

Middle States Academic Goal #1:

By the year 2020, increase academic performance for underperforming student subgroups by 20% as measured by annual state assessments, as well as, other baseline student performance data found in individual student education plans and varying school-based assessments beginning with the 2010-2011 school year.

Grades 1-4

Raritan Valley School, Middle Road School, **Lillian Drive School**



Grades 1-4 (RVS, MRS, and LDS)

PARCC

- PARCC data received at the start of the school year is used for SGO groups and goal setting, class groupings, determining starting points and content pacing, as well as planning/differentiating instruction and reviewing student cohort growth from year to year.
- PARCC data can be linked to teacher SGP goals (Writing, Mathematics, etc). 4th Grade SGP scores indicate growth for all student cohorts moving from Grade 3 to Grade 4.
- Special focus on Targeted Subgroups - Spec Ed., 504, Econ Dis, I&RS students
- **Overall increases for both our Literacy and and Math cohorts from 2016 to 2018.**

Grades 1-4 (RVS, MRS, and LDS)

COMMON ASSESSMENT

- **CA: Grade level meetings are currently on-going** to review individual school and district data from the CA 1 last year to the CA 1 given this Fall. Lori Joseph in plan to meet with principals regarding CA data.
- **Standard strengths and weaknesses are a focus** of the grade level discussions as well as action plans to address noted areas for improvement.
- **CA Action Plans include:**
 1. Intensified small group and 1:1 instruction based on individual LINK-IT data, especially for subgroups
 2. Daily reviews of content areas that are foundational to more difficult mathematical concepts
 3. Use of Khan Academy, Kahoot, Quizlet and other intervention tutorials and/or technology too
 4. Use of IXL to check performance progress; creating a plan for remediation based on scores as well as plans to challenge students to achieve in a personalized learning platform
 5. Ongoing use of differentiated instruction/personalized learning to boost performance in areas of concern
 6. Continued use of LINK-IT data to design lessons/intervention groups based on CA assessment data and CA Pacing Guide

Grades 1-4 (RVS, MRS, and LDS)

Grade	Areas of Strength	Areas of Concern	Overall Performance
1	Adding/Subtracting within 20	None at this time	Increase in all areas
2	Adding/Subtracting within 20 Identifying odd/even Counting by 2s	Adding/Subtracting within 100 Adding/Subtracting with up to 4 digits	Increase in all areas
3	Interpreting products (5x7 means 5 groups of 7 objects) Identifying arithmetic patterns	Using properties of operations to multiply and divide Multiply/Divide by multiples of 10	Increase in all areas
4	Compare numbers Write numbers in multiple forms (numeric, expanded, etc)	Decrease in performance Some areas are 1% and 2% decrease	Decrease in overall performance. Not for Cohort

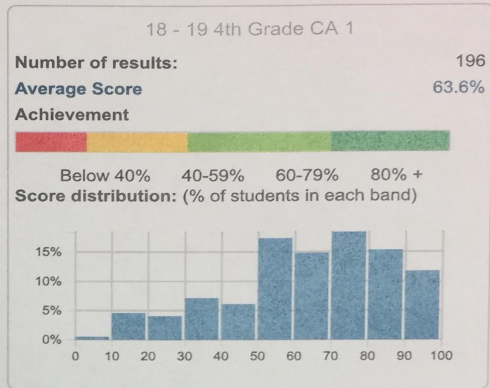
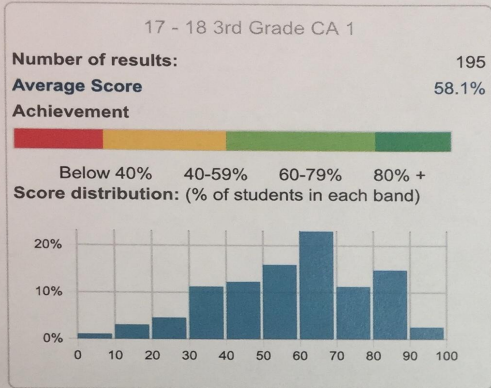
Cohort Performance - From 17-18 to 18-19



District Test Results

Hazlet Township Public Schools

Period: From Aug 1, 2014



- Average cohort performance increased
- Avg score up by 6%

Gr 4 CA 1 18-19 **64%**

Gr 3 CA 1 17-18 **58%**

Grades 1-4 (RVS, MRS, and LDS)

LITERACY

- **DRAs/A-Z individual reading assessments are given 3x** a year, Beg, Mid, End. The mid-year will be completed in January. Anticipated growth for all grades. Teacher SGOs based on student progress.
- **DRAs and A-Z are part of teacher SGOs** and administrative goals for the Grade 1-4 buildings.
- **Running records, reader's workshop, and guided reading** provide individual performance data on a weekly basis. **Rubrics used to measure writing growth** are utilized in Teacher SGOs.
- **Student portfolios** create an ongoing "snapshot" of the year's growth for each student.

OTHER

- **Personalized learning student goals are measured** twice a year with mid-way checks that help students evaluate if they are on track for achieving their goal; Reading, Writing or Mathematics.
- **Teachers will continue to use multiple methods of assessment** to plan and differentiate instruction, learning more about LINK-IT to spotlight underperforming subgroups that need additional support.

Grades 1-4 (RVS, MRS, and LDS)

Outside of lesson design and instruction, what else do we do with Student Performance Data?

- Used in tandem with student work/other assessments to determine level of progress and standard mastery on the SBRC (excluding PARCC data)
- Used to determine needed areas of PD for teachers.
- Used to determine the need for intervention and/or referrals to I&RS, CST testing.
- Used to report out to parents, providing a frame of reference for each grade level, hopefully fostering at home support/reinforcement of skills.