LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

Roseland Board of Education

May 20th, 2021
7:30 PM

- All attendees will be muted on entry and will be muted for the duration of the meeting.
- When it's time for public comment, individuals should click the raise hand button to ask a question or voice public comment. Laura Savarese will unmute you and announce your name when it's your turn to speak.
- Please make sure to start by stating your name and address
- Public Comment #1 - Agenda Items for Approval Only
- Public Comment #2 - Agenda or Non-Agenda Items for the Board

I PLEDGE ALLEGIANCE
TO THE FLAG OF
THE UNITED STATES
OF AMERICA AND TO THE REPUBLIC FOR
WHICH IT STANDS ONE NATION UNDER GOD
INDIVISIBLE WITH LIBERTY AND JUSTICE FOR ALL

I. **CALL TO ORDER** – Board President

II. **STATEMENT OF COMPLIANCE**

II. **FLAG SALUTE**

III. **BOARD PRESIDENT REPORT**

IV. **COMMITTEE REPORTS**

V. **SUPERINTENDENT REPORT**

VI. **BUSINESS ADMINISTRATOR/BOARD SECRETARY REPORT**

VI. **PUBLIC COMMENT** – On agenda items only

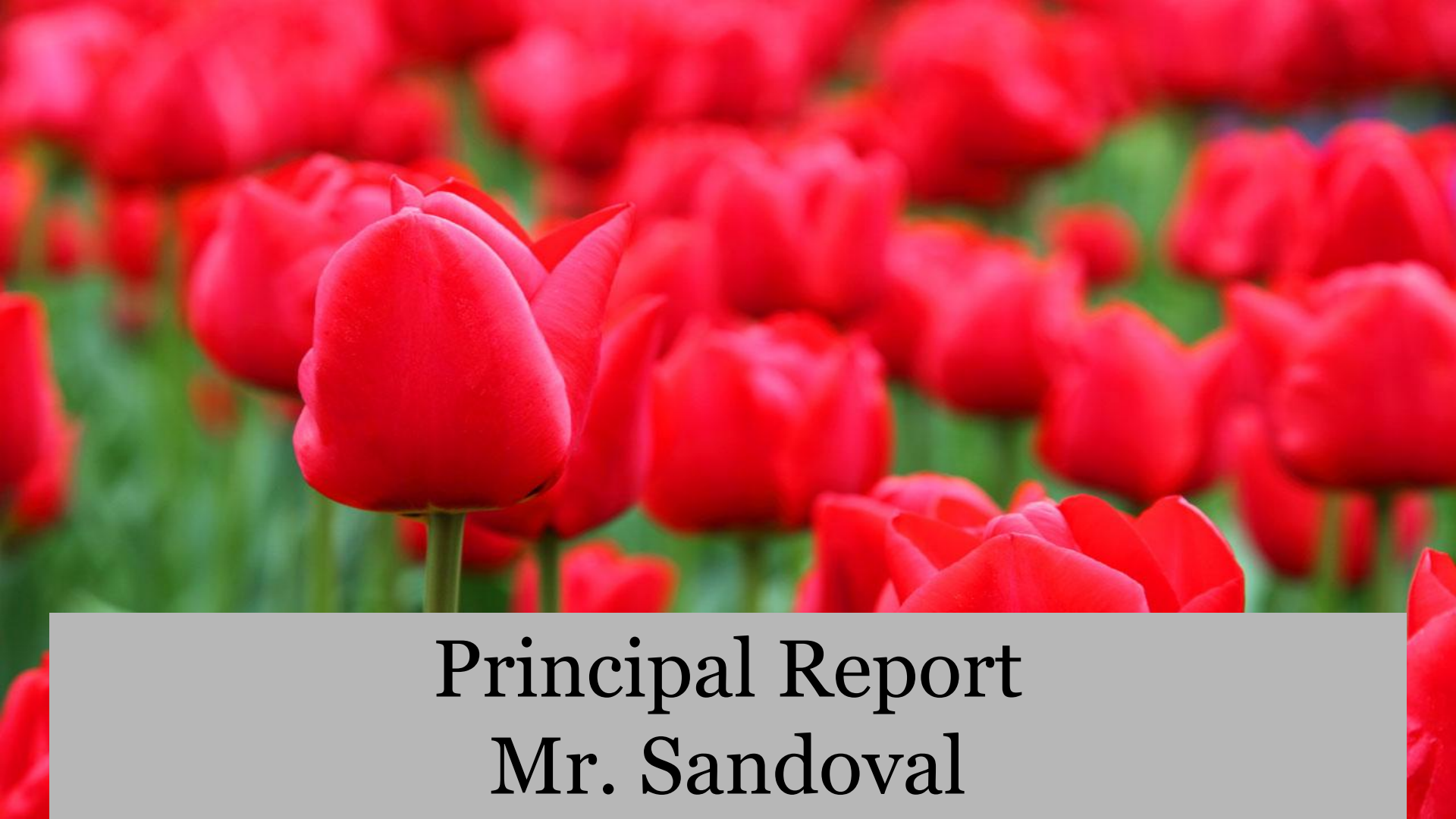
Board President & Committees Reports

Superintendent Report
Ms. Somers

The 5th grade ELA students used their ability to transfer what they have come to understand about the art of literary essay writing to the art of any kind of opinion writing. Together, they planned speeches to convince The Roseland Board of Education of which leadership skills should be taught here, at Noecker School. To start, they found supports and evidence to back up their claim. They drafted all of this into an essay format and then finally prepared a video of this piece. ENJOY!

Dhilan Lahiri Remote 5S
Joe Wohltmann and Nate Levine 5G
Riley Feeley, Rafaella Lima, Lillian Buchsbaum 5L
Sam Wohltmann, Enya Ienciu, Khari Cooper 5G

Thank you, 5th Graders & Mrs. Leone!



Principal Report
Mr. Sandoval

Superintendent Report
Ms. Somers

School Performance Updates

Deanne Somers, Superintendent

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School Performance Updates

Districts have a number of ways to assess student performance. In typical years, we analyze state assessments such as NJSLA and share Student Achievement Presentations in early Fall. In the Spring, we share state-generated School Performance Reports which gather, in one place, A LOT of information, including student growth and achievement.

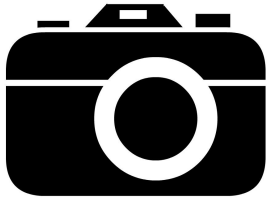
Both of these were impacted by COVID-19.

However! We continued to assess student performance throughout the school year via growth objectives, reading and math assessments, standards-based report cards, and day-by-day evidence of learning.

In this presentation, we will overview the **School Performance Reports** for 2018-19 and 2019-2020 (as the information did not change due to COVID-19), as well as, other assessment data and plans for continuing to support our learners.

NJ SCHOOL PERFORMANCE

LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT



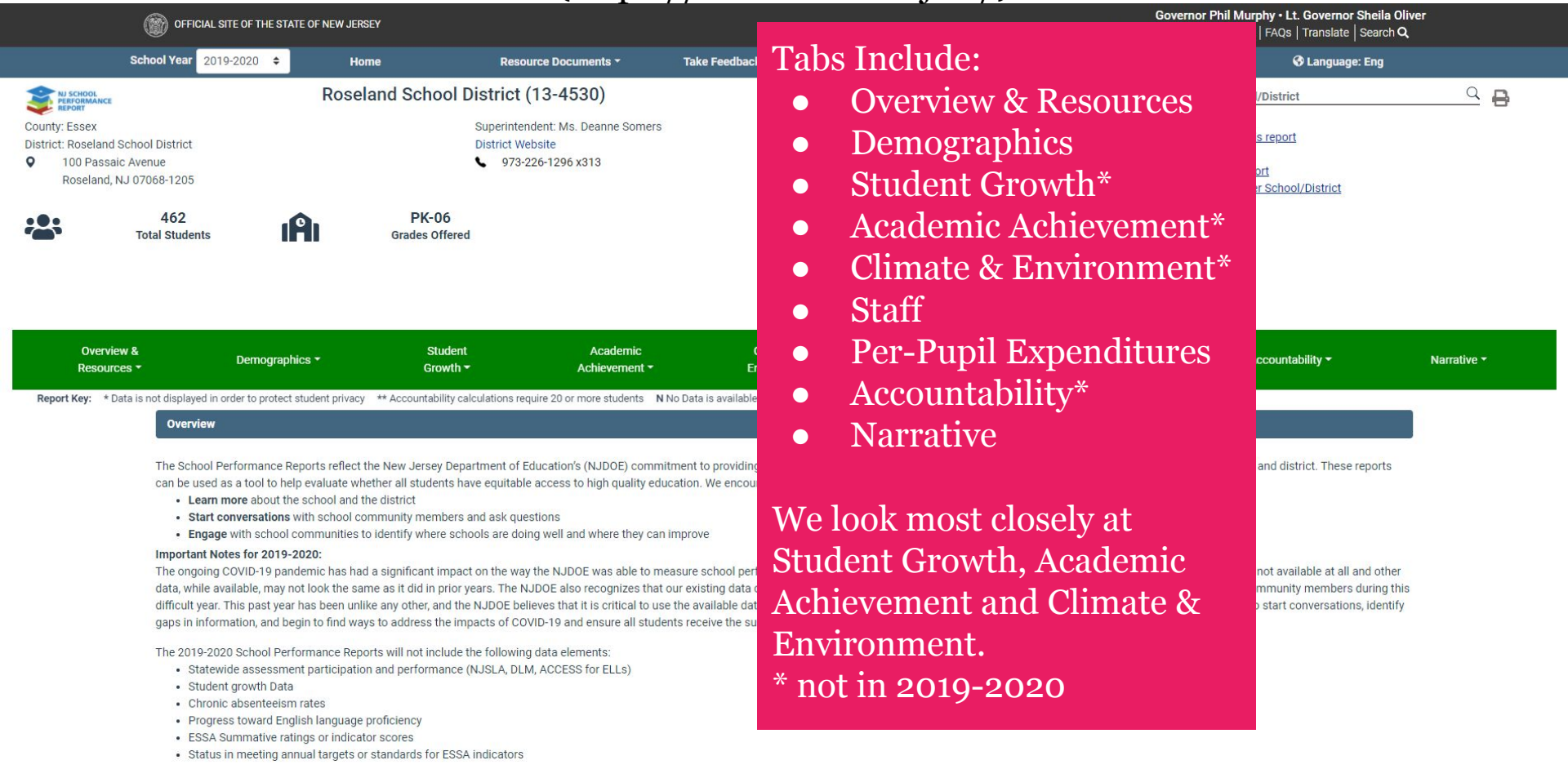
New Jersey's **School Performance Report** provides a picture of overall school performance: schoolwide academic achievement and progress, as well as, data related to demographics, school climate, chronic absenteeism, and college and career readiness.

While much of the report is informative, student proficiency on assessments, student growth, and absentee rates are used to assess individual (elementary) school's performance.

Due to COVID-19, the majority of the data is carried over from 2018-19 as many measurements were not available during the 2019-2020 school year.

School Performance Reports for ALL Districts are Available Online

(https://rc.doe.state.nj.us/)



Tabs Include:

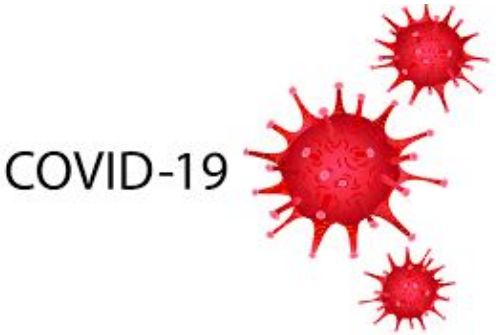
- Overview & Resources
- Demographics
- Student Growth*
- Academic Achievement*
- Climate & Environment*
- Staff
- Per-Pupil Expenditures
- Accountability*
- Narrative

We look most closely at Student Growth, Academic Achievement and Climate & Environment.

* not in 2019-2020

COVID-19 Impact on 2019-2020 Reports

- The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement in the **2019-2020 School Performance Reports.**
- Some data is not available at all and other data, while available, may not look the same as it did in prior years.
- The NJDOE recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators, and community members during this difficult year.



2019-2020 Data Availability Notes

•The **2019-2020 School Performance Reports** will not include the following data elements:

•**Statewide Assessment Data**: Participation and performance on the New Jersey Student Learning Assessment (NJSLA) for ELA, mathematics, or science, Dynamic Learning Maps (DLM) assessment, and ACCESS for ELLs 2.0 assessment

•**Growth Data**: Median Student Growth Percentiles and Progress toward English Language Proficiency

•**Attendance**: Chronic Absenteeism rates and other attendance information

•**Accountability Measures**: Summative ratings, indicator scores, and status in meeting annual targets or standards

•Notes are included throughout the reports to explain where data is missing or known to be impacted by COVID-19 and a new Impact of COVID-19 on Data Availability resource is available to summarize this information.

Student Growth
Are Students Growing?

How is growth measured?

Student Growth Percentiles (SGP) measure how students are progressing in ELA and Math as compared to other students across the state who share similar testing history. Each student receives an SGP score for ELA and Math (1-99).

Low-achieving students can show high growth & high-achieving students can show low growth.

The median of ALL students' SGP scores is used to determine a single SGP score for ELA and for Math.

Are students learning? Are students growing and achieving each year?

2018-2019

Needing Improvement: < 39.5	Showing Progress: 40 - 59.5	Excelling: 60 - 99

2018-2019	2017-2018	2016-17	2015-16
ELA - 80	ELA - 68	ELA - 74	ELA - 45
MATH - 71	MATH - 63.5	MATH - 60.5	MATH - 55

What we noted: Students' performance was excelling! Likely due to continued exposure to the revised standards and expectations, strengthening curricula materials and instructional practice, and comfort level with assessments.

ELA - 80	Math - 71
#1 ELA Growth in the County (By Elementary School)	#3 Math Growth in the County (By Elementary School)

Due to the cancellation of statewide assessment results in spring 2020, median student growth percentiles (mSGPs) were not calculated for 2019-2020.

Student Growth Objectives

Are students learning?
Are students growing and achieving each year?

A Student Growth Objective, or SGO, is a long-term academic goal for groups of students set by teachers in consultation with their supervisors.

Each year, teachers complete SGOs as part of their own evaluation. While they do not “count” for 2020-2021, they provide feedback on student growth and opportunities for discussion and reflection.

- **Collaborate** with your peers and supervisor to enhance SGO value to teachers and students.
- Use knowledge of the students, **standards**, and SGO assessment to develop a vision for student mastery of the standards.
- When setting goals, **differentiate** targets for students based on their relative starting points.
- **RIGOR** is also an area to reflect. Is the goal for each student challenging, yet achievable? Is a "4" 90% or higher of students scoring 90% or higher?

SGOs

Understand that high quality SGOs are:

- Aligned to **standards**
- Grounded in **data**
- Driven by **high expectations** for students

Student Growth Objectives

2020-2021

This year Noecker School teachers set their usual ambitious goals for students and students met the challenges!

On a scale of 1 to 4, Noecker Student Growth averaged 3.8 which is considered HIGHLY EFFECTIVE.

The majority of students met or exceeded the educational goals teachers set for them in the fall.

Standards-based Goals related to:

Fractions, Number Sense, Critical Thinking, Mathematical Practices, Reading Fluency, Phonics, Letter-Sound Mastery, Argument Writing, Reading Stamina, Narrative Writing, Rhyming, Comprehension, Character Development, Multiplication, & Order of Operations

What did we notice?

Writing in the primary grades was much more difficult under our hybrid/remote learning models.

It was more challenging to set goals for our youngest learners.

The instructional focus on key grade level standards resulted in minimal impact on Student Growth via SGOs when compared to previous years.

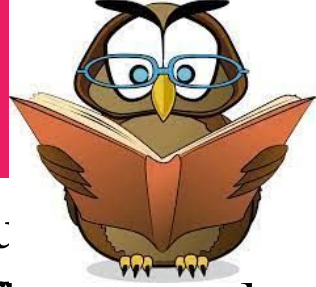
The 2019 Student Achievement Presentation from the September 2019 Board Meeting.

What did we notice? The majority of students continued to make progress from one grade to the next as indicated by increasing levels of achievement.

NJSLA Performance
Are Students on Track for Success?

Due to the cancellation of statewide assessment results in Spring 2020, student achievement (via NJSLA) was not measured for 2019-2020.

School Based Data



READING - All reading teachers formally assess students throughou year (at least 3 times) via running records. Running records assess fluency and comprehension of leveled text. Data, shared with and analyzed by administration, indicates the majority of students continued to make progress and were above, at, or approaching grade level in early Spring. End of Year Assessments are underway.

WRITING - Assessed via SGOs and unit assessments, the majority of upper grade students achieved grade level objectives. More challenge was evident in the primary grades where the focus was on reading and phonics.

REMOTE - Assessment challenges existed with remote only students.

School Based Data

MATH - Likewise, formal math assessments indicate the same results. [illegible] of students demonstrated mastery of grade level content since and growth from the beginning of the school year.

REMOTE - Assessment challenges existed with remote only students.

OTHER AREAS:

There were impacts to other subject areas (varied by grade level) due to the hybrid/remote schedule. Student participation in special areas, remote only offerings of subjects, and/or general time constraints affected assessments and pacing. Areas will require additional focus and remediation in 2021-2022.

School Based Data

TEACHER FEEDBACK

- Overall pacing of core content remained on target
- Has consistently been positive with regards to student progress and achievement
- A specific focus on core standards, small group instruction/classes, and minimal disruptions were areas identified as factors in maintaining student learning
- Standards-based report cards, progress reports, and conferences continued to provide up-to-date feedback to families

REFERRALS

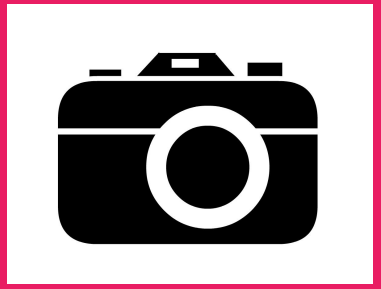
Referrals to I & R S (general education support), 504 (general education, medically -based support) and the Child Study Team (special education referral process) remained steady throughout the 2020-2021 school year.

In elementary schools, CCR is based upon ATTENDANCE. Chronic Absenteeism is defined as 10 more absences. Research shows that absences impact a student's ability to succeed in school.

Are Students College & Career Ready?

Our school's K-6 chronic absenteeism for 2018-19 was 5.5%
This was up from 4.5% in 2017-2018; only one area did not meet the state average in 2018-19 - "Students with Disabilities."

Chronic absenteeism was not measured in 2019-2020 due to the pandemic.



Not Measured?

(but just as important!)

The School Performance Report, SGOs, attendance, and assessments are all snapshots and those are what are captured in this presentation.

What is not fully captured includes:

- Attendance vs Engagement
- Knowing vs Applying
- Socio-Emotional Impacts
- Individual Student Struggles
- Long-term Impacts of Weaker Areas (secondary standards, writing, special areas, collaboration)
- How Students Will Adjust in September

Summer Plans

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Summer Plans Include:

ESY Program - Special Education
Kindergarten Experience
Reading Boost - General Education
Enrichment - General/Special

Curriculum/Professional Development

Math Scope & Sequence*
Literacy Units*
G & T Refresh
SEL/Inclusivity Planning*

*specific focus on identifying and addressing educational and emotional gaps and supporting the return to “normal”

Looking Ahead

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Overall, our continued growth as a district of learners has remained positive and productive this school year.

Our goal is to continue partnering within our school community and with our families to strengthen our district and student achievement in 2021-2022!

Questions may be directed to dsomers@roselandnjboe.org

Superintendent Report
Ms. Somers

Business Administrator Report
Mr. Gibbs

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VII. PUBLIC COMMENT

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VII. **APPROVAL OF ACTION ITEMS**

BOARD MINUTES/REPORTS

FINANCE/FACILITIES

PERSONNEL/MANAGEMENT

POLICY

VIII. **PUBLIC COMMENTS**

IX. **OLD BUSINESS**

NEW BUSINESS

CLOSED SESSION IS SCHEDULED.

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The next Regular Board Meeting will be held virtually on Thursday, June 17th, 2021 at 7:30 PM.