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# East St. Louis School District 189



## STATE OF THE DISTRICT

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**Arthur R. Culver**  
**Superintendent of Schools**

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**July 2020**

# EAST ST. LOUIS SCHOOL DISTRICT 189

## COMMUNITY CONDITIONS

School District 189 serves students residing in the cities of East St. Louis and portions of Alcentra (formally Alorton Village and Centreville Township), Fairview Heights and Belleville, Washington Park and portions of Caseyville.

Gang violence, single-parent homes, grandparents as guardians, high unemployment, prevalence of predatory lenders and casinos, as well as poor health, further characterize the environment in which the children live and strive to learn. According to City-Data, 64.1% of children in East St. Louis live below the poverty level. The US Census Bureau reports that the 2018 median household income in East St. Louis is \$23,072 (compared to Illinois' \$63,575).

East St. Louis is a cash-poor district. It has one of the highest tax rates in the state of Illinois. Despite this, local funds cannot support basic district expenses. Based on 2018 ILEARN data, the EAV per pupil spending for East St. Louis is \$20,456. By comparison, the state average is \$253,319.

Most students qualify as “school dependent” – those who depend on their schools to make a difference in their lives. School District 189 serves approximately 5,400 students in grades preschool through 12th grade. Nearly all East St. Louis students enter school at-risk for academic failure due to extreme poverty; 100% of students qualify for free/reduced price lunch. According to the 2019 Illinois School Report Card, 5.9% of our students were categorized as homeless (underreported), 97.1% of students are African-American and 1.3% are Hispanic. The percentage of students with a diagnosed disability (qualifying for special education services) is 16%.

According to an April 2019 story by the Belleville News-Democrat and St. Louis Public Radio, a person is 19 times more likely to be murdered in East St. Louis than any other U.S. city. The community is consistently ranked as one of the most violent cities in the country. Between 2000 and 2008, there were 453 murders, making the homicide rate 96 murders per 100,000 (far exceeding the national homicide rate of about 5 murders for 100,000 people). Since January 2019, our school district has experienced 10 student deaths - 8 by gun violence. An additional student was shot but survived. The mental health of the children, youth, and families served by our district is heavily impacted by the stressors caused by the high crime rate, living in poverty, family and community violence, single parent families, grandparents as guardians, and the prevalence of substance abuse in families.

A high percentage of East St. Louis children/youth, as well as their parents, have a history of Adverse Childhood Experiences (ACEs), which result in mental health issues. ACEs include not only domestic violence but also such serious family stressors as homelessness and insecure housing, incarceration or death of a parent, lack of food, and mentally ill or substance abusing family members. Research shows that children who live in violent communities, where they experience continuous physical fighting as well as more disturbing violent incidents, manifest symptoms of Post-Traumatic Stress Disorder (PTSD).

The East St. Louis School District 189 is focused on providing rigorous, high quality education and exceptional educational experiences to approximately 5,400 students within the community. Across ten school campuses, over 800 full-time district staff provide educational services to students in preschool through 12th grade. We operate an early childhood learning center, five elementary schools, two middle schools, one high school and one alternative campus. Our students reflect the local community: they are vibrant, resilient and strong.

Our community's resilience was exhibited by our students, families, and school staff as they navigated the COVID-19 crisis that shuttered our campuses. Although our school buildings remained closed, educators and parents worked diligently to ensure that learning continued throughout the summer.

However, we know this past semester had a negative impact on student learning. Many children were without internet access and the technology necessary to learn effectively during remote learning. To address these challenges, the district provided students with chromebooks to be used at home and hotspots for those who needed internet support.

As of July 10, 2020, there were 2370 positive cases of COVID-19 in St. Clair County. Of those, 870 positive coronavirus cases were within communities served by District 189. This accounts for 37% of the cases in the county. In addition to the trauma caused by the coronavirus, the removal from an environment of caring teachers, peers, support staff, and administrators compounded the adverse childhood experiences students already encounter due to their community context.

Remote efforts to support the SEL and educational needs of our students were not as effective as in-person services. Responding to the impact of the coronavirus interrupted the educational path for students. Activities planned to push learning forward and measure growth of grade-level knowledge were replaced with review of grade-level priority standards, coordinating grab-and-go food distribution, and providing support services for students and their families.

Without highly effective interventions, this period of emotional and academic turmoil will follow our children into adulthood. Research related to other crises reveals that periods of intense learning loss results in lifelong negative outcomes in education, employment, and earnings.

To offset current and future negative impacts on students, we will prioritize: social-emotional and mental health supports for students and educators; educator planning time, coaching, and training; targeted supports for students most impacted by COVID-19; and additional in-person school time for students to address learning and social-emotional needs.

We will proceed boldly, creatively and with urgency, keeping in mind that the future of students in District 189 depends on us meeting and responding to this once-in-a-century challenge.

## VISION

Students in East St. Louis School District 189 are supported physically, socially, and emotionally in a safe and nurturing environment to achieve academic success that prepares them for college, the workforce, and citizenship in the 21<sup>st</sup> century.

## MISSION

The mission of East St. Louis School District 189 is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness of our community.

## GOALS

The work in East St. Louis School District 189 is guided by five goals:

- I. **Academic Excellence.** Establish and maintain continuous academic growth for all students using diverse, rigorous, and relevant curricula and assessments.
- II. **Financial Stewardship and Accountability.** Maintain stable funding and sound fiscal stewardship to provide appropriate instructional resources and support services, and to operate facilities at maximum efficiency.
- III. **Safe and Healthy Environment.** Foster a positive culture and climate that supports the health and social-emotional well-being of every student.
- IV. **Strategic Partnerships.** Engage families, community members and all stakeholders in a collaborative process to support academic excellence.
- V. **Committed, Highly Effective Staff.** Recruit, hire, retain, and develop highly effective personnel to achieve academic excellence and support student social-emotional health.

### Highlights of District Progress by District Goal

- I. **ACADEMIC EXCELLENCE** - *Establish and maintain continuous academic growth for all students using diverse, rigorous, and relevant curricula and assessments.*
  - **Accreditation and State Designations**
    - District 189 successfully earned its District-wide System Accreditation in May 2019 from AdvancED (now known as Cognia).
    - Four of nine schools received a Commendable State Designation for SY 2019-2020.

- **Student Performance Data 2019-2020**

- Increased the Freshmen on Track to graduate from 69% in 2016 to 75% in 2019.
- Increased the four-year graduation rate at East St. Louis High School by 8.3% (62.8% in 2012 to 71.0% in 2019).
- Decreased district-wide student mobility from 36% in 2014 to 20% in 2019.
- Graduated 346 students out of 347 seniors from East St. Louis Senior High School from traditional and non-traditional programming in May 2020.
- Among the Class of 2020, 97.45% of those who applied were accepted to a four-year or two-year college, military or trade school. This is an increase of 30% compared to 2014.
- Class of 2020 Seniors earned \$11.1 million in scholarships as compared to \$389,000 in 2014. As part of the graduation requirement implemented in 2015, all seniors are supported in applying for a minimum of three scholarships.
- During SY 2019-2020, 105 seniors (42.5%) applied for financial aid (FAFSA).
- Twenty-eight students from the Classes of 2021 and 2022 have qualified and enrolled to participate in the Southwestern Illinois College (SWIC) dual enrollment program “Running Start.” These students will take college courses at the SWIC campus. For those successfully completing the two-year program, they will earn a high school diploma as well as an associate’s degree.
- Seventeen students from the Classes of 2017, 2018, and 2019 have successfully graduated from Southwestern Illinois College with an Associate’s degree. Five students from those classes completed Running Start 2.0 finishing high school with 1 year of college credit.
- Graduated nine students from the Class of 2020 with both their high school diploma and an Associate Degree from Southwest Illinois College Running Start Program. An additional four students within this class took college classes towards their degree.
- Two hundred forty-five Class of 2019 students earned 10,438 early college credit hours.
- Launched the new Innovative Learning Opportunities Program (ILOP) in SY 2018-2019 as a method to enhance options towards graduation. Eleven students, who were not previously on track to graduate from high school, earned their degree after demonstrating competency through a series of HiSET exams.
- Graduated 35 students through ILOP during SY 2019-2020.
- Increased Advanced Placement (AP) enrollment from 30 seats in 2012 to 214 students occupying 355 seats in 2020.
- Maintained and enhanced a district-wide DOMO dashboard that hosts critical data including but not limited to student achievement, attendance, and behavior, teacher evaluations, immunizations, survey data, et al.

- Ten students traveled to Chicago to present at the Illinois Science Technology Institute (ISTI) STEM Challenge in Spring 2018. The students worked with Dynegy as a partner in the challenge. Students were set to participate in 2020, and were unable to due to the school closure. Vistra (formerly Dynegy) has requested to work with District 189 for next year making this the third consecutive year of partnership.
  - The district registered and hosted its second district-wide Scripps Spelling Bee during Spring 2020.
  - More than 250 students and chaperones from Lincoln and Mason-Clark Middle Schools completed a social science trip to the state capitol in Springfield, IL in Spring. Due to the district's response to COVID-19, the social science trip will be postponed to Spring 2021.
- **Illinois Assessment of Readiness (IAR)**
    - With the results from SY 2018-2019, the District had a 7% increase in its percentage of students meeting and exceeding in IAR reading and a 6% increase in its percentage in IAR math compared to SY 2015-2016.
    - In-depth analysis shows that all five of our elementary schools testing on the IAR increased their overall state ranking by 11 to 516 slots in comparison to state schools according to schooldigger.com.
    - Each school performed better on both reading and math in SY19 than in the SY 2017-2018 testing cycle.
    - All elementary schools had 10% or more of their students meeting IAR expectations in both reading and math.
      - Standout performances include:
        - Gordon Bush ES: 28% students met or exceeded in math and 24% met or exceeded in ELA.
        - James Avant ES: 16% met or exceeded in math and 21% met or exceeded in ELA.
    - Three of seven schools had 16% or more of its students meeting expectations on the IAR Math test.
    - Three of seven schools had 15% or more of its students meeting expectations on the IAR Reading test.
- **Northwest Evaluation Association (NWEA)**
    - Winter 2019-2020 Summary
      - East St. Louis School District 189 students in grades K-10 have demonstrated a 4% increase in the number of students meeting national norms on Measure of Academic Progress (MAP) in math assessments and a 5% increase in reading assessments in the past year.

- The district improved from 18% of students reaching national norms for math in Winter 2018-19 to 22% in Winter 2019-20.
  - The district improved from 24% of students reaching national norms for reading in Winter 2018-19 to 29% in Winter 2019-20.
- By comparing each grade level from 2018-2019 percentages to 2019-2020, students are academically stronger than their predecessors in nine out of the 11 grade levels in math and 10 out of the 11 grade levels in reading by evidence of the percentage of students meeting national norms.
- Following cohorts from the prior year, 7 out of 10 groups maintained or increased their percent of students reaching national norms for math.
- Following cohorts from the prior year, 8 out of 10 groups increased their percent of students reaching national norms for reading.
- Spring 2019 Summary
  - Following cohorts of students from Fall 2014 to Spring 2019, the District monitored the growth of student performance on Math and Reading NWEA MAP assessments and noted the following:
    - Achieved 90% to 150% of nationally normed growth expectations in math from Fall 2014 to Spring 2019.
    - Achieved 96% to 183% of nationally normed growth expectations in reading from Fall 2014 to Spring 2019.
    - The cohort of students who were in 6<sup>th</sup> grade in Fall 2014 and then 10<sup>th</sup> grade by Spring 2019 achieved 168% of the expected growth in reading and 150% of expected growth in math.
    - All seven cohort groups achieved 90% to 142% of expected growth in math.
    - Five of seven cohort groups exceeded NWEA projections in reading by growing 107% to 183% of the expected Rasch Unit (RIT).
  - East St. Louis School District 189 students in grades K-10 have demonstrated a 3% increase in the number of students meeting national norms on Measure of Academic Progress (MAP) math and a 1% increase in reading assessments in the past year.
  - By comparing each grade level from 2017-2018 percentages to 2018-2019, students are academically stronger than their predecessors in six out of the 11 grade levels in math and six out of the 11 grade

levels in reading by evidence of the percentage of students meeting national norms.

- At the Kindergarten level in Spring 2019, 45% of students met national norms in math and in reading. This is a 33% increase in math and a 27% increase in reading over the Fall performance.
- For the first time in District 189 history with NWEA MAP assessments, Kindergarteners' ranking of math scores increased seven-fold ending at the 48th percentile and their ranking of reading scores more than tripled from Fall to Spring in SY18 ending at 65th percentile.

- **College Readiness SAT**

- Increased the percentage of Class of 2021 students meeting and/or exceeding state benchmarks on the ELA portion of the SAT by 3% over the previous year's class.

- **Special Education**

- The District received the designation of *Meets Requirements* in implementing the following State Performance Plan Indicators:
  - Significant discrepancy, by race/ethnicity in the rates of suspensions and expulsions greater than ten days in a school year for children with Individualized Education Plans (IEPs); and policies, procedures and practices that contribute to the significant discrepancy.
  - Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification.
  - Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.
  - The percent of children with parental consent to evaluate, who were evaluated within the 60-school day timeline as defined by the Illinois School Code (105 ILCS 5/14-8.02).
  - Percent of children referred by Part C prior to age three, who were found eligible for Part B, and who have an IEP developed and implemented by their third birthday.
  - Number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will enable the student to meet the postsecondary goals.
- Completed correction of Identified Noncompliance of IDEA Part B Audit Findings.

- For the 2019-2020 school year, 36% of Special Education students are receiving instruction in the General Education environment 80% or more of the day. This represents no change from the 2018-2019 school year.
- Initiated a multi-year roadmap and systems to improve the foundations of the MultiTiered Systems of Support (MTSS) process across all campuses within the District, ensuring early and timely intervention for students.
- **Programs and Grants**
  - Career and Technical Education (CTE)
    - 77% students enrolled in Dual Credit Classes received Dual Credit. Due to COVID19 percentages are slightly lower than FY19 because of required face to face time for some Programs.
    - Total number of students earning early college credits and Postsecondary Career hours 90.
    - Total number of student earnings of early college credits and Postsecondary Career hours 9,694.
    - One student earned AWS Certification and is now considered a certified welder. This student completed a successful 3G (vertical groove) weld using a 7018 SMAW (stick) electrode and is now endeavoring to earn their 4G (overhead groove) weld certificate.
    - **Health Care:** Four students in the Nursing Assistant Class have been accepted and are attending the new Lewis and Clark/University of Missouri St. Louis Nursing Program (UMSL). This program will begin at the East St. Louis Higher Education Center for one year then to UMSL for the remaining three years. Upon completion, students will attain their Bachelor of Science in Nursing (BSN) and be eligible to sit for their NCLEX to become a Registered Nurse (RN).
    - Two students were chosen to participate in the regional BEST (Barnes-Jewish Hospital, Express Scripts, St. Louis College of Pharmacy) Pharmacy Summer Institute. Due to COVID19, the program is virtual this year.
    - **Audio Visual:** Established online radio station operated by students; students videotaped school sports programming for National Federation of State High School Associations (NFHS); certifications for radio board operator and Adobe Production software established.
    - **Business Education:** Sixteen of our students grades 10 - 12 partnered with *Vistra Energy* and took part in the Annual Illinois Science and Technology Institute.
    - **Culinary Arts:** Catered several events throughout FY20 which included: Gateway Scholarship Football Classic, and the October Illinois State Board Meeting (State Superintendent and other key staff).
      - Won 1st place in the regional Platinum Chef Contest sponsored by

SWIC-Granite City.

- o Culinary students participated in a Meals Ready to Eat (MRE) meal competition with the Air Force culinary officers.
  - o FY20 Industry Certifications available to students: Health Care: CNA Nursing, Construction: NCCER Core Certification, Cosmetology: Cosmetology License, Culinary Arts: ServSafe Food Handler and ServSafe Manager, Welding: AWS.
  - o Partnered with local community college to provide nine dual-credit courses in FY20. FY20 one dual-credit course (MCOM 201/Intro to Mass Communication) will be added. The system has worked with Southwestern Illinois College (SWIC) to ensure that CTE courses align with community college coursework, increasing the opportunity for students to earn dual credit relevant to their career area in high school and easing the transition between secondary and post-secondary training. 80% of students enrolled in dual credit courses received dual credit from SWIC.
  - o Scholarships have been offered to students from Delta Sigma Theta Sorority, Inc.
  - o Supported CTE students from Welding and Certified Nursing Assistant (CNA) Programs in earning Professional Industry Certifications.
  - o Advanced curriculum in subjects of Welding, Culinary, Construction and CNA programs.
  - o CTE Director, advisory members, and teachers developed activities that connected coursework and technical training to career pathways such as digital media arts, engineering, construction and health sciences. Paperwork for Skills USA and the National Center for Construction Education & Research (NCCER) were submitted for student participation in FY18. Advisory members from Ameren, Barnes Hospital, and the local TV station visited classrooms to conduct/facilitate soft skill training and industry activities. Culinary students participated in Iron Chef Competitions. The activities engaged students by making education relevant and rigorous through bringing together strong academics, career-based classroom learning, real-world workplace experience and personalized student support.
  - o Supported all Career and Technical Education students in developing career plans. In this process, CTE students identified post-secondary goals, explored college and career options through field trips/off site workshops. Career plans improved student motivation and engagement, understanding of post-secondary options and course selection, thereby increasing College/Technical School enrollment.
- **GEAR UP**

District 189 received a federal GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant for an annual award of \$747,135 for seven years beginning in October 2014. GEAR UP programs are designed to encourage the Classes of 2019 and 2020 to have high expectations, stay in school, study, and take a

college preparatory curriculum. Evidence that GEAR UP is achieving the grant goals continues to be seen in NWEA scores with 85% or more of students in the classes of 2019 and 2020 demonstrating growth. Successful initiatives include:

- Visited 10 college campuses before the school closure period.
- Assisted 259 students with post-graduation plans during the school closures.
- Provided remote learning incentives and assistance to members of the Classes of 2019-2020 during the school closures.
- Conducted daily wellness checks on 25 students each day during the school closures.
- Facilitated virtual tours, a Black history scavenger hunt, and other online activities with members of the Classes of 2019 and 2020 during the school closures.
- Supported 30 students in completing a virtual co-op/internship program.
- Advised 27 parents on FAFSA and other financial aid resources to assist them as their students transition from high school to college.
- Held a parade to recognize the members of the Class of 2020 who had to forfeit their traditional graduation due to the pandemic.
- Secured funding for 30 \$250 scholarships to help members of the Class of 2020 defray some of the cost of their first semester of college.
- Supported a student who completed a certificate in Hospitality Management and Tourism from Florida Atlantic University during the school closure.

■ **Illinois State Board of Education Early Childhood - Preschool for All Expansion Grant**

- Since SY 2017-2018, District 189 has been annually awarded a \$5.9 million Preschool for All Expansion state grant to provide high quality preschool services to 520 at-risk children. This grant has allowed the district to add necessary positions, resources and equipment to the Early Childhood Program at Vivian Adams Center and Dr. Katie Harper Wright Elementary School.
- The PFAE grant has allowed the district to better serve the East St. Louis area for early childhood education. There are 28 classrooms total, with 25 at Vivian Adams (main campus) and 3 at Wright Elementary school. Ten additional teachers and 10 aides were added as staff to support this expansion.
- Three instructional coaches have been used throughout the grant periods to support classroom teachers and improve classroom instruction, monitor best practices and provide professional development.

- In addition to the Family Community Engagement Coordinator and Mental Health Consultant, 6 parent engagement specialists were hired in SY 2019-2020 and onboarded to better support and work with the students and parents. These family supports provide resources and activities that connect and engage families in support of student learning.
- Enlisted a full-time nurse to provide an additional link between school, home and the community and to improve the health and well-being of the students.
- Provided bus transportation for all preschool students to and from school.
- Ensured supervision and safety of students during transportation to and from school by engaging 30 bus monitors.
- Installed and maintained four playground systems to reinforce healthy physical activity to promote holistic child development.
- Added curriculum materials that help support individualized instruction and assist teachers with focusing on a specific area of development for students.
- Added 22 iPads for student use during small group activities.
- Installed 22 Promethean Boards that combine multi-touch functionality, dry-erase and software to foster a truly interactive learning experience.
- Provided professional development for teachers and staff once a month with a child development consultant. Ensured novice teachers could attend statewide conferences for Early Childhood Educators.
- Scheduled various monthly field trips to increase student exposure and parent engagement.
- Purchased supplies, materials, books and age-appropriate toys to replace outdated and inadequate items that were currently being used.
- Added an additional crossing guard for the safety of students.
- Supported the addition of two Foster Grandparents serving our students.
- Onboarded a Reading Teacher to support the acceleration of Tier 1 students.
- Developed a STEAM Program and Robotics Club SY 2019-2020.
- Piloted the ePyramid Model in SY 2019-2020 as part of the SEL initiative.
- Initiated student clubs (Ladybugs and Little Gents), a social club to support students who are exhibiting struggles interacting with peers and exhibiting struggles with classroom behavior. Students learn skills to self-monitor and redirect in a positive way. The sponsors also model social etiquette outside of the classroom for students.

- Vivian Adams Pre-K Center earned a Silver ExceleRate Illinois through the statewide quality recognition and improvement system as part of our continuous quality improvement efforts.
  - Vivian Adams Pre-K Center earned full accreditation from AdvancEd (now known as Cognia) in Spring of 2019.
- **Technology**
  - Implementing a board approved Five Year Technology Plan.
    - Purchased 300 desktop units for support staff.
    - Retiring and replacing chromebooks scheduled to be out of service.
    - Replacing out of date Promethean Boards with Interactive TVs.
  - Adding three technology integration specialists (five total in FY21) within the department who will provide support to teachers to integrate technology into daily in-person instruction, facilitate remote learning, and collaborate with the district's curriculum committee.
  - Upgraded the district-wide network and wireless infrastructures and secured hardware to complete the 1:1 project.
  - Continued 1:1 Chromebook deployment district-wide for SY20 (includes all remaining K-12 campuses).
  - Continuous upgrades to campus security camera systems.
  - Continuous teacher training for Chromebook/Classroom management systems.
  - Provided Technology Integration training on multiple topics including Google Docs, GoGuardian, document cameras, various Promethean devices and many others for use in Pre-K through grade 12 classrooms.
  - Provided valuable training on NearPod, Google Classroom, Flocabulary, and other key programs to K-12 teachers at the onset, throughout, and post remote learning in the final quarter of the school year.
  - Disassembled 3500 chromebooks from chromcarts in preparation for distribution to students for 1-1 remote learning.
  - Secured hotspots for families without internet access during remote learning.
  - Implemented TimeClock Plus - electronic time keeping system.
  - Implementing Visitor Management Systems at each campus.
  - Improved data backup replication storage.
  - Added new servers and storage for finance software project.
  - CARES Act planning for future virtual learning needs. Ideas include:
    - Adding chromebooks to maintain the student fleet.
    - Adding teacher laptops to enhance virtual learning.
    - Providing additional needed technology; document cameras, printers, etc.

- **Curriculum**

- Supported the District’s Remote Learning Plans by providing staff training and instructional resources. “Grab and Go” math activity and reading book packs were purchased for each student in summer 2020.
- Created and implemented a 6-12 vertical aligned Art curriculum.
- Completed the Math Textbook Adoption for grades K-8 (enVision Mathematics 2020 from Pearson) in SY 2019-2020.
- Provided professional development from Defined STEM representatives on resources available to teachers along with strategies for integrating project based learning to transform traditional classrooms into actively engaged environments of exploration of careers and applications of science.
- Four Instructional Facilitators were hired to support curriculum, instruction, and assessments throughout the District.
- In February, the Math Instructional Facilitator started building visits across the district to work with math teachers. This work includes lesson-planning, modeling, co-teaching and providing additional strategies and resources to teachers and students for IAR/SAT test preparations.
- 48 students completed the Transitional Math Course through our partnership with SWIC in SY 2019-2020.
- ELA training continued in the following areas: Daily Five, Unpacking Standards, Guided Reading, Content Strategies, and IAR/SAT prep.
- Continued Document Based Questions (DBQ) training and curriculum revisions in Social Science.
- Continued implementing the Competency-Based Education structure at Wyvetter Younge Alternative Center for Education. This year, the team created proficiency scales for grades 6-12 in all content areas, and they are creating tools, processes, and curriculum to expedite the District’s CBE implementation plan. Collaboration with Robert Marzano and Proviso East High School is still on-going. Three educators attended a CBE Marzano Conference in Chicago.
- Revised curriculum guides to include required elements as identified by the results of the Curriculum Management Audit and subsequent training. Added for SY 2019-2020 culturally relevant texts for all grade levels.
- Continued training all teachers on Exact Path (Edmentum Exact Path includes K-12 assessment-driven math, reading, and language arts instruction that is focused on understanding where students are academically, identifying strengths and weaknesses for each student, and providing instructional supports to close achievement gaps) and Study Island (an Edmentum product, helps students in

kindergarten through 12th grade master state-specific, grade-level academic standards in a fun and engaging manner.

- Revised the District's Grading Protocol, and the document is in the process of board approval.
- Designed an online professional learning management system to streamline an educator's learning and track progress.
- Continued to expand procedures to approve curricular programs and resources to include input from multiple departments. Opportunities to present possible curriculum resources occur monthly and are vetted by the District's Curriculum Advisory Committee.
- Revised the District's Multi-Tiered System of Support (MTSS) Manual in collaboration with Branching Minds with a planned implementation for the 2020-2021 school year.
- 78 students participated in the District's Scripps Spelling Bee and 7 students were able to attend the regional competition in 2020.
- 60 secondary students participated in the District's 1st Poetry Slam in 2020.
- Sustained the support of the Ripple Effects social-emotional, web-based curriculum at all of our schools.
- Continued the Advanced Student Tech Clubs K-12 for coding and robotics.
- Continued the relationship between District 189 and Blueprint Math Fellows. Blueprint provides small group tutoring and math intervention support for students. Data comparisons continue to show stronger NWEA math growth and attainment and IAR performance in most schools.
- Offered 15 SEL, Technology, and Instructional Strategies PD University workshops for 200 staff who attended these sessions.
- Piloted the OASIS International Tutoring Program at two of our elementary schools to provide one-on-one reading and mentoring interventions for students.
- Kay Rhodes Brown, Math Instructional Facilitator, was recently highlighted on *@Illinois Science and Technology Institute's* (ISTI) Facebook page where she gave a live interview for #Teacher Thursday. She has been working with ISTI for 2 years and was excited to share about her work with high school students, what it means to be an educator in 2020, and her path to STEM education.
- Carrie Brewer, one of our 3rd grade teachers at Bush Elementary school, taught remote math classes on PBS Channel 9, available widely across the St. Louis region.

## **II. FINANCIAL STEWARDSHIP AND ACCOUNTABILITY - *Maintain stable funding and sound fiscal stewardship to provide appropriate instructional resources and support services, and to operate facilities at maximum efficiency.***

- In SY 2018-2019, \$3.2 million in intervention funds were used for debt service on the

Districts' Alternate Revenue Bonds. Funding allowed the District to employ music and PE teachers, Social Workers, Counselors, Nurses, Librarians, and Truancy/Attendance Staff Negotiated teacher contract to include:

- Limited Teacher Retirement System (TRS) contributions to 3%.
- Designed a salary schedule to attract and retain young teachers by securing annual vertical steps with percentage increases over the next three years.
- Increased number of steps from 11 to 19 in the teacher salary schedule saving close to \$32 million over a ten-year period.
- In SY 2019-2020, the district received a total of \$6.05 million in intervention funds to cover Alternate Revenue Bonds (\$3.2m) and capital projects (\$2.85m) that include maintenance and health life safety, such as:
  - Roof repairs and replacements
  - HVAC updates
  - Update and resurfacing district parking lots
  - Update and replace track and fields (to meet safety and compliance requirements)
  - Gym floor repairs
  - Boiler replacements
  - Equipment upgrades
- Evidence Based Funding (EBF) comprehensively changes the way that school districts receive the bulk of state funds. EBF sends more resources to Illinois' most under-resourced students by using a Tier funding model. The new funding flows to the Tiers where Tier 1 and 2 districts received 99%. EBF takes the necessary first steps toward ensuring all schools have the resources they need to provide a safe, rigorous, and well-rounded learning environment for all students.
  - The district is at a Tier 2, 72% financial capacity to meet expectations (SY2019).
  - The district's FY19 EBF final resources is \$55 million; the adequacy target to provide a high quality education is \$80 million, for a gap of \$25 million.
  - School District 189's source of revenue as noted on the most recent Illinois Report Card (FY18 data): 14.3% local (note: of the local funds, only 9% is from property taxes), 67.7% state and 18% federal funds. The Illinois school districts' average is 66% local, 26.9% state and 7.1% federal funds.
- District 189 has one of the highest tax rates (10.83) in the state and one of the lowest EAV (Equalized Assessed Value). Even though our tax rate is high, it does not generate much revenue due to low property values. We are projecting a significantly lower collection rate this year due to the pandemic. For FY19, the State Average EAV per student for Consolidated Unit School Districts (CUSD) based on iLearn data was approximately \$253,319 compared to District 189 Average EAV of close to \$20,456.
- Increased Fund Balance to Revenue ratio for five (6) consecutive fiscal years 2013 through 2019 to receive the highest score per ISBE School District Financial Profile Score.

- Reduced workers' compensation claims by \$1.0 million through systemic monitoring and implementation of safety procedures.
- Re-bid District Property & Casualty and Student Accident Insurance coverage saving the district \$880,000 over four years.
- Replaced copiers with network multi-functional devices, resulting in a reduction of 29 machines from \$84,000/year or \$252,000 tri-annually to 51,333/year or \$154,000 tri-annually.
- Decreased Expense to Revenue ratio from fiscal year ending 2013 to 2019 to receive the highest score per ISBE School District Financial Profile Score Recognition.
- Decreased Long-Term debt six (6) consecutive fiscal years from \$51.2 million in 2013 to \$22.7 million in 2020.
- Continued implementation and expansion of eFinance Plus systems to include payroll using TimeClock Plus as a means to capture employee data and attendance as well as identified a position control method to account for every position in the district.
- Successfully collected outstanding debt from Brooklyn UD 188 in the amount of \$720,342 to satisfy amounts owed for Special Education services rendered from July 2014 to June 2019.
- Sold 3 surplus properties in FY20, generating \$90,000 revenue and reducing the district's utility, insurance, maintenance and security expenses.

**III. *SAFE AND HEALTHY ENVIRONMENT - Foster a positive culture and climate that supports the health and social-emotional well-being of every individual.***

- Created Social-Emotional (SEL) manual to be used as a guide for school administrators, teachers and staff in meeting the needs of students.
- Created a comprehensive district-wide crisis plan that correlates with school crisis teams for better efficiency and support when dealing with district or school crises. Trained 10 staff to be in-house American Red Cross Certified CPR/First Aid/AED Instructors.
- Trained all SEL support staff (Truancy, Nurses, and General Ed Social Workers) in Youth Mental Health First Aid and other training on working with youth in poverty and culturally responsive interventions.
- Created systems to better track social-emotional data including bullying incidents, questionable content/computer use, Illinois Department of Children and Family Services hotline calls, and Screening, Assessment and Support Services (SASS) calls so that district-wide trends can be supported and addressed.
- Trained ESTL staff along with Illinois Federation of Teachers and East Side Aligned on a trauma-informed approach. We have trained approximately 500 out of 800 staff trained. IFT is working on supporting the training of the remaining staff, new staff, and ongoing trauma

training for the 2019-2020 school year. The Annual Parent Summit hosted a speaker who presented the “The Effects of Trauma on Children” for parents and secretaries.

- Facilitated four SEL professional development workshops this year and two Professional Development (PD) Universities sessions.
- Presented ESTL’s SEL work at community SEL meetings including Youth Development Summit, Ready by 21 Annual Conference, UMSL School of Social Work, SIUE School of Social Work, United Way and Ferguson-Florissant Social Emotional Conference, and the 60 by 25 Conference.
- Hired support staff to implement SEL implementation in summer school (SEL groups, staff presentation, & Ripple Effects) as well as social work, truancy intervention, nursing services, and parent programming.
- Implemented a School Performance SEL/Student Support Management Rubric.
- Verified a 75% student compliance rate with physical/immunization requirements in Fall 2019. By the end of SY 20, all elementary schools were 99% with three of five schools at the 100% compliance level. The high school rate increased from 41.6% in Fall 2018 to 67% in Fall 2019, and finally to 86.7% by the end of SY 2020. By March 2020, the district reported 91.2% compliance.
- Expanded Ripple Effects, a Tier I online social-emotional curriculum to 5 schools.
- Participated and collaborated in various SEL school team meetings to improve climate/culture.
- **Parent and Student Support Services**
  - Maintained a Family and Community Engagement Center to centralize new student enrollment, better serve our homeless students and families, and provide parent programming through our Parent University. Parent University and our Community Garden is running and offers classes and workshops for parents. The Annual Parent Summit hosted a speaker who presented the “The Effects of Trauma on Children” to staff that was well-received.
  - Hosted 17 Parent University Workshops during SY 19 and SY 20 for over 1,000 parents. Workshops that support both family engagement and student achievement have included, Cooking with Your Children, Interpreting Test Reports, CPR Classes, Parent Mentoring, Grief Support, Financial Literacy, and Community Gardening, and Family Forums. During SY 20, major workshops such as The Spring Forum and Community Outreach Workshops were cancelled.
  - Continued partnership with several outside agencies to provide school-based services including: Hoyleton Youth and Family Services who provides individual and family counseling and group services; Chestnut Services who provides substance abuse counseling, Comprehensive Behavioral Health who provides SASS/emergency crisis services; Call for Help who provides crisis services, and more. We currently partner

- with 13 outside agencies to provide school-based services including dental, vision, individual and family counseling, crisis services, asthma, substance abuse, and yoga.
- Incorporated more interventions for positive behavior support to address student discipline in the Student Code of Conduct. These interventions are charted as instructive, corrective, and restorative interventions to be used to support consequential versus punitive discipline as defined by Senate Bill 100.
  - Participated in the ongoing Trauma Collaborative Community Initiative hosted by East Side Aligned.
  - Activated the District Crisis Team for 5 student deaths and other emergencies.
  - Trained over 75 new staff in CPR/First Aid/AED.
  - Developed more efficient systems to support students records requests.
  - Participated in the Great Shakeout earthquake disaster preparation drill in October 2019.
  - Hired 15 additional school social workers and counselors to support student services on every campus. We are currently using the research from the Evidence Based Funding Model to ensure that we meet foundational levels of social emotional and academic support for all students.
  - Hired two Social Emotional Learning Specialists to advance SEL curriculum and interventions in the classrooms and lead SEL professional development across the school district.
  - Supported comfort corners in several elementary buildings and the alternative school.
  - **Safety and Security**
    - Improved the safety of students, staff and property by purchasing, upgrading and installing new camera systems, weapon detectors and an additional security guard for elementary schools.
    - Added six School Safety Officer Positions consisting of certified and or retired police officers to the existing security staff.
    - Upgraded camera systems at the Vivian Adams Early Childhood Center as well as added cameras to East St. Louis Senior High School.
    - Obtained two retired driver education vehicles to be used by the security department which will assist in the patrol of schools that have had issues with traffic congestion as students start and end the school day.
    - Applied for a \$500,000 equipment grant that will add emergency call boxes to each school, advanced electronic medical kits for school nursing staff, LED lights for the exterior of each school, upgraded metal detectors for each school and board building, emergency door locks for early childhood facility, identification lock access for staff of high school, license and identification recognition systems for each school, and upgrades to camera systems for designated schools.
    - Completed Departmental Security Procedure Manual for all security and safety staff.

- Obtained CPI training for security staff members as well as Supervisor of Safety and Security being a certified CPI instructor.
- Developed training module in reference to body searches.
- Completing needs assessments of schools in reference to security staffing and safety.

*IV. STRATEGIC PARTNERSHIPS - Engage families, community members and all stakeholders in a collaborative process to support academic excellence.*

- Continued state-wide participation efforts with Illinois 60 by 25 Network to support the state’s goal for increasing the proportion of adults in Illinois with high-quality degrees and credentials to 60% by the year 2025. District 189 serves as a 60 by 25 Leadership Community and served as the host community for the 2019 state conference.
- Continued partnership efforts with a P-20 collective impact movement, East Side Aligned, with a group of committed cross-section stakeholders to align policy, practice and investment to move the needle on student outcomes and life preparation. This effort maximizes the existing community resources and supports the use of shared data to ensure continuous improvement and preparation for large scale grants. East Side Aligned successfully generated \$575,000 this year alone to advance community safety and improve positive youth protective factors.
- Continued to engage with the East St Louis Youth Development Alliance, a group of out-of-school providers focused on supporting in-school and out-of-school alignment and sharing student data to improve student outcomes. The efforts leveraged \$185,000 across the community this year alone.
- Continued efforts with the Greater East St. Louis Early Learning Partnership, a group of early childhood providers, to expand the number of children that receive early learning services and early developmental screenings, advance high-quality early childhood programs and staff training, as well as establishing common data collection processes and data sharing to support continuous improvement. The effort generated \$45,000 from two foundations to improve kindergarten readiness and child well-being.
- Continued partnership with the Erikson Institute as one of two initial Illinois communities to pilot the use of the Early Development Instrument (EDI) in 2017 and again in 2020. The EDI is an evidence-based population measure of vulnerabilities of young children. EDI data is being used locally to focus and leverage additional resources for early childhood supports. District 189 uses the EDI data to streamline community resources, and critical community partners to meet the immediate needs of the children. The instrument gauges the development of young children in the context of their neighborhood community so that the district can better identify trends and plan strategically for children moving through their

elementary school years. District 189's partnership with The Erikson Institute has drawn state and national attention.

- Continued as one of the first ten Illinois communities to explore and pilot competency-based high school graduation requirements at our alternative center.
- Continued partnerships with the Corporation for National and Community Service, Lessie Bates Davis Neighborhood House and Southwestern Illinois College Foster Grandparents that brings the resources of Volunteers In Service to America (VISTA), AmeriCorps and Senior Corps to serve District 189 students in school.
- Launched partnership with Jobs for America's Graduates at alternative school to increase employability skills, leadership skills and preparation for college and career.
- Launched a partnership in 2019 with the Illinois Federation of Teachers, Local 1220 and East Side Aligned to build trauma-informed schools communities. Over 500 district staff, 150 youth development workers and 100 community members were trained in the first year.
- Continued key partnerships for deepening curriculum supports and directly serving students, including Blueprint Schools Network for math interventions; Oasis Tutoring for individual tutoring and mentoring; Jobs for America's Graduates for youth employability skills, Center of Creative Arts for arts co-teaching; Boy Scouts and Girl Scouts for mentoring and group supports; University of Illinois Extension for nutrition education; Better Family Life for sex education; Global Hack and Webster University for coding and tech clubs; University of Illinois at Urbana-Champaign for STEM supports; and Newspaper in Education with St. Louis American for STEM in the news.
- Expanded partnerships with 13 health and mental health organizations who provide school-based, individualized services to students and families. These partnerships provide prevention and intervention services and crisis services as appropriate.
- Expanded partnerships with Hoyleton Youth and Family Services to provide a bilingual case manager to support our school district's Spanish-speaking families during the pandemic and school closure.
- Expanded mental health partnerships with Hoyleton Youth and Family Services, Chestnut Health Systems and Comprehensive Mental Health to provide customized, on-site emotional support services to students. This work is part of our enhanced efforts to provide trauma supports and intense staffing has been activated in the days immediately following tragedies (such as shootings and student deaths). Expanding grief supports through Heartlinks.
- Continued partnerships to advance student health, including East Side Health District and Southern Illinois Healthcare Foundation, Asthma and Allergy Foundation, Eye Thrive, Bright Smiles, and Carla Lewis-Longley, DDS. We are working to expand our collaborative partnership with the SIU We Care Clinic.
- Continued and advanced collaborative partnerships with universities, including: National Louis University for collaborative masters education programming for teacher residents; Southern Illinois University Edwardsville for parent education and career services as well as

Head Start program; Southwestern Illinois College for dual enrollment through Career and Technical Education and Running Start program; Lewis and Clark for student nursing classes; and Missouri Baptist University, Western Governors University, Lindenwood University and Greenville University for student internships, observations and field experiences.

- Served as a site for Masters in Social Work practicum students from the Brown School of Social Work at Washington University. Two practicum students served in FY20 providing approximately 700 hours of service, including providing direct social-emotional supports to students and systems improvement to district and schools.
- Continued partnerships with East St. Louis Police Department, East St. Louis Fire Department, St. Clair County Sheriff's Department, many fraternities and sororities, churches and others who provided speaker's bureau, classroom reading and other direct interactions within our schools.
- Engaged community voice by hosting periodic town-hall-style meetings with the Superintendent and Cabinet and the community. These Key Communicator Network sessions allow parents and community stakeholders to openly discuss concerning matters.
- Engaged student voice by hosting periodic Superintendent's Student Advisory Council meetings with high school and middle school students. These sessions allow students the opportunity to voice concerns and share ideas directly with the Superintendent while increasing student leadership skills.
- Engaged staff voice by hosting periodic Superintendent's Communication Council meetings with staff about issues and concerns of District 189 academics and operations.
- Continued timely communications to community and families through robo phone and email communications, district website, and social media to expand positive news coverage in the region.

***V. COMMITTED, HIGHLY EFFECTIVE STAFF - Recruit, hire, retain, and develop highly effective personnel to achieve academic excellence and support student social-emotional health.***

- Trained over 445 educators in Restorative Practices since 2015.
- Provided Restorative Train the Trainer Model in SY 2019-2020 to 10 educators who are now certified trainers. They continue to train staff members district wide on restorative practices.
- Provided PBIS training to each PBIS Building Team district-wide, approximately 40 staff members.
- Delivered Behavior Management Cycle training to 47 staff members.
- Increased social media presence with LinkedIn, Twitter, Facebook and the District website for educator recruitment efforts.
- Transitioned to virtual interviews, professional development via webinars, and virtual recruitment fairs to enhance recruitment and retention initiatives.

- Trained more than 500 educators and youth development professionals on trauma-informed practices within the District 189 footprint and in partnership with East Side Aligned and Teachers' Union in SY 2018-2019.
- Recognized a teacher from Bush Elementary School and the data team from Avant Elementary School through ISBE's Those Who Excel Award of Excellence. The team award was bestowed to the team for supporting school administrators to improve teacher effectiveness and influence substantive student academic achievement.
- Engaged in successful implementation of the Performance Evaluation Reform Act (PERA) compliant certified evaluation process using the TalentED Performance Evaluation Management System. All certified staff members were measured and provided a summative rating with high performance standards.
- Provide annual new hire orientation and professional development training sessions for all certified and non-certified staff members at the beginning of the school year.
- Develop and disseminate annually the evaluation resource manual and evaluation guidebook to certified staff members to ensure fidelity and compliance.
- Recognized certified and non-certified staff members during the East St. Louis School District 189 Convocation. The "Empowering Excellence" awards highlighted the accomplishments of district staff members that went above and beyond the call of duty to serve the students of East St. Louis School District 189.
- Scheduled and provided school-site professional development workshops to ensure the administrators and certified staff members could effectively navigate and complete evaluation tasks included in the TalentED Performance Evaluation Management System.
- Provided job-embedded professional development to support the delivery of classroom instructional learning through technology usage during remote learning.
- Assigned mentors to all 1st and 2nd year certified staff members to provide instructional support, model lessons, and increase our teacher retention rate.
- Supported newly hired staff members by setting up accounts and systems of support (i.e. Skyward, Eschool Solutions, district email), provided assistance to complete background screenings and essential documents, and provided information about health/compensation benefits offered for all new staff members.
- Provided monthly professional development for 1st and 2nd year teachers to increase support and receive feedback to improve our teacher retention.
- Conduct ongoing campus visits to support 1st and 2nd year teachers in areas of need, based on new teacher discussions and survey data.
- Review and update interview process manual to provide administrators information to streamline the approval and on-boarding process for the newly hired certified and non-certified staff members.
- Update District Staffing Plan to identify and prioritize staffing needs.
- Continue and expand partnerships with colleges and universities for recruitment purposes.

- Spearheaded a collaborative effort with East St. Louis Federation of Teachers Local 1220, Local 382, and the Superintendent's Administrative Cabinet to create and distribute a staff member handbook to address the policies, procedures, and guidelines that will be followed by all staff members employed in the district.
- Initiated the New Leaders Program in SY 2018-2019 that identified, screened, and selected 18 current and aspiring future leaders currently employed in the District. Due to the program offerings and professional support provided to the program participants, four leaders were interviewed and recommended to serve in administrative positions for the 2019-2020 school year.
- Hosted a successful spring recruitment fair to employ certified and non-certified staff members to fill vacancies in the district.
- Partnered with the Illinois State Board of Education Exchange Visitor Program to recruit Foreign Language Teachers in SY 2019-2020.
- Assisted administrators in their efforts to hire and retain new staff members, and attended University of Illinois, Southern Illinois University at Carbondale, Illinois State University, Eastern Illinois University, Murray State University and local career fairs.
- Established a Handshake Account (recruiting platform & search tool) for East St. Louis School District to post positions at college campuses.
- Ensured the posting of current teaching positions on 20 university career center sites.
- Completed the registration process for USREAP (United States Regional Education Application Program) and sent an inquiry to MOREAP (Missouri Regional Education Application Program) about the process to post career positions in the State of Missouri. HR will be informed about career/education department events on the campuses as well as forward applicant information.
- Implemented TimeClock Plus in SY 2019-2020 in order to enhance attendance and employee tracking and accurate state reporting for EIS, ACA and IMRF.
- Continued and expanded partnerships with universities and colleges to provide internships, student teacher and field experiences for students currently seeking education degrees and certification.
- Partnered with Blue Cross Blue Shield Healthcare to plan wellness initiatives and Biometric Health Screenings for staff members in East St. Louis School District 189.
- Provided training to new and existing staff members to access and utilize the Eschool Solutions Substitute Management System and the Accutrain Educational Resource Course Training Sessions.
- Continue to participate in ongoing professional development webinars to remain current with the changing practices in Human Resources.
- Successfully fulfilled all requirements of the St.Clair County Regional Office of Education 2019-2020 Compliance Visit.

- **Teacher and School Leader Incentive Grant**

East St. Louis was one of 14 districts across the nation to receive the FY2017 Teacher and School Leader Incentive (TSL) grant award from the U.S. Department of Education. This grant is currently entering the third full year of implementation, with its third cohort of teacher residents and leaders to be named for the 2020-21 school year. This three-year grant focuses on the following key components:

1. Develop and implement an Urban Education Teacher Residency Program.
2. Improve and support Leadership Development.
3. Expand the Performance-Based Compensation System for teachers and leaders.

Urban Education Teacher Residency Program:

- District 189 has partnered with the Academy of Urban School Leadership (AUSL) and National Louis University (NLU) to launch the Urban Educator Teacher Residency Program. Residents selected to enter the one-year program earn a Master's in Teaching from NLU while receiving an in-depth residency experience, including four full days each week in a District 189 classroom alongside a master teacher. The resident coursework from NLU is tightly integrated with their clinical, classroom experience. SY 2020-2021 will mark the beginning of Cohort #3.
- Cohort #2 included 30% male teachers and expanded to Bush Elementary School.
- Cohort #3 promises to include more male teachers and will be housed at James Avant and Gordon Bush Elementary Schools.
- Teacher residents gain strong content and clinical preparation that increases instructional practice and cultural responsiveness within urban educational settings. Upon successful completion of the residency program and the acquisition of their teacher certification, it is anticipated that the residents will be hired as first year teachers within District 189 and will serve for a minimum of three years. The Urban Educator Teacher Residency Program will be a sustainable teacher recruitment pipeline enabling us to recruit effective teachers to meet local needs.
  - During Cohorts One and Two, nineteen residents met the requirements for graduation as well as the Illinois requirements for certification. The certification process included the rigorous Stanford University developed and Illinois Adopted edTPA performance based certification process. All will have been placed in grades 1 - 5 throughout the district for SY 2020-2021.
    - Ten are in their first year of teaching (Cohort Two).
    - Nine will be returning for their second year teaching with School District 189 (Cohort One).

Leadership Development:

In order to cultivate a competent school leader workforce (e.g., district administrators, principals, assistant principals, instructional coaches and teachers aspiring to become school administrators) more capable of working effectively with the economically distressed

minority students and families District 189 serves, District 189 is partnering with New Leaders to provide professional development in instructional leadership and operations/systems management. New Leaders prepares educators to take a leadership role in an economically distressed urban district through its Emerging Leaders Program. This program expanded into SY 2020 school year and included district directors and other key district leadership to ensure leadership competency is evident at all levels of leadership.

Performance-Based Compensation System:

To recognize and support good teaching and school leadership, central office administration along with the Teachers' Union have developed our Performance-Based Compensation System. The system is tied to student growth, attainment and other metrics directly related to the Illinois School Report Card, and to academic achievement. These incentives include recognition of teachers and administrators, financial benefits to educators for student attainment and enhanced leadership opportunities. During SY 2018-2019, teachers earned \$116,425.75. For SY 2019-2020, teachers earned \$73,400. This reduction is due to the inability to administer the NWEA MAP and IAR assessments during the COVID-19 pandemic.