Freehold Borough Public Schools

State Assessment Results 2019
Board of Education Meeting
Monday, October 7, 2019, 7:00pm
Park Ave Gymnasium

Requirement to Report
(N.J.A.C. 6A:8-4.3)

- Superintendent reports within 60 days of final data
- Aggregated and disaggregated subgroup data
- Trend and comparative analyses
- Intervention strategies
- Assessments include:
  - NJSLA (ELA/Math/Sci)
  - ACCESS
  - DLM (ELA/Math/Sci)
- Report to:
  - BOE
  - Students
  - Parents
  - Community

Presentation Topics

- Enrollment/Demographics
- NJSLA ELA & Math (pass rates, trends, actions)
  - By district
  - By grade
  - By race/ethnicity (>20)
  - By groups (SES, SpEd, ELL) (>20)
- DLM ELA & Math (pass rates, trends, actions)
- ACCESS (exit, proficiency, progress, actions)
- NJSLA & DLM Science
- Equity Goals

Trends and Numbers

ENROLLMENT/DEMOGRAPHICS
Demographics

- Race/Ethnicity
  - Hispanic = 79.02%
  - White = 10.88%
  - Black = 7.60%
  - Asian = 1.26%
  - Multi Race = 1.20%
  - Pacific Island = 0.06%
- SpEd = 19.48%
- ELL = 17.18%
- Free/Reduced = 81.30%
- 18/19 Mobility = 7.90%
NJSLA Pass Rates (Grades 3 to 8)
- NJ ELA scores up .01%
- Boro scores up 1.4%
- Boro closed gap with state, now 8.6% below state mean
- Hisp and Black students progress in closing up achievement gap
- NJ Math scores down .8%
- Boro scores up 2.2%
- Boro closed gap with state, now 5.7% below state mean
- Hisp students progress in closing up achievement gap, Black student widened gap

PARCC/NJSLA ELA – Combined (3-8)

PARCC/NJSLA Math – Combined (3-8)

PARCC/NJSLA ELA - Subgroups 3-8
FIS Adjustments for 2019-2020

- Identify students for Intervention groups in Math and ELA
- Identify targeted skill areas for students (individual/group) to cover during WIN periods
- Reduce test anxiety and benefit from an established student/teacher relationships by scheduling students to test with their subject area teachers
- Identify “Bubble” students and target specific areas that would help them to gain proficiency

One Significant Finding: Data demonstrated that there were a significant number of (Bubble) Students who missed the proficiency level (750) on NJSLA by less than 10 scale score points

<table>
<thead>
<tr>
<th>Test</th>
<th>Bubble Students</th>
<th>% of Bubble Students</th>
<th>Number of Students who scored 750</th>
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</thead>
<tbody>
<tr>
<td>8th Grade Math</td>
<td>25/181</td>
<td>13.9%</td>
<td>60 (33.75)</td>
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<tr>
<td>8th Grade Math</td>
<td>28/161</td>
<td>17.4%</td>
<td>59 (31.25)</td>
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<tr>
<td>8th Grade Math</td>
<td>11/131</td>
<td>8.5%</td>
<td>64 (54.86) + 23 Algebra (90.95)</td>
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<td>8th Grade ELA</td>
<td>18/185</td>
<td>9.7%</td>
<td>31 (43.75)</td>
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<tr>
<td>10th Grade ELA</td>
<td>14/160</td>
<td>8.8%</td>
<td>34 (66.67)</td>
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PAE Adjustments for 2019-2020

- Issue of low ELA pass rate in 3rd grade, but high growth on Benchmark C
  - 2nd grade vertical articulation
- Analyzing high growth, high achievement in 4th grade
- Watching 5th grade teaching model
  - Benchmark B
- Weakness overall in vocabulary
  - New vocabulary program

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<tr>
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<th>3rd Grade 2017-18 Met/Exceeded Expectations</th>
<th>4th Grade 2018-19 Met/Exceeded Expectations</th>
<th>Growth</th>
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<tbody>
<tr>
<td>State</td>
<td>51.7%</td>
<td>57.4%</td>
<td>+6.3%</td>
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<td>PAE</td>
<td>40%</td>
<td>55.7%</td>
<td>+15.7%</td>
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Implementing new Word Study program: Words Their Way, a comprehensive word study program that incorporates phonics, spelling and vocabulary. Special attention is given to the origin (country) the words come from and how that influences the spelling of the word. Students complete a pre-test at the beginning of each unit and are placed in the appropriate leveled group (up to 5 groups in a class).

Reviewing Math Program/Resources

Additional Basic Skills Staff and implementing a new Orton-Gillingham based program, Project Read

Revamped I&RG process

Interview/survey students: focus on those who showed significant growth and those who showed little to no growth. What commonalities and differences are there amongst those students. Share these conclusions with staff to help understand the practices employed that result in significant growth.

Review data with teachers

Analysis of best teaching practices - identify best teaching strategies, best assessments used by teachers who had significant growth. Specific attention to those who showed the highest growth and those who showed negative growth. Utilize PLC and Faculty Meetings to share and hone best practices.
**FLC 2nd Grade - LinkIt**

**ELA Grade 2 Progress Over 4 Years Benchmark C**

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**Grade 2 ELA Actions**

- Strong focus on weak areas of Sequence, Genre Characteristics, Details Compare & Contrast
- Highlight High growth teachers
- Focus on low growth teachers
- Data Culture
- Peer Observations
- iReady: Turning off domains

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**ELA Actions (cont.)**

**Writing:**
- Learned through articulation with grade 3 that we need to add writing prompts as part of our benchmark
- Through PLC time will create 2 prompts to be given at benchmark B and C this year
- PLC will also focus on creation of rubric in alignment with NJSLA writing rubric
**Math Grade 2 Progress Over 4 Years Benchmark C**

**LinkIt! Math**

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**Math Actions**

- Strong focus on Measurement and Data and align SGO's
- Highlight High growth teachers
- Focus on low growth teachers
- Data Culture
- Peer Observations

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**English Language Arts and Mathematics**

**DYNAMIC LEARNING MAPS (DLM)**

**PASS RATE**
Features of DLM

- Instructed and assessed on Essential Elements
- DLM only for those with significant cognitive disabilities
  - <1% of total test taking population
- Uses nodes (individual concepts and skills) to measure linkage levels (collections of nodes)
- Done in ELA, Math and Science

DLM Justification Form

- School Districts must submit an application if the anticipated participation rate for DLM is projected to exceed 1% of the total population of students who are tested

  2017-2018: 12 in district and 7 OOD students participated in DLM with 1067 total students participating in the NJ state assessment
  DLM districtwide Participation Rate = 1.15%

  2018-2019: 19 in district and 8 OOD students participated in DLM with 1058 total students participating in the NJ state assessment
  DLM districtwide Participation Rate = 1.76%

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**DLM ELA – Combined (3-8)**

**DLM Math – (Combined 3-8)**
Remediation - Programmatic

• Programmatic:
  – Teach to grade level NJSL and DLM Essential Standards
  – Increase rigor in these areas for all self-contained classes
  – Educate special education teachers of self-contained classes on grade level expectations to improve supplemental instruction to a higher degree
  – Lower self-contained population overall = Enforce LRE (least restrictive environment for all students)

Remediation – Specific

• Specific:
  – Review participation guidelines/qualifications for DLM assessment
  – DLM training for all teachers
  – DLM test administrator observations: Goal is to determine what factors impacted the overall assessment environment for future testing (Completed state-wide)

ACCESS for ELLs

• Online assessment
  – Started 2016
  – Required annually
• Given to all English language learners K-8
  – Not PK (but we add services at PK)
• Assesses four language domains
  – Listening, Speaking, Reading, Writing
• Measures progress in English development.
Freehold Boro – Language Origins

- Primary Language for ESL: Spanish
- Countries represented:
  - South America: (Colombia, Peru)
  - Central America: (El Salvador, Guatemala, Honduras)
  - North America: Mexico, USA, Puerto Rico
  - Europe: Spain

District ACCESS 2017-2019

District Wide ACCESS 2017-2019 Comparison

ESL Exit Criteria

- Exit by means of a committee
- Use of multiple measures
  - 4.5 on ACCESS
  - Grades
  - Reading level
  - Standardized tests
  - Benchmarks
  - Teacher recommendation

ELL Students Exited Program 2017
ELL Students Exited Program 2016

ELL Students Exited Program 2019

4.5 Attainment Comparison 2017-2019

Pass Rate & Growth Target Progress Indicators 2019

New data format supplied from NJDOE
Progress Indicator Metrics

- 65.39% of ESL students met progress indicators
- This is first year for progress indicators
- No statewide data on progress indicator achievement has been released
- After ACCESS 2020 results we will be able to compare improvement in progress indicators

ESL Services/Initiatives

- K-3 Bilingual: Minimum two periods of push-in ESL support
- K-5 ESL only: Minimum 1 period of ESL push in support
- Grades 3-5 High Intensity ESL: 2 periods minimum push in ESL support
- Grades 6-8 High Intensity ESL: 2 periods of ESL support
- New - FIS ESL teacher/teacher coach
- FIS Bilingual Aide
- New - PAE GOI/Sped ESL Teacher
- New - Newcomer Curriculum
- Additional support and resources provided to Newcomer ELLs
- Where possible, ESL and Homeroom teachers co-teach
- Where possible, ESL teachers participate in PLCs (Professional Learning Communities)
FIS ESL Teacher/Coach
- Provided intensive bilingual/ESL support to SPED students with interrupted formal education and other linguistically low performing ESL students in need of intervention.
- Provided coaching, modeling, and ongoing reference for peers in ESL (English as a Second Language) classes.

FIS Bilingual Aide
- Provides native language support as needed for ELL students.

PAE CDE/Sped ESL Teacher
- Provides additional intensive support for fast exit (newcomer) students as well as continued ESL services to students who also have special education needs.

Co-teaching
- Currently in classrooms where there is a high level of language service support.

SCIENCE

NJSLA Science
- Given in 5th grade and 8th grade
- 2018-2019 will be a baseline year
- No results received from NJDOE on:
  - NJSLA Science
  - Statewide comparisons
  - Detailed report on areas of strength or weakness

DLM Science
- 2018-2019:
  - 8th graders – 3 students
  - 5th graders – 3 students
- 2017-2019:
  - 8th graders – 0 students
  - 5th graders – 4 students
- Number of students is too low to allow reporting of results without violating confidentiality
Initiatives/Key Items for 2019-2020

Program
- Elem G&T Pull Out
- Elem Technology
- Elem Spec Ed RR/ICSE
- 3rd-5th grade recess not PEH
- 5th grade ELA – Sc/SS/Math
- FIS 28-min WIN period
- FIS SAFE support
- FIS PEH A/B with YAPA/Span
- FIS Cross-Country Team
- FIS Class size reduction
- 21st Century 5-yr reauthorized

Support
- All PK back from Twp
- Howell does daily busing
- Breakfast-After-the-Bell
- FIS full 1:1 Chromebooks
- Year 2 MHFA grant
- Full NIOSAC inspection
- Troop 172 continues at PAE
- Humanity Players at FIS
- Negotiate successor contract

New Jersey Network of Superintendents

EQUITY GOALS

Theory of Action

If the district builds a data-based culture where teachers maximize instructional practices and beliefs, engage students in high expectations and provide high levels of help in achieving academic proficiency related to academic standards; then the district will see quantifiable and verified outcomes in closing the achievement gap for all types of students.

Equity Goal

Establish high academic expectations and high levels of classroom support to help all district students maximize their educational performance and character development, working to eliminate any achievement gaps, and ensuring the educational opportunity for all students.
Problem of Practice

Improving performance and closing gaps must be accomplished despite underfunded in state aid. How does the district promote academic achievement for all students?

Key Leverage Strategies

- Data driven decision making
- Reader/Writer Workshop
- iReady district wide
- Lower class sizes
- Expanded basic skills
- Extra Tier III support
- SIOP training
- G&T revisions to entrance/instruction

Key Leverage Strategies (cont.)

- Creative teaching
- Teacher leaders
- Expanded technology/1:1
- Robust after school and extracurricular
- Teacher PLC time
- More focused SGOs
- SIFE support
- PBIS
- Double Algebra in 8th grade

Data to Measure Progress

- PARCC/NJS LA ELA/Math pass rate (3-8)
- PARCC/NJS LA ELA/Math average score (3-8)
- PARCC/NJS LA/FG correlation (3-8)
- Review of mSGP (4-8)
- PARCC/NJS LA Achievement gap closure (3-8)
- GOLD PK Assessment of PK standards (PK, K entrance)
- Benchmarks to do ethnic/race analysis of student growth
Adjustments Under Consideration

- Surveying students on teacher relationship
- Analyze results:
  - High growth/High results
  - Low growth/Low results
  - Race/Ethnicity
- Teacher training

Summary

- Overall ELA/Math pass rate continues to improve
  - But not so much in special education
- Achievement gaps closing
  - But not in Math for Black students
- Actions initiated for specific problem areas
- More complete data needed in ACCESS and Science

Questions