

OCTOBER 2026

Annual State Assessment Report

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NJGPA & NJSLA - Adaptive State Assessments

What does adaptive testing mean?

- Questions adapt in real-time to student responses, adjusting complexity.
- Students receive different questions but are assessed on the same standards (NJSLA).

Why the change?

- Encourages student effort.
- Provides a more accurate measure of individual learning.

NJGPA-A *(Adaptive)*: **New Jersey Graduation** **Proficiency Assessment**



NJGPA-A ELA

Graduation Ready
Spring 2026 - 73%
Fall 2026 - Oct 20 & 21
Nov - April - Portfolio Appeals

Performance



Not Yet Graduation Ready



Graduation Ready



Percent

27%

73%

Count

205

561

“Graduation Ready”: Grade 11

NJGPA - Gr 11	ELA 2025		ELA 2026
State	81%	↓	76%
<u>District</u>	82%	↓	73%
Triton	80%	↓	68%
Highland	81%	↓	73%
T. Creek	85%	↓	77%

NJGPA: English Language Arts

District vs. State
= 3% gap

ENGLISH LANGUAGE ARTS NJGPA: “Graduation Ready”

Sub Groups	<u>ELA</u>		<u>ELA 2026</u>	Gap vs.State
	2024	2025		
Female	82%	87%	79%	+3%
Male	68%	77%	68%	-8%
Hispanic or Latino	63%	72%	65%	-11%
Asian	86.2%	89.3%	78%	+2%
Black/African-American	67.7%	81.3%	70%	- 6%
White	81.3%	84.1%	78%	+2%

*State Overall Proficiency Rate for ELA = 76%



NJGPA-A Mathematics

Graduation Ready
Spring 2026 - 61%
Increase of 6% from 2025

Performance



Not Yet Graduation Ready



Graduation Ready



Percent

39%

61%

Count

301

464

“Graduation Ready”: Grade 11

NJGPA - Gr 11	MATH 2025		MATH 2026
State	58%	↑	61%
<u>District</u>	55%	↑	61%
Triton	51%	↑	54%
Highland	58%	↑	62%
T. Creek	56%	↑	65%

NJGPA: Mathematics

District vs. State
= 0% gap

MATHEMATICS

NJGPA: “Graduation Ready”

Sub Groups	<u>MATH</u>		<u>MATH 2026</u>	Gap vs.State*
	2024	2025		
Female	52%	50%	64%	+3%
Male	47%	60%	58%	-3%
Hispanic or Latino	31%	42%	50%	-11%
Asian	71%	73%	71%	+10%
Black/African-American	35%	42%	56%	-5%
White	60%	64%	67%	+6%

*State Overall Proficiency Rate for Math = 61%

NJGPA Notable Trends: “Graduation Ready”

Hispanic & Latino

ELA

65% Grad Ready
(72% in 2025)

MATH

50% Grad Ready
(42% in 2025)
+8% Growth



Black or African American

ELA

70% Grad Ready
(81% in 2025)

MATH

56% Grad Ready
(42% in 2025)
+14% Growth



White

ELA

78% Grad Ready
(84% in 2025)

MATH

67% Grad Ready
(64% in 2025)
+3% Growth



TRITON: NJGPA - “Graduation Ready”

English Language Arts



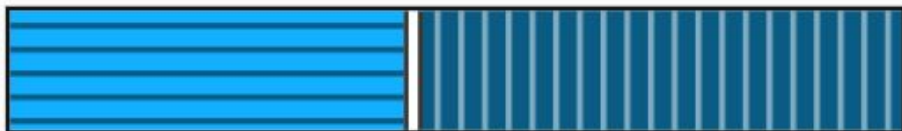
32%

84

68%

181

Mathematics

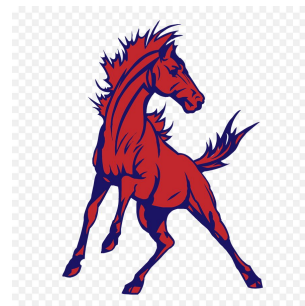


46%

121

54%

142



Performance



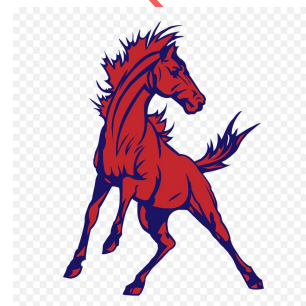
Not Yet Graduation Ready



Graduation Ready

Triton = 68%
vs.
State = 76%

TRITON - ENGLISH LANGUAGE ARTS NJGPA: "Graduation Ready"

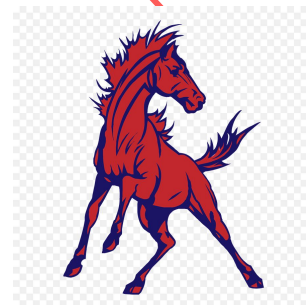


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Sub Groups	<u>ELA</u>		<u>ELA 2026</u>	Gap vs.State
	2024	2025		
Female	76%	83%	75%	-1%
Male	60%	77%	62%	-14%
Hispanic or Latino	56%	74%	58%	-18%
Asian	74%	81%	79%	+3%
Black/African-American	50%	74%	62%	- 14%
White	75%	84%	73%	-3%

Triton = 54%
vs.
State = 61%

TRITON - MATHEMATICS NJGPA: "Graduation Ready"



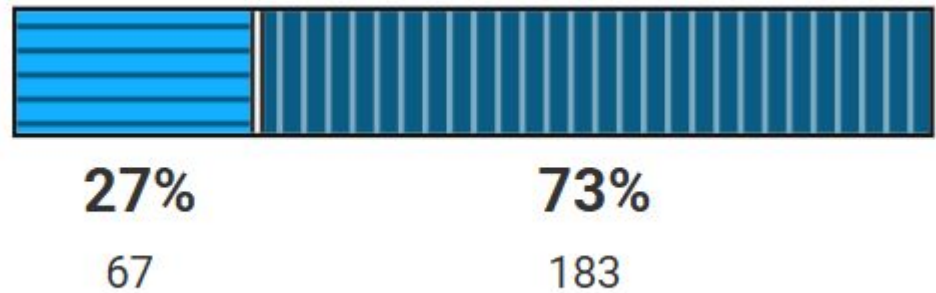
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Sub Groups	<u>MATH</u>		<u>MATH 2026</u>	Gap vs.State
	2024	2025		
Female	48%	48%	57%	-4%
Male	48%	55%	51%	-10%
Hispanic or Latino	26%	41%	37%	-24%
Asian	79%	81%	67%	+6%
Black/African-American	21%	32%	52%	-9%
White	55%	56%	61%	0%

HIGHLAND: NJGPA - “Graduation Ready”



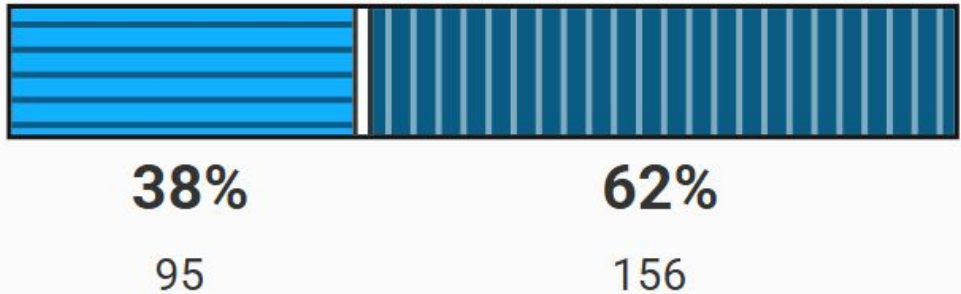
English Language Arts



Performance



Mathematics



Highland = 73%
vs.
State = 76%

HIGHLAND - ENGLISH LANGUAGE ARTS NJGPA: “Graduation Ready”



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Sub Groups	<u>ELA</u>		<u>ELA 2026</u>	Gap vs.State
	2024	2025		
Female	88%	86%	77%	+1%
Male	70%	76%	71%	-5%
Hispanic or Latino	80%	71%	76%	0%
Asian	94%	92%	60%	- 16%
Black/African-American	64%	79%	67%	- 9%
White	84%	83%	80%	+4%



Highland = 62%
vs.
State = 61%

HIGHLAND - MATHEMATICS NJGPA: "Graduation Ready"



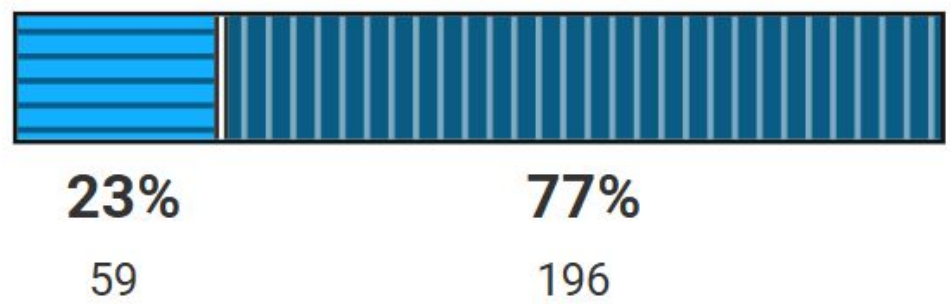
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Sub Groups	<u>MATH</u>		<u>MATH 2026</u>	Gap vs.State
	2024	2025		
Female	60%	53%	63%	+2%
Male	46%	63%	61%	0%
Hispanic or Latino	36%	45%	63%	+2%
Asian	66%	71%	50%	- 11%
Black/African-American	38%	43%	55%	- 6%
White	64%	71%	72%	+11%

TIMBER CREEK: NJGPA - “Graduation Ready”



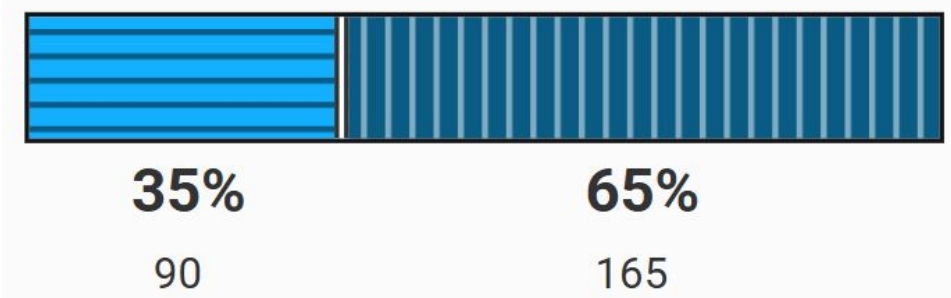
English Language Arts



Performance



Mathematics



 TC = 77%
vs.
State = 76%

TIMBER CREEK - ENGLISH LANGUAGE ARTS

NJGPA: “Graduation Ready”



Sub Groups	<u>ELA</u>		<u>ELA 2026</u>	Gap vs.State
	2024	2025		
Female	84%	93%	83%	+7%
Male	74%	77%	71%	-5%
Hispanic or Latino	56%	69%	63%	-13%
Asian	100%	94%	86%	+10%
Black/African-American	76%	86%	74%	- 2%
White	86%	87%	82%	+6%

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TC = 65%
vs.
State = 61%

TIMBER CREEK - MATHEMATICS

NJGPA: "Graduation Ready"



Sub Groups	<u>MATH</u>		<u>MATH 2026</u>	Gap vs.State
	2024	2025		
Female	48%	50%	69%	+8%
Male	49%	62%	60%	-1%
Hispanic or Latino	33%	42%	59%	+2%
Asian	67%	69%	100%	+10%
Black/African-American	37%	46%	58%	-2%
White	61%	69%	69%	+8%

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NJSLA – (*Adaptive*): **New Jersey Student** **Learning Assessment**



NJSLA-A ELA

44% Met/ Exceeded
= Increase by 6% from 2025 

8% Decrease in Partially/Not Met

-  Did Not Yet Meet Expectations
-  Partially Met Expectations
-  Approaching Expectations
-  Met Expectations
-  Exceeded Expectations



Percent

17%

16%

23%

34%

9%

Count

131

128

179

267

71

NJSLA: English Language Arts

“Met” or “Exceeded”
Expectations
In 9th grade

District vs. State:
Gap decreased by
6%

NJSLA - Gr 9	ELA 2025	ELA 2026
State	50%	 51%
<u>District</u>	37%	 44%
Triton	38%	 41%
Highland	35%	 45%
T. Creek	38%	 43%

ENGLISH LANGUAGE ARTS NJSLA: “Meets” or “Exceeds”

Sub Groups	<u>ELA</u>		<u>ELA 2026</u>	Gap vs.State
	2024	2025		
Female	53%	46%	51%	0%
Male	35%	28%	37%	-14%
Hispanic or Latino	36%	27%	33%	-18%
Asian	63%	65%	59%	+8%
Black/African-American	32%	29%	34%	- 17%
White	50%	42%	55%	+4%

*State Overall Proficiency Rate for ELA = 51%

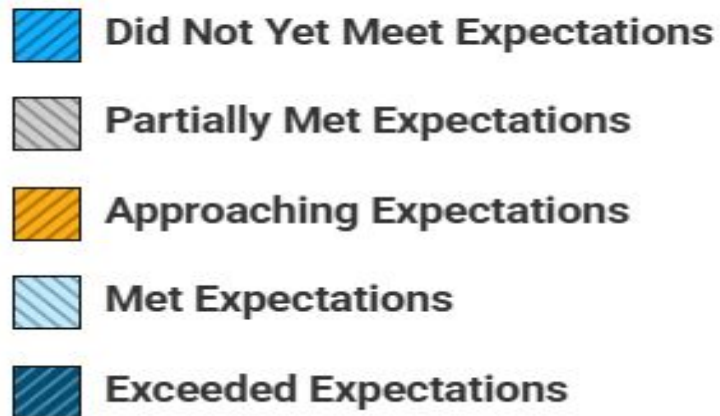


NJSLA-A Mathematics

16% Met/Exceeded for Algebra I
= 4% increase from 2025



6% Increase in Approaching
16% Decrease in Partially/Not Met



Percent

15%

28%

36%

18%

3%

Count

125

227

291

146

24

Algebra I, Algebra II, Geometry

NJSLA: Algebra I

“Met” or “Exceeded”
Expectations

District vs. State:
Gap decreased by
2%

NJSLA - Gr 9	Alg 1 2025	Alg 1 2026
State	38%	40% ↑
<u>District</u>	12%	16% ↑
Triton	8%	17% ↑
Highland	11%	18% ↑
T. Creek	16%	12% ↓

ALGEBRA I

NJSLA: “Meets” or “Exceeds”

Sub Groups	<u>ALG 1</u>		<u>Algebra 1 2026</u>	Gap vs.State
	2024	2025		
Female	11%	10%	17%	-23%
Male	13%	13%	15%	-25%
Hispanic or Latino	11%	6%	12%	-28%
Asian	9%	28%	22%	-18%
Black/African-American	7%	11%	14%	- 26%
White	16%	13%	22%	-18%

*State Overall Proficiency Rate for Alg 1 = 40%**

NJSLA Notable Trends: “Meets/Exceeds”

Hispanic & Latino

ELA Meets/Exceeds

33%

▲ (27% in 2025)

MATH Meets/Exceeds

12%

▲ (6% in 2025)

Black or African American

ELA Meets/Exceeds

34%

▲ (29% in 2025)

MATH Meets/Exceeds

14%

▲ (11% in 2025)

White

ELA Meets/Exceeds

55%

▲ (42% in 2025)

MATH Meets/Exceeds

22%

▲ (13% in 2025)

TRITON: NJSLA - “Meets” or “Exceeds”

English Language Arts = 41%



16% 16% 27% 31% 10%

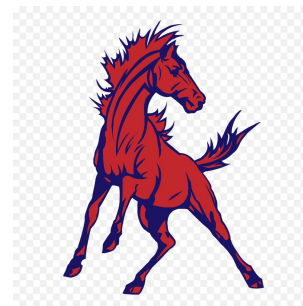
40 42 68 80 26

Algebra I = 17%



15% 32% 35% 17% <0.5%

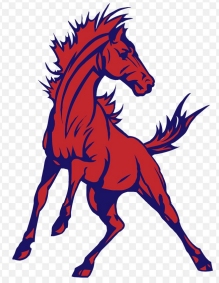
36 76 83 39 1



-  Did Not Yet Meet Expectations
-  Partially Met Expectations
-  Approaching Expectations
-  Met Expectations
-  Exceeded Expectations

Triton = 41%
vs.
State = 51%

TRITON: ENGLISH LANGUAGE ARTS NJSLA: “Meets” or “Exceeds”



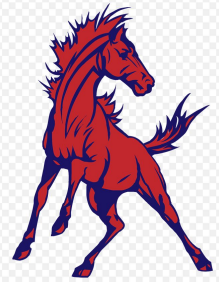
Sub Groups	<u>ELA</u>		<u>ELA 2026</u>	Gap vs.State
	2024	2025		
Female	50%	49%	47%	-4%
Male	31%	28%	36%	-15%
Hispanic or Latino	25%	27%	27%	-24%
Asian	61%	50%	46%	-5%
Black/African-American	17%	26%	21%	- 30%
White	46%	44%	54%	+3%

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*State Overall Proficiency Rate for ELA = 51%

Triton = 17%
vs.
State = 40%

TRITON ALGEBRA I NJSLA: “Meets” or “Exceeds”



Sub Groups	<u>ALG 1</u>		<u>Algebra 1 2026</u>	Gap vs.State
	2024	2025		
Female	13%	8%	14%	-26%
Male	11%	8%	20%	-20%
Hispanic or Latino	7%	0%	11%	-29%
Asian	10%	13%	19%	-21%
Black/African-American	7%	8%	15%	- 25%
White	16%	12%	23%	-17%

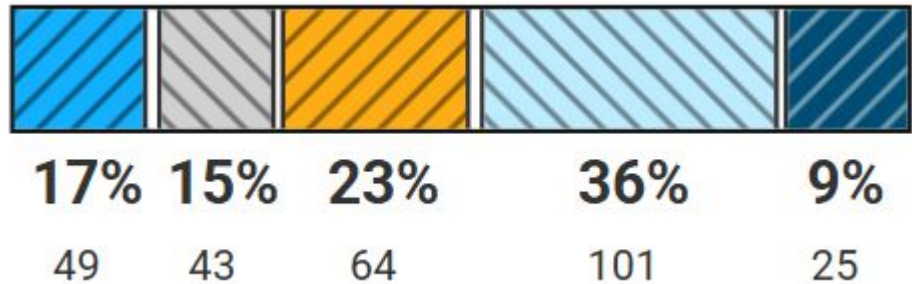
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*State Overall Proficiency Rate for Alg 1 = 40%**

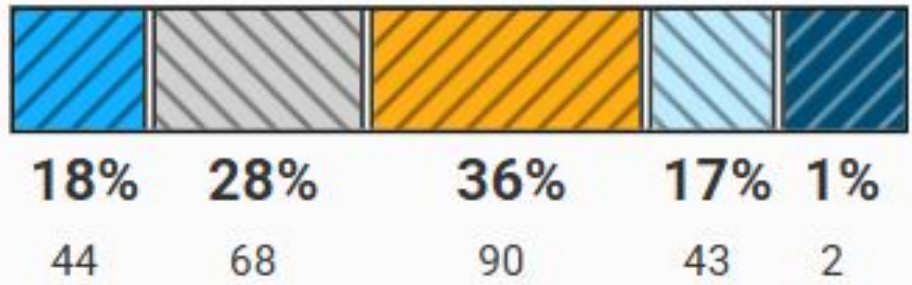
HIGHLAND: NJSLA - “Meets” or “Exceeds”



English Language Arts = 45%



Algebra I = 18%



- Did Not Yet Meet Expectations
- Partially Met Expectations
- Approaching Expectations
- Met Expectations
- Exceeded Expectations

Highland = 45%
vs.
State = 51%

HIGHLAND ELA NJSLA: “Meets” or “Exceeds”

Sub Groups	<u>ELA</u>		<u>ELA 2026</u>	Gap vs.State
	2024	2025		
Female	54%	44%	51%	0%
Male	35%	28%	39%	-12%
Hispanic or Latino	42%	27%	29%	-22%
Asian	60%	82%	62%	+11%
Black/African-American	31%	29%	40%	- 11%
White	52%	40%	57%	+6%



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*State Overall Proficiency Rate for ELA = 51%

Highland = 18%
vs.
State = 40%

HIGHLAND ALGEBRA I NJSLA: “Meets” or “Exceeds”



Sub Groups	<u>ALG 1</u>		<u>Algebra 1 2026</u>	Gap vs.State
	2024	2025		
Female	4%	11%	23%	-17%
Male	14%	11%	14%	-26%
Hispanic or Latino	16%	7%	11%	-29%
Asian	0%	40%	18%	-22%
Black/African-American	3%	11%	17%	- 23%
White	14%	13%	27%	-13%

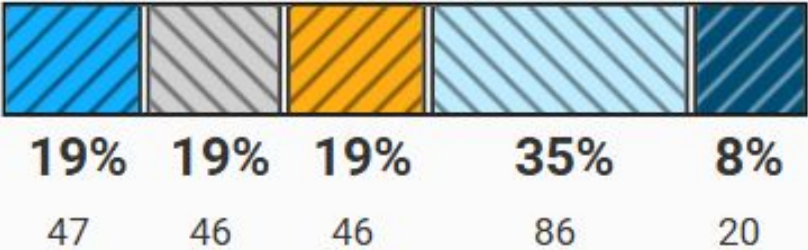
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*State Overall Proficiency Rate for Alg 1 = 40%**

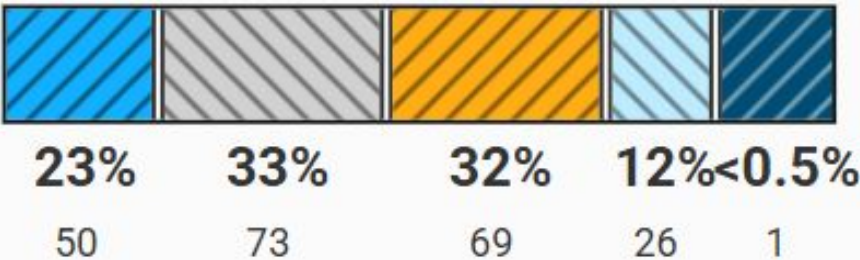
TIMBER CREEK: NJSLA - “Meets” or “Exceeds”



English Language Arts = 43%



Algebra I = 12%



- Did Not Yet Meet Expectations
- Partially Met Expectations
- Approaching Expectations
- Met Expectations
- Exceeded Expectations

TC = 43%
vs.
State = 51%

TIMBER CREEK ELA NJSLA: “Meets” or “Exceeds”



Sub Groups	<u>ELA</u>		<u>ELA 2026</u>	Gap vs.State
	2024	2025		
Female	57%	46%	54%	+3%
Male	40%	28%	34%	-17%
Hispanic or Latino	45%	27%	43%	-8%
Asian	71%	77%	62%	+11%
Black/African-American	37%	31%	34%	- 17%
White	55%	42%	52%	+1%

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*State Overall Proficiency Rate for ELA = 51%

TC = 12%
vs.
State = 40%

TIMBER CREEK ALGEBRA I NJSLA: “Meets” or “Exceeds”



Sub Groups	<u>ALG 1</u>		<u>Algebra 1 2026</u>	Gap vs.State
	2024	2025		
Female	15%	12%	13%	-27%
Male	13%	22%	12%	-28%
Hispanic or Latino	11%	18%	12%	-28%
Asian	20%	60%	29%	-11%
Black/African-American	11%	11%	12%	- 28%
White	19%	16%	13%	-27%

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*State Overall Proficiency Rate for Alg 1 = 40%**





NJSLA-S Science

19% Met Expectations

Decrease by 4% from 2025

Performance



Below Proficient



Near Proficiency



Proficient



Advanced Proficiency



Percent

50%

31%

17%

2%

Count

384

240

130

16

NJSLA Science

11th grade Comprehensive Assessment
Includes
Life, Physical, & Earth Sciences

	2025		2026
STATE Science	31%	↓	29%
District Science	23%	↓	19%
Triton Science	25%	↓	18%
Highland Science	18%	↓	17%
Timber Creek Science	27%	↓	22%

Gap with State
increased by 2%

SCIENCE

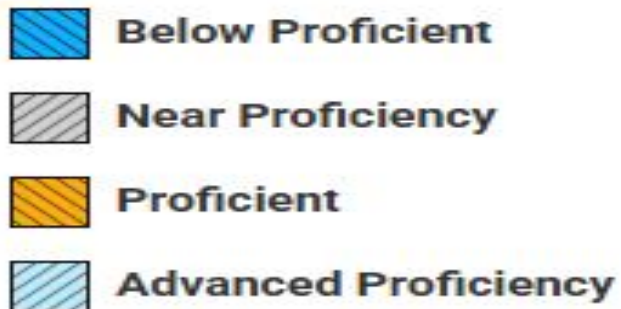
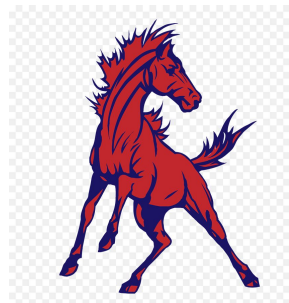
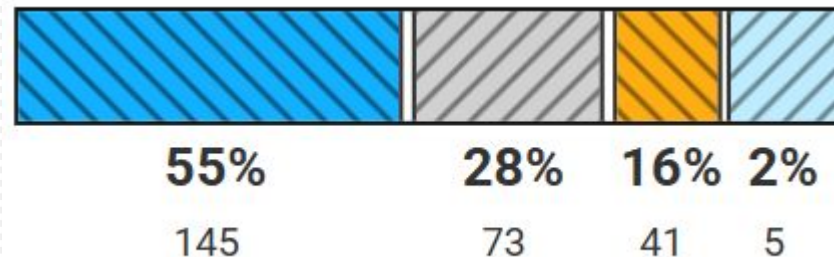
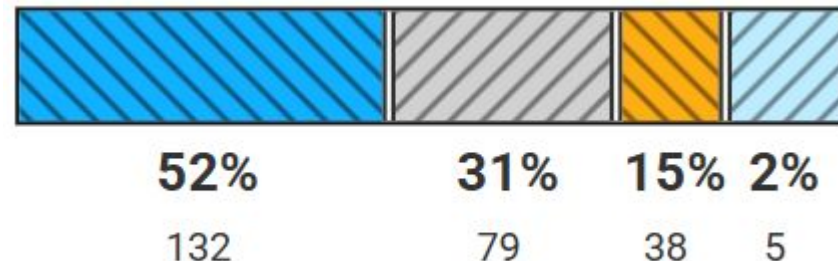
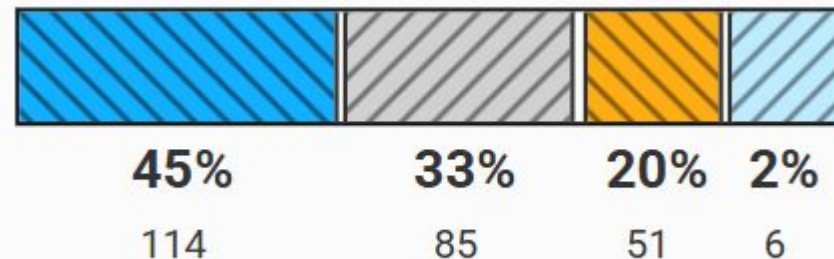
NJSLA: “Meets” or “Exceeds”

Sub Groups	<u>Science</u>		<u>Science 2026</u>	Gap vs.State
	2024	2025		
Female	18%	22%	16%	-13%
Male	16%	24%	22%	-7%
Hispanic or Latino	5%	19%	13%	-16%
Asian	28%	33%	31%	+2%
Black/African-American	9%	15%	13%	- 16%
White	24%	26%	24%	-5%

*State Overall Proficiency Rate for SCIENCE = 29%**

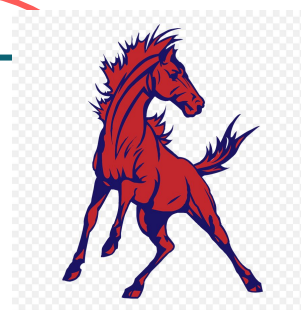
NJSLA Science

Performance



Triton = 18%
vs.
State = 29%

TRITON SCIENCE NJSLA: “Meets” or “Exceeds”



Sub Groups	<u>Science</u> 2025	<u>Science 2026</u>	Gap vs.State
Female	22%	16%	-13%
Male	27%	19%	-22%
Hispanic or Latino	20%	9%	-13%
Asian	42%	22%	-7%
Black/African-American	15%	12%	- 17%
White	26%	23%	-6%

Highland = 17%
vs.
State = 29%

HIGHLAND SCIENCE NJSLA: “Meets” or “Exceeds”



Sub Groups	<u>Science</u> 2025	<u>Science 2026</u>	Gap vs.State
Female	17%	10%	-19%
Male	17%	23%	-6%
Hispanic or Latino	14%	14%	-1%
Asian	23%	40%	+11%
Black/African-American	13%	11%	- 18%
White	22%	22%	-7%

TC = 22%
vs.
State = 29%

TIMBER CREEK SCIENCE NJSLA: “Meets” or “Exceeds”



Sub Groups	<u>Science</u> 2025	<u>Science 2026</u>	Gap vs.State
Female	27%	21%	-8%
Male	27%	24%	-5%
Hispanic or Latino	23%	19%	-10%
Asian	35%	43%	+14%
Black/African-American	17%	16%	- 13%
White	34%	26%	-3%

Mathematics: Improvement Goals & Interventions

Focused Areas for Improvement:

Student-Centered Mathematical Learning and Digital Fluency - Expanding Opportunities for Practice, Reasoning, and Metacognition

- ☐ Move Beyond “Demonstrate and Do”: Prioritize daily reasoning, justification, reflection
- ☐ Curriculum Adjustment: Adjust pacing for concentration of topics.
- ☐ Build Thinking Math Classrooms – Embed collaborative, discussion-based problem solving & open-ended, evidence-based tasks that promote critical thinking and reasoning.
- ☐ Math Enrichment: Use small-group and scaffolded supports to meet individual needs, & provide structured opportunities for extended practice to build mastery and confidence.
- ☐ Promote Digital Fluency: Use technology intentionally to enhance engagement, visualize concepts, & assess learning through interactive tasks with real-time feedback
- ☐ Ensure Equity & Access: Consistent accommodations & inclusive participation practices
- ☐ Collaboration via Instructional Coaching & PLCs: Align instruction, share best practices, and analyze student thinking.
- ☐ Strengthen Algebra Math Enhancement (9th) – Reinforce foundational skills through double-period support.

English Language Arts: Improvement Goals & Interventions

Focused Areas for Improvement: Critical Reading Analysis of Informational Texts

- ❑ Opportunities for articulation of thought processes & perspectives to build capacity & confidence
- ❑ Creating connections to readings - various voices & choices to promote relevance
- ❑ Building Student Connections through Representation & Instruction: Including multiple perspectives in content and skill development
- ❑ Utilizing digital platforms to strengthen informational literacy and address skill gaps.
- ❑ Practice questions used as formative assessment and paired with student reflections on thought processes. Part A/Part B-style questions: Embed with critical reading of texts
- ❑ Targeted instructional modeling adjusted according to formative assessment: small-group instruction, collaborative analysis of texts
- ❑ Extra time with teacher individually after school
- ❑ Modifications/accommodations of assignments
- ❑ Reading Enhancement (9th gr)- 2 teachers

Science: Improvement Goals & Interventions

Focused Areas for Improvement:

Focused Practice of Skills & Test Preparation

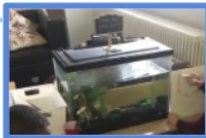
Build Literacy - Analysis of Science Texts

- ❑ Test style questions: Embed with critical reading of texts
- ❑ Practice questions used as formative assessment and paired with student reflections on thought processes. Practice test prior to NJSLA in May.
- ❑ Continued evaluation of performance on common assessments, **with correlation to skills assessed on state assessments, using online platform to better evaluate skill strengths and gaps.**
- ❑ **Analysis of trends on state assessments - identifying gaps and leveraging data to make more significant changes.**
- ❑ Extra time with teacher individually after school
- ❑ Modifications/accommodations of assignments

Ready for Rigor: A Framework for Culturally Responsive Teaching

Awareness

- Know and own your cultural lens.
- Understand the three levels of culture.
- Recognize cultural archetypes of individualism and collectivism.
- Understand how the brain learns.
- Acknowledge the sociopolitical context around race and language.
- Recognize your brain's triggers around race and culture.
- Broaden your interpretation of culturally and linguistically diverse students' learning behaviours.



Learning Partnerships

- Reimagine the student and teacher relationship as partnership
- Take responsibility to reduce students' social emotional stress from stereotype threat and microaggressions.
- Balance giving students both care and push.
- Help students cultivate a positive mindset and sense of self-efficacy.
- Support each student to take greater ownership for his learning.
- Give students language to talk about their learning moves.



Information Processing

- Provide information challenge in order to stimulate brain growth to increase intellectual capacity.
- Help students to process new content using methods from oral traditions.
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives.
- Provide students authentic opportunities to process content.
- Teach students cognitive routines using the brain's natural learning systems.
- Use formative assessments and feedback to increase intellectual capacity.



Community of Learners & Learning Environment

- Create an environment that is intellectually and socially safe for learning.
- Make space for student voice and agency.
- Build classroom culture and learning around communication (sociocultural) talk and task structures.
- Use classroom rituals and routines to support a culture of learning.
- Use principles of restorative justice to manage conflicts and redirect negative behaviour.



Test-Taking: Cultivating Confidence, Competence, & Culture

In the Classroom:

- PRACTICE
 - Routines for problem-solving & critical thinking
- REFLECTION
 - Recognizing progress & effort
 - Learning from mistakes
 - Making quiz corrections & writing revisions
- GOAL-SETTING
 - Student ownership
 - Teacher support

In the Classroom & School:

- Communicating capacity for growth
- Establishing & reinforcing relevance of testing
 - Personal data file
 - Measurement of progress
 - Evaluation of needs
 - Placement in programs





Summer

- Summer Workshops:
 - Building Relationships
 - Building Thinking Classrooms
 - Tiered Instruction Strategies
 - Equity: Inclusive Education
- Summer Admin PD:
 - ***Culturally Responsive Leadership***
 - Evaluation Training: understanding what to look for and how to effectively provide feedback

School Year

- Multilingual Learner Support
 - PLC Meetings
 - Staff Presentations
- Teacher Leadership Teams
 - Developed workshops for in-service days based on data
- Course Content PLCs
 - Supervisors lead focus groups in analyzing data, developing new approaches to instruction, adjusting curriculum, and planning.

Dynamic Learning Map 2026

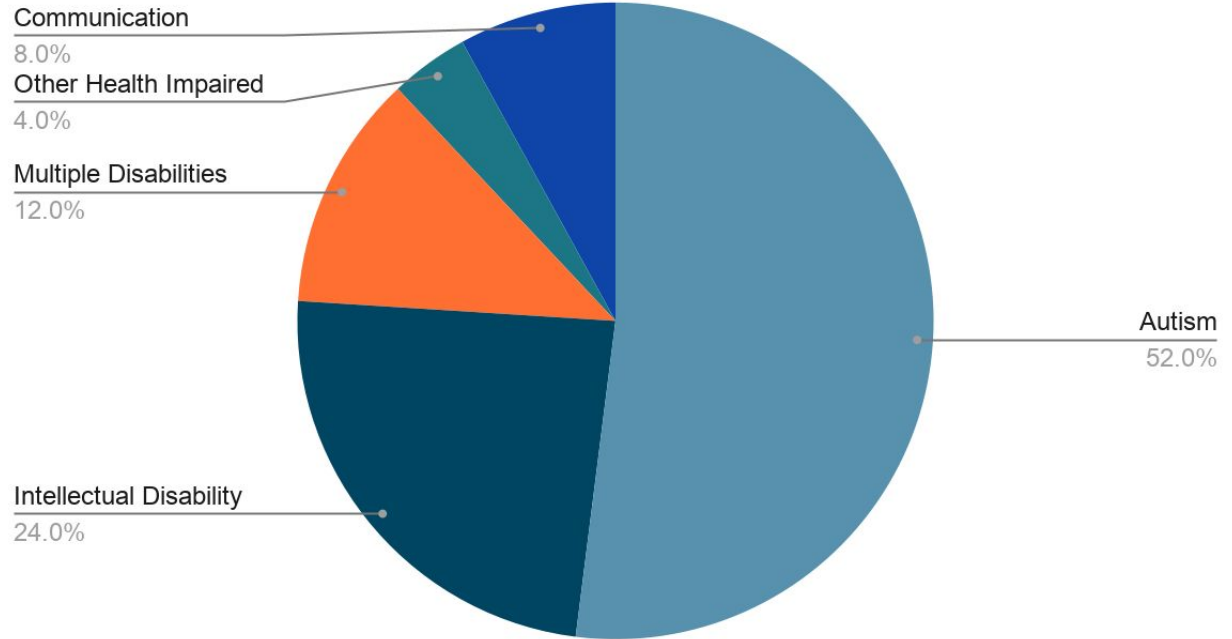
Total Participation:

- ELA: 19 students
- Math: 19 students

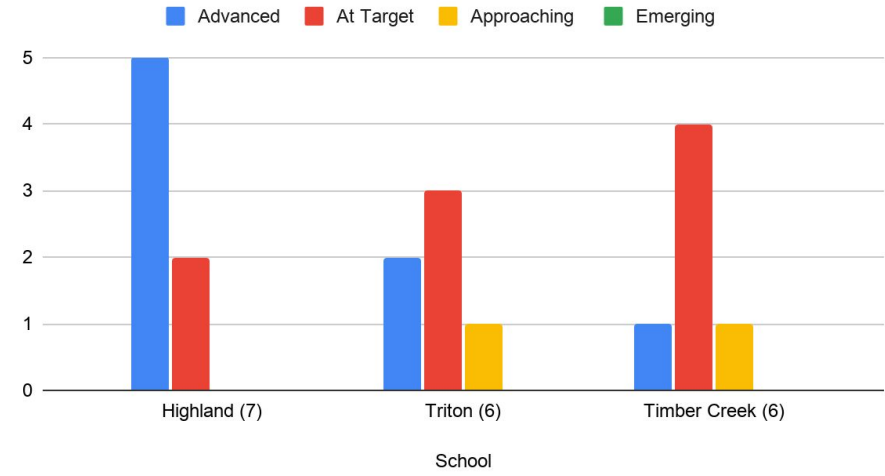
3.0% of students participated
in DLM for ELA

3.0% of students participated
in DLM for math

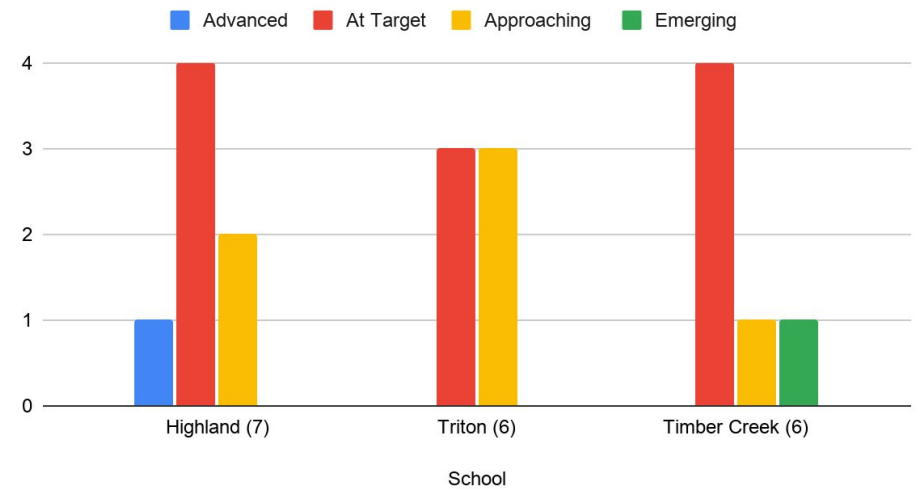
DLM Participation by Eligibility Category



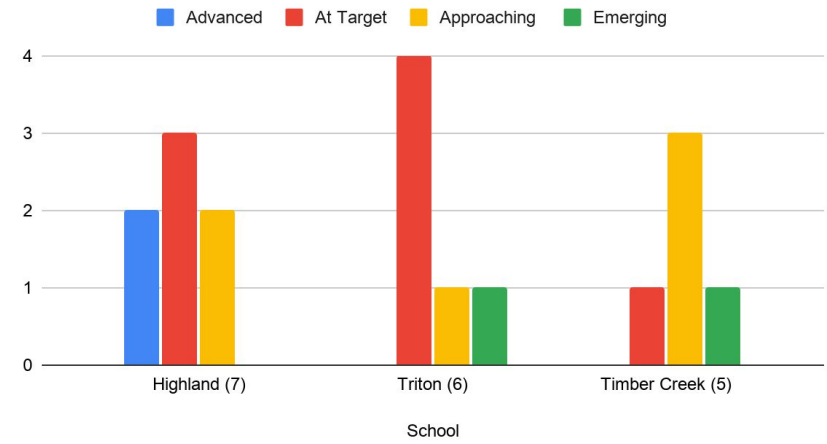
DLM ELA RESULTS



DLMA MATH RESULTS



DLM SCIENCE RESULTS



All students scored “Approaching” or higher in the area of ELA

All students who participated in DLM are instructed in the Essential Elements

Multilingual Learners (MLs)* 2026 WIDA Access Data Summary The Black Horse Pike Regional School District *Emergent Bilinguals



Michael R. Jones

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Departments

Black Horse Pike Regional School District



2026 WIDA Access Summary & Analysis



2024-2025

- **69** students took the test, with an **average score of 2.83 out of 6**.
- **55%** of students come from Spanish-speaking homes, and 13% speak Bengali.
- **18%** of the students are beginner-level multilingual (ML), with an average score of **1.69** for beginners

Average Scores by home language of beginners:

- Bengali: 3.08
- Haitian Creole: 2.1
- Spanish: 2.80

2025-2026

- **72** students took the test, with an **average score of 3.10 out of 6**.
- **50%** of students come from Spanish-speaking homes, and 9.7% speak Bengali.
- **19.44%** of the students are beginner-level multilingual (ML), with an average score of **2.38** for beginners

Average Scores by home language of beginners:

- Bengali: 1.90
- Haitian Creole: 2.70
- Spanish: 2.16

2026 WIDA Access Summary & Analysis

The average WIDA Access score increased from **2.83** in **2024-2025** to **3.10** in the **2025-2026** administration of the assessment. This is an improvement of **0.27** points for the students with reported scores in both school years. There are 50 students who have taken the **2024-2025** assessment and the **2025-2026** assessment and the data reflects that 43 of those students (**83%**) improved their WIDA Assessment performance

Of the students who scored less than a 3.0 in 2024-2025, **14 achieved a score of 3.0 or higher in the 2025-2026** administration of the WIDA Access assessment

The number of students scoring at least a **3.0** on the WIDA Access increased from **30 to 38**. This serves as evidence that students in the 2025-2026 ML cohort demonstrated higher English language proficiency.

Students earning a **4.5** (*cut score earned to exit the program*) increased from 3 in 2024-2025 to 6 in 2025-2026

The comparison demonstrates positive outcomes for the district's multilingual learner program.

2026 WIDA Access Summary & Analysis

Factors Influencing Scores:

- Students who have been in the program 2-3 years have shown improvement in their ELP (English Language Proficiency)
- Refusal of services of students in home language sub groups not enrolled in the program. They still take the assessment and are generally advanced English language learners but they do not wish to receive services.
- Regional literacy norms (*Some students speak their native language but lack the intermediat or advanced literacy skills in the native language*)
- Continued analysis of student scheduling & placement.
- An increase in students participating and exposure of English in extracurricular activities and clubs at Triton or the District (Athletics, Cultural Clubs, JR AFROTC, ML Tutoring)
- This is the first year that the WIDA Access assessment is adaptive
 - *Ensures high-performing students encounter challenging items necessary to earn top-tier scale scores.*
 - *Prevents beginners from encountering overwhelmingly difficult questions, allowing them to demonstrate foundational language skills accurately*

Addressing the needs of ML's:

- Continual and consistent outreach through the planning of the bi-annual PAC (Parent Advisory Committee) for Multilingual Learners (MLs)
- Continued inclusion of ML students into the RTI program
- After-school tutoring twice a week for ML students, and one evening of tutoring for adults in the community
- Professional Development opportunities for ML teachers and their instructional partners
- Summer ML program for incoming Beginner & Intermediate level students