# Marking Period 3 Benchmark Data Presentation

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# K-5 ELA MP2 BENCHMARK DATA
# Grades K & 1

| Grade | Participation Rate | Notables |
|---|---|---|
| K | 95% (out of 706 students) | • Strength in identifying letter names, rhyming, and word reading in isolation.<br>• Opportunity to improve in identifying individual words from a set. |

| Grade | Participation Rate | Notables |
|---|---|---|
| 1 | 94% (out of 787 students) | • Strength in reading irregular (“tricky”) words with automaticity and correctly identifying parts of speech.<br>• Opportunity to improve at asking and answer questions about key details in a literary text. |

# K-5 ELA MP2 BENCHMARK DATA
# Grades 2 - 5

| Grade | Participation Rate |
|---|---|
| 2 | 95% (out of 765 students) |
| 3 | 90% (out of 751 students) |
| 4 | 92% (out of 810 students) |
| 5 | 90% (out of 844 students) |

**2-5 Notables:**

- Strength in determining the main idea/theme of an informational/literary text.
- Students show great gains in language standards including using context clues to determine meaning and effect of morphology on meaning.
- Opportunity to improve in instructing how to close read the questions to ensure students are answering the questions being asked.
- Area for growth: determining the impact of perspective or point of view on the retelling of events.

# K-2 MATH BENCHMARKS

| Grade | Participation Rate |
|---|---|
| K | 92% (out of 706 students) |
| 1 | 95% (out of 787 students) |
| 2 | 91% (out of 770 students) |

## K-2 Notables:

- Concrete math concepts are solid e.g. composing shapes (K), place value understanding (1st), and number sense (2nd)
- Base-10 understanding is a strength and students are performing well as number sense gets more complex
- Procedural understanding remains strong
- Opportunity to improve with multi-step word problems and conceptual understanding of clocks (2nd/3rd)

# 3-5 MATH BENCHMARKS

| Grade | Participation Rate |
|---|---|
| 3 | 94% (out of 754 students) |
| 4 | 93% (out of 804 students) |
| 5 | 94% (out of 844 students) |

**3-5 Notables:**

- **Conceptual entry points are strong e.g. concept of area, use of models, etc...**
- **Early concepts of multiplicative thinking are a strength e.g. arrays, repeated addition, understanding multiplication as rows/groups**
- **Strong number sense from lower grades is continuing as students progress**
- **Opportunity to improve with application of math concepts independently e.g. do the math vs. choose the math**

# Secondary ELA Data Dive

# 6-12 ELA Benchmark Overview

## Participation Rate and Proficiency

| Grade | Participation Rate | Proficiency |
|---|---|---|
| 6 | 88% (out of 835 students) | 97% |
| 7 | 94% (out of 710 students) | 85% |
| 8 | 89% (out of 828 students) | 93% |
| 9 | 92% (out of 753 students) | 97% |

| Grade | Participation Rate | Proficiency |
|---|---|---|
| 10 | 89% (out of 864 students) | 85% |
| 11 (AP only) | 94% (out of 255 students) | 95% |
| 12 | 88% (out of 642 students) | 82% |
| 12 AP | 96% (out of 237 students) | 58% |

# Secondary ELA Notables

| Grade | Strengths | Challenges |
|---|---|---|
| 6th | • Compare and contrast informational texts<br>• Understanding of text structure | • Use context clues |
| 7th | • Citing textual evidence | • Determining unique qualities of different mediums<br>• Tracing development of an argument |
| 8th | • Determining author’s purpose<br>• Demonstrate understanding of figurative language | • Compare and contrast informational texts |

# Secondary ELA Notables Cont.

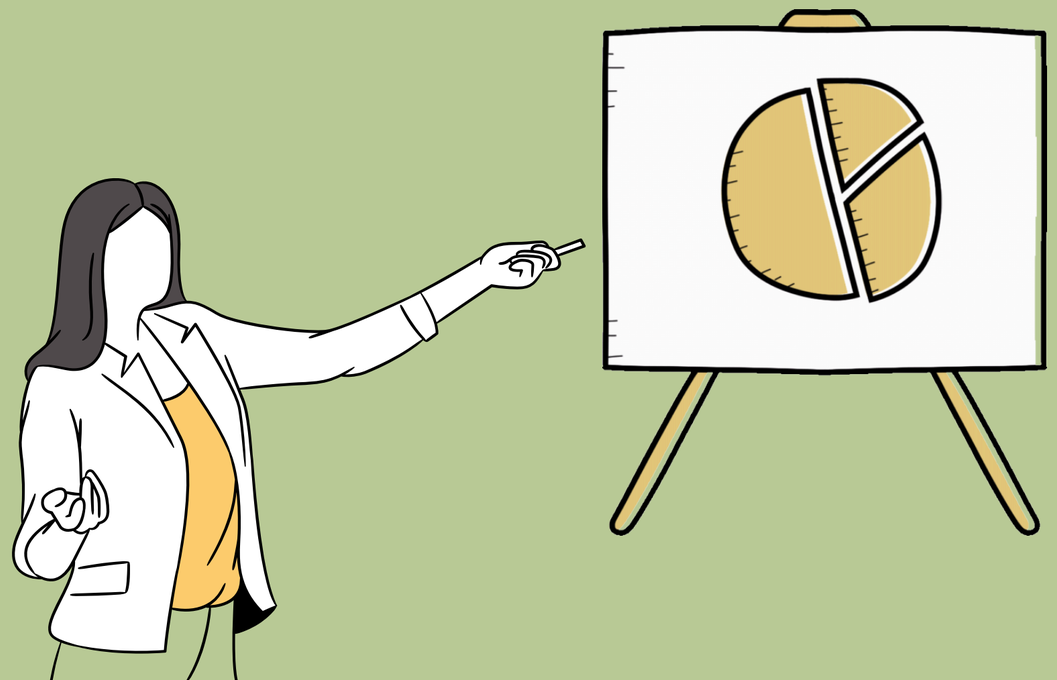
| Grade | Strengths | Challenges |
|---|---|---|
| 9 | • Rhetorical analysis<br>• Author's craft - structure and reasoning | • Writing arguments with precise claims |
| 10 | • Citing and evaluating appropriate evidence | • Describe and evaluate an author's argument |
| 11 | No benchmark due to NJGPA | |
| 12 | • Evaluate author's choices | • Analyze author's perspective and point of view |

# Secondary ELA Notables Cont.

| Grade | Strengths | Challenges |
|---|---|---|
| 11 AP | • Analyze explicit and inferential evidence in informational text<br>• Interpret figures of speech and figurative language | • Analyze and evaluate the effect of text structure |
| 12 AP | • Analyze connotation and development of a key word or idea<br>• Analyze and write about the resolution of a literary work | • Analyze the impact of author’s choices |

# Secondary Math

## Data Dive



# 6-12 Math Benchmark Overview

## Participation Rate and Proficiency

| Grade | Participation Rate | Proficiency |
|---|---|---|
| **6** | 98%<br>(out of 799 students) | 67% |
| **7** | 93%<br>(out of 515 students) | 53% |
| **8** | 97%<br>(out of 784 students) | 40% |

# 6-12 Math Benchmark Overview

## Participation Rate and Proficiency

| Course | Participation Rate | Proficiency |
|---|---|---|
| **Algebra 1** | 62%<br>(out of 773 students) | 53% |
| **Geometry** | 85%<br>(out of 661 students) | 79% |

# 6-12 Math Benchmark Overview

## Participation Rate and Proficiency

| Course | Participation Rate | Proficiency |
|---|---|---|
| **Algebra 2 / Trig H** | 90% (out of 262 students) | 89% |
| **Algebra 2 A** | 77% (out of 423 students) | 79% |
| **Algebra 2 R** | 60% (out of 208 students) | 69% |

# Secondary Math Benchmark Notables

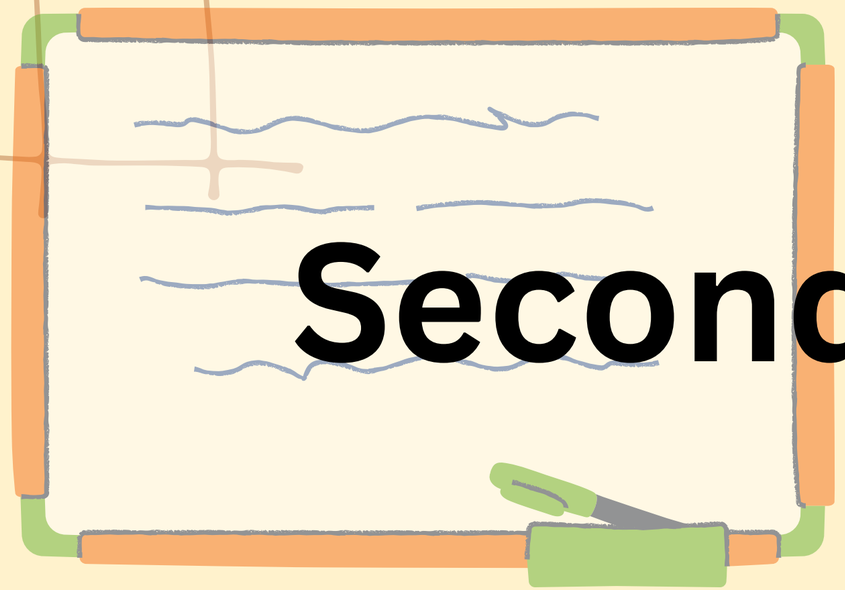
| Grade | Strengths | Challenges |
|---|---|---|
| 6 | Using equations to solve real world and mathematical problems | Write equations in two variables for a real-world problem that has an independent and dependent variable |
| 7 | Solve multi-step real-life and mathematical problems involving the use of positive and negative rational numbers in any form<br><br>Formulas for area and circumference of a circle | Develop a probability model assigning equal probabilities to all outcomes and use the model to determine the probability of events<br><br>Solve word problems using inequalities |
| 8 | Interpret the equation y=mx+b as defining a linear function | Construct a function to model a linear relationship between two quantities |

# Secondary Math Benchmark Notables

| Course | Strengths | Challenges |
|---|---|---|
| **Algebra 1** | Interpret key features of graphs and tables of functions in terms of quantities | Use the process of factoring and completing the square to highlight features of the graph of a quadratic function |
| **Geometry** | Use the definition of similarity to determine if 2 triangles are similar and explain the meaning of similarity of 2 triangles | Understand and apply the Law of Sines and the Law of Cosines to real-world problems<br><br>Use trigonometric ratios and the Pythagorean Theorem to solve problems with right triangles. |

# Secondary Math Benchmark Notables

| Course | Strengths | Challenges |
|---|---|---|
| **Algebra 2 Trig H** | Define appropriate quantities for the purpose of descriptive modeling | Compare properties of 2 different functions represented in different ways |
| **Algebra 2 A** | Rewrite expressions with radicals and rational exponents using the properties of exponents | Add, subtract, multiply, and divide rational expressions |
| **Algebra 2 R** | Calculate and interpret the average rate of change of a function | Solve rational and radical equations in one variable |



# Secondary Science

## Data Dive

# 6-12 Science Benchmark Overview

## Participation Rate and Proficiency

| Grade | Participation Rate | Proficiency |
|---|---|---|
| **6** | 96%<br>(out of 819 students) | 97% |
| **7** | 93%<br>(out of 704 students) | 89% |
| **8** | 97%<br>(out of 784 students) | 90% |

| Course | Participation Rate | Proficiency |
|---|---|---|
| **Biology** | 94%<br>(out of 772 students) | 84% |
| **Chemistry** | 89%<br>(out of 832 students) | 82% |
| **Physics** | 91%<br>(out of 598 students) | 82% |

# 6-12 Science Benchmark Notables

| Course | Strengths | Challenges |
| --- | --- | --- |
| **6** | Develop a model to demonstrate that temperature changes affect particle motion, speed, and kinetic energy, with low temperature typically represented by slower, more clustered particles | Structures and processes: Evidence for the role of photosynthesis in the cycling of matter and flow of energy |

# 6-12 Science Benchmark Notables

| Course | Strengths | Challenges |
|---|---|---|
| **7** | Cycling of matter and flow of energy among living and nonliving parts of an ecosystem<br><br>Energy transfer within a food web | Structures and processes: Evidence for the role of photosynthesis in the cycling of matter and flow of energy<br><br>Decomposition in the cycling of matter and flow of energy among living and nonliving parts of an ecosystem |
| **8** | Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave | Use graphs and diagrams to identify and compare physical properties of waves, such as frequency |

# 6-12 Science Benchmark Notables

| Course | Strengths | Challenges |
| --- | --- | --- |
| **Biology** | Analyzing and Interpreting Data | Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms |

# 6-12 Science Benchmark Notables

| Course | Strengths | Challenges |
| --- | --- | --- |
| **Chemistry** | **Concepts**: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium<br><br>**A**: Analyze data regarding the relationship between gas temperature and pressure to understand particle behavior<br><br>**H**: Construct and revise an explanation for outcome of simple chemical equations | **Concepts**: Use computational representations to illustrate the relationships among Earth systems and how those systems are being modified due to human activity<br><br>**A**: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects)<br><br>**H**: Use periodic table as model to predict |

# 6-12 Science Benchmark Notables

| Course | Strengths | Challenges |
| --- | --- | --- |
| **Physics** | **Concepts:** Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.<br><br>**OSE**: Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.<br><br>**Traditional**: Plan and conduct investigations proving that thermal energy transfer between components of different temperatures leads to a more uniform energy distribution (second law of thermodynamics). | **Concepts**: Use mathematical representations of Newton’s Law of Gravitation and Coulomb's law.<br><br>**OSE**: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.<br><br>**Traditional**: Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. |

# Secondary Social Studies

## Data Dive

# 6-12 Social Studies Benchmark Overview

## Participation Rate and Proficiency

| Grade | Participation Rate | Proficiency |
|---|---|---|
| 6 | 93% (out of 836 students) | 96% |
| 7 | 93% (out of 715 students) | 95% |
| 8 | 93% (out of 830 students) | 96% |

| Course | Participation Rate | Proficiency |
|---|---|---|
| World Civ | 99% (out of 708 students) | 93% |
| US His I | 87% (out of 839 students) | 92% |
| US His II | 95% (out of 772 students) | 94% |

# Secondary Social Studies Notables

| Grade | Strengths | Challenges |
|---|---|---|
| 6 | • Analyzing multiple-perspectives across socio-economic and cultural groups<br>• Determining central ideas and summarizing informational text<br>• Identifying authors perspective and supporting ideas with evidence | • Applying geographical reasoning e.g. how natural resources influenced early civilizations<br>• Synthesizing information across formats e.g. comparing text to multi-media sources |
| 7 | • Analyzing historical impacts, including demographic and economic effects of major events<br>• Using textual evidence to support analysis and draw inferences<br>• How religion and economics shape societies | • Comparative analysis across civilization, specifically when evaluating similarities and differences e.g. feudal societies<br>• Using context clues for unknown vocabulary |
| 8 | • Comparing foundational government documents<br>• Evaluating civic principles and their application<br>• Using evidence-based reasoning | • Evaluating sources and synthesizing information from multiple texts<br>• Gaps in content-specific understanding related to governmental structures e.g. judiciary vs. legislature |

# Secondary Social Studies Notables

| Course | Strengths | Challenges |
|---|---|---|
| World Civ | • Identifying and analyzing central ideas in complex texts<br>• Using academic vocabulary and writing tasks | • Analyzing how ideas develop across a text in historic narratives<br>• Long-term vs. short-term causes of historical events (WWI) |
| US His I | • Argumentation and evaluation of historical claims<br>• Analyzing language, tone, and author's purpose | • Ariculating civic principles and explantory writing |
| US His II | • Cold War dynamics and constitutional issues<br>• Historical analysis and interpretation of complex | • Analyzing the global impact of U.S. foreign policy re: independence movements<br>• Close reading and decision making on complex multiple-choice items i.e. determining the <u>best</u> answer |

# Data and the Role of the Coach

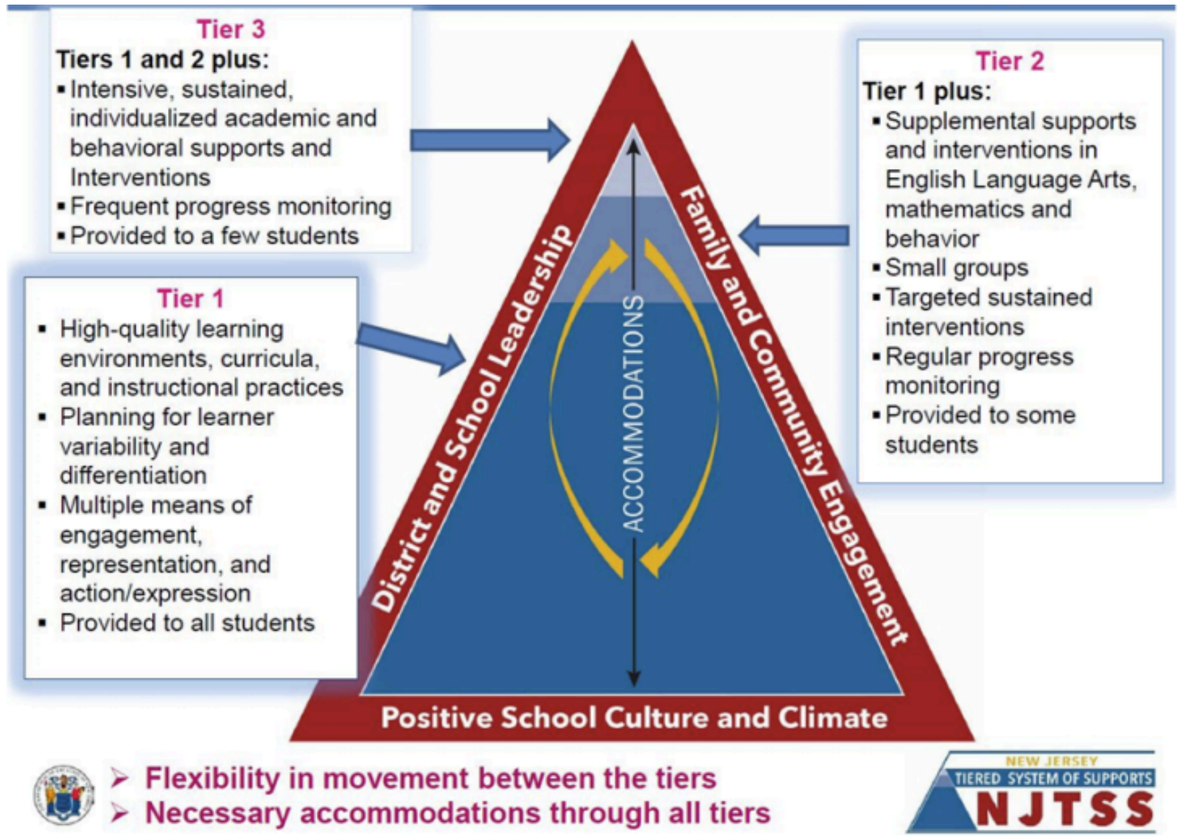
- District coaches are teacher facing. They work with teachers in a variety of ways including data analysis, pedagogical techniques, and assessments.
- Coaches include:
  - Elementary Literacy Teacher Coaches (LTC) and Secondary ELA Coach
  - Elementary and Secondary Math Coaches
- Coaches look at data with staff, including interventionists, and work through several processes:
  - Determination of where our strengths are
  - Evaluation of where our challenges are and opportunities to address them
  - Assistance with the Multi-Tiered System of Supports Process(MTSS)
- Coaches develop protocols with administration and teachers to support data analysis and next steps.

# Data and MTSS

**TIER III-1%-5% of students**

**TIER II- 5%-10% of students**

**TIER I= 80-85% of students**



# Data Dives and MTSS

- We collect data from a variety of sources.
  - Local Assessments
  - Common District Benchmark Assessments
  - Behavior
  - Attendance
- These data are used to identify students who may need additional supports through intervention.
  - Ways to group students across a grade level for Tier I, II and III interventions
  - Identification of common teaching strategies to support foundational learning
- Interventionists have been working throughout the year to establish a system of interventions. Their work includes:
  - A universal tracking system
  - A mechanism to enter and exit students through the MTSS Process
  - Commonalities for grouping students through the I&E period

# Overall Impact

**As a result of continual focus on data we have:**

- **Identified opportunities to build the capacity of building-based administrators in partnership with the Office of Curriculum and Instruction.**
- **Established a system of intervention programming that connects all interventionists throughout the district**
  - **Results in common:**
    - **Planning**
    - **Documentation**
    - **Strategies**
- **Focused on how to strengthen the MTSS process using the coaches and interventionists in a more streamlined manner**
- **Refocused the Intervention and Enrichment (I&E) Period at the elementary level to lead to targeted learning opportunities for both intervention and enrichment.**

# Questions?