

The Ewing Public Schools

Public Presentation of the Spring 2017 PARCC Results

Presented by
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Assistant Superintendent
October 30, 2017



THE EWING
PUBLIC SCHOOLS

Public Presentation of the Formal Report on ESSA (formerly NCLB)

October 30, 2017



Accountability Metric

The NCLB Waiver categorizes schools as:

- **Priority**
- **Focus**
- **Reward**
- **Non-Categorized**



**All Ewing Public
Schools Are
Non-Categorized**



What Is Our Status?

**Ewing Public Schools
received a
'High Performing'
rating based on the
QSAC State monitoring**



PARCC Assessment

- Spring **2017** was the third (**3rd**) administration of the Partnership for Assessment of Readiness for College and Careers (PARCC)
- Spring 2017 Science assessment in Grades 4 and 8 (NJ ASK) and the New Jersey Biology Competency Test (NJBCT) in Grades 9-12
- Spring 2018, anticipate a new, Next Generation Science Standard (NGSS) aligned, computer –based assessment



What Is PARCC?

Partnership for Assessment of Readiness for College and Careers

Administered to:

- all grade 3-8 students in ELA and Math
- All students enrolled in Algebra I, Geometry, Algebra II, English 9, English 10 and English 11



Ewing 2017 'Refusal to Test'

| | |
|-------------------|-----------|
| Antheil | 2 |
| Lore | 8 |
| Parkway | 11 |
| Fisher Middle | 32 |
| <u>Ewing High</u> | <u>44</u> |
| Total | 97 |

***Decreased from 191 students spring 2015**



How Does the 2015-16 PARCC Assessment Differ from 2016-17 School Year PARCC?

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Spring 2016 PARCC

- Single administration—spring -Grades 3-11
- Two-component administration Grades 9-11 Fall Semester only
- Technology-based
- Assessment dates/times vary by grade level
- Math by Grade Level (3-11) and Course (Algebra 1, Geometry and Algebra II)
- ELA by Grade Level 3-11 and Course (English I, II and III)
- Science Grade 4, Grade 8 and Biology (remains NJASK)

Spring 2017 PARCC

- Single administration—spring -Grades 3-11
- Single administration – end of each semester Grades 9-11 (Fall and Spring)
- Technology-based
- Assessment dates/times vary by grade level
- Math by Grade Level (3-11) and Course (Algebra 1, Geometry and Algebra II)
- ELA by Grade Level 3-11 and Course (English I, II and III)
- Science Grade 5 and Grade 8, computer based administration aligned to NGSS – date TBD
- Biology – anticipate replacement with a comprehensive high school science (not necessarily Biology), computer based administration for grade 11 – date TBD



PARCC Five Performance Levels

PARCC uses five performance levels which delineate the knowledge, skills and practices students are able to demonstrate:

Level 1:
Did Not Yet
Meet
Expectations

Level 2:
Partially Met
Expectations

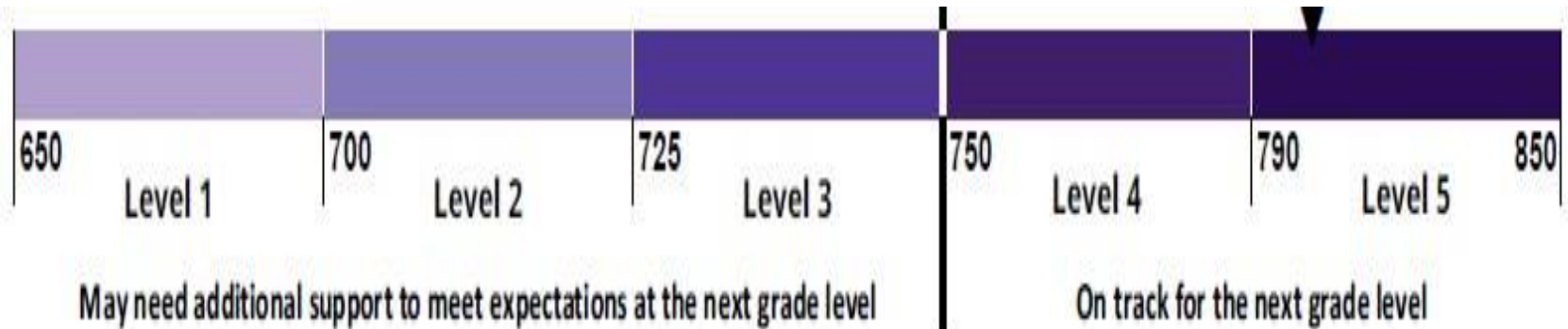
Level 3:
Approached
Expectations

Level 4:
Met
Expectations

Level 5:
Exceeded
Expectations

PARCC Five Point Rubric

The PARCC results are shown on a five-point rubric with a range of 650-850:



•Grades 3-11



How Do I Read the New PARCC Student Reports?

All reports (ELA and Math) have the same format:

- Scale score-or overall score is a numerical value that summarizes the overall level of performance
- Five performance levels and lists how your child's overall score corresponds
- Information about state, district and school average results



2017 Sample Individual Student Report

How Did xxxx Perform Overall?

Performance Level 5

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations

Your child's score

839



School Average

714

District Average

724

State Average

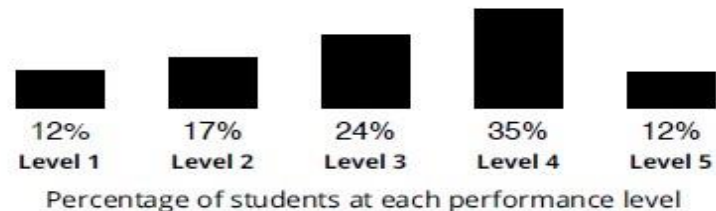
729

Cross-State Average

714



How Students in New Jersey Performed



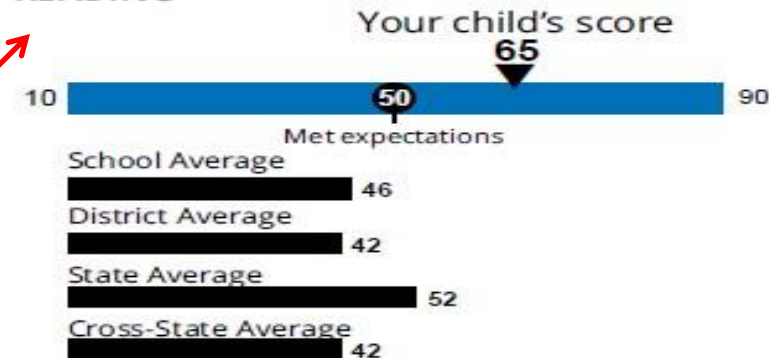
2017 Sample English Language Arts Report

SAMPLE SCORE REPORT

FIRST/LAST NAME

How Did Your Child Perform in Reading and Writing?

READING



↑ LITERARY TEXT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

↑ INFORMATIONAL TEXT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

↑ VOCABULARY

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING



↓ WRITING EXPRESSION

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

↔ KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your child performed about the same as students who:

- | | | |
|------------------------------|-------------------------|--|
| Met or Exceeded Expectations | Approached Expectations | Did Not Yet Meet or Partially Met Expectations |
|------------------------------|-------------------------|--|

2017 Sample Math Report

SAMPLE SCORE REPORT

FIRST/LAST NAME

How Did Your Child Perform in Areas of Mathematics?



MAJOR CONTENT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving rational exponents, writing and interpreting algebraic expressions, rational and radical equations, graphs of functions, creating linear, quadratic, and exponential functions, and making inferences and justifying conclusions from data.



EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.



ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **approached expectations**. Students meet expectations by solving problems involving the complex number system, rational expressions and functions, systems of equations, trigonometric functions, interpreting data, and probability.



MODELING & APPLICATION

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND

Your child performed about the same as students who:



Met or Exceeded
Expectations



Approached
Expectations



Did Not Yet Meet
or Partially
Met Expectations

What Does It Mean If My Child Is at Level 3?

- A student at Level 3 is approaching grade level expectations of the more rigorous New Jersey Student Learning Standards (NJSLS)



How Does PARCC Impact High School Graduation Requirements?

1. Meet the minimum requirement of courses in ELA, Math, Science, Social Studies, Financial Literacy, Performing/Practical Arts, Physical Education and World Language

AND

2. Demonstrate competency in ELA *and* Math on a State assessment (or alternative assessment)



How Does PARCC Impact High School Graduation Requirements?

- PARCC is *one* of **multiple** assessments which can be used to demonstrate competency and meet the graduation requirement in ELA *and* Math for the class of 2018- 20 (current Grade 10-12 students)



Partnership for Assessment of
Readiness for College and Careers

How Does PARCC Impact High School Graduation Requirements?

The State Board of Education on August 3, 2016 approved updated state regulations for high school graduation for the class of 2016-2021 with clarification provided in November 2016



How Does PARCC Impact High School Graduation Requirements?

1. Achieving passing scores on certain PARCC assessments; *or*
2. Achieving certain scores on alternative assessments such as the SAT, ACT, *or* Accuplacer; *or*



How Does PARCC Impact High School Graduation Requirements?

3. Submission by the district of a student portfolio through the Department's portfolio appeals process.
4. (Special Education students whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies will continue to follow the graduation requirements set forth in their IEPs.)



ELA and Math Assessment Requirements for the Class of 2018

| Three Pathways Available | English Language Arts (ELA) | Mathematics |
|--|---|--|
| First Pathway <i>Take and Pass a PARCC Test</i> | PARCC ELA Grade 9 \geq 750 (Level 4) <i>or</i> PARCC ELA Grade 10 \geq 750 (Level 4) <i>or</i> PARCC ELA Grade 11 \geq 725 (Level 3) | PARCC Algebra I \geq 750 (Level 4) <i>or</i> PARCC Geometry \geq 725 (Level 3) <i>or</i> PARCC Algebra II \geq 725 (Level 3) |
| Second Pathway <i>Take and Pass one of the Alternative Assessments</i> | SAT Critical Reading (taken before 3/1/16) \geq 400 <i>or</i> SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) \geq 450 <i>or</i> SAT Reading Test (taken 3/1/16 or later) \geq 22 <i>or</i> ACT Reading or ACT PLAN Reading* \geq 16 <i>or</i> Accuplacer WritePlacer \geq 6 <i>or</i> Accuplacer WritePlacer ESL \geq 4 <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) \geq 40 <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) \geq 22 <i>or</i> ACT Aspire Reading* \geq 422 <i>or</i> ASVAB-AFQT Composite \geq 31 | SAT Math (taken before 3/1/16) \geq 400 <i>or</i> SAT Math Section (taken 3/1/16 or later) \geq 440 <i>or</i> SAT Math Test (taken 3/1/16 or later) \geq 22 <i>or</i> ACT or ACT PLAN* Math \geq 16 <i>or</i> Accuplacer Elementary Algebra \geq 76 <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) \geq 40 <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) \geq 22 <i>or</i> ACT Aspire Math* \geq 422 <i>or</i> ASVAB-AFQT Composite \geq 31 |
| Third Pathway <i>Portfolio Appeals</i> | Meet the criteria of the NJDOE Portfolio Appeal for ELA | Meet the criteria of the NJDOE Portfolio Appeal for Math |

Note: * Test is no longer administered but can be used for the graduating year.

ELA and Math Assessment Requirements for the Class of 2019

| <u>Three Pathways Available</u> | <u>English Language Arts (ELA)</u> | <u>Mathematics</u> |
|--|--|---|
| <u>First Pathway</u> <i>Take and Pass a PARCC Test</i> | PARCC ELA Grade 9 \geq 750 (Level 4) <i>or</i> PARCC ELA Grade 10 \geq 750 (Level 4) <i>or</i> PARCC ELA Grade 11 \geq 725 (Level 3) | PARCC Algebra I \geq 750 (Level 4) <i>or</i> PARCC Geometry \geq 725 (Level 3) <i>or</i> PARCC Algebra II \geq 725 (Level 3) |
| <u>Second Pathway</u> <i>Take and Pass one of the Alternative Assessments</i> | SAT Critical Reading (taken before 3/1/16) <i>or</i> SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) <i>or</i> SAT Reading Test (taken 3/1/16 or later) <i>or</i> ACT Reading or ACT PLAN Reading* <i>or</i> Accuplacer WritePlacer <i>or</i> Accuplacer WritePlacer ESL <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) <i>or</i> ACT Aspire Reading* <i>or</i> ASVAB-AFQT Composite | SAT Math (taken before 3/1/16) <i>or</i> SAT Math Section (taken 3/1/16 or later) <i>or</i> SAT Math Test (taken 3/1/16 or later) <i>or</i> ACT or ACT PLAN* Math <i>or</i> Accuplacer Elementary Algebra <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) <i>or</i> ACT Aspire Math* <i>or</i> ASVAB-AFQT Composite |
| <u>Third Pathway</u> <i>Portfolio Appeals</i> | Meet the criteria of the NJDOE Portfolio Appeal for ELA | Meet the criteria of the NJDOE Portfolio Appeal for Math |

Note: * Test is no longer administered but can be used for the graduating year.

ELA and Math Assessment Requirements for the Class of 2020

| Three Pathways Available | English Language Arts (ELA) | Mathematics |
|--|--|--|
| <p>First Pathway Take and Pass a PARCC Test</p> | <p>PARCC ELA Grade 9 or PARCC ELA Grade 10 or PARCC ELA Grade 11</p> | <p>PARCC Algebra I*** or PARCC Geometry or PARCC Algebra II</p> |
| <p>Second Pathway Take and Pass one of the Alternative Assessments</p> <p><i>This Pathway is only available if a student takes all PARCC tests associated with the high-school level courses for which they were eligible and receive valid scores*</i></p> | <p>SAT Reading Test or ACT Reading or ACT PLAN Reading** or Accuplacer WritePlacer or Accuplacer WritePlacer ESL or PSAT10 Reading or PSAT/NMSQT Reading or ACT Aspire Reading** or ASVAB-AFQT Composite</p> | <p>SAT Math Test or ACT or ACT PLAN Math** or Accuplacer Elementary Algebra or PSAT10 Math or PSAT/NMSQT Math or ACT Aspire Math** or ASVAB-AFQT Composite</p> |
| <p>Third Pathway Portfolio Appeals</p> <p><i>This Pathway is only available if a student takes all PARCC tests associated with the high-school level courses for which they were eligible and receive valid scores*</i></p> | <p>Meet the criteria of the NJDOE Portfolio Appeal for ELA</p> | <p>Meet the criteria of the NJDOE Portfolio Appeal for Math</p> |

Note: * "Eligible" is defined as a student who is enrolled in a high-school level course for which there is a PARCC test and receives a valid score. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11. ** Test is no longer administered but can be used for the graduating year. *** The NJDOE is providing flexibility to meet the math assessment requirement for students in the Classes of 2020 and 2021 who completed an Algebra I course prior to the September 6, 2016 effective date of the new high school assessment regulations.

ELA and Math Assessment Requirements for the Class of 2021

| <u>Two Pathways Available</u> | <u>English Language Arts (ELA)</u> | <u>Mathematics</u> |
|-------------------------------|---|--|
| <u>First Pathway</u> | Take and Pass PARCC ELA Grade 10 | Take and Pass PARCC Algebra I** |
| <u>Second Pathway</u> | Meet the criteria of the NJDOE Portfolio Appeal for ELA | Meet the criteria of the NJDOE Portfolio Appeal for Math |

*This Pathway is only available if a student takes all PARCC tests associated with the high-school level courses for which they were eligible**

Note: * "Eligible" is defined as a student who is enrolled in a high-school level course for which there is a PARCC test and receive a valid score. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11. ** The NJDOE is providing flexibility to meet the math assessment requirement for students in the Classes of 2020 and 2021 who completed an Algebra I course prior to the September 6, 2016 effective date of the new high school assessment regulations.

Graduation Requirements:

Classes of 2018 and 2019 (current 12th and 11th graders)

PARCC

- PARCC EOC Algebra I, Geometry, Algebra II and ELA 9, ELA 10, ELA 11

Substitute
Assessments

- Any of the following: SAT, ACT/ACT PLAN, Accuplacer, ASVAB-AFQT, PSAT, ACT
- Aspire EOC PARCC assessment (ELA 9, ELA 11, Geometry, or Algebra II)

Portfolio
Appeal

- Submitted by the district on behalf of the student.

Students in these classes have limited opportunities to participate in PARCC assessments and some may have already taken subjects tested by PARCC.

As such, to meet graduation requirements, students are able to meet various scores on PARCC assessments, substitute assessments or via the portfolio appeal process.

Graduation Requirements:

Class of 2020 (current 10th graders)

- ❖ Students in the class of 2020 are required to take PARCC assessments if they are in classes covered by PARCC content **before** they are eligible to utilize either the substitute assessments or the portfolio appeal.

PARCC

- PARCC EOC Algebra I, Geometry, Algebra II and ELA 9, ELA 10, ELA 11

Substitute
Assessments

- Any of the following: SAT, ACT/ACT PLAN, Accuplacer, ASVAB-AFQT, PSAT, ACT Aspire

Portfolio
Appeal

- Submitted by the district on behalf of the student.


Phase III Graduation Requirements: Class of 2021 (current 9th graders) and Moving Forward

- ❖ Students in the Class of 2021 and thereafter will be required to demonstrate mastery on PARCC ELA10 and Algebra I assessments.



PARCC

- PARCC EOC Algebra I and ELA 10



Portfolio
Appeal

- Submitted by the district on behalf of the student.

How Does PARCC Impact High School Graduation Requirements?

| | PARCC | SAT (Prior to March 2016) | ACT | Accuplacer | PSAT (Prior to October 2016) | ACT Aspire | ASVAB- AFQT | NJ DOE Portfolio Appeal |
|------------|--|------------------------------------|-----|---|---|---------------|-----------------|-------------------------------|
| ELA | Grade 9 >= 750 (Level 4) or Grade 10 >= 750 (Level 4) or Grade 11 >= 725 (Level 3) | 400 Critical Reading | 16 | 6 Write Placer 4 Write Placer ESL | 40 Critical Reading PSAT10 Reading or PSAT/NMS QT Reading** * >=22 | 422 | 31 Composite | Meet criteria |



** SAT - new scoring criterion after March 2016

*** PSAT taken October 2016

How Does PARCC Impact High School Graduation Requirements?

| | PARCC | SAT (Prior to March 2016) | ACT | Accuplacer | PSAT (Prior to October 2016) | ACT Aspire | ASVAB -AFQT | NJ DOE Portfolio Appeal |
|-------------|--|------------------------------------|-----|-----------------------------|---|---------------|----------------|-------------------------------|
| Math | Algebra I >= 750 (Level 4) <i>or</i> Geometry >= 725 (Level 4) <i>or</i> Algebra II >= 725 (Level 3) | 400 Critical Reading | 16 | 76 Elementary Algebra | 40 Critical Reading PSAT10 Math or PSAT/N MSQT Math *** >=22 | 422 | 31 | Meet criteria |



** SAT - new scoring criterion after March 2016

*** PSAT taken October 2016

Overview of the PARCC Data



ELA Performance

**Exceed the State percentage of students at a
Level 4+5**

| Building | Grade | State Score | School Score |
|----------|-------|-------------|--------------|
| Antheil | 5 | 57 | 67 |



Math Performance

**Meet/Exceed the State percentage of students
at a Level 4+5**

| Building | Grade | State Score | School Score |
|---------------|-------|-------------|--------------|
| Fisher Middle | 8 | 28 | 28 |



ELA Performance

**Grade levels which exceed the DISTRICT
percentage of students at a Level 4+5**

| Building | Grade | District Score | School Score |
|----------|-------|----------------|--------------|
| Antheil | 3 | 38 | 45 |
| Lore | 3 | 38 | 39 |
| Lore | 4 | 41 | 45 |
| Antheil | 5 | 52 | 67 |



Math Performance

**Grade levels which meet/exceed the DISTRICT
percentage of students at a Level 4+5**

| Building | Grade | District Score | School Score |
|----------|-------|----------------|--------------|
| Lore | 3 | 50 | 52 |
| Antheil | 3 | 50 | 52 |
| Antheil | 4 | 34 | 34 |
| Lore | 4 | 34 | 34 |
| Antheil | 5 | 33 | 40 |



ELA Total Population Comparison %

| Grade Level | Level 4+5 2016 | Level 4+5 2017 | Difference |
|-------------|----------------|----------------|------------|
| 3 | 38 | 38 | -- |
| 4 | 37 | 34 | -3 |
| 5 | 47 | 52 | +5 |
| 6 | 41 | 31 | -10 |
| 7 | 31 | 40 | +9 |
| 8 | 46 | 32 | -12 |
| 9 | 30 | 35 | +5 |
| 10 | 24 | 41 | +17 |
| 11 | 36 | 32 | -4 |


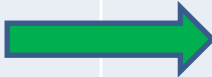



ELA Total Population Comparison %

| Grade Level | Level 4+5 2016 | Level 4+5 2017 | Difference |
|-------------|----------------|----------------|------------|
| 3 | 38 | 38 → | - |
| 4 | 37 | 34 → | -3 |
| 5 | 47 | 52 → | +5 |



ELA Total Population Comparison %

| Grade Level | Level 4+5 2016 | Level 4+5 2017 | Difference |
|-------------|----------------|--|------------|
| 6 | 41 | 31  | -10 |
| 7 | 31 | 40  | +9 |
| 8 | 46 | 32  | -14 |


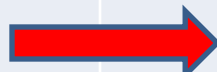



ELA Total Population Comparison %

| Grade Level | Level 4+5 2016 | Level 4+5 2017 | Difference |
|-------------|----------------|----------------|------------|
| 9 | 30 | 35 → | +5 |
| 10 | 24 | 41 → | +17 |
| 11 | 36 | 32* → | -4 |



District Math Total Population Comparison %

| Grade Level | Level 4+5 2016 | Level 4+5 2017 | Difference |
|-------------|----------------|---|------------|
| 3 | 47 | 50  | +3 |
| 4 | 41 | 34  | -8 |
| 5 | 39 | 33  | -6 |


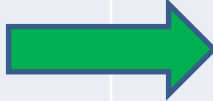



District Math Total Population Comparison %

| Grade Level | Level 4+5 2016 | Level 4+5 2017 | Difference |
|-------------|-------------------|-------------------|------------|
| 6 | 30 | 32 | +2 |
| 7 | 31 | 32 | +1 |
| 8 | 33 | 28 | -5 |


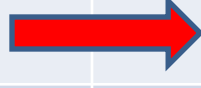
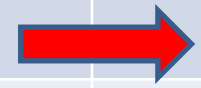
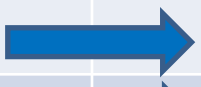
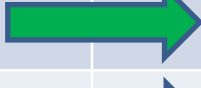
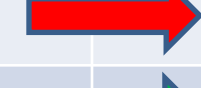
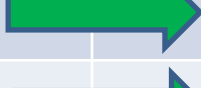
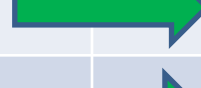
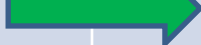


District Math Total Population Comparison %

| Grade Level | Level 4+5 2016 | Level 4+5 2017 | Difference |
|-------------|----------------|---|------------|
| Algebra I | 12 | 25  | +13 |
| Geometry | 12* | 19  | +7 |
| Algebra II | 4 | 10  | +6 |



Math Total Population Comparison %

| Grade Level | Level 4+5 2016 | Level 4+5 2017 | Difference |
|-------------|----------------|--|------------|
| 3 | 47 | 50  | +3 |
| 4 | 41 | 34  | -13 |
| 5 | 39 | 33  | -6 |
| 6 | 30 | 30  | - |
| 7 | 31 | 32  | +1 |
| 8 | 33 | 28  | -5 |
| Algebra I | 12 | 25  | +13 |
| Geometry | 12 | 19  | +7 |
| Algebra II | 4 | 10  | +6 |



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“Apples to Apples” PARCC ELA Comparison %






| Grade | 2016 | 2017 | Difference |
|-------|------|------|------------|
| 3-4 | 38 | 34 | ↓ -4 |
| 4-5 | 37 | 52 | ↑ +15 |



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“Apples to Apples” PARCC ELA Comparison %






| Grade | 2016 | 2017 | Difference |
|-------|------|------|---|
| 5-6 | 47 | 31 |  -16 |
| 6-7 | 41 | 40 |  -1 |
| 7-8 | 31 | 32 |  +1 |



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“Apples to Apples” PARCC ELA Comparison %



| Grade | 2016 | 2017 | Difference |
|-------|------|------|---|
| 8-9 | 46 | 35 |  -11 |
| 9-10 | 30 | 41 |  +11 |
| 10-11 | 24 | 32 |  +8 |



“Apples to Apples” PARCC Math Comparison %






| Grade | 2016 | 2017 | Difference |
|-------|------|------|------------|
| 3-4 | 47 | 34 | ↓ -13 |
| 4-5 | 41 | 33 | ↓ -7 |



“Apples to Apples” PARCC Math Comparison %



| Grade | 2016 | 2017 | Difference |
|-------|------|------|---|
| 5-6 | 39 | 32 |  -7 |
| 6-7 | 30 | 32 |  +2 |
| 7-8 | 31 | 28 |  -3 |



“Apples to Apples” PARCC Math Comparison %



| Grade | 2016 | 2017 | Difference |
|------------|------|------|------------|
| Algebra I | 12 | 25 | ↑ +13 |
| Geometry | 12 | 19 | ↑ +7 |
| Algebra II | 4 | 10 | ↑ +6 |



District Overview by Building



Areas of Encouragement

- Fifth (5th) grade ELA meets/exceeded the percentage of students achieving a Level 4/5 at the State and district level
- All grades in Math met/exceed the percentage of students achieving a Level 4/5 at the State and district level



Focus Area

- Grades 3-4 Literacy (Information text and Writing expression)



Lore Elementary School

Areas of Encouragement

- Grade 3 ELA met the district percentage of students achieving Level 4/5
- Grade 4 ELA exceeded the district percentage of students achieving Level 4/5
- Grades 3 Math met the district percentage of students achieving Level 4/5
- Grades 4 Math exceeded the district percentage of students achieving Level 4/5



Focus Areas

- Grade 5 Literacy (Writing)
- Grades 3-5 Math (Modeling and application)



Area of Encouragement

- Grade 5 ELA demonstrated significant growth in the percentage of students achieving Level 4/5

Focus Areas

- Grades 4-5
Literacy(Information text and Writing expression)
- Grade 4-5 (Modeling and application)



Fisher Middle School

Areas of Encouragement

- 100% of students enrolled in the eighth (8th) grade Algebra I class achieved a 4/5 on the Algebra I assessment
- Grade 7 demonstrated growth in ELA and Math of students achieving Level 4/5 by 5%

Focus Areas

- Grades 6 & 8 Math
(Modeling and application)
- Grades 6 & 8 Literacy
(Information text and Writing expression)





Area of Encouragement

- Increase % of students achieving Level 4/5 in Algebra I and Geometry
- Increase % of students achieving Level 4/5 in English 9 and English 10

Focus Areas

- English II
(Information text, Vocabulary and Writing expression)
- Algebra II
(Expression and Mathematical Reasoning and Modeling and application)



Next Steps: 2017-18

District Focus includes:

- Continue professional development focused on the New Jersey Student Learning Standards (NJSLS) in English Language Arts and Mathematics
- Continue to refine classroom assessments NJSLS in English Language Arts and Mathematics to reflect both NJSLS and PARCC Evidence Statements.
- Refine common benchmark assessments, data analysis processes and using data to meet student needs in all content areas



Next Steps: 2017-18

District Focus includes:

- Strategically infuse student learning experience which infuses writing across the curriculum
- Focus on critical thinking and application of knowledge across all content areas
- Infuse RST-format questions across Grades 2-11 into the grade level curriculum
- Strategically infuse student learning experiences which infuse writing across the curriculum
- Refine common benchmark assessments and data analysis processes in all content areas



Next Steps: 2017-18

District Focus includes:

- Extend the Grade 6-8 Math Coach to grades 5 and 9-12
- Continue implementation of writing program Grades K-5
- Refine implementation of writing across the district curriculum (RST formatted questions)



Next Steps: 2017-18

Building Level Focus includes:

- Monitor implementing with fidelity new instructional material in English 9-12, Algebra I, Geometry and Algebra II.
- Continue to refine common assessments for Algebra I, Geometry and Algebra II
- Monitor implementing with fidelity the writing instructional materials at the middle school



Questions?

