THE hunt institute

2019 MISSOURI LEGISLATORS RETREAT

KEY TAKEAWAYS

THANK YOU!

The Hunt Institute is here to serve as a resource for you. The key takeaways in this document are meant to be a tool during the upcoming legislative session. We realize there are many other questions that need to be answered, and The Hunt Institute team is here to support you in finding the information that is most valuable to you and your constituents.

Thank you again for your support in making the Missouri Legislators Retreat a success. We appreciated your engagement and thoughtfulness during the Retreat and know that all of you will continue to serve as a champion for Missouri's students. For questions or further support, please don't hesitate to contact me at **jsiddiqi@hunt-institute.org**.

Sincerely,

Javaid Siddiqi, Ph.D.
President & CEO
The Hunt Institute

EQUITY BEGINS EARLY: ADVANCING PRENATAL TO AGE THREE POLICIES

In April 2019, Missouri received a grant from the National Governors Association (NGA) to develop and implement policies to integrate and advance prenatal to age three education. This session featured representatives from the Department of Elementary & Secondary Education and the Governor's Office to discuss the importance of advancing these policies, the work that has been done already, and what the goals of this work ultimately are.

RESOURCE EXPERTS:
- ⊠ **Jo Anne Ralston**, Coordinator of Early Learning Services, Department of Elementary & Secondary Education
- ⊠ **John Shikles**, Policy Counsel, Office of Governor Mike Parson

MODERATOR:
- ⊠ **Erin Brower**, Government & Community Affairs Director, Hallmark Cards

KEY TAKEAWAYS:
- The Preschool Development Birth through Five Grant (PDG B-5) was awarded to Missouri through a competitive grant process. It allows Missouri the opportunity to engage in a needs assessment process to identify strengths and gaps in Missouri's existing B-5 childcare system. The next round of funding for PDG B-5 will be awarded in December.
- The grant is being used to fund Stronger Together Missouri (STMO), which focuses on strengthening the following areas:
  - Parental Knowledge;
  - Quality;
  - Sharing Best Practices; and
  - Effectiveness and Efficacy.
- Currently, 104 of Missouri's 115 counties are defined as childcare deserts, especially for infants and toddlers. Additionally, there are places in the state where there is plenty of childcare available but not all families know that, or maybe it's not the quality they're looking for or the hours they need.
- Due to new science around early childhood brain development, it's becoming clear that in order to have a healthy workforce, which is one of Governor Parson's top priorities, we need to invest in early childhood development.
- The National Governor's Association provided Missouri a $25,000 grant for technical assistance in implementing high-quality early childhood systems, including program alignment, collecting data, and program quality.
- Currently, Missouri spends $27 million each year on kindergarten repeats—if more is invested early to prevent these repeats, we immediately open up dollars for other critical services.

ACTION ITEMS FOR LEGISLATORS:
- Explore legislation for more effectively coordinating early childhood learning programs across agencies and organizations.
- Consider legislation to address the childcare deserts across the state.
- Consider commissioning a study to examine how to engage parents more meaningfully in their children's early development.
- Consider creating an early childhood caucus within the legislature.

KEY RESOURCES:
- **Missouri DESE | Preschool Development Grant B-5** provides information on Missouri's PDG B-5 needs assessment process.

- **Parents as Teachers** is a national network, born in Missouri, that works to build strong communities and families by working with parents to prepare them to be high-quality and engaged educators in their homes.

- **The Child Care Deserts database** breaks down the areas of the country that qualify as childcare deserts.

INNOVATIVE APPROACHES FOR EQUITABLE SCHOOL DISCIPLINE

School discipline trends have been shown to be inequitable nationwide, and evidence suggests that excessive discipline has a negative impact on students' future outcomes. This session discussed the data around these trends and the underlying causes, as well as best practices for more equitable school discipline policies.

RESOURCE EXPERTS:
- ✉ **Dr. Lora Hodges**, Executive Director, Center for Responsive Schools
- ✉ **Dr. Nanci Johnson**, Statewide Director, Missouri Schoolwide Positive Behavior Support

MODERATOR:
- ✉ **Dr. Justin Perry**, Dean, University of Missouri - Kansas City School of Education

KEY TAKEAWAYS:
- The groundwork for effective discipline practices has emerged to efficiently manage students' behavioral issues. Three models are Responsive Classroom, Positive Behavioral Interventions & Supports (PBIS), and Restorative Justice.
- Responsive Classroom is a method of teaching that emphasizes social, emotional, and academic growth that raises teachers' instructional quality.
- PBIS focuses on prevention, not punishment, by teaching kids about behavior as any other subject would be taught. It has the core belief that every child can learn proper behavior but can only meet behavioral expectations if they know what those expectations are.
- Restorative Justice works to repair harm through inclusive processes that engage all stakeholders by bringing students together to talk, ask questions, and air grievances.
- Minority students continue to experience discrimination in schools through inequitable school discipline practices. In the United States during the 2013-14 school year, 14 percent of Black students received at least one out-of-school suspension, as compared to 3 percent of white students. The pattern followed in Missouri the same school year, as 17 percent of Black students received an out-of-school suspension, compared to 4 percent of white students.
- Inequitable and improper discipline practices only worsen students' wellbeing, as students who are excluded from the classroom miss out on crucial learning time and therefore are more likely to repeat their behaviors and fail to engage in their learning.

ACTION ITEMS FOR LEGISLATORS:
- Consider legislation for the examination and regulation of school discipline practices.
- Encourage partnerships with national, regional, and state partners that work to implement equitable discipline practices with fidelity throughout the state.
- Consider increasing opportunities for teachers and school and district leaders to engage in professional development that enforces equitable school discipline.

REPORTS & PUBLICATIONS:
- **Innovative Approaches for Equitable School Discipline**, compiled by the PRiME Center at St. Louis University for the purposes of the Missouri Legislators Retreat, outlines trends in school discipline practices in Missouri using publicly available DESE data and data from the Office of Civil Rights.
- The **Education Research Alliance technical report on Disparities in Student Discipline by Race and Family Income** discusses a study to explore inequitable treatment in schools based upon three approaches: differences within classrooms across the state, utilization of regression models, and analyzing punishments for fights based on demographics.
- The **Responsive Classroom**, **Positive Behavioral Interventions & Supports**, and **Restorative Justice** websites discuss new approaches to classroom discipline and the benefits students can gain when these methods are put into practice.

FLEXIBILITY, DATA, AND ACCOUNTABILITY

More schools and districts are exploring innovative and flexible school designs that respond more effectively to their students' individual needs. Simultaneously, there is a nationwide movement for more comprehensive data and accountability systems. What are ways accountability systems can hold schools and districts to high standards while still allowing schools to explore flexible and innovative structures?

RESOURCE EXPERTS:
- ✉ **Dr. Curtis Cain**, Superintendent, Wentzville R-IV School District
- ✉ **Laura Jimenez**, Director of Standards & Accountability, Center for American Progress

MODERATOR:
- ✉ **Linda Rallo**, Vice President, Aligned

KEY TAKEAWAYS:
- As schools are being asked to take on more and more, they're not always adequately prepared or resourced to implement all of those demands. Instead, we need to think more realistically about how to approach schools holistically.
- It's also crucial to keep schools and districts up-to-date on technology. Students today are digital natives, and in order to meet them at their level, teachers must be prepared to teach them using technology.
- Systems operate in the way they were created to operate. To redesign schools, there must be a clear goal for what students should receive from their education. From there, local districts and schools, with support from DESE, can determine what would need to happen to rebuild the system based on those goals.
- In regard to data, we must identify exactly what Missouri is trying to measure, how that ties to Missouri's education goals, and what information needs to be collected for those measurements. Data is a crucial tool in determining where the system currently stands and what needs to be done to improve, but the data being collected must be aligned with Missouri's needs for both action and accountability.

ACTION ITEMS FOR LEGISLATORS:
- Work with state stakeholders to identify what Missouri is trying to measure and what information needs to be collected for these measurements.
- Develop and implement a plan to support schools and districts in understanding what flexibility they have and the potential incentives available.
- Encourage engagement among local districts and their stakeholders, such as students, parents, civic groups, business partners, and institutions of higher education to inform what this ideal system would look like.
- Work with state stakeholders to build out accountability standards for project-based learning, internships, and other innovative programs to ensure that these programs are adequately preparing students.

REPORTS & PUBLICATIONS:
- **MOSAIC Elementary School** is a lottery-based elementary school in the Mehlville School District that has embraced personalized learning.
- **Summit Technology Academy,** in the Lee's Summit district, is a shared campus for junior and senior high school students to spend a half day away from their typical campus to prepare themselves for college or the workforce.
- **Center for Advanced Professional Studies (CAPS)** is a national network with 10 affiliates in Missouri. CAPS partners with local businesses and organizations to place students in professional learning experiences tailored to their individual interests.
- **Battle High School** in the Columbia School District offers the "Geometry in Construction" course, which gives an example of rethinking student curriculum and performance measurement in a way that better prepares students for the future workforce.

TEACHER RECRUITMENT & RETENTION IN HARD-TO-STAFF SCHOOLS

This session discussed some of the best practices in Missouri and nationwide for teacher recruitment and retention, particularly in difficult-to-staff urban and rural schools. This session compared some of the differences and similarities regarding staffing between these two environments and how to share lessons and resources to lead to a stronger teacher workforce for all.

RESOURCE EXPERTS:
- ✉ **Dr. Tequilla Brownie**, Senior Vice President, TNTP
- ✉ **Dr. Julie Leeth**, Rural Schools & Education Liaison, Community Foundation of the Ozarks

MODERATOR:
- ✉ **Dr. Charles Pearson**, Superintendent, Normandy Schools Collaborative

KEY TAKEAWAYS:
- The number one in-school factor influencing student performance is a high-quality teacher.
- Missouri currently has a teacher shortage—in 2017-18, 5 percent of teaching positions were either filled by unqualified candidates or vacant, typically in the schools of highest need.
- Teacher retention is an increasingly severe issue in Missouri. Only 60.5 percent of teachers who entered Missouri's workforce during the 2014-15 school year were still in the classroom after three years, and only 34.6 percent after five years.
- Programs such as the Ozarks Teacher Corps are working to recruit high-quality candidates into teaching positions in rural schools.
- Teachers leave the classroom for a number of reasons. While compensation is a significant concern, other concerns include school leadership and climate, community factors, and insufficient preparation.

ACTION ITEMS FOR LEGISLATORS:
- Encourage Grow-Your-Own Programs that recruit high school students and paraprofessionals to earn teacher credentials and return to teach in their own communities.
- Consider legislation that requires teacher preparation programs to report out publicly and transparently the quality of the teacher's they're producing.
- Work with DESE to examine licensure processes to hold higher education teacher preparation programs to high standards.
- Develop systems that work to recruit the best teachers to stay in the classroom and encourage low-performing teachers to leave the classroom.

KEY RESOURCES:
- The Missouri Department of Elementary & Secondary Education's report, **Recruitment and Retention of Teachers in Missouri Public Schools**, reviews the demographics, age and experience, and retention and attrition data of the teacher workforce in Missouri.
- Education Commission of the States policy team analyzed teacher shortages and potential solutions in their reports, **Teacher Shortages: What We Know** and **Targeted Teacher Recruitment**.
- The Missouri Department of Elementary & Secondary Education produced the **Teacher Shortage Report 2019-20** to identify trends in teacher shortages by content area, including unqualified teachers, from the Missouri Student Information System and the Department of Elementary & Secondary Education's Educator Certification System.
- **The Ozarks Teachers Corps** recruits teaching candidates into the profession and supports them financially under the condition that they will teach in a rural school upon earning their teaching licensure.
- **The Opportunity Myth**, published by TNTP, outlines findings that show that teachers are not adequately preparing students for what is waiting for them after graduation due in large part to low teacher expectations.

PROFESSIONAL PERSPECTIVES: RECRUITING TOP TALENT IN HARD-TO-STAFF SCHOOLS

Following up on the previous session, legislators sat down with superintendents and principals from urban and rural schools to discuss their experiences recruiting and retaining high-quality teachers.

RESOURCE EXPERTS:

- ✉ **Dr. Mark Bedell**, Superintendent, Kansas City Public Schools
- ✉ **Dr. Jimmie Bullard**, Principal, Longfellow Elementary School, Kansas City Public Schools

- ✉ **Phillip Boyd**, Assistant Superintendent for Human Resource Services, Ferguson-Florissant School District
- ✉ **Dr. Jill Loyet**, Principal, Bermuda Primary School, Ferguson-Florissant School District

- ✉ **Matt Davis**, Superintendent, Eldon R-I School District
- ✉ **Kris Harwood**, Principal, Eldon High School, Eldon R-I School District

- ✉ **Caysie Turner**, Principal, Crane Junior/Senior High School, Crane R-III School District

- ✉ **Dr. Charles Pearson**, Superintendent, Normandy Schools Collaborative
- ✉ **Pablo Flinn, Principal**, Normandy High School, Normandy Schools Collaborative

MODERATOR:

- ✉ **Patrick Sims**, Director of Policy & Research, The Hunt Institute

KEY TAKEAWAYS:

- Teacher compensation is a major barrier for superintendents in recruiting teachers. With local differences in teacher salary, teachers can earn a significant amount more district-by-district, which can make it difficult for districts with a smaller local tax base to recruit and retain teachers.

- Curriculum development at the state level would be a significant step in supporting teachers and making their retention more likely; giving teachers that framework off which to build would align expectations and take pressure off of teachers.
    - However, it is important that these are curriculum frameworks and not hard and fast curriculum expectations.

- Teachers leave the classroom for a number of reasons. While compensation is a significant concern, other concerns include school leadership and climate, community factors, and insufficient preparation.

- Creating strong relationships between district leaders, local higher education institutions, and local business leaders is crucial for creating schools and communities with a strong, vibrant workforce that high-quality teachers would like to call home.

ACTION ITEMS FOR LEGISLATORS:

- Engage regularly with educators and school leaders to gain their insight on key education issues.

- Examine policies for disciplining low-performing teachers and incentivizing high-quality teachers to stay in the classroom.

- Examine and alter calendars for distributing test scores so that districts can receive those back before the next school year and use them to inform their decisions.

COMMISSIONER'S EDUCATION POLICY COMMITTEE

Commissioner Vandeven and Senator Pearce presented the Commissioner's Education Policy Committee recommendations to legislators in attendance and reviewed some of the progress that has been made since the report was released to the Board of Education.

RESOURCE EXPERTS:

- ✉ **Senator David Pearce**, Chair, Commissioner's Education Policy Committee
- ✉ **Dr. Margie Vandeven**, Commissioner of Elementary & Secondary Education, Department of Elementary & Secondary Education

MODERATOR:

- ✉ **Patrick Sims,** Director of Policy & Research, The Hunt Institute

KEY TAKEAWAYS:

- Creating a statewide framework that supports alignment in governance and standards between various early childhood programs would streamline early childhood education access and increase the number of children affected.
- Too many teachers are leaving the profession due to professional dissatisfaction. Missouri must work to change the traditional structure of the teaching profession so that it is a sustainable field in which one can grow.
- Some of the education levers that would most directly impact future workforce development are: strengthening partnerships between education and business leaders, developing a state framework that established clear pathways for students to enter the workforce, and expand access to postsecondary credentialing opportunities for all students regardless of race, age, ability, and socioeconomic class.
- To allow schools and districts to adapt to the learning needs of today's students, Missouri should develop a clear vision around what students should know and be able to do by the end of high school and then implement a plan to support schools and districts in understanding what flexibility they have and the potential incentives available.
- Data can be a useful tool for accountability and action; to maximize its impact, stakeholders should identify what exactly Missouri is trying to measure and what information needs to be collected for these measurements.
- To ensure Missouri's accountability system is measuring what's truly important, accountability standards should be built out for project-based learning, internships, and other innovative programs. There should also be a system developed for measuring some of the more abstract elements of school quality, such as school climate, leadership, and social emotional competencies.

ACTION ITEMS FOR LEGISLATORS:

- Engage with DESE to identify which recommendations can be done through DESE, locally, and legislatively and how to garner the will and buy-in to make those recommendations reality.

REPORTS & PUBLICATIONS:

- **Missouri Commissioner's Education Policy Committee Final Report** outlines recommendations made by the Commissioner's Committee to increase outcomes for Missouri's students.

COURSE ACCESS IN RURAL SCHOOLS

Many rural districts are unable to offer courses outside of the core curriculum due to enrollment size. It is difficult to justify bringing in teachers for advanced or unique courses if only a handful of students will enroll in them. This session explored practices that rural districts use to offer their students more academic opportunities, including virtual coursework, personalized learning, and the pooling of resources across districts. This session also discussed how to increase awareness of the opportunities to encourage students and schools to take advantage of the available coursework.
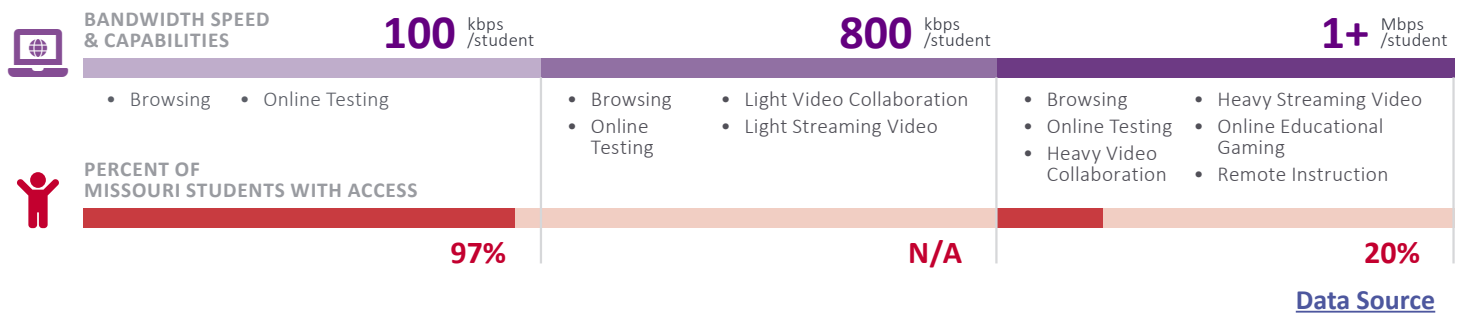
RESOURCE EXPERTS:
- ☒ **Dr. Michelle Croft**, Vice-President of Programs, ACT
- ☒ **Dr. Brad Mitchell**, Senior Strategist for Initiatives & Alliances, Battelle for Kids

MODERATOR:
- ☒ **Dr. Matt Davis**, Superintendent, Eldon R-I School District

KEY TAKEAWAYS:
- While most of Missouri's students have access to internet, only 20 percent of them have access to high-speed internet which supports remote instruction and heavy media streaming. The majority of students face the barrier of high-speed internet access, which discourages recruitment of teachers for advanced online courses.
- Without proper internet access, students in rural areas are unable to compete on the same level as those offered advanced courses in urban areas, which maintains the disparity between rural and urban education.
- Dual enrollment is a huge opportunity for rural students to engage in high-level coursework while remaining in their local rural schools. Rural students tend to be place-based, so having a solid teacher foundation that introduces them to college level coursework can give them that initial courage they need to leave their communities after high school to pursue postsecondary education.
- Rural entrepreneurship also needs to be a significant topic of discussion in rural schools. One of the main avenues to rural revitalization is encouraging rural students to earn their postsecondary degree and then return to their communities and bring innovative entrepreneurial opportunities with them.

BANDWIDTH SPEED & CAPABILITIES	**100** kbps/student	**800** kbps/student	**1+** Mbps/student
	• Browsing • Online Testing	• Browsing • Online Testing • Light Video Collaboration • Light Streaming Video	• Browsing • Online Testing • Heavy Video Collaboration • Heavy Streaming Video • Online Educational Gaming • Remote Instruction
PERCENT OF MISSOURI STUDENTS WITH ACCESS	**97%**	**N/A**	**20%**

[Data Source](#)

ACTION ITEMS FOR LEGISLATORS:
- Incentivize rural high school teachers to earn their certification in dual enrollment teaching.
- Aim to finish providing adequate internet access to all school districts.
- Encourage rural collaboratives that allow rural school districts to partner with each other to provide services.
- Require that online learning opportunities are partnered with support systems that ensure that students have high-quality outcomes and their learning is sustainable.

REPORTS & PUBLICATIONS:
- The ACT® Center for Equity in Learning produced the report, **Rural Students: Technology, Coursework, and Extracurricular Activities in 2019**, which utilized survey results to examine key differences and disadvantages of rural students, such as access to technology, compared to those living in urban areas.

- **Ohio Department of Education | Rural Education Achievement Program** outlines efforts Ohio is taking to support rural schools and districts.

CAREER & TECHNICAL EDUCATION FRAMEWORKS THROUGHOUT THE K-12 CONTINUUM

Governor Parson has made workforce development a priority for Missouri. There has been a great deal of focus placed on postsecondary and career readiness at the high school level, but it is important to have frameworks throughout K-12 that encourage an understanding of and preparation for college and career after high school.

RESOURCE EXPERTS:
- ✉ **Dr. Amy Loyd**, Vice-President of Programs, JFF
- ✉ **Dr. Blaine Henningsen**, Assistant Commissioner for College & Career Readiness, Department of Elementary & Secondary Education

MODERATOR:
- ✉ **Sheri Gonzales**, Director, KC Rising

KEY TAKEAWAYS:
- The future workforce is incredibly ambiguous, and we must ensure that students are being prepared with specific competencies that will be crucial in any workforce, such as collaboration and critical thinking.
- Instead of thinking about high schoolers graduating with industry-recognized credentials, we should think more about students graduating with industry-sought credentials.
- Research suggests that by 2020, 65 percent of all jobs in the economy will require some form of a college degree. In 2018, 43 percent of Missouri's population had some experience in postsecondary education.
- Studies find that high-quality CTE programs in high school can support students in building technical skills, gaining practical experience, and laying the foundation for future pursuits in postsecondary education and their careers.
- Racial disparities in postsecondary attainment rates between white adults and persons of color are significant. The postsecondary attainment rate for white adults in Missouri is 40 percent, yet the rate is only 26 percent for Black adults and 26 percent for Hispanic adults.

ACTION ITEMS FOR LEGISLATORS:
- Assist in developing partnerships between businesses and community organizations with school districts to promote workplace readiness.
- Encourage districts to develop frameworks at all K-12 levels to support students in thinking of their future careers.
- Identify means of creating shared levers between all federal funding streams. Some states are doing a combined plan where all departments and stakeholders collaborate with each other to write funding requests.

KEY RESOURCES:
- Education Commission of the States' policy snapshot, **Career and Technical Education**, outlines the necessary action for implementation of CTE programs and the subsequent benefits. The report also explores the current legislation on CTE programs and funding for specific states.
- The **Lumina Foundation** examines current data and projections concerning their mission that 60 percent of Americans achieve a post-high school credential by 2025, supporting persons for informed citizenship and economic stability.
    - **Missouri Department of Higher Education** produced an outline, "Missouri's Big Goal," which aligns with the Lumina Foundation's mission. The outline examines the state's success thus far in reaching their goal.
- **Texas CTE Resource Center** provides resources for implementing CTE frameworks at all grade levels.
- **JFF Possible Futures Curriculum** provides a framework for encouraging middle school students to be critically thinking about their career options.

Key Takeaways

SCHOOL FUNDING IN MISSOURI: THE ROLE OF STATE & LOCAL GOVERNMENT

This session provided an overview of Missouri's school funding model and some of its strengths and areas for improvement. This session also discussed funding methods other states are using to prioritize equitable funding and how they may be relevant to Missouri.

RESOURCE EXPERTS:
- ✉ **Michael Griffith**, School Finance Consultant, Education Commission of the States
- ✉ **Paul Wagner**, Executive Director, Council on Public Higher Education

MODERATOR:
- ✉ **Dr. Peter Stiepleman,** Superintendent, Columbia Public Schools
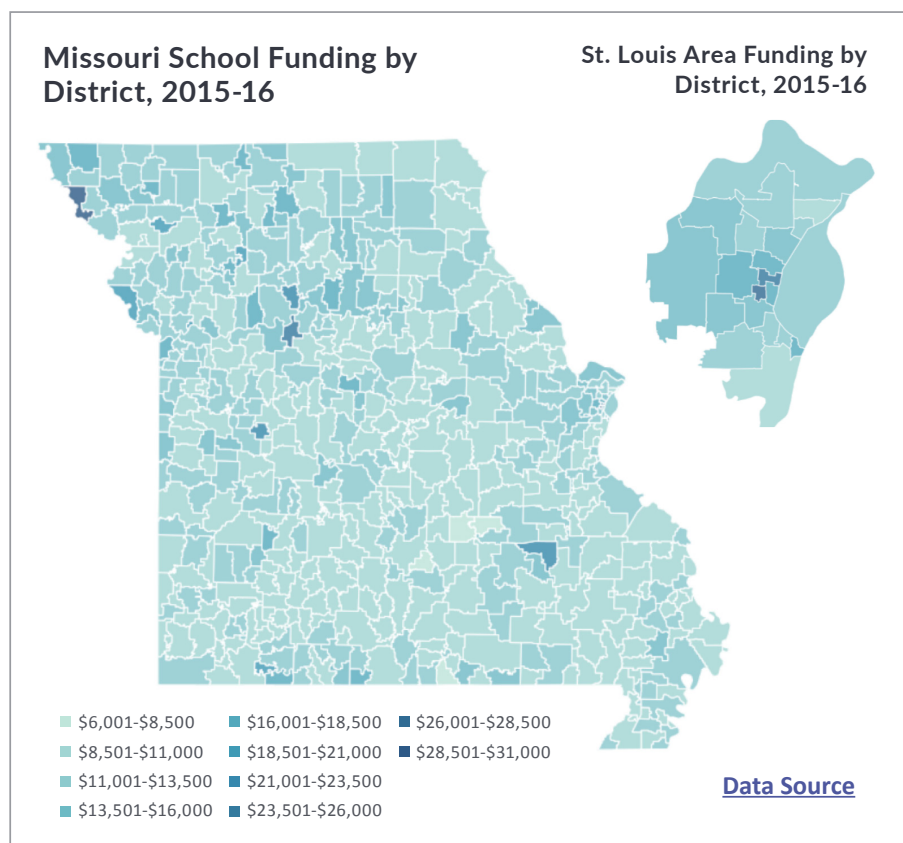
KEY TAKEAWAYS:
- Missouri uses a foundation formula funding model to fund their public school systems in which each student receives a base amount of funding and high-needs student populations receive more funding depending on the weight of their situation.
- Federal funds contribute to 9 percent of total funding for Missouri school districts, and state funds make up over 33 percent of funding. Local funding accounts for 58 percent of the total. The average per-pupil expenditure in Missouri in 2017-18 was $10,927.
- Districts with the most revenue tend to have lower test scores, lower enrollment, higher proportions of low-income students, and higher proportions of non-white students.
- These districts tend to receive more revenue as they tend to have higher populations of students who need more individualized supports.

ACTION ITEMS FOR LEGISLATORS:
- Examine current policies to ensure the integrity of appropriate allocation of school funding.

KEY RESOURCES:
- **Education Commission of the States** reported on the education funding system per state, "50-State Comparison: K-12 Funding," which highlights that Missouri aligns with the majority of other states in that it follows the Foundation Formula.

- **National Center for Education Statistics** produced a data source for each state or jurisdiction from 2015-16 reviewing revenues for public elementary and secondary schools by the source of funding.

- **2019 Missouri Education Profile** produced by the PRiME Center at Saint Louis University, looks at an overview of key data concerning student success, such as demographics, funding distribution, and test scores. The report keeps Missouri on track via an annual analysis on school and student successes.

Missouri School Funding by District, 2015-16

St. Louis Area Funding by District, 2015-16

Legend:
- $6,001-$8,500
- $8,501-$11,000
- $11,001-$13,500
- $13,501-$16,000
- $16,001-$18,500
- $18,501-$21,000
- $21,001-$23,500
- $23,501-$26,000
- $26,001-$28,500
- $28,501-$31,000

Data Source