

***Ms. Mary A. Manning
Mr. James M. Fleming
Ms. Kristine Wilson***



***Ms. Ana Nuncio
Mr. Manny Cruz
Ms. Amanda Campbell***

Mayor Kimberley Driscoll, Chair

September 16, 2019

Committee of the Whole School Committee Meeting

Notice is hereby given that the Salem School Committee as a Whole (COW) will hold a meeting on Wednesday, September 18, 2019 at 6:00 p.m. The meeting will be held at the Collins Middle School, in the School Committee Chambers.

Agenda

6:00 p.m. – Review and discuss findings from resource analysis by Education Resource Strategies (ERS)

Respectfully submitted by:

Angelica Alayon, Secretary to the
Salem School Committee

“Know Your Rights Under the Open Meeting Law, M.G.L. c.30A § 18-25 and City Ordinance Sections 2-2028 through 2-2033.”



Salem Budget Strategy Bootcamp

School Committee discussion

March 29, 2019 – UPDATED April 2, 2019

About ERS

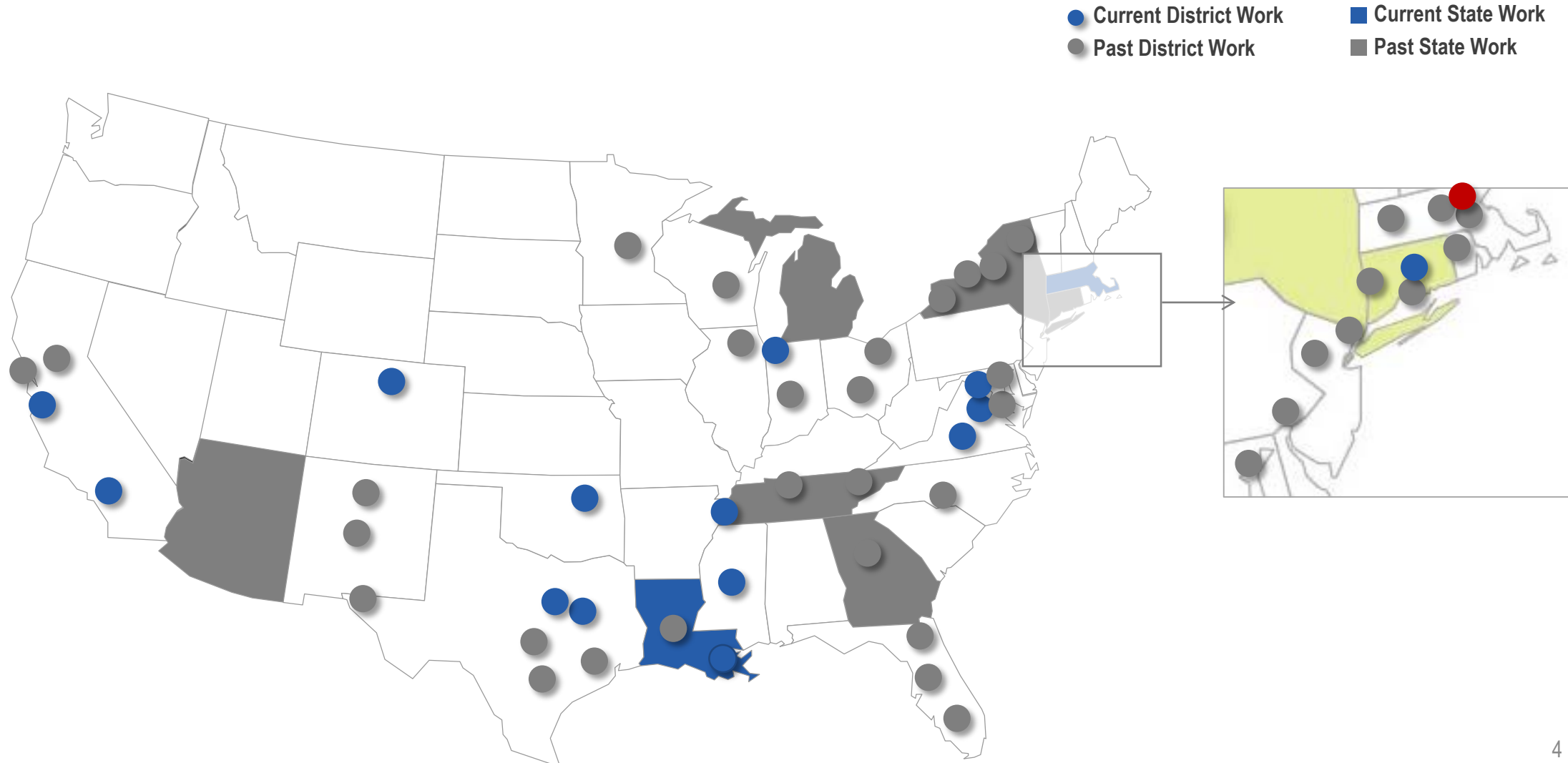
ERS is a **non-profit organization**
dedicated to **transforming** how
urban school systems organize **resources**
(people, time, and money)
so that **every school succeeds**
for every student.



We believe...

- **All students deserve a great education** tailored to their needs.
- One school-at-a-time reform is not enough; **we must redesign school systems** to create the conditions for all schools to succeed.
- **It's not *just* about how much you have, but how well you use it:** districts can restructure their resources to meet their strategic goals and schools' unique needs.

We partner with districts across the country to transform resource use so that every school succeeds for every student



What was the “Strategy Bootcamp?”

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

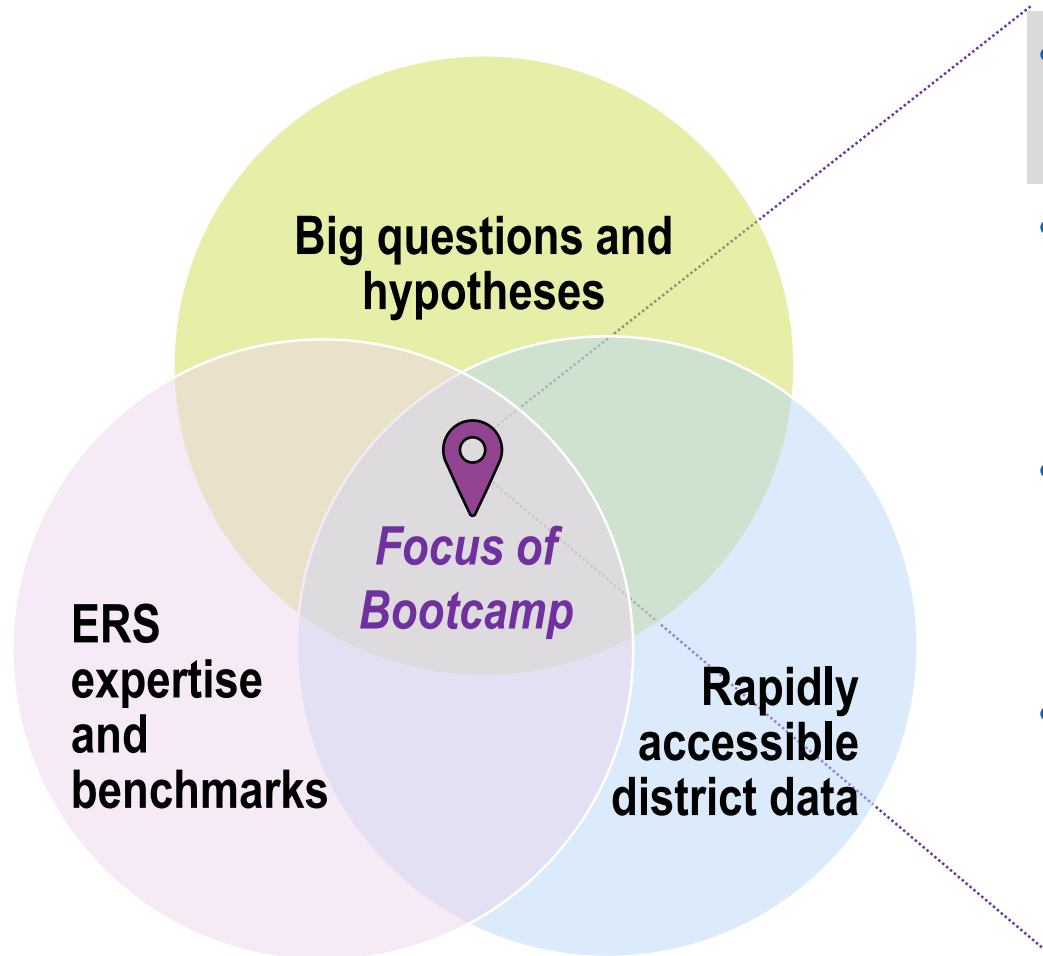
SPS challenge: Make this vision of excellence with equity a reality for all students, while recognizing and working within existing resource constraints

What it will take:

- Strengthening supports for teachers and students – including by fundamentally re-imagining legacy structures and practices for how we educate our students
- Aligning use of resources – people, time and money – to our highest-priority (and highest-potential) strategies
- Making targeted, judicious trade-offs to support these strategic investments

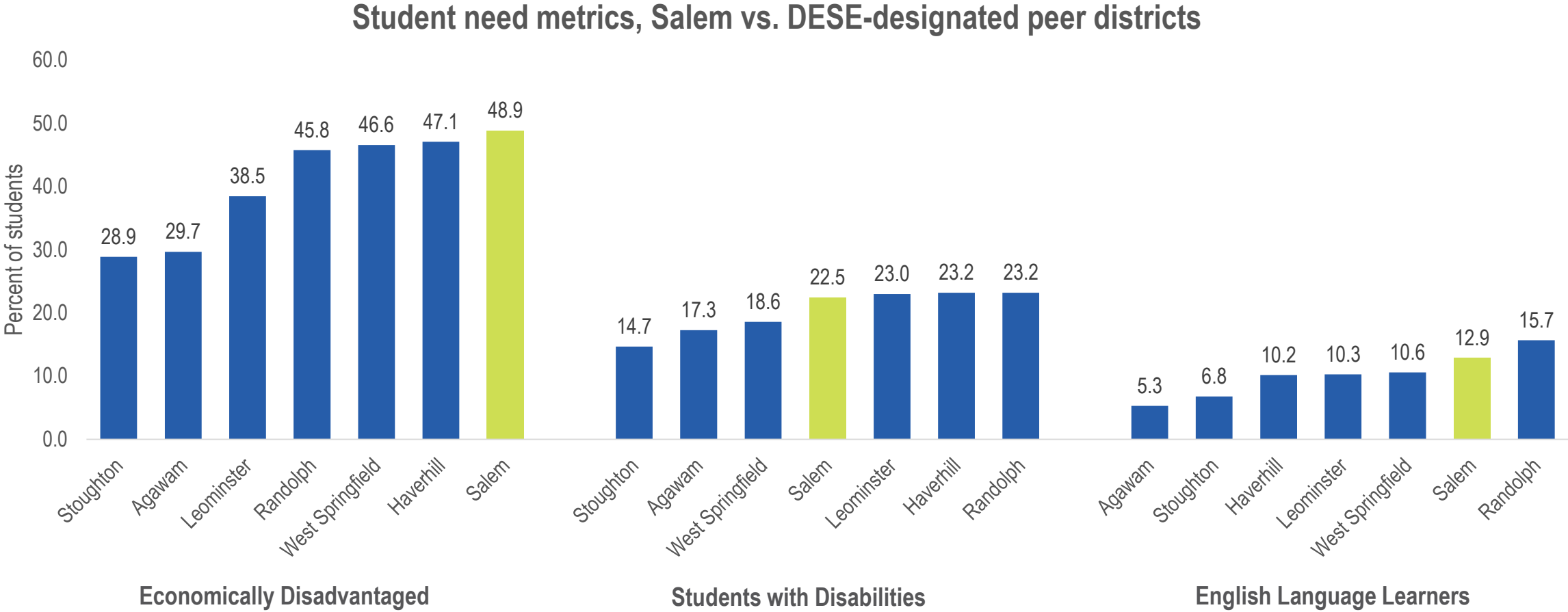
Over the course of an intensive, one-week partnership, we worked with SPS leaders to identify a subset of high-priority, high-potential resource shifts that can help SPS move closer to realizing its vision of fully preparing all students to thrive in a diverse and changing world

Our approach and areas of focus



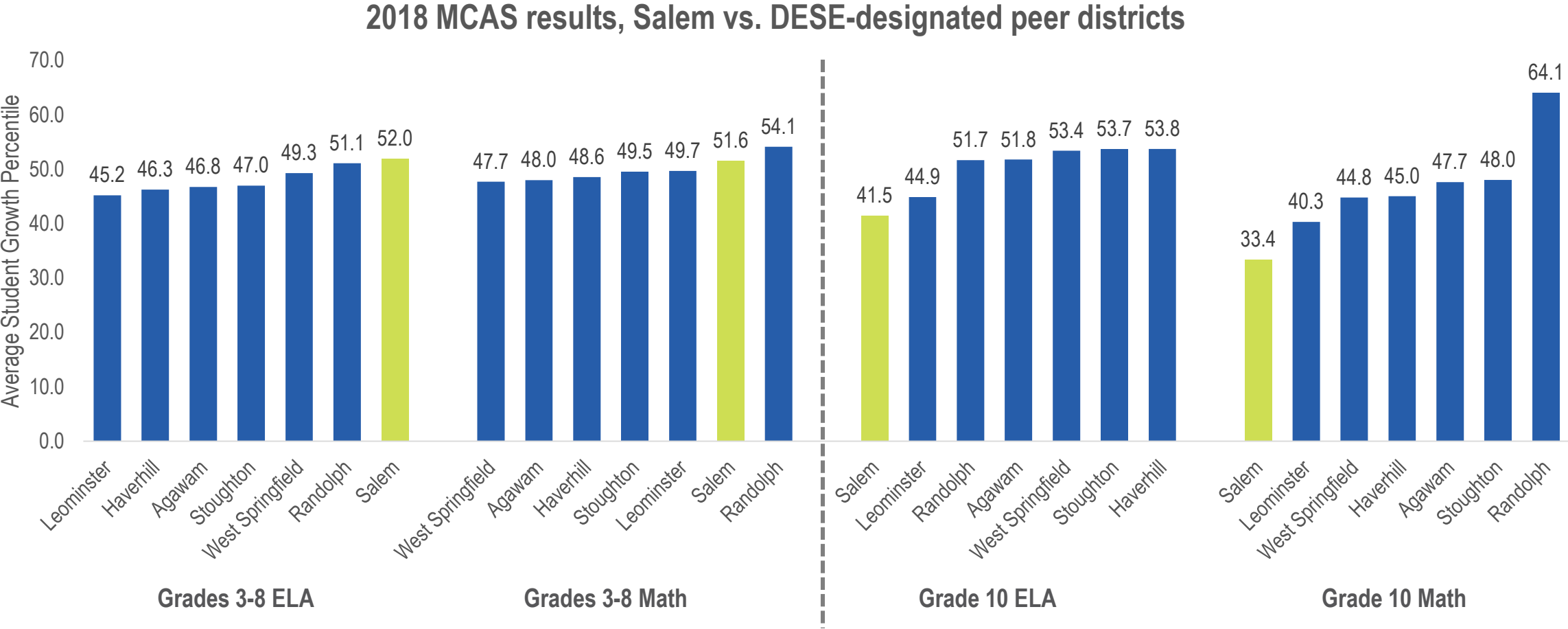
- **Level-set** on student demographics, achievement and district funding levels
- **Test conventional wisdom** on special education, transportation, central office spending and total student time
- **Identify opportunities to shift resources** – considering both *how much* SPS invests in different functions and *how well* SPS deploys these resources
- **Identify potential priority areas of focus** to ensure that all Salem students are locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world.

Level-setting: Who are our students?



Source: DESE RADAR report for Salem Public Schools.

Level-setting: Student achievement (MCAS)



Source: DESE RADAR report for Salem Public Schools. Grades 3-8 = NextGen MCAS. Grade 10 = Legacy MCAS

Level-setting: Student achievement (MCAS)

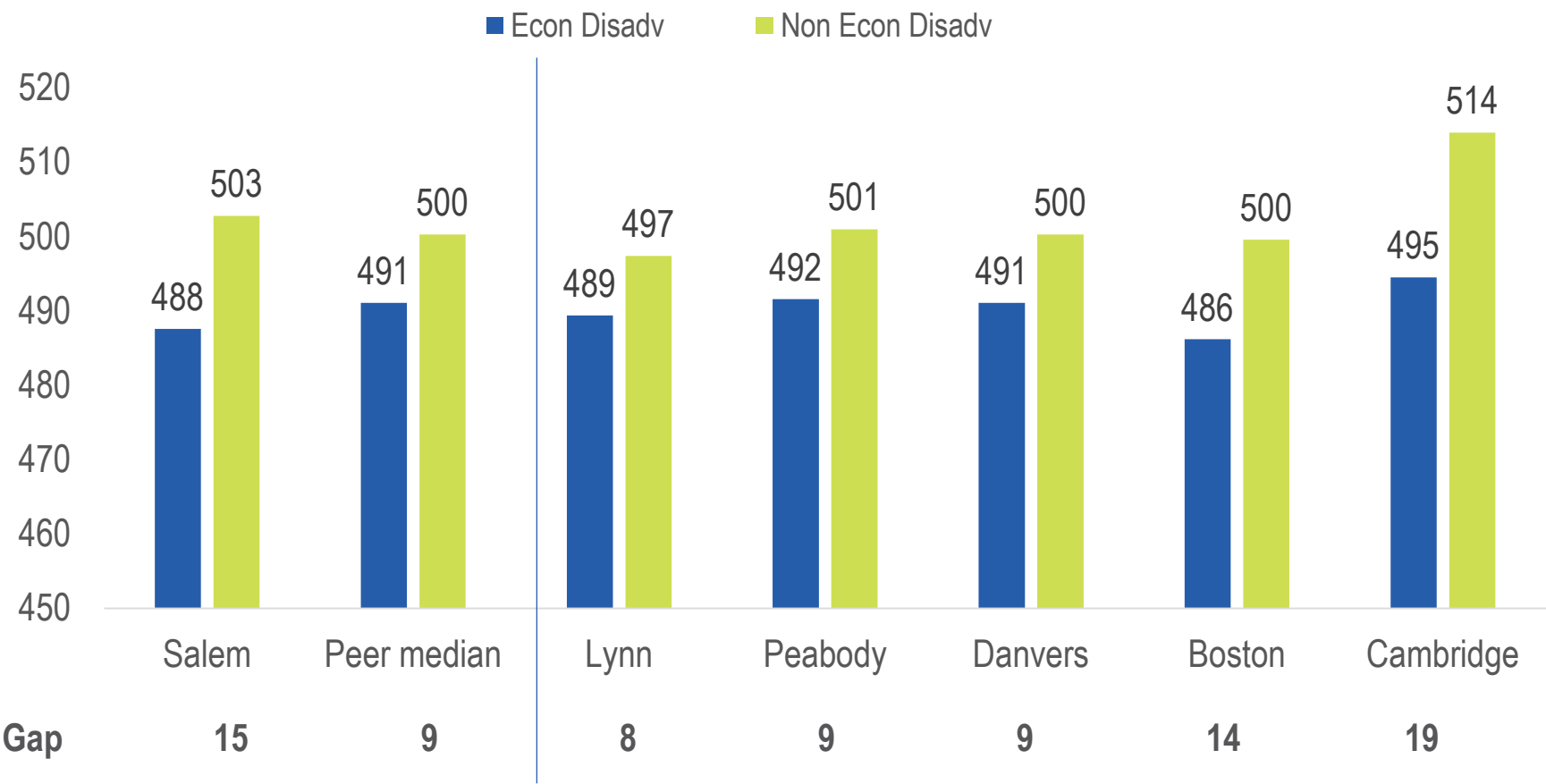
Average Grades 3-5 MCAS ELA Scaled Scores, 2017



Note: Size proportional to number of scores in district
Source: Mass DESE

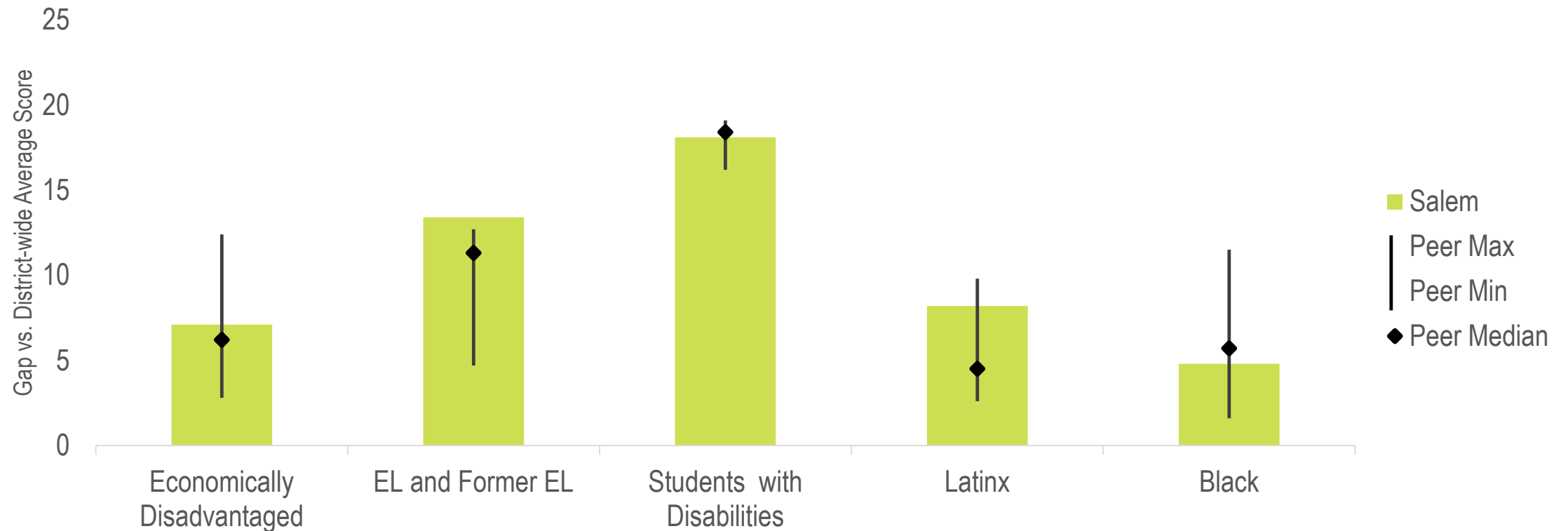
Economically disadvantaged students in Salem perform near the bottom of their peers in comparison districts

Average Grades 3-8 MCAS ELA scaled scores, 2018

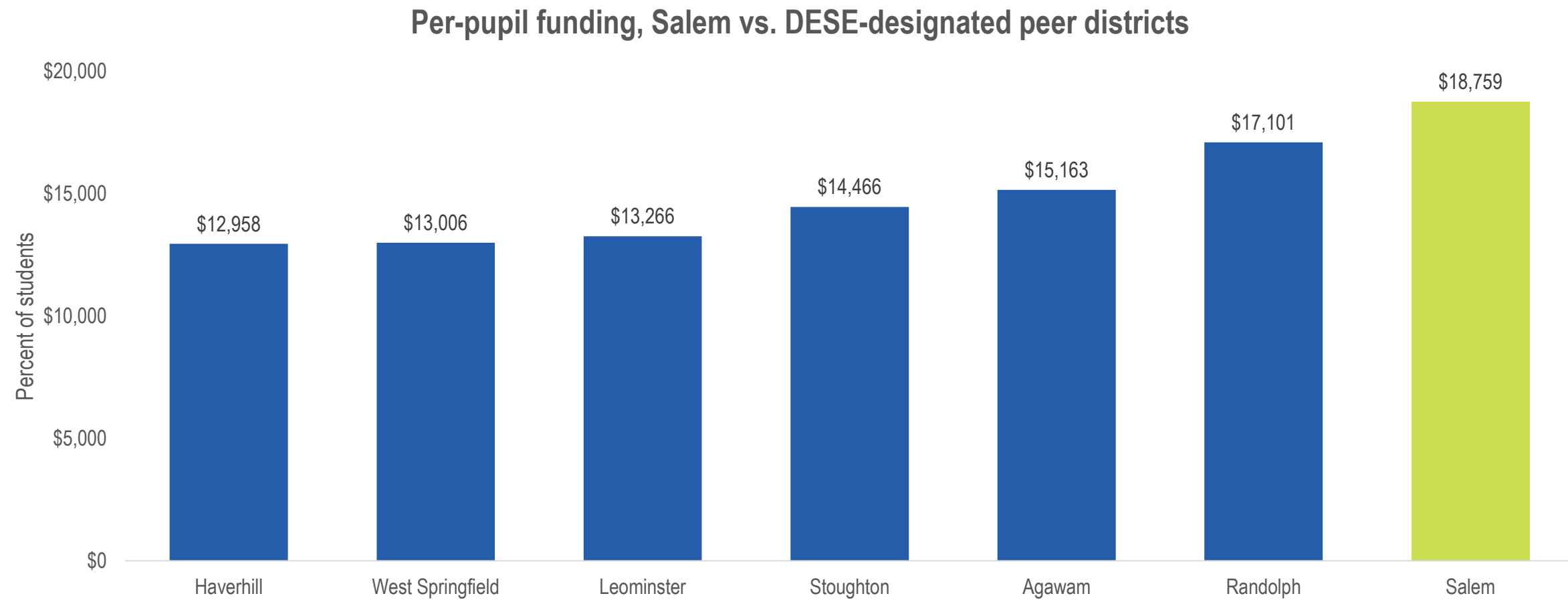


Achievement gaps are particularly high for ELLs and Latinx students in Salem relative to peer districts

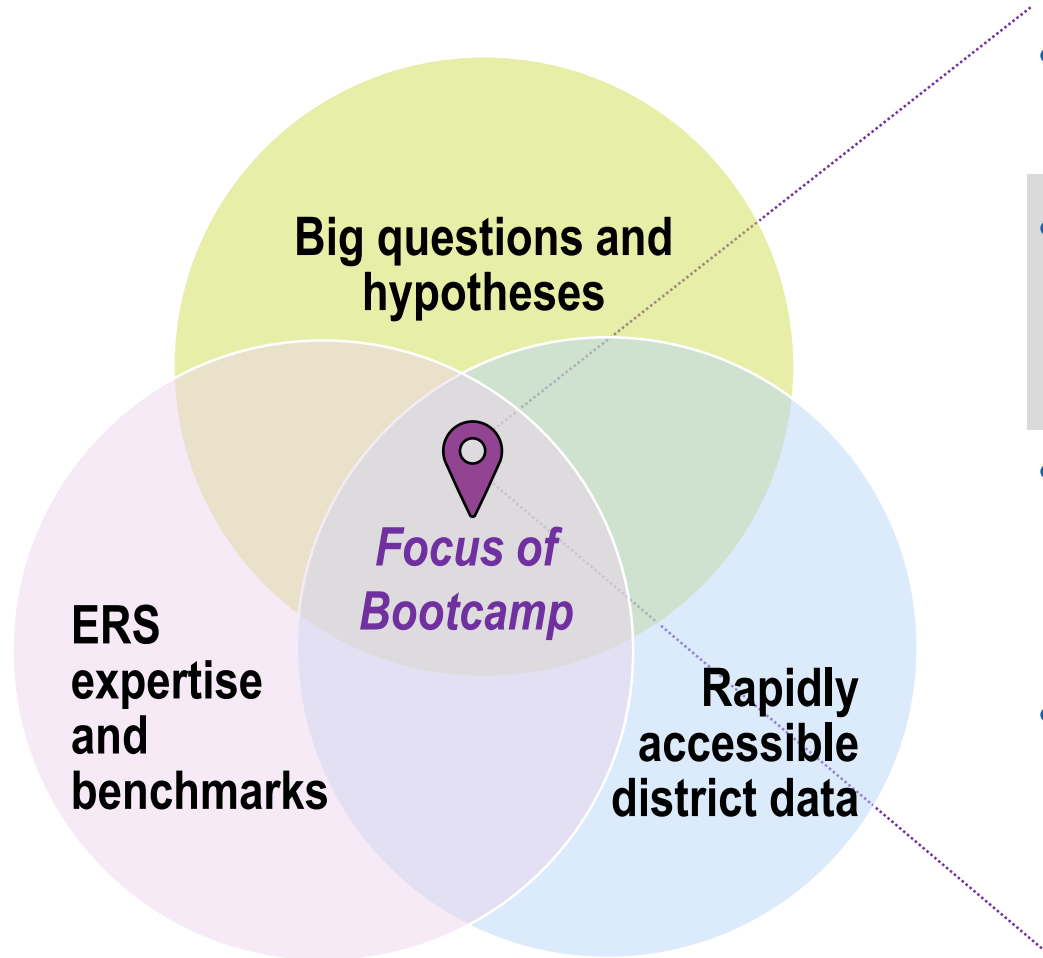
Gap vs. District Average MCAS ELA scaled scores, Grades 3-8, 2018



Level-setting: Per-pupil funding



Our approach and areas of focus

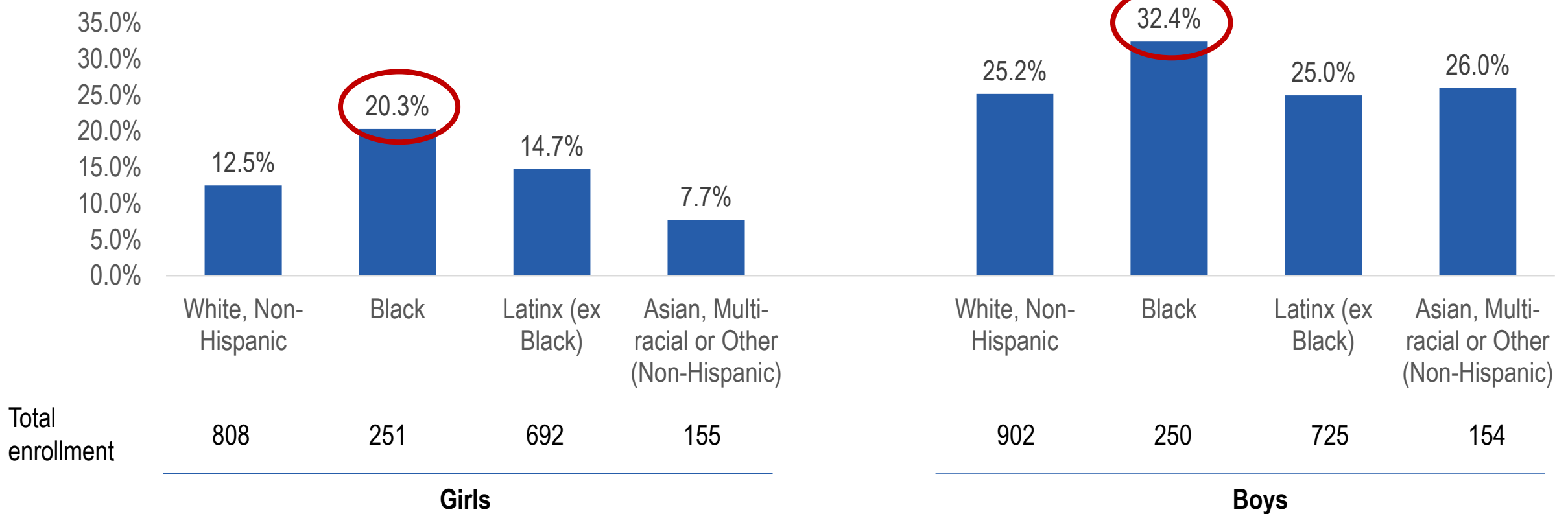


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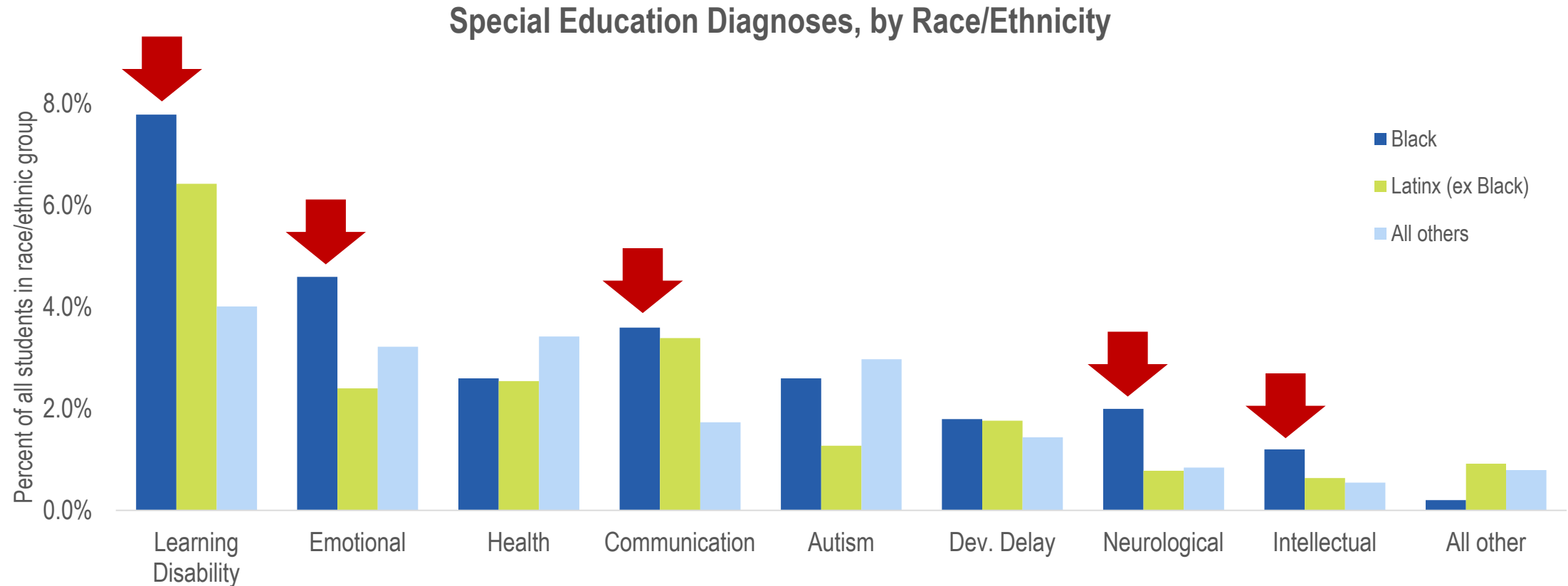
Belief: SPS identifies a disproportionate number of Latinx students as having disabilities

Finding: Disproportionality exists – but not for Latinx students

Special Education Identification Rate, by Gender and Race/Ethnicity



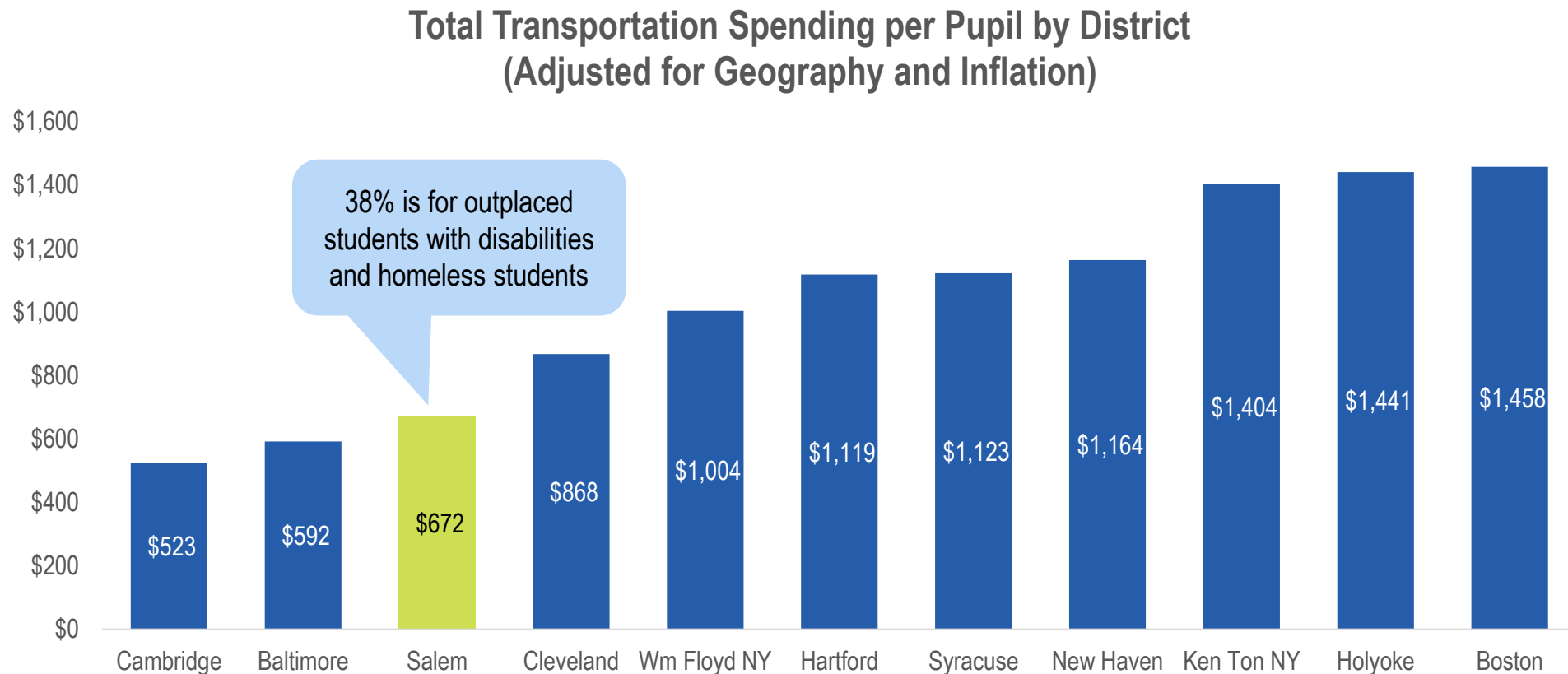
Black students are identified with certain disabilities at higher rates than their non-Black peers



If black students were identified with these disabilities at the same rate as their non-Black peers, there would be no gap between overall identification of Black and non-Black SPS students

Belief: SPS spends more on transportation than other urban districts

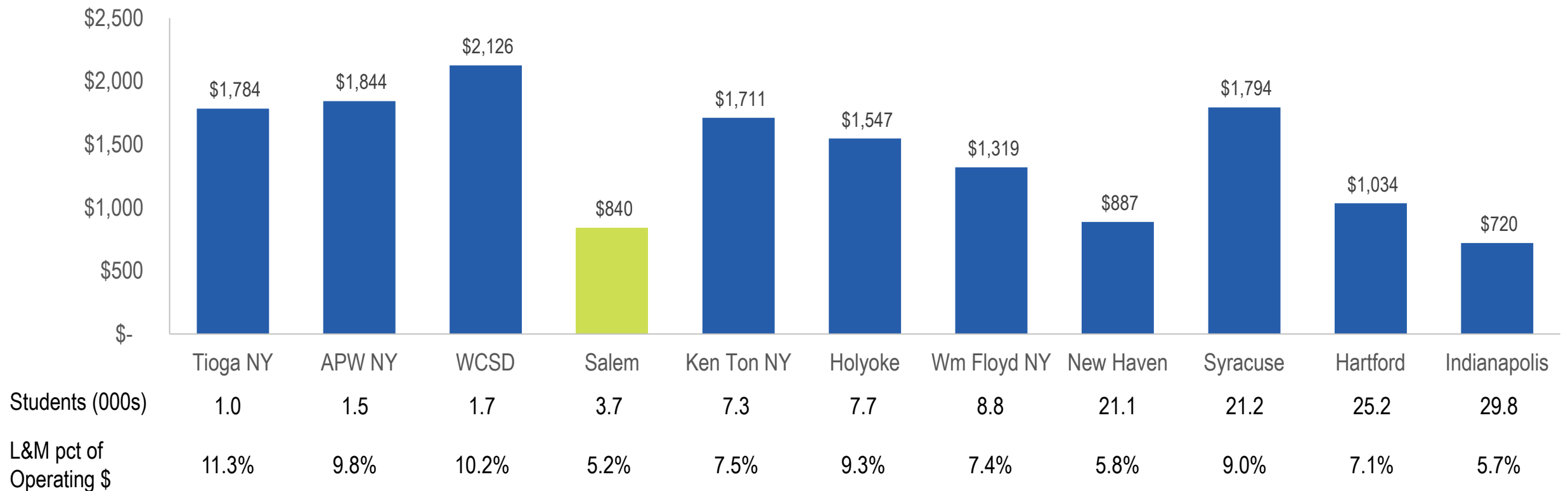
Finding: SPS transportation spending is at or below regional peer levels



Belief: SPS has a relatively large central office

Finding: SPS spends less on true central office functions than other districts of similar size

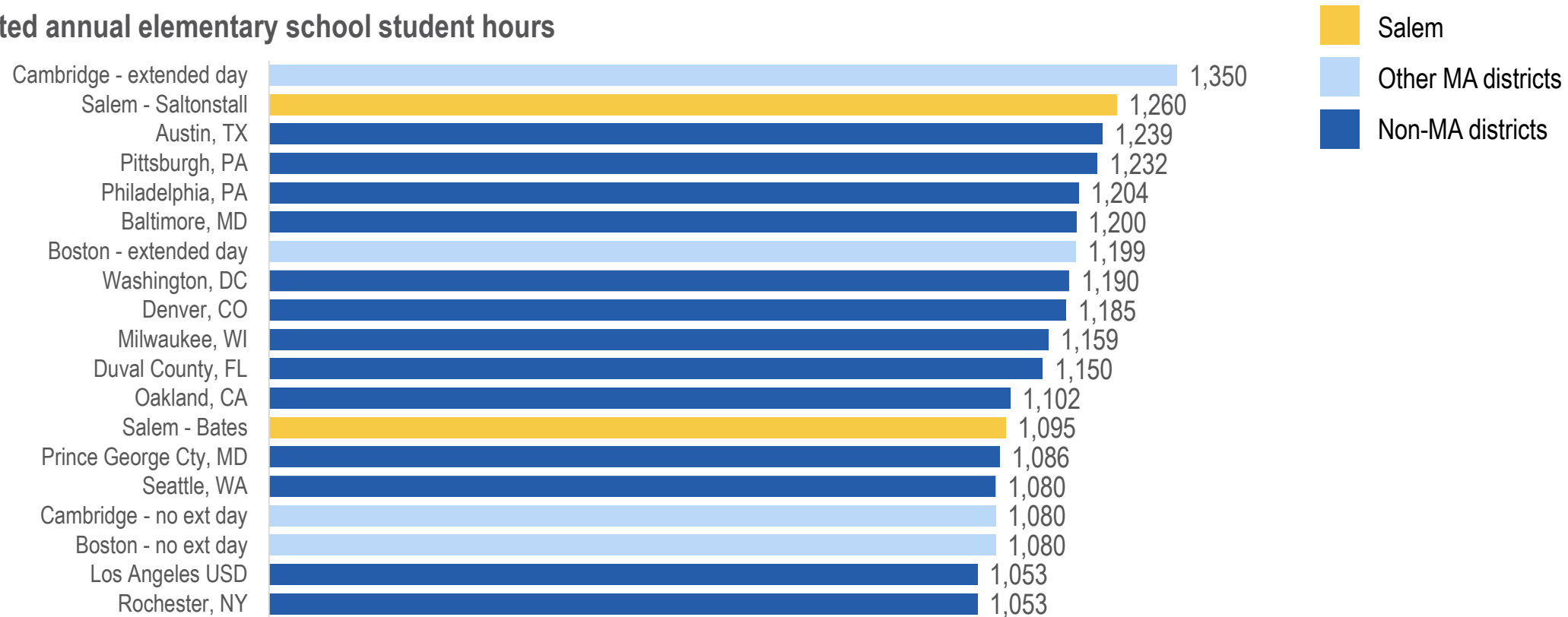
Spending per Pupil on Leadership & Management (Adjusted for Geography and Inflation)



Belief: SPS has a relatively short school day

Finding: SPS schools without an extended day have less in-school time than most other districts

Estimated annual elementary school student hours



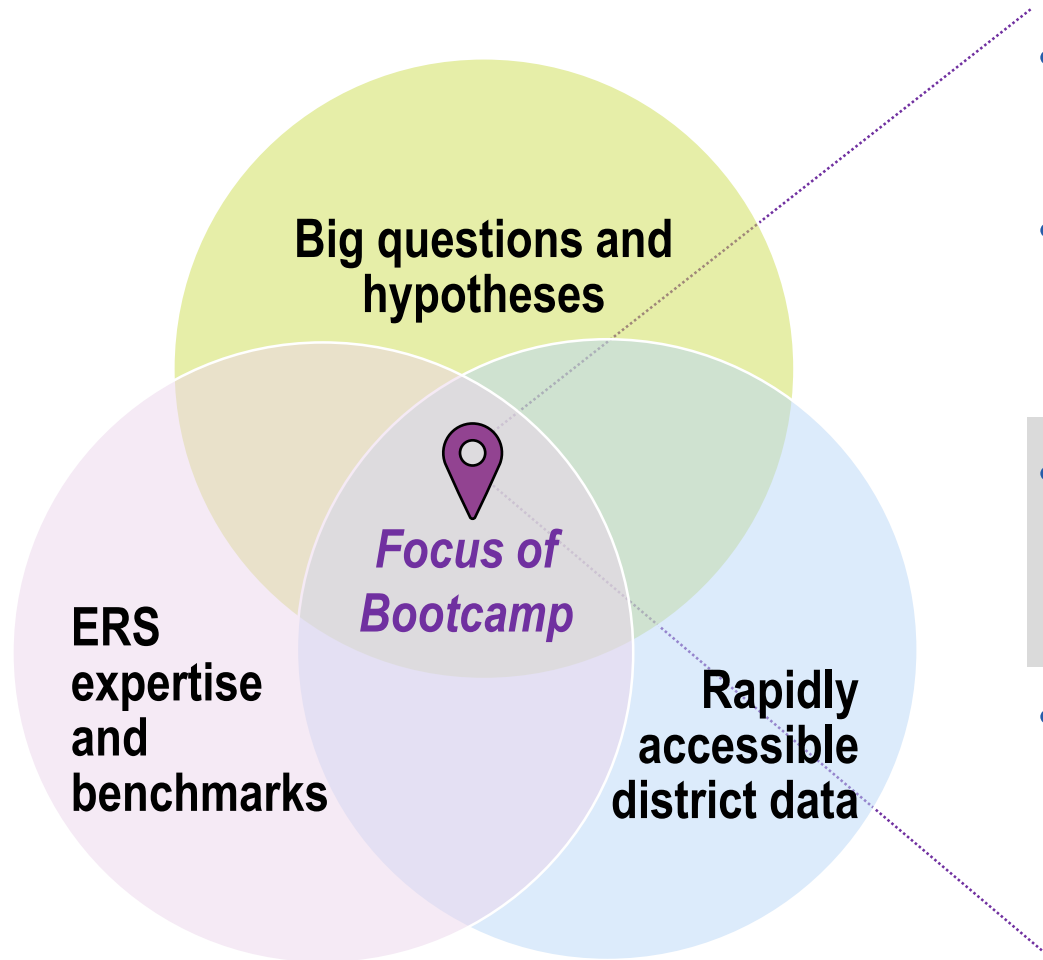
Note: Annual student hours represent the total length of the student day multiplied by the number of school days per year (includes lunch and passing time). Does not include early release days and schools with expanded learning time unless explicitly named.

Sources: ERS comparison database; NCTQ TR3 database.

SPS has many other assets, including recent strategic investments, that support conditions for improvement

- High overall funding and staffing levels
- Introduction of new, more rigorous curricula
- Ability to recruit teachers to fill open positions
- Progress rationalizing school portfolio with closure of Bowditch and re-assignment of students
- Investment in technology infrastructure that has the potential to enable more differentiation and small-group instruction for students

Our approach and areas of focus



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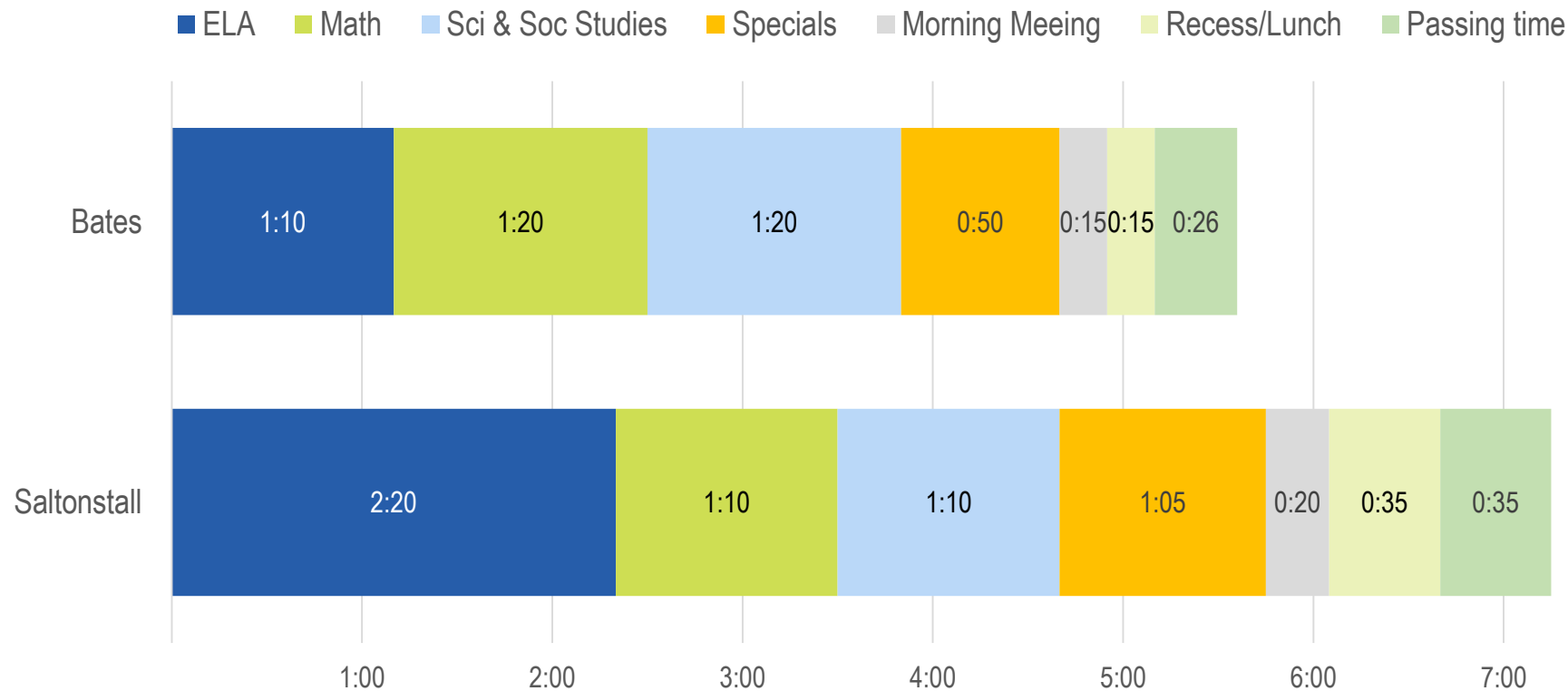
Opportunities to re-align resources to support learning for all students

1. Increase and re-think use of **time** in schools
2. Re-think mix of roles and assignment of **school-based staff**
3. Align **investments in teachers** to instructional improvement strategy
4. Provide **guidance, supports and tools to principals** to help them organize school-level resources for maximum impact on student learning

With a longer school day, Saltonstall is able to provide significantly more time in ELA

Student time

Average daily time spent by subject, 4th grade

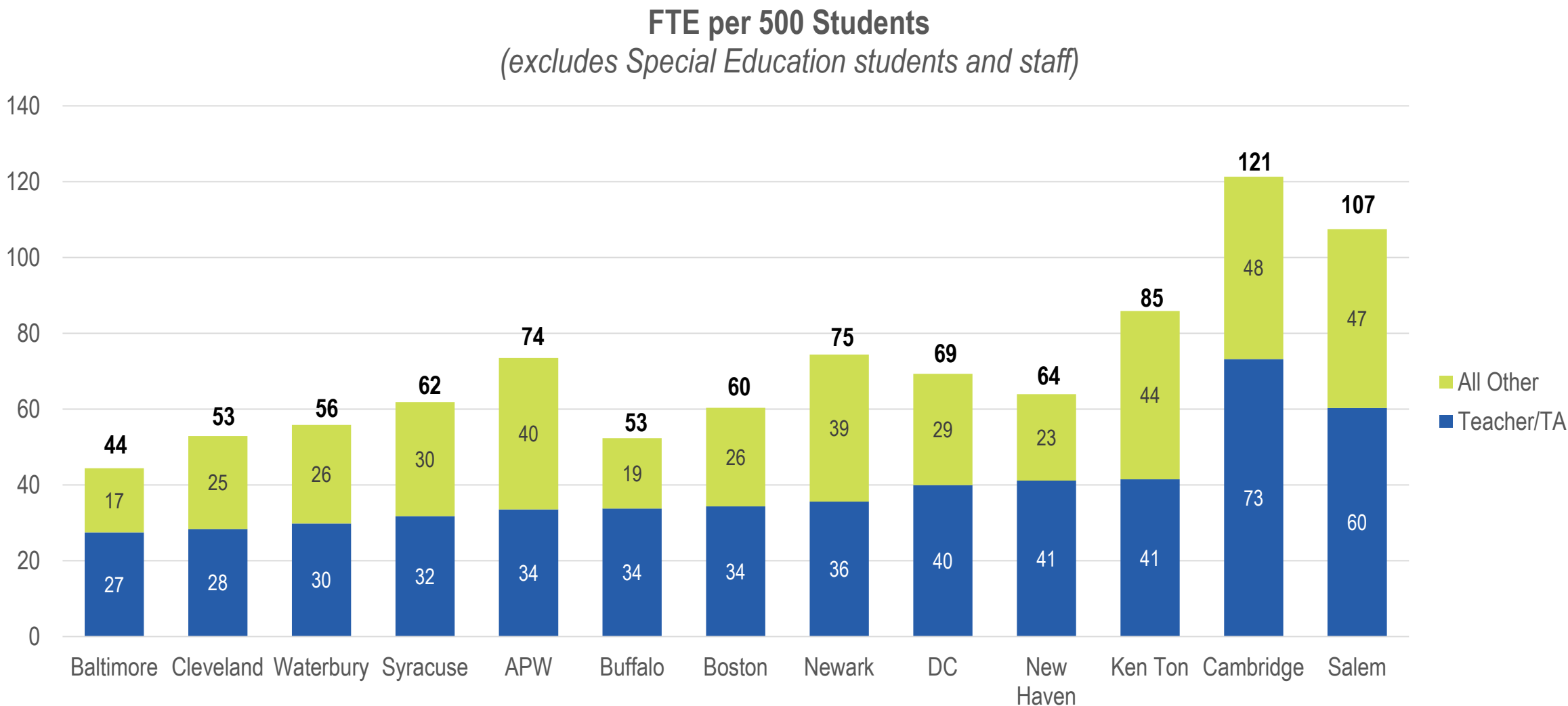


In addition to increased instructional time, a longer school day can enable:

- More **teacher collaboration** during student specials, lunch and recess periods
- More differentiation and small-group support through use of **intervention/enrichment** blocks
- More time for students to **eat, exercise and recharge**

With its higher per-pupil budget, SPS has invested in significantly more in staff than other districts

School-based staff

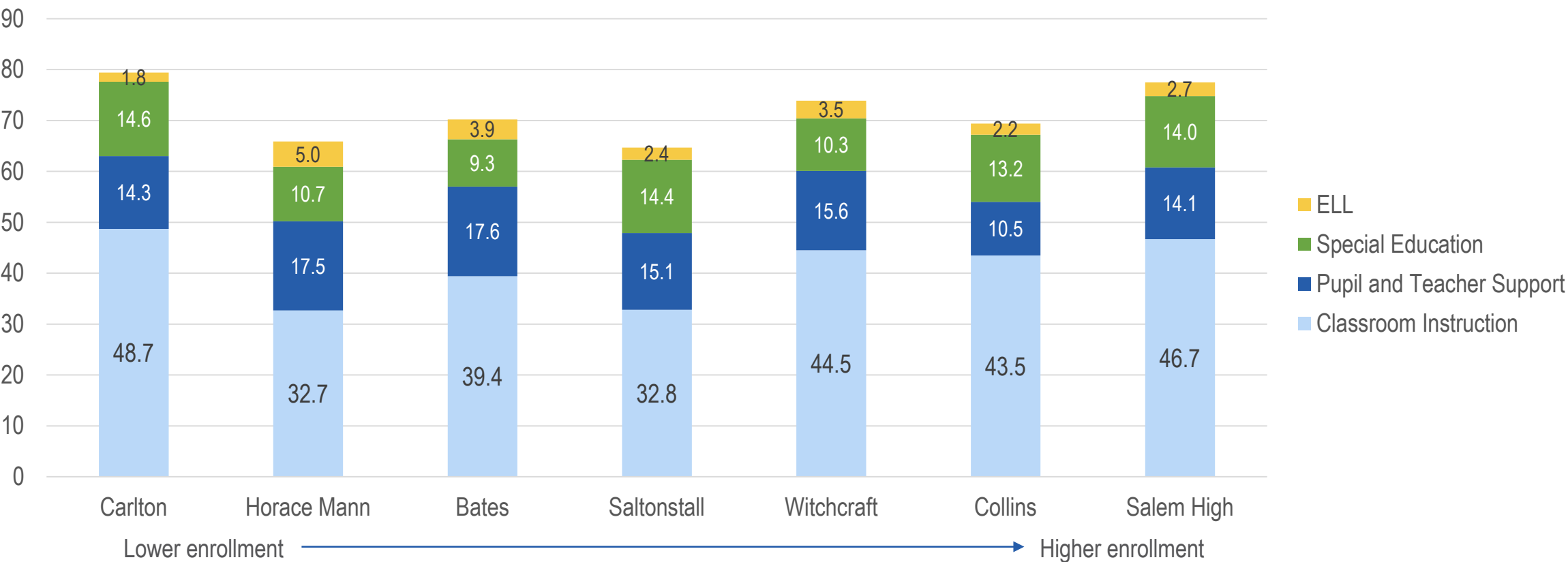


Note: Personnel at Bentley Academy Charter School are excluded.

Instructional staff resource levels vary from school to school

School-based staff

FTE per 500 Students by FTE Type and School

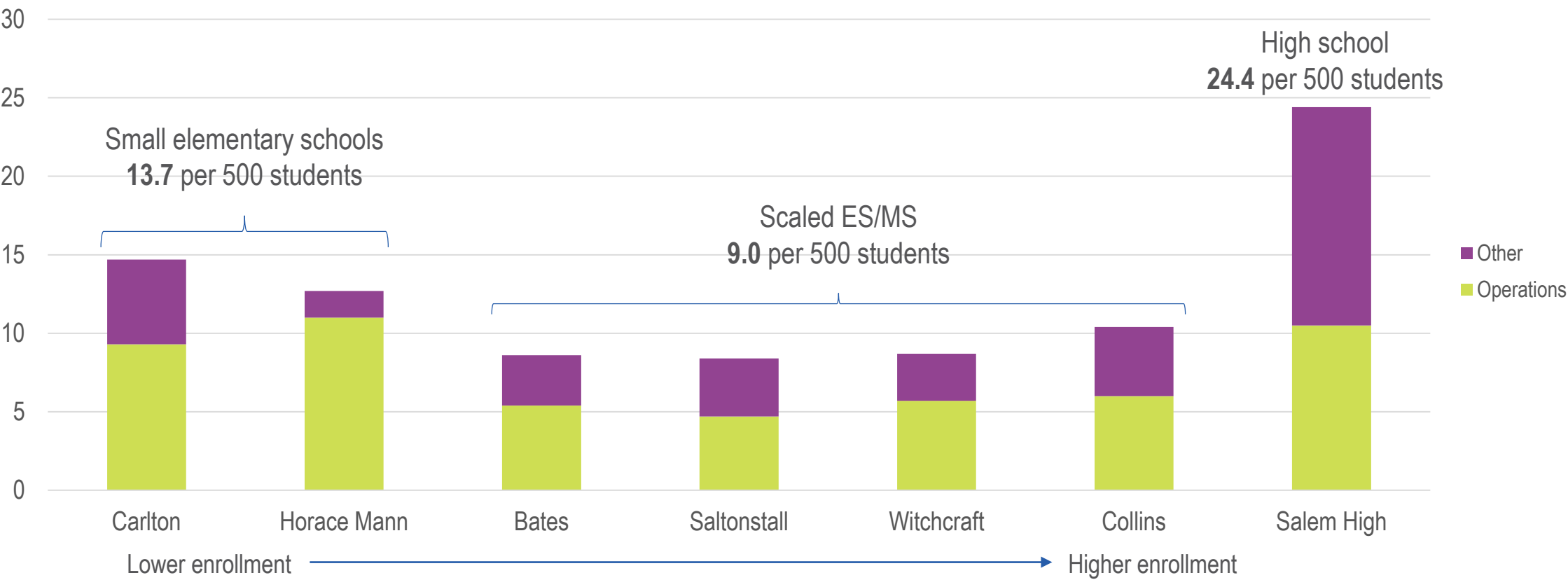


Students	279	300	389	410	579	680	916
% SWD	25%	12%	21%	18%	22%	21%	23%
% ELL	5%	24%	13%	9%	18%	11%	13%

School size and level drive differences in operational and other staff

School-based staff

FTE per 500 Students by FTE Type and School



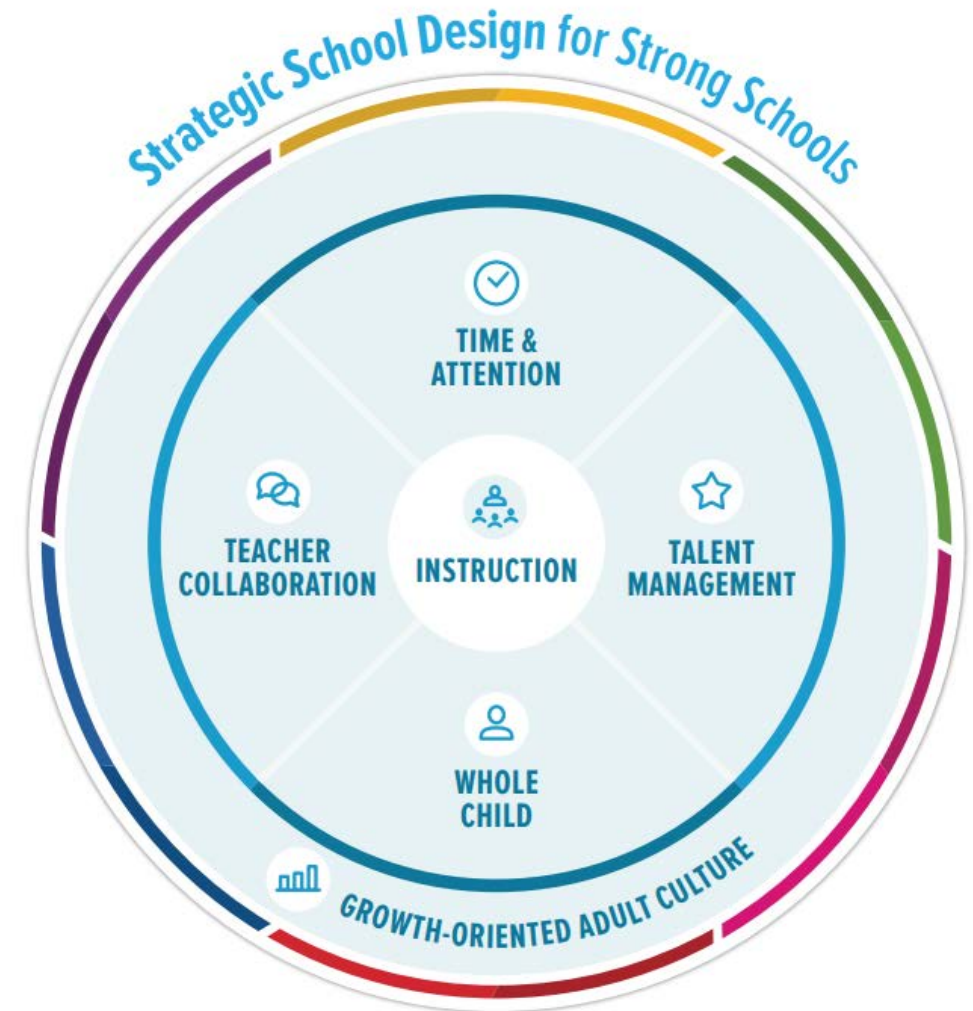
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How could SPS best deploy its school-based staff?

School-based staff

Through over a decade of research and practice in the area of strategic resource use, Education Resource Strategies (ERS) has found that high-performing schools begin with a clear vision of student success and instructional quality, and then deliberately organize resources—people, time, technology, and money—to implement a coherent set of research-backed strategies to reach this vision.

We call this **Strategic School Design**.



How could SPS best deploy its school-based staff?

School-based staff

Approach

How it helps



- Re-organize existing teaching and support staff in schools to **reduce group sizes**

- Targets resources to **help students with the greatest needs** accelerate their learning



- Implement **Connected Professional Learning** structures and practices, including:
 - Expert-led, content-focused **collaborative time**
 - Rapid cycles of *non-evaluative* **observation and feedback**

- **Supports all teachers in improving instructional practice** – grounded in the specific curricula they are teaching and leveraging strong colleagues to support their development



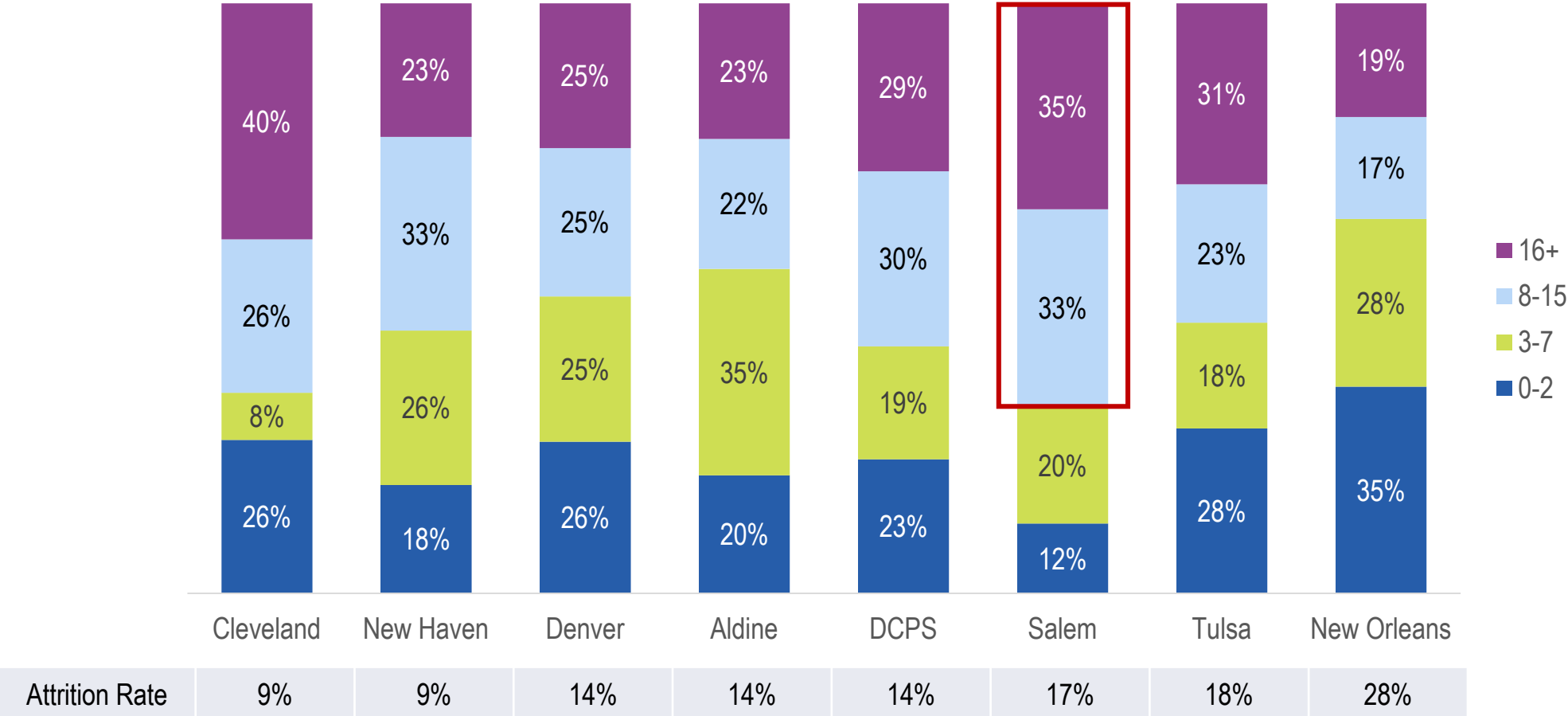
- Implement “**shelter-and-develop**” supports for rookie teachers and/or teaching residents
- Identify and cultivate **high-potential teacher leaders** for these and other in-school efforts

- **Helps new educators** develop strong teaching practice and increase likelihood for retention
- Creates new **career opportunities for high-performing teachers** to extend their impact

SPS has a larger share of experienced teachers than other districts...

Investing in teachers

Teachers by Years of Experience

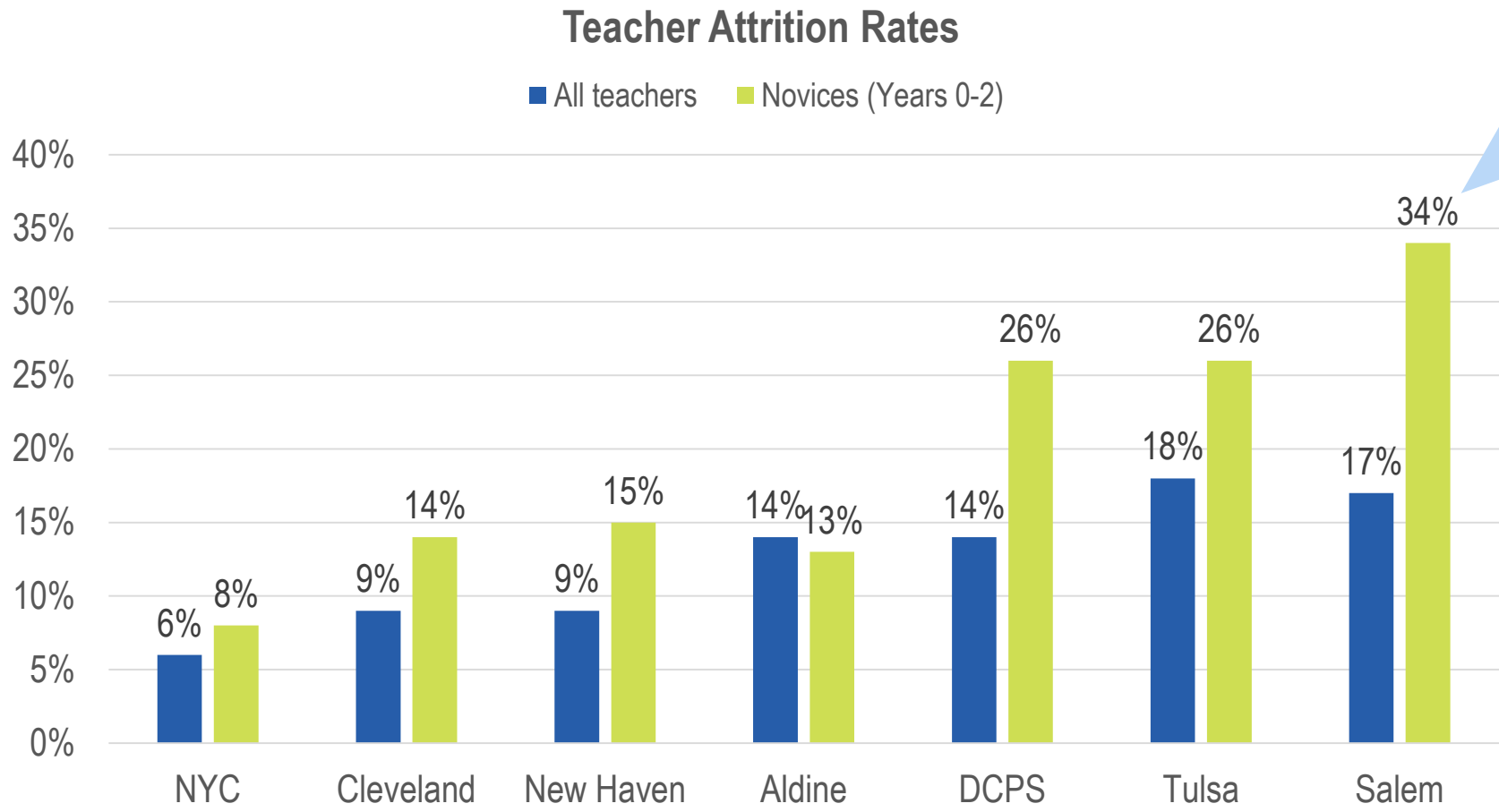


Note: Years of experience for teachers in steps 13+ unavailable for Salem – number in chart represents estimated proportion

Source: ERS Comparison Database and Salem Public Schools HR File (SY 18-19)

...and experiences extremely high attrition rates among novice teachers

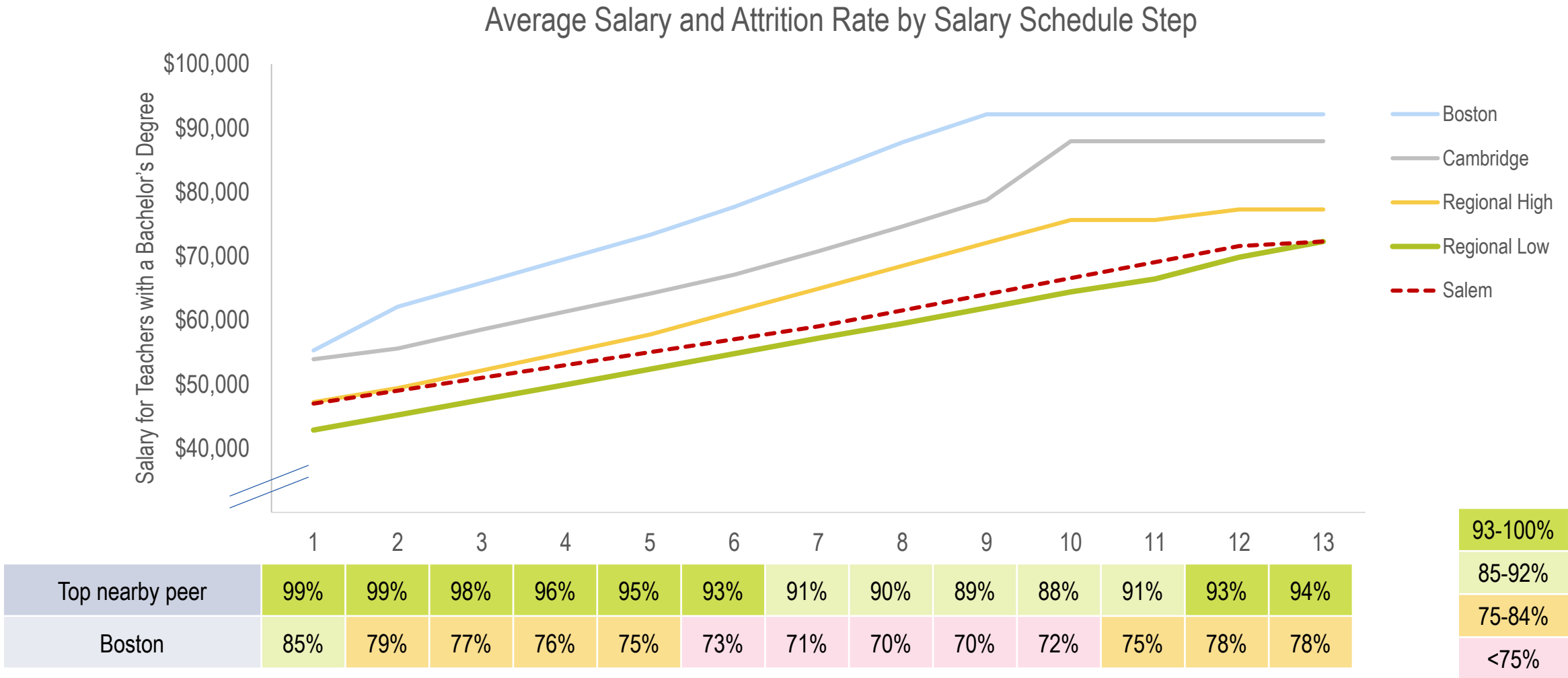
Investing in teachers



A portion of SPS' early career attrition is by design based on teachers' first-year effectiveness

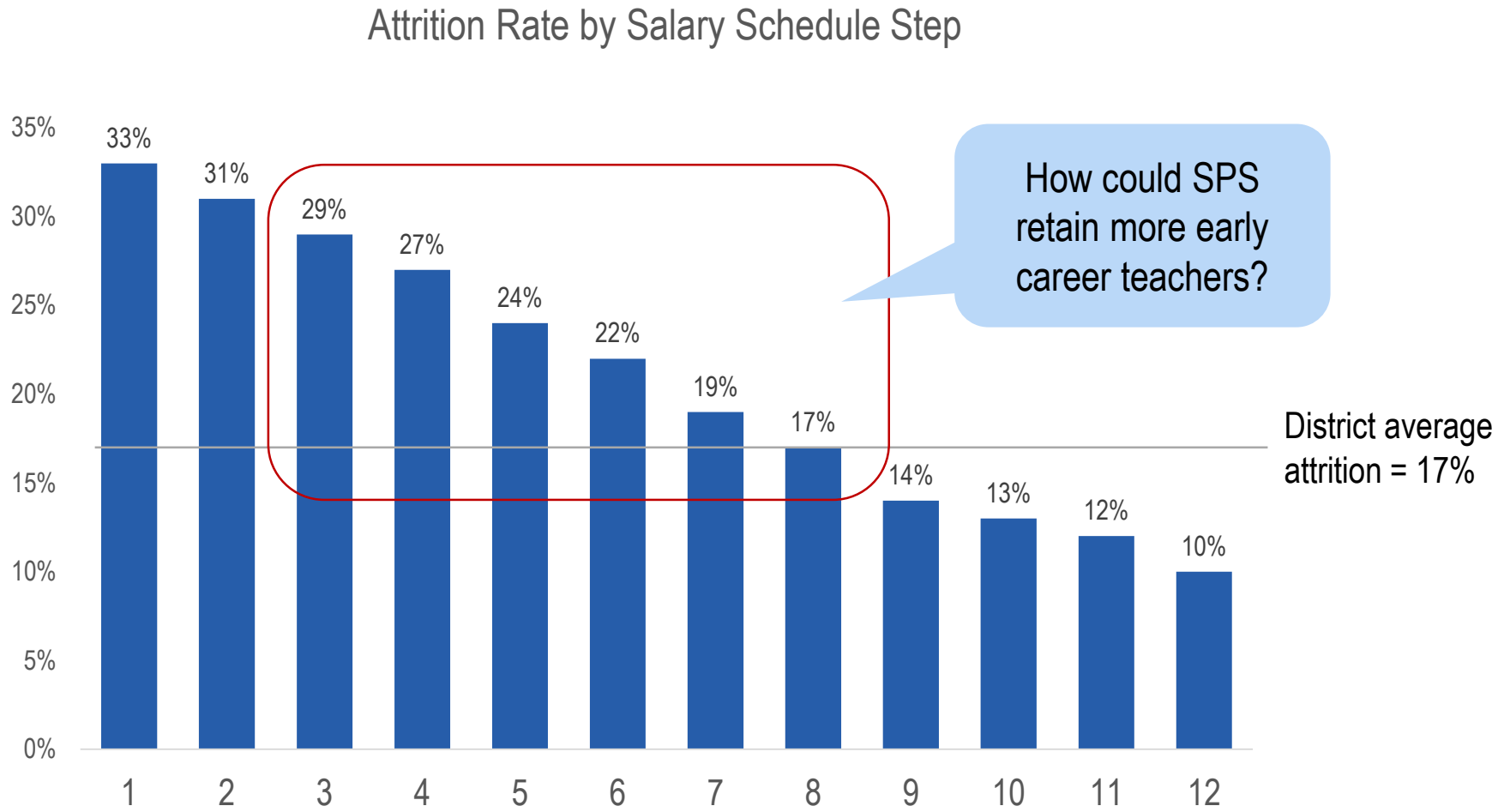
SPS teacher salary is least competitive for teachers immediately after their novice phase...

Investing in teachers



...while attrition rates in the years leading up to the same period remain high

Investing in teachers



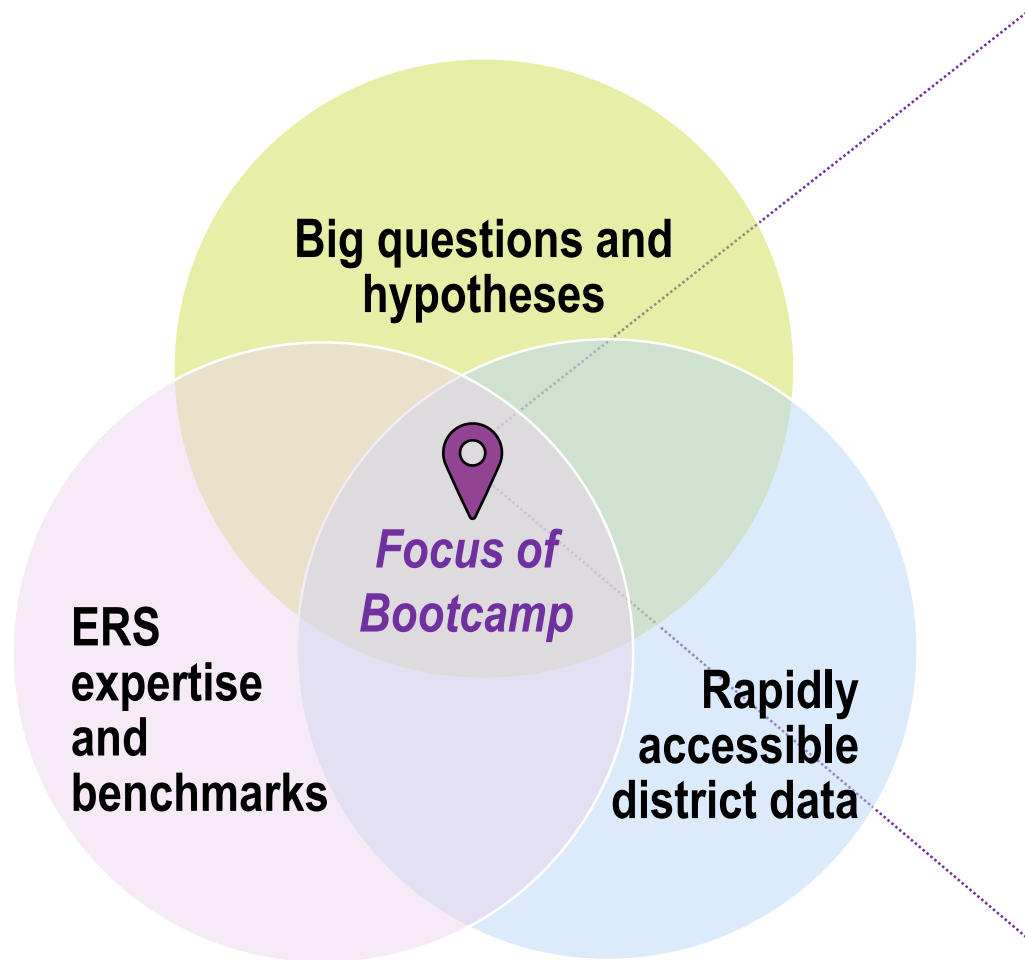
Nearby peers = Revere, Lynn, Randolph, Marblehead, Swampscott, Danvers, Beverly, Peabody. Regional peers include all nearby peers plus Boston and Cambridge.
Source: Assorted District Teacher Labor Agreements (SY 18-19) and ERS Analysis

What structures need to exist to support principals in pursuing strategic school designs?

Supporting principals

- Schools have **learning and performance goals** that are widely understood by school faculty and staff
- The **district supports schools in the implementation of high-quality school designs**, including:
 - Providing research-backed practices and guidance to support schools in implementing.
 - Providing training, removing policy barriers, and providing transition resources.
 - Documenting best practices and providing schools with a menu of strategic design options that work in the district's context.
- School supervisors focus on **strategic improvement vs. operations and triage**
- The **nature of school support varies** based on a comprehensive view of school needs, with additional support and monitoring for the most challenged schools
- The district effectively **evaluates school practices** and how they reflect an understanding of student needs and the skills and capacity of school-based staff

Our approach and areas of focus



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Potential next steps – for discussion

- Identify and pilot strategies that fully leverage available SPS resources to **reduce group size**, implement **Connected Professional Learning**, **support rookie teachers** with “shelter-and-development” and identify and cultivate **high-potential teacher leaders**
- Work with teachers to increase **time for instruction and teacher professional learning**, tied to **targeted adjustments to salary scale**, including compensation for **instructionally focused teacher leadership roles**
- **Re-orient principal support** to focus on developing and implementing these high-impact school designs
- Continue introduction of **rich and rigorous curricula** with the potential to lift all students
- Consider partnering with **third-party instructional experts** to assess overall instructional quality and identify opportunities for improvement
- Continue efforts to **reduce special education identification rate** where appropriate and feasible
- Consider **increasing investment in teacher and principal support**
- Define **specific goals and metrics** for pursuing these or other top-priority initiatives

What do great school systems do differently?

We read more than 60 studies and reports profiling 70+ high-performing systems to identify common strategies and practices

Great school systems...	How they do it...
Get the right people into schools & roles	<ul style="list-style-type: none">• Invest in teacher and leader hiring• Assign teachers and leaders with awareness of student needs• Adjust teacher compensation• Support and develop rookie teachers• Redefine teacher and leader career path
Organize for curriculum-connected, job-embedded professional learning	<ul style="list-style-type: none">• Invest in rigorous, standards-aligned curriculum and assessments• Provide time and expert support for collaborative planning focused around data and content• Invest in growth-oriented observation and feedback
Differentiate learning time and attention so that all students engage with rigorous curriculum	<ul style="list-style-type: none">• Provide adequate time in core subjects• Use strategic student grouping• Ensure equitable access to advanced coursework
Leverage the school system community to support students & families	<ul style="list-style-type: none">• Share information with the community• Use parent & community input in school decisions• Connect schools to community supports for health and enrichment