

*“Standards. Vision. Preparation. Success!”*

**B**



**BERGENFIELD PUBLIC SCHOOL DISTRICT**

**Increasing Student  
Achievement Through Short  
Cycle Assessment**

Dr. Christopher Tully  
Mrs. Darlene Markman  
January 30, 2020



# B

Back in 2005.....

- Bergenfield HS ranked 302 in NJ academically.
- BHS ranked near the bottom in Bergen County academically.
- No Strategic Plan
- No student data



# B

“If it is not measured, it will not be accomplished” .....Dr. Michael Kuchar



## 2005-2006 Board Retreat

- Board committed to a Strategic Plan
- Set Goals:
  - Every BHS student will take at least one AP Class and score 3+.
- Start Using Short Cycle Assessments



**B**



## Educator Effectiveness

- Multiple efforts across the country – federal, state and local
- Improve impact/effectiveness of teachers and administrators – school improvement, use of data (short cycle, etc.) to improve instructional practice
- Measure degree of effectiveness of educators



# Multiple Measures

All teachers are evaluated based on multiple measures.

## *Practice*

## *Student Achievement*

### Teacher Practice

Based on classroom observations



### Student Growth Objective (SGO)

Set by teacher and principal

### Student Growth Percentile (SGP)

Based on state assessment performance



### Summative Rating

Overall evaluation score

All teachers and principals

Teachers of grades 4-8 LAL and 4-7 Math



## Evaluation Data Collection and Management

- Data has never been 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 not once a year with summative data, rather utilizing a formative assessment a minimum of four times a year. This insures that all our students' needs are being met on a continuous growth model. We therefore are not teaching to a test, rather we are skill building each child at multiple levels of rigor.
- The District is focused on Student Growth vs Proficiency





# B

Utilize our own Human Capital to help each other

- Added co-teaching in math classes
- 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



# Advantages of Short-Cycle Data

# B

- First multiple short-cycle assessment options:
- Renaissance Learning STAR assessments; AIMS Web, NWEA Map, etc.
- Online administration for immediate feedback, can be administered monthly, online instructional help
- Designed in the first instance to help teachers improve their instructional practice
- Gives formative feedback during the year on how the class is doing
- Short cycle assessments, designed to help teachers be more effective, can now also be used to measure educator effectiveness



## Short Cycle Assessments

- Utilize student assessment data to focus on the needs of teachers
- Student data is analyzed and aggregated by subject, grade, student, and teacher.
  - Strengths and Weaknesses are identified.
  - Data drives Professional Development



# Reading and Math Assessments

# B

- Too much to cover in one hour so we will focus on Math Assessment.
- Let's take a closer look.



# Star 360 Interim Assessments

RENAISSANCE®



- NJ Learning Standards computerized adaptive assessments that provide accurate, useful information about student achievement and growth
- Tailored reports give educators information to guide decisions
- Classroom resources help teachers directly apply assessment results to instructional planning





- 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.



 RENAISSANCE  
**Star Reading**<sup>®</sup>

**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**

 RENAISSANCE  
**Star Early Literacy**<sup>®</sup>

**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**

 RENAISSANCE  
**Star Math**<sup>®</sup>

**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**





## DOMAINS

(NJ Learning Standards Based)

1. **Foundational Skills**
  - a. Phonics & Word Recognition
  - b. Fluency
2. **Reading: Literature**
  - a. Key Ideas & Details
  - b. Craft & Structure
  - c. Integration of Knowledge & Ideas
  - d. Range of Reading & Level of Text Complexity
3. **Reading: Informational Text**
  - a. Key Ideas & Details
  - b. Craft & Structure
  - c. Integration of Knowledge & Ideas
  - d. Range of Reading & Level of Text Complexity
4. **Language**
  - Vocabulary Acquisition & Use

## DOMAINS

(NJ Learning Standards Based)

1. **Reading Foundational Skills & Knowledge**
  - a. Print Concepts
  - b. Phonological Awareness
  - c. Phonics & Word Recognition
  - d. Fluency
  - e. Vocabulary Acquisition & Use
2. **Numbers and Operations**
  - a. Counting & Cardinality
  - b. Operations & Algebraic Thinking
  - c. Measurement & Data

## DOMAINS

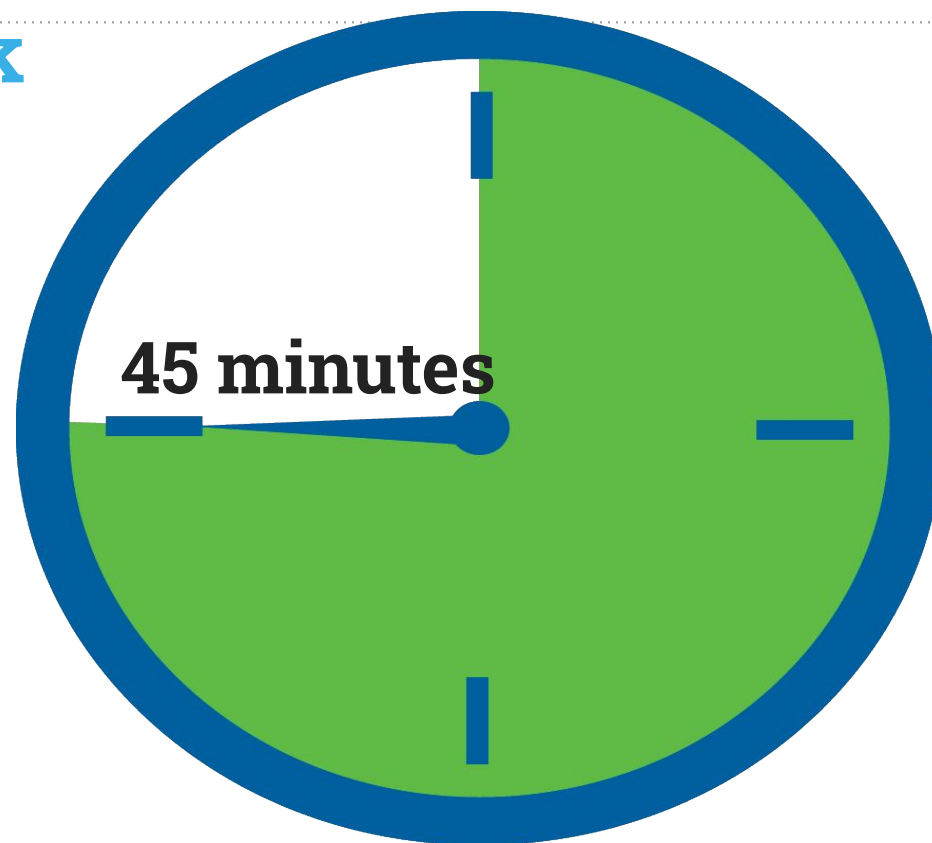
(NJ Learning Standards Based)

- Grades 1-8**
1. Counting & Cardinality
  2. Operations & Algebraic Thinking
  3. Geometry
  4. Expressions & Equations
  5. Number & Operations – Fractions
  6. Functions
  7. Ratios & Proportional Relationships
  8. The Number System
  9. Measurement & Data
  10. Number & Operations in Base Ten
  11. Statistics & Probability
- Grades 9-12**
- Quantities, Interpreting Functions, Interpreting Categorical and Quantitative Data, Circles, Conditional Probability and the Rules of Probability, Linear, Quadratic, and Exponential Models, The Real Number System, Similarity, Right Triangles, and Trigonometry, Seeing Structure in Expressions, Congruence, Making Inferences and Justifying Conclusions, Creating Equations, Building Functions, Arithmetic with Polynomials and Rational Expressions, Trigonometric Functions and MORE....





## Star Assessment Typical Benchmark Assessment



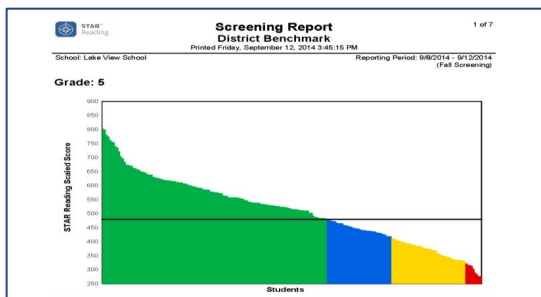
# B

Immediate access to  
actionable data

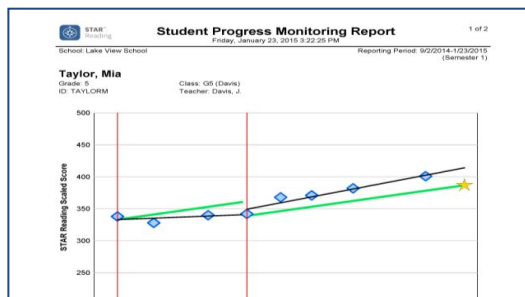


# Reporting

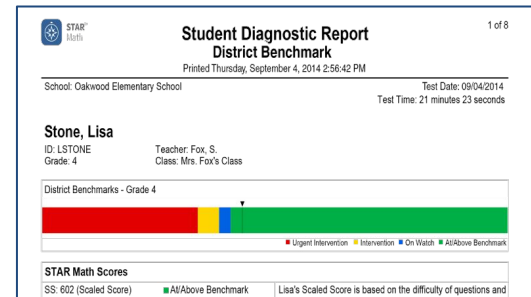
## Screening Report



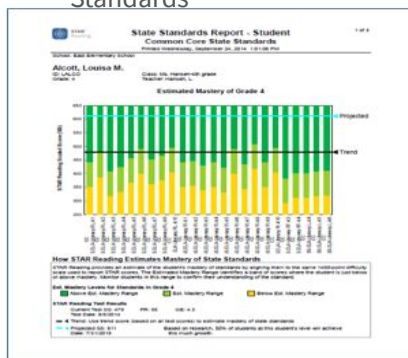
## Progress Monitoring



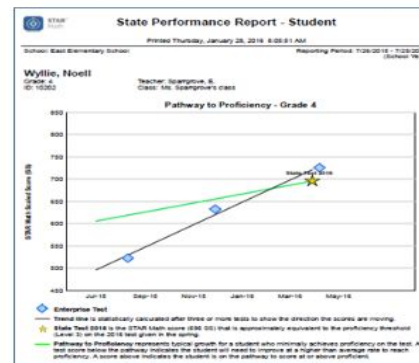
## Diagnostic Report

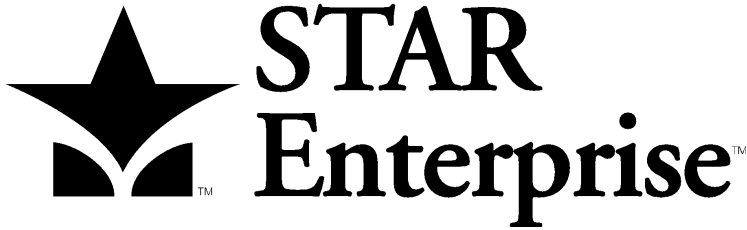


## State Standards

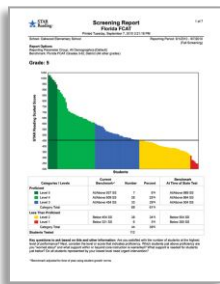


## State Performance

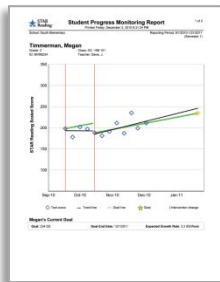




# B



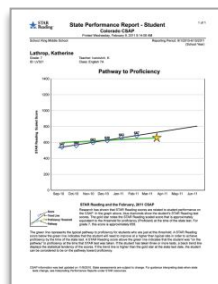
**Universal Screening Based on State Test**



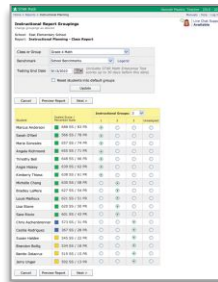
**Progress Monitoring**



**Year-to-year Longitudinal Progress**



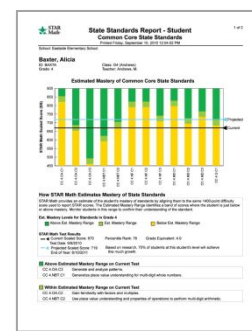
**Predict State Test Proficiency**



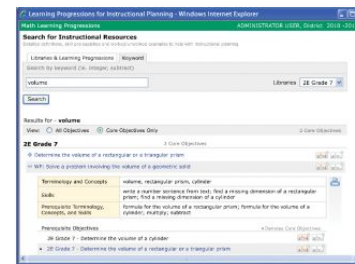
**Support for Differentiated Instruction**



**Instructional Planning**



**State Standards Common Core State Standards**



**Learning Progressions Instructional Resources**



**Learning to Read Dashboard**



Class: HR101 Beeman

Grade: 4

Teacher: Beeman, Alice



# Practical and Cor

- ➔ Dia
- ➔ No
- ➔ Dif

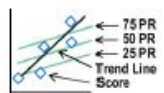
Growth Trends

Universal Screening

Progress Monitoring



2009-2010



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

may not have been presented to the student yet or may not be available at this time.

# Screening

•3 times a year

Fall, winter, spring

•Benchmarks

School

District

State

•Prioritize student need

At/Above benchmark

On Watch

Intervention

Urgent Intervention

**NJ Tiered System of Supports**



## Screening Report District Benchmark

Printed Friday, September 12, 2014 3:45:15 PM

School: Lake View School

Reporting Period: 9/8/2014 - 9/12/2014  
(Fall Screening)

**Grade: 5**

**Urgent Intervention**

Student	Class	Teacher	Test Date	SS	PR	GE	ZPD
Swisher, Jennifer <sup>6*</sup>	G5 (Coleman)	Coleman, Y.	09/08/2014	277	5	2.4	2.2-3.2
Preston, Michelle <sup>6</sup>	G5 (Randolph)	Randolph, T.	09/09/2014	277	5	2.4	2.2-3.2
Fredericks, Mark <sup>6</sup>	G5 (Patel)	Patel, M.	09/10/2014	284	5	2.5	2.3-3.3
Bahr, Joe <sup>6</sup>	G5 (Randolph)	Randolph, T.	09/08/2014	289	6	2.5	2.3-3.3
Dushek, Susan	G5 (Patel)	Patel, M.	09/10/2014	303	7	2.6	2.4-3.4
Zwiebel, Catherine	G5 (Danvers)	Danvers, E.	09/09/2014	313	8	2.6	2.4-3.4
Murray, Kim	G5 (Danvers)	Danvers, E.	09/11/2014	316	8	2.6	2.4-3.4
Stevens, Michael	G5 (Sanderson)	Sanderson, D.	09/11/2014	317	8	2.6	2.4-3.4
Zimmerlee, Christopher	G5 (Danvers)	Danvers, E.	09/11/2014	322	9	2.6	2.4-3.4

**Intervention**

Student	Class	Teacher	Test Date	SS	PR	GE	ZPD
Bates, Ten	G5 (Danvers)	Danvers, E.	09/09/2014	331	10 <sup>7</sup>	2.7	2.4-3.4
Jacobs, Lea	G5 (Randolph)	Randolph, T.	09/12/2014	332	10 <sup>7</sup>	2.7	2.4-3.4
Wagner, Anthony	G5 (Randolph)	Randolph, T.	09/11/2014	334	11	2.8	2.5-3.5
Schuler, Keith <sup>6</sup>	G5 (Randolph)	Randolph, T.	09/10/2014	334	11	2.8	2.5-3.5
Stone, Vivian	G5 (Coleman)	Coleman, Y.	09/08/2014	335	11	2.8	2.5-3.5
Eising, Richard	G5 (Patel)	Patel, M.	09/09/2014	336	11	2.8	2.5-3.5
Abbott, Robert <sup>6</sup>	G5 (Patel)	Patel, M.	09/09/2014	337	11	2.8	2.5-3.5
Odegard, Dawn	G5 (Danvers)	Danvers, E.	09/12/2014	339	11	2.8	2.5-3.5
Ashbeck, Allen	G5 (Coleman)	Coleman, Y.	09/08/2014	344	12	2.9	2.5-3.5
Fisher, Tracy	G5 (Randolph)	Randolph, T.	09/10/2014	345	12	2.9	2.5-3.5
Sharp, Lina	G5 (Randolph)	Randolph, T.	09/11/2014	346	12	2.9	2.5-3.5
Trotta, Angie	G5 (Coleman)	Coleman, Y.	09/10/2014	350	13	2.9	2.5-3.5
York, Tim <sup>6</sup>	G5 (Randolph)	Randolph, T.	09/08/2014	350	13	2.9	2.5-3.5
Lesar, Thomas	G5 (Randolph)	Randolph, T.	09/10/2014	353	13	2.9	2.5-3.5
Mickelson, Keith	G5 (Randolph)	Randolph, T.	09/10/2014	357	14	3.0	2.6-3.6
Domer, Erin	G5 (Danvers)	Danvers, E.	09/10/2014	358	14	3.0	2.6-3.6
Parra, Edward	G5 (Coleman)	Coleman, Y.	09/12/2014	368	16	3.1	2.6-3.7
Traska, Kelly	G5 (Randolph)	Randolph, T.	09/12/2014	370	17	3.1	2.6-3.7
Woodland, Andre	G5 (Coleman)	Coleman, Y.	09/09/2014	370	17	3.1	2.6-3.7
Stratton, Kraysia	G5 (Danvers)	Danvers, E.	09/12/2014	373	17	3.2	2.7-3.8
Saxby, Crystal	G5 (Patel)	Patel, M.	09/10/2014	375	18	3.2	2.7-3.8
Abrahams, Beth	G5 (Sanderson)	Sanderson, D.	09/10/2014	376	18	3.2	2.7-3.8
Ernst, Lon	G5 (Patel)	Patel, M.	09/11/2014	376	18	3.2	2.7-3.8
Diemer, Joel	G5 (Randolph)	Randolph, T.	09/10/2014	379	19	3.2	2.7-3.8
Martin, Carrie	G5 (Sanderson)	Sanderson, D.	09/11/2014	384	19	3.3	2.7-3.8

<sup>6</sup>This student is enrolled in multiple STAR Reading classes.  
<sup>7</sup>This student was given additional time to complete the test.  
<sup>8</sup>Test date impacts PR. As a result, students with the same SS can have different PR scores and may fall into different screening categories.

# Diagnostic Report



1 of 8

The Domain Scores estimate a student's mastery of each domain for the student's grade level

## Student Diagnostic Report District Benchmark

Printed Thursday, September 4, 2014 2:56:42 PM

School: Oakwood Elementary School

Test Date: 09/04/2014  
Test Time: 21 minutes 23 seconds

### Stone, Lisa

ID: LSTONE  
Grade: 4

Teacher: Fox, S.  
Class: Mrs. Fox's Class

District Benchmarks - Grade 4



### STAR Math Scores

SS: 602 (Scaled Score)	■ At/Above Benchmark	Lisa's Scaled Score is based on the difficulty of questions and the number of correct responses. Use it to compare student performance across grades. All other scores are derived from the Scaled Score.
PR: 55 (Percentile Rank)		Lisa scored greater than 55% of students nationally in the same grade.
GE: 4.0 (Grade Equivalent)		Lisa's test performance is comparable to that of an average fourth grader in the none month of the school year.
FGL (Functional Grade Level)		FGL represents the student's level of mastery of grade-level Common Core State Standards. See <a href="#">Functional Grade Level (FGL) Score for STAR Math™</a> for more information about using Scaled Score as an indicator of mastery.

### Common Core State Standards Domain Scores

Operations and Algebraic Thinking: 56 Number and Operations in Base Ten: 48 Number and Operations-Fractions: 43 Geometry: 44 Measurement and Data: 39	Domain scores, ranging from 0-100, estimate Lisa's percent of mastery on skills in each domain at a fourth grade level.
---	---

### Algebra Readiness

Lisa is exceeding grade level expectations for algebra readiness.

### Math Recommendation

Accelerated Math™ Library: Grade 4	If you are using the Accelerated Math management software system with Lisa, assign the Grade 4 library. This library should provide a good match for her abilities.
------------------------------------	---

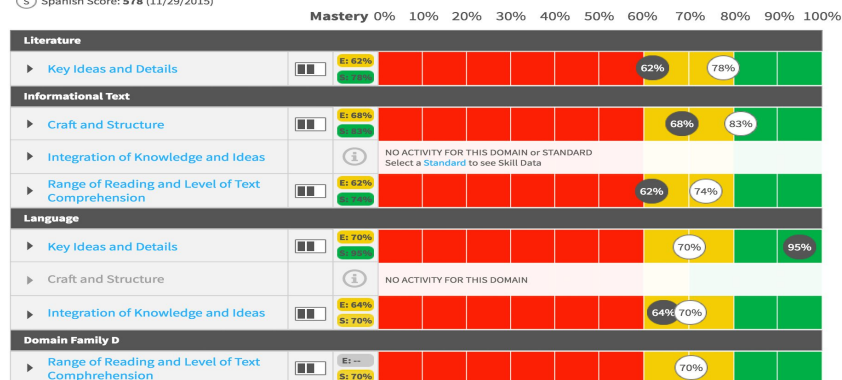


# Monitor Student Mastery

Domain level view

## Domain Mastery Percentage for *Grade 4* ✓\*

English Score: 502 (11/18/2015)  
Spanish Score: 578 (11/29/2015)



### ENGLISH MASTERY CONFIDENCE \*\*

- High Confidence:** Move forward with appropriate skill instruction. Additional assessment is not necessary.
- Moderate Confidence:** Proceed with appropriate skill instruction, but with some degree of caution. Additional practice/assessment will increase confidence.
- Low Confidence:** More instruction/practice/assessment is required to have confidence in the Mastery level. Reassess following instruction/practice.
- No Data**

### MASTERY

- Beginning
- Developing
- Secure

### MASTERY %

- English
- Spanish

### QUESTIONS ASKED

n items

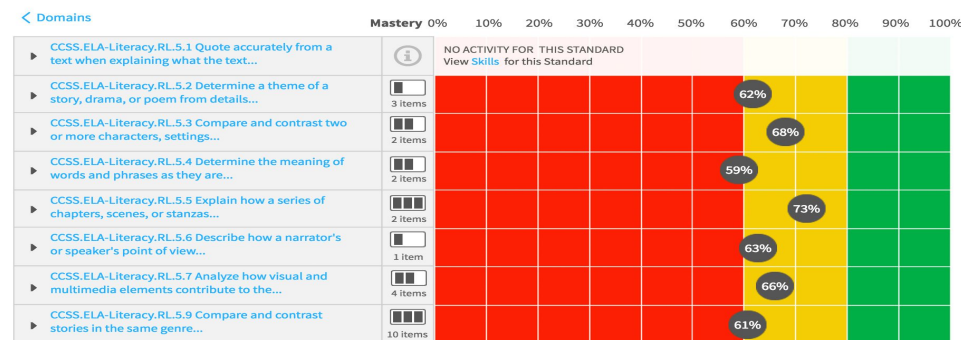
### NOTES

\* Please go to help by clicking "?" at the top for an explanation of % Mastery, and how STAR Spanish Mastery and STAR English Mastery should be understood.

\*\* Confidence in mastery score is determined by the amount, type, and recency of student activity for any given domain, standard, or skill.

Standard level view

## Standard Score Comparison Key Ideas and Details - Grade 4



### MASTERY CONFIDENCE\*

- No Data
- Low Confidence
- Medium Confidence
- High Confidence

### MASTERY

- Beginning
- Developing
- Secure

### MASTERY %

English

### QUESTIONS ASKED

n items

### NOTE

Please see Viewing STAR Reading Domain Scores in the Reading Dashboard Help for an explanation of % Mastery, and how STAR Spanish Mastery and STAR English Mastery should be understood.

\* Confidence in mastery score is determined by the amount, type, and recency of student activity for any given domain, standard, or skill.





Learning progressions....

**B**



# How can I best target instruction?

## Instructional Grouping



STAR Math Jon Brewer, Teacher 2010 - 2011  
Home > Reports > Instructional Planning Manuals | Help | Log Out

### 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	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Holly Young	791 SS / 93 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrick Black	769 SS / 89 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jack Bond	766 SS / 88 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Christy Mann	754 SS / 85 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marco Mendez	740 SS / 80 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dale Ayala	730 SS / 76 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cody Hull	716 SS / 70 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Renee Frank	702 SS / 64 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alfonso Barber	690 SS / 59 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stanley Morse	663 SS / 46 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Charlotte Lane	644 SS / 38 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audrey Langley	625 SS / 30 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Sabrina Brewer	605 SS / 24 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Erika Blackwell	588 SS / 19 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Angelo Ray	578 SS / 16 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Drew Battle	566 SS / 14 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Josephine Lang	555 SS / 11 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Lisa Holman	551 SS / 11 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Brittany Owen	537 SS / 8 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Brandon Poole	521 SS / 7 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Mattie Simmons	501 SS / 5 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Gabriel McBride	460 SS / 2 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

# Instructional Planning Report

# B

Directs teachers to skills that students are ready to learn next, regardless of grade level



## Instructional Planning Report for Bella Barrett

2 of 2

Printed Friday, December 16, 2016 1:43:12 PM

School: Tiger Elementary 360  
Class: Gr5 Class 1

Teacher: V. Morris  
Grade: 5

### Geometry

GR

#### Geometry

This score suggests Bella is ready for instruction and practice with the following skills.

- 4 » Know basic geometric elements: point, line, line segment, ray, angles (right, acute, obtuse), a set of perpendicular lines, and a set of parallel lines
- 4 Draw a basic geometric element
- 4 Identify a basic geometric element in a 2-dimensional figure
- 4 Classify a 2-dimensional figure

### Numbers and Operations

#### Number and Operations-Fractions

This score suggests Bella is ready for instruction and practice with the following skills.

- 4 » Express a fraction with a denominator of 10 or 100 as a decimal
- 4 » Compare two decimals through hundredths using standard symbols
- 4 Justify the result of a comparison of two decimals through hundredths

### Measurement and Data

GR

#### Measurement and Data

This score suggests Bella is ready for instruction and practice with the following skills.

- 4 Know relative sizes of measurement units within a single measurement system
- 4 Convert a larger unit to a smaller unit within a single measurement system
- 4 Record measurement equivalents within a single measurement system in a 2-column table

©2016 Copyright Renaissance Learning, Inc®. All Rights Reserved.



## Selecting Skills to Teach & Seamlessly Accessing Instructional Resources

Select Skills to Teach    Choose Your Assignments    Review Assignments    Done

I'm working on **Math** skills and resources for **3rd Grade CC Demo Class in East Elementary School** Manage Groups

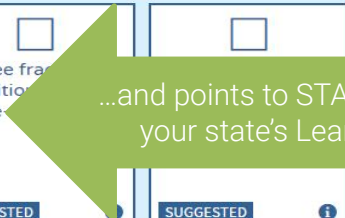
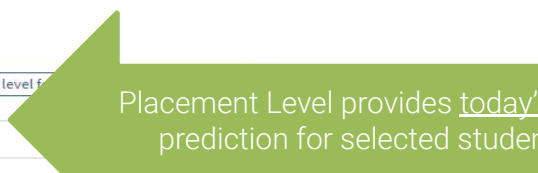
Grade 4  
566

606

STAR suggests that you teach these skills:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand a fraction as a sum of unit fractions	Write fraction: sum of like fractions many ways	Show decompositions equivalent to given fraction	See fractions addition same	
<b>SUGGESTED</b>	<b>SUGGESTED</b>	<b>SUGGESTED</b>	<b>SUGGESTED</b>	<b>SUGGESTED</b>
CCSS.Math.Content 4.NF.B.3	CCSS.Math.Content 4.NF.B.3b		CCSS.Math.Content 4.NF.B.3a	

You Have Selected 0 Skills: To find an assignment, you need to first select a skill to teach, so that we can show you assignments that will be useful.



## Selecting Skills to Teach & Seamlessly Accessing Instructional Resources

Skill Details and Standards

Skill Details and Standards

**Write fraction: sum of like fractions many ways**

Skill Details	<b>Prerequisite Skills</b> Grade 3 - Understand the structure of a fraction  Grade 3 - Recognize a non-unit fraction as the sum of unit fractions on a number line
Domains and Standards	
Subskills	
Prerequisite Skills	

Close

o Skill

Close



## Selecting Skills to Teach & Seamlessly Accessing Instructional Resources

1 Select Skills to Practice > 2 Choose Your Assignments > 3 Schedule Assignments

To continue, select skills to practice

Select Math Skills Below to Teach Students in group Urgent intervention

629 is today's placement level for Student Group "On Watch"

Grade 4  
573

May 11  
633

678

**STAR suggests that you teach these skills:**

**Select the Skills You Want to Teach:**

<input type="checkbox"/> Describe characteristics of poetry / plays / fic... <b>SUGGESTED</b>	<input checked="" type="checkbox"/> Contrast structure of poetry, prose, and drama <b>SUGGESTED</b>	<input checked="" type="checkbox"/> Describe the phenomena explained by origin myths <b>SUGGESTED</b>	<input checked="" type="checkbox"/> Tell how different informational texts differ <b>SUGGESTED</b>	<input type="checkbox"/> presentation reflects tex... <b>SUGGESTED</b>
---	---	---	--	--

**Selected Skills (0):** To find an assignment, you need to first select a skill to teach, so that we can show you assignments that will be useful.

**Continue >**

Select the skills you want to teach, and continue to find resources for those skills



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

### Learning Progressions

Learning Progressions for Instructional Planning - Windows Internet Explorer

Math Learning Progressions ADMINISTRATOR USER, District 2010 -2011

**Search for Instructional Resources**  
Detailed definitions, skill prerequisites and worked/unworked examples to help with instructional planning

Libraries & Learning Progressions | Keyword

Search by keyword (ie. Integer, subtract)

volume Libraries 2E Grade 7

Search

Results for - volume  
View:  All Objectives  Core Objectives Only 2 Core Objectives

**2E Grade 7** 2 Core Objectives

- Determine the volume of a rectangular or a triangular prism
- WP: Solve a problem involving the volume of a geometric solid

Terminology and Concepts	volume, rectangular prism, cylinder
Skills	write a number sentence from text; find a missing dimension of a rectangular prism; find a missing dimension of a cylinder
Prerequisite Terminology, Concepts, and Skills	formula for the volume of a rectangular prism; formula for the volume of a cylinder; multiply; subtract

Prerequisite Objectives \* Denotes Core Objectives

- 2E Grade 7 - Determine the volume of a cylinder
- 2E Grade 7 - Determine the volume of a rectangular or a triangular prism

Accelerated Math - Base Prompt - Microsoft Internet Explorer

Objective 96 View: Example 1

Print or Save

**WP: SOLVE A PROBLEM INVOLVING THE VOLUME OF A GEOMETRIC SOLID**

**PROBLEM**  
A plastic container is in the shape of a rectangular prism. Its base has an area of 40 square inches. Its height is 10 inches. Twice, the plastic container is filled to the top with water and emptied into a fish tank. The fish tank has a base that is 22 inches by 12 inches, and it has a height of 13 inches. How much more water would be needed to fill the fish tank to the top?

Plastic Container

Fish Tank

**STEP 1**  
Calculate the volume of the plastic container.

$$V = lwh$$

$$= 40 \text{ in}^2 \times 10 \text{ in.}$$

$$= 400 \text{ in}^3$$

**STEP 2**  
Find the volume when the plastic container is filled twice.

$$400 \text{ in}^3 \times 2 = 800 \text{ in}^3$$

**STEP 3**  
Calculate the volume of the fish tank.

Objective 96 - Microsoft Internet Explorer

**WP: Solve a problem involving the volume of a geometric solid**

1. A plastic container is in the shape of a rectangular prism. Its base has an area of 30 square inches. Its height is 7 inches. The plastic container is filled to the top with water and emptied into a fish tank. The fish tank has a base that is 21 inches by 9 inches, and it has a height of 13 inches. How many times in all would the plastic container have to be filled and emptied into the fish tank to fill the tank to the top?

Plastic Container

Fish Tank

[A] 12 [B] 81 [C] 11 [D] 6





How well are my students responding to intervention?

Student Progress Monitoring Report



1 of 2

**STAR Reading** **Student Progress Monitoring Report**  
Printed Friday, December 3, 2010 6:31:24 PM

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

**Timmerman, Megan**  
Grade: 3 Class: G3 - HM 101  
ID: MV98234 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:

**Goal End Date**  
Used for SS/week calculation:

**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

**Goal**  
Expected growth rate and score

**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  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.





## STAR Reading™ Performance Report

1 of 3

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

Grade	Student Performance Outlook <sup>a</sup>										STAR Reading Participation				
	On the March 2010 State Reading Accountability Assessment										09/02/2009-03/18/2010				
	Less Than Proficient					Proficient					Tested		Not Tested		
	Academic Warning		Approaches Standards			Meets Standards		Exceeds Standards			Exemplary		Total	%	Total
	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

Grade	Student Performance Outlook										STAR Reading Participation				
	On the March 2010 State Reading Accountability Assessment										09/02/2009-03/18/2010				
	Less Than Proficient					Proficient					Tested		Not Tested		
	Academic Warning		Approaches Standards			Meets Standards		Exceeds Standards			Exemplary		Total	%	Total
	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	98	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	

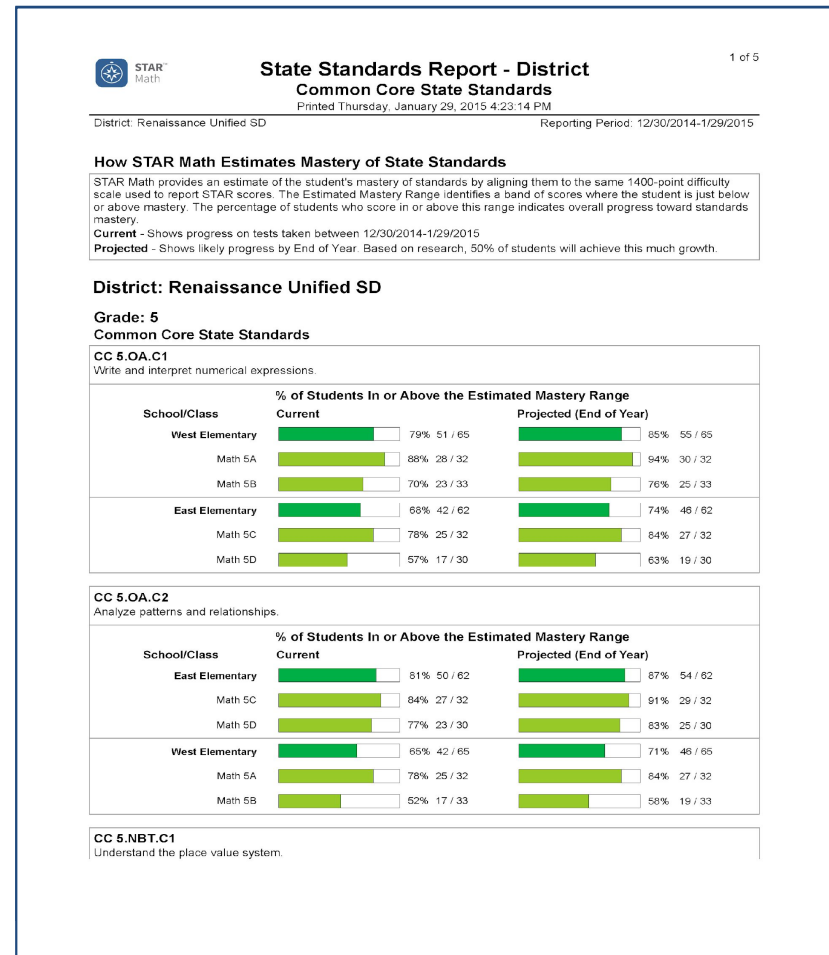
<sup>a</sup> displays the statistical tendency of the scores. If the trend line is higher than the gold star at the state test date, the student can be considered to be on the pathway toward proficiency.

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.



# Measuring students understanding of NJ Student Learning Standards

- Identify difficulty level of the standards
  - Available at district, class and student level
  - Differentiate your instruction
  - Move students forward



# Growth Report

# B

Measures growth using SGP, where students are compared to their academic peers.

New formula takes into account 3 test administrations and can be calculated longitudinally from spring to fall.



## Growth Report

Printed Friday, December 16, 2016 1:53:11 PM

School: Tiger Elementary 360

School Year: 6/14/2016 - 6/13/2017  
School Year: 6/14/2016 - 6/13/2017

**Report Options**  
Reporting Parameter Group: All Demographics [Default]  
Test Type: Enterprise / Non-Enterprise  
Group By: Class  
Sort By: Last Name

### Class: Gr5 Class 1

#### Enterprise Tests

Student	Class	Teacher	Grade	SGP <sup>a</sup>	Test Date	SS	GE	PR	NCE
Addens, Elbert	Gr5 Class 1	Morris, Verna	5	84	07/01/2016	687	5.3	65	58.1
					12/06/2016	783	7.6	88	74.7
					Change	+96	+2.3	+23	+16.6
Appelhof, Laura	Gr5 Class 1	Morris, Verna	5	89	07/01/2016	691	5.4	67	59.3
					12/06/2016	791	7.9	90	77.0
					Change	+100	+2.5	+23	+17.7
Arendse, Barb	Gr5 Class 1	Morris, Verna	5	62	07/03/2016	706	5.6	73	62.9
					11/22/2016	789	7.9	89	75.8
					Change	+83	+2.3	+16	+12.9
Bailey, Barclay	Gr5 Class 2	Morris, Verna	5	92	07/03/2016	625	4.3	38	43.6
					11/22/2016	747	6.5	78	66.3
					Change	+122	+2.2	+40	+22.7
Baldovini, Nicole	Gr5 Class 1	Morris, Verna	5	96	07/01/2016	795	>8	95	84.6
					12/06/2016	863	>8	98	93.3
					Change	+68	-	+3	+8.7
Barrett, Bella	Gr5 Class 1	Morris, Verna	5	52	07/03/2016	580	3.5	17	29.9
					11/22/2016	656	4.8	39	44.1
					Change	+96	+1.3	+22	+14.2

<sup>a</sup>Student Growth Percentile (SGP) uses a student's test history and doesn't necessarily reflect reporting periods on this report. For more information, click on [Learn More](#).

<sup>b</sup>Audio enabled for this test  
Historical data included.

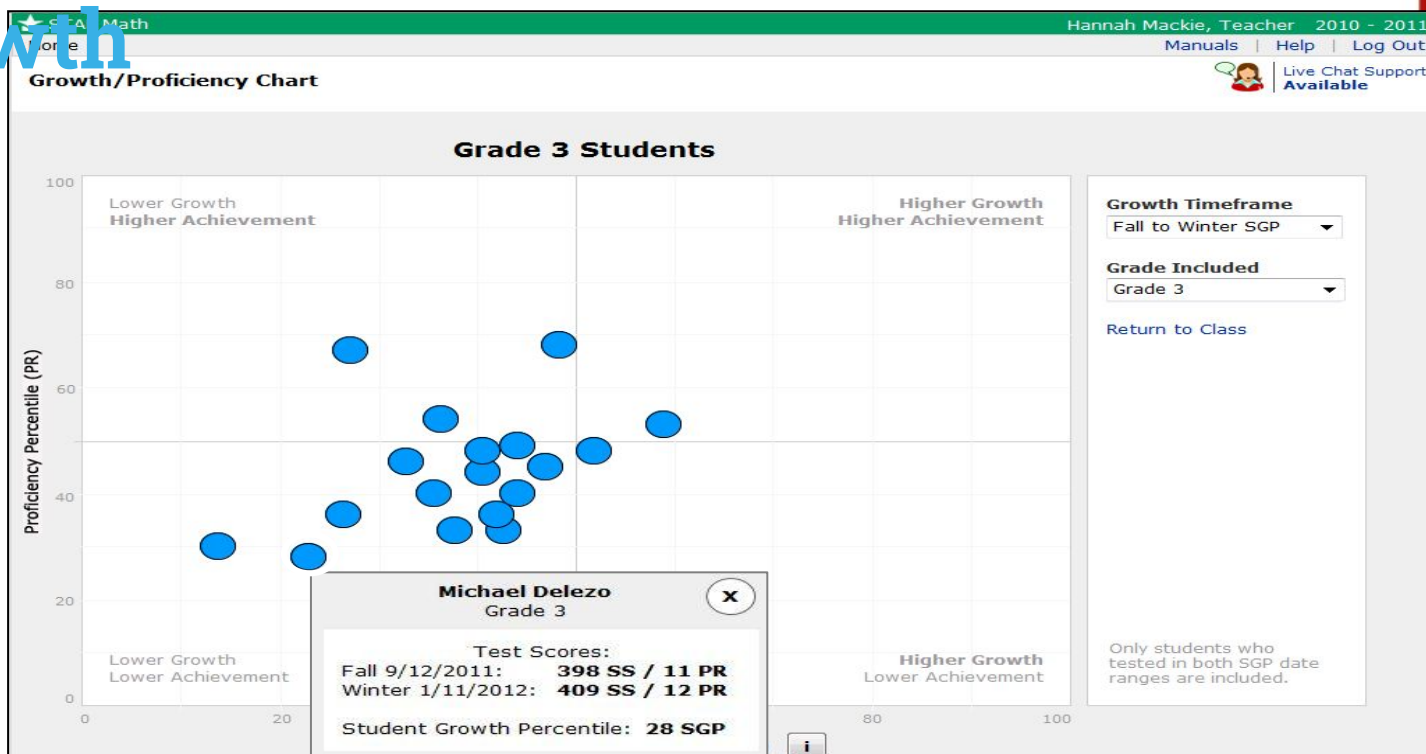


## Tracking Growth

### Growth Proficiency

#### Chart

Displays proficiency *and* growth (SGP)

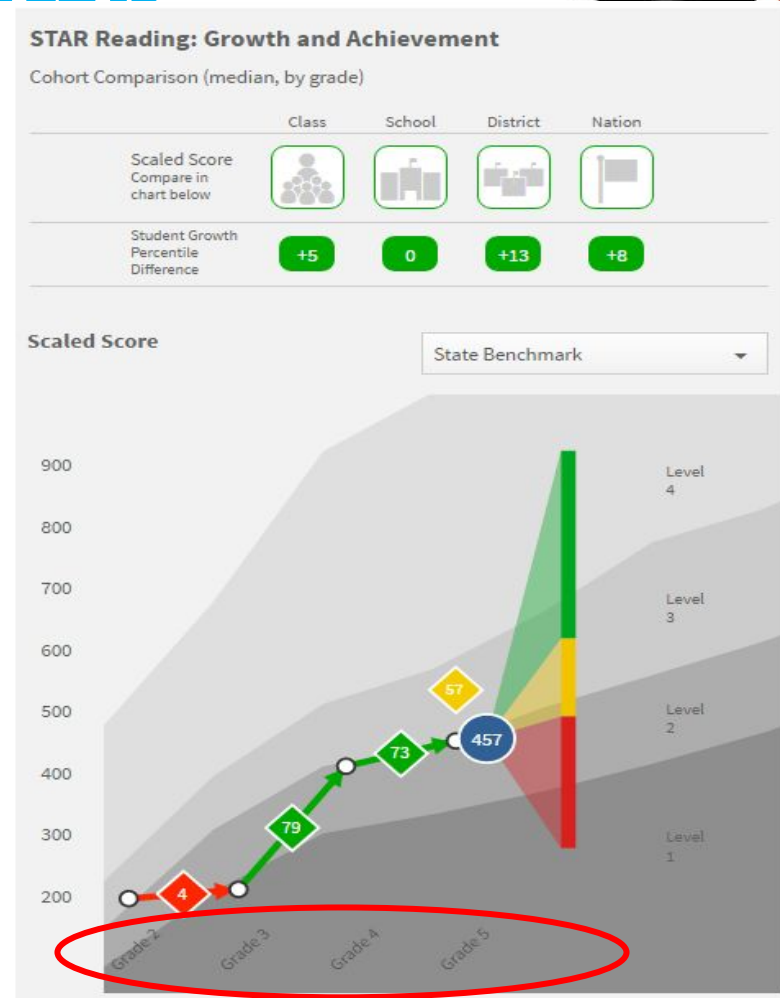


# Longitudinal Growth

# B

Are my students growing from year to year?

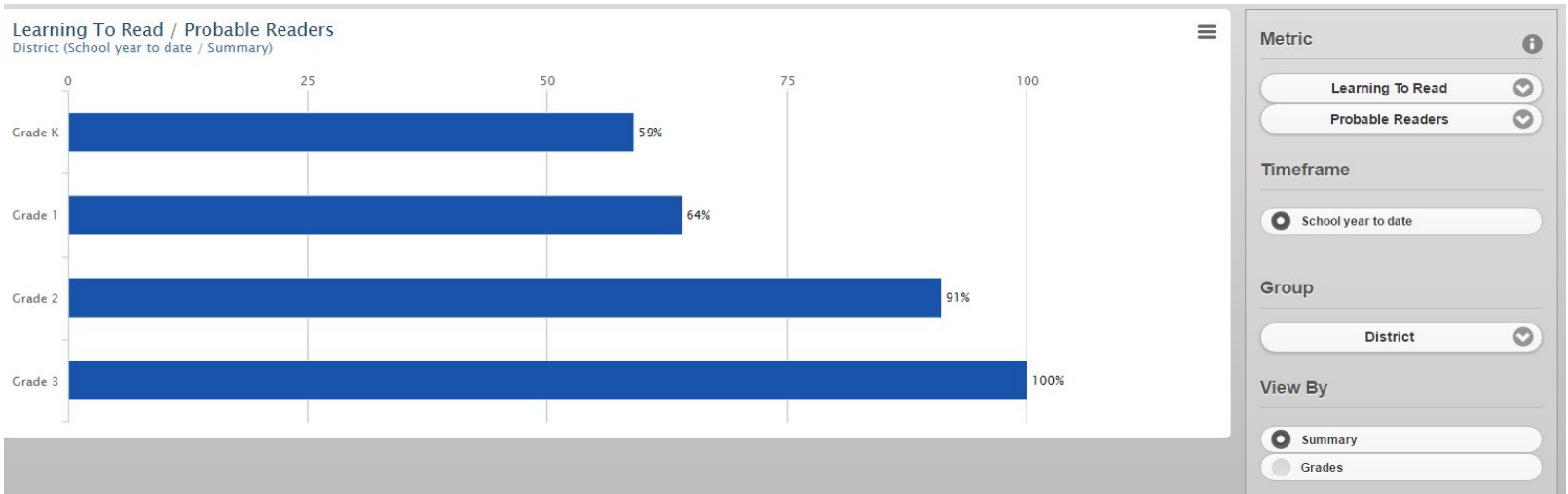
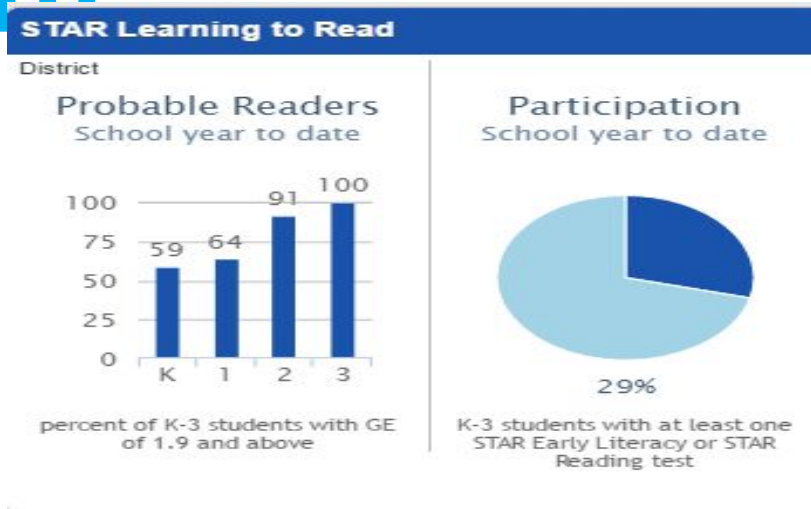
Nationally normed assessments measure growth using SGP and allow for growth predictions.



# Learning to Read Dashboard

# B

Are we making adequate progress with students becoming independent readers?



# B

## This really works

- Bergenfield has 5 Elementary Schools, 1 Middle School and 1 High School. Over 41% of all students qualify for free and reduced lunch. More than 80% of the student population is in a minority sub-group. Bergenfield is not a privileged community.



**B**

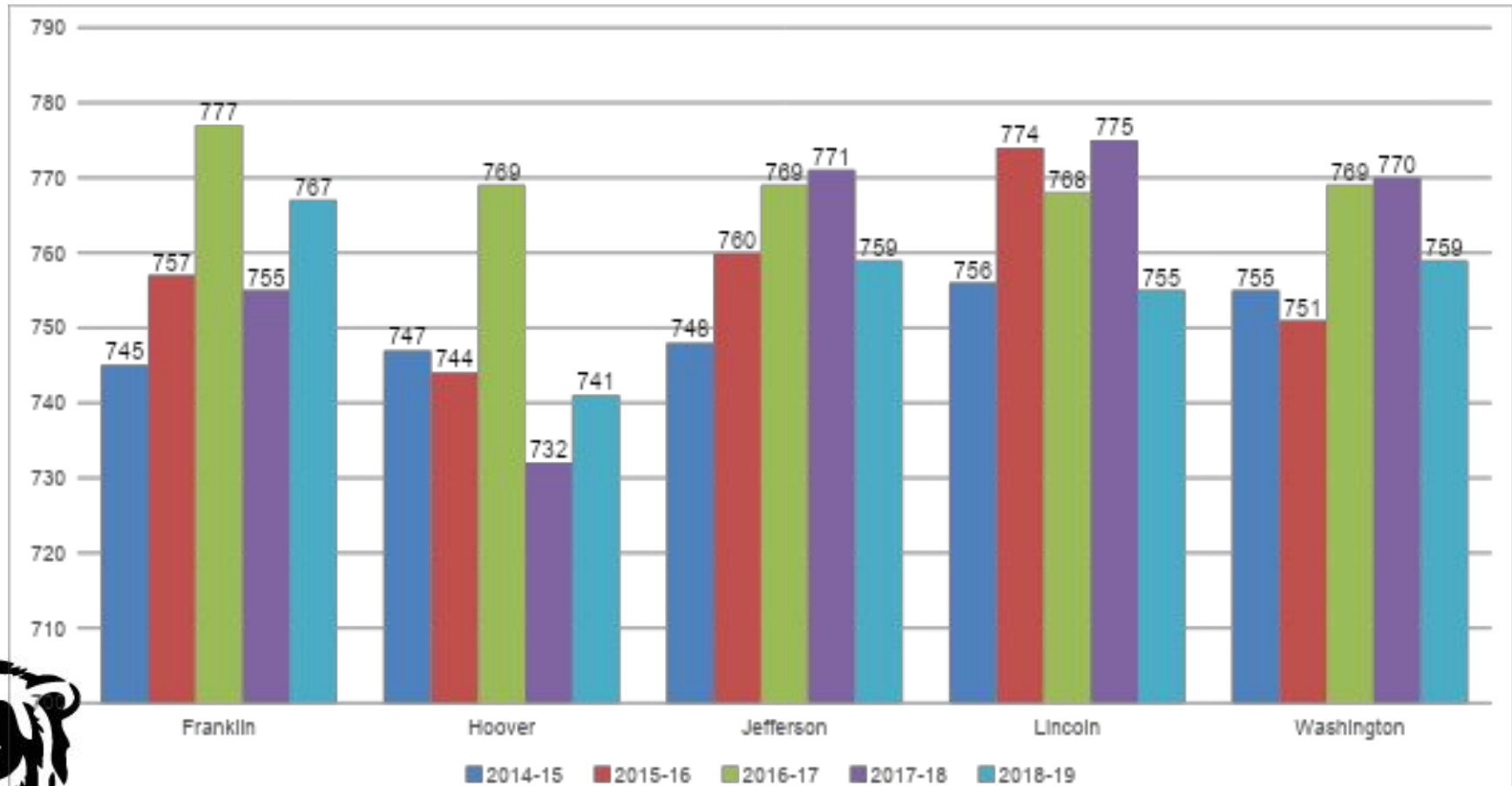
PARCC/NJSLA





# PARCC/NJSLA - Grade 3 ELA

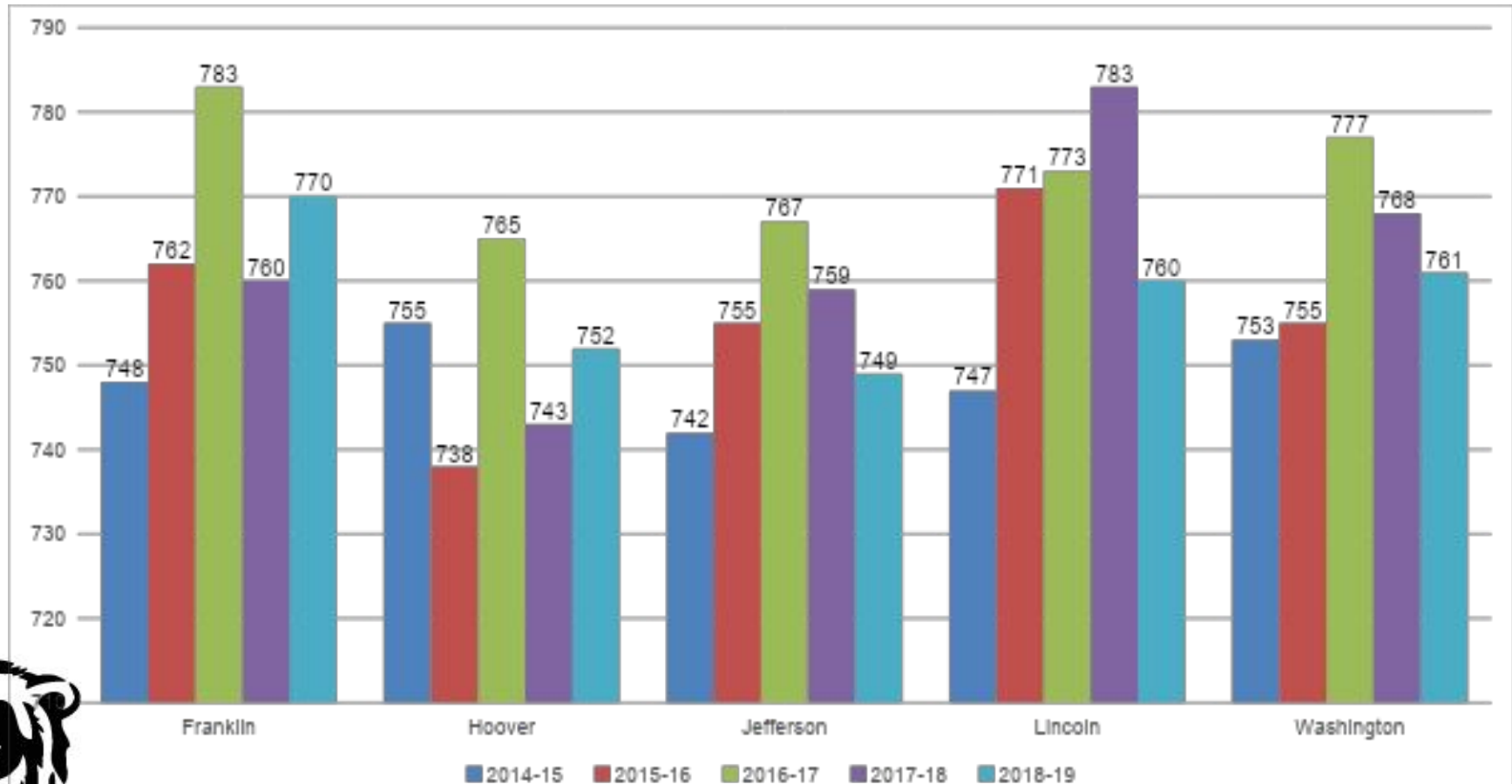
# B



2018-19 scores are based on NJSLA Assessment. Scores were tabulated while we await official report from NJDOE.

# PARCC/NJSLA - Grade 3 Math

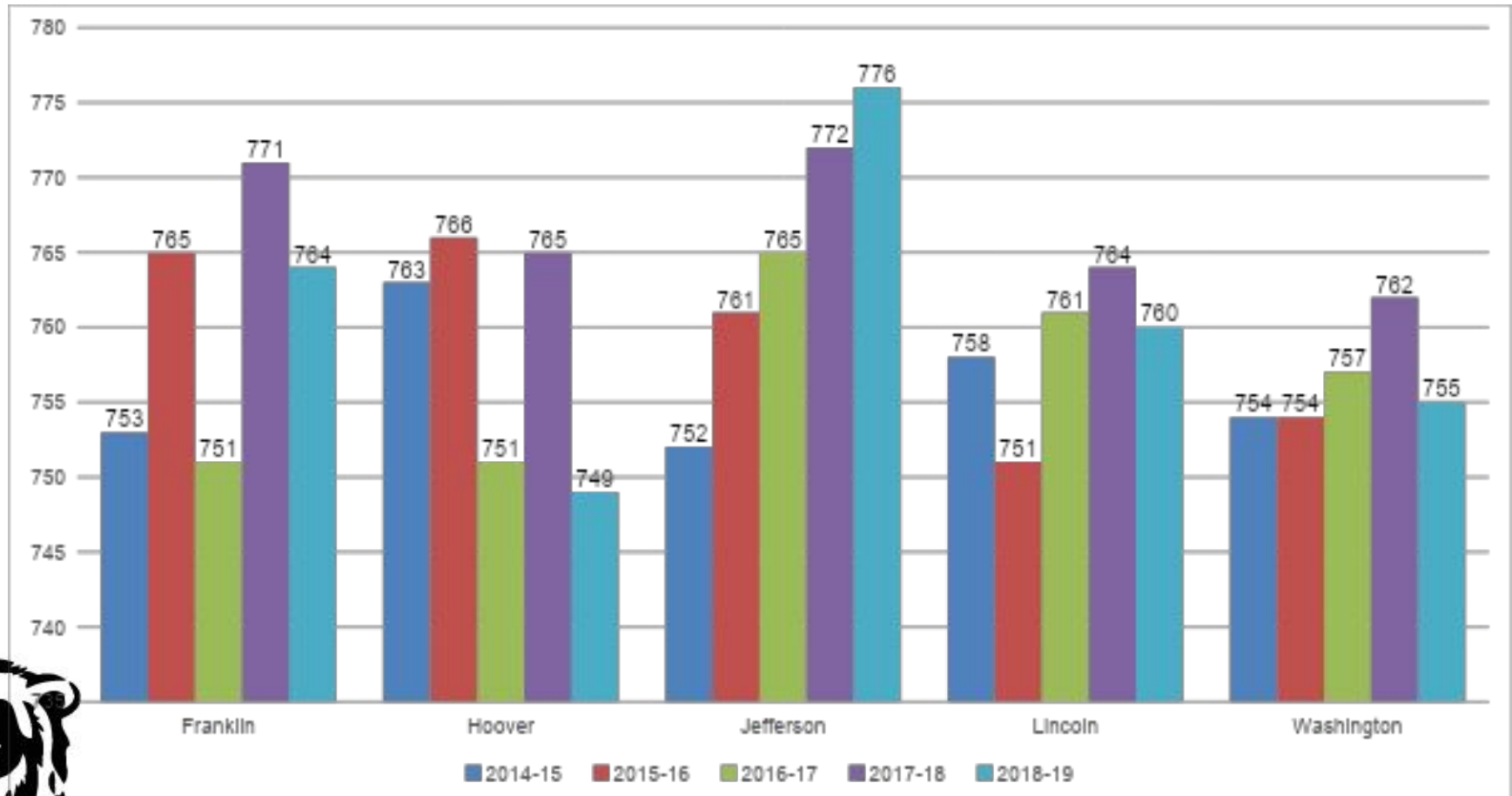
# B



2018-19 scores are based on NJSLA Assessment. Scores were tabulated while we await official report from NJDOE.

# PARCC/NJSLA - Grade 4 ELA

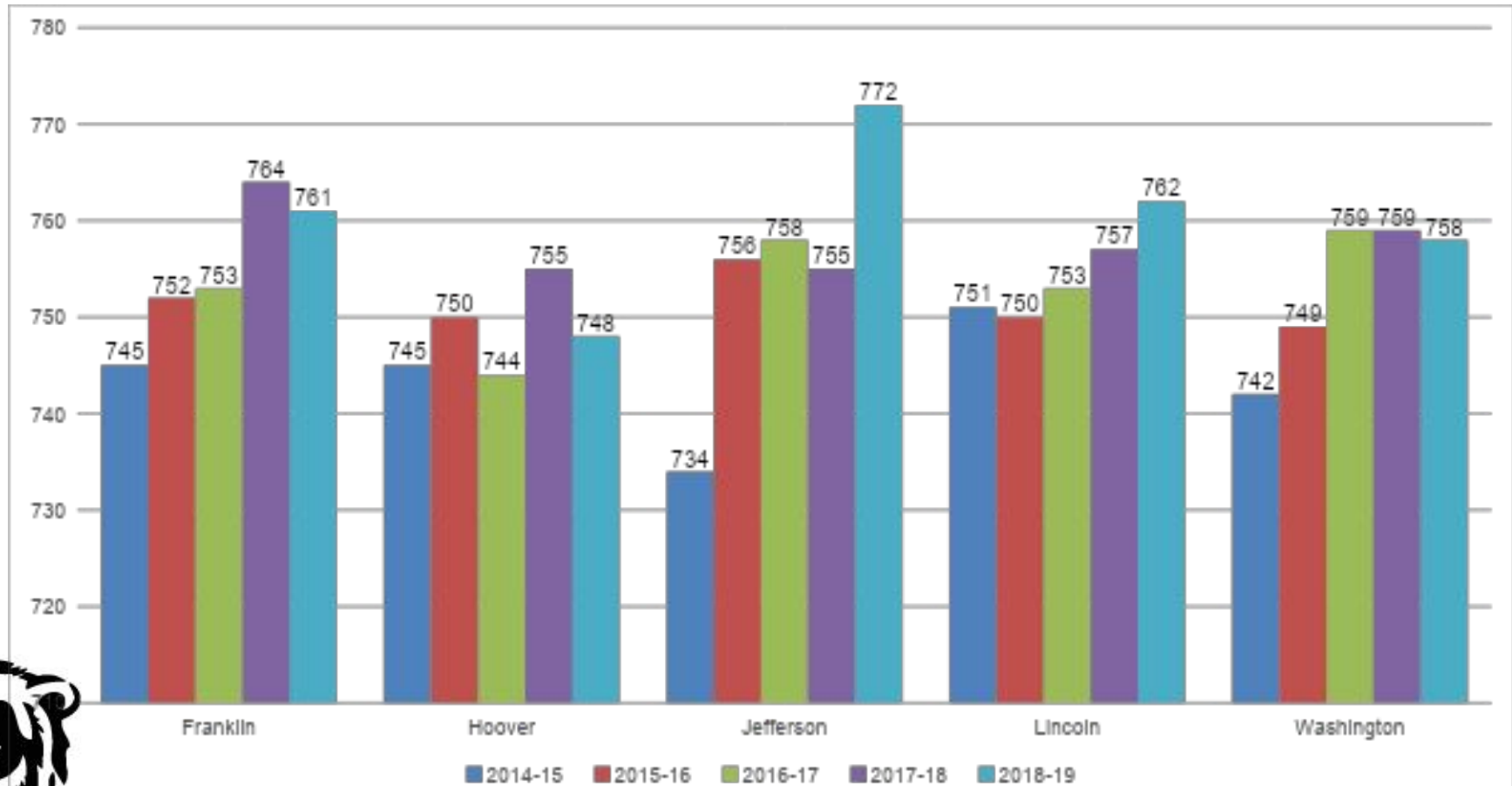
# B



2018-19 scores are based on NJSLA Assessment. Scores were tabulated while we await official report from NJDOE.

# PARCC/NJSLA - Grade 4 Math

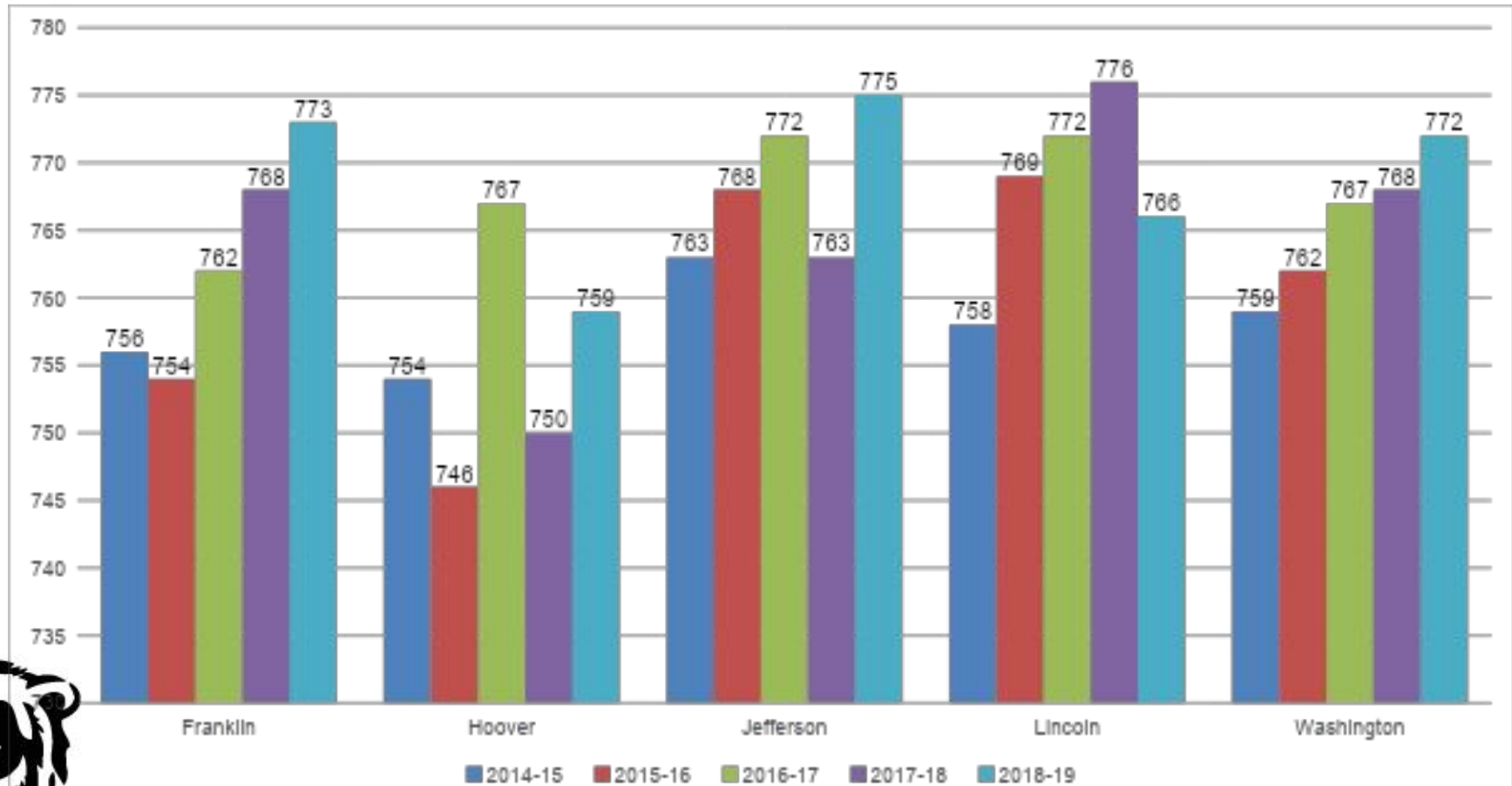
# B



2018-19 scores are based on NJSLA Assessment. Scores were tabulated while we await official report from NJDOE.

# PARCC/NJSLA - Grade 5 ELA

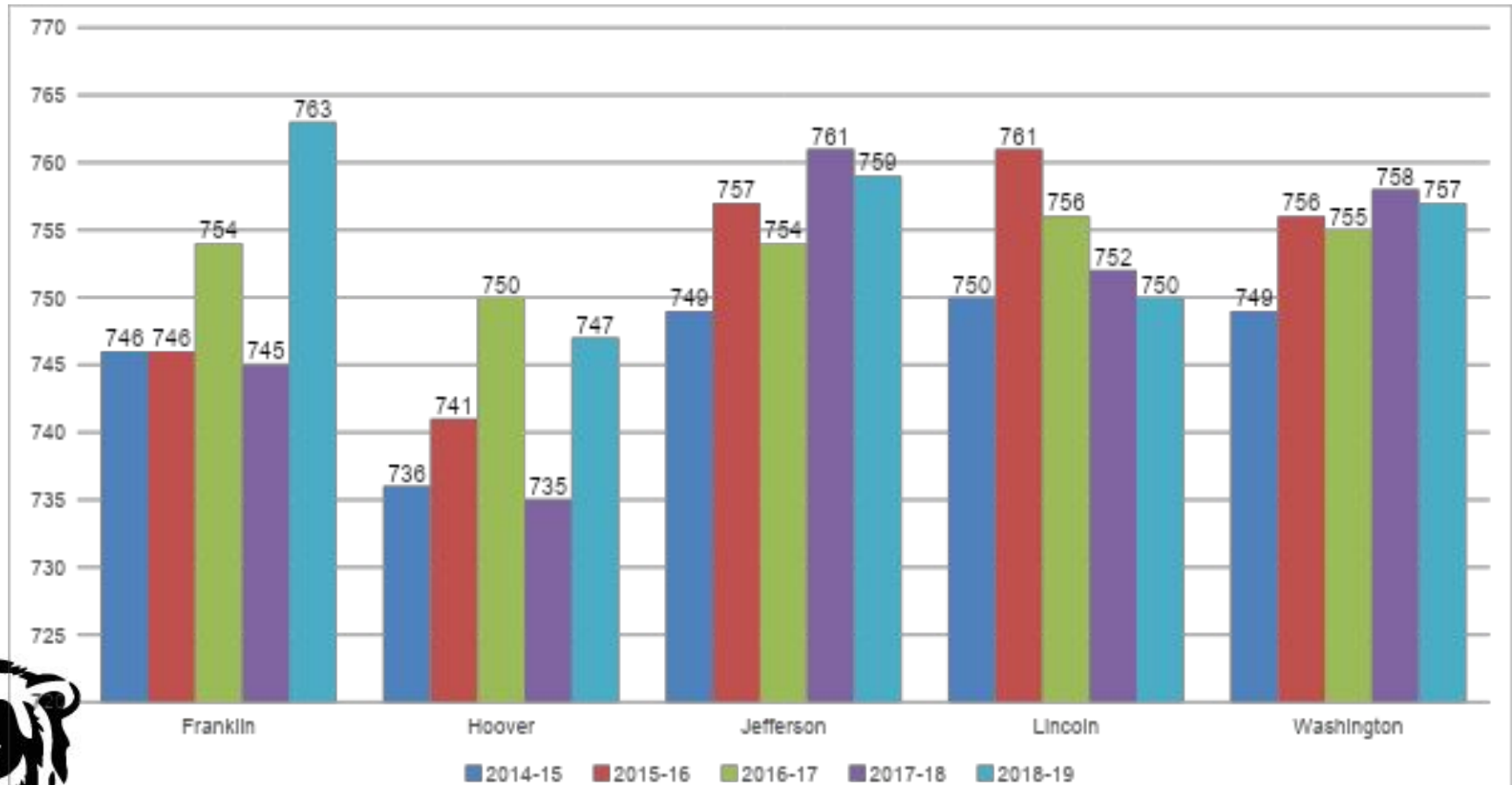
# B



2018-19 scores are based on NJSLA Assessment. Scores were tabulated while we await official report from NJDOE.

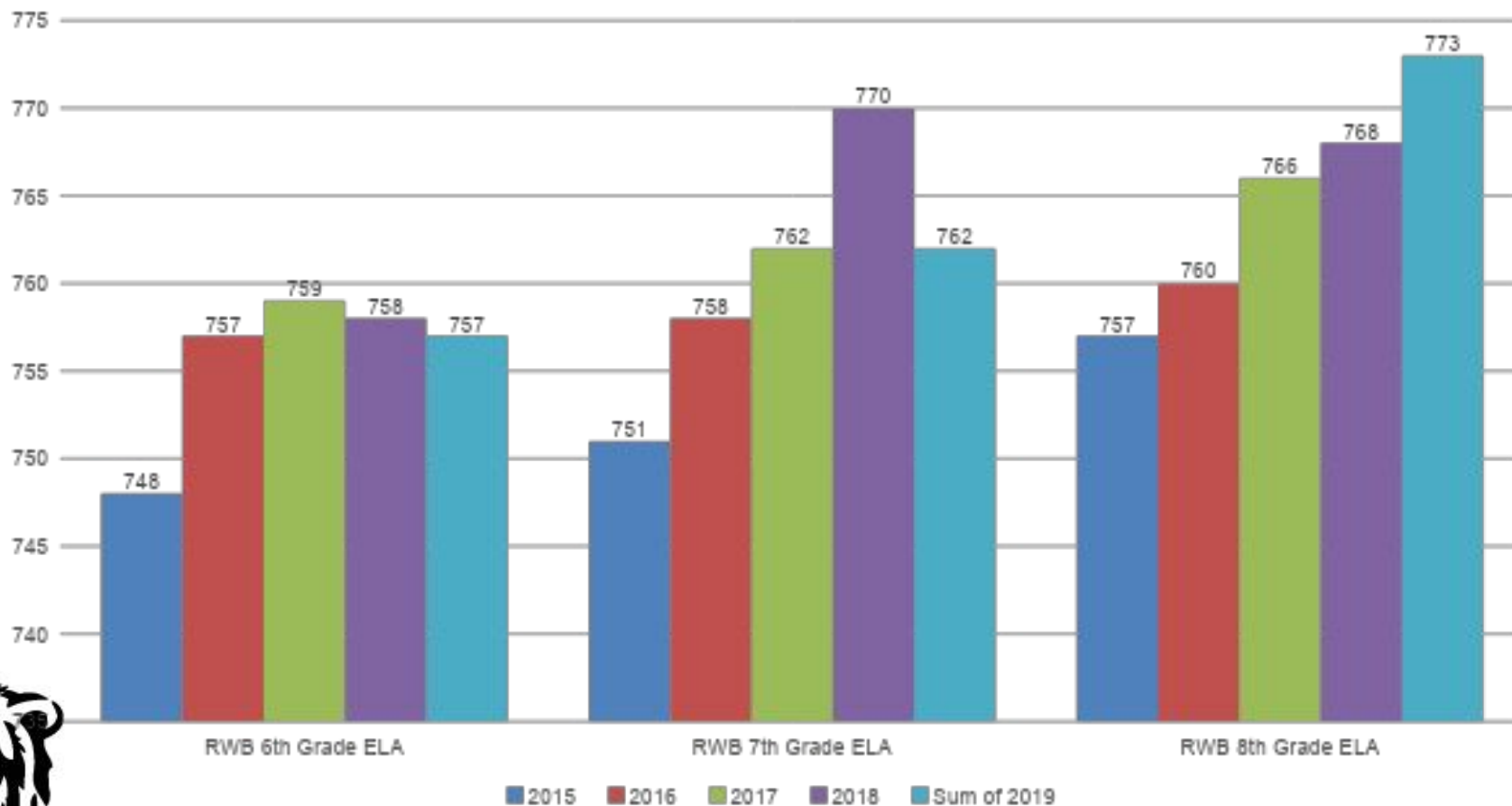
# PARCC/NJSLA - Grade 5 Math

# B



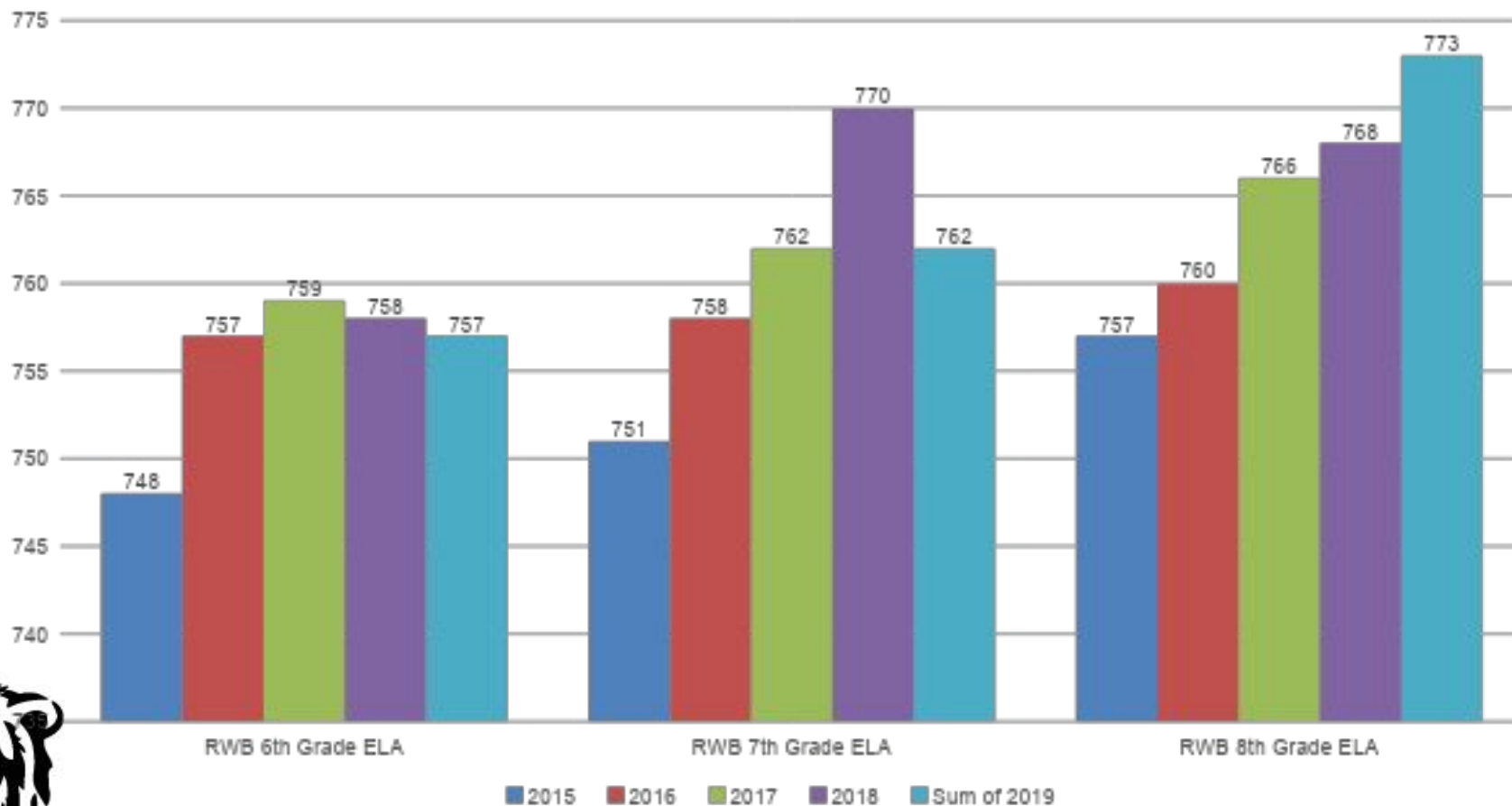
2018-19 scores are based on NJSLA Assessment. Scores were tabulated while we await official report from NJDOE.

## PARCC/NJSLA – Grades 6-8 ELA



2018-19 scores are based on NJSLA Assessment. Scores were tabulated while we await official report from NJDOE.

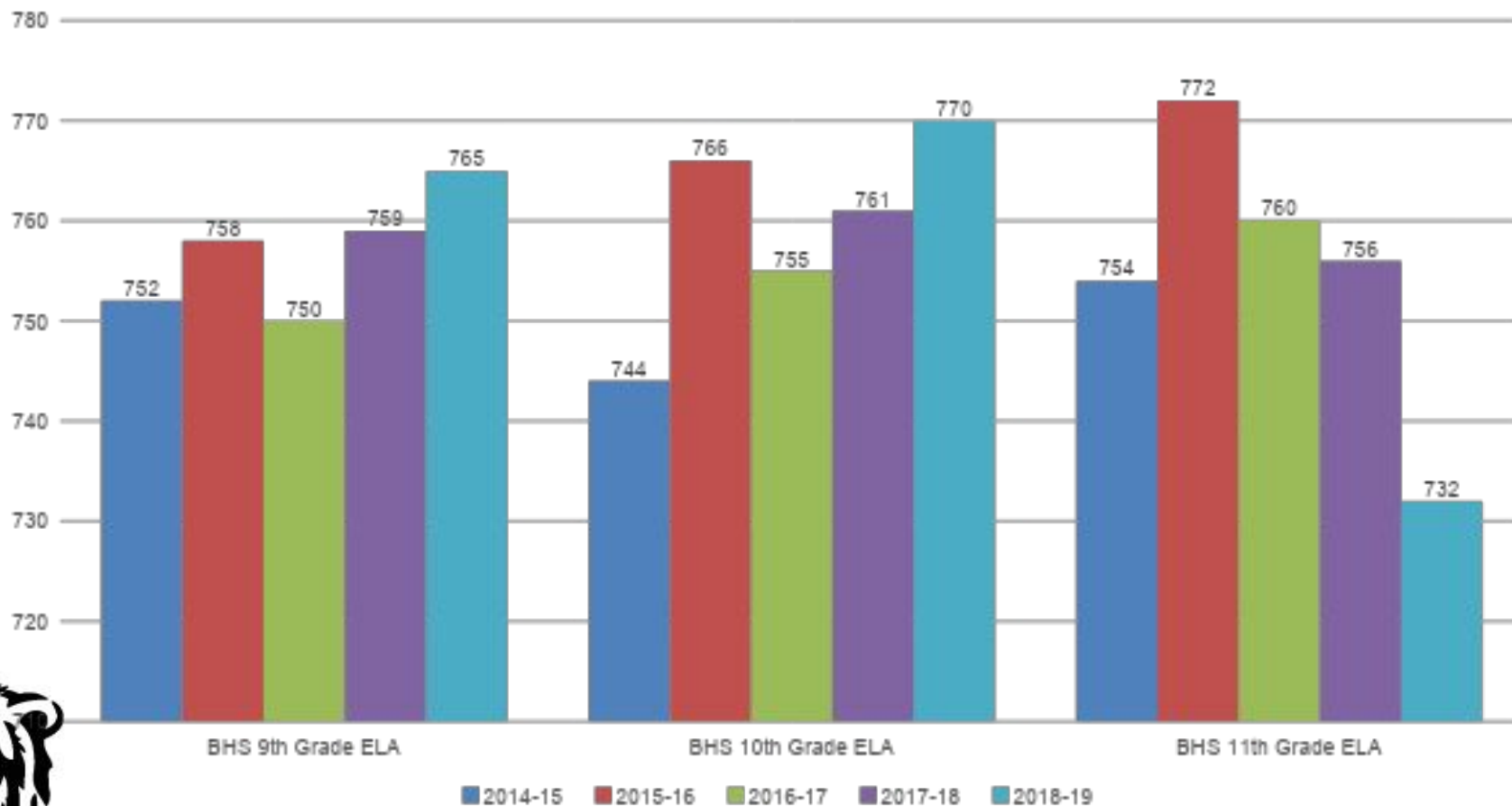
## PARCC/NJSLA – Grades 6-8 Math



2018-19 scores are based on NJSLA Assessment. Scores were tabulated while we await official report from NJDOE.



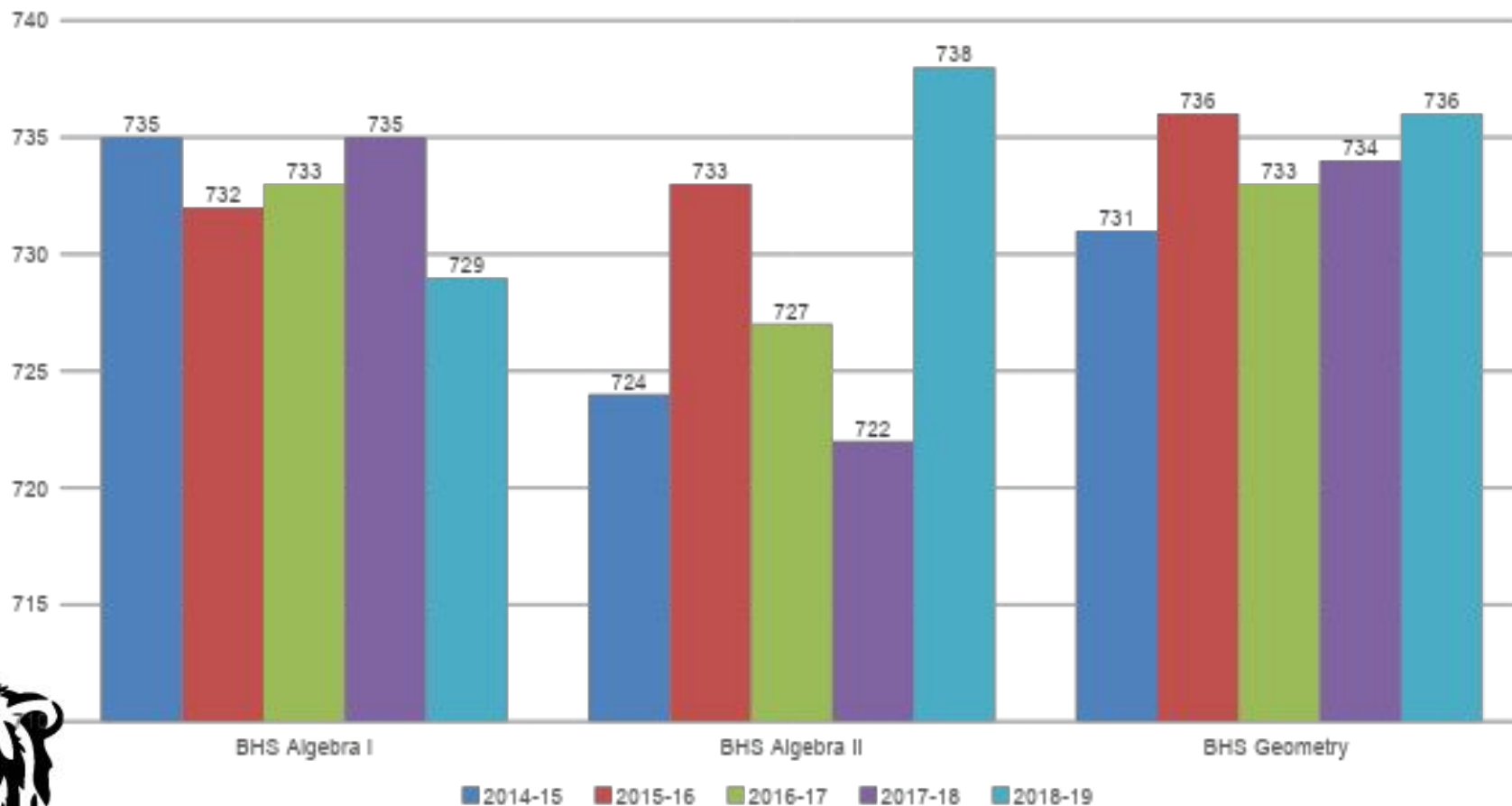
## PARCC/NJSLA – Grades 9-11 ELA



2018-19 scores are based on NJSLA Assessment. Scores were tabulated while we await official report from NJDOE.

# PARCC/NJSLA – Grades 9-11 Math

# B



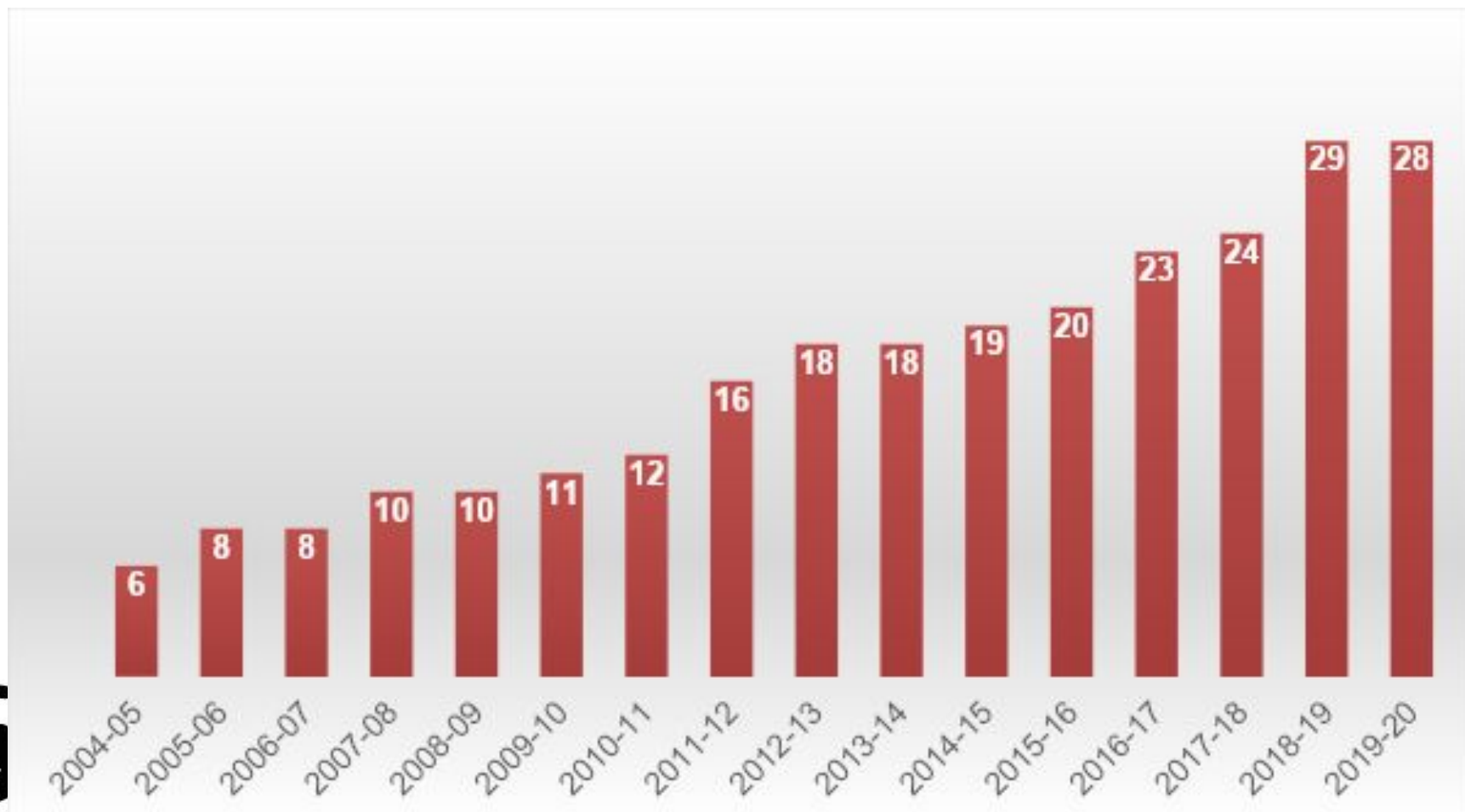
2018-19 scores are based on NJSLA Assessment. Scores were tabulated while we await official report from NJDOE.

**B**

# **Curriculum and Student Achievement**



## Total AP Courses



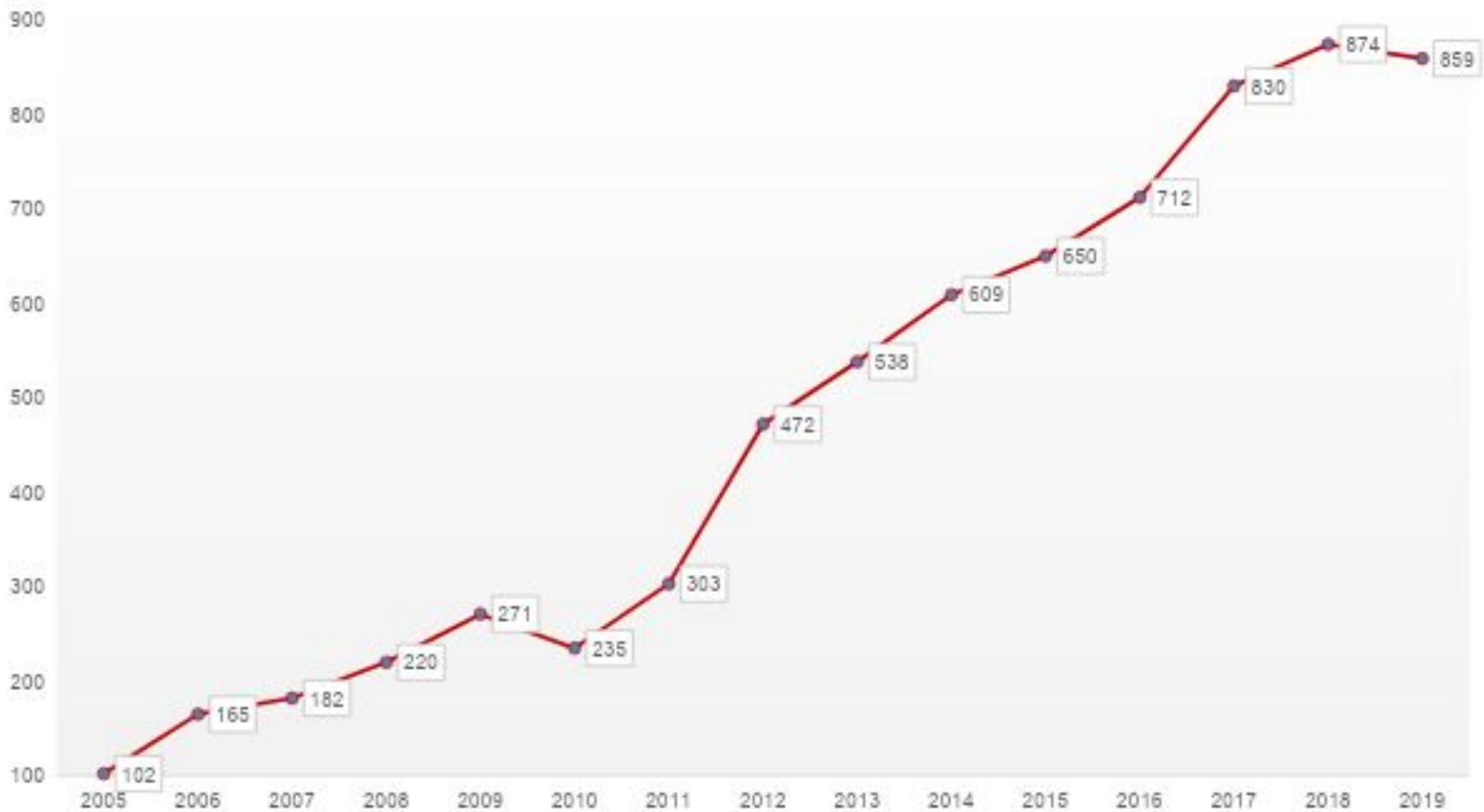
# B

## Total # of AP Students



# B

## Total # of Exams



# Total # of AP Students with Score 3+

# B



# B

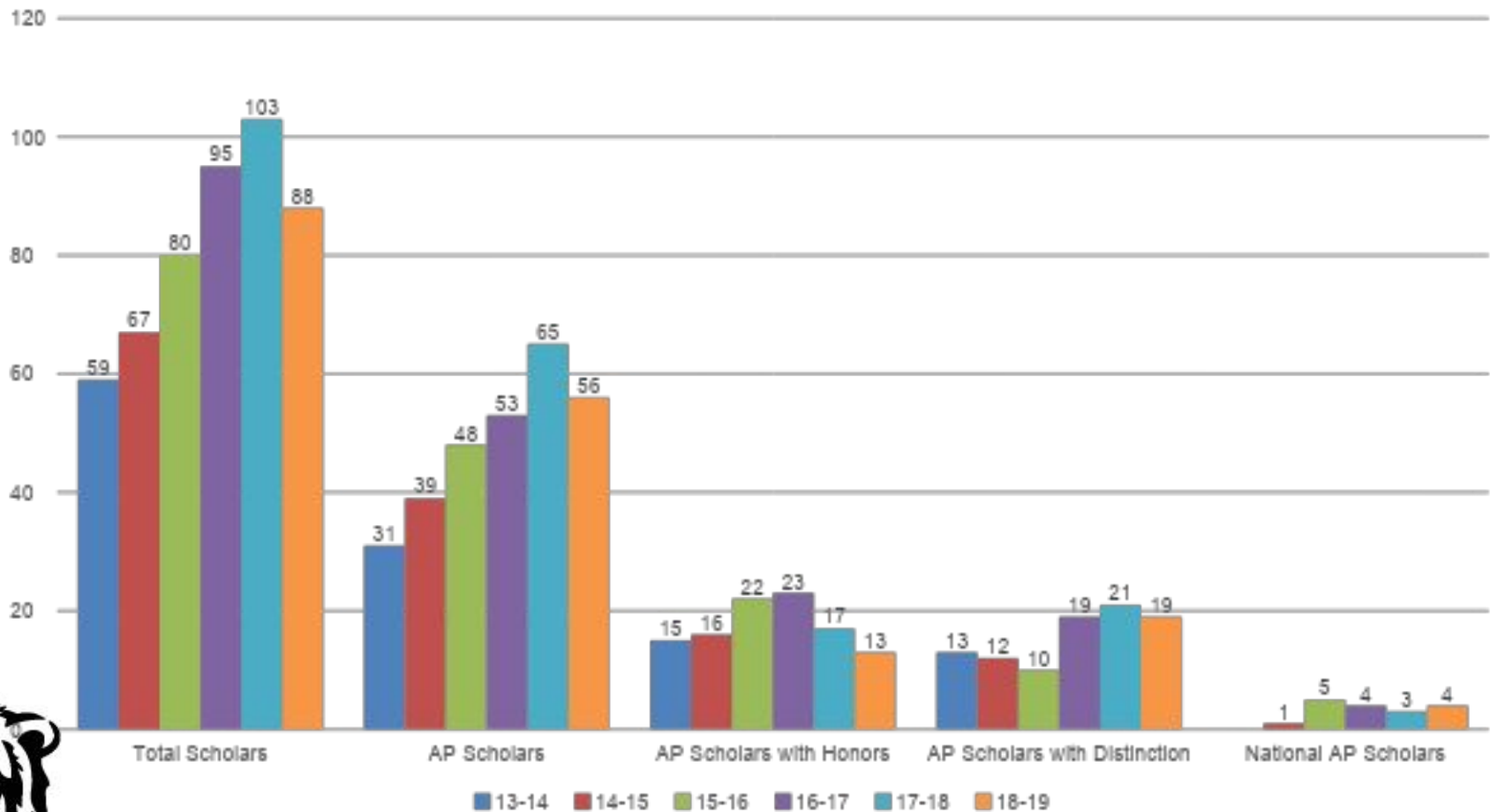
## % of AP Students with Score 3+





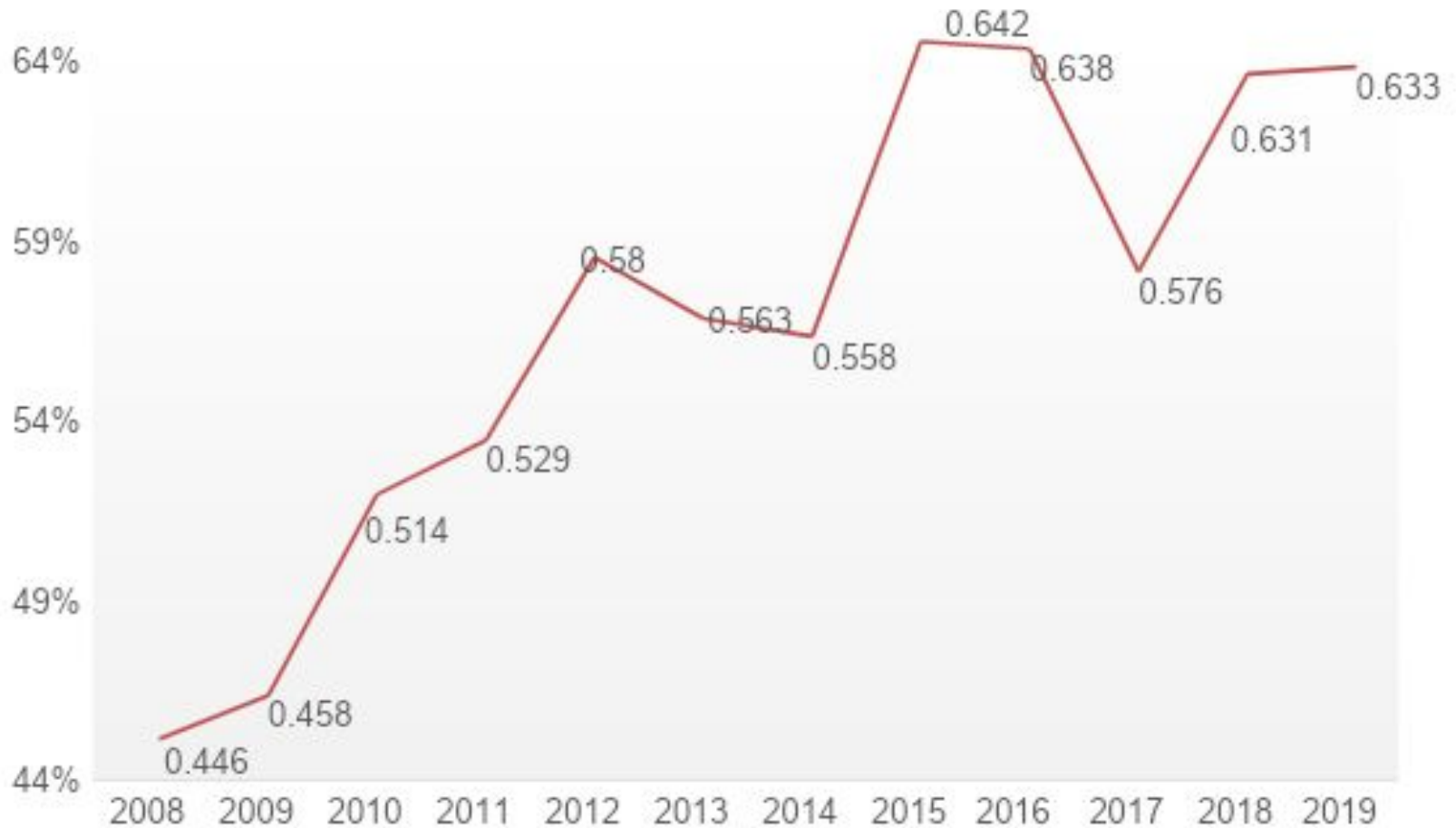
# AP Scholars

# B



# Graduates Attending 4-Year Colleges

# B



# B

## **AWARDS AND RECOGNITIONS**

Bergenfield's Reputation as a  
National, State, and Local School District Of Excellence



# Ranked Among America's Most Challenging High Schools

# B

**Jay  
Mathews**

**HIGH SCHOOL  
CHALLENGE INDEX**

**2019**

- BHS is ranked 937th in the nation for rigorous high school academics on the Jay Mathews Challenge Index
- Ranked 44th in NJ and 5th in Bergen County



# Ranked as One of America's Best High Schools

# B



- Bergenfield High School has been ranked among the top 4% of high schools in the United States by the *U.S. News & World Report* in the 2019 Best High Schools survey
- BHS was recognized as being 1045th in the nation, 45th in New Jersey, and the 10th best in Bergen County



# K-12 School District Rankings

# B

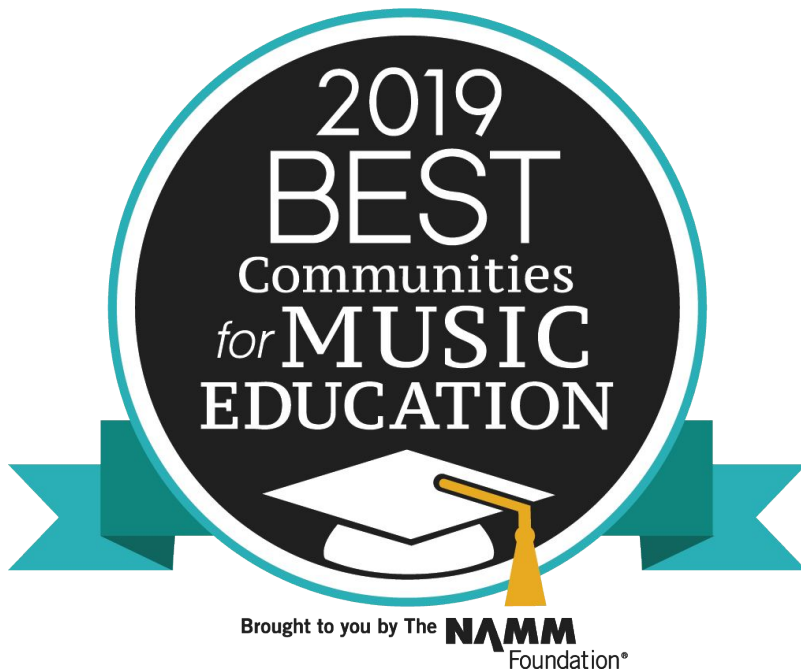


- Bergenfield Public School District was ranked 61st in New Jersey by Niche
- We were ranked 735th in the country out of the 11,850 districts included in the report
- We also ranked 15th best district in Bergen County



# Best Communities for Music Education

# B



- Once again, we were named one of the best communities in the nation for music education by the NAMM Foundation



# Recognized for Sustainability

# B



- BHS has been recertified by Sustainable Jersey Schools for sustainability practices
- This marks our second consecutive three-year certification





# District Newsletter Ranked Second in the State

# B



- Won First Prize in the “Social Media” category & Second Prize in “Video” at the 2018 NJ School Public Relations Association Annual Award ceremony
- 3rd consecutive year being awarded by NJSPRA





# Real Estate Values

- 2015 – Quarter 1

- 41 homes sold in town

- Median sale price of \$275,000

- 2019 – Quarter 1

- 51 homes sold in town

- Median sale price of \$377,000

This represents a 37.1% increase in median sale price in Bergenfield in comparative first quarters from 2015 to 2019.

Only two other towns in Bergen County had more homes sold in the first quarter of this year.



**B**

# QUESTIONS?

Copy of Presentation Available@  
[www.bergenfield.org/njasa](http://www.bergenfield.org/njasa)

