



2016-17 SCHOOL PERFORMANCE REPORTS

FRANKLIN LAKES PUBLIC SCHOOLS

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SUPERINTENDENT
FEBRUARY 13, 2018**

NEW JERSEY SCHOOL PERFORMANCE REPORTS

- New Jersey School Performance Reports for the 2016-2017 school year were sent to NJ school districts in January 2018.
- Data contained in these reports was collected in 2016-2017 including state assessment results, attendance records, course enrollment, grades, length of school day, and staffing ratios.
- The reports are intended to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

NEW JERSEY SCHOOL PERFORMANCE REPORTS

Focus

- Metrics indicative of College and Career Readiness

Benchmark

- Performance against District and State targets
- Performance against other schools educating similar students

Improve

- Individual student performance
- Longitudinal student growth
- School-wide outcomes

PERFORMANCE REPORT CATEGORIES

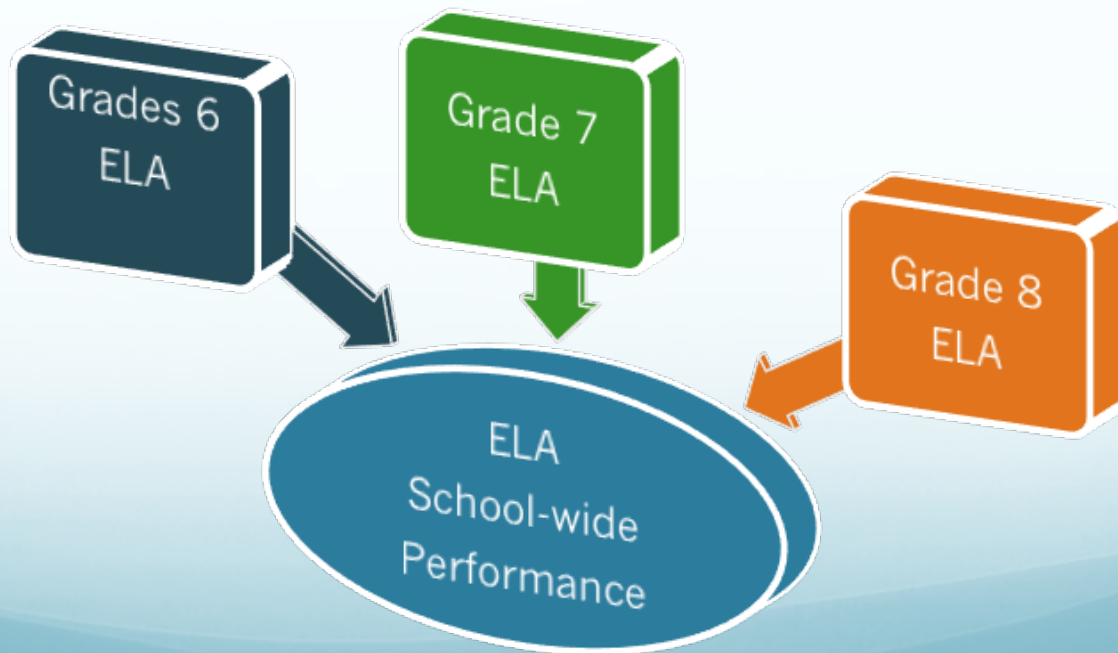
- Demographic – Enrollment, language diversity, ethnicity, program participation, length of school day, suspension/expulsion rate, instructional time, staff attendance, and ratio of students to staff.
- Academic Achievement – Student outcomes on PARCC, participation rate, results and performance, as well as the NJASK Science and NAEP results if applicable.
- Student Growth – Information about school-wide student growth year after year.
- College & Career Readiness – Chronic absenteeism (elementary & middle schools) and participation in Algebra I and Visual & Performing Arts courses.
- School Climate – Learning environment, staffing and student discipline

CHANGES TO THE SCHOOL PERFORMANCE REPORTS

- Summary Reports provide easy to read highlights for each school
- Teacher & Administrator Experience
- In school and out of school suspensions
- Preschool and Kindergarten offerings
- Other industry-valued credentials
- A summative rating based on overall proficiency, student growth, graduation and chronic absenteeism

SCHOOL-WIDE PERFORMANCE

- The portion of student scores on a subject area PARCC assessment that fell into the levels of “Met Expectations” (level 4) and “Exceeded Expectations” (level 5).
- The grade level data was aggregated to determine school-wide performance.



STUDENT GROWTH PERCENTILE METHODOLOGY

Student Growth Percentile (SGP)-measure of a student's progress from grade 4 to grade 8, in Language Arts or grade 3 to 7 in Math, when compared to students with a similar test score history.

1-34	35-65	66-99
Low Growth	Typical Growth	High Growth

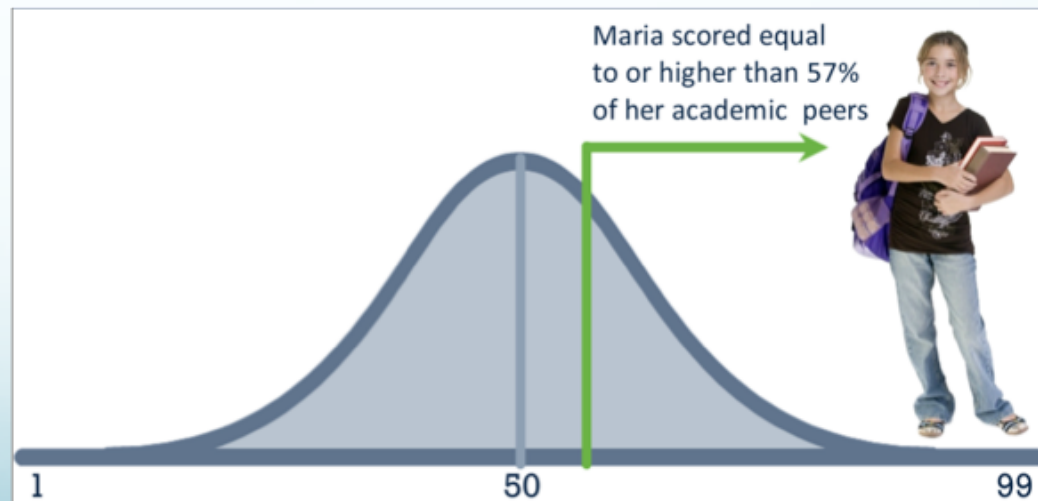
STUDENT GROWTH PERCENTILE EXPLAINED

- Students are compared with other students in the same grade, who have taken the same assessments, and who have scored similarly on those assessments over time. (Reference Group)
- In NJ this calculation was intended to help us to interpret the data in transition from NJASK to PARCC and beyond
- A student's SGP begins with the scaled score achieved by a student as compared with their reference group.

STUDENT GROWTH PERCENTILE EXPLAINED

- A percentile rank within the reference group is determined by the position between 1-99 of a student's scaled score.
- This student's scale score was higher than 57% of her academic peers (reference group)
- This is ***typical growth***

[Between 35-65]



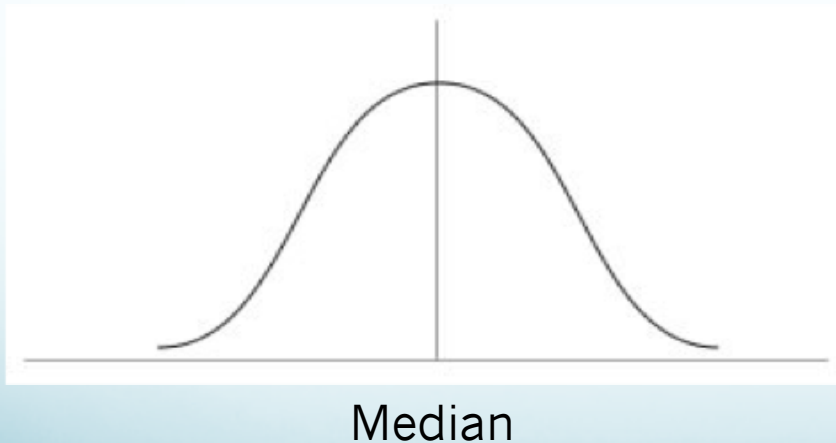
MEDIAN SGP

- The median Student Growth Percentile mSGP is derived from the median of the scores of a group (class, school, grade level, district, state)
- The middle or median score is then compared with scores of those students in NJ taking the assessment. The State median is always 50.
- The scale score is then ranked from 1-99, as we saw with the individual SGP, determining the percentile rank. Remember 35-65 is considered typical growth.

GROWTH PERCENTILE RANK

Median Growth Score

- Median of the scores of all test takers for ELA or for Math in a school.



State Percentiles

- State Growth Percentile - Percentile rank of the school's growth when compared with the growth of all schools in NJ.
- **District Percentiles**
- District Growth Percentile - Percentile rank of the school's growth when compared with the growth of all District schools, **ONLY IF MORE THAN 5 SCHOOLS IN A DISTRICT SERVE THE SAME GRADE LEVELS**

2016-17 SCHOOL-WIDE ACADEMIC ACHIEVEMENT

Colonial Road School

School-wide Performance	Summative Statewide Percentile Rank	District Percentile Rank	Participation Rate
ELA 77.5% Math 62.9%	62nd	NA	96.3% 96.3%

High Mountain Road School

School-wide Performance	Summative Statewide Percentile Rank	District Percentile Rank	Participation Rate
ELA 82.8% Math 78.5%	89th	NA	100% 100%

Woodside Avenue School

School-wide Performance	Summative Statewide Percentile Rank	District Percentile Rank	Participation Rate
ELA 67.6% Math 66.7%	74th	NA	96.1% 96.2%

Franklin Avenue Middle School

School-wide Performance	Summative Statewide Percentile Rank	District Percentile Rank	Participation Rate
ELA 76.7% Math 62.1%	33rd	NA	98% 97.7%

STUDENT GROWTH INDICATORS 2016-2017

Colonial Road School

Median Student Growth	Statewide Median Student Growth	Met Target of 40	Participation Rate
ELA 47	50	Met Target	96.3%
Math 43	50	Met Target	96.3%

High Mountain Road School

Median Student Growth	Statewide Median Student Growth	Met Target of 40	Participation Rate
ELA 63	50	Met Target	100%
Math 48.5	50	Met Target	100%

Woodside Avenue School

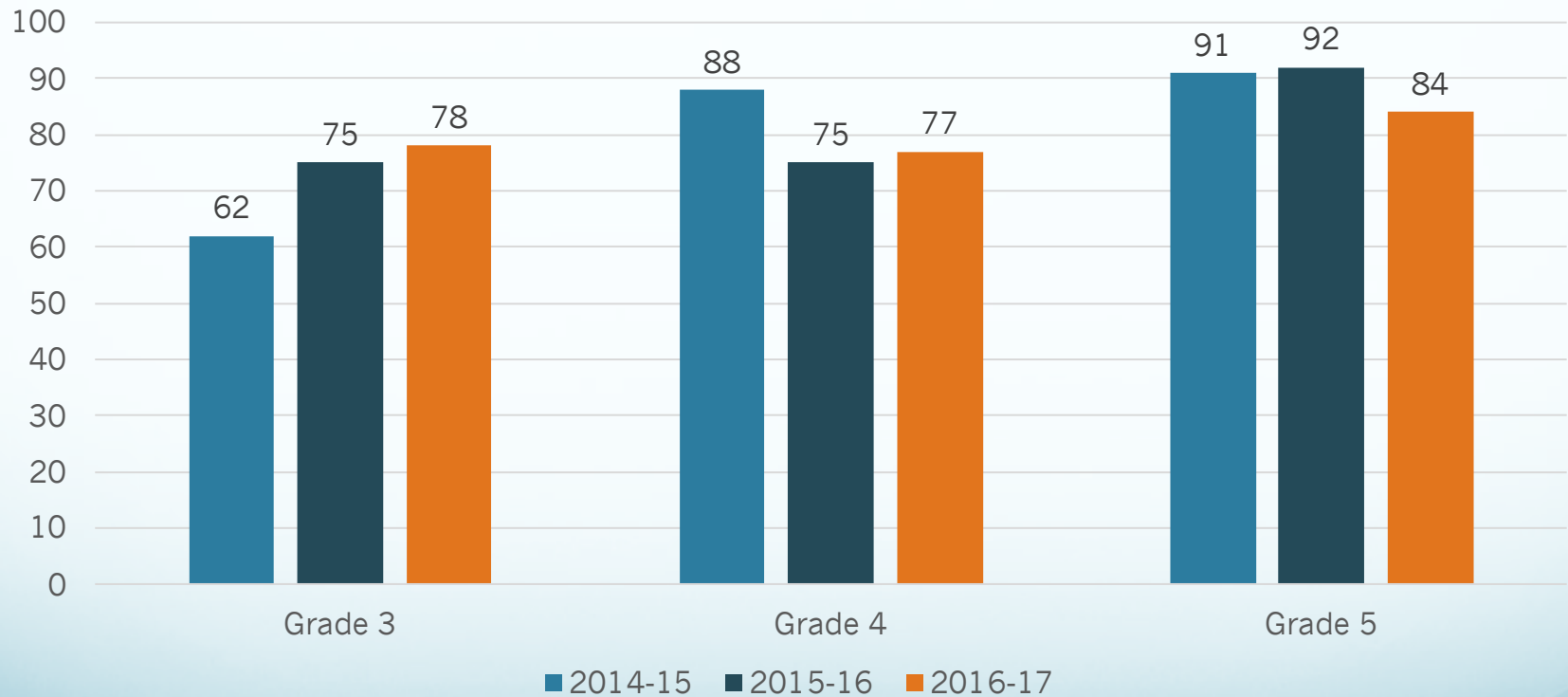
Median Student Growth	Statewide Median Student Growth	Met Target of 40	Participation Rate
ELA 45	50	Met Target	96.1%
Math 55	50	Met Target	96.2%

Franklin Avenue Middle School

Median Student Growth	Statewide Median Student Growth	Met Target of 40	Participation Rate
ELA 41	50	Met Target	98%
Math 31	50	Not Met	97.7%

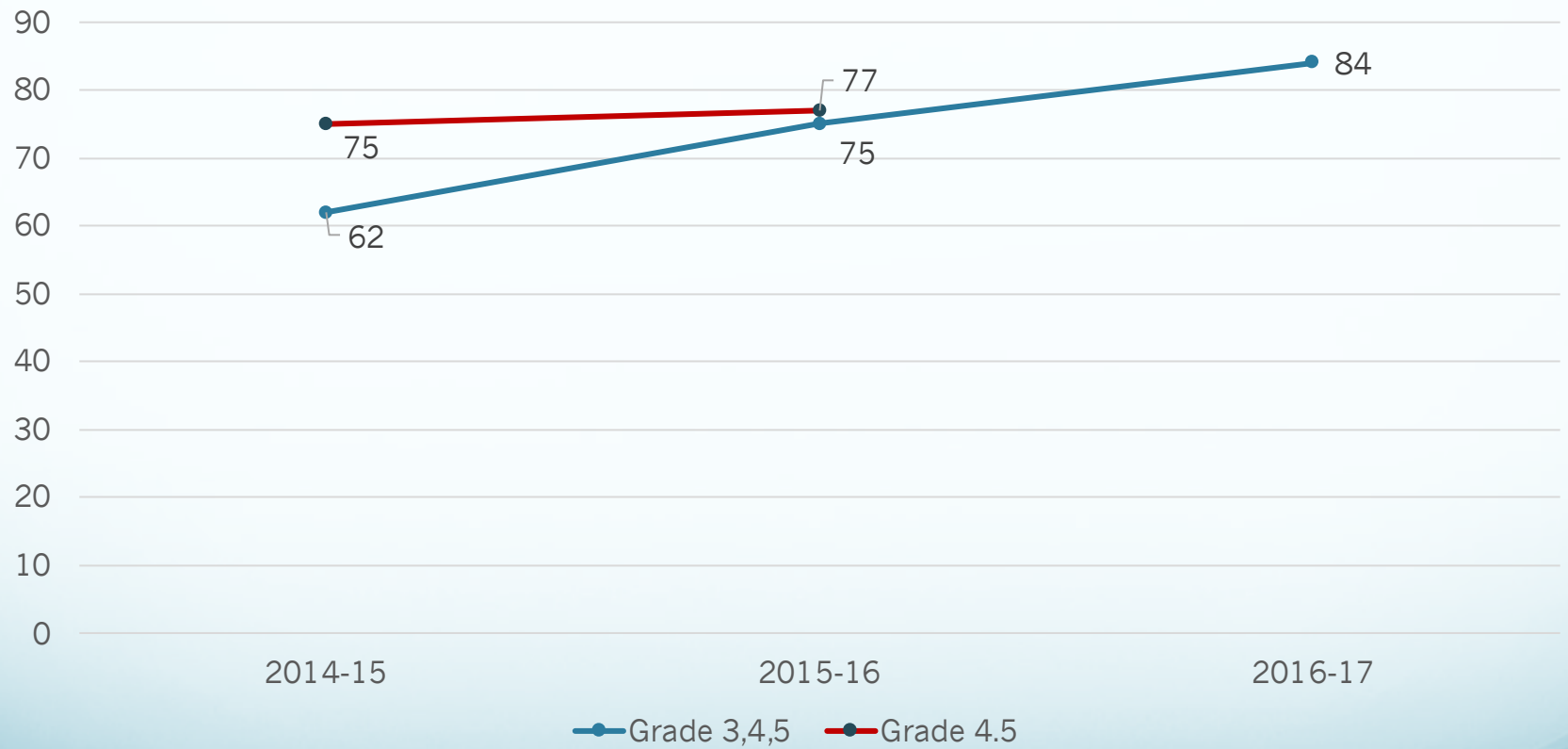
Colonial Road School

ELA Achievement:
Performance Trend Over 3 Years by Grade



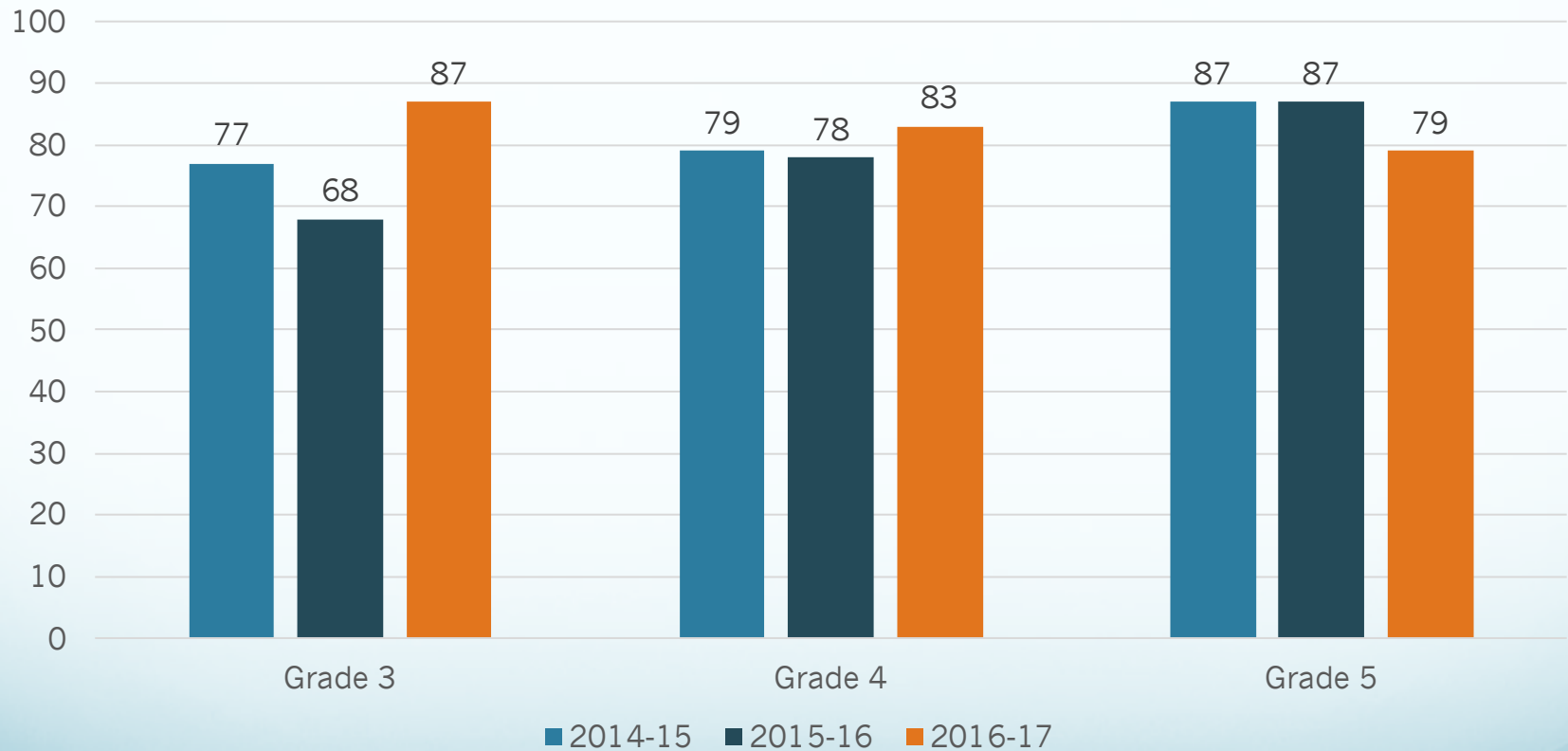
Colonial Road School

ELA Achievement: Performance Trends by Cohort



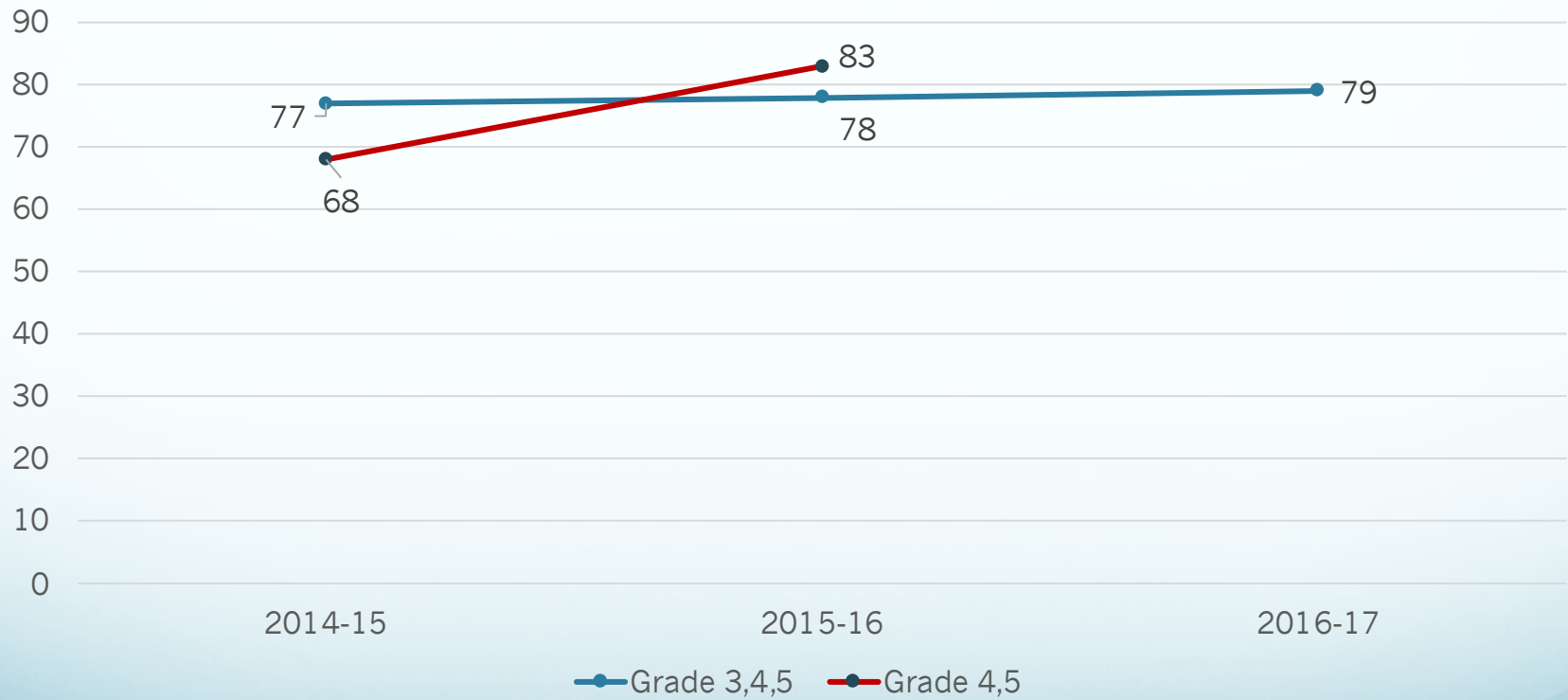
High Mountain Road School

ELA Achievement: Performance Trends by Cohort



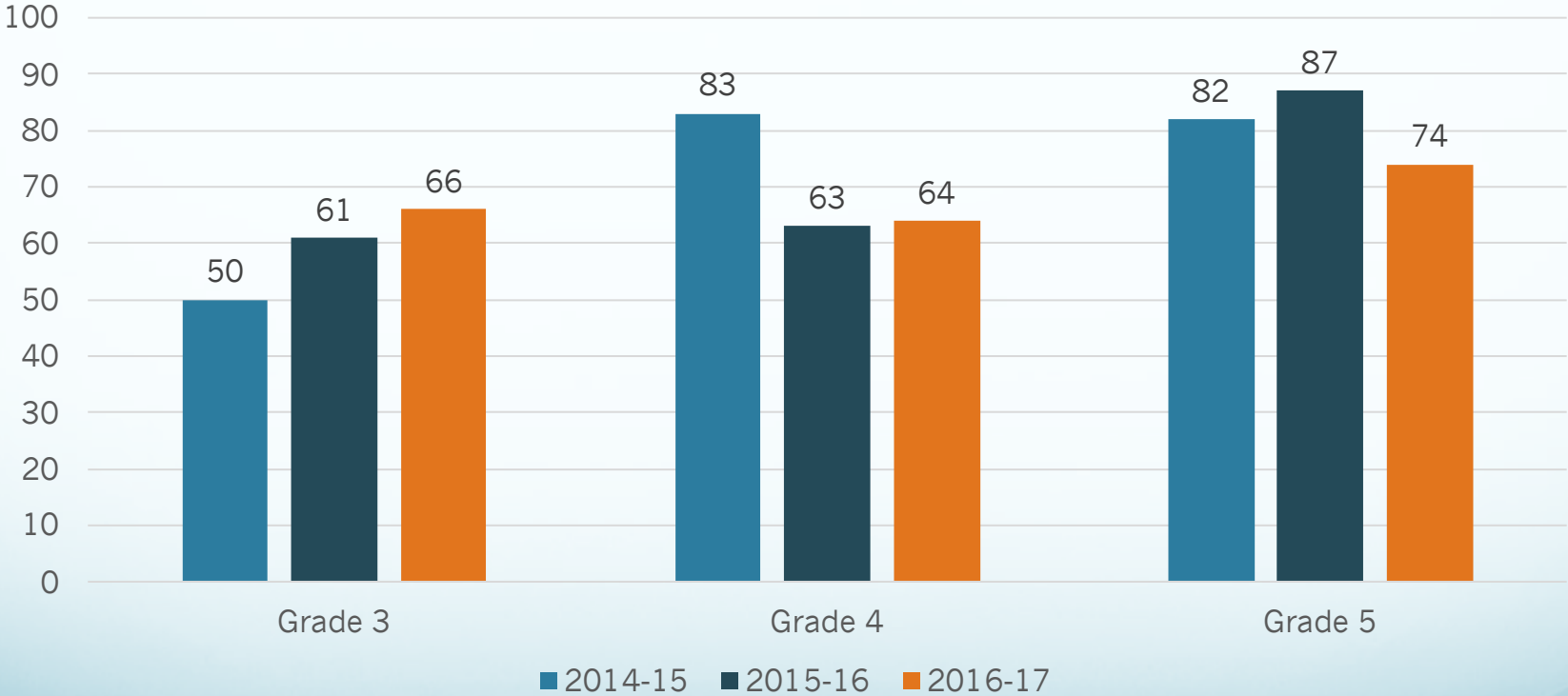
High Mountain Road School

ELA Achievement:
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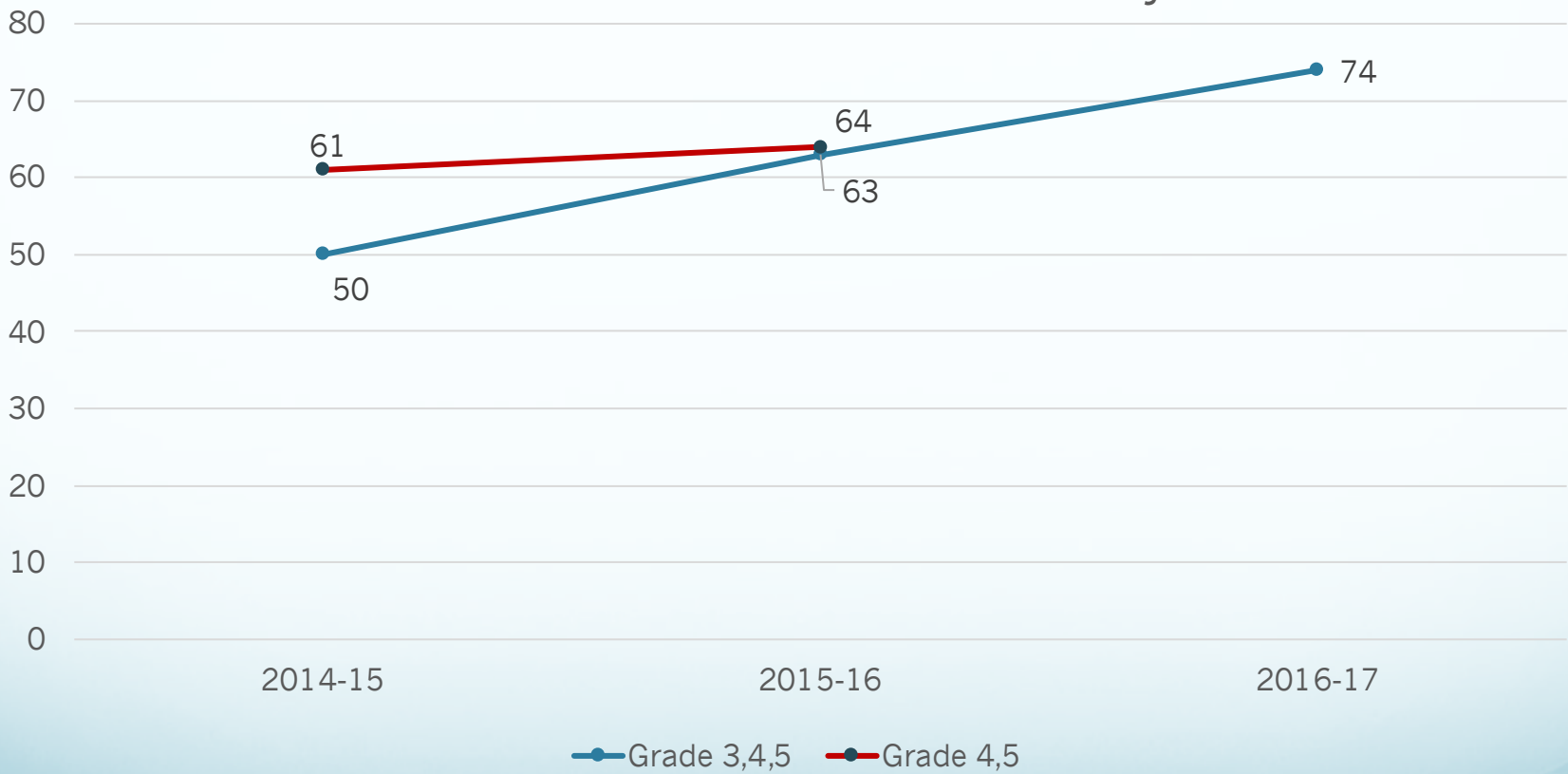
Woodside Avenue School

ELA Achievement:
Performance Trends Over 3 Years by Grade



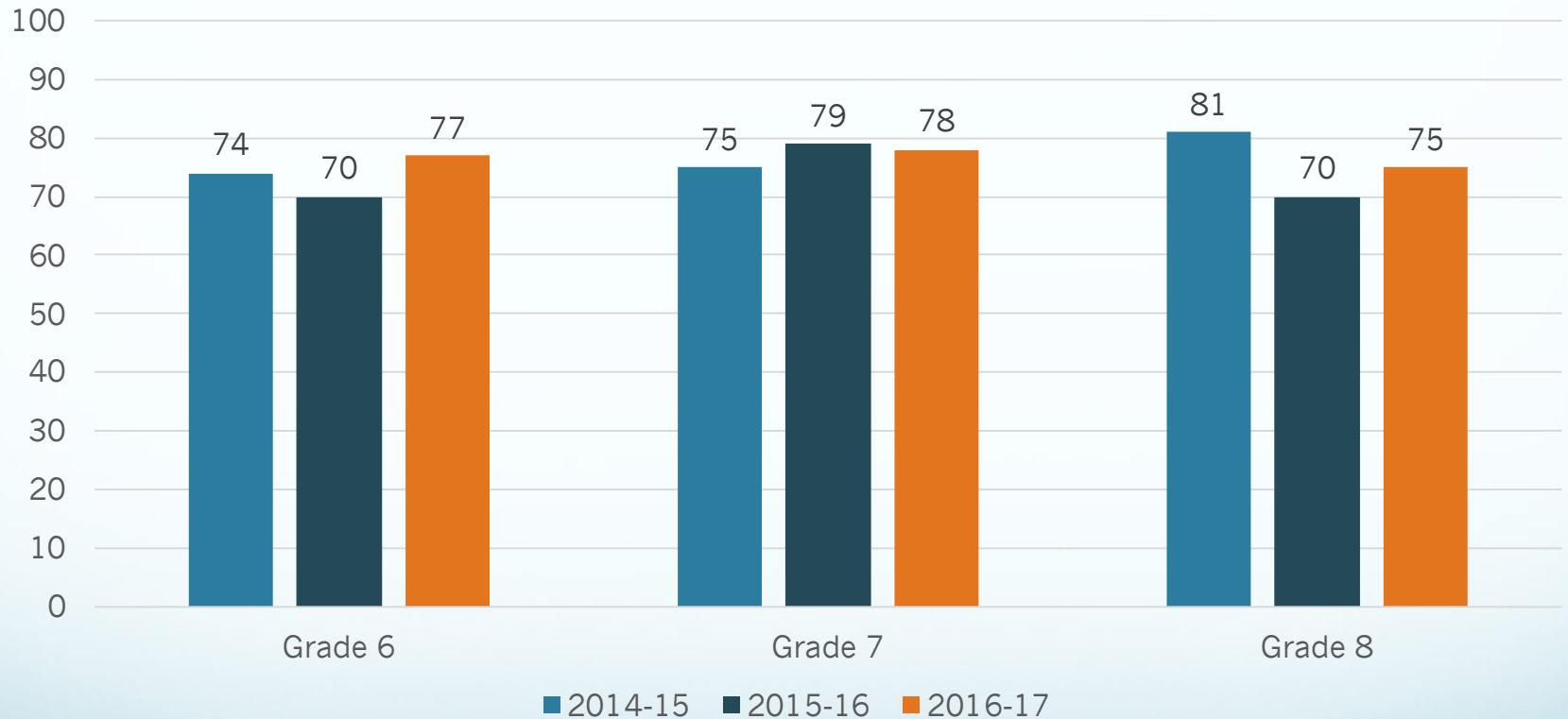
Woodside Avenue School

ELA Achievement: Performance Trends by Cohort



Franklin Avenue Middle School

ELA Achievement: Performance Trends Over 3 Years by Grade



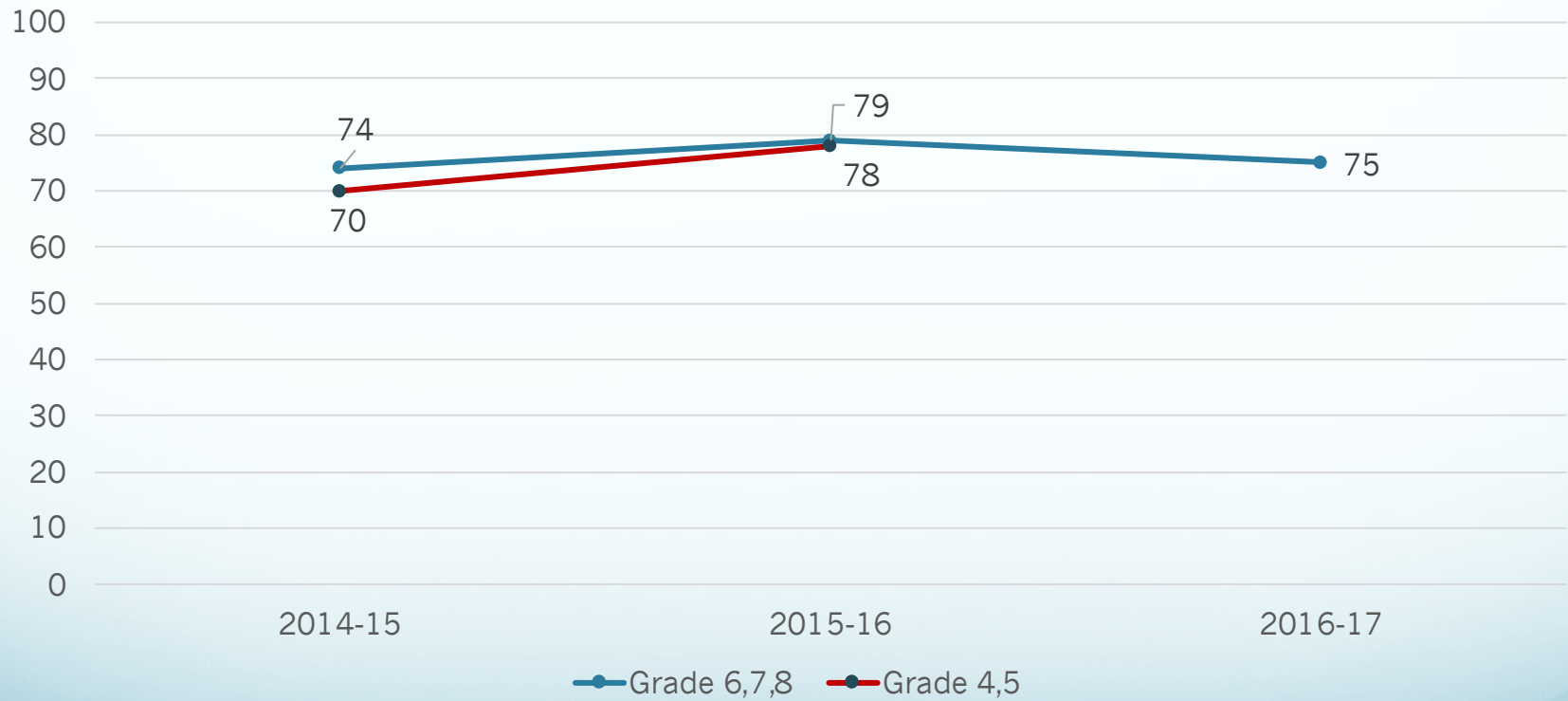
2014-15 – 150+ students not tested

2015-16 – 80+ students not tested

2016-17 – 15+ students not tested

Franklin Avenue Middle School

ELA Achievement:
Performance Trends by Cohort



PARCC ELA Achievement Comparison 2016-17

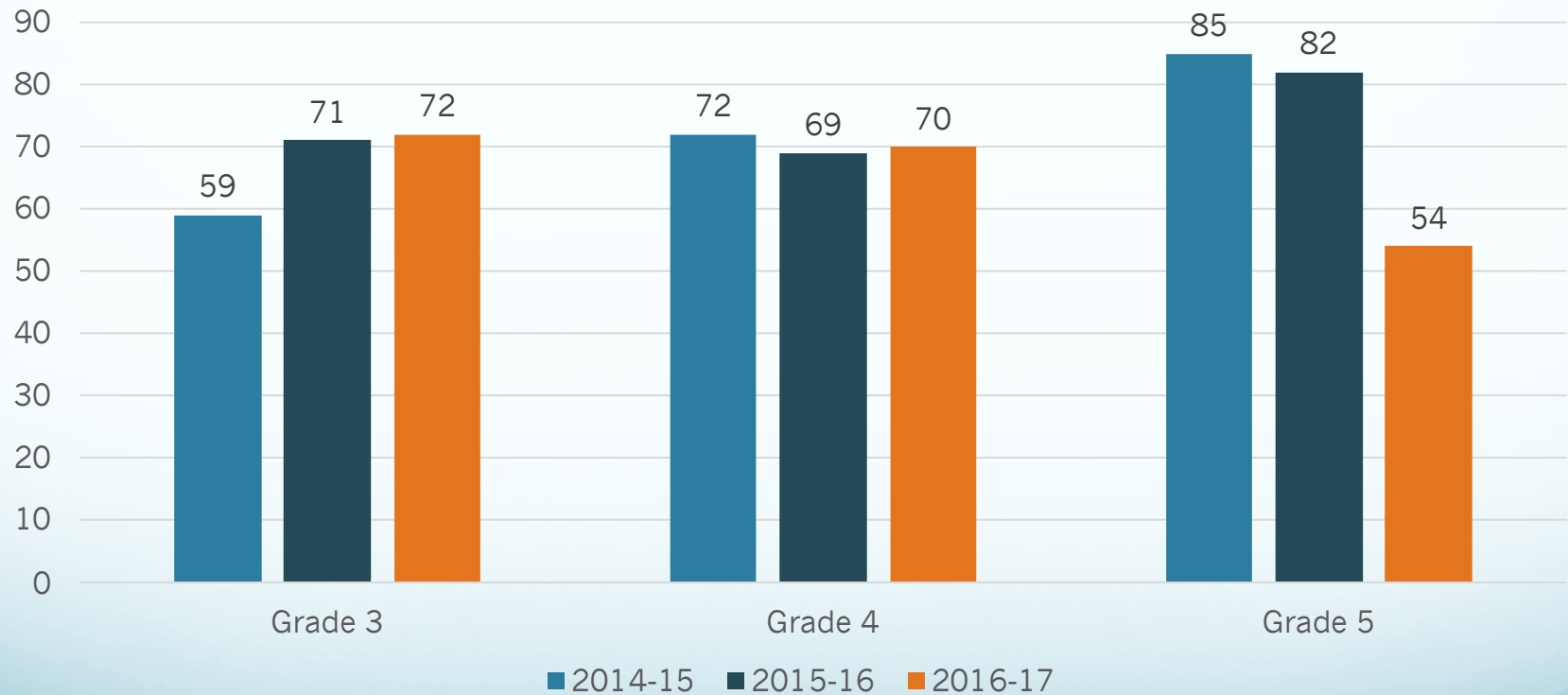
Levels 4 & 5 Meeting or Exceeding Grade Level Expectations

Grade	Number of Results in District	Franklin Lakes	DFG I	Similarly Sized Districts	Bergen County	State of NJ
3	105	75%	69%	56%	66%	51%
4	134	75%	76%	61%	71%	56%
5	110	79%	78%	62%	73%	60%
6	138	77%	73%	59%	68%	54%
7	141	78%	77%	63%	71%	60%
8	153	75%	76%	62%	71%	59%
Overall	781	76%	75%	60%	70%	57%

Comparison data gathered and provided by Linkit!

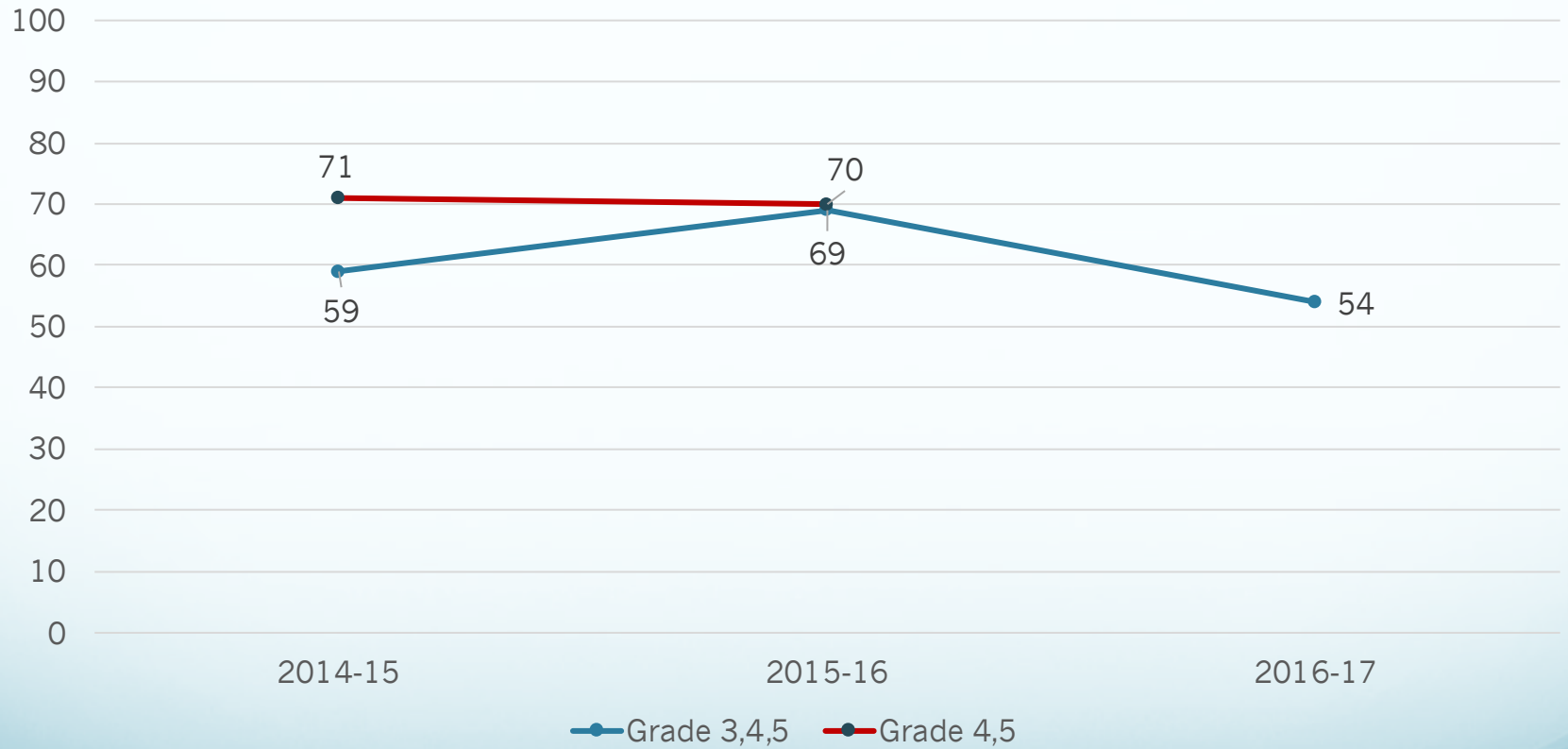
Colonial Road School

Math Achievement:
Performance Trends Over 3 Years by Grade



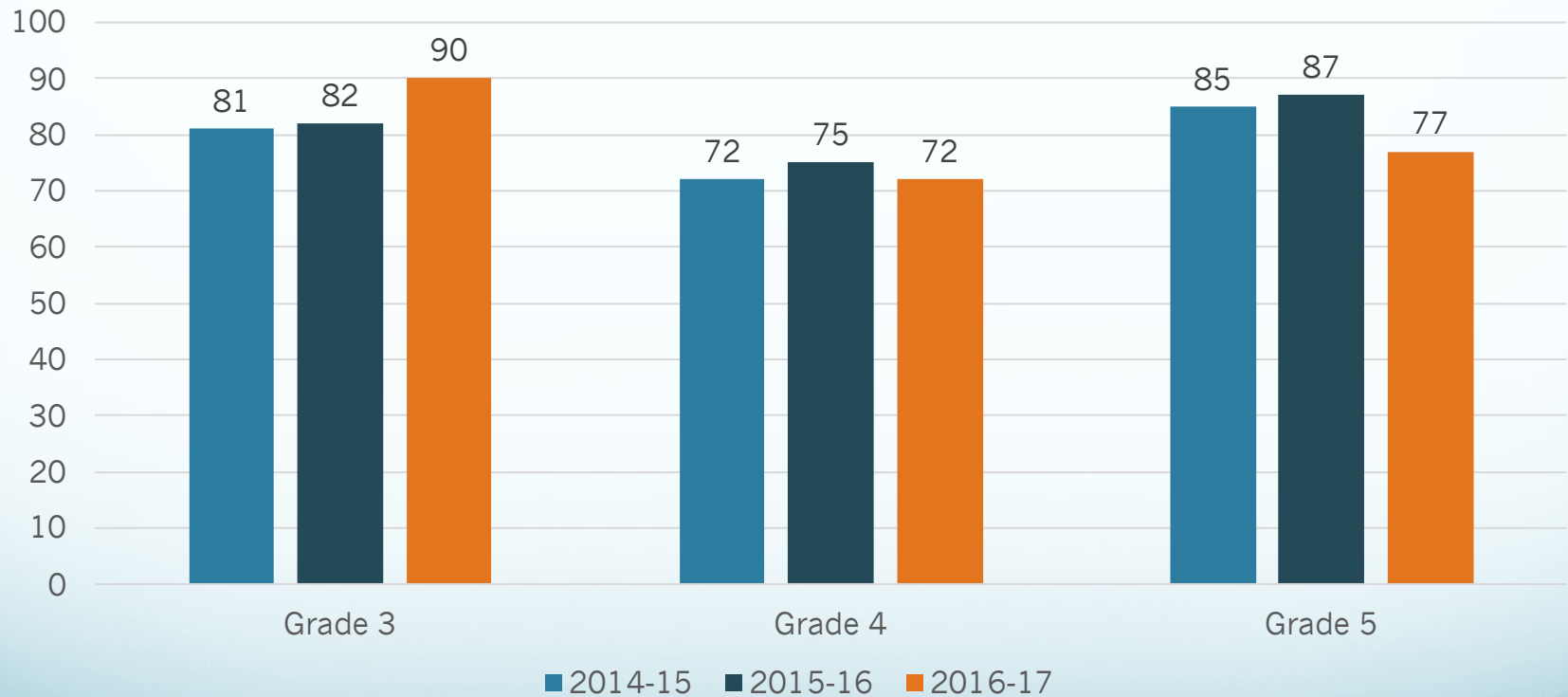
Colonial Road School

Math Achievement: Performance Trends by Cohort



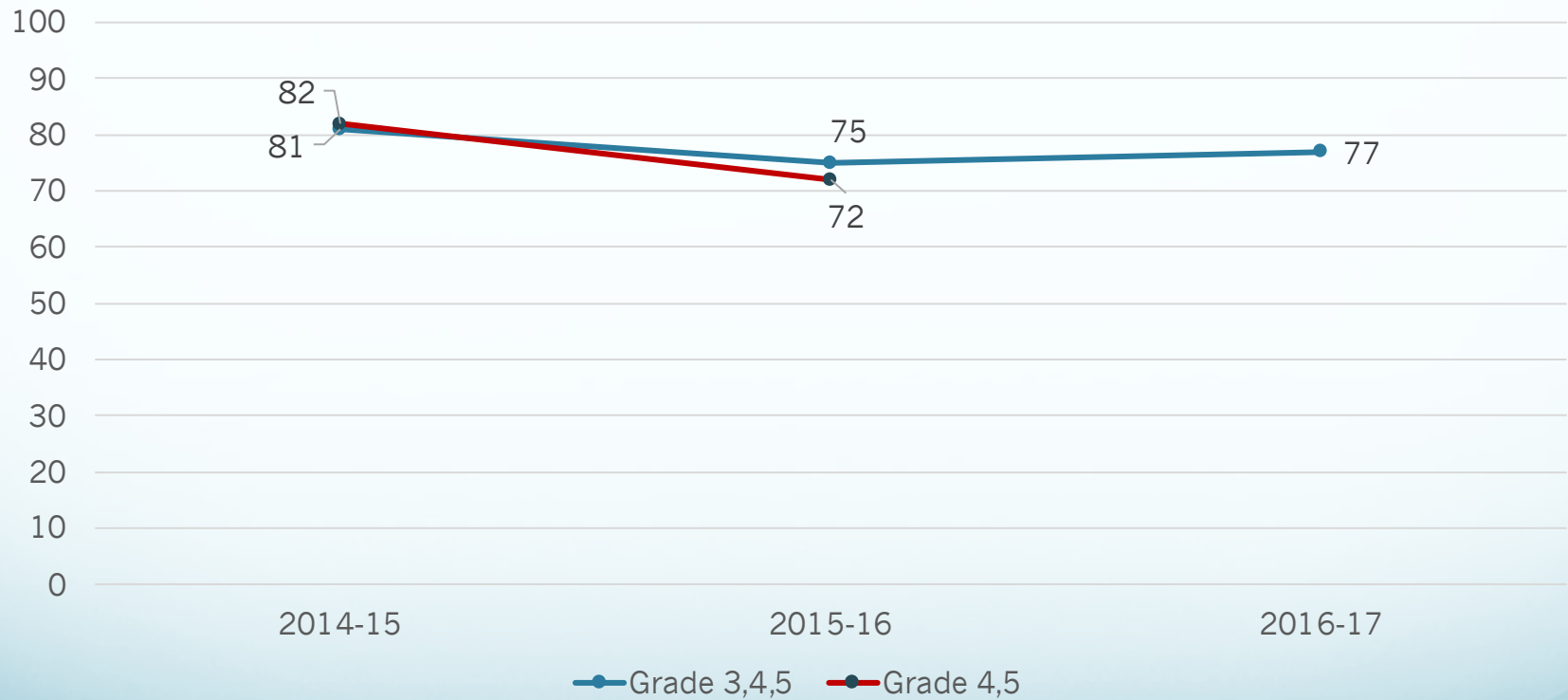
High Mountain Road School

Math Achievement:
Performance Trends Over 3 Years by Grade



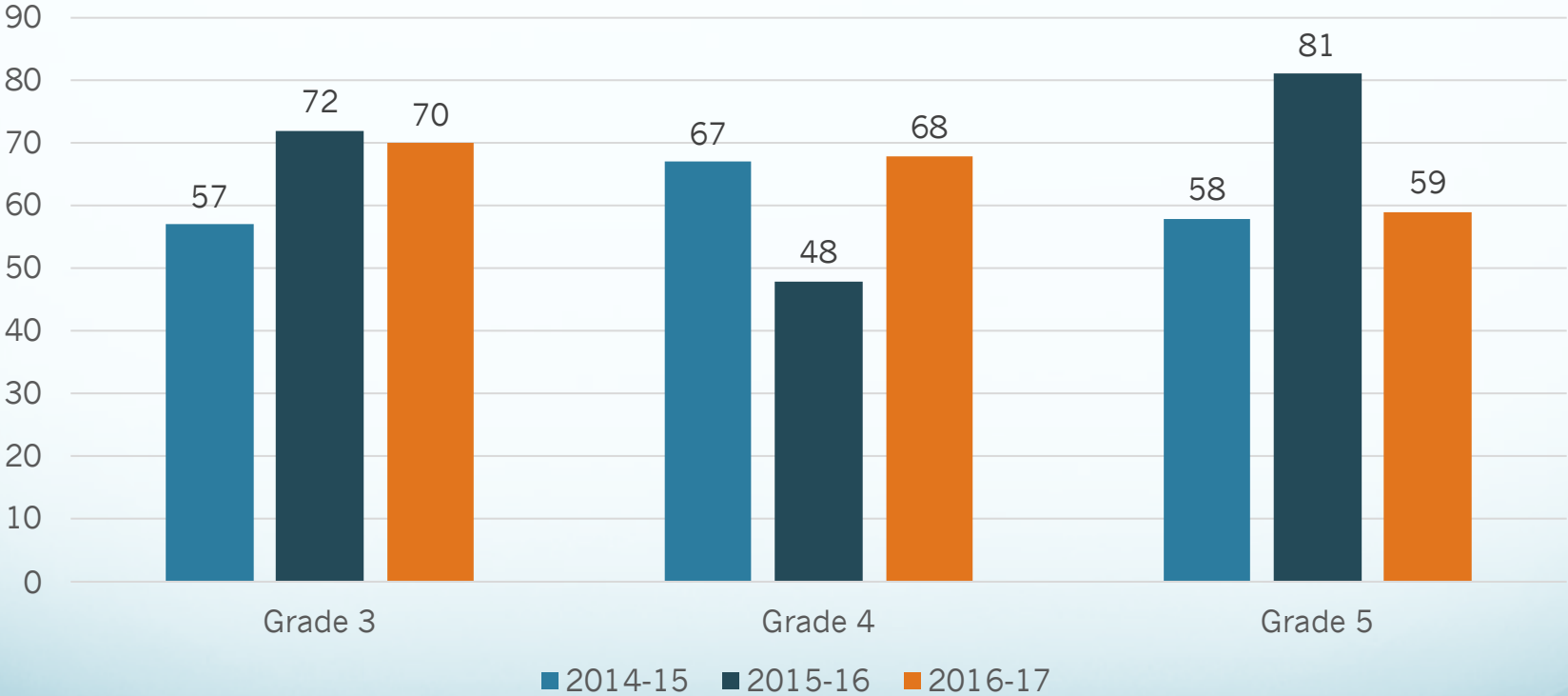
High Mountain Road School

Math Achievement:
Performance Trends Over 3 Years by Cohort



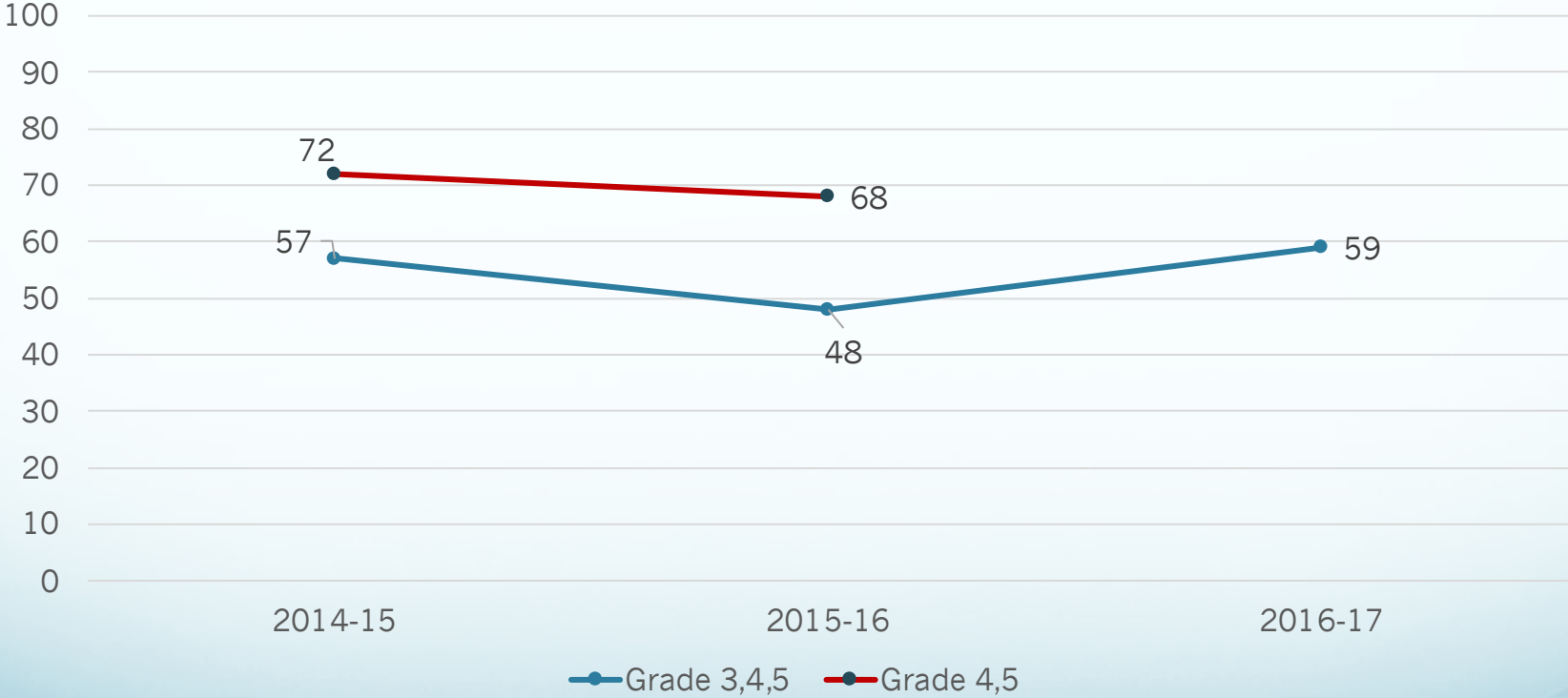
Woodside Avenue School

Math Achievement:
Performance Trend Over 3 Years by Grade



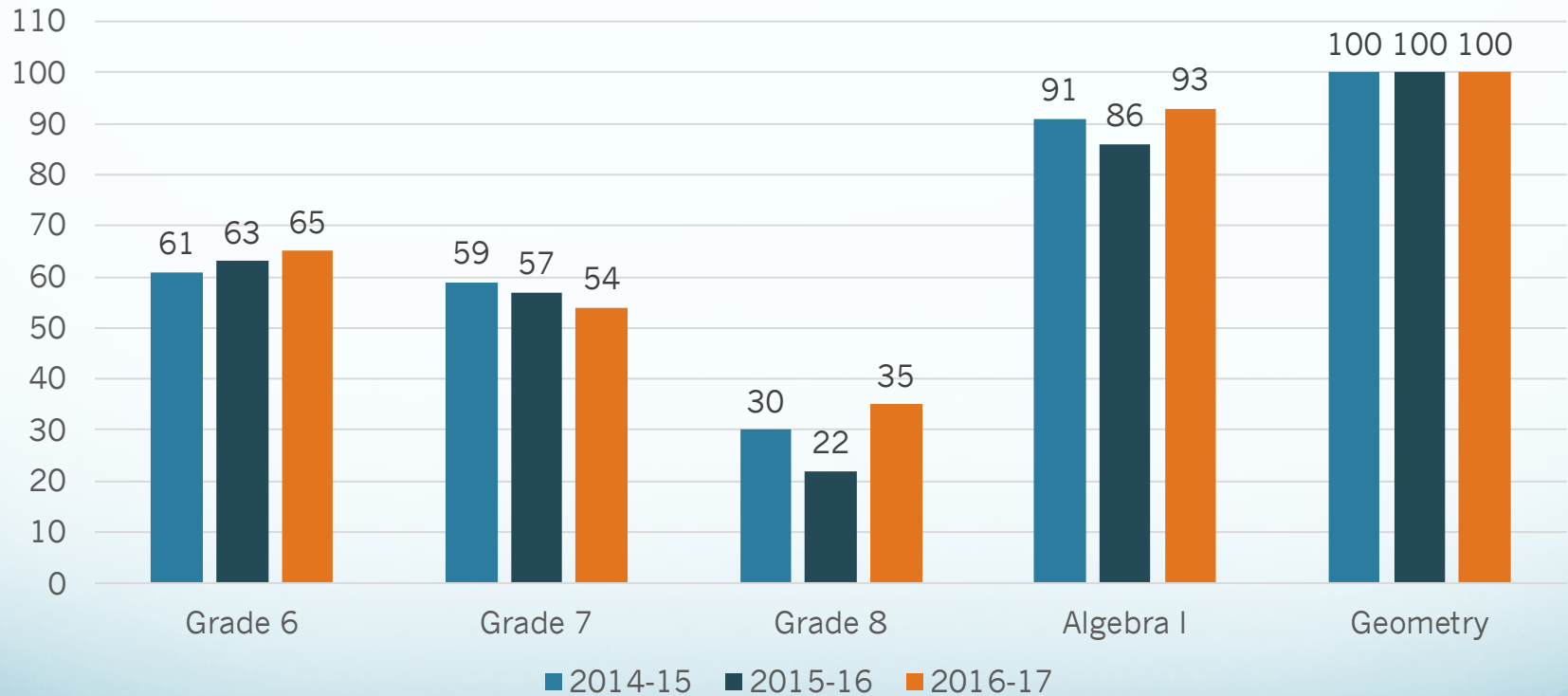
Woodside Avenue School

Math Achievement:
Performance Trends Over 3 Years by Cohort



Franklin Avenue Middle School

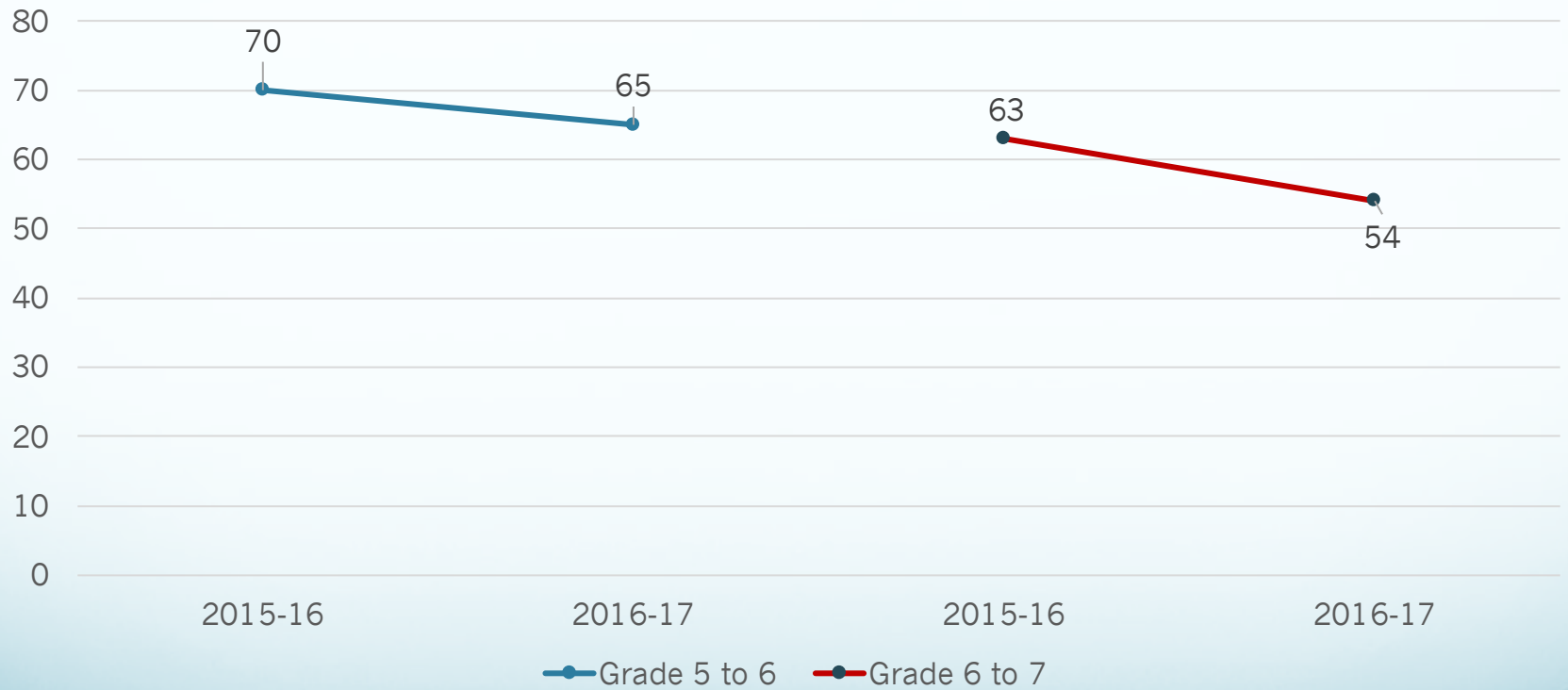
Math Achievement:
Performance Trends Over 3 Years by Grade



Due to the fact that students in grades 7 & 8 take one of three assessments, an accurate cohort analysis is not possible

Franklin Avenue Middle School

Math Achievement Growth:
Grade 5-6 and Grade 6-7



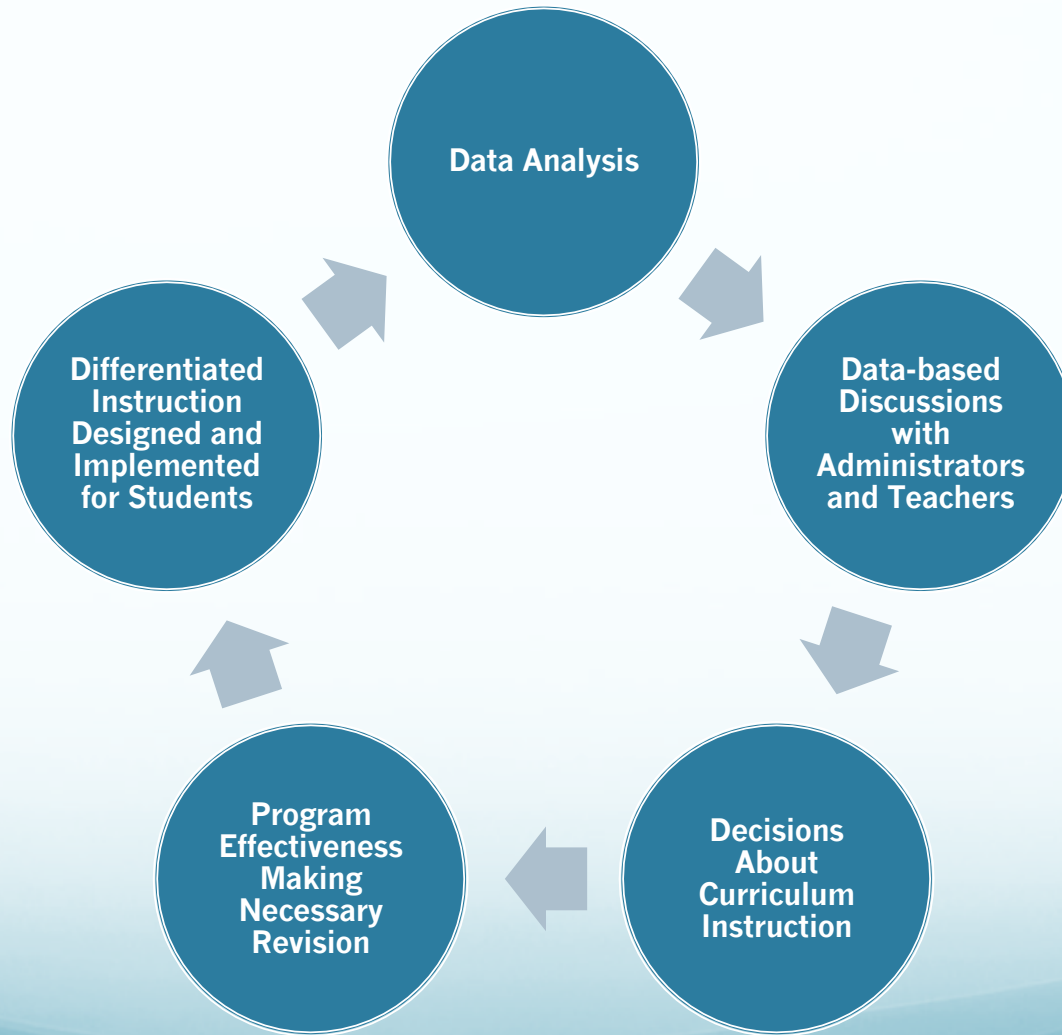
PARCC Math Achievement Comparison 2016-17

Levels 4 & 5 Meeting or Exceeding Grade Level Expectations

Grade	Number of Results in District	Franklin Lakes	DFG I	Similarly Sized Districts	Bergen County	State of NJ
3	105	76%	71%	57%	66%	53%
4	136	70%	69%	51%	60%	48%
5	110	63%	66%	49%	58%	47%
6	138	65%	64%	49%	56%	44%
7	127	54%	59%	43%	51%	40%
8	80	35%	42%	31%	38%	28%
Algebra I	73	93%	67%	46%	55%	42%
Geometry	13	100%	55%	29%	40%	30%
Overall	782	65%	63%	46%	54%	42%

Comparison data gathered and provided by Linkit!

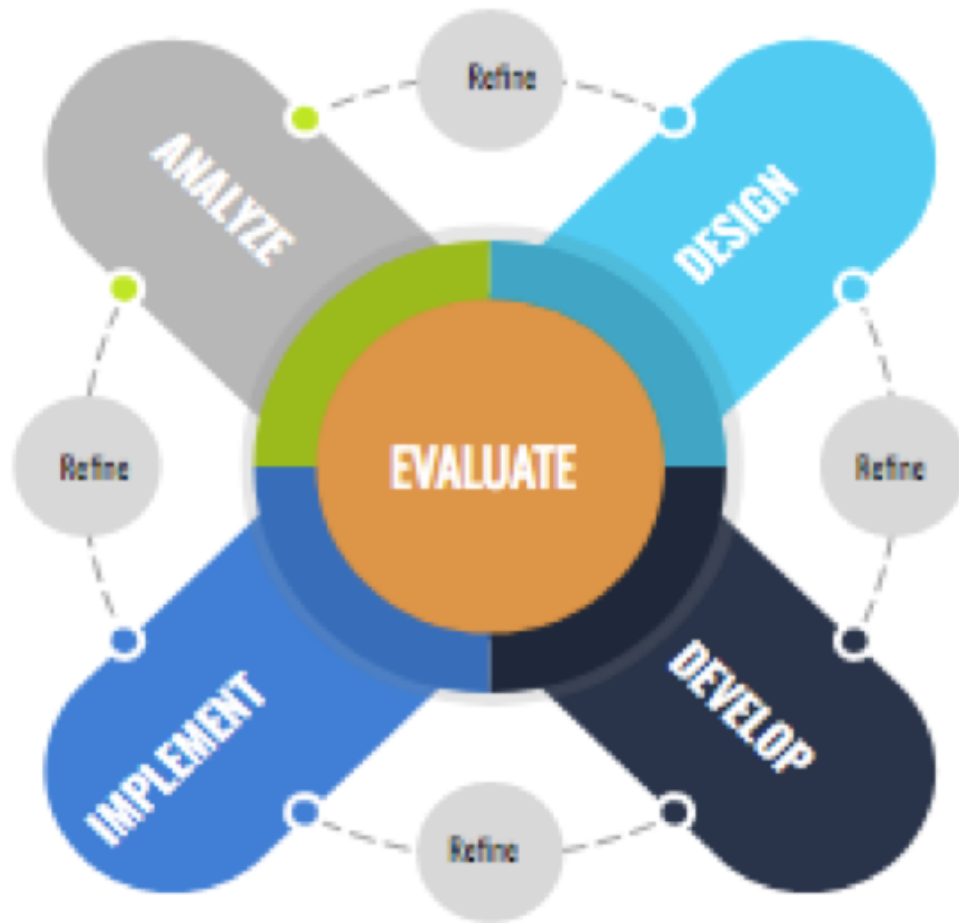
How Do We Use State and Local Data?



Student Growth Data

- Reinforces the importance of differentiation for all learners utilizing assessment data to guide instructional decision-making across all measured areas, i.e., ELA and Math.
- Reinforces the need for resources to support high quality instruction that is accessible to all students with emphasis on differentiation, such as common standards-aligned assessments, human resources, time, materials, etc.
- Reinforces the need for high quality, job-embedded professional development.
- Supports District efforts to communicate/ collaborate with other districts regarding their practices
- Principal decision making: i.e., teaching assignments, mentoring, etc.

Curriculum Process: A Cycle of Continuous Improvement



Specific Data-based Work

- The Department of Curriculum & Instruction leads District-wide conversation about specific focus of improvements needed:
 - Course Content
 - Curricular and Instructional Resources
 - Staff Professional Development
- Principals work with teachers to analyze school data and make correlations to resources in use as well as differentiation of instruction for students

2017-18: C&I Initiatives

2017 NJSLS Curriculum Alignment Math and ELA – PARCC data informed September 2017 revisions.

- ✓ Prioritization of standards
- ✓ Realigned curriculum addresses gaps b/t standards and prior curricula
- ✓ Specific attention to relative weaknesses
 - ❑ ELA sub claims: *Reading Literature & Reading Vocabulary*
 - ❑ Math sub claims: *Major Content & Reasoning*

2017-18 Improvements to Support Student Achievement:

Students:

Standards-aligned, responsive curriculum, instruction, & assessments

Multi-tiered systems of support for ELA & Math via K-5 CSI, 6-8 S&I, and other services i.e., therapy, guidance, etc.

Master scheduling to support intervention, enrichment, movement breaks, and other services

Supplemental resources to support differentiation, individualization, and intervention.

Educators:

Implementation of high quality formative assessments

Opportunities for departmental and grade-level collaboration/ planning informed by assessment data

In district professional supports i.e., K-8 math staff developer, K-5 interventionist/ facilitators

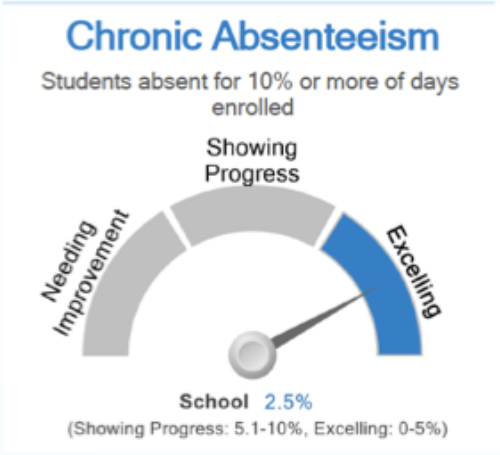
Master scheduling: K-5 dedicated time for tiered systems of support.

COLLEGE & CAREER READINESS

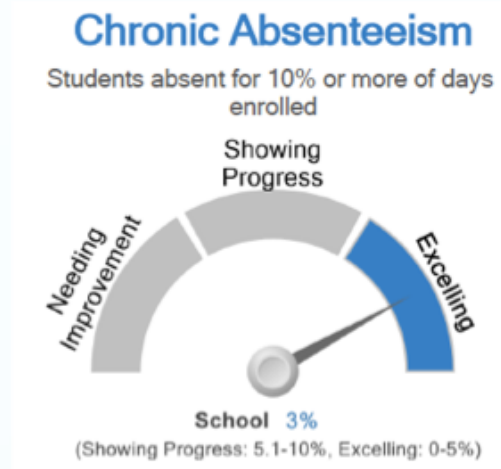
- At the elementary school level, College & Career Readiness is measured by attendance of students in school.
- College & Career Readiness includes attendance, participation in Visual & Performing Arts and enrollment in Algebra I for middle schools
- Absenteeism is the number of days a student is absent from school for any reason.
- Chronic Absenteeism is defined as the number of students absent for 10% or more of the school year. For example if there are 180 school days, students absent for 18 or more school days for any reason, are considered to be chronically absent.

CHRONIC ABSENTEEISM

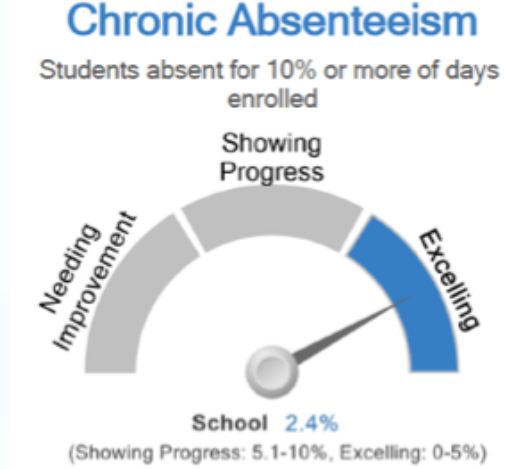
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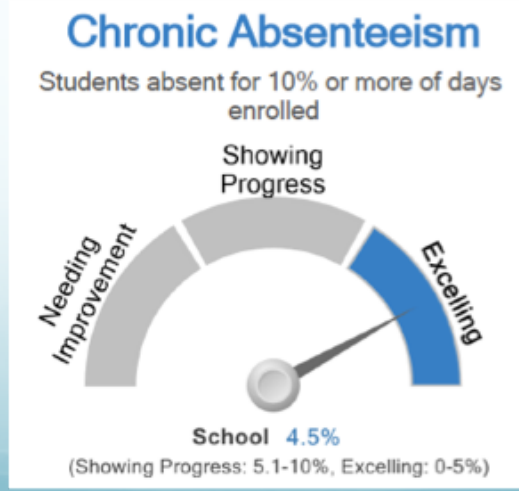
HMR



WAS



FAMS



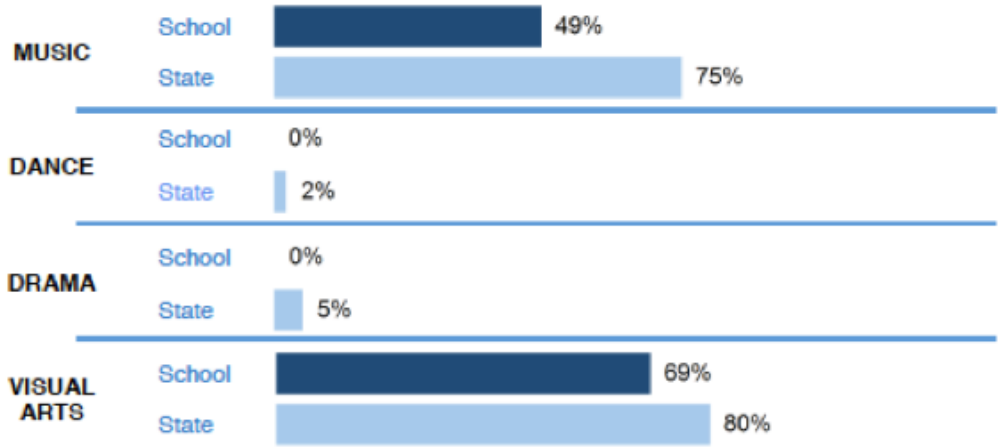
FAMS Participation in the Arts

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



SCHOOL PERFORMANCE REPORTS

- The data found in these reports are from the 2016-2017 school year, not the current school year.
- NJDOE designed the School Performance Reports to provide information to educators and stakeholders about some, but not all indicators of achievement.
- The intention is that educators and stakeholders will view and discuss the data to help students to grow and schools to focus their work.

NJ SCHOOL PERFORMANCE REPORTS

- NJ School Performance Reports can be accessed by visiting the New Jersey Department of Education website. <http://www.state.nj.us/education/>

**FRANKLIN LAKES PUBLIC SCHOOLS
SCHOOL PERFORMANCE REPORTS
2016-2017 DATA**

QUESTIONS?

Thank You