

WE ARE



LYNDHURST

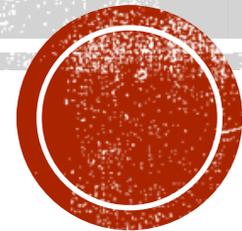


2016-17 ASSESSMENT RESULTS AND DISTRICT OVERVIEW

October 30, 2017

Lyndhurst Board of Education Meeting

Shauna C. DeMarco, Superintendent of Schools



AS WE LOOK AT OUR DISTRICT'S STORY IN PROGRESS, WE RECOGNIZE

- We conquer one chapter at a time.
- As characters in the story, administrators, educators, parents, Board of Education Members and townspeople all contribute to the plot of the story (the events that happen).
- No one character can control the plot so we must prepare for (and embrace!) plot twists . . .
- . . . While all the while maintaining the desired tone of our district . . .
- Remaining focused on our story's theme. . .
- And planning on many, many sequels to our story!



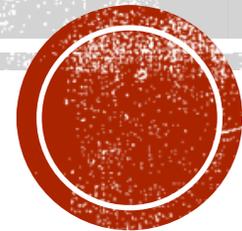
NOT TO SPOIL THE ENDING
FOR YOU, BUT EVERYTHING
IS GOING TO BE OKAY.

WE CONQUER ONE CHAPTER AT A TIME

QSAC

2016-17 Assessment Results

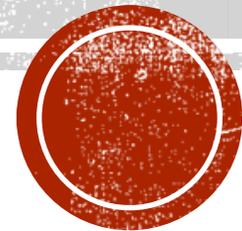
2020 Vision of The Lyndhurst Public Schools



QSAC UPDATE: 2014- TODAY

Quality Single Accountability Continuum

2013-14 NJASK Scores *still used* as a measure of success



**Indicators show improvements & enhancements:
Shift in progress: from teacher-centered instruction to student-centered learning
Teachers are relinquishing control
Evidence of multi-disciplinary instructional approaches**

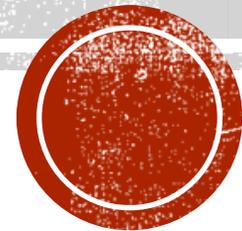


ONE OF THE BEST PHONE CALLS EVER!



2016-17 ASSESSMENT RESULTS GENERAL FINDINGS

Comprehensive data will be posted to this Board of Education meeting link on our website



PARCC RESULTS – WHAT ARE WE LOOKING FOR?

- Originally, PARCC was a “growth” model: If students are “growing” then schools are succeeding
- PLOT TWIST! Now, after three years, PARCC has passing/failing scores DESPITE the language used in the scoring:
 - Score of 1: Not Yet Meeting Expectations (Failing)
 - Score of 2: Partially Meeting Expectations (Failing)
 - Score of 3: Approaching Expectations (Failing – even though PARCC is given in early Spring with a third of the school year remaining)
 - Score of 4: Meeting Expectations (Passing)
 - Score of 5: Exceeding Expectations (Passing)
- TESTED GRADES: 3-11
- STATE OFFERS ALTERNATIVE PATHWAYS TO GRADUATION FOR STUDENTS WHO “OPT-OUT” OF PARCC – this has an impact on performance scores and SAT averages



PARCC RESULTS: WHAT ARE WE LOOKING FOR?

- When comparing our district performance one year to the next, we want to see:
 - A significant decrease in our ones and twos;
 - A slight increase in our threes, and
 - A vast increase in our fours and fives
- When comparing our district performance to the rest of NJ and across states taking PARCC, we want to see:
 - At above average performance levels in four and five range
 - Below average performance levels in one, two and three range



2016-17 ELA PARCC PERFORMANCE

STELLAR WORK, Students and Staff!!

- We are **BELOW** cross-state and NJ average in scores of one and two
- We are equal to the cross-state average in the score range of three
- We **EXCEED** the average number of students in NJ and across PARCC states in the score range of four



2016-17 ELA PARCC PERFORMANCE

STELLAR WORK, Students and Staff!!

- We EXCEED the average number of students scoring five across the PARCC states and are nearly equivalent to the average number of students in NJ earning scores of five
- Grades 3,4,5,6,8,9, and 11 all showed improvements in performance when compared to the 2015-16 district data in values ranging from 2% to 8%
- ALL TESTED GRADES HAD HIGHER WRITING SCORES THAN THE STATE OF NJ



2016-17 MATH PARCC PERFORMANCE

- We are BELOW cross-state and NJ average in the score range of one
- We are equal to the cross-state average in the score range of two, and have a greater number of students earning scores of two when compared to other NJ students
- We exceed the average number of students in NJ and across PARCC states in the score range of three. Also important to note, that since 2015-16, many students previously in the score range of one and two are now in the score range of three, signifying growth.



2016-17 MATH PARCC PERFORMANCE

- We EXCEEDED the average number of students scoring four across the PARCC states, but have less students earning a score of four when compared to other NJ districts.
- We have fewer students earning scores of five when compared to the average number of students in NJ and across PARCC states earning scores of five
- Grades 6, 7, and 8 all showed improvements in performance when compared to the 2015-16 district data in values ranging from 2% to 8%
- Grades 3, 4, 5 and 9, 10, 11 all showed decreases in performance when compared to the 2015-16 data



NJASK SCIENCE AND NJ BIOLOGY TEST

(NOTE: TWO ARE CHANGING IN 2017-18)

- Grade 4 - Great Performance!! (next year, grade 5 will be tested as per NJ)
 - **91% of District Students scored in the Proficient and Advanced Proficient Range**
 - **Far exceeded the state average of 85.5%**
- Grade 8 – Good work!!
 - **74% of District Students scored in the Proficient and Advanced Proficient Range**
 - **Slightly exceeded the state average of 73.2%**
- Biology – Will be replaced by a comprehensive test in grade 11
 - State Average – 56.7% (in and of itself is very low!)
 - District Average – 36% (regardless of low state average, this is unacceptable)



ANALYTICAL TAKE-AWAYS IN MATH INSTRUCTION

- Math instruction and practice must be in the same format as that presented on PARCC questions – focus less on the “how” and more on the “why”
 - Students succeeding in our classrooms, demonstrating skills in traditional formats
 - They seem to understand the “how” but fall short when it comes to explaining the “why”



ANALYTICAL TAKE-AWAYS IN MATH INSTRUCTION

- Instructional movement must extend from memorizing formulas, rules, facts and procedures to conceptual cognition and application - *I know I should use this formula, but why am I using this formula? I know I should use these math skills to solve this word problem, but why am I supposed to apply these skills?*
- *Less is more approach* – Once students have mastered a skill, it is time to move on
- *Reteaching* – Performance of the "middle" student cannot be the measure of the performance of all students – individualized reteaching must take place



ANALYTICAL TAKE-AWAYS IN ELA INSTRUCTION

- We have a host of aspiring writers, communicators, speakers, literary analysts, etc. among us!
- It's time to raise the bar for success . . . Strive to move our 1 and 2 scorers to earn scores of 3, and make our current 3 and 4 scorers sweat a little more to savor the victory of earning scores of 5!!



ANALYTICAL TAKE-AWAYS IN SCIENCE INSTRUCTION

- We must continue an interdisciplinary approach to science instruction (STEM, STEAM, etc.) and this is evident in the new NJSLS-Science
- We must continue to foster the interest and skills in science that emerges in our younger students



FOR PEAK PARCC PERFORMANCE

PARCC must be included in all content areas

- Is the language of teacher-made assessments across the disciplines aligning with the language of the PARCC assessments?
- Necessary in order to promote student familiarity with styles of questions/problems and keep assessment authentic to their everyday learning experiences
- Can't just see this in ELA and a Math when "practicing" for PARCC - must be organic, consistent, and routine across the Curriculum



EVERY TEACHER MUST BE RESPONSIBLE FOR EVERY STUDENT IN HIS/HER CLASSROOM

- Students who receive remediation
- Students who receive pull-out resource instruction
- Students who receive in-class support
- Students who receive English as a Second Language instruction
- Students who partake in mainstream classes as supplemental to self-contained instruction
- Students with special health needs
- Advanced Students and Gifted/Talented Students



ENHANCEMENTS MADE IN ADVANCE OF RESULTS:

- Appointment of a Director of Curriculum, Instruction, Technology and Assessment
- Leveled Supervisors (PK-6 and 7-12) leading multiple disciplines – less distance across the grades and more interdisciplinary instruction
- Expanded Technology Resources
- Removal of A/B days in Upper Elementary Schools for daily instruction
- ELL Training for all Teachers who service English Language Learners

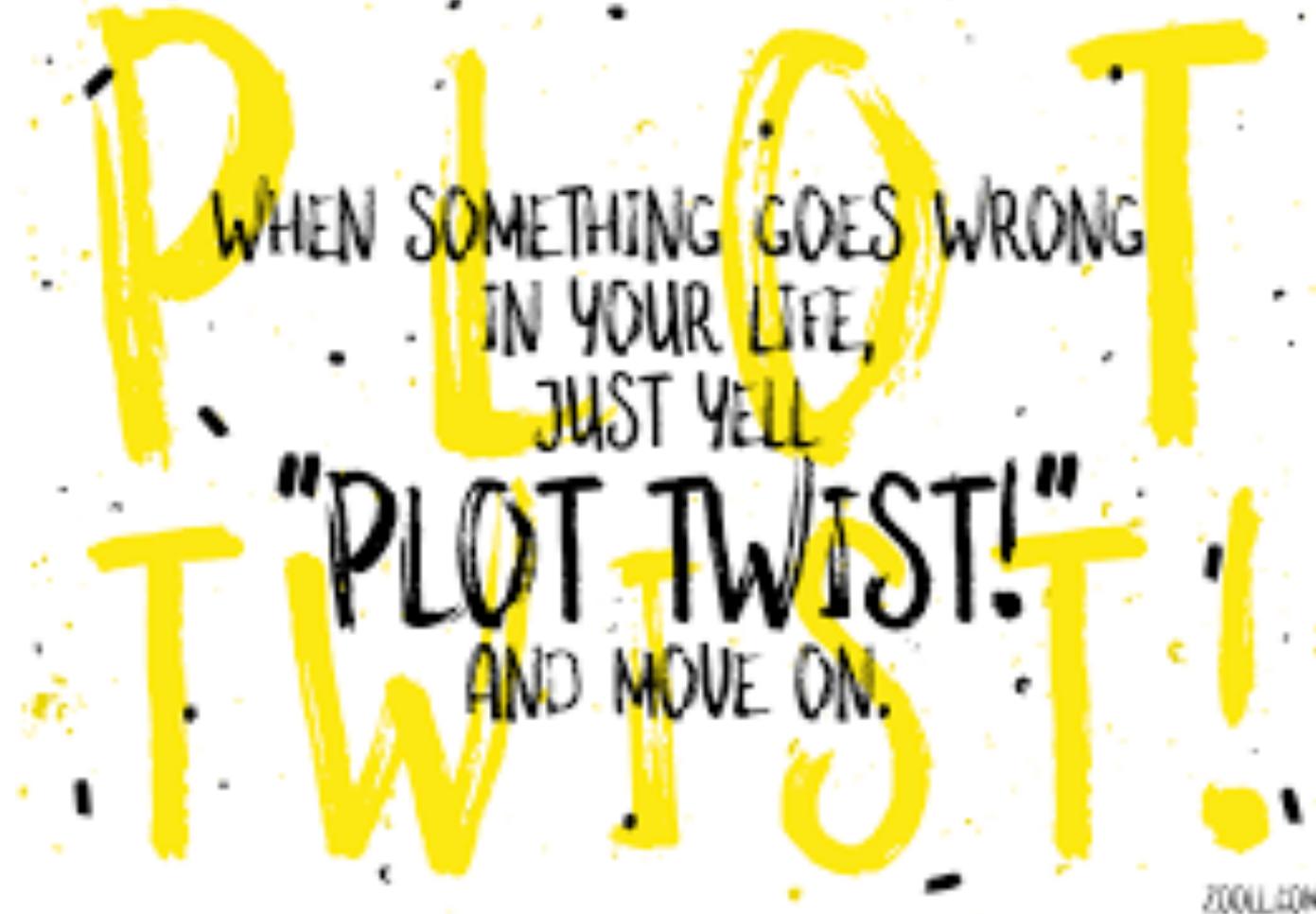


ENHANCEMENTS YET TO COME:

- Facilities that are conducive to modern instructional practice
 - Applied Learning
 - Collaborative Environments
 - Project-Based Exploration
- Enhanced learning environments to match content area
- Enhanced services for all students



JOINT AGREEMENT W/TOWNSHIP: TAKE TWO!



ZOO.COM



WHEN WE ENCOUNTER PROBLEMS, WE TRUST THE PROCESS . . .



●●○○ AT&T LTE 9:22 AM theobserver.com

New junior high inching closer

9 AUGUST 2017 / BY RON LEIR | OBSERVER CORRESPONDENT

LYNDHURST –

The Lyndhurst Board of Education has moved a step closer toward the construction of a new junior high school for grades 7, 8 and 9 by approving the schematic plans for the project.

BOE action came at a special meeting last Wednesday, Aug. 2, following a power-point presentation by Joseph DiCara, principal of the DiCara Rubino architectural firm of Wayne.

Now those plans go the Bergen County



EVERY SINGLE CHARACTER CONTRIBUTES TO OUR STORY

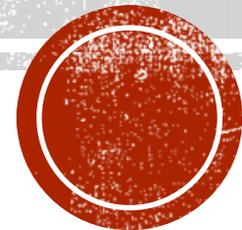
Superintendent Work Outside of District

Passage of 2016 Referendum and Work to Date

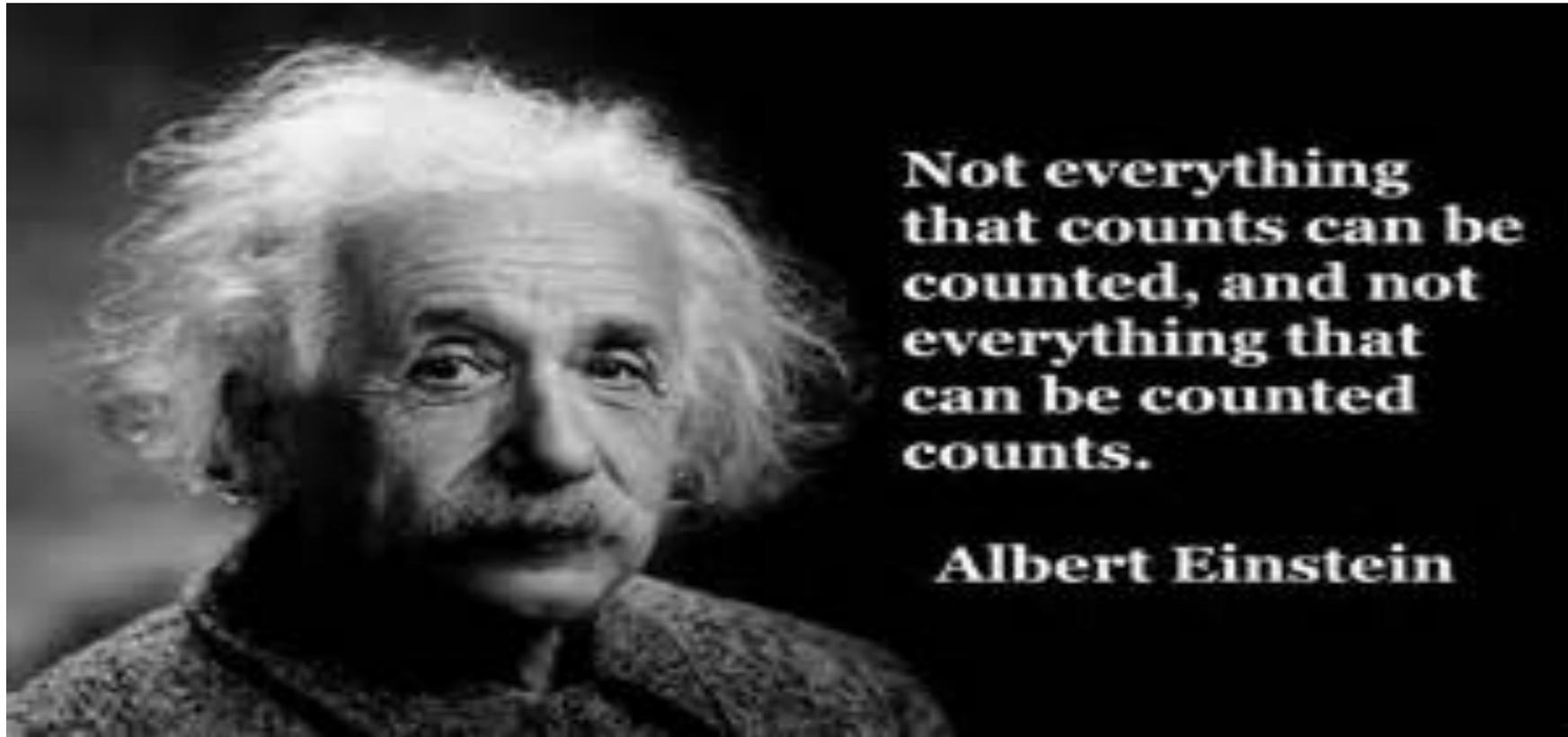
AP Expansion Success – over 30% increase in offerings

Additional Special Education service offerings in-district

Embracing Our District Children as Early as Possible - PK-3
and Full-Day PK-4



GRANTING EQUAL ATTENTION TO EVERYTHING THAT COUNTS



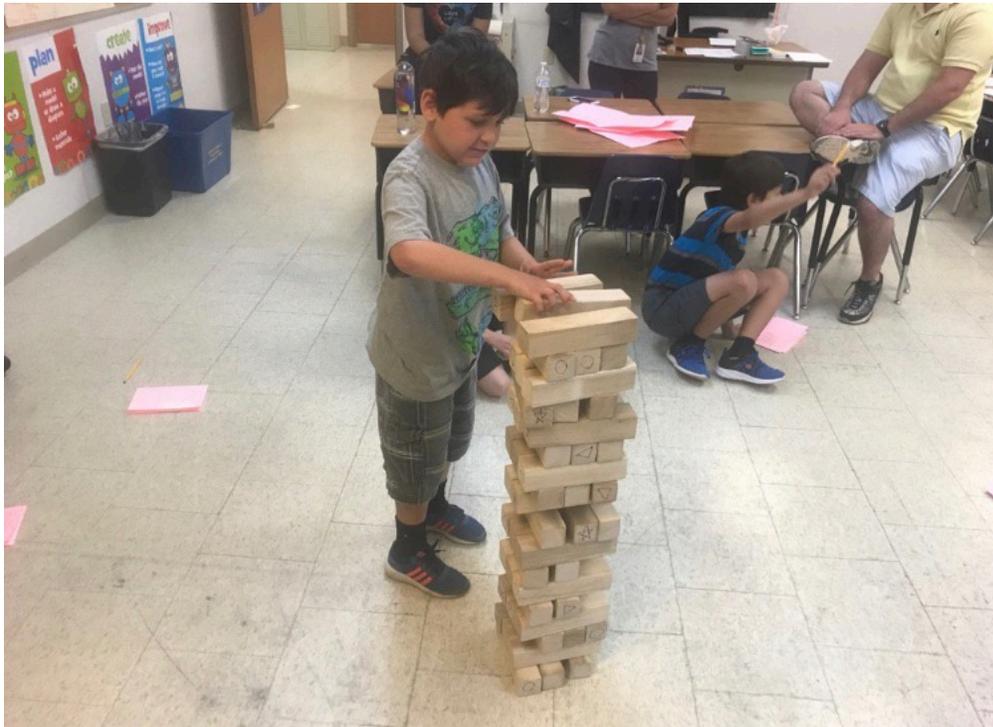
THE TONE OF OUR DISTRICT IS EVIDENT: COMPASSION AND RIGOR IN STUDENT-CENTERED INSTRUCTIONAL ENVIRONMENTS



... BY A STAFF THAT IS CHEERING OUR STUDENTS ON



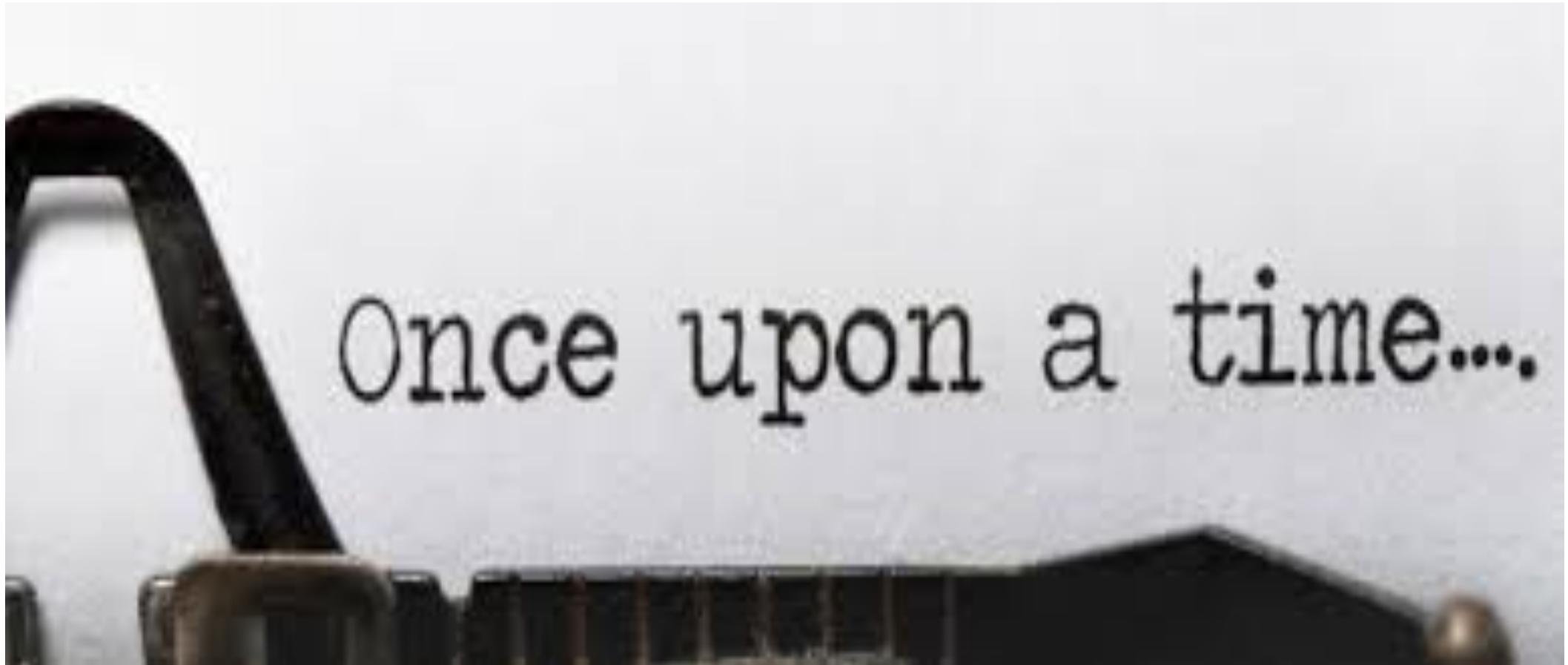
... AT EACH AND EVERY STEP OF THEIR EDUCATIONAL JOURNEY



THE SMILES OF SUCCESS!!

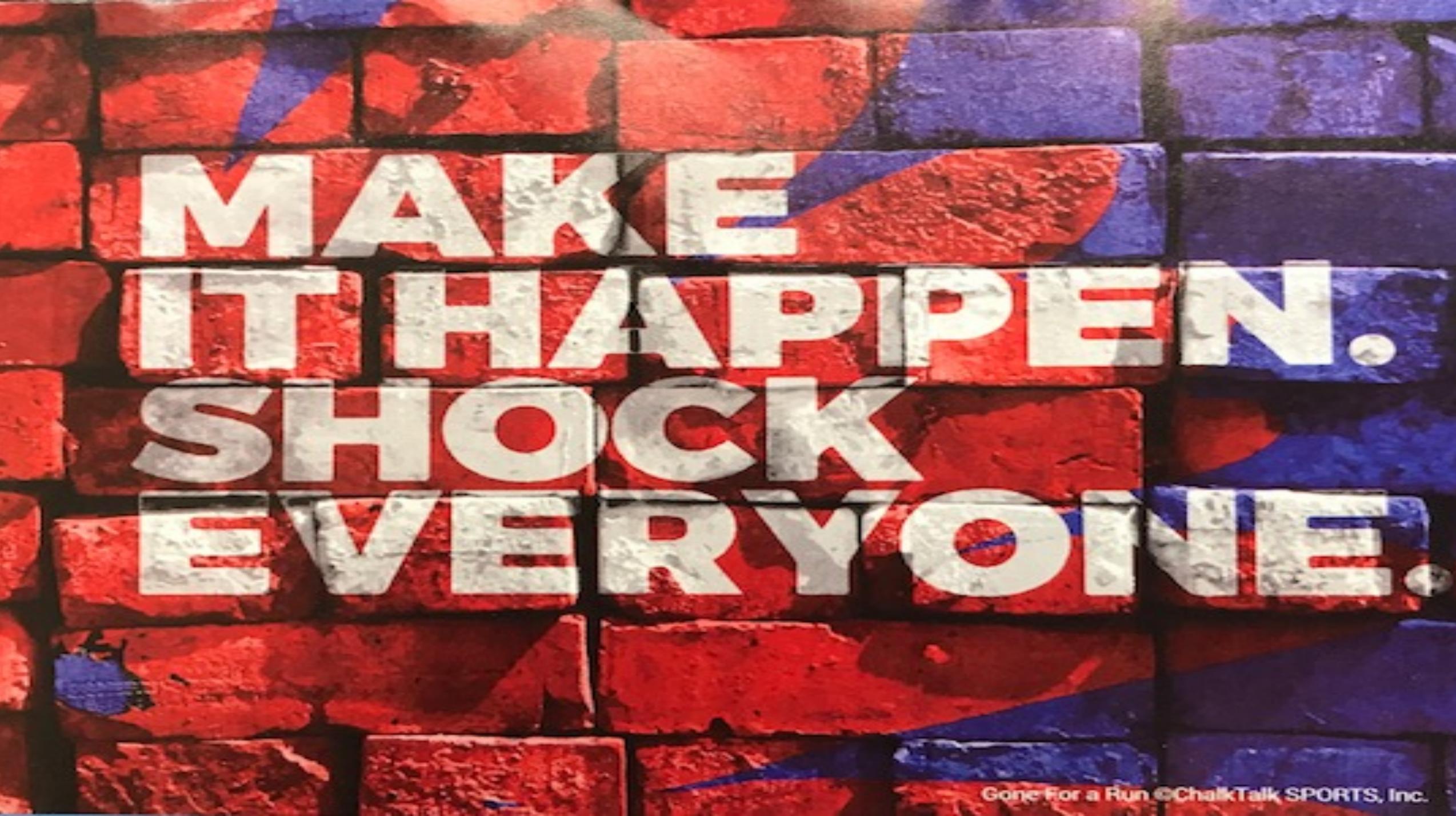


OUR 2020 VISION OF THE LYNDHURST PUBLIC SCHOOLS IS IN FULL MOTION . . .



**AND WE ARE ALL PART OF THE ONGOING
STORY!**





**MAKE
IT HAPPEN.
SHOCK
EVERYONE.**