## KINGSWAY REGIONAL SCHOOL DISTRICT NJSLA RESULTS 2019 <br> Presented by:

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## FIVE PERFORMANCE LEVELS The Performance Levels

PARCC uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate:

| Level 2: | Level 3: | Level 4: | Level 5: |
| :---: | :---: | :---: | :---: |
| Partially | Approaching | Meeting | Exceeding |
| Meeting | Expectations | Expectations | Expectations |
| Expectations |  |  |  |
| 700-724 | 725-749 | 750 - vary | Ranges Vary |

Level 1: Not Yet Meeting Expectations

650-699

# Comparison of KRSD's <br> Number of Students Tested Spring 2018 \& Spring 2019 NJSLA Administrations English Language Arts 

| Grade | Students Tested 2019 | Students Tested 2018 | Difference between number of <br> students tested in 2018 and 2019 |
| :---: | :---: | :---: | :---: |
| $\mathbf{7}$ | 482 | 478 | +4 |
| $\mathbf{8}$ | 489 | 470 | +19 |
| $\mathbf{9}$ | 429 | 425 | +4 |
| $\mathbf{1 0}$ | 413 | 448 | -35 |
| Total | 1813 | 1821 | -8 |

** NJSLA 2018-2019 assessments were optional for $11^{\text {th }}$ Grade students.
Note: "Students Tested" represents individual valid test scores for English Language Arts.

# Comparison of KRSD's Number of Students Tested Spring 2018 \& Spring 2019 NJSLA Administrations Mathematics 


*Some students in grade 8 participated in the Algebra I assessment in place of the $8^{\text {th }}$ grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.
** NJSLA 2018-2019 assessments were optional for $11^{\text {th }}$ Grade students
Notes: "Students Tested" represents individual valid test scores for Mathematics.

## THINGS TO KEEP IN MIND...

- The 2019 administration was a transition from PARCC to NJSLA. While similar in nature, there has been no specific guidance from the state on what differences there were in the 2 tests.
- Grade 11 (ELA 11 and Algebra II) assessments were optional during the 2019 school year as per the state. Only 167 students took the Algebra ll exam in 2019 \& 31 took ELA 11.
- Students who elected to take AP English, did not have to take NJSLA assessments.
- The 2018-2019 school year kicked
 off the Adv. Algebra I in grade 7, pulling a number of $7^{\text {th }}$ graders to test at the Algebra I level.


## Comparison of KRSD's

## Spring 2019 NJSLA Administrations English Language Arts to New Jersey Percentages for 2019

| Grade | Level 1 District | Level 1 State | Level 2 <br> District | Level 2 State | Level 3 District | Level 3 State | Level 4 District | Level 4 State | Level 5 District | Level 5 State | Overall District | Overall <br> State |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 4.6\% | 8.9\% | 5.2\% | 10.5\% | 16.6\% | 17.8\% | 36.7\% | 33.1\% | 36.9\% | 29.7\% | 73.6\% | 62.8\% |
| 8 | 5.7\% | 9.2\% | 9.2\% | 10.3\% | 16.4\% | 17.7\% | 42.9\% | 38.0\% | 25.8\% | 24.9\% | 68.7\% | 62.9 \% |
| 9 | 9.8\% | 11.3\% | 10\% | 11.8\% | 18.4\% | 21.1\% | 42.2\% | 36.7\% | 19.6\% | 19.2\% | 61.8\% | 55.9\% |
| 10 | 9.7\% | 14.3\% | 9.9\% | 10.9\% | 15\% | 15.9\% | 38.5\% | 33.4\% | 26.9\% | 25.5\% | 65.4\% | 58.9 \% |

[^0]
## ELA Achievement and Growth

## Same grade, different students



## Comparison of KRSD's

## Spring 2019 NJSLA Administrations

## Mathematics to New Jersey - Percentages for 2019

| Grade | Level 1 District | Level 1 <br> State | Level 2 District | Level 2 <br> State | Level 3 District | Level 3 State | Level 4 District | Level 4 State | Level 5 District | Level 5 <br> State | Overall District | Overall State |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 3.9\% | 7.6\% | 13.8\% | 21.1\% | 28.3\% | 29.3\% | 46.9\% | 33.8\% | 7.0\% | 8.3\% | 53.9\% | 42.1\% |
| 8* | 13.\% | 23.3\% | 24.1\% | 23.1\% | 31.1\% | 24.3\% | 31.7\% | 28.2\% | 0.0\% | 1.1\% | 31.7\% | 29.3\% |
| Alg 1** | 3.8\% | 9.3\% | 12.1\% | 26.0\% | 16.9\% | 21.4\% | 61.5\% | 37.7\% | 5.8\% | 5.6\% | 67.3\% | 43.3\% |
| Alg II** | 8.4\% | 10.6\% | 8.4\% | 11.7\% | 12.6\% | 21.4\% | 63.5\% | 49.7\% | 7.2\% | 6.6\% | 70.7\% | 56.3\% |
| Geo** | 3.2\% | 10.4\% | 10.5\% | 24.6\% | 44.1\% | 32.8\% | 36.1\% | 26.9\% | 6.1\% | 5.3\% | 42.2\% | 32.2 \% |

*Some students in grade 8 participated in the Algebra I assessment in place of the $8^{\text {th }}$ grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.
** NJSLA 2018-2019 assessments were optional for $11^{\text {th }}$ Grade students, state results do not include Grade 11 results.
Notes: Percentages may not total 100 due to rounding.

## Math Achievement and Growth

Same grade, different students
\% Meeting + Exceeding


## Comparison of KRSD's Spring 2017,

## Spring 2018 \& Spring 2019 NJSLA Administrations English Language Arts - Percentages

| Grade | $\begin{gathered} \text { Level } \\ 1 \\ 2017 \end{gathered}$ | $\begin{aligned} & \text { Level } \\ & 12018 \end{aligned}$ | $\begin{array}{\|c} \hline \text { Level } 1 \\ 2019 \end{array}$ | $\begin{array}{\|c\|} \hline \text { Level } \\ 22017 \end{array}$ | $\begin{array}{\|c\|} \hline \text { Level } \\ 22018 \end{array}$ | $\begin{array}{\|c\|c\|c\|} \hline \text { Level } 2 \\ 2019 \end{array}$ | $\begin{aligned} & \text { Level } \\ & 32017 \end{aligned}$ | $\begin{aligned} & \text { Level } \\ & 32018 \end{aligned}$ | $\begin{array}{\|c} \text { Level } 3 \\ 2019 \end{array}$ | $\begin{gathered} \text { Level } \\ 42017 \end{gathered}$ | $\begin{gathered} \text { Level } \\ 42018 \end{gathered}$ | $\begin{gathered} \text { Level } 4 \\ 2019 \end{gathered}$ | $\begin{gathered} \text { Level } \\ 52017 \end{gathered}$ | $\begin{gathered} \text { Level } \\ 52018 \end{gathered}$ | $\begin{array}{\|r\|} \hline \text { Level } \\ 2019 \end{array}$ | $\begin{array}{\|c} \hline \text { Change } \\ \text { in Level } \\ 1 \text { and } 2 \\ 2017 \text { to } \\ 2019 \end{array}$ | Change in Level 4 and 5 2017 to $2019 * *$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 2.7\% | 4.4\% | 4.6\% | 7.8\% | 7.7\% | 5.2\% | 12.9\% | 13.6\% | 16.6 | 35.3\% | 36.4\% | 36.7\% | 41.2\% | 37.9\% | 36.9\% | 0.7\% | 2.9\% |
| 8 | 4.5\% | 5.3\% | 5.7\% | 7.4\% | 8.3\% | 9.2\% | 18.2\% | 15.5\% | 16.4\% | 49.3\% | 42.3\% | 42.9\% | 20.6\% | 28.5\% | 25.8\% | \% | 1.2\% |
| 9 | 8.8\% | 4.0\% | 9.8\% | 12\% | 9.2\% | 10\% | 28\% | 22.4\% | 18.4\% | 41.1\% | 48.2\% | 42.2\% | 10.1\% | 16.2\% | 19.6\% | 1.0\% | 10.6\% |
| 10 | 26.5\% | 9.8\% | 9.7\% | 18.7\% | 12.3\% | 9.9\% | 22.4\% | 19.4\% | 15\% | 21.9\% | 41.5\% | 38.5\% | 10.6\% | 17.0\% | 26.9\% | 28.6\% | 32.9\% |

*Grade 11 test was optional for 2018-2019 assessment year. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready. Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

## Comparison of KRSD's

## 2017 to 2019 Spring NJSLA Administrations English Language Arts - Percentage Changes

| Grade | Levels 1 \& 2 <br> District Trend | Levels 1 \& 2 District | Levels 1 \& 2 State Trend | Levels 1 <br> \& 2 <br> State | Level 3 <br> District <br> Trend | Level 3 District | Level 3 <br> State <br> Trend | Level 3 State | Levels 4 \& 5 District Trend | Levels 4 \& 5 District | Levels 4 <br> \& 5 <br> State <br> Trend | Levels 4 <br> \& 5 <br> State |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | + | 0.7\% | - | 1.0\% | + | 3.7\% |  | 2.7\% | - | 2.9\% | + | 3.6\% |
| 8 | + | 3.0\% | - | 1.2\% | - | 1.8\% | - | 2.6\% |  | 1.2\% | + | 3.7\% |
| 9 | - | 1.0\% | - | 2.5\% | - | 9.6\% | - | 1.8\% | + | 10.6\% | + | 4.4\% |
| 10 | - | 28.6\% | - | 8.9\% | - | 7.4\% | - | 3.6\% | + | 32.9\% | + | 12.5\% |

* NJSLA 2018-2019 assessments were optional for $11^{\text {th }}$ Grade students. State Percentages do not include results for Grade 11.
- Notes: Percentages may not total 100 due to rounding.
- The plus sign (+) indicates an increase of the \% change from the previous year where a minus sign (-) shows a decrease of the \% change from the previous year.


## Comparison of KRSD's Spring 2017, Spring 2018 \& Spring 2019 NJSLA Administrations Mathematics - Percentages

| Grade | $\begin{gathered} \text { Level } \\ 1 \\ 2017 \end{gathered}$ | $\begin{gathered} \text { Level } \\ 1 \\ 2018 \end{gathered}$ | $\begin{array}{\|c} \text { Level } \\ 1 \\ 2019 \end{array}$ | $\begin{gathered} \text { Level } \\ 2 \\ 2017 \end{gathered}$ | $\begin{gathered} \text { Level } \\ 2 \\ 2018 \end{gathered}$ | $\begin{array}{\|c\|c\|} \hline \text { Level } 2 \\ \hline 2019 \end{array}$ | $\begin{aligned} & \text { Level } \\ & 32017 \end{aligned}$ | $\begin{aligned} & \text { Level } \\ & 32018 \end{aligned}$ | $\begin{array}{\|c} \hline \text { Level } 3 \\ 2019 \end{array}$ | $\begin{array}{\|c\|} \hline \text { Level } \\ 42017 \end{array}$ | $\begin{array}{\|c\|} \hline \text { Level } \\ 42018 \end{array}$ | $\begin{array}{\|c\|c\|} \hline \text { Level } 4 \\ 2019 \end{array}$ | $\begin{array}{\|c\|} \hline \text { Level } \\ 52017 \end{array}$ | $\begin{array}{\|c\|} \hline \text { Level } \\ 52018 \\ \hline \end{array}$ | $\begin{array}{\|r} \text { Level } \\ 2019 \end{array}$ | $\begin{array}{\|c\|} \text { Change } \\ \text { in Level } \\ 1 \text { and } 2 \\ 2017 \text { to } \\ 2019 \end{array}$ | $\begin{aligned} & \text { Change } \\ & \text { in Level } \\ & 4 \text { and } 5 \\ & 2017 \text { to } \\ & 2019 * * \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 3.2\% | 2.3\% | 3.9\% | 9.9\% | 13.3\% | 13.8\% | 24.2\% | 23.3\% | 28.3\% | 51.5\% | 47.5\% | 46.9\% | 11.3\% | 13.5\% | 7\% | 17.7\% | 11.5\% |
| 8* | 11.2\% | 9.9\% | 13\% | 16.6\% | 17.5\% | 24.1\% | 35\% | 29.5\% | 31.1\% | 36.8\% | 42.1\% | 31.7\% | 0.4\% | 1.0\% | 0\% | 9.3\% | 5.5\% |
| ALG I*** | 5\% | 4.3\% | 3.8\% | 10\% | 8.4\% | 12.1\% | 26.5\% | 24.6\% | 16.9\% | 53.5\% | 55.9\% | 61.5\% | 5\% | 6.8\% | 5.8\% | 0.9\% | 8.8\% |
| GEO*** | 4.5\% | 6.6\% | 3.2\% | 25.4\% | 22.1\% | 10.5\% | 40.6\% | 45.1\% | 44.1\% | 28.6\% | 23.7\% | 36.1\% | . $8 \%$ | 2.5\% | 6.1\% | 16.2\% | 12.8\% |
| ALG II*** | 27.8\% | 15.8\% | 8.4\% | 19.4\% | 22.8\% | 8.4\% | 24.5\% | 21.3\% | 12.6\% | 26.3\% | 35.0\% | 63.5\% | 2.1\% | 5.2\% | 7.2\% | 30.4\% | 42.3\% |

[^1]
## Comparison of KRSD's

## 2017 to 2019 Spring NJSLA Administrations Mathematics - Percentage Changes

| Grade | Levels 1 <br> \& 2 <br> District <br> Trend | $\begin{aligned} & \text { Levels } 1 \\ & \& 2 \\ & \text { District } \end{aligned}$ | Levels <br> 1 \& 2 <br> State <br> Trend | Levels 1 <br> \& 2 <br> State | Level 3 <br> District <br> Trend | Level 3 District | Level 3 <br> State <br> Trend | Level 3 State | Levels 4 \& 5 District Trend | Levels 4 \& 5 <br> District | Levels 4 \& 5 State Trend | Levels 4 <br> \& 5 <br> State |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | + | 17.7 \% | + | 0.7\% | + | 4.1\% |  | 3.7\% | - | 11.9\% | + | 1.6\% |
| 8 | + | 9.3\% | + | 2.1\% | - | 3.9\% | - | 0.4\% | - | 5.5\% | + | 2.6\% |
| Algebra 1*** | + | 0.9\% | + | 2.0\% | - | 9.6\% | - | 3.0\% | + | 8.8\% | + | 1.0\% |
| Geometry*** |  | 16.2\% | - | 1.1\% | + | 3.5\% |  | 0.0\% | + | 12.8\% | + | 1.1\% |
| Algebra II*** | - | 30.4\% | - | 0.1\% | - | 11.9\% | + | 0.3\% | + | 42.3\% | - | 0.3\% |

*Some students in grade 8 participated in the Algebra I assessment in place of the $8^{\text {th }}$ grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. *** NJSLA 2018-2019 assessments were optional for $11^{\text {th }}$ Grade students, state results do not include Grade 11 results. Notes: Percentages may not total 100 due to rounding.

- The plus sign (+) indicates an increase of the \% change from the previous years where a minus sign (-) shows a decrease of the \% change from the previous years.


## ELA PROFICIENCY BY RACE

## Proficiency by Race

## Same grade, different students



## MATH PROFICIENCY BY RACE

## Proficiency by Race

## Same grade, different students




## ELA PROFICIENCY BY GENDER

## Proficiency by Gender

## Same grade, different students



## MATH PROFICIENCY BY GENDER

## Proficiency by Gender

Same grade, different students


|  |  |  | N-Count \% of <br> 2015-16 $2015-16$ |  | $\begin{aligned} & \text { N-Count } \\ & \text { 2016-17 } \end{aligned}$ | $\begin{gathered} \text { \% of } \\ 2016-17 \end{gathered}$ | $\begin{gathered} \text { N-Count } \\ \text { 2017-18 } \end{gathered}$ | $\begin{gathered} \text { \% of } \\ \text { 2017-18 } \end{gathered}$ | N -Count 2018-19 | $\begin{gathered} \hline \% \text { of } \\ 2018-19 \end{gathered}$ | \% Meeting + Exceeding |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Subject | Grade | Gender |  |  | 2015-16 |  |  |  |  |  | 2016-17 | 2017-18 | 2018-19 |
| Math | All Grades | Female | 912 | 49\% |  | 968 | 49\% | 930 | 47\% | 824 | 47\% | 40\% | 46\% | 52\% | 55\% |
| Math | All Grades | Male | 935 | 51\% | 991 | 51\% | 1,042 | 53\% | 931 | 53\% | 40\% | 46\% | 48\% | 52\% |
| Math | All Grades | All | 1,847 |  | 1,959 |  | 1,972 |  | 1,755 |  | 40\% | 46\% | 50\% | 53\% |

## ELA PROFICIENCY BY PROGRAM

## Proficiency by Program

## same grade, different students



|  |  |  | N -Count 2015-16 | $\begin{gathered} \hline \% \text { of } \\ 2015-16 \\ \hline \end{gathered}$ | N-Count2016-17 | \% of 2016-17 | N-Count 2017-18 | $\begin{gathered} \text { \% of } \\ 2017-18 \end{gathered}$ | $\begin{aligned} & \text { N-Count } \\ & \text { 2018-19 } \end{aligned}$ | $\begin{gathered} \hline \% \text { of } \\ 2018-19 \end{gathered}$ | \% Meeting + Exceeding |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Subject | Grade | Program |  |  |  |  |  |  |  |  | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| ELA | All Grades | F/R Lunch | 132 | 8\% | 196 | 11\% | 226 | 12\% | 228 | 13\% | 34\% | 32\% | 38\% | 41\% |
| ELA | All Grades | Gifted | 0 | 0\% | 4 | 0\% | 17 | 1\% | 33 | 2\% |  | 100\% | 94\% | 97\% |
| ELA | All Grades | Section 504 | 10 | 1\% | 36 | 2\% | 69 | 4\% | 102 | 6\% | 40\% | 78\% | 75\% | 69\% |
| ELA | All Grades | LEP | 10 | 1\% | 8 | 0\% | 15 | 1\% | 8 | 0\% | 0\% | 0\% | 20\% | 0\% |
| ELA | All Grades | SpecEd | 150 | 9\% | 257 | 14\% | 339 | 18\% | 363 | 20\% | 8\% | 20\% | 23\% | 24\% |
| ELA | All Grades | GenEd | 1,550 | 91\% | 1,545 | 85\% | 1,521 | 81\% | 1,443 | 80\% | 56\% | 65\% | 78\% | 79\% |
| ELA | All Grades | All | 1,708 |  | 1,808 |  | 1,873 |  | 1,813 |  | 52\% | 59\% | 67\% | 68\% |

## MATH PROFICIENCY BY PROGRAM

## Proficiency by Program

## Same grade, different students



|  |  |  | $\begin{array}{cc} \hline \text { N-Count } & \% \text { of } \\ 2015-16 & 2015-16 \\ \hline \end{array}$ |  | $\begin{gathered} \text { N-Count } \\ 2016-17 \end{gathered}$ | $\begin{gathered} \text { \% of } \\ 2016-17 \end{gathered}$ | $\begin{gathered} \text { N-Count } \\ \text { 2017-18 } \end{gathered}$ | $\begin{gathered} \% \text { of } \\ 2017-18 \end{gathered}$ | $\begin{gathered} \text { N-Count } \\ \text { 2018-19 } \end{gathered}$ | $\begin{gathered} \% \text { of } \\ 2018-19 \end{gathered}$ | \% Meeting + Exceeding |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Subject | Grade | Program |  |  | 2015-16 |  |  |  |  |  | 2016-17 | 2017-18 | 2018-19 |
| Math | All Grades | F/R Lunch | 123 | 7\% |  | 186 | 9\% | 241 | 12\% | 215 | 12\% | 33\% | 28\% | 25\% | 27\% |
| Math | All Grades | Gifted | 0 | 0\% | 4 | 0\% | 17 | 1\% | 33 | 2\% |  | 100\% | 100\% | 100\% |
| Math | All Grades | Section 504 | 10 | 1\% | 35 | 2\% | 68 | 3\% | 102 | 6\% | 20\% | 46\% | 54\% | 44\% |
| Math | All Grades | LEP | 11 | 1\% | 18 | 1\% | 14 | 1\% | 12 | 1\% | 0\% | 6\% | 14\% | 0\% |
| Math | All Grades | SpecEd | 130 | 7\% | 219 | 11\% | 342 | 17\% | 339 | 19\% | 13\% | 18\% | 19\% | 19\% |
| Math | All Grades | GenEd | 1,708 | 92\% | 1,724 | 88\% | 1,616 | 82\% | 1,405 | 80\% | 42\% | 50\% | 57\% | 62\% |
| Math | All Grades | All | 1,847 |  | 1,959 |  | 1,972 |  | 1,755 |  | 40\% | 46\% | 50\% | 53\% |

## Notable Achievements/Highlights ELA

- Grade 7 performance increased 9\% from 20162019 \& stayed steady at 74\% between 2018-2019
- Grade 8 performance increased 6\% from 20162019, with a $2 \%$ decrease from 2018
- Grade 9 performance increased 18\% from 20162019, with a $2 \%$ decrease from 2018
- Grade 10 performance increased 31\% from 20162019, with a $7 \%$ increase from 2018
- 2019 performance was above state at each grade level
- All subgroups increased proficiency from 2016-2019, with the highest at the "Multiple" subgroup of a $30 \%$ increase
- SWD subgroup increased $16 \%$ \& F/R subgroup increased 7\% from 2016-2019


## Notable Achievements/Highlights Math

- MS Algebra I performance was 95\% - 191/202 students were at a Level 4 or 5
- Grade 7 performance increased 4\% from 2016-2019; with a 7\% decrease from previous year.
- Grade 8 performance increased 10\% from 2016-2019, with an $11 \%$ decrease from previous year.
- HS Algebra I performance increased 15\% from 2016-2019, with a $2 \%$ increase from previous year.
- HS Geometry performance increased 15\% from 2016-2019, with a $16 \%$ increase from previous year.
- 2019 performance was above state at each grade level
- All subgroups by race increased proficiency from 2016-2019, with the highest at the "multiple" subgroup of a $23 \%$ increase


## ELA STUDENT-CENTERED INTERVENTIONS/SUPPORTS

## Middle School

- Teaming
- Reduction of class sizes
- Double period of ELA
- Increased ELA support (additional teacher) for Academic Assistance Program after school (Title I)


## High School

- ELA Lab Classes - provides small group instruction/interventions with diagnostic tool \& targeted practice (Title I)
- Dedicated ESL teacher \& curriculum
- ELA tutoring after school for identified students through the Academic Assistance Program (Title I)


## MATH STUDENT-CENTERED INTERVENTIONS/SUPPORTS

## Middle School

- Teaming
- Reduction of class sizes
- Math Lab - provides small group instruction/interventions with diagnostic tool \& targeted practice
- Implementation of Algebra I in grade 7 \& Geometry in grade 8 to support advanced learners
- Math Working Lunch
- Math support through Academic Assistance Program after school (Title I)


## High School

- Math Lab - provides small group instruction to support core math; investigating a more targeted approach in 2020
- Continuation of Foundations of Algebra course at the $9^{\text {th }}$ grade level for those needing an additional year of support before taking Algebra I
- Math tutoring after school for identified students through the Academic Assistance Program (Title I)
- SMART support on designated day
- Use of iXL diagnostic and targeted practice 9-12


## District Focused Professional Development (PD): Closing the Opportunity Gaps

- Special education: focused professional development to increase student placement in the general education setting with the support of specific modifications, accommodations, and goals
- LinkIT! - More readily accessible data for teachers to better understand students' needs
- Teaching Tolerance: ELA/History specific focus on assessing curricular needs to ensure diverse representation in teaching and learning (resource and perspective)
- Reassessment Practice: Year 1-Goal \#1: To improve understanding of material and, hence, increase confidence as students progress; Goal \#2: To assist students with understanding that mistakes can be an opportunity for growth; Goal \#3: To build upon study skills and accountability for one's own learning


[^0]:    *Grade 11 does not include students who took an AP/IB test.
    ** NJSLA 2018-2019 assessments were optional for $11^{\text {th }}$ Grade students, state results do not include Grade 11 results. Notes: Percentages may not total 100 due to rounding.

[^1]:    *Approximately 30,000 New Jersey students in grade 8 participated in the Algebra I assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. ${ }^{* *}$ Level 4 and Level 5 is an indication a student is on pace to be college and career ready.
    ${ }^{* * *}$ NJSLA 2018-2019 assessments were optional for $11^{\text {th }}$ Grade students
    Notes: Data shown is preliminary. Percentages may not total 100 due to rounding. ALG 1 Is Algebra 1; GEO is Geometry; ALG II is Algebra 2.

