

HW Mountz School Analysis of 2017-2018 Academic Progress



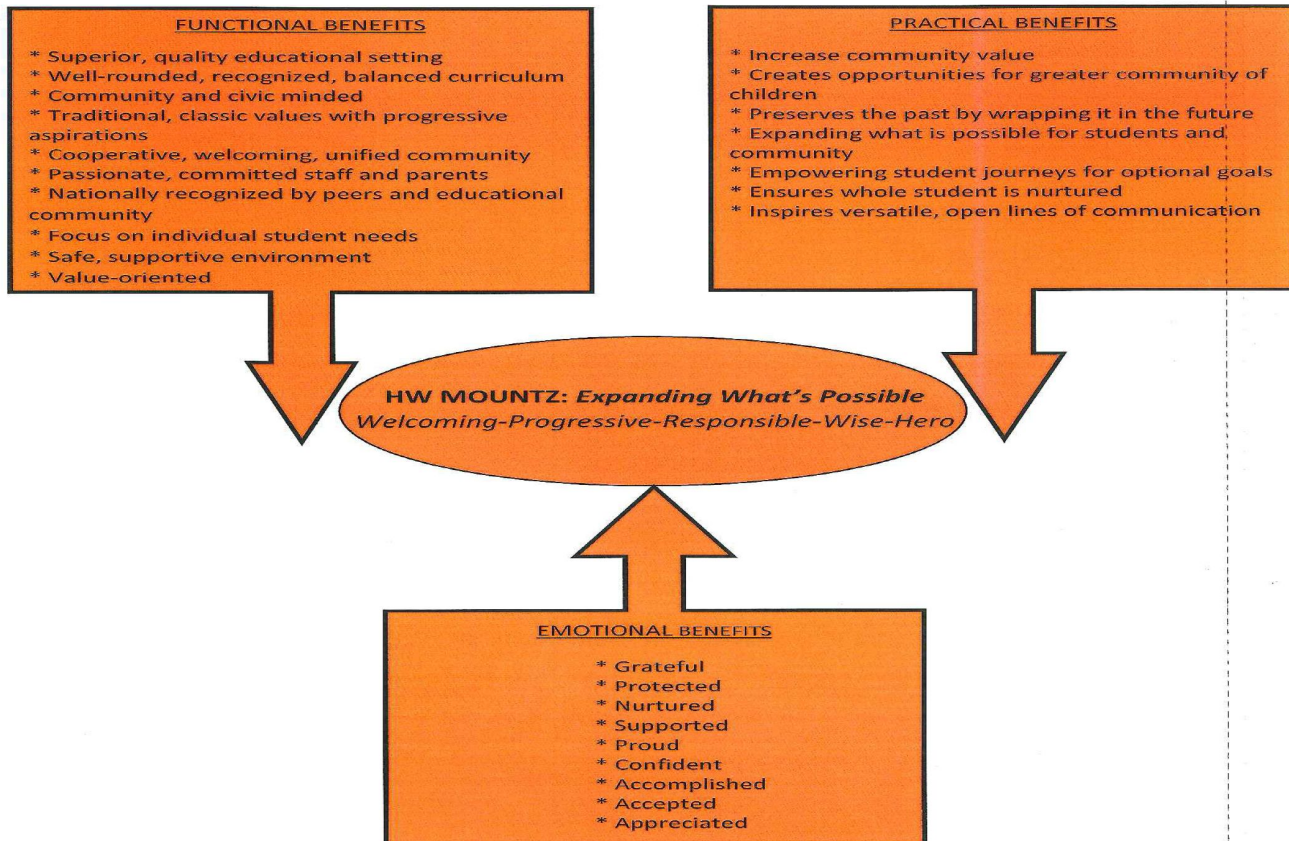
Spring Lake Board of Education Meeting
September 24, 2018

Presented By The Data Team:
Krystyna Domogala, Cheryl Salway, & Karen Dettlinger

STRATEGIC PLAN



Spring Lake School District
HW Mountz School
411 Tuttle Avenue
Spring Lake, New Jersey 07762



Collaborative Leadership

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

- Margaret Mead



Learning Agreements

1. Actively listen and participate collaboratively.
2. Fully invest in the process.
3. Slow down to think, reflect & puzzle about things.
4. Challenge thinking with new perspectives and possibilities.

Essential Questions

- What information can we get from the data and how can we use it?
- What curriculum, instructional and learning questions can I answer, or answer better, using the assessments?
- How can I connect information extracted from the assessments to other data to help improve instruction and further learning for educators and our students?
- How can we view data as more than just numbers⁵?

Assessments & Reports



- DLM
- WIDA:ACCESS for ELLs
- OLSAT
- NJSLA-S
- PARCC

DLM

- Adaptive computer-based assessment
 - Administered to one percent of students with the most significant cognitive impairments
 - Examines student progress towards achieving the NJ Learning Standards (NJLS) in ELA and Math
 - Provides similar instructional & assessment experiences; provides information about a student's performance; helps teachers make appropriate instructional decisions
- Individual Student Score Report contains information about child's performance.
- Includes Performance Profile - describes child's overall performance based on Essential Elements, which are the alternate achievement standards for this subject.
- Performance levels are:
- emerging
 - approaching the target
 - at target
 - advanced

WIDA ACCESS & WIDA English Language Development Framework

*ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure online large scale English language proficiency assessment given to K-12th grade students identified as ELLs.

* Given annually by ESL/ELL teacher to monitor progress in acquiring academic English.



Using ACCESS for ELLs Test Scores

- Potential uses, from determining student placement to guiding the creation of new curricula. Aide in decision-making, in cases such as:
- Establishing when multilingual learners have attained English language proficiency according to state criteria
- Making decisions about program entry/exit
- Informing classroom instruction and assessment
 - Which domains teachers could focus on
 - What the WIDA Standards say about students' current proficiency levels
 - How teachers can scaffold using the next level up
- Monitoring student progress annually
- Deciding on staffing levels

Otis Lennon School Ability Test

- Administered to students in grades 3 & 6
- Published by Pearson
- Multiple choice test and measures scholastic achievement and used as a tool for criteria into SEA
- Measures cognitive abilities that relate to a student's academic success in school.

NJSLA-S

- Administered to students in Grades 5 & 8
- State mandated assessment, developed by the New Jersey Department of Education, for the 2017-2018 school year
- Serves as a field test for the 2017 - 2018 school year and replaces the New Jersey Assessment of Skills and Knowledge (NJASK)
- Measures whether students have gained knowledge / skills identified in the K-5 science section of the Next Generation Science Standards (NGSS)

Promise of PARCC

...the promise of PARCC is that it will provide critical data to educators, parents, and students so they can effectively address the individual learning needs of our students. For the first time, New Jersey schools have received actionable data in a timely manner. This allows educators to make sound decisions related to curriculum instruction, and assessment.”

Pat Wright, Executive Director, NJPSA (8/2/16)

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

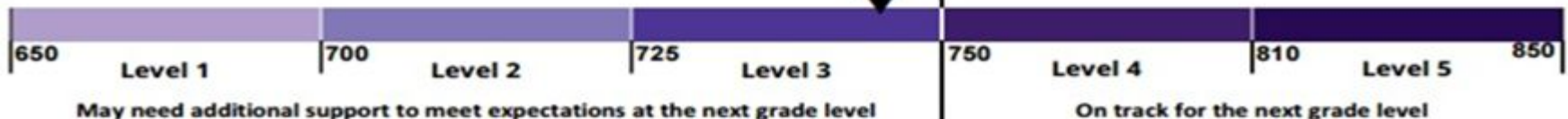
How Did xxxx Perform Overall?

Performance Level 3

- Level 5 Exceeded Expectations
- Level 4 Met Expectations
- Level 3 Approached Expectations
- Level 2 Partially Met Expectations
- Level 1 Did Not Yet Meet Expectations

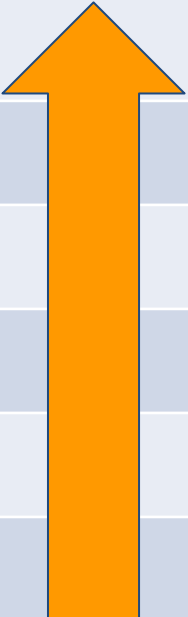
Your child's score

745



COMPARISON OF SPRING LAKE'S
2017-2018 SPRING PARCC ADMINISTRATIONS compared to State
ENGLISH LANGUAGE ARTS/LITERACY

	% students in Level 4 and Level 5	
	State	HW Mountz
Grade 3	51.7%	90.6%
Grade 4	58%	85.7%
Grade 5	58%	61.1%
Grade 6	56.2%	100%
Grade 7	62.7%	96.6%
Grade 8	60.4%	100%



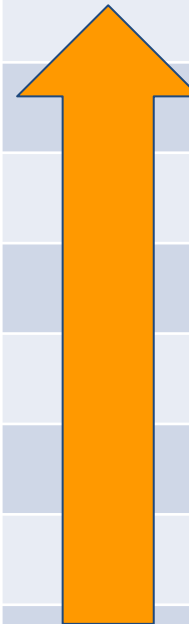
Comparison of Spring Lake's Spring 2016, Spring 2017 & Spring 2018 PARCC Administrations English Language Arts/Literacy - Percentages

Grade	Level 1 2016	Level 1 2017	Level 1 2018	Level 2 2016	Level 2 2017	Level 2 2018	Level 3 2016	Level 3 2017	Level 3 2018	Level 4 2016	Level 4 2017	Level 4 2018	Level 5 2016	Level 5 2017	Level 5 2018
3	0	7.1%	0	11.1%	0	0	5.6%	21.4%	9.4%	66.7%	35.7%	68.8%	16.7%	35.7%	21.9%
4	0	0	0	5.6%	7.1%	0	0	7.1%	14.3%	50%	50 %	35.7%	44.4%	35.7%	50%
5	0	0	0	0	0	11.1%	13.3%	0	27.8%	73.3%	60 %	44.4%	13.3%	40%	16.7%
6	0	0	0	0	0	0	5.3%	7.4%	0	31.6%	63 %	61.1%	63.2%	29.6%	38.9%
7	3.3%	0	0	0	0	0	3.3%	0	3.4%	20%	19%	31%	73.3%	81%	65.5%
8	0	3%	0	5.9%	0	0	5.9%	6.1%	0	41.2%	36.4%	40.9%	47.1%	54.5%	59.1%

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

COMPARISON OF SPRING LAKE'S
2017-2018 SPRING PARCC ADMINISTRATIONS compared to State
MATHEMATICS

	% students in Level 4 and Level 5	
	State	HW Mountz
Grade 3	53%	87.5%
Grade 4	49.4%	85.7%
Grade 5	48.8%	50%
Grade 6	43.5%	100%
Grade 7	43.4%	79.2%
Grade 8	28.2%	45.5%
Algebra I*	45.8%	100%
Geometry	29.5%	100%



Comparison of Spring Lake's Spring 2016, Spring 2017 & Spring 2018 PARCC Administrations

Mathematics - Percentages

Grade	Level 1 2016	Level 1 2017	Level 1 2018	Level 2 2016	Level 2 2017	Level 2 2018	Level 3 2016	Level 3 2017	Level 3 2018	Level 4 2016	Level 4 2017	Level 4 2018	Level 5 2016	Level 5 2017	Level 5 2018
3	0	0	0	0	14.3%	0	22%	0	12.5%	55.6%	42.9%	53.1%	22.2%	42.9%	34.4%
4	0	0	0	0	13.3%	7.1%	5.6%	26.7%	7.1%	83.3%	46.7%	50%	11.1%	13.3%	35.7%
5	0	0	0	0	0	5.6%	17.2%	0	44.4%	55.2%	66.7%	33.3%	27.6%	33.3%	16.7%
6	0	0	0	0	0	0	26.3%	11.1%	0	42.1%	55.6%	61.1%	31.6%	33.3%	38.9%
7	0	0	0	10%	0	0	20%	38.5%	20.8%	65%	61.5%	66.7%	5 %	0	12.5%
8*	0	0	9.1%	16.7%	14.3%	0	16.7%	42.9%	45.5%	66.7%	42.9%	45.5%	0	0	0
ALG I	0	0	0	0	0	0	6.7%	0	0	80%	70.6 %	14.3%	13.3%	29.4%	85.7%
GEO	0	0	0	0	0	0	0	9.1%	0	66.7%	72.7%	33.3%	33.3%	18.2%	66.7%

*Approximately 30,000 New Jersey students in grade 8 participated in the PARCC Algebra I assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

ALG 1 is Algebra 1; GEO is Geometry

Comparison of Spring Lake's 2016 to 2018 Spring PARCC Administrations Mathematics – Percentage Changes

Grade	Levels 4 & 5 District Trend	Levels 4 & 5 District	Levels 4 & 5 State Trend	Levels 4 & 5 State
3	+	9.7%	+	1.3%
4	-	8.7%	+	2.8%
5	-	32.8%	+	1.6%
6	+	26.3%	+	0.5%
7	+	9.2%	+	4.7%
8	-	21.2%	+	2.6%
Algebra I*	+	6.7%	+	4.6%
Geometry	=	0%	+	2.5%

*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: Percentages may not total 100 due to rounding.

- The plus sign (+) indicates an increase of the % change from the previous year where a minus sign (-) arrow shows a decrease of the % change from the previous year.

Comparison of Spring Lake's 2016 to 2018 Spring PARCC Administrations English Language Arts/Literacy – Percentage Changes

Grade	Levels 4 & 5 District Trend	Levels 4 & 5 District	Levels 4 & 5 State Trend	Levels 4 & 5 State
3	+	7.3%	+	4.1%
4	-	8.7%	+	4.5%
5	-	25.5%	+	4.7%
6	+	5.2%	+	3.9%
7	+	3.2	+	6.3%
8	+	11.5	+	5.2%

Notes: Percentages may not total 100 due to rounding.

- The plus sign (+) indicates an increase of the % change from the previous year where a minus sign (-) arrow shows a decrease of the % change from the previous year.

Takeaways

Overall Spring Lake is exceeding the state in the increase of percentage points for Levels 4 and 5 in both Mathematics and English Language Arts

Creation of 3 math classes in grade 6 to support individual needs

Middle school pathways in both English and Math

Staff Professional Development

Parental Involvement

- Discuss your child's PARCC scores with his/her teacher

Takeaways

Niche.com ranked H.W. Mountz number **36 of the top 100 public elementary schools** in New Jersey and number **13 as the best public middle school** in NJ

- Half of this score is based on student performance on the PARCC and student to teacher ratio
- <https://www.niche.com/k12/search/best-public-elementary-schools/s/new-jersey/>
- <https://www.niche.com/k12/search/best-public-middle-schools/s/new-jersey/>

What do we do with all of this data?

Teachers use individual student report scores to differentiate instruction for individual students.

District Evidence Tables are broken down by specific standards that show areas of success and areas in need of improvement

- ★ teachers use this data to inform and make adjustments to their instruction

Comparing data to districts similar to Spring Lake.

- ★ www.schooldigger.com has school rankings for NJ based solely on test scores
- ★ (2018 Rankings coming soon)

District Evidence Statement Analysis

Grade 7



State of New Jersey
Department of Education

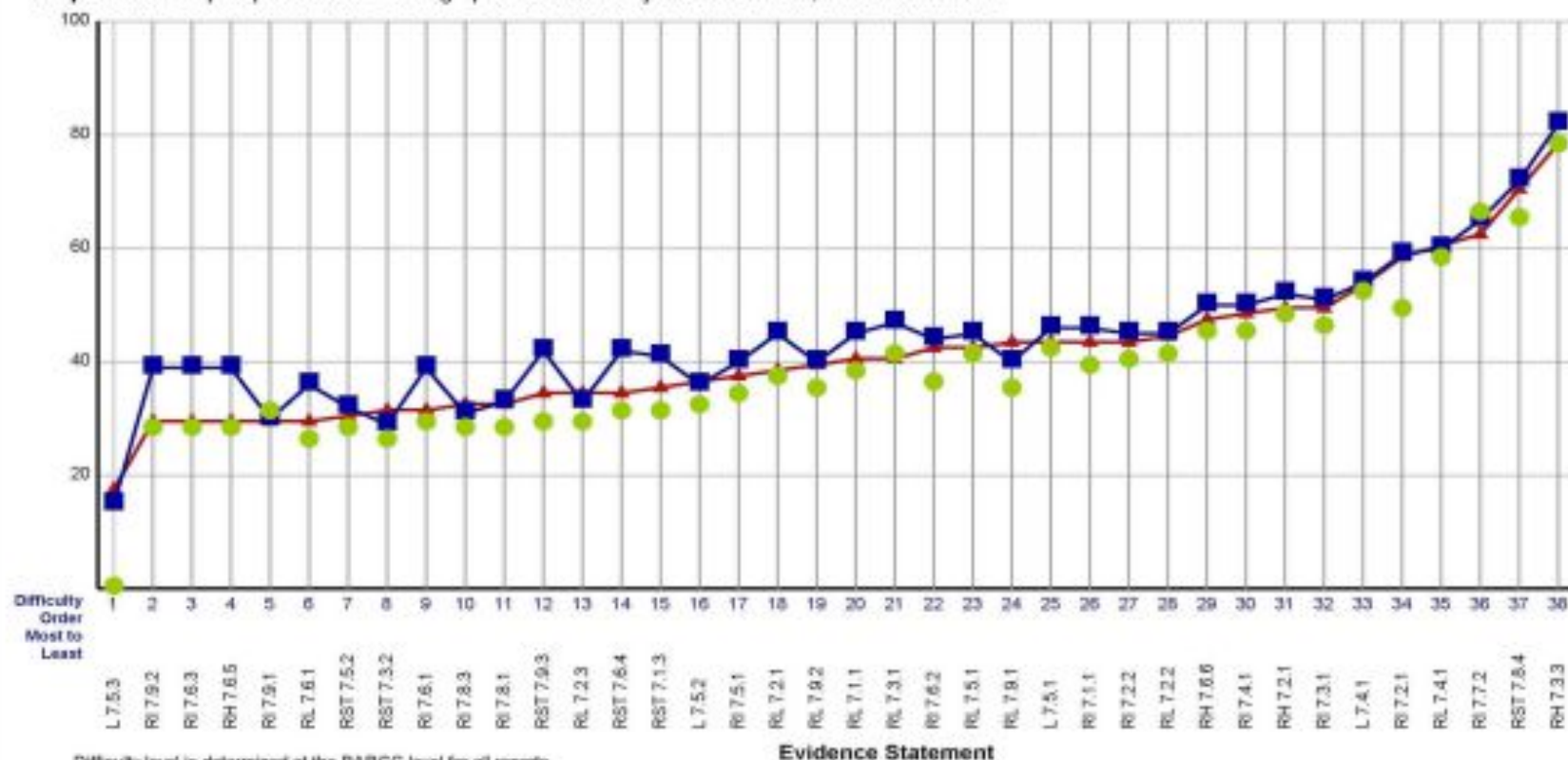
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ENGLISH LANGUAGE ARTS / LITERACY Grade 7 Assessment, Spring 2015

▲ PARCC
■ State
● District

Students with Valid Scores

Purpose: This report presents the average percent correct by item for district, state and PARCC.



Difficulty level is determined at the PARCC level for all reports.

Evidence Statements not tested in district or school are left blank.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.