

MIDLAND PARK PUBLIC SCHOOLS

DISTRICT ASSESSMENT REPORT

PRESENTED AT THE MIDLAND PARK BOARD OF EDUCATION
MEETING OF OCTOBER 15, 2019

DR. MARIE CIRASELLA, SUPERINTENDENT OF SCHOOLS

MR. NICHOLAS CAPUANO, PRINCIPAL, MPHS

MR. PETER GALASSO, PRINCIPAL, HIGHLAND SCHOOL



"As I spoke to people across New Jersey about what they wanted to see in the next generation of assessment, I heard many distinct voices that recommended a deliberate and systematic transition that focuses on our students and educators, minimizes school-day disruption and provides useful data to all.

As we move forward in this work, we need to keep the children of New Jersey as our "north star," continually directing us toward the ultimate goals of academic strength and social justice through educational equity."

NJ Commissioner of
Education
Lamont O. Repollet, Ed.D.

NEW JERSEY'S ASSESSMENT ADMINISTRATION REQUIREMENTS

Federal assessment requirements under ESSA include:

- ***Grade level assessments in English Language Arts (ELA) and Mathematics must be given to all students in grades 3 through 8, and once in high school.***
- ***Science assessments must be delivered to all students at least once in elementary, middle and high school. New Jersey administers the New Jersey Student Learning Assessment-Science (NJSLA-S) to meet this requirement.***
- ***English Language Learners must be assessed to demonstrate progress toward English language development. New Jersey's current assessment program to meet this requirement is Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs 2.0).***
- ***Students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations, must also take a statewide assessment. New Jersey's current assessment to meet this requirement is the Dynamic Learning Maps (DLM).***

THE DATA ANALYSIS PROCESS

What do we ask ourselves when it comes to data?

- 1. How will we use student achievement data as a tool to address student specific learning needs?***
- 2. How will we use student achievement data to identify strengths, gaps, and trends that exist in our instruction?***
- 3. How can we provide additional resources and support for our educators to meet the learning needs of all our students?***

USES OF STUDENT ACHIEVEMENT DATA

- *Plan meaningful instruction that meets the needs of all students:*
 - *Teachers analyze and evaluate the score reports to identify which skills represent areas of strength and areas in need of growth.*
- *Help determine programs and support through the Intervention & Referral Services (I&RS) and Child Study Team (CST) for students that are having difficulties.*
- *Provide parents with specific information on how their child has performed on various subtests.*

WIDA

2019

WHAT IS THE WIDA?

THE BASICS OF OUR ESL/ELL PROGRAM

- *WIDA: mandatory large-scale English proficiency assessment administered K-12 for students who are English Language Learners.*
- *New Jersey has been a member of the WIDA Consortium since 2005.*
- *Students who speak English as a second language, newly arrived in the country, or whose parents do not speak English are screened for services; assessed on four domains: Listening, Speaking, Reading and Writing.*
- *WIDA provides teachers with information to enhance instruction; students who test in participate in a supplemental program for language acquisition.*
- *WIDA is one of multiple measures used to determine if students are ready to exit the language program.*
- *Students are tested with the WIDA at the end of every year to see if they graduate the program; the following criterion are considered: WIDA scores, other standardized assessments, teacher input, and grades.*
- *In 2018-2019 there were 9 students in our ELL program; due to this low enrollment (under 10 students) we are prohibited from reporting these scores.*

DLM

2019

WHAT IS DLM?

- *Dynamic Learning Maps is an Alternative Assessment which is computer based for students with significant cognitive disabilities. These students require extensive direct instruction to demonstrate their levels of performance. Therefore, the administration of DLM is conducted on a one to one basis for all students.*
- *The population of students from Midland Park who are administered the DLM assessment consist of both in and out of district students.*
- *There were 7 total students who were administered this assessment in 2018-2019; due to this low enrollment (under 10 students) we are prohibited from reporting these scores.*

NJSLA DISTRICT PARTICIPATION 2018-2019 - ELA

Grade	Students Tested 2019	Students Tested 2018	Difference between number of students tested in 2018 and 2019
3	99%	100%	-1%
4	100%	99%	+1%
5	97%	98%	-1%
6	98%	94%	+4%
7	100%	95%	+5%
8	98%	100%	-2%
9	100%	100%	-
10	99%	100%	-1 %
Average	99%	98%	+1%

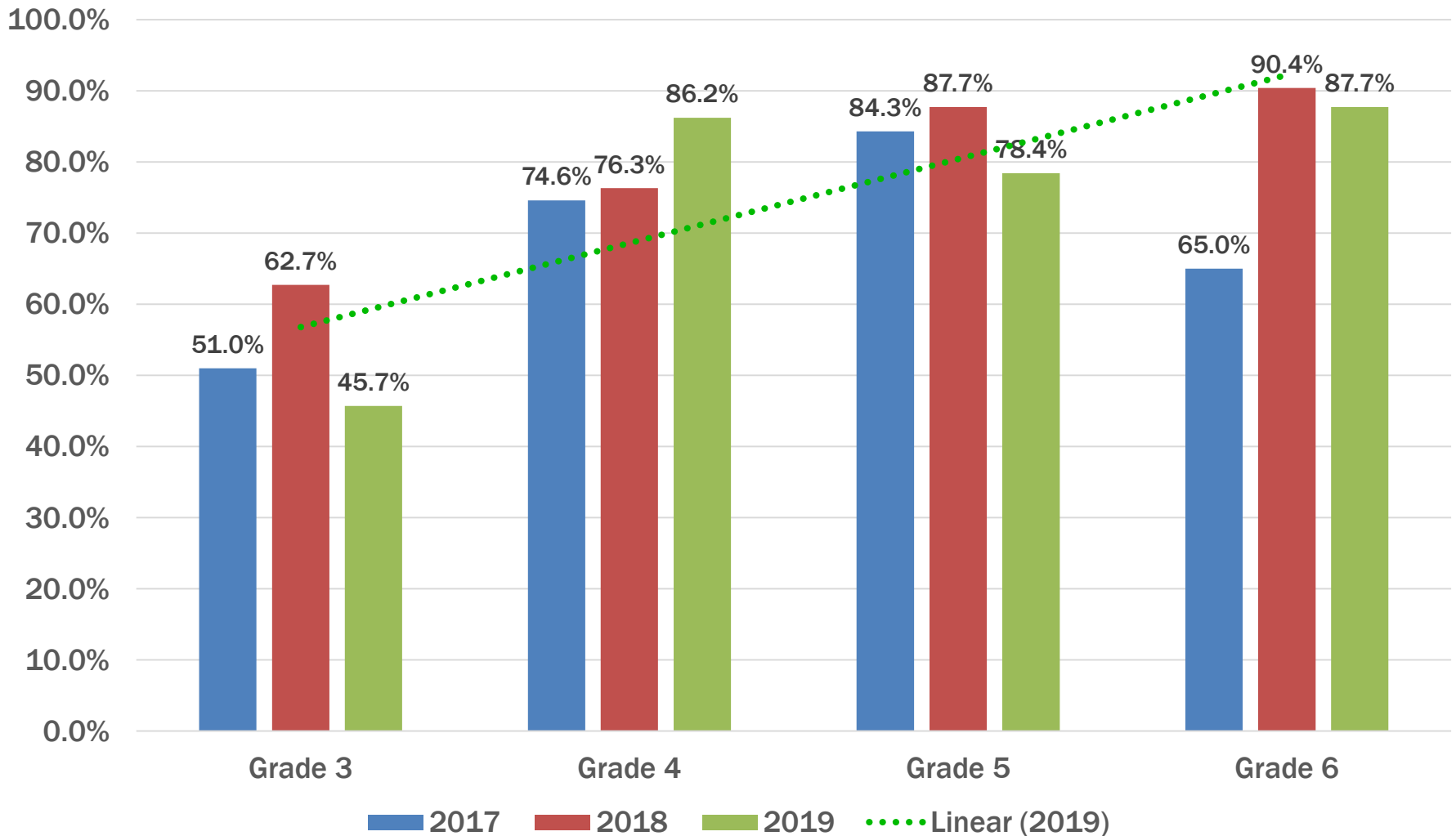
NJSLA DISTRICT PARTICIPATION 2018-2019 - MATHEMATICS

Grade	Students Tested 2019	Students Tested 2018	Difference between number of students tested in 2018 and 2019
3	99%	100%	-1%
4	100%	99%	+1%
5	97%	98%	-1%
6	98%	94%	+4%
7	100%	97%	+3%
8*	98%	98%	-
Algebra I**	98%	100%	-2%
Algebra II**	100%	100%	-
Geometry**	100%	94%	+6%
Average	99%	98%	+1%

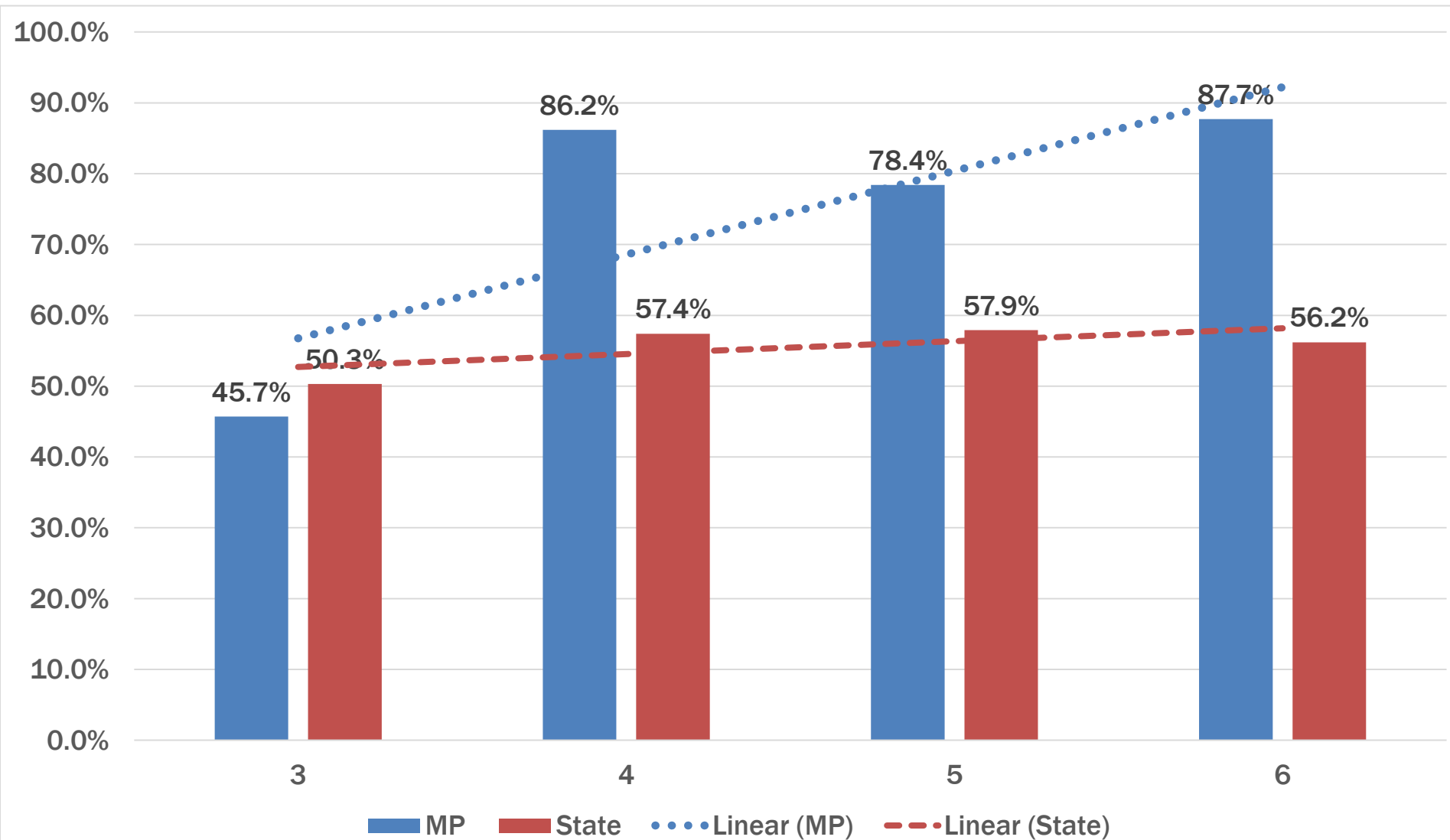
HIGHLAND SCHOOL: ELA/L & MATHEMATICS

2019

THREE-YEAR GRADE LEVEL PASSING RATE: HIGHLAND ENGLISH LANGUAGE ARTS/LITERACY

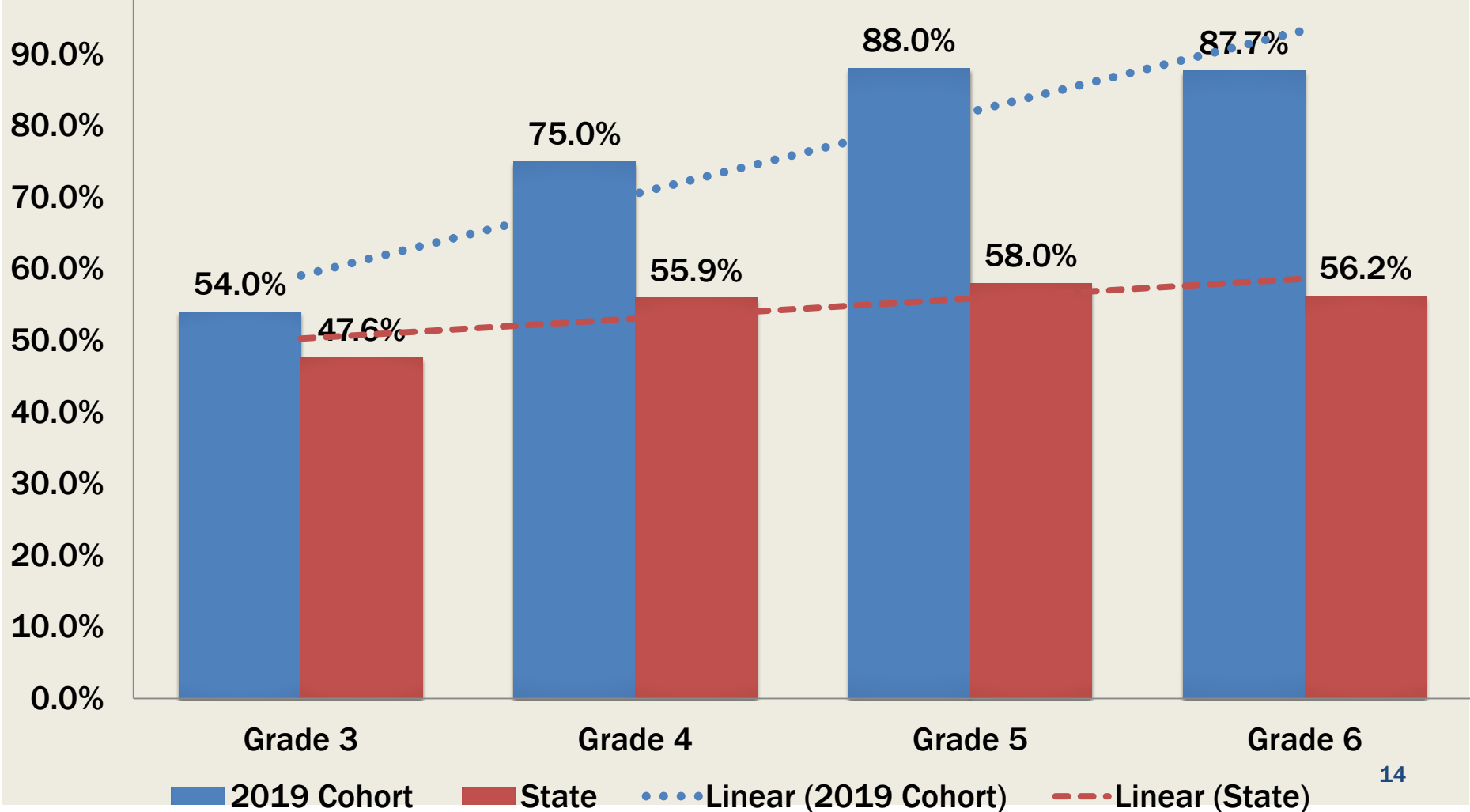


2019 GRADE LEVEL PASSING RATE: HIGHLAND MIDLAND PARK VS NEW JERSEY ENGLISH LANGUAGE ARTS/LITERACY



COHORT COMPARISON: 2019 COHORT GRADE 3 TO GRADE 6 ENGLISH LANGUAGE ARTS/LITERACY

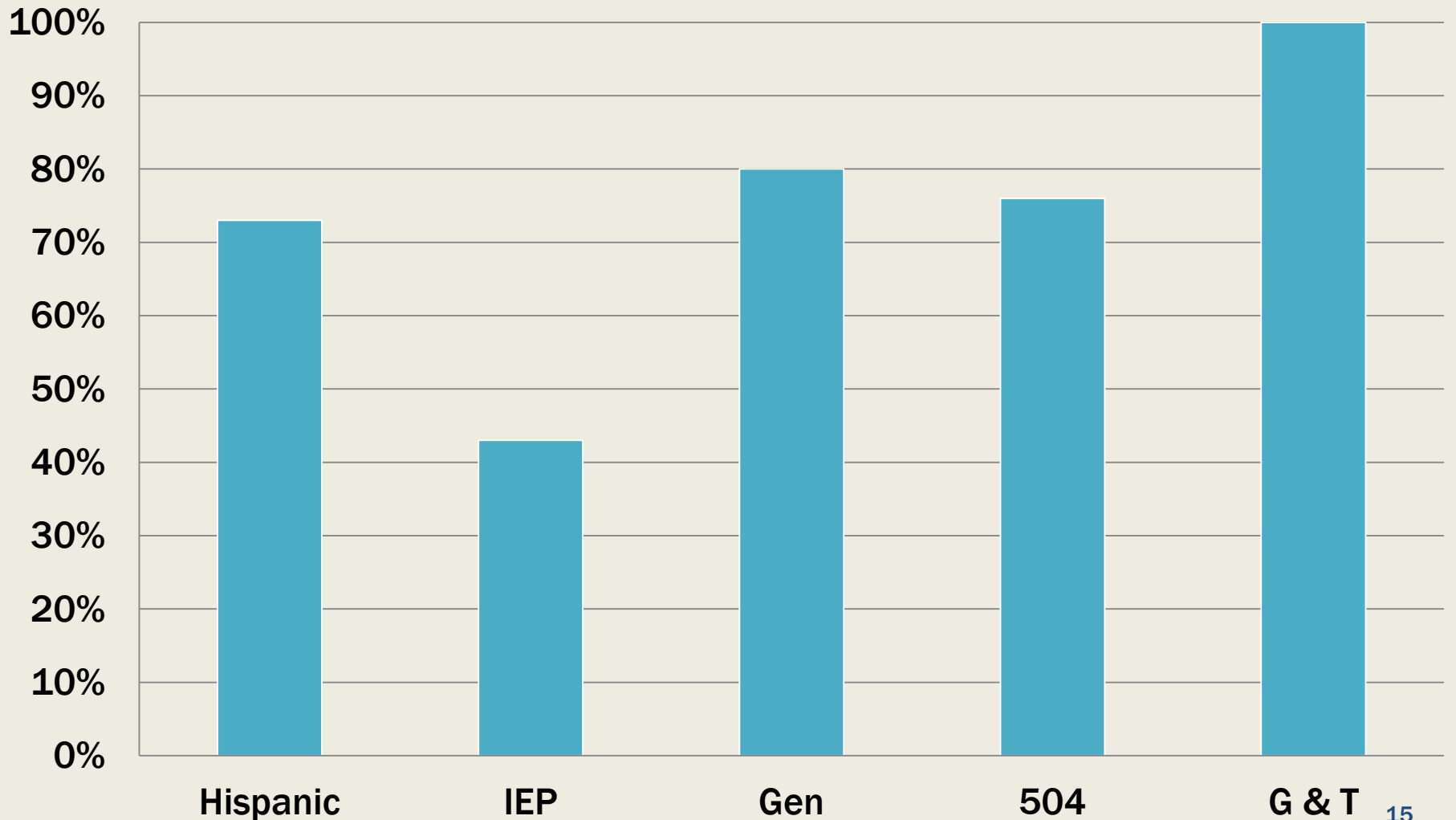
100.0% *Same group of students - 2019 6th graders



HIGHLAND SUB-GROUP COMPARISON: N ≥ 10

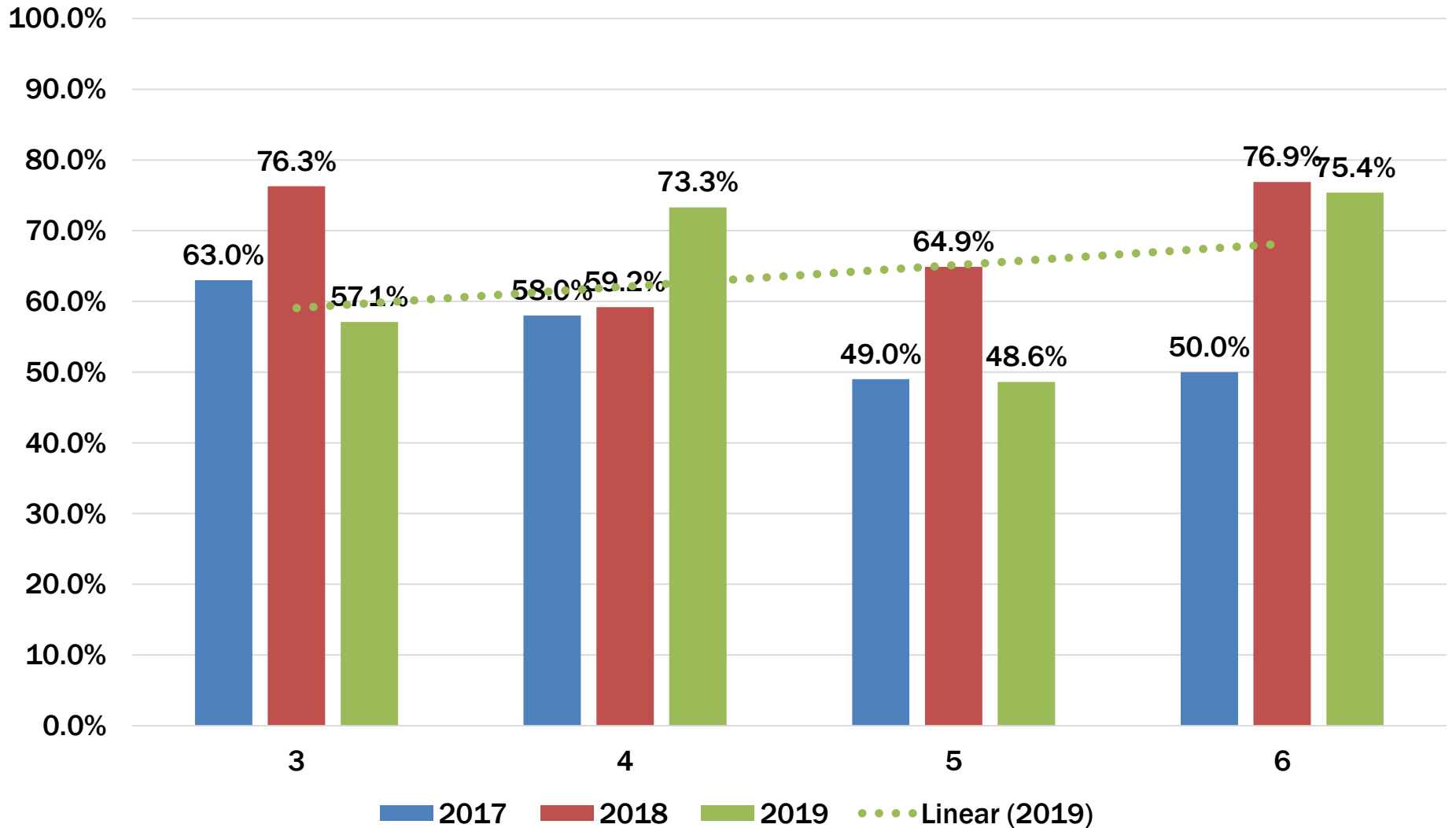
HISPANIC / ASIAN / SP. ED. / 504 / GEN. ED. / G & T

ENGLISH LANGUAGE ARTS / LITERACY

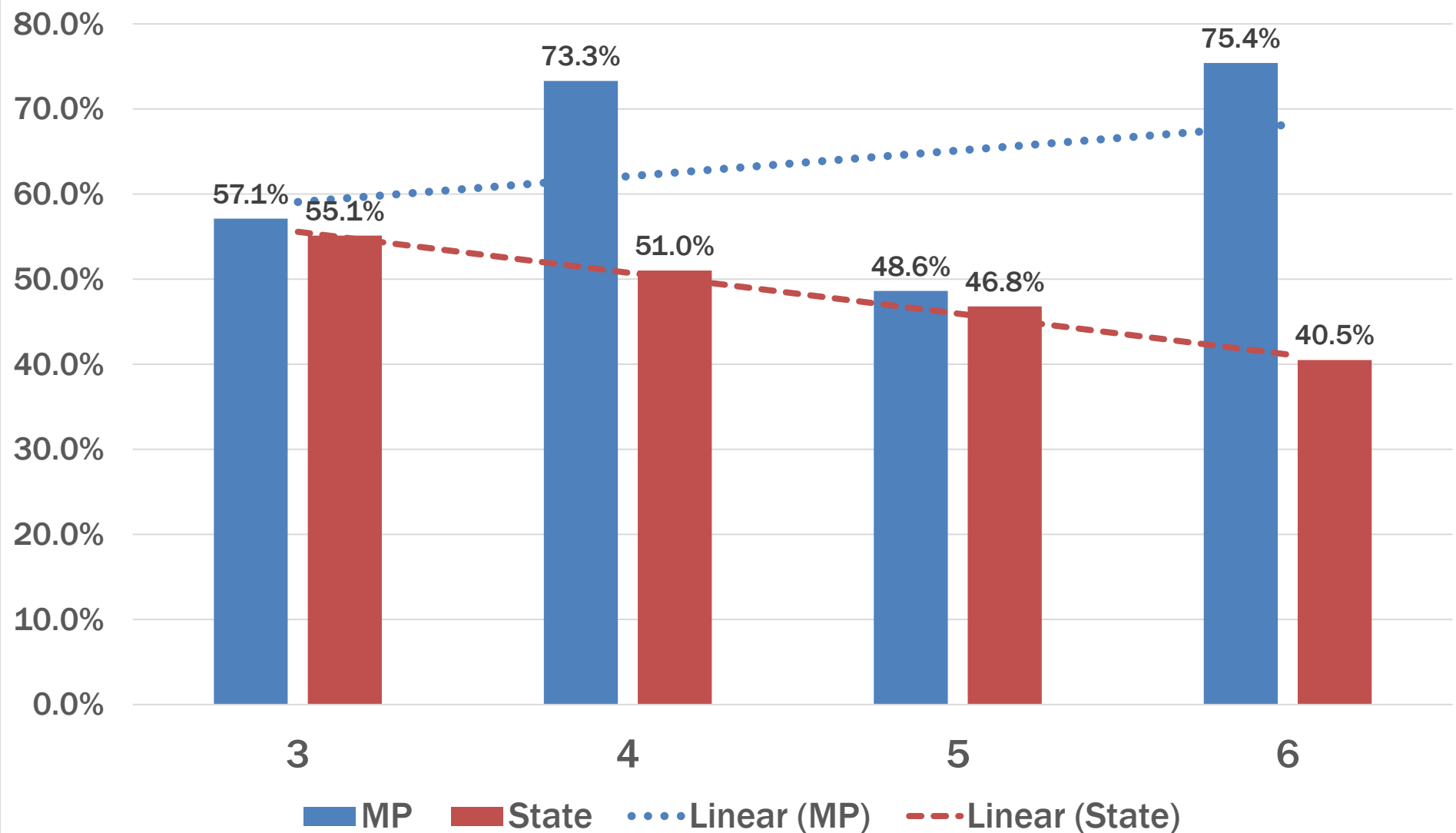


THREE-YEAR HIGHLAND PASSING RATE

MATHEMATICS

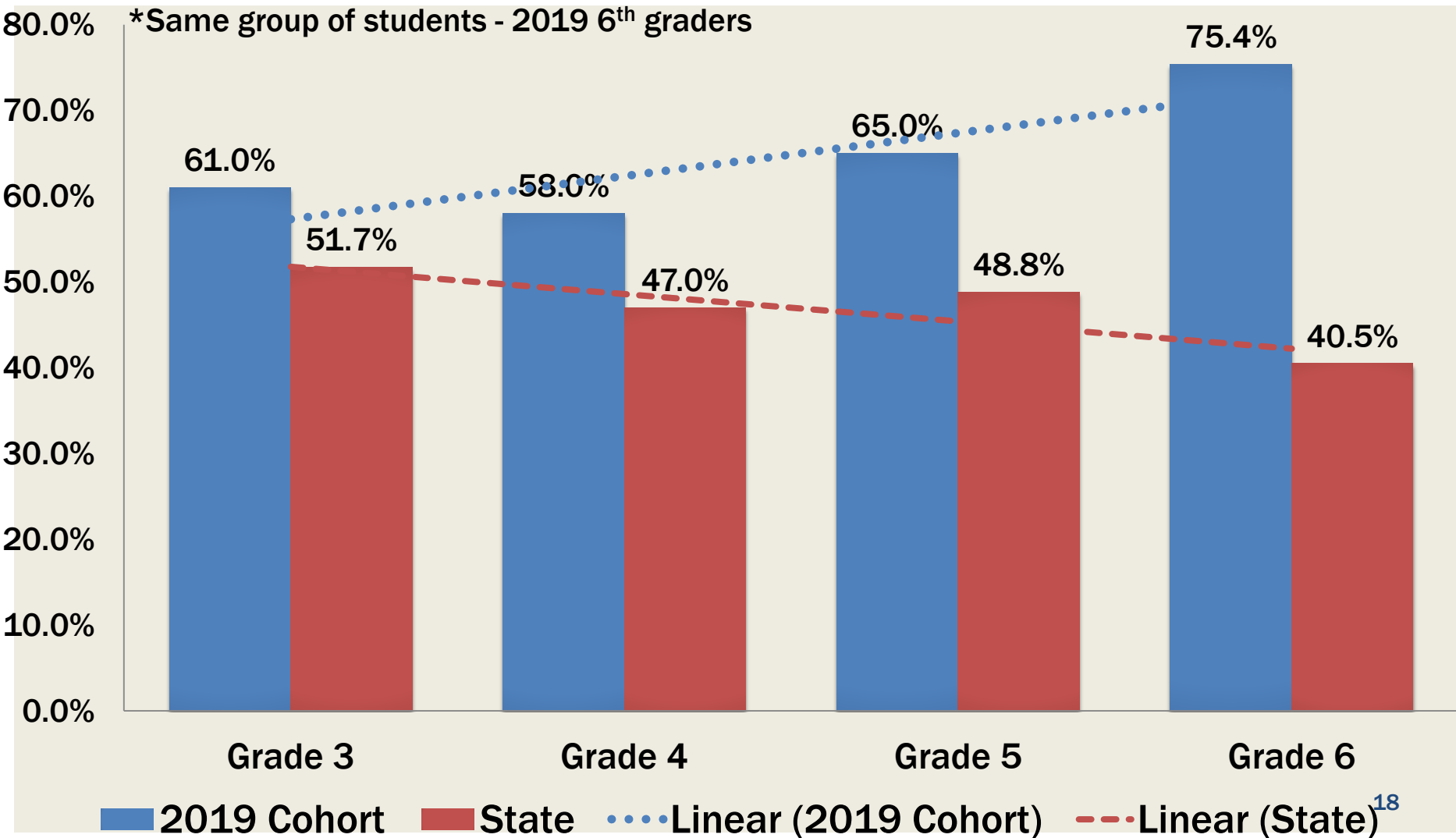


2019 PASSING RATES: HIGHLAND MIDLAND PARK VS NEW JERSEY MATHEMATICS

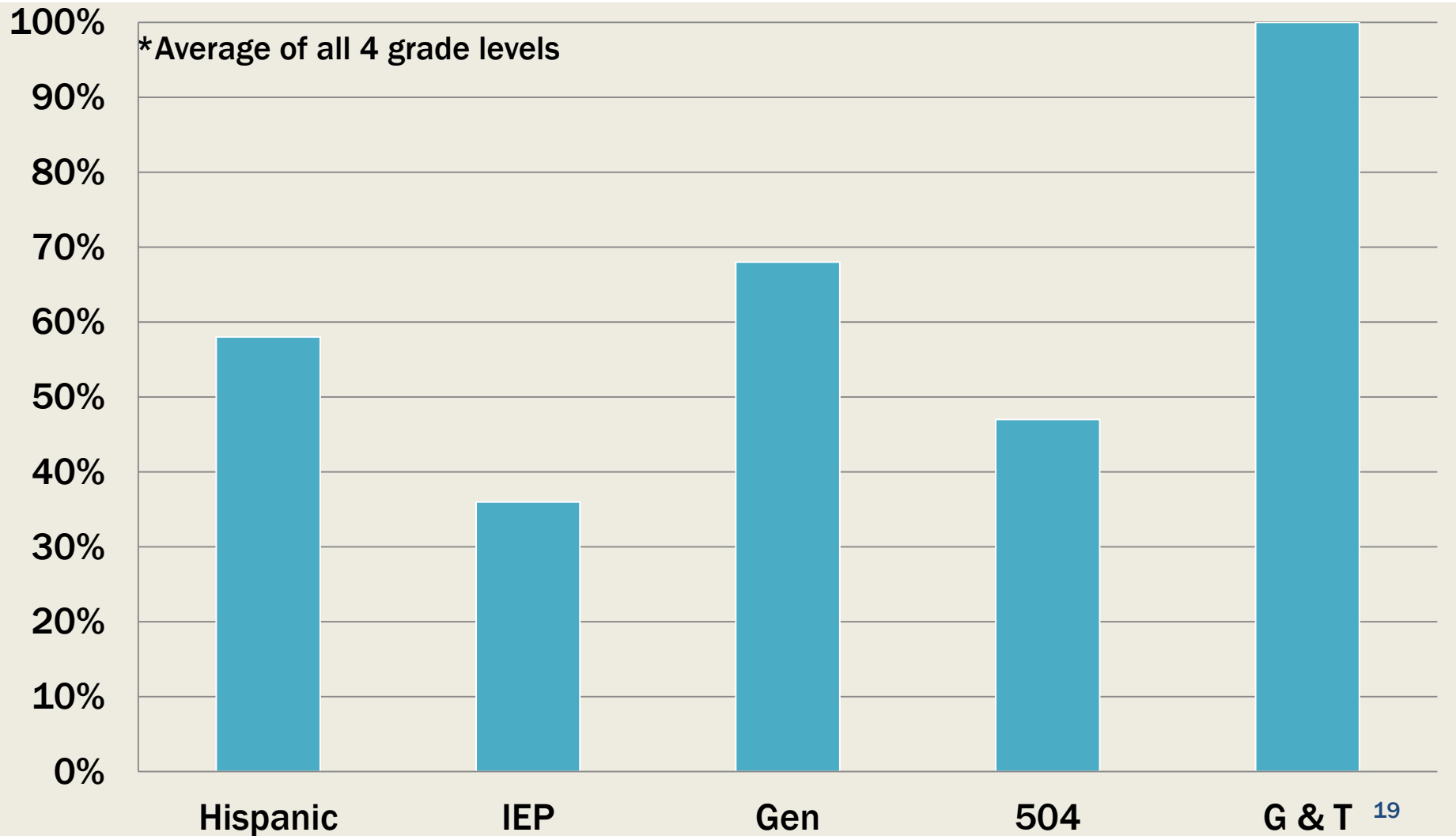


COHORT COMPARISON: 2019 COHORT GRADE 3 TO GRADE 6 MATHEMATICS

*Same group of students - 2019 6th graders



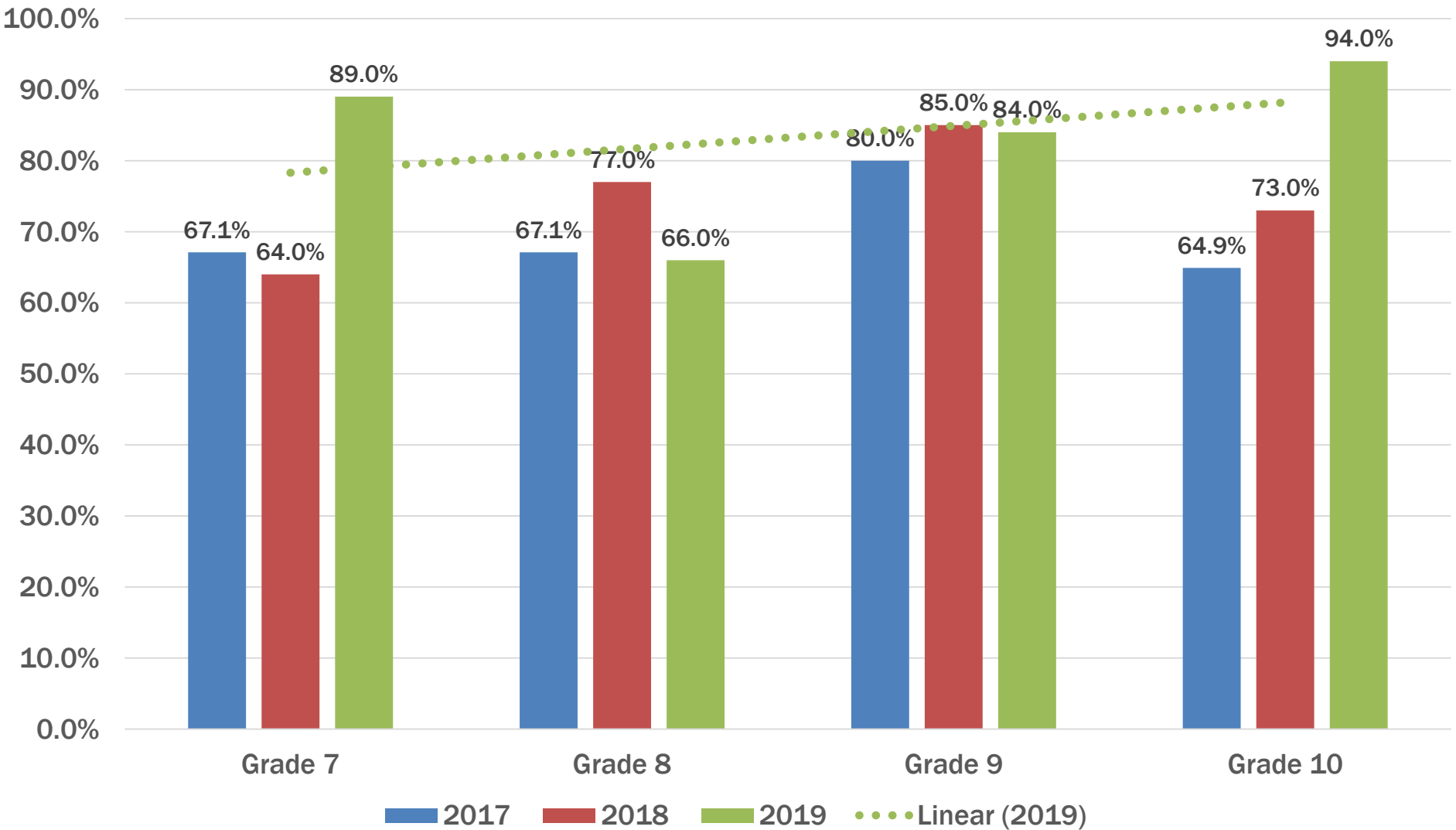
HIGHLAND SUB-GROUP COMPARISON: $N \geq 10$ HISPANIC / ASIAN / SP. ED. / 504 / GEN. ED. / G & T **MATHEMATICS**



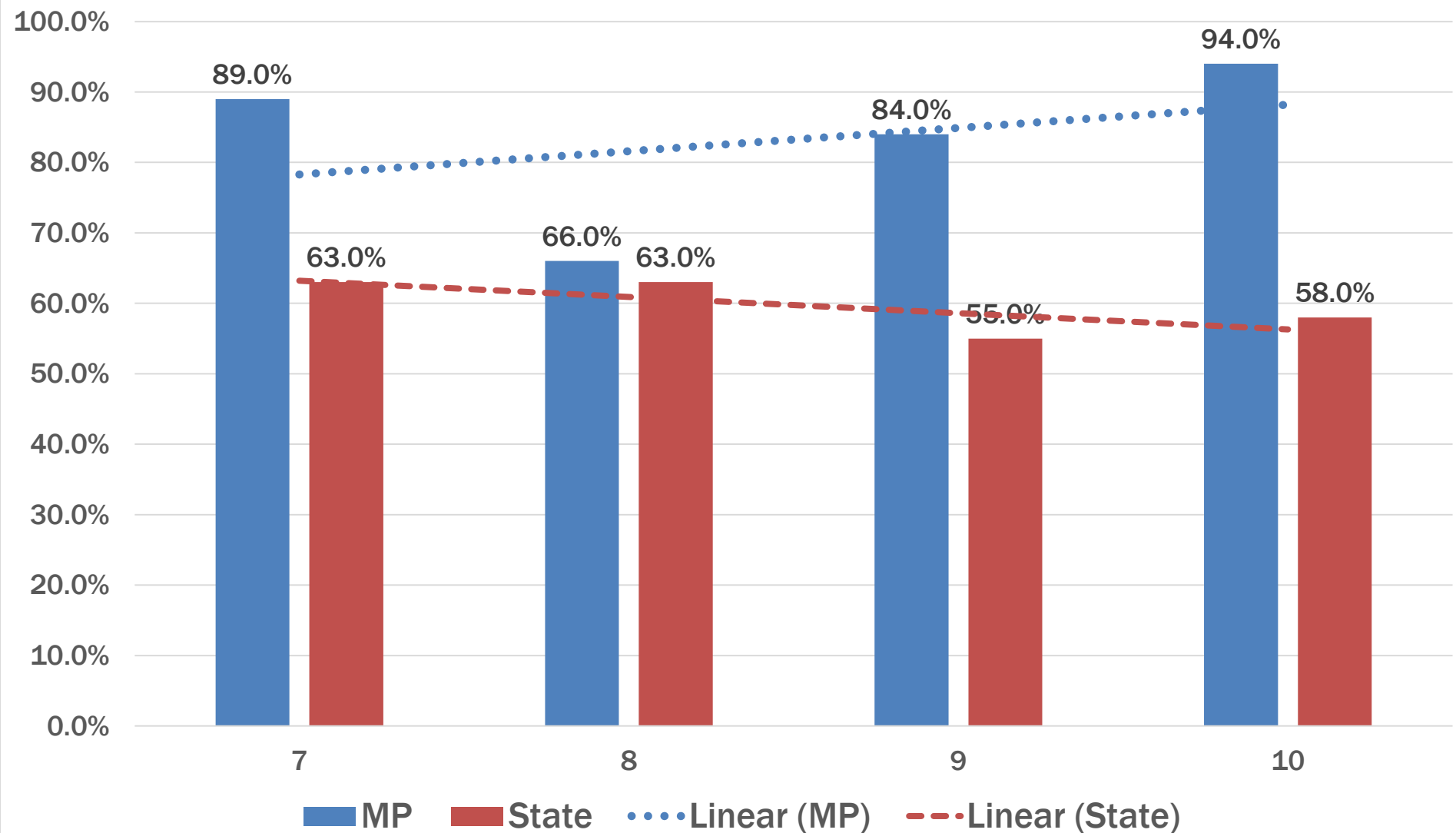
**MPHS: ELA/L &
MATHEMATICS &
ADVANCED PLACEMENT
SCORES (AP)**

2019

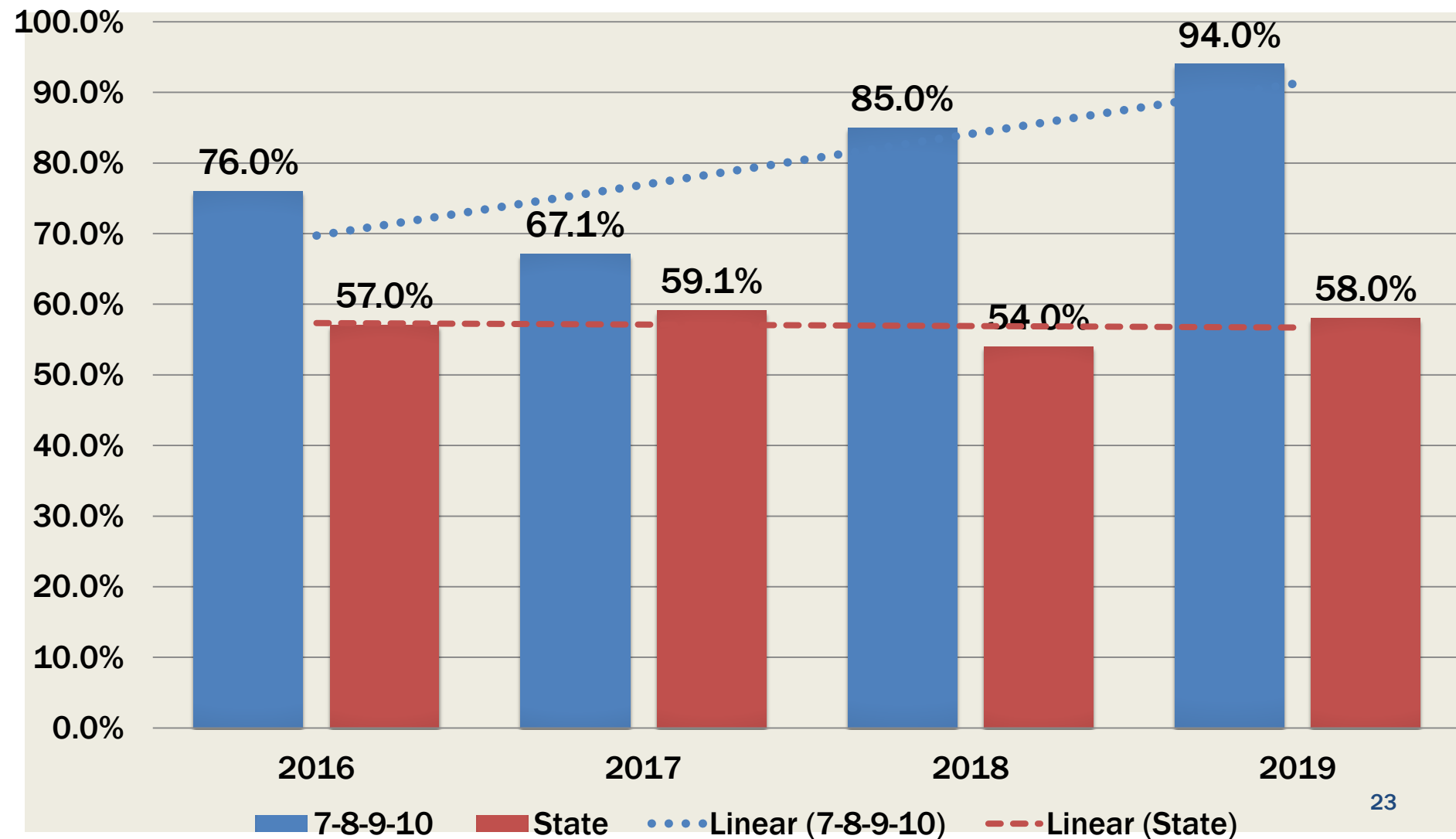
THREE-YEAR GRADE LEVEL PASSING RATE: MPHS ENGLISH LANGUAGE ARTS/LITERACY



2019 GRADE LEVEL PASSING RATE: MPHS MIDLAND PARK VS NEW JERSEY ENGLISH LANGUAGE ARTS/LITERACY



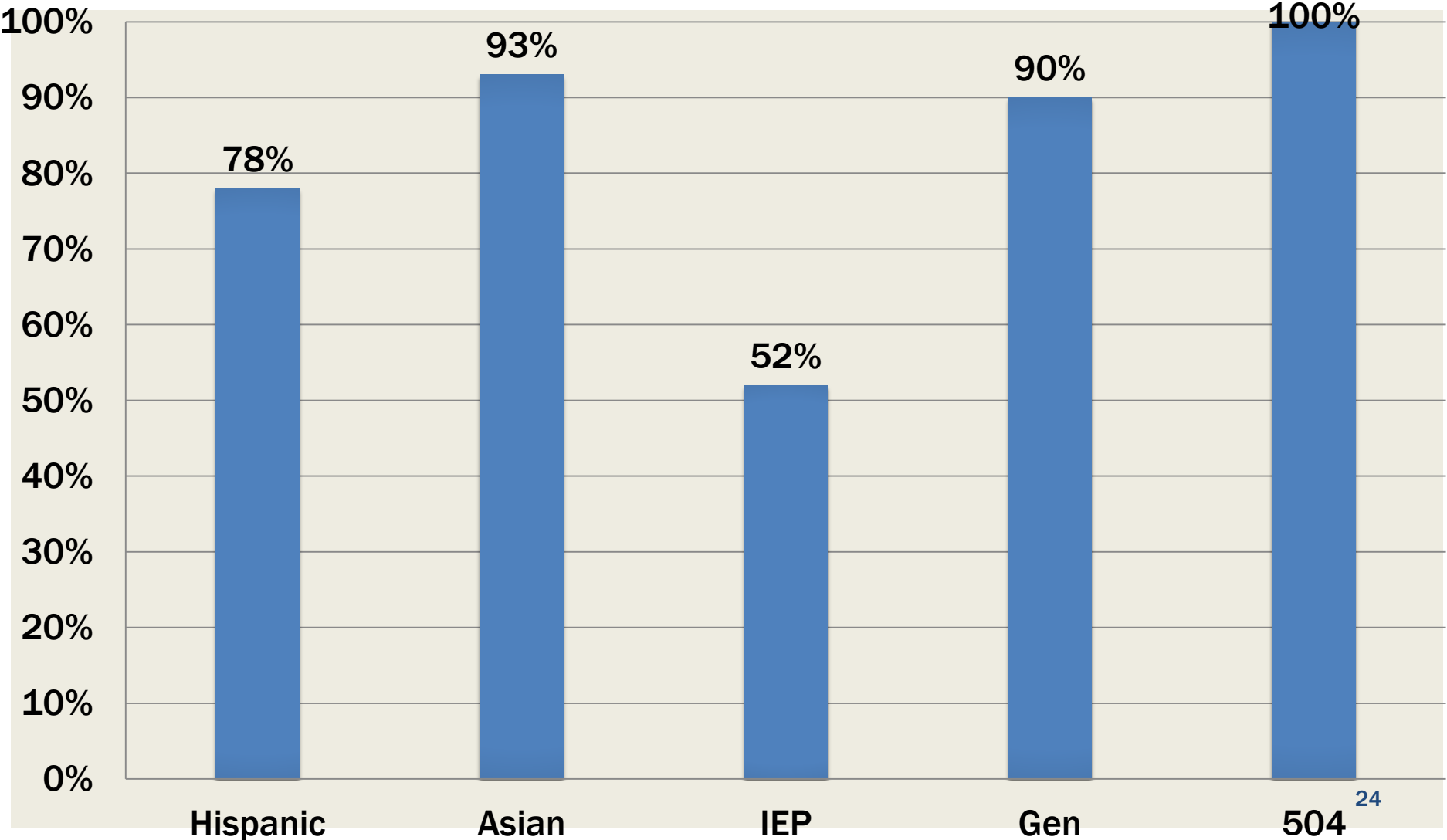
COHORT COMPARISON: 2019 COHORT GRADE 7 TO GRADE 10 ENGLISH LANGUAGE ARTS/LITERACY



MPHS SUB-GROUP COMPARISON: N ≥ 10

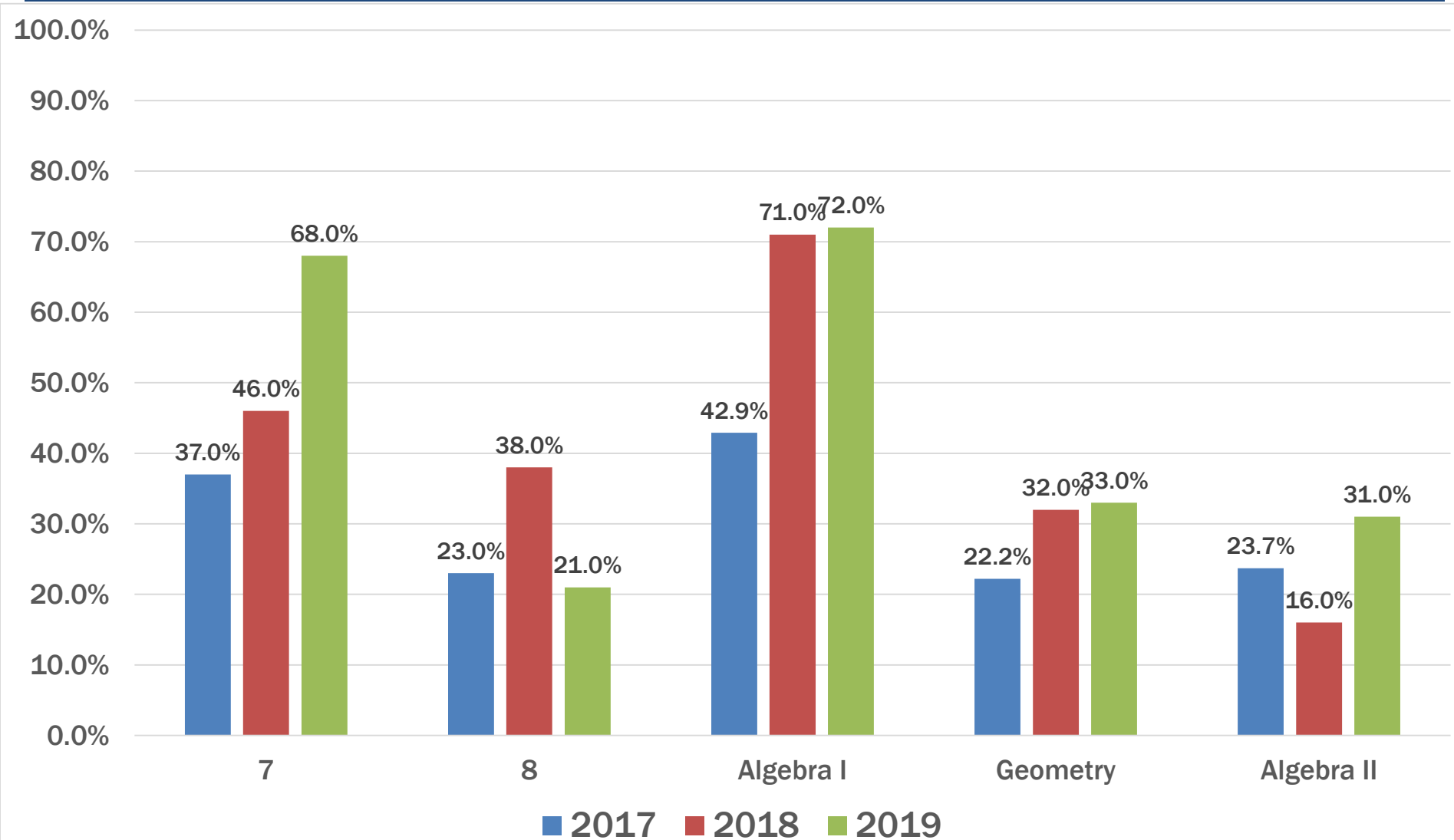
HISPANIC/ ASIAN/ SP. ED. / 504 / GEN. ED.

ENGLISH LANGUAGE ARTS/ LITERACY

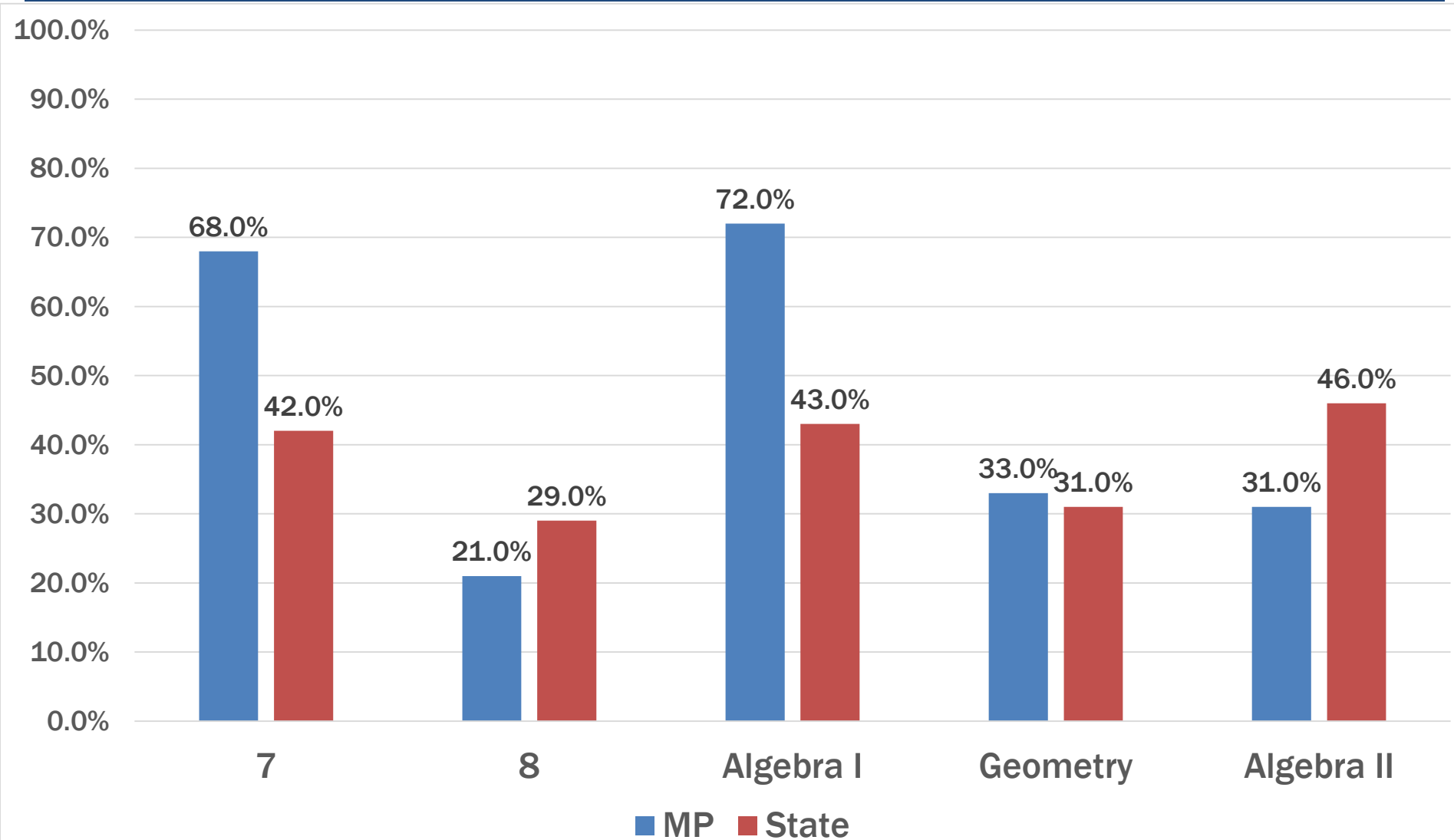


THREE-YEAR MPHS PASSING RATE

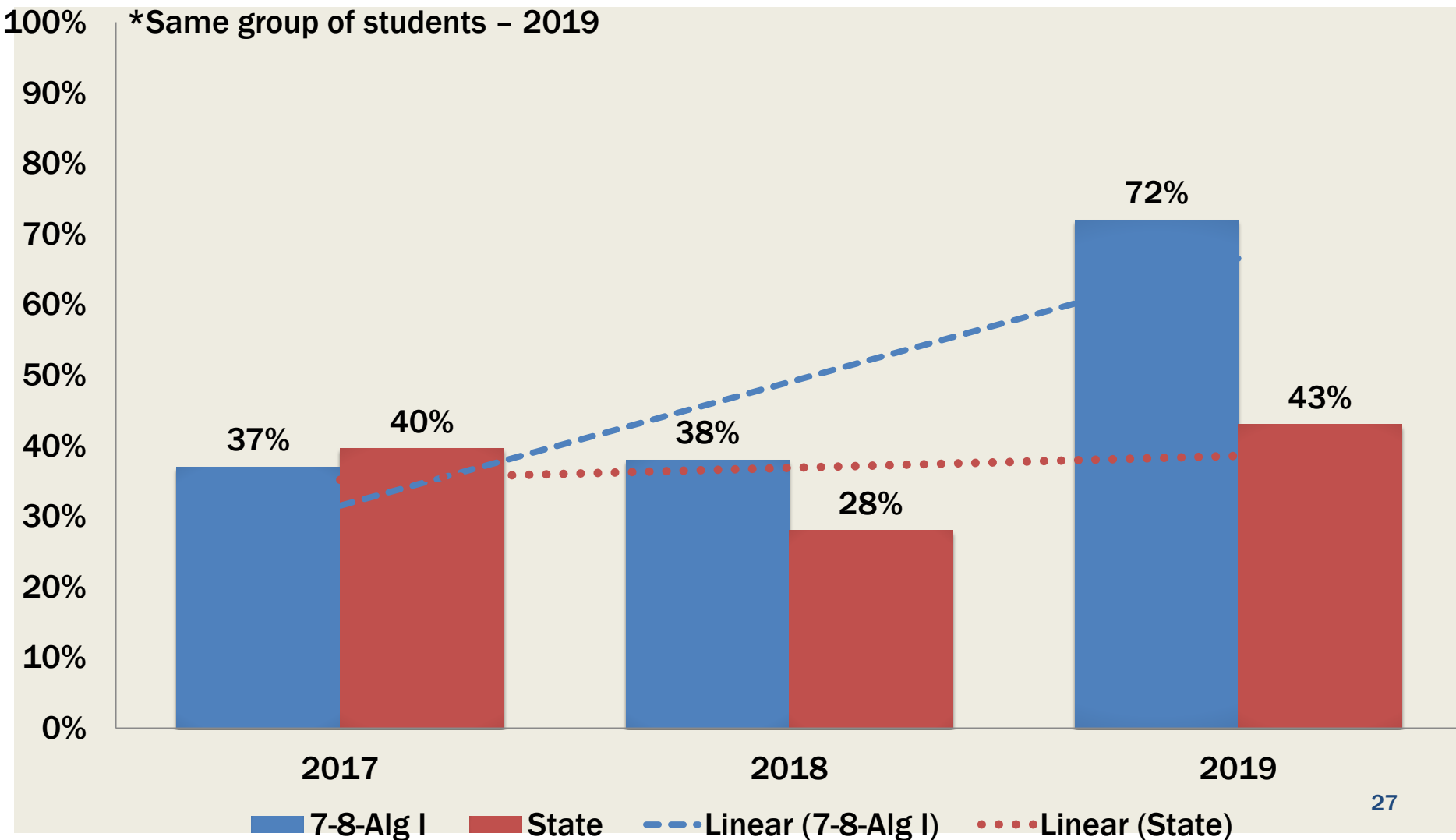
MATHEMATICS



2019 PASSING RATES: MPHS MIDLAND PARK VS NEW JERSEY MATHEMATICS



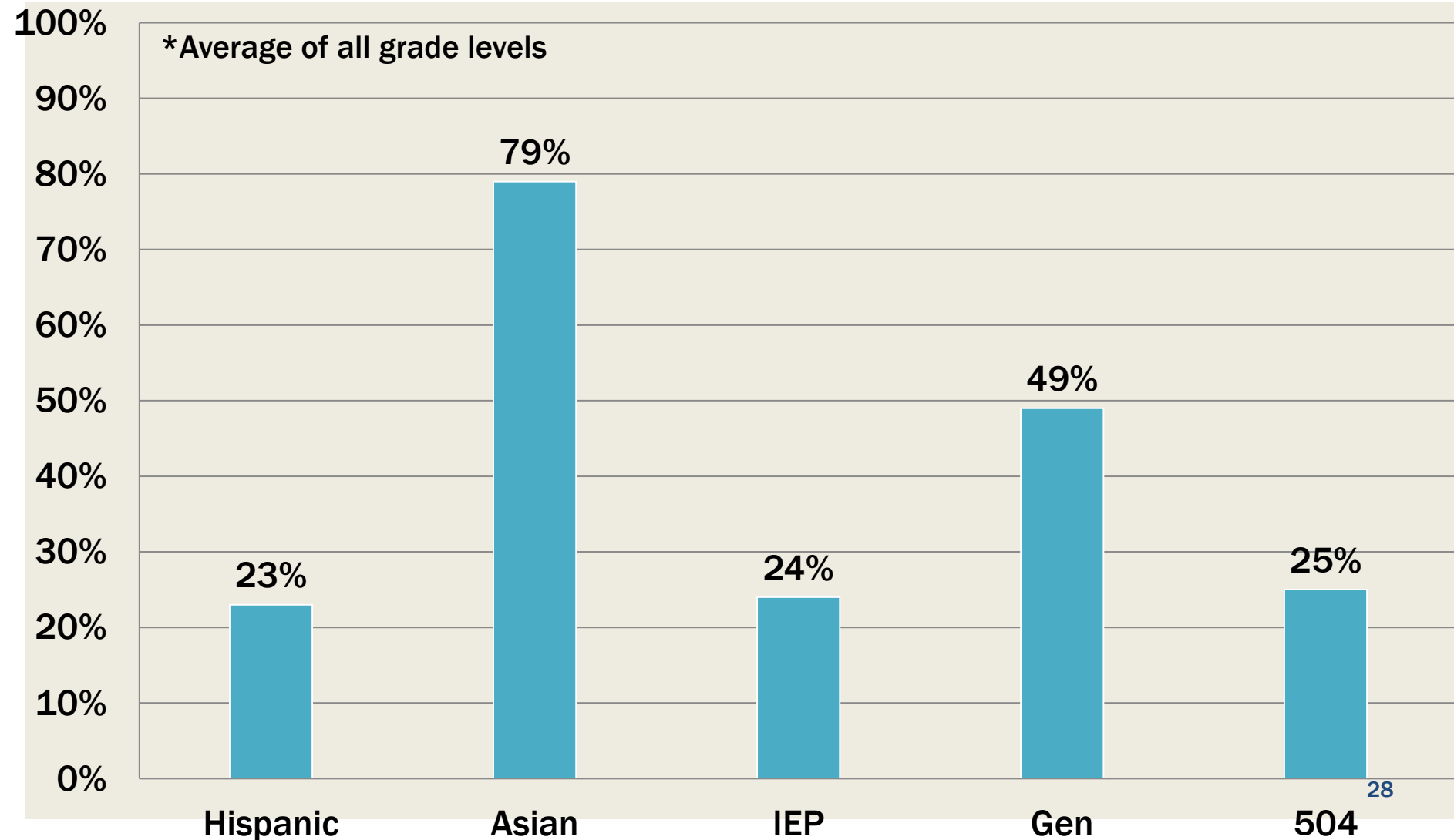
COHORT COMPARISON: 2019 COHORT GRADE 7 TO ALGEBRA I MATHEMATICS



MPHS SUB-GROUP COMPARISON: N ≥ 10

HISPANIC / ASIAN / SP. ED. / 504 / GEN. ED.

MATHEMATICS

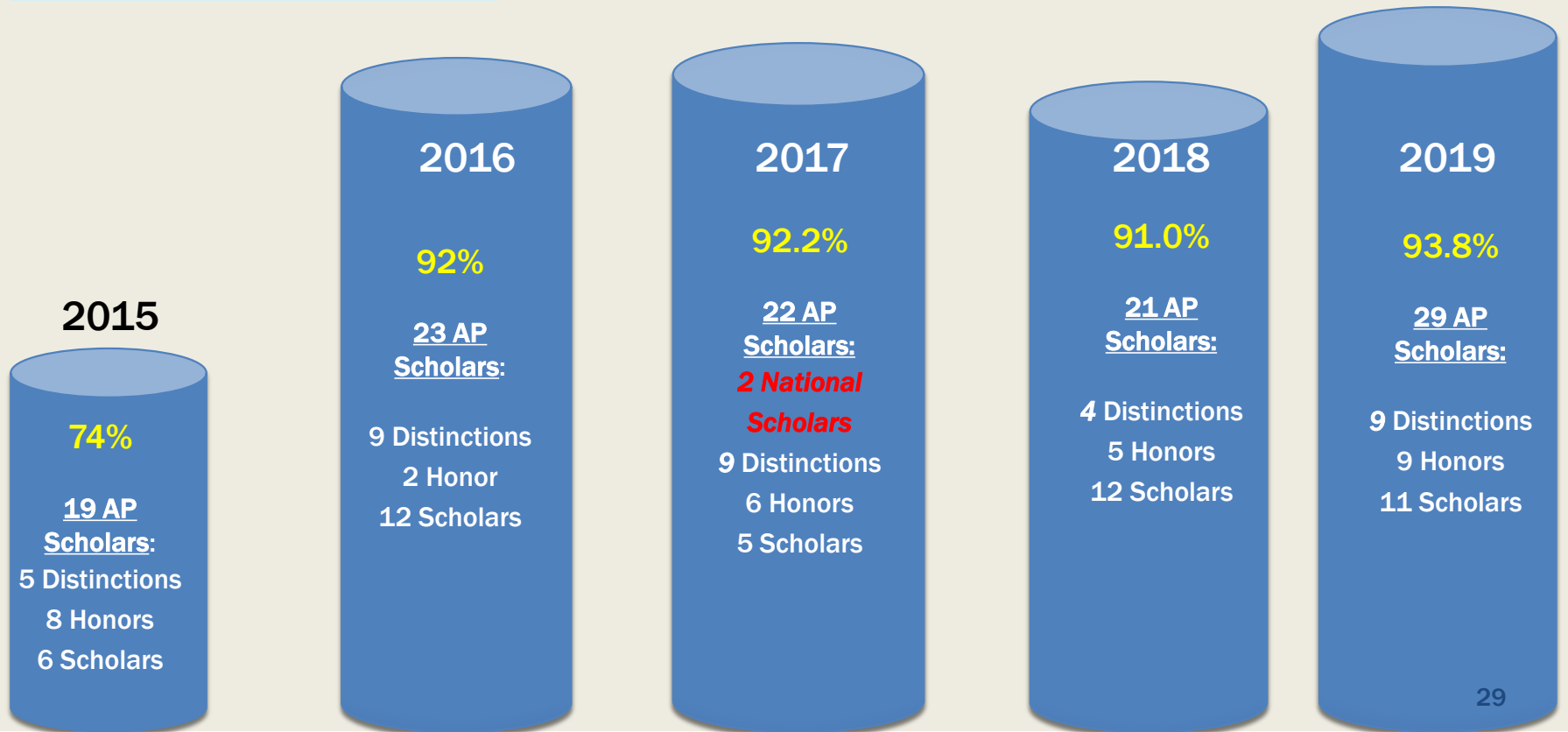


AP DATA RESULTS

2017-2018

AP Students with Scores 3+

MPHS: 93.8%



ACTION PLAN FOR ELA/LITERACY 2019-2020

- *Established a grammar and vocabulary program in grades K-5 to address specific weaknesses as identified on NJSLA evidence summaries.*
- *Evolved Readers/Writers workshop to a hybrid program with more structured learning for 3rd grade.*
- *Readers/Writers workshop consultant K-2 to develop a love of reading and writing and build on foundational skills.*
- *Revised Reading (2019) curricula to coordinate with the NJ Student Learning Standards (NJSLS) and to ensure developmentally-appropriate sequencing of instruction based on standards.*
- *Continue to improve word processing skills and embed appropriate technology into learning.*
- *Purchased leveled readers for classroom libraries and software to differentiate for student readiness levels in general education and BSI classrooms.*
- *Utilized scheduling and staff to provide more BSI support in reading.*
- *Created a consortium of BSI teachers that meet 4-5 times a year.*
 - *New Milford, Dumont, Mahwah, Midland Park*
 - *BSI presenters and PLC's*
- *Establish and implement targeted intervention programs for identified students:*
 - *After School Academic Support Labs grades 3-12.*
 - *Intense Intervention School Programs for identified at-risk learners in grades K-6.*
 - *Instructional Support Lab for students at risk of not graduating (MPHS.)*
 - *Mindfulness Intervention (Grades3-6.)*

ACTION PLAN FOR MATHEMATICS 2019-2020

- *Mathematical practices focused on developmental stages:*
 - *Focus on Concrete, Representational, Abstract Learning Modalities;*
 - *Use of manipulatives to ensure sound foundational learning.*
- *Grades K-8 Professional Development (focus on grade 3, 5, 7-8):*
 - *Alignment of NJSLS standards across the curriculum;*
 - *Review of evidence statements to identify gaps in the curriculum (fact fluency and fractions);*
 - *Ongoing grade level standards based common assessments.*
- *Modeling of strategies and methods to teachers to support differentiation for struggling students by a math consultant.*
- *Created a consortium of BSI teachers that meet 4-5 times a year.*
 - *New Milford, Dumont, Mahwah, Midland Park*
- *Implementation of research-based math fact fluency program grades 3-6 (Reflex Math.)*
- *IXL Math purchased K-12 to supplement standard instruction in the classroom; Prodigy math also utilized.*
- *Textbook committee identified a math textbook to be implemented K-5 in 2020-2021 school year (linking resources this year.)*
- *Targeted Intervention Programs for identified students;*
 - *After School Academic Support Labs grades 3-12.*
 - *Instructional Support Lab for students at risk of not graduating (MPHS.)*
 - *Intense Intervention School Programs for identified at-risk learners for grades 3-12.*
 - *Mindfulness Intervention (grades 3-6.)*

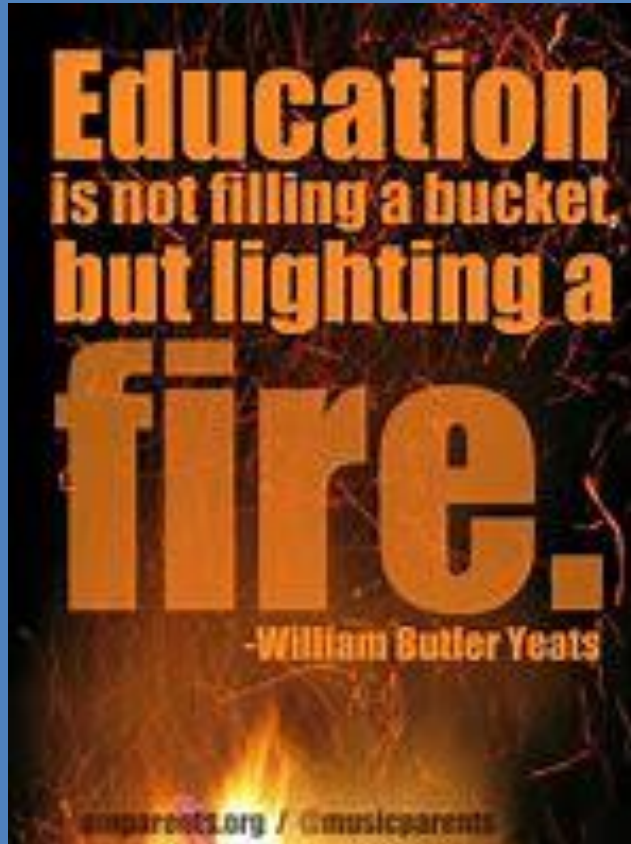
ELL ACTION PLAN

2019-2020

- *District is moving to a full ELL program with a certified ELL teacher who will meet identified students 5 days a week*
 - *Currently only 90 minutes per week (under 10 students.)*
- *Individual licenses have been purchased for Rosetta Stone to help students with different languages learn the basics of English communication.*
- *Google translator is utilized to communicate with students and parents. Interpreters are hired/provided as needed for state testing and or conferences.*
- *Identified ELL students placed into collaborative or support classes at the elementary level: improved student teacher ratio.*
- *ELL pull-out support sustains a maximum of 1:3 ratio.*
- *Collaboration with general education teachers and ELL teachers at least weekly in order to support success in regular education classroom.*
- *ELL students who meet the criteria have access to intervention services K-12.*

SPECIAL EDUCATION ACTION PLAN FOR MATH 2019-2020

- *Special Education teachers continue to meet with math consultant to implement concrete strategies that appeal to individual student readiness levels (Concrete -> Abstract):*
 - *Scope and sequence*
 - *Develop assessments*
 - *Teachers are taught to differentiate for struggling learners*
- *May & June 2019: vertical articulation for the Resource Center math between grade 6 and grade 7.*
- *2018-2019 school year: the 7th and 8th grade resource classes were split with two separate curriculums that are parallel to the general education curriculum.*
- *2019-2020 school year: the first year the 8th grade resource room will have a parallel curriculum—increased focus on geometry, introduction of algebraic concepts, such as inequalities, introduction to informal slope.*



THANK YOU FOR ATTENDING!