

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
18. Human Geography
19. Italian Language and Culture
20. Japanese Language and Culture
21. 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			6	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	Test Takers		Mean Score			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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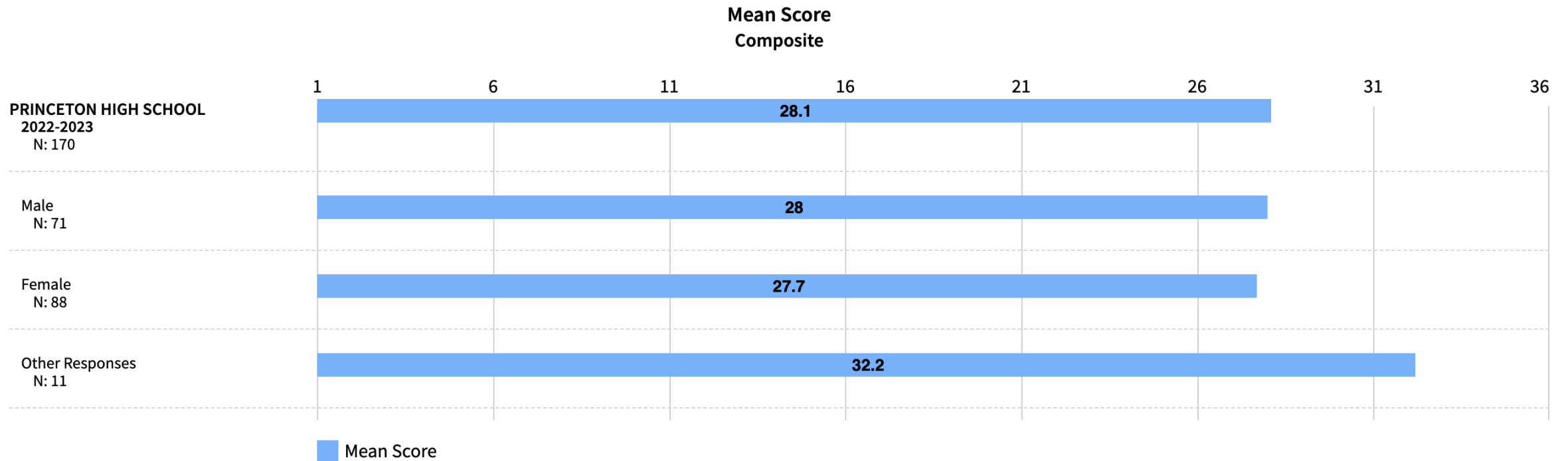
ACT Comparison

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





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DLM Scores

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	=Grades 3, 4, 5, 6, 7, 8, & 11
Mathematics	=Grades 3, 4, 5, 6, 7, 8, & 11
Science	=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.

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

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

Advanced: 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

Subject	Emerging	Approaching Target	At Target	Advanced
English Language Arts	25%	25%	40%	10%
Mathematics	30%	25%	15%	30%
Science	56%	22%	22%	0%

Important Note: Demographic data regarding (F/RL, ESL, gender) are 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 three-dimensional 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

Grade	Total # students Tested	Achievement Levels							
		Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
		District	State	District	State	District	State	District	State
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

Grade	Achievement Levels							
	Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
	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

Grade	Achievement Levels							
	Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
	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

Grade	Achievement Levels							
	Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
	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

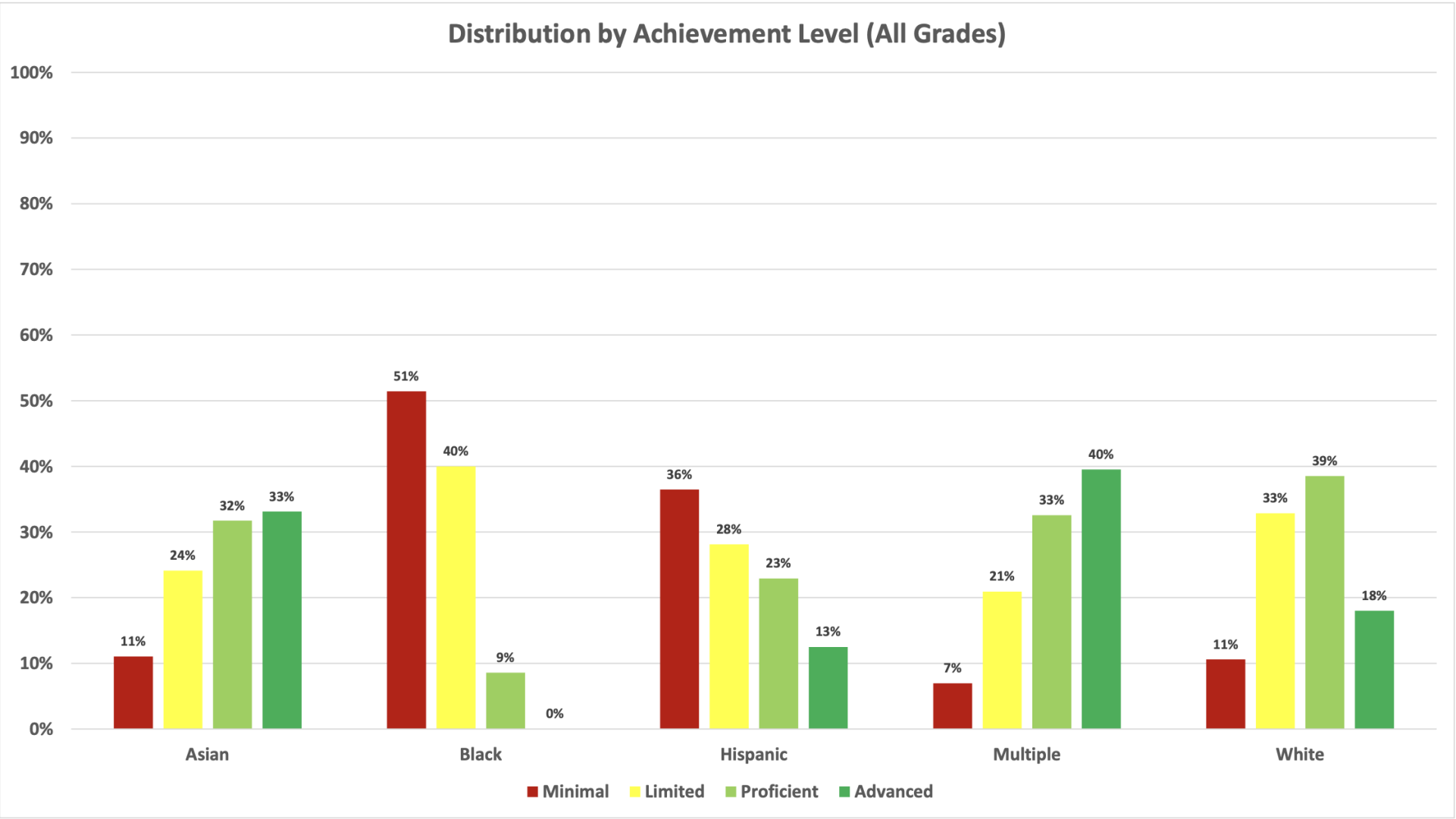
Community Park School

2022-23 Spring NJSLA

Science

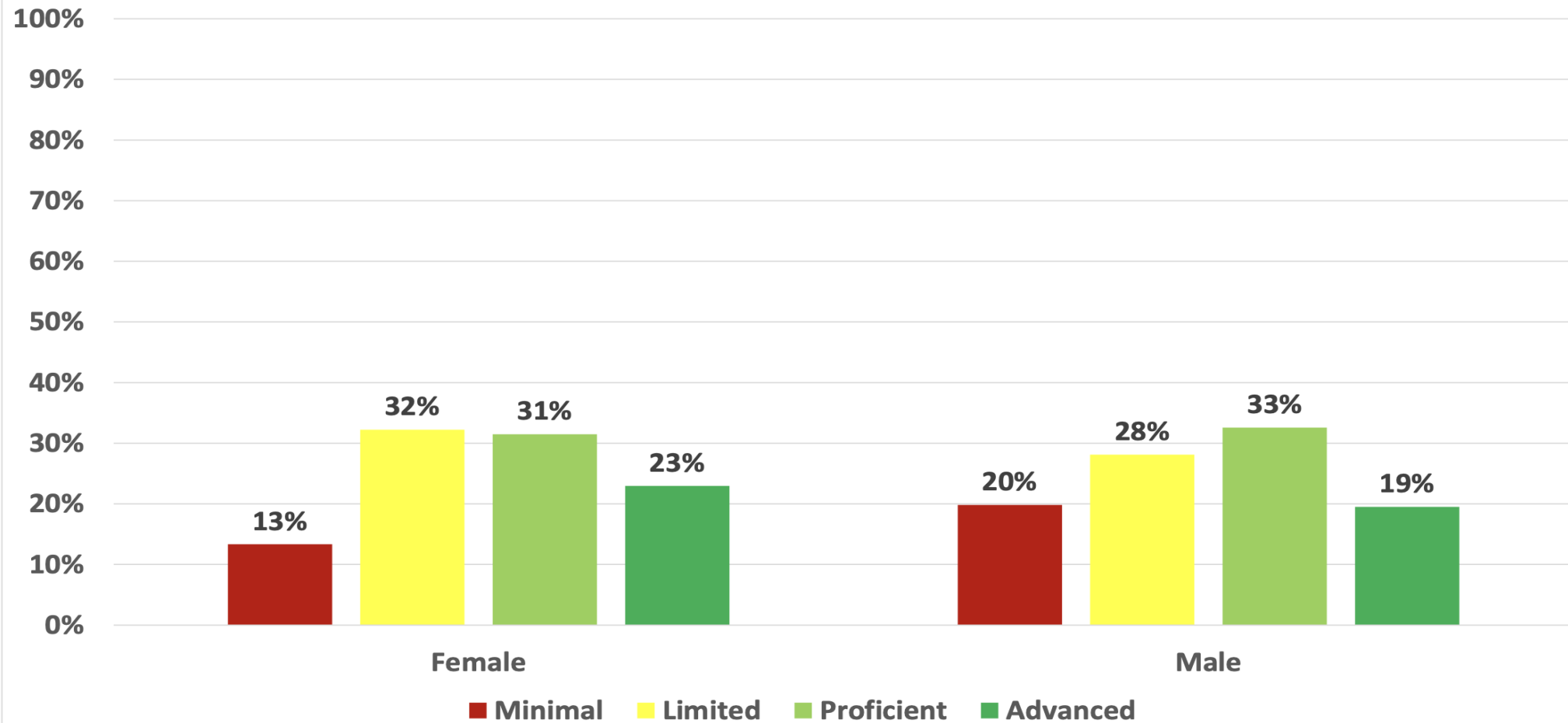
Grade	Achievement Levels							
	Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
5	14%	15%	36%	27%	35%	38%	15%	20%

PRINCETON PS
2022-23 Spring NJSLA by Subgroup Race
Science



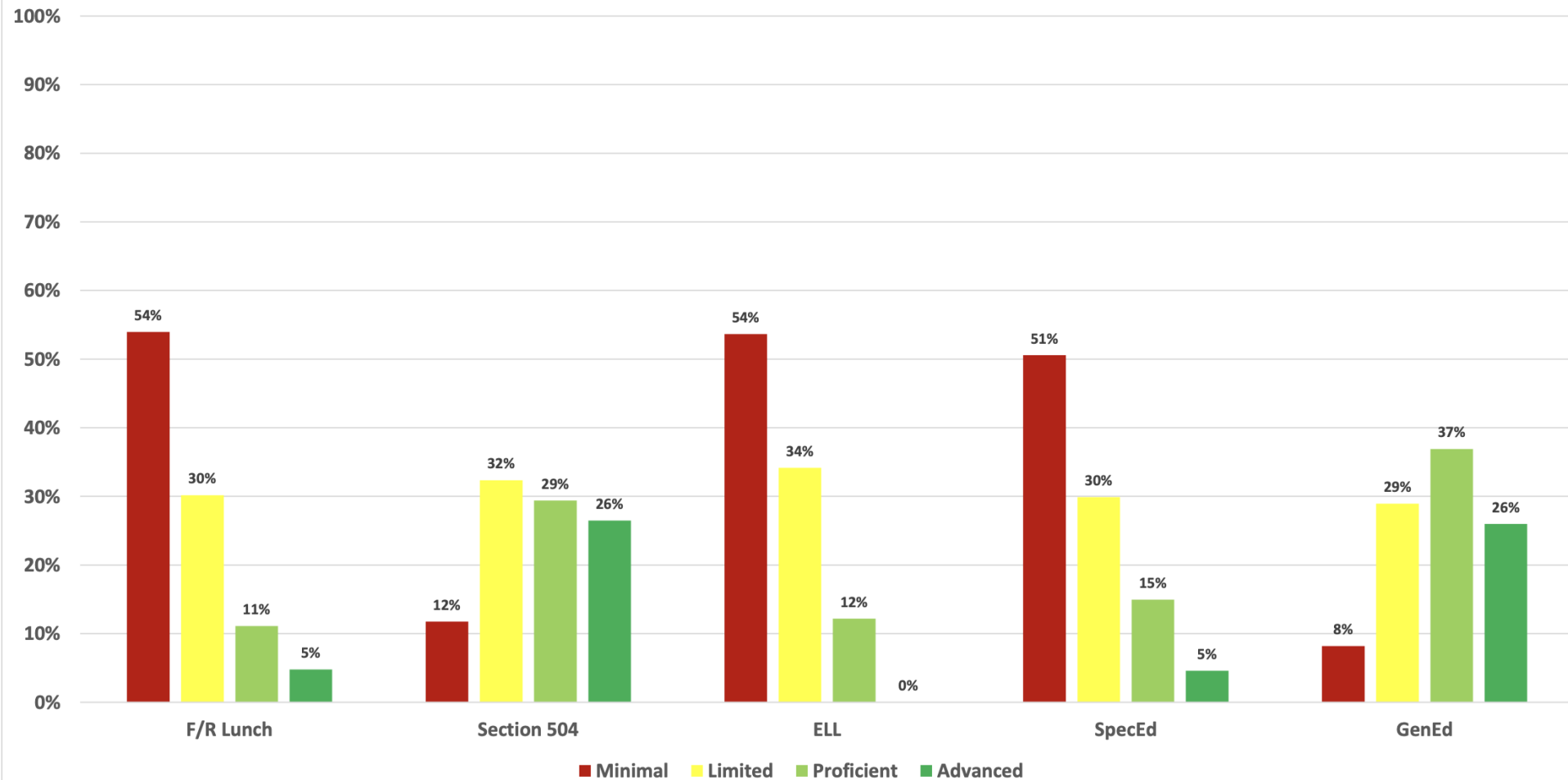
PRINCETON PS
2022-23 Spring NJSLA by Subgroup Gender
Science

Distribution by Achievement Level (All Grades)



PRINCETON PS
2022-23 Spring NJSLA by Subgroup Program
Science

Distribution by Achievement Level (All Grades)



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

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.**

PRINCETON PS
2022-23 Spring NJSLA
ELA/Language Arts

Grade	Total Tested in District	Achievement Levels									
		% Not Meeting Expectations (Level 1)		% Partially Meeting Expectations (Level 2)		% Approaching Expectations (Level 3)		% Meeting Expectations (Level 4)		% Exceeding Expectations (Level 5)	
		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

ELA/Language Arts

Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	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

Riverside ES

2022-23 Spring NJSLA

ELA/Language Arts

Scale document up

Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	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

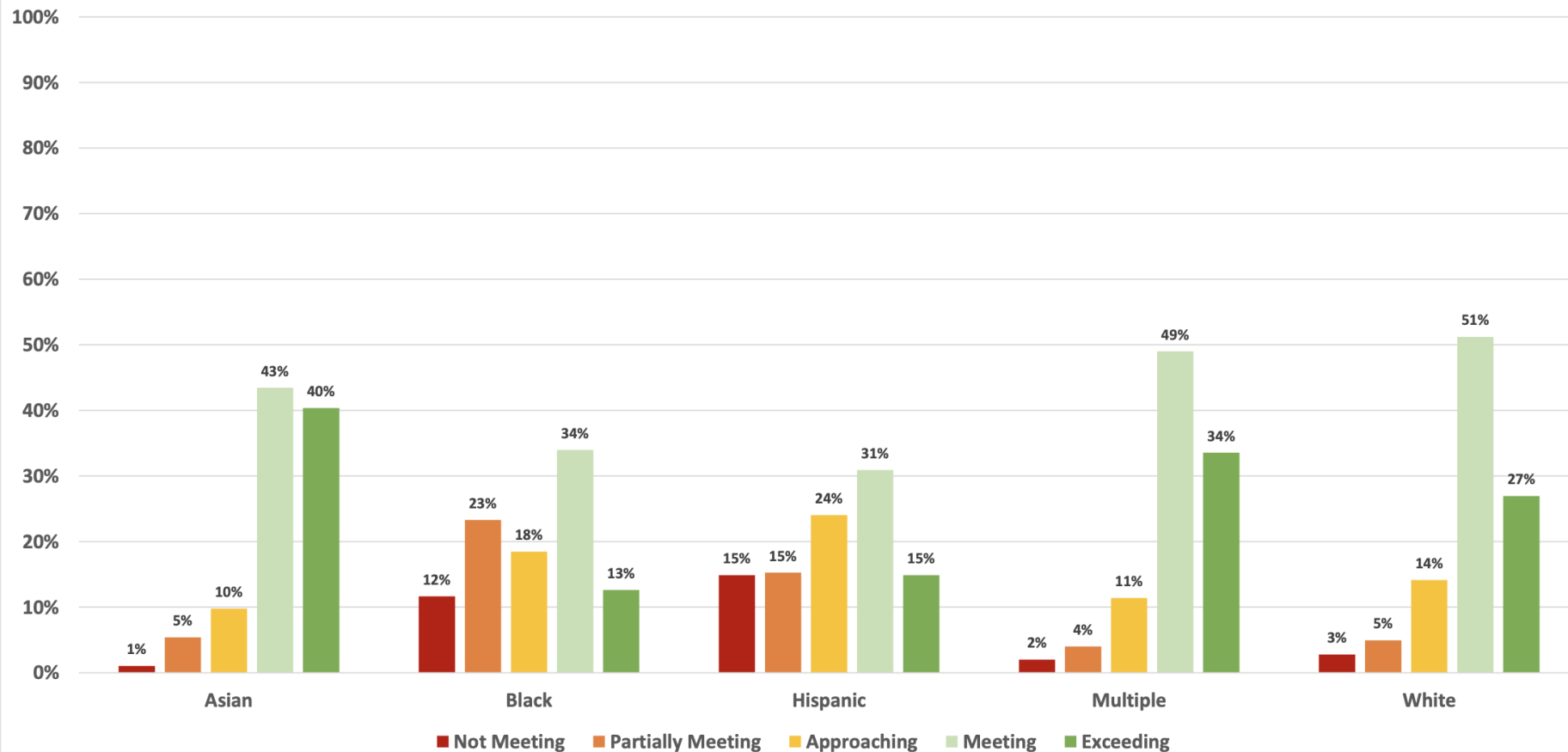
Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of 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%

School Comparison
Community Park School
2022-23 Spring NJSLA
ELA/Language Arts

Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	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%
All Grades	5%	3%	8%	9%	20%	17%	49%	52%	17%	19%

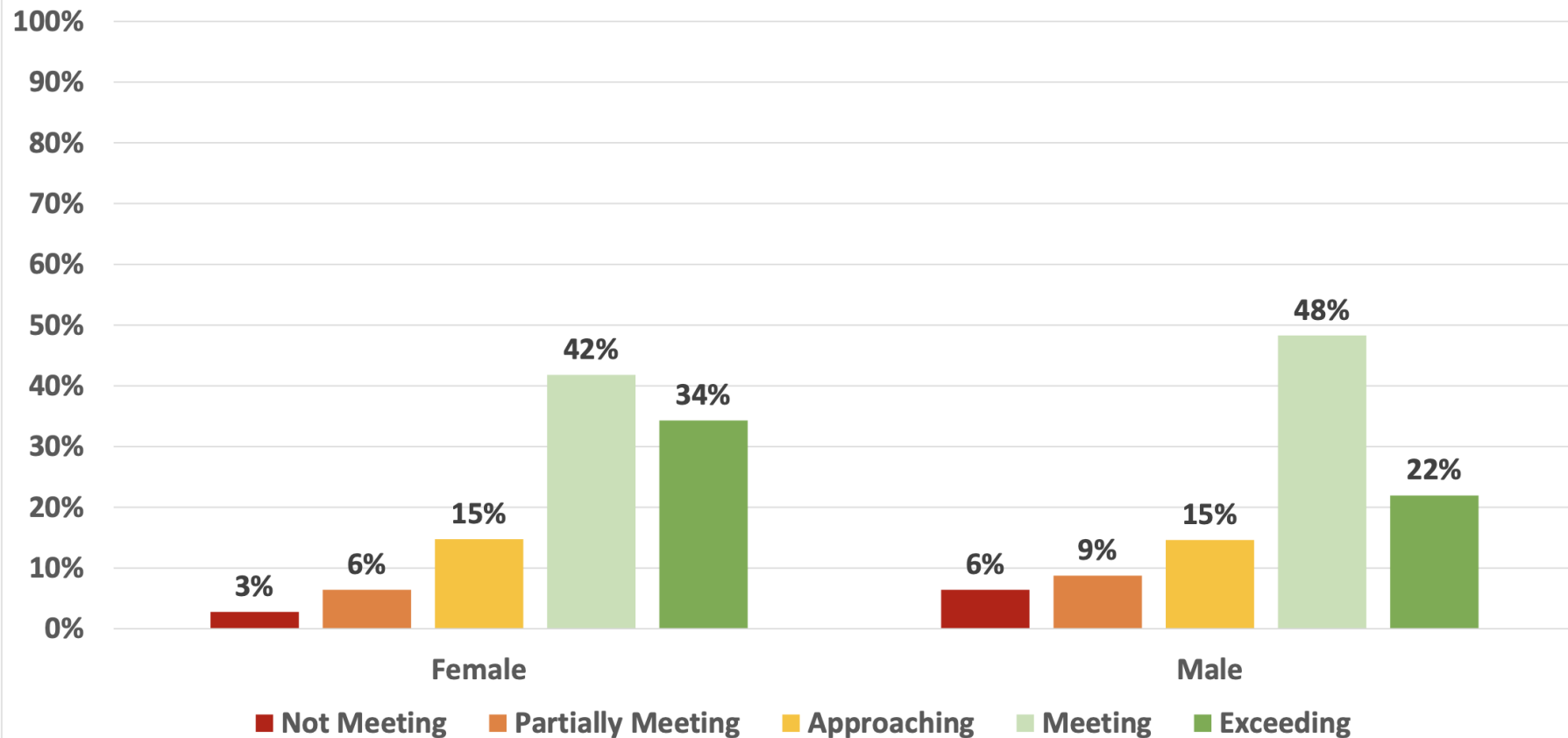
PRINCETON PS
2022-23 Spring NJSLA by Subgroup Race
ELA/Language Arts

Distribution by Achievement Level (All Grades)



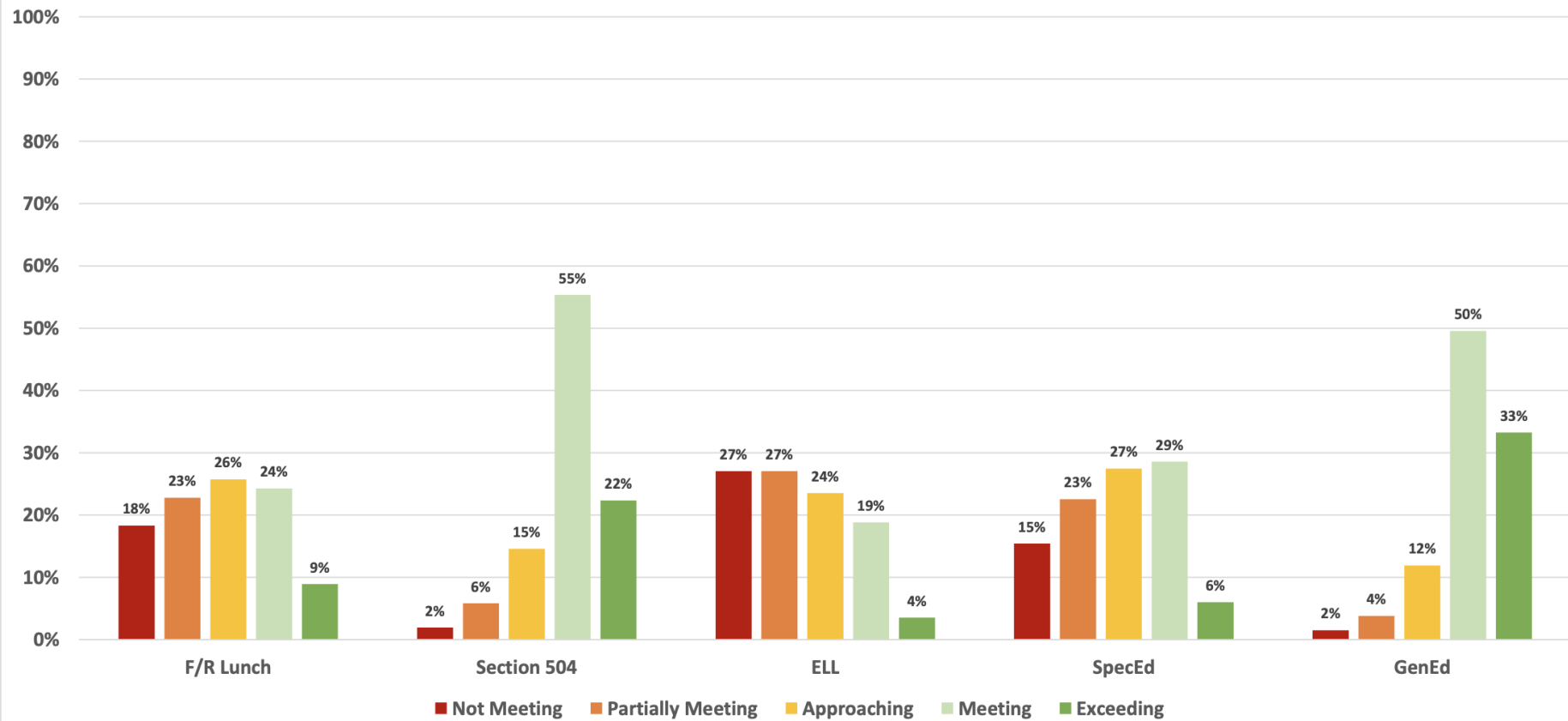
PRINCETON PS
2022-23 Spring NJSLA by Subgroup Gender
ELA/Language Arts

Distribution by Achievement Level (All Grades)



PRINCETON PS
2022-23 Spring NJSLA by Subgroup Program
ELA/Language Arts

Distribution by Achievement Level (All Grades)



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.**

PRINCETON PS

2022-23 Spring NJSLA

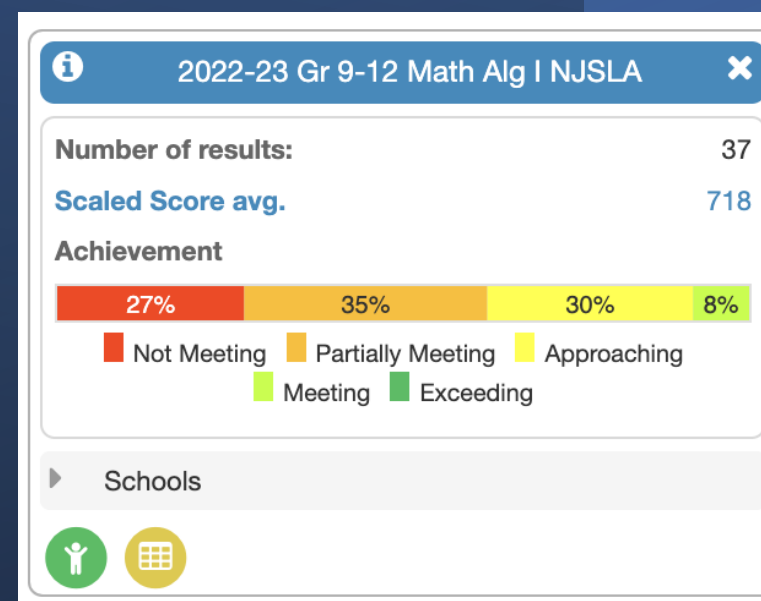
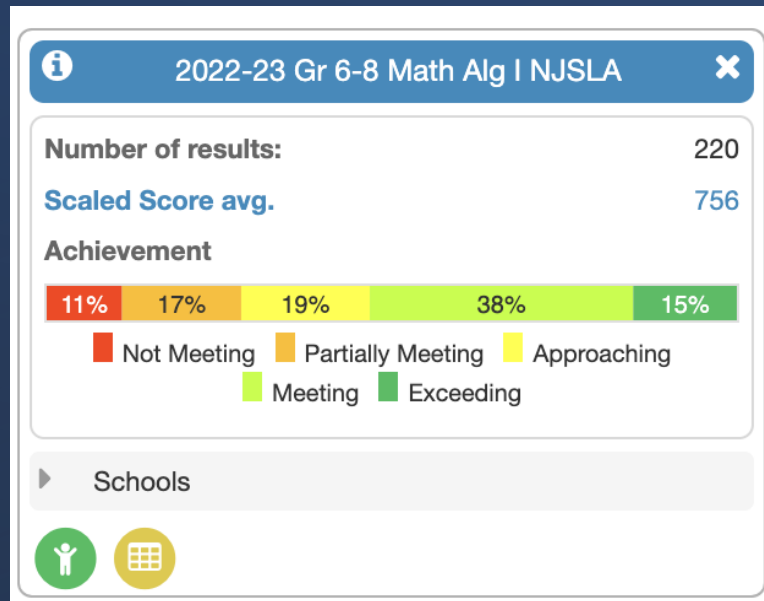
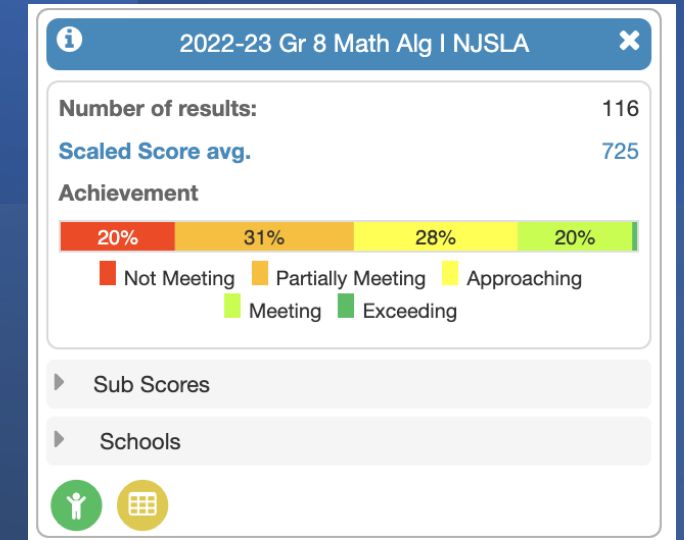
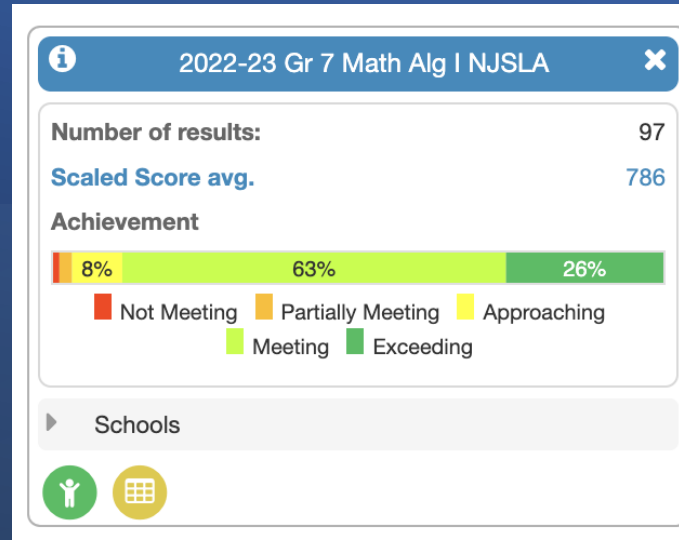
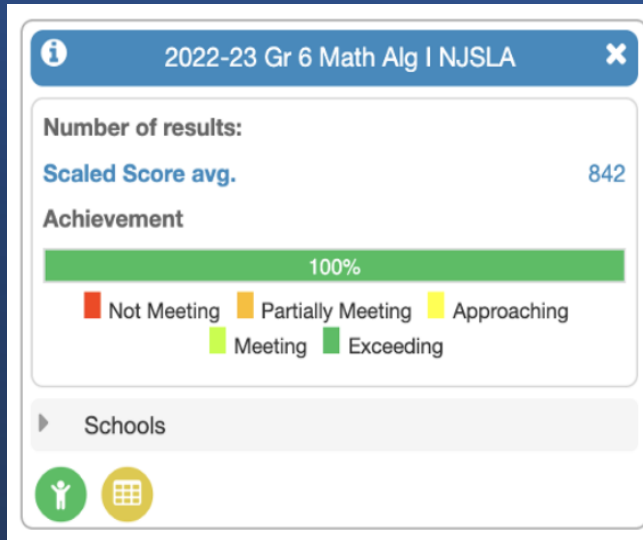
Mathematics

Grade	Total Tested in District	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		District	State	District	State	District	State	District	State	District	State
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 *7 th , 8 th , and 9 th 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

Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	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

Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	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

Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	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

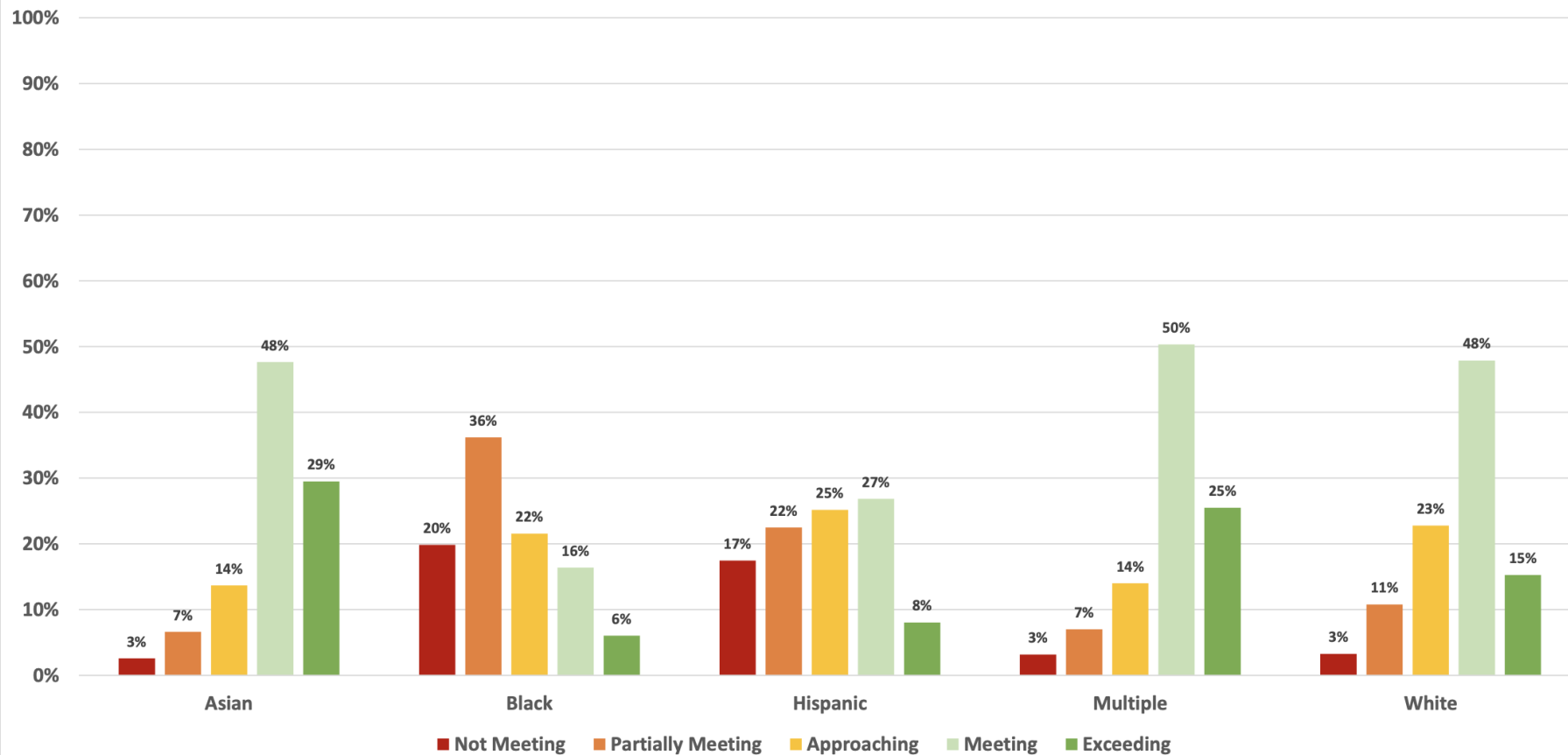
2022-23 Spring NJSLA

Mathematics

Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	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%

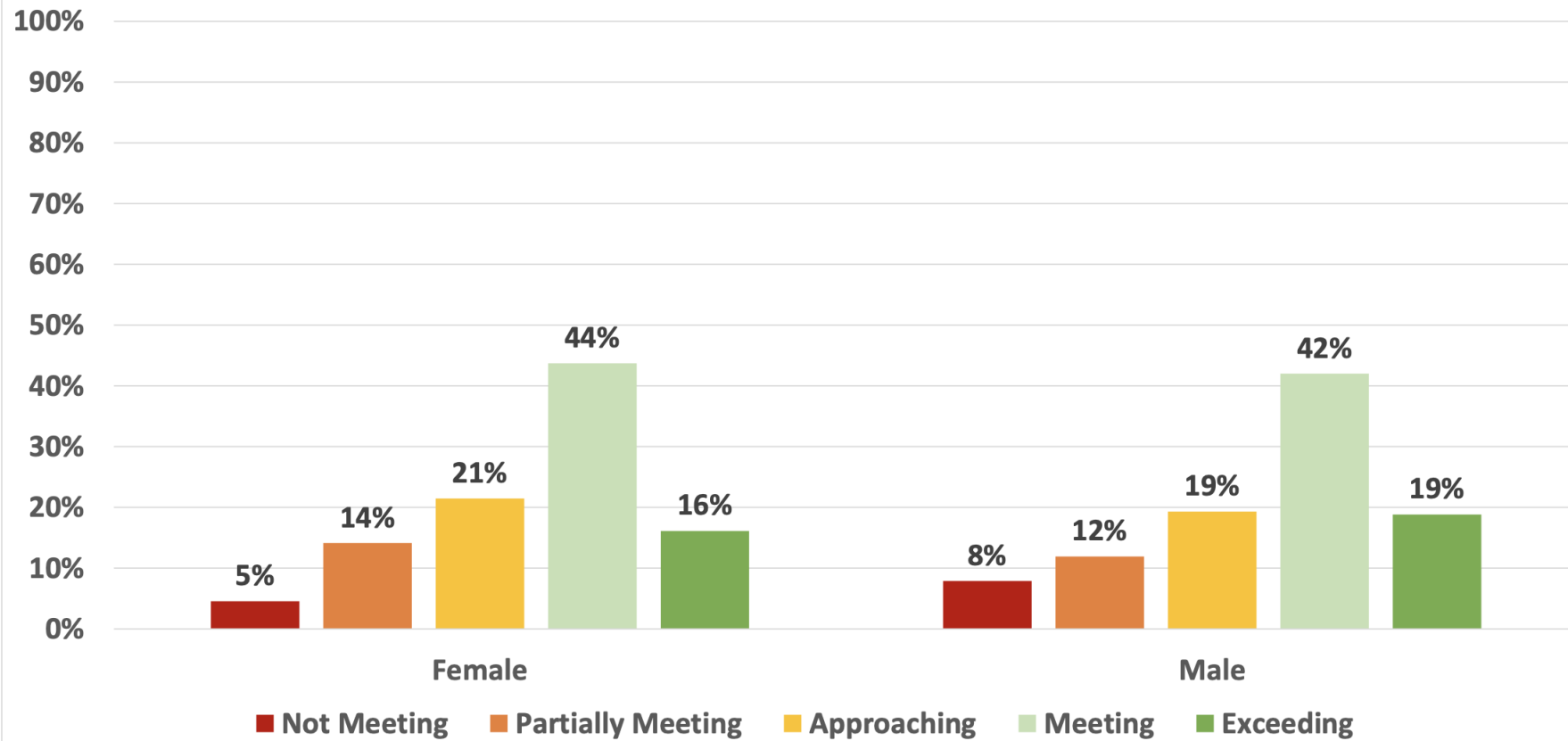
PRINCETON PS
2022-23 Spring NJSLA by Subgroup Race
Mathematics

Distribution by Achievement Level (All Grades)



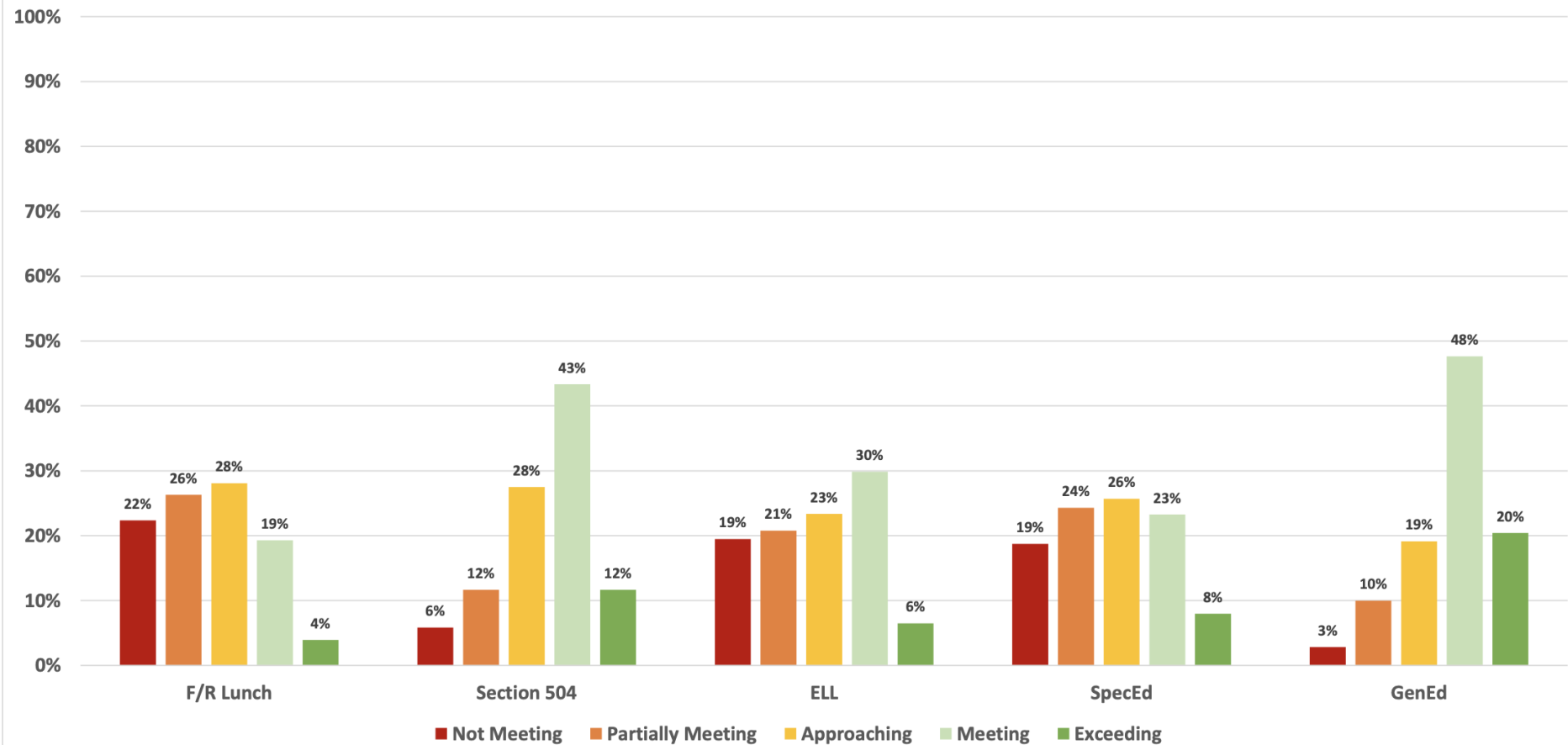
PRINCETON PS
2022-23 Spring NJSLA by Subgroup Gender
Mathematics

Distribution by Achievement Level (All Grades)



PRINCETON PS
2022-23 Spring NJSLA by Subgroup Program
Mathematics

Distribution by Achievement Level (All Grades)



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

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
 - Undergo a 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 Pre-Algebra and Algebra I
 - 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 student-centered approach



Thank you!