Salem Public Schools
2018 MCAS Results

Salem Public Schools
School Committee Meeting
October 1, 2018

Highlights of New Accountability System

- **Additional accountability indicators**
  - Provide information about school performance & student opportunities beyond test scores
- **Accountability percentiles & progress toward targets**
  - Two ways of looking at school results (only progress toward targets for districts)
- **Focus on raising the performance of each school's lowest performing students**
  - In addition to the performance of the school as a whole
- **Discontinuation of accountability & assistance levels 1-5**
  - Lowest performing schools identified for assistance or intervention
- **Districts classified based on district-level data**
  - No longer based on the performance of a district's lowest performing school

2

SALEM PUBLIC SCHOOLS

Massachusetts' Accountability Indicators and Weights - K-8

Indicator	Measure
Achievement 60%	• English language arts (ELA) average scaled score • Mathematics average scaled score • Science achievement (Composite Performance Index (CPI))
Student Growth 20%	• ELA mean student growth percentile (SGP) • Mathematics mean SGP
English Language Proficiency 10%	• Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)
Additional Indicator(s) 10%	• Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)

These indicators are used to analyze the performance of both categories: 1) all students and 2) the lowest performing students in a school and district. Results for each of the categories are considered 50/50 when determining the final Criterion Referenced Targets on progress toward meeting targets for the school or district.

3

SALEM PUBLIC SCHOOLS

Massachusetts' Accountability Indicators and Weights – HS

Indicator	Measure
Achievement 40%	• English language arts (ELA) achievement (Composite Performance Index (CPI)) • Mathematics achievement (CPI) • Science achievement (CPI)
Student Growth 20%	• ELA mean student growth percentile (SGP) • Mathematics mean SGP
High School Completion 20%	• Four-year cohort graduation rate • Extended engagement rate (five-year cohort graduation rate plus the percentage of students still enrolled) • Annual dropout rate
English Language Proficiency 10%	• Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)
Additional Indicator(s) 10%	• Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership) • Percentage of 11th & 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, &/or other selected rigorous courses)

These indicators are used to analyze the performance of both categories: 1) all students and 2) the lowest performing students in a school and district. Results for each of the categories are considered 50/50 when determining the final Criterion Referenced Targets on progress toward meeting targets for the school or district.

4

SALEM PUBLIC SCHOOLS

Percentiles: Comparing with other Schools

- **Accountability percentile 1-99, calculated using all available indicators for a school**
  - Compares schools administering similar statewide assessments
  - Used to identify the lowest performing schools in the state
- **Same calculation used at the subgroup level to identify low-performing subgroups ("subgroup percentile")**

5

SALEM PUBLIC SCHOOLS

Progress Toward Targets

- **Focus on closing the achievement gap by raising the "achievement floor"**
  - Gap-closing can occur as a result of a decline in performance by the high-performing group
- **In addition to meeting targets for the school as a whole, the performance of the lowest performing students in each school will be measured**
  - Every school has a group of lowest performers
  - Identified from cohort of students who were enrolled in the school from 10/1/16 to 10/1/17
  - Tested in current school in 2017 & 2018, and
  - Not a first- or second-year English learner in 2018
  - Combined average 2017 ELA and Math scaled scores

6

SALEM PUBLIC SCHOOLS

Lowest Performing Students: Year-to-Year Approach

- **In high schools, the cohort model cannot be used because students don't take MCAS in 2 consecutive years**
- **Improvement will be measured using a year-to-year approach based on students who were:**
  - Officially enrolled in current school for two consecutive years;
    - October 1, 2016 through October 1, 2017 (SIMS)
  - Tested in grade 10 in current school in 2018, & attended grade 9 in the same school or district in 2017; &
  - Not a first- or second-year English learner in 2018
- **Identified using a combined ELA & Math average Scaled Score**

7

SALEM PUBLIC SCHOOLS

Setting Targets

- **For 2018 reporting, targets will only be set for one year**
  - Long-term targets will be set in the future
- **Targets for achievement indicators will be based on the assessment performance of schools that have demonstrated improvement in the past**
- **Targets for non-assessment indicators will be based on analysis of past trends & reasonable expectations for improvement**

8

SALEM PUBLIC SCHOOLS

Scoring the Attainment of Targets for Each Indicator

Points assigned are based on progress toward target for each indicator, for both the aggregate & the lowest performing students

Declined	No change	Improved	Met target	Exceeded target
0	1	2	3	4

9

SALEM PUBLIC SCHOOLS

Overall results **SAMPLE DISTRICT (not Salem) ACCOUNTABILITY RESULTS**

Progress toward improvement targets

Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight	Points earned	Total possible points	Weight
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	0	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	**8**	**12**	**60**	**8**	**8**	**67.50**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	4	4	-
	Growth total	**6**	**8**	**20**	**7**	**8**	**22.50**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	**2**	**4**	**10**		**-**	**-**
Additional indicators	Chronic absenteeism	4	4	-	2	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10**	**2**	**4**	**10**
Weighted total		6.6	9.6	-	7.2	7.6	-
Percentage of possible points		69%		-	95%		-
Criterion-referenced target percentage		**82%**					
		Meeting targets					

10

District-Level Accountability Highlights

SALEM PUBLIC SCHOOLS

Overall Results for Salem Public Schools

Overall Classification

- Not requiring assistance or intervention

Progress toward Improvement Targets

- 59% - Partially Meeting Targets

Determination of need for special education assistance or intervention

- Meeting Requirements

SALEM PUBLIC SCHOOLS

Progress Toward Improvement Targets

All students K-8 = 69%

- 48% all students
- 89% lowest performing students in K-8

All students high school = 38%

- 26% all students
- 50% lowest performing students in high school

SALEM PUBLIC SCHOOLS

Progress Toward Improvement Targets (continued)

- **Progress toward attaining English language proficiency**
  - K-8: Exceeded Target (54.3%)
  - HS: Improved Below Target (29.6%)

SALEM PUBLIC SCHOOLS

Progress Toward Improvement Targets - Subgroups

Subgroup	Results
High Needs	55%
Economically Disadvantaged	44%
English Language Learners	43%
Students with Disabilities	41%
African American/Black	55%
Hispanic/Latino	42%
White	44%

School-Level Accountability Highlights

SALEM PUBLIC SCHOOLS

Meeting Targets

- **4 schools meeting targets**
  - Carlton, HMLS, Bowditch and Saltonstall
- **5 schools partially meeting targets**
  - Bates, CMS, SHS, BACS and WHES
- **3 schools with insufficient data**
  - Salem Prep, New Liberty and ECC

SALEM PUBLIC SCHOOLS

School Accountability Results

School	% Meeting Own Targets*	Comparative Percentile
BACS	64%	26
Bates	54%	18
Carlton	78%	54
HMLS	78%	36
NBS	83%	17
Saltonstall	82%	44
WHES	19%	28
CMS	43%	24
SHS	44%	9

*Schools with 50% or over are considered to be making progress towards their targets. Schools with 75% or over are meeting targets. This measure depicts progress toward meeting targets and is not a measure of achievement level.

**2018 is the baseline year for Accountability Percentiles. Results should not be compared to previous years' School Percentiles

SALEM PUBLIC SCHOOLS

Achievement by School

	ELA		Math		Science	
	% M or E	Avg SS	% M or E	Avg SS	% P or A	CPI
BACS	33	495.8	31	491.1	40	80
Bates	40	490.3	34	490.9	40	74
Carlton	54	504.9	59	500.9	58	84.7
HMLS	43	496.7	24	485.5	42	77.9
NBS	21	485.5	15	480.6	12	47.2
Saltonstall	58	503.3	44	496.1	58	84.9
WHES	40	497.2	34	491.9	40	74.4
CMS	45	494.7	38	494.9	17	55.8

	ELA		Math		Science	
	% P or A	CPI	% P or A	CPI	% P or A	CPI
SHS	84	94.1	54	79.2	54	80.4

SALEM PUBLIC SCHOOLS

Progress Toward Improvement Targets

Schools attaining over 50% of their targets in the "All Students" category:

- Carlton - 89%
- Saltonstall - 81%
- Horace Mann - 67%
- NBS - 74%
- Bentley - 64%

Schools attaining over 50% of their targets in the "Lowest Performing Students" category:

- Carlton - 66%
- Horace Mann - 88%
- Collins - 50%
- Bates - 83%
- NBS - 92%
- Saltonstall – 82%

SALEM PUBLIC SCHOOLS

Progress Toward Targets for Two Primary Categories

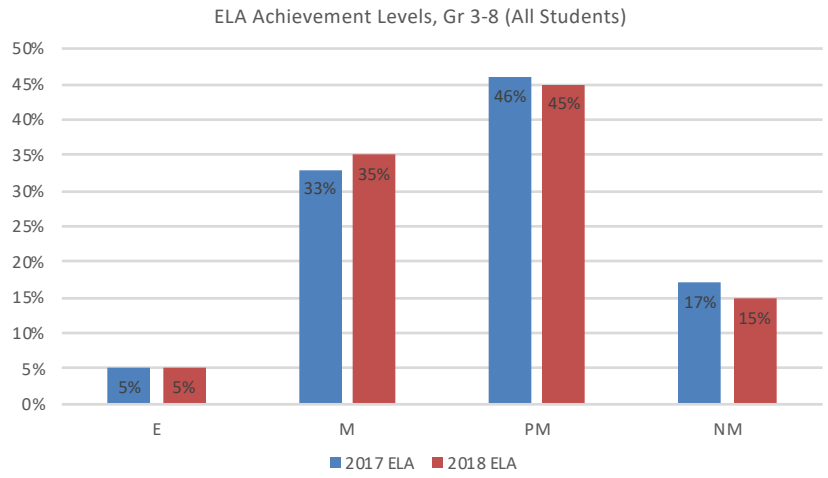
School	% Progress Toward Meeting Targets for All Students	% Progress Toward Meeting Targets for Lowest Performing Students
BACS	64%	No group identified
Bates	24%	83%
Carlton	89%	66%
HMLS	67%	88%
WHES	14%	24%
Saltonstall	81%	82%
NBS	74%	92%
CMS	36%	50%
SHS	31%	56%

Salem
Still making history.

Highlights from Content Areas

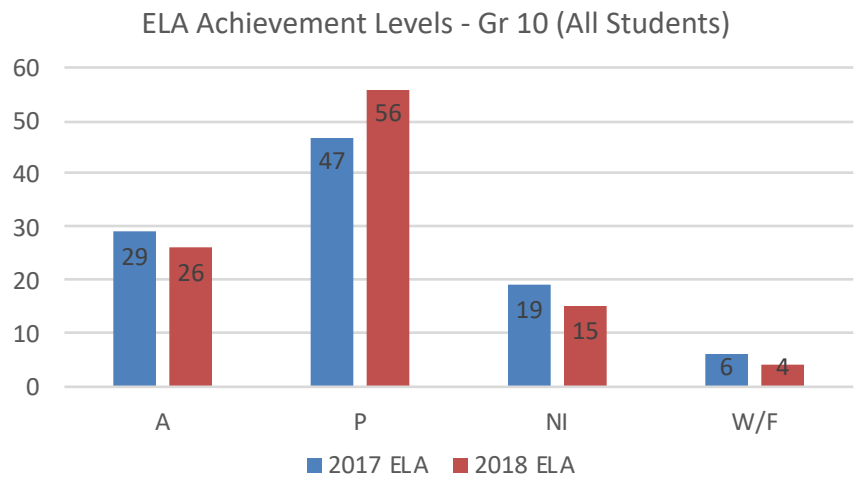
SALEM PUBLIC SCHOOLS

ELA Achievement Levels – Gr 3-8



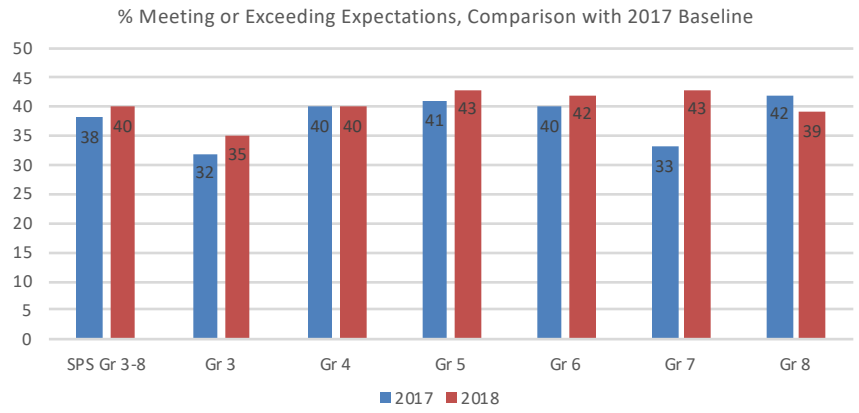
SALEM PUBLIC SCHOOLS

ELA Achievement Levels – Gr 10



SALEM PUBLIC SCHOOLS

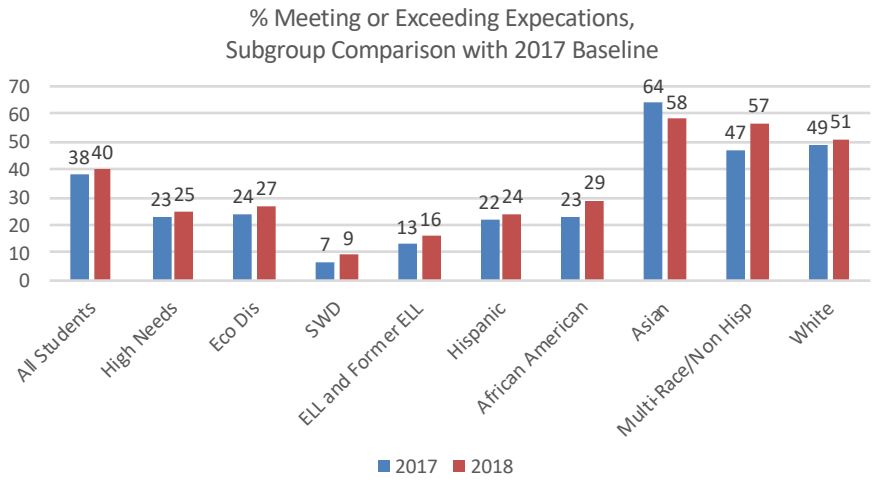
ELA Achievement Level by Grade Comparison – Gr 3-8



More students are meeting or exceeding expectations in ELA in all but one grade level

SALEM PUBLIC SCHOOLS

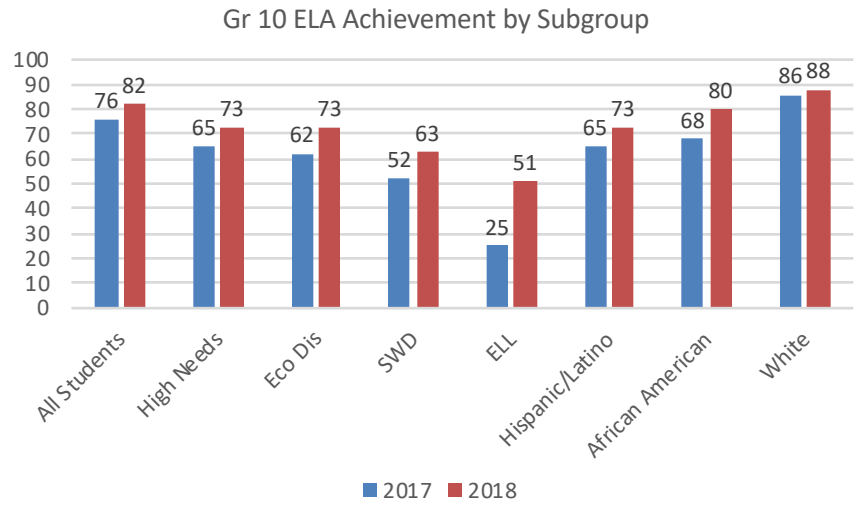
ELA Achievement Level by Subgroup – Gr 3-8



More students are meeting or exceeding expectations in ELA in all but one subgroup

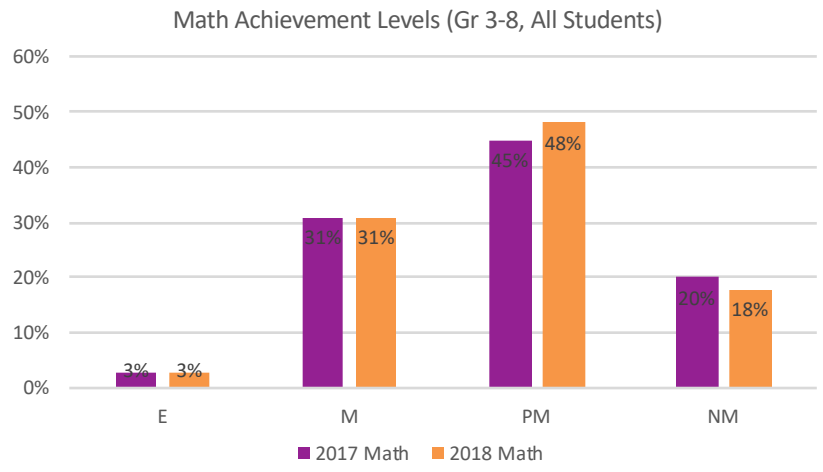
SALEM PUBLIC SCHOOLS

ELA Achievement by Subgroup – Gr10



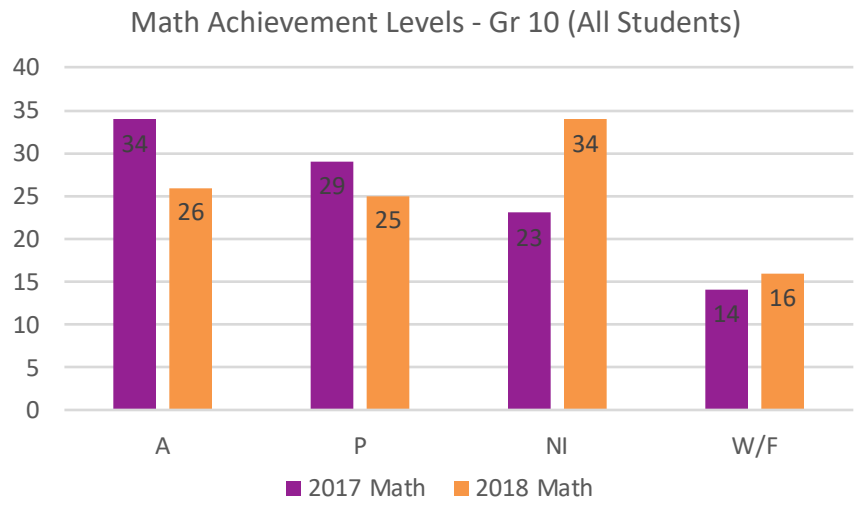
SALEM PUBLIC SCHOOLS

Math Achievement Levels – Gr 3-8



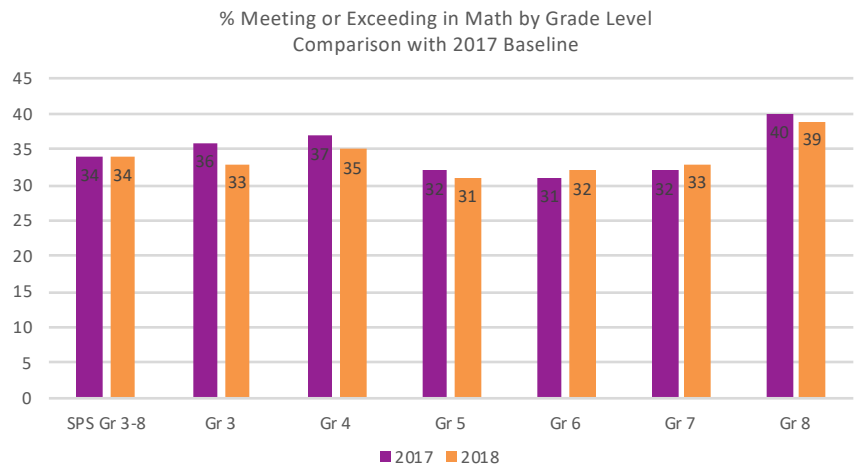
SALEM PUBLIC SCHOOLS

Math Achievement Levels – Gr 10



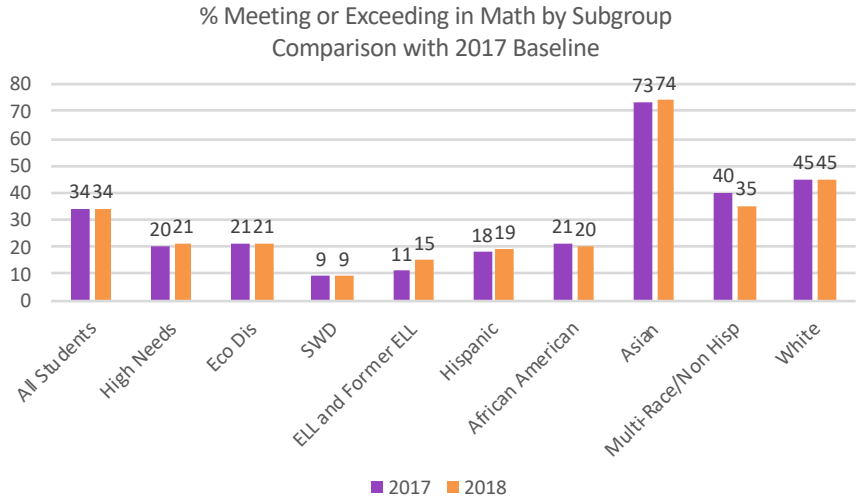
SALEM PUBLIC SCHOOLS

Math Achievement by Grade Level – Gr 3-8



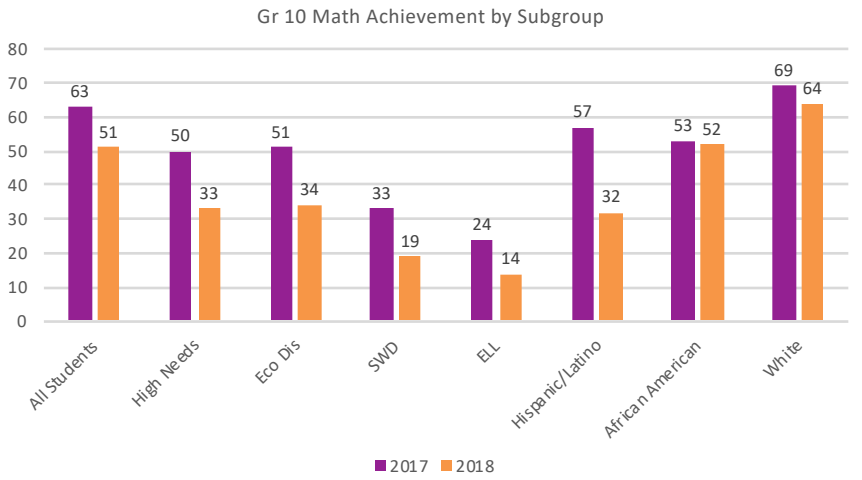
SALEM PUBLIC SCHOOLS

Math Achievement by Subgroup – Gr 3-8



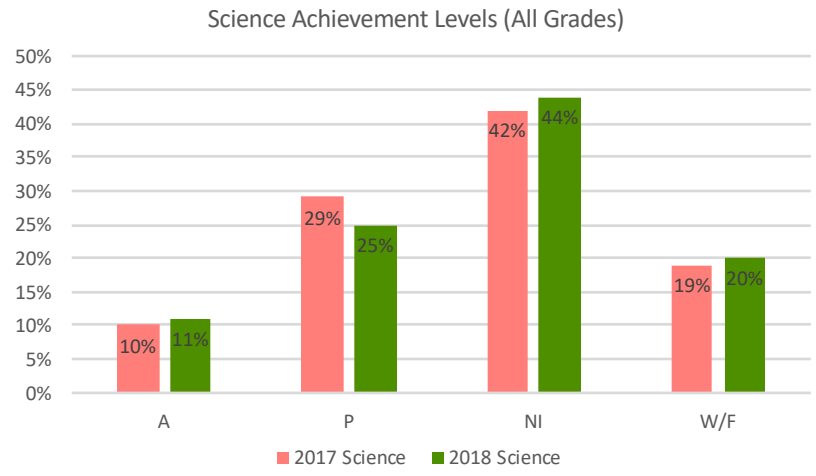
SALEM PUBLIC SCHOOLS

Math Achievement by Subgroup – Gr10



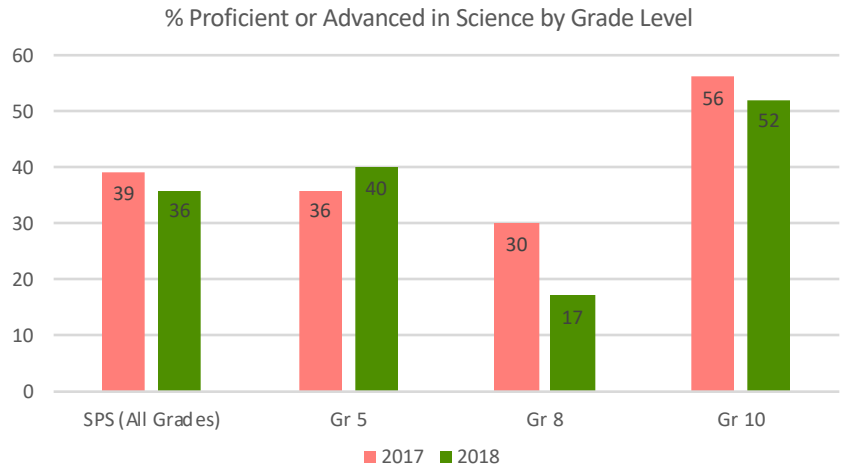
SALEM PUBLIC SCHOOLS

Science Achievement Levels – All Grades



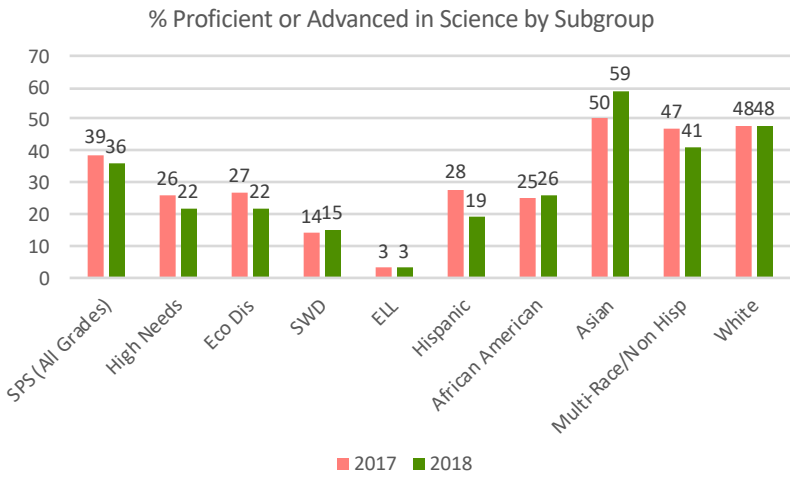
SALEM PUBLIC SCHOOLS

Science Achievement by Grade Level



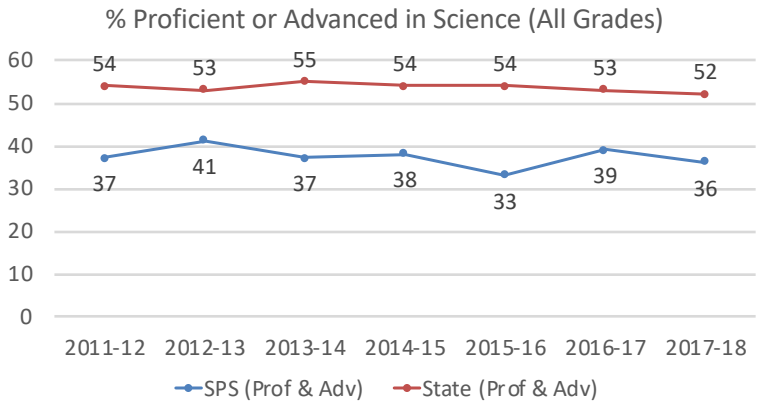
SALEM PUBLIC SCHOOLS

Science Achievement by Subgroup – All Grades



SALEM PUBLIC SCHOOLS

Science Performance



Although Science declined slightly, more students scored Proficient or Advanced than two years ago. Students on average across the state also declined slightly in Science last year.

SALEM PUBLIC SCHOOLS

ELA and Math Growth – Gr 3-8

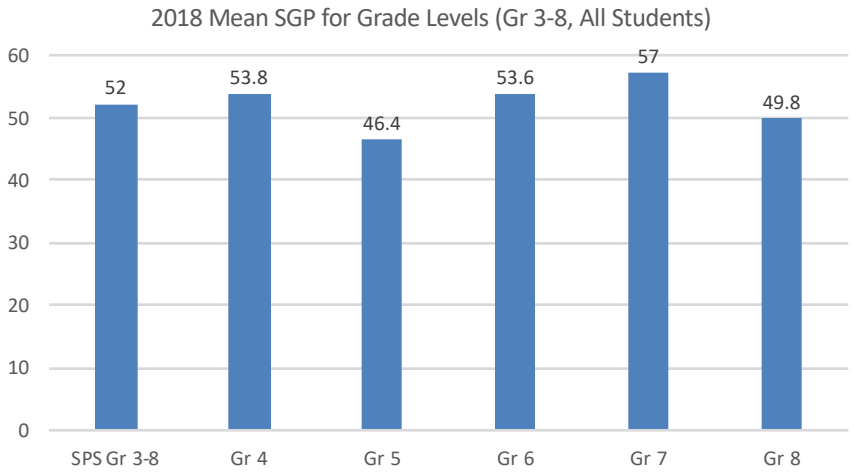
The growth rates in 2017-18 were moderate, but above 50% for both ELA and Math for Grades 3-8 (All Students)

ELA SGP	Math SGP
52	51.6

Beginning in 2017-18, the state is using the Mean SGP (as opposed to the Median SGP) to ensure that growth for all students is considered. As a result, 2018 SGP should not be compared with 2017.

SALEM PUBLIC SCHOOLS

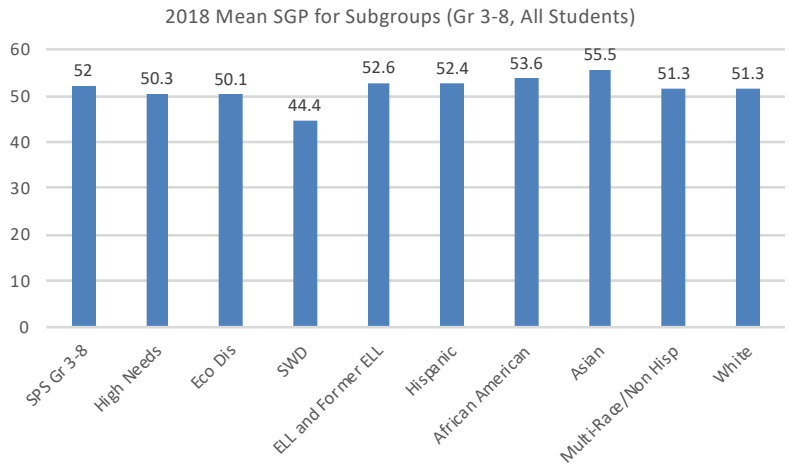
ELA Growth by Grade Level



2018 saw stronger growth in Grades 7, 6, and 4 with more moderate growth in Grades 5 and 8.

SALEM PUBLIC SCHOOLS

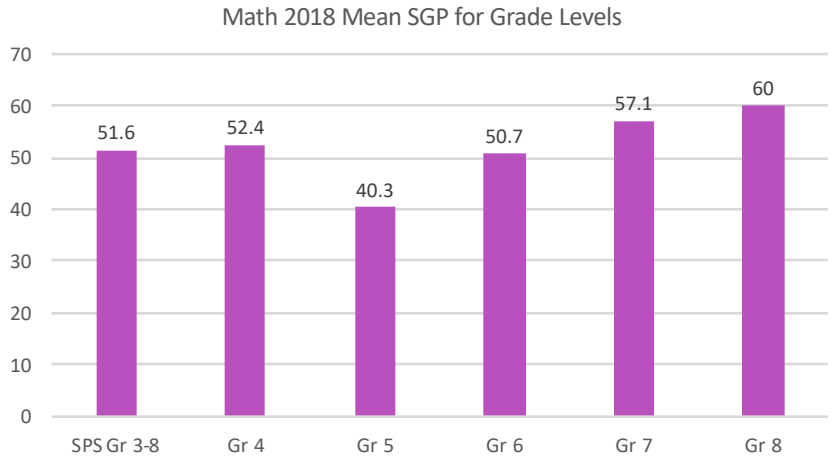
ELA Growth for Subgroups



All but one subgroup had an ELA growth rate over 50%.

SALEM PUBLIC SCHOOLS

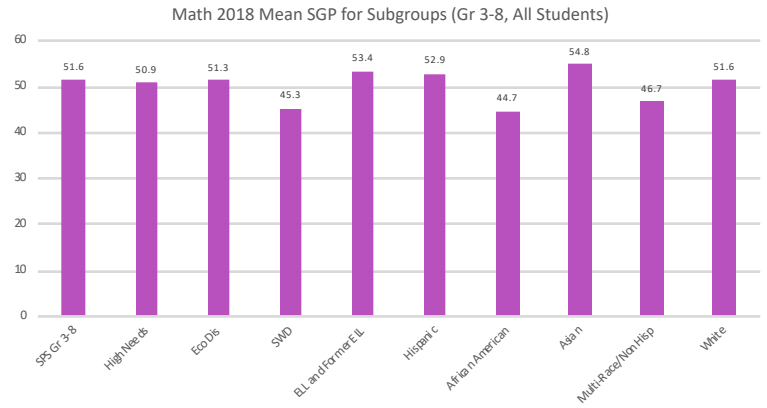
Math Growth for Grade Levels



Grades 7 and 8 showed strong growth in Math and Grades 4 and 6 had growth rates over 50%.

SALEM PUBLIC SCHOOLS

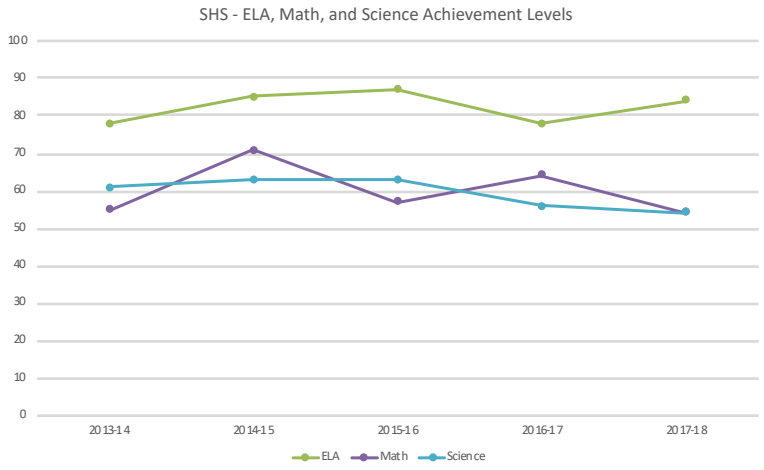
Math Growth for Subgroups



Seven out of ten subgroups had Math growth rates over 50%.

SALEM PUBLIC SCHOOLS

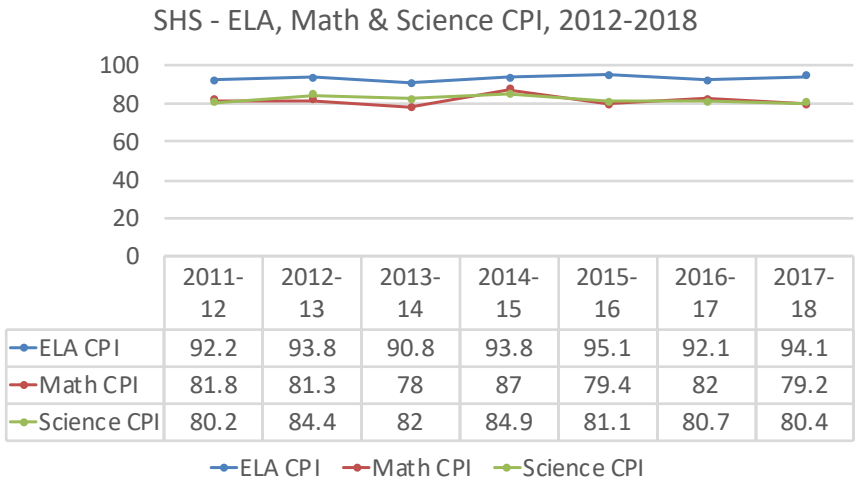
SHS – Proficient or Advanced



More SHS students are Proficient or Advanced in ELA than last year.

SALEM PUBLIC SCHOOLS

SHS – CPI 2012-2018



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ELA CPI	92.2	93.8	90.8	93.8	95.1	92.1	94.1
Math CPI	81.8	81.3	78	87	79.4	82	79.2
Science CPI	80.2	84.4	82	84.9	81.1	80.7	80.4

SALEM PUBLIC SCHOOLS

ELA and Math Growth – SHS

The SHS growth rates in 2017-18 were moderate in ELA and low in Math

ELA SGP	Math SGP
43.3	34

Beginning in 2017-18, the state is using the Mean SGP (as opposed to the Median SGP) to ensure that growth for all students is considered. As a result, 2018 SGP should not be compared with 2017.

SALEM PUBLIC SCHOOLS

High School Indicators

Four-Year Cohort Graduation Rate – All Students		
2016 Rate	**2017 Rate**	**Target**
87.9%	87.6%	91.7%

Extended Engagement Rate – All Students		
2015 Rate	**2016 Rate**	**Target**
93.2%	92.1%	96.3%

Annual Drop Out Rate – All Students		
2016 Rate	**2017 Rate**	**Target**
1.3%	2.2%	1.2%

Advanced Coursework Completion – All Students		
2016 Rate	**2017 Rate**	**Target**
47.1%	46.2%	53.2%

Salem
Still making history.

Challenges and Next Steps

SALEM PUBLIC SCHOOLS

Areas for Improvement

- Chronic Absenteeism
- Math
- Science
- Salem High School

SALEM PUBLIC SCHOOLS

Chronic Absenteeism

Attendance

Chronic Absenteeism is the % of students missing 10% (18 days) or more in school year:

K-8 Schools

2017 Rate (%)	2018 (%)	2019 Target
17.1	17.9	16.0

High School

2017 (%)	2018(%)	2019 Target
35.4	36.7	34.3

SALEM PUBLIC SCHOOLS

Chronic Absenteeism

Next Steps:

- Tighten up absence tracking, monitoring, and prevention practices to ensure accuracy, consistency, and effectiveness
- Create quarterly student and staff attendance reports
  - Regularly review them with principals, Cross Functional Team, and others
- Research best practices on interventions and strategies to address and prevent chronic absenteeism and develop an action plan for the district
  - Develop an action plan/campaign for the district
  - Engaging all teachers, students, and families
- Leverage City Connects and School Support Teams as the structure to support this work at the school level

SALEM PUBLIC SCHOOLS

Math

K-8 Next Steps:

- Deploy math tutors/interventionists to support small group and individualized instruction
  - Targeting specific grades and schools
- Provide after school-cross district content PD and planning for teachers
- Conduct a curriculum audit with researchers from Johns Hopkins University to inform next steps

SALEM PUBLIC SCHOOLS

Science

K-8 Next Steps

- Monitor our new K-8 standards based curriculum in science for effective and uniform implementation
  - 2018/19 is the 1st year of full implementation with inquiry-based K-8 science curriculum
- Ensure teachers are implementing strategies that make content accessible for all learners
  - Provide training at every school
  - Conduct instructional rounds
- Cross district unit previews and planning
  - Bring Gr. 5-8 teachers together to preview content and co-plan lessons

SALEM PUBLIC SCHOOLS

Salem High School

Identified as "In Need of Targeted Support"

More accountability indicators:

- Chronic absenteeism
- Dropout rate
- Extended Engagement rate
- Advanced coursework completion

SHS received few accountability points in the above indicators.

SALEM PUBLIC SCHOOLS

Salem High School

A close look at the data…

- Since 2012, SHS accountability percentile has ranged from 11th (2012) to 21st (2017). Achievement levels over time remain flat with further declines in 2017-18.

New measures of success…

- New framework places a high premium on the performance of sub-groups in each of the indicators.
- SHS has significant gaps in performance between white and non-white students.

SALEM PUBLIC SCHOOLS

2018-19 High School Action Plan

- **Pillar 2 Reimagining the High School Experience**
  - Redesign & leadership coach onboard
  - Preparing to apply for Barr Foundation grant
- **Focus on Student Support**
  - Leverage student support team to conduct individual academic reviews of each student in the "lowest performing" subgroup
  - Create individual support plans
  - Identify next steps to strengthen instruction and support in high concentration classes

SALEM PUBLIC SCHOOLS

2018-19 High School Action Plan

- **Focus on curriculum & instruction**
  - Intensify support for math and science common planning time
    - Deploy district STEM coordinator to facilitate planning
    - Rewrite math interim assessments
    - Execute data cycles AND targeted re-teaching in both math & science
  - Conduct a review of block schedule & program of study
    - Is the block schedule supporting quality instruction or serving as a roadblock?
    - In what ways does the program of study support access to higher level programming for all students?
    - Formulate recommendations for next year

SALEM PUBLIC SCHOOLS

2018-19 High School Action Plan

- **Focus on curriculum & instruction**
  - Fully assess curriculum & instructional resources in core content areas
    - ELA audit in partnership with Johns Hopkins
    - Internal review of other areas
    - Develop next steps and take action
  - Continue with promising practices
    - Expand the ***Invitation to Innovate*** teacher groups
    - Launch 1:1 device initiative
    - Implement internships
    - Offer greater access for all students to higher level courses
      - Early College
      - Project Lead the Way

SALEM PUBLIC SCHOOLS

2018-19 High School Action Plan

- **Review programs and align next steps to the vision for the SHS graduate**
  - CTE
  - Bridge Program
  - Newcomer Program

SALEM PUBLIC SCHOOLS

Strategic Plan
Charting the Course

SPS continues on a path of growth

Our focus on the meeting the needs of diverse learners is the right work

SPS Strategic Plan continues to chart the course for success…

Theory of Action

Vision Statement: All students will be locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world.

Great Schools

Pillar 1: Create a Vibrant K-12 Teaching & Learning Ecosystem

Pillar 2: Reimagine the High School Experience

Pillar 3: Nurture Staff Leadership & Empowerment

Pillar 4: Strengthen Family & Community Engagement

Conditions for Success

- Effective Communications (Internal & External)
- Strong Infrastructure & Resources
- Equitable & Innovative Policies (District & School Level)
- Healthy District and School Climate & Culture

Students
School
Community
World
Diverse
Goal
Create
Success
Learn
Public
Collaboration
Believe
Skills
Prepared
Learners
Connected
Life
Build
Educate
Salem
Achieve
Graduate
Flexible
Next
Citizens
Active
Leaders
Within
Need
Empower
Contribute
Opportunity
Challenges
Dreams
Succeed
Everyone
Foster
Embrace
Future
Adapted
Ability
Self
Change
Family
Set
Reach
Meet
Safe
Many
Well
Stay
Better
Individual
Positive
Motivated
Inspired
Feel
Make
Develop
Same
Key
Joyful
Array
Engage
Potential
Proud
Social
Help
Critical
Ready
Supported
Risks
Plus
High
Take
Sps
Accept
Become
Best
Give
Term
Find
Around
Etc
Generate
Responsible
Forever
Creative
Forward
Flexible
Aware
Children
Technical
Desire
Move
Back
Financial
Comes
Impact
Honest
Leverage
Cultural
Willing
Participate
Current
Including
Grow
Within
Product
Unique
Volatile
Explore
Otherwise
Inclusive
Micro
Respect
Motivated
Explore
Joyful
Kind
Time
Look
Encouraging
Global
Strong
Independent
Today's
Modern
Para
Children
Selves
Embrace
Everyone
Foster
Future
Succeed
Learn
Engage
Potential
Proud
More
Further
Race
Therefore
Ideas
Poder
Tener
Una
Un
Rich
Place
Care
Way
Up
Curious
Strive
Together
Follow
Order
City
Critical
Adapted
Supported
Transformed
Risks
Ready
One
Ability
Equipped
Critics
Willing
Set
Reach
Meet
Safe
Many
Well
Stay
Better
Personal
Family
Leverage
Cultural
Gets
Involved
Shine
New
Honest
Aware
Children
Life's
Obter
Impact
Desire
Technical
Environment
Normal
Move
Back
Financial
Comes
Citizens
Around
Etc
Generate
Leaders
Within
Forever
Creative
Forward
Flexible
Graduate
Achieve
Diverse
Goal
Active
Next
Term
Find
Give
Including
Best
Become
Accept
Build
Take
Sps
Self
Plus
High
Prepared
Learners
Connected
Life
Community
Students
Skills
Dreams
Social
Help
Adapted
Supported
Risks
Ready
One
Critical