

# Salem-Keizer Public Schools

[www.salemkeizer.org](http://www.salemkeizer.org)

*Educating 40,000 students in Salem and Keizer, Oregon*



## Read Inside:

- **Dropout Rate falls to 2.63%!**

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- **Graduation Rate beat the state AGAIN!**

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- **High School test scores are strong!**

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# Success in Salem-Keizer

**Academic Achievement Report 2013**



# Our Focus: College and Career Readiness

Salem-Keizer's vision, All students graduate and are prepared for a successful life, is realized through a strategic plan that helps focus staff efforts and produces great results. One goal under the strategic plan that ties directly to the vision is to prepare all students for college and careers (find our entire strategic plan on page 10).

In the 2013-14 school year, we're making some major steps toward this goal. In the following pages, we describe the major initiatives in 2013-14 that will help us prepare students for life after high school, along with test scores from 2012-13 and achievement highlights from across the district.

## COMMON CORE STATE STANDARDS

There's been a lot of news in the last few years about the Common Core State Standards, and for good reason. The new standards present a major shift in expectations for our students.

CCSS is a state-led initiative that has established a new set of educational standards in math and English language arts for students in kindergarten through 12th grade. The standards are not federally mandated but are widely accepted. Forty-five states have voluntarily adopted CCSS.

The standards clearly describe what students are expected to learn and be able to do in each grade, and will help all students learn the same skills. They are designed to ensure that students who graduate from high school are ready to enter college or the workforce. In fact, CCSS is often referred to as "college and career ready standards" – a major reason why Oregon has chosen to implement CCSS.

The new standards teach the skills that colleges and employers are looking for in a student or employee. Innovation, critical thinking, problem solving, communication, technology literacy, flexibility, initiative and leadership are among the skills students will learn under the Common Core.

Another benefit of CCSS is that the standards allow for collaboration and comparison across communities, states and nations. Common standards make it easier for states to work together to improve achievement, and communities will be better able to draw apples-to-apples comparisons of student achievement across schools, districts and states.

Salem-Keizer Public Schools began transitioning curriculum content to match the new standards last school year. By the 2014-15 school year, the transition will be complete.

## 2012-13 Highlights

- 3,592 Salem-Keizer students took at least one advanced placement, honors or International Baccalaureate class.
- The graduating class of 2013 earned \$14,466,242 in scholarships.
- 3,981 students enrolled in a career and technical education course.
- 168 state-approved career and technical courses were offered in Salem-Keizer high schools.
- 280 students participated in student leadership organizations (DECA, FBLA, FFA, Skills USA).
- 270 took advantage of Credit Link, a credit recovery program.
- 194 took an online class through SK Online.
- 1,442 participated in an AVID program.
- 2,795 students had a GPA of 3.5 or higher.
- 470 students had a GPA of 4.0.
- 177 applied for the Chemeketa Scholars program.
- 3,424 students earned a total of 12,268 college credits.
- ACT scores in Salem-Keizer beat the state average for the eighth year in a row.
- Six students were commended as National Merit Scholars.
- Two students received appointments to military academies.
- One student was selected as a Gates Millennium Scholar and received a full tuition scholarship to the college of their choice.

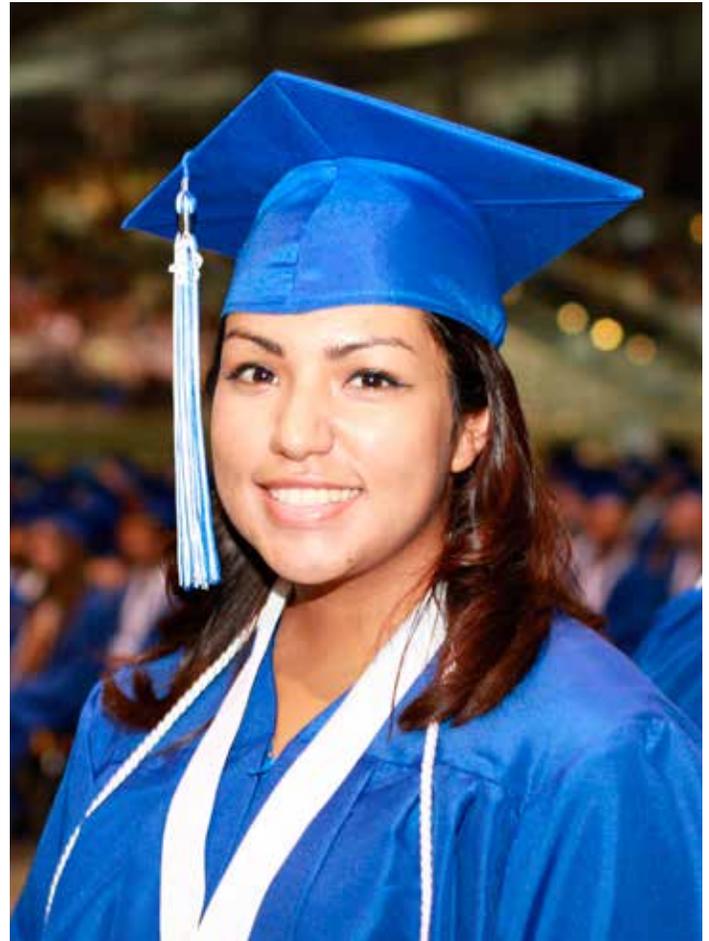
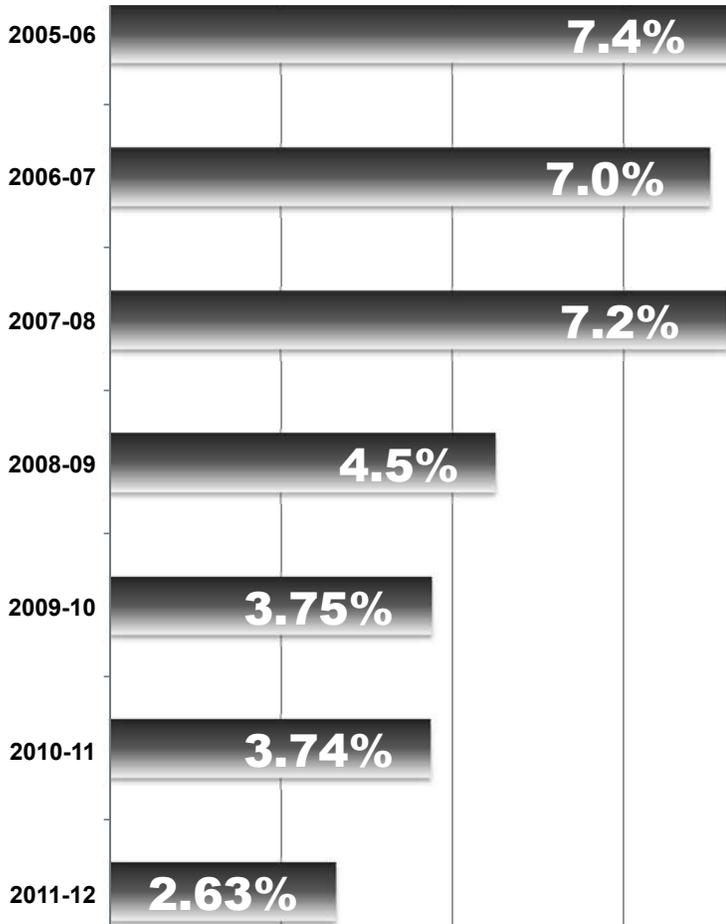


# Our Vision: Graduation for all students

The dropout rate in Salem-Keizer Public Schools has decreased dramatically in the last seven years. In 2011-12, McKay High School had only three dropouts—one of the lowest amounts of all large high schools in the state.

Dropout data represents students who did not show up for school in the fall, those who dropped out during the year, and 12th graders who did not earn their diploma within one year after their graduation date. The dropout rate is not the reverse of the graduation rate.

## Dropout Rate Over Time



## Dropout Rate by School

School	2009-10	2010-11	2011-12
Early College	2.33%	3.32%	1.00%
McKay	1.52%	1.36%	0.16%
McNary	1.15%	1.66%	1.22%
North	1.74%	2.65%	2.10%
Roberts	17.25%	23.29%	17.51%
South	1.29%	1.62%	2.13%
Sprague	0.8%	1.34%	0.91%
West	0.65%	0.80%	0.58%



# Our Vision: Graduation for all students

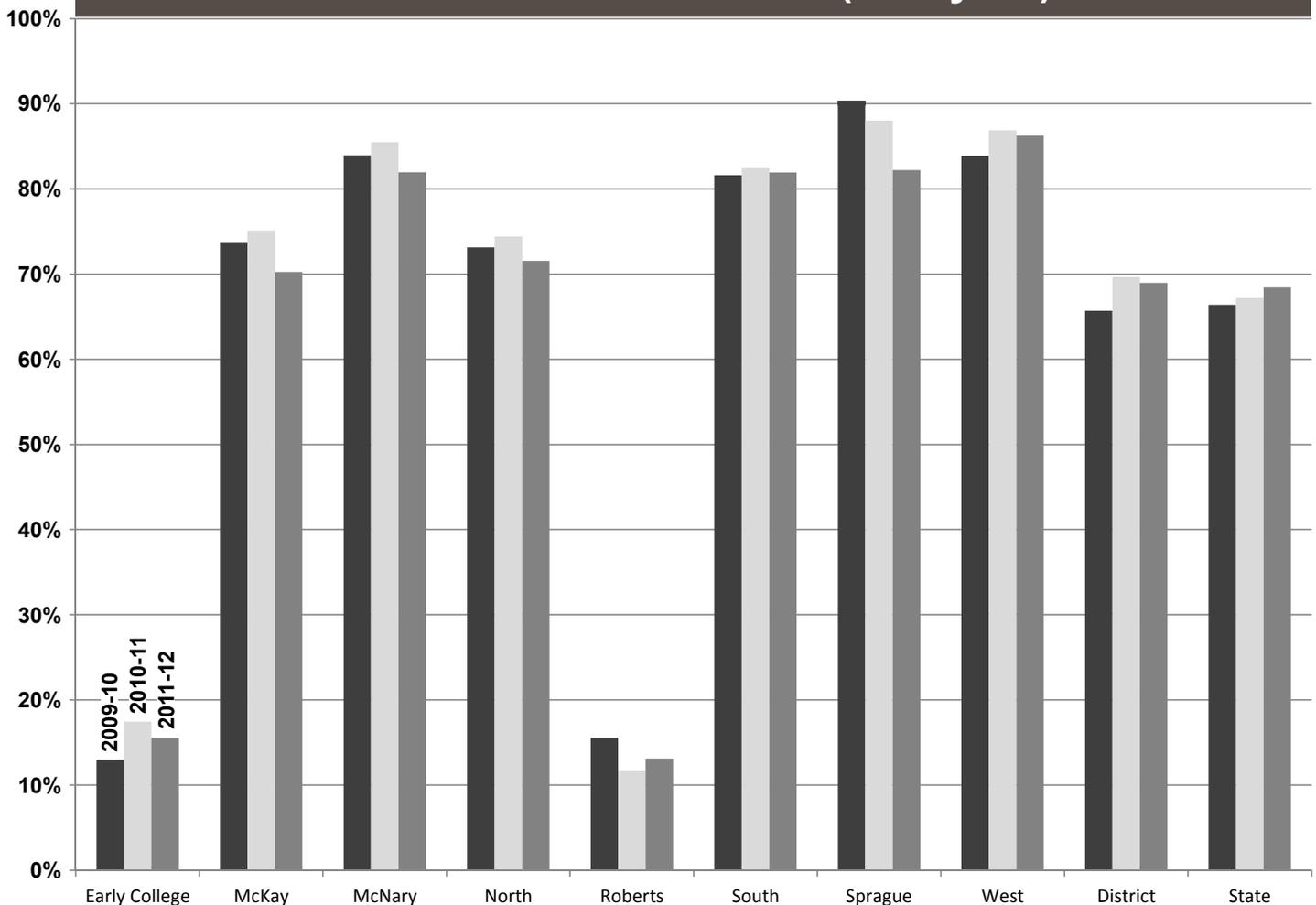
In 2011-12, Salem-Keizer's graduation rate beat the state average for the second year in a row. Roberts High School posted a nearly 1.5 percentage-point increase in the graduation rate compared to the year prior.

- This data shows students in three cohort groups: The classes of 2010, 2011 and 2012 (2013 data not available at press time).
- Only students who earned a regular diploma in four years are counted as graduates.
- Students who earn modified diplomas, certificates of attainment or GEDs are counted as non-graduates, thus reducing the cohort graduation rate.
- Students in their 5th year of high school who are still working toward a diploma are also counted as non-graduates for the official 4-year cohort graduation rate.

## In 2011-12:

- 197 students earned a GED instead of a regular diploma
- 16 students earned a modified diploma
- 47 students earned a certificate of attainment

## Cohort Graduation Rate (four year)



# Getting to graduation: What it takes

In 2007, Oregon's Board of Education adopted essential skills as a high school graduation requirement. In a nutshell, the essential skills are:

- Read and comprehend a variety of text
- Write clearly and accurately
- Apply mathematics in a variety of settings

Students prove they are proficient in the essential skills by passing state tests. In some instances, a student may be allowed to show proficiency by providing work samples.

Reading and writing essential skills were added to the graduation requirements in 2012 and 2013. In 2014, the math requirement will be added. **In order to receive a diploma in 2014, high school seniors will need to show proficiency in all three areas.**

## 2014 Graduation Requirements

Here are the major requirements students must complete to receive a high school diploma in Oregon:

- 1 Earn the following credits:**
  - English = 4 credits (8 semesters)
  - Math = 3 credits (6 semesters)
  - Science = 3 credits (6 semesters)
  - Social Studies = 3 credits (6 semesters)
  - P.E. = 1 credit (2 semesters)
  - Health = 1 credit
  - 2<sup>nd</sup> language, arts or CTE = 3 credits (6 semesters)
  - Other electives = 6 credits (12 semesters)
  - Total = 24 credits

- 2 Pass the state reading test**
- 3 Pass the state writing test**
- 4 Pass the state math test**
- 5 Complete personalized learning requirements**



# Tests change when standards change

Every year, students take state tests in the key subject areas of reading, writing, math and science. The tests measure state standards, or “things a child should know and be able to do,” at certain grade levels. The 2012-13 test results on the next few pages show student achievement on the Oregon Assessment of Knowledge and Skills (OAKS).

In the current school year (2013-14), students will study new content standards under the Common Core State Standards. However, students will still take the OAKS test, which is designed to measure the old state standards, not the CCSS.

The standards and the testing vehicle will be out of alignment for only one year. In spring of 2015, students will take a new state test called Smarter Balanced. Smarter Balanced will be VERY different from OAKS. Some key ways the new test will be different include:

- It is much longer and much more challenging than OAKS
- Writing will be important in both the English language arts and math tests
- Keyboarding and computer skills will be needed
- Guessing will not be an effective test-taking strategy
- There will be only one opportunity to take the test each year

Schools have already been preparing students for the more strenuous nature of Smarter Balanced. Elementary schools have started preparing our youngest students to use a computer keyboard, and a greater emphasis on writing was added to the district-wide literacy model.

## Transitions bring ups and downs, but lead to positive changes

It won't be surprising if the transitions students work through in the next two years cause some ups and downs. It might feel a little bit like an academic success roller coaster, but hang in there, it will be worth the ride in the end.

Specifically, the misalignment between content and testing mentioned earlier could feel like an “up.” The curriculum students will learn this year will be harder but the test will be the same as before. Test scores in 2014 might look out of proportion to student learning.

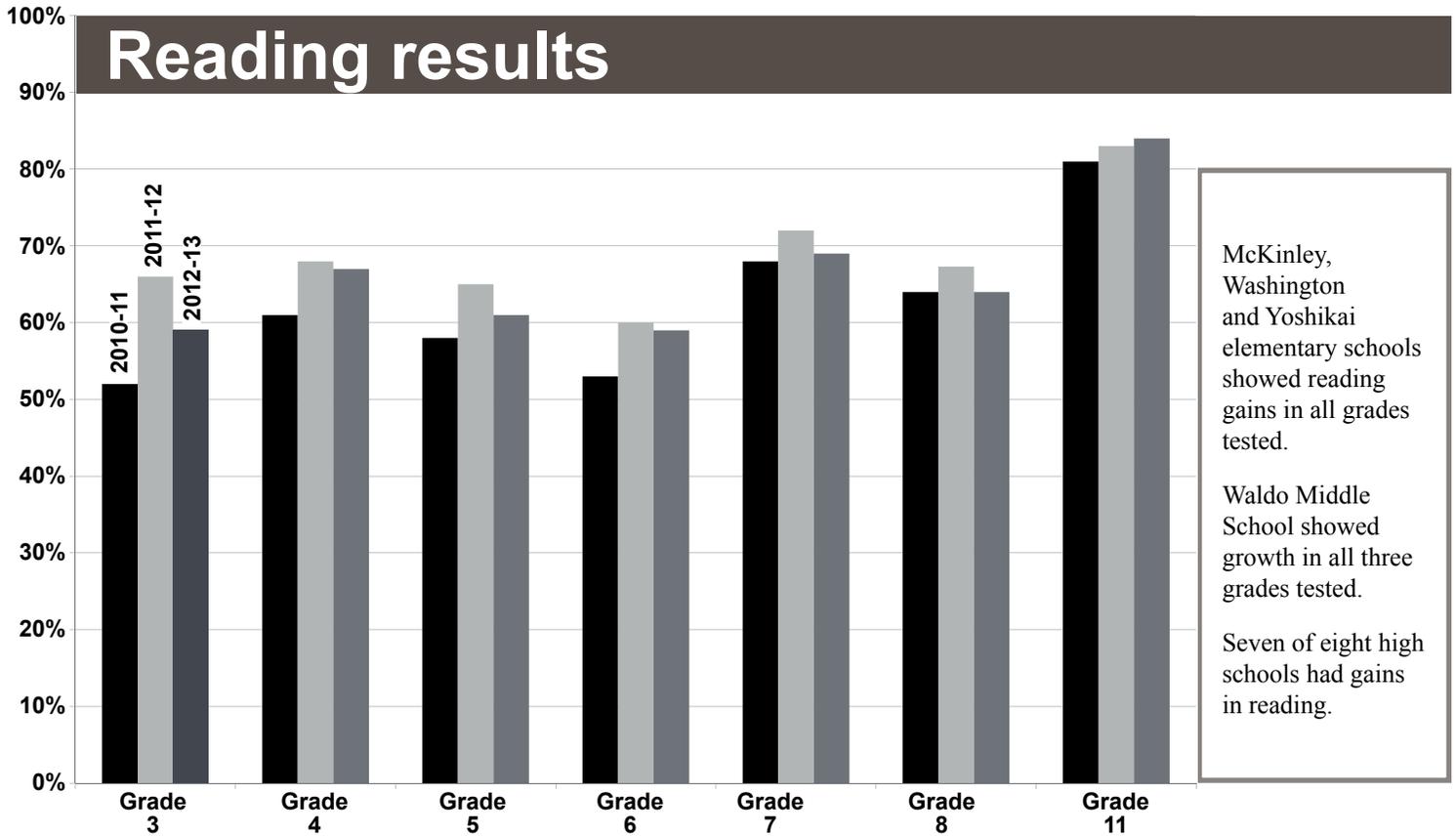


The following year's test scores (2015) under Smarter Balanced could potentially feel like a “down.” As students transition to a different test method, this wouldn't be surprising. However, it is important to point out that the switch to Smarter Balanced marks a new era in measuring student achievement. Making comparisons of achievement on the old test to achievement on the new test won't give an accurate picture of student learning.

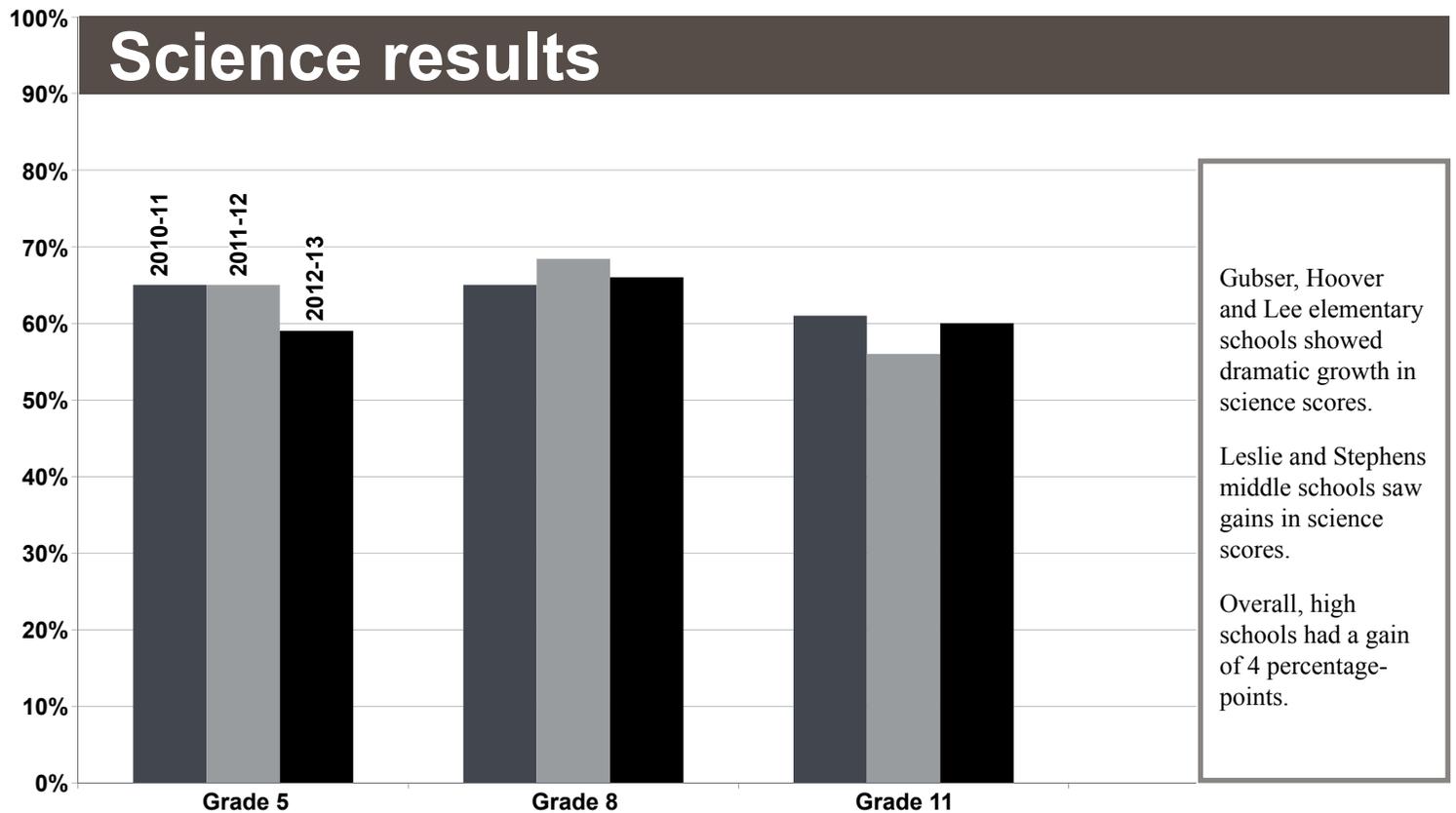
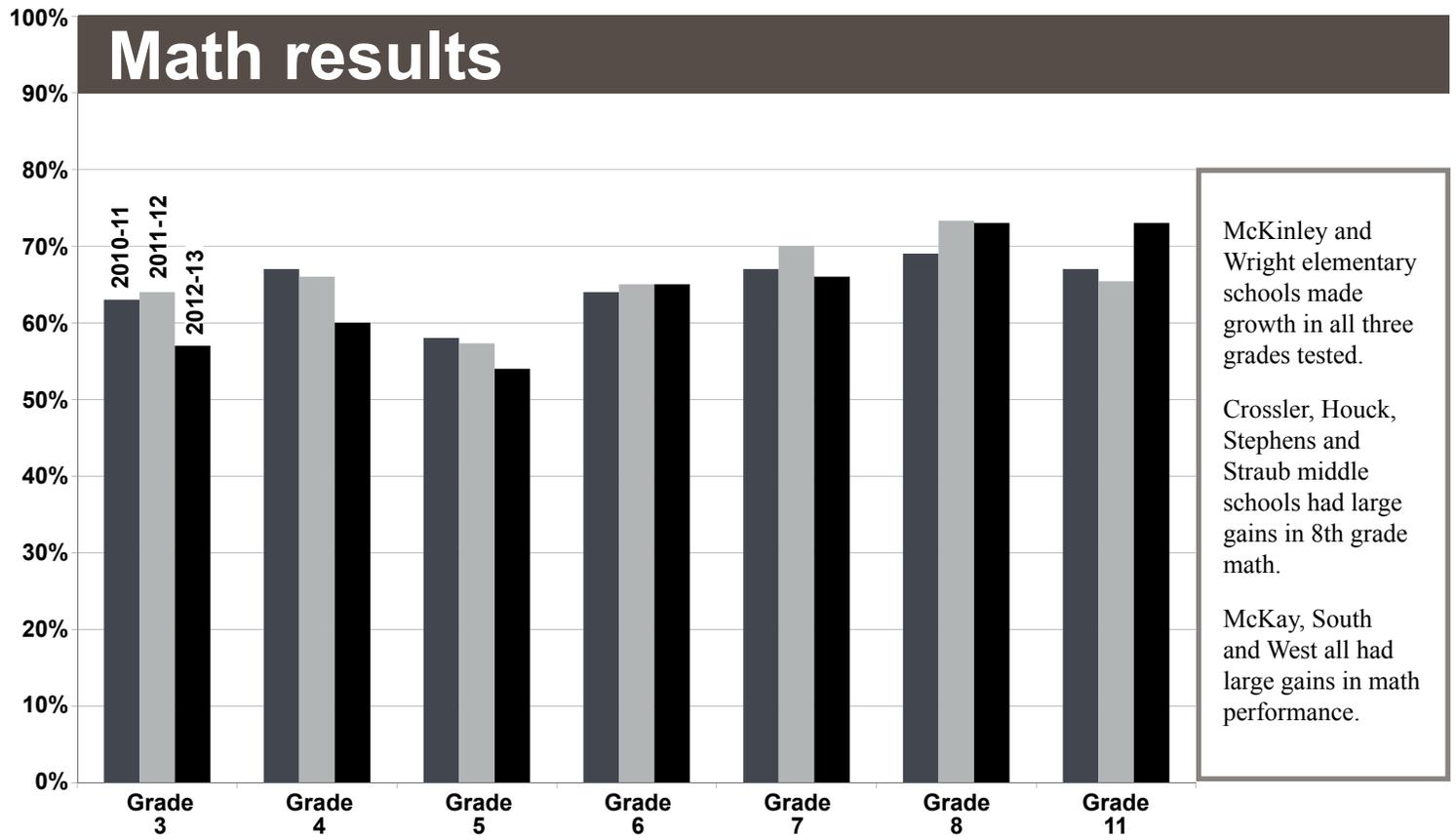
Essentially, **2015 marks a fresh start in measuring student achievement through test scores.** The baseline will be set in 2015, and meaningful comparisons can be made in each advancing year. Parents, teachers and students will have better information about student learning, which leads to a greater ability to help students achieve graduation and success in college and career.

# Meeting state standards

The charts shown here reflect student performance on the Oregon Assessment of Knowledge and Skills over the last three years. 2013-14 is the last year that students will take the OAKS test.



# Meeting state standards



# Your district by the numbers

The Salem-Keizer community is changing. A ten-year demographic snapshot shows significant growth in the Hispanic student population. Like all public school systems, Salem-Keizer must serve the unique learning needs of every student who registers. This means adapting to meet the changing educational needs that naturally come with changing demographics. Educational programs are adjusted to serve students who come from a broad range of backgrounds, academic experience, and English language proficiency.

## 2012-13 at a glance

- 40,000+ student population.
- Second largest school district in Oregon.
- 65 schools (includes charters and alternative programs).
- District encompasses more than 172 square miles of Marion and Polk counties.
- 18.6 percent of our students are **English language learners (ELL)** who need language support. Please note that parents have the option to decline ELL services for their children.
- 14.2 percent of our students are receiving **Special Education** services.
- 8.1 percent are identified and are part of the **Talented and Gifted** program.
- 59 percent are in the **Free and Reduced Meal Program**, meaning their family income is below a poverty level established by the federal government. In 2001-02, 42 percent of our students were in the Free and Reduced Meal Program.

## Funding our schools and programs

- Total 2013-14 budget: **\$563,891,655\***
- Total 2013-14 General Fund budget: **\$367,970,768** (this is our main operating budget)
- More in-depth information on the Salem-Keizer budget is available online at [www.salemkeizer.org](http://www.salemkeizer.org) under Budget Information.

*\* The 2013-14 total budget includes \$41.4 million in the Capital Project Fund, which is dedicated to improving our school facilities. These funds were unspent after the completion of all projects planned under the original \$242.1 million construction bond measure approved by local voters in November 2008, and are being used to complete further repairs to existing schools.*

## A Changing Community

	2012-13	2002-03
African American/Black	1%	1%
American Indian/Alaskan Native	1%	2%
Asian/Pacific Islander	----	3%
Asian	2%	----
Hispanic	39%	19%
Multi-Ethnic	5%	3%
Pacific Islander	3%	----
White	50%	61%
No Response	----	10%

*Demographic data gathered from registration forms.*

## Our professional team

- 100 percent of teachers in Salem-Keizer are “highly qualified” as defined by the federal NCLB standard.
- On average, our teachers have 11.5 years of teaching experience.
- 1,665 of our employees have a master’s degree or higher.
- We have 734 instructional assistants helping in our classrooms.
- 59 Salem-Keizer employees have received certification from the National Board for Professional Teaching Standards.
- Our staff continue to grow through professional development opportunities provided by our district.

*(As of fall 2013)*



# Strategic Plan 2013-14

## Improve Student Achievement

- 1 Focus on the systematic use of data to inform the development and implementation of differentiated instruction for all students, including planned interventions and supports.
- 2 Prepare all students for college and careers by:
  - a. Implementing common core state standards and aligning instructional strategies into a coherent K-12 instructional framework; and
  - b. Transitioning to Smarter Balanced Assessments; and
  - c. Continuing the K-12 Literacy Model across all content areas, including the program model for English Language Acquisition.
- 3 Continue to provide professional development that offers quality and focused opportunities, has long-term sustainability, and provides implementation strategies for all staff including instructional coaching and mentoring.



## An Effective Organization to Support Student Achievement

- 4 Continue to build the resident teacher-training program and learning labs in collaboration with our university partners at selected schools.
- 5 Continue the implementation of the new evaluation processes to recognize and enhance employee growth, effectiveness, and performance.
- 6 Research and adopt an instructional framework for early childhood education, specifically focusing on the needs of preschool aged children.
- 7 Implement a redesigned facilities improvement process, which includes the identification, prioritization and delivery of projects to enhance student achievement and staff success.

## Leadership Development

- 8 Maintain the leadership teams within each school and department for shared decision-making and accountability with a focus on student achievement.



## Public Engagement

- 9 Implement the plan and tools to help schools communicate more effectively with parents and key community partners regarding instruction and student achievement.

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## Salem-Keizer Contact Information

- General Information: 503-399-3000
- Superintendent's Office: 503-399-3001
- Elementary Education: 503-399-2632
- Middle/High Education: 503-399-2636
- Instructional Services: 503-399-3258
- Student Services/Special Education: 503-399-3101
- Curriculum: 503-399-3258
- Testing and Evaluation: 503-399-5590

### Central Office

- 2450 Lancaster Dr. NE, Salem, Oregon 97305

### On the Web

- [www.SalemKeizer.org](http://www.SalemKeizer.org) (main district site)
- [www.twitter.com/salemkeizer](http://www.twitter.com/salemkeizer)
- [www.facebook.com/salemkeizerschools](http://www.facebook.com/salemkeizerschools)

### Email News: E-Updates

- Sign up by sending a message to [krause\\_karma@salkeiz.k12.or.us](mailto:krause_karma@salkeiz.k12.or.us)



Salem-Keizer Public Schools, Salem, Oregon

November 2013

Superintendent Sandy Husk

Salem-Keizer Public Schools promotes equal opportunity for all individuals without regard to age, color, disability, marital status, national origin, race, religion or creed, sex or gender, sexual orientation, or veteran status.