Increasing Student Achievement Through Short Cycle Assessment

Dr. Michael Kuchar

Superintendent of Bergenfield Public Schools

Mr. Chris Tully

Business Administrator of Bergenfield Public Schools

Presentation will be available @

www.bergenfield.org/njasa

Advantages of Short-Cycle Data

* 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
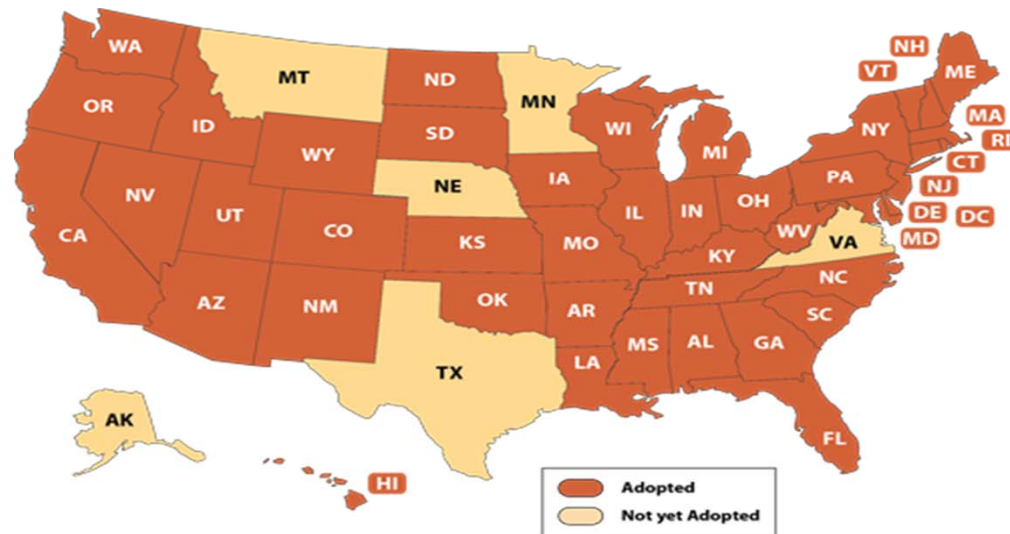
All Part of a Global Perspective
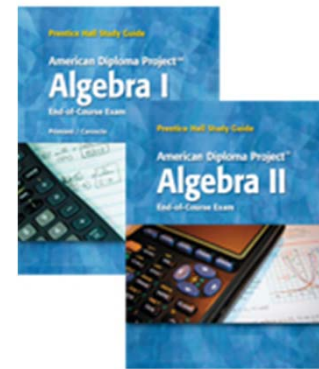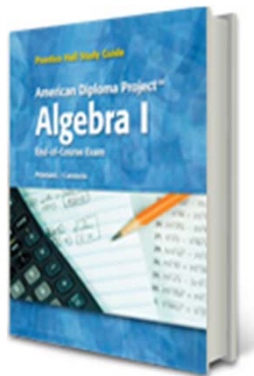
National CCS are here

American Diploma Project

The Economic Case for College and Career Readiness: Implications of National Trends

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)

Achieve
American Diploma Project Network

State Action on Teacher Evaluation

* About 2/3 of the states engaged in changing how teachers are to be evaluated
* All require a combination of indicators including:
* Measures of instructional practice – at least 50%
* Student achievement data
* State accountability test data – 3+ years of data
* Other test data, that usually can include short cycle assessment data
* Short cycle can comprise up to 35% -45%of the data on student learning, so are important options
* Many states identifying short cycle assessments that can be used, such as STAR Enterprise

Building a Pathway to College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:
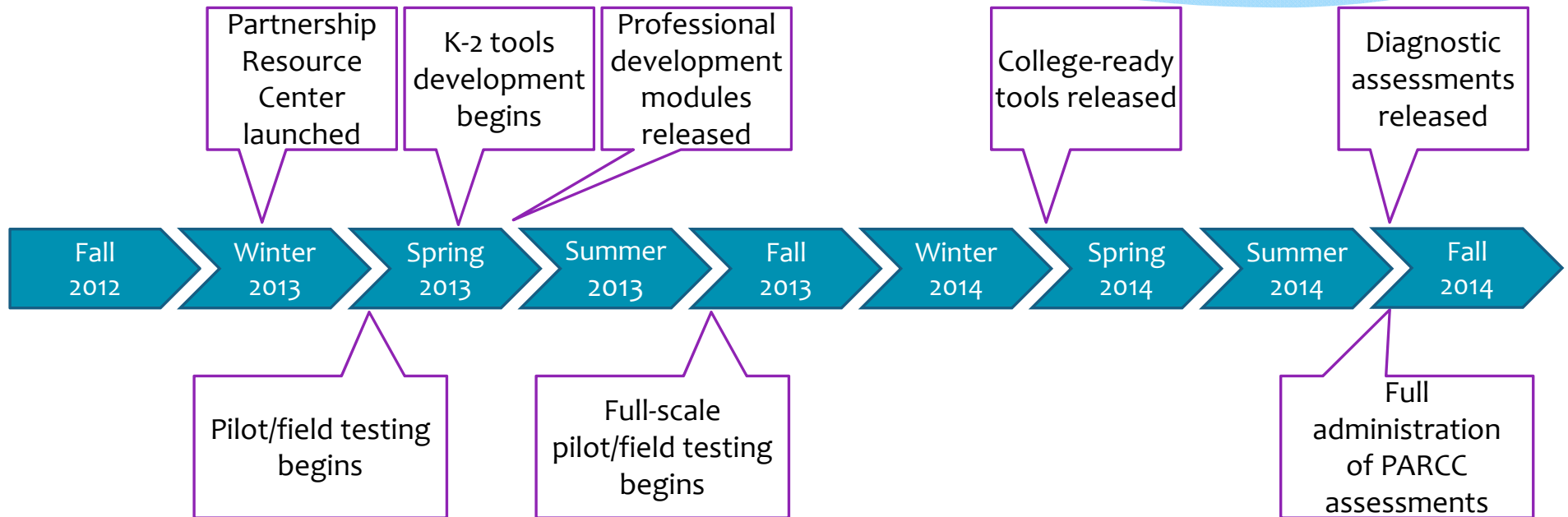- **12th-grade bridge courses**
- **PD for educators**

| K-2 | 3-8 | High School | SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK |

ONGOING STUDENT SUPPORTS/INTERVENTIONS

8

PARCC Timeline Through Fall 2014

PARCC Tools & Resources

Partnership Resource Center launched

K-2 tools development begins

Professional development modules released

College-ready tools released

Diagnostic assessments released

Fall 2012	Winter 2013	Spring 2013	Summer 2013	Fall 2013	Winter 2014	Spring 2014	Summer 2014	Fall 2014

Pilot/field testing begins

Full-scale pilot/field testing begins

Full administration of PARCC assessments

PARCC Assessment Implementation

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

NJ Teacher Effectiveness Evaluation System

**Teacher Evaluation
100%**

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

**Teacher Practice
(inputs associated with 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.

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%.**

11

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 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

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

Student Achievement Improves!
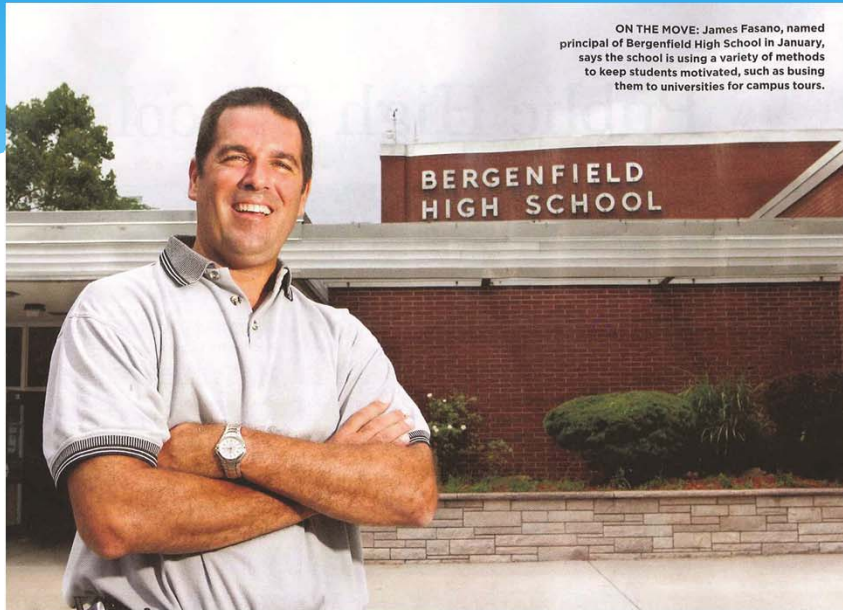
New Jersey MONTHLY

September 2010

Superintendent's AM Routine
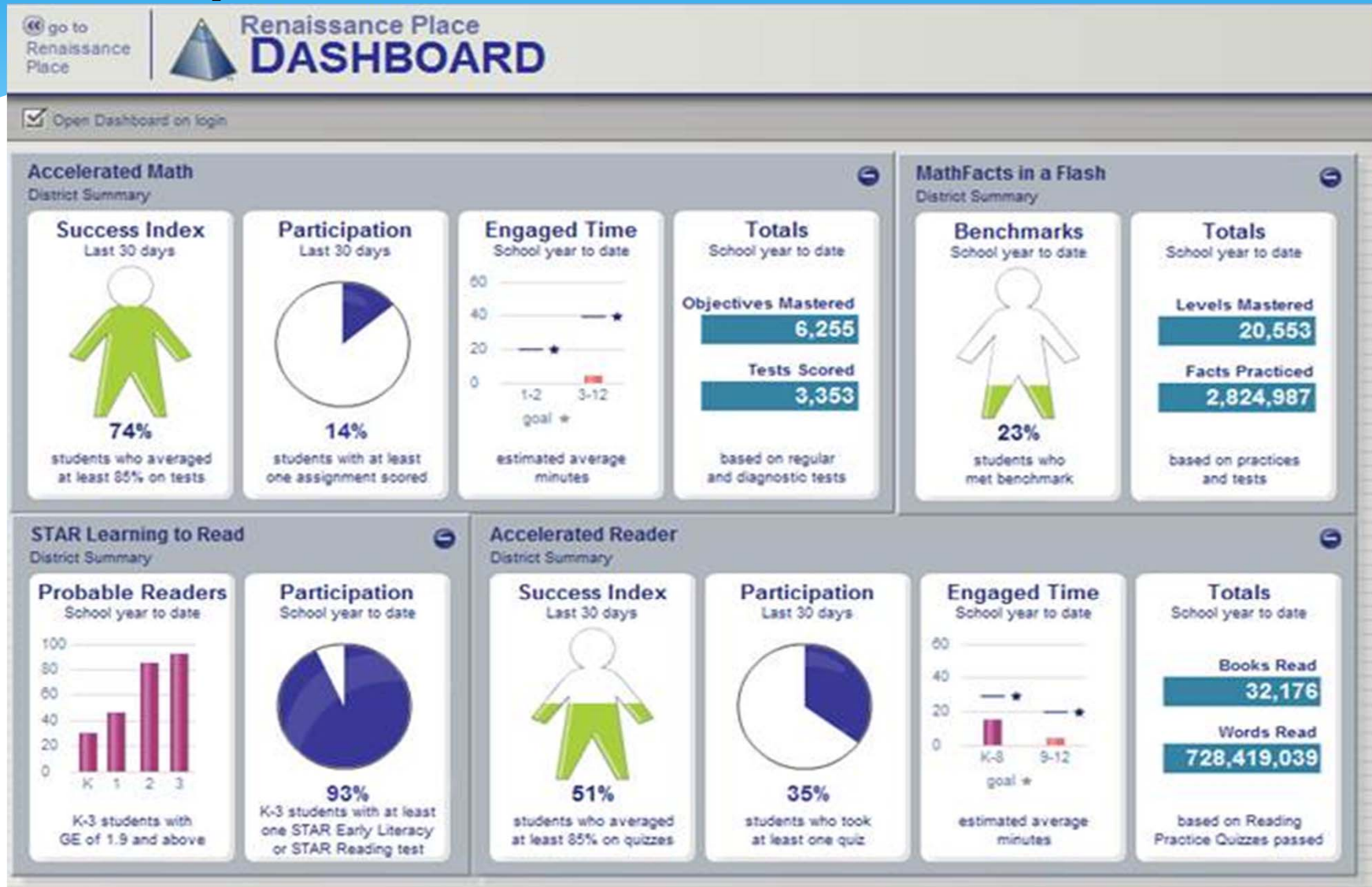
District Mantra

"If it is not measured, it will not be accomplished."
Dr. Michael Osnato

Reading and Math Assessments

* Too much to cover in one hour so we will focus on Math Assessment.

* Chris Tully will show us how to access and use available data from Formative Assessment.

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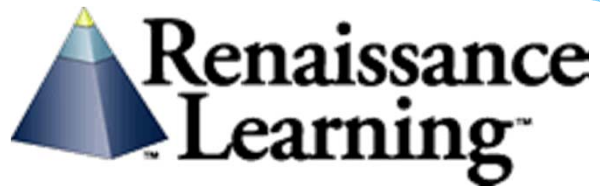
* State-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth
* Tailored reports give educators information to guide decisions
* Ren Learn classroom resources help teachers directly apply assessment results to instructional planning

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

★ STAR Reading™

Annual Progress Report
Printed Wednesday, May 26, 2010 3:14:25 PM

School: Liberty Elementary School

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

Class: HR101 Beeman
Grade: 4
Teacher: Beeman, Alice
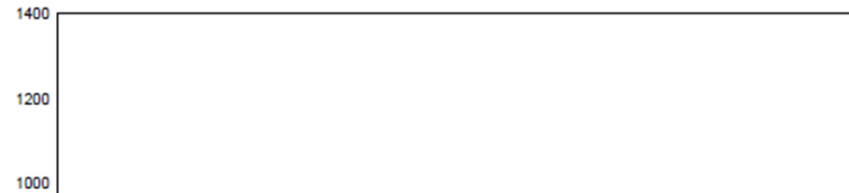
Dia…

No…

Dif…

Growth Trends

Universal Screening

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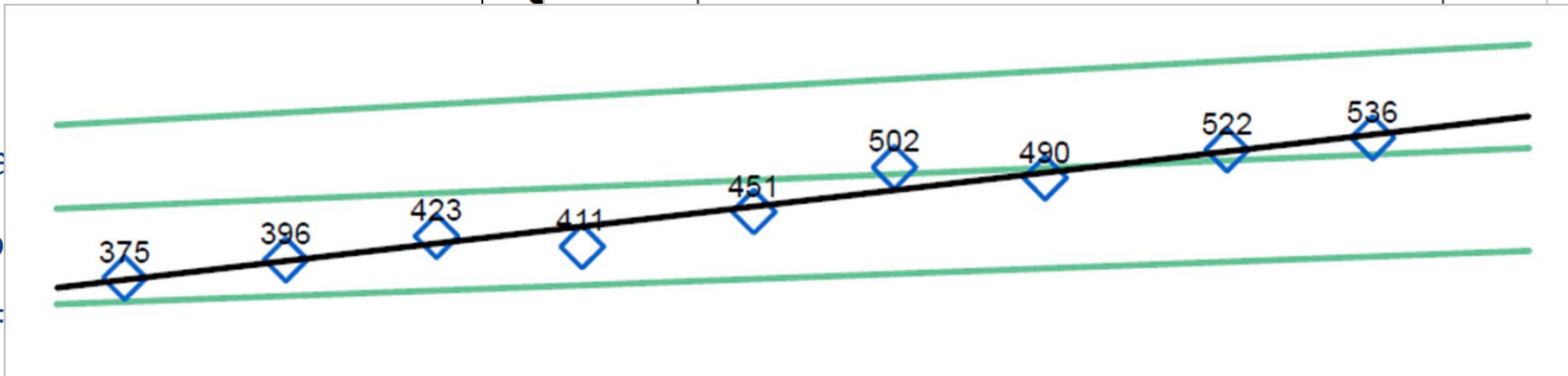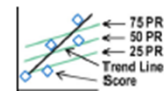
Diamonds (blue) show scores for each STAR assessment in the school year. For three or more scores, a trend line (black) is displayed. The three lines in the background (green) approximate scaled score progress based on percentile ranking of same-grade students who participated in the national norming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

← 75 PR
← 50 PR
← 25 PR
Trend Line
Score

2009-2010

| 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™
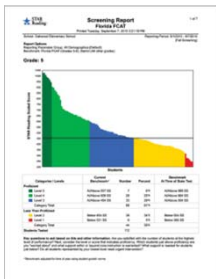
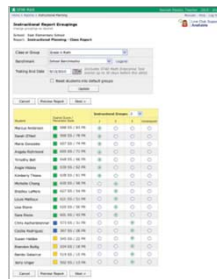**Universal Screening Based on State Test**
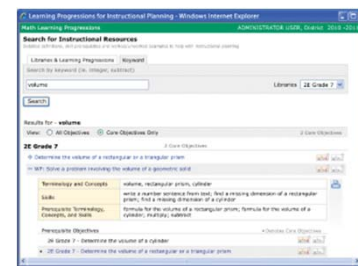
Predict State Test Proficiency
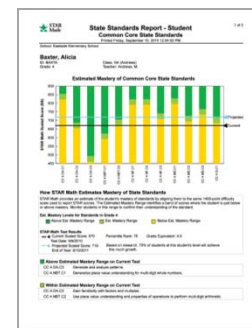
State Standards
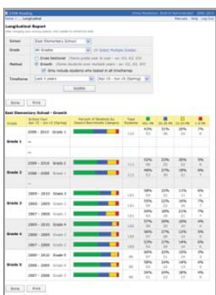
Common Core State Standards
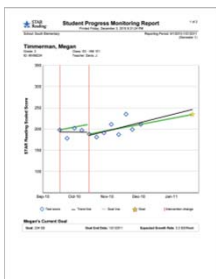
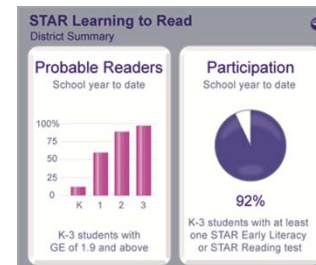**Progress Monitoring**

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

Dr. Kuchar shares Learning progressions

How can I best target instruction?

Instructional Grouping

What are my students ready to learn next?

Instructional Planning Report

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)

![Renaissance Place logo]

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

Grade	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						Tested		Not Tested	
	Academic Warning		Approaches Standards		Meets Standards		Exceeds Standards		Exemplary					
	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 On the March 2010 State Reading Accountability Assessment										STAR Reading Participation 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	%
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

Are my students growing from year to year?

Longitudinal Reporting

Learning to Read Dashboard

Are we making adequate progress with students becoming independent readers?
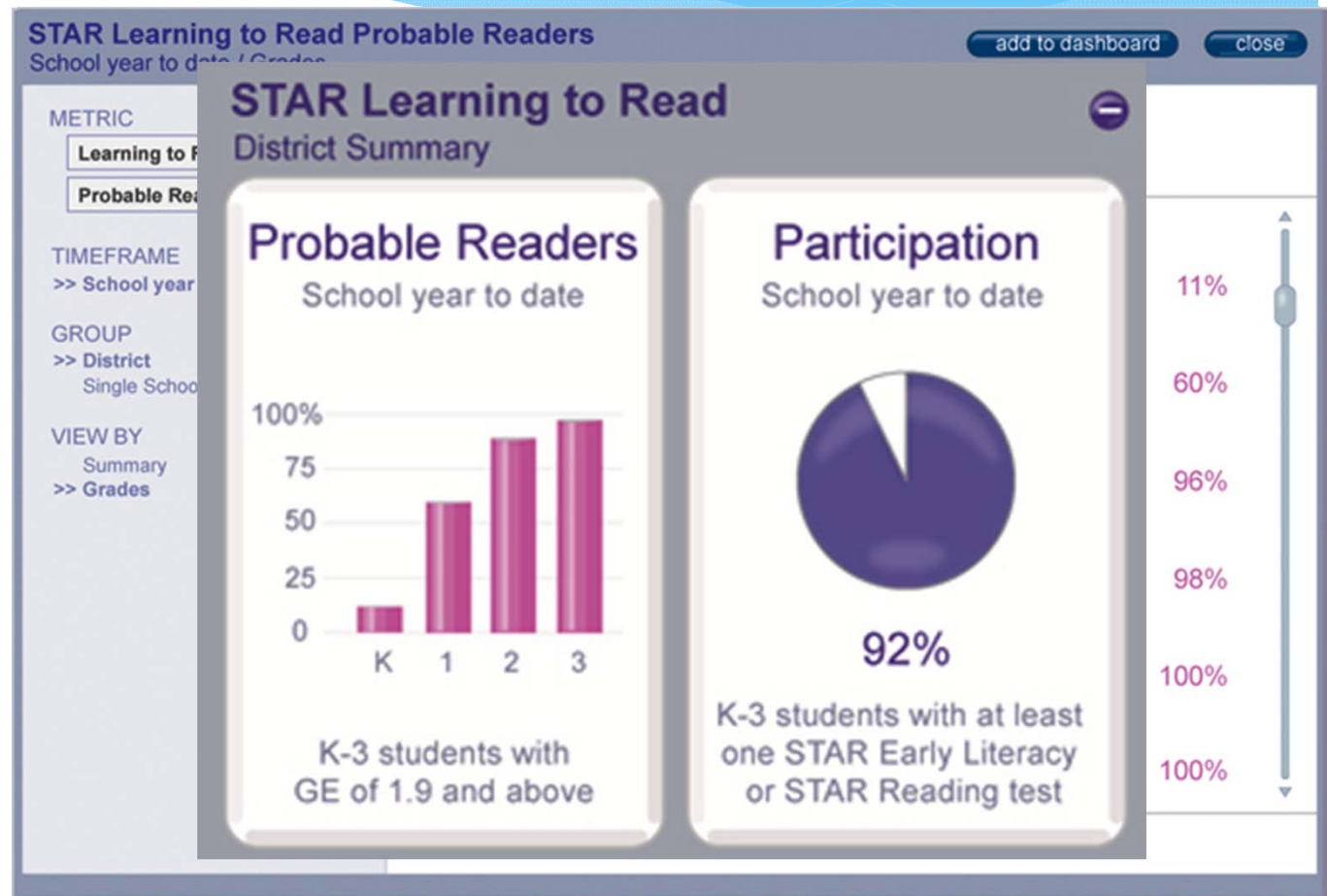
This really works

* 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 80% of the student population is in a minority sub-group as defined by NCLB. Bergenfield is not a privileged community.

The data speaks volumes

Franklin Elementary School
NJASK Grade 3 Math
Assessment Results

	2008	2009	2010	2011
Partially Proficient	6.8	6.7	4.2	2.1
Proficient	45.9	44	20.8	16.7
Advanced Proficient	47.3	49.3	75	81.3

■ Partially Proficient   ■ Proficient   ■ Advanced Proficient
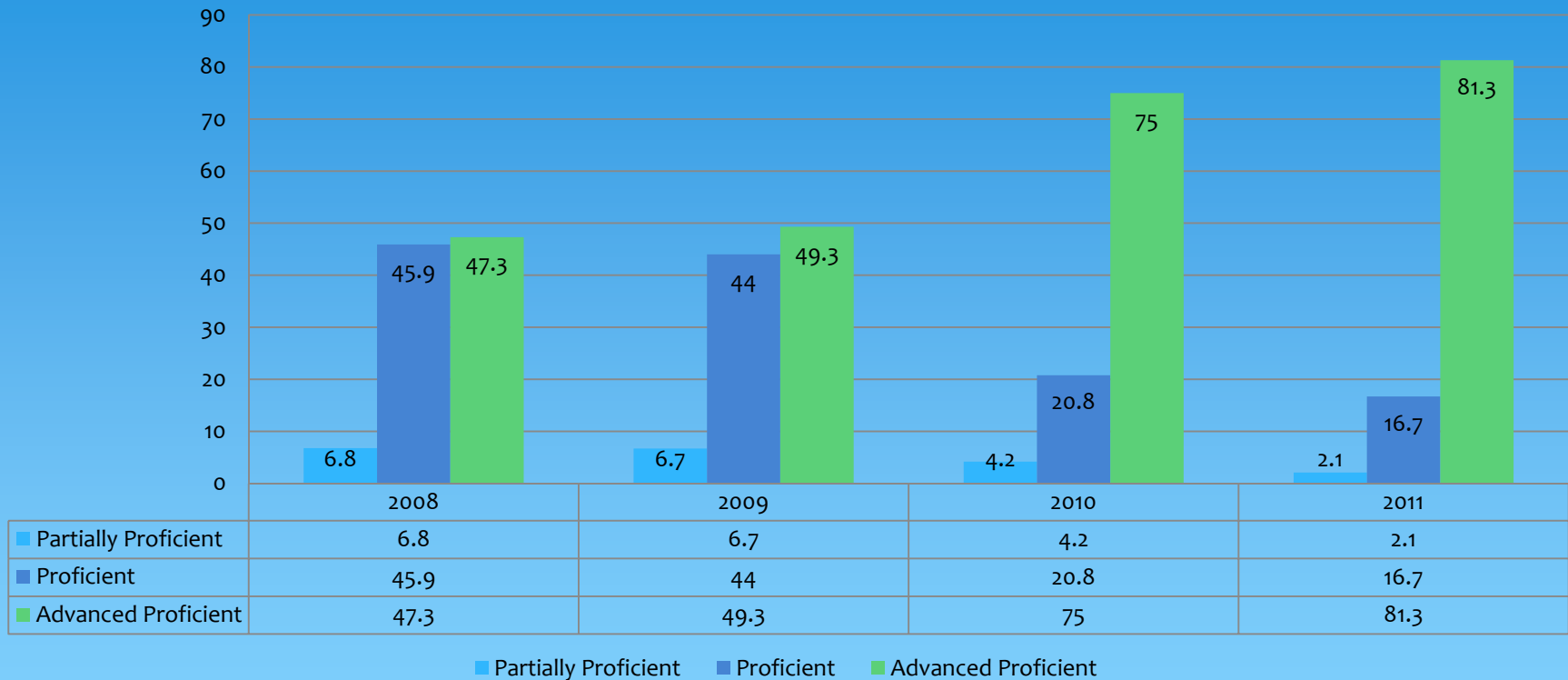
Over 34% increase in Advanced Proficient since implementation

Franklin Elementary School
NJASK Grade 4 Math
Assessment Results

	2008	2009	2010	2011
■ Partially Proficient	3.2	5.4	12.8	1.9
■ Proficient	33.9	50	38.5	51.9
■ Advanced Proficient	62.9	44.6	48.7	46.2

■ Partially Proficient ■ Proficient ■ Advanced Proficient
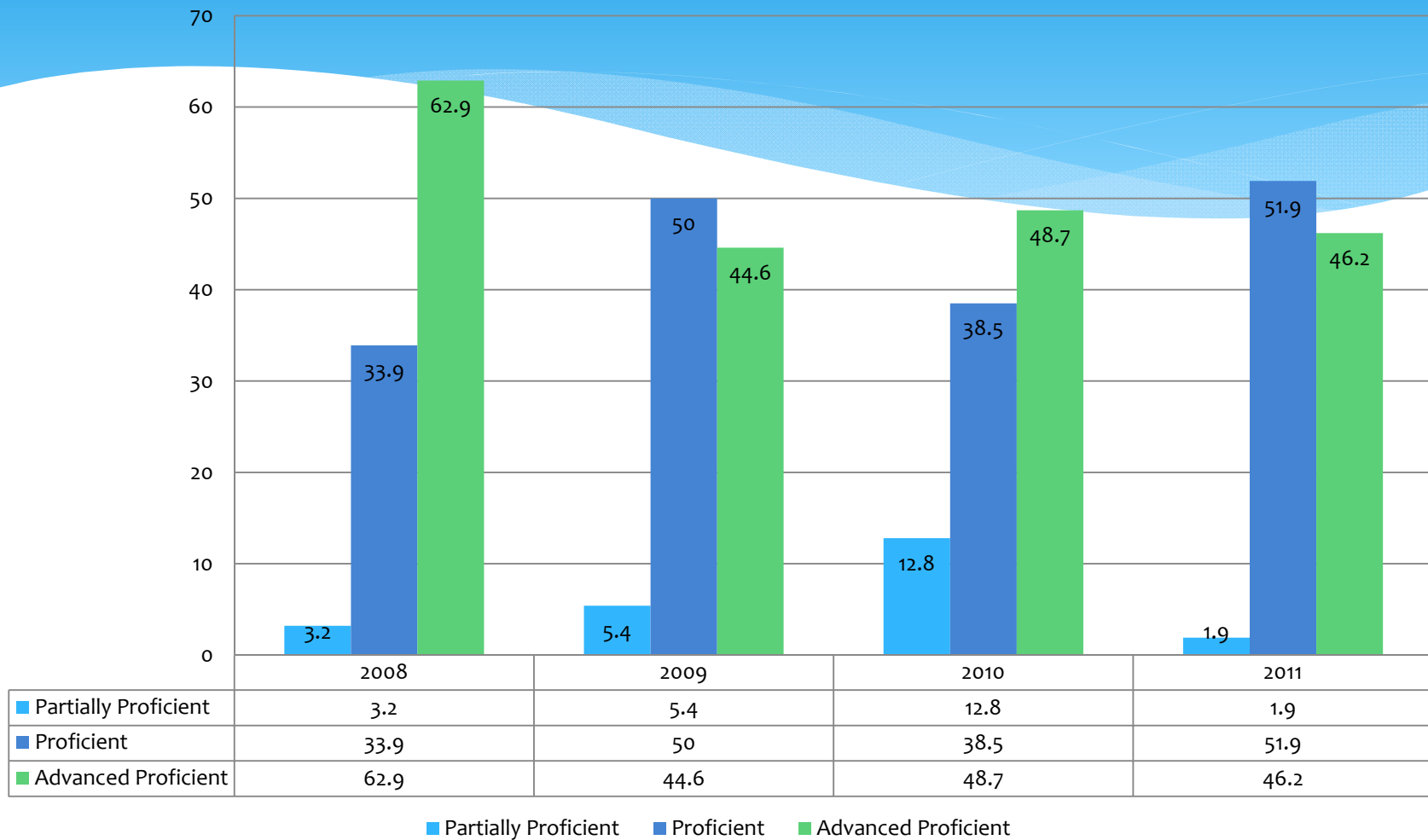
Partially Proficient down to 1.9%. Advanced Proficient steady after decrease from 2008

Franklin Elementary School
NJASK Grade 5 Math
Assessment Results

	2008	2009	2010	2011
■ Partially Proficient	4.3	6.5	5.3	5.2
■ Proficient	38.6	37.1	27.6	37.7
■ Advanced Proficient	57.1	56.5	67.1	57.1

■ Partially Proficient   ■ Proficient   ■ Advanced Proficient
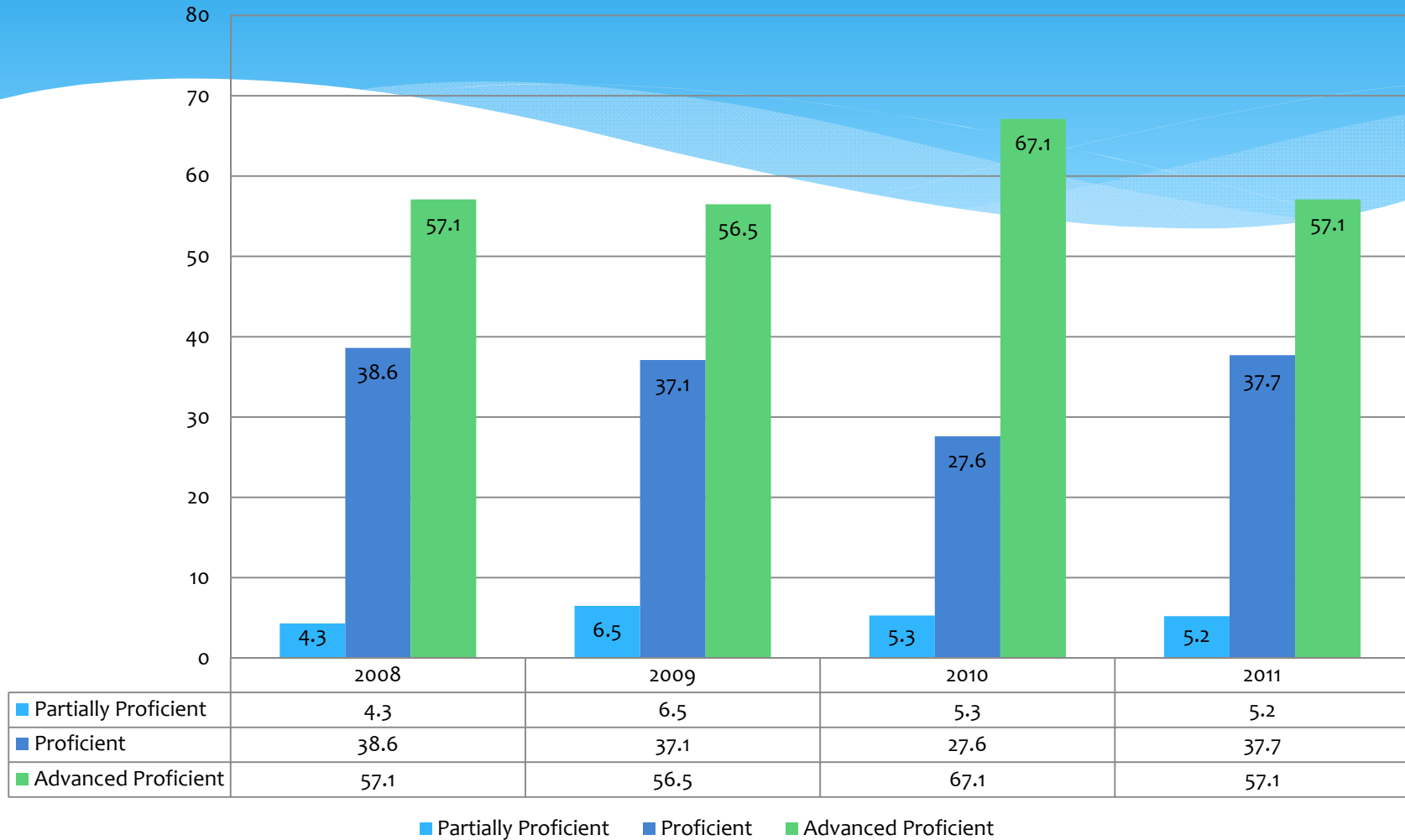
5% Partially Proficient- Data mining uncovered issues i.e. teacher preparation

Jefferson Elementary School
NJASK Grade 3 Math
Assessment Results
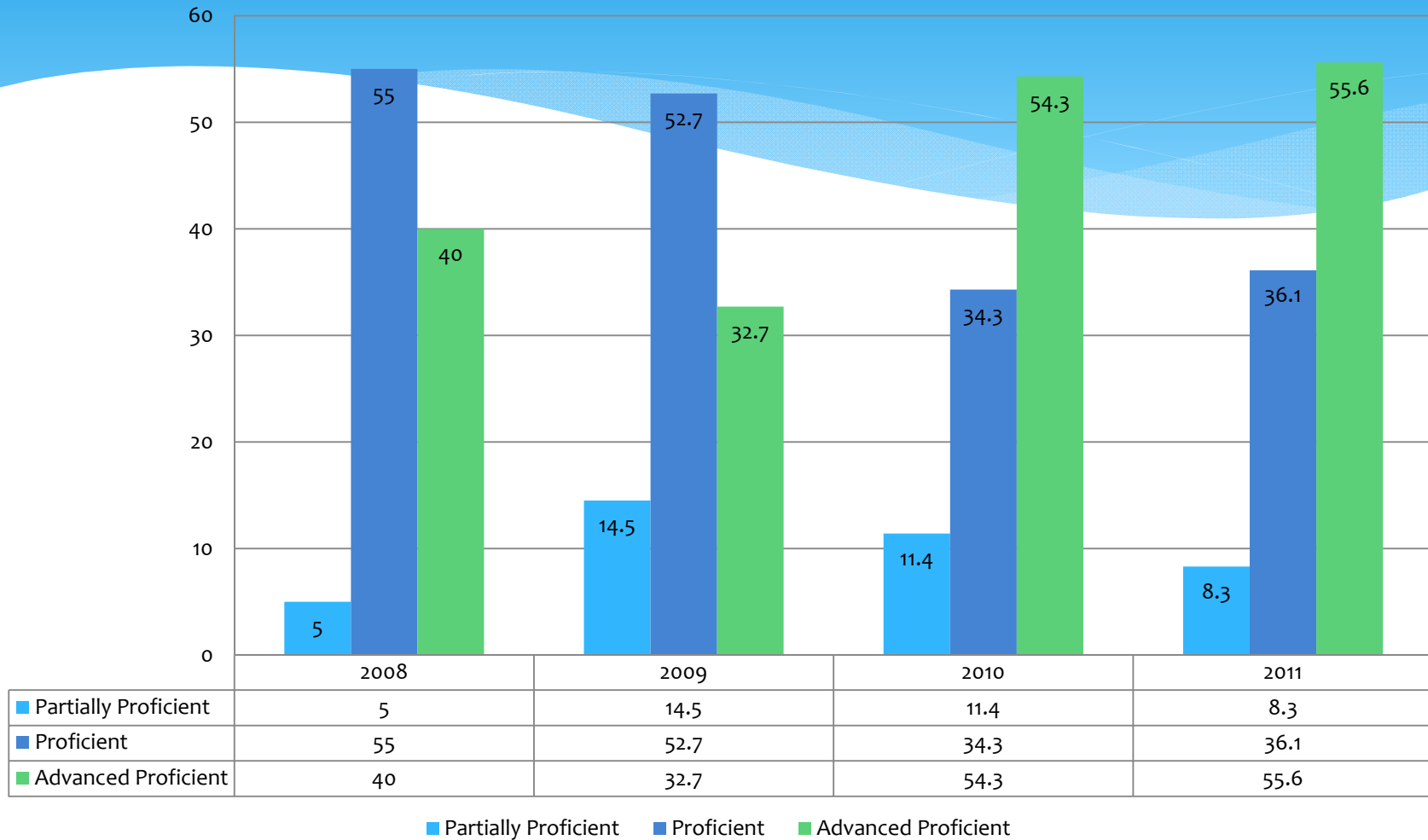
	2008	2009	2010	2011
■ Partially Proficient	5	14.5	11.4	8.3
■ Proficient	55	52.7	34.3	36.1
■ Advanced Proficient	40	32.7	54.3	55.6

■ Partially Proficient   ■ Proficient   ■ Advanced Proficient

Over 15% increase in Advanced Proficient

Jefferson Elementary School
NJASK Grade 4 Math
Assessment Results

	2008	2009	2010	2011
Partially Proficient	8	12.8	7.3	5.3
Proficient	52	51.3	40	28.9
Advanced Proficient	40	35.9	52.7	65.8

■ Partially Proficient   ■ Proficient   ■ Advanced Proficient
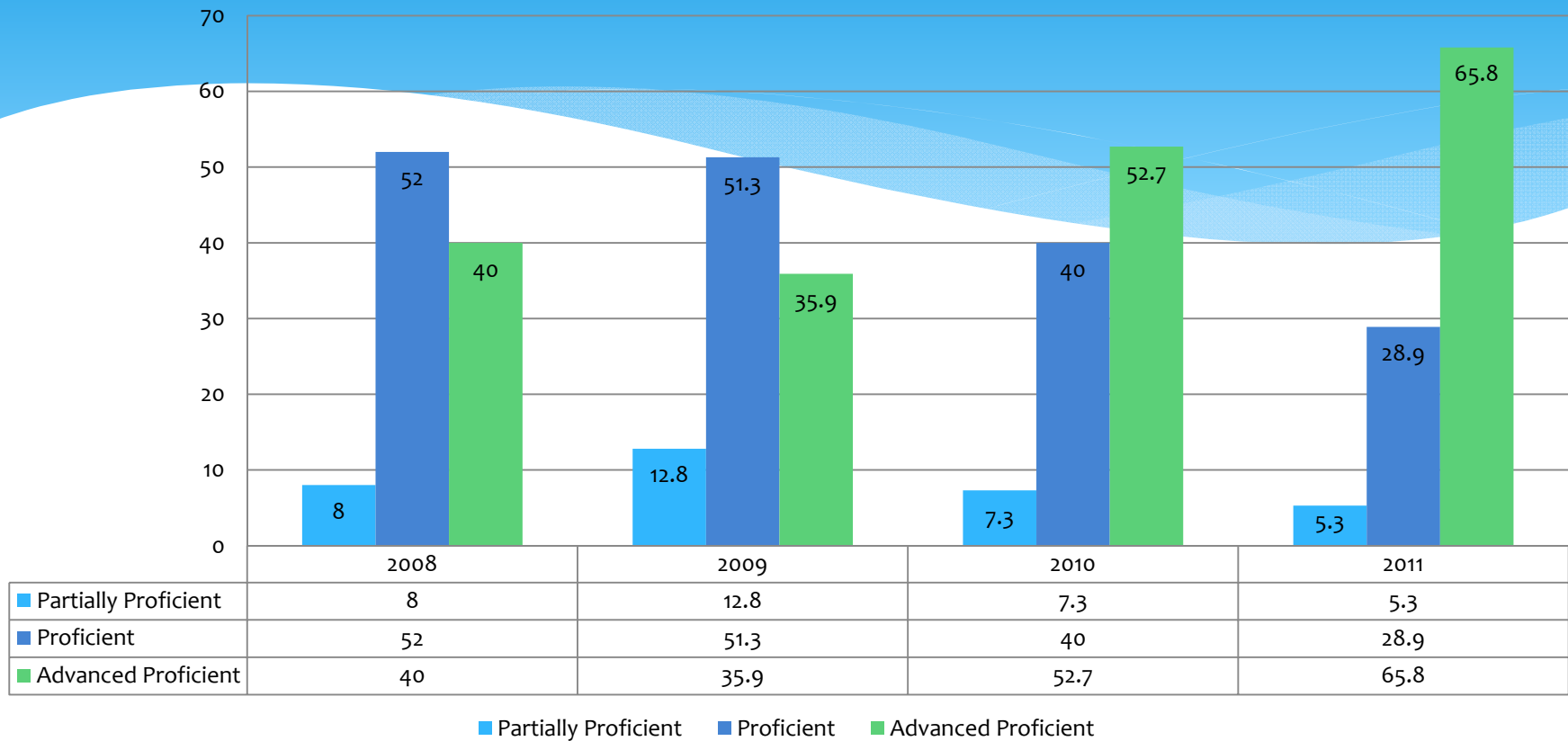
Over 16% increase in Advanced Proficient

Jefferson Elementary School
NJASK Grade 5 Math
Assessment Results
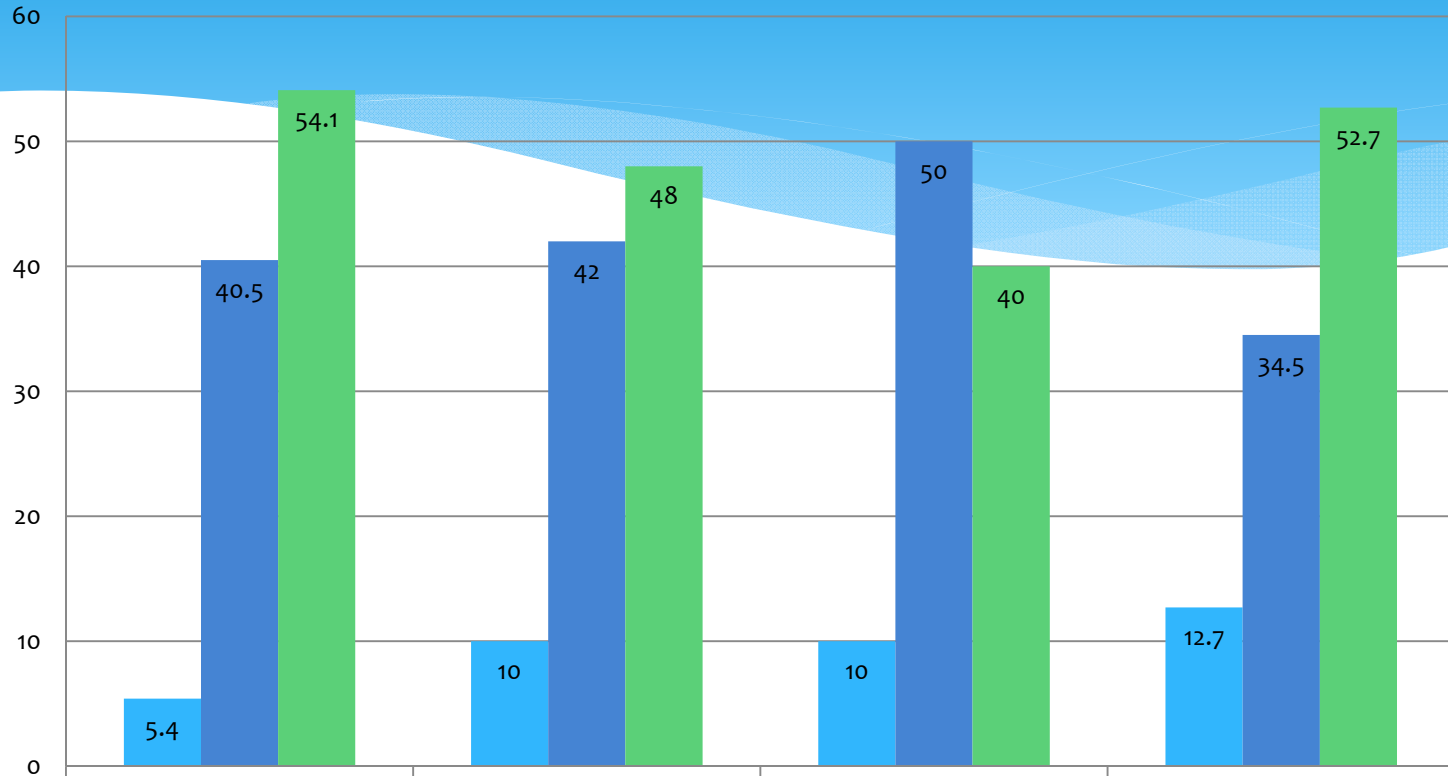
	2008	2009	2010	2011
■ Partially Proficient	5.4	10	10	12.7
■ Proficient	40.5	42	50	34.5
■ Advanced Proficient	54.1	48	40	52.7

■ Partially Proficient   ■ Proficient   ■ Advanced Proficient

Data mining uncovered issues i.e. teacher preparation

Lincoln Elementary School
NJASK Grade 3 Math
Assessment Results

	2007	2008	2009	2010	2011
■ Partially Proficient	11.5	4.9	10.7	14.3	2.4
■ Proficient	67.2	44.3	50	36.7	31
■ Advanced Proficient	21.3	50.8	39.3	49	66.7

■ Partially Proficient   ■ Proficient   ■ Advanced Proficient
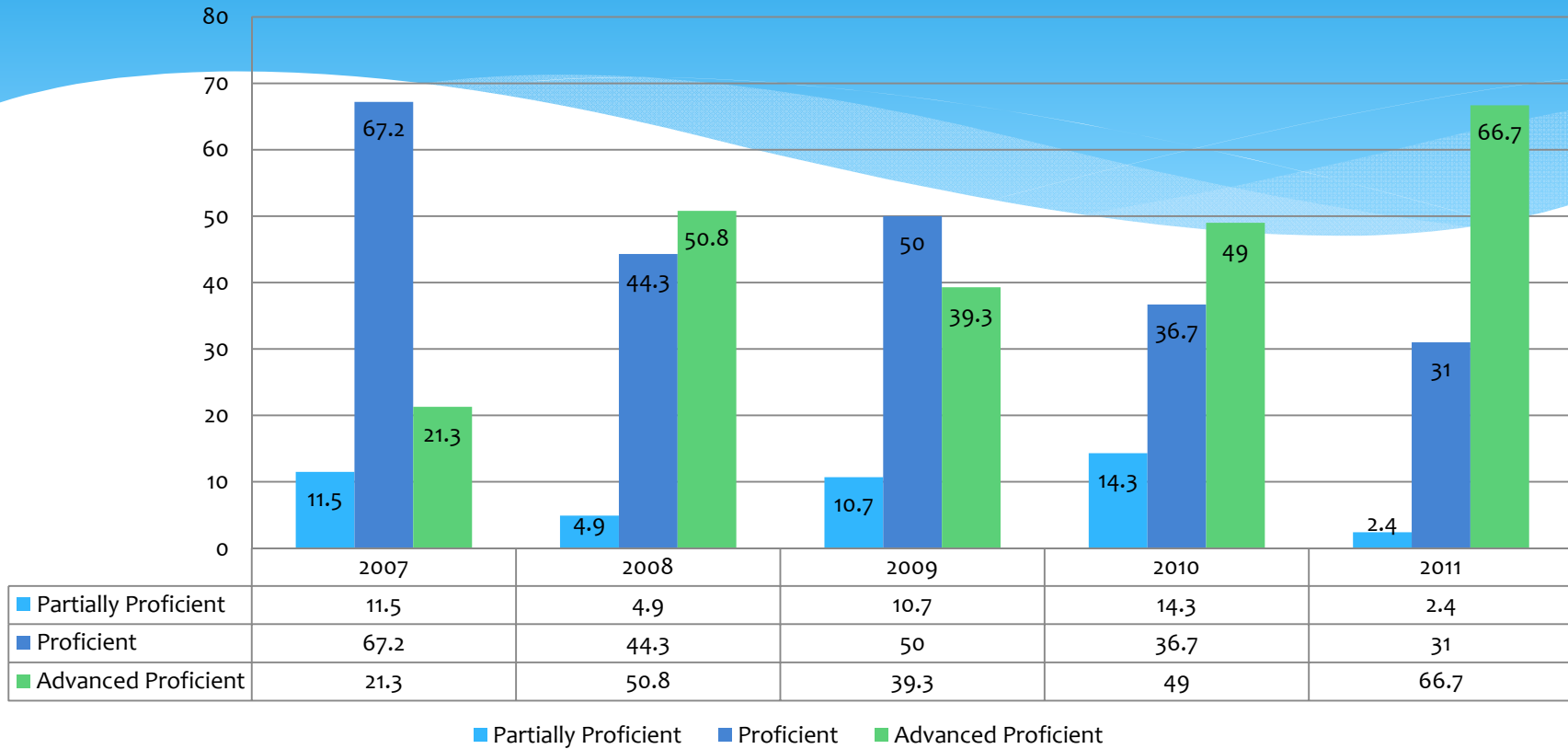
Over 45% increase in Advanced Proficient

Lincoln Elementary School
NJASK Grade 4 Math
Assessment Results

	2008	2009	2010	2011
■ Partially Proficient	8.1	15.5	12.7	12.8
■ Proficient	37.1	50.7	49.2	42.6
■ Advanced Proficient	54.8	33.8	38.1	44.7

■ Partially Proficient   ■ Proficient   ■ Advanced Proficient
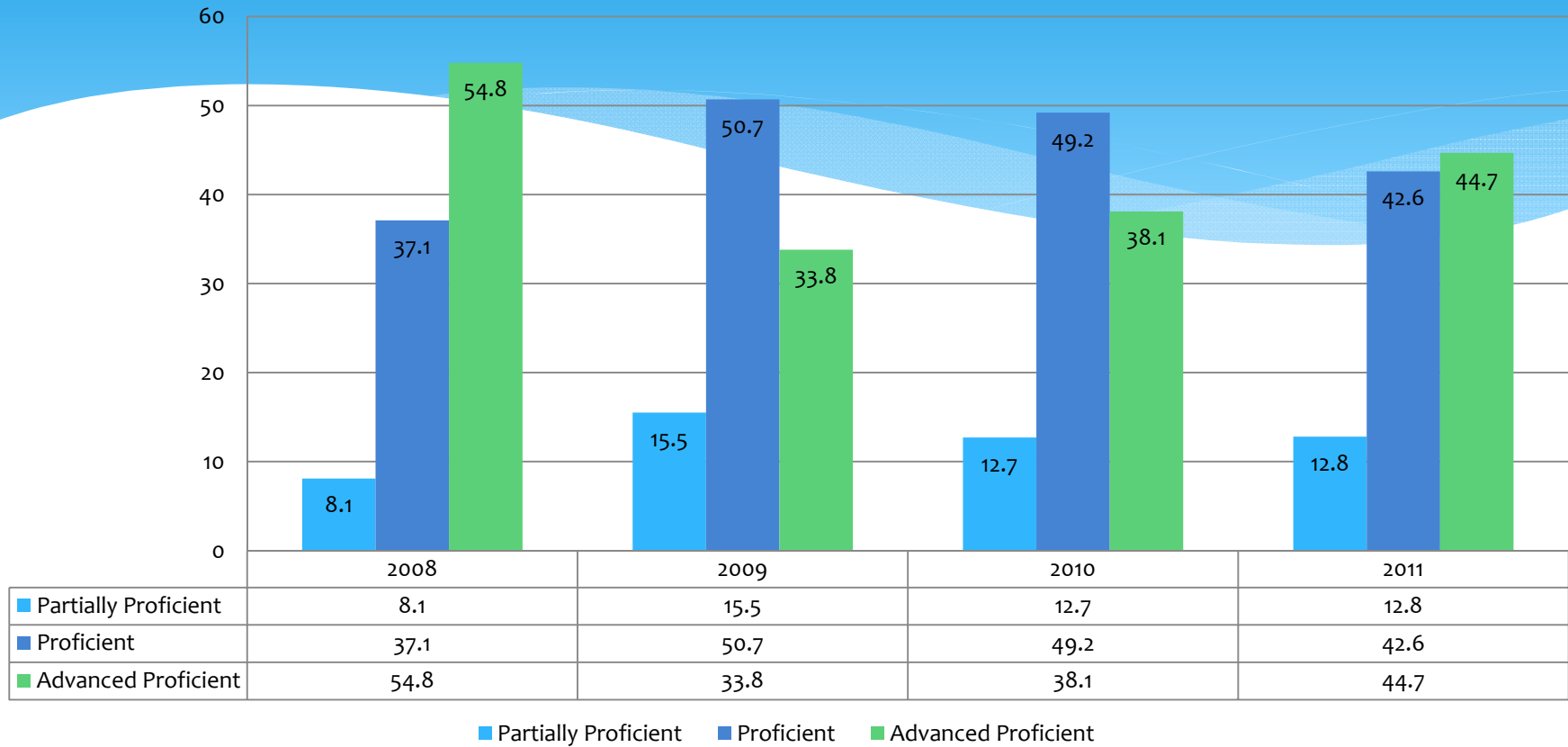
Advanced Proficient increased 11% after decrease from 2008

Lincoln Elementary School
NJASK Grade 5 Math
Assessment Results

	2008	2009	2010	2011
■ Partially Proficient	13.1	6.5	19.2	5.9
■ Proficient	54.1	51.6	47.9	45.6
■ Advanced Proficient	32.8	41.9	32.9	48.5

■ Partially Proficient   ■ Proficient   ■ Advanced Proficient
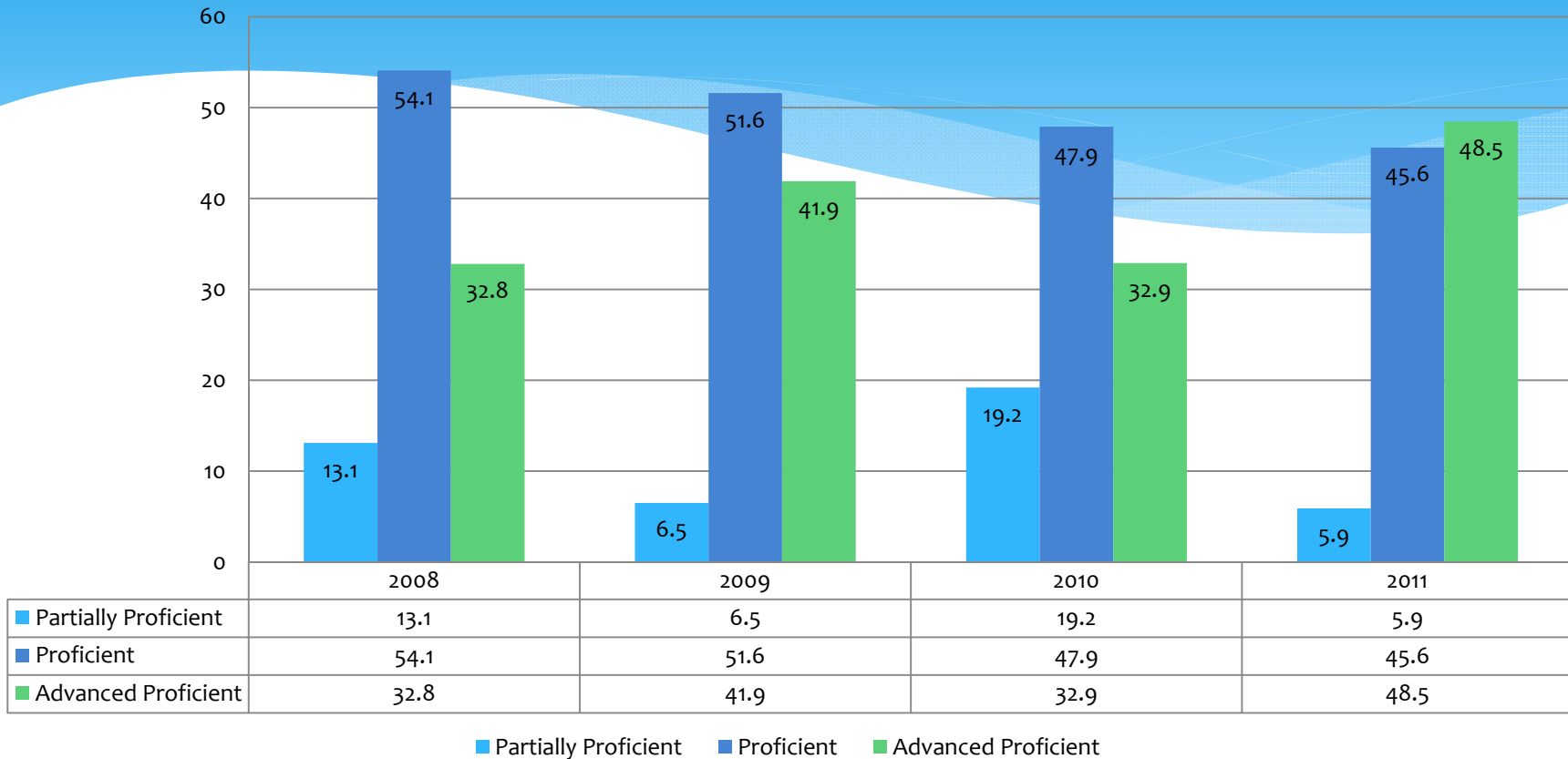
Importance of establishing patterns: Increase of over 16% Advanced Proficient

Roy W. Brown Middle School
NJASK Grade 6 Math
Assessment Results
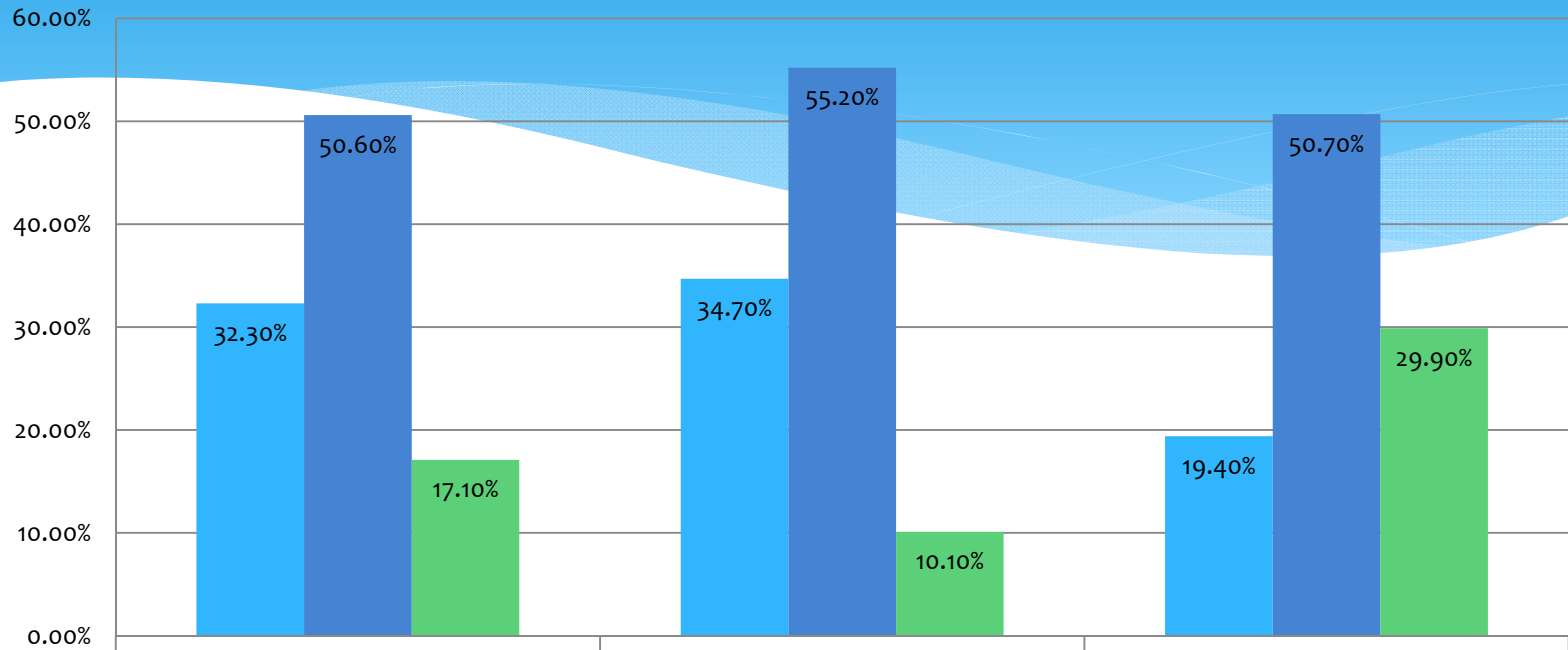
	2009	2010	2011
■ Partially Proficient	32.30%	34.70%	19.40%
■ Proficient	50.60%	55.20%	50.70%
■ Advanced Proficient	17.10%	10.10%	29.90%

■ Partially Proficient   ■ Proficient   ■ Advanced Proficient

Roy W. Brown Middle School
NJASK Grade 7 Math
Assessment Results
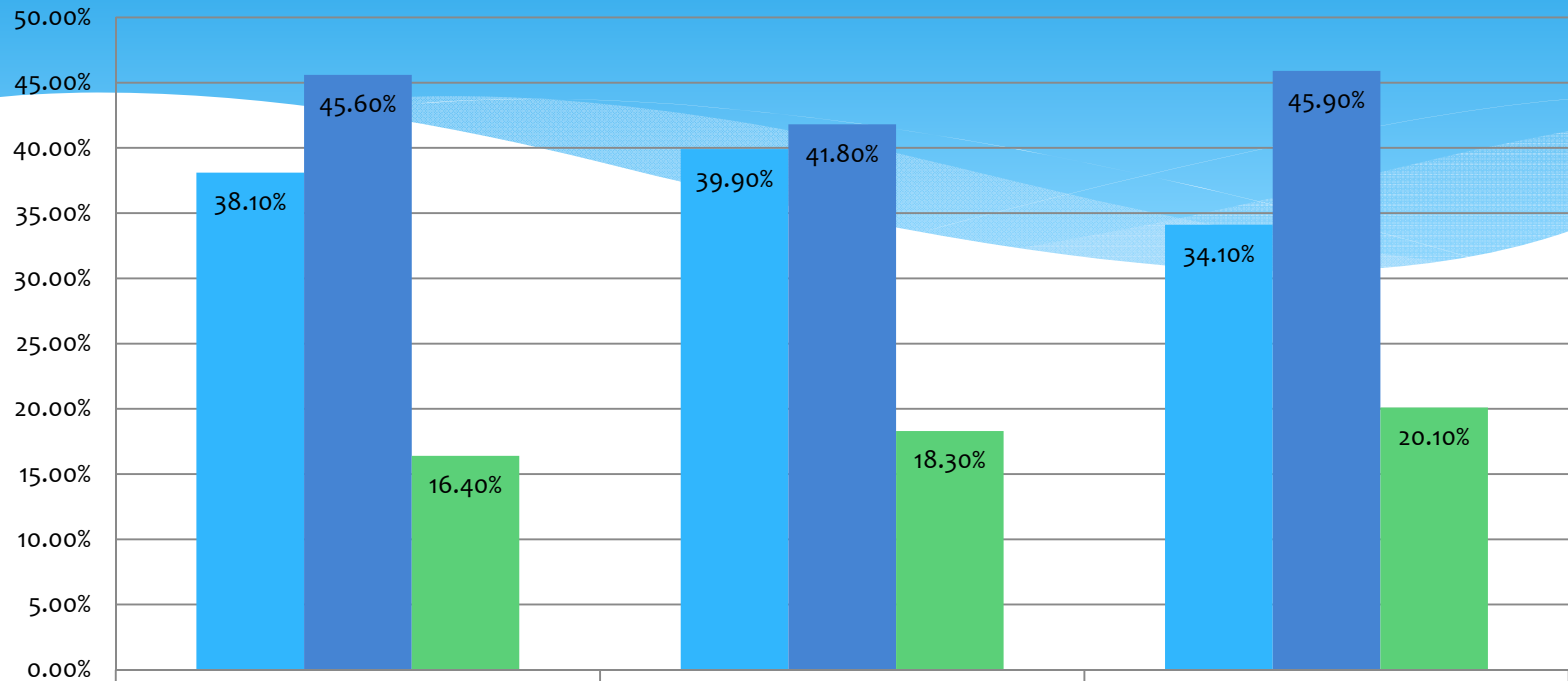
	2009	2010	2011
■ Partially Proficient	38.10%	39.90%	34.10%
■ Proficient	45.60%	41.80%	45.90%
■ Advanced Proficient	16.40%	18.30%	20.10%

■ Partially Proficient ■ Proficient ■ Advanced Proficient

Roy W. Brown Middle School
NJASK Grade 8 Math
Assessment Results
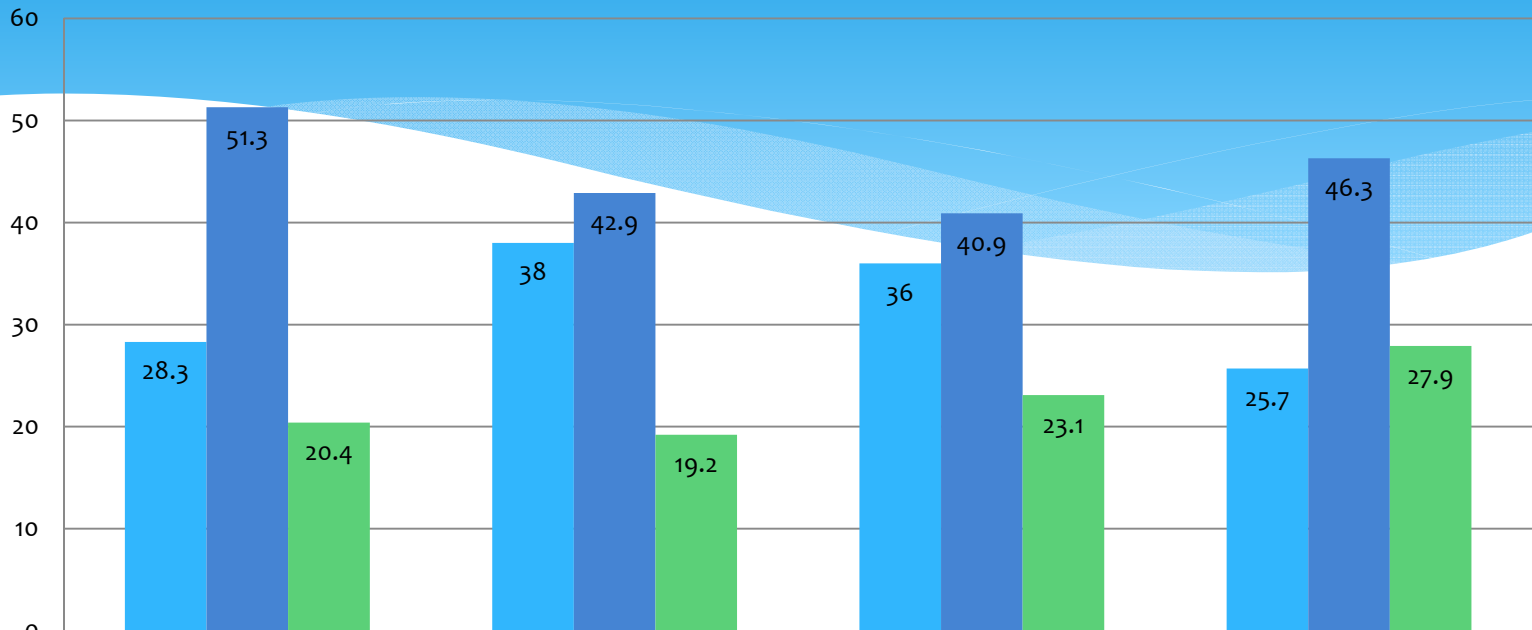
	2008	2009	2010	2011
■ Partially Proficient	28.3	38	36	25.7
■ Proficient	51.3	42.9	40.9	46.3
■ Advanced Proficient	20.4	19.2	23.1	27.9

■ Partially Proficient ■ Proficient ■ Advanced Proficient

Bergenfield High School
HSPA Grade 11 Math
Assessment Results
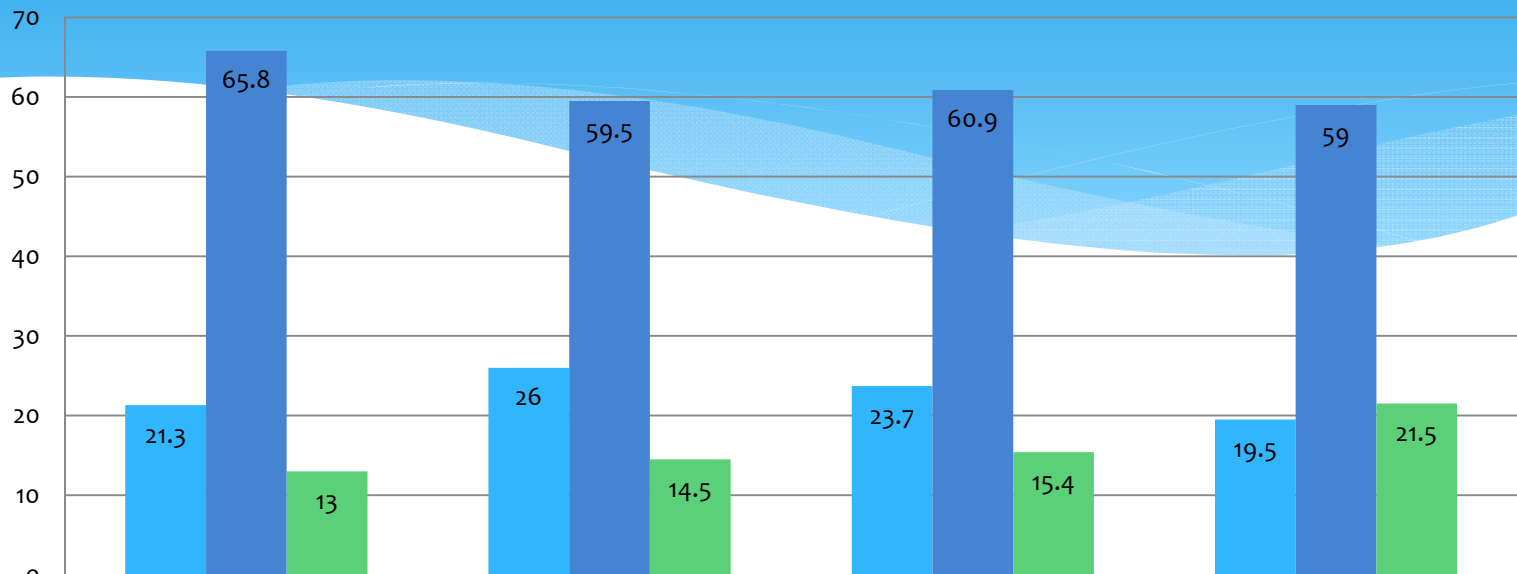
	2008	2009	2010	2011
■ Partially Proficient	21.3	26	23.7	19.5
■ Proficient	65.8	59.5	60.9	59
■ Advanced Proficient	13	14.5	15.4	21.5

■ Partially Proficient ■ Proficient ■ Advanced Proficient

Roy W. Brown Middle School
NJASK Grade 6 Language Arts & Literacy
Assessment Results
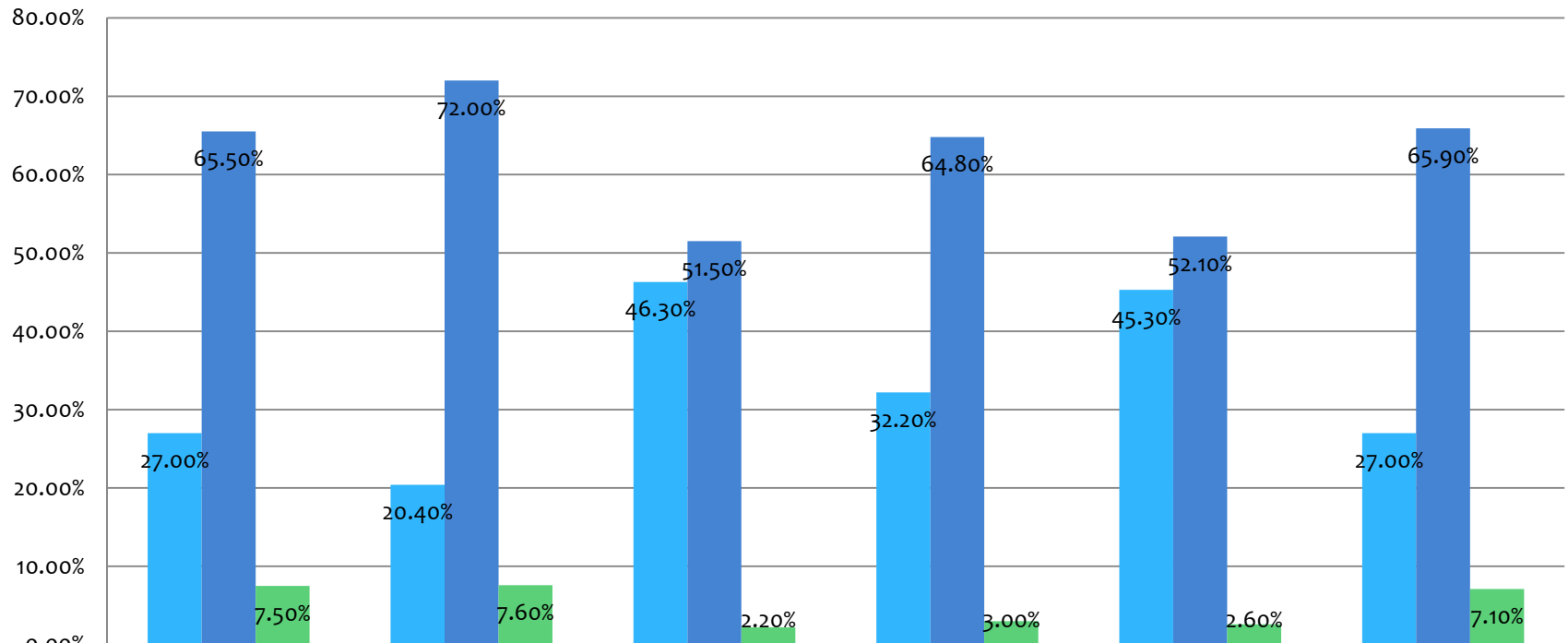
	2006	2007	2008	2009	2010	2011
Partially Proficient	27.00%	20.40%	46.30%	32.20%	45.30%	27.00%
Proficient	65.50%	72.00%	51.50%	64.80%	52.10%	65.90%
Advanced Proficient	7.50%	7.60%	2.20%	3.00%	2.60%	7.10%

Partially Proficient　Proficient　Advanced Proficient

Roy W. Brown Middle School
NJASK Grade 6 Math
Assessment Results
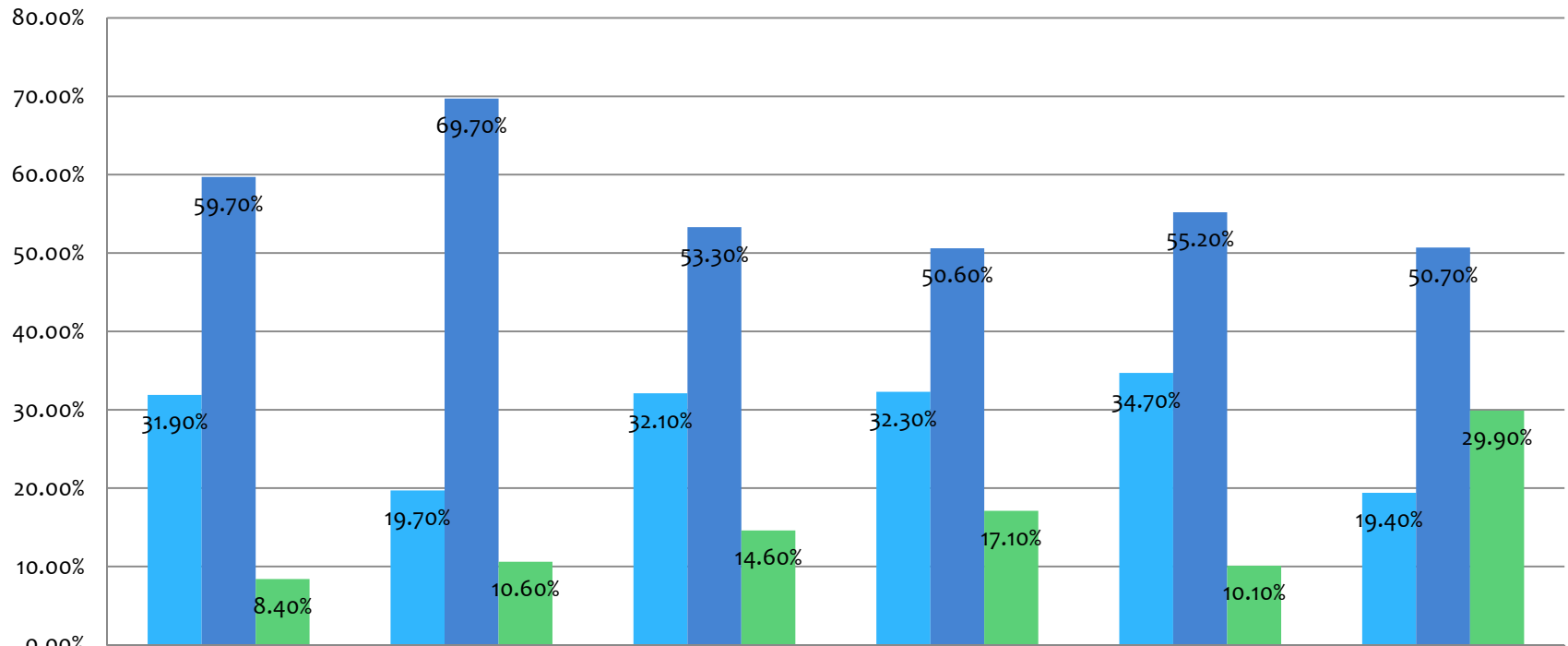
	2006	2007	2008	2009	2010	2011
Partially Proficient	31.90%	19.70%	32.10%	32.30%	34.70%	19.40%
Proficient	59.70%	69.70%	53.30%	50.60%	55.20%	50.70%
Advanced Proficient	8.40%	10.60%	14.60%	17.10%	10.10%	29.90%

■ Partially Proficient   ■ Proficient   ■ Advanced Proficient

Roy W. Brown Middle School
NJASK Grade 7 Math
Assessment Results

	2006	2007	2008	2009	2010	2011
■ Partially Proficient	33.90%	29.60%	44.90%	38.10%	39.90%	34.10%
■ Proficient	52.40%	60.40%	42.20%	45.60%	41.80%	45.90%
■ Advanced Proficient	13.70%	10.00%	13.00%	16.40%	18.30%	20.10%

■ Partially Proficient   ■ Proficient   ■ Advanced Proficient
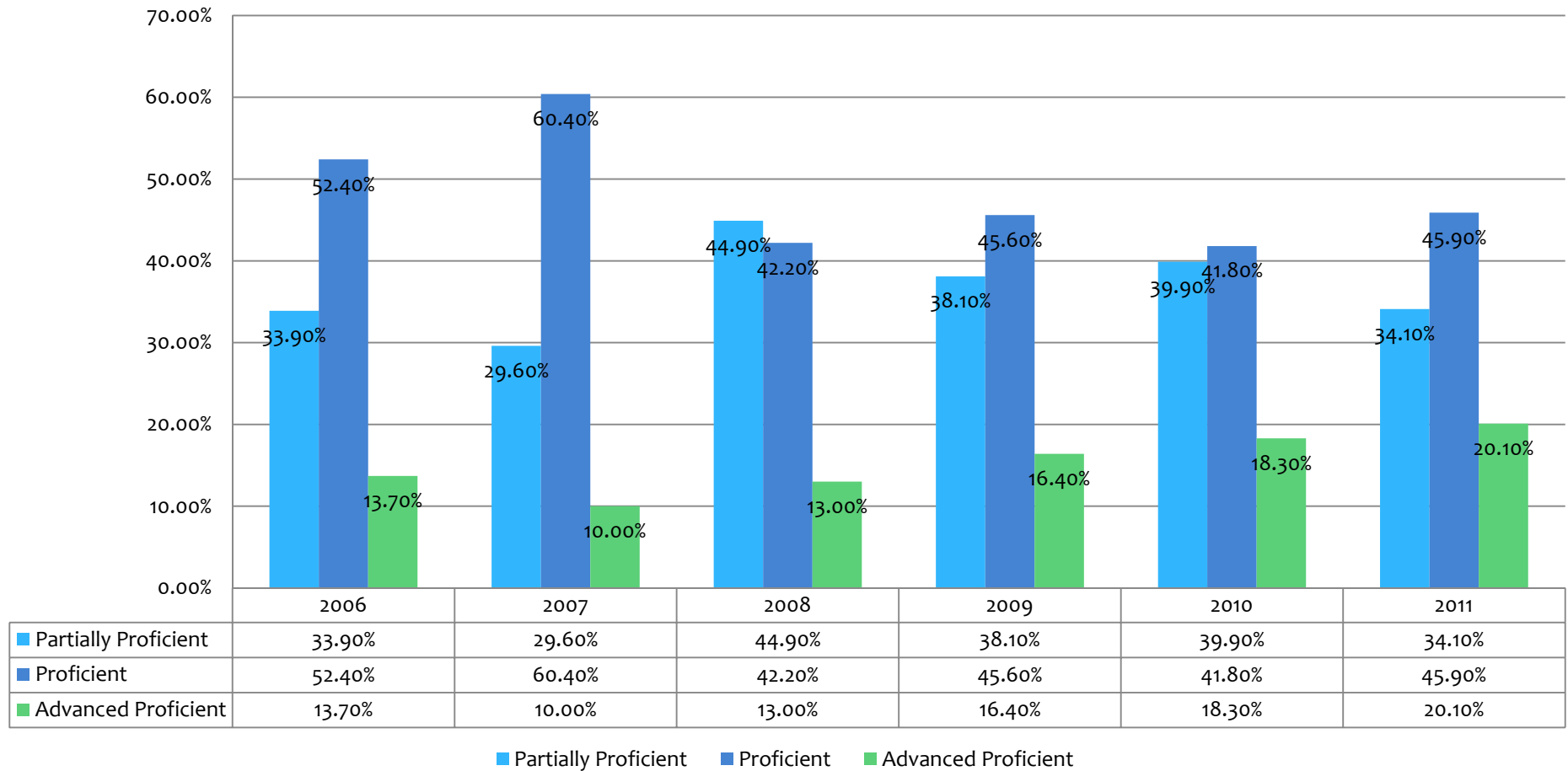
Roy W. Brown Middle School
NJASK Grade 8 Language Arts & Literacy
Assessment Results

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Partially Proficient	22.3	20.6	23.9	29.9	29.8	16.3	16	20	13.3
Proficient	75.7	76.7	72.4	68.2	64.9	75.4	79.2	67.5	73.1
Advanced Proficient	2	2.7	3.7	2.7	5.3	8.3	4.9	12.5	13.7

■ Partially Proficient ■ Proficient ■ Advanced Proficient

Roy W. Brown Middle School
NJASK Grade 8 Math
Assessment Results

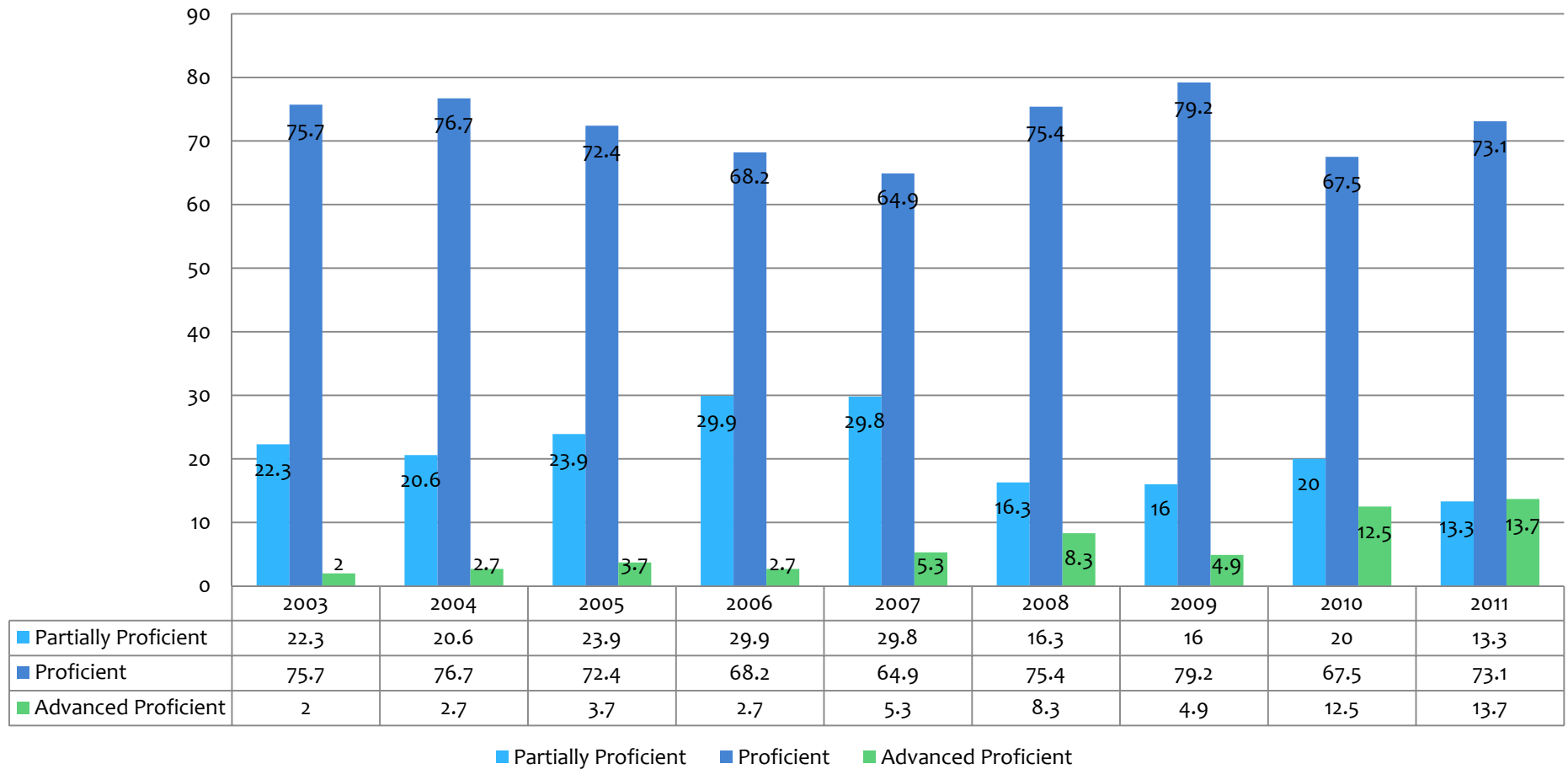|	2003	2004	2005	2006	2007	2008	2009	2010	2011
Partially Proficient	41.6	31.3	29.9	35.8	30	28.3	38	36	25.7
Proficient	44.9	44.9	55.5	49.2	49.7	51.3	42.9	40.9	46.3
Advanced Proficient	13.5	23.8	14.6	15	20.3	20.4	19.2	23.1	27.9

■ Partially Proficient ■ Proficient ■ Advanced Proficient

Franklin Elementary School
NJASK Grade 3 Math
Assessment Results

	2004	2005	2006	2007	2008	2009	2010	2011
■ Partially Proficient	5	3.8	1.5	1.8	6.8	6.7	4.2	2.1
■ Proficient	38.8	38.5	41.8	50.9	45.9	44	20.8	16.7
■ Advanced Proficient	56.2	57.7	56.7	47.3	47.3	49.3	75	81.3

■ Partially Proficient   ■ Proficient   ■ Advanced Proficient

Bergenfield's Outcomes

Based on evidence and data our teacher observations/evaluations have become a treasure hunt as we utilize student assessment data to help teacher efficacy.
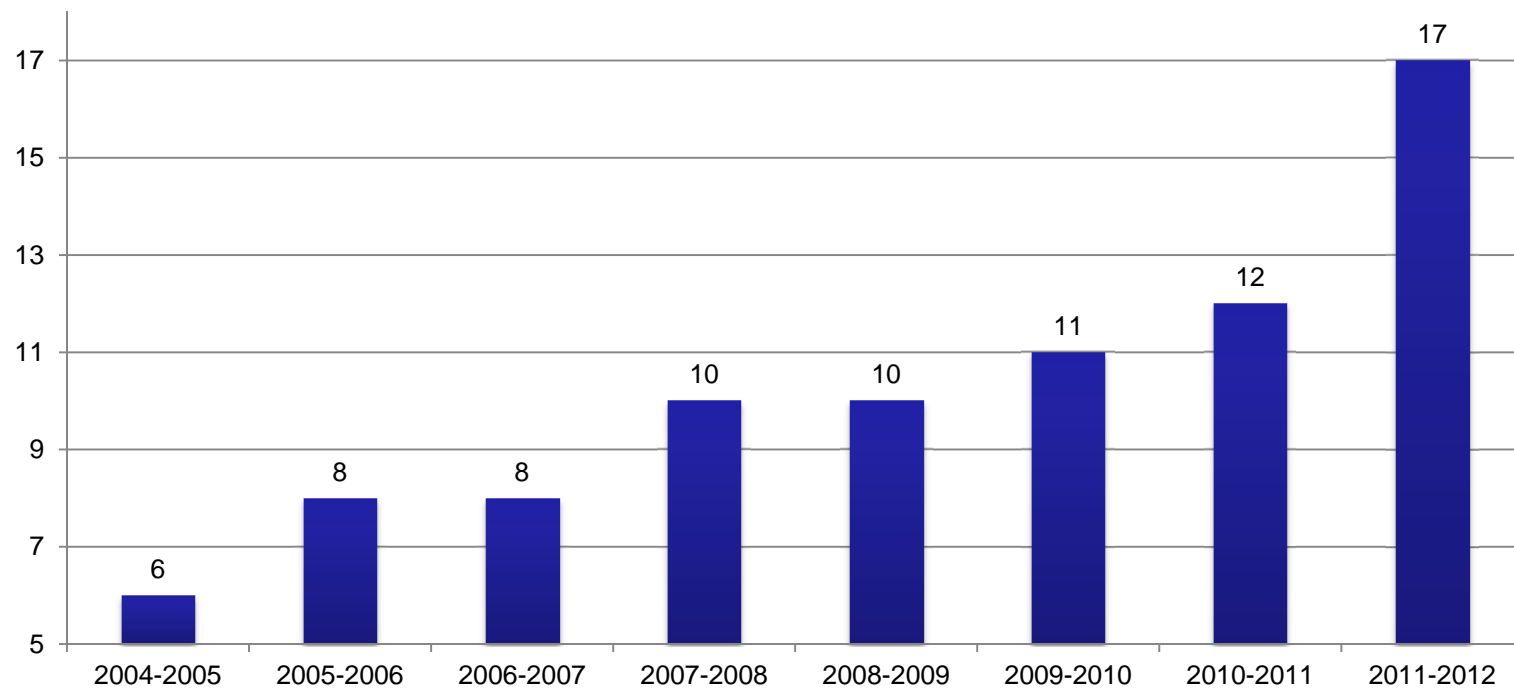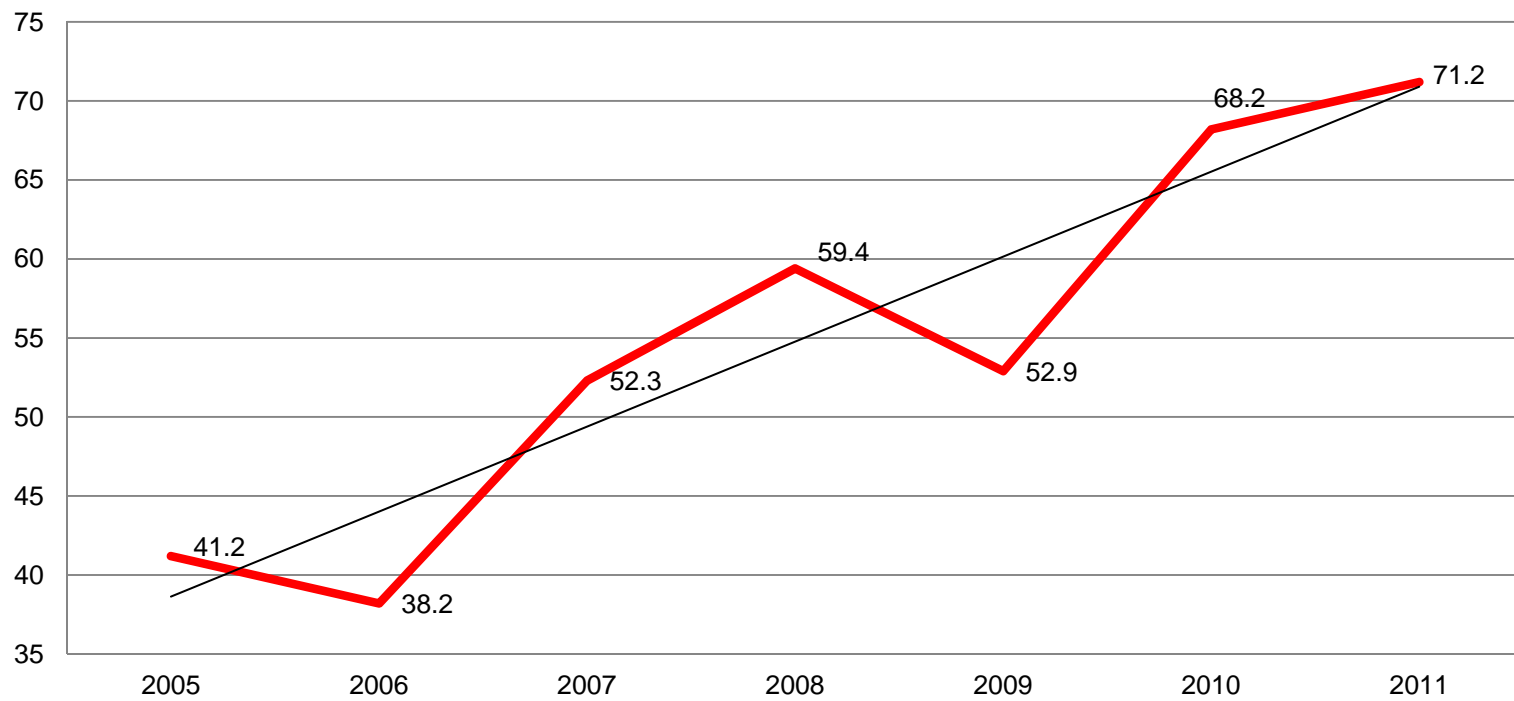
54

Focus on Student Growth has had a profound impact of changing school culture and putting focus on Academic Rigor and a collective belief that "failure is not an option!"
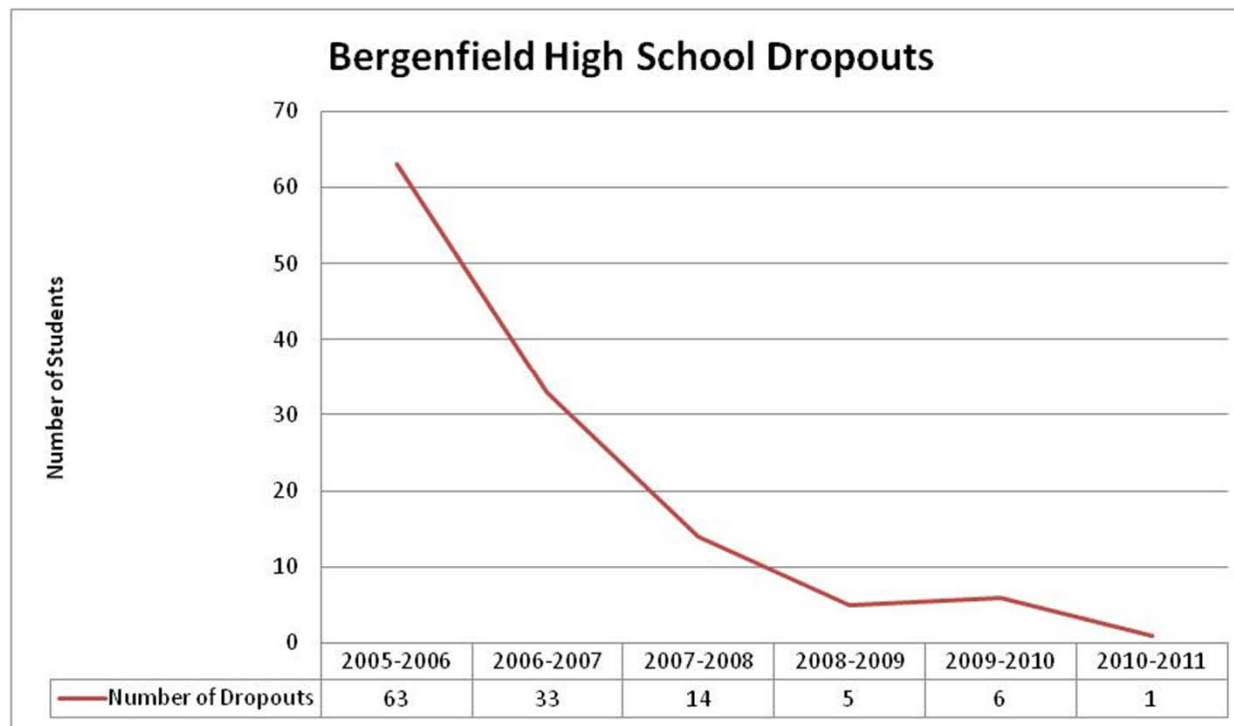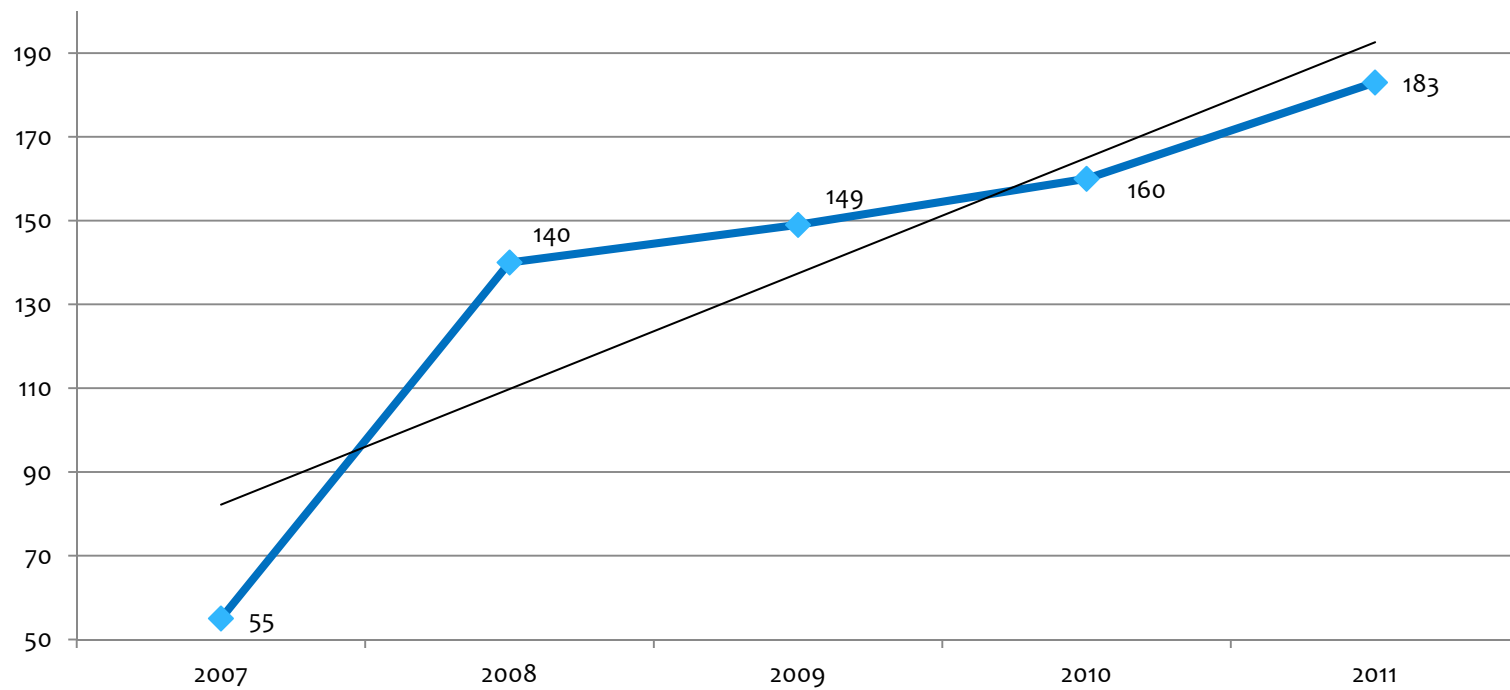
Total AP Courses

% of Total AP Students with Score 3+

High School Dropouts

Bergenfield High School Dropouts

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of Dropouts	63	33	14	5	6	1

4 Year College Attendance Rate

QUESTIONS?

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