NJDOE
School Performance Report

Green Township School District
Green Hills School
2018-2019

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2018-19 SCHOOL PERFORMANCE REPORTS

- The **School Performance Reports** contain data from the 2018-2019 school year and reflect the New Jersey Department of Education's extensive efforts to engage with parents, students, and school communities
  - **School Performance Reports** provide detailed information on a variety of indicators for both the school & district
  - **One-page Summary Reports** for Green Hills School and the Green Township School District provide a high-level summary of how well the school or district is performing.
  - For us, these reports are the same as we do not have multiple schools in our district.

- The purpose of this presentation is to share the content of the School and District Performance reports as well as strategies we use to address the data found in these reports.

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 Spring 2019 NJSLA participation rate, results and performance

 Student Growth – Information about school-wide student growth year after year.

 College & Career Readiness – Chronic absenteeism (elementary & middle schools) and participation in higher level courses and Visual & Performing Arts courses.

 School Climate – Learning environment, staffing and student discipline

NEW DATA ADDED TO THE FULL REPORTS

NJDOE added several new data elements to the 2018-19 School Performance Reports based on requests received during stakeholder engagement, federal reporting requirements, and the goal of promoting equity and progress:

- ❖ Participation in Computer Science and Information Technology courses
- ❖ School-level per-pupil expenditures
- ❖ Additional student group data for student growth, chronic absenteeism, graduation rates, and career and technical education program participation
- ❖ Three-year progress data for student growth, proficiency, and graduation rates
- ❖ Results of new NJSLA Science Tests for Grades 5 & 8

WHAT TYPE OF DATA?

❖ Several types of data are available:
- ➢ School and district overviews
- ➢ Demographic information
- ➢ Student growth
- ➢ Academic achievement
- ➢ College and career readiness
- ➢ School climate and environment
- ➢ Staff information
- ➢ School Accountability
- ➢ School and district narrative information

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 Grade 7 in Math, when compared to students across the State 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, <u>and</u> who have scored similarly on those assessments over time. (Reference Group)

◻ A student's individual SGP begins with the scaled score achieved by a student as compared with their reference group.

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.

OVERVIEW OF PERFORMANCE ON ACCOUNTABILITY INDICATORS

| Data Measure	2016-17	2017-18	2018-2019
ELA Growth (mSGP)	61	62	61.5
Math Growth (mSGP)	61.5	58	67
ELA Proficiency	75%	76.7%	77.4%
Math Proficiency	62.7%	66.1%	69.3%
Chronic Absenteeism	10.3%	7.6%	8.1%

2018-19 - Met or Exceeded all state targets
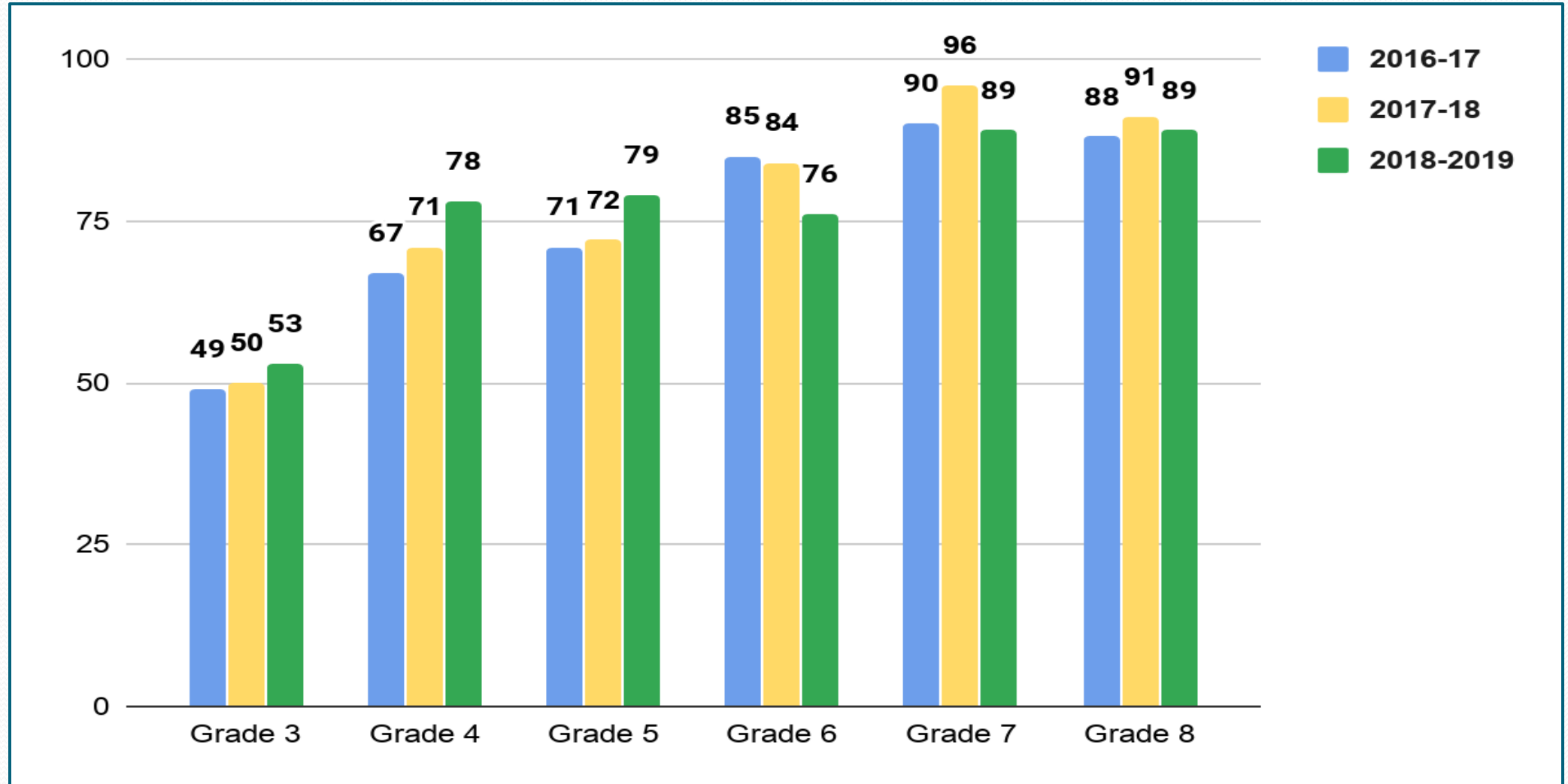
2018-2019
ACADEMIC ACHIEVEMENT & INDICATORS

	Schoolwide Performance (%)	Participation Rate (%)	District Median Student Growth (mSGP)	State Median Student Growth (mSGP)	Target mSGP 40-59.5
ELA	77.4	97.6	61.5	50	Exceeded
MATH	69.3	97.6	67	50	Exceeded

Statewide Assessment Proficiency
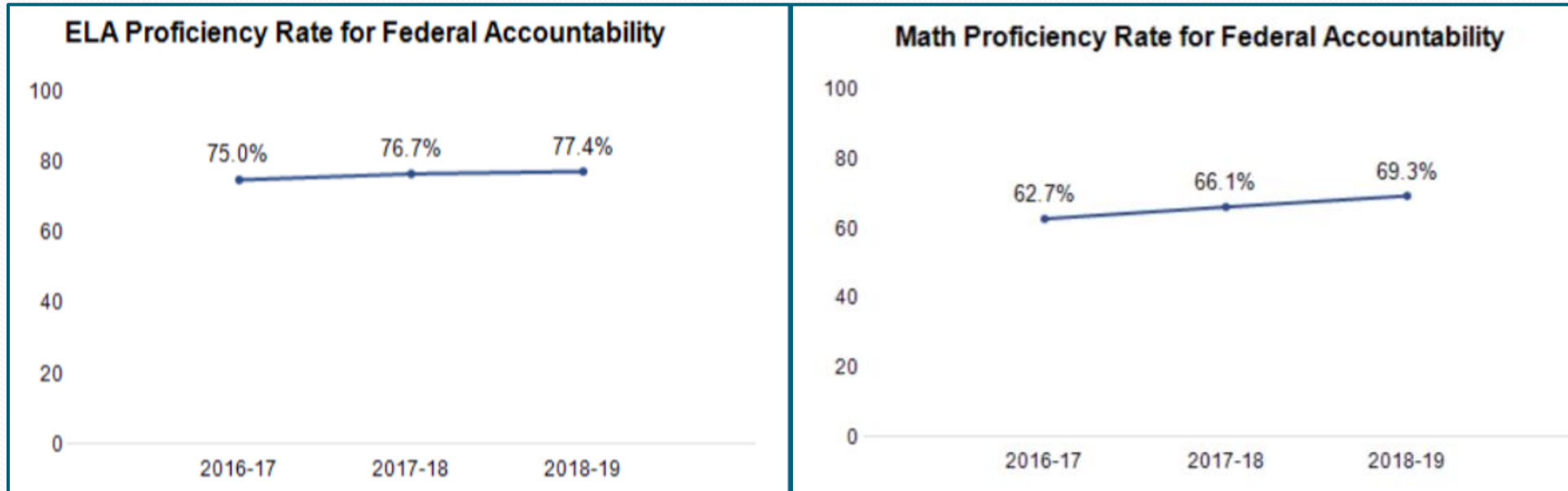
Performance	ELA 2016-17	ELA 2017-18	ELA 2018-19	Math 2016-17	Math 2017-18	Math 2018-19
Participation	**95.5**	**98.1**	**97.6**	**96.4**	**98.1**	**97.6**
Proficiency Rate	**75**	**76.7**	**77.4**	**62.7**	**66.1**	**69.3**
Statewide Proficiency	54.9	56.7	57.9	43.5	45.0	44.5

LANGUAGE ARTS ACHIEVEMENT TRENDS

HISTORICAL LANGUAGE ARTS DATA

Cohort Achievement Through 2018-19

	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 9	70	82	85	96	89
Grade 8	42	71	71	84	89
Grade 7		57	67	72	76
Grade 6			49	71	79
Grade 5				50	78
Grade 4					53
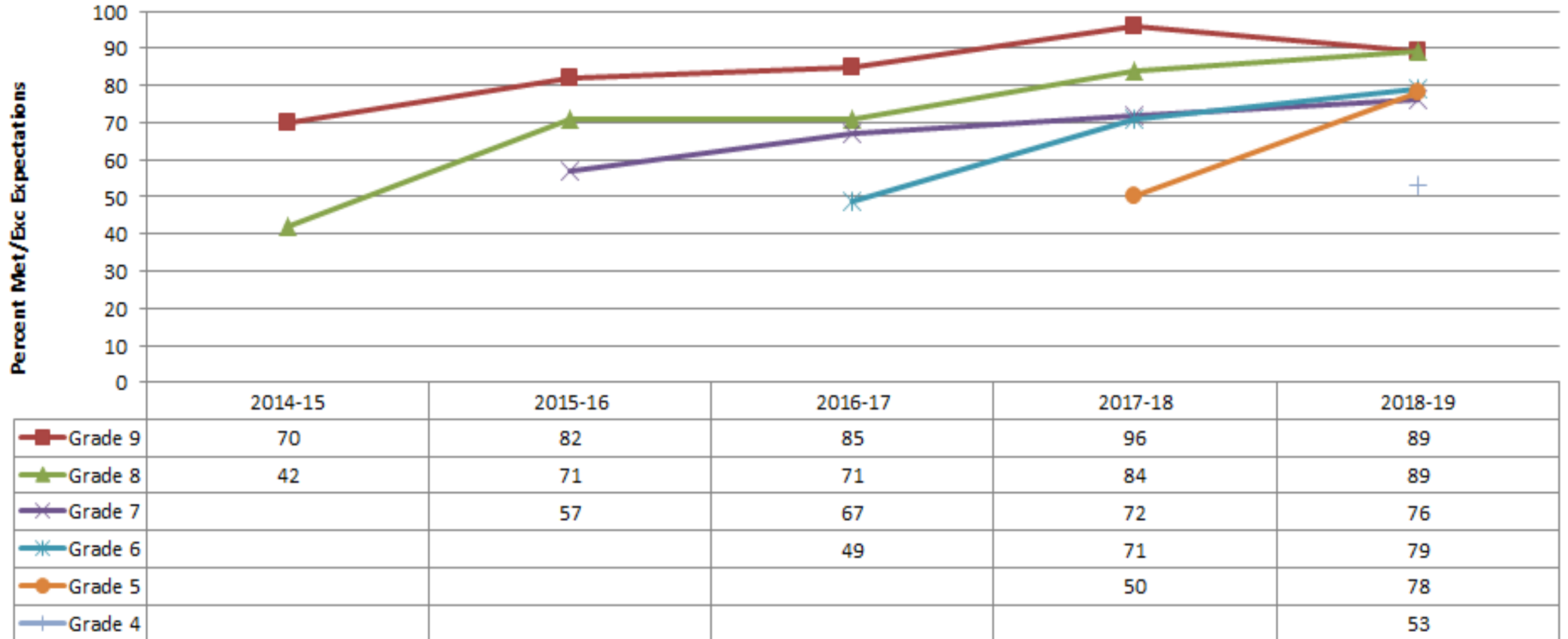
STRATEGIES FOR ENHANCEMENT: LANGUAGE ARTS

2018-19

- Curriculum revision 2018-19
- Practice unpacking standards and inclusion in daily lessons
- Continued growth and implementation of Readers-Writers Workshop
  - Balanced Literacy approach to instruction
- Transition from Basic Skills to Response to Intervention model (tier 3)
- Ongoing professional development with literacy coach and Lindsey Moses, Assistant Professor of Literacy Education at Arizona State University

STRATEGIES FOR ENHANCEMENT: LANGUAGE ARTS

2019-2020

- New literacy coach- October 2019

- Implementation of tier 3 RTI- LLI (Fountas & Pinnell)

- Continued growth and implementation of Reader's/Writer's Workshop

- Practice unpacking standards in daily lessons and units

- Data driven grade level meetings with literacy coach to analyze data and plan for interventions

- Upcoming on-site workshop on Guided Reading Instruction & Intervention K-5
- Proposal of summer virtual reading program for RTI students K-3

STRATEGIES FOR ENHANCEMENT: LANGUAGE ARTS

2020-2021

- Continued growth and implementation of tier 3 RTI- LLI (Fountas & Pinnell)
- Focused support and data driven student groups for classroom tier 2 instruction
- Proposal of Fountas & Pinnell's Classroom System
  - Balanced Literacy Approach
- Evaluate and administer an effective universal screener along with further diagnostic measures
- DRA3 assessment administration K-4- Fall 2020
- Ongoing professional development from coach and Fountas & Pinnell representatives

MATHEMATICS ACHIEVEMENT TRENDS
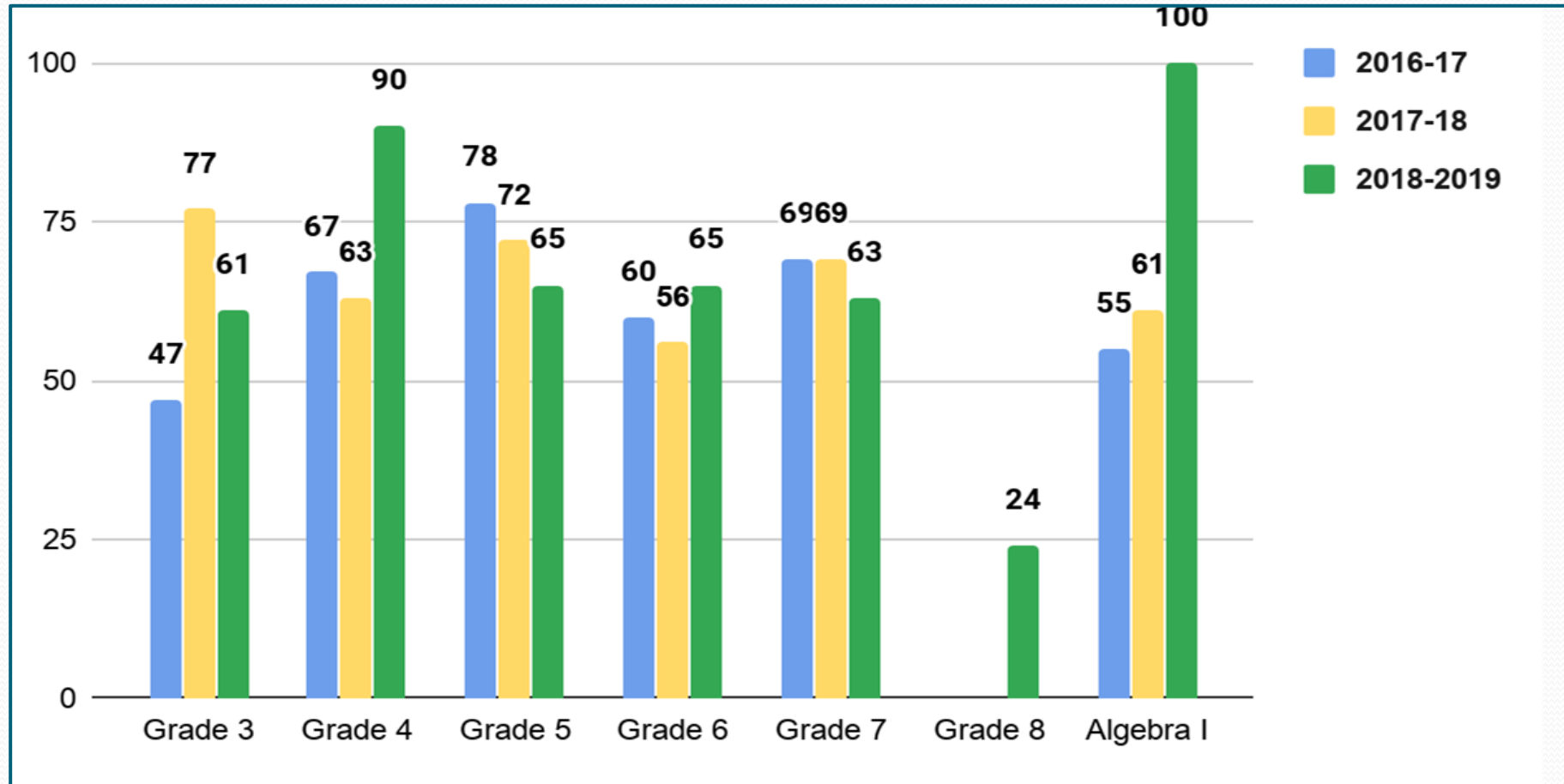
2019 was the first year part of the 8th grade class took the NJSLA Gr 8 Math Assessment

HISTORICAL MATHEMATICS DATA

COHORT ACHIEVEMENT THROUGH 2018-19
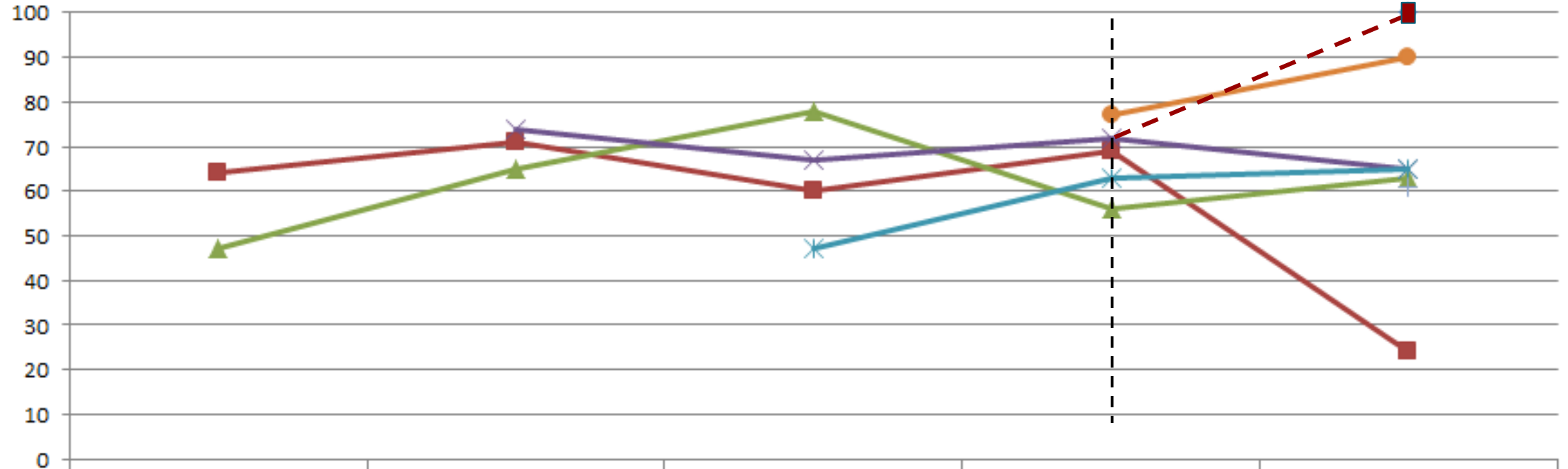
2019-20	14-15	15-16	16-17	17-18	18-19
Gr 9 - Alg 1					100
Grade 9	64	71	60	69	24
Grade 8	47	65	78	56	63
Grade 7		74	67	72	65
Grade 6			47	63	65
Grade 5				77	90
Grade 4					61

STRATEGIES FOR ENHANCEMENT: MATHEMATICS

2018-2019

- Compartmentalized Gr. 3 & 4 to have a Math/Science teacher and an ELA/Social Studies teacher to afford teachers the ability to focus on and become stronger in those content areas, and also the ability to develop cross-curricular lessons and instruction more easily.

- 2nd year of new core math program (Eureka Math) that focuses on teaching students more conceptually, with greater rigor and focus on concepts aligned with the New Jersey Student Learning Standards.

- Ongoing curriculum, professional development & instructional support through District Math Coach.

STRATEGIES FOR ENHANCEMENT: MATHEMATICS

2019-20

- Implemented new benchmark assessments for Math in grades K-5 (iReady) to improve data driven instruction.

- Monitoring use of Study Island as benchmark assessments for grades 5 - Algebra 1.

- Targeted intervention for help with math facts for students in grades 3-6 using a grant from Reflex Math.

- Upcoming on-site workshops on Guided Math Instruction & Intervention in Math K-5

New NJSLA-Science Test
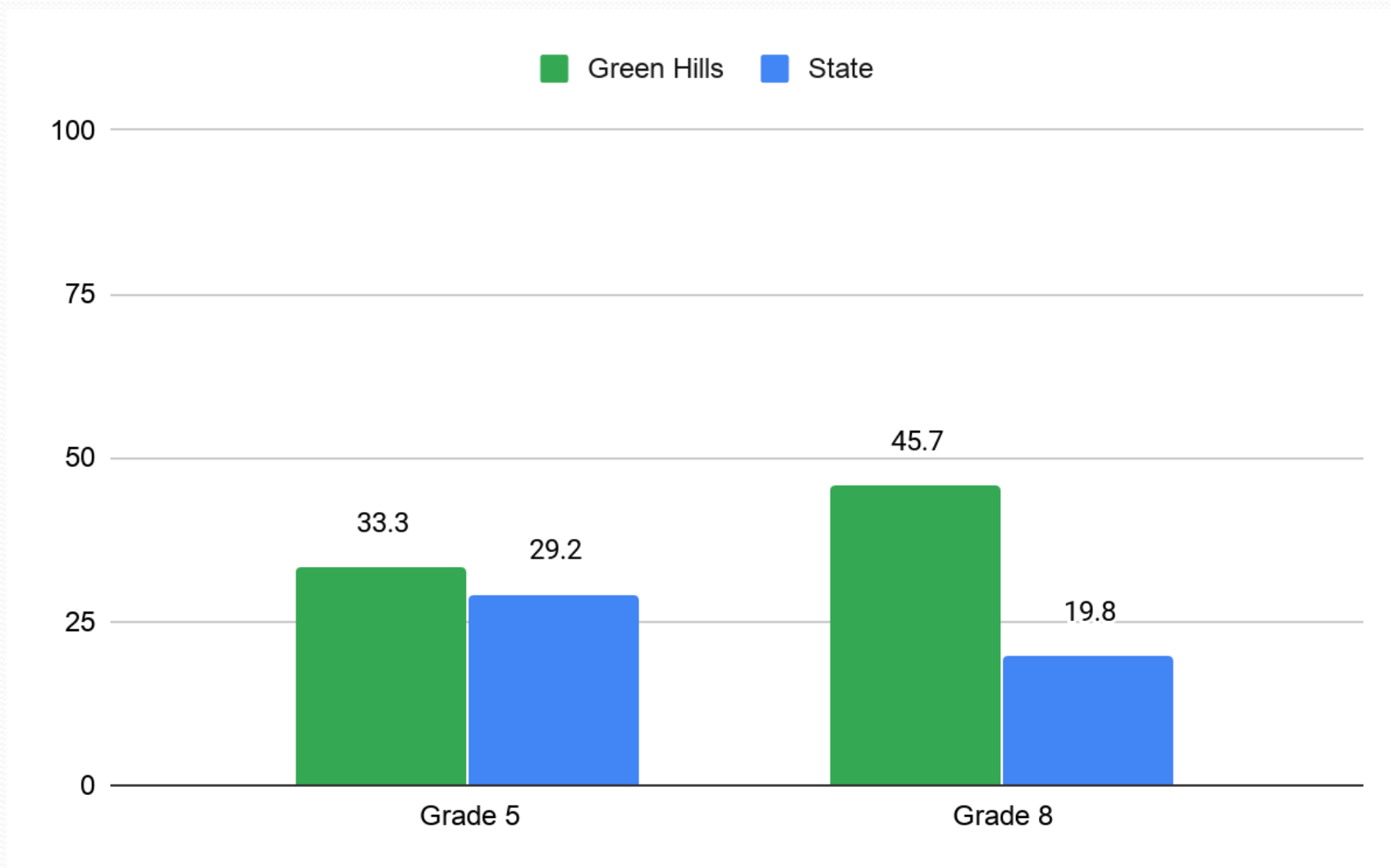
STRATEGIES FOR ENHANCEMENT: SCIENCE

☐ Updated science textbooks and curriculum in 2018

☐ Analyze NJSLA reports.

☐ Vertical and horizontal articulation from Grades 3 to 8 to align curriculum and topic goals for testing across science, math and STEM courses.

☐ Increased use of additional resources (Study Island and IXL) during the course of regular instruction to help students prepare for the type of test questions they may encounter on state tests.

Subgroup Data

PROGRESS TOWARD ENGLISH LANGUAGE PROFICIENCY

One of the more significant changes under federal law *ESSA* is that it elevated attention to English Learners (ELs) by adding a measure of English language proficiency (ELP) into the overall school accountability system. Now, all schools are accountable for ensuring ELs make progress toward ELP.
Our EL population is below the reporting threshold. Data is not reported to protect student privacy.

Percentage of English Learners

School	District	State
0.2%	0.2%	7%

Progress Toward English Language Proficiency

School	District	State
**	**	43.7%

ECONOMICALLY DISADVANTAGED (ED) STUDENTS

Metric	ED Students: District (%)	Total: District (%)	ED Students: State(%)	Total: State (%)
Percentage of population	4.4		37.2	
ELA Performance on State Assessment	72.7	77.4	40	57.9
Math Performance on State Assessment	54.5	69.3	26.3	44.5
Student Growth in ELA (mSGP)	*	61.5	48	50
Student Growth in Math (mSGP)	*	67	46	50
Chronic Absenteeism Rate	22	8.1	16.0	10.6

* Data is not displayed in order to protect student privacy.

STUDENTS WITH DISABILITIES

Metric	SPE Students: District (%)	Total	SPE Students: State	Total: State
Percentage of population	13.8		17.4	
ELA Performance on State Assessment	48.6	77.4	22.7	57.9
Math Performance on State Assessment	45.7	69.3	17.4	44.5
Student Growth in ELA (mSGP)	52	61.5	43	50
Student Growth in Math (mSGP)	55.5	67	45	50
Chronic Absenteeism Rate	10	8.1	9	9

CHRONIC ABSENTEEISM

Chronic Absenteeism

Number of Students	Percent of Students	Met State Target
33	8.1	Yes

Days Absent

0	1-5	6-10	11-15	Over 15
3%	32%	35%	17%	12%

- Chronic absenteeism is defined as being absent for 10% or more of the school days enrolled during a school year. The data above indicates that 33 students were absent for at least 18 days in 2018-2019.

Chronic Absenteeism

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. Chronic absenteeism is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.
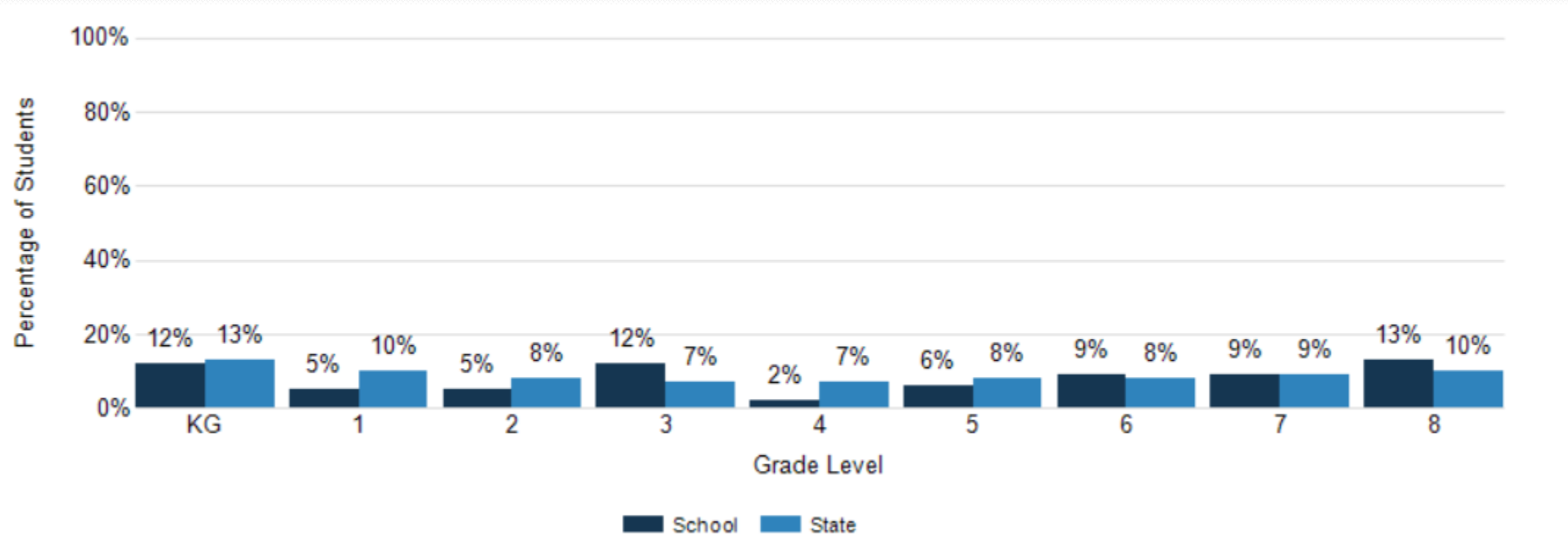
COLLEGE AND CAREER READINESS

The College and Career Readiness section includes participation in
visual and performing arts coursework for students in grades 6 through 8.

Students Enrolled in One or More Visual and Performing Arts Classes

Visual and Performing Arts Enrollment
100% of 6th through 8th graders enrolled (State = 90.9%)

Students Enrolled in One or More Classes by Discipline

Discipline	School (%)	State (%)
Music	0	65.1
Dance	0	2.2
Drama	100	7.1
Visual Arts	100	70

STUDENT SAFETY IN THE DISTRICT

Violence, Vandalism, HIB, and Substance Offenses

Incident Type	Number of Incidents: District	Number of Incidents: State
Violence	2	12,381
Vandalism	0	1,770
Weapons	0	924
Substances	0	6,234
Harassment, Intimidation, Bullying (HIB)	7	7,183
Total Unique Incidents	8	28,121
Incidents Per 100 Students Enrolled	1.97	2.00

EARLY CHILDHOOD EDUCATION IN THE DISTRICT

Kindergarten Enrollment Trends

Grade	2016-2017	2017-2018	2018-2019
KG - Full Day	37	37	41

STUDENT AND STAFF RATIOS

Category	District
Students to Teachers	10:1
Students to Total Administrators*	135:1
Students to Principal	406:1
Teachers to Administrators *	14:1
Teachers to Principal	41:1
Students to Librarian/Media Specialists	406:1
Students to Nurses	406:1
Students to Counselors	406:1
Students to Child Study Team	135:1

* Administrators includes Superintendent, Principal & Business Administrator

HOW DO WE USE STATE AND LOCAL DATA?

Data Analysis

Data-based Discussions with Administrators and Teachers

Decisions About Curriculum Instruction

Program Effectiveness Making Necessary Revision

Differentiated Instruction Designed and Implemented for Students
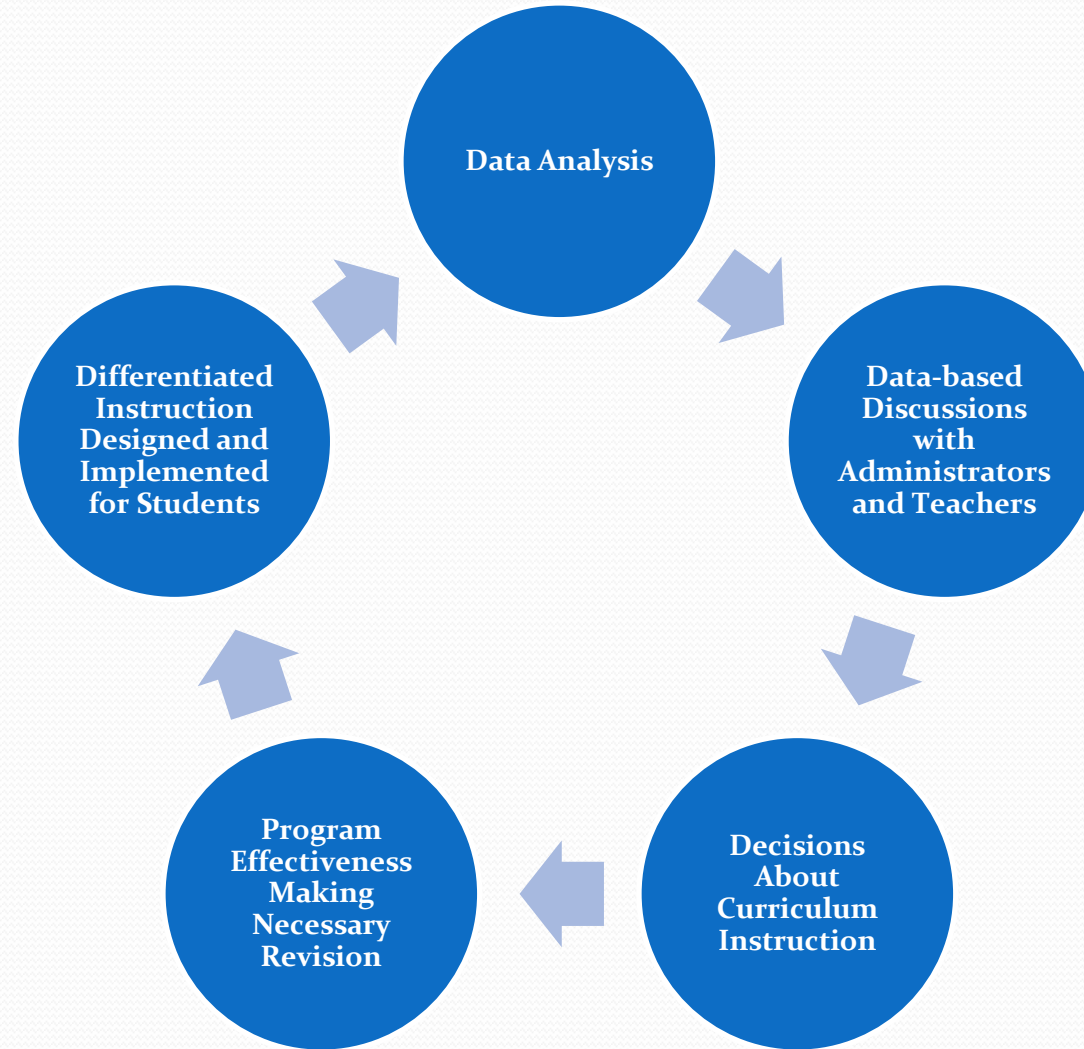
STUDENT GROWTH DATA

- **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 and collaborate with other districts regarding their practices**

- **Inform administrative decision making: i.e., teaching assignments, mentoring, etc.**

Green Township School District   May 20, 2020

CURRICULUM PROCESS:
A CYCLE OF CONTINUOUS IMPROVEMENT

Green Township School District

☐ You can access the School Performance Report as well as this presentation on the District website under the "Our District" tab.

☐ https://www.greenhills.org/
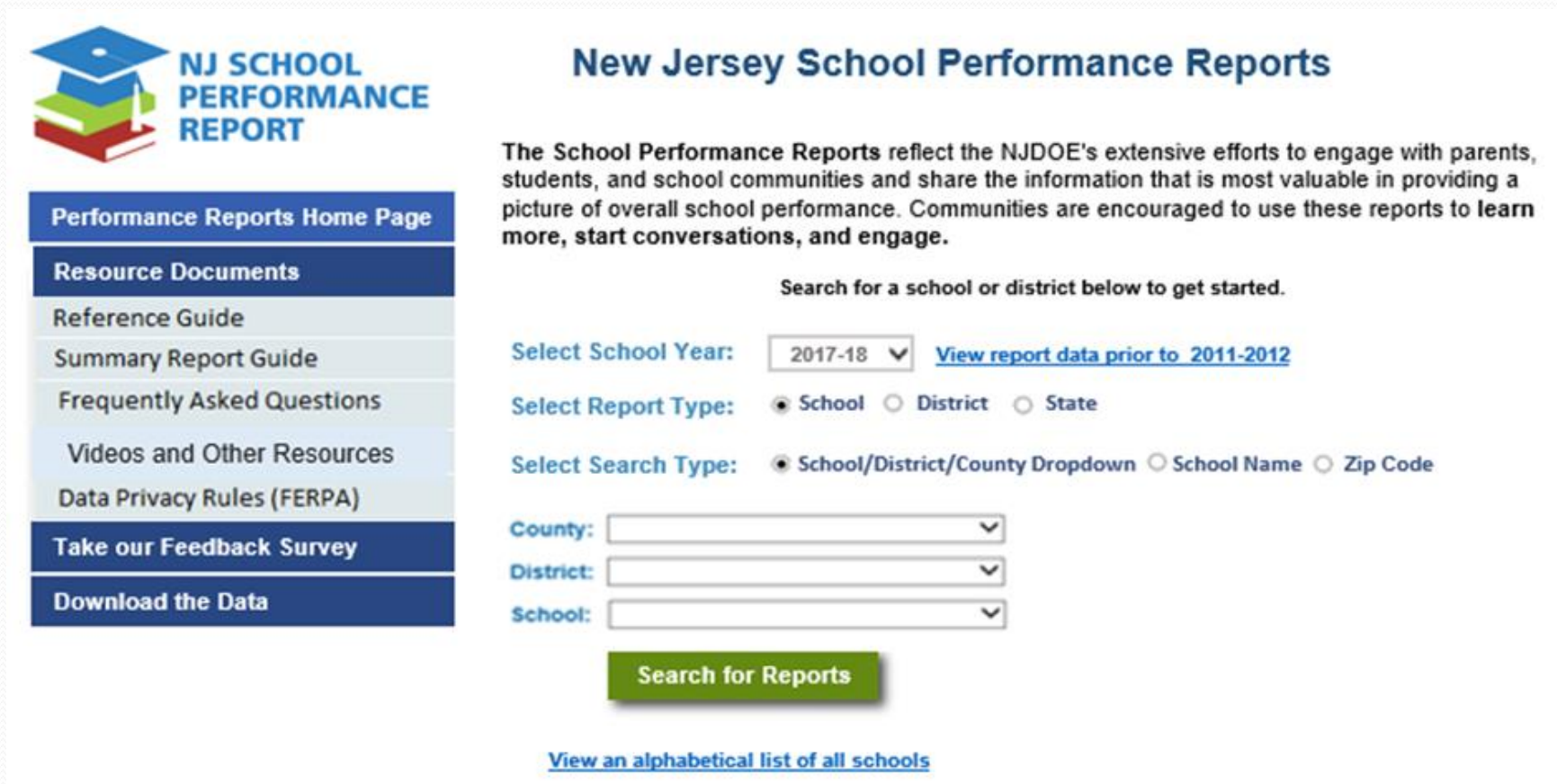
Where Can You Find the Performance Reports?

You can find the performance reports on the New Jersey Department of Education homepage, www.nj.gov/education. Use the "School Performance Reports" link in the center of the page.
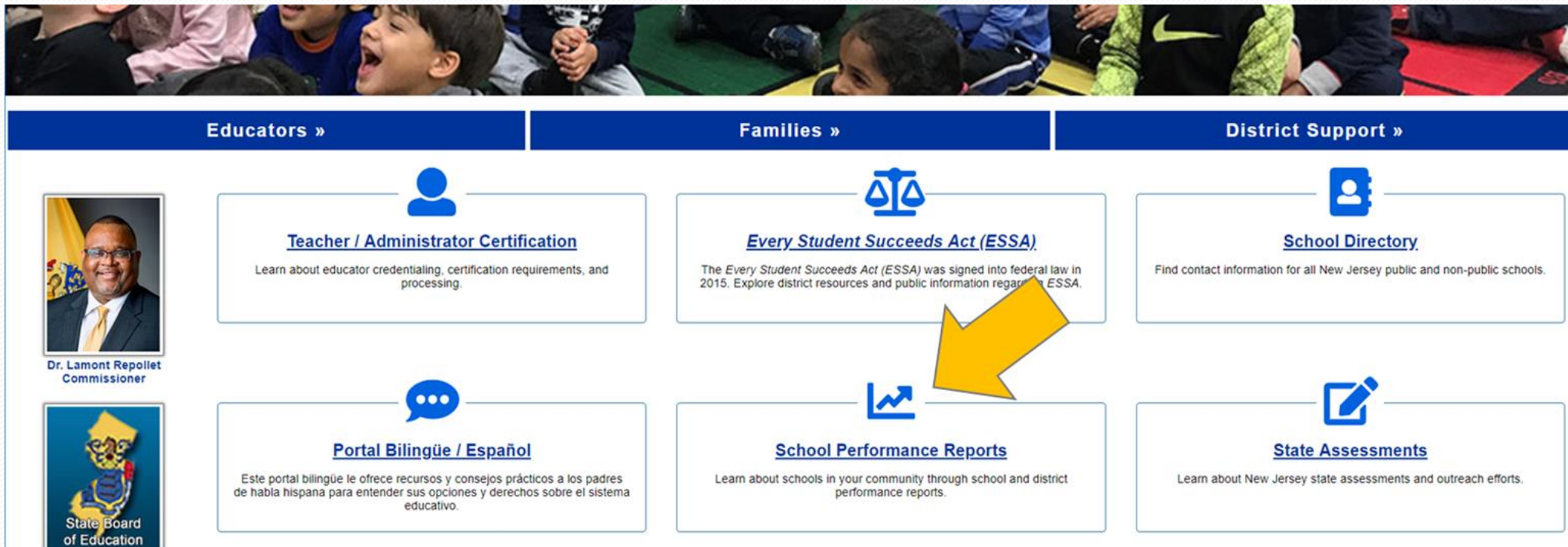
School Performance Reports Homepage

You can also go directly to the School Performance Reports homepage, www.njschooldata.org.

HAVE FEEDBACK OR QUESTIONS?

- **Additional resources** are available at: www.njschooldata.org
- **Visit** our district website for updates: https://www.greenhills.org/
- Take the NJDOE School Performance Reports **feedback survey**:

    https://www.surveymonkey.com/r/WGFPQZF

- **Visit** the NJDOE website at: www.state.nj.us/education
- **Email** the NJDOE: reportcard@doe.nj.gov