

To: Salem School Committee

From: Margarita Ruiz

Date: November 8, 2018

Re: SY 2017-18 Superintendent Evaluation Goal Outcomes

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The following details the progress made on my SY 2017-18 Superintendent Evaluation Goals as part of my annual performance evaluation. As you will recall from my December 2017 memo, I outlined a clear and ambitious set of **Student Learning Goals** that were aligned to Pillar 1 of the Strategic Plan: Creating a Vibrant Teaching & Learning Ecosystem. A re-cap of those goals along with a summary of the progress made in meeting these goals is provided.

My **Professional Practice Goals** were aligned to the implementation of all four pillars of our strategic plan. A summary of the progress made in each area is also included here.

In addition to my stated goals for SY 2017-18, I am including the list of highlights of the work accomplished last year organized by the standards on the superintendent evaluation rubric and the pillars in our strategic plan.

A lot of significant work was accomplished last year in each of the standards of practice for a superintendent. While the school year started with the challenges that we experienced in our transportation function, this provided the opportunity to completely overhaul the department while adding efficiencies to the operation and diversity to the staff. This work resulted in the function significantly improving its service throughout the 17-18 year and supporting a very smooth transportation operation for the opening of the 18-19 school year.

One of the most important accomplishments in my practice last year was leading the preparation work that was done related to the Bowditch School. A significant amount of my time was spent analyzing the current and past performance data of the Nathaniel Bowditch School in terms of student performance, leader and teacher retention, targeted resources and other leading indicators. This work that included input from senior leaders, school leaders and teachers, parents and community members was critical to informing my recommendation to School Committee that the Bowditch be closed. Having this data and information available for School Committee and the public was critical to enable School Committee to make a thoughtful and deliberate decision regarding the closure of the school. As a result of this work and the work and vote of School Committee to close the school, hundreds of our students now have access to better educational experiences throughout our district.

## Student Learning Goals

### Pillar 1 – Creating a Vibrant Teaching & Learning Ecosystem

1. **Decrease the performance gap Salem Public Schools has with the state on the percent of Meets and Exceeds Expectations in ELA, Math and Science in grades 3-8 by at least 20%.**

	2017			2018		
	SPS	State	2017 Gap w State	SPS	State	2018 Gap w State
ELA	38	49	11	40	51	11
Math	34	47.9	13.9	34	48	14
Science	39	53	14	36	52	16

*Note:* We saw modest increases district-wide in Grades 3 through 8 in ELA (2%), math remained flat and science had a slight decline (as was also true at the state level)

2. **Increase the median SGP for English Language Learners and Students with Disabilities by at least 10 percentile points.**

*Note:* Due to the change by MA DESE to move from Median SGP in 2017 to Mean SGP in 2018, it is not possible to accurately compare the data year over year. However, below we are comparing the 2018 Mean SGP for Salem and how it compared with the state's SGP for ELLs and SWDs.

	English Language Learners (ELLs)		
	Mean SGP		
	2018-SPS	2018-State	SPS Points Above State
ELA	51.8	46.6	5.2
Math	52.2	45.5	6.7

*Notes:* In 2018, the district not only closed the gap in growth with the statewide SGP for ELLs in both ELA and Math, but outpaced the statewide SGP in both areas as well.

	Students with Disabilities (SWDs)		
	Mean SGP		
	2018-SPS	2018-State	SPS Points Above State
ELA	44.5	44.5	0
Math	45.3	44.8	0.5

Our students with disabilities are even with the statewide average in ELA and slightly ahead in math.

The results represent significant improvements in learning for two key subgroups in the district and reflect the intentional focus we've had on "Meeting the Needs of All Learners" throughout the district. This growth reflects the investment the district has made in instructional coaches, differentiated instruction and other student supports.

- Increase the percent of students at Salem High School scoring in the Advanced and Proficient categories in ELA and Math by at least 10%.**

	% Proficient or Advanced at SHS		
	2017	2018 Target	2018
ELA	78%	85.8	84%
Math	64%	70.4	54%

*Notes:* Students scoring Advanced or Proficient on ELA improved by 6%. Math achievement levels declined at the high school. Efforts are underway to more deeply examine what happened and how results can be improved in the future.

- Increase the enrollment and diversity in AP courses by 10%.**

AP Course Enrollment		
	2017-18	2018-19
<b>Caucasian</b>	115	114
<b>Hispanic/Latino</b>	56	50
<b>African American</b>	13	16
<b>Asian</b>	10	8
<b>Bi-Racial</b>	11	8
<b>Total Enrolled</b>	205	196

AP Test Participation	2016 - 2017	2017- 2018	Amount (+ or -)	10% of 2017
All Students	178	182	4	17.8
Males	80	72	-8	8
Females	98	110	12	9.8
High Needs	63	70	7	6.3
Eco Dis	52	61	9	5.2
SWD	6	9	3	0.6
ELL	5	6	1	0.5
Hispanic	46	49	3	4.6
Black/Af Amer	12	8	-4	1.2
Asian	9	10	1	0.9
White	105	106	1	10.5

**Notes:** Please note that for the Advanced Placement goal, the first data set is comparing students enrolled in AP classes in the SY 2017-18 versus SY 2018-19. The second data set of students taking AP exams compare SY 2016-17 to SY 2017-18.

Early College may have impacted the number of students electing to take AP classes in SY2018-19. Students who pass Early College classes automatically receive free college credits. AP classes require that students pass the exam and enroll in a college/university that recognizes their score. And in many cases the student may be excused from a required course but most likely the AP exam would not serve as earned credits or tuition savings.

In SY 2017-18 we did see an increase in both the number of students taking the AP exam as well as an increase in the diversity of the students electing to take the exam.

**5. Increase to 100% the number of high school seniors who will apply to college and/or have a post-secondary education plan.**

**Baseline SY 2016-2017**

For the Class of 2017, 90.5% applied to college.

**SY 2017-18**

For the Class of 2018, 92% applied to college.

**Note:** While the goal of 100% of students applying to college has not yet been met, we did see an increase of 1.5% of students applying to college last year.

**6. 100% of all high school seniors will have at least one individual session with one of the College and Career counselors to receive support in preparing and submitting the FAFSA documentation to apply for financial aid.**

**SY 2017-18**

According to the SHS College and Career Counseling office, 100% of all of the high school seniors for the Class of 2018 received College and Career Counseling sessions last year, which included support in preparing and submitting the FAFSA forms.

## Professional Practice Goal

### Salem Public Schools Strategic Plan – All 4 Pillars

My professional practice goal for this year was to leverage the resources of the district and work with all levels of the organization to ensure that we have a robust launch and Year 1 implementation process of the goals and action steps that have been outlined in the four pillars of our plan:

- **Pillar 1 - Create a Vibrant K-12 Ecosystem**
- **Pillar 2 - Reimagine the High School Experience**
- **Pillar 3 – Nurture Staff Leadership & Empowerment**
- **Pillar 4 – Strengthen Family & Community Engagement**

The table below outlines the benchmarks we had hoped to achieve for each pillar (first column) along with a reporting timeline for scheduling presentations and updates to the School Committee on these topics (second column). The third column summarizes the progress made to date on each of these implementation activities.

Strategic Plan Pillar	Benchmark	Reporting Timeline	Progress to Date
Pillar 1: Create a Vibrant K-12 Ecosystem	<ul style="list-style-type: none"> <li>• Report on implementation of City Connects will be fully implemented in all K-8 schools and plans to support Year 2 implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2018</li> </ul>	Committee of the Whole Meeting 9/24/18
Pillar 2: Reimagine the High School Experience	<ul style="list-style-type: none"> <li>• Hold two community conversations to solicit feedback and ideas regarding redesign of high school experience in SPS</li> <li>• Report on newly established structures and supports by externships coordinator to support students’ out-of-school learning experiences</li> <li>• Report on specific SY17-18/SY18-19 “buckets of work” related to redesign for example:               <ul style="list-style-type: none"> <li>○ Project-based learning</li> <li>○ College &amp; Career Center</li> <li>○ Seal of Biliteracy</li> <li>○ Newcomer Academy</li> </ul> </li> <li>• Report on 1:1 and other digital learning initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2017 and Spring 2018</li> <li>• Spring/Summer 2018</li> <li>• Fall 2018</li> <li>• Late Spring 2018</li> </ul>	Conversation held on 9/14/17 & 11/13/18 (to be held)  Update on High School Redesign 5/21/18 SC meeting  Update on High School Redesign 5/21/18 SC meeting  Committee of the Whole 8/13/18

<b>Strategic Plan Pillar</b>	<b>Benchmark</b>	<b>Reporting Timeline</b>	<b>Progress to Date</b>
Pillar 3: Nurture Staff Leadership & Empowerment	<ul style="list-style-type: none"> <li>Report on increased leadership opportunities available to teachers (e.g., to plan and lead professional development, support new teachers, etc.).</li> <li>Report on improved talent recruitment, selection, and support strategy that increases the quality and diversity of the talent pool to better serve our students</li> <li>Report on efforts to increase staff retention</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2018</li> <li>Fall 2018</li> <li>Fall 2018</li> </ul>	<p>School Committee meeting 9/6/18</p> <p>To be scheduled</p> <p>To be scheduled</p>
Pillar 4: Strengthen Family & Community Engagement	<ul style="list-style-type: none"> <li>Develop a school quality report card for the district</li> <li>Report on vision and plan for a Welcome Center that includes the student assignment function, but also serves as the place where families can access and are oriented to the many resources available to them</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2018</li> <li>Fall of 2018</li> <li>Summer 2018</li> </ul>	<p>School Committee meeting 11/6/17 Overview, Bates highlighted</p> <p>To be scheduled</p> <p>7/16/18 COW focused on Teaming Structure (Created Office of Equity &amp; Engagement; 1<sup>st</sup> step in strategy to better serve families and re-orient PIC)</p>

In addition to the above benchmarks, I will also focus my attention on two additional, district-wide goals that span across and support all aspects of our work as a district.

<b>Additional Goals and Benchmarks</b>	<b>Reporting Timeline</b>	<b>Progress to Date</b>
Develop a data dashboard to monitor progress and track critical outcomes associated with the strategic plan	<ul style="list-style-type: none"> <li>Summer 2018</li> </ul>	<ul style="list-style-type: none"> <li>In progress</li> </ul>
Successfully raise private funds to support critical areas of work associated with the strategic plan	<ul style="list-style-type: none"> <li>Fall 2018</li> </ul>	<ul style="list-style-type: none"> <li>See Standard II on highlights of accomplishments</li> </ul>