



Spring 2025 NEW JERSEY STATE ASSESSMENT PRESENTATION

An overview of the NJSLA and DLM
assessments for West Orange Public Schools
a PK – 12 District

Board of Education Public Meeting
November 10, 2025

Board of Education



Mr. Brian Rock
President



Dr. Robert Ivker
Vice President



Dr. Dia Bryant



Mr. Eric Stevenson



Ms. Maria Vera

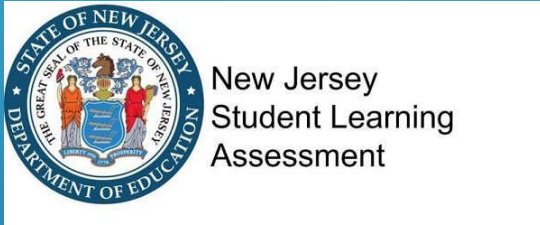
CENTRAL OFFICE ADMINISTRATION

- Mr. Hayden Moore, Superintendent
- Ms. Tonya Flowers, Business Administrator & Board of Education Secretary
- Mrs. Michelle Martino, Director of Assessment, Accountability & Intervention
- Ms. Connie Salimbeno, Director of Student Support Services

SUPERVISORS

- Mr. Emad AbuHakmeh, Supervisor Mathematics 6-12
 - Dr. Victor Alcindor, Supervisor English Language Arts 6-12
 - Ms. Darlene Berg, Supervisor Mathematics PK-5
 - Ms. Jodi Costanza, Supervisor Science PK-12
 - Ms. Kristin Gogerty-Fitzgerald, Supervisor Special Services PK-5
 - Ms. Beatrice Hanratty, Supervisor PK-5
 - Mr. Felix Plata, Supervisor World Language & ESL PK-12
 - Ms. Dawn Ribeiro, Supervisor Special Services 6-12
- 

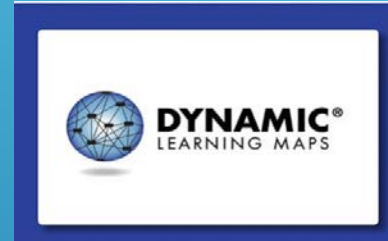
NEW JERSEY STATE ASSESSMENT PROGRAM 2024-2025



NJ Student Learning Assessment

- ELA Grades 3-9
- Math Grades 3-8, Algebra I, Algebra II, Geometry
- Science Grades 5, 8, 11

Administration: May 2025



Dynamic Learning Map

- ELA and Math 3-8, 11
- Science 5, 8, 11

Administration: April – May 2025

NJSLA SPRING 2025: PERFORMANCE LEVELS ELA & MATH

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



Mathematics

Math 3

Math 4

Math 5

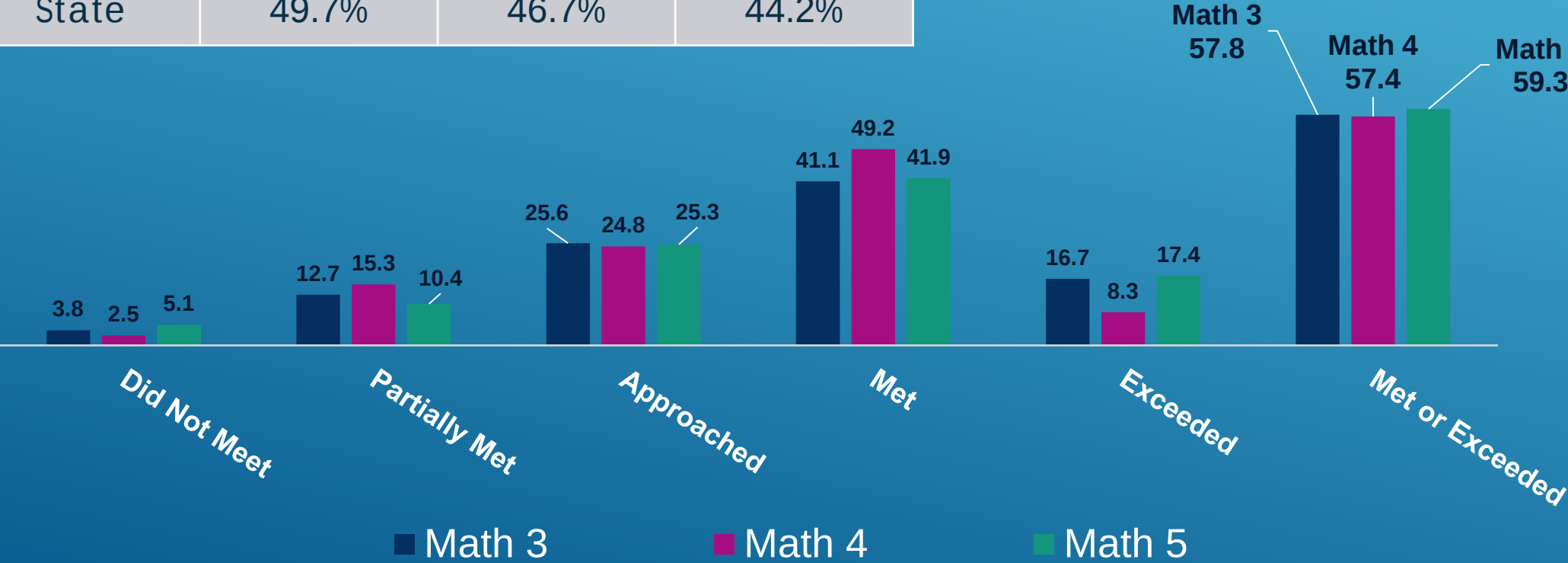
NJSLA SPRING 2025

MATH 3-5

DISTRICT

STATE COMPARISON

Student Groups	% Met or Exceeded Expectations		
	Math 3	Math 4	Math 5
District	57.8%	57.4%	59.3%
State	49.7%	46.7%	44.2%



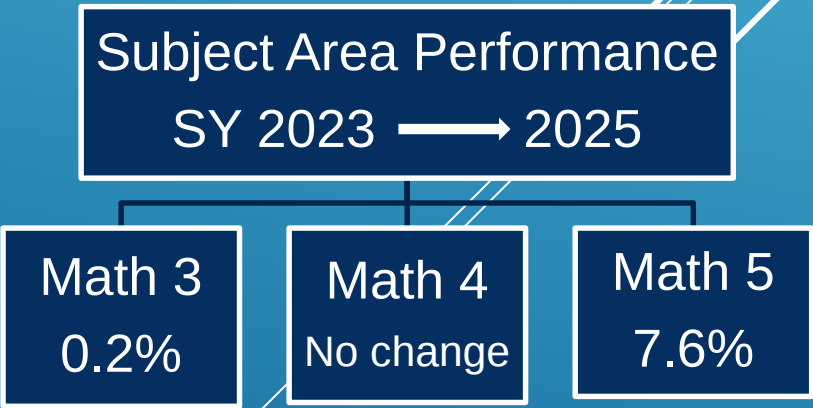
NJSLA SPRING 2025

MATH 3-5

3 YEAR COMPARISON

SPRING 2023, 2024, 2025

% Met or Exceeded



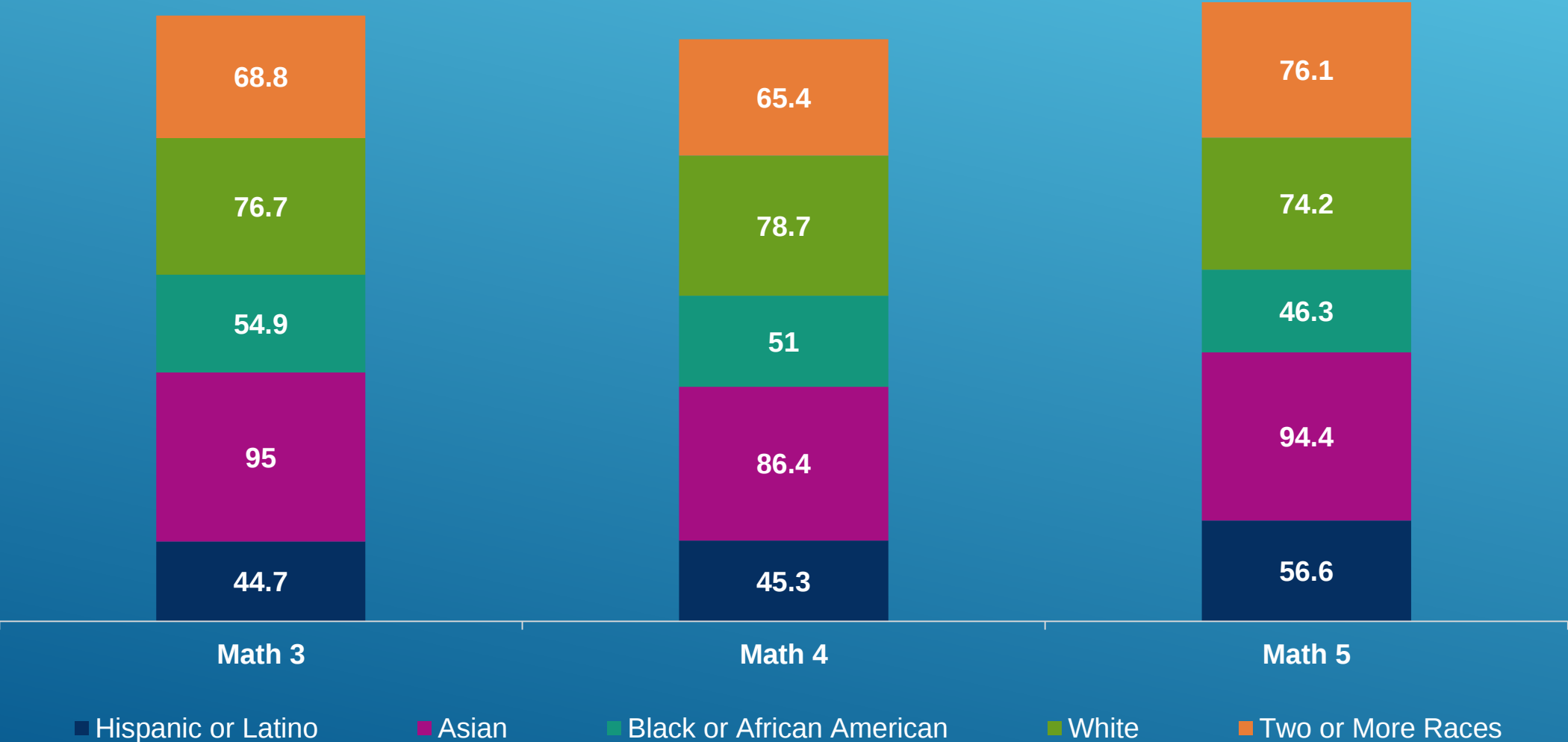
NJSLA SPRING 2025

MATH 3-5

PROFICIENCY PERFORMANCE

BY ETHNICITY / RACE*

*FEWER THAN 10 STUDENTS IS NOT REPRESENTED IN THE DATA



NJSLA SPRING 2025

MATH 3-5

PROFICIENCY PERFORMANCE BY DEMOGRAPHIC*

*FEWER THAN 10 STUDENTS IS NOT REPRESENTED IN THE DATA





Mathematics

Math 6

Math 7

Math 8

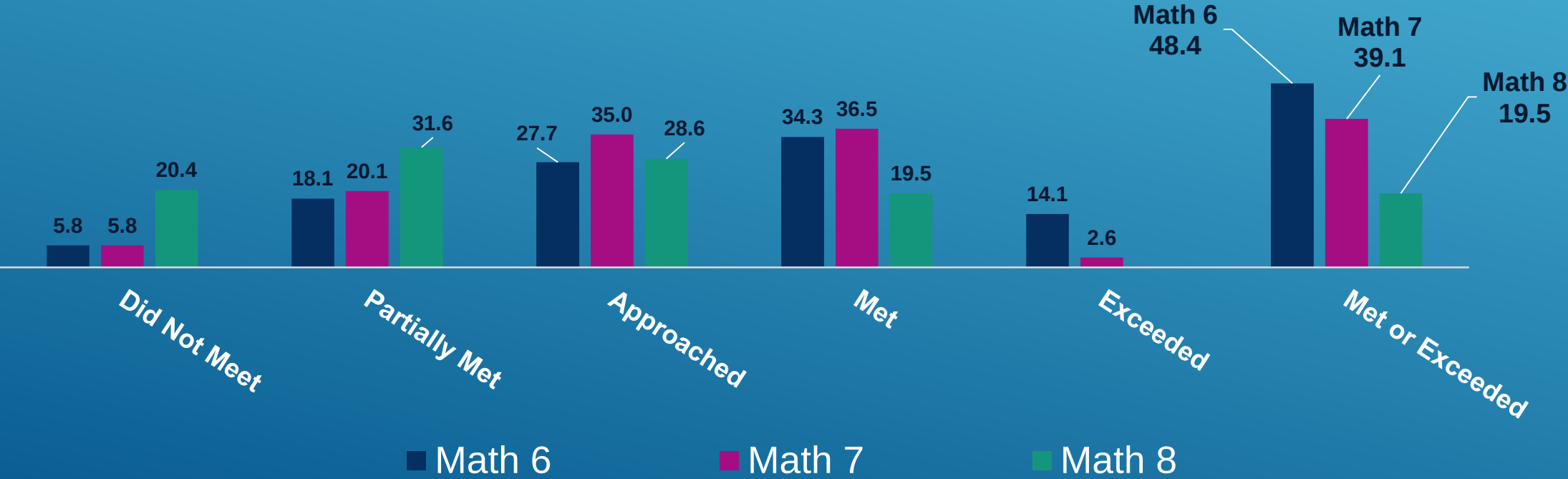
NJSLA SPRING 2025

MATH 6-8

DISTRICT

STATE COMPARISON

Student Groups	% Met or Exceeded Expectations		
	Math 6	Math 7	Math 8
District	48.4%	39.1%	19.5%
State	39.8%	38.7%	20.7%



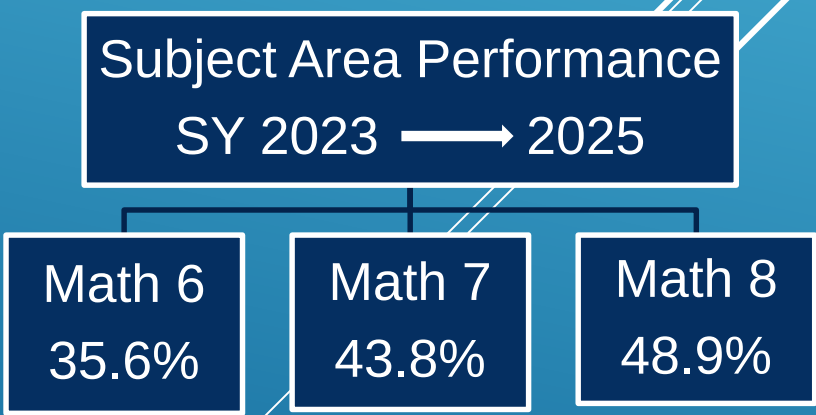
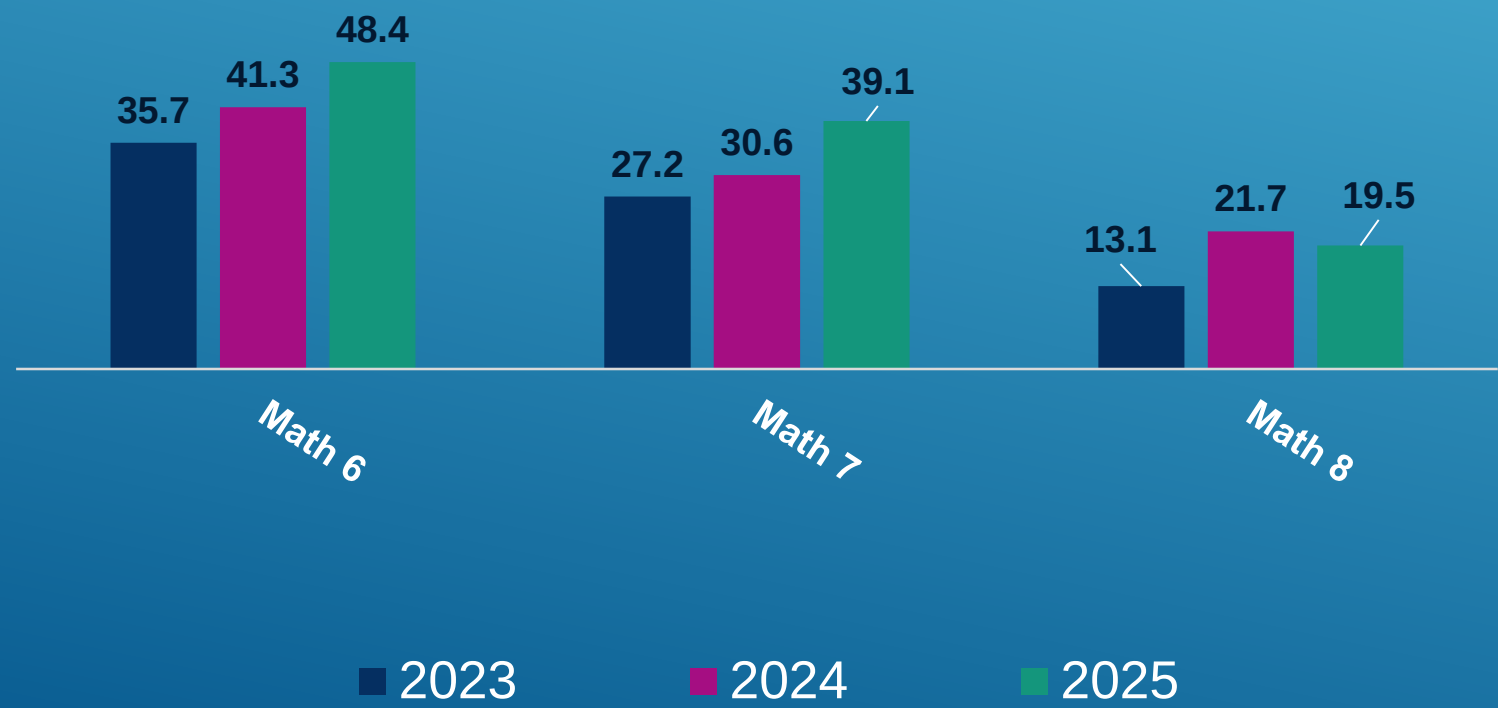
NJSLA SPRING 2025

MATH 6-8

3 YEAR COMPARISON

SPRING 2023, 2024, 2025

% Met or Exceeded

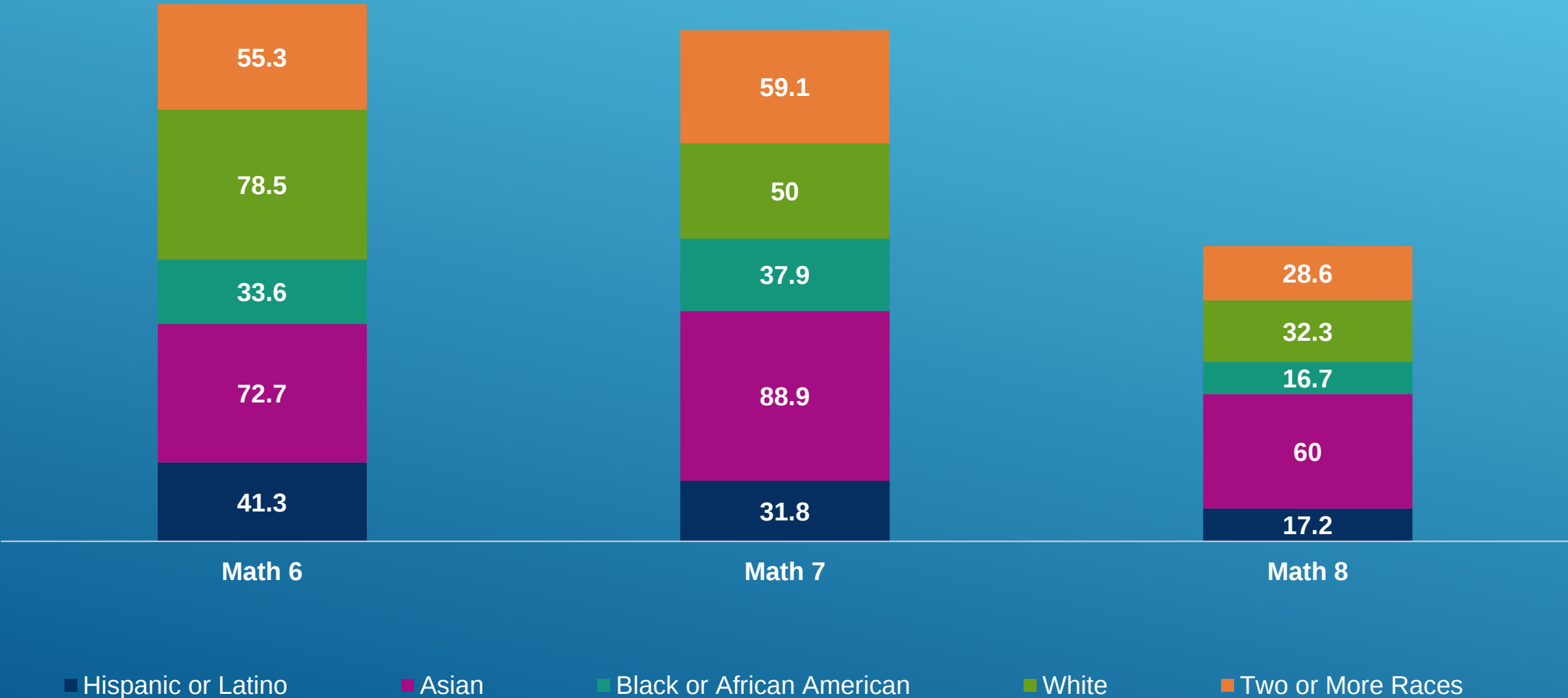


NJSLA SPRING 2025

MATH 6-8

PROFICIENCY PERFORMANCE BY ETHNICITY / RACE*

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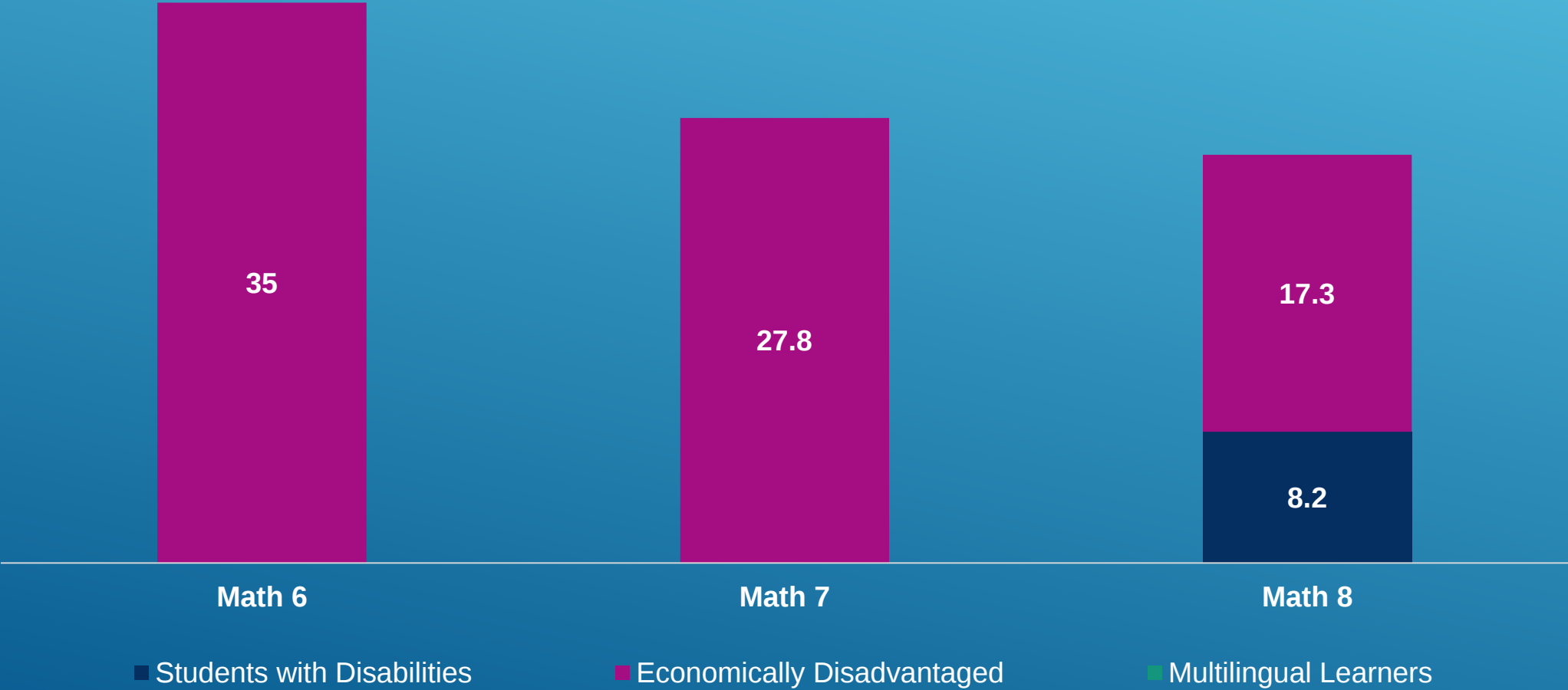


NJSLA SPRING 2025

MATH 6-8

PROFICIENCY PERFORMANCE BY DEMOGRAPHIC*

*FEWER THAN 10 STUDENTS IS NOT REPRESENTED IN THE DATA





Mathematics

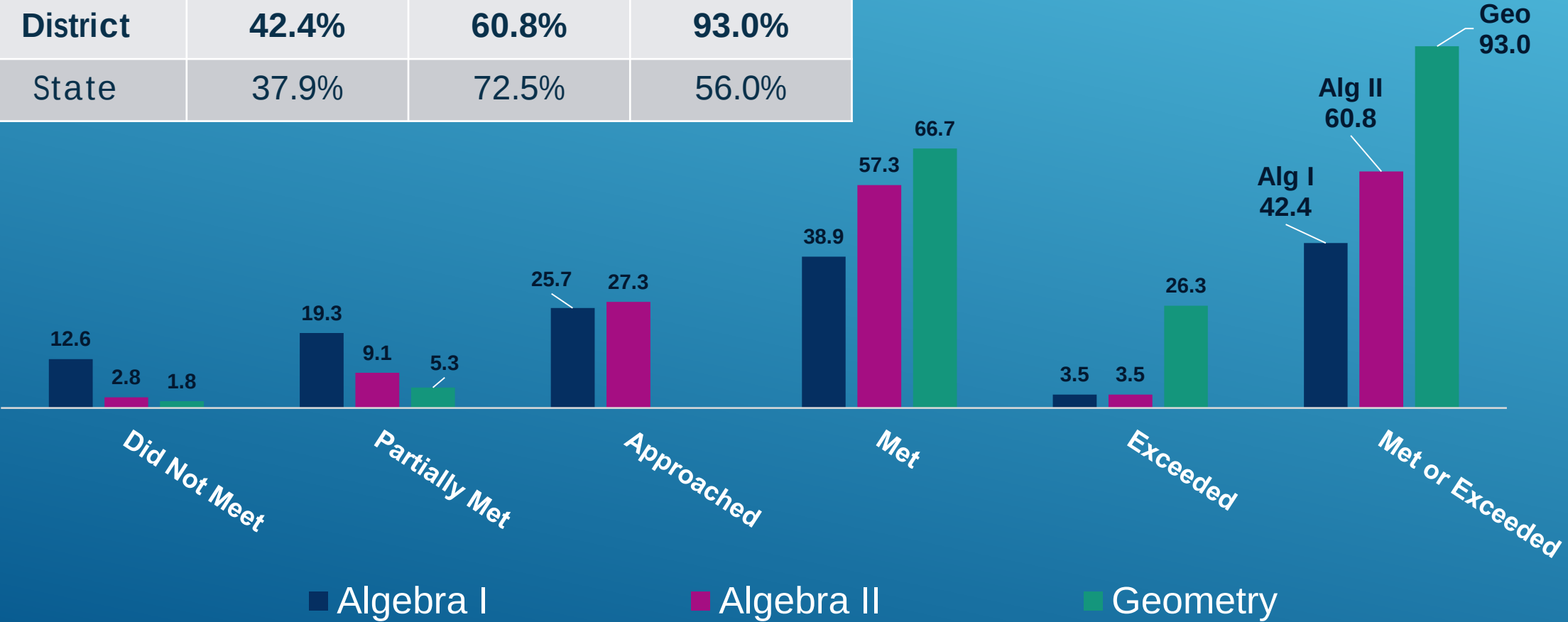
Algebra I
Algebra II
Geometry

NJSLA SPRING 2025

ALGEBRA I, ALGEBRA II,
GEOMETRY

DISTRICT STATE COMPARISON

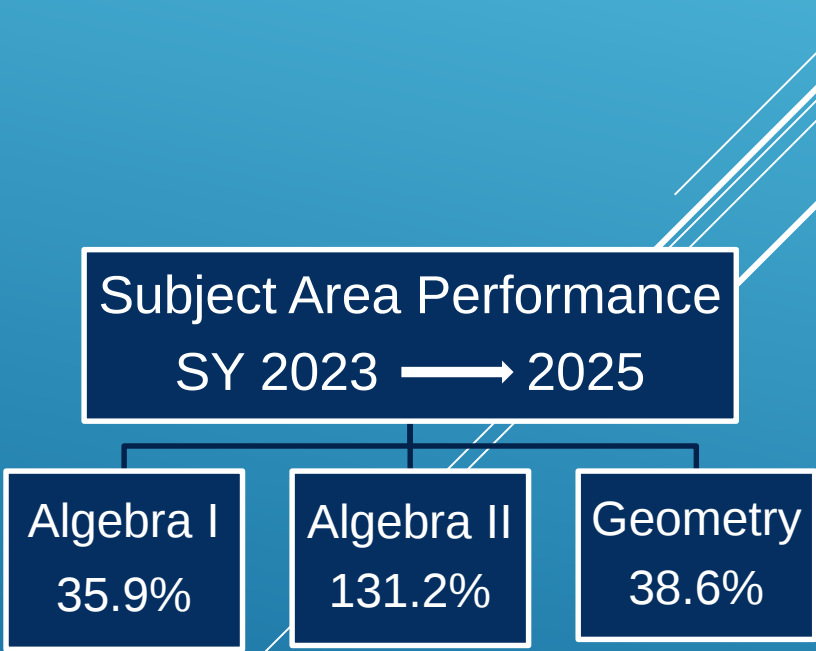
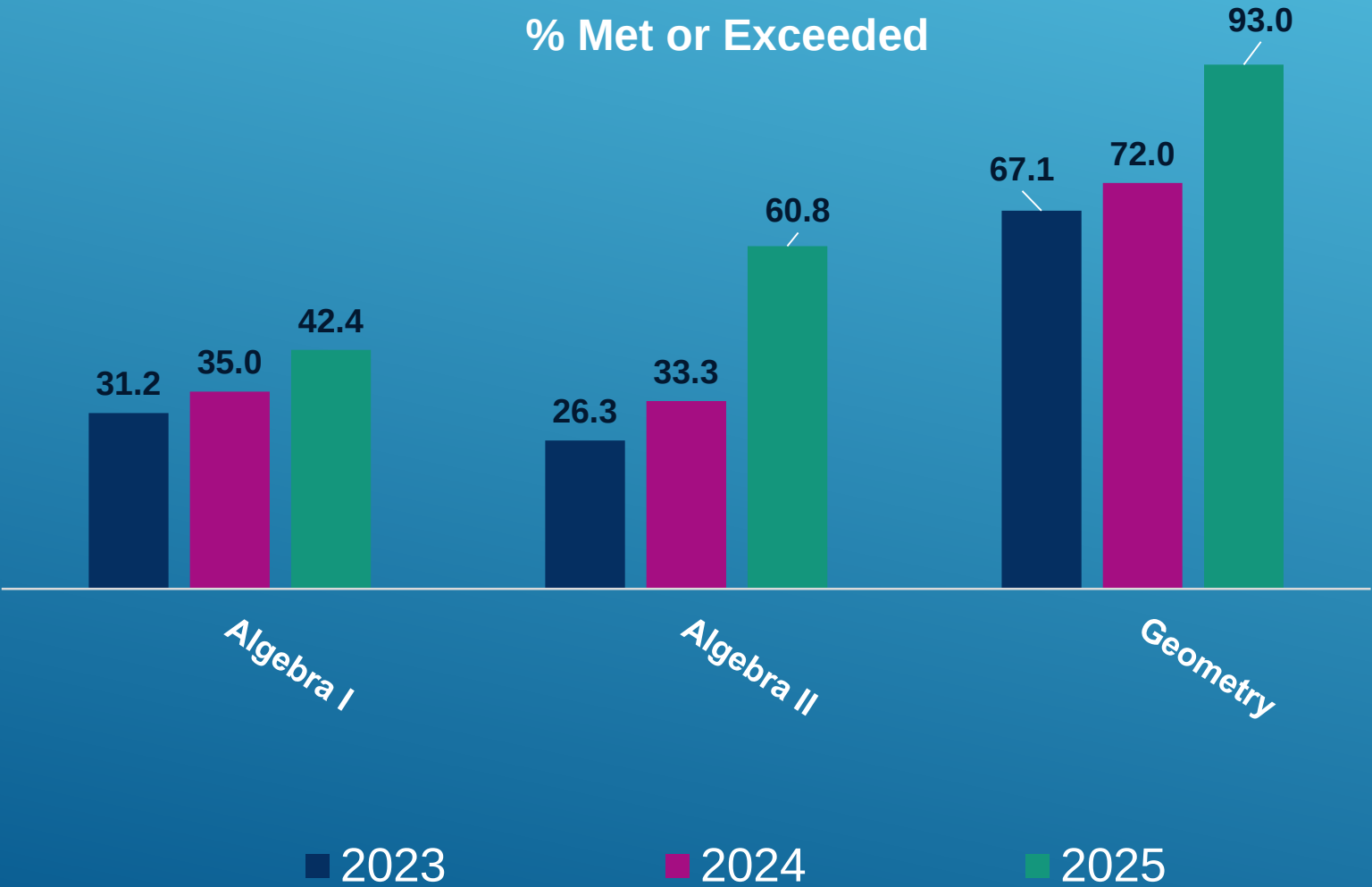
Student Groups	% Met or Exceeded Expectations		
	Algebra I	Algebra II	Geometry
District	42.4%	60.8%	93.0%
State	37.9%	72.5%	56.0%



NJSLA SPRING 2025

ALGEBRA I, ALGEBRA II,
GEOMETRY

3 YEAR COMPARISON SPRING 2023, 2024, 2025

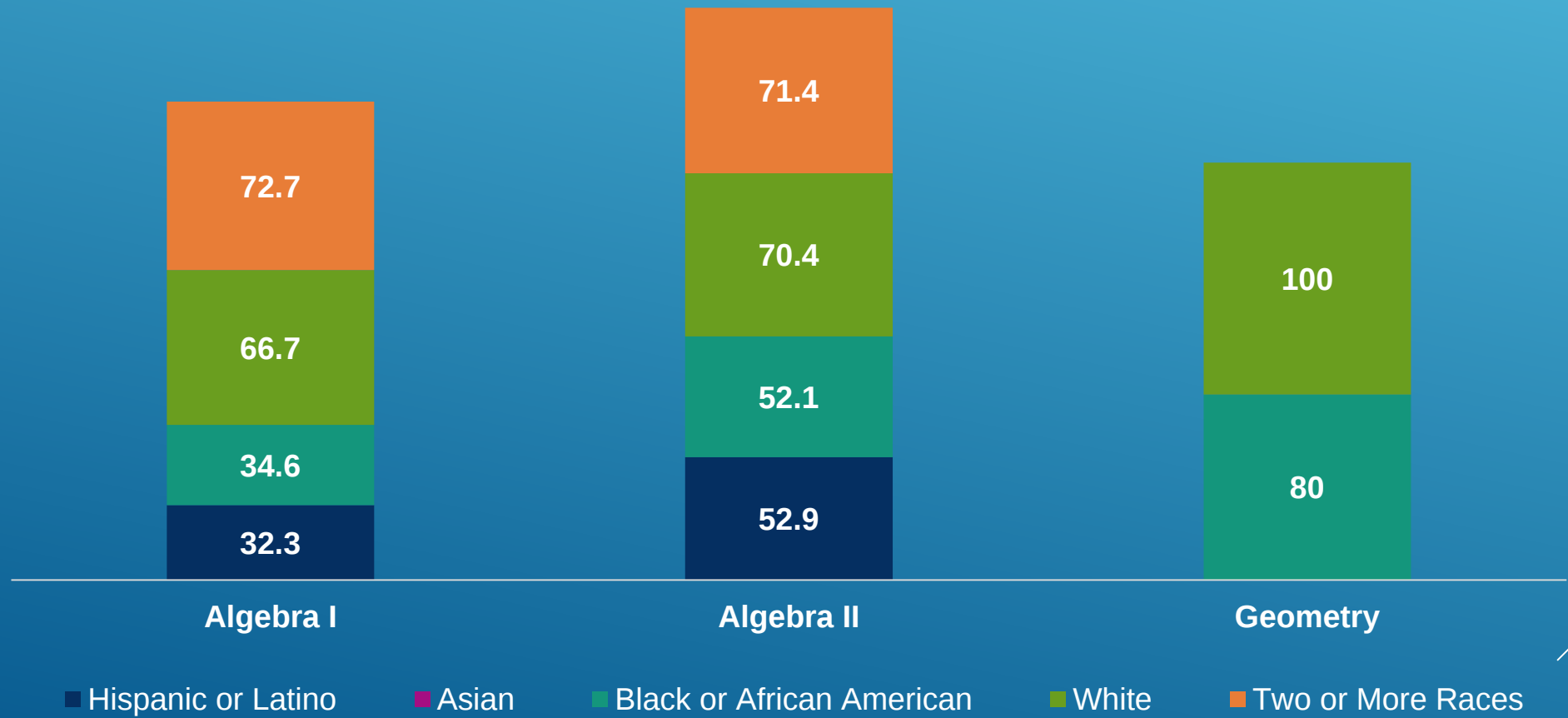


NJSLA SPRING 2025

ALGEBRA I, ALGEBRA II,
GEOMETRY

PROFICIENCY PERFORMANCE BY ETHNICITY / RACE*

*FEWER THAN 10 STUDENTS IS NOT REPRESENTED IN THE DATA



NJSLA SPRING 2025

ALGEBRA I, ALGEBRA II,
GEOMETRY

PROFICIENCY PERFORMANCE BY DEMOGRAPHIC*

*FEWER THAN 10 STUDENTS IS NOT REPRESENTED IN THE DATA



NJSLA Cohort Performance - Math

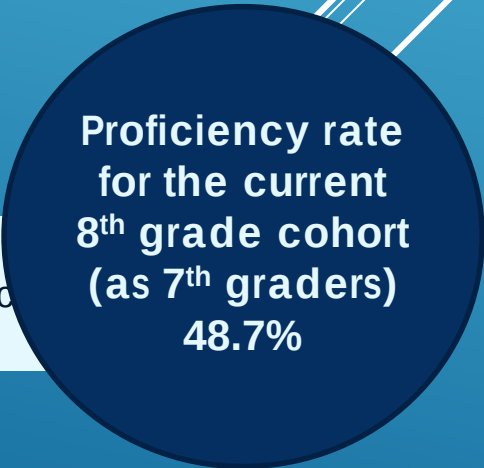
Current 6th grade – Current 8th grade students

CURRENT 6 TH GRADE STUDENTS		
2023 Math 3 59.1% proficient	2024 Math 4 55.2% proficient	2025 Math 5 60.1% proficient

CURRENT 7 TH GRADE STUDENTS		
2023 Math 4 57.9% proficient	2024 Math 5 57.5% proficient	2025 Math 6 55.1% proficient

CURRENT 8 TH GRADE STUDENTS		
2023 Math 5 56.4% proficient	2024 Math 6 42.9% proficient	2025 Math 7 39.8% proficient
2023 Math 5 56.4% proficient	2024 Math 6 42.9% proficient	2025 Algebra I 98.6% proficient

Pure Cohort of 71 students who took Algebra 1 in 2025 remain the same from 2023-2025 with 98.6% proficiency each year.



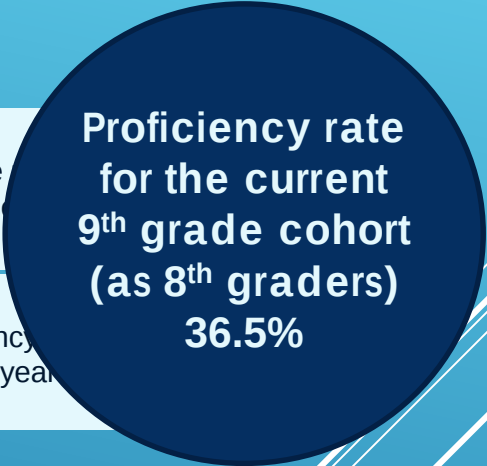
NJSLA Cohort Performance – Math

Current 9th grade – Current 10th grade students

CURRENT 9 TH GRADE STUDENTS		
2023 Math 6 34.1% proficient	2024 Math 7 29.0% proficient	2025 Math 8 18.7% proficient
2023 Math 6 34.1% proficient	2024 Math 7 29.0% proficient	2025 Algebra I 69.4% proficient
2023 Math 6 34.1% proficient	2024 Algebra I 96.7% proficient	2025 Algebra II 76.8% proficient

Pure Cohort of 98 students who took Algebra I in 2025
69.39 % were proficient and also demonstrated proficiency at the same
2024 and 2023 showing steady achievement and neither an increase
decrease.

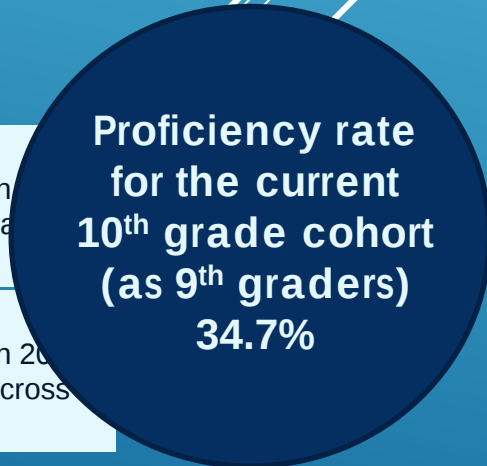
Pure Cohort of 56 students who took Algebra II in 2025
76.78 % were proficient yet those 56 students showed 100% proficiency
2024 and 2023 which is a decrease in proficiency of 23.22% across 3 years



CURRENT 10 TH GRADE STUDENTS		
2023 Math 7 38.2% proficient	2024 Math 8 23.9% proficient	2025 Algebra I 21.5% proficient
2023 Math 7 27.7% proficient	2024 Algebra I 65.1% proficient	2025 Algebra II 46.9% proficient
2023 Algebra I 91.4% proficient	2024 Algebra II 51.9% proficient	2025 Geometry 98.1% proficient

Pure Cohort of 81 students who took Algebra II in 2025
46.9% were proficient yet those 81 students showed 75% proficiency in
and 80% proficiency 2023 which is a decrease in proficiency of 41.4% across
3 years.

Pure Cohort of 54 students who took Geometry in 2025
98.1% were proficient yet those 54 students showed 52% proficiency in 2024
and 94% proficiency 2023 which is an increase in proficiency of 4.3% across
years.



NJSLA Cohort Performance – Math

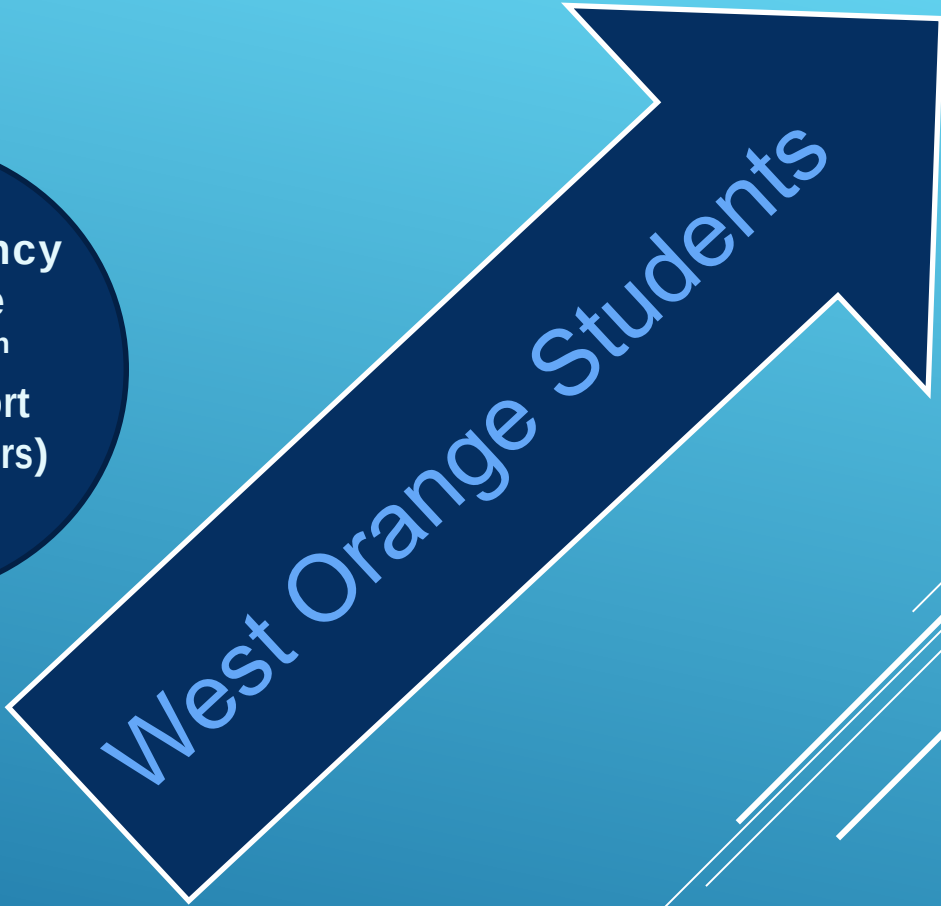
NJGPA – Graduation Readiness Trends

CURRENT 12 TH GRADE STUDENTS
2025 NJGPA 56.6% Graduation Ready

2025 Proficiency
rate for the
current 10th
grade cohort
(as 9th graders)
34.7%

2024 Proficiency
rate for the
current 11th
grade cohort
(as 9th graders)
28.5%

2023 Proficiency
rate for the
current 12th
grade cohort
(as 9th graders)
23.7%



NJSLA SPRING 2025

Math 3-5

Areas of Strength & Focus

Current Department Work

Math 3 Areas of Strengths

- Higher performance in Operations and Algebraic Thinking
- Number and Operations – Fractions
- Number and Operations in Base Ten
- Demonstrates strong foundational skills in computation and number sense

Math 3 Areas of Focus

- Measurement and Data and Geometry
- Need for increased instructional focus and practice with measurement concepts and geometric reasoning

Math 4 Areas of Strengths

- Improvement in Operations and Algebraic Thinking
- Significant gains in Numbers and Operations Base Ten, Measurement and Data & Geometry

Math 4 Areas of Focus

- Reasoning and justification in multi-step problems
- Explaining connections between representations (e.g., linking diagrams to equations)
- Mathematical reasoning, explanation, and problem-solving communication

Math 5 Areas of Strengths

- Significant growth in Mathematical Modeling
- Improvement in Number and Operations in Base Ten, Geometry, & Measurement concepts involving volume
- Consistently solid performance in Number and Operations – Fractions

Math 5 Areas of Focus

- Division of fractions
- Word problems involving division that result in fractional answers
- Multi-step measurement conversion problems (among different-sized units)
- Need for strengthened instruction in applying concepts to complex, real-world problem-solving

Grade 3-5 Math – Department Work 2025–2026

- Continue leveraging collaborative Co-Teaching and **Coaching Cycles** with the district math coach to model high-impact strategies and provide **actionable feedback**.
- Maintain a culture of peer sharing and professional collaboration.
- Strengthen Foundational Math Instruction (Grades 1–2).
- Partner with Special Education leadership to expand **co-teaching** and differentiated instructional supports.
- Collaborate with ESL supervisor and teachers to align instruction with WIDA Standards and integrate **Sheltered Instruction** strategies.
- Expand use of ‘Do the Math’ intervention resources with targeted PD and data-driven grouping from iReady Diagnostics to strengthen **MTSS alignment**.
- Provide Individualized, Data-Driven PD to tailor PD, focusing on strengthening MyPath consistency, improving foundational skills in Grade 2 and with **building leadership**, and providing added support for new staff.

NJSLA SPRING 2025

Math 6-8

Areas of Strength & Focus

Current Department Work

Math 6 Areas of Strengths

- Finding greatest common factors and least common multiples
- Using the distributive property to simplify sums
- Understanding rational numbers on the number line, including negatives
- Identifying equivalent expressions

Math 6 Areas of Focus

- Division of Multi Digit Numbers

Math 7 Areas of Strengths

- Graphing proportional relationships accurately
- Solving problems involving rational numbers
- Understanding that multiplying or dividing two negatives results in a positive

Math 7 Areas of Focus

- Complex proportional relationship problems
- Real-world circle and geometry problems
- Negative number operations
- Data interpretation and analysis
- Probability applications
- Volume of composite shapes

Math 8 Areas of Strengths

- Solving linear equations with rational coefficients
- Solving systems of linear equations
- Interpreting linear equations in real-world contexts
- Understanding function rules
- Modeling and reasoning with equations
- Understanding sequences of transformations

Math 8 Areas of Focus

- Working with integer exponents
- Solving volume problems for cones, cylinders, and spheres
- Comparing functions using tables, graphs, and equations
- Using scientific notation and operating with very large or very small numbers

Math 6-8 – Department Work 2025–2026

- Implement Workshop/Lab sessions to provide extra attention to prerequisite skills.
- Focus on priority standards and pacing to ensure maximum curriculum coverage before May.
- Enhance the use of iReady Classroom Mathematics to **strengthen instructional consistency** and student engagement through consultant lead PD throughout the year.
- Utilize data from iReady diagnostics and classroom assessments to **target instruction**, monitor student progress, and determine current **learning** needs.
- Provide consistent intervention for students requiring Tier II and Tier III support, adjusting instruction based on ongoing progress monitoring through **Academic Support**.
- Support collaboration within PLCs to align instructional practices and share effective strategies.
- Reinforce conceptual understanding and problem-solving through differentiated **small-group instruction** and hands-on activities.

NJSLA SPRING 2025

Algebra I, Algebra II, Geometry

Areas of Strength & Focus

Current Department Work

Algebra I Areas of Strengths

- Understanding the graph of an equation in two variables represents all solutions plotted in the coordinate plane
- Function interpretation questions

Algebra I Areas of Focus

- Quadratic Equations

Algebra II Areas of Strengths

- Understanding of functions and their graphs, including identifying key features and transformations
- Solving linear, quadratic, and exponential equations
- Interpreting and analyzing data using tables, graphs, and real-world contexts
- Apply algebraic reasoning to model and solve complex problems
- Use of academic vocabulary during problem-solving discussions

Algebra II Areas of Focus

- How changes to a function's equation affect its graph
- Ability to graph functions expressed symbolically and identify key features
- Solving systems graphically and algebraically
- Arithmetic and geometric

Geometry Areas of Strengths

- Deriving and applying equations of geometric figures in the coordinate plane
- Apply geometric reasoning in coordinate settings to draw accurate conclusions
- Finding arc lengths and areas of sectors of circles
- Using algebraic methods to support geometric concepts and problem solving

Geometry Areas of Focus

- Side ratios in right triangles are determined by angle measures, forming the basis of trigonometric ratios
- Construct logical chains of reasoning to justify or refute geometric propositions and conjectures
- Verify properties of dilations using a center and scale factor through hands-on and visual activities
- Determine when two figures are similar

Algebra I, Algebra II, Geometry – Department Work 2025–2026

- Improve **pacing** to ensure key units, such as quadratics, are taught before May.
- Incorporate spiral review of prior concepts to **strengthen retention** and mastery through data analysis and progress monitoring.
- Continue using NJSLA/NJGPA practice questions throughout each unit for targeted test preparation.
- Increase focus on function notation and transformations, reinforcing understanding through guided practice and visual tools.
- Provide **regular opportunities** to use Desmos for exploring transformations, intersections, and graphical reasoning.
- Emphasize similarity and dilations in Geometry to **strengthen conceptual understanding**.
- Use of iReady MyPath for Algebra I Workshop students and Delta Math for our upper grades to **identify skill gaps** and **target instruction**.
- Implement Workshop sessions for targeted Algebra 1 students to provide extra support on **prerequisite skills** and targeted interventions.



English Language Arts

ELA 3-9

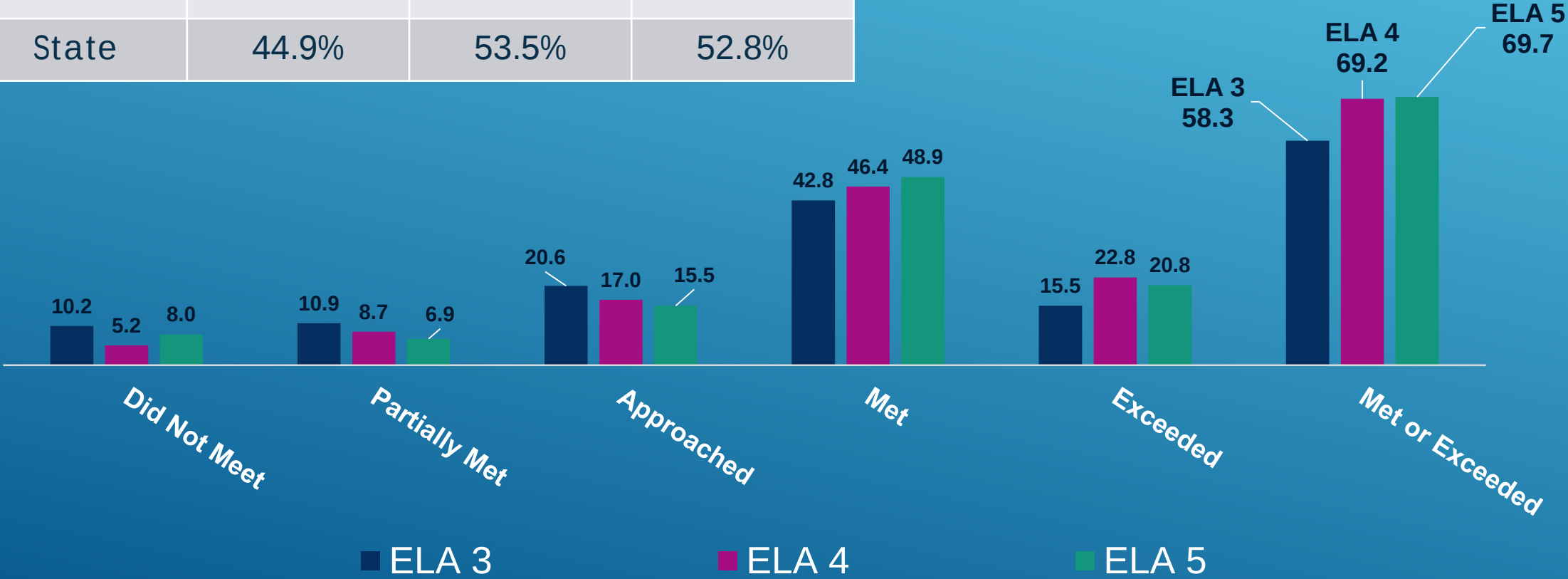
NJSLA SPRING 2025

ELA 3-5

DISTRICT

STATE COMPARISON

Student Groups	% Met or Exceeded Expectations		
	ELA 3	ELA 4	ELA 5
District	58.3%	69.2%	69.7%
State	44.9%	53.5%	52.8%



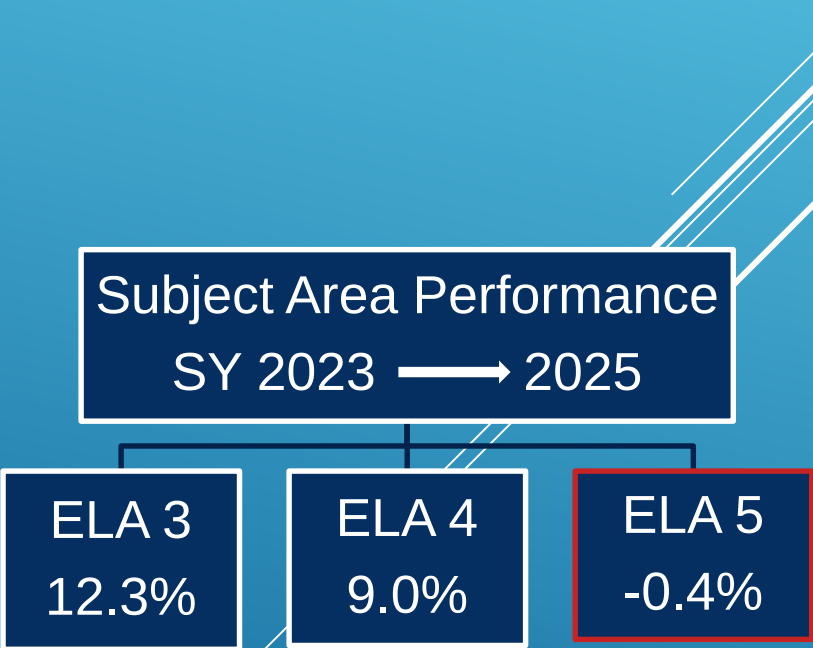
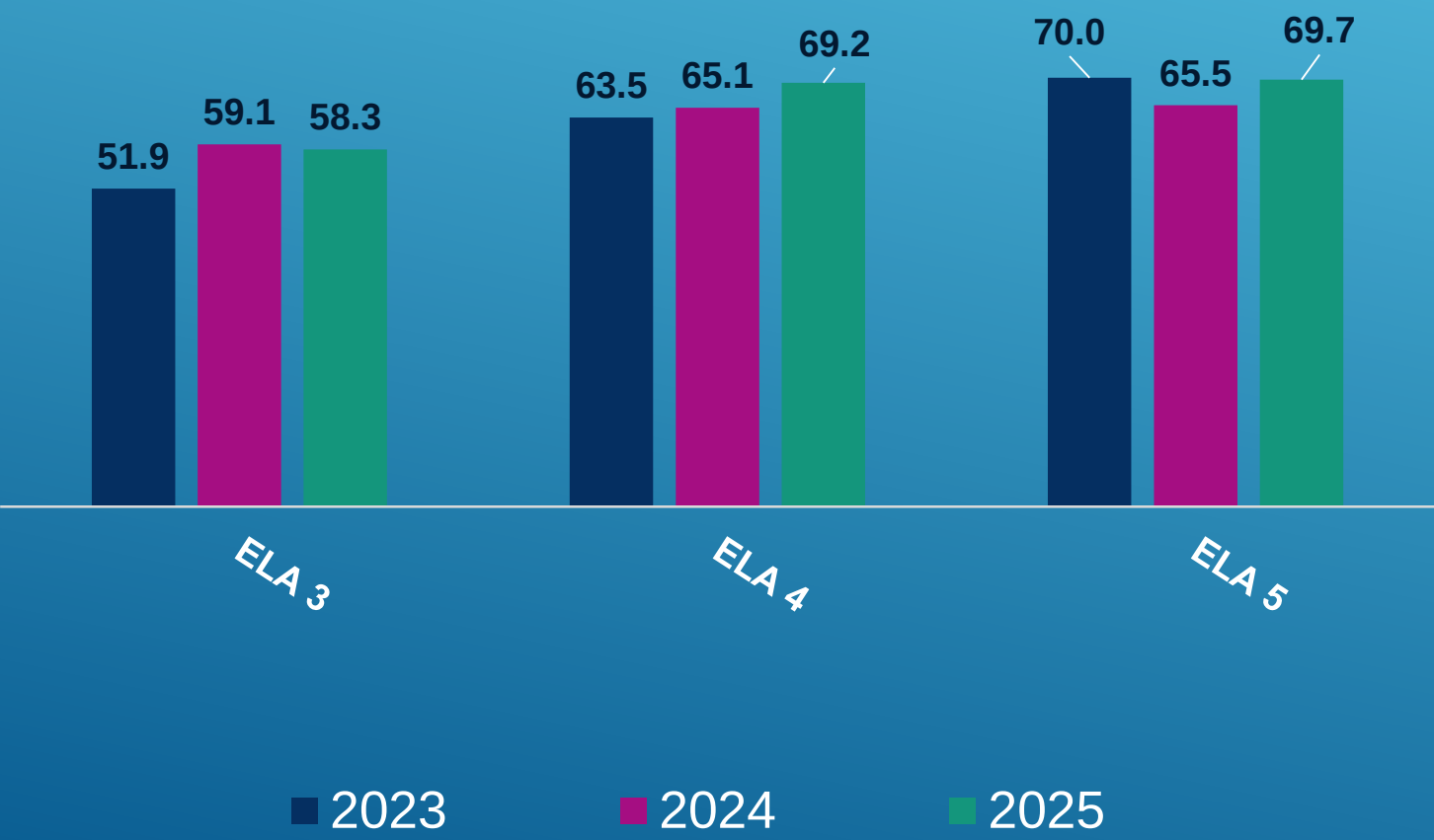
NJSLA SPRING 2025

ELA 3-5

3 YEAR COMPARISON

SPRING 2023, 2024, 2025

% Met or Exceeded



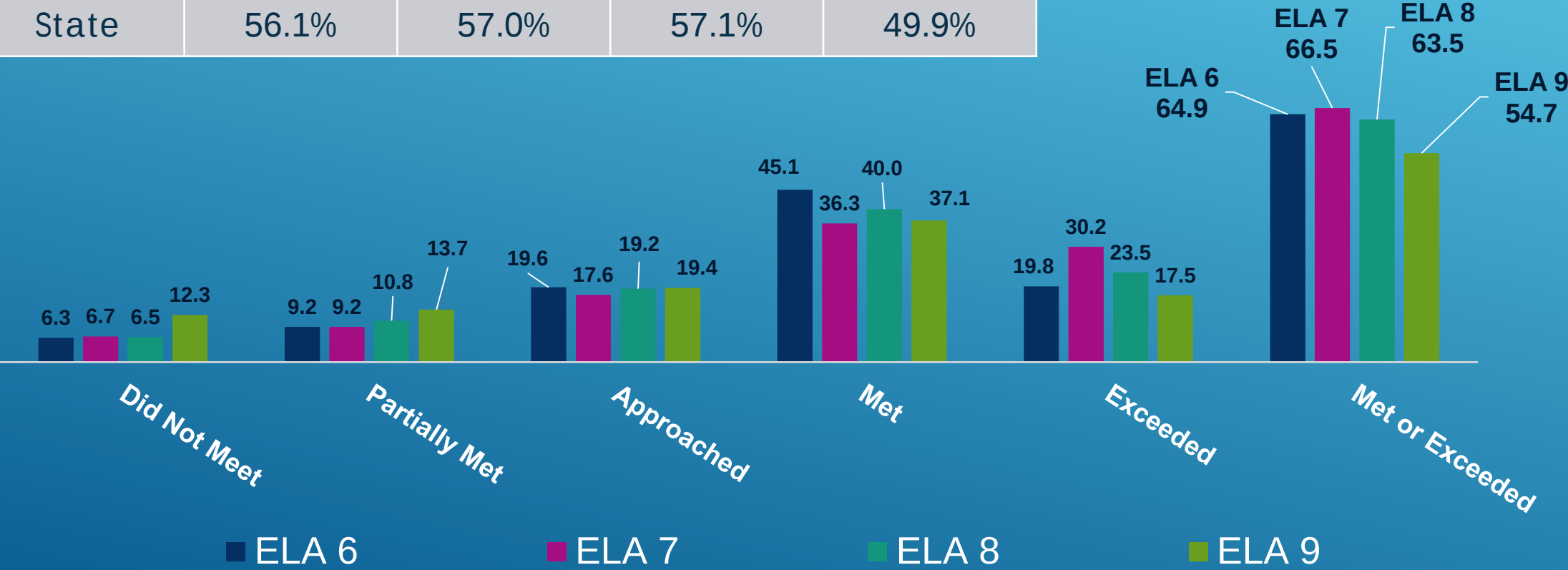
NJSLA SPRING 2025

ELA 6-9

DISTRICT

STATE COMPARISON

Student Groups	% Met or Exceeded Expectations			
	ELA 6	ELA 7	ELA 8	ELA 9
District	64.9%	66.5%	63.5%	54.7%
State	56.1%	57.0%	57.1%	49.9%



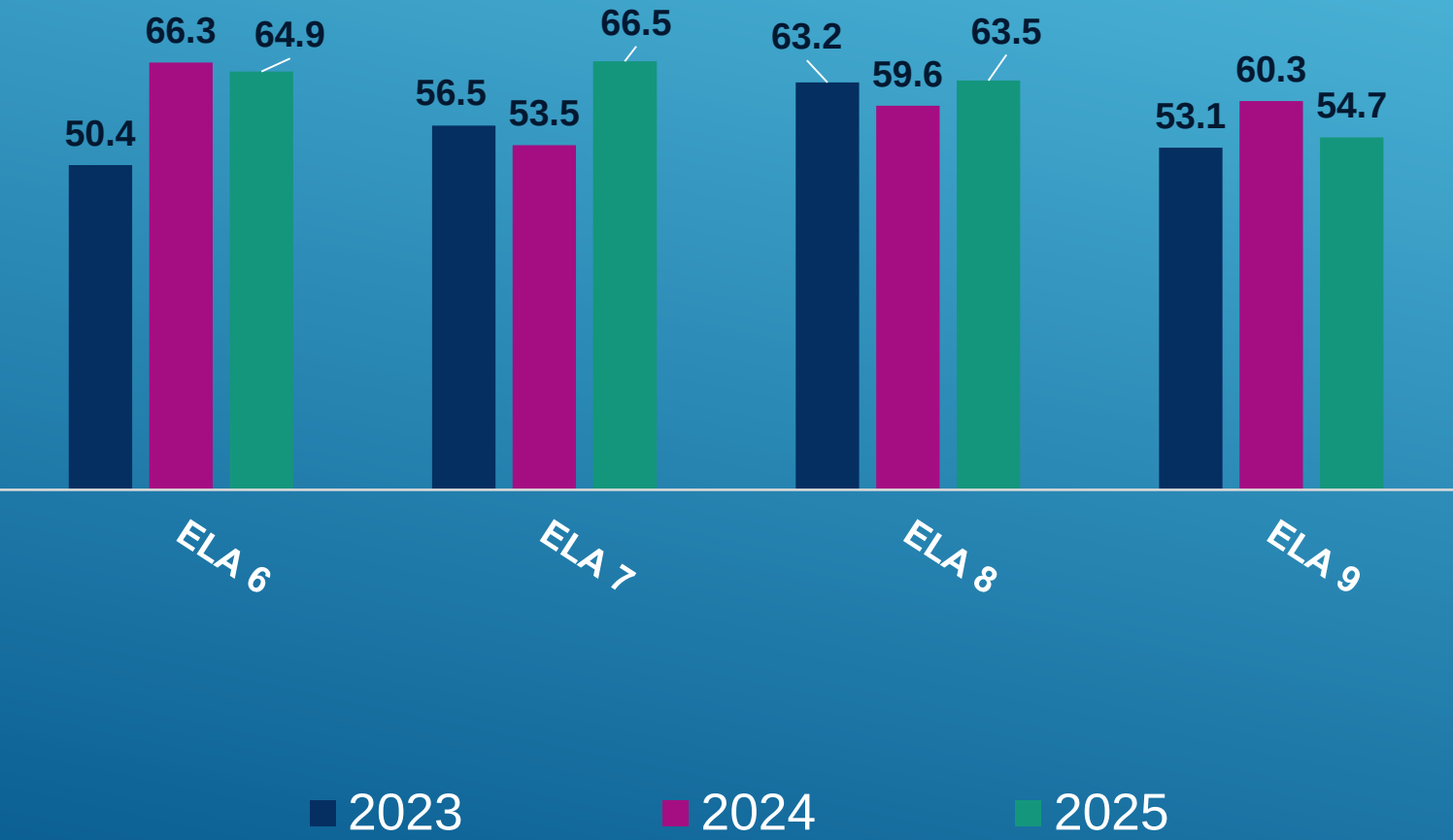
NJSLA SPRING 2025

ELA 6-9

3 YEAR COMPARISON

SPRING 2023, 2024, 2025

% Met or Exceeded



Subject Area
Performance
SY 2023 → 2025

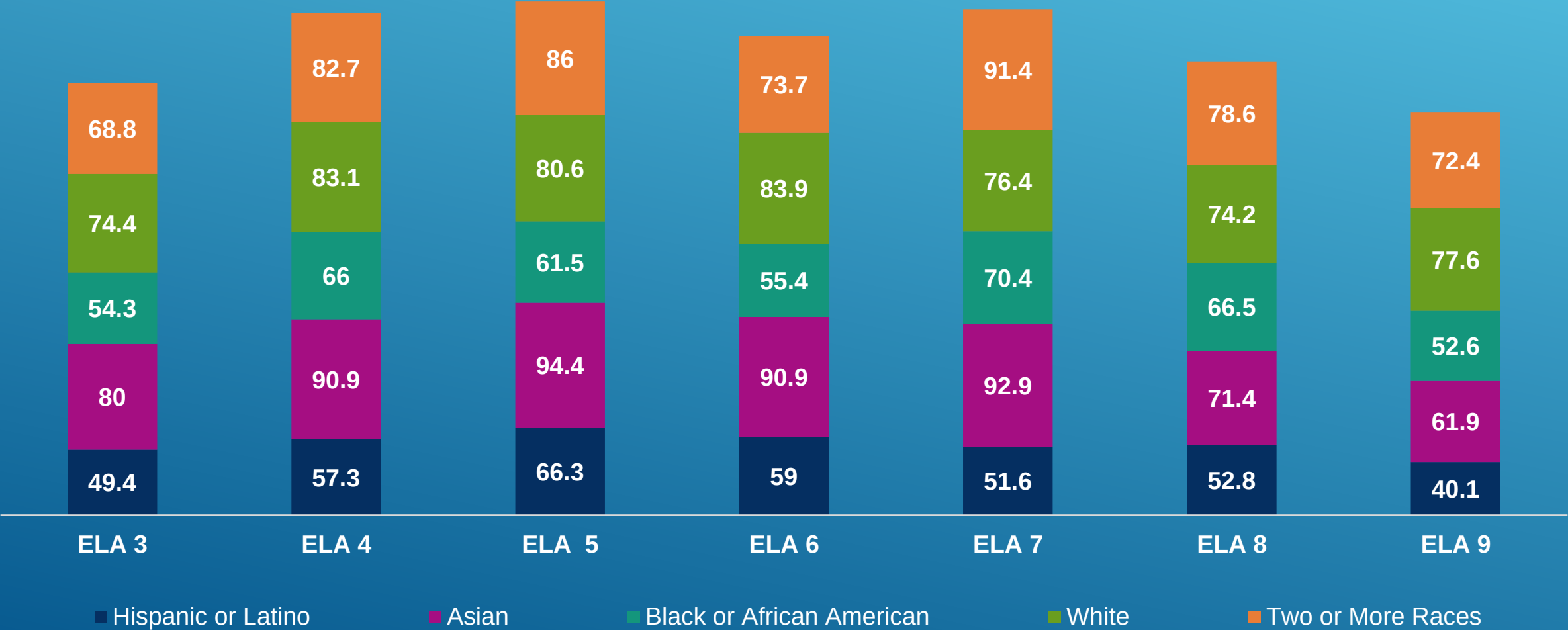
- ELA 6
27.7 %
- ELA 7
17.7%
- ELA 8
0.45%
- ELA 9
3.1%

NJSLA SPRING 2025

ELA 3-9

PROFICIENCY PERFORMANCE BY ETHNICITY / RACE*

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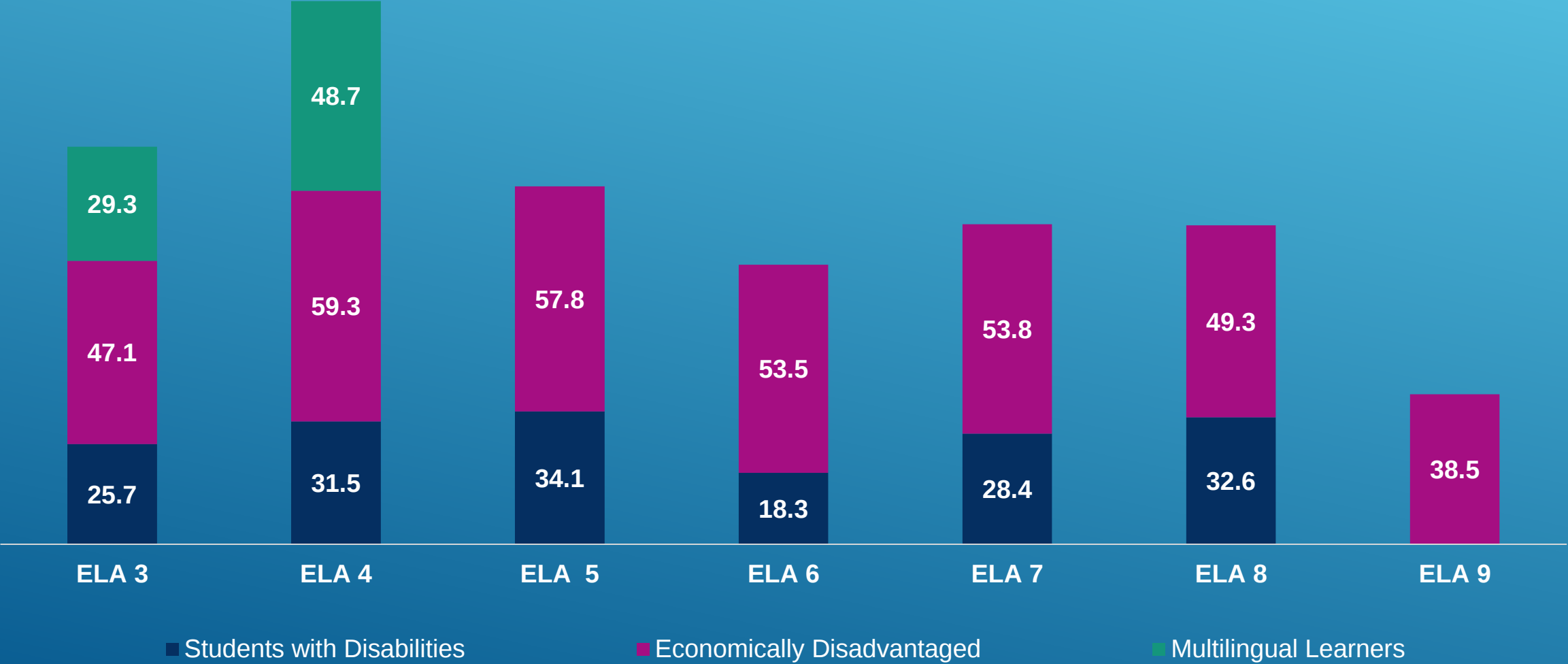


NJSLA SPRING 2025

ELA 3-9

PROFICIENCY PERFORMANCE BY DEMOGRAPHIC*

*FEWER THAN 10 STUDENTS IS NOT REPRESENTED IN THE DATA



NJSLA Cohort Performance

ELA Grades 3rd – 11th

Grade	2023	2024	2025	
3rd	51.9	59.1	58.3	
4th	63.5	65.1	69.2	
5th	70.0	65.5	69.7	→ 34.3%
6th	50.4	66.3	64.9	→ 2.2%
7th	56.5	53.5	66.5	→ -5.0%
8th	63.2	59.6	63.5	→ 26.0%
9th	53.1	60.3	54.7	→ -3.2%
11 th - NJGPA	85	89	84	→ 58.2%

NJSLA SPRING 2025

ELA 3-9

Areas of Strength & Focus

ELA 3 Areas of Strengths

- District outperforms the state overall, in all tested standards
- Reading Literature
- Language / Fluency
- Informational Reading

ELA 3 Areas of Focus

- Compare and Contrast (informational text)
- Utilizing & Referencing Literary Text Features
- Understanding Relationships (informational text)

ELA 4 Areas of Strengths

- District outperforms the state overall, in all tested standards
- Analyzing and Interpreting Informational Text
- Using Textual Evidence to support relationships in text

ELA 4 Areas of Focus

- Understanding Text Structure
- Interpreting Author Purpose
- Deepen analysis of text

ELA 5 Areas of Strengths

- Comparing Author Approaches
- Structural Comparison Across Texts
- Multimedia Analysis in Literature

ELA 5 Areas of Focus

- Informational Text Interpretations
- Literary Analysis of Text Structure

ELA 3-5 Writing Areas of Strengths

- District outperforms the state overall, in all tested standards.
- Writing Knowledge
- Written Expression
- Narrative Writing

ELA 3-5 Writing Areas of Focus

- Literary Analysis
- Writing Across Genres

ELA 6-9 Areas of Strengths

- District showing an overall upward trend in proficiency in ELA
- **Reading Comprehension:** Novel-study units are effectively preparing students for the literary passages on the NJSLA
- **Vocabulary Development:** Students are demonstrating steady growth in their understanding and use of advanced vocabulary
- **Writing Conventions:** Student performance in grammar, mechanics, and sentence structure has clearly improved, as shown in NJSLA results and classroom assessments

ELA 6-9 Areas of Focus

- **Informational Text Performance:** Continued improvement is needed in analyzing and responding to nonfiction texts

NJSLA SPRING 2025

ELA 3-9

Current Department Work

Grade 3-5 ELA –Department Work 2025–2026

- Implement a restructured **Reading Specialist/Instructional Coach model** with defined roles: 4 specialists providing intensive Tier III intervention support (itinerant model) and 3 coaches supporting grade-level spans through instructional coaching and professional learning.
- Deliver targeted Tier III interventions to **accelerate reading growth** for identified students.
- Strengthen Tier I instruction through **consistent, data-driven coaching** and professional development.
- Build coherence and **consistency of instructional practices** across all seven schools (general and special education).
- **Align** planning, instruction, and assessment practices with district ELA goals and priorities.
- Use data to identify trends, strengths, and areas for growth to inform district-wide ELA decision-making.
- Ensure alignment of department goals across schools to maintain a **unified vision** for literacy instruction.
- Provide teachers with ongoing coaching, modeling, and professional learning support focused on instructional best practices, literacy development, data analysis for a successful **Year 2 implementation**.

Grade 6-8 ELA –Department Work 2025–2026

- Strengthen **vertical alignment** of writing skills and standards across grades 6–8 within the new middle school model.
 - Leverage PLC periods at each school to support collaboration and consistency in ELA instruction.
- Support multilingual learners (MLs):**
- Use **consistent academic vocabulary** across classes.
 - Implement instructional scaffolds to make complex texts and assignments accessible.
 - Utilize graphic organizers to **support comprehension and language development**.
- Develop universal writing supports:**
- Incorporate strategies like word webs and sentence frames to reinforce writing structure and language acquisition.
 - Provide opportunities for all students to **internalize academic language** through consistent practice.
 - Implement iReady diagnostic for all students to determine **individualized learning plans** for small group instruction.
 - 6-8 teachers receive monthly curated nonfiction recommendations from Newsela to incorporate a diverse range of **informational texts**, carefully aligned with our curriculum units.

Grade 9-11 ELA –Department Work 2025–2026

- Strengthen **writing instruction** across grades 9–12 through PLC collaboration and a consistent, scaffolded approach.
- Address proficiency gaps in written expression by aligning expectations and strategies department-wide.
- Improve informational text performance by incorporating diverse, **high-interest nonfiction** selections (science, history, current events).
- Increase student engagement through text variety that appeals to different interests.
- Use the informational text bank via PEAR assessment and NJGPA-aligned questions for regular practice and **exposure** to assessment formats.
- Promote **cross-curricular literacy** by integrating reading and writing tasks connected to other disciplines.

Science

5, 8, 11



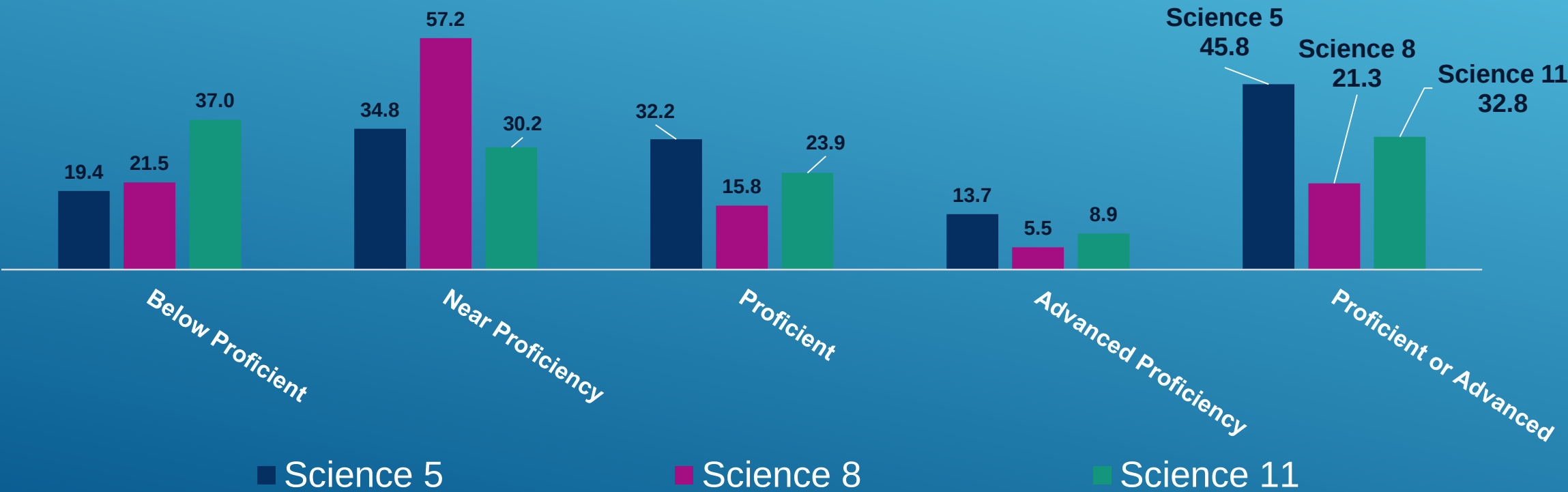
NJSLA SPRING 2025

SCIENCE 5, 8, 11

DISTRICT

STATE COMPARISON

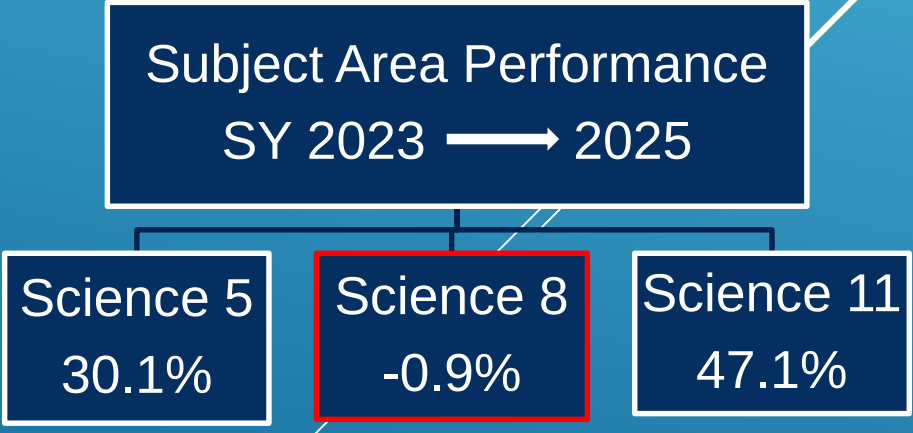
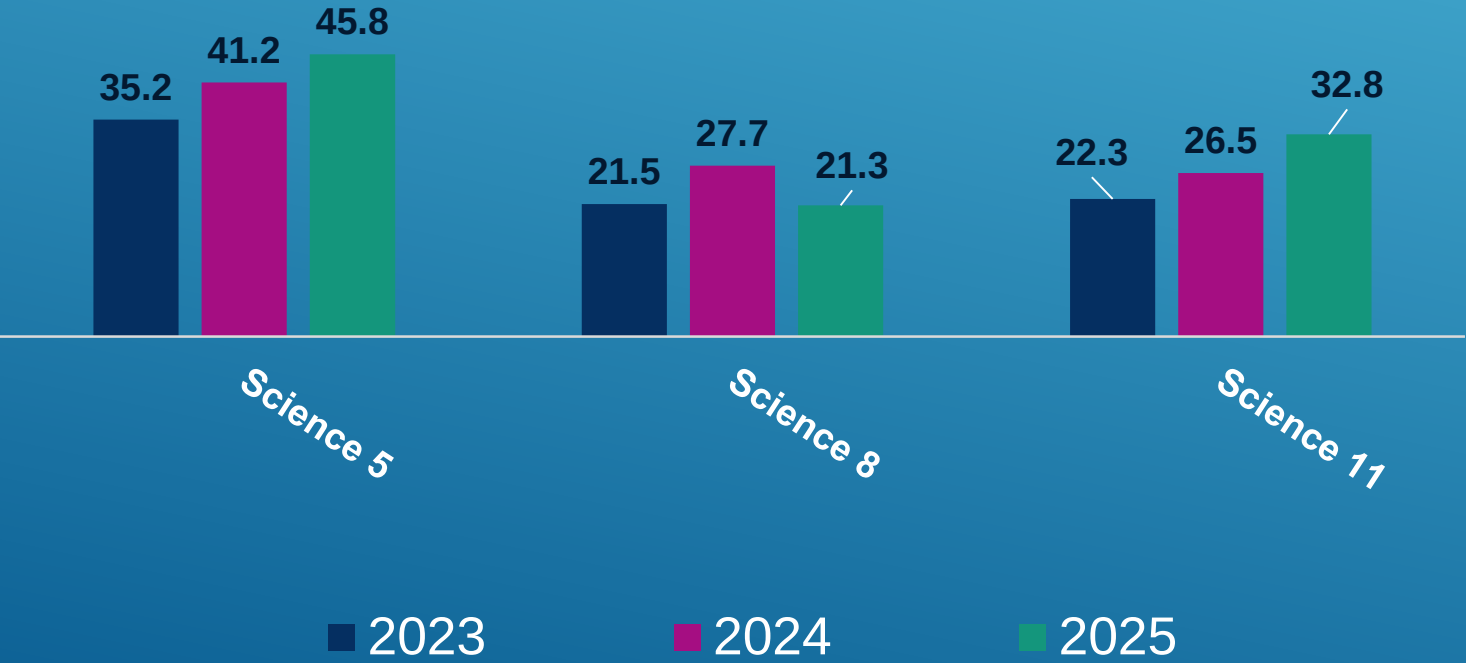
Student Groups	% Proficient or Advanced Proficiency		
	Science 5	Science 8	Science 11
District	45.8%	21.3%	32.8%
State	30.1%	19.0%	31.3%



NJSLA SPRING 2025 SCIENCE 5, 8, 11

3 YEAR COMPARISON SPRING 2023, 2024, 2025

% Proficient or Advanced

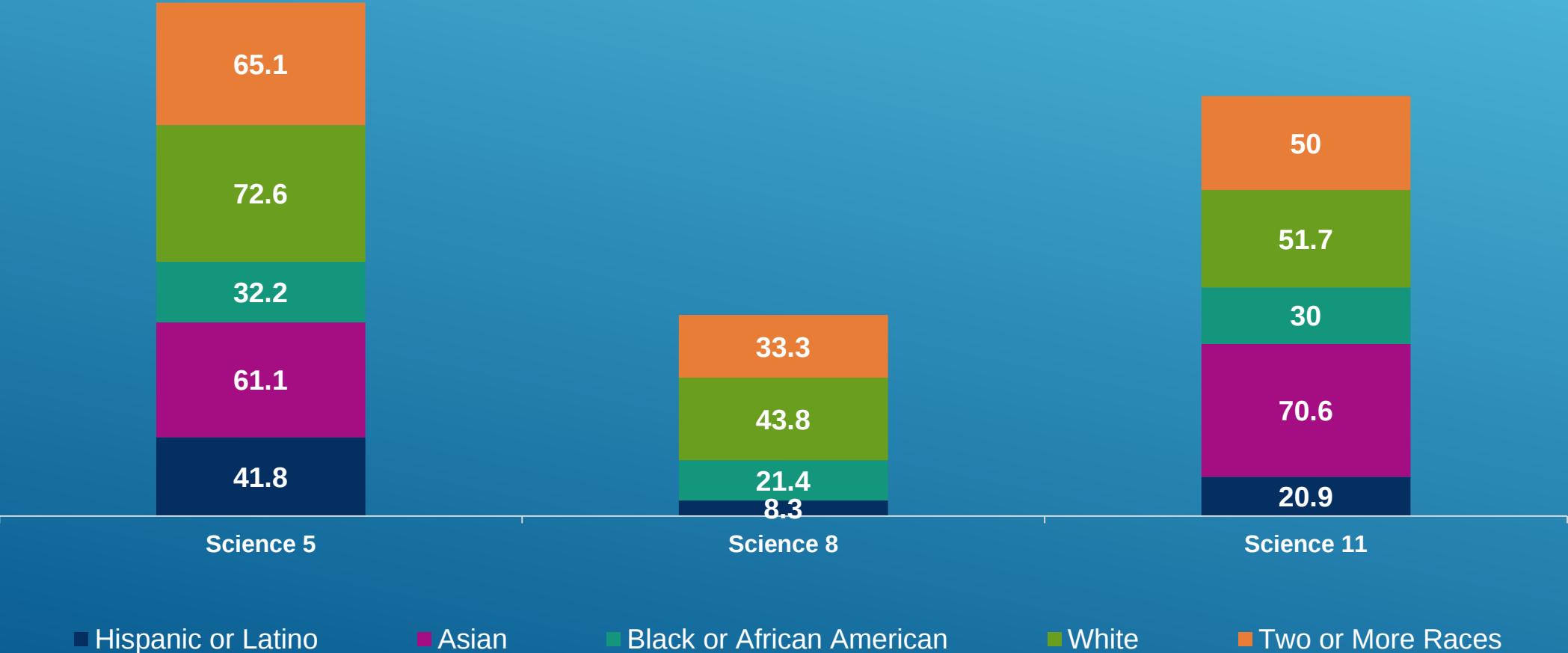


NJSLA SPRING 2025

SCIENCE 5, 8, 11

PROFICIENCY PERFORMANCE BY ETHNICITY / RACE*

*FEWER THAN 10 STUDENTS IS NOT REPRESENTED IN THE DATA

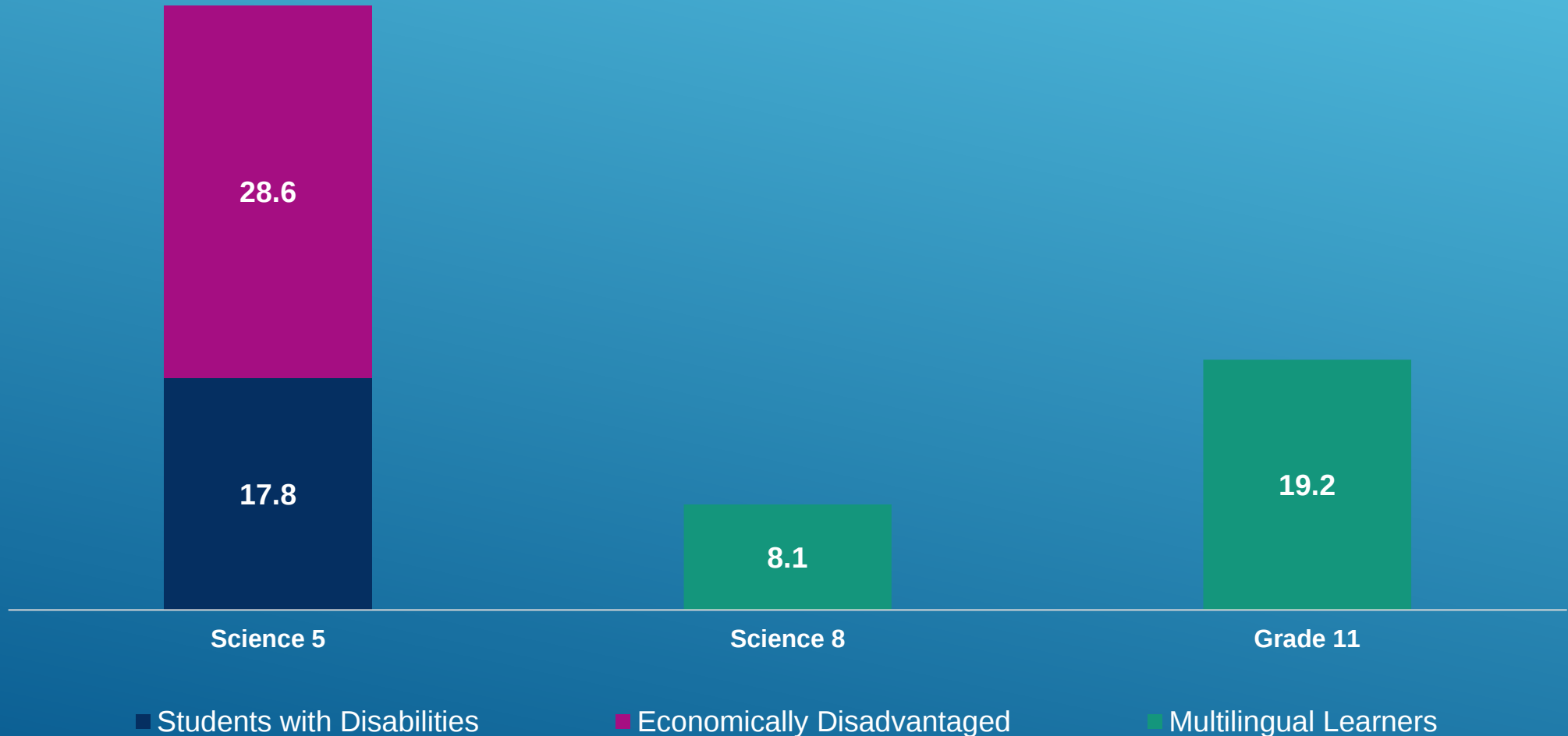


NJSLA SPRING 2025

SCIENCE 5, 8, 11

PROFICIENCY PERFORMANCE BY DEMOGRAPHIC*

*FEWER THAN 10 STUDENTS IS NOT REPRESENTED IN THE DATA



NJSLA SPRING 2025

SCIENCE 5, 8, 11

Areas of Strength & Focus

Current Department Work

Science 5 Areas of Strengths

- District outperforms the state overall, with more students at the highest level and fewer at the lowest
- Strongest results in Life Science and Earth Science

Science 5 Areas of Focus

- Physical Science
- Consistent instruction and assessment

Science 8 Areas of Strengths

- District outperforms the state overall, with more students at the highest level and fewer at the lowest
- Strong results in Life Science and Physical Science

Science 8 Areas of Focus

- Low performance indicates a need for targeted support in Earth Science

Science 11 Areas of Strengths

- District outperforms the state overall, with more students at the highest level
- Life Science and Physical Science and Earth Science

Science 11 Areas of Focus

- Data analysis and interpretation in investigations, evidence based reasoning and predictions

Grade 3-5 Science –Department Work 2025–2026

Implement PEAR assessment pre and post-diagnostic (grades 4&5)

- Identify strengths and gaps in student understanding
- Use data to guide instruction and inform future curriculum revisions
- Use assessment data and resource review to create a targeted plan to strengthen elementary science performance across all domains

Begin evaluation of new elementary science resources (current program to be discontinued)

- Ensure alignment with state standards and science practices
- Support teachers with updated, high-quality instructional materials

Grade 6-8 Science –Department Work 2025–2026

Support 7th grade instruction in Earth and Space Science

- Build foundational understanding prior to 8th grade
- Incorporate hands on investigations and data driven activities that explore Earth's systems, climate and resource use
- Reinforce connections between 7th and 8th grade topics

Strengthen instruction around Claim, Evidence, Reasoning (CER) across all grade levels

Implement revised curriculum for 6-8 emphasizing inquiry based learning

Implement PEAR assessment pre and post-diagnostic

Grade 9-11 Science –Department Work 2025–2026

Review courses across grade levels to ensure all performance expectations are addressed

Integrate targeted data analysis and interpretation activities across all science domains for all classes

Implement PEAR assessment pre and post-diagnostic

- Identify areas of specific student need
- Guide instruction
- Inform future professional development opportunities for staff
- Inform future curriculum revisions



Dynamic Learning Maps

Grades
3-8, 11





DYNAMIC®
LEARNING MAPS

- Dynamic Learning Maps® (DLM®) assessments are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations.

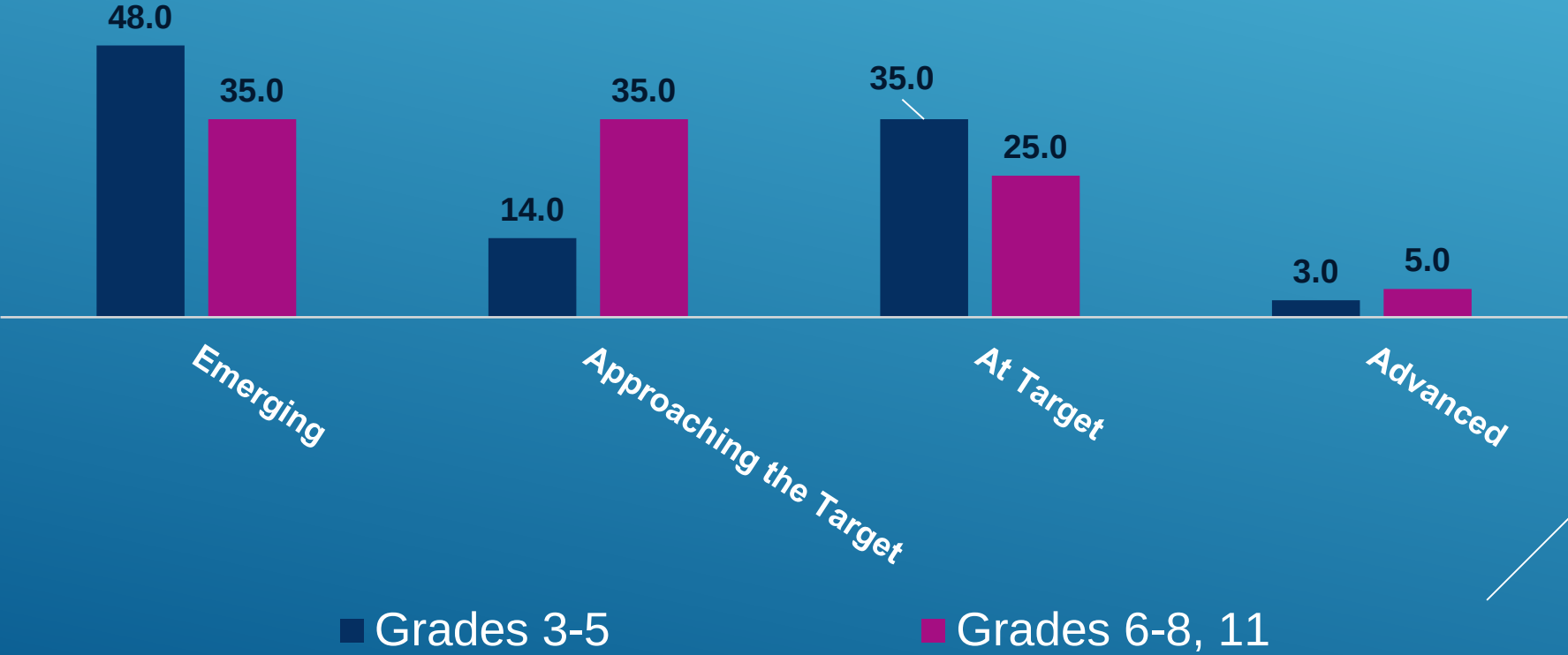
- DLM assessments offer our students a way to demonstrate their abilities in English Language Arts, Mathematics, and Science

DLM SPRING 2025

Math 3-5 & 6-8, 11

District

Achievement Summary

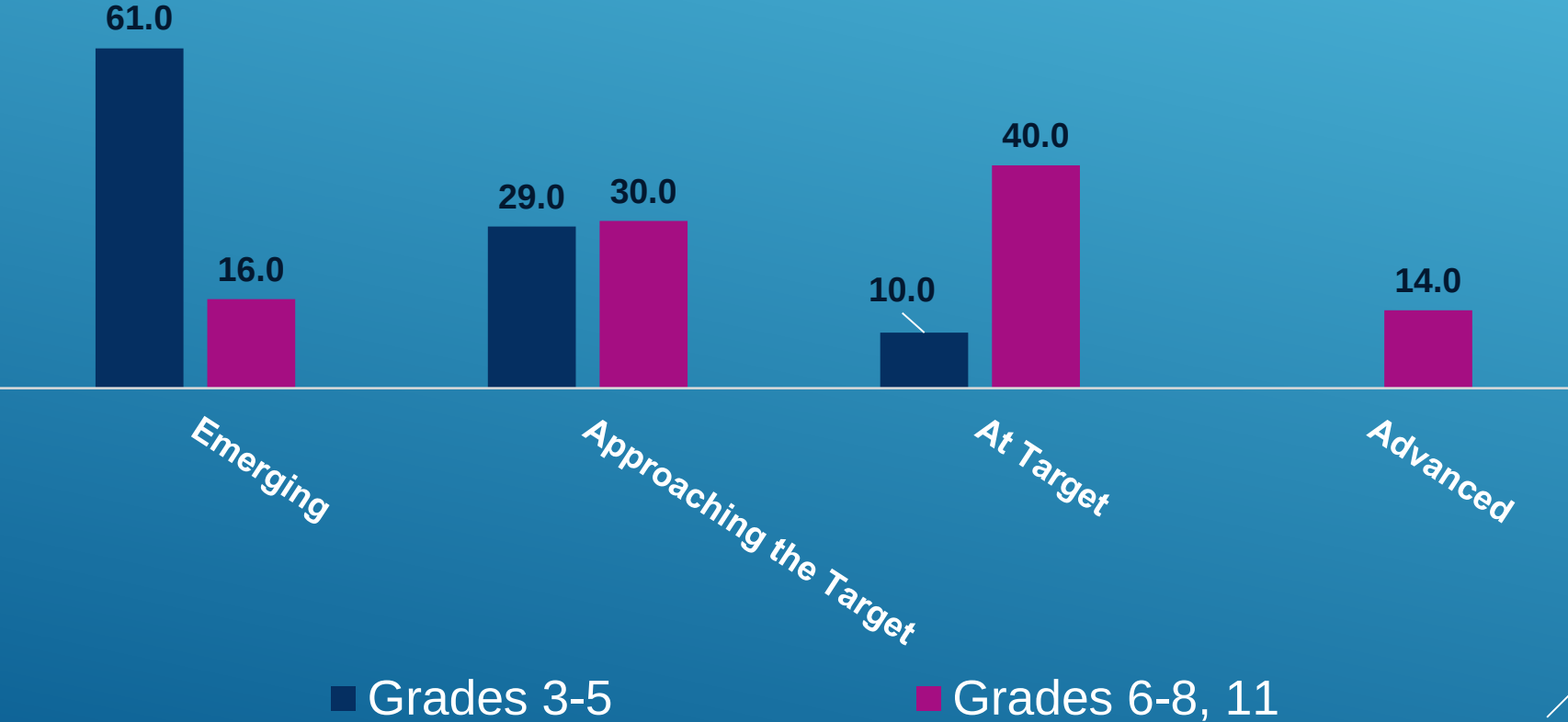


DLM SPRING 2025

ELA 3-5 & 6-8, 11

District

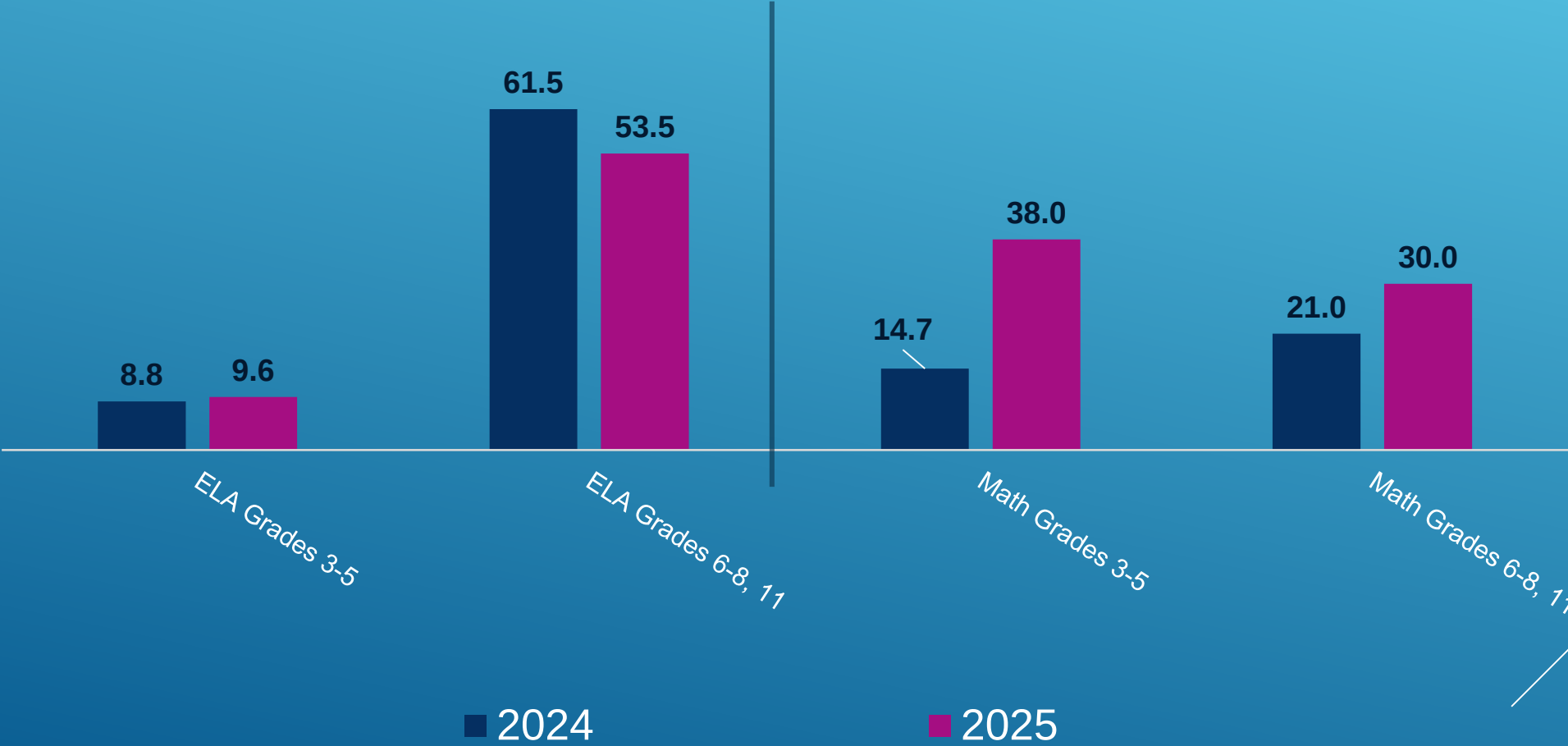
Achievement Summary



DLM
ELA & Math

2 YEAR COMPARISON
SPRING 2024, 2025

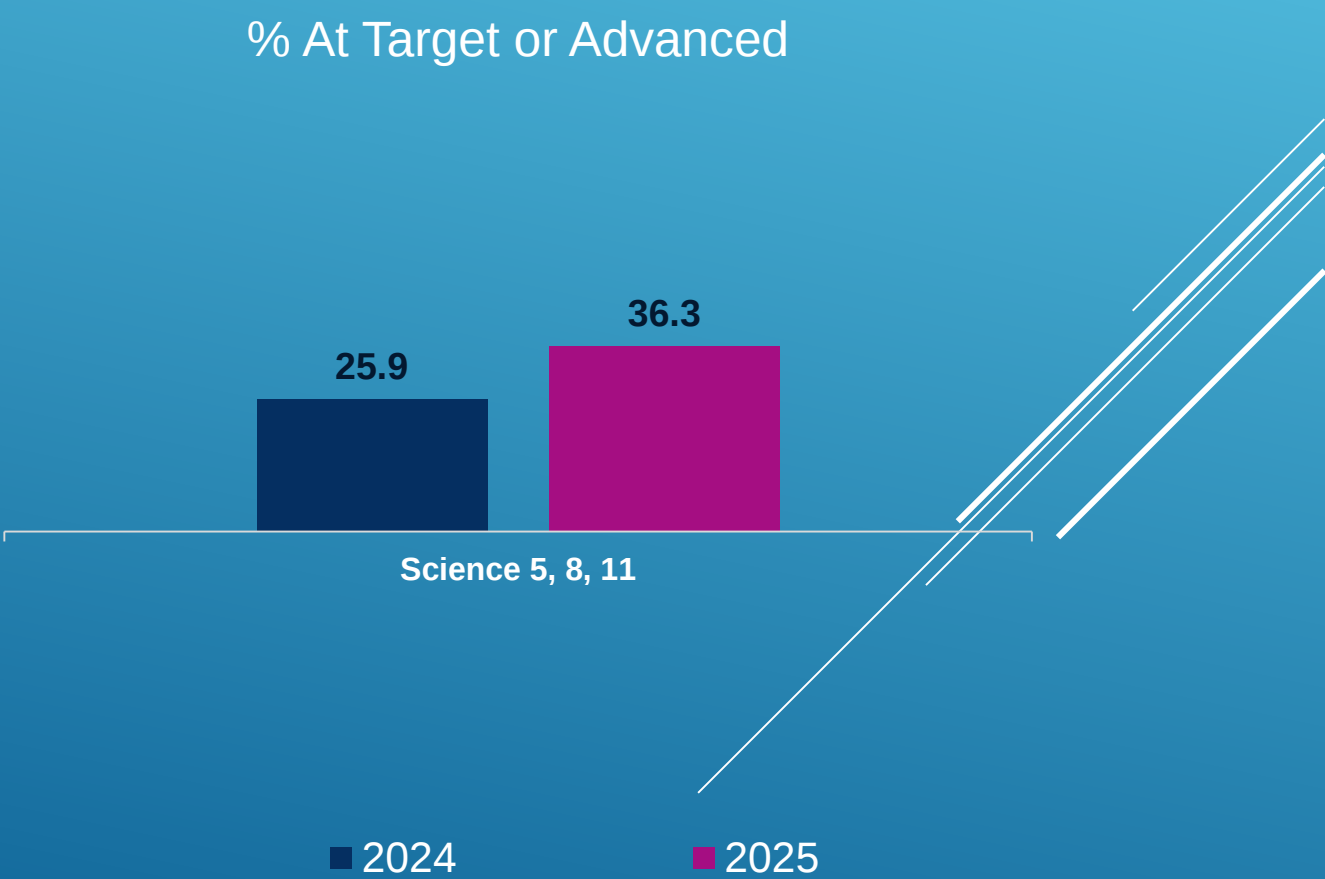
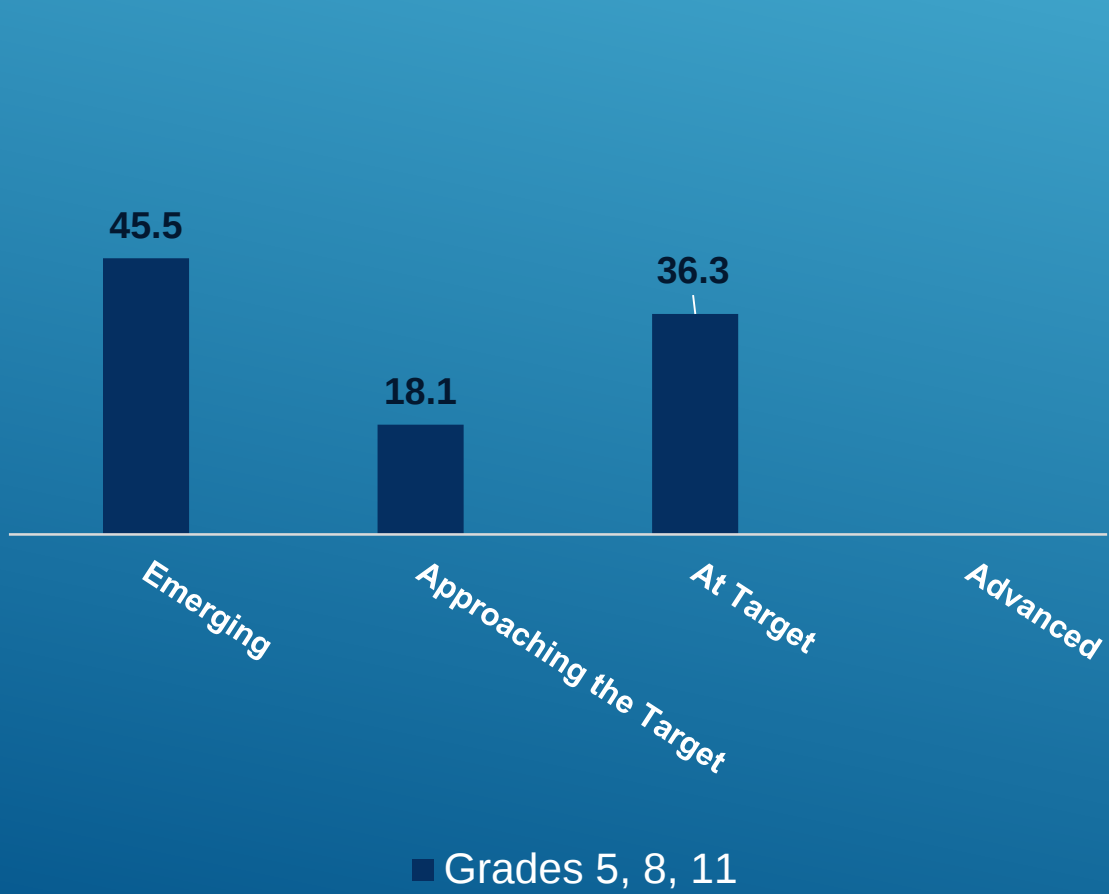
% At Target or Advanced



DLM SPRING 2025

Science 5, 8, 11

District Achievement Summary & 2 Year Comparison





DYNAMIC®
LEARNING MAPS

Instructional Strategies, Interventions & Department Work

- Implement **multi-modal instruction** to support and enhance student understanding.
- Use a **variety** of instructional strategies, including modeling, direct instruction, and guided practice.
- Conduct **ongoing formal and informal assessments** to monitor student understanding and the generalization of skills.
- Provide **supplemental materials and resources** to strengthen targeted skill development.
- Utilize the **ACE ABA Instructional Program** (District Autism Program) to design individualized learning plans aligned with each student's IEP goals and objectives; collect, chart, and review data daily to monitor progress on targeted skills.
- Work on the **development of a District Autism curriculum** for Kindergarten - Grade 5



QUESTIONS?



THANK YOU