NJSLA Results & Next Steps

Spring 2019 State Assessment Data
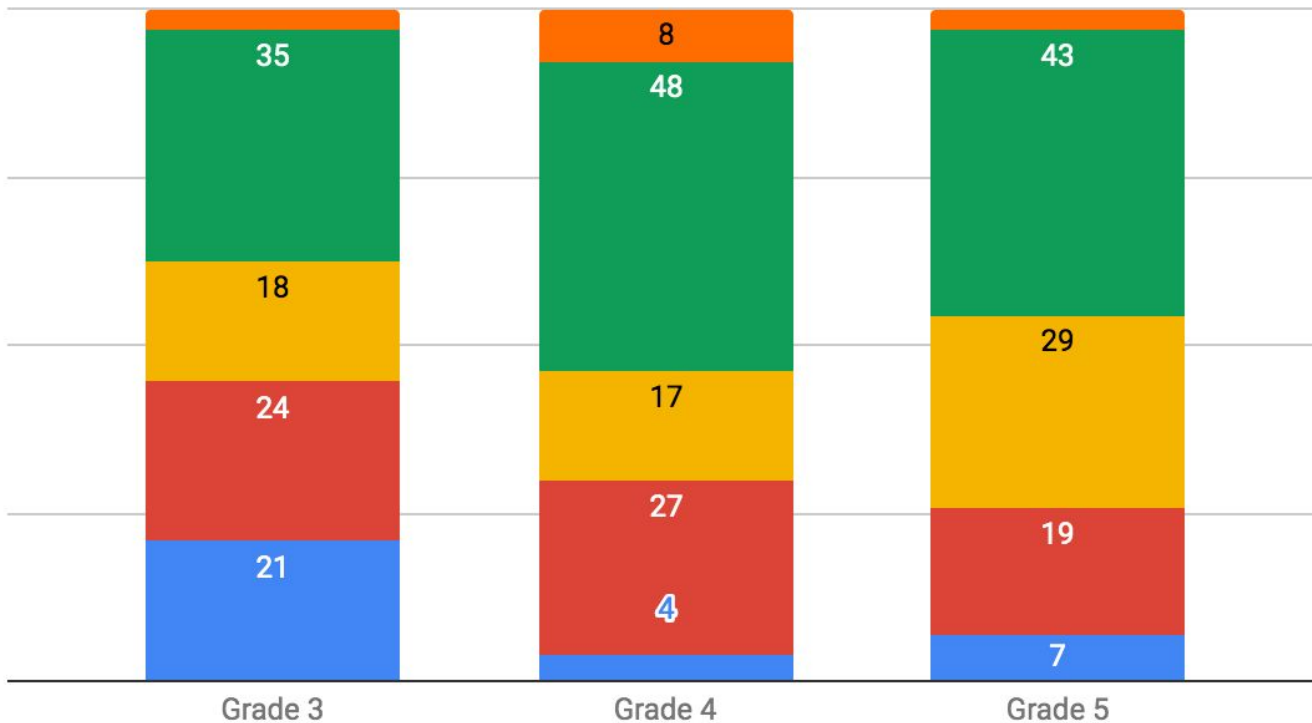
| Grade | English Language Arts / Literacy | | | | | Students Tested |
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |
	Did Not Meet Expectations	Partially Met Expectations	Approaching Expectations	Met Expectations	Exceeded Expectation	
Grade 3	21	24	18	35	3	101
Grade 4	4	27	17	48	8	104
Grade 5	7	19	29	43	3	101

English Language Arts

Legend: Exceeded Expectation, Met Expectations, Approaching Expectations, Partially Met Expectations, Did Not Meet Expectations

Student Count

	Grade 3	Grade 4	Grade 5
Exceeded Expectation	3	8	3
Met Expectations	35	48	43
Approaching Expectations	18	17	29
Partially Met Expectations	24	27	19
Did Not Meet Expectations	21	4	7

Grade	English Language Arts / Literacy					Students Tested
	Level 1	Level 2	Level 3	Level 4	Level 5	
	Did Not Meet Expectations	Partially Met Expectations	Approaching Expectations	Met Expectations	Exceeded Expectation	
Grade 6	14	23	26	33	3	99
Grade 7	9	17	29	32	14	101
Grade 8	5	12	28	39	14	98

English Language Arts
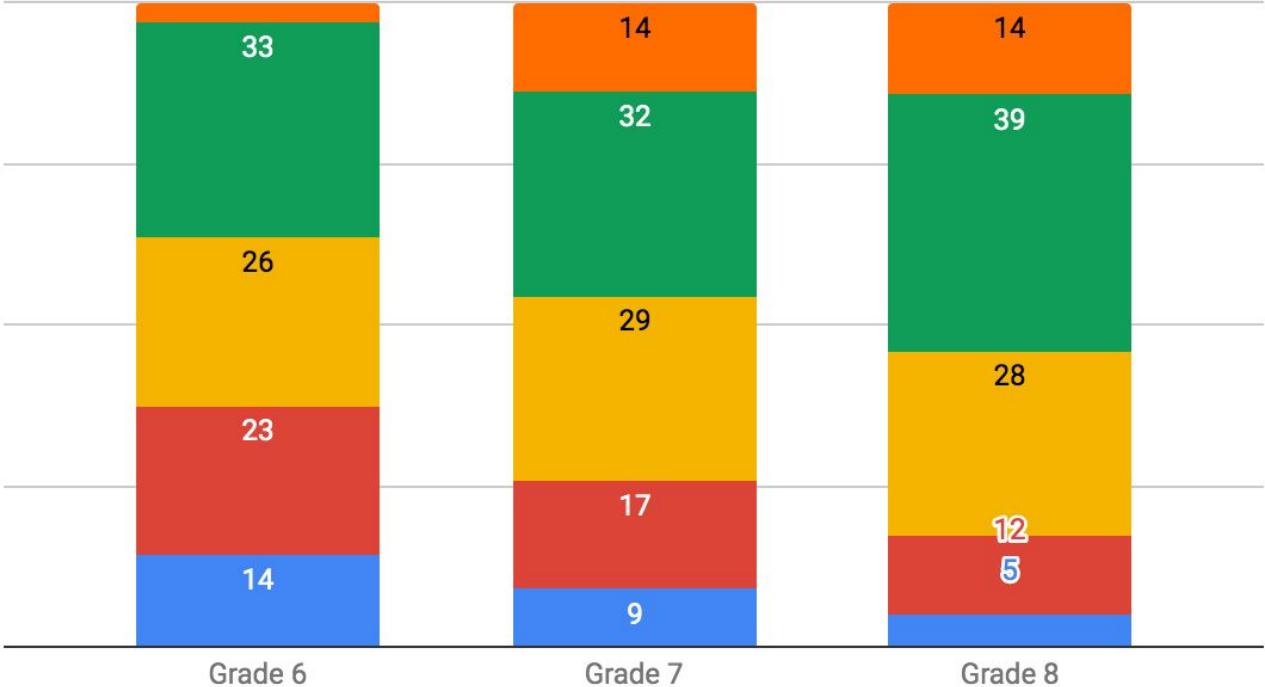
Grade	Mathematics					
	Level 1	*Level 2*	*Level 3*	*Level 4*	*Level 5*	
	Did Not Meet Expectations	Partially Met Expectations	Approaching Expectations	Met Expectations	Exceeded Expectation	Students Tested
Grade 3	9	20	36	33	3	101
Grade 4	8	29	35	31	1	104
Grade 5	15	40	32	14	0	101

Mathematics

Legend: Exceeded Expectation, Met Expectations, Approaching Expectations, Partially Met Expectations, Did Not Meet Expectations

Student Count

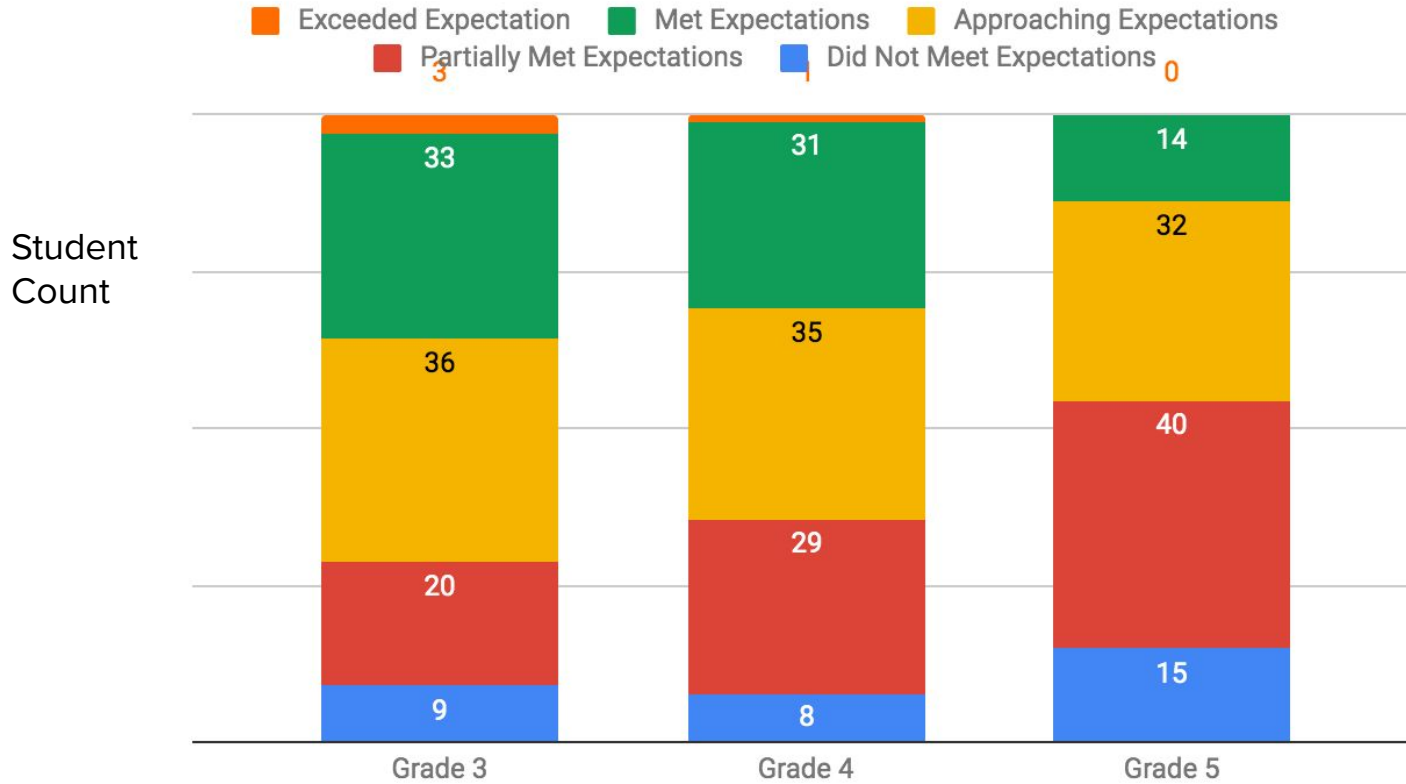|	Grade 3	Grade 4	Grade 5
Exceeded Expectation	3	1	0
Met Expectations	33	31	14
Approaching Expectations	36	35	32
Partially Met Expectations	20	29	40
Did Not Meet Expectations	9	8	15

	Mathematics					
Grade	Level 1 Did Not Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approaching Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectation	Students Tested
Grade 6	13	53	23	10	0	99
Grade 7	7	43	29	20	2	101
Grade 8	32	19	18	27	2	98

Mathematics

Legend: Exceeded Expectation · Met Expectations · Approaching Expectations · Partially Met Expectations · Did Not Meet Expectations

Student Count

Grade 6
- Exceeded Expectation: 0
- Met Expectations: 10
- Approaching Expectations: 23
- Partially Met Expectations: 53
- Did Not Meet Expectations: 13

Grade 7
- Exceeded Expectation: 2
- Met Expectations: 20
- Approaching Expectations: 29
- Partially Met Expectations: 43
- Did Not Meet Expectations: 7

Grade 8
- Exceeded Expectation: 2
- Met Expectations: 27
- Approaching Expectations: 18
- Partially Met Expectations: 19
- Did Not Meet Expectations: 32
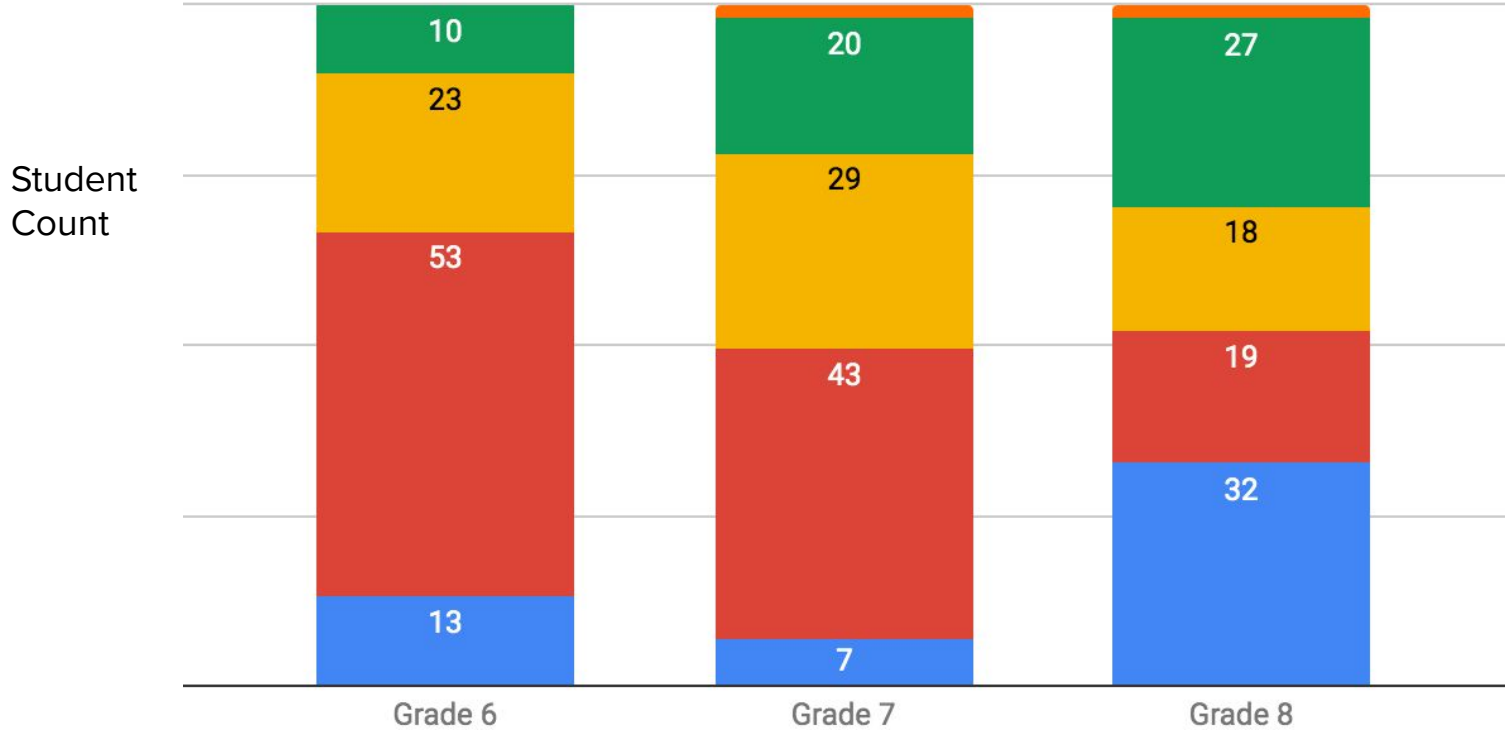
	ELA Performance Summary Levels 4 & 5		
	2017	**2018**	**2019**
3	34%	49.5%	37.6%
4	53.5%	61.2%	53.8%
5	52.5%	35.4%	45.5%
6	43.6%	48.8%	35.7%
7	31.4%	62.0%	45.5%
8	50.6%	38.0%	54.1%
	colors denote cohorts of students		

Overall 2019 ELA On Level Performance	45.5%

275 students performed at Levels 4 and 5 out of 604

	Math Performance Summary Levels 4 & 5		
	2017	**2018**	**2019**
3	28.1%	47.5%	35.6%
4	34.7%	44.0%	30.8%
5	33.3%	26.0%	13.9%
6	26.0%	27.0%	10.1%
7	13.0%	31.0%	21.8%
8	20.4%	18.6%	29.6%
	colors denote cohorts of students		

Overall 2019 Math On Level Performance	23.7%

143 students performed at Levels 4 and 5 out of 604

2019 ELA State Performance Comparison Levels 4 & 5 (% Proficient)						
Grade	State Students with IEP*	CCSP Students with IEP	State Econ. Disadv.*	CCSP Econ. Disadv.	State (all)	CCSP (all)
3	24%	6.3% (16/101)	33%	29.5 (58/101)	50.3%	37.6%
4	26%	25% (16/104)	40%	49.2% (63/104)	57.4%	53.8%
5	23%	10% (20/101)	39%	37.9 (66/101)	57.9%	45.5%
6	19%	9.5% (21/98)	39%	31.4 (90/98)	56.2%	35.7%
7	22%	23.1% (13/101)	45%	48.5% (66/101)	62.8%	45.5%
8	22%	18.8% (16/98)	45%	57.1% (56/98)	62.8%	54.1%
c						

Addressing the Needs of Sub Group Performance Levels

- Special Education & Title 1 Teachers Inclusion Model
  - CoTeaching
  - Targeted Small Group Instruction

Grade	2019 Math Performance Comparison Levels 4 & 5 (% Proficient)					
	State Students with IEP*	CCSP Students with IEP	State Econ. Disadv.	CCSP Econ. Disadv.	State (all)	CCSP (all)
3	31%	**6.3%** (16/101)	37%	**34.5%** (58/101)	55.1%	**35.6%**
4	25%	**6.3%** (16/104)	32%	**28.6%** (63/104)	51%	**30.8%**
5	19%	**0%** (20/101)	27%	**12.1%** (66/101)	46.8%	**13.9%**
6	12%	**0%** (21/101)	21%	**8.5%** (71/99)	40.5	**10.1%**
7	13%	**0%** (13/101)	24%	**27.3%** (66/101)	42.1	**21.8%**
8	10%	**12.5%** (16/98)	20%	**25%** (56/98)	29.3	**29.6%**

STATE GRADE 8 MATH PASSING RATES DO NOT INCLUDE STUDENTS ENROLLED IN ALGEBRA IN 8TH GRADE

# Addressing the Needs of Sub Group Performance Levels (Cont.)

- RtI Model
  - IR&S Referral Process
    - Identification of Tier 1 Services
  - Diagnostic Responsive Committee Structure
  - Progress Monitoring resulting in Programming Adjustments

	2019 ELA Performance Summary NJSLA Performance Comparison					
	CCSP	**College Achieve Charter**	**Paterson Arts and Science**	**Paterson Science and Tech.**	**John P. Holland Charter**	**Paterson Public**
ELA Prof.	**44.3**	34.3	50	44.4	57.4	26.4
ELA Growth	**54**	63	42	47	60	47

		2019 Math Performance Summary NJSLA Performance Comparison				
	CCSP	**College Achieve Charter**	**Paterson Arts and Science**	**Paterson Science and Tech.**	**John P. Holland Charter**	**Paterson Public**
Math Prof.	**27**	26.9	34.4	19.6	43.5	18
Math Growth	**49**	45.5	52	27	51	40
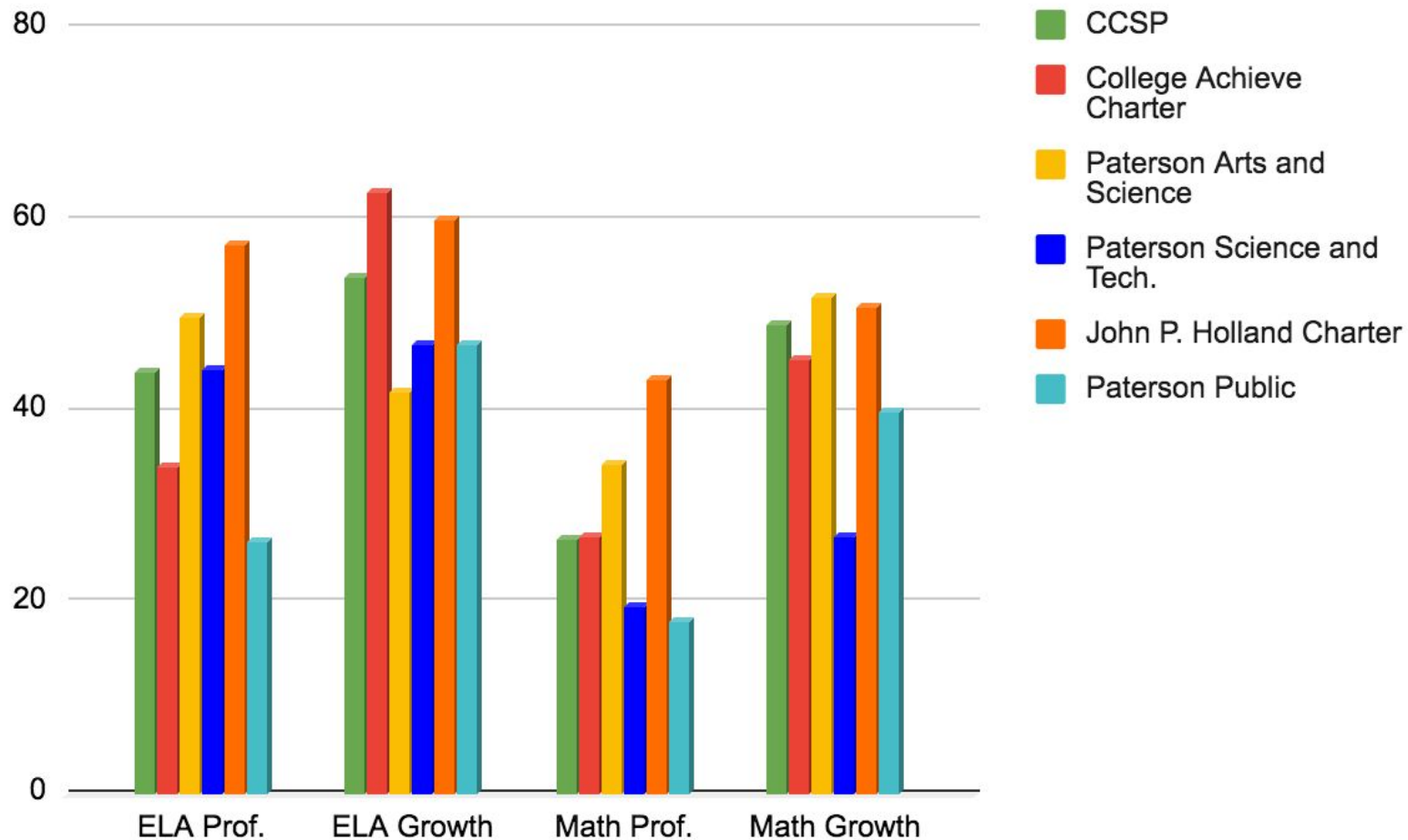
Next Steps- Improving Teacher Practice

1. Assess current instructional practices

   a. CCSP [Classroom Walkthrough Form](#)

      i. Identify areas of strength and target areas for growth

Focus for 2019-2020- Ensuring high quality instruction in our classrooms

Next Steps- Improving Teacher Practice

2. Provide structured support

    i.   Content Supervisors and AP's Classroom Coaching Feedback Form

    ii. Content Supervisors modeling, coplanning, and coteaching

    iii. Supervisors working with school level leaders to support teacher PLC's

⭐ *Focus for 2019-2020- Ensuring high quality instruction in our classrooms*

Next Steps- Improving Teacher Practice

3. Transparency, Accountability, Interrater Reliability with Teacher Evals

    a.   Teacher evaluation best practices - Formal Observation Core "Look Fors"

⭐ *Focus for 2019-2020- Ensuring high quality instruction in our classrooms*

Next Steps- Monitoring Student Growth

1. Measure of Academic Performance (MAP)
   a. Norm-referenced
      i. School level norms
      ii. National norms
      iii. Achievement Rankings
         1. Benchmarking
      iv. Growth rankings (at end of year 1)
         1. Progress monitoring
   b. Predictive data point
   c. Computer-Adaptive
   d. Given 3 times per year

Next Steps- Program Monitoring

1. Math In Focus
   a. Increased access to CORE program student materials
   b. Focus on Program Fidelity
   c. Math Workshop Supplemental Materials
   d. Monitor student growth using MAP
   e. Conduct review of determine needs for future programming