

Legislative Session FREQUENTLY ASKED QUESTIONS

May 9, 2012



The following responses are provided to questions received by the Missouri Department of Elementary and Secondary Education during the current legislative session. This document will be updated regularly and posted on the Department's website at dese.mo.gov. For more information, contact communications@dese.mo.gov.

ACADEMICS

How does charter school performance in St. Louis and Kansas City compare to the local school district?

The [graphs](#) illustrate each charter schools' student assessment performance on the MAP math and communication arts and that of the local district and the state.

The Department has received questions relating to several areas of Missouri's statewide assessment program. The Department has prepared a [summary of the key elements](#) of the Missouri Assessment Program (MAP).

What was the impact on Van Horn High School when that building transferred from the Kansas City 33 School District to the Independence 30 School District in 2008?

Van Horn High School was one of the school buildings that transferred from the Kansas City School 33 District to the Independence 30 School District in a boundary line change adopted by the voters of both school districts on November 6, 2007. By agreement of both districts, Kansas City School District continued to operate Van Horn High School through the remaining 2008 school year. Independence School District began operating Van Horn High School on July 1, 2008, or the 2009 school year.

The chart below contains total enrollment, student demographic data, and the graduation rate for Van Horn High School in the three years prior to the transfer to the Independence School District.

Year	Total	Asian	Black	Hispanic	Indian	White	Graduation Rate
2006	1,177	2.70%	30.80%	26.20%	0.50%	39.80%	69.50%
2007	1,154	2.60%	28.90%	28.40%	0.50%	39.50%	69.10%
2008	1,118	1.90%	28.30%	30.60%	0.60%	38.60%	67.90%

The chart below contains the total enrollment, student demographic data, and the graduation rate for Van Horn High School in the three years after the transfer to the Independence School District.

Year	Total	Asian	Black	Hispanic	Indian	White	Graduation Rate
2009	609	2.30%	10.80%	17.90%	0.70%	68.30%	94.10%
2010	675	2.70%	13.60%	17.90%	0.60%	65.20%	82.10%
2011	803	1.10%	13.30%	16.90%	0.70%	65.50%	93.80%

This data reflects the trend for the entire area that was annexed into the Independence School District. In May 2008, the aggregate enrollment in the attendance centers that were annexed was 3,956. Of that number, 1,858 or 46.97 percent, of those students actually attended the Independence School District in 2009.

What is the percentage of students scoring Below Basic or Basic in each school district and charter school on the Missouri Assessment Program (MAP) assessment for 3rd grade communication arts?

The following chart provides the percentage of students scoring Below Basic or Basic in each school district and charter school on the Missouri Assessment Program (MAP) assessment for 3rd grade communication arts. The columns listed are the school district or charter county/district code, the school district or charter name, the number of students tested, the number of students scoring Below Basic or Basic, and the percentage that represents. This information can also be found on our Missouri Comprehensive Data System (MCDS) Portal. Reports are available under the Guided Inquiry, State Assessment option. These reports allow the user to choose content areas, grade levels, test administration year as well as districts or schools of interest.

- [Chart of Below Basic and Basic performance in each school](#)

ACCREDITATION

What is the state’s accreditation process as it applies to individual school buildings?

The Missouri School Improvement Program (MSIP) has the responsibility of reviewing and accrediting school districts in Missouri. The process of accrediting school districts is mandated by state law and by State Board of Education regulation. The MSIP process does not classify or accredit individual school buildings. Accreditation decisions are based on the Annual Performance Report (APR). At this time, that document is not generated for individual schools. The No Child Left Behind (NCLB) law requires, for purposes of federal accountability, that a determination be made at both the district and school building levels regarding whether or not targets for student performance are being met. Both of these reports can be found online at the Missouri Comprehensive Data System Portal, mcds.dese.mo.gov.

- [Quick Facts](#)

What is the purpose of HCS HB 1174 and SCS SB 677 relating to school accreditation?

Current Missouri law outlines a single process for the reorganization of public school districts upon lapse due to the loss of accreditation. A school district that is classified as unaccredited will lapse on June 30 of the second full school year after the loss of accreditation. The fixed timeframe does not allow the State Board of Education to take immediate action when needed, nor give additional time if progress is being made. The current structure does not recognize the fact that school districts vary in the level of focus and support for school improvement.

HCS HB1174 and SB677 provide three key changes in state law:

1. The State Board of Education determines the timing of district lapse due to loss of accreditation.
2. The State Board of Education is granted the flexibility to craft an alternative governance structure responsive to the local district environment.
3. A process is provided for public engagement relating to the change in governance.

The following links in the House and Senate Joint Bill Tracking System

(www.house.mo.gov/billcentral.aspx) will provide additional information and the status of these bills:

- [HB 1174](#)
- [SB 677](#)

The provisions of HCS HB 1174 and SCS SB 677 have been endorsed by the following organizations: Missouri State Board of Education, Missouri School Boards Association, Missouri National Education Association, Missouri Association of School Administrators, Civic Council of Greater Kansas City, St. Louis Civic Process, St. Louis Business Roundtable and Springfield Chamber of Commerce.

What is AA/AAA classification of Missouri public schools?

Prior to the early 1990s, Missouri’s system of classifying public school districts was based on the school district meeting the educational resource (inputs) standards, such as properly certified staff, the availability of learning resources (textbooks and adequate libraries), a minimum number of course offerings, etc., and submitting an annual application and forms to the Department verifying this information. Schools were classified in ascending order of resources as unclassified, AA or AAA.

In 1990, the Department piloted and began implementing the Missouri School Improvement Program (MSIP) standards, which incorporated process and student performance measures along with resources. The MSIP became the mechanism by which districts are reviewed and classified as accredited, provisionally accredited or unaccredited. There was a short period of time in the early 1990s when districts were classified under both systems during the transition.

EARLY CHILDHOOD EDUCATION

What are the Department’s FY 12 expenditures* for early learning/ childhood programs/ initiatives?

Program/Initiative	FY 12 Expenditures
Parents as Teachers	\$13,910,000
Parents as Teachers Educator Support	\$196,004
Missouri Preschool Project	\$11,404,872
Child Care Development Block Grant	\$348,415
Head Start State Collaboration Office	\$175,000
Early Childhood Special Education	\$144,660,376
First Steps	\$29,856,222

*Expenditures are anticipated as the year has not ended and all funds have not yet been expended.

The Department has received several questions about the Missouri Preschool Program (MPP). The questions and related information are:

Does the Department require early childhood programs to participate in a Quality Rating System?

No, the Department does not use a QRS system in its Missouri Preschool Project (MPP) or any state-funded early learning programs.

How are MPP funds disbursed to schools?

All funds are distributed by the Department directly to preschool programs. These funds do not flow to the Center for Family Policy and Research at the University of Missouri-Columbia.

What impact would the Senate appropriations recommendation to eliminate funding for the MPP and provide it to the Parents as Teacher program have on early childhood education programming?

Missouri Preschool Program

The Department uses its portion of the Early Childhood Development Education and Care Fund to promote high quality early care and education programs for children one or two years before kindergarten eligibility through the MPP. All funds are distributed by the Department directly to preschool programs.

MPP programs are provided in public school districts and by private licensed providers in preschool classrooms and are designed to be developmentally appropriate for preschool age children. The majority of children participate in a school-day length program that offers high-quality early childhood classroom experiences.

Eliminating the MPP would cut funding for 165 programs (154 public school district programs and 11 private licensed programs) — serving approximately 4,000 children — that were funded this year. The children served include:

- 125 English language learner children
- 60 homeless children
- 2,080 low-income children
- 581 special-needs children

Parents as Teachers

The Early Childhood Development Act (ECDA) authorizes state funding to school districts that provide the following education programs and services to families who are expecting a child or who have a child birth to kindergarten entry:

- Periodic development screening for all children birth to kindergarten entry.
- Parent education for all families prenatal to kindergarten entry.
- Assistance to prepare children for success in school and in life.

The general goals of these programs and services are:

- Inform parents of possible delays in their child's development, as well as normal or advanced progression; and
- Provide appropriate and useful information and guidance to parents as their child's primary and most important teachers.

With the proposed additional funding, approximately 7,500 additional high needs families would be served with parenting education visits.

What is the funding history of the MPP?

Initially, MPP grants were to be awarded for a three-year period, but most have been extended for multiple years. The Department informed a number of MPP-funded preschool programs last year that their funding would be phased out in order to provide grants to new startup preschool programs, as the MPP was originally designed to do. Phasing out the funding for programs that have received grants for multiple years would allow the Department to fund approximately 20 new preschool programs throughout the state. Additional new startup grants would be awarded in the future if funding is available.

- [Funding received by preschool programs through the MPP](#)

If approximately 20 new preschool programs were funded through the MPP for fiscal year 2013, what would be the reduction to existing MPP programs?

- [Impact on current MPP-funded preschools if 20 new programs were funded in fiscal year 2013](#)

SCHOOL FINANCE

What are the full-time equivalent positions and average salaries for Missouri public schools during the 2011-12 school year?

Full-time equivalent positions and average salaries for Missouri public schools during the 2011-12 school year are:

Position	Total FTE	Total Salaries	Average Salary
Central Office Administrators (superintendents and assistant superintendents)	1,429.11	\$135,528,975	\$94,835
School Building Administrators (principals and assistant principals)	3,131.79	\$251,102,676	\$80,179
Supervisors (program supervisors such as math supervisor)	1,189.73	\$75,408,793	\$63,383
Library Media (librarians)	1,416.02	\$74,013,586	\$52,269
Guidance and Counseling (guidance counselors)	2,590.59	\$135,830,980	\$52,432
Teachers	66,674.46	\$3,048,657,413	\$45,725

What is the financial impact, per school district/charter local education agency (LEA), of Governor Nixon’s release of \$5 million for pupil transportation?

This spreadsheet shows the transportation funding each school districts/charter LEA will receive as a result of Governor Nixon's release of \$5 million for pupil transportation:

- [Transportation Funding 4-10-12](#)

What would be the impact of the state not meeting the maintenance of effort requirements under the Workforce Investment Act (WIA) of 1998?

A reduction in state General Revenue will result in the Department of Elementary and Secondary Education not meeting the maintenance of effort requirement under the Workforce Investment Act (WIA) of 1998. Because of this noncompliance with this federal legislation, the state would receive a reduction in federal Adult Education funds.

There are two methods that can be used to meet the Maintenance of Effort (MOE) requirement. The first method provides that the amount that Missouri must maintain to meet the MOE requirement is \$5,723,784.90. Due to prior budget reductions, the Department does not currently meet that requirement. The second method allows the Department the option of meeting the MOE using the cost expended per student. Missouri must maintain a cost per student of \$145.80. For the last two years the average non-federal funds reported to the U.S. Department of Education for this match was \$5,271,532.22. The average number of students served in the prior two years was 35,852. This makes Missouri’s average cost per student \$147.04. Missouri is barely making the cost per student MOE. If in the future the number of students served goes up, the amount expended per student will go down, which would put the state in jeopardy of not meeting the MOE requirement.

Any reduction in funding would impact the local Adult Education and Literacy programs as follows: hours of classroom instruction would be cut, fewer students enrolled in adult education, less opportunity to provide for GED preparation, and teachers being laid off.

How do charter schools allocate the public funding received from the state?

The following chart lists all of the charter schools operating in Missouri, their sponsors, and a breakdown of their operating expenditures for the 2010-11 school year. The total expenditure for each charter school is broken down by the amounts allocated for instruction, general administration, building administration and operation of plant. The percentage in the final column is a compilation of the three amounts spent for general administration, building administration, and operation of plant.

- [Charter School Chart of Expenditures](#)

How does HB1043 Substitute differ with HB1043 as filed in its impact of projected funding for FY13?

This spreadsheet provides a comparison of projected Formula amounts per school district between HB1043 Substitute for HB1043 as shared with the House Education Committee on February 1, 2012, and HB1043 as originally filed:

- [HB1043 Scenario](#)

What is the Small Schools Grant that is contained in Missouri school funding statutes, and what districts receive these funds?

Section 163.031.2(2) provides the method of calculating state aid for districts with an average daily attendance of 350 or less in the school year preceding the payment year. [This list](#) shows the school districts eligible for that calculation and the amount to be paid in the 2011-2012 school year.

When is one school district required to pay tuition and provide transportation to another school district?

Statute 167.131.1, of the Revised Statutes of Missouri (RSMo), states that the board of education of each district in this state that does not maintain an accredited school pursuant to the authority of the State Board of Education to classify schools as established in Section 161.092 shall pay the tuition of and provide transportation consistent with the provisions of Section 167.241 for each pupil resident therein who attends an accredited school in another district of the same or an adjoining county.

Department Implementation

- The Department affirms the law as stated and would affirm it is the responsibility of local school districts that fall within the parameters outlined by statute to comply accordingly.

- **How is the tuition rate calculated?**

The rate of tuition to be charged by the district attended and paid by the sending district is the per-pupil cost of maintaining the district's grade level grouping, which includes the school attended. The cost of maintaining a grade level grouping shall be determined by the board of education of the district, but in no case shall the cost exceed all amounts spent for teachers' wages, incidental purposes, debt service, maintenance and replacements. The term "debt service," as used in this section, means expenditures for the retirement of bonded indebtedness and expenditures for interest on bonded indebtedness. Per-pupil cost of the grade level grouping shall be determined by dividing the cost of maintaining the grade level grouping by the average daily pupil attendance. See Section 167.131, Subsection 2, RSMo.

Department Implementation

- The Department affirms that tuition rates are calculated by receiving districts and that sending districts may not set the amount they are willing to pay.

- The Department affirms that calculations must be made as outlined by statute and may not exceed the amount of the calculation.
- The Department affirms that tuition rates may be set by grade level groupings.
- **What happens if a tuition rate cannot be agreed upon by both school districts?**
If there is disagreement as to the amount of tuition to be paid, the facts shall be submitted to the State Board of Education, and its decision in the matter shall be final pursuant to 167.131.2, RSMo.

Department Implementation

- The Department affirms its obligation to mediate appeals of disagreement over the amount of tuition charged.
- Appeals are to be directed to:
Division of Financial and Administrative Services
Missouri Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102-0480
- Initial review of appeal will consist of review of the most recent year Current Expenditure per ADA on record in the Annual Secretary to the Board Report (ASBR).
- If the rate of tuition charged by the receiving district is equal to, or less than, the most recent year Current Expenditure per ADA on record in the ASBR, the Department will recommend to the State Board of Education that the most recent amount posted be confirmed as the allowable tuition rate.
- If the rate of tuition charged by the receiving district exceeds the most recent year Current Expenditure per ADA on record in the ASBR, the receiving district will be required to assess tuition by grade level grouping and provide supporting documentation, which in no case, in the aggregate, shall exceed all amounts spent for teachers' wages, incidental purposes, debt service, maintenance and replacements. Upon review of all financial documents necessary to reach a final conclusion, the Department will recommend a tuition rate to the State Board of Education.
- Sending districts will be required to submit tuition payments to receiving districts no less than 10 calendar days after receipt of all documentation of ADA for students served in the prior month. All tuition payments due the receiving districts must be paid by June 30 of each school year.
- Sending districts that fail to pay tuition payments outlined will have state funding withheld as a right of offset, and those funds will be diverted to the receiving district.
- **Who determines where students are to be transported when transportation is being paid by the sending district?**
Section 167.241, RSMo, states that transportation for pupils whose tuition the district of residence is required to pay per Section 167.131 or who are assigned as provided in Section 167.121 shall be provided by the district of residence. However, in the case of pupils covered by Section 167.131, the district of residence shall be required to provide transportation only to school districts accredited by the State Board of Education pursuant to the authority of the State Board of Education to classify schools as established in Section 161.092 and those school districts designated by the board of education of the district of residence.

Department Implementation

- The Department affirms the law as stated and that it is the responsibility of local school districts that fall within the parameters outlined by statute to comply accordingly.

- The Department affirms the sending district must pay only the costs of transportation to the receiving district(s) that are designated by the board of education of the sending district.
- The sending district must work out transportation arrangements with the receiving district(s), and if the receiving district provides the transportation, payment must be made on a monthly basis based upon the contractual agreement.

SPECIAL EDUCATION

How are playgrounds and equipment funded at the Missouri Schools for the Severely Disabled (MSSD)? What are the procedures to be followed?

State and federal funds are not appropriated for development and installation of a playground and playground equipment. In the past, MSSD has used funds from a trust maintained for the benefit of the students at MSSD, but those dollars will be depleted this fiscal year. Therefore, other funding sources must be utilized, such as a local community organization, student activity group or interested individual conducting fundraisers and donating the money to the MSSD for that specific purpose. Those interested in contributing should contact the MSSD building administrator who is knowledgeable about the feasibility of installing and building a playground, the students' skills, what types of equipment the students need as well as what the school grounds will accommodate. MSSD coordinates with OA Facilities Management to design, bid and install playgrounds. Limited funds are used for the maintenance and repair of playgrounds to address safety concerns.