

# ***MIDLAND PARK PUBLIC SCHOOLS***

## ***DISTRICT ASSESSMENT REPORT***

***PRESENTED AT THE MIDLAND PARK BOARD OF EDUCATION  
MEETING OF OCTOBER 17, 2023***

DR. MARIE CIRASELLA, SUPERINTENDENT OF SCHOOLS

MR. NICHOLAS CAPUANO, MIDLAND PARK JR./SR. HIGH SCHOOL PRINCIPAL

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MRS. ANN MARIE BRUDER, DIRECTOR OF SPECIAL SERVICES



Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, and in some cases, funding.

*Edutopia 10/22*

# ***NEW JERSEY'S ASSESSMENT ADMINISTRATION REQUIREMENTS***

## ***Federal assessment requirements under ESSA include:***

- Grade level assessments in English Language Arts (ELA) and Mathematics given to all students in grades 3 through 8. Students must pass the NJGPA in High School.***
- Science assessments administered to all students at least once in elementary, middle and high school.***
- English Language Learners assessed to demonstrate progress toward English language development. New Jersey's current assessment program to meet this requirement is WIDA/Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs.)***
- Students with the most significant cognitive disabilities for whom general state assessments are inappropriate, even with accommodations, must also take a statewide assessment. New Jersey's current assessment to meet this requirement are the Dynamic Learning Maps (DLM).***

# ***THE DATA ANALYSIS PROCESS***

***What do we ask ourselves when it comes to data?***

- 1. How will we use student achievement data as a tool to address student specific learning needs?***
- 1. How will we use student achievement data to identify strengths, gaps, and trends that exist in our instruction?***
- 1. How can we provide additional resources and support for educators to meet the learning needs of all students?***

# ***USES OF STUDENT ACHIEVEMENT DATA***

- Plan meaningful instruction that meets the needs of all students:***
  - Teachers analyze and evaluate the score reports to identify which skills represent areas of strength and areas in need of growth for students.***
  - Teachers identify gaps in the curriculum.***
- Help determine programs and support for students; Intervention & Referral Services (I&RS), Child Study Team (CST), Basic Skills, and Enrichment.***
- Provide parents with specific information on how their child has performed on various subtests.***

# World-Class Instructional Design and Assessment: WIDA

The WIDA model is a suite of English Language Proficiency assessments for grades K-12. It is a flexible, on-demand language proficiency assessment that may be administered at any time during the school year, depending on the needs of the district, school, and student.

# *WIDA: THE BASIS OF OUR ESL/ELL PROGRAM*

- WIDA is a mandatory English proficiency assessment for K-12 English Language Learners.*
- Students who speak English as a second language, newly arrived in the country, or whose parents do not speak English, are screened for services.*
- Students are assessed on four domains: Listening, Speaking, Reading and Writing.*
- WIDA provides teachers with information to enhance instruction. WIDA students participate in a supplemental program for language acquisition.*
- Students are tested with the WIDA at the end of every year to see if they graduate the program using the following criteria: WIDA scores, standardized assessments, teacher input, and grades.*
- There were 13 students in our ELL program in 2022-2023. Twelve of the students will continue in our ELL program in 2023- 2024.*

# Dynamic Learning Maps: DLM

DLM assessments are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to demonstrate what they know and can do in English Language Arts, Mathematics, and Science.

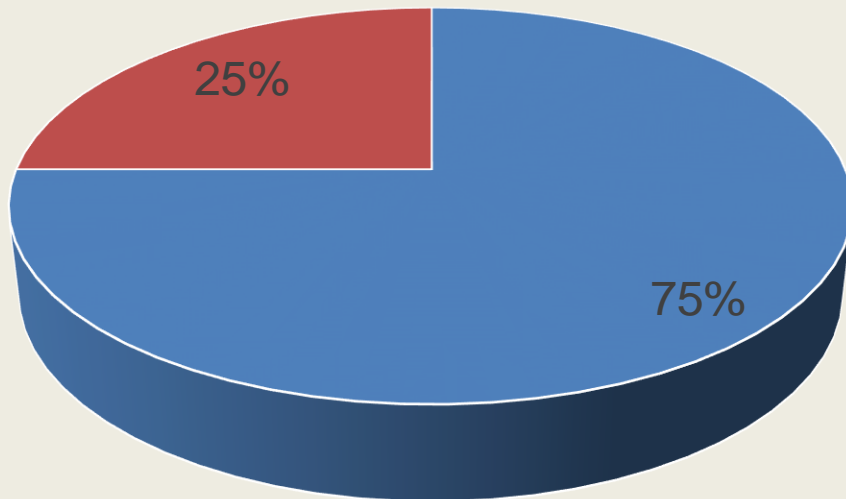
# ***WHAT ARE DLMs?***

- ❑ Alternative computer-based assessments for students with significant cognitive disabilities.
- ❑ Students require extensive direct instruction to demonstrate levels of performance.
- ❑ Administration is conducted on a one-to-one basis.
- ❑ 12 district students were administered a DLM assessment last year in ELA and Math.
- ❑ 2 students were administered the DLM in Science (due to the low numbers in DLM Science [under 10 students] we are prohibited from reporting DLM Science scores).

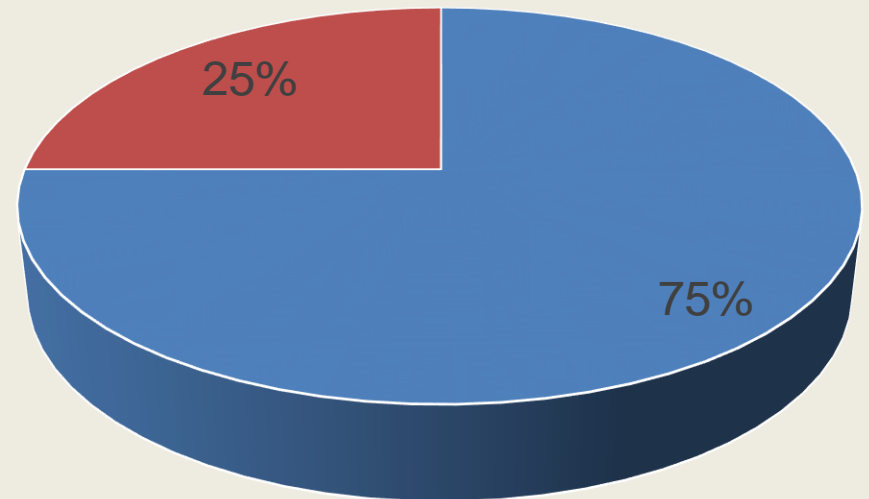


# DLM Results

## Language Arts/ Literacy



## Math



■ At Target/Advanced ■ Emerging/Approaching

■ At Target/Advanced ■ Emerging/Approaching

# PARTICIPATION

2023

# NJSLA IN-DISTRICT PARTICIPATION 2022 vs. 2023 - ELA

Grade	Students Tested 2022	Students Tested 2023	Difference between number of students tested in 2022 and 2023
3	100%	100%	No change
4	100%	99%	-1%
5	99%	99%	No change
6	99%	97%	-2%
7	98%	100%	+2%
8	100%	100%	No change
9	98%	100%	+2%
10	N/A	N/A	N/A
<b>Avg.</b>	99%	99%	No change

# NJSLA IN-DISTRICT PARTICIPATION 2022 vs. 2023 - MATHEMATICS

Grade	Students Tested 2022	Students Tested 2023	Difference between number of students tested in 2022 and 2023
3	100%	100%	No change
4	99%	99%	No change
5	98%	97%	-1%
6	94%	99%	+5%
7	98%	100%	+2%
8*	100%	100%	No change
Algebra I**	100%	100%	No change
Algebra II**	N/A	N/A	N/A
Geometry* *	94%	100%	+6%
<b>Average</b>	98%	99%	+1% overall

# NJSLA IN-DISTRICT PARTICIPATION 2022 vs. 2023 - SCIENCE

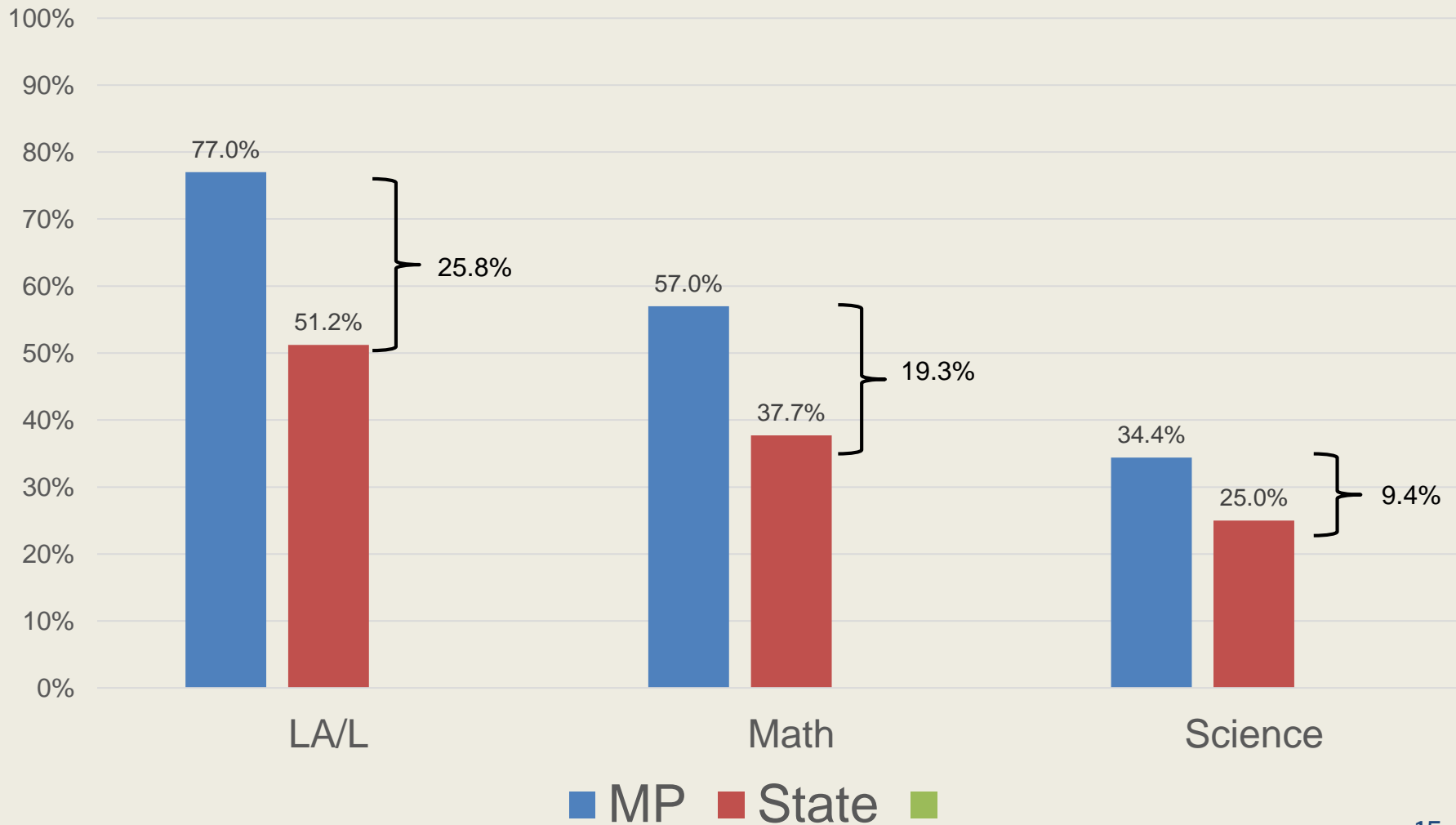
Grade	Students Tested 2022	Students Tested 2023	Difference between number of students tested in 2022 and 2023
3			
4			
5	99%	99%	No change
6			
7			
8	100%	100%	No change
9			
10			
11	100%	98%	-2%
<b>Average</b>	100%	99%	<b>-1% overall</b>

# NJSLA District Snapshot

*(Aggregated Data)*

2023

# NJSLA - District Results ELA/L, Math, Science

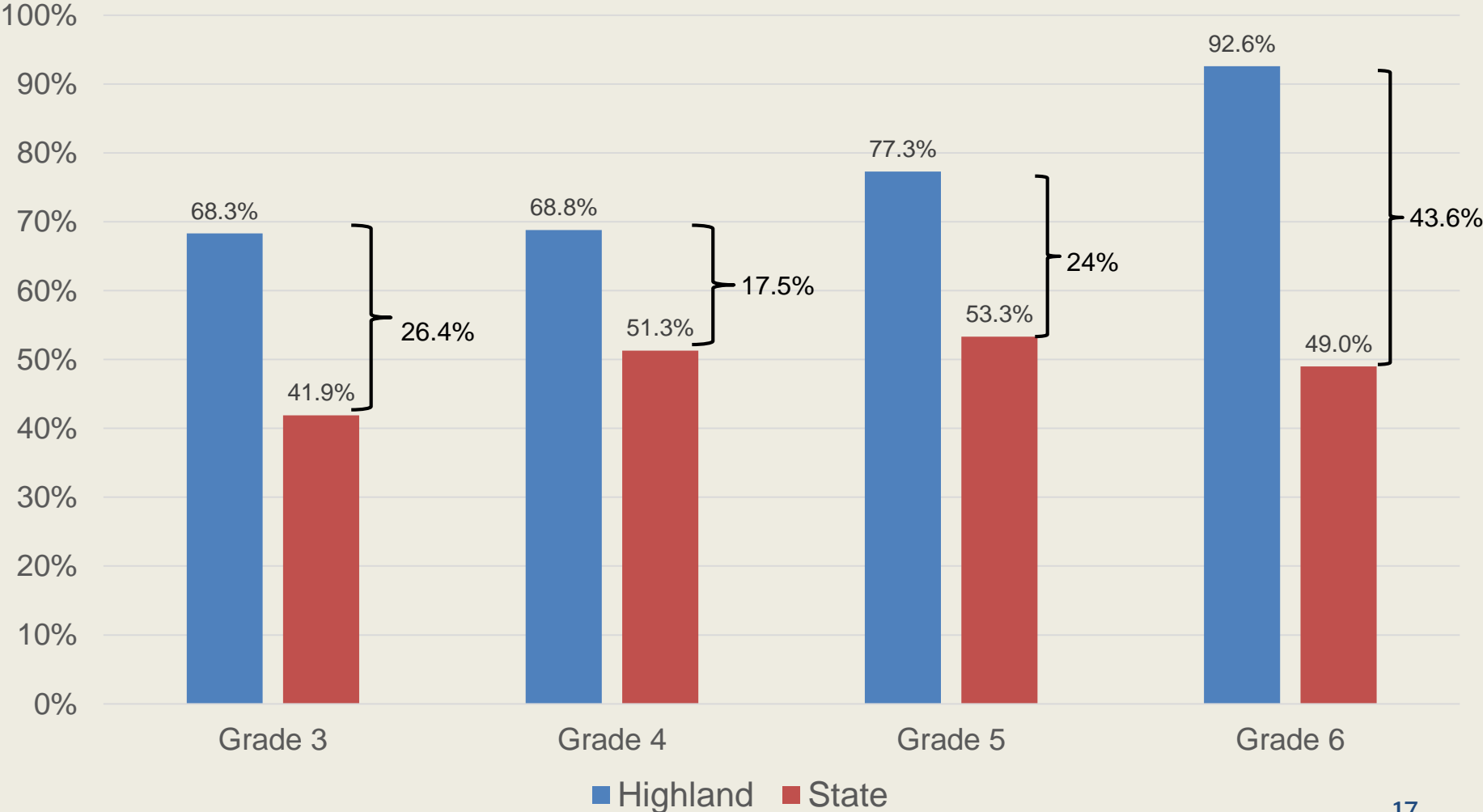


HIGHLAND SCHOOL:  
ELA/L, MATHEMATICS,  
AND SCIENCE  
*(Disaggregated Data)*

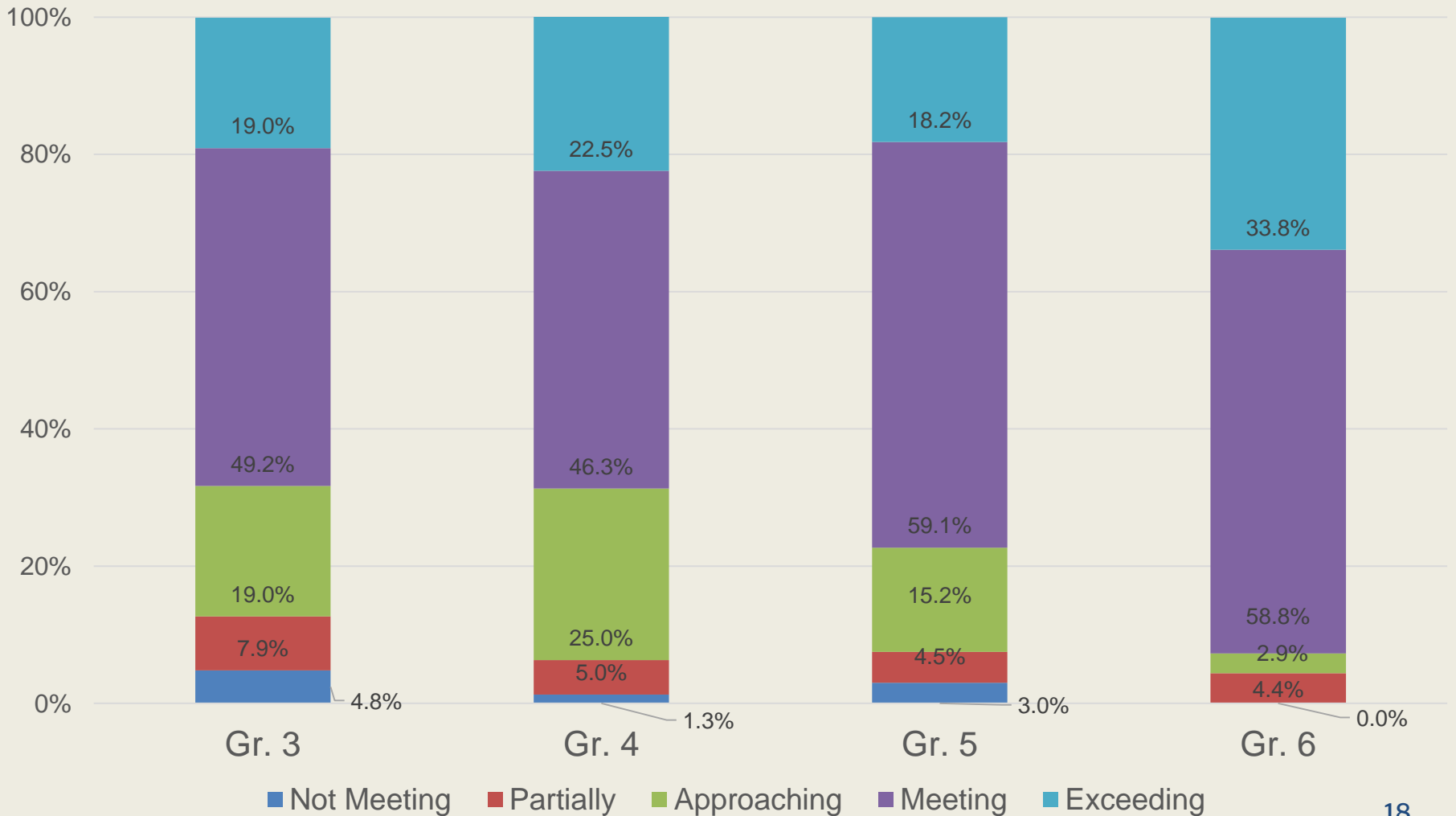
2023



# NJSLA HIGHLAND vs. STATE ENGLISH LANGUAGE ARTS/LITERACY



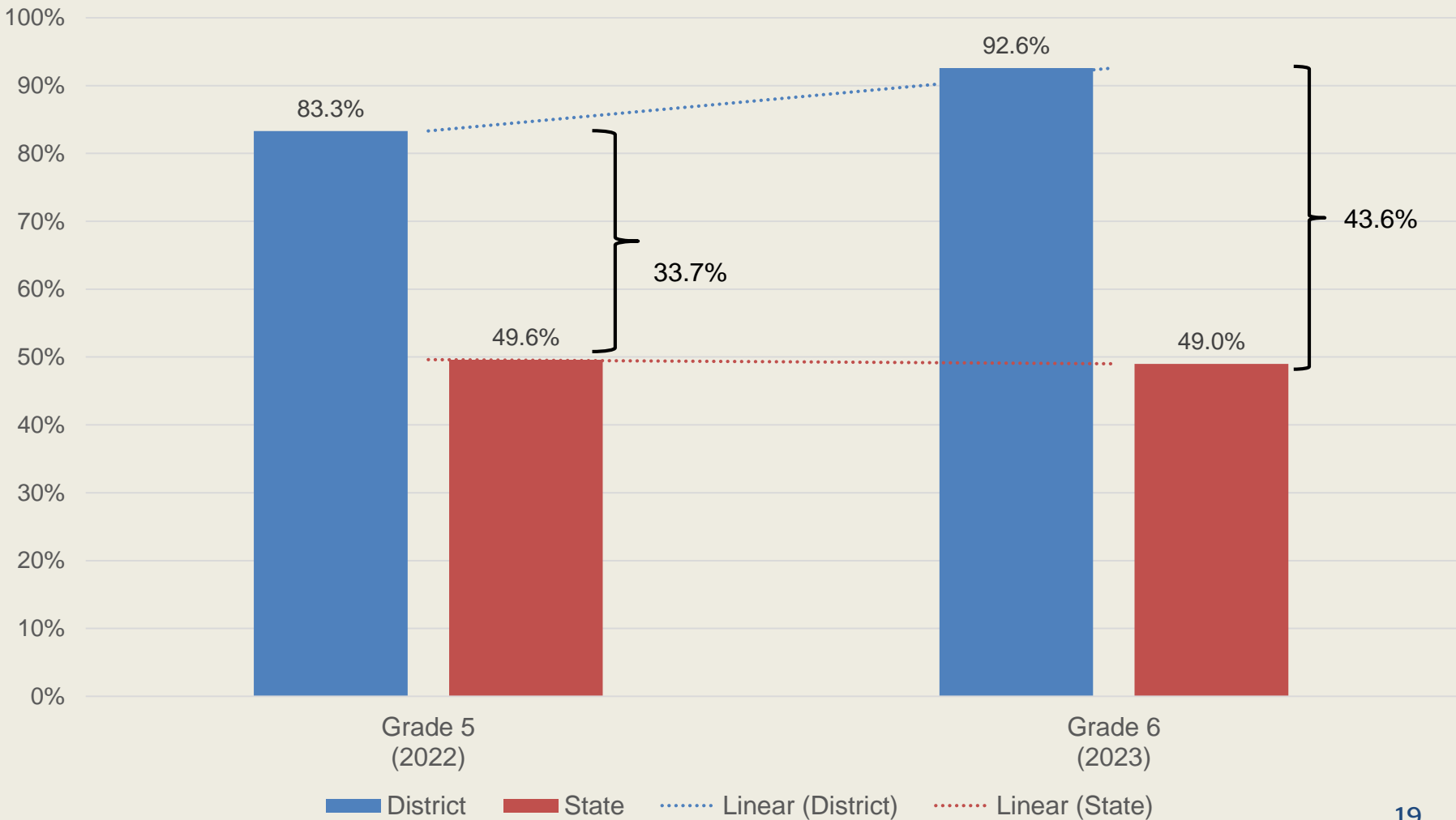
# Highland NJSLA Results by Performance Level ENGLISH LANGUAGE ARTS/LITERACY



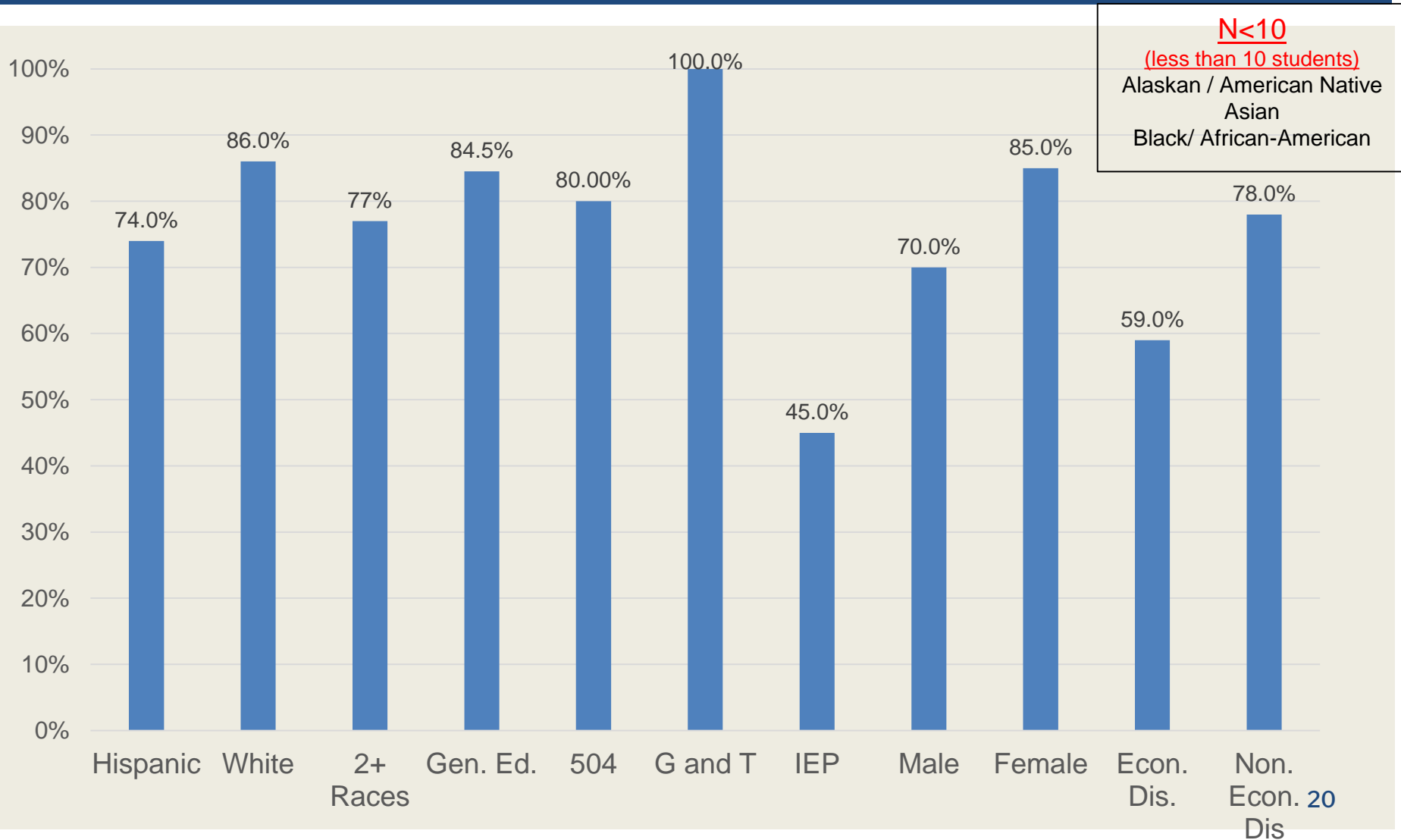
# NJSLA HIGHLAND

## COHORT COMPARISON: GRADE 5 TO GRADE 6

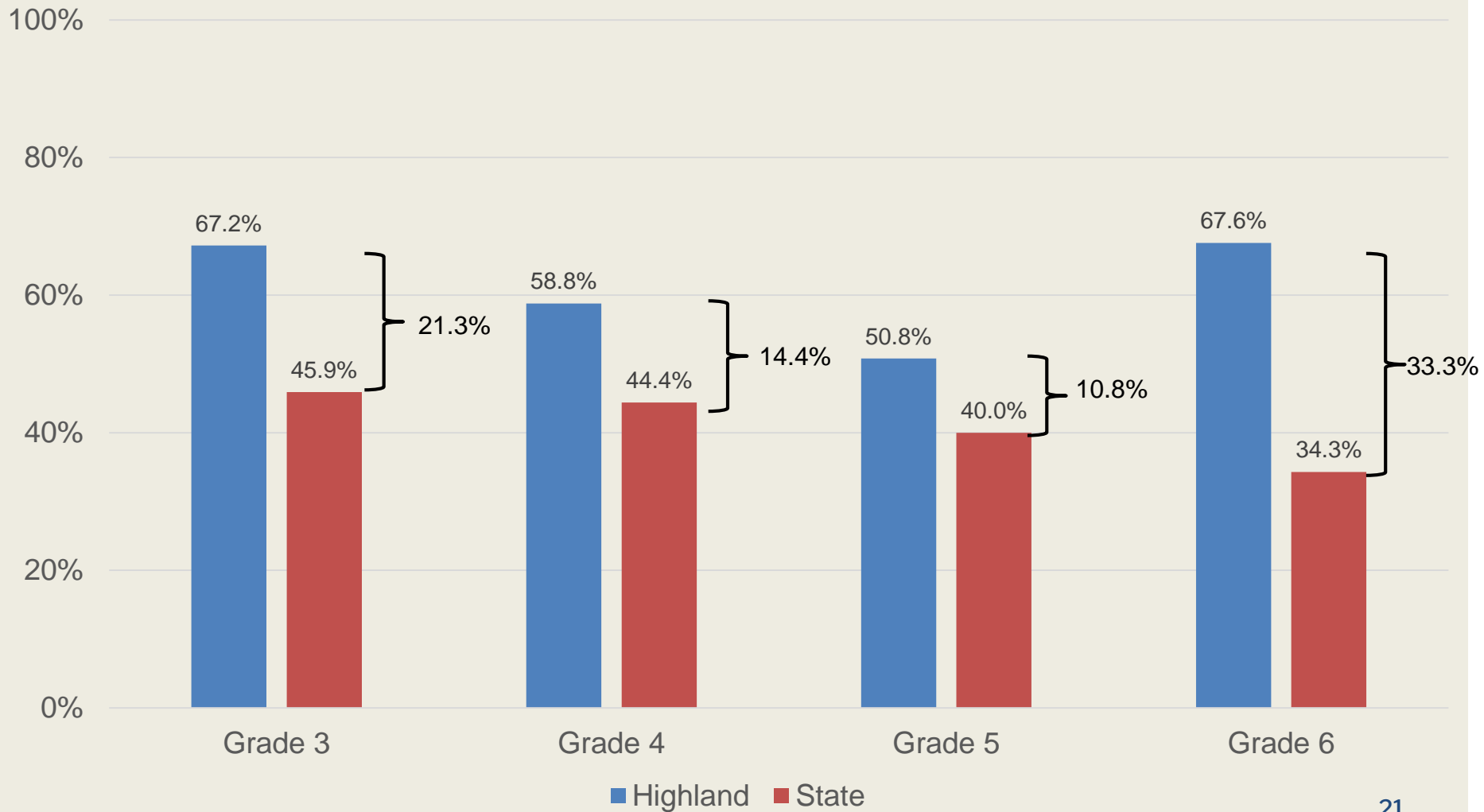
### ENGLISH LANGUAGE ARTS/LITERACY



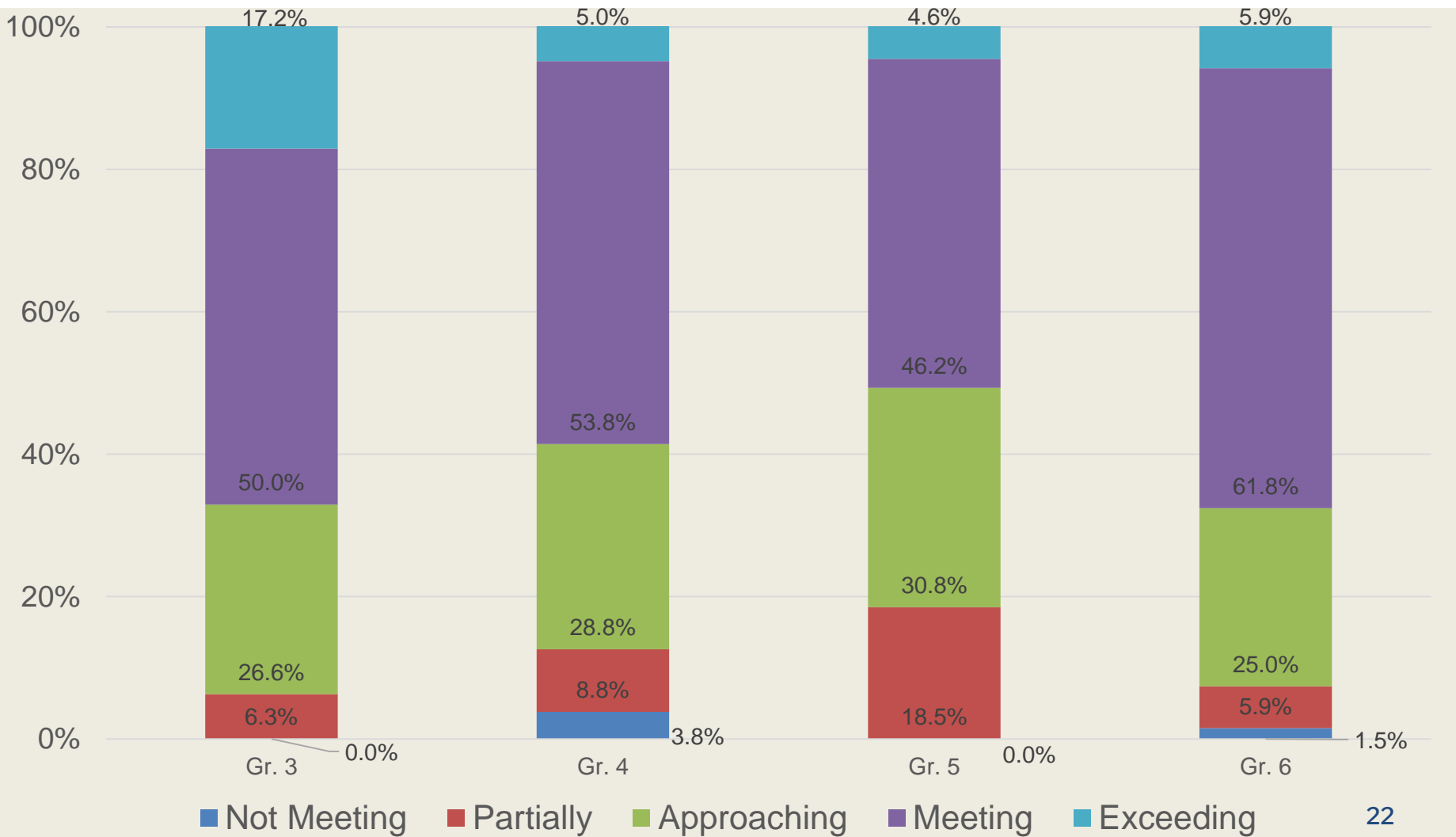
# HIGHLAND SUB-GROUP COMPARISON: $N \geq 10$ ENGLISH LANGUAGE ARTS/ LITERACY



# NJSLA HIGHLAND VS. STATE MATHEMATICS

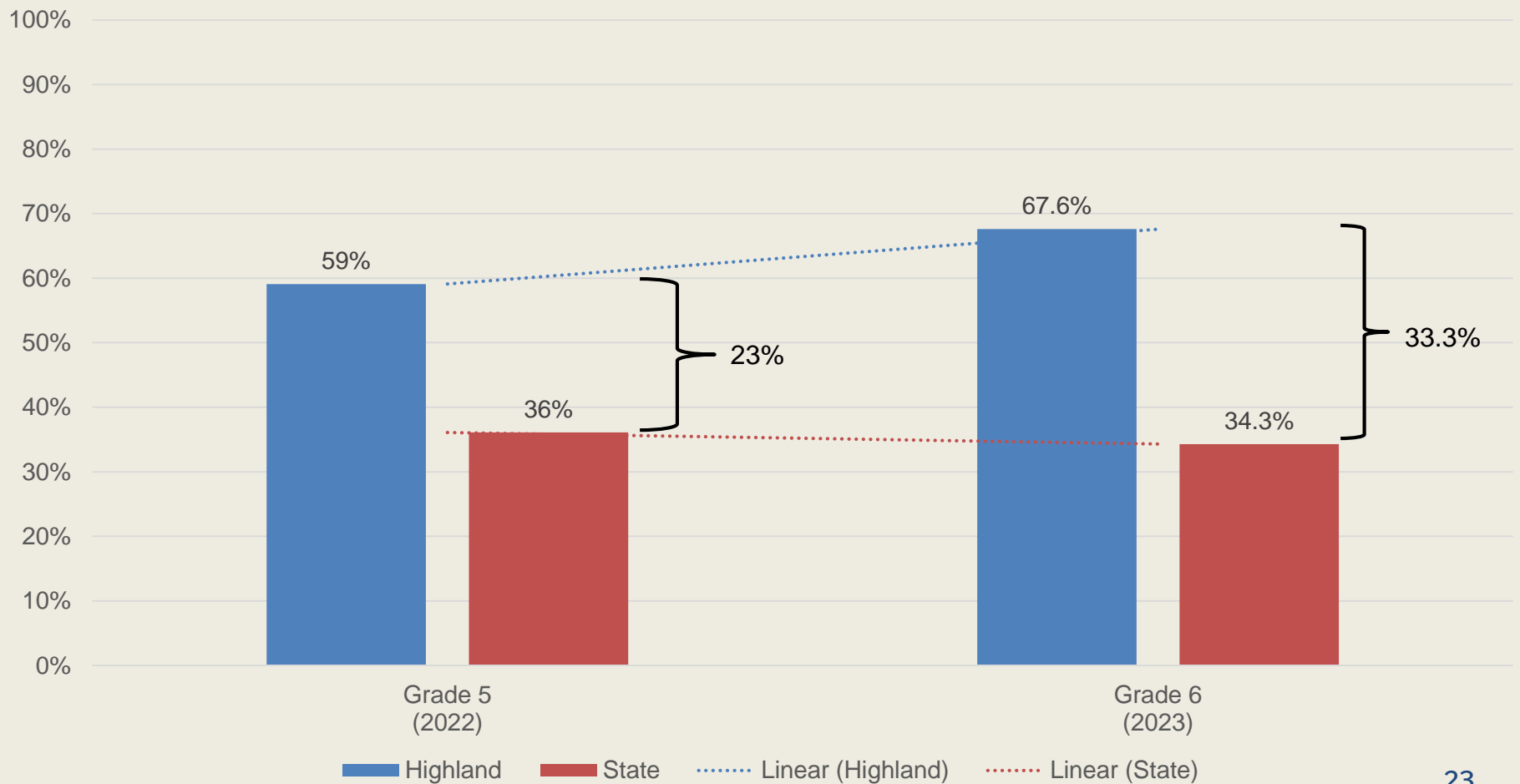


# NJSLA HIGHLAND RESULTS BY PERFORMANCE LEVEL MATHEMATICS

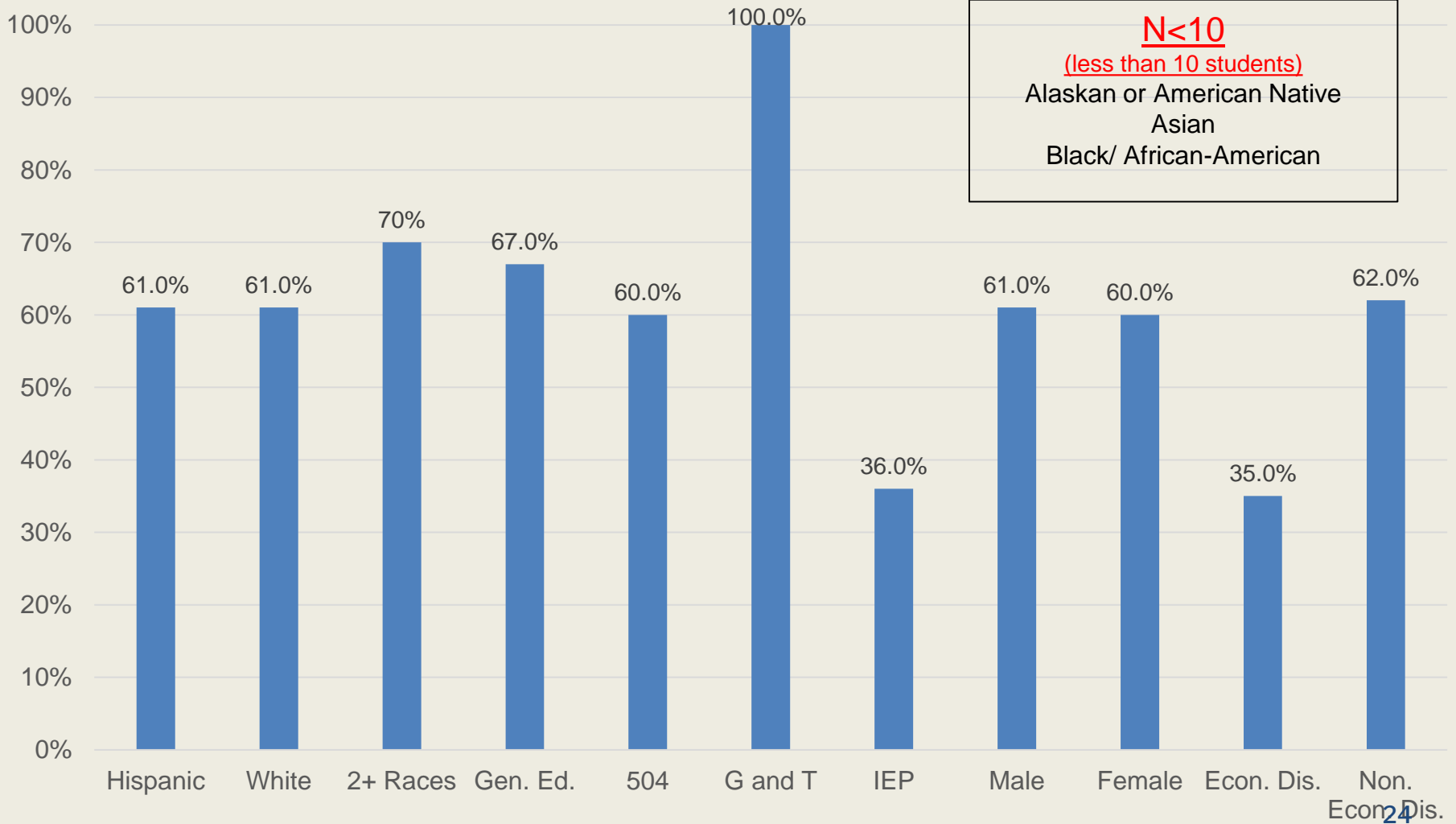


# NJSLA HIGHLAND COHORT COMPARISON: GRADE 5-6 MATHEMATICS

## Math Cohort Comparison



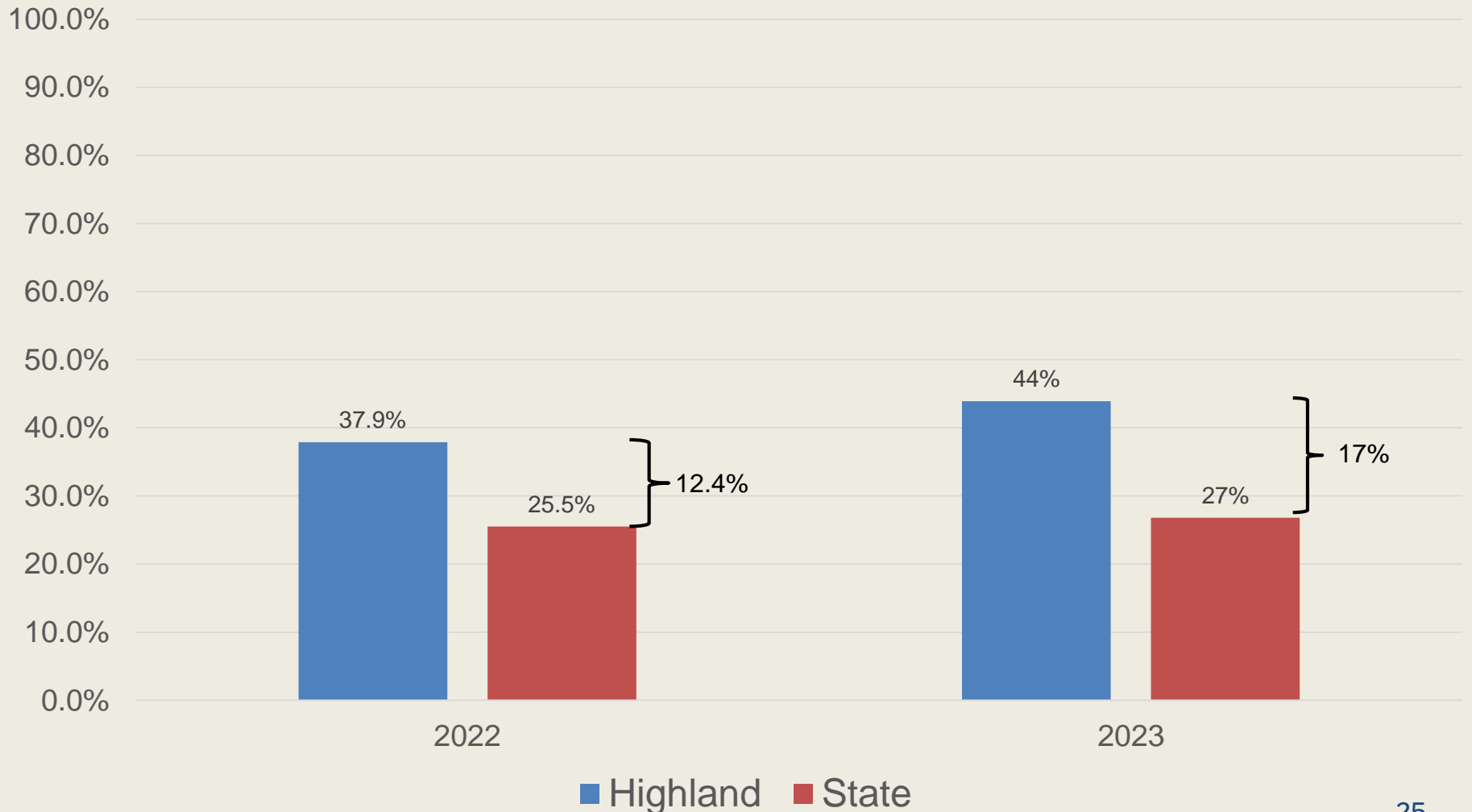
# HIGHLAND SUB-GROUP COMPARISON: $N \geq 10$ MATHEMATICS



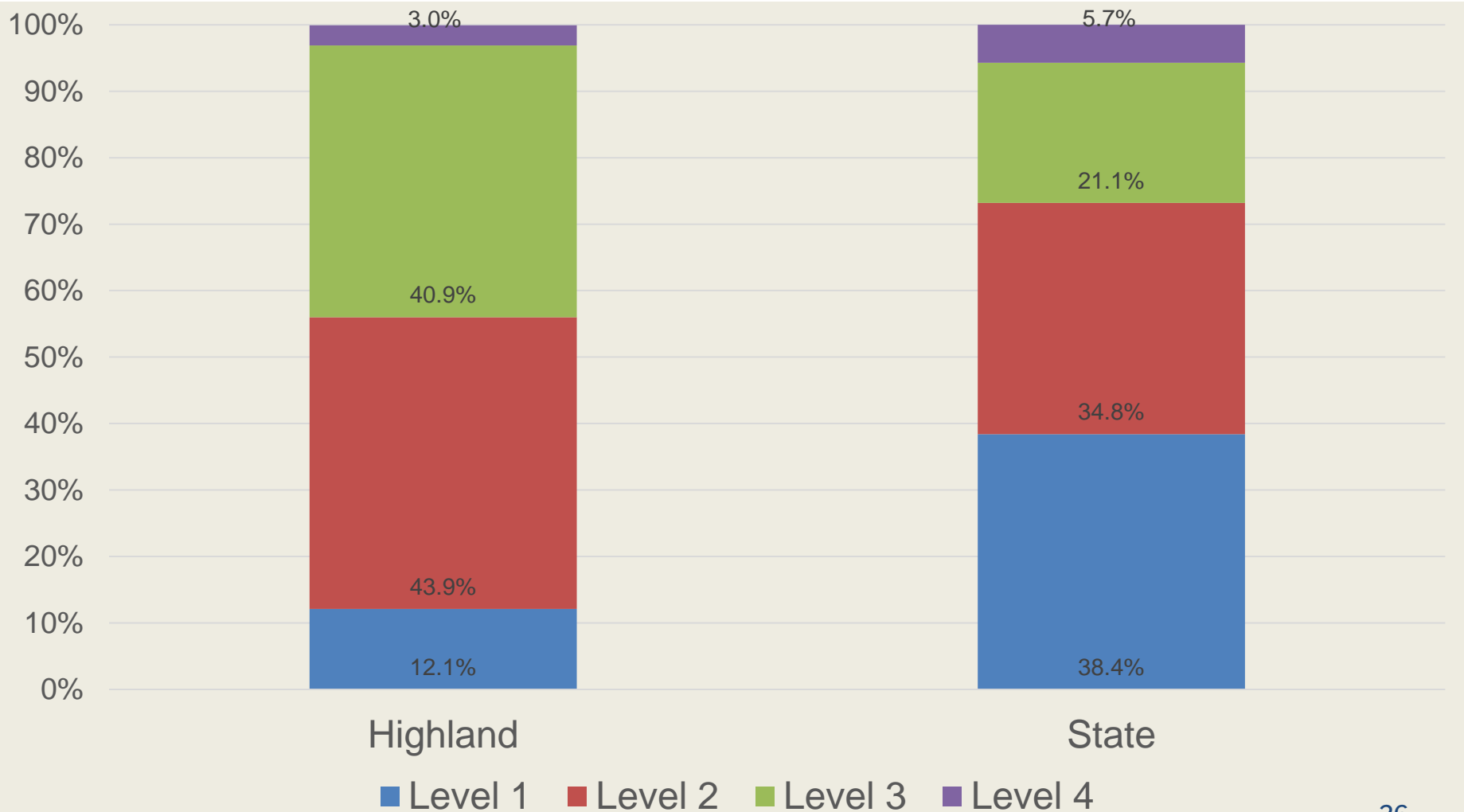


# NJSLA HIGHLAND vs. STATE (2022 & 2023)

## Grade 5 Science



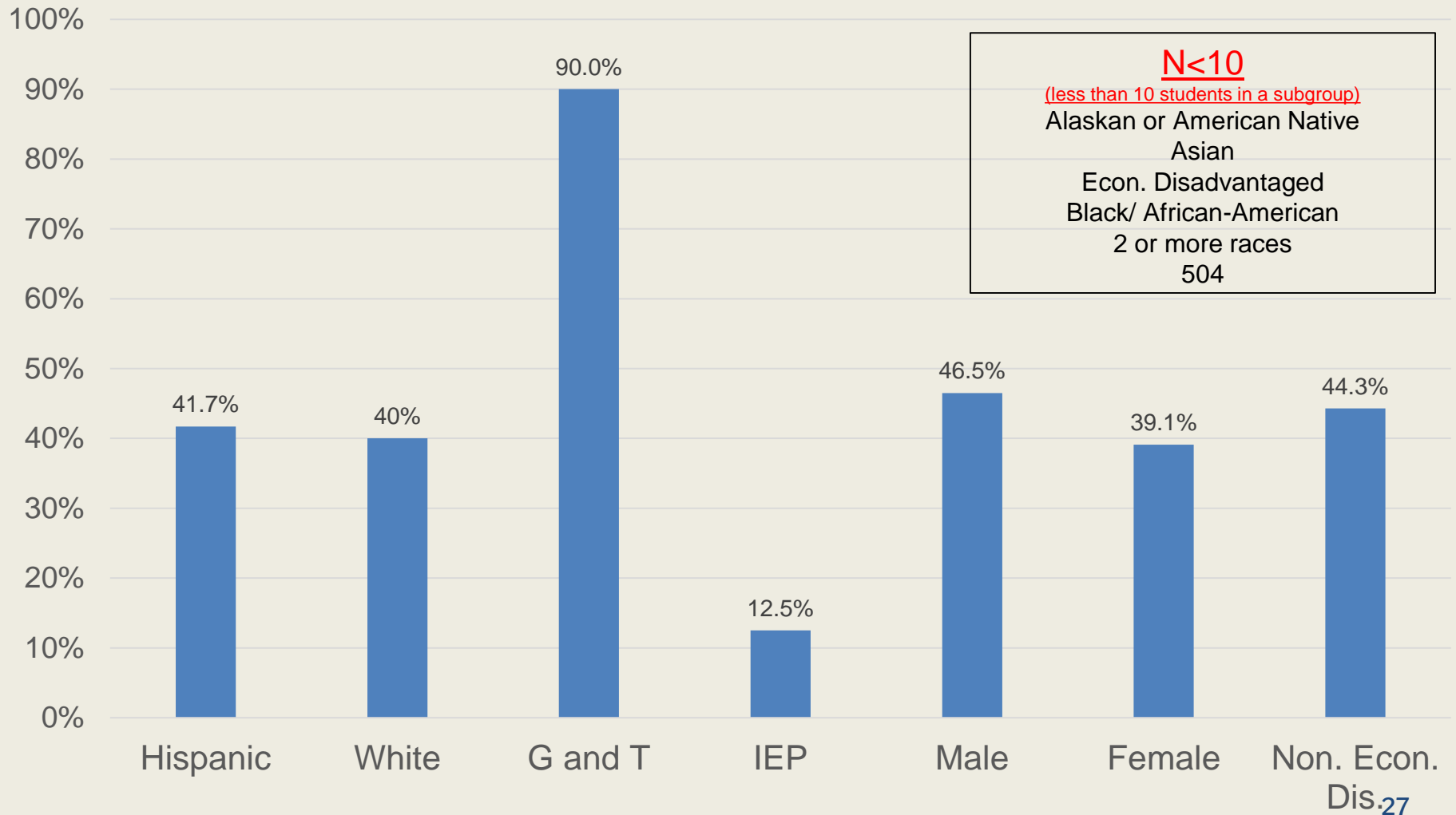
# NJSLA HIGHLAND RESULTS BY PERFORMANCE LEVEL SCIENCE



# HIGHLAND SUBGROUP COMPARISON: $N \geq 10$

## HISPANIC/ SP. ED. / 504 / GEN. ED. / G & T/ MALE/ FEMALE

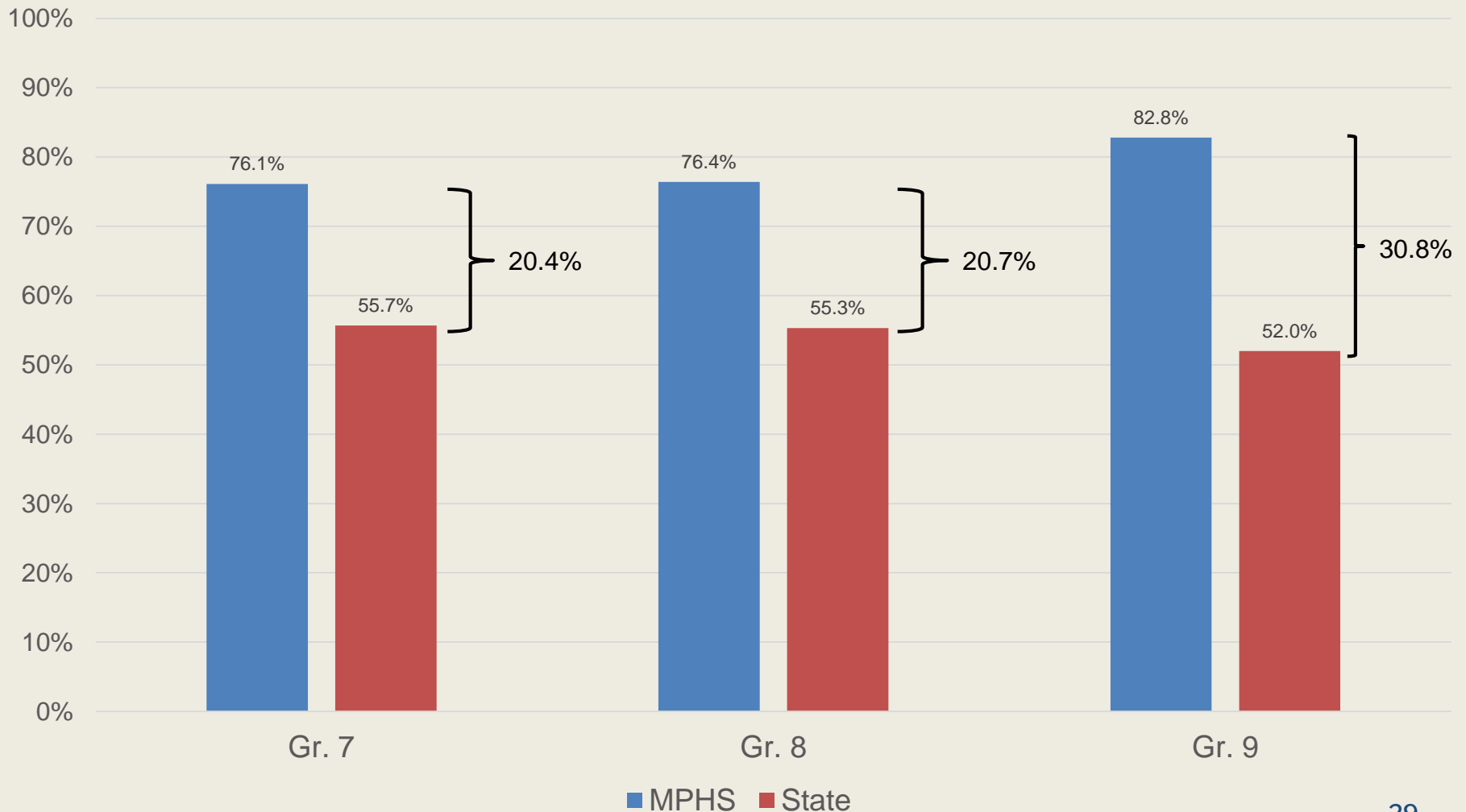
### SCIENCE



MPHS: ELA,  
MATHEMATICS,  
SCIENCE  
*(Disaggregated Data)*

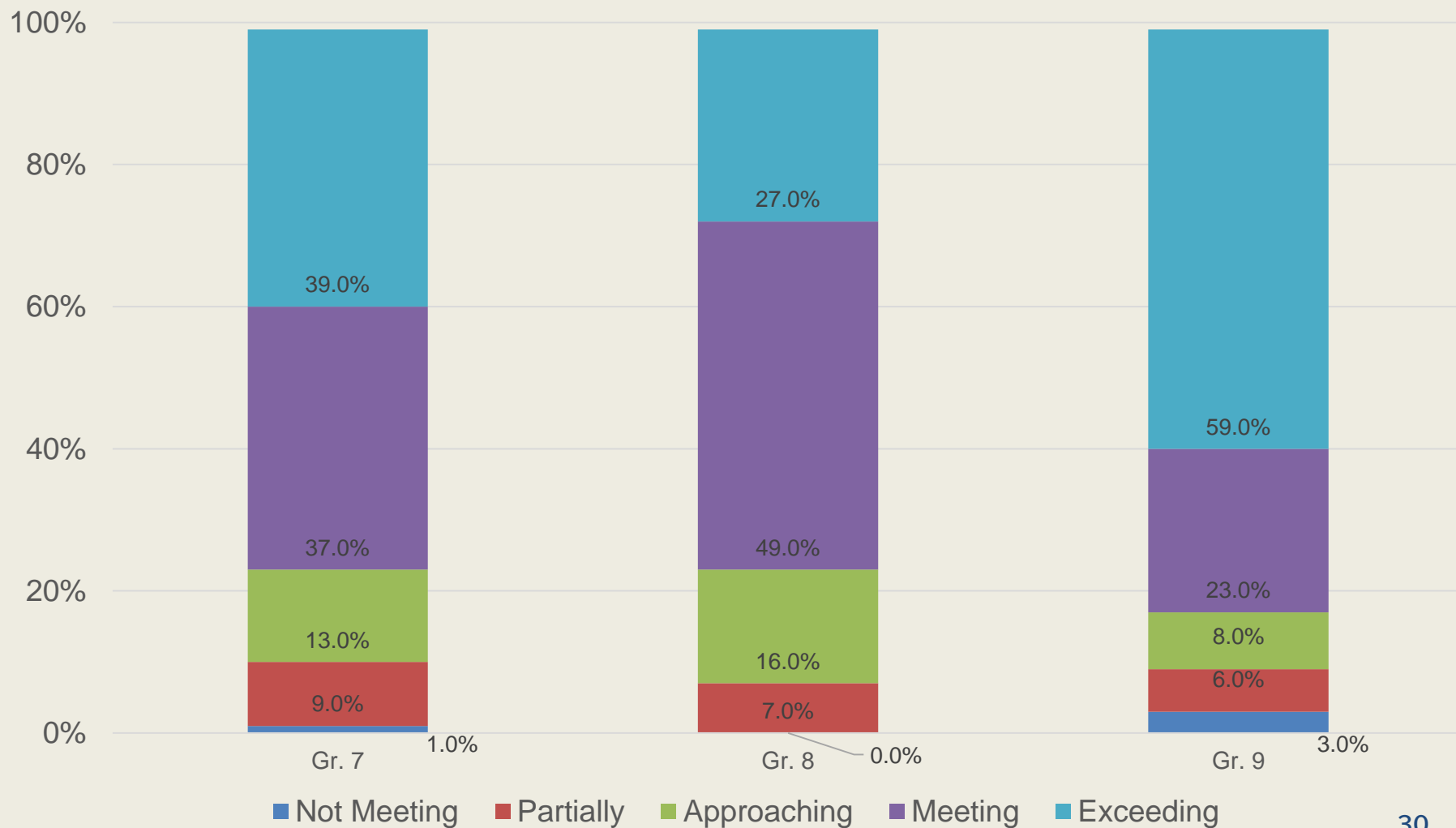
2023

# MPHS vs. STATE ENGLISH LANGUAGE ARTS/LITERACY



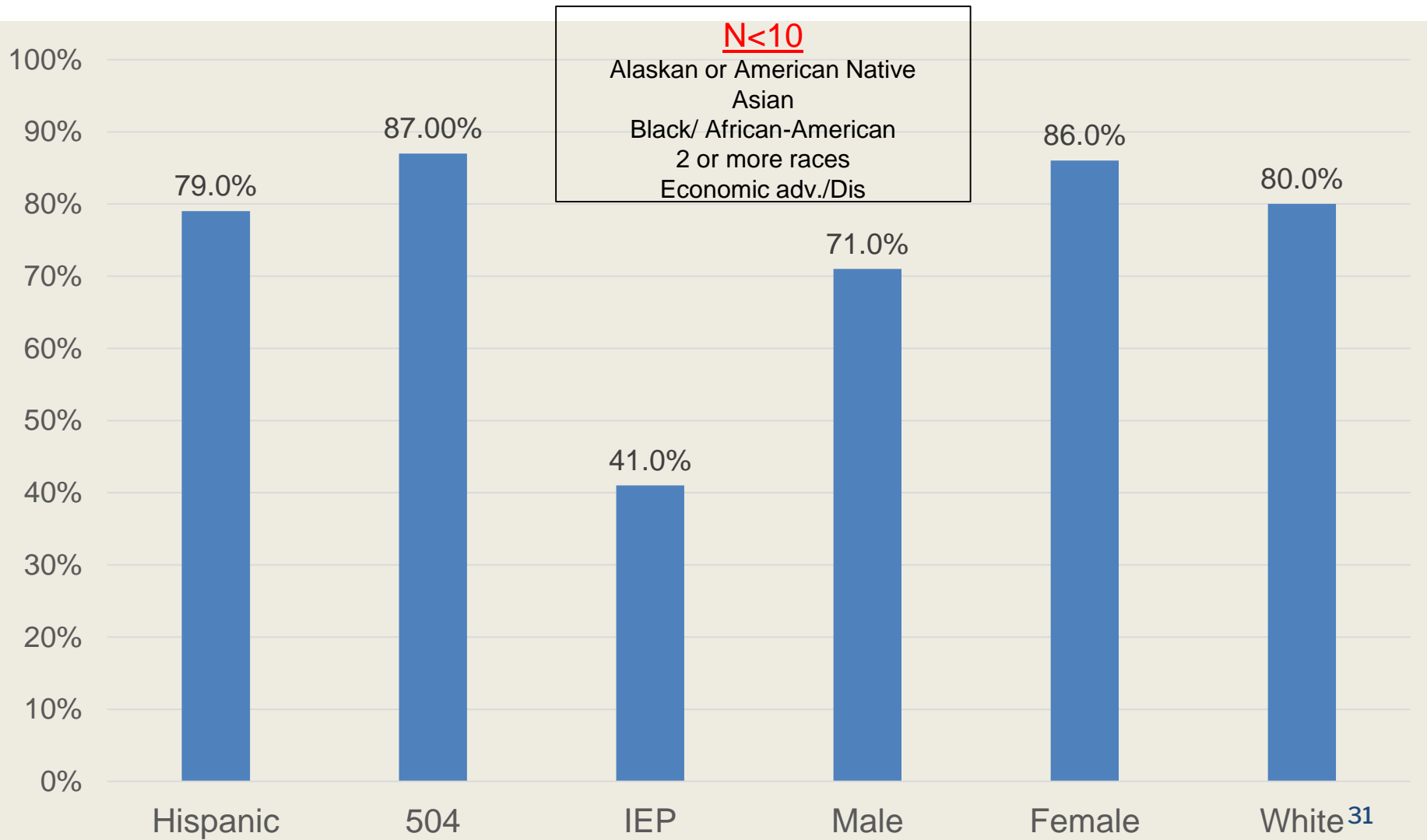
# MPHS RESULTS BY PERFORMANCE LEVEL

## English Language Arts/ Literacy



# MPHS RESULTS BY SUBGROUP

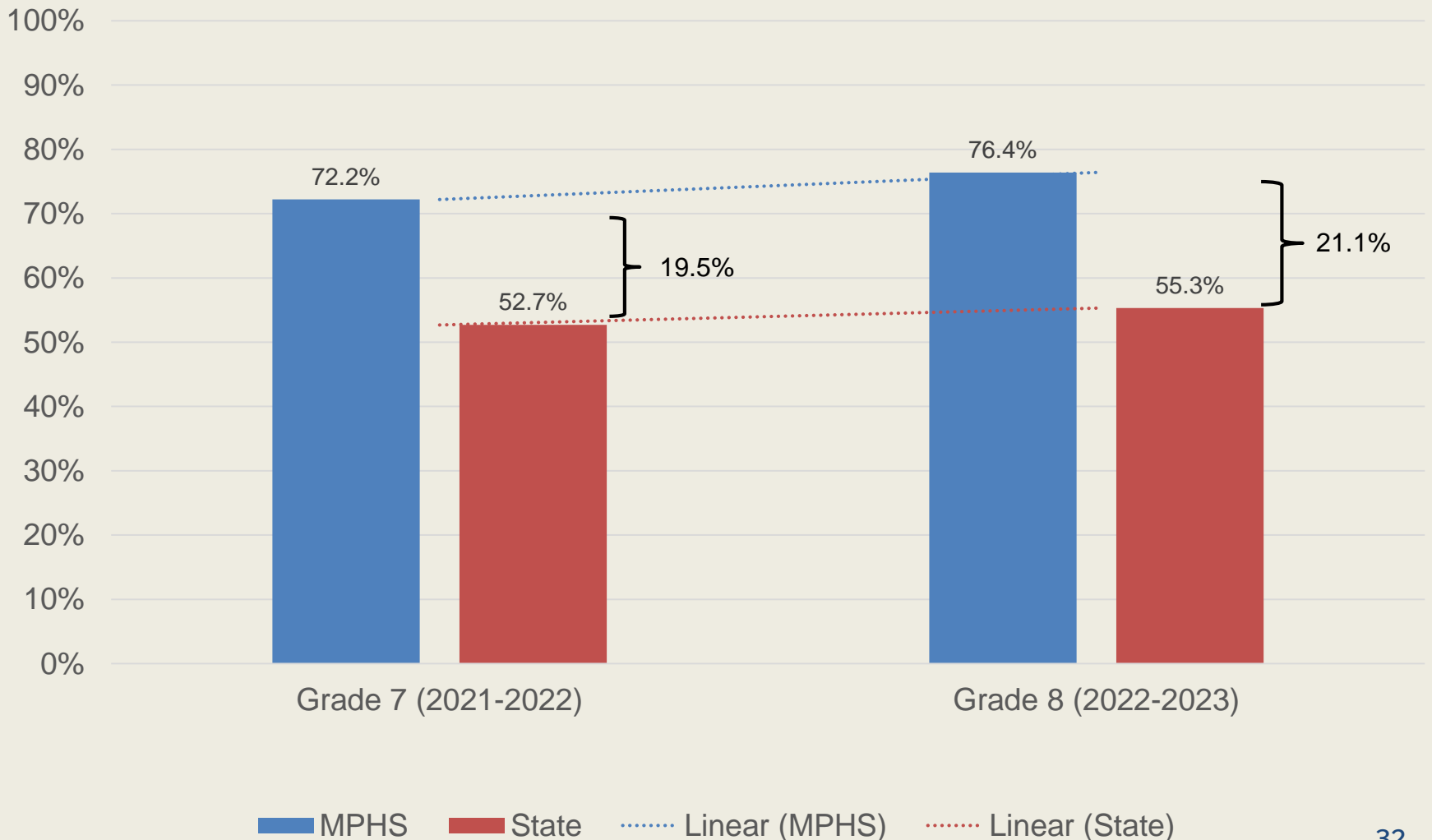
## English Language Arts/ Literacy



# NJSLA MPHS

## Cohort Comparison: Gr. 7-8

### Language Arts/Literacy

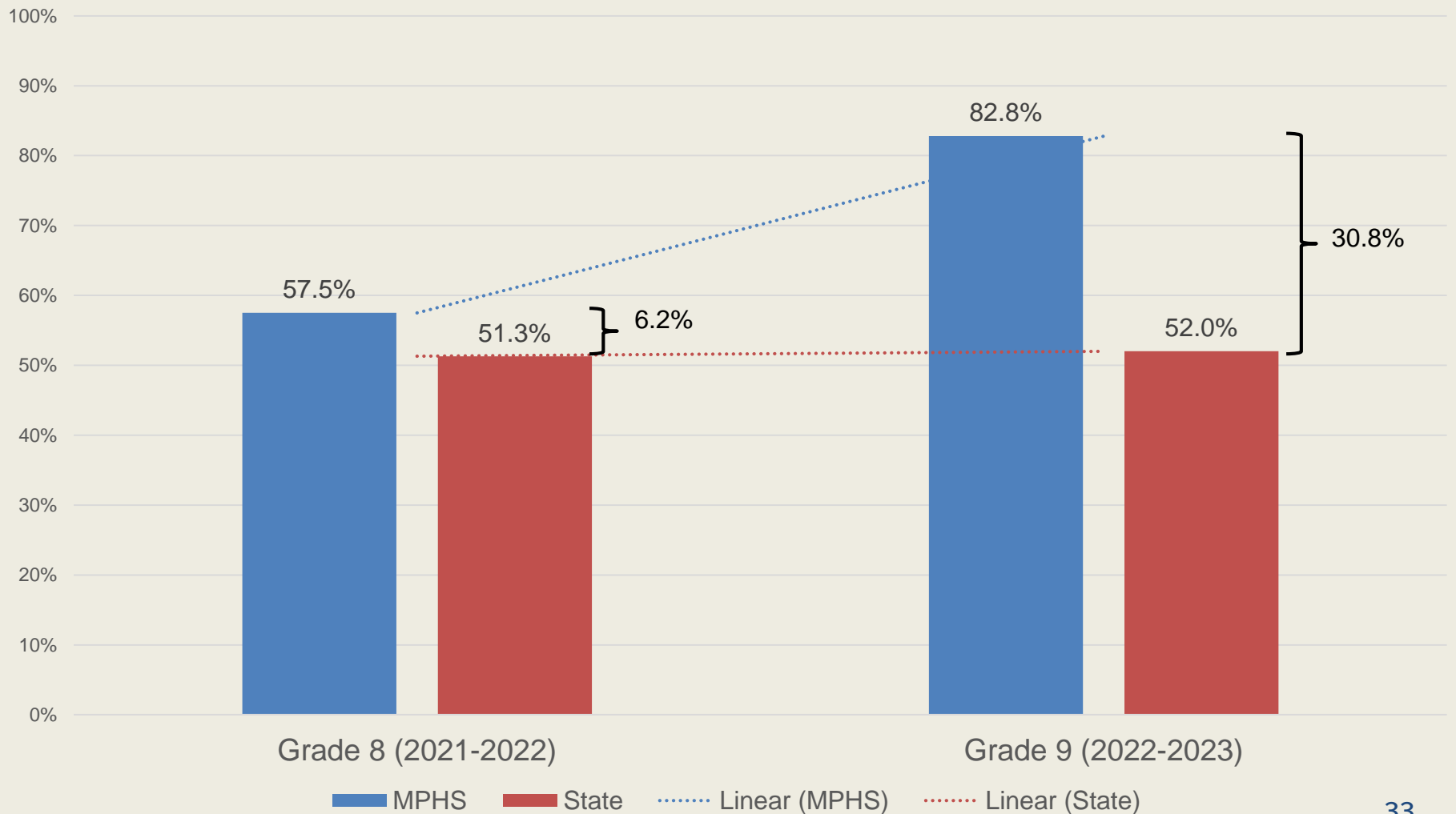




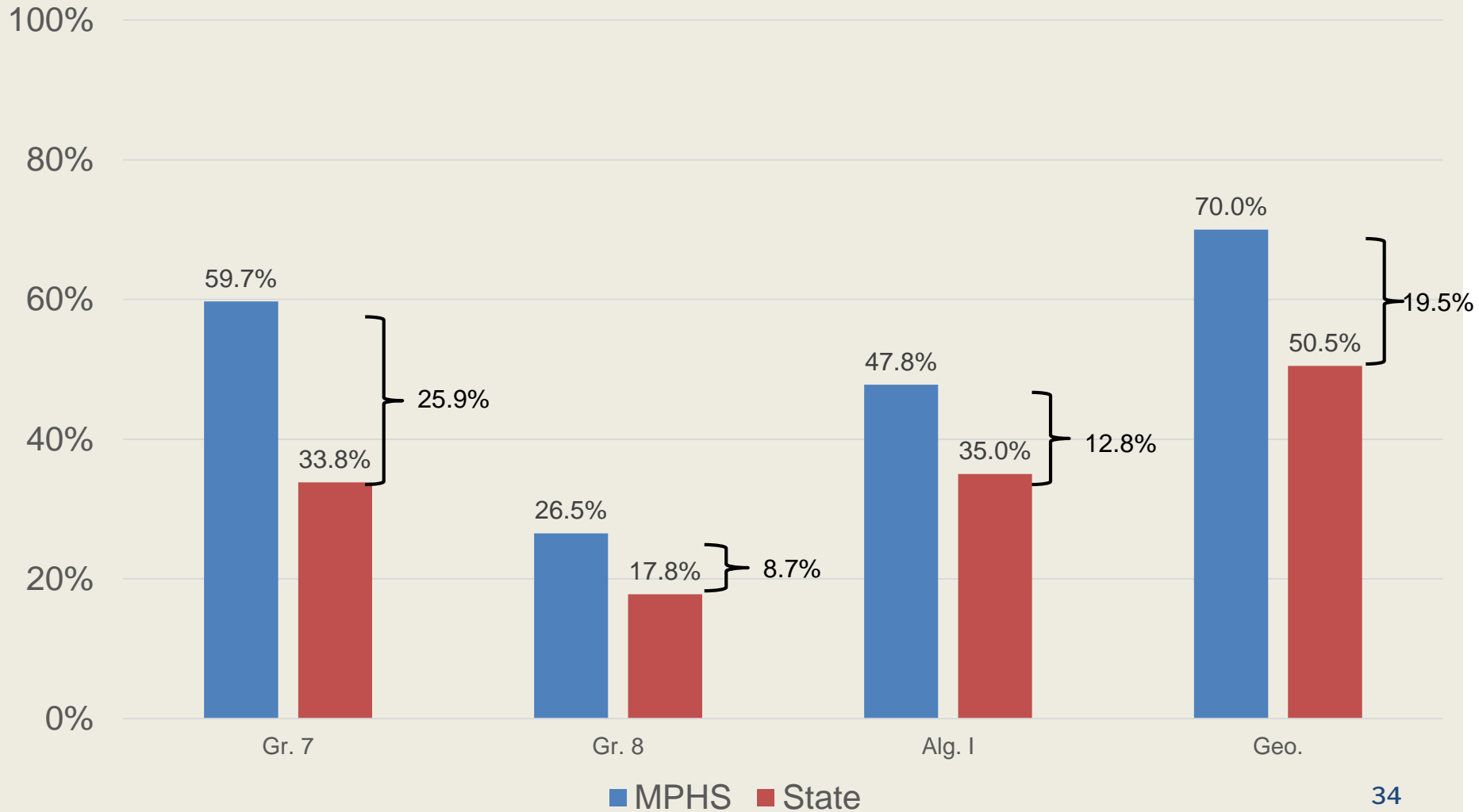
# NJSLA MPHS

## Cohort Comparison: Gr. 8-9

### Language Arts/Literacy

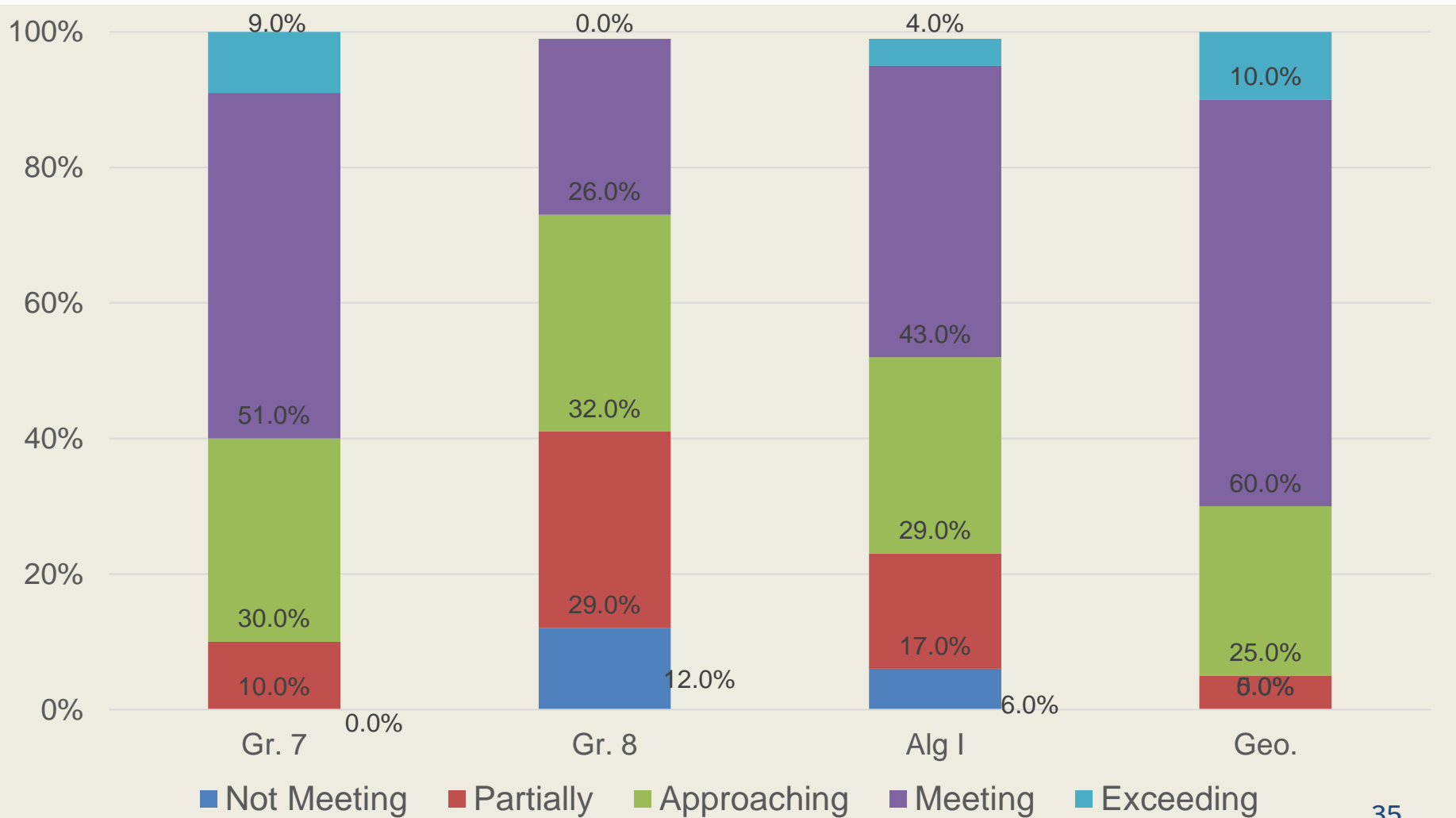


# MPHS vs. STATE Mathematics



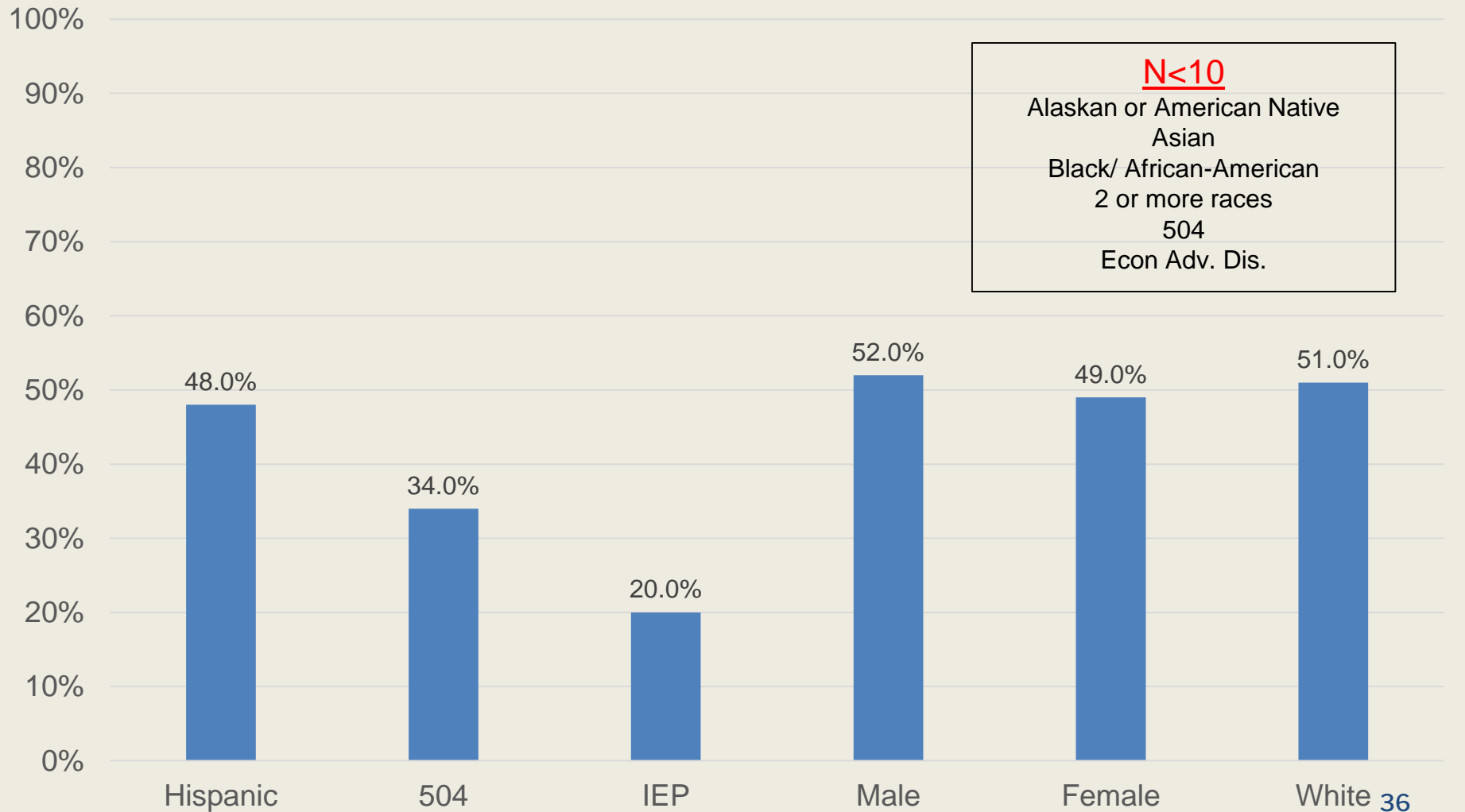
# MPHS RESULTS BY PERFORMANCE LEVEL

## Mathematics

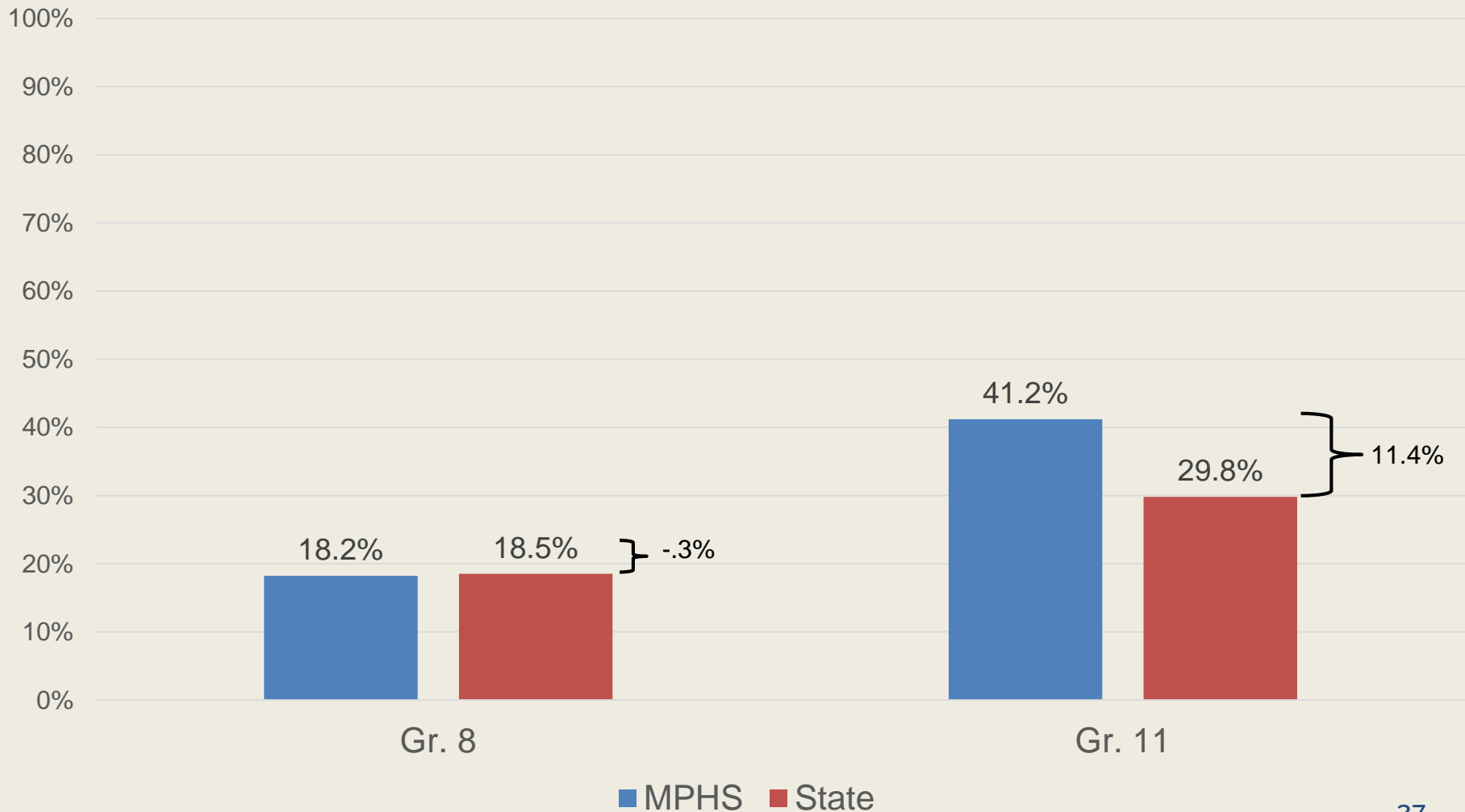


# MPHS RESULTS BY SUBGROUP

## Mathematics

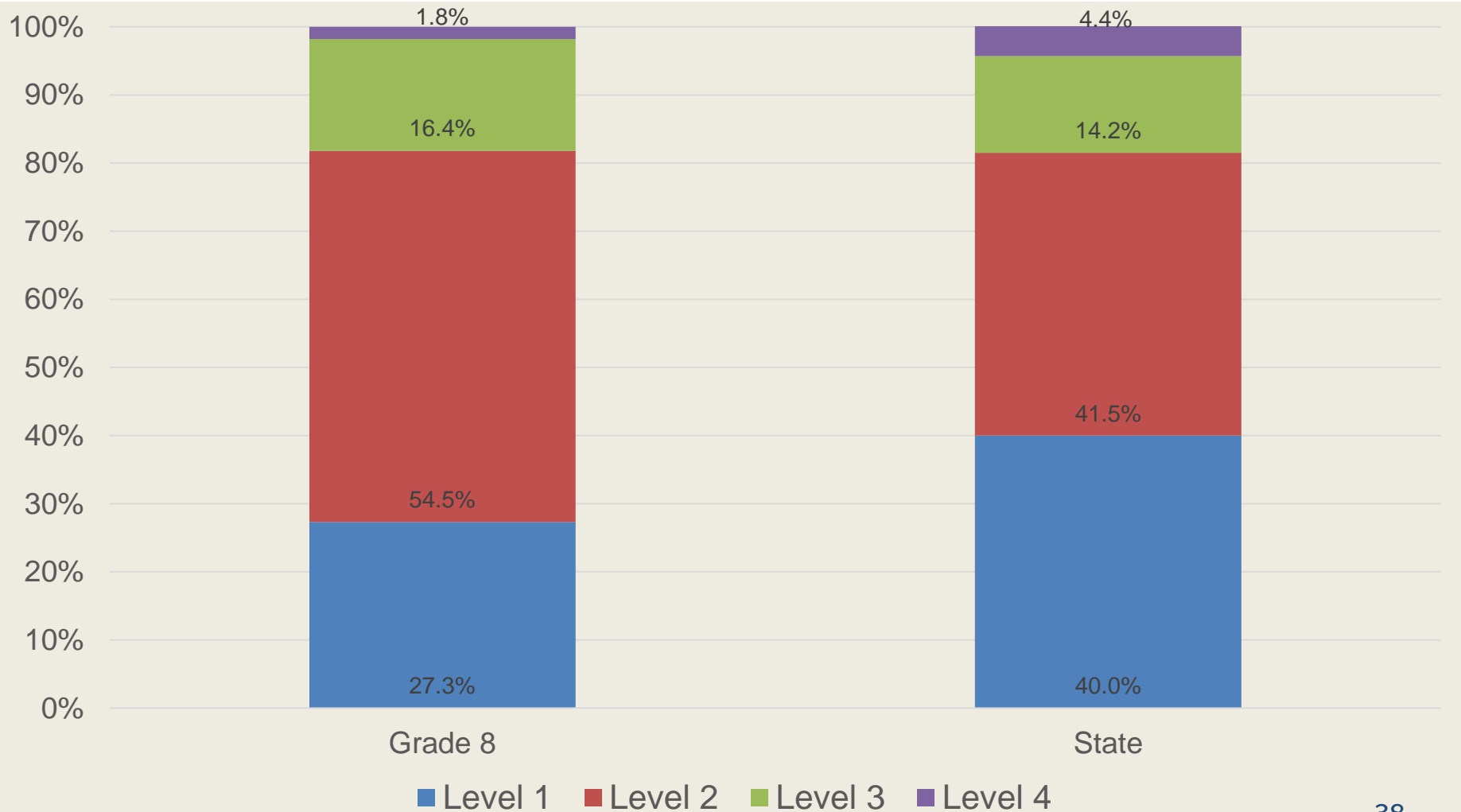


# MPHS vs. STATE (2023) Grade 8 and 11 Science



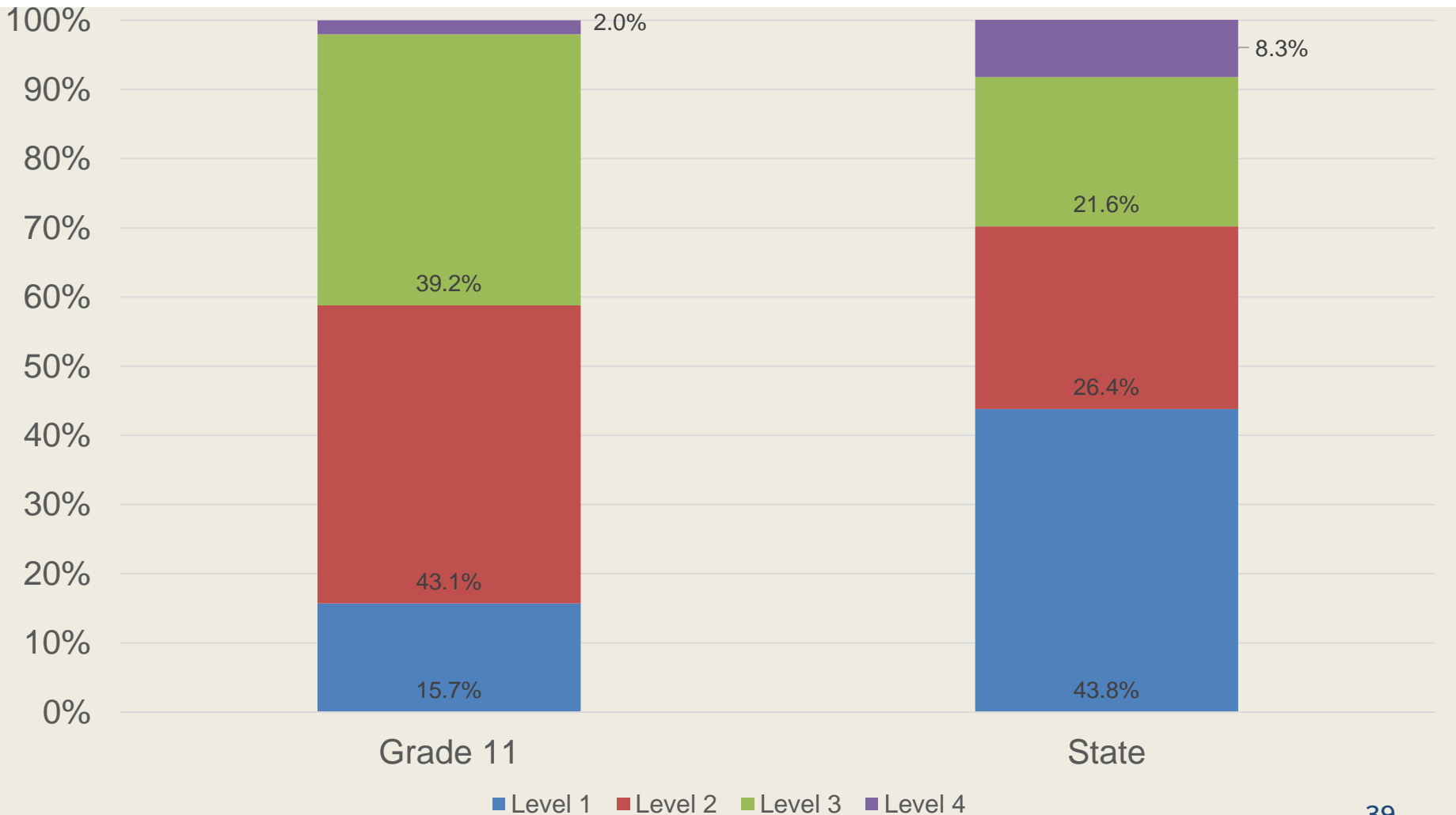
# MPHS SCIENCE BY LEVEL vs. STATE (2023)

## Grade 8 Science



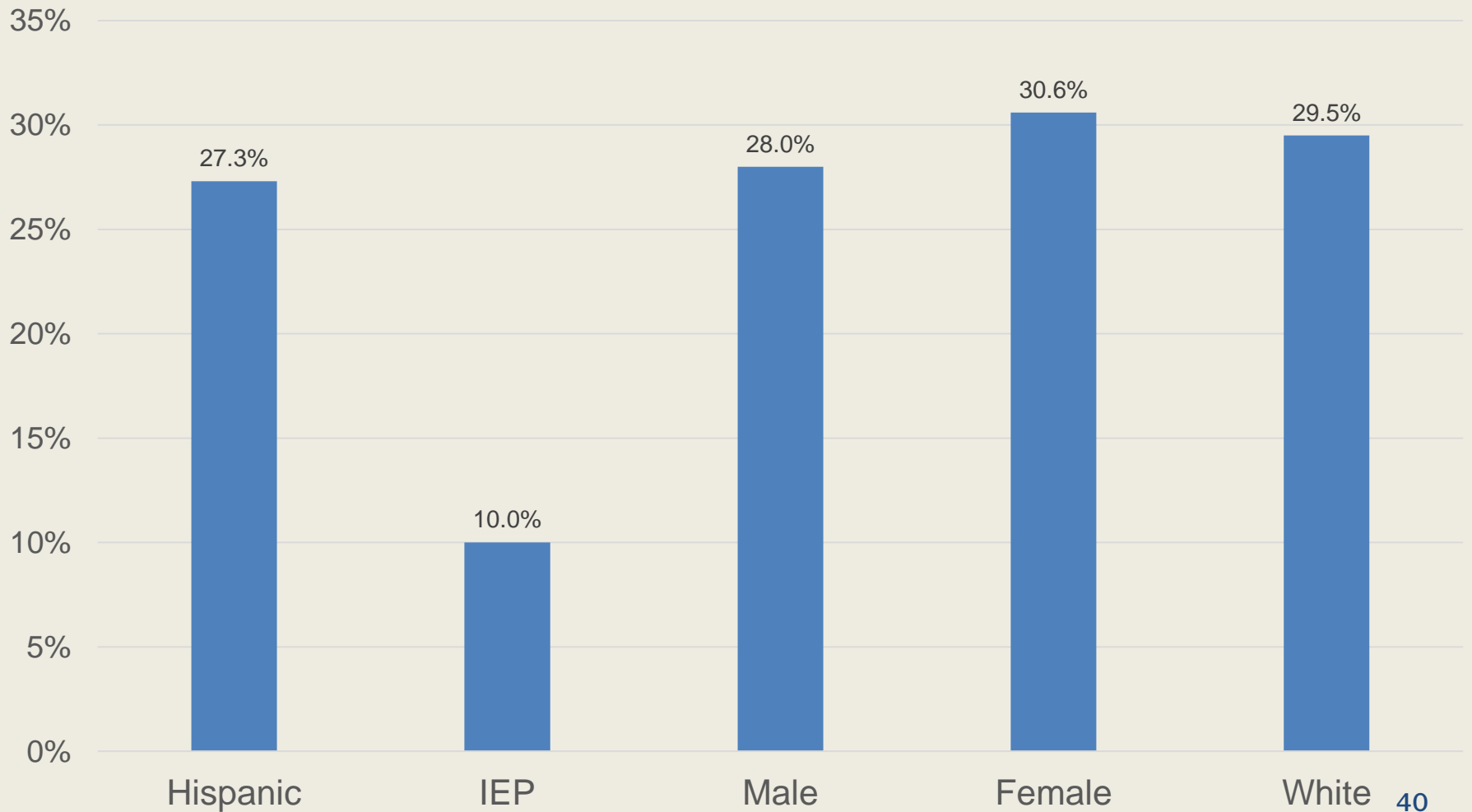
# MPHS SCIENCE BY LEVEL vs. STATE (2023)

## Grade 11 Science



# MPHS SCIENCE: SUBGROUP PERFORMANCE

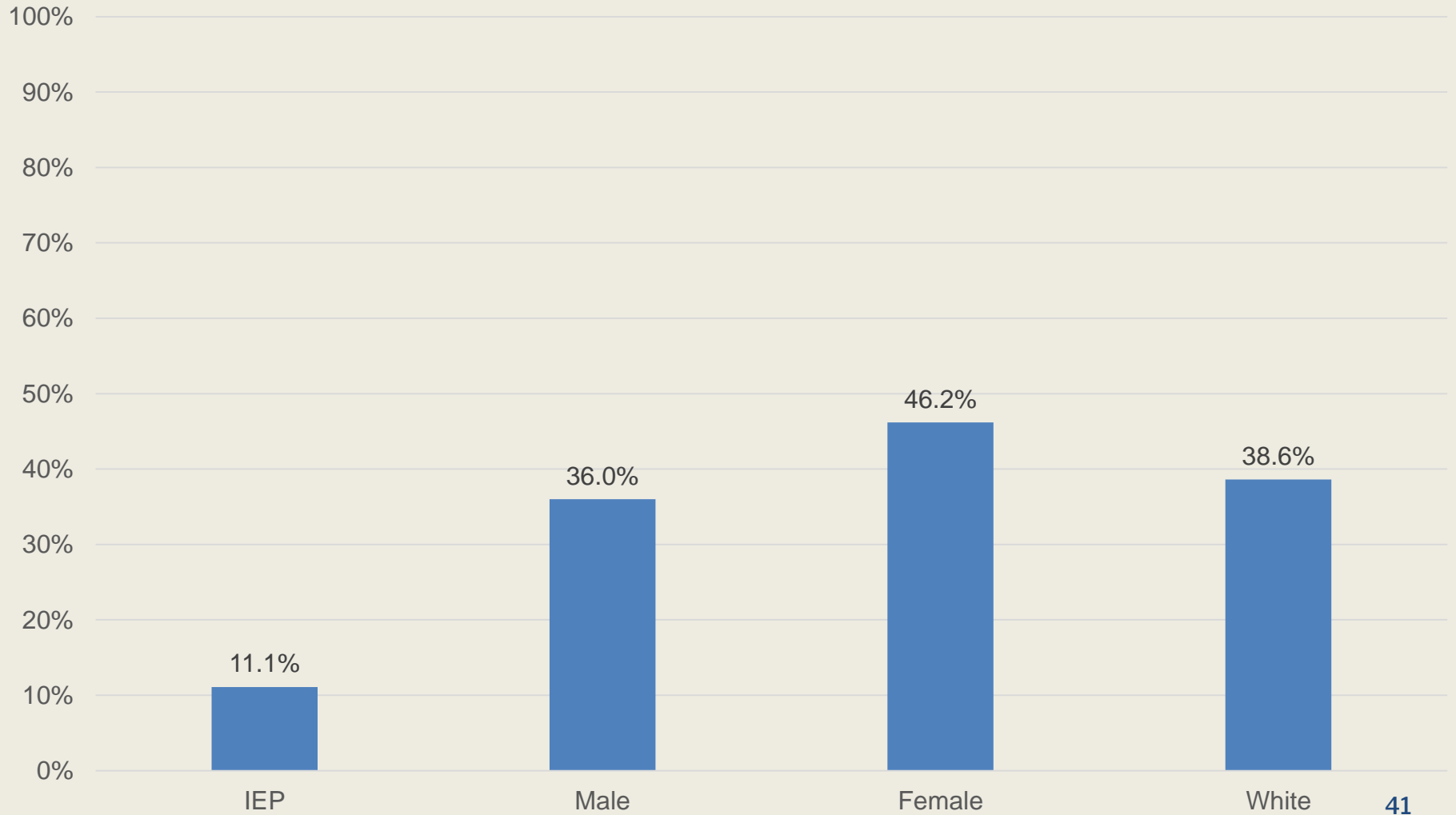
## Grade 8 Science





# ***MPHS SCIENCE: SUBGROUP PERFORMANCE***

## ***Grade 11 Science***



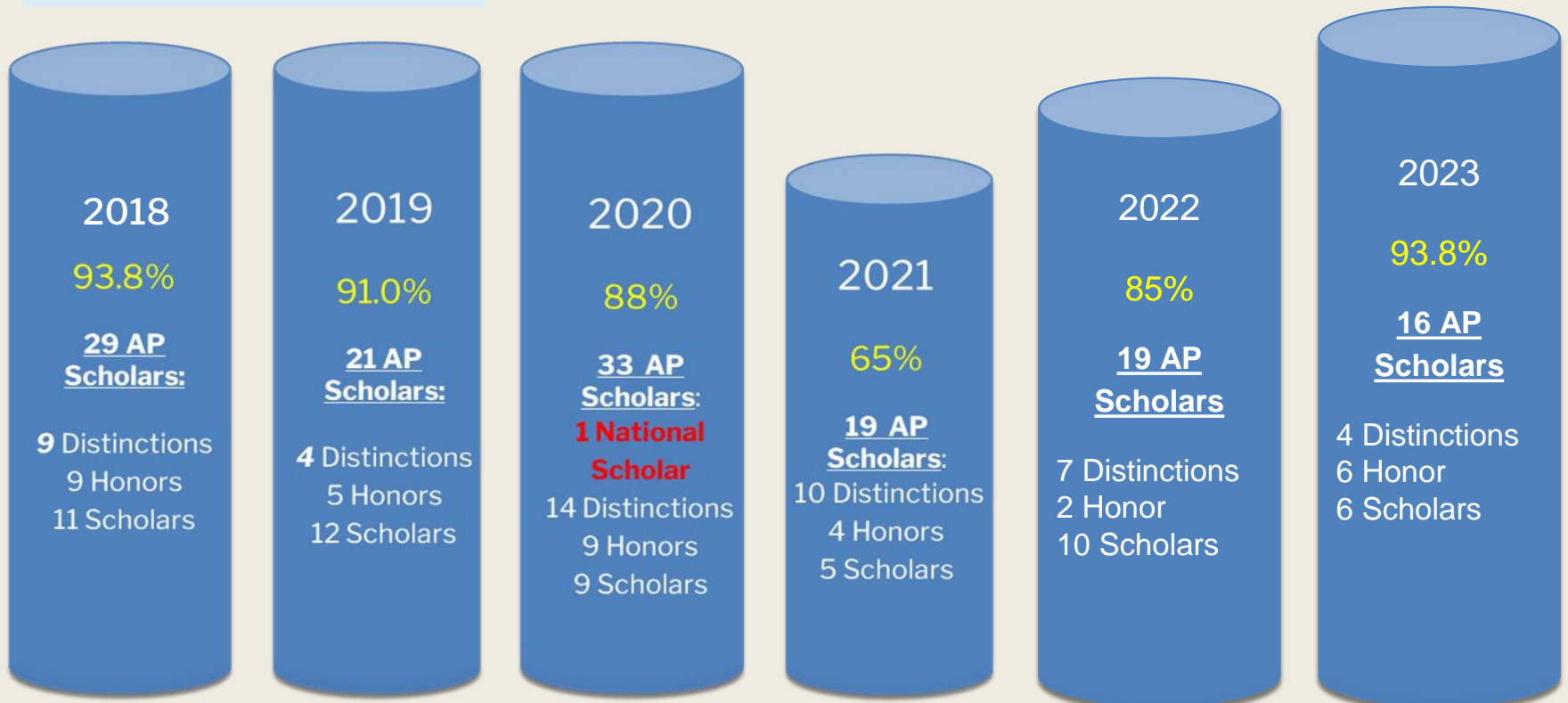
MPHS: Advanced  
Placement (AP) Scores  
*(Trend Analysis)*

2023

# AP TEST RESULTS 2018-2023

**AP Students with Scores  
3+**

**MPHS: 93.8%**



# ACTION PLAN FOR LA/LITERACY K-12

## 2023-2024

- *Engaging students in Explicit Instruction in Language Art Literacy; phonics program (Foundations) grade K-3, Sadlier Grammar program, Vocabulary and Spelling Program based on the books Building a Robust Vocabulary and Bringing Words to Life by Beck, McKeown, and Kucan.*
  - *Explicit instruction in these fundamental tenants of learning will allow for greater success in reading comprehension and writing.*
- *Four teachers attending Farleigh Dickenson Orton Gillingham course (2 year commitment) to become Orton certified in Multisensory Phonics teaching. Highland will then have 7 certified and 2 trained Orton teachers.*
- *K-2 Readers/Writers workshop consultant will further develop the Phonics program and focus on the Science of Reading.*
- *Continue to improve word processing skills and embed appropriate technology into learning.*
- *Link-It:*
  - *Link-IT ELA Test to be conducted mid year to gather data on specific standards K-6*
- *In grade 6: 2 courses established to addresses Language Arts skills*
  - *1) Fundamentals of ELA (1/4 course)*
  - *2) New intervention course that homogenously groups students based on NJSLA results. (MP 2 and 3)*
- *Utilized scheduling and staff to provide more BSI support in reading (K-5)*
- *Establishing/implementing targeted intervention programs for identified students:*
  - *After school Academic Support Labs in grades 3-12.*
  - *Intense Intervention School Programs for identified at-risk learners, grades K-6- writing workshop*
  - *Provide Instructional Support Lab for students at risk of not graduating (MPHS)*
- *More classroom focus on accountability for behavior that impacts instruction; focus, perseverance, caring.*

# ***ACTION PLAN FOR MATHEMATICS (K-12)***

## ***2023-2024***

### ■ **Grades K-8 Professional Development:**

- Mathematical practices focused on developmental stages: Concrete, Representational, Abstract Learning Modalities
- Use of manipulatives to ensure sound foundational learning.
- Review of evidence statements to identify gaps in the curriculum;
- Ongoing grade level standards based common assessments ( GOFORMATIVE.)
- Math PD focused on intervention strategies for the ‘Approaching Expectations” Cohort (Grades 4-6)

### ■ **Math Fact Focus (Grades 3-6):**

- Implementation of research-based interactive math fact fluency program, grades 3-6 (Reflex Math.)
- Math fact challenge grades 4-5
- PTA lead Math Fact-a-thon (Spring)

### ■ **IXL Math, grades K-12 supplements standard instruction in the classroom.**

### ■ **In grade 6, 2 courses established to address Fundamental Math skills**

- Fundamentals of Math (Elective -1/4 course)
- Brand new intervention course 1x per week that homogenously groups students based on NJSLA results. (Marking periods 2 and 3)

### ■ **New Textbook (Grades 6-8)**

- Textbook committee established to identify a new math textbook (2024-2025).
- Implement new math textbook series,( 2026-2027).

### ■ **Targeted Intervention Programs for identified students:**

- After school “Academic Support Labs” grades 3-12
- “Instructional Support Lab” for students at risk of not graduating (MPHS)
- Intense Intervention School Programs for identified at-risk learners for grades 3-12/ Support Instruction for Portfolio Assessment

### ■ **More classroom focus on accountability for behavior that impacts instruction; focus, perseverance, caring.**

# ***ELL ACTION PLAN (K-12)***

## ***2023-2024***

- District implements a full ELL program with a certified ELL teacher who meets identified students 5 days a week*
- Google Translator and in-person translators are utilized to communicate with students and parents.*
- ELL students placed into collaborative or support classes K-12.*
- ELL pull-out support sustains a maximum of 1:3 ratio.*
- Collaboration with general education teachers and ELL teachers at least weekly to support success in regular education classroom.*
- ELL students who meet the criteria have access to intervention services K-12.*

# ***SPECIAL EDUCATION ACTION PLAN (K-12)***

## ***2023-2024***

### **Mathematics:**

- Special Education teachers continue to meet with math consultant to implement concrete strategies that appeal to individual student readiness levels (Concrete -> Abstract):*
  - Scope and sequence*
  - Develop assessments*
  - Teachers are taught to differentiate for struggling learners*
- June 2023: vertical articulation for the Resource Center Math and ELA.*
- Parallel curriculum in all districtwide resource rooms.*

### **Language Arts/Literacy:**

- Special Ed. reading teachers receiving specialized training regarding multisensory reading, comprehension, and writing strategies.*

### **Behavior:**

- Select staff received instruction on positive behavior supports to positively affect classroom environment.*
- Social Skills groups being developed at the Middle and High School Levels.*

*“Education is a better safeguard of  
liberty than a standing army.”*

*Edward Everett  
American writer, historian*

**THANK YOU FOR ATTENDING!**