

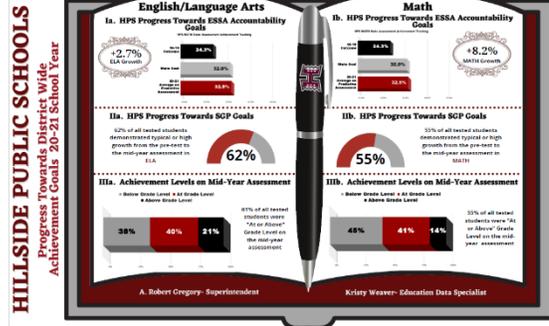


HILLSIDE PUBLIC SCHOOLS PROGRESS TOWARDS DISTRICT WIDE ACHIEVEMENT GOALS 20-21 SY

GLOSSARY OF TERMS/EXPLANATION OF CHARTS

INTRODUCTION:

In August of 2020 the Hillside Public Schools adopted [student achievement and organizational goals](#) for the 2020-2021 school year based on accountability measures established by the state of New Jersey. We remain committed to raising the bar and establishing high expectations for all stakeholders in the Hillside Public School community. As such, the student achievement goals we established surpassed our expected growth/ ESSA accountability goals established by the state.



The purpose of this document is to provide families an explanation of the data illustrated in our informational graphic entitled, *Hillside Public Schools Progress Towards Districtwide Achievement Goals*. This informational graphic illustrates our progress in reaching ESSA accountability goals for the 20-21 school year, while highlighting ways the district has supported families throughout the pandemic.

The informational graphic is divided into 7 sections. An explanation of the charts in each section is provided below. The first 3 sections of the infographic are divided into two parts (a/b). Part A, (Ia, IIa, IIIa) highlights districtwide English Language Arts outcomes as of March 2021. Part B, (Ib, IIb, IIIb) highlights districtwide Math outcomes as of March 2021. The district will update the community on our progress again at the end of June, as we prepare to reopen schools in September.

Individual schools will be providing families informational graphics that highlight their school's progress throughout the academic year. These reports are available and will be posted to individual school websites.

SECTION Ia/Ib: HPS PROGRESS TOWARDS ESSA ACCOUNTABILITY ACHIEVEMENT GOALS

The Every Student Succeeds Act (ESSA), signed into law in 2015, requires states to set "ambitious" long-term goals for achievement on their annual assessments (NJSLA) in ELA and Math for "all students" and for individual subgroups of students. Goals are established by the state based on historical performance data and improvement trends.

During the 2020-2021 SY, HPS began using LinkIt! Interim Assessments to monitor our progress towards state goals. LinkIt!, utilizes previously released NJSLA questions and task to provide schools an accurate snapshot of their predicted outcome on state assessments with a 98.5% reliability rate.

The charts in Section Ia. and Ib., capture our progress towards meeting ESSA Accountability Goals in ELA and Math based on the LinkIt! Interim Assessment administered in February 2021. The data presented accounts for all tested students in 3rd - 11th grade in Math and ELA.

Thus far, the district is on track to meet ESSA Accountability goals established by the state in both ELA and Math. It should be noted, this is the first time the district has used an interim assessment system directly aligned to the New Jersey Student Learning Assessments in Math and English Language Arts. This allows us to accurately modify instruction and support the professional practices of our teachers to improve student outcomes.

SECTION IIa./IIb: HPS PROGRESS TOWARDS ESSA ACCOUNTABILITY SGP GOALS

A student growth percentile (SGP) describes a student's growth compared to other students with a similar prior year test score (academic peers). Although the calculations for SGPs are complex, percentiles are a familiar method of measuring students in comparison to their academic peers.

The student growth percentile allows us to fairly compare students who enter school at different levels. It also demonstrates a student's growth and academic progress, even if they are not yet meeting expectations on standards. A student growth percentile is a number between 1 and 99.

The following example helps explain SGP:

Maria is a 5th grade student. In 4th grade, Maria scored a 650 on the ELA portion of NJSLA (NJ Student Learning Assessment). SGP calculates all students around the state in 4th grade that scored a 650 on the ELA portion of NJSLA and compares Maria's growth to their growth as 5th graders. If Maria has an SGP of 85, then she showed more growth than 85% of her academic peers (any student who scored a 650 across the state on the 4th grade ELA portion of NJSLA). A student with a low score on a state assessment can show high growth and a student with a high score, can demonstrate low growth. Similarly, two students with very different scale scores can have the same SGP.

A school district's overall SGP is based on the average SGP of all tested students. Low growth is considered 0-39%. Typical Growth is 40%-69%. High Growth is 70%-99%. District's attempt to ensure they have an SGP of 50% or above.

The charts in Section IIa/b show our overall SGP from Interim Assessment 1(LinkIt A) to Interim Assessment 2 (LinkIt B). All students in 3rd to 11th grade were provided a growth score from Interim Assessment 1 to Interim Assessment 2. **The district's SGP is 62 in English/Language Arts and 55 in Math. We have surpassed the 50% growth goal in both subjects.**

SECTION IIIa./IIIb: ACHIEVEMENT LEVELS ON MID-YEAR ASSESSMENTS

Linkit! Interim/Benchmark assessments allow the district to track the percentage of students below grade level achievement standards, at grade level achievement standards, or above grade level achievement standards. This is of particular importance as the district aims to establish a baseline for improvement for all students, while gaging the percentage of students below grade level, we are able to move to at or above grade level within an academic year.

The charts in Section IIIa/b illustrate the percentage of students from 3rd grade to 11th grade who are below, at, or above grade level achievement standards on Linkit! Interim Assessment administered in February (LinkIt B) of this year. This data should be considered baseline data. In June when we administer our final LinkIt Assessment. This will allow us to gage how many students we were able to advance to at or above grade level.

SECTION IV: HPS PROGRESS TOWARDS ATTENDANCE GOALS

In August of 2020, the district set an average daily attendance goal of 90% or above for all student for both virtual and “in-person” instruction. The district monitors attendance on a monthly basis and utilizes school based Student Support Teams (SSTs) to support students that are not attending school on a regular basis. Moreover, teachers use GoGuardian to track student activity on district issued devices to ensure students are attending each instructional period.

The chart in Section IV illustrates our average daily attendance by month for all students in the Hillside Public Schools (Pre-K-12th Grade). Each school receives a monthly attendance report that tracks their average daily attendance for the month and chronic absentee rates.

Since September, the district has surpassed our average daily attendance goal. We have maintained a 95% or above district average daily attendance since October of 2020. Attendance rates are often used to gage a school or district’s climate and culture.

SECTION V: HPS PROGRESS TOWARDS GRADUATION GOALS

Graduation rates are calculated in August of every school year. A district’s graduation rate accounts for all students who entered high school 4 years ago. The 4-year adjusted cohort formula used by the state of New Jersey, essentially divides the number of students that graduated in 4 years or less in August by the number of first time 9th graders who entered the cohort four years earlier. For example, if a student entered 9th grade in 2017, then she/he would be assigned to the 2021 Adjusted Cohort.

Graduation rates provide school communities insight into how many students are finishing their degrees in a timely manner once they enroll. It not only is a transparent metric that holds a school accountable, but it also helps measure the quality of the school.

Hillside Public School’s graduation rate has been below 90% for over a decade. The state of New Jersey’s graduation rate is 90%, thus our graduation goal for the Class of 2021. The chart in this section is a snapshot of our predicted graduation rate as of the end of first semester or the second marking period. If our rate remains the same, the Class of 2021’s graduation rate will surpass 90% for the first time in well over a decade. The Class of 2021 are on course to make history in August. We will provide the community an updated snapshot of our graduation rate at the end of June of 2021.

SECTION VI: CLOSING THE DIGITAL DIVIDE

Since the coming of the pandemic, the district began allocating funds to ensure we have updated technology and are in a position to provide all families in need a device and internet connectivity. The chart in Section IV, illustrates the number of families we provided internet access to and a device. Our collective efforts have ensured all children can participate in virtual instruction and “*no child was left behind.*” Our attendance data highlights our efforts.

SECTION VII: SUPPORTING OUR FAMILIES

The district ensured that families continued to benefit from the national school lunch program throughout the pandemic. The illustration in Section VII shows the number of meals served to families since March of 2020. Our food service department partnered with Machios to ensure our students and their families were provided a nutritious, well-balanced breakfast and lunch that promotes sound eating habits, good health, and academic achievement.