



ST. LOUIS PUBLIC SCHOOLS

2016-2017 DISTRICT ANNUAL REPORT COVER LETTER

Kristi Teall, Superintendent

May 1, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the St. Louis Public Schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Kristi Teall, Superintendent, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site [2016-2017 St. Louis Public Schools Combined Report](#), or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing our schools. For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no status label is given.

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2016-2017

Annual Education Report

School Name	Status Label	Key Initiative to Accelerate Achievement
Carrie Knause Elementary	No Label	PROVIDING A STRONG MULTI-TIERED SYSTEM OF SUPPORT FOR ALL STUDENTS
Eugene M. Nikkari Elementary	No Label	PROVIDING A STRONG MULTI-TIERED SYSTEM OF SUPPORT FOR ALL STUDENTS
T.S. Nurnberger Middle School	No Label	PROVIDING A STRONG MULTI-TIERED SYSTEM OF SUPPORT FOR ALL STUDENTS
St. Louis High School	No Label	PROVIDING A STRONG MULTI-TIERED SYSTEM OF SUPPORT FOR ALL STUDENTS

The multi-tiered system of support has been a focus for St. Louis Public Schools for four years. We did a comprehensive needs assessment in 14-15 to determine our needs. We put appropriate professional development in place and a scheduling framework the following year. Also in 15-16, we implemented NWEA, a K-12 system of assessment. That year we looked at RIT bands and skill deficiencies within them as well as aligning our TIER 1 and TIER 2 interventions. We bought resources to teach. In year 3, 16-17, interventions based on skill deficiencies are on-going and we are tracking subgroups. We are also ensuring students that are struggling are getting all of the tiers of support necessary for success. While all of the tiered interventions are occurring, we are also working on greater mastery in the main classrooms initially. It was determined during the 16-17 Comprehensive Needs assessment we need to teach social emotional learning K-12 to help the “whole child”. It was also determined we have a weakness in math so we will be utilizing a common resource K-8 called Engage New York. We have piloted this program for two years in select grades and are finding great success. Another focus for the 18-19 school year, based on the comprehensive needs assessment is math coaching to address our math needs K-8 and small group instruction K-3 to address our reading needs.

The culture at SLPS continues to be more positive and more academic. It is a great time to be a Shark!

Sincerely,

Kristi Teall, Superintendent