

Superintendent's Forum Orange Public Schools “Good to Great”



Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
“The Teaching Superintendent”
September 3, 2019

Public Relations and the Impact on the District

- Our social media accounts continue to draw parental and community support. It is requested that you continue to share the posts. Orange Township Public Schools is on the move. Families, it is encouraged that you like our Facebook, Instagram, and Twitter Accounts. It is important that all of our stakeholders are in the know regarding programming and supports that we offer within the district. We will also keep into account those residents that are not on our social media formats as indicated in our Board Retreat held on Tuesday, August 6, 2019.
- Staff Letter was sent to all staff on August 1, 2019. This letter highlighted the strategy that we will use to move the district forward as well as the opportunity for staff to get to know me a bit better.
- My opening letter was mailed to parent, guardians, and caregivers as of July 30, 2019. The letter was also placed on our website and social media accounts as well.

Superintendent's Message on the Website & Sharing of Posts on Facebook and Twitter

- Take a moment and follow the Orange Public School District on Facebook, Twitter, and Instagram. The time is now to move the district from “Good to Great.”
- The Superintendent's Message has been moved under the Superintendent's Message Link and will be updated yearly as we make progression in the district.
- It is encouraged that staff, families, and community members begin to share the happenings going on within our schools. Each week, while the district is conducting summer programming, our intent is to post on Facebook, Instagram, and Twitter for the purpose of families knowing what is going on in our schools. Trust me, it will continue throughout the school year.

Running Start Prior to July 1st

- June 4th: Tour of four schools: Orange High School, Forest Street Elementary, Park Avenue Elementary, and Cleveland Elementary.
- Met with Ms. Dismuke, HR Talent Officer regarding vacancies and held a discussion about building partnerships with Universities particularly to discuss the hard to fill positions and finding sound candidates.

June 22nd to July 1st

- Reviewed the district website. Discussion about the importance of the Orange App so families can have the app affixed on their cell phones. The new website prototype was unveiled at the August 13th Board Meeting. We are hopeful that the new website will launch by the beginning of October.
- The review of the new letter head to be used was effective July 1, 2019. All schools and departments will use the new letter head. The purpose is to standardize operations in the district.
- On June 22, 2019, as per the request of former Cleveland Community Specialist Ms. Dixon, I attended their Community Event. I had the opportunity to speak to families in general but also had one on one's with parents and guardians as well. The major question asked was the following: Will you come to PTO meetings? The answer: Absolutely.

July 1st to Present

- Met with the Communications Officer Ms. Purkiss and Community Engagement Officer Mr. Devone to outline the public relations plan for the district. Website updates have been evident as well as daily updates on Facebook, Instagram, and Twitter. The strategy is to ensure that families and staff see the most current and up to date happenings occurring in the district.
- Summer Sites were visited almost daily. This allowed me as well as the Supervisors and Directors the opportunity to have a pulse on the instructional component of the district.
- Executive Staff Meetings began on July 2nd. All Executive Staff members were informed that our meetings will take place every Tuesday at 10:00 AM unless otherwise indicated. This is the place where the instructional and operational planning commences.

Scheduling One-on Ones with Board Members, Executive Team Members, and Principals

- On Saturday, July 5th, I composed an email to the Board of Education Members sharing my intent to have one on ones for the purpose of having an opportunity to get to know me a bit better outside of the interviewing realm. Thank you to the members of the board for responding to me in the effort of scheduling appropriately.
- Continued one on ones are occurring through the start of the school year. These meetings are far to important. This allows the aforementioned staff members charged with leadership having a clear understanding of the expectations and supports that will be offered.

First Executive Team Agenda

July 2, 2019

Time	Item	Lead(s)
10:00 AM	1. Call to Order: Welcome and Introductions	Gerald Fitzhugh, II, Ed. D
10:10 AM-10:25 AM	2. Norms of the Executive Meeting and Expectations as a Team A) On Time Attendance at All Meetings B) Sharing of Schedules C) Evaluations and Follow Up D) Walk Throughs (Review of the New Template-Rigor, Relevance, and Relationships.) E) Lesson Plans and Adherence F) Agendas G) Administrative Retreat and Discussion with the Administrative Union on July 1, 2019 H) Discussion of Dress Code for Staff I) Development of Mission Statements by Department J) Weekly Executive Staff Meetings: Tuesdays at 10:00 AM	Gerald Fitzhugh, II, Ed. D
10:25 AM-11:00 AM	3. The Landscape of the District: How we will move into 2019-2020 Academically Human Resources Fiscally Brainstorming of the Administrative Retreat beginning on August 12 th	Executive Staff Members

First Executive Team Agenda

July 2, 2019

Time	Item	Lead(s)
11:00 AM-11:15 AM	4. Think, Pair, & Share-What will the Orange Student Look Like in 2019-2020?	Executive Staff Members
11:15 AM-11:30 AM	6. For the Good of the Order	All
11:30 AM	7. Adjournment	Gerald Fitzhugh, II, Ed. D

Hiring Practices Effective July 2nd

- Effective July 2nd, all hires coming into the district required the final signature of the Superintendent prior to being recommended to the board. All candidates regardless of position are interviewed by the Superintendent of Schools. Collaborative conversations between principals, department heads, and supervisors will commence as a result of this configuration.
- At present and as a result of the Job Fair as well as other appointed times, I have interviewed over 45 candidates for positions within the district. I sometimes bring in the principal or director event though they have already met with the candidate in the effort of norming our interviewing process.
- **Purpose:** In order for me to strongly recommend, I need to take time to speak with the candidates as a final step in the process.

In Progress: Academic Steps to Assess and Remedy Underperformance Across Content Areas

Academic Steps to Assess and Remedy Underperformance Across Content Areas

- 1) Curriculum Audit: Perform audit of the curriculum to ascertain the alignment of the current curriculum and assessments to the NJSLs. Identify curriculum and/or assessments that need to be created or revised.
- 2) Student Performance Review: Perform a data analysis of student performance on the NJSLA for the last three years, and identify standards and strands that identify areas of deficiency. Review instruction, benchmark assessments and other formative and summative assessments to ensure deficiencies are being addressed with effective progress monitoring and remediations.
- 3) Evaluation Reports of Teachers: Review teacher observations to identify proficient areas and those needing growth, as well as to analyze the effectiveness of the administrators' feedback and concrete suggestions. This will assist with the professional development plan
- 4) Professional Development: Evaluate professional development offered to staff at the district and school level using the following lens: a) Was the development offered based on data and a needs assessment? and b) Did the professional development include sound instructional strategies in mathematics as well as sound practices in teaching and learning?

Professional Development for Instructional and Non-Instructional Staff

- **Professional Development:** The creation of professional development that is cutting edge and will expose teachers to pedagogy and practice paradigms that allow for the stretching of content knowledge. In addition, it will include development on the co-teaching model in order to foster more inclusion of Special Education students in general education classes and programs.
- The following professional development paradigms throughout the district to ensure the instructional growth of teachers, as well as non-instructional staff members are given sound development based on data points. The non-instructional staff members refer to but are not limited to, Child Study Team Members, Guidance Counselors, Social Workers, Custodial and Security Staff. The aforementioned staff members impact Climate and Culture as well as the Academic Frameworks.

Professional Development for Instructional and Non-Instructional Staff

- **Focus on content:** Professional development that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers' classroom contexts. This element includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, or literacy.

Professional Development for Instructional and Non-Instructional Staff

- **Walk Through Tool:** Will be inclusive of instructional and non-instructional supports. The purpose is to give feedback within 48 hours of the walk through. At the administrative retreat held at Seton Hall University, I walked the administrators through the new walk through STRATEGY. We provided thinking through Purpose, Curriculum and Pedagogy, Assessment for Student Learning Classroom Environment, and Classroom Environment and Culture.

Administrative Staff Retreat

August 12th through August 16th

- The administrative staff retreat commenced on August 12th beginning at 8:30 AM. The following are the items that we will address throughout the retreat:
- Human Resources (Aside from vacancies, the purpose of loving your employees. This is an actionable from the 2014 Organizational Structures Book from Bolman and Deal.)
- Fiscal Responsibility: Maintaining programming while staying fiscally responsible. In addition, we are working with administrators through small group workshops to ensure that they understood the tenets of their budgets but at the same time ensuring they are maximizing their funds to enhance programming at their school levels.

Administrative Retreat

August 12th through August 16th

- **Instructional Competency:** I lead a discussion on the importance of understanding sound pedagogy and practice. From this discussion, administrators completed an exercise on review of their data and made sound recommendations on professional development for their staff.
- **Team Building:** Establishment of Trust-There is NO I in TEAM. What does this look like in the educational arena?
- **Working Sessions:** The thought of having work sessions allowed for teams to delve into the necessary data and listen to recommendations by teams to strengthen overall school practice.

Administrative Retreat

August 12th through August 16th

- Monday August 12th was the first instructional day of the retreat. The administrators were full of energy and engaged in the instructional process that will take form this upcoming school year.
- Tuesday, August 13th was the Operational Management Day as well as a focus on Special Education. Mrs. Harper and her team have worked alongside me to review the IEP process but in addition make some changes to ensure that everyone is reviewing the IEP's for the students assigned to individual schools. The consultation form has a sign off for principals this year as well. As the leverage point in our strategy, the principal is the key component of the instructional as well as operational programs in their respective buildings. Continued development and support will be given throughout the year to ensure that all IEP's are upheld with fidelity. All consultation forms will be due on Friday, September 6th. The reason: all staff working with special education students must know them by the start of the school year.

Administrative Retreat

August 12th through August 16th

- Wednesday, August 14th: The second full instructional day. The administrators continued their work on the topic of “Focused Work” through the review of NJSLA Data and creating instructional action plans for their schools and departments.
- Thursday, August 15th and Friday, August 16th: All administrators were either in their schools (if principals had vice principals) or to the district office (for those principals without vice principals) as well as directors who worked closely with their supervisors. The purpose of this portion of the retreat was as follows: provide oversight and support regarding the planning for the first days of school as well as the professional development sessions that will be held on September 3rd (State of the Schools) to September 6th.

Review of the Curriculum

- Throughout the months of July and August, I met with the English Language Arts Team as well as the Mathematics/Science Team to review the rigor of writing across grade levels but in addition we made the determination that revisions were in fact necessary. The ELA team are currently revising the current writing samples to ensure that the expectations that the students are to ascertain come to life upon entry on September 9th.
- In the area of Mathematics, we are opting to have more Extended Constructed Response documents in place Grades K-12. The modeling is vital to ensure students are clear how they MUST respond to complex open ended response questions. These questions will anchor the work on a consistent basis.
- Continued professional development will take form in all academic areas. All revisions to curriculum will also have the my eye on them as well as the content specific directors.

First Day of School Celebrations

- Will take place at all schools district wide. The plan is to ensure that community stakeholders as well as parents feel part of the school infrastructure.
- I met with Mr. Devone, Mr. Clerie, as well as Ms. Sinisgalli to ensure that the first day celebrations speak to the true nature of being an Orange Tornado. I want to thank the team for working not only with me but with the schools to align the vision that we have for the district.

This is Just the Beginning

- Through the review and modifications to the schedules in Grades 9-12 at Orange Preparatory Academy as well as Orange High School to the Principal as the leverage to ensure that academics is at the forefront of the mission and vision we are on our way.
- Curriculum review and revisions are currently being done and reviewed by the Directors and myself. Rigor will be at the apex of the work that we do within the Orange Township Public School District.
- Ensuring that all facilities are ready to receive students on September 9, 2019. The work that Mr. James, Business Administrator and his team are doing, I am confident that we will be in readiness.

Facilities Update



Mr. Adekunle James
School Business Administrator

FACILITIES UPDATE / SDA PROJECT

OHS Addition - Target Space Program

	Qty.	Occ.	Total Occ.	SF	Total SF
General Classrooms	15	24	360	750	11,250
Art Classrooms	3	24	72	1,250	3,750
Drama Classroom	1	24	24	1,200	1,200
Technology Lab	2	24	48	1,600	3,200
Robotics Lab	1	24	24	1,600	1,600
Auxiliary Gym	1	48	48	5,200	5,200
Media Center	1	0	0	5,000	5,000
Remote Admin. Office	2	0	0	150	300
Total Net SF					31,500
Circulation					
Support Spaces					
Grossing Factor					1.55
Total Grossing Factor SF					17,325
Total Gross SF					48,825

Renovations

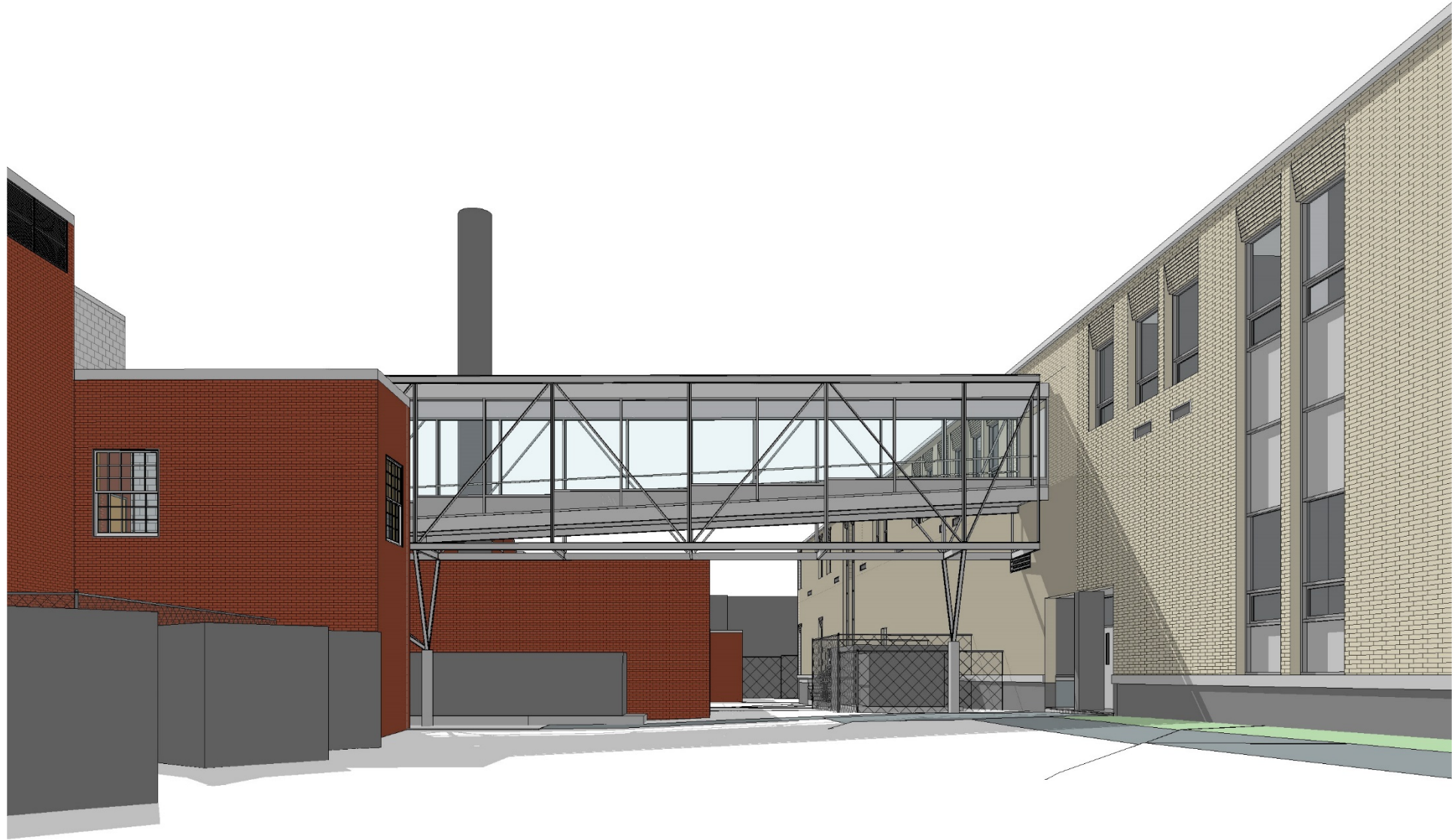
- Replace existing roof
- Replace mechanical room doors and frames Remove four Temporary Classroom Units Relocate Greenhouse
- Convert the existing Media Center to an Auxiliary Dining Room Replace existing wood doors and frames
- Replace existing stair doors and frames with fire rated doors and frames Replace existing classroom floor tiles,
- Repair terrazzo stair nosing

Renovations

- Sound proof Music and Band rooms
- Repair and replace damaged lockers in the Boys and Girls and locker rooms Repair/ replace locker room shower mixing valves
- Replace light fixtures in the Boys and Girls shower and drying rooms
Replace toilet partitions in group toilet rooms
- Renovate four Science classrooms Replace electric drinking fountains
Provide additional power to Music Room



Orange High School



Orange High School



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3D VIEW
2
P.3 SCALES

Project No.

Date

Revision

Scale

Author

Check

GP

MAX NO.

HEY

4

3D VIEW 2

N T F R c

CONSTRUCTION

cjo-cl - "B

SDA PROJECT- Cleveland Elem. School Addition/Renovation

Additions:

- ✓ Multipurpose room (4,800 SF) with Stage (1,200 SF)
- ✓ Prep. Kitchen with server (1,200 SF)
- ✓ Main Lobby & Security Post
- ✓ Boys & Girls rest rooms (on 3rd Floor)

SDA PROJECT- Cleveland Elem. School Addition/Renovation

Program-driven Renovations:

- ✓ Child study team space
- ✓ Small group instruction space
- ✓ Toilets for Nurse's office & Staff (on each floor)
- ✓ Art & Science Project labs
- ✓ Self-contained Special Education classroom
- ✓ Custodial & Building support space

Cleveland Elm. School has been relocated to Our Lady of the Valley School while construction is ongoing (approx. two & half School years)

CLEVELAND ELM SCHOOL

Program-Driven Renovations

- **Provision of child study team office space.**
- **Provision of small group instruction space.**
- **Provision of a toilet room for the nurse's office.**
- **Provision of a staff toilet on each floor of the facility.**
- **Provision of an Art/Science Project Lab in lieu of separate Art and Science spaces.**
- **Replacement of one Grade 6 Classroom with a Science Lab (incl. support).**
- **Provision of one self-contained special education classroom.**
- **Provision of custodial and building support space as feasible**

CLEVELAND ELM. SCHOOL Renovations Cont.

Exterior

- **Replace existing EPDM roof**
- **Limited masonry repointing**
- **Lower level water infiltration and exterior grading**
- **Roof downspout discharge and site drainage**
- **Fencing**
- **Parking Lot Repair**



District Goals

School Year 2019-2020

Goal #1: 21st Century Integration

The Orange Public Schools will invest in its teachers. The district values and promotes a culture of excellence in teaching and learning through increased and improved opportunities for quality, sustained professional development that address district needs and individual school needs as outlined by data points.

1) 100% of Professional Learning Communities will be utilized as leverage points for sharing best practices which ultimately will enhance student achievement

- Professional Learning Committees will become more instructional in nature. The principals alongside district administrators will structure the agendas around academic data points that will be targeted and monitored for improvement.
- Data reviews will allow for strategic planning and preparation in the effort of maximizing lesson delivery.

2) Increase in the number of job-embedded professional learning opportunities that incorporate the expertise of building principals planning alongside district administration by 30%

- Administrative Meetings will be instructionally-focused learning sessions for principals and district administrators. Ultimately, all training sessions will be germane to data points resulting from walk-through trend analyses.
- Common planning meetings will have instructionally focused agendas with accompanying sign in sheets.

District Goals

School Year 2019-2020

Goal #1: 21st Century Integration

The Orange Public Schools will invest in its teachers. The district values and promotes a culture of excellence in teaching and learning through increased and improved opportunities for quality, sustained professional development that address district needs and individual school needs as outlined by data points.

3) Increase the number of students participating in district programs such as STEM, Debate, Science and Mathematics Fairs by 25%

- Provide a variety of opportunities for students to demonstrate the relevance and interconnectedness of their knowledge and skills

4) 100% of teachers will utilize varying data points across content areas to strengthen their content pedagogy and to provide instructional action plans for students

- Teachers will apply individualized approaches to instruction for each student in the district.
- Data will be used to strengthen lesson plans as well as the creation agenda items and signature sheets.

District Goals

School Year 2019-2020

Goal #2: Community Engagement

The Orange Public Schools will develop a consistent communication system for disseminating and receiving information between school administration, teachers, staff, students, parents, and the community.

1) Increase the timeliness, access, and effectiveness of all communication with all stakeholders via multiple measures by 25%

- Social Media Platforms
- RoboCalls via School Wires at the district and school levels
- Superintendent's Report (online access to staff and community stakeholders)
- Routine face-to-face opportunities to engage with community and stakeholders

2) Increase the use of emerging and available communications outlets to transmit information by 30%

- Partner with universities (local and throughout the state) in order to get information to prospective candidates for job fairs and other industry level announcements
- Introduce LinkedIn for SY2019-2020 to stretch hiring practices and engage with the outside community

District Goals

School Year 2019-2020

Goal #2: Community Engagement

The Orange Public Schools will develop a consistent communication system for disseminating and receiving information between school administration, teachers, staff, students, parents, and the community.

3) Enhance the overall quality and timeliness of information and resources provided on the District's website by 25%

- Redesign the District Website
- Provide weekly updates via the district website relevant to school and district initiatives
- Create an Orange Public Schools App in the effort to share initiatives "at a glance" with families and staff following our website

4) Create and disseminate quarterly newsletters at the school and district levels

District Goals

School Year 2019-2020

Goal #3: Facilities and Finance

The Orange Public Schools will redesign the fiscal management, operations, and human resources of the organization to ensure a system of accountability, transparency, and efficiency for the optimal delivery of services.

- 1) Create a district budget that accommodates and supports the needs of central office departments, all schools and students while sustaining systems that have yielded results through a strategic assessment of data**
 - Analyze and clarify how all budgeted funds are allocated and expended at the department and school levels
 - Examine and evaluate contracted services provided to the district and continuously improve effectiveness
 - Identify and execute capital projects (short term/long term, prioritized, and categorized on the basis of need)

District Goals

School Year 2019-2020

Goal #3: Facilities and Finance

The Orange Public Schools will redesign the fiscal management, operations, and human resources of the organization to ensure a system of accountability, transparency, and efficiency for the optimal delivery of services.

2) Implement innovations that empower central office departments and schools to properly and efficiently allocate funding within their locations

- Design district- and school-level organization charts that provide departments and schools with a blueprint of essential instructional and non-instructional positions
- Establish an appropriate framework with criteria and guidance for each administrator to customize budgets and resources based on specific department and school needs
- Improve strategies for the recruitment, staffing, professional development, coaching, evaluation, retention, and promotion of staff that will result in a pipeline for career continuum, capacity building, and succession planning

District Goals

School Year 2019-2020

Goal #4: Social and Emotional Supports

The Orange Public Schools will ensure that all students will receive social and emotional support to become adaptable, confident citizens who embody self-awareness and strong interpersonal skills, and who are capable of responsible decision-making and managing their emotions and behaviors.

1) Provide research-based curriculum to strengthen students' social/emotional relationships

- Provide additional supports in Restorative Practices to ensure that the whole child is developed through reflective yet informative social and emotional practices. This will be captured by a decrease of Administrative Hearings at the district level by 15% as well as a districtwide decrease in suspension rates by 15%.
- Increase the involvement of guidance counselors and social workers in the effort of understanding student triggers and needs for support by 15%

District Goals

School Year 2019-2020

Goal #4: Social and Emotional Supports

The Orange Public Schools will ensure that all students will receive social and emotional support to become adaptable, confident citizens who embody self-awareness and strong interpersonal skills, and who are capable of responsible decision-making and managing their emotions and behaviors.

2) Enhance community-based partnerships in order to assist students and families

- Utilize the District's community partnership officer to assist school-based staff with establishing partnerships to support families and students

NJSLA Results and Recommendations

- This section is dedicated to review of the test data results by number and content.
- We will delve deeper at the school level....Remember the skill based reports will assist with the “real time” information to make an impact on practice.
- Think about lesson reflective practice as well as implications of tiered instruction.
- Questioning and discussion techniques to gauge learning models (Bloom’s Taxonomy Questioning Cues).

Closing the Achievement Gap

- Grade 3 in 2015 had 14% met/exceeded. By 7th grade in 2019, 52.5% met/exceeded.
- Grade 8 increase over the prior year +10.9.
- Grade 11 increase over the prior year+12.8.
- The state % decreased in 8 of the 9 grades while Orange increased in 8 out of 9 grades.

Areas for Growth

- Grades 9 and 10 have the largest achievement gaps related to the state averages.
- Instructional Planning and Preparation to take form across common planning meetings.
- Full-time certified teachers matter.
- Classes with rigorous activities had greater increases.

Grade/ Subject	2015 % Met Expectations/ Exceeded Expectations	2016 % Met Expectations/ Exceeded Expectations	2017 % Met Expectations/ Exceeded Expectations	2018 % Met Expectations/ Exceeded Expectations	2019 Orange Met Expectations/ Exceeded Expectations	2019 New Jersey % Met Expectations/ Exceeded Expectations	Orange Difference	NJ Difference
3	14%	23%	28%	30.0%	32.1%	50.3%	+2.1	-0.6
4	24%	24%	30%	34.5%	38.1%	57.4%	+3.6	-0.6
5	24%	30%	31%	31.8%	38.7%	57.9%	+6.9	-0.1
6	25%	30%	37%	38.4%	45.3%	56.2%	+6.9	0.0
7	30%	34%	37%	55.8%	52.5%	62.8%	-3.3	-0.1
8	31%	34%	36%	34.6%	45.5%	62.8%	+10.9	-2.4
9	24%	25%	24%	26.6%	28.5%	55.3%	+1.9	-1.2
10	12%	26%	21%	24.6%	28.9%	58.0%	+4.3	+8.1
11	21%	24%	29%	32.9%	45.7%	29.9%	+12.8	-8.2

Closing the Achievement Gap

- All courses increased the number of students who met or exceeded expectations; Orange's year-to-year gains exceeded the State's in 8 of 9 cases.
- The average achievement gap between District and State continues to narrow [2017: 23 pts; 2018: 20 pts; 2019: 15pts]
- Greater %'s of students are meeting expectations: [2017: 19%; 2018: 22%; 2019: 27%]

Areas for Growth

- Certified full-time teachers matter. We have to ensure that certificated staff members are in place from Day One.
- Classes with rigorous assignments had greater increases.
- Subgroup performance does not mirror district growth

Grade/Subject	2015 % Met Expectations/ Exceeded Expectations	2016 % Met Expectations/ Exceeded Expectations	2017 % Met Expectations/ Exceeded Expectations	2018 % Met Expectations/ Exceeded Expectations	2019 Orange % Met Expectations/ Exceeded Expectations	2019 New Jersey % Met Expectations/ Exceeded Expectations	Orange Difference	NJ Difference
3	15%	28%	26%	29.5%	33.0%	55.1%	+3.5	+1.8
4	19%	20%	24%	27.2%	35.6%	51.0%	+8.4	+0.6
5	18%	21%	17%	21.4%	26.0%	46.8%	+4.6	+2.0
6	15%	15%	18%	22.1%	25.1%	40.5%	+3.0	-3.0
7	18%	16%	17%	26.7%	27.7%	42.1%	+1.0	-1.3
8	13%	17%	9%	11.0%	24.4%	29.3%	+13.4	+1.1
Algebra I	23%	25%	16%	25.3%	27.5%	42.9%	+2.2	0.0
Algebra II	9%	14%	12%	4.0%	13.8%	31.2%	+9.8	+1.7
Geometry	Scores suppressed	11%	10%	20.5%	21.5%	31.2%	+1.0	+1.7

Mathematics

Glows

- Forest Street School outperformed the state average in Grades 3, 4, 6, & 7.
- OHS outperformed the state average in Grade 11.

Grows

- Strengthen K-2 instruction
- Promote grade level collaboration across schools and skills
- Targeted supports for subgroups (SpEd & ELLs)

	3	4	5	6	7	8	9	10	11
Cleveland	39.3%	20.0%	34.1%	25.7%	41.4%				
Forest	51.0%	59.3%	50.0%	78.4%	65.2%				
Heywood	48.6%	41.2%	53.3%	47.6%	58.1%				
Lincoln	34.3%	34.4%	32.8%	56.0%	53.8%				
Oakwood	29.4%	28.0%	41.2%	20%	29.2%				
OHS/ STEM*								28.9%*	45.7%
OPA/ STEM						45.6%	34.6%*		
Park	34.1%	54.7%	20.0%	36.8%	46.9%				
RPCS	16.9%	30.4%	44.1%	41.5%	54.6%				
State	50.3%	57.4%	57.9%	56.2%	62.8%	62.8%	55.3%	58.0%	29.9%

Glows

- Forest had double-digit growth in ALL tested areas
- Heywood's 3rd graders exceeded State performance with 62% meeting>
- 95% of OHS's Calculus students passed the 2019 AP exam
- 100% of STEM students met/exceeded expectations in Alg2 and 95% in Alg1
- OPA's grade 8 performance grew 14 pts.

Grows

- Improve Interventions and/or Early Warning Systems in K – 8
- Strengthen curriculum gaps to include more reasoning and problem solving opportunities
- Mitigate the impact of vacancies

	3	4	5	6	7	8	Algebra I	Algebra II	Geometry
Cleveland	50.0	34.3	19.5	14.3	24.1				
Forest	44.2	39.3	42.9	35.9	31.9				
Heywood	62.2	38.2	28.9	19.0	39.5				
Lincoln	28.0	34.3	19.1	20.0	22.1				
Oakwood	22.2	20.0	17.6	8.0	8.3				
OHS/STEM*							1.4	13.0*	22.4*
OPA/STEM*						24.5	34.7*	55.6*	
Park	12.2	39.1	13.3	19.3	22.4				
RPCS	27.5	35.8	34.4	38.7	33.3				
State	55.1	51.0	46.8	40.5	42.1	29.3	42.9	45.8	31.2

Mathematics

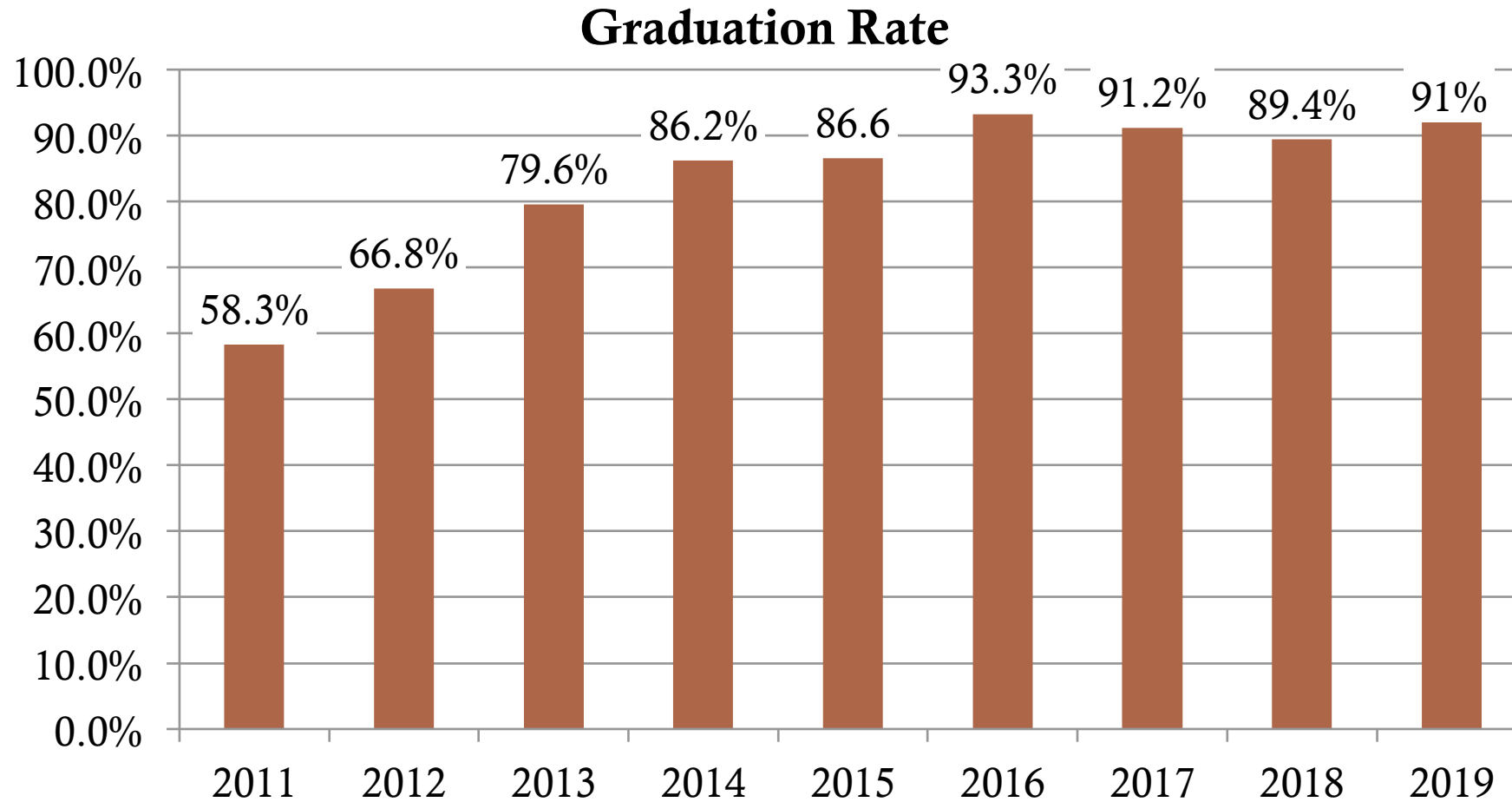
AP Results by Subject

Subject	% Passing (scoring 3-5)
English Language and Composition	60%
English Literature and Composition	23.7%
Calculus AB	95.2%
Calculus BC	94.1%
Computer Science Principles	56.3%
United States History	0%
World History	39.1%
Music Theory	0%
Spanish	94.4%
French	44.4%

High School AP Results

School Year	# of Exams Taken	# Passing (score of 3-5)	% Passing
2015	156	25	16.0%
2016	154	36	23.4%
2017	155	45	29.0%
2018	181	88	48.6%
2019	168	93	55.4%

District 4 Year Graduation Rates



2019 Preliminary Data