



South Brunswick School District Student Achievement



October 7, 2019

Scott Feder, Superintendent

Suzanne Luck-Born, Director of Assessment
and Instructional Support

Jaymee Boehmer, SBHS Assistant Principal

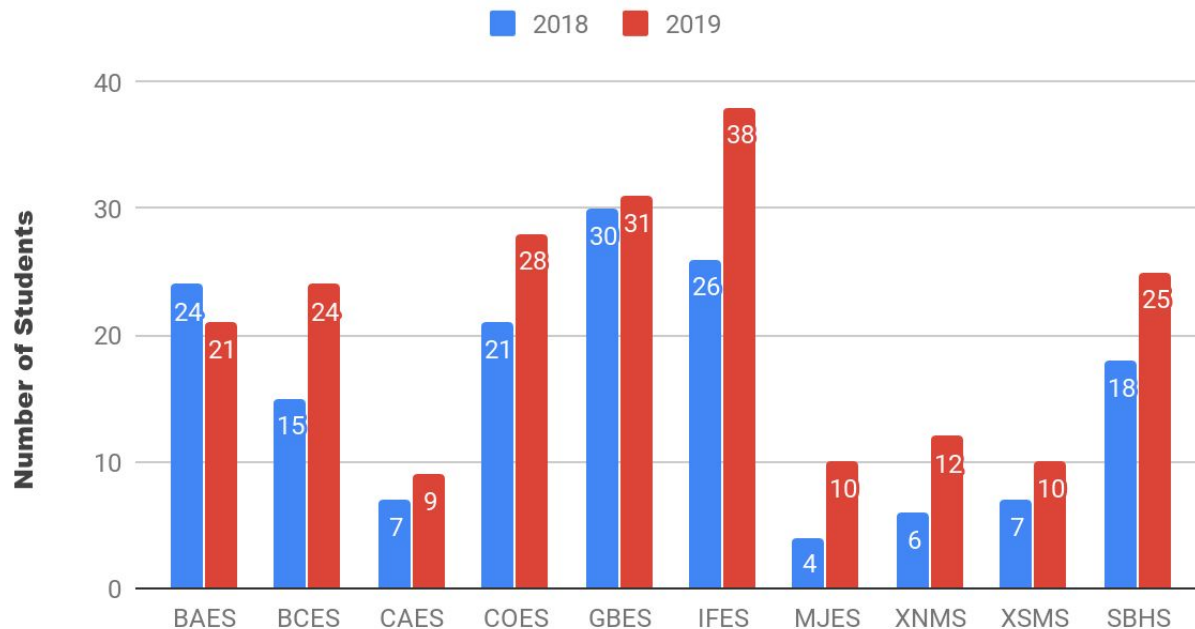


EQUITY

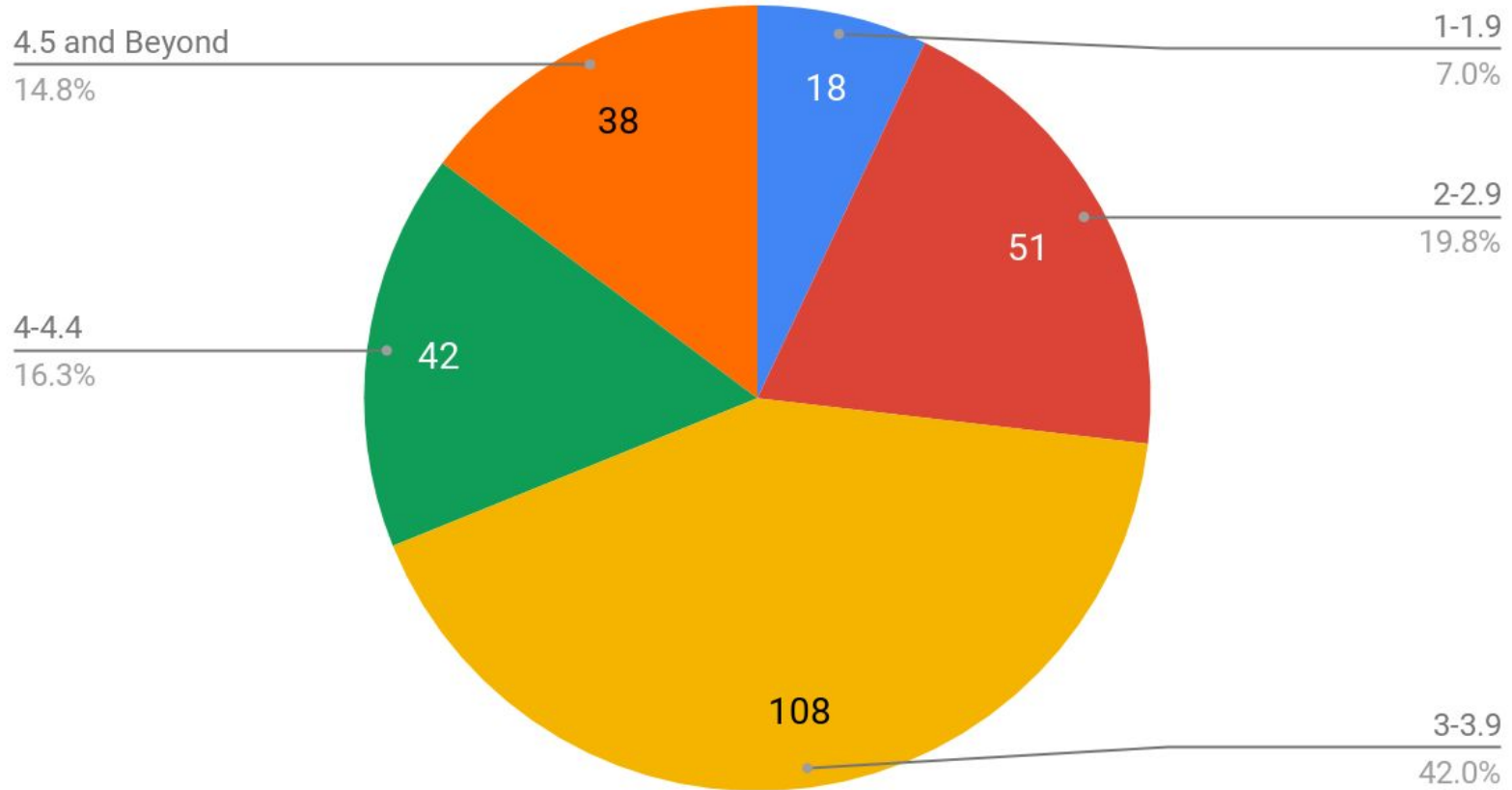
We stand unequivocally to eliminate academic achievement gaps, allocate resources appropriately, and honor unique diverse contributions that will ensure equitable access to every student in every classroom, every day.

English Language Learner Program

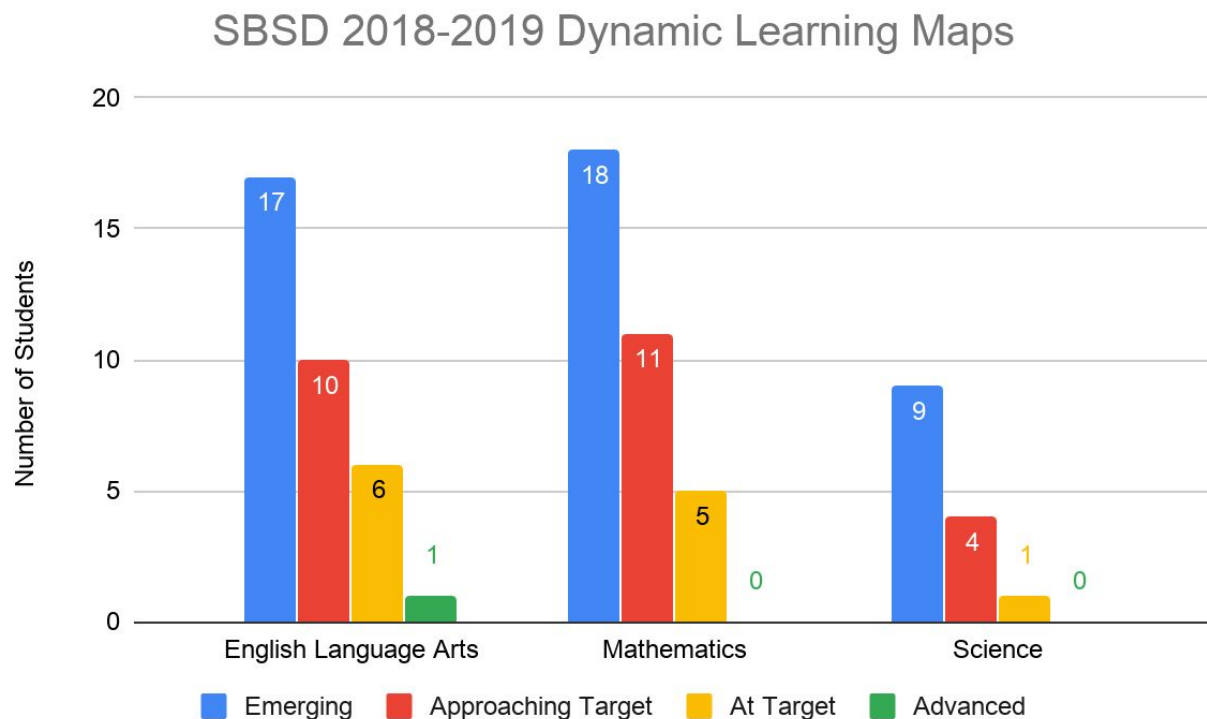
SBSD ELL Program Enrollment



SBSD ELL 2019 WIDA COMPOSITE



Dynamic Learning Map (DLM) Results 2019



ENGLISH LANGUAGE ARTS

ELEMENTARY SUBGROUPS

2019 SPRING NJSLA ADMINISTRATION

Proficient

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	2019 District Levels 4 & 5	2018 District Levels 4 & 5
GR 3-5 Special Ed.	178	31%	22%	22%	23%	2%	*47%	*45%
GR 3-5 Econ Dis.	206	18%	20%	27%	29%	6%	35%	35%
GR 3-5 Hispanic	130	18%	16%	25%	37%	5%	42%	42%
GR 3-5 Asian	1192	2%	4%	13%	54%	28%	82%	83%
GR 3-5 Black	124	16%	14%	25%	35%	10%	45%	42%
GR 3-5 White	325	8%	10%	23%	50%	9%	59%	58%

* Combines Levels 3, 4, & 5.

Proficient 6

ENGLISH LANGUAGE ARTS

MIDDLE SCHOOL SUBGROUPS

2019 SPRING NJSLA ADMINISTRATION

Proficient

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	2019 District Levels 4 & 5	2018 District Levels 4 & 5
GR 6-8 Special Ed.	165	32%	32%	22%	13%	1%	*36%	*31%
GR 6-8 Econ Dis.	230	18%	22%	22%	27%	11%	38%	35%
GR 6-8 Hispanic	137	9%	17%	26%	37%	11%	48%	36%
GR 6-8 Asian	1299	1%	2%	6%	35%	55%	90%	86%
GR 6-8 Black	143	18%	13%	25%	32%	11%	43%	36%
GR 6-8 White	426	5%	10%	21%	40%	23%	63%	58%

* Combines Levels 3, 4, & 5.

Proficient

MATHEMATICS Grades 3-6 SUBGROUPS

2019 SPRING NJSLA ADMINISTRATION

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Met Expectations (Level 4)	Exceeded Expectations (Level 5)	Level 4 & 5 Proficient	Level 4 & 5 Proficient
GR 3-6 Special Ed.	231	25%	37%	20%	14%	4%	18%	19%
GR 3-6 Econ. Dis.	296	16%	30%	30%	22%	3%	25%	28%
GR 3-6 Hispanic	175	13%	31%	33%	20%	4%	24%	25%
GR 3-6 Asian	1581	1%	3%	13%	54%	29%	83%	85%
GR 3-6 Black	174	16%	27%	25%	30%	2%	32%	24%
GR 3-6 White	455	6%	17%	28%	39%	10%	49%	50%

MATHEMATICS Grades 7 & 8 SUBGROUPS

2019 SPRING NJSLA ADMINISTRATION

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Met Expectations (Level 4)	Exceeded Expectations (Level 5)	Level 4 & 5 Proficient 2019	Level 4 & 5 Proficient 2018
GR 7&8 Special Ed.	101	35%	37%	20%	8%	NA	8%	18%
GR 7&8 Econ. Dis.	150	18%	33%	29%	20%	NA	20%	18%
GR 7&8 Hispanic	76	18%	33%	29%	20%	NA	20%	24%
GR 7&8 Asian	336	3%	9%	31%	48%	9%	57%	68%
GR 7&8 Black	85	20%	38%	23%	19%	NA	19%	22%
GR 7&8 White	235	7%	24%	31%	37%	1%	37%	34%

Summer 2019 NJSLA Participation

- Summer Institute 2019
 - Geometry 93 Students Tested (99% proficiency*)
 - Algebra II 8 Students Tested (100% proficiency*)
- Summer Institute 2018
 - Geometry 136 Students Tested (99% proficiency*)
 - Algebra II 12 Students Tested (92% proficiency*)

* Students achieving a Level 3, 4, or 5 are proficient.

SAT Data December 2018-August 2019

Date	SBHS	EWR	Math
December 2018	1264	623	642
March 2019	1263	619	644
May 2019	1154	573	581
June 2019	1203	596	607
August 2019	1272	620	652
AVERAGE	1231	606	625
NJ AVG.	1124	559	565
National AVG.	1122	558	564

NJ Class 2018 Local SAT Comparison

Public High Schools

- #4 1331 West Windsor North and South
- #5 1320 Princeton
- #6 1311 Montgomery
- #24 1231 East Brunswick
- #27 1225 South Brunswick
- #36 1213 Edison and JP Stevens

2017 Public High Schools

- #1 1331 Montgomery
- #5 1324 Princeton
- #7 1318 West Windsor North and South
- #17 1238 East Brunswick
- #28 1213 South Brunswick
- #55 1193 Edison and JP Stevens

SBSD Advanced Placement Facts 2019

- ★ Mathematics Participation: 659 Tests
 - Calculus, Statistics, Computer Science
- ★ Science Participation: 484 Tests
 - Biology, Chemistry, Physics, Environmental Science
- ★ Language Participation: 301 Tests
 - English, Spanish, French, Chinese
- ★ Social Studies Participation: 259 Tests
 - European History, US Government/Politics, Psychology, US History, Comparative Government/Politics
- ★ Business Department Participation: 250 Tests
 - Macro and Micro Economics
- ★ Art/Music Participation: 25 Tests
 - Art History, 2D Art, Music Theory, Drawing

891 Students took 1978 Tests

Average # of exams per student =2

SBSD Advanced Placement Tests 2019

Participation

- students tested
 - 42 Freshmen (6%)
 - 167 Sophomores (22%)
 - 337 Juniors (47%)
 - 345 Seniors (47%)

Junior & Senior Participation Rate

47%

Most Taken Tests/Performance

- Exams taken
 - Statistics 188 (90%)
 - Comp Science A 154 (91%)
 - English Lang 147 (93%)
 - Microeconomics 145 (80%)
 - Chemistry 122 (97%)
 - Calculus BC 120 (95%)
 - Psychology 110 (97%)

Overall pass rate on all tests taken

90%

“Imagine if every student
had access to higher level
courses.”

Scott Feder

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

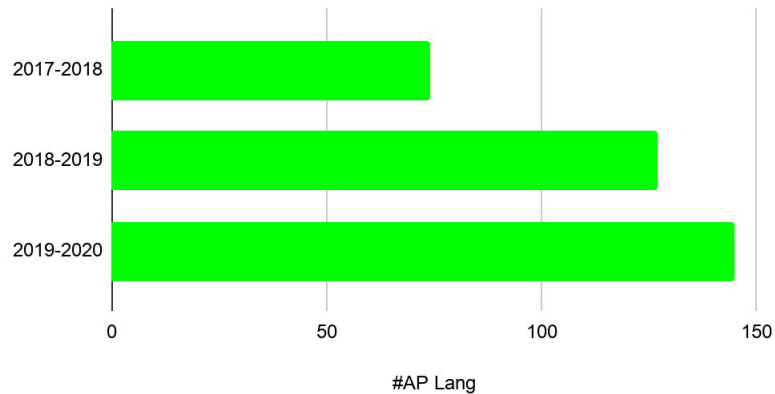
Justice



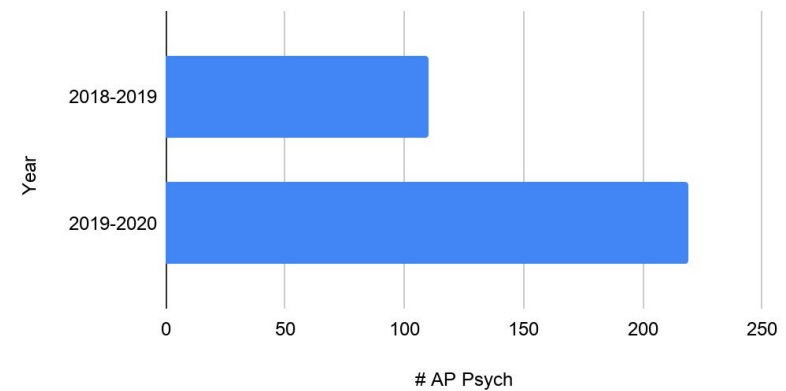
All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

SBHS AP Course Access

#AP Lang comparison with added access



AP Psych comparison with added access



2017-2018 74 students 97.5%
2018-2019 127 students 93%
2019-2020 145 students

2018-2019 127 students 97.5%
2019-2020 219 students

Middle School NJSLA Mathematics 2019

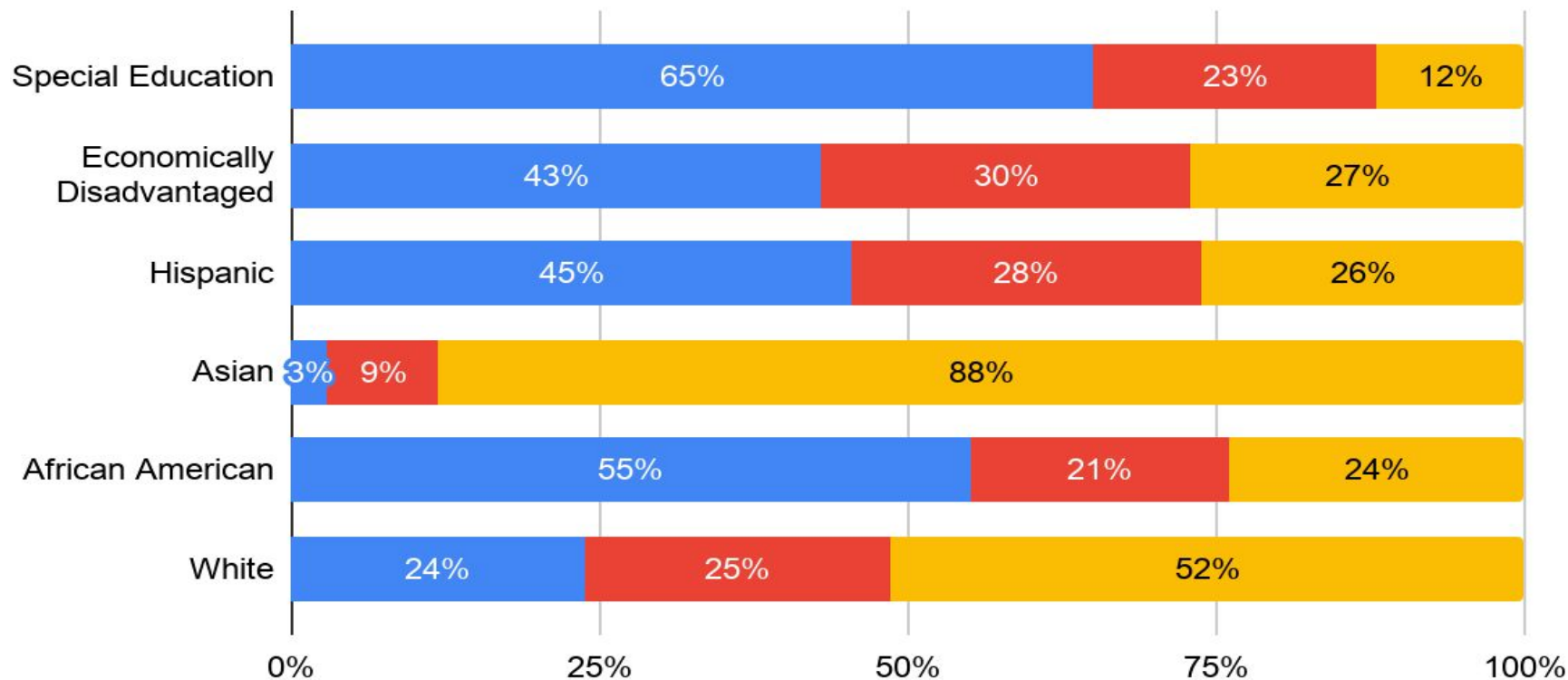
Grade Level	Grade Level Math	Algebra I	Geometry	Algebra II
6th	97%	< 1%	NA	NA
7th	62%	33%	1%	NA
8th	41%	29%	26%	1%

SBSD Algebra I 2019

Grade Level	Percent of Population	Levels 1 & 2	Level 3	Levels 4 & 5
6th	< 1%	NA	NA	(4) 100%
7th	33%	NA	(5) 2%	(243) 98%
8th	29%	(2) 1%	(17) 8%	(193) 91%
9th	49%	(113) 31%	(105) 29%	(150) 41%
10th	4%	(25) 89%	(3) 11%	NA

SBSD 2019 NJSLA Algebra I Subgroup Performance

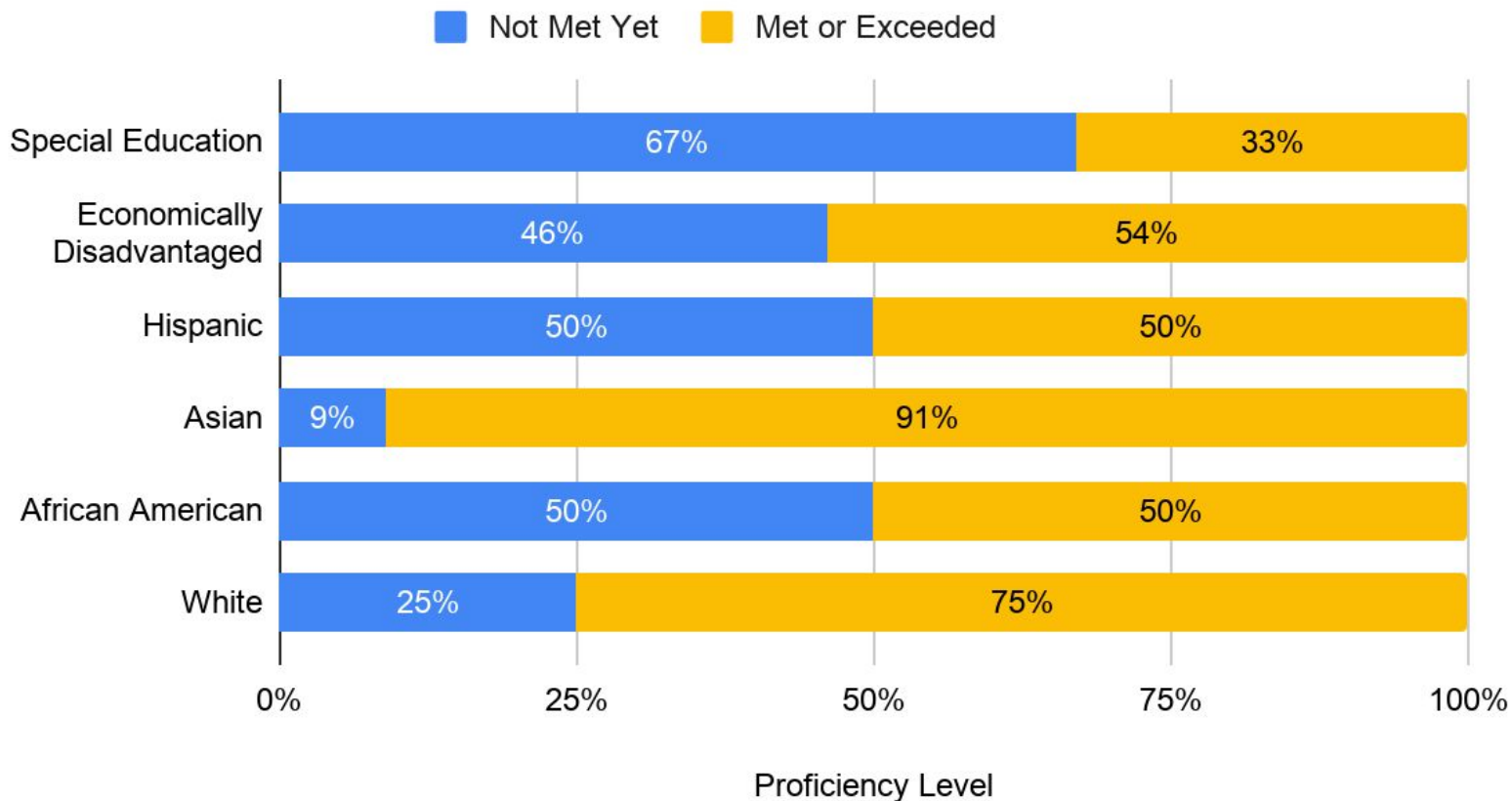
■ Levels 1 & 2 ■ Level 3 ■ Levels 4 & 5



SBSD Geometry NJSLA 2019

Grade Level	NUMBER OF STUDENTS	Levels 1 & 2	Met or Exceeded
7th	11 (744)	NA	(11) 100%
8th	190 (719)	NA	(190) 100%
9th	159 (745)	(7) 4%	(152) 95%
10th	311 (757)	(118) 38%	(193) 62%

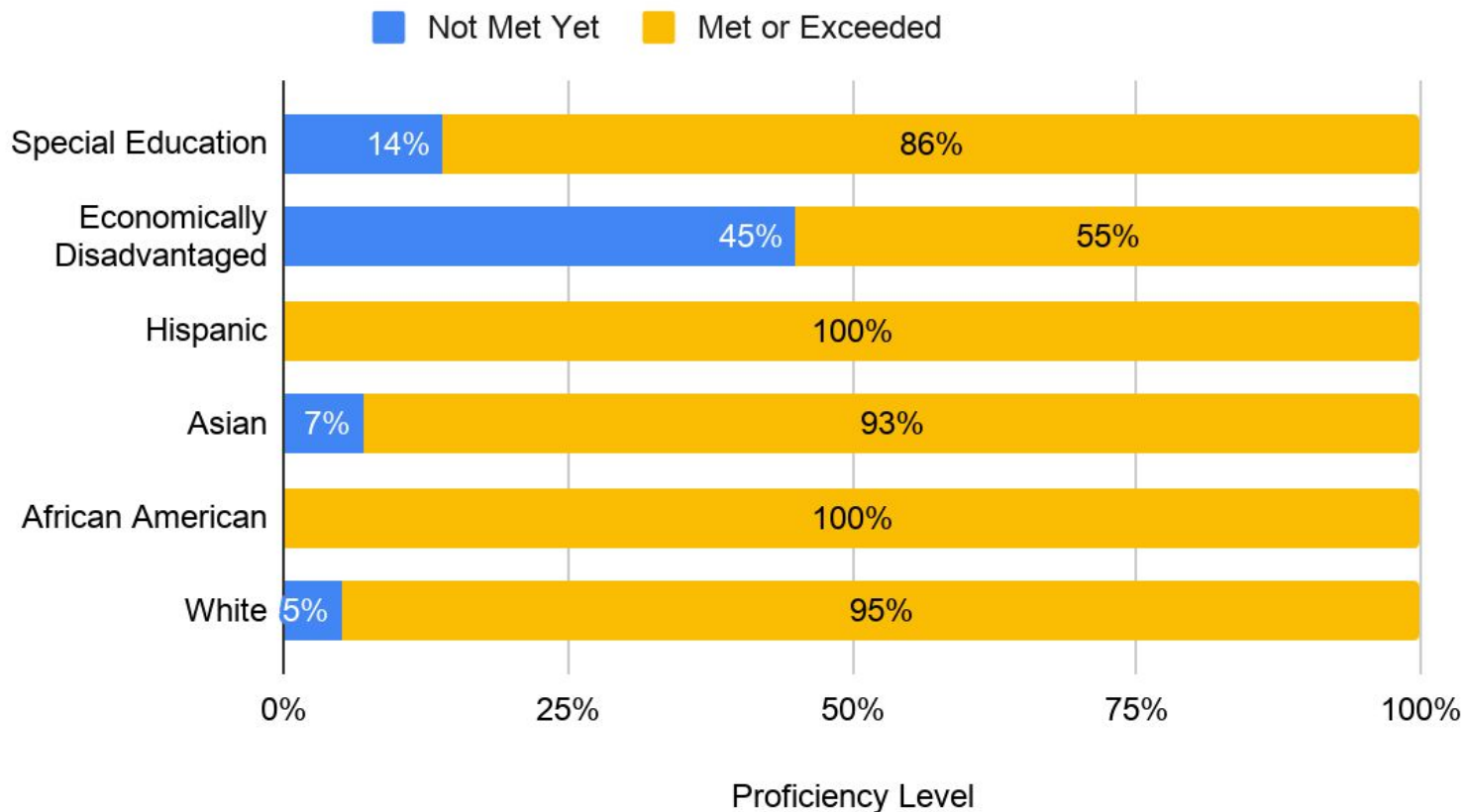
SBSD 2019 NJSLA Geometry Subgroup Performance



SBSD Algebra II NJSLA 2019

Grade Level	Percent of Population	Not Met Yet	Met or Exceeded
8th	8 (719)	NA	(8) 100%
9th	175 (745)	(4) 2%	(171) 98%
10th	220 (757)	(26) 12%	(194) 88%

SBSD 2019 NJSLA Algebra II Subgroup Performance



Graduation Assessments

Class of 2019 Graduates

- 71% of students used NJSLA
- 24% of students used SAT, ACT, Accuplacer, & ASVAB
- <1% of students Portfolio Appeals
- 5% of students through IEP Exemption

Classes 2020 and Beyond: Multiple Pathways

Beginning Class of 2023 Next Generation of Assessments

Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
First Pathway: <i>Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I</i>	NJSLA/PARCC ELA Grade 10 ≥ 750 (Level 4)	NJSLA/PARCC Algebra I ≥ 750 (Level 4)
Second Pathway: <i>Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments</i>	NJSLA/PARCC ELA Grade 9 ≥ 750 (Level 4), <i>or</i> NJSLA/PARCC ELA Grade 11 ≥ 725 (Level 3) <i>or</i> SAT Critical Reading (taken before 3/1/16) ≥ 400 , <i>or</i> SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) ≥ 450 , <i>or</i> SAT Reading Test (taken 3/1/16 or later) ≥ 22 , <i>or</i> ACT Reading or ACT PLAN Reading ¹ ≥ 16 , <i>or</i> ACCUPLACER WritePlacer ≥ 6 , <i>or</i> ACCUPLACER WritePlacer ESL ≥ 4 , <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) ≥ 40 , <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) ≥ 22 , <i>or</i> ACT Aspire Reading ¹ ≥ 422 , <i>or</i> ASVAB-AFQT Composite ≥ 31	NJSLA/PARCC Geometry ≥ 725 (Level 3), <i>or</i> NJSLA/PARCC Algebra II ≥ 725 (Level 3) <i>or</i> SAT Math (taken before 3/1/16) ≥ 400 , <i>or</i> SAT Math Section (taken 3/1/16 or later) ≥ 440 , <i>or</i> SAT Math Test (taken 3/1/16 or later) ≥ 22 , <i>or</i> ACT or ACT PLAN Math ¹ ≥ 16 , <i>or</i> ACCUPLACER Elementary Algebra ≥ 76 , <i>or</i> Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) ² ≥ 255 , <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) ≥ 40 , <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) ≥ 22 , <i>or</i> ACT Aspire Math ¹ ≥ 422 , <i>or</i> ASVAB-AFQT Composite ≥ 31
Third Pathway: <i>Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals</i>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

Instructional Programs and Strategies

Programs

- K-12 ICS/ICR
- K-2 Summer Academy
- Middle School Posse Project
- Grade 8 STARs Summer Program
- Middle School HAP
- High School Homework Help
- SBHS Summer Accuplacer Academy
- EXCEL in Grades 9 & 10
- ELL Preschool

Strategies

- Digital Tools
- Orton-Gillingham
- Elementary Word Study
- ELA Resources
- K-5 Unify Math Item Analysis
- LATIC

Strategic Plan: Academic Programming

- Creating Access
 - Advanced Placement
 - Accelerated/Honors
- Culturally Responsive Practices
- Social Emotional Learning
- Personalized Learning
- Career Academies

Strategic Plan: Student Supports

- Universal Screening Tools
- Targeted Supports
- Restorative Practices/Justice

Community Connections

Family University

Standardized Testing Module

INNOVATION

Microdentialing

Alternative Evaluation

What is happening in schools -
specifics and images

OUR MISSION

Ignite your passion.
Nurture your potential.
Embrace your
future.



South Brunswick School District

2019-2020

District Goals



SBSD| Vision and Mission

Our vision allows us to imagine what can and will be in South Brunswick.
Our mission is what we aspire to achieve with every student every day.

OUR VISION

All students come into our district with personal stories, unique talents, and vast potential.

They are supported by a community that values their voice, prioritizes their well-being and prepares them to graduate inspired and ready to succeed.

OUR MISSION

Ignite your passion.
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SBSD | Core Values

Our Core Values are a firm stance/beliefs that guide our decisions, actions and choices to meet the needs of our students and maintain excellence across our system.

OUR VALUES



EQUITY

We stand unequivocally to eliminate academic achievement gaps, allocate resources appropriately, and honor unique diverse contributions that will ensure equitable access to every student in every classroom, every day.



PARTNERSHIPS

We cultivate a vibrant community that brings together resources to support the varied needs of our students.



INNOVATION

We solve persistent problems together through creativity, elevating voices within our community, and utilizing transformative technology to open doors and imagine solutions for all.



2019 - 2020 GOALS

STRATEGIC PLANNING IMPLEMENTATION

EQUITY

SAFETY & SECURITY

STUDENT SUPPORTS

GOAL #1 - SP Implementation

During the 2019-2020 School Year, SBSD will implement the strategic plan objectives at the rate of expectation as outlined in the “Initiative Timeline”.*

Initiative Timeline

		SY 2019-2020 (July - December)	SY 2019-2020 (January - June)	SY 2020-2021	SY 2021-2022
Wellness	Staff Self-Care + Wellness				
	Before + After School Safety				
	Monitoring Unstructured Areas				
	Counseling & Student Supports				
Academic Programs	Culturally Relevant + Responsive Practices				
	SEL				
	Personalized Learning / Student Choice				
	Device Initiative				
Student Supports	Career Academies				
	Universal Screening				
	Targeted Supports for Underserved Students				
	Communications				
Community	Family University				
	Ambassadors				
	Talent Development for Staff				
	Diverse Candidate Hiring				
Growth	Redistricting + Reconfiguring Grade Levels				
	Technology Infrastructure Planning				

5

Research/Discovery
Transition Period
Implementing

***Times can shift, but will always be communicated visibly and clearly**



WELLNESS

We will prioritize **social, emotional and physical well-being** to ensure every student and staff member is self-aware and resilient.

We will ensure our schools are **safe and secure** to allow students to focus on their learning and prioritize their personal growth.

We will honor our staff by **recognizing their contributions** and investing in opportunities for them to grow professionally, emotionally, and creatively.



ACADEMIC PROGRAMS

We will tap into student interests and passions through **academic and career pathways**.

We will foster a culture of learning that provides **voice, choice and agency** for students throughout their school day and beyond.

We will respect and affirm student identities and backgrounds through **curriculum, content, and experiential learning**.

We will expand **access to technology** and tools for all staff and students in order to create and leverage new approaches to teaching and learning.



COMMUNITY

We will **establish strong and positive ongoing relationships** with all families so that we are able to support students' individual goals.

We will **equip our families** to navigate our school system as students' needs evolve over the course of their educational journey.



STUDENT SUPPORTS

We will **personalize support** for any student in need with a specific attention on historically underserved populations that build on students' strengths, and targets their areas of need to ensure their success.

We will empower all students to determine their personal vision for **achievement and success**.

We will **expand access to digital tools** to promote instructional flexibility and connection beyond the school day.



GROWTH

We will **expand and diversify our team** to build a highly-skilled workforce that more closely represents the population we serve.

We will build new and repurpose current **physical spaces** to ensure flexible learning facilities for all students.

We will plan for the necessary **technological infrastructure** in order to support growth in all buildings in the district.

The breakdown of the key features of year 1

1. Visible Work

- a. Communications - various components will be visible as developed starting with a major overhaul to the website.
 - i. Family University ~ Parent Academy 2.0
- b. SEL work
 - i. Committee formed ~ Vaping ~ Safety measures

2. Research

- a. Career Academies

3. Implementation

- a. Staff Care & Wellness - Virgin Pulse (link video)

4. Behind The Scenes

- a. Personalized Learning

STRATEGIC PLAN | Expected Outcomes By School Year

2019 - 2020

- Tailored support for students and staff to encourage physical and mental wellbeing.
- Consistent processes to match students to a complement of resources throughout our schools and community to meet their needs and help them grow towards their potential.
- Introduce new communication methods and channels to reach all of our families.
- Formalized pathways of growth for staff within and across our schools.
- Expanded methods to attract more diverse candidates to our talent pipelines

2020 - 2021

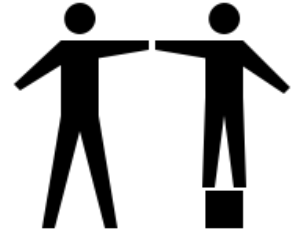
- Enhanced safety protocols and programs throughout the entire school day, across all campuses.
- Adjusted and augmented curriculum that weaves in social emotional factors, student interests, while building experiences with a variety of careers and disciplines.
- New programs for students K-12 to enhance exposure and build interest in a wide variety of careers, aligning educational experiences to these pathways.
- Coaching and training for teachers and school staff to build culturally responsive teaching practices.
- Educational opportunities that encourage all of our family and community members to be learners.

2021 - 2022

- Paths for welcoming and connecting new students and families into our community.
- Plans to ensure facilities and staff plans can address student growth and future projections.
- Device strategy to remove technology and access barriers for all students.

Stay tuned for more!!

GOAL #2 - EQUITY



Through focused and intentional action the district will stand unequivocally to eliminate academic achievement gaps, allocate resources appropriately, and honor unique diverse contributions that will ensure equitable access to every student. By June, 2020 the district will...

- i. Build capacity on **Culturally Responsive Teaching** through specific, targeted professional learning.
- ii. Diversify our workforce
- iii. Use data to identify targeted needs specific to issues of equity
- iv. Establish ambassadors & mentorships

GOAL #3 - SAFETY & SECURITY



By June, 2020, the district will have completed a thorough accounting specific to safety areas associated with before and after school timeframes and unstructured areas throughout the district.

- i. Audit current safety procedures, structures, and protocols across the district for identified unstructured areas as well as before and after school activities/programs.
- ii. Evaluate staffing needs specifically for campus security in order to ensure security ownership in district.
- iii. Review and refine communication and training of security protocols for staff for both during and beyond the school day.
- iv. Ensure meeting or exceeding standards associated with Alyssa's Law surrounding immediate notification with first responders in case of an emergency.

GOAL #4 - STUDENT SUPPORTS



By June 2020, the district will develop systematic interventions that close the achievement gap and reduce over-representation of underperforming subgroups such as special education, low socio-economic, ELL, black, white and Hispanic/Latino students.

- i. Interfacing with assessment and data collection to make determinations on both subgroup and individual needs of our struggling learner population.
- ii. Identify best practices in the field for making gains with historically underserved populations.
- iii. Build support structures specific to sub-group needs such as Pre-school ELL program.



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Nurture your potential.

Embrace your future.

South Brunswick School District

2019-2020

District Goals

