



Dream BIG, Aim HIGH



Roseland Board of Education

September 20, 2018





girl scouts
silver award

Congratulations,
Emily!

Thank you for all
of your hard
work!



Board & District Goals

2018-2019

Board Goals

*dream
big*

Financial - The Roseland Board of Education will be proactive in addressing the financial and budgetary needs of the District in light of anticipated increasing enrollment.

Budget - The Roseland Board of Education will develop and implement the annual budget to continue supporting educational and operational initiatives while providing fiscal accountability to the community.

Negotiations - The Roseland Board of Education will negotiate a fiscally responsible and sustainable contract with the REA that meets the needs of all stakeholders.

Board-Borough Partnership - The Roseland Board of Education will maintain ongoing and meaningful dialogue with Borough government to best support the children of Roseland.

Board Functioning - The Roseland Board of Education will develop an orientation plan for new board members which encompasses skills in teamwork, consensus building, collaborative problem solving, and decision making.



District Goals

Student Achievement - To continue to support district initiatives in literacy, mathematics, differentiation, and inclusion in order to increase student engagement and achievement and further develop teachers' instructional practice.

21st Century Skills - To continue to integrate 21st Century Skills for staff and students and encourage the development of students' critical thinking, real-world learning experiences, and independence.

School Community - To focus on building positive school climate and community through shared experiences and expectations while respecting and honoring the individual learner.

Family Engagement - To increase family engagement and education in our curricular programs, policies, and services through committees, communication, workshops, and celebrations.

Loester C. Noecker School

Student Achievement
2018

A Snapshot

OUR PRIMARY MISSION

Student Achievement

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What do we see in student achievement between 2016-17 and 2017-18?

- The majority of students have continued to make **progress** from one grade to the next as indicated by **increasing average scores**.
- Our instructional focus highlights students' growth in the **higher levels** of achievement.
- Overall, student achievement was supported by **inclusive education**, especially in literacy.

How do we use this data?

- Teachers work with administrators and grade level colleagues to **examine** results by standards with an eye towards refining pacing and instruction, as well as, consider **individual student progress** while recognizing that PARCC scores are only **one measure**.

Academic Achievement

Our Academic Achievement is measured by the % of students Meeting or Exceeding Grade Level Expectations in ELA and Mathematics on the PARCC assessment. Performance Levels were set after the first PARCC administration in 2015.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (<i>Min. 650</i>)	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations (<i>Max. 850</i>)

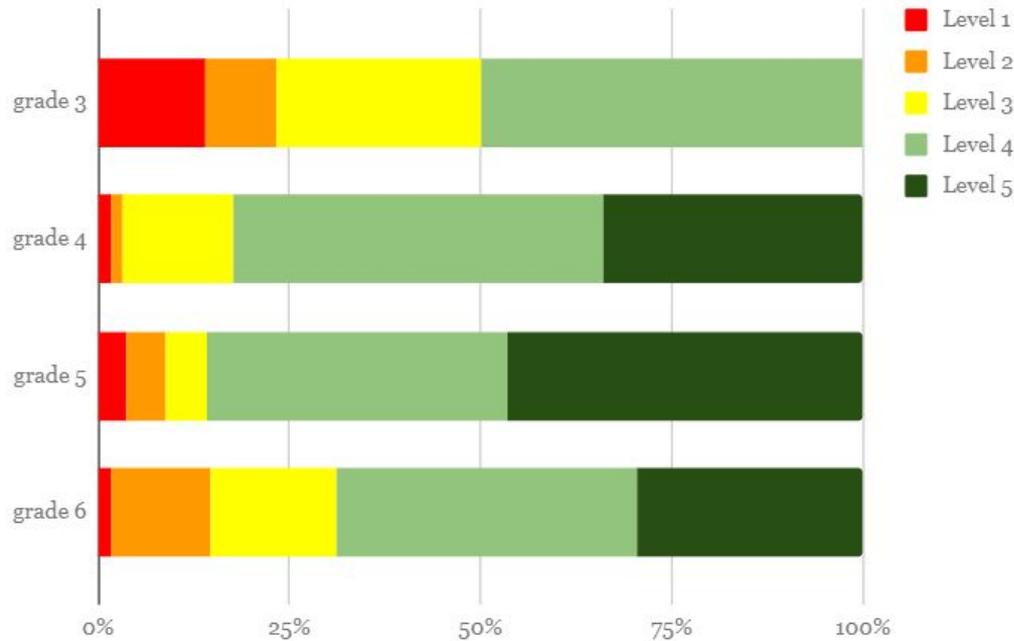
Overall scores range from 650 to 850 with varying cut offs for each level (to reach Level 4 is ~750).

Achievement at Levels 4 and 5 indicate students are on track for College and Career Readiness & future content.

2018	ELA				MATH			
	Levels 1 & 2	Level 3	Levels 4 & 5	ELA Average	Levels 1 & 2	Level 3	Levels 4 & 5	Math Average
PARCC 3	23.5%	27%	50%	747	12.5%	17%	70%	761
(64/18)	(15)	(17)	(32/3)		(8)	(11)	(45/9)	
PARCC 4	3%	15%	82%	778	3%	23%	74%	765
(62/8)	(2)	(9)	(51/3)		(2)	(14)	(46/3)	
PARCC 5	9%	5%	86%	789	7%	7%	86%	778
(56/7)	(5)	(3)	(48/0)		(4)	(4)	(48/1)	
PARCC 6	15%	16%	69%	767	23%	21%	56%	752
(61/15)	(9)	(10)	(42/1)		(14)	(13)	(34/2)	

This year, we noted/noticed:

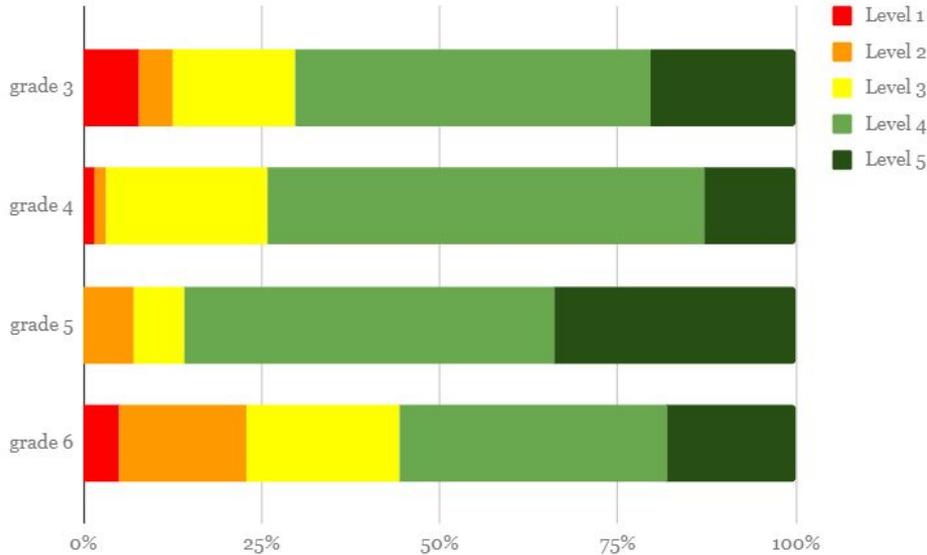
- Student **GROWTH** from grade to grade continues to move towards the higher levels of achievement!
- Average scores hold or continue to **rise**!
- The majority of our students **achieve** Levels 4 & 5 in literacy.
- Inclusion had a year-to year **positive** effect for students, particularly in 4th grade (1st year of inclusion, new 3rd grade ELA team).



2018 ELA PARCC

What We're Doing: Continued professional development (20 days!), review of literacy calendar **pacing**, use of data for strategy and guided reading **groups**, building and supporting strong inclusion teams; additional **ELA support** in the earlier grades (BSI, Raz-Kids), and technology instruction grades 3-6!

2018-19 Focus: Continued attention to **differentiation**; on-going **application** of professional development; continuing focus on **writing** (grade 3) and a **balance** of literature/informational reading (theme, development of a text/character, use of evidence, and **working across multiple texts**).



2018 MATH PARCC

This year, we noted/noticed:

- Sixth grade continues to be a **challenging** grade level across the region & state with a consistent mini-drop from 5th to 6th grade since PARCC began!
- The majority of students are **successful** in the Major Content of their grade level.
- Focus on the **use of data** to support instruction is evident, especially in grade 5 growth!
- Inclusion had a **positive/minimal** effect on student achievement year-to-year (1st year of inclusion, new 4th grade math team).

What We're Doing: Increased use of **pre- assessments**; building and supporting strong inclusion teams; **Professional Development** (26 days! > none last year!); increased in-class **Math Support**; an additional **100 minutes** a week for math instruction at all grade levels; attention to **scheduling**, support, and pacing, and summer curriculum work on the 5th → 6th transition.

2018-19 Focus: Continued focus on **differentiation** and small group work; expanded use of student **data** to guide instruction; a **modeling & reasoning** emphasis in all grades!, and solving with **graphs and charts** (decimals, equations, fractions) to deepen understanding.

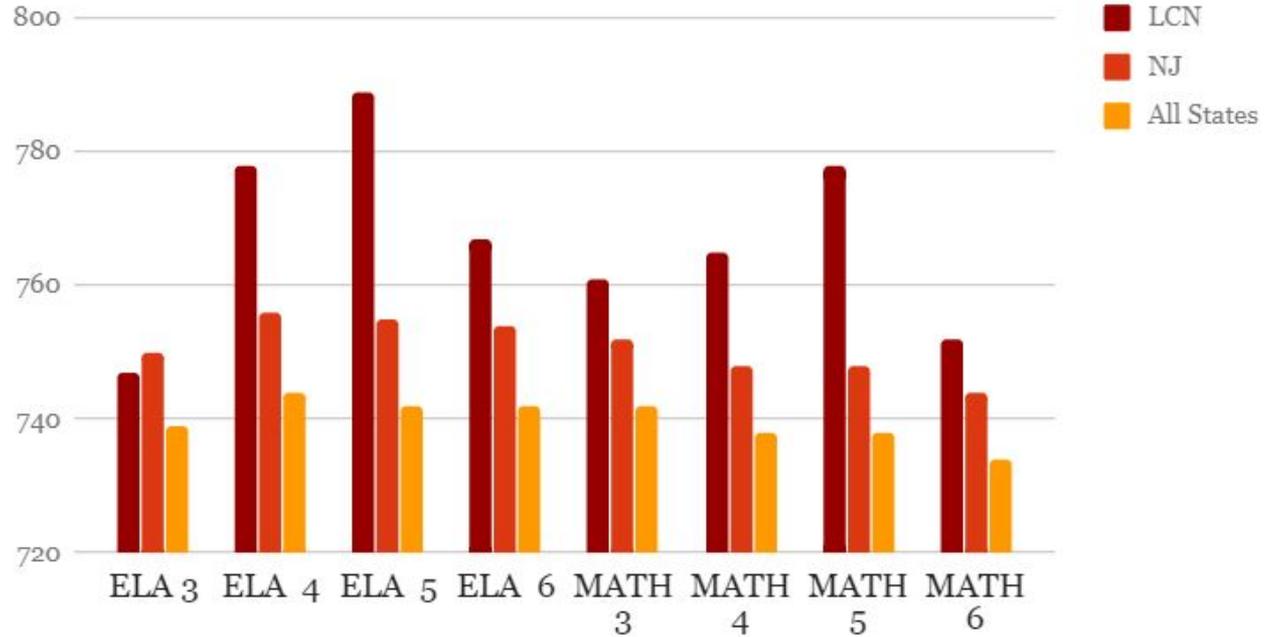
2016 to 2017 to 2018	LA				Math			
	Levels 1-3	Level 4	Level 5	Average	Levels 1-3	Level 4	Level 5	Average
2017 - grade 3	36%	46%	14%	763	36%	45%	20%	762
2018 - grade 4	18%	48%	34%	778	23%	61%	13%	765
2016 - grade 3	30%	67%	4%	759	30%	54%	17%	764
2017 - grade 4	13%	41%	46%	782	26%	59%	15%	767
2018 - grade 5	14%	39%	46%	789	14%	52%	34%	778
2016 – grade 4	34%	53%	12%	753	39%	48%	12%	757
2017 - grade 5	25%	55%	20%	771	30%	48%	22%	768
2018 - grade 6	31%	39%	30%	767	44%	37%	18%	752

Comparisons

Regional Scores are not yet available.

All States includes:

- District of Columbia
- Illinois*
- Louisiana*
- Maryland
- Massachusetts*
- New Mexico



(* grades 3-8 only)

Region, State, All PARCC States

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Student Achievement

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Next Steps

- Supporting our **District Goals** with a continued focus on current instructional initiatives (reading and writing workshop, differentiation, inclusion);
- **Supporting Math and Literacy** via Professional Development and increased support (time, staff, resources);
- Continued **use of data** to drive instruction and individual student achievement; targeted Early Literacy Support, In-Class Math Support, co-teaching, and small group instruction;
- **Scheduling and Pacing** Review to continually enhance and improve upon the Noecker School schedule and curriculum pacing;
- Continuing to focus on **teaching and learning** for teachers and for students.



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