Children Come First: A Strategic Plan for High School Improvement

Dr. Michael Kuchar, Superintendent of Schools
Dr. Frank Auriemma, Director of EE4NJ

Presentation can be found on www.bergenfield.org

BERGENFIELD PUBLIC SCHOOLS
CHILDREN COME FIRST

857 empty desks = number of dropouts from American schools every hour of every day

AMERICA'S PROMISE ALLIANCE

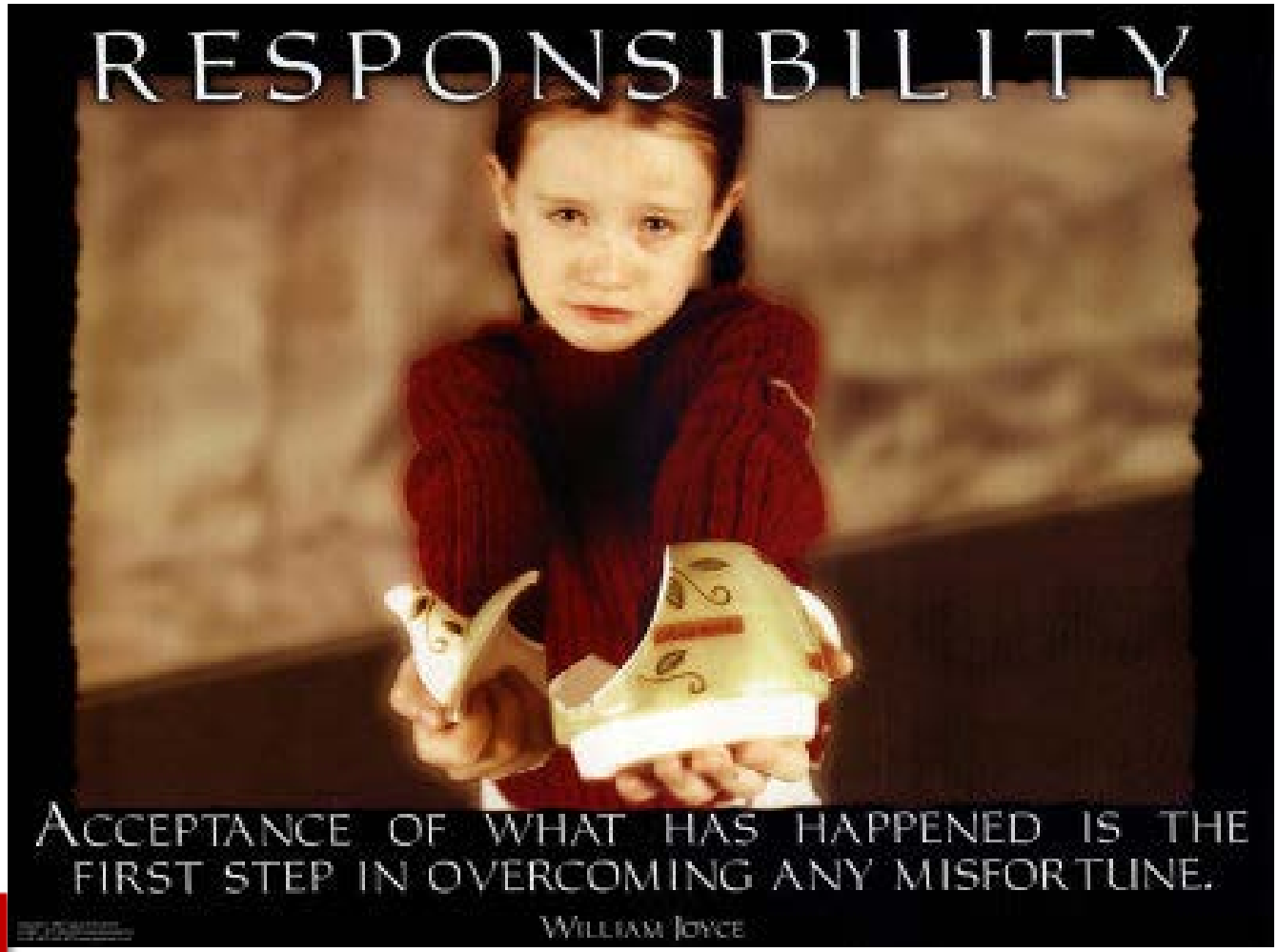
1588 dropouts already today

1 student every 26 seconds

GRADNATION

END THE DROPOUT CRISIS

We all have to take responsibility to create positive change!



Dr.Allan Odden
University of Wisconsin

- **"The problem isn't funding, it is having the will and persistence to fix the system."**

We Know How to Turn Schools Around
By Allan R. Odden

- *Allan R. Odden, a professor of educational leadership and policy analysis at the University of Wisconsin-Madison, is a co-director of Strategic Management of Human Capital, a project of the Consortium for Policy Research in Education (CPRE).*

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Odden Step 1

- The first step is to create a sense of urgency. Such heightened awareness of problems and their impact emerges when teachers and administrators analyze state student-performance data together and become more informed about the academic effectiveness of their school and district.

Odden Step 2

- The next step is setting ambitious—some might call them eye-popping—goals: to double student performance on state tests, to double the percentage of students scoring at advanced levels, to make sure that no student performs below the basic level at the end of 3rd grade, and that all students leave that grade reading on level. Whatever they are, these goals should go far beyond “adequate yearly progress.”

Odden Step 3

- The next step for turnaround schools is to throw out the old curriculum and adopt new textbooks, create new curriculum programs, and start to build, over time, a common understanding of effective instruction. Districts that move the student-achievement dial by large amounts have a systemic view of curriculum and focus intensely on instructional practices shown to work—and they require all of their teachers to use them.

Odden Step 4

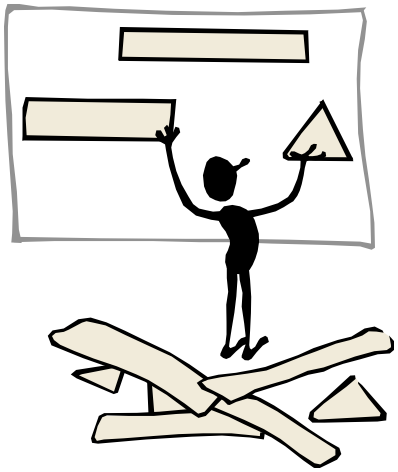
- The fourth strategy is to move beyond a concentration on state tests and use a battery of assessments, including formative and diagnostic assessments, common end-of-curriculum-unit assessments, and benchmark assessments. Formative and diagnostic assessments hone instructional strategies before each curriculum unit begins. End-of-unit assessments not only measure what students have learned, but also compare the effects teachers have had across classrooms.

Odden Step 5

- Step five is creating and implementing an intensive and ongoing professional-development program. The best districts and schools form collaborative teacher teams—professional learning communities—that meet often, make use of student data, and work with school-based coaches to improve curriculum and instruction. These schools and districts also include intensive summer institutes in their professional-development plans, to allow teachers opportunities to gain new knowledge.

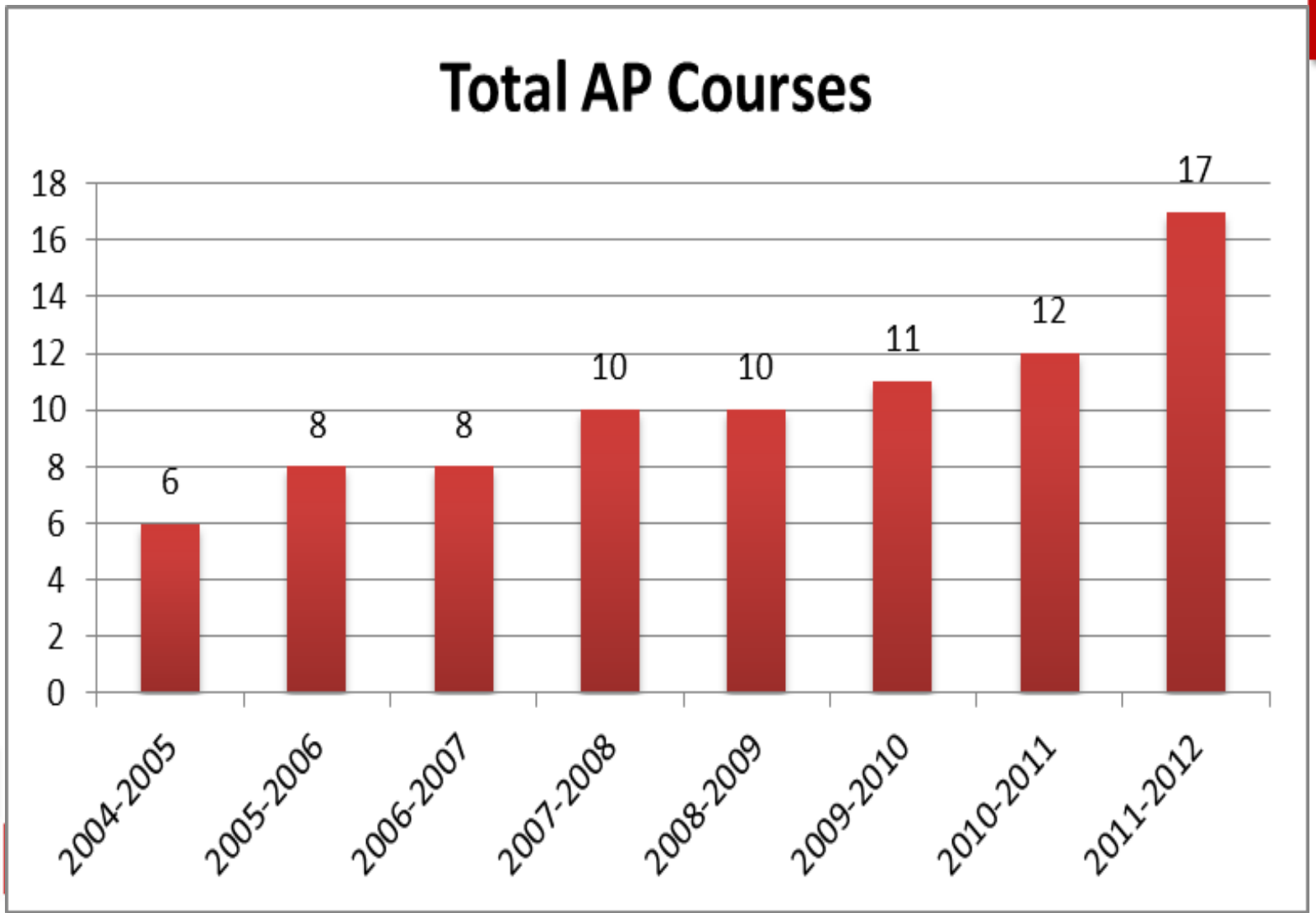
Step One- Using Data to paint a picture of your reality

"Everyone thinks of changing the world, but no one thinks of changing himself."

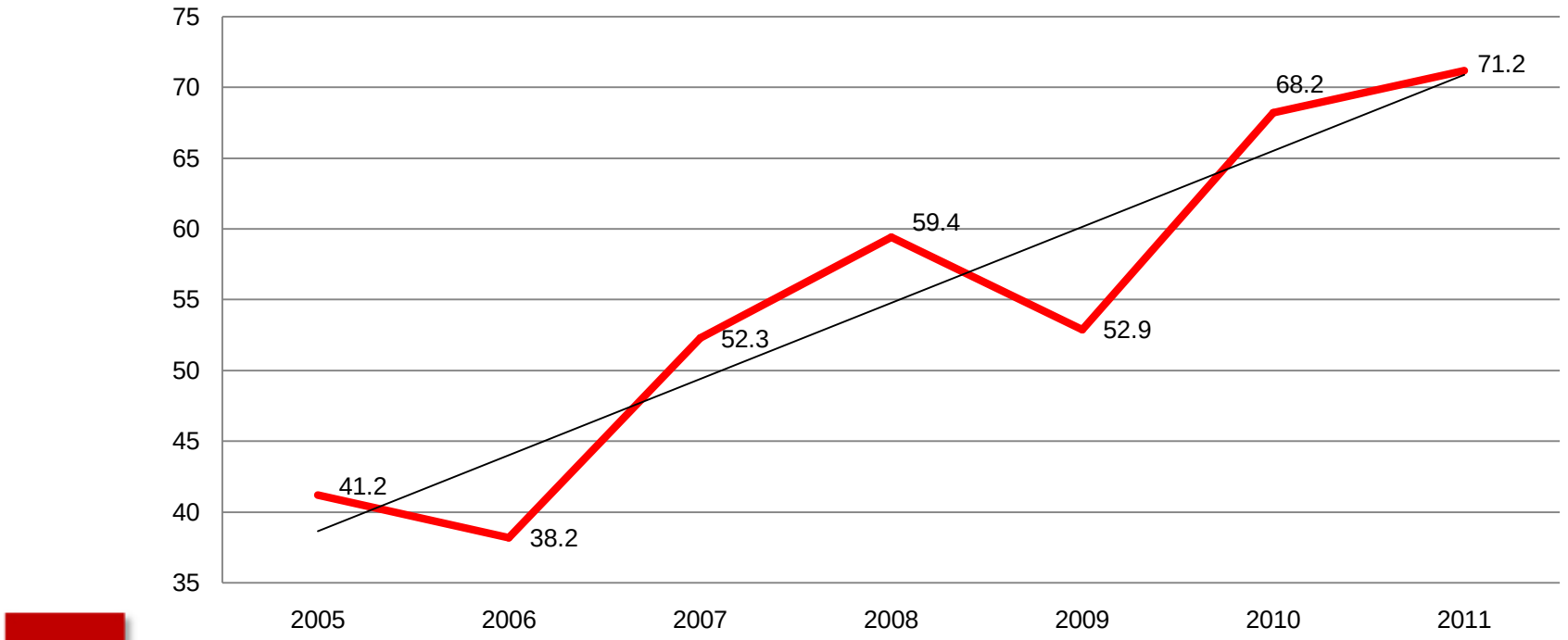


Leo Tolstoy

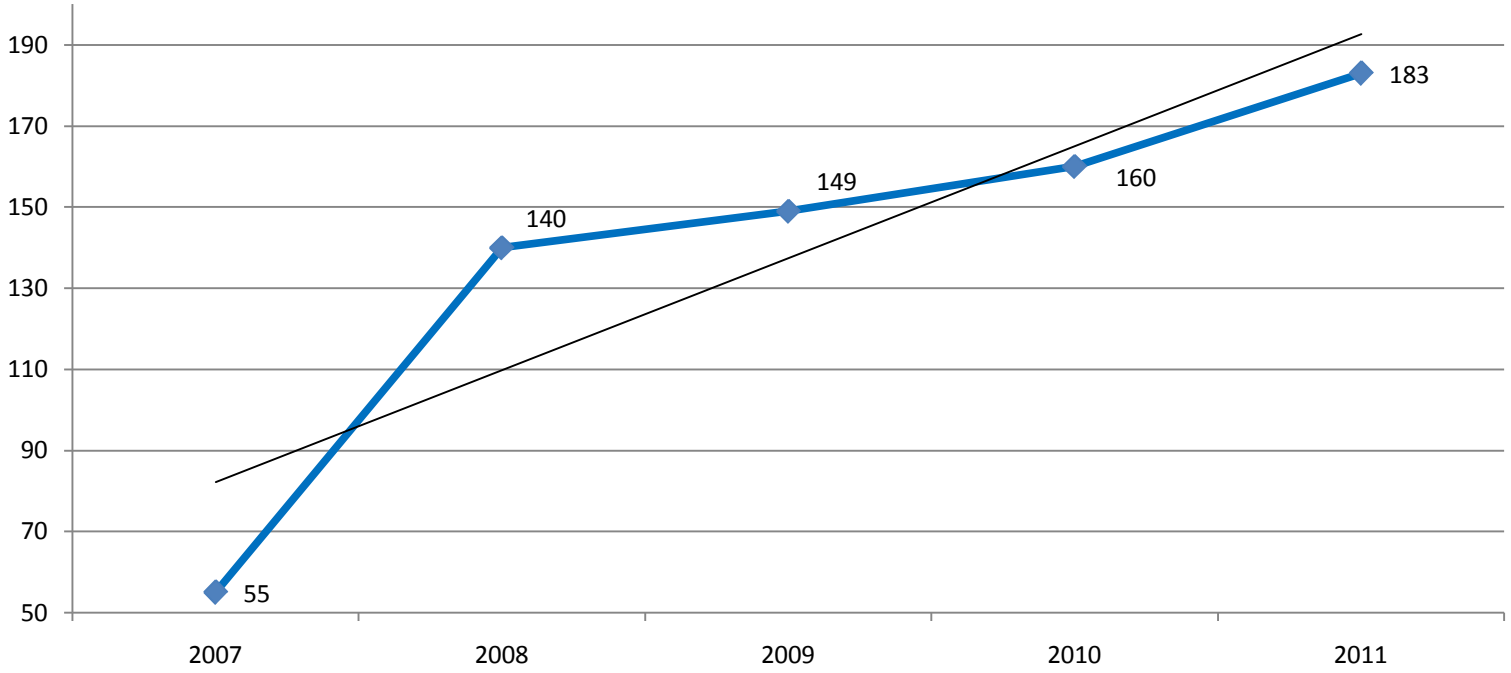
Open Enrollment AP Courses



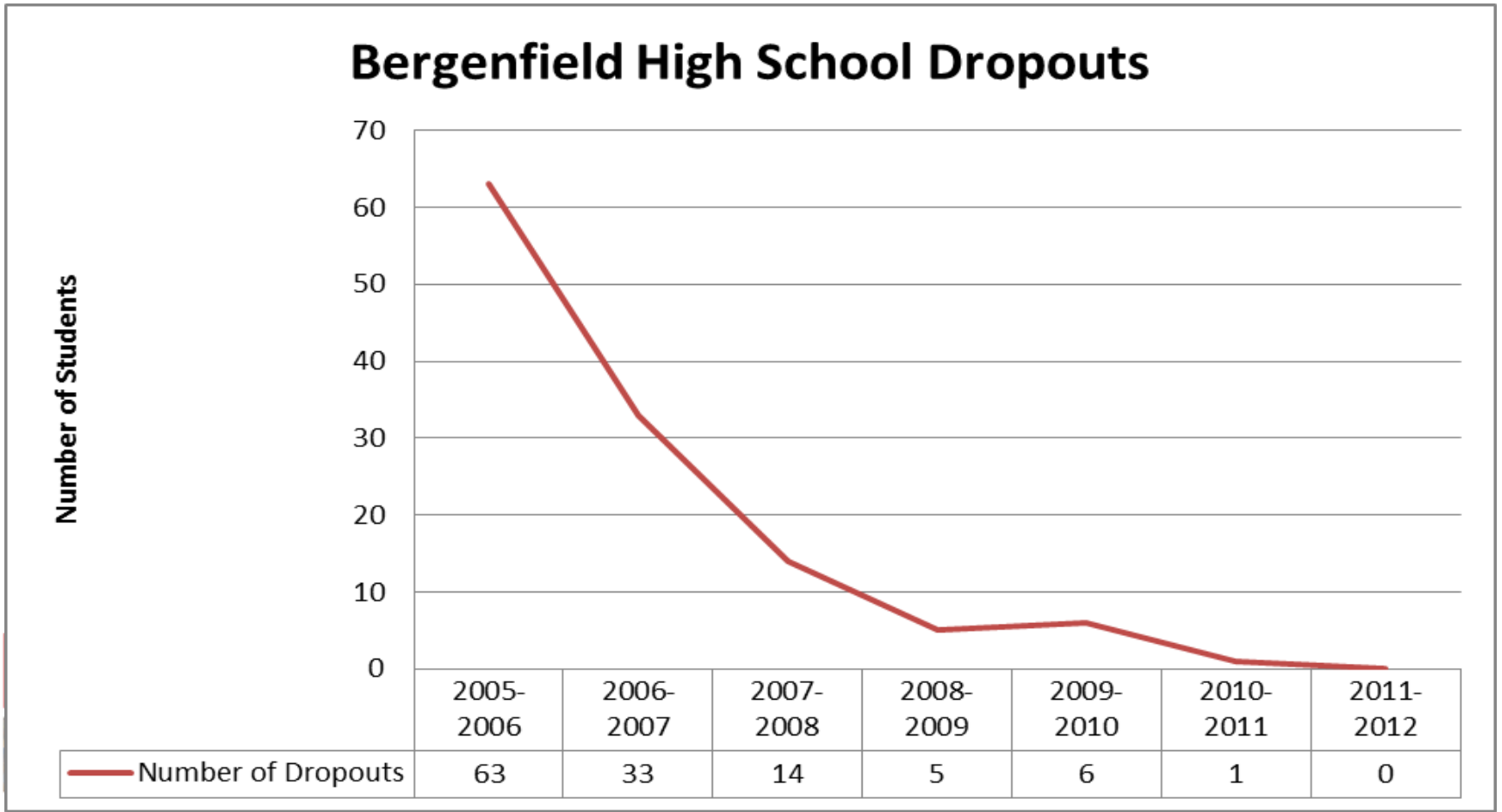
% of Total AP Students with Score 3+



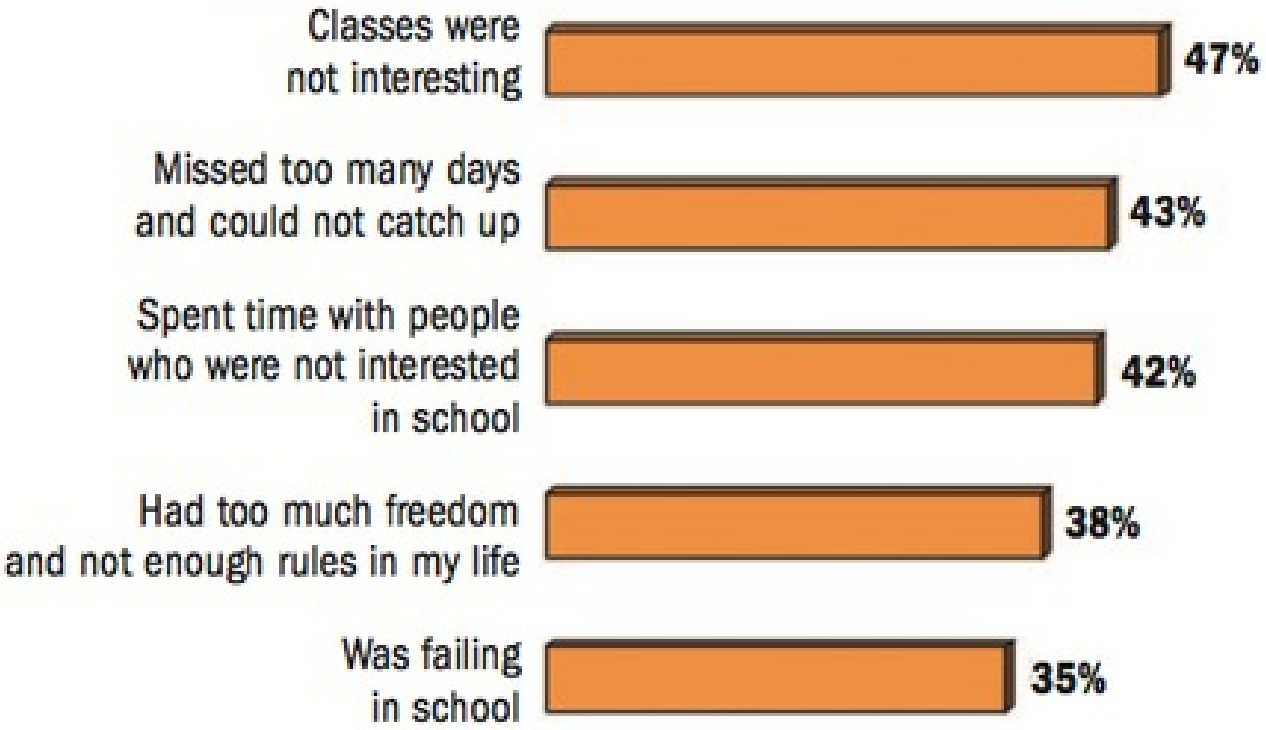
4 Year College Attendance Rate



Dropout Data



Top Five Reasons Dropouts Identify as Major Factors For Leaving School



Source: 2006 ***Civic Enterprises, The Silent Epidemic***

Typically, school data are analyzed to…

- Provide students with feedback on their performance
- Measure program success and effectiveness
- Make sure students do not “fall through the cracks”
- Meet state and federal requirements
- Promote accountability

How does our school use data?

How does our school use data?

	Questions About Where We Are	Data We Have on Hand	Data We Need to Collect
Student Achievement	Is the same cohort of students improving in math achievement from year to year?	Grades 3-8 state test; Benchmark tests	Test scores from year to year on same cohort

How does our school use data?

	Questions About Where We Are	Data We Have on Hand	Data We Need to Collect
Parent Involvement	At what grade level does parent involvement start to decrease? Why do some parents stay involved?	Rosters of parent attendance at parent/ teacher conferences in grades K-8	Year-to-year comparison of rosters; Parent perceptions of conferences at critical junctures

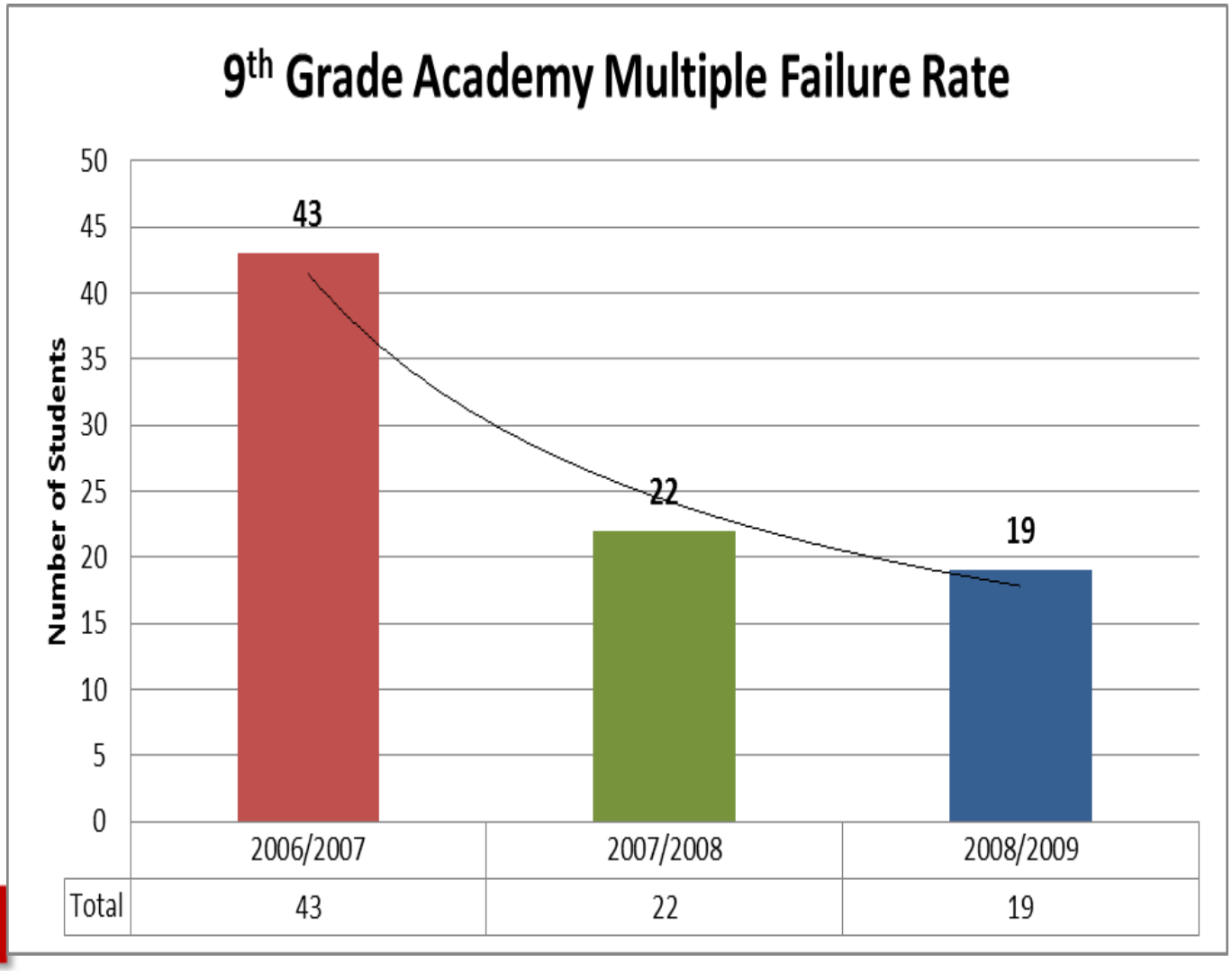
But remember…

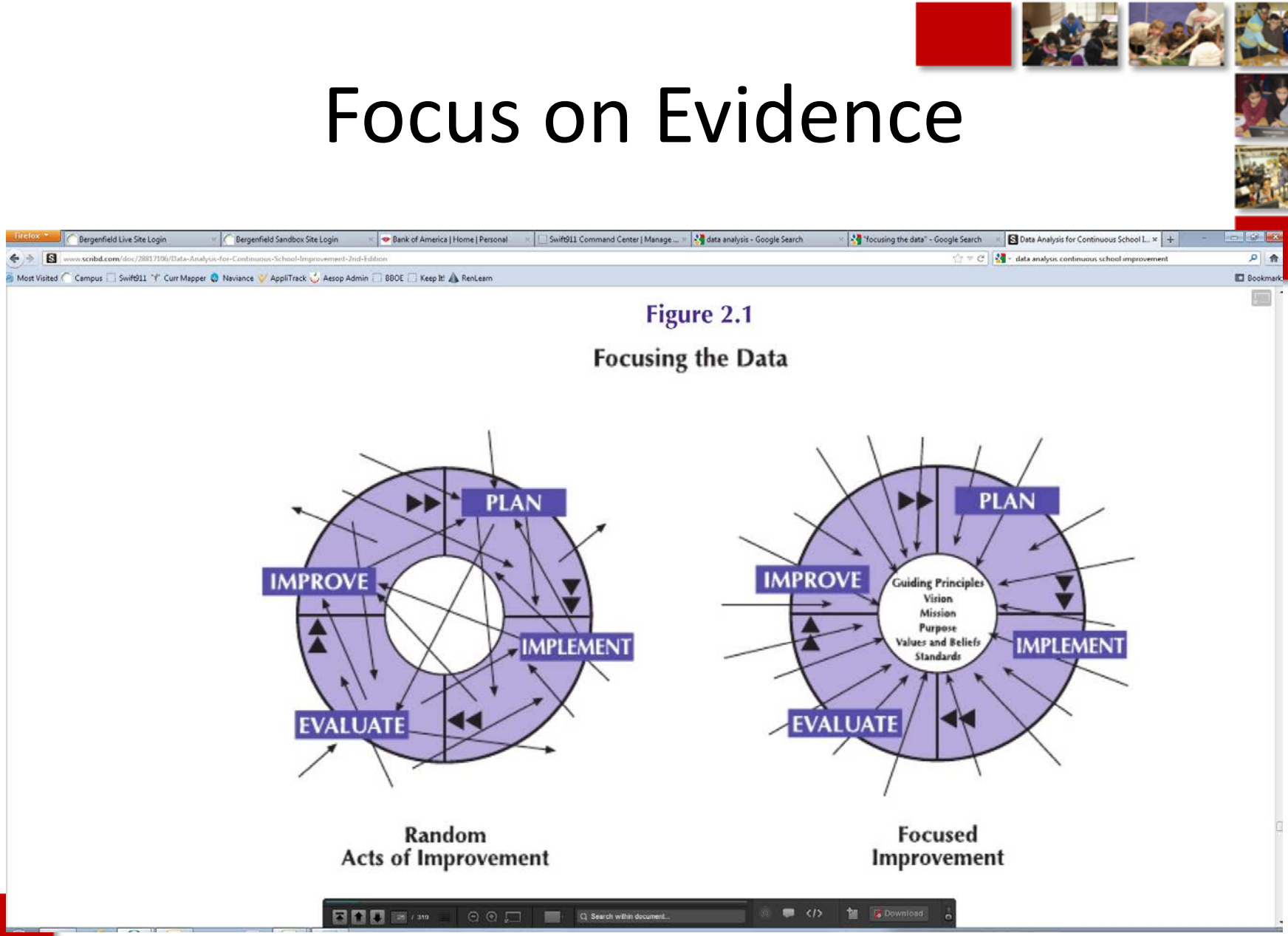
- Data collection just to be collecting data will serve no real purpose and will waste valuable time and energy.

- Data collection needs to be thoughtful and intentional and connected to school goals and objectives.

- Data must be analyzed to have meaning and be used.

Impact of the 9th Grade Academy





Focus on Evidence

Figure 2.1

Focusing the Data

Random Acts of Improvement

Focused Improvement

Decrease dropouts from 63 to Zero

- 9th Grade Academy- Middle School Teaming
- Reading Intervention- Accelerated Reader
- Alternative High School which was truly alternative and not a “dumping ground.”
- Credit Recovery Program both in seat and Computer based (Accellus Porgram)
- Mentorship of Adult with students- partnered with Big Brother Big Sister of Northern NJ

Odden Step 2

- The next step is setting ambitious—some might call them eye-popping—goals: to double student performance on state tests, to double the percentage of students scoring at advanced levels, to make sure that no student performs below the basic level at the end of 3rd grade, and that all students leave that grade reading on level. Whatever they are, these goals should go far beyond "adequate yearly progress."

1 Goal: High School - 80% of Students take 1 AP exam with a minimum score of 3

- 1 Add more AP Courses that diversify interest such as Psychology, Music, Art etc.
- 2 Technology professional development will provide teachers w/tools to assist in raising student achievement
- 3 Make professional development effective, systematic, measureable, meaningful
- 4 Increase acceptance to 4 yr. college: financial aid night (bilingual) parent/student Naviance conference, Naviance reports

2 Goal: High School - 80% of Students obtain a score of 1500 on the SAT

23 Increase communication among families, counselors and teachers to increase achievement

24 Technology professional development will provide teachers w/tools to assist in raising student achievement 25 Make professional development effective, systematic, measureable, meaningful

26 Provide common planning time to analyze test data and student achievement. Data analysis: NWEA, Star Literacy and Math, state testing early on and PSAT, SAT

27 Increase acceptance to 4 yr. college: financial aid night (bilingual) parent/student Naviance conference, Naviance reports

3 Goal: High School - 80% of seniors take Calculus

36 Increase communication among families, counselors and teachers to increase achievement 37 Technology professional development will provide teachers w/tools to assist in raising student achievement

38 Make professional development effective, systematic, measureable, meaningful

39 Math Rigor and support start Kindergarten and continues through 12th grade

40 Use data to drive instruction 41 Data analysis: NWEA, Star Literacy and Math, state testing 42 Quarterly benchmarks in all subjects

4 Goal: High School - 80% of sophomores complete Algebra 2 with a B or better

50 Increase parent/student use of website, infinite campus, Homework Now 51 Increase communication among families, counselors and teachers to increase achievement 52 Technology professional development will provide teachers w/tools to assist in raising student achievement 53 Make professional development
effective, systematic, measureable, meaningful
54 Provide common planning time to analyze test data and student achievement

5 Goal: High School - 80% of seniors have 3 years of World Language

70 Offer more Language options to reflect the 21st Century Work Skills such as Chinese. 71 Variety of language offerings elementary and middle school. 72 Increase communication among families, counselors and teachers to reduce failure 73 Technology professional development will provide teachers w/tools to assist in raising student achievement

6 Goal: High School - 80% of students pass the Algebra 1, Algebra 2, and Biology State Tests

86 Schedule specials to lessen interference in instructional time 87 Bringing more kids to the mainstream 88 Increase communication among families, counselors and teachers to increase achievement 89 Technology professional development will provide teachers w/tools to assist in raising student achievement

7 Goal: 8th Grade - 80% take Algebra I

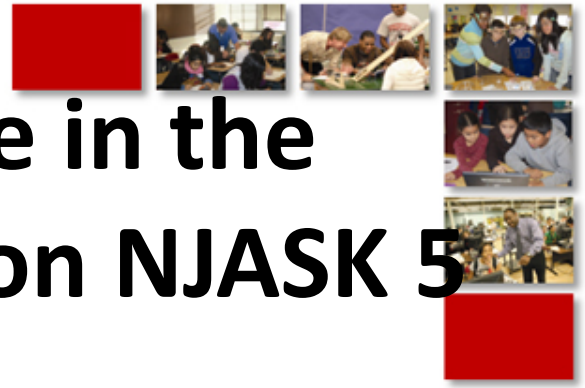
108 Bringing more kids to the mainstream 109 Increase communication among families, counselors and teachers to reduce failure 110 New teacher monthly meetings @ RWB to instill Best Practices 111 Technology professional development will provide teachers w/tools to assist in raising student achievement 112 Make professional development effective, systematic, measureable, meaningful

8 Goal: 8th Grade - 50% are in the Advances Proficient range on NJASK LA

127 Schedule specials to lessen interference in instructional time 128 Bringing more kids to the mainstream 129 Increase communication among families, counselors and teachers to enhance success 130 New teacher monthly meetings @ RWB on best practices 131 RWB regular walk-throughs to focus on and improve instruction

9 Goal: 8th Grade - 50% are in the Advanced Proficient range on NJASK Math

152 Schedule specials to lessen interference in instructional time 153 Bringing more kids to the mainstream 154 Increase communication among families, counselors and teachers to reduce failure 155 New teacher monthly meetings @ RWB 156 RWB regular walk-throughs to focus on and improve instruction



Goal: 5th Grade - 35% are in the Advanced Proficient range on NJASK 5

5th grade teaming Increase instructional time in elementary schools Standardize instructional time for major content areas in elementary school Bringing more kids to the mainstream Increase communication among families, counselors and teachers to reduce failure Technology professional development will provide teachers w/tools to assist in raising student achievement

11 Goal: 5th Grade - 35% are in the Advanced Proficient range on NJASK Math

205 5th grade teaming 206 Increase instructional time in elementary schools on math 207 Standardize instructional time for major content areas in elementary school 208 Bringing more kids to the mainstream and increased rigor 209 Increase communication among families, counselors and teachers to reduce failure 210 Technology professional development will provide teachers w/tools to assist in raising student achievement 211 Make professional development effective, systematic, measureable, meaningful 212 Provide common planning time to analyze test data and student achievement

12 Goal: 3rd Grade - 35% are in the Advanced Proficient range on NJASK LA

228 Increase instructional time in elementary schools 229 Standardize instructional time for major content areas in elementary school 230 Bringing more kids to the mainstream 231 Increase communication among families, counselors and teachers to reduce failure 232 Technology professional development will provide teachers w/tools to assist in raising student achievement

13 Goal: 3rd Grade - 75% are in the Advanced Proficient range on NJASK Math

254 Increase instructional time in elementary schools 255 Standardize instructional time for major content areas in elementary school 256 Bringing more kids to the mainstream 257 Increase communication among families, counselors and teachers to reduce failure 258 Technology professional development will provide teachers w/tools to assist in raising student achievement 259 Make professional development effective, systematic, measureable, meaningful

14 Goal: 95% of all Kindergarten students will achieve a minimum score of 600 as measured by the Star Early Literacy Program.

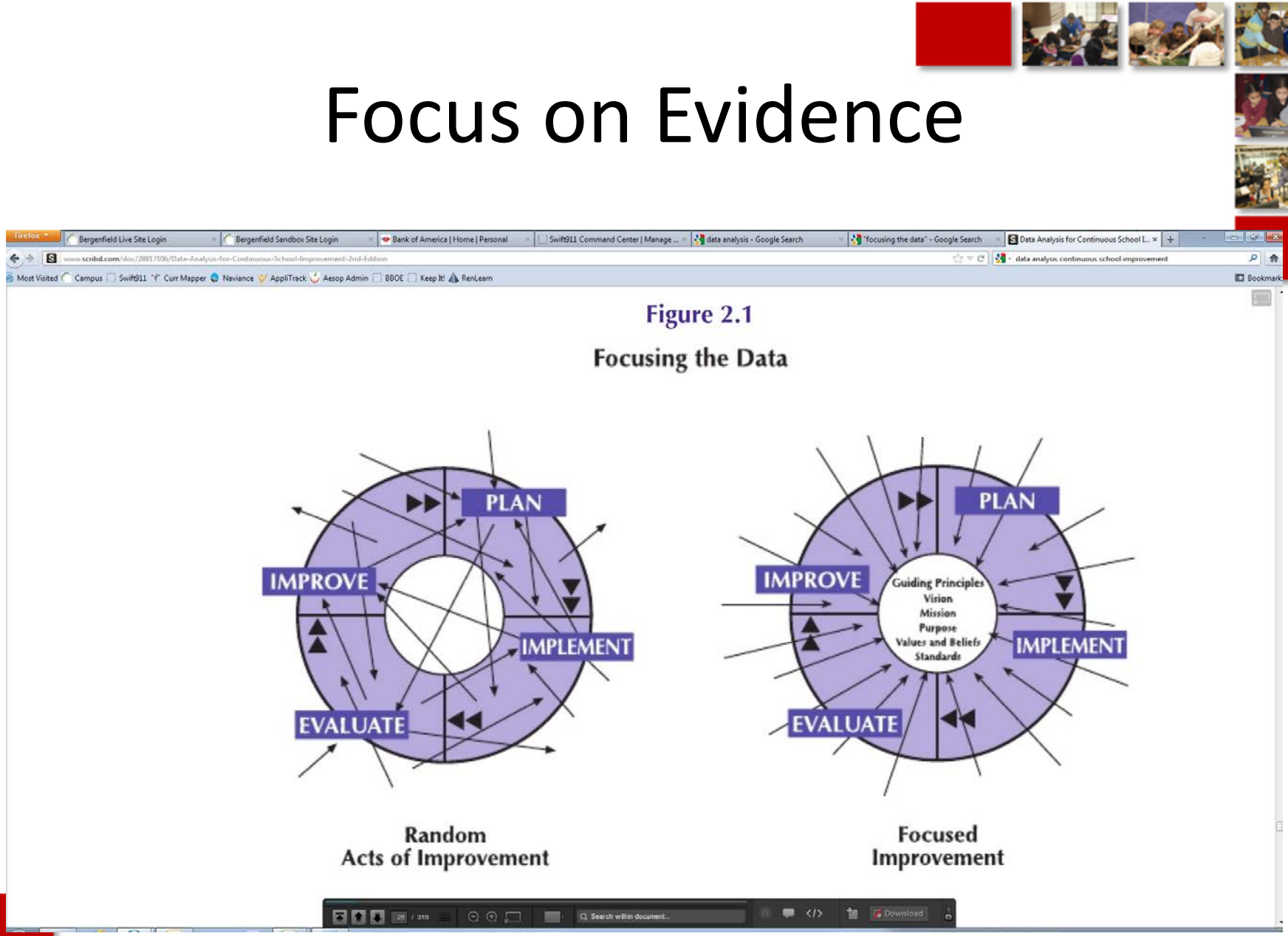
278 Provide Multi-Sensory Program as well as all available resources for low achieving students to provide learning foundation of high academics 279 Technology professional development will provide teachers w/tools to assist in raising student achievement 280 Star Literacy programs and other technologies to provide advancement of learning 281 Expand leveled reader programs and inventory of books 282 Kindergarten curriculum to increase skills as well as a full day program to increase time on task

Odden Step 3

- The next step for turnaround schools is to throw out the old curriculum and adopt new textbooks, create new curriculum programs, and start to build, over time, a common understanding of effective instruction. Districts that move the student-achievement dial by large amounts have a systemic view of curriculum and focus intensely on instructional practices shown to work—and they require all of their teachers to use them.

Step 3 Effective Programs

- Alternative School
- 9th grade academy
- Credit recovery
- Teacher Effectiveness
- Administrator Efficacy Evaluations



Focus on Evidence

Figure 2.1

Focusing the Data

Random Acts of Improvement

Focused Improvement

Excellent Educators for New Jersey (EE4NJ)

Bergenfield Public School District

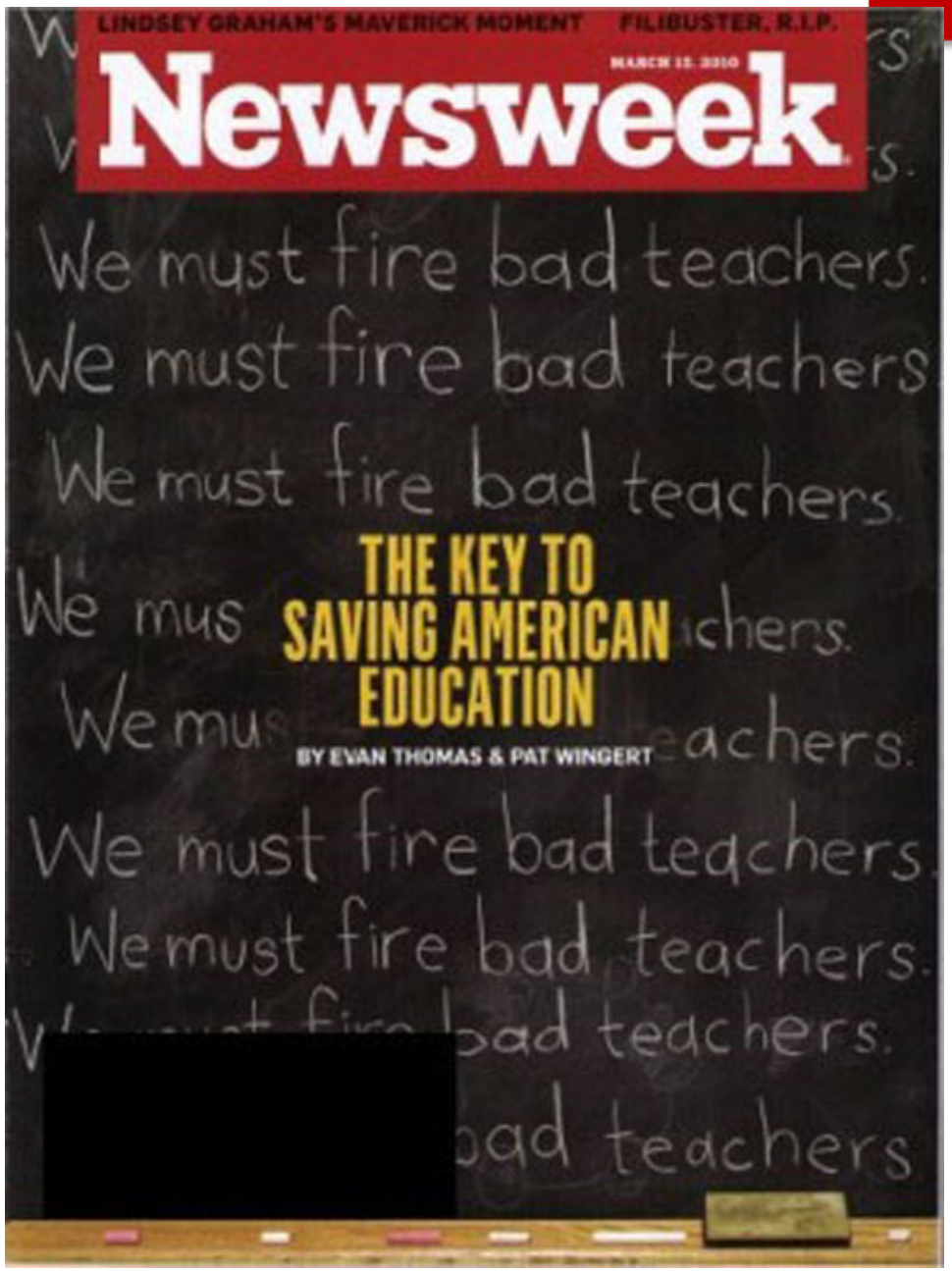
Widget Effect

9/1/12 Chicago Public Schools on strike

Major issue: Teacher evaluation

2010- 65% of Chicago Public School students graduated HS.

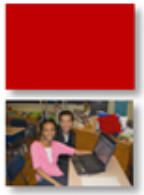
2010- Less than 0.3% of all teachers received an unsatisfactory rating


LINDSEY GRAHAM'S MAVERICK MOMENT
FILIBUSTER, R.I.P.
Newsweek
MARCH 15, 2010
We must fire bad teachers.
We must fire bad teachers.
We must fire bad teachers.
THE KEY TO SAVING AMERICAN EDUCATION
BY EVAN THOMAS & PAT WINGERT
We must fire bad teachers.
We must fire bad teachers.

Our focus must not be on the one or two underperforming teachers, rather the wide range of mediocrity- not due to laziness or lack of effort on part of teacher, but rather a lack of support, direction, and technical skill.

Linking Student Achievement to Teacher Practice

- More than two decades of research findings are unequivocal about the critical connection between teacher effectiveness and student learning. The research shows that student achievement is strongly related to teacher quality; highly skilled teachers produce improved student results.



About the EE4NJ Pilot Program

NJ is the 27th State to take on the teacher evaluation reform initiative.

University of Washington Study

Begun in 2007, the University of Washington has used a 5D Assessment to conduct research on 2,000+ instructional leaders;

The study is aimed at locating areas of strength and weakness amongst school leaders tasked with evaluating staff members.

University of Washington Study, continued

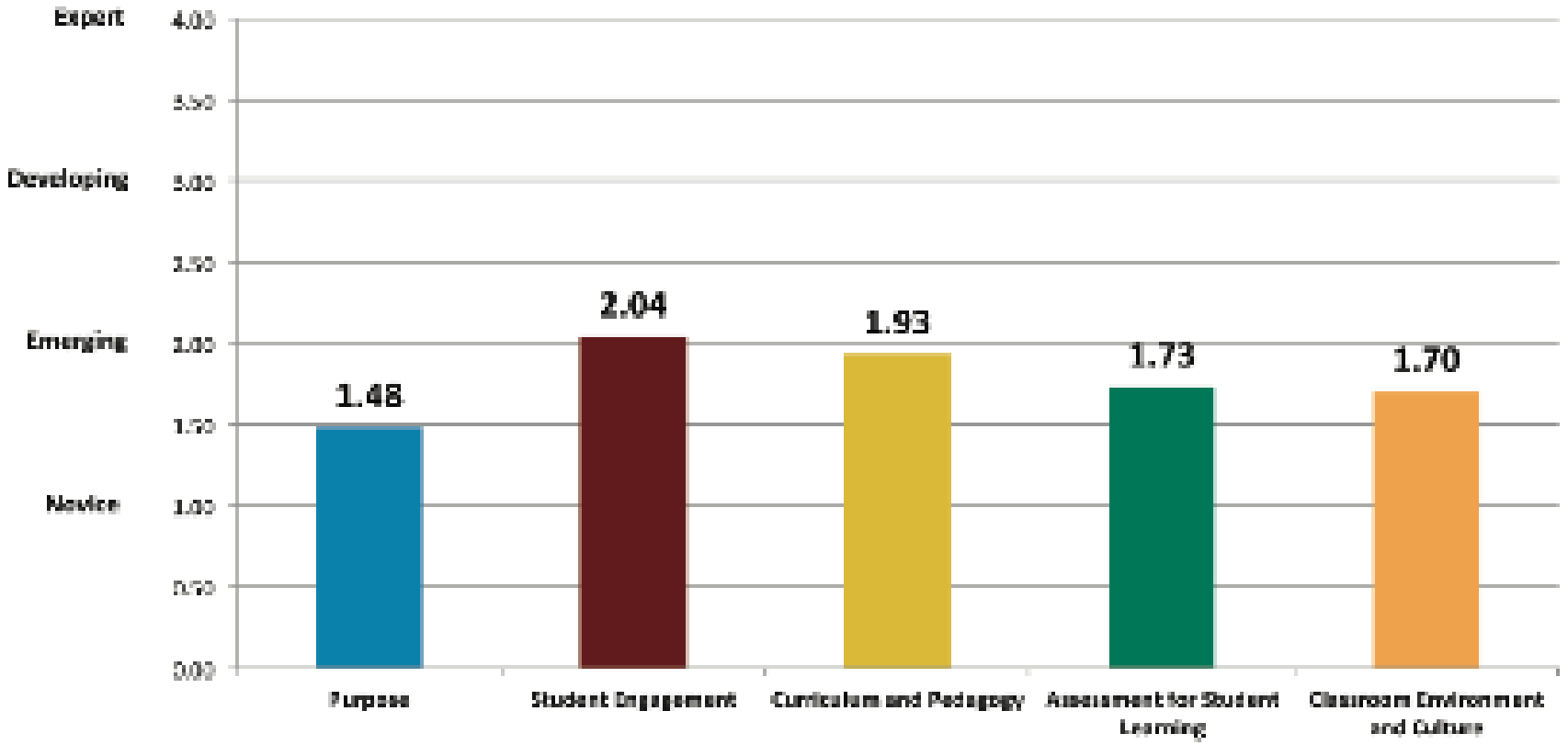
A rubric with five dimensions and thirteen sub-dimensions was created;

Initial challenge was defining what it means to be a “high quality” teacher;

Levels of expertise in instructional leadership include
novice, emerging, developing, and expert.

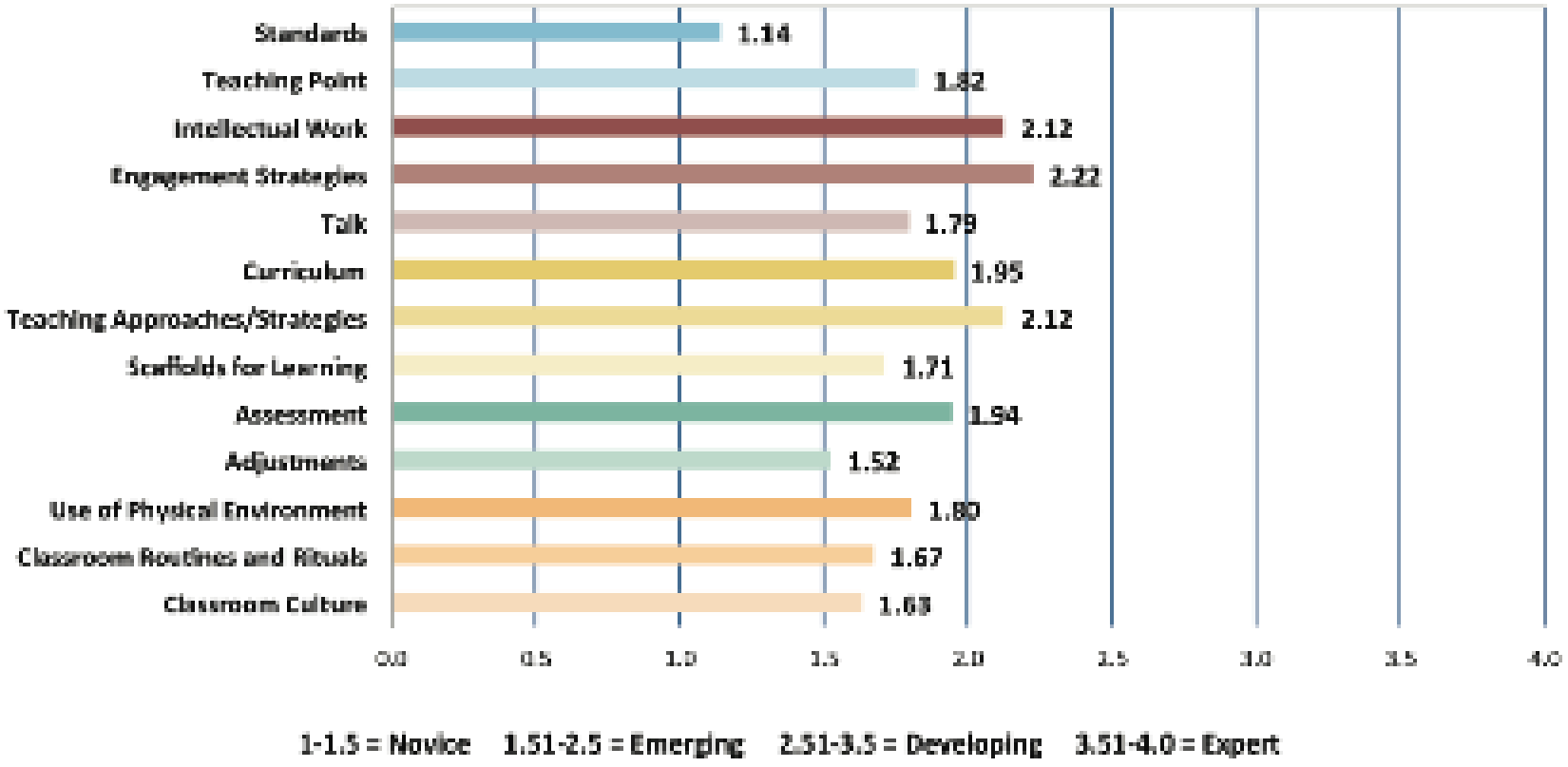
Cumulative Dimension Averages

2,207 participants; 42 school districts



Cumulative Sub-Dimension Averages

2,207 participants; 42 school districts



Teacher Effectiveness Evaluation System

Teacher Evaluation
100%

Student Achievement
(outputs of learning)
50% of total evaluation

Measures of Student Achievement include:

- **Student achievement** on state-approved assessments or performance-based evaluations, representing **35%-45%** of the evaluation; and
- State-approved **school-wide** performance measure, representing **5%** of the evaluation.
- Districts have the option of also including additional performance measures.

Teacher Practice
(inputs associated with learning)
50% of total evaluation

Measures of Teacher Practice include:

- Use of a state-approved **teacher practice evaluation framework** and measurement tools to collect and review evidence of teacher practice, including classroom observation as a major component, representing **25%-47.5%;** and
- At least one **additional tool** to assess teacher practice, representing **2.5%-25%.**

50% Teacher Practice

- Use of a state-approved teacher practice evaluation framework and measurement tools to collect and review evidence of teacher practice, including:
  - Classroom observation as a major component.
  - At least one additional tool to assess teacher practice.
- Bergenfield chose the Charlotte Danielson Framework for Teaching, while the District Evaluation Pilot Advisory Committee is working with NJDOE to select the additional tool.

50% Student Achievement

- Measures of student achievement include:
  - Student growth on state-approved assessments or performance-based evaluations.
  - State-approved school-wide performance measure.
  - Districts have the option of also including additional performance measures.
- Bergenfield may use aggregated growth of subgroups, utilizing
  SAT, ACT, AP, N.W.E.A, Renaissance Learning, and/or writing portfolios.

Valid Observation Criteria

Low-inference Data Evidence

Objectivity

Danielson Model

Two key points to the model:

Ensuring teacher quality, &

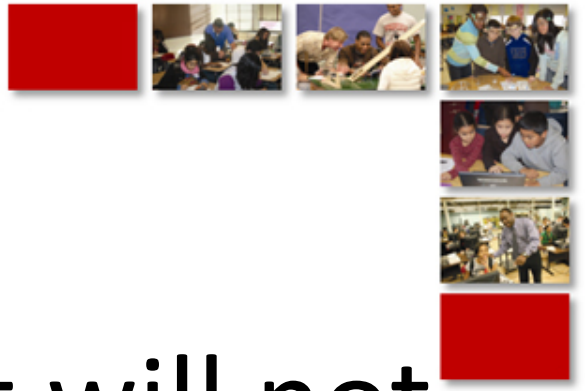
Promoting professional development

Odden Step 4

- The fourth strategy is to move beyond a concentration on state tests and use a battery of assessments, including formative and diagnostic assessments, common end-of-curriculum-unit assessments, and benchmark assessments. Formative and diagnostic assessments hone instructional strategies before each curriculum unit begins. End-of-unit assessments not only measure what students have learned, but also compare the effects teachers have had across classrooms.

Evaluation Data Collection and Management

- Data has never used more heavily in the history of Bergenfield Public School District.
  - Data is linked to teachers, allowing principals and department chairs to review the scores of different classrooms
  - BPSD has continuously measured progress using real data to shape classroom learning.
- By using this performance management system, the district will streamline the evaluation process while at the same time enhancing its rigor.
- The District is focused on Student Growth vs Proficiency



District Mantra

"If it is not measured, it will not be accomplished."

Dr. Michael Osnato

Formative Assessments

Renaissance Learning™

- State-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth
- Tailored reports give educators information to guide decisions
- Ren Learn classroom resources help teachers directly apply assessment results to instructional planning

Renaissance Learning

- For 2011-2012, the district decided to gather even more data, as the district will be expanding use of Renaissance Learning products to assess reading, math and early literacy. Grades 1-11 will all have formative assessments.
- These brief assessments have been proven to be extremely accurate and will provide even more flexibility within the classroom.

STAR Reading™ ENTERPRISE

STAR Early Literacy™ ENTERPRISE

STAR Math™ ENTERPRISE

FIVE DOMAINS
(Standards Based)

1. Word Knowledge & Skills
2. Comprehension Strategies and Constructing Meaning
3. Analyzing Literary Text
4. Understanding Author's Craft
5. Analyzing Argument and Evaluating Text

36 Skills / 400 Grade-Level Skills

THREE DOMAINS
(Standards Based)

1. Word Knowledge and Skills
2. Comprehension Strategies and Constructing Meaning
3. Numbers and Operations

10 Sub-domains
41 Skill Sets / 145 SKILLS

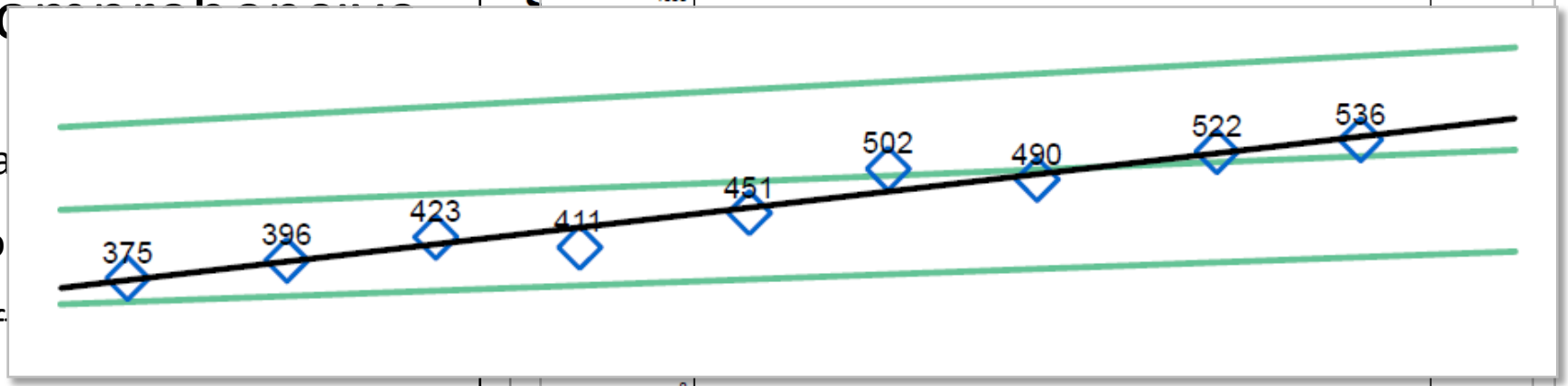
FOUR DOMAINS
(Standards Based)

1. Numbers and Operations
2. Algebra
3. Geometry and Measurement
4. Data Analysis, Statistics and Probability

54 Skill Sets / 550 SKILLS

Practical and Co

- Dia
- No
- Dif
- Growth Trends
- Universal Screening
- Progress Monitoring



STAR Reading

Annual Progress Report

Printed Wednesday, May 26, 2010 3:14:25 PM

1 of 1

School: Liberty Elementary School

Reporting Period: 9/01/2009-6/11/2010

Class: HR101 Beeman

Grade: 4

Teacher: Beeman, Alice

1400
1200
1000
0

Sep-09 Oct-09 Nov-09 Dec-09 Jan-10 Feb-10 Mar-10 Apr-10 May-10 Jun-10

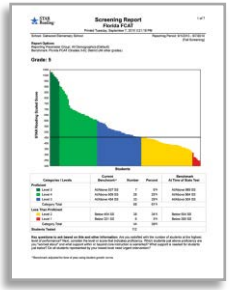
2009-2010

75 PR
50 PR
25 PR
Trend Line
Score

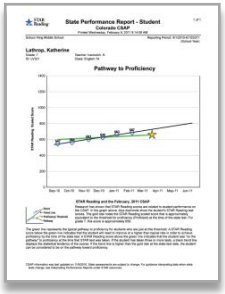
Diamonds (blue) show scores for each STAR assessment in the school year. For three or more scores, a trend line (black) is displayed. The three lines in the background (green) approximate scaled score progress based on percentile ranking of same-grade students who participated in the national norming study. For additional information, see the *STAR Reading Technical Manual*, found in the software.

Test	Date Range	Number of Students	Scaled Score	GE	PR	PR Range	NCE	IRL	ZPD
1	09/13/2009 - 09/15/2009	29	375	3.3	33	29-35	40.7	3.2	2.7-3.8
2	10/14/2009 - 10/16/2009	29	396	3.4	36	30-41	42.4	3.4	2.8-3.9
3	11/12/2009 - 11/14/2009	29	423	3.7	40	35-43	44.4	3.5	2.9-4.2
4	12/10/2009 - 12/12/2009	29	411	3.6	35	33-47	42.0	3.5	2.8-4.1
5	01/12/2010 - 01/14/2010	29	451	4.0	40	35-48	44.8	3.7	3.0-4.5
6	02/08/2010 - 02/10/2010	29	502	4.6	54	49-59	52.1	4.2	3.2-5.1
7	03/09/2010 - 03/11/2010	29	490	4.5	48	42-53	48.8	4.1	3.2-5.0
8	04/13/2010 - 04/15/2010	29	522	4.8	54	48-60	52.2	4.3	3.3-5.2
9	05/11/2010 - 05/13/2010	29	536	5.1	54	49-59	52.3	4.4	3.5-5.5

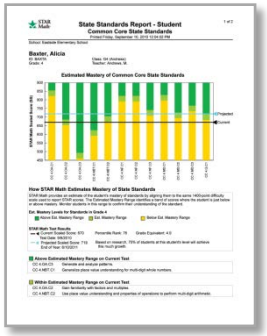
STAR Enterprise™



Universal Screening Based on State Test

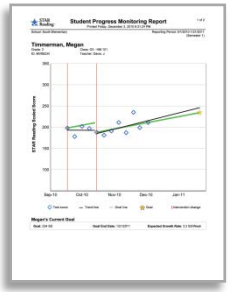


Predict State Test Proficiency

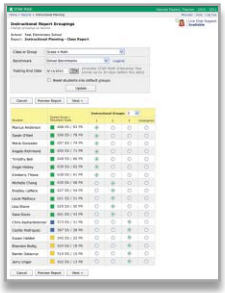


State Standards

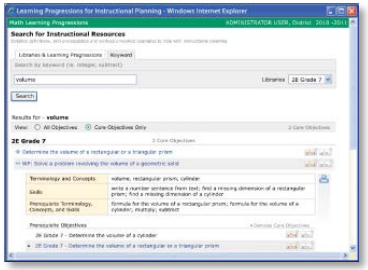
Common Core State Standards



Progress Monitoring



Support for Differentiated Instruction

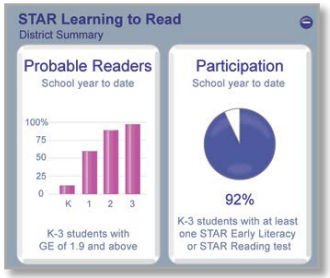


Learning Progressions

Instructional Resources

Year-to-year Longitudinal Progress

Instructional Planning



Learning to Read Dashboard

Which students aren't reaching benchmark?

State Screening Report

STAR Reading

Screening Report
New Jersey ASK

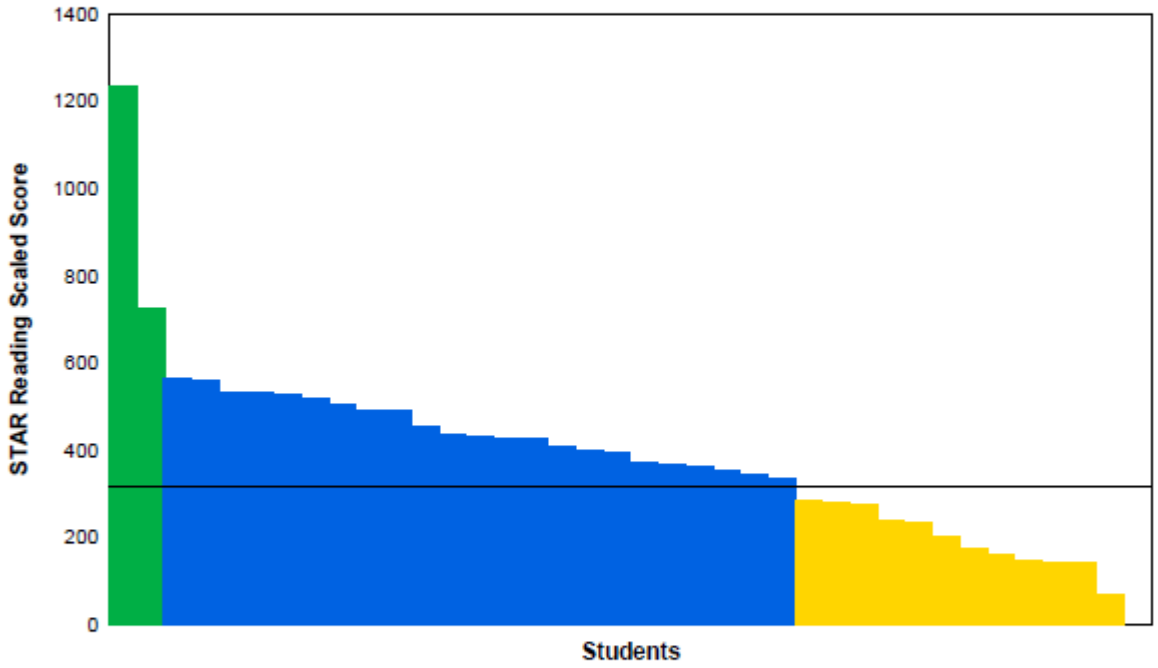
Printed Tuesday, December 13, 2011 1:57:27 PM

School: East Elementary School

Reporting Period: 9/1/2011 - 9/15/2011 (Fall)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 3



Categories / Levels	Current Benchmark	Number	Percent	Benchmark At Time of State Test
Proficient				
Advanced Proficient	At/Above 615 SS	2	5%	At/Above 677 SS
Proficient	At/Above 319 SS	23	62%	At/Above 414 SS
Category Total		25	68%	
Less Than Proficient				
Partially Proficient	Below 318 SS	12	32%	Below 414 SS
Category Total		12	32%	

How can I best target instruction?

Instructional Grouping

STAR Math — Jon Brewer, Teacher 2010 - 2011

Home > Reports > Instructional Planning — Manuals | Help | Log Out

Live Chat Support Available

Instructional Report Groupings

Change groupings as desired

School: **Franklin Elementary School**

Report: **Instructional Planning - Class Report**

Class or Group	Grade 5, Class A, 2010-2011
Benchmark	Colorado CSAP — Legend
Testing End Date	9/13/2010 *(includes STAR Math Enterprise Test scores up to 30 days before this date)*

Reset students into default groups

Update

Cancel | Preview Report | Next >

Student	Scaled Score / Percentile Rank	Instructional Groups: 3 — 1	2	3	Unassigned
Larry Duffy	809 SS / 95 PR	●	○	○	○
Holly Young	791 SS / 93 PR	●	○	○	○
Patrick Black	769 SS / 89 PR	●	○	○	○
Jack Bond	766 SS / 88 PR	●	○	○	○
Christy Mann	754 SS / 85 PR	●	○	○	○
Marco Mendez	740 SS / 80 PR	●	○	○	○
Dale Ayala	730 SS / 76 PR	○	●	○	○
Cody Hull	716 SS / 70 PR	○	●	○	○
Renee Frank	702 SS / 64 PR	○	●	○	○
Alfonso Barber	690 SS / 59 PR	○	●	○	○
Stanley Morse	663 SS / 46 PR	○	●	○	○
Charlotte Lane	644 SS / 38 PR	○	●	○	○
Audrey Langley	625 SS / 30 PR	○	○	●	○
Sabrina Brewer	605 SS / 24 PR	○	○	●	○
Erika Blackwell	588 SS / 19 PR	○	○	●	○
Angelo Ray	578 SS / 16 PR	○	○	●	○
Drew Battle	566 SS / 14 PR	○	○	●	○
Josephine Lang	555 SS / 11 PR	○	○	●	○
Lisa Holman	551 SS / 11 PR	○	○	●	○
Brittany Owen	537 SS / 8 PR	○	○	●	○
Brandon Poole	521 SS / 7 PR	○	○	●	○
Mattie Simmons	501 SS / 5 PR	○	○	●	○
Gabriel Mcbride	460 SS / 2 PR	○	○	●	○

What are my students ready to learn next?

Instructional Planning Report

STAR Math

Instructional Planning Report
for Lisa Stone

Printed Monday, September 13, 2010 10:03:15 AM

School: Oakwood Elementary School
Class: Math 4A

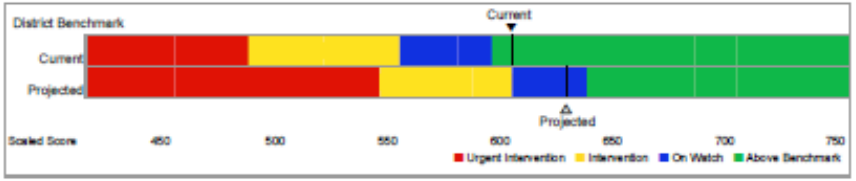
Teacher: Mrs. M. Adams
Grade: 4

STAR Math Enterprise Test Results

Test Date: 09/13/2010 Current SS (Scaled Score): 602 Projected SS for 06/10/11: 634

Algebra Readiness: Lisa has not yet met the end of year algebra readiness grade level expectations for grade 4.

Lisa's Current Performance



Skills to Learn

Skills listed below are suggested skills Lisa should work on based on her last STAR Math Enterprise Test. These skills should be challenging, but not too difficult for Lisa. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program.

Numbers and Operations

Lisa understands larger numbers, including place value, and knows basic multiplication facts. Lisa should practice multiplying multi-digit numbers. Lisa should continue practicing multiplication and division facts until automaticity is achieved.

Skills to Learn	
1.	Multiply a 3- or 4-digit whole number by a 1-digit whole number
2.	Multiply a 2-digit whole number by a 2-digit whole number
3.	Multiply a 3-digit whole number by a 2-digit whole number
4.	Multiply three 1- and 2-digit whole numbers
5.	WP: Multiply a multi-digit whole number by a 1-digit whole number

Algebra

Lisa has a beginning understanding of numeric expressions and equations. Lisa should practice identifying and extending growing and repeating number, nonnumeric, and pictorial patterns.

Skills to Learn	
1.	Identify a missing term in a multiplication or a division number pattern
2.	Extend a growing pictorial or nonnumeric pattern
3.	Identify a missing figure in a growing pictorial or nonnumeric pattern
4.	Identify a missing figure in a repeating pictorial or nonnumeric pattern
5.	Generate a table of paired numbers based on a rule

Geometry and Measurement

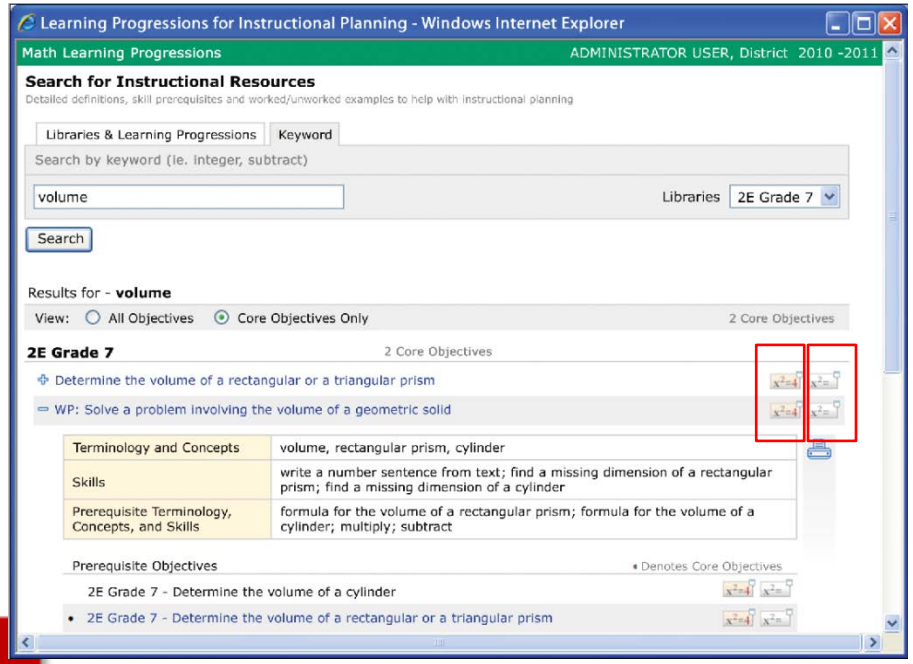
Lisa has an understanding of shapes, lines, and angles. Lisa should practice conversions of customary and metric units using whole numbers.

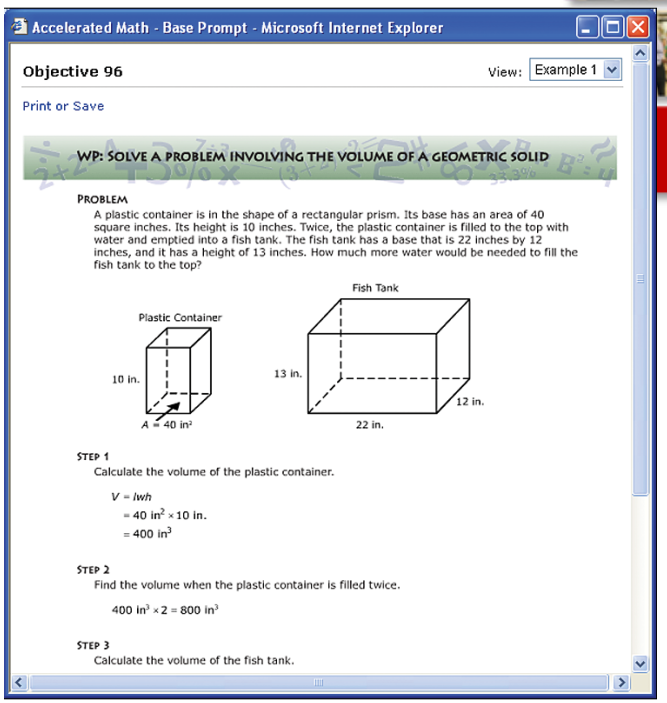
Skills to Learn	
1.	Convert between customary units of capacity using whole numbers
2.	Convert between customary units of weight using whole numbers
3.	Convert between metric units of capacity using whole numbers

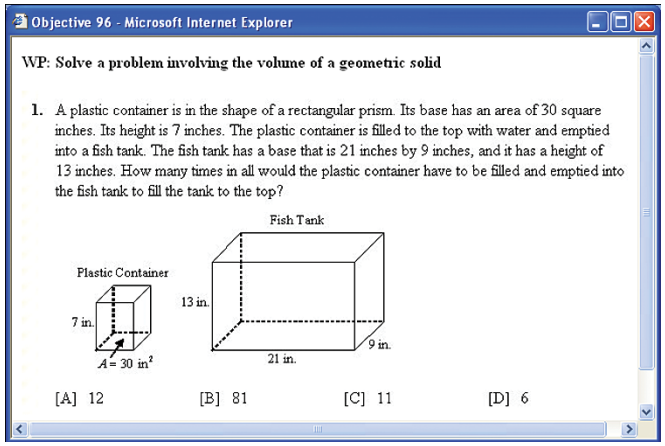
Designates a core skill. Core skills identify the most critical skills to learn at each grade level.

Where can I find instructional resources for the skills I need to teach?

Learning Progressions







How well are my students responding to intervention?

Student Progress Monitoring Report (Tully)

STAR Reading

Student Progress Monitoring Report

Printed Friday, December 3, 2010 6:31:24 PM

1 of 2

School: South Elementary

Reporting Period: 9/1/2010-1/21/2011 (Semester 1)

Timmerman, Megan

Grade: 3
ID: MV98234

Class: G3 - HM 101
Teacher: Davis, J.

STAR Reading — P. Larson, Teacher 2010 - 2011

Home > Screening, Progress Monitoring & Intervention — Manuals | Help | Log Out

Set up an Intervention and Goal

Define an intervention and set a goal

School: **Oakwood Elementary School**
Student: **Castro, Juan**

Latest Test	Score	Goal	Growth Rate
9/2/2010	400 SS / 22 PR	--	*calculated after five scores*

Intervention Details — Interpretation & Recommendations

Intervention Name
Appears in report details: Successful Reader

Goal End Date
Used for SS/week calculation: 1/21/2011

Goal
Expected growth rate and score

Starting test: 9/2/2010 - 400 SS / 22 PR
(Sets intervention line; starts trend and goal lines)

Reference points to help you select a goal type:
- Maintain 22 PR throughout the school year = 1.8 SS/week
- Reach 40 PR benchmark by end of school year = 4.3 SS/week

Select a goal type: (based on students who scored similarly*)
- (•) Moderate: 2.3 SS/week = 445 SS / 23 PR
- ( ) Ambitious: 4.1 SS/week = 482 SS / 32 PR

Or define a custom goal:
( ) Growth Rate 0.0 SS/week = 0 SS / 0 PR

*National data show that 50% of students who started the school year at the 22 PR were able to achieve a Moderate growth rate or better, while 25% were able to achieve an Ambitious growth rate or better. Set an appropriate goal and adjust as necessary.

Cancel | Calculate Goal | Save

STAR Reading™ Performance Report

Printed Thursday, March 18, 2009 2:47:13 PM

District: Renaissance District

Last Consolidated: 3/18/2009 12:01 AM
Reporting Period: 09/02/2009-03/18/2010 (Outlook RP)

Report Options
Reporting Parameter Group: All Demographics [Default]
Reporting Level: District
Group By: School

East Elementary

	Student Performance Outlook[a] On the March 2010 State Reading Accountability Assessment										STAR Reading Participation 09/02/2009-03/18/2010			
	Less Than Proficient				Proficient									
	Academic Warning		Approaches Standards		Meets Standards		Exceeds Standards		Exemplary		Tested		Not Tested	
Grade	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
3	94	16	135	24	131	23	130	22	89	15	579	95	32	5
4	98	19	72	14	121	23	124	24	105	20	520	94	35	6
5	119	20	117	19	131	22	106	17	130	22	603	97	21	3
6	117	23	72	14	93	18	129	25	105	20	516	94	33	6
Summary	428	19	396	18	476	22	489	22	429	19	2,218	95	121	5

North Elementary

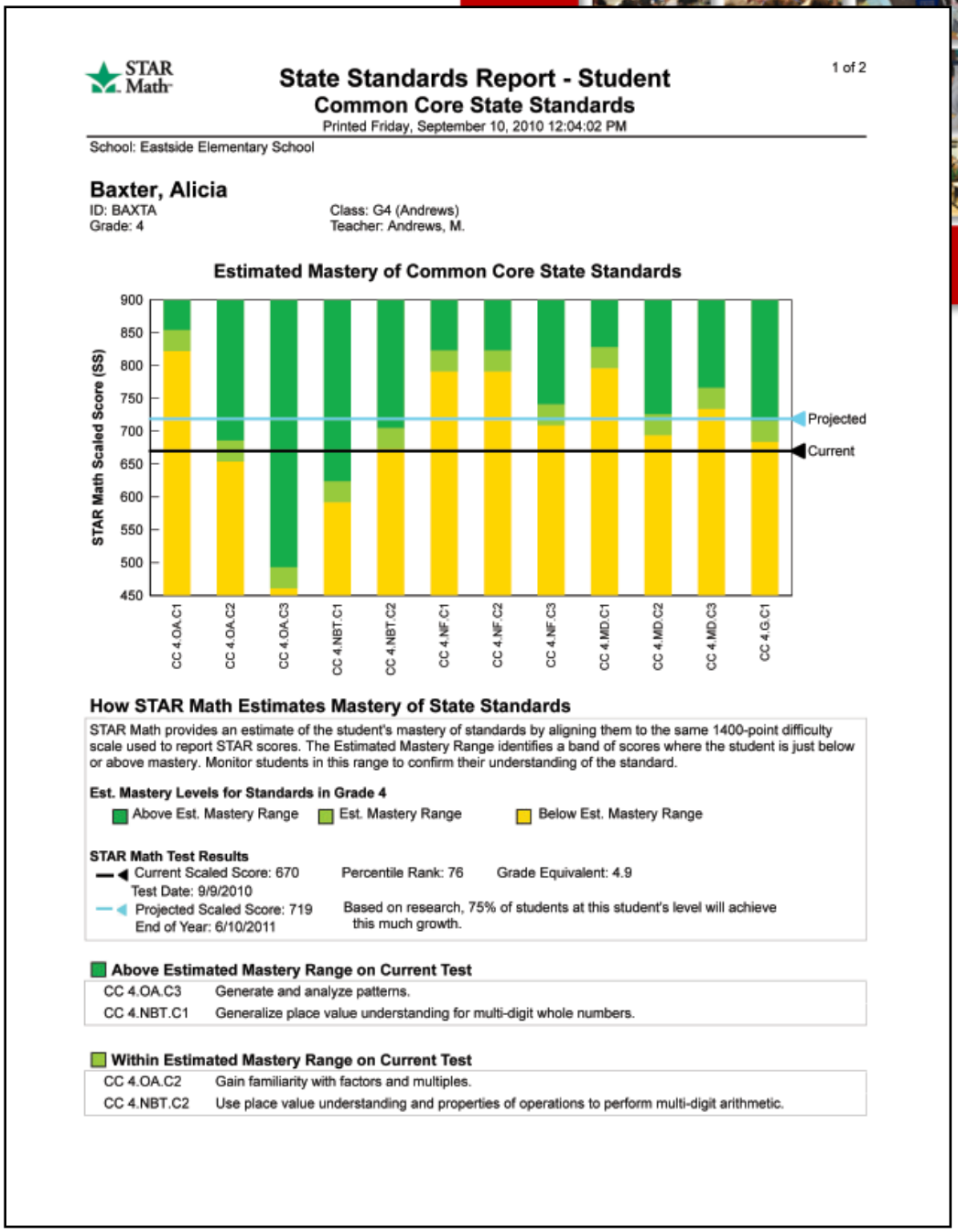
	Student Performance Outlook On the March 2010 State Reading Accountability Assessment										STAR Reading Participation 09/02/2009-03/18/2010			
	Less Than Proficient				Proficient									
	Academic Warning		Approaches Standards		Meets Standards		Exceeds Standards		Exemplary		Tested		Not Tested	
Grade	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
3	73	15	92	18	107	22	92	18	135	27	499	97	17	3
4	73	14	96	19	110	22	133	26	97	19	509	95	26	5
5	90	17	87	16	103	20	133	25	115	22	528	95	26	5
6	109	23	135	29	73	16	78	17	70	15	465	96	20	4
Summary	345	17	410	20	393	20	436	22	417	21	2,001	96	89	4

displays the statistical tendency of the scores. If the trend line is higher than the gold star at the state test date, the student can be considered to be on the pathway toward proficiency.

CSAP information was last updated on 11/9/2010. State assessments are subject to change. For guidance interpreting data when state tests change, see Interpreting Performance Reports under STAR resources.

Are my students mastering State Standards?

State Standards Report



STAR Math

State Standards Report - Student

Common Core State Standards

Printed Friday, September 10, 2010 12:04:02 PM

School: Eastside Elementary School

Baxter, Alicia

ID: BAXTA
Grade: 4

Class: G4 (Andrews)
Teacher: Andrews, M.

Estimated Mastery of Common Core State Standards

How STAR Math Estimates Mastery of State Standards

STAR Math provides an estimate of the student's mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. Monitor students in this range to confirm their understanding of the standard.

Est. Mastery Levels for Standards in Grade 4

Above Est. Mastery Range | Est. Mastery Range | Below Est. Mastery Range

STAR Math Test Results

Current Scaled Score: 670 — Percentile Rank: 76 — Grade Equivalent: 4.9
Test Date: 9/9/2010

Projected Scaled Score: 719
End of Year: 6/10/2011

Based on research, 75% of students at this student's level will achieve this much growth.

Above Estimated Mastery Range on Current Test

CC 4.OA.C3	Generate and analyze patterns.
CC 4.NBT.C1	Generalize place value understanding for multi-digit whole numbers.

Within Estimated Mastery Range on Current Test

CC 4.OA.C2	Gain familiarity with factors and multiples.
CC 4.NBT.C2	Use place value understanding and properties of operations to perform multi-digit arithmetic.

Are my students growing from year to year?

Longitudinal Reporting

STAR Reading — Olivia Masterson, District Administrator 2009-2010

Home > ... Longitudinal — Manuals | Help | Log Out

Longitudinal Report

After changing your viewing options, click Update to refresh the data

School	East Elementary School
Grade	All Grades — Or Select Multiple Grades
Method	○ Cross Sectional *(Same grade year to year - ex: G3, G3, G3)* ◉ Growth *(Same students over multiple years - ex: G2, G3, G4)* ☑ Only include students who tested in all timeframes
Timeframe	Last 3 years — Apr 15 - Jun 15 (Spring)

Update

Done | Print

East Elementary School - Growth

Grade	School Year Apr 15 - Jun 15 (Spring)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2009 - 2010 Grade 1		123	43% 53	31% 38	20% 24	7% 8
	--						
	--						
Grade 2	2009 - 2010 Grade 2		111	52% 58	23% 25	20% 22	5% 6
	2008 - 2009 Grade 1		111	48% 53	27% 30	19% 21	6% 7
	--						
Grade 3	2009 - 2010 Grade 3		101	58% 59	25% 25	11% 11	6% 6
	2008 - 2009 Grade 2		101	55% 56	22% 22	16% 16	7% 7
	2007 - 2008 Grade 1		101	54% 55	18% 18	21% 21	7% 7
Grade 4	2009 - 2010 Grade 4		102	57% 58	29% 30	10% 10	4% 4
	2008 - 2009 Grade 3		102	56% 57	27% 28	12% 12	5% 5
	2007 - 2008 Grade 2		102	53% 54	27% 28	14% 14	6% 6
Grade 5	2009 - 2010 Grade 5		95	60% 57	22% 21	15% 14	3% 3
	2008 - 2009 Grade 4		95	58% 55	24% 23	14% 13	4% 4
	2007 - 2008 Grade 3		95	54% 51	24% 23	18% 17	4% 4

Done | Print

This really works

- Bergenfield has 5 Elementary Schools, 1 Middle School and 1 High School. All 7 Schools qualify for Title One Funds as over 40% of all students qualify for free and reduced lunch. More than 70% of the student population is in a minority sub-group as defined by NCLB. Bergenfield is not a privileged community.

Odden Step 5

- Step five is creating and implementing an intensive and ongoing professional-development program. The best districts and schools form collaborative teacher teams—professional learning communities—that meet often, make use of student data, and work with school-based coaches to improve curriculum and instruction. These schools and districts also include intensive summer institutes in their professional-development plans, to allow teachers opportunities to gain new knowledge.

Bergenfield's Outcomes

Based on evidence our observations have become a treasure hunt versus

Versus a witch hunt

Let’s get rid of our most expensive teacher???

Administrator-Teacher Discourse

Of all the approaches available to educators to promote teacher learning, the most powerful is that of professional conversation.

Talk About Teaching!
Charlotte Danielson
2009, Corwin Press

Utilize our own Human Capital to help each other

- One 5th grade teacher had 90% of her students Advanced Proficient in Math for 3 years in a row when district average was 20%
- Best practices are identified and shared within building and within district through a Best Practice Wiki
- Identify students by individual skill versus wide range of support
- Give parents access to Ren Learn and NWEA for skill support
- Involve all staff in process. It is not the programs that are effective, it is the people who use the programs. Expansive Leadership. Utilize the experts in you buildings- the teachers.
- Administrators must be honest and committed to continuous growth of the teacher. If everything is always great, are we not really just infantilizing the teacher? We all can and must keep growing.

Utilize our own Human Capital to help each other

- Added math coaches
- Changed the roles of Reading Specialists to Literacy Coaches
- Redefined how Basic Skills, ESL, Special Education services are delivered to be truly inclusive
- Created Extended Day Program and Summer School for added enrichment

The data speaks volumes

Most Improved High School

New Jersey MONTHLY

Making up Ground in BERGENFIELD

BY JACQUELINE MROZ

SCHOOL OFFICIALS IN BERGENFIELD, a working-class, largely immigrant community tucked among the wealthier boroughs of Bergen County, have been striving for years to improve academic performance at the high school. That hard work seems to be paying off.

Bergenfield High School was the fastest rising school in this year's *New Jersey Monthly* survey of the Top High Schools, jumping nearly 100 spots, from 234 to 136.

"We've been breaking our backs," says Bergenfield schools superintendent Michael Kuchar. "We've really revolutionized the place."

Originally settled by Swedish and Dutch immigrants, Bergenfield later attracted new arrivals from Italy and Ireland. Today, the town of 25,600 residents is mainly home to families with children who are on their way to being first-generation college students. The high school's population of 1,250 students is 30 percent Filipino, 30 percent Hispanic, and about 30 percent white, says Kuchar. "Their parents want the best for their children," he says. "They want them to have a part of the American dream."

Despite big cuts in state aid and an increase in enrollment, Bergenfield High School has managed to reduce class size, achieve better test scores, have fewer kids drop out, and send more students to four-year colleges since the last survey, published in 2008.

How did they do it?

Over the past few years, school officials have focused intensely on academic achievement, creating pro-

(Continued on page 79)

Top 10 Most Improved High Schools

2010 Rank	2008 Rank	2-year rank change	High School	County
136	234	98	**Bergenfield**	Bergen
163	245	82	**Liberty** (Jersey City)	Hudson
117	196	79	**Creative and Performing Arts** (Camden)	Camden
221	292	71	**Cicely Tyson Performing Arts** (East Orange)	Essex
217	287	70	**Hillside**	Union
113	178	65	**David Brearley** (Kenilworth)	Union
141	198	57	**North Arlington**	Bergen
106	162	56	**Dumont**	Bergen
110	166	56	**Dunellen**	Middlesex
138	194	56	**North Warren Regional** (Blairstown)	Warren

PHOTOS: COLIN ARCHER/ AGENCY NEW JERSEY

LESS IS MORE: Despite an increase in enrollment, Bergenfield High School has reduced class size.

(Continued from page 56)

grams that increase the rigor of coursework. They set up after-school clubs for kids who struggled with homework. They started a ninth-grade academy that helps students with the transition from middle school to high school. They used mentors to start a program for incoming freshmen interested in engineering and math. They created partnerships with New Jersey colleges and universities that allow students to take courses for college credit. And they doubled the number of Advanced Placement classes.

Jim Fasano, principal of Bergenfield High, says the school has worked hard to get students interested in going to college, busing them to different universities for tours.

And they created an alternative high school within the school system, where students are placed if they are at risk of dropping out or have fallen behind. There, they receive individualized attention in a small-class setting. Students from nearby schools are also sent there to help offset the cost.

"We've had twelve students graduate from high school this year that were in line to drop out," says Kuchar. "That's a miracle."

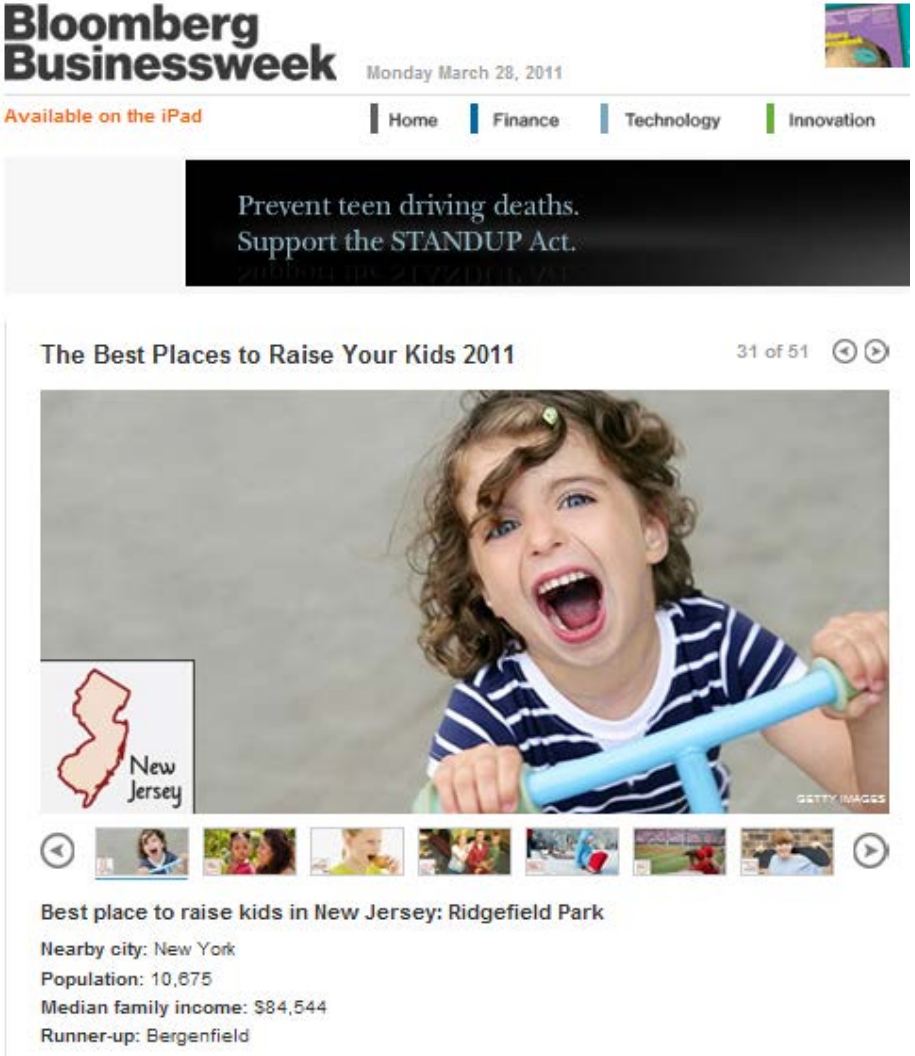
Like many other towns in the state, Bergenfield had a tough year financially. The school district lost $1.6 million in state aid last year and another $2.88 million under the Christie budget for the new school year.

Despite that, Bergenfield has not had to lay off any teachers—in part because of a large number of retirements. According to Kuchar, there were seven teacher retirements at the high school, which he describes as "tremendous breakage." However, he says the district was able to replace four of those teachers, and fifteen existing teachers will make up for some of the remaining gap by teaching additional periods under a "generous settlement" with the teachers' union. Further, the district has cut the number of administrators and consolidated some positions. For instance, in addition to being superintendent of schools, Kuchar will serve as director of guidance at the high school this year—at no extra salary. Last year, when Fasano was named principal, his previous position as assistant high school principal was eliminated, leaving only one assistant principal where in past years there had been two.

Shifting resources also enabled the high school to reduce average class size from about 24 students to 21, in large part by turning basic-skills teachers into classroom teachers.

"Our motto is, 'children come first,' and that translates into classrooms come first," says Kuchar, who is in his sixth year as superintendent and was previously the high school principal for four years. "We put all our time, money, and resources into where it hits most—the classroom." ■

Bloomberg Businessweek: 2nd best place to raise kids in NJ



100 Best Communities for Young People

- Only community in New Jersey to be selected in 2012

Questions

Our presentation can be found on www.bergenfield.org

Contact info:

mkuchar@bergenfield.org
fauriemma@bergenfield.org