

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

SBoE agenda items are “live links” allowing you to view the DESE documents. **8/6/24**

Tuesday, Aug 6, 2024 8:30am. - Today's meeting location State Board of Education Meeting Room, 205 Jefferson Street, 1st Floor, Jefferson City, MO 65101

If you'd like to listen in to the meeting, access the complete recording at this [link](#). (5:29:11)

AGENDA

I. Call to Order 8:30am - Carol Hallquist vice-president, presiding. (Charlie Shields is “under the weather.”) This is the first meeting of the State Board of Education with Dr. Karla Eslinger present in the commissioner's seat..



II. Agenda for the August 6, 2024, Meeting of the State Board of Education

Motion carried: Yes: 7 ; No: 0

III. Minutes Minutes of the June 11, 2024, Meeting of the State Board of Education

Motion carried: Yes: 7 ; No: 0

IV. President's report Visual art on display is from DESE family and Kirkwood HS Art. The music heard is from All State Jazz Ensemble featured at the 2024 Missouri Music Educators Conference. Spotlight was from a [FOX 2 News report](#), 8-9-10 graders participating in building trade academy involving Clayco and CCI partnership.



Board Member Education-Related Activities

- **Bailey** - new granddaughter in PA. Cooperative conference kudos to the department. Mental Health Conference September 20.
- **Casey** - Strategic Plan launch in late June. Coffee with Victoria Watson (with Walton family) Also attended Regional Business Council (St. Louis), candidate for District 2 state senate, meeting with Jim Bollen with concerns. Compliments to DESE for last week's conference.
- **Ferrarini** - [brief bio](#) Summer exploring eastern Europe to HS teachers in Ukraine, Kosovo and Georgia. Diversity/Inclusion - let's bring the research to all parts of the world. Use of AI to increase teacher productivity.
- **Hallquist** - welcome new Commissioner.
- **Prater** - [brief bio](#) - Meetings with superintendents, former students, “Care to Learn” organization kicked off their work.



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- **Schrag**- Several strategic plan meetings were held prepping for the Springfield event on August 30. Cooperative Conference. Received thanks from several superintendents for the work of the State Board of Education. Successful kids - requires successful schools.
- **Westbrook-Hodge** - Positive response to Strategic Plan meetings from several community organizations. July 18 Regional Business Council to discuss deeper partnerships. Met with childcare advocates and discuss child care subsidies. Attended Cooperative Conference for School Administrators. Materials may be available.
- **Shields** - absent
- **Eslinger** - refreshing - morning meeting (instead of an evening meeting working towards great advancement across the state.

V. National Association of State Boards of Education - Casey Attended meeting for conference presentation. Plans to attend the October conference. Achievable outcomes for youth. Arlington VA pre-session. Participated in several calls within the learning series for State Boards of Education. Summary of strategic plans for all states spotlighted Missouri. They all continue to be focused on learning recovery post-pandemic. Focus on expanding early childhood.

VI Consent agenda - Motion to approve - Motion carried: Yes: 7 ; No: 0

- A. Consideration of Personnel Report
 - B. Consideration of Adoption of Personnel Policies
 - C. Consideration of Investment Transactions by Central Bank for Trust Funds
 - D. Fiscal Year 2024 Financial Summary
 - E. Agenda Items for Two Months in Advance of Current Meeting
-

VII Items for Discussion

F. Report on the Career and Technical Education (CTE) Advisory Council

Presenters: Travis Plume, Assistant Commissioner; Roger Barnes, Coordinator, Office of College and Career Readiness; R.J.Catizon, CTE Advisory Council Chair; and Jonathan Walker, CTE Advisory Council Vice Chair. Priority Areas in the Strategic Plan include:

1. Student achievement
2. Marketing, image, and partnership
3. Business and financial operations
4. Teacher Recruitment and Retention

Access the powerpoint slides which detail aspects of the strategic plan:

<https://dese.mo.gov/media/pdf/report-career-and-technical-education-cte-advisory-council>

Board member responses and additional info in [ADDENDUM](#):

- G. Report on the 2023-24 Missouri Program (MAP) Grade-Level and End-of- Course Preliminary Statewide Results in English Language Arts, Mathematics, Social Studies,

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and Science

Lisa Sireno, Assistant Commissioner, Office of Quality Schools; and Shaun Bates Curriculum and Assessment Coordinator. Results

An overview of the reasons for assessment were shared. Reasons for the existence of the MAP include accountability and compliance with state and federal mandates. (MSIP and ESEA) and to develop supports for students, teachers and local education agencies (LEAs). Overall 2024 reflected over 95% participation, results show small improvements and has reached or surpassed pre-pandemic levels in middle school math. Small declines were noted for 5th grade ELA, 8th gr. Science, and English I and II. [See addendum for charts shared.](#)

H. Update on the Child Care Subsidy Program

Presenter Pam Thomas - Assistant Commissioner - Office of Childhood.

Program Description

The purpose of the Child Care Subsidy Program is to help eligible families with the cost of child care.

- **Support low-income families with young children**
 - Families must meet income threshold of 150 percent of the federal poverty level
 - Parents must be looking for a job, holding a steady job, or attending school or training program
- **Increase access to quality, early learning programs**
 - Programs must meet health and safety requirements
 - Programs must support child development and ultimately prepare a child for kindergarten (school readiness)

Source: <https://dese.mo.gov/childhood/child-care-subsidy>

Fiscal Year 2025

The rate increase will utilize the funding for child care subsidy in FY25 (July 1, 2024 to June 30, 2025).

Age	Average Cost Per Child FY23	Average Cost Per Child FY24	Average Cost Per Child FY25
Infant/Toddler	\$10,920	\$13,520	\$20,540
Preschool	\$7,800	\$9,880	\$10,400
School Age	\$6,240	\$7,800	\$8,060

There are insufficient funds in FY 25 to implement the federal requirements to pay on authorized enrollment and to pay prospectively.

Source: <https://documents.house.mo.gov/billtracking/bills241/hlrbillspdf/2002S.05T.pdf>

With this rate increase, we could not implement the two federal agency requirements. We can apply for a waiver to allow Missouri until Sept. 2026 to meet those requirements. The current increases were able to be made with federal relief funds which will soon be unavailable. Additional funding will be required.

Additional information about the childcare payments and Childcare data system was shared. [View addendum](#) for more information.

I. Report on the Preliminary FY26 Budget Request

Presenters Kari Monsees, Deputy Commissioner and Pam Victor Chief Budget Officer

Pam Victor shared the overview of items on this report and the timeline of the budget process. It is aligned with the DESE Strategic plan. [See the full powerpoint presentation.](#)

*New decision items are italicized requiring a **supplemental budget request** to meet the needs of FY25 are italicized.*

An Asterisk (*) denotes those new decision items related to compliance with SB727.

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Early Learning

- [Child Care Subsidy](#)
- [Early Childhood Comprehensive Systems](#)
- [Home Visiting](#)
- [First Steps](#)
- [Early Childhood Special Education](#)



Literacy

- [Comprehensive Literacy State Development Federal Grant](#)
- [Elementary Literacy Program*](#)
- [Adult Education and Literacy](#)
- [Literacy Coaches](#)
- [LEAD-K Program](#)



Success Ready Students & Workforce Development

- [Federal grants appropriation authority](#)
- [Vocational Rehabilitation](#)
- [Collaborative Initiative for CBE and Innovative Assessment](#)
- [New federal grant opportunities](#)
- [Math Coaches](#)
- [High School Equivalency Exam Fees](#)



Educator Recruitment & Retention

- [Teacher Baseline Salary Grant Program*](#)
- [Teacher Recruitment and Retention Scholarship Program*](#)
- [Missouri Leadership Development System](#)
- [Missouri Teacher Development System](#)

Strategic Plan Foundational Areas

- [Foundation Formula Increase*](#)
- [Small Schools Grant*](#)
- [School Foods](#)
- [Transportation](#)
- [MO Healthy Schools](#)
- [Statewide Longitudinal Data System](#)
- [Disability Determinations](#)
- [Independent Living Centers](#)

Foundation Formula Increases: Student Adequacy Target: increased \$6,760 to \$7,145K per student.

\$100M increase to implement SB 727 total impact \$400M over five years.

MO Healthy Schools - \$183K, increase by \$65K.

VIII. Items for Action

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J. Consideration of Success-Ready Students Network (SRSN) School Innovation Waiver (Time Designation 10:00 a.m.) - Motion to approve - Motion carried: Yes: 7 ; No: 0

Presenters: Lisa Sireno, Superintendents from Liberty, Lebanon and Confluence Academy. Other honored guests: Charles Pearson, Matt Goodman, Pam Hedgpath, Mike Fulton, Webb City, Washington, Jennings

This presentation included a refresher on the innovation waiver in general, the receiving of reports from the existing cohort, and a recommendation of adding additional schools into the cohort.

[See addendum](#) for the current school districts participating in the 2023 cohort.

Approved 2023 SRSN School Innovation Waiver Plan	
Item Waived	Deliverables to Date
Replace the existing Missouri School Improvement Program (MSIP) 6 Annual Performance Report (APR) with an alternative APR. ¹	Initial and revised drafts of an alternative APR
Develop alternative measures of literacy and numeracy for students in grades 3-8. ¹	Initial draft plan for measuring on-track performance
Develop alternative measures of literacy and numeracy for students in high school. ¹	Initial draft plan for measuring academic readiness
Demonstrate student employability and postsecondary readiness through Market Value Assets. ¹	Specify additions/deletions to the existing MSIP 6 measures in the 2023-24 academic year
Implement Market Value Assets leading students to attain career readiness credentials. ¹	Define "Market Value Asset" and specify additions to the existing MSIP 6 measures in the 2023-24 academic year
Use SRSN-designated assessments in state accountability systems instead of the MAP Grade-Level and End-of-Course assessments. ²	NWEA MAP, i-Ready®, Evaluate®, Renaissance Star™, FastBridge, aimswebPlus administration
Hold classification status constant for member Local Education Agencies (LEAs). ³	N/A
Recommendation Conditions ¹Does not waive other accountability or reporting requirements, including those required by the federal government. ²Does not waive the federal requirement for administering Missouri Assessment Program (MAP) assessments, reporting MAP results, or other required accountability uses for MAP. Assessments must demonstrate alignment to the Missouri Learning Standards. ³Classification designations may be revisited based on items other than the MSIP6 APR.	

The department is recommending that the State Board approve the addition of the schools listed below to the next cohort of the SRSN.

Belton 124	Jennings	Taneyville R-II
Cassville R-IV	Kearney R-I	Washington
Ferguson-Florissant R-II	Kirkwood R-VII	Waynesville R-VI
Grandview C-4	Ladue	Webb City R-VII
Hazelwood	Park Hill	Maplewood Richmond-Heights
Jackson R-II	Sedalia 200	

The waiver includes the seven areas listed below.

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Items Requested to be Waived	Recommendation
Replace the existing Missouri School Improvement Program (MSIP) 6 Annual Performance Report (APR) with an alternative APR.	Recommended ¹
Develop alternative measures of literacy and numeracy for students in grades 3-8.	Recommended ¹
Develop alternative measures of literacy and numeracy for students in high school.	Recommended ¹
Demonstrate student employability and postsecondary readiness through Market Value Assets.	Recommended ¹
Implement Market Value Assets leading students to attain career readiness credentials.	Recommended ¹
Use SRSN-designated assessments in state accountability systems instead of the MAP Grade-Level and End-of-Course assessments.	Recommended ²
Hold classification status constant for member LEAs.	Recommended ³

Recommendation Conditions

¹Does not waive other accountability or reporting requirements, including those required by the federal government.²Does not waive the federal requirement for administering Missouri Assessment Program (MAP) assessments, reporting MAP results, or other required accountability uses for MAP. Assessments must demonstrate alignment to the Missouri Learning Standards.³Classification designations may be revisited based on items other than the MSIP6 APR.

To view the entire collection of powerpoint slides visit:

<https://dese.mo.gov/media/pdf/consideration-success-ready-students-network-srsn-schol-innovation-waiver-time>[See addendum](#) for board comments and additional info.

- K. Consideration of K-12 Missouri School Counseling Learning Standards (Time Designation 10:30 a.m.)** This agenda item is tabled until the next meeting when all members of the State Board of Education can be present..

E.D. Note: Orders of Rulemaking Item "L" - "P" Updated language, terminology and name office of college and career readiness and career centers. All were also approved through CTE, MACCE and MABAP organizations.

- L. Consideration of an Order of Rulemaking to Amend 5 CSR 20-200.180, Area (Vocational School Career Center) Career Center Service Regions**

Motion to approve - Motion carried: Yes: 7 ; No: 0

Travis Plume: No comments were received in the comment period.

- M. Consideration of an Order of Rulemaking to Amend 5 CSR 20-400.610, Certification Requirements for Initial Administrator Certification**

Motion to approve - Motion carried: Yes: 7 ; No: 0

Travis Plume: No comments were received in the comment period.

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N. Consideration of an Order of Rulemaking to Amend 5 CSR 20-400.650, Certification Requirements for Career Continuous Student Services Certificate

Motion to approve - Motion carried: Yes: 7 ; No: 0

Travis Plume: No comments were received in the comment period.

O. Consideration of an Order of Rulemaking to Amend 5 CSR 20-400.660, Certification Requirements for Career Education (Secondary) 7-12 Certificates

Motion to approve - Motion carried: Yes: 7 ; No: 0

Travis Plume: No comments were received in the comment period.

P. Consideration of an Order of Rulemaking to Amend 5 CSR 20-400.670, Certification Requirements for Career Education (Adult) Certificate

Motion to approve - Motion carried: Yes: 7 ; No: 0

Travis Plume: No comments were received in the comment period.

Q. Consideration of a Notice of Proposed Rulemaking to Amend 5 CSR 20-400.125, Actions of the State Board of Education Relating to Applications for Educator Certificates

Motion to approve to open for public comment. - Motion carried: Yes: 7 ; No: 0

Paul Katnik, presenting: Establishes procedures for people seeking a certificate, including those that may have committed a felony and crimes of moral turpitude.

Sarah Madden: Changes reorganization and clarification, and additions to our process to ensure we receive better information from the applicants. The clarification includes requirements for the involvement of issues related to the suspended imposition of sentence or expungement, particularly related to the expansion of the expungement process, with the changes in marijuana laws. Clarification of the number of letters of reference and from whom the letters should be received. Now, at least two of the letters from individuals who are not related to the applicant. Change in the review process.

Currently anyone who had been denied by this board, could reapply tomorrow. Under the proposed change to the rule, there is clarification for an individual who has been denied an application must wait 5 years before reapplication.

R. Consideration of an Order of Rulemaking to Amend 5 CSR 20-100.110, Programs for Gifted Children

Motion to approve - Motion carried: Yes: 7 ; No: 0

Lisa Sireno and Christine Nobbe, gifted education. No comments were received during the public comment period.

IX. Licensure

S. Consideration to Discipline the License Teach, Case # 24-003

Motion to approve - Motion carried: Yes: 0 ; No: 7

Motion to suspend teaching certificate for one year due to breach of contract.

(Documents reveal extenuating circumstances involving health and family crisis.)

Sarah Madden: Chief Counsel; Paul Katnik: Office of Educator Quality.

Discussion ensued: Paying damages to the district might be enough of a consequence with 49 years of teaching experience. There were extenuating circumstances since it

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was associated with a traumatic event. We’d like to deter others from doing this. Possible to modify the recommendation, for no further discipline and not suspend the certificate for an additional year. A roll call vote ensued. Motion was unanimously rejected. The Board concluded that the financial compensation already paid to the district was determined to be adequate under the circumstances.

T. Consideration of a Request for Issuance of a Missouri Substitute Certificate of License to Teach

Motion to approve - Motion carried: Yes: 7 ; No: 0

Motion to approve application as a substitute teacher, *(Documents reveal that in 2008, the applicant entered a (felony) guilty plea for delivering a controlled substance to a confidential informant.) Five letters of support and 17 years of positive work and school history.*

X. Closed Session Motion

XI. Adjournment 2:00pm

XII. Closed Session

*Respectfully submitted
Phyllis Pasley*

Scroll down for addendum and

August humor!

Viral image of a mom - Keisha Leighann Gardner - expressing joy on Facebook
- at the prospect of a return to school!



ADDENDUM

Biographies of new Members of the Board of Education:

Governor Michael L. Parson appointed two new members to the State Board of Education (State Board), Tawni Hunt Ferrarini, Ph.D. (St. Charles), and Thomas G. Prater, M.D. (Springfield). Dr. Ferrarini and Dr. Prater are now subject to confirmation by the Missouri Senate in the coming weeks. See the [full news release here](#).

Dr. Tawni Hunt Ferrarini (St. Charles)

Since August 2017, Dr. Ferrarini has served as the Robert W. Plaster Professor of Economic Education at Lindenwood University's Hammond Institute. She works with the College of Education and Human Services to create programs at Lindenwood to train educators on how to teach economics and financial literacy and improve economics education statewide. She also serves as a faculty scholar for the Fraser Institute (Canada), Council on Economic Education (Japan), and Mackinac Center for Public Policy (Michigan).

Dr. Ferrarini earned her bachelor's degree in mathematics from Southern Illinois University in Carbondale. She then went on to earn her master's and doctorate degrees in economics from Washington University in St. Louis.

*Dr. Ferrarini fills the seat of **Donald Claycomb** (Linn), who has served on the State Board of Education since August 2018. Claycomb's term expired in July 2021. He has been serving at the pleasure of the Governor until a replacement was named.*

Prater

Dr. Thomas G. Prater (Springfield) is certified by the American Board of Ophthalmology and specializes in LASIK and cataract surgery. He currently practices at Mattax-Neu-Prater Eye Center in Springfield and has practiced in the community since 1987. Dr. Prater served as President of the Springfield Public Schools Board of Education and President of the Community Foundation of the Ozarks. He has also served on the City Council of Springfield as well as the board of the Chamber of Commerce.

After earning his bachelor's degree in chemistry from Southern Methodist University in Dallas, Texas, Dr. Prater received his medical degree from the Washington University School of Medicine in St. Louis. He then served his residency in Ophthalmology at Barnes-Jewish Hospital.

*Dr. Prater fills the seat of **Peter F. Herschend** (Branson), who was first appointed to the State Board of Education in December 1991. He left the board in July 2017, but was reappointed in 2018. Herschend's term expired in July 2023. He has been serving at the pleasure of the Governor until a replacement was named.*

CTE Strategic Plan - from the Advisory Council**CTE Priority 1: Student Achievement**

Goal: Improve overall student achievement in CTE.			
Strategy	FY 25	FY 26	FY 27
Strategy.1 Increase the percentage of industry recognized credentials (IRCs) earned by CTE concentrators.	Increase by 10.5% over FY 24.	Increase by 1.5% over FY 25.	Increase by 4% over FY 26.
Strategy.2 Increase graduation rate of CTE concentrators.	Increase by .06% over FY 24.	Increase by .02% over FY 25.	Increase by .03% over FY 26.
Strategy.3 Increase the placement percentage of CTE graduates.	Increase by .1% over FY 24.	Increase by .1% over FY 25.	Increase by .1% over FY 26.
Strategy.4 Increase the percentage of graduates earning the CTE certificate.	Increase by 4% over actual CTE certificates earned in FY 24.	Increase by 3.33% over actual CTE certificates earned in FY 25.	Increase by 3.25% over actual CTE certificates earned in FY 26.
Strategy.5 Calculate and monitor the percentage of students completing a work-based learning (WBL) experience such as Registered Youth Apprenticeships (RYAs).	Develop a measurement for WBL within the Core Data system.	Initial reporting of WBL experiences within the DESE Missouri Comprehensive Data System (MCDS).	Establish growth goal based upon FY 26 data.

CTE Priority 2: Marketing, Image, and Partnership

Goal: Increase CTE enrollment, business and industry partnerships, and the perception of CTE with all stakeholders.			
Strategy	FY 25	FY 26	FY 27
Strategy.1 Increase CTE enrollment.	Continue to collect CTE enrollment from LEAs as reported for Perkins accountability.	Increase CTE enrollment by 1% over previous year as reported in the annual Missouri CTE Fact Sheet.	Increase CTE enrollment by 1% over previous year as reported in the annual Missouri CTE Fact Sheet.
Strategy.2 Increase the number of DESE CTE approved secondary programs compared to previous year.	Consider FY 24 data and increase DESE CTE secondary program approvals by 1% of the previous year.	Increase DESE CTE secondary program approvals by 1% from the previous year.	Increase DESE CTE secondary program approvals by 1% from the previous year.
Strategy.3 Increase CTE industry partnerships through collaborative events.	Develop a process for school districts to report CTE student WBL opportunity partnerships (internships, RYA, etc.).	LEAs submit in June to DESE the number of CTE partnerships resulting in student internships and RYA opportunities.	Increase CTE partnerships by 1%.
Strategy.4 Measure and communicate the CTE perception survey to internal and external stakeholders.	Conduct CTE Perception survey and analyze the results.	Develop an action plan to address the survey findings.	Conduct CTE Perception survey and analyze the results.

CTE Priority 3: Business and Financial Operations

Goal: Increase the amount of funding appropriated by the legislature based upon the most recent capital needs survey of area career centers, comprehensive high schools, and community colleges programs to better serve students by FY 2027.			
Strategy	FY 25	FY 26	FY 27
Strategy.1 Identify the annual amount of capital project needs as evidenced by the number of schools applying for grant funding.	Continue to provide information on the need for CTE program enhancements.	Seek input from CTE area career centers on the current state of building operating capacity and areas that need updating or repair.	Update annual capital construction survey.
Strategy.2 Increase the amount of funding for CTE capital projects.	Maintain current budget proposal of \$5.5 million survey awarded.	Increase funding request to \$25 million.	Increase funding request to \$25 million.
Strategy.3 Increase the amount of funding for CTE equipment.	Maintain current budget proposal of \$5.5 million (combined with capital projects budget).	Increase funding to request \$5 million.	Increase funding to request \$10 million.
Strategy.4 Calculate and demonstrate the return on investment (ROI) for CTE Programs.	Research, develop and deliver ROI formula.	Develop CTE ROI report for the dissemination of baseline data.	Present CTE ROI report annually to key agencies, General Assembly, and stakeholders.

CTE Priority 4: Teacher Recruitment and Retention

Goal: Increase the number of new CTE teachers remaining in the field at least five years by 2% annually.			
Strategy	FY 25	FY 26	FY 27
Strategy.1 Survey CTE administrators to identify barriers to staff employment and retention.	Create a draft survey.	Administer survey and analyze responses.	Present the findings to the entire CTE Advisory Committee and seek feedback for additional strategy implementation.
Strategy.2 Survey new CTE teachers to identify reasons for continuing and/or leaving the CTE teaching field.	Create a draft survey.	Administer survey and analyze responses.	Present the findings to the entire CTE Advisory Committee and seek feedback for additional strategy implementation.
Strategy.3 Survey CTE administrators biannually regarding needed changes to certification.	Present and implement recommendations to the State Board of Education.	Communicate survey results regarding needed changes to certification.	Present and implement recommendations to the State Board of Education.

Casey: Lauded work of the committee. Suggested that they look at the end goals and articulate that in the overarching goal. How does this plan compare to other states? **Response:** follows other state models especially in the process of teacher retention recruitment. **Query:** Program expansion update was great, queried the number of programs. **Response:** 94 new programs were added. Program statistics Ag, Businesses, Marketing, Health sciences. How many students enrolled across the state. “pro start” chef training. **Query:** Clarification: individual schools may apply for the new grant? **Response:** Applications coming soon. Due by Nov. 1. Max award \$400K with 25% district match. **Query:** Lauded alignment to DESE strategic plan. Finding ways to communicate about the value and opportunities that are available.

Schrag: Attracting CTE teachers to the profession. **Response:** Barriers exist. Teacher the value of giving back to students for only \$40K and give back their expertise. **Query:** I see that our work in the area of teacher salaries is not yet over. Correlated to workforce issues in healthcare.

Response: Credentialing/Staffing difficulties exist due to the disparity between industry earnings and teacher salary. **Response:** Every state had to lower their expected IRC attainment numbers. -

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IRC tests unavailable. The normal growth - projected through FY27. In the past year there was a five-year plan, now there will be No penalty unless there is “no growth at all.”

Westbrook-Hodge: Awesome plan. I can’t tell if the plan will meet the unmet demand. What’s our coverage gap? Help the board understand that aspect? Does this plan get us to 100% coverage?

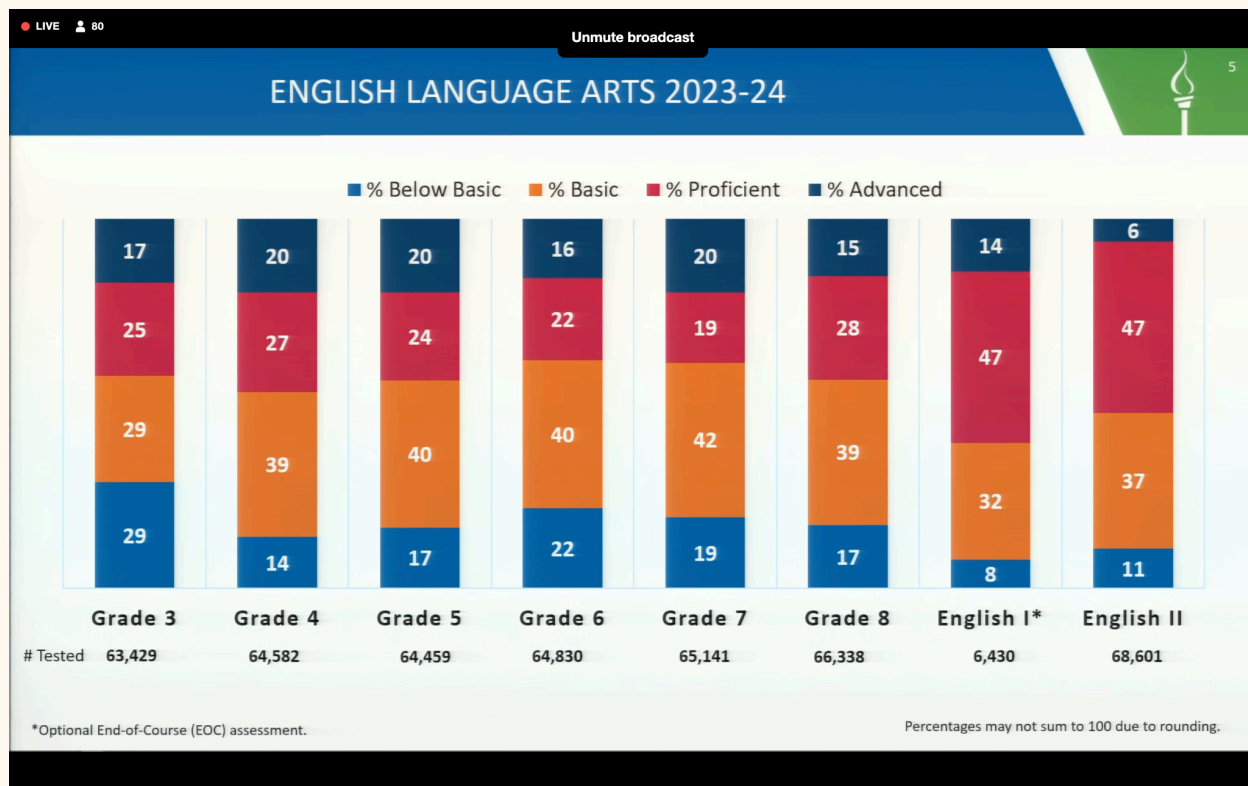
Response: I don’t know if we know that number. We can request it. How many students get turned away due to capacity issues? Limited access, rather than “deserts.” **PWH:** Measuring demand is important. **Response:** Career centers are being built. 51 Career Centers applied and 11 have received their reimbursement. Dec. 30, 2024 to have obligated grant funds; Dec. 30, 2026.

Ferrarini: I’m called to think about the vision and mission. Business industry engagement is critical. You are providing CTE graduates meet the qualified needs of the business and industry. Baseline measure of success. Business Time talent and treasure. Nurture the entrepreneurial aspects.

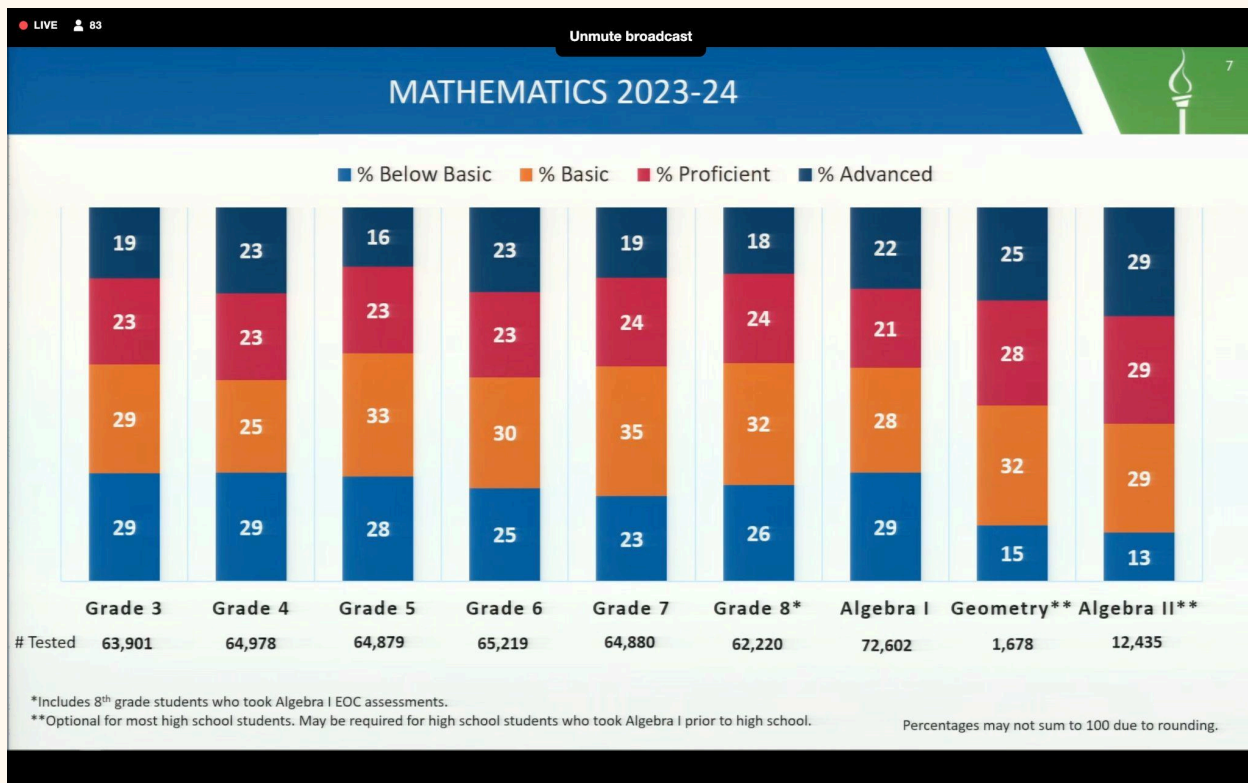
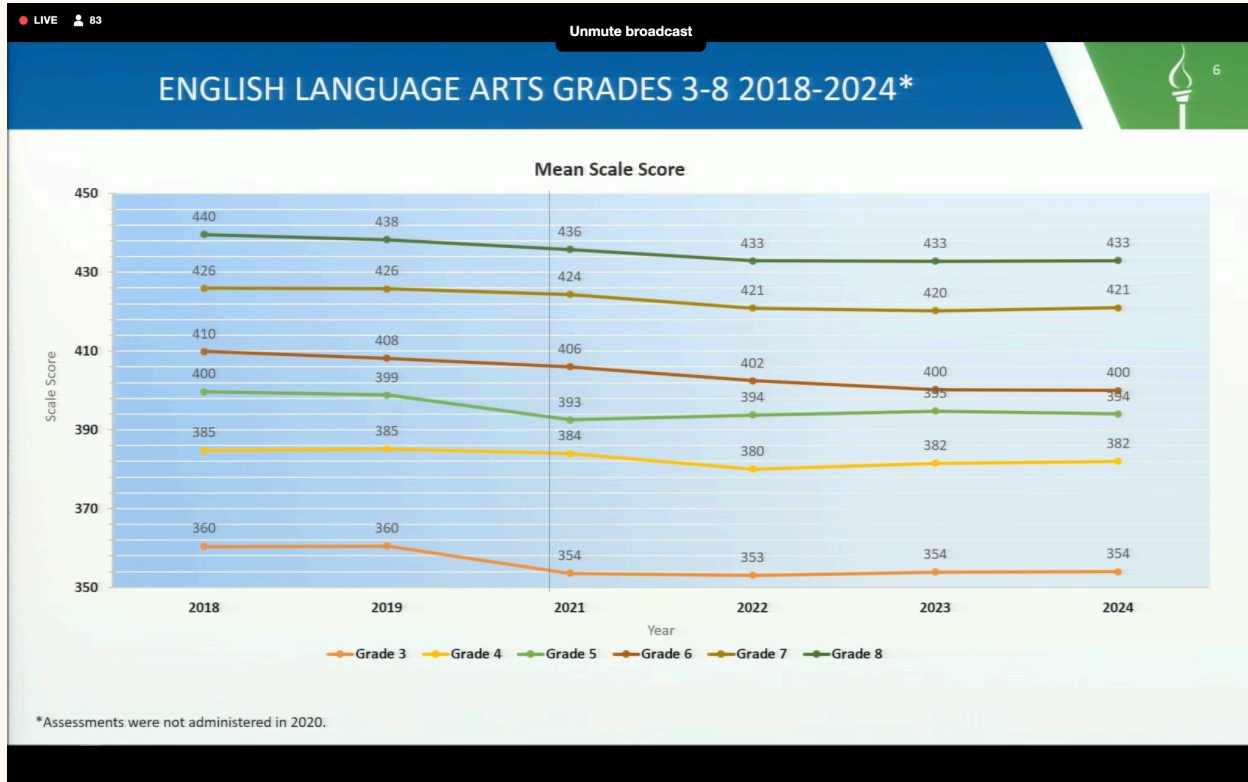
Hallquist: Lauded report. Wanted to highlight the successes. Salary increases are better, but more work is needed. Measuring gaps and industry success.

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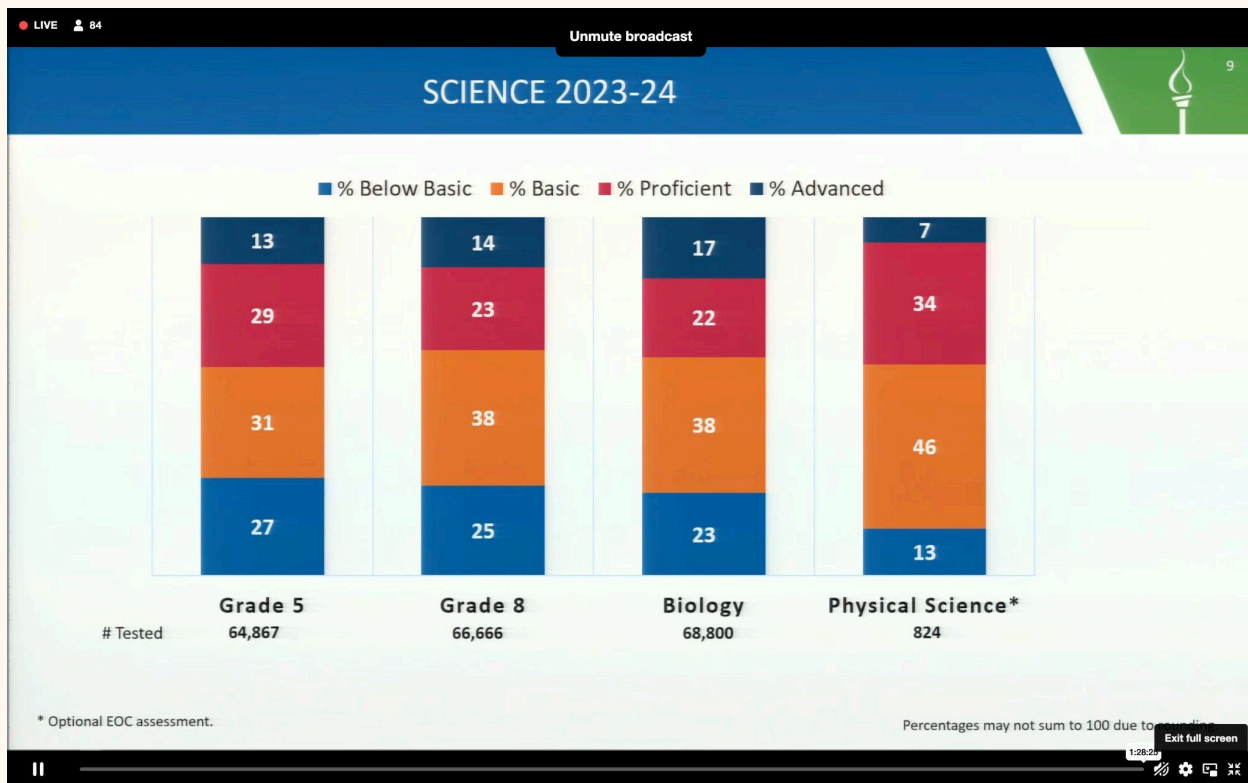
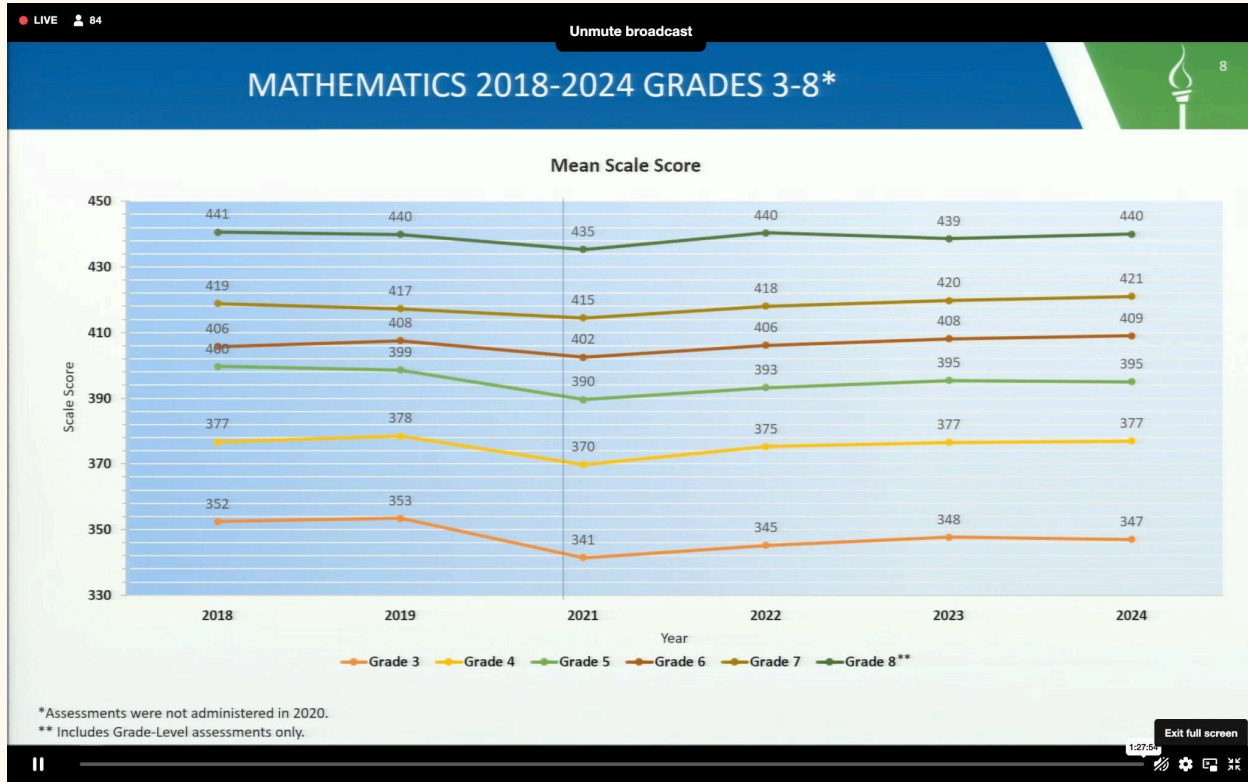
MAP PRELIMINARY DATA SHARED



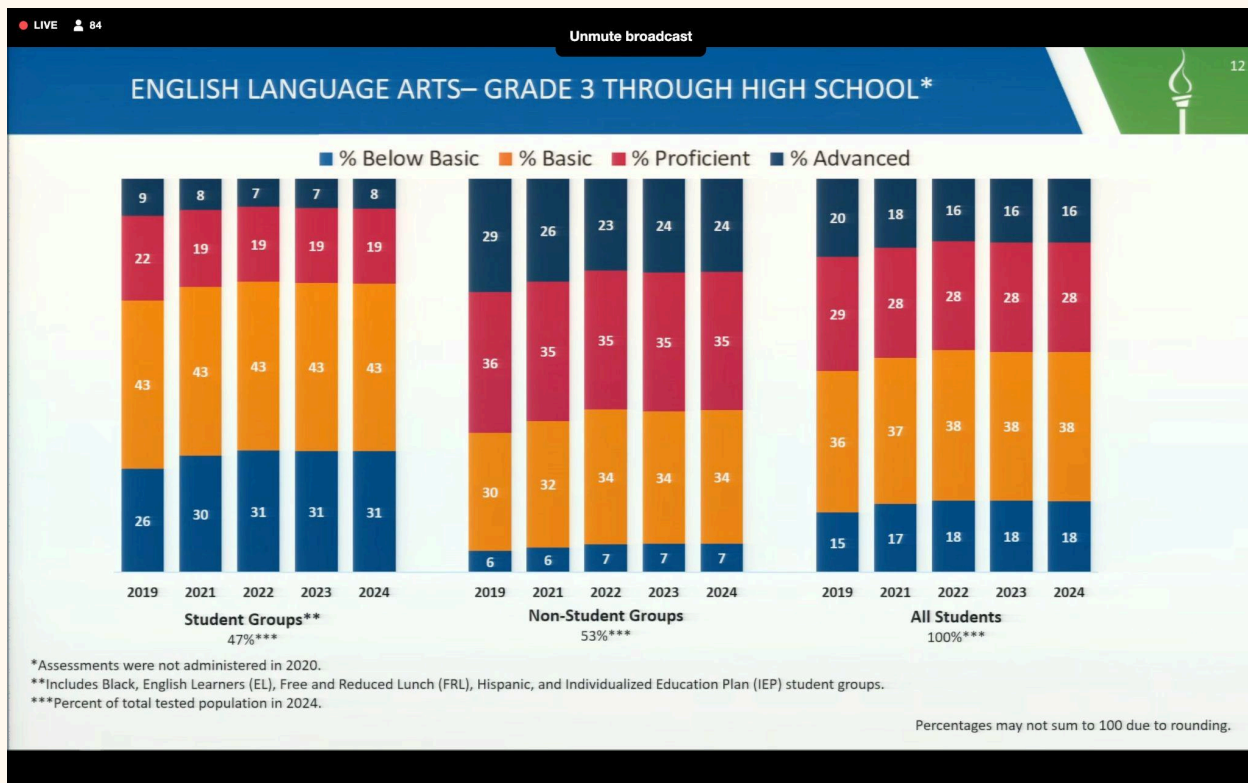
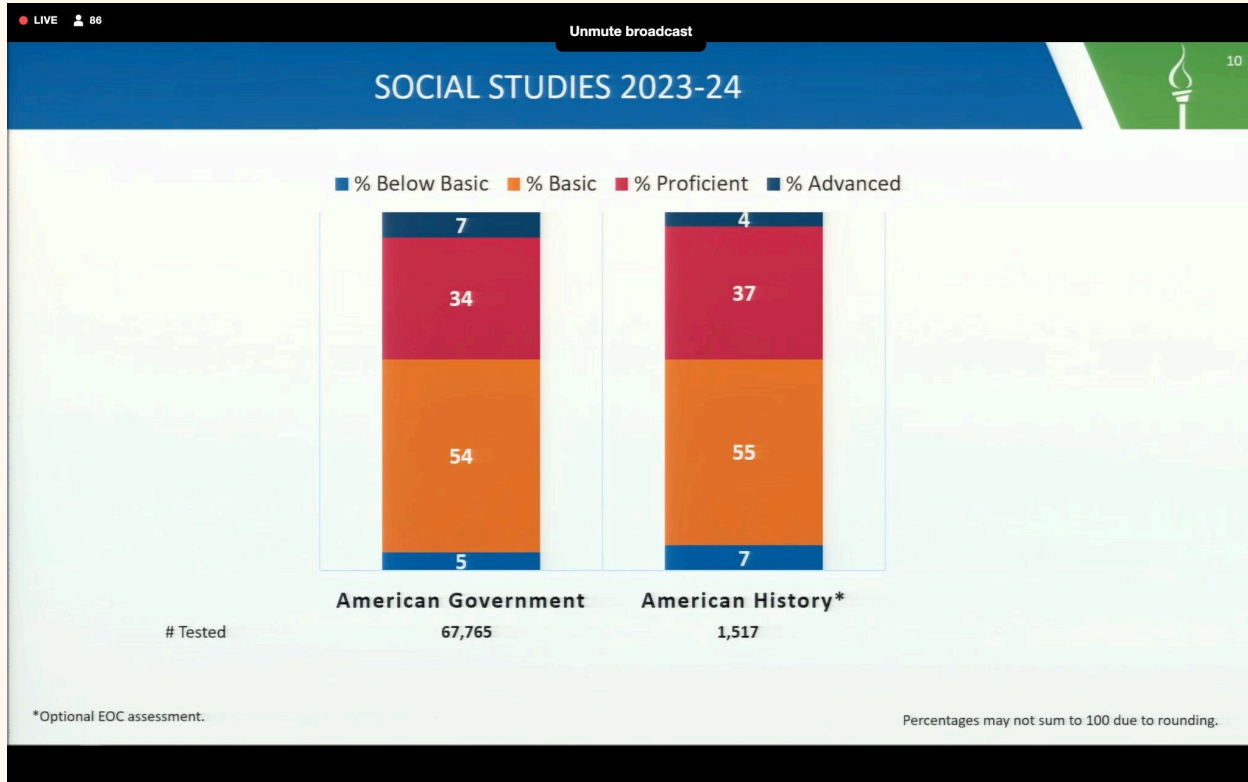
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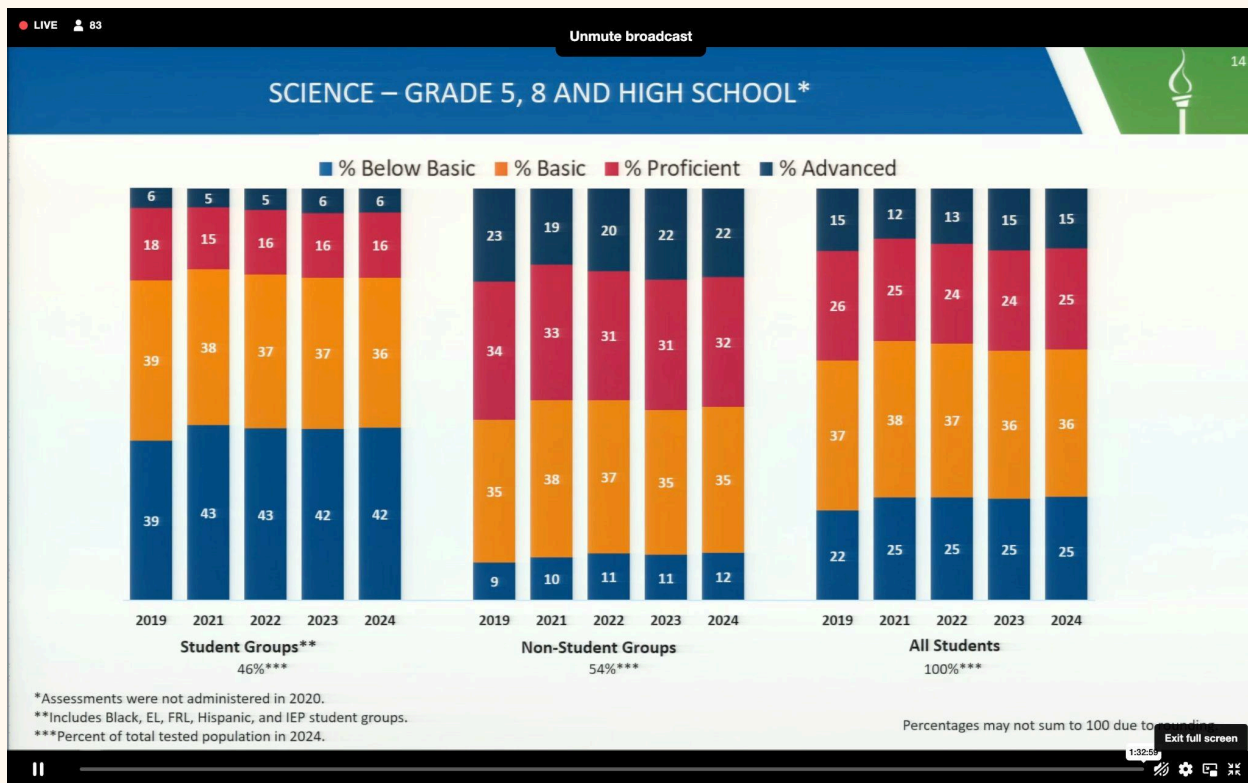
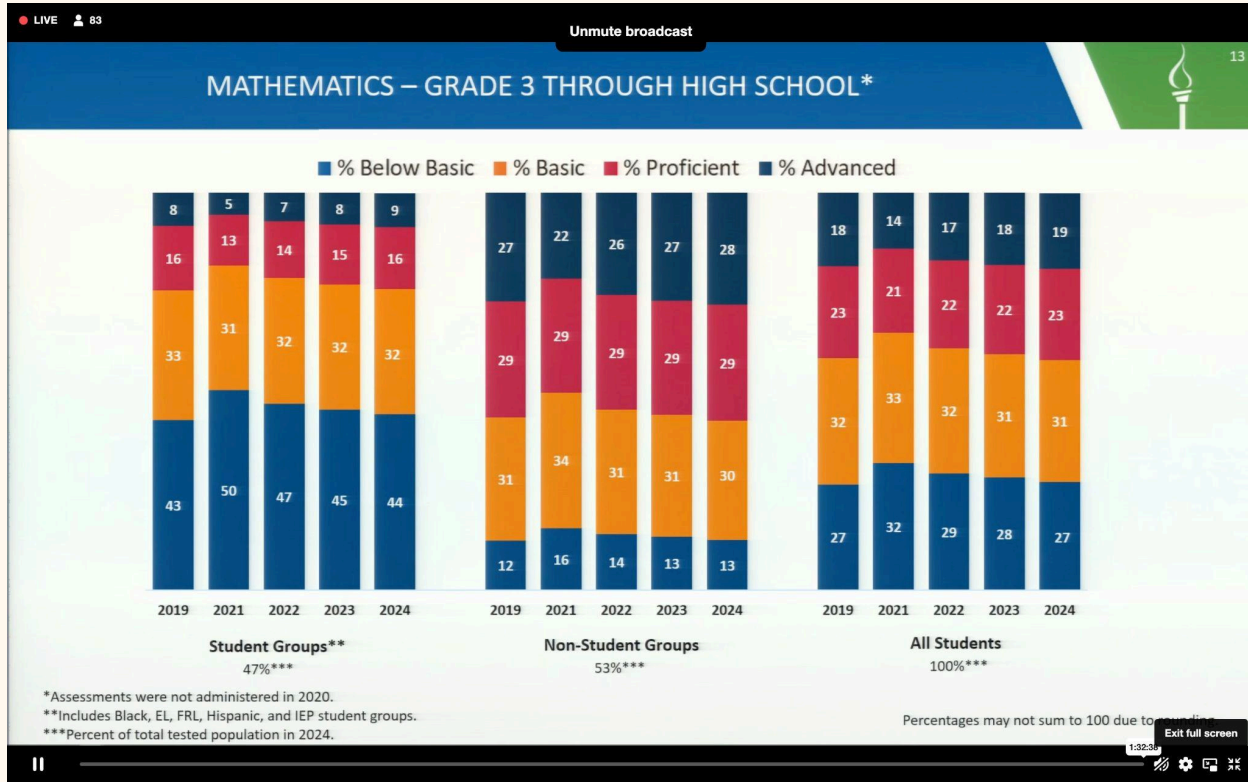
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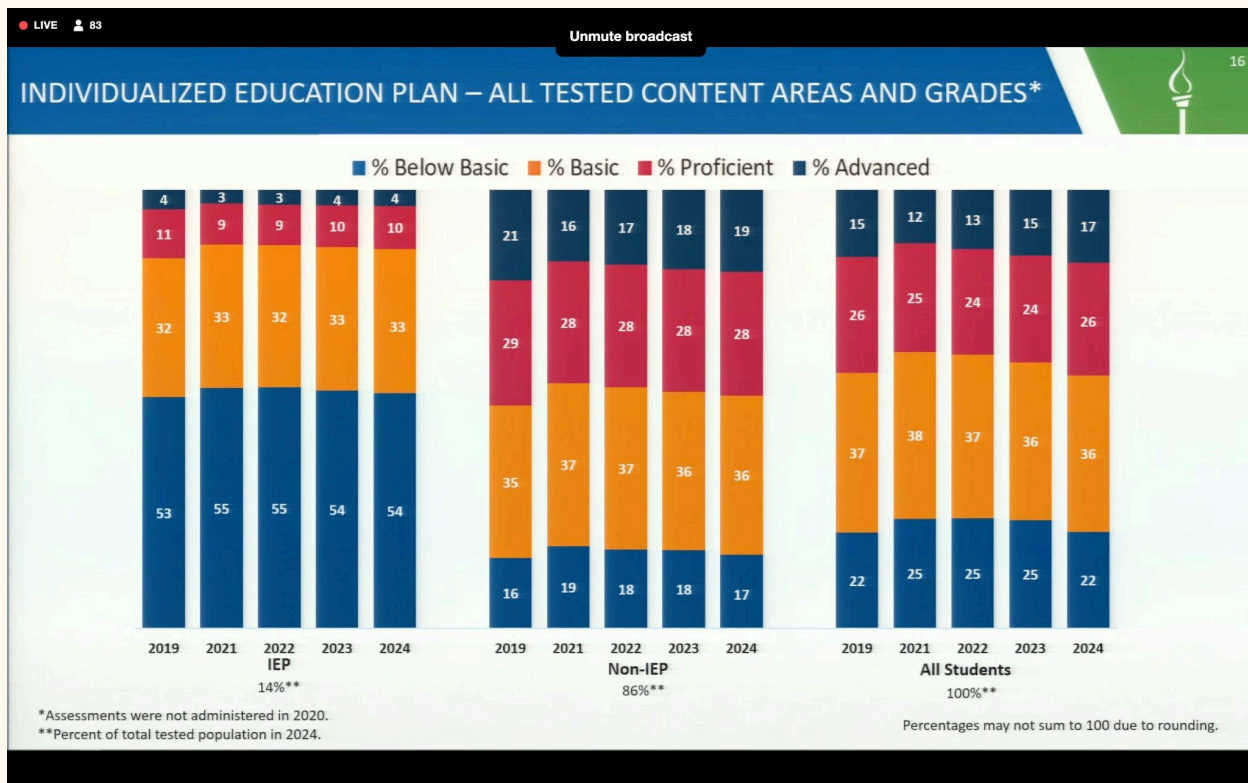
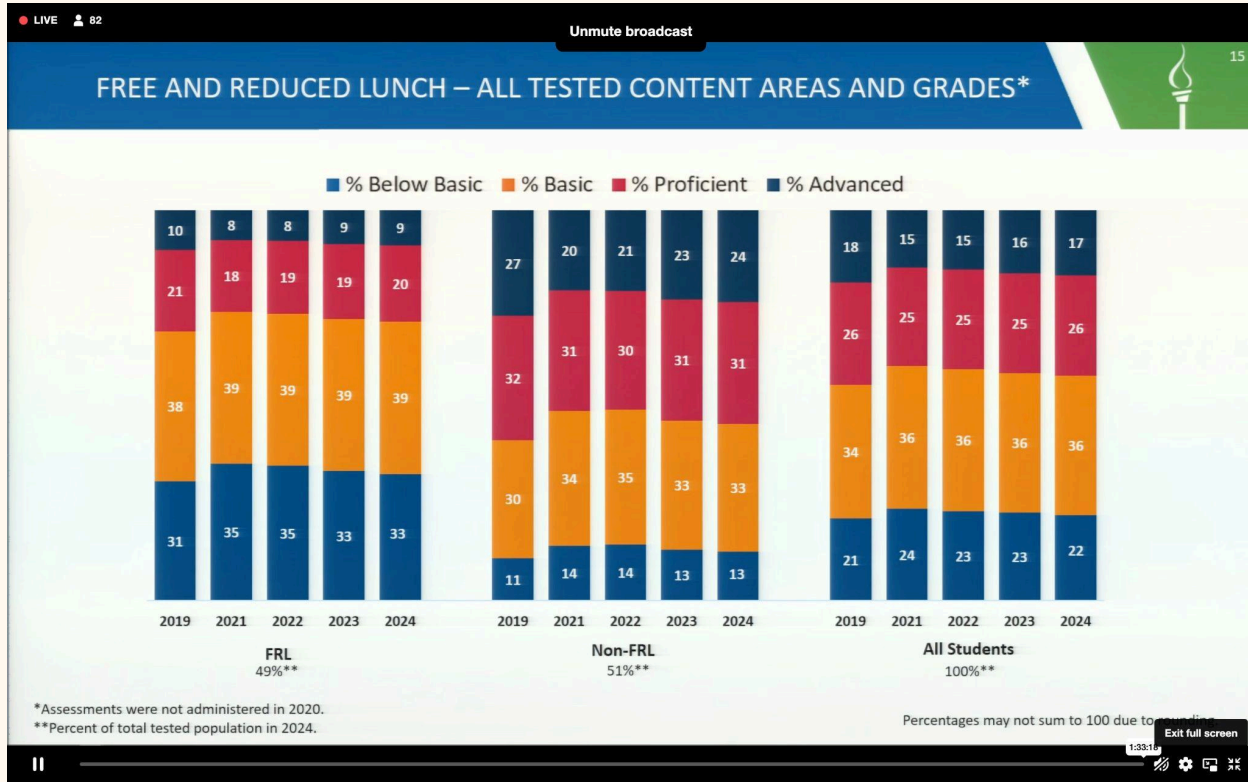
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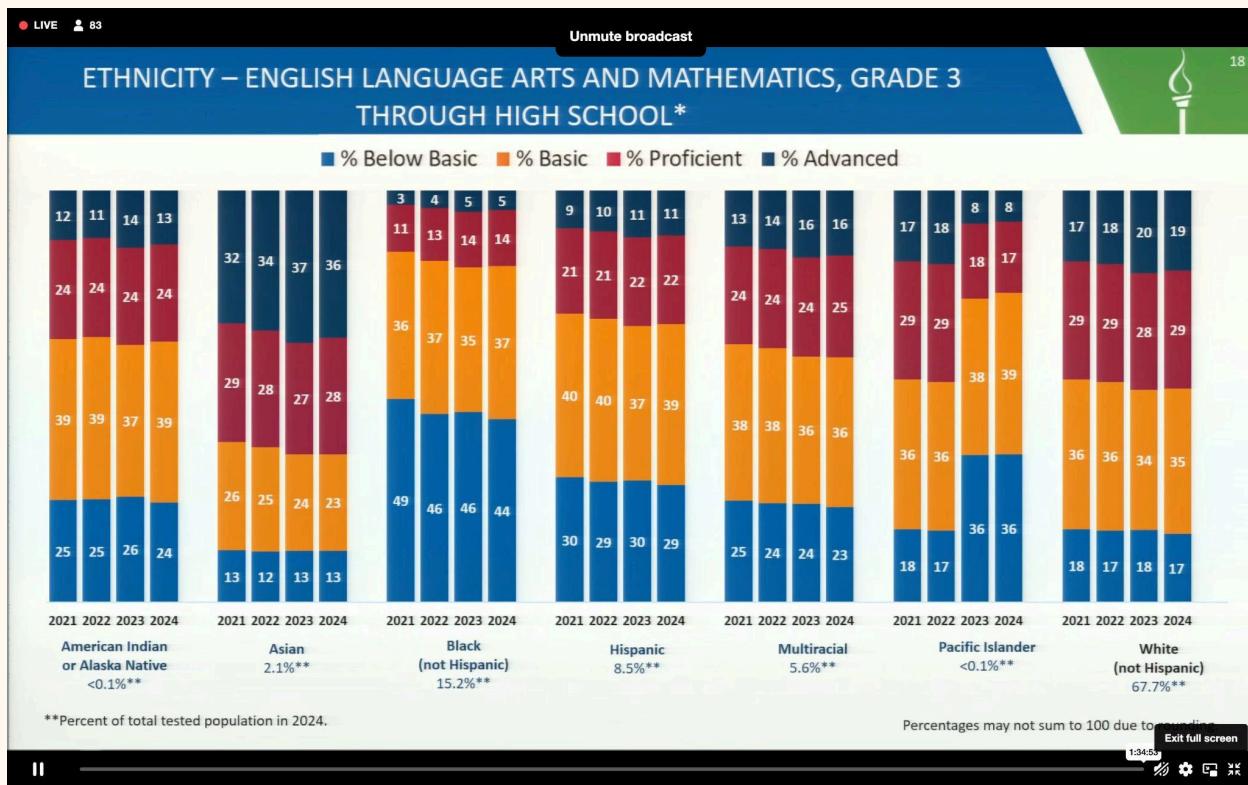
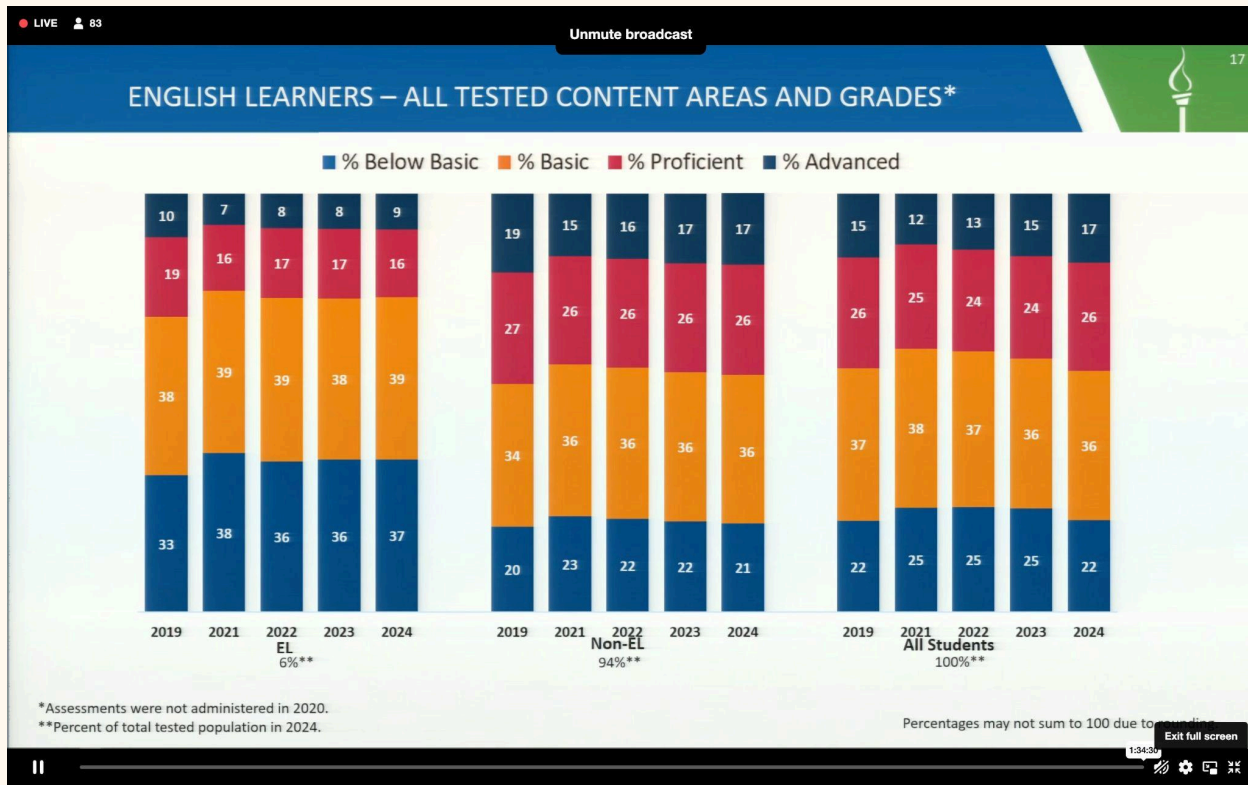
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LIVE 83
Unmute broadcast

DESE FOCUS


Missouri Read, Lead, Exceed
Evidence-based training for teachers, high quality instructional materials, literacy assessments, and Reading Success Plans (RSPs) for long-term success

Missouri Mathematics Initiative
Evidence-based training for teachers, emphasis on fluency and rigor, and elementary mathematics specialist scholarships

Competency-Based Education
Competency-Based Education Focus, collaboration with the Success-Ready Students Network, and legislative task force on competency-based education

Educator Recruitment and Retention
Intensive efforts to increase recruitment and retention through the implementation of DESE's strategic plan and the distribution of millions of dollars in grants to LEAs, educator preparation programs (EPPs) and community colleges

Safe and Healthy Schools
Statewide support including school safety grants, mental health grants, mental health first aid, and a focus on intra- and interpersonal skill development

Additional Research
Continued investigation into instructional time, enrollment, attendance patterns, and effective local responses

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BOARD COMMENTS

Westbrook Hodge: Report shows that this is fairly flat. **Response:** yes. **PWH:** Stabilization, would like to see growth. **Response:** We are hopeful. Great interventions take 5 good years. **PWH:** As we think about our existing pain points in our system, social media, mental health, historic structural barriers about how we resource schools. All interventions are great. Underlying structure funds education on property wealth.

Schrag: IEP results viewed, connected to her work as a physical therapist. The numbers are not what we want. About 20 years ago mainstreaming. We didn't increase support within the classroom. We no longer provide services in many OT, PT, Speech. Educational component. I look at what you're doing and I look at the number of students with IEP's has grown. Rural areas cannot provide all services. Other schools then pick up responsibilities.

Eslinger: I was anticipating a good dip in our achievement. Lower student attendance, less prepared teachers. Stable numbers, is a plus. I'm excited about what will happen when the LETRs involved students - will reach the 3rd grade level. We do have to address the structural inadequacies across our state.

Prater: If you dumb it down - measures the health of the system, not the individual student. Is the LEA healthy, is the state healthy? **Response:** We're looking at this data – validation of what you've done last year. Use this as a tool for improvement.

Casey: Thank you, This is a large lift to perform all of this data analysis. When do you expect the final results to be available. **Response:** The APR data will be finalized later in the fall. **KC:** Data did not get released last year until December. Too late. **Response:** Office of Administration coordination, we'll know from their IT dept within the next few weeks. **KC:** I shared a sense of deflation, want to see greater results. The Basic category is inclusive of those who can read. It is a wide range. Help us understand the breakdown within “Basic” students? Can we measure performance related to the

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implementation of initiative, and/or a correlation to attendance. **Response:** Suggestions heard.

Collecting and organizing information to provide more granular data may be possible. **KC:** Although we are interested in improvement in delivery of general data, We want to emphasize - Local ELA's received student-level test results on July 11 and many are already analyzing that data to determine how to best meet individual student needs.

Bailey: Lauded teachers for their enormous efforts to allow them to maintain scores despite polluted political waters, and issues related to climate and culture. Agree with other board members and the commissioner that the fact that scores remained stable is a positive indicator.

Schrag: Shared a comment about an acquaintance who was contemplating running for a seat as a State Representative, and asked how long the terms were and when the elections would be. *(E.D. supposition: Perhaps this was an allusion to eligible candidates for political office, like students, encompass a wide range of knowledge and experience.)* Also commented that “Basic” level is such a wide range - we don't know those who are teetering toward below basic. If people combine Basic and Below Basic - they said if those numbers are combined - it looks like the majority are “failing.” Doesn't cultivate trust and leads to misunderstanding. Finding new ways to discuss student performance that would accurately reflect student progress, may help.

Hallquist: Summarized the messages: Structural inadequacies - need to be addressed. IEP means that students miss out on the other instruction, Basic requires some elements of support, Students in the group called “Proficient” need fewer supports. 30% Basic jump to 80% basic with a focus on teacher morale/retention.

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SUCCESS READY SCHOOLS NETWORK UPDATE (SRSN)

Report from the 2023 cohort

Participating LEAs and Superintendents

Dr. Travis Bracht, Affton 101
Dr. Brad Swofford, Branson R-IV
Dr. Yolanda Cargile, Center
Dr. Candice Carter-Oliver, Confluence Academy
Brent Doolin, Fayette R-III
Dr. David Schmitz, Lebanon R-3
Dr. David Buck, Lee's Summit R-7
John French, Lewis County C-1
Dr. Jeremy Tucker, Liberty PSD 53
Dr. Tony Lake, Lindbergh

Jenny Ulrich, Lonedell R-XIV
Dr. Jeff Haug, Mehlville R-IX
Jim Davis, Neosho
Dr. Lori Wilson, Ozark R-VI
Dr. Keith Marty, Parkway C-2
Dr. Barry Nelson, Pattonville R-III
Dr. Mike Slagle, Raymore-Peculiar R-II
Dr. Chris Kilbride, Ritenour
Dr. Paul Taylor, Ste. Genevieve County R-II
Chris Conyac, Shell Knob District SD #78

SRSN Facilitators

Dr. Mike Fulton
Dr. Matt Goodman (Pattonville R-III)

Dr. Pam Hedgpeth

Dr. Charles Pearson
Dr. Jeremy Tucker (Liberty PSD 53)

2023 SRSN School Innovation Waiver

High School, College, Career and Workplace Ready

Growth-to-Mastery High School, College, Career, Workplace Readiness Performance Indicators

Space to **design research** informed learning systems

Practice operationalizing a **personalized competency-based mindset** to inform how time, structure and research-based instructional strategies can better meet students where they are and help them be life ready.

LEA and State Education Agency (SEA) policies support using a **personalized competency-based mindset** to ensure every student is life ready.

CSIP <-> Continuous Improvement Framework (CIF) <-> LEA and Building Evaluation <-> Accreditation

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<https://mail.google.com/mail/u/0/#inbox>

2023 SRSN School Innovation Waiver

SRSN and LEA Alternative APR Landing Pages

LEA Interactive Dashboard Filters: District, School(s), Grade Level, Lunch Status, LEPELL, IEP, ELL, Race/Ethnicity and Subject (ELA or Math)

Growth

Academic Readiness

Academic Readiness by Growth (Sample)

	Academic Readiness	
	Below Grade Level	Grade Level or Above
High Growth	8	67
Low Growth	12	13

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The network wishes to incorporate at least one “Market Value Asset” (or a ‘plus one’ experience) for each student. The term is defined below.

What is a Market Value Asset?

A Market Value Asset (MVA) is a cornerstone experience that prepares a student for future learning and employment. MVAs are authentic previews of the world of work or post secondary education. While the professional and academic worlds are ever changing, the outgrowths students develop when they work on authentic projects with real employers and mentors are durable enough to benefit them throughout their lives. MVA types include: Internships, Client Connected Projects, Youth Apprenticeships, Entrepreneurial Experiences, Dual or College Credit and Industry Recognized Credentials.

Board Comments:

Bailey -suggested viewing results from SRSN broken out - next year when the MAP data is revealed.

Casey- Expressed enthusiasm for these efforts. Wanting to know more about the alternative accountability pieces. **Response:** communications, assessment work groups are in process and work with Marzano research. **CK:** Requests for clarity in the accountability, and assurances that these cohorts will not decrease accountability. **Response:** it will actually be increasing additional accountability, finding ways to publish local data. If - in the future there are any changes which might exempt them from MAP testing, those groups will still meet (or exceed) the requirements for state and federal accountability.

Bailey: Supports this effort. Commended the people involved. Lauded the interim testing happening which differentiates learning and guides instruction.

Prater: Commended the efforts. The opportunity for sharing best practices is powerful.

Westbrook Hodge: The site visit to Ritenour revealed children were intimately familiar with their location on the journey and what they needed to succeed and reach the next level.

Eslinger: I've supported this work for many years. The summative piece at the state level. First visit to the doctor. Student agency of owning their learning is analogous to the Health, nutrition exercise. This work is where the students, teachers, family community have ownership.

Bailey: Sharing data is requested.

Hallquist: positive comments.

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Childcare Subsidy information

Pam Thomas: It is not fully operational but improves and the state “salesforce” The vendor has allocated additional resources. Vacancies are being filled so the state team will be fully staffed.

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Payments being made to providers. Payment calculator has been corrected. Backlog to be cleared. A vendor will engage two teams to help clean that up. Attendance information issues should be resolved by the end of the month. Our backlog in authorizing applications. We’re contracting with another team to help process the backlog. We expect it will take 45 days to clear the backlog and begin working current cases. We’ve internally cross-trained our team to allow for the workforce flexibility to assist where needed. Three-four weeks. No vacations and illnesses. And a vendor getting the system operational.

Westbrook-Hodge: I am mindful of the providers listening and the press coverage we’ve received. I want to make sure the folks who are listening feel that we have empathy for what they are going through. Is that a backlog of the family applications or provider payments? The providers who are highly dependent upon these subsidies are at risk. They don’t have the margin to tolerate our issues. What is our response so they don’t have to close their doors? How intimately are we attuned to the systemic issues? Do we know where the breakdowns are in the information flow? Do we have resources and staffing to solve them?

Response: Vendor deep interest engaged May 1st. For 4 months - we looked at the systems and provided data for diagnostics. Three vendors involved in the attendance and system. The Commissioner has been instrumental in forming a “war room” bringing all the players together. Progress is being noted. Vendor and call centers received “tickets” every day to solve some of the issues related to individuals and system-wide. All involved in the frustrated and exhausted working around the clock to solve this within the next month and get back on track.

Eslinger: If there is a provider “on fire” has pulled it aside and tried to solve it. All departments have been involved. We should have addressed it this way 3 months ago. To the providers listening, who are caring for our vulnerable children. We hear you. We’re doing everything we can to address this. Keep working on this.

Westbrook-Hodge: from my experience in the field - We need to have project managers with a skill set to see something like this to fulfillment. It is not fair to someone like Pam Thomas to have success.

Casey: Expressed empathy for the frustration, exhaustion, and heartache. Customer service is an important part of this. Examine where we are meeting the needs of our customers. They need to know that we own this and we have their back. We understand the technical aspects, but we understand the true struggle they are going through. **Response:** Call center and ticketing system. Two weeks ago is the first time the vendor took on those tasks. Average hold time 18 minutes - prior to the cloud strike - maximum hold time 1.5 hours. I’m on hold 3-4 hours. We’ve added more staff to the call center. There’s always been a challenge processing applications and timely payments. We want to create a new narrative that speaks well to the customer service, and where things are stuck. We are committed as a department and with our vendors - is to get it done as quickly as we can. **KC:** Recommend following up with struggling customers - we should have representation from the community. That we hear from them. We need to reach out and know that we’re making a difference.

Response: Agreed.

Bailey: We recognize your department was a huge undertaking. You have worked your “hiney” off to make that happen. Systemically, anytime there is a change - transitions and

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technology - and those have merged to make it a huge “cluster.” Some of this is an unfortunate collision and I appreciate your efforts to try to clean it all up.

Westbrook Hodge: LEA provided early childhood was represented - but no private early childhood were present. All these funding streams available to everyone? Convening early childhood would be helpful for education, healing and relationship building.

Casey: What are we doing about the culture of the team - to understand the private providers.

Annual Conference of the Young Years: 1800 attended last year, celebrated our 50th anniversary, comparable to the Cooperative Conference.

Monsees: Key vacancies have led Pam Thomas to invest significant energy into the challenges posed.

Hallquist: Shared a correlation when the flowers website for Hallmark went “down” on Valentine’s Day. Thanked Pam for the tremendous effort. **Response:** I might have reconsidered this assignment if I’d known I had to also be a Project Manager for a multi-million dollar data system. But as a leader, you pick up the pieces and try to put them together until you get them finished.

Eslinger: There’s always a silver lining. The opportunities that we have that provide real time data, connecting K-12 with early childhood. We know Young years are the most vital for learning, and Pam Thomas was commended for her extraordinary leadership.

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END