

Statewide Assessment Presentation

Part I

Office of Curriculum & Instruction
August 24, 2017



Overview

PARCC

- Grades 3-11 ELA
- Grades 3-8 Math, Algebra I, Geometry, Algebra II
- Access for ELLs
- Dynamic Learning Maps and Science Alternate Proficiency Assessment

NJASK Science and NJBCT

AP/SAT/ACT

Partnership for Assessment of Readiness for College and Careers

PARCC

PARCC Performance Levels

Level 1: Not yet meeting grade-level expectations

Level 2: Partially meeting grade-level expectations

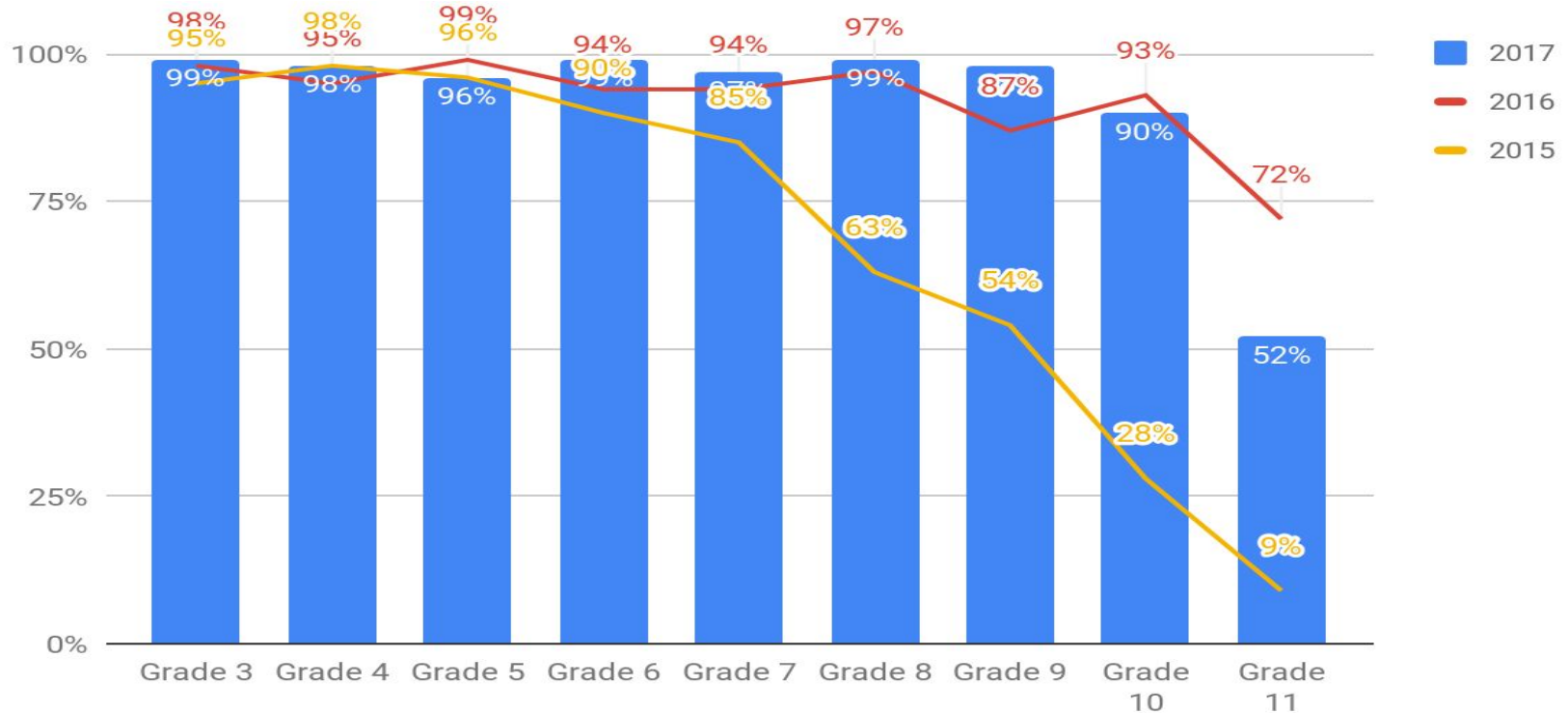
Level 3: Approaching grade-level expectations

Level 4: Meeting grade-level expectations

Level 5: Exceeding grade-level expectations

English Language Arts

Percentage of Students Tested: ELA



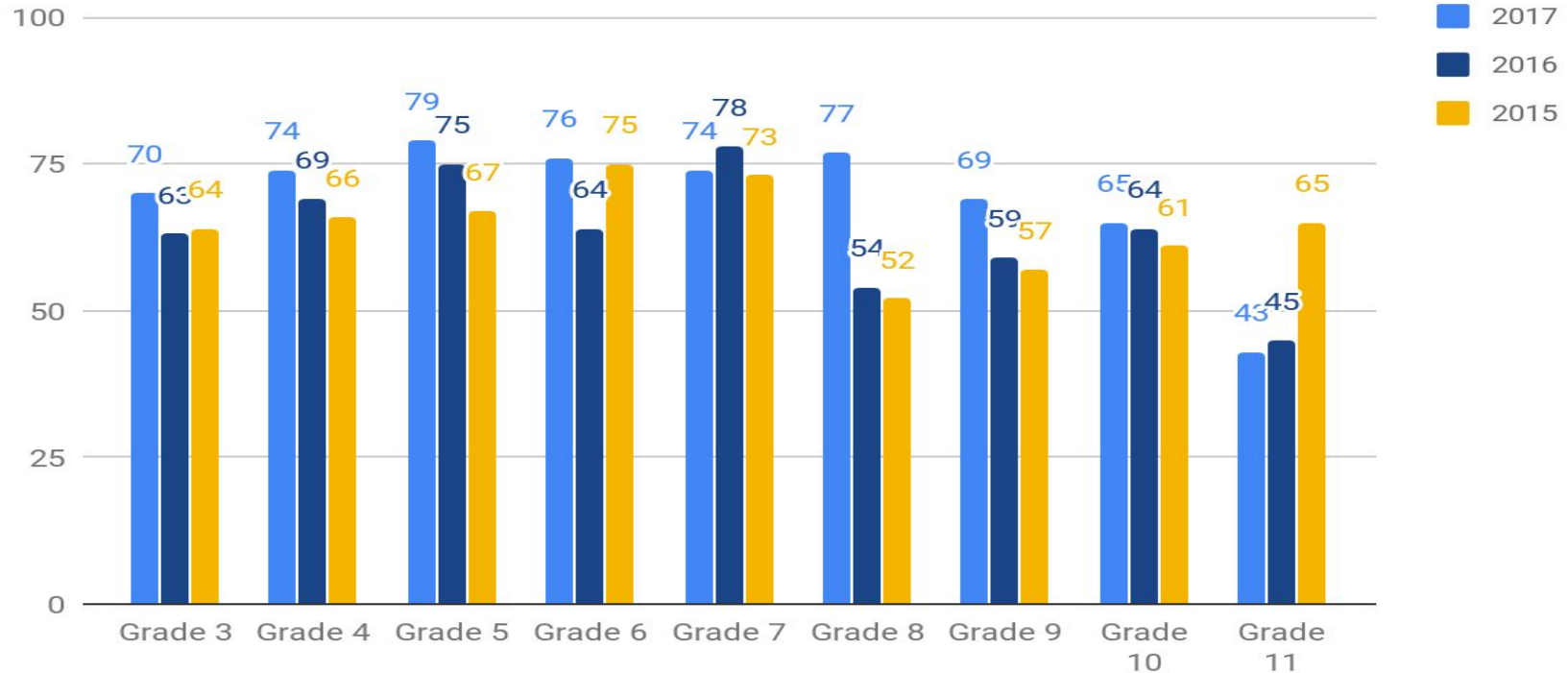
2017 ELA Grade-Level Outcomes

	Grade 3 % >= Level 4	Grade 4 % >= Level 4	Grade 5 % >= Level 4	Grade 6 % >= Level 4	Grade 7 % >= Level 4	Grade 8 % >= Level 4	Grade 9 % >= Level 4	Grade 10 % >= Level 4	Grade 11 % >= Level 4
State	50%	56%	59%	53%	59%	59%	51%	45%	37%
District	70%	74%	79%	76%	74%	77%	69%	65%	43%
Berkeley	87%	84%	82%						
Brookside	70%	73%	81%						
George	61%	67%	82%						
Washington	67%	68%	73%						
WRMS				76%	74%				
High						77%	69%	65%	43%

ELA Year-to-Year by Level

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016
Grade 3	4%	4%	9%	11%	17%	21%	53%	50%	17%	13%
Grade 4	4%	1%	6%	7%	16%	23%	42%	49%	32%	20%
Grade 5	1%	2%	5%	3%	14%	19%	53%	58%	26%	17%
Grade 6	1%	4%	6%	9%	18%	24%	61%	54%	15%	10%
Grade 7	5%	3%	8%	6%	13%	11%	38%	35%	36%	43%
Grade 8	3%	6%	8%	13%	13%	26%	44%	41%	33%	13%
Grade 9	3%	7%	7%	9%	21%	26%	50%	43%	19%	16%
Grade 10	10%	9%	12%	8%	14%	18%	49%	40%	16%	24%
Grade 11	21%	12%	15%	19%	22%	25%	35%	35%	8%	10%

ELA %Year-to-Year 4 or Above



ELA Subgroups % at 4 or Above

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Female	74%	84%	89%	81%	87%	84%	78%	75%	65%
Male	67%	65%	70%	71%	64%	66%	60%	55%	30%
Hispanic	54%	57%	74%	56%	57%	55%	56%	40%	37%
Asian	80%	100%	90%	89%	87%	93%	80%	88%	---
Black	---	---	---	---	50%	---	50%	---	---
White	74%	78%	80%	78%	78%	78%	73%	68%	39%
Econ Dis-N	72%	77%	81%	78%	76%	79%	73%	67%	44%
Econ Dis-Y	59%	50%	65%	47%	53%	43%	21%	47%	36%
SWD - Y	33%	19%	21%	27%	26%	17%	19%	27%	8%
SWD-N	76%	85%	87%	81%	82%	86%	79%	72%	58%

Elementary ELA

ELA Conclusions and Intervention Strategies

Conclusions:

- District schools scored above State Average
- % students meeting or exceeding grade level expectations continues to increase
- Continued support for students with disabilities in ELA is needed

Interventions:

- Implementation of Readers and Writers Workshop with targeted differentiation of instruction for all students
- K - 2 implementation of Orton Gillingham strategies to focus on multisensory approach to reading
- K - 5 Literacy Coach to provide staff development with a focus on best practice and 21st Century Skills
- Basic Skills instruction
- Analysis of PARCC Evidence Statements to support school-based actions

WRMS ELA

ELA Conclusions and Intervention Strategies

Conclusions

- Continued increase in number of students participating
- Well above state averages
 - ELA 6 - 23%
 - ELA 7 - 15%
- Trends of % ≥ 4 :
 - 6th: 12% increase from 2016-2017
 - 7th: 4% decrease from 2016-2017
- Economically disadvantaged and special education subgroups need continued focus
- Grade 7 male subgroup needs focus

Interventions

- Reading and Writing Workshop
 - Grade 6 - second year of implementation
 - Grade 7 - first year of implementation
- 21st Century Literacy
 - Writing workshop strategies to align with ELA core and improve pedagogy
 - Focus on three writing domains: research, argumentative & narrative
- Addition of MSU Consultants to support Co-Teaching
- Basic Skills, Homework Club, Student Intervention & Support
- Increased targeted support through improved team structure and focus

Jr/Sr High ELA

ELA Conclusions and Intervention Strategies

Conclusions

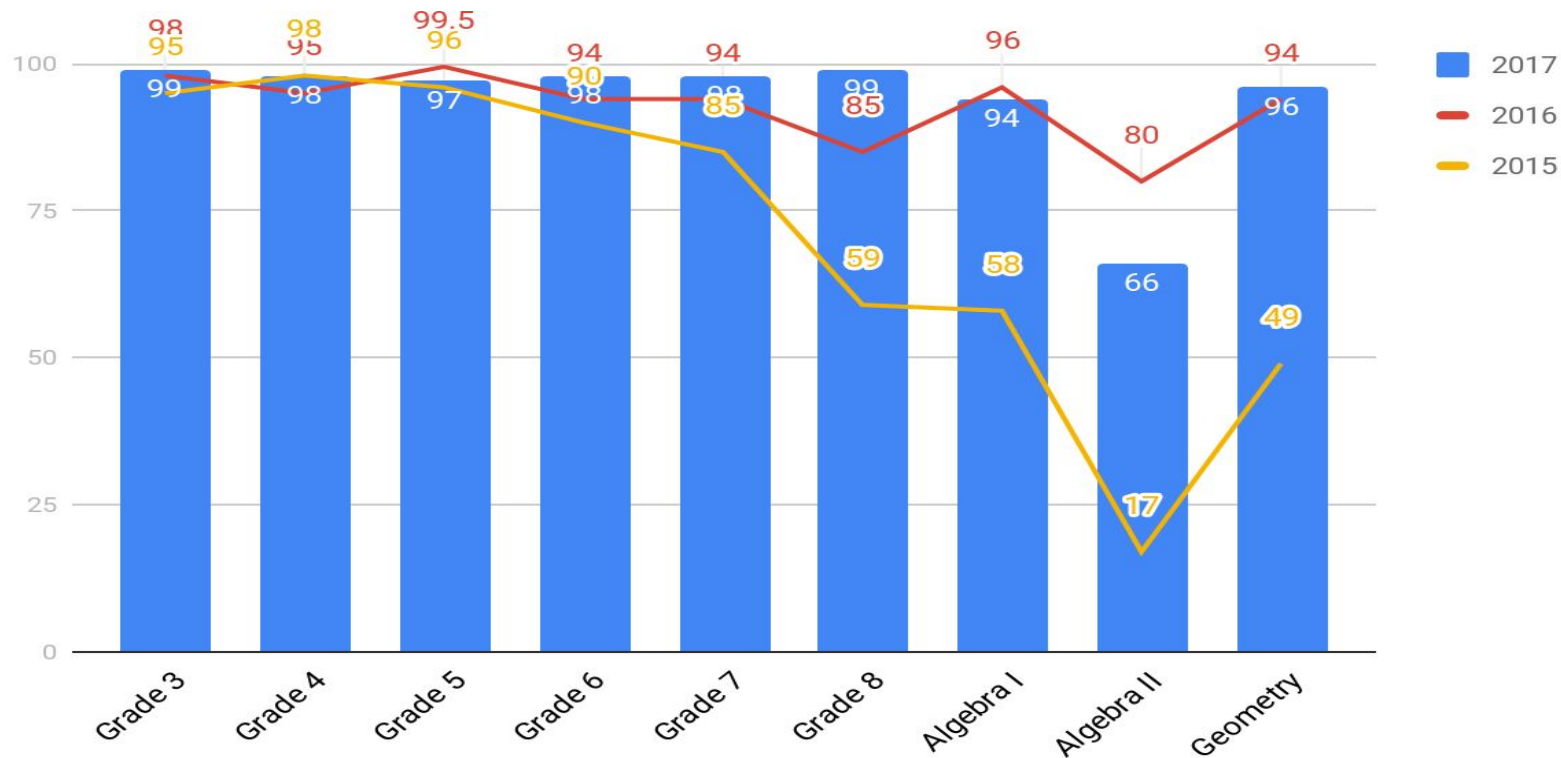
- Above State Average in Grades 8-11
- Percentages of students receiving a level 4 or 5 in grades 8-10 increased. In Grade 11 it stayed the same at level 4 and decreased by 2% for level 5
- Continue support for students with disabilities in ELA.

Interventions

- Addition of MSU Consultants to support Co-Teaching
- Read 180 Program for struggling students
- Targeted Professional Development on Differentiation
- Further analysis of PARCC evidence statements during ELA department meetings
- Integration of cross-curricular learning activities in electives, Science and Social Studies

Mathematics

Percentage of Students Tested: Math



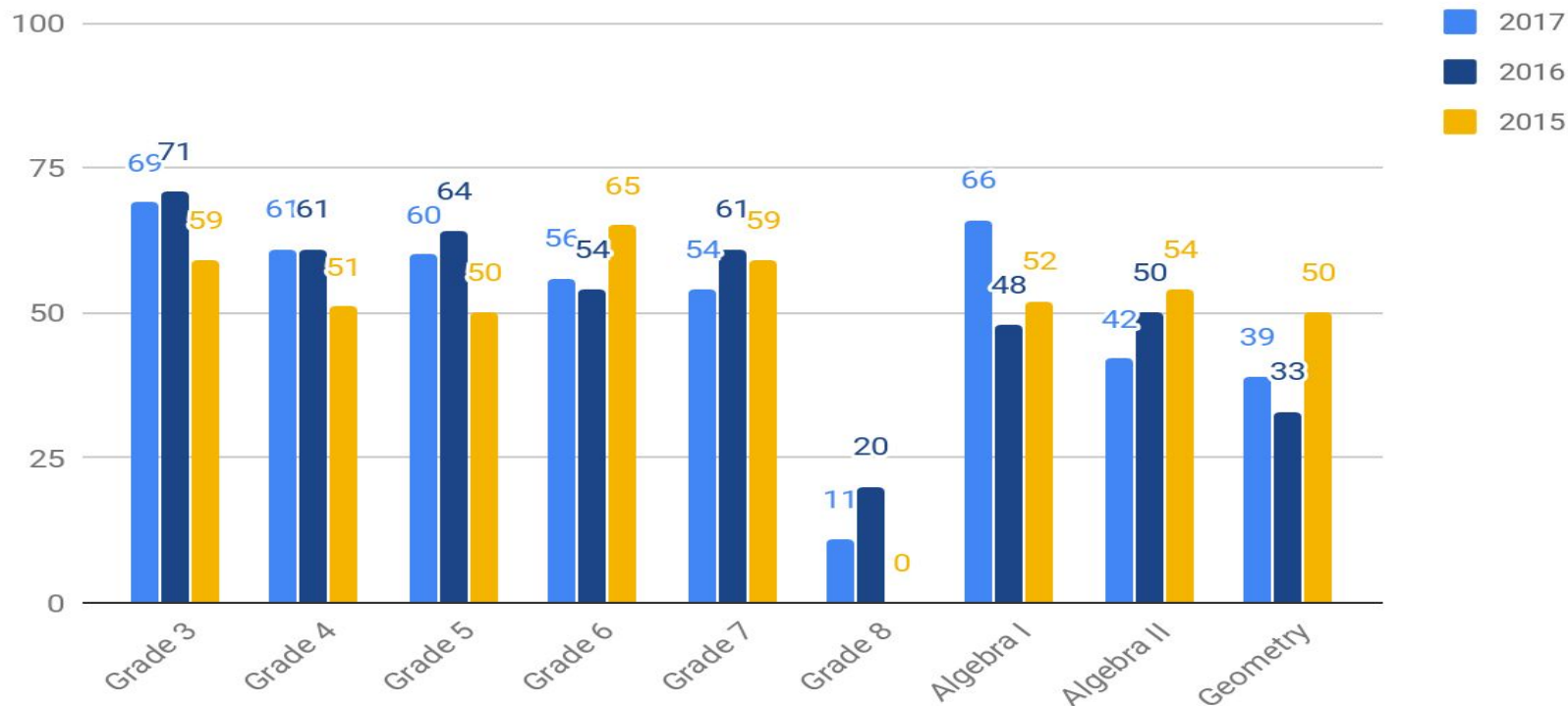
2017 Math Grade-Level Outcomes

	Grade 3 % >= Level 4	Grade 4 % >= Level 4	Grade 5 % >= Level 4	Grade 6 % >= Level 4	Grade 7 % >= Level 4	Grade 8 % >= Level 4	Algebra I % >= Level 4	Algebra II % >= Level 4	Geometry % >= Level 4
State	53%	48%	46%	44%	40%	28%	42%	27%	30%
District	69%	61%	60%	56%	54%	11%	66%	42%	39%
Berkeley	80%	69%	67%						
Brookside	60%	64%	59%						
George	74%	58%	57%						
Washington	65%	59%	58%						
WRMS				56%	54%				
High						11%	66%	42%	39%

Math Year-to-Year by Level

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016
Grade 3	4%	5%	7%	7%	20%	17%	47%	51%	22%	20%
Grade 4	6%	3%	10%	12%	23%	24%	52%	55%	9%	6%
Grade 5	2%	3%	7%	10%	30%	23%	49%	54%	11%	10%
Grade 6	4%	5%	9%	8%	32%	35%	47%	47%	9%	7%
Grade 7	4%	3%	13%	10%	30%	26%	46%	48%	8%	13%
Grade 8	15%	12%	30%	36%	44%	32%	11%	19%	0	1%
Algebra I	3%	10%	11%	18%	20%	25%	60%	43%	6%	5%
Algebra II	22%	10%	19%	17%	18%	24%	39%	48%	3%	2%
Geometry	8%	6%	25%	20%	28%	40%	35%	31%	4%	2%

% Year-to-Year Math 4 or Above



Math Subgroups % at 4 or Above

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Alg. I	Alg. II	Geom.
Female	68%	72%	64%	49%	53%	12%	68%	48%	46%
Male	69%	52%	56%	62%	55%	11%	62%	37%	33%
Hispanic	46%	39%	57%	37%	39%	7%	24%	20%	29%
Asian	73%	100%	70%	---	75%	---	84%	79%	70%
Black	---	---	---	---	20%	---	---	---	---
White	73%	68%	60%	58%	57%	13%	74%	40%	39%
Econ Dis N	71%	65%	63%	59%	56%	13%	70%	44%	41%
Econ Dis Y	50%	38%	38%	20%	33%	0	19%	21%	10%
SWD - Y	30%	9%	25%	27%	11%	0	13%	0	6%
SWD-N	74%	72%	65%	59%	60%	16%	74%	49%	48%

Elementary Math Conclusions and Intervention Strategies

Conclusions:

- District schools scored above State Average
- Additional focus on scope and sequence to address timing and skills.
- Continue support for students with disabilities in Math

Interventions:

- Continued targeted professional development based on grade level and NJSLs.
- Analysis and possible restructuring of scope and sequence calendar.
- Analysis of PARCC Evidence Statements to support school-based actions.

WRMS

Math Conclusions and Intervention Strategies

Conclusions

- Continued increase in number of students participating
- Above state averages
 - Math 6 - 12%
 - Math 7 - 14%
- Trends of % ≥ 4 :
 - 6th: 2% increase from 2016-2017
 - 7th: 7% decrease from 2016-2017
- Economically disadvantaged and special education subgroups need continued focus

Interventions

- IXL and Gizmos programs
- Addition of MSU Consultants to support Co-Teaching
- Basic Skills, Homework Club, Student Intervention & Support
- Analysis of PARCC Evidence Statements to support school-based actions and cross-curricular focus
- Increased targeted support through improved team structure and focus

Jr/Sr High Math Conclusions and Intervention Strategies

Interventions

Conclusions

- Grade 8 Continues to be a concern
- Scored above the state average in Algebra 1, Algebra 2, Geometry
- Continue support for students with disabilities in Math

- Form a Committee to evaluate/analyze the 8th grade curriculum
- Revising the Math Curriculum this year
- Implementation of MSU Consultants (Co-Teaching)
- Continue targeted PD towards differentiation
- Analysis of Scope and Sequence of Curricular calendar
- Analysis of PARCC Evidence Statements during department meetings
- Vertical articulation of skills across grade levels
- Increased emphasis on written explanations on assessments and class assignments

English Language Proficiency Test

Proficiency Level	K	1	2	3	4	5	6	7	9	10	11	12
Entering	36%	0	0	0	0	0	0	0	0	50%	0	0
Emerging	0	7%	20%	0	13%	33%	0	0	0	0	0	100%
Developing	18%	50%	47%	29%	0	0	0	50%	67%	25%	100%	0
Expanding	45%	43%	20%	71%	50%	67%	100%	50%	33%	0	0	0
Bridging	0	0	13%	0	38%	0	0	0	0	25%	0	0
Reaching	0	0	0	0	0	0	0	0	0	0	0	0

ACCESS for ELL Scores



Questions on Part I?



Statewide Assessment Presentation

Part II

Office of Curriculum & Instruction
October 19, 2017

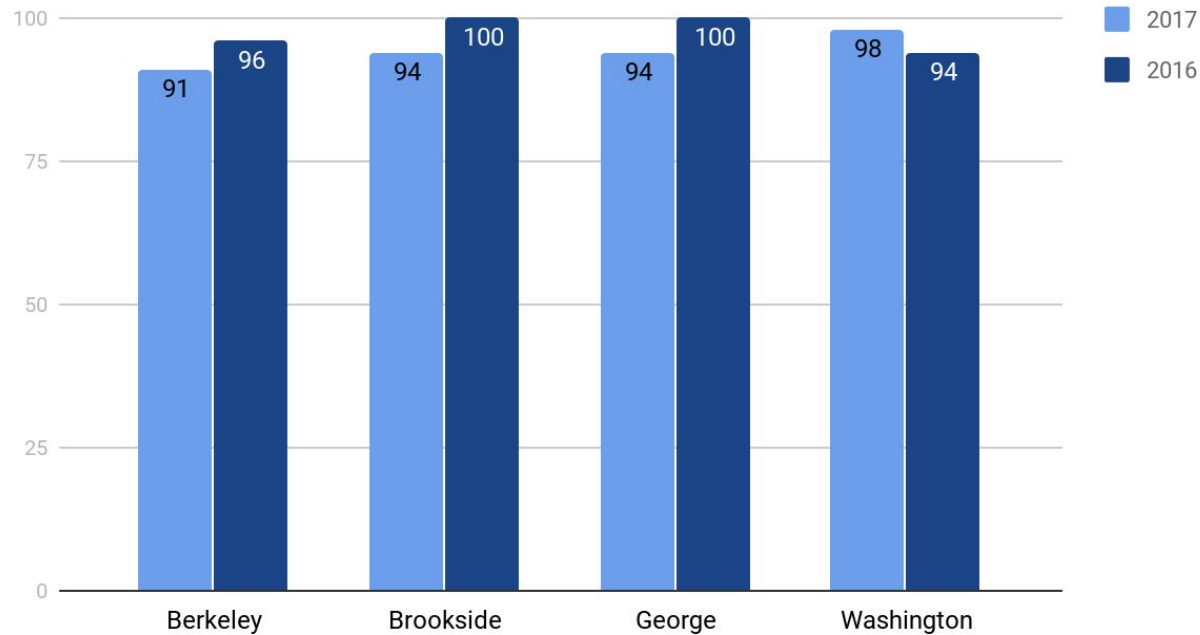
NJASK Science 4 & 8 and NJBCT

NJASK Science 4

	Proficient/Advanced Proficient		
	2017	2016	2015
Westwood Regional	94%	98%	96%
DFG	92%	95%	96%
NJ	86%	90%	91%

NJASK Science 4 by Elementary School

% Adv Proficient and Proficient



NJASK Science 4 %Proficient/Adv Proficient by Subgroup

	Westwood Regional		DFG		NJ	
	2017	2016	2017	2016	2017	2016
General Ed	99%	100%	96%	98%	90%	94%
Special Ed	70%	81%	79%	87%	72%	78%
Female	97%	98%	93%	96%	86%	90%
Male	91%	97%	91%	95%	85%	90%
White	97%	97%	95%	97%	94%	96%
Hispanic	83%	100%	84%	90%	77%	83%
Economically Disadvantaged	83%	97%	80%	88%	74%	81%

Elementary Conclusions and Interventions

Conclusions

- Our district outperformed the DFG and state of NJ
- 99% of general education students scored proficient or advanced proficient
- Special education subgroup requires additional support.

Interventions

- New FOSS curriculum K-5 being implemented this year
- Implementation of new standards based on NGSS
- Target explicit content area vocabulary for special education students

NJASK Science 8

	Proficient/Advanced Proficient		
	2017	2016	2015
Westwood Regional	87%	85%	93%
DFG	83%	83%	86%
NJ	73%	73%	77%

NJASK Science 8

%Proficient/Adv Proficient by Subgroup

	Westwood Regional		DFG		NJ	
	2017	2016	2017	2016	2017	2016
General Ed	93%	91%	90%	90%	81%	81%
Special Ed	48%	48%	49%	48%	40%	39%
Female	89%	86%	84%	83%	74%	73%
Male	84%	83%	82%	82%	72%	72%
White	87%	86%	87%	86%	85%	84%
Hispanic	82%	78%	69%	70%	58%	58%
Economically Disadvantaged	---	58%	64%	65%	55%	55%

Biology Competency Test

	Proficient/Advanced Proficient		
	2017	2016	2015
Westwood Regional	83%	47%	60%
DFG	69%	69%	68%
NJ	58%	57%	58%

NJ Biology Competency Test %Proficient/Adv Proficient by Subgroup

	Westwood Regional		DFG		NJ	
	2017	2016	2017	2016	2017	2016
General Ed	88%	91%	77%	90%	67%	81%
Special Ed	---	48%	29%	48%	23%	39%
Female	88%	86%	72%	83%	61%	73%
Male	77%	83%	67%	82%	56%	72%
White	85%	86%	73%	86%	70%	84%
Hispanic	---	78%	51%	70%	40%	58%
Economically Disadvantaged	---	58%	48%	65%	37%	55%

Grade 8 & Bio Conclusions and Interventions

Conclusions

New curriculum and textbooks implemented in Grades 6-12 last year

Honors Biology ran last year

Interventions

Target Heredity & Reproduction, as that is the lowest scoring cluster in Biology

SAT, ACT and AP Scores

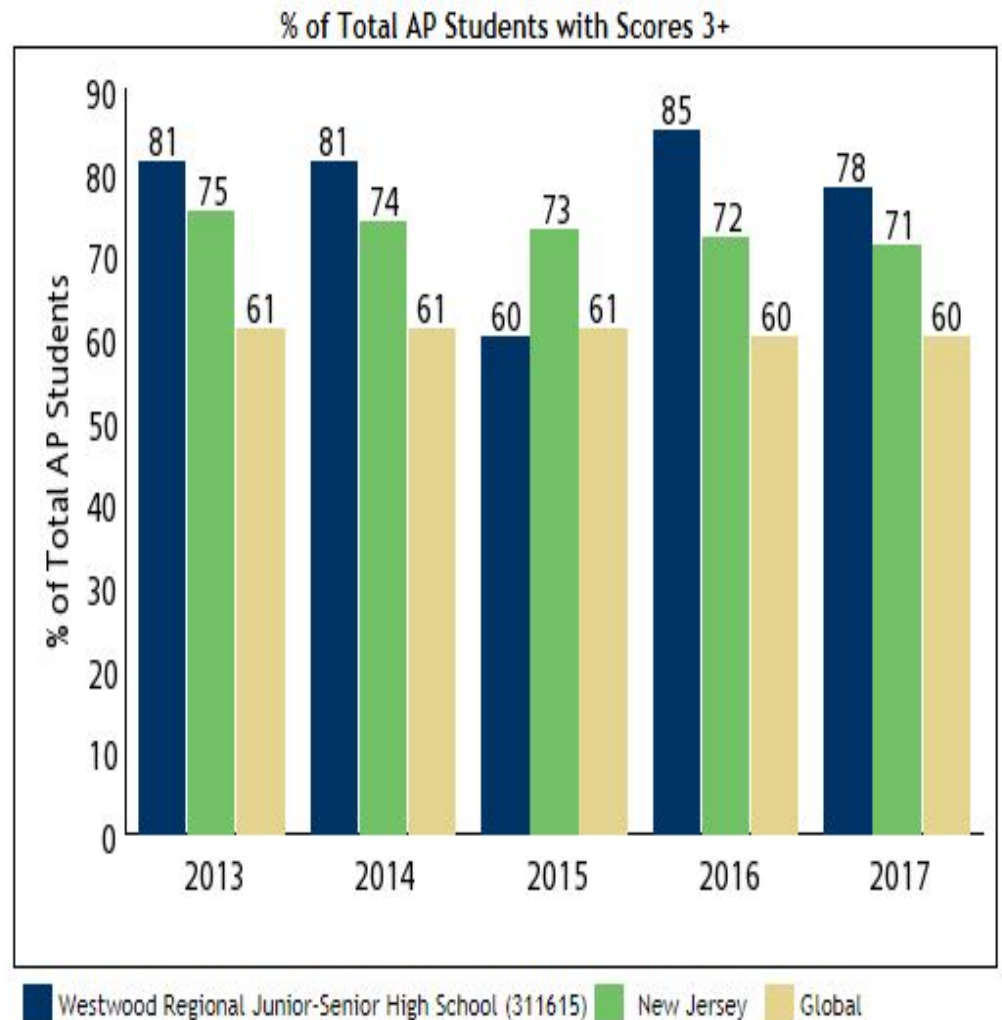
AP Scores Analysis - 2017

At State Level	Below State Level	Above State Level
Spanish Language & Culture	Calculus AB	Biology
	Calculus BC	Chemistry
	Computer Science A	English Language & Composition
	Environmental Science	English Literature & Composition
	Physics 1	Psychology
	Physics 2	Statistics
		Studio Art: 2-D Design Portfolio
		Studio Art: 3-D Design Portfolio
		Studio Art: Drawing Portfolio
		United States Gov't and Politics United States History

SAT, ACT and AP Scores

AP Scores

- 5-year Trends



SAT, ACT and AP Scores

ACT Scores – 5-year Trends

Grad Year	Total Tested District	Total Tested - State	English - District	English - State	Math - District	Math - State	Reading - District	Reading - State	Science - District	Science - State	Composite - District	Composite - State
2013	75	24,202	20.3	22.5	22.0	23.6	22.1	23.1	21.4	22.2	21.5	23.0
2014	79	26,182	22.7	22.8	24.2	23.7	23.2	23.1	23.3	22.4	23.5	23.1
2015	126	30,263	21.7	22.9	23.1	23.7	22.9	23.3	22.6	22.6	22.7	23.2
2016	132	33,646	20.7	22.7	22.0	23.3	21.9	23.5	21.3	22.5	21.6	23.1
2017	133	35,257	22.7	23.8	23.5	23.8	23.3	24.1	23.0	23.2	23.3	23.9

SAT, ACT and AP Scores

SAT Scores - 5-year Trends

Grad Year	Total Tested-District	Total Tested-State	District-Critical Reading (Evidence-Based Reading and Writing)	State-Critical Reading (Evidence-Based Reading and Writing)	District-Math	State-Math	District-Writing	State-Writing
2013	149	83,489	499	499	519	522	499	500
2014	136	83,431	514	501	537	523	512	502
2015	173	85,021	507	500	532	521	499	499
2016	151	74,800	495	489	515	509	473	485
2017	122	73,658	562	539	569	537	N/A	N/A

Questions?