

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

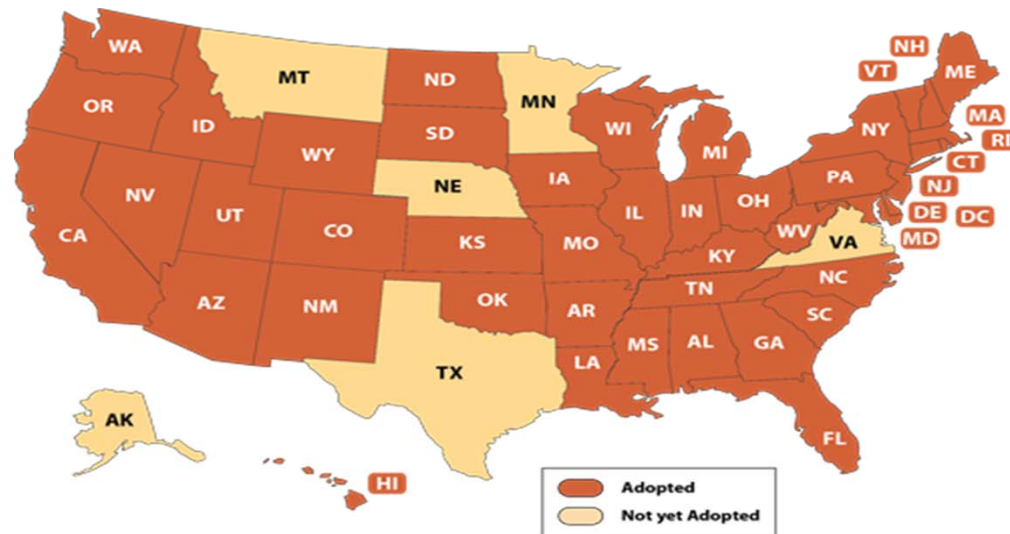


National CCS are here



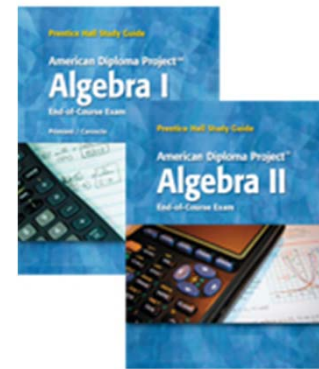
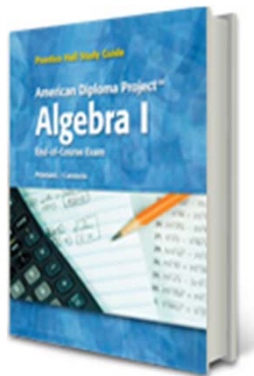
COMMON CORE STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



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

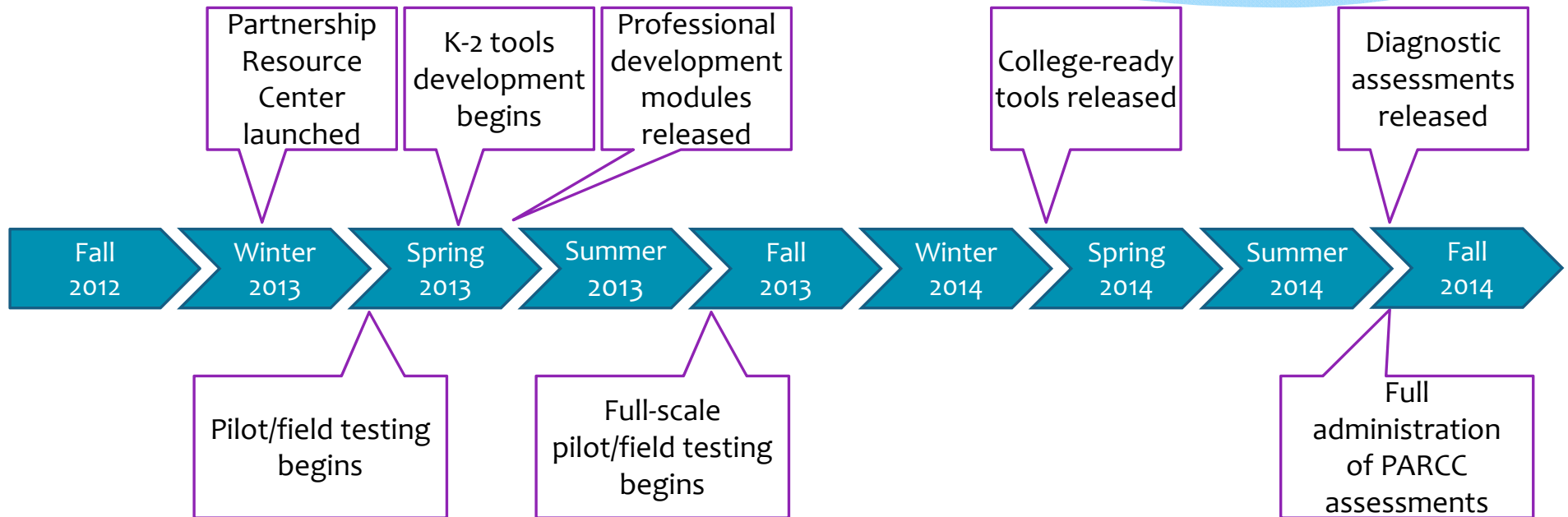
High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

← ONGOING STUDENT SUPPORTS/INTERVENTIONS →

PARCC Timeline Through Fall 2014

PARCC Tools & Resources



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

Measures of Student Achievement include:

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

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

Measures of Teacher Practice include:

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

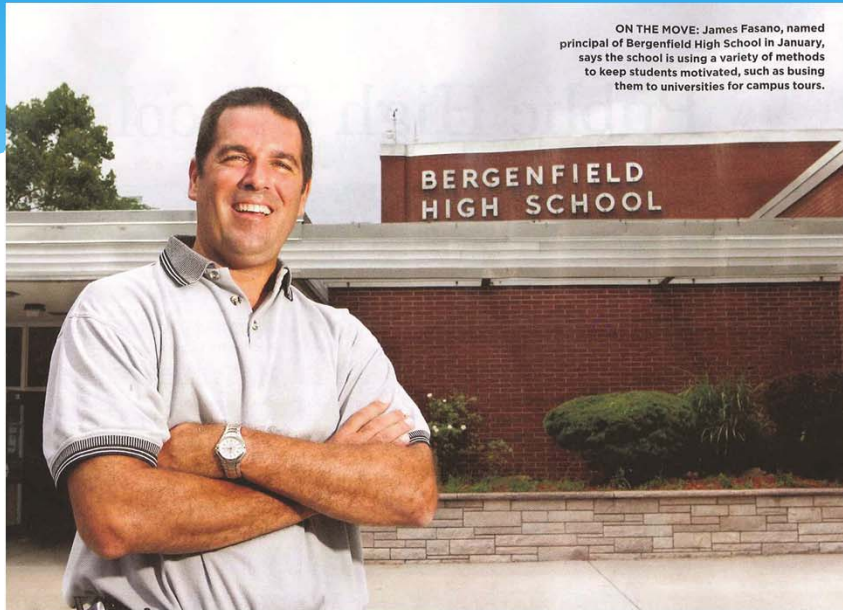
Evaluation Data Collection and Management

- * 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!



ON THE MOVE: James Fasano, named principal of Bergenfield High School in January, says the school is using a variety of methods to keep students motivated, such as busing them to universities for campus tours.

New Jersey

MONTHLY

September 2010

Making up Ground in BERGENFIELD

BY
JACQUELINE
MROZ

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

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

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

Originally settled by Swedish and Dutch immigrants, Bergenfield later attracted

new arrivals from Italy and Ireland. Today, the town of 25,600 residents is mainly home to families with children who are on their way to being first-generation college students. The high school's population of

1,250 students is 30 percent Filipino, 30 percent Hispanic, and about 30 percent white, says Kuchar. "Their parents want the best for their children," he says. "They want them to have a part of the American dream."

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

How did they do it?

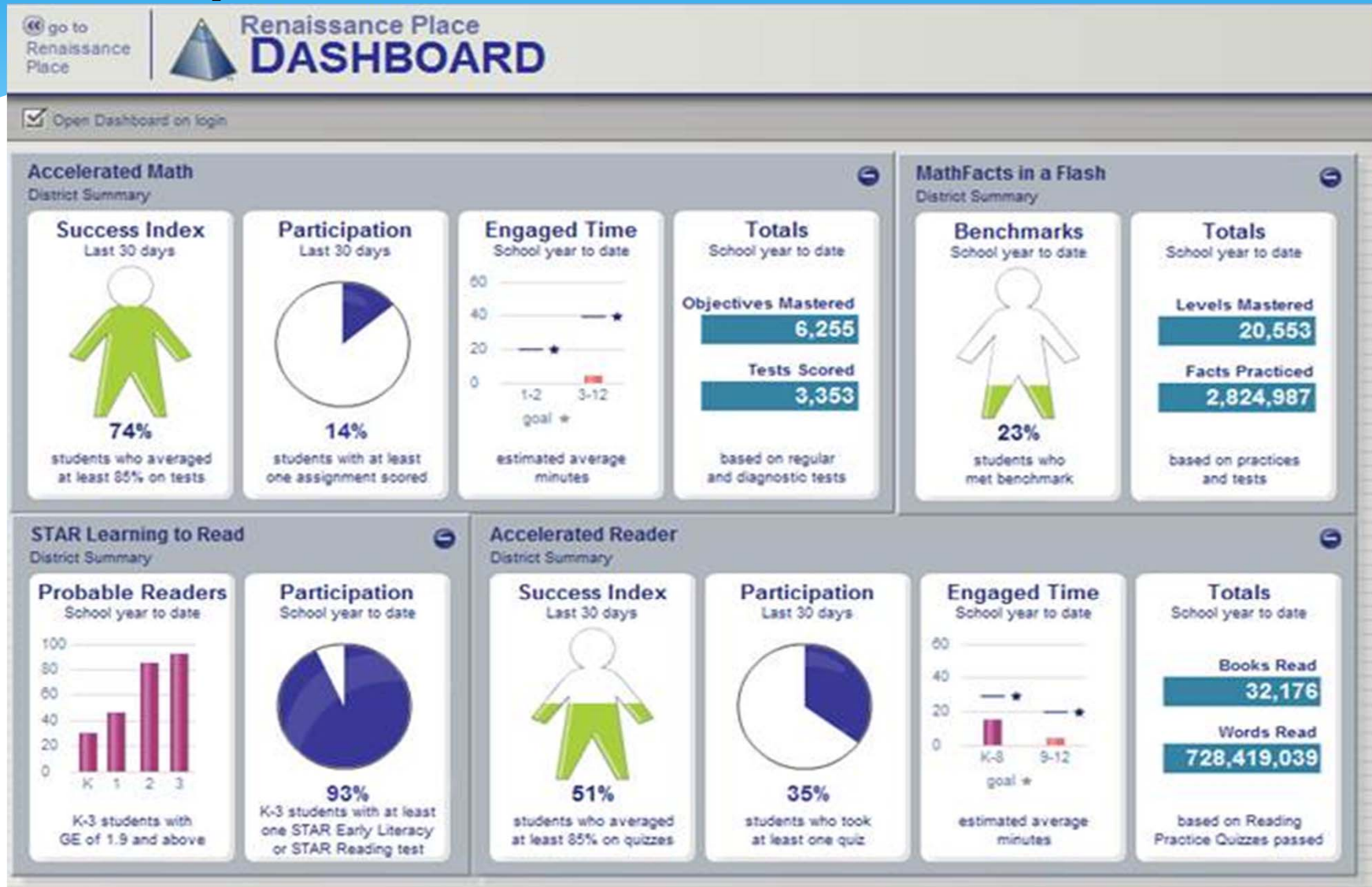
Over the past few years, school officials have focused intensely on academic achievement, creating pro-

(Continued on page 79)

Top 10 Most Improved High Schools

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

Superintendent's AM Routine



District Mantra

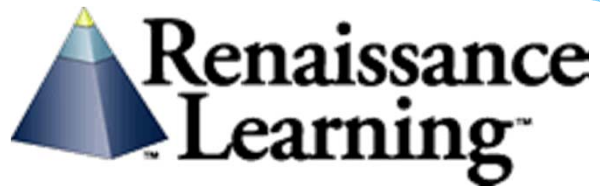
“If it is not measured, it will not be accomplished.”

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.



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)

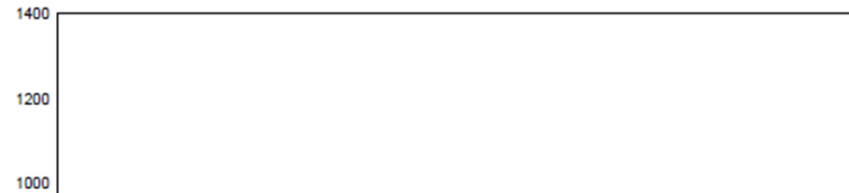
1. Numbers and Operations
2. Algebra
3. Geometry and Measurement
4. Data Analysis, Statistics and Probability

54 Skill Sets / 550 SKILLS

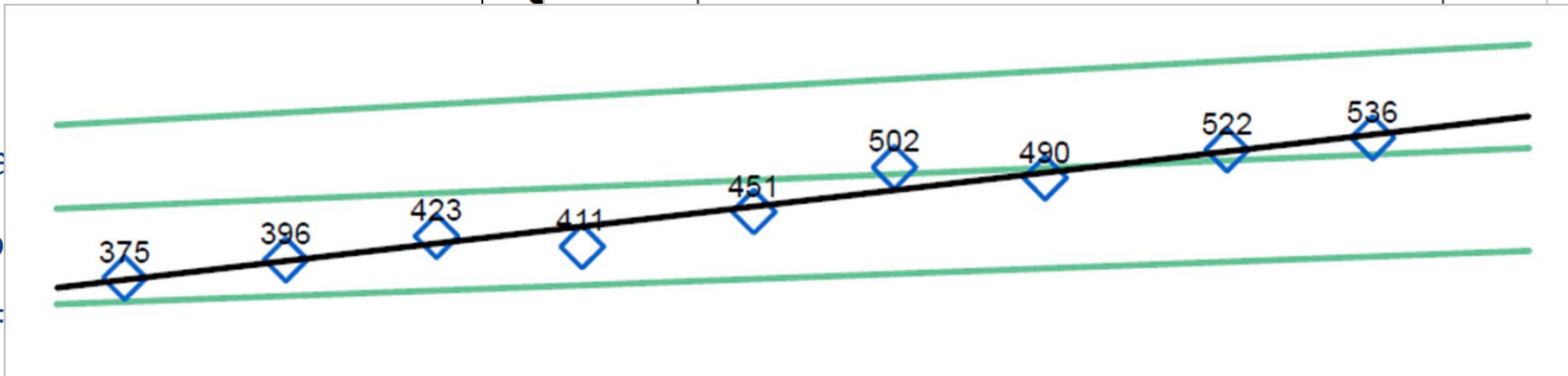
Class: HR101 Beeman

Grade: 4

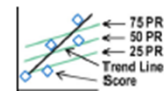
Teacher: Beeman, Alice



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



2009-2010
 Sep-09 Oct-09 Nov-09 Dec-09 Jan-10 Feb-10 Mar-10 Apr-10 May-10 Jun-10

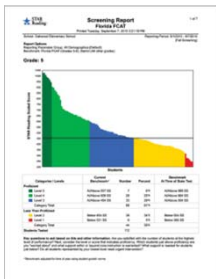


Diamonds (blue) show scores for each STAR assessment in the school year. For three or more scores, a trend line (black) is displayed. The three lines in the background (green) approximate scaled score progress based on percentile ranking of same-grade students who participated in the national norming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

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



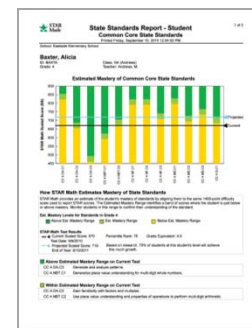
STAR Enterprise™



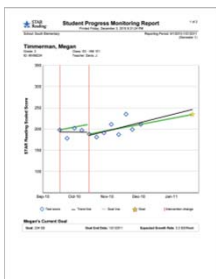
Universal Screening Based on State Test



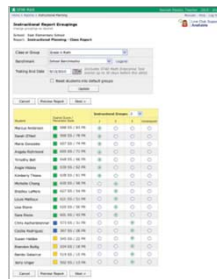
Predict State Test Proficiency



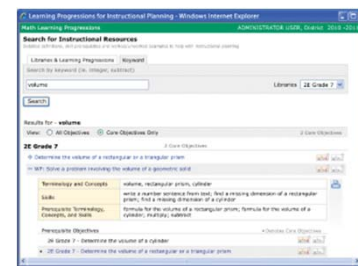
**State Standards
Common Core State Standards**



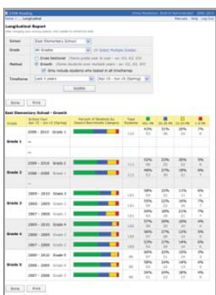
Progress Monitoring



Support for Differentiated Instruction



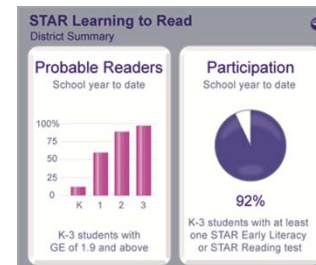
**Learning Progressions
Instructional Resources**



Year-to-year Longitudinal Progress



Instructional Planning



Learning to Read Dashboard

School: East Elementary School

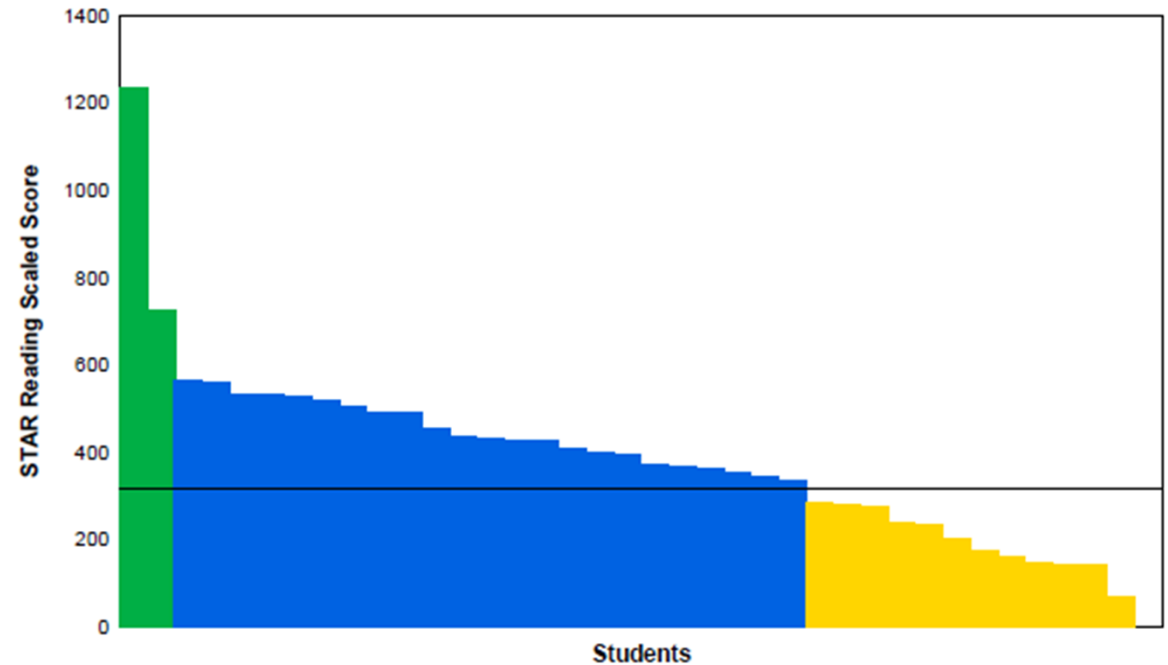
Reporting Period: 9/1/2011 - 9/15/2011
(Fall)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 3

Which students aren't reaching benchmark?

State Screening Report



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

Dr. Kuchar shares Learning progressions

How can I best target instruction?

Instructional Grouping

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

Instructional Report Groupings
 Change groupings as desired

School: **Franklin Elementary School**
 Report: **Instructional Planning - Class Report**

Class or Group: Grade 5, Class A, 2010-2011
 Benchmark: Colorado CSAP Legend
 Testing End Date: 9/13/2010 (includes STAR Math Enterprise Test scores up to 30 days before this date)
 Reset students into default groups
 Update

Cancel Preview Report Next >

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

What are my students ready to learn next?

Instructional Planning Report



Instructional Planning Report for Lisa Stone

1 of 2

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

School: Oakwood Elementary School
Class: Math 4A

Teacher: Mrs. M. Adams
Grade: 4

STAR Math Enterprise Test Results

Test Date: 09/13/2010 Current SS (Scaled Score): 602 Projected SS for 06/10/11: 634
Algebra Readiness: Lisa has not yet met the end of year algebra readiness grade level expectations for grade 4.

Lisa's Current Performance



Skills to Learn

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

Numbers and Operations

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

Skills to Learn

- ☛ Multiply a 3- or 4-digit whole number by a 1-digit whole number
- ☛ Multiply a 2-digit whole number by a 2-digit whole number
- ☛ Multiply a 3-digit whole number by a 2-digit whole number
- ☛ Multiply three 1- and 2-digit whole numbers
- ☛ WP: Multiply a multi-digit whole number by a 1-digit whole number

Algebra

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

Skills to Learn

- ☛ Identify a missing term in a multiplication or a division number pattern
- ☛ Extend a growing pictorial or nonnumeric pattern
- ☛ Identify a missing figure in a growing pictorial or nonnumeric pattern
- ☛ Identify a missing figure in a repeating pictorial or nonnumeric pattern
- ☛ Generate a table of paired numbers based on a rule

Geometry and Measurement

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

Skills to Learn

- ☛ Convert between customary units of capacity using whole numbers
- ☛ Convert between customary units of weight using whole numbers
- ☛ Convert between metric units of capacity using whole numbers

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

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

Learning Progressions

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 (i.e. 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

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

Fish Tank

13 in.
22 in. 12 in.

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

7 in.
 $A = 30 \text{ in}^2$

Fish Tank

13 in.
21 in. 9 in.

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

How well are my students responding to intervention?

Student Progress Monitoring Report (Tully)

STAR Reading **Student Progress Monitoring Report** 1 of 2
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*										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
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
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.

1 of 1

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Are my students mastering State Standards?

State Standards Report



State Standards Report - Student Common Core State Standards

1 of 2

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

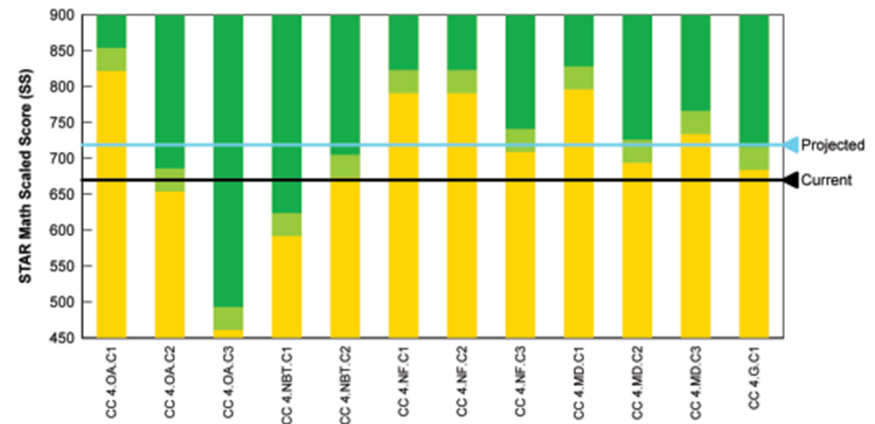
School: Eastside Elementary School

Baxter, Alicia

ID: BAXTA
Grade: 4

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

Estimated Mastery of Common Core State Standards



How STAR Math Estimates Mastery of State Standards

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

Est. Mastery Levels for Standards in Grade 4

■ Above Est. Mastery Range
 ■ Est. Mastery Range
 ■ Below Est. Mastery Range

STAR Math Test Results

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

← Projected Scaled Score: 719 Based on research, 75% of students at this student's level will achieve this much growth.
 End of Year: 6/10/2011

Above Estimated Mastery Range on Current Test

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

Within Estimated Mastery Range on Current Test

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

Are my students growing from year to year?

Longitudinal Reporting

★ STAR Reading Olivia Masterson, District Administrator 2009-2010
 Home > ... Longitudinal Manuals | Help | Log Out

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

School:

Grade: Or Select Multiple Grades

Method: Cross Sectional (Same grade year to year - ex: G3, G3, G3)
 Growth (Same students over multiple years - ex: G2, G3, G4)
 Only include students who tested in all timeframes

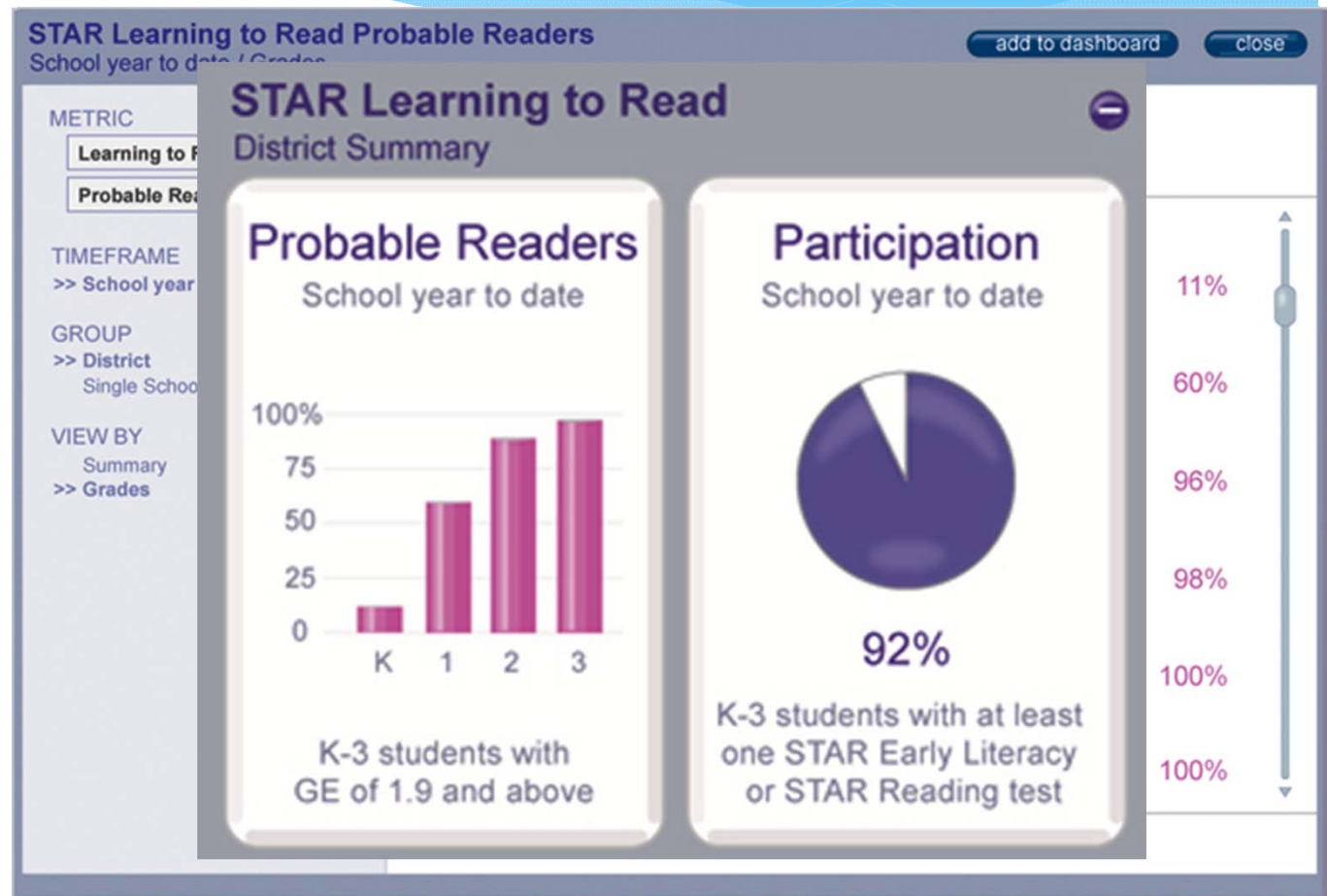
Timeframe:

East Elementary School - Growth

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

Learning to Read Dashboard

Are we making adequate progress with students becoming independent readers?



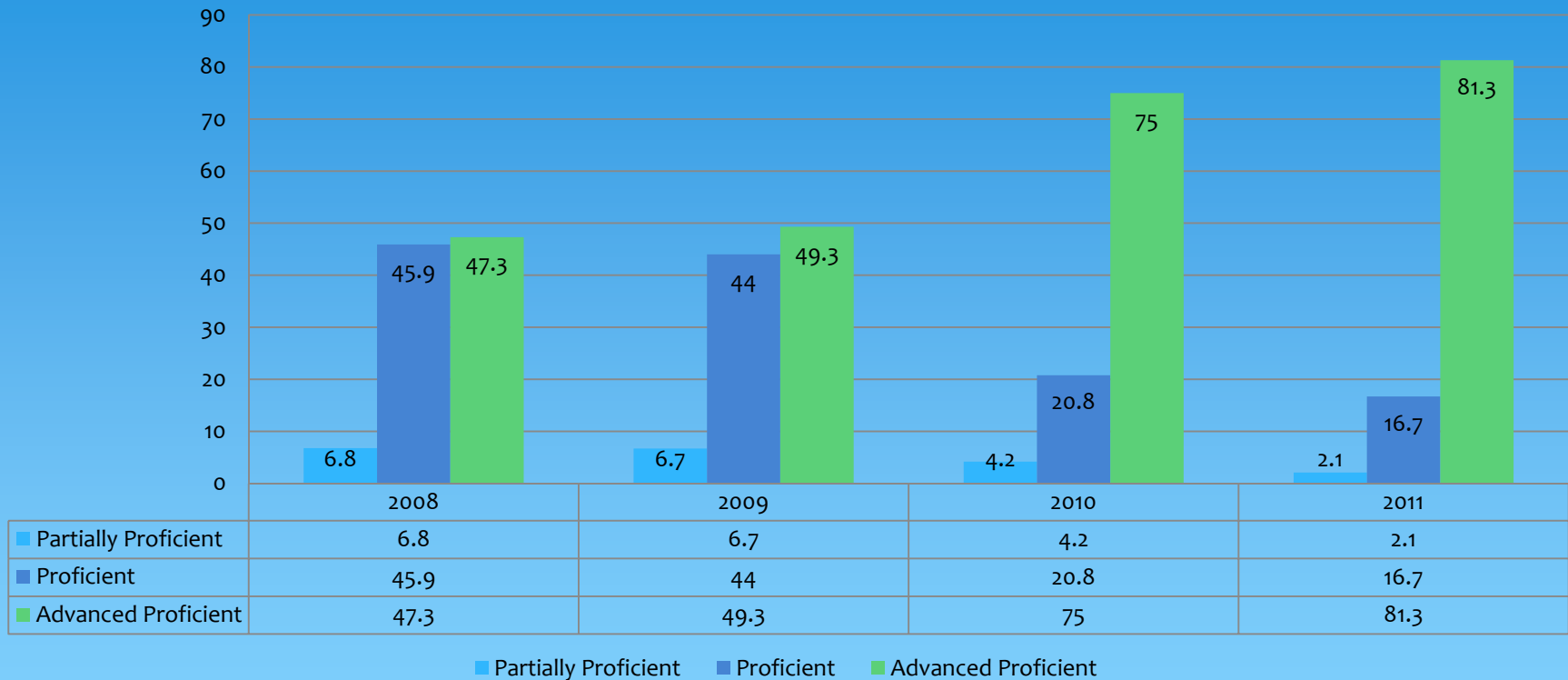
This really works

- * 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.



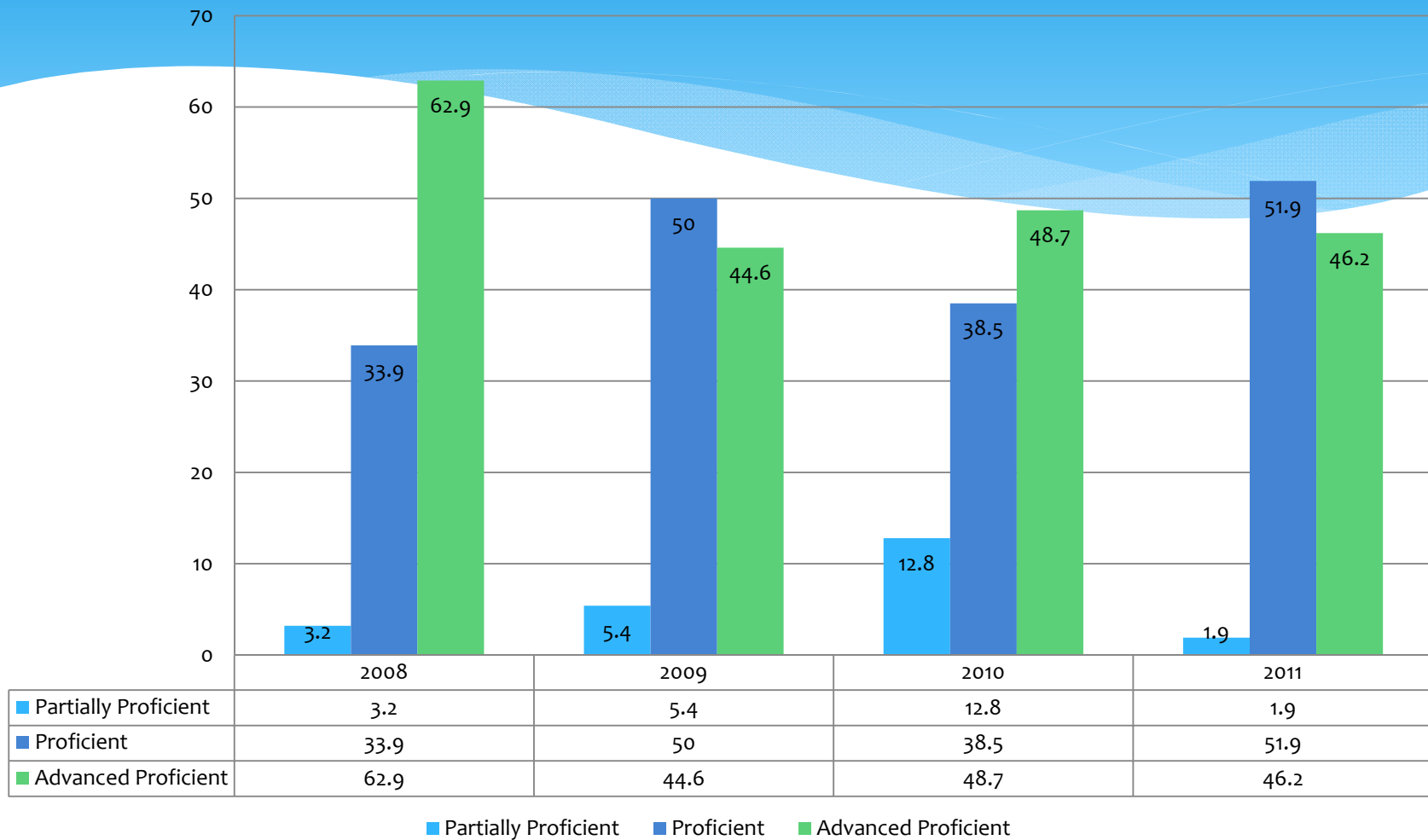
The data speaks volumes

Franklin Elementary School NJASK Grade 3 Math Assessment Results



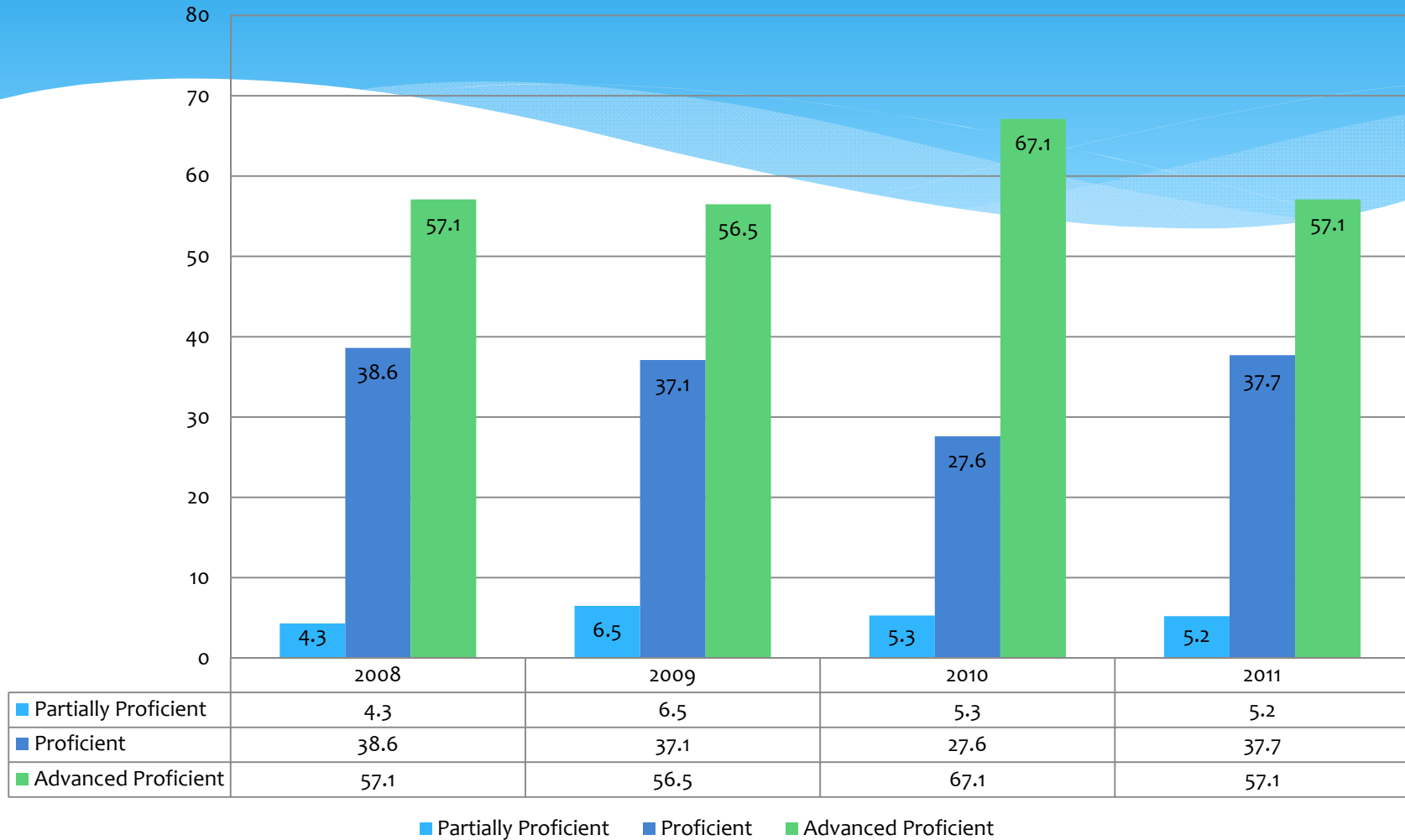
Over 34% increase in Advanced Proficient since implementation

Franklin Elementary School NJASK Grade 4 Math Assessment Results



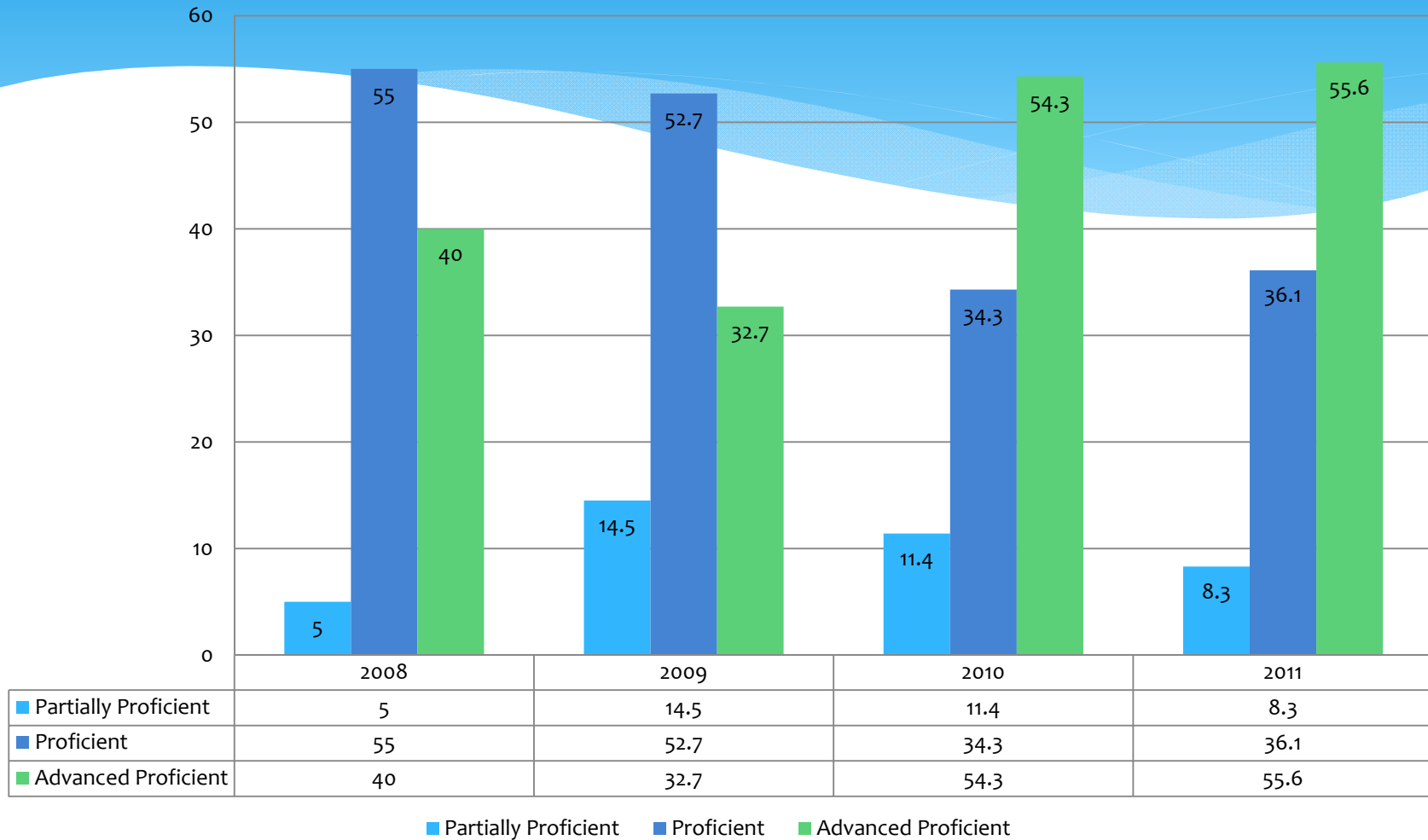
Partially Proficient down to 1.9%. Advanced Proficient steady after decrease from 2008

Franklin Elementary School NJASK Grade 5 Math Assessment Results



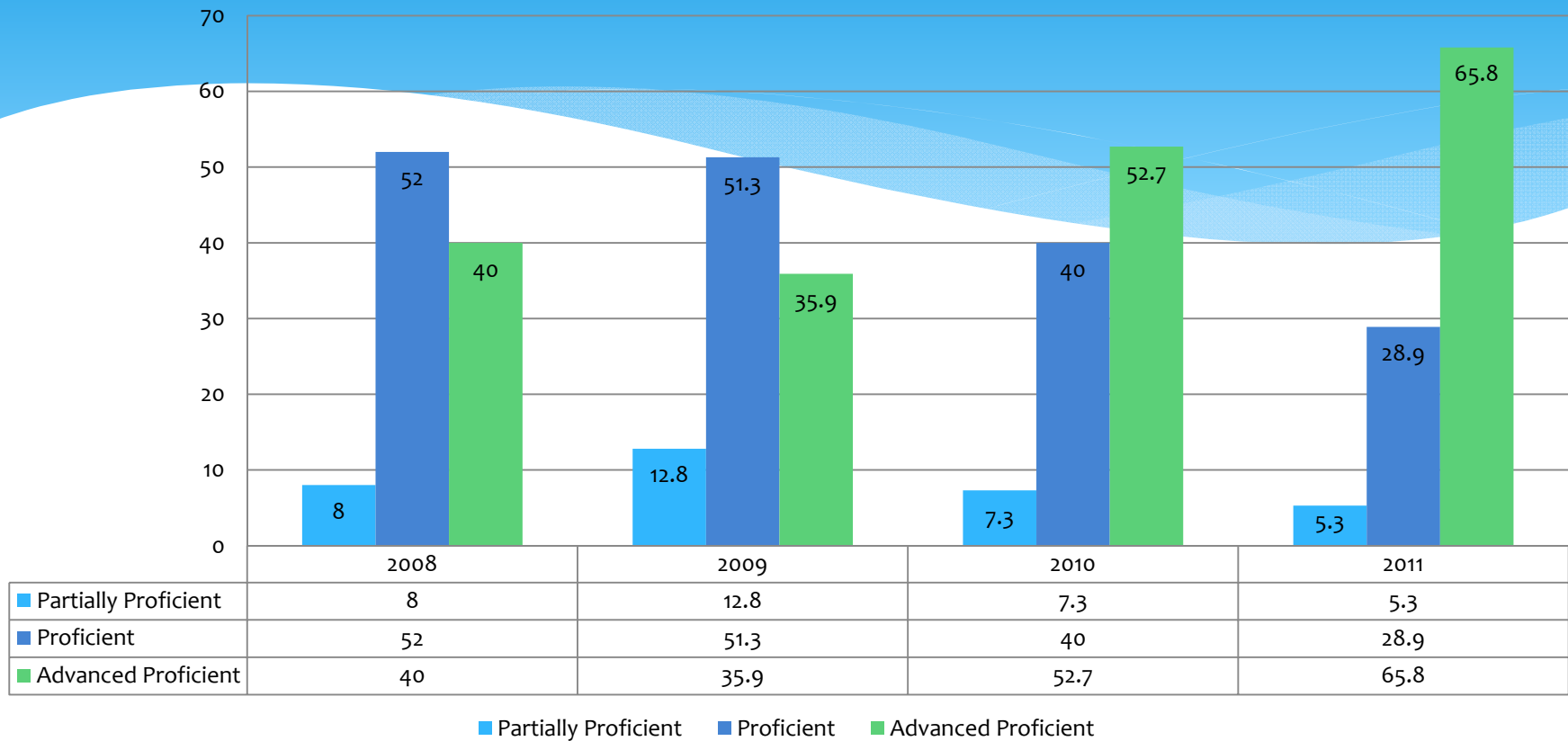
5% Partially Proficient- Data mining uncovered issues i.e. teacher preparation

Jefferson Elementary School NJASK Grade 3 Math Assessment Results



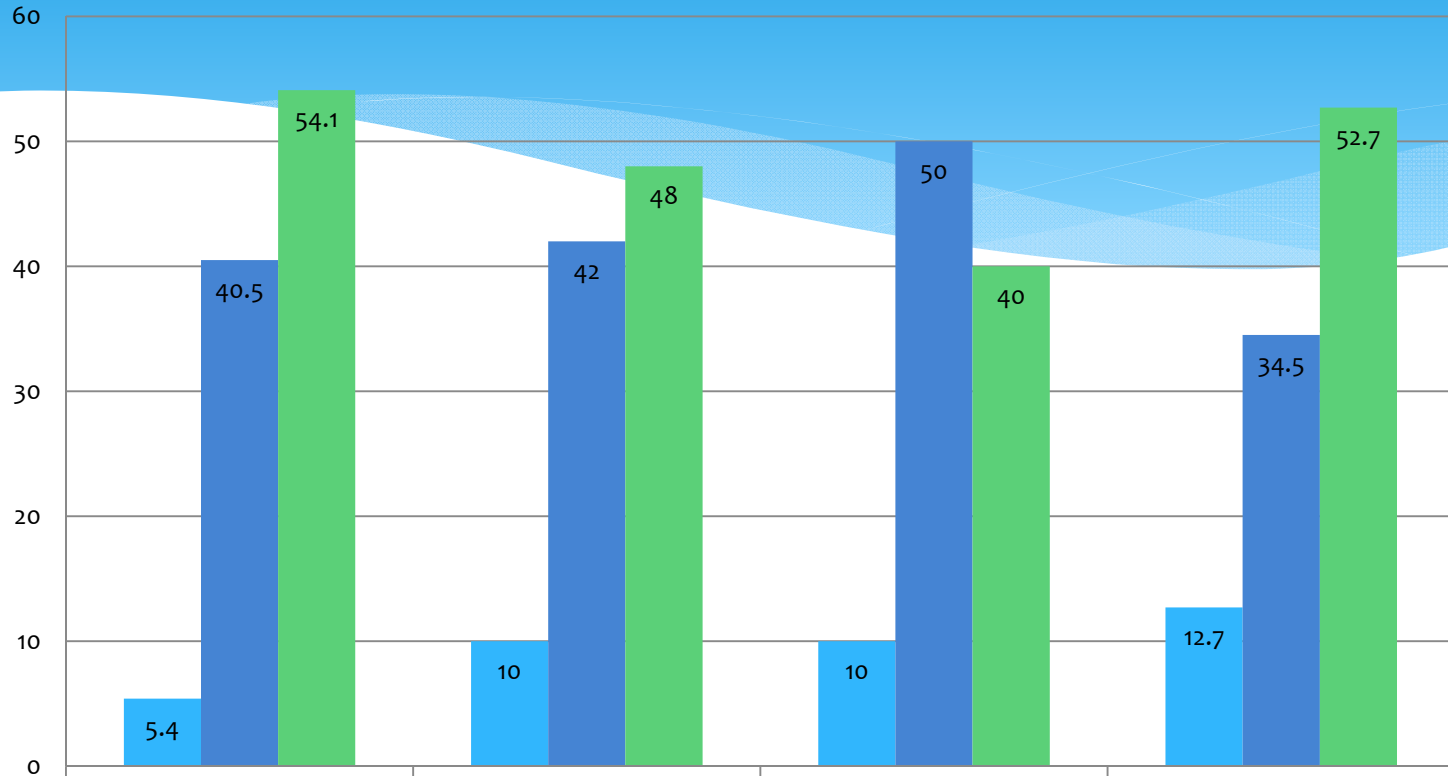
Over 15% increase in Advanced Proficient

Jefferson Elementary School NJASK Grade 4 Math Assessment Results



Over 16% increase in Advanced Proficient

Jefferson Elementary School NJASK Grade 5 Math Assessment Results

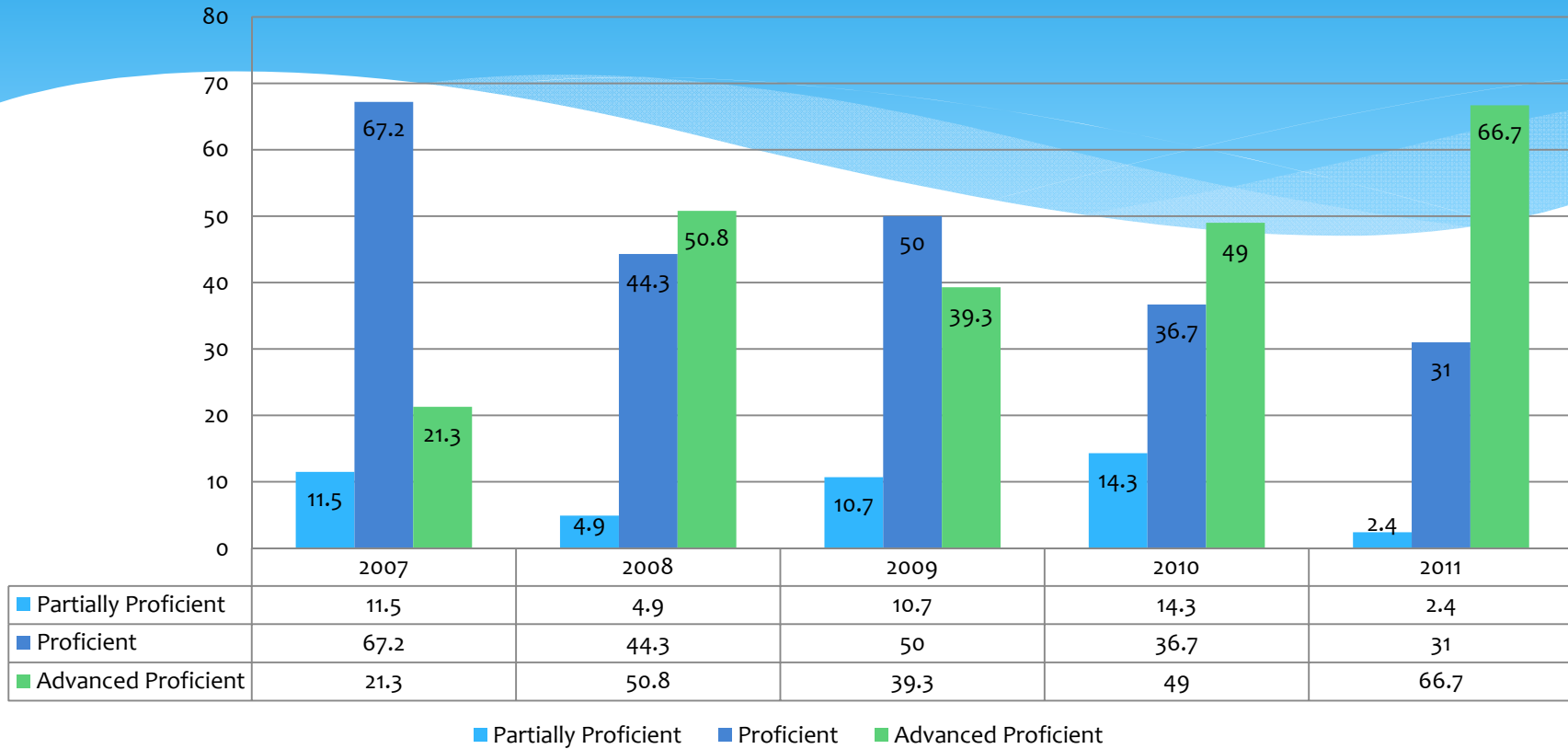


	2008	2009	2010	2011
Partially Proficient	5.4	10	10	12.7
Proficient	40.5	42	50	34.5
Advanced Proficient	54.1	48	40	52.7

■ Partially Proficient
 ■ Proficient
 ■ Advanced Proficient

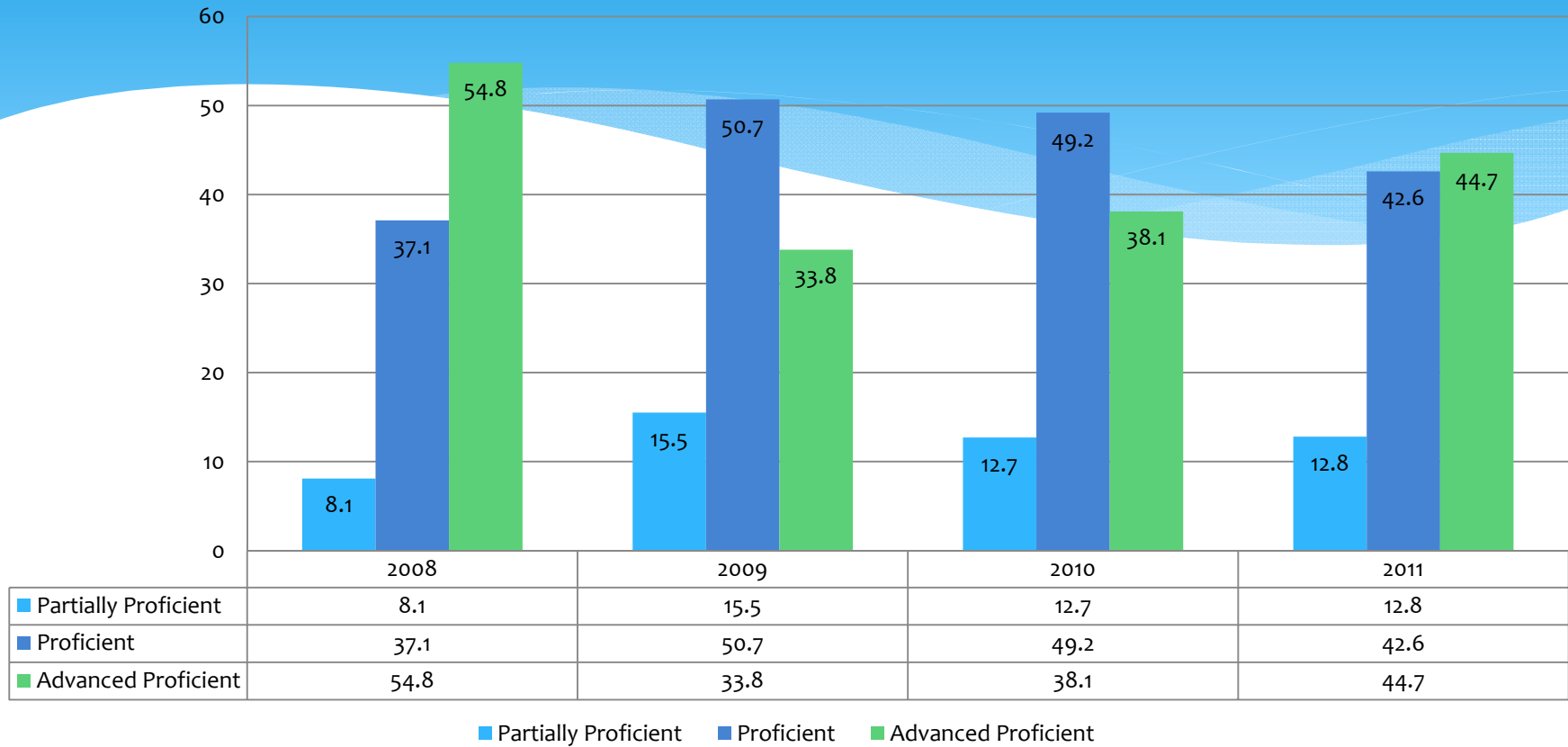
Data mining uncovered issues i.e. teacher preparation

Lincoln Elementary School NJASK Grade 3 Math Assessment Results



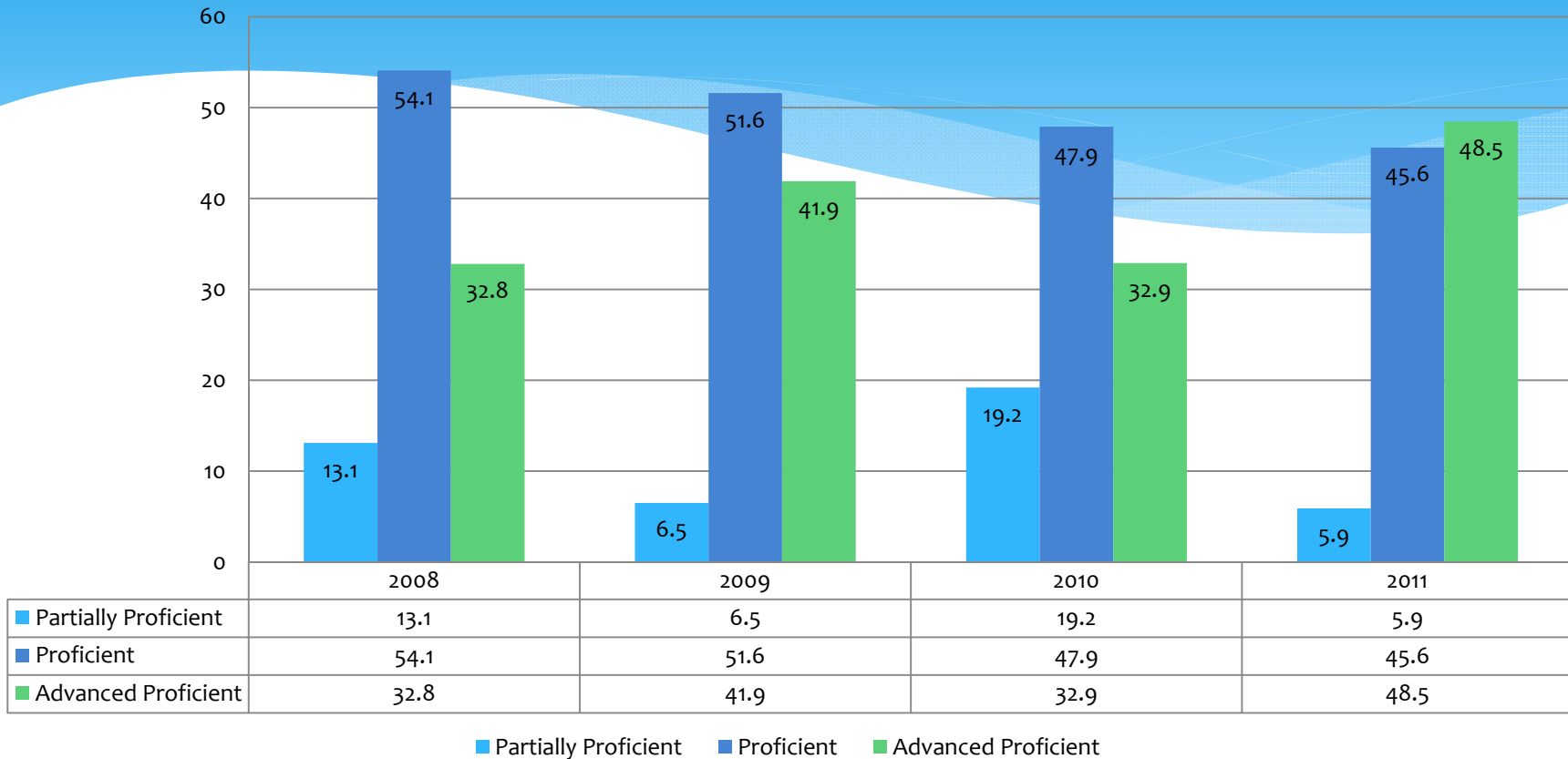
Over 45% increase in Advanced Proficient

Lincoln Elementary School NJASK Grade 4 Math Assessment Results



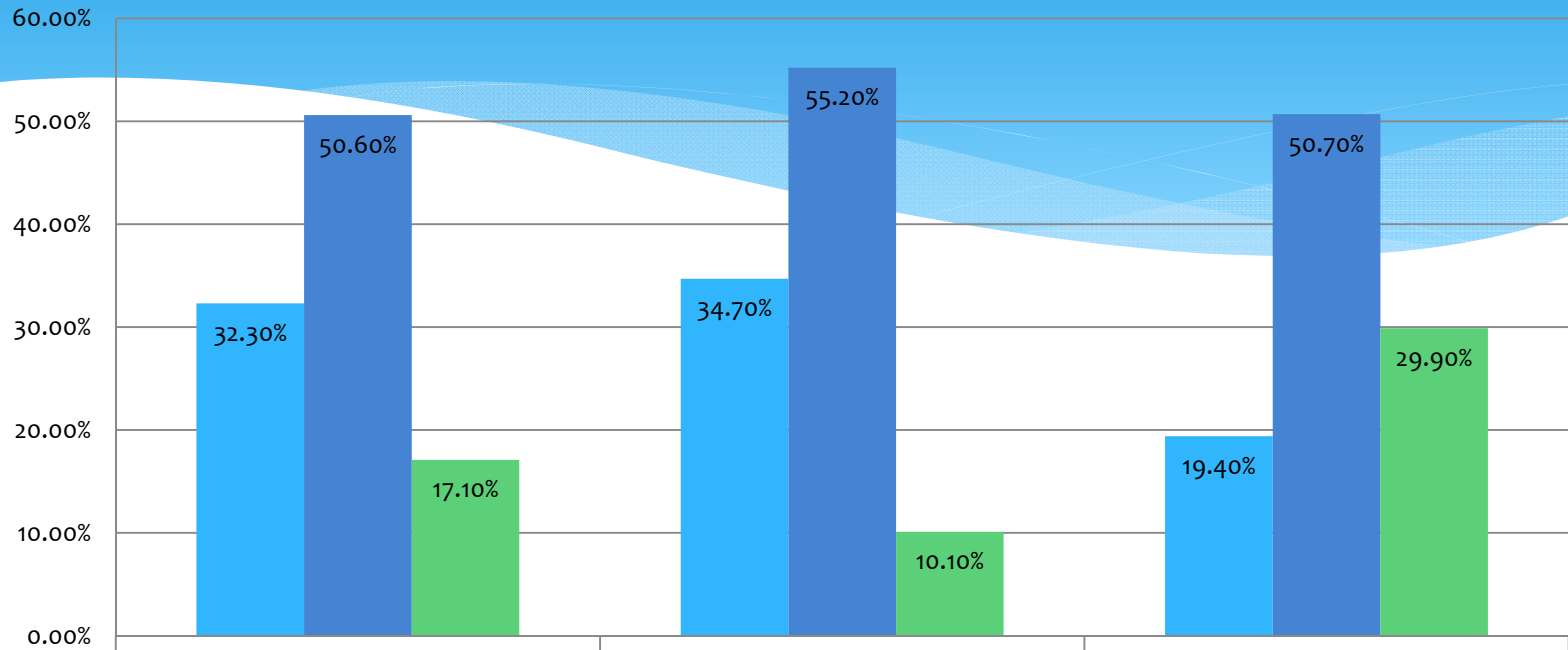
Advanced Proficient increased 11% after decrease from 2008

Lincoln Elementary School NJASK Grade 5 Math Assessment Results



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

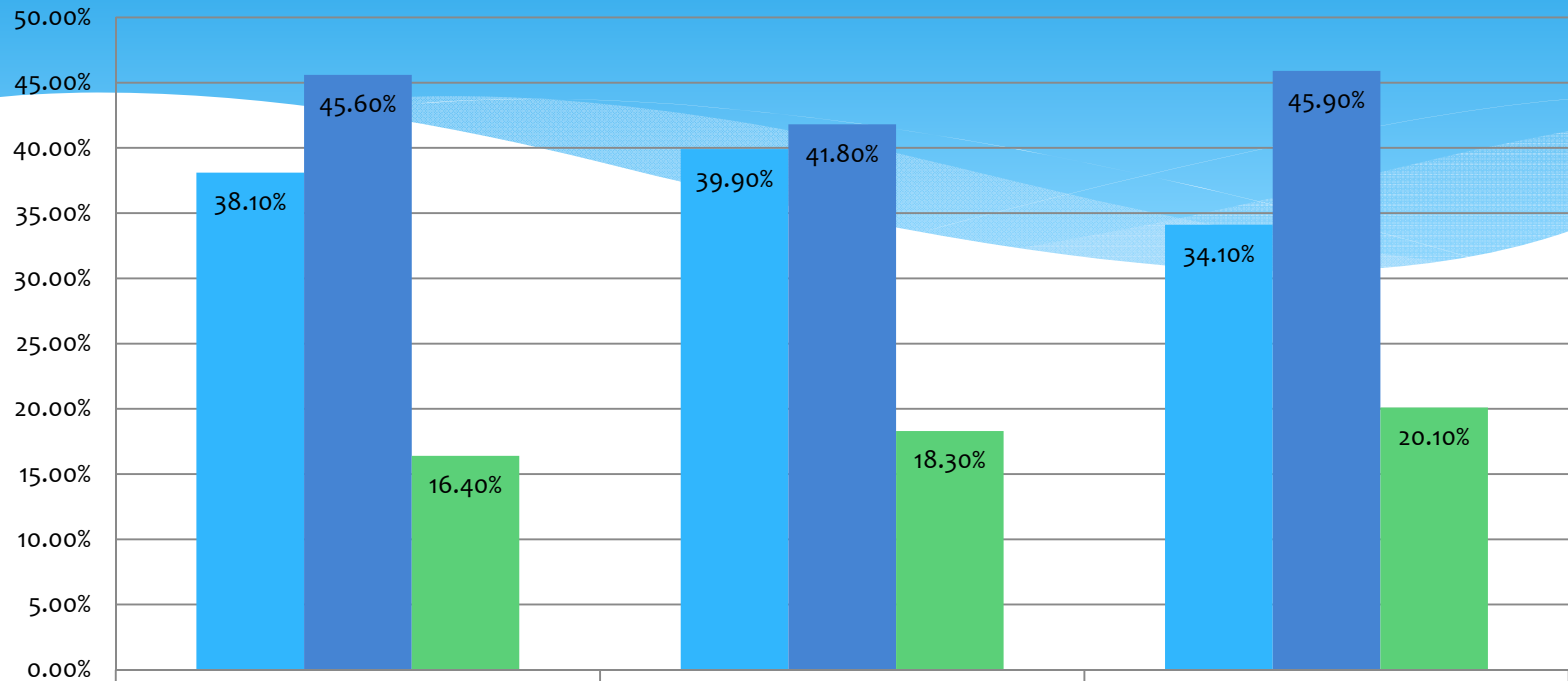
Roy W. Brown Middle School NJASK Grade 6 Math Assessment Results



	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

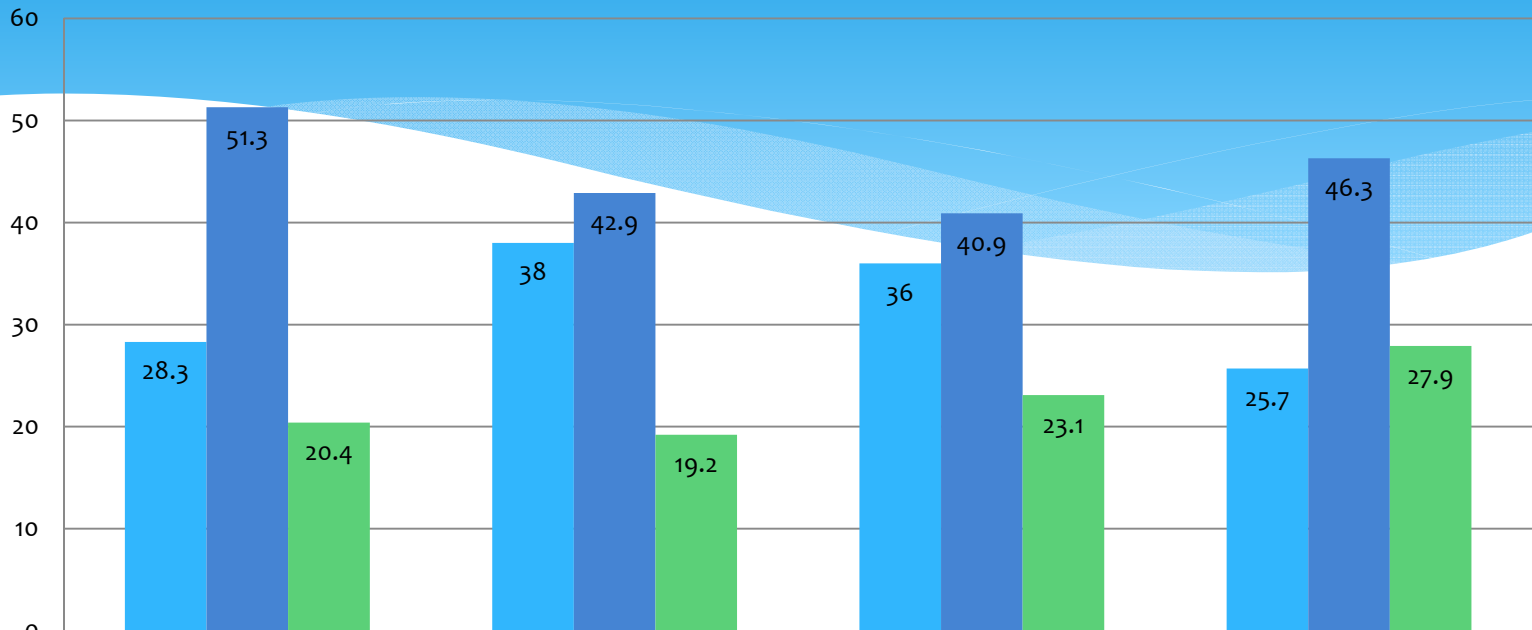
Roy W. Brown Middle School NJASK Grade 7 Math Assessment Results



	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

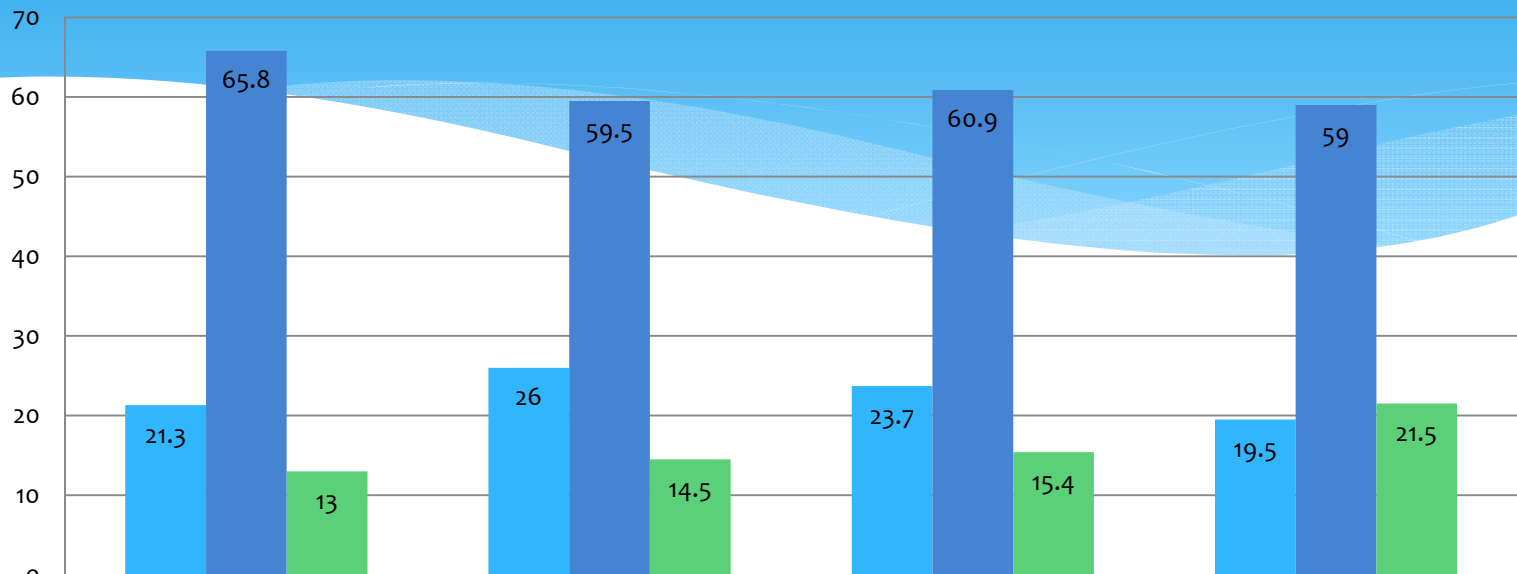
Roy W. Brown Middle School NJASK Grade 8 Math Assessment Results



	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

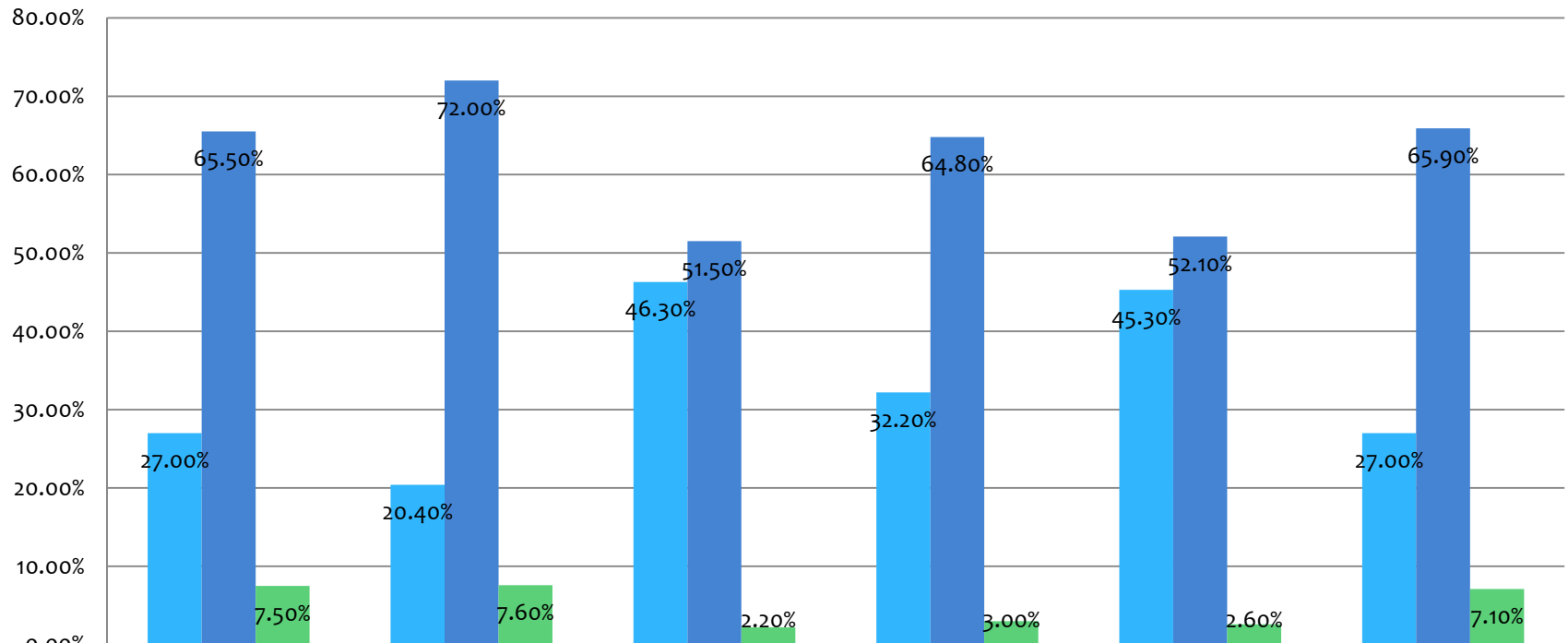
Bergenfield High School HSPA Grade 11 Math Assessment Results



	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

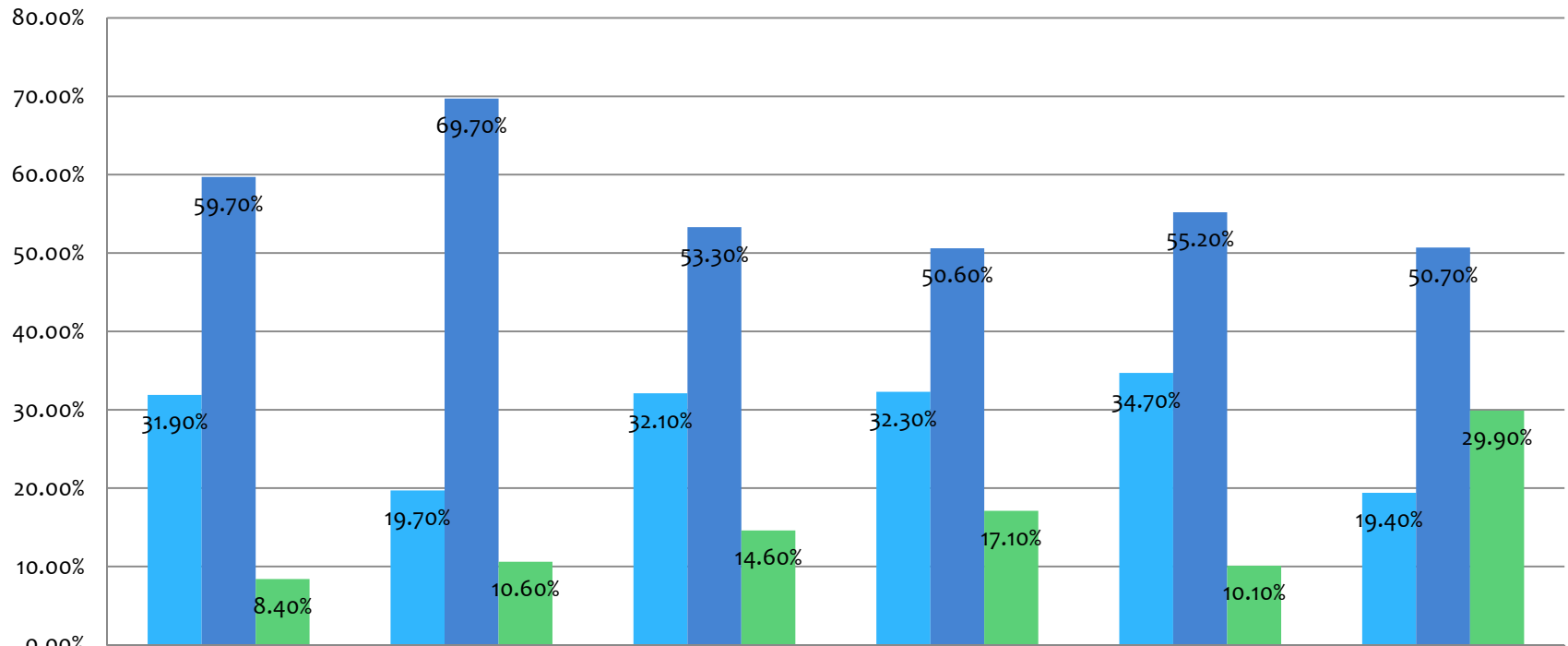
Roy W. Brown Middle School NJASK Grade 6 Language Arts & Literacy Assessment Results



■ 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

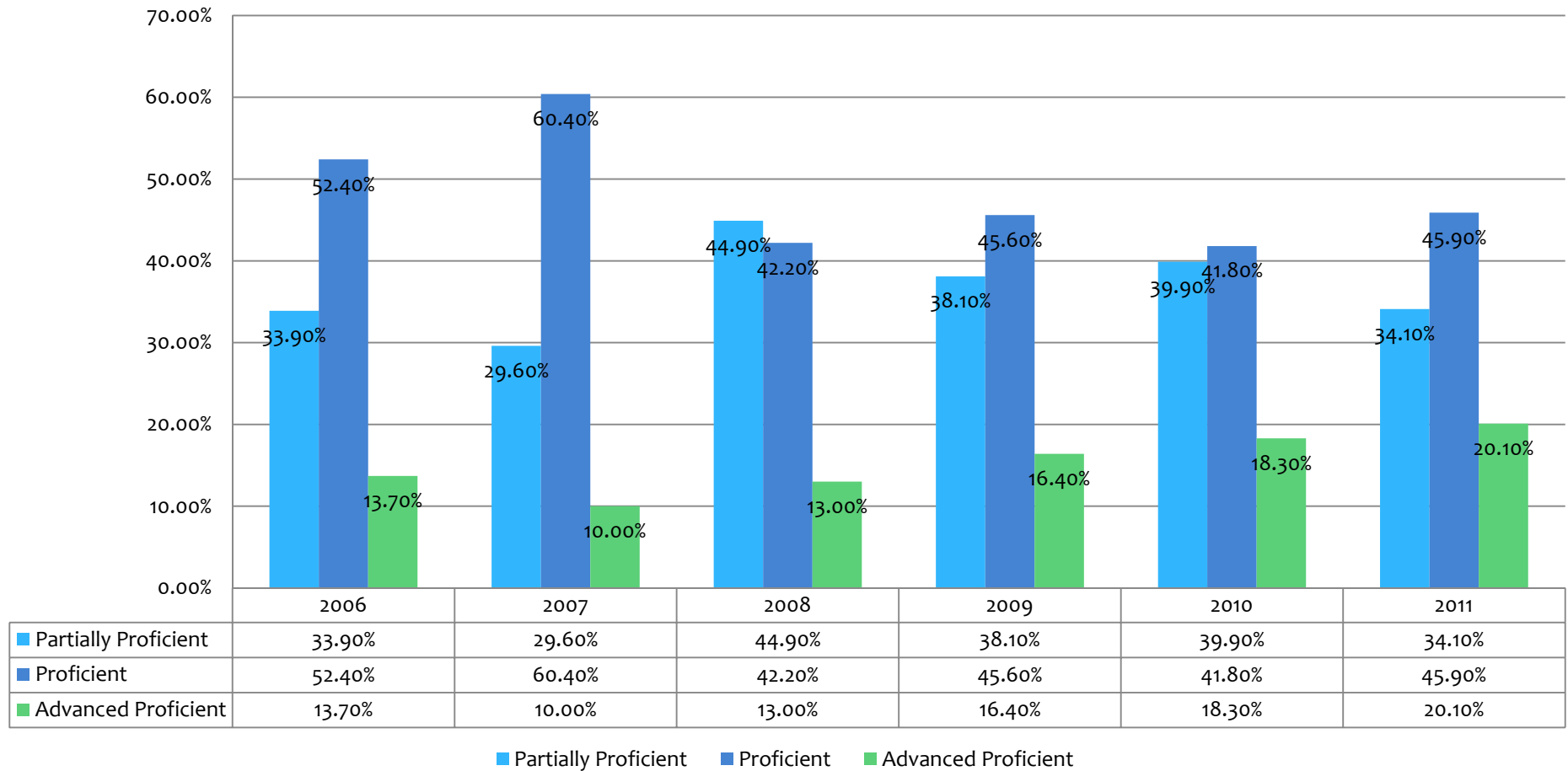
Roy W. Brown Middle School NJASK Grade 6 Math Assessment Results



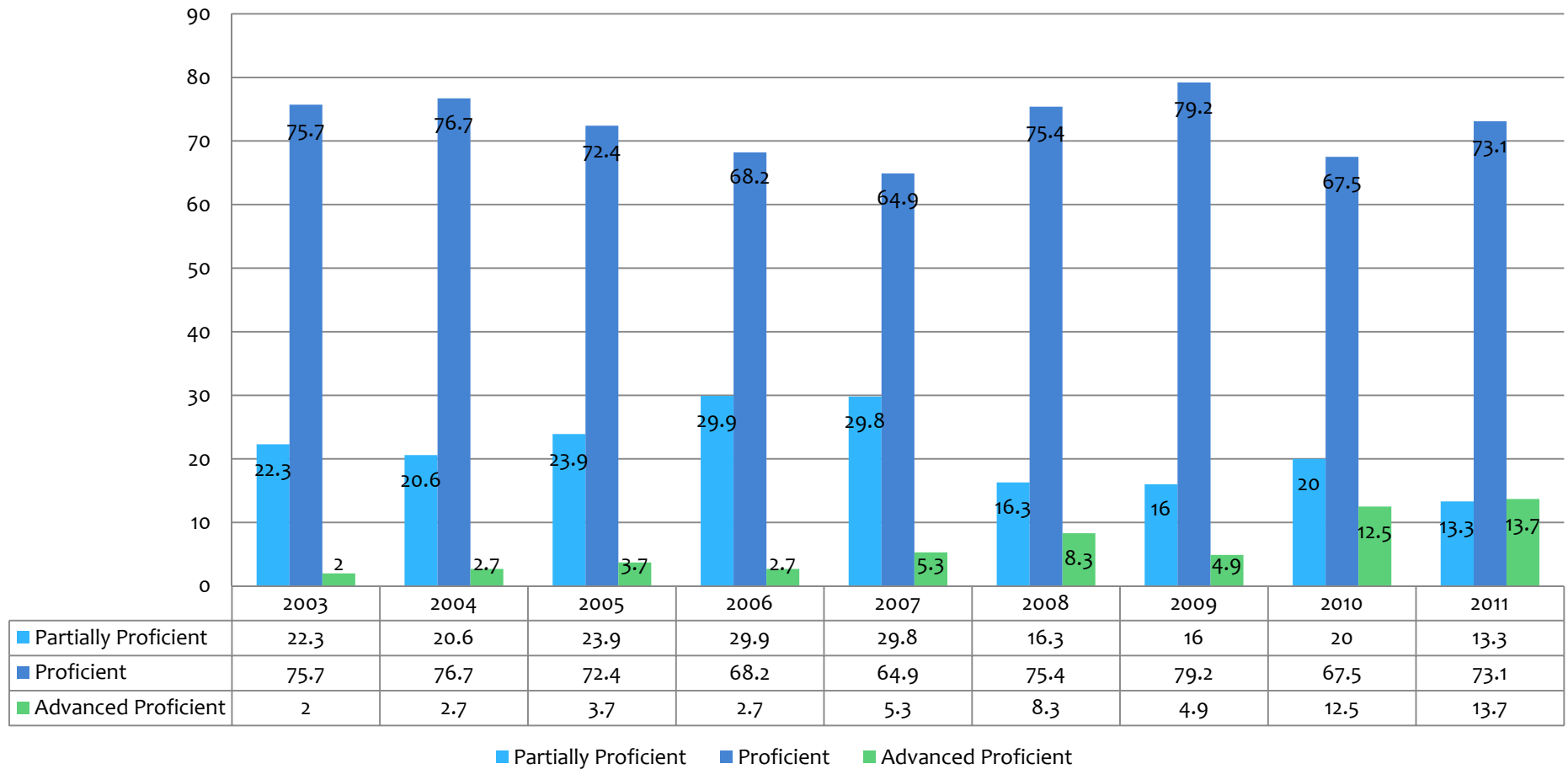
■ Partially Proficient	31.90%	19.70%	32.10%	32.30%	34.70%	19.40%
■ Proficient	59.70%	69.70%	53.30%	50.60%	55.20%	50.70%
■ Advanced Proficient	8.40%	10.60%	14.60%	17.10%	10.10%	29.90%

■ Partially Proficient
 ■ Proficient
 ■ Advanced Proficient

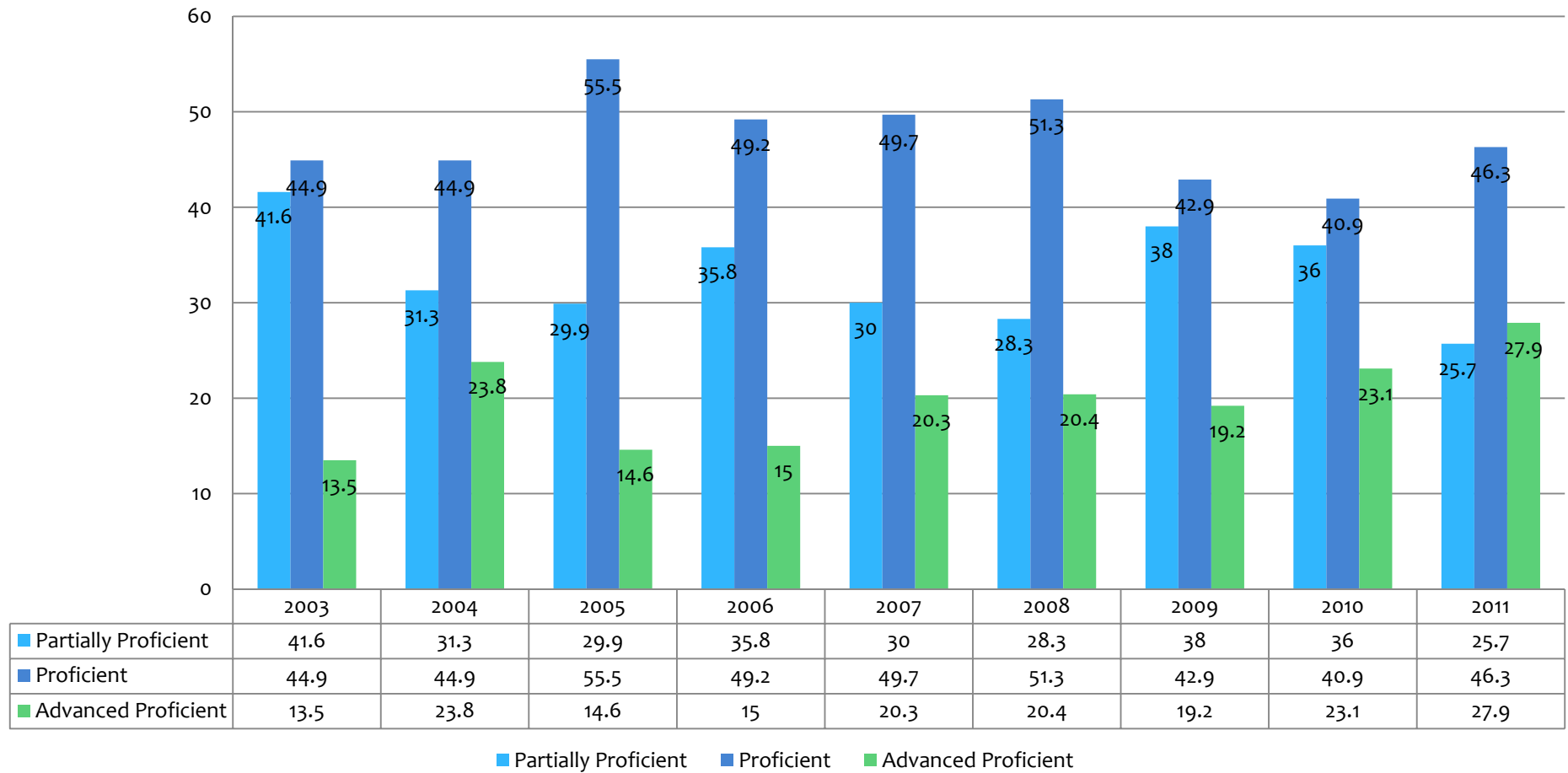
Roy W. Brown Middle School NJASK Grade 7 Math Assessment Results



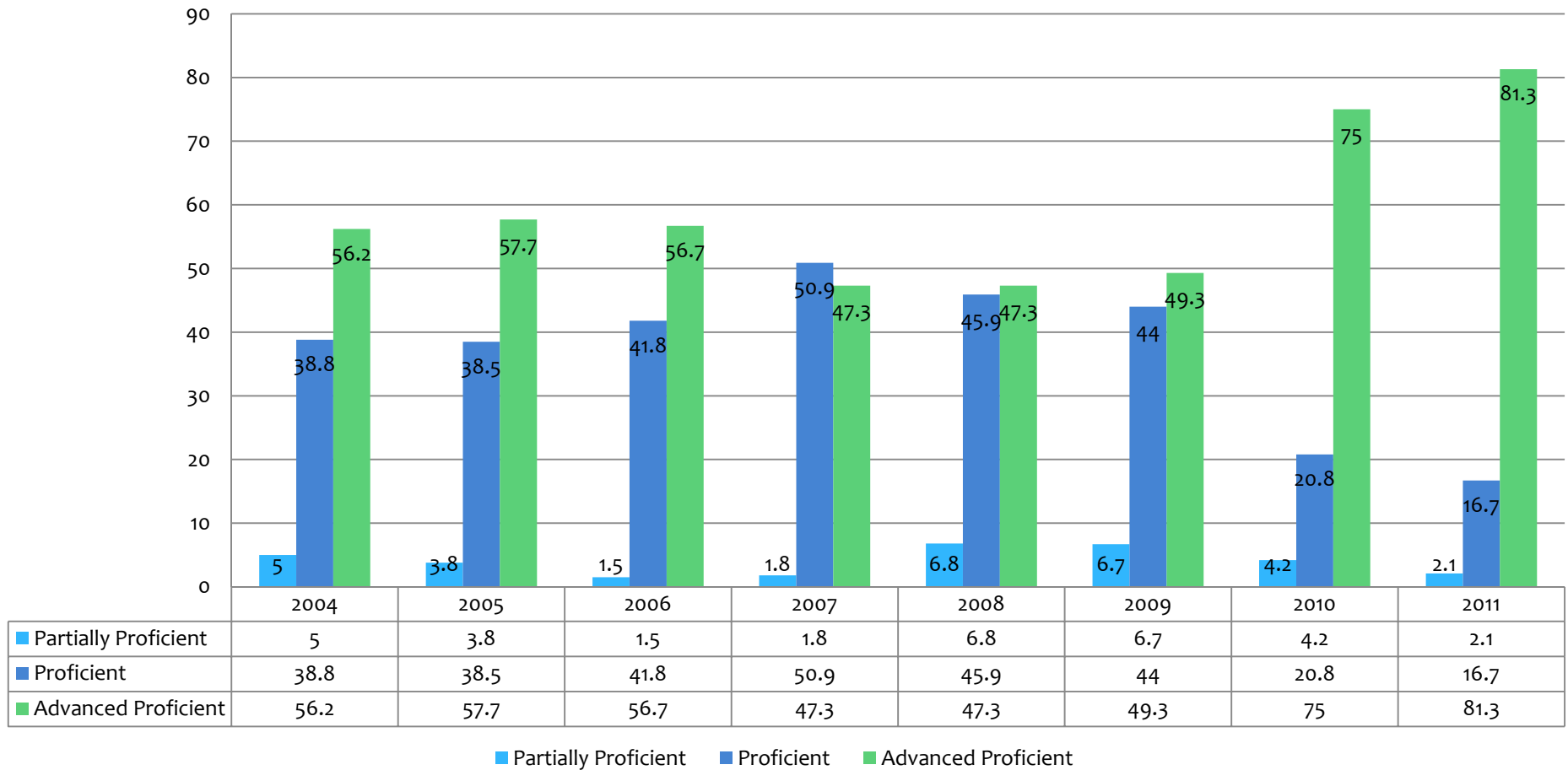
Roy W. Brown Middle School NJASK Grade 8 Language Arts & Literacy Assessment Results



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



Franklin Elementary School NJASK Grade 3 Math Assessment Results



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.



Good is the
enemy of great.

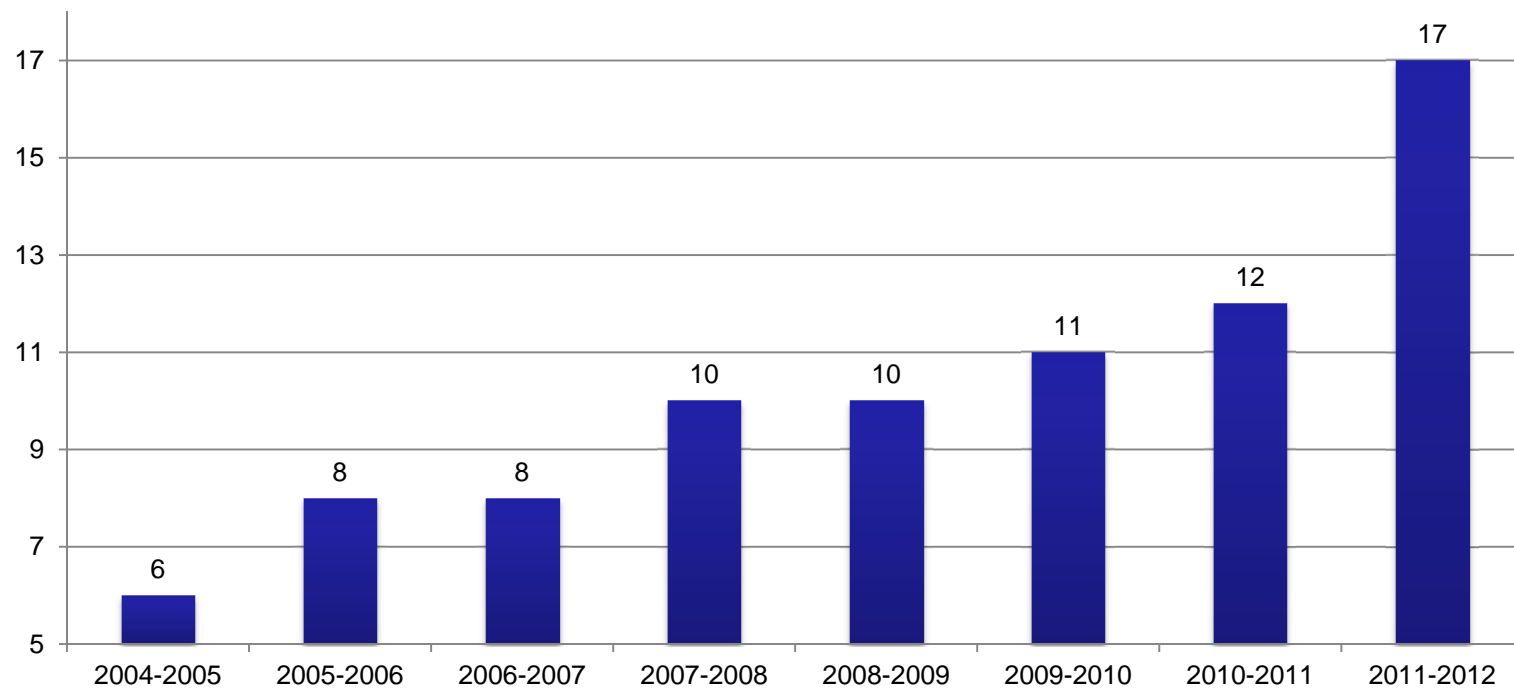
Startup Quote!



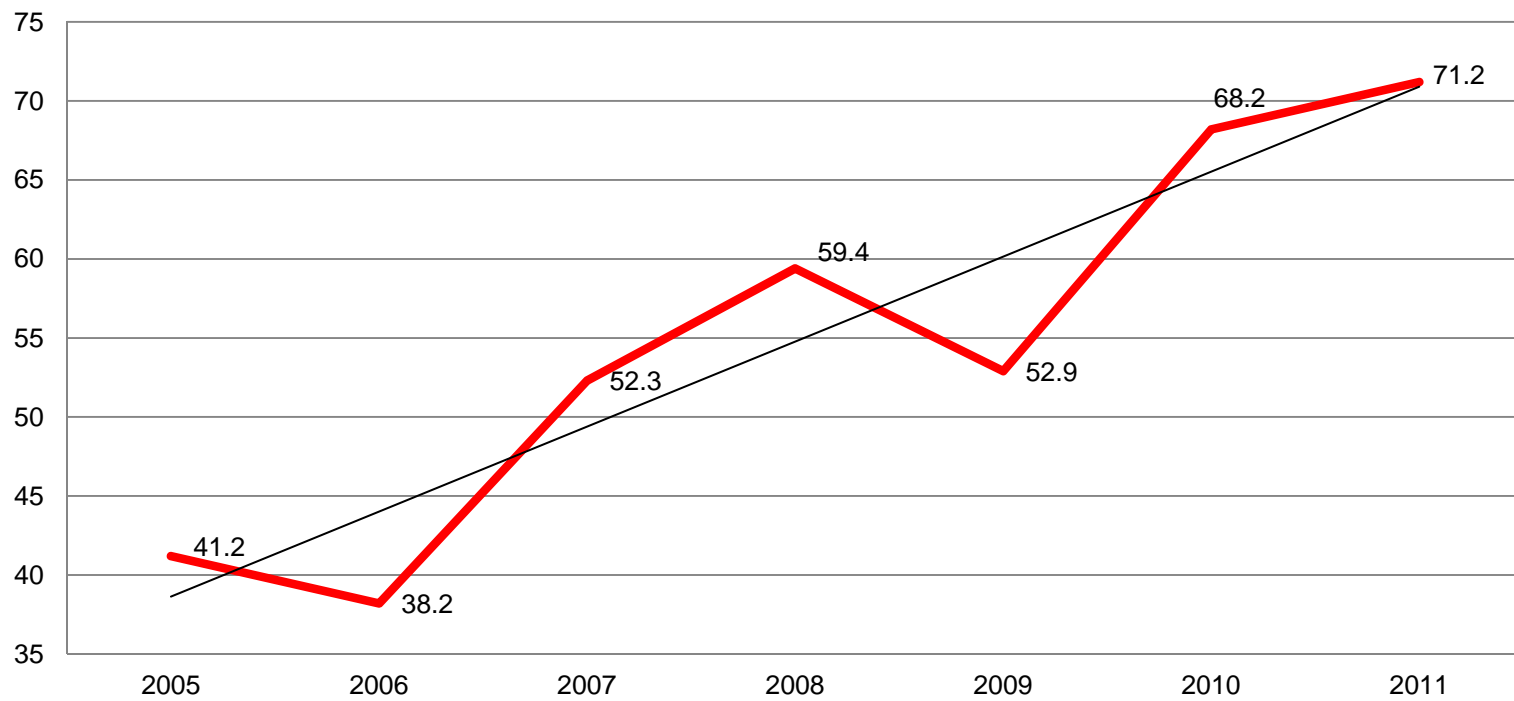
JIM COLLINS
AUTHOR, GOOD TO GREAT

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!”

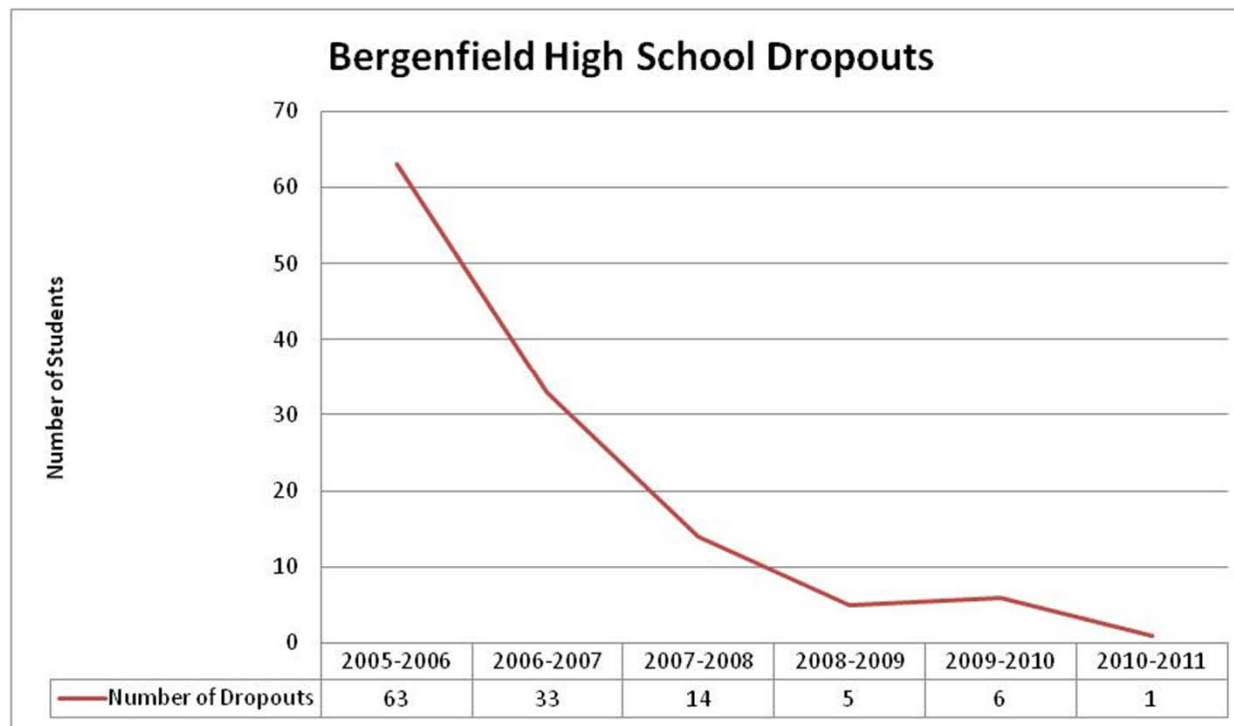
Total AP Courses



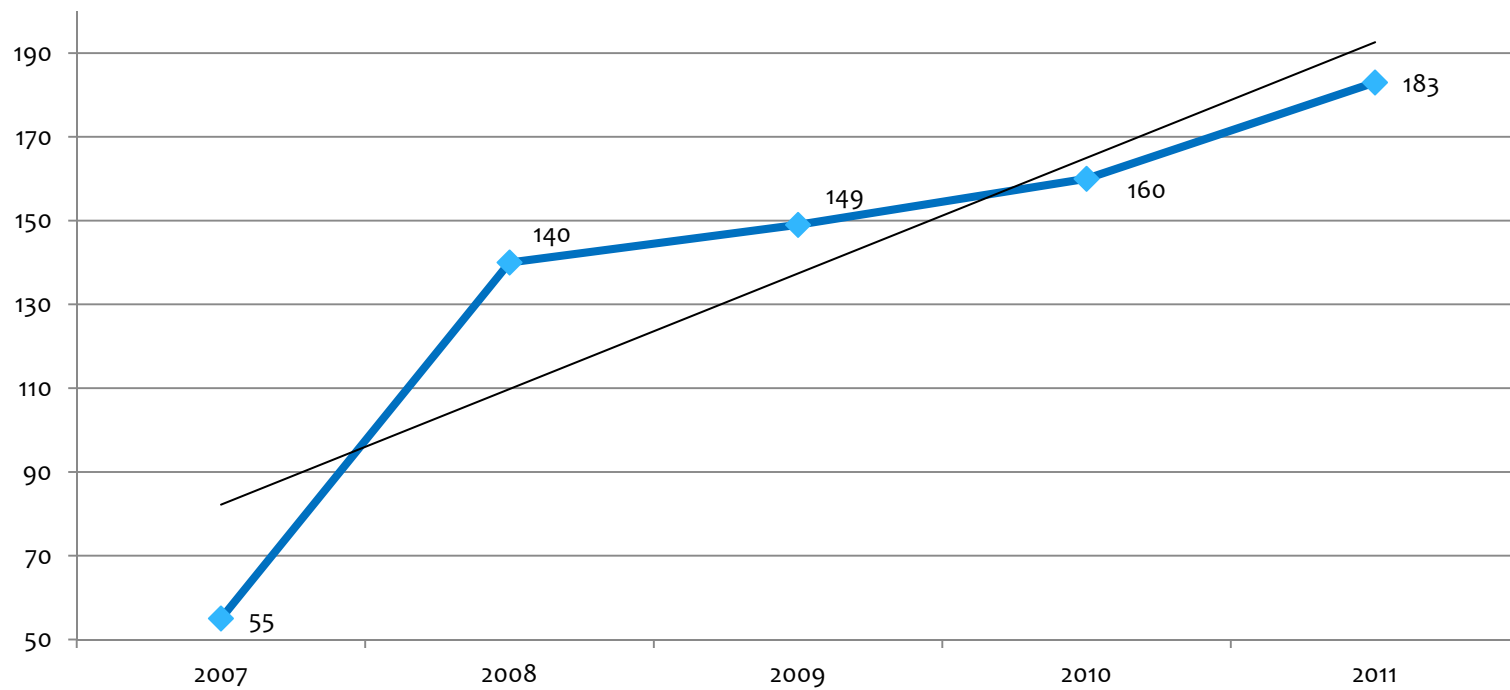
% of Total AP Students with Score 3+



High School Dropouts



4 Year College Attendance Rate





QUESTIONS?

Copy of Presentation
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www.bergenfield.org/njasa