

Superintendent's Report Orange Public Schools "Good to Great"

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
"The Teaching Superintendent"
March 8, 2023

Focus Core Area Numbers 1- 4
District Goal Number 1-4 and All Sub Sections



Celebration of Students

Student of the Month Announcement

Gerald Fitzhugh, II, Ed.D.
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Focus Core Area Numbers 1 & 2
District Goal Number 1&4 and All Sub Sections



Students of the Month

February 2023

Congratulations to our STAR Students!

Name of School	Student of the Month
Orange High School	Jennifer Gusnay Guzco
Orange Preparatory Academy of Inquiry and Innovation	Viahalhee Noel
Twilight U	Hugo Macario Quino
Cleveland Street School	Camila Ortiz-Cisneros
Forest Street School	Samuel Odubanja
Heywood Avenue School	Martin Minchala

Name of School	Student of the Month
Lincoln Avenue School	Miller Burgos
Oakwood Avenue School	Omari Griffth
Rosa Parks Community School	Genesis Garcia
Park Avenue School	Markis Timothy
STEM Innovation Academy of the Oranges	Marc Mullally
Central Elementary School	Aleyda Ayalla

Scholarships Update

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
“The Teaching Superintendent”
March 8, 2023
Focus Core Area Numbers 1 & 2
District Goal Number 1&4 and All Sub Sections

Scholarship Update as of March 6, 2023

- This past week, I requested scholarship totals for the Orange High School and STEM Innovation Academy of the Oranges. As shared previously, I will report out on scholarships, so the community and Board of Education are very much aware of information in real time.
 - OHS - \$3,476,963 (As of January 6th)
 - STEM - \$1,085,453 (As of January 6th)
 - OHS - \$6,438,681 (As of February 10th)
 - STEM - \$4,658,500 (As of February 10th)
 - OHS - \$8,157,864 (As of March 3rd)
 - STEM - \$9,097,208 (As of March 3rd)
 - Total as of March 6th: \$17, 255.072

Congratulations thus far to the Class of 2023 as well as our guidance, instructional, and administrative staff members for working so diligently with our scholars.

Last year, we amassed over 26 million dollars in scholarships district wide. We are well on our way....More to come!

Winter 2022-23 Diagnostic 2 & Interim 1 Data

David Scutari
Executive Director, Office of STEM-Focused Learning
March 8, 2023



Mathematics

Winter Assessment Data 2022-2023

Winter i-Ready Diagnostic Data by Grade (3,428 Students)

Grade	Students Tested	% Students Three or More Grade Levels Below	% Students Two Grade Levels Below	% Students One Grade Level Below	% Students Early On Grade Level	% Students Mid or Above Grade Level
K	407	0%	0%	78%	12%	10%
1	381	0%	19%*	68%	5%	8%
2	396	0%	37%	53%	8%	3%
3	365	15%	25%	50%	7%	3%
4	410	22%	21%	35%	16%	7%
5	381	32%	16%	36%	11%	6%
6	397	33%	16%	32%	14%	5%
7	361	31%	17%	28%	19%	6%
8	381	44%	15%	27%	10%	3%

Winter NWEA MAP Data by Grade (1,277 Students)

Grade	Students Tested	Lo %tile <=20%	LoAvg %tile 21-40%	Avg %tile 41-60%	HiAvg %tile 61-80%	Hi %tile >80%
K	16	81%	19%	0%	0%	0%
1	10	90%	0%	0%	10%	0%
2	11	100%	0%	0%	0%	0%
3	15	100%	0%	0%	0%	0%
4	26	96%	4%	0%	0%	0%
5	39	97%	3%	0%	0%	0%
6	26	100%	0%	0%	0%	0%
7	25	88%	8%	0%	4%	0%
8	56	30%	4%	2%	20%	45%
9	289	37%	22%	18%	12%	12%
10	323	40%	16%	14%	15%	15%
11	304	51%	26%	11%	7%	5%
12	137	58%	23%	10%	7%	1%

Standard	Beginning	Developing	Secure
K.CC.B.4a	4%	8%	89%

Standard	Beginning	Developing	Secure
K.CC.B.4b	5%	19%	76%

Standard	Beginning	Developing	Secure
K.CC.B.4c	32%	14%	55%

Standard	Beginning	Developing	Secure
K.CC.B.5	6%	26%	68%

Standard	Beginning	Developing	Secure
K.CC.C.6	9%	26%	65%

Math
Observational
Assessment
Interim Data
– Grade K
(384 Students)

Math
Observational
Assessment
Interim Data
– Grade 1
(339 Students)

Standard	Beginning	Developing	Secure
1.OA.1	17%	37%	46%

Standard	Beginning	Developing	Secure
1.OA.6	14%	26%	60%

Standard	Beginning	Developing	Secure
1.OA.8	18%	63%	19%

Math
Observational
Assessment
Interim Data
– Grade 2
(329 Students)

Standard	Beginning	Developing	Secure
2.OA.A.1	26%	31%	43%

Standard	Beginning	Developing	Secure
2.OA.B.2	18%	17%	65%

Standard	Beginning	Developing	Secure
2.NBT.B.5	25%	45%	30%

i-Ready Math Interim Data by Grade (2,077 Students)

Grade	Students Tested	% Students Beginning	% Students Progressing	% Students Proficient	Assessed Standards
3	337	18%	62%	20%	3.OA.A.1, 3.MD.C.5 3.MD.C.6, 3.MD.C.7a, 3.MD.C.7b
4	366	33%	40%	28%	4.NF.A.1, 4.NF.A.2 4.NF.B.4a, 4.NF.B.4b
5	331	53%	34%	13%	5.NF.B.3, 5.NF.B.4a 5.MD.C.5a, 5.MD.C.5b
6	364	23%	52%	24%	6.RP.A.1, 6.RP.A.2 6.RP.A.3a, 6.RP.A.3b, 6.RP.A.3d
7	255	62%	35%	4%	7.RP.A.1, 7.RP.A.2a, 7.RP.A.2b 7.RP.A.2c, 7.RP.A.2d, 7.G.B.4
7 Acc	75	11%	60%	29%	7.RP.A.1, 7.RP.A.2a, 7.RP.A.2b 7.RP.A.2c, 7.RP.A.2d, 7.NS.A.1a 7.NS.A.1b, 7.NS.A.1c, 7.NS.A.2a 7.NS.A.2b, 7.G.B.4
8	349	15%	50%	35%	8.EE.B.5, 8.EE.B.6 8.G.A.1, 8.G.A.2 8.G.A.3-1, 8.G.A.3-2, 8.G.A.4

Edulastic
Math
Interim Data
by Course
(1,202
Students)

Grade	Students Tested	% Students Not Yet Meeting Expectations	% Students Partially Meeting Expectations	% Students Approaching Expectations	% Students Meeting Expectations	% Students Exceeding Expectations
Alg I	388	55%	17%	14%	11%	4%
Geo	407	20%	22%	23%	25%	10%
Alg II	356	47%	17%	13%	15%	8%
PreC	38	42%	29%	18%	11%	0%
Stat	13	31%	62%	0%	8%	0%

Science

Winter Assessment Data 2022-2023

Winter InnerOrbit Diagnostic Data by Standard – Grade 5 (332 Students)

Disciplinary Core Idea	PS1	ESS1
Avg Proficiency	39.5%	33.9%

Science and Engineering Practice	Developing and Using Models	Engaging in Argument from Evidence	Planning and Carrying Out Investigations	Using Mathematics and Computational Thinking
Avg Proficiency	52.8%	43.5%	36.4%	44.2%

Crosscutting Concept	Patterns	Scale, Proportion, and Quantity
Avg Proficiency	27.3%	47.6%

Winter InnerOrbit Diagnostic Data by Standard – Grade 8 (363 Students)

Disciplinary Core Idea	PS4	ESS1	ESS3
Avg Proficiency	51.5%	56.8%	58.0%

Science and Engineering Practice	Analyzing and Interpreting Data	Constructing Explanations and Designing Solutions	Developing and Using Models	Engaging in Argument from Evidence	Obtaining, Evaluating, and Communicating Information
Avg Proficiency	48.7%	56.5%	22.6%	62.4%	49.3%

Crosscutting Concept	Cause and Effect: Mechanism and Prediction	Patterns	Scale, Proportion, and Quantity	Systems and System Models
Avg Proficiency	61.5%	40.0%	56.9%	49.6%

Winter InnerOrbit Diagnostic Data by Standard – Grade 11 (255 Students)

Disciplinary Core Idea	PS1	PS2	LS1	LS4	ESS3
Avg Proficiency	31.7%	35.6%	42.9%	48.8%	38.5%

Science and Engineering Practice	Analyzing and Interpreting Data	Asking Questions and Defining Problems	Engaging in Argument from Evidence	Planning and Carrying Out Investigations	Using Mathematics and Computational Thinking
Avg Proficiency	31.8%	41.9%	52.7%	34.2%	45.6%

Crosscutting Concept	Cause and Effect: Mechanism and Prediction	Patterns	Stability and Change	Systems and System Models
Avg Proficiency	45.6%	33.8%	41.1%	41.7%

Science
Observational
Assessment
Interim Data
– Grade K
(332 Students)

Standard	Beginning	Developing	Secure
Engaging in Argument from Evidence	26%	34%	40%

Standard	Beginning	Developing	Secure
PS2-2	23%	36%	42%

Standard	Beginning	Developing	Secure
Cause and Effect	27%	44%	30%

Science
Observational
Assessment
Interim Data
– Grade 1
(238 Students)

Standard	Beginning	Developing	Secure
Engaging in Argument from Evidence	40%	40%	20%

Standard	Beginning	Developing	Secure
PS4-3	40%	44%	16%

Edulastic Science Interim Data by Grade (1,619 Students)

Grade	Students Tested	% Students Not Yet Meeting Expectations	% Students Partially Meeting Expectations	% Students Approaching Expectations	% Students Meeting Expectations	% Students Exceeding Expectations
2	299	76%	10%	8%	5%	1%
3	258	37%	40%	18%	5%	0%
4	369	28%	23%	26%	19%	4%
6	369	52%	26%	12%	8%	2%
7	324	34%	28%	22%	14%	2%

InnerOrbit Interim 1 Data by Standard – Grade 5 (289 Students)

Disciplinary Core Idea	PS1	ESS1	ESS2
Avg Proficiency	52.8%	43.4%	41.1%

Science and Engineering Practice	Analyzing and Interpreting Data	Engaging in Argument from Evidence	Obtaining, Evaluating, and Communicating Information	Planning and Carrying Out Investigations	Using Mathematics and Computational Thinking
Avg Proficiency	39.1%	50.6%	24.1%	44.4%	46.6%

Crosscutting Concept	Cause and Effect: Mechanism and Prediction	Patterns	Scale, Proportion, and Quantity
Avg Proficiency	32.8%	37.2%	46.6%

InnerOrbit Interim 1 Data by Standard – Grade 8 (386 Students)

Disciplinary Core Idea	PS2	PS3	PS4
Avg Proficiency	53.0%	43.0%	32.8%

Science and Engineering Practice	Analyzing and Interpreting Data	Constructing Explanations and Designing Solutions	Planning and Carrying Out Investigations	Using Mathematics and Computational Thinking
Avg Proficiency	42.2%	50.5%	47.7%	32.8%

Crosscutting Concept	Energy and Matter: Flows, Cycles, and Conservation	Patterns	Scale, Proportion, and Quantity	Stability and Change	Systems and System Models
Avg Proficiency	44.7%	32.8%	43.8%	47.7%	53.9%

InnerOrbit Interim 1 Data by Standard— Biology (259 Students)

Disciplinary Core Idea	PS3	LS1	LS2	ESS3
Avg Proficiency	24.0%	30.2%	27.3%	23.3%

Science and Engineering Practice	Analyzing and Interpreting Data	Developing and Using Models	Engaging in Argument from Evidence	Planning and Carrying Out Investigations	Using Mathematics and Computational Thinking
Avg Proficiency	21.8%	29.6%	37.6%	18.4%	26.6%

Crosscutting Concept	Energy and Matter: Flows, Cycles, and Conservation	Stability and Change	Systems and System Models
Avg Proficiency	30.3%	26.7%	24.0%

InnerOrbit Interim 1 Data by Standard– Chemistry (287 Students)

Disciplinary Core Idea	PS1	PS3	PS4
Avg Proficiency	27.9%	26.2%	28.4%

Science and Engineering Practice	Constructing Explanations and Designing Solutions	Developing and Using Models	Planning and Carrying Out Investigations	Using Mathematics and Computational Thinking
Avg Proficiency	43.7%	23.6%	31.5%	37.1%

Crosscutting Concept	Cause and Effect: Mechanism and Prediction	Energy and Matter: Flows, Cycles, and Conservation	Patterns	Stability and Change	Systems and System Models
Avg Proficiency	28.4%	25.5%	35.9%	23.9%	24.2%

Disciplinary Core Idea	PS3	LS2	ESS2	ESS3
Avg Proficiency	12.6%	24.4%	14.3%	18.8%

Science and Engineering Practice	Analyzing and Interpreting Data	Constructing Explanations and Designing Solutions	Engaging in Argument from Evidence	Using Mathematics and Computational Thinking
Avg Proficiency	16.7%	18.8%	27.5%	22.8%

Crosscutting Concept	Cause and Effect: Mechanism and Prediction	Energy and Matter: Flows, Cycles, and Conservation	Stability and Change
Avg Proficiency	14.7%	12.5%	18.7%

InnerOrbit Interim 1 Data by Standard— Environmental Sci (184 Students)

InnerOrbit
Interim 1
Data by
Standard—
Physics
(91 Students)

Disciplinary Core Idea	PS2	PS3
Avg Proficiency	44.1%	35.8%

Science and Engineering Practice	Constructing Explanations and Designing Solutions	Using Mathematics and Computational Thinking
Avg Proficiency	28.0%	35.8%

Crosscutting Concept	Energy and Matter: Flows, Cycles, and Conservation	Systems and System Models
Avg Proficiency	23.4%	37.5%

Winter 2022-23
Mid-Year Diagnostic Presentation

Karen Harris
Executive Director, Office of Humanities
March 8, 2023



Benchmark Goals within Acadience

Benchmark Status	What This Means	What This Means for Instructional Planning and Support for Student Within These Ranges
Above Benchmark	Overall likelihood that the student will reach the next subsequent early literacy goals: 90%-99%	These students need effective core instruction to meet the next literacy/reading goal and may benefit from instruction on advanced skills.
At Benchmark	Overall likelihood that the student will reach the next subsequent early literacy goals: 70%-85%	These students need effective core instruction to meet the next literacy/reading goal and may benefit from monitoring/strategic support on specific components of skills as needed.
Below Benchmark	Overall likelihood that the student will reach the next subsequent early literacy goals: 40%-60%	These students need effective core instruction coupled with strategic support targeted to their individual needs to meet the next literacy/reading goals.
Well Below Benchmark	Overall likelihood that the student will reach the next subsequent early literacy goals: 10%-20%	These students need intensive support in addition to effective core instruction. These students also need support on prerequisite skills depending upon their grade level and how far below the benchmark their skills are.

Kindergarten - First Sound Fluency

K 1 2 3

FSF First Sound Fluency ✓

Skills: Phonemic Awareness

Benchmark Assessments

Beginning of Year

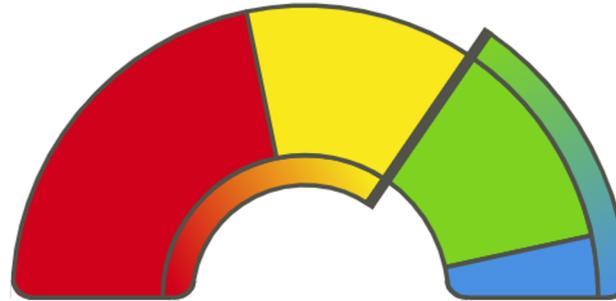
Oct 3 - Oct 14, 2022



386

Middle of Year

Dec 12 - Dec 22, 2022



395

End of Year

Apr 10 - Apr 21, 2023

Measure not administered or no benchmark status levels for this period.

Assessment Window	Well Below	Below	At	Above
Beginning of the year	52% (Ct. 201)	9% (Ct. 35)	14%(Ct. 53)	25% (Ct. 96)
Mid-year	44% (Ct. 171)	26% (Ct.101)	24% (Ct. 95)	7% (Ct.27)



First Grade - Nonsense Word Fluency

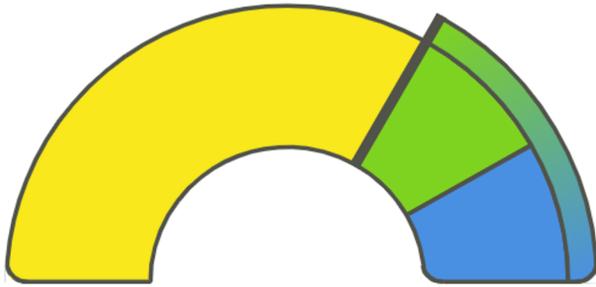
K **1** 2 3

NWF Nonsense Word Fluency ✓
 NWF-WWR
 Skills: Alphabetic Principle and Basic Phonics

Benchmark Assessments

Beginning of Year

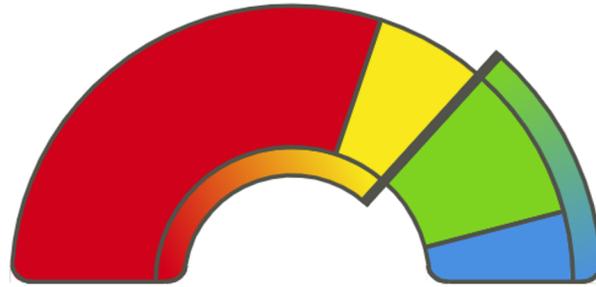
Oct 3 - Oct 14, 2022



358

Middle of Year

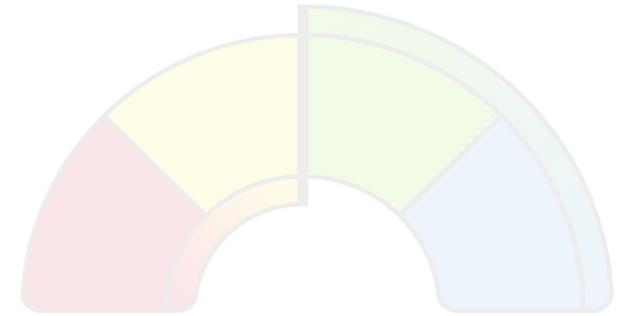
Dec 12 - Dec 22, 2022



377

End of Year

Apr 10 - Apr 21, 2023



0

Assessment Window	Well Below	Below	At	Above
Beginning of the year	-	66% (Ct. 238)	17%(Ct. 61)	16%(Ct. 59)
Mid-year	60%(Ct. 227)	13%(Ct. 49)	19%(Ct. 70)	8%(Ct. 31)



Second Grade - Oral Reading Fluency

K 1 **2** 3

ORF Oral Reading Fluency ✓
ORF-WORDS CORRECT

Skills: Accurate and Fluent Reading of Connected Text,
Reading Comprehension

Benchmark Assessments

Beginning of Year

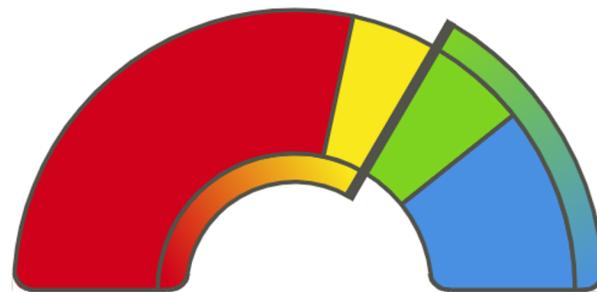
Oct 3 - Oct 14, 2022



379

Middle of Year

Dec 12 - Dec 22, 2022



386

End of Year

Apr 10 - Apr 21, 2023



0

Assessment Window	Well Below	Below	At	Above
Beginning of the year	54% (Ct. 202)	9%(Ct. 34)	11%(Ct. 41)	26%(Ct. 100)
Mid-year	57%(Ct. 217)	10%(Ct. 39)	12%(Ct. 45)	22%(Ct. 83)



Grades K-2 Next Steps



Common Planning Time (CPTs) dedicated to reviewing the data, its implications, and planning instructional delivery

Coaching cycles focused on building teachers' capacity to build phonological and phonemic awareness, phonics, and oral reading fluency

Professional development modules were created to support teachers with their utilization of the curricular resources

Review of lesson plans with focus on foundation skill development across the week

Teachers are beginning to record themselves providing foundation skill instruction, reviewing the recordings, and making adjustments to their instructional delivery

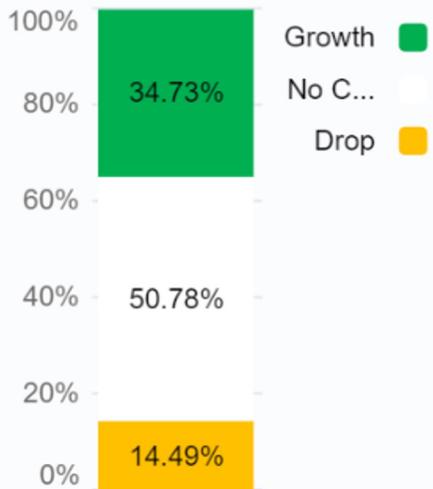
Pacing guides have been revised to accommodate more time on foundation skill development

Reading Growth Measure



Reading Growth Measure: GLE Change BoY vs MoY

Growth Summary

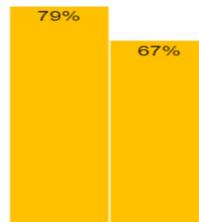


Grade Level
Equivalence
:
First Test
in Pair

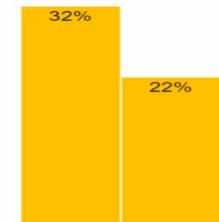
Grade Level Equivalence: Second Test in Pair

	Above	On	<1 Below	>1 & <2 Below	>2 Below	Total
>2 Below	No Results Fou	7	60	147	446	660
>1 & <2 Below	1	47	182	147	70	447
<1 Below	17	182	215	82	25	521
On	71	192	72	9	2	346
Above	44	33	5	No Results Fou	No Results Fou	82
Total	133	461	534	385	543	2,056

Decrease in Students Below Grade-Level



Decrease in Students 2+ Years Below



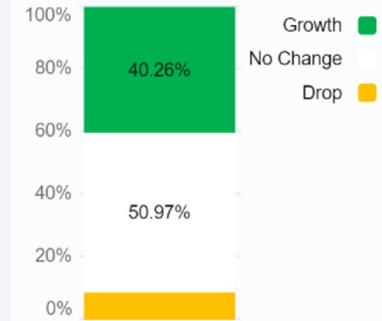
Reading Growth Measure: Grade 3

Changes in Grade Level Equivalence Category

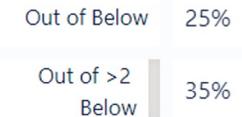
Grade Level Equivalence: Second Test in Pair

		Above	On	<1 Below	>1 & <2 Below	>2 Below	Total
Grade Level Equivalence: First Test in Pair	>2 Below	No Results Found	1	13	23	68	105
	>1 & <2 Below	No Results Found	6	18	14	5	43
	<1 Below	2	51	31	6	3	93
	On	10	41	9	No Results Found	No Results Found	60
	Above	3	4	No Results Found	No Results Found	No Results Found	7
	Total	15	103	71	43	76	308

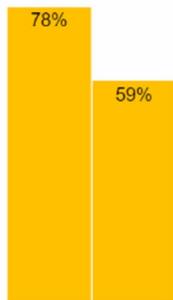
Growth Summary



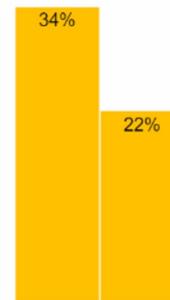
Rising Up



Decrease in Students Below Grade-Level



Decrease in Students 2+ Years Below Grade-Level



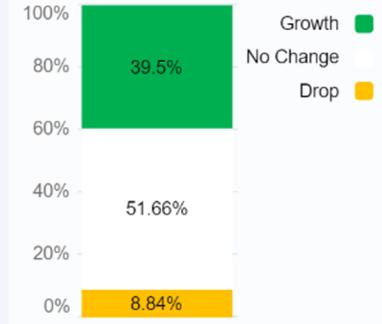
Reading Growth Measure: Grade 4

Changes in Grade Level Equivalence Category

Grade Level Equivalence: Second Test in Pair

Grade Level Equivalence: First Test in Pair	Above	On	<1 Below	>1 & <2 Below	>2 Below	Total
>2 Below	No Results Found	2	12	31	90	135
>1 & <2 Below	No Results Found	15	34	27	9	85
<1 Below	4	27	29	7	1	68
On	18	30	12	1	No Results Found	61
Above	11	2	No Results Found	No Results Found	No Results Found	13
Total	33	76	87	66	100	362

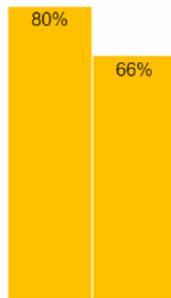
Growth Summary



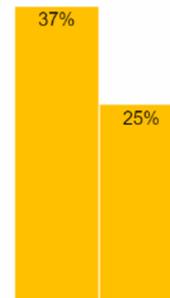
Rising Up

Out of Below	17%
Out of >2 Below	33%

Decrease in Students Below Grade-Level



Decrease in Students 2+ Years Below Grade-Level



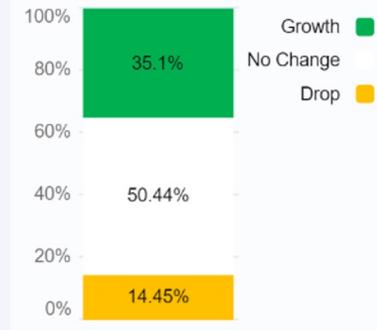
Reading Growth Measure: Grade 5

Changes in Grade Level Equivalence Category

Grade Level Equivalence: Second Test in Pair

Grade Level Equivalence: First Test in Pair	Grade Level Equivalence: Second Test in Pair					Total
	Above	On	<1 Below	>1 & <2 Below	>2 Below	
>2 Below	No Results Found	2	10	19	78	109
>1 & <2 Below	No Results Found	8	38	16	10	72
<1 Below	4	25	29	16	8	82
On	13	44	10	2	No Results Found	69
Above	4	3	No Results Found	No Results Found	No Results Found	7
Total	21	82	87	53	96	339

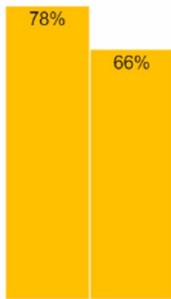
Growth Summary



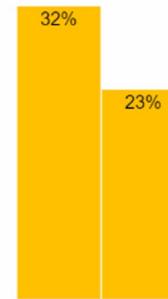
Rising Up

Out of Below	15%
Out of >2 Below	28%

Decrease in Students Below Grade-Level



Decrease in Students 2+ Years Below Grade-Level



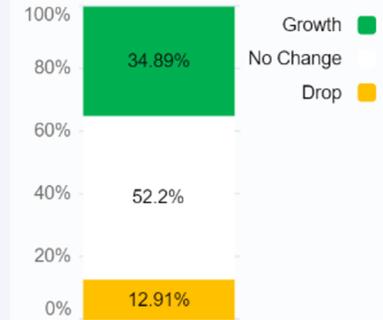
Reading Growth Measure: Grade 6

Changes in Grade Level Equivalence Category

Grade Level Equivalence: Second Test in Pair

Grade Level Equivalence: First Test in Pair	Grade Level Equivalence: Second Test in Pair					Total
	Above	On	<1 Below	>1 & <2 Below	>2 Below	
>2 Below	No Results Found	1	10	31	89	131
>1 & <2 Below	No Results Found	6	33	30	14	83
<1 Below	4	29	37	13	5	88
On	13	31	8	No Results Found	No Results Found	52
Above	3	6	1	No Results Found	No Results Found	10
Total	20	73	89	74	108	364

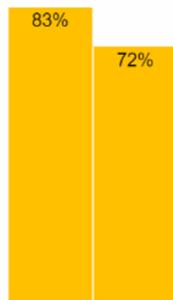
Growth Summary



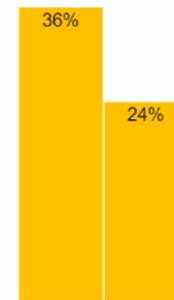
Rising Up

Out of Below	13%
Out of >2 Below	32%

Decrease in Students Below Grade-Level



Decrease in Students 2+ Years Below Grade-Level



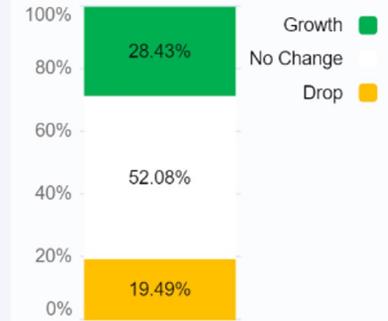
Reading Growth Measure: Grade 7

Changes in Grade Level Equivalence Category

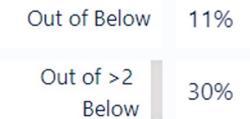
Grade Level Equivalence: Second Test in Pair

Grade Level Equivalence: First Test in Pair	Grade Level Equivalence: Second Test in Pair					Total
	Above	On	<1 Below	>1 & <2 Below	>2 Below	
>2 Below	No Results Found	No Results Found	7	17	55	79
>1 & <2 Below	No Results Found	6	32	25	14	77
<1 Below	2	20	43	21	4	90
On	5	30	13	3	No Results Found	51
Above	10	5	1	No Results Found	No Results Found	16
Total	17	61	96	66	73	313

Growth Summary



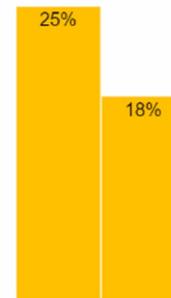
Rising Up



Decrease in Students Below Grade-Level



Decrease in Students 2+ Years Below Grade-Level



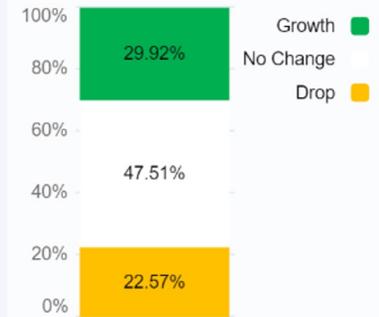
Reading Growth Measure: Grade 8

Changes in Grade Level Equivalence Category

Grade Level Equivalence: Second Test in Pair

Grade Level Equivalence: First Test in Pair	Grade Level Equivalence: Second Test in Pair					Total
	Above	On	<1 Below	>1 & <2 Below	>2 Below	
>2 Below	No Results Found	1	9	26	67	103
>1 & <2 Below	1	6	27	36	20	90
<1 Below	1	30	47	20	5	103
On	13	18	20	3	2	56
Above	13	13	3	No Results Found	No Results Found	29
Total	28	68	106	85	94	381

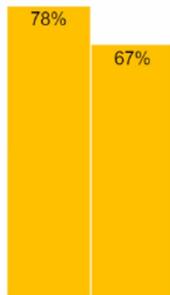
Growth Summary



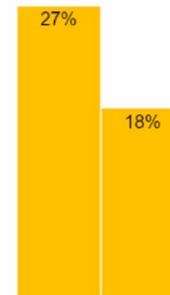
Rising Up

Out of Below	13%
Out of >2 Below	35%

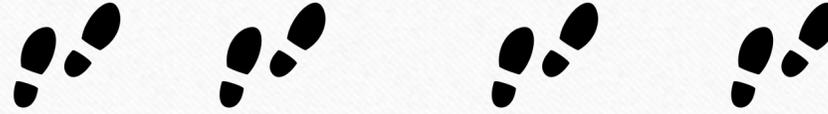
Decrease in Students Below Grade-Level



Decrease in Students 2+ Years Below Grade-Level



Grades 3-8 Next Steps



Common Planning Time (CPTs) dedicated to reviewing the data, its implications, and planning instructional delivery

Coaching cycles focused on building teachers' capacity to incorporate language skill development as they have students do the "heavy lifting" of the learning

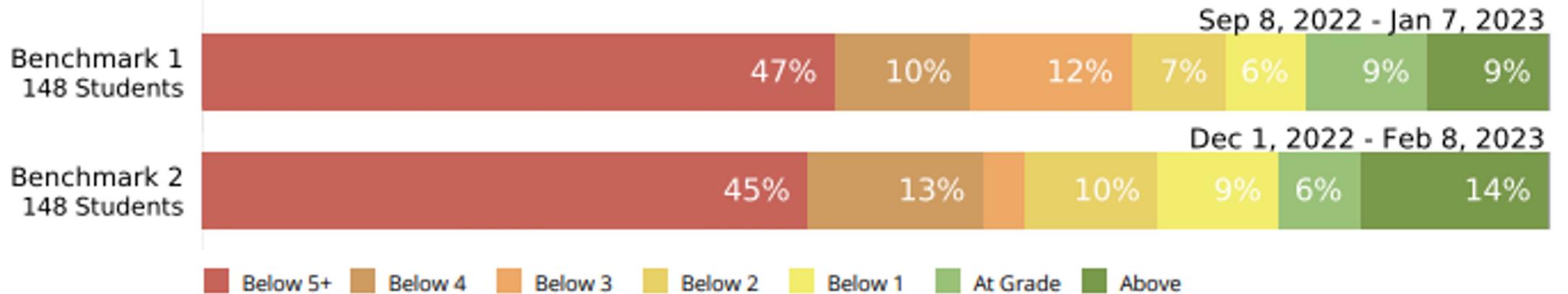
Review of lesson plans with focus on student engagement and the level of questioning across the week

Teachers are beginning to record themselves doing language dives, reviewing the recordings, and making adjustments to their instructional delivery

Pacing guides have been revised to accommodate more time on foundation skill development in the intermediate grades

Grade 9

Reading Comprehension Diagnostic

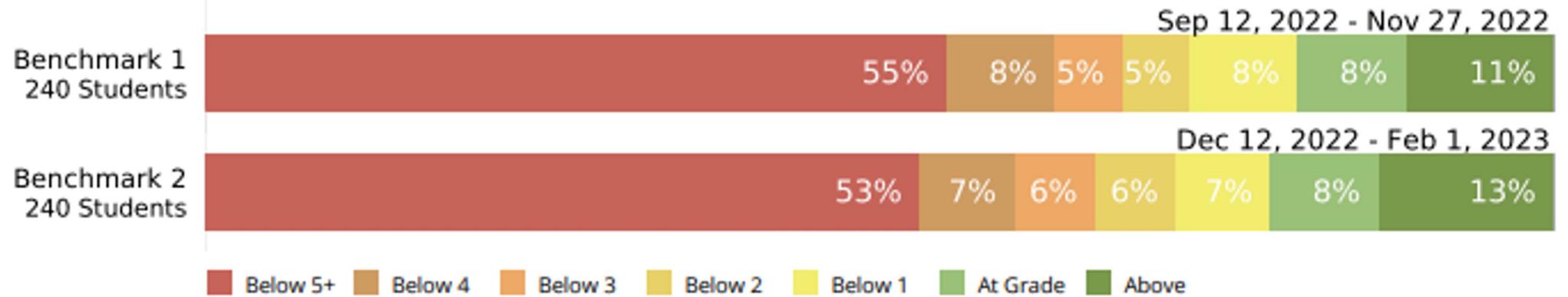


Benchmark by School

Assessment Window	Well Below	Below	At	Above
Beginning of the year	69% (Ct. 103)	13% (Ct. 19)	9%(Ct. 13)	9% (Ct. 13)
Mid-year	61% (Ct. 90)	19% (Ct.28)	6% (Ct. 9)	14% (Ct.21)

Grade 10

Reading Comprehension Diagnostic

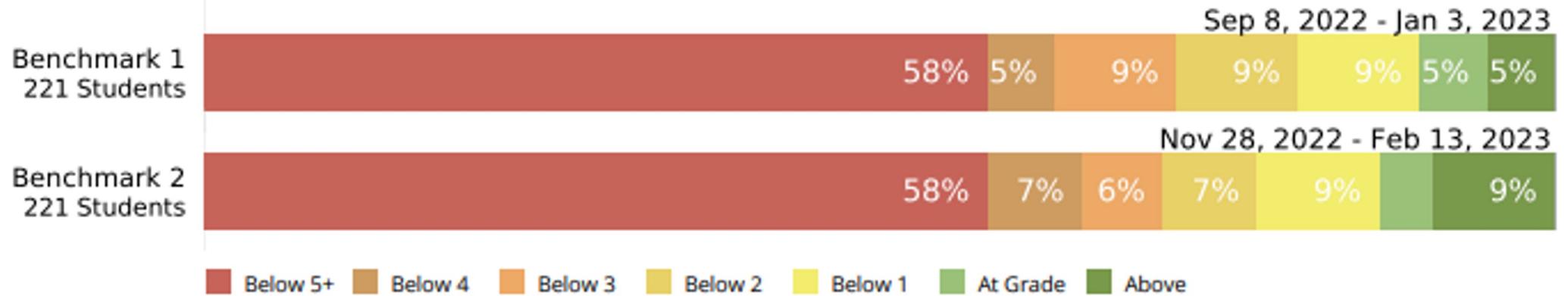


Benchmark by School

Assessment Window	Well Below	Below	At	Above
Beginning of the year	68% (Ct. 163)	13% (Ct. 31)	8% (Ct. 19)	11% (Ct. 26)
Mid-year	66% (Ct. 158)	13% (Ct. 31)	8% (Ct. 19)	13% (Ct. 31)

Grade 11

Reading Comprehension Diagnostic

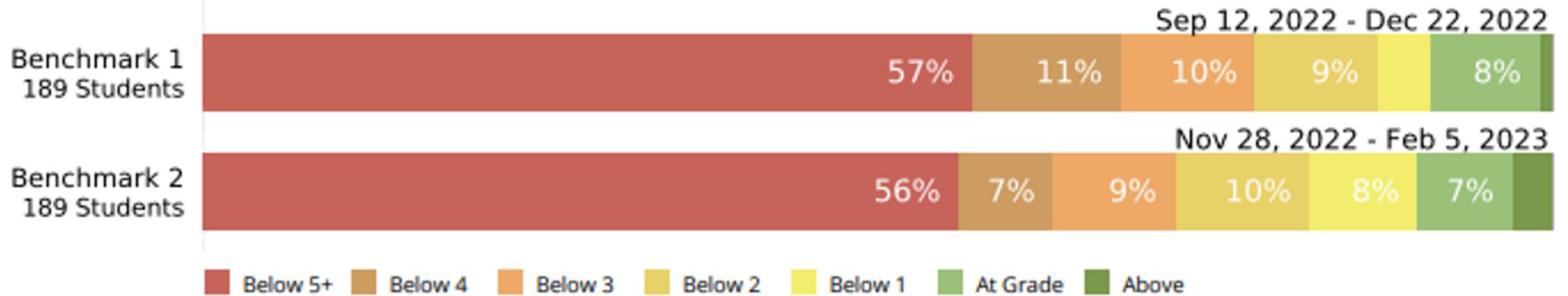


Benchmark by School

Assessment Window	Well Below	Below	At	Above
Beginning of the year	72% (Ct. 159)	18% (Ct. 40)	5% (Ct. 11)	5% (Ct. 11)
Mid-year	71% (Ct. 157)	16% (Ct. 35)	4% (Ct. 9)	9% (Ct. 19)

Grade 12

Reading Comprehension Diagnostic



Benchmark by School

Assessment Window	Well Below	Below	At	Above
Beginning of the year	78% (Ct. 147)	12% (Ct. 23)	8% (Ct. 15)	2% (Ct. 4)
Mid-year	72% (Ct. 136)	18% (Ct. 34)	7% (Ct. 13)	3% (Ct. 6)

Grades 9-12 Next Steps



Common Planning Time (CPTs) dedicated to reviewing the data, its implications, and planning instructional delivery

Coaching cycles focused on building teachers' capacity to have students do the "heavy lifting" of the learning - reading using annotations, writing using outlines, speaking from sources

Review of lesson plans with focus on student engagement and the level of questioning across the week

Pacing guides have been revised to accommodate more time to accommodate students doing the heavy lifting during class vs for homework

Using incentives to encourage students to complete work

95% Campaign - classes receive rewards when 95% mark is achieved



Teachers Dig Deeper...

- Using the Growth Measure platform
 - View class breakdown - to identify students in buckets based upon reading and language subscores (create groupings)
 - Go to the Standards Report to select specific standards level performance by grade and anchor standard (some are broken down to the sub skill level)
 - Identify students to see where they were successful and where they stumbled
 - Review the [Skills Breakdown](#) for the module to further attack student deficits at the sub skill level

Ehri's Phases of Spelling Development

Prealphabetic	Early Alphabetic	Later Alphabetic	Consolidated Alphabetic
			Romantic Sonnet

Based on Ehri & Snowling, 2004

Ehri's Phases of Spelling Development

Prealphabetic	Early Alphabetic	Later Alphabetic	Consolidated Alphabetic
Strings letters together, assigns meaning without representing sounds in words	Represents a few salient sounds, such as beginning and ending consonants; fills in other letters randomly; knows some letter names for sounds	Phonetically accurate; beginning to incorporate conventional letter sequences and patterns; sight word knowledge is increasing	Word knowledge includes language of origin; morphemes; syntactic role; ending rules; prefix, suffix, and root forms

Based on Ehri & Snowling, 2004

Benchmark Data from Module 2

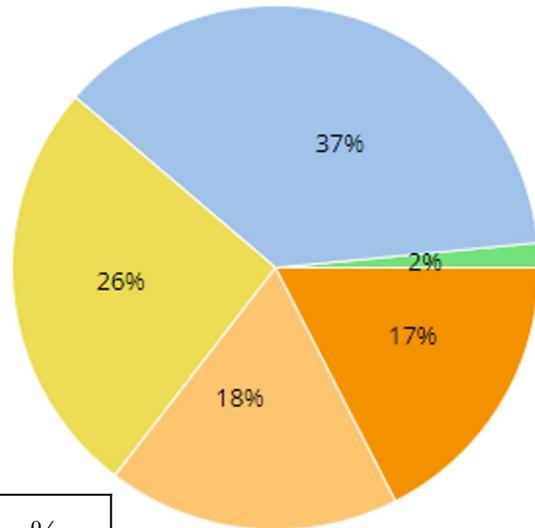
Kindergarten - 395 students

A Bucket of Blessings

In the text *A Bucket of Blessings*, Monkey helps get water for all his neighbors. How can you help others in your community like Monkey?

W. K.2, RL.K.1, .K.7

Students in Performance Bands(%)



Ct	%
8	2%
146	37%
103	26%
71	18%
67	17%

- Exceeds (PLD5)
- Meets (PLD4)
- Approaching (PLD3)
- Partial (PLD2)
- Not Yet (PLD1)

1. Most students are in pre-alphabetic and early alphabetic phase
2. Students in the partial thru exceeds performance bands are attempting to write full sentences and can move beyond the picture stage of writing
3. Students in the meets and exceeds performance bands are able to address the prompt and recall details from the text that was covered.

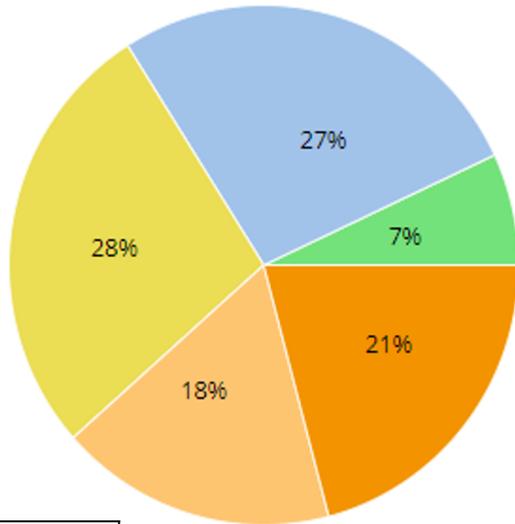
Benchmark Data from Module 2

First Grade - 359 students

Animal and Best Foot Forward

In the texts, *Animal Q&A* and *Best Foot Forward*, you learned about different animals. Choose one animal and write about this animal. Using facts learned from texts, discuss and write about the characteristics of the animal and how this animal survives in their environment.

W.1.2, RL.1.2

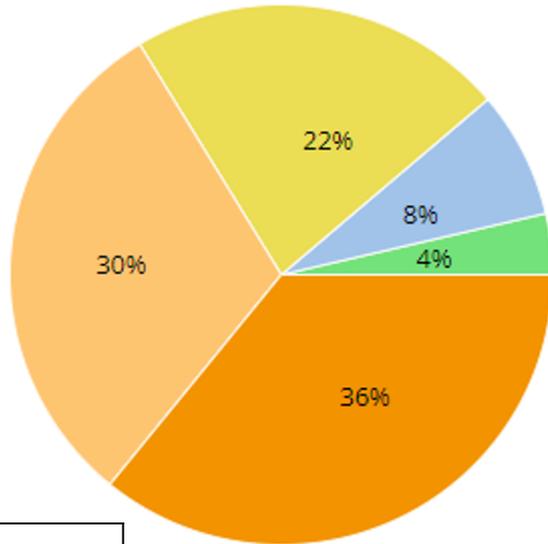


Ct	%	Performance Level
25	7%	Exceeds (PLD5)
97	27%	Meets (PLD4)
100	28%	Approaching (PLD3)
63	18%	Partial (PLD2)
74	21%	Not Yet (PLD1)

1. Most students are in early alphabetic phase with some in later alphabetic phase
2. Students are using decoding skills and employing inventive (temporary) spelling as they tackle writing words
3. Students in the meets and exceeds performance bands are able to address the prompt and recall details from the text that was covered.

Benchmark Data from Module 2

Second Grade - 329 students



Ct	%	Category
13	4%	Exceeds (PLD5)
26	8%	Meets (PLD4)
72	22%	Approaching (PLD3)
99	30%	Partial (PLD2)
101	36%	Not Yet (PLD1)

Aunt Isabel Tells a Good One

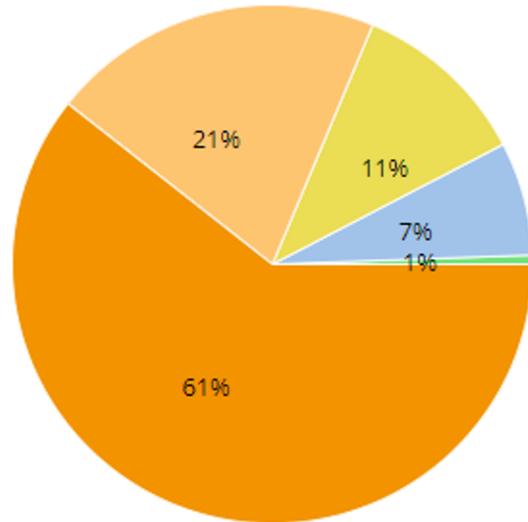
In the story *Aunt Isabel Tells a Good One*, Aunt Isabel makes up her own story. She includes elements of an imaginative story. Write your own Fairy Tale/Story! Your story can be about an imaginary friend, or an imaginary place.

W.2.3 W.2.8

1. Students are typically in the later alphabetic phase
2. Some students are using decoding skills and employing inventive (temporary) spelling as they incorporate more sophisticated vocabulary
3. Students in the meets and exceeds performance bands are able to write complete stories with a clear beginning, middle, and end.

Benchmark Data from Module 2

Grade 3 - 353 students



Ct	%	Category
3	1	Exceeds (PLD5)
24	7	Meets (PLD4)
38	11	Approaching (PLD3)
74	21	Partial (PLD2)
214	61	Not Yet (PLD1)

Bullfrog at Magnolia Circle - Passage 1 The Spadefoot Toad - Passage 2

Think about what you read about the animal behaviors the bullfrog and the spadefoot toad use to help them survive. How are the animal behaviors similar? How are they different? Write an essay that compares and contrasts the behaviors of the bullfrog and the spadefoot toad. Use evidence from both texts, "Bullfrog at Magnolia Circle" and "The Spadefoot Toad" to support your response.

Students demonstrated the ability to:

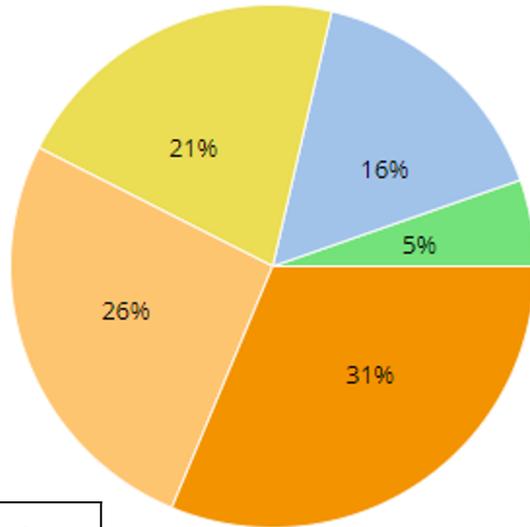
- determine the main idea of each text
- to use details from each text to compare and contrast the behaviors of the two animals

Most students struggled to:

- connect key details to the main idea in a coherent sequence
- find similarities and differences between the two identified subjects

Benchmark Data from Module 2

Grade 4 - 374 students



Ct	%
19	5%
61	16%
80	21%
98	26%
116	31%



"The World Wastes Roughly One-Sixth of the Food Produced Each Year" - **Passage 1**
Food Waste: The Hidden Cost of the Food We Throw Out - **Video**

Consider the information presented in the article and throughout the video regarding food waste. How does an individual's food choices impact the planet? Write an essay explaining how individual's food choices play a role in conserving our planet's resources. Be sure to use information from the article and the video to support your ideas.

Students demonstrated the ability to:

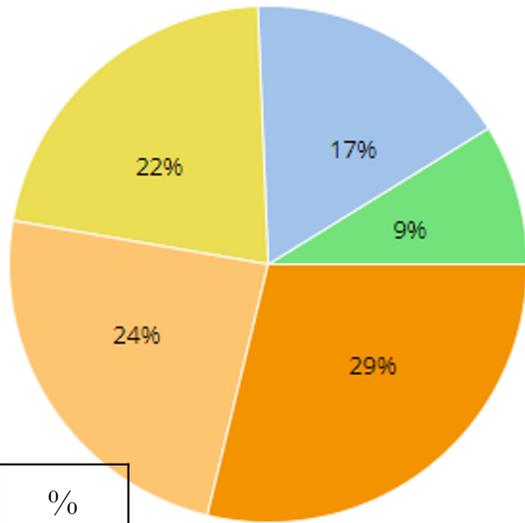
- determine the meaning of words and phrases as they are used in a text
- identify reasons and evidence an author uses to support a claim

Most students struggled to:

- analyze the information presented in the video, "Food Waste: The Hidden Cost of the Food We Throw Out" to identify the key details and understand what is heard, viewed, or presented to help make meaning of the text
- identify the main ideas and supporting details
- make connections to/between ideas, events, and people

Benchmark Data from Module 2

Grade 5 - 351 students



Ct	%	Category
32	9%	Exceeds (PLD5)
59	17%	Meets (PLD4)
76	22%	Approaching (PLD3)
83	24%	Partial (PLD2)
101	29%	Not Yet (PLD1)

"FROM KOSOVO TO THE UNITED STATES" by ISAU AJETI (AS TOLD TO BLANCHE GOSSELIN) - Passage 1
Refugees, Asylum-Seekers and Migrants by unknown - Passage 2

Consider the information presented in "Refugees, Asylum-Seekers and Migrant" and the events mentioned in "From Kosovo to the United States". Explain which term (refugee, asylum-seeker, or migrant) Isau and her family are considered when they enter the United States. Be sure to include evidence from both texts to support your answer.

Students demonstrated the ability to:

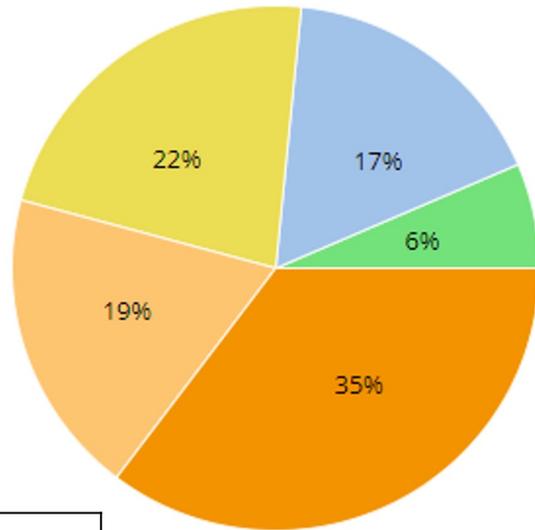
- summarize the key points of a text
- identify details to support the main idea
- identify at least two main ideas in informational texts

Most students struggled to:

- integrate information from several texts about the same subject in a written response that demonstrates knowledge of the subject
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text

Benchmark Data from Module 2

Grade 6 - 371 students



Ct	%
23	6%
64	17%
83	22%
70	19%
131	35%



The Roller Coaster by Shelby Ostergaard - Passage 1

5 Tricks for Overcoming Fear - FACING YOUR FEAR CAN BE TRICKY. - Video

How do Hudson's different reactions to the roller coaster contribute to the theme of the story? Use evidence from "The Roller Coaster" and incorporate details from the video to support your answer.

Students demonstrate the ability to:

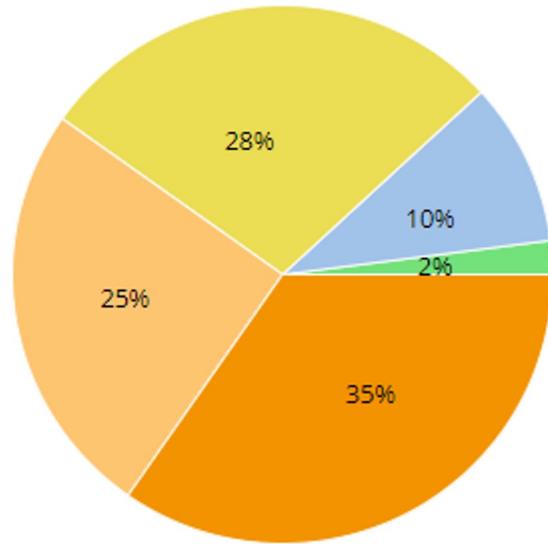
- make connections across different authors' perspectives
- analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text

Most students struggled to:

- determine the theme or central message
- explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text
- determine how individual elements of a work (a specific paragraph) contribute to a text's overall scope

Benchmark Data from Module 2

Grade 7 - 346 students



Ct	%	Category
7	2%	Exceeds (PLD5)
35	10%	Meets (PLD4)
97	28%	Approaching (PLD3)
87	25%	Partial (PLD2)
121	35%	Not Yet (PLD1)

Excerpt from the "Address to The Commonwealth Club of California" Nov. 9, 1984 by Cesar Chávez - Passage 1
 Larry Itliong, Leader of One of the Nation's Most Successful Strikes by KYLA CATHEY SEPTEMBER 5, 2016 - Passage 2

The speech "Address to the Commonwealth Club of California" and the article "Larry Itliong, Leader of One of the Nation's Most Successful Strikes" expose readers to the conditions farm worker had to endure in the 1960s. Write an informative essay explaining how both Cesar Chavez and Larry Itliong used knowledge of their communities and surroundings to effect change for the betterment of society.

Students demonstrate the ability to:

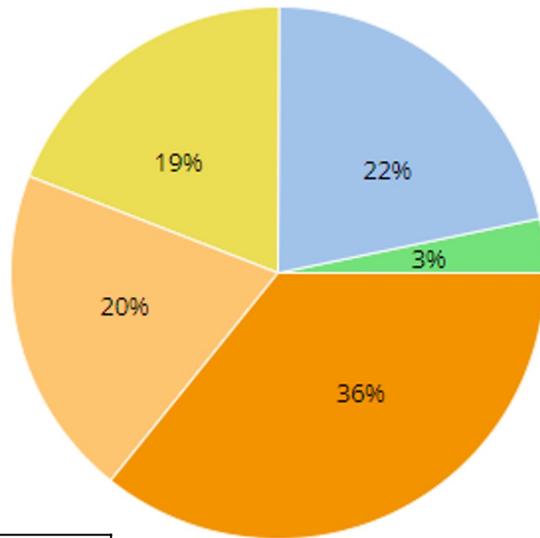
- identify the author's purpose
- explain the relationships between individuals, events, and ideas in a text
- reflect on how historical figures influenced ideas or events of the time period

Students struggled to:

- select specific evidence to support their claims
- maintain even support across the points they identified

Benchmark Data from Module 2

Grade 8



Ct	%	Category
12	3%	Exceeds (PLD5)
87	22%	Meets (PLD4)
75	19%	Approaching (PLD3)
79	20%	Partial (PLD2)
143	36%	Not Yet (PLD1)

What Is the Horror Genre? by Literary Criticism by Sharon A. Russell - Passage 1
 "Click-Clack the Rattlebag" by Neil Gaiman - Passage 2

In "What Is the Horror Genre?", the author, Sharon Russell analyzes elements that famous horror stories have in common. Consider the elements Gaiman incorporates into his story, "Click-Clack the RattleBag". Would Russell consider this story to successfully meet the criteria of a horror story? Be sure to include evidence from both texts to support your response.

The students demonstrate the ability to:

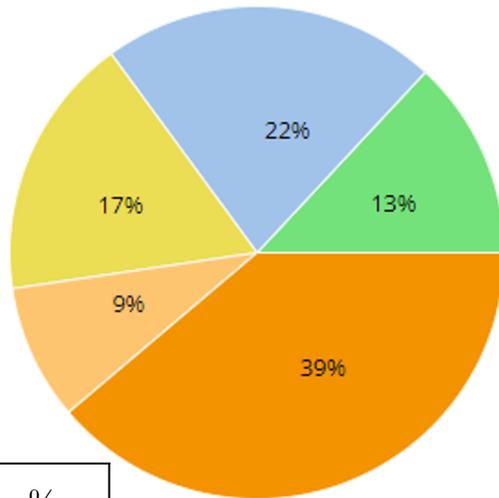
- Analyze the development of the theme or central idea over the course of the fictional or informational text
- Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)

Students struggled to:

- move beyond summarizing the main idea of the first passage
- fully elaborate points made with the appropriate evidence from the texts

Benchmark Data from Module 2

Grade 9 - 214 students
Prose Constructed Response



Ct	%
28	13%
47	22%
36	17%
19	9%
83	39%



From *Romeo and Juliet*, Act 2, Scene 2 by William Shakespeare - Passage 1
"Sonnet 130" by William Shakespeare- Passage 2

After reading Passage One, an excerpt from Act 2, Scene 2 of *Romeo and Juliet* and Passage Two, "Sonnet 130," both by William Shakespeare, compare Romeo's view of Juliet in Passage One to that of the speaker's view of the mistress in Passage Two. How does Shakespeare use specific words or phrases to evoke emotion to reveal his characters and their intentions?

- Cite specific textual evidence and build commentary that supports an analysis of each text and reflects ideas established in the thesis statement.
- Incorporate an understanding of characters' emotions and intentions reflected through specific words and phrases.

Most students were able to:

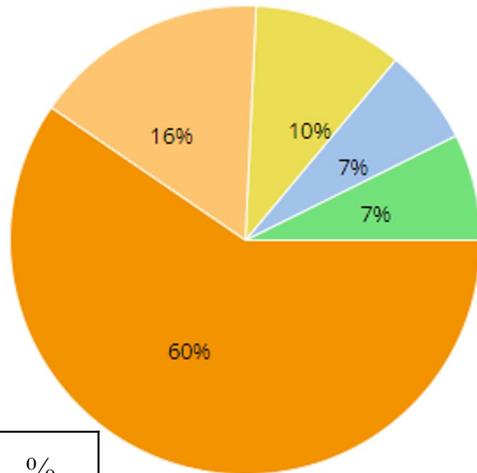
- identify the speaker's central idea in both passages
- identify key details to support the central idea of the first passage

Students struggled to:

- identify and support their claim with specific details from the second passage
- write a fully elaborated essay that compared key details from both sources to support their ideas

Benchmark Data from Module 2

Grade 10 - 272 students
Prose Constructed Response



Ct	%
19	7%
19	7%
27	10%
44	16%
163	60%



from *Things Fall Apart* by Chinua Achebe - Passage 1
from *The Kite Runner* by Khaled Hosseini - Passage 2

After reading Passage One, an excerpt from Chinua Achebe's *Things Fall Apart* and Passage Two, an excerpt from Khaled Hosseini's *The Kite Runner*, compare how each author uses specific details of the father and son relationship to describe masculinity within their respective cultures. Be sure to:

- Evaluate how each author uses specific details of the father son relationship to define masculinity.
- Address how these definitions reveal the beliefs and/or values of the Nigerian and Afghan cultures represented in the text.
- Incorporate meaningful and relevant evidence and commentary to support the analysis.

Most students were able to:

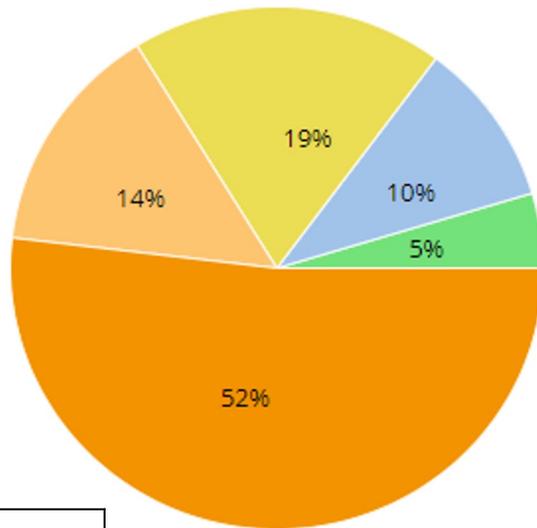
- identify the speaker's central idea in passage one
- identify some key details to support the central idea of the first passage

Students struggled to:

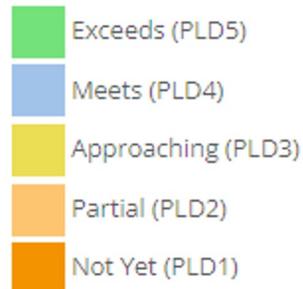
- identify and support their claim with specific details from the second passage
- write a fully elaborated essay that integrates specific instances from both texts that define the characters' masculinity in relation to their cultures and father-figures.

Benchmark Data from Module 2

Grade 11 - 216 students
Prose Constructed Response



Ct	%
11	5%
22	10%
41	19%
30	14%
112	52%



from "Sinners in the Hands of an Angry God" by Jonathan Edwards - Passage 1
"The Limits of Empathy" by David Brooks - Passage 2

Writers across generations use rhetoric to create a call to action. The emotional appeal, or pathos, is a specific example of the many rhetorical choices an author may implement in their writing. In Passage Two, "The Limits of Empathy" David Brooks calls for an examination of the emotional appeal and its impact on an audience. How does Edwards use of rhetoric in Passage One, "Sinners in the Hands of An Angry God" support Brooks' argument in Passage Two?

- Determine Edward's purpose for his audience and consider the rhetorical approaches he incorporates into his delivery.
- Evaluate Edward's choices in Passage One from the viewpoint of Brook's argument established in Passage Two.
- Address potential counterclaims and incorporate evidence from both texts to support the claim.

Most students were able to:

- identify the speaker's purpose in both passages
- identify and examine the author's use of pathos in passage one
- determine specific details from passage one that support their claim.

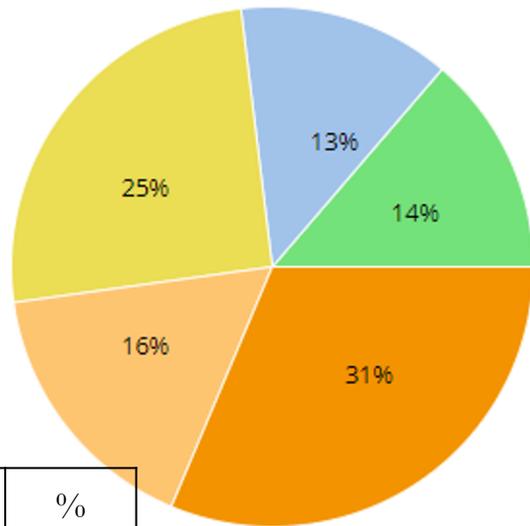
Students struggled to:

- write a fully elaborated essay that synthesizes ideas from both texts to determine where one author's choices align to another author's argument
- identify and support their claim with specific details from the second passage

Benchmark Data from Module 2

Grade 12 - 182 students

Prose Constructed Response



Ct	%	Category
25	14%	Exceeds (PLD5)
24	13%	Meets (PLD4)
46	25%	Approaching (PLD3)
29	16%	Partial (PLD2)
56	31%	Not Yet (PLD1)

from *Main Street* by Sinclair Lewis - Passage 1

"The Story of An Hour" by Kate Chopin - Passage 2

Passage One, an excerpt from *Main Street* by Sinclair Lewis and Passage Two, "The Story of An Hour" by Kate Chopin introduce memorable female characters who face the challenges of love and marriage within a patriarchal society. Write an essay that examines how each author depicts a complex female character who either defies or succumbs to the pressures surrounding them. Be sure to:

- examine the main female character from each work and how she functions within her society.
- delineate how each female character responds to her circumstances and whether she defies or succumbs to them.
- supply thorough textual evidence and meaningful commentary to support these ideas.

Most students were able to:

- identify how the main character responds to her circumstances in both passages
- identify how the main character functions within her society in both passages

Students struggled to:

- identify and support their claim with specific details from each passage
- write a fully elaborated essay that provides insight and commentary on each character's circumstances

Attendance Presentation from the Month of February 2023

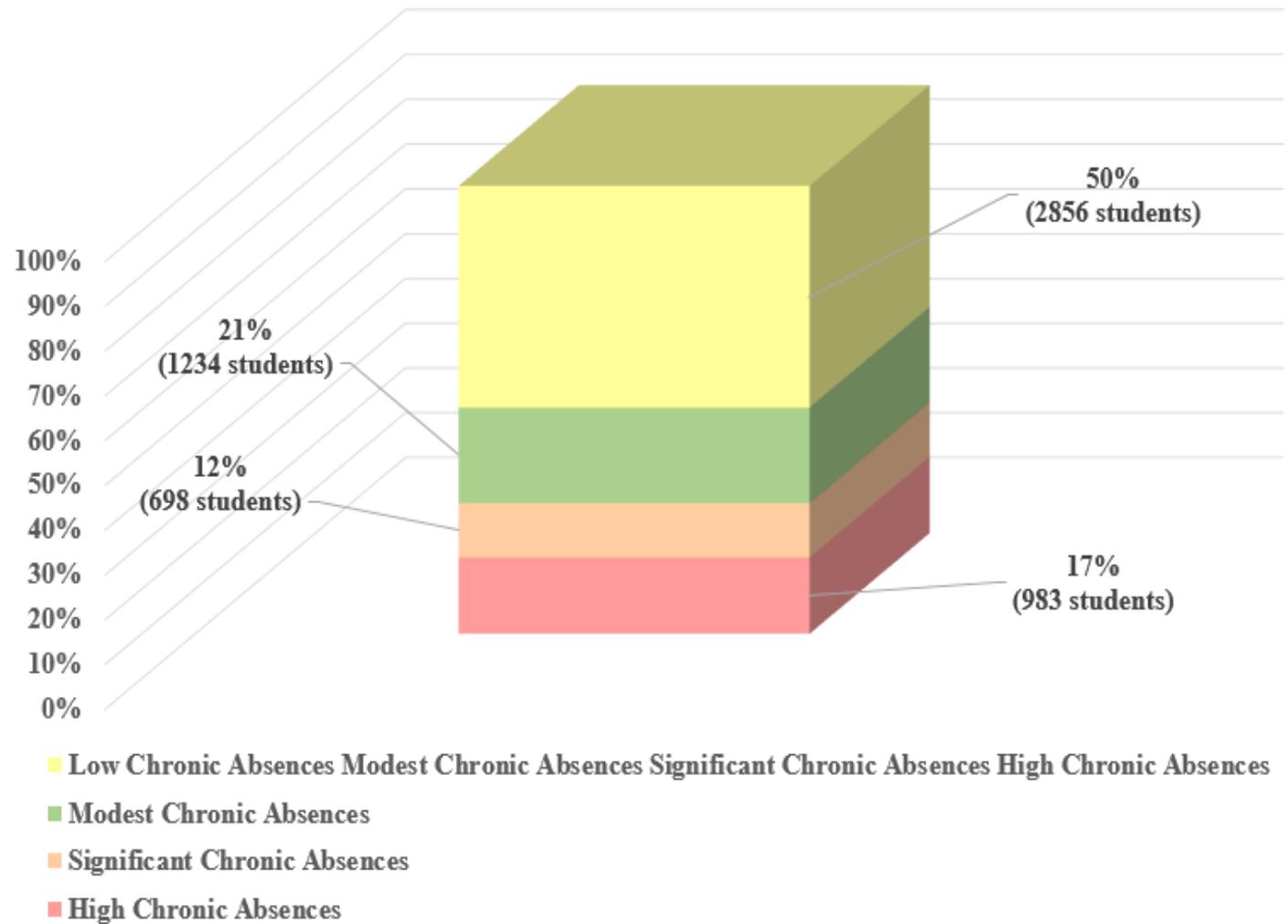
Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
“The Teaching Superintendent”
March 8, 2023
Focus Core Area Number 1-4
District Goal Number 1-4

Chronically
Absence
Categories
are
Identified As:

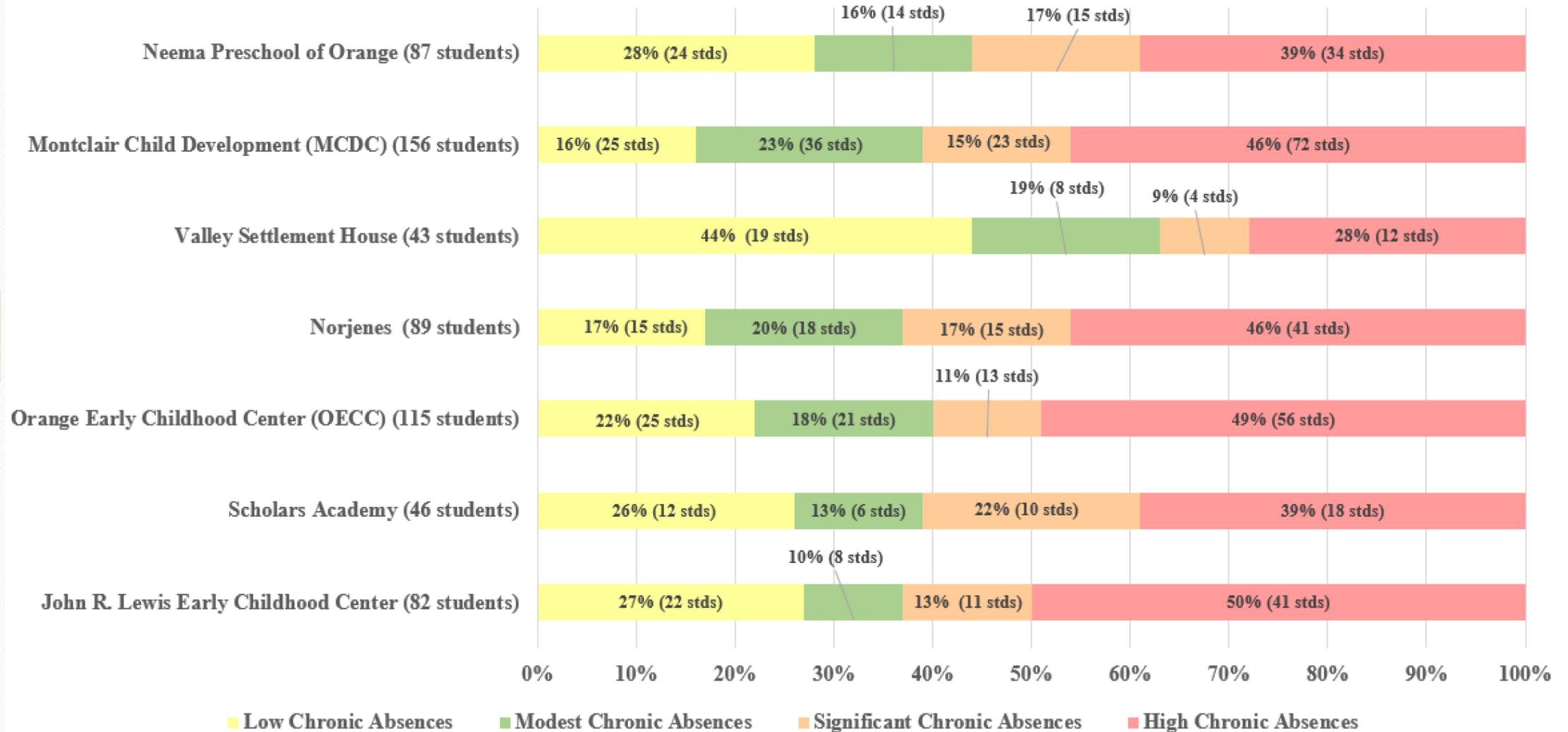
Absences Category	Cumulative Days Absent for the Month of February 2023
Low Chronic Absences	0 to 4.99 days
Modest Chronic Absences	5 to 7.99 days
Significant Chronic Absences	8 to 10.99 days
High Chronic Absences	11 days or more

*Students are chronically absent when excused or unexcused absences are equal to or greater than 10% of the total number of days enrolled in the school year.

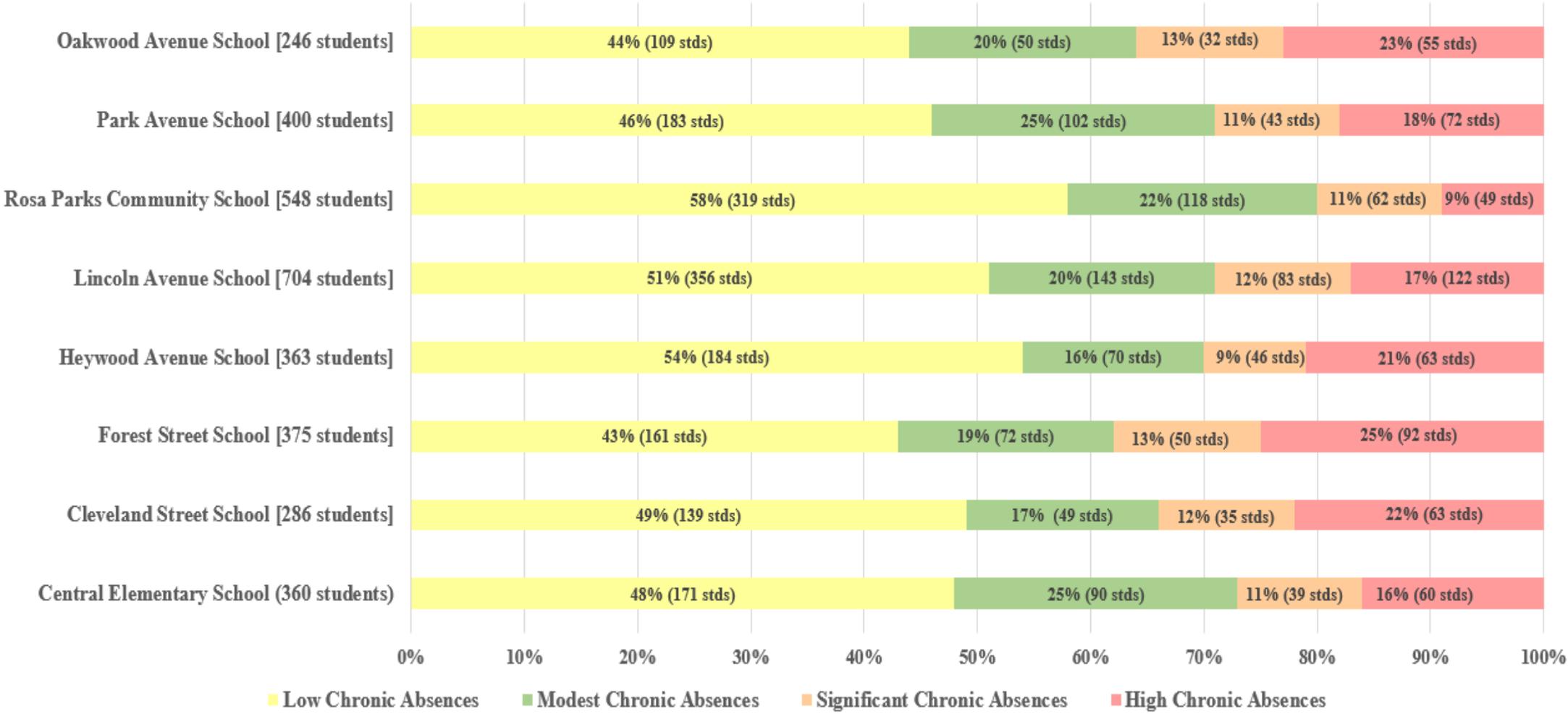
Cumulative Absences for the Month of February by Category



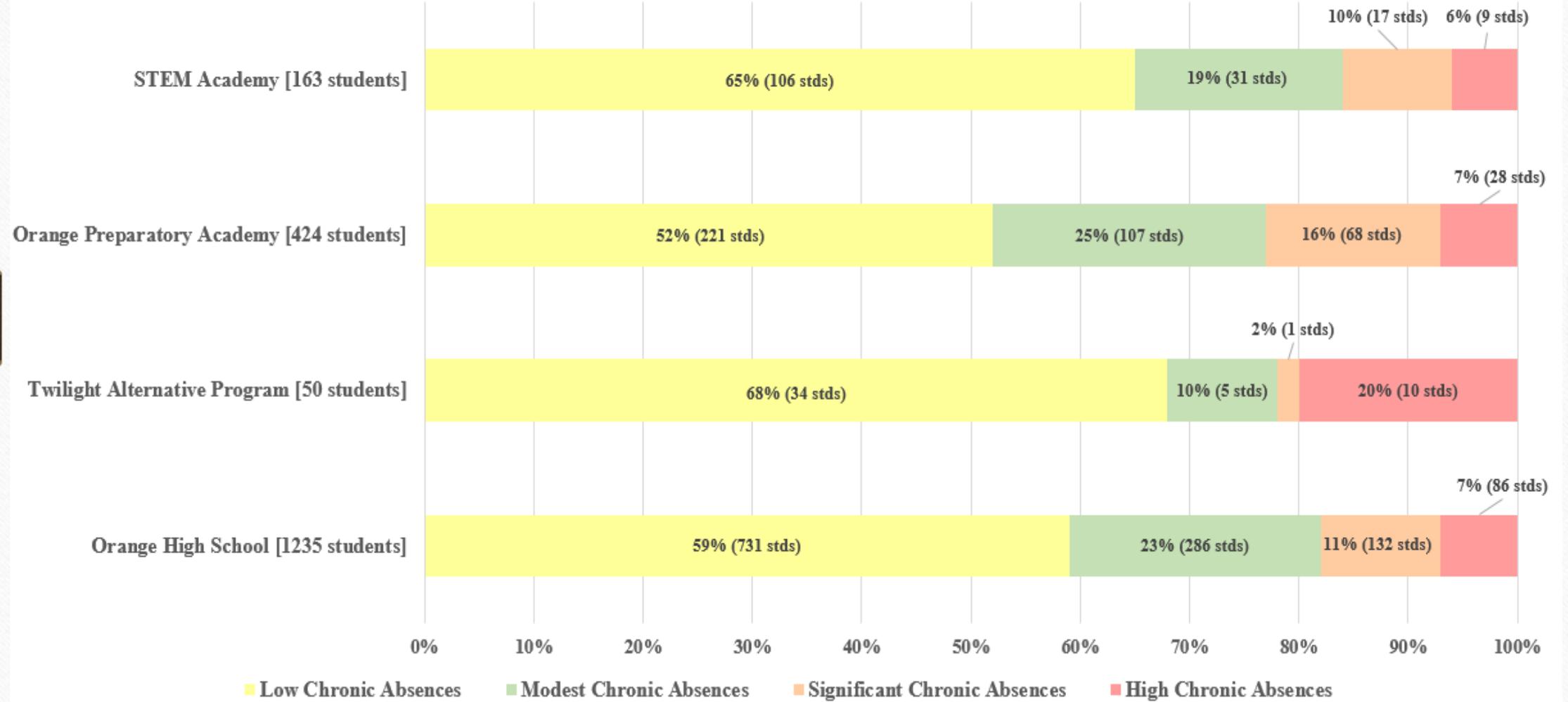
Cumulative Absences by School for the Month of February Early Childhood Program



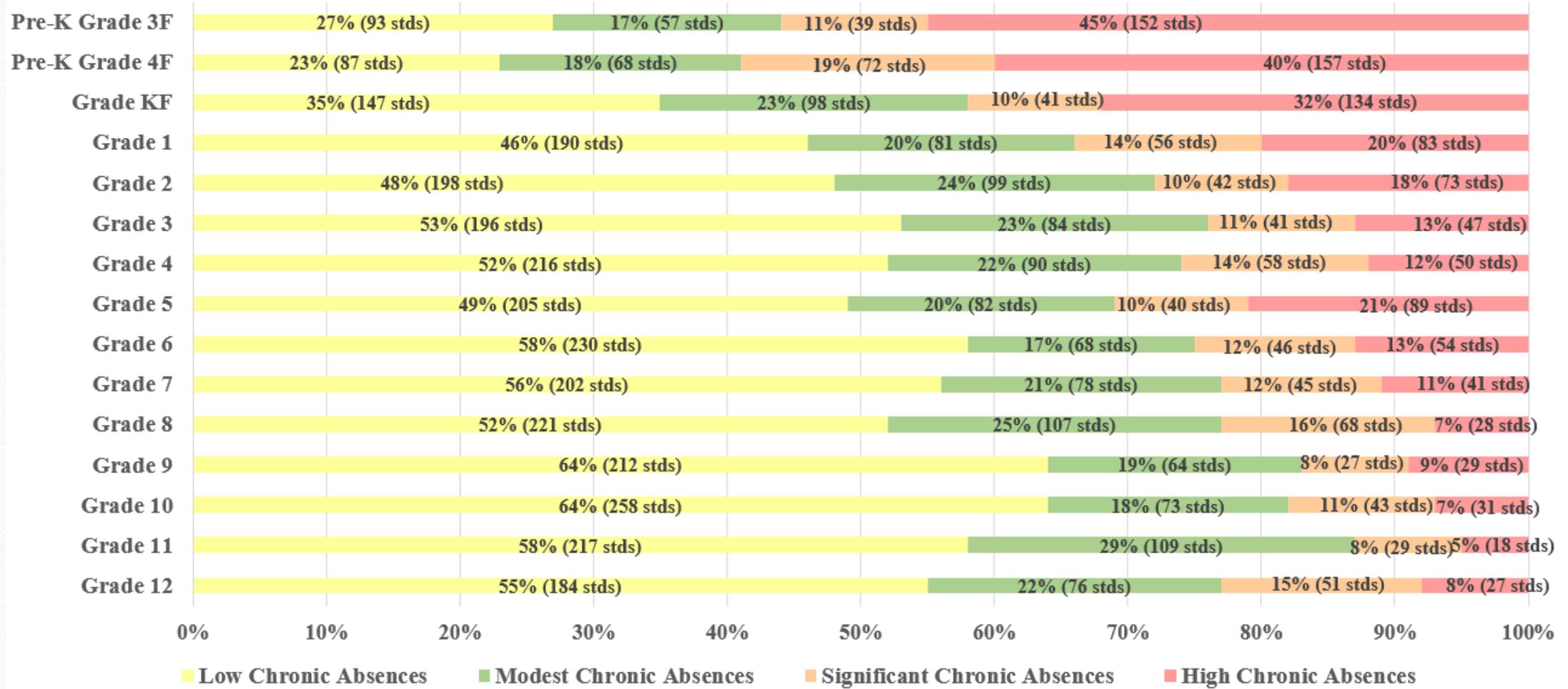
Cumulative Absences by School for the Month of February Kindergarten through Grade 7



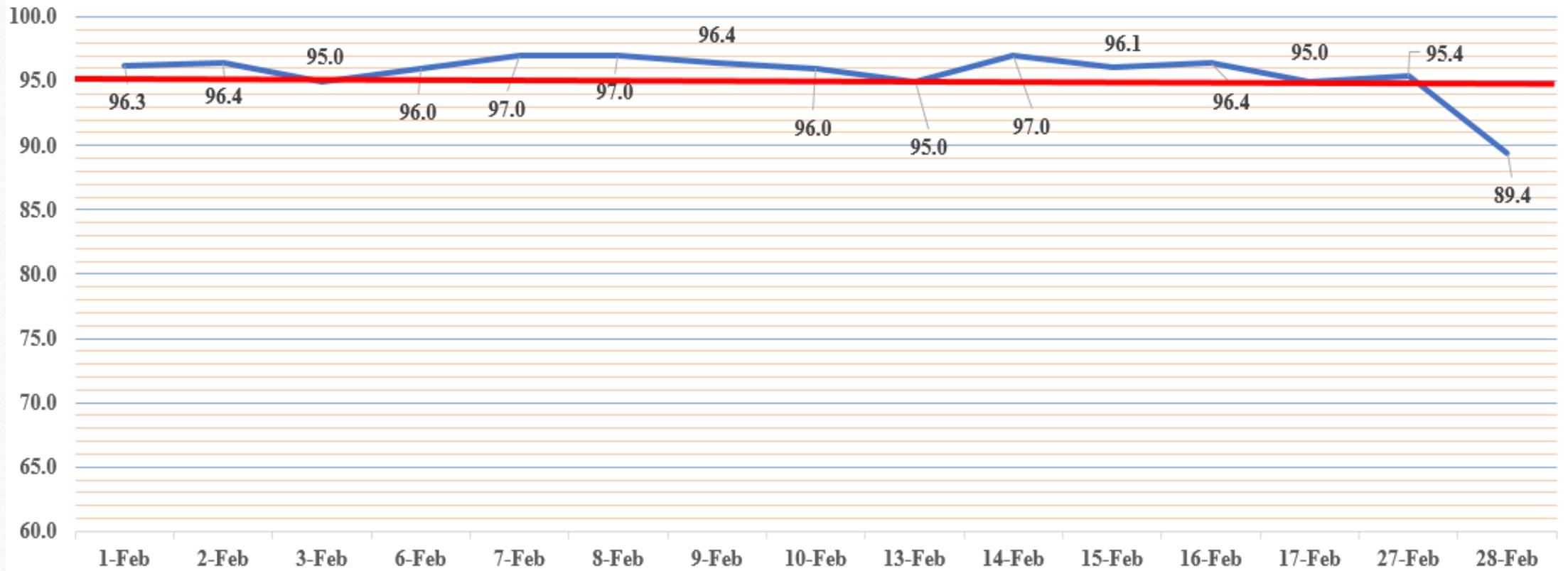
Cumulative Absences by School for the Month of February Grades 8 through 12



Cumulative Absences for the Month of February by Grade Level

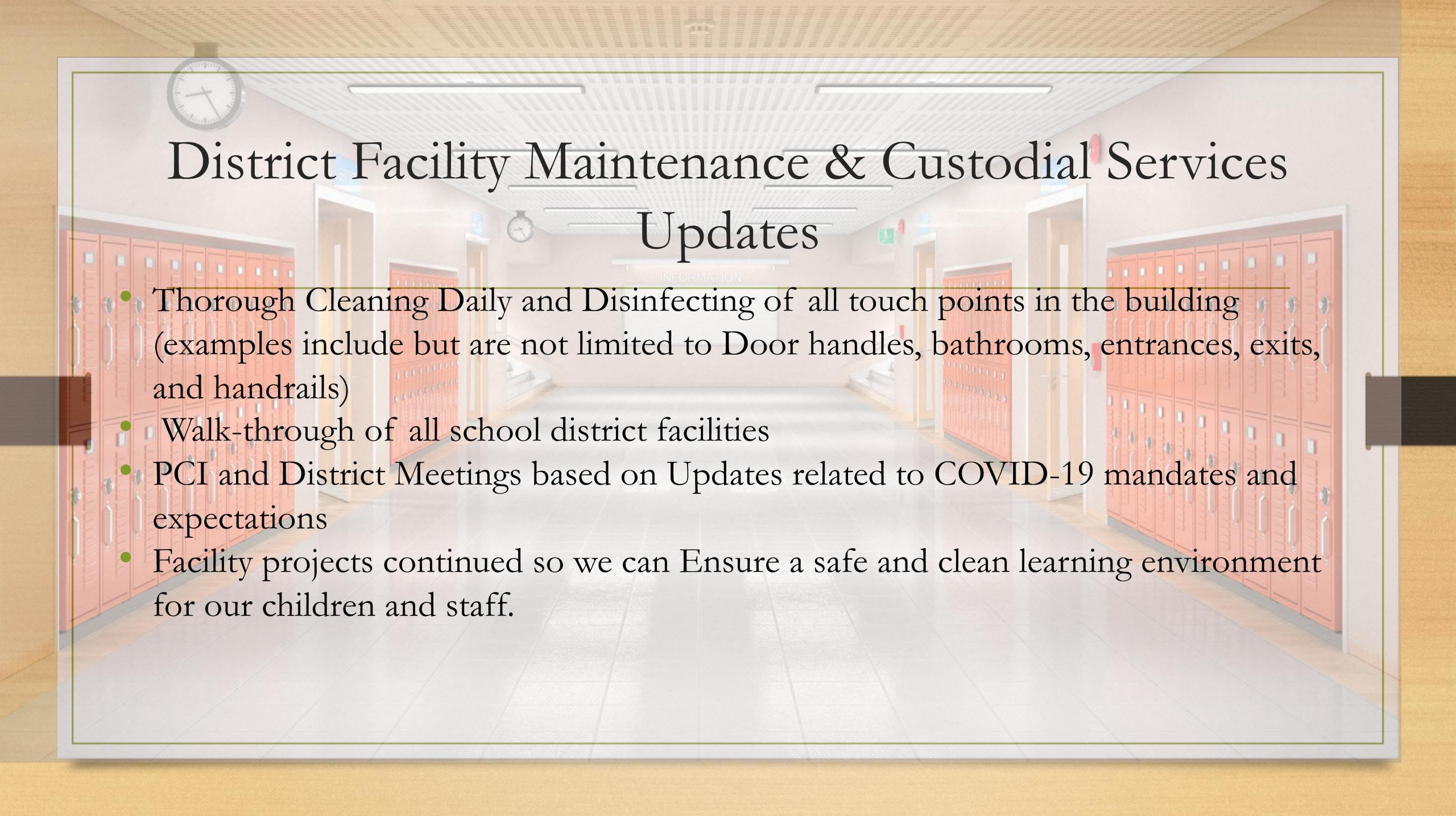


February 2023
Average Daily Attendance Percentages
***State Average is 95%**
District Average Daily Attendance was 96%



The Orange Public Schools Facilities Update

Mr. Jason Ballard
School Business Administrator
&
Mr. Vasquez
Manager of Facilities
March 8, 2023
Focus Core Area Number 1-4
District Goal Number 3



District Facility Maintenance & Custodial Services Updates

- Thorough Cleaning Daily and Disinfecting of all touch points in the building (examples include but are not limited to Door handles, bathrooms, entrances, exits, and handrails)
- Walk-through of all school district facilities
- PCI and District Meetings based on Updates related to COVID-19 mandates and expectations
- Facility projects continued so we can Ensure a safe and clean learning environment for our children and staff.

Oakwood Avenue Community School

- It was brought to the facilities team's attention that the tile in room 3 was damaged and became a trip hazard. Under the direction of the facilities team, we removed the broken tiles and replaced them with new tiles. The following slides will show you what was done over the winter break.



Oakwood Avenue Community School

Oakwood Avenue Community School

- The team decided not to just replace the broken tiles but the whole section of room 3.

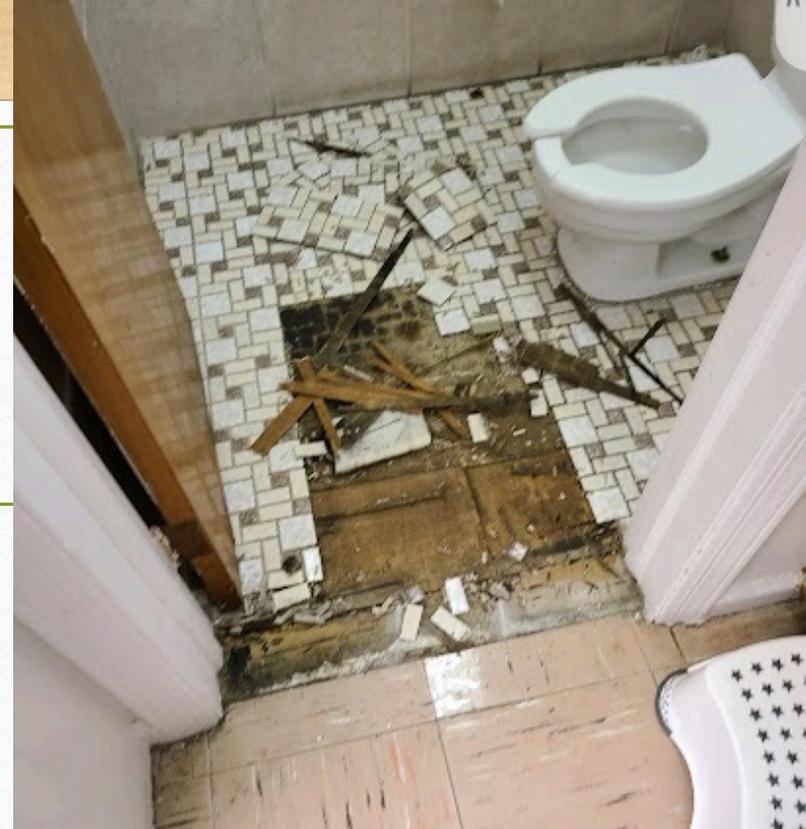




Oakwood Avenue Community School

Oakwood Avenue Community School

- The Facilities team took advantage of the winter break and addressed the issue in the classroom restroom. The floor in the bathroom was damaged and the floor was extremely weak. The following slide will show what was completed.



- Before

Oakwood Avenue Community School



- After

Oakwood Avenue
Community School

Lincoln Avenue School

- At Lincoln Avenue School, we had several issues with our heating and cooling systems. The facilities team invested time in troubleshooting and fixing the problem. With the help of the vendor TRANE, we are moving in the right direction. During the winter break, Trane was onsite replacing the unit on the roof that controls the gymnasium and repairing the issues with the chiller.

Lincoln Avenue School

- Roof Top Unit



Orange Board Of Education

- Work orders are being entered into Brightly (work order reporting system), from classroom lights being out to steam pipes breaking. The team and I, under the guidance of Mr. Ballard, will continue to address all issues as they are entered into the system. In doing so, we can ensure that we have a safe and clean learning environment for our children and staff.

In the Month of March, 2023

- The team and I, under the direction of Mr. Ballard, will continue to meet with the Schools Development Authority and Terminal Construction to make sure that there is progress related to the Construction at the Orange High School renovation project.

Reminder from the Office of Facilities

- We will continue to update the community, staff, and Board of Education Members of all progress.
- The health and safety of staff and students are at the apex of all facilities undertakings.

District Updates

Page Turners has RETURNED: Help promote literacy throughout the City of Orange Township! Students, staff

- **Students, parents, employees, city residents, and local businesses join our quest to read 1.5 million pages from Thanksgiving to May Day (May 1st).**
- **The challenge is back. Are you ready to log those pages?**
- **But first you have to register. Use this link <https://www.orange.k12.nj.us/Page/28187> or go to the Orange Page Turners' Reading Challenge webpages. Sign-up and watch our video. I know that we can make it when everyone joins in to participate.**
- **Brought to you by the collaborative efforts of The Orange Township Public School District; City of Orange; Scholastic Inc., ValleyArts Inc., HANDS Inc., North Jersey Alumnae Chapter Delta Sigma Theta Sorority Inc., Omega Psi Phi Fraternity, Inc., Eta Pi Chapter**

District Updates: Staff Summer School Announcement

(Staff, keep on Applying)

March 10, 2023, is the Deadline

- The Orange Public Schools is pleased to announce the "early" launch of our application for our **2023 Summer Programming** opportunities for STAFF. Our programs provide summer school teaching, professional development, curriculum and assessment writing employment opportunities for teachers, support staff, paraprofessionals, and interns districtwide.
- Please visit the **2023 Summer Programming** website at <https://sites.google.com/orange.k12.nj.us/summer2023/> to get more information about school and district summer programs.

District Updates: District Updates: Student Summer School Announcement

March 10, 2023, is the Deadline for Application

- [2023 Summer School Application](#)
- Orange Public Schools is pleased to announce the launch of our 2023 Summer School application. Our programs provide remediation, enrichment, credit recovery, and extended learning opportunities for students, ensuring a diverse and comprehensive array of offerings districtwide. Applications are due March 10! Send questions to reopeningofschools@orange.k12.nj.us.

Parent-Teacher Conference Reminders

Secondary Conferences

March 13, 2023- Parent Conferences: Grades 8-12 5:30pm – 7:30pm (In-Person)

March 14, 2023- Parent Conferences: Grades 8-12 1:15 pm- 4:00 pm (In-Person)



Parent-Teacher Conference Reminders

Elementary Conferences

March 15, 2023- Parent Conferences: Grades PreK-7 1:15 pm-4:00 pm
(In-Person)

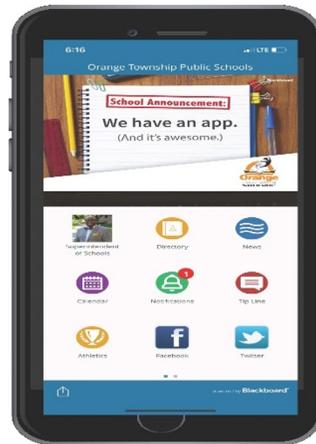
March 16, 2023- Parent Conferences: Grades PreK-7 - 5:30 pm-7:30 pm
(In-Person)



Reminder: The Orange App
Have you signed up?
You know I am sending blasts out for folks to sign up...Stay Tuned



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