Teaching & Learning Department Update

April 24, 2023

NJGPA - Aggregated Data

Category	Math		ELA	
	Avg. scaled score	**Graduation ready**	**Avg. scaled score**	**Graduation ready**
Overall	713	8.5%	688	6.8%
No IEP	715	10.4%	693	8.2%
IEP	702	0%	667	0.8%
Not ELL	716	10.2%	695	8.3%
ELL	700	1.5%	657	0%

NJGPA MATH SPRING 2022 - Disaggregated Data

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels			
			Not Yet Graduation Ready		Graduation Ready	
			#	%	#	%
State	**97,368**	**752**	**49,145**	**50.5%**	**48,223**	**49.5%**
District	697	713	638	91.5%	59	8.5%
Gender						
Female	335	714	304	90.7%	31	9.3%
Male	362	712	334	92.3%	28	7.7%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%
Ethnicity/Race						
Hispanic or Latino	401	714	364	90.8%	37	9.2%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%
Asian	0	0	0	0.0%	0	0.0%
Black or African-American	288	711	269	93.4%	19	6.6%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%
White	0	0	0	0.0%	0	0.0%
Two or more races	8	740	5	62.5%	3	37.5%
Not Indicated	0	0	0	0.0%	0	0.0%
Economic Disadvantage						
No	331	712	304	91.8%	27	8.2%
Yes	366	713	334	91.3%	32	8.7%
Students with Disabilities						
IEP - Yes	127	702	127	100.0%	0	0.0%
IEP - No	570	715	511	89.6%	59	10.4%
504	3	703	3	100.0%	0	0.0%

NJGPA ELA SPRING 2022 - Disaggregated Data

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels			
			Not Yet Graduation Ready		Graduation Ready	
			#	%	#	%
State	**96,913**	**736**	**58,735**	**60.6%**	**38,178**	**39.4%**
District	689	688	642	93.2%	47	6.8%
Gender						
Female	333	695	305	91.6%	28	8.4%
Male	356	682	337	94.7%	19	5.3%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%
Ethnicity/Race						
Hispanic or Latino	387	688	357	92.2%	30	7.8%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%
Asian	0	0	0	0.0%	0	0.0%
Black or African-American	293	688	279	95.2%	14	4.8%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%
White	1	650	1	100.0%	0	0.0%
Two or more races	8	733	5	62.5%	3	37.5%
Not Indicated	0	0	0	0.0%	0	0.0%
Economic Disadvantage						
No	321	687	300	93.5%	21	6.5%
Yes	368	690	342	92.9%	26	7.1%
Students with Disabilities						
IEP - Yes	128	667	127	99.2%	1	0.8%
IEP - No	561	693	515	91.8%	46	8.2%
504	3	666	3	100.0%	0	0.0%

Intervention Strategies

- Audit of instructional resources & delivery
- Tier 1 and 2 resources: English, Math, Science
- Adoption of Reveal Math
- Pilot of English core resource
- Pilot of Science core resource
- Increased presence in classrooms
- PLC discussions
- Feedback about instruction
- Unpacking standards & book discussions

T&L Overview

Strategic Goal 1: Student Achievement

Teaching & Learning Departmental Goal: Increase student performance in all tested content areas by 5% by the end of 22-23SY as demonstrated by NJSLA

Teaching & Learning Department Priorities: Back to the Basics
1. *Instructional structure*
      Curriculum & resources
      Framework & structure (workshop model, I Do, We Do, You Do)
      Teacher Role vs. Student Role
      Expectations & Norms

2. *Pedagogy*
      Instructional strategies (front loading, use of academic language, higher level thinking questions)
      Teacher & student interactions (trauma informed work, SEL, academic expectations)
      Use of resources

3. *Assessment*
      Formative, summative, benchmark (UbD curriculum shift)
      Student performance data & analysis to drive instruction (LinkIt)
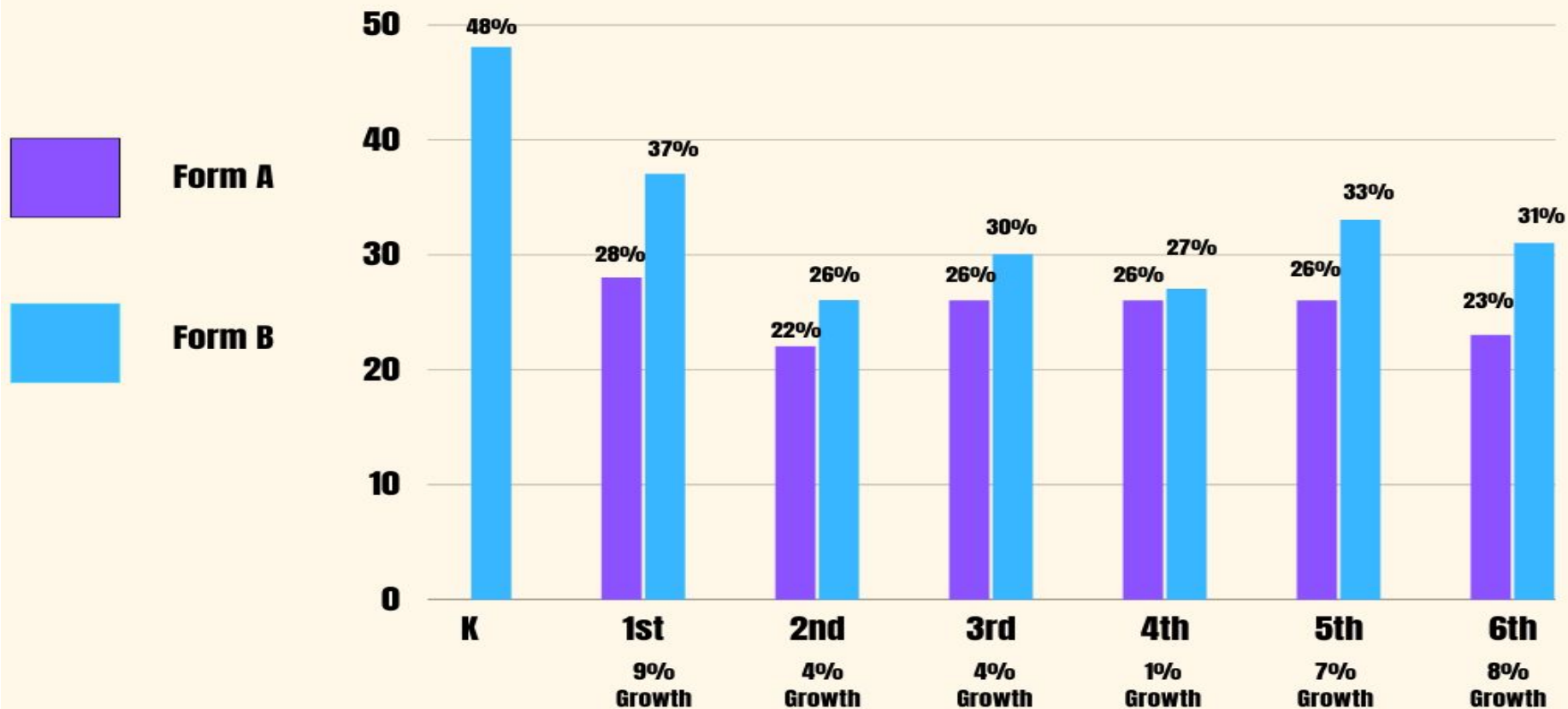   Teacher reflection & discussions (PLCs & structures)

Goals: 2022-2023 SY

1. TPS will ensure students are exposed to the foundational reading skills necessary to read and understand grade-appropriate text (strengthen foundational reading skills development)
   - ➢ Grade level standards & Expectations
   - ➢ Instructional strategies
   - ➢ Instructional goals & communicating with stakeholders
   - ➢ Ensure efficacy in using instructional resources and providing appropriate tier 1 resource & intervention (ELA & Math, K-12)
   - ➢ Secure districtwide, standardized phonics program (grades K-3)
   - ➢ Develop standardized rubrics to evaluate student writing (K-12)
   - ➢ Develop a system of calibration to monitor student writing samples (K-12)
   - ➢ Establish a system of communication about ELA data, data review, and analysis

2. Multi-year goal:TPS will audit the current curriculum, instruction, assessment documents, resources, and programming and ensure they are meeting the needs of different   learners (ELLs, SPED, LL) and include the newly adopted standard expectations for selected content areas.
   - ➢ Unpack "transferable knowledge" through unpacking standards & discussions about curriculum & instruction
   - ➢ Establish essential questions per department, per unit, per core resource
   - ➢ Audit existing assessments: formative, summative, benchmark to ensure alignment with NJSLS

3. TPS will identify the need for and determine the pilot program of a progress monitoring system that houses student performance data as well as provide the ability for educators to analyze data and inform their instruction.
   - ➢ Unpack the process of data analysis (K-12)
   - ➢ Increase efficacy around data-driven discussions (common language & purpose)
   - ➢ Begin to evaluate current PLC practice and plan for changes to be in place for 23-24SY
     - ○ Purpose
     - ○ Protocol
     - ○ Data access & use to make decisions
     - ○ Impact on I&RS process

Trenton Elementary ELA Data Analysis: 2022-2023 SY

GRADE LEVEL:	2022 NJSLA: Achievement Levels	Link It! Form A:	Link It! Form B:	Link It! Form B: Achievement Levels
		+ 5.1 % Average Growth A →B		
1st Grade	N/A	31.2%	+ 10.2% → 41.4%	23% (Meeting/Exceed) 42% (Not Meeting)
2nd Grade	N/A	24.4%	+ 5.5% → 29.9%	7% (Meeting/Exceed) 1% (Not Meeting)
3rd Grade	N/A	28%	+ 3.9% → 31.9%	10% (Meeting/Exceed) 23% (Not Meeting)
4th Grade	11% (Meeting/Exceed) 66% (Not Meeting)	28.8%	- 0.2 % → 28.6%	10% (Meeting/Exceed) 2% (Not Meeting)
5th Grade	10% (Meeting/Exceed) 53% (Not Meeting)	31.2%	+ 1.7% → 32.9%	% (Meeting/Exceed) 9% (Not Meeting)
6th Grade	8% (Meeting/Exceed) 50% (Not Meeting)	27.4%	+ 9.5 % → 36.9%	14% (Meeting/Exceed) 5% (Not Meeting)

● Meeting/Exceeding Includes Bubble

Elementary Bilingual ELA Data

	Form A	Form B	Growth
K		48%	
1st	28%	37%	9% Growth
2nd	22%	26%	4% Growth
3rd	26%	30%	4% Growth
4th	26%	27%	1% Growth
5th	26%	33%	7% Growth
6th	23%	31%	8% Growth

Trenton ELA Data Analysis: 2022-2023 SY

GRADE LEVEL:	2022 NJSLA: Achievement Levels	Link It! Form A: Average Score	Link It! Form B: Average Score	Link It! Form C: Average Score	Link It! Form C: Achievement Levels
7th Grade	11% (Meeting/Exceed) 46% (Not Meeting)	28.8% **+ 7.2%**	36%	**MS Growth A→B: 5.5%**	19% (Meeting/Exceed) 7% (Not Meeting)
8th Grade	12% (Meeting/Exceed) 51% (Not Meeting)	32.6% **+ 3.8%**	36.4%		17% (Meeting/Exceed) 21% (Not Meeting)
9th Grade	12% (Meeting/Exceed) 51% (Not Meeting)	28.3%		35.3%	24% (Meeting/Exceed) 1% (Not Meeting)
10th Grade	12% (Meeting/Exceed) 48% (Not Meeting)	31.8%	**HS Growth A→C: 3.2%** *(Not including semester 2 students)*	33.6%	14% (Meeting/Exceed) 3% (Not Meeting)
11th Grade	N/A	33.2%		34%	13% (Meeting/Exceed) 5% (Not Meeting)

● Meeting/Exceeding Includes Bubble

2022 NJSLA: Informational Text Achievement Levels	Newsela: October Quiz Data	Newsela: January Quiz Data	Newsela: April Quiz Data
13.1% (Meeting/Exceed) 68.4% (Not Meeting)	50.3% (4397)	50.7% (+4876)	52% (+7519)

newsela

Bilingual/ESL: Secondary ELA

| GRADE LEVEL:	2022 NJSLA ELA: Achievement Levels	Link It! Form A: Average Score	Link It! Form B: Average Score	Link It! Form B: Achievement Levels
7th Grade	0% (Meeting/Exceed) 75% (Not Meeting)	24%	26%	3% (Meeting/Exceed) 11.6% (Not Meeting)
8th Grade	0% Meeting/Exceed) 88% (Not Meeting)	33%	25%	2% (Meeting/Exceed) 40% (Not Meeting)
9th Grade	0% Meeting/Exceed) 89% (Not Meeting)	22%	23%	1% (Meeting/Exceed) 1% (Not Meeting)
10th Grade	0% Meeting/Exceed) 82% (Not Meeting)	26%	24%	% (Meeting/Exceed) 13% (Not Meeting)
11th Grade	N/A	30%	26%	1% (Meeting/Exceed) 6% (Not Meeting)

Social Studies: Elementary

Informational Text
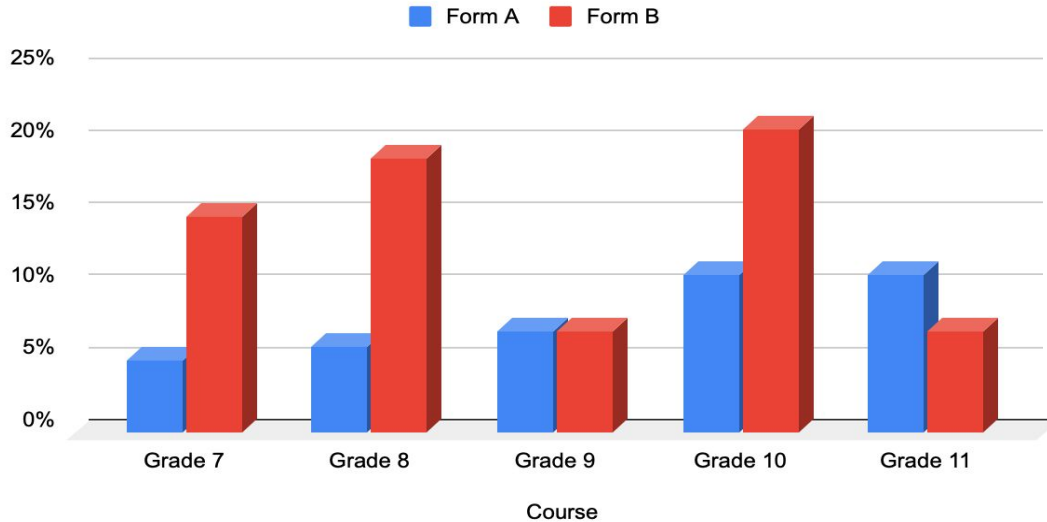Linkit Benchmark Scores from <u>Form A</u> to <u>Form B</u>
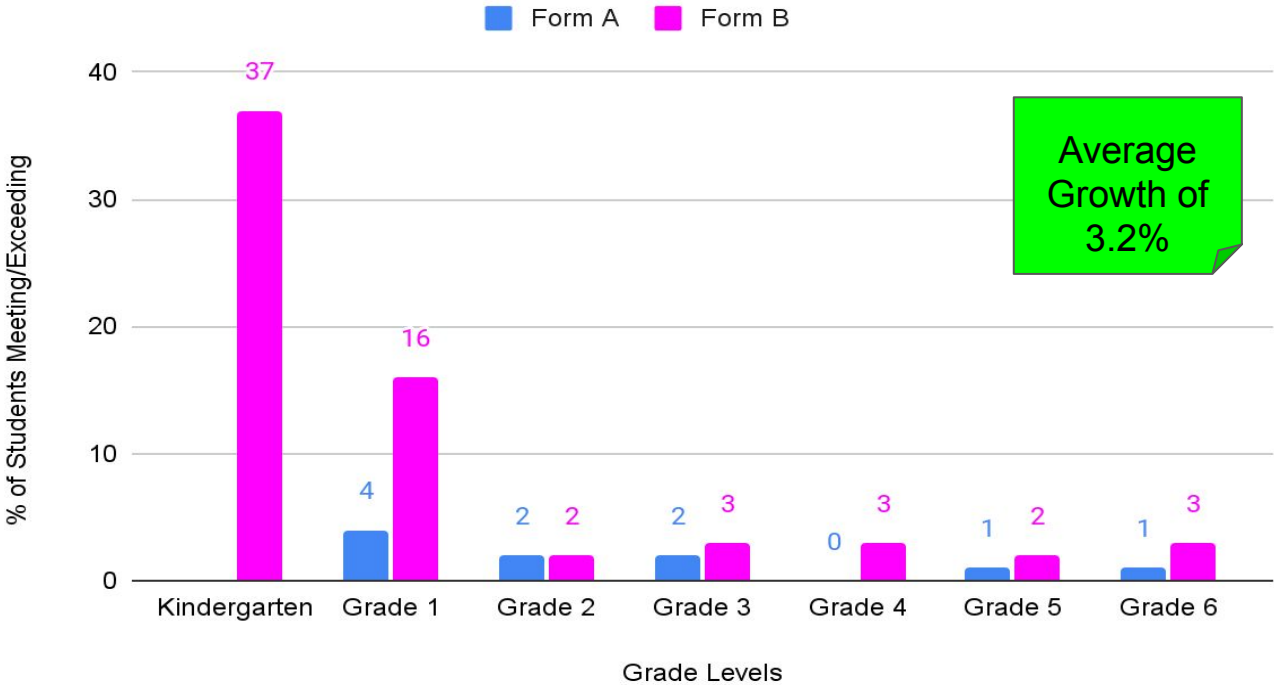
Score requirements increase over time reflecting an increase in complexity between test administrations.

Secondary Social Studies

Increase Student Scores for Informational Text by Ten Points

Form A and Form B
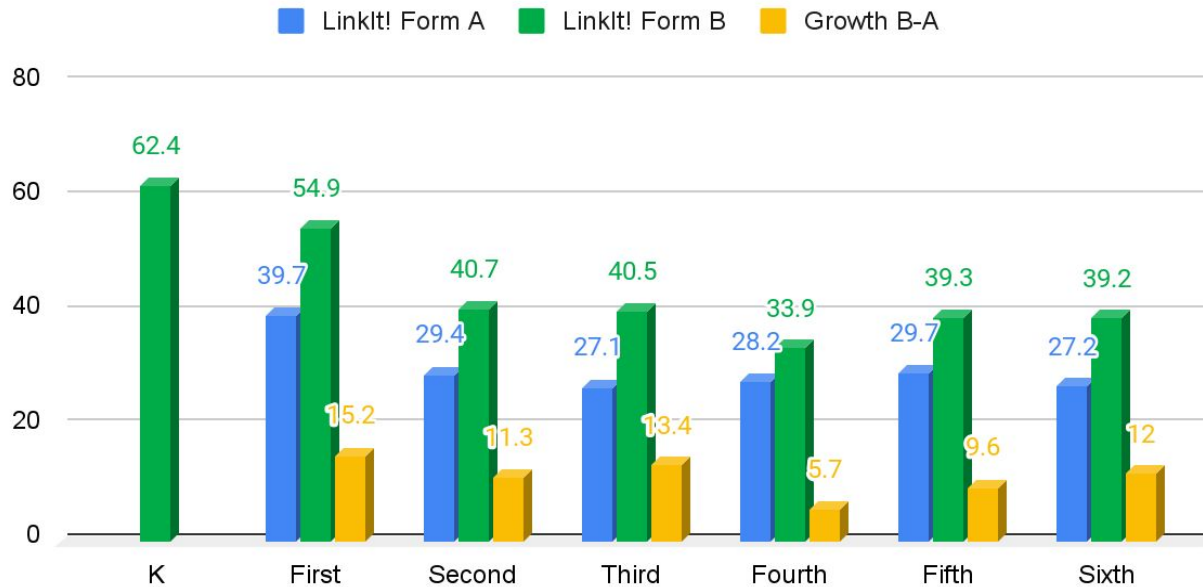
Form A ■   Form B ■

*Score requirements increase over time reflecting an increase in complexity between administrations.
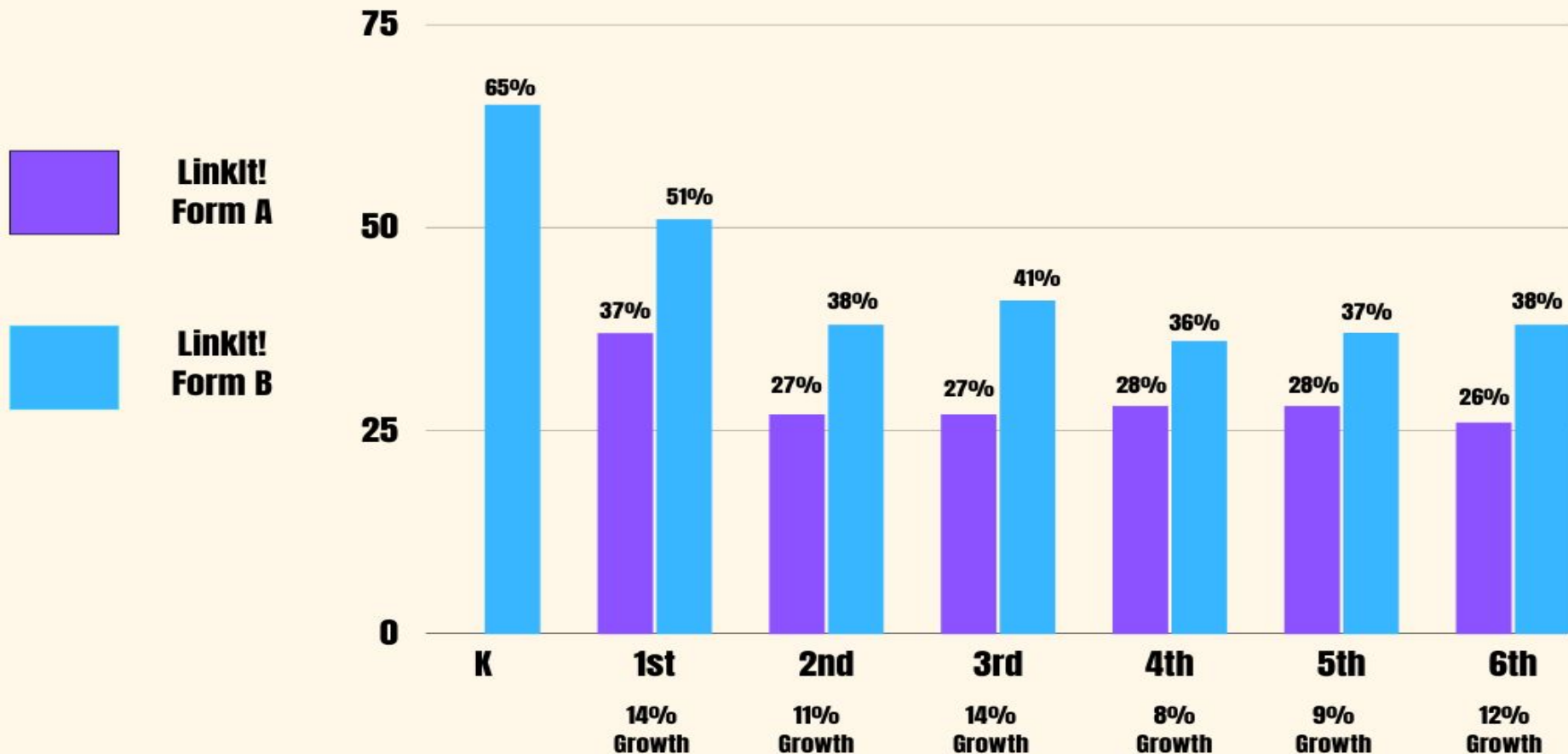
Math: Elementary

LinkIt! Benchmark Math SY '22-'23 Average Score Performance

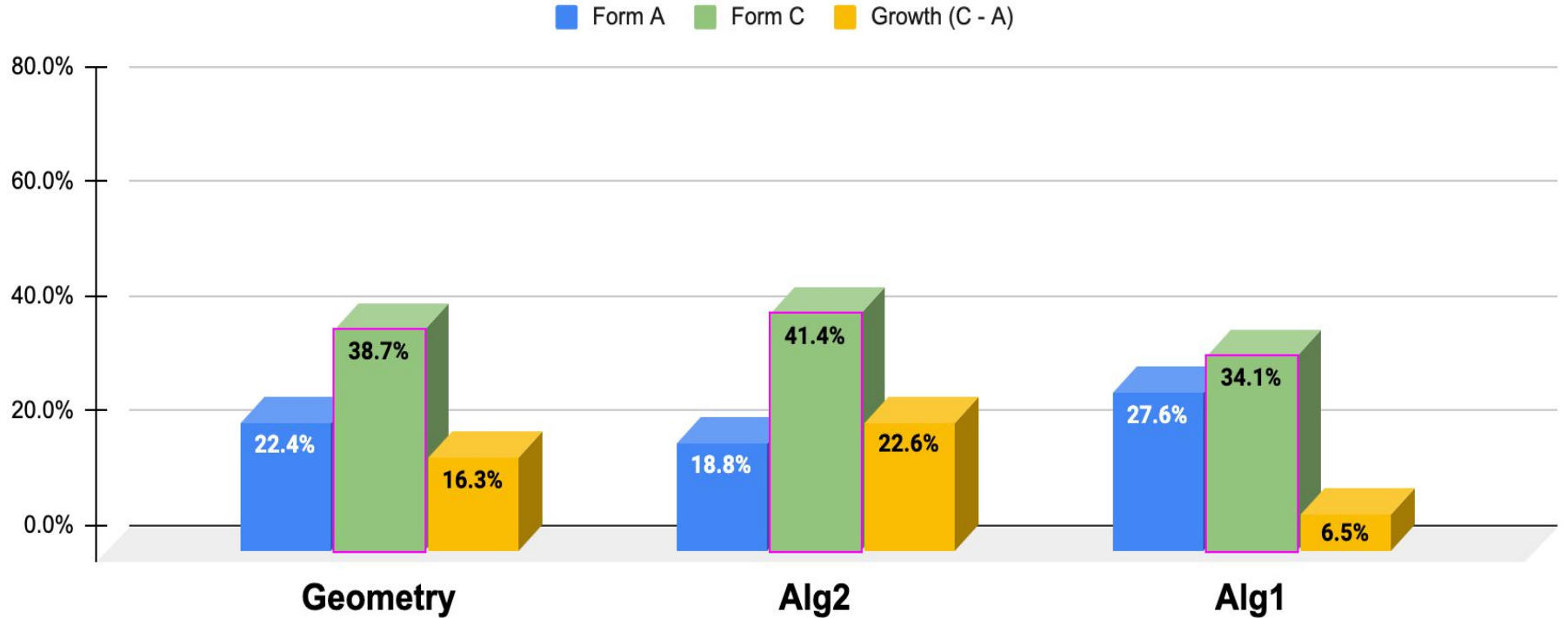LinkIt! Average scores from Form A-Form B

Elementary Bilingual Math Data

Legend:
- LinkIt! Form A (purple)
- LinkIt! Form B (blue)

Grade	Form A	Form B	Growth
K		65%	
1st	37%	51%	14% Growth
2nd	27%	38%	11% Growth
3rd	27%	41%	14% Growth
4th	28%	36%	8% Growth
5th	28%	37%	9% Growth
6th	26%	38%	12% Growth

Math: Secondary (High School only)

HS Math (Secondary)

Form A ■ Form C ■ Growth (C - A)

Secondary **Bilingual** Math (**High School** only)

HS Bilingual Math (Secondary)

Legend: Form A · Form C · Growth (C - A)

Geometry Spanish: Form A 23.8%, Form C 28.6%, Growth (C - A) 4.8%
Alg2 Spanish: Form A 19.0%, Form C 32.6%, Growth (C - A) 13.6%
Alg1 Spanish: Form A 24.8%, Form C 26.7%, Growth (C - A) 1.9%
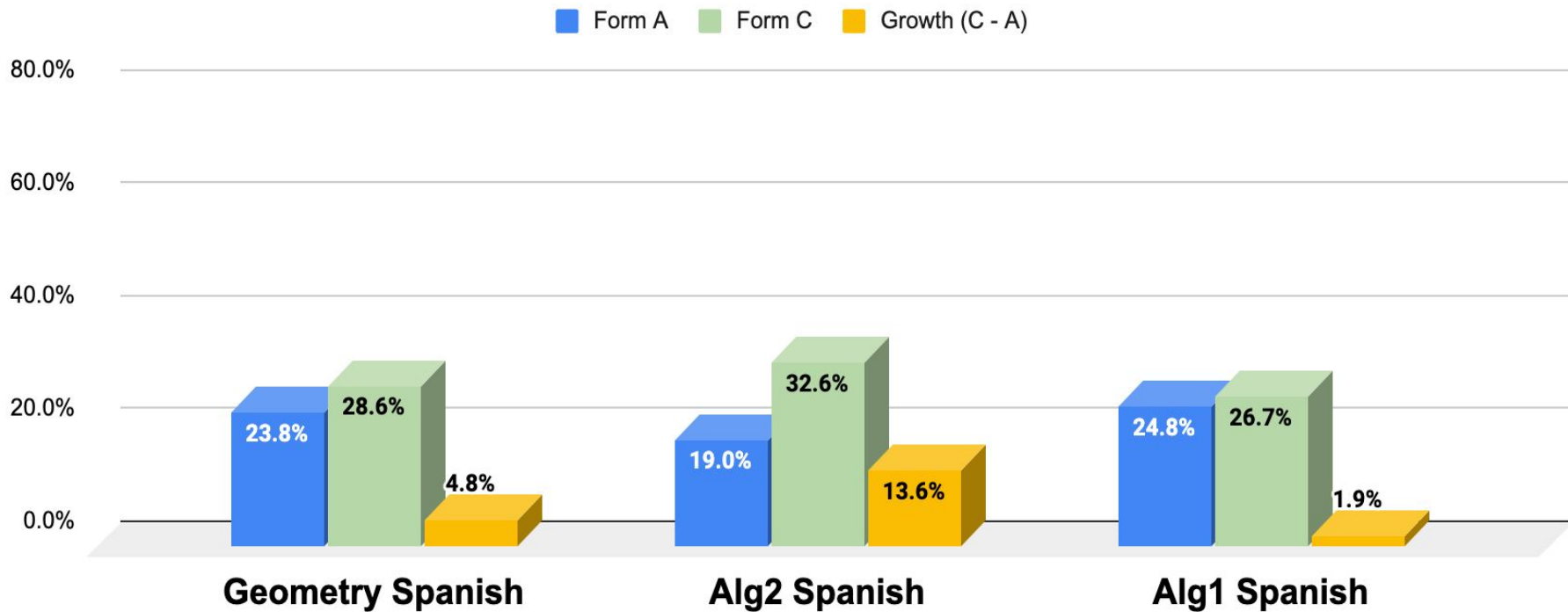
Math: Secondary (Middle & High School)

MS & HS Math (Secondary)

- Form A
- Form B
- Growth (B-A)

	Geometry	Alg2	Alg1	Gr8 Alg1	Gr8 Math
Form A	22.4%	18.8%	27.6%	29.9%	27.1%
Form B	27.6%	30.0%	27.3%	39.8%	37.1%
Growth (B-A)	5.2%	11.2%	-0.3%	9.9%	10.0%
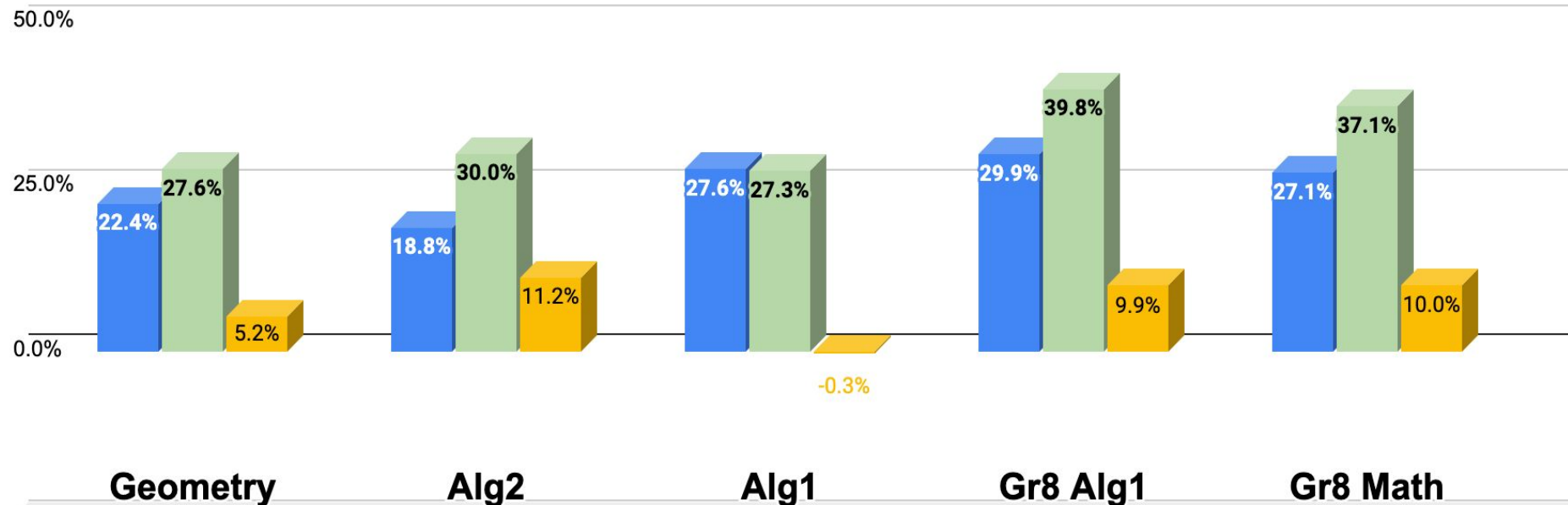
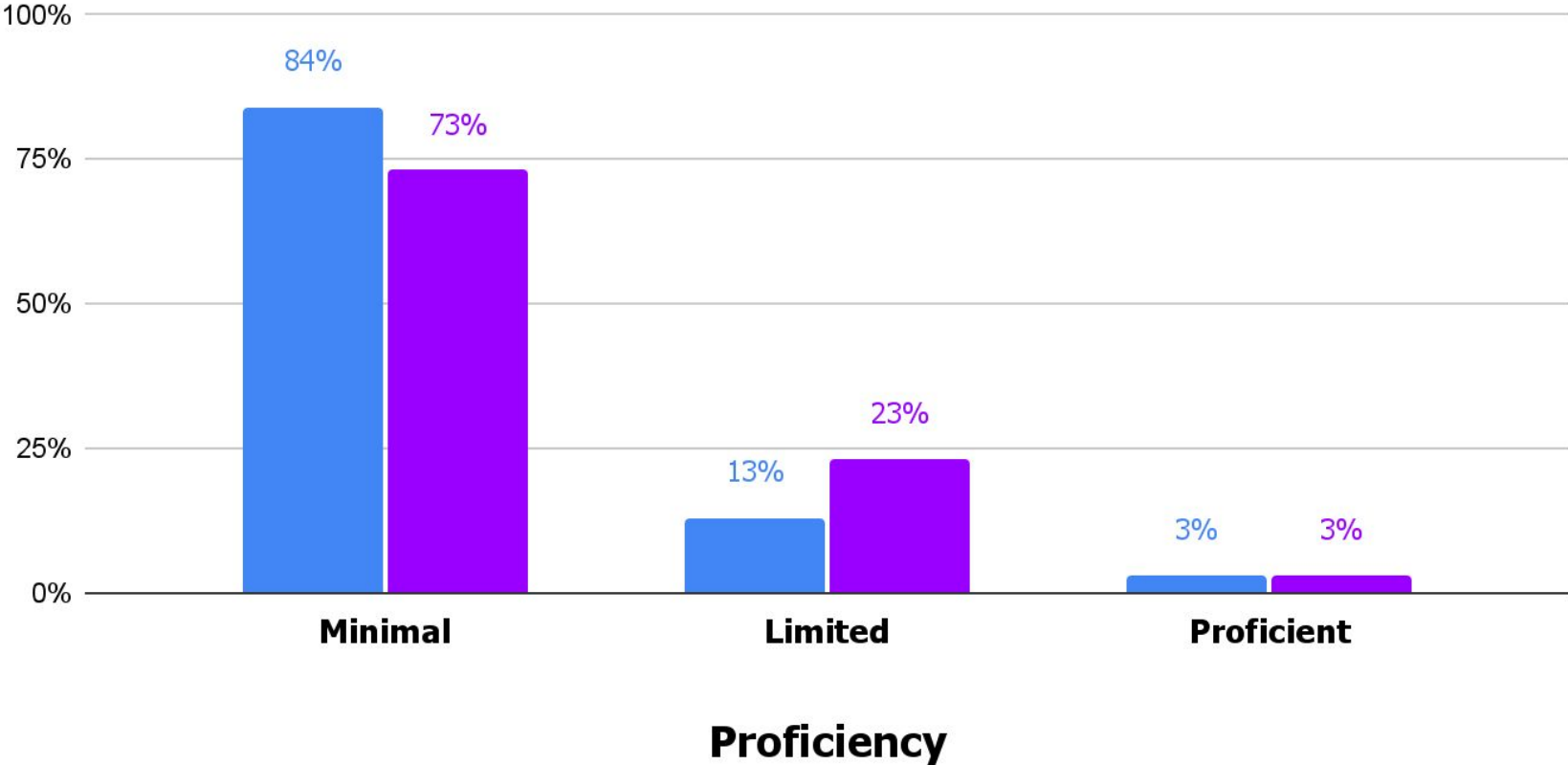# **Bilingual** Math: Secondary (**Middle & High**)

MS & HS Bilingual Math (Secondary)
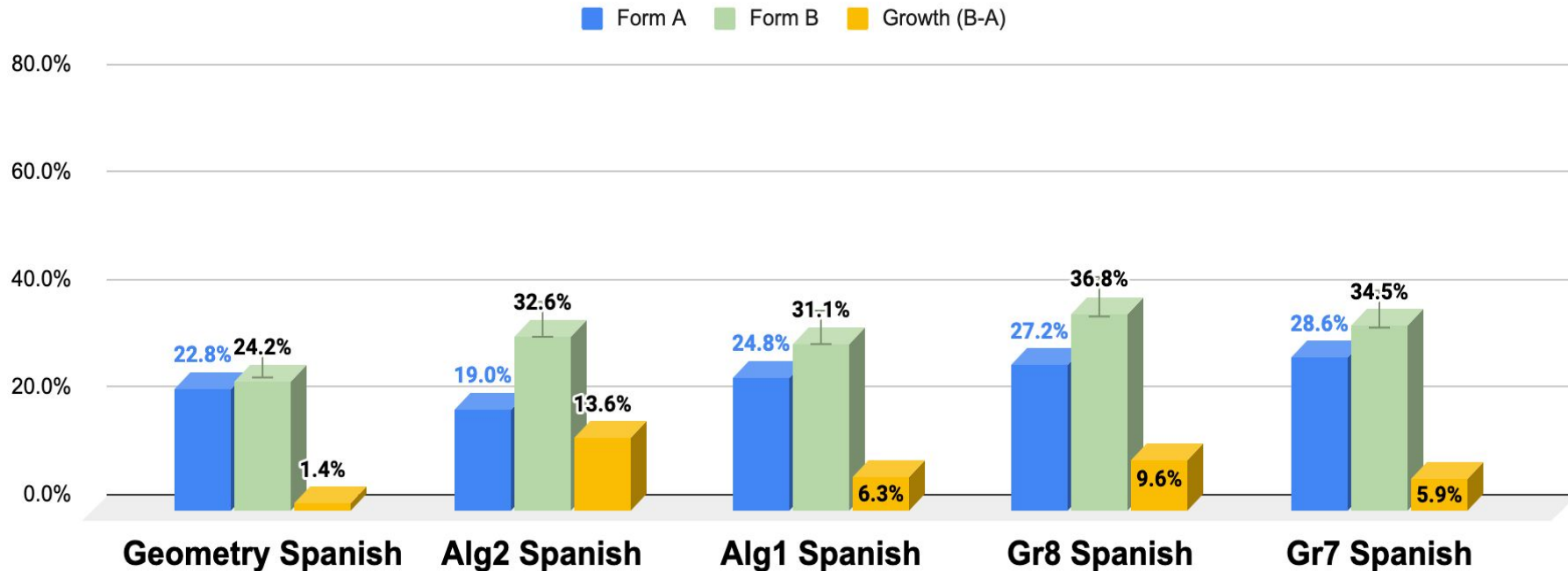
Elementary Science

■ 2021-2022 Grade 5 NJSLA-S (Spring 2022)   ■ 2022-2023 Grade 5 Science Winter Benchmark (Winter 2023)

Bar chart comparing proficiency levels. Minimal: 84% (blue), 73% (purple). Limited: 13% (blue), 23% (purple). Proficient: 3% (blue), 3% (purple). X-axis: Proficiency. Y-axis ranges from 0% to 100%.

Science: Secondary

Grade	7	8	9	10	11	12
Standards/ Topics	Equations & Expressions	Equations & Expressions	Graphing	Measurement & Dimension	Inferences & Conclusions	N/A
% Meeting/ Exceeding Form A	10%	11%	28.5%	8%	0%	N/A
% Meeting/ Exceeding Form B	13.5%	32.75%	19.25%	21%	6%	N/A
% Meeting/ Exceeding Form C	N/A	N/A	24.25%	20%	17%	N/A
Growth	3.5%	21.75%	-4.25%	12%	17%	N/A

Science: Secondary
Target: 5% Growth on Interdisciplinary Standards