

Tenaflly Public Schools

Spring 2022 Assessment Report

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Presented on October 17, 2022

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Modified on May 5, 2023



New Jersey Student Learning Assessments (NJSLA)

- ✓ NJSLA- ELA - reduced from 3 to 2 units = reduction of 75 minutes for Grade 3 and 90 minutes for Grades 4 through High School
- ✓ NJSLA-M reduced from 4 to 3 units = 60 minutes for Grades 3 - 5 and Grades 6 -8 remained at 3 units, but reduced from 80 minutes to 60 minute per unit
- ✓ Algebra I, Geometry, and Algebra II end-of-course tests - reduced from 3 to 2 units of 90 minutes each, for a total reduction of 90 minutes of testing time



New Jersey Student Learning Assessments (NJSLA)

- ✓ NJSLA Science - federally required state assessment administered to students in grades 5, 8, and 11.
 - Grade 5 - 4 units; 45 minutes per unit
 - Grade 8 - 4 units; 45 minutes per unit
 - Grades 11 - 4 units; 60 minutes per unit



Areas Assessed

English Language
Arts/Literacy

Strands assessed:

Reading

Literary Text

Informational Text

Vocabulary

Writing

Written Expressions

Knowledge of Language &
Conventions



Mathematics

Strands assessed:

Major content

Supporting content

Reasoning

Modeling

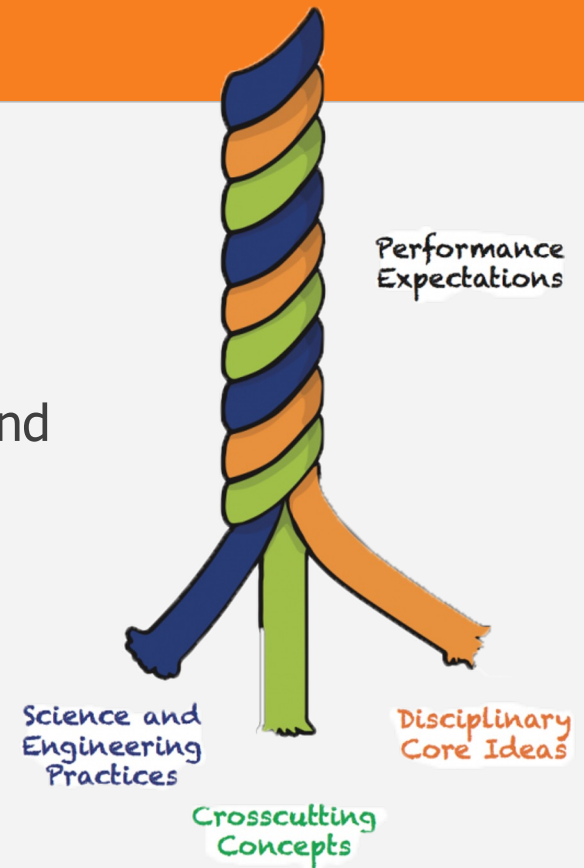
Areas Assessed

Science

Strands assessed:

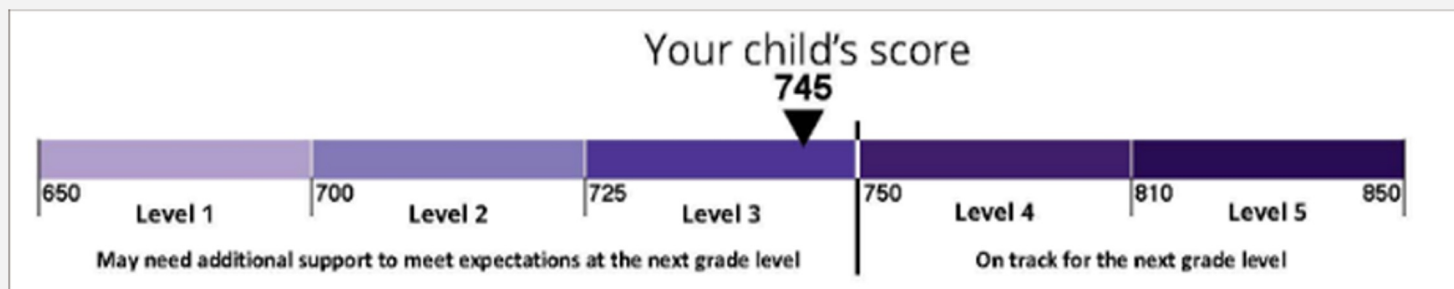
Each item is based on:

- One Element of a Disciplinary Core Idea (DCI),
- One Science and Engineering Practice (SEP), and
- One Cross Cutting Concept (CCC).



Performance Levels

- Level 5: Exceeded Expectations
- Level 4: Met Expectations
- Level 3: Approached Expectations
- Level 2: Partially Met Expectations
- Level 1: Did Not Yet Meet Expectations



ACCESS for ELLs

- Areas Assessed
 - Listening
 - Speaking
 - Reading, and
 - Writing
- During the 2021-22 SY, TPS had 235 English Language Learners in district.



Spring 2022 Eligibility

Grade	Number of Students Eligible	Number of Students Tested
3	(ELA) 245 (Math) 254	(ELA) 241 (Math) 250
4	(ELA) 281 (Math) 285	(ELA) 278 (Math) 282
5	(ELA) 292 (Math) 298 (Science) 299	(ELA) 290 (Math) 296 (Science) 295
6	(ELA) 274 (Math) 280	(ELA) 269 (Math) 275
7	(ELA) 290 (Math) 248	(ELA) 287 (Math) 245
8	(ELA) 278 (Math) 112 (Algebra 1) 178 (Geometry) 37 (Algebra 2) 6	(ELA) 276 (Math) 111 (Algebra 1) 178 (Geometry) 37 (Algebra 2) 6
9	(ELA) 316	(ELA) 316



Spring 2022 NJSLA ELA Percentages

Grade	Did Not Yet Meet Expectations	Partially Met Expectations	Approaching Expectations	Met Expectations	Exceeded Expectations
	650-699	700-724	725-749	750-784	785-850
3	6.6%	7.0%	7.4%	56.4%	22.6%
4	1.1%	3.2%	12.2%	39.2%	44.2%
5	2.4%	4.5%	12.7%	52.6%	27.8%
6	3.4%	4.9%	14.9%	48.5%	28.4%
7	1.4%	3.5%	14.6%	41.3%	39.2%
8	2.2%	6.2%	9.4%	47.8%	34.4%
9	.9%	6%	15.1%	49.8%	28.1%



ELA Grade 3 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	3.9%	5.2%	2.6%	58.4%	29.9%
Hispanic	5.6%	22.2%	11.1%	22.2%	38.9%
Multiple	20%	6.7%	13.3%	46.7%	13.3%
White	7.0%	6.2%	7.8%	61.2%	17.8%
Female	6.2%	6.2%	7.1%	53.1%	27.4%
Male	6.9%	7.7%	7.7%	59.2%	18.5%
Section 504	7.7%	7.7%	15.4%	46.2%	23.1%
Special Education	27.5%	27.5%	12.5%	27.5%	5.0%
General Education	2.5%	3.0%	6.4%	62.1%	26.1%



ELA Grade 4 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	1.8%	0.0%	6.3%	33.9%	58.0%
Hispanic	0.0%	11.5%	26.9%	38.5%	23.1%
Multiple	0.0%	0.0%	23.1%	38.5%	38.5%
White	0.8%	5.0%	13.3%	42.5%	38.3%
Female	0.7%	2.8%	7.8%	36.9%	51.8%
Male	1.5%	3.6%	16.8%	41.6%	36.5%
Section 504	0.0%	0.0%	0.0%	80%	20%
Special Education	3.8%	11.5%	36.5%	34.6%	13.5%
General Education	0.4%	1.3%	6.6%	40.3%	51.3%



ELA Grade 5 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	1.7%	0.0%	6.8%	53.0%	38.5%
Hispanic	9.5%	9.5%	19.0%	47.6%	14.3%
Multiple	0.0%	14.3%	0.0%	57.1%	28.6%
White	2.1%	7.1%	16.3%	52.5%	22.0%
Female	2.0%	4 2.7%	12.9%	52.4%	29.9%
Male	2.8%	6.3%	12.5%	52.8%	25.7%
Section 504	0.0%	6.7%	33.3%	46.7%	13.3%
Special Education	14.3%	18.4%	28.6%	34.7%	4.1%
General Education	0.0%	1.7%	9.5%	56.2%	32.6%



ELA Grade 6 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	0%	2%	13.1%	45.5%	39.4%
Hispanic	23.5%	11.8%	17.6%	47.1%	0%
Multiple	0%	5.6%	22.2%	33.3%	38.9%
White	4.5%	5.3%	14.4%	53%	22.7%
Female	6.3%	3.5%	14.7%	42.7%	32.9%
Male	.8%	6.3%	15.1%	54.8%	23%
ELL	18.2%	9.1%	27.3%	45.5%	0%
Section 504	6.3%	0%	0%	62.5%	31.3%
Special Education	24.3%	13.5%	37.8%	21.6%	2.7%
General Education	.4%	3.4%	11.2%	52.6%	32.3%



ELA Grade 7 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	0%	2.7%	9.8%	32.1%	55.4%
Hispanic	3.6%	17.9%	21.4%	28.6%	28.6%
Multiple	0%	0%	8.3%	50%	41.7%
White	2.3%	1.5%	17.4%	50%	28.8%
Female	.7%	3%	11.2%	41%	44%
Male	2%	3.9%	17.6%	41.8%	34.6%
Section 504	0%	0%	12.5%	50%	37.5%
Special Education	7.3%	17.1%	36.6%	31.7%	7.3%
General Education	.4%	1.2%	10.9%	42.9%	44.5%



ELA Grade 8 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	.8%	2.4%	4.8%	47.2%	44.8%
Hispanic	4.8%	19%	19%	38.1%	19%
Multiple	0%	8.3%	16.7%	41.7%	33.3%
White	3.4%	7.7%	12%	50.4%	26.5%
Female	2.4%	4%	4.8%	48.8%	40%
Male	2%	7.9%	13.9%	46.4%	29.8%
Section 504	0%	0%	9.1%	59.1%	31.8%
Special Education	10.5%	21.1%	19.3%	35.1%	14%
General Education	0%	2.3%	7.3%	50.9%	39.5%



ELA GRADE 9 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	0%	4.5%	9.1%	49.1%	37.3%
Hispanic	5.7%	11.4%	22.9%	37.1%	22.9%
Multiple	0%	0%	31.3%	37.5%	31.3%
White	.7%	5.9%	15.8%	55.3%	22.4%
Female	.7%	3.3%	15.2%	49%	31.8%
Male	1.2%	8.4%	15.1%	50.6%	24.7%
ELL	0%	40%	13.3%	46.7%	0%
Section 504	0%	0%	17.4%	73.9%	8.7%
Special Education	5.3%	22.8%	42.1%	24.6%	5.3%
General Education	0%	2.3%	9.2%	55.4%	33.1%



Spring 2022 NJSLA Mathematics Percentages

Grade	Did Not Yet Meet Expectations 650-699	Partially Met Expectations 700-724	Approaching Expectations 725-749	Met Expectations 750-784	Exceeded Expectations 785-850
Math 3	1.2%	5.2%	14.3%	46.8%	32.5%
Math 4	0.4%	5.3%	14.2%	57.8%	22.3%
Math 5	2.0%	4.7%	14.1%	48.5%	30.6%
Math 6	1.8%	7.3%	19%	45.8%	26%
Math 7	2%	2.8%	17.5%	53.3%	24.4%
Math 8	10%	17.3%	26.4%	44.5%	1.8%
TMS Algebra 1	0%	0%	3.4%	69.1%	27.5%
TMS Geometry	0%	0%	0%	35.1%	64.9%
TMS Algebra 2	0%	0%	0%	25%	75%
THS Algebra 1	3.1%	7.0%	14.7%	58%	17.1%
THS Geometry	0%	6.9%	20.9%	50%	22.2%
THS Algebra 2	0%	1.8%	1.8%	69%	27.2%



Math Grade 3 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	0.0%	2.5%	10.0%	42.5%	45.0%
Hispanic	0.0%	11.1%	27.8%	44.4%	16.7%
Multiple	6.7%	13.3%	13.3%	46.7%	20.0%
White	1.5%	5.2%	14.1%	50.4%	28.9%
Female	0.0%	65.1%	15.3%	50.8%	28.8%
Male	2.2%	5.2%	13.4%	43.3%	35.8%
ELL	0.0%	40.0%	20.0%	26.7%	13.3%
Section 504	0.0%	15.4%	7.7%	46.2%	30.8%
Special Education	7.5%	20.0%	32.5%	35.0%	5.0%
General Education	0.0%	2.4%	10.8%	49.1%	37.7%



Math Grade 4 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	0.0%	1.8%	8.0%	55.4%	34.8%
Hispanic	0.0%	30.8%	11.5%	50.0%	7.7%
Multiple	0.0%	7.1%	0.0%	64.3%	28.6%
White	0.8%	2.4%	22.0%	61.0%	13.8%
Female	0.7%	5.6%	11.2%	58.7%	23.8%
Male	0.0%	5.0%	17.3%	56.8%	20.9%
ELL	0.0%	8.3%	41.7%	41.7%	8.3%
Section 504	0.0%	0.0%	10.0%	80.0%	10.0%
Special Education	1.9%	23.1%	26.9%	44.2%	3.8%
General Education	0.0%	1.3%	11.3%	60.9%	26.5%



Math Grade 5 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	0.0%	0.8%	6.7%	42.5%	50.0%
Hispanic	4.8%	14.3%	9.5%	66.7%	4.8%
White	3.5%	6.3%	19.4%	52.1%	18.8%
Female	0.7%	5.3%	15.3%	48.0%	30.7%
Male	3.4%	4.1%	12.9%	49.0%	30.6%
ELL	0.0%	0.0%	23.1%	46.2%	30.8%
Section 504	0.0%	3.3%	33.3%	33.3%	20.0%
Special Education	12.2%	20.4%	26.5%	34.7%	6.1%
General Education	0.0%	1.6%	11.7%	51.2%	35.5%



Math Grade 6

Math Grade by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	0.0%	4.0%	10.0%	40.0%	46.0%
Hispanic	23.5%	11.8%	29.4%	29.4%	5.9%
Multiple	0.0%	0.0%	22.2%	50.0%	27.8%
White	0.7%	10.3%	23.5%	51.5%	14.0%
Female	3.4%	8.9%	18.5%	45.2%	24.0%
Male	0.8%	5.5%	19.5%	46.1%	28.1%
ELL	5.9%	29.4%	11.8%	41.2%	11.8%
Section 504	0.0%	11.8%	17.6%	52.9%	17.6%
Special Education	16.2%	32.4%	37.8%	13.5%	0.0%
General Education	0.0%	3.4%	16.0%	50.6%	30.0%



Math Grade 7 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	1.3%	0.0%	8.0%	49.3%	41.3%
Hispanic	3.4%	6.9%	34.5%	44.8%	10.3%
Multiple	0.0%	0.0%	10.0%	70.0%	20.0%
White	2.3%	3.1%	20.3%	55.5%	18.8%
Female	3.3%	2.5%	15.6%	56.6%	22.1%
Male	0.8%	3.3%	18.7%	50.4%	26.8%
ELL	8.3%	0.0%	8.3%	75.0%	8.3%
Section 504	0.0%	0.0%	0.0%	73.3%	26.7%
Special Education	12.2%	14.6%	39.0%	26.8%	7.3%
General Education	0.0%	0.5%	13.2%	58.5%	27.8%



Math Grade 8 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	4.3%	13.0%	21.7%	56.5%	4.3%
Hispanic	15.8%	36.8%	15.8%	31.6%	0.0%
White	9.5%	14.3%	31.7%	44.4%	0.0%
Female	17.8%	15.6%	40.0%	24.4%	2.2%
Male	4.6%	20.0%	16.9%	56.9%	1.5%
Section 504	0.0%	0.0%	50.0%	50.0%	0.0%
Special Education	23.4%	29.8%	17.0%	29.8%	0.0%
General Education	0.0%	9.4%	32.8%	54.7%	3.1%



Math Algebra 1 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	0%	2.3%	10.2%	59.4%	28.1%
Hispanic	25.9%	18.5%	18.5%	37%	0.0%
White	2.4%	8.8%	19.2%	60.8%	8.8%
Female	4.3%	7.1%	20%	57.1%	11.4%
Male	3.2%	6.3%	12.7%	57%	20.9%
Section 504	4%	4%	16%	68%	8%
Special Education	16.1%	21%	35.5%	24.2%	3.2%
General Education	.4%	3%	11%	65.7%	19.9%



Math Algebra 2 Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	0%	0%	0%	90%	10%
White	0%	6.7%	6.7%	66.7%	20%
Female	0%	0%	0%	90%	10%
Male	0%	2.7%	2.7%	62.2%	32.4%
Special Education	0%	50%	0%	0%	50%
General Education	0%	0%	1.8%	74.5%	23.6%



Math Geometry Performance by Subgroups

Subgroups	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	0%	3.5%	15.1%	46.5%	34.9%
White	0%	10.5%	27.6%	55.3%	6.6%
Female	0%	8.7%	22.8%	48.9%	19.6%
Male	0%	5.4%	20.7%	51.1%	22.8%
Section 504	0%	0%	30%	60%	10%
General Education	0%	20%	40%	40%	0%



Science 2022 Percentages NJSLA

Grade	Partially Met Expectations 700-724 Level 1	Approaching Expectations 725-749 Level 2	Met Expectations 750-784 Level 3	Exceeded Expectations 785-850 Level 4
5	11.5%	27.4%	30.1%	31.1%
8	13.1%	42.6%	25.5%	18.8%
11	13.6%	20.1%	38.0%	28.2%

Subgroups 5,8,11 combined	Level 1	Level 2	Level 3	Level 4
White	13.3%	36.5%	30.4%	19.7%
Female	13.9%	31.5%	30.6%	22.9%
Male	11.7%	27.5%	69.4%	22.1%
ELLs	29.2%	52%	13.6%	5.1%
Special Education	35.5%	47.4%	7%	6%



2022 Access for ELLs – K-8 Level

Overall proficiency levels totals at each grade level

	1- Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging	6 Reaching
Grade K	6	3	5	8	3	0
Grade 1	0	1	6	3	2	2
Grade 2	0	1	7	5	0	0
Grade 3	1	3	6	4	0	0
Grade 4	1	0	2	4	4	2
Grade 5	0	0	0	3	5	2
Grade 6	0	3	3	6	4	0
Grade 7	1	0	0	5	5	1
Grade 8	1	0	1	5	3	0



2022 Access Core Composite

Proficiency levels at each grade level

Grade 9	4.46 (Bridging)
Grade 10	4.1 (Bridging)
Grade 11	4.9 (Bridging)
Grade 12	3 (Developing)



Dynamic Learning Maps (DLM)

Tenaflly had less than 10 students who took the DLM and fell into the ranges of emerging, approaching, and/or at the learning target areas. Because the minimum reporting range is less than 10 for each tested area, the results are not provided so as to protect the confidentiality of the individual students.



ELA Comparison: Tenaflly vs. New Jersey

Grade	Did Not Yet Meet		Partially Met		Approaching		Met Expectations		Exceeded Expectations	
	Tenaflly	NJ	Tenaflly	NJ	Tenaflly	NJ	Tenaflly	NJ	Tenaflly	NJ
3	6.6%	20.1%	7.0%	15.5%	7.4%	22.0%	56.4%	36.2%	22.6%	6.2%
4	1.1%	14.4%	3.2%	14.3%	12.2%	21.9%	39.2%	35.3%	44.2%	14.1%
5	2.4%	12.5%	4.5%	14.7%	12.7%	23.2%	52.6%	40.4%	27.8%	9.2%
6	3.4%	10.6%	4.9%	15.6%	14.9%	26.3%	48.5%	37.4%	28.4%	10.2%
7	1.4%	12.3%	3.5%	13.5%	14.6%	21.5%	41.3%	31.4%	39.2%	21.3%
8	2.2%	14.3%	6.2%	13.2%	9.4%	21.2%	47.8%	35.8%	34.4%	15.6%
9	0.9%	11.9%	5.7%	15.6%	15.2%	23.5%	50.0%	36.5%	28.2%	12.4%



Math Comparison: Tenaflly vs. New Jersey

Grade	Did Not Yet Meet		Partially Met		Approaching		Met Expectations		Exceeded Expectations	
	Tenaflly	NJ	Tenaflly	NJ	Tenaflly	NJ	Tenaflly	NJ	Tenaflly	NJ
3	1.2%	13.3%	5.2%	18.3%	14.3%	23.0%	46.8%	32.8%	32.5%	12.6%
4	0.4%	13.1%	5.3%	22.6%	14.2%	24.8%	57.8%	33.2%	22.3%	6.2%
5	2.0%	15.1%	4.7%	23.0%	14.1%	25.9%	48.5%	28.9%	30.6%	7.1%
6	1.8%	15.3%	7.3%	24.9%	19.0%	28.5%	45.8%	26.0%	26%	5.3%
7	2.0%	10.9%	2.8%	23.6%	17.5%	31.5%	53.3%	28.9%	24.4%	5.1%
8	10%	30.4%	17.3%	31.9%	26.4%	22.3%	44.5%	14.6%	1.8%	.8%
MS Alg	0%	17.8%	0%	22.7%	3.4%	24.7%	69.1%	31.9%	27.5%	2.9%
MS Geo	0%	6.9%	0%	18.9%	0%	30.1%	35.1%	37.8%	64.9%	6.2%
MS Alg2	0%	14.3%	0%	14.3%	0%	18.1%	25%	45.4%	75%	7.8%



Science Comparison: Tenaflly versus New Jersey

Grade	Partially Met Expectations 700-724 Level 1 Tenaflly	Partially Met Expectations 700-724 Level 1 New Jersey	Approaching Expectations 725-749 Level 2 Tenaflly	Approaching Expectations 725-749 Level 2 New Jersey	Met Expectations 750-784 Level 3 Tenaflly	Met Expectations 750-784 Level 3 New Jersey	Exceeded Expectations 785-850 Level 4 Tenaflly	Exceeded Expectations 785-850 Level 4 New Jersey
5	11.5%	41.6%	27.4%	32.9%	30.1%	18.2%	31.1%	7.4%
8	13.1%	40.9%	42.8%	43.5%	25.4%	12%	18.7%	3.6%
11	13.9%	46.2%	20%	24.8%	38.1%	20.5%	28.1%	8.4%



Worthy of Note

Elementary School

3rd grade performance was better in 2022 than 2019

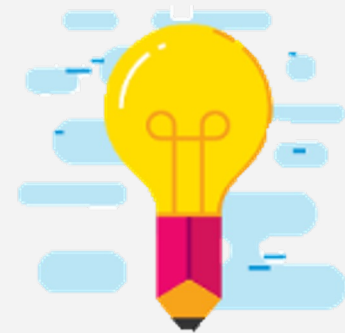
Middle School

Algebra 1 - 97% proficient; Geometry, and Alg 2 - 100% proficient

Language Arts - 77%, 81%, 82% of grades 6,7,8 respectively are level 4/5

High School ELA

Language Arts - 78% of Grade 9 are level 4/5



Analysis of Data... So What? Now What?

- Does the curriculum adequately address the standard?
- Are we using the board approved curriculum with fidelity?
- Are instructional resources aligned to the standards, do they require appropriate rigor, and do they engage learners?
- Is additional professional development needed to ensure the use of consistent, high quality instructional strategies?
- Are benchmark and classroom assessments successfully identifying students who are struggling to meet expectations?
- Are appropriate resources/technology available to support students – both those who are struggling and who are exceeding expectations?
- What additional resources are needed?
- Are there subgroups of students who are not meeting expectations?
- What other variables may be affecting student performance?



K-5 NJSLA Interventions

ELA & Math

- LinkIt benchmark assessments will be administered three times throughout the year to measure standards-based progress.
- Specific standards for which students underperformed will be identified. Targeted individual and small group instruction in those areas will be provided by both the basic skills and classroom teachers.
- Grade-level and school-based professional development to:
 - Deepen understanding of the identified standards.
 - Foster consistent use of academic language.
 - Identify instructional approaches and strategies to improve student performance in those areas identified.
- Utilize new resource, Imagine MyPath, as a supplement to provide differentiated, scaffolded instruction .



K-5 NJSLA Interventions

ELA

- Revised curriculum in science and social studies targeting nonfiction literacy skills.
- Full-year implementation of the Fountas & Pinnell Leveled Literacy Intervention system for students receiving Basic Skills Instruction in grades 2-5.



K-5 NJSLA Interventions

Math

- Utilize new resource, Envisions Math, as a supplement in kindergarten math instruction.
- Teachers of grades 2 & 5 will attend a series of professional development workshops by Conquer Mathematics focusing on teaching the New Jersey Student Learning Standards.



K-5 NJSLA Interventions

Science

- Science PLCs at each grade level (K-5) will meet regularly (Monday C & I meetings, professional development days, etc.) for articulation to develop lessons, assessments, units of study, and integrate science content into nonfiction literacy instruction.
- New resource, Inspire Science 2020, for grades K, 1, and 5, with teacher training.
- Expand opportunities for students to practice using digital tools required to take the NJSLA-Science assessment, including online benchmark testing and LinkIt Test Design professional development.



Middle School Interventions

Science - 3 years of science tested. A lot of physical science from 6th grade was assessed. We have planned for and started to implement a review of physical and life sciences in 8th grade throughout the school year.

Teacher Professional Development:

Math 8 - analysis of scores vs. standards, analysis of resources. Form PLC for Math 8 teachers to conduct an analysis

Supplemental support for identified students

Examine the skills taught in replacement and study skills courses.



High School Interventions

ELA

Pathways to Academic Skills and Success (PASS) Remediation
Resource for Level 1 & Level 2 students

Additional nonfiction resources, including *The New York Times*

Expansion and replenishment of core texts and the addition of
supplemental texts, including diverse narratives and nonfiction.



Mathematics

1. Provide all teachers of mathematics with guidance and documentation to increase familiarity with test blueprints:
 - a. Categorize standards as major, supporting, or additional as defined by the Evidence Statement Tables published by the NJDOE
 - b. Assess students at the level of rigor called for by the NJSLS-M, as defined by the Performance Level Descriptors published by the NJDOE
2. Provide all teachers in grades 3-5 with Everyday Math standards-lesson-assessment alignment document to identify points in curricular spiral which are considered to be points of major content exposure
3. Encourage the use of released items and sample student responses to enrich instruction and exposure to experiences targeting the Standards for Math Practice: <https://nj.digitalitemlibrary.com/home>



Mathematics

4. Provide continued support for the intervention strategies that are used to support all subgroups not meeting appropriate targets; this includes closely understanding and identifying groups of students and/or individual students
 - Use a cohort study model to assist teachers in understanding long-term readiness of students
5. Explore and assess curricular resources:
 - Everyday Math Program (ES), Title 1 Support Teacher and resources (MS), Math Replacement Classes (ES, MS, HS), Differentiated Math Levels (ES, MS, HS), Kindergarten Intervention (ES), Basic Skills Instruction (ES), use of paraprofessionals (all levels), co-teaching (ES, MS, HS), modified activities, assignments, and assessments (MS, HS) and Content Skills.
6. Assess placement process and acceleration opportunities



English

- Professional development and leveled reading resources will support the development of guided reading and small group instruction practices.
- Replenishment of core texts and the addition of supplemental texts, including diverse narratives and nonfiction.
- The intervention strategies to support subgroups not meeting appropriate targets
- Build on effective practices and initiatives already in place in schools, including intervention and referral services, and provide a framework for the integration of multiple interventions into one continuum.
- Improve academic outcomes for our economically disadvantaged subgroup by increasing weekly tier 2 and 3 interventions



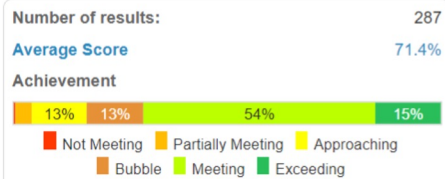
Special Education

1. Add meaningful technology experiences to enhance engagement with fiction and nonfiction text,
2. Adaptive technology and curricular resources shared with teachers for use with identified students, interest and needs assessment conducted.
3. Data utilized as part of teacher and student goal-setting and planning processes.
4. Ongoing curricular updates
5. Math & ELA professional development provided on differentiation and tools available to adapt process, product and content.

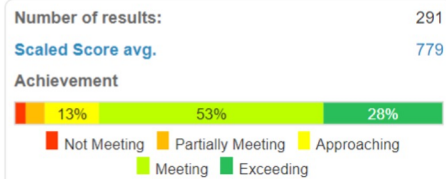


Snapshot Data Comparison

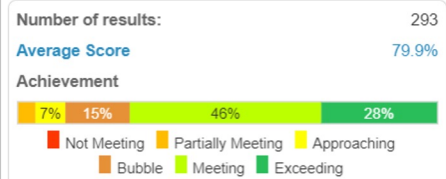
2021-22 Gr 5 ELA LinkIt! NJSL Form B



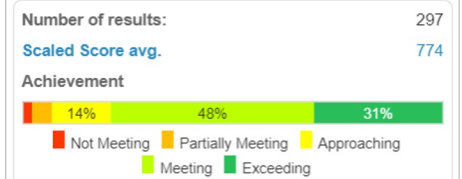
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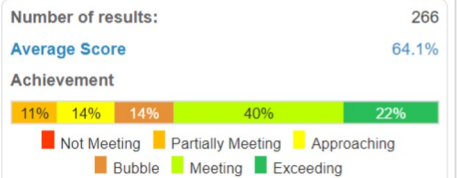
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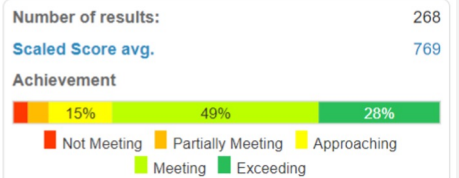
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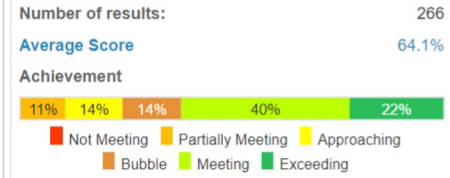
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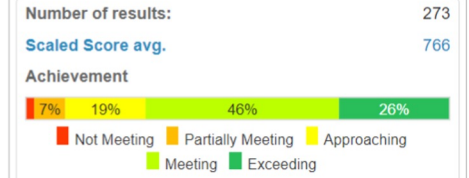
2021-22 Gr 6 ELA NJSLA



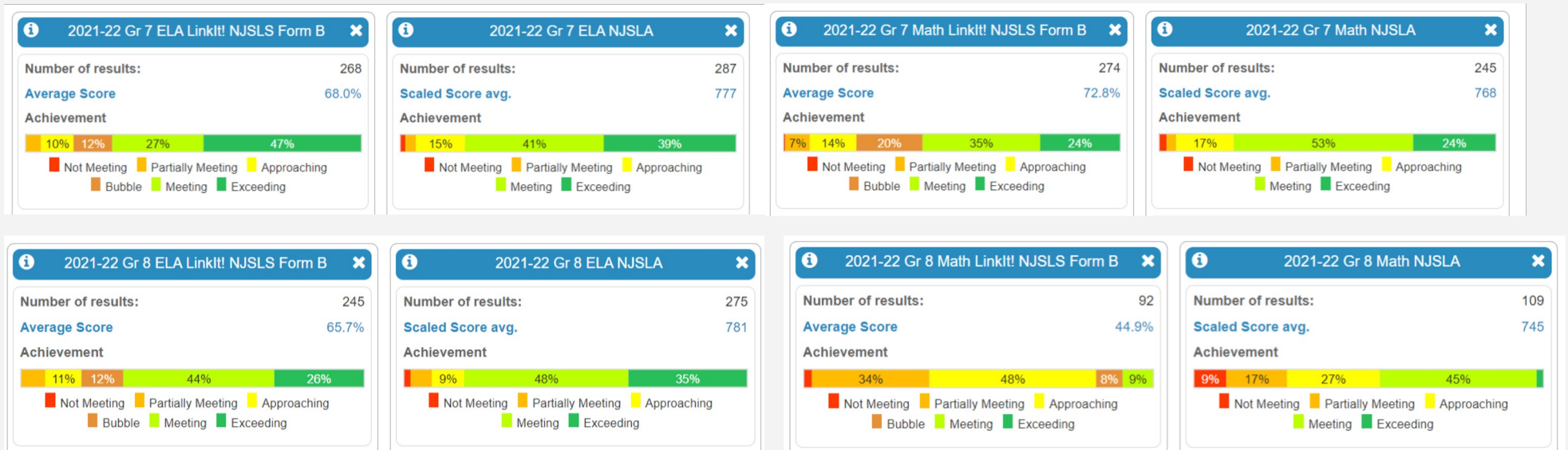
2021-22 Gr 6 Math LinkIt! NJSL Form B



2021-22 Gr 6 Math NJSLA



Snapshot Data Comparison



Peer Group Comparison

ELA Cohort Achievement and Growth

Same students, consecutive grades

LinkIt!

	n=		Not Meeting		Partially Meeting		Approaching		Meeting		Exceeding		Meeting + Exceeding (Highest Two Levels)					Not Meeting + Partially Meeting (Lowest Two Levels)				
	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Yr-Yr	Non-Cohort	Yr-Yr	Cohort vs. Non-Cohort	Cohort	Yr-Yr	Non-Cohort	Yr-Yr	Cohort vs. Non-Cohort
2018-19 G3 ELA NJSLA	201	64	3%	2%	10%	8%	11%	22%	51%	55%	25%	14%	76%		69%		7%	13%		9%		4%
2021-22 G6 ELA NJSLA	201	67	1%	9%	3%	10%	13%	21%	52%	37%	30%	22%	83%	6%	60%	-9%	23%	4%	-8%	19%	10%	-15%
2017-18 G3 ELA PARCC	197	56	2%	5%	6%	7%	14%	16%	63%	61%	16%	11%	79%		71%		8%	7%		13%		-5%
2018-19 G4 ELA NJSLA	197	72	1%	4%	3%	10%	9%	13%	39%	49%	49%	25%	87%	8%	74%	2%	14%	4%	-4%	14%	1%	-10%
2021-22 G7 ELA NJSLA	197	90	2%	1%	2%	7%	16%	11%	43%	38%	38%	43%	81%	-7%	81%	8%	0%	3%	-1%	8%	-6%	-5%
2016-17 G3 ELA PARCC	193	63	2%	3%	3%	2%	16%	17%	59%	62%	20%	16%	79%		78%		1%	5%		5%		0%
2017-18 G4 ELA PARCC	193	76	1%	1%	3%	9%	8%	8%	48%	42%	41%	39%	89%	10%	82%	4%	7%	4%	-2%	11%	6%	-7%
2018-19 G5 ELA NJSLA	193	75	0%	1%	2%	4%	10%	12%	59%	63%	29%	20%	88%	-1%	83%	1%	5%	2%	-2%	5%	-5%	-3%
2021-22 G8 ELA NJSLA	193	82	2%	2%	5%	10%	10%	9%	49%	46%	35%	33%	84%	-4%	79%	-3%	5%	6%	4%	12%	7%	-6%
2015-16 G3 ELA PARCC	185	65	3%	0%	4%	6%	17%	14%	61%	51%	16%	29%	76%		80%		-4%	7%		6%		1%
2016-17 G4 ELA PARCC	185	85	1%	4%	2%	5%	11%	11%	53%	44%	32%	38%	85%	9%	81%	1%	4%	3%	-4%	8%	2%	-5%
2017-18 G5 ELA PARCC	185	94	2%	4%	1%	4%	14%	12%	59%	57%	24%	22%	83%	-2%	80%	-1%	3%	3%	-1%	9%	0%	-6%
2018-19 G6 ELA NJSLA	185	110	1%	1%	3%	7%	13%	15%	44%	39%	40%	38%	84%	1%	77%	-3%	7%	3%	1%	8%	0%	-5%
2021-22 G9 ELA NJSLA	185	127	1%	1%	3%	7%	16%	14%	48%	54%	32%	24%	80%	-4%	78%	1%	2%	4%	1%	8%	0%	-4%
2015-16 ELA All Grades	185	65	3%	0%	4%	6%	17%	14%	61%	51%	16%	29%	76%		80%		-4%	7%		6%		1%
2016-17 ELA All Grades	378	148	2%	3%	3%	3%	14%	14%	56%	51%	26%	28%	82%	6%	80%	0%	2%	4%	-3%	7%	1%	-3%
2017-18 ELA All Grades	575	226	1%	4%	3%	7%	12%	12%	57%	53%	27%	25%	84%	2%	78%	-1%	5%	5%	0%	10%	3%	-6%
2018-19 ELA All Grades	776	321	1%	2%	4%	7%	11%	15%	48%	50%	36%	26%	84%	0%	76%	-2%	8%	6%	1%	9%	-1%	-3%
2021-22 ELA All Grades	776	366	1%	3%	3%	8%	14%	13%	48%	45%	34%	30%	82%	-2%	76%	0%	6%	4%	-1%	11%	2%	-7%

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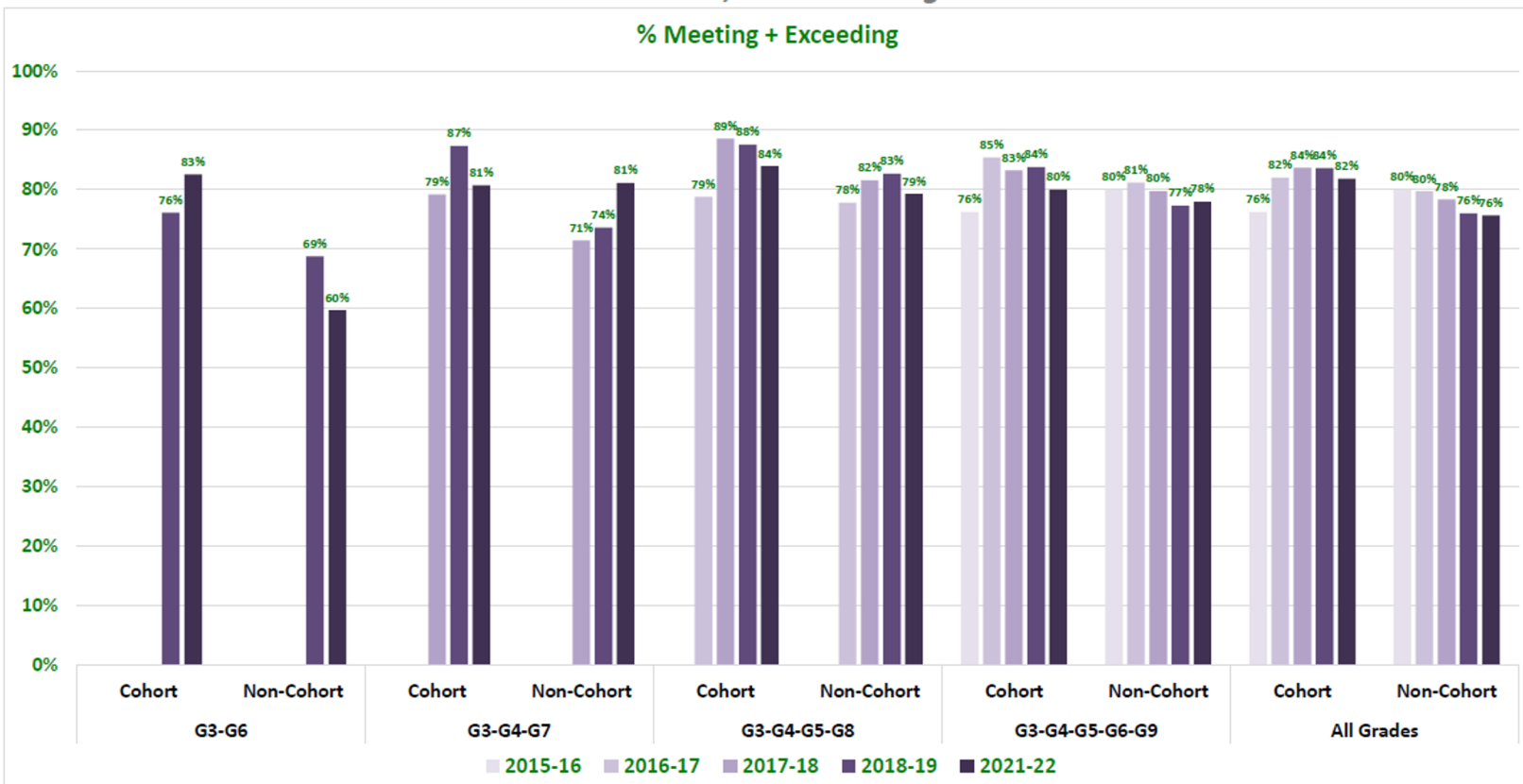
Peer Group Comparison

LinkIt!

ELA Cohort Achievement and Growth

Same students, consecutive grades

% Meeting + Exceeding



Peer Group Comparison

LinkIt!

Math Cohort Achievement and Growth

Same students, different grades

	n=		Not Meeting		Partially Meeting		Approaching		Meeting		Exceeding		Meeting + Exceeding (Highest Two Levels)					Not Meeting + Partially Meeting (Lowest Two Levels)				
	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Yr-Yr	Non-Cohort	Yr-Yr	Cohort vs. Non-Cohort	Cohort	Yr-Yr	Non-Cohort	Yr-Yr	Cohort vs. Non-Cohort
2018-19 G3 Math NJSLA	205	68	1%	1%	6%	6%	15%	22%	45%	34%	33%	37%	78%		71%	7%	7%	7%		7%		-1%
2021-22 G6 Math NJSLA	205	68	0%	6%	6%	12%	20%	18%	47%	43%	27%	22%	74%	-4%	65%	-6%	9%	6%	0%	18%	10%	-11%
2017-18 G3 Math PARCC	174	95	1%	1%	6%	5%	16%	9%	55%	43%	23%	41%	78%		84%	-7%	-7%	6%		6%		0%
2018-19 G4 Math NJSLA	174	108	2%	3%	2%	2%	12%	15%	71%	49%	12%	31%	83%	6%	81%	-4%	3%	5%	-2%	5%	-2%	0%
2021-22 G7 Math NJSLA	174	71	2%	3%	3%	1%	15%	23%	56%	46%	24%	27%	80%	-3%	73%	-7%	7%	5%	1%	4%	0%	1%
2016-17 G3 Math PARCC	76	189	1%	1%	8%	2%	22%	4%	61%	46%	8%	47%	68%		93%	-25%	9%			3%		7%
2017-18 G4 Math PARCC	76	200	4%	2%	11%	4%	28%	8%	58%	56%	0%	31%	58%	-11%	87%	-6%	20%	14%	5%	5%	2%	9%
2018-19 G5 Math NJSLA	76	200	0%	0%	8%	4%	32%	6%	57%	44%	4%	47%	61%	3%	91%	4%	-30%	4%	-7%	4%	-2%	4%
2021-22 G8 Math NJSLA	76	33	11%	6%	14%	24%	24%	33%	50%	33%	1%	3%	51%	-9%	36%	-54%	15%	25%	17%	30%	27%	-5%
2017-18 G3 Math PARCC	32	237	0%	1%	0%	6%	0%	16%	22%	54%	78%	23%	100%		77%	23%	23%	0%		7%		-7%
2018-19 G4 Math NJSLA	32	250	0%	3%	0%	2%	0%	15%	41%	66%	59%	14%	100%	0%	80%	3%	20%	0%	0%	5%	-2%	-5%
2021-22 Alg I (MS) NJSLA	32	264	0%	4%	0%	7%	0%	18%	53%	58%	47%	13%	100%	0%	71%	-9%	29%	0%	0%	11%	6%	-11%
2016-17 G3 Math PARCC	94	171	0%	1%	0%	6%	1%	14%	53%	49%	46%	30%	99%		79%	20%	20%	0%		7%		-7%
2017-18 G4 Math PARCC	94	182	0%	3%	0%	8%	7%	16%	69%	50%	23%	22%	93%	-6%	72%	-7%	21%	0%	0%	12%	5%	-12%
2018-19 G5 Math NJSLA	94	182	0%	0%	0%	7%	2%	19%	53%	45%	45%	30%	98%	5%	74%	2%	24%	0%	0%	7%	-4%	-7%
2021-22 Alg I (MS) NJSLA	94	202	0%	5%	0%	9%	3%	22%	77%	49%	20%	15%	97%	-1%	63%	-11%	33%	0%	0%	15%	8%	-15%
2016-17 G3 Math PARCC	25	240	0%	1%	0%	4%	0%	10%	20%	53%	80%	31%	100%		85%	15%	15%	0%		5%		-5%
2017-18 G4 Math PARCC	25	251	0%	2%	0%	6%	0%	15%	28%	59%	72%	18%	100%	0%	77%	-8%	23%	0%	0%	8%	3%	-8%
2018-19 G5 Math NJSLA	25	251	0%	0%	0%	5%	0%	14%	16%	51%	84%	30%	100%	0%	80%	4%	20%	0%	0%	5%	-3%	-5%
2021-22 Geo (MS) NJSLA	25	157	0%	0%	0%	8%	0%	25%	36%	53%	64%	15%	100%	0%	68%	-13%	32%	0%	0%	8%	2%	-8%
2015-16 G3 Math PARCC	62	190	5%	1%	10%	1%	24%	11%	61%	48%	0%	41%	61%		88%	-27%	15%			1%		13%
2016-17 G4 Math PARCC	62	217	3%	2%	6%	2%	35%	8%	53%	57%	2%	31%	55%	-6%	88%	-1%	-33%	10%	-5%	4%	3%	6%
2017-18 G5 Math PARCC	62	231	6%	1%	3%	4%	42%	12%	48%	46%	0%	38%	48%	-6%	84%	-4%	-35%	10%	0%	5%	1%	5%
2018-19 G6 Math NJSLA	62	247	5%	0%	8%	4%	29%	7%	56%	50%	2%	38%	58%	10%	88%	5%	-30%	13%	3%	4%	0%	8%
2021-22 Alg I (HS) NJSLA	62	234	10%	2%	13%	5%	40%	9%	37%	63%	0%	21%	37%	-21%	84%	-4%	-47%	23%	10%	7%	2%	16%
2015-16 G3 Math PARCC	93	159	0%	3%	1%	4%	9%	17%	57%	48%	33%	29%	90%		77%	14%	1%	1%		6%		-5%
2016-17 G4 Math PARCC	93	186	0%	3%	0%	5%	6%	18%	75%	46%	18%	27%	94%	3%	74%	-3%	20%	0%	-1%	8%	2%	-8%
2017-18 G5 Math PARCC	93	200	0%	3%	0%	6%	13%	21%	67%	37%	20%	34%	87%	-6%	71%	-3%	16%	0%	0%	9%	0%	-9%
2018-19 G6 Math NJSLA	93	216	0%	2%	0%	7%	4%	15%	69%	44%	27%	33%	96%	9%	76%	5%	19%	0%	0%	9%	0%	-9%
2021-22 Geo (HS) NJSLA	93	89	0%	0%	8%	6%	31%	11%	54%	47%	8%	36%	61%	-34%	83%	7%	-22%	8%	8%	6%	-3%	2%
2015-16 Math All Grades	155	349	2%	1%	5%	2%	15%	13%	59%	48%	20%	35%	79%		83%	-4%	6%			3%		3%
2016-17 Math All Grades	350	1,003	1%	1%	3%	4%	13%	11%	58%	51%	25%	33%	83%	4%	84%	1%	-1%	4%	-3%	5%	2%	-2%
2017-18 Math All Grades	556	1,396	1%	2%	4%	6%	17%	14%	56%	50%	22%	28%	78%	-5%	79%	-5%	0%	5%	1%	7%	2%	-2%
2018-19 Math All Grades	761	1,522	1%	1%	4%	5%	13%	13%	56%	49%	26%	32%	82%	4%	81%	3%	1%	5%	0%	6%	-2%	-1%
2021-22 Math All Grades	761	1,118	2%	3%	6%	7%	19%	18%	53%	53%	20%	18%	73%	-9%	71%	-10%	2%	8%	3%	11%	5%	-2%

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Peer Group Comparison

LinkIt!

Math Cohort Achievement and Growth

Same students, different grades

