NJSLA:
A REFLECTION ON PERFORMANCE

BRIELLE SCHOOL DISTRICT
October 18, 2023

Ms. Nancy Pearson, Supervisor of Curriculum & Instruction

Mrs. Stacie Poelstra, Superintendent/Principal

The New Jersey Department of Education (NJDOE) worked with local school districts to successfully implement the Spring 2023 NJSLA administration. The primary purpose of our statewide assessment program is to identify areas of curricular strength along with opportunities for improvement in each of the tested content areas. As per the NJDOE, districts are encouraged to determine the optimum mechanism to support learning and mastery of our state's rigorous standards.

- During Spring of 2023, NJSLA was administered in the following:
  - English Language Arts and Literacy (ELA/L) grades 3–11
  - Mathematics grades 3 – 8 and End of Course Assessments in Algebra I, Algebra II and Geometry.
  - Science in grades 5 and 8

How Scores are Reported

Level 1: Not yet meeting grade-level expectations

Level 2: Partially meeting grade-level expectations

Level 3: Approaching grade-level expectations

Level 4: Meeting grade-level expectations

Level 5: Exceeding grade-level expectations

*There are four performance levels for Science, unlike ELA & Mathematics which have five levels

New Jersey Statewide Assessment Program: NJSLA

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- District Analysis
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- Steps Forward

DISTRICT ANALYSIS

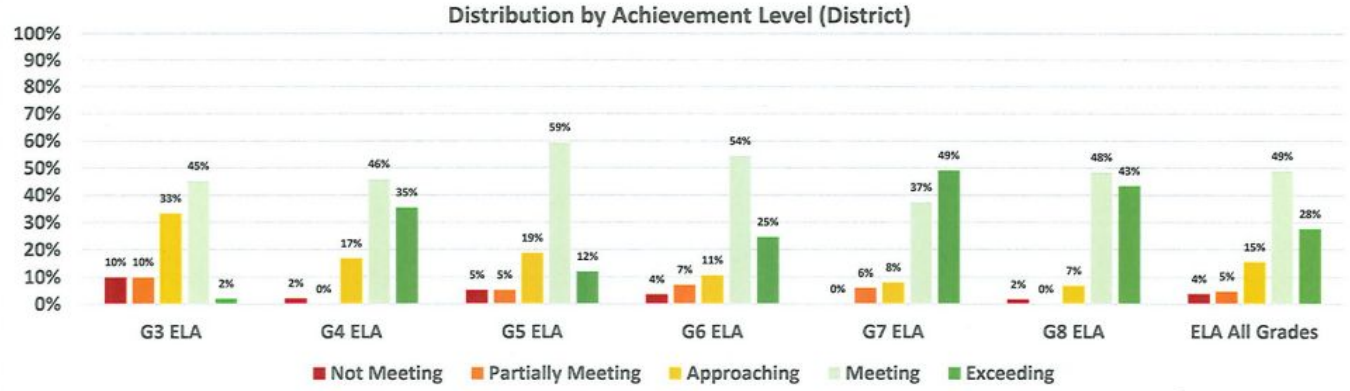
BRIELLE

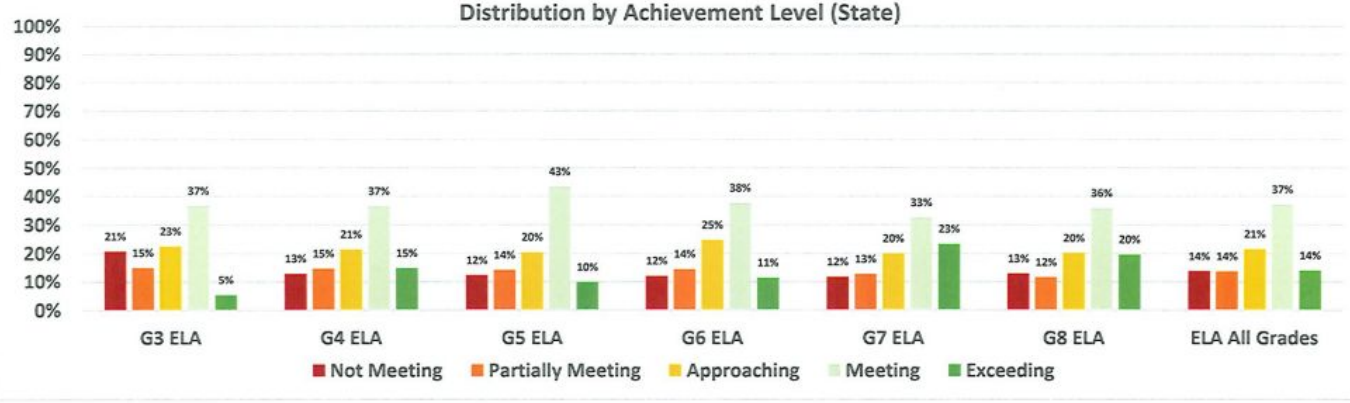
2022-23 Spring NJSLA

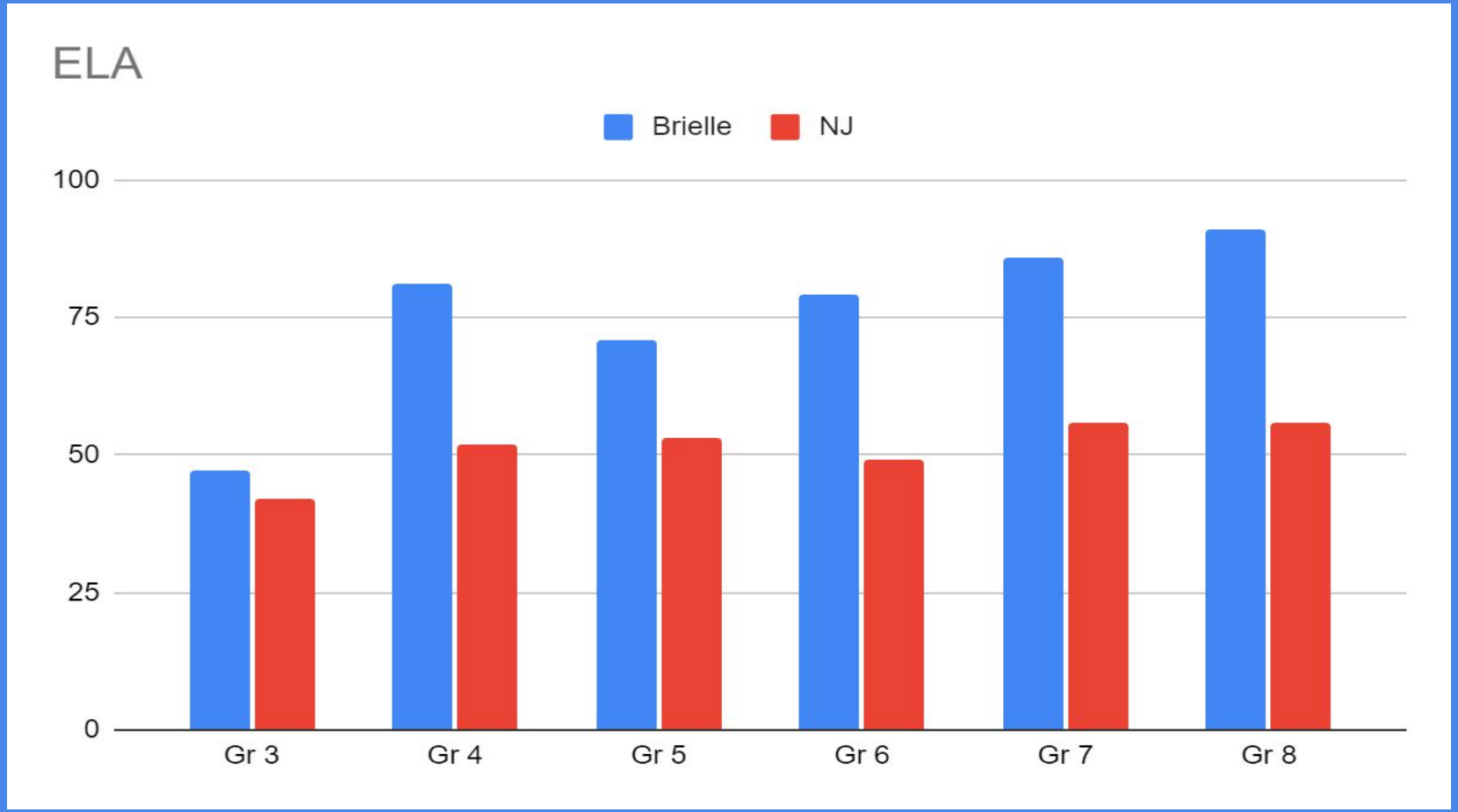
ELA/Language Arts

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	51	10%	21%	10%	15%	33%	23%	45%	37%	2%	5%
4	48	2%	13%	0%	15%	17%	21%	46%	37%	35%	15%
5	59	5%	12%	5%	14%	19%	20%	59%	43%	12%	10%
6	57	4%	12%	7%	14%	11%	25%	54%	38%	25%	11%
7	51	0%	12%	6%	13%	8%	20%	37%	33%	49%	23%
8	60	2%	13%	0%	12%	7%	20%	48%	36%	43%	20%
All Grades	**326**	**4%**	**14%**	**5%**	**14%**	**15%**	**21%**	**49%**	**37%**	**28%**	**14%**

BRIELLE
2022-23 Spring NJSLA
ELA/Language Arts







Percent Meeting or Exceeding Expectations

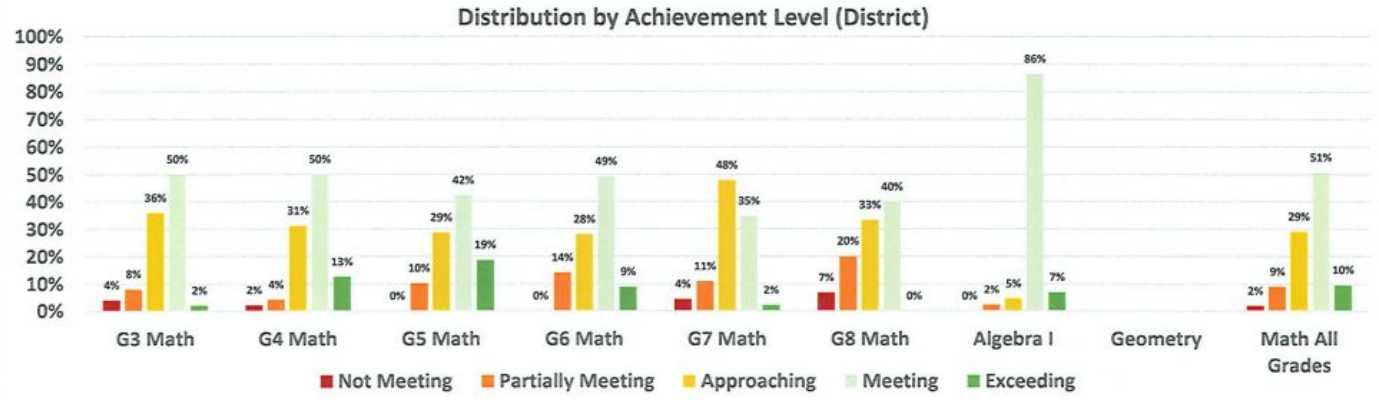
BRIELLE

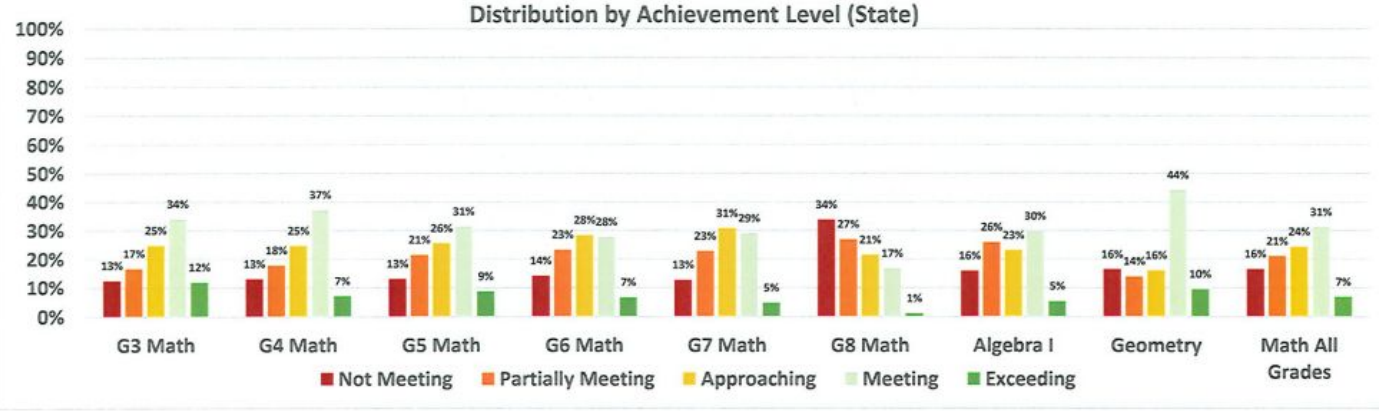
2022-23 Spring NJSLA

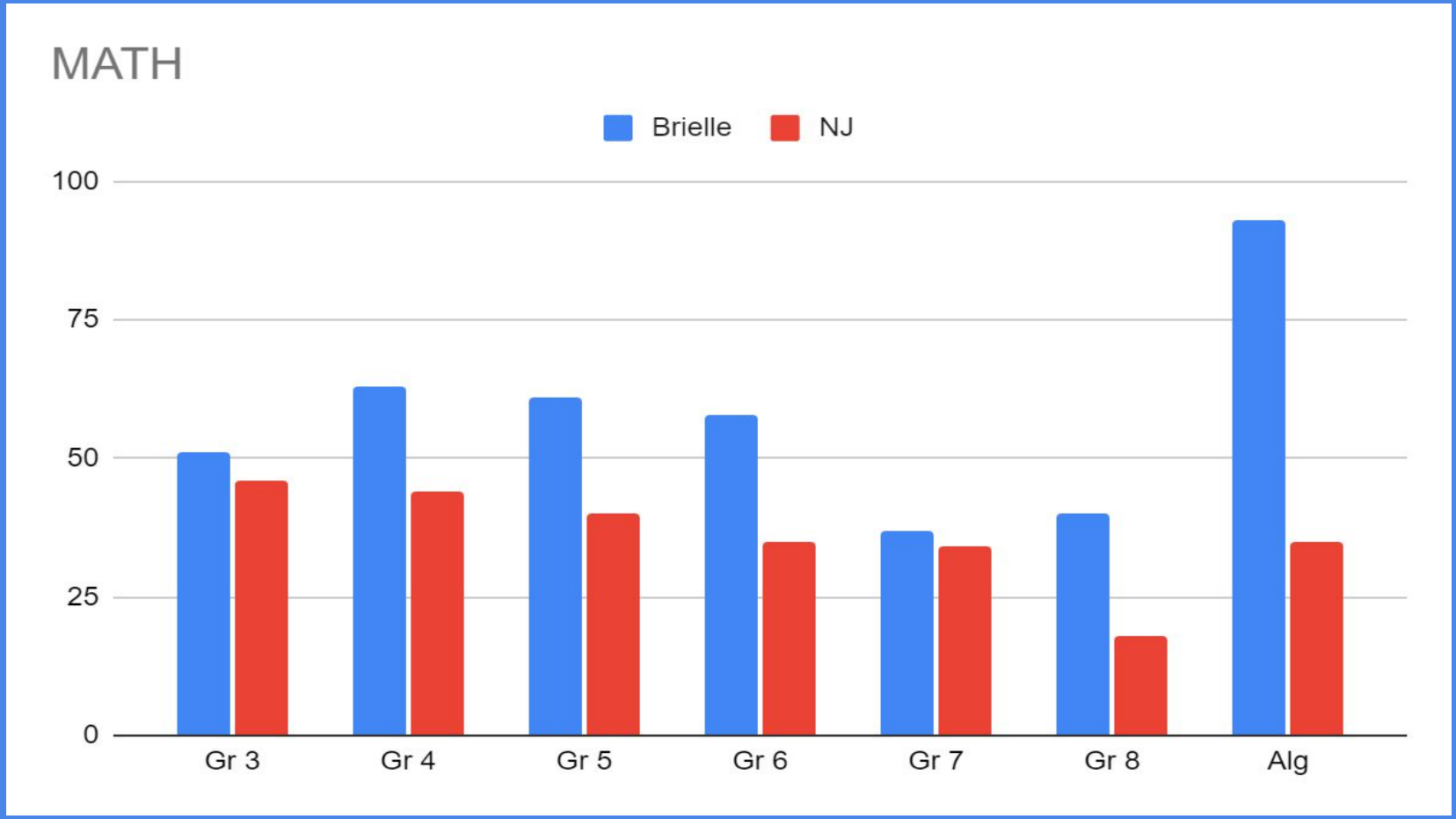
Mathematics

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	50	4%	13%	8%	17%	36%	25%	50%	34%	2%	12%
4	48	2%	13%	4%	18%	31%	25%	50%	37%	13%	7%
5	59	0%	13%	10%	21%	29%	26%	42%	31%	19%	9%
6	57	0%	14%	14%	23%	28%	28%	49%	28%	9%	7%
7	46	4%	13%	11%	23%	48%	31%	35%	29%	2%	5%
8	15	7%	34%	20%	27%	33%	21%	40%	17%	0%	1%
Algebra I	44	0%	16%	2%	26%	5%	23%	86%	30%	7%	5%
Geometry	<10	-	16%	-	14%	-	16%	-	44%	-	10%
All Grades	**326**	**2%**	**16%**	**9%**	**21%**	**29%**	**24%**	**51%**	**31%**	**10%**	**7%**

BRIELLE
2022-23 Spring NJSLA
Mathematics







Percent Meeting or Exceeding Expectations

BRIELLE

2022-23 Spring NJSLA

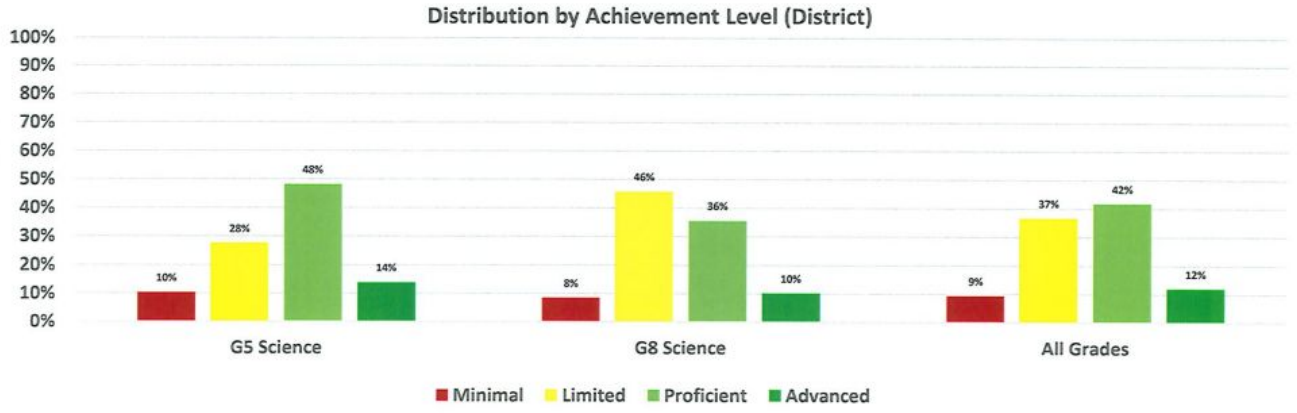
Science

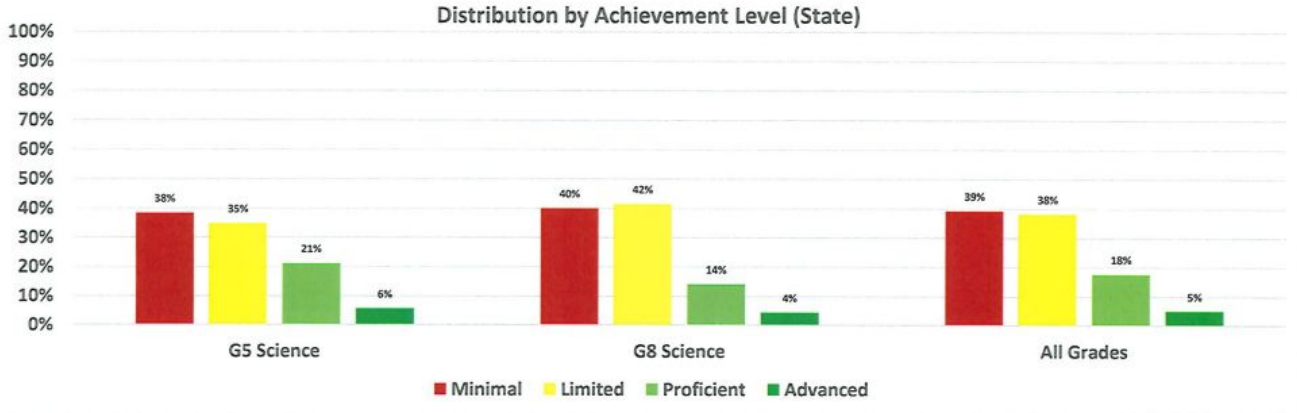
Grade	Total # students Tested	Achievement Levels							
		Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
		District	State	District	State	District	State	District	State
5	58	10%	38%	28%	35%	48%	21%	14%	6%
8	59	8%	40%	46%	42%	36%	14%	10%	4%
All Grades	**117**	**9%**	**39%**	**37%**	**38%**	**42%**	**18%**	**12%**	**5%**

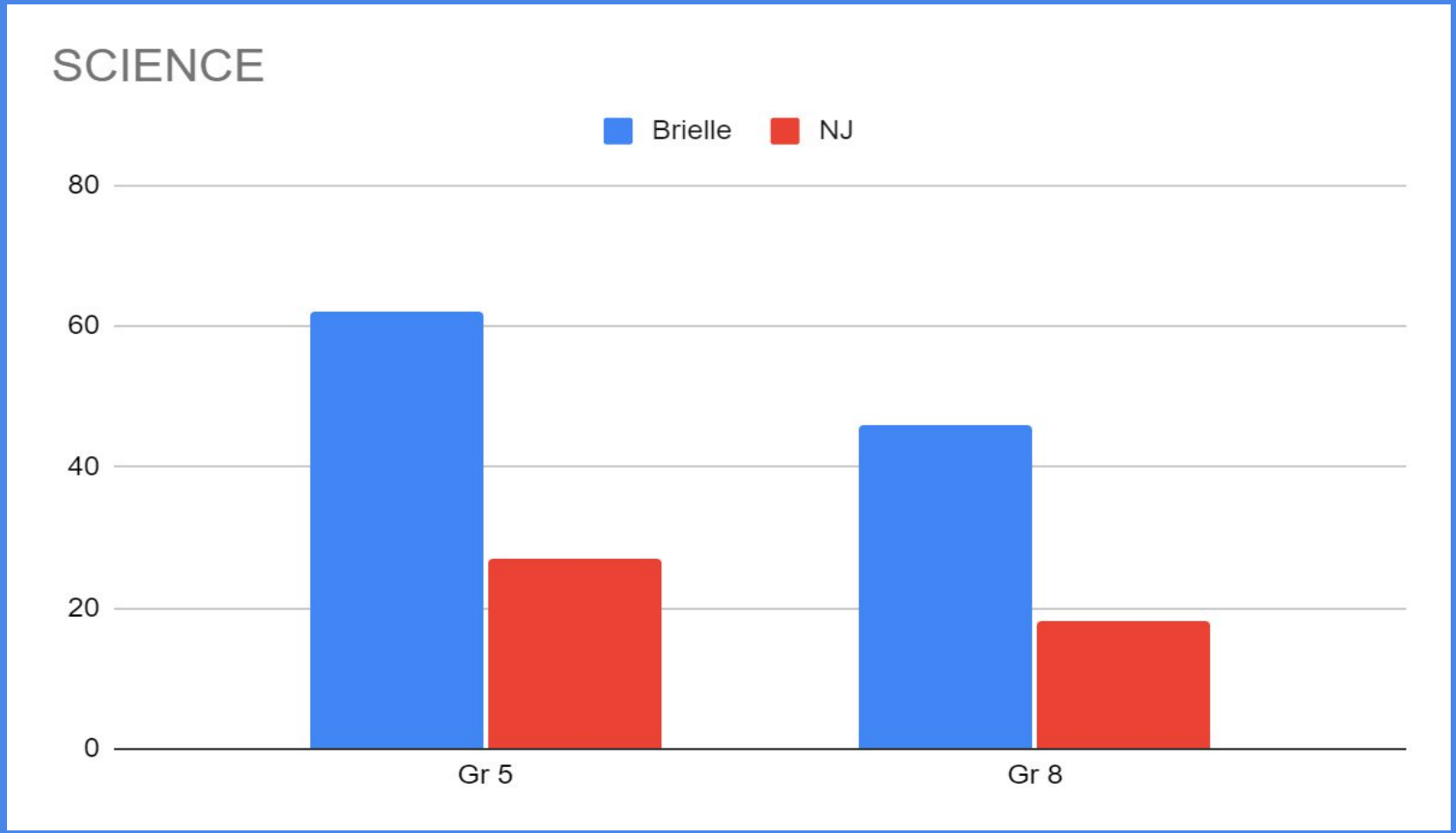
BRIELLE

2022-23 Spring NJSLA

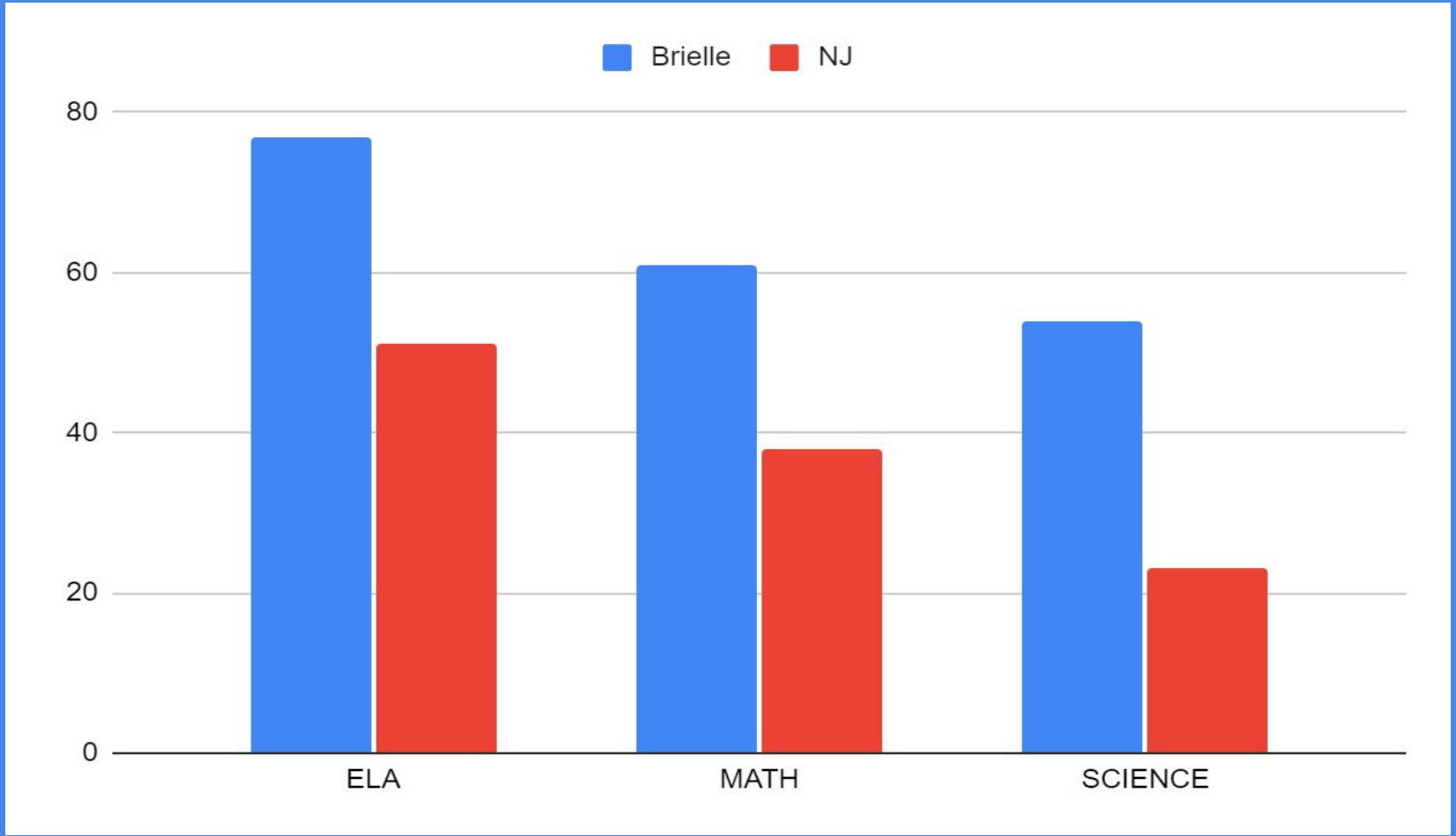
Science







Percent Meeting or Exceeding Expectations



Percent Meeting or Exceeding Expectations

DISTRICT DEMOGRAPHIC ANALYSIS

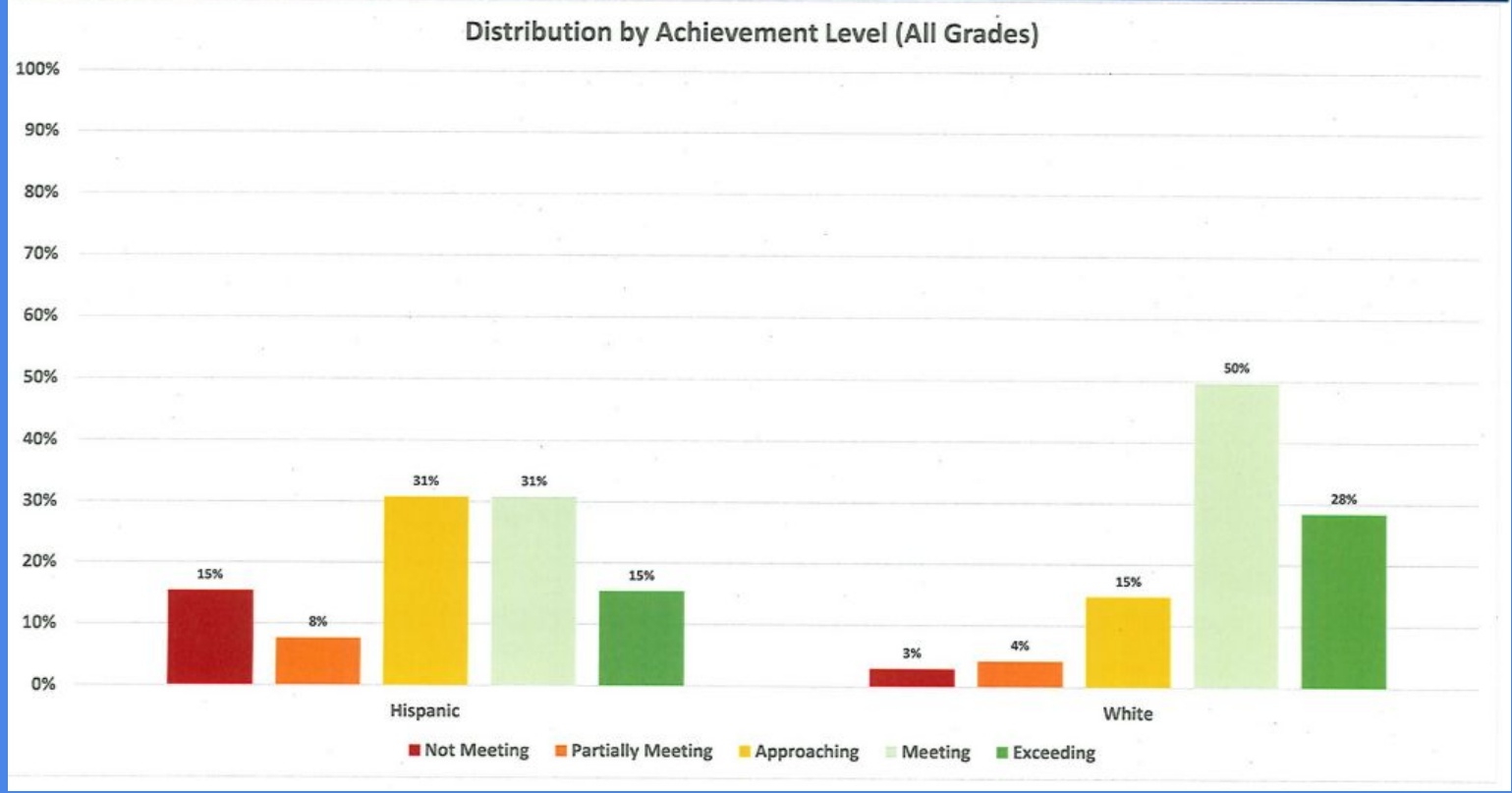
BRIELLE
2022-23 Spring NJSLA by Subgroup Race
ELA/Language Arts

Grade Band	Race	Total Tested	% of Tested	Achievement Levels									
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	Asian	<10	1%	-	-	-	-	-	-	-	-	-	-
	Black	<10	1%	-	-	-	-	-	-	-	-	-	-
	Hispanic	<10	4%	-	-	-	-	-	-	-	-	-	-
	Multiple	<10	1%	-	-	-	-	-	-	-	-	-	-
	White	148	94%	<10	4%	<10	5%	34	23%	76	51%	25	17%
	All Students	*158*		*<10*	*6%*	*<10*	*5%*	*36*	*23%*	*80*	*51%*	*25*	*16%*
MS (G6-G8)	Black	<10	1%	-	-	-	-	-	-	-	-	-	-
	Hispanic	<10	4%	-	-	-	-	-	-	-	-	-	-
	Other	<10	1%	-	-	-	-	-	-	-	-	-	-
	White	158	94%	<10	2%	<10	4%	11	7%	76	48%	62	39%
	All Students	*168*		*<10*	*2%*	*<10*	*4%*	*14*	*8%*	*79*	*47%*	*65*	*39%*
All Grades	Asian	<10	0%	-	-	-	-	-	-	-	-	-	-
	Black	<10	1%	-	-	-	-	-	-	-	-	-	-
	Hispanic	13	4%	<10	15%	<10	8%	<10	31%	<10	31%	<10	15%
	Multiple	<10	0%	-	-	-	-	-	-	-	-	-	-
	Other	<10	1%	-	-	-	-	-	-	-	-	-	-
	White	306	94%	<10	3%	13	4%	45	15%	152	50%	87	28%
	All Students	*326*		*12*	*4%*	*15*	*5%*	*50*	*15%*	*159*	*49%*	*90*	*28%*

BRIELLE

2022-23 Spring NJSLA by Subgroup Race

ELA/Language Arts



BRIELLE
2022-23 Spring NJSLA by Subgroup Race
Mathematics

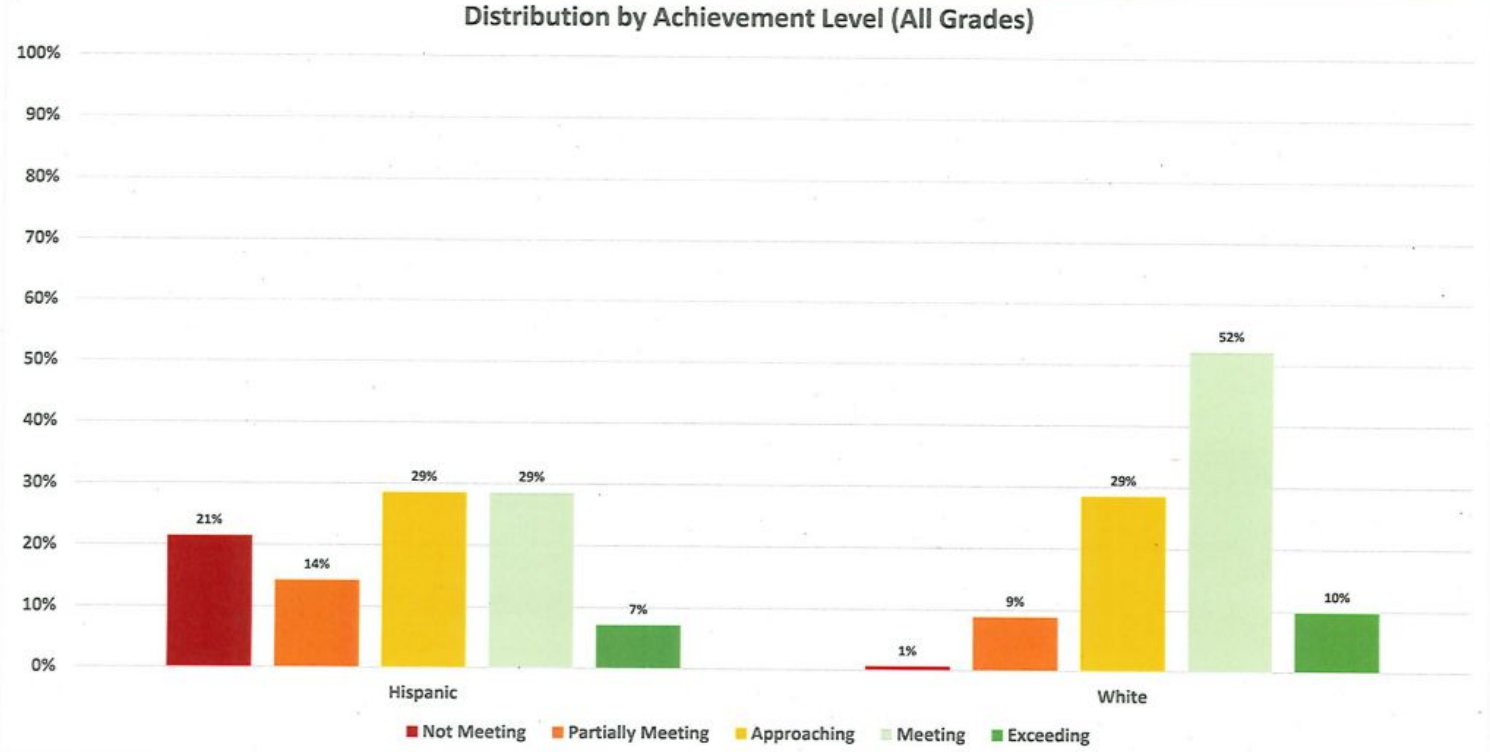
Grade Band	Race	Total Tested	% of Tested	Achievement Levels									
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	Asian	<10	1%	-	-	-	-	-	-	-	-	-	-
	Black	<10	1%	-	-	-	-	-	-	-	-	-	-
	Hispanic	<10	4%	-	-	-	-	-	-	-	-	-	-
	Multiple	<10	1%	-	-	-	-	-	-	-	-	-	-
	White	147	94%	<10	0%	11	7%	47	32%	71	48%	18	12%
	All Students	*157*		*<10*	*2%*	*12*	*8%*	*50*	*32%*	*74*	*47%*	*18*	*11%*
MS (G6-G8)	Black	<10	1%	-	-	-	-	-	-	-	-	-	-
	Hispanic	<10	4%	-	-	-	-	-	-	-	-	-	-
	Other	<10	1%	-	-	-	-	-	-	-	-	-	-
	White	158	93%	<10	1%	16	10%	40	25%	88	56%	12	8%
	All Students	*169*		*<10*	*2%*	*17*	*10%*	*45*	*27%*	*91*	*54%*	*13*	*8%*
All Grades	Asian	<10	0%	-	-	-	-	-	-	-	-	-	-
	Black	<10	1%	-	-	-	-	-	-	-	-	-	-
	Hispanic	14	4%	<10	21%	<10	14%	<10	29%	<10	29%	<10	7%
	Multiple	<10	0%	-	-	-	-	-	-	-	-	-	-
	Other	<10	1%	-	-	-	-	-	-	-	-	-	-
	White	305	94%	<10	1%	27	9%	87	29%	159	52%	30	10%
	All Students	*326*		*<10*	*2%*	*29*	*9%*	*95*	*29%*	*165*	*51%*	*31*	*10%*

Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

BRIELLE

2022-23 Spring NJSLA by Subgroup Race

Mathematics



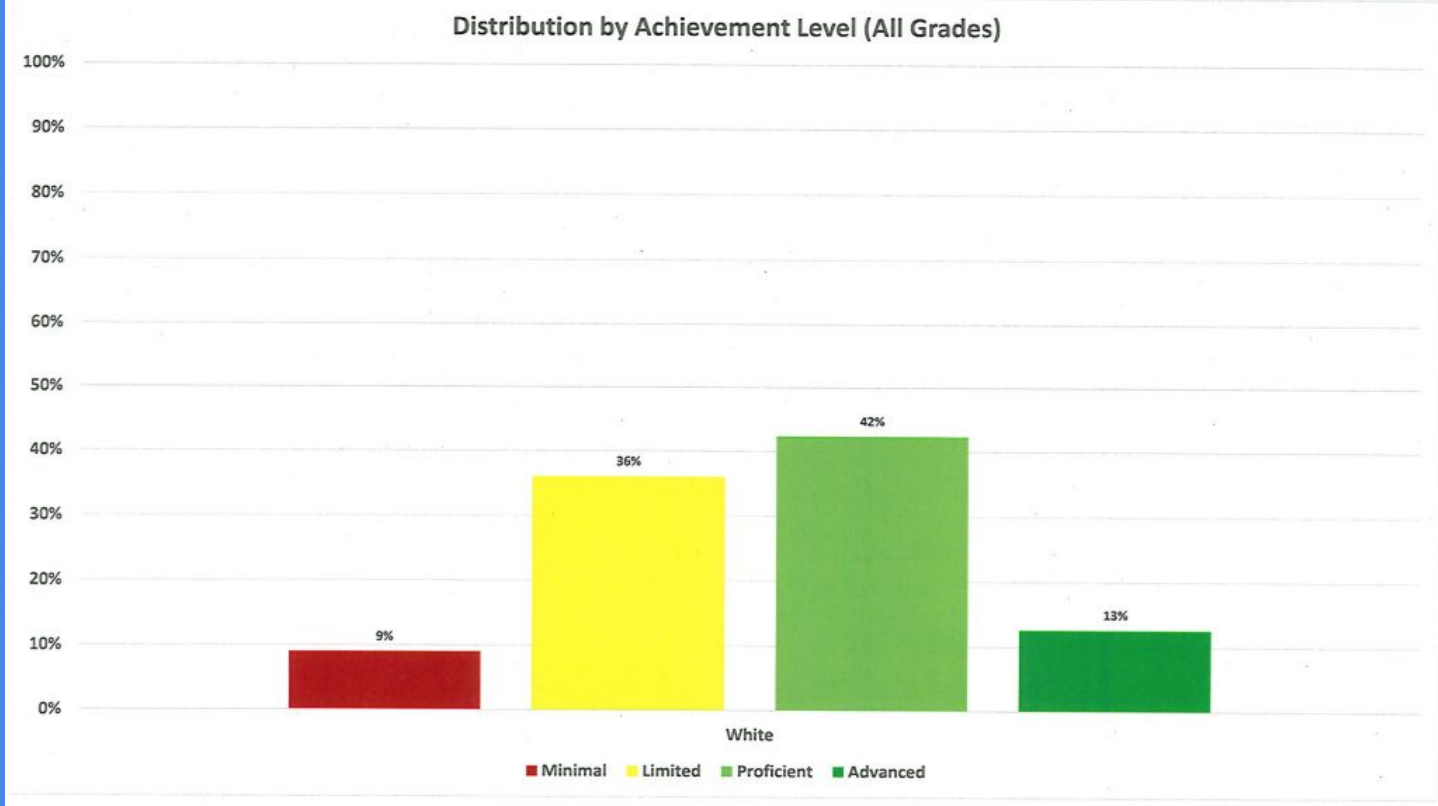
BRIELLE
2022-23 Spring NJSLA by Subgroup Race
Science

Grade Band	Race	Total Tested	% of Tested	Achievement Levels							
				Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
G5	Black	<10	2%	-	-	-	-	-	-	-	-
	Hispanic	<10	3%	-	-	-	-	-	-	-	-
	White	55	95%	<10	9%	14	25%	28	51%	<10	15%
	All Students	*58*		*<10*	*10%*	*16*	*28%*	*28*	*48%*	*<10*	*14%*
G8	Hispanic	<10	3%	-	-	-	-	-	-	-	-
	Other	<10	2%	-	-	-	-	-	-	-	-
	White	56	95%	<10	9%	26	46%	19	34%	<10	11%
	All Students	*59*		*<10*	*8%*	*27*	*46%*	*21*	*36%*	*<10*	*10%*
All Grades	Black	<10	1%	-	-	-	-	-	-	-	-
	Hispanic	<10	3%	-	-	-	-	-	-	-	-
	Other	<10	1%	-	-	-	-	-	-	-	-
	White	111	95%	10	9%	40	36%	47	42%	14	13%
	All Students	*117*		*11*	*9%*	*43*	*37%*	*49*	*42%*	*14*	*12%*

BRIELLE

2022-23 Spring NJSLA by Subgroup Race

Science



BRIELLE

2022-23 Spring NJSLA by Subgroup Gender

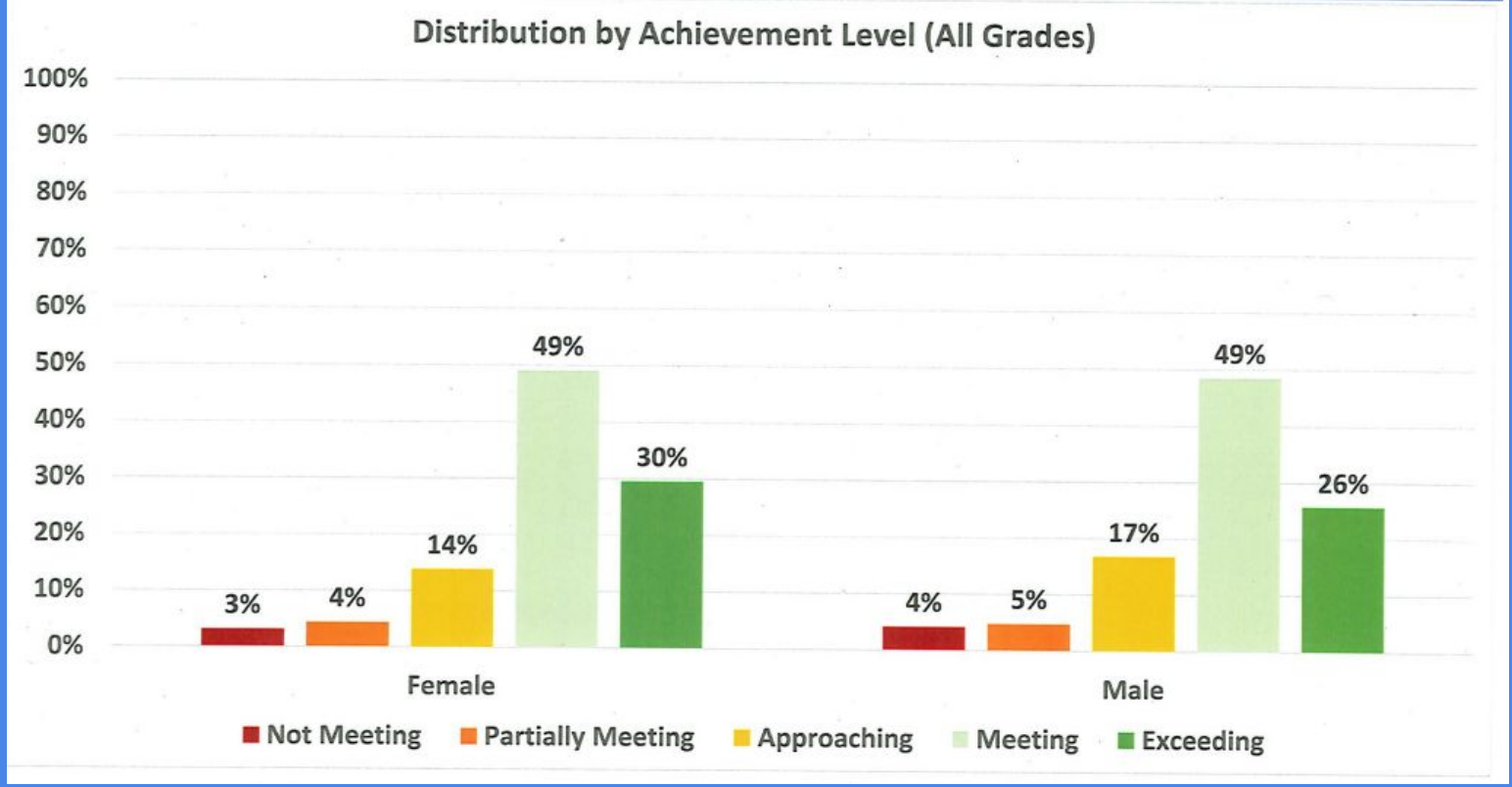
ELA/Language Arts

Grade Band	Gender	Total Tested	% of Tested	Achievement Levels									
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	Female	78	49%	<10	5%	<10	8%	15	19%	42	54%	11	14%
	Male	80	51%	<10	6%	<10	3%	21	26%	38	48%	14	18%
	All Students	*158*		*<10*	*6%*	*<10*	*5%*	*36*	*23%*	*80*	*51%*	*25*	*16%*
MS (G6-G8)	Female	81	48%	<10	1%	<10	1%	<10	9%	36	44%	36	44%
	Male	87	52%	<10	2%	<10	7%	<10	8%	43	49%	29	33%
	All Students	*168*		*<10*	*2%*	*<10*	*4%*	*14*	*8%*	*79*	*47%*	*65*	*39%*
All Grades	Female	159	49%	<10	3%	<10	4%	22	14%	78	49%	47	30%
	Male	167	51%	<10	4%	<10	5%	28	17%	81	49%	43	26%
	All Students	*326*		*12*	*4%*	*15*	*5%*	*50*	*15%*	*159*	*49%*	*90*	*28%*

BRIELLE

2022-23 Spring NJSLA by Subgroup Gender

ELA/Language Arts



BRIELLE

2022-23 Spring NJSLA by Subgroup Gender

Mathematics

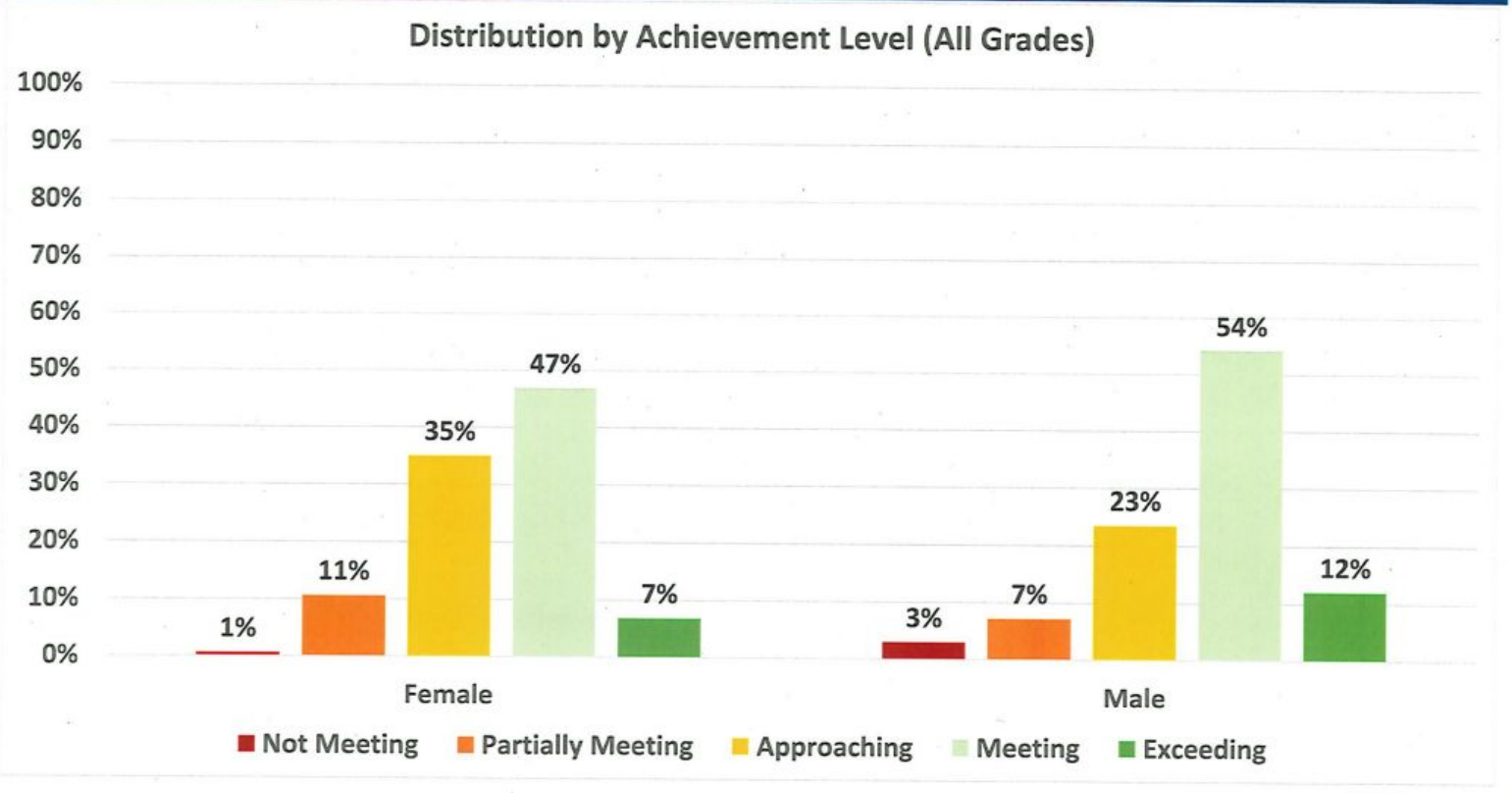
Grade Band	Gender	Total Tested	% of Tested	Achievement Levels									
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	Female	78	50%	<10	0%	<10	12%	27	35%	36	46%	<10	8%
	Male	79	50%	<10	4%	<10	4%	23	29%	38	48%	12	15%
	All Students	*157*		*<10*	*2%*	*12*	*8%*	*50*	*32%*	*74*	*47%*	*18*	*11%*
MS (G6-G8)	Female	82	49%	<10	1%	<10	10%	29	35%	39	48%	<10	6%
	Male	87	51%	<10	2%	<10	10%	16	18%	52	60%	<10	9%
	All Students	*169*		*<10*	*2%*	*17*	*10%*	*45*	*27%*	*91*	*54%*	*13*	*8%*
All Grades	Female	160	49%	<10	1%	17	11%	56	35%	75	47%	11	7%
	Male	166	51%	<10	3%	12	7%	39	23%	90	54%	20	12%
	All Students	*326*		*<10*	*2%*	*29*	*9%*	*95*	*29%*	*165*	*51%*	*31*	*10%*

Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

BRIELLE

2022-23 Spring NJSLA by Subgroup Gender

Mathematics



BRIELLE

2022-23 Spring NJSLA by Subgroup Gender

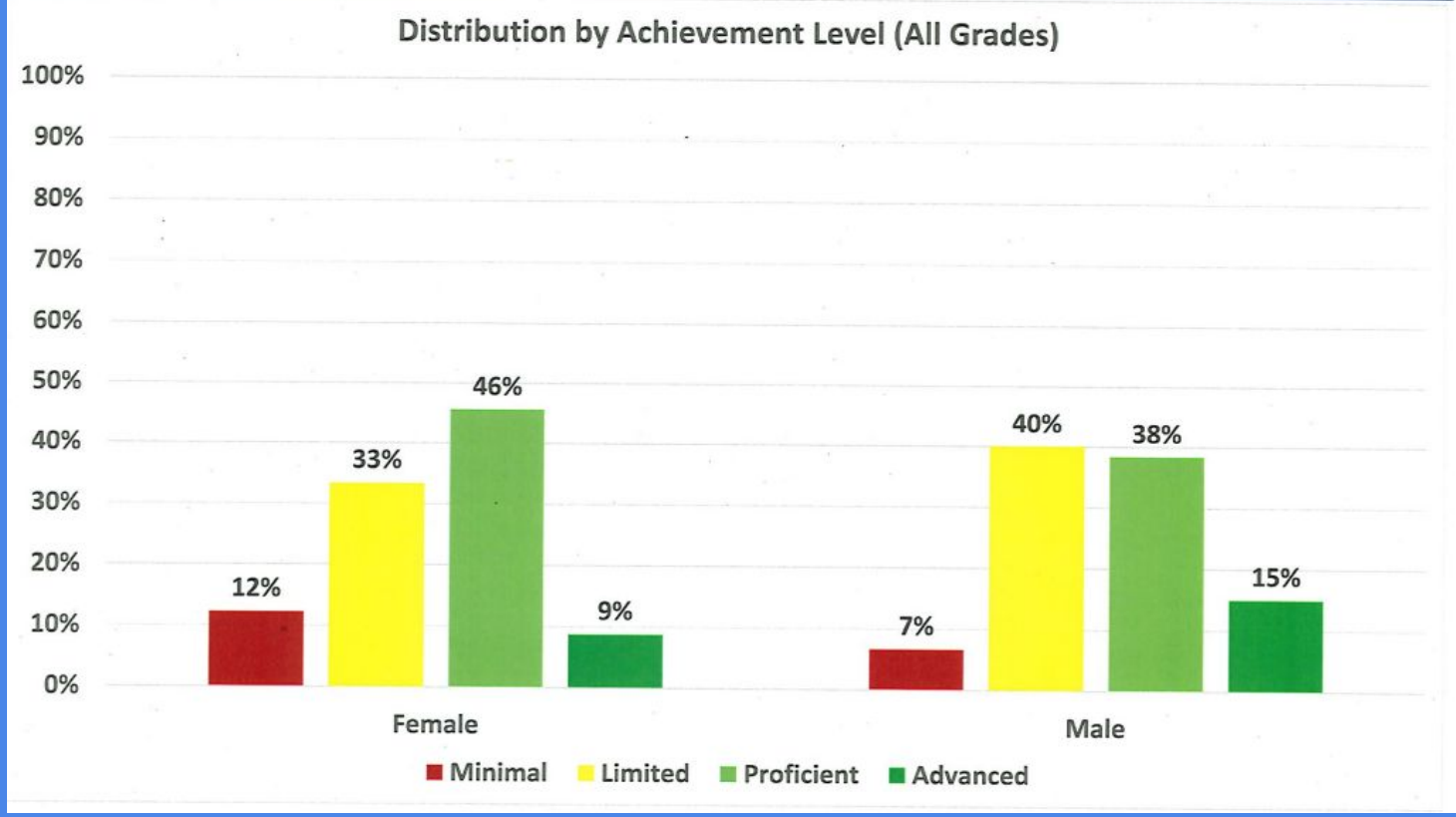
Science

Grade Band	Gender	Total Tested	% of Tested	Achievement Levels							
				Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
G5	Female	30	52%	<10	10%	<10	27%	17	57%	<10	7%
	Male	28	48%	<10	11%	<10	29%	11	39%	<10	21%
	All Students	*58*		*<10*	*10%*	*16*	*28%*	*28*	*48%*	*<10*	*14%*
G8	Female	27	46%	<10	15%	11	41%	<10	33%	<10	11%
	Male	32	54%	<10	3%	16	50%	12	38%	<10	9%
	All Students	59		*<10*	*8%*	*27*	*46%*	*21*	*36%*	*<10*	*10%*
All Grades	**Female**	**57**	**49%**	**<10**	**12%**	**19**	**33%**	**26**	**46%**	**<10**	**9%**
	Male	**60**	**51%**	**<10**	**7%**	**24**	**40%**	**23**	**38%**	**<10**	**15%**
	All Students	***117***		***11***	***9%***	***43***	***37%***	***49***	***42%***	***14***	***12%***

BRIELLE

2022-23 Spring NJSLA by Subgroup Gender

Science



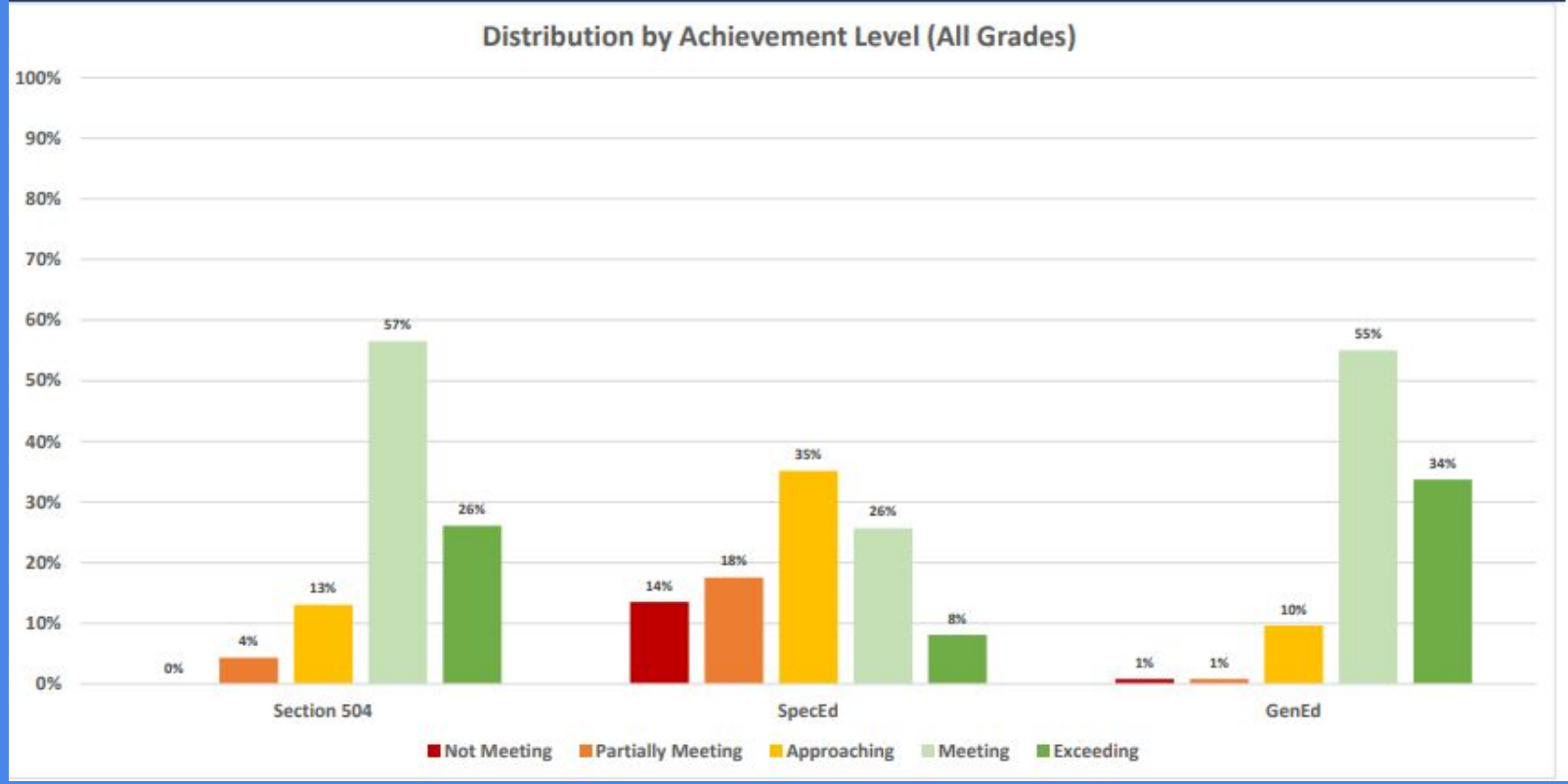
BRIELLE
2022-23 Spring NJSLA by Subgroup Program
ELA/Language Arts

Grade Band	Program	Total Tested	% of Tested	Achievement Levels									
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	F/R Lunch	<10	3%	-	-	-	-	-	-	-	-	-	-
	Section 504	<10	4%	-	-	-	-	-	-	-	-	-	-
	ELL	<10	3%	-	-	-	-	-	-	-	-	-	-
	SpecEd	48	30%	<10	15%	<10	13%	18	38%	12	25%	<10	10%
	GenEd	108	68%	<10	2%	<10	2%	18	17%	66	61%	20	19%
	All Students	158		<10	6%	<10	5%	36	23%	80	51%	25	16%
MS (G6-G8)	F/R Lunch	<10	1%	-	-	-	-	-	-	-	-	-	-
	Section 504	16	10%	<10	0%	<10	0%	<10	6%	<10	56%	<10	38%
	ELL	<10	1%	-	-	-	-	-	-	-	-	-	-
	SpecEd	26	15%	<10	12%	<10	27%	<10	31%	<10	27%	<10	4%
	GenEd	141	84%	<10	0%	<10	0%	<10	4%	71	50%	64	45%
	All Students	168		<10	2%	<10	4%	14	8%	79	47%	65	39%
All Grades	**F/R Lunch**	**<10**	**2%**	-	-	-	-	-	-	-	-	-	-
	Section 504	**23**	**7%**	**<10**	**0%**	**<10**	**4%**	**<10**	**13%**	**13**	**57%**	**<10**	**26%**
	ELL	**<10**	**2%**	-	-	-	-	-	-	-	-	-	-
	SpecEd	**74**	**23%**	**10**	**14%**	**13**	**18%**	**26**	**35%**	**19**	**26%**	**<10**	**8%**
	GenEd	**249**	**76%**	**<10**	**1%**	**<10**	**1%**	**24**	**10%**	**137**	**55%**	**84**	**34%**
	All Students	**326**		**12**	**4%**	**15**	**5%**	**50**	**15%**	**159**	**49%**	**90**	**28%**

BRIELLE

2022-23 Spring NJSLA by Subgroup Program

ELA/Language Arts



BRIELLE
2022-23 Spring NJSLA by Subgroup Program
Mathematics

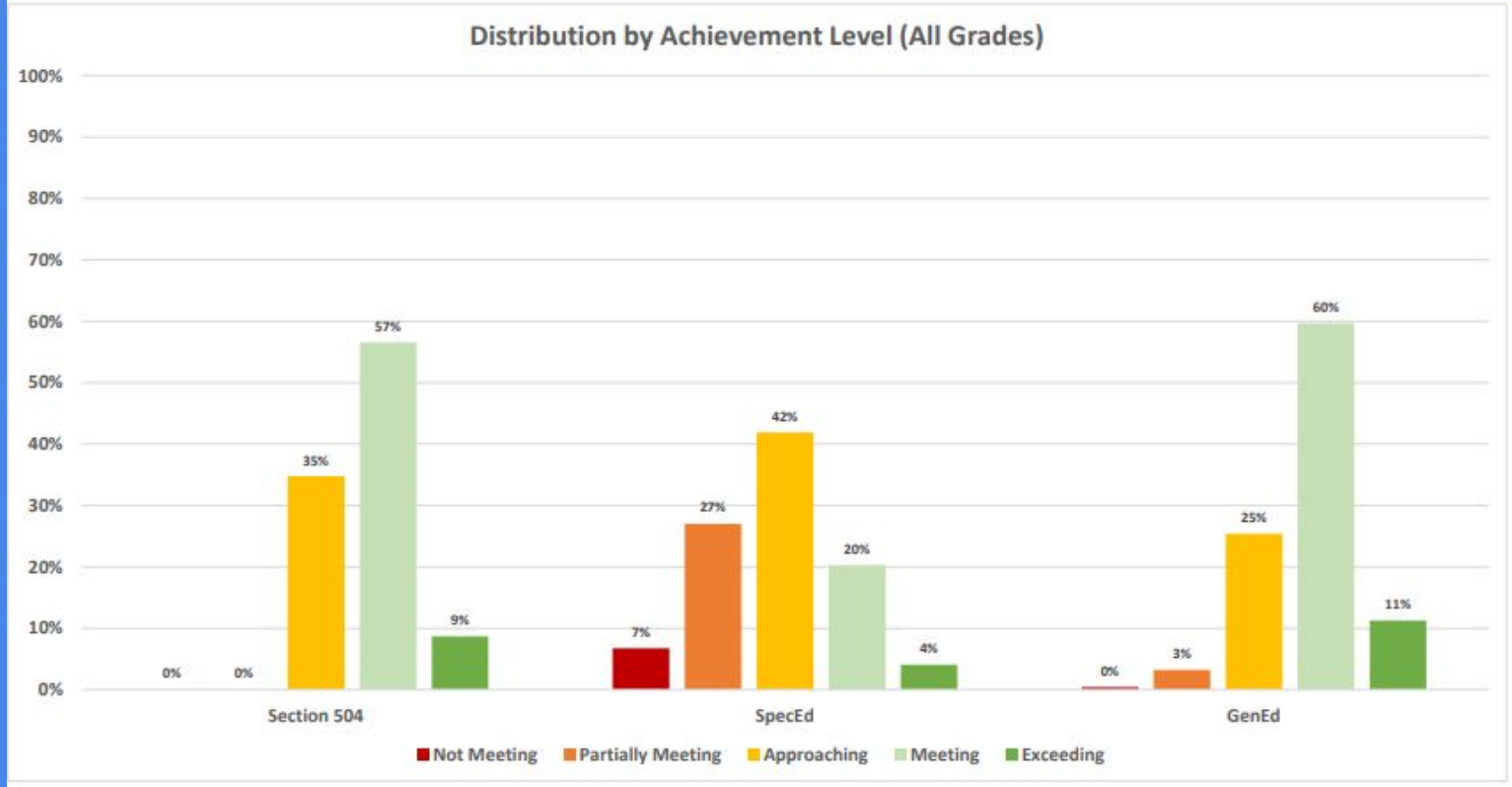
Grade Band	Program	Total Tested	% of Tested	Achievement Levels									
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	F/R Lunch	<10	3%	-	-	-	-	-	-	-	-	-	-
	Section 504	<10	4%	-	-	-	-	-	-	-	-	-	-
	ELL	<10	3%	-	-	-	-	-	-	-	-	-	-
	SpecEd	48	31%	<10	4%	10	21%	21	44%	13	27%	<10	4%
	GenEd	107	68%	<10	1%	<10	2%	29	27%	59	55%	16	15%
	All Students	*157*		*<10*	*2%*	*12*	*8%*	*50*	*32%*	*74*	*47%*	*18*	*11%*
MS (G6-G8)	F/R Lunch	<10	1%	-	-	-	-	-	-	-	-	-	-
	Section 504	16	9%	<10	0%	<10	0%	<10	31%	11	69%	<10	0%
	ELL	<10	2%	-	-	-	-	-	-	-	-	-	-
	SpecEd	26	15%	<10	12%	10	38%	10	38%	<10	8%	<10	4%
	GenEd	141	83%	<10	0%	<10	4%	34	24%	89	63%	12	9%
	All Students	*169*		*<10*	*2%*	*17*	*10%*	*45*	*27%*	*91*	*54%*	*13*	*8%*
All Grades	**F/R Lunch**	**<10**	**2%**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
	Section 504	**23**	**7%**	**<10**	**0%**	**<10**	**0%**	**<10**	**35%**	**13**	**57%**	**<10**	**9%**
	ELL	**<10**	**2%**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
	SpecEd	**74**	**23%**	**<10**	**7%**	**20**	**27%**	**31**	**42%**	**15**	**20%**	**<10**	**4%**
	GenEd	**248**	**76%**	**<10**	**0%**	**<10**	**3%**	**63**	**25%**	**148**	**60%**	**28**	**11%**
	All Students	***326***		***<10***	***2%***	***29***	***9%***	***95***	***29%***	***165***	***51%***	***31***	***10%***

Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

BRIELLE

2022-23 Spring NJSLA by Subgroup Program

Mathematics



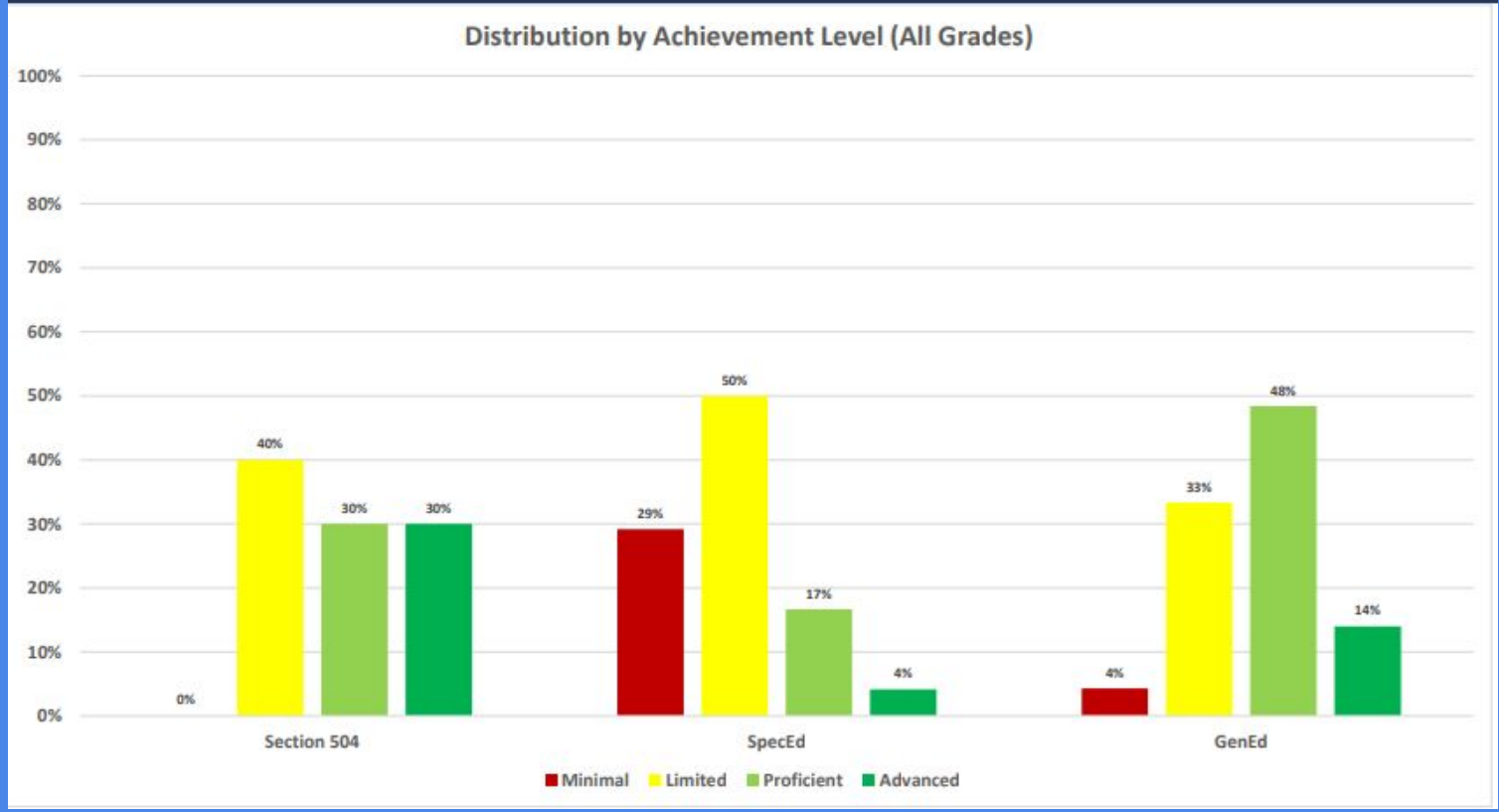
BRIELLE
2022-23 Spring NJSLA by Subgroup Program
Science

Grade Band	Program	Total Tested	% of Tested	Achievement Levels							
				Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
G5	F/R Lunch	<10	2%	-	-	-	-	-	-	-	-
	Section 504	<10	5%	-	-	-	-	-	-	-	-
	ELL	<10	3%	-	-	-	-	-	-	-	-
	SpecEd	19	33%	<10	26%	11	58%	<10	16%	<10	0%
	GenEd	39	67%	<10	3%	<10	13%	25	64%	<10	21%
	All Students	58		<10	10%	16	28%	28	48%	<10	14%
G8	Section 504	<10	12%	-	-	-	-	-	-	-	-
	SpecEd	<10	8%	-	-	-	-	-	-	-	-
	GenEd	54	92%	<10	6%	26	48%	20	37%	<10	9%
	All Students	59		<10	8%	27	46%	21	36%	<10	10%
All Grades	**F/R Lunch**	**<10**	**1%**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
	Section 504	**10**	**9%**	**<10**	**0%**	**<10**	**40%**	**<10**	**30%**	**<10**	**30%**
	ELL	**<10**	**2%**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
	SpecEd	**24**	**21%**	**<10**	**29%**	**12**	**50%**	**<10**	**17%**	**<10**	**4%**
	GenEd	**93**	**79%**	**<10**	**4%**	**31**	**33%**	**45**	**48%**	**13**	**14%**
	All Students	**117**		**11**	**9%**	**43**	**37%**	**49**	**42%**	**14**	**12%**

BRIELLE

2022-23 Spring NJSLA by Subgroup Program

Science



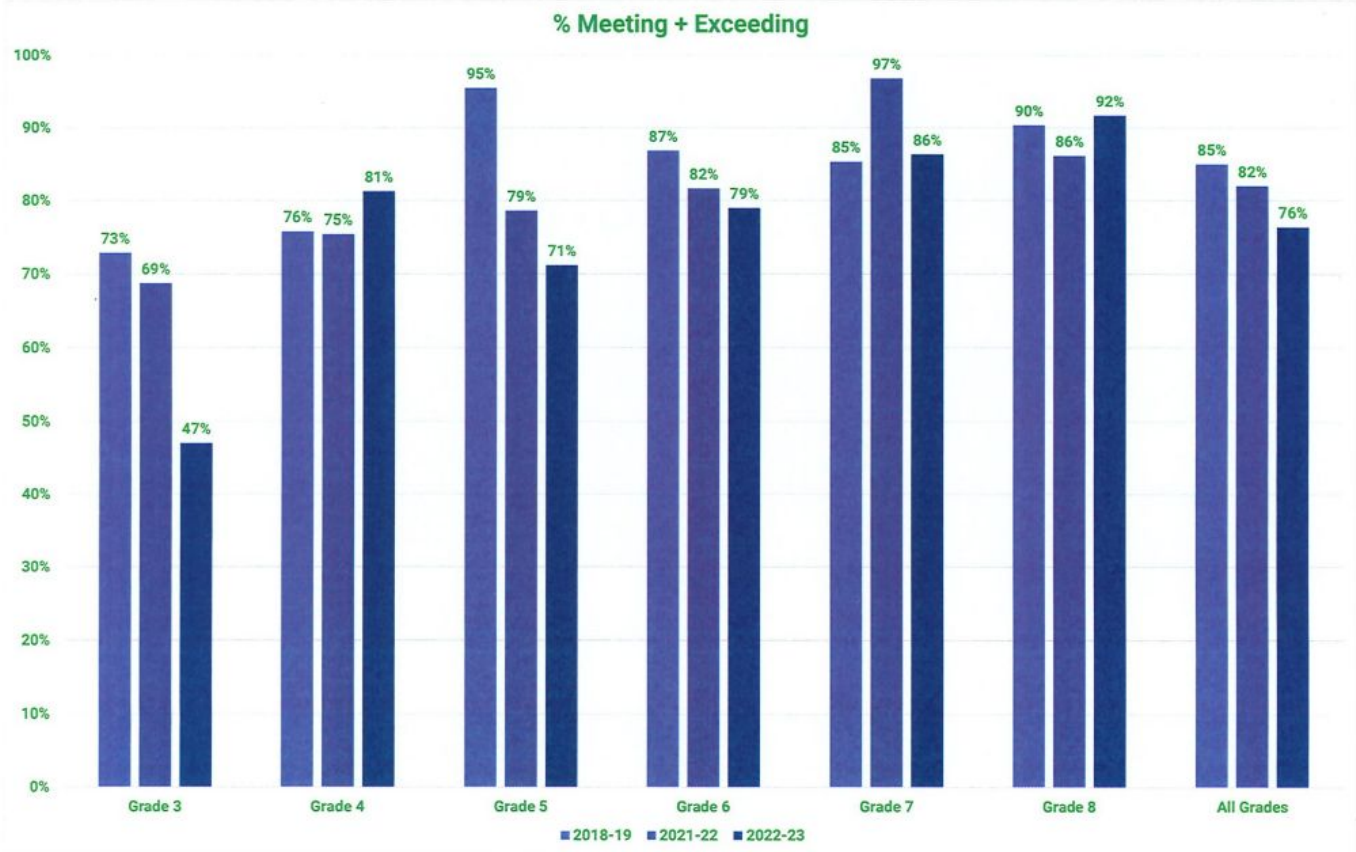
Looking Back

- 2018-2019
- 2021-2022
- 2022-2023

New Jersey Statewide Assessment Program: NJSLA

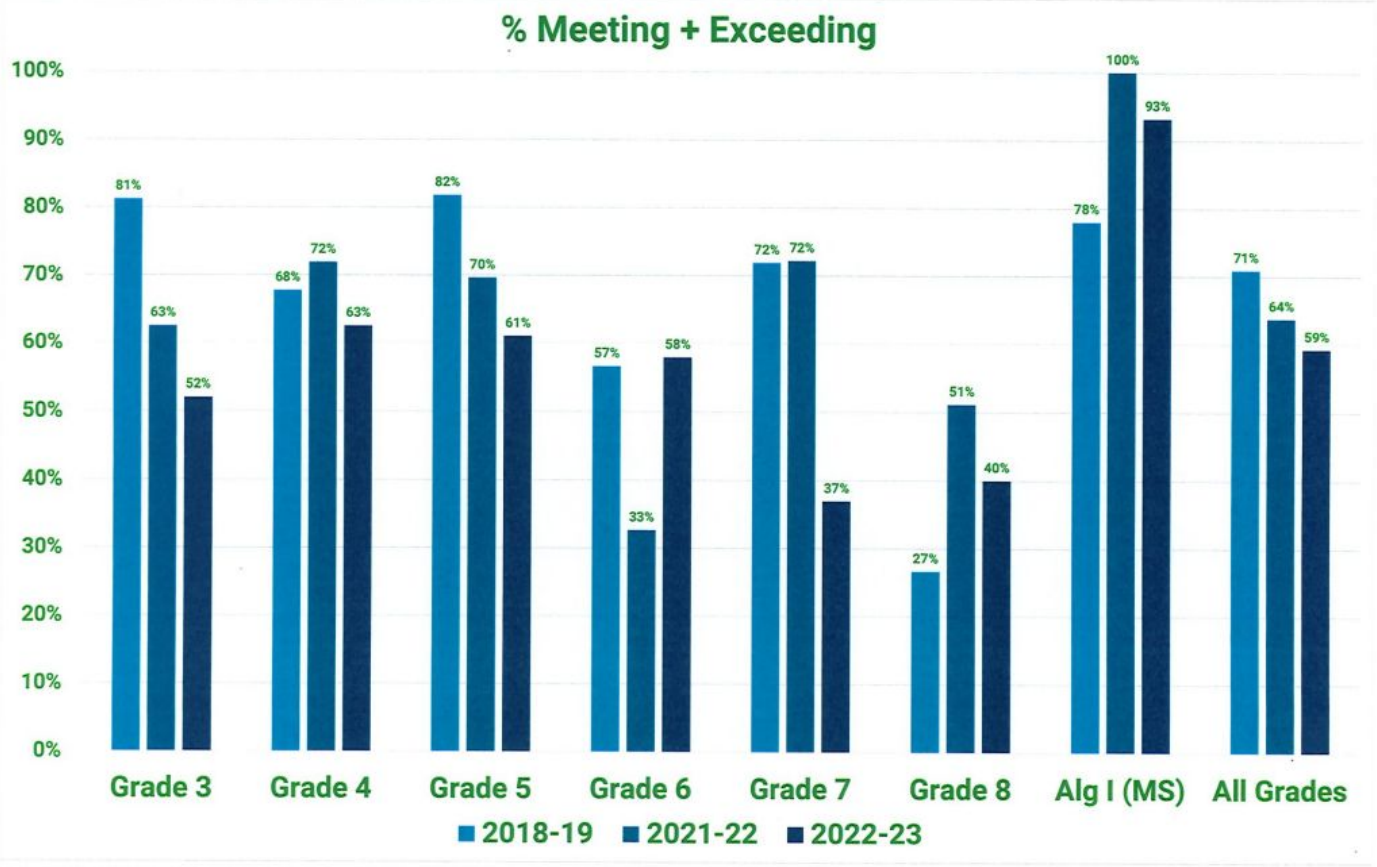
ELA Achievement and Growth

Same grade, different students



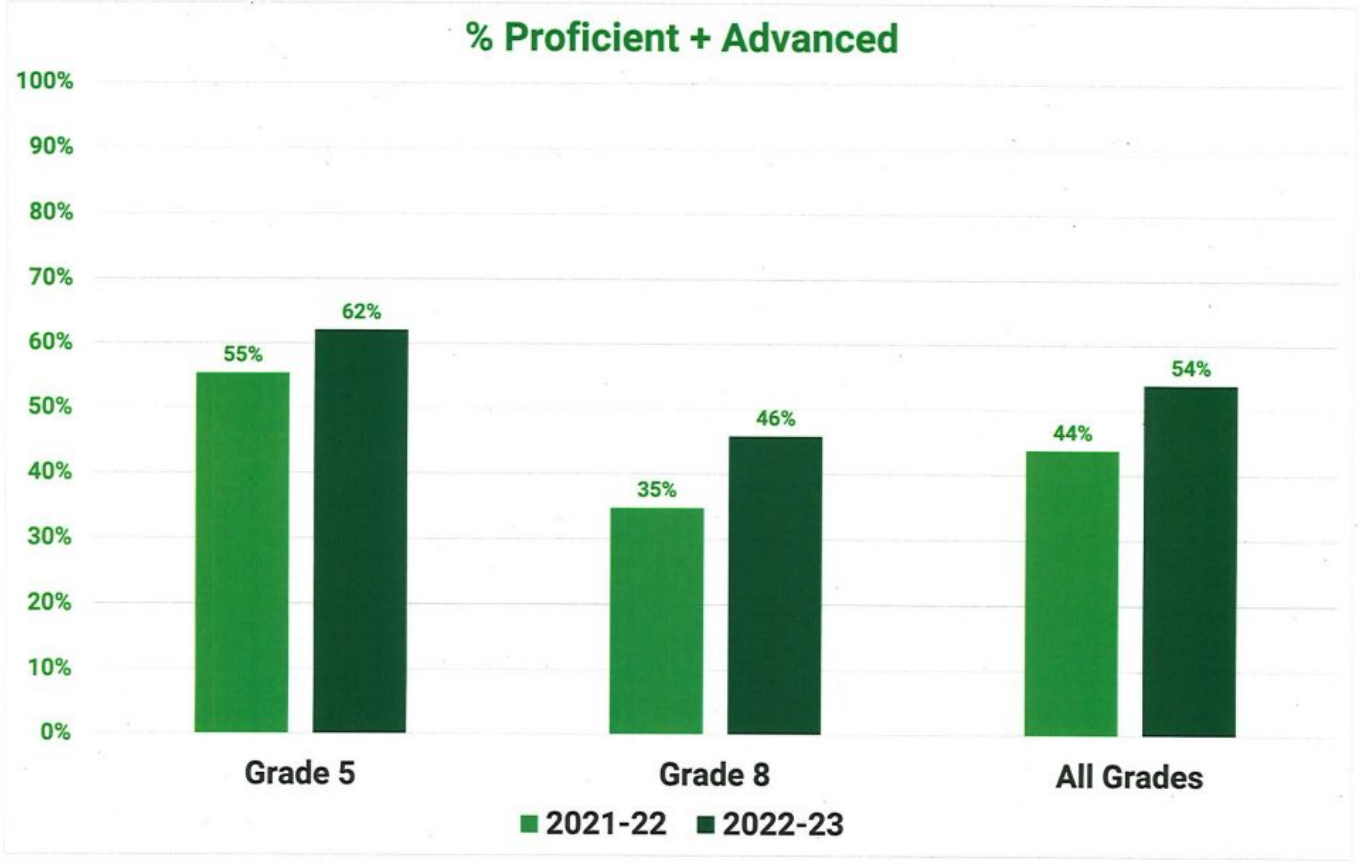
Math Achievement and Growth

Same grade, different students



Science Achievement and Growth

Same grade, different students

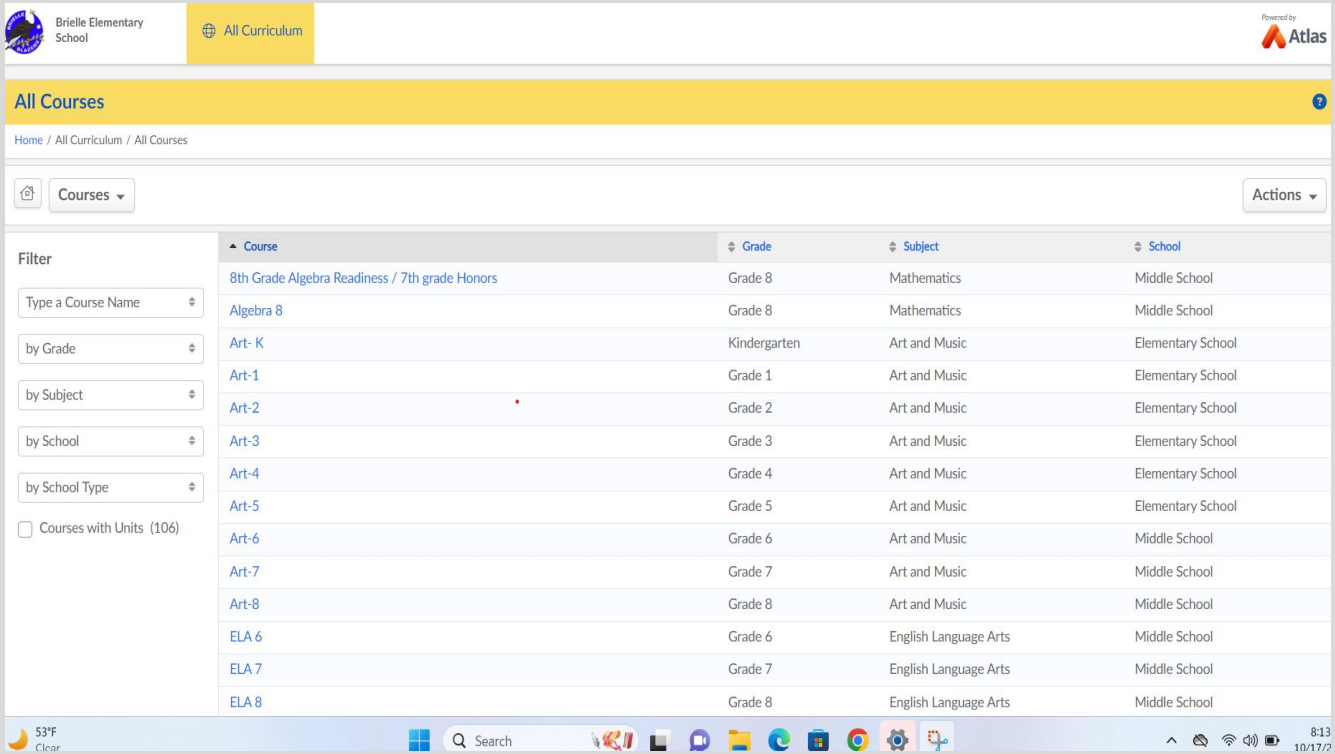


Steps Forward

Questions to Guide Data Reflection

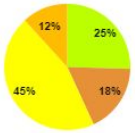
- How will we use data to identify strengths and gaps that exist in our curriculum and instruction?
-
- How will we use data as a tool to address areas in need of improvement or enhancement?
-
- How can we best use the tools and platforms that we already have most effectively?
-
- How can we provide additional resources and support to meet the learning needs of all of our students?

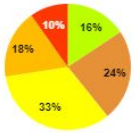
How are we using data to drive targeted instruction?

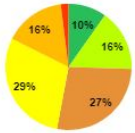


Atlas Rubicon: Units, Standards, Essential Questions, Content & Skills

How are we using data to drive targeted instruction?







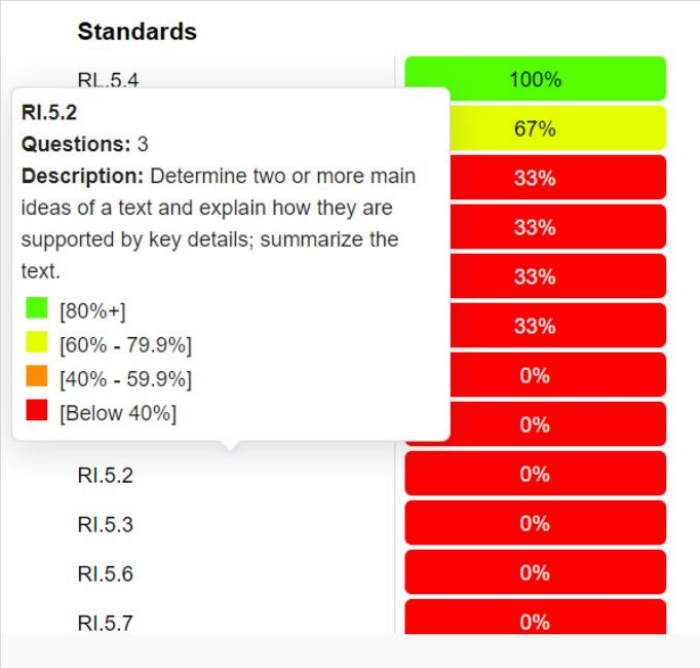
2022-23 GR 3 ELA LINKIT! NJSLS FORM A		2022-23 GR 3 ELA LINKIT! NJSLS FORM B		2022-23 GR 3 ELA LINKIT! NJSLS FORM C		2022-23 GR 3 ELA NJSLA	
Percent		Percent		Percent		Scaled	
Meeting	62	Bubble	58	Bubble	65	Meeting	766
Approaching	42	Approaching	38	Approaching	50	Meeting	767
Approaching	38	Partially Meeting	23	Approaching	54	Approaching	728
Partially Meeting	12	Approaching	42	Partially Meeting	35	Approaching	736
Meeting	58	Bubble	54	Approaching	54	Meeting	780
Meeting	54	Approaching	38	Approaching	58	Approaching	748
Meeting	65	Partially Meeting	31	Bubble	62	Meeting	759
Meeting	54	Bubble	54	Meeting	73	Meeting	790
Bubble	50	Bubble	62	Approaching	54	Meeting	781
Approaching	27	Approaching	46	Partially Meeting	35	Approaching	739
Meeting	58	Approaching	50	Approaching	54	Approaching	742
Bubble	50	Approaching	46	Bubble	62	Approaching	739
Avg: (43) Approaching		Avg: (46) Approaching		Avg: (61) Bubble		Avg: (749) Approaching	

LinkIt Data: Individual Student & Class Data

How are we using data to drive targeted instruction?

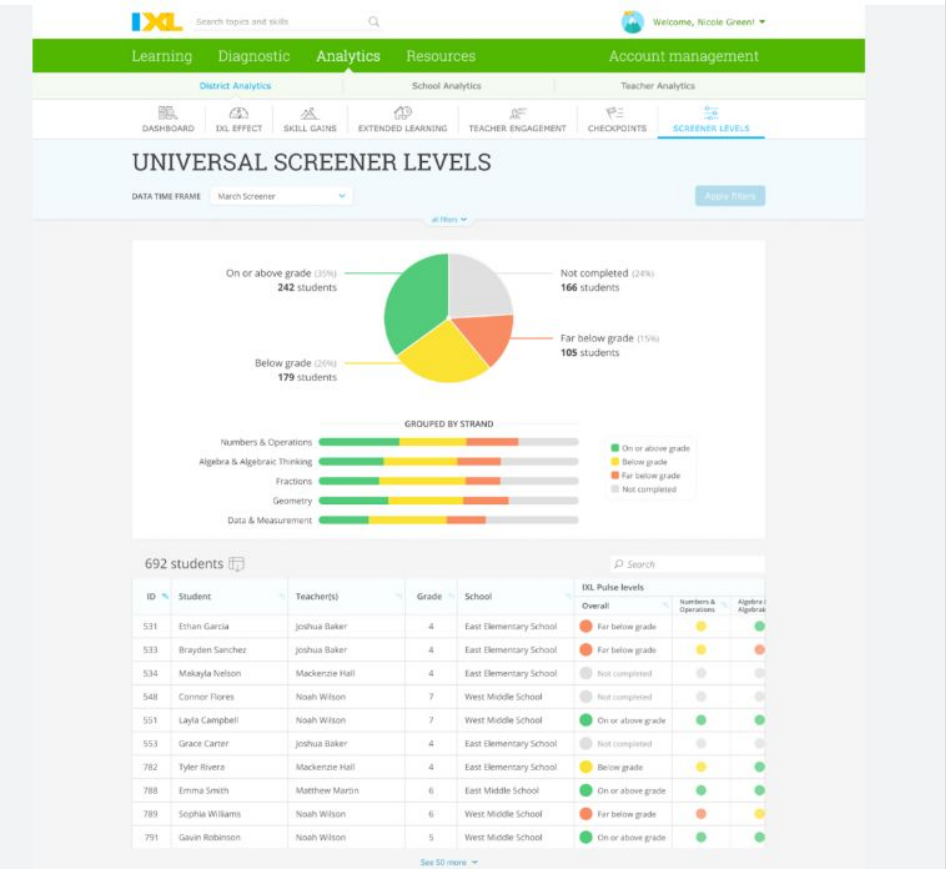
Sample Individual Student Report

- Aligned to specific standards
- Can be used to help teachers form small groups, provide targeted intervention, and monitor student progress
- These are intended to inform instruction, not evaluate student performance



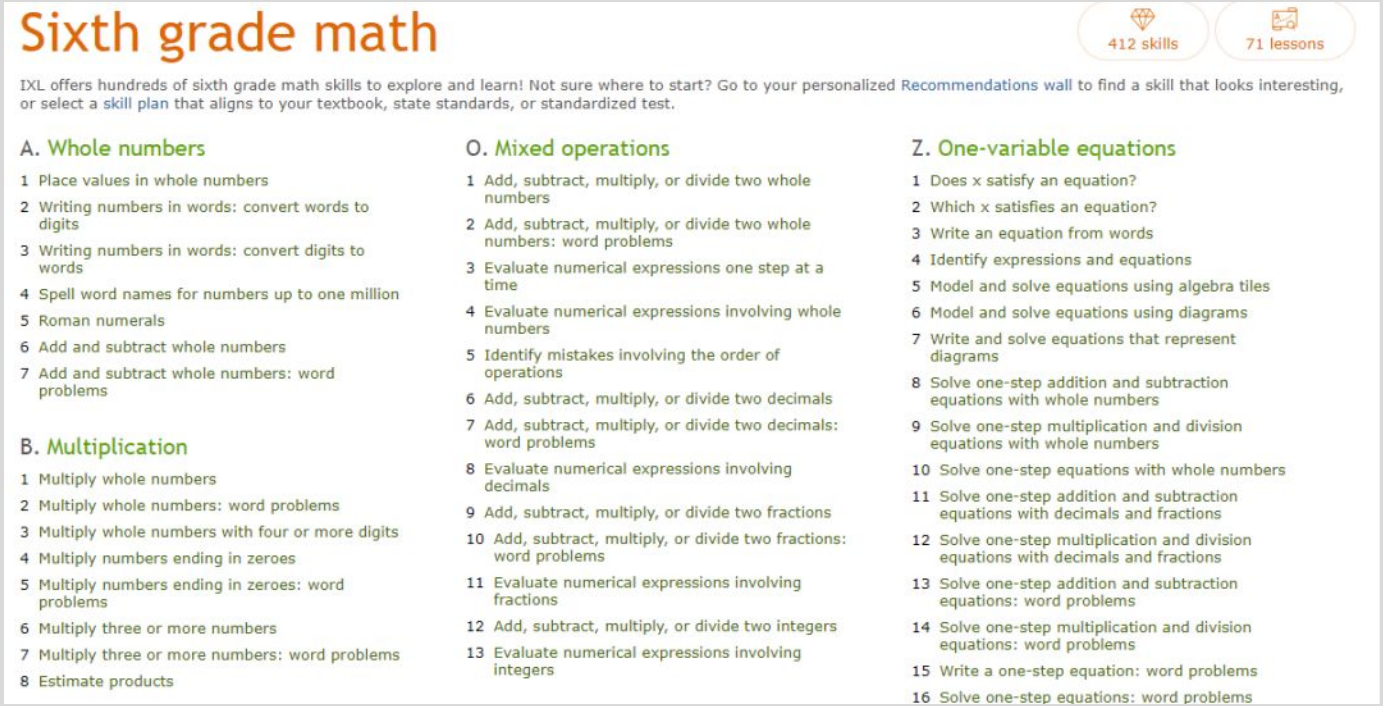
LinkIt Data: Individual Reports by Standard

How are we using data to drive targeted instruction?



IXL: Grade Level and Classroom Data

How are we using data to drive targeted instruction?



Sixth grade math

412 skills | 71 lessons

IXL offers hundreds of sixth grade math skills to explore and learn! Not sure where to start? Go to your personalized Recommendations wall to find a skill that looks interesting, or select a skill plan that aligns to your textbook, state standards, or standardized test.

A. Whole numbers

1 Place values in whole numbers
2 Writing numbers in words: convert words to digits
3 Writing numbers in words: convert digits to words
4 Spell word names for numbers up to one million
5 Roman numerals
6 Add and subtract whole numbers
7 Add and subtract whole numbers: word problems

B. Multiplication

1 Multiply whole numbers
2 Multiply whole numbers: word problems
3 Multiply whole numbers with four or more digits
4 Multiply numbers ending in zeroes
5 Multiply numbers ending in zeroes: word problems
6 Multiply three or more numbers
7 Multiply three or more numbers: word problems
8 Estimate products

O. Mixed operations

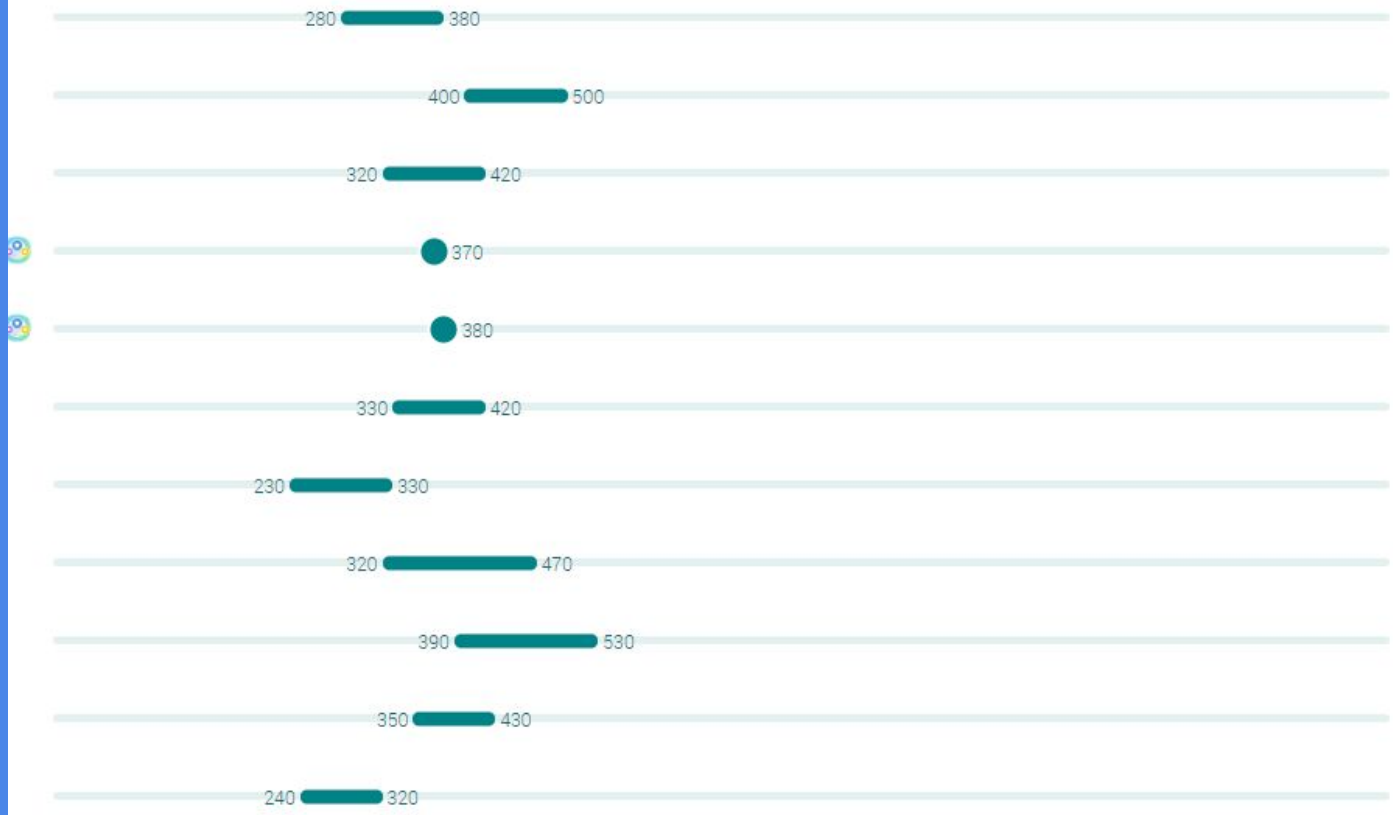
1 Add, subtract, multiply, or divide two whole numbers
2 Add, subtract, multiply, or divide two whole numbers: word problems
3 Evaluate numerical expressions one step at a time
4 Evaluate numerical expressions involving whole numbers
5 Identify mistakes involving the order of operations
6 Add, subtract, multiply, or divide two decimals
7 Add, subtract, multiply, or divide two decimals: word problems
8 Evaluate numerical expressions involving decimals
9 Add, subtract, multiply, or divide two fractions
10 Add, subtract, multiply, or divide two fractions: word problems
11 Evaluate numerical expressions involving fractions
12 Add, subtract, multiply, or divide two integers
13 Evaluate numerical expressions involving integers

Z. One-variable equations

1 Does x satisfy an equation?
2 Which x satisfies an equation?
3 Write an equation from words
4 Identify expressions and equations
5 Model and solve equations using algebra tiles
6 Model and solve equations using diagrams
7 Write and solve equations that represent diagrams
8 Solve one-step addition and subtraction equations with whole numbers
9 Solve one-step multiplication and division equations with whole numbers
10 Solve one-step equations with whole numbers
11 Solve one-step addition and subtraction equations with decimals and fractions
12 Solve one-step multiplication and division equations with decimals and fractions
13 Solve one-step addition and subtraction equations: word problems
14 Solve one-step multiplication and division equations: word problems
15 Write a one-step equation: word problems
16 Solve one-step equations: word problems

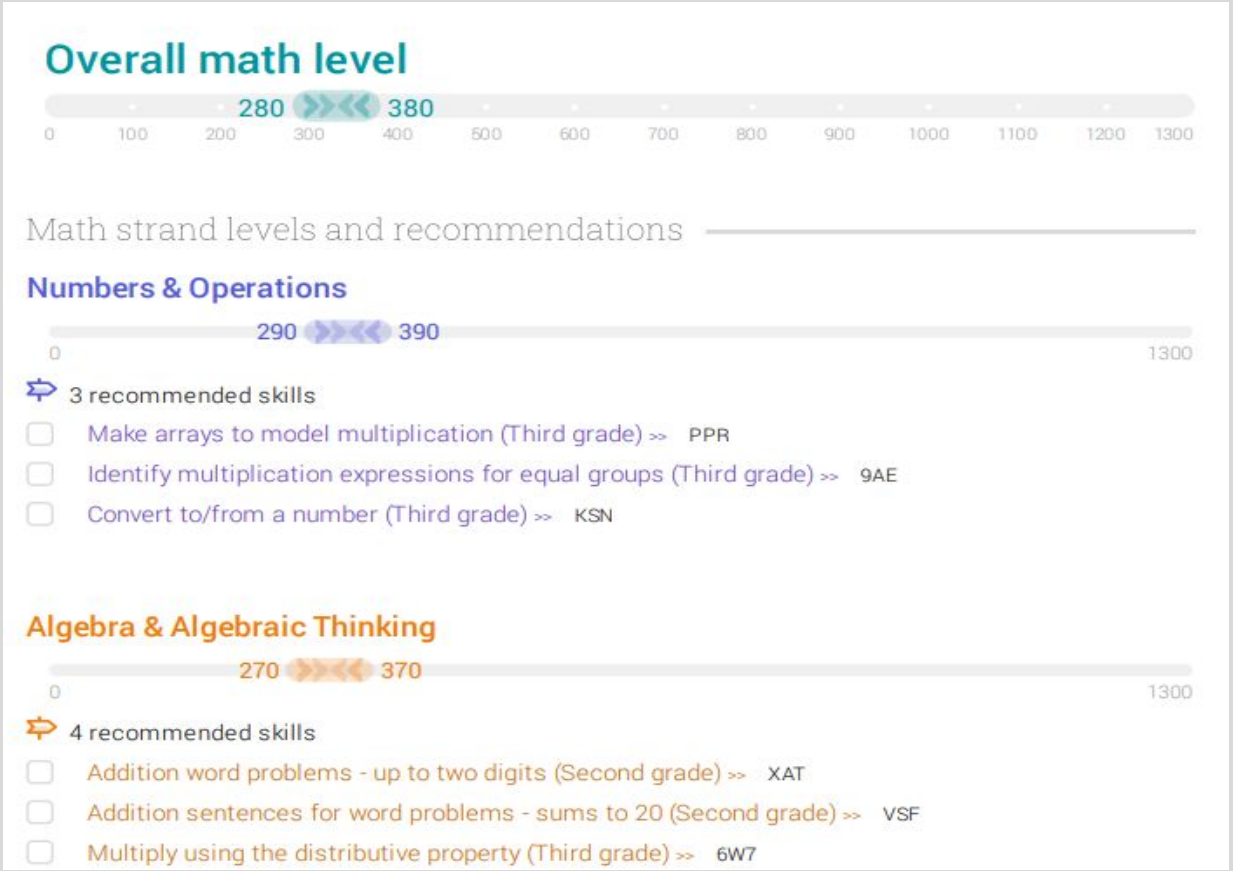
IXL: Specific Subject Area Skills

How are we using data to drive targeted instruction?



IXL: Individual student progress recommendations

How are we using data to drive targeted instruction?



IXL Platform: Individual students and recommendations for targeted skills

Steps Moving Forward: Action Plan

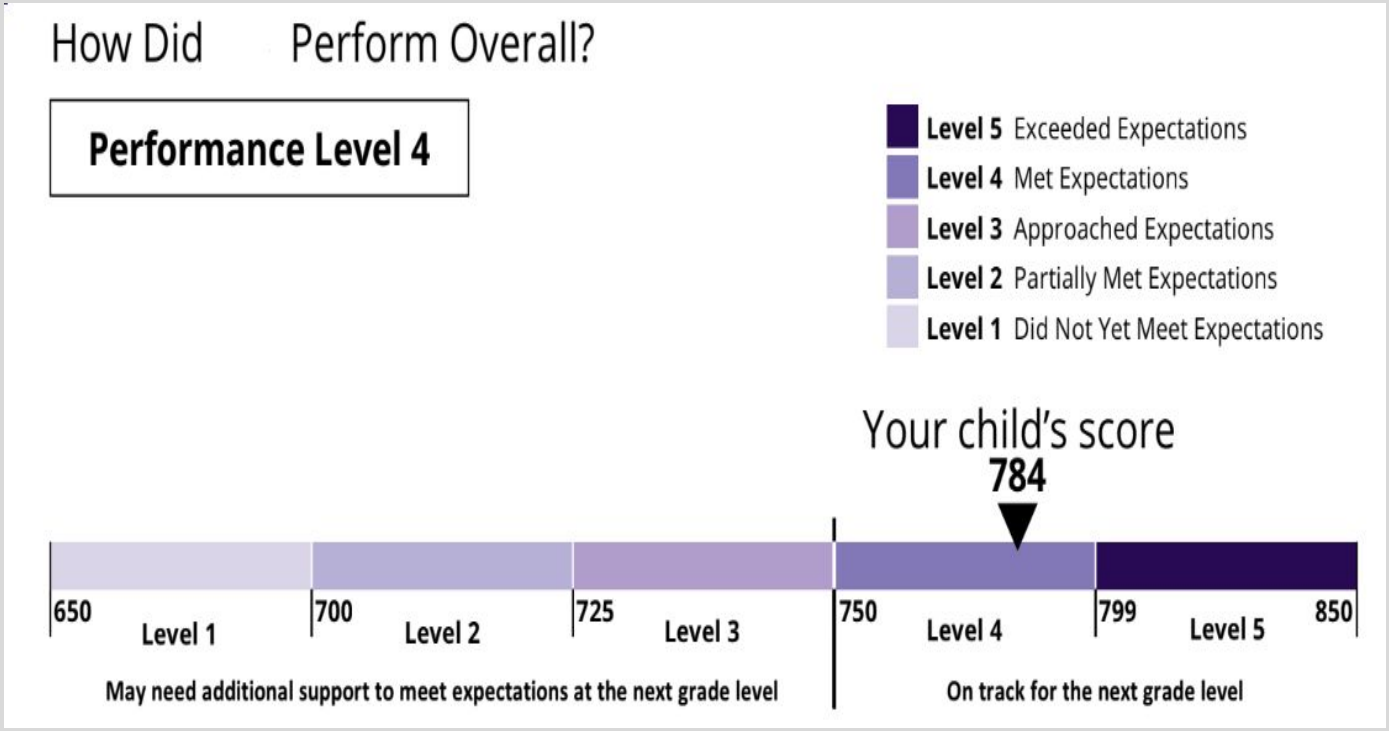
- Provide professional development of Multi Tiered System of Supports (MTSS) for teachers with expectations and guidelines
-
- Utilize MTSS team to provide both academic and emotional at risk student specific support
-
- Applied for the High Impact Tutoring Grant through NJDOE to target current grades 4, 5 and 8
-
- Continued professional development with LinkIt platform to target students that need support and enrich those that are exceeding
-
-

Steps Moving Forward: Action Plan

- Implementation of PLCs meeting weekly by grade level and subject area to continue discussions and plans on data to drive meaningful Tier 1 instruction
-
- Continued professional development in the Atlas Rubicon platform with staff to link standards and assessments while ensuring our assessments are rigorous and aligned with proposed outcomes
-
- Creation of scheduling committee to study the use of instructional time across grade levels and content areas within the school, and to assess the effectiveness of our current time allotment
- Increase family communication and collaboration

- Information for parents to guide discussions with teachers and NJSLA
- NJSLA Resources for Parents from [NJDOE]

Resources for Parents



Thank you!