New Jersey School Boards Association Workshop 2015

Professional Development Collaborative: Meeting the Challenges of Assessments

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The Challenge

The national high school graduation rate is reported to be between 72-75 percent, dependent upon the data source. Currently, one in four students drops out before he/she finishes high school. That's one every 26 seconds or more than one million students a year.

America's Promise Alliance (2013)

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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.

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Teacher Evaluation Reform in NJ

- NJ was 27th state in US to take on Teacher Evaluation Reform
- When New Jersey began reforming teacher evaluations, the DOE created the Excellent Educators for NJ Pilot Program. As it is better to provide insight and feedback to the state rather than to be forced into a new system with no input, Bergenfield applied and was accepted into the pilot program.
- Because our district was already working to increase student performance through teacher practice, and our evaluators were already working to become better observers through 5D Assessment and Instructional Rounds, the next logical step was to tie in new teacher performance measures.

Major reasons why Bergenfield choose to participate in first EE4NJ.

The district has been:

- Utilizing short cycle assessment since 2006 and has seen dramatic increase in student achievement.
- We were participating in the University of Washington study of the competence of administrator evaluation of teaching since 2010.
- We were committed to increasing administrator professional development since 2010 through the use of administrator walkthrough training which focused on the instructional core.

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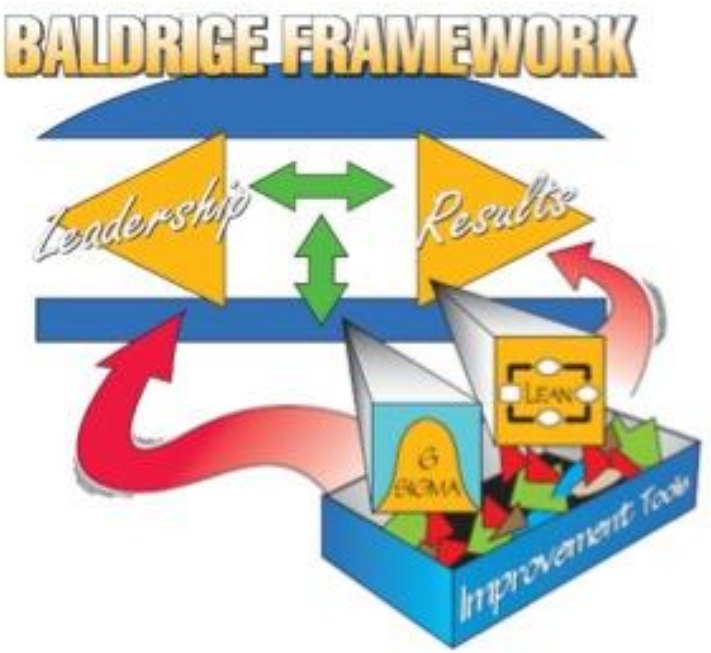
Major reasons why Bergenfield chose to participate in the EE4NJ pilot

- The district has employed a model of expansive leadership since 2005. As part of the district strategic plan, the district employed the Baldrige Model of Continuous School Improvement. The Bergenfield Board of Education would develop District goals as part of the district leadership team. In turn, each of the 7 schools would employ a Building leadership team to align school goals with district goals.



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Major reasons why Bergenfield chose to participate in the EE4NJ pilot

- The issue of whether the teachers would like to accept a teacher evaluation system given to them by the state of NJ or would they like to develop one of their own- the faculty of the Bergenfield School District choose to be a pilot school district.
- The mantra of giving everyone in the system "Voice and Choice" emanated throughout the EE4NJ pilot period and continues today and drives individualized and global professional development in the Bergenfield Schools.

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Bergenfield's Initial Data Findings

- Although created as a tool to improve teacher practice…Bergenfield selected the Danielson Model as their teacher evaluation instrument.
- Through an initial double blind study using teacher volunteers, we were able to collect data which aligned with the University of Chicago's Danielson study relative to Rater Accuracy and Agreement along with Component Rigor.
- Our data confirmed teachers were challenged by two Danielson Components:
  - Questioning Techniques
  - Use of Assessments

5D Rater Assessment-Best Fit to Danielson

- 5D Assessment (U. of Wash.) was used as a primary administrator training and assessment tool with the best fit to Danielson. 5D provided rater accuracy scores through the use of video exemplars.
- Administrators receive accuracy scores based on both local and nationally normed performance data.
- Our initial district study utilized multiple evaluators observing the same lesson and provided administrators an opportunity to compare, discuss and reflect upon their scores, along with rater accuracy and agreement data.
- As a result, administrators and teachers developed a common language, lexicon and “Look Fors” which have become more sophisticated over time.

Use of Formative Short Cycle Assessment Data

- Use of Short Cycle Assessment SGPs (Ren Learn) provide another valuable, albeit different, measure of student skill based growth data.
- Teacher, Principal and Superintendent Data Dashboards provide ease of monitoring and collection of student performance data.
- These data sources have allowed our district to provide pinpoint instruction and remediation to students, while simultaneously identifying teacher professional development needs.

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Moving from narrative generalities to an evidence based evaluation process

- Over three years, 50 teacher leaders and administrators spearheaded the rollout of the Danielson Framework, while addressing a number of thorny issues in a culture of a true professional learning community
- We have learned that quality data allows us to link:
  - Student Assessment Data to Teacher Practice
  - Student Assessment Data to Teacher Evaluation
  - Student Assessment Data to Administrator Evaluation
  - Student Assessment Data to Professional Development Needs of Teachers and Administrators

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Professional Development Collaborative: Role of Rutgers

- Technical Assistance; Program Evaluation; Formative Research; and Training and Continuing Education.
- For the Professional Development Collaborative, set out to work closely with Bergenfield Public Schools to analyze available data from multiple sources to provide further information for PD planning and teacher support.

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Bergenfield Partnership with CESP-RU

Goals of Collaboration:

- To explore observation data, inter-rater reliability, as well as the relationship with student achievement data.
- To better understand the possible role of short-cycle assessments in predicting student achievement and as a potential tool for evaluating teacher performance.

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Data sources

- Danielson Teacher Observation Data
- Short-cycle Assessment SGP Data (Ren Learn)
- NJ Department of Education SGP Data (NJ ASK)

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Examples of Analyses Conducted

- Observation scores by subject, grade level, and tenure status.
- Short-cycle assessment and DOE SGP scores by subject, grade level, and tenure status.
- Direct comparison of short-cycle assessment SGP and NJDOE scores.
- Correlation between SGP scores and observation scores.

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Review of Findings from Observation Data

- Observations in Bergenfield tend to yield higher average scores than those sampled in the MET study.
- On average, teachers tend to score lower in domain 3 (professional responsibility) than in the other three domains.
  - Specifically, teachers tend to score lower in 3b (Using questions and discussion techniques) and 3d (Using assessment).
- Untested teachers tend to score higher in domains 2 and 3 (observed domains) and lower in domains 1 and 4 (planning and professional responsibilities).
  - Within this group of teachers, specials and science teachers receive the highest average observation scores.

Review of Findings from Observation Data

- On average, teachers in elementary schools tend to get higher observation scores than those in middle or high schools.
- On average, tenured teachers tend to score significantly higher on observation ratings than teachers who are untenured.

- Across measures of inter-rater agreement, evaluators in Bergenfield tend to show moderate to good agreement on ratings.

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Description of SGP Data

- **Short-cycle Assessment SGP**
  - Compare student assessment score relative to peers nationwide.
  - Compare student growth relative to peers over multiple assessments.
- **New Jersey Department of Education SGP**
  - Compare annual student growth relative to peers statewide.
  - Calculated for a smaller subset of teachers (tested subjects and grades).
- **SGP Interpretation in Both Data Sources**
  - Compare student's growth relative to group of his peers, e.g., an SGP of 50 indicates that a student grew more than 50% of his peers who scored similarly on the baseline assessment.

Review of Findings from SGP Data

- Median short-cycle assessment SGP for teachers in Bergenfield is in the high-typical range, while DOE SGP is in the low typical range.
- Teachers in elementary school classrooms tend to have higher growth in their classrooms, on average, compared to middle school teachers, but comparable growth to that observed for high school teachers.
- Tenured teachers receive higher median SGPs.

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Review of Major Findings across Data Sources

- Across domains, teachers tend to receive higher observation scores in elementary schools than in middle or high schools.
- Across observation domains and SGPs, tenured teachers tend to perform better than untenured teachers.
- Teacher observation ratings have a moderate correlation to short-cycle assessment SGP.
- Strong, positive correlations between short-cycle assessment SGP and NJDOE SGP but NJDOE scores generally lower.

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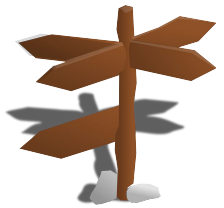
Remaining Questions and Future Directions

- What accounts for the difference in growth rate between elementary and high schools and middle school?
- Why are observation ratings in high school lower than in elementary despite similar SGP outcomes?
- Why is there a decrease in student growth rate during the winter-spring semester?

- Would there be any benefits to having observers external to the building? District level?
- What are tenured teachers doing differently that is leading to both higher observation scores and higher student outcomes?
- What sort of training would help administrators conduct evaluations more consistently?



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Turning data into results:
Professional Development for administrators and teachers

Key questions

- What is the responsibility of the administrative team in all of this and how do we expand their capacity as instructional leaders?
- How do we use this data to improve instructional practice of teachers?
- June 23 & 24, 2014 Dr. Elaine Walker, Seton Hall University Professor, and Elizabeth Jewett, WHRHS Superintendent, conducted a 2 Day Administrative Retreat for Bergenfield

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Purpose and Objectives of Retreat

1. Identify strengths and weaknesses of current professional development programming based on student outcome and teacher observation data;
2. Identify areas of priorities based on needs; utilize Rutgers preliminary data
3. Identify possible professional development opportunities and revisit the strategic plan to reflect these needs

All through the lens of continuous improvement

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Deliverable from Two Day Retreat

- Together we will collaboratively create a Comprehensive Professional Development program for administrators and teachers that supports the Common Core/PARCC using the district strategic plan as a vehicle for student success and all available data points (research).

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Strategic Plan 2011-2016

Selected Goals

Goal 3: High School- 80% of seniors will take calculus

Goal 8: Fifty percent of 8th graders are in the advanced proficient range on NJASK Language Arts

Goal 9: Fifty percent of 8th graders are in the advanced proficient range on NJASK Math

Goal 10: Thirty-five percent of 5th graders are in the advanced proficient range on NJASK Language Arts

Goal 11: Thirty-five percent of 5th graders are in the advanced proficient range on NJASK Math

Goal 12: Thirty-five percent of 3rd graders are in the advanced proficient range on NJASK Language Arts

Goal 13: Seventy-five percent of 3rd graders are in the advanced proficient range on NJASK Math

Strategic Plan 2011-2016 Student GAP Assessment

Strategic Goal	Grade Level	Language Arts Goal	Current Status	Mathematics Goal	Current Status
Goals 12 & 13	Grade 3	35% Advanced Proficient (NJASK)	11%	75% Advanced Proficient (NJASK)	53.2%
Goals 10 & 11	Grade 5	35% Advanced Proficient (NJASK)	8.6%	35% Advanced Proficient (NJASK)	44.7%
Goals 8 & 9	Grade 8	50% Advanced Proficient (NJASK)	8.1%	50% Advanced Proficient (NJASK)	47.6%
Goal 3	High School	N/A	N/A	80% of seniors take calculus	41%

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Administrative reflection on student gap analysis

- Align Report Cards to CC/Assessments Utilized
- Revisit the domains and rubrics in Danielson
- Conversion chart - Ren/SGP (Calibrate score)
- How do we account for lack of writing/open ended response in Ren?
- PD opportunities for teacher to be a part of a best practice model
- iPad for admins w/Danielson software
- Unit planning – UbD – curriculum maps?
- PD – Eval – Common Core – all areas / teacher strategies, - CC, PARCC
- PD – Teacher/Admin shared training
- Danielson - calibration among raters, accuracy, agreement

Strategic Goal Action Plan

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

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PERSON(S) RESPONSIBLE	PD Activities
1. The Guidance Department to support K-12 and instill the idea that college is the goal and calculus and physics are predictors for success	1. Provide all high school students the opportunity to take physics 2. Ensure all students are enrolled and successful in 9th grade algebra 1 or higher 3. Math rigor and support start in kindergarten and continues through 12th grade	In 2007: 55 out of 300 students attended 4-year colleges	2014: 172 out of 308 students (55.8) attended 4-year colleges	Director of Guidance Asst. Supt. of Curriculum High School Principal Math Director Guidance Counselors Math Teachers Science Teachers	- Professional development workshops offered to the guidance department to ensure all students are on target and have the opportunity to take calculus and physics classes - Springboard Instructional Framework PD - College Bd Administrator training for Principals and DOG AP Counselor Workshops NOSCA 8 Components of College and Career Ready - Calculus and physics teachers provided both internal and external PD to address both student participation and performance
2. Professional learning committees, teaming, implementation of standards-based mathematics curriculum	1. Use Renaissance Learning and state testing data to drive instruction 2. Technology professional development will provide teachers w/tools to assist in raising student achievement	1. In 2008: HSPA grade 11 math, 21.3 partially proficient, 65.8% proficient, 13% advanced proficient 2. In 2008: NJASK grade 8 math, 28.3% partially proficient, 51.3% proficient, 20.4% advanced proficient	1. In 2014: HSPA grade 11 math, 9.9% partially proficient, 56.9% proficient, 33.2% advanced proficient 2. In 2014: NJASK grade 8 math, 16.2% partially proficient, 36.2% proficient, 47.6% advanced proficient	Director of Guidance Asst. Supt. of Curriculum High School Principal Math Director Math Teachers	- All staff offered PD on DuFour PLC's. Opportunities are provided for all teachers to share PLC best practices across the district - Math curriculum mapping shared across departments to provide for sharing on horizontal articulation of curriculum and development of assessments - AP Community Forum - K-12 Math teachers to write curriculum
3. Increase access to higher level math courses	1. Math rigor and support start in kindergarten and continues through 12th grade 2. Increase communication among families, counselors and teachers to increase both participation and achievement	1. In 2008, less than 10% of senior class took a calculus course (30 students) 2.In 2009, on the American Diploma Project, algebra 1 end of year course exam 0% advanced proficient, 18% proficient, 35% basic, 47% below basic	1. In 2014, over 41% of senior class is taking a calculus course (128 students) 2. In 2012, on the American Diploma Project, algebra 1 end of year course exam 10% advanced proficient, 43% proficient, 28% basic, 18% below basic	Director of Guidance Asst. Supt. of Curriculum High School Principal Math Director Math Teachers	- Springboard Training conducted three times annually for all math teachers, guidance counselors and administrators - AP Calculus, College Board workshops three times annually for all students and staff, and students provided opportunity for Saturday online support - Engagement with Higher order questioning 9,10, 11th grade PSAT results disaggregate for

Commitment to Professional Development

- Hired two Instructional Technology Coaches
- Purchased Eduplanet21 to streamline the process of districtwide PD
- Had the most teachers and administrators take PD than in Dr. Kuchar's prior years as superintendent

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Bergenfield School District
Academic Achievements

Using Data to Drive Professional Development

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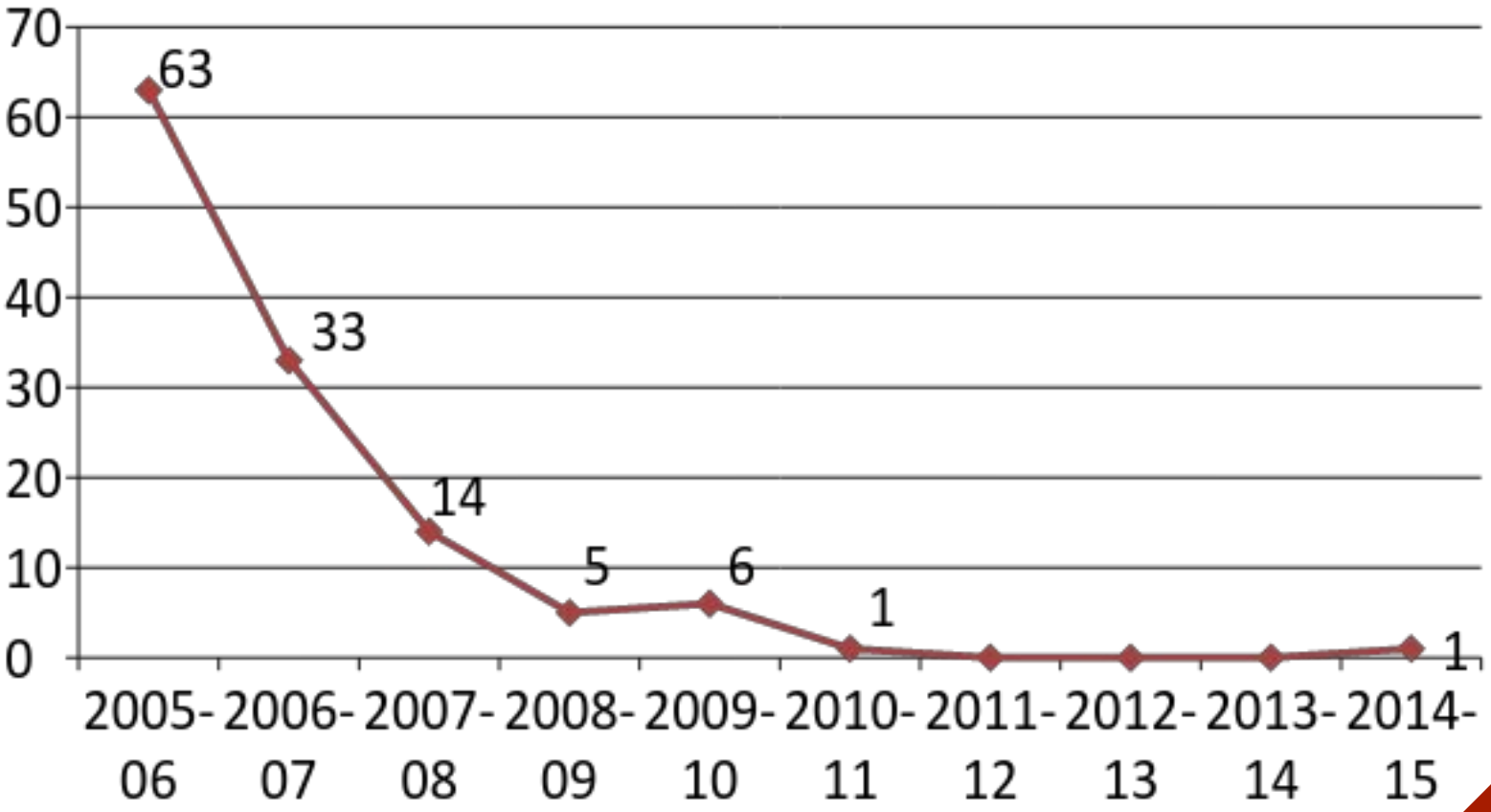
Number of Dropouts



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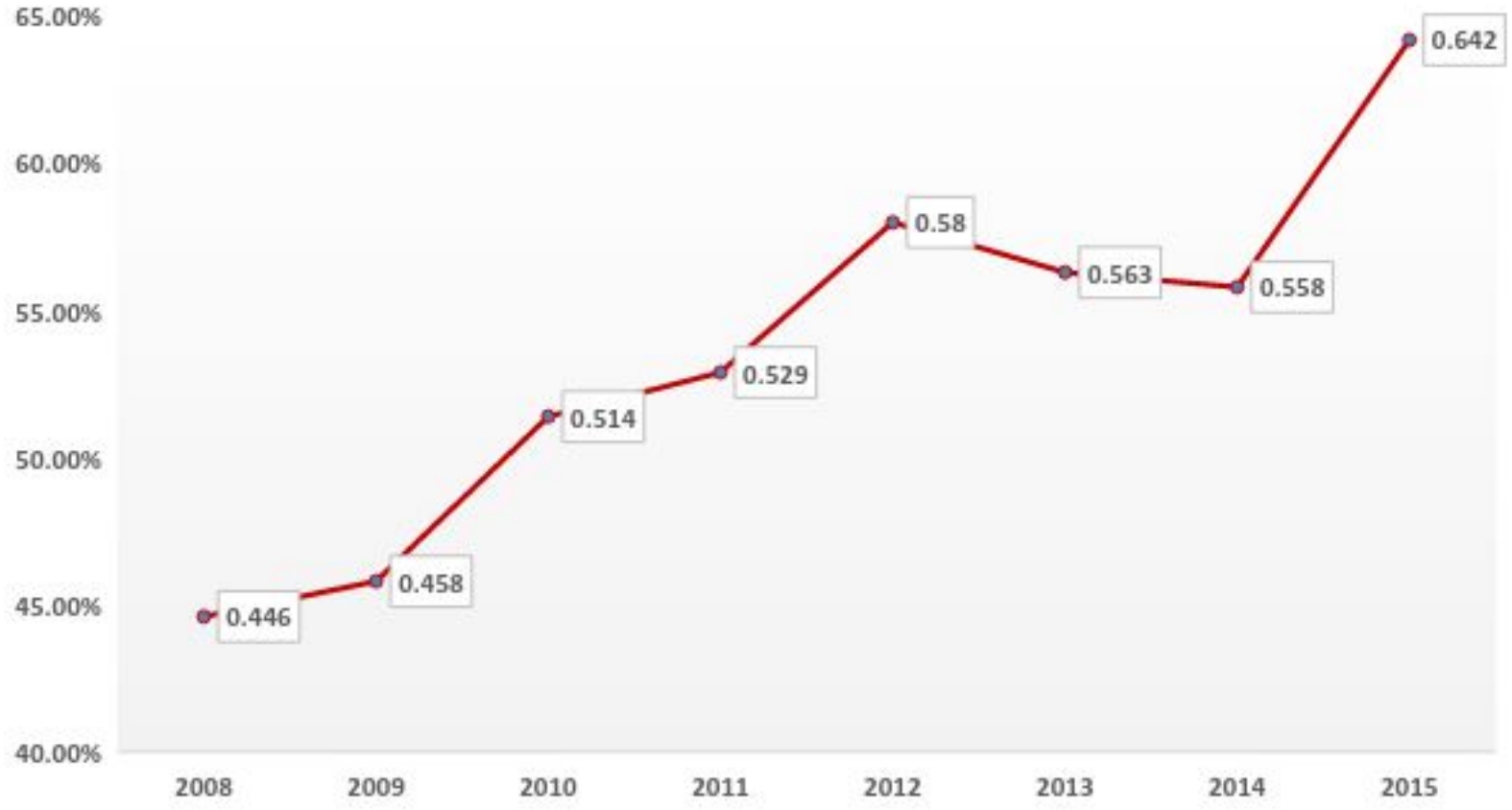
Graduates Attending 4-Year Colleges



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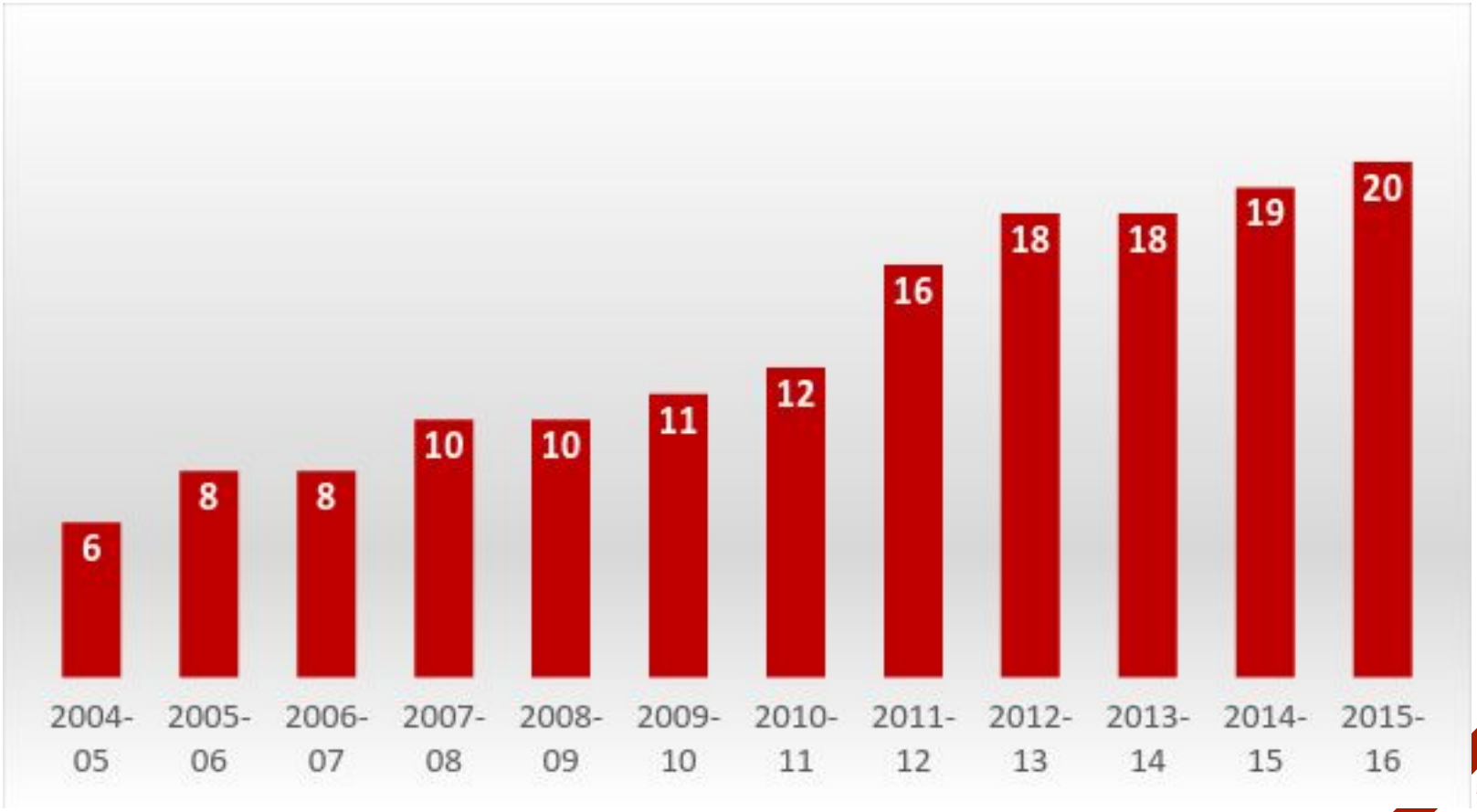
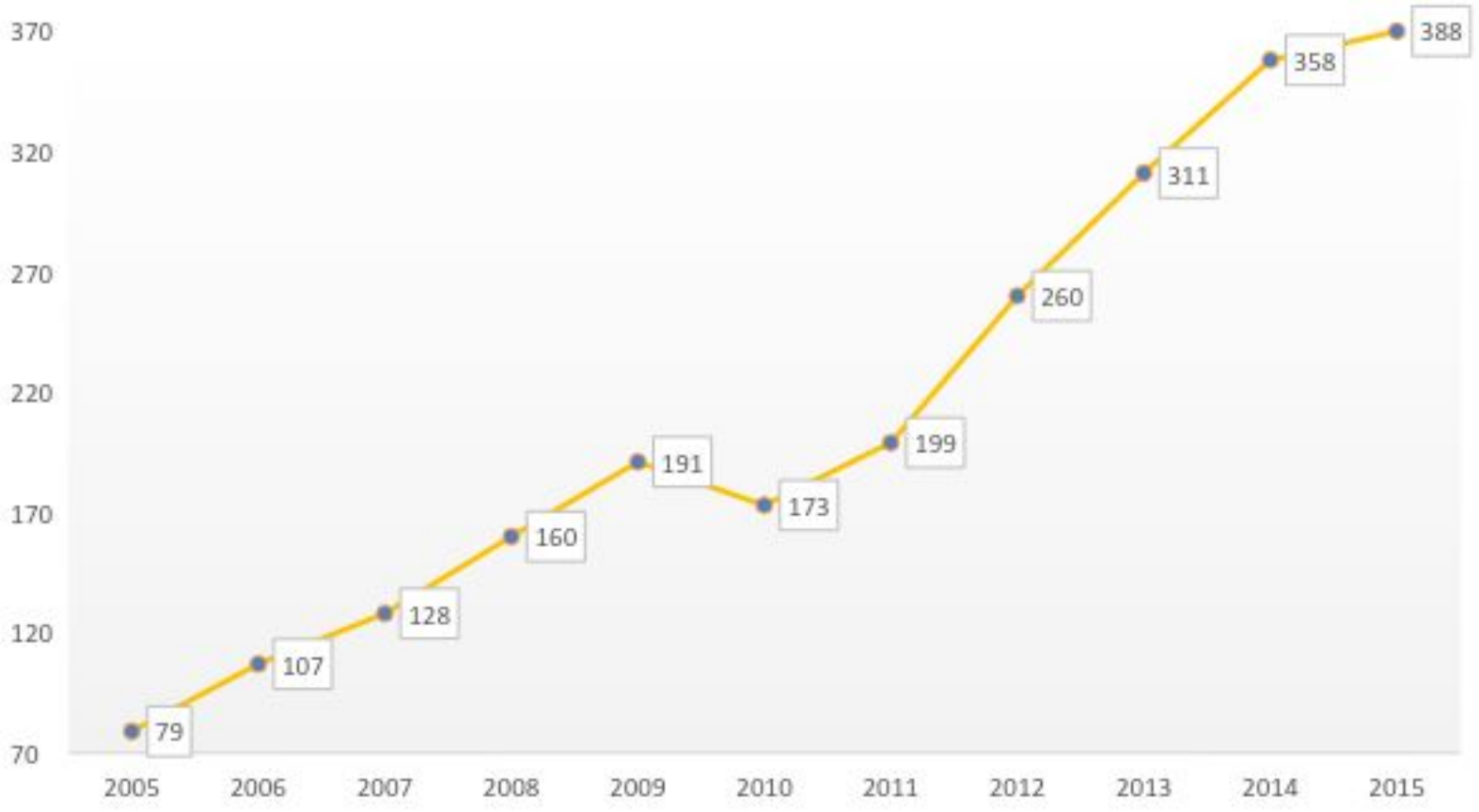
Total AP Courses



Total # of AP Students



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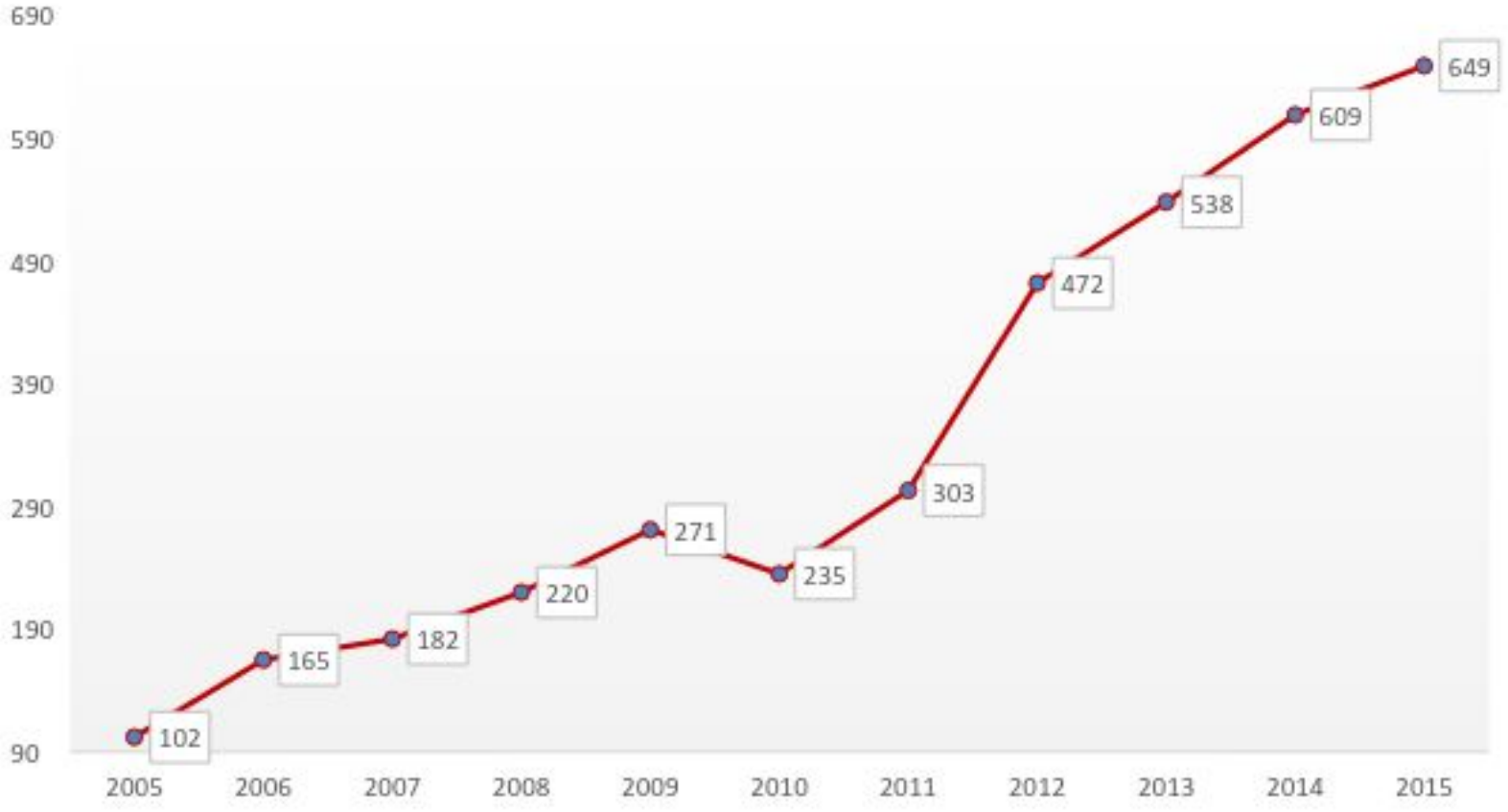
Total # of Exams



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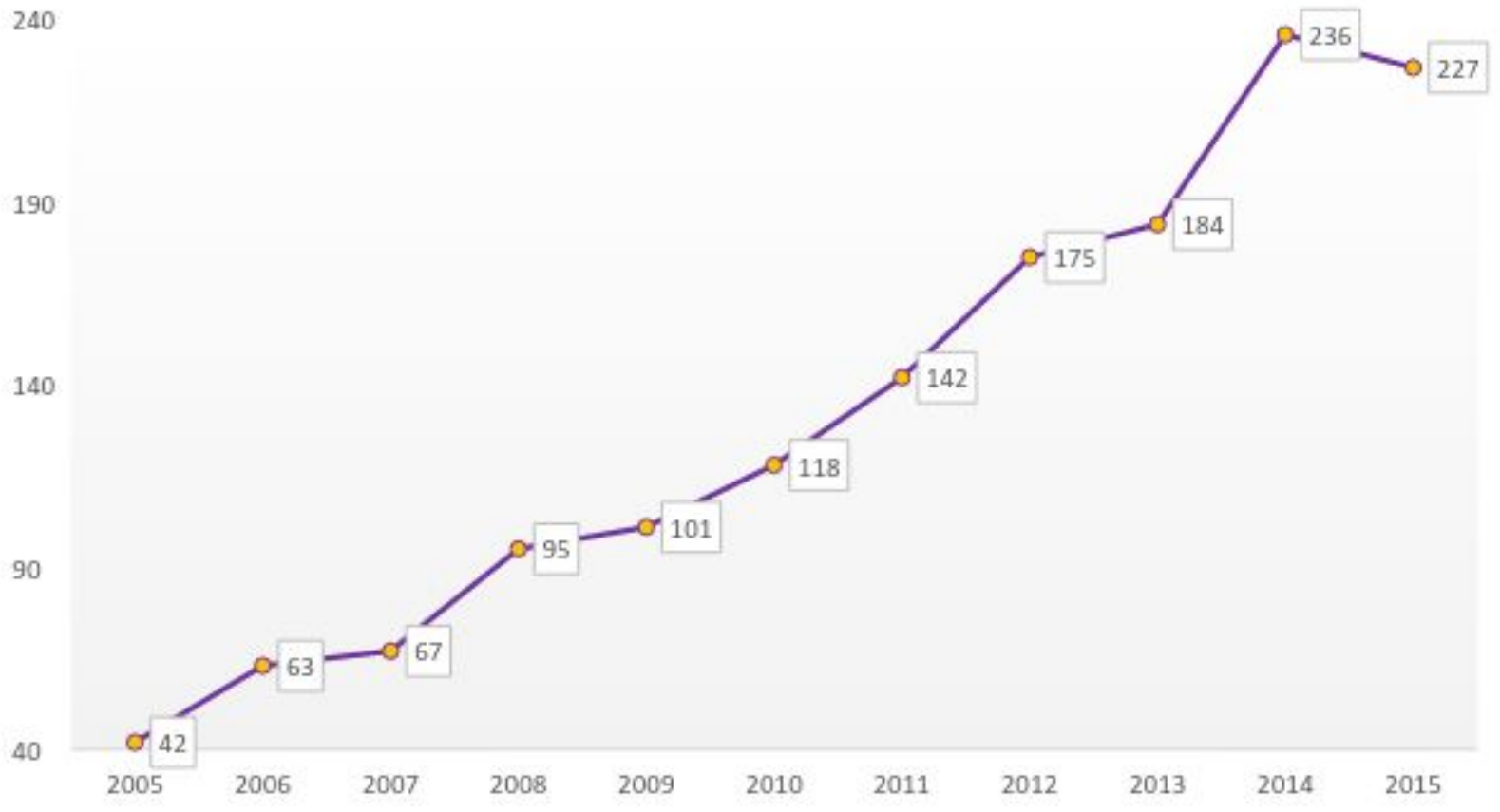
Total # of AP Students with Score 3+



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2013 Magna Award

- Prestigious national award from National School Boards Association

- Recognized for our Advanced Placement Success

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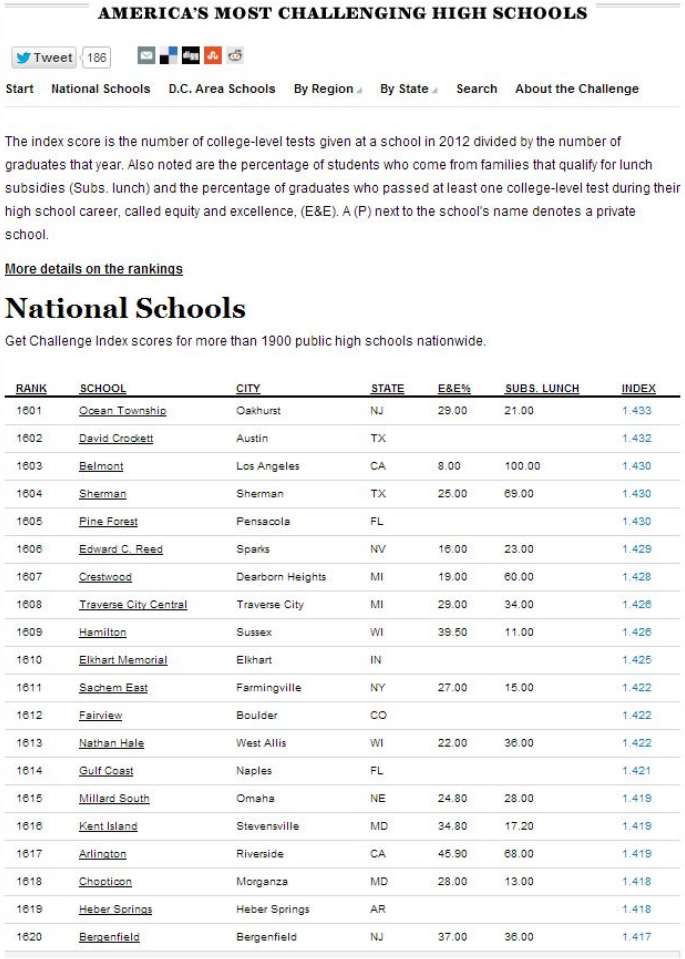
Ranked by Washington Post Among America's Most Challenging High Schools



AMERICA'S MOST CHALLENGING HIGH SCHOOLS

Tweet 186

Start National Schools D.C. Area Schools By Region By State Search About the Challenge

The index score is the number of college-level tests given at a school in 2012 divided by the number of graduates that year. Also noted are the percentage of students who come from families that qualify for lunch subsidies (Subs. lunch) and the percentage of graduates who passed at least one college-level test during their high school career, called equity and excellence, (E&E). A (P) next to the school's name denotes a private school.

More details on the rankings

National Schools

Get Challenge Index scores for more than 1900 public high schools nationwide.

RANK	SCHOOL	CITY	STATE	E&E%	SUBS. LUNCH	INDEX
1601	Ocean Township	Oakhurst	NJ	29.00	21.00	1.433
1602	David Crockett	Austin	TX			1.432
1603	Belmont	Los Angeles	CA	8.00	100.00	1.430
1604	Sherman	Sherman	TX	25.00	69.00	1.430
1605	Pine Forest	Pensacola	FL			1.430
1606	Edward C. Reed	Sparks	NV	16.00	23.00	1.429
1607	Crestwood	Dearborn Heights	MI	19.00	60.00	1.428
1608	Traverse City Central	Traverse City	MI	29.00	34.00	1.426
1609	Hamilton	Sussex	WI	39.50	11.00	1.426
1610	Elkhart Memorial	Elkhart	IN			1.425
1611	Sachem East	Farmingville	NY	27.00	15.00	1.422
1612	Fairview	Boulder	CO			1.422
1613	Nathan Hale	West Allis	WI	22.00	36.00	1.422
1614	Gulf Coast	Naples	FL			1.421
1615	Millard South	Omaha	NE	24.80	28.00	1.419
1616	Kent Island	Stevensville	MD	34.80	17.20	1.419
1617	Arlington	Riverside	CA	45.90	68.00	1.419
1618	Chopticon	Morganza	MD	28.00	13.00	1.418
1619	Heber Springs	Heber Springs	AR			1.418
1620	Bergenfield	Bergenfield	NJ	37.00	36.00	1.417

- In April 2012, BHS was ranked 1624 in the nation for rigorous high school academics
- **In April 2015, BHS was ranked 1289 in the nation, moving up the rankings 331 places**
- This ranking has us ranked 39th in NJ and 7th in Bergen County
- Gratified, as in 2006 Bergenfield was ranked 73 out of 75 districts in Bergen county (only two districts ranked lower)

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Questions?

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