

# Superintendent's November Report Orange Public Schools “Good to Great”



Gerald Fitzhugh, II, Ed.D.  
Superintendent of Schools  
“The Teaching Superintendent”  
November 12, 2019

# Hispanic Heritage Month

## September 15<sup>th</sup> through October 15<sup>th</sup>

- The Orange Township Public School District celebrated Hispanic Heritage Month for the last month. The final school performance was on October 30<sup>th</sup> at Orange Preparatory
- Hispanic Heritage Week was first proclaimed by President Lyndon B. Johnson in 1968 in Presidential Proclamation 3869. Presidents Nixon, Ford, Carter and Reagan gave annual proclamations for Hispanic Heritage Week between 1969 and 1988. National Hispanic Heritage Month was first proclaimed by President Ronald Reagan on September 14, 1989 in Presidential Proclamation 6021. Since 1989, all Presidents have given a Presidential Proclamation to mark Hispanic Heritage Month.

# Teen Summit Program

## October 18<sup>th</sup> and 19<sup>th</sup>

- Teen Summit 2019 Video: See the link following the Superintendent's Report, November 12, 2019.

# Professional Development Day

## October 29, 2019

- WIDA Can Do Descriptors, ACCESS score interpretation, and Best Practices for Correlating ELA and WIDA standards
- Pre-Kindergarten Read Alouds
- Behavioral Strategies and Plan as well as Questioning Strategies and Best Practices
- Lesson Planning & Design in the areas of Mathematics and Science
- All Professional Development Sessions were predicated on the Instructional Walk throughs conducted since September 9, 2019. There have been over 100 walk throughs conducted since the beginning of the school year.

# Additions to the Website

- We are adding the following to the website:
- Principal Messages both in print as well as in video format
- Timely Updates around the district in terms of academics, athletics, and social emotional supports
- Orange App so movement and access is easier for our families to navigate our happenings in the district.

# Second Board of Education Meeting of the Month

- I am pleased to announce the following dates for the performance and student recognition meetings for SY 19-20 beginning at 6:30 PM at Orange Preparatory Academy. Notification was sent to families on November 1<sup>st</sup> and 4<sup>th</sup>. In addition, the website, Orange Transcript, as well as our social media outlets were updated to reflect as well.
- Tuesday, November 26th
- Monday, December 16th
- Tuesday, January 21st
- Tuesday, February 25th
- Tuesday, March 24th
- Tuesday, April 21st
- Tuesday, May 19th
- Tuesday, June 16th

# November's Instructional Focus

- The focus has been on Adaptive Leadership. Adaptive leadership process looks at the following practices:
- Observation: Looking at events and patterns around you
- Interpretation: What is being observed and what does it mean?
- Interventions: Designing interventions based on what is being observed.
- It is important to note: that each of these activities build off of one another. One does not co-exist without the other.

# Walk Throughs

## What is the Idea?

- The idea behind walk-throughs is that firsthand classroom observations can paint a picture to inform improvement efforts. These observations typically involve looking at how well teachers are implementing a particular program or set of practices that the district or school has adopted. For example, a school principal might want to know whether teachers are able to put into practice their recent training on quick-writes and pair-shares.
- In theory, before visiting classrooms, observers decide what they will focus on, what evidence they will collect, and how they will make sense of it. Afterward, they report their findings formally or informally to one or more audiences.
- Walk-throughs are *not* intended to evaluate individual teachers or principals or even to identify them by name in post-observation reports. Rather, the goals of walk-throughs are to help administrators and teachers learn more about instruction and to identify what training and support teachers need.

# Walk Throughs and the Purpose

- We have conducted well over 100 walk throughs since the beginning of the school year.
- Schools are conducting walk throughs weekly which will account for that number to increase positively.
- The purpose of the walk throughs is to identify trends predicated on the needs academically. Common Planning and Professional Learning Communities will also be impacted as it relates to the walk through trend analysis. Meetings must have a purpose....
- Before launching any type of walkthrough process, it is important to ensure that everyone understands how it connects to improvement efforts. This connection should be reflected in the specific data that observers collect, the thoughtfulness and quality of the protocols, and the way the results are used.

# Update on Pre-Kindergarten Classrooms (In-District Schools)

Pre School Location	Number of Classrooms
Orange Early Childhood Center	8
Scholars Academy	4
Rosa Parks Community School	5
Oakwood Avenue School	2
Forest Street School	2
Heywood Avenue	2

# Update on Special Education Programs

## District-Wide

School	Program	Grades
Cleveland	In Class Support	K-7
	Learning Language Disabilities (LLD)	1-2
	Learning Language Disabilities (LLD)	2-3
	Learning Language Disabilities (LLD)	5
Forest	In-Class Support (ICS)	K-7
	Inclusion (INC)	Kindergarten
	Pre-School Disabilities (PSD)	Pre-Kindergarten
Heywood	In-Class Support (ICS)	K-7
	Resource Replacement	K-2
	Multiple Disabilities (MD)	1-2
	Multiple Disabilities (MD)	3-5

# Update on Special Education Programs

## District-Wide

School	Program	Grades
Heywood	Learning Language Disabilities (LLD)	7
Lincoln	In Class Support (ICS)	K-7
	Resource Replacement (RP)	K-2
	Pre-School Disabilities (PSD)	Pre-Kindergarten
	Learning Language Disabilities (LLD)	3
	Learning Language Disabilities (LLD)	4
	Learning Language Disabilities (LLD)	5
	Learning Language Disabilities (LLD)	6

# Update on Special Education Programs

## District-Wide

School	Program	Grades
Lincoln	Behavioral Disabilities (BD)	K-2
	Behavioral Disabilities (BD)	3-5
	Behavioral Disabilities (BD)	5-7
Oakwood	Multiple Disabilities (MD)	1-2
	Multiple Disabilities (MD)	3-5
	Multiple Disabilities (MD)	6-7
Park	In-Class Support (ICS)	K-7
	Pre-School Disabilities (PSD)	Pre-Kindergarten
	Autistic	K-1
	Autistic	1-3
	Autistic	2-4
	Autistic	5-8

# Update on Special Education Programs District-Wide

School	Program	Grades
Park	Learning Language Disabilities (LLD)	5-6
	Multiple Disabilities (MD)	6
	Multiple Disabilities (MD)	7
Rosa Parks	In Class Support (ICS)	K-7
	Resource Replacement (RP)	2
	Learning Language Disabilities (LLD)	7
Orange Preparatory Academy	In Class Support (ICS)	8-9

# Update on Special Education Programs District-Wide

School	Program	Grade
Orange Preparatory Academy	Resource Replacement (RP)	8-9
Orange Preparatory Academy	Learning Language Disabilities (LLD)	8
Orange Preparatory Academy	Multiple Disabilities (MD)	8
Orange High School	In Class Support (ICS)	10-12
Orange High School	Resource Replacement (RP)	10-12
Orange High School	Mild Cognitive Impairment	9-12
	Mild Cognitive Impairment	9-12
	Mild Cognitive Impairment	9-12

# Update on Special Education Programs

## District-Wide

School	Program	Grades
Orange High School	Learning Language Disabilities (LLD)	9
	Learning Language Disabilities (LLD)	10
	Learning Language Disabilities (LLD)	11
	Learning Language Disabilities (LLD)	12
Scholars	Pre-School Disabilities (PSD)	Pre-Kindergarten
Scholars	Pre-School Inclusion	Pre-Kindergarten
OECC	Pre-School Inclusion	Pre-Kindergarten
Montclair Child Development Center PSD (Pre-K Provider)		

# DLM (Dynamic Learning Maps)

Orange Township Public School District



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# What is the Dynamic Learning Maps Assessment?

- Dynamic Learning Maps Assessment (DLM) are designed for students with the most significant cognitive disabilities for whom general state assessments (NJSLA as an example) are not appropriate even with accommodations such as extended time or with a scribe.
- DLM Assessments offer these students a way to show what they know and can do in Mathematics, Science, and English Language Arts.
- DLM Assessments also help parents and educators establish high academic expectations for students with significant cognitive disabilities.
- Spring Window is April 1<sup>st</sup> through May 29<sup>th</sup>

# DLM Important Information

- From the NJDOE (2019) website: The DLM ELA assessment requires a teacher to assist the student in engagement of the text the first time it is read. Engagement consists of asking the student factual questions about the words and graphics in order to promote comprehension. The student must then read the text again without teacher engagement and answer the test questions
- The DLM is applicable for the following grade levels: 3, 4, 5, 6, 7, 8, and 11.

# Participation Guidelines for Dynamic Learning Maps (DLM)

- Participation in the NJ DLM alternate assessment requires a response of “Yes” to Question 1 and to Questions 2 & 3 for each of the applicable content areas. Based on the guideline questions below, a student may participate in the DLM in a content area and the general assessment in another content area, although this is rare. An administrator must ensure the guidelines are used appropriately during the IEP meeting, and sign below to approve the designated student assessment(s). The signature must be from a district administrator that oversees the IEP process and instruction.

# Participation Guidelines for Dynamic Learning Maps: Currently 1% of our Cognitively Impaired Population takes this assessment.

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each		
1. The student has a significant cognitive disability	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</p>	Yes / No		
2. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards	Goals and instruction listed in the IEP for this student are related to the enrolled grade level NJSLs and DLM Essential Elements, as well as address knowledge and skills that are appropriate and challenging for this student.	ELA: Yes / No	Math: Yes / No	Science: Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	<p>The student</p> <p>a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and</p> <p>b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.</p>	ELA: Yes / No	Math: Yes / No	Science: Yes / No

# NJ DLM Factors Not Allowable to Use to Determine Qualification

**You may not use the following factors when determining participation in NJ DLM alternate assessment:**

- A student's disability category or label
- Percent of time student receives special education
- Academic and other services student receives
- Educational environment or instructional setting
- English Language Learner (ELL) status
- Low reading level/achievement level

# NJ DLM Factors Not Allowable to Use to Determine Qualification

**You may not use the following factors when determining participation in NJ DLM alternate assessment:**

- Anticipated student's disruptive behavior or emotional duress
- Poor attendance or extended absences
- Expected poor performance on the general education assessment
- Impact of student scores on accountability system
- Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process
- Administrator decision

# DLM 2019

## Achievement Levels

- 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 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.

# 2019 DLM ELA Results

Grade	# of students tested	Emerging	Approaching Target	At Target	Advanced	% At Target or Advanced
3	5	1	0	3	1	80%
4	2	2	0	0	0	0%
5	6	1	3	2	0	33%
6	10	0	3	3	4	70%
7	7	1	2	4	0	57%
8	6	0	4	1	1	33%
11	6	1	3	2	0	33%

# 2019 DLM Math Results

Grade	# of students tested	Emerging	Approaching Target	At Target	Advanced	% At Target or Advanced
3	5	1	1	2	1	60%
4	2	2	0	0	0	0%
5	6	2	2	2	0	33%
6	10	1	3	3	3	60%
7	7	3	2	0	2	29%
8	6	1	3	2	0	33%
11	6	4	2	0	0	0%

# 2019 DLM Science Results

Grade	# of students tested	Emerging	Approaching Target	At Target	Advanced	% At Target or Advanced
5	6	3	1	2	0	33%
8	6	3	1	2	0	33%
11	6	3	3	0	0	0%

# ACCESS Assessment Results

## Orange Township Public School District



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# Why Take the ACCESS?

- ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12 in WIDA Consortium member states (NJ is certainly one of those states)
- The assessments measure students' academic English language in four language domains: Listening, Speaking, Reading, Writing.

The content of the assessments aligns with the five WIDA English Language Development (ELD) Standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

# Why is the ACCESS Test Important?

- The ACCESS for ELLs test is important because it gives educators and school districts information about a student's progress in English. With this information, especially when the child has been tested since kindergarten, many decisions can be made to help the student's educational growth as much as possible, for instance:
- Whether or not the child is attaining English proficiency according to state standards
- When the child can enter or exit the ELL program
- How classroom teachers can best be informed about specific instruction in the classroom
- To see the child's overall growth with English over time
- **To EXIT ELL Programming, students need a composite score of 4.5.**

# ACCESS for ELL's

- Level 1 (Entering) The student knows and uses minimal social language and minimal academic language with visual and graphic support.
- Level 2 (Emerging) The student knows and uses some social English and general academic language with visual and graphic support.
- Level 3 (Developing) The student knows and uses social English and some specific academic language with visual and graphic support.
- Level 4 (Expanding) The student knows and uses social English and some technical academic language.
- Level 5 (Bridging) The student knows and uses social and academic language working with grade level material.
- Level 6 (Reaching) The student knows and uses social and academic language at the highest level measured by this test.

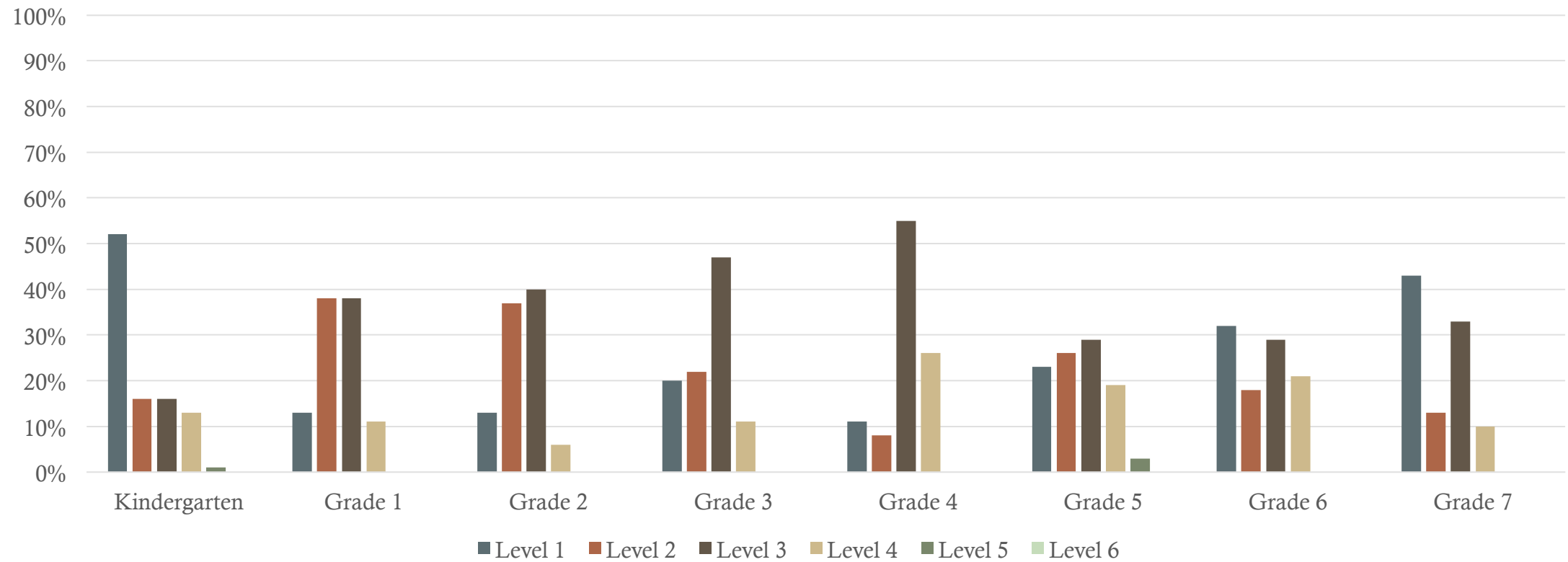
# 2019 ACCESS

Number of Students Tested- 750

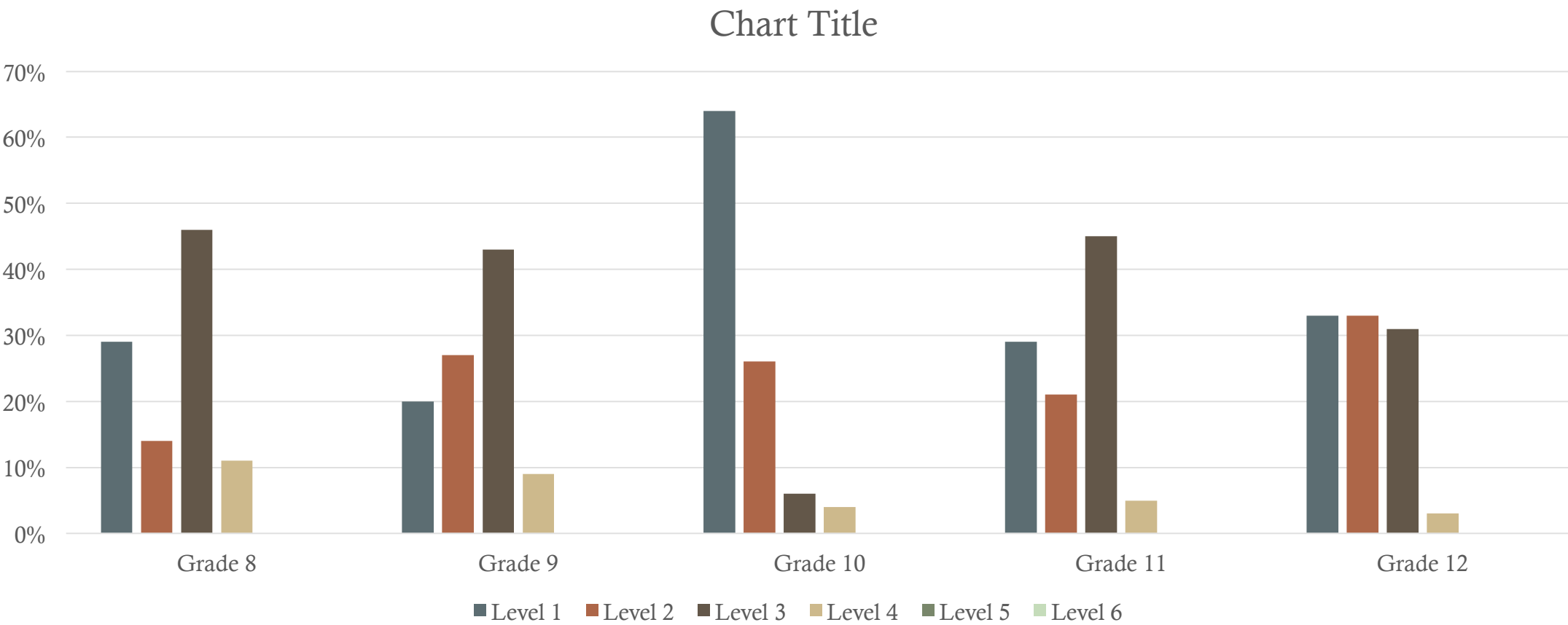
Grade Level	Number of Students
Kindergarten	134
Grade 1	104
Grade 2	83
Grade 3	93
Grade 4	38
Grade 5	31
Grade 6	34
Grade 7	30
Grade 8	28
Grade 9	44
Grade 10	53
Grade 11	42
Grade 12	36

# 2019 ACCESS Elementary

Percent of Students Overall Scores- Levels 1-6



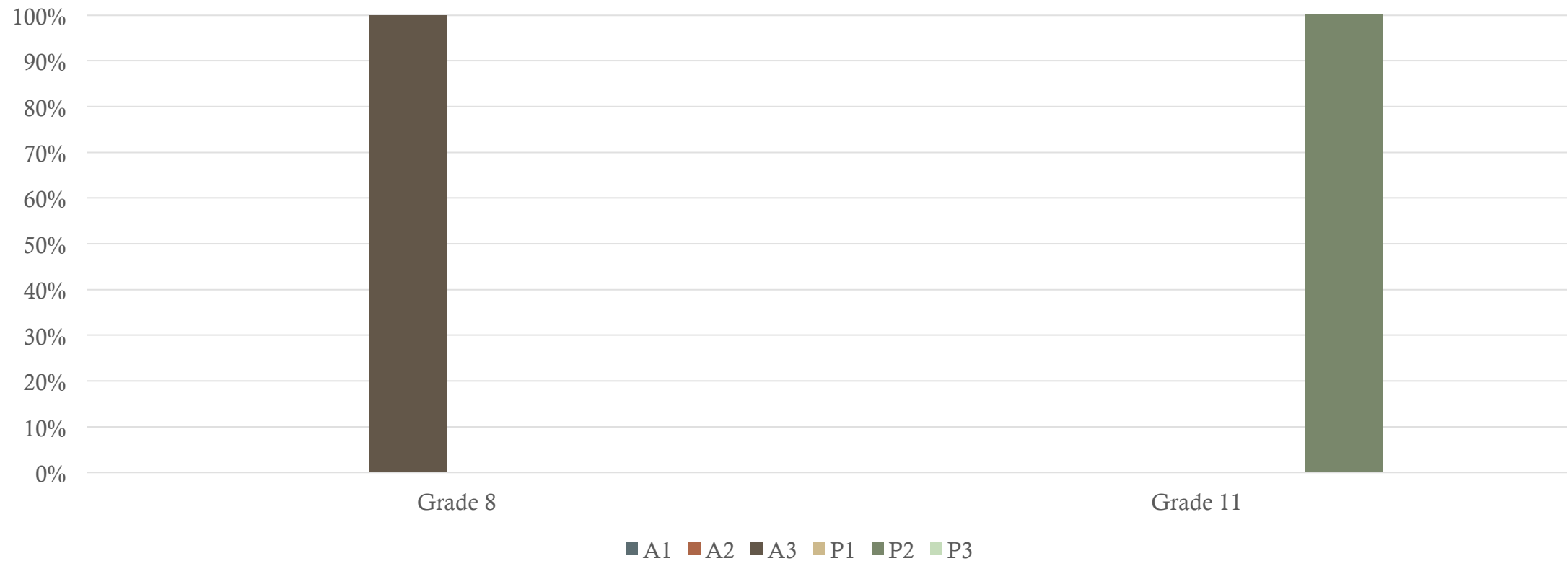
# 2019 ACCESS Secondary



# 2019 ACCESS-Alternate Assessment

English Language Proficiency Test for ELL students with Significant Cognitive Disabilities

There were only two students who took the Alternate ACCESS



# Staff Vacancies



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## CERTIFICATED VACANCIES BY DATE November 1

Staff Vacancies as of Oct. 29th	17
Staff Vacancies as of Oct. 1st	20
Staff Vacancies as of Sept. 5th	23
Staff Vacancies as of Aug. 30th	22

## Certificated Vacancies By School

Location	Number of Vacancies as of Aug. 30th	Number of Vacancies as of Sept. 5th	Number of Vacancies as of Oct. 1st	Number of Vacancies as of Oct. 29th	Pending Board Approval November 12, 2019 Agenda
Forest	None	None	None	None	0
Heywood	None	None	None	None	0
Cleveland	1	1	0.5	0.5	0
Lincoln	None	None	2	1	2
Rosa Parks	3	2	1	1	0
Oakwood	1	1	2.5	1.5	1
Park Avenue	2	3	1	2	0
Orange Prep Academy	2	2	2	2	1
Orange High School	8	7	8	6	3
Scholars	1	1	0	1	0
STEM Academy	1	3	2	2	0
District	3	3	1	None	0

**Certificated Vacancies By School**

<b>Location</b>	<b>Number of Vacancies As of Oct. 29th</b>	<b>Number of Vacancies As of July 15<sup>st</sup></b>	<b>Number of Vacancies of July 31st</b>	<b>Number of Vacancies of August 13<sup>th</sup></b>
<b>Forest</b>	None	None	None	1
<b>Heywood</b>	None	1	2	3
<b>Cleveland</b>	0.5	2	2	2
<b>Lincoln</b>	1	2	2	11
<b>Rosa Parks</b>	1	4	4	9
<b>Oakwood</b>	1.5	2	2	3
<b>Park Avenue</b>	2	3	2	5
<b>Orange Prep Academy</b>	3	2	3	5
<b>Orange High School</b>	7	10	10	16
<b>Scholars</b>	1	2	1	3
<b>STEM Academy</b>	2	3	3	4
<b>District</b>	None	3	4	4

# Orange Public Schools Social Media





## Social Media

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#GoodtoGreat

#FROrange

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