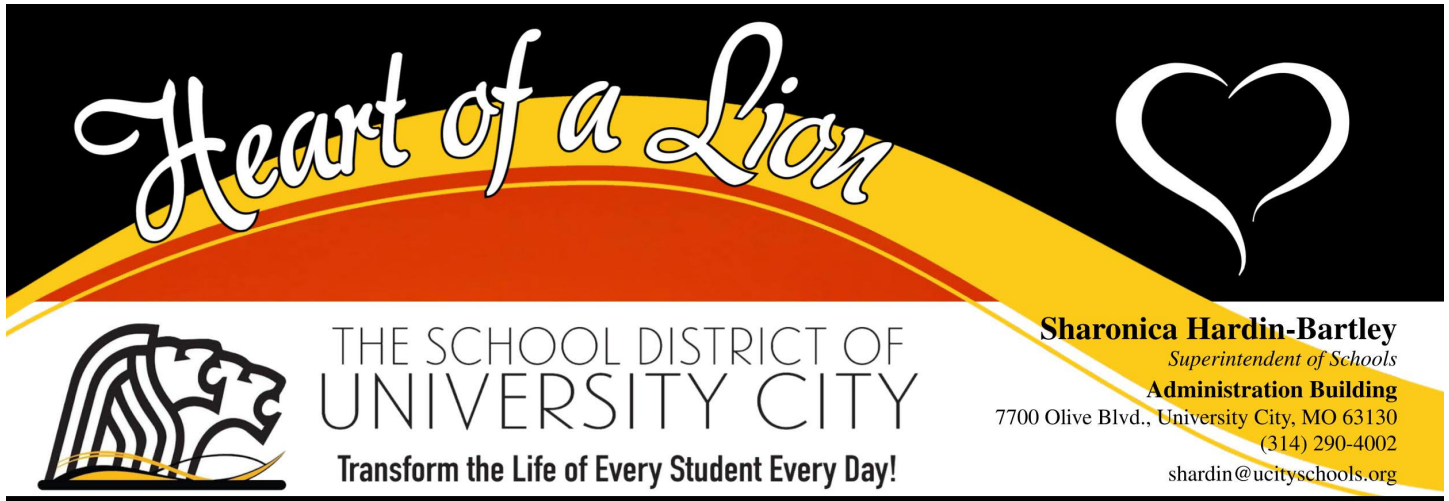




Missouri Annual Performance Review Update

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Tue, Mar 7, 2023 at 1:05 PM



Greetings School District of University City Community:

Today, the Missouri Department of Elementary and Secondary Education (DESE) released its 2022 Annual Performance Reviews (APRs) for public schools statewide. DESE stressed the following points about the APR, which was created under new statewide standards:

- It cannot be compared to previous APRs.
- It contains data from the 2021-22 school year only.
- It reflects the ongoing impact of the pandemic, including its disproportionate impact on some groups of students.
- It separates scoring for achievement status and growth and emphasizes them equally.

The APR is part of the Missouri School Improvement Program (MSIP 6). This is the “*state’s accountability system for reviewing and accrediting Local Education Agencies (LEAs).*” It “*outlines expectations for school practices and student outcomes, with the goal of each student graduating ready for success in college, career, and life.*” The sixth version of the state’s accountability system is new this year; while there are some improvements, it is not a perfect system. We look forward to continuing to partner with DESE to ensure that MSIP 6 accurately reflects district performance in a transparent and equitable manner. Please know, the APR data is from the last year’s 2021-22 school year.

The District is seeing some student academic growth in its APR, particularly in math, in which student growth was in the highest “above average” category for improvement among schools statewide. There was also evidence that the District’s Black students performed better than other Black students in the state and region. One building maintained strong achievement status; however, it did not demonstrate significant growth. The lack of growth significantly impacted this building’s APR score.

Dr. Craig Larson, a DESE area supervisor and our district liaison, said, “Having worked with University City for the past five years, I am genuinely impressed with the effective practices the district has put into place. These practices have led to increased student academic growth and to closing achievement gaps. I am particularly impressed with the increased academic focus at University City High School and how that focus is changing the trajectories of students’ futures.”

The growth indicates our model for education, which includes modern, rigorous and relevant instruction entwined with student well being and excellent staff, is working amid a pandemic. And yet, we must accelerate student growth to meet important academic milestones. Also, we need to strengthen our multi-tiered systems of support (MTSS). Accelerating student growth to meet important academic milestones is the goal.

Last year, COVID-19 increased student absences, particularly from the Omicron variant in January and February of 2022. Urban areas with primarily Black populations were disproportionately affected by COVID-19. This led our district and other urban districts to lose valuable attendance points in our APR due to illness and quarantines. The good news is, absences from COVID-19 have stabilized this school year, and we have significantly more direct classroom instruction time with all of our students, which we hope will continue to accelerate academic growth.

Yes, there is still work to be done. APRs utilize standardized Missouri Assessment Program (MAP) and End-of-Course (EOC) assessments. They provide a snapshot of student academic performance on one day during the school year. Those scores reflect that more of our students need to progress into proficiency in subject areas. This is what they deserve.

We will devote a portion of the 7 p.m. March 16 board of education meeting at the McNair Administration Building to present the results in more detail. You can find [the District’s 2021-22 APR results here](#). Please feel free to check out this [Frequently Asked Questions page](#) for more information.

I thank you for your partnership. And, I praise the resilience and drive within your students and their teachers as they work together to learn and support one another.

In Service of Our Children,

Sharonica Hardin-Bartley, PHD, PHR
Superintendent

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