

# Time to celebrate 2016 PARCC Scores



# 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

# 2016 PARCC MATH scores for Logan as compared to State

Levels 4 & 5	Logan	State	+ / -
Grade 3	73.9%	51.7%	+22.2
Grade 4	79.3%	46.6%	+32.7
Grade 5	75%	47.2%	+27.8
Grade 6	44.8%	43%	+1.8
Grade 7	56%	38.7%	+17.3
Grade 8	37.7%	25.6%	+12.1
Algebra	100%	41.2%	+58.8

# Logan's 2016 PARCC MATH scores as compared to 2015 PARCC scores

Levels 4 & 5	2016	2015	Increase
Grade 3	73.9%	54%	+19.9
Grade 4	79.3%	68%	+11.3
Grade 5	75%	54%	+21
Grade 6	44.8%	53%	-8.2
Grade 7	56%	46%	+10
Grade 8	37.7%	21%	+16.7
Algebra	100%	91%	+9

# 2016 PARCC ELA scores for Logan as compared to State

Levels 4 & 5	Logan	State	+ / -
Grade 3	58.6%	47.6%	+11
Grade 4	77%	53.5%	+23.5
Grade 5	69.4%	53.2%	+16.2
Grade 6	48.8%	52.3%	-3.5
Grade 7	73.8%	56.3%	+17.5
Grade 8	61.2%	55.2%	+6



# Logan's 2016 PARCC ELA scores as compared to 2015 PARCC scores

Levels 4 & 5	2016	2015	Increase
Grade 3	58.6%	57%	+1.6
Grade 4	77%	70%	+7
Grade 5	69.4%	58%	+11.4
Grade 6	48.8%	58%	-9.2
Grade 7	73.8%	57%	+16.8
Grade 8	61.2%	60%	+1.2

# Resources for Parents

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



*Sample report*



These outcomes are  
worth celebrating!

A nice way to begin a new school year!



# Logan Township School District Goals for 2016-2017



# District Goals for 2016-2017

**1. Academic Achievement**

**2. Developing a Collaborative School Culture for Students and Adults**

- ✓ PLCs
- ✓ Equity
- ✓ Mission Statement

**3. Assessments**

# District Goal I: Student Achievement

To continue to focus on improved student achievement in grades 1 to 8

**Indicator of Success:** Using the MAP (Measures of Academic Performance) RIT scores, calculated by comparing student growth from Spring 2016 RIT scores to the Spring 2017 RIT scores



# District Goal II

**School Culture** - to foster an environment in which all members of the school community (adults and students) are continuously collaborating and learning together.





# District Goal II: School Culture

**Objective I: Development of PLCs** - collaborative, teacher-led meetings that result in increased student achievement and which helps to refine teacher practice

- Develop Team Norms and Protocols
- Increase the amount of time for teachers to meet
- Monthly PLCs- one meeting's focus on assessment/one meeting's focus on data
- Ultimately principals drop in to observe similar to a classroom observation



# District Goal II: School Culture

**Indicators of Success for Objective I (PLCs):**  
independent, productive PLCs measured by:

- surveys (pre and post which can be gleaned from the CAR self-assessment rubric)
- actual work generated as a result of PLCs



# District Goal II: School Culture

**Objective II: Equity** - All students' needs (including minority, economically disadvantaged and special education students) are met so they can achieve academic, emotional and social satisfaction



# District Goal II: School Culture – Objective 2 (Equity)

## •Indicators of Success:

- Analysis of data (knowing what is happening and not what we feel is happening) in the following areas:
  - ✓ Attendance
  - ✓ Discipline (detentions & suspensions)/ behavior logs/HIB reports
  - ✓ Achievement scores of student sub groups
  - ✓ Afterschool club involvement
  - ✓ Enrollment in accelerated programs
- Pre and post survey for teachers and students
- Short survey provided to students' asking them about their perceptions e.g “I am happy being here” and then tracking responses by sub groups over time

# District Goal II: School Culture

**Objective III: Develop a District-Wide Mission Statement** which reflects the beliefs of the educational community of Logan Township

**Time Frame:** Begin process in September and fully develop during October's staff In-service





# District Goal II: School Culture

## •Objective 3: Mission Statement –

**Indicator of Success:** Include all staff in the examination of their beliefs, which will result in the development of a district mission statement reflective of these beliefs.

- Introduce at In-Service Day
- Develop Clear Expectations for Professional Behavior (Faculty meeting in Sept)
- October's In Service Day- more work on teacher in put on developing of Mission Statement



# District Goal III: Assessments

To ensure the assessments used in the district's schools are effective in informing instruction and improving student learning  
*(multiple-year goal)*



# District Goal III: Assessments

**Indicators of Success:** Revised district assessments

**Objective I:** Examine current assessments through the lenses of SLOs to ensure they match

**Objective II:** Begin to develop common assessments (examine both formative and summative)

# District Goal III: Assessments

**Objective III:** Use Data collected from assessments to better inform instruction

- Use historical data to inform teachers of students' academic background and progress to provide them with perspective of their new class in September
- Analyze data from state and national assessments to determine strengths and gaps in curriculum
- Analyze assessment to determine if they are bias-free

**Objective IV:** Participate in Achievement Coach grant with East Greenwich

*Pause*

A large, hand-drawn thought bubble with a scalloped edge. Inside the bubble, the text "Thoughts about my personal journey this summer..." is written in a simple, black, sans-serif font. Below the main bubble, there are four smaller, circular thought bubbles of decreasing size, arranged in a descending staircase pattern.

Thoughts about my personal  
journey this summer...

... to deepen my awareness and  
understanding of bias  
as a result of national issues  
revolving around criminal justice; law  
enforcement and the Black  
Community

# Justice Matters Community Meeting

## July 11<sup>th</sup>, 2016

- Treat people as individuals, not collectively
- Ignorance breeds distrust leading to fear leading to violence
- Prejudice is part of our history; we don't have to feel guilty but admit it
- Having dialogue is critical
- We must become more culturally sensitive
- Mentor one student at a time
- Work in our own house first. Be a Leader!
- In schools, kids work together and then go home into segregated world



# Amistad 3 day Summer Institute

- Jason and I participated in a walking tour of the 7<sup>th</sup> Ward in Philadelphia to deepen our understanding of how the Black Community migrated to Philadelphia in the mid 19<sup>th</sup> century and the prejudices they dealt with
- African American History must be placed back into the narrative, instead of in isolation!
- As a white student, I wasn't taught these stories. I was not aware of what I didn't know about American history.

# A challenge for educators

- Examine our beliefs about minorities
- Teach to each students' unique needs
- Acknowledge the biases we hold about students based on:
  - Race
  - Class
  - Gender Orientation
  - Sexual Orientation
  - Poverty
  - Physical Ability

# Prioritizing the Equity Initiative

- As we continue to heighten awareness (individually and collectively) of adults' and students' biases and perceptions ...
- teachers should feel empowered to have the conversation with their students, in a nonjudgmental environment, revolving around personal biases
- Young people want to have the conversations – but don't know how. They look to us...

# Prioritizing the Equity initiative

- I recognize that this is a personal journey which can't be forced on anyone, **however...**
- I am committed to having this district provide multiple opportunities for our staff to question one's personal beliefs which steers your daily activities in the classrooms.

# What do you see?





# What do you see now?



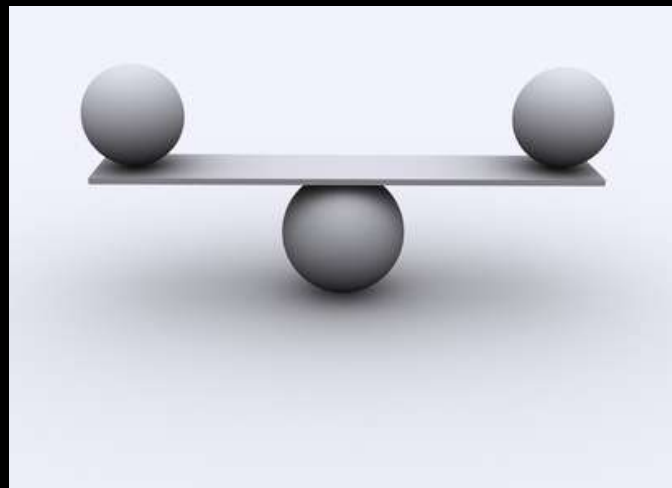
**EQUALITY**



**EQUITY**

Social *equality* is usually defined in as everyone getting the same.

Social *equity* is usually defined as everyone getting \_\_\_\_\_.



# Think About This . . .

## Equality = Sameness

Equality is about SAMENESS, it promotes fairness and justice by giving everyone the same thing.

BUT it can **only work IF everyone starts from the SAME place**, in this example, equality only works if everyone is the same height.



## Equity = Fairness

EQUITY is about FAIRNESS, it's about making sure people get access to the same opportunities.

Sometimes our differences and/or history, can create barriers to participation, so we must **FIRST ensure EQUITY** before we can enjoy equality.

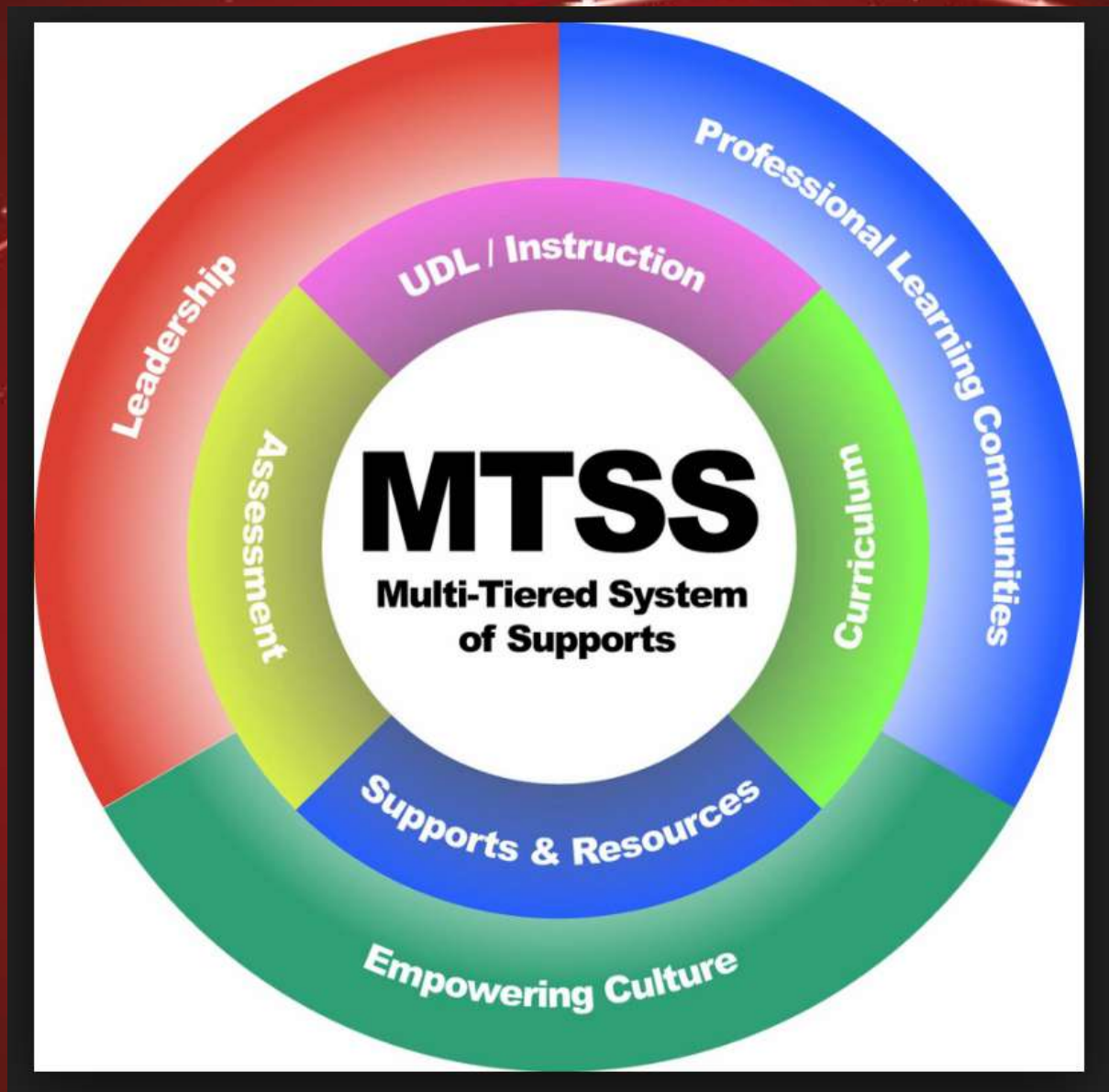


**FAIRNESS**

# Multi-tiered System of Supports

MTSS is a framework for implementing **school-wide evidence-based** instructional practices, supports, and interventions to **improve educational outcomes for students**. Considered in the framework is the academic, behavioral, health-related, and social/emotional success for **all New Jersey students**.

(Definition from NJTSS Draft)





**Multi-Tiered  
System of Support  
MTSS**

**Universal Design  
for Learning (UDL)**

**Response to  
Intervention (RTI)**

**Behavioral  
Supports  
(PBIS, etc.)**

**Intervention &  
Referral  
Services (I&RS)**

**Accelerated Learning  
Opportunities (Gifted,  
Compacting, etc.)**

**Dynamic  
Learning  
Maps (DLM)**

**Individual  
Education  
Plans (IEP)**

**ESL/ELL  
programs**

# Goal III: Mission Statement Work

As a prelude to our work of developing a Mission Statement in October, we need to begin with some reflection.

Many times this reflection can begin with answers to questions that start with

**what,**

**how,**

**why.**

# Goal III: Mission Statement Work

## WHAT we do ?

- educate students,
- help students become lifelong learners,
- create productive citizens, etc.

## HOW DO WE DO IT?

- access to technology,
- Develop problem solving skills,
- Curriculum geared toward the standards

*Golden Circle* — <https://www.youtube.com/watch?v=I5Tw0PGcyN0>

# Goal III: Mission Statement Work

Our mission statement development is our **WHY** and it also defines the culture we want to preserve in Logan.

MicroLab in groups of three (based on index cards)

*Person number 3 for each question will act as the recorder for that question on the handout. These papers will be collected at end of session, reviewed by Administrators with feedback given to whole district as prelude to developing our mission statement.*

# Goal III: Mission Statement Work

*Questions:*

1. **Why did I become a teacher?**
2. **What do I believe about teaching and learning?**
3. **How do I put what I believe about teaching and learning into practice with my students?**



A scenic landscape with a winding road through rolling hills under a bright sky. The hills are covered in trees with autumn foliage in shades of orange, yellow, and brown. The sky is a pale, hazy blue. The overall mood is peaceful and hopeful.

# MISTAKES

are a sign that you are

*moving*

*forward.*

*- Bryant McGill*