

Elementary and Secondary Education Act (ESEA) Waiver RS Annual Progress 2012-2013

ESEA Waiver Performance of the following
Subgroups:

1. Students with Disabilities

Presented at the River Edge Public BOE Meeting
March 6, 2013

ESEA Waiver - Annual Progress Targets

CDS CODE : 03-4410-050
 DISTRICT : RIVER EDGE BORO
 SCHOOL : ROOSEVELT

Baseline Year TITLE I Status : No
 Baseline Year DFG : 1
 Baseline Year Grade Range : 1-8

The tables represent the annual proficiency targets, established for this school under ESEA Waiver. Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	300	87.3	1.1	88.4	89.5	90	90	90	90
White	228	90.3	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	44	90.9	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	33	86.6	2.8	89.4	92.2	95	97.8	90.6	83.4
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	300	95.7	-	90	90	90	90	90	90
White	228	95.9	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	44	100	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	33	91	-	90	90	90	90	90	90
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only includes full year students (Time in School > Year students are removed);
 * Indicates too few students to determine (N=9)

Title I Accountability System
 10/25/2012

ESEA Waiver - Preliminary School Profiles 2012

CDS CODE : 03-4410-050
 DISTRICT : RIVER EDGE BORO
 SCHOOL : ROOSEVELT

This table presents the participation and performance determinations for this school under New Jersey's Elementary and Secondary Act Waiver

School Performance - Language Arts Literacy

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	306	0.0	YES	298	85.2	86.4	YES*
White	227	0.0	YES	220	85.8	90	YES*
Black	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-
Asian	49	0.0	YES	48	87.8	90	YES*
Two or More Races	-	-	-	-	-	-	-
Students with Disabilities	44	0.0	YES	42	57.2	69.4	YES*
Limited English Proficiency	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	306	0.0	YES	296	93.3	90	MET GOAL
White	227	0.0	YES	220	93.6	90	MET GOAL
Black	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-
Asian	49	0.0	YES	48	97.9	90	MET GOAL
Two or More Races	-	-	-	-	-	-	-
Students with Disabilities	44	0.0	YES	42	73.8	90	NO
Limited English Proficiency	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-

Only includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

MET GOAL Met Performance Goal of 90%
YES Met Progress Target or Participation Rate

YES* Met Progress Target (Confidence Interval applied)
NO Missed Progress Target or Participation Rate

Title I
 Accountability
 System

River Edge Action Plan: Students with Disabilities subgroup Goals:

- The Roosevelt subgroup of Student with Disabilities will increase performance in NJASK Language Arts Literacy by 2.8% points to achieve 72.2 target % proficient. The same subgroup will maintain a 90% proficient rate based on baseline data in Mathematics.

Major Activities	Personnel	Resources	Timelines	Indicators of Success
<p>NJASK scores will be reviewed to identify skill areas in need of remediation. Overall grade level performance and individual student profiles will be reviewed.</p>	<p>Resource Center Teachers, District Test Coordinator, Supervisor of Special Services</p>	<p>Longitudinal spreadsheets, Faculty and planning meetings</p>	<p>Fall 2012</p>	<p>Improved student performance per target goals</p>
<p>Resource Center teachers will continue to implement the <u>Good Habits/Great Readers</u> reading program following NJCCCS and CCSS. This would be year 2 of implementing the new reading program. Research generally suggests a 3 year implementation before noticeable results.</p>	<p>Resource Center Teachers</p>	<p>Program materials Professional Dev. Literacy Coach</p>	<p>2012-2013</p>	<p>Improved scores in DRA Assessments, STARS Assessments and NJASK</p>
<p>Assessments will be conducted more frequently. Kindergarten teachers will administer the PALS assessment to obtain baseline information and identify instructional needs.</p>	<p>Kindergarten Teachers</p>	<p>PAL Assessments, Literacy Coach</p>	<p>Fall 2012</p>	<p>Improve DRA Scores. Less Referrals to the Child Study Team</p>

Star Assessment Software was implemented in Fall 2012. Students will be assessed to obtain baseline data. This targeted assessment will be three times per year to monitor progress and assess mastery of specific skills.	(2-6) Resource Center Teachers, Self Contained Special Education Teacher	Stars Assessment Software, Professional Dev.	October, 2012	Increase in Scores
Professional development was provided to increase teacher knowledge in learning to implement Orton-Gillingham methods for struggling readers (multi sensory)	Specific Resource Center Teachers, Tri District Presenter	Multi Sensory Lessons, District Multi Sensory Trainer	October, 2012	Professional Development lessons submitted at end of course. Lesson plans reflecting use of multi sensory strategies. Teacher observations.
Continue to provide specific instruction in test taking strategies and study skills utilizing programs and materials, such as <u>Measuring Up</u> and other teacher made activities	Resource Center Teachers	Test Prep Lessons <u>Measuring Up</u> Lesson Plans	2012-2013	Improved student performance per target goals
Continue to provide after school test prep/study skills in instructional small group settings. Anticipated February- May 2013	Resource Center Teachers, Grade 3-6, Literacy Coach,	Instructional Materials	2-5/13	Improved student performance per target goals
Students' written NJASK responses returned by the state dept will be reviewed to identify areas in need of improvement.	Resource Center Teachers, Grade 3-6, Literacy Coach,	Literacy Coach	2012/2013	Improved performance in NJASK constructed responses
At risk students will be invited to attend extended school year resource center classes or basic skills for math and/or language arts literacy July 2013 per IEP	Resource Center Teachers, Basic Skills Instruction Teachers	Extended School Year, Enrichment Program BSI	July 2013	Criterion references tests - Math - Language arts. Progress indicated on IEP objectives. Improved student performance per targeted goals.

- ▶ Progress indicated by Star Assessment Results (Comparison of Beginning and Mid Year Scores) for those student with disabilities who scored partially proficient on NJASK, Spring 2012.

- ▶ Scores include current students in Grades 4-6 (current Grade 3 did not take NJASK yet, former Grade 6, now River Dell 7th Graders).

- **Roosevelt**
 - LAL - 12 of 15 students indicated progress.
 - Math - 5 of 9 students indicated progress.