Princeton Public Schools

Live to Learn, Learn to Live

BOE Testing Presentation

2022-2023 School Year



Discussion Topics

- AP, SAT, and ACT Scores
- DLM (Dynamic Learning Map) Alternative Assessment Scores
- NJSLA ELA, Math, and Science Scores

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AP Scores

Achievement Report 2022-2023

AP Offerings

- 1. 2-D Art Design
- 2. Art History
- 3. Biology
- 4. Calculus AB
- 5. Calculus BC
- 6. Chemistry
- 7. Chinese Language and Culture
- 8. Comparative Government and Politics
- 9. Computer Science A
- 10. Computer Science Principles
- 11. Drawing
- 12. English Language and Composition
- 13. English Literature and Composition
- 14. Environmental science
- 15. European History
- 16. French Language and Culture
- 17. German Language and Culture

- Human Geography
 Italian Language and Culture
 Japanese Language and Culture
 Latin
- 22. Macroeconomics
- 23. Microeconomics
- 24. Music Theory
- 25. Physics 1
- 26. Physics C: Electricity & Magnetism
- 27. Physics C: Mechanics
- 28. Psychology
- 29. Spanish Language and Culture
- 30. Statistics
- 31. United States Government and Politics
- 32. United States History
- 33. World History: Modern

AP Score Summary

Totals	1	2	3	4	5	Total Exams
Number of Exams	44	133	260	425	662	1,524
Percentage of Exams	3%	9%	17%	28%	43%	100%
Number of AP Students	40	114	200	293	343	

AP Scholar Summary 2023

	AP Scholar	AP Scholar with Honors	AP Scholar with Distinction	AP International Diploma
Number of Scholars	85	70	183	1
Average Score	3.53	3.91	4.46	3.29

5-Year AP Score Summary

YEAR	2019	2020	2021	2022	2023
Total AP Students	612	656	613	552	627
Number of Exams	1,478	1,605	1,450	1,337	1,524
AP Students with Scores 3+	569	611	527	489	571
% of Total AP Students with Scores 3+	92.97	93.14	85.97	88.59	91.07

AP Demographics 2023

Race/Ethnicity	<9th Grade	9th Grade	10th Grade	11th Grade	12th Grade	No Longer in High School	Unknown	Total Students
Asian (including Indian subcontinent and Philippines origin)		21	66	88	66			241
Black or African American			б	6				12
Hispanic or Latino (including Spanish origin)			19	21	8			48
White (including Middle Eastern origin)		3	66	113	72			254
Two or more races, non- Hispanic			16	24	10			50
No response		1	6	4	11			22



Continuous Improvement Goals

- Enhance accessibility to AP classes
- Enable and promote more students to take the AP exam
- Conduct score analysis by department for program improvement
- Provide professional growth opportunities for AP teachers

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SAT Comparison

Achievement Report 2022-2023

SAT Achievement 5-Year Comparison

Subject	2019	2020	2021	2022	2023
Math	653	655	664	653	647
ERW	640	646	670	661	649

2023 SAT Means

2023 Mean Scores	ERW	Math	Total
Princeton High School	649	647	1296
New Jersey – Class of 2023	538	528	1066
National	520	508	1028

College Board discontinued the optional SAT Essay after June 2021.

2023 Performance by Gender

Gender	Tes	st Takers		Mean Sco	re	Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Female	126	48%	1284	649	635	79%	94%	79%	6%
Male	136	51%	1313	652	661	85%	93%	85%	7%
Another/ No Response	3	1%							

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ACT Comparison

Achievement Report 2022-2023

ACT Achievement 5 Year Comparison

Subject	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
Number of Students	236	173	226	167	170
Composite Mean Score	28.3	29.1	29.3	29.8	28.1
Mathematics	27.5	28.1	28.6	28.5	27.4
Science	27.5	28.5	28.6	28.8	27.3
English	28.7	29.7	30	30.7	28.5
Reading	28.9	29.8	29.4	30.5	28.8
Writing (out of 12)*	8.5	8.3	8.7	8.1	7.9

ACT Means 2023 by Gender



Mean Score



DLM Scores

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Achievement Report 2022-2023

What is the DLM?

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 these students a way to show what they know and can do in English language arts, mathematics, and science.

The Dynamic Learning Maps **Essential Elements** are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Dynamic Learning Maps Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities.

When is the DLM taken?

English Language Arts Mathematics Science

=Grades 3, 4, 5, 6, 7, 8, & 11 =Grades 3, 4, 5, 6, 7, 8, & 11 =Grades 5, 8, & 11

How can the DLM be used?

DLM assessments can help IEP team members set high academic expectations for their

students. Results from DLM assessments can be used to inform instruction and meets state

requirements for reporting student achievement.

DLM Achievement Levels:

Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

<u>Approaching the Target:</u> The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.

<u>At Target:</u> The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.

<u>Advanced:</u> The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Princeton Public Schools Dynamic Learning Map Results 2022-2023

Linerging	Target	At larget	Advanced	
25%	25%	40%	10%	
30%	25%	15%	30%	
56%	22%	22%	0%	
	25% 30% 56%	Entry Target 25% 25% 30% 25% 56% 22%	Linerging Approximity Auriget 25% 25% 40% 30% 25% 15% 56% 22% 22%	

suppressed as less than 10 students tested in each grade band

Areas of Strength and Areas for Growth

Areas of Strength:

- Elementary Level
 - Use of text to integrate ideas, information and to identify critical elements
 - Determine critical elements of text
 - Use of simple arithmetic operations
 - Understanding number structures
- Middle School Level:
 - Determine critical elements from text
 - Integrate ideas and information from text
 - Use of writing to communicate
 - Understand and use geometric properties of two- and threedimensional shapes

Areas for Growth:

- Elementary Level
 - Use of writing to communicate ideas and thoughts
 - Represent and interpret data displays
 - Life Science and physical properties

- Middle School Level:
 - Construct understanding of text
 - Understand number structures

Next Steps for DLM Support

• Areas for growth will be target areas for instruction at the appropriate grade levels

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NJSLA: Science

The **NJSLA-Science** was designed to achieve the following goals:

- Measure student proficiency on the New Jersey Student Learning Standards for Science (NJSLS-Science)
- Deliver results that can be used in tandem with local assessments and data to stimulate conversation to improve science instruction and student learning
- Fulfill the federal requirement to administer state science assessment to students in grades 5, 8, and 11
- Create instruments that reflect the rigor of scientific learning that is necessary for tomorrow's workforce and civic life
- Assess students' abilities to explain how or why phenomenon occur and to design solutions to real-world problems

PRINCETON PS 2022-23 Spring NJSLA Science

			Achievement Levels									
		Minimal		Lim	Limited		cient	Advanced				
	Total	(Level 1)		(Lev	(Level 2)		(Level 3)		(Level 4)			
Orrada	# students	District	State	District	State	District	State	District	State			
Grade	lested											
5	257	15%	38%	30%	35%	37%	21%	18%	6%			
8	263	16%	40%	30%	42 %	28%	14%	25%	4%			
11	82	26%	44%	26%	26%	30%	22%	18%	8%			
All Grades	602	17%	41%	30%	34%	32%	19%	21%	6%			

School Comparison Riverside ES 2022-23 Spring NJSLA Science

		S							
	Minimal (Level 1)		Lim (Lev	Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
Grade	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	
5	4%	17%	31%	30%	49%	34%	16%	19%	

School Comparison Johnson Park School 2022-23 Spring NJSLA

Science

	Achievement Levels									
	Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)			
Grade	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District		
5	25%	11%	24%	32%	33%	38%	17%	19%		

School Comparison
Littlebrook ES
2022-23 Spring NJSLA
Science

	Achievement Levels									
	Min (Lev	imal el 1)	Lim (Lev	ited rel 2)	Profi (Lev	cient el 3)	Advanced (Level 4)			
Grade	School Rest of District		School	Rest of District	School	Rest of District	School	Rest of District		
5	13%	15%	28%	31%	35%	38%	25%	16%		

School Comparison Community Park School 2022-23 Spring NJSLA

Science

		Achievement Levels									
	Minimal		Lim	vel 2)	Profi	cient	Advanced				
	(Lev	er I)	(Level 2)		(Level 3)		(Lev	el 4)			
Grade	School Rest of District		School	Rest of District	School	Rest of District	School	Rest of District			
5	14%	15%	36%	27%	35%	38%	15%	20%			

PRINCETON PS 2022-23 Spring NJSLA by Subgroup Race Science **Distribution by Achievement Level (All Grades)** 100% **90%** 80% **70%** 60% 51% **50%** 40% 40% 39% 40% 36% 33% 33% 33% 32% 30% 28% 24% 23% **21%** 20% 18% 13% 11% 11% 9% **10%** 7% 0% 0% Asian Black Hispanic Multiple White Limited Proficient Advanced Minimal



PRINCETON PS 2022-23 Spring NJSLA by Subgroup Program

Science



Areas of Strength and Areas for Growth

Strengths

- Consistent performance above state levels
- Infrastructural support for strong learning supports of science and engineering practices
 - Garden Education
 Program
 - PAWS and STEM-based clubs
 - Research program
 - New PMS Program

Growth Areas

- Reduce number of students in Levels 1 and 2
- Realistic data mining, informational text analysis and research experiences
- Content area literacy

Next Steps for Science Support

- Provide district-wide STEM literacy
 - Reading informational text
 - Writing up research
- Re-institute daily STEM learning opportunities
- Increase PHS stakeholder buy-in for science assessment as a benchmark
- Department goal of embedding mathematics and literacy standards
- Begin a Science Program Audit/Evaluation to further identify areas of strength and areas for growth

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NJSLA: English Language Arts

The **NJSLA-ELA** was designed to achieve the following goals:

- Measure student proficiency on the New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA)
- Deliver results that can be used in tandem with local assessments and data to stimulate conversation to improve English Language Arts instruction and student learning
- Fulfill the federal requirement to administer state ELA assessments to students in grades 3-9
- Emphasize the importance of close reading, synthesizing ideas within and across texts, determining the meaning of words and phrases in context, and writing effectively when using and/or analyzing sources

2022-23 Spring NJSLA

					Α	chievem	ent Level	S			
	Total	% Not M Expect (Leve	leeting ations el 1)	% Partially Meeting Expectations (Level 2)		% Approaching Expectations (Level 3)		% Meeting Expectations (Level 4)		% Exceeding Expectations (Level 5)	
Grade	Tested in District	District	State	District	State	District	State	District	State	District	State
3	204	5%	21%	13%	15%	21%	23%	51%	37%	10%	5%
4	231	3%	13%	7%	15%	16%	21%	44%	37%	30%	15%
5	248	4%	12%	6%	14%	16%	20%	59%	43%	14%	10%
6	239	5%	12%	8%	14%	17%	25%	47%	38%	23%	11%
7	237	1%	12%	8%	13%	12%	20%	32%	33%	47%	23%
8	265	8%	13%	6%	12%	10%	20%	40%	36%	36%	20%
9	307	6%	15%	7%	15%	12%	18%	44%	37%	30%	15%
All Grades	1,731	5%	14%	8%	14%	15%	21%	45%	37%	28%	14%

Comparisons to Last Year's ELA Results

Grade Level	Princeton % of Meeting or Exceeding Standards 2021-2022	Princeton % of Meeting or Exceeding Standards 2022-2023
Grade 3	67%	61%
Grade 4	76%	74%
Grade 5	76%	73%
Grade 6	74%	70%
Grade 7	82%	79%
Grade 8	74%	76%
Grade 9	76%	74%

School Comparison Johnson Park School 2022-23 Spring NJSLA

	Achievement Levels											
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)			
Grade	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District		
3	2%	6%	8%	15%	23%	20%	56%	49%	10%	10%		
4	4%	2%	13%	5%	15%	17%	49%	42%	20%	34%		
5	3%	5%	10%	5%	16%	16%	53%	61%	17%	13%		
All Grades	3%	4%	11%	8%	17%	18%	53%	51%	16%	19%		

	School Comparison Scale document up Riverside ES 2022-23 Spring NJSLA ELA/Language Arts												
		Achievement Levels											
	Not M	eeting	Partially	Meeting	Approaching		Meeting		Exce	eding			
	Expect	tations	Expec	tations	Expec	tations	Expec	tations	Expect	tations			
	(Lev	el 1)	(Lev	vel 2)	(Lev	vel 3)	(Lev	el 4)	(Level 5)				
Grade	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District			
3	0%	6%	8%	14%	24%	20%	55%	50%	13%	10%			
4	4%	2%	0%	9%	6%	19%	34%	46%	56%	23%			
5	2%	5%	2%	7%	22%	15%	53%	61%	20%	13%			
All Grades	2%	4%	3%	10%	17%	18%	47%	53%	32%	15%			

School Comparison Littlebrook ES 2022-23 Spring NJSLA ELA/Language Arts													
		Achievement Levels											
	Not M	eeting	Partially	Meeting	Approaching		Мее	eting	Exceeding				
	Expect	tations	Expect	tations	Expec	tations	Expec	tations	Expect	tations			
	(Lev	el 1)	(Lev	el 2)	(Lev	vel 3)	(Lev	el 4)	(Lev	el 5)			
Grade	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District			
3	7%	4%	18%	11%	17%	22%	53%	50%	5%	13%			
4	1%	3%	7%	7%	15%	17%	49%	41%	27%	32%			
5	6%	4%	7%	6%	17%	16%	65%	57%	4%	18%			
All Grades	5%	4%	11%	8%	17%	18%	56%	50%	13%	21%			

			ج Cor 20	School (mmunit)22-23 (ELA/Lar	Compains Ny <mark>Park</mark> Spring Inguage J	rison <mark>School</mark> NJSLA Arts						
				А	chievem	ent Level	s					
	Not M	eeting	eting	Exce	eding							
	Expect	ations	Expec	tations	Expec	Expectations Expectations Expectations						
	(Lev	el 1)	(Lev	/el 2)	(Lev	vel 3)	(Level 4) (Level 5)					
Grade	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District		
3	9%	3%	16%	12%	21%	21%	41%	55%	14%	9%		
4	2%	3%	7%	7%	29%	13%	40%	45%	22%	33%		
5	5%	4%	4%	7%	12%	18%	62%	58%	17%	13%		

20%

17%

49%

52%

17%

19%

5%

All Grades

3%

8%

9%

2022-23 Spring NJSLA by Subgroup Race



2022-23 Spring NJSLA by Subgroup Gender



2022-23 Spring NJSLA by Subgroup Program



Areas of Strength and Areas for Growth K-5

- Strengths
 - Consistent performance above state levels in the categories of meeting and exceeding expectations
 - Strong curricular infrastructure and support for students and educators
 - Instructional Coaches facilitating ongoing professional development around ELA
 - Implementation of IMSE Orton-Gillingham training for all K-1 Staff
 - Roll out of a daily structured literacy block for all k-1 classrooms
 - Pilot of I-Ready ELA Diagnostic for additional benchmarking opportunities to monitor progress and student growth trends
 - Updated DRA3
 Benchmarking System
 - Updated dyslexia screening tool

- Growth areas
 - Reduce number of students minimal and limited proficiency
 - Help students progress from approaching to meeting with Tier I and Tier II instructional strategies
 - Leveraging I&RS and Interventionist Role to identify students early and provide targeted, research-based supports

Next Steps for Elementary ELA Support

- Elementary K-5:
 - Orton-Gillingham certification for instructors working across tiered systems of support to help promote student growth
 - Building on Interventionist Role with targeted, researched-based supports
 - Leveraging instructional coaching cycles
 - Providing staff support and feedback when observing structured literacy block
 - Summer 2024 training for second and third grade teachers on structured literacy to help support student success in Tier 1 settings
 - Fall 2024 Roll out for IMSE OG (grades 2-3)

Areas of Strength and Areas for Growth 6-12

Strengths

- Consistent performance above state levels in the percentage of students meeting and exceeding expectations
- Alignment across middle grades ELA through:
 - Units of Study for Teaching Reading and Writing
 - Benchmark Assessments

• Growth areas

- Increase number of students meeting and exceeding expectations
- Increase horizontal and vertical alignment across required middle and high school courses in the humanities
- Increase opportunities for intentional transfer of literacy skills across courses in the humanities

Next Steps for Secondary ELA Support

• Secondary 6-12:

- Department-wide professional learning on culturally sustaining literacy practices and student-driven learning to increase student engagement and student voice
- Department-wide professional learning on data-informed lesson design to strengthen interventions
- Expand opportunities for professional collaboration across content areas and courses in the humanities to deepen students' literacy skills by:
 - Strengthening horizontal and vertical articulation
 - Teaching to transfer
 - Administering and analyzing common assessments

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NJSLA: Mathematics

The NJSLA-Mathematics was designed to achieve the following goals:

- Measure student proficiency on the New Jersey Student Learning Standards for Mathematics (NJSLS-M)
- Deliver results that can be used in tandem with local assessments and data to stimulate conversation to improve mathematics instruction and student learning
- Fulfill the federal requirement to administer state math assessment to students in grades 3-8, Algebra I, Algebra II, and Geometry
- Assess students' abilities in relation to counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, number and operation-fractions, and geometry.

2022-23 Spring NJSLA

Mathematics

					A	chievem	ent Level	S			
	Tatal	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	Tested in	District	State	District State		District State		District State		District	State
Grade	District										
3	213	2%	13%	8%	17%	16%	25%	43%	34%	31%	12%
4	244	2%	13%	7%	18%	15%	25%	56%	37%	19%	7%
5	258	5%	13%	8%	21%	17%	26%	46%	31%	25%	9%
6	241	2%	14%	7%	23%	13%	28%	42%	28%	35%	7%
7	140	9%	13%	14%	23%	32%	31%	42%	29%	4%	5%
Algebra I	258	13%	16%	20%	26%	20%	23%	34%	30%	13%	5%
Geometry	217	4%	16%	12%	14%	39%	16%	40%	44%	4%	10%
Algebra II	342	11%	6%	23%	14%	18%	30%	40%	41%	8%	9%
All Grades	1,913	6%	13%	13%	20%	20%	25%	43%	34%	18%	8%

Comparisons to Last Year's Math Results

Grade Level	Princeton % of Meeting or Exceeding Standards 2021-2022	Princeton % of Meeting or Exceeding Standards 2022-2023
Grade 3	73%	74%
Grade 4	70%	75%
Grade 5	71%	71%
Grade 6	64%	77%
Grade 7 *only 140 students tested	35%	46%
Algebra I *7th, 8th, and 9th grades combined	49%	47%
Algebra II* PMS and PHS Combined, abnormal # of 8 th grade sections	59%	48%
Geometry	45%	44%

Algebra 1 Scores by Grade Band











	School Comparison													
Riverside ES														
2022-23 Spring NJSLA														
Mathematics														
	Achievement Levels													
	Not MeetingPartially MeetingExpectationsExpectations				Appro Expec	aching tations	Mee Expect	eting tations	Exce Expec	eding tations				
	(Lev	/el 1)	(Lev	rel 2)	(Level 3)		(Level 4)		(Level 5)					
Grade	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District				
3	0%	2%	5%	8%	8%	18%	45%	43%	42%	29%				
4	4%	2%	4%	8%	9%	16%	55%	57%	29%	16%				
5	2%	5%	13%	7%	11%	18%	44%	46%	29%	24%				
All Grades	2%	3%	7%	8%	9%	17%	49%	49%	33%	23%				

School Comparison	
Johnson Park School	
2022-23 Spring NJSLA	
Mathematics	
Achievement Levels	

	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
Grade	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
3	2%	2%	6%	8%	23%	14%	46%	42%	23%	34%
4	3%	2%	15%	5%	10%	16%	60%	55%	12%	22%
5	6%	4%	5%	9%	19%	16%	46%	46%	24%	25%
All Grades	4%	3%	9%	7%	17%	15%	51%	48%	19%	27%

School Comparison Littlebrook ES 2022-23 Spring NJSLA Mathematics

	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
Grade	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
3	3%	1%	6%	8%	13%	17%	38%	45%	40%	28%
4	0%	3%	6%	8%	14%	15%	57%	56%	24%	17%
5	7%	4%	7%	9%	13%	18%	46%	46%	27%	24%
All Grades	3%	3%	6%	8%	13%	17%	47%	49%	30%	23%

School Comparison	
Community Park School	
2022-23 Spring NJSLA	
Mathematics	
Achievement Levels	

	Achievement Leveis									
	Not Meeting Expectations		Partially Meeting Expectations		Approaching Expectations		Meeting Expectations		Exceeding Expectations	
				012)						
Grade	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
3	2%	2%	12%	6%	18%	15%	45%	42%	23%	35%
4	4%	2%	5%	8%	26%	11%	53%	57%	12%	21%
5	3%	6%	9%	8%	21%	15%	46%	46%	21%	26%
All Grades	3%	3%	9%	7%	22%	14%	48%	49%	19%	27%





2022-23 Spring NJSLA by Subgroup Program

Mathematics



Areas of Strength and Areas for Growth K-5

- Strengths
 - Consistent performance above state levels in the categories of meeting and exceeding expectations
 - Strong curricular infrastructure and support for students and educators
 - Ready Math
 - iXL
 - I-Ready & LinkIt Benchmarking
 - Professional Development around launch of Math Workshop

- Growth areas
 - Identify number of students minimal and limited proficiency, especially when math begins to level in middle school
 - Create additional opportunities for differentiation through Math Workshop
 - Embedding algebraic thinking throughout elementary experience

Next Steps for Elementary Math Support

• K-5

- Continued Professional Development on the Math Workshop model with Jennifer Lempp (lab sites and onsite visits)
- Continental Math League for 4th and 5th grade students at all four elementary schools to provide additional opportunities for enrichment
- Math Workshop implementation to support differentiation in general education classroom settings
- Elementary math pilot to review updated Ready Math and Reveal curriculums; pilots are happening across all 4 elementary schools in both general and special education classrooms

Areas of Strength and Areas for Growth 6-12

- Strengths
 - Consistent performance above state levels in the categories of meeting and exceeding expectations
 - Increased curricular infrastructure and support for students and educators
 - PAWS
 - Math Lab in grades 6-8
 - District Benchmarks 6-12
 - Standards progression review

- Growth areas
 - Increase the comprehension and proficiency levels of students approaching expectations
 - Increase the use of prior grade-level standards and the standards of mathematical practices for lesson planning
 - Increase opportunities for vertical and horizontal articulation across grade levels
 - Increase use of qualitative data to identify and gauge student understanding

Next Steps for Secondary Math Support

• Secondary 6-12

- Leverage Mathematics program evaluation to further identify areas of strength and areas for growth in instructional resources, standards alignment, and best practices
- Use department meeting time to:
 - Map prior grade-level standards and skills to current curriculum
 - Review classroom quantitative and qualitative data for pacing of instructions and student support
 - Ensure there is a coherent sequence of standards across grades 6-8
- Focus on Pedagogy:
 - Increased use of Math Workshop model to support differentiation in middle school general education classroom settings
 - Increased vertical and horizontal articulation to ensure consistency in instruction and a studentcentered approach



Overall Next Steps and Concluding Remarks

- Promoting test participation and helping spread the word that these assessments provide diagnostic information about our programming and inclusion of state standards
- Transparency in grading practices so that students and families have a timely and accurate picture of student understanding
- Additional consideration for support of Multilingual Learners, particularly at the middle school level
- Creative planning and personnel alignment to ensure Tier II instructional supports are occurring PreK-12
- Math Program Review at November BOE meeting
- Implementation of new K-12 ELA and Math Standards and alignment of these standards across all courses



Thank you!