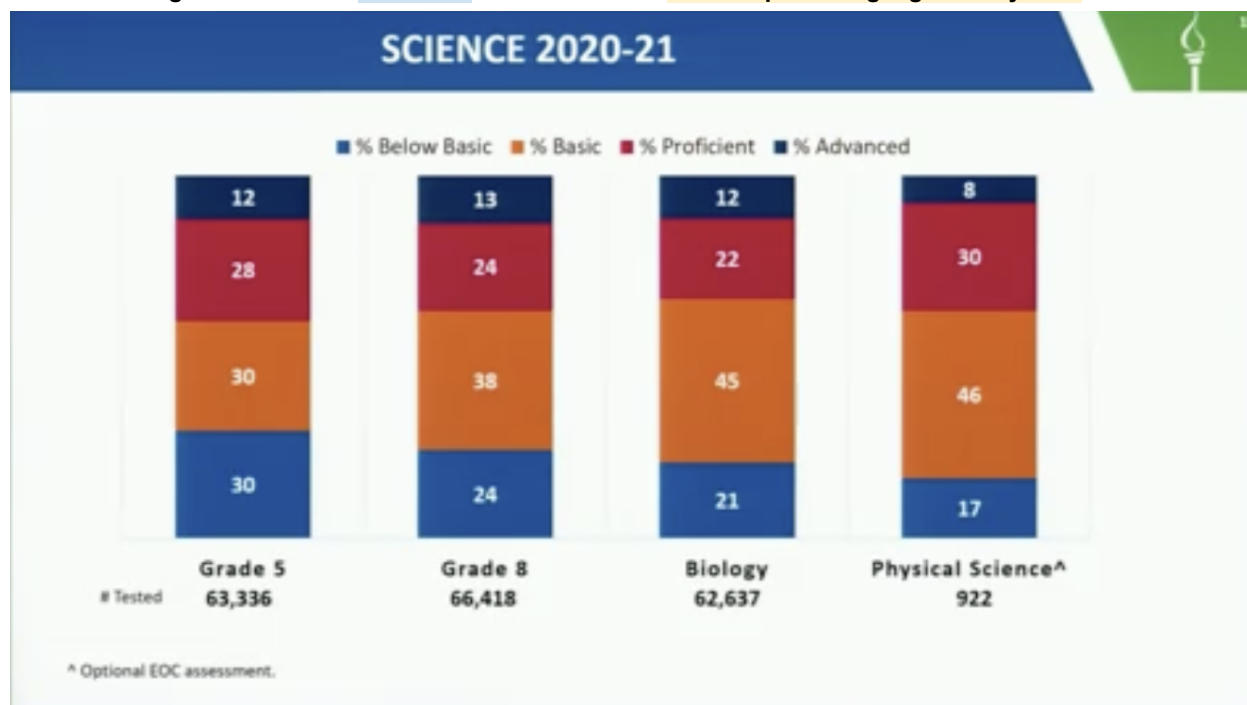
LEARNING ENVIRONMENT 2020-21			
Distribution of Students* by Mode of Instruction		Distribution of Students* by Access to Learning Tools	
Onsite	51%	Device	81%
Virtual	10%	Internet	78%
Distanced	8%		
Hybrid	31%		

* Includes students who participated in 2020-21 assessments in grade 3 through high school.

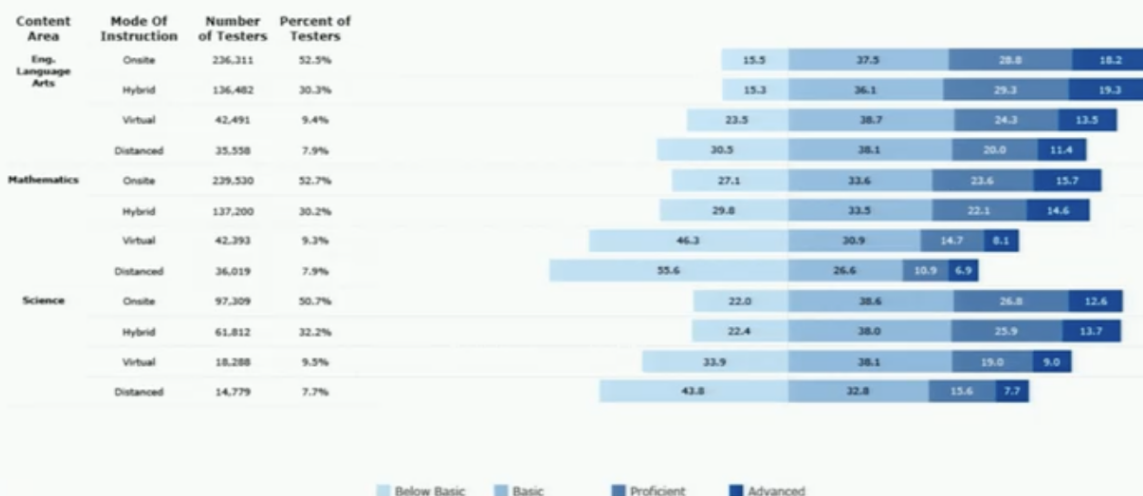
INITIAL OBSERVATIONS FROM 2020-21 RESULTS	
- Fewer students tested than in previous years. - Proficiency rates for onsite and hybrid students were higher than for distanced and virtual students. - Proficiency rates for students with internet and device access tended to be higher. - Proficiency rates declined since 2018-19 - Elementary more than middle school grades - Mathematics more than science and ELA - Largest decrease (9.8%) in Algebra I - Smallest decreases (<2%) in ELA grades 4 and 8, and mathematics grade 8 - Proficiency rates increased in English I and Physical Science End-of-Course (EOC) assessments.	





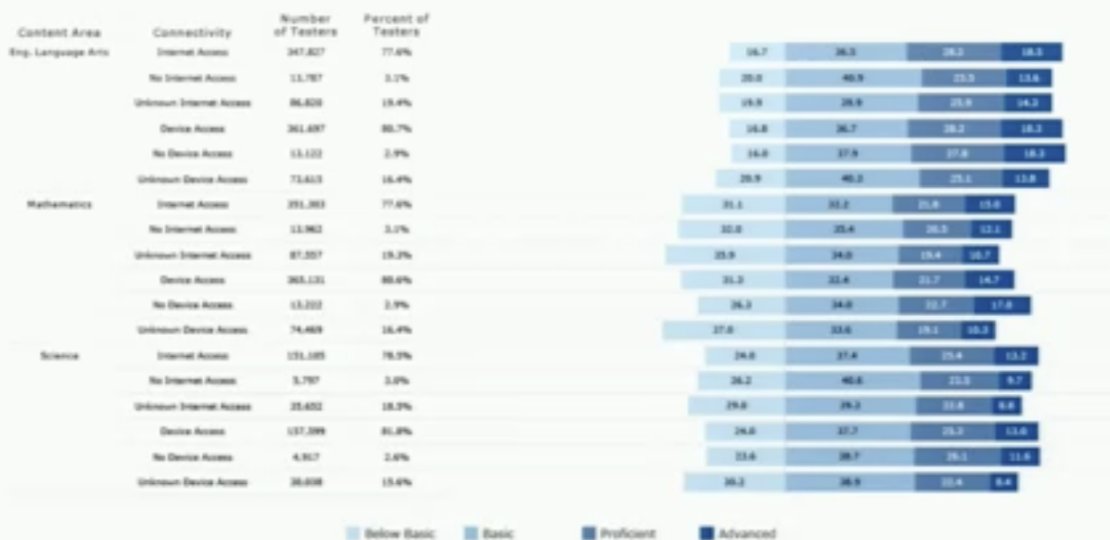


PERFORMANCE LEVEL BY MODE OF INSTRUCTION 2020-21

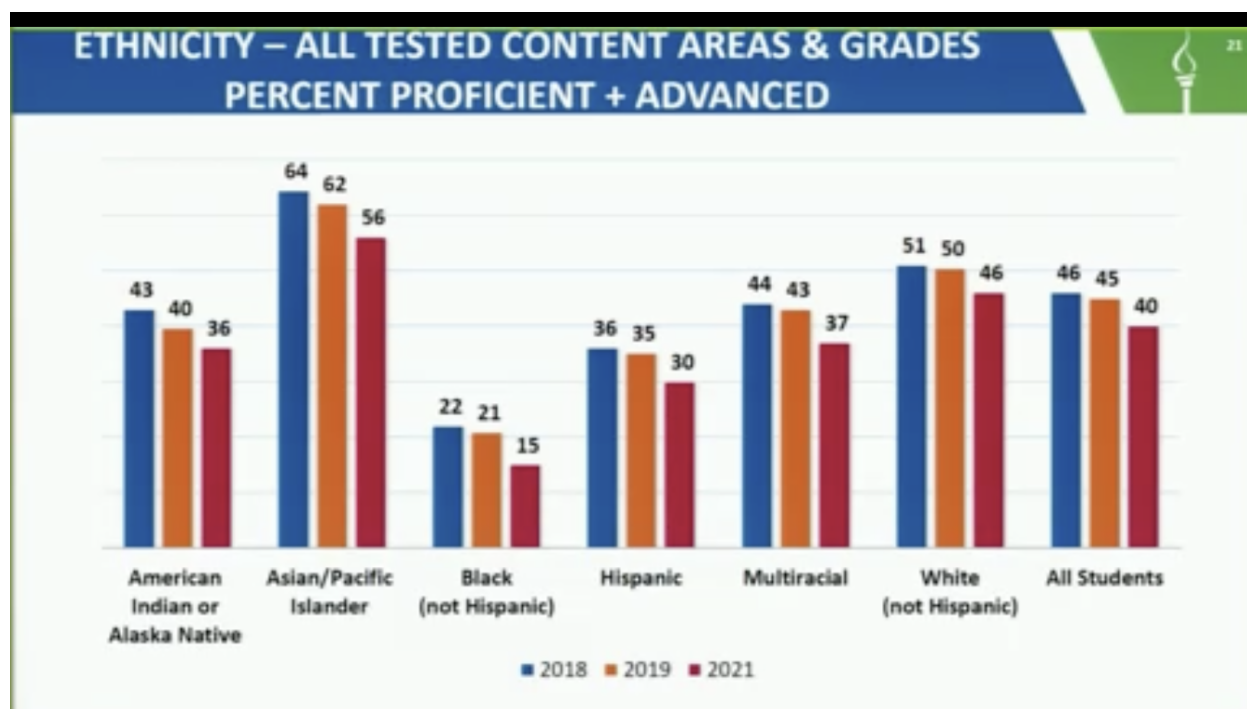
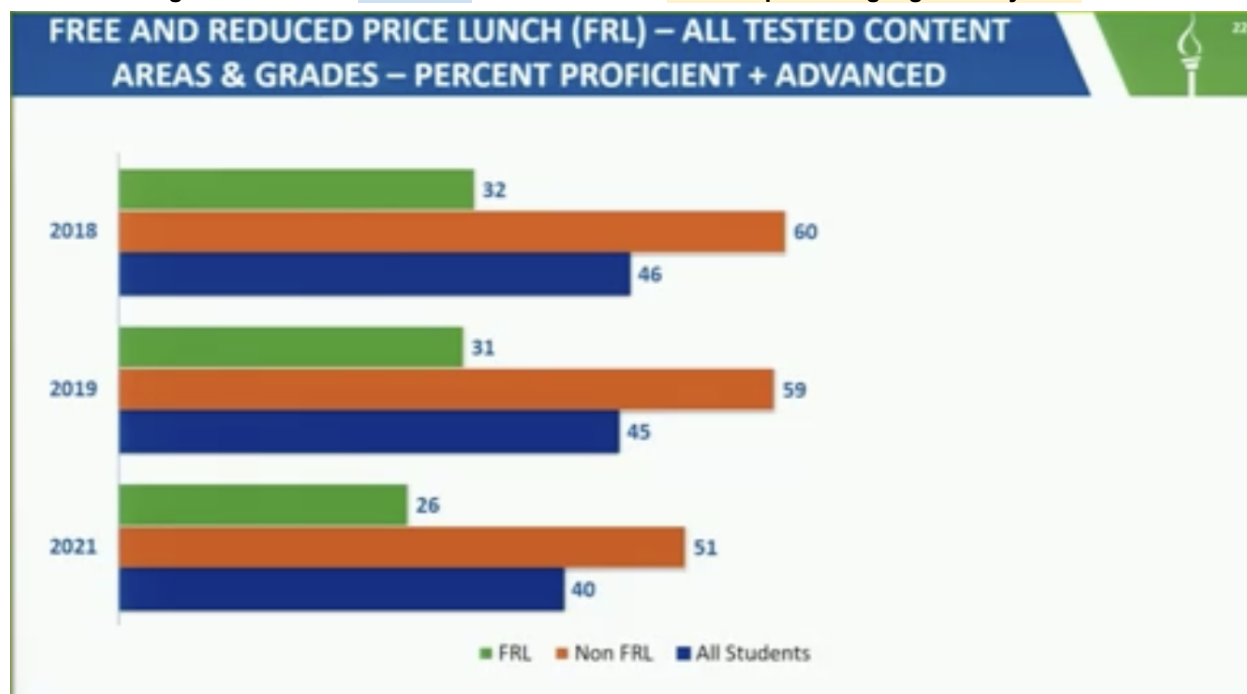


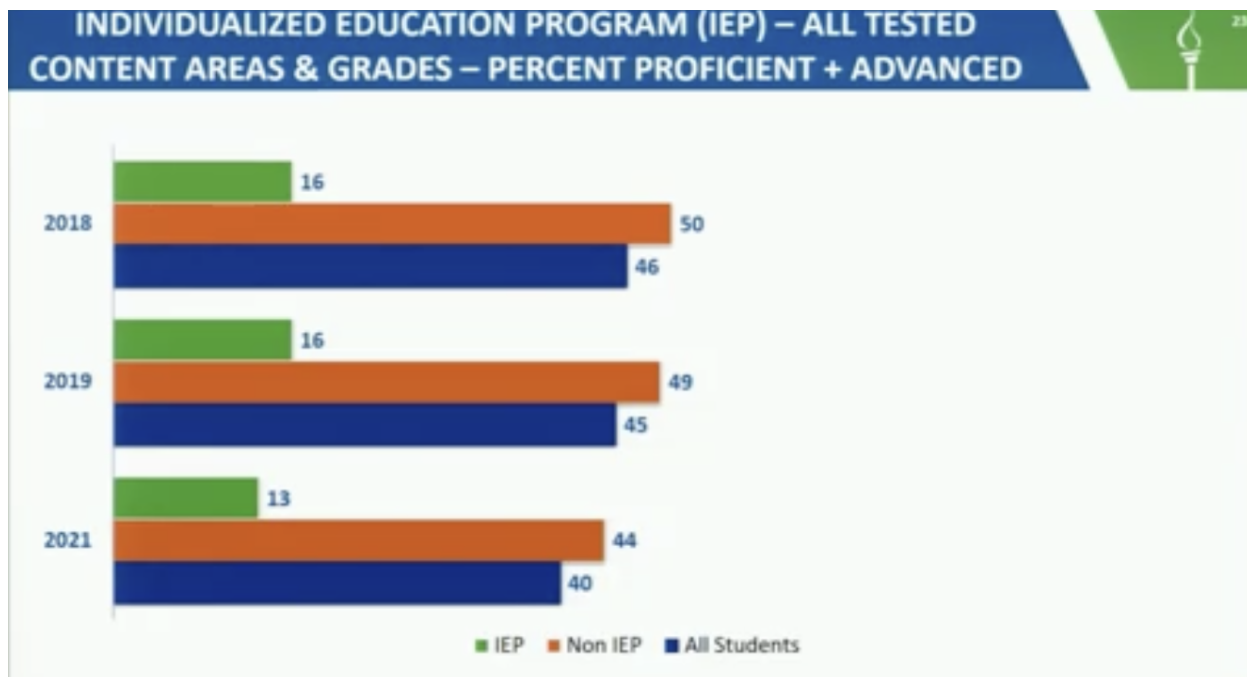
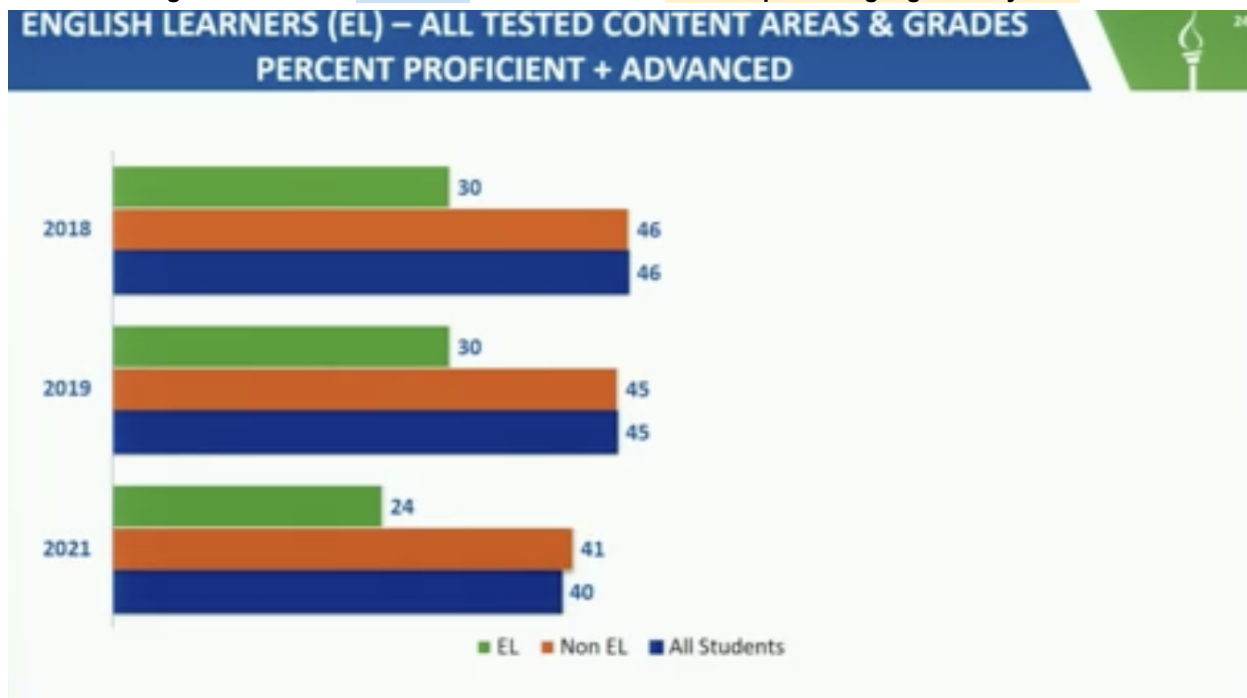
The data presented here do not indicate a cause-and-effect relationship.

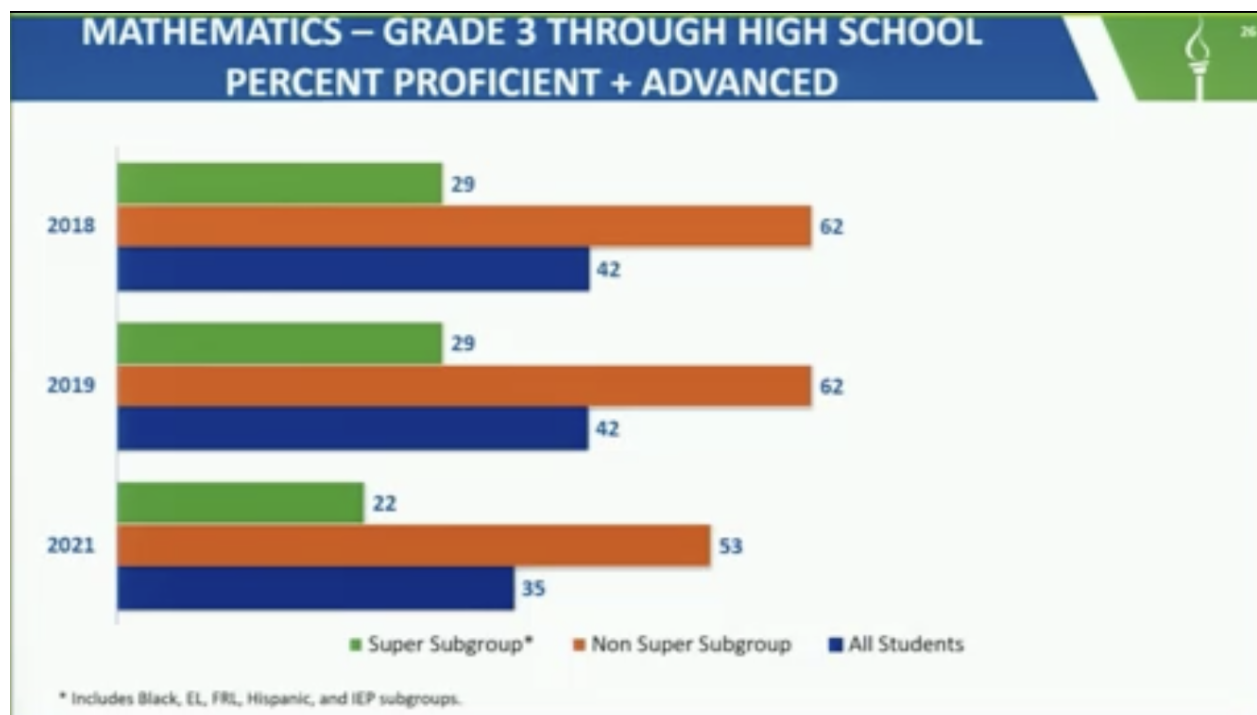
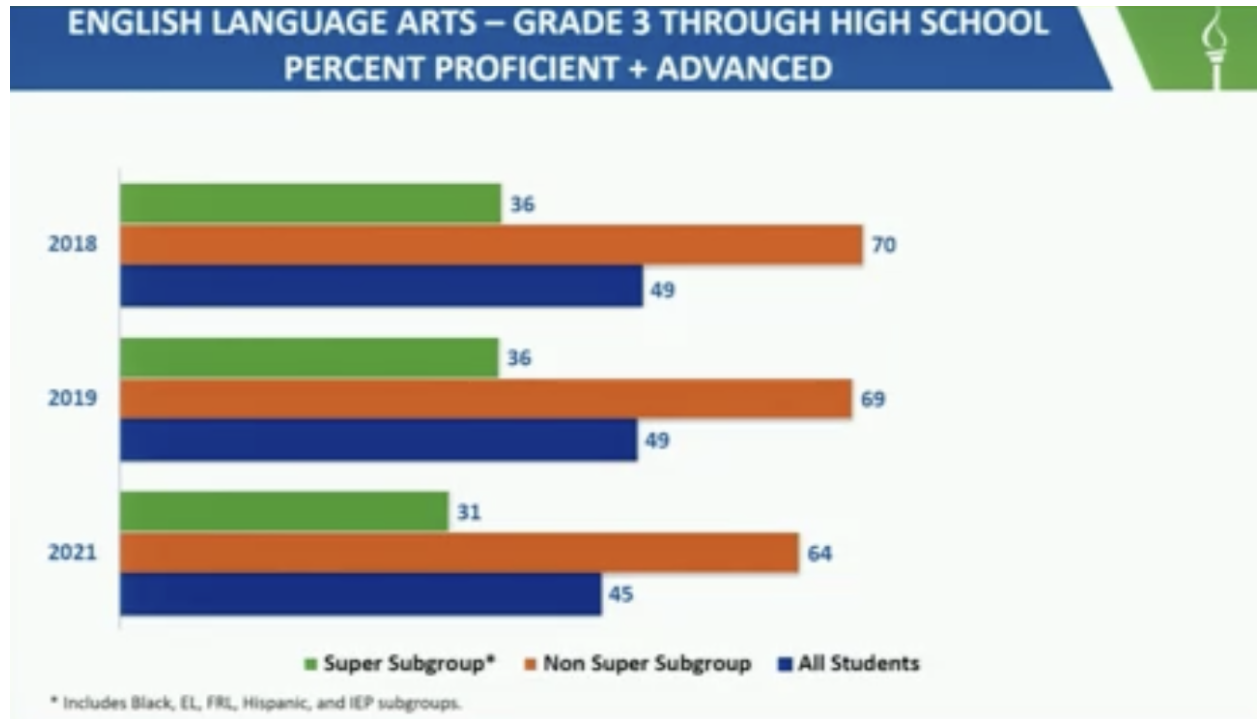
PERFORMANCE LEVELS BY INTERNET AND DEVICE ACCESS 2020-21

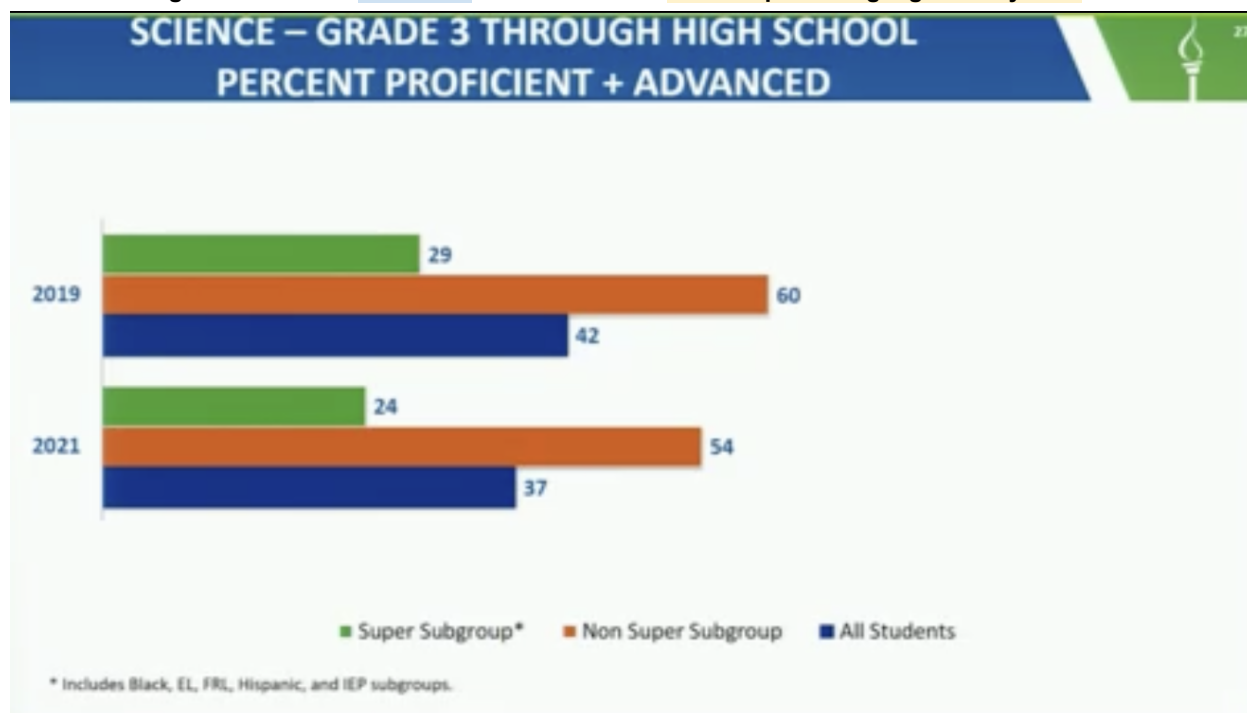


The data presented here do not indicate a cause-and-effect relationship.









DESE RESPONSE EFFORTS			
	Students and Families	Teachers	School and LEA Leaders
Research into Pandemic Effects <i>Continued investigation of most significant impacts, growth model, effective local responses</i>	✓	✓	✓
Social-Emotional Learning Resources <i>REACH, Missouri Healthy Schools</i>	✓	✓	✓
Instructional Resources <i>MO LEAP Blocks, priority standards, literacy initiatives</i>	✓	✓	
Professional Learning <i>Missouri Leadership Development System, Rural Schools Teacher Leader Pilot, Mathematics and Literacy consultants</i>		✓	✓
ESSER Funding to Support LEAs <i>Tutoring, professional mental health services</i>	✓	✓	✓
Technology and Connectivity <i>Broadband expansion</i>	✓	✓	✓