

State of the Schools



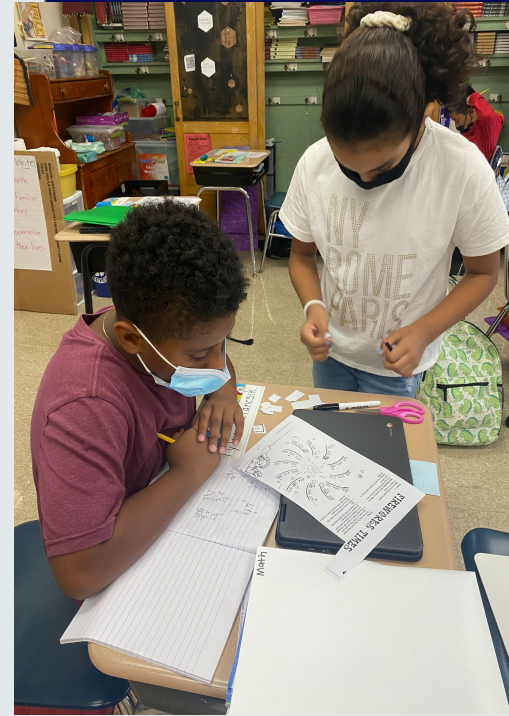
Presented by
Kenilworth Public Schools
Leadership Team

Presented to the Board of Education
October 12, 2021



Presentation Agenda

- Set a context
- Provide a demographic snapshot
- Review achievement data
- Spotlight achievements & successes via our “inputs & outputs”
- Identify our path forward

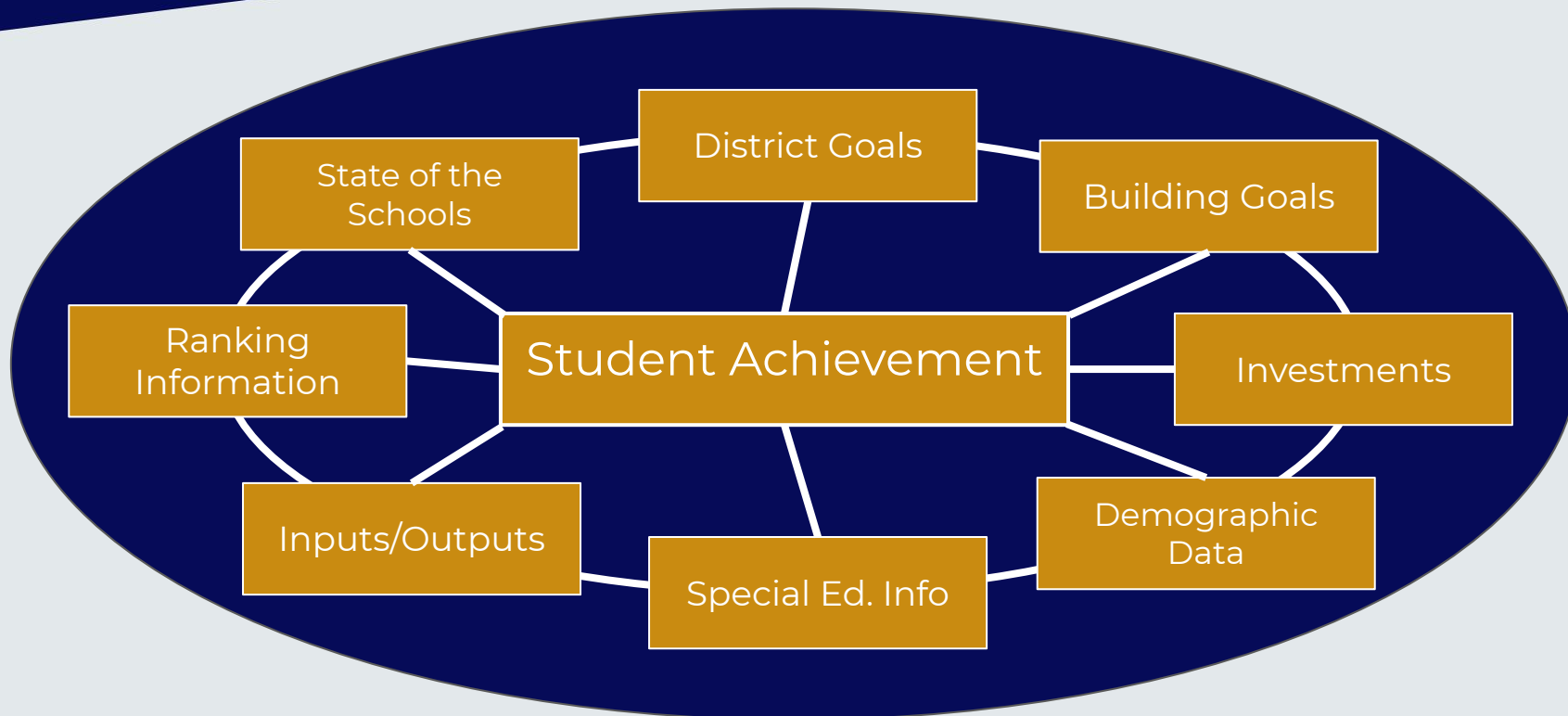




Tonight's Goals

- Take a multi-pronged approach to looking at our district's achievement data.
- Situate that achievement data in the larger context of our goals and priority work.
- Celebrate successes, acknowledge growth areas, and share details about how we're bridging the gap from where we are to where we want to be.

Identifying Intersectionalities





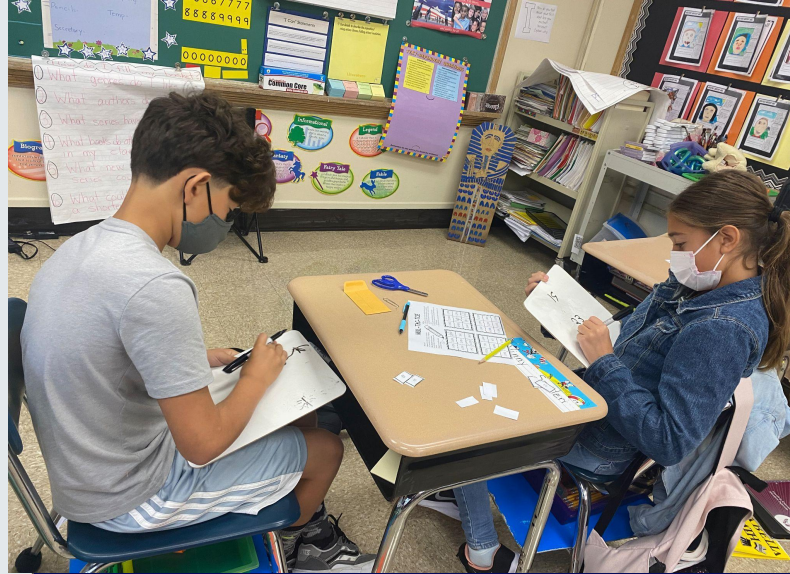
KENILWORTH PUBLIC SCHOOLS



HARDING GOALS

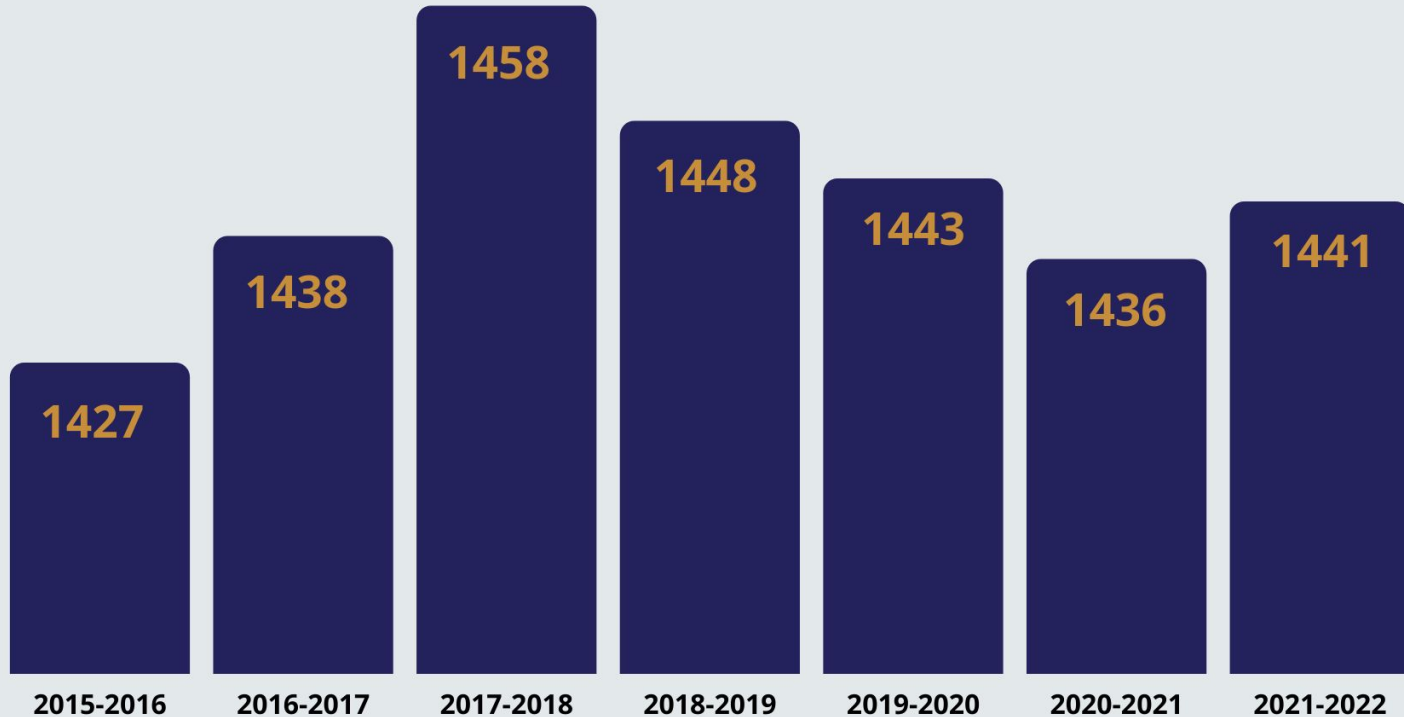
BREARLEY GOALS

Demographic Snapshot





District Enrollment Totals



From the 2019 Whitehall Demographic Study



School Year	Births 5 Yrs. Ago	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	District Total
2022-23	77	27	78	113	90	97	97	95	89	125	113	155	118	119	103	1,444
2023-24	89	27	90	83	120	92	97	99	97	112	134	106	153	112	118	1,467



Demographic Data

	# of Certificated Staff	% of Caucasian Students	% of African American Students	% of Hispanic Students	% of ELL Students	% of Economically Disadvantaged
Harding	80	55%	3%	34%	4%	13%
Brearley	87	53%	6%	34%	3%	15%
District Totals	167	54%	5%	34%	4%	14%

Standardized Data

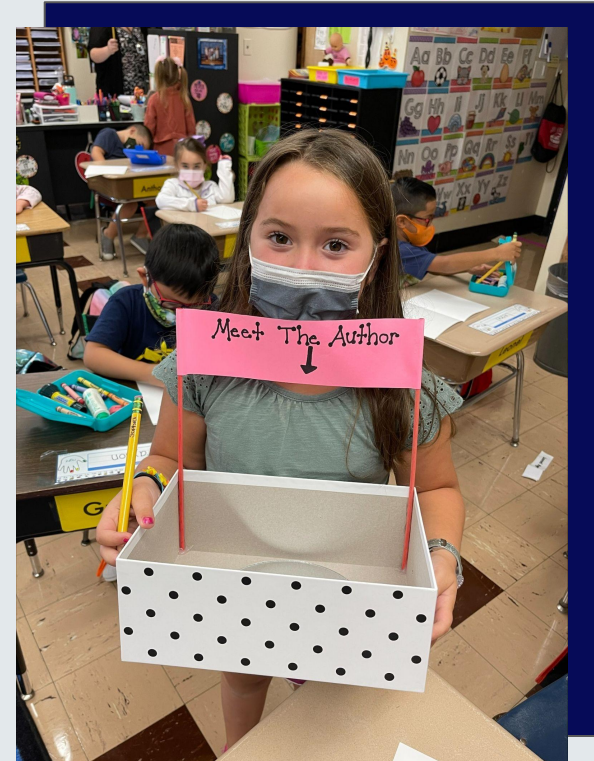


A look at DIBELS, Go Math, MAP, AP & (P)SAT Data



About Assessment Data

- Standardized assessment data is norm-referenced.
- 2019 was the last time NJ state assessments were administered. To provide the latest analysis, *most* of this presentation spotlights results from in-house assessment systems.
- Performance on standardized assessments is only one way to measure achievement.





What is DIBELS?

- Dynamic Indicators of Basic Early Literacy
- Universal screener that monitors development of early reading skills across grades K-2
- Standardized
- Quick assessments in different literacy areas



DIBELS data - Kindergarten 2020-21



Student Composite Score	Fall 2020	Spring 2021
Well Below Benchmark	20%	21%
Below Benchmark	20%	15%
Benchmark	23%	28%
Above Benchmark	38%	35%

DIBELS - First Grade 2020-21



Student Composite Score	Fall 2020	Spring 2021
Well Below Benchmark	18%	11%
Below Benchmark	16%	14%
Benchmark	29%	26%
Above Benchmark	38%	49%

DIBELS - Second Grade 2020-21



Student Composite Score	Fall 2020	Spring 2021
Well Below Benchmark	7%	10%
Below Benchmark	7%	13%
Benchmark	40%	21%
Above Benchmark	46%	57%



What is Go Math?

- Kenilworth's K-8 math program
- One of the five most commonly used math programs in NJ
- Go Math assessment at beginning and end of the year measures growth over 10 months.
- Monitors prior math knowledge & readiness for upcoming standards

Practice and Homework
Lesson 4.1

Common Core STANDARD—1.OA.C.5
Add and subtract within 20

Name _____

Count Back

Count back 1, 2, or 3. Write the difference.

Rectangular Strip

1. $\underline{\quad} = 7 - 3$	2. $8 - 3 = \underline{\quad}$	3. $4 - 3 = \underline{\quad}$
4. $\underline{\quad} = 9 - 1$	5. $\underline{\quad} = 7 - 1$	6. $\underline{\quad} = 6 - 2$
7. $6 - 1 = \underline{\quad}$	8. $5 - 3 = \underline{\quad}$	9. $\underline{\quad} = 11 - 3$
10. $5 - 2 = \underline{\quad}$	11. $10 - 2 = \underline{\quad}$	12. $\underline{\quad} = 10 - 3$
13. $\underline{\quad} = 9 - 3$	14. $4 - 2 = \underline{\quad}$	15. $\underline{\quad} = 7 - 2$

Problem Solving

Write a subtraction sentence to solve.

16. Tina has 12 pencils. $\underline{\quad} - \underline{\quad} = \underline{\quad}$
She gives away 3 pencils. $\underline{\quad}$ pencils
How many pencils are left?

17. **WRITE** Math Use pictures or words to explain how you can solve $7 - 3$ by counting back.

Chapter 4

two hundred fifteen 215

Go Math Beginning vs. End of Year Growth 2020-21



Average Score	Fall 2020	Spring 2021
Grade K	54%	89%
Grade 1	40%	84%
Grade 2	64%	91%



What is NWEA Measurement of Academic Progress (MAP)?

- Administered in Kenilworth in grades 2-8, 3x a year.
- An English Language Arts (ELA) & math assessment
- Assesses students' readiness points & growth over time
- Helps drive instruction
- Aligns to support other programs used in the district, such as Study Island
- Placement indicator for multi-tiered system of supports
- Predicts students' scores on New Jersey Student Learning Assessment



MAP ELA RIT Growth 2020-21



	Fall 2020	Spring 2021	Growth
Grade 3	192	195	+3 points
Grade 4	199	204	+5 points
Grade 5	206	209	+3 points
Grade 6	210	213	+3 points
Grade 7	217	218	+1 point
Grade 8	222	223	+1 point

MAP Math RIT Growth 2020-21



	Fall 2020	Spring 2021	Growth
Grade 3	193	202	+ 9 points
Grade 4	200	211	+ 11 points
Grade 5	209	217	+ 8 points
Grade 6	212	222	+ 10 points
Grade 7	220	221	+ 1 point
Grade 8	231	231	+ 0 point

Student Personnel Services



Special Education, English Language Learning & Interventions



Special Education by the Numbers

- Take a multi-pronged approach to looking at our district's achievement data.
- Kenilworth Schools educate 218 Special Education students
 - Or 14.9% of the total school population
 - State average hovers around 16.9%
 - 97 Harding students
 - 104 Brearley students
- We have 17 out-of-district students
- 23 students have speech-only IEPs

Special Education by the Numbers



School-Year	# of Student Referred	# of Students Tested	# of Students Classified
2016-2017	51	37	23
2017-2018	46	38	20
2018-2019	50	31	21
2019-2020	43	34	19
2020-2021	50	32	15

Multi-Tiered System of Supports (MTSS)



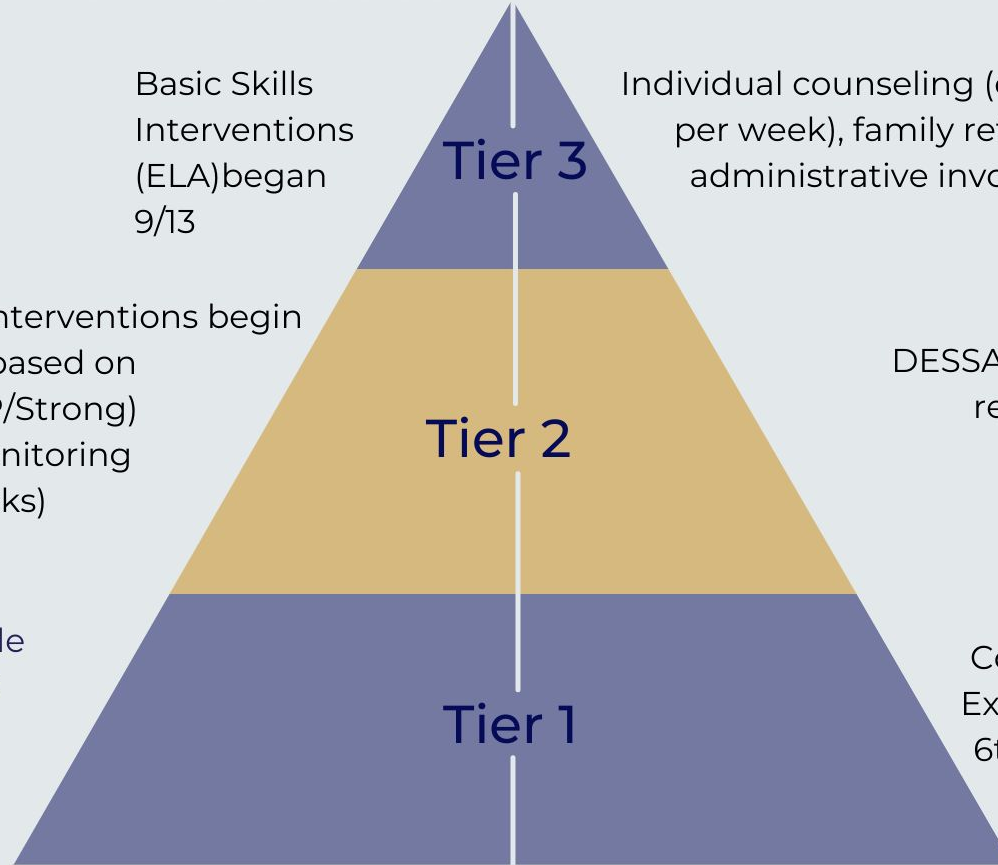
Tier 3: Intervention (Fewer students) : Individualized interventions, support and counseling, wraparound, family supports, coordination with community partners, alternative programming, intervention team involvement, administrative involvement, progress monitoring and review, referral for evaluation or services

Tier 2: Supports (Some students): Small group academic instruction and counselling, social skills, parental involvement, intervention team monitoring, increased communication from teacher, counselor/case manager with parent, progress monitoring and review, behavioral interventions

Tier 1: Supports (Most students): Instructional best practice, Trauma Informed training and best practice, differentiation, universal design for learning, universal academic and Social and Emotional screening, Social and Emotional Learning Curriculum (Second Step), positive behavioral supports, routine contact from case manager/ counselor, regular parent teacher communication

Harding Academic Interventions

SEL Interventions



Basic Skills
Interventions
(ELA) began
9/13

Tier 3

Individual counseling (daily/several times per week), family referral to resources, administrative involvement, ongoing crisis response

Basic Skills Interventions begin in October (based on DIBELS/MAP/Strong) Progress monitoring cycle (8 weeks)

Tier 2

DESSA identified students will receive Skills groups and progress monitoring

Interventions will be supported through grade level/ PLC/C&I meetings MAP/DIBELS Universal Screening Intervention Coordinator/Drop In Support

Tier 1

Continued Second Step (K-5) Exploring SEL Curriculum for 6th graders DESSA Universal Screening

Brearley Academic Interventions

Brearley SEL Interventions

Alternative Program, ACE,
Crisis Team Monitoring
After School
Intervention/Tutoring

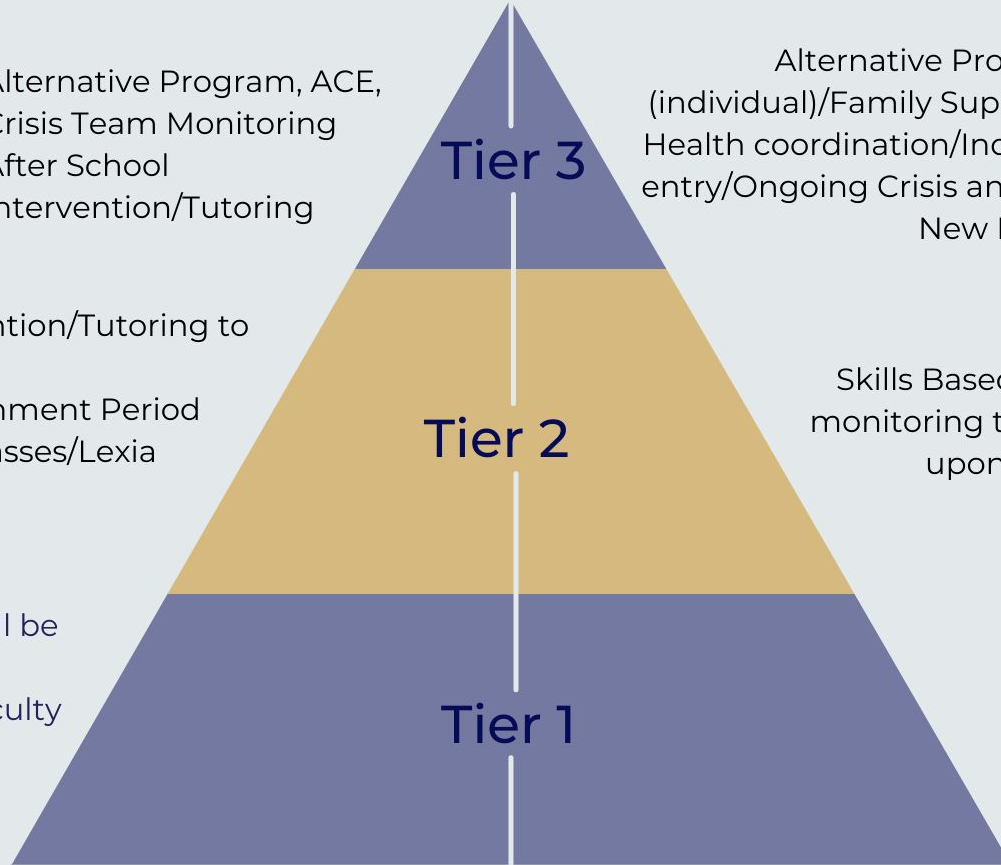
Alternative Program/UBHC Counselling
(individual)/Family Support/ Community Mental
Health coordination/Individualized transition/re-
entry/Ongoing Crisis and Interagency Response,
New Progress Monitoring Tool

After School Intervention/Tutoring to
begin in November
Middle School Enrichment Period
Expanded Wilson classes/Lexia
Exact Path/NWEA

Anchor Period
Skills Based Skills Groups with Progress
monitoring to begin in November (based
upon screening/guidance/admin
referral, IEP/504 needs)

Tier One Interventions will be
supported through
department/ PLC/C&I/Faculty
Meetings
MAP/Strong Universal
Screening

Universal Screening/Wellness
Survey Underway (7-12)
Middle School SEL cycle
Crisis Team Columbia Suicide
Severity Rating Scale Training



High School Data



(P)SAT, AP & Ranking Data



What are (P)SATs?

- A preliminary SAT/National Merit Scholarship Qualifying Test
- A great primer for the SAT and ACT
- Scores are used to identify National Merit Scholars
- Math
- Evidence-based reading & writing
- Maximum score is 1520



PSAT - Fall 2020 Data





SAT - Spring 2021 Data

David Brearley High School

Summary - Aug 2020 - Jul 2021

SAT June 2021

11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
972 400 to 1600	511 200 to 800	461 200 to 800	62 Total test takers
18% Met Both Benchmarks	68% Met ERW Benchmark	18% Met Math Benchmark	Percentage of Test Taker Population by Sex
			Female 65% Male 35% No Response 0%



What are AP classes?

- Advanced Placement courses are governed by the College Board.
- They are challenging courses that offer college-level work. Students who pass an AP exam at the end of a course can earn college credit in many higher education institutions.
- An AP course designation on a transcript allows students to demonstrate to colleges their motivation to succeed.



AP Data

	# of AP courses offered	# of AP tests administered	Mean Score	# of students scoring a 3 or higher
2018	10	130	2.79	46
2019	10	148	2.13	42
2020	10	137	2.74	65
2021	11	145	2.02	46

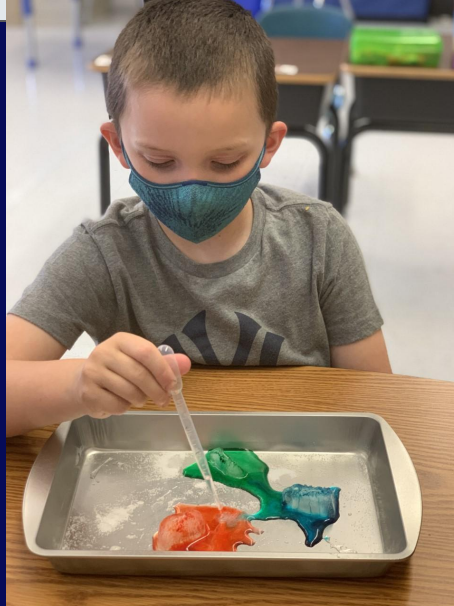


How are Rankings Determined?

Looking specifically at *U.S. News & World Report*:

- Number of students who took at least 1 AP exam
- Number of students who passed at least 1 AP exam
- Mathematics proficiency (as determined by NJ's state assessment, the NJSLA)
- Reading proficiency (as determined by the NJSLA)
- Graduation rate

Spotlighting Inputs & Outputs



Investments, successes, growth areas & our path forward



Where & How We've "Invested"

- Professional capital
 - Professional learning via consultative services and increased in-house offerings
- Resources
 - Working towards incorporating more research-based resources such as literacy units of study, Study Island, Math 180
- (In)formal leadership support
 - Technology facilitator; interventions coordinator; staff developers





ELA Inputs

- Readers & writers workshop
 - In-house, sustained K-6 professional learning: 2019-present
 - New units of study and ancillary resources
- Middle school book clubs/balanced literacy
 - In-house, sustained professional learning
 - Supplemental resources
- English IV course redesign
 - In-house sustained professional learning
 - Supplemental resources
- Tools to differentiate and support learning
 - Newsela
 - NoRedInk



ELA Outputs

- “It’s great to have a ‘concrete’ program that will give us consistency across the grade levels. Again, the mentor texts ... are engaging and effective.”
- “Robin’s experience and ideas are so valuable - practical, interesting, and exciting.”
- Higher DIBELs scores
- College-centered design to English IV
- Instructional support for small group learning
- A move towards consistent instructional techniques and approaches across grade-levels



Math Inputs

- Full support and investment in Go Math
 - Professional learning
 - Expansion across grade levels
- Tools to help differentiate and individualize learning
 - ALEKs
 - Math 180
 - Study Island Grades 3-8
- Restructured course offerings and structures
 - Honors math
 - Middle school interventions



Math Outputs

- “Having an adaptive program like ALEKS is awesome. It will help the kids learn more skills.”
- Continued increase in MAP scores
- Small-group blended learning model of intervention
- Increased availability for students to take an AP math course in high school



(P)SAT, AP & Ranking Inputs

- SAT Boot Camp offered spring 2021 to students in Grade 11
- AP PLC
 - Implement 2-year AP institute training rotation
 - Utilize AP Classroom and AP Central
 - AP teachers as teacher-leaders
 - Focus on AP exam skill in all courses within departments
- Investigate Pre-AP courses for early years of Scholars Academy



Additional successes

- Alternate education program (as a way to differentiate programming)
- More district-level coaching and support for instruction
- Movement towards a classroom technology model
- Enhanced home-to-school connections
- Greater focus, and successes, on culture and climate



Our path forward: Focuses on Growth

- Continued reliance on standardized assessments and an increase on ensuring high-quality assessments
- Looking at MAP in grades 9-12
- Focus on Academy structure and offerings
- Study number of students who are achieving graduation proficiency through alternate pathways
- More robust use of our data warehouse to provide analysis and guide decisions
- Explore more powerful, useful data warehouses
- Once in place, ensure more consistent use.
- **Stay the course**



Where & How We've "Invested"

- Professional capital
 - Professional learning via consultative services and increased in-house offerings
- Resources
 - Working towards incorporating more research-based resources such as literacy units of study, Study Island, Math 180
- (In)formal leadership support
 - Technology facilitator; interventions coordinator; staff developers





Questions?

“A boat cannot move forward
if each rows his own way.”

