



St. Louis Language Immersion School

The mission of the St. Louis Language Immersion School, an innovative, diverse, socially-conscious, public charter school, is to develop empathetic, high-achieving, bilingual, globally-minded students by providing a rigorous academic foundation that fosters critical thinking and problem solving.

SLLIS Board of Directors Meeting

January 15, 2020

Location: 1881 Pine St., 63103

Board Room (417)

6:00 pm

Preliminary Agenda

1. Call to order
2. Roll Call
3. Adoption of Agenda
4. Consent Agenda
 - a. November 2019 minutes
 - b. November 2019 check register
 - c. Personnel Report
5. New business
 - a. Approve Kate Brothers as SLLIS 504 Plan Contact
 - b. Monthly Financial Report - Rich Carver, LDR
 - c. SLLIS Salary Schedule Discussion - Rich Carver, LDR
 - d. Preschool Study Findings and Discussion - Anne Miller
6. Reports
 - a. Board Chair
 - b. Executive Director
7. Public Comment
8. Motion to enter Closed Session
 - a. Purchase, lease or sale of real estate 610.021.2 RSMo.
 - b. Legal 610.021.1 RSMo.
 - c. Personnel 610.021.3 RSMo.
 - d. Motion to adjourn the Closed Session and return to Open Session
9. Motion to Adjourn

SLLIS Board of Directors Meeting, December 18, 2019
1881 Pine St., St. Louis, MO 63103
Minutes of Open Session

The meeting was called to order at 6:10 pm. Roll call was taken and in attendance were: Lori Marusic, Vince Schoemehl, Arun Varadhachary, Judy Fisher, and Shelita Gray. John Heskett arrived after roll call. Varadhachary

Vince proposed the Adoption of Agenda, but he asked to strike item 5b (FY19 Audit Approval) due to the fact that the audit is not ready. Arun Varadhachary so moved, and Shelita Gray seconded. All in favor.

Vince Schoemehl moved to adopt the Consent Agenda which includes corrections on Lori Marusic and Shelita Gray's names in the November minutes. Shelita Gray seconded and the motion carried with all in favor.

Under New Business Rich Carver presented the Monthly Financial reports: Five months of FY20 reflect a deficit of \$108,387 primarily attributable to the IFF principal repayments of \$409,000 and higher Purchased Services and Supplies. State revenue is above budget by about \$114,000 mainly due to higher State Formula which will be adjusted downward in January. Federal revenue of \$62,219 was collected in November which is about \$32,000 below budget. Salaries and Capital and Debt Service are below budget.

Judy Fisher asked for approval to revise the 2019-2020 calendar to reflect closing central office June 29 - July 3. So moved by Vince Schoemehl, and seconded by Shelita Gray. Motion passed with all in favor.

Jennifer Ting, Enrollment Specialist, presented data on SLLIS Recruitment and Enrollment.

Under Reports Judy Fisher, Board Chair, reported that Simbli software has been purchased and training will be in January. The bylaws have been updated and are being finalized for approval. Planning for a new strategic Plan is underway.

Vince Schoemehl announced that Music for Lifelong Achievement has donated 100 recorders to be used in the SLLIS music program.

Meghan Hill, Executive Director, highlighted that the AAPPL assessments were being given this month; Suspensions have decreased by 56% when compared with 2018-2019; Gomez team visited this month and a full report will be shared in January; 22 applications are complete or in the process; SharpSpring system for marketing automation is live; various potential donors have visited this month; and a draft of the SLLIS communication plan was shared.

No one signed up for Public Comment.

At 6:58 pm a motion to enter Closed Session was made by Vince Schoemehl, and seconded by Arun Varadhachary. Roll was called: Lori Marusic-yes, Vince Schoemehl-yes, Arun Varadhachary-yes, Judy Fisher-yes, and Shelita Gray-yes, John Heskett-yes. The motion passed.

At 7:05 pm, the Board entered closed session. Roll was called and those in attendance were: John Heskett, Lori Marusic, Vince Schoemehl, Arun Varadhachary, Judy Fisher, and Shelita Gray.

At 7:45 p.m. Vince Schoemehl made a motion to end closed session, which was seconded by Shelita Gray. Roll was called and those in attendance were: John Heskett, Lori Marusic, Vince Schoemehl, Arun Varadhachary, Judy Fisher, and Shelita Gray.

At 7:46 John Heskett moved to adjourn the meeting which Vince Schoemehl seconded.

Saint Louis Language Immersion Schools, Inc.
Bank Account Register

St. Louis Bank

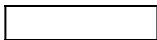
December 1, 2019 - December 31, 2019

| Date | Reference | Payee ID | Description | Checks/ Payments | Deposits/ Additions | Balance |
|-------------|------------------|-----------------|---|-----------------------------|--------------------------------|----------------|
| | | | Beginning Balance | | | 768,341.38 |
| 12/02/19 | 505 | MICHELPEG | Peggy Michelson | 51.79 | | 768,289.59 |
| 12/02/19 | 506 | PITCH | PITCH314LC | 9,982.00 | | 758,307.59 |
| 12/03/19 | Deposit | | The CLM Group - MealTime online payments | | 215.00 | 758,522.59 |
| 12/05/19 | 507 | C&CQUALITY | C&C Quality Printing, Inc. | 160.00 | | 758,362.59 |
| 12/05/19 | 508 | WALTJIM | Jim Walters | 950.00 | | 757,412.59 |
| 12/05/19 | 509 | MAXIM | Maxim Healthcare Services, Inc. | 1,289.92 | | 756,122.67 |
| 12/05/19 | 510 | PANDMEG | Meghana Pandian | 45.00 | | 756,077.67 |
| 12/05/19 | 511 | PARALLEL | Parallel Education Division, Inc. | 1,173.00 | | 754,904.67 |
| 12/05/19 | 512 | PSRS | Public School Retirement System | 23,596.41 | | 731,308.26 |
| 12/05/19 | 513 | TIERONE | Tier One Tactical Solutions | 2,850.00 | | 728,458.26 |
| 12/05/19 | 514 | TUETHKEENE | Tueth, Keeney, Cooper, Mohan & Jackstadt | 1,636.00 | | 726,822.26 |
| 12/05/19 | 515 | DELAGE | De Lage Landen Financial Services, Inc. | 12,464.23 | | 714,358.03 |
| 12/05/19 | 516 | MARCOPHIL | Marco Technologies LLC | 1,023.00 | | 713,335.03 |
| 12/06/19 | ACH | STLBANK | St. Louis Bank - CC statement - November 2019 | 2,696.08 | | 710,638.95 |
| 12/06/19 | Deposit | | | | 6,043.35 | 716,682.30 |
| 12/06/19 | Deposit | | Student meal payment | | 35.00 | 716,717.30 |
| 12/09/19 | 517 | AELOCK | A&E Lock and Security | 275.00 | | 716,442.30 |
| 12/09/19 | 518 | ATTElev | AT&T | 139.57 | | 716,302.73 |
| 12/09/19 | 519 | MERTZB | Beth Mertz | 360.00 | | 715,942.73 |
| 12/09/19 | 520 | BLUELINE | Blueline Security | 896.00 | | 715,046.73 |
| 12/09/19 | 521 | CULLIGAN | Culligan | 210.00 | | 714,836.73 |
| 12/09/19 | 522 | ENT | Essential Network Technologies | 1,380.00 | | 713,456.73 |
| 12/09/19 | 523 | FIRSTSTUDNT | First Student, Inc | 271.80 | | 713,184.93 |
| 12/09/19 | 524 | KELLYSERV | Kelly Services, Inc. | 146.94 | | 713,037.99 |
| 12/09/19 | 525 | LDR | LDR ADMServices | 19,010.03 | | 694,027.96 |
| 12/09/19 | 526 | MARCODAL | MARCO | 2,384.94 | | 691,643.02 |
| 12/09/19 | 527 | MAXIM | Maxim Healthcare Services, Inc. | 644.96 | | 690,998.06 |
| 12/09/19 | 528 | MEEH | Meeh Climate Service, LLC | 2,646.19 | | 688,351.87 |
| 12/09/19 | 529 | MISSIONSTL | Mission: St. Louis | 2,000.00 | | 686,351.87 |
| 12/09/19 | 530 | PARALLEL | Parallel Education Division, Inc. | 828.00 | | 685,523.87 |
| 12/09/19 | 531 | PROFDEV | Professional Development & Construction | 225.00 | | 685,298.87 |

| | | | | | | |
|----------|-------------|------------|---|------------|-----------|------------|
| 12/09/19 | 532 | STAPLES | Staples | 2,475.54 | | 682,823.33 |
| 12/09/19 | 533 | TECHELECTR | Tech Electronics, Inc. | 535.86 | | 682,287.47 |
| 12/09/19 | 534 | TUETHKEENE | Tueth, Keeney, Cooper, Mohan & Jackstadt | 7,413.99 | | 674,873.48 |
| 12/09/19 | 535 | ZUMWALT | Zumwalt Corporation | 2,112.00 | | 672,761.48 |
| 12/09/19 | ACH | WASTE | Waste Connections of Missouri - trash/recycling - Dec | 867.79 | | 671,893.69 |
| 12/10/19 | Deposit | | | | 335.00 | 672,228.69 |
| 12/10/19 | Transfer | | Transfer from Reserve account to St. Louis Bank | | 59,755.90 | 731,984.59 |
| 12/11/19 | 536 | ATTPapin | | 664.96 | | 731,319.63 |
| 12/11/19 | 537 | WASHU | Washington University | 11,760.00 | | 719,559.63 |
| 12/11/19 | ACH | STLBANK | St. Louis Bank - bounced meal payment check | 10.00 | | 719,549.63 |
| 12/11/19 | ACH | STLBANK | | 10.00 | | 719,539.63 |
| 12/11/19 | Transfer | | Transfer from Reserve account to St. Louis Bank | | 3.68 | 719,543.31 |
| 12/12/19 | ACH | AMEREN | | 6,891.47 | | 712,651.84 |
| 12/12/19 | Transfer | STLBANK | CD - 3-month thru St. Louis Bank | 150,000.00 | | 562,651.84 |
| 12/13/19 | 538 | PAPPYS | Pappy's Smokehouse | 464.42 | | 562,187.42 |
| 12/13/19 | 539 | PSRS | Public School Retirement System | 22,138.14 | | 540,049.28 |
| 12/13/19 | PR - Fees | | PR - Fees - 12/15/19 payroll | 148.15 | | 539,901.13 |
| 12/13/19 | PR - Garn | | PR - Garnishment - 12/15/19 payroll | 86.75 | | 539,814.38 |
| 12/13/19 | PR - Taxes | | PR - Taxes - 12/15/19 payroll | 25,499.02 | | 514,315.36 |
| 12/13/19 | PR -403b | | PR-403b remittance - Valic | 1,095.54 | | 513,219.82 |
| 12/13/19 | PR- Dir Dep | | P/R - Direct Deposits - 12/15/19 payroll | 65,575.19 | | 447,644.63 |

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Saint Louis Language Immersion Schools, Inc. Bank Account Register

St. Louis Bank

December 1, 2019 - December 31, 2019

| Date | Reference | Payee ID | Description | Checks/ Payments | Deposits/ Additions | Balance |
|----------|-----------|------------|--|---------------------|------------------------|------------|
| 12/17/19 | 540 | AMERBURGLA | American Burglary and Fire, Inc | 537.51 | | 447,107.12 |
| 12/17/19 | 541 | CERES | Ceres Food Group, Inc. | 19,193.19 | | 427,913.93 |
| 12/17/19 | 542 | KELLYSERV | Kelly Services, Inc. | 255.96 | | 427,657.97 |
| 12/17/19 | 543 | MAXIM | Maxim Healthcare Services, Inc. | 1,289.92 | | 426,368.05 |
| 12/17/19 | 544 | PARALLEL | Parallel Education Division, Inc. | 2,346.00 | | 424,022.05 |
| 12/17/19 | 545 | MICHELPEG | Peggy Michelson | 1,800.00 | | 422,222.05 |
| 12/17/19 | 546 | TUETHKEENE | Tueth, Keeney, Cooper, Mohan & Jackstadt | 943.00 | | 421,279.05 |
| 12/17/19 | ACH | ATTInt | AT&T - UVerse - final payment for non-returned Gateway | 164.52 | | 421,114.53 |
| 12/17/19 | Deposit | | | | 401.00 | 421,515.53 |

| | | | | | | |
|----------|--------------|-------------|--|------------|------------|------------|
| 12/18/19 | Deposit | | Remote Deposit | | 714.96 | 422,230.49 |
| 12/20/19 | Deposit | | Remote Deposit | | 47,876.70 | 470,107.19 |
| 12/20/19 | DESE | | DESE Deposit | | 446,809.98 | 916,917.17 |
| 12/21/19 | ACH | MISSOURIEMP | Missouri Employers Mutual - workers comp - Dec | 1,380.63 | | 915,536.54 |
| 12/23/19 | 547 | AMTRUST | | 2,447.60 | | 913,088.94 |
| 12/23/19 | 548 | CNA | CNA Insurance | 2,136.21 | | 910,952.73 |
| 12/23/19 | 549 | FIRSTSTUDNT | First Student, Inc | 29,787.98 | | 881,164.75 |
| 12/23/19 | 550 | WALTJIM | Jim Walters | 1,900.00 | | 879,264.75 |
| 12/23/19 | 551 | MEEH | Meeh Climate Service, LLC | 2,171.36 | | 877,093.39 |
| 12/23/19 | 552 | Miriam | Miriam Foundation | 562.50 | | 876,530.89 |
| 12/23/19 | 553 | MISSIONSTL | Mission: St. Louis | 2,000.00 | | 874,530.89 |
| 12/23/19 | 554 | GUEYNDE | Ndeye Coumba Gueye | 59.31 | | 874,471.58 |
| 12/23/19 | 555 | BUCKLEYO | Odis Buckley | 100.00 | | 874,371.58 |
| 12/23/19 | 556 | PARALLEL | Parallel Education Division, Inc. | 2,048.45 | | 872,323.13 |
| 12/23/19 | 557 | PITCH | PITCH314LC | 9,982.00 | | 862,341.13 |
| 12/23/19 | 558 | ROTTLER | Rottler Pest & Lawn Services | 129.00 | | 862,212.13 |
| 12/23/19 | 559 | STANDPART | Standing Partnership | 5,910.21 | | 856,301.92 |
| 12/23/19 | 560 | BLUELINE | Blueline Security | 1,504.00 | | 854,797.92 |
| 12/23/19 | 561 | STATE | State Chemical Solutions | 136.33 | | 854,661.59 |
| 12/23/19 | Anthem | | Anthem Health/Dental/Vision Benefits | 14,896.92 | | 839,764.67 |
| 12/23/19 | Omaha | | Mutual of Omaha | 2,402.82 | | 837,361.85 |
| 12/24/19 | Deposit | | The CLM Group - MealTime online payments | | 335.00 | 837,696.85 |
| 12/30/19 | ACH | BUSEY | Busey Bank - credit card stmt - Dec | 6,206.92 | | 831,489.93 |
| 12/30/19 | ACH | STLBANK | St. Louis Bank - LOC interest | 553.02 | | 830,936.91 |
| 12/30/19 | DESE Deposit | | DESE Meal Deposit | | 16,334.62 | 847,271.53 |
| 12/30/19 | PR - Fees | | PR - Fees | 150.10 | | 847,121.43 |
| 12/30/19 | PR - Garn | | PR - Garnishment | 86.91 | | 847,034.52 |
| 12/30/19 | PR - Garn | | PR - Garnishment | 162.23 | | 846,872.29 |
| 12/30/19 | PR - Taxes | | PR - Taxes | 24,274.95 | | 822,597.34 |
| 12/30/19 | PR -403b | | PR-403b remittance | 1,095.54 | | 821,501.80 |
| 12/30/19 | PR- Dir Dep | | P/R - Direct Deposits | 66,930.63 | | 754,571.17 |
| | | | Totals | 592,630.40 | 578,860.19 | 754,571.17 |

Transaction count = 92



St. Louis Language Immersion School

- The first half of FY 20 reflects a surplus of \$104,221, compared to the FY 20 budget deficit of \$(24,084).
- The surplus is primarily attributable to the sale of the parking lot partially offset by the IFF principal repayment of \$409,000 combined with the debt reduction of \$350,741 as part of the parking lot transaction. Excluding the sale of the parking lot and debt refinancing, there would have been a deficit of \$45,038 for the first 6 months of FY 20.
- The FY 20 budget has been revised to reflect the sale of the parking lot and debt refinancing as well as lower State revenue , lower salaries and lower benefits.

St. Louis Language Immersion School

- Revenue
- Local revenue is above budget by about \$54,800. for the first half. This is due mainly to the Ameren HVAC incentive received in December.
- State revenue is above budget by about \$132,909, which reflects higher State Formula which will be adjusted downward in January.
- Federal revenue of \$18,469 was collected in December, and it is about \$85,200 below budget.

St. Louis Language Immersion School

- Expense
- Salaries are (\$14,337) below the revised budget year-to-date due to vacancies. Benefits are \$(15,252) below budget for the same period.
- Purchased services are \$3,884 below the revised budget, which reflects a number of offsetting factors which include higher transportation payments and lower food service payments.
- Supplies are slightly below the revised budget.
- Capital and Debt service is \$11,572 above budget for the first half of this year, which is mainly attributable to a timing difference on interest expense payments.

St. Louis Language Immersion School

| | First 6 Months | First 6 Months | |
|----------------------|----------------|----------------|-------------------|
| | Actual | Budget | |
| | <u>FY 20</u> | <u>FY 20</u> | <u>Difference</u> |
| Revenue | | | |
| Local Revenue | \$ 427,009 | \$ 372,173 | \$ 54,836 |
| Sale of Property | 500,000 | 500,000 | \$ - |
| State Formula | 2,546,308 | 2,398,619 | 147,689 |
| Other State Revenue | 26,320 | 41,100 | (14,780) |
| Federal Revenue | 268,317 | 353,558 | (85,241) |
| Total Revenue | \$ 3,767,954 | \$ 3,665,450 | \$ 102,504 |

St. Louis Language Immersion School

| | First 6 Months | First 6 Months | |
|--------------------------|-----------------|-----------------|-------------------|
| | Actual | Budget | |
| | <u>FY 20</u> | <u>FY 20</u> | <u>Difference</u> |
| Expense | | | |
| Salaries | \$ 1,163,174.00 | \$ 1,177,511.00 | \$ (14,337) |
| Benefits | 364,855 | 380,107 | (15,252) |
| Purchased Services | 1,021,312 | 1,025,196 | (3,884) |
| Supplies | 207,260 | 211,160 | (3,900) |
| Capital and Debt Service | 907,132 | 895,560 | 11,572 |
| Total Expense | 3,663,733 | 3,689,534 | (25,801) |
| Surplus/(Deficit) | \$ 104,221 | \$ (24,084) | \$ 128,305 |

St. Louis Language Immersion School

| Significant Expense Items | | | | |
|------------------------------------|--|--|--|-------------------|
| First 6 Months, FY 20 | | | | |
| IFF Loan Payment-July | | | | \$ 409,000 |
| Debt Reduction-October | | | | 350,000 |
| HVAC Lease- 5 payments (Aug.-Dec.) | | | | 62,321 |
| First Student- May Transportation | | | | 52,736 |
| Standing Partnership, incl. Ads | | | | 56,043 |
| Total | | | | \$ 930,100 |

St. Louis Language Immersion School

| December 31, 2019 | | | | |
|------------------------|---------------------|---------------------|---------------------|--|
| Fund Balance | | | | |
| | Actual | Budget | Actual | |
| | FY 20 | FY 20 | FY 19 | |
| Beginning Fund Balance | \$ 1,272,751 | \$ 1,272,751 | \$ 807,374 | |
| Revenue | 3,767,954 | 3,665,450 | 7,256,613 | |
| Expense | 3,663,733 | 3,689,534 | 6,791,236 | |
| Surplus(deficit) | 104,221 | (24,084) | 465,377 | |
| Ending Fund Balance | \$ 1,376,972 | \$ 1,248,667 | \$ 1,272,751 | |
| Fund Balance % (a) | 18.79% | 16.92% | 18.74% | |

(a) Ending Fund Balance/Expense.

St. Louis Language Immersion School

| | Key Revenue Factors | | |
|--|---------------------|-----------------|----------|
| | Revised | Original Budget | Variance |
| Enrollment | 485 | 500 | (15) |
| ADA (a) | 387 | 400 | (13) |
| Free & Red. Lunch Coun | 50.9 | 52.6 | (2) |
| IEP Count | 9 | 9.6 | (1) |
| LEP Count | 47 | 47.4 | (0) |
| Weighted ADA Count | 493.9 | 509.6 | (16) |
| Payment per WADA (a) | \$9,150 | \$ 9,100 | \$ 50 |
| (a) ADA= Average daily attendance. | | | |
| (b) WADA= weighted average daily attendance. | | | |



**SLIS TEACHER SALARY SCHEDULE
2019-2020**

| Steps | BA | MA | MA +30 | PHD |
|--------------|-----------|-----------|---------------|------------|
| 1 | 39,000.00 | 41,000.00 | 44,800.00 | 47,800.00 |
| 2 | 40,200.00 | 41,738.00 | 45,606.40 | 49,528.00 |
| 3 | 40,803.00 | 42,489.28 | 46,427.32 | 50,370.00 |
| 4 | 41,415.05 | 43,254.09 | 47,263.01 | 51,226.00 |
| 5 | 42,036.27 | 44,032.66 | 48,113.74 | 52,097.00 |
| 6 | 42,666.81 | 44,825.25 | 48,979.79 | 52,983.00 |
| 7 | 43,306.82 | 45,632.00 | 49,861.42 | 53,884.00 |
| 8 | 43,956.42 | 46,453.38 | 50,758.93 | 54,800.00 |
| 9 | 44,615.77 | 47,289.54 | 51,672.59 | 55,732.00 |
| 10 | 45,285.00 | 48,140.75 | 52,602.70 | 56,679.00 |
| 11 | 45,964.28 | 49,007.28 | 53,549.55 | 57,642.00 |
| 12 | 46,653.74 | 49,889.41 | 54,513.44 | 58,622.00 |
| 13 | 47,353.55 | 50,787.42 | 55,494.68 | 59,619.00 |
| 14 | 48,063.85 | 51,701.60 | 56,493.58 | 60,633.00 |
| 15 | 48,784.81 | 52,632.22 | 57,510.47 | 61,664.00 |
| 16 | | 53,579.60 | 58,545.66 | 62,712.00 |
| 17 | | 54,544.04 | 59,599.48 | 63,778.00 |
| 18 | | 55,525.83 | 60,672.27 | 64,862.00 |
| 19 | | 56,525.30 | 61,764.37 | 65,965.00 |
| 20 | | 57,542.75 | 62,876.13 | 67,086.00 |

Note: Lane change requests are considered at the start of school year only.

Pro Forma- Increase Starting Salaries by \$2,000.

| STEPS | BACHELORS | | | MASTERS | | | MASTERS +30 | | | PHD | | |
|---------------|-----------|-----------|-------------------|-----------|-----------|-------------------|-------------|-----------|-------------------|-----------|-----------|-------------------|
| | Salary | No. Tchrs | Net Cost | Salary | No. Tchrs | Net Cost | Salary | No. Tchrs | Net Cost | Salary | No. Tchrs | Net Cost |
| 1 | \$ 41,000 | 0 | \$ - | \$ 43,102 | 0 | \$ - | \$ 47,098 | 0 | \$ - | \$ 50,251 | 0 | \$ - |
| 2 | \$ 42,262 | 2 | \$ 84,524 | \$ 43,878 | 3 | \$ 131,634 | \$ 47,945 | 0 | \$ - | \$ 52,068 | 0 | \$ - |
| 3 | \$ 42,896 | 2 | \$ 85,792 | \$ 44,668 | 2 | \$ 89,335 | \$ 48,808 | 1 | \$ 48,808 | \$ 52,954 | 2 | \$ 105,907 |
| 4 | \$ 43,539 | 2 | \$ 87,079 | \$ 45,472 | 2 | \$ 90,943 | \$ 49,687 | 0 | \$ - | \$ 53,854 | 0 | \$ - |
| 5 | \$ 44,192 | 5 | \$ 220,962 | \$ 46,290 | 0 | \$ - | \$ 50,581 | 1 | \$ 50,581 | \$ 54,769 | 0 | \$ - |
| 6 | \$ 44,855 | 2 | \$ 89,711 | \$ 47,123 | 2 | \$ 94,247 | \$ 51,492 | 0 | \$ - | \$ 55,700 | 0 | \$ - |
| 7 | \$ 45,528 | 1 | \$ 45,528 | \$ 47,972 | 0 | \$ - | \$ 52,419 | 2 | \$ 104,837 | \$ 56,647 | 0 | \$ - |
| 8 | \$ 46,211 | 1 | \$ 46,211 | \$ 48,835 | 2 | \$ 97,670 | \$ 53,362 | 3 | \$ 160,087 | \$ 57,610 | 0 | \$ - |
| 9 | \$ 46,904 | 0 | \$ - | \$ 49,714 | 0 | \$ - | \$ 54,323 | 0 | \$ - | \$ 58,590 | 0 | \$ - |
| 10 | \$ 47,608 | 0 | \$ - | \$ 50,609 | 0 | \$ - | \$ 55,301 | 0 | \$ - | \$ 59,586 | 0 | \$ - |
| 11 | \$ 48,322 | 1 | \$ 48,322 | \$ 51,520 | 0 | \$ - | \$ 56,296 | 0 | \$ - | \$ 60,599 | 0 | \$ - |
| 12 | \$ 49,047 | 1 | \$ 49,047 | \$ 52,447 | 1 | \$ 52,447 | \$ 57,309 | 1 | \$ 57,309 | \$ 61,629 | 0 | \$ - |
| 13 | \$ 49,782 | 0 | \$ - | \$ 53,391 | 0 | \$ - | \$ 58,341 | 0 | \$ - | \$ 62,676 | 0 | \$ - |
| 14 | \$ 50,529 | 1 | \$ 50,529 | \$ 54,352 | 1 | \$ 54,352 | \$ 59,391 | 0 | \$ - | \$ 63,742 | 0 | \$ - |
| 15 | \$ 51,287 | 0 | \$ - | \$ 55,331 | 0 | \$ - | \$ 60,460 | 0 | \$ - | \$ 64,826 | 0 | \$ - |
| 16 | | | | \$ 56,327 | 0 | | \$ 61,548 | 0 | | \$ 65,928 | 0 | |
| 17 | | | | \$ 57,341 | 0 | | \$ 62,656 | 0 | | \$ 67,048 | 0 | |
| 18 | | | | \$ 58,373 | 0 | | \$ 63,784 | 0 | | \$ 68,188 | 0 | |
| 19 | | | | \$ 59,423 | 0 | | \$ 64,932 | 0 | | \$ 69,347 | 0 | |
| 20 | | | | \$ 60,493 | 0 | | \$ 66,101 | 0 | | \$ 70,526 | 0 | |
| OFF SCHED | \$ 50,128 | 1 | \$ 50,128 | | | | | | | | | |
| PART TIME | \$ 16,353 | 1 | \$ 16,353 | \$ 21,216 | 1 | \$ 21,216 | | | | | | |
| TOTALS | | 20 | \$ 874,186 | | 14 | \$ 631,846 | | 8 | \$ 421,623 | | 2 | \$ 105,907 |

| | TOTALS | INCREASE | % INCREASE |
|------------------------------|--------------|------------|------------|
| TOTAL NUMBER OF TEACHERS | 44 | | |
| TOTAL ALL TEACHERS' SALARIES | \$ 2,033,561 | \$ 127,644 | 6.70% |
| Central Office Staff | \$ 523,182 | \$ 32,839 | 6.70% |

| | | | |
|---------------------------------|---------------------|-------------------|--------------|
| Support Staff | \$ 130,333 | \$ 8,181 | 6.70% |
| GRAND TOTAL ALL SALARIES | \$ 2,687,077 | \$ 168,664 | 6.70% |
| | | \$ 26,143 | |
| TOTAL IMPACT TO BUDGET | | \$ 194,807 | |

Pro Forma- Cut 1 Step

| STEPS | BACHELORS | | | MASTERS | | | MASTERS +30 | | | PHD | | |
|---------------|-----------|-----------|-------------------|-----------|-----------|-------------------|-------------|-----------|-------------------|-----------|-----------|-------------------|
| | Salary | No. Tchrs | Net Cost | Salary | No. Tchrs | Net Cost | Salary | No. Tchrs | Net Cost | Salary | No. Tchrs | Net Cost |
| 2 | \$ 40,200 | | \$ - | \$ 41,738 | | \$ - | \$ 45,607 | 0 | \$ - | \$ 49,528 | 0 | \$ - |
| 3 | \$ 40,803 | 2 | \$ 81,606 | \$ 42,489 | 3 | \$ 127,468 | \$ 46,428 | 1 | \$ 46,428 | \$ 50,370 | 2 | \$ 100,740 |
| 4 | \$ 41,415 | 2 | \$ 82,830 | \$ 43,254 | 2 | \$ 86,508 | \$ 47,264 | 0 | \$ - | \$ 51,226 | 0 | \$ - |
| 5 | \$ 42,036 | 2 | \$ 84,073 | \$ 44,033 | 2 | \$ 88,065 | \$ 48,114 | 1 | \$ 48,114 | \$ 52,097 | 0 | \$ - |
| 6 | \$ 42,667 | 5 | \$ 213,334 | \$ 44,825 | 0 | \$ - | \$ 48,980 | 0 | \$ - | \$ 52,983 | 0 | \$ - |
| 7 | \$ 43,307 | 2 | \$ 86,614 | \$ 45,632 | 2 | \$ 91,264 | \$ 49,862 | 2 | \$ 99,724 | \$ 53,883 | 0 | \$ - |
| 8 | \$ 43,956 | 1 | \$ 43,956 | \$ 46,453 | 0 | \$ - | \$ 50,760 | 3 | \$ 152,279 | \$ 54,799 | 0 | \$ - |
| 9 | \$ 44,616 | 1 | \$ 44,616 | \$ 47,290 | 2 | \$ 94,579 | \$ 51,673 | 0 | \$ - | \$ 55,731 | 0 | \$ - |
| 10 | \$ 45,285 | 0 | \$ - | \$ 48,141 | 0 | \$ - | \$ 52,603 | 0 | \$ - | \$ 56,679 | 0 | \$ - |
| 11 | \$ 45,964 | 0 | \$ - | \$ 49,007 | 0 | \$ - | \$ 53,550 | 0 | \$ - | \$ 57,642 | 0 | \$ - |
| 12 | \$ 46,654 | 1 | \$ 46,654 | \$ 49,890 | 0 | \$ - | \$ 54,514 | 1 | \$ 54,514 | \$ 58,622 | 0 | \$ - |
| 13 | \$ 47,354 | 1 | \$ 47,354 | \$ 50,788 | 1 | \$ 50,788 | \$ 55,495 | 0 | \$ - | \$ 59,619 | 0 | \$ - |
| 14 | \$ 48,064 | 0 | \$ - | \$ 51,702 | 0 | \$ - | \$ 56,494 | 0 | \$ - | \$ 60,632 | 0 | \$ - |
| 15 | \$ 48,785 | 1 | \$ 48,785 | \$ 52,632 | 1 | \$ 52,632 | \$ 57,511 | 0 | \$ - | \$ 61,663 | 0 | \$ - |
| 16 | \$ 49,517 | 0 | \$ - | \$ 53,580 | 0 | | \$ 58,546 | 0 | | \$ 62,711 | 0 | |
| 17 | | | \$ - | \$ 54,544 | 0 | | \$ 59,600 | 0 | | \$ 63,777 | 0 | |
| 18 | | | | \$ 55,526 | 0 | | \$ 60,673 | 0 | | \$ 64,861 | 0 | |
| 19 | | | | \$ 56,525 | 0 | | \$ 61,765 | 0 | | \$ 65,964 | 0 | |
| 20 | | | | \$ 57,543 | 0 | | \$ 62,877 | 0 | | \$ 67,085 | 0 | |
| OFF SCHED | \$ 50,128 | 1 | \$ 50,128 | | | | | | | | | |
| PART TIME | \$ 16,353 | 1 | \$ 16,353 | \$ 21,216 | 1 | \$ 21,216 | | | | | | |
| TOTALS | | 20 | \$ 846,302 | | 14 | \$ 612,521 | | 8 | \$ 401,059 | | 2 | \$ 100,740 |

| | TOTALS | INCREASE | % INCREASE |
|---------------------------------|---------------------|------------------|--------------|
| TOTAL NUMBER OF TEACHERS | 44 | | |
| TOTAL ALL TEACHERS' SALARIES | \$ 1,960,622 | \$ 54,705 | 2.87% |
| Central Office Staff | \$ 504,417 | \$ 14,074 | 2.87% |
| Support Staff | \$ 125,658 | \$ 3,506 | 2.87% |
| GRAND TOTAL ALL SALARIES | \$ 2,590,697 | \$ 72,285 | 2.87% |
| | | \$ 11,204 | |

| | |
|-------------------------------|------------------|
| TOTAL IMPACT TO BUDGET | \$ 83,489 |
|-------------------------------|------------------|

Pro Forma- Cut 2 Steps

| STEPS | BACHELORS | | | MASTERS | | | MASTERS +30 | | | PHD | | |
|---------------|-----------|-----------|-------------------|-----------|-----------|-------------------|-------------|-----------|-------------------|-----------|-----------|-------------------|
| | Salary | No. Tchrs | Net Cost | Salary | No. Tchrs | Net Cost | Salary | No. Tchrs | Net Cost | Salary | No. Tchrs | Net Cost |
| 3 | \$ 40,803 | | \$ - | \$ 42,489 | | \$ - | \$ 46,428 | | \$ - | \$ 50,370 | | \$ - |
| 4 | \$ 41,415 | 2 | \$ 82,830 | \$ 43,254 | 3 | \$ 129,761 | \$ 47,264 | 1 | \$ 47,264 | \$ 51,226 | 2 | \$ 102,453 |
| 5 | \$ 42,036 | 2 | \$ 84,073 | \$ 44,032 | 2 | \$ 88,065 | \$ 48,114 | 0 | \$ - | \$ 52,097 | 0 | \$ - |
| 6 | \$ 42,667 | 2 | \$ 85,334 | \$ 44,825 | 2 | \$ 89,650 | \$ 48,981 | 1 | \$ 48,981 | \$ 52,983 | 0 | \$ - |
| 7 | \$ 43,307 | 5 | \$ 216,534 | \$ 45,632 | 0 | \$ - | \$ 49,862 | 0 | \$ - | \$ 53,883 | 0 | \$ - |
| 8 | \$ 43,956 | 2 | \$ 87,913 | \$ 46,453 | 2 | \$ 92,906 | \$ 50,760 | 2 | \$ 101,519 | \$ 54,800 | 0 | \$ - |
| 9 | \$ 44,616 | 1 | \$ 44,616 | \$ 47,289 | 0 | \$ - | \$ 51,673 | 3 | \$ 155,020 | \$ 55,731 | 0 | \$ - |
| 10 | \$ 45,285 | 1 | \$ 45,285 | \$ 48,141 | 2 | \$ 96,281 | \$ 52,603 | 0 | \$ - | \$ 56,679 | 0 | \$ - |
| 11 | \$ 45,964 | 0 | \$ - | \$ 49,007 | 0 | \$ - | \$ 53,550 | 0 | \$ - | \$ 57,642 | 0 | \$ - |
| 12 | \$ 46,654 | 0 | \$ - | \$ 49,889 | 0 | \$ - | \$ 54,514 | 0 | \$ - | \$ 58,622 | 0 | \$ - |
| 13 | \$ 47,354 | 1 | \$ 47,354 | \$ 50,787 | 0 | \$ - | \$ 55,495 | 1 | \$ 55,495 | \$ 59,619 | 0 | \$ - |
| 14 | \$ 48,064 | 1 | \$ 48,064 | \$ 51,701 | 1 | \$ 51,701 | \$ 56,494 | 0 | \$ - | \$ 60,632 | 0 | \$ - |
| 15 | \$ 48,785 | 0 | \$ - | \$ 52,632 | 0 | \$ - | \$ 57,511 | 0 | \$ - | \$ 61,663 | 0 | \$ - |
| 16 | \$ 49,517 | 1 | \$ 49,517 | \$ 53,579 | 1 | \$ 53,579 | \$ 58,547 | 0 | | \$ 62,711 | 0 | \$ - |
| 17 | \$ 50,259 | 1 | \$ 50,259 | \$ 54,544 | 0 | \$ - | \$ 59,600 | 0 | | \$ 63,777 | 0 | |
| 18 | | | | \$ 55,526 | 0 | \$ - | \$ 60,673 | 0 | | \$ 64,861 | 0 | |
| 19 | | | | \$ 56,525 | 0 | \$ - | \$ 61,765 | 0 | | \$ 65,964 | 0 | |
| 20 | | | | \$ 57,543 | 0 | \$ - | \$ 62,877 | 0 | | \$ 67,085 | 0 | |
| 21 | | | | \$ 58,578 | | | | 0 | | | | |
| 22 | | | | \$ 59,633 | | | | | | | | |
| OFF SCHED | \$ 50,128 | | \$ - | | | | | | | | | |
| PART TIME | \$ 16,353 | 1 | \$ 16,353 | \$ 21,216 | 1 | \$ 21,216 | | | | | | |
| TOTALS | | 20 | \$ 858,131 | | 14 | \$ 623,160 | | 8 | \$ 408,279 | | 2 | \$ 102,453 |

Note: Cutting 2 Steps at top, puts off Schedule salary on new step 17.

| | TOTALS | INCREASE | % INCREASE |
|---------------------------------|---------------------|-------------------|--------------|
| TOTAL NUMBER OF TEACHERS | 44 | | |
| TOTAL ALL TEACHERS' SALARIES | \$ 1,992,023 | \$ 86,105 | 4.52% |
| Central Office Staff | \$ 512,496 | \$ 22,153 | 4.52% |
| Support Staff | \$ 127,671 | \$ 5,519 | 4.52% |
| GRAND TOTAL ALL SALARIES | \$ 2,632,189 | \$ 113,777 | 4.52% |

| | |
|-------------------------------|-------------------|
| | \$ 17,635 |
| TOTAL IMPACT TO BUDGET | \$ 131,412 |

Salary Comparisons

| BACHELORS - Average of 5 = \$52,022 | | | | | | |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| STEPS | LLIS | Clayton | Ladue | Webster | Kirkwood | Rockwood |
| 1 | \$ 39,000 | \$ 45,000 | \$ 44,084 | \$ 42,976 | \$ 44,000 | \$ 41,694 |
| 2 | \$ 40,200 | \$ 45,539 | \$ 44,946 | \$ 43,835 | \$ 44,286 | \$ 42,424 |
| 3 | \$ 40,803 | \$ 46,632 | \$ 45,889 | \$ 44,712 | \$ 44,904 | \$ 43,168 |
| 4 | \$ 41,415 | \$ 47,704 | \$ 46,853 | \$ 45,655 | \$ 45,532 | \$ 43,992 |
| 5 | \$ 42,037 | \$ 48,801 | \$ 47,848 | \$ 46,659 | \$ 46,201 | \$ 44,690 |
| 6 | \$ 42,667 | \$ 49,924 | \$ 48,889 | \$ 47,685 | \$ 48,896 | \$ 45,361 |
| 7 | \$ 43,307 | \$ 51,072 | \$ 49,962 | \$ 48,639 | \$ 47,607 | \$ 46,042 |
| 8 | \$ 43,957 | \$ 52,247 | \$ 51,156 | \$ 49,977 | \$ 48,349 | |
| 9 | \$ 44,616 | \$ 53,449 | | \$ 51,627 | \$ 49,095 | |
| 10 | \$ 45,285 | \$ 54,676 | | \$ 53,435 | \$ 49,857 | |
| 11 | \$ 45,965 | | | \$ 55,339 | \$ 50,687 | |
| 12 | \$ 46,654 | | | | \$ 51,577 | |
| 13 | \$ 47,354 | | | | \$ 52,895 | |
| 14 | \$ 48,064 | | | | | |
| 15 | \$ 48,785 | | | | | |
| 16 | | | | | | |
| 17 | | | \$ 52,022 | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| 21 | | | | | | |
| 22 | | | | | | |
| 23 | | | | | | |
| 24 | | | | | | |
| 25 | | | | | | |
| 26 | | | | | | |

Salary Comparisons

| | | | | | | |
|-----------|--|--|--|--|--|--|
| 27 | | | | | | |
| 28 | | | | | | |
| 29 | | | | | | |
| 30 | | | | | | |
| | | | | | | |

| | MASTERS - @20Yrs average of 5 = \$78,078 | | | | | |
|--------------|---|----------------|--------------|----------------|-----------------|-----------------|
| STEPS | SLLIS | Clayton | Ladue | Webster | Kirkwood | Rockwood |
| 1 | \$ 41,000 | \$49,078 | \$47,679 | \$46,734 | \$47,200 | \$44,745 |
| 2 | \$ 41,738 | \$50,305 | \$48,538 | \$48,018 | \$47,339 | \$45,640 |
| 3 | \$ 42,489 | \$51,563 | \$49,730 | \$49,339 | \$48,349 | \$46,553 |
| 4 | \$ 43,254 | \$52,852 | \$51,009 | \$50,695 | \$49,379 | \$47,484 |
| 5 | \$ 44,032 | \$54,172 | \$52,346 | \$52,089 | \$50,532 | \$48,433 |
| 6 | \$ 44,825 | \$55,527 | \$53,719 | \$53,521 | \$51,706 | \$49,645 |
| 7 | \$ 45,632 | \$56,915 | \$55,126 | \$54,992 | \$52,906 | \$50,886 |
| 8 | \$ 46,453 | \$58,339 | \$56,573 | \$56,504 | \$54,137 | \$52,158 |
| 9 | \$ 47,289 | \$59,797 | \$58,057 | \$58,084 | \$55,378 | \$53,462 |
| 10 | \$ 48,140 | \$61,292 | \$59,632 | \$59,896 | \$56,660 | \$54,799 |
| 11 | \$ 49,007 | \$62,824 | \$61,247 | \$61,694 | \$58,030 | \$56,443 |
| 12 | \$ 49,889 | \$64,395 | \$63,009 | \$63,545 | \$59,845 | \$58,136 |

Salary Comparisons

| | | | | | | |
|----|-----------|----------|----------|----------|----------|----------|
| 13 | \$ 50,787 | \$66,391 | \$65,482 | \$66,386 | \$62,975 | \$59,880 |
| 14 | \$ 51,701 | \$68,515 | \$69,024 | \$73,070 | \$66,105 | \$61,676 |
| 15 | \$ 52,632 | \$70,830 | \$70,572 | \$73,070 | \$67,810 | \$63,527 |
| 16 | \$ 53,579 | \$73,620 | \$72,054 | \$73,070 | \$69,336 | \$65,590 |
| 17 | \$ 54,544 | \$75,639 | \$74,687 | \$73,070 | \$70,553 | \$67,723 |
| 18 | \$ 55,525 | \$77,984 | \$78,682 | \$73,070 | \$71,900 | \$69,923 |
| 19 | \$ 56,525 | \$80,478 | \$80,006 | \$76,336 | \$74,025 | \$72,194 |
| 20 | \$ 57,542 | \$80,478 | \$81,628 | \$78,054 | \$75,691 | \$74,542 |
| 21 | | | \$82,867 | \$79,615 | \$77,199 | \$76,593 |
| 22 | | | \$83,822 | \$80,013 | \$78,733 | \$78,697 |
| 23 | | | \$84,871 | \$81,070 | \$79,781 | \$80,862 |
| 24 | | | \$85,681 | \$81,070 | \$82,555 | \$83,085 |
| 25 | | | \$86,736 | \$81,070 | \$85,510 | \$83,085 |
| 26 | | | | \$81,070 | \$87,434 | \$85,372 |
| 27 | | | | \$81,070 | \$88,339 | |
| 28 | | | | \$83,470 | \$89,193 | |
| 29 | | | | \$83,470 | \$90,067 | |
| 30 | | | | \$83,470 | \$90,992 | |

| | Masters + 35* or 2nd Adv.Degree** - @20 yrs average of 5 = \$84,986 | | | | | |
|--------------|--|------------------|----------------|----------------|------------------|-----------------|
| STEPS | SLLIS | **Clayton | **Ladue | Webster | *Kirkwood | Rockwood |
| 1 | \$ 44,800 | \$55,794 | \$52,670 | \$50,493 | \$56,055 | \$45,762 |
| 2 | \$ 45,607 | \$57,189 | \$53,834 | \$51,755 | \$55,680 | \$46,677 |
| 3 | \$ 46,428 | \$53,734 | \$55,105 | \$53,049 | \$56,795 | \$47,033 |
| 4 | \$ 47,263 | \$55,076 | \$56,378 | \$54,561 | \$57,930 | \$48,210 |
| 5 | \$ 48,114 | \$56,454 | \$57,680 | \$56,117 | \$56,090 | \$49,414 |
| 6 | \$ 48,980 | \$57,865 | \$59,073 | \$57,715 | \$60,276 | \$50,650 |

Salary Comparisons

| | | | | | | |
|-----------|-----------|-----------|----------|----------|-----------|----------|
| 7 | \$ 49,862 | \$59,312 | \$60,524 | \$59,447 | \$61,476 | \$52,042 |
| 8 | \$ 50,759 | \$60,795 | \$62,014 | \$6,123 | \$62,710 | \$53,343 |
| 9 | \$ 51,673 | \$62,254 | \$63,543 | \$64,959 | \$63,968 | \$54,677 |
| 10 | \$ 52,603 | \$63,620 | \$65,112 | \$66,907 | \$66,256 | \$56,043 |
| 11 | \$ 53,550 | \$64,913 | \$66,815 | \$68,914 | \$66,945 | \$57,724 |
| 12 | \$ 54,514 | \$66,536 | \$68,606 | \$70,982 | \$68,855 | \$59,456 |
| 13 | \$ 55,495 | \$68,599 | \$70,882 | \$70,303 | \$72,065 | \$61,239 |
| 14 | \$ 56,494 | \$70,793 | \$74,915 | \$70,303 | \$75,275 | \$63,077 |
| 15 | \$ 57,511 | \$73,112 | \$76,515 | \$79,891 | \$76,969 | \$64,969 |
| 16 | \$ 58,546 | \$75,584 | \$78,054 | \$82,309 | \$78,216 | \$67,082 |
| 17 | \$ 59,600 | \$77,504 | \$81,257 | \$84,756 | \$79,530 | \$69,261 |
| 18 | \$ 60,673 | \$79,907 | \$85,261 | \$87,299 | \$80,834 | \$71,512 |
| 19 | \$ 61,765 | \$82,464 | \$87,129 | \$88,435 | \$82,730 | \$73,835 |
| 20 | \$ 62,876 | \$85,250 | \$88,830 | \$90,026 | \$84,591 | \$76,236 |
| 21 | | \$87,736 | \$90,006 | \$91,668 | \$86,168 | \$78,332 |
| 22 | | \$89,842 | \$91,244 | \$91,668 | \$87,674 | \$80,487 |
| 23 | | \$91,814 | \$92,422 | \$91,668 | \$88,855 | \$82,700 |
| 24 | | \$93,467 | \$93,457 | \$91,668 | \$91,555 | \$84,974 |
| 25 | | \$94,861 | \$94,513 | \$91,688 | \$94,410 | \$87,311 |
| 26 | | \$96,188 | | \$94,068 | \$96,534 | |
| 27 | | \$97,535 | | \$94,068 | \$97,500 | |
| 28 | | \$98,899 | | \$94,068 | \$98,477 | |
| 29 | | \$99,642 | | \$94,068 | \$99,464 | |
| 30 | | \$100,391 | | \$94,068 | \$100,461 | |

84986.6

Salary Comparisons

| | BACHELORS + 15 HOURS - Average of 5 = \$56,148 | | | | | |
|--------------|---|------------------|------------------|----------------|------------------|------------------|
| STEPS | SL LIS | Clayton | Ladue | Webster | Kirkwood | Rockwood |
| 1 | N/A | \$ 46,000 | \$ 45,189 | N/A | \$ 44,500 | \$ 42,458 |
| 2 | N/A | \$ 47,127 | \$ 46,025 | N/A | \$ 44,548 | \$ 43,200 |
| 3 | N/A | \$ 48,258 | \$ 47,042 | N/A | \$ 45,213 | \$ 43,957 |
| 4 | N/A | \$ 49,319 | \$ 48,065 | N/A | \$ 45,892 | \$ 44,725 |
| 5 | N/A | \$ 50,354 | \$ 49,113 | N/A | \$ 46,582 | \$ 45,509 |
| 6 | N/A | \$ 51,412 | \$ 50,188 | N/A | \$ 47,283 | \$ 46,305 |
| 7 | N/A | \$ 52,490 | \$ 51,287 | N/A | \$ 47,993 | \$ 47,116 |
| 8 | N/A | \$ 53,594 | \$ 52,417 | N/A | \$ 48,735 | \$ 47,941 |
| 9 | N/A | \$ 54,718 | | N/A | \$ 49,492 | \$ 48,779 |
| 10 | N/A | \$ 55,867 | | N/A | \$ 50,254 | \$ 49,633 |
| 11 | N/A | \$ 57,041 | | N/A | \$ 50,950 | \$ 50,502 |
| 12 | N/A | \$ 58,239 | | N/A | \$ 52,225 | \$ 51,260 |
| 13 | N/A | | | N/A | \$ 54,335 | \$ 52,209 |
| 14 | N/A | | | N/A | \$ 56,445 | |
| 15 | N/A | | | N/A | \$ 56,350 | |
| 16 | N/A | | | N/A | \$ 59,663 | |
| 17 | N/A | | | N/A | \$ 60,706 | |
| 18 | N/A | | | N/A | \$ 61,726 | |
| 19 | N/A | | | N/A | | |
| 20 | | | | | | |
| 21 | | | \$ 56,148 | | | |
| 22 | | | | | | |
| 23 | | | | | | |
| 24 | | | | | | |
| 25 | | | | | | |
| 26 | | | | | | |

Salary Comparisons

| | | | | | | |
|----|--|--|--|--|--|--|
| 27 | | | | | | |
| 28 | | | | | | |
| 29 | | | | | | |
| 30 | | | | | | |
| | | | | | | |

| STEPS | MASTERS +15 - @20 years average of 4 = \$81,303 | | | | | |
|-------|---|----------|----------|---------|----------|----------|
| | SLLIS | Clayton | Ladue | Webster | Kirkwood | Rockwood |
| 1 | N/A | \$51,144 | \$49,491 | N/A | \$49,500 | \$45,762 |
| 2 | N/A | \$52,423 | \$50,636 | N/A | \$50,266 | \$46,677 |
| 3 | N/A | \$53,734 | \$51,889 | N/A | \$51,283 | \$47,611 |
| 4 | N/A | \$55,076 | \$53,171 | N/A | \$52,316 | \$48,563 |
| 5 | N/A | \$56,454 | \$54,515 | N/A | \$53,461 | \$49,534 |
| 6 | N/A | \$57,865 | \$55,896 | N/A | \$54,632 | \$50,772 |
| 7 | N/A | \$59,312 | \$57,312 | N/A | \$55,834 | \$52,042 |
| 8 | N/A | \$60,795 | \$58,765 | N/A | \$57,061 | \$53,343 |
| 9 | N/A | \$62,254 | \$60,192 | N/A | \$58,318 | \$54,677 |
| 10 | N/A | \$63,620 | \$61,600 | N/A | \$59,602 | \$56,043 |
| 11 | N/A | \$64,913 | \$63,311 | N/A | \$61,360 | \$57,724 |
| 12 | N/A | \$66,536 | \$65,084 | N/A | \$63,205 | \$59,456 |

Salary Comparisons

| | | | | | | |
|----|-----|-----------|----------|-----|----------|----------|
| 13 | N/A | \$68,599 | \$67,526 | N/A | \$66,505 | \$61,239 |
| 14 | N/A | \$70,793 | \$70,025 | N/A | \$69,800 | \$63,077 |
| 15 | N/A | \$73,112 | \$72,017 | N/A | \$71,371 | \$64,969 |
| 16 | N/A | \$75,584 | \$73,892 | N/A | \$72,623 | \$67,082 |
| 17 | N/A | \$77,504 | \$77,527 | N/A | \$73,876 | \$69,261 |
| 18 | N/A | \$79,907 | \$81,910 | N/A | \$75,067 | \$71,512 |
| 19 | N/A | \$82,464 | \$83,449 | N/A | \$77,000 | \$73,835 |
| 20 | N/A | \$85,250 | \$84,996 | N/A | \$78,733 | \$76,236 |
| 21 | N/A | \$87,736 | \$86,229 | N/A | \$80,292 | \$78,332 |
| 22 | N/A | \$89,842 | \$87,289 | N/A | \$81,544 | \$80,487 |
| 23 | N/A | \$91,814 | \$88,364 | N/A | \$82,976 | \$82,700 |
| 24 | | \$93,467 | \$89,658 | N/A | \$85,495 | \$84,974 |
| 25 | | \$94,861 | \$90,939 | N/A | \$88,040 | \$87,311 |
| 26 | | \$96,188 | | | \$90,021 | |
| 27 | | \$97,535 | | | \$90,921 | |
| 28 | | \$98,899 | | | \$91,831 | |
| 29 | | \$99,642 | | | \$92,751 | |
| 30 | | \$100,391 | | | \$93,661 | |

| | PhD, Ed.D. - @20 yrs average of 5 = \$89,951 | | | | | |
|-------|--|----------|----------|----------|----------|----------|
| STEPS | SLLIS | Clayton | Ladue | Webster | Kirkwood | Rockwood |
| 1 | \$ 47,800 | \$61,477 | \$56,124 | \$52,812 | \$59,950 | \$49,676 |
| 2 | \$ 49,528 | \$63,014 | \$57,414 | \$54,132 | \$61,299 | \$50,919 |
| 3 | \$ 50,370 | \$64,526 | \$58,766 | \$55,485 | \$62,480 | \$52,191 |
| 4 | \$ 51,227 | \$65,944 | \$60,143 | \$56,951 | \$63,707 | \$53,496 |
| 5 | \$ 52,098 | \$67,260 | \$61,650 | \$58,826 | \$64,975 | \$54,835 |
| 6 | \$ 52,983 | \$68,607 | \$63,179 | \$60,703 | \$66,253 | \$56,205 |

Salary Comparisons

| | | | | | | |
|-----------|-----------|-----------|----------|----------|-----------|----------|
| 7 | \$ 53,884 | \$69,970 | \$64,739 | \$62,609 | \$67,551 | \$57,610 |
| 8 | \$ 54,800 | \$71,378 | \$66,320 | \$64,515 | \$68,865 | \$59,050 |
| 9 | \$ 55,732 | \$72,805 | \$67,888 | \$66,307 | \$70,164 | \$60,527 |
| 10 | \$ 56,679 | \$74,262 | \$69,583 | \$68,549 | \$71,442 | \$62,039 |
| 11 | \$ 57,643 | \$75,746 | \$71,406 | \$71,021 | \$72,910 | \$63,900 |
| 12 | \$ 58,623 | \$77,262 | \$73,593 | \$64,501 | \$74,750 | \$65,818 |
| 13 | \$ 59,619 | \$78,807 | \$76,417 | \$79,192 | \$77,835 | \$67,792 |
| 14 | \$ 60,633 | \$80,559 | \$79,678 | \$85,062 | \$80,920 | \$69,827 |
| 15 | \$ 61,663 | \$82,687 | \$81,188 | \$85,602 | \$82,741 | \$71,921 |
| 16 | \$ 62,712 | \$84,857 | \$82,631 | \$85,602 | \$84,193 | \$74,259 |
| 17 | \$ 63,778 | \$86,978 | \$85,689 | \$85,602 | \$85,614 | \$76,674 |
| 18 | \$ 64,862 | \$89,065 | \$89,703 | \$88,062 | \$87,061 | \$79,166 |
| 19 | \$ 65,965 | \$91,023 | \$90,773 | \$88,062 | \$89,205 | \$81,738 |
| 20 | \$ 67,086 | \$93,208 | \$92,044 | \$88,897 | \$91,212 | \$84,395 |
| 21 | | \$95,254 | \$93,531 | \$91,297 | \$92,807 | \$86,715 |
| 22 | | \$97,159 | \$94,720 | \$92,940 | \$94,361 | \$89,100 |
| 23 | | \$99,102 | \$96,205 | \$95,719 | \$95,588 | \$91,550 |
| 24 | | \$100,886 | \$96,973 | \$95,719 | \$97,186 | \$94,069 |
| 25 | | \$102,391 | \$98,166 | \$95,719 | \$99,670 | \$96,656 |
| 26 | | \$104,132 | | \$95,719 | \$101,913 | |
| 27 | | \$105,902 | | \$95,719 | \$102,910 | |
| 28 | | \$107,701 | | \$95,719 | \$103,917 | |
| 29 | | \$109,318 | | \$95,719 | \$104,960 | |
| 30 | | \$110,684 | | \$95,719 | \$106,013 | |

89,951

Region: St. Louis Area

| School District | Ranking of 39 | | Bachelor's Degree | | | | Master's Degree | | | | Non-Doctorate | | | Schedule | | | | |
|--------------------------------|---------------|-------|-------------------|-------|----------|-------|-----------------|----------|-------|----------|---------------|-------|-----------|----------|-------|-----------|-------|-------|
| | BA | Sched | Min | State | Max | State | Steps | Min | State | Max | State | Steps | Max | State | Steps | Max | State | Steps |
| | Min | Max | Salary | Rank | Salary | Rank | | Salary | Rank | Salary | Rank | | Salary | Rank | | Salary | Rank | |
| Affton 101 | 28.5 | 20 | \$38,500 | 40.5 | \$48,575 | 58 | 10 | \$42,000 | 36.5 | \$78,474 | 17 | 35 | \$86,096 | 19 | 35 | \$88,096 | 20 | 35 |
| Bayless | 18 | 29 | \$40,500 | 20 | \$43,944 | 140 | 20 | \$44,000 | 23 | \$71,253 | 32 | 20 | \$80,009 | 37 | 20 | \$80,009 | 39 | 20 |
| Brentwood | 11 | 9.5 | \$41,429 | 12.5 | \$45,749 | 100.5 | 7 | \$44,460 | 19.5 | \$84,829 | 7.5 | 25 | \$90,926 | 11.5 | 25 | \$96,041 | 9.5 | 25 |
| Clayton | 1 | 1 | \$44,428 | 1 | \$54,517 | 23 | 10 | \$49,078 | 2 | \$95,068 | 1 | 30 | \$104,520 | 1 | 30 | \$108,321 | 1 | 30 |
| Crystal City 47 | 37 | 36 | \$34,000 | 140.5 | \$58,480 | 12 | 35 | \$37,120 | 137 | \$61,600 | 65 | 35 | \$65,414 | 79 | 35 | \$67,148 | 78 | 35 |
| DeSoto 73 | 33 | 37 | \$35,200 | 105.5 | \$61,250 | 9 | 31 | \$38,350 | 103 | \$64,400 | 50 | 31 | \$67,025 | 73 | 31 | \$67,025 | 79 | 31 |
| Dunklin R-5 (Herculaneum) | 35 | 34 | \$35,000 | 110.5 | \$41,750 | 199 | 31 | \$39,700 | 75 | \$65,450 | 43 | 31 | \$68,450 | 65 | 31 | \$69,200 | 71 | 31 |
| Ferguson-Florissant | 27 | 30 | \$38,674 | 38 | \$54,947 | 22 | 12 | \$42,374 | 34 | \$73,161 | 29 | 19 | \$79,742 | 38 | 19 | \$79,742 | 41 | 19 |
| Festus R-6 | 22 | 13 | \$39,100 | 29 | \$78,950 | 1 | 37 | \$44,850 | 14 | \$85,650 | 4 | 37 | \$93,150 | 9 | 37 | \$94,150 | 13 | 37 |
| Fox C-6 (Arnold) | 31 | 28 | \$37,119 | 58 | \$52,039 | 33 | 15 | \$41,148 | 54 | \$73,624 | 27 | 25 | \$80,659 | 32 | 25 | \$80,659 | 37 | 25 |
| Francis Howell R-3 | 14 | 7 | \$41,287 | 15 | \$55,564 | 20 | 16 | \$47,479 | 4 | \$76,365 | 21 | 25 | \$90,737 | 14 | 25 | \$96,290 | 7 | 25 |
| Ft. Zumwalt R-2 (O'Fallon) | 20 | 31 | \$40,100 | 22 | \$57,616 | 15 | 17 | \$44,540 | 15 | \$73,837 | 26 | 17 | \$78,270 | 40 | 17 | \$79,676 | 42 | 17 |
| Grandview R-2 (Jefferson Co.) | 38 | 39 | \$32,900 | 190.5 | \$37,100 | 330 | 15 | \$34,600 | 230.5 | \$47,600 | 249 | 27 | \$52,550 | 215 | 30 | \$55,250 | 187.5 | 30 |
| Hancock Place | 15 | 24 | \$41,125 | 16 | \$48,125 | 63 | 9 | \$45,675 | 11 | \$74,425 | 25 | 28 | \$86,675 | 18 | 28 | \$86,675 | 25 | 28 |
| Hazelwood R-1 | 17 | 23 | \$40,941 | 18 | \$63,026 | 5 | 15 | \$46,966 | 7 | \$81,043 | 10 | 20 | \$84,080 | 26 | 20 | \$87,269 | 24 | 20 |
| Hillsboro R-3 | 34 | 33 | \$35,098 | 107 | \$48,776 | 56 | 17 | \$38,828 | 92 | \$61,537 | 66 | 30 | \$68,225 | 67 | 30 | \$70,297 | 67 | 30 |
| Jefferson County R-7 | 36 | 35 | \$34,750 | 118 | \$53,950 | 26 | 25 | \$38,390 | 102 | \$63,770 | 53 | 32 | \$67,820 | 69 | 32 | \$67,820 | 76 | 32 |
| Jennings | 26 | 26 | \$38,740 | 37 | \$51,990 | 34 | 15 | \$38,740 | 94 | \$76,454 | 20 | 20 | \$84,324 | 25 | 20 | \$84,324 | 28 | 20 |
| Kirkwood R-7 | 5 | 2 | \$43,000 | 6 | \$52,895 | 30 | 13 | \$45,965 | 10 | \$85,510 | 5 | 25 | \$94,410 | 6 | 25 | \$99,670 | 2 | 25 |
| Ladue | 3 | 3 | \$43,551 | 4 | \$50,855 | 40 | 8 | \$47,047 | 5 | \$86,112 | 3 | 25 | \$93,854 | 8 | 25 | \$97,420 | 3 | 25 |
| Lindbergh R-8 | 21 | 18 | \$39,234 | 28 | \$46,800 | 80 | 11 | \$40,298 | 69 | \$68,500 | 34 | 17 | \$88,600 | 16 | 21 | \$88,600 | 18 | 21 |
| Maplewood-Richmond Heights | 19 | 17 | \$40,323 | 21 | \$51,323 | 37 | 25 | \$43,825 | 25 | \$79,792 | 11 | 25 | \$86,079 | 20 | 25 | \$90,393 | 17 | 25 |
| Mehlville R-9 | 28.5 | 19 | \$38,500 | 40.5 | \$62,800 | 6 | 31 | \$40,500 | 65.5 | \$79,475 | 12 | 31 | \$88,400 | 17 | 31 | \$88,400 | 19 | 31 |
| Normandy Schools Collaborativ | 23 | 8 | \$39,060 | 30 | \$67,910 | 3 | 29 | \$45,129 | 13 | \$78,463 | 18 | 29 | \$90,656 | 15 | 29 | \$96,095 | 8 | 29 |
| Northwest R-1 (High Ridge) | 32 | 32 | \$36,800 | 68.5 | \$42,550 | 173.5 | 9 | \$41,635 | 44 | \$63,035 | 58 | 24 | \$73,120 | 53 | 24 | \$73,120 | 60 | 20 |
| Orchard Farm (St. Charles Co.) | 8 | 15 | \$42,700 | 9 | \$47,700 | 70 | 9 | \$49,700 | 1 | \$68,200 | 35 | 18 | \$92,000 | 10 | 25 | \$92,000 | 15 | 25 |
| Parkway C-2 (Chesterfield) | 7 | 4 | \$42,800 | 8 | \$47,900 | 66 | 14 | \$47,000 | 6 | \$85,150 | 6 | 21 | \$97,200 | 2 | 21 | \$97,200 | 4 | 21 |
| Pattonville R-3 | 2 | 14 | \$43,800 | 2 | \$52,969 | 29 | 18 | \$46,410 | 9 | \$86,920 | 2 | 18 | \$90,870 | 13 | 18 | \$92,900 | 14 | 18 |
| Ritenour | 16 | 22 | \$41,113 | 17 | \$54,055 | 25 | 17 | \$44,347 | 22 | \$78,559 | 16 | 30 | \$84,765 | 23 | 30 | \$87,869 | 22 | 30 |
| Riverview Gardens | 30 | 27 | \$38,433 | 42 | \$66,115 | 4 | 19 | \$42,343 | 35 | \$74,523 | 24 | 20 | \$80,550 | 33 | 20 | \$82,641 | 30 | 20 |
| Rockwood R-6 (Eureka) | 12 | 9.5 | \$41,429 | 12.5 | \$45,749 | 100.5 | 7 | \$44,460 | 19.5 | \$84,829 | 7.5 | 25 | \$90,926 | 11.5 | 25 | \$96,041 | 9.5 | 25 |
| Special School District | 4 | 12 | \$43,329 | 5 | \$59,732 | 10 | 13 | \$47,803 | 3 | \$78,936 | 15 | 15 | \$94,325 | 7 | 18 | \$94,325 | 12 | 18 |
| St. Charles R-6 | 10 | 25 | \$41,548 | 11 | \$47,756 | 69 | 18 | \$44,498 | 18 | \$79,365 | 13 | 18 | \$85,214 | 22 | 18 | \$85,214 | 26 | 18 |

Region: St. Louis Area

| School District | Ranking of 39 | | Bachelor's Degree | | | | Master's Degree | | | | Non-Doctorate | | | Schedule | | | | |
|-----------------|---------------|-------|-------------------|-------|----------|-------|-----------------|----------|-------|----------|---------------|-------|----------|----------|-------|----------|-------|-------|
| | BA | Sched | Min | State | Max | State | Steps | Min | State | Max | State | Steps | Max | State | Steps | Max | State | Steps |
| | Min | Max | Salary | Rank | Salary | Rank | | Salary | Rank | Salary | Rank | | Salary | Rank | | Salary | Rank | |
| St. Louis City | 24 | 16 | \$39,015 | 31 | \$57,815 | 14 | 12 | \$41,616 | 45 | \$73,026 | 30 | 17 | \$85,325 | 21 | 24 | \$91,915 | 16 | 24 |
| Sunrise R-9 | 39 | 38 | \$30,000 | 361 | \$48,850 | 53 | 30 | \$34,000 | 268.5 | \$52,850 | 157 | 30 | \$56,850 | 156 | 30 | \$56,850 | 160 | 30 |
| University City | 13 | 6 | \$41,374 | 14 | \$53,689 | 27 | 14 | \$45,615 | 12 | \$79,327 | 14 | 23 | \$96,352 | 3 | 30 | \$96,352 | 6 | 30 |
| Valley Park | 9 | 11 | \$42,000 | 10 | \$47,860 | 67 | 13 | \$44,500 | 16.5 | \$62,317 | 62 | 15 | \$95,993 | 4 | 27 | \$95,993 | 11 | 27 |
| Webster Groves | 6 | 5 | \$42,976 | 7 | \$55,339 | 21 | 35 | \$46,460 | 8 | \$83,470 | 9 | 35 | \$95,068 | 5 | 35 | \$96,719 | 5 | 35 |
| Wentzville | 25 | 21 | \$39,000 | 32.5 | \$44,813 | 116 | 23 | \$43,839 | 24 | \$73,556 | 28 | 23 | \$83,737 | 27 | 23 | \$87,922 | 21 | 23 |

The St. Louis Pre-K Cooperative Feasibility Assessment

January 2020



INTRODUCTION

Decades of research point to the importance of high-quality early childhood education (ECE) in establishing a strong cognitive, social, and emotional foundation on which children can build throughout their education and their lifetime. The impact of ECE goes beyond the individual's educational attainment and lifetime earnings to have wide reaching community benefits such as economic growth and reduced crime and utilization of social services.ⁱ St. Louisans have long recognized the value of a transformative early education, especially for children facing the challenges of poverty.ⁱⁱ For more than a century, ECE advocates and providers have been doing the important work of creating access to early childhood education for St. Louis families. Yet, while local momentum is growing to expand early educational opportunity in the wake of a new state funding stream and local research, there remain thousands of children in St. Louis without access to this critical first step in their education.

The St. Louis Pre-K Cooperative seeks to build the number of free pre-K seats available to three- and four-year old students, grow program quality, and foster cohesion across the ECE and K-12 educational continuum. A collaborative model could help reduce operational barriers to access existing state funding that individual programs have struggled to utilize on their own. This feasibility assessment examines the current pre-K landscape, the perspectives of K-12 leaders, and begins to explore the needs and preferences of St. Louis families.

State Momentum

House Bill 1689 was passed during the 2014 legislative session. This legislation marks the first time that state funding is available for pre-K statewide in Missouri. According to statute, as of FY19, school districts will be reimbursed through the state school funding formula for pre-K students up to 4% of their total free and reduced price lunch student population. According to the Missouri Department of Elementary and Secondary Education (DESE):

HB 1689 was passed during the 2014 legislative session and included the following allowance for the inclusion of PK attendance hours in the calculation of average daily attendance:

"163.018.1. Notwithstanding the definition of "average daily attendance" in subdivision (2) of section 163.011 to the contrary, pupils between the ages of three and five who are eligible for free and reduced price lunch and attend an early childhood education program that is operated by and in a district or by a charter school that has declared itself as a local educational agency providing full-day kindergarten and that meets standards established by the state board of education, shall be included in the district's or charter school's calculation of average daily attendance. The total number of such pupils included in the district's or charter school's calculation of average daily attendance shall not exceed four percent of the total number of pupils who are eligible for free and reduced price lunch between the ages of five and eighteen who are included in the district's or charter school's calculation of average daily attendance."¹

Despite the availability of this new funding, known as PK state aid reimbursement, implementation has been inconsistent across the state and in the St. Louis region. In St. Louis City, local education agencies (LEAs) are leaving over \$2.3 million of this funding on the table each year. St. Louis County LEAs also appear to be underutilizing this funding stream, leaving up to 1,800 pre-K slots unused each year.

Study of this new funding source and its deployment began in Kansas City, Missouri in February 2018 by a group of local stakeholders and culminated in the launch of the Kansas City Pre-K Cooperative in August 2019. The mission of the Kansas City Pre-K Cooperative is to leverage the resources of participating schools and early education programs to increase access to high-quality pre-K and improve kindergarten readiness for Kansas City, Missouri students and families. For the 2019-2020 pilot year, the Kansas City Pre-K Cooperative is serving 120 students through the partnerships of six schools and three early education host sites.

Local Momentum

IFF recently completed a study that confirms widespread service gaps for high-quality ECE programs across the St. Louis metropolitan region, disproportionately affecting children and families living in poverty.ⁱⁱⁱ Informed by a broad coalition of stakeholders, the report, *The First Step to Equity*, examines access to formal care for children from birth to age five, identifying trends in access by neighborhood. IFF found that access to affordable, high-quality programs is a significant challenge for families eligible for subsidized care because state subsidies do not cover the full cost of quality care. That gap makes it financially untenable for many high-quality programs to offer subsidized care and making up the difference is out of reach for most qualifying families. IFF's analysis revealed that just 45 percent of families that meet the state's requirement to receive a subsidy - income at or below 138 percent of the Federal Poverty Level - can find a subsidized seat in their neighborhood. That number drops to 17 percent when looking at programs that have earned accreditation beyond the basic licensing standards, a proxy for program quality.

The report recommends a five-part strategy to strengthen St. Louis' ECE system that includes growing the number of subsidized seats, a focus on program quality, supports for strengthening the ECE workforce, and increased coordination in the sector. Along with a framework for implementing these efforts, IFF recommends neighborhood-specific strategies for immediate impact that build on the existing ECE infrastructure and meets the needs of local families.

A group of stakeholders came together in 2019 to create the First Step Collaborative in response to this report. This effort is working to increase public awareness of early childhood and elevate the issue locally. There is new momentum focused on improving the local early childhood system and seeking new public investment.

Goals of this Report

The work of the St. Louis Pre-K Cooperative will be rooted in the notion that our community can collectively work to deploy existing state pre-K funding through innovative and collaborative approaches. This report explores the opportunities collaboration may present to build efficiencies and establish alignment and cohesion between the K-12 sector and the early education sector. Those opportunities may include sharing expertise, building staff capacity, and increasing cross-sector dialogue.

Such collaboration could enable participating programs to access underutilized state pre-K funding to create new free pre-K seats in the neighborhoods where they will be accessible to the families that need them most. The work of the St. Louis Pre-K Cooperative will not just focus on expanding access to free pre-K for students and families, but also on ensuring that programs offered are high-quality. While narrower in its focus, this effort would seek to align with local early childhood efforts currently underway and provide an avenue to pilot approaches that have worked in Kansas City to increase access to and quality of pre-K programs for children most in need.

This report examines the feasibility of piloting a St. Louis Pre-K Cooperative. It investigates the current pre-K provider landscape within the St. Louis Public Schools (SLPS) attendance boundary, which aligns with the St. Louis City limits. It explores the needs and preferences of St. Louis City families, as well as the perspectives of pre-K providers and K-12 leaders. The report assesses the service gaps that exist by neighborhood to identify where efforts could be concentrated and outlines the financial feasibility of the venture. Finally, this assessment offers recommendations for the structure of and steps towards launch of a Cooperative based on the results of the analysis conducted.

Methodology

The St. Louis Pre-K Cooperative Feasibility Assessment began in October 2019 and includes both quantitative and qualitative research components. The quantitative portion includes a landscape analysis focused specifically on access to free pre-K slots for three- and four-year-old students living in St. Louis City. This lens is different than previous research endeavors; its narrow scope is relevant to the constraints of the state funding at hand and necessary to exploring the feasibility of building a cooperative model. The qualitative portion includes data gathered through interviews and focus groups with community members representing a broad array of stakeholder groups from across the St. Louis region. Findings in this report were informed through the following data sources:

- **Demographic and student enrollment data** was gathered through US Census American Community Survey and the Missouri Department of Elementary and Secondary Education. IFF kindly shared the Head Start and licensed child care dataset used in *The First Step to Equity: Building a Better Future Through Early Childhood Education in St. Louis* report released in Summer 2019.
- **Over 30 stakeholder interviews and focus groups** took place during October and November 2019. A broad array of K-12, early childhood, and other stakeholders participated in these conversations. Their time and thoughts are valued and are reflected in the findings in this report.
- **A school leader survey** was conducted in November 2019 to gauge appetite for pre-K expansion and collaboration.
- **Parent and family survey and focus groups** were conducted in November 2019. A total of 166 responses were received to an online survey aimed at gauging parent appetite and preferences for pre-K expansion. In addition, three parent focus groups were conducted at Carondelet Leadership Academy, KIPP Victory Academy, and St. Louis Language Immersion School in November 2019.

LANDSCAPE ANALYSIS

The lens of the analysis in this report is different than previous research endeavors; its narrow scope is relevant to the constraints of the state funding at hand and necessary to exploring the feasibility of building a cooperative model. The following data is focused specifically on supply and demand within St. Louis City. For the purposes of this analysis, supply is defined as free pre-K slots, including Head Start and public school slots (SLPS and charter schools). Demand is defined as children ages three to four.

The following data sources inform initial findings in this document:

- US Census American Community Survey 2016/2017 5-Year Estimates.
- Missouri Department of Elementary and Secondary Education, 2019 Preliminary Building Enrollment.
- Missouri Department of Elementary and Secondary Education, Pre-K Claimed for State Aid 18-19, prepared upon legislative request.
- Datasets were provided by IFF that were used in *The First Step to Equity: Building a Better Future Through Early Childhood Education in St. Louis*. These datasets are from Summer 2019 and provide information on Head Start and licensed slots.

The ECE system in St. Louis is fragmented, which presents challenges in data collection. Therefore, multiple data sources have been included in this analysis and some estimates have been calculated. The resulting limitations to the data include:

- Some Head Start slots represented are part-day. Across the St. Louis metropolitan region, 41 percent of slots are less than six hours, or part day, offered four or five days a week, while the remaining 59 percent are full-day slots that provide six or more hours of care four or five days a week.^{iv}
- This analysis uses children ages three to four from the American Community Survey 2016/2017 5-Year Estimates as a proxy for number of children age eligible to participate in pre-K; however, some children turn five while enrolled in pre-K.
- The number of children ages three to four living in poverty is estimated from five-year-old poverty rates provided by the American Community Survey 2016/2017 5-Year Estimates.
- All ZIP codes completely contained in the SLPS attendance boundary are represented in this analysis. ZIP codes with a significant portion of their area within the SLPS attendance boundary – 63120, 63125, 63143 – are also included. ZIP codes with a very small portion of their area included in the SLPS attendance boundary have been excluded: 63105, 63117, 63119, 63123, 63130, 63133, 63136, 63137, 63138.
- Estimates of PK State Aid Reimbursement slots available to St. Louis charter schools in the current school year are based on DESE 2019 preliminary K-12 enrollment data and free- and reduced-price lunch data reported by DESE for 2018.

❖ **There is an estimated total of 3,305 free pre-K slots in St. Louis City for the 2019-2020 school year.**

Using data from a variety of sources listed above, it is estimated that there is a total of 3,305 free pre-K slots in St. Louis City. For the purposes of this report, free pre-K is defined as and limited to public school pre-K (district and charter) and Head Start.

Free Pre-K Slots in St. Louis City

| Provider | # Free Pre-K Slots |
|---|---------------------------|
| # of SLPS Pre-K Slots | 2,039 |
| # of Head Start Pre-K Slots | 1,037 |
| Beginning Futures Learning Center | 32 |
| Cornerstone Center | 52 |
| Flance Early Learning Center | 35 |
| Grace Hill Broadway Early Childhood Center | 56 |
| Grace Hill Patch Center | 17 |
| Grace Hill Water Tower Hub and Head Start Center | 52 |
| Guardian Angel Child Development Center | 105 |
| Hilltop Child Development Center | 66 |
| Kingdom House Day Care Center/LifeWise | 56 |
| South Side Early Childhood Center | 52 |
| St. Louis Transitional Hope House | 30 |
| Urban League – Magnolia Head Start Center | 83 |
| Urban League – Martin Luther King Head Start Center | 85 |
| Urban League – Mt. Zion Head Start Center | 34 |
| Urban League – North Spring Head Start Center | 51 |
| Youth In Need (Meramec) | 32 |
| Youth In Need (Raymond) | 15 |
| YWCA Betty J. Robinson Center | 64 |
| YWCA West Florissant Center | 120 |
| # of Charter Pre-K Slots | 229 |
| City Garden Montessori ^v | 3 |
| Confluence Academies | 99 |
| North Side Community School | 50 |
| Premier Charter School | 31 |
| Total Number of Free Pre-K Slots | 3,305 |

❖ **Only 40% of children ages three to four have access to free pre-K in St. Louis City.**

There are 8,121 children ages three to four living in St. Louis City. Of these children, 3,070 are living in poverty. Given that there are 3,305 free pre-K slots available citywide, a large pre-K service gap exists citywide. While it may appear that there is not a service gap between number of children ages 3-4 living in poverty (3,070) and number of free pre-K slots (3,305), many of these free pre-K slots are not means tested. Of the total 3,305 free pre-K slots available:

- 2,039 are provided by SLPS in 44 school buildings (see Appendix A for full list). Some of these slots are means tested; some are not.
- 1,037 are provided in Head Start classrooms at 19 centers. These slots are means tested. Some of these slots are half-day; some are full-day.
- 229 are provided by four charter schools. These slots are means tested. Students must qualify for free or reduced lunch per state law to be eligible for state aid.

General Population Statistics for St. Louis City

| Demographics | St. Louis City Data |
|---|---------------------|
| Total Population | 306,012 |
| Median Income | \$38,664 |
| % Single Parent Headed Households | 11.3% |
| # of Children Under Age 5 | 20,239 |
| % of Children Under Age 5 Living in Poverty | 37.8 |
| # of Children Ages 3-4 | 8,121 |
| # of Children Ages 3-4 Living in Poverty | 3,070 |

❖ **Service gaps are most pronounced in eight priority ZIP codes, which are highlighted in the following table.**

In these eight ZIP codes, there are a total 4,769 children ages three to four that do not have access to free pre-K in their neighborhoods, representing over half of the total population of children ages three to four in St. Louis City. Geography matters because the vast majority of early childhood programs do not provide transportation. In order to access pre-K, programs must be located where families live.

- 63104 (Fox Park)
- 63109 (Southampton)
- 63111 (Carondelet)
- 63115 (Penrose)
- 63116 (Dutchtown)
- 63118 (Benton Park/Tower Grove East)
- 63125 (Lemay)
- 63147 (North 70 Corridor)

Free Pre-K Service Gap by ZIP Code (Priority ZIP Codes Highlighted in Green)

| ZIP Code | # of SLPS Pre-K Slots | # of Charter Pre-K Slots | # Head Start Pre-K Slots | Total Free Pre-K Slots | # Children Ages 3-4 Living in Poverty | # Children Ages 3-4 | Service Gap – Free Pre-K Seats and Children Ages 3-4 |
|----------|-----------------------|--------------------------|--------------------------|------------------------|---------------------------------------|---------------------|--|
| 63101 | 0 | 0 | 0 | 0 | 1 | 2 | 2 |
| 63102 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 63103 | 0 | 0 | 0 | 0 | 4 | 58 | 58 |
| 63104 | 202 | 0 | 142 | 344 | 225 | 696 | 352 |
| 63106 | 251 | 0 | 35 | 286 | 282 | 457 | 171 |
| 63107 | 115 | 39 | 52 | 206 | 178 | 268 | 62 |
| 63108 | 46 | 0 | 51 | 97 | 56 | 143 | 46 |
| 63109 | 80 | 0 | 0 | 80 | 42 | 504 | 424 |
| 63110 | 291 | 49 | 52 | 392 | 77 | 486 | 94 |
| 63111 | 62 | 0 | 17 | 79 | 421 | 735 | 656 |
| 63112 | 128 | 0 | 115 | 243 | 192 | 456 | 213 |
| 63113 | 88 | 0 | 184 | 272 | 155 | 283 | 11 |
| 63115 | 132 | 50 | 0 | 182 | 339 | 603 | 421 |
| 63116 | 127 | 0 | 0 | 127 | 342 | 1,164 | 1037 |
| 63118 | 132 | 40 | 291 | 463 | 567 | 1,174 | 711 |
| 63120* | 30 | 20 | 32 | 82 | 124 | 204 | 122 |
| 63125* | 0 | 0 | 0 | 0 | 100 | 765 | 765 |
| 63139 | 322 | 31 | 0 | 353 | 60 | 467 | 114 |
| 63143* | 0 | 0 | 0 | 0 | 11 | 65 | 65 |
| 63147 | 64 | 0 | 0 | 64 | 157 | 345 | 281 |

* ZIP code is largely but not entirely contained within SLPS attendance boundary.



FINDINGS

❖ Approximately \$2.3 million in state pre-K funding is being left on the table each year in St. Louis City.

SLPS has long committed to providing pre-K for St. Louis children and families. SLPS is currently offering more than 2,000 free pre-K slots for three- and four-year-old students. For the 2018-2019 school year, SLPS claimed 706 of the 755 pre-K slots available for state aid reimbursement, leveraging over \$7 million state dollars available.^{vi}

Four St. Louis charter schools provide free pre-K as follows:

| | 2018-2019 PK State Aid Slots Used ^{vii} | 2018-2019 PK State Aid Slots Available ^{viii} | Total 2019-2020 K-12 Enrollment ^{ix} | 2018 % FRPL ^x | Estimated 2019-2020 PK State Aid Slots Available ^{xi} | Current 2019-2020 Pre-K Slots ^{xii} |
|------------------------------------|--|--|---|--------------------------|--|--|
| City Garden Montessori | 3 | 3 | 227 | 39% | 3 | 49 |
| Confluence Academies | 106 | 108 | 2,886 | 100% | 115 | 99 |
| North Side Community school | 16 | 16 | 433 | 100% | 17 | 50 |
| Premier Charter School | 21 | 23 | 928 | 65.1% | 24 | 31 |

City Garden Montessori offers 49 tuition-based pre-K slots; however, only 3 utilize PK state aid reimbursement. The other slots are tuition-based using a sliding scale fee structure based on family income. North Side Community School offers more pre-K slots than claimed for PK state aid reimbursement. The additional seats are funded through philanthropic support. Premier Charter School also provides more pre-K slots than they receive PK state aid reimbursement. The additional slots are funded through general operating revenue. Additionally, The Souldard School operates a private preschool and infant/toddler program; these slots are not included in this analysis because they do not utilize state pre-K funding.

In total, 10 additional charter schools could be offering an additional estimated 229 free pre-K slots, thereby deploying approximately \$2.3 million in existing state pre-K funding that is not currently being utilized. Note that in order to receive PK state aid reimbursement, the LEA must have a Kindergarten program, which is why LEAs serving only middle and high school are not represented in this analysis.

PK State Aid Charter School Reimbursement Utilization

| | Total 2019-2020 K-12 Enrollment ^{xiii} | 2018 % FRPL ^{xiv} | Estimated 2019-2020 PK State Aid Slots Available ^{xv} | Current 2019-2020 Pre-K Slots ^{xvi} |
|------------------------------------|---|----------------------------|--|--|
| The Arch Community School | 88 | 100% | 3 | 0 |
| The Biome | 178 | 65.6% | 4 | 0 |
| Carondelet Leadership Academy | 409 | 100% | 16 | 0 |
| Eagle College Prep | 650 | 100% | 26 | 0 |
| Gateway Science Academy | 1,462 | 51% | 29 | 0 |
| KIPP:St. Louis | 2,769 | 100% | 110 | 0 |
| Lafayette Preparatory Academy | 303 | 40.4% | 4 | 0 |
| Lift for Life Academy | 585 | 100% | 23 | 0 |
| SLLIS | 560 | 59.8% | 13 | 0 |
| The Soulard School ^{xvii} | 117 | 25.0% | 1 | 0 |

❖ There are significant challenges for LEAs to start pre-K classrooms; however, there is appetite for pre-K expansion and cooperative efforts.

An online survey was conducted in November 2019 to gauge appetite for pre-K expansion and collaboration among St. Louis City K-12 leaders. Thirteen (13) LEAs responded. The survey included six focus areas:

1. General school characteristics – mission/vision, transportation, ZIP codes where students reside
2. Current pre-K program characteristics – student enrollment, classrooms, funding, curriculum, and objectives
3. Plans for pre-K expansion
4. Likelihood of collaboration around pre-K with other local education agencies (LEAs) and community-based early childhood programs
5. Plans for general expansion and facility capacity

In general, K-12 leaders reported interest and desire to open pre-K programs to foster academic intervention, Kindergarten readiness, and social and emotional development. However, leaders named a number of obstacles to pre-K expansion:

- 10 out of 13 K-12 leaders indicated “funding” as an obstacle to having a pre-K program.
- 7 out of 13 K-12 leaders indicated “classroom space” as an obstacle to having a pre-K program.
- 4 out of 13 K-12 leaders indicated “talent (i.e. finding good teachers)” as an obstacle to having a pre-K program.

- 6 out of 13 K-12 leaders indicated “administrative capacity” as an obstacle to having a pre-K program.

Leaders provided the following commentary on barriers to opening pre-K programs:

- “It is hard to add additional programming that is not in our current K-12 offering, but this is one that we believe would drive to better outcomes for our students. We will do this eventually.”
- “No extra space. We don’t have enough K-8 space.”
- “We have a very small staff. We want to open a preschool but are working very hard to improve our K-8 programs, which currently absorb our personnel, time, and financial resources.”
- “We currently lack the appropriate funding and space.”
- “Funding is the number one barrier!!”
- “Space is always at a prime.”

K-12 leaders surveyed also indicated an interest in cooperative efforts to allow for pre-K expansion:

- On a scale of 1 to 5 (1 being very unlikely and 5 being very likely), on average K-12 leaders indicated **3.8** to answer the question: “How likely would you be to collaborate with other LEAs to provide pre-K?”
- On a scale of 1 to 5 (1 being very unlikely and 5 being very likely), on average school leaders indicated a **3.8** to answer the question: “How likely would you be to collaborate with other COMMUNITY-BASED EARLY CHILDHOOD PROGRAMS to provide pre-K?”

Leaders provided the following commentary on the potential for collaboration:

- “The idea of a coop whereby schools share seats or contract out seats to high quality service providers are great ideas we would consider.”
- “The [only] way to have our community served is with collaboration.”
- “It would be nice but seems fraught with logistical challenges.”
- “I think the board would like the idea of working with an effective preschool or daycare that is currently operating.”
- “The structure is less important to me than the focus on quality.”
- “Open to working together however we can to further help the pre-k initiative to be successful in STL!”
- “As an intentionally designed small school, we are always interested in collaborations that create economies of scale. Additionally, the negative impact of poor Pre-K experiences are realized annually through our incoming kindergarten classes.”
- “Starting a pre-school next year is a goal and this would get us started toward the goal of having a full pre-school.”
- “I wouldn't know where to start on my own but we are always open to collaborating knowing it benefits all.”
- “I think it’s the only way to provide Pre-K to our community.”

Zooming In: Local Collaborative Efforts

- The Normandy Schools Collaborative has worked with Beyond Housing's 24:1 initiative for several years to increase access to early childhood programs for children and families.
- SLPS and the Flance Center for Early Learning, a non-profit early childhood center located in the Murphy Park neighborhood, have a partnership to offer both pre-K and tuition-based infant and toddler care for SLPS employees.
- In November 2019, SLPS, Confluence Academies, and KIPP:St. Louis announced that they will forge a new partnership to explore a transportation collaborative.
- A group of stakeholders came together in 2019 to create the First Step Collaborative. This effort is working to increase public awareness of early childhood and elevate the issue locally. There is new momentum focused on improving the local early childhood system and seeking new public investment.

❖ State pre-K funding was left on the table in St. Louis County for the 2018-2019 school year.

For the 2018-2019 school year, initial data analysis indicates that eight out of 22 school districts in St. Louis County utilized available PK state aid reimbursement. Initial estimates of existing funding that is not currently being utilized indicate:

- Of the eight St. Louis County districts that utilized PK state aid reimbursement for the 2018-2019 school year, only about half of available slots were offered, leaving approximately 1,000 slots unused by these districts.
- Of the thirteen districts that did not utilize this funding at all for the 2018-2019 school year, about 800 slots annually were not utilized.^{xviii}

Therefore, in total, collectively in St. Louis County, LEAs were not able to offer approximately 1,800 free pre-K slots for three- and four-year-old students that qualify for free or reduced lunch on an annual basis. **The reasons for this are real and varied.** Often LEAs simply do not have the capacity – space, resources, or staffing. There is no transportation reimbursement for pre-K students, which presents an additional challenge.

The utilization rates of and barriers to accessing this funding source merit study. New data sets for the 2019-2020 school year must be requested and verified through these conversations. Community conversations should take place to support LEAs in deploying this funding. Additionally, LEAs might explore possibilities for cooperative partnerships with community organizations. New legislation was passed in July 2019 and rule has been written by DESE validating and providing regulation around LEAs contracting with community-based early childhood providers to utilize PK state aid reimbursement.

❖ **Geography matters. In St. Louis City, program capacity, funding, and need appear to line up.**

There are schools and ECE programs already located in the eight priority ZIP codes in operation; however, there simply are not enough free pre-K slots available to serve the number of children residing in that ZIP code. Several LEAs located in these priority ZIP codes have indicated that they have classroom space available for pre-K expansion. Therefore, there may be an opportunity to enhance the capacity of organizations currently operating in these priority ZIP codes to close the service gap for children ages three to four.

- 63104 (Fox Park)
- 63109 (Southampton)
- 63111 (Carondelet)
- 63115 (Penrose)
- 63116 (Dutchtown)
- 63118 (Benton Park/Tower Grove East)
- 63125 (Lemay)
- 63147 (North 70 Corridor)

Service Gaps and Organizations in Priority ZIP Codes

| ZIP Code | Service Gap – Free Pre-K Seats and Children Ages 3-4 | Charter Schools (Current Pre-K Enrollment) | SLPS Elementary Schools (Current Pre-K Enrollment) | Head Start Programs (3-5 Year Old Capacity) | Accredited ECE Programs (3-5 Year Old Capacity) |
|---------------------|--|--|---|---|--|
| 63104 (Fox Park) | 352 | <ul style="list-style-type: none"> • Eagle Fox Park (0) • KIPP Wisdom Academy (0) • Lafayette Preparatory Academy (0) • The Soulard School | <ul style="list-style-type: none"> • Hodgen Elementary (45) • Humboldt Academy of Higher Learning (0) • Nahed Chapman New American Academy (0) • Peabody Elementary (64) • Shenandoah Elementary (61) • Sigel Elementary (32) | <ul style="list-style-type: none"> • Urban League Of Metropolitan St Louis* (32) • Kingdom House Day Care (57) • Southside Early Childhood Center (55) | <p>Missouri Accreditation</p> <ul style="list-style-type: none"> • Kingdom House Day Care (57) • Southside Early Childhood Center (55) • Neighborhood Houses @ Caroline Mission (33) <p>NAEYC</p> <ul style="list-style-type: none"> • Nestle Purina Child Development Center, Inc. (48) |
| 63109 (Southampton) | 424 | | <ul style="list-style-type: none"> • Buder Elementary (80) | | |
| 63111 (Carondelet) | 656 | <ul style="list-style-type: none"> • Carondelet Leadership Academy (0) | <ul style="list-style-type: none"> • Lyon at Blow Elementary (32) • Woodward Elementary (30) | <ul style="list-style-type: none"> • Grace Hill Patch Day Care Center (28) | <p>Missouri Accreditation</p> <ul style="list-style-type: none"> • Grace Hill Patch Day Care Center (28) |
| 63115 (Penrose) | 421 | <ul style="list-style-type: none"> • North Side Community School (50) | <ul style="list-style-type: none"> • Ashland Elementary (48) • Lexington Elementary (61) | <ul style="list-style-type: none"> • YWCA Head Start West Florissant (120) | <p>Missouri Accreditation</p> <ul style="list-style-type: none"> • Buttons And Bows Preschool Development Center, Inc (81) |

| ZIP Code | Service Gap – Free Pre-K Seats and Children Ages 3-4 | Charter Schools (Current Pre-K Enrollment) | SLPS Elementary Schools (Current Pre-K Enrollment) | Head Start Programs (3-5 Year Old Capacity) | Accredited ECE Programs (3-5 Year Old Capacity) |
|---------------------------|--|---|--|---|--|
| 63116 (Dutchtown) | 1,037 | <ul style="list-style-type: none"> Eagle Tower Grove South (0) Gateway Science Academy – South Elementary (0) | <ul style="list-style-type: none"> Mann Elementary (53) Oak Hill Elementary (35) Woerner Elementary (39) | | |
| 63118 (Tower Grove East) | 711 | <ul style="list-style-type: none"> Confluence Academies – South City (40) Eagle Tower Grove East (0) | <ul style="list-style-type: none"> Froebel Elementary (38) Meramec Elementary (34) Monroe Elementary (60) | <ul style="list-style-type: none"> Magnolia Urban League Head Start / Early Head Start* (39) Youth In Need Head Start St. Louis City (64) | Missouri Accreditation <ul style="list-style-type: none"> Youth In Need Head Start St. Louis City (64) |
| 63125 (Lemay) | 765 | | | | Missouri Accreditation <ul style="list-style-type: none"> Lemay Child And Family Center (46) |
| 63147 (North 70 Corridor) | 281 | | <ul style="list-style-type: none"> Herzog Elementary (37) Earl Nance, Sr. Elementary (27) | | Missouri Accreditation <ul style="list-style-type: none"> New Northside Family Life Center Inc (46) |

❖ **Preliminary budgeting indicates operational feasibility for classrooms utilizing PK state aid reimbursement.**

Some St. Louis City LEAs reported reimbursement of approximately \$9,100 per pupil, while others reported approximately \$10,200 per pupil. PK state aid reimbursement is calculated using an LEA’s overall weighted average daily attendance (WADA) per pupil calculations. Therefore, each LEA receives a slightly different pre-K reimbursement rate depending on the statistics of their general school population. The following budget provides a snapshot of the finances of one pre-K classroom. Each LEA should conduct their own budgeting with relevant variables and assumptions for a better approximation of operational feasibility. Budgeting, as well as anecdotal evidence from LEAs currently operating pre-K classrooms using PK state aid reimbursement, indicates operational feasibility of this funding stream.

Several budget assumptions included are non-negotiable per state law and regulation in the case that a district or charter school that has declared itself as a local education agency chooses to contract with an ECE program to provide early learning services. The following requirements must be met:

- A lead teacher in each prekindergarten classroom must hold a bachelor’s degree and teaching certificate in early childhood education or early childhood special education.
- A teacher assistant or paraprofessional must hold an associate’s degree in early childhood or sixty (60) college hours with a minimum of nine (9) college credit hours in early childhood, child

development, or child/family related courses and experience working in a program with young children and their families for any classroom with more than ten (10) children.

- The program must provide school day, school year programming with options for full day, full year programming.
- The program must have a teacher-to-child ratio of one (1) to ten (10), maximum class size of twenty (20) children.^{xix}
- Programs must offer 1,044 hours of instruction (the same as K-12).^{xx}

The following budgeting assumptions have also been made:

- A conservative per pupil reimbursement rate of \$9,100 with an 88% attendance rate.
- Lead teacher salary is budgeted at \$48,000 annually.
- Assistant teacher salary is budgeted at \$35,000 annually.
- 174 days in the school calendar year offering a total of 1,044 hours of instruction.
- Average salaries for both lead and assistant teachers have been multiplied by 1.4 to estimate annual cost of salary and benefits.
- Rent is estimated at \$58 per student per month.
- Occupancy service is estimated at \$7 per 100 sq. ft. per student annually.
- General and administrative cost is estimated at \$350 per student annually.
- Office and business expenses are estimated at \$200 per student annually.
- Federal meal reimbursement is estimated at \$5.53 per day for all students and that reimbursement covers cost.
- Hard start-up costs (furniture, curriculum, manipulatives) will be offset through philanthropic contributions.

Draft Pre-K Classroom Budget

| Line Item | Projected Amount |
|-------------------------------------|------------------|
| REVENUE | |
| State Revenue | \$160,160.00 |
| Federal Lunch Reimbursement | \$16,935.00 |
| TOTAL REVENUE PER CLASSROOM | \$177,095.00 |
| EXPENSES | |
| Staffing | |
| Lead Teacher | \$48,000.00 |
| Assistant Teacher | \$35,000.00 |
| Benefits and Taxes | \$33,200.00 |
| Professional Development | \$3,000.00 |
| Facility | |
| Rent | \$11,600.00 |
| Occupancy Service | \$14,000.00 |
| Administrative | |
| LEA G&A | \$7,000.00 |
| Estimated Office & Business Expense | \$4,000.00 |
| Student Expenses | |
| Assessment | \$600.00 |
| Supplies | \$1,000.00 |
| Resources | \$1,000.00 |
| Field Trips | \$1,000.00 |
| Food Service | \$16,935.00 |
| TOTAL EXPENSES PER CLASSROOM | \$176,335.00 |
| | |
| CASH SURPLUS PER CLASSROOM | \$760.00 |

❖ If we build it, they will come.

A total of 166 responses were received to an online survey aimed at gauging parent appetite and preferences for pre-K expansion; these responses were largely generated by efforts from several charter schools to engage their parents and families in participating in the survey. In addition, three parent focus groups were conducted at Carondelet Leadership Academy, KIPP Victory Academy, and St. Louis Language Immersion School in November 2019. As organizations begin to conceptualize program design and location, more intensive parent and family surveying and focus groups are recommended to hone in more closely on needs and preferences specific to particular demographics and neighborhoods. Data from this initial surveying indicate that parents are inclined to enroll their children in pre-K programs if offered by the school that their other children currently attend. Data from both survey results and focus groups demonstrate:

1. **Preference for free pre-K.**
2. **Transportation is not a critical factor in determining pre-K participation; however, location must be on the family's "flight path."**
3. **Willingness to consider participating in a school's pre-K program located off-site.**
4. **Importance of quality teachers and the things they teach in the classroom.**

When asked "Would you choose to enroll your children in pre-K at your current charter school if it were free?"

- 83% of respondents answered "Yes"
- 4% answered "No"
- 12% answered "Maybe"

When asked "Would you choose to enroll your children in pre-K at your current charter school if it cost money?"

- 24% of respondents answered "Yes"
- 27% answered "No"
- 49% answered "Maybe"

When asked "Would you choose to enroll your children in pre-K at your current charter school if the classrooms were onsite/at the same place?"

- 36% of respondents answered "Yes, if transportation is provided"
- 52% answered "Yes, whether or not transportation is provided"
- 3% answered "No"
- 8% answered "Maybe"

When asked "Would you choose to enroll your children in pre-K at your current charter school if the classrooms were in a different location?"

- 26% of respondents answered "Yes, if transportation is provided"
- 21% answered "Yes, whether or not transportation is provided"
- 20% answered "No"
- 33% answered "Maybe"

When asked "Which 3 factors are most important to you in selecting a pre-K program for your child?"

- 82% of respondents selected "Quality of teachers"
- 32% selected "Special services for children that need them"
- 69% selected "The things they teach in the classroom"
- 33% selected "The success they have had"
- 36% selected "The hours they are open"
- 45% selected "How much it costs"
- 20% selected "Support, services, and classes for parents"
- 21% selected "How well they understand our family and culture"
- 12% selected "Health services for children"
- 23% selected "How to get there – transportation options"
- 49% selected "Safety of center"
- 0% selected "Distance from home or work"
- 0% selected "The culture of the program"
- 0% selected "Our relationship with teachers and staff"

Note: respondents skipped some questions resulting in percentages not totaling 100.

RECOMMENDATIONS

➤ **The St. Louis community should support LEAs to deploy existing state pre-K funding that is not being utilized.**

PK state aid funding went into effect with the passage of HB 1689 during the 2014 legislative session. While there are nuances to utilizing this funding, it represents the first time that there has been state pre-K funding available in Missouri. Implementation of this important funding stream has been inconsistent across the state. PK state aid funding flows through Missouri public school districts, or LEAs, which can often experience significant challenges to opening pre-K programs. It is well-documented that there are large pre-K service gaps for children ages three to four in St. Louis City and County, and that these service gaps are even more pronounced for children living in poverty in certain geographies. Given the underutilization of existing PK state aid reimbursement by local district and charter LEAs, and given that this funding is directed specifically for use by students that qualify for free and reduced price lunch, it is incumbent on the broader St. Louis community to support LEAs in the deployment of this funding. Support might focus on:

- Bolstering administrative capacity and building efficiencies through collaborative endeavors.
- Providing philanthropic support for start-up funding and bridge or gap funding to support pre-K expansion.
- Collaborating across K-12 and early childhood sectors to jointly procure and implement quality enhancement measures (professional development, technical assistance, etc.).
- Convening area LEAs to work through the administrative challenges of PK state aid reimbursement together.
- Encouraging public school collaboration with community-based early childhood providers to best leverage existing resources and expertise.

➤ **LEAs should consider working with one another and seeking partnerships with high-quality ECE providers.**

In order to address the barriers that LEAs are currently facing in deploying state pre-K funding, LEAs should consider both working with other LEAs and community-based ECE providers that have the administrative capacity and that have met all regulatory requirements to operate pre-K classrooms. This sort of cooperation will help to mitigate financial and administrative constraints and limitations in considering pre-K expansion. Other benefits for LEAs in collaborating with ECE providers include, but are not limited to:

- Ensuring students are enrolled in a high-quality program that meets Missouri Accreditation standards
- Access to classroom space that meets early childhood education licensing requirements
- Reduced facility burden of serving pre-K students at K-12 campus; flexibility to use classroom space for other grade levels that qualify for federal funding
- Limited investment in academic planning and behavior management systems appropriate for young children
- Ability to better serve their current families by offering pre-K as well as access to infant and toddler programs, extended day, and social services

- Building enrollment pipelines and boosting cohesion in matriculation
- Aligning K-12 pre-K efforts with community-based providers to collectively leverage resources and promote the integrity of the ECE ecosystem

New legislation was passed in July 2019 and regulation has been written by DESE validating the opportunity for LEAs to contract with community-based ECES providers to utilize PK state aid dollars. The following regulations for pre-K contracting are outlined in DESE’s 5 CSR 20-100.320 Prekindergarten Program Standards:^{xxi}

(1) Any school district or charter school reporting children ages three (3) to five (5) for calculation in their average daily attendance must meet standards approved by the State Board of Education (board) including:

(A) A lead teacher in each prekindergarten classroom who holds a bachelor’s degree and teaching certificate in early childhood education or early childhood special education; and

(B) A teacher assistant or paraprofessional who holds an associate’s degree in early childhood or sixty (60) college hours with a minimum of nine (9) college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and their families for any classroom with more than ten (10) children.

(2) Any school district or charter school contracting with an early childhood education program reporting children ages three (3) to five (5) for calculation in their average daily attendance must meet standards approved by the board set forth in (1) (A) and (B) of this rule, and including:

(A) The program provides school day, school year programming with options for full day, full year programming;

(B) The program has a teacher-to-child ratio of one (1) to ten (10), maximum class size of twenty (20) children;

(C) The program implements a developmentally appropriate curricula aligned with the early learning standards, and approved by the Department of Elementary and Secondary Education (DESE);

(D) The program aligns with the early learning standards that implement a developmentally appropriate, culturally and linguistically appropriate, authentic, reliable and valid general development and social/emotional screening tool and summative assessment used with all children. Information from the screenings and assessments will be used for educational purposes;

(E) The program develops and implements procedures to ensure all staff members of the early childhood education program shall undergo background checks as described in section 168.133; and

(F) The program is accredited by Missouri Accreditation of Programs for Children and Youth within ninety (90) days of a fully executed contract.

➤ **In addition to state pre-K funding, cooperative efforts between LEAs and ECE providers should also explore utilizing state childcare assistance to provide revenue for additional slots.**

While leveraging state PK state aid reimbursement is an important next step in maximizing existing pre-K resources, collaboration between ECE and K-12 providers presents the opportunity to go further to create a true continuum of birth to 12 education and care. PK state aid reimbursement covers a small number of pre-K slots per LEA, but K-12 leaders report they would like to serve more children. If programs were to also access the Missouri Childcare Subsidy Program in addition to PK state aid reimbursement they could:

- Serve more students beyond the 4% cap set for PK state aid reimbursement.
- Serve entire families by bringing younger siblings into the continuum of care.

The Missouri Childcare Subsidy can be cumbersome to access, with a complex reimbursement formula and numerous requirements. Illustrating that complexity, the amount of the subsidy is calculated according to the age of the child, the location and type of provider, and the hours of care provided. Rate enhancements are also offered for children with special needs, care in the evenings or on weekends, the accreditation status of the provider, and the percentage of a provider's students who qualify for subsidy. K-12 leaders are unlikely to be familiar with Childcare Subsidy requirements, but ECE providers could bring expertise in accessing this revenue stream to the Cooperative.

➤ **Program design should focus on Kindergarten readiness.**

While there is a need for additional subsidized pre-K seats throughout St. Louis City, for children to accrue the full benefit of pre-K programs, they must be high-quality. Missouri is currently piloting the Missouri Quality Assurance Report Framework (QAR), a quality rating and improvement system (QRIS) used to assess and report pre-K program quality. The state does not currently have such a system widely in use, so accreditation status currently serves as the best proxy for program quality. PK state aid reimbursement requires that programs hold Missouri Accreditation to receive funding. Missouri Accreditation requires that programs demonstrate effective curriculum, strong student-teacher relationships, meaningful program-family connections, a physical environment that promotes learning, successful program administration, and health, safety, and nutrition standards.

Beyond achieving Missouri Accreditation, partners in the Cooperative should jointly define Kindergarten readiness so they can choose curricula that support achievement of those goals and identify assessments that will measure the desired outcomes. To set the highest bar for program quality, they should explore curricula and pedagogy rooted in national best practice. A common definition of Kindergarten readiness will also enable vertical alignment between pre-K and Kindergarten classrooms, ensuring a smooth transition for students, families, and educators.

LEA and ECE partners might consider exploring a partnership with AppleTree Institute, a nonprofit organization that operates a research and development institute, as well as a public charter preschool with several campuses in Washington, DC. They have designed an award-winning instructional model, Every Child Ready, that incorporates the social, emotional, and cognitive foundations children need to thrive. It's approach to content, pedagogy, and assessment is currently in use at 19 schools and partner

organizations across Washington, DC and New York City. Studies of its effectiveness indicate statistically significant improvements in early math, language, and literacy among AppleTree students compared to students of other programs.^{xxii}



➤ **St. Louis efforts should align with Missouri Department of Elementary and Secondary Education ECE quality initiatives.**

Aligning with quality initiatives implemented by the Missouri Department of Elementary and Secondary Education will further the Cooperatives objective of fostering coherence and collaboration across the ECE and K-12 landscapes. Although it is not required, DESE recommends use of the Desired Results Developmental Profile (DRDP) as its preferred early childhood school readiness tool. The DRDP measures student growth in four domains: Social and Emotional Development, Language and Literacy, Cognition, and Perception, Motor and Physical Development. It is aligned to the Missouri Early Learning Goals standards and can be used to inform, support and monitor children’s learning over time. Adoption by the St. Louis Pre-K Cooperative would provide a common bar for language to describe school readiness and foster alignment with broader ECE quality and access initiatives across the St. Louis region and statewide. Similarly, the Cooperative should consider using the state’s QAR, which is currently in a pilot phase, as its QRIS system for monitoring program quality and improvement efforts to maximize alignment in the early childhood sector. The Kansas City Pre-K Cooperative has adopted the DRDP and a local QRIS effort – the Early Learning Program Profile – to build consistency among members and with other local ECE programs.

NEXT STEPS

Quantitative data in this report reconfirms the well-documented notion that there are large pre-K service gaps in specific geographies in St. Louis City. Qualitative data gathered for this report indicates that there is appetite and will for cooperative efforts amongst St. Louis City LEAs for pre-K expansion efforts to deploy existing state pre-K funding that is not currently being utilized. The deployment of this funding is a resource that the St. Louis community is not currently maximizing to help close pre-K service gaps, particularly for children living in poverty. Therefore, the St. Louis community has a unique opportunity early in 2020 to support the formation of a cooperative model to grow the number of high-quality pre-K slots available to St. Louis children and families. Next steps might include:

- Issuing an LEA Request for Proposal (RFP) in January 2020 asking St. Louis City LEAs to more formally raise their hand to participate in cooperative program design and planning to pilot a St. Louis Pre-K Cooperative for the 2020-2021 school year.
- In conjunction with an LEA RFP, issuing an Early Childhood Operator RFP in January 2020 to seek high-quality early childhood providers as partners to operate St. Louis Pre-K Cooperative classrooms starting in the 2020-2021 school year.
- Closer study of specific geographies where St. Louis Pre-K Cooperative slots might be housed through additional parent and community focus groups and interviews in early 2020.
- Dialogue with ECE providers and other service providers to generate ideas on how to partner to expand access to resources and improve the ECE landscape in specific geographies most in need.
- Engaging St. Louis and national philanthropic leaders in this effort to explore the opportunity to collectively seek start-up funding for up to 250 *new* pre-K slots in St. Louis City for the 2020-2021 school year.
- Exploring ways to partner with LEAs that already provide pre-K programming to build larger efficiencies citywide and to share lessons learned and other resources.

Proposed 2020 Start-Up Timeline

| | |
|----------------------------------|---|
| Week of January 5 | <ul style="list-style-type: none"> ▪ STL Pre-K Cooperative Feasibility Assessment completed; community meetings held to discuss findings and next steps ▪ LEA RFP Issued ▪ ECE Operator RFP Issued |
| January 7- February 3 | <ul style="list-style-type: none"> ▪ Continued community meetings to discuss study findings and RFP process ▪ LEAs and ECE Operators present information to boards and other stakeholder groups for approval ▪ LEAs request charter amendments to add pre-k as a grade level (as required) |
| February 4 | <ul style="list-style-type: none"> ▪ RFP responses due |
| Week of February 9 | <ul style="list-style-type: none"> ▪ Partner Selection - Interviews, site visits, and conversations take place between LEA and ECE Operator RFP applicants ▪ First monthly partner meeting held; develop working norms ▪ Partners draft program design objectives (including educational, operational, and financial components) |

| | |
|--------------------------------|--|
| Week of February 16 | <ul style="list-style-type: none"> ▪ Pre-K enrollment briefing for recruitment/enrollment teams by STL Pre-K Cooperative Coordinator ▪ Administrative and finance briefing for business offices by Coordinator ▪ Job descriptions for Lead and Assistant teachers developed by Coordinator ▪ LEAs request charter amendments to add pre-k as a grade level (as required) |
| Week of February 23 | <ul style="list-style-type: none"> ▪ Teacher recruitment begins by LEAs in conjunction with ECE Operators ▪ Draft MOU developed and shared by Coordinator with partners for dissemination to boards |
| March | <ul style="list-style-type: none"> ▪ Second monthly partner meeting ▪ Partners finalize program design objectives (including educational, operational, and financial components) ▪ Partners develop joint fundraising goals for start-up ▪ Enrollment documents and process finalized; enrollment begins by LEAs ▪ Teacher recruitment and interviewing continues by LEAs in conjunction with ECE Operators |
| April | <ul style="list-style-type: none"> ▪ Third monthly partner meeting ▪ STL Pre-K Cooperative Plan developed by Coordinator to codify model for 2020-2021 ▪ Enrollment continues by LEAs ▪ Teacher recruitment and interviewing continues by LEAs in conjunction with ECE Operators ▪ Grant proposals completed by Coordinator |
| May | <ul style="list-style-type: none"> ▪ Fourth monthly partner meeting ▪ Enrollment continues by LEAs ▪ Teacher hiring finalized by LEAs in conjunction with ECE Operators ▪ Grant proposals completed by Coordinator |
| June | <ul style="list-style-type: none"> ▪ Fifth monthly partner meeting ▪ Enrollment continues by LEAs ▪ Teacher and administrator professional development ▪ Grant proposals completed by Coordinator |
| July | <ul style="list-style-type: none"> ▪ Sixth monthly partner meeting ▪ Enrollment continues by LEAs ▪ Teacher and administrator professional development ▪ Grant proposals completed by Coordinator |
| August | <ul style="list-style-type: none"> ▪ Classrooms open |





Thank you to The Opportunity Trust for supporting this work. Additional thanks to IFF for sharing data and over 30 stakeholders for sharing their time, guidance, and expertise.

APPENDIX A

SLPS Buildings that Offer Pre-K for the 2019-2020 School Year

| SLPS Building | 2019 Preliminary Pre-K Enrollment |
|--|-----------------------------------|
| Adams Elementary | 36 |
| Ames Visual and Performing Arts Elementary | 28 |
| Ashland Elementary | 48 |
| Bryan Hill Elementary | 34 |
| Buder Elementary | 80 |
| Clay Elementary | 27 |
| Cole Elementary | 46 |
| Columbia Elementary Community Education Center | 34 |
| Dewey School - International Studies | 54 |
| Dunbar Elementary | 29 |
| Earl Nance, Sr. Elementary | 27 |
| Elias Michael Elementary | 12 |
| Farragut Elementary | 26 |
| Ford Elementary | 35 |
| Froebel Elementary | 38 |
| Gateway Elementary | 33 |
| George Washington Carver Elementary | 31 |
| Hamilton Elementary | 63 |
| Henry Elementary | 68 |
| Herzog Elementary | 37 |
| Hickey Elementary | 23 |
| Hodgen Elementary | 45 |
| Hefferson Elementary | 44 |
| Kennard Classical Junior Academy Elementary | 13 |
| Laclede Elementary | 30 |
| Lexington Elementary | 61 |
| Lyon at Blow Elementary | 32 |
| Mallinckrodt Academy of Gifted Instruction | 21 |
| Mann Elementary | 53 |
| Mason Elementary | 82 |
| Meramec Elementary | 34 |
| Monroe Elementary | 60 |
| Mullanphy Botanical Gardens Elementary | 77 |
| Oak Hill Elementary | 35 |
| Peabody Elementary | 64 |
| Shaw Visual and Performing Arts Center | 24 |
| Shenandoah Elementary | 61 |

| SLPS Building | 2019 Preliminary Pre-K Enrollment |
|----------------------------------|-----------------------------------|
| Stix Early Childhood Center | 178 |
| Walbridge Elementary | 30 |
| Washington Montessori | 88 |
| Wilkinson Early Childhood Center | 128 |
| Woerner Elementary | 39 |
| Woodward Elementary | 30 |

ⁱ Grunewald, R. and Rolnick, A.J. (2010). *An Early Childhood Investment with High Public Return*. Federal Reserve Bank of St. Louis. Retrieved from: <https://www.stlouisfed.org/publications/regional-economist/july-2010/an-early-childhood-investment-with-a-high-public-return>

ⁱⁱⁱ Brookings Institution (2017). *The Current State of Scientific Knowledge on Pre-K Effects*. Retrieved from: https://www.brookings.edu/wp-content/uploads/2017/04/duke_prekstudy_final_4-4-17_hires.pdf

ⁱⁱⁱ IFF. (2019). *The First Step to Equity*. St. Louis, MO.

^{iv} Percentage calculated from data contained in the Head Start Services Snapshot prepared by the Office of Head Start for each of the region's four Head Start grantees: Grace Hill Settlement House, Urban League of Metropolitan St. Louis, Youth In Need, Inc., and YWCA of Metro St. Louis.

^v City Garden Montessori offers 49 tuition-based pre-K slots; however, only 3 utilize PK state aid reimbursement and are counted in this table.

^{vi} Missouri Department of Elementary and Secondary Education (2019). *DESE PK Claimed for State Aid*. Prepared by legislative request.

^{vii} Missouri Department of Elementary and Secondary Education (2019). *DESE PK Claimed for State Aid*. Prepared by legislative request.

^{viii} Missouri Department of Elementary and Secondary Education (2019). *DESE PK Claimed for State Aid*. Prepared by legislative request.

^{ix} Missouri Department of Elementary and Secondary Education (2019). *2019 Preliminary Building Enrollment Estimates*. Retrieved from: <https://dese.mo.gov/school-data>.

^x Missouri Department of Elementary and Secondary Education School Data. Retrieved from: <https://dese.mo.gov/school-data>.

^{xi} Calculated by multiplying 4% of DESE's reported total LEA enrollment by the LEA's free- and reduced-price lunch percentage retrieved from Missouri Department of Elementary and Secondary Education School Data. Retrieved from: <https://dese.mo.gov/school-data>.

^{xii} Missouri Department of Elementary and Secondary Education (2019). *2019 Preliminary Building Enrollment Estimates*. Retrieved from: <https://dese.mo.gov/school-data>.

^{xiii} Missouri Department of Elementary and Secondary Education (2019). *2019 Preliminary Building Enrollment Estimates*. Retrieved from: <https://dese.mo.gov/school-data>.

^{xiv} Missouri Department of Elementary and Secondary Education School Data. Retrieved from: <https://dese.mo.gov/school-data>.

^{xv} Calculated by multiplying 4% of DESE's reported total LEA enrollment and free- and reduced-price lunch percentage.

^{xvi} Missouri Department of Elementary and Secondary Education (2019). *2019 Preliminary Building Enrollment Estimates*. Retrieved from: <https://dese.mo.gov/school-data>.

^{xvii} Data reported by school leadership; not available through DESE because the school opened in 2019.

^{xviii} Estimates formulated using data from the Missouri Department of Elementary and Secondary Education.

^{xix} Missouri Secretary of State Register. *5 CSR 20-100.320 Prekindergarten Program Standards*. Retrieved from <https://www.sos.mo.gov/CMSImages/AdRules/moreg/2019/v44n19Oct1/v44n19a.pdf>.

^{xx} Missouri Department of Elementary and Secondary Education. (2018). *Claiming Prekindergarten Students for State Aid*. Retrieved from: <https://dese.mo.gov/sites/default/files/Parasol2-2.pdf>.

^{xxi} Missouri Secretary of State Register. *5 CSR 20-100.320 Prekindergarten Program Standards*. Retrieved from <https://www.sos.mo.gov/CMSImages/AdRules/moreg/2019/v44n19Oct1/v44n19a.pdf>.

^{xxii} AppleTree Institute. Retrieved from: www.appletreeinstitute.org.

St. Louis Pre-K Cooperative

Local Education Agency (LEA)

Request for Proposals (RFP)

Due: February 4, 2020

Please email response to anne@edstrategiesconsulting.com.

This RFP is intended to identify partners to engage in dialogue and planning to join the St. Louis Pre-K Cooperative for the pilot 2020-2021 school year. This RFP invites the leaders of LEAs within the SLPS attendance boundary to more formally express their interest in *servicing as an LEA Partner* in the St. Louis Pre-K Cooperative.

House Bill 1689 was passed during the 2014 legislative session. This legislation marks the first time that state funding is available for pre-K statewide in Missouri. According to statute, as of FY19, school districts will be reimbursed through the state school funding formula for pre-K students up to 4 percent of their total free- and reduced-price lunch student population. According to the Missouri Department of Elementary and Secondary Education (DESE):

HB 1689 was passed during the 2014 legislative session and included the following allowance for the inclusion of PK attendance hours in the calculation of average daily attendance:

“163.018.1. Notwithstanding the definition of "average daily attendance" in subdivision (2) of section 163.011 to the contrary, pupils between the ages of three and five who are eligible for free and reduced price lunch and attend an early childhood education program that is operated by and in a district or by a charter school that has declared itself as a local educational agency providing full-day kindergarten and that meets standards established by the state board of education, shall be included in the district's or charter school's calculation of average daily attendance. The total number of such pupils included in the district's or charter school's calculation of average daily attendance shall not exceed four percent of the total number of pupils who are eligible for free and reduced price lunch between the ages of five and eighteen who are included in the district's or charter school's calculation of average daily attendance.”

Despite the availability of this new funding, known as PK state aid reimbursement, implementation has been inconsistent across the state and in the St. Louis region. The St. Louis Pre-K Cooperative seeks to build the number of free pre-K seats available to three- and four-year students, grow program quality, and foster cohesion across the ECE and K-12 educational continuum. A collaborative model would help reduce operational barriers to accessing existing state funding that individual programs have struggled to utilize on their own. The work of the St. Louis Pre-K Cooperative will be rooted in the notion that our community can collectively work to deploy existing state pre-K funding through innovative and collaborative approaches. The Cooperative will explore opportunities that collaboration may present to build efficiencies and establish alignment and cohesion between the K-12 sector and the ECE sector. Those opportunities may include sharing expertise, building staff capacity, and increasing cross-sector dialogue.

Partnership Commitments

- Working towards solutions that benefit the **greater good** of the entire cooperative.
- **Collective problem solving** in navigating the academic, operational, and financial components of program design.
- **Organizational flexibility** to make decisions around academic, operational, and financial program design elements in a deliberate but timely manner.
- **Collecting data and using evidence** to ground decision-making.

- The Executive Director or another administrator with decision-making ability attending **regular meetings at a minimum of once per month.**

Proposal Components

This RFP invites the leaders of LEAs to more formally express their interest in *servicing as an LEA partner* in the St. Louis Pre-K Cooperative. Responses to this RFP should include the following elements:

1. Statement of Interest in Partnership

The statement of interest should provide an overview of the LEA's interest in collaborating to serve as members of the St. Louis Pre-K Cooperative. It may include how membership in the cooperative will support the LEA's mission, any factors that may limit participation, and the level of support from the governing board and other leaders or plans to engage them on the matter.

2. LEA Information

Respondents should include key information about the LEA such as:

- Legal name
- Address
- Name and title of the primary point of contact for this initiative
- Neighborhoods or ZIP codes students call home
- Mission, vision, educational philosophy
- Grade levels/ages currently served
- Overview of pre-K program if the LEA currently operates one
- Number of students enrolled in the 2019-2020 school year
- Number of students anticipated in the 2020-2021 school year
- Percentage of students eligible for free or reduced lunch
- Estimated number of PK state aid reimbursement slots for which the LEA is eligible (see Screen 15 of Core Data)
- Number of PK state aid reimbursement slots the LEA will commit to the cooperative

3. Financial Information

Respondents are asked to submit:

- Most recent audit.
- Assurance of meeting minimum 3% fund balance.
- Number of months cash on hand.

Timeline and Questions

Responses to this RFP must be submitted by February 4, 2020. Please submit responses and direct any questions to Anne Miller via email at anne@edstrategiesconsulting.com.



Summit Sign & Graphics, LLC

330 Southport Drive
Columbia, IL 62236
Ph: (618) 281-2639
FAX: (618) 281-8703
Web: SummitSignAndGraphics.com

Estimate #: 5577

Estimate Date: 3/15/2019 9:12:22AM
Proof Date: 3/15/2019 12:00:00AM
Entered By: Adam Garner
Salesperson: Andy Hrdlicka

Prepared For: St. Louis Language Immersion School

Office Phone: (314) 369-6630

Contact: Vince Schoemehl

Office Fax: (314) -

Email: vincestlouis@gmail.com

We appreciate you considering Summit Sign and Graphics. Please don't hesitate to call or email with any questions or concerns pertaining to your estimate!

Exterior Channel Letter Sign for 1881 Pine (Option 2)

| Item # | Product | Quantity | Regular Price | Unit Price | Subtotal |
|--|----------------------------|----------|---------------|------------|-------------|
| 1 | Flush Mount (Illuminating) | 2 | \$19,326.50 | \$9,663.25 | \$19,326.50 |
| Description: Front Lit Channel Letters; 24" Letter Height (St. Louis) and 35.2" Letter Height (Language Immersion School), Mounted on Four Painted Raceways | | | | | |
| Overall -- 63.4" x 869.5" | | | | | |
| Option 2 | | | | | |

• 2 Ea., Front Lit Channel Letter

| Item # | Product | Quantity | Regular Price | Unit Price | Subtotal |
|---|--------------|----------|---------------|------------|------------|
| 2 | Installation | 1 | \$5,980.00 | \$5,980.00 | \$5,980.00 |
| Description: Installation of Channel Letters on Raceway on East & West Facade. | | | | | |
| Hook up to existing electric within 6 feet of each raceway location. | | | | | |

• 1 Ea.,

| Item # | Product | Quantity | Regular Price | Unit Price | Subtotal |
|--|--------------------|----------|---------------|------------|----------|
| 3 | Permit Procurement | 1 | \$675.00 | \$675.00 | \$675.00 |
| Description: Permit Procurement + Engineered Drawings | | | | | |
| *Fees to be billed at cost (TBD) | | | | | |
| **If Variance Required add \$675 (ARB fee + procurement) | | | | | |

• 1 Ea.,

| Item # | Product | Quantity | Regular Price | Unit Price | Subtotal |
|---|---------|----------|---------------|------------|----------|
| 4 | Design | 1 | \$640.00 | \$640.00 | \$640.00 |
| Description: Covers all the designing required and proofs. Includes file preparation for production. | | | | | |

• 1 Files

NOTES:

Sign permits, structural engineering, traffic control equipment/permits shall be invoiced on a time/material basis. Electrical services to the proposed sign(s), unless specifically quoted above, is assumed to be existing or provided by others.

Estimate is valid for 30 days from date listed above.



Summit Sign & Graphics, LLC

330 Southport Drive
Columbia, IL 62236
Ph: (618) 281-2639
FAX: (618) 281-8703
Web: SummitSignAndGraphics.com

Estimate #: 5577

Estimate Date: 3/15/2019 9:12:22AM
Proof Date: 3/15/2019 12:00:00AM
Entered By: Adam Garner
Salesperson: Andy Hrdlicka

Exterior Channel Letter Sign for 1881 Pine (Option 2)

| | |
|------------------|--------------------|
| Subtotal: | \$26,621.50 |
| Taxes: | \$1,741.90 |
| Total: | \$28,363.40 |

Deposit Required: \$14,181.70

Payment Terms: 50% DEPOSIT IS REQUIRED AT THE TIME ORDER IS PLACED. BALANCE DUE WITHIN 30 DAYS OF COMPLETION.

ATTN: Vince Schoemehl
St. Louis Language Immersion School
1881 Pine St
St. Louis, MO 63103

- Estimate Accepted As Is. Please proceed with Order.
- Changes required, please contact me.

Accepted By:

/ /
(Today's Date)



Summit Sign & Graphics, LLC

330 Southport Drive
Columbia, IL 62236
Ph: (618) 281-2639
FAX: (618) 281-8703
Web: SummitSignAndGraphics.com

Estimate #: 5578

Estimate Date: 3/15/2019 9:14:53AM
Proof Date: 3/15/2019 12:00:00AM
Entered By: Adam Garner
Salesperson: Andy Hrdlicka

Prepared For: St. Louis Language Immersion School

Office Phone: (314) 369-6630

Contact: Vince Schoemehl

Office Fax: (314) -

Email: vincestlouis@gmail.com

We appreciate you considering Summit Sign and Graphics. Please don't hesitate to call or email with any questions or concerns pertaining to your estimate!

Exterior Projecting Blade Sign for 1881 Pine (Option 3)

| Item # | Product | Quantity | Regular Price | Unit Price | Subtotal |
|--------|---|----------|---------------|-------------|-------------|
| 1 | Projecting (Illuminating) Description: Projecting Blade Sign; Internally Illuminated, Double Sided Overall -- 360" x 60" x 14" Option 3 | 2 | \$27,586.96 | \$13,793.48 | \$27,586.96 |

• 2 Ea., Custom Fabricated Sign

| Item # | Product | Quantity | Regular Price | Unit Price | Subtotal |
|--------|--|----------|---------------|------------|------------|
| 2 | Installation Description: Installation of Projecting Blade Signs on North & South Facade. Hook up to existing electric within 6 feet of each sign location. | 1 | \$5,920.00 | \$5,920.00 | \$5,920.00 |

• 1 Ea.,

| Item # | Product | Quantity | Regular Price | Unit Price | Subtotal |
|--------|--|----------|---------------|------------|----------|
| 3 | Permit Procurement Description: Permit Procurement + Engineered Drawings *Fees to be billed at cost (TBD) **If Variance Required add \$675 (ARB fee + procurement) | 1 | \$800.00 | \$800.00 | \$800.00 |

• 1 Ea.,

| Item # | Product | Quantity | Regular Price | Unit Price | Subtotal |
|--------|---|----------|---------------|------------|----------|
| 4 | Design Description: Covers all the designing required and proofs. Includes file preparation for production. | 1 | \$720.00 | \$720.00 | \$720.00 |

• 1 Files

NOTES:

Sign permits, structural engineering, traffic control equipment/permits shall be invoiced on a time/material basis. Electrical services to the proposed sign(s), unless specifically quoted above, is assumed to be existing or provided by others.

Estimate is valid for 30 days from date listed above.



Summit Sign & Graphics, LLC

330 Southport Drive
Columbia, IL 62236
Ph: (618) 281-2639
FAX: (618) 281-8703
Web: SummitSignAndGraphics.com

Estimate #: 5578

Estimate Date: 3/15/2019 9:14:53AM
Proof Date: 3/15/2019 12:00:00AM
Entered By: Adam Garner
Salesperson: Andy Hrdlicka

Exterior Projecting Blade Sign for 1881 Pine (Option 3)

| | |
|------------------|--------------------|
| Subtotal: | \$35,026.96 |
| Taxes: | \$2,486.41 |
| Total: | \$37,513.37 |

Deposit Required: \$18,756.69

Payment Terms: 50% DEPOSIT IS REQUIRED AT THE TIME ORDER IS PLACED. BALANCE DUE WITHIN 30 DAYS OF COMPLETION.

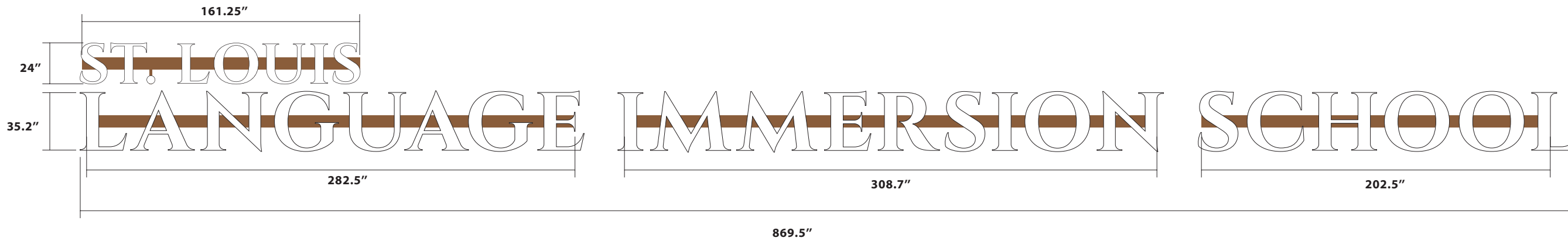
ATTN: Vince Schoemehl
St. Louis Language Immersion School
1881 Pine St
St. Louis, MO 63103

- Estimate Accepted As Is. Please proceed with Order.
- Changes required, please contact me.

Accepted By:

/ /
(Today's Date)

Option 1



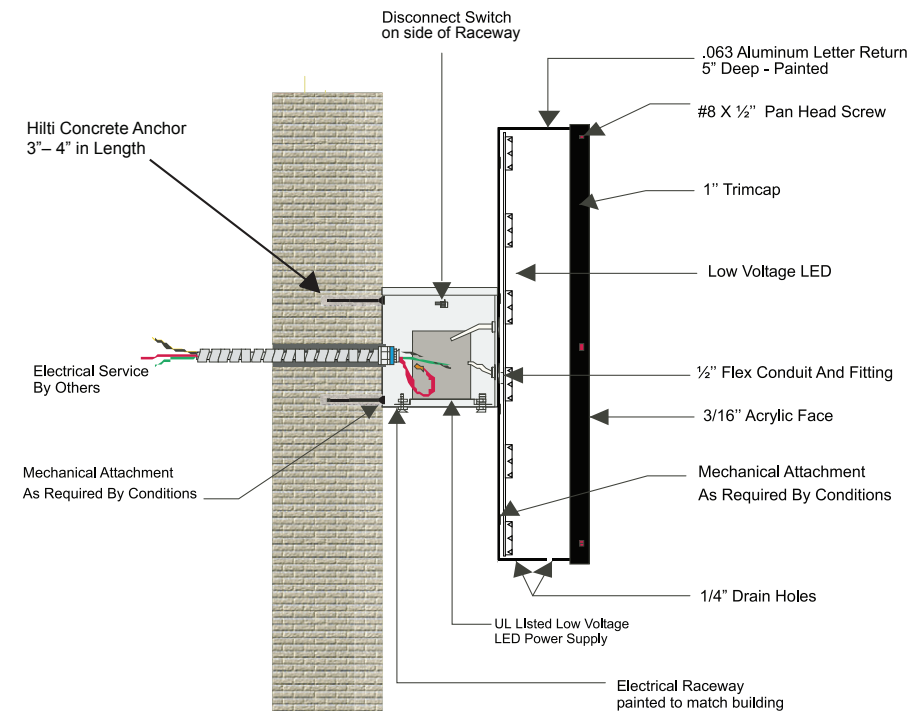
MATERIAL SPECIFICATIONS

- Front Lit Channel Letters**
 Aluminum constructed channel letters
 White acrylic faces
 1" trim, black
 5" returns, painted black
 Illuminated with white LEDs
 Letters are flush mounted to raceway
 (4) Four Raceways: 7" h, painted 1 PMS color to match building facade
 The period (5" x 5") in "St. Louis" is connected by tubing to raceway

COLOR DETAILS

- White**
Acrylic faces
- Black**
Trim>Returns
- Raceway Paint Color**
To match brick facade

CONSTRUCTION DRAWING



330 Southport Drive
 Columbia, IL 62236
 Phone: 618.281.2639
 Fax: 618.281.8703
 summitsignandgraphics.com

PROJECT NUMBER
5559

PROJECT
Channel Letter Sign

CLIENT
SLLIS

CONTACT
Vince Schoemehl

PROOF DATE
3/8/2019

REVISION DATE

SALES REP
Andy Hrdlicka

DRAWN BY
Katerina Engle

ATTENTION:
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PRODUCTION CANNOT BEGIN UNTIL WE RECEIVE PROOF APPROVAL VIA EMAIL

ITEM 1 | FRONT-LIT CHANNEL LETTER SIGN | QTY: 1 SET | OVERALL SIZE: 63.4" H X 869.5" W | 382.8 SQFT

DAY RENDERING - EAST FACADE



NIGHT RENDERING - EAST FACADE



Signage on the East Facade can be seen from 16th St/Olive St

DAY RENDERING - WEST FACADE



NIGHT RENDERING - WEST FACADE



Signage on the West Facade is 3/4th blocked before you get to 20th St/Olive St



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PROJECT NUMBER
5559

PROJECT
Channel Letter Sign

CLIENT
SLLIS

CONTACT
Vince Schoemehl

PROOF DATE
3/8/2019

REVISION DATE

SALES REP
Andy Hrdlicka

DRAWN BY
Katerina Engle

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



PRODUCTION CANNOT BEGIN UNTIL WE RECEIVE PROOF APPROVAL VIA EMAIL

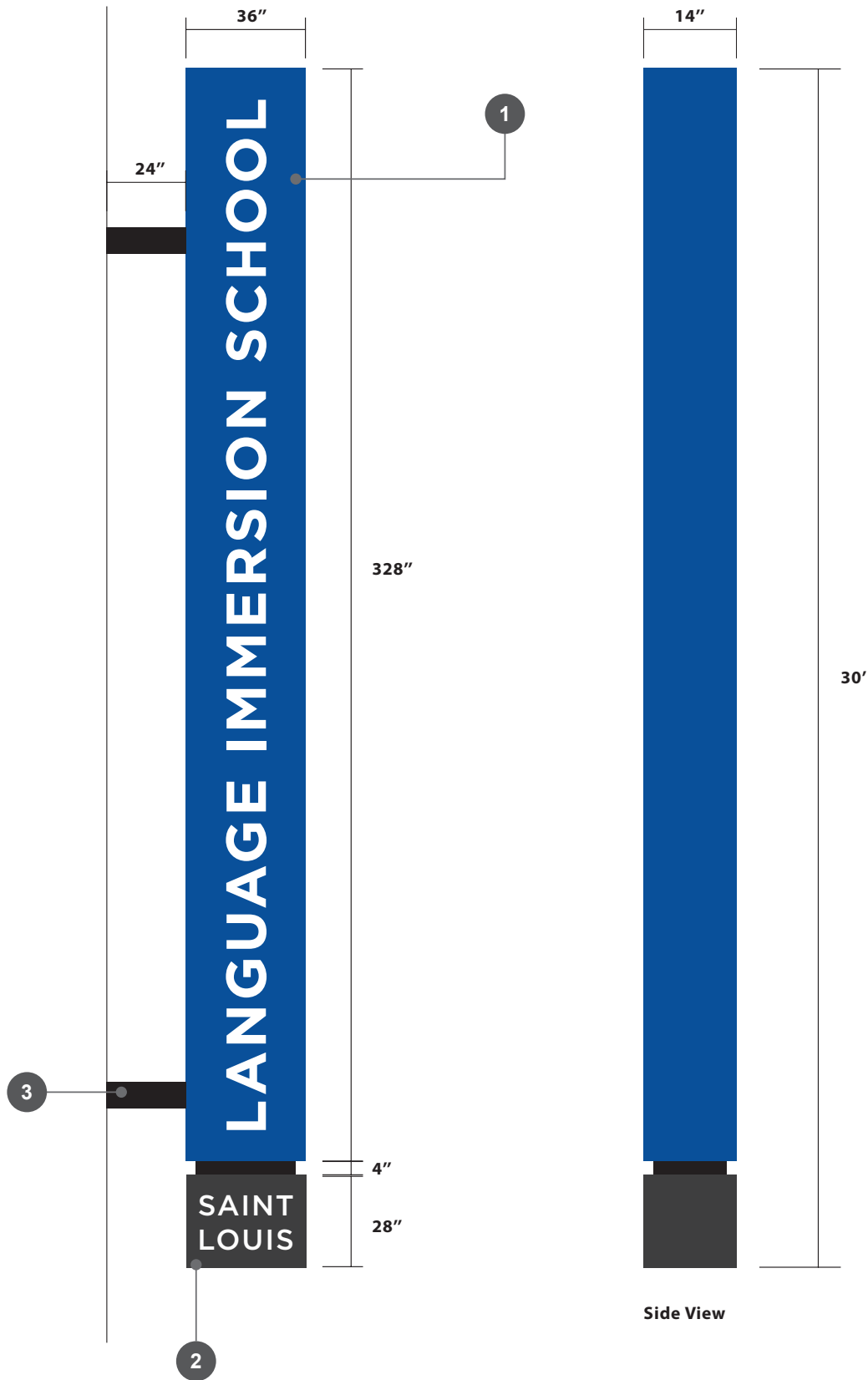
Option 2

MATERIAL SPECIFICATIONS

- 1 Top Sign Cabinet**
 Overall Size: 328" h x 36" w x 14"d
 Blade sign cabinet to be constructed of aluminum
 Painted 1 PMS color (TBD)
 Double-sided sign, internally illuminated with white LEDs
 Letters to be routed out of faces and backed with acrylic
 Reveal: 4" h x 15" w x 11" d, painted black
- 2 Bottom Sign Cabinet**
 Overall Size: 28" h x 36" w x 14" d
 Constructed out of aluminum
 Painted 1 PMS color (TBD)
 Letters are routed out of faces and backed with acrylic
 Internally illuminated with white LEDs
- 3 Mounting Supports**
 8" x 8" square steel supports, 24" projection
 Painted black
 Supports to have steel mounting plates
 Supports will be secured to the building with lag bolts & anchors
 (site visit necessary)
 Painted 1 PMS color (TBD)

COLOR DETAILS

-  **White**
 Acrylic faces
-  **Black**
 Mounting plates/Reveal
-  **PMS (TBD)**
-  **PMS (TBD)**



330 Southport Drive
 Columbia, IL 62236
 Phone: 618.281.2639
 Fax: 618.281.8703
 summitsignandgraphics.com

PROJECT NUMBER
 5559

PROJECT
 Channel Letter Sign

CLIENT
 SLLIS

CONTACT
 Vince Schoemehl

PROOF DATE
 3/8/2019

REVISION DATE

SALES REP
 Andy Hrdlicka

DRAWN BY
 Katerina Engle

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PRODUCTION CANNOT BEGIN UNTIL WE RECEIVE PROOF APPROVAL VIA EMAIL

ITEM 1 | ILLUMINATED BLADE SIGN | QTY: 1 | OVERALL SIZE: 360"H X 60"W X 14" D | 150 SQFT

DAY RENDERING - SOUTH FACADE



NIGHT RENDERING - SOUTH FACADE



330 Southport Drive
Columbia, IL 62236
Phone: 618.281.2639
Fax: 618.281.8703
summitsignandgraphics.com

PROJECT NUMBER
5559

PROJECT
Channel Letter Sign

CLIENT
SLLIS

CONTACT
Vince Schoemehl

PROOF DATE
3/8/2019

REVISION DATE

SALES REP
Andy Hrdlicka

DRAWN BY
Katerina Engle

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PRODUCTION CANNOT BEGIN UNTIL WE RECEIVE PROOF APPROVAL VIA EMAIL

ITEM 1 | ILLUMINATED BLADE SIGN | QTY: 1 | OVERALL SIZE: 360"H X 60"W X 14" D | 150 SQFT

DAY RENDERING - NORTH FACADE



NIGHT RENDERING - NORTH FACADE



330 Southport Drive
Columbia, IL 62236
Phone: 618.281.2639
Fax: 618.281.8703
summitsignandgraphics.com

PROJECT NUMBER
5559

PROJECT
Channel Letter Sign

CLIENT
SLLIS

CONTACT
Vince Schoemehl

PROOF DATE
3/8/2019

REVISION DATE

SALES REP
Andy Hrdlicka

DRAWN BY
Katerina Engle

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PRODUCTION CANNOT BEGIN UNTIL WE RECEIVE PROOF APPROVAL VIA EMAIL

St. Louis Language Immersion School
Executive Director Report
January 15, 2020



Student Recruitment and Retention

SLIS Strategic Plan Strategies C.1-C.2

SLIS Strategic Plan Goal:

- We will meet the kindergarten minimum enrollment targets of 75 students in Spanish, 40 in students in Chinese, and 40 students in French.

| Enrollment by Grade Level | | | | | |
|---------------------------|----------------|--------------|---------------|---------------|--------------|
| | September 2019 | October 2019 | November 2019 | December 2019 | January 2020 |
| K | 72 | 72 | 70 | 70 | 71 |
| 1st | 76 | 77 | 75 | 75 | 76 |
| 2nd | 71 | 71 | 71 | 70 | 70 |
| 3th | 72 | 71 | 70 | 70 | 70 |
| 4th | 54 | 54 | 54 | 53 | 52 |

| | | | | | |
|--------------|------------|------------|------------|------------|------------|
| 5th | 58 | 58 | 57 | 57 | 58 |
| 6th | 25 | 25 | 23 | 22 | 23 |
| 7th | 37 | 37 | 38 | 38 | 38 |
| 8th | 20 | 20 | 20 | 20 | 20 |
| TOTAL | 488 | 485 | 478 | 475 | 478 |

| K-8 Enrollment by Program | | | | | |
|----------------------------------|-----------------------|---------------------|----------------------|----------------------|---------------------|
| | September 2019 | October 2019 | November 2019 | December 2019 | January 2020 |
| TCP | 143 | 143 | 142 | 142 | 142 |
| TFP | 110 | 110 | 110 | 108 | 108 |
| TSP | 235 | 232 | 226 | 225 | 228 |

| Disenrolled / Transfer Students | |
|--|---|
| August 2019 | 1 |
| September 2019 | 4 |
| October 2019 | 4 |
| November 2019 | 2 |
| December 2019 | 3 |
| January 2020 | 3 |

| Total New Applications | |
|-------------------------------|----|
| K | 20 |
| 1 | 2 |
| 5 | 1 |
| 6 | 1 |
| Total Applications Started | 25 |
| Total Seat Offers Accepted | 16 |

| Attendance Summary | |
|---------------------------|--------|
| Current Month 90/90 | 89% |
| Cumulative 90/90 | 87.5% |
| Current Month ADA | 95.09% |

AAPPL Target Language Assessment

SLLIS' Experience Administering the AAPPL

- The test was very challenging for SLLIS 2nd and 3rd graders.
- SLLIS 3rd-4th graders took Interpretive Listening and Speaking.
- SLLIS 5th-8th graders took Interpretive Listening and Speaking, Presentational Writing, Interpretive Listening, and Interpretive Reading.
- SLLIS administrators and teachers are learning how to interpret and utilize AAPPL data. Results will be presented to SLLIS parents at Second Trimester conferences in March 2020 so that parents can ask questions.

ACTFL Proficiency Scale

| ACTFL Proficiency Guidelines | ACTFL Performance Scale | AAPPL Measure Performance Score |
|------------------------------|-------------------------|---------------------------------|
| Advanced Low | ADVANCED | A |
| Intermediate High | | I-5 |
| Intermediate Mid | INTERMEDIATE | I-4 |
| Intermediate Mid | | I-3 |
| Intermediate Mid | | I-2 |
| Intermediate Low | | I-1 |
| Novice High | | N-4 |
| Novice Mid | NOVICE | N-3 |
| Novice Mid | | N-2 |
| Novice Low | | N-1 |

Further details regarding AAPPL performance scales can be found at <https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf>.

General Trends in SLLIS AAPPL Data

- SLLIS students demonstrated overall stronger performance in Interpretive Listening and Speaking, Interpretive Reading, and Interpretive Listening.
- SLLIS students consistently performed significantly lower than the national average for Presentational Writing.
 - TCP 5th grade scored at the national average.
 - TSP 5th and 8th grades scored just below the national average.

Program Trends

- **The Spanish Program**
 - Grades 3-4
 - 3rd and 4th graders scored below the national average for Interpretive Listening and Speaking.
 - Grades 5-8
 - 5th and 7th graders scored near or above the national average in all four assessment areas.
 - 6th graders scored well above the national average for Interpretive Listening and Speaking.
 - 8th graders scored above the national average for Interpretive Listening and Speaking and Interpretive Listening.
- **The Chinese Program**
 - Grades 3-4
 - 3rd graders scored below the national average for Interpretive Listening and Speaking.
 - 4th graders scored at the national average for Interpretive Listening and Speaking.
 - Grades 5-8
 - 5th graders scored at the national average for Presentational Writing, Interpretive Listening, and Interpretive Reading.
 - 6th graders scored above the national average for Interpretive Listening and Speaking and Interpretive Listening.
 - 7th graders scored below the national average for all four categories.
 - 8th graders scored above the national average for Interpretive Reading.
- **The French Program**

- Grades 3-4
 - 3rd graders scored below the national average for Interpretive Listening and Speaking.
 - 4th graders scored at the national average for Interpretive Listening and Speaking.
- Grades 5-8
 - 5th graders scored above the national average for Interpretive Listening.
 - 6th graders scored above the national average for Interpretive Listening and Speaking.
 - 7th graders scored above the national average for Interpretive Listening.
 - 8th graders scored well above the national average for Interpretive Listening.

UMSL Academic Achievement Report

Summary information is presented here; please see appendices for further details.

Comparison to Statewide Outcomes

- SLLIS did not meet the statewide average ELA, Math, and Science for Academic Achievement and Subgroup Achievement.
- SLLIS outperformed the state average for Subgroup Achievement in Science.
- For the African American subgroup only, SLLIS outperformed the state average in ELA, Math, and Science.

Comparison to SLPS

- SLLIS students significantly outperformed SLPS 3rd through 8th graders, comparison elementary school buildings, and comparison middle schools in Academic and Subgroup Achievement in English Language Arts, Mathematics, and Science.
- SLLIS students significantly outperformed all of SLPS's magnet and choice elementary and middle schools in Academic and Subgroup Achievement for Math, ELA, and Science with these exceptions:
 - Kennard, Mallinckrodt and McKinley Classical students outperformed SLLIS students in all three subjects.
 - Dewey International Elementary and Busch Middle School of Character student MPI outcomes were the same in ELA, although SLLIS's %Prof/Adv outcomes exceeded both schools.
 - Mullanphy Elementary MPI outcomes were the same in Science; %Prof/Adv. outcomes exceeded SLLIS in Science.

- Busch Middle School of Character's MPI outcomes in Science were similar to SLLIS, although SLLIS's %Prof/Adv outcomes were significantly greater.

Comparison to Three St. Louis County Districts

- All three county districts (Clayton, Ladue, and Maplewood - Richmond Heights) outperformed SLLIS in Academic Achievement and Subgroup Achievement.
- For African-American Students only:
 - ELA: SLLIS outcomes are even with MRH's.
 - Math: SLLIS students significantly outperform MRH.
 - Science: SLLIS students significantly outperform MRH.

SY2019 ANNUAL REVIEW REPORT: ELEMENT II - STUDENT ACHIEVEMENT

Performance Outcomes: State Assessments

Bill Mendelsohn - Executive Director, UMSL Charter Schools Office

ST. LOUIS LANGUAGE IMMERSION SCHOOL

Introduction

Of UMSL's seven currently operating public charter schools, four received Annual Performance Reports (APR) from DESE. In general, these schools were among the highest performing charter schools in the St. Louis region. When compared to SLPS, these schools significantly outperformed comparable non-selective schools and, in many instances, magnet and choice schools. Two of UMSL's schools have accumulated two years of data and will qualify for an APR at the end of SY20. One school is new and will have one year of data at the end of SY20.

What is the UMSL Charter Schools Office's approach to interpreting the SY19 data?

- 1. The APR Report:** For the first time, DESE did not compute a percentage in its APR reports for schools. The report provides information on three questions:
 - a. Growth (ELA and Math only): Are individual students making achievement gains over time?
 - b. Status (ELA and Math only): Are all students achieving at high levels at this point in time?
 - c. Progress (ELA, Math and Science): Is the school, district or charter making improvements over prior years?
- 2. Comparison to trends in statewide average MPI and %Prof/Adv in ELA, Math and Science:** In ELA, the state average MPI declined very slightly from 339.5 to 338.3. The % Prof/Adv declined from 49.2 to 48.7. The Math MPI stayed the same at 307.9. The %Prof/Adv declined from 42.1 to 42. If an UMSL school's performance in either subject improved or declined by significantly greater amounts, these trends are noted.
- 3. Comparison to same grade-level configurations of SLPS students:**
 - a. Example: For a K-5 public charter elementary school, its grade 3-5 state data is compared with state data for all grade 3-5 students attending SLPS schools.
- 4. Comparison to comparable SLPS non-selective school buildings** based on similar grade-level configuration, student demographics (subgroup population), and enrollment selectivity.
- 5. Comparison to SLPS magnet and choice buildings.** These schools selectively enroll their students, and in a few cases, maintain very high academic performance thresholds for enrollment (Kennard Classical Jr. Academy (ES), Mallinckrodt Academy of Gifted Instruction (ES), McKinley Classical Leadership Academy Middle School). UMSL finds it useful to compare our schools with these more selective schools.

The following pages reviews SLLIS's performance on SY19 state assessments.

Though SLLIS's MPI and %Prof/Adv outcomes paralleled the flat state trends; as the Growth designations indicate below under Growth, SLLIS students exceeded expectations at an individual student level as calculated by DESE. Regionally, SLLIS significantly outperformed St. Louis Public Schools in ELA, Math and Science and the school's African American students outperformed those in the Maplewood-Richmond Heights SD.

1. The APR Report

Answers to the questions were communicated through the following designations:

- a. Floor, On Track and Exceeding
 - b. Floor, Approaching, On Track and Target
 - c. Floor, Approaching, On Track and Exceeding
-
- a. Growth (ELA and Math only):
Are individual students making achievement gains over time?
 - i. Standard 1: Student Achievement – Exceeding in ELA, Exceeding in Math
 - ii. Standard 2: Subgroup Achievement – Exceeding in ELA, Exceeding in Math
 - b. Status (ELA and Math only):
Are all students achieving at high levels at this point in time?
 - i. Standard 1: Student Achievement – Approaching for both subjects
(Statewide outcomes are only Approaching)
 - ii. Standard 2: Subgroup Achievement – Approaching for both subjects
(Statewide outcomes are only Approaching)
 - c. Progress (ELA, Math and Science):
Is the school, district or charter making improvements over prior years?
 - i. Standard 1: Student Achievement – Floor (ELA and Math)
 - ii. Standard 2: Subgroup Achievement – Approaching (ELA), Floor (Math)

2. Comparison to Statewide Outcomes

- Standard One: Academic Achievement - All Students:
 - MAP Performance Index (MPI)

| | SLLIS | State Average |
|--------------------|-------|---------------|
| MPI -ELA | 295.9 | 338.3 |
| %Prof/Adv. - ELA | 35.6 | 48.7 |
| MPI - MATH | 283.9 | 307.9 |
| %Prof/Adv.- MATH | 35.2 | 42.0 |
| MPI-SCIENCE | 264.9 | 314.1 |
| %Prof/Adv- SCIENCE | 28.4 | 41.9 |

- Standard Two: Subgroup Population:

| | SLLIS | State Average |
|--------------------|-------|---------------|
| MPI -ELA | 273.2 | 303 |
| %Prof/Adv. - ELA | 27.7 | 35.7 |
| MPI - MATH | 258.9 | 264.8 |
| %Prof/Adv.- MATH | 27.7 | 29.1 |
| MPI-SCIENCE | 257.8 | 272.8 |
| %Prof/Adv- SCIENCE | 26.6 | 28.6 |

- African-American Subgroup Only

| | SLLIS | State Average |
|--------------------|--------------|---------------|
| MPI -ELA | 269 | 268.6 |
| %Prof/Adv. - ELA | 24.2 | 24.9 |
| MPI - MATH | 242.1 | 222.7 |
| %Prof/Adv.- MATH | 23.5 | 18.4 |
| MPI-SCIENCE | 243.9 | 230.7 |
| %Prof/Adv- SCIENCE | Not Reported | 17.2 |

- Findings:
 - For Standard One (All Students), SLLIS students did not meet the State Average in ELA, Math, and Science.
 - For Standard Two (Subgroup), SLLIS did not meet the State Average in ELA and Math, although the numbers are close for Math.
 - For Standard Two (Subgroup), SLLIS **outperformed the State Average in Science.**
 - For African-American Subgroup Only, SLLIS **outperformed the State Average in ELA, Math and Science.**

3. Comparison to SLPS: Grade Configuration (Grades 3-8)

| Standard 1: All Students | | Standard 2: Subgroup Population | |
|--------------------------|--------------------|---------------------------------|--------------------|
| SLLIS (3-8) | SLPS (3-8) | SLLIS (3-8) | SLPS (3-8) |
| ELA MPI: 295.9 | ELA MPI: 237.4 | ELA MPI: 273.2 | ELA MPI: 237.4 |
| ELA %P/A: 35.6 | ELA %P/A: 19 | ELA %P/A: 27.7 | ELA %P/A: 19 |
| Math MPI: 283.9 | Math MPI: 198.8 | Math MPI: 258.9 | Math MPI: 198.8 |
| Math %P/A: 35.2 | Math %P/A: 15 | Math %P/A: 27.7 | Math %P/A: 15 |
| Science MPI: 264.9 | Science MPI: 211.5 | Science MPI: 257.8 | Science MPI: 211.5 |
| Science %P/A: 28.4 | Science %P/A: 17.2 | Science %P/A: 26.6 | Science %P/A: 17.2 |

- Finding:
 - For Standards One (All students) and Two (Subgroup) SLLIS **significantly outperformed** 3rd through 8th graders in SLPS in ELA, Math, and Science.

4. Comparison to SLPS: Comparable SLPS school buildings – ELA and Math

Elementary Schools

- SLPS Buildings: Adams, Froebel, Mann, and Oak Hill.

| Standard One: All Students | | | | |
|----------------------------|-----------------|-----------------|-----------------|-----------------|
| SLLIS | Adams | Froebel | Mann | Oak Hill |
| ELA MPI: 295.9 | ELA MPI: 213.1 | ELA MPI: 207.3 | ELA MPI: 234.6 | ELA MPI: 256.5 |
| ELA %P/A: 35.6 | ELA %P/A: 12.1 | ELA %P/A: 14.5 | ELA %P/A: 16.8 | ELA %P/A: 20.7 |
| Math MPI: 283.9 | Math MPI: 201 | Math MPI: 250.9 | Math MPI: 185 | Math MPI: 237 |
| Math %P/A: 35.2 | Math %P/A: 13.1 | Math %P/A: 27.3 | Math %P/A: 11.2 | Math %P/A: 23.9 |

| Standard Two: Subgroup | | | | |
|------------------------|-----------------|-----------------|-----------------|-----------------|
| SLLIS | Adams | Froebel | Mann | Oak Hill |
| ELA MPI: 273.2 | ELA MPI: 213.1 | ELA MPI: 207.3 | ELA MPI: 234.6 | ELA MPI: 256.5 |
| ELA %P/A: 27.7 | ELA %P/A: 12.1 | ELA %P/A: 14.5 | ELA %P/A: 16.8 | ELA %P/A: 20.7 |
| Math MPI: 258.9 | Math MPI: 201 | Math MPI: 250.9 | Math MPI: 185 | Math MPI: 237 |
| Math %P/A: 27.7 | Math %P/A: 13.1 | Math %P/A: 27.3 | Math %P/A: 11.2 | Math %P/A: 23.9 |

- Finding:
 - For Standards One (All students) and Two (Subgroup) SLLIS students **significantly outperformed SLPS students in the four comparison elementary schools in ELA and Math.**

Middle Schools

- SLPS Buildings: Academy of Environmental Science, Carr Lane, Fanning and Gateway Math and Science. Three of these schools are Magnet/Choice select schools.

| All Students | | | | |
|-----------------|---|---------------------------|-----------------|--|
| SLLIS | Academy of Environ. Science (Select School) | Carr Lane (Select School) | Fanning | Gateway Math and Science (Select School) |
| ELA MPI: 295.9 | ELA MPI: 253.5 | ELA MPI: 234.8 | ELA MPI: 198.6 | ELA MPI: 218 |
| ELA %P/A: 35.6 | ELA %P/A: 18.4 | ELA %P/A: 16.4 | ELA %P/A: 5.6 | ELA %P/A: 11 |
| Math MPI: 283.9 | Math MPI: 175.2 | Math MPI: 188.1 | Math MPI: 143.3 | Math MPI: 166.1 |
| Math %P/A: 35.2 | Math %P/A: 6.7 | Math %P/A: 7.4 | Math %P/A: 5 | Math %P/A: 5.2 |

| Subgroup Population | | | | |
|---------------------|-----------------------------|-----------------|-----------------|--------------------------|
| SLLIS | Academy of Environ. Science | Carr Lane | Fanning | Gateway Math and Science |
| ELA MPI: 273.2 | ELA MPI: 253.5 | ELA MPI: 234.8 | ELA MPI: 198.6 | ELA MPI: 218 |
| ELA %P/A: 27.7 | ELA %P/A: 18.4 | ELA %P/A: 16.4 | ELA %P/A: 5.6 | ELA %P/A: 11 |
| Math MPI: 258.9 | Math MPI: 175.2 | Math MPI: 188.1 | Math MPI: 143.3 | Math MPI: 166.1 |
| Math %P/A: 27.7 | Math %P/A: 6.7 | Math %P/A: 7.4 | Math %P/A: 5 | Math %P/A: 5.2 |

- Finding:
 - For Standards One (All students) and Two (Subgroup) SLLIS students **significantly outperformed students in ELA and Math in comparison with all four Middle Schools, three of which are SLPS Magnet/Choice schools.**

5. Comparison to SLPS: Magnet and Choice Schools – ELA, Math and Science

- SLPS Selective Enrollment Buildings: Elementary
 - Ames Visual and Performing Arts, Dewey International Studies, Gateway, Humboldt, Kennard Jr. Classical Academy, Lyon at Blow (K-8), Mallinckrodt Academy of Gifted Instruction, Mullanphy, Shaw Visual and Performing Arts, and Washington Montessori
- SLPS Selective Enrollment Buildings: Middle School
 - Busch Middle School of Character, Carr Lane Visual and Performing Arts, Compton Drew Investigative Learning Center, Academy of Environmental Science and Math, Gateway Math and Science Prep, and McKinley Classical Jr. Academy.

- Kennard Jr. Classical Academy and Mallinckrodt Academy are the most selective magnet elementary schools in SLPS. McKinley Classical Middle School is the most selective middle school in SLPS. These three schools' state test outcomes are exceptional, earning 85% P/A or higher in ELA and Math.

- Findings:
 - For Standards One (All students) and Two (Subgroup) in **ELA, Math and Science**: SLLIS students **significantly outperformed** all of SLPS's magnet and choice elementary and middle schools with these exceptions:
 - Kennard, Mallinckrodt and McKinley Classical students outperformed SLLIS students in all three subjects.
 - Dewey International Elementary and Busch Middle School of Character student MPI outcomes were the same in ELA, although SLLIS's %Prof/Adv outcomes exceeded both schools.
 - Mullanphy Elementary MPI outcomes were the same in Science; %Prof/Adv. outcomes exceeded SLLIS in Science.
 - Busch Middle School of Character's MPI outcomes in Science were similar to SLLIS, although SLLIS's %Prof/Adv outcomes were significantly greater.

6. Comparison to Three County Districts: Clayton, Ladue and Maplewood-Richmond Heights (MRH)

It is worth comparing SLLIS'S student performance on the SY19 MSIP5 assessments with three county schools. In addition to Standard One (All students) and Standard Two (Subgroups), UMSL compares the four LEAs on African American Achievement alone.

| Standard One: All Students | | | | |
|----------------------------|--------------------|--------------------|--------------------|--|
| SLLIS | Clayton | Ladue | MRH | |
| ELA MPI: 295.9 | ELA MPI: 407.6 | ELA MPI: 400.4 | ELA MPI: 368.8 | |
| ELA %P/A: 35.6 | ELA %P/A: 74.1 | ELA %P/A: 72.3 | ELA %P/A: 60.9 | |
| Math MPI: 283.9 | Math MPI: 401.5 | Math MPI: 395 | Math MPI: 319.4 | |
| Math %P/A: 35.2 | Math %P/A: 72.9 | Math %P/A: 70.6 | Math %P/A: 46.9 | |
| Science MPI: 264.9 | Science MPI: 380.8 | Science MPI: 380.8 | Science MPI: 340.5 | |
| Science %P/A: 28.4 | Science %P/A 63.2 | Science %P/A 65.8 | Science %P/A 53.3 | |

| Standard Two: All Subgroups | | | | |
|-----------------------------|--------------------|--------------------|--------------------|--|
| SLLIS | Clayton | Ladue | MRH | |
| ELA MPI: 273.2 | ELA MPI: 347.2 | ELA MPI: 325.7 | ELA MPI: 319 | |
| ELA %P/A: 27.7 | ELA %P/A: 49.2 | ELA %P/A: 44.4 | ELA %P/A: 42.9 | |
| Math MPI: 258.9 | Math MPI: 322.4 | Math MPI: 302.8 | Math MPI: 266.9 | |
| Math %P/A: 27.7 | Math %P/A: 48.4 | Math %P/A: 41.2 | Math %P/A: 30.7 | |
| Science MPI: 257.8 | Science MPI: 299.5 | Science MPI: 298.5 | Science MPI: 279.1 | |
| Science %P/A: 26.6 | Science %P/A 34.3 | Science %P/A 35.8 | Science %P/A 30.4 | |

| Standard One: African American Only | | | | |
|-------------------------------------|--------------------|--------------------|--------------------|--|
| SLLIS | Clayton | Ladue | MRH | |
| ELA MPI: 289.7 | ELA MPI: 318.8 | ELA MPI: 303.9 | ELA MPI: 286 | |
| ELA %P/A: 27.1 | ELA %P/A: 36.1 | ELA %P/A: 36 | ELA %P/A: 28.9 | |
| Math MPI: 235.5 | Math MPI: 286.6 | Math MPI: 269.4 | Math MPI: 214 | |
| Math %P/A: 20.7 | Math %P/A: 35.7 | Math %P/A: 30.9 | Math %P/A: 17.4 | |
| Science MPI: 243.9 | Science MPI: 266.7 | Science MPI: 273.2 | Science MPI: 222.7 | |
| Science %P/A: Not reported | Science %P/A 23.3 | Science %P/A 26.8 | Science %P/A 18.2 | |

Findings:

- For Standard One (All students) and Standard Two (Subgroup):
 - The three county districts outperformed SLLIS in all three subjects,
- For African-American Students only:
 - ELA: SLLIS outcomes are even with MRH's.
 - Math: SLLIS students significantly outperform MRH.
 - Science: SLLIS students significantly outperform MRH.