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

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
" The Teaching Superintendent"
October 11, 2022
Focus Core Area Numbers 1- 4
District Goal Number 1-4 and All Sub Sections

Orange
Public Schools
"Good to Great"

Celebration of Students
Student of the Month Announcement

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

Orange Public Schools
“Good to Great”

Students of the Month
September 2022
Congratulations to our STAR Students!

Name of School	Student of the Month
Orange High School	Charles Perez Grade Ten
Orange Preparatory Academy	Nasir Mallory Grade Eight
Twilight U	Jaiquan Vickers Grade Ten
Cleveland Street School	Ethan Frye Anderson Grade Five
Forest Street School	Angela Beals Grade Four
Heywood Avenue School	Skyla Gines Grade Kindergarten

Name of School	Student of the Month
Lincoln Avenue School	Aiden Ampomah Grade Six
Oakwood Avenue School	Oscar Gonzalez-Martinez Grade Seven
Rosa Parks Community School	Alyla Frederickson Grade Three
Park Avenue School	Lorena Calle Calderon Grade Seven
STEM Innovation Academy of the Oranges	Steven Grande Grade Ten
Central Elementary School	Esther Akinyemi Grade Two

New Jersey Student Learning Assessment Results

Spring 2022

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools,
Karen Harris, Executive Director of Humanities,
&
David Scutari, Executive Director of STEM Focused Learning

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Closing the Achievement Gap (Glows)

- Learning loss was not as extreme as anticipated; grades 4,5,8, and 9 reduced gap between district and the state
- Large number of students performing in the “Approaching” performance level close to the “Meets” marker
- There were middle school teachers whose classes outperformed the state; these teachers lead PD during district professional development days.
- The Spring 2022 performance is a new starting point from which to build.

Areas for Growth (Grows)

- Institute Tier 2 and 3 interventions in four key schools
- Utilize the data from more precise diagnostics to plan Tier 2 instruction
- Strengthen the delivery of instruction for small group through CPTs
- Focus on the reading and writing sub-skills to strengthen the reading and writing connection
- Utilize new district wide Grade level common planning times to foster lesson planning collaborations and review of student work
- Ensure students are doing the “heavy lifting” when executing lesson plans
- Focus on student engagement strategies that foster reading and writing connectivity

Grade/Subject	2019 Orange % Met Expectations/ Exceeded Expectations	2022 Orange % Met Expectations/ Exceeded Expectations	2022 New Jersey % Met Expectations/ Exceeded Expectations	Orange Difference Between 2019 and 2022	NJ Difference Between 2019 and 2022
3	32.1%	25.0%	*42.4%*	-7.1	*-7.9*
4	38.1%	31.2%	*49.4%*	-6.9	*-8*
5	38.7%	34.5%	*49.6%*	-4.2	*-8.3*
6	45.3%	36.0%	*47.5%*	-9.3	*-8.7*
7	52.5%	39.7%	*52.7%*	-12.8	*-10.1*
8	45.5%	40.8%	*51.3%*	-4.7	*-11.6*
9	28.5%	33.3%	*48.9%*	+4.8	*-7*

ELA

Closing the Achievement Gap

- Learning loss was not as extreme as anticipated; grades 7, 8, and Algebra I reduced gap between district and the state
- Algebra II and Geometry significantly outperformed the state
- Significant District performance in grades 6-8 in Ratios and Proportions and Expressions and Equations domains
- Large number of students performing in the “Approaching” performance level close to the “Meets” marker

Areas for Growth

- Grades 3, 4, and 5 experienced larger regressions
- Number and Operations in Base Ten and Number Sense domains are particular areas of focus
- Strengthen the delivery of instruction through professional development and revised curriculum/resources
- Shift the cognitive load to students (productive struggle)

Grade/Subject	2019 Orange % Met Expectations/ Exceeded Expectations	2022 Orange % Met Expectations/ Exceeded Expectations	2022 New Jersey % Met Expectations/Exceeded Expectations	Orange Difference Between 2019 and 2022	NJ Difference Between 2019 and 2022
3	33.0%	18.8%	45.4%	-14.2	-9.7
4	35.6%	17.5%	39.4%	-18.1	-11.6
5	26.0%	13.6%	36.1%	-12.4	-10.7
6	25.1%	15.1%	31.3%	-10	-9.3
7	27.7%	22.3%	34.1%	-5.4	-8.0
8	24.4%	11.1%	15.4%	-13.3	-13.9
Algebra I	27.5%	19.4%	34.8%	-8.1	-8.5
Algebra II	13.8%	72.7%	53.3%	+58.9	-3.0
Geometry	21.5%	80.0%	44.0%	+58.5	+11.8

Mathematics

English Language Arts District Wide Performance on the New Jersey Student Learning Assessment Spring 2022

	3	4	5	6	7	8	9
Cleveland	22.2%	36.1%	11.1%	45.5%	17.2%		
Forest	37.8%	38.5%	57.4%	63.6%	75.5%		
Heywood	25.6%	48.7%	50.0%	60.0%	34.4%		
Lincoln	13.6%	23.3%	28.6%	33.0%	32.1%		
Oakwood	38.1%	23.3%	38.1%	37.5%	41.7%		
OHS							0.0%
OPA						40.8%	26.2%*
Park	31.1%	37.1%	39.5%	16.7%	30.6%		
RPCS	23.2%	26.0%	27.9%	25.5%	40.1%		
STEM							89.1%
State	*42.2%*	*49.4%*	*49.6%*	*47.5%*	*52.7%*	*51.3%*	*48.9%*

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Mathematics District Wide Performance on the New Jersey Student Learning Assessment Spring 2022

	3	4	5	6	7	8	Algebra I	Algebra II	Geometry
Cleveland	13.9%	21.6%	5.1%	26%	13.3%				
Forest	7.9%	20.0%	22.9%	20.0%	29.4%				
Heywood	23.3%	25.5%	31.0%	33.3%	28.1%				
Lincoln	16.2%	16.2%	6.2%	14.3%	19.8%				
Oakwood	23.8%	12.5%	20%	6.3%	16%				
OHS							0.9%		0.0%
OPA						24.5	21.5%	72.7%	100%
Park	22.2%	15.4%	19.0%	2.4%	24.5%				
RPCS	21.5%	15.3%	8.4%	12.8%	22.3%				
STEM							83.3%		86.4%
State	*45.4%*	*39.4%*	*36.1%*	*31.3%*	*34.1%*	*29.3*	*34.8%*	*53.3%*	*44.0%*

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Dynamic Learning Map Assessment Results

Shelly Harper
Executive Director of Special Education and Intervention
October 11, 2022
Focus Core Area Number 4
District Goal Number 1

What is the Dynamic Learning Map (DLM) Assessment?

- Dynamic Learning Maps assessments are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.
- DLM assessments also help parents and educators set high academic expectations for their students. Results from DLM assessments are used to inform instruction and meet accountability requirements for reporting student achievement.

DLM Accessibility

- DLM assessments are designed to maximize accessibility for students with significant cognitive disabilities. Assessments are built to allow multiple ways for students to demonstrate their knowledge, skills, and understandings.
- Students taking DLM assessments have access to unique accessibility tools and supports that meet their needs and preferences. Some of these tools and supports are built into the online assessment system while others are provided by the teacher. Educators and Individualized Education Program teams decide which tools and supports a student's needs.
- The district is allowed to test 1% of the population for this assessment. Students that are identified to take part in this assessment are identified as students who are significantly cognitive delayed. The next slide will share the indicators for participation and non-participation.

DLM Non-Participation Factors

The following factors shall **not** be used to determine participation in the DLM:

- English Language Learner (ELL) status
- Anticipated disruptive behavior during testing
- Poor attendance or extended absences
- Anticipated poor performance on the general statewide assessment
- Impact of the student's score on the accountability system
- Need for accommodations to participate in the general statewide assessment
- Administrative decision

Non-Participation Outline Continuation

The following factors may not be the **sole** criteria used to determine participation in the DLM:

- Student's disability category
- Percent of day in special education
- Academic and related services the student receives
- Instructional setting

Participation Criteria Form

Criteria	Response	Response: Yes	Response: No
1. The student has a disability that significantly impacts intellectual functioning and adaptive behavior	Yes No	Go to Question 2	Stop. The student is not eligible to take the DLM for this content area.
2. The student is primarily taught using the DLM Essential Elements.	Yes No	Go to Question 3	Stop. The student is not eligible to take the DLM for this content area.
3. The student requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature.	Yes No	Go to Question 4	Stop. The student is not eligible to take the DLM for this content area.
4. The student uses substantially adapted materials and individualized methods of accessing information.	Yes No	Go to Question 5	Stop. The student is not eligible to take the DLM for this content area.
5. The student's significant intellectual disability will impact post school outcomes. (e.g. supported housing or employment)	Yes No	The student is eligible to take the DLM for this content area.	Stop. The student is not eligible to take the DLM for this content area.

Achievement Levels as Outlined on the DLM

- The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **at target**.
- The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

District Assessment Results
Total of 47 Students Tested District Wide

Grade	Subject(s)	Number of Students Tested	Emerging	Approaching (Target)	At-Target	Advanced	At Targeted or Advanced
Three	ELA Math	12 12	5 5	1 1	5 1	1 5	50% 50%
Four	ELA Math	6 6	3 3	2 0	1 1	0 2	17% 50%
Five	ELA Math Science	4 4 4	1 2 2	1 0 2	2 0 0	0 2 0	50% 50% 0%
Six	ELA Math	4 5	0 2	1 0	2 1	1 2	75% 60%

District Assessment Results
Total of 47 Students Tested District Wide

Grade	Subject(s)	Number of Students Tested	Emerging	Approaching (Target)	At-Target	Advanced	At Targeted or Advanced
Seven	ELA Math	2 2	1 2	0 0	1 0	0 0	50% 0%
Eight	ELA Math Science	5 5 5	1 3 4	3 1 0	1 1 1	0 0 0	20% 20% 20%
Eleven	ELA Math Science	4 4 4	1 2 3	2 1 0	0 1 1	1 0 0	25% 25% 25%
Twelve	ELA Math Science	9 9 9	2 4 5	1 3 3	6 2 1	0 0 0	67% 67% 11%

Orange Township Public Schools

School Self-Assessment for Determining Grades under ABR

Pathway to School Improvement

Collecting data, analysis, results, and implementation

Statement of Purpose

- To assess the effectiveness of the harassment, intimidation and bully (H.I.B.) ***process*** and ***implementation*** for all schools in the Orange Township School District.

Core Element #1 and #2

<u>Core Element #1</u>: HIB Programs, Approaches & Initiatives

- The school annually establishes HIB programs, approaches and initiatives.
- The school annually implements and documents HIB programs, approaches or other initiatives.
- The school annually assesses HIB programs, approaches or other initiatives.
- The school's HIB programs, approaches or other initiatives are designed to create school-wide conditions to prevent and address HIB.
- The school safety team (SST) has identified

<u>Core Element #2</u>: Training on the BOE-Approved HIB Policy

- School employees, contracted service providers and volunteers are provided training on the HIB policy.
- The HIB policy training includes instruction on preventing HIB on the basis of protected categories enumerated in the ABR and other distinguishing characteristics that may incite incidents of discrimination or HIB.
- The HIB policy was discussed with students, in accordance with the district's process for these discussions.

Core Element #3 and #4

Core Element #3: Other Staff Instruction & Training Programs

- Each teaching staff member completed at least 2 hours of instruction in suicide prevention that included information on HIB, in each five-year professional development period.
- Each teaching staff member completed at least 2 hours of instruction on HIB prevention, in each five-year professional development period.
- The school anti-bullying specialist (ABS) was given time during the usual school schedule to participate in in-service training in preparation to act as the ABS.
- The members of the school safety team (SST) were provided with professional development in effective practices of successful school climate programs or approaches.
- School leaders have received information on the

Core Element #4: Curriculum & Instruction on HIB & Related Information & Skills

- The school provided ongoing, age-appropriate instruction on preventing HIB in accordance with the Core Curriculum Content Standards.
- The school observed the "Week of Respect," during the week beginning with the first Monday in October of each year, recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.

Core Element #5 and #6

Core Element #5: HIB Personnel

- The principal appointed a school anti-bullying specialist (ABS).
- The ABS met at least two times per school year with the district anti-bullying coordinator (ABC).
- The school safety team (SST) met at least two times per school year.

Core Element #6: School-Level HIB Incident Reporting Procedure

- The school implemented the district's procedure for reporting HIB that includes all required elements.
- The school implemented the district's procedure for reporting new information on a prior HIB report.

Core Element #7 and #8

Core Element #7: HIB Investigation Procedure

- The school followed the BOE-approved policy on HIB investigation procedures, which provides for:
- Notification to parents of alleged offenders and alleged victims in each reported HIB incident.
- Completion of the investigation within 10 school days of the written incident report.

- Preparation of a written report on the findings of each HIB investigation.
- Results of the investigation reported to the

Core Element #8: HIB Reporting

- The school has a procedure for ensuring that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.

Data Results

Examining results and designing corrective action plans

OPS: School Self-Assessment for Determining Grades under ABR

	Core Elements	Core Element # 1 (Max 15)	Core Element # 2 (Max 9)	Core Element # 3 (Max 15)	Core Element # 4 (Max 6)	Core Element # 5 (Max 9)	Core Element # 6 (Max 6)	Core Element #7 (Max 12)	Core Element # 8 (Max 6)	TOTAL SCORE (Max 78)
1	Orange High School	15	7	14	6	9	6	12	6	**75**
2	Orange Preparatory Academy	15	7	14	6	9	6	12	6	**75**
3	Oakwood Avenue School	14	9	14	6	9	6	12	6	**76**
4	Forest Street School	15	9	14	6	8	6	12	5	**75**
5	Rosa Parks Community School	13	9	14	6	9	6	12	6	**75**
6	Lincoln Avenue School	15	9	15	6	9	5	11	6	**76**
7	Heywood Avenue School	14	9	14	6	8	6	12	6	**75**
8	Cleveland Street School	14	9	14	5	9	6	12	6	**75**
9	Park Avenue School	15	9	14	6	9	6	12	6	**77**
10	Central Elementary School	15	9	15	6	8	5	12	6	**76**
11	STEM Innovation Academy of the Oranges	14	9	15	6	9	6	12	6	**77**
12	Orange Early Childhood Center	15	9	15	6	9	6	12	6	**78**

Attendance Presentation from the Month of September 2022

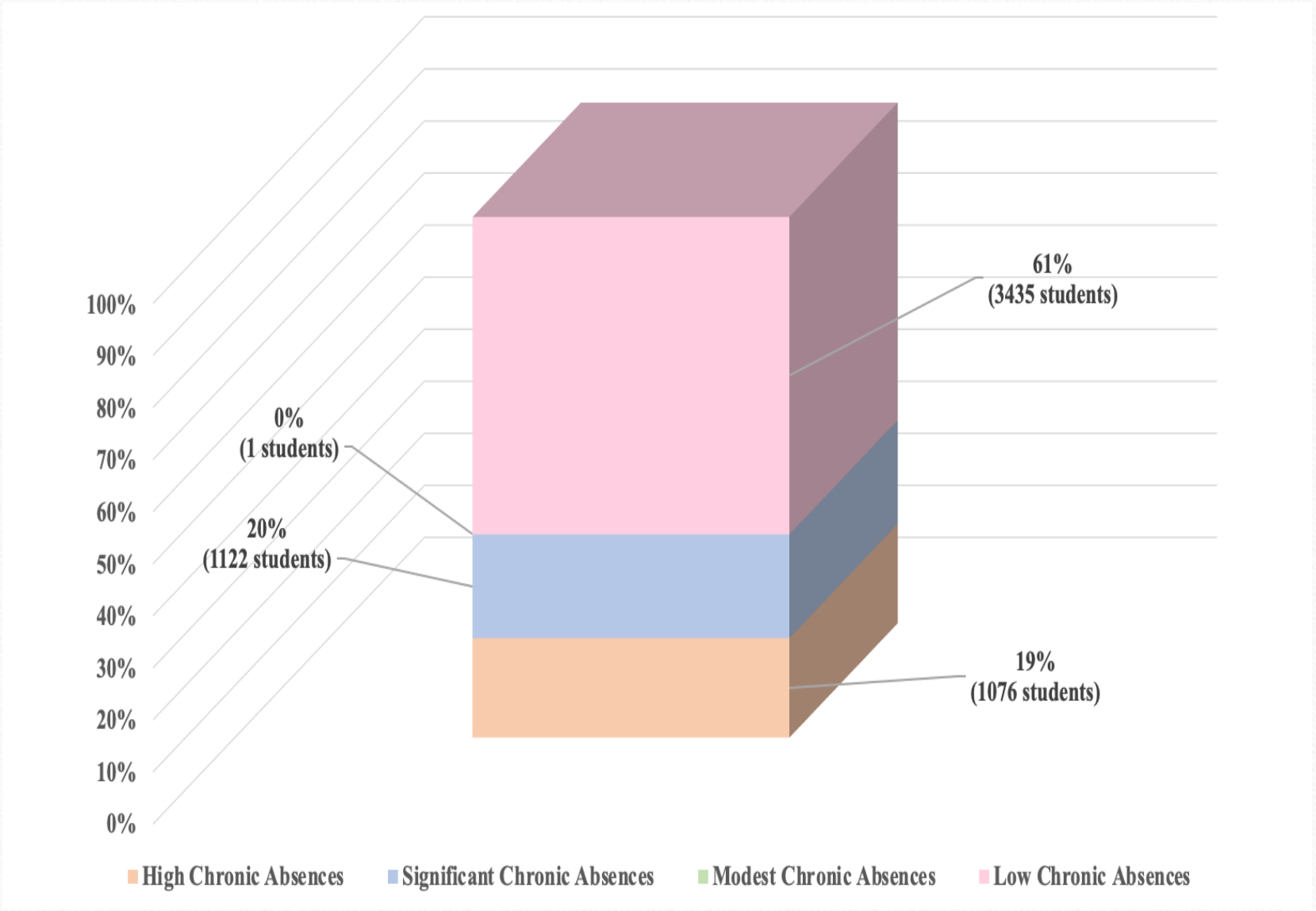
Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
" The Teaching Superintendent"
October 11, 2022
Focus Core Area Number 1-4
District Goal Number 1-4

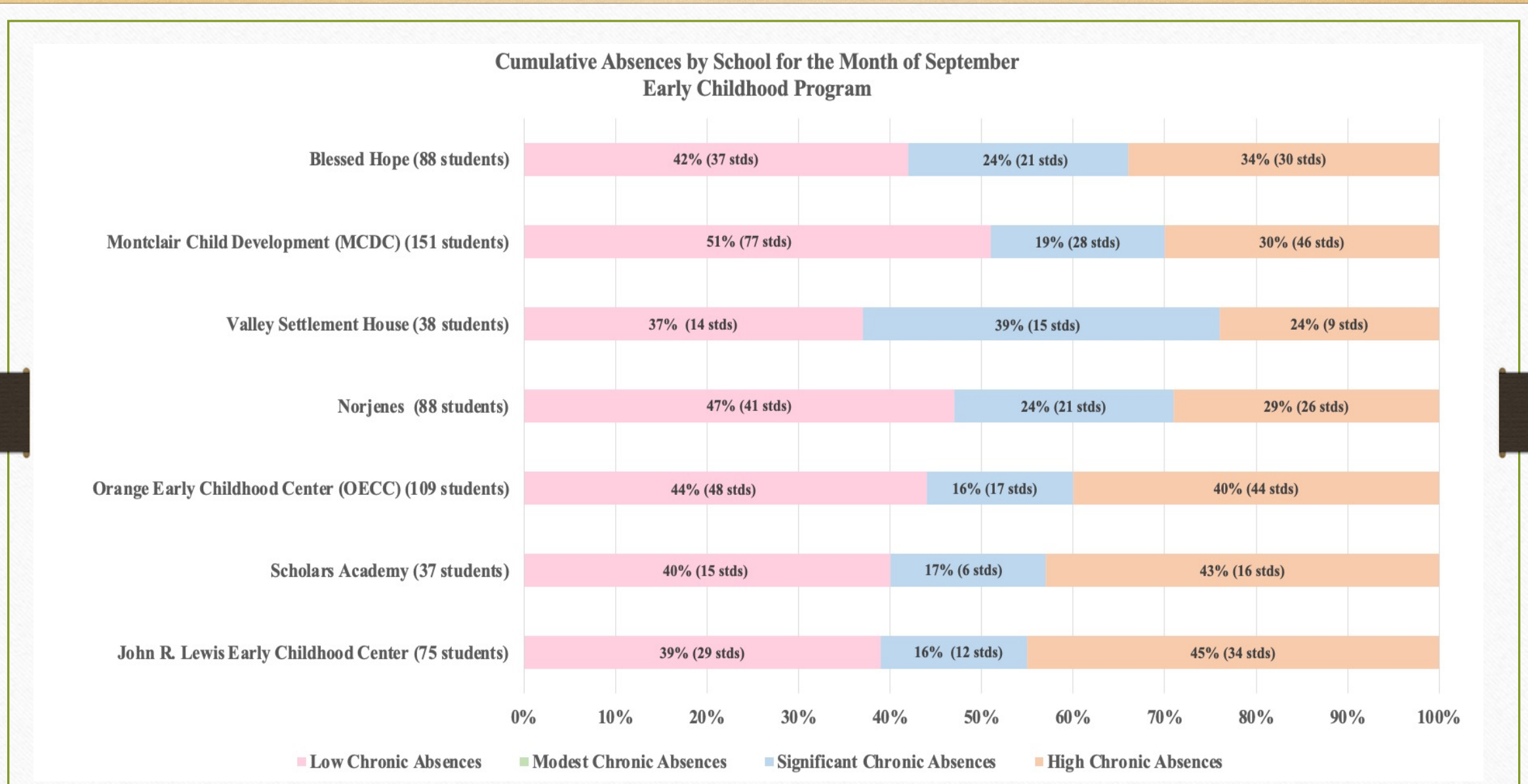
Chronically Absence Categories are Identified As:

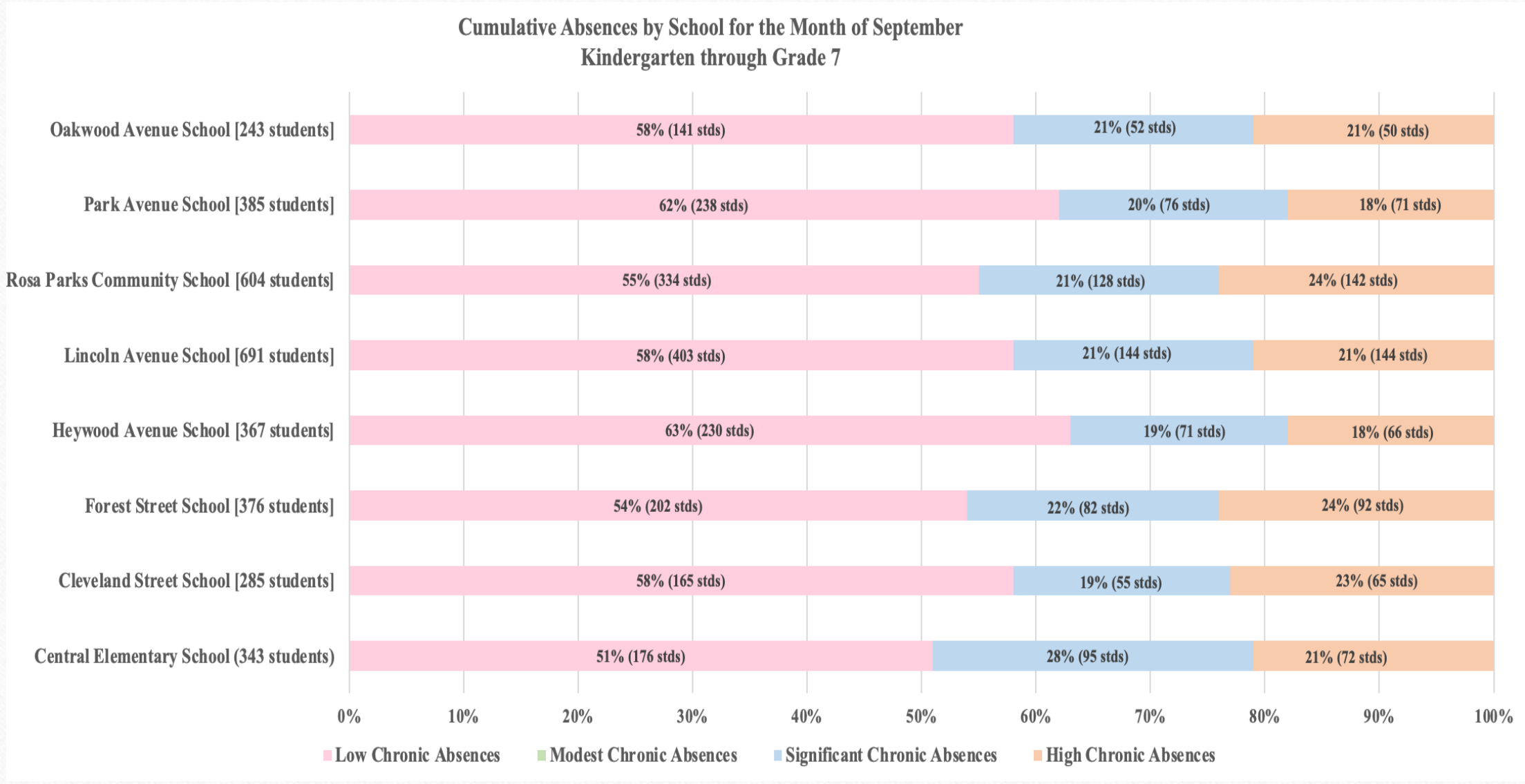
Absences Category	Cumulative Days Absent for the Month of September
High Chronic Absences	2 days or more
Significant Chronic Absences	1 to 1.99 days
Modest Chronic Absences	.50 to .99 days
Low Chronic Absences	0 to .49 days

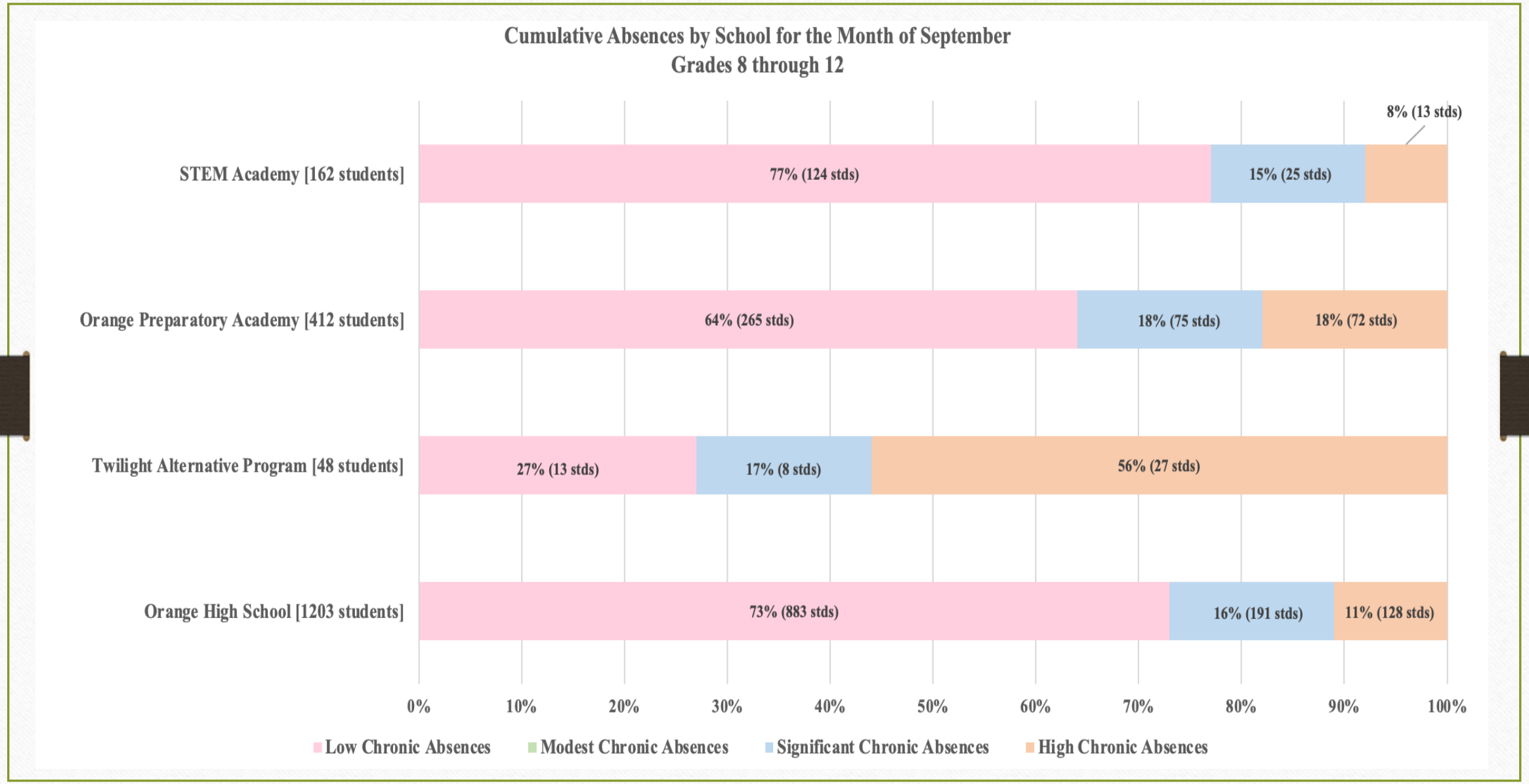
*Students are chronically absent when excused or unexcused absences are equal to or greater than 10% of the total number of days enrolled in the school year.

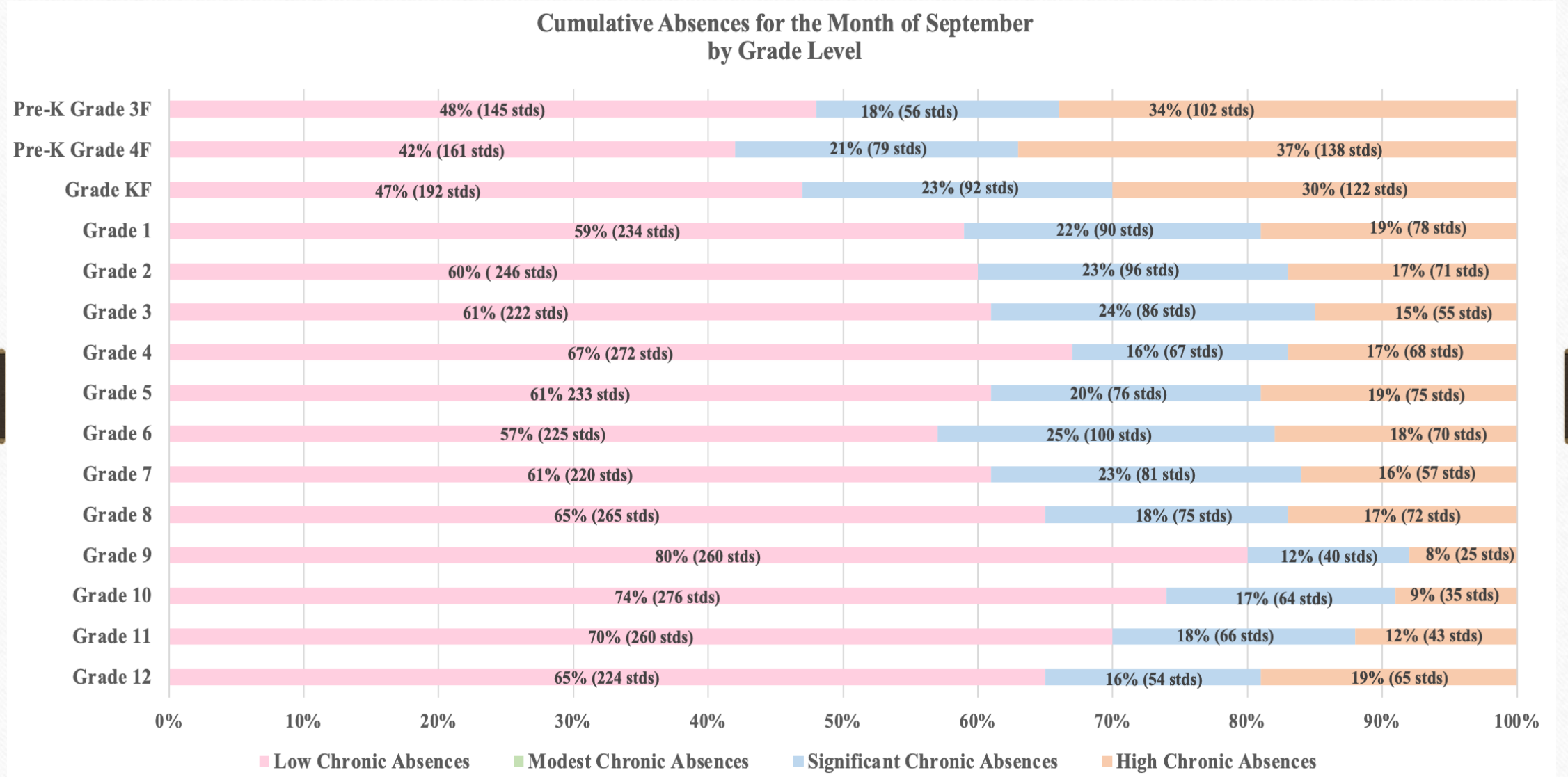
Cumulative Absences for the Month of September by Category



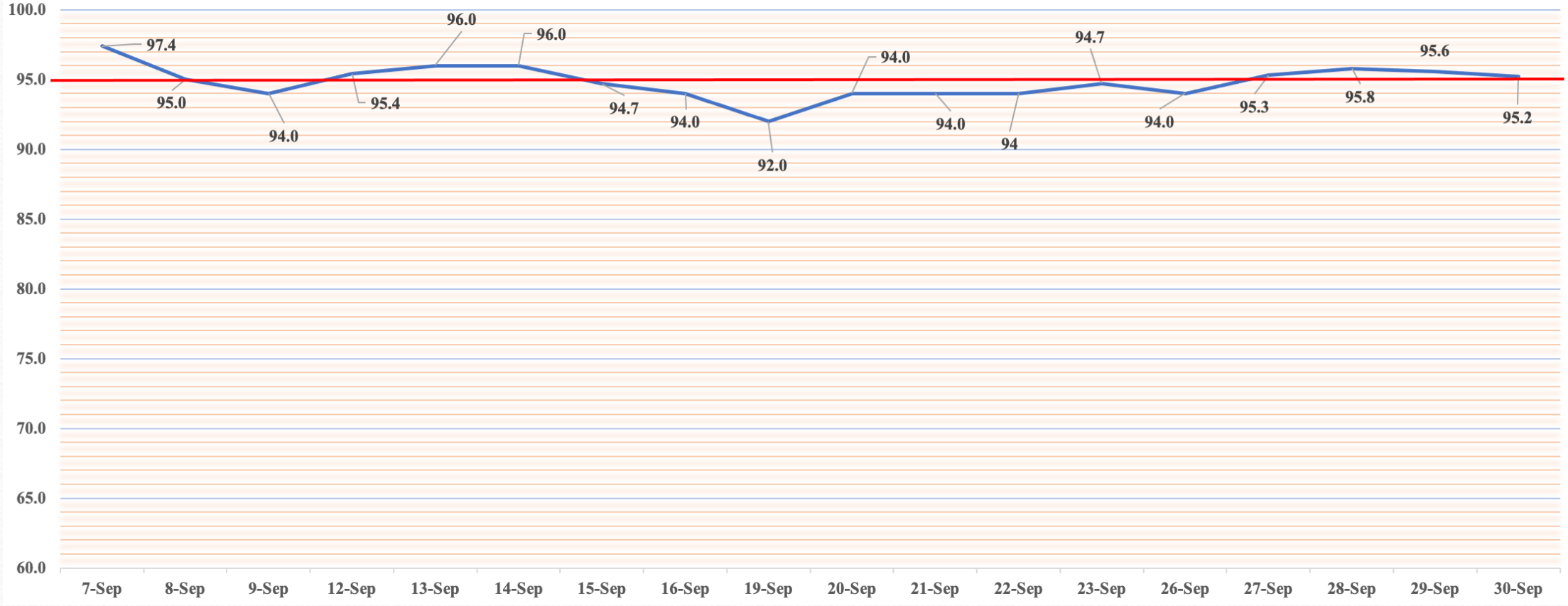

Cumulative Absences by School for the Month of September
Early Childhood Program
Blessed Hope (88 students)
42% (37 stds)
24% (21 stds)
34% (30 stds)
Montclair Child Development (MCDC) (151 students)
51% (77 stds)
19% (28 stds)
30% (46 stds)
Valley Settlement House (38 students)
37% (14 stds)
39% (15 stds)
24% (9 stds)
Norjenes (88 students)
47% (41 stds)
24% (21 stds)
29% (26 stds)
Orange Early Childhood Center (OECC) (109 students)
44% (48 stds)
16% (17 stds)
40% (44 stds)
Scholars Academy (37 students)
40% (15 stds)
17% (6 stds)
43% (16 stds)
John R. Lewis Early Childhood Center (75 students)
39% (29 stds)
16% (12 stds)
45% (34 stds)
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Low Chronic Absences
Modest Chronic Absences
Significant Chronic Absences
High Chronic Absences


Cumulative Absences by School for the Month of September
Kindergarten through Grade 7
Oakwood Avenue School [243 students]
58% (141 stds)
21% (52 stds)
21% (50 stds)
Park Avenue School [385 students]
62% (238 stds)
20% (76 stds)
18% (71 stds)
Rosa Parks Community School [604 students]
55% (334 stds)
21% (128 stds)
24% (142 stds)
Lincoln Avenue School [691 students]
58% (403 stds)
21% (144 stds)
21% (144 stds)
Heywood Avenue School [367 students]
63% (230 stds)
19% (71 stds)
18% (66 stds)
Forest Street School [376 students]
54% (202 stds)
22% (82 stds)
24% (92 stds)
Cleveland Street School [285 students]
58% (165 stds)
19% (55 stds)
23% (65 stds)
Central Elementary School (343 students)
51% (176 stds)
28% (95 stds)
21% (72 stds)
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Low Chronic Absences
Modest Chronic Absences
Significant Chronic Absences
High Chronic Absences


Cumulative Absences by School for the Month of September
Grades 8 through 12
STEM Academy [162 students]
Orange Preparatory Academy [412 students]
Twilight Alternative Program [48 students]
Orange High School [1203 students]
77% (124 stds)
15% (25 stds)
8% (13 stds)
64% (265 stds)
18% (75 stds)
18% (72 stds)
27% (13 stds)
17% (8 stds)
56% (27 stds)
73% (883 stds)
16% (191 stds)
11% (128 stds)
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Low Chronic Absences
Modest Chronic Absences
Significant Chronic Absences
High Chronic Absences


Cumulative Absences for the Month of September
by Grade Level
Pre-K Grade 3F
48% (145 stds)
18% (56 stds)
34% (102 stds)
Pre-K Grade 4F
42% (161 stds)
21% (79 stds)
37% (138 stds)
Grade KF
47% (192 stds)
23% (92 stds)
30% (122 stds)
Grade 1
59% (234 stds)
22% (90 stds)
19% (78 stds)
Grade 2
60% (246 stds)
23% (96 stds)
17% (71 stds)
Grade 3
61% (222 stds)
24% (86 stds)
15% (55 stds)
Grade 4
67% (272 stds)
16% (67 stds)
17% (68 stds)
Grade 5
61% 233 stds)
20% (76 stds)
19% (75 stds)
Grade 6
57% (225 stds)
25% (100 stds)
18% (70 stds)
Grade 7
61% (220 stds)
23% (81 stds)
16% (57 stds)
Grade 8
65% (265 stds)
18% (75 stds)
17% (72 stds)
Grade 9
80% (260 stds)
12% (40 stds)
8% (25 stds)
Grade 10
74% (276 stds)
17% (64 stds)
9% (35 stds)
Grade 11
70% (260 stds)
18% (66 stds)
12% (43 stds)
Grade 12
65% (224 stds)
16% (54 stds)
19% (65 stds)
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Low Chronic Absences
Modest Chronic Absences
Significant Chronic Absences
High Chronic Absences

September 2022
Average Daily Attendance Percentages
*State Average is 95%
District Average Daily Attendance was 95%



The Orange Public Schools Facilities Update

Mr. Jason Ballard
School Business Administrator
October 11, 2022
Focus Core Area Number 1-4
District Goal Number 3

District Facility, Maintenance & Custodial Services updates

- Thorough Cleaning Daily and Disinfecting of all touch point in the building (examples include but not limited to: Door handles, bathrooms, entrances and exits, bannisters)
- Boilers were cleaned, Inspected in preparation for the winter months
- 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 insure a safe and clean learning environment for our children and staff.

Heywood Avenue School

- The next few slides will show you the construction of the exterior stairs and sidewalk repairs that were completed in the month of September.

Heywood Avenue School

Heywood Avenue School

Forest Street Community School

- Forest Street School was in need of a boiler replacement. The boiler would could not be installed in time for the winter months, so the district had to install a temporary boiler. The next few slides will show the work that was done.

Forest Street Community School

Picture of the existing boiler

Forest Street Community School

The existing boiler was removed

Forest Street Community School

Temporary boiler is installed.

Central Elementary School

- The front doors at Central Elementary School were in need to be replaced. The door frames had rusted; therefore making it difficult to secure the building.

STEM Innovation Academy of the Oranges

- At STEM, the gymnasium doors did not have the means to be locked, making it an unsafe area in case of a lockdown. So, the district added hardware to the doors in order for them to lock in case of an emergency.

In the Month of October 2022

- The team and I will continue to meet with the Schools Development Authority and Terminal Construction alongside Mr. Vasquez, Manager of Security in order to keep the district up to date with the ongoing progress at the Orange HS 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.

Reminder School Closure Days Forthcoming

- NJEA Convention: November 10 and 11th
- Thanksgiving Observance: November 24th and 25th

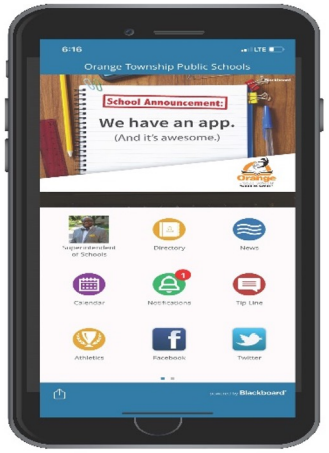
- Please mark your calendars accordingly.

Orange
Public Schools
"Good to Great"

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

Orange Public Schools "Good to Great"

Announcing the NEW **Orange Public Schools** Mobile App!



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