



Mainland Regional School District

Recognizing that their students came from a variety of sending districts, Superintendent Mark Marrone and Curriculum Supervisor Dorsey Finn knew they had to establish a strong community in their regional high school district. They explain that they are “one family, one school, one community” and have worked to build relationships with and among students and staff so that everyone can feel comfortable and confident in the building. They also revamped their school brand to foster community pride and to establish a clear presence in the community.

Mainland has utilized standardized assessment data in addition to teacher feedback to identify students that were in need of intervention and remediation. Both Finn and Marrone said they explain to parents, regarding assessments: “We need the information from the assessment to evaluation programs and to know how we are doing as a school. We will help your child get what they need no matter what. This is what the school needs to learn and grow.” Mainland increased articulation regarding individual student performance and preparation in mathematics and language arts with sending districts to ensure appropriate academic placement and intervention. Supervisor Dorsey Finn explains, “[with PARCC], the bar was raised and that was something we needed in this state very badly...we have so much more data than we had before. This allows us to provide more precise help to students.” Marrone adds, “PARCC identifies the students that need the most remediation” which allows the school to target supports for students who need it the most.

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Ask Mainland to tell their story:

- LinkIt!
- Scheduling
- Community
- Relationship building with students, sending districts



Beverly City School District

When Superintendent Elizabeth Giacobbe started in Beverly City, the children sat in one classroom all day with few working computers. Teachers were using textbooks copyrighted 1986, did not turn in lesson plans, and were rarely observed. Beverly City was identified by the state as a “Focus” district with significant academic achievement challenges. “Regarding [student performance] data from 2012, we were failing and therefore failing our children,” says Giacobbe.

Giacobbe worked with the Board of Education to hire a curriculum director to write new curricula, bought resources, equipped each class with computers and Smartboards, and departmentalized the middle school utilizing highly qualified teachers. Data was used to modify instruction to student needs. “PARCC really opened our eyes to the true depth of the standards and the types of questions our teachers need to be asking,” says Director of Curriculum Kerri Lawler. The Beverly City community is grateful for the ways the district uses data to encourage students to develop their strengths. Parent Devon Cappello explains that the school focuses on the whole child, individualizing communication and focusing on progress monitoring for all students. From 2015 to 2017, percentages of students at or above grade level nearly doubled. Beverly City exited “Focus” status and were recently invited to share their incredible progress with the State Board of Education. The faculty and students at Beverly City are rising to the challenge of high expectations.

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Ask Beverly City to tell their story:

- Departmentalized middle school with highly-qualified teachers
- Implementing baseline/benchmark assessments
- Teaching staff to analyze data
- Implementing longer class periods
- Intensive, targeted instruction by Title I teachers
- Support and guidance from RAC
- EdConnect for formative assessments



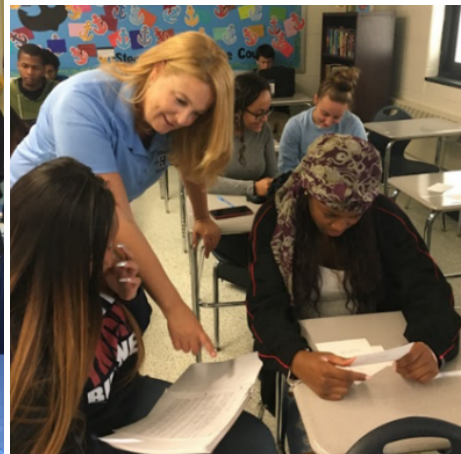
Black Horse Pike Regional High School District

People matter at Black Horse—and in addition to getting to know each student personally, the data points for attendance, grades, and performance on assessments are used to tell each student's story. To further understand student needs, Supervisor of Planning, Research, Evaluation, Assessment, and Special Projects, Mary-Alice Baratta continually asks "what's behind the data?" Data from sending schools, as well as qualitative analysis, allows the administration at Black Horse Pike to place students in targeted classes. Further, Black Horse educators spend time examining the reasons students perform the way they do on assessments, taking out-of-school factors into account, and the administration creates focused action plans for specific students based on their needs. Superintendent Brian Repici adds, "we've implemented restorative disciplinary practices with students and improved our professional development efforts so our staff are the primary force delivering professional development." The district has committed cross-school curricular supervisors of instruction in each major department and ELA and Math coaches to analyze data and help teachers determine instructional direction.

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Ask Black Horse Pike to tell its story:

- Common benchmarks
- Instructional supervisors
- Full-day PLCs
- Data analysis and systems
- AP preparation and testing
- ELA and Math Coaches
- "Listening sessions" with students and faculty



Cape May City School District

Superintendent Victoria Zelenak and her staff focus on providing all students with an inclusive and welcoming environment. Teachers use PARCC, and various other assessments like, DIBELS, MAP and DLM benchmarks to adjust curricula and pacing guides and to identify when students need targeted support. Using information from the assessments, educators identify what specific in-class or out-of-class support students need; programmatic changes; and educators' professional learning and support needs. Teacher Patti Marten explains that they collect formative data throughout the year and use that data to inform personalized supports for students. Zelenak attributes a great deal of success to Cape May's active District Evaluation Advisory Committee (DEAC), which meets regularly and helps determine what the students in Cape May need to succeed. The district then adjusts their focus within their teacher evaluation and professional learning system.

Every effort is made to include all students, which often requires providing multiple students with paraprofessional, rather than sending a student out of the district for special services. A new educator to the district who after one day with a student recommended sending the student out of the district for services was told by another teacher, "Oh no, we don't send children away; we make magic here." The "magic" of Cape May City includes a laser focus on each and every "whole" child.

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Ask Cape May to tell its story:

- Increased attendance
- Piloting two different math programs
- MindUP Program
- Teacher reflection through the lens of student learning
- Green Dot H.I.B. Program



Highlands Borough School District

Dr. Susan Compton and Principal Rosemary Schutz are passionate about using data to tell the story about to help students reach their full potential. They are also passionate about celebrating students' success.

School-wide implementation of Running Record and NWEA MAP Growth formative assessments allow teachers at Highlands to gather data in real time, make quick adjustments to instruction, and facilitate ability and flexible grouping. "The data provide targeted instruction in the classroom, targeted Title I Academic Support Instruction in school and after school for reading and mathematics, and other interventions needed as indicated by the data," Supervisor of Curriculum and Instruction Daniel Layton says. "The use of this assessment helps support our school and districts initiative to provide the most targeted and personalized learning experience." Melissa Way, mother of five students who attend and have attended Highlands Elementary, says that teachers explained her students' PARCC scores to her in a way that makes sense: "my son in 6th grade had phenomenal growth....my 2nd grader needed more personalized attention and he's getting so much support from his teachers."

Highlands thinks about data in the big picture as well: Dr. Compton explains, "Data meetings are held with grade levels and cohorts of teachers to analyze the PARCC evidence statements. Teachers are provided the evidence statements for their previous year of instruction and the statements for the students they currently have. At these meetings we work on realigning scope and sequence to address our identified weaknesses in our curriculum and our instruction."

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Ask Highlands to tell their story:

- Balanced literacy
- After school intervention time
- Instructional supervisors
- County office support
- Running Record and NWEA
- Data conversations with parents
- STEAM focus



Mine Hill School District

When Principal Adam Zygmunt and then Superintendent Lee Nittel came on board in Mine Hill Township, they helped to provide steady, consistent leadership to a district that had experienced years of instability through various leaders. The administration team worked with teachers to rewrite and realign all nine curricular areas, which helped foster unity among educators and continuity for student learning. They built a trusting, communal culture that is focused on growth. Teachers have ample opportunities to collaborate and feel comfortable taking risks in the classroom. Four periods of common planning time each week and use of schoolwide Developmental Reading Assessment (DRA) trackers provide teachers the time and data to track student data across multiple years. Moreover, teachers are so comfortable with the district's open door policy that they will regularly invite the administration to observe their classrooms when they are trying new things.

Mine Hill attributes their gains to their student-centered, growth-focused mindset. Using teacher evaluation and the Danielson Framework to study the expectations and have honest conversations about observational data and how to grow. Teacher Robby Suarez thinks critically about his own practice in this same way. Suarez explains, "when class goes well, I always wonder what could have gone better." Nittel extends this ideology to the larger Mine Hill community saying "we believe in growth at every level of the community...the learning community we work with is everyone in Mine Hill."

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Ask Mine Hill to tell its story:

- Schoolwide Developmental Reading Assessment (DRA)
- Innovation time
- Student-centered classrooms
- Rewriting the curricula alongside teachers
- Using evaluation for growth
- Individualized student conferences and focused supports



Washington Township School District

About five years ago, Washington teachers and administrators made sure that sufficient time was built into their morning schedule for collaboration, data analysis, brainstorming best practices. Accordingly, Washington teachers meet at least three times every week to discuss and debate what type of supports their students need and how they will adjust their curricula that month, week or even year. Through common meeting times, teachers looked at PARCC evidence statements, resources on the web and realized that they needed to adjust their curricula so it was more rigorous. Their students were learning the skills but now they needed the stamina and focus to get through multiple-step problems. When they meet, the teachers ask, "how are we moving up Bloom's Taxonomy every day and in every lesson? How are we engaging our students with the content, because if they not engaged, they are not learning?"

Teacher Michelle Mahon explains: "Kids' needs are constantly changing and we need the space to figure out what works best for them. We use data to target those needs." Mahon adds that the district works hard to celebrate growth. In terms of reading levels, Mahon says, "it's hard to move from an A to an F [level]. But if you can move from A to B, and B to C, students have a sense of accomplishment because they know they're growing."

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Ask Washington Township to tell their story:

- Flexible seating
- Individualized "Panther Time"
- Flexible Math Groups
- Educators bring back professional learning
- Lighter, brighter spaces requested by

