



ST. LOUIS PUBLIC SCHOOLS

2021-2022 DISTRICT ANNUAL REPORT COVER LETTER

Jennifer McKittrick, Superintendent

February 1, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for 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:

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 MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

Educator 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 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no status label is given.

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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

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 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 two 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. For 2019-2020 school year our K-3 program will continue small group instruction including guided reading. 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. For the 2020-2021 school year we worked hard to engage our students both virtually and face-to-face. Our teachers were tasked with teaching both online and face to face. The distance learning, high number of absenteeism due to quarantines, did impact our normal yearly growth.

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