



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

Executive Summary

The school system has been engaged in significant work over the past three years but faced many challenges along the way due to the financial instability of the Town and the State. It is the intentions of the school system to graduate students prepared for college but aware of the complete range of choices that lie beyond high school. Student attendance has received a great deal of attention and the efforts at each school have resulted in reductions in the percentage of students who are labelled chronically absent. Significant effort has continued around the implementation of the workshop model from Kindergarten through Grade 6. In addition, the district has now aligned a word study program from K-5, using “Foundations” from K-3 and district developed units for grades 4 and 5. A new math program was introduced for students K-8 in 2016-2017 and teachers have received support and training over the past few years to master implementation. We worked with CREC in order to bring the Next Generation Science Standards to our district in phases and will continue that work in 2018-2019. The high school successfully added AP Language and Culture to its Program of Studies in 2017-2018 and students were highly successful on the AP test during its inaugural year. Unfortunately, the school system has been plagued with significant cuts due to State holdbacks in ECS and increased costs in insurance. These cuts have reduced classroom teachers, instructional coaches, and some support staff. The reductions have made it more challenging to provide the growing need in our district for more individual and small group attention.

As we move forward we are excited about the future. We are moving our workshop model to grade 7 in 2018-2019. AP Government and Politics is being taught for the first time to our high school students and predominantly to students in Grade 10, a group that has not traditionally had the opportunity to take an AP class. We are also taking greater advantage of technology to allow for better data analysis and curriculum work. The curriculum for all of our core classes will be housed in our online system. Data will be analyzed at the district, school, grade level, and teacher level using an online platform thus allowing for a greater understanding of the correlates that occur between and among the data. A major district initiative is our focus on emotional intelligence. Our emphasis during the 2018-2019 school year is Self-Awareness and Relationship building with all adults. We expect that as we become more aware of our own emotions, values, and thoughts and how they influence behavior that we will become even stronger and more resilient as a district with a greater capacity to support all learners.

Student Enrollment:

October 1, 2016			October 1, 2017			October 1, 2018		
Race/Ethnicity	Number	Percent	Race/Ethnicity	Number	Percent	Race/Ethnicity	Number	Percent
Native American	7	.4	Native American	7	.5	Native American	8	.6
Asian	22	1.4	Asian	27	1.8	Asian	30	2
African American	34	2.2	African American	34	2.3	African American	38	2.6
Hispanic	93	6.1	Hispanic	82	5.5	Hispanic	69	4.7
White	1365	89.9	White	1344	89.9	White	1321	90.1
Total	1521	100%	Total	1494	100%	Total	1466	100%

	Oct 1, 2016	Oct 1, 2017	Oct 1, 2018
% of Students Eligible for Free/Reduced Price Meals	29%	32%	43.5%
% of K-12 Students with Disabilities Requiring Special Services	17%	16.2%	17.6%
% of Kindergarten students who attended Preschool	74%	80.6%	89%
Number of Students Enrolled in Magnet Schools	140	118	118
Number of Out-Placed Special Needs Students	22	17	23

[Primary Goals 2018-2019](#)

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.

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

A focus on increasing staff awareness and fluency around social emotional learning constructs and techniques will be a major emphasis during the 2018-2019 school year and years to come. 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)

<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%			
D1.E	Mathematics Meeting Standard or above	60% FES = 53% PCS = 70%	Avg. 61% FES = 50% PCS = 74%			
D1.E	ELA Exceeding Standard	35% FES = 31% PCS = 32%	27% FES = 24% PCS = 30%			
D1.E	ELA Meeting Standard or above	70% FES = 55% PCS = 70%	57% FES = 48% PCS = 67%			
	Grade 4 SBA	FES (N = 54)				

		PCS (N= 44)				
D1.E	Mathematics Exceeding Standard	25% FES = 22% PCS = 25%	29% FES = 24% PCS = 35%			
D1.E	Mathematics Meeting Standard or above	60% FES = 56% PCS = 74%	70% FES = 62% PCS = 80%			
D1.E	ELA Exceeding Standard	35% FES = 22% PCS = 40%	38% FES = 26% PCS = 55%			
D1.E	ELA Meeting Standard or above	70% FES = 58% PCS = 73%	64% FES = 59% PCS = 71%			
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%			
D1.E	Mathematics Meeting Standard or above	60% FES = 63% PCS = 70%	63% FES = 62% PCS = 64%			
D1.E	ELA Exceeding Standard	42% FES = 29% PCS = 40%	40% FES = 31% PCS = 49%			

D1.E	ELA Meeting Standard or above	70% FES = 57% PCS = 80%	73% FES = 66% PCS = 82%			
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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.E	Teachers implementing NGSS curriculum will receive continued PD	All teachers implementing NGSS will have the opportunity to 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				

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	60% FES: 85% PCS: 50%	FES: 61% PCS: 30%			

	fitness test (grade 4)					
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Balancing Diverse Beliefs/Reaching Solutions

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2014-2015 Baseline Data</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
D6. E	% of students scoring 80% or higher on EOY Second Step Assess.	95%	95%			

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: PCS: 5%	K-5: 8.1% FES:10% PCS:6%			

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%			
D1. M	Mathematics Meeting Standard or above	ETJMS: 46%	38%			
D1. M	ELA Exceeding Standard	ETJMS: 13%	11%			
D1. M	ELA Meeting Standard or above	ETJMS: 68%	37%			
D1. M	Grade 7 SBA	N = 137				
D1. M	Mathematics Exceeding Standard	ETJMS: 19%	20%			
D1. M	Mathematics Meeting Standard or above	ETJMS: 40%	56%			
D1. M	ELA Exceeding Standard	ETJMS: 16%	16%			
D1.	ELA Meeting Standard	ETJMS: 52%	46%			

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

Next Generation Science Standards

<u>Goal</u>	<u>Indicator</u>	<u>District Target</u>	<u>2014-2015 Baseline Data</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
D1. M	Teachers implementing NGSS curriculum will receive continued PD	All teachers implementing NGSS will have the opportunity to engage in NGSS PD				
D1. M	Feedback from teaching staff related to implementation needs will be assessed through	All teachers will have an opportunity to provide feedback				

	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%			
D2.M	Percent of students passing all 4 components of the state fitness test (grade 8)	ETJMS: 60%	65.7%			

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%			

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%			
D6. M	Percent of students who do <u>not</u> receive any suspensions (6-8)	95%	86.4%			

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: Grade 9:	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%			

	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%			
D1.H	% of students earning "met" (530+) on Math section of SAT	48%	37%			
D1.H	% of students earning "exceeded" (630+) on Reading section of SAT	6%	5.9%			
D1.H	% of students earning "met" (480+) on Reading section of SAT	65%	62%			

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				
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				

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			

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%			
D4. H	Percent of students earning 80% or higher in Civics	75%	73%			

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%			

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)			

	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%			

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%			
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				

