Student Opportunity Act Plan

Maynard

# Commitment 1: Focusing on Student Subgroups

*Student subgroups requiring focused support to ensure all students achieve at high levels in school and are successfully prepared for life.*

* English learners and former English learners
* Students with disabilities
* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

The district conducted a Data Equity Walk in the Spring of 2018 examining a variety of data points. From this review, the district was able to identify gaps between Special Education and Economically disadvantaged students and their peers. The 2018 VOCAL survey, special education and economically disadvantaged students in grades 5 and 8 reported significantly less expectation that their teachers would explain things differently if they didn't understand and had high expectations for their work. In addition, economically disadvantaged students were both less likely to report their teachers held high expectations and were less likely to show consistent improvement on a variety of MCAS data. A review of our special education data indicated that 34 percent of the students identified as having a disability were also categorized as economically disadvantaged as compared to 17.9 percent of the district's overall enrollment. Additionally, African Americans represent 23 percent of Special Education Students as compared to representing 1.6 percent of the overall population in Maynard Public Schools. While this data is worrying, it is important to note that the overall number of students identified as African American black is very small, which makes statistical comparisons challenging.

The district also analyzed three years of MCAS data to determine gaps in both achievement and student growth.

For the ELA Assessment sub-group achievement gaps ranged between 15 and 35 percentage points as compared to their non-sub group peers. The three largest gaps were represented in the Students with Disabilities (35.3%) English Learner (31%), and Economically Disadvantaged (29.3) subgroups.

The ELA Growth Gap for subgroups as compared to their non-subgroup peers is much less than the Achievement Gap. Students with Disabilities have a 4.9 percent gap to their non-subgroup peers and students identified as Economically Disadvantaged have a 5.1 percent difference to their non-subgroup peers. Students in the English Learner subgroup actually have a negative 2.06 gap to their non-subgroup peers.

For the Math Assessment the subgroup achievement gaps ranged between 7.6 and 35 percentage points as compared to their non-subgroup peers. The three highest gaps were in the Students with Disabilities (35%) English Learner (33%) and Economically Disadvantaged (29.3%) subgroups. Similarly, to the ELA SGP data, subgroups are growing at similar rates to their non-subgroup peers, with the largest gaps existing in the Economically Disadvantaged (4.9%) and Title I (8.8%) subgroup

Low SGP gaps such as these are a strong indicator that elements of the Maynard Public School Instructional programs are allowing at risk students to improve at similar rates to their peers.

Due to this analysis, the district will focus efforts on following subgroups: Students with Disabilities, Economically Disadvantaged, and English Learners. Additionally, the district will continue to monitor the representation of students of color in special education

**Commitment 2: Using Evidence-Based Programs to Close Gaps**

To select the evidence-based program the district surveyed parents, teachers and various other stakeholder groups like the School Councils and the Special Education Parent Advisory Council. The survey asked respondents to indicate which strategies the district could implement to best meet the needs of all students. Overwhelmingly both staff and families indicated that implementing a research based early literacy program and supporting staff to implement high quality curriculum were the two largest priorities for the district. 94 percent of teacher respondents listed a research based early literacy program as a district priority as compared to 72 percent of parents. Both teachers and families indicated that supporting teachers to implement high quality curriculum was a district priority at 86 and 83 percent respectively.

Focus Area 1: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

In the Winter of 2020, the district committed to a review of the literacy program Preschool through grade 12. Due to the interruptions of the Pandemic, the district has determined to focus a review on the Early Literacy/Elementary program grades preschool through grade five. The district will engage teachers to review elements of high-quality programs and determine in which areas the district resources are lacking. The teacher team will review programs that support those areas of need and select programs to pilot in the fall of FY22. Funding will support professional development in the area of program implementation and data analysis to ensure the programs selected and subsequent implementation will meet the needs of the Special Education, Economically Disadvantaged and English Learner Subgroups.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Literacy Program Pilot/Program Adoption** | **30,000** | **Instructional Materials, Equipment, and Technology** |

***Focus Area 2:*** Supporting educators to implement high-quality, aligned curriculum (E and F)

Maynard Public Schools has emphasized the importance of implementing high quality aligned curriculum in all classrooms as the foundation for increased student success. The subgroup review of MCAS data indicates that while students receiving specialized instruction and support are growing at similar rates to their non-subgroup peers, the achievement gap still persists. In order to support educators in increasing the rate of growth for the identified subgroups, the district is committing to instructional coaching through the Curriculum, Instruction, and Assessment administrator. By identifying one administrator as the instructional leader in each building, that individual will be able to prioritize instructional coaching and support for all educators. Currently the Green Meadow Elementary School is lacking this second administrative position. Funds will be allocated to provide for appropriate administrative staffing levels that will allow for a focus supporting teachers to implement the curriculum. In order to align with the first district priority of implementing research based early literacy programs and in understanding of literacy as the foundational skill for all learning, this instructional leader will be skilled in implementing high quality early literacy programs.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Elementary Administrator/Early Literacy Director** | **105,000** | **Administration** |

**Commitment 3: Monitoring Success with Outcome Metrics and Targets**

*Outcome metrics that will be used to measure progress in closing gaps for selected student groups.*

* Student Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* Custom District Metric 1: Data Equity Walk Analysis
* Custom District Metric 2: VOCAL Survey

**Commitment 4: Engaging All Families**

*District plans for ensuring that all families, particularly those representing identified student subgroups most in need of support, have access to meaningful engagement regarding their students’ needs.*

Community and staff surveys indicated the following strategies should be used to ensure that all families, particularly those in the identified subgroups, are partners in ensuring the district programming is meeting their students' needs.

Implement home visiting programs to increase dialogue between administrators, teachers and families to best meet the needs of students

Development of Academic Parent-Teacher Teams to improve parent teacher conferences

Regularly scheduled meetings between district leadership and constituent groups such as the Special Education Parent Advisory Council, School Councils, English Learner Parent groups and the Maynard Anti-Racism Alliance

**Certifications**

*Certification that stakeholders were engaged in accordance with the Student Opportunity Act.*

To select the evidence based program the district surveyed parents, teachers and various other stakeholder groups. Specific surveys were sent to the following groups:

* Faculty and staff
* All Parents/Guardians
* Special Education Advisory Council
* Green Meadow School Council
* Fowler School Council
* Maynard High School Council

*Certification that School Committee has voted (or is expected to vote on the district’s Student Opportunity Act Plan.*

Date of Approval: 01/07/2021