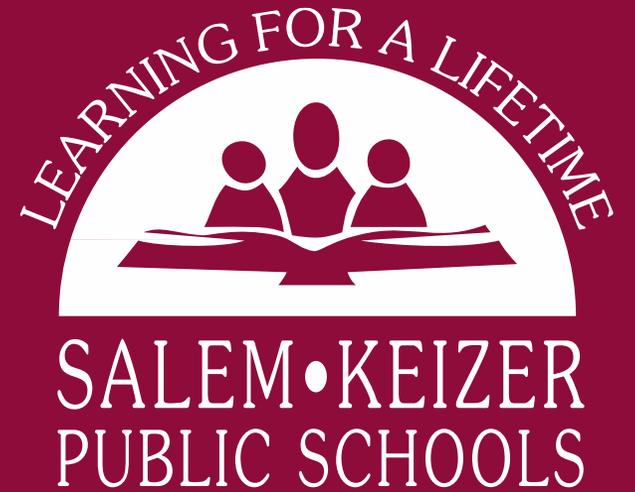


School Board Meeting

Work Session

October 25, 2022



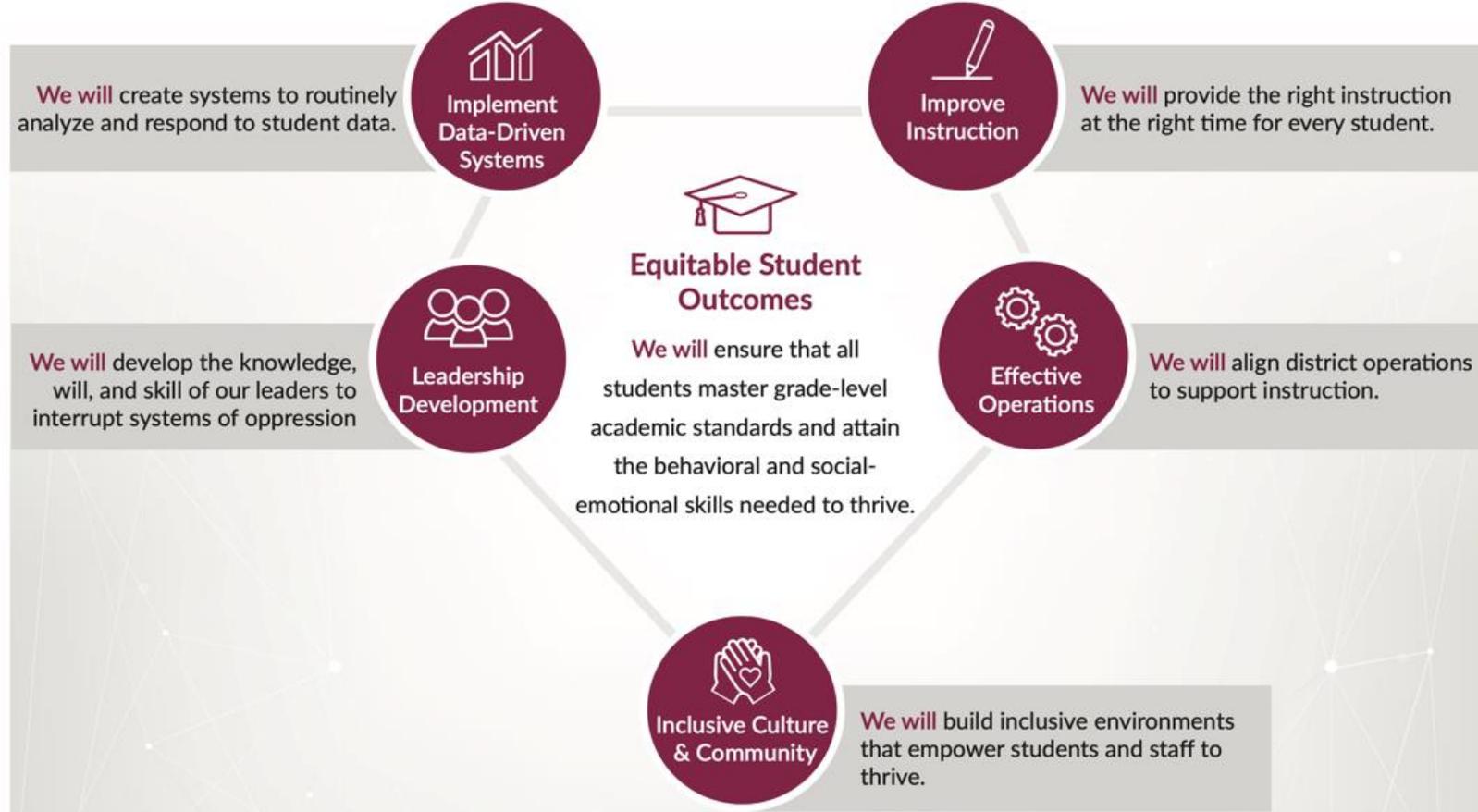


SKPS Balanced Assessment Systems

Strategic Plan

2022-23 Salem-Keizer Public Schools: Strategic Plan

Our Vision: All students graduate and are prepared for a successful life.



Key Performance Indicators

These indicators and outcomes provide check-points for student success.

Board Goals



2022-23 School Board Goals

Salem-Keizer Public Schools | District 24J

Equitable Student Outcomes

We will ensure that all students master grade-level academic standards and attain the behavioral and social-emotional skills needed to thrive.



Our Vision

All students graduate and are prepared for a successful life.

1

Equitably improve the academic performance of all students.

2

Equitably improve the physical, mental, social and emotional health for all students and staff.

3

Equitably improve the conditions and systems that lead to safe and welcoming schools for all students and staff.

4

Equitably improve board governance through policy updates and accountability structures.

5

Equitably facilitate authentic engagement with parents, students, and community.



Key Performance Indicators (KPIs)

Equity, Diversity, & Inclusion	Social-Emotional & Behavioral Health	Elementary Success	Middle School Success	High School Success	Community Engagement & Empowerment
Disaggregated Exclusionary Discipline Data ⁵	Sense of Belonging ⁴	Grade 5 Math Growth ¹	Grade 7 Math Growth ¹	Math Grade Distribution ⁵	Engagement Sessions and associated outcomes ⁶
Increase diversity of applicants and hiring of diverse applicants within that pool ⁶		Grade 2 Passage Reading Fluency (English) ²	Math Grade Distribution ⁵	Grade 9 On Track to Graduation ⁵	CBO Engagement & Partnerships in Support of Students ⁶
1.i-Ready 2.easyCBM 3.State Metric 4.Panorama 5.Student Information System (Synergy) 6.SKPS Metric		Grade 2 Sentence Reading Fluency (Spanish) ² Grade 5 On Track to ELP ³	ELA Grade Distribution ⁵ Grade 7 On Track to ELP ³	Completion Rates (4- and 5-Year Cohorts) ³ Biliteracy Seal ³	

SKPS Values

- Language as an asset
- Growth and learning
- Assessment data that shows student learning and system effectiveness
- Attending to culture and bias in assessing our students



Our Students Learning English

2022-23 Information

7,177 students are **English Language Learners** in Salem-Keizer

Elementary 3,706 Students

Middle School 1,736

High School 1,734

12,327 Students are **ever ELs (Current ELs + Exited ELs)**

Elementary 4,187

Middle School 3,302

High School 4,837

768 are **recent arrivers** (newcomers, refugee students)

Elementary 427

Middle 125

High School 216

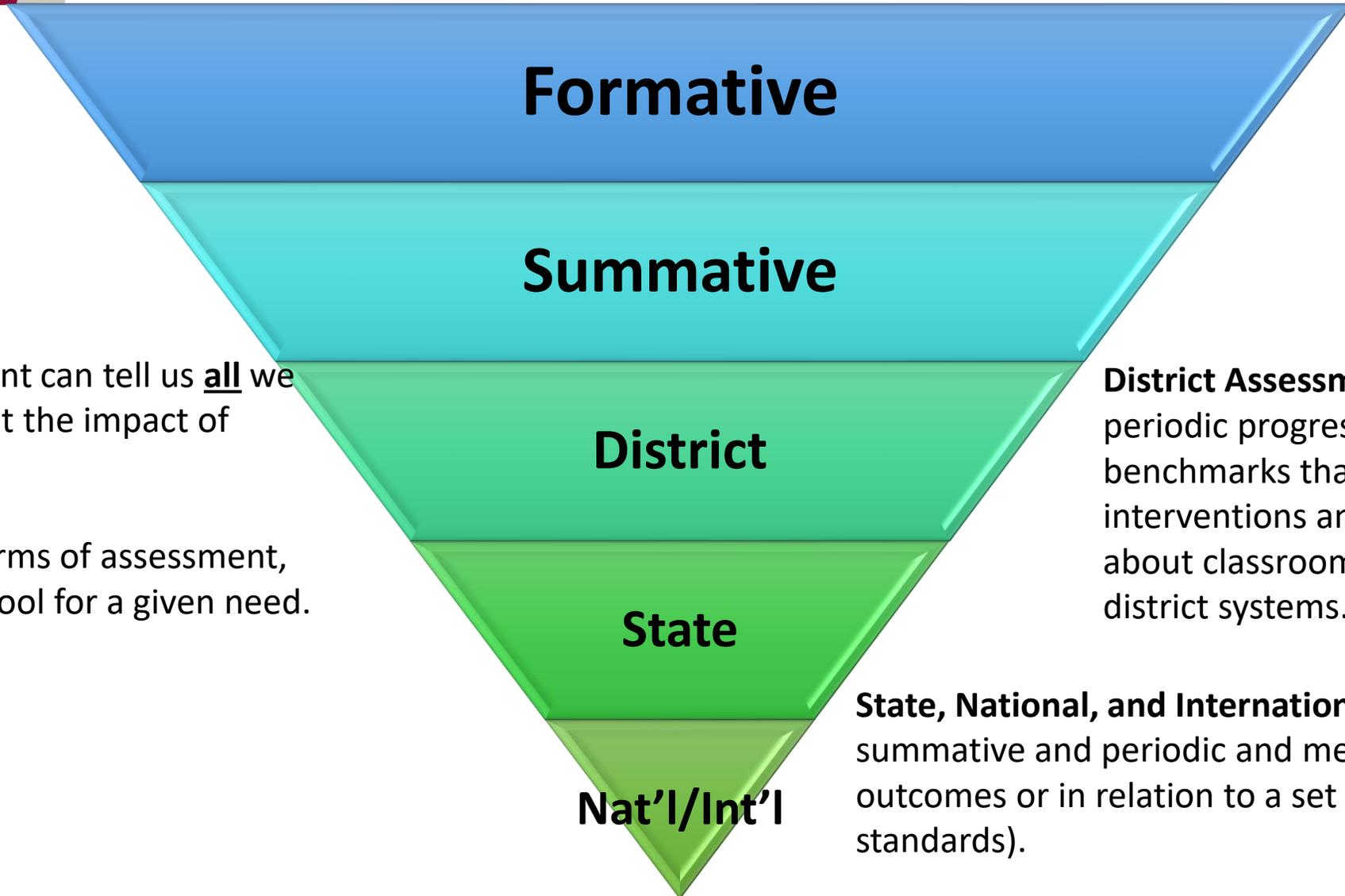
What do we know about English language development?

- Acquiring academic English can take 5-7 years.
- Students may be quick to acquire social language, but there is frequently a gap between social and academic English.
- Newcomer ELLs may go through a “silent period,” where they are not speaking but doing important processing in their stage of language development.
- Some newcomer ELs come with strong literacy skills in their native language, some have strong academic content area knowledge developed in their native language, and some come with little or no formal schooling.

What is balanced assessment?

- System to collect data that informs instructional decisions at a district, school, and classroom level
- Includes multiple forms of assessment
- Must be evidence-based

Balanced Assessment System



Formative and Summative Classroom Assessments learning and inform instruction.

No single assessment can tell us **all** we need to know about the impact of instruction.

We use multiple forms of assessment, choosing the best tool for a given need.

District Assessments are periodic progress monitors and benchmarks that inform interventions and decisions about classroom, school, and district systems.

State, National, and International Assessments are summative and periodic and measure equity of outcomes or in relation to a set of criteria (e.g., standards).

Nat'l/Int'l

Formative Assessment

- A classroom assessment used to provide specific and actionable feedback that is used by educators to improve their instruction and by students to improve their learning
- Conducted at beginning, during, or end of a lesson to adjust instruction to student needs
- Assessment examples:
 - Students draw a concept map
 - Students “show their work” when solving a math problem
 - Students hold up a white board with a response
 - Students use an online tool to complete an exit ticket

Summative Assessment

- A classroom assessment used to evaluate impact of instruction and student learning at the end of an instructional unit by comparing it against one or more standards or benchmarks
- Conducted at the end of a unit or term
 - May be used formatively when educators use it to guide their efforts and activities in subsequent units
 - May be used to inform term scores or grades
- Assessment examples:
 - Students complete a unit assessment
 - Students write a term paper or essay
 - Students complete a culminating or final course project

District Assessment

- An assessment required by the district to evaluate the impact of instruction on student progress in specific key performance indicators
- Conducted at predetermined intervals throughout the school year by all students in a specified grade level or program
- Assessment examples:
 - easyCBM
 - iReady
 - Panorama

District Assessment

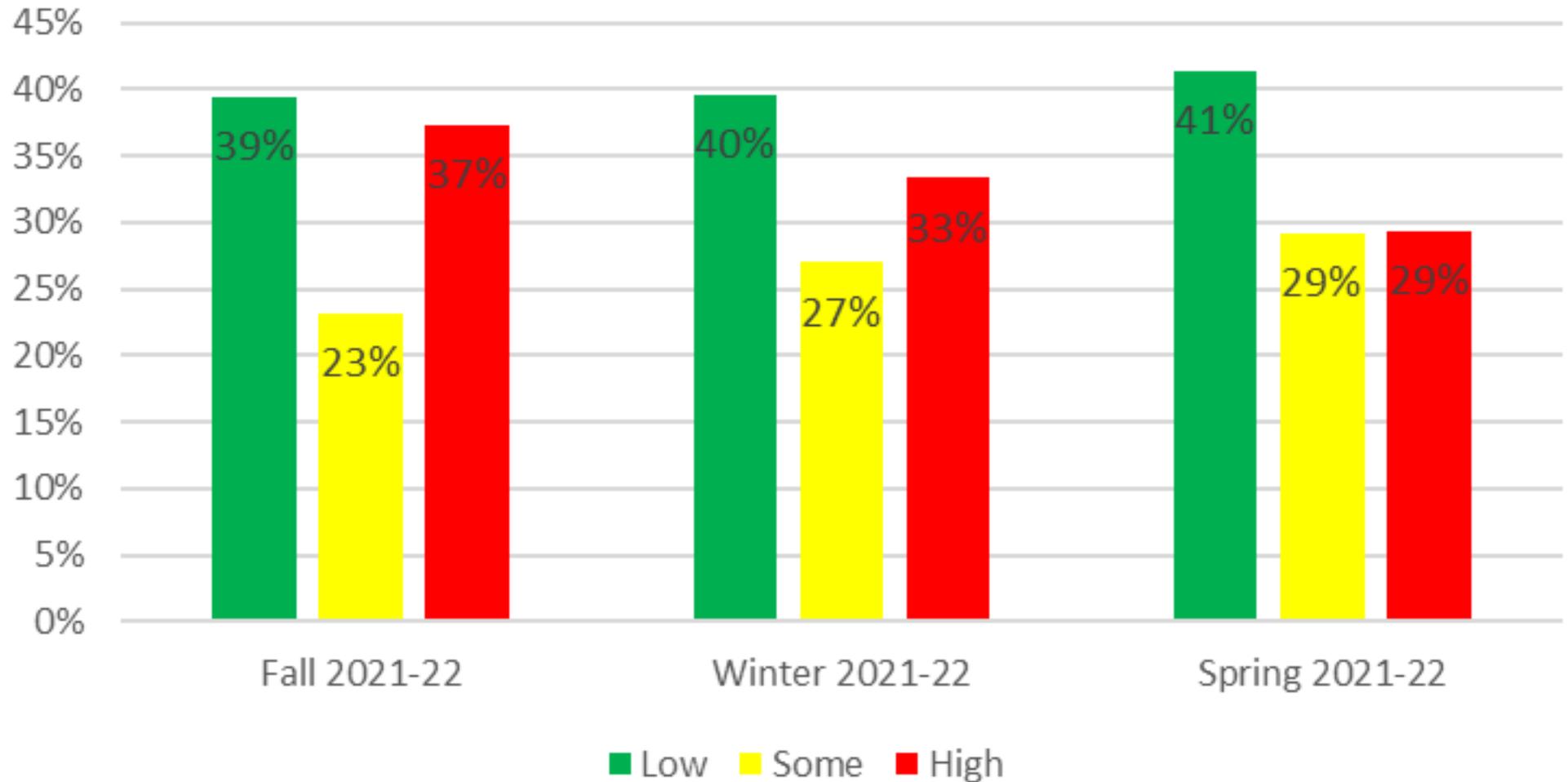
- Benchmark and diagnostic assessments are valid and reliable for their intended purposes.
 - Written by psychometricians and researchers
 - Period of research (e.g., validity, reliability across student groups, inter-rater reliability, score norming, etc.)
 - Research is regularly updated

easyCBM

- District Assessment
- SKPS uses this assessment to assess literacy K-5
- It does assess Spanish literacy K-2 and why we chose 2nd grade English/Spanish as a KPI
- Measures fluency and accuracy
- Gap in our system is Spanish assessment K-12
- Shows risk level in literacy – green equals low risk or on track at the given grade level and time of year

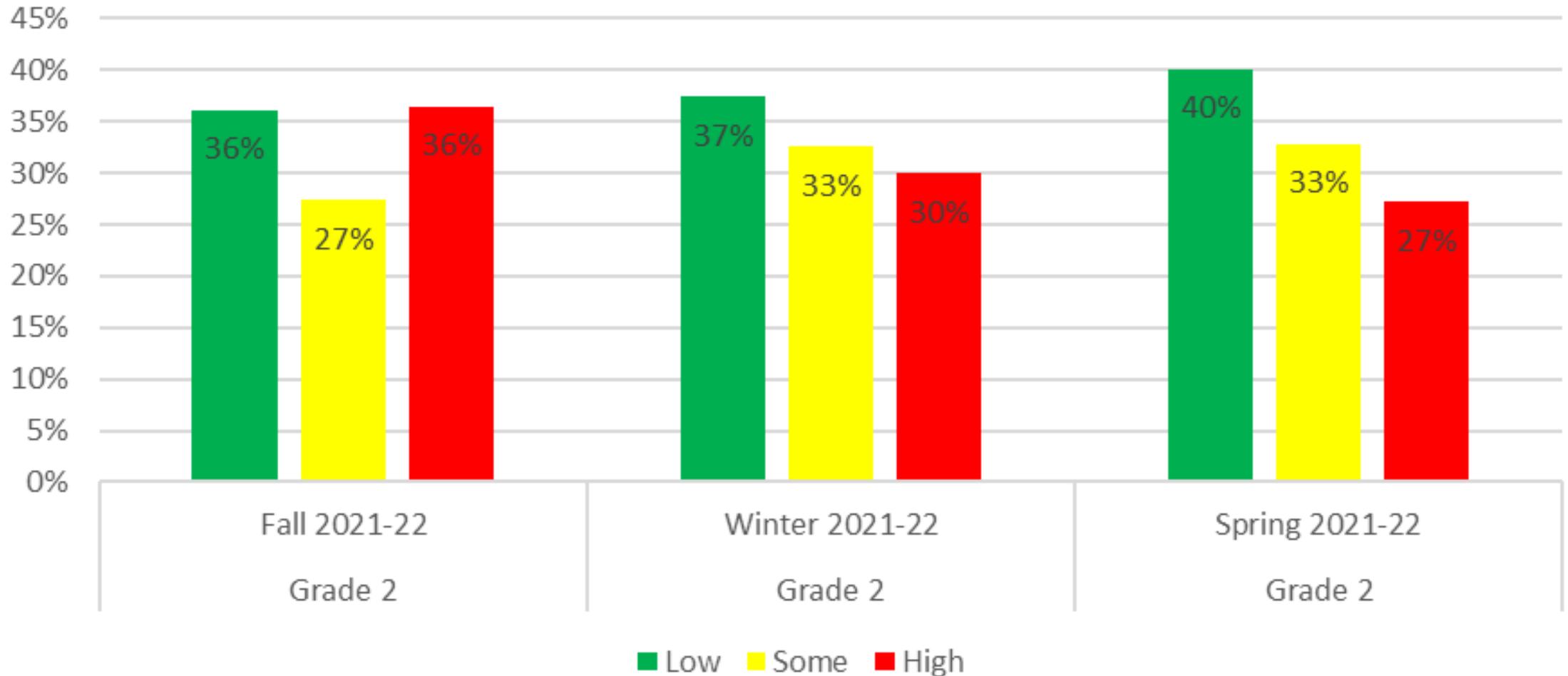
easyCBM 2021-22

Last year's 2nd grade students – English PRF Reading



easyCBM 2021-22

Last year's 2nd grade students – Spanish SRF Reading



State Assessment

- An assessment required by the state that measures student performance against state content and language standards
- Conducted once annually and used by districts and schools to identify disparities in outcomes between student groups
- Assessment examples:
 - Oregon Statewide Assessment System (OSAS)
 - English Language Proficiency Assessment (ELPA)



Oregon State Assessment

English Language Arts

Reading

- Students read, understand, and analyze a variety of texts. This includes identifying main ideas and details, comparing passages, and using context clues to determine the meaning of unfamiliar words. Students can also draw conclusions and make inferences.

Writing

- Students develop well-organized written responses for a variety of purposes and audiences. Their writing must include appropriate detail and evidence to support their main idea, as well as use grade-appropriate spelling and grammar.

Listening

- Students can understand, evaluate, and respond to information they hear after listening to passages.

Research

- Students can write a short response to a question using evidence from multiple passages to support their main idea. This involves being able to identify important information in a text that supports their writing.

OSAS Reading Sample question - Grade 3

Sap's Running by Stephen R. Swinburne

The Coleman brothers—Nelson, Ralph, and Harold—step out their front door in Vermont. They feel the wind. They feel the sun on their faces. “Sap could be running this morning,” says Nelson.

As they pass 75-year-old sugar-maple trees, sap drips from holes in the trees into metal buckets. They know for sure that today will be a good day for sugaring....

OSAS Reading Sample question - Grade 3

Which sentence from the passage supports the idea that the Coleman brothers have experience with making maple syrup?

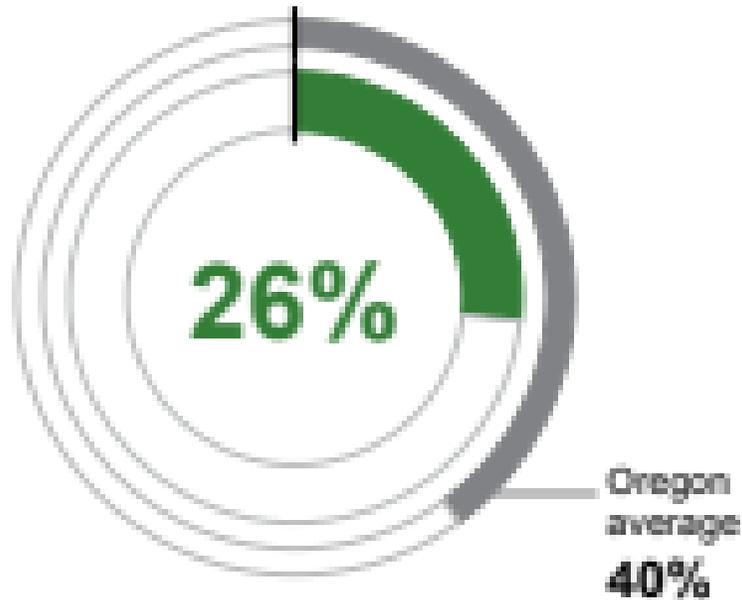
- A** “The Coleman brothers - Nelson, Ralph, and Harold - step out their front door in Vermont.”
- B** “As they pass 75-year-old-old sugar-maple trees, sap drips from holes in the trees into metal buckets.”
- C** “Every spring, the Colemans tap holes into sugar-maple trees, then hang a bucket under each hole to catch the sap.”
- D** “They don’t worry too much about why the sap is running in their trees this morning.”

State Report Cards 2021-22 Data

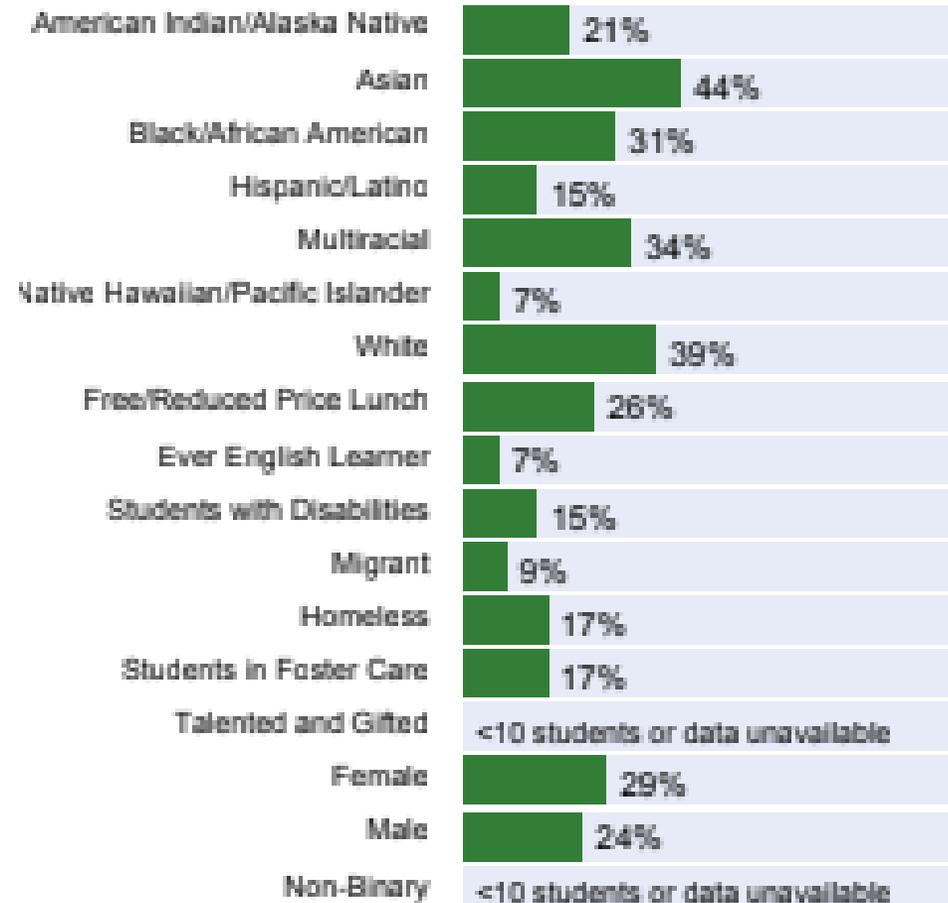
Last year's 3rd grade students, English only test

Grade 3 ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



Grade 3 ENGLISH LANGUAGE ARTS





State Accountability Detail Reports

2018-19

English Language Arts Academic Achievement Details

District: Salem-Keizer SD 24J
Level: Elementary (Grades K-5)

The English Language Arts (ELA) Achievement indicator displays the percentage of students who are meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The ratings consist of levels one through five where level 1 is the lowest rating and level 5 is the highest rating. The data table shows three years of data, a three-year average, and the applied rate (i.e., the current year value or the three-year average). '**' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	33
Level 1	<33

State Long Term Goal: 80%

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Percent	41.3	40.8	40.7	40.9	3-year Average	Level 2
All Students - Adjusted Denominator	9783	9815	9657	29255		
Economically Disadvantaged - Percent	32.4	32.2	31.4	32.0	3-year Average	Level 2*
Economically Disadvantaged - Adjusted Denominator	7370	7450	7164	21984		
English Learners - Percent	24.5	22.4	22.3	23.1	3-year Average	Level 2*
English Learners - Adjusted Denominator	3601	3552	3403	10556		
Students with Disabilities - Percent	22.6	22.9	22.0	22.5	3-year Average	Level 2*
Students with Disabilities - Adjusted Denominator	2001	1972	1997	5970		
American Indian/Alaska Native - Percent	31.3	33.8	29.6	31.5	3-year Average	Level 2*
American Indian/Alaska Native - Adjusted Denominator	67	71	81	219		
Black/African American - Percent	33.8	30.6	34.2	32.9	2018-19 Rate	Level 2
Black/African American - Adjusted Denominator	130	121	120	371		
Hispanic/Latino - Percent	26.7	25.7	27.0	26.5	2018-19 Rate	Level 2*
Hispanic/Latino - Adjusted Denominator	4090	4168	4072	12330		
Native Hawaiian/Pacific Islander - Percent	25.3	23.1	17.4	21.9	3-year Average	Level 2*
Native Hawaiian/Pacific Islander - Adjusted Denominator	225	238	235	698		
Underserved Race/Ethnicity - Percent	26.9	25.8	26.8	26.5	2018-19 Rate	Level 2*
Underserved Race/Ethnicity - Adjusted Denominator	4512	4598	4508	13618		
Asian - Percent	61.1	64.2	55.6	60.2	3-year Average	Level 3
Asian - Adjusted Denominator	149	159	169	477		
White - Percent	53.9	54.5	53.5	54.0	3-year Average	Level 3
White - Adjusted Denominator	4603	4502	4457	13562		
Multi-racial - Percent	49.1	47.8	47.2	48.1	3-year Average	Level 2
Multi-racial - Adjusted Denominator	519	556	523	1598		

Footnote: An * next to Level 2 indicates that although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

English Language Arts Academic Growth Details

District: Salem-Keizer SD 24J
Level: Elementary (Grades K-5)

The English Language Arts (ELA) Growth indicator displays the median growth percentile, the count of students with growth percentiles, and the corresponding rating for each student group. The ratings consist of levels one through five where level 1 is the lowest rating and level 5 is the highest rating. The data table shows three years of data, a three-year average, and the applied rate (i.e., the current year value or the three-year average). '**' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

English Language Arts Growth Level	Cut
Level 5	60
Level 4	55
Level 3	45
Level 2	40
Level 1	<40

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Median	49.0	47.0	51.0	49.0	2018-19 Rate	Level 3
All Students - Denominator	5986	6162	6104	18252		
Economically Disadvantaged - Median	49.0	46.0	49.0	48.0	2018-19 Rate	Level 3
Economically Disadvantaged - Denominator	4434	4626	4536	13596		
English Learners - Median	52.0	46.0	48.0	49.0	3-year Average	Level 3
English Learners - Denominator	2247	2234	2217	6698		
Students with Disabilities - Median	42.0	42.0	42.0	42.0	3-year Average	Level 2
Students with Disabilities - Denominator	1097	1140	1156	3393		
American Indian/Alaska Native - Median	48.0	63.0	42.0	46.5	3-year Average	Level 3
American Indian/Alaska Native - Denominator	41	45	50	136		
Black/African American - Median	52.0	50.0	57.0	53.5	2018-19 Rate	Level 4
Black/African American - Denominator	66	71	67	204		
Hispanic/Latino - Median	50.0	45.0	48.0	48.0	3-year Average	Level 3
Hispanic/Latino - Denominator	2547	2611	2688	7846		
Native Hawaiian/Pacific Islander - Median	42.0	50.0	49.5	47.0	2018-19 Rate	Level 3
Native Hawaiian/Pacific Islander - Denominator	123	125	150	398		
Underserved Race/Ethnicity - Median	50.0	45.0	49.0	48.0	2018-19 Rate	Level 3
Underserved Race/Ethnicity - Denominator	2777	2852	2955	8584		
Asian - Median	57.5	56.0	53.0	55.0	3-year Average	Level 4
Asian - Denominator	102	87	94	283		
White - Median	49.0	49.0	53.0	50.0	2018-19 Rate	Level 3
White - Denominator	2784	2866	2729	8379		
Multi-racial - Median	49.0	50.0	51.0	50.0	2018-19 Rate	Level 3
Multi-racial - Denominator	323	357	326	1006		

Opportunity Data Explorer

Location	Average Test Scores grade levels relative to national average	↓ Learning Rates % learned each grade, relative to national average	Trend In Test Scores average change in test scores each year	Socioeconomic Status Average SES among all families in the community
① Salem-Keizer School District 24J Oregon	- 0.5 ± 0.09	+ 15.9% ± 6.1%	- 0.03 ± 0.03	- 0.16
⊖ Portland School District 1J Oregon	+ 0.69 ± 0.2	+ 14.4% ± 9.4%	+ 0.05 ± 0.07	+ 0.55
⊖ Gresham-Barlow School District 10J Oregon	- 0.52 ± 0.09	+ 10% ± 6.3%	- 0.06 ± 0.03	+ 0.21
⊖ Oregon United States	- 0.14 ± 0.03	+ 9.2% ± 2.1%	- 0 ± 0.009	+ 0.02
⊖ Hillsboro School District 1J Oregon	- 0.2 ± 0.09	+ 5.8% ± 6.2%	+ 0.02 ± 0.03	+ 0.72
⊖ Beaverton School District 48J Oregon	+ 1.07 ± 0.09	+ 4.9% ± 6.1%	+ 0.02 ± 0.03	+ 0.94

SKPS Board Role

Review Results Policy:

Knowing what you've learned about assessment, student growth, and supporting student learning –

- What in R2 should we **keep**?
- What in R2 should we **remove**?
- What should be **added** to R2 to **monitor and assess growth**?