



Plymouth Public Schools Accountability Report - 2018-2019 through 2020-2021

Executive Summary 2019-2020

The 2018-2019 school year saw a number of successes. Student, staff and community safety continues to be a priority and the district took multiple steps to layer on additional measures. Safety reviews were conducted at each building by our School Resource Officer, a full week of police training was held at Eli Terry Middle School, and a prioritized list of additional needs for each building were identified. We continued our efforts to support and develop the emotional skills of our students and staff as well. Our teachers and building leaders developed “charters” that identified how they wanted to feel while at work. Furthermore, they learned how to identify their feelings and learned ways to regulate their feelings. The teaching staff also worked to increase their instructional capacity by participating in “Instructional Rounds” at each building as well as a number of school based training in areas such as Reader’s Workshop, Math Workshop, NGSS, and others. We were also very successful this year with using a student database that helped our principals and teachers “drill” down into student data to identify specific needs for each student. We will continue to develop our expertise with this new program in the coming years. Overall we saw some progress as a district in terms of student attendance with 92% of our students K-12 being present on a consistent basis. It is our hopes to increase that percentage to 95%. A number of new practices and procedures were emphasized at ETJMS over the past 2-3 years and we saw significant gain

for both math and ELA in the most recent (2019) SBAC scores. We were excited to see that our high school students are taking advantage of our Advanced Placement classes with close to 50% of the class of 2019 taking at least one AP class before they graduated, which is more than double than that of the class of 2018. Furthermore, our physical fitness scores continue to increase as well at all levels.

As we move forward we are excited about the future. We will continue to review safety procedures and protocols at all schools and will place additional focus on our crisis communication plan and reunification plan during the coming school year. We will continue to practice “tabletop” exercises to stress our systems and find additional improvements and we will “harden” our facilities with defensive bollards at each school and a double entry system for the high school. Our work on social emotional learning will now directly connect with our students as we ask them to consider how they and their peers want to feel at school and to be able to identify how they are feeling at a given point in time. We will identify a K-12 instructional framework at the outset of this school year and use it to improve practice with all teachers. We will also develop a Portrait of the Graduate, a process that will include members from throughout the community and result in a high level set of expectations that we have for the skills and knowledge that we want all students to possess when they graduate THS. Our successful workshop model will move to grade 8 for 2019-2020. We will also add two new courses to the high school: AP Computer Science and Fire Science. Our curriculum review cycle will allow us to focus on critical curriculum needs and our online curriculum platform will improve communication between educators.

Student Enrollment:

October 1, 2017			October 1, 2018			October 1, 2019		
Race/Ethnicity	Number	Percent	Race/Ethnicity	Number	Percent	Race/Ethnicity	Number	Percent
American Indian or Alaska Native	3	0.2	American Indian or Alaska Native	1	0.1	American Indian or Alaska Native	1	0.1

Asian	23	1.6	Asian	23	1.6	Asian	23	1.7
Black or African American	14	1	Black or African American	12	.8	Black or African American	13	1
White	1247	85.1	White	1195	83.6	White	1112	81.3
Hispanic/Latino	141	9.6	Hispanic/Latino	152	10.6	Hispanic/Latino	163	11.9
Native Hawaiian or Other Pacific Islander	0	0	Native Hawaiian or Other Pacific Islander	0	0	Native Hawaiian or Other Pacific Islander	0	0
Two or more Races	37	2.5	Two or more Races	46	3.2	Two or more Races	55	4
Total	1465	100%	Total	1429	100%	Total	1367	100%

	Oct 1, 2017	Oct 1, 2018	Oct 1, 2019
% of Students Eligible for Free/Reduced Price Meals	32%	43.5%	43%
% of K-12 Students with Disabilities Requiring Special Services	16.2%	17.6%	18.1%
% of Kindergarten students who attended Preschool	80.6%	89%	92.7%
Number of Students Enrolled in Magnet Schools	126	122	101
Number of Out-Placed Special Needs Students	17	23	10

Primary Goals 2019-2020

Goal #1 - School Safety (BOE Goals 3,4,6)

Increase the safety of students, staff and community members physically, emotionally and electronically by layering additional best practices into our current system. We will continue with a number of initiatives that have improved safety including: district safety meetings; internal and external cameras; availability of schools for police training; and building safety reviews.

Goal #2 - Social Emotional Learning (BOE Goals 2, 3, 5, 6, 7)

In 2018-2019 we focused on staff awareness and fluency around social emotional learning constructs and techniques. In 2019-2020 we will continue to develop staff knowledge and skill in this area, but will now turn our attention to students as well. The ultimate goal is to graduate students having mastered skills in emotional intelligence.

Goal #3 - Developing Instructional Expertise (BOE Goals 1, 2, 3, 6, 7)

Instructional capacity is a critical element of the teaching and learning process. Certified staff shall constantly strive to improve on their instructional practices through individual and group strategies. Research consistently shows that the quality of the teacher has the greatest impact on student learning, therefore, as we increase instructional capacity our students will benefit most.

Goal #4 - Updating and Enhancing Curriculum (BOE Goals 1, 2, 3, 4, 5, 6, 7)

Curriculum is the “what” we teach our students. Curriculum needs constant updating given changes in the “real-world”, revised standards from the State Department of Education, and making sure that our curriculum makes sense and is aligned. Given the small number of staff available to work on curriculum we must prioritize our work each year.

Smarter Balanced Assessments (SBA) (ADD GROWTH)

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>

	Grade 3 SBA	FES (N=56) PCS (N=33)				
D1.E	Mathematics Exceeding Standard	25% FES = 17% PCS = 26%	Avg. 22% FES = 8% PCS = 37%	Avg. 16% FES = 9% PCS = 30%		
D1.E	Mathematics Meeting Standard or above	60% FES = 53% PCS = 70%	Avg. 61% FES = 50% PCS = 74%	Avg. 56% FES = 44% PCS = 80%		
D1.E	ELA Exceeding Standard	35% FES = 31% PCS = 32%	27% FES = 24% PCS = 30%	25% FES = 20% PCS = 33%		
D1.E	ELA Meeting Standard or above	70% FES = 55% PCS = 70%	57% FES = 48% PCS = 67%	53% FES = 43% PCS = 73%		
	Grade 4 SBA	FES (N = 54) PCS (N= 44)				
D1.E	Mathematics Exceeding Standard	25% FES = 22% PCS = 25%	29% FES = 24% PCS = 35%	16% FES = 10% PCS = 24%		
D1.E	Mathematics Meeting Standard or above	60% FES = 56% PCS = 74%	70% FES = 62% PCS = 80%	46% FES = 35% PCS = 59%		
D1.E	ELA Exceeding Standard	35% FES = 22% PCS = 40%	38% FES = 26% PCS = 55%	27% FES = 20% PCS = 35%		
D1.E	ELA Meeting Standard	70%	64%	50%		

	or above	FES = 58% PCS = 73%	FES = 59% PCS = 71%	FES = 32% PCS = 70%		
D1.E	Grade 5 SBA	FES (N=71) PCS (N= 50)				
D1.E	Mathematics Exceeding Standard	31% FES = 26% PCS = 25%	30% FES = 25% PCS = 35%	25% FES = 15% PCS = 39%		
D1.E	Mathematics Meeting Standard or above	60% FES = 63% PCS = 70%	63% FES = 62% PCS = 64%	55% FES = 45% PCS = 69%		
D1.E	ELA Exceeding Standard	42% FES = 29% PCS = 40%	40% FES = 31% PCS = 49%	35% FES = 29% PCS = 43%		
D1.E	ELA Meeting Standard or above	70% FES = 57% PCS = 80%	73% FES = 66% PCS = 82%	75% FES = 69% PCS = 82%		

Next Generation Science Standards (Eventually we will get data)

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D1.E	Teachers implementing NGSS curriculum will receive continued PD	All teachers implementing NGSS will have the opportunity to		N/A		

		engage in NGSS PD				
D1. E	Feedback from teaching staff related to implementation needs will be assessed through a survey	All teachers will have an opportunity to provide feedback to the Dir. of C&I on NGSS implementation needs		N/A		

Healthy Life Choices

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D2. E	Percent of students passing all 4 components of the state fitness test (grade 4)	60% FES: 65% PCS: 50%	FES: 61% PCS: 30%	FES: 54% PCS: 65%		

Self-Regulation Skills

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D7. E	Percent of students missing more than 10 percent of the total number of days enrolled in the school year (for any reason)	K-5: 5% FES: 5% PCS: 5%	K-5: 8.1% FES: 10% PCS: 6%	K-5: 7.2% FES: 6.3% PCS: 8.3%	K-5: FES: PCS:	

Middle School Indicators

SBA

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
	Grade 6 SBA	N = 106				
D1. M	Mathematics Exceeding Standard	18% ETJMS:	17%	28%		
D1. M	Mathematics Meeting Standard or above	ETJMS: 46%	38%	53%		
D1. M	ELA Exceeding Standard	ETJMS: 13%	11%	30%		
D1. M	ELA Meeting Standard or above	ETJMS: 68%	37%	70%		
D1. M	Grade 7 SBA	N = 137				
D1. M	Mathematics Exceeding Standard	ETJMS: 19%	20%	29%		
D1. M	Mathematics Meeting Standard or above	ETJMS: 40%	56%	56%		
D1. M	ELA Exceeding Standard	ETJMS: 16%	16%	20%		
D1.	ELA Meeting Standard	ETJMS: 52%	46%	56%		

M	or above					
D1. M	Grade 8 SBA	N = 112				
D1. M	Mathematics Exceeding Standard	ETJMS: 20%	13%	27%		
D1. M	Mathematics Meeting Standard or above	ETJMS: 38%	38%	54%		
D1. M	ELA Exceeding Standard	ETJMS: 15%	6%	17%		
D1. M	ELA Meeting Standard or above	ETJMS: 67%	39%	61%		

Next Generation Science Standards

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D1. M	Teachers implementing NGSS curriculum will receive continued PD	All teachers implementing NGSS will have the opportunity to engage in NGSS PD		N/A		
D1. M	Feedback from teaching staff related to implementation needs will be assessed through	All teachers will have an opportunity to provide feedback		N/A		

	a survey	to the Dir. of C&I on NGSS implementation needs				
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Healthy Life Choices

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D2.M	Percent of students passing all 4 components of the state fitness test (grade 6)	ETJMS: 70%	55.2%	ETJMS: 67.7% Girls: 71.2% Boys: 63.8%		
D2.M	Percent of students passing all 4 components of the state fitness test (grade 8)	ETJMS: 60%	65.7%	ETJMS: 72.4% Girls: 78.8% Boys: 67.2%		

Social Responsibility

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D4.H	Percent of students participating in KIM in the middle school	15%	17%	8.5%		

Balancing Diverse Beliefs/Reaching Solutions

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D6. M	% of students scoring 80% or higher on EOY Second Step Assess. Grade 7	80%	86.5%	N/A		
D6. M	Percent of students who do <u>not</u> receive any suspensions (6-8)	95%	86.4%	87%		

Self-Regulation Skills

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018</u> <u>Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D7. M	Percent of students enrolled in accelerated math courses	Grade 7: Grade 8: All: 35%	Grade 7: 42.3% Grade 8: 33.3% All: 23.6%	Grade 7: 43.1% Grade 8: 39.7%	Grade 7: Grade 8:	Grade 7: Grade 8:
D7. M	Percent of 8th grade students passing Algebra 1 state exam with at least a 70% (no curve)	80%	Grade 8: 77.1% Grade 9: 50.9%	Grade 8: 55% Grade 9: 60.3%	Grade 8: Grade 9:	Grade 8: Grade 9:
D7. M	Percent of students missing more than 10 percent of the total number of days enrolled	5%	4.8%	5.9%		

	in the school year (for any reason)					
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High School Indicators

Grade 11 SAT

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D1.H	% of students earning "exceeded" (650+) on Math section of SAT	>5%	5%	1.1%		
D1.H	% of students earning "met" (530+) on Math section of SAT	48%	37%	38%		
D1.H	% of students earning "exceeded" (630+) on Reading section of SAT	6%	5.9%	13.3%		
D1.H	% of students earning "met" (480+) on Reading section of SAT	65%	62%	61%		

Next Generation Science Standards

<u>Go</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
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<u>al</u>			<u>Baseline Data</u>			
D1. H	Teachers implementing NGSS curriculum will receive continued PD	All teachers implementing NGSS will have the opportunity to engage in NGSS PD		N/A		
D1. H	Feedback from teaching staff related to implementation needs will be assessed through a survey	All teachers will have an opportunity to provide feedback to the Dir. of C&I on NGSS implementation needs		N/A		

Healthy Life Choices

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D2. H	Percent of students passing all 4 components of the state fitness test (grade 10)	75%	69.7% 65% Girls 74% Boys	70.9% 70.1% Girls 74.3% Boys		

Social Responsibility

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>

D4. H	Percent of students participating in LEO club in the high school	25%	34%	26.1%		
D4. H	Percent of students earning 80% or higher in Civics	75%	73%	43.9%		

Balancing Diverse Beliefs/Reaching Solutions

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D6. H	Percent of students who do <u>not</u> receive any suspensions (9-12)	90%	87%	89.1%		

Self-Regulation Skills

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D7. H	Percent of students promoted to grade 10	95%	95.4% (83/87 after summer)	84.6%		

	after one year		school)			
D7. H	4 year cohort graduation	95%	92.3%			
D7. H	6 year cohort graduation rate (high needs)	96%				
D7. H	Percent of students missing more than 10 percent of the total number of days enrolled in the school year (for any reason)	<13.5%	15.2%	11.4%		

College and Career Ready

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2017-2018 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D8. H	Percent of students taking an AP course by the time they graduate.	30%	20.5%	59/119 = 49.6%		
D8. H	Percent of students earning a passing (>3) score on at least one Advanced Placement Exam by the time they graduate.	This item is still under discussion				

