



# Salem Public Schools 2023 MCAS, ACCESS & Accountability Results

Salem Public Schools  
School Committee Meeting  
Monday, October 2, 2023





# 2023 Massachusetts School & District Accountability System



# DESE Accountability System

Two parts to the system:

- **Normative Component**
  - Percentile Rank (1-99)
  - Compared to other schools
    - Non-high schools
    - High schools
    - Middle/High and K-8 schools
- **Criterion-Referenced Component**
  - Progress toward meeting targets
  - Schools are to meet targets that are set in relation to their own data
  - Improvement compared to own baseline

## Criterion-Referenced Indicators

- Achievement
- Student Growth
- High School Completion
  - 4 yr. graduation rate
  - Extended engagement–5 yr. graduation rate
  - Annual dropout rate
- English Proficiency
- Other indicators
  - Absenteeism
  - Enrollment in advance courses



# DESE Accountability System Part I

Organization Information	
<b>DISTRICT NAME</b> Salem (02580000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Bates (02580003)	<b>GRADES SERVED</b> PK,K,01,02,03,04,05
<b>REGION</b> Coastal	<b>FEDERAL DESIGNATION</b> -

## Accountability Information

<b>Overall classification</b>	Not requiring assistance or intervention
<b>Reason for classification</b>	Meeting or exceeding targets
<b>Progress toward improvement targets</b>	80% - Meeting or exceeding targets
<b>Accountability percentile</b>	38

The **normative component**, or accountability percentile, measures the performance of all students in a school compared to other schools in the state. This measure is reported as a percentile, from 1 to 99, which is calculated using two years of data for all available accountability indicators for the school.



# DESE Accountability System Part II

## Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	80%
Progress towards targets	Meeting or exceeding targets

## 2023 Points awarded

2023 Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	2	4	-	2	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	<b>Achievement total</b>	<b>10</b>	<b>12</b>	<b>60.0</b>	<b>6</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	<b>Growth total</b>	<b>6</b>	<b>8</b>	<b>20.0</b>	<b>6</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	4	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	<b>Additional indicators total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>4</b>	<b>4</b>	<b>10.0</b>
Weighted total		8.0	9.6	-	5.8	7.6	-
Percentage of possible points		83%		-	76%		-
2023 Criterion-referenced target percentage				80%			



The **criteria-referenced component** measures a district's or school's progress toward improvement targets. The Department uses data from all students in the district or school and, in the case of non-high school grades, the lowest performing students in the district or school to determine overall progress toward targets.



# Distribution of Points

Points assigned based on progress toward target for each indicator for the **all students group** and **each student group** with sufficient data:



<b>Category</b>	<b>Declined</b>	<b>No change</b>	<b>Improved below target</b>	<b>Met target</b>	<b>Exceeded target</b>
<b>Points</b>	0	1	2	3	4
<b>Target %</b>	0%	25%	50%	75%	100%





# Doing the Math

- For the district or school, the actual points earned and the total possible points are reported for each indicator.
- The points earned are combined, weighted according to the weightings prescribed.
- The % of possible points values for the all students' group and the lowest performing students' group are averaged equally, resulting in the district's or school's criterion-referenced target percentage.
- The goal is to earn a target percentage of 75 or higher, which indicates that on average, the district or school is meeting or exceeding targets for each accountability indicator.

Indicator	All Students (50%)			Lowest Performing Students (50%)		
	Points Earned	Total Possible Points	Weight	Points Earned	Total Possible Points	Weight
ELA scaled score	3	4	-	2	4	-
Math scaled score	2	4	-	2	4	-
Science scaled score	2	4	-	-	-	-
<b>Achievement total</b>	<b>7</b>	<b>12</b>	<b>60%</b>	<b>4</b>	<b>8</b>	<b>67.5%</b>
ELA SGP	4	4	-	4	4	-
Math SGP	3	4	-	4	4	-
<b>Growth total</b>	<b>7</b>	<b>8</b>	<b>20%</b>	<b>8</b>	<b>8</b>	<b>22.5%</b>
<b>EL progress</b>	<b>2</b>	<b>4</b>	<b>10%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Chronic absenteeism</b>	<b>3</b>	<b>4</b>	<b>10%</b>	<b>4</b>	<b>4</b>	<b>10%</b>
<b>Weighted total</b>	<b>6.1</b>	<b>9.6</b>	<b>-</b>	<b>4.9</b>	<b>7.6</b>	<b>-</b>
<b>Percentage of possible points</b>	<b>63.5%</b>		<b>-</b>	<b>64.5%</b>		<b>-</b>
<b>Criterion-referenced target percentage</b>	<b>64%</b>					



# Categorization of Schools

Not requiring assistance or intervention					Requiring assistance or intervention	
<b>Schools of recognition</b> Recognized for high achievement, high growth, meeting/exceeding targets	<b>Meeting or exceeding targets</b>  Cumulative criterion-referenced target percentage 75-100	<b>Substantial progress toward targets</b>  Cumulative criterion-referenced target percentage 50-74	<b>Moderate progress toward targets</b>  Cumulative criterion-referenced target percentage 25-49	<b>Limited or no progress toward targets</b>  Cumulative criterion-referenced target percentage 0-24	<b>Focused/targeted support</b> <ul style="list-style-type: none"> <li>•Percentiles 1-10</li> <li>•Low graduation rate</li> <li>•Low performing group(s)</li> <li>•Low participation</li> </ul>	<b>Broad/comprehensive support</b> <ul style="list-style-type: none"> <li>•Underperforming schools</li> <li>•Chronically underperforming schools</li> </ul>





# 2023 Percentile Ranks

School	2023		2022
	Progress Toward Target	Percentile Rank	Percentile Rank
Bates	Meeting or Exceeding Targets	38	22
BAIS	Substantial Progress	16	11
Carlton	Substantial Progress	37	34
CMS*	Moderate Progress	9	13
HMLS	Limited to No Progress	18	39
Salts	Limited to No Progress	24	33
WHES**	Meeting or Exceeding Targets	25	10
SHS	Moderate Progress	20	17

**\*Requiring Targeted Assistance** – because the school is in the lowest 10th percentile for schools in its category

**\*\*Recognition School** – due to the school’s improvement in achievement, strong growth percentiles and meeting/exceeding targets.



# District Level MCAS Results



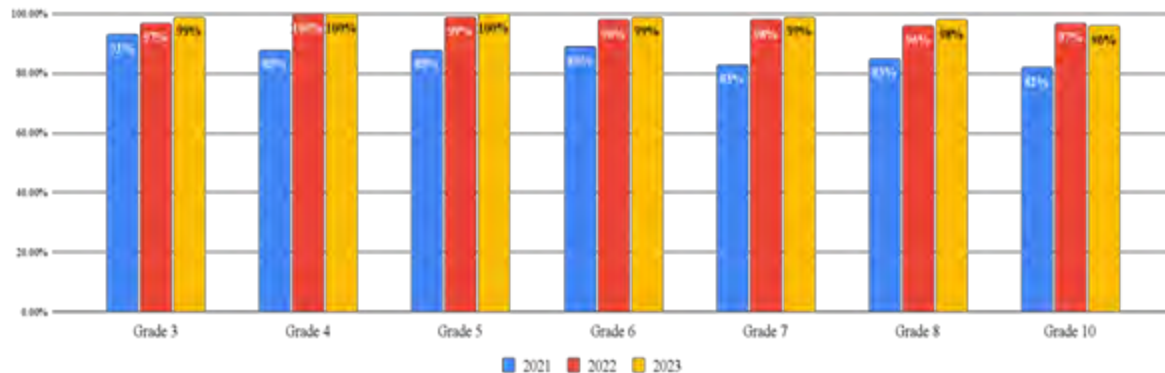
# 2023 MCAS Summary Notes

- 2023 ELA and math data indicate that the achievement slide has halted and recovery is underway.
- Science results improved at gr. 5 and went down at the secondary level.
- There is still ground to make up to reach pre-pandemic achievement levels in some areas.
- 2023 MCAS results tracked very closely to STAR, our benchmark assessment.
- Need to look at school, grade level, and subgroup data to get a full understanding of bright spots and focus areas.
- 3 schools made extraordinary improvement, 1 school made strong improvement, 2 schools made moderate improvement, 2 schools made little or no improvement.
- SPS data closely mirrors state of Massachusetts performance.

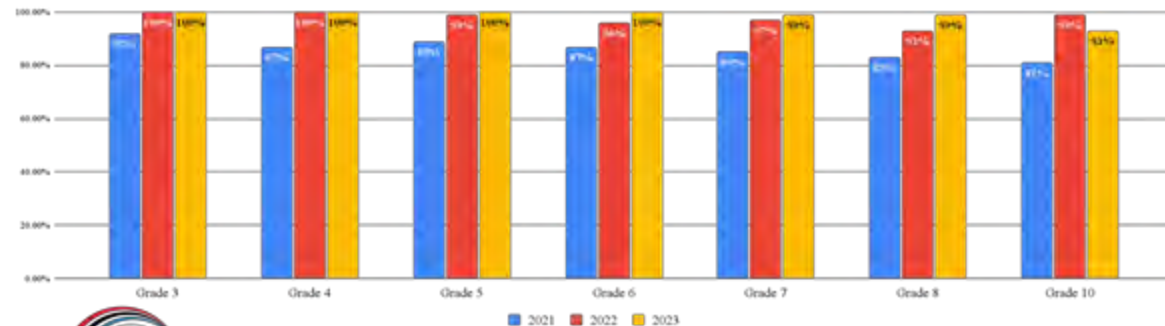


# MCAS Participation Rates

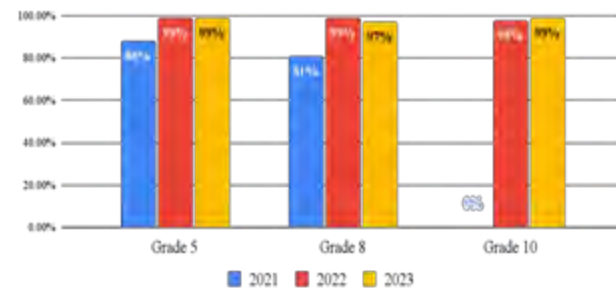
## ELA Participation Rates



## Math Participation Rates



## Science Participation Rates



# MCAS Measures

## **Achievement**

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

## **Student Growth Percentiles (SGP)**

- A measure of progress that compares a student's performance to other students' performance from previous years.

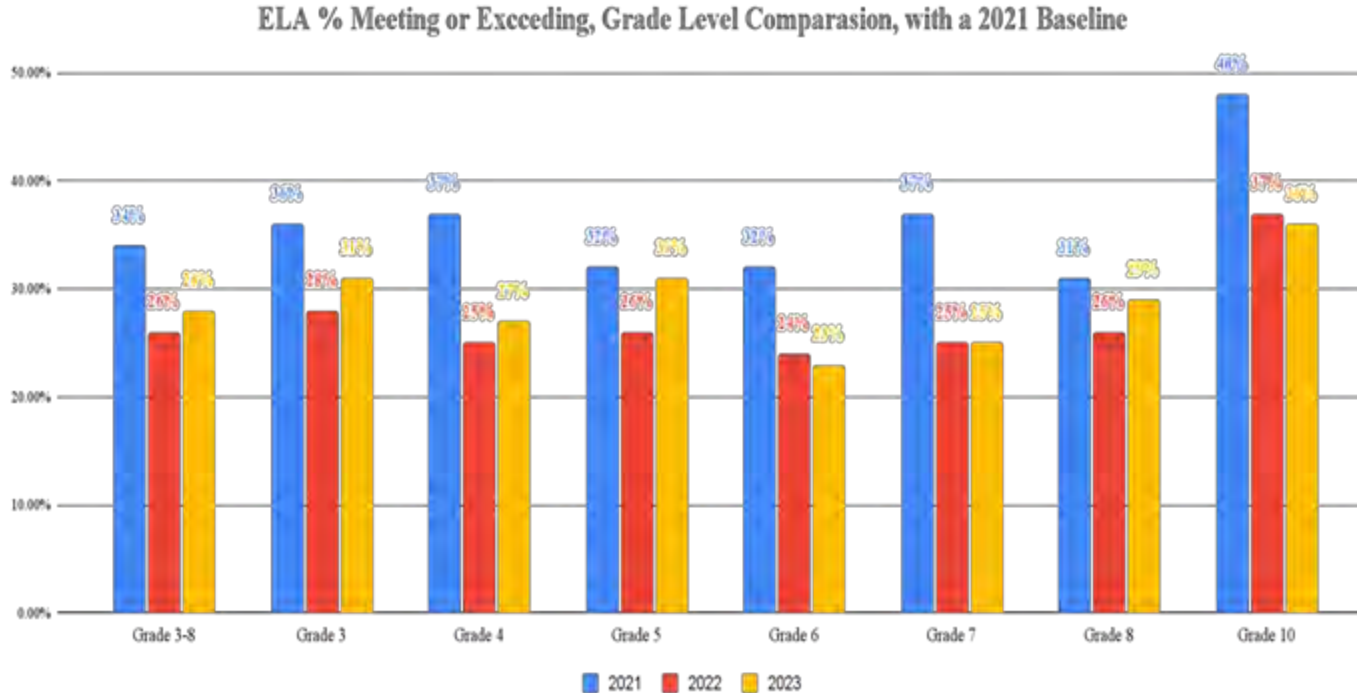




# ELA Results



# ELA by Grade Level



ELA performance increased in 4 out of 7 grades with the greatest improvement at Gr. 5 (+5).

In the other 3 grade levels, performance was either flat (Gr. 7) or slightly declined (Gr. 6 & 10).

Gr. 3-8 ELA performance improved +2 overall which mirrors state results.



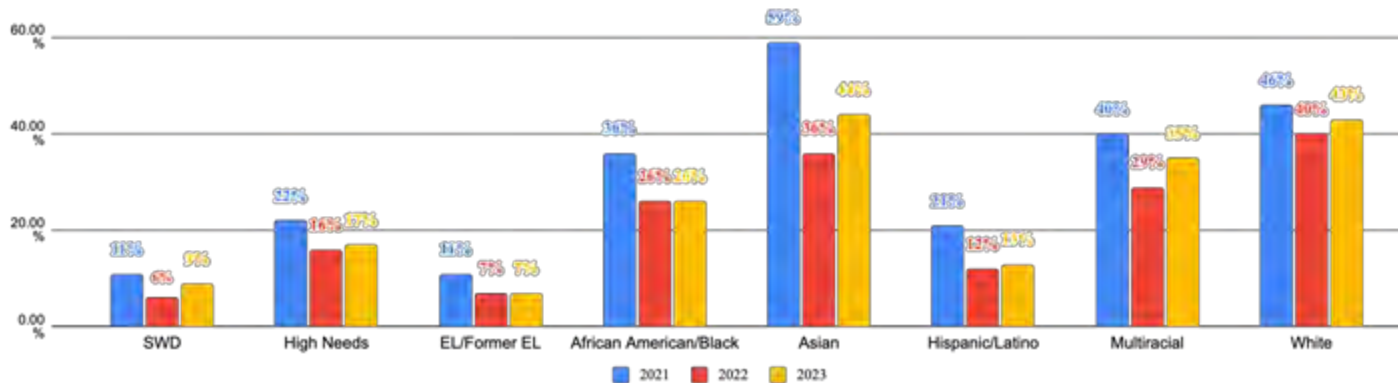
# Change in Proficiency: SPS and the State

ELA	Increase or decrease in M or E % points from 2022 to 2023	
	State	SPS
Grade 3	0	+3
Grade 4	+2	+2
Grade 5	+3	+5
Grade 6	+1	-1
Grade 7	+1	0
Grade 8	+2	+3
Grades 3-8	+1	+2
Grade 10	0	-1



# ELA Gr 3-8 by Demographics, and Special Populations

ELA % Meeting or Exceeding, Demographics and Special Populations, with a 2021 Baseline



High Needs designates a student who is low income, (or economically disadvantaged), EL/Former EL, and/or a student with disabilities.

There are some bright spots in ELA subgroup performance. Outcomes increased in 6 out of 8 subgroups with the greatest gains for students identifying as Asian (+8) and for students identifying as Multiracial (+6).

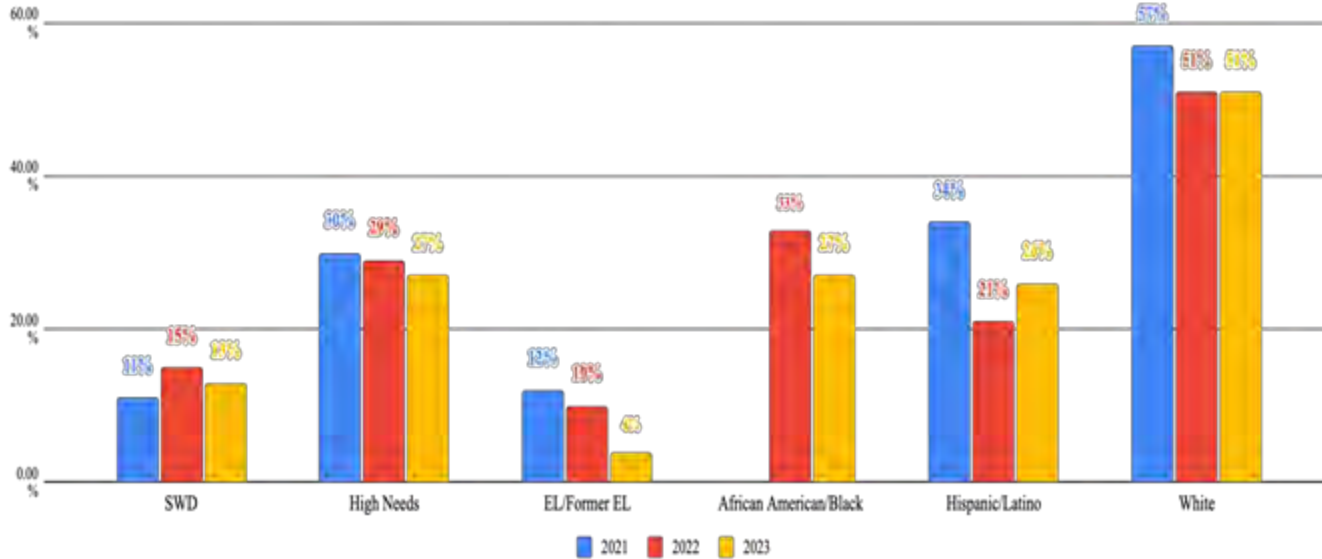
Two groups had outcomes consistent with last year's results.

No Gr. 3-8 subgroups declined in ELA.



# ELA Gr 10 by Demographics and Special Populations

ELA % Meeting or Exceeding, Demographics and Special Populations, with a 2021 Baseline

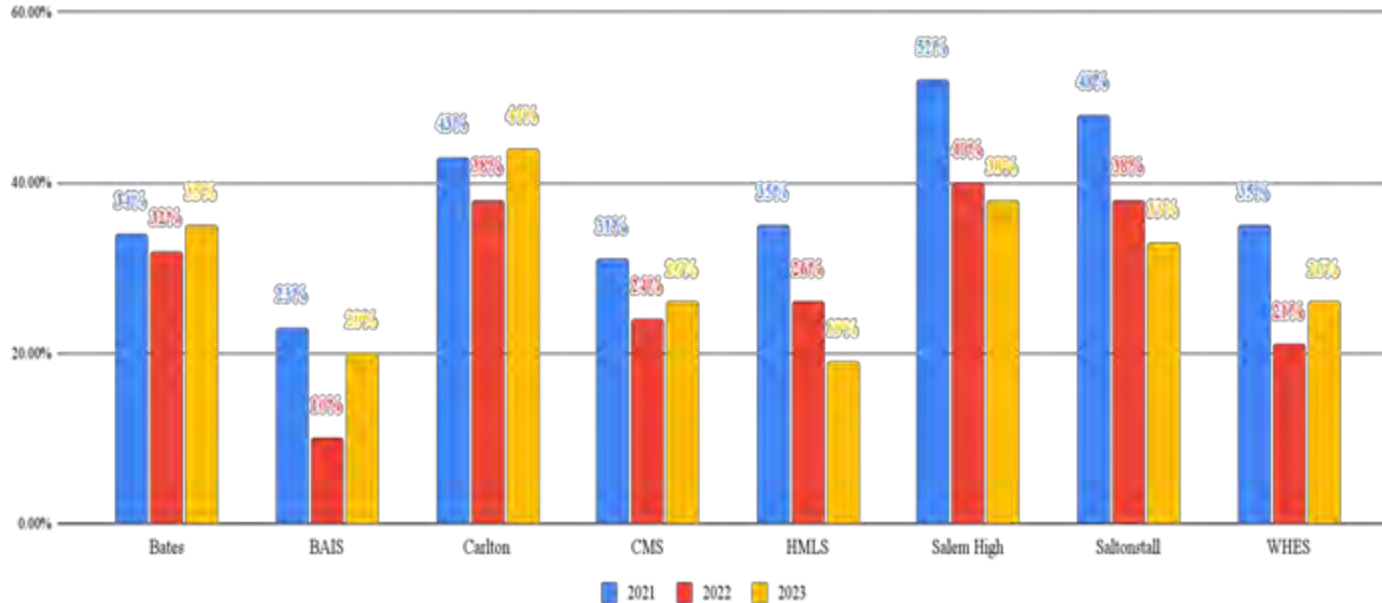


Subgroup performance in ELA at Gr. 10 was variable. Performance of students identifying as Hispanic/Latino results improved by 5 % points, performance of the White subgroup was flat, and all other subgroups dipped slightly.

Proficiency is not calculated for student populations of less than 20. The number of students identifying as African American, Asian, and Multiracial was less than 20 in 2021.



# ELA Proficiency – 3-Year Comparisons by School



School level data is where some additional bright spots are evident in literacy outcomes: 5 out of 8 schools showed improvement with the increases ranging from +2 to +10.



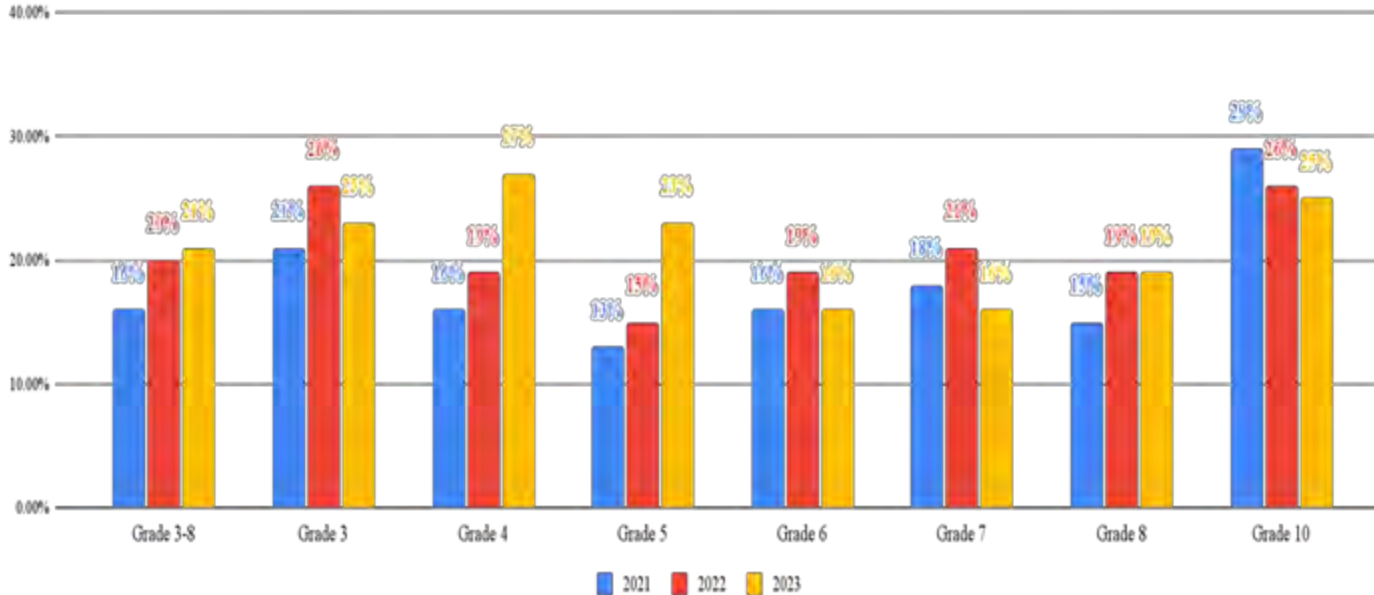


# Math Results



# Math by Grade Level

Math % Meeting or Exceeding, Grade Level Comparison, with a 2021 Baseline



In math, Grades 4 and 5 continued to show strong improvement trends with the percentage of students meeting/exceeding expectations rising by +8% points in both grades.

Overall performance at Gr. 3-8 improved by +1% point.



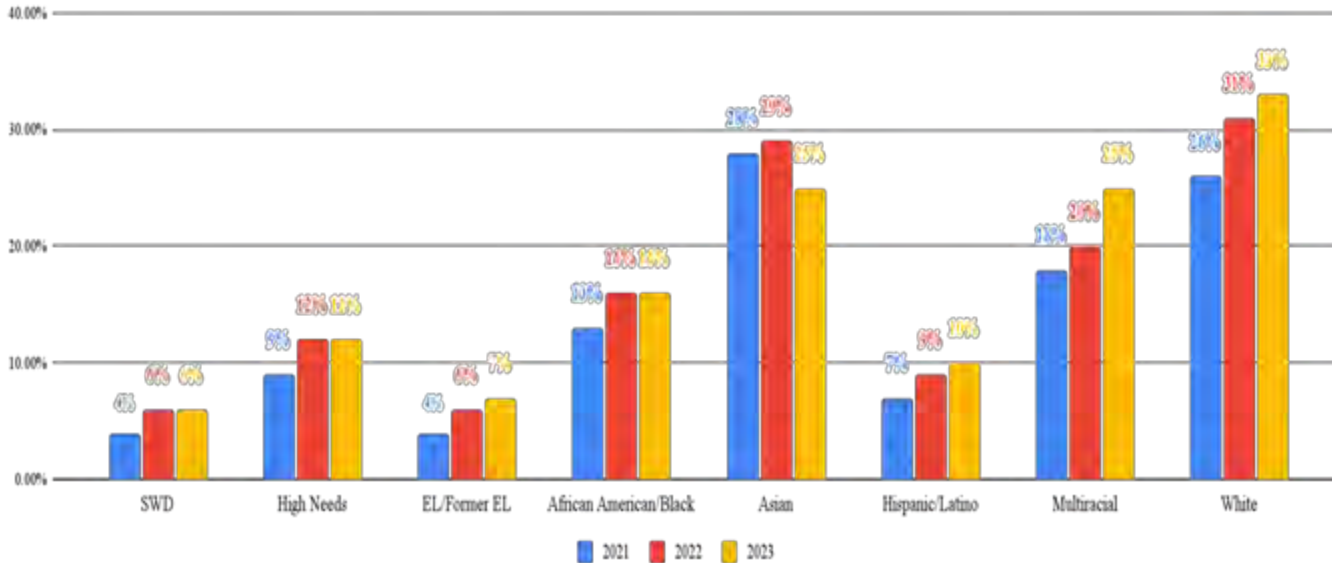
# Change in Proficiency: SPS and the State

Math	Increase or decrease in M or E % points from 2022 to 2023	
	State	SPS
Grade 3	0	-3
Grade 4	+3	+8
Grade 5	+5	+8
Grade 6	+1	-3
Grade 7	+1	-5
Grade 8	+2	0
Grades 3-8	+2	+1
Grade 10	0	-1



# Math Gr 3-8 by Demographics and Special Populations

Math % Meeting or Exceeding, Demographics and Special Populations, with a 2021 Baseline



At the Gr. 3-8 level in math, 4 subgroups saw improvement: EL/Former EL, Hispanic/Latino, Multiracial and White.

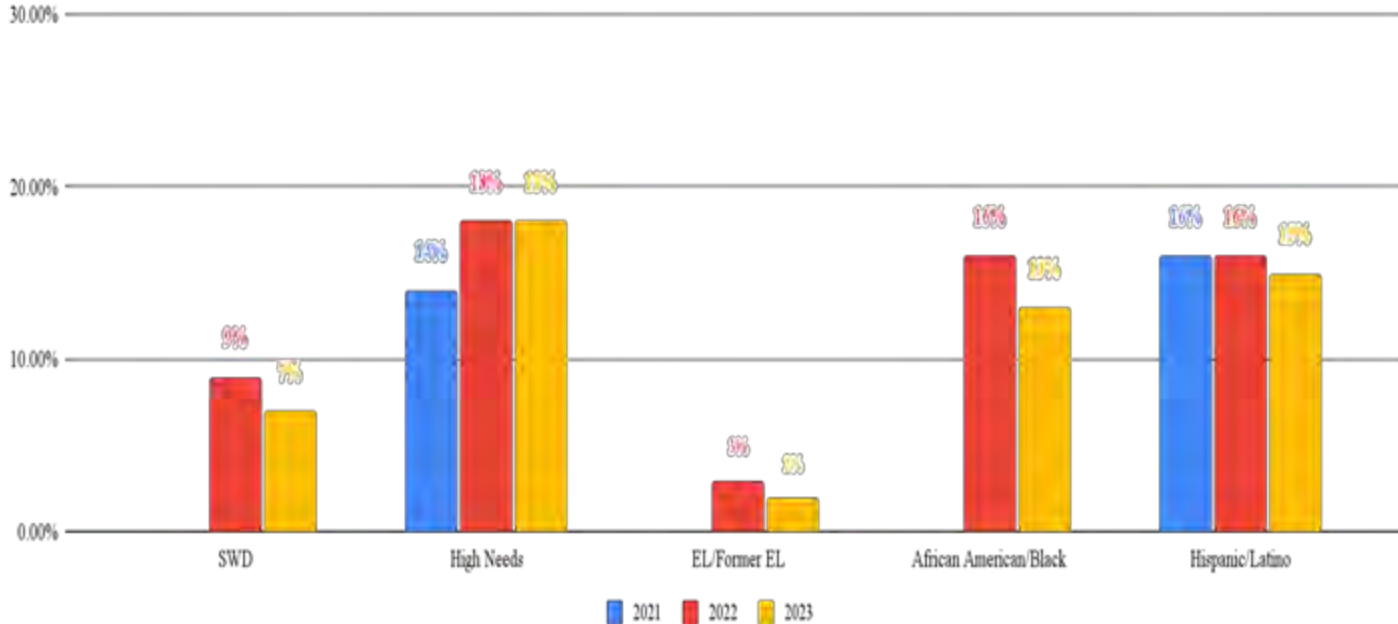
Performance of 2 subgroups (High Need and Students w/ Disabilities) was consistent with the previous year's outcomes.

Performance of students identifying as Asian declined by 4 percentage points overall.



# Math Gr 10 by Demographics and Special Populations

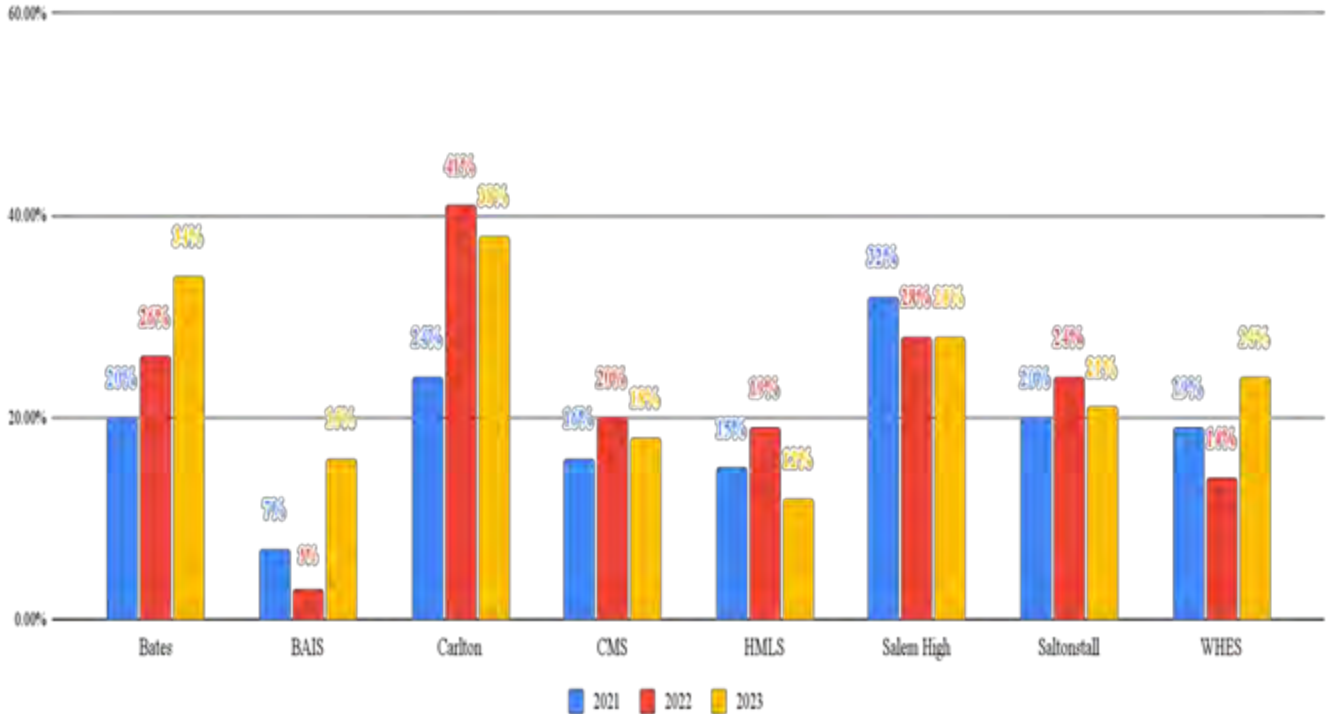
Math % Meeting or Exceeding, Demographics and Special Populations, with a 2021 Baseline



Subgroup performance at the Gr. 10 level remains an area of focus as outcomes were stagnant or declined.



# Math Proficiency – 3-Year Comparisons by School



Three schools improved performance in math: Bates, BAIS and WHES. Two out of 3 of these schools saw double digit gains.

The high school’s math performance was consistent in comparison to last year’s outcomes.

The remaining schools saw declines in math performance.



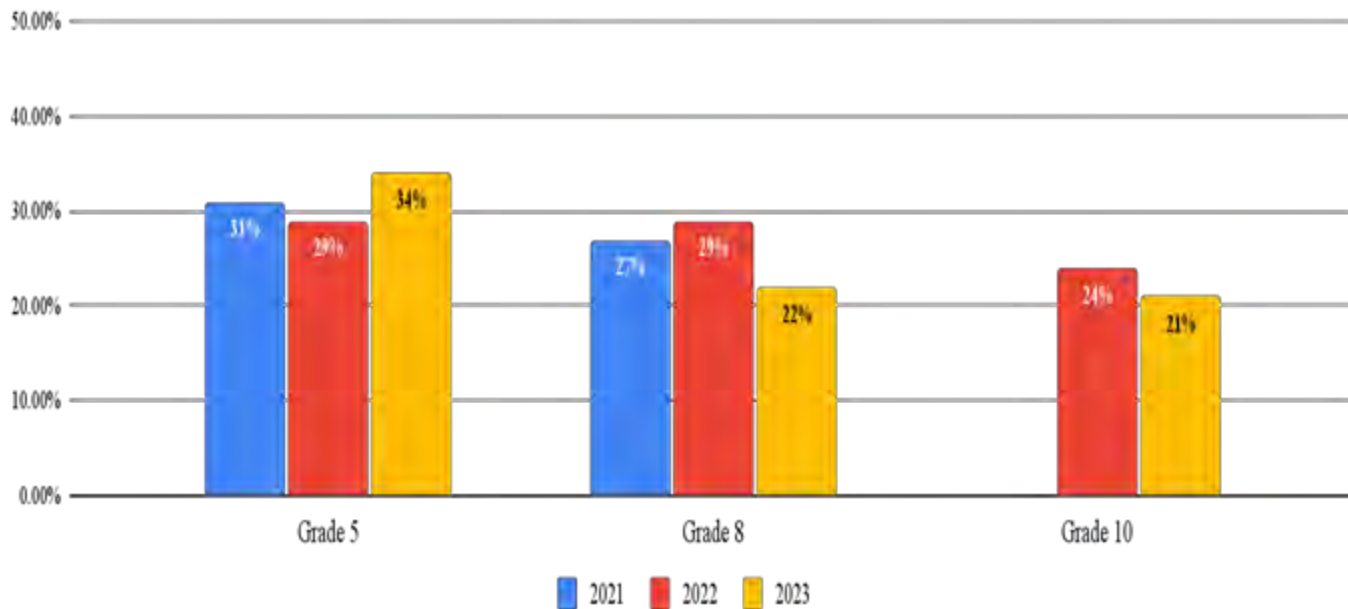


# Science Results



# Science by Grade Level

Science % Meeting or Exceeding, Grade Level Comparasion, with a 2021 Baseline



We saw a good bump in Gr. 5 science proficiency rates with a +5% points increase in students meeting/exceeding expectations.

Performance dipped at both the Gr. 8 & 10 levels.

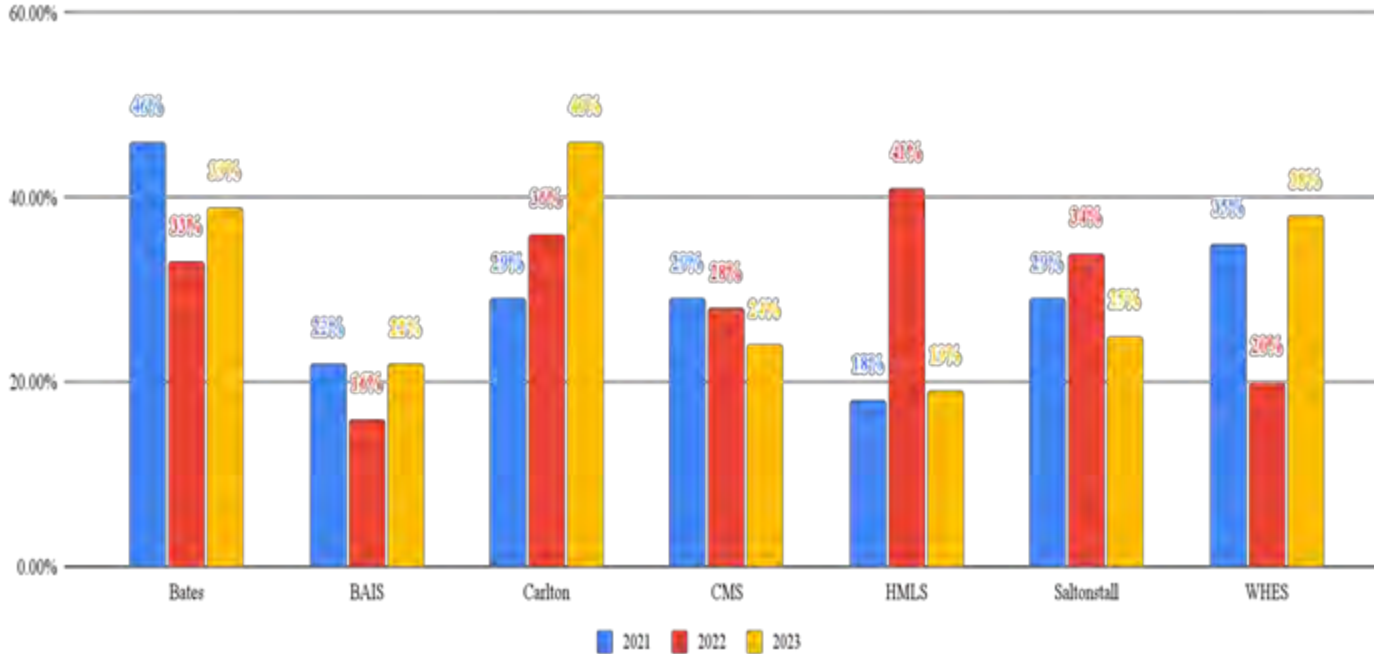


# Change in Proficiency: SPS and the State

Science	Increase or decrease in M or E % points from 2022 to 2023	
	State	SPS
Grade 5	-1	+5
Grade 8	-1	-7
Grades 5 & 8	-1	0
Grade 10	-1	-3



# Science Proficiency—3-Year comparisons by School



Gr. 3-8 school-level science data shows strong performance gains with 4 out of 7 schools showing improvement.

Improvement ranged from +18 (WHES) to +6 (BAIS & Bates).

Carlton showed strong science improvement trends with improvement over 3 consecutive years in science.



# 3 Schools Improve In All 3 Content Areas

	Increase in Percentage Points of Students Meeting/Exceeding Expectations		
	ELA	Math	Science
Bates	+3	+8	+6
Bentley	+10	+13	+6
WHES	+5	+10	+18





# Student Growth Percentiles

# Student Growth Percentiles

	2023		2022	
School	ELA SGP	Math SGP	ELA SGP	Math SGP
Bates	57.5	57.3	47.1	43.2
BAIS	47.9	49.8	35.1	26.1
Carlton	50.0	47.5	44.8	38.0
CMS*	45.8	45.7	42.9	50.0
HMLS	38.5	28.0	54.4	51.8
Salts	47.4	40.1	47.5	53.5
WHES	54.2	53.5	39.0	26.4
<b>District 3-8</b>	<b>47.7</b>	<b>45.6</b>	<b>43.8</b>	<b>44.8</b>
SHS	48.7	45.6	50.0	44.1

SGPs above 60 are considered high growth, between 40-59 is considered moderate growth and below 40 signals low growth.







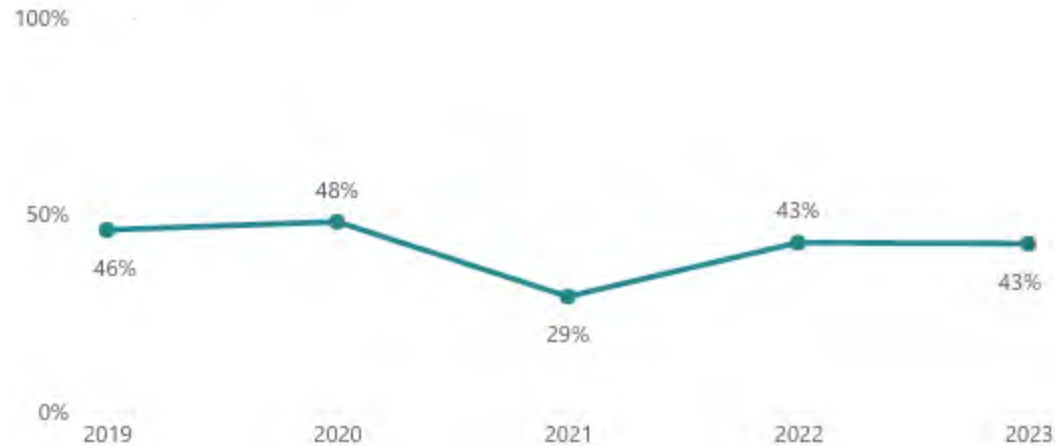
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# District-Level ACCESS Results



# ACCESS Progress

Percentage of Students Making Progress on ACCESS by Year



# ACCESS Progress

School	ACCESS 2022 % Making Progress	ACCESS 2023 % Making Progress	Increase/dec rease in % points
Bates	33%	56%	23%
BAIS	69%	65%	-4%
Carlton	50%	57%	7%
CMS	17%	18%	1%
HMLS	56%	60%	4%
SHS	21%	18%	-3%
Salts	63%	44%	-19%
WHES	56%	54%	-2%

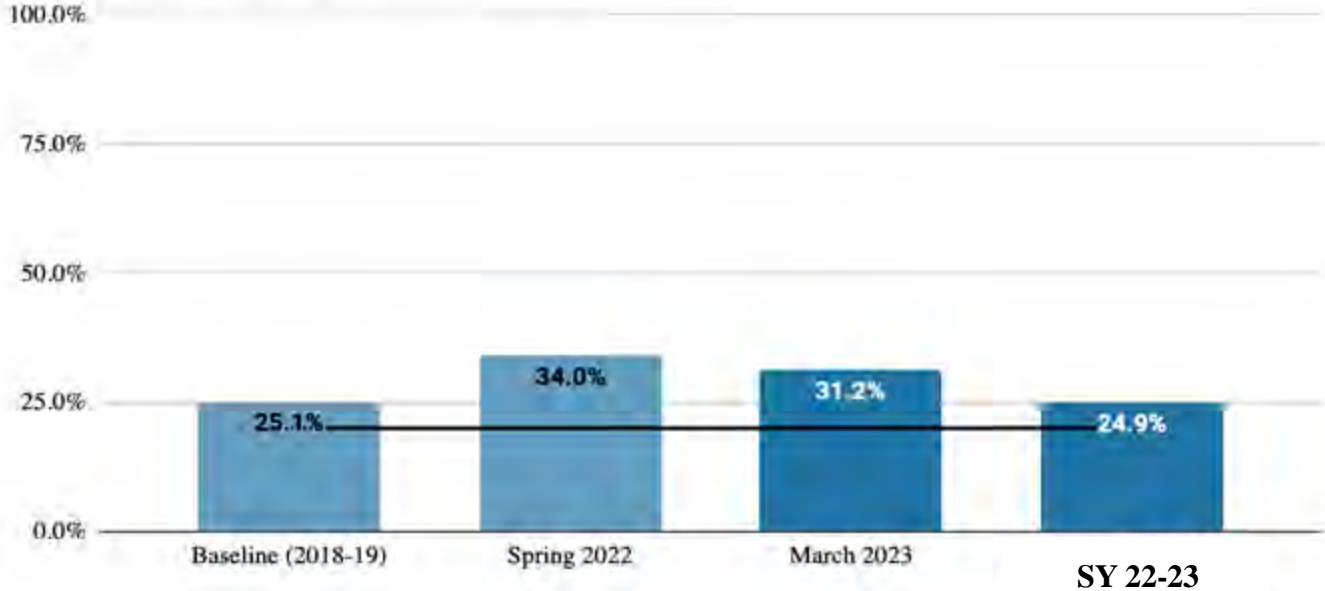




# Performance and Attendance

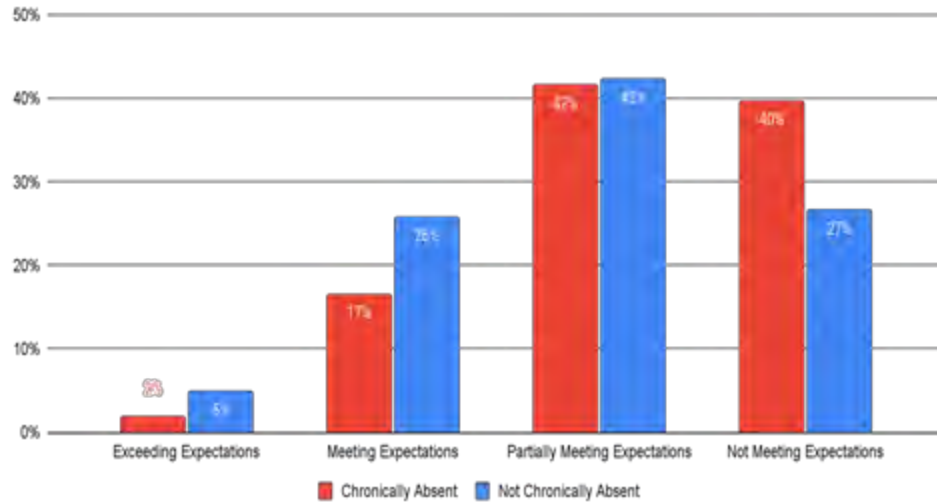
# Chronic Absenteeism

Chronically Absent (10% or more)

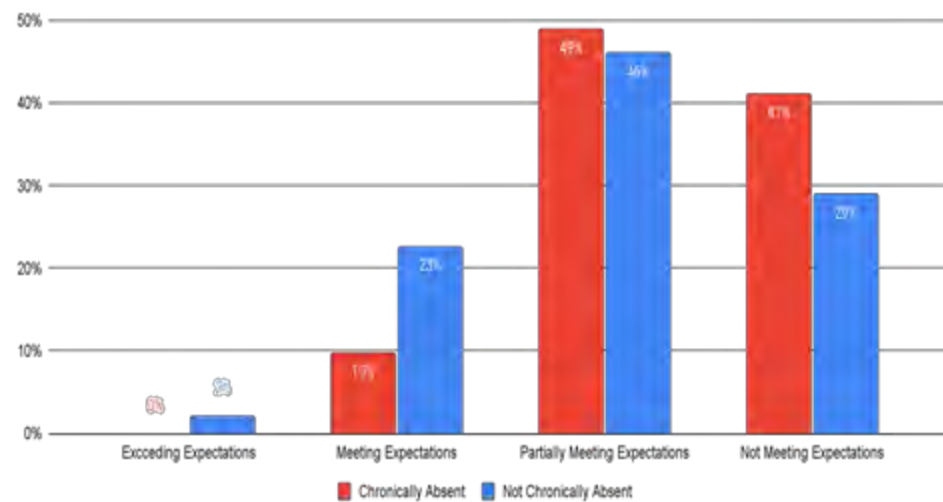


# Chronic Absenteeism and the 2023 MCAS Results

MCAS ELA, Chronic Absenteeism % Comparison, 2023



MCAS Math, Chronic Absenteeism % Comparison, 2023





# SY23-24 Key Actions

## *Four Key Drivers*

- Establish a playbook to roll out clear routines and procedures that create a positive platform for learning
- Strengthen quantity and quality of feedback and observation
- Use targeted high-leverage and evidenced-based instructional practices (SEI strategies)
- Consistently implement a process that results in Data Informed Instruction (DII)





# Culture: Strong Start Playbooks & Supports for Early Career Professionals



## Priority Two: Empower Educators

*Make the Salem Public Schools an inclusive district where student-centered, innovative, and highly-effective educators want to work, grow, and stay.*



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**90 Day Coaching Blueprint**



# Focus on Diverse Learners

Priority One: Elevate Learning

*Build and maintain a district-wide culture of universally high academic expectations for every learner.*



## Sheltered English Immersion Review Findings

<b>Visuals and Audio</b>	Teachers use visuals and audio appropriately to clarify the content being taught.
<b>Pre-Taught Vocabulary</b>	Teachers are pre-teaching vocabulary with a consistent structure, keeping in mind Tier II words, using vocabulary in context, and cognates. Examples: vocab. anchors, notebook graphic organizers, posters, word banks or Frayer Model
<b>Meaningful Interactions</b>	Students engage in sustained academic discussions, partner and group work, towards a task that is relevant to students' lives and backgrounds
<b>Background Building</b>	Connect new learning to students' background knowledge and lived experiences.
<b>Modified Teacher Talk</b>	Teachers give clear, chunked, and concise explanations of content, and directions. Teacher directions are oral, written and visual.
<b>Use of Native Language and Cultures</b>	Use of students' native language, translanguaging, acknowledgement and inclusion of information from students' backgrounds including languages and home countries.
<b>Chunked/Adapted Text</b>	Text and directions are chunked and broken down into bite-size comprehensible steps for students. Students are given an adapted note-taking sheet.



# Focus on Diverse Learners

## Priority One: Elevate Learning

*Build and maintain a district-wide culture of universally high academic expectations for every learner.*



## Enhancing Inclusion

- Initiate and outline a shared understanding of inclusion and the inclusion teacher.
- Instill a culture of the least restrictive setting for ALL students
- Incorporate professional development, coaching cycles, and practices that support inclusion special education teachers.
- Strengthen classroom-based practices of general and special education teachers.
- Build more robust practices around planning for special education teachers.



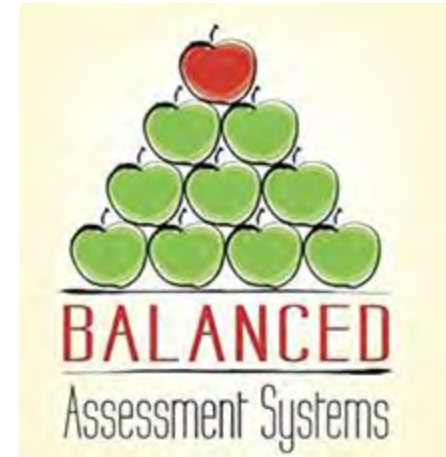
# District Common Assessment System

Priority One: Elevate Learning

*Build and maintain a district-wide culture of universally high academic expectations for every learner.*



- **Gr. 1-10**
- **ELA & Math**
- **3 looking at student work sessions per unit**
  - 2 school-selected formatives
  - 1 end-of-unit common assessment
- **Significant training and modeling for leadership and coaches on how to prepare for and facilitate these meetings**



# Feedback, Feedback and More Feedback

Priority Two: Empower Educators

*Make the Salem Public Schools an inclusive district where student-centered, innovative, and highly-effective educators want to work, grow, and stay.*



## What is required by the STU contract

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#### Guidance for Educator Evaluation

The purpose of this document is to provide a unified overview of the educator evaluation process for educators and administrators.

**Superintendent and Evaluation in Salem Public Schools**  
*Self-Coaching, Training & Feedback*

**Educator Evaluation At A Glance**

- Preparing for Evaluation (August)**
  - Review the teacher contract and all relevant evaluation information.
  - Review Teacher-Pupil agreement.
  - Complete all or part of exit/entry check for current year.
  - Develop individual goals/objectives.
  - Schedule support meeting with administrator to review feedback and actions.
  - Schedule one-on-one meeting.
- Reviewing Teacher Plans (September)**
  - Schedule meeting with all educators.
  - Review plan feedback, interim PDP updates, artifacts, and evidence opportunities.
  - Develop goals/objectives and other relevant observations for inclusion on the Ed Ed Plan.
  - Meet Educator Plans.
- Conducting Observations and Providing Feedback (October - February)**
  - Observe educators.
  - Share and discuss relevant evidence to provide timely feedback.
  - Provide written feedback within 10 days of observation.
  - Conducting step-by-step process.
- Conferencing Evidence and Writing the Performance with Incentive (PWI) Plan (February - March)**
  - Review evidence plans, artifacts and observations for providing evidence.
  - Provide evidence (with feedback) and clarify your conditions.
  - Complete evidence as successful and show skill outcomes.
  - Meet with students.



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## 90 Day Coaching Blueprint





# Supporting Social Emotional Learning & Mental Health



## *Increase academic and social emotional learning opportunities by reducing out-of-classroom time*

- Expand Cartwheel partnership to serve 250 students with rapid access to telehealth
- Increase restorative practices; decrease exclusionary measures
- Wellness Committee - re-energized focus on comprehensive wellness with appointed specialized advisory groups
- Continue universal mental health screening in grades 6 and 9
- Prioritize school-based attention to routines and expectations for adults and students to foster safety and belonging



# Addressing Chronic Absenteeism

Priority Three: Center Belonging

*Build joyful, welcoming, and supportive school communities.*



**Goal: Reduce chronic absenteeism to 18%**

- Attendance Matters Campaign and Coalition
- Phone banking
- Clear **guidelines** and consistent **support** to school attendance teams
- Family outreach (parent cafes)/home visits
- Partner with the family resource center



## Additional Supports Provided to Schools with Greatest Needs

- Guide development of opening day playbooks focusing on building strong cultures and a platform for learning
- Strengthen plan for structured district and school-based, data-informed instruction/looking at student work meetings
- Continue to develop principal and assistant principal knowledge and understanding of high-quality curriculum materials
- Ensure that intensive coaching for early career professionals is accessible
- Coach school leaders on providing meaningful and supportive observation and feedback process
- Adjustments to leadership teams at schools prior to the start of the school year
- Frequent supt./deputy supt. visits (weekly) to schools to walkthrough classrooms, review performance outcomes and observe data meetings.





# Questions

