

**ANNUAL ASSESSMENT RESULTS:
SY 2018-2019**

**WEST ORANGE PUBLIC SCHOOLS
OCTOBER 2019**

*Measuring College and Career Readiness: NJSLA ELA and Math
» Access for ELLs » MAP » SAT » Advanced Placement*



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NEW JERSEY STATEWIDE ASSESSMENT PROGRAM

- Spring 2019 marked the 5th administration of online State assessments in ELA and Mathematics.
- NJ transitioned from PARCC to NJSLA (New Jersey Student Learning Assessments), specifically:
 - NJSLA English Language Arts and Literacy Assessments (ELA/L) in Grades 3-10
 - NJSLA Mathematics Assessments in Grades 3 - 8
 - End of Course Assessments in Algebra I, Geometry, and Algebra II
- Spring 2019 marked the second year of NJSLA Science Assessments in Grades 5, 8, 11.
 - Science reports/data are due in district sometime in November / December 2019.

NJSLA PERFORMANCE LEVELS

NJSLA Performance Levels for ELA and Math				
Level 1	Level 2	Level 3	Level 4	Level 5
Did Not Yet Meet Expectations 650-699	Partially Met Expectations 700-724	Approached Expectations 725-749	Met Expectations 750-varies*	Exceeded Expectations *varies-850

Reading Score Range	Writing Score Range
10 - 90	10 - 60

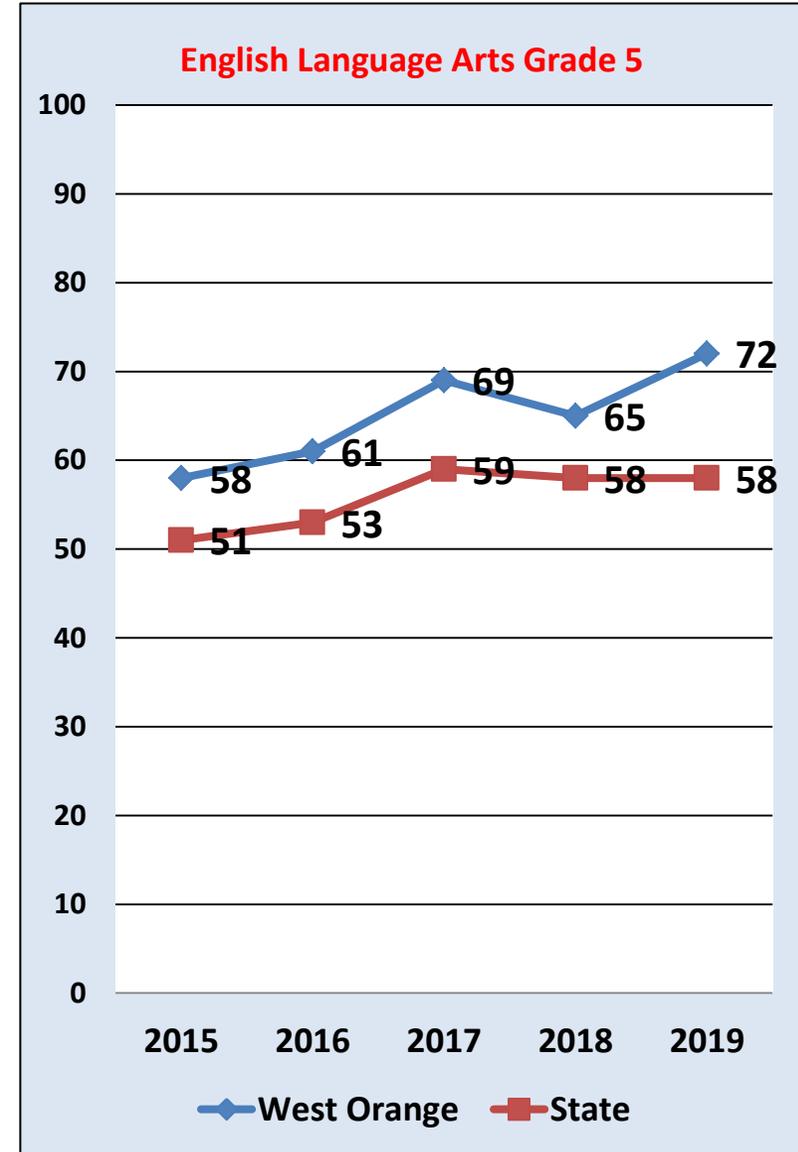
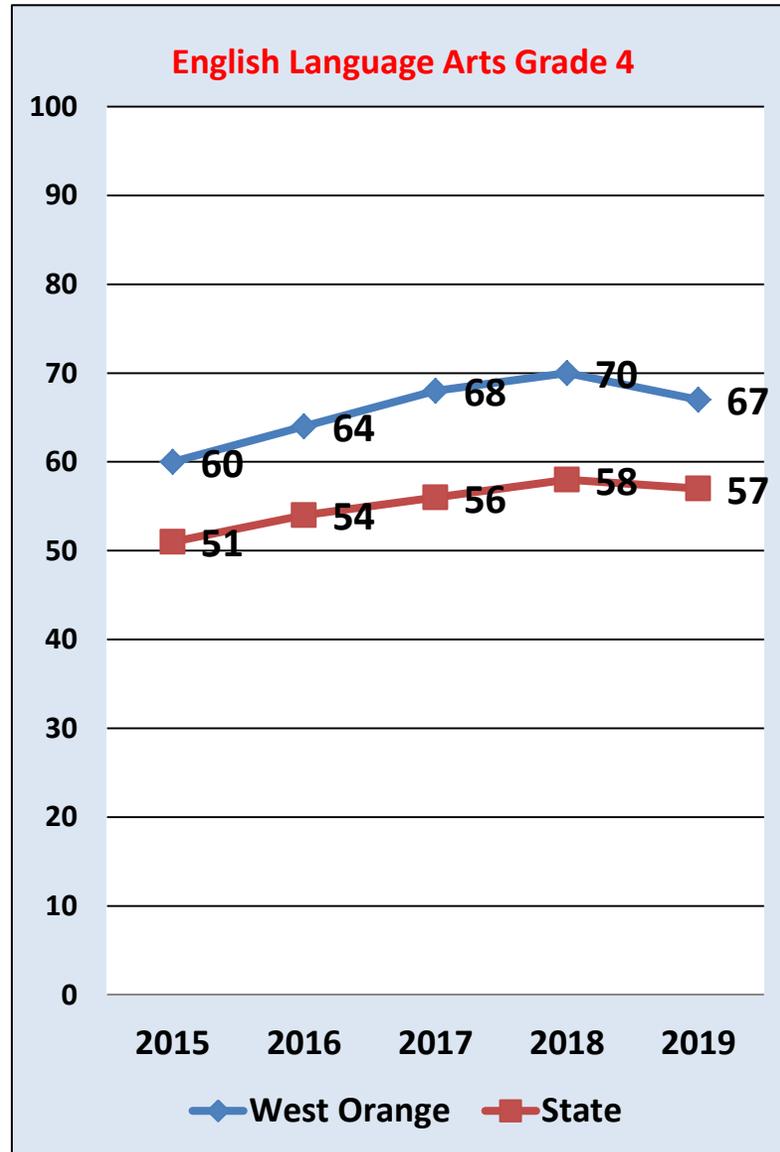
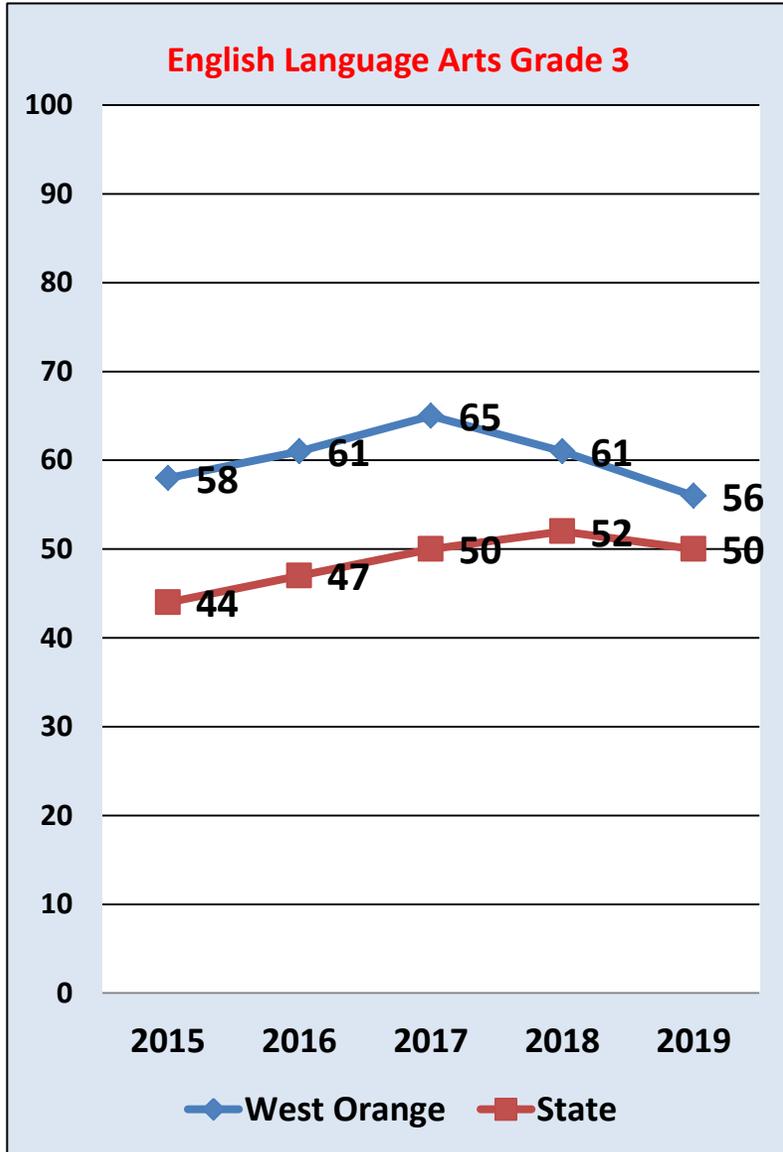
*Varies based on subject area and/or grade level.

IN 2019, HOW DID WEST ORANGE STUDENTS
PERFORM ON NJSLA ASSESSMENTS
COMPARED WITH THE STATE OF NEW JERSEY,
OVER TIME & IN COMPARISON TO THEIR PEERS?

English Language Arts

Grades 3-5

% OF STUDENTS PROFICIENT IN 2016 - 2019
(MET OR EXCEEDED EXPECTATIONS LEVELS)
COMPARISON OF WEST ORANGE AND STATE
NJSLA GRADE 3-5



2018 PARCC — ELA —> 2019 NJSLA

ESBR – Evidence-Based Selected Response
 TECR – Technology Enhanced Constructed Response
 PCR – Prose Constructed Response

Unit	Task/Item Set	# of Passages	Claims/Sub-Claims	Max # of Points from EBSR/TECR Items	Max # of Points from PCRs
Unit 1	Literary Analysis Task	2	Reading: Literary Text	8	3
			Reading: Vocabulary	4	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
Unit 2	Research Simulation Task	2	Reading: Informational Text	8	3
			Reading: Vocabulary	4	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
Unit 3	Narrative Writing Task	1	Reading: Literary text	8	0
			Reading: Vocabulary	0	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
	Short Passage Set	1	Reading: Informational Text	6	N/A
			Reading Vocabulary	2	
Totals		6		40 Reading	6 Reading 36 Writing

ELA Grade 3: Blueprint 1

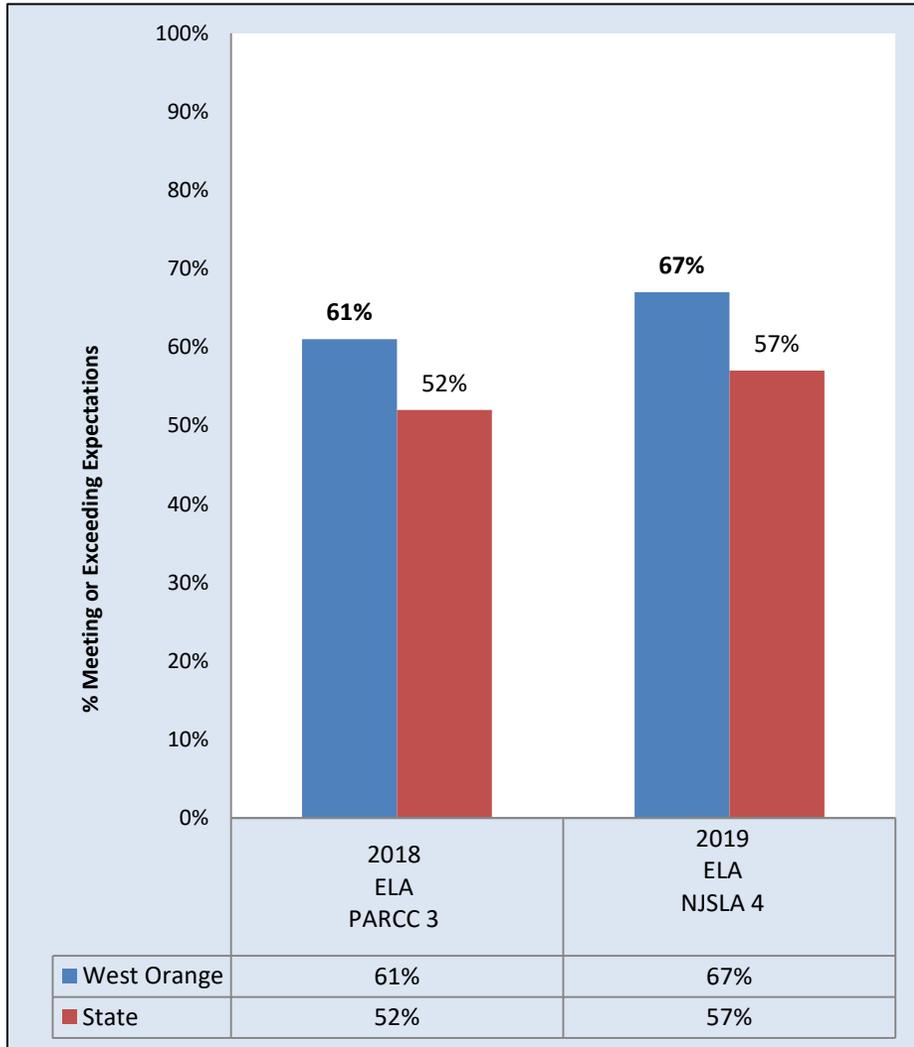
Unit	Task	Time	Points	
			ESBR/TECR	PCR
Unit 1	Literary Analysis Task	75 minutes	12	15
Unit 2	Research Simulation Task	75 minutes	12	15
Total	4 Passages	150 minutes	24 Reading	6 Reading 24 Writing

ELA Grade 3: Blueprint 2

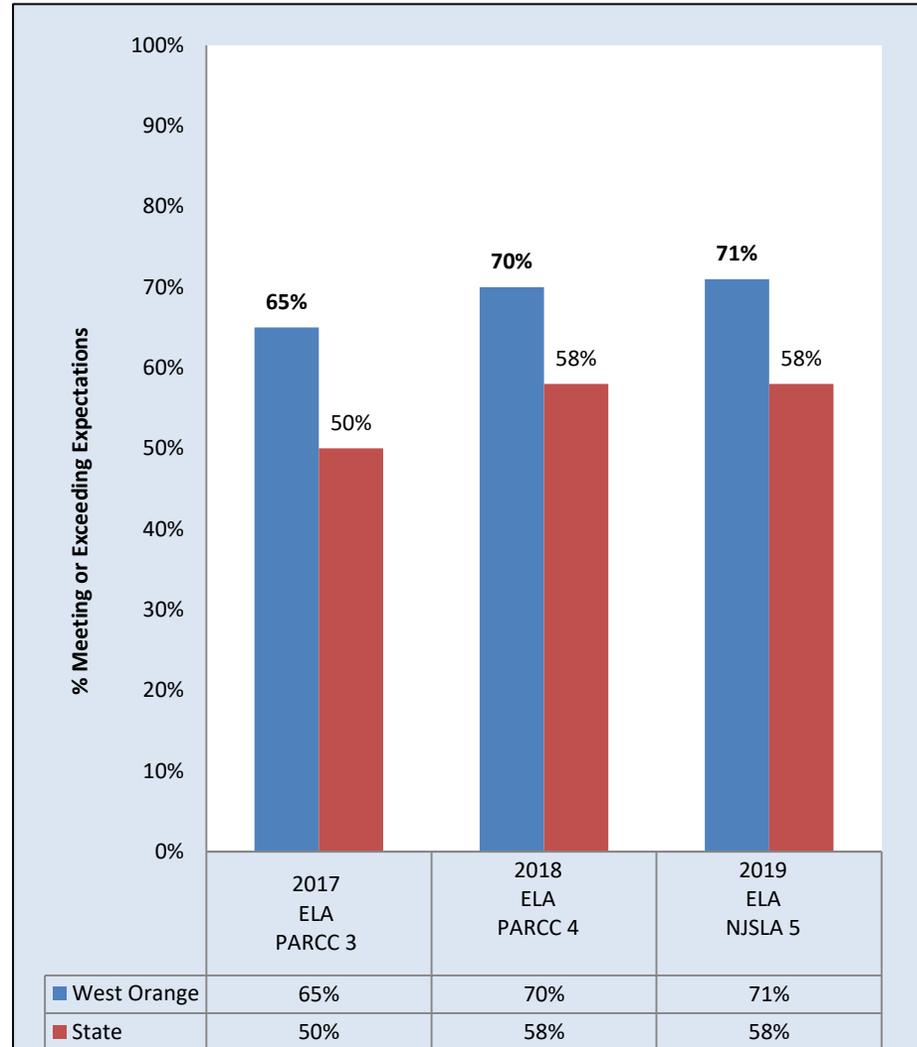
Unit	Task	Time	Points	
			ESBR/TECR	PCR
Unit 1	Narrative Writing Task Short Passage Set	75 minutes	8 8	12 NA
Unit 2	Research Simulation Task	75 minutes	12	15
Total	4 Passages	150 minutes	28 Reading	3 Reading 24 Writing

Longitudinal: Comparison of West Orange and State

Longitudinal
2019 Current **Grade 5** Students
English Language Arts/Literacy



Longitudinal
2019 Current **Grade 6** Students
English Language Arts/Literacy



English Language Arts, Grades 3-5

ELA Evaluation Committee (2018-2019)

Evaluate the K-12 ELA program in the areas of instructional materials, curriculum units, assessment, and student work in order to achieve a comprehensive and cohesive K-12 ELA program that ensures all students are meeting the expectations of the NJSLS.

Building Instructional Support

- **Integrate Units of Study into the ELA curriculum as an instructional resource in order to strengthen and support balanced literacy approach and provide:**
 - Access to quality instructional materials across district, in all schools, grade levels and classrooms
 - Consistent integration of mentor texts in each unit for direct instruction and modeling
- **Review, evaluate and integrate instructional resources into the balanced literacy model that support grammar/ language and vocabulary to ensure:**
 - Consistent explicit instruction for grammar/ language skills across district, in all schools, grade levels and classrooms
 - All students demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Professional Development

- **Focus on improving teacher practice and instructional decision making through modeling during mini-lessons and student conferences.**
- Smaller participant groups of teachers
- Half-day professional development sessions rather than full day
- Focus on conferencing with students in reading and writing workshop
- Utilizing rubrics effectively to target specific needs in writing
- Support of the Units of Study in the form of demonstration lessons at site schools
- **Push in / coaching is facilitated by Reading Specialists to further support instruction in components of balanced literacy**
- November 5th – **Developmental Stages of Writing**

English Language Arts, Grades 3-5

Vocabulary Interpretation and Use:

- Determine meaning of general academic words or phrases.
- Determine the meaning of words and phrases, using sentence-level context as a clue to the meaning.

Reading Literature:

- Provide an explanation of how characters' actions contribute to the sequence of events.
- Compare and contrast two or more settings.
- Compare and contrast the focus and information in a firsthand and secondhand account of the same event and topic.
- Provide a summary of the text.

District Supports:

- Reading Specialists are conducting coaching cycles to support teachers and enhance instructional strategies.

Baseline Assessments:

- Administering assessments with fidelity

Instruction:

- Conferencing as explicit instruction with integrated teaching points based on student data that address individual student goals as well as classroom goals
- Guided reading lessons and strategy groups
- Integration of units of study as a resource to support the curriculum
- Focus on Writing
- Observations / walkthroughs to progress monitor specific areas of focus
- Small mini lessons based on student need
- Modeling
- Teacher resources and video clips



Class Report

Class: Language Arts 3rd Grade -

Term Rostered: Spring 2018-2019
 Term Tested: Spring 2018-2019
 District: West Orange Public Schools
 School: Redwood Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2019)
 Small Group Display: No

MAP: Class Report

Reading

Growth: Reading 2-5 NJ 2016 V2 / NJ Student Learning Standards Language Arts: 2016

Summary	
Total Students With Valid Growth Test Scores	18
Mean RIT	207.4
Median RIT	209
Standard Deviation	8.5
District Grade Level Mean RIT	199.6
Students At or Above District Grade Level Mean RIT	15
Norm Grade Level Mean RIT	198.6
Students At or Above Norm Grade Level Mean RIT	15

Goal Performance

- A. Literary Text: Key Ideas and Details
- B. Literary Text: Language, Craft, and Structure
- C. Informational Text: Key Ideas and Details
- D. Informational Text: Language, Craft, and Structure
- E. Vocabulary: Acquisition and Use

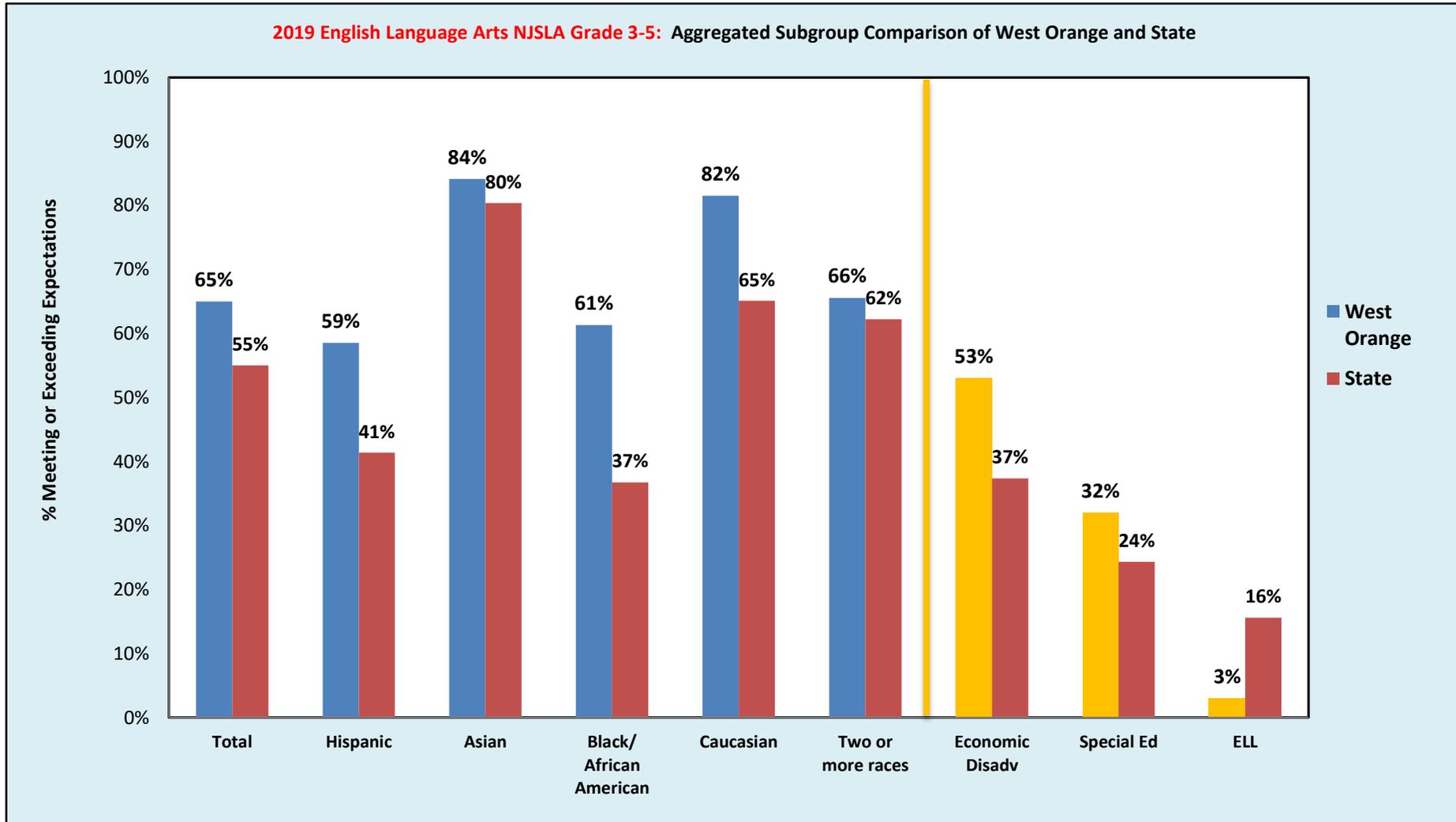
Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Growth: Reading 2-5 NJ 2016 V2 / NJ Student Learning Standards Language Arts: 2016	0	0%	2	11%	3	17%	9	50%	4	22%

Goal Area	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Informational Text: Key Ideas and Details	0	0%	0	0%	4	22%	8	44%	6	33%
Informational Text: Language, Craft, and Structure	0	0%	3	17%	6	33%	5	28%	4	22%
Literary Text: Key Ideas and Details	0	0%	3	17%	6	33%	5	28%	4	22%
Vocabulary: Acquisition and Use	0	0%	2	11%	5	28%	6	33%	5	28%
Literary Text: Language, Craft, and Structure	0	0%	1	6%	4	22%	7	39%	6	33%

Grade	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C	D	E
3	06/06/19	189-192-195	25-33-42	405L-555L	51 m	LoAvg	Avg	Avg	LoAvg	LoAvg
3	06/06/19	191-194-197	30-38-47	445L-595L	41 m	LoAvg	Avg	Avg	LoAvg	Avg
3	06/06/19	193-196-199	35-43-52	485L-635L	33 m	Avg	LoAvg	HiAvg	Avg	LoAvg
3	06/06/19	197-200-203	45-54-62	565L-715L	32 m	Avg	HiAvg	HiAvg	LoAvg	Avg
3	06/06/19	198-201-204	48-56-65	585L-735L	24 m	LoAvg	HiAvg	Avg	Avg	Avg
3	06/06/19	202-205-208	58-66-74	665L-815L	97 m	HiAvg	HiAvg	HiAvg	Avg	HiAvg
3	06/06/19	204-207-210	63-71-78	705L-855L	51 m	HiAvg	Avg	Avg	HiAvg	HiAvg
3	06/06/19	204-207-210	63-71-78	705L-855L	46 m	Avg	HiAvg	HiAvg	HiAvg	High
3	06/06/19	205-208-211	66-73-80	730L-880L	45 m	HiAvg	HiAvg	HiAvg	Avg	High
3	06/06/19	207-210-213	70-77-84	770L-920L	67 m	Avg	HiAvg	HiAvg	High	HiAvg
3	06/06/19	207-210-213	70-77-84	770L-920L	31 m	Avg	Avg	High	HiAvg	High
3	06/11/19	207-210-213	70-77-84	770L-920L	53 m	HiAvg	High	High	Avg	HiAvg
3	06/06/19	208-211-214	73-79-85	790L-940L	46 m	HiAvg	High	HiAvg	High	Avg
3	06/06/19	208-211-214	73-79-85	790L-940L	74 m	Avg	HiAvg	High	HiAvg	HiAvg
3	06/06/19	210-213-216	77-83-88	830L-980L	40 m	High	High	High	HiAvg	Avg
3	06/06/19	211-214-217	79-85-89	850L-1000L	47 m	High	High	HiAvg	Avg	HiAvg

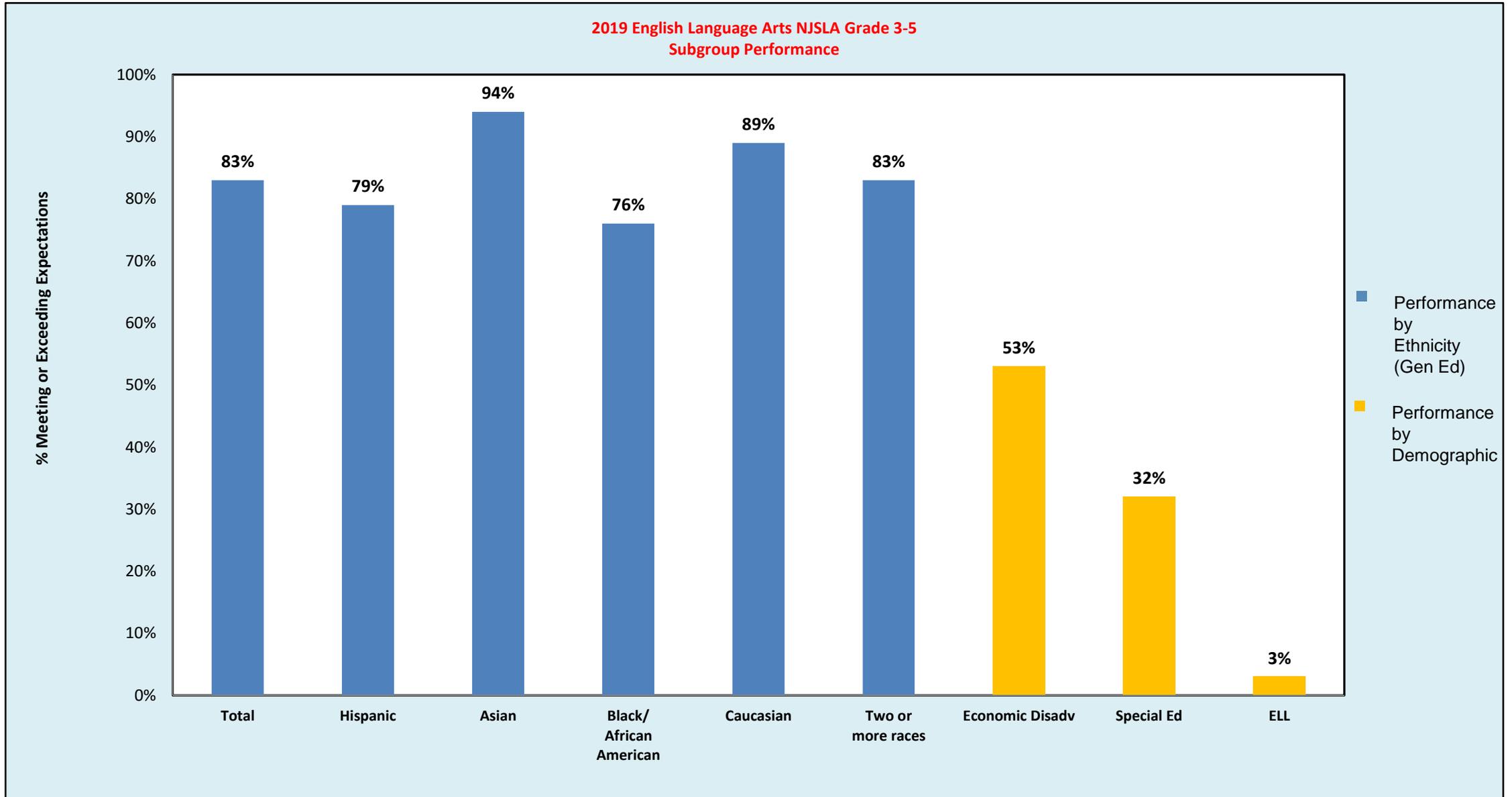
AGGREGATED SUBGROUP COMPARISON OF WEST ORANGE & STATE

NJSLA GRADES 3-5 ENGLISH LANGUAGE ARTS/LITERACY



DISAGGREGATED SUBGROUP PERFORMANCE

NJSLA GRADES 3-5 ENGLISH LANGUAGE ARTS/LITERACY



English Language Learners, 3-5

ACCESS & MAP

	ELA NJSLA Valid Scores	ELA NJSLA Number Passing	Average Composite ACCESS Score	Average Years in WO ESL Program
Grade 3	21	2	3.4	2.4
Grade 4	17	2	3.1	2
Grade 5	15	3	3.3	2

MAP Spring Reading Assessment

54% ELLs scored >30%

Average MAP Reading %

36.3%

Proficiency Level 2 – EMERGING

Knows and uses some social English and general academic language with visual and graphic support.

Proficiency Level 3 - DEVELOPING

Knows and uses social English and some technical academic language.

Average growth on the ACCESS from the 2018 to the 2019 administrations

- Average growth for ELLs who scored in the **L1 range** in **2018** = **1.41**
- Average growth for ELLs who scored in the **L2 range** in **2018** = **.87**
- Average growth for ELLs who scored in the **L3 range** in **2018** = **.53**

ELL Programmatic Changes

SY 2018-2019

- Grades 3-5 ELLs were spread through 7 elementary schools
- At each school – ELLs were dispersed throughout the grade level homerooms at each grade level
- Training of general education teachers in Sheltered English Instruction was inconsistent.
- ESL pullout instruction varied from building to building
- Grade/proficiency clusters for pullout was inconsistent throughout the district (both proficiency and grade levels were mixed in one ELL pullout class) different configurations across schools causing inconsistent curriculum implementation.

Professional Development

- For ESL teachers in Balanced Literacy / Readers and Writers Workshop
- All general education teachers with ELLs are receiving Sheltered English Instruction Training
- ELL teams (Consisting of ESL, BSI, and Reading Specialists) at each elementary school were trained to facilitate Sheltered English Instruction PLCs in their respective schools.

SY 2019-2020

Hiring two ESL teachers and restructuring the K-5 ESL program allowed for the following:

- Increase in consistency of the grade/proficiency clusters for pull out through out the district.
- More opportunities for push-in instruction instead of pullout for the level 3 and 4 ELLs.
- Push-in allows for greater collaboration between the ESL and general education teachers in terms of language acquisition and content area instruction.
- Allows for greater exposure to grade level curriculum and peer interaction for ELLs.
- ELLs were placed in same homeroom at each grade level allowing the district to provide greater support and a concentration of resources to teachers with ELLs.

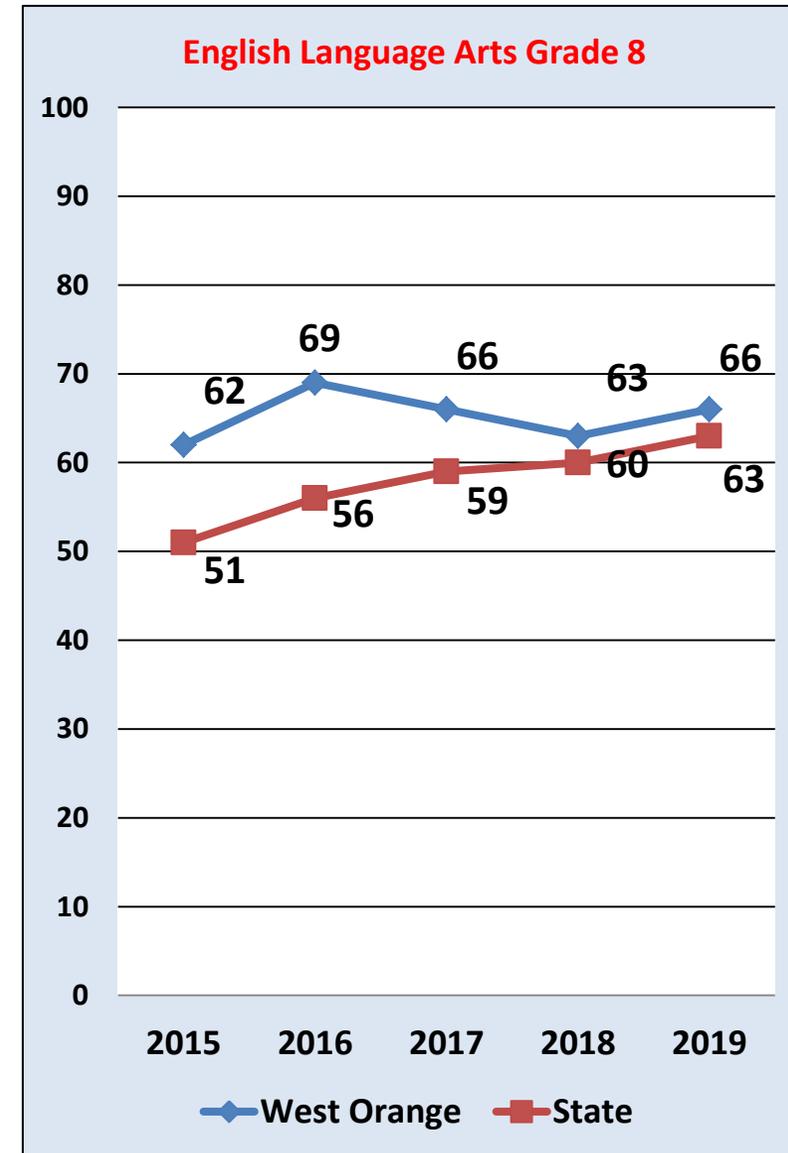
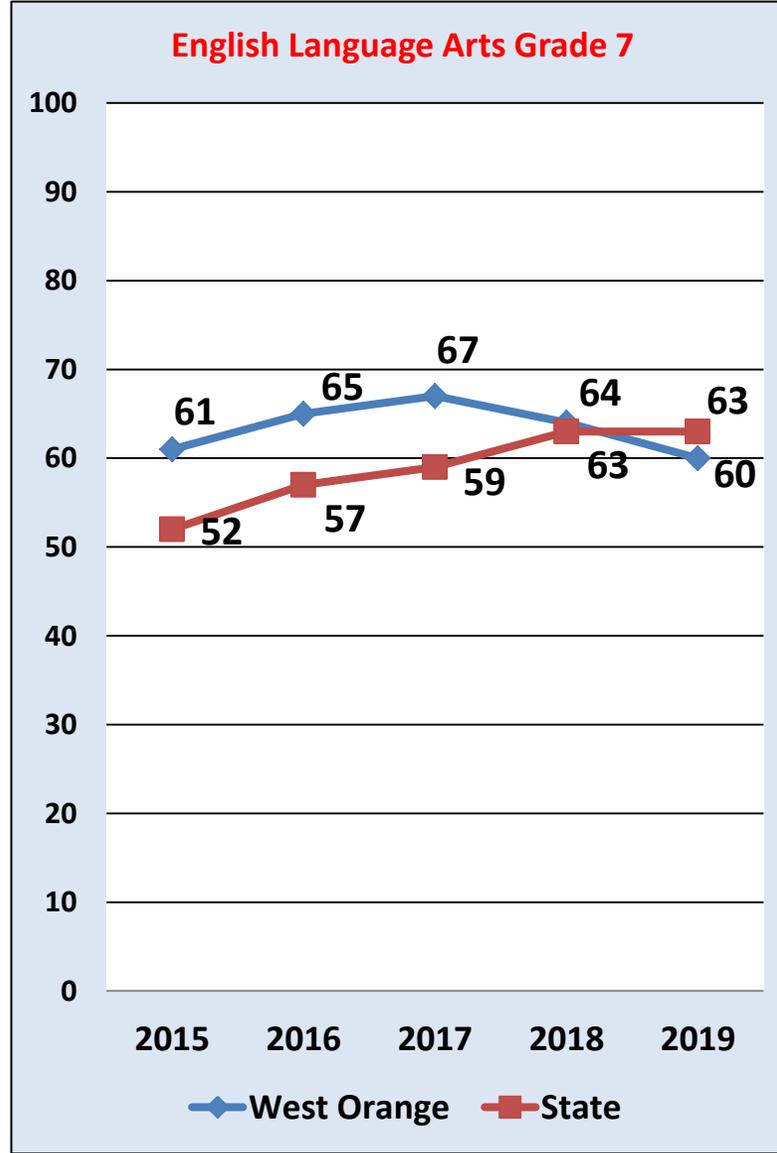
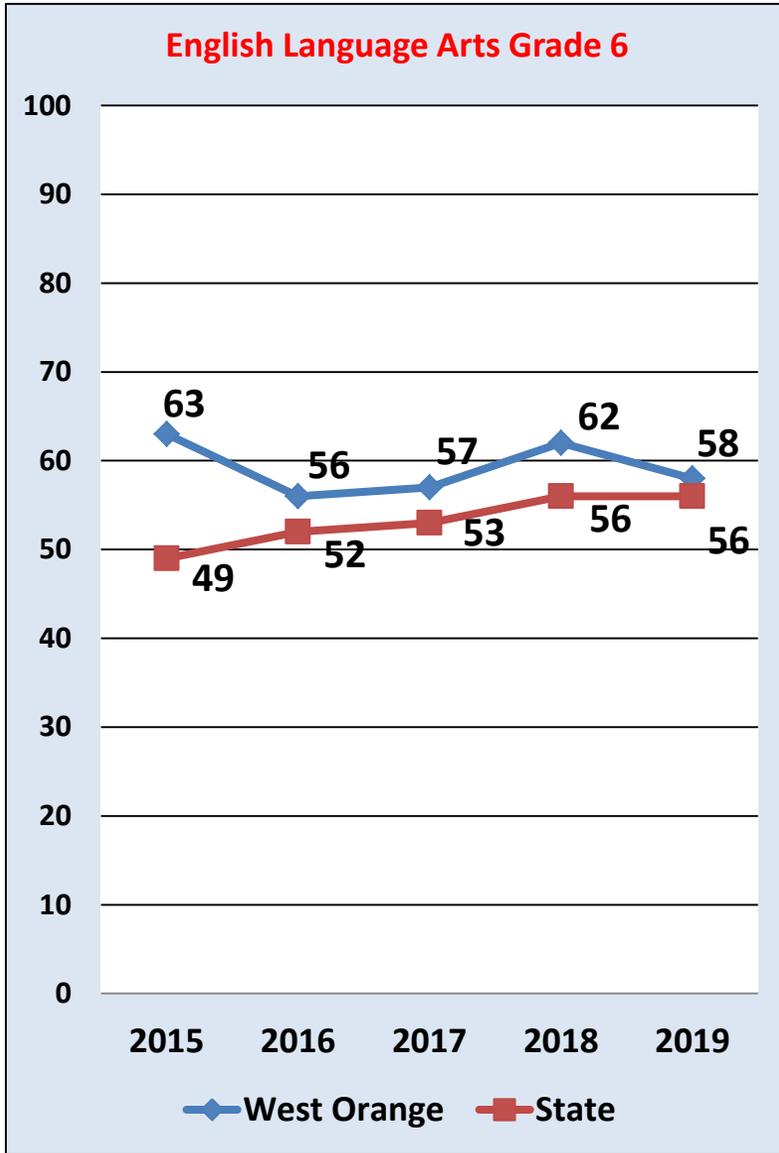
Instructional Supports & Interventions

- Examine the scope of the varying intervention services provided across the district and provide training for school leaders regarding data driven / research based alignment between student need and services provided.
 - An index of intervention services that are provided to students across the district needs to be developed along with related professional learning in order to define the type of service, criteria for eligibility, and the type of student that would best be serviced by the specific intervention in order to best meet the individual needs of our students and provide targeted intervention that directly aligns to student performance outcomes.
- Implementation of intervention programs such as, Basic Skills, Orton Gillingham, Foundations Double Dose, and Leveled Literacy Intervention (LLI).
- DIBELS Dyslexia Screening Process, interventions, progress monitoring
- Continue to integrate professional development for special education teachers alongside content area teachers, while adding professional learning opportunities unique to student programming.
- Build capacity of Reading Specialists, grades K-6, to grow toward a coaching model that will provide direct support to homeroom teachers in the area of effective reading instruction and the implementation of units of study.
- Scaffold instruction based on strengths in student learning
- Embed supports that assist students to make connections (visual & auditory) and build schema.
- Explore appropriate assessment tools for special education students to measure growth outside of standardized assessment measures.

English Language Arts

Grades 6-10

**% OF STUDENTS PROFICIENT IN 2016 - 2019
(MET OR EXCEEDED EXPECTATIONS LEVELS)
COMPARISON OF WEST ORANGE AND STATE
NJSLA GRADE 6-8 ELA**



2018 PARCC



2019 NJSLA

Grades 6-11 ELA/L Blueprint

Unit	Task/Item Set	# of Passages	Claims/Sub-Claims	Max # of Points from EBSR/TECR Items	Max # of Points from PCRs
Unit 1	Literary Analysis Task	2	Reading: Literary Text	8	4
			Reading: Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
	Short Passage Set	1	Reading: Informational Text or Literary Text	6	N/A
			Reading: Vocabulary	2	
Unit 2	Research Simulation Task	3	Reading: Informational Text	12	4
			Reading: Vocabulary	4	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
Unit 3	Narrative Writing Task	1	Reading: Literary text	8	0
			Reading: Vocabulary	0	0
			Writing: Written Expression	0	12
			Writing: Knowledge of Language and Conventions	0	3
	Long Passage or Paired Passage Set	1 or 2	Reading: Informational Text or Literary Text	10	N/A
			Reading: Major Claim		
			Reading: Vocabulary	2	
Totals		8 or 9		56 Reading	8 Reading 45 Writing

ESBR – Evidence-Based Selected Response
 TECR – Technology Enhanced Constructed Response
 PCR – Prose Constructed Response

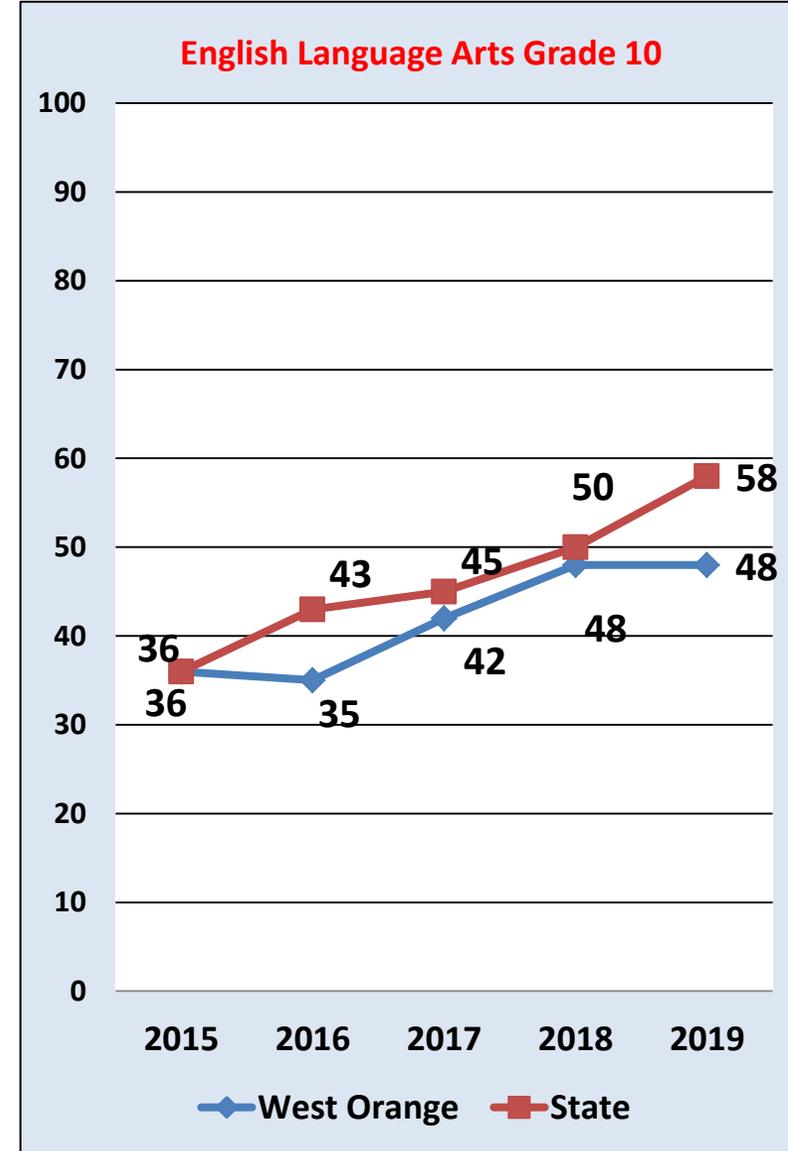
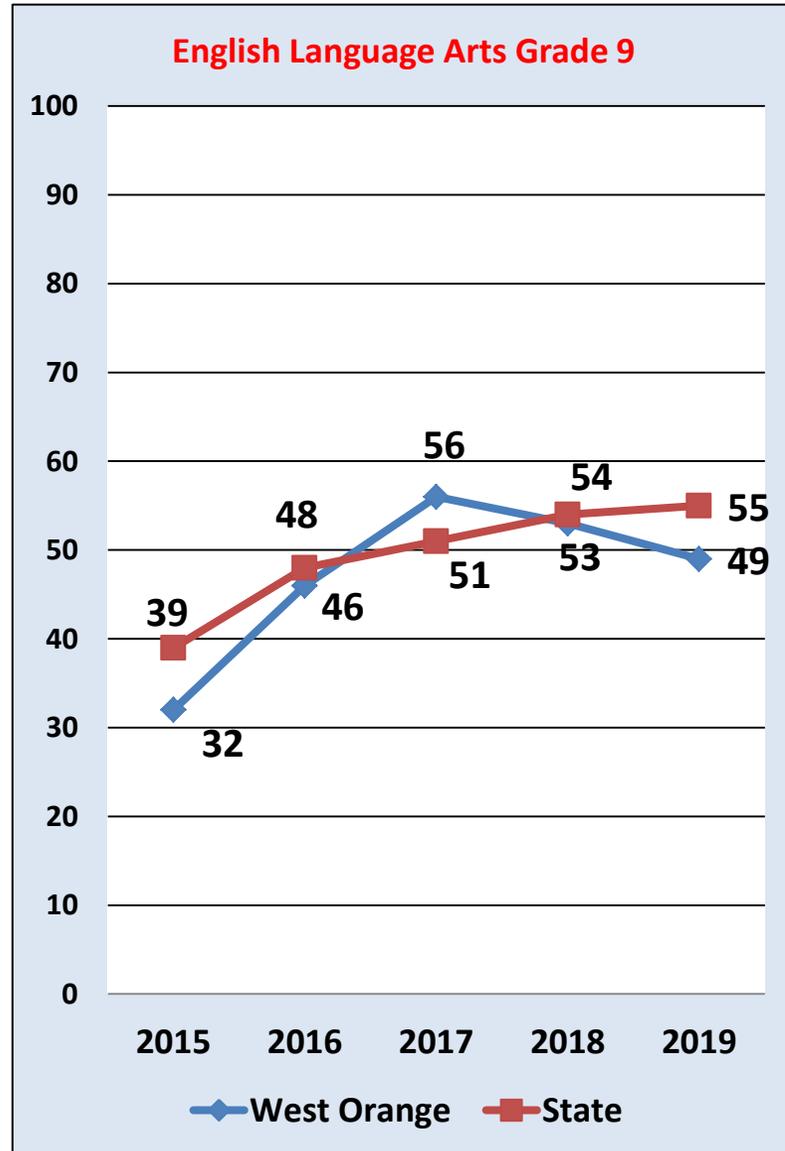
ELA Grade 7: Blueprint 1

Unit	Task	Time	Points	
			ESBR/TECR	PCR
Unit 1	Literary Analysis Task Short Passage Set	90 minutes	12 8	19
Unit 2	Research Simulation Task	90 minutes	16	19
Total	6 Passages	180 minutes	36 Reading	8 Reading 30 Writing

ELA Grade 7: Blueprint 2

Unit	Task	Time	Points	
			ESBR/TECR	PCR
Unit 1	Narrative Writing Task Long or Paired Passage Set	90 minutes	8 12	15 NA
Unit 2	Research Simulation Task	90 minutes	16	19
Total	5 to 6 Passages	180 minutes	36 Reading	4 Reading 30 Writing

**% OF STUDENTS PROFICIENT IN 2016 - 2019
(MET OR EXCEEDED EXPECTATIONS LEVELS)
COMPARISON OF WEST ORANGE AND STATE
NJSLA ELA 9 & ELA 10**



High School Graduation Assessment Requirements

Updated August 2017

On August 3, 2016, the State Board of Education approved updated state regulations for the high school graduation assessments requirements in both English language arts (ELA) and mathematics for the Classes of 2016 through 2021, and beyond. These new state regulations ([N.J.A.C. 6A:8-5.1](#)) became effective on September 6, 2016.

The Classes of 2018 and 2019 – Students graduating as members of the Classes of 2018 and 2019 can meet graduation assessment requirements through any of these **three pathways**:

- (1) Achieving passing scores on high-level PARCC assessments;
 - (2) Achieving certain scores on alternative assessments such as the SAT, ACT, or Accuplacer; or
 - (3) The submission by the district of a student portfolio through the Department’s portfolio appeals process.
- (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.)

The Class of 2020 – Students in the Class of 2020 can demonstrate graduation assessment proficiency through the same **three pathways** as those in the Classes of 2017 through 2019, provided that **students in the Class of 2020 take all PARCC assessments** associated with the high-school level courses for which they were eligible* and **receive valid scores**, as of the September 6, 2016 effective date the amendments were adopted by the State Board of Education.

The Class of 2021 and Beyond – Starting with the Class of 2021, students will only have **two pathways** to meet the high school graduation assessments requirements:

- (1) Pass the ELA 10 and Algebra 1 assessments; or
- (2) The submission by the district of a student portfolio through the Department’s portfolio appeals process, **assuming the student has taken all PARCC assessments** associated with the high-school level courses for which they were eligible* and receives valid scores.

Each school year the NJDOE will determine the proficiency level needed on the assessments to meet the requirements.

It is important to note that our students have always been able to meet graduation requirements through an alternative assessment or pathway to graduation throughout New Jersey’s forty-year history with a statewide assessment program, and will continue to be able to do so.

In this document, you will find charts containing the list of assessment requirements in both ELA and mathematics for the high school graduation Classes of 2018 through 2021.

*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.*

ELA and Math Assessment Requirements for the **Class of 2018**

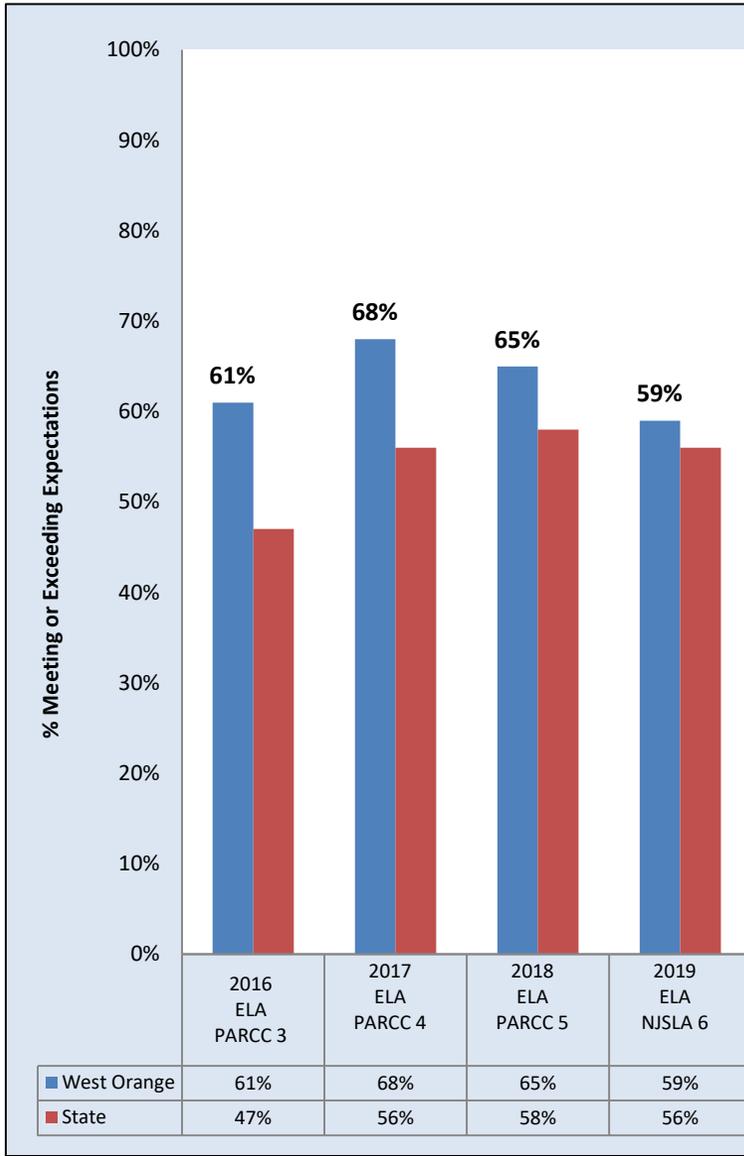
<u>Three Pathways Available</u>	<u>English Language Arts (ELA)</u>	<u>Mathematics</u>
<p>First Pathway <i>Take and Pass a PARCC Test</i></p>	<p>PARCC ELA Grade 9 \geq 750 (Level 4) <i>or</i> PARCC ELA Grade 10 \geq 750 (Level 4) <i>or</i> PARCC ELA Grade 11 \geq 725 (Level 3)</p>	<p>PARCC Algebra I \geq 750 (Level 4) <i>or</i> PARCC Geometry \geq 725 (Level 3) <i>or</i> PARCC Algebra II \geq 725 (Level 3)</p>
<p>Second Pathway <i>Take and Pass one of the Alternative Assessments</i></p>	<p>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</p>	<p>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</p>
<p>Third Pathway <i>Portfolio Appeals</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>

ELA and Math Assessment Requirements for the **Class of 2020**

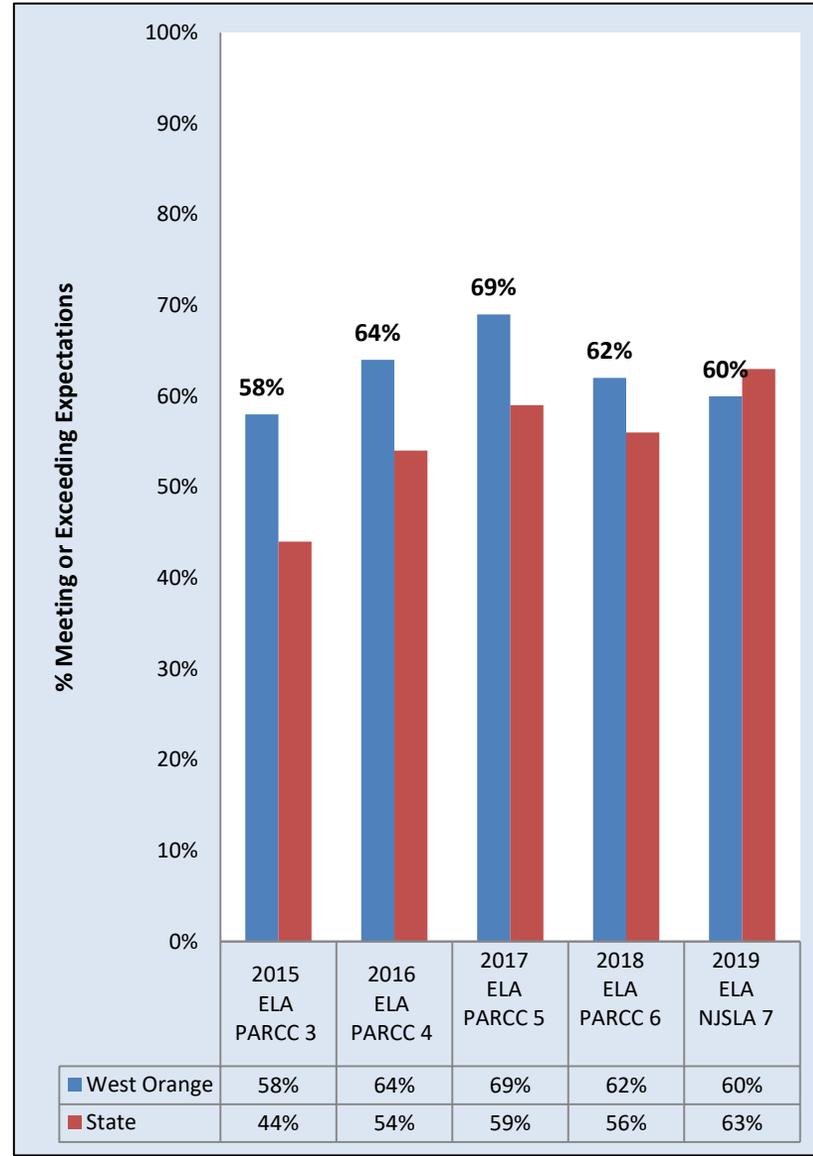
<u>Three</u> <u>Pathways</u> <u>Available</u>	<u>English Language Arts (ELA)</u>	<u>Mathematics</u>
<u>First</u> <u>Path</u> <u>way</u> <i>Take and Pass a PARCC Test</i>	PARCC ELA Grade 9 <i>or</i> PARCC ELA Grade 10 <i>or</i> PARCC ELA Grade 11	PARCC Algebra I*** <i>or</i> PARCC Geometry <i>or</i> PARCC Algebra II
<u>Seco</u> <u>nd</u> <u>Path</u> <u>way</u> <i>Take and Pass one of the Alternative Assessments</i> <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>	SAT Reading Test <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 <i>or</i> ACT Aspire Reading** <i>or</i> ASVAB-AFQT Composite	SAT Math Test <i>or</i> ACT or ACT PLAN Math** <i>or</i> Accuplacer Elementary Algebra <i>or</i> PSAT10 Math or PSAT/NMSQT Math <i>or</i> ACT Aspire Math** <i>or</i> ASVAB-AFQT Composite
<u>Thir</u> <u>d</u> <u>Path</u> <u>way</u> <i>Portfolio Appeals</i> <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>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

Longitudinal: Comparison of West Orange and State

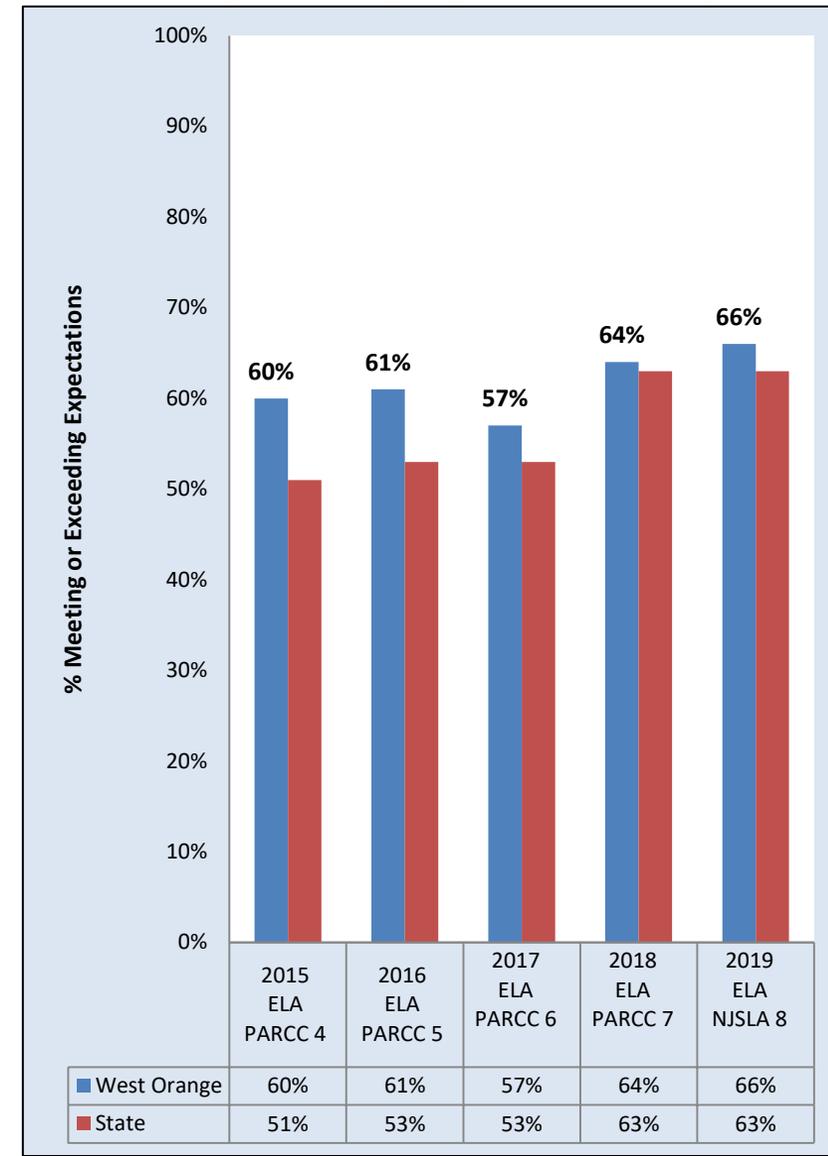
Longitudinal
2019 Current **Grade 7** Students
English Language Arts/Literacy



Longitudinal
2019 Current **Grade 8** Students
English Language Arts/Literacy



Longitudinal
2019 Current **Grade 9** Students
English Language Arts/Literacy



English Language Arts, Grades 6-10

Reading:

- Reading complex texts and comprehend a range of sufficiently complex texts independently.

Writing:

- Students write effectively when using and/or analyzing sources.

Curriculum & Instruction

- Examine middle school curriculum units to ensure cohesive flow of instruction and genre and re-sequence if needed.
- Infuse more literature study into the ELA 7 and 8 curriculum by adding more contemporary and diverse texts to the reading lists and incorporating book clubs more frequently throughout the year.
- Examine student writing tasks to strengthen consistency in expectations and assessment.
- Collaborate with other departments to further infuse reading and writing across content areas.
- In partnership with Library Media Specialists, build additional complex literary and informational texts into identified units to include more current and diverse authors, relatable characters, contemporary issues and digital texts to increase student engagement.

- Examine and reorganize texts used in Honor and CP courses to ensure ample differentiation in titles and complexity.
- Complete revision of high school Performance Based Assessments to ensure authentic tasks that provide students variety in product.

Professional Development

- Selecting Complex & Diverse Texts, Teaching Struggling Readers
- Explicitly teaching literary and rhetorical analysis
- Drew University Partnership/ National Writing Project
 - Teachers as Writers
 - Examining Student Work
 - Real World Argument Writing
 - Creative Writing

MAP: Class Breakdown Report with Learning Continuum

Growth: Reading 6+ NJ 2016 V2 / NJ Student Learning Standards Language Arts: 2016

Goal	Goal Score				
	181-190	191-200	201-210	211-220	221-230
Literary Text: Key Ideas and Details			(199)	(215) ... (216) (223) (225)	... (226) ... (228) ... (229)
Literary Text: Language, Craft, and Structure	Student Names (199)		(215)	... (216) (226) (233)	(223) (228) (229) (234)
Informational Text: Key Ideas and Details			.. (199) 215) . (216)	(223)	(214) (225) (233) z... (237)
Informational Text: Language, Craft, and Structure			(199)	(225) an (227)	(215) ... (216) ... (226) ... (228) ... (229)
Vocabulary: Acquisition and Use	(199)		(216)	i (214) (227)	(215) (223) (225) (226) (234) (235)

Literary Text: Language, Craft, and Structure

Figurative, Connotative Meanings; Tone ▼

Point of View, Purpose, Perspective ▲

91-200

[View All](#)

Author's Craft: Perspective, Attitude

- Determines narrator's attitude in literary text

Point of View

- Recognizes first-person point of view
- Understands how a character's point of view affects the story
- Identifies the narrator in literary text
- Analyzes the effect of narrator's point of view

201-210

[View All](#)

Author's Craft: Perspective, Attitude

- Identifies details that reveal speaker's viewpoint in poetry
- Determines narrator's attitude in literary text
- Identifies details that support narrator's viewpoint in literary text
- Determines speaker's attitude in poetry

Inferences, Conclusions, Predictions

- Predicts how a story would differ if told from another point of view

Point of View

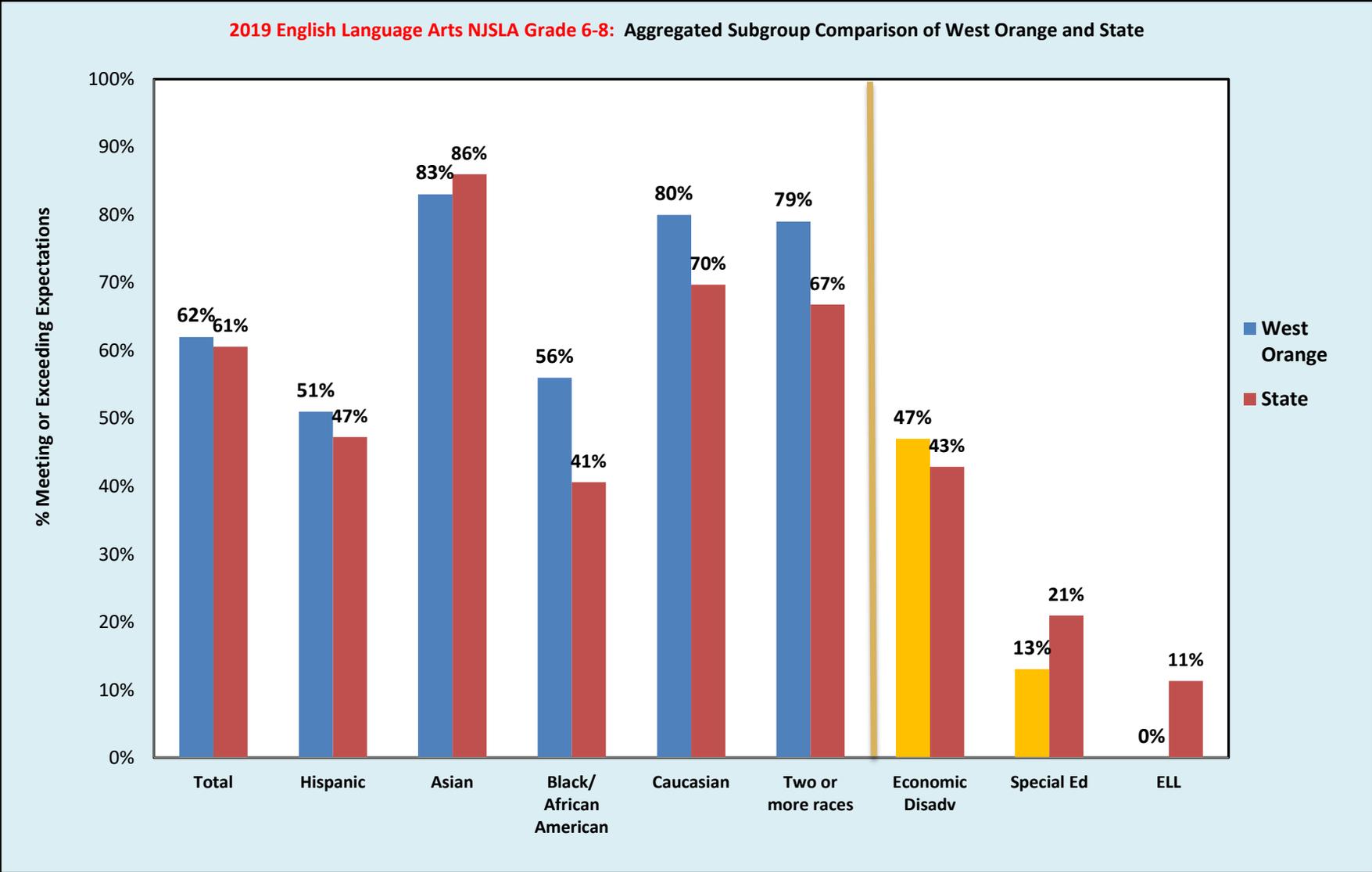
- Understands how first-person and third-person narratives differ
- Recognizes first-person point of view
- Understands how details reveal a character's point of view
- Understands how a character's point of view affects the story
- Identifies the narrator in literary text
- Understands how point of view differs among characters
- Analyzes the effect of narrator's point of view
- Predicts how a story would differ if told from another point of view

Student Names

Overall RIT: 215
 Lexile Range: 870L-1020L
 Goal Range: 200-217

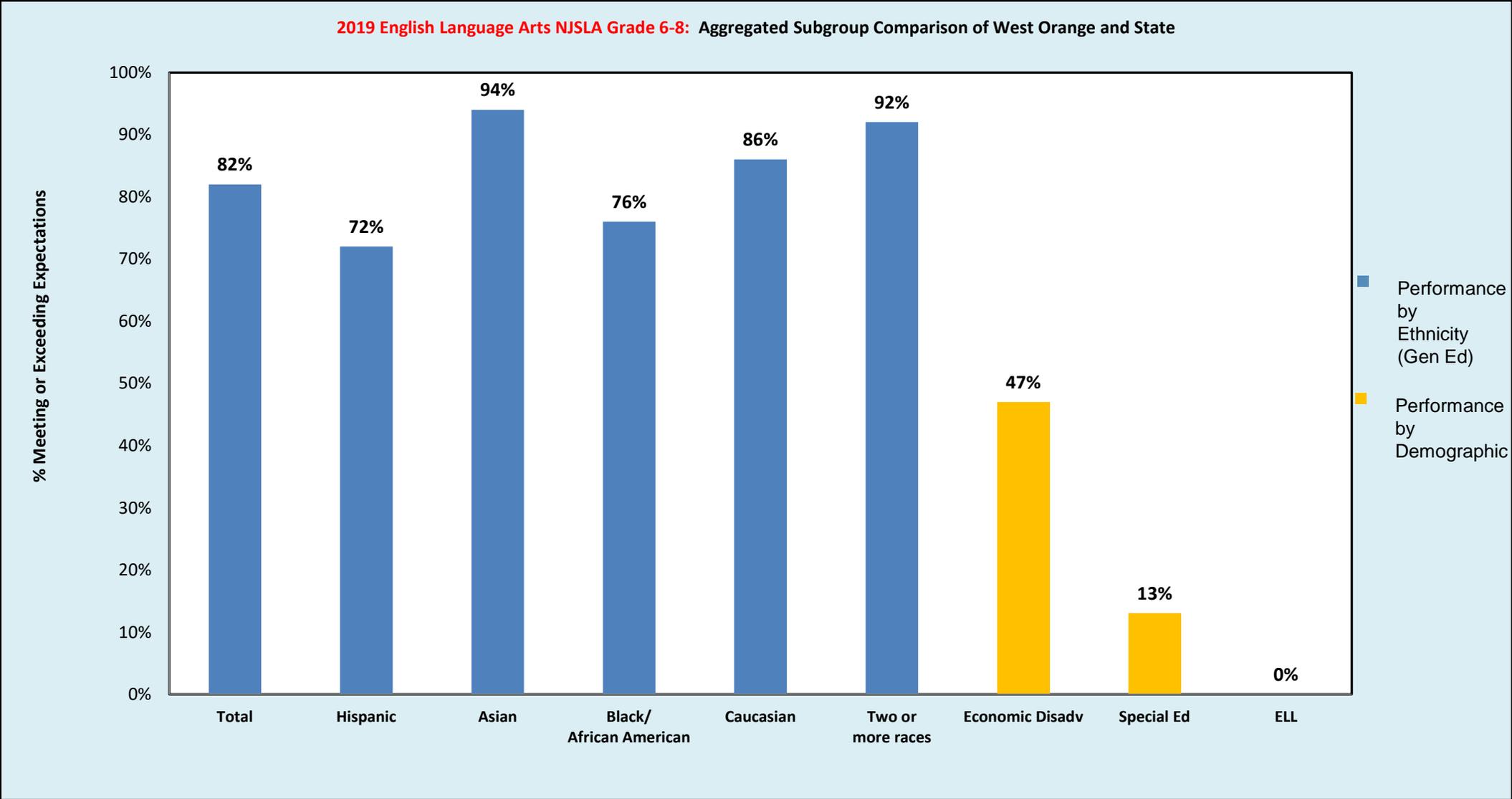
AGGREGATED SUBGROUP COMPARISON OF WEST ORANGE & STATE

NJSLA GRADES 6-8 ENGLISH LANGUAGE ARTS/LITERACY



AGGREGATED SUBGROUP COMPARISON OF WEST ORANGE & STATE

NJSLA GRADES 6-8 ENGLISH LANGUAGE ARTS/LITERACY



Instructional Supports & Interventions

Academic Intervention Team (Grade 6)

Literacy Coach, Two Academic Intervention Teachers

- Literacy Coach providing instructional support for teachers by:
 - Modeling lessons and providing literacy strategies to improve instruction in the classroom
 - Providing Tier III intervention – pull out instruction with neediest students
- Multi-Sensory Reading / Orton Gillingham
- Leveled Literacy Intervention
- In collaboration with teachers
 - Observing student performance
 - Administering diagnostic assessments
 - Providing pull-out intervention

ELL Instructional Strategies

- ESL teacher development and implementation of content and language objectives in instruction to ensure instruction addresses both needs of ELLs.
- Implementing quality and appropriate grade level standards and proficiency levels.
- Infusion of close reading and the seven strategies for highly effective readers in ELL reading instruction.

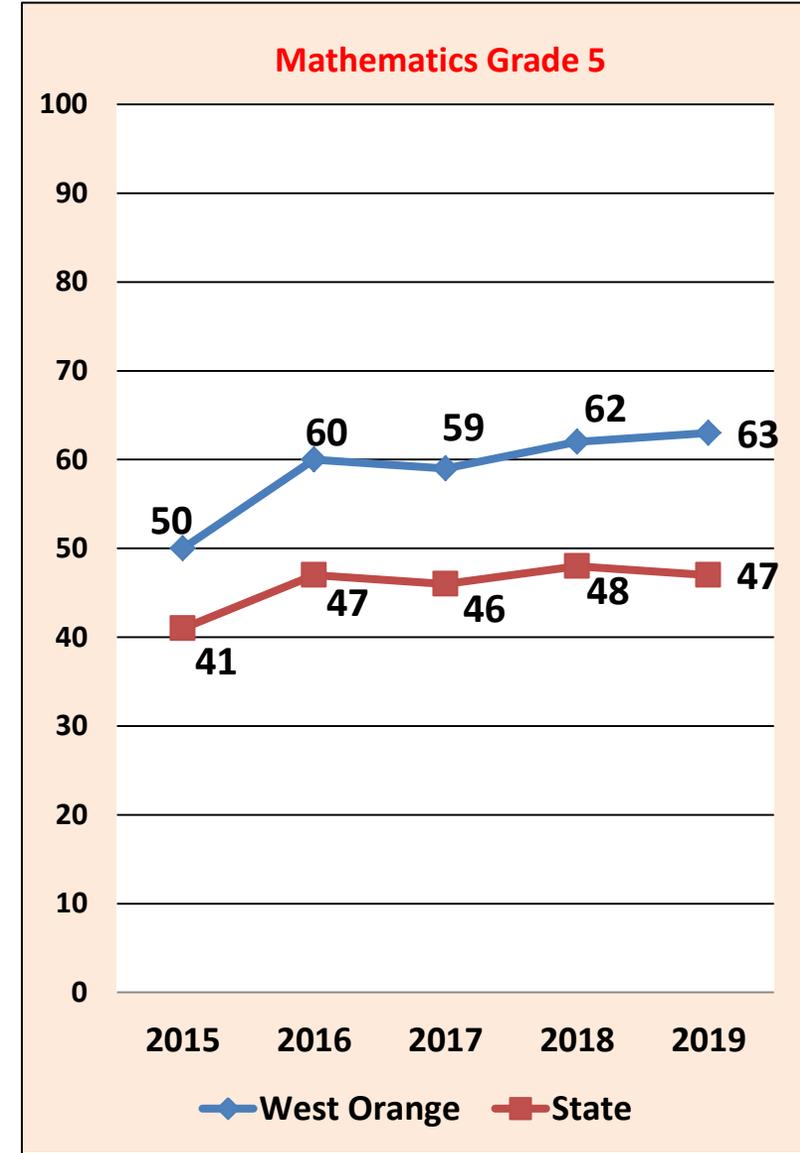
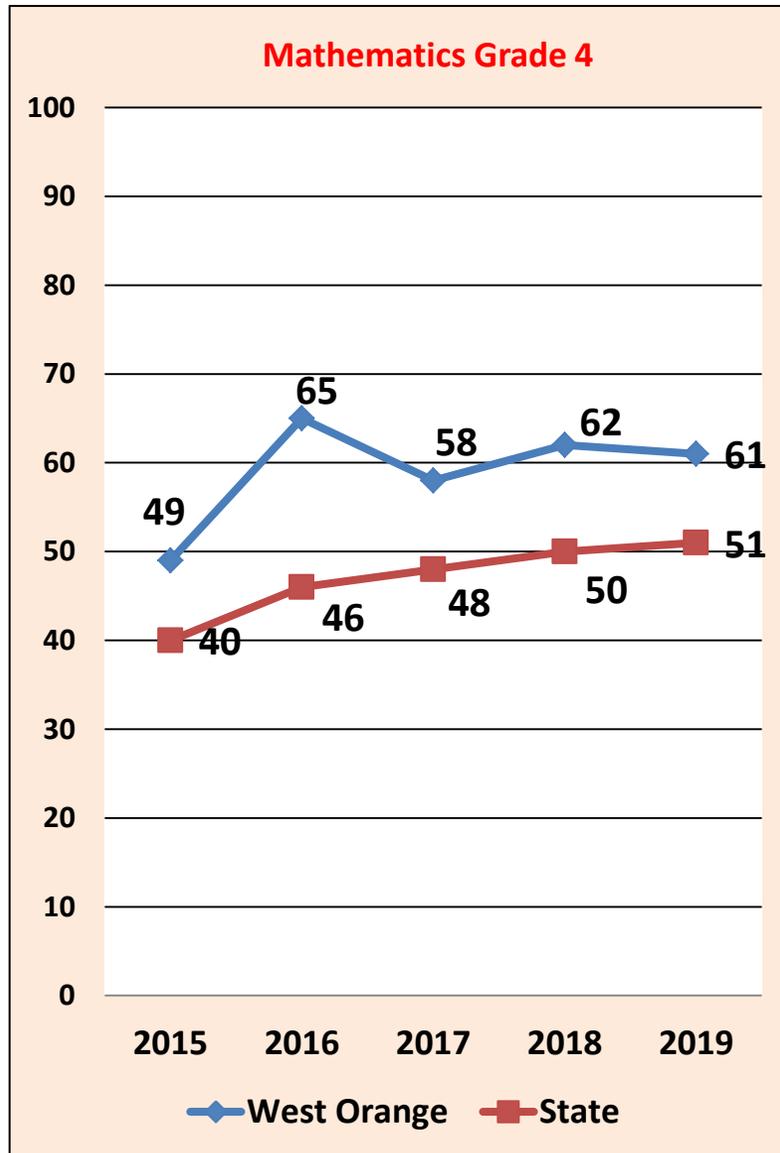
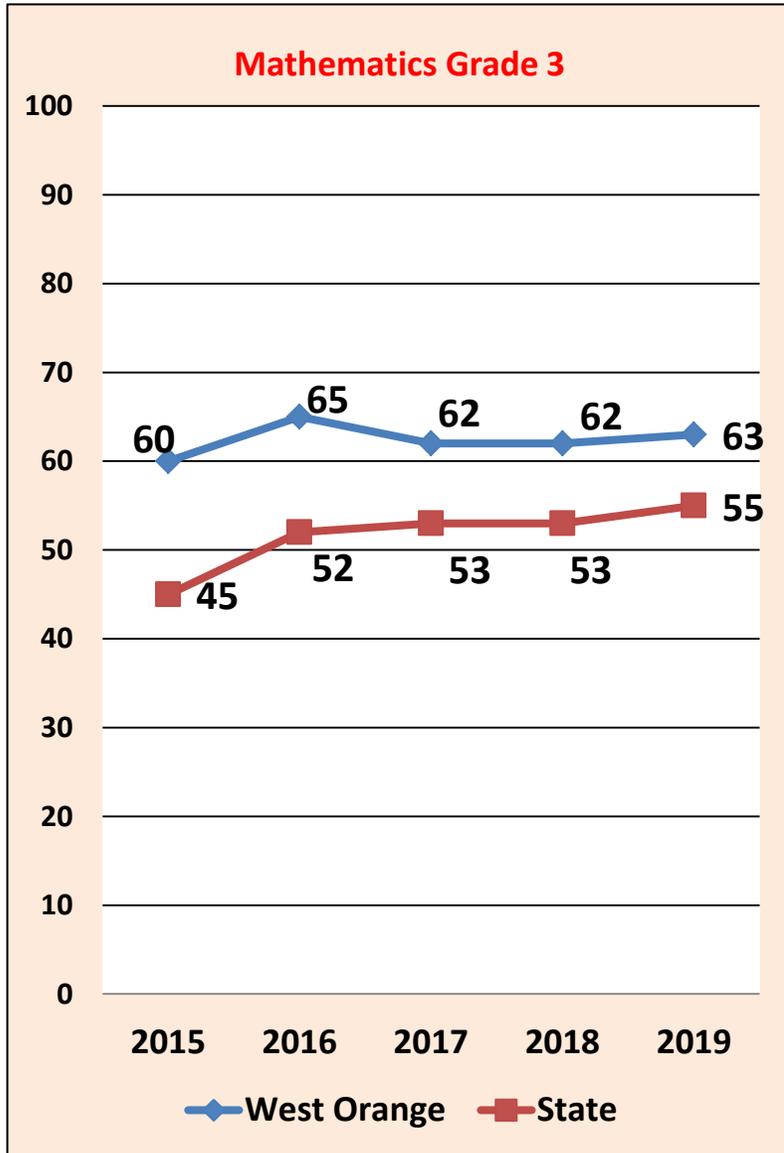
Instructional Supports (Grades 6-8)

- Grade 6 Extended Homework Help Program
 - Subject specific by weekday
 - Provides support to students based on data and teacher input
 - Content area teacher pushes in to support
 - Coordinates with I&RS process, assigned support specifically by areas of focus
- Grades 7-8
 - Advisory Tutorial Services
 - Reading / Writing Intervention (Multi-Sensory)
 - After School Tutorial Program w/ Seton Hall Prep
- Grade 8 Reading Fridays
 - Focus on Text
 - Independent reading
 - Anecdotal note taking

Mathematics

Grades 3-5

**% OF STUDENTS PROFICIENT IN 2016 - 2019
(MET OR EXCEEDED EXPECTATIONS LEVELS)
COMPARISON OF WEST ORANGE AND STATE
NJSLA GRADE 3-5**



2018 PARCC

MATH

2019 NJSLA

Grade/Subject	PARCC 2018 Total number of Items	NJSLA 2019 Total number of Items/Points
Grade 3	Type I 36 items / 40 points Type II 4 items / 14 points Type III 3 items / 12 points Total 43 Items / 66 Points	Type I 27 items / 30 points Type II 3 items / 10 points Type III 3 items / 12 points Total 33 Items / 52 Points
Grade 4	Type I 33 items / 40 points Type II 4 items / 14 points Type III 3 items / 12 points Total 40 Items / 66 Points	Type I 25 items / 30 points Type II 3 items / 10 points Type III 3 items / 12 points Total 31 Items / 52 Points
Grade 5	Type I 33 items / 40 points Type II 4 items / 14 points Type III 3 items / 12 points Total 40 Items / 66 Points	Type I 25 items / 30 points Type II 3 items / 10 points Type III 3 items / 12 points Total 31 Items / 52 Points

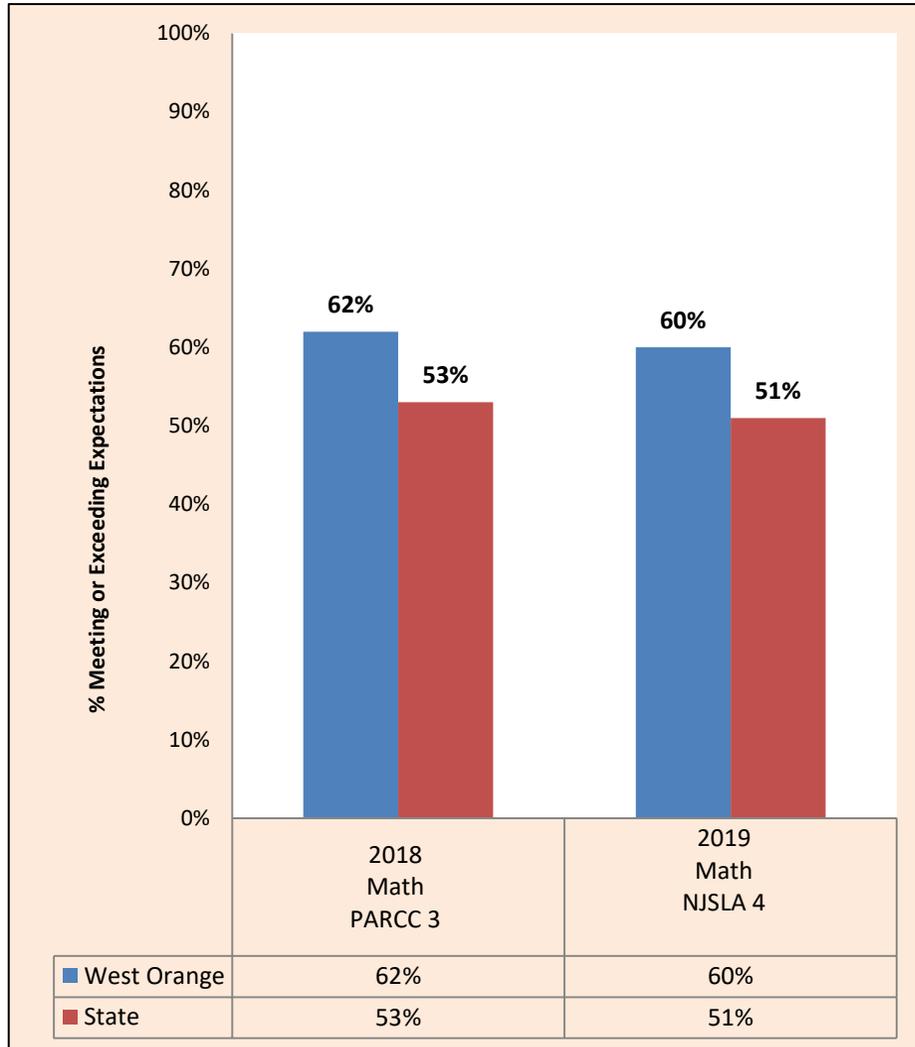
Type I: Tasks assessing **concepts, skills, and procedures.**

Type II: Tasks assessing **expressing mathematical reasoning.**

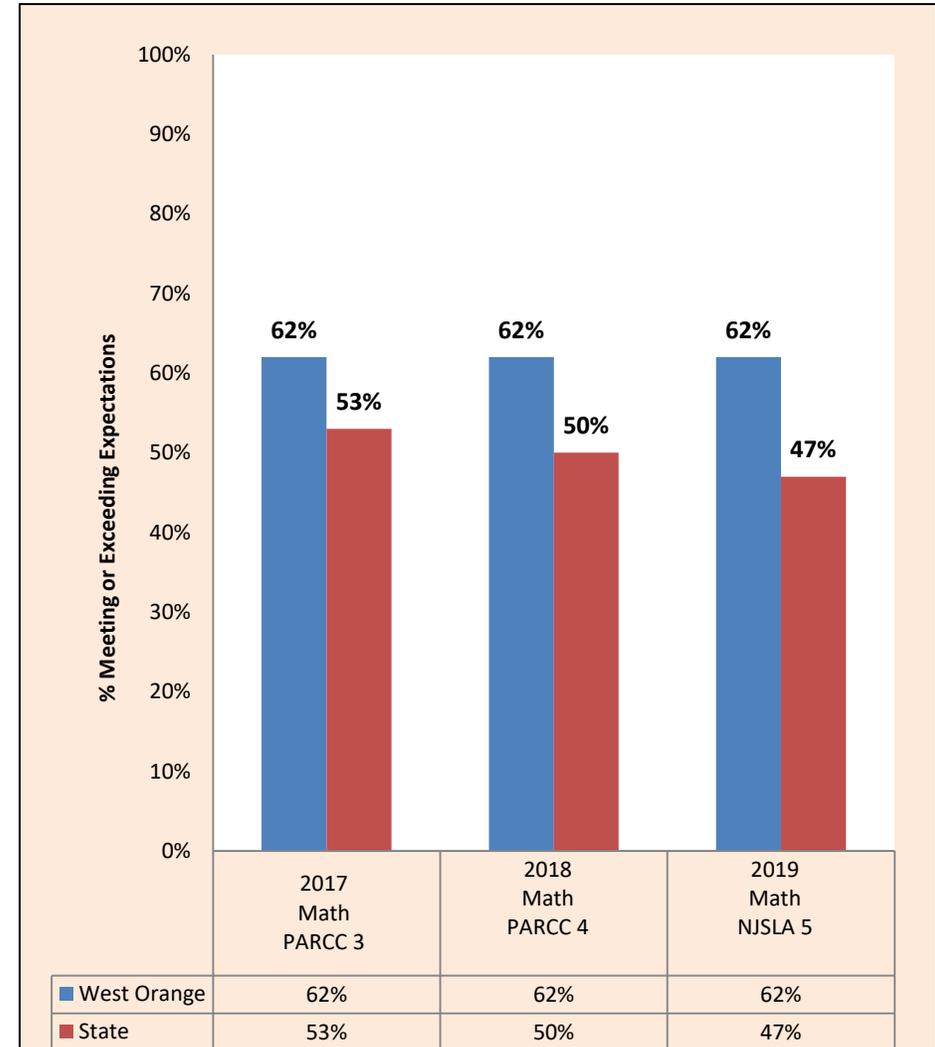
Type III: Tasks assessing **modeling / applications.**

Longitudinal: Comparison of West Orange and State

Longitudinal
2019 Current **Grade 5** Students
Mathematics



Longitudinal
2019 Current **Grade 6** Students
Mathematics



Mathematics, Grades 3-5

Across grades 3-5, evidence statements demonstrate need for growth in the following areas:

Operations and Algebraic Thinking

- Solve multi-step contextual word problems with degree of difficulty appropriate to grade level, requiring application of knowledge and skills in problems having 3 steps (**Reasoning**).
- Base explanations/reasoning on the properties of operations and place value (**Reasoning**).
- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations (**Reasoning**).

Number and Operations Base Ten

- Multiply a whole number of up to four digits by a one-digit whole number using strategies based on place value and the properties of operations (**Concept**).
- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models (**Modeling**).
- Add two decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used (**Modeling**).

Mathematics, Grades 3-5

Instruction:

- Teachers will focus on strategies to enable students to think critically, critique the reasoning of others, and to develop deeper conceptual understanding.
- Address issues of Reading Comprehension as they apply to mathematics
- Implementation / Expansion of Data Teams / Grade Level Meetings
 - Analyze student data
 - Review evidence statements / formative assessment data in order to effectively design small group instruction, inform lesson planning, design interventions, and address student misconceptions

Professional Development:

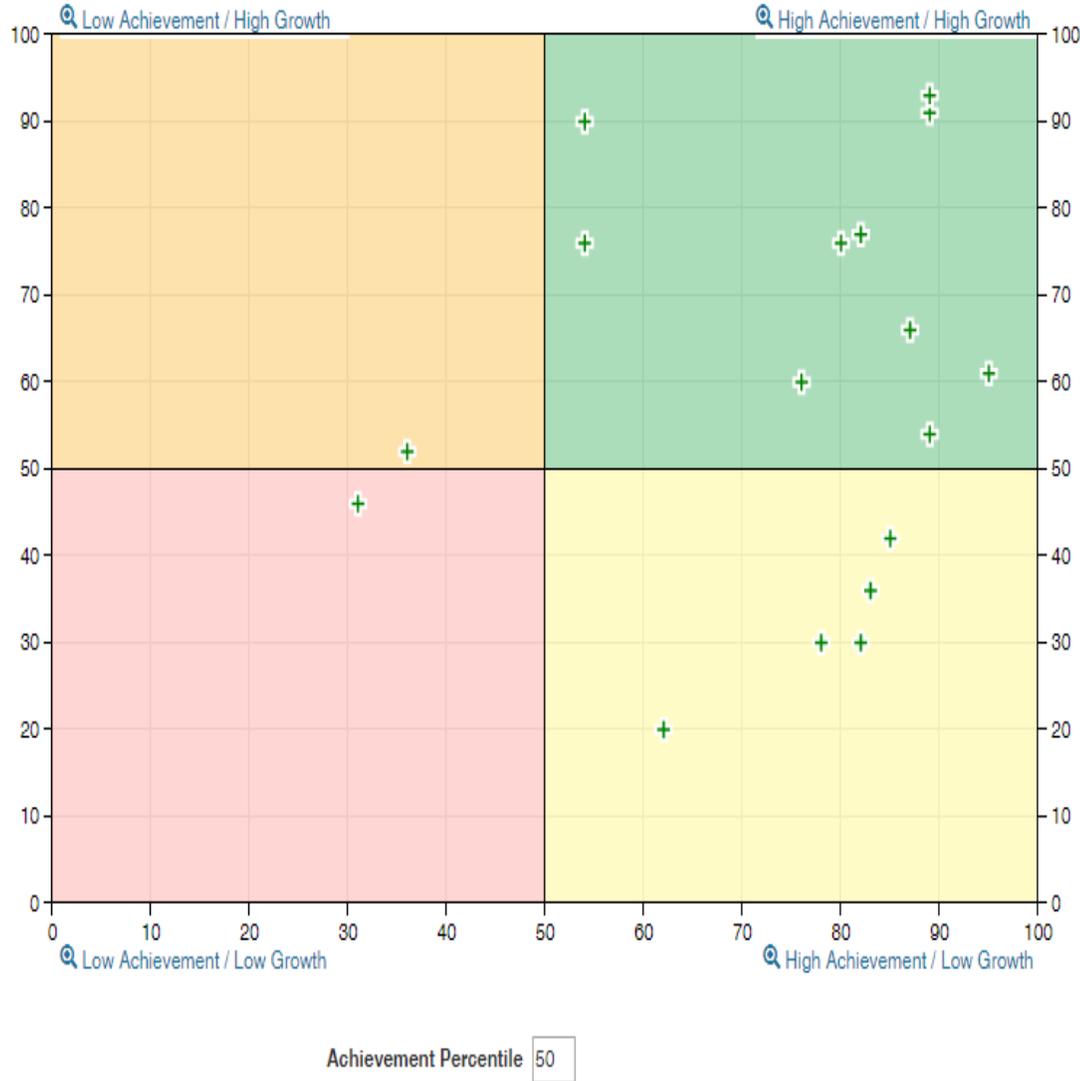
- Focus on strategies for facilitating rich conversations in the discourse-driven mathematics classroom.
- A discourse-driven classroom allows students to learn and understand mathematics using language in an environment in which students ask, explain, and connect. These practices will strengthen students expressing mathematical reasoning and modeling.
- Understand metacognition in order to effectively articulate critical thinking process when identifying what is happening mathematically and how to solve for a problem

Mathematics Program K-5

- Math committee reviewed 5 different math programs and textbooks and piloted top two textbooks; enVision and Ready math. Recommendations forthcoming.

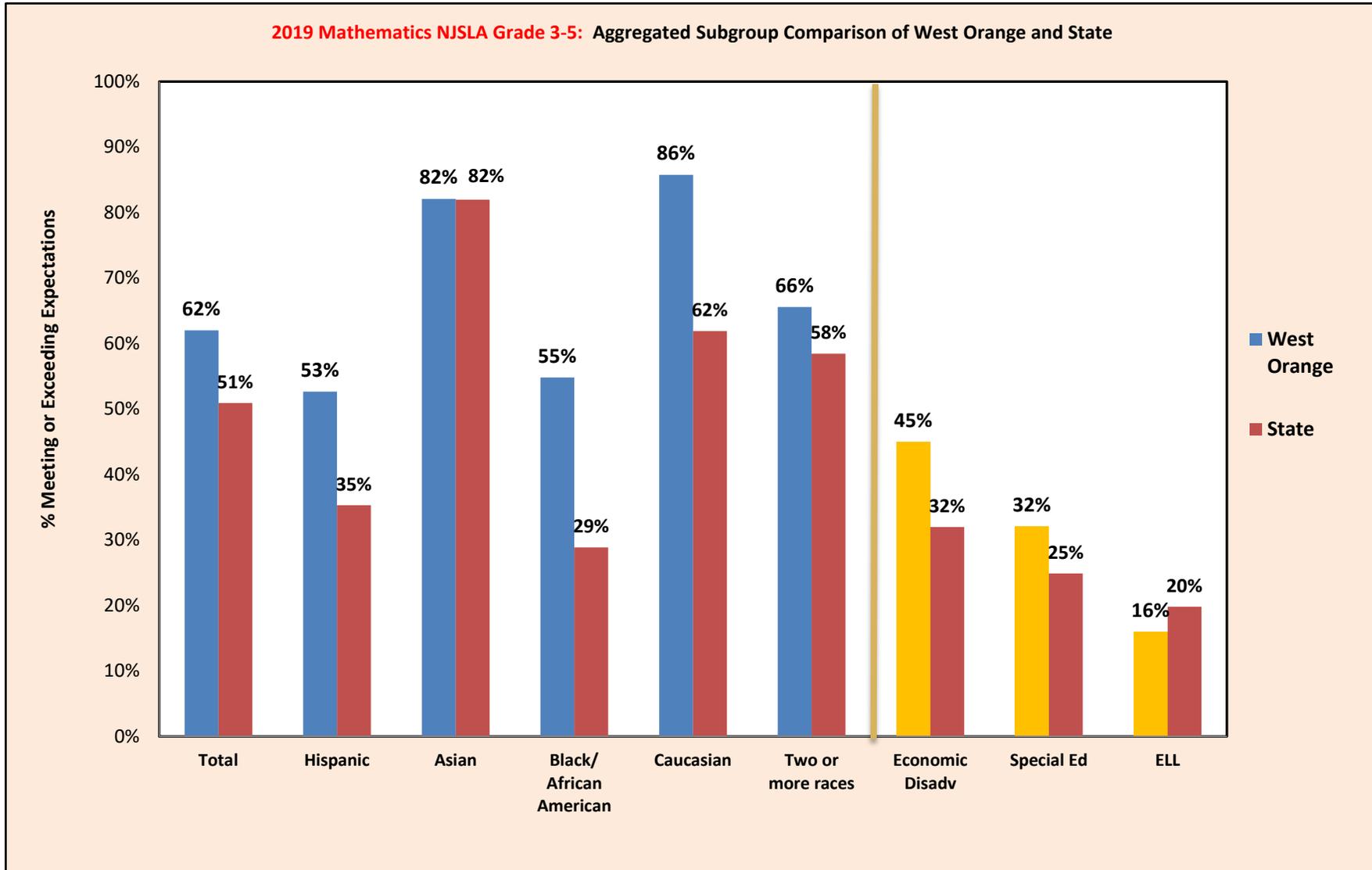
MAP: Achievement Status & Growth Summary with Quadrant Chart

		Achievement Status				Growth					
		Fall 2018		Spring 2019		Student					
SP 2019 Grade	SP 2019 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth
4	5/29/19	209-212-215	70-77-83	229-232-235	85-89-92	223	11	20	4.1	9	Yes
4	5/29/19	213-216-219	79-85-89	227-230-233	82-87-90	227	11	14	4.1	3	Yes [‡]
4	5/29/19	216-219-222	85-89-93	224-227-230	76-82-86	230	11	8	4.1	-3	No [‡]
4	5/29/19	208-211-214	67-76-81	224-227-230	76-82-86	222	11	16	4.1	5	Yes
4	5/29/19	208-211-214	67-76-81	229-232-235	85-89-92	222	11	21	4.2	10	Yes
4	5/29/19	***	***	210-213-216	41-49-56						
4	5/29/19	216-219-222	85-89-93	226-229-232	80-85-89	230	11	10	4.2	-1	No [‡]
4	5/29/19	208-211-214	67-74-81	221-224-227	69-76-82	222	11	13	4.2	2	Yes [‡]
4	5/29/19	222-226-228	93-96-97	235-238-241	93-96-97	236	11	13	4.1	2	Yes [‡]



AGGREGATED SUBGROUP COMPARISON OF WEST ORANGE & STATE

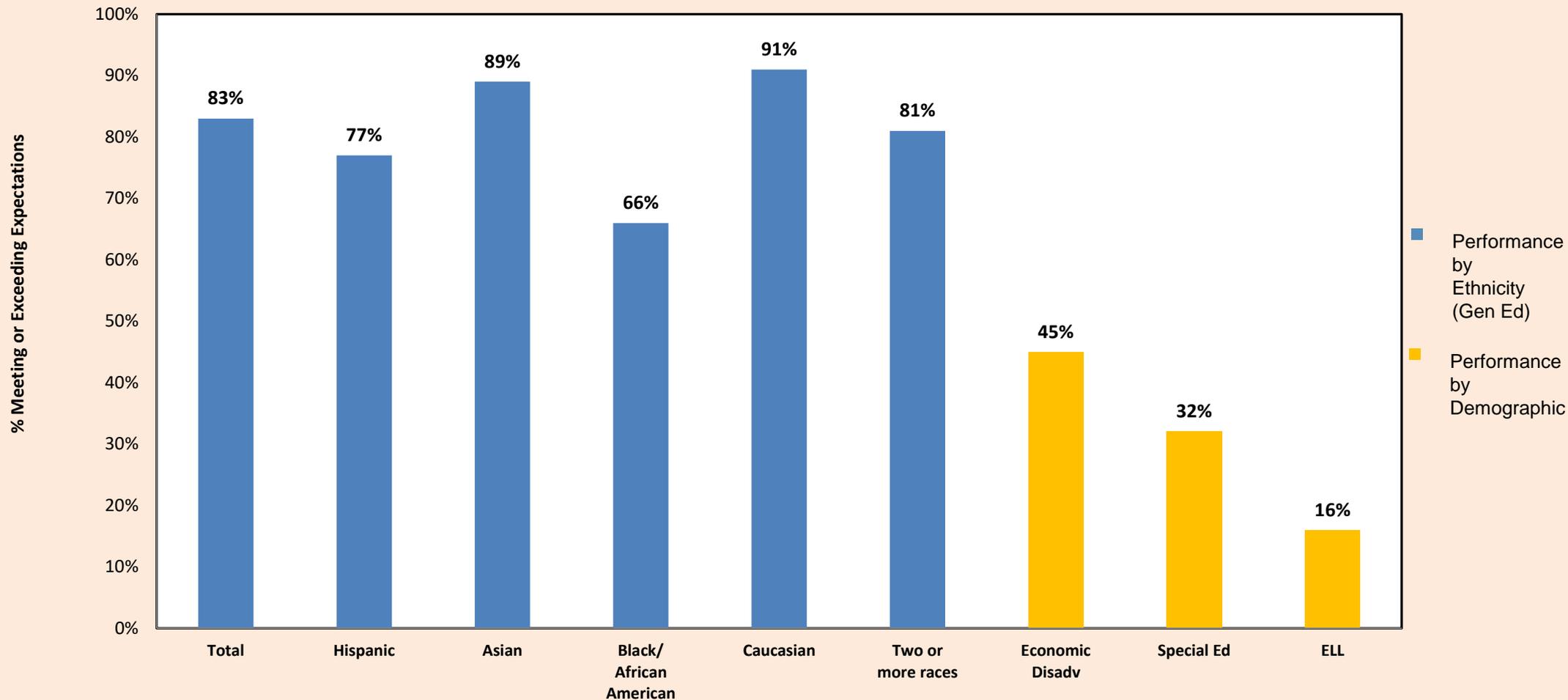
NJSLA GRADES 3-5 MATHEMATICS



AGGREGATED SUBGROUP COMPARISON OF WEST ORANGE & STATE

NJSLA GRADES 3-5 MATHEMATICS

2019 Mathematics NJSLA Grade 3-5: Aggregated Subgroup Comparison of West Orange and State



Instructional Supports & Intervention

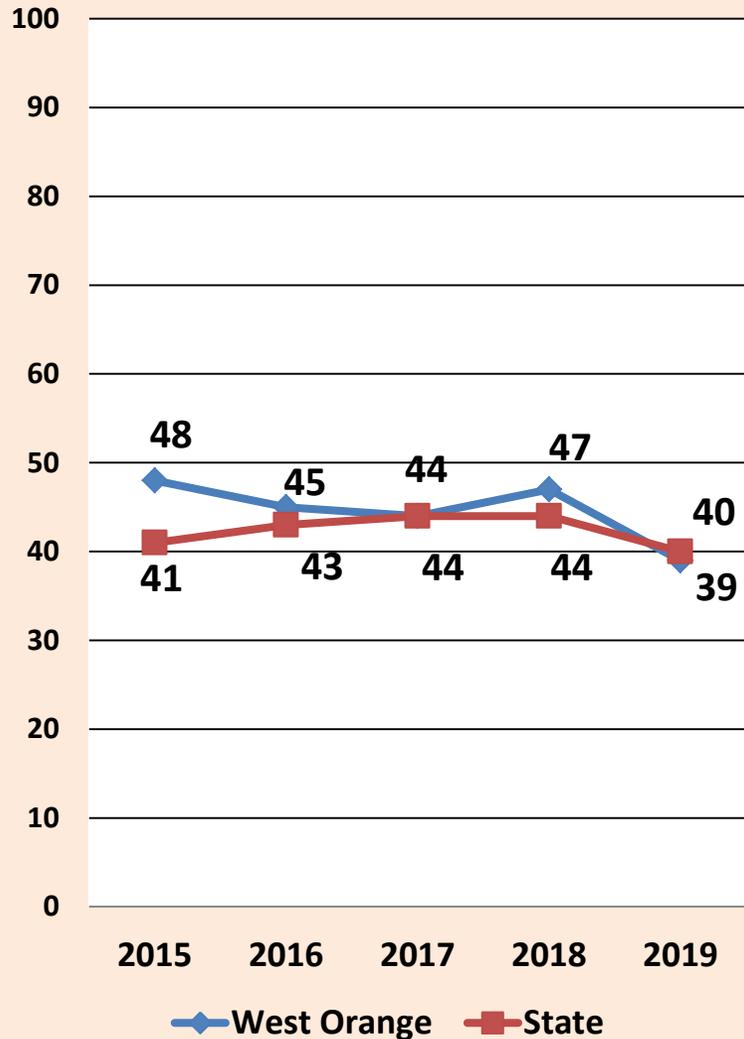
- Homework clubs at Washington and Hazel facilitated by content area teachers to support student understanding based on student data and teacher input
- Implementation of Number Worlds Math Intervention Program to address Tier II and Tier III students in support of students' development of skills, strategies and content
- Title I/BSI teachers, in Cohort with Grade 4 and 5 Math teachers, will receive training in the Essential Components of Tiered Math Interventions.
 - Teachers will develop an understanding of the characteristics of students with math difficulties and the key elements of tiered math groups.
 - Interventions will be implemented within the classroom and during pullout intervention supports to provide congruent strategies.
- Data Analysis through Performance Matters of NJSLA, MAP, Grades, Benchmark Assessment Data to identify specific student needs and patterns across grade bands
- Creation of instructional schedules identifying student needs and levels of instruction in math.

Mathematics

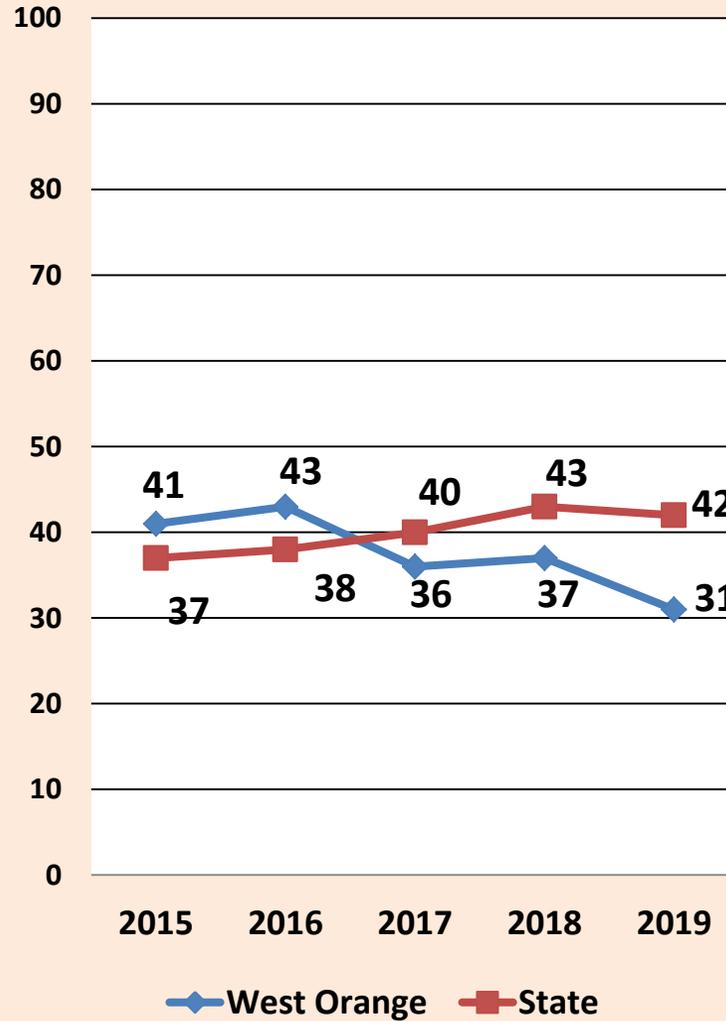
Grades 6-8

% OF STUDENTS PROFICIENT IN 2016 - 2019
(MET OR EXCEEDED EXPECTATIONS LEVELS)
COMPARISON OF WEST ORANGE AND STATE
NJSLA GRADE 6-8

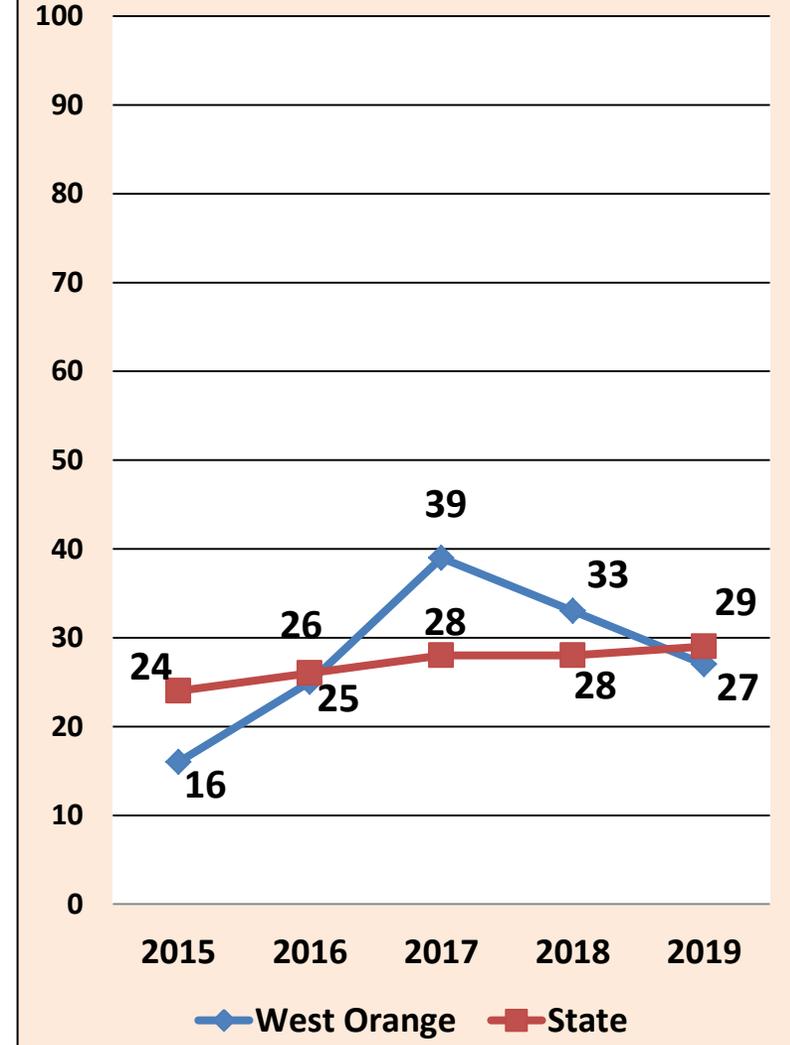
Mathematics Grade 6



Mathematics Grade 7



Mathematics Grade 8



2018-19 MATH COMMITTEE RECOMMENDATIONS

GRADES 6-8

Evaluate, recommend and, adopt a new math program for grades 6-8 that that supports instructional goals, addresses findings, and provides integration with elementary and secondary program and ensures:

- Instructional materials are aligned to the Shifts and major features of the standards (focus, coherence, and rigor).
- Grade level materials meet the quality criteria for conceptual understanding, applications and fluency with high quality and engaging materials and assignments.
- Lesson plans / units align to the depth of the standards, key shifts of the standards, and include instructional supports.
- Assessments align exclusively to the major work of the grade by at least 85%.

Mathematics, Grades 6-8

- Concept of Ratios and Proportional Relationships is introduced grade 6 and developed in grades 7 & 8
- Abstract thinking is introduced and enhanced
- Shifts in mathematics occur towards rigor, modeling, reasoning, and decision making

Newly Adopted 6-8 Math Program

Ready Mathematics is a standards-based core instructional program that supports a rich classroom environment in which mathematical reasoning, discourse, and practices all thrive. During classroom instruction, you'll see students:

- Engaging in independent think time to show what they know and try out multiple approaches to solving a problem
- Collaborating with a partner to share their thinking and helping one another when they get stuck on a problem
- Actively participating in a whole class discussion, in which they respectfully debate the mathematical ideas and concepts from the problem they're working on
- Multi-day lessons allow students time to develop skills and a deeper understanding of the concepts.

- Prompts provide ongoing opportunities for mathematical discourse.
- Instruction encourages students to use higher-order thinking and complex reasoning through questions that focus on higher DOK levels.
- Instruction encourages students to use higher-order thinking and complex reasoning through questions that focus on higher DOK levels.
- Based on real world problems
- 1 lesson = 1 weeks time
- Transition from teacher directed to guided practice to independent practice)
- Think Share Compare Routine
- Embeds the Standards for Mathematical Practice to help students develop strong habits of mind

2018 PARCC

MATH

2019 NJSLA

Grade/Subject	PARCC 2018 Total number of Items	NJSLA 2019 Total number of Items/Points
Grade 6	Type I 36 items / 40 points Type II 4 items / 14 points Type III 3 items / 12 points Total 43 Items / 66 Points	Type I 23 items / 30 points Type II 3 items / 10 points Type III 3 items / 12 points Total 29 Items / 52 Points
Grade 7	Type I 31 items / 40 points Type II 4 items / 14 points Type III 3 items / 12 points Total 38 Items / 66 Points	Type I 25 items / 30 points Type II 3 items / 10 points Type III 3 items / 12 points Total 31 Items / 52 Points
Grade 8	Type I 29 items / 40 points Type II 4 items / 14 points Type III 3 items / 12 points Total 36 Items / 66 Points	Type I 24 items / 30 points Type II 3 items / 10 points Type III 3 items / 12 points Total 30 Items / 52 Points

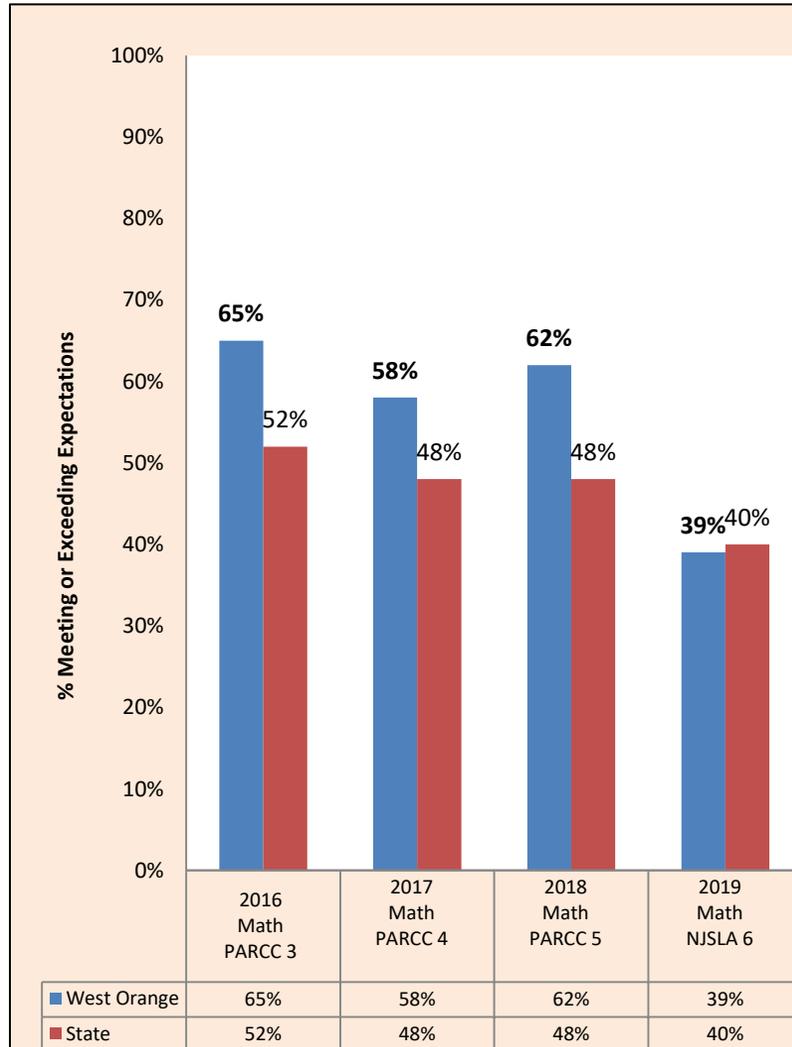
Type I: Tasks assessing **concepts, skills, and procedures.**

Type II: Tasks assessing **expressing mathematical reasoning.**

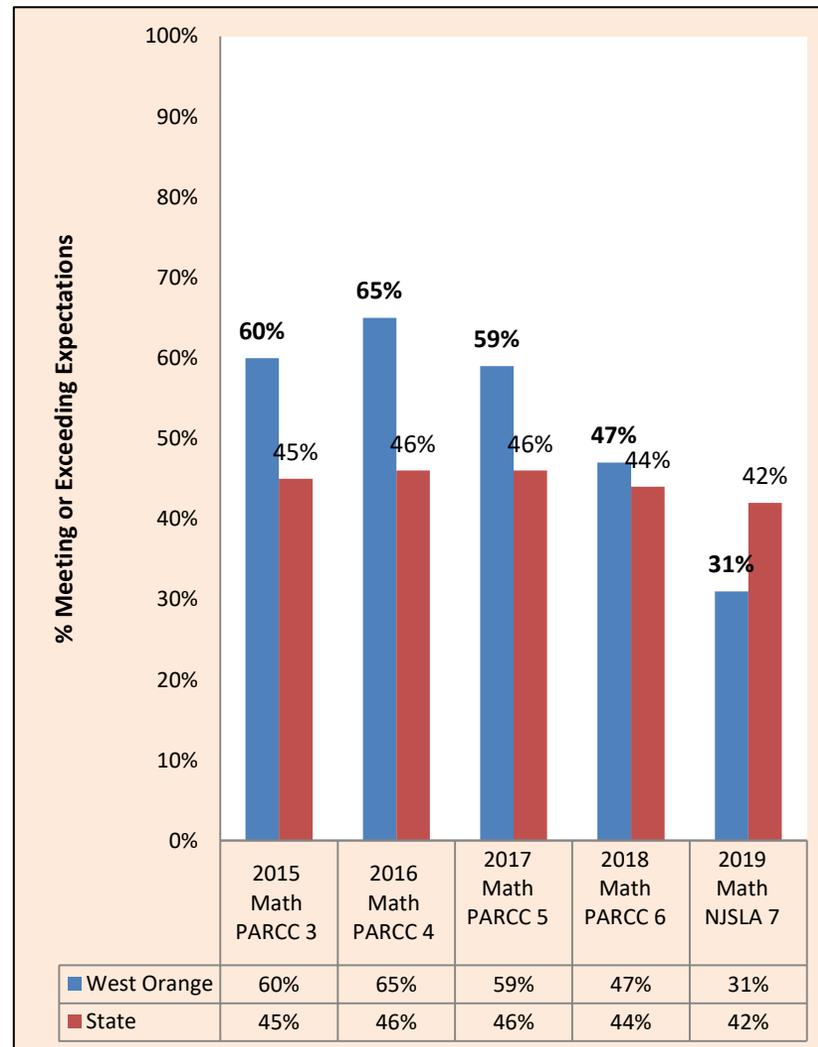
Type III: Tasks assessing **modeling / applications.**

Longitudinal: Comparison of West Orange and State

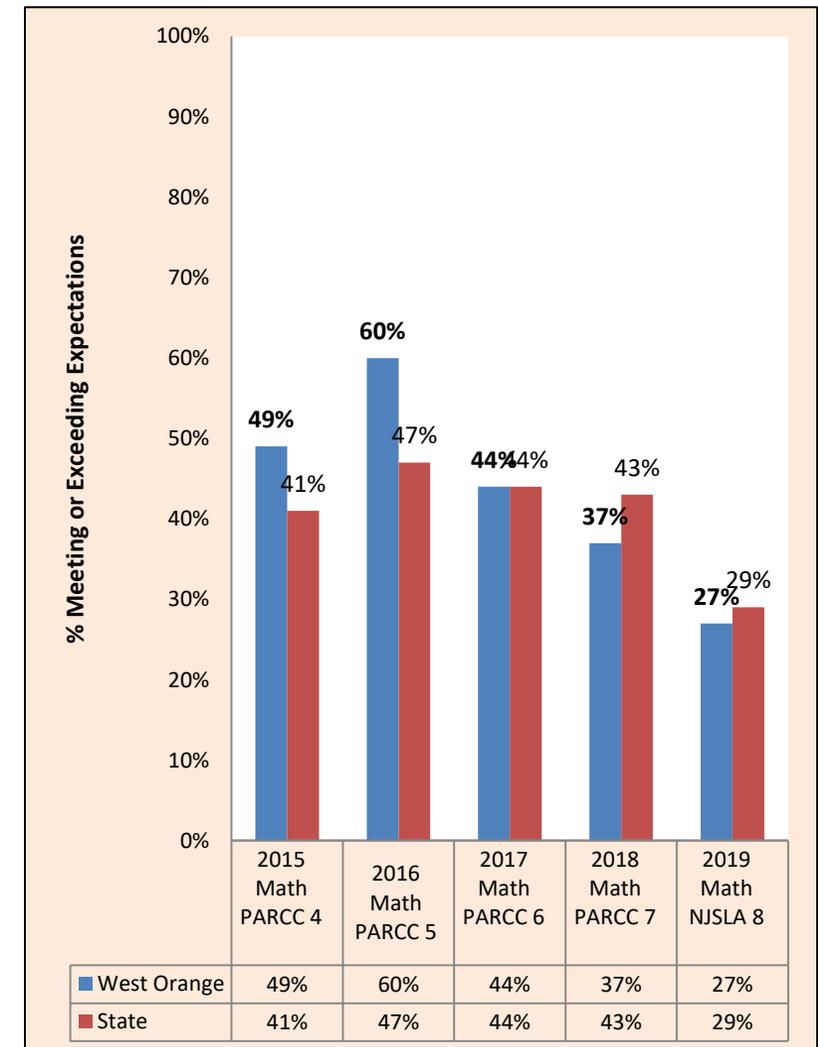
Longitudinal
2019 Current **Grade 7** Students
Mathematics



Longitudinal
2019 Current **Grade 8** Students
Mathematics

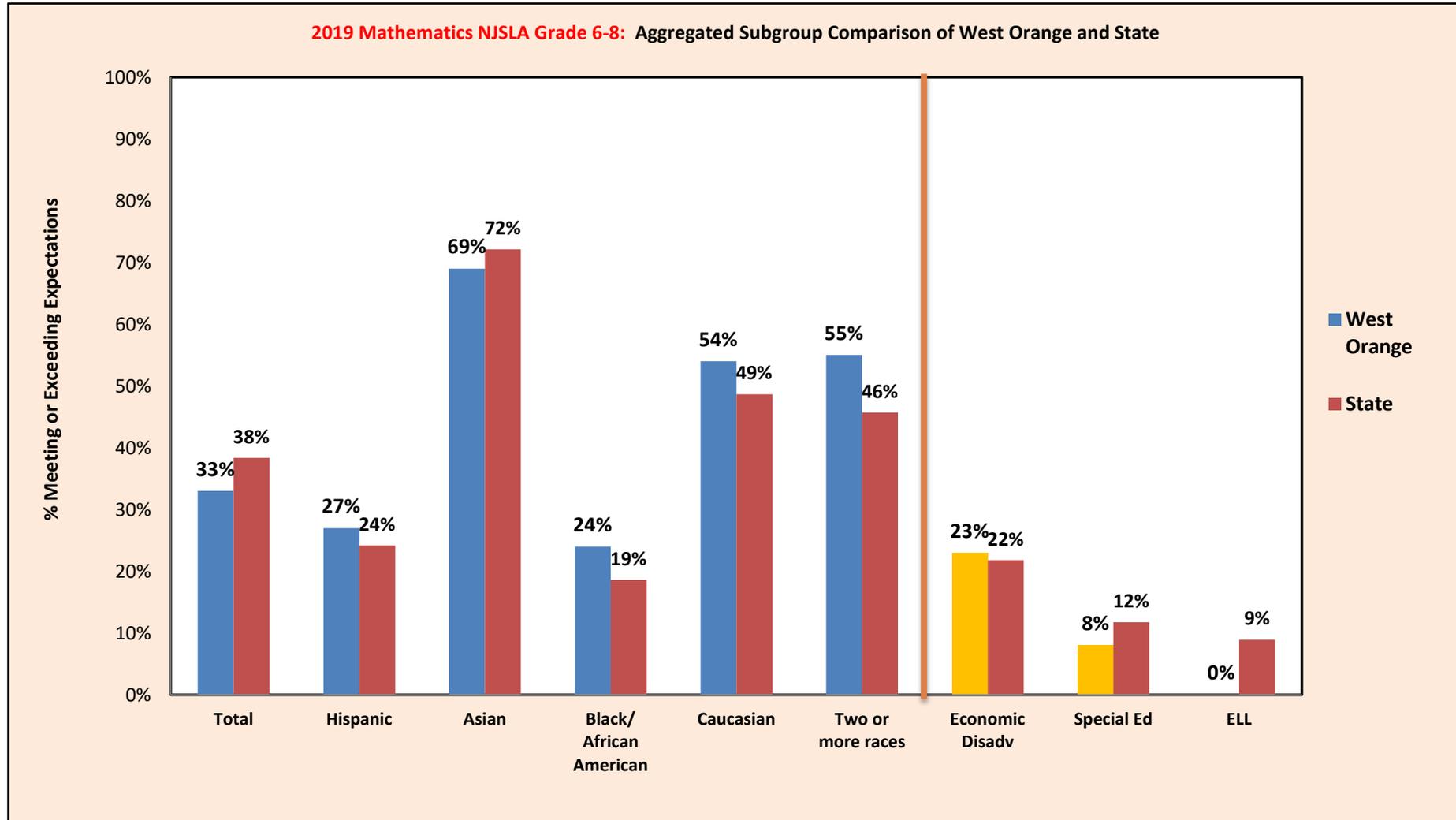


Longitudinal
2019 Current **Grade 9** Students
Mathematics



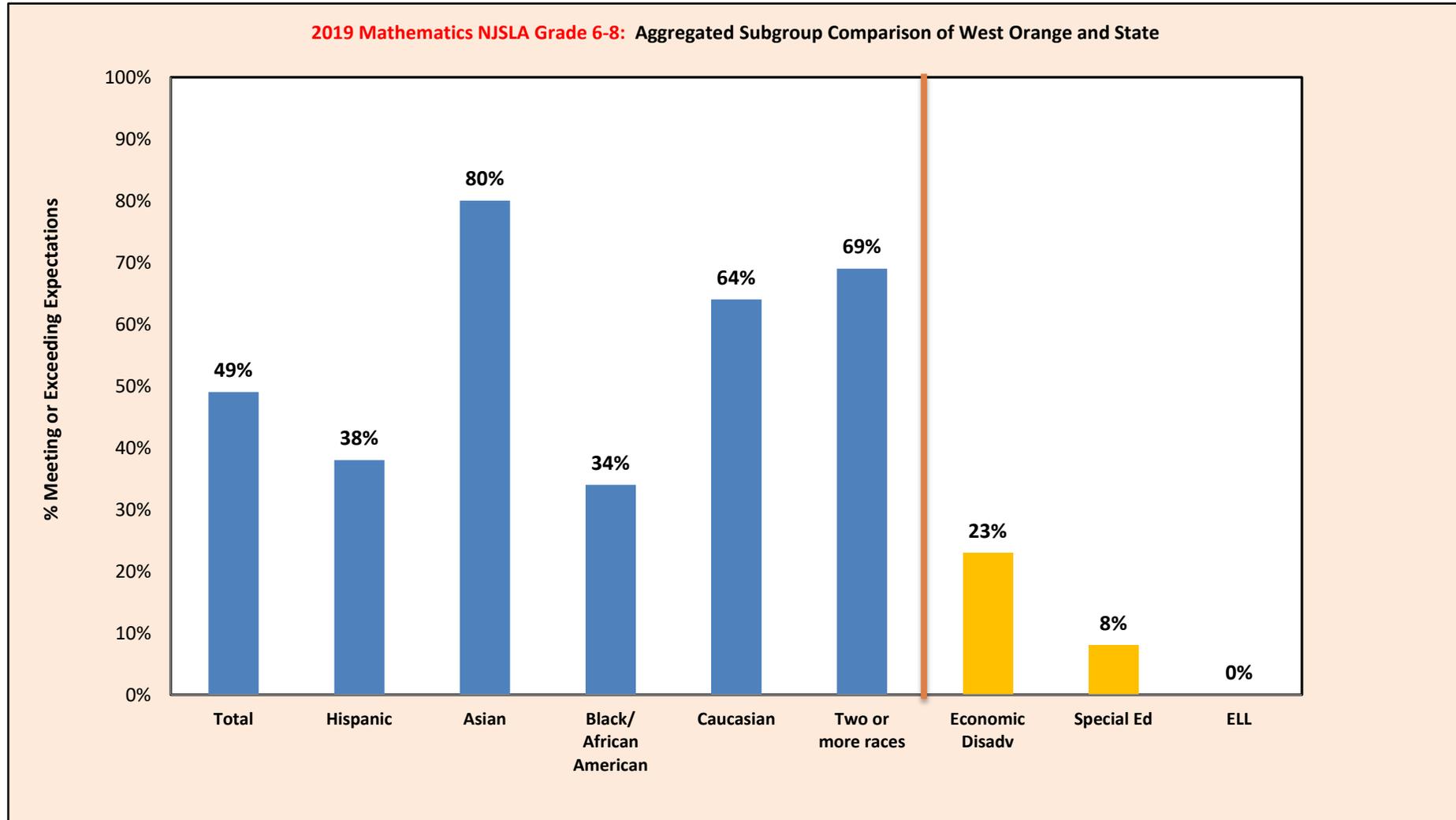
AGGREGATED SUBGROUP COMPARISON OF WEST ORANGE & STATE

NJSLA GRADES 6-8 MATHEMATICS



AGGREGATED SUBGROUP COMPARISON OF WEST ORANGE & STATE

NJSLA GRADES 6-8 MATHEMATICS



Instructional Supports & Intervention

Proposed Math Intervention Coach

- As part of recommendations, a math intervention coach was proposed last year to provide academic support to students at the middle school levels.
- Tier I, II, III supports are provided to students in Grades K-5.
- Additional coaches were not approved in last year's budget. Will resubmit proposal for 2020-2021.

Instructional Technology

- Strategic implementation of i-Ready
- **i-Ready** is an interactive online learning environment designed to assess students and provide individualized instruction based on each one's unique needs.
- i-Ready Mondays or Fridays (depending on school)
 - 20 minutes during advisory
 - 10 minutes daily class or at home

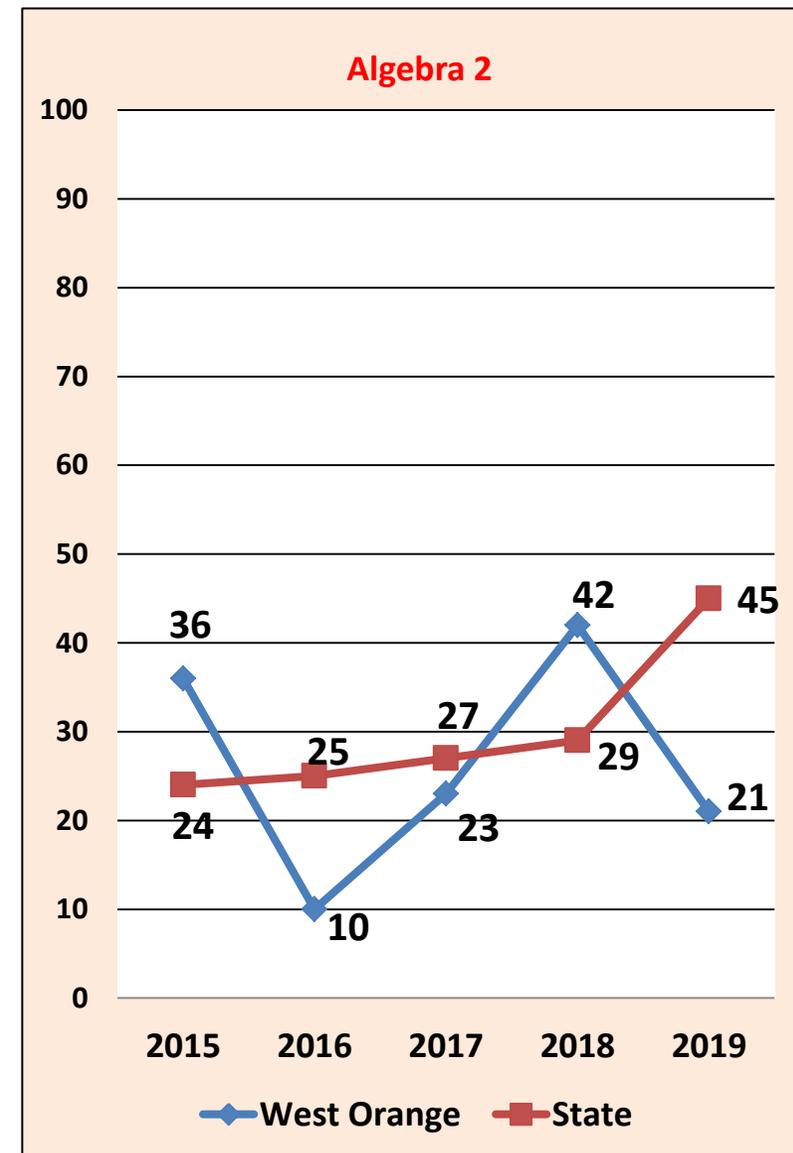
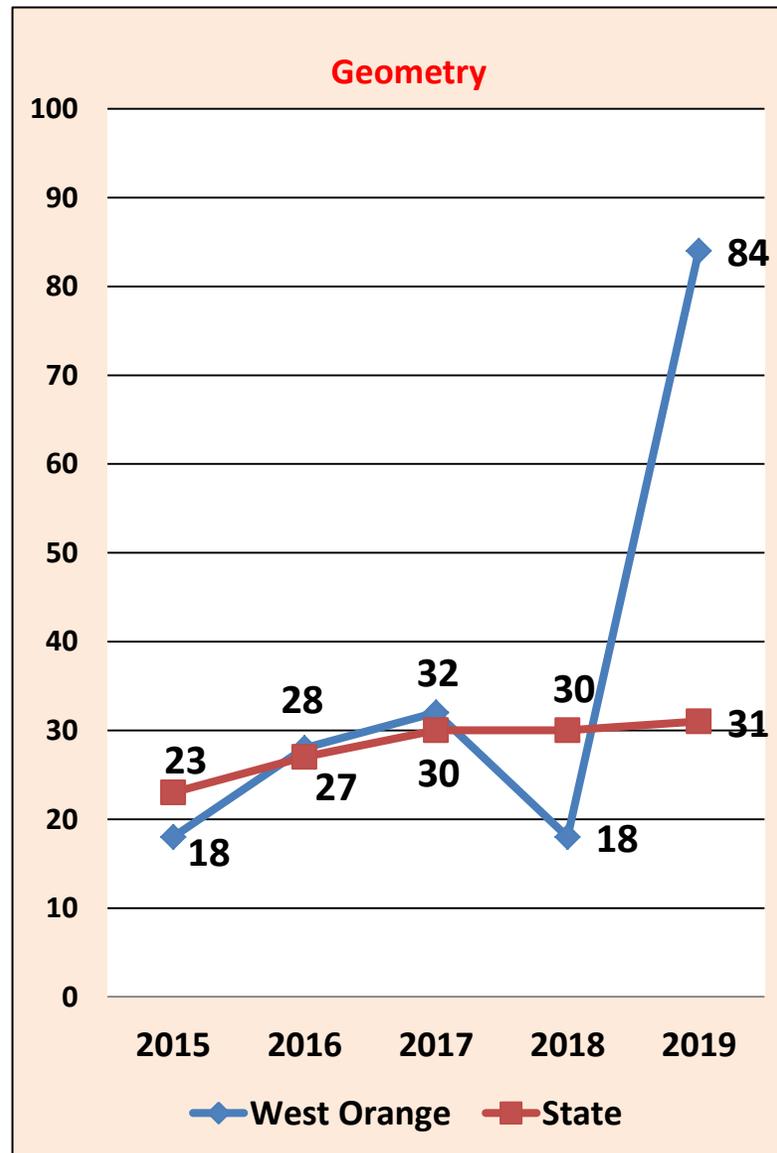
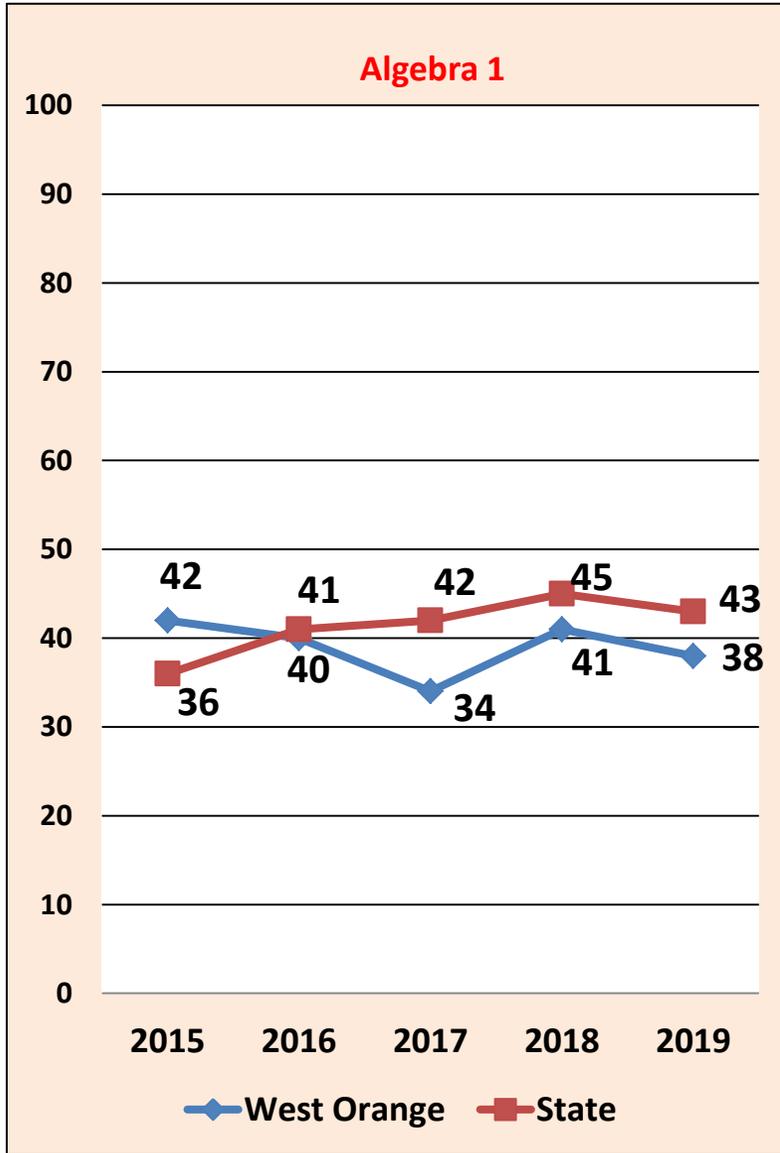
Instructional Supports (Grades 6-8)

- Grade 6 Extended Homework Help Program
 - Subject specific by weekday
 - Provides support to students based on data and teacher input
 - Content area teacher pushes in to support
 - Coordinates with I&RS process, assigned support specifically by areas of focus
- Grades 7-8
 - Advisory Tutorial Services (Pre-Algebra, Algebra, Math 7)
 - After School Tutorial Program w/ Seton Hall Prep

Mathematics

Algebra I, Algebra II, Geometry

% OF STUDENTS PROFICIENT IN 2016 - 2019
(MET OR EXCEEDED EXPECTATIONS LEVELS)
COMPARISON OF WEST ORANGE AND STATE
ALGEBRA 1, GEOMETRY, AND ALGEBRA 2

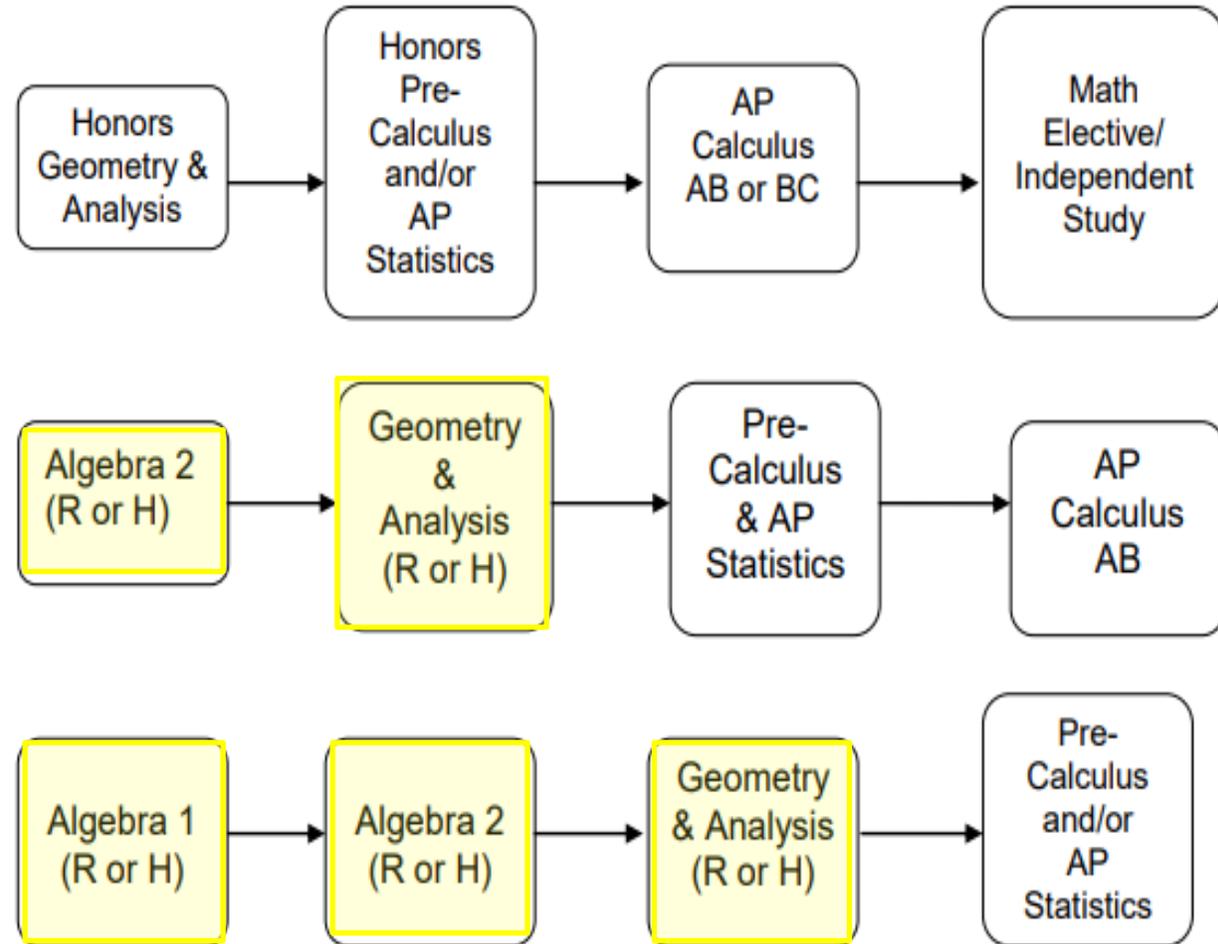


Mathematics Course Sequence

Prior to 2018-2019

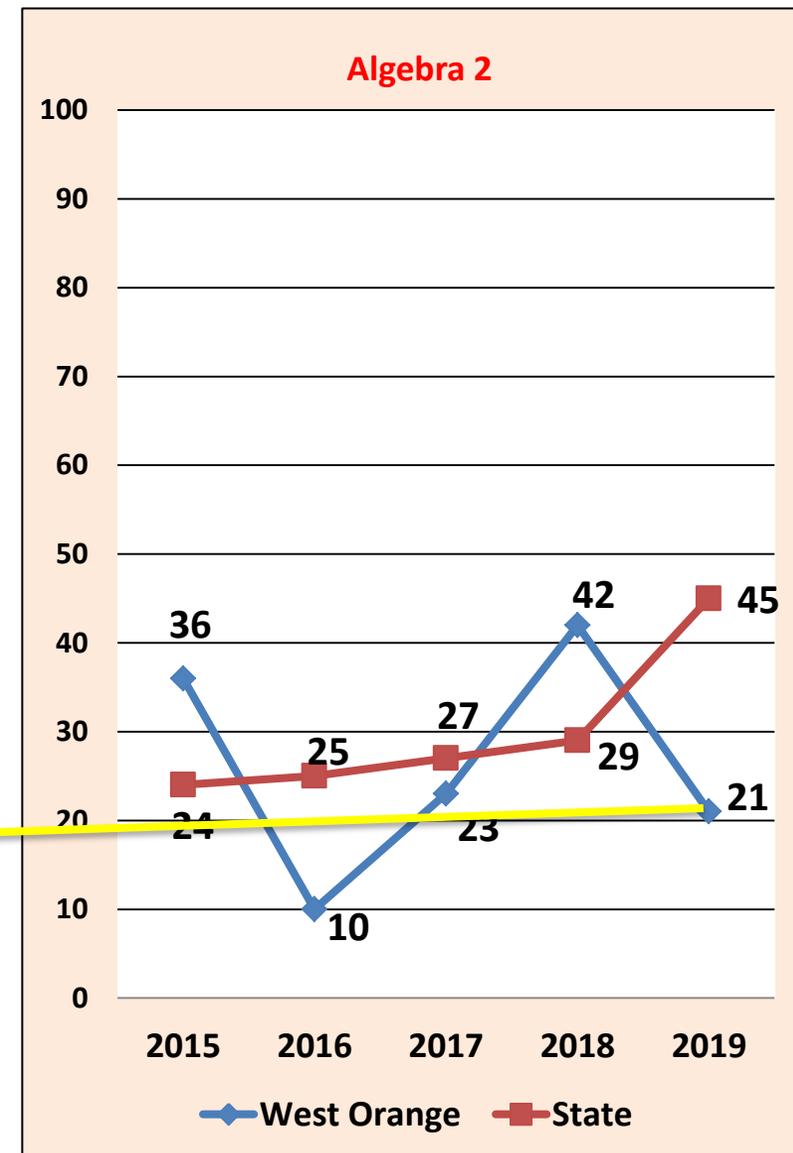
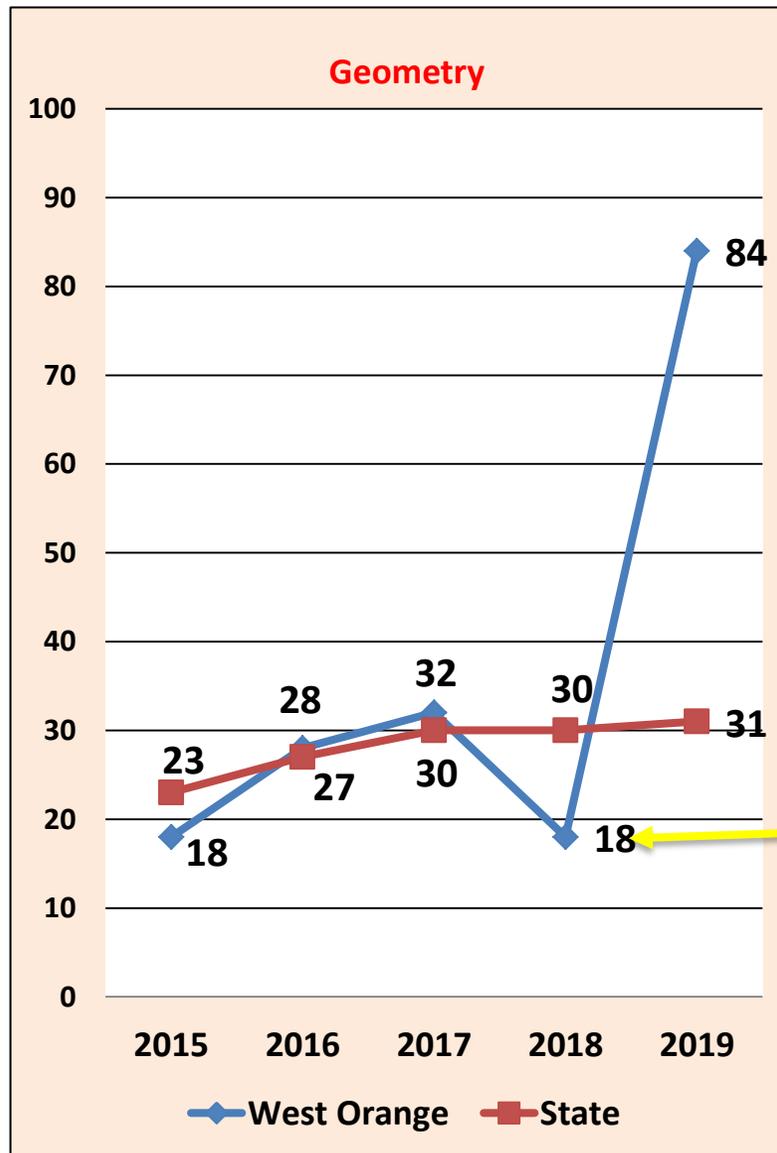
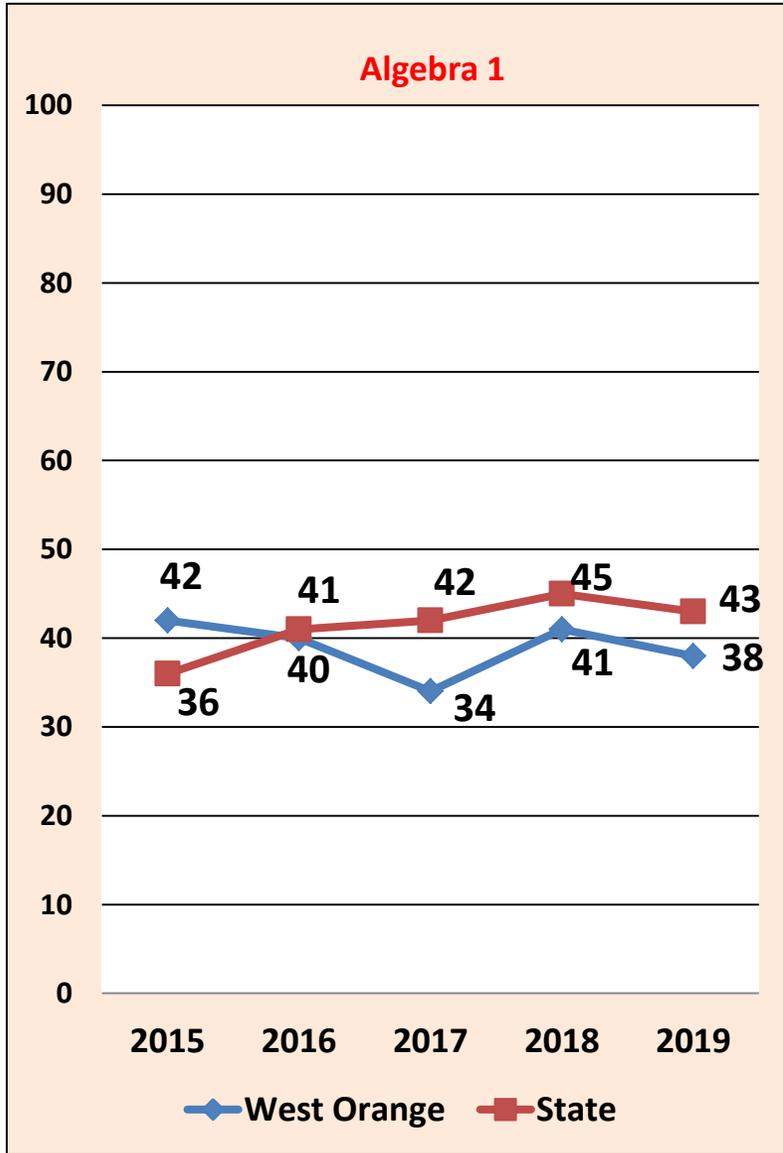
Math Course Sequence

- Algebra I
- Geometry
- Algebra II



SY 2019

**% OF STUDENTS PROFICIENT IN 2016 - 2019
(MET OR EXCEEDED EXPECTATIONS LEVELS)
COMPARISON OF WEST ORANGE AND STATE
ALGEBRA 1, GEOMETRY, AND ALGEBRA 2**



2018 PARCC

MATH

2019 NJSLA

Grade/Subject	PARCC 2018 Total number of Items	NJSLA 2019 Total number of Items/Points
Algebra I	Type I 34 items / 49 points Type II 4 items / 14 points Type III 4 items / 18 points Total 42 Items / 81 Points	Type I 22 items / 30 points Type II 3 items / 10 points Type III 3 items / 15 points Total 28 Items / 55 Points
Algebra II	Type I 33 items / 49 points Type II 4 items / 14 points Type III 4 items / 18 points Total 41 Items / 81 Points	Type I 23 items / 30 points Type II 3 items / 10 points Type III 3 items / 15 points Total 29 Items / 55 Points
Geometry	Type I 35 items / 49 points Type II 4 items / 14 points Type III 4 items / 18 points Total 43 Items / 81 Points	Type I 24 items / 30 points Type II 3 items / 10 points Type III 3 items / 15 points Total 30 Items / 55 Points

Type I: Tasks assessing **concepts, skills, and procedures.**

Type II: Tasks assessing **expressing mathematical reasoning.**

Type III: Tasks assessing **modeling / applications.**

Mathematics, Algebra I, Algebra II, Geometry

Program & Instruction

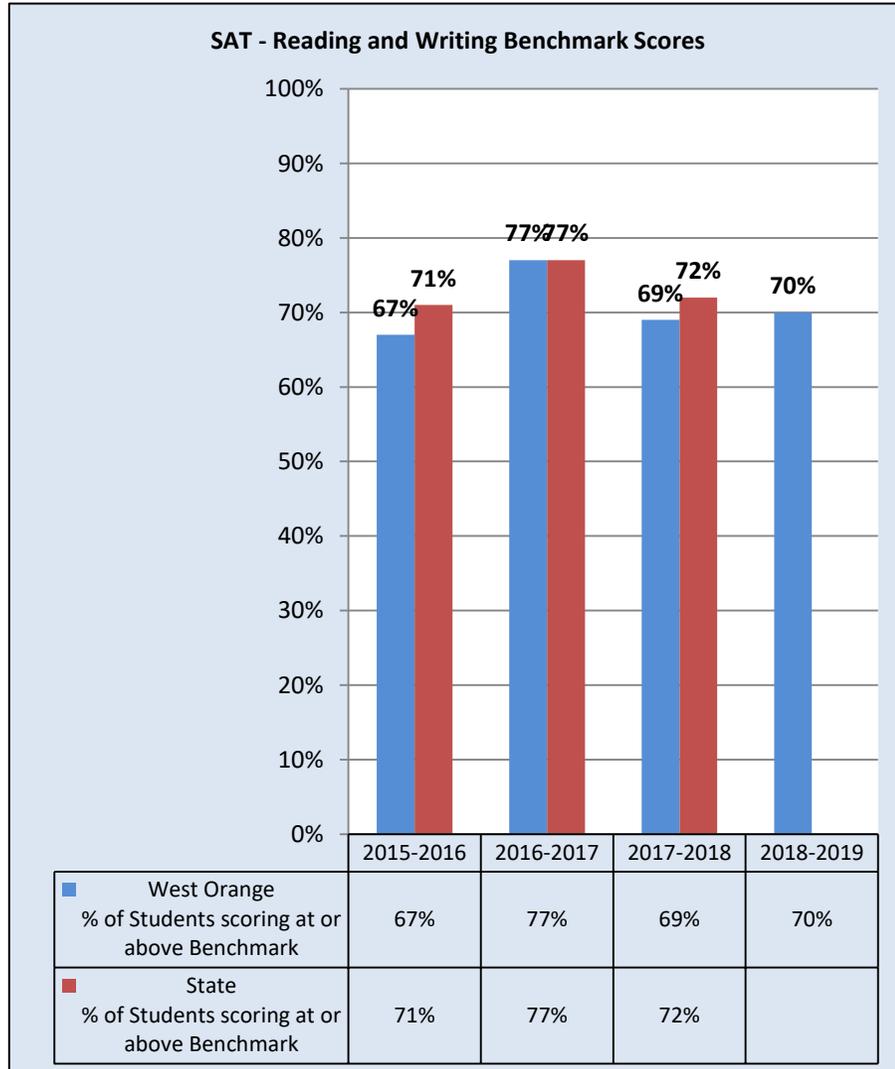
- Changes in Math Course Sequence
- Implementation of New Math Program 6-8
- Revised curriculum 6-8, Algebra I, Algebra II, and Geometry
- Emphasis of Performance Based Assessments embedded into the newly developed curriculum
- Analysis and utilization of released NJSLA items that are embedded throughout instruction and assessment
- Integration of Modeling – Reasoning – Effective problem solving (starting with grade 6)
- Co-Teaching Algebra I

SAT

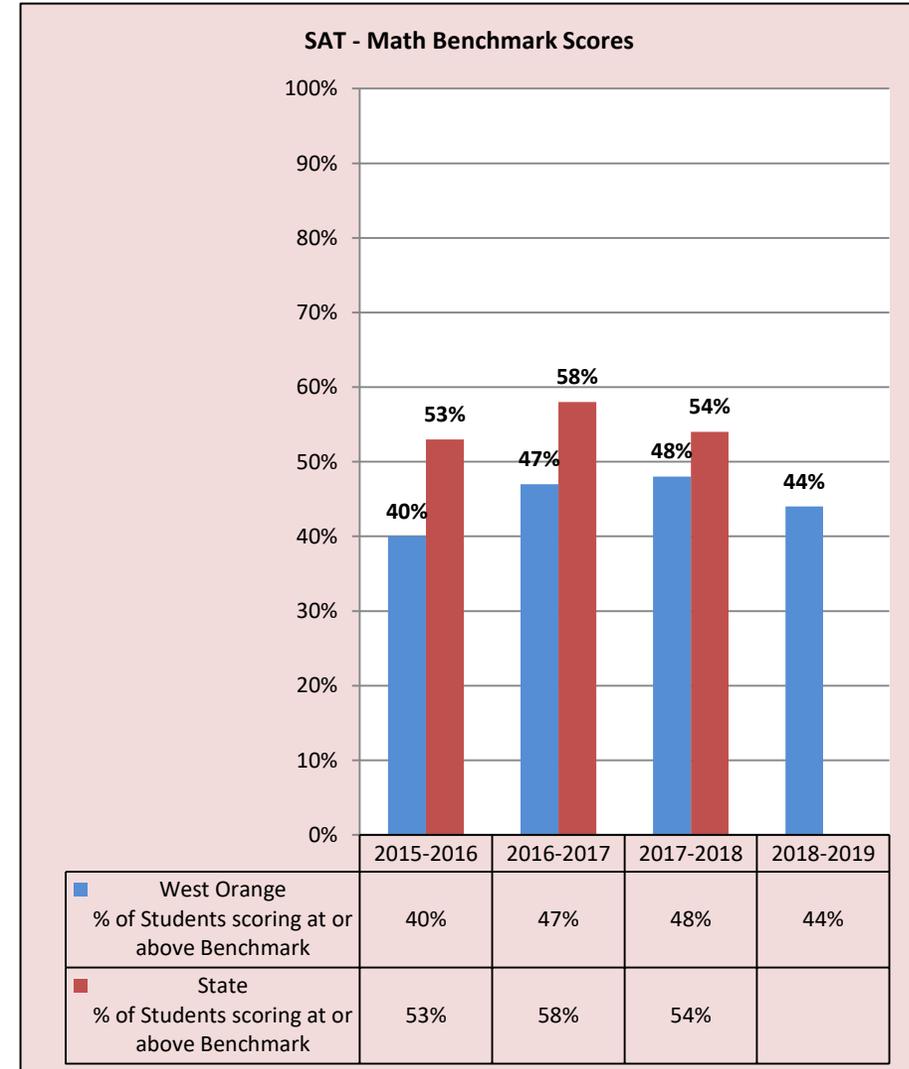
West Orange SAT Benchmark Scores

College and Career Readiness Benchmarks are determined by College Board.

SAT – Reading & Writing Benchmark = 480



SAT – Math Benchmark = 530



Advanced Placement

WEST ORANGE ADVANCED PLACEMENT EXAMS

Advanced Placement Exams were given in 23 Subjects.

In Spring 2019, **86%** scored 3 or higher.

Scores of 3 – 5 are passing and may be considered for college credit

West Orange Advanced Placement Exams 2015-2019

% scoring > or = 3					Mean Score (scoring is 1 – 5)				
2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
74%	81%	70%	75%	86%	2.9	3.3	3.0	3.1	3.5

Advanced Placement Highlights in ELA & Math

AP English Language Arts

- AP Literature scores increased 38% from 2018 (45%) to 2019 (83%)
- AP Language scores increased 13% from 2018 (72%) to 2019 (85%)

AP Mathematics

- AP Calculus AB: 80.6 % maintained the same level as last school year and stayed well above the State passing 64.9%
- AP Calculus BC: maintained 100% for the past 5 years. 2018-2109 Administration results for the 12 students who were enrolled; 11 5s and 11 4s.
- Both AP Statistics and AP Computer Science classes will have an additional lab period starting on September 2020. This will increase the credits for the courses from 5 to 6 credits and will provide additional instructional time. Additional time can be utilized to cover more material and allow extra practice and reviewing of effective test taking strategies.

WEST ORANGE ADVANCED PLACEMENT EXAMS

Year	AP Scholar	AP Scholar with Honors	AP Scholar with Distinction	National AP Scholar
2015	44	19	20	2
2016	54	26	24	2
2017	41	19	31	5
2018	50	13	15	1
2019	44	27	24	1

AP Recognition

AP Scholar – Scholars who receive grades of 3 or higher on three or more AP exams.

AP Scholar with Honors – Students who receive an average grade of 3.25 on all AP exams taken, and grades of 3 or higher on four or more exams.

AP Scholar with Distinction - Students who receive an average grade of 3.5 on all AP exams taken, and grades of 3 or higher on five or more of those exams.

National AP Scholar – Students in the United States who receive an average grade of at least 4 on all AP exams taken, and grades of 4 or higher on eight or more of these exams.

Closing the Achievement Gap

Closing the Achievement Gap

Enhanced Cultural Competence

- Consider students' diversity to be an asset
- Increase faculty's cultural competence
- Be sensitive to students' home cultures
- Understand and capitalize on students' culture, abilities, resilience, and effort

Comprehensive Support for Students

- Screen children early for medical/social services
- Work with medical, social services, and community agencies
- Identify students who need additional instructional support
- Support students via mentors, tutoring, peer support networks, and role models

Outreach to Students' Families

- Make sure the main office is family friendly
- Engage/reach out to students' families
- Establish family centers at schools and other community locations
- Hire staff from the community who speak families' home languages
- Provide transportation to and from school events
- Conduct adult education and parenting courses at local schools

Extended Learning Opportunities

- Institute full day kindergarten and pre-kindergarten
- Extend learning to before- and after-school programs as well as summer programs

Culturally Responsive Classrooms that Support Learning

- Use varied, effective strategies to instruct diverse learners
- Use test and other information on students' performance in instructional planning
- Target literacy and math instruction, if needed
- Safeguard instructional time
- Use research and data to improve practice
- Engage in collaborative team teaching
- Use multicultural approaches to the instruction
- Demonstrate knowledge of cultural, ethnic, linguistic, gender diversity in classroom
- Understand aspects of own culture that facilitate or hinder communication

- Use curriculum materials that describe historical, social, political events from a wide range of racial, ethnic, cultural and language perspectives
- In order to maintain active participation of students, call one very particular student regularly, and frequently call for extended substantive oral and written responses
- Examine instructional pedagogy and use a variety of strategies to improve the participation and achievement of students of color.
- Explore and address affects of stereotypes regarding improving poor student attitude, low self-esteem, lack of parental support, and low socioeconomic status as reasons for low achievement.

Closing the Achievement Gap

Supportive Schools

- Make closing gaps a schoolwide responsibility
- Set high expectations and provide rigorous, deep curricula
- Focus on academics
- Provide safe, orderly learning environments for students and educators
- Use test data and other research on students' performance to inform instruction
- Identify strategies and programs to increase achievement
- Develop effective schoolwide leadership teams
- Provide ongoing professional development for school-based leaders on effective strategies for closing the achievement gaps

Strong District Support

- Make closing achievement gaps a district priority
- Develop an effective leadership team
- Provide additional resources and support for students experiencing achievement gaps
- Engage teachers in strengthening curriculum and student assessments
- Decrease class sizes
- Provide schools with timely test and other assessment information
- Involve teachers in the design of ongoing professional development
- Disseminate the latest research on effective strategies to schools

Access to Qualified Staff

- Improve teacher education programs
- Recruit, develop, and retain qualified teachers and paraeducators
- Attract high quality staff to work with students with the greatest needs
- Compensate teachers who take on extra responsibilities
- Provide time for faculty to meet and plan
- Provide continuous, data-driven professional development
- Prepare teacher leaders to be knowledgeable and effective on school reform
- Help teachers work effectively with families and communities

Adequate Resources and Funding

- Seek adequate and equitable funding
- Target resources on closing the gaps
- Expand school capacity via additional resources
- Engage businesses, universities, foundations in schools' work
- Seek federal, state, or private funding in collaboration with partners to leverage NEA programs
- Schools that close achievement gaps focus on improving learning for all students, maintain a "no excuses" attitude, use research and data to improve practice, involve everyone in improvement processes, persist through difficulties and setbacks, and celebrate accomplishments

THANK YOU

