

**WE ARE**



**LYNDHURST**

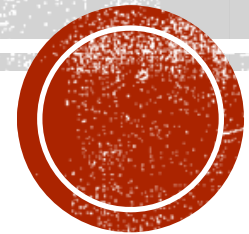


# **2016-17 ASSESSMENT RESULTS AND DISTRICT OVERVIEW**

October 30, 2017

Lyndhurst Board of Education Meeting

Shauna C. DeMarco, Superintendent of Schools



# AS WE LOOK AT OUR DISTRICT'S STORY IN PROGRESS, WE RECOGNIZE

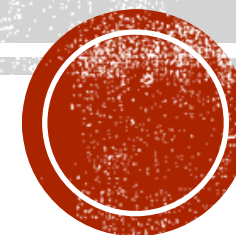
- We conquer one chapter at a time.
- As characters in the story, administrators, educators, parents, Board of Education Members and townspeople all contribute to the plot of the story (the events that happen).
- No one character can control the plot so we must prepare for (and embrace!) plot twists . . .
- . . . While all the while maintaining the desired tone of our district . . .
- Remaining focused on our story's theme. . .
- And planning on many, many sequels to our story!



NOT TO SPOIL THE ENDING  
FOR YOU, BUT EVERYTHING  
IS GOING TO BE OKAY.



# **WE CONQUER ONE CHAPTER AT A TIME**



**QSAC**

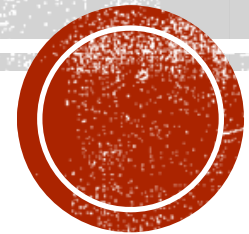
**2016-17 Assessment Results**

**2020 Vision of The Lyndhurst Public Schools**

# QSAC UPDATE: 2014- TODAY

Quality Single Accountability Continuum

2013-14 NJASK Scores ***still used*** as a measure of success





**Indicators show improvements & enhancements:**  
**Shift in progress: from teacher-centered instruction to student-centered learning**  
**Teachers are relinquishing control**  
**Evidence of multi-disciplinary instructional approaches**



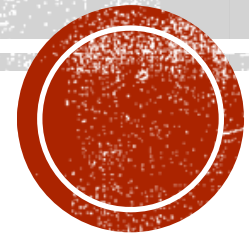
**ONE OF THE BEST PHONE CALLS EVER!**





# **2016-17 ASSESSMENT RESULTS GENERAL FINDINGS**

Comprehensive data will be posted to this Board of  
Education meeting link on our website



# PARCC RESULTS – WHAT ARE WE LOOKING FOR?

- Originally, PARCC was a “growth” model: If students are “growing” then schools are succeeding
- PLOT TWIST! Now, after three years, PARCC has passing/failing scores DESPITE the language used in the scoring:
  - Score of 1: Not Yet Meeting Expectations (Failing)
  - Score of 2: Partially Meeting Expectations (Failing)
  - Score of 3: Approaching Expectations (Failing – even though PARCC is given in early Spring with a third of the school year remaining)
  - Score of 4: Meeting Expectations (Passing)
  - Score of 5: Exceeding Expectations (Passing)
- TESTED GRADES: 3-11
- STATE OFFERS ALTERNATIVE PATHWAYS TO GRADUATION FOR STUDENTS WHO “OPT-OUT” OF PARCC – this has an impact on performance scores and SAT averages



# PARCC RESULTS: WHAT ARE WE LOOKING FOR?

- When comparing our district performance one year to the next, we want to see:
  - A significant decrease in our ones and twos;
  - A slight increase in our threes, and
  - A vast increase in our fours and fives
- When comparing our district performance to the rest of NJ and across states taking PARCC, we want to see:
  - At above average performance levels in four and five range
  - Below average performance levels in one, two and three range





# 2016-17 ELA PARCC PERFORMANCE

STELLAR WORK, Students and Staff!!

- We are **BELOW** cross-state and NJ average in scores of one and two
- We are equal to the cross-state average in the score range of three
- We **EXCEED** the average number of students in NJ and across PARCC states in the score range of four



# 2016-17 ELA PARCC PERFORMANCE

STELLAR WORK, Students and Staff!!

- We EXCEED the average number of students scoring five across the PARCC states and are nearly equivalent to the average number of students in NJ earning scores of five
- Grades 3,4,5,6,8,9, and 11 all showed improvements in performance when compared to the 2015-16 district data in values ranging from 2% to 8%
- ALL TESTED GRADES HAD HIGHER WRITING SCORES THAN THE STATE OF NJ



# 2016-17 MATH PARCC PERFORMANCE

- We are BELOW cross-state and NJ average in the score range of one
- We are equal to the cross-state average in the score range of two, and have a greater number of students earning scores of two when compared to other NJ students
- We exceed the average number of students in NJ and across PARCC states in the score range of three. Also important to note, that since 2015-16, many students previously in the score range of one and two are now in the score range of three, signifying growth.





# 2016-17 MATH PARCC PERFORMANCE

- We EXCEED the average number of students scoring four across the PARCC states, but have less students earning a score of four when compared to other NJ districts.
- We have fewer students earning scores of five when compared to the average number of students in NJ and across PARCC states earning scores of five
- Grades 6, 7, and 8 all showed improvements in performance when compared to the 2015-16 district data in values ranging from 2% to 8%
- Grades 3, 4, 5 and 9, 10, 11 all showed decreases in performance when compared to the 2015-16 data



# NJASK SCIENCE AND NJ BIOLOGY TEST

## *(NOTE: TWO ARE CHANGING IN 2017-18)*

- Grade 4 - Great Performance!! (next year, grade 5 will be tested as per NJ)
  - **91% of District Students scored in the Proficient and Advanced Proficient Range**
  - **Far exceeded the state average of 85.5%**
- Grade 8 – Good work!!
  - **74% of District Students scored in the Proficient and Advanced Proficient Range**
  - **Slightly exceeded the state average of 73.2%**
- Biology – Will be replaced by a comprehensive test in grade 11
  - State Average – 56.7% (in and of itself is very low!)
  - District Average – 36% (regardless of low state average, this is unacceptable)



# ANALYTICAL TAKE-AWAYS IN MATH INSTRUCTION

- Math instruction and practice must be in the same format as that presented on PARCC questions – focus less on the “how” and more on the “why”
- Students succeeding in our classrooms, demonstrating skills in traditional formats
- They seem to understand the “how” but fall short when it comes to explaining the “why”





# ANALYTICAL TAKE-AWAYS IN MATH INSTRUCTION

- Instructional movement must extend from memorizing formulas, rules, facts and procedures to conceptual cognition and application - *I know I should use this formula, but why am I using this formula? I know I should use these math skills to solve this word problem, but why am I supposed to apply these skills?*
- *Less is more approach* – Once students have mastered a skill, it is time to move on
- *Reteaching* – Performance of the "middle" student cannot be the measure of the performance of all students – individualized reteaching must take place



# **ANALYTICAL TAKE-AWAYS IN ELA INSTRUCTION**

- We have a host of aspiring writers, communicators, speakers, literary analysts, etc. among us!
- It's time to raise the bar for success . . . Strive to move our 1 and 2 scorers to earn scores of 3, and make our current 3 and 4 scorers sweat a little more to savor the victory of earning scores of 5!!



# **ANALYTICAL TAKE-AWAYS IN SCIENCE INSTRUCTION**

- We must continue an interdisciplinary approach to science instruction (STEM, STEAM, etc.) and this is evident in the new NJSLS-Science
- We must continue to foster the interest and skills in science that emerges in our younger students





# FOR PEAK PARCC PERFORMANCE

**PARCC must be included in all content areas**

- Is the language of teacher-made assessments across the disciplines aligning with the language of the PARCC assessments?
- Necessary in order to promote student familiarity with styles of questions/problems and keep assessment authentic to their everyday learning experiences
- Can't just see this in ELA and a Math when "practicing" for PARCC - must be organic, consistent, and routine across the Curriculum



# EVERY TEACHER MUST BE RESPONSIBLE FOR EVERY STUDENT IN HIS/HER CLASSROOM

- Students who receive remediation
- Students who receive pull-out resource instruction
- Students who receive in-class support
- Students who receive English as a Second Language instruction
- Students who partake in mainstream classes as supplemental to self-contained instruction
- Students with special health needs
- Advanced Students and Gifted/Talented Students



# ENHANCEMENTS MADE IN ADVANCE OF RESULTS:

- Appointment of a Director of Curriculum, Instruction, Technology and Assessment
- Leveled Supervisors (PK-6 and 7-12) leading multiple disciplines – less distance across the grades and more interdisciplinary instruction
- Expanded Technology Resources
- Removal of A/B days in Upper Elementary Schools for daily instruction
- ELL Training for all Teachers who service English Language Learners



# ENHANCEMENTS YET TO COME:

- Facilities that are conducive to modern instructional practice
  - Applied Learning
  - Collaborative Environments
  - Project-Based Exploration
- Enhanced learning environments to match content area
- Enhanced services for all students



# JOINT AGREEMENT W/TOWNSHIP: TAKE TWO!





# WHEN WE ENCOUNTER PROBLEMS, WE TRUST THE PROCESS . . .



●●○○ AT&T LTE 9:22 AM theobserver.com

## **New junior high inching closer**

**9 AUGUST 2017 / BY RON LEIR | OBSERVER  
CORRESPONDENT**

### **LYNDHURST —**

The Lyndhurst Board of Education has moved a step closer toward the construction of a new junior high school for grades 7, 8 and 9 by approving the schematic plans for the project.

BOE action came at a special meeting last Wednesday, Aug. 2, following a power-point presentation by Joseph DiCara, principal of the DiCara Rubino architectural firm of Wayne.

Now those plans go the Bergen County



# EVERY SINGLE CHARACTER CONTRIBUTES TO OUR STORY

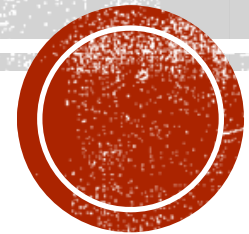
Superintendent Work Outside of District

Passage of 2016 Referendum and Work to Date

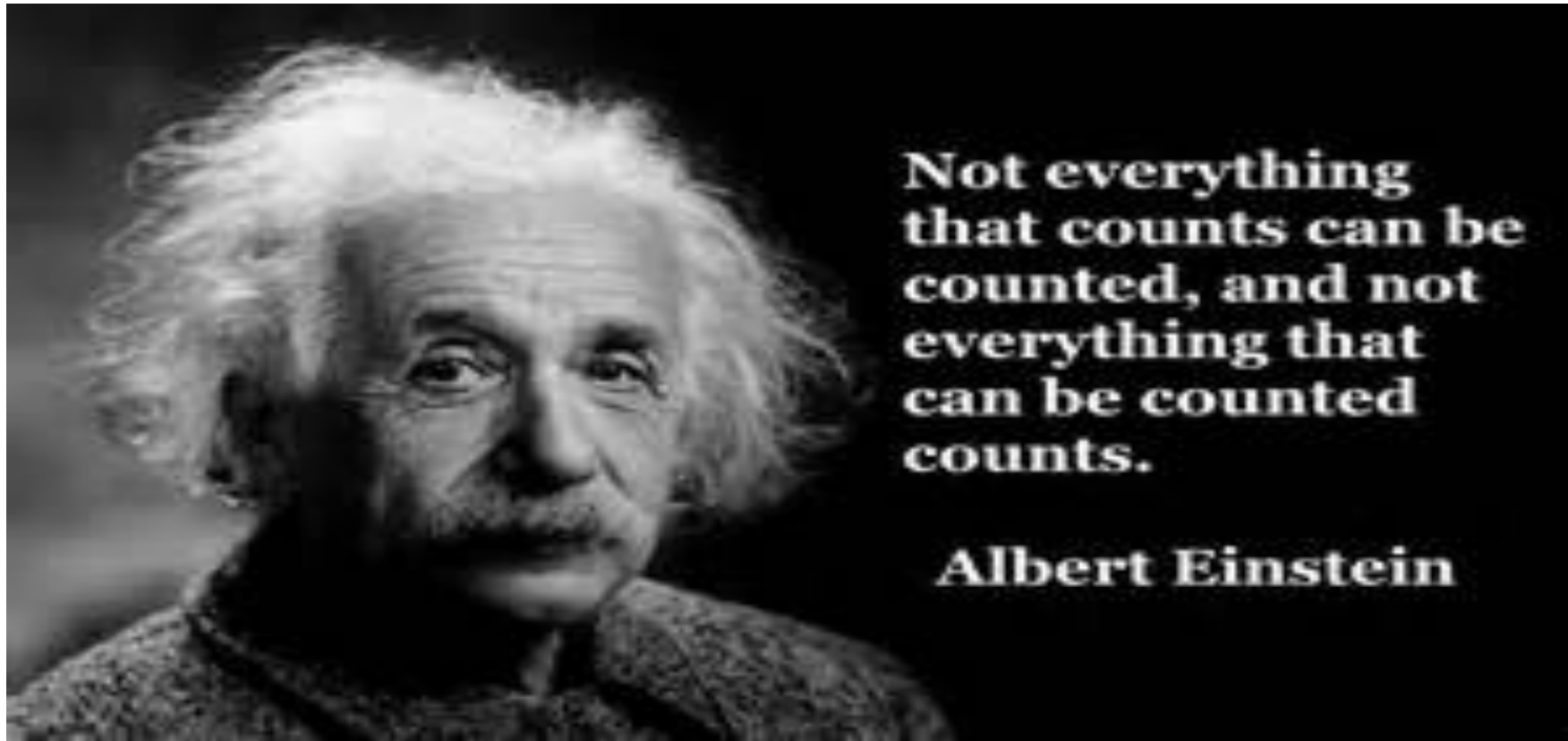
AP Expansion Success – over 30% increase in offerings

Additional Special Education service offerings in-district

Embracing Our District Children as Early as Possible - PK-3  
and Full-Day PK-4



# GRANTING EQUAL ATTENTION TO EVERYTHING THAT COUNTS





# THE TONE OF OUR DISTRICT IS EVIDENT: COMPASSION AND RIGOR IN STUDENT-CENTERED INSTRUCTIONAL ENVIRONMENTS

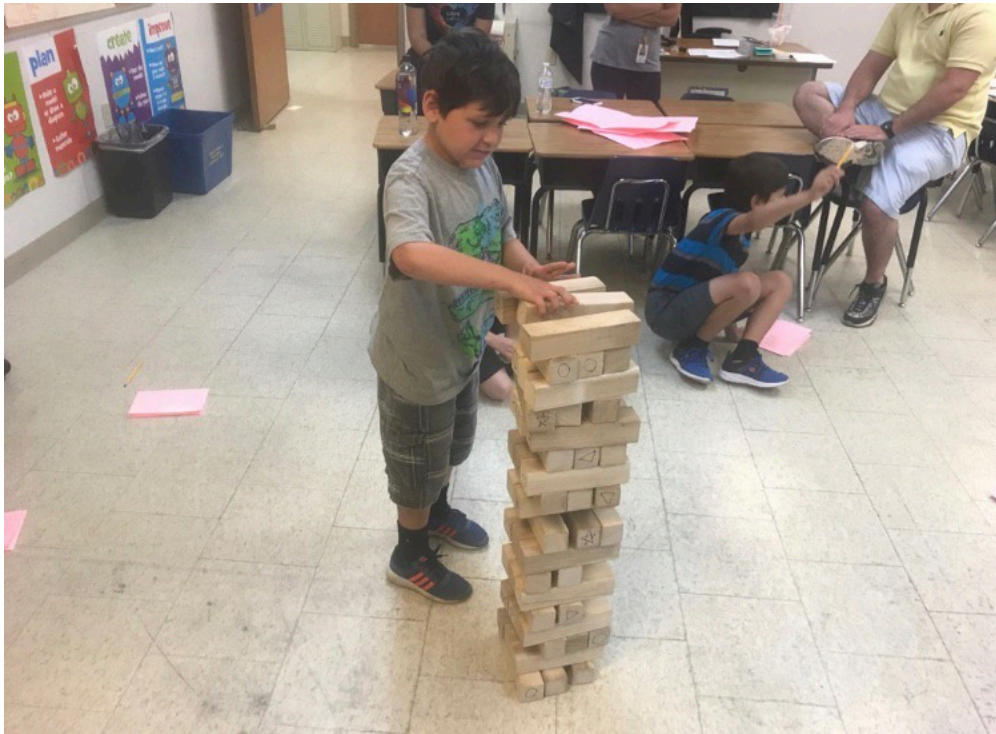


**... BY A STAFF THAT IS CHEERING OUR  
STUDENTS ON**





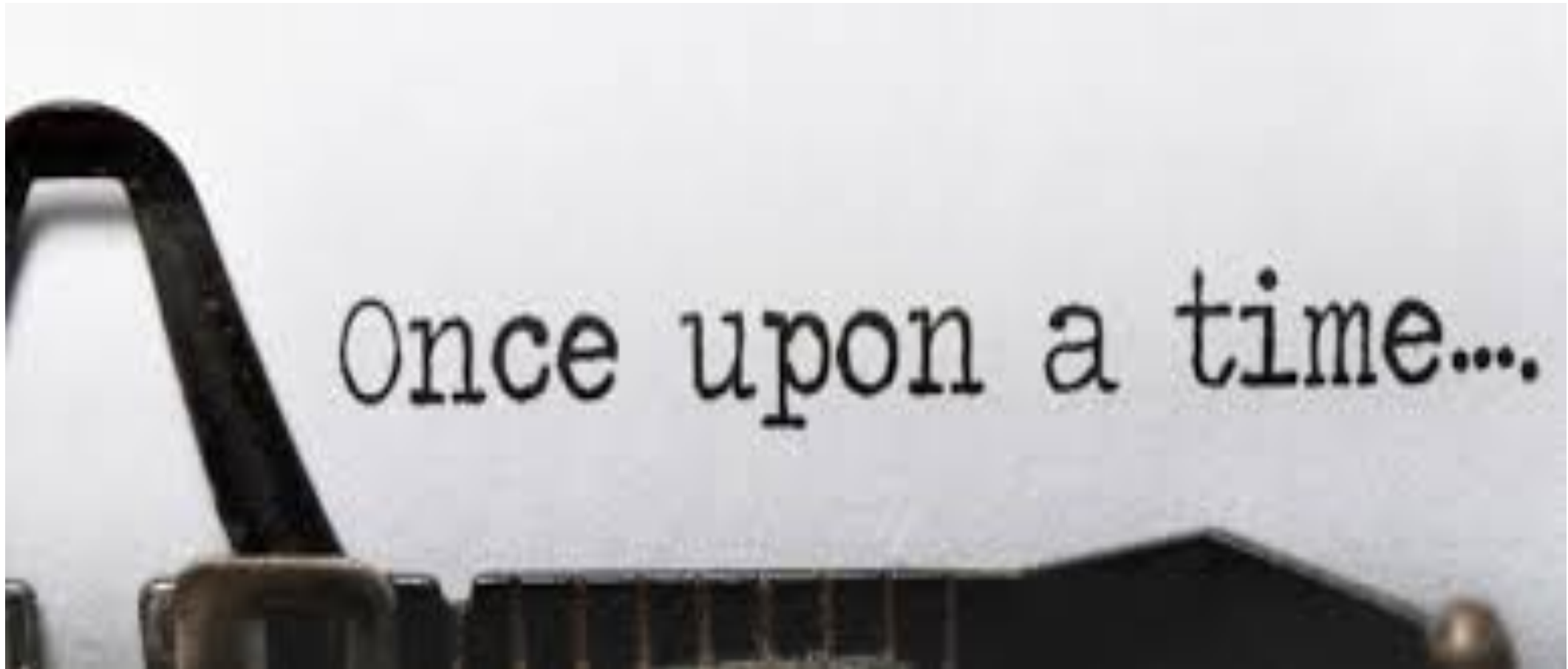
# ... AT EACH AND EVERY STEP OF THEIR EDUCATIONAL JOURNEY



# THE SMILES OF SUCCESS!!



# OUR 2020 VISION OF THE LYNDHURST PUBLIC SCHOOLS IS IN FULL MOTION . . .





**AND WE ARE ALL PART OF THE ONGOING  
STORY!**





**MAKE  
IT HAPPEN.  
SHOCK  
EVERYONE.**