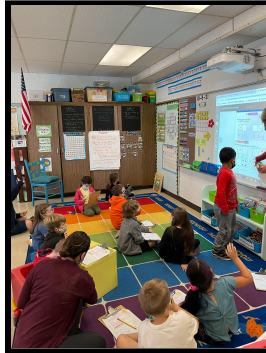


Entry Plan Findings Report



Elizabeth McAndrews
Superintendent
April 11, 2022

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April 2022

Dear Amesbury Community,

I appreciate the opportunity to serve as the Superintendent of Schools for our community and the faith and trust which you have placed in me. When I embarked on this journey in July of 2021, I believed that COVID was basically “over”. The past six months have clearly shown that nothing could have been further from the truth! Without a doubt, the months of my superintendency have been filled with challenges. More importantly, they have provided me with a range of opportunities to get to know the staff, students, and the culture of the schools. At the School Committee meeting on August 16, 2021, I shared my [Entry Plan Timeline](#) with the public. As part of the Massachusetts Association of School Superintendent’s New Superintendent Induction Program (NSIP), we are expected to conduct a “Seeing, Counting, and Hearing” Tour to get to know our district. The Entry Plan Timeline provided the timeframe and the structure of that process.

I have compiled all of the information gathered in the last several months. Through conversation, meetings, and data review, I have gained a deep understanding and awareness of our district. Both the qualitative and quantitative data have been invaluable in this process and have been incorporated into this Report of Entry Findings. Throughout this work, whether it has been the conversations or the data analysis, I have kept our existing Vision and Mission Statements in the forefront of my mind. In addition, I have adhered to my own Core Values. I am thrilled to share my Entry Plan Findings Report with you as it will serve as the foundation for the district’s work in developing a three year Strategic Plan. That finalized plan will provide the structure around which we will develop our budget, design our professional development, and allocate our resources.

Sincerely,

Elizabeth McAndrews

Elizabeth McAndrews
Superintendent of School

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Executive Summary

The purpose of the Entry Plan Findings Report is to identify trends and patterns that have been noted through focus group conversations with various stakeholders, data analysis of demographic and student achievement sources, survey results, and observations of classrooms. A synthesis of the information gathered revealed the emergence of four key areas of focus; Academic Excellence, Culture, Educator Empowerment, and Equity.

Demographics:

The population of students in the Amesbury Public Schools has had significant changes over the past five years. The student population this year represents a decrease of 350 students, a 16% decline since the 2017-2018 school year. The decrease in enrollment is most notable in elementary school (19% decline) and High School (20% decline). While the overall student enrollment has declined, the number and percent of students identified with disabilities has continued to increase. Additionally, the percent of students who qualify as economically disadvantaged has increased significantly from 23.3% to 33.6% in the last five school years.

Emerging Trends - Academic Excellence

Academic excellence is defined as the concept that every student has the opportunity to challenge themselves academically to the highest level possible through the implementation of high quality instructional practices in an inclusive, engaging and demanding curriculum. This is measured through classroom observations, achievement results on state-mandated (MCAS) assessments, progress on local assessments (DIBELS, MAP), and enrollment in advanced placement and dual enrollment classes.

- On the 2021 MCAS ELA test, when compared to 10 similar districts (as defined by the state's DART system), Amesbury had the 3rd highest percentage of students earning scores in meeting or exceeding in Grades 3-8 and the 5th highest percentage in Grade 10.
- On the 2021 MCAS Math test, when compared to 10 similar districts (as defined by the state's DART system), Amesbury had the 6th highest percentage of students earning scores in meeting or exceeding in Grades 3-8 and the 5th highest percentage in Grade 10.
- Results from both MCAS and MAP data indicate a significantly higher percent of students earn scores in meeting or exceeding expectations in ELA than in Math.
- Last school year the percentage of students participating in advanced opportunities at the high school level was at a five year high of 70%, up from 65% the previous year.
- Through interviews and observations it was noted that a return to teaching and learning emphasis on student learning objectives and success criteria are needed.
- Stakeholders indicated a desire to have more inquiry based learning and student accountable talk in daily lessons.

Emerging Trends - Culture

For the purpose of this report, culture is defined as the ongoing interactions and relationships between members of the school community (i.e., student to student; teacher to student; teacher to teacher; etc) as well as focus on the social, emotional, and mental health needs of students and faculty members. Additionally, stakeholders indicated the physical environment of each school (e.g., technology infrastructure, building maintenance and repairs) affects school culture and climate.

- The retention rate of teachers in Amesbury has steadily declined over the past three years from 91.9% in 2019 to 85.4% in 2021, while it has increased at the state level from 87.5% to 88.4%.
- Participation in co-curricular activities and athletics are trending upwards towards pre-COVID participation numbers.
- Results from the Assets Attitudes and Behavior survey indicate that 82% of students in Grades 6-12 who participated reported positive peer relationships (best friends model responsible behavior) and 78% indicated their family life provides a high level of love and support.
- Only 34% of students surveyed on the Assets indicated the school provides a caring and encouraging environment.
- 1 in 6 students (16%) across the district were identified as chronically absent (missing more than 18 days in a school year), up 5% from the previous school year. In the 3 school years prior to COVID, the average rate of chronically absent was 13%. Students of color have consistently had the highest rates of chronic absenteeism.
- Multiple stakeholders noted that the maintenance, repairs and replacement of school facilities is a priority to create a safe, welcoming environment.

Emerging Trends - Educator Empowerment

Educator empowerment refers to the vision of our school district to create environments of teaching and learning where all staff are supported and confident in their ability to provide core and targeted instruction for students with varying skills and challenges. Teachers and support staff need additional targeted professional learning opportunities, collaboration time with colleagues, coaching and feedback to address the current needs of students enrolled in the Amesbury Public Schools.

- Teacher focus groups indicated a decrease in the level of student engagement in learning this school year compounded by the complex social, emotional, and academic needs of students as a result of inconsistent and interrupted learning due to the COVID pandemic
- Teachers indicated in focus groups the need for time to assess, revise, and write curriculum with colleagues to ensure that content is engaging, relevant, and rigorous

- According to course requests for reimbursement, teachers have independently enrolled in professional learning opportunities related to trauma-informed classrooms, Orton-Gillingham, and SEED (Seeking Educational Equity and Diversity) Training

Emerging Trends - Equity

As a result of the changing demographics in Amesbury Public Schools an increased awareness of diversity, equity and inclusion has emerged. Notable areas of student focus include academic achievement and progress, attendance, discipline, access to technology, enrollment in advanced placement and early college opportunities. Further, increased attention to review curriculum and resources for biases and to build cultural competencies is prioritized.

- A significant discrepancy exists between the achievement of general education students and students identified as High Needs (i.e., Students with Disabilities, English Learners, and economically disadvantaged) in both ELA/Reading and Math. This gap appears to have widened as a result of the interrupted learning due to COVID.
- 99% of the staff in APS are white.
- On average, 70% of students who miss school for disciplinary reasons are High Needs students.
- Males are more likely to be suspended out of school than females.
- Students identified as economically disadvantaged miss, on average, 6 more days a year than the general population.

Section 1 - Entry Plan Timeline and Strategic Plan Implementation Process

The Entry Plan Process has many steps and components that ultimately lead to the implementation of a District Strategic Plan. The timeline for my process is shown below:



During the months of September, October and November, I met with a wide range of stakeholders all of whom were truly committed to the community of Amesbury. Stakeholders included but were not limited to the following:

- **Staff members from AES, CES, AMS, AHS, and AIHS.** Meetings were held in each building and were incredibly well attended. If a staff member was unable to attend the meeting in their building, they were encouraged to attend a meeting held in another building.
- **School Committee members.** I met with each member of the committee individually.
- **Building administrators.** Three separate meetings were held: Elementary, Middle School, and High School
- **Parent Organizations** - PTO (combined for both AES and CES) and PAG for middle school.
- **Community Support Organizations** - Pettingill House and Our Neighbors Table. This meeting included representatives from both organizations.
- **SEPAC** - Special Education Parents Advisory Council.
- **PACT** - Partnership of Amesbury Community and Teens. This organization was created based on data from the Essex County Asset Builders Group who had administered a survey on the possession of student assets - both external and internal. This group includes members from within the school district as well as business owners and key adults in the Amesbury community.
- **Parents and Community members** - A forum was held for parents and members of the greater Amesbury community. In addition, several Superintendent's Coffees, both virtual and in-person were held throughout the months of October, November, and December.
- **Students** - I met separately with students from AIHS (alternative school) and students from Amesbury High School. At AIHS, I met only with seniors, while at AHS the group contained members from all grades.

I am extremely appreciative of the time that all of the individuals who participated in this process shared with me. Every conversation I had provided me with new information or additional insight into our district. I sincerely appreciate the openness and honesty with which these thoughts, opinions, and facts were shared.

Data reviewed was both qualitative and quantitative in nature. Qualitative data was gathered from information shared by focus groups, individual and small group conversations, and direct observations. Quantitative data was gathered from Department of Elementary and Secondary Education (DESE) reports, local assessments, the College Board and local data.

The sources included, but were not limited to:

- MCAS, MAP, and Dibels
- Staffing data - experience, qualifications, gender and racial/ethnic background
- Essex County Asset Builders Network - Profiles of Our Youth Survey
- Advanced Opportunities - DESE and local data
- Student Discipline
- School Demographics - subgroups
- Attendance
- DEI Team Findings
- NESDEC Enrollment
- DESE Accountability data
- Early College and Senior PASS
- Budget and Funding
- Survey data from families leaving the district
- Information from interviews with stakeholders and focus groups

As part of the development of my Entry Plan Process, I reflected on my own core values (listed below) and kept those clearly in focus as I conducted my “Seeing, Hearing, and Counting Tour”. As we move into the development of our District’s Strategic Plan, the District Leadership Team will collaborate on the development of the District’s Core Values.

Superintendent’s Core Values

One Amesbury - We must focus on collaboration which builds on the concept that we have a shared responsibility for all students to support them and their families so that they are able to learn in a safe, inclusive, and appropriately challenging environment.

Students as the focus - All the decisions that I make must be made through the lens of what is in the best interest of the students.

Building, maintaining, and enhancing relationships - Whether in the classroom, in the hallways, or on the playground or playing field, relationships are the key to success.

Develop students both academically and in terms of Social Emotional Learning (SEL) - Given the impact of the pandemic, it is especially important that we support students in the development of their social emotional competencies in addition to their academic development.

Clear communication - The Amesbury Public Schools community must be provided with the information that is needed to help all students and families be successful in the school environment.

Guiding Questions for Conversations with Stakeholders:

The following questions were consistently asked of each of the stakeholders with whom I spoke. Additional follow up questions were asked as well as the opportunity for each stakeholder to ask any questions or share any information they wanted. The responses to these questions are shared under the qualitative data heading within each of the four emerging themes.

1. What about the Amesbury Public Schools would you like to keep no matter what? Why?
2. What are the greatest successes of the Amesbury Public Schools? Why do you feel this way?
3. What are the greatest challenges/needs of the Amesbury Public Schools? Why do you feel this way?
4. Of what Diversity, Equity, and Inclusion work are you aware is happening in the schools?
5. What do you value in a superintendent? What are the short term and long term goals on which you would like the superintendent to focus?

Section 2 - Background Information on Amesbury Public Schools

When reading my Entry Plan findings, it is critical to understand the current administrative structure in the district. Over the past several years, there have been a range of structures and changes to responsibilities.

Current District Administrative Structure:

Central Office

- Superintendent of Schools
- Director of Finance and Operations
- Director of Student Services
- Director of Teaching, Learning and **Equity (this piece is new this year)**
- Director of Facilities

Amesbury High School

- Principal (Interim)
- Assistant Principal of Curriculum (Interim)
- Assistant Principal of Student Activities/Athletic Director

Amesbury Innovation High School

- Principal

Amesbury Middle School

- Principal
- Assistant Principals (2) - **(one of which was reinstated this year)**

Amesbury Elementary School

- Principal

Cashman Elementary School

- Principal

Both the vision and the mission were created as part of Dr. Gary Reese's Strategic Plan Development during the 2016-2017 school year. To this day, the mission is read at the start of every School Committee meeting.

Vision and Mission:

Vision

Our vision is that the Amesbury Public Schools will be highly valued for its academic excellence which is built upon a culture that respects individuality while socially, emotionally, physically, and intellectually preparing students to create and innovate within a rapidly changing world.

Mission

The Amesbury School District is unconditionally committed to every child, ensuring that all students experience success through the development of attitudes and skills necessary for lifelong learning by providing the highest quality staff, meaningful learning experiences, and a vitally involved community.

Amesbury Public Schools Strategic Plan 2017-2022

During the 2016-2017 school year, Dr. Gary Reese created the Strategic Plan for Amesbury Public Schools. This Strategic Plan ends at the end of this school year. The three pillars that Dr. Reese used to build the Strategic Plan are listed below and contain some objectives that will likely be found in the district's next Strategic Plan.

| Strategic Objective #1 | Strategic Objective #2 | Strategic Objective #3 |
|--|---|---|
| Meet the Needs of the Learner | Promote Continuous Development of High Quality Educational Leaders | Develop and integrate technology that promotes the ability to compete in a rapidly changing world |
| ALL students deserve the opportunity to learn to their greatest potential and to achieve mastery of standards. The Amesbury Public Schools will develop curricula, provide instruction and utilize teaching strategies that will meet the needs of ALL learners. We will improve accessibility to high quality programs/courses for all student populations. | Educational Leaders come in many forms, from students all the way to central office administrators. An educational leader is one who has a keen understanding of the goals and objectives of the school community and is able to inspire and support clothes towards meeting our vision. The Amesbury Public Schools believes in fostering opportunities to identify and grow leaders within our district and to utilize their skills in furthering our vision. | Technology is changing daily. It is critical that our students have access to current technology and learn how to use their knowledge to adjust their skills as new technology is introduced. To that end, the Amesbury Public Schools will plan for and integrate technology in a manner that shifts teaching styles/strategies in order to enable our students to creatively problem solve through the use of technology. |

As we develop the next Strategic Plan, the Leadership Team will review my Entry Findings as well as the action steps identified in Dr. Reese's plan, to determine which objectives will be extended into the district's new plan.

District Enrollment Data:

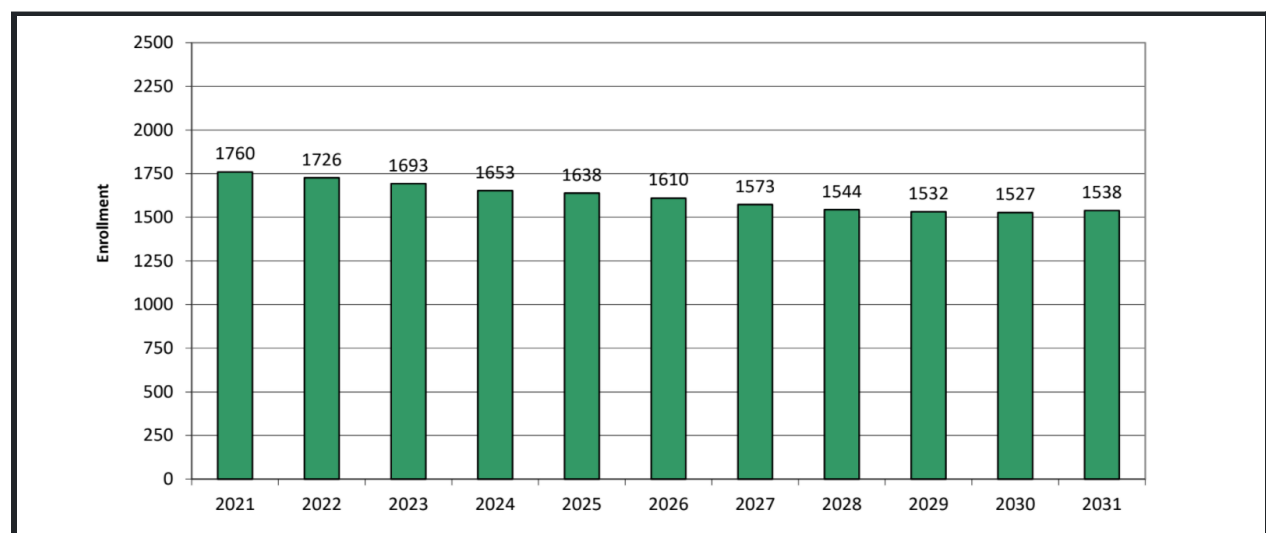
Five Year Enrollment Data:

In the past five years, the Amesbury Public School District's enrollment has decreased by 350 students. This trend is not unique to Amesbury Public Schools; in fact, several of our neighbors are experiencing significant decreases in their enrollments as well.

| School Year | Enrollment Numbers |
|------------------------|--------------------|
| 17-18 | 2147 |
| 18-19 | 2058 |
| 19-20 | 2012 |
| 20-21 | 1852 |
| 21-22 | 1797 |
| Total Change (5 Years) | 350 |

Enrollment projections:

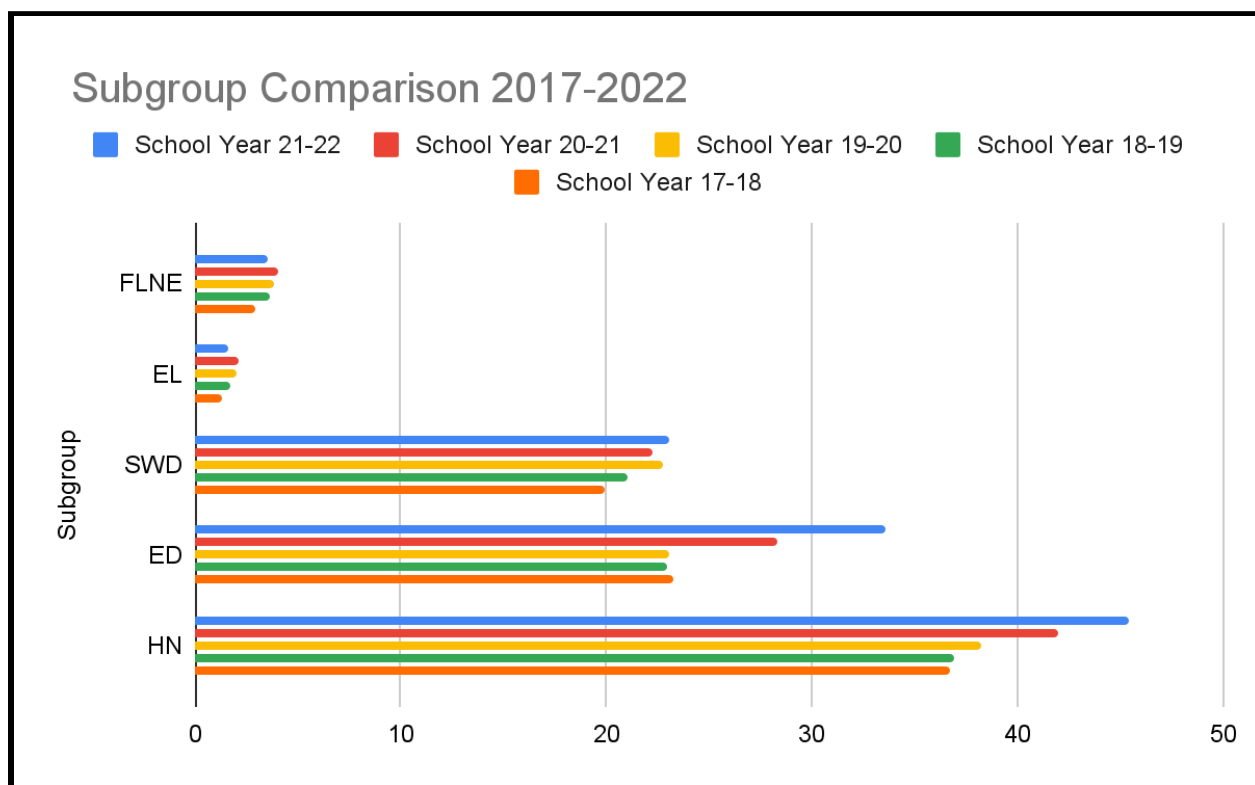
As part of a NESDEC enrollment study conducted in the Fall of 2021, a continued decrease in district enrollment is anticipated over the next several years prior to a small uptick in enrollment.



District Demographics:

Subgroup Comparison

Not only has our population decreased, but the makeup of that population has changed as well. The table below shows increases in many of our selected populations since School Year 2017-2018. The largest increase is in students who are economically disadvantaged. Economically Disadvantaged is determined based on a student's participation in one or more of the follow state administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families (DCF) foster care program; and MassHealth (Medicaid). Almost 50% of our students are now categorized as High Needs. A High Needs student is one who is designated as low-income/economically disadvantaged; an EL or FEL, or a student with disabilities. An EL is a student whose first language is a language other than English who is unable to perform ordinary classwork in English. A former EL (FEL) is a student that is not currently an EL, but had been at some point the the four previous academic years.



Changes to populations between 2017 and 2022

As we review the membership in our subgroups over the past five years, we can see the percentage increase of each subgroup. It is important to remember that to be included in the High Needs (HN) category, one must qualify for at least one of the following subgroups: English Learner (EL), Students with Disabilities (SWD) or Economically Disadvantaged (ED). FLNE includes students for whom English is not their first language.

| Subgroup | 21-22 | 20-21 | 19-20 | 18-19 | 17-18 | 5 Year Change |
|----------|-------|-------|-------|-------|-------|---------------|
| FLNE | 3.5% | 4% | 3.8% | 3.6% | 2.9% | + .6% |
| EL | 1.6% | 2.1% | 2% | 1.7% | 1.3% | + .3% |
| SWD | 23.1% | 22.2% | 22.8% | 21% | 19.9% | +3.2% |
| ED | 33.6% | 28.3% | 23.1% | 23% | 23.3% | +10.3% |
| HN | 45.4% | 42% | 38.2% | 36.9% | 36.7% | +8.7% |

Additional changes to our demographics can be seen in terms of racial and ethnic diversity as well. The table below clearly indicates that Amesbury Public Schools are becoming more diverse.

| School Year | African American | Asian | Hispanic | Native American | White | Native Hawaiian/ Pacific Islander | Multi-Race, Non-Hispanic |
|-----------------|------------------|-------|----------|-----------------|--------|--------------------------------------|-----------------------------|
| 21-22 | 1.40% | 1.20% | 9.20% | 0.10% | 83.50% | 0.10% | 4.50% |
| 20-21 | 2.20% | 1.20% | 9.90% | 0.20% | 82.30% | 0.10% | 4.20% |
| 19-20 | 1.90% | 1.20% | 8.80% | 0.15% | 84% | 0.10% | 3.80% |
| 18-19 | 1.80% | 1.20% | 7.80% | 0.10% | 85.00% | 0.10% | 3.90% |
| 17-18 | 1.60% | 1.10% | 7.20% | 0.20% | 86.20% | 0.10% | 3.50% |
| FiveYear Change | -0.20% | 0.10% | 2% | -0.10% | -2.70% | 0 | 1% |

Other District Data

High School Graduation Plans

Although I am including this data, the post secondary plans for the past two years are likely impacted by COVID-19 and are reflective of trends in many other districts. Nonetheless, it is evident that other than last year, between 80 and 93% of our students continue on in some type of post secondary education. For the Class of 2021, the number of students who opted to go into the workforce right out of high school was significantly higher than in years past. (The data is contained in the next two tables.)

| Class | 4 Year Private | 4 Year Public | 4 Year Combined | 2 Year Private | 2 year Public | 2 Year Combined | 2 or 4 Year College |
|---------------|----------------|---------------|-----------------|----------------|---------------|-----------------|---------------------|
| 2021 | 21.90% | 32.50% | 54.40% | 0.70% | 17.20% | 17.90% | 72.30% |
| 2020 | 28.50% | 39.70% | 68.20% | 0% | 17.20% | 17.20% | 85.40% |
| 2019 | 25.20% | 32.40% | 57.60% | 0 | 22.30% | 22.30% | 79.90% |
| 2018 | 21.90% | 41.60% | 63.50% | 0.70% | 26.30% | 27.00% | 90.50% |
| 2017 | 25.20% | 37.70% | 62.90% | 0 | 21.40% | 21.40% | 84.30% |
| 5 Year Change | | | -8.50% | | | -3.50% | |

| Class | Other Post Secondary | Apprenticeship | Work | Military | Other | Unknown |
|---------------|----------------------|----------------|--------|----------|--------|---------|
| 2021 | 4% | 0 | 17.20% | 2.60% | 2.00% | 2.00% |
| 2020 | 2% | 0.70% | 9.90% | 0.70% | 0.70% | 0.70% |
| 2019 | 2.20% | 0 | 10.80% | 4.30% | 0.70% | 2.20% |
| 2018 | 2.90% | 0 | 4.40% | 0 | 2.20% | 0 |
| 2017 | 1.30% | 0 | 12.60% | 1.30% | 0 | 0.60% |
| 5 Year Change | 2.70% | | 4.60% | 1.30% | -0.20% | 1.40% |

Advanced Opportunities for AHS Students

AHS students have two opportunities to extend their learning outside of the high school while they are still in high school. Students can opt to participate in Early College/Dual Enrollment learning opportunities with Southern New Hampshire University (SNHU) and Northern Essex Community College (NECC). In addition, students can earn college credits with a high score on the Advanced Placement Tests.

AP Courses offered:

Literature and Composition
Statistics
Physics
Art and Design

Calculus AB
Biology
US History

Calculus BC
Chemistry
Psychology

104 enrollments in AP classes for the 21-22 School Year. In 2016, Amesbury High School was recognized for its level of accessibility to the AP courses and tests.

This chart includes the number of enrollments in APs classes, which includes students taking more than one AP class. The number of enrollments in the AP classes is compared to the high

school enrollment. While this doesn't identify the actual number of students enrolled, the comparison is made in the same fashion for all years.

| School Year | Number of student enrollments in APs | School Enrollment | Percent of students taking APs |
|-------------|--------------------------------------|-------------------|--------------------------------|
| 2016-2017 | 169 | 594 | 28.5% |
| 2017-2018 | 129 | 592 | 21.8% |
| 2018-2019 | 150 | 565 | 26.5% |
| 2019-2020 | 142 | 529 | 26.8% |
| 2020-2021 | 125 | 521 | 24.0% |
| 2021-2022 | 104 | 463 | 22.5% |

Dual Enrollment Courses offered:

SNHU

History 113
History 114
Literature 100

NECC

English Composition I and II
Intro to Psychology
Public Speaking

There are 190 enrollments in Dual Enrollment/Early College courses this year.

The chart below contains the average number of college credits earned by students in a graduating class who participated in the Early College/Dual Enrollment opportunities offered at AHS as well as the highest number of credits earned. (60 credits are needed for an Associates Degree). COVID has impacted this data for the Classes of 2020 and 2021.

| Early College/Dual Enrollment Credits Earned By Graduation | | |
|--|----------------------------------|----------------------------------|
| Year | Average Number of Credits Earned | Highest Number of Credits Earned |
| 2019 | 13.7 | 36 |
| 2018 | 29.4 | 59 |

Advanced Opportunities

During the 2020-2021 school year, the participation of students from selected populations increased significantly. Although increasing the participation of selected populations was not directly targeted, it is something that we need to maintain and to further increase the participation in advanced opportunities for all of our students.

| Year | All | ED | HN | SWD | African American/ Black | Asian | Hispanic or Latino | Male | Female |
|-----------|-------|-------|-------|------|-------------------------|-------|--------------------|-------|--------|
| 2020-2021 | 66.9% | 43.1% | 40% | 25% | 66.7% | 0 | 68.4% | 63.2% | 71.9% |
| 2019-2020 | 63.9% | 25.4% | 22.7% | 6.7% | 16.7% | 0 | 50% | 59% | 69.2% |
| 2018-2019 | 64.1% | 28.1% | 21.8% | 9.4% | 0 | 0 | 65% | 58.6% | 70.1% |

Senior PASS (Plan for an Alternative Spring Semester)

Provided that students have earned the requisite number of credits, they are permitted to apply to participate in designing their own learning experiences during their senior spring. The goal of this program is to create real-world experiences that help bridge students to the next chapter of their lives with the connections that AHS already has with our local community. This program has grown in popularity over the past couple of years. Students can combine courses taken at AHS with courses taken on a college campus, an internship, or work experience.

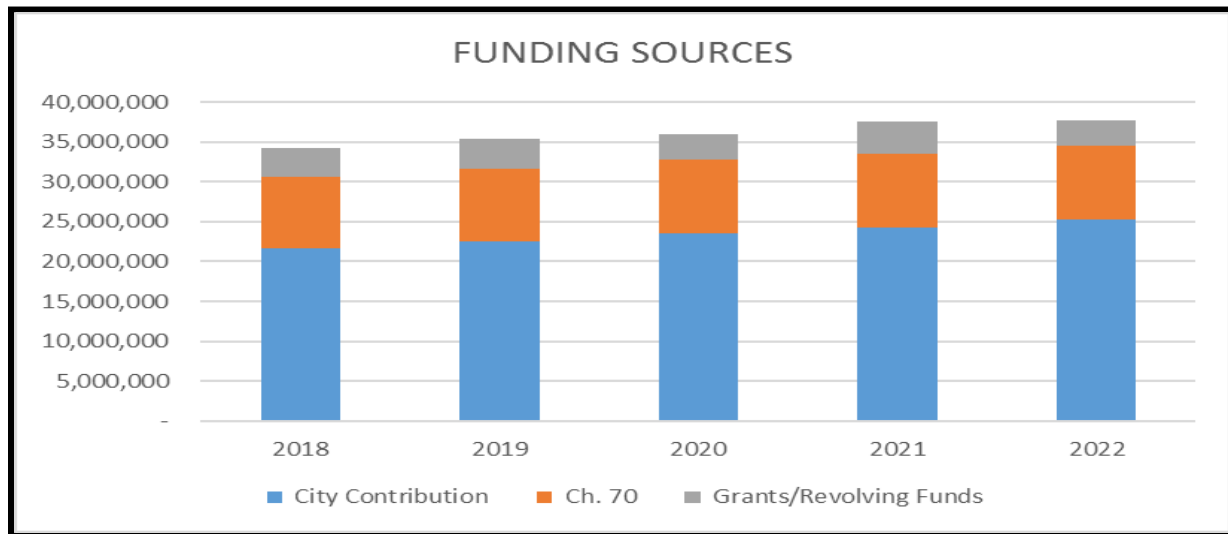
| Year | # participants | Year | # participants |
|-----------|----------------|-----------|----------------|
| 2021-2022 | 76 | 2018-2019 | 25 |
| 2020-2021 | 59 | 2017-2018 | 12 |
| 2019-2020 | 35 | 2016-2017 | 21 |

Funding Sources:

Summary

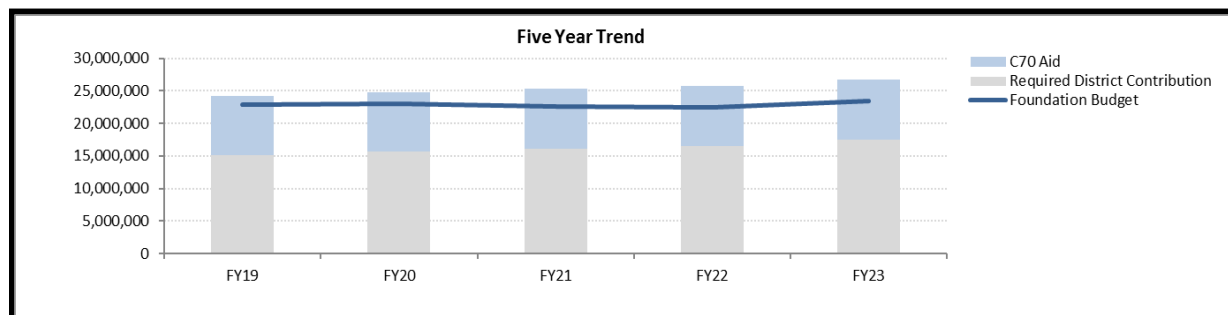
The Amesbury Public Schools is funded through a variety of sources which include local contributions, grants and revolving accounts, Chapter 70 funds, and Circuit Breaker. Chapter 70 is the primary state aid program for public elementary and secondary schools. In addition to providing state aid to support school operations, Chapter 70 also establishes the minimum spending requirements for each school district and minimum requirements for each municipality's share of school costs. The amount of Chapter 70 Funding that Amesbury Public Schools have received has remained fairly consistent for the last 5 years, although that was not always the case. Circuit Breaker is funding that the Commonwealth provides to local school districts to help them to defray the expense of providing legally mandated special education

supports and services to children with severe disabilities. Amesbury's Circuit Breaker reimbursement has been somewhat consistent in the last three years and has been used to offset Special Education costs in the budget. Amesbury Public Schools continues to rely on grants and revolving accounts (School Choice, South Hampton, Gate Receipts and User Fees) to offset costs in the budget. However, the largest source of funding for the Amesbury Public Schools consistently comes from local funding which continues to increase each year.



Chapter 70 Funding and Required District Contribution

The City of Amesbury has consistently provided more than their required contribution. It is evident that the City of Amesbury prioritizes funding its schools and works collaboratively with the school district to be able to do that.



Circuit Breaker Funding

The improvement in Circuit Breaker reimbursement has been a critical component of our budgeting process allowing us to offset special education expenses as well as providing a buffer for unanticipated special education costs that arise throughout the school year.

| Grant | Fed/St | FY '19 | FY '20 | FY '21 | FY '22 |
|----------------------|--------|-----------|-------------|-------------|-------------|
| SPED Circuit Breaker | ST | \$991,834 | \$1,330,231 | \$1,545,733 | \$1,435,576 |

Section 3 - Emerging Trends, Data, and Next Steps

Included in this section are the data, both qualitative and quantitative, the strengths and areas of concern, as well as the anticipated next steps. In several instances, data and information are used to support more than one finding as several of these findings overlap with one another. If a piece of data or information pertains to a specific building, that will be signified in parenthesis following the statement. Data reviewed was both qualitative and quantitative in nature. Qualitative data was gathered from information shared by focus groups, individual and small group conversations, and direct observations. Quantitative data was gathered from Department of Elementary and Secondary Education (DESE) reports, local assessments, the College Board and local data.

Emerging Trend - Academic Excellence

Overview:

While our state data is typically higher than the state average, we consistently fall in the middle of the pack when compared to our District Analysis and Review Tools (DART) schools. Reports from students include teachers, courses, and content areas where they feel academically challenged and others where they do not. High and clear expectations for all students must be matched with an appropriate level of rigor and be more consistently prevalent throughout all classrooms in the district.

Strengths:

- Inquiry based science modules (Project Lead the Way - PLTW) - (AES, CES, and AMS)
- Adoption and implementation of the early literacy program - Wit and Wisdom (AES/CES)
- Supplemental math program (ST Math) (AES, CES, and AMS)
- Advanced opportunities and the ability to earn college credit while in high school (AHS)
- Competitive AP scores (AHS)
- Students consistently attend competitive colleges and universities

Areas of Concern:

- MCAS and MAP data indicate a significantly higher percentage of students earn scores of meeting or exceeding expectations in ELA than they do in Math
- Level of engagement for all students
- Decrease in enrollment (district-wide) and loss of students between grades 8 and 9
- Gaps in achievement between students of color and white students
- Technology infrastructure, support and integration into classrooms

Qualitative Data (Qualitative data was gathered from information shared by focus groups, individual and small group conversations, and direct observations):

District

- The staff is the most valued asset of the Amesbury Public Schools (100% of stakeholders reported this)
- Continue to build a collaborative relationship between the Central Office and the building
- Return to pre-COVID teaching and learning emphasis - Student Learning Objectives (SLOs), Success Criteria (SC), and Social Emotional Learning (SEL)
- Need to build/reinforce Teaching and learning tools - Inquiry based learning. More application of knowledge and less “talking at kids”. Increase student accountable talk.
- Consistent leadership in the Superintendent position
- Has the way we do education changed at all as a result of the pandemic? Instruction? Assessment?
- Continue to review and revise the curriculum to ensure that it is inclusive of all students.
- More inclusive TEAM meeting process

AHS

- Access to advanced opportunities
- Colleges attended and achievements

AMS

- Middle school needs to build a sense of community and increase student engagement
- Exploratory learning through field trips
- After school transportation

AES

- After school transportation

CES

- After school transportation

Quantitative Data (Quantitative data was gathered from Department of Elementary and Secondary Education (DESE) reports, local assessments, the College Board and local data):

DART (District Analysis and Review Tools) Schools- Percent of Students Meeting or Exceeding Expectations

When comparing our selected population (ED, SWD, and EL) percentages with our DART schools, we have the second highest percentages of Economically Disadvantaged students and Students with Disabilities. Within that same table, we fall fairly consistently in the middle of the pack in terms of the percentage of students meeting or exceeding expectations in ELA, Math and STEM MCAS. This information clearly shows that we have a significant opportunity to grow in these areas. Our DART schools are listed in the table below:

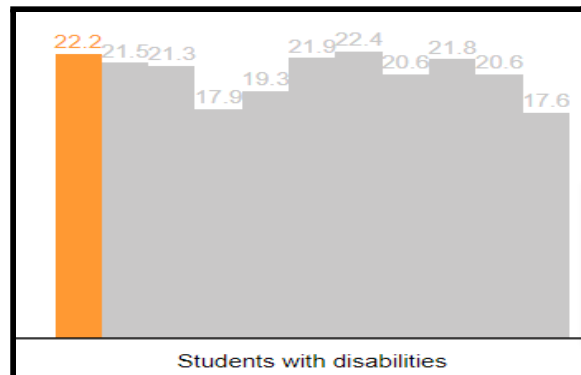
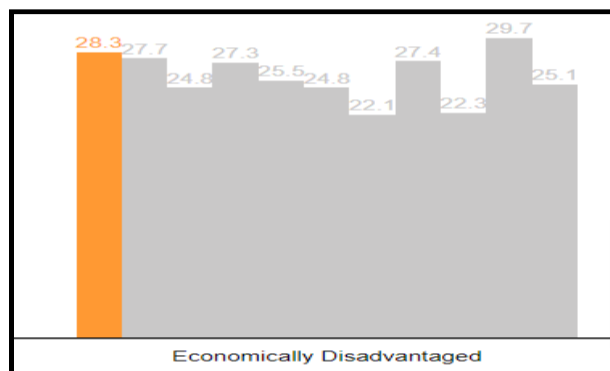
Comparable Districts Overview

*Districts most similar to your district in terms of grades span, total enrollment, and special populations.

Orange-Shaded row: Your district

| District Name | 2021 Enrollment | | | | 2021 Next Gen MCAS | | | | | | | | |
|-------------------------------|--------------------|-------------|-------|-------|-------------------------------------|------|----------|------|----------------|--------------------|------|----------|------|
| | | | | | % Meeting or Exceeding Expectations | | | | | Growth average SGP | | | |
| | | | | | Grades 3-8 | | Grade 10 | | Grades 5 and 8 | Grades 3-8 | | Grade 10 | |
| | Total Enrollment # | Eco. Dis. % | SWD % | ELL % | ELA | Math | ELA | Math | | Science | ELA | Math | ELA |
| Amesbury* | 1,852 | 28.3 | 22.2 | 2.1 | 48% | 31% | 70% | 55% | 44% | 35.8 | 31.3 | 58.6 | 37.5 |
| Ayer Shirley School District* | 1,603 | 27.7 | 21.5 | 3.6 | 46% | 28% | 72% | 47% | 45% | 36.9 | 28.2 | 65.8 | 34.7 |
| Bellingham* | 1,984 | 24.8 | 21.3 | 2.4 | 39% | 28% | 64% | 46% | 40% | 36.4 | 33.4 | 63.4 | 40.4 |
| Blackstone-Millville* | 1,565 | 27.3 | 17.9 | 1.7 | 45% | 32% | 54% | 42% | 36% | 36.0 | 34.0 | 56.8 | 28.4 |
| Carver* | 1,476 | 25.5 | 19.3 | 1.4 | 39% | 22% | 66% | 55% | 33% | 33.7 | 29.4 | 47.9 | 45.2 |
| Dedham* | 2,556 | 24.8 | 21.9 | 5.5 | 48% | 38% | 71% | 65% | 41% | 32.7 | 35.2 | 61.4 | 53.2 |
| North Middlesex* | 2,893 | 22.1 | 22.4 | 1.4 | 52% | 33% | 76% | 61% | 45% | 38.1 | 27.3 | 51.7 | 26.8 |
| Northampton* | 2,579 | 27.4 | 20.6 | 4.3 | 48% | 29% | 77% | 62% | 49% | 28.3 | 23.9 | 51.2 | 35.3 |
| Norton* | 2,358 | 22.3 | 21.8 | 1.9 | 47% | 33% | 69% | 54% | 48% | 37.8 | 33.1 | 57.7 | 35.7 |
| South Hadley* | 1,763 | 29.7 | 20.6 | 4.3 | 42% | 25% | 56% | 45% | 42% | 32.3 | 23.0 | 53.0 | 40.9 |
| Uxbridge* | 1,639 | 25.1 | 17.6 | 2.2 | 49% | 34% | 70% | 56% | 42% | 40.8 | 31.4 | 55.0 | 36.7 |

DART School comparison of selected populations

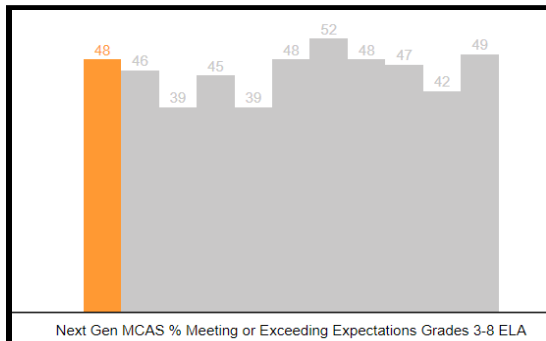


Of our DART schools, only South Hadley has a higher percentage of economically disadvantaged students (29.7%) than Amesbury (28.3%). When comparing the percentage of students with disabilities to our DART schools, only North Middlesex (22.4%) has more than Amesbury (22.2%). When compared to our DART schools, Amesbury falls in the middle in terms of the percentage of EL students (2.2%). This information is particularly relevant when considering the emerging trend of Diversity, Equity, and Inclusion.

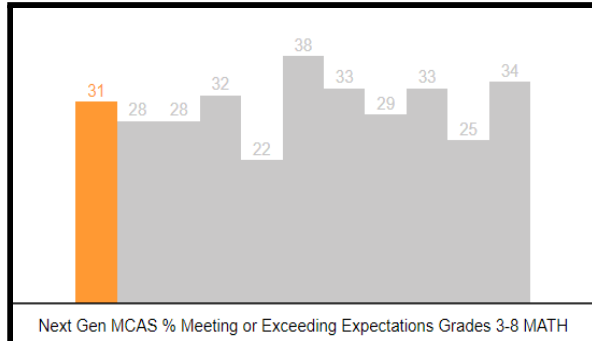
Grades 3-8 Meeting or Exceeding Expectations

These graphs visually represent the percentage of students in grades 3-8 who are meeting or exceeding expectations (achievement scores) as compared to our DART schools.

ELA



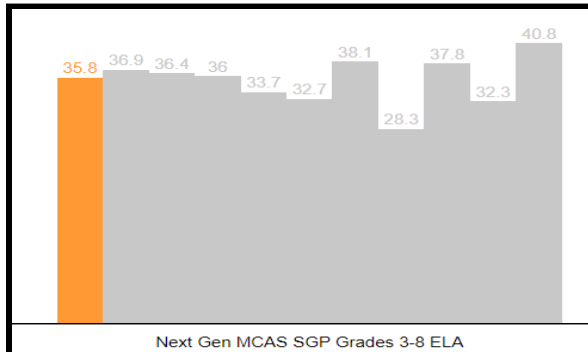
Math



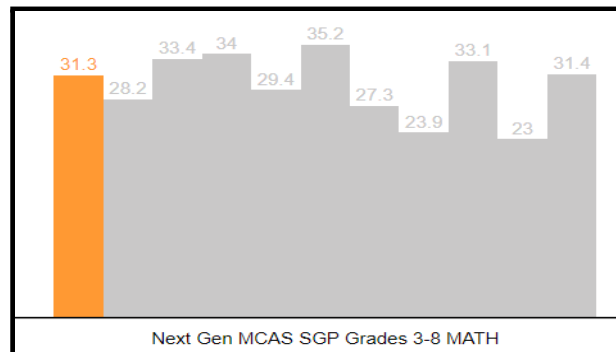
Grades 3-8 SGP (Student Growth Percentile)

The average SGP for grades 3-8 in both ELA and Math are below the average band of student growth (40-59). Student Growth Percentile (SGP) measures the change in achievement over time rather than grade level achievement results from one year. This indicates that achievement scores on this year's MCAS tests will have to increase for the average SGP to fall within the average band.

ELA

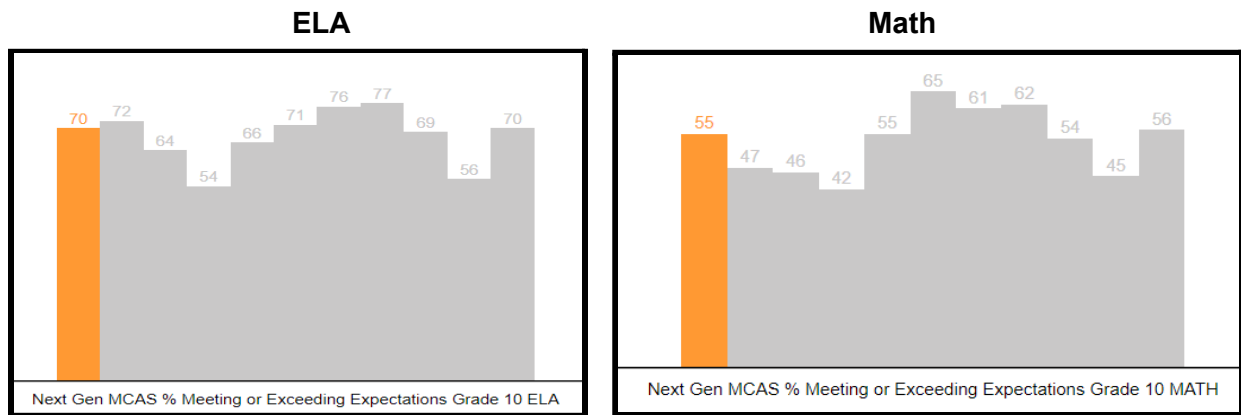


Math



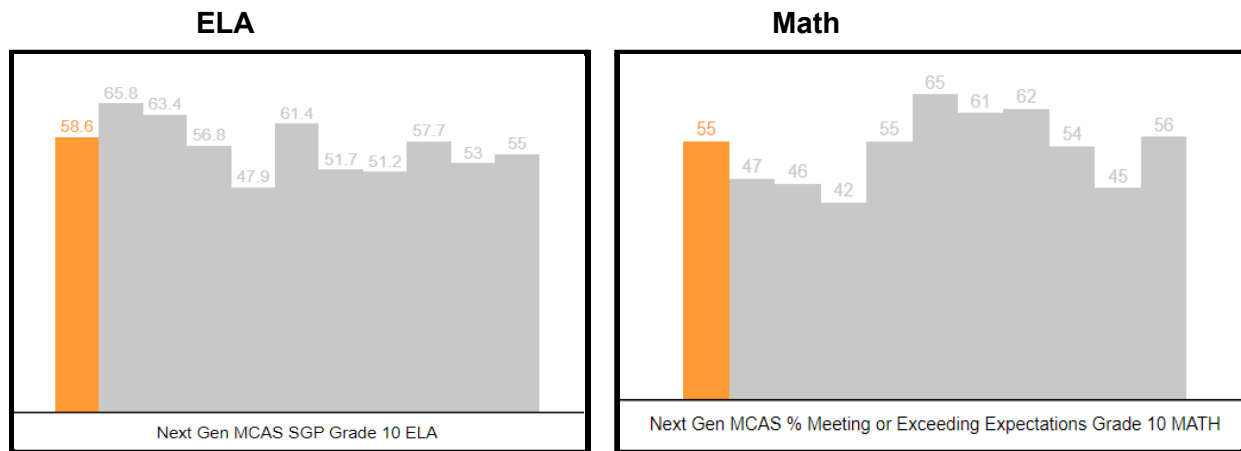
Grade 10 ELA/Math

These graphs visually represent the percentage of students in grade 10 who are meeting or exceeding expectations (achievement) as compared to our DART schools. Again we are towards the middle in terms of comparing us to our DART schools



Grades 10 SGP (Student Growth Percentile)

For grade 10 ELA, the average SGP was 58.6, which is at the very end of the moderate growth band. Student Growth Percentile (SGP) measures the change in achievement over time rather than grade level achievement results from one year. An average of 60 is the low end of the high growth band. The average SGP of 58.6 is an acceptable growth percentile; however, ideally, we would like to have SGP at 60 or above. For grade 10 Math, the average SGP was in the upper level of the low growth band indicating a need for improvement in student scores and student growth percentiles.



Next Steps:

- Provide time and clear expectations for the assessment of existing curriculum development. This process must incorporate vertical alignment of curriculum
- Increase opportunities for intervention within the school day
- Build capacity and opportunity for skills based and inquiry based learning
- Continue emphasis on providing frequent, timely, and meaningful feedback to teachers
- Expand opportunities for peer observation and feedback within each grade level, content area, building, and district
- Create clear expectations for lesson plan development and differentiation of instruction
- Conduct exit interviews for all students leaving the district

Emerging Trend - Culture

Overview:

For the purpose of this report, culture is defined as the ongoing interactions and relationships between members of the school community (i.e., student to student; teacher to student; teacher to teacher; etc) as well as the focus on the social, emotional, and mental health needs of students and faculty members. We have endured and persevered through a two year pandemic, but not without cost. Concrete data, as well as anecdotal data indicate that the social, emotional, and mental health needs of our students and staff need to be addressed. Increasing our social awareness and cultural competence to support the rapidly changing needs of our students will positively impact the culture of our school community. Morale and the overall general vibe of a building, also contribute to the culture. Additionally, addressing the necessary repairs and replacements of our buildings, fields, and technology infrastructure, expanding our existing maintenance plan to protect those investments, and consistently implementing replacement cycles for required equipment, like technology, vehicles, and machinery will impact the culture of the classrooms, school, and district. Finally, it is critical that we design opportunities to bring the district together as a whole rather than allowing them to remain isolated from one another.

Strengths:

- Teacher student relationships
- Teacher to teacher relationships in each individual school
- Leadership Team
- Opportunities for student voice and leadership
- Department heads and voluntary Leadership Teams in buildings
- Rich traditions being restored in each school following the end of the pandemic
- Every student has a district provided device

Areas of Concern:

- Grade reconfiguration and moving to new schools (AES, CES, AMS)
- Written and consistent processes and systems within the district. Need for clear descriptions and responsibilities for programs and positions
- Re-engaging students and their families with the schools.
- Teacher morale
- School activities for all students
- Technology infrastructure, support, and integration into classrooms
- Roof repairs for AMS, AES, and CES

Qualitative Data (Qualitative data was gathered from information shared by focus groups, individual and small group conversations, and direct observations):

District

- School spirit and collegiality of staff within each individual school.
- Willingness of staff to support one another within a school.

- Welcoming and open school community - overall students in all grades are accepting of “different”
- Strong teacher/student relationships.
- Minimal turnover as staff are committed to the district.
- Sense of pride in school and district
- Increase in transparency and responsiveness from administration to staff
- Continue to build a collaborative relationship between the Central Office and the building
- Need for the development and consistency of processes and systems within the district
- Need clear descriptions as well as guidelines for programs including - MTSS, Special Education including the referral process, Technology communication, job descriptions and responsibilities
- Mental health and social emotional needs of students
- Teacher “tanks” are empty (Teacher morale)
- Consistent leadership in the Superintendent position
- Continue to review and revise the curriculum to ensure that it is inclusive of all students.
- More inclusive TEAM meeting process
- Professional Development Committee

AHS

- Opportunity for, and value of, student voice

AMS

- Need a middle school version of AIHS
- Not as much of a partnership with families as it used to be
- Middle school needs to build a sense of community and increase student engagement
- After school transportation

AES

- PBIS
- Differences between the two elementary schools
- After school transportation

CES

- PBIS
- Differences between the two elementary schools
- After school transportation

Quantitative Data (Quantitative data was gathered from Department of Elementary and Secondary Education (DESE) reports, local assessments, the College Board and local data):

Staffing Data

Teacher Qualifications and Experience

As is evident by the table below, Amesbury Public Schools has an extremely high number of licensed, highly qualified teachers, with experience who are teaching the content that they were trained to teach. This data illustrates that the vast majority of our students are receiving their instruction from individuals with training, experience, and content expertise. Given this information, teachers definitely will have the background knowledge and experience to implement any new instructional strategies or approaches learned through professional development.

| | 2020-2021 | | | 2019-2020 | | | 2018-2019 | | |
|--|-----------|------------|-------|-----------|------------|-------|-----------|------------|-------|
| Data | APS | State avg. | Diff. | APS | State avg. | Diff. | APS | State avg. | Diff. |
| % Teachers licensed | 99.4% | 97.6% | +1.8% | 98.8% | 97% | +1.8% | 100% | 97.3% | +2.7% |
| % Teachers without provisional license or waiver | 95% | 93.5% | -1.5% | 93.3% | 92.6% | +7% | 93.6% | 91.6% | -2.0% |
| % Experienced teachers | 87.4% | 83.1% | +4.3% | 88.5% | 82.6% | +5.9% | 89.5% | 82.6% | +6.9% |
| % Teaching in field | 98.8% | 93.7% | +5.1% | 93.6% | 90.3% | +3.3% | 93.8% | 89.2% | +4.6% |

Additionally, Amesbury has more licensed teachers and significantly more teachers with experience than the state average. Except for the last school year, Amesbury has fewer teachers on provisional licenses and waivers than the state average.

Teacher Retention

Including during the pandemic, Amesbury Public Schools has retained more than 85% of its staff. This consistency has contributed to APS's ability to persevere and support our students and families through the pandemic. It also supports the statements offered by a number of stakeholders regarding the staff supporting one another. Planned retirements (7) account for the majority of teachers leaving in 2021.

| Year | AHS Percent Retention | State Percent Retention | Difference |
|------|-----------------------|-------------------------|------------|
| 2021 | 85.4% | 88.4% | -3% |
| 2020 | 88.6% | 87.7% | +9% |
| 2019 | 91.9% | 87.5% | +4.4 |

Student Participation in Co-curricular activities

The opportunity to participate in co-curricular activities is essential to creating a sense of connection with, and belonging to, one's school. While the number of students participating includes a duplication of actual students, the number represents the high level of involvement in school sponsored events. It is anticipated that the number of students who take advantage of these opportunities at Amesbury Middle School will increase when after school buses are offered two days each week.

Co-Curricular Activities

| School | # Activities | # Student Members |
|--------|--------------|-------------------|
| AHS | 14 | 234 |
| AMS | 23 | 671 |

Some of the activities with higher participation include Ski Club (111), Gaming Club (80) and Drama (72) for the middle school and Student Council (46), Drama Club (38) and Mentors for Violence Prevention (35) for the high school.

Athletic Participation

Although COVID impacted student participation in athletics, the numbers below reflect a high level of participation and connection with the high school. Additionally, the high school teams have experienced a huge amount of success. Most recently, the girls' basketball team won the Division IV state championship.

| School Year | # Fall Athletes | # Winter Athletes | # Spring Athletes | Total Athletes |
|-------------|-----------------|-------------------|-------------------|----------------|
| 2018-2019 | 241 | 143 | 196 | 580 |
| 2019-2020 | 234 | 179 | N/A | 413 |
| 2020-2021 | 212 | 42 | 142 | 396 |
| 2021-2022 | 188 | 137 | 150 | 475 |

Although the overall student enrollment is decreasing, the percentage of students participating in athletics has remained consistent or even increased a little bit.

Essex County Asset Builders - Profiles of Student Life: Attitudes and Behaviors

I have included this data because it illustrates some key points around school culture and the areas on which we need to focus.

In December of 2021, students in grades 6-12 were given the ***Developmental Assets: Profiles of Student Life: Attitudes and Behaviors Survey***, a self-reporting survey. This survey assesses the protective factors present in the lives of youth, including thriving and resiliency behaviors. It also measures levels of high-risk behaviors, including the use of tobacco, alcohol, other drugs, violence, and early sexual involvement. The Search Institute's survey research demonstrates a strong correlation between high levels of Developmental Assets present in young people's lives and significantly lower levels of risk-taking behaviors.

Although all students in grades 6-12 were asked to take the survey, for a variety of reasons, approximately 30% of student responses were not included in the data. Nonetheless, there are some interesting patterns that are worthy of identifying in this report. Assets are divided into external and internal assets. There are 4 categories of external assets which include Support, Empowerment, Boundaries and Expectations, and Constructive Use of Time. Strengths in external assets for our students are found in **family support (78%)** (family life provides high levels of love and support), **school boundaries (65%)** (school provides clear rules and consequences), and **positive peer relationships (82%)** (young person's best friends model responsible behavior). The most glaring deficiency in external assets is in a **caring school climate** where only **34%** of the students feel that the school provides a caring, encouraging environment. This information indicates to me that schools are providing the necessary structure but we are lacking in the supportive relationship area. Coming off of the pandemic, relationships are essential in helping students move forward, believe in themselves, and set challenging, but realistic goals for themselves.

Next Steps:

- Support mental health and increase the sense of belonging for all students and staff in Amesbury Public Schools.
- Develop a marketing strategy for the promotion of Amesbury Public Schools and for events within each school.
- Visually represent the organizational structure of the district, provide job descriptions and responsibilities for each, and systematize the on-boarding and off-boarding process for staff.
- Publicize and consistently fund a maintenance program for facilities.
- Intentionally build opportunities and expectations for communication, connection, and collaboration between buildings.
- Build capacity and opportunity for skills based and inquiry based learning.
- Create opportunities for families to connect with the schools and understand how education has changed.

Emerging Trend - Empower Educators

Overview:

Educator empowerment refers to the vision of our school district to create environments of teaching and learning where all staff are supported and confident in their ability to provide core and targeted instruction for students with varying skills and challenges. Given the changes to our demographics, the impact of the pandemic, and the differences in classrooms today, teachers and support staff need additional targeted professional development, coaching, as well as more time to collaborate. Time to assess, revise, and write curriculum with colleagues to ensure that content is engaging, relevant, and rigorous is essential to empowering teachers to effectively meet the needs of all of our students and to prepare those students for a rapidly changing and competitive world. Additionally, opportunities for educators to observe and receive feedback from colleagues will provide meaningful opportunities for growth outside of the Evaluation Process. Finally, prioritizing time for vertical alignment and communication between schools and grade span levels is critical for the success of students and for the continuity for families.

Strengths:

- Responsive administrators
- Experienced and highly qualified staff
- Leadership Team Learning Walks in each building
- Addition of teacher support positions of Math and Reading Coach
- Continued growth in district-provided professional development opportunities
- Retired staff still directly connected to our schools
- Every student has a district provided device which allows teachers to maximize the opportunities for differentiation, formative assessments, and embedding student choice

Areas of Concern:

- The social emotional health of students, staff and families, impacted by the pandemic
- Educator emotional availability to build relationships with students that impact how students feel about school
- Lack of time for staff to collaborate on curriculum. Including planning, writing, revising, and vertically aligning
- Need for training in data collection, analysis, and how it informs instruction
- Lack of written and consistent processes and systems within the district. Need for clear descriptions and responsibilities for programs and positions
- Technology infrastructure, support and integration into classrooms

Qualitative Data (Qualitative data was gathered from information shared by focus groups, individual and small group conversations, and direct observations):

District

- The ability and willingness to learn from one another.
- Understanding how to use data and how it informs instruction

- Partnerships and collaboration with community partners including Pettengill House and Our Neighbors Table as well as Horace Mann, AEFI, PAG, PTO, Lowell's Boat Shop, and Rotary.
- Increase in transparency and responsiveness.
- Responsive administrators
- Need clear descriptions as well as guidelines for programs including - MTSS, Special Education including the referral process, Technology communication, job descriptions and responsibilities.
- Continue to build a collaborative relationship between the Central Office and the building
- Need to build/reinforce Teaching and learning tools - Inquiry based learning. More application of knowledge and less "talking at kids". Increase student accountable talk.
- Consistent leadership in the Superintendent position
- Has the way we do education changed at all as a result of the pandemic? Instruction? Assessment?
- Continue to review and revise the curriculum to ensure that it is inclusive of all students.
- More inclusive TEAM meeting process
- Professional Development Committee

Quantitative Data (Quantitative data was gathered from Department of Elementary and Secondary Education (DESE) reports, local assessments, the College Board and local data):

Annual Dropout Rate

The following data tracks the percentage of students, overall and by subgroup, who decide not to continue with their public school education. The data is not connected to a graduating class, but rather to a school year. For accountability determinations in any given year, high school completion data are lagged. The 2019 accountability determinations use the annual dropout rate from 2018.

2020-2021 Student Drop Out Rate

| Student Group | # Enrolled Grades 09 through 12 | # Dropout All Grades | % Dropout All Grades | % Dropout Grade 09 | % Dropout Grade 10 | % Dropout Grade 11 | % Dropout Grade 12 |
|------------------------------------|---------------------------------------|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| All Students | 555 | 12 | 2.2 | 1.5 | 1.6 | 2.9 | 2.5 |
| High Needs | 179 | 5 | 2.8 | 0.0 | 4.7 | 2.6 | 4.3 |
| Economically Disadvantaged | 126 | 4 | 3.2 | 0.0 | 7.4 | 3.8 | 3.1 |
| LEP English language learner | 9 | 0 | 0.0 | | | | |
| Students with disabilities | 95 | 5 | 5.3 | 0.0 | 8.0 | 4.3 | 9.1 |
| African American/Black | 14 | 0 | 0.0 | 0.0 | | | |
| Asian | 6 | 0 | 0.0 | | | | |
| Hispanic or Latino | 47 | 1 | 2.1 | 0.0 | 0.0 | 0.0 | 8.3 |
| Multi-race, non-Hispanic or Latino | 25 | 0 | 0.0 | | 0.0 | 0.0 | 0.0 |
| White | 463 | 11 | 2.4 | 1.8 | 1.9 | 3.4 | 2.3 |
| Female | 273 | 2 | 0.7 | 0.0 | 1.7 | 1.6 | 0.0 |
| Male | 281 | 9 | 3.2 | 3.3 | 1.5 | 2.7 | 4.9 |

2019-2022 Student Drop Out Rate

| <u>Student Group</u> | <u># Enrolled Grades 09 through 12</u> | <u># Dropout All Grades</u> | <u>% Dropout All Grades</u> | <u>% Dropout Grade 09</u> | <u>% Dropout Grade 10</u> | <u>% Dropout Grade 11</u> | <u>% Dropout Grade 12</u> |
|------------------------------------|--|---------------------------------|---------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All Students | 576 | 4 | 0.7 | 0.8 | 0.0 | 0.7 | 1.2 |
| High Needs | 156 | 3 | 1.9 | 0.0 | 0.0 | 2.6 | 5.1 |
| Economically Disadvantaged | 100 | 1 | 1.0 | 0.0 | 0.0 | 0.0 | 4.2 |
| LEP English language learner | 6 | 0 | 0.0 | | | | |
| Students with disabilities | 93 | 3 | 3.2 | 0.0 | 0.0 | 5.3 | 8.3 |
| African American/Black | 10 | 1 | 10.0 | | | | |
| Asian | 7 | 0 | 0.0 | | | | |
| Hispanic or Latino | 35 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Multi-race, non-Hispanic or Latino | 24 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| White | 500 | 3 | 0.6 | 0.9 | 0.0 | 0.8 | 0.7 |
| Female | 280 | 1 | 0.4 | 1.7 | 0.0 | 0.0 | 0.0 |
| Male | 295 | 3 | 1.0 | 0.0 | 0.0 | 1.3 | 2.5 |

2018-2019 Student Dropout Rate

| <u>Student Group</u> | <u># Enrolled Grades 09 through 12</u> | <u># Dropout All Grades</u> | <u>% Dropout All Grades</u> | <u>% Dropout Grade 09</u> | <u>% Dropout Grade 10</u> | <u>% Dropout Grade 11</u> | <u>% Dropout Grade 12</u> |
|------------------------------------|--|---------------------------------|---------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All Students | 611 | 12 | 2.0 | 0.0 | 1.9 | 0.6 | 5.2 |
| High Needs | 174 | 6 | 3.4 | 0.0 | 5.0 | 0.0 | 9.3 |
| Economically Disadvantaged | 115 | 6 | 5.2 | 0.0 | 7.7 | 0.0 | 12.9 |
| LEP English language learner | 5 | | | | | | |
| Students with disabilities | 97 | 3 | 3.1 | 0.0 | 11.1 | 0.0 | 3.7 |
| African American/Black | 11 | 0 | 0.0 | | | | |
| Asian | 9 | 0 | 0.0 | | | | |
| Hispanic or Latino | 41 | 1 | 2.4 | 0.0 | 0.0 | 0.0 | 8.3 |
| Multi-race, non-Hispanic or Latino | 26 | 2 | 7.7 | 0.0 | 0.0 | | 28.6 |
| White | 524 | 9 | 1.7 | 0.0 | 2.4 | 0.7 | 3.9 |
| Female | 289 | 5 | 1.7 | 0.0 | 0.0 | 0.0 | 7.6 |
| Male | 322 | 7 | 2.2 | 0.0 | 3.7 | 1.3 | 3.4 |

Upon reviewing dropout data for the past three school years, it is evident that there are a couple of subgroups who were particularly impacted by the pandemic and chose to drop out of school. These include members of the high needs group such as students with disabilities and

economically disadvantaged students. It is also worthy of note that males are much more likely to drop out than females.

Four Year Cohort Graduation Rate

Accountability determinations for districts and schools serving grades 9 through 12 will include four-year cohort graduation rate data. This data tracks the completion of the group of students who began their freshman year together with those who finished high school in a four year time period. For accountability determinations in any given year, high school completion data are lagged. The 2019 accountability determinations use the four-year cohort graduation rate from 2018.

4 Year Adjusted Cohort Graduation Rate (2021)

| 4-Year Adjusted Cohort Graduation Rate (2021) | | | | | | | |
|---|-------------|-------------|-------------------|-----------------------|---------------|---------------|------------------------|
| Student Group | # in Cohort | % Graduated | % Still in School | % Non-Grad Completers | % H.S. Equiv. | % Dropped Out | % Permanently Excluded |
| All Students | 142 | 93.0 | 2.1 | 0.0 | 0.7 | 4.2 | 0.0 |
| Male | 73 | 90.4 | 2.7 | 0.0 | 1.4 | 5.5 | 0.0 |
| Female | 68 | 97.1 | 1.5 | 0.0 | 0.0 | 1.5 | 0.0 |
| EL | 3 | - | - | - | - | - | - |
| Low income | 43 | 86.0 | 7.0 | 0.0 | 2.3 | 4.7 | 0.0 |
| High needs | 55 | 87.3 | 5.5 | 0.0 | 1.8 | 5.5 | 0.0 |
| Students w/ disabilities | 22 | 81.8 | 4.5 | 0.0 | 4.5 | 9.1 | 0.0 |
| Afr. Amer./Black | 3 | - | - | - | - | - | - |
| Asian | 2 | - | - | - | - | - | - |
| Hispanic/Latino | 12 | 83.3 | 0.0 | 0.0 | 0.0 | 16.7 | 0.0 |
| Amer. Ind. or Alaska Nat. | - | - | - | - | - | - | - |
| White | 117 | 93.2 | 2.6 | 0.0 | 0.9 | 3.4 | 0.0 |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - |
| Multi-race, Non-Hisp./Lat. | 8 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

* NOTE: Graduation rates will not be publicly reported for cohort counts fewer than 6 [More about the data.](#)

4 Year Adjusted Cohort Graduation Rate (2020)

| 4-Year Adjusted Cohort Graduation Rate (2020) | | | | | | | |
|---|-------------|-------------|-------------------|-----------------------|---------------|---------------|------------------------|
| Student Group | # in Cohort | % Graduated | % Still in School | % Non-Grad Completers | % H.S. Equiv. | % Dropped Out | % Permanently Excluded |
| All Students | 142 | 89.4 | 7.0 | 0.0 | 0.0 | 3.5 | 0.0 |
| Male | 70 | 85.7 | 8.6 | 0.0 | 0.0 | 5.7 | 0.0 |
| Female | 72 | 93.1 | 5.6 | 0.0 | 0.0 | 1.4 | 0.0 |
| EL | 0 | - | - | - | - | - | - |
| Low income | 33 | 72.7 | 18.2 | 0.0 | 0.0 | 9.1 | 0.0 |
| High needs | 52 | 78.8 | 11.5 | 0.0 | 0.0 | 9.6 | 0.0 |
| Students w/ disabilities | 32 | 68.8 | 18.8 | 0.0 | 0.0 | 12.5 | 0.0 |
| Afr. Amer./Black | 1 | - | - | - | - | - | - |
| Asian | 2 | - | - | - | - | - | - |
| Hispanic/Latino | 5 | - | - | - | - | - | - |
| Amer. Ind. or Alaska Nat. | - | - | - | - | - | - | - |
| White | 132 | 89.4 | 6.8 | 0.0 | 0.0 | 3.8 | 0.0 |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - |
| Multi-race, Non-Hisp./Lat. | 2 | - | - | - | - | - | - |

* NOTE: Graduation rates will not be publicly reported for cohort counts fewer than 6 [More about the data.](#)

4 Year Adjusted Cohort Graduation Rate (2019)

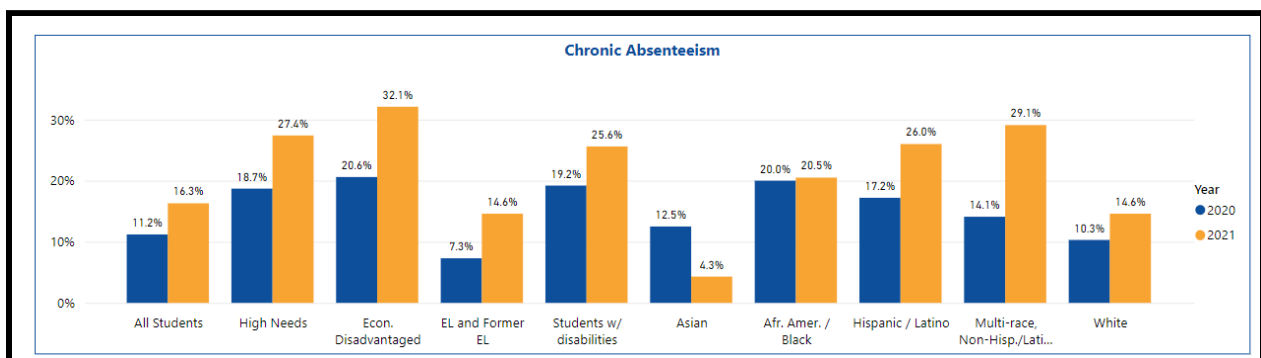
| Student Group | # in Cohort | % Graduated | % Still in School | % Non-Grad Completers | % H.S. Equiv. | % Dropped Out | % Permanently Excluded |
|----------------------------|-------------|-------------|-------------------|-----------------------|---------------|---------------|------------------------|
| All Students | 133 | 90.2 | 6.0 | 0.0 | 0.0 | 3.8 | 0.0 |
| Male | 75 | 90.7 | 8.0 | 0.0 | 0.0 | 1.3 | 0.0 |
| Female | 58 | 89.7 | 3.4 | 0.0 | 0.0 | 6.9 | 0.0 |
| EL | - | - | - | - | - | - | - |
| Low Income | 31 | 80.6 | 9.7 | 0.0 | 0.0 | 9.7 | 0.0 |
| High needs | 57 | 78.9 | 12.3 | 0.0 | 0.0 | 8.8 | 0.0 |
| Students w/ disabilities | 39 | 76.9 | 17.9 | 0.0 | 0.0 | 5.1 | 0.0 |
| Afr. Amer./Black | 3 | - | - | - | - | - | - |
| Asian | 2 | - | - | - | - | - | - |
| Hispanic/Latino | 9 | 88.9 | 0.0 | 0.0 | 0.0 | 11.1 | 0.0 |
| Amer. Ind. or Alaska Nat. | - | - | - | - | - | - | - |
| White | 113 | 92.0 | 6.2 | 0.0 | 0.0 | 1.8 | 0.0 |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - |
| Multi-race, Non-Hisp./Lat. | 6 | 66.7 | 0.0 | 0.0 | 0.0 | 33.3 | 0.0 |

* NOTE: Graduation rates will not be publicly reported for cohort counts fewer than 6 [More about the data.](#)

As was evident in the dropout data, the same groups of high needs students, students with disabilities and economically disadvantaged (low income) students are the most likely to need more than 4 years to complete high school. Again, males are more likely to need the additional time.

Chronic Absenteeism

Chronic absenteeism is defined as the percentage of students missing 10 percent or more of their days in membership. The chronic absenteeism rate includes both excused and unexcused absences, and is calculated for students in grades 1 through 12. In order to be included in a school's chronic absenteeism rate, a student must be enrolled in the school for at least 20 days at any point in the school year. However, if a student is enrolled in multiple schools within the same district in a single school year, the student is excluded from school-level chronic absenteeism rates, but is included in the district rate.



The same groups of students, economically disadvantaged and students with disabilities have the highest rate of chronic absenteeism. Multi-race/Non-hispanic/Latino and Hispanic/Latino are the races with the highest levels of chronic absenteeism. In my mind, these statistics indicate a disconnect between these groups of students and school. How can we better engage and involve these students in the learning process? What changes do we need to make to get to this level?

Next Steps:

- Develop a plan for meeting the needs of all learners including hiring the appropriate positions, designing and implementing relevant professional development, and identifying, purchasing, and incorporating necessary instructional resources.
- Provide time and clear expectations for the assessment of existing curriculum development. This process must incorporate vertical alignment of curriculum.
- Intentionally build opportunities and expectations for communication, connection, and collaboration between buildings.
- Build capacity and opportunity for skills based and inquiry based learning.
- Continue emphasis on providing frequent, timely, and meaningful feedback to teachers. Expand opportunities for peer observation and feedback within each grade level, content area, building, and district.
- Reinstate the Professional Development Council with representation from all levels. Outline clear processes for teachers leading PD.

Emerging Trend - Diversity, Equity, and Inclusion

Overview:

As a result of the changing demographics in Amesbury Public Schools an increased awareness of diversity, equity and inclusion has emerged. The achievement gap between general education students and special populations has, in most instances, increased. Further analysis of data in terms of academic achievement, growth, attendance, discipline, and access to advanced opportunities needs to be conducted at a building level. Tiered interventions and a deeper and more consistent implementation of inclusive practices must be incorporated into classroom instruction. Training and clear expectations must be provided to assist educators in meeting these needs. A review of policies, processes, and systems must occur to ensure that they are inclusive as well. Finally, a review of curriculum and instructional resources should be conducted to ensure that all of our students and staff feel represented and valued.

Strengths:

- Student/teacher relationships and connections
- Diversity, Equity and Inclusion (DEI) Consultant - ME
- Diversity, Equity and Inclusion (DEI) Team and findings
- Professional development emphasis on individual self awareness and cultural competence
- Addition of positions to support Tier 2 interventions for all students (current and anticipated positions)
- Individuals and teams in place for create and formalize the MTSS for literacy, math, and social emotional health
- Every student has a district provided device that allows them access to resources inside and outside of the classroom

Areas of Concern:

- Achievement gaps between general education students and special populations
- Lack of written and consistent processes and systems within the district. Need for clear descriptions and responsibilities for programs and positions.
- Effectiveness of the school website for communicating important information to all students and families.
- Access to school activities for all students
- Need for clear and explicit Equity Vision for the District
- Lack of diversity in the workforce
- Presence and role of implicit bias in the schools/district
- Representation of all students in the curriculum.
- Support for LGBTQ+ students and their families
- Technology infrastructure, support and integration into classrooms

Qualitative Data (Qualitative data was gathered from information shared by focus groups, individual and small group conversations, and direct observations):

District

- Welcoming and open school community - overall students in all grades are accepting of “different”.
- Students feel understood as individuals.
- Need clear descriptions as well as guidelines for programs including - MTSS, Special Education including the referral process, Technology communication, job descriptions and responsibilities
- Continue to build a collaborative relationship between the Central Office and the building
- Return to pre-COVID teaching and learning emphasis - Student Learning Objectives (SLOs), Success Criteria (SC), and Social Emotional Learning (SEL)
- Need to build/reinforce Teaching and learning tools - Inquiry based learning. More application of knowledge and less “talking at kids”. Increase student accountable talk.
- Mental health and social emotional needs of students
- Consistent leadership in the Superintendent position
- Has the way we do education changed at all as a result of the pandemic? Instruction? Assessment?
- Continue to review and revise the curriculum to ensure that it is inclusive of all students.
- The website needs an overhaul and needs to include supports and information for families including the DCAP, RTI, MTSS, etc.
- More inclusive TEAM meeting process
- DEI Team (see results on p. 41)
- Gender neutral bathrooms

AHS

- Social justice elective
- Changing the identifier
- Clubs like GSA

AMS

- Need a middle school version of AIHS
- After school transportation
- Clubs like GSA

AES

- After school transportation

CES

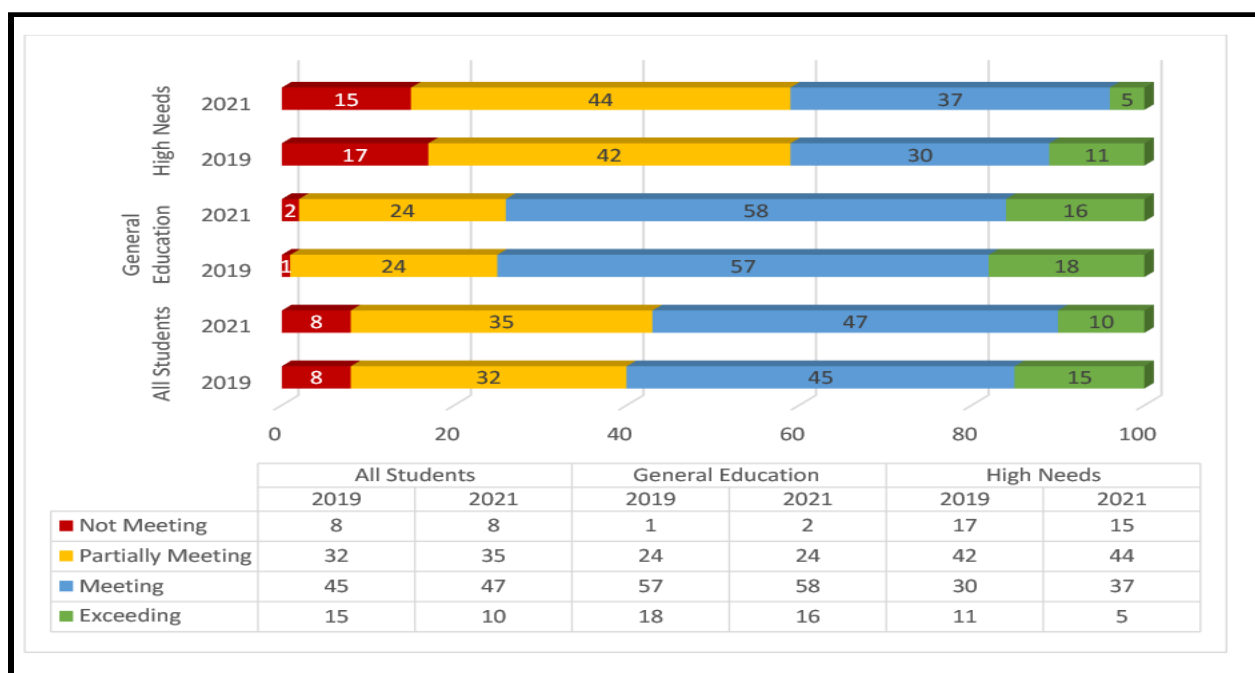
- After school transportation

Quantitative Data (Quantitative data was gathered from Department of Elementary and Secondary Education (DESE) reports, local assessments, the College Board and local data):

MCAS by Subgroups and Grade Levels

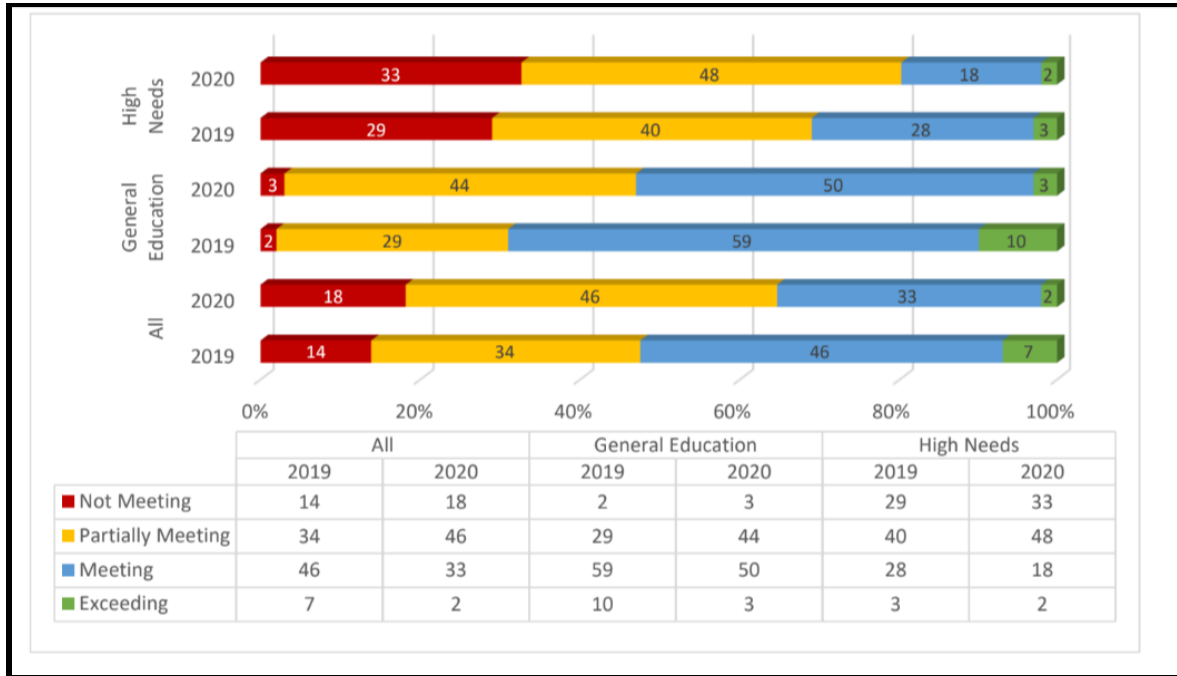
Elementary ELA - Achievement

The gap between the results of general education students and students identified as high needs continues to be an area of concern. However, the gap does not appear to have widened on MCAS as a result of the interrupted learning due to COVID. Fewer High Needs students in 2021 earned scores in the not meeting category compared to the 2019 results. This is important since just over half (52%) of the students who participated in the 2021 MCAS were identified as high needs, this is an increase from the 44% in 2019.



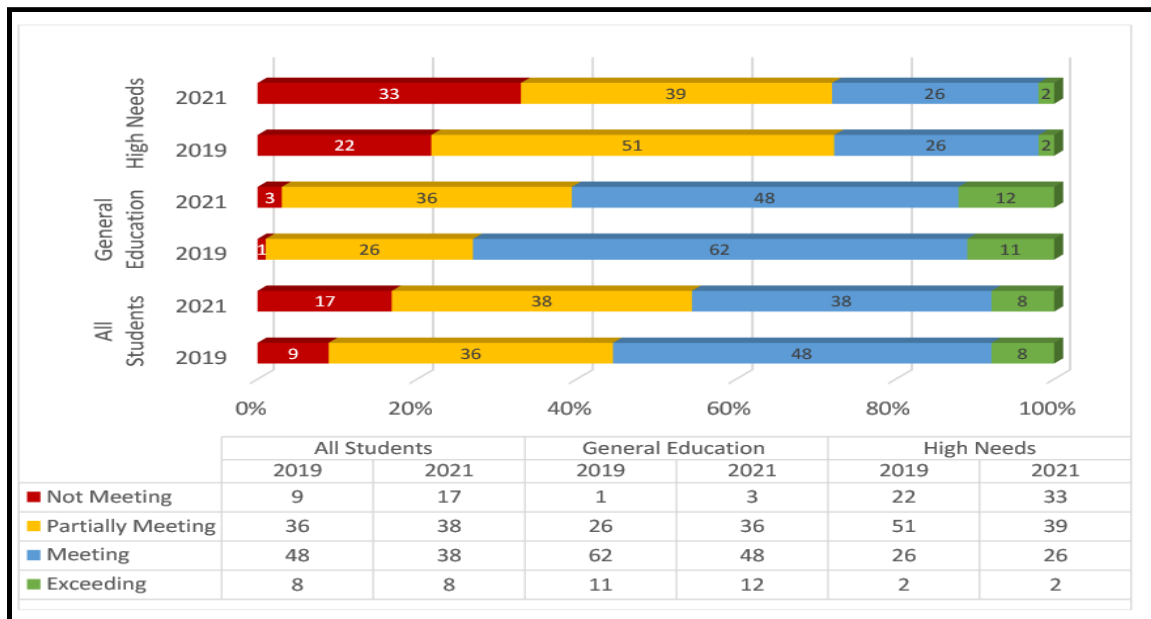
Elementary Math - Achievement

The gap between the achievement of general education students and students identified as high needs is an area of concern, especially with the percent of students not meeting grade level expectations as assessed on MCAS. The high needs subgroup makes up over half (53%) of students tested in 2021. Of this group, 33% earned scores in “not meeting”. A shift towards lower scores was also noted for general education students, although not as severe.



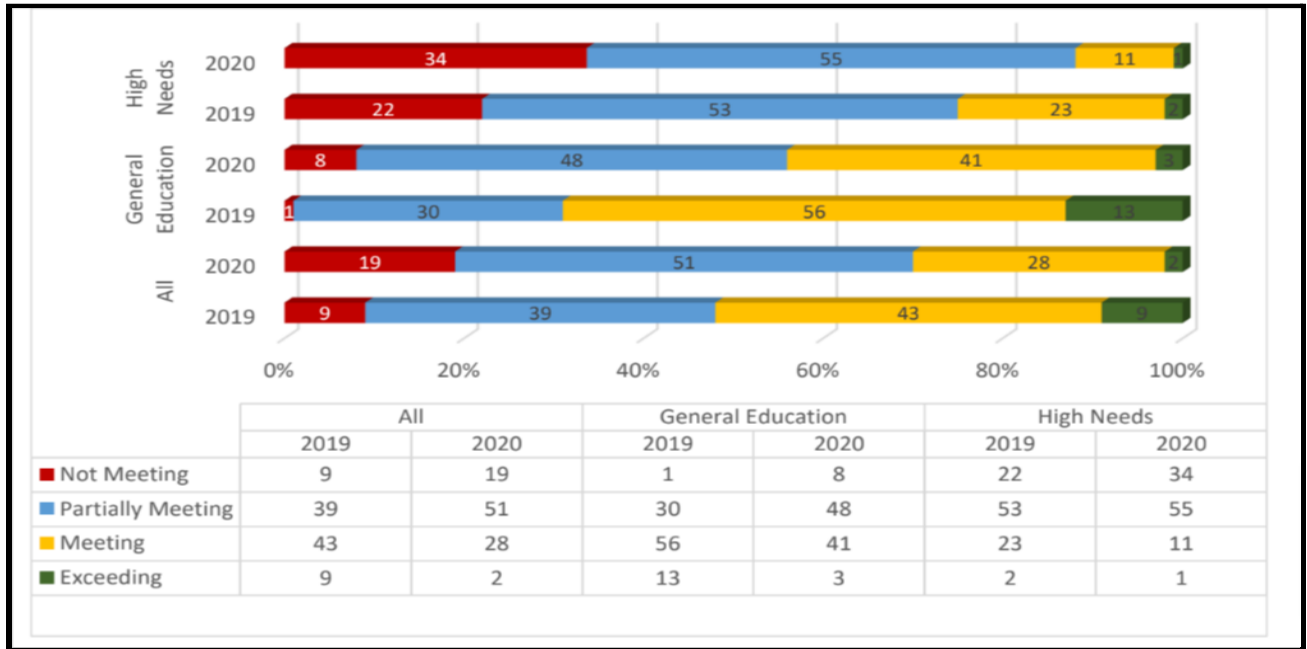
Middle School ELA - Achievement

Both High Needs and General Education student data indicates a negative shift in scores from 2019 to 2021, with few percent of students meeting or exceeding grade level expectations. However, highlighted in the data below is the significant gap in achievement between general education students and students identified as High Needs. A third of the students (33%) in the High Needs category earned scores in “not meeting” in 2021 - this is an increase of 11% from 2019. Only 3% of general education students scored in the not meeting category.



Middle School Math - Achievement

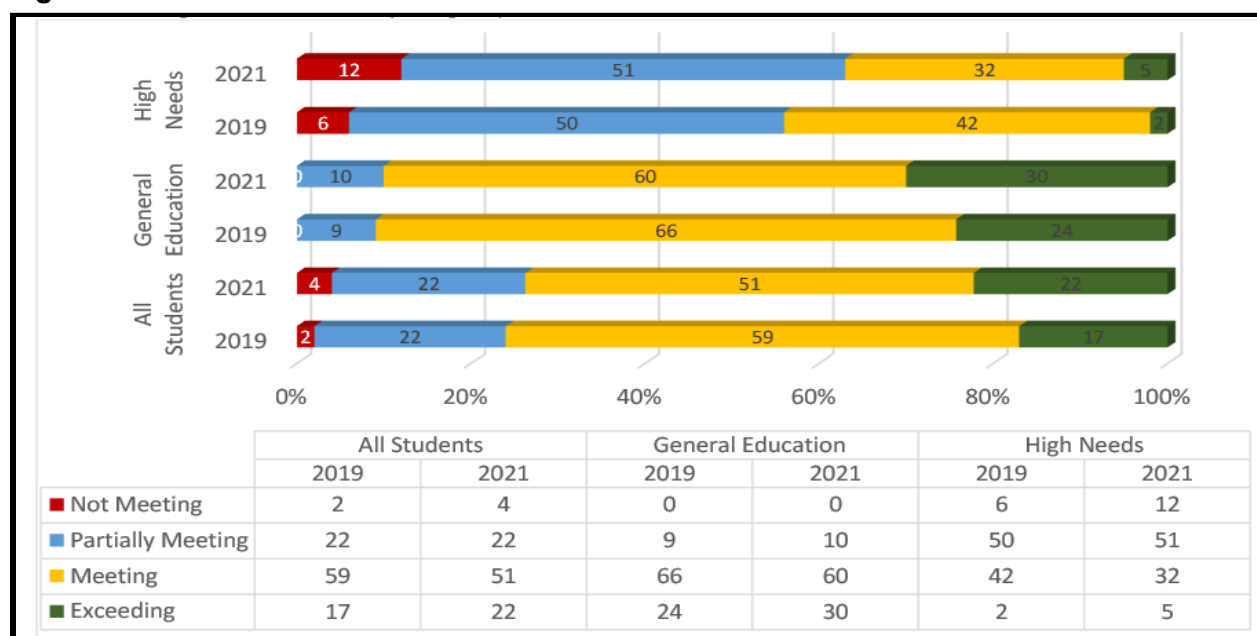
The math achievement gap between the high needs subgroup and general education peers increased during the interrupted learning due to COVID. This was most notable at the “not meeting” category, where the gap increased from a difference of 21% in 2019 to 26% in 2021.



High School ELA - Achievement

When scores are compared between general education students and students identified as High Needs, there is a significant gap in achievement. This gap appears to have been exacerbated by the interrupted learning due to COVID. On the 2021 MCAS ELA assessment, 90% of general education students earned scores in meeting or exceeding compared to just 37% of students identified as High Needs. In addition, twice the percent of high needs students earned scores in not meeting in 2021 compared to 2019.

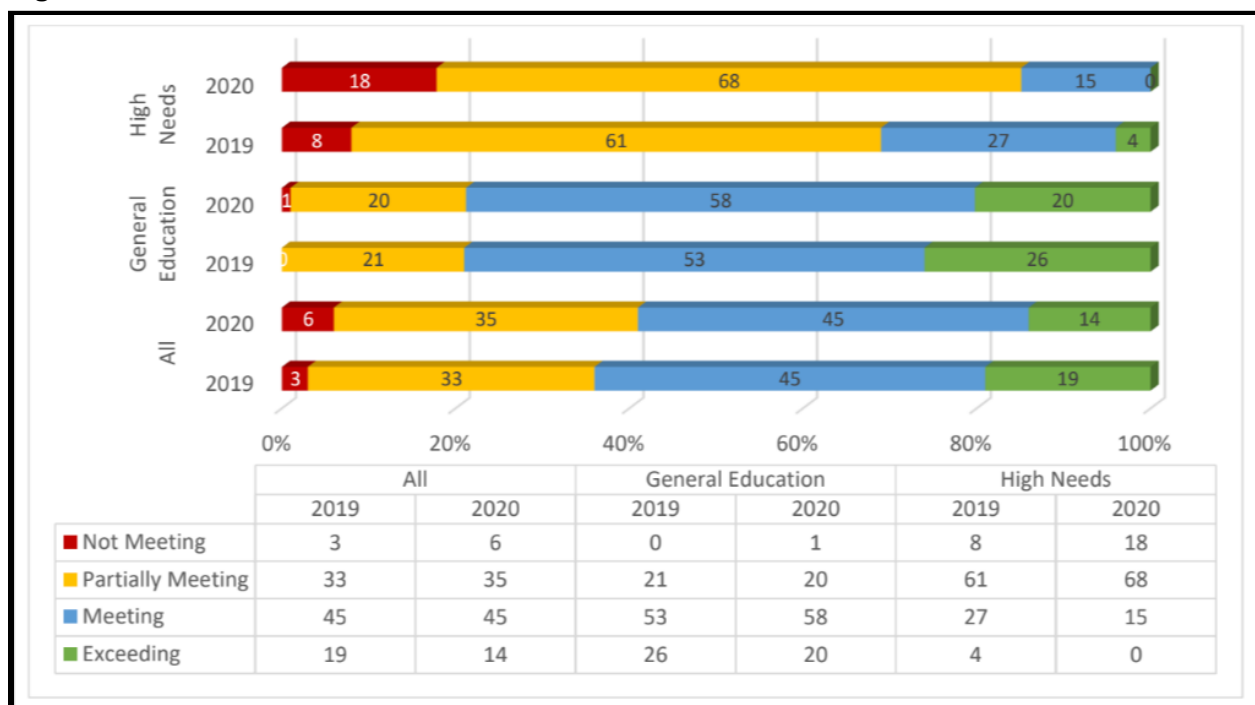
High School ELA - Achievement



High School Math - Achievement

The results by subgroup indicate a very different response to the interrupted learning due to COVID as measured by achievement on MCAS Math. Approximately 1/3 of students taking the MCAS in 10th grade are identified by the high needs subgroup (students with disabilities, English learners and economically disadvantaged) category. The percent of students in the high needs not meeting state expectations more than doubled from 2019. In addition, only 15% of students in high needs met or exceeded standards, compared to 78% of general education peers.

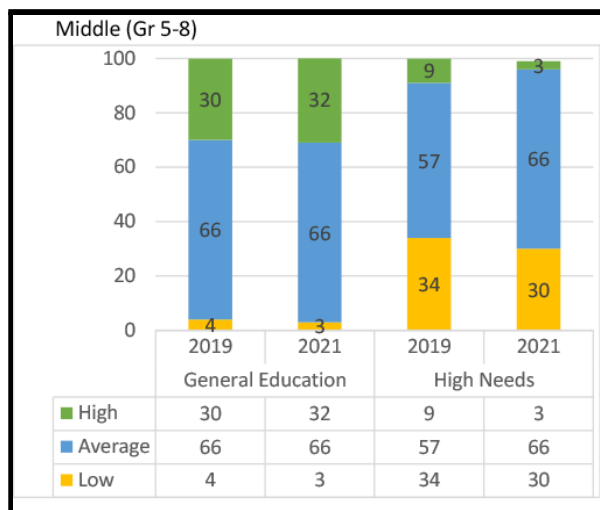
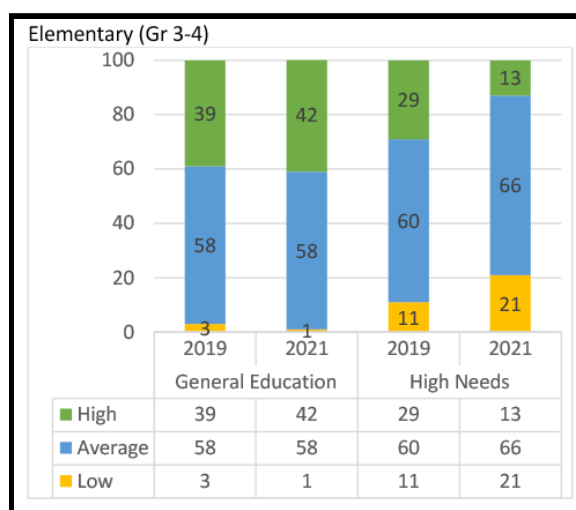
High School Math - Achievement



MAP Testing Data and Subgroups

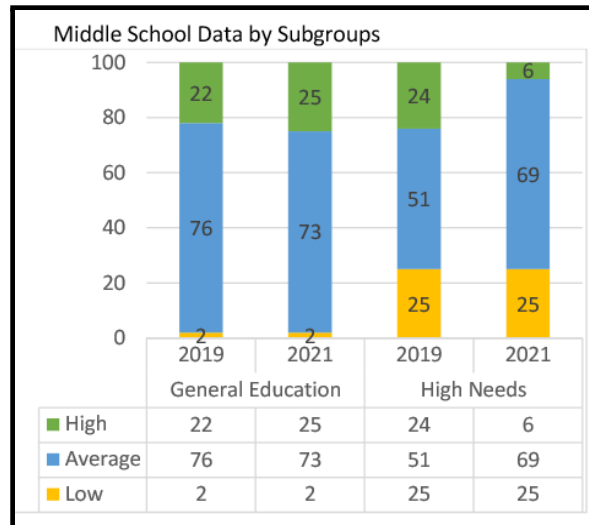
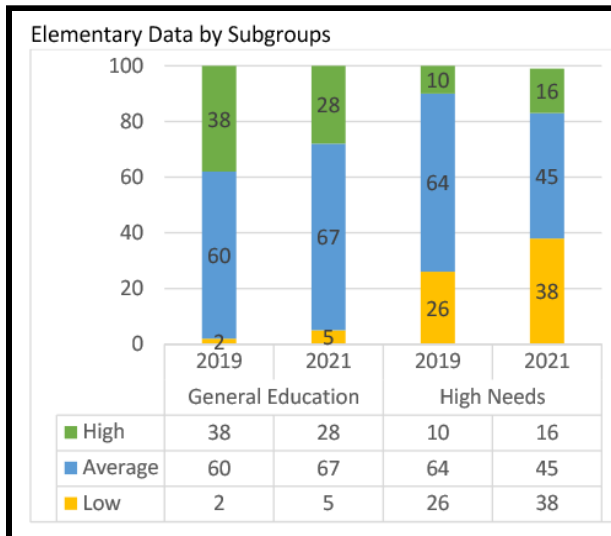
Reading Achievement

Approximately one third of tested students meet the definition of High Needs. While the elementary data indicates a significant gap between general education students and high needs students exists, the scores are consistent from 2019 to 2021. In the middle school, the gap appeared to increase significantly from 2019 to 2021.



Math Achievement

Results from the MAP assessment indicate that Math scores at the elementary level were significantly lower in 2021 than in 2019. The percent of students earning scores in the lowest categories (low average/low) increased by 13% from 25% in 2019 to 38% in 2021. In addition, the percent of students in the highest category (high) decreased by 4%. Math results at the Middle School were less notable at the lowest levels, but had a 6% difference in students earning scores in the highest level, decreasing from 23% to 17% in 2019 and 2021 respectively.



Key takeaways from MCAS and MAP data include:

- The interrupted learning, as a result of COVID, appeared to impact math scores more than reading scores.
- A significant discrepancy exists between the achievement results of general education students and students identified as High Needs (Students with disabilities, English Learners, and economically disadvantaged). This gap appeared to have widened as a result of the interrupted learning.

Staff Data by Race, Ethnicity, and Gender

The lack of diversity in our staff in terms of race and ethnicity is clearly evident as we have averaged close to having a staff that is 99% white. In addition, our district staff consists of approximately 80% women.

| Category | 2020-2021 | 2019-2020 | 2018-2019 |
|-----------------------------------|-----------|-----------|-----------|
| African American | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 |
| Hispanic | 1 | 2 | 2 |
| White | 243.3 | 296.5 | 310.6 |
| Native American | 0 | 0 | 0 |
| Native Hawaiian, Pacific Islander | 0 | 0 | 0 |
| Multi-Race, Non-Hispanic | 1 | 2 | 2.0 |
| Males | 47.4 | 52.1 | 57.6 |
| Females | 197.9 | 248.4 | 257 |

Essex County Asset Builders - Profiles of Student Life: Attitudes and Behaviors

In December of 2021, students in grades 6-12 were given the Developmental Assets: Profiles of Student Life: Attitudes and Behaviors Survey, a self-reporting survey. This survey assesses the protective factors present in the lives of youth, including thriving and resiliency behaviors. It also measures levels of high-risk behaviors, including the use of tobacco, alcohol, other drugs, violence, and early sexual involvement. The Search Institute's survey research demonstrates a strong correlation between high levels of Developmental Assets present in young people's lives and significantly lower levels of risk-taking behaviors.

The Internal Assets categories are Commitment to Learning, Positive Values, Social Competencies, and Positive Identity. For these students strengths were found in **school engagement (84%)** (young person is actively engaged in learning), **equality and social justice (76%)** (young person places high value on promoting equality and reducing hunger and poverty), **cultural competence (62%)** (young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds, and **positive view of personal future (61%)** (young person is optimistic about his or her personal future). The two greatest areas of weakness for these students were in the areas of **reading for pleasure (24%)** (young person reads for pleasure three or more hours per week) and **personal power (31%)** (young person feels he or she has control over "things that happen to me"). These particular internal asset strengths give me significant pause as I think about school through an equity lens. I believe that we may be missing a huge opportunity to capitalize on the high level of student engagement in school and their comfort and willingness to promote social justice and equality. Additionally, by

utilizing these strengths we may be able to increase the sense of personal power by providing learning opportunities that can effect change.

Student Discipline Days Missed

| | # of students disciplined | EL | ED | SWD | HN | F | M | HN suspension % |
|-----------|---------------------------|----|----|-----|----|----|----|-----------------|
| 2019-2020 | 32 | 0 | 16 | 15 | 22 | 5 | 27 | 69 |
| 2018-2019 | 57 | 0 | 30 | 23 | 39 | 17 | 40 | 68 |
| 2017-2018 | 45 | 0 | 27 | 22 | 33 | 12 | 33 | 73 |

| Year | # of students disciplined | American Indian | Asian | Afr. Am./ Black | Hispanic/ Latino | Multi Race/ Non-Hispanic/ Latino | Native Hawaiian/ Pac. Islander | White |
|-----------|---------------------------|-----------------|-------|-----------------|------------------|----------------------------------|--------------------------------|-------|
| 2019-2020 | 32 | N/A | 0 | 1 | 6 | N/A | N/A | 25 |
| 2018-2019 | 57 | N/A | N/A | 3 | 9 | N/A | N/A | 44 |
| 2017-2018 | 45 | N/A | N/A | 1 | 5 | N/A | N/A | 39 |

- The data from School Year 2020-2021 was not relevant as minimal discipline was administered.

These two tables create three different noticings which include:

- Males are more likely to be suspended out of school than are females
- On average, 70% of the students who miss school for disciplinary reasons are High Needs students.
- Hispanic/Latino students are the most likely non-white students to miss school for disciplinary reasons.

Attendance by Subgroups

Student Attendance Rate

| | Overall Rate | Females | Males | ED | HN | LEP | SWD |
|-----------|--------------|---------|-------|------|------|------|------|
| 2020-2021 | 94.5 | 94.4 | 94.6 | 90.8 | 92 | 92.3 | 92.1 |
| 2019-2020 | 95.3 | 95 | 95.5 | 93.3 | 93.7 | 95.6 | 93.5 |

| | | | | | | | |
|------------------|------|------|------|------|------|------|------|
| 2018-2019 | 94.9 | 94.4 | 95.3 | 92.9 | 93.4 | 94.5 | 93.3 |
|------------------|------|------|------|------|------|------|------|

| | Overall Rate | African/American | Asian | Hispanic/Latino | Multi-Race/non-H or L | White |
|------------------|---------------------|-------------------------|--------------|------------------------|------------------------------|--------------|
| 2020-2021 | 94.5 | 93.3 | 97.2 | 92.4 | 91.6 | 94.9 |
| 2019-2020 | 95.3 | 93.0 | 95.9 | 94.6 | 94.8 | 95.4 |
| 2018-2019 | 94.9 | 93.9 | 95.6 | 93.8 | 93.6 | 95.0 |

End of Year - Average Number of Absences

| | Overall Rate | Females | Males | ED | HN | LEP | SWD |
|------------------|---------------------|----------------|--------------|-----------|-----------|------------|------------|
| 2020-2021 | 9.3 | 9.5 | 9.1 | 15.2 | 13.4 | 12.6 | 13.3 |
| 2019-2020 | 5.1 | 5.3 | 4.8 | 7.0 | 6.7 | 4.7 | 6.9 |
| 2018-2019 | 8.9 | 9.8 | 8.1 | 12.0 | 11.2 | 9.4 | 11.6 |

| | Overall Rate | African/American | Asian | Hispanic/Latino | Multi-Race/non-H or L | White |
|------------------|---------------------|-------------------------|--------------|------------------------|------------------------------|--------------|
| 2020-2021 | 9.3 | 10.4 | 5.0 | 12.4 | 14.5 | 8.7 |
| 2019-2020 | 5.1 | 7.4 | 4.5 | 5.7 | 5.6 | 4.9 |
| 2018-2019 | 8.9 | 10.2 | 7.0 | 10.7 | 11.0 | 8.6 |

Diversity, Equity and Inclusion (DEI) Team Findings

At the end of last school year, through the summer, and into the beginning of this year, a small DEI Team did an audit of Amesbury Public Schools. In November of 2021, they did a presentation to the school committee.

| Area of Focus | Finding |
|------------------------------------|--|
| Early Numeracy and Literacy | <ul style="list-style-type: none"> There has been a decrease in preschool enrollment during the past five years--26% of our current 4th graders did not attend preschool. There has been an increased incidence of high needs students by 12% over the past five years. There has been inconsistent school readiness leading to a decrease in reading |

| | |
|--------------------------------|---|
| | scores as identified on DIBELS and MCAS data. |
| Attendance | <ul style="list-style-type: none"> At AHS during the past three years, students with disabilities and students who are economically disadvantaged were absent 20% more days than the average attendance rate. |
| Discipline | <ul style="list-style-type: none"> The trend in discipline data over the past three years shows that white males are the ones most often being disciplined in APS, but in- and out- of -school suspension data indicate our subgroups (economically disadvantaged, students with disabilities, and Hispanic students) are more likely to be suspended in and out of school. |
| Transportation | <ul style="list-style-type: none"> During the past two years, close to 50% of ridership is free or pays a reduced fee This year 36.9% of the ridership was from the high needs population, which means students are defined as falling into one of three subgroups: English Learners, Students with disabilities and Students who are Economically Disadvantaged. The Committee did not discern gaps in diversity, equity or inclusion in our transportation to and from school. We did conclude that a lack of availability for after school transportation could be contributing to gaps in academic, extra-curricular, social and athletic opportunities. |
| Curriculum | <p>During the past few years, the district has been reviewing its curriculum for implicit bias. Data from teachers using the Washington Screening Tool for Biased Content depicted the following:</p> <ul style="list-style-type: none"> Most (certainly not all) curriculum represents people with disabilities, different genders, and different cultures, and races. Overall curriculum in the district does not represent people with different gender identities, families outside the nuclear family model, or people who are economically disadvantaged. The district also has no assessment for gathering data about these and other marginalized populations. The district has no formal curriculum addressing DEI |
| Resources (libraries) | <ul style="list-style-type: none"> In AHS sample size of 400 Fiction books (Of 4,423 general fiction) in a collection of 14, 44, (at the high school) the percentage of main characters surveyed (either run close or are much lower than) the numbers reported in the 2019 Report:Diversity in Children's and YA Literature(6/26/2020) <ul style="list-style-type: none"> Black/African: 11.9% First/ Native Nations: 1% Asian/Asian Americans: 8.7% Latinx: 5.3% Pacific Islander: 0.05% White: 41.8% |
| Access to Technology | <ul style="list-style-type: none"> From March 2020 until current; district bought chromebooks, hotspots and ipads to address the online environment demanded by Covid. FY 22 Survey went to public to determine existing technology need. <p>Committee feels:</p> <ul style="list-style-type: none"> This is more about access to ALL for technology in the district, not about specific subgroups. The combination of existing chromebooks with anticipated 400 chromebooks from FY 22 will be how we get to 1:1 plus the 800 student chromebooks from FY 21 and FY 22. |
| Fee-based co-curricular | <ul style="list-style-type: none"> In athletics we found that information was lacking in tracking of students. We learned there is an online database to track students in athletics, though this |

| | |
|--|---|
| activities | needs to be investigated to see if there are fields that ask identifying questions. |
| Document Translation and Equity of Learning for EL learners | <ul style="list-style-type: none"> • Most documents and forms and communications need to be translated in the district • Resources for translation (from teachers to families and families to teachers) are inconsistent districtwide |

Next Steps:

- Develop a clear cut Equity Vision and plan for implementation for the Amesbury Public Schools
- Devise intentional steps to increase diversity in the workforce
- Review curriculum, including resources, at all levels to ensure representation
- Design and sustain meaningful PD around cultural competence and equity
- Build capacity and opportunity for skills based and inquiry based learning.
- Review, revise, design, and implement the district DCAP, RTI, and MTSS. Provide time for training.
- Create a centralized registration process to ensure that all families receive resources they need and can access.
- Redesign the district website to include information needed by all families. Ensure that the website can be translated into the languages of our families.