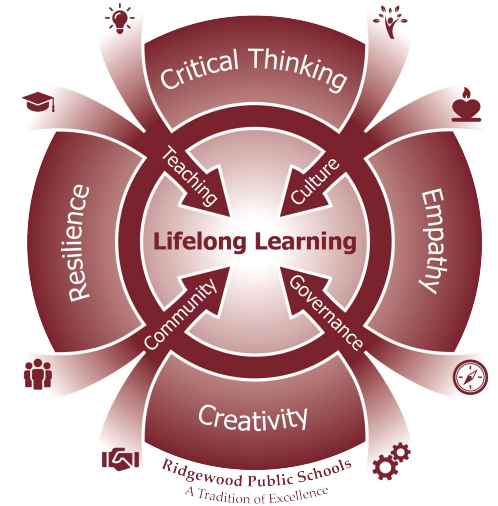




# Ridgewood Public Schools

July 26, 2021



## Student Performance Review

# An important consideration

Comparing 2018-19, 2019-20, and 2020-21 is very challenging.

2018-2019: All in person, traditional school year

2019-2020: In-person through March, remote spring

2020-2021: Hybrid and remote instruction, mostly in-person mid-April through



# Student Models of Instruction

<b>Grade Band</b>	<b>September 2020</b>	<b>End of Semester 1 - January 2021</b>	<b>Phase II - April 19 - June 22, 2021</b>
<b>Elementary Schools</b>	Hybrid: 1806	Hybrid: 1819	Hybrid: 2037
	Remote: 559	Remote: 539	Remote: 321
<b>Middle Schools</b>	Hybrid: 1113	Hybrid: 821	Hybrid: 1138
	Remote: 268	Remote: 540	Remote: 224
<b>High School</b>	Hybrid: 1447	Hybrid: 830	Hybrid: 1246
	Remote: 370	Remote: 940	Remote: 528



# What shifted during the pandemic

## Methods of instructional delivery

- Certain instructional strategies were more challenging on Meet
- New technology tools infused into daily lessons (Google Classroom, Flipgrid, Padlet, Screencastify, etc.)
- New instructional resources supported a wide variety of student needs (Rocket Lit, Raz Kids)

## Assessment

- Reduction in traditional tests and quizzes, increase in open-note, open-book assessments
- Greater emphasis on working toward mastery
- More flexibility with formative assessments, timelines for completion



# Student Performance Data

What we can collect and analyze:

- Elementary: Fountas and Pinnell (F&P) reading levels, Envision 2.0 math scores
- Grades 6-12: Student grades in all subject areas
- Teacher feedback through summer professional development



# Elementary assessment

Elementary assessment was less impacted by the changes from 18-19 to 20-21

- Teachers administered dyslexia screenings, Fountas and Pinnell reading assessments, Envision 2.0 topic tests in math, district writing assessments through the Workshop model.
- Certain technology tools facilitated assessment.
  - RazKids in reading, for example
- Elementary class sizes allow for one-on-one assessment and conferences in reading, writing, and math



# Elementary Assessment Data

Reads at Grade Level 1-5	2021 MP3 2026 Assessed	*2020 MP2 2078 Assessed	2019 MP3 2082 Assessed
<b>Below</b>	16.39%	16.41%	14.55%
<b>At</b>	58.34%	59.34%	56.24%
<b>Above</b>	24.38%	22.67%	26.56%

Math Understands Concepts 1-5	2021 MP3 2023 Assessed	*2020 MP2 2081 Assessed	2019 MP3 2091 Assessed
<b>Below</b>	11.81%	14.99%	13.49%
<b>At</b>	62.88%	63.24%	60.78%
<b>Above</b>	24.72%	21.05%	24.44%

\* Mid-Year Assessment Data. EOY Assessment not taken due to pandemic emergency shutdown March to June

Reading is based on administration of Fountas and Pinnell benchmark assessments  
 Math is based on administration of Pearson benchmark assessments





# Summer Interventions: Elementary Level

Summer Adventure: 58 students attended the program tuition-free

Remote students: Students will be invited for a summer session with a guidance counselor to become reacquainted with the school building, and to reestablish a connection with the learning environment.

New Students: Scavenger hunt activity is being planned and will be hosted by each school with support from student volunteers.





# Secondary assessment

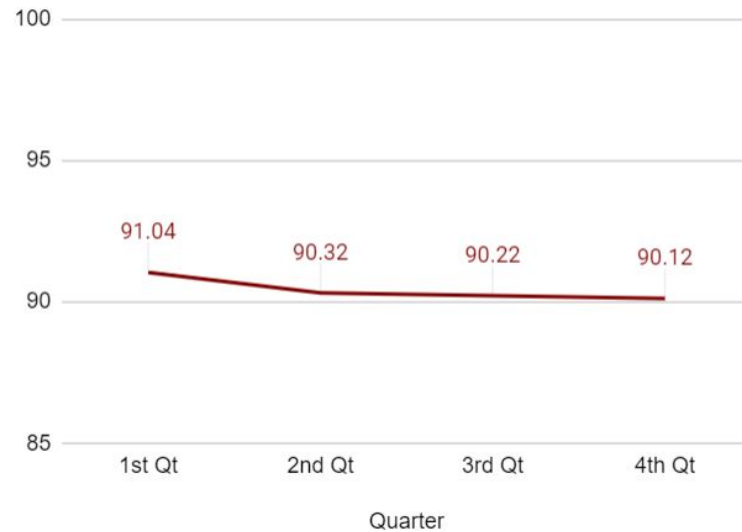
## Shifts at the 6-12 level

- Middle school portfolios
- Project- based assessments
- On-demand assessments with access to resources
- More flexibility with timelines and due dates
- Opportunities for progress toward proficiency and mastery of course content

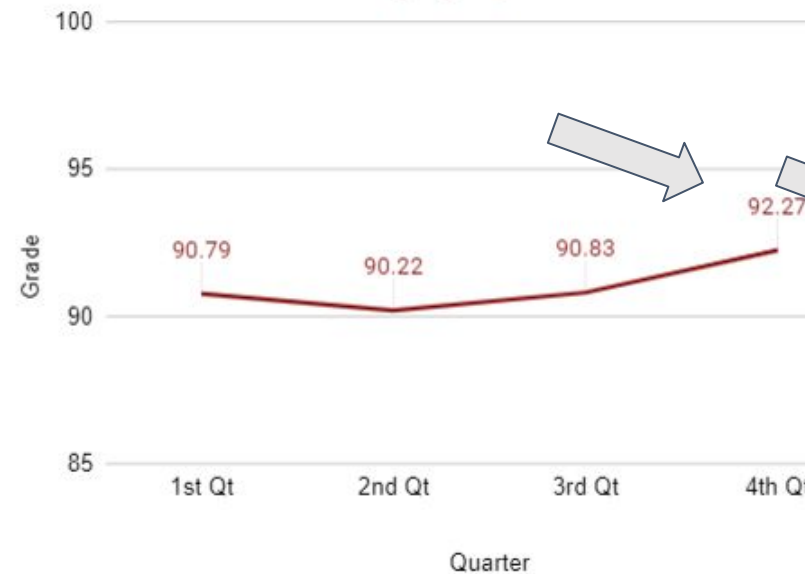


# Secondary Assessment Data

2018-19 Ave. Grade (%) by Quarter



2019-20 Ave. Grade (%) by Quarter



2020-21 Ave. Grade (%) by Quarter



Height of the pandemic, but no dramatic shift in overall average quarterly grades for all students in all courses in grades 6-12

2020-2021 shows slight decrease in average for all grades assigned in all courses for grades 6-12



# Secondary Assessment Data

From another angle, we looked at all marking period grades that were below passing in grades 6-12 in all courses over the past three years (not passing as a percentage of all the grades assigned in every course).

2018-2019: .72% of grades were not passing

2019-2020: .79% of grades were not passing

2020-2021: 2.17% of grades were not passing



# Is an “A” in 2019 the same as an “A” in 2021?

## Yes and No

2019: More on-demand, moment-in-time assessment, less likely to have opportunity to revise and edit. More frequent demonstration of knowledge and skills without access to resources for consultation.

2020: Mix of traditional school year with flexibility at the start of the pandemic given the uncertainty and abrupt transition to remote learning

2021: More formative, growth-over-time assessment with opportunities to revise and edit. More frequent demonstration of knowledge and skills with access to resources for consultation.

*These shifts are informing important professional discussions as teachers reflect on students’ experiences and demonstration of learning over the past*



# Summer Interventions: Secondary Level

Summer Academy Transition Program: Students invited to participate in three day workshops to re-acclimate to the school building and to re-establish connections with the learning environment.

New Students/Remote Students: Students have been invited for tours with support

Summer School.

Course Category	Number enrolled 2020	Number enrolled 2021
Enrichment courses- MS	66	11
Enrichment courses- HS	102	41
New credit-Financial Literacy	147	90
Remedial Classes	36	64
Total Enrollment	351	206



# What have we learned?

There is great value in re-examining a balanced approach to teaching and learning

- How often will our students be faced with a task to complete where they will not have access to resources for consultation?
- What are the skills that students need to perform on-demand?



# Teachers' Reflections

Focus on SEL and building a classroom community in September. Investment on the front end will reap long term rewards.

Understand that students may be in different places, and we will need to open multiple access points to determine student proficiency with content and skills.

Conduct pre-assessment and data analysis without overstressing students.

Reimagine professional development time to allow for teacher collaboration on specific courses, SEL, differentiation, and pathways for student learning.





# Thank You!

