Assessment Results:
19-20 Local Assessment Administration

Franklin Township Public Schools

Presented October 2020

Measuring College and Career Readiness

Assessment Results:
19-20 Local Assessment Administration
ELA

Measuring College and Career Readiness

I-Ready ELA

- Grades 1-8
- Adaptive Diagnostic Tool and Learning Path:
  - Measures student readiness on grade level and creates an intervention program for enrichment of skills
- Assessment occurs three times: Beginning of Year (BOY), Mid Year (MY), & End of Year (EOY) in ELA*

  * Due to Remote Learning Administered BOY & MOY for all students in 19-20.
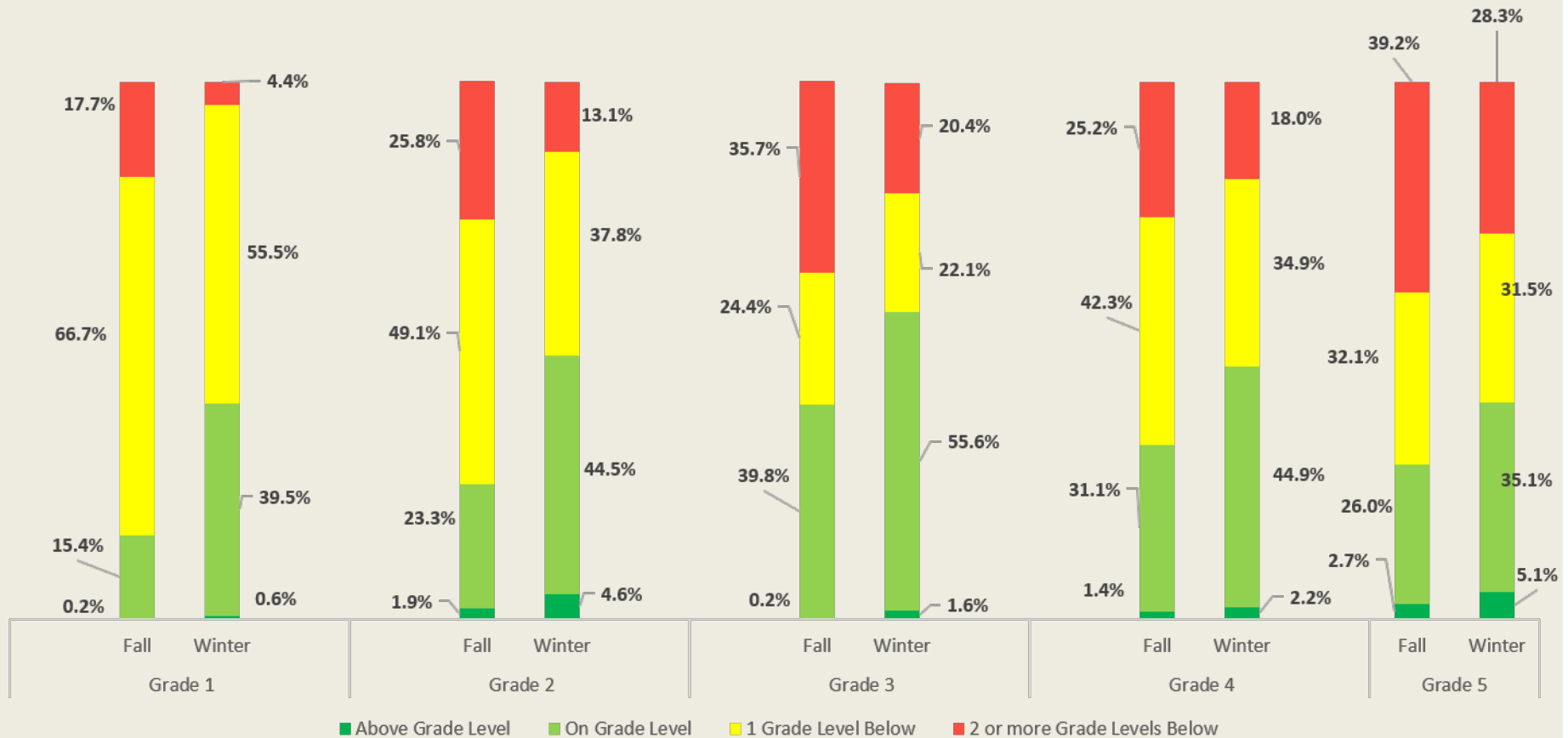
I-Ready ELA

- Intervention:
  - 1-8: Aim for 35 min per week/cycle in ELA through small group instruction time
- Students are placed in 1 of 4 categories:
  - 2 or more grade levels below
  - 1 Grade level below
  - On Grade level
  - Above Grade level
  - Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)

I-Ready ELA Data
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Gr. 1-5

Diagnostic Results, Fall and Winter Comparison
Student performance by criterion-referenced performance levels, fall and winter.
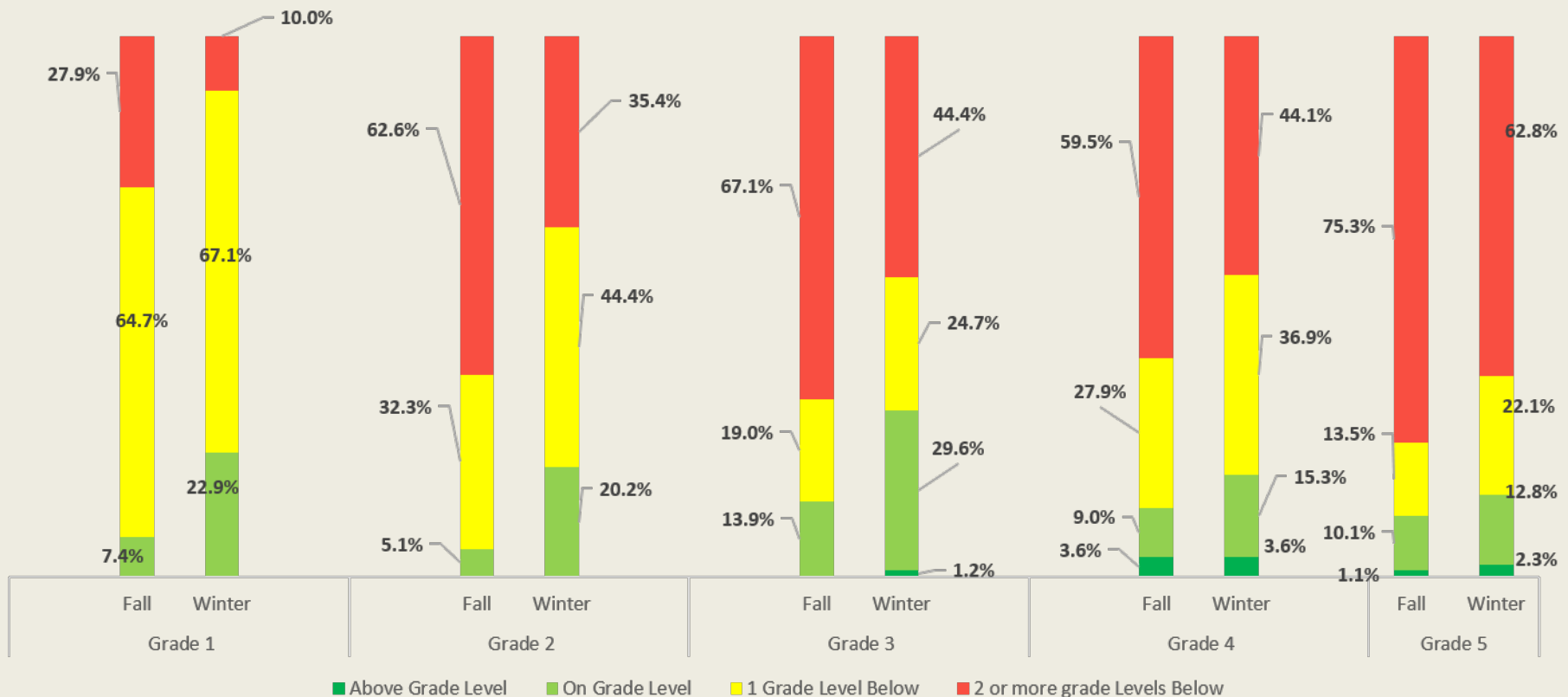
I-Ready ELA
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Sub-Group Data - Special Education Gr. 1-5

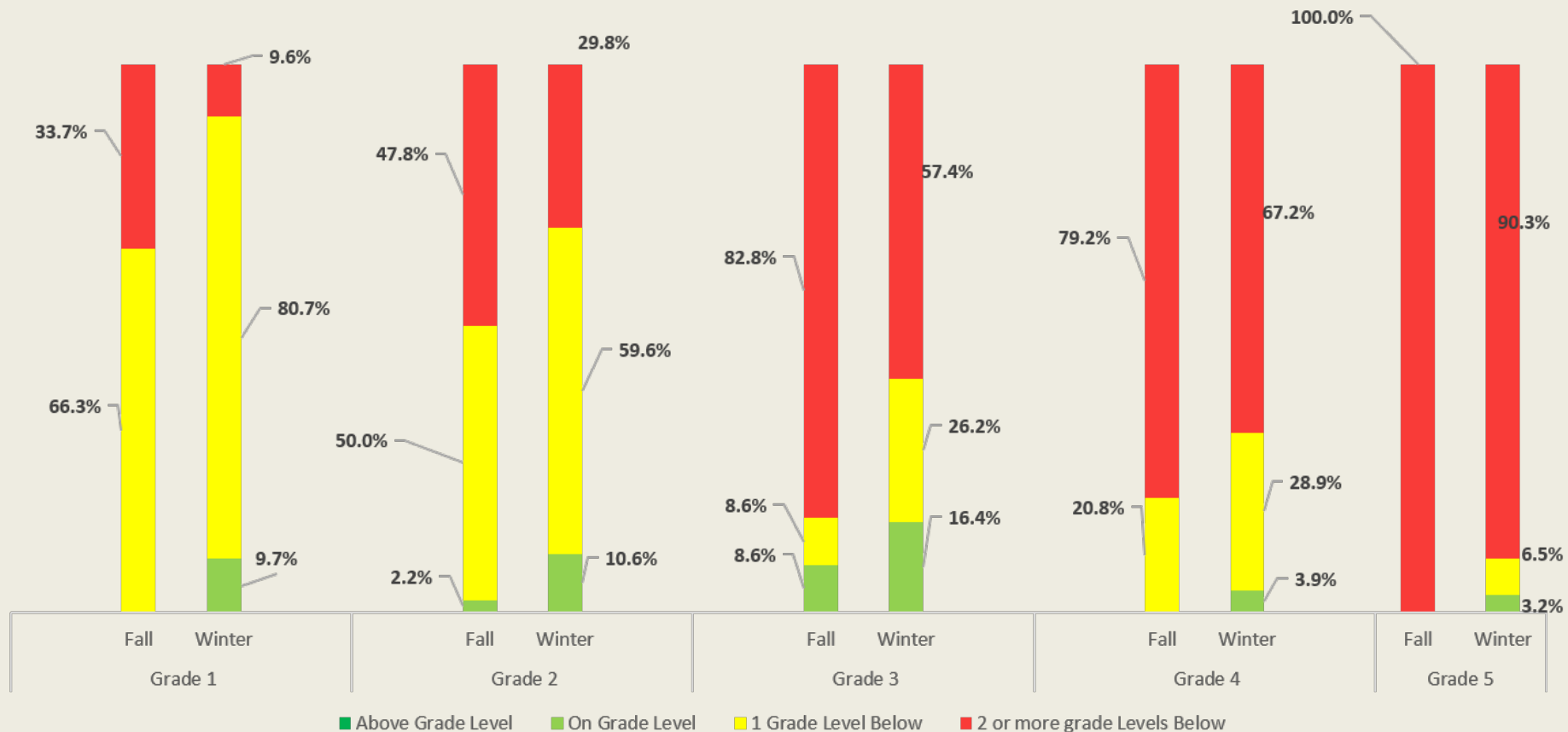Special Ed. Students Diagnostic Results, Fall and Winter Comparison

I-Ready ELA
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Sub-Group Data - ELL Gr. 1-5

ELL Students Diagnostic Results, Fall and Winter Comparison

Grade 1 — Fall: 33.7%, 66.3%; Winter: 9.6%, 80.7%, 9.7%

Grade 2 — Fall: 47.8%, 50.0%, 2.2%; Winter: 29.8%, 59.6%, 10.6%

Grade 3 — Fall: 82.8%, 8.6%, 8.6%; Winter: 57.4%, 26.2%, 16.4%

Grade 4 — Fall: 79.2%, 20.8%; Winter: 67.2%, 28.9%, 3.9%

Grade 5 — Fall: 100.0%; Winter: 90.3%, 6.5%, 3.2%

Legend: ■ Above Grade Level ■ On Grade Level ■ 1 Grade Level Below ■ 2 or more grade Levels Below
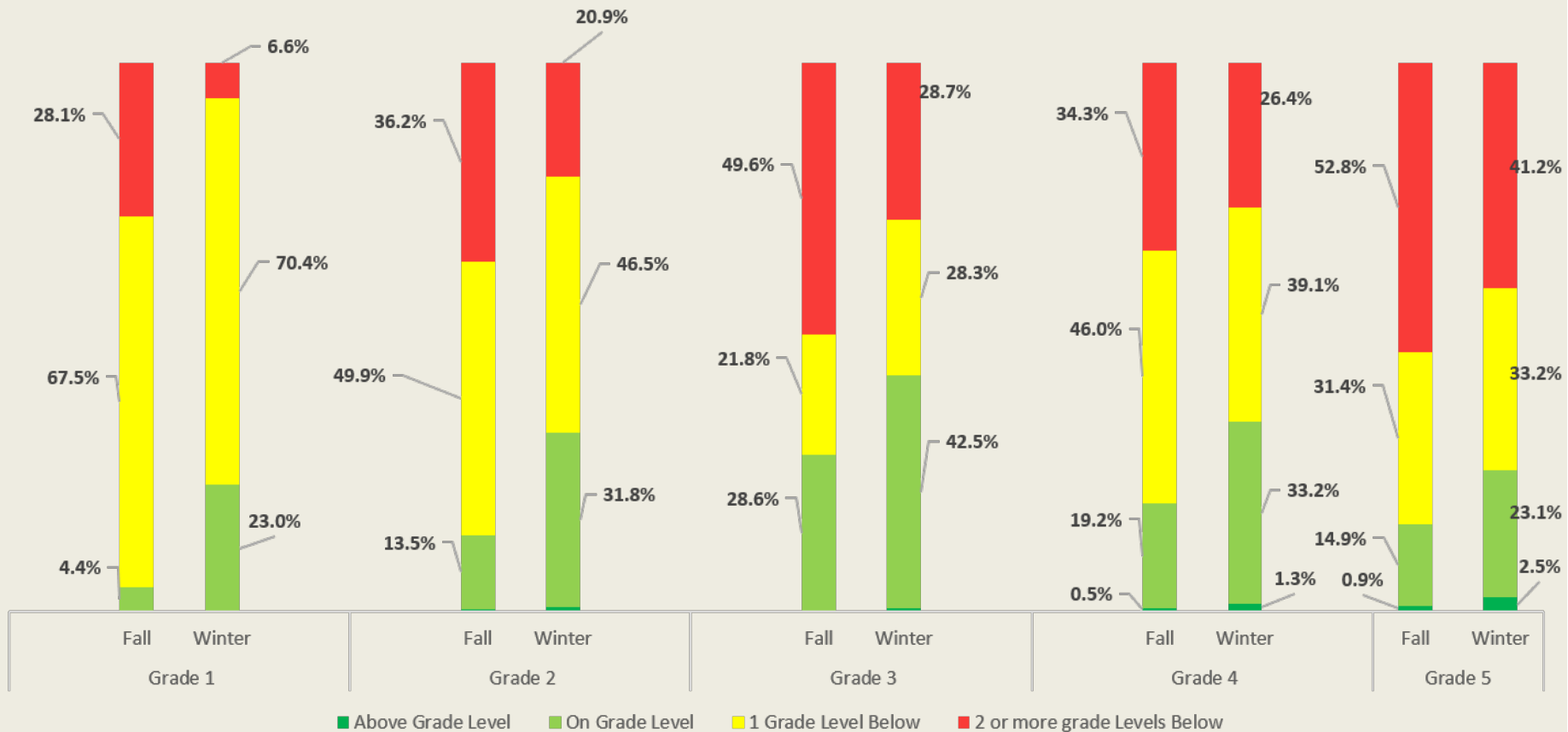
I-Ready ELA
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Sub-Group Data - Economically Disadvantaged Gr. 1-5

Economically Disadvantaged Students Diagnostic Results, Fall and Winter Comparison
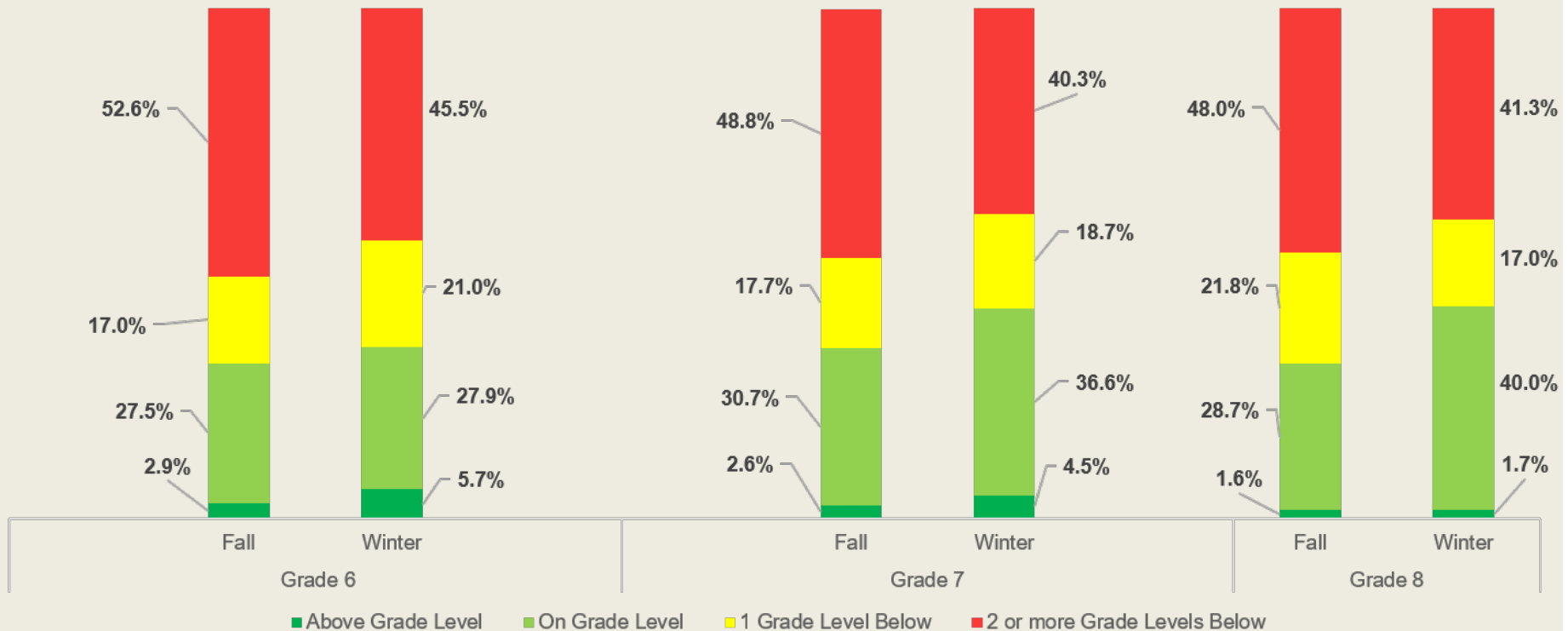
I-Ready ELA Data
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Gr. 6-8

Diagnostic Results, Fall and Winter Comparison
Student performance by criterion-referenced performance levels, fall and winter.
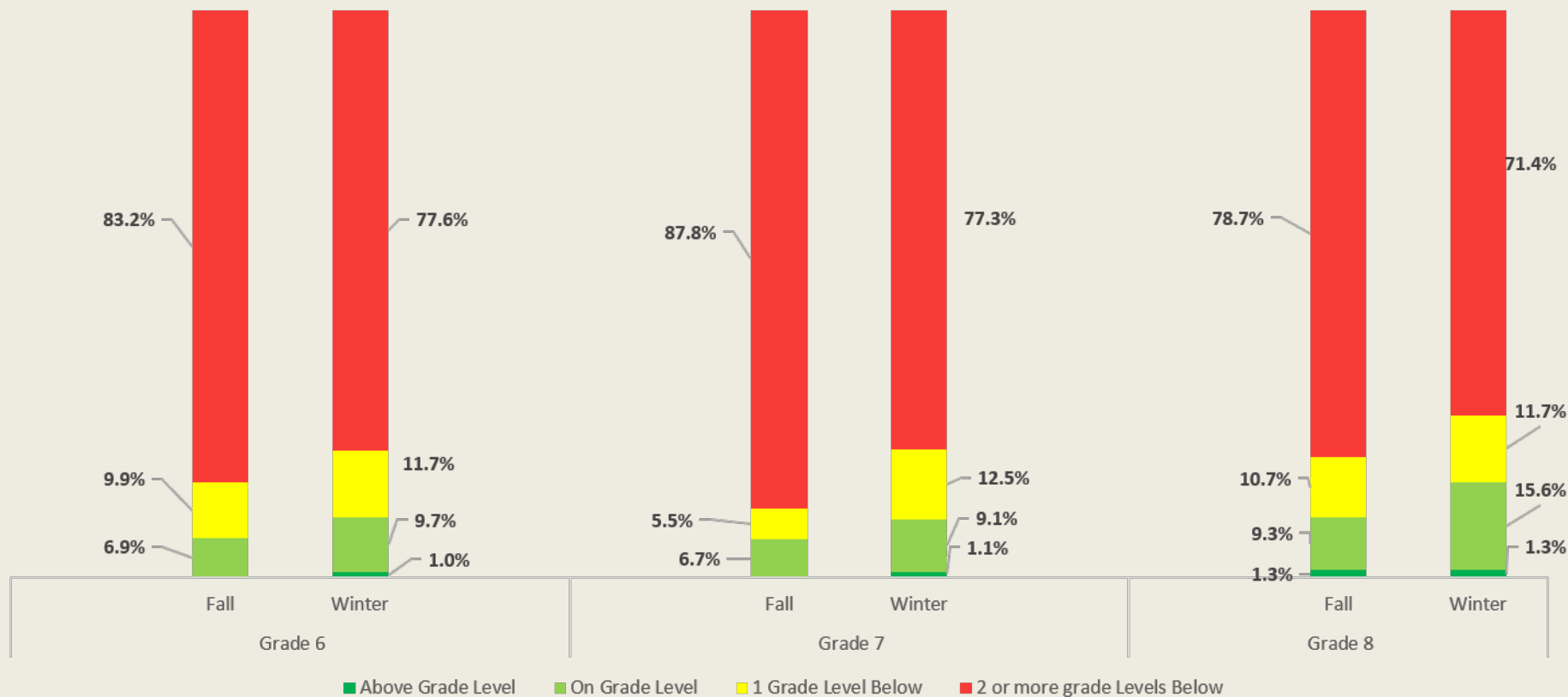
I-Ready ELA
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Sub-Group Data - Special Education Gr. 6-8

Special Ed. Students Diagnostic Results, Fall and Winter Comparison

Grade 6 — Fall: 83.2%, 9.9%, 6.9% — Winter: 77.6%, 11.7%, 9.7%, 1.0%

Grade 7 — Fall: 87.8%, 5.5%, 6.7% — Winter: 77.3%, 12.5%, 9.1%, 1.1%

Grade 8 — Fall: 78.7%, 10.7%, 9.3%, 1.3% — Winter: 71.4%, 11.7%, 15.6%, 1.3%

Legend: ■ Above Grade Level ■ On Grade Level ■ 1 Grade Level Below ■ 2 or more grade Levels Below
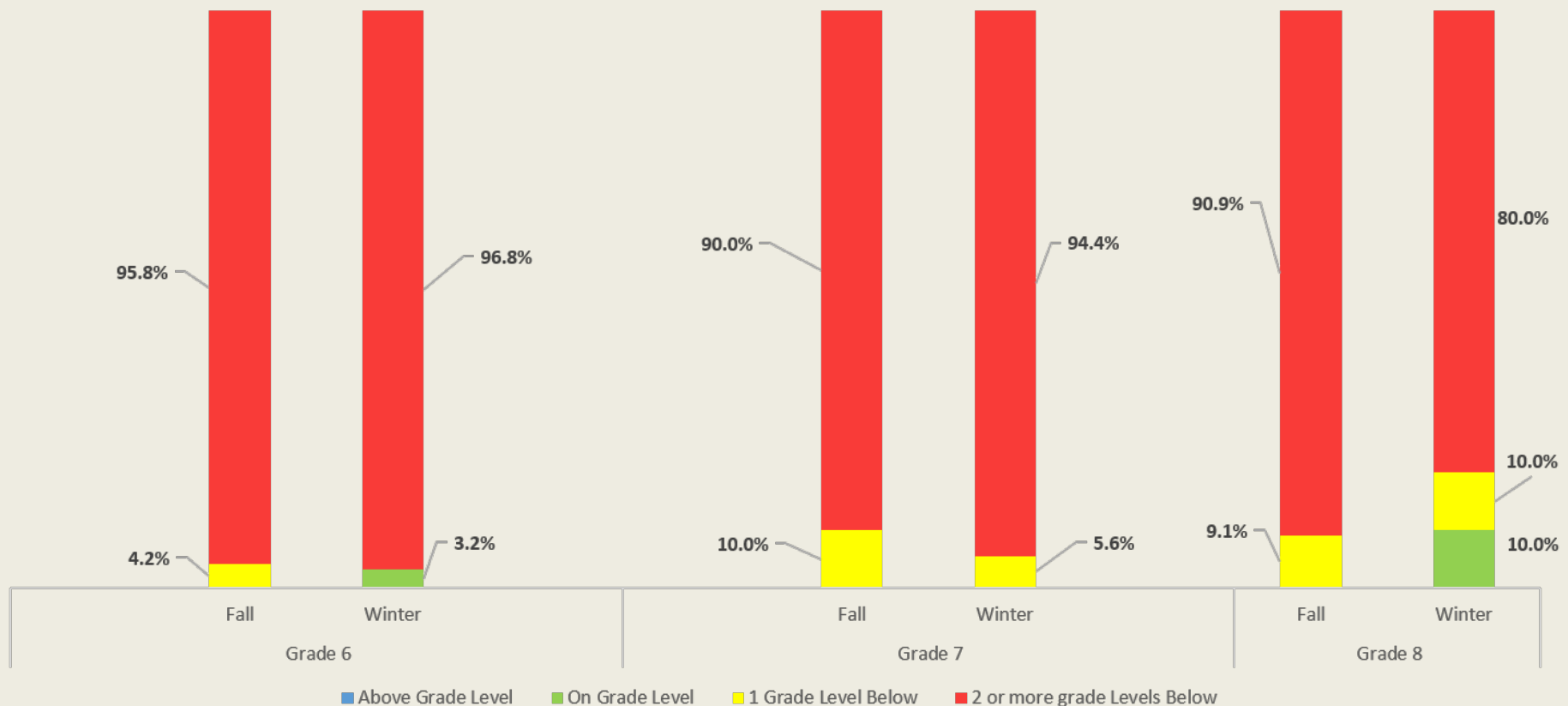
I-Ready ELA
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Sub-Group Data - ELL - Gr. 6-8

ELL Students Diagnostic Results, Fall and Winter Comparison

Grade 6 — Fall: 95.8%, 4.2%
Grade 6 — Winter: 96.8%, 3.2%
Grade 7 — Fall: 90.0%, 10.0%
Grade 7 — Winter: 94.4%, 5.6%
Grade 8 — Fall: 90.9%, 9.1%
Grade 8 — Winter: 80.0%, 10.0%, 10.0%

Legend: Above Grade Level | On Grade Level | 1 Grade Level Below | 2 or more grade Levels Below
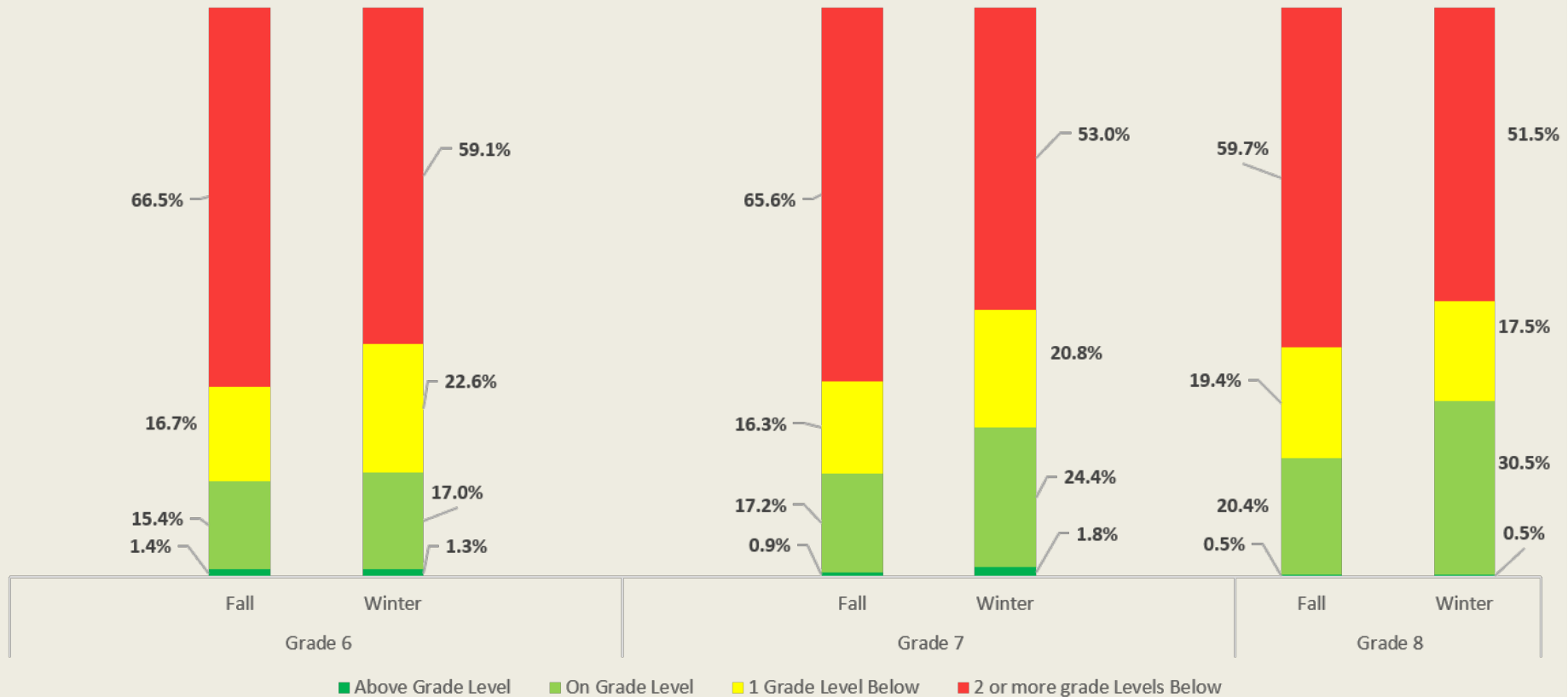
I-Ready ELA
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Sub-Group Data - Economically Disadvantaged Gr. 6-8

Economically Disadvantaged Students Diagnostic Results, Fall and Winter Comparison

ELA District Benchmarks

- Grades 1-5 Running Records:
  - Administered Fall, Winter, & Spring Each Year*
  - Assesses Reading level in relation to grade level.
  - Goals for January Assessment in 2019-2010
    - Grade 1: G or higher
    - Grade 2: K or higher
    - Grade 3: O or higher
    - Grade 4: Q or higher
    - Grade 5: T or higher
- Grades 6-10 Reading and Writing Benchmarks:
  - Administered Fall, Winter, and Spring each year.*
  - Meeting expectations is a score of 60% or higher.

* Scores presented in this presentation are the beginning and middle of year tests because of remote learning.
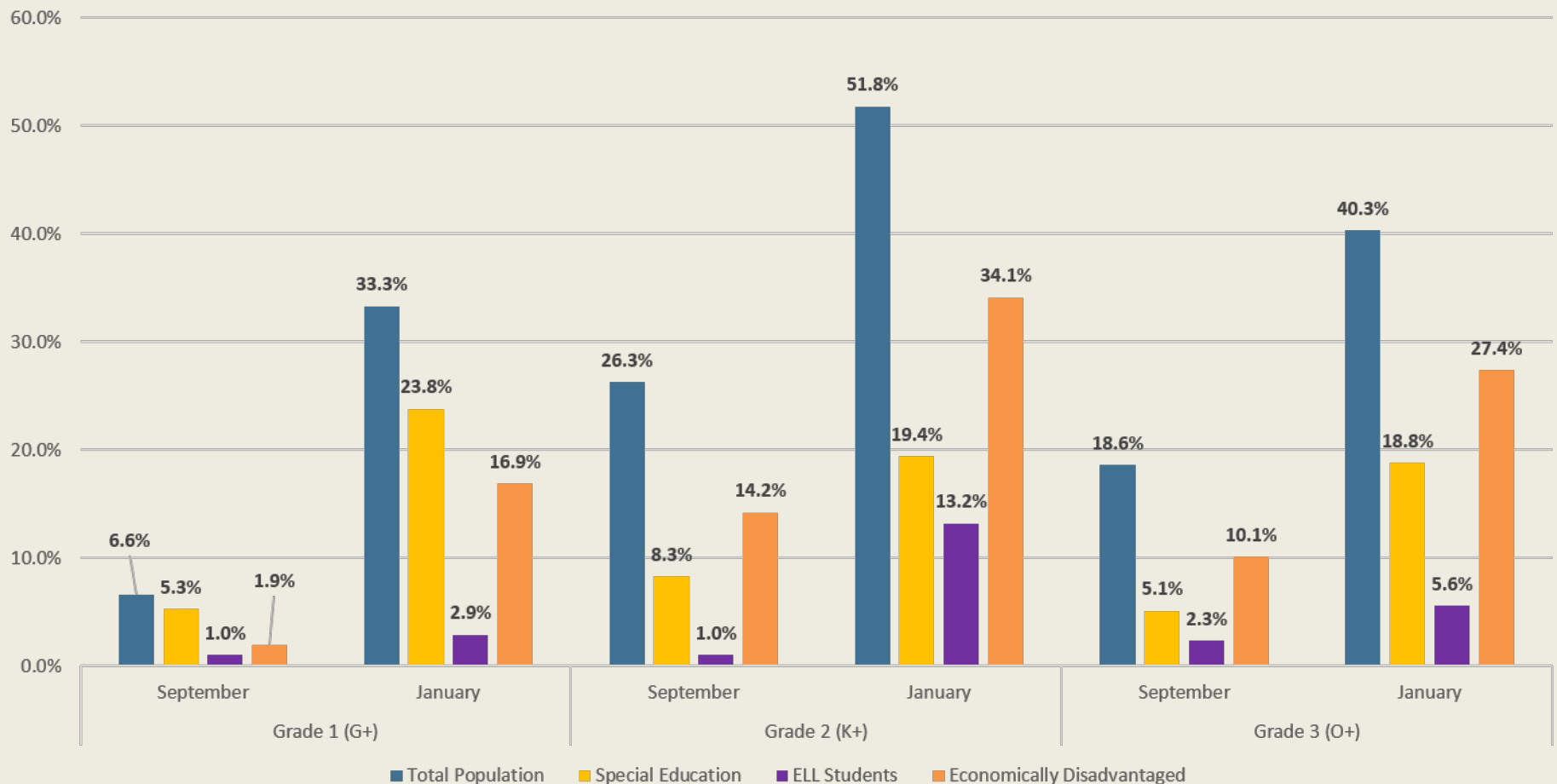
Running Records September vs. January Grades 1-5

Running Records Scores
Percent Meeting Mid-Year Goal

	September	January
Grade 1 (G+)	6.6%	33.3%
Grade 2 (K+)	26.3%	51.8%
Grade 3 (O+)	18.6%	40.3%
Grade 4 (Q+)	35.9%	55.2%
Grade 5 (T+)	22.4%	42.2%

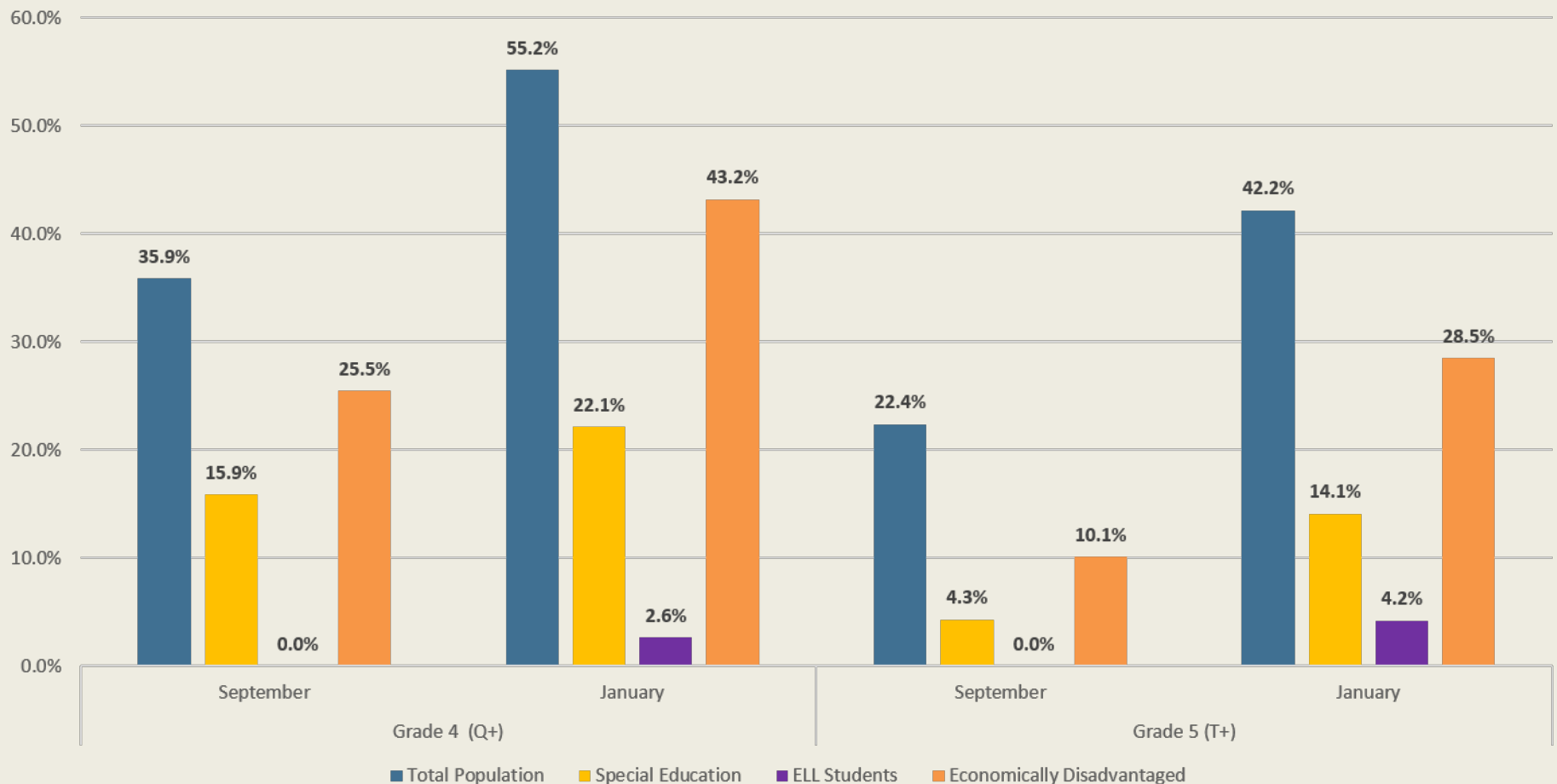# Running Records September vs. January Grades 1-3 by Sub-Group

Running Records Scores
Percent Meeting Mid-Year Goal by Subgroup

Running Records September vs. January Grades 4-5 by Sub-Group

Running Records Scores
Percent Meeting Mid-Year Goal by Subgroup

Running Records
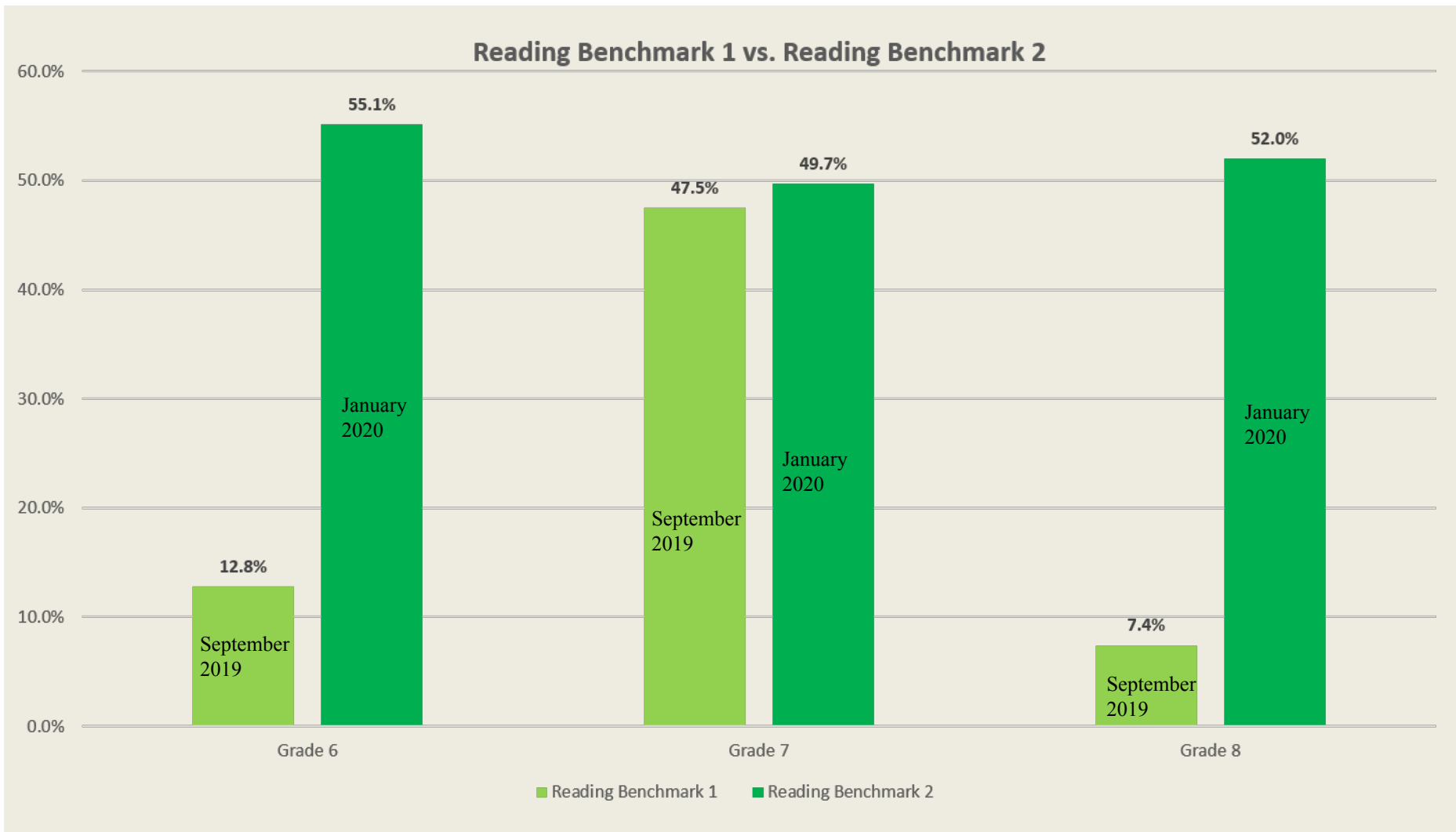## September vs. January
Grades 1-5 by Race

Running Records September by Race
Percentage of Students at Designated Reading Level by Grade

	Grade 1 (G+)	Grade 2 (K+)	Grade 3 (O+)	Grade 4 (Q+)	Grade 5 (T+)
Asian	17.7%	44.9%	29.5%	53.7%	43.8%
Black	3.1%	30.5%	16.1%	31.0%	23.9%
Hispanic	0.7%	9.6%	15.4%	28.2%	6.7%
Multi-Racial	8.0%	47.8%	23.8%	50.0%	33.3%
Pacific Islander	N/A	N/A	N/A	75.0%	N/A
White	15.4%	33.3%	18.2%	44.1%	40.0%
Native American/Alaskan Native	0%	N/A	N/A	N/A	100.0%

Running Records January by Race
Percentage of Students at Designated Reading Level by Grade

	Grade 1 (G+)	Grade 2 (K+)	Grade 3 (O+)	Grade 4 (Q+)	Grade 5 (T+)
Asian	64.2%	82.6%	55.4%	71.2%	69.2%
Black	27.1%	46.6%	41.1%	51.4%	40.6%
Hispanic	15.2%	36.8%	29.7%	46.3%	25.6%
Multi-Racial	40%	63.6%	33.3%	58.3%	60.0%
Pacific Islander	N/A	N/A	N/A	100.0%	N/A
White	44.0%	63.6%	33.3%	58.3%	60.0%
Native American/Alaskan Native	0%	100.0%	N/A	N/A	100.0%

Gr. 6-8 Reading
Benchmark 1 (September) vs. 2 (January)
Percent of students Meeting Proficiency

Reading Benchmark 1 vs. Reading Benchmark 2

Grade 6 — September 2019: 12.8%, January 2020: 55.1%
Grade 7 — September 2019: 47.5%, January 2020: 49.7%
Grade 8 — September 2019: 7.4%, January 2020: 52.0%

Reading Benchmark 1   Reading Benchmark 2
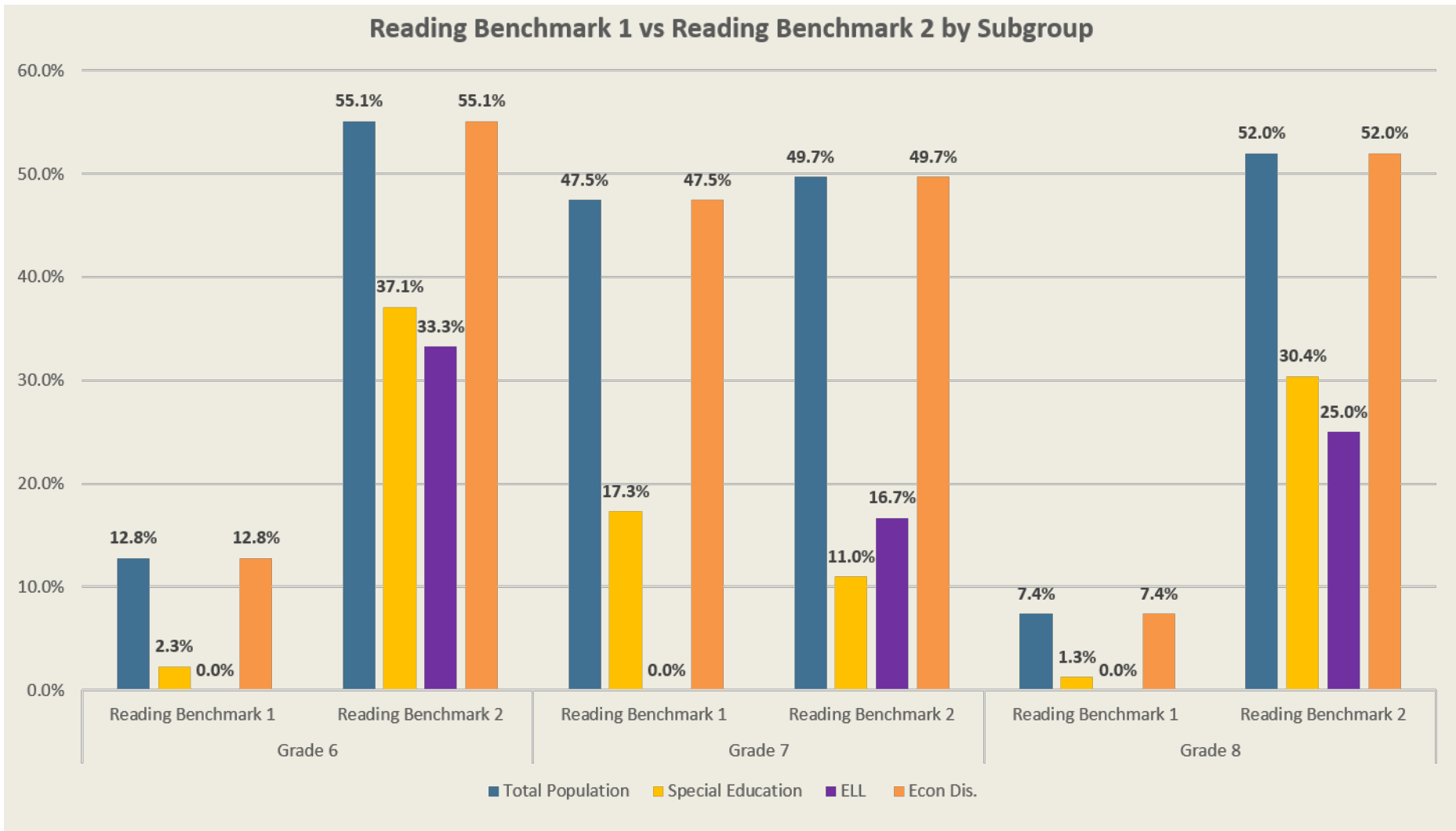
Gr. 6-8
Reading Benchmark 1 (September) vs. 2 (January)
by Subgroup
Percent of students Meeting Proficiency

Reading Benchmark 1 vs Reading Benchmark 2 by Subgroup

Gr. 6-8 Reading Benchmark (September) 1 vs. 2 (January) by Race
Percent of students Meeting Proficiency

Reading Benchmark 1 (September) by Race
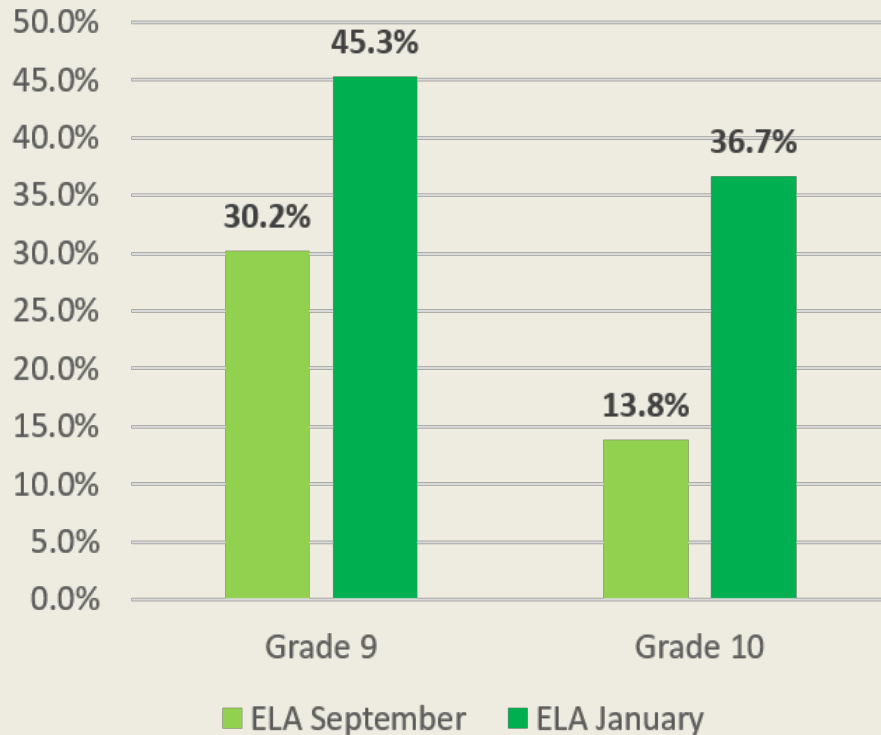### Percentage of Students at Meeting Proficiency

	Grade 6	Grade 7	Grade 8
Asian	25.5%	73.3%	11.9%
Black	9.0%	44.5%	5.4%
Hispanic	8.4%	44.5%	5.1%
Multi-Racial	8.3%	56.3%	6.7%
Pacific Islander	N/A	100.0%	33.3%
White	27.7%	65.9%	17.7%
Native American/ Alaskan Native	N/A	100.0%	0%

Reading Benchmark 2 (January) by Race
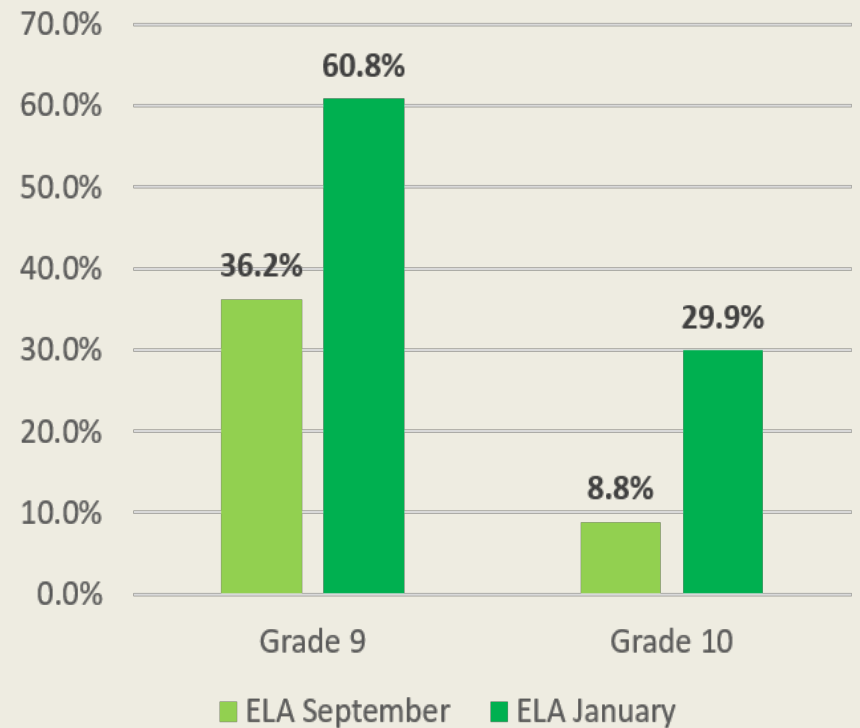### Percentage of Students at Meeting Proficiency

	Grade 6	Grade 7	Grade 8
Asian	75.0%	78.2&	80.7%
Black	48.9%	44.4%	36.4%
Hispanic	45.4%	43.0%	51.7%
Multi-Racial	65.0%	47.1%	60.0%
Pacific Islander	N/A	100.0%	100.0%
White	65.0%	66.7%	70.8%
Native American/ Alaskan Native	N/A	N/A	100.0%

Gr. 9-10 ELA and Writing Benchmark BOY vs. MOY, Percentage Proficient

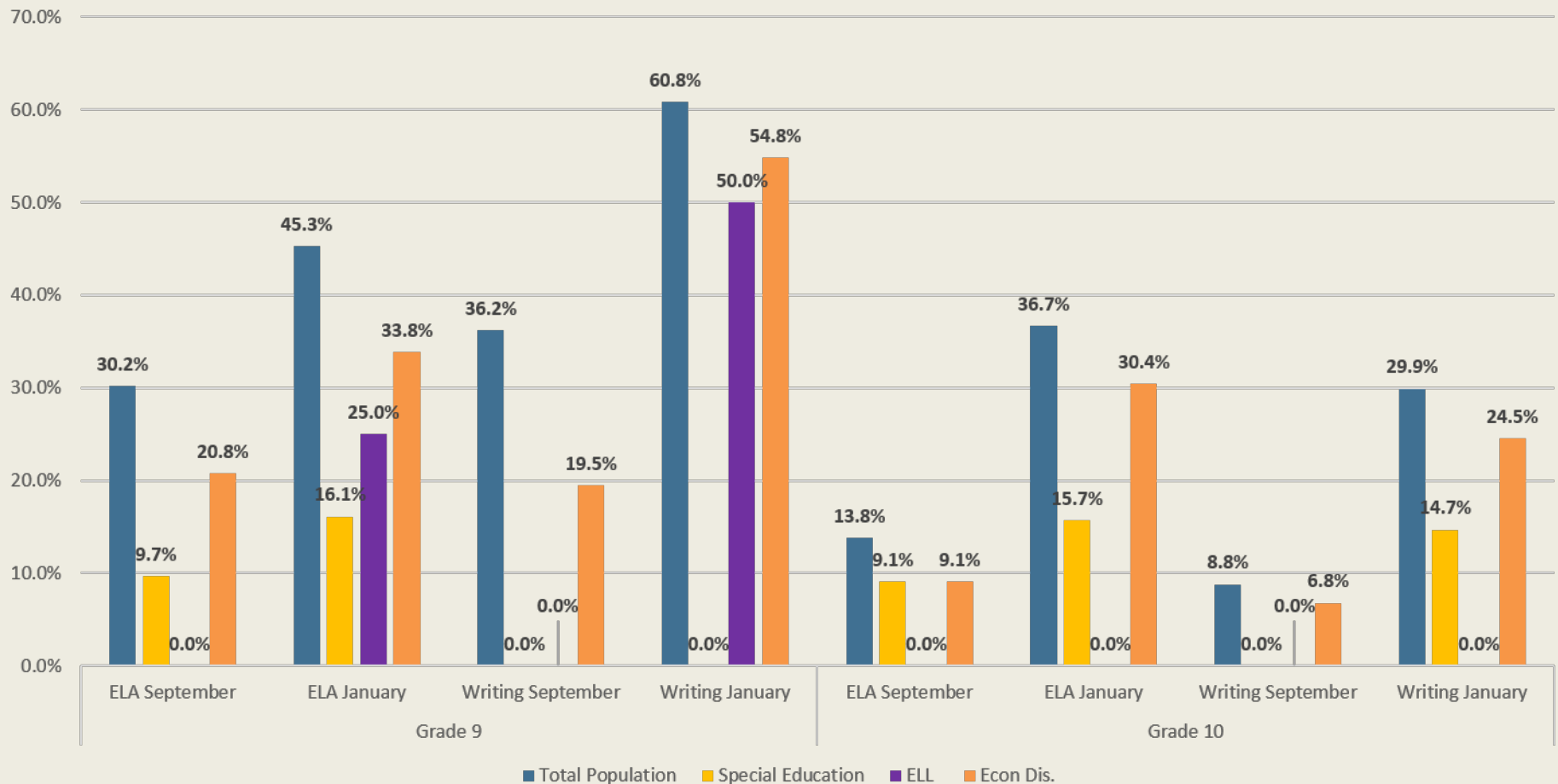**ELA Benchmarks Gr. 9-10 September vs. January**

Grade 9: ELA September 30.2%, ELA January 45.3%
Grade 10: ELA September 13.8%, ELA January 36.7%

Writing Benchmarks Gr. 9-10 September vs. January

Grade 9: ELA September 36.2%, ELA January 60.8%
Grade 10: ELA September 8.8%, ELA January 29.9%

Gr. 9-10 ELA and Writing Benchmark
BOY vs. MOY – By Subgroup, Percentage Proficient

English and Writing Benchmarks BOY and MOY
Grades 9 and 10 - By Subgroup

Gr. 9-10 ELA and Writing Benchmark BOY vs. MOY – By Race

Grade 9 ELA and Writing September vs. January Percentage of Students at Meeting Proficiency

	Grade 9			
	ELA September	ELA January	Writing September	Writing January
Asian	50.0%	75.4%	70.8%	96.8%
Black	25.8%	42.5%	26.7%	54.2%
Hispanic	23.9%	28.3%	22.2%	44.8%
Multi-Racial	42.9%	69.2%	62.5%	80.0%
Pacific Islander	100.0%	100.0%	100.0%	100.0%
White	39.4%	66.7%	52.4%	71.4%
Native American /Alaskan Native	N/A	N/A	N/A	N/A

Grade 10 ELA and Writing September vs. January Percentage of Students at Meeting Proficiency

	Grade 10			
	ELA September	ELA January	Writing September	Writing January
Asian	25.9%	54.1%	15.8%	42.0%
Black	9.8%	34.6%	3.2%	25.4%
Hispanic	23.9%	28.3%	22.2%	44.8%
Multi-Racial	0%	33.3%	33.3%	20.0%
Pacific Islander	N/A	N/A	N/A	N/A
White	20.0%	53.2%	22.7%	48.1%
Native American /Alaskan Native	N/A	33.3%	0%	0%

20-21 SY ELA Next Steps Gr. K-5

- K: We have brought iReady back to the kindergarten curriculum to give us more accurate data on students' learning needs and to provide them practice on the individualized reading skills they need.

- K-5: We are using Literably to implement online running records. This will allow teachers to more quickly assess students reading, both in hybrid and remote learning, allowing teachers to more quickly address individual learning needs.

- K-5: We have revised our writing assessments to give teachers more focused data on students' growth on the subskills within the New Jersey Student Writing and Language Standards.

- K-2: We have purchased electronic reading resources from Scholastic and the Institute for Multi-Sensory Education to help teachers continue high levels of reading instruction in hybrid and remote environments.

- K-5: We are using Getepic.com and planning a partnership with the Franklin Township Public Library to provide students with electronic reading texts to support our units of study and students' independent reading.

- K-5: Literacy coaches will continue to work with staff in grade-level teams and individually to support teachers' continued instructional growth throughout hybrid and remote teaching. This summer, literacy coaches went through 10 hours of training in remote and hybrid instruction in order to support teachers this year.

20-21 SY ELA Next Steps Gr. 6-12

■ 6-8 Electronic supports including pre-recorded mini-lessons for students provided by Teacher's College at Columbia to support our reading and writing units of study during hybrid and remote learning.

Staff developer visits from Teachers College at Columbia to train the staff in best practices for hybrid and remote learning.

■ 6-12: Partnership with Franklin Township Public Library for digital library subscriptions and resources.

■ 9-12:The addition of Digital Theatre Plus to provide curricular support for hybrid and remote learning.

Assessment Results:
19-20 Local Assessment Administration
Math

I-Ready -Math

- Grades 1-8
- Adaptive Diagnostic Tool and Learning Path:
  - Measures student readiness on grade level and creates an intervention program for enrichment of skills
- Assessment occurs three times: Beginning of Year (BOY), Mid-Year (MY), & End of Year (EOY) in Math*

* Due to Remote Learning, Administered only BOY & MOY for all students in 19-20.
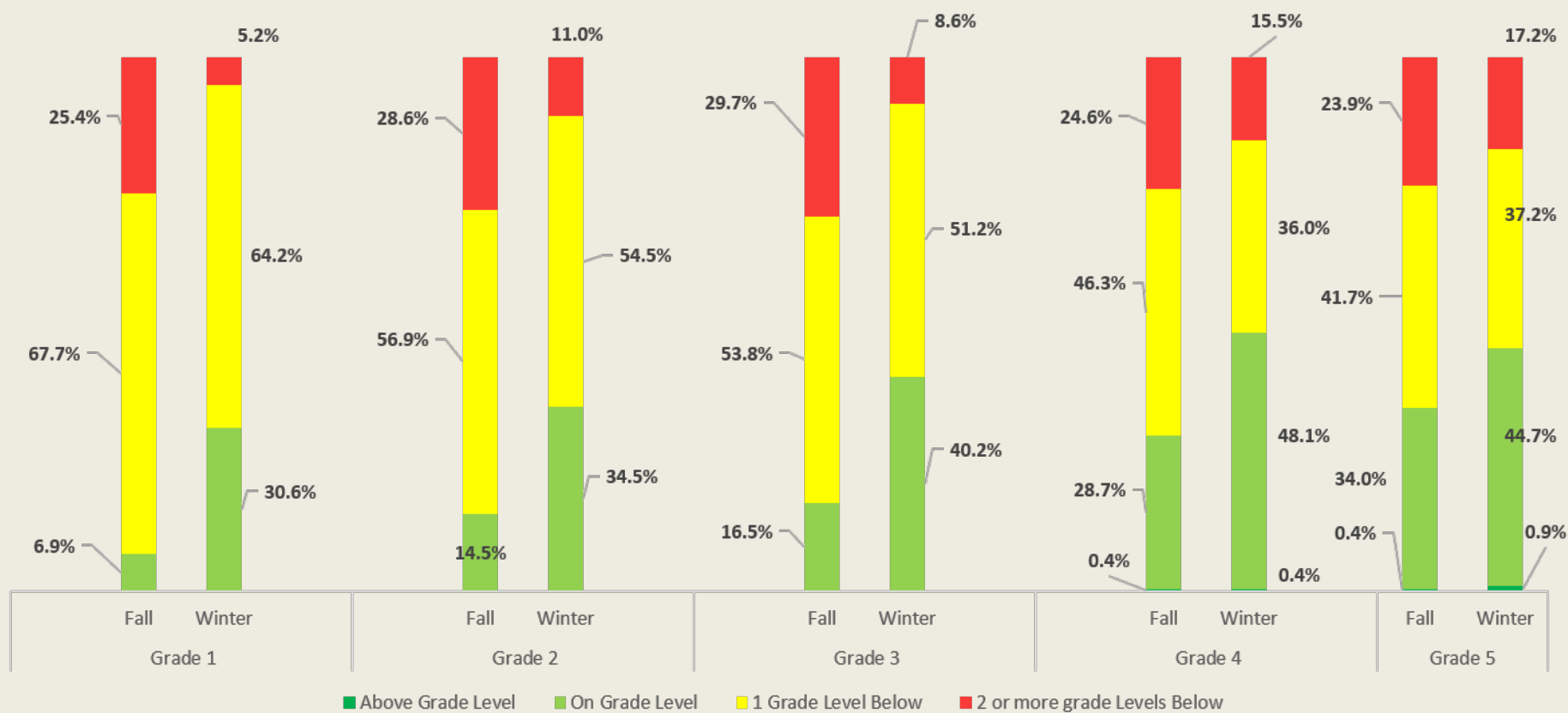
I-Ready Math

- Intervention:
    - 1-8 Aim for 35 min per week/cycle in math through small group instruction time
- Students are placed in 1 of 4 categories:
    - 2 or more grade levels below
    - 1 Grade level below
    - On Grade level
    - Above Grade level
- Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)

I-Ready Math Data
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Gr. 1-5

Diagnostic Results, Fall and Winter Comparison
Student performance by criterion-referenced performance levels, fall and winter.
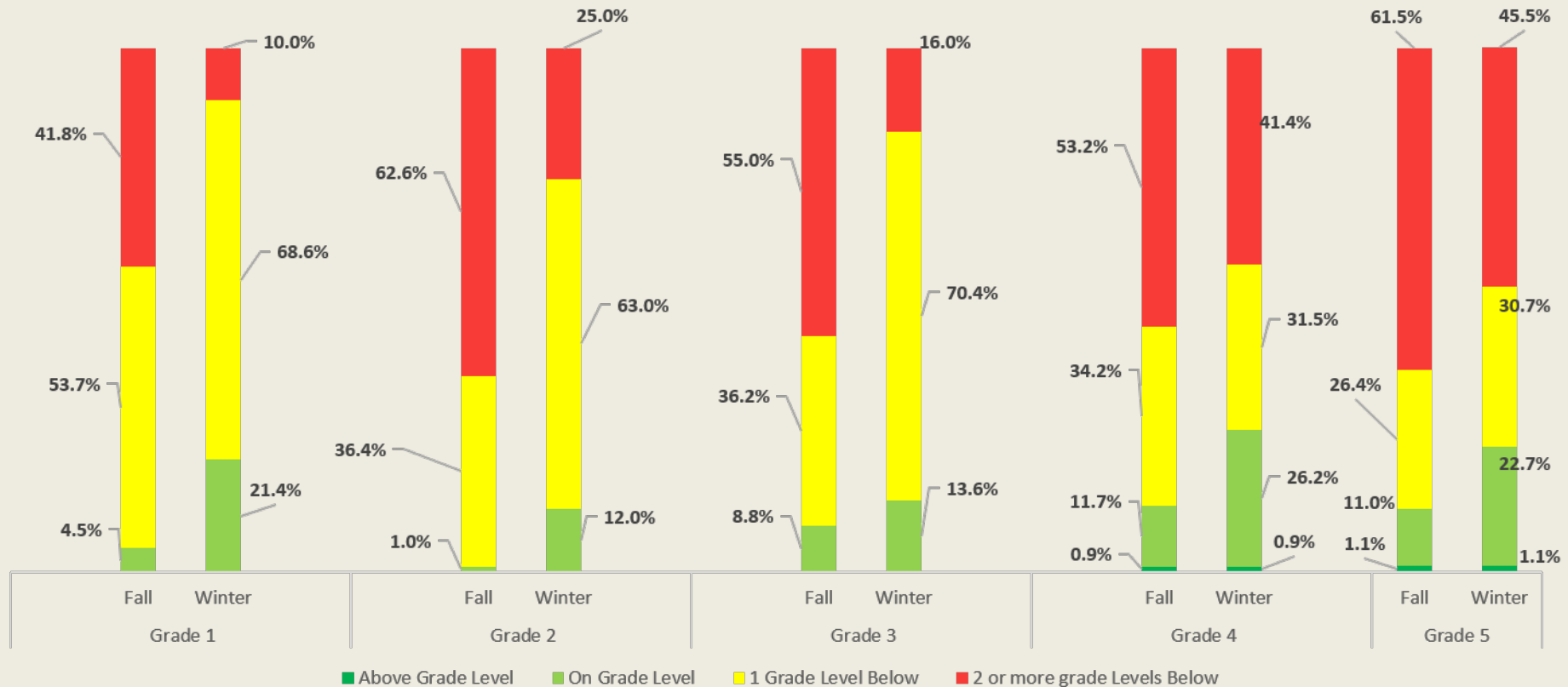
I-Ready Math
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Sub-Group Data - Special Education Gr. 1-5

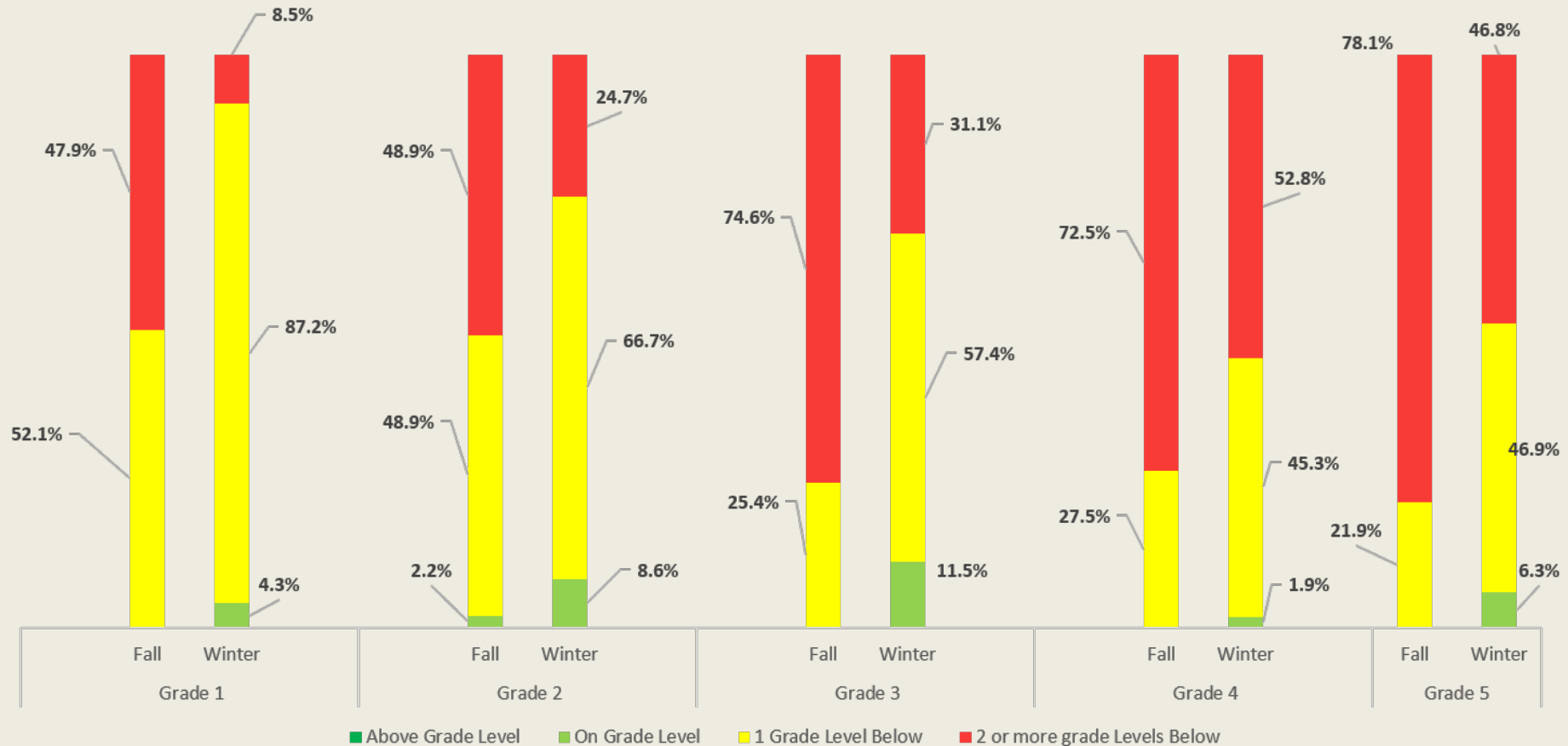Special Education Students Diagnostic Results, Fall and Winter Comparison

I-Ready Math
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Sub-Group Data - ELL Gr. 1-5

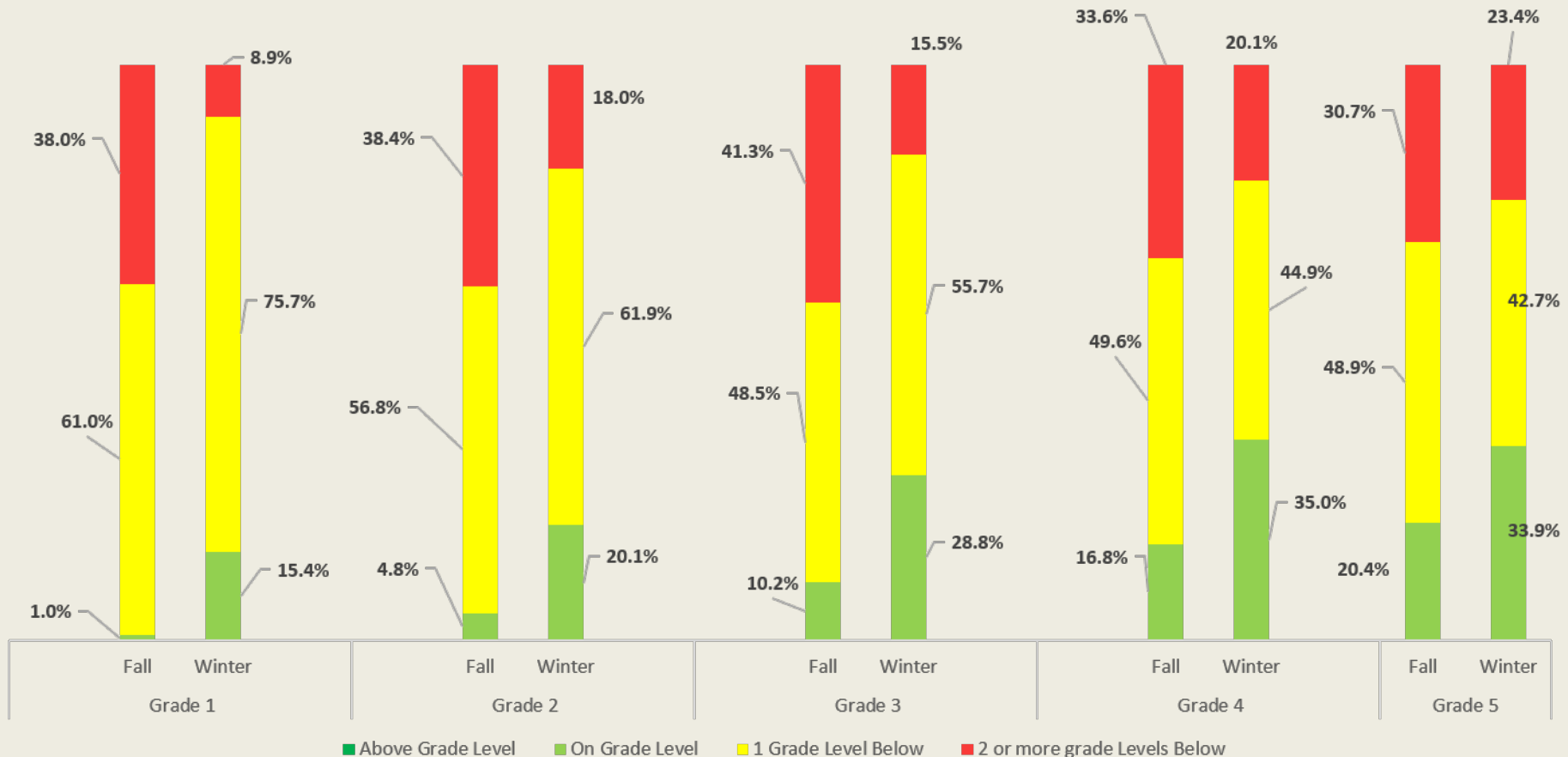ELL Students Diagnostic Results, Fall and Winter

I-Ready Math
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
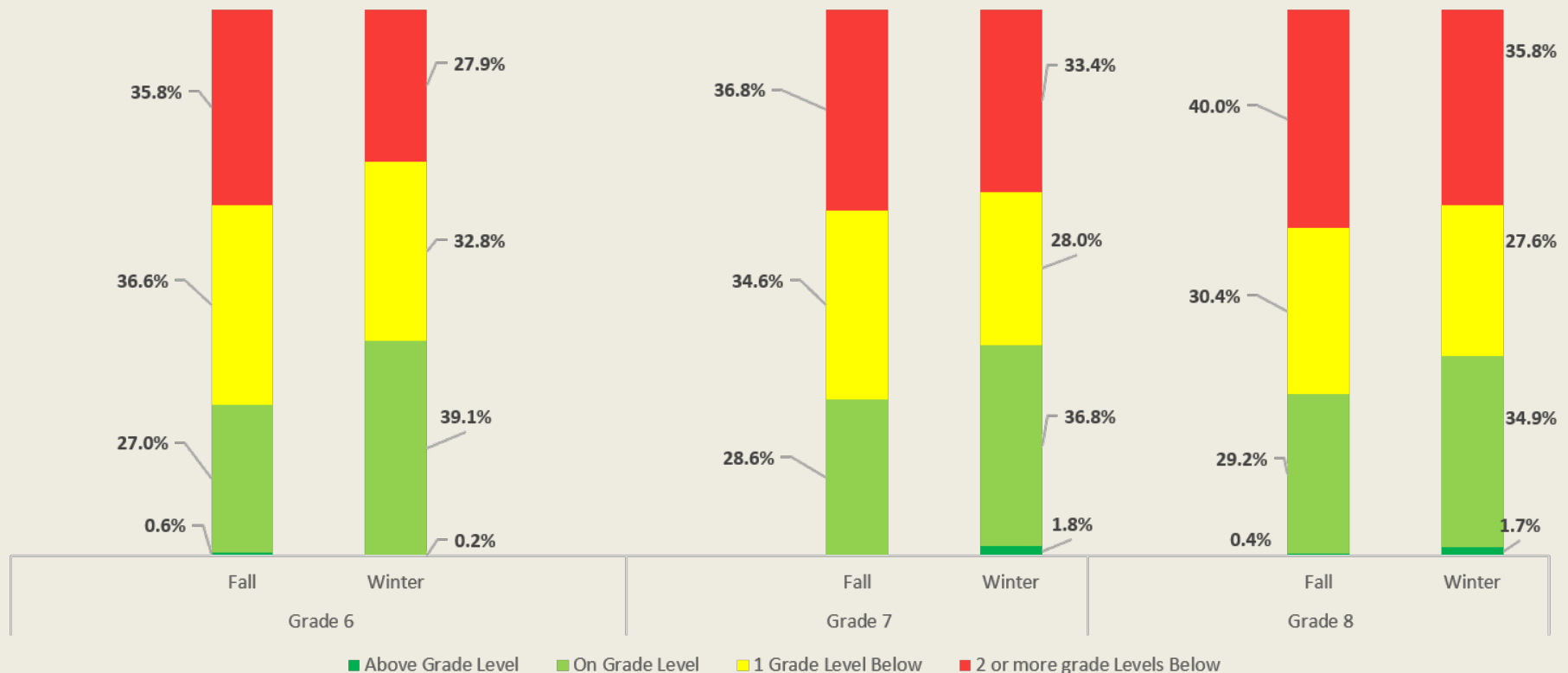Sub-Group Data - Economically Disadvantaged Gr. 1-5

I-Ready Math Data
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Gr. 6-8

Diagnostic Results, Fall and Winter Comparison
Student performance by criterion-referenced performance levels, fall and winter.

Legend: ■ Above Grade Level ■ On Grade Level ■ 1 Grade Level Below ■ 2 or more grade Levels Below

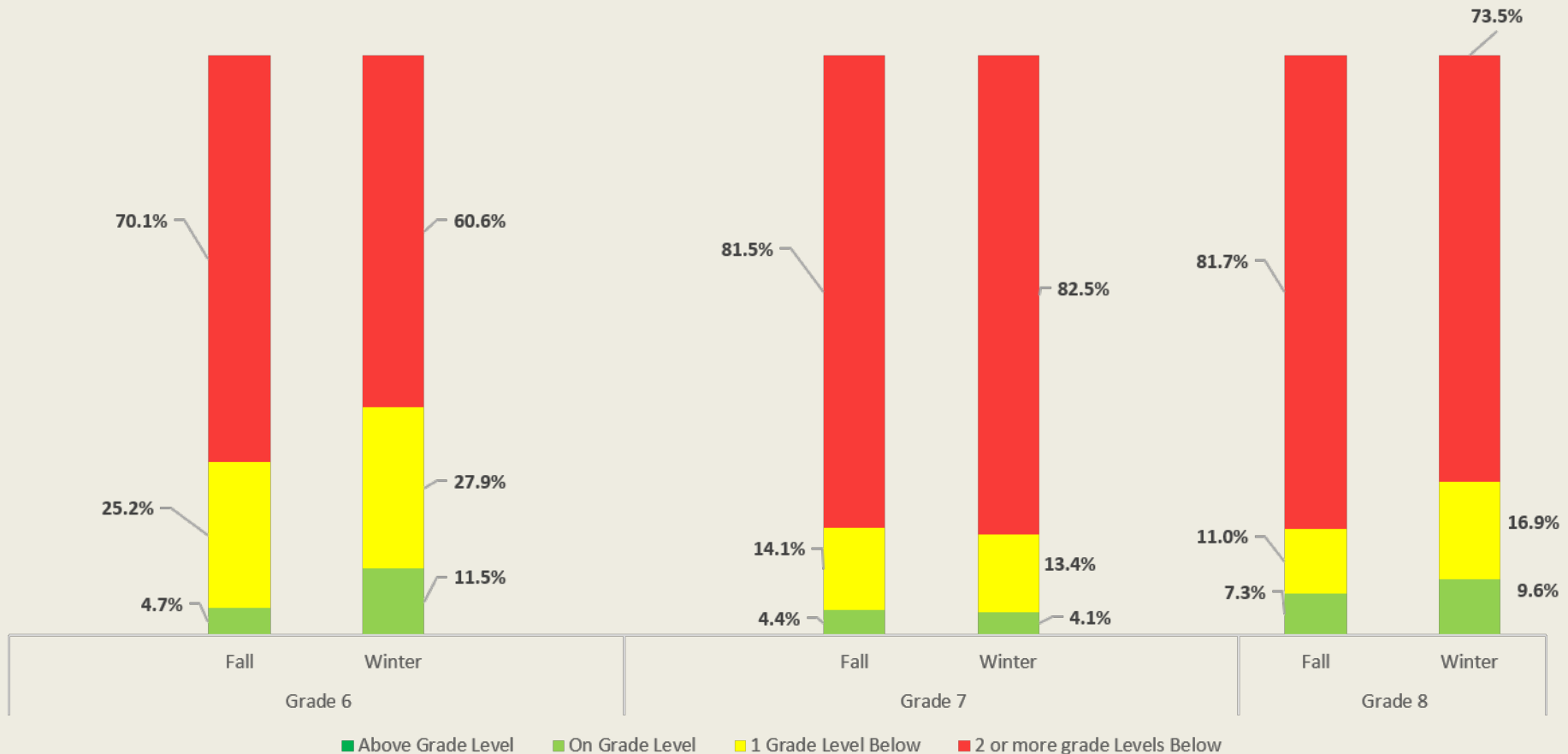|	Grade 6		Grade 7		Grade 8	
	Fall	Winter	Fall	Winter	Fall	Winter
2 or more grade Levels Below	35.8%	27.9%	36.8%	33.4%	40.0%	35.8%
1 Grade Level Below	36.6%	32.8%	34.6%	28.0%	30.4%	27.6%
On Grade Level	27.0%	39.1%	28.6%	36.8%	29.2%	34.9%
Above Grade Level	0.6%	0.2%		1.8%	0.4%	1.7%

I-Ready Math
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Sub-Group Data - Special Education Gr. 6-8

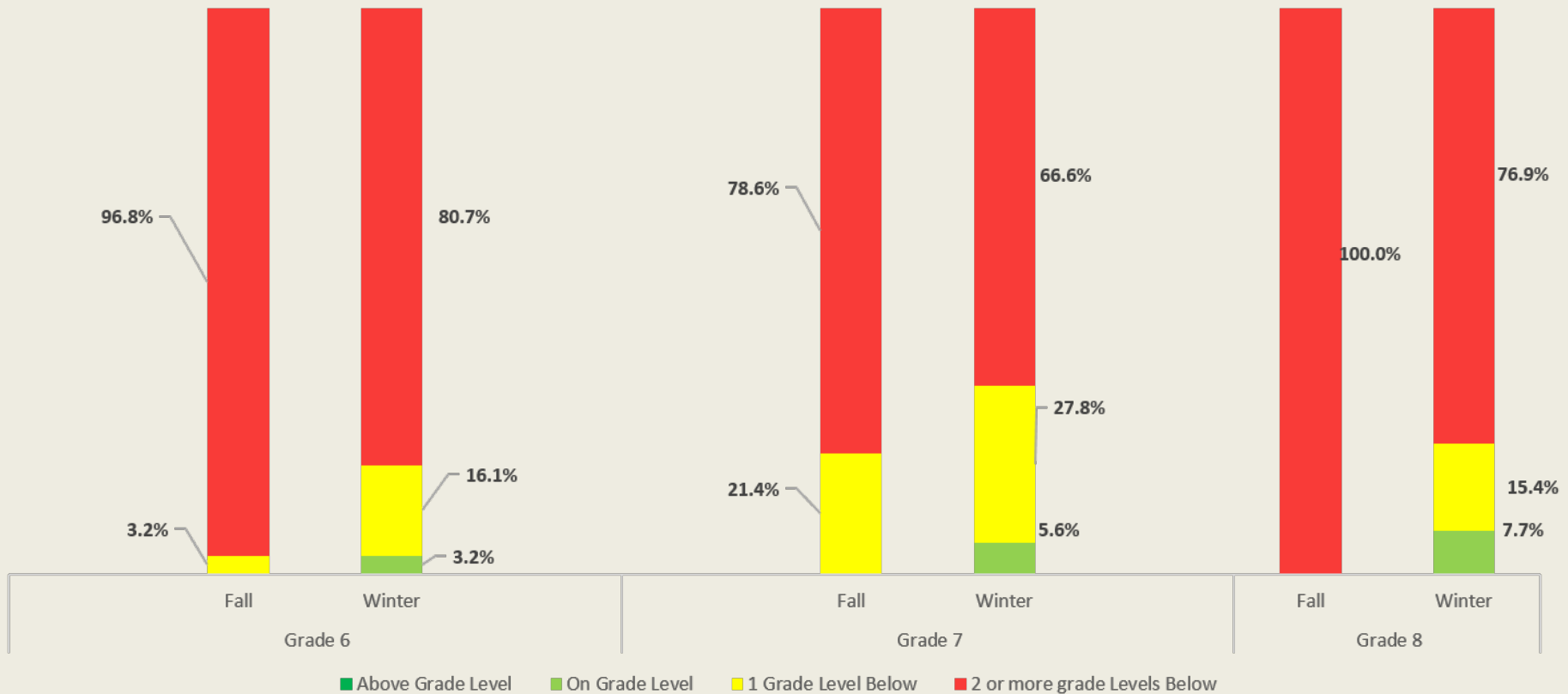Special Education Students Diagnostic Results, Fall and Winter Comparison

I-Ready Math
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Sub-Group Data - ELL Gr. 6-8

ELL Students Diagnostic Results, Fall and Winter Comparison

Grade 6 — Fall: 96.8%, 3.2%
Grade 6 — Winter: 80.7%, 16.1%, 3.2%
Grade 7 — Fall: 78.6%, 21.4%
Grade 7 — Winter: 66.6%, 27.8%, 5.6%
Grade 8 — Fall: 100.0%
Grade 8 — Winter: 76.9%, 15.4%, 7.7%

Above Grade Level   On Grade Level   1 Grade Level Below   2 or more grade Levels Below
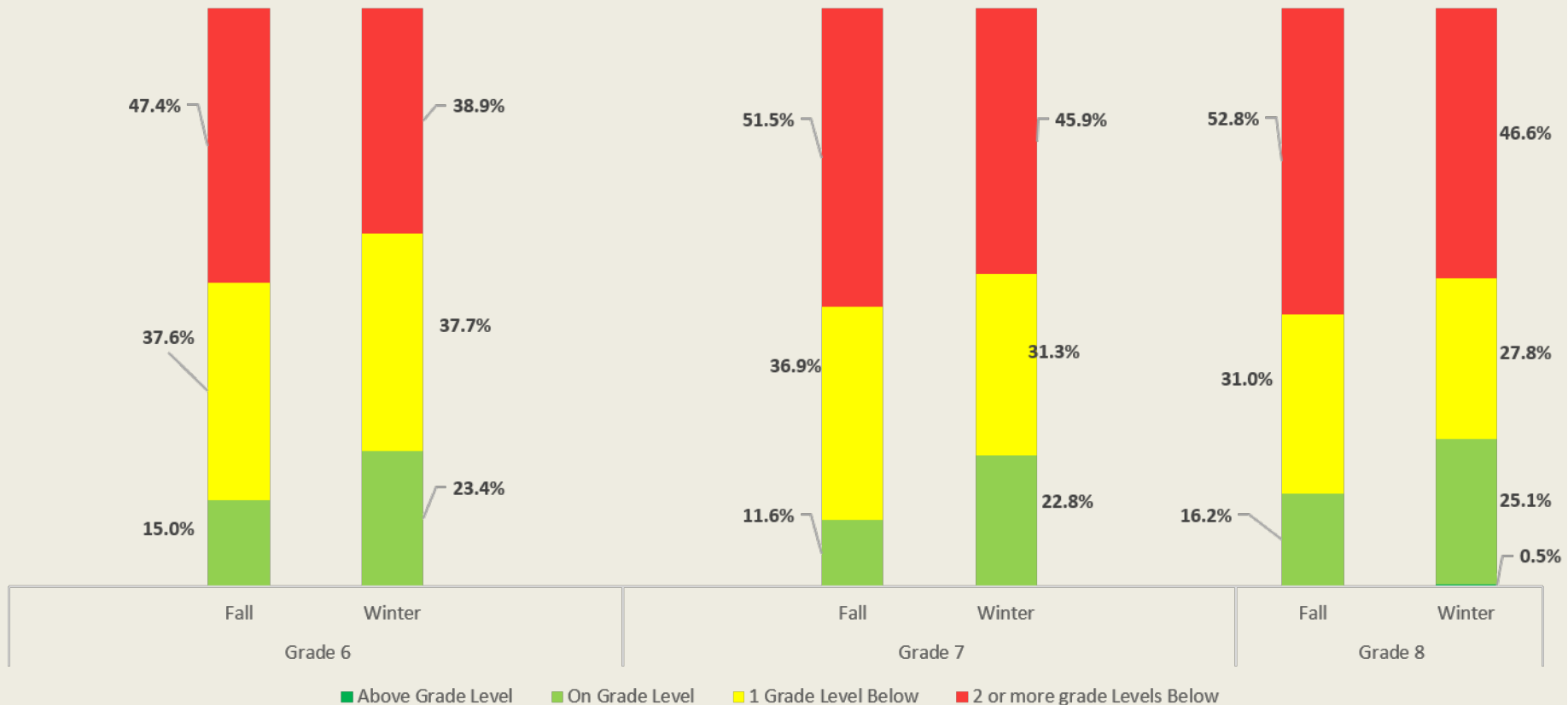
I-Ready Math
Fall (9/9 - 10/18/19) and Winter (1/21-2/15/20)
Sub-Group Data - Economically Disadvantaged Gr. 6-8

Economically Disadvantaged Students Diagnostic Results, Fall and Winter Comparison

LinkIt! Math Benchmarks

- Benchmark Assessment Administered:
  - Beginning of Year (September) and End of Year (June) (Form A and Form C for Grades 3-5)
  - Beginning of Year (September), Middle of Year January), and End of Year (June) (Form A, Form B, & Form C for Grades 6-8, Algebra I, Algebra II, & Geometry). *
- Designed to Match performance on the NJ SLA State Assessment typically administered in Spring Annually. **
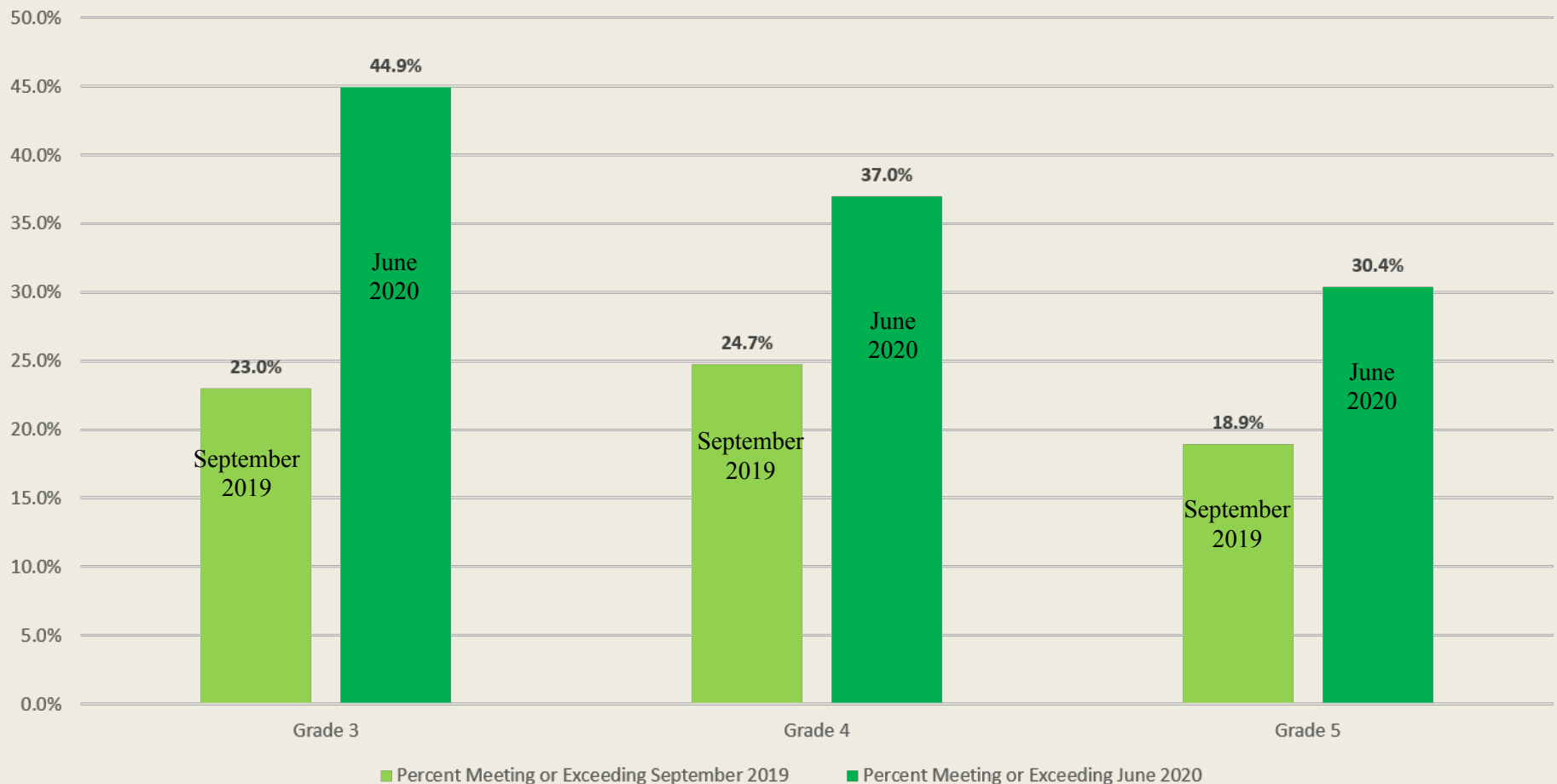- Scores are marked as follows:
  - Not Meeting Expectations
  - Partially Meeting Expectations
  - Approaching Expectations
  - Bubble (on Cusp of Meeting Expectations)
  - Meeting Expectations
  - Exceeding Expectations

*State Assessments were not administered in Spring of 2020 due to Remote Learning.

**Students in grades 6-8 may not be represented in the Grades 6-8 test if they took Algebra I or Geometry assessment.
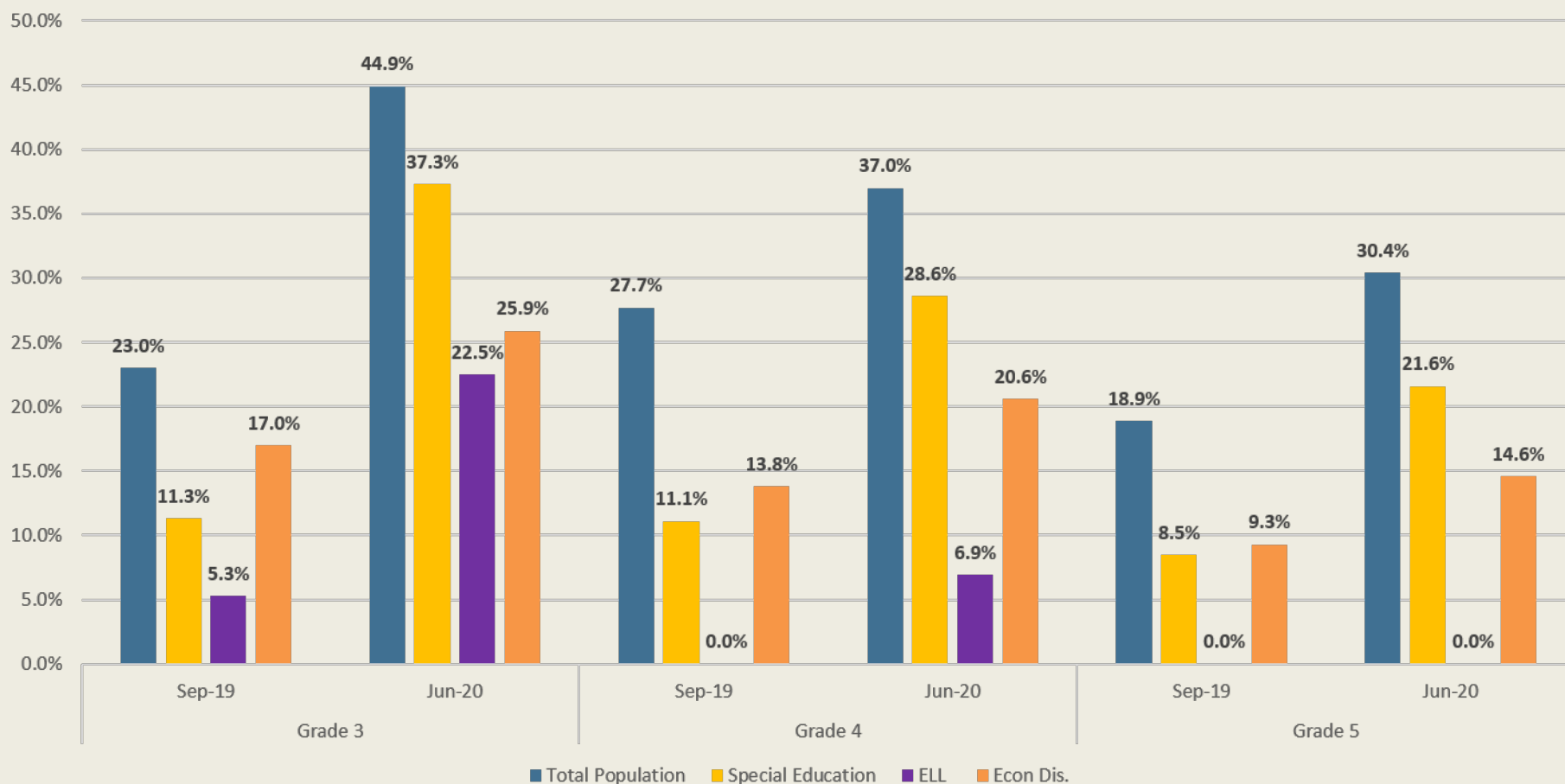
Gr. 3-5 Math Assessment (LinkIt!) BOY (September) vs. EOY (June)

September 2019 Vs. June 2020
LinkIt Math

- Percent Meeting or Exceeding September 2019
- Percent Meeting or Exceeding June 2020

Grade 3: September 2019 — 23.0%, June 2020 — 44.9%
Grade 4: September 2019 — 24.7%, June 2020 — 37.0%
Grade 5: September 2019 — 18.9%, June 2020 — 30.4%

Gr. 3-5 Math Assessment (LinkIt!)
BOY vs. EOY – Subgroup Data
Percentage Meeting or Exceeding Standards

LinkIt Math By Sub-Group Grade 3-5
September 2019 vs. June2020

Gr. 3-5 Math Assessment (LinkIt!)
BOY vs. EOY – By Race

LinkIt! Math Form A (September) by Race
## Percentage of Students at Meeting Proficiency

	Grade 3	Grade 4	Grade 5
Asian	47.3%	52.8%	51.6%
Black	16.6%	16.7%	13.8%
Hispanic	18.8%	12.5%	7.5%
Multi-Racial	13.6%	30.4%	37.4%
Pacific Islander	N/A	75.0%	N/A
White	25.6%	42.3%	27.5%
Native American/ Alaskan Native	N/A	N/A	N/A

LinkIt! Math FormC (June) by Race
Percentage of Students at Meeting Proficiency

	Grade 3	Grade 4	Grade 5
Asian	69.8%	66.6%	58.6%
Black	42.3%	23.5%	26.2%
Hispanic	30.4%	24.0%	12.5%
Multi-Racial	33.3%	42.0%	58.3%
Pacific Islander	N/A	100.0%	N/A
White	64.1%	62.6%	52.5%
Native American/ Alaskan Native	N/A	N/A	N/A

Gr. 6-8 Math Assessment (LinkIt!)
Form A (BOY) vs. Form C (EOY)

September 2019 Vs. June 2020
LinkIt! Math

- Percent Meeting or Exceeding September 2019
- Percent Meeting or Exceeding June 2020
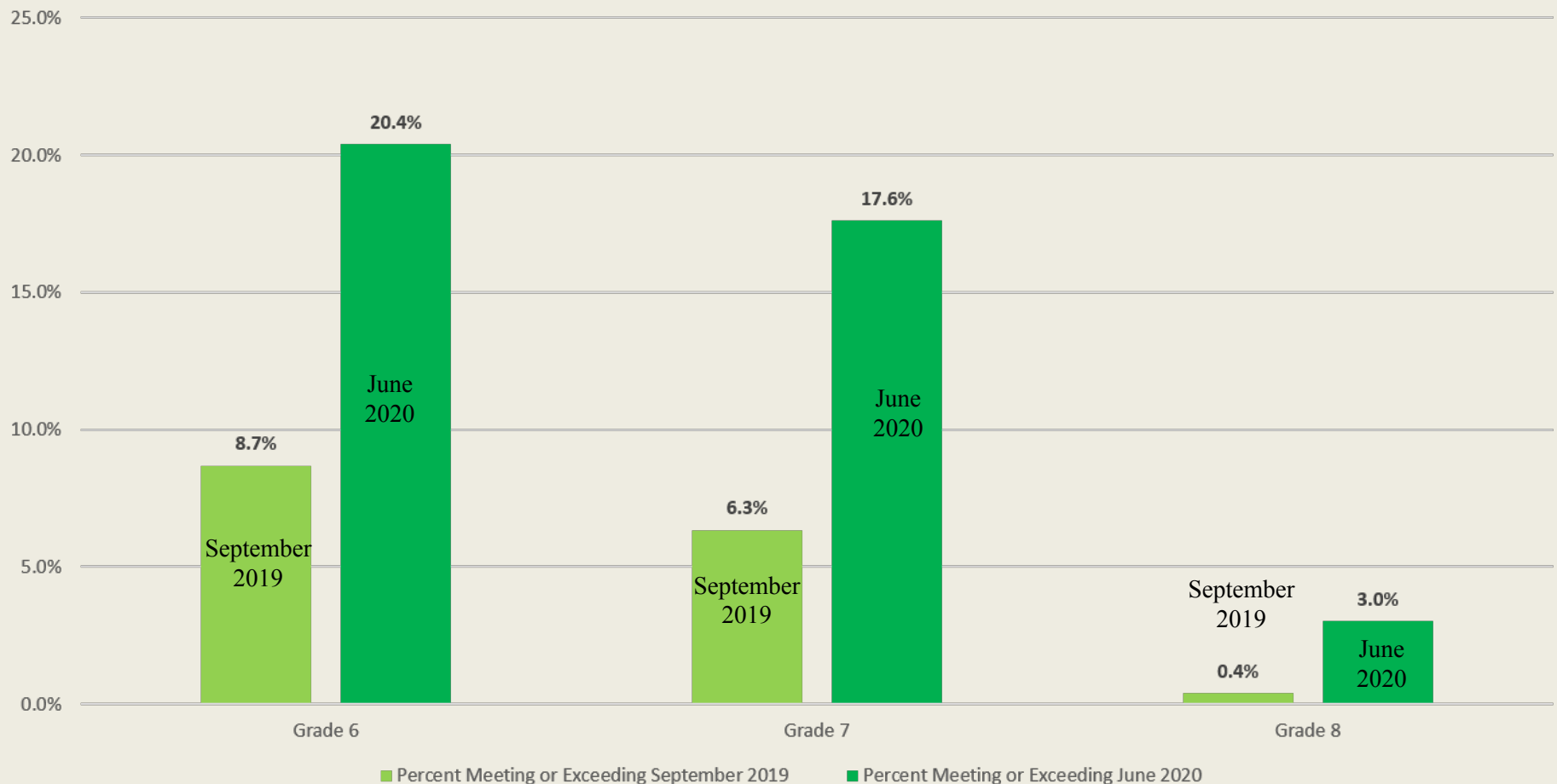
Gr. 6-8 Math Assessment (LinkIt!) Form A (BOY) vs. Form C (EOY) –Subgroup Data

LinkIt Math By Sub-Group
Grade 6-8
September 2019 vs. June 2020
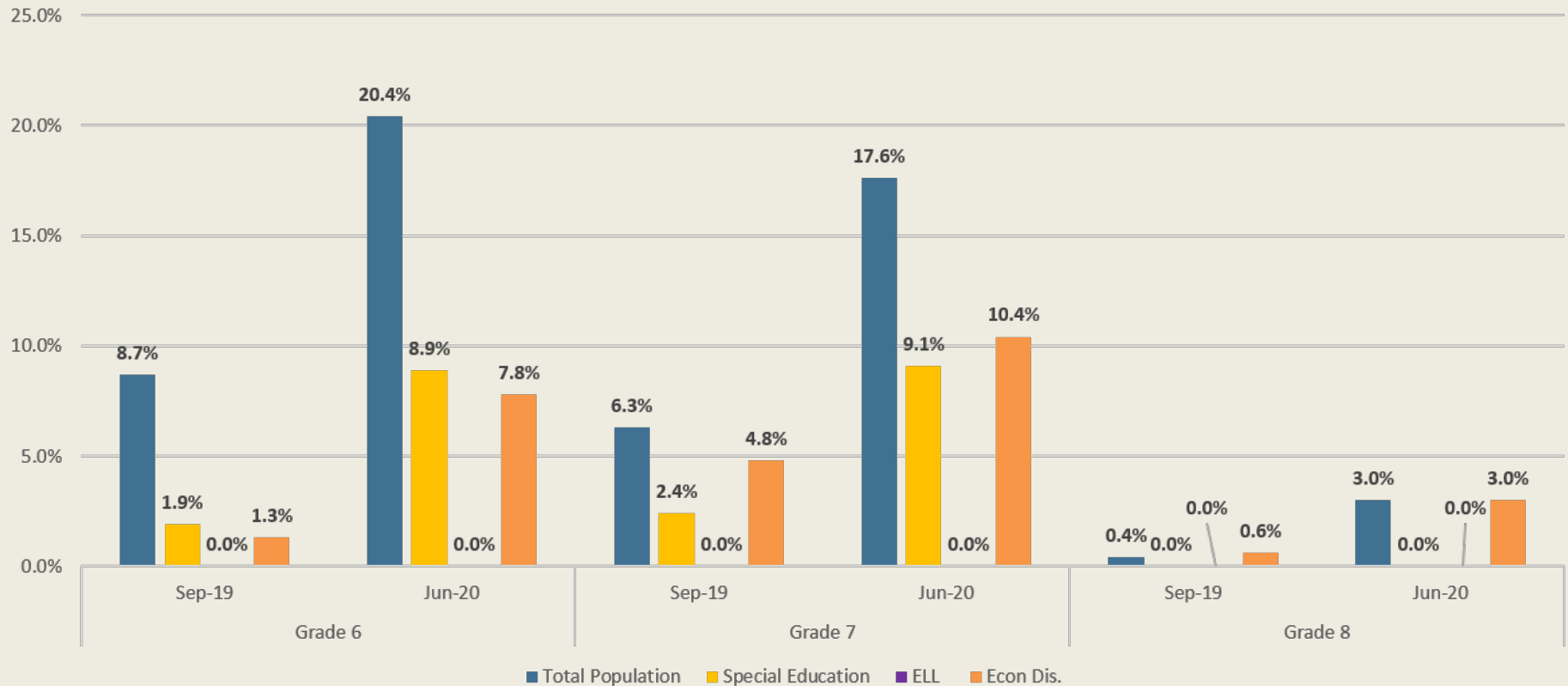
# Gr. 6-8 Math Assessment (LinkIt!) Form A (BOY) vs. Form C (EOY) – By Race

LinkIt! Math Form A (September) by Race
Percentage of Students at Meeting Proficiency

	Grade 6	Grade 7	Grade 8
Asian	27.1%	9.7%	N/A
Black	3.1%	5.6%	0.9%
Hispanic	4.6%	6.8%	0%
Multi-Racial	7.7%	15.4%	N/A
Pacific Islander	N/A	N/A	N/A
White	18.0%	0%	N/A
Native American/ Alaskan Native	0%	0%	N/A

LinkIt! Math Form C (June) by Race
Percentage of Students at Meeting Proficiency

	Grade 6	Grade 7	Grade 8
Asian	59.3%	35.7%	N/A
Black	11.2%	15.8%	2.8%
Hispanic	9.8%	13.1%	4.3%
Multi-Racial	14.3%	27.3%	N/A
Pacific Islander	N/A	N/A	N/A
White	37.5%	25.0%	N/A
Native American/ Alaskan Native	100.0%	100.0%	N/A

Middle School Algebra I and Geometry Assessments (LinkIt!) BOY vs. EOY
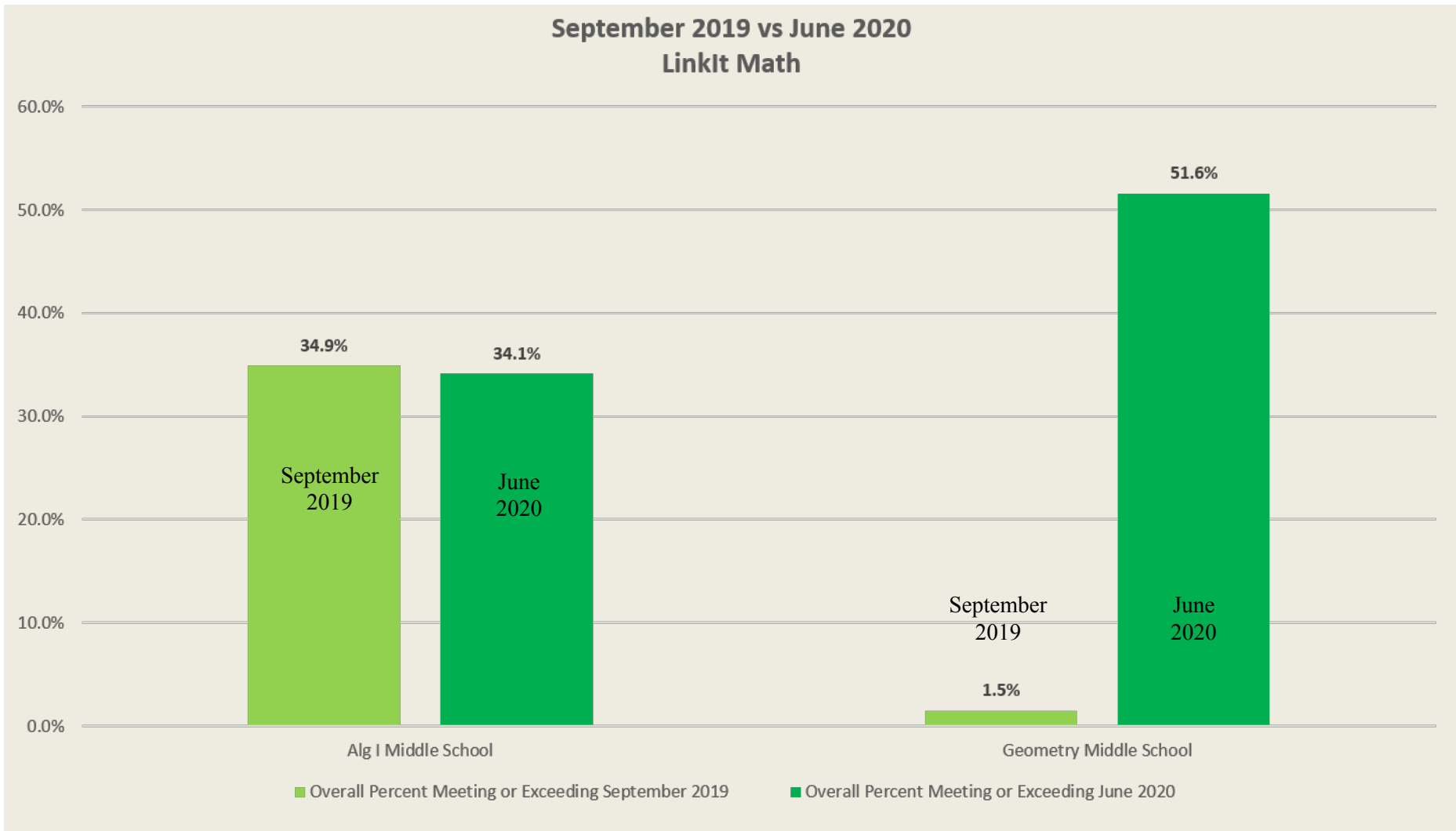
September 2019 vs June 2020
LinkIt Math

- Overall Percent Meeting or Exceeding September 2019
- Overall Percent Meeting or Exceeding June 2020

Middle School Algebra I and Geometry Assessments (LinkIt!) BOY vs. EOY – Subgroup Data

LinkIt Math By Sub-Group Algebra I and Geometry (MS)
September 2019 vs. June 2020
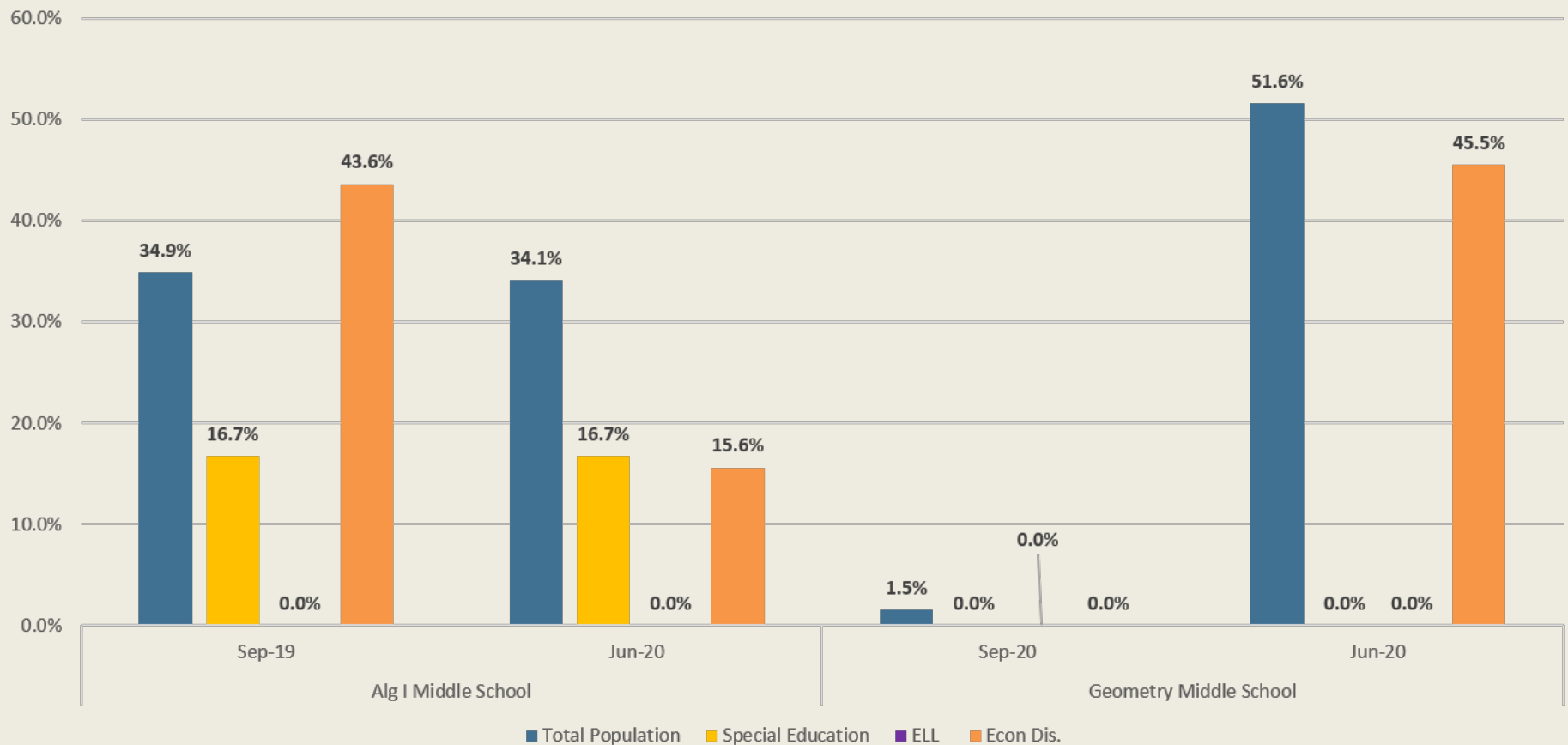
Middle School Algebra I and Geometry Assessments (LinkIt!) BOY (Form A) vs. EOY (Form C)– Race Subgroup Data

Middle School Algebra I LinkIt! September vs. June Percentage of Students at Meeting or Exceeding Proficiency
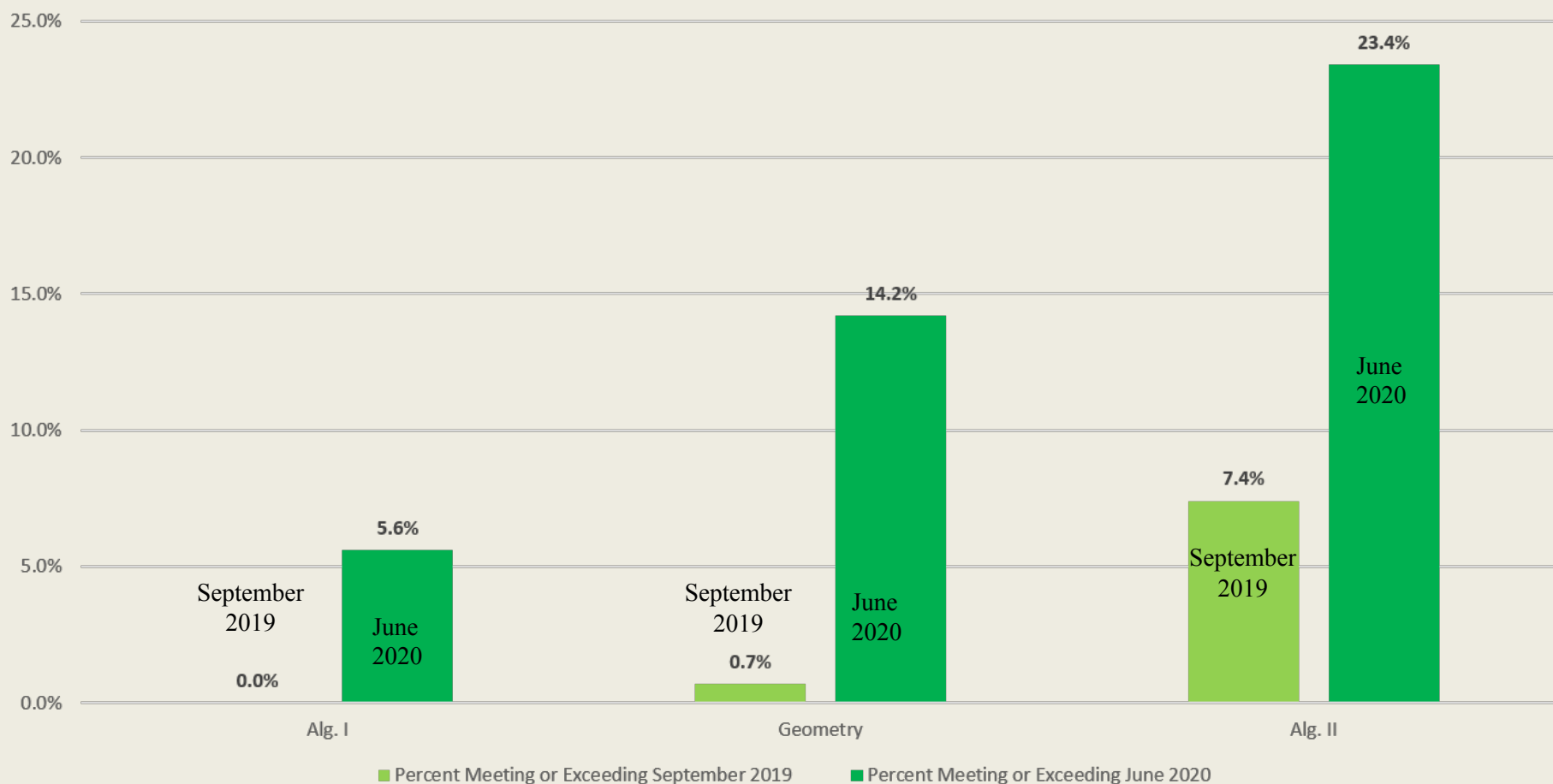
	Middle School Algebra I	
	Form A September	Form C June
Asian	34.0%	51.9%
Black	37.3%	25.0%
Hispanic	42.9%	28.6%
Multi-Racial	22.3%	23.1%
Pacific Islander	N/A	N/A
White	19.2%	29.6%
Native American/Alaskan Native	100.0%	0%

Middle School Geometry LinkIt! September vs. June Percentage of Students at Meeting or Exceeding Proficiency

	Middle School Geometry	
	Form A September	Form C June
Asian	4.2%	69.6%
Black	0%	41.7%
Hispanic	N/A	N/A
Multi-Racial	0%	25.0%
Pacific Islander	0%	50.0%
White	0%	42.1%
Native American/Alaskan Native	N/A	N/A

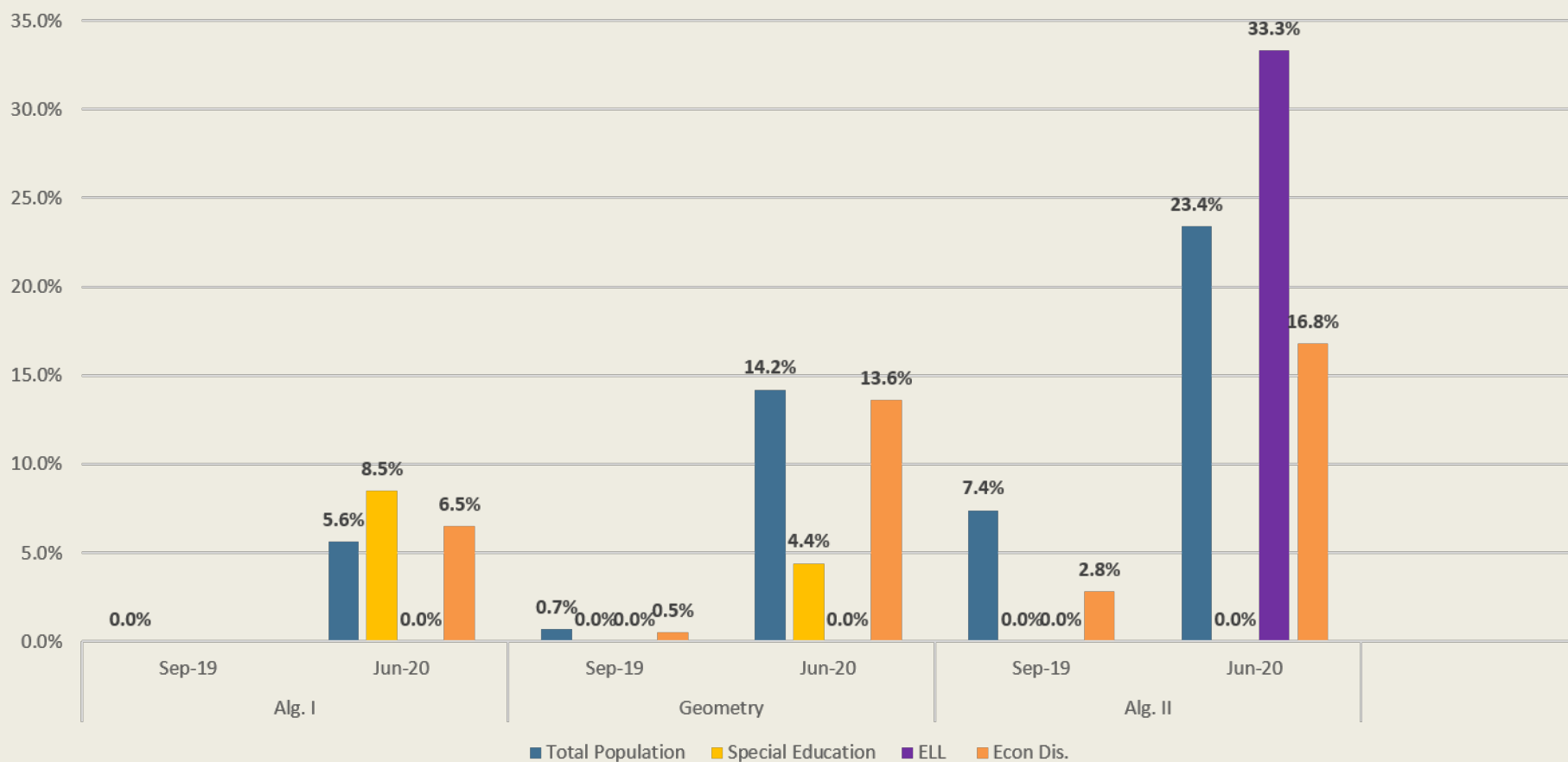# High School Algebra I, Algebra II and Geometry Assessments (LinkIt!)
BOY vs. EOY – Subgroup Data

LinkIt Math By Sub-Group High School Math
September 2019 vs. June 2020

High School Algebra I & Algebra II Assessments
(LinkIt!)
BOY (Form A) vs. EOY (Form C) – Race Subgroup Data

High School Algebra I LinkIt! September vs. June Percentage of Students at Meeting or Exceeding Proficiency

	High School Algebra I	
	Form A September	Form C June
Asian	0%	11.8%
Black	0%	2.1%
Hispanic	0%	7.6%
Multi-Racial	N/A	N/A
Pacific Islander	N/A	N/A
White	0%	12.0%
Native American/Alaskan Native	N/A	N/A

High School Algebra II LinkIt! September vs. June Percentage of Students at Meeting or Exceeding Proficiency

	High School Algebra II	
	Form A September	Form C June
Asian	22.6%	47.2%
Black	4.1%	18.1%
Hispanic	1.3%	12.0%
Multi-Racial	22.3%	33.3%
Pacific Islander	50.0%	50.0%
White	7.3%	0%
Native American/Alaskan Native	33.3%	33.3%

High School Geometry Assessment
(LinkIt!)
BOY (Form A) vs. EOY (Form C) – Race Subgroup Data

High School Geometry LinkIt!
September vs. June
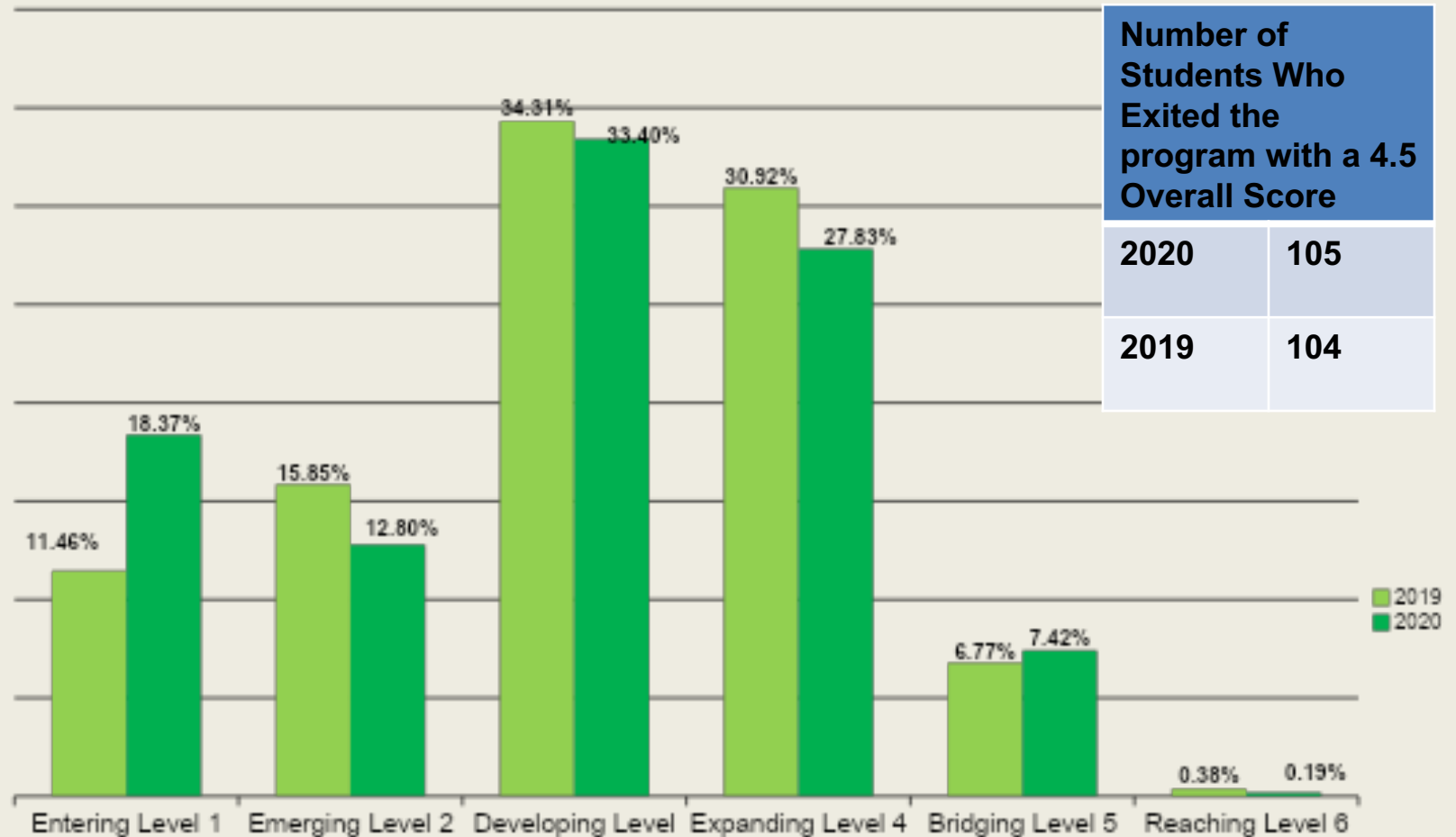**Percentage of Students at Meeting or Exceeding Proficiency**

	High School Geometry	
	Form A September	Form C June
Asian	0%	31.4%
Black	1.1%	10.1%
Hispanic	0%	12.0%
Multi-Racial	0%	30.0%
Pacific Islander	N/A	N/A
White	1.1%	14.6%
Native American/Alaskan Native	N/A	N/A

ACCESS FOR ELLS

■Administered annually K-12 to all students identified as English Language Learners (ELLs)

■Monitors student progress in Learning academic English

■Overall Score (35% Reading, 35% Writing, 15% Listening, and 15% Speaking)

■Performance Levels

▪1- Entering

▪2- Emerging

▪3- Developing

▪4- Expanding

▪5- Bridging

▪6- Reaching

■Component of ESSA Accountability Profile

ACCESS FOR ELLS
Overall District Performance (2020)

Number of Students Who Exited the program with a 4.5 Overall Score	
2020	**105**
2019	**104**

Chart data (2019 light green / 2020 dark green):

- Entering Level 1: 11.46% / 18.37%
- Emerging Level 2: 15.85% / 12.80%
- Developing Level: 34.31% / 33.40%
- Expanding Level 4: 30.92% / 27.83%
- Bridging Level 5: 6.77% / 7.42%
- Reaching Level 6: 0.38% / 0.19%

Achieve 3000 Level Set

- Utilizes Lexile Framework for Reading
  - Measure of student's ability to read and comprehend non-fiction texts.
  - Available in both English & Spanish.
  - Only assessment of non-fiction Lexile reading abilities.

- The Level Pre-Set was administered in Beginning of the Year (BOY)
  - Late September/Early October 2019

- Level Set Post Test was administered End of Year (EOY)
  - June 2020.
  - Post-Test was not administered at Macafee Road School.

Achieve 3000 Results
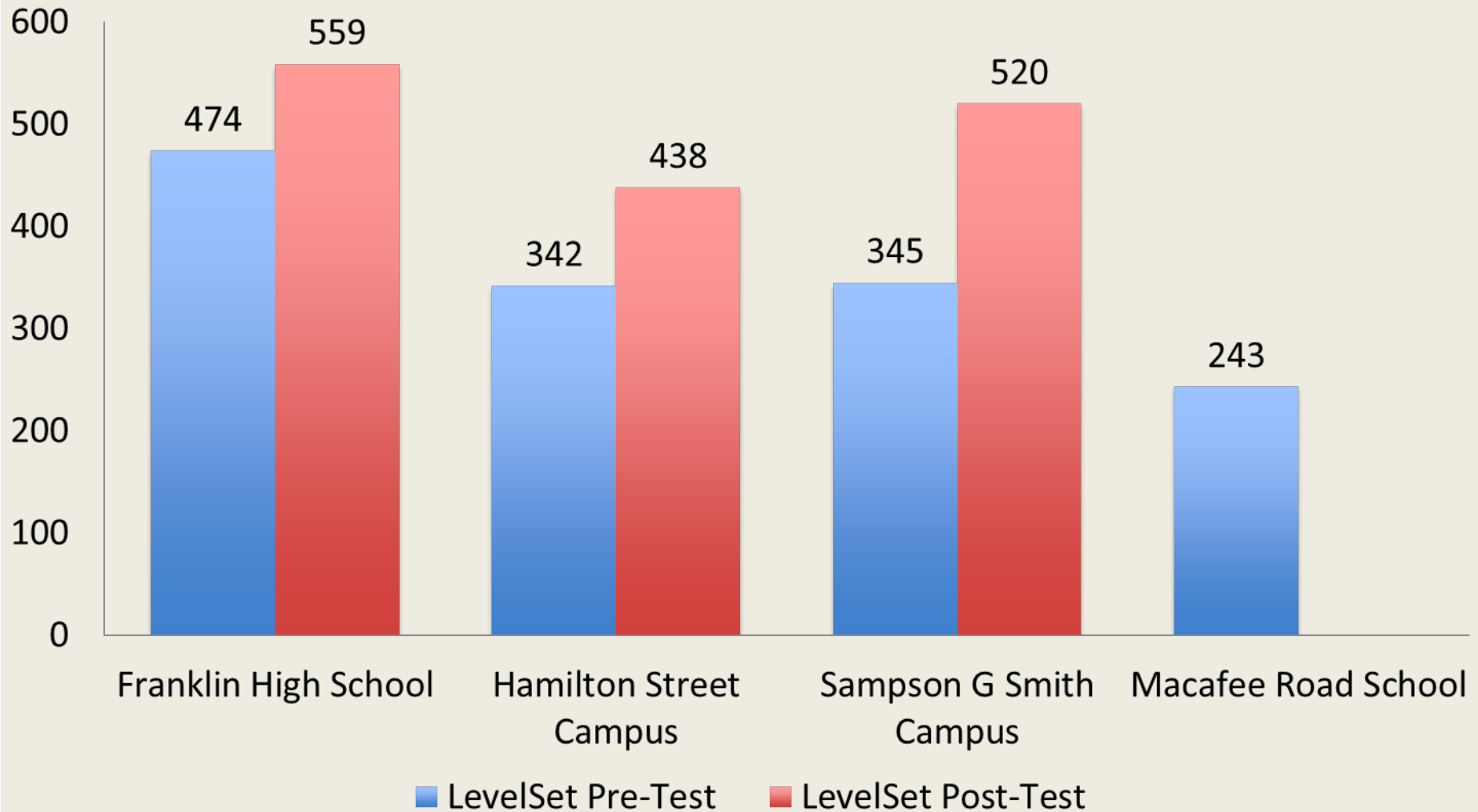
20-21 SY Math Next Steps Gr. K-5

- Continue the implementation of the Bridges Mathematics program in Kindergarten with the 20-minutes for Number Corner.

- Continue the implementation of the Ready Classroom Mathematics program to support instruction for the standards in grades 1 and 2.

- Implementation of the Ready Classroom Mathematics program with fidelity to support instruction for the standards in grades 3 to 5.

- Grades 1 to 5 formed instructional groups based on unit assessments and i-ready diagnostic data.

- Targeted key skills will be infused prior to and during the lessons for gaps that may have occurred last year.

20-21 SY Math Next Steps Gr. 6-12

- Target key skills to account for gaps in student learning during the spring of 2020

- Focus on standards-based instruction using math programs (MS pilot/HS A/G/A)

- Use purposeful practice and reflection with students that allow them to apply new skills they are learning

- Revise AIS middle school math curriculum to target standards of focus based on NJSLA data

20-21 SY Next Steps

■Continue to monitor student academic progress via formative assessments throughout the year.

■ Continue to differentiate instruction, so that students receive targeted supports that are appropriate for them.

■Continue to develop staff capacity for effective integration of instructional technology, especially as we move closer to a hybrid instructional framework, in which student cohorts will attend school for in-person learning on alternate weeks and some students will remain in a fully-remote mode throughout the year.

■In addition to content area and technology training, our staff will also continue to learn more about social emotional learning (SEL) and culturally/linguistically responsive (CLR) pedagogy so that teachers support learning by sustaining positive relationships with all learners.