

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



Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
“The Teaching Superintendent”
September 10, 2019

Superintendent's Forum

September 3, 2019

- The Superintendent's Forum was held on September 3, 2019 at Orange Preparatory Academy. The student performances were fantastic. Special thank you to Mr. Drakeford and Mr. Clerie for working alongside me to ensure that the NJROTC and the Orange High School Band were in readiness for the Forum. The staff truly felt the love!
- Staff felt the energy upon entry into OPA. What's most important, they have a clear idea on the direction of the district.
- I presented to the staff about my role as the "Teaching Superintendent."
- We had presentations from Mr. James, School Business Administrator on the operational side of the organization.
- Ms. Dismuke led the Employee Recognition component of the Forum.

Special Viewing from the Superintendent's Forum held on September 3, 2019



- https://www.youtube.com/watch?v=uExvH1Q3_Xk

Lesson Plan Changes

- There are new items present in the lesson plan in Genesis for this school year. All items are tied into the development over the summer.
- Sample completed lesson plans were created for K-12 teachers in core subjects as well as Visual and Performing Arts and CTE.
- From the Superintendent to Directors to Supervisors, we were all charged with writing samples. This is what I mean that we are all in. (Board Members, you have samples in your folders this evening.)

Review of the Curriculum

- Throughout the month of July, 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 my eye on them as well as the content specific directors. The final documents will be reviewed within the Curriculum Committee once I put my final eyes on the documents and then to the full board.

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

Orange Township Public School District



Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
September 10, 2019

NJSLA Results and Recommendations

- This section is dedicated to review of the test data results by number and content.
- We delved 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).

NJSLA Performance levels

- Level 1: Not yet meeting grade-level expectations
- Level 2: Partially meeting grade-level expectations
- Level 3: Approaching grade-level expectations
- Level 4: Meeting grade-level expectations
- Level 5: Exceeding grade-level expectations

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

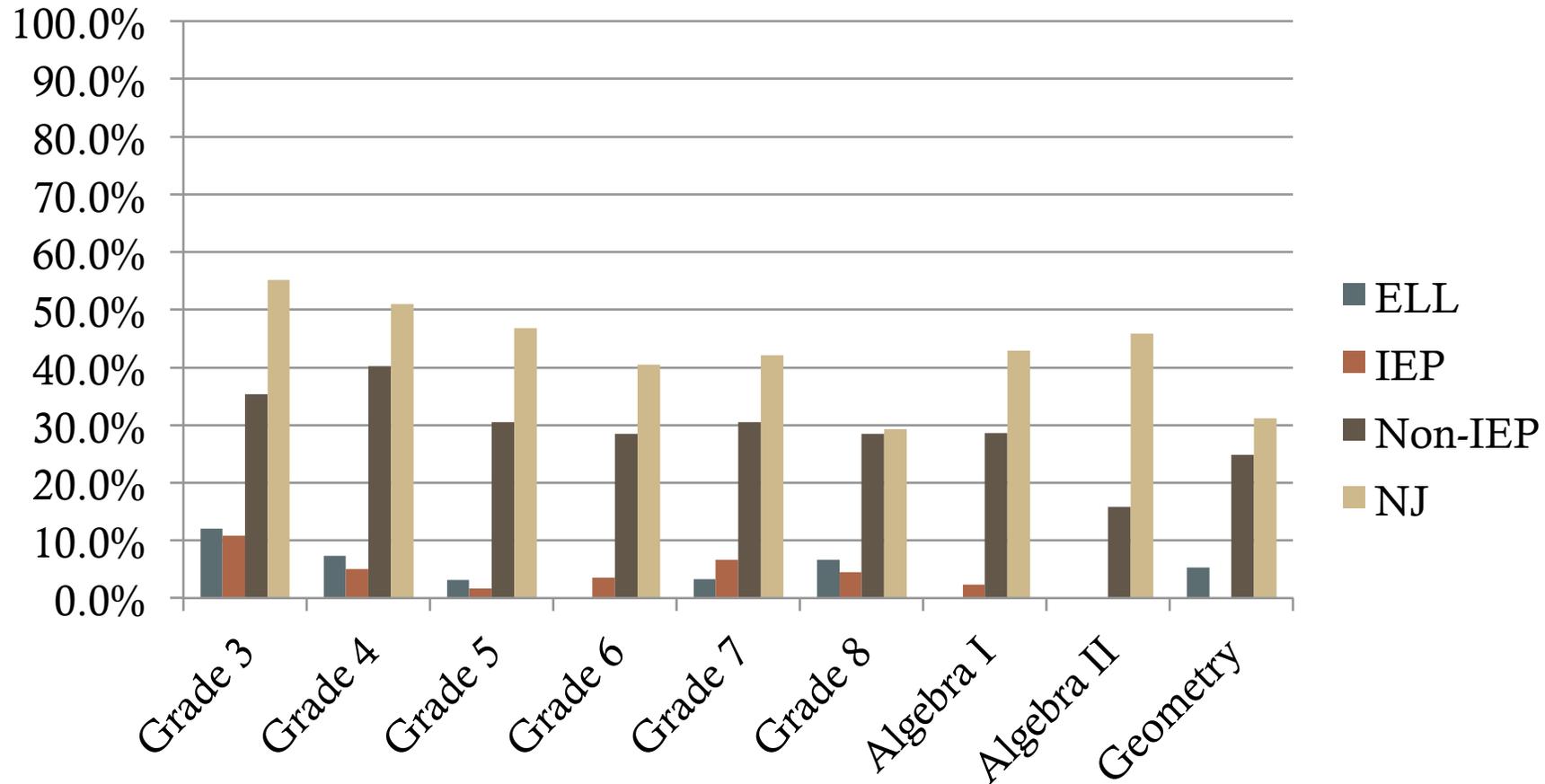
Grade/Subject	2015 % Met Expectations/ Exceeded Expectations	2016 % Met Expectations/ Exceeded Expectations	2017 % Met Expectations/ Exceeded Expectations	2018 % Met Expectations/ Exceeded Expectations	2019 Orange % Met Expectations/ Exceeded Expectations	2019 New Jersey % Met Expectations/ Exceeded 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

ORANGE PUBLIC SCHOOLS' 2019 NJSLA GRADE-LEVEL OUTCOMES IN MATHEMATICS

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Grade 3	391	18.2%	20.5%	28.4%	28.1%	4.9%	33.0%	55.1%
Grade 4	450	16.2%	20.9%	27.3%	31.3%	4.2%	35.6%	51.0%
Grade 5	366	17.8%	31.4%	24.9%	24.0%	1.9%	26.0%	46.8%
Grade 6	399	19.3%	30.6%	25.1%	24.3%	0.8%	25.1%	40.5%
Grade 7	386	12.7%	29.0%	30.6%	24.1%	3.6%	27.7%	42.1%
Grade 8	258	29.5%	26.7%	19.4%	24.4%	0.0%	24.4%	29.3%
Algebra I	337	19.3%	40.4%	13.1%	25.3%	2.1%	27.5%	42.9%
Algebra II	261	55.2%	22.2%	8.8%	13.4%	0.4%	13.8%	45.8%
Geometry	256	15.6%	34.4%	28.5%	19.5%	2.0%	21.5%	31.2%

Mathematics Disaggregated Data



Glows

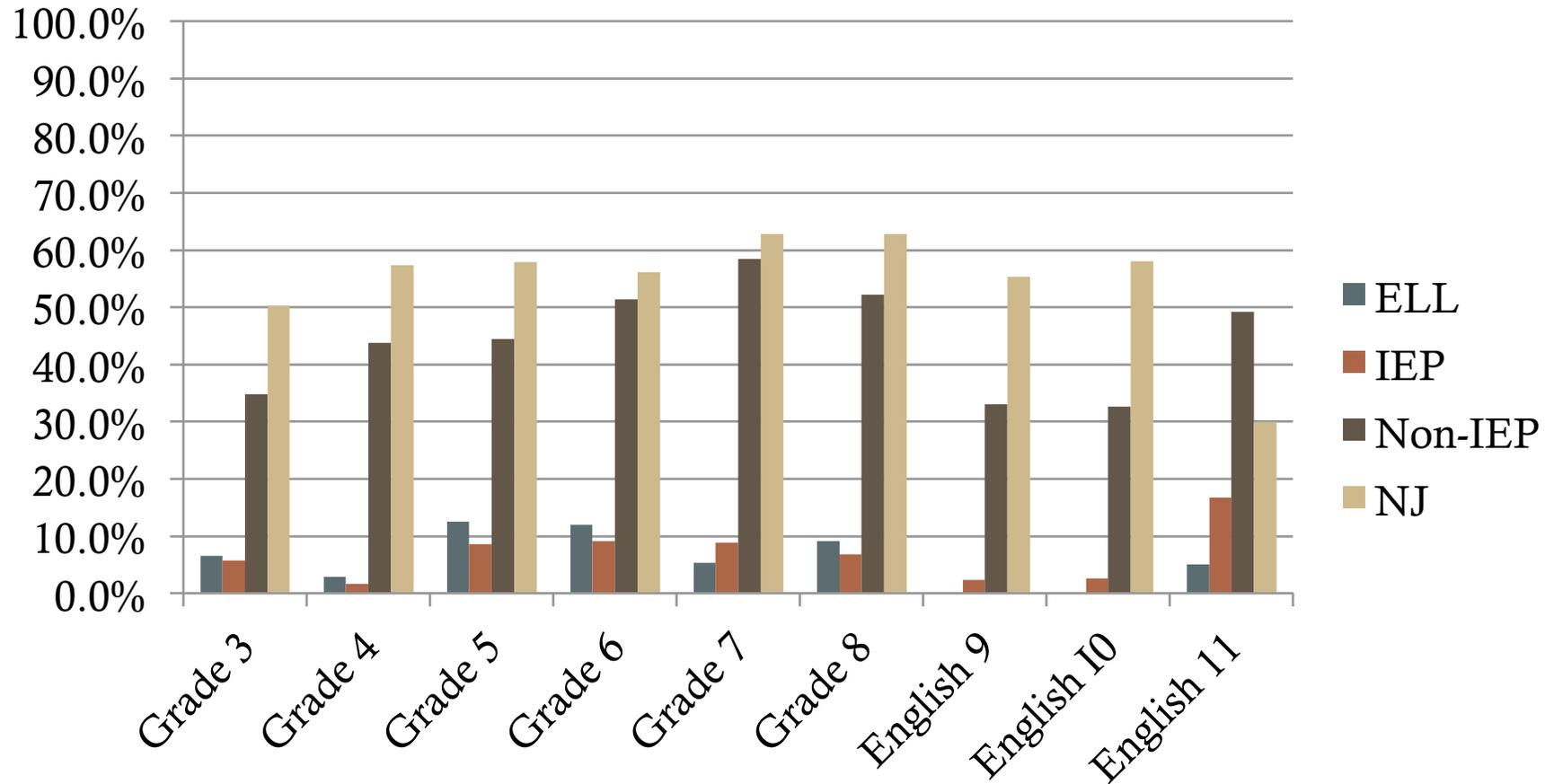
- Forest Street School outperformed the state average in Grades 3, 4, 6, & 7.
- OHS outperformed the state average in Grade 11.

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%

ELA Disaggregated Data



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

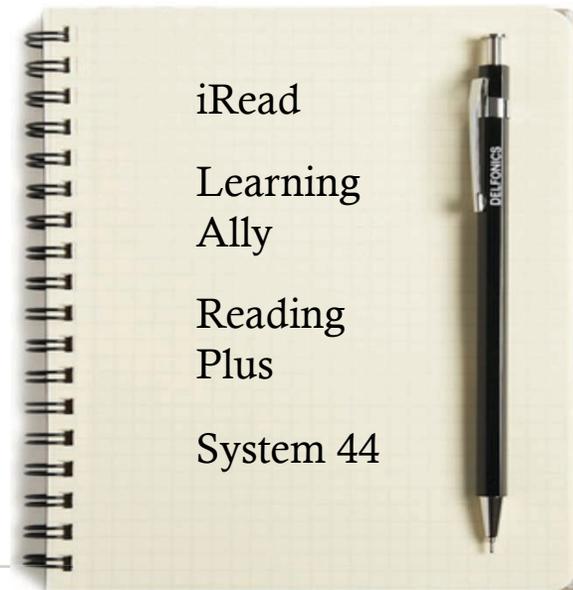
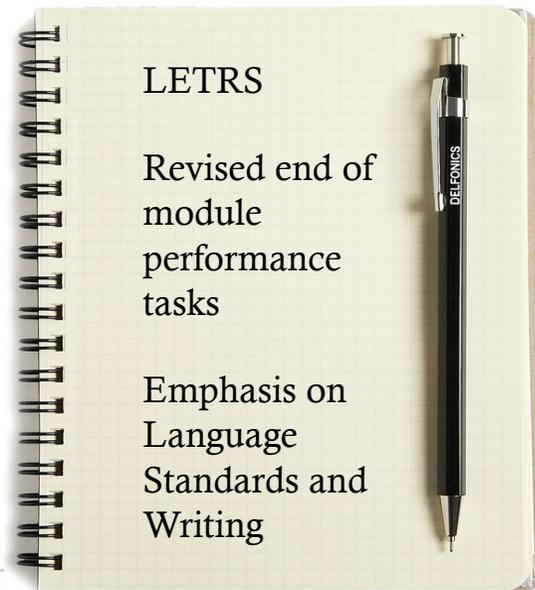
- Improve Interventions and/or Early Warning Systems in K – 8
- Strengthen curriculum gaps to include more reasoning and problem solving opportunities
- Mitigate the impact of vacancies

	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

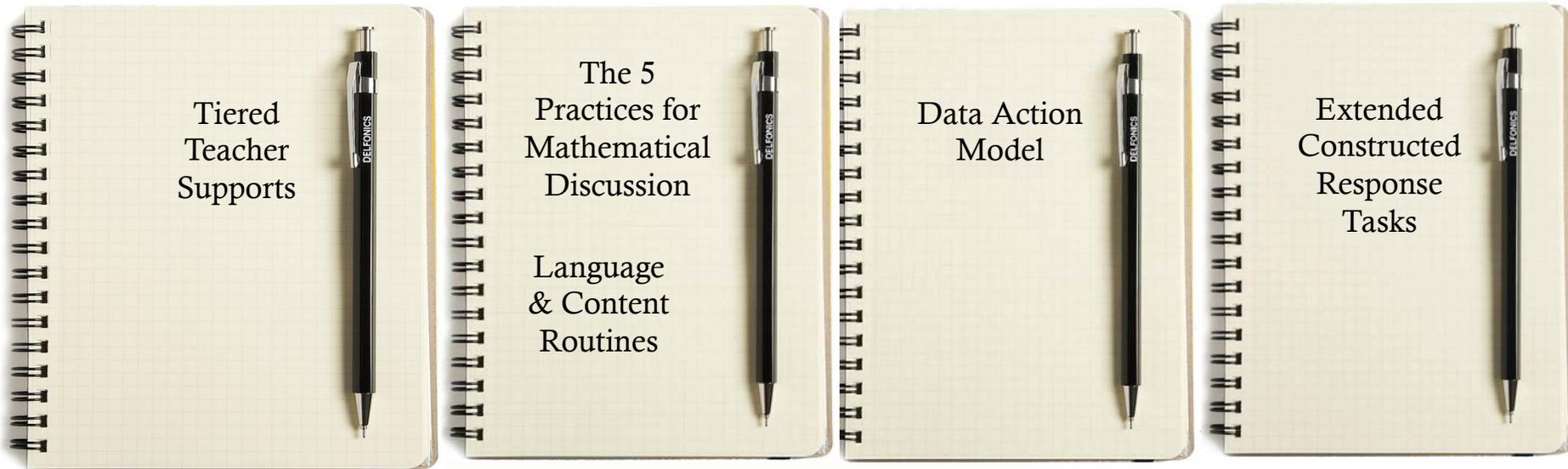
ELA Next Steps

- Focus on engagement with complex texts and language standards to improve writing
- Ensure adherence to the literacy block
(intentional whole group, small group, independent work, and targeted instruction)
- Increase digital silent reading support and practice
- Build knowledge, strengthen comprehension, and increase fluency



Mathematics Next Steps

- Developing Conceptual Understanding
- Incorporating Rich Tasks
- Promoting Student Discourse and Incorporating Formative Assessment
- Providing Differentiated Support



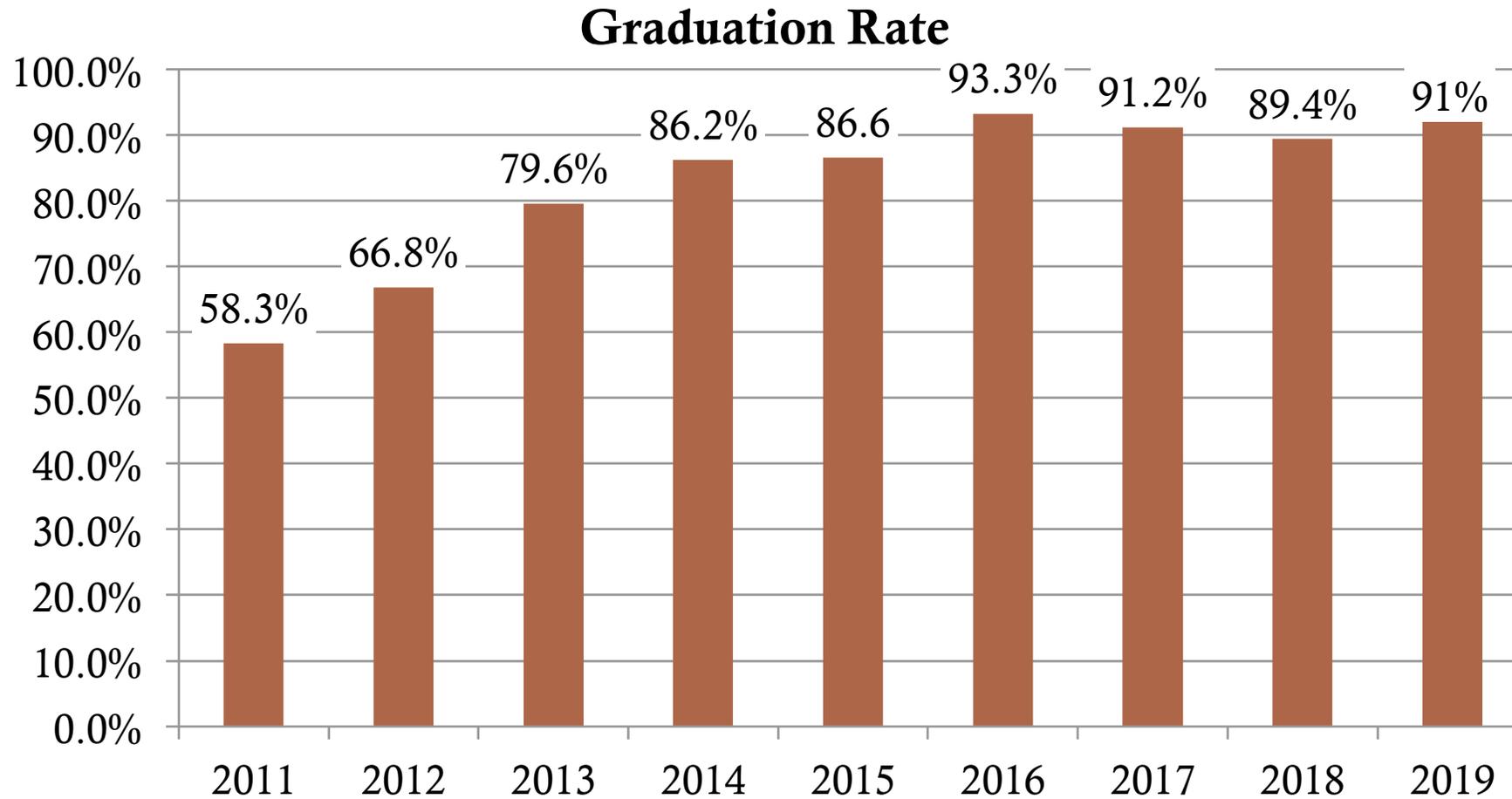
AP Results by Subject

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

More to Come and Shout Outs!

- Schools will celebrate Hispanic Heritage Month beginning September 15, 2019 through October 15, 2019. We will feature activities on our website as well as our social media platforms.
- Special thank you to Ms. Ibtihaj Muhammad, the first Muslim Olympic Medalist for coming into the district on September 9, 2019 to read her new book *The Proudest Blue* to our students at Heywood Avenue School as well as Cleveland Street School.
- Special thank you to the Staff for coming into the district this past weekend to ensure that schools were in readiness for students. I visited several sites on Saturday and Sunday with SBA James. And when I tell you the dedication of the staff is beyond! So proud of everyone's efforts!