

Oradell Public School District

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**2013-2014 District Assessment Report**  
**November 5, 2014**



# Standards and Assessments

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- ▶ 1980's – High School Proficiency Test and Early Warning Test in Grade 8 – The focus is on basic skills
- ▶ 1990's – The introduction of the Core Curriculum Content Standards. State Assessments are administered in 4<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades.
- ▶ 2000's – NJ ASK testing begins in grades 3-8
- ▶ 2010's – Common Core Standards in Math and Language Arts are introduced.
- ▶ 2014-2015 PARCC is introduced as the mechanism to assess student growth and achievement, as well as each school district's implementation of the Common Core Standards.



# 2013-2014 NJ ASK Results: Final Year of NJ ASK – Transition to PARCC

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- ▶ NJ Department of Education: “While NJ ASK and HSPA fulfilled our federal testing requirements, they did not play a significant role in the improvement of instruction or the advancement of student learning outcomes. Our tests were short in that they had relatively few questions and did not fully incorporate the full range of standards each year. This resulted in cluster scores that could not be translated into school-wide strategies for instructional improvement or meaningful longitudinal trend data.”



# 2013-2014 NJ ASK Results: Final Year of NJ ASK – Transition to PARCC

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- ▶ The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states that collaboratively developed a common set of assessments to measure student achievement and preparedness for college and careers.
- ▶ In 2014-2015, the PARCC assessments will replace the existing statewide assessments, the NJASK in grades 3-8 and HSPA in high school. New Jersey has been transitioning the NJ ASK to measure the CCSS over the past three years to provide local districts and schools the time necessary to shift practices and prepare students and educators for PARCC, which will measure the CCSS with fidelity in 2014-2015.
- ▶ NJ ASK data will “sunset” and will not be comparable to PARCC results
- ▶ PARCC scale scoring still to be determined



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- ▶ The PARCC assessments are aligned to the Common Core State Standards (CCSS) and were created to measure students' ability to apply their knowledge of concepts rather than memorizing facts.
  - ▶ The PARCC assessments require students to solve problems using mathematical reasoning and to be able to model mathematical principles. In English Language Arts (ELA), students will be required to closely read multiple passages and to write essay responses in literary analysis, research tasks and narrative tasks. The assessments will also provide teachers information on student progress to inform instruction and provide targeted student support.
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- ▶ The new computer-based PARCC tests will provide results much faster and in a more useful format than before
  - ▶ PARCC plans to release more than just scores. PARCC will also release a portion of the test questions and answers at the end of each year, so parents and educators can use the data to help reinforce what students are doing well and where they need to improve



# GRADE 3-4 NJ ASK – All Students

Grade	Total Students	Test	Partially Proficient Students 2014	%	Proficient Students 2014	%	Advanced Proficient Students 2014	%	Scale score mean
3	116	Language Arts Literacy	19	16.4%	86	74.1%	11	9.5%	218.1
		Math	4	3.4%	31	26.7%	81	69.8%	262.3
4	106	Language Arts Literacy	26	24.5%	73	68.9%	7	6.6%	212.1
		Math	8	7.5%	48	45.3%	50	47.2%	246.0
		Science	2	1.9%	38	35.8%	66	62.3%	253.4

# Grades 3/4 General Education Students

Grade	Total Students	Test	Partially Proficient Students 2014	%	Proficient Students 2014	%	Advanced Proficient Students 2014	%	Scale score mean
3	96	Language Arts Literacy	8	8.3%	77	80.2%	11	11.5%	222
		Math	2	2.1%	21	21.9%	73	76%	267
4	77	Language Arts Literacy	17	22.1%	53	68.8%	7	9.1%	215.6
		Math	3	3.9%	32	41.6%	42	54.5%	253.4
		Science	1	1.3%	27	35.1%	49	63.6%	254.6



# GRADES 5-6 NJ ASK – All Students

Grade	Total students	Test	Partially Proficient Students 2014	%	Proficient Students 2014	%	Advanced Proficient Students 2014	%	Scale score mean
5	107	Language Arts Literacy	15	14.3%	75	71.4	15	14.3%	221.5
		Math	6	5.7%	22	20.8%	78	73.6 %	262.7
6	137	Language Arts Literacy	6	4.4	95	70.4%	34	25.2%	234.7
		Math	2	1.5%	34	25.2%	99	73.3%	264.5



# Grades 5/6 General Education Students

Grade	Total students	Test	Partially Proficient Students 2014	%	Proficient Students 2014	%	Advanced Proficient Students 2014	%	Scale score mean
5	85	Language Arts Literacy	6	7.1%	65	76.5	14	16.5%	225.5
		Math	0	0%	14	16.5%	71	83.5 %	271.6
6	115	Language Arts Literacy	2	1.8	81	71.1%	31	27.2%	237.4
		Math	2	1.8%	24	21.1%	88	77.2%	266.5



# OPS GRADE 3 & DFG I

	LANGUAGE ARTS			SCALE SCORE MEAN	MATHEMATICS			SCALE SCORE MEAN
	Part. Prof.	Prof.	Adv. Prof.		Part. Prof.	Prof.	Adv. Prof.	
<b>OPS:</b>	16.4%	74.1%	9.5%	218.1	3.4%	26.7%	69.8%	262.3
<b>DFG I:</b>	16.1%	75.4%	8.6%	217.4	10.7%	30.9%	58.4%	250.4



# OPS GRADE 4 & DFG I

	LANGUAGE ARTS			SCALE SCORE MEAN	MATHEMATICS			SCALE SCORE MEAN
	Part. Prof.	Prof.	Adv. Prof.		Part. Prof.	Prof.	Adv. Prof.	
OPS:	24.5%	68.9%	6.6%	212.1	7.5%	45.3%	47.2%	246
DFG I:	20.1%	72.1%	7.8%	214.3	11.1%	35.5%	53.4%	247.8



# OPS GRADE 4 & DFG I

	SCIENCE			SCALE SCORE MEAN
	Part. Prof.	Prof.	Adv. Prof.	
OPS:	1.9%	35.8%	62.3%	253.4
DFG I:	3.6%	29.7%	66.8%	255.3



# OPS GRADE 5 & DFG I

	LANGUAGE ARTS			SCALE SCORE MEAN	MATHEMATICS			SCALE SCORE MEAN
	Part. Prof.	Prof.	Adv. Prof.		Part. Prof.	Prof.	Adv. Prof.	
OPS:	14.3%	71.4%	14.3%	221.5	5.7%	20.8%	73.6%	262.7
DFG I:	18%	65.7%	16.2%	219.6	8.3%	35.3%	56.4%	251.3



# OPS GRADE 6 & DFG I

	LANGUAGE ARTS			SCALE SCORE MEAN	MATHEMATICS			SCALE SCORE MEAN
	Part. Prof.	Prof.	Adv. Prof.		Part. Prof.	Prof.	Adv. Prof.	
OPS:	4.4%	70.4%	25.2%	234.7	1.5%	25.2%	73.3%	264.5
DFG I:	14.9%	68.2%	16.9%	224.6	8.9	38.3%	52.8%	246.8



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# Measuring Student Achievement Over Time According to Cohort Groups





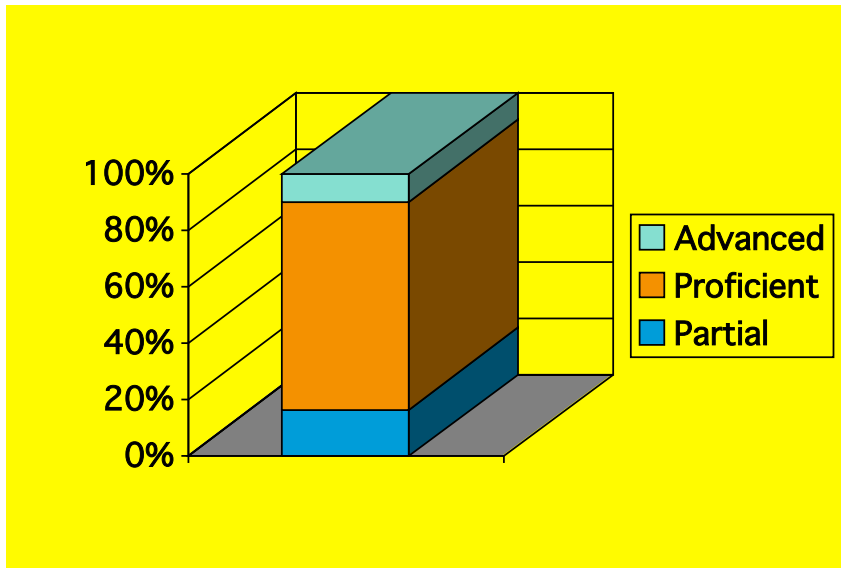
# 2013-2014 Grade 3: First Year Assessed

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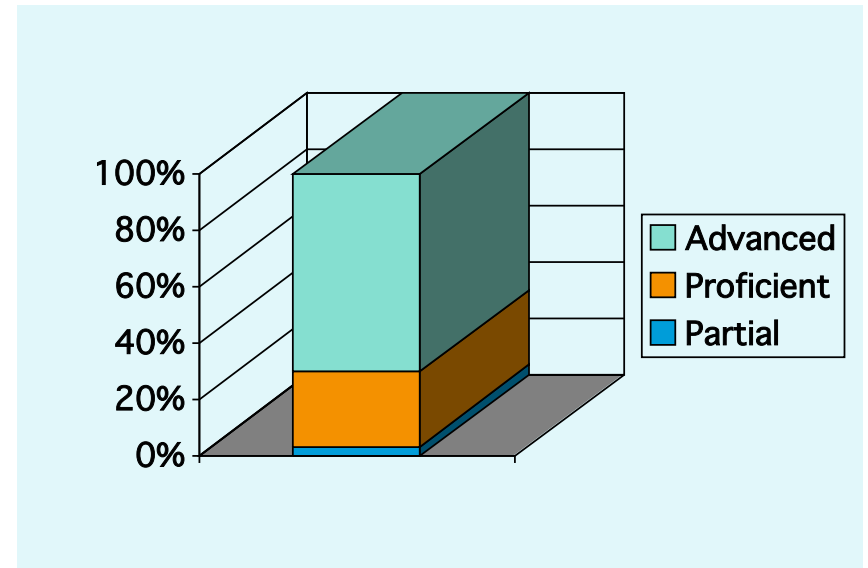
LAL

116 Students

Math



Part: 16.4% Pro:74.1% Adv:9.5%

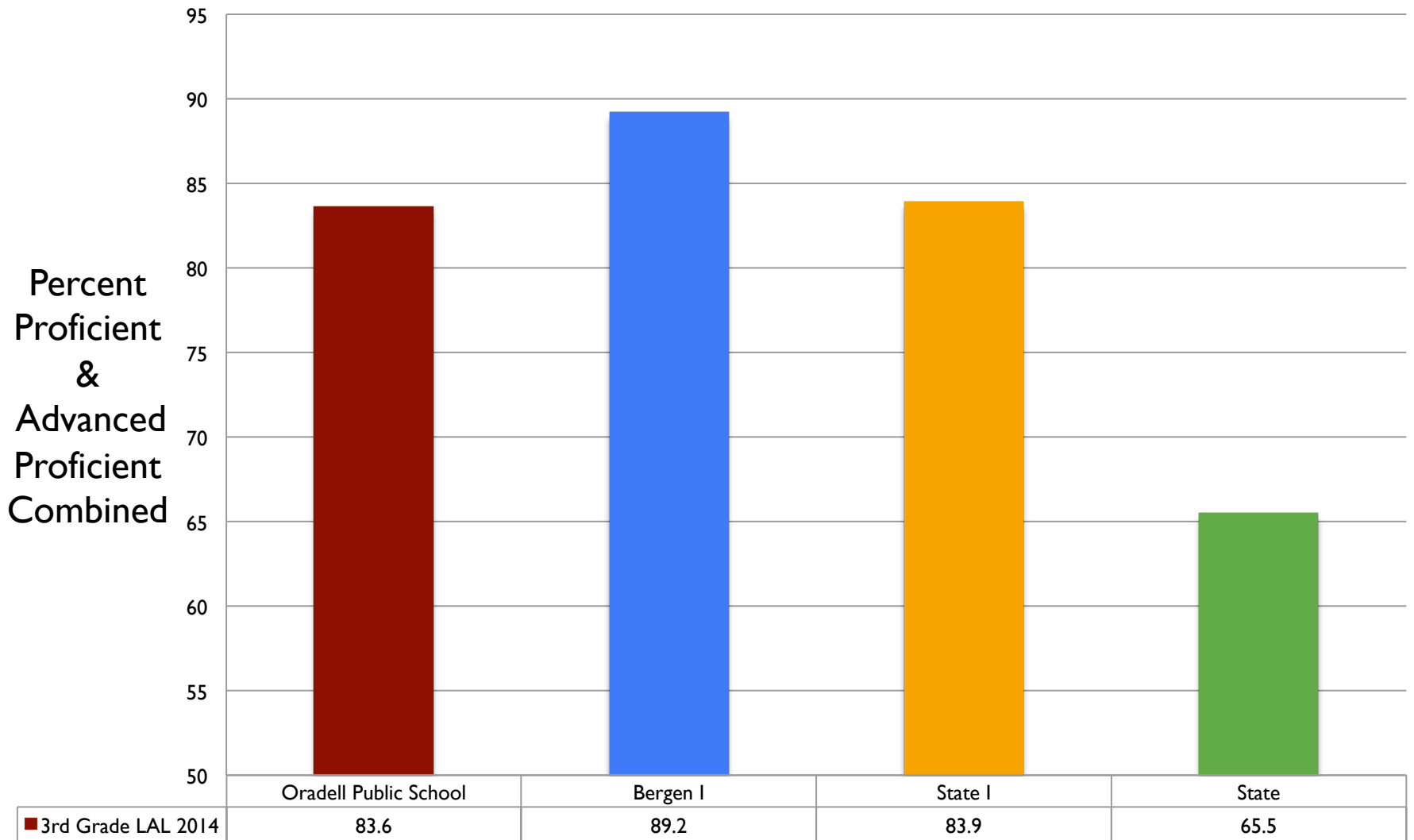


Part: 3.4% Pro:26.7% Adv: 69.8%

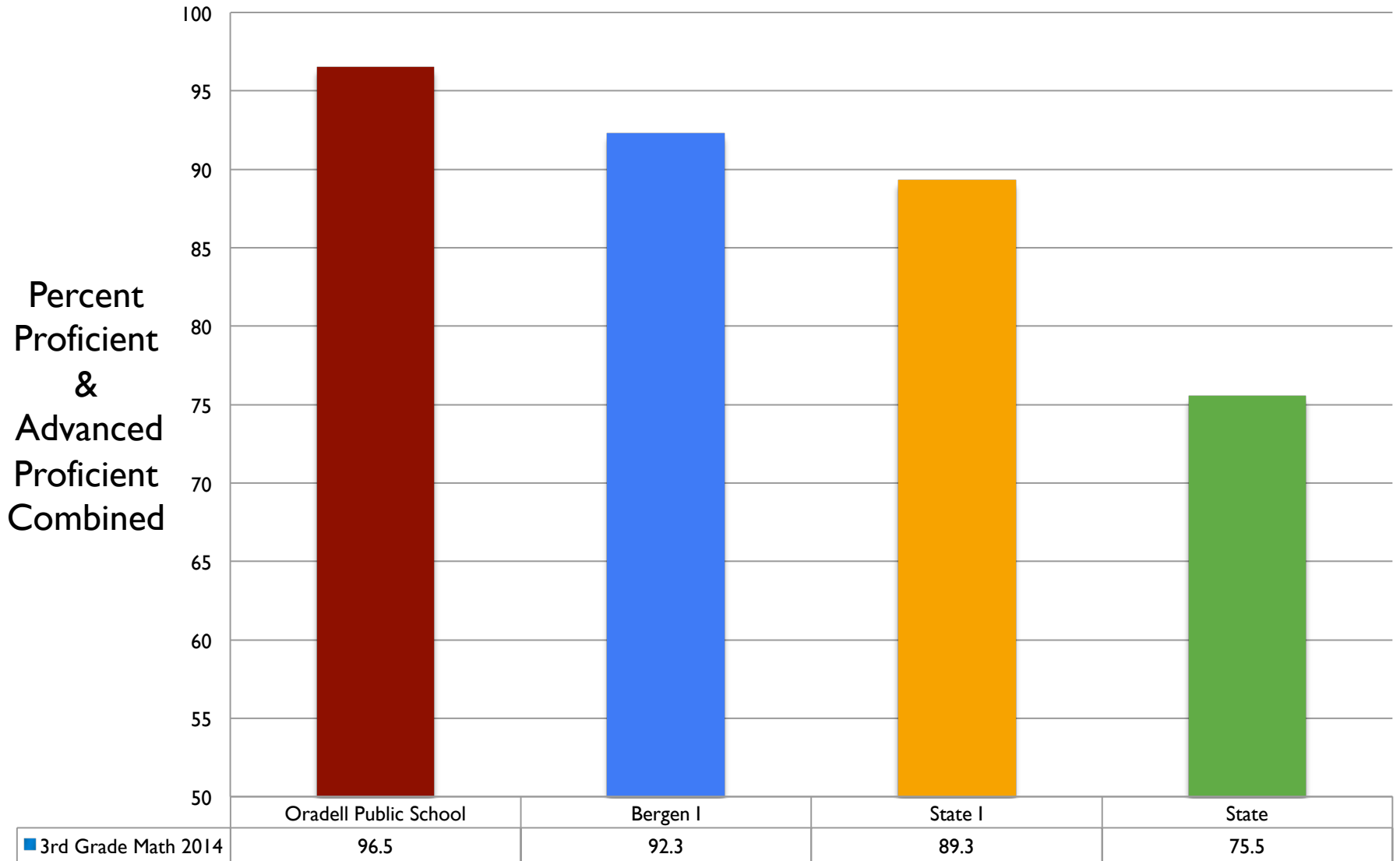
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# OPS Class of 2017 Literacy Performance Across Subgroups

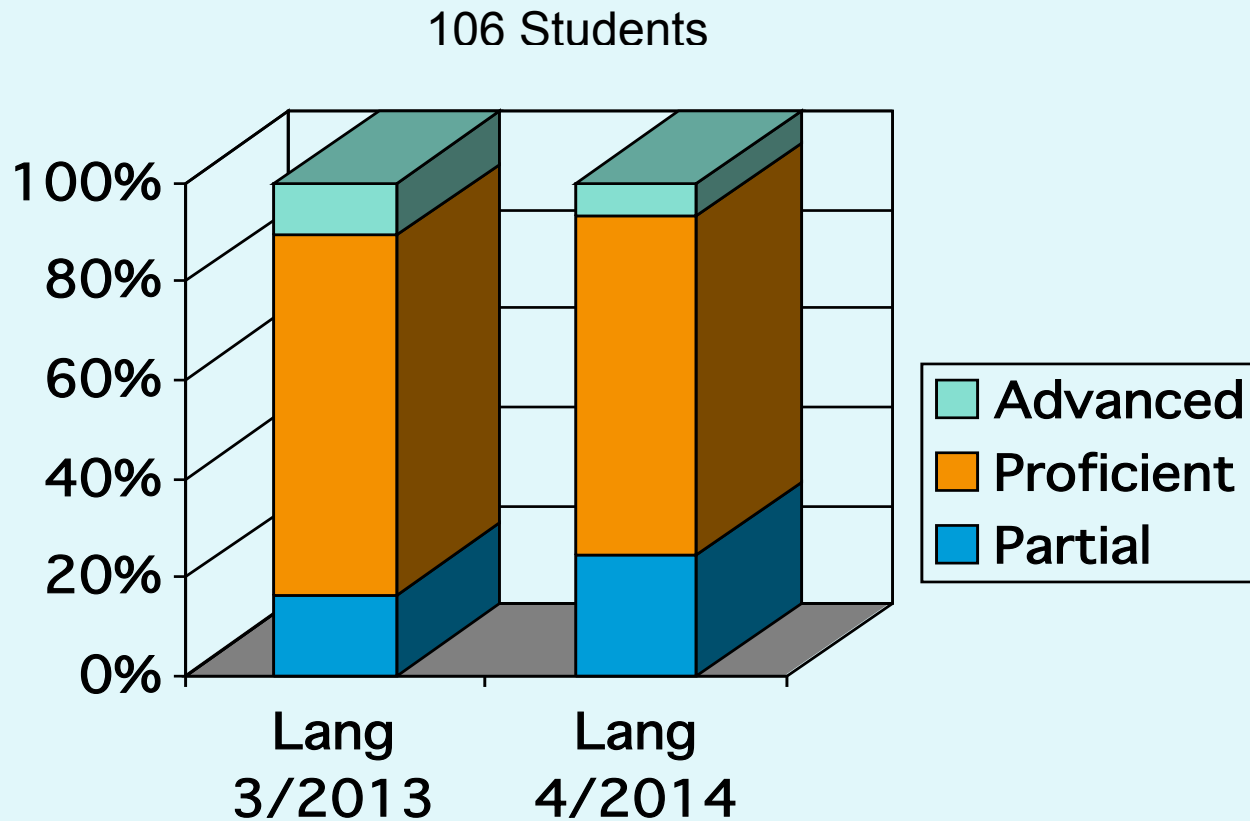


# OPS Class of 2017 Mathematics Performance Across Subgroups



# Grade 4 Language 2014

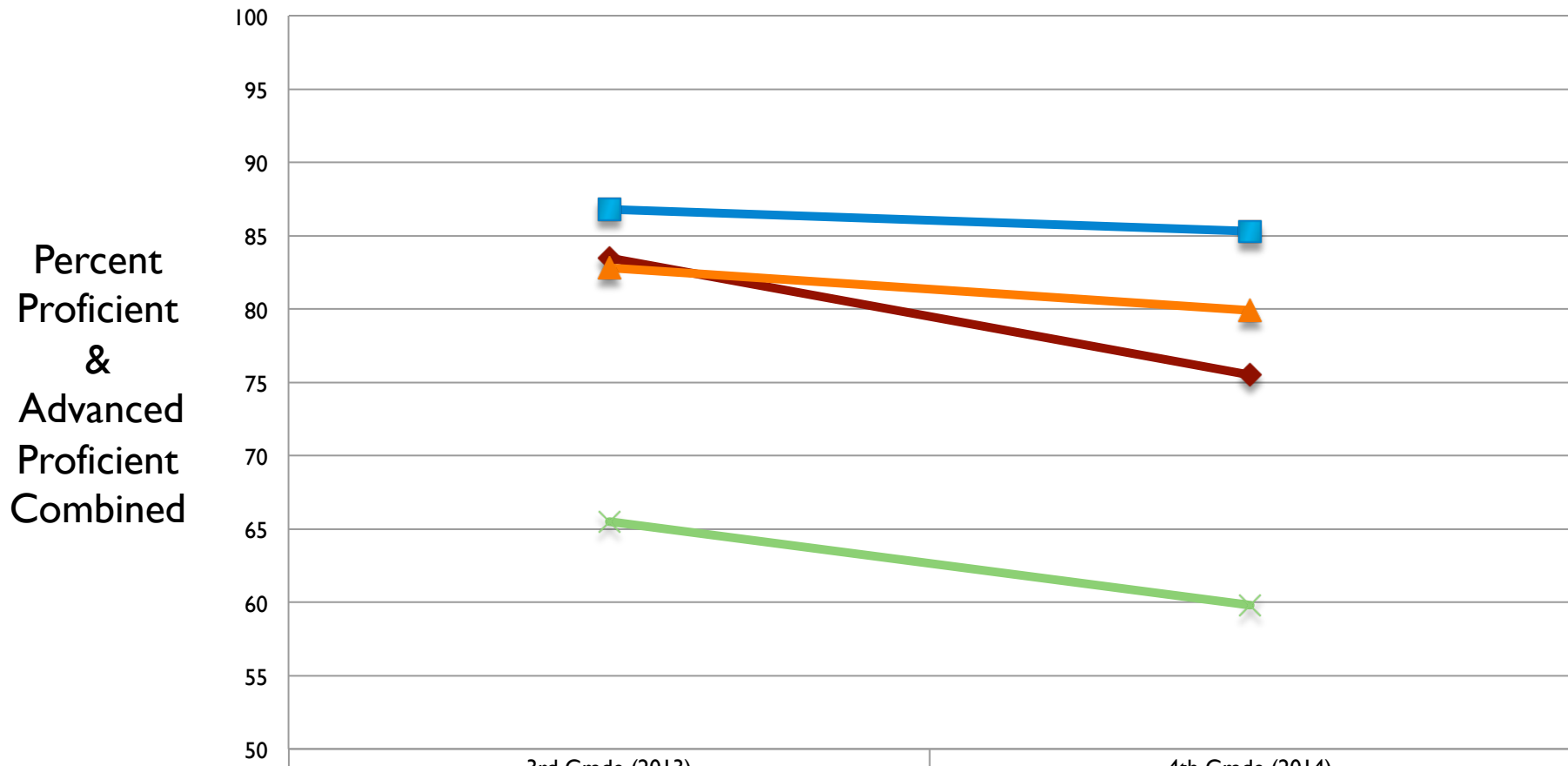
## Grade 3 Language 2013



2013: Partial: 16.5% Proficient: 72.8% Advanced 10.7%  
2014: Partial: 24.5% Proficient: 68.9% Advanced 6.6%

# OPS CLASS OF 2016

## *Language Arts Performance Over Time*

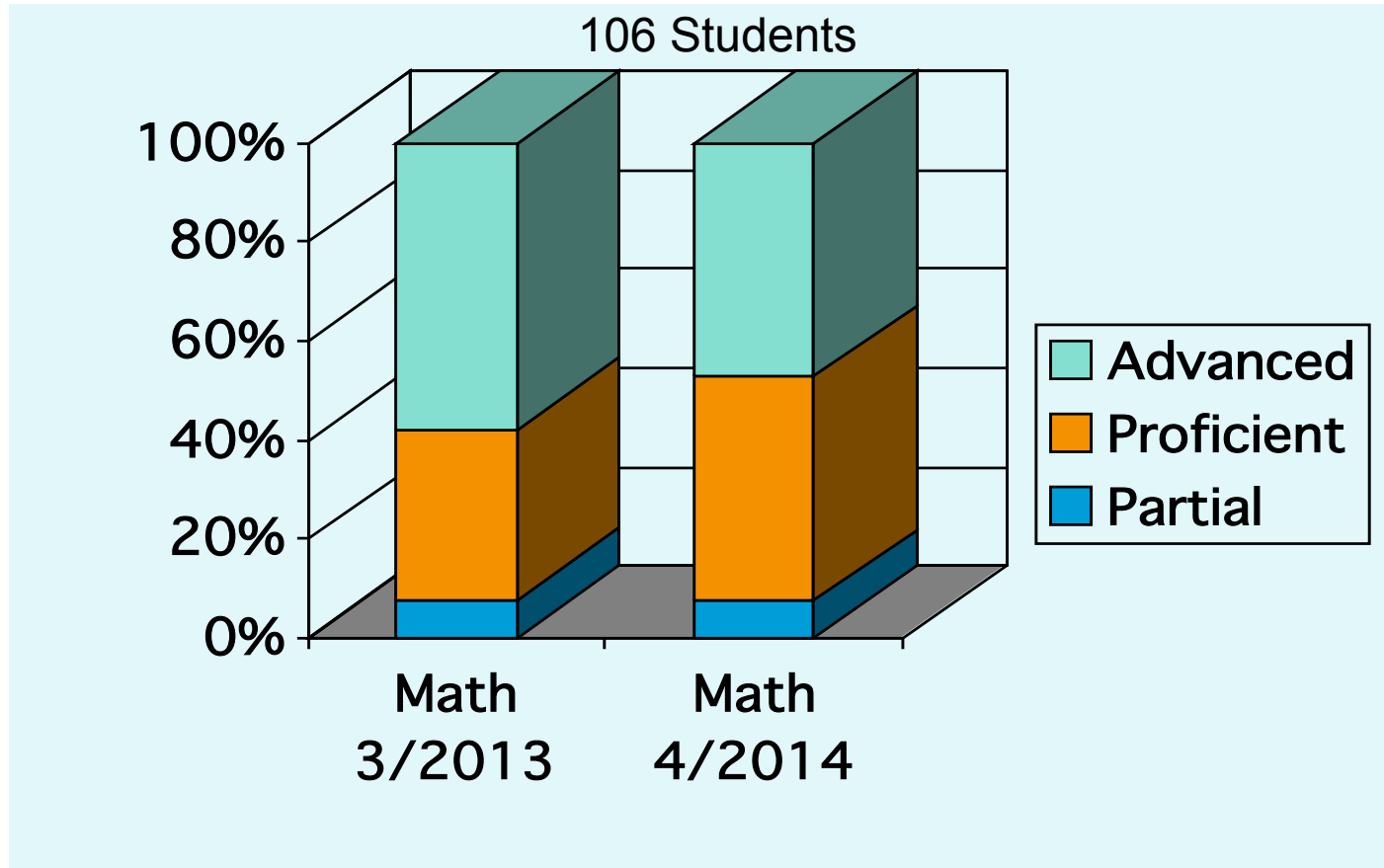


	3rd Grade (2013)	4th Grade (2014)
Oradell Public School	83.5	75.5
Bergen I	86.8	85.3
State I	82.8	79.9
State	65.5	59.8



# Grade 4 Math 2014

## Grade 3 Math 2013

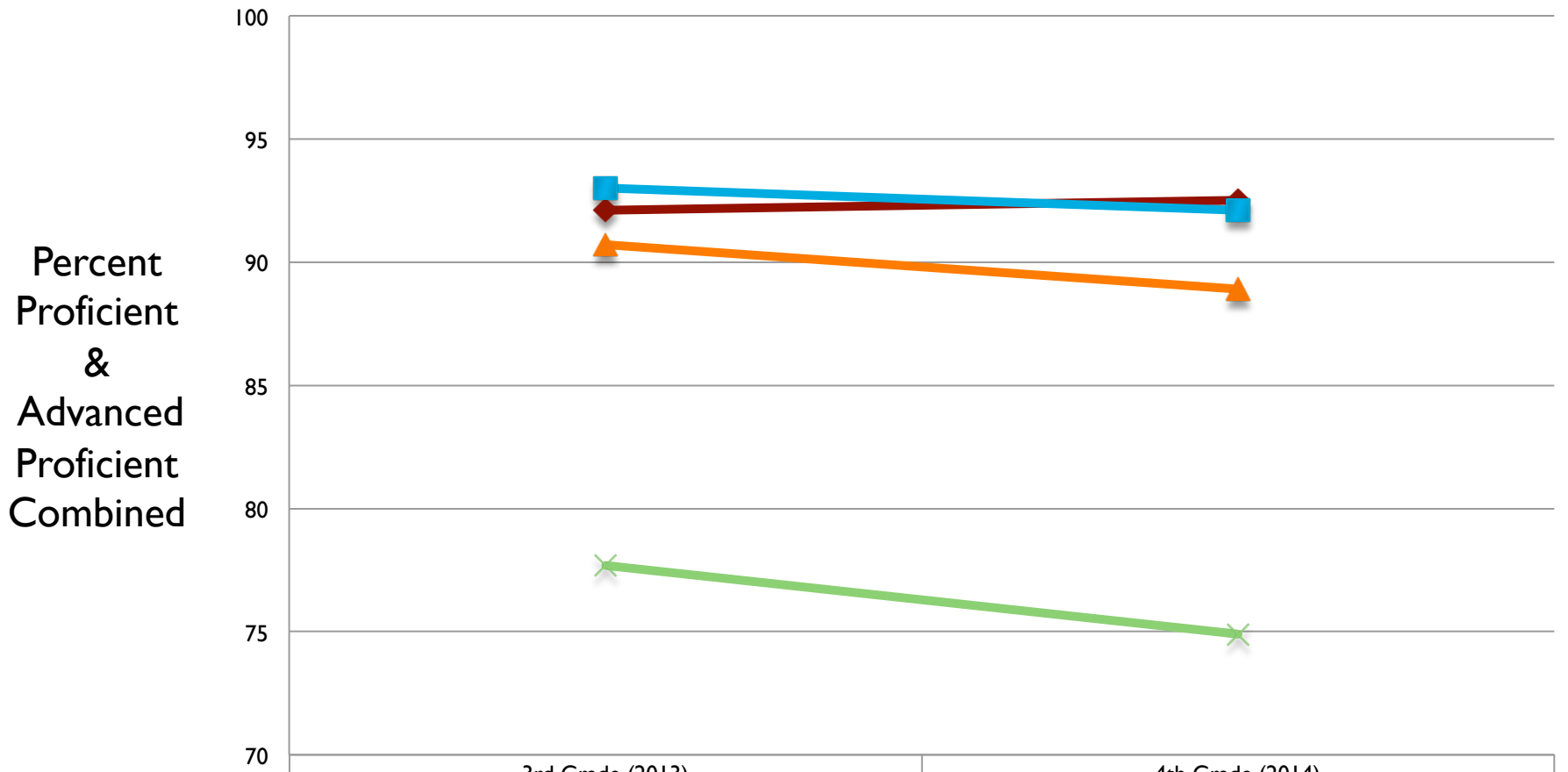


2013: Partial: 7.8%    Proficient: 34.3%    Advanced 57.8%  
2014: Partial: 7.5%    Proficient: 45.3%    Advanced 47.2%



# OPS CLASS OF 2016

## *Mathematics Performance Over Time*



	3rd Grade (2013)	4th Grade (2014)
Oradell Public School	92.1	92.5
Bergen I	93	92.1
State I	90.7	88.9
State	77.7	74.9

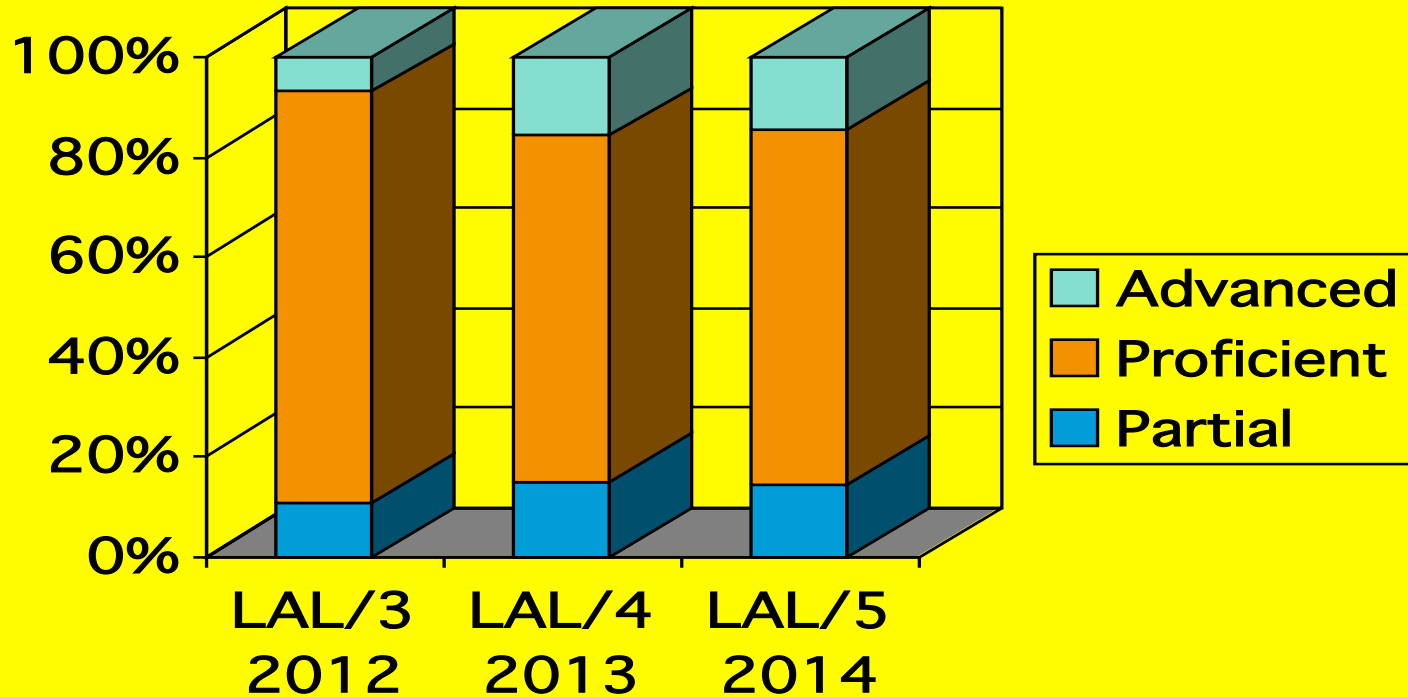


Grade 5 LAL 2014 –

Grade 4 LAL 2013

Grade 3 LAL 2012

107 Students



2012: Partial: 10.9% Proficient 82.2% Advanced 6.9%

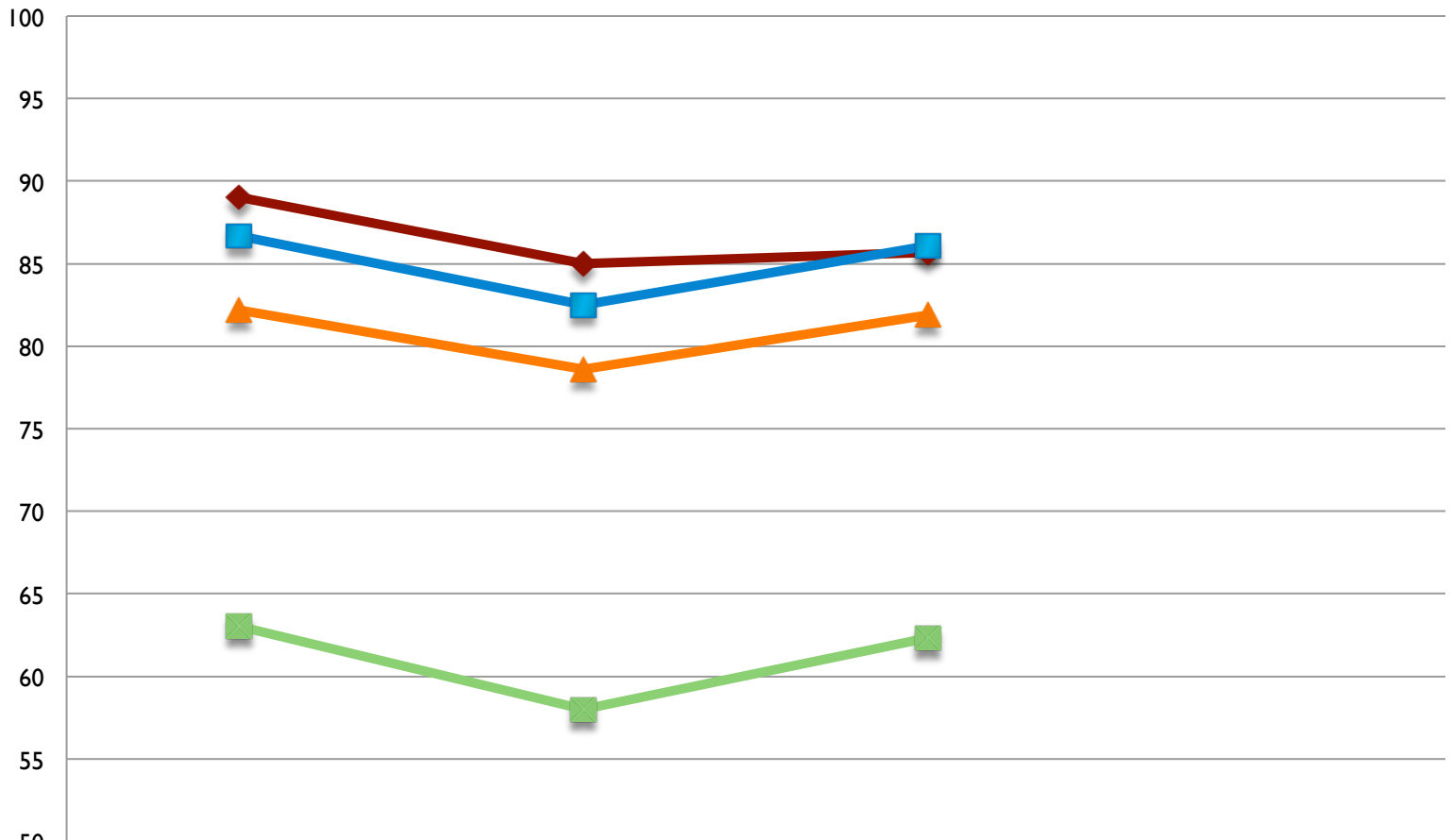
2013: Partial: 14.9% Proficient: 69.3% Advanced: 15.8%

2014: Partial: 14.3% Proficient: 71.4% Advanced: 14.3%



# OPS Class of 2015 Language Arts Performance Over Time

Percent  
Proficient  
&  
Advanced  
Proficient  
Combined



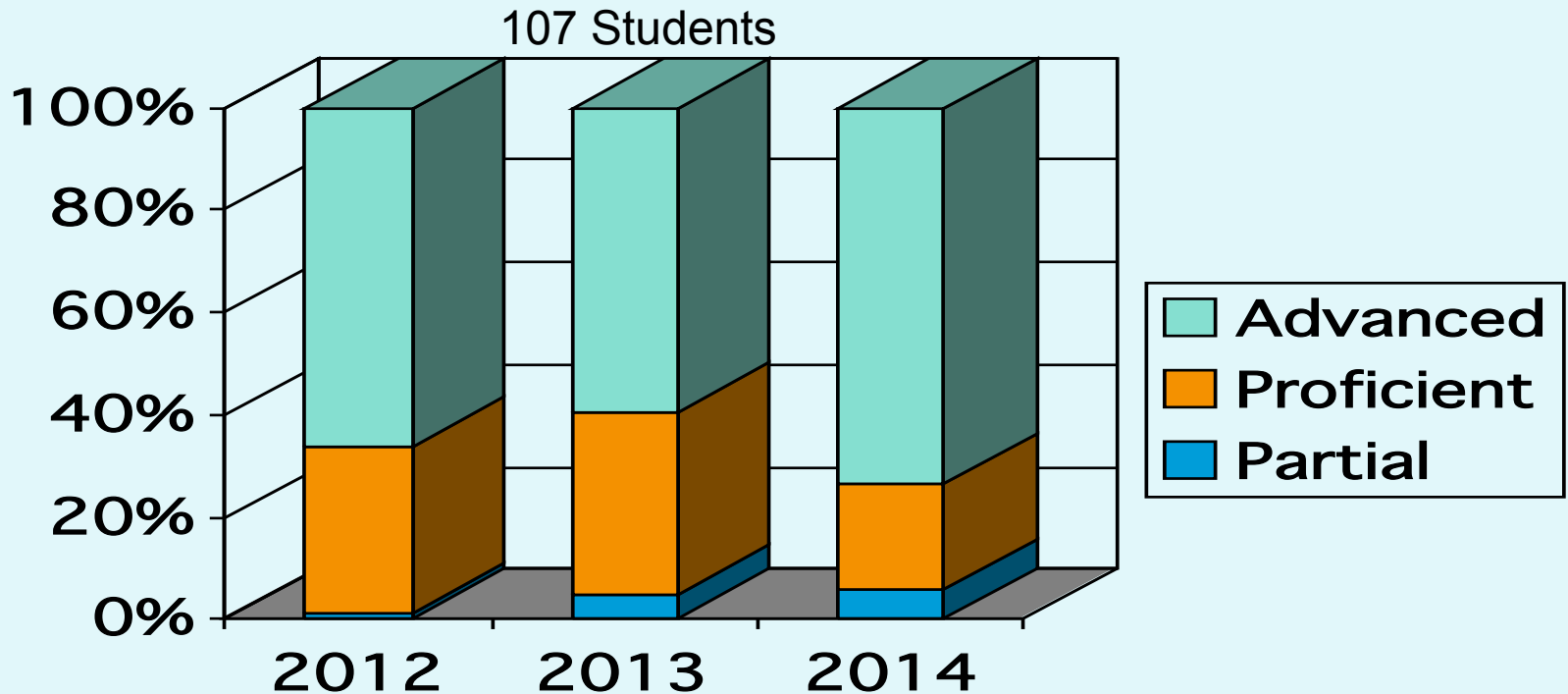
	3rd Grade (2012)	4th Grade (2013)	5th Grade (2014)	6th Grade (2015)
<span style="color: #800000;">◆</span> Oradell Public School	89	85	85.7	
<span style="color: #00B0F0;">■</span> Bergen I	86.7	82.5	86.1	
<span style="color: #FFA500;">▲</span> State I	82.2	78.6	81.9	
<span style="color: #90EE90;">■</span> State	63	58	62.3	



Grade 5 Math 2014 –

Grade 4 Math 2013

Grade 3 Math 2012



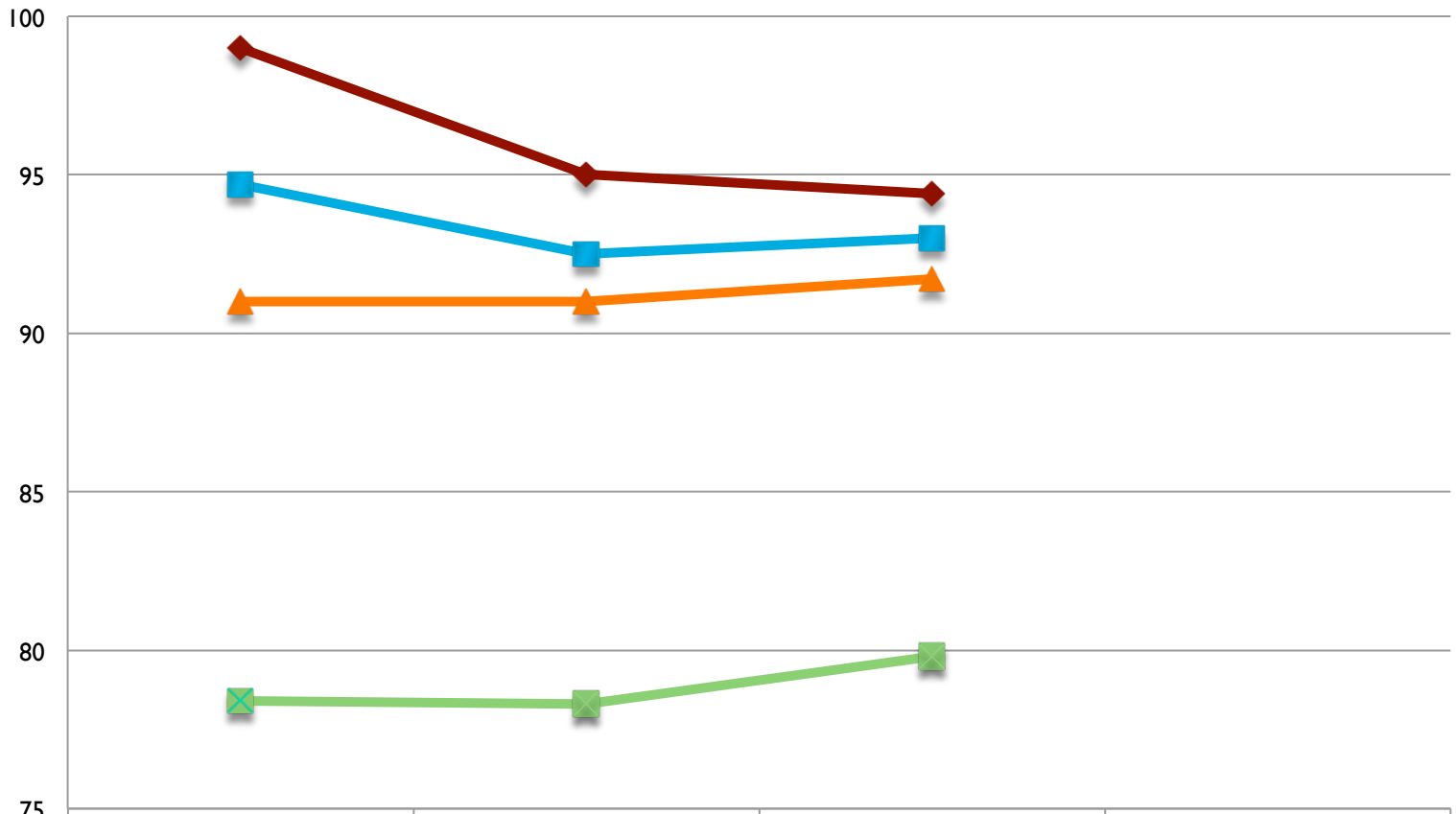
2012: Partial: 1.0% Proficient 32.7% Advanced 66.3%

2013: Partial: 5% Proficient: 35.6% Advanced: 59.4%

2014: Partial: 5.7% Proficient: 20.8% Advanced: 73.6%

# OPS Class of 2015 Mathematics Performance Over Time

Percent  
Proficient  
&  
Advanced  
Proficient  
Combined

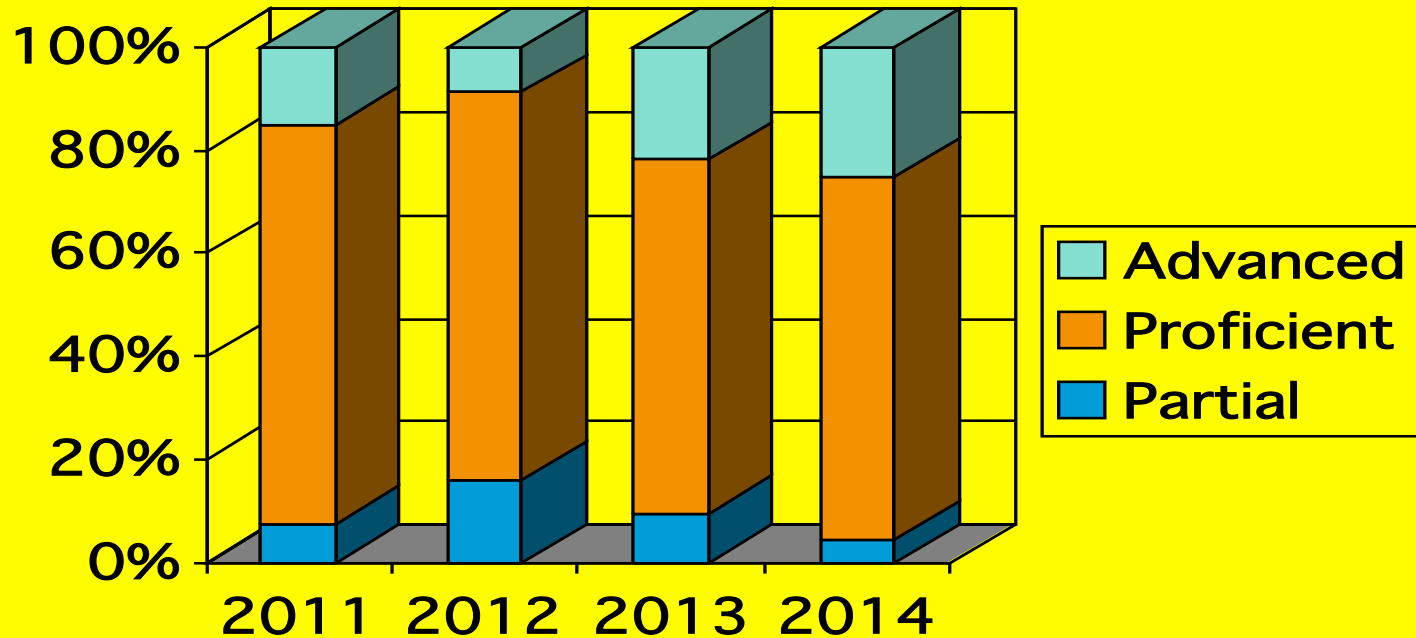


	3rd Grade (2012)	4th Grade (2013)	5th Grade (2014)	6th Grade (2015)
Oradell Public School	99	95	94.4	
Bergen I	94.7	92.5	93	
State I	91	91	91.7	
State	78.4	78.3	79.8	



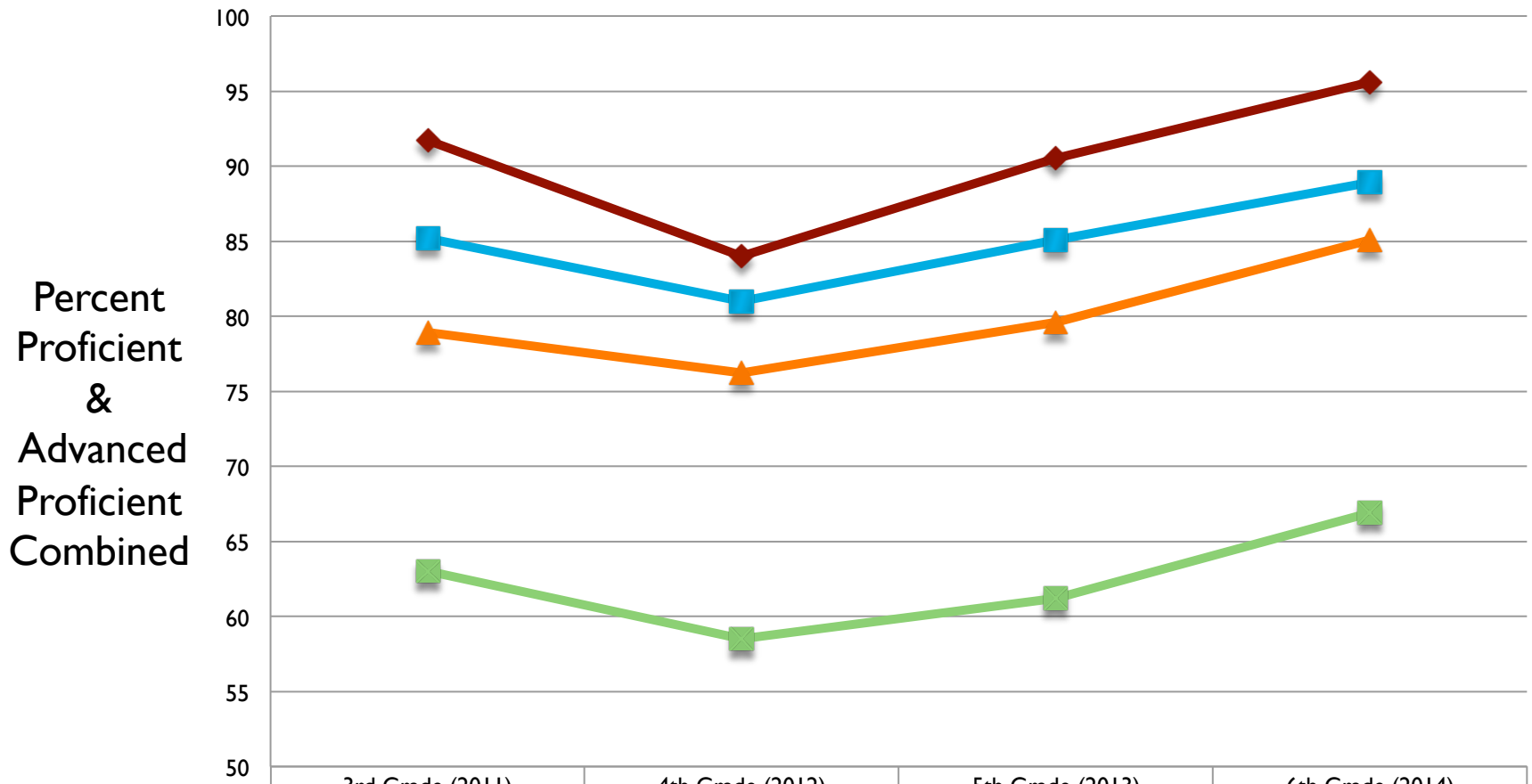
Grade 6 LAL 2014 – Grade 5 LAL 2013  
Grade 4 LAL 2012 – Grade 3 LAL 2011

137 Students



2011: Partial 7.5% Proficient: 77.5% Advanced: 15%  
2012: Partial: 16.0% Proficient: 75.2% Advanced: 8.8%  
2013: Partial: 9.4% Proficient: 68.8% Advanced: 21.7%  
2014: Partial: 4.4% Proficient: 70.4% Advanced: 25.2%

# OPS Class of 2014 Language Arts Performance Over Time

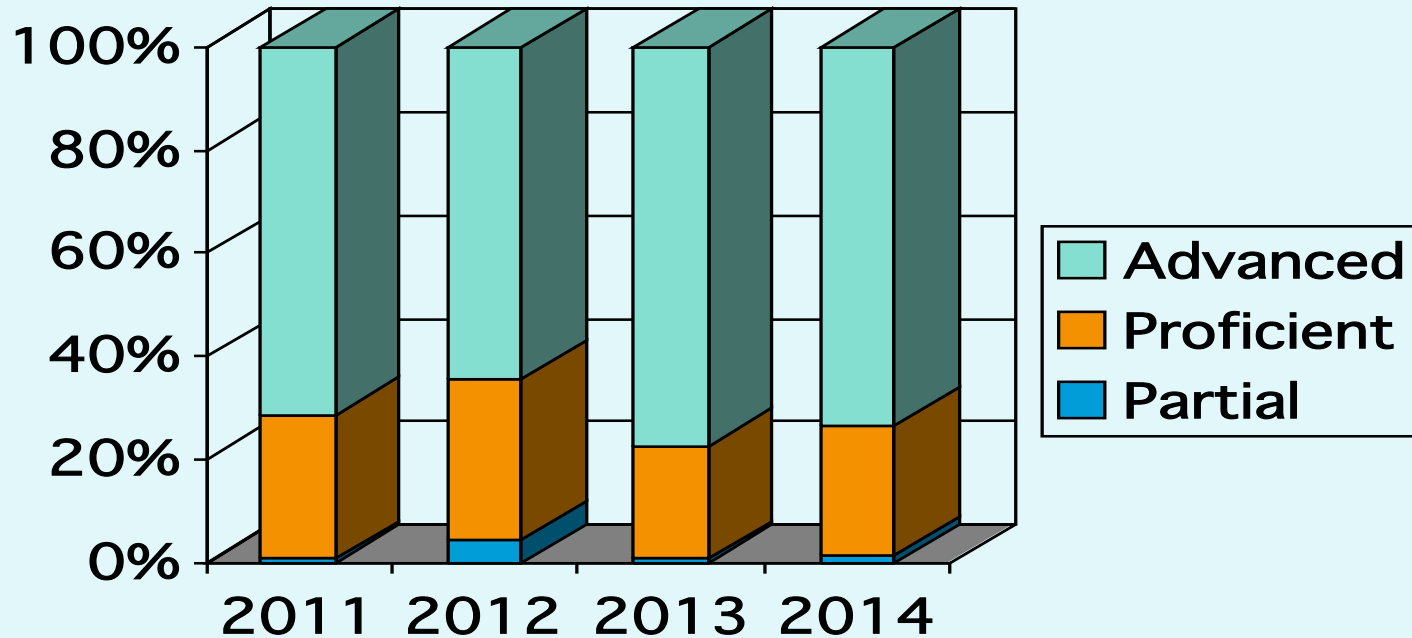


	3rd Grade (2011)	4th Grade (2012)	5th Grade (2013)	6th Grade (2014)
Oradell Public School	91.7	84	90.5	95.6
Bergen I	85.2	81	85.1	88.9
State I	78.9	76.2	79.6	85.1
State	63	58.5	61.2	66.9



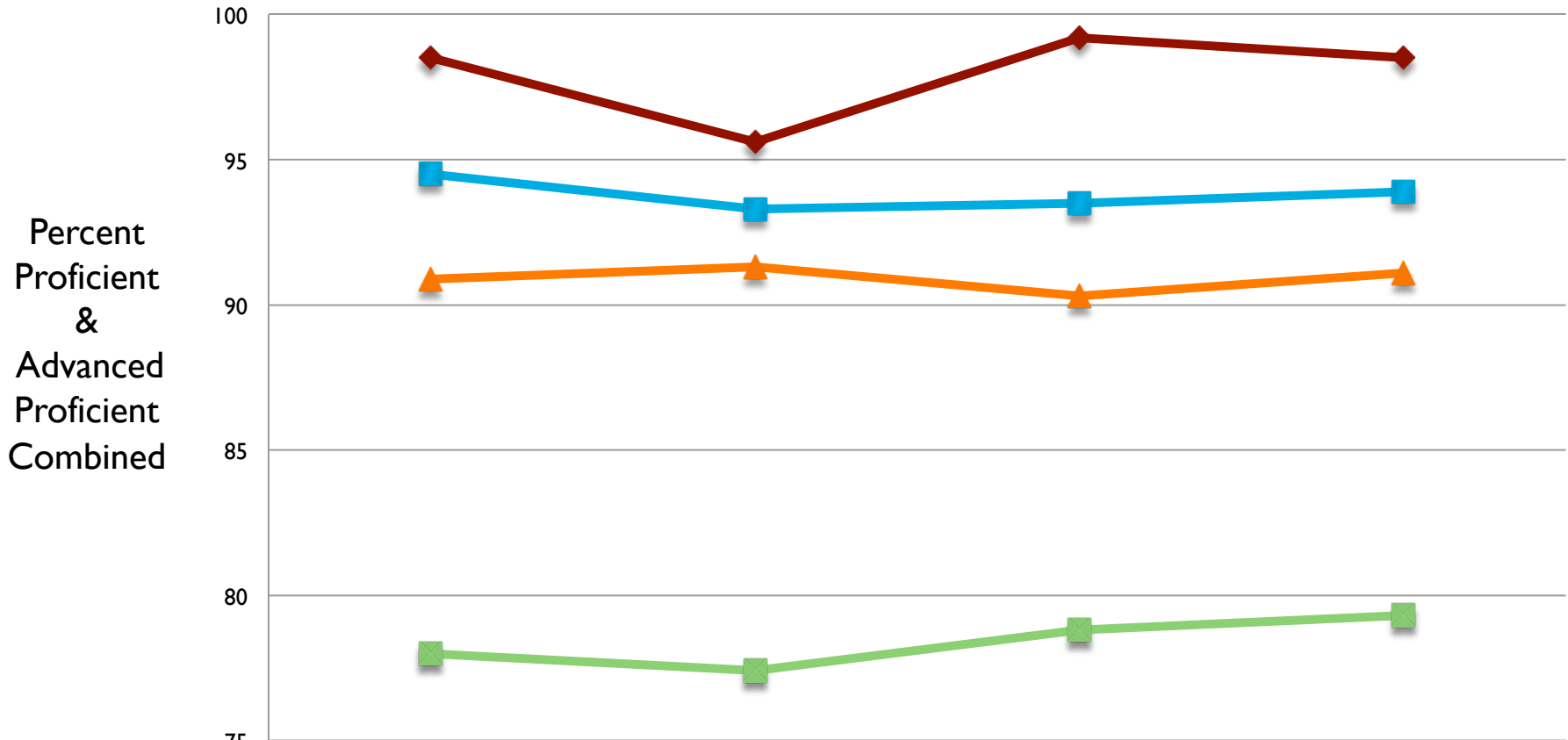
Grade 6 Math 2014 – Grade 5 Math 2013  
Grade 4 Math 2012 – Grade 3 Math 2011

137 Students



2011: Partial: .7% Proficient: 27.9% Advanced: 71.4%  
2012: Partial: 4.4% Proficient: 31.4% Advanced: 64.2%  
2013: Partial: .7% Proficient: 21.7% Advanced: 77.5%  
2014: Partial: 1.5% Proficient: 25.2% Advanced: 73.3%

# OPS Class of 2014 Mathematics Performance Over Time



	3rd Grade (2011)	4th Grade (2012)	5th Grade (2013)	6th Grade (2014)
Oradell Public School	98.5	95.6	99.2	98.5
Bergen I	94.5	93.3	93.5	93.9
State I	90.9	91.3	90.3	91.1
State	78	77.4	78.8	79.3





# Special Education

## Disaggregated Sub-Group Data



# Current Reality

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- ▶ Special Education students across the state and US face significant challenges when taking a grade level, “high stakes” summative assessment such as the NJ ASK
- ▶ While materials and assignments are differentiated for these students based on their instructional levels and their IEP goals, state assessments generally utilize high-end grade level text for reading passages, and in word problems on summative assessments



# SPECIAL EDUCATION ELA May 2014

## DFG I

	Valid Scale Scores	Partial Prof <200	Prof 200-249	Advan Prof >250
3rd	2,896 (201.4)	1,225 (42.3%)	1,591 (54.9%)	80 (2.8%)
4th	3,235 (197.4)	1,579 (48.8%)	1,585 (49%)	71 (2.2%)
5th	3,077 (196.7)	1,574 (51.2%)	1,396 (45.4%)	107 (3.5%)
6th	2,881 (198.6)	1,484 (51.5%)	1,328 (46.1%)	69 (2.4%)

## OPS

	Valid Scale Scores	Partial Prof <200	Prof 200-249	Advan Prof >250
3rd	17 (196.3)	9 (52.9%)	8 (47.1%)	0 (0%)
4th	29 (202.9)	9 (31%)	20 (69%)	0 (0%)
5th	20 (204.5)	9 (45%)	10 (50%)	1 (5%)
6th	19 (221.4)	3 (15.8%)	13 (68.4%)	3 (15.8%)



# SPECIAL EDUCATION MATH May 2014

## DFG I

	Valid Scale Scores	Partial Prof <200	Prof 200-249	Advan Prof >250
3rd	2,903 (225.5)	837 (28.8%)	1,037 (35.7%)	1,029 (35.4%)
4th	3,250 (220.7)	1,009 (31%)	1,302 (40.1%)	939 (28.9%)
5th	3,094 (221.9)	900 (29.1%)	1,398 (45.2%)	796 (25.7%)
6th	2,884 (210.4)	1,058 (36.7%)	1,314 (45.6%)	512 (17.8%)

## OPS

	Valid Scale Scores	Partial Prof <200	Prof 200-249	Advan Prof >250
3rd	17 (241.7)	1 (5.9%)	8 (47.1%)	8 (47.1%)
4th	29 (226.2)	5 (17.2%)	16 (55.2%)	8 (27.6%)
5th	20 (227.7)	6 (30%)	7 (35%)	7 (35%)
6th	19 (249.9)	0 (0%)	10 (52.6%)	9 (47.4%)



# 4<sup>th</sup> Grade Special Education Science

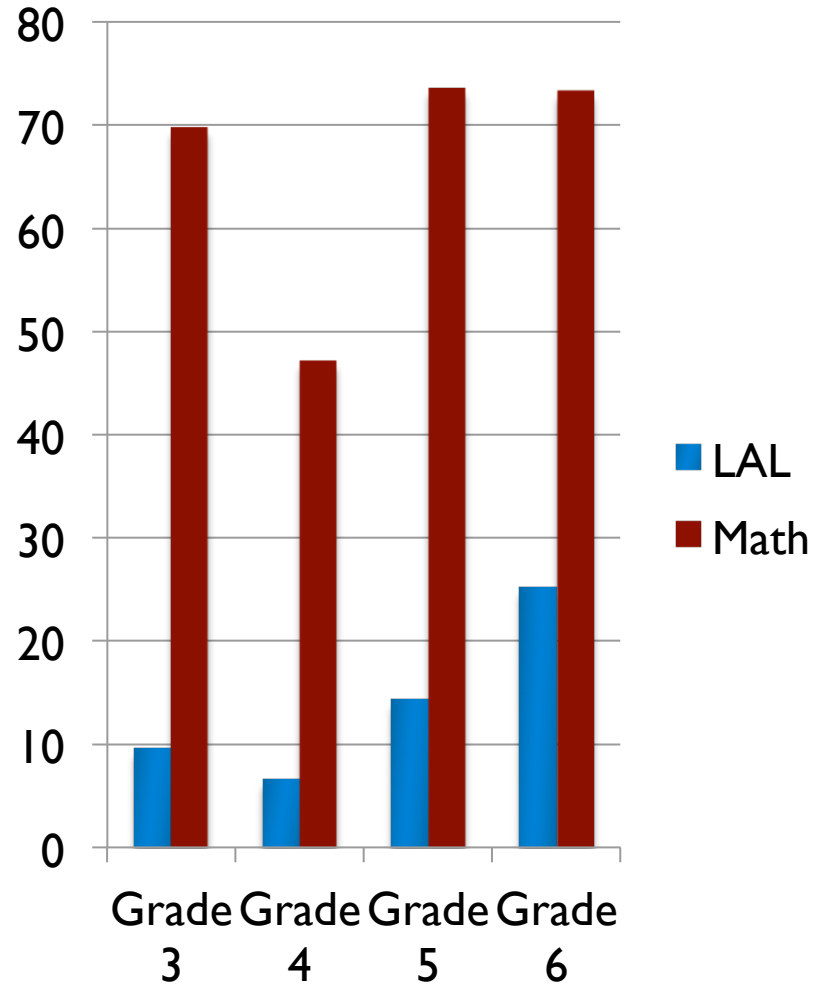
	SCIENCE (29 Students)			SCALE SCORE MEAN
	Part. Prof.	Prof.	Adv. Prof.	
OPS:	3.4%	37.9%	58.6%	250.2
DFG I:	11.6%	42.4%	45.9%	239.1



# Summary Findings:

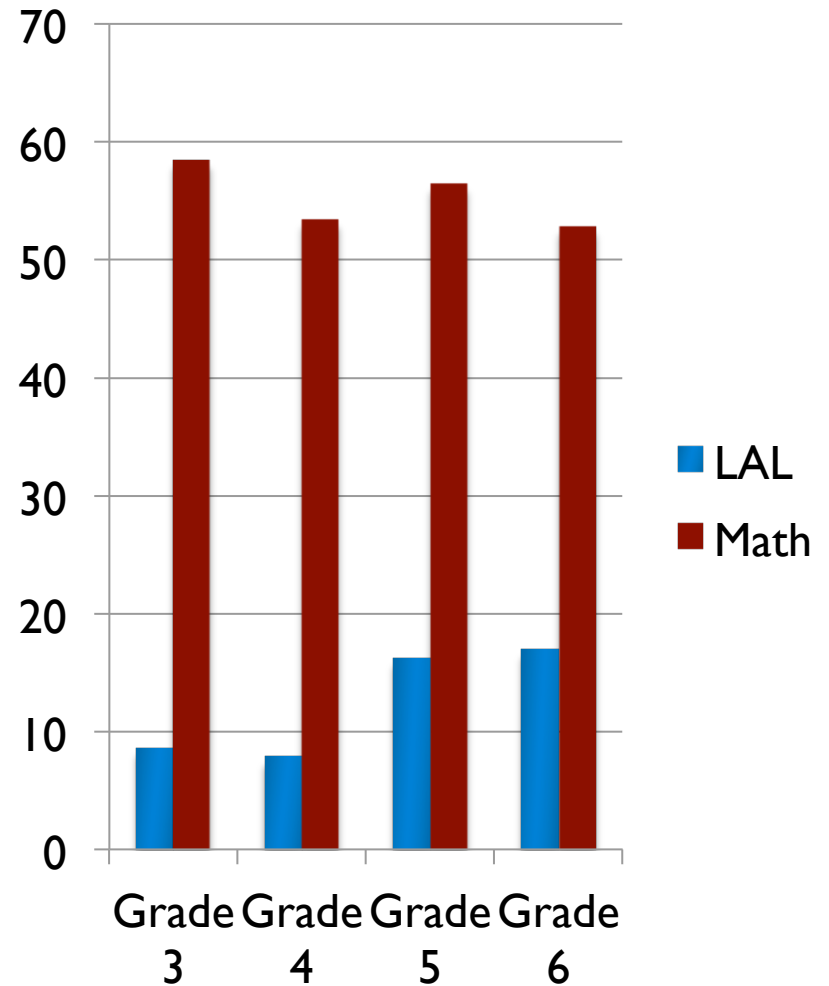
# Summary Findings LAL:

- ▶ Proficiency and Advanced Proficiency Rates in Language Arts Literacy are significantly lower than those rates in Mathematics.
- ▶ Grade 3: Advanced: LA 9.5%  
Math: 69.8%
- ▶ Grade 4: Advanced: LA 6.6%  
Math: 47.2%
- ▶ Grade 5: Advanced: LA 14.3%  
Math: 73.6%
- ▶ Grade 6: Advanced: LA 25.2%  
Math: 73.3%
- ▶ \*\*However, this discrepancy between Language and Math also occurs across the state and DFG



# DFG Findings LAL:

- ▶ Grade 3:Advanced: LA 8.6%  
Math: 58.4%
- ▶ Grade 4:Advanced: LA 7.8%  
Math: 53.4%
- ▶ Grade 5:Advanced: LA 16.2%  
Math: 56.4%
- ▶ Grade 6:Advanced: LA 16.9%  
Math: 52.8%



# Balanced Literacy Implementation

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	OPS Mean	DFG I Mean
3 <sup>rd</sup> Writing	11.4	11.1
3 <sup>rd</sup> Reading	18.1	18.2
4 <sup>th</sup> Writing	11.7	11.5
4 <sup>th</sup> Reading	20.1	20.9
5 <sup>th</sup> Writing	12.4	12.1
5 <sup>th</sup> Reading	26.1	25.6
6 <sup>th</sup> Writing	12.2	11.5
6 <sup>th</sup> Reading	36.5	33.6

## Findings

- ▶ Writing has been the focus of the majority of our Northern Valley professional development. As a result, we are exceeding the DFG factor group in this area.
- ▶ This year our professional development will focus more on reading workshop, other elements of balanced literacy and argument writing (which is a genre focused on in the Common Core).
- ▶ Our 6<sup>th</sup> grade “literacy specialist” approach resulted in our highest literacy scores which supports the move to a similar structure in 5<sup>th</sup> Grade.





# Special Education Findings

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- ▶ ELA SE Mean Scores: OPS outperforms DFG I in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade
- ▶ ELA SE % of Proficient and Advanced Proficient in ELA: OPS outperforms DFG I in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade
- ▶ Math SE Mean Scores: OPS outperforms DFG I in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade
- ▶ Math SE % P and AP: OPS outperforms DFG I in 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> grade
- ▶ ELA SE Cluster Means: OPS outperforms DFG I in 3 of 5 categories in grade 4, 5 of 5 in grade 5 and 5 of 5 in grade 6
- ▶ Math SE Cluster Means: OPS outperforms DFG I in 5 of 5 categories in grade 3, 3 of 5 in grade 4, 4 of 5 in grade 5 and 5 of 5 in grade 6



## Summary Findings – Science/Math:

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- ▶ The efforts of our teachers and Administration to seek opportunities for professional development have allowed district scores to remain competitive with the DFG I, despite an overhaul to the standards
- ▶ With the continued changes such as the Next Generation Science Standards, it will be important for our district to apply a similar approach to the revised science expectations: i.e., engineering and design curriculum



# Moving Forward:

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- ▶ Continue to assess our students' growth and achievement beyond state standardized tests. (i.e., Teacher's College Reading Assessment, SGO's, Link It!, pre and post writing assessments, Words Their Way Assessment, Authentic Classroom-Based Assessments)
  - ▶ Ian Jukes: "The American economy is eliminating standardized jobs, yet our school systems continue to advocate for standardized tests. Education continues to try to standardize learning, while the global market place has been moving away from this type of learning for years."
  - ▶ 1970's: Assessment of Reading, Writing and Arithmetic
  - ▶ 2014: Teamwork, Problem Solving, and Interpersonal Skills (Will PARCC Measure this? How will we measure it in our classrooms?)
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# Moving Forward:

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- ▶ The skills employers are looking for in their workers and what schools should be teaching and assessing in their students:
  1. Problem Solving
  2. Creativity
  3. Analytical Thinking
  4. Collaborate
  5. Communicate
  6. Ethics, Action, and Accountability



# Moving Forward:

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## Action Plans will include:

- ▶ Enhanced measures to implement all components of Balanced Literacy
- ▶ Continue to explore opportunities to embed the teaching and assessing of students' problem solving skills that will serve them well in the classroom and within the workforce. For Example: “6 D’s” of “*Solution Fluency*”: Define, Discover, Dream, Design, Deliver, and Debrief



# Moving Forward:

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## Action Plans will include:

- ▶ Connecting with other “I” Districts to see what structures, resources, and strategies are in place that have yielded high achievement
- ▶ Maximizing our own internal expertise: Promoting teacher leadership to turn-key best practices to their colleagues – often the answers and resources come from within



# Additional Support:

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- ▶ Basic Skills Program
- ▶ Intervention and Referral Services
- ▶ Technology Assistance
- ▶ Additional Resources and In-Class Support



# Moving Forward: Special Education

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- ▶ Words Their Way Phonics curriculum a good step in preparing K-2 for 3<sup>rd</sup> grade assessments
- ▶ Look to provide enhanced training for the collaborative classroom teaching model
- ▶ SGO's allow teachers to set goals and track individual student progress towards meeting those goals
- ▶ Align and track instructional practices for special education students around percentages of questions by standard category and strand





# Moving Forward

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- ▶ The use of Link-It! to provide us with actionable data to tailor instruction and improve student achievement
- ▶ Initiate “Open-Ended Response” section where students will type responses to reading comprehension questions for the purpose of aligning the assessment closer to PARCC
- ▶ Construct a committee to score “OER’s” and provide feedback to teachers based on score results
- ▶ Develop our Test Design module after setting up Common Core Standard Item banks for the purpose of reassessing students in particular areas of concern after benchmark results are tabulated



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▶ Thank you to our Administration, our teaching staff and faculty, our parent community, and our Board of Education for all their efforts as we support our students' achievement in the classroom

