# West Orange Public Schools



## **Assessing Student Learning**

Presented at: Board of Education Meeting November 7, 2022

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## **English Language Arts**

• Beatrice Hanratty, Supervisor K-5

## **Mathematics**

Darlene Berg, Supervisor K-5

### Science

• Stephanie Suriano, Supervisor K-12

## English as a Second Language Felix Plata, Supervisor K-12

## Elizabeth Veneziano, Supervisor 6-12

Emad AbuHakmeh, Supervisor 6-12

## **Special Education**

• Dawn Ribeiro, Supervisor PreK-12

# **Content Area Supervisors**

# New Jersey State Assessment Program

# 2021-2022

# NJ State Assessment Program: 2020, 2021, 2022



## **State Assessment Calendar**

State Assessment	Content Area / Grades	Administration
New Jersey Student Learning Assessment (NJSLA)	<ul> <li>ELA and Math 3-9</li> <li>Algebra I, Algebra II and Geometry</li> <li>Science 5, 8, 11</li> </ul>	May 2022
ACCESS for ELLs (English Language Learners)	• K-12	February - April 2022
Dynamic Learning Map (DLM)	• ELA and Math 3-8, 11, Science 5, 8, 11	May 2022

# NJSLA Spring 2022: Performance Levels

NJSLA Performance Levels for ELA and Math				
Level 1	Level 2	Level 3	Level 4	Level 5
<b>Did Not Yet Meet</b> Expectations 650-699	Partially Met Expectations 700-724	Approached Expectations 725-749	Met Expectations 750-Varies*	<b>Exceeded</b> Expectations <b>Varies*-850</b>

\*Varies based on subject area and/or grade level.

# **English Language Arts**

Grades 3-5

# NJSLA: English Language Arts

#### Summative assessment that measures student proficiency with

- Grade level skills
- Knowledge
- Concepts that are critical to college and career readiness

#### On each assessment

 Students read and analyze passages from authentic fiction and nonfiction texts

#### **Emphasizes the importance of**

- Close reading
- Synthesizing ideas within and across texts
- Determining the meaning of words and phrases in context
- Writing effectively when using and/or analyzing sources

#### Literary Analysis Task (3-5)

- Reading: Literary Text
- Reading: Vocabulary
- Writing: Written Expression
- Writing: Knowledge of Language and Conventions

#### Short Passage Set (4-5)

Reading: Literary Text

Reading: Vocabulary

#### **Research Simulation Task (3-5)**

Reading: Informational Text

Reading: Vocabulary

Writing: Written Expression

Writing: Knowledge of Language and Conventions

## NJSLA Spring 2022 ELA 3-5: District / State Comparison

	•	% Met or Exceeded Expectation	าร
Student Groups	Grade 3	Grade 4	Grade 5
District	51.5	60.1	57.3
State	42.4	49.4	49.6



Grade 4

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## NJSLA Spring 2022 ELA 3-5: Performance by Subgroup\*

	% Met or Exceeded Expectations				
Student Groups	Grade 3	Grade 4	Grade 5		
District	51.5	60.1	57.3		
State	42.4	49.4	49.6		

■ Hispanic / Latino ■ Asian ■ African-American ■ White ■ Two or More Races



## NJSLA Spring 2022 ELA 3-5: Percentage Met or Exceeded Expectations by Cluster



#### **STRENGTHS**

**Grade 3 :** Character analysis; ask/answer questions that demonstrate explicit understanding of a text

**Grade 4 :** Explains ideas and concepts in historical, scientific, or technical texts; examine text structures; determine meaning of similes and metaphors

**Grade 5**: Describe how a narrator's or speaker's point of view influences how events are described; determine meaning of common idioms, adages, and proverbs

**Grades 3-5:** Narrative Task: develops narrative elements effectively, writing is well-organized

**Grades 4-5**: Research Simulation Task: Addresses the prompt providing effective topic development and relevant text evidence.

## NJSLA Spring 2022 ELA 3-5: Areas of Focus

	Areas of Focus
Reading	<b>Grade 3:</b> Provide an explanation on how a text's illustrations contribute to what is being conveyed by the words
	Grades 3-4: Determine meaning of grade level content specific words
	Grade 4: Provide a statement of a theme
	<b>Grade 5:</b> Analysis of multiple accounts of the same topic noting similarities and/or differences; provide an in-depth description of an event using text details.
Writing	Grade 3: Research Simulation Tasks: Use reasoning and relevant, text-based evidence to support the topic.
	Grades 3-5: Literary Analysis Task: Demonstrate understanding of the explicit & inferential ideas using an accurate analysis of the text.

## K-5 Fountas & Pinnell Reading Benchmark Assessment Spring 2022



## K-5 Fountas & Pinnell Reading Benchmark Assessment 2 Year Comparison: % Met / Exceeded Reading Expectations

## Cohort Performance: Spring 2021 & Spring 2022

	K	1	2	3	4	<mark>% Increase</mark>
Current 2 <sup>nd</sup> Grade	<b>52.3%</b> 2021	<b>55.4%</b>				+6%
Curre 3 <sup>rd</sup> Gra	nt ade	<b>50.5%</b> 2021	<b>72.9%</b> 2022			+44.4%
	Current 4 <sup>th</sup> Grade		<b>51.3%</b> 2021	<b>67.1%</b>		+31%
	Curr 5 <sup>th</sup> Gi	ent rade		<b>57.2%</b> 2021	<b>67.3%</b> 2022	<b>+17.6%</b>

# School Data

ELA, Math, Science

### NJSLA Spring 2022: School & Grade Level Outcomes English Language Arts (Grade 3)

ELA03	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students (Levels 4 and 5)
State	20.1	15.5	22	36.2	6.2	42.4
District	13.2	12.6	22.6	46.4	5.1	51.5
Gregory	5.8	11.6	21.7	58	2.9	60.9
Hazel	8.3	10.4	27.1	52.1	2.1	54.2
Kelly	31.3	7.2	19.3	34.9	7.2	42.2
Mt. Pleasant	8.2	11.5	31.1	41	8.2	49.2
Redwood	9.4	15.3	23.5	47.1	4.7	51.8
St. Cloud	0	3.1	27.7	35.4	33.8	69.2
Washington	17.2	20.7	24.1	37.9	0	37.9

### NJSLA Spring 2022: School & Grade Level Outcomes English Language Arts (Grade 4)

ELA04	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students (Levels 4 and 5)
State	14.4	14.3	21.9	35.3	14.1	49.4
District	7.6	10.5	21.7	40.1	20	60.1
Gregory	1.5	4.6	12.3	44.6	36.9	81.5
Hazel	8.2	11.5	31.1	36.1	13.1	49.2
Kelly	27.5	15	18.8	28.8	10	38.8
Mt. Pleasant	1.9	7.4	7.4	53.7	29.6	83.3
Redwood	1.3	17.1	18.4	44.7	18.4	63.2
St. Cloud	0	6.2	26.2	55.4	12.3	67.7
Washington	8.2	12.3	34.2	41.1	4.1	45.2

### NJSLA Spring 2022: School & Grade Level Outcomes English Language Arts (Grade 5)

<b>ELA0</b> 5	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students (Levels 4 and 5)
State	12.5	14.7	23.2	40.4	9.2	49.6
District	5.7	11	26	46.3	11.0	57.3
Gregory	3	6	32.8	49.3	9	58.2
Hazel	5.1	11.9	45.8	28.8	8.5	37.3
Kelly	15.4	17.6	22	37.4	7.7	45.1
Mt. Pleasant	4.6	7.7	18.5	60	9.2	69.2
Redwood	2.4	7.2	21.7	54.2	14.5	68.7
St. Cloud	1.9	9.6	13.5	48.1	26.9	75
Washington	3.6	16.1	30.4	46.4	3.6	50

## K-5 Fountas & Pinnell Reading Benchmark Assessment Spring 2021 & Spring 2022

	Reading
Strengths	<ul> <li>In Spring 2021</li> <li>47.11% of our students were below/approaching grade level expectations and by Spring '22 this decreased to 37.18%</li> <li>52.89% of our students were meeting/exceeding grade level expectations and by Spring '22 this increased to 62.82%</li> <li>Fluency: reading with accuracy</li> <li>Comprehension: Understanding within the text; sequencing, asking/answering questions, and identifying text structures</li> </ul>
Areas of Focus	<ul> <li>Continue to move students from below/approaching grade level expectations to meeting/exceeding grade level expectations through tired intervention services.</li> <li>Fluency: Reading in meaningful phrases and with expressive interpretation</li> <li>Comprehension: Understanding beyond the text; synthesizing and making inferences</li> </ul>

## Instructional Strategies & Interventions

If...Then... Strategies were developed by grade level in direct correlation to the F&P Benchmark assessment data for interventions and differentiated instruction

Focus Area: Phonemic Awareness				
IF students are struggling in this area	THEN choose one of these interventions			
Rhyming words	<ul> <li>read poetry highlighting words that rhyme</li> <li>naming word families (-at, -ig, -op, etc.)</li> </ul>			
Segmenting phonemes	<ul> <li>count the individual phonemes in words</li> <li>sort words by initial, medial, and final phonemes</li> </ul>			
Identifying syllables	<ul> <li>have students repeat multisyllabic words and chop each syllable they hear</li> </ul>			
Manipulating sounds in words	<ul> <li>create new words by changing initial, medial, and final phonemes</li> </ul>			

Focus Area: Phonics and Word Recognition				
IF students are struggling in this area	THEN choose one of these interventions			
Decoding	<ul> <li>word sorting by syllable types (small group &amp; IDR)</li> <li>Run into the First Part (pg. 93)</li> <li>Unpacking What it Means to "Sound Right" (pg. 101)</li> <li>Words Across a Line Break (pg. 102)</li> <li>Say It Out Loud (pg. 301)</li> </ul>			
Encoding	<ul> <li>Look, Say, Cover, Write, Check</li> <li>personal word wall</li> </ul>			
Applying word solving strategies	<ul> <li>look at the beginning and ending sounds (small group &amp; IDR)</li> </ul>			

## Instructional Strategies & Interventions

- Word Study Instruction in grades 3-5 (Classroom instruction-Tier I)
- Wilson Reading System Certification for K-5 Reading Specialists, 1 representative per elementary school (Tier III)
- Before/After School Programs in grades 1-5 (Tier II, III)
- K-5 Reading Specialists are incorporating the Heggerty approach to support phonemic awareness in the primary grades (Tier II, III)
- K-5 Reading Specialists are providing Just Words in grades 3-5 (Tier II, Tier III)
- Working with MTSS to define and create tiered intervention, K-5 Reading Specialists & Academic Intervention Teams (Departments)
- Sheltered Instruction for ELLs in the general education setting (Tier I)

<u>Tier I</u> Differentiated instruction within the classroom

<u>Tier II</u> Additional small group instruction via pull-out or push-in intervention model.

<u>Tier III</u>

Intensive interventions for up to 3 students in a small group via pull out intervention model.

## ELA Intervention – Tier 1, Tier 2 & Tier 3

#### **Training and Professional Development**

#### American Institutes for Research - Center on Multi-Tiered Systems of Support

- to define tiered instruction
- to evaluate the district's intervention program, including entrance and exit criteria

#### Institute for Multi-Sensory Education

 Morphology (instruction in fluency, vocabulary and comprehension for students requiring support with language comprehension)

#### Rutgers Center for Literacy and Development

• Coaching on Tier 1 classroom instruction

#### Sheltered Instruction for ELLs

• Specific instructional strategies for ELLs in the general education classroom

### **Reading Intervention**

### Multi Tiered Systems of Support

- Tiered Intervention
- Leveled Literacy Intervention (LLI)
- Multi-Sensory Instruction

### **Additional Supports**

- AM/PM Tutorials
- Homework Club (Title 1 Schools)
- Paper, Grades 4-5 (24 Hour Online Tutoring)

# **English Language Arts**

Grades 6-9

## NJSLA Spring 2022 ELA 6-9: District / State Comparison

	% Met or Exceeded Expectations				
Student Groups	Grade 6	Grade 7	Grade 8	Grade 9	
District	47.5	52.5	64.6	45.4	
State	47.5	52.7	51.3	48.9	



Grade 6

Grade 7

Grade 8

Grade 9

## NJSLA Spring 2022 ELA 6-9: Performance by Subgroup\*

	% Met or Exceeded Expectations				
Student Groups	Grade 6	Grade 7	Grade 8	Grade 9	
District	47.5	52.5	64.6	45.4	
State	47.5	52.7	51.3	48.9	



## NJSLA Spring 2022 ELA 6-9: Percentage Met or Exceeded Expectations by Cluster



### NJSLA Spring 2022: School & Grade Level Outcomes English Language Arts (Grade 6)

ELA 06	Not Yet Meeting Expectation s (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students (Levels 4 and 5)
State	10.6	15.6	26.3	37.4	10.2	47.5
District	7.6	15	30	36.4	11.1	47.5
Edison	7.4	14.7	30.2	36.5	11.2	47.7

Notes: Percentages may not total 100 due to rounding.

### NJSLA Spring 2022: School & Grade Level Outcomes English Language Arts (Grades 7 & 8)

ELA 07	Not Yet Meeting Expectation s (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students (Levels 4 and 5)
State	12.3	13.5	21.5	31.4	21.3	52.7
District	10.1	14	23.4	34.6	17.9	52.5
Liberty	10	15.4	25.7	30.7	18.2	48.9
Roosevelt	10.2	12.5	20.8	38.8	17.6	56.5
ELA 08	(Level 1)	(Level 2)	(Level 3)	(Level 4)	(Level 5)	(Levels 4 and 5)
State	14.3	13.2	21.2	35.8	15.6	51.3
District	4.8	10	20.7	40.8	23.8	64.6
Liberty	3.5	8.1	19.7	40.5	28.2	68.7
Roosevelt	6.3	12.2	21.8	41.2	18.5	59.7

Notes: Percentages may not total 100 due to rounding.

### NJSLA Spring 2022: School & Grade Level Outcomes English Language Arts (Grade 9)

ELA 09	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students (Levels 4 and 5)
State	11.9	15.6	23.6	36.5	12.4	48.9
WOHS	9.4	19.1	26.1	36.6	8.8	45.4

Notes: Percentages may not total 100 due to rounding.

## NJSLA Spring 2022 ELA 6-9: Data Review

#### **Areas of Focus**

#### Grades 6-9

- Analysis of theme, literary analysis
- Reading Literature: How theme is conveyed, analysis of theme and objective summary of text

#### Grade 8

Reading

Writing

- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style
- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept

#### Grade 9

- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create specific effects
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text

#### Grades 6-8 Writing: Literary Analysis Task

- Task focuses on students ability to read complex text closely and compose an analytic response
- Students must synthesize two literary texts and analyze how theme is developed in each text
- Students must demonstrate comprehension of explicit & inferential ideas using an accurate analysis of the text, effective development of claim and use clear reasoning supported by relevant evidence from the text

Note: You will see that the areas of strength and focus in reading and writing are very similar because students are presented with texts and must respond to comprehension questions and then write about the texts. Here students struggled with analyzing the theme within the reading comprehension questions and therefore, struggled again when writing about theme.

## Instructional Strategies



Summary (What NOT to do)	Textual Evidence	Analysis (What to do)
This quote shows that Twyla and Roberta are able to become friends, despite their different racial identities.	Twyla describes the unconventional nature of her friendship with Roberta: "It didn't matter that we looked like salt and pepper standing there and that's what the other kids called us sometimes" (Morrison 1)	Evidently, in the context of a racially segregated society, Twyla and Roberta's friendship presents a direct challenge to oppressive norms of the time. In this statement, Twyla acknowledges that she and Roberta are drastically different, like "salt and pepper." Nevertheless, their innocence allows them to transcend this racial divide and the labels imposed by external forces, such as the other kids in the orphanage. As children, Twyla and Roberta seem to be immune to the prejudice and bigotry around them. Inevitably, however, their unadulterated view of the world is gradually tarnished as they grow up and lose their innocence.

## Curricular & Programmatic Strategies & Interventions

#### **CommonLit Benchmarks**

• Measures individual student performance and growth on grade level reading standards (Vocabulary, Literary Analysis, Informational Text)

#### **Revision of Middle School Curriculum**

- Ensure connection from ELA 5 and English 9 curriculum especially where standards shift such as persuasive to argumentative writing
- Four units to allow more time for depth, student practice and process of knowledge and skills
- Learning plan to include specific teaching points to address standards within each cluster in need of improvement
- Build Tier 1 Interventions into curriculum units

#### Implementation of revised High School Curriculum

- Explicit teaching points (ex: theme vs. topic, CEA, TQA) to build student understanding (Literary analysis, Informational Text, Writing Expressions)
- Comprehensive approach to analytical writing in Unit 1 (Literary Analysis, Writing Conventions, Writing Expressions)
- Range of multi genre texts in each unit, nonfiction texts to build background knowledge and support literary text (Informational Text, Vocabulary)

#### WOHS After School Writing Center, Tues & Thurs, 2:30-5:00 pm

- Added online access for students who cannot stay at school (Equity & Access)
- Opened in October this year vs. January of last year (More support earlier in year)



## **ELA Instructional Strategies / Interventions, Grades 6-9**

### **Training and Professional Development**

American Institutes for Research - Center on Multi-Tiered Systems of Support

- to define tiered instruction
- to evaluate the district's intervention program, including entrance and exit criteria

#### Institute for Multi-Sensory Education

 Morphology (instruction in fluency, vocabulary and comprehension for students requiring support with language comprehension)

#### Rutgers Center for Literacy and Development

• Coaching on Tier 1 classroom instruction

#### **ELA Intervention**

#### **Academic Support in Grades 6-8**

- Orton Gillingham for struggling readers (Foundational Reading, Vocabulary)
- Individualized Small Group Instruction (Vocabulary, Literary Analysis, Informational Text)

#### **Additional Supports**

- AM/PM Tutorials
- Paper, Grades 6-8 (24 Hour Online Tutoring)
- Fastbridge: Diagnostic to identify specific student need (Vocabulary, Literary Analysis, Informational Text)

# **Mathematics**

Grades 3-5

# **NJSLA: Mathematics**

# Summative assessment that measures student proficiency with

- Grade or course level skills
- Knowledge
- Practices
- Concepts that are critical to college and career readiness

#### On each assessment

 Students will face a mixture of objective items assessing content and practice and constructed-response items requiring the application of grade or course appropriate reasoning and modeling

#### Math Components

Number and Operations in Base 10

Number and Operations - Fractions

**Operations and Algebraic Thinking** 

Measurement and Data

Geometry
## NJSLA Spring 2022 Math 3-5: District / State Comparison

	% Met or Exceeded Expectations			
Student Groups	Grade 3	Grade 4	Grade 5	
District	53.5	49.7	45.5	
State	45.4	39.4	36.1	



Grade 4

## NJSLA Spring 2022 Math 3-5: Performance by Subgroup\*

	% Met or Exceeded Expectations			
Student Groups	Grade 3	Grade 4	Grade 5	
District	53.5	49.7	45.5	
State	45.4	39.4	36.1	
Students with Disabilities Economically Disadvanta English Language Learne	Hispanic / Latin 87.5 41 44.2 41 44.2 41 44.2	o Asian African-American 90 .2 66.7 40 41.5	White Two or More Races	
Grade 3 Grade 4 G	Grade 5 Grade 3	Grade 4	Grade 5 38	

# NJSLA Spring 2022: School & Grade Level Outcomes Math (Grade 3)

MAT03	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students (Levels 4 and 5)
State	13.3	18.3	23	32.8	12.6	45.4
District	3.6	15.3	27.7	38.8	14.7	53.5
Gregory	2.8	7	23.9	43.7	22.5	66.2
Hazel	0	12.5	43.8	33.3	10.4	43.8
Kelly	10.6	24.7	25.9	24.7	14.1	38.8
Mt. Pleasant	1.6	17.7	24.2	38.7	17.7	56.5
Redwood	2.4	16.5	23.5	41.2	16.5	57.6
St. Cloud	0	6.2	26.2	55.4	12.3	67.7
Washington	4.9	19.7	32.8	36.1	6.6	42.6

# NJSLA Spring 2022: School & Grade Level Outcomes Math (Grade 4)

MAT04	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students (Levels 4 and 5)
State	13.1	22.6	24.8	33.2	6.2	39.4
District	4.6	20.3	25.5	41.5	8.1	49.7
Gregory	0	7.7	12.3	60	20	80
Hazel	3.3	36.1	32.8	27.9	0	27.9
Kelly	13.8	33.8	12.5	36.3	3.8	40
Mt. Pleasant	0	16.4	18.2	52.7	12.7	65.5
Redwood	3.9	13	32.5	45.5	5.2	50.6
St. Cloud	1.5	9.1	28.8	43.9	16.7	60.6
Washington	6.7	24	40	28	1.3	29.3

# NJSLA Spring 2022: School & Grade Level Outcomes Math (Grade 5)

MAT05	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students (Levels 4 and 5)
State	15.1	23	25.9	28.9	7.1	36.1
District	7.5	15.5	31.4	34.8	10.7	45.5
Gregory	4.4	5.9	27.9	44.1	17.6	61.8
Hazel	3.3	20	35	28.3	13.3	41.7
Kelly	24.2	17.6	34.1	19.8	4.4	24.2
Mt. Pleasant	1.5	16.7	30.3	48.5	3	51.5
Redwood	2.4	17.9	26.2	40.5	13.1	53.6
St. Cloud	3.8	7.7	15.4	48.1	25	73.1
Washington	7.1	21.4	51.8	17.9	1.8	19.6

## NJSLA Spring 2022 Math 3-5: Strengths

Grade	<b>Operations and Algebraic Thinking</b>	Number and Operations in Base Ten	Number and Operations - Fractions
Grade 3	<ul> <li>Represent and solve problems involving multiplication and division</li> <li>Understand the relationship between multiplication and division</li> <li>Multiply and divide within 100</li> </ul>	<ul> <li>Fluently add and subtract within 1000</li> <li>Multiply 1-digit numbers by multiples of ten</li> </ul>	<ul> <li>Understand, identify, represent unit fractions; non-unit fractions as equal shares</li> <li>Understand and represent unit fractions on a number-line diagram</li> </ul>
Grade 4	<ul> <li>Represent statement of multiplicative comparisons as multiplication equations</li> <li>Solve multiplication stories involving comparison</li> <li>Find factor pairs for a whole number 1-100</li> </ul>	<ul> <li>Compare, order and record multi-digit whole numbers using comparison symbols</li> <li>Use place value understanding and properties of operations to perform multi- digit arithmetic</li> </ul>	<ul> <li>Build fractions from unit fractions</li> <li>Solve word problems involving addition and subtraction of fractions with like denominators</li> <li>Multiply a fraction by a whole number</li> <li>Represent decimals to hundredths</li> </ul>
Grade 5	<ul> <li>Write and evaluate numerical expressions that contain grouping symbols</li> <li>Form ordered pairs from corresponding terms and graph them</li> </ul>	<ul> <li>Demonstrate understanding of the place value system synthesizing knowledge and skills</li> <li>Perform operations with multi-digit whole numbers</li> <li>Use whole number exponents to denote powers of ten</li> <li>Compare, order decimals</li> </ul>	<ul> <li>Add and subtract fractions with unlike denominators</li> <li>Create visual fraction models to interpret the product of multiplying a fraction and a whole number.</li> <li>Find the areas of rectangles with fractional side lengths by multiplying. Represent fraction products as rectangular areas.</li> </ul>

## NJSLA Spring 2022 Math 3-5: Strengths

Grade	Measurement and Data	Geometry
Grade 3	<ul> <li>Solve problems involving measurement and estimation - time</li> <li>Understand concepts of area and relate area to multiplication</li> <li>Solve problems involving perimeters of polygons</li> </ul>	Reason with shapes and their attributes
Grade 4	<ul> <li>Apply area and perimeter formulas to rectangles</li> <li>Understand concepts of angle</li> </ul>	
Grade 5	<ul> <li>Recognize volume as an attribute of solid figures and understand concepts of volume measurement</li> <li>Apply formulas to find columns of rectangular prisms</li> </ul>	<ul> <li>Understand and use a Cartesian coordinate grid in two dimensions</li> <li>Represent problems by graphing points in the first quadrant</li> <li>Interpret coordinate values of points in context</li> </ul>

## NJSLA Spring 2022 Math 3-5: Areas of Focus

Grade	<b>Operations and Algebraic Thinking</b>	Number and Operations in Base Ten	Number and Operations - Fractions
Grade 2	<ul> <li>Addition and subtraction with word problems</li> <li>Strategies for solving word problems; 3 READS; Assess / review / support fluency within 100 involving addition and subtraction</li> </ul>	<ul> <li>Multi-digit addition and subtraction within 1000</li> <li>Use models and strategies to add and subtract within 1000</li> </ul>	
Grade 3	<ul> <li>Two-step word problems using four operations</li> <li>Support estimation strategies to assess reasonableness of answers</li> </ul>	<ul> <li>Place value strategies and fact fluency</li> <li>Reasoning and fluency with algorithms based on place value and the inverse relationship between addition and subtraction</li> </ul>	<ul> <li>Compare and reason about fraction equivalence</li> <li>Draw fraction models as a strategy; guide mathematical discourse to support reasoning</li> </ul>
Grade 4	<ul> <li>Multi-step word problems involving four operations and interpretation of whole number remainders</li> <li>Model number stories with equations using a letter for the unknown</li> </ul>	<ul> <li>Recognize the relationships in the places of whole numbers</li> <li>Model conceptual understanding of place value</li> </ul>	<ul> <li>Express non-unit fractions as multiples of unit fractions</li> <li>Model representations that show multiplication of a fraction by a whole number is conceptually the same as multiplying two whole numbers</li> </ul>
Grade 5	<ul> <li>Relate decimal multiplication and division strategies to a written method and explain the reasoning used.</li> <li>Relate the corresponding terms of two sequences in a rule, table, graph</li> </ul>	<ul> <li>Relate decimal multiplication and division strategies to a written method and explain the reasoning used.</li> <li>Model using concrete models, drawings or strategies decimal multiplication and division</li> </ul>	<ul> <li>Solving and reasoning word problems involving fractions</li> <li>Strategies involving word problems, 3 READS, reasoning to justify</li> </ul>

## NJSLA Spring 2022 Math 3-5: Areas of Focus

Grade	Measurement and Data	Geometry
Grade 2	<ul> <li>Reasoning with information presented on a graph</li> <li>Guide mathematical discourse to support reasoning; questioning strategies</li> </ul>	
Grade 3	<ul> <li>Word problems involving data from a graph; Solve real-world problems recognizing area as additive</li> <li>Guide mathematical discourse to support reasoning; questioning strategies; 3 READS, use arrays as area models</li> </ul>	
Grade 4	<ul> <li>Measure and sketch angles given specified degrees</li> <li>Reinforce and practice creating models using math tools</li> </ul>	<ul> <li>Classify figures based on line presence/absence segments and angles</li> <li>Mathematical discourse to strengthen analysis/reasoning/justify attributes of shapes</li> </ul>
Grade 5	<ul> <li>Multi-step word problems with conversions of unlike units</li> <li>3 READS; pre-assess conversions within like units, scaffold with anchor charts, Frayer models, graphic organizers</li> </ul>	<ul> <li>Classification and reasoning shapes into categories, sub- categories and hierarchies</li> <li>Mathematical discourse to strengthen analysis/reasoning/justify</li> </ul>

#### Operations and Algebraic Thinking

- Strategies for solving word problems; 3 READS; Assess / review / support fluency within 100 involving addition and subtraction
- Support estimation strategies to assess reasonableness of answers
- Model number stories with equations using a letter for the unknown
- Relate the corresponding terms of two sequences in a rule, table, graph

#### Number and Operations in Base Ten

- Use models and strategies to add and subtract within 1000
- Reasoning and fluency with algorithms based on place value and the inverse relationship between addition and subtraction
- Model conceptual understanding of place value
- Model using concrete models, drawings or strategies decimal multiplication and division

#### Number and Operations -Fractions

- Draw fraction models as a strategy; guide mathematical discourse to support reasoning
- Model representations that show multiplication of a fraction by a whole number is conceptually the same as multiplying two whole numbers
- Strategies involving word problems, 3 READS, reasoning to justify

#### Measurement and Data

- Guide mathematical discourse to support reasoning; questioning strategies
- Guide mathematical discourse to support reasoning; questioning strategies; 3 READS, use arrays as area models
- Reinforce and practice creating models using math tools
- 3 READS; pre-assess conversions within like units, scaffold with anchor charts, Frayer models, graphic organizers

#### Geometry

- Mathematical discourse to strengthen analysis/reasoning/justify attributes of shapes
- Modeling; Mathematical discourse to strengthen analysis/reasoning/justify

- Work with Grade level teachers and principals on analysis of NJSLA School Evidence Statements by Building and by Grade level. Support ScIP meetings with data analysis.
- Survey of teachers for current curriculum strength and areas of need and implement response to areas of need.
- Create crosswalk of content and skills where prerequisite gaps are identified and align to grade level learning to guide targeted response to support students.
- Collaborate with Supervisors of ESL and Special Education to address gaps for identified student groups.
- Provide Teacher PD on Learning Acceleration and Data, October 17, 2022
- District In-Service Day PD, Actionable Data: Using iReady to Support Learning Acceleration to increase Student Achievement in Mathematics.
- Implementation and training of K5 teachers with iReady reports to support prerequisite skill-targeting; Feb., March.
- Guide Math Coach to support teachers with modeling of best practices and content support.
- Develop Tier 1 strategies to support scaffolding to grade level content for identified students in Approach Expectations
- Small Group Instruction informed by student formative assessment data
- Office-hours Google meetings to provide targeted instructional strategies, i.e. Fact Fluency
- Provide resources and PD for additional academic support programs.

#### Math Intervention: Grades 3-5

#### **Training and Professional Development**

American Institutes for Research - Center on Multi-Tiered Systems of Support

- to define tiered instruction
- to evaluate the district's intervention program, including entrance and exit criteria

#### Math Coach

 Provides coaching, modeling, instructional strategies and support to teachers

#### **Math Intervention**

Multi Tiered Systems of Support

- Tiered Intervention
- Number Worlds

#### **Additional Supports**

- AM/PM Tutorials
- Homework Club (Title 1 Schools)
- Paper, Grades 4-5 (24 Hour Online Tutoring)

## **Mathematics**

# Grades 6-8 Algebra I, II, Geometry

## Math Assessments: Nation at a Glance



## NJSLA Spring 2022: Students at a Glance

- New Jersey eighth graders had one of the sharpest declines in math proficiency nationally, while remaining about the same in reading skills, according to the National Assessment of Educational Progress.
- Only a third of New Jersey's eighth graders were proficient in math, compared to 26% nationwide. While the average NAEP score decline for public schools nationally was 8 percentage points, New Jersey's eighth grade math scores fell by 11 points.
- The NAEP data shows that low-income students and minority students in New Jersey suffered greater impacts from the pandemic, specifically, high-poverty districts, Black, Hispanic and English language learners were the worst impacted by COVID-19 disruptions.



"Math instruction is so linear and built on each lesson, being in school regularly and in contact with the teacher really matters for achievement," said Phyllis Jordan, Associate Director of FutureEd.

## NJSLA Spring 2022 Grades 6-8: District / State Comparison



## NJSLA Spring 2022 Algebra I, Algebra II, Geometry: District / State Comparison



Algebra II

Geometry

## NJSLA Spring 2022 : Performance by Subgroup\* Math 6-8, Algebra I, II, Geometry

\*Performance for subgroups with fewer than 10 students is not represented.

	% Met or Exceeded Expectations						
Student Groups	Grade 6	Grade 7*	Grade 8*	Algebra I	Algebra II		
District	32.7	19.9	11	33.5	23.8		
State	31.3	34.1	15.4	34.8	53.3		



## NJSLA Spring 2022: Performance by Subgroup\* Math 6-8, Algebra I, II, Geometry

\*Performance for subgroups with fewer than 10 students is not represented.

Student Groups	Grade 6	Grade 7*	Grade 8*	Algebra I	Algebra II	Geometry
District	32.7	19.9	11	33.5	23.8	77.6
State	31.3	34.1	15.4	34.8	53.3	44



#### NJSLA Spring 2022: School & Grade Level Outcomes Math (Grade 6)

Math 06	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students (Levels 4 and 5)
State	15.3	24.9	28.5	26	5.3	31.3
Edison	10.5	24.9	31.6	27.2	5.7	33

# NJSLA Spring 2022: School & Grade Level Outcomes Math (Grades 7&8)

Math 07	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4/5
State	10.9	23.6	31.5	28.9	5.1	34.1
District	10	30.6	39.6	19.9	0	19.9
Liberty	7.7	34.2	35.6	22.5	0	22.5
Roosevelt	12.5	26.5	44	17	0	17

Math 08	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4/5
State	30.4	31.9	22.3	14.6	.8	15.4
District	23.4	39	26.6	10.7	.3	11
Liberty	23.2	35.4	29.3	12.1	0	12.1
Roosevelt	23.5	43.4	23.5	9	.6	9.6

\*Some students in grade 8 participated in the Algebra I assessment in place of the 8<sup>th</sup> grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. \*\* Students in grades 11 and 12 were not included.

#### NJSLA: District / State Comparison Math (Spring 2022)

Algebra I	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4/5
State	17.8	22.7	24.7	31.9	2.9	34.8
District	16.4	20.1	29.9	33.2	.3	33.5
Liberty	0	1.9	23.1	73.1	1.9	75
Roosevelt	0	6.6	28.6	64.8	0	64.8
WOHS	24.5	28	32.1	15.4	0	15.4
Algebra II	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4/5
State	14.3	14.3	18.1	45.4	7.8	53.3
District						
	1.1	29.2	39.3	23.8	0	23.8
Liberty	4.3	29.2 23.4	39.3 36.2	23.8 36.2	0	23.8 36.2
Liberty Roosevelt	7.7       4.3       7.1	29.2 23.4 23.8	39.3 36.2 40.5	23.8 36.2 28.6	0 0 0	23.8 36.2 28.6

\*Some students in grade 8 participated in the Algebra I assessment in place of the 8<sup>th</sup> grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

\*\* Students in grades 11 and 12 were not included.

#### NJSLA: District / State Comparison Math (Spring 2022)

Geometry	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4/5
State	6.9	18.9	30.1	37.8	6.2	44
District	0	4.1	18.4	59.2	18.4	77.6
WOHS	0	4.2	18.8	58.3	18.8	77.1

\*Some students in grade 8 participated in the Algebra I assessment in place of the 8<sup>th</sup> grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. \*\* Students in grades 11 and 12 were not included.

## NJSLA Spring 2022 Math 6-8: Strengths

Math 6	<ul> <li>Recognize opposite signs on numbers</li> <li>Relationship between signs and quantities</li> <li>locate opposite integers on the number line</li> </ul>	<ul> <li>Make tables of equivalent ratios</li> <li>Recognize a statistical questions one that anticipate variability in data sets</li> </ul>	<ul> <li>Find the volume of prisms with fractional edge lengths</li> <li>Understand solving an equation or an inequality as answering a question</li> </ul>
Math 7	<ul> <li>Describe quantities in which opposite quantities combine to make 0.</li> </ul>	<ul> <li>Explain what a point (x,y) on the graph of a proportional relationship means in terms of a given situation.</li> </ul>	<ul> <li>Solve problems involving scale drawing of geometric figures.</li> </ul>
Math 8	<ul> <li>Use rational approximation of irrational numbers to compare the size of irrational numbers.</li> </ul>	<ul> <li>Verify experimentally the properties of rotation, reflection, and translations.</li> </ul>	<ul> <li>Graph proportional relationships, interpreting the unit rate as the slope of the graph.</li> </ul>

#### NJSLA Spring 2022 Math 6-8: Areas of Focus

Content Area	Ratios, Expressions, Equations, Functions	Number System	Both
Math 6	<ul> <li>Understanding ratio concepts and use ratio reasoning to model and solve problems</li> <li>Represent and analyze quantitative relationships between dependent and independent variables</li> </ul>	<ul> <li>Apply and extend previous understandings of numbers to the system of rational numbers</li> </ul>	
Math 7	<ul> <li>Analyze proportional relationships and use them to solve real-world and mathematical problems</li> </ul>	<ul> <li>Operations with rational numbers</li> </ul>	<ul> <li>Solve real-life and mathematical problems using numerical and algebraic expressions.</li> </ul>
Math 8	<ul> <li>Connection between proportional relationships, lines, and linear equations</li> </ul>	<ul> <li>Use Rational approximation of irrational numbers to compare the size of irrational numbers.</li> </ul>	<ul> <li>Define, evaluate, and compare, and use functions to model relationships between quantities</li> </ul>

## NJSLA Spring 2022 Algebra I, Algebra II, Geometry: Strengths

Algebra I	<ul> <li>Solving Quadratic equations by inspection; taking square root, completing the square, the quadratic formula, and factoring.</li> </ul>	<ul> <li>Graph linear and quadratic function and show intercepts, maxima, and minima.</li> </ul>	<ul> <li>Factor a quadratic expression to reveal the zeros of the function it defines.</li> </ul>
Algebra II	<ul> <li>Understanding and applying conditional probability and the rules of probability.</li> </ul>	<ul> <li>Combine standard function types using arithmetic operations.</li> </ul>	<ul> <li>Use the structure of an expression to identify ways to rewrite it and choose and produce equivalent forms of expressions.</li> </ul>
Geometry	<ul> <li>Prove geometric theorem about lines, angles, triangles, and polygons.</li> </ul>	<ul> <li>Use similarity in terms of transformation.</li> <li>Use trigonometric ratios and the Pythagorean Theorem to solve right triangles</li> </ul>	<ul> <li>Find the point on a directed line segment between two points that partition the segment in a given ration.</li> </ul>

#### NJSLA Spring 2022 Algebra I, Algebra II, Geometry : Areas of Focus

Content Area	Ratios, Expressions, Equations, Functions	Number System	Both
Algebra I	<ul> <li>Represent and solve equations and inequalities</li> <li>Model and solve with systems of linear equations</li> <li>Use linear and nonlinear function to model and solve application problems.</li> </ul>	<ul> <li>Extend the properties of exponents to rational expressions</li> </ul>	
Algebra II	<ul> <li>Algebraic and graphical analysis of polynomial functions and using them to model and solve problems</li> <li>Extend function analysis to include exponential, rational, radical, and trigonometric functions and utilize function to model and solve real-life application problems.</li> </ul>	<ul> <li>Reason quantitatively and use units to solve problems</li> </ul>	<ul> <li>Use complex numbers in polynomial identities and equations</li> </ul>
Geometry	<ul> <li>Congruence in terms of rigid motions</li> <li>Similarity, Right Triangles, and Trigonometry</li> <li>Geometric properties and equations</li> <li>Modeling with Geometry using triangles, polygons, and circles.</li> </ul>		

- i-Ready diagnostic tests and instruction for grades 6-8 to provide ongoing and updated individualized learning plans to meet the individual needs of all students.
- Delta-Math for grades 8-12 to provide additional practice and ongoing assessment of learning and help teachers provide individualized learning opportunities for all learners.
- Vertical articulation and group discussions during PLC and Department meetings to ensure proper communication within grades 6-12.
- Vertical articulation meeting for grades 3-8 math teachers to analyze student performance across grades and plan for curricular integration of instructional strategies and interventions.

- November 8<sup>th</sup> District In Service: Math Data Dive, All Math Teachers 6-8, Alg I, Alg II, Geom
- Lead teachers and Math teachers will conduct analysis of NJSLA School Evidence Statements by subject and/or grade level
- Identify prerequisite gaps to inform instructional priorities across curricular units of study
- Monitor the implementation of the revised curriculum for Math 6, Math 7 and Math 8 and integrate prior knowledge and student misconceptions based on data
- Utilize teacher input and data analysis while revising the curriculum for Algebra I and Geometry during the current school year.
- Analyze NJSLA released items by grade level groups in preparation for future work in designing related instructional activities. This will require extending the role of the lead teachers to the following 1-2 school year(s).
- Accelerate Pre-Algebra and Algebra II curriculum revision schedule

## Math Intervention: Grades 6-8

#### **Training and Professional Development**

American Institutes for Research - Center on Multi-Tiered Systems of Support

- to define tiered instruction
- to evaluate the district's intervention program, including entrance and exit criteria

#### Lead Teachers

- Analyzing NJSLA evidence statements; reviewing released items; grouping and aligning items into units of study
- Designing and sharing model lessons for the integration of DEI strategies into the Math classroom

#### Math Intervention

Multi Tiered Systems of Support

- Tiered Intervention
- iReady Diagnostic Assessments and individualized student learning plans

#### **Additional Supports**

- Math Summer Support
- Paper, Grades 6-8 (24 Hour Online Tutoring)

#### Fastbridge (Grade 6)

- Identifies Learning Gaps
- Provides Intervention Strategies and Lessons
- Progress Monitoring



# Grades 5, 8, 11

## NJSLA Spring 2022 Grades 5, 8 and 11: District / State Comparison

	% Proficient or Advanced			
Student Groups	Grade 5	Grade 8	Grade 11	
District	28.8	15.5	26.4	
State	25.5	15.6	29	



Grade 5

Grade 8

## NJSLA Spring 2022 : Performance by Subgroup\* Grades 5, 8 and 11

\*Performance for subgroups with fewer than 10 students is not represented.



#### NJSLA Spring 2022: School & Grade Level Outcomes Science (Grade 5)

SC05	Below Proficient (Level 1)	Near Proficiency (Level 2)	Proficient (Level 3)	Advanced Proficiency (Level 4)	% of students (Levels 3 and 4)
State	40.9	43.5	12	3.6	15.6
District	37.2	47.3	12.6	2.9	15.5
Gregory	22.1	32.4	33.8	11.8	45.6
Hazel	45	26.7	23.3	5	28.3
Kelly	47.8	33.3	16.7	2.2	18.9
Mt. Pleasant	30.3	39.4	22.7	7.6	30.3
Redwood	35.7	33.3	21.4	9.5	31
St. Cloud	23.5	35.3	23.5	17.6	41.2
Washington	51.8	39.3	5.4	3.6	8.9

#### NJSLA Spring 2022: School & Grade Level Outcomes Science (Grade 8)

SC08	Below Proficient (Level 1)	Near Proficiency (Level 2)	Proficient (Level 3)	Advanced Proficiency (Level 4)	% of students Level 3 and 4
State	41.6	32.9	18.2	7.4	25.5
District	37.1	34.1	21.1	7.8	28.8
Liberty	36.6	47.3	13.3	2.9	16.1
Roosevelt	37.9	47.3	11.9	2.9	14.8
### NJSLA Spring 2022: School & Grade Level Outcomes Science (Grade 11)

SC11	Below Proficient (Level 1)	Near Proficiency (Level 2)	Proficient (Level 3)	Advanced Proficiency (Level 4)	% of students Level 3 and 4
State	46.2	24.8	20.5	8.4	29
District	47.2	26.4	20.6	5.8	26.4
WOHS	47.2	26.4	20.6	5.8	26.4

### SCIENCE: Strengths & Areas of Focus Grades 5, 8 and 11

Strengths	<ul> <li>Elementary students demonstrated a strong understanding of Physical Science and scored well in Critiquing Practice Performance.</li> <li>Middle School students showed a strong performance in Earth and Space Science and in the Critiquing Practice Performance section.</li> <li>High School students demonstrated equal strength in Earth Science and Space Science and Life Science as well as the Sensemaking section.</li> </ul>
Areas of Focus	<ul> <li>At the elementary level, assessing Earth and Space Science resources to enhance students' understanding of the disciplinary core idea and providing opportunities for students to engage in the NGSS skill of Planning and Carrying Out Investigations</li> <li>At the middle and high school level, reinforcing the Science and Engineering Practices to support students in responding to the Sensemaking and Investigating Practices sections of the NJSLA-Science Test</li> <li>At all levels, collaborating with Special Education and ESL supervisors to support students in science</li> </ul>

### Instructional Strategies & Interventions

- Through professional development, teachers gain knowledge of social-justice centered teaching and learning and apply strategies in the classroom that ensure all students develop a broad understanding of the impact of science on people of different cultures, social decision making, history, and the environment.
- Additional training will be offered the K-5 National Geographic program (which targets special education, English language learners, and struggling readers) to ensure that resources are maximized for students.
- Lessons will be reviewed to ensure NGSS Science and Engineering Practices are the core of instructional time and support student achievement on the Investigating, Sensemaking, and Critiquing Practice Performance sections of the NJSLA-Science.
- District Unit Assessments will be designed this year to more closely monitor student progress and mitigate inconsistencies in the elementary school performances on the NJSLA-Science.
- K-5 Project-based Assessments will be redesigned to better prepare students for the three dimensional structure of questions on the NJSLA-Science.
- Curricula for Chemistry, Environmental Science, Forensics, and Voyage into Space will be revised to support the Physical Science section of the 11th Grade NJSLA Science.
- Teachers will focus on data within their discipline (Life Science, Physical Science, and Earth and Space Science) to inform their lesson planning.

# **ACCESS for ELLs**

Spring 2022 Grades K-12

### Performance Definitions for the Levels of English Language Proficiency Grades K-12

At the given level of English language proficiency, English Language Learners will process, understand, produce, or use:

6 Reaching	<ul> <li>specialized or technical language reflective of the content areas at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to English-proficient peers</li> </ul>
5 Bridging	<ul> <li>specialized or technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</li> <li>oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material</li> </ul>
4 Expanding	<ul> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs</li> <li>oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support</li> </ul>
3 Developing	<ul> <li>general and some specific language of the content areas</li> <li>expanded sentences in oral interaction or written paragraphs</li> <li>oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support</li> </ul>
2 Beginning	<ul> <li>general language related to the content areas</li> <li>phrases or short sentences</li> <li>oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support</li> </ul>
1 Entering	<ul> <li>pictorial or graphic representation of the language of the content areas</li> <li>words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support</li> <li>oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support</li> </ul>

### ACCESS for ELLs: Growth Spring 21 to Spring 22

	207 ELLs	K	1	2	3	4	5
% of ELLs Meeting Growth Targets	6 Reaching						6
	5 Bridging	4			3	17	25
	4 Expanding	7	4	23	21	40	25
	3 Developing	20	52	58	42	13	19
	2 Beginning	13	26	19	12	3	13
	1 Entering	57	17		21	10	13
	_						
Grade 4 88%							
Grade 5 67%							
Grade 1     Grade 2       54%     55%       Grade 3       45%							
	_						
	_						

### ACCESS for ELLs: Growth Spring 21 to Spring 22



### ESL Assessing Student Learning: Standards Analysis and General Findings

#### Level 1-2 Areas of Strength in the domains of READING and WRITING

- Understand how coherent texts are created around topics with repetition, rhyming, and common language patterns.
- Understand how ideas are connected across a whole text through repetitive chunks of meaning across text
- Understand how ideas are elaborated or condensed through multiword noun groups with connectors.
- Understand how meanings are extended or enhanced through simple sentences.

#### Level 1-2 Areas of Focus in the domains of READING and WRITING

- Understand how coherent texts are created to meet a purpose in a series of topic-related extended sentences.
- Understand how ideas are connected across a whole text through a few different types of cohesive devices (pronoun referencing, etc.)
- Understand how coherent texts (spoken, written, multimodal) are created to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences.
- Understand how coherent texts (spoken, written, multimodal) are created to meet a purpose in a short, connected text

#### Level 3-5 Areas of Strength in the domains of READING and WRITING

- Understand how coherent texts (*spoken, written, multimodal*) are created to meet a purpose (*to inform, narrate, argue or explain*) in a series of extended sentences
- Understand how ideas are connected across a whole text through a few different types of cohesive devices (pronoun referencing, etc.).
- Connect ideas across a whole text through an expanding number of cohesive devices (given/new, whole/ part, class/subclass)
- Understand how meanings are extended or enhanced through simple sentences.

#### Level 3-5 Areas of Focus in the domains of READING and WRITING

- Understand how coherent texts (*spoken, written, multimodal*) are created to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (*causes and effects, factors and outcomes, events and consequences*).
- Connect ideas across a whole text through a variety of cohesive devices used in genre and discipline-specific ways.
- Understand how ideas are connected across a whole text through cohesive devices and common strategies that connect ideas throughout text (given/ new).
- Connect ideas across a whole text through a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/ subclass) used in genre- and discipline specific ways.

### Instructional Strategies & Interventions

- K-12 ESL teachers will participate in professional development on the use of data, instructional resources, guided reading and guided writing to target specific student reading and writing outcomes. The FastForword and iReady reading programs are included in this professional development.
- Grades K-5 FastForward reading program and resources will be embedded in ESL instruction to support differentiation of literacy instruction.
- Grades 2-5 ELL after school programs targeting specific ELL literacy and language development will be implemented beginning in November.
- Grades 6-8 ELL after school tutorial program will support students in literacy and language development in ESL, Math, Science and Social Studies
- Grades 6-12- iReady reading program and resources embedded in ESL instruction to support literacy instruction differentiation.
- Grades 9-12 Implementation of the WOHS Writing Center will be utilized to support ELL writing proficiency.

# **Dynamic Learning Maps**

Grade 3-8, 11

Dynamic Learning Maps<sup>®</sup> (DLM<sup>®</sup>) assessments are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.



### DLM Spring 2022: Grade 3\* Instructional Strategies & Interventions

- Multi-modal instruction to ensure student understanding
- Instructional approach to include: modeling; direct instruction; guided practice
- Formal and informal assessments to monitor student understanding and generalization of skills
- Supplemental instructional materials/resources to target skill development
- Utilization of the ACE ABA Instructional Program (District Autism Program) to develop individual student programs that are aligned to IEP goals/objectives; data is collected daily, charted, and monitored to review student progress on target skills



\*DLM performance for grade levels with fewer than 10 students is not represented.

# Next Steps

### **Refine District Goals**

Continue to use data to inform instruction, implement interventions and extended learning opportunities, and identify progress monitoring strategies

- Use baseline data to develop specific and measurable goals in each content area
- Align to Administrator Goals and Student Growth Objectives (SGOs)
- Make data part of the ongoing cycle of instructional improvement
- Teach students to examine their own data and set learning goals
- Provide supports that foster a data driven culture within the school
- Develop and maintain a districtwide data system
- Implement frequent and consistent progress monitoring cycles
- Report on growth as measured by formative assessment results

# **THANK YOU!**