



ST. LOUIS PUBLIC SCHOOLS

2020-2021 DISTRICT ANNUAL REPORT COVER LETTER

Jennifer McKittrick, Superintendent

January 15, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 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 Jennifer McKittrick, Superintendent, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site <https://bit.ly/2KP5tLO>, 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:

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

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

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no status label is given.

ST. LOUIS PUBLIC SCHOOLS

2020-2021

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 six 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. 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. 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 three years in select grades and are finding great success. In the 18-19 school year, based on the comprehensive needs assessment, math coaching was essential in addressing our math needs. In math, we worked in grade level groups in K-8 and across grade level at the 9-12 grade level. During this work we assessed vertical and horizontal alignment, student skills, and strategies to implement. We continued small group instruction K-3 to address our reading needs. During the 2019-2020 school year our K-3 program will continue small group instruction including guided reading. In 2020-2021 we will continue our multi-tiered system of support and all building will assist students with social and emotional coping skills through our building wide social/emotional learning. The K-8 buildings use Second Step to build upon previous years learning. We will continue to look at the whole child and address the barriers that prevent students from focusing, while providing high quality instruction in all classrooms. We are especially focused this year on engaging our virtual learners and finding ways to close the learning gap due to COVID-19 school closures. Social-emotional support is imperative for both our staff and students for the 2020-2021 school year.

All staff at St. Louis Public Schools are valuable resources who work hard daily to positively impact our most precious assets, which are our students! Our students of today will be the leaders of our community tomorrow.

Sincerely,

Jennifer McKittrick, Superintendent