2019 MISSOURI LEGISLATORS RETREAT

KEY TAKEAWAYS
Key Takeaways

VISION SETTING
Legislators engaged with experts in a discussion about the evolving goals of our public education system, focusing on achieving ambitious postsecondary attainment goals and the role that the education continuum, from birth through secondary, plays in increasing postsecondary attainment rates.

RESOURCE EXPERTS:
- Dr. Margie Vandeven, Commissioner of Education, Missouri Department of Elementary and Secondary Education
- Zora Mulligan, Commissioner of Higher Education, Missouri Department of Higher Education
- Scott Jenkins, Strategy Director, Lumina Foundation

MODERATOR:
- Dr. Javaid Siddiqi, President & CEO, the Hunt Institute

KEY TAKEAWAYS:
- There are no “silver bullets” or “one-size-fits-all” policy solutions to improve equity and excellence in our public school systems. Instead, education is influenced by numerous policy areas including: early learning; postsecondary and the workforce; school funding; school choice; and teachers and school leaders. All these areas play critical roles in school and student success and require coordination across agencies.
- The demand for high-skilled labor is increasing quickly throughout the country, and Missouri is no exception in this trend. This increase will require that more citizens earn some form of postsecondary education. Missouri seeks to increase the proportion of working-age adults with a postsecondary credential to 60 percent by 2025. As of 2016, the state’s postsecondary attainment rate was 43.1 percent, an increase of 8.2 percentage points since 2008.
- Reaching this goal means addressing the needs of the entire education system in the state. All state agencies have a role in this effort, and must work together by sharing data and strategies. However, this needs to be done while being sensitive to student privacy.
- In order to address these changing needs, leadership at the state level must be willing to hold all agencies accountable for cross-collaboration and consider all aspects of the education continuum.

ACTION ITEMS FOR LEGISLATORS:
- Consider legislation that will strengthen the connection between various agencies, including K-12 education, higher education, health and human services, and workforce development, among others.
- Consider increasing funding that will develop stronger early childhood and adult education.

KEY RESOURCES:
- **Preparing Missourians to Succeed: A Blueprint for Higher Education**: This report covers the state’s plans for achieving its postsecondary goals.
- **Show-Me Success Plan**: Developed by the Department of Elementary and Secondary Education, this is a long-term strategic plan that outlines the priorities of the department and what action steps the department will take to meet these priorities. The three priority areas are: Access, Opportunity, Equity; Teachers and Leaders; and Efficiency and Effectiveness.
- **A Stronger Nation**: Stronger Nation is an attainment tracker developed and monitored by the Lumina Foundation, showing current attainment rates and future attainment goals for all 50 states.

The Education Landscape in Missouri

<table>
<thead>
<tr>
<th>Value</th>
<th>Category</th>
<th>State Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>$11,799</td>
<td>Per Pupil Expenditures</td>
<td>32</td>
</tr>
<tr>
<td>13.6%</td>
<td>Student-Teacher Ratio</td>
<td>13</td>
</tr>
<tr>
<td>40%*2</td>
<td>NAEP 4th Grade Math</td>
<td>26</td>
</tr>
<tr>
<td>37%*2</td>
<td>NAEP 4th Grade Reading</td>
<td>25</td>
</tr>
<tr>
<td>30%*2</td>
<td>NAEP 8th Grade Math</td>
<td>34</td>
</tr>
<tr>
<td>35%*2</td>
<td>NAEP 8th Grade Reading</td>
<td>28</td>
</tr>
<tr>
<td>89%*3</td>
<td>Public HS Grad Rate</td>
<td>6</td>
</tr>
</tbody>
</table>

*Represents the percent of students who scored at or above proficient.

Data Source

MISSOURI LEGISLATORS RETREAT | January 2019 2
**Key Takeaways**

### EARLY CHILDHOOD

This session explored the connections between early childhood and the rest of the education continuum, including the important benchmarks, such as third-grade reading level. Panelists discussed the work underway to remove barriers to resources, including high-quality education opportunities for our youngest learners and supports for parents most in need.

**RESOURCE EXPERTS:**
- Dr. Stacey Preis, Deputy Commissioner, Division of Learning Services, Missouri Department of Elementary and Secondary Education
- Albert Wat, Senior Policy Director, Alliance for Early Success

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

**KEY TAKEAWAYS:**
- Quality child care is important for a child’s development, but a lack of access to child care is an obstacle for millions of Americans. Half of Americans live in areas with an undersupply of licensed child care options; many of the available options are also expensive and not high quality.
- This lack of access not only hurts families, but businesses as well; this shortage of quality services leads to employee absenteeism, costing businesses hundreds of millions annually on a national scale.
- A study by researchers at Duke University including over one million children born between 1988 and 2000 found that NC PreK and Smart Start had positive impacts on participating children through grade eight, with no fadeout.
- The Committee for Economic Development looked at the contribution of the child care industry to Missouri’s economy. They showed that the child care industry generated $750 million in economic activity through purchased goods and services and from the early childhood workforce spending their earnings within Missouri.

**ACTION ITEMS FOR LEGISLATORS:**
- Consider opportunities to increase educational attainment and training for the early childhood workforce.
- Consider building upon existing federal programs supporting home visits, child care, and healthcare.
- Consider encouraging local school districts to collaborate with community-based early childhood providers.

**KEY RESOURCES:**
- **Evaluation of North Carolina Early Childhood Program Among Middle School Students:** This landmark study conducted by researchers at Duke University investigates the lasting effects of state preschool programs on student achievement through middle school.
- **The Bedrock of American Business: High Quality Early Childhood Education:** Developed by the US Chamber of Commerce, this report illustrates the roles parents, educators, and businesses can play in investing in high-quality early childhood education for the nation’s youngest learners.
- **Parents-as-Teachers:** The Parents-as-Teachers program is an evidence-based early childhood home visiting program that builds strong communities, thriving families and children who are healthy, safe, and ready to learn.
Key Takeaways

CHARTER SCHOOLS

This session offered lessons from state and national leaders on how to develop sound charter legislation that creates strong authorization and accountability for schools and prioritizes equity, removing barriers for students most in need of choice. In particular, this session explored how Missouri’s charter law can be improved to meet best practices.

RESOURCE EXPERTS:
- Dr. Lisa Grover, Senior Director, State Advocacy, National Alliance for Public Charter Schools
- Robbyn Wahby, Executive Director, Missouri Charter Public School Commission

MODERATOR:
- Patrick Sims, Director of Policy & Research, the Hunt Institute

KEY TAKEAWAYS:
- In order to determine what are the best charter laws for your state, you must first identify the purpose that you are hoping charter schools will serve for your community. Charter schools can be a tool for giving parents more choice over their child’s schools, spurring competition, or providing alternatives to chronically-underperforming schools. The ideal set of charter laws for each of these purposes will differ.

- Charter schools vary greatly in purpose, type, and student outcomes. Research has shown that many charter schools outperform traditional schools on student outcomes, while others struggle to raise student achievement. Some charters are much like traditional schools with little differentiation in curriculum, extracurriculars, etc. At the same time, others have a clear academic focus, including STEM or college preparation.

- Some states have started to offer the same flexibilities that charter schools benefit from to traditional schools and districts. These flexibilities give educators and administrators more choice on curriculum, finances, personnel, and calendar structure.

- Charter schools have been most successful where there are strong authorizers with high barriers to entry as well as strong oversight and accountability to ensure that underperforming schools are not able to continue operation without repercussions.

ACTION ITEMS FOR LEGISLATORS:
- Legislators should evaluate state policies governing charter school authorizers to evaluate if there is sufficient oversight of authorizers to ensure that only high-quality charter applicants receive authorization and that authorizers are providing responsive oversight.
- The legislature should determine if charter schools have equitable access to the operational funding needed to ensure sufficient capital funding and facilities.

KEY RESOURCES:
- National Alliance for Public Charter Schools: Missouri: This report developed by the National Alliance for Public Charter Schools grades Missouri’s charter law, discussing what the state is doing well, as well as suggested steps to take to improve the charter law.
- Rowan-Salisbury School System was the first district in North Carolina to be granted charter-like flexibility and become a Renewal School System. This allows teachers and leaders flexibility when it comes to curriculum, budget, personnel, and calendar.
Key Takeaways

SCHOOL LEADERSHIP
This session invited a mix of school leader preparation experts to share lessons learned from innovative leadership development programs that train and recruit leaders for hard-to-staff rural and urban schools.

RESOURCE EXPERTS:
☑ Jennifer Collier, Chief Human Resources Officer, Kansas City Public Schools
☑ Dr. Ann Taylor, Dean, College of Education, University of Missouri at St. Louis

MODERATOR:
☑ Jacqueline Erickson Russell, Ewing Marion Kauffman Foundation

KEY TAKEAWAYS:
• The role of the principal is changing, and principal preparation programs must also change, as they must be designed to adequately prepare future school leaders for the demands of 21st century schools.
• No longer can principals be prepared for these demands via theoretical coursework alone; their training must include opportunities for future leaders to practice the skills they need to succeed.
• Several programs throughout the country have incorporated practice-based components in their training, including Kansas City Pathway to Leadership in Urban Schools (KC-PLUS). KC-PLUS uses a rigorous selection process to identify high-achieving teachers who are prepared to make the step to administration and provides robust training and professional development that is grounded in practice.
• Innovative school leadership programs such as KC-PLUS would not be effective without recognizing the needs of their communities. Effective school leadership programs collaborate with schools and districts in their community to assess what qualities are most needed in a school leader.

ACTION ITEMS FOR LEGISLATORS:
• Consider supporting local districts and higher education institutions in creating programs similar to KC-PLUS that meet local needs.
• Create bolstered accountability systems for leadership training programs to encourage rigorous, relevant, and innovative leader preparation.

KEY RESOURCES:
• Meaningful Partnerships: Lessons from Two Innovative Principal Preparation Programs: Developed by the Hunt Institute, this case study does a deep dive into two innovative principal preparation programs, one taking place in rural North Carolina, and the other in urban Kansas City. The report offers considerations for state policy leaders looking to play a role in improving the way their state trains future school leaders.
• Redesigning Principal Preparation: A Work in Progress at the University of Missouri St. Louis (UMSL): This case study outlines the redesigned principal preparation program at UMSL, which is a hybrid of traditional courses structured around proven best practices and a year-long apprenticeship program.
Key Takeaways

VOICES FROM THE FIELD | LEADERSHIP & EXCELLENCE IN ACTION

To further the learning from the School Leadership session, legislators engaged in small group discussions with outstanding superintendents and principals from across the state to get their on-the-ground perspectives on how to strengthen the educator and leadership pipeline in Missouri.

RESOURCE EXPERTS:
- Dr. John Jungmann, Superintendent, Springfield Public Schools
- Dr. Jason Steingraber, Principal, Wilder Elementary
- Dr. John Link, Superintendent, Jackson R-2 School District
- Seth Harrell, Principal, Jackson Senior High
- Dr. Bill Nicely, Superintendent, Kearney School District
- Dave Schwarzenbach, Principal, Kearney High School
- Dr. Charles Pearson, Superintendent, Normandy Schools Collaborative
- Dr. Lori VanLeer, Superintendent, School District of Washington
- Dr. Kelle McCallum, Principal, Washington High School
- Andy Robinson, Director, Four Rivers Career Center

MODERATOR:
- Patrick Sims, Director of Policy & Research, the Hunt Institute

ACTION ITEMS FOR LEGISLATORS:
- Legislators are encouraged to visit schools in their districts and meet with teachers, leaders, and superintendents to support awareness and understanding of local needs.
TEACHER COMPENSATION

The session explored the ways in which Missouri can build a sustainable teacher compensation system. Critical components of the compensation system, such as teacher pay and pensions, were dissected in this discussion, as resource experts talked about challenges and solutions for policymakers in Missouri.

RESOURCE EXPERTS:
- Dr. Josh McGee, Senior Fellow, Manhattan Institute
- Chris Henderson, Partner, TNTP

MODERATOR:
- Dr. Roger Dorson, Deputy Commissioner, Missouri Department of Elementary and Secondary Education

KEY TAKEAWAYS:
- Missouri, like several other states, uses the step-and-lane approach, as teachers are paid based on years of work experience and educational attainment.
- Teacher salaries in recent years have been stagnant, partly due to the rise in deferred compensation, where a portion of a teacher’s compensation is set to be paid later.
- Like many states, Missouri faces a teacher shortage issue, and many teachers in the pipeline do not stay in the profession for long.
- Nationally, teachers make too little and the growth at the beginning of the career is too slow. Compensation programs that boost starting salaries and provide early growth opportunities can encourage teachers to stay in the profession in the long-term.
- Performance pay systems and other merit-based pay systems can provide teachers a way to quickly increase their salaries, create incentives for quality teachers to work in high-needs schools, and offer raises for strong performance.

ACTION ITEMS FOR LEGISLATORS:
- Legislators can consider providing districts with flexibility in setting their compensation systems, and provide other non-monetary resources such as examples of strong compensation models and analytical support for smaller districts.
- Legislators can create aligned compensation and evaluation. Which go together. If a performance pay system is being used, there needs to be a strong, multi-tiered evaluation system that can properly measure a teacher’s performance.

KEY RESOURCES:
- The DC Impact program strengthened DC Public School’s teacher evaluation systems and created clear incentives for receiving high evaluations. High-quality teachers are rewarded, struggling teachers are offered professional development, and the lowest performing teachers are dismissed. While controversial, the program has shown to have a positive impact on student performance.
- The website TeacherPensions.org provides an overview of how well Missouri delivers benefits to teachers.
- Taking Stock of California’s Weighted Student Funding Overhaul: What Have Districts Done with their Spending Flexibility?: Paper by Marguerite Roza, Tim Coughlin, and Laura Anderson that explores the spending decisions made by districts in California after the state adopted a weighted student funding formula.

Share of Teachers Still in Missouri’s Public Schools 2012-13 Cohort vs. 2014-15 Cohort

<table>
<thead>
<tr>
<th>Year</th>
<th>2012-13 Cohort</th>
<th>2014-15 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>100%</td>
<td>66%</td>
</tr>
<tr>
<td>Year 3</td>
<td>61%</td>
<td>45%</td>
</tr>
<tr>
<td>Year 5</td>
<td>35%</td>
<td></td>
</tr>
</tbody>
</table>

Data Source

Average Teacher Salary, Selected States 2018, Public Elementary and Secondary Schools

<table>
<thead>
<tr>
<th>State</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nebraska</td>
<td>$52,338</td>
</tr>
<tr>
<td>Iowa</td>
<td>$50,443</td>
</tr>
<tr>
<td>Kansas</td>
<td>$47,984</td>
</tr>
<tr>
<td>Missouri</td>
<td>$48,923</td>
</tr>
<tr>
<td>Illinois</td>
<td>$48,456</td>
</tr>
<tr>
<td>Arkansas</td>
<td>$48,166</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>$45,245</td>
</tr>
<tr>
<td>Tennessee</td>
<td>$42,339</td>
</tr>
</tbody>
</table>

Data Source
Key Takeaways

**RETHINKING HIGH SCHOOL**

This session will discuss innovative ways that high schools are reforming to improve opportunities for students to prepare for postsecondary education and the workforce, including adult high schools, career academies, and dual enrollment.

**RESOURCE EXPERTS:**

- Neil Campbell, Director of Innovation, Center for American Progress
- Dr. David Sharp, Assistant Superintendent of Secondary Education, Lee’s Summit R-7 School District

**MODERATOR:**

- Paul Kincaid, Executive Director, Jobs for America’s Graduates - Missouri

**KEY TAKEAWAYS:**

- There is a growing demand for high-skilled labor in the economy, as more jobs will require a high school diploma and postsecondary credential. Thirty to forty percent of students in postsecondary education end up taking some sort of remedial coursework, costing about $27 million a year for those students and their families. High schools, therefore, must be prepared to engage their students in the classroom and prepare them for the post-secondary world.

- High school redesign should be locally driven based on a community’s assets, needs, and desires. It will also require district leaders to play a significant role, forming partnerships with businesses and the local chamber of commerce to identify the types of skillsets needed.

- To succeed in tomorrow’s workplace, employees must have strong technical and soft skills to collaborate and solve complex tasks. High schools must be equipped with the resources needed to teach these skills to their students.

- Credit flexibility is a common aspect of high school redesign, and it allows students to design their own pathways through high school provided they are able to demonstrate mastery of standards.

**ACTION ITEMS FOR LEGISLATORS:**

- Consider providing grants and incentives to districts who are looking to undertake the redesign process.

- Consider further supporting partnerships between K-12 education and postsecondary education to allow students greater access to higher education courses while still in high school.

- State policymakers can ease the burden of districts that are excited by this type of work by creating lasting partnerships at the state level with businesses and chambers of commerce.

**KEY RESOURCES:**

- **Summit Technology Academy (STA)**, housed within Lee’s Summit R-7 School District, STA offers multiple programs in order to meet the individual needs of each student. There are five signature programs at STA that students may choose from, including the Missouri Innovation Campus (MIC) Program.

- **High School and the Future of Work: A Guide for State Policymakers**: Developed by XQ, this report serves as a guidebook for state policymakers looking to change high schools and prepare students for the future of work in their states. The report makes the case for high school redesign and discusses the roles that state leaders can play in empowering local communities to enact change.

- **High Schools of the Future: How States Can Accelerate High School Redesign**: Article by Neil Campbell outlining examples of innovative high school programs and steps policymakers can take at the state level to encourage these programs.
TOMORROW’S WORKFORCE

This session focused on how to build a robust talent pipeline, including ways that adults without credentials, or with a skillset that is declining in demand, can be reengaged in educational opportunities that offer high-quality secondary and postsecondary credentials.

RESOURCE EXPERTS:

- Dr. Jessica Cunningham, Interim Executive Director, Kentucky Center for Statistics
- Steven Gentile, Associate Chief Fiscal Officer, Tennessee Higher Education Commission

MODERATOR:

- Dr. Gary Ritter, Dean, School of Education, St. Louis University

KEY TAKEAWAYS:

- To prepare today’s learners for tomorrow’s workforce, state leaders and members from the education and business communities must focus on increasing the state’s postsecondary attainment rate. This effort must take place throughout the state, as rural counties often have lower attainment rates than urban ones.
- State agencies such as the Tennessee Higher Education Commission support collaboration between all institutions of higher education in the state while still respecting the local autonomy of the various institutions.
- Data shows that once students are attending school out of state, there is little chance they will return to Missouri. This is where programs such as Bright Flight come in, to encourage students to attend in-state colleges and universities.
- Kentucky Center for Statistics has built a cross-agency data sharing system that allows the state to examine their educational outcomes from early childhood all the way through workforce participation and base their policies and decisions on this data.
  - Reporting can be made much more efficient by having the same standards and metrics for all institutions.

ACTION ITEMS FOR LEGISLATORS:

- Consider supporting and encouraging coordination between various agencies within the state for the purposes of data sharing.
- Legislators can discuss strategies for incentivizing students to enter postsecondary programs that will best prepare them for future workforce needs.

KEY RESOURCES:

- Missouri Department of Higher Education outlines the strides Missouri has taken towards reaching their attainment goal, which is to have 60 percent of working-age adults holding a degree or certificate by 2025.
- Lumina Foundation outlines postsecondary attainment rates in Missouri and nationwide and breaks them down according to various factors such as race and age.