

Multi-Tiered Curricular Supports - Recommendations 2013-14

- FINAL DRAFT -



Goals

All NPS classrooms will have curricular supports in 2013-14 that are:

- Common Core/Standards aligned
- Effective (research in comparable settings)
- Supportive of all teachers working with all tiers
- Differentiated by school need and capacity
- Part of a robust, flexible assessment system

Fewer, Clearer, Higher!



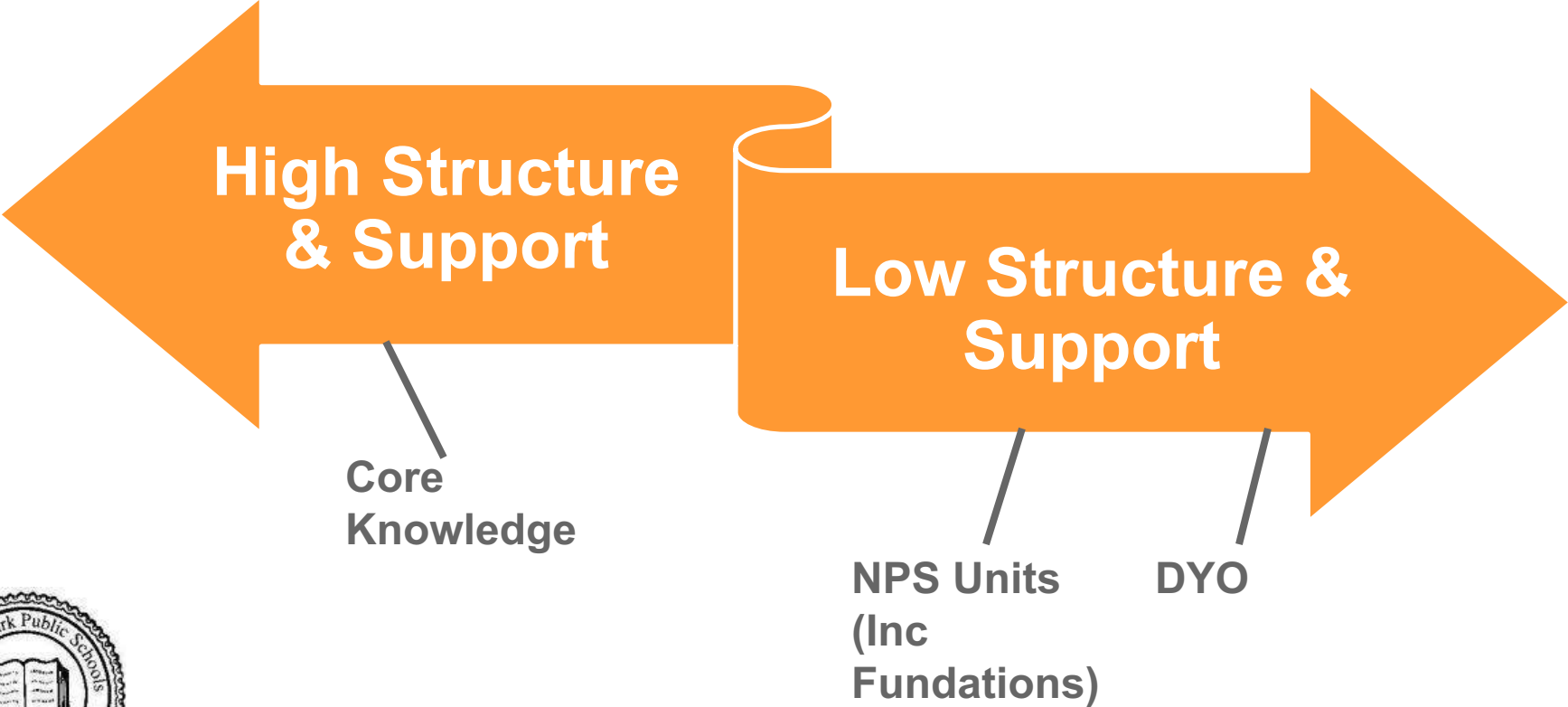
How do you decide what Tier 1 curricular supports you should choose?

- Review menu of approved options.
- Determine what level of curricular structure and support your school needs.
- Work with your Assistant Superintendent to determine which option helps you meet your goals (in consultation with the Curriculum Office).



What level of structure and support do you and your staff need?

Sample: K-2 Tier 1 Literacy Supports



How do you decide what Tiers 2 & 3 literacy supports you should choose?

| Tier 2 | Tier 3 |
|---|--|
| <ul style="list-style-type: none">•Conduct Needs Assessment •Review Options•Foundations•Reading Recovery•DYO •Consult with I&RS Team | <ul style="list-style-type: none">•Conduct Needs Assessment •Review Options<ul style="list-style-type: none">•Foundations•Individualized Supports •Consult with the Office of Special Education |



Table of Contents for Recommendations Guide

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Office Overviews:

- Early Childhood
- Special Education
- College & Career Readiness
- Bilingual
- Curriculum



Components of Sample Daily Schedule – Tier 1 – K-2

- 90-minute Core Literacy Program (embedded Social Studies content)
- 30-minute Writers' Workshop or other literacy support (e.g., Guided & Independent Reading)
- Math Instruction
- Hands-on Science
- Specialists for Visual & Performing Arts, Health & Physical Education, World Languages



Sample Sequences for NPS K-8 Literacy Programs

- Sequence 1 – High Structure & Support
 - Core Knowledge Language Arts – K-2
 - Expeditionary Learning – 3-8
 - Writers' Express (with Readers' Workshop) – 9-12
- Sequence 2 – Low Structure & Support
 - NPS Unit Outlines – K-12
 - with Foundations K-2
 - with Wilson 3-12



The Literacy “Block” Grades K-8

All literacy blocks will include a designated time for “Small group instruction & Independent reading”

The Literacy Block

| Selected Curriculum | Time demands | Time for “Small group instruction & Independent reading” |
|-----------------------------------|--------------|--|
| Core Knowledge | 120 minutes | 40 minutes |
| Expeditionary Learning grades 3-5 | 60 minutes | 40 minutes |
| Expeditionary Learning grades 6-8 | 50 minutes | 50 minutes |
| Code X | 50 minutes | 50 minutes |
| Writer’s Express | 50 minutes | 50 minutes |



Small group instruction & Independent reading

Grades K-2 Approximately 40 minutes

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|---------------------------------|---|
| Small group/Independent reading | Guided Reading/Reader's & Writer's Conferencing |
| Whole group | Sharing |

Grades 3-5 Approximately 40 minutes

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|---------------------------------|--|
| Whole group | Mini-lesson |
| Small group/Independent reading | Guided Reading/Reader's Conferencing/Independent reading |
| Whole group | Sharing |

Grades 6-8 Approximately 50 minutes

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|---------------------------------|--|
| Whole group | Mini-lesson |
| Small group/Independent reading | Strategy based small group instruction/Reader's conferencing/Independent reading |
| Whole group | Sharing |



Day in the Life of Sample Student– Tiers 1-3 – 9-12

- 45 minute per day: Core Literacy Program - Writers' Express
- 40 minutes per day: Explicit Reading Instruction and Support – Wilson or Readers' Workshop
- Individualized supports when needed



LITERACY



Summary of Tier 1 Literacy Supports

| | High Structure & Support | Low Structure & Support |
|------|--|--|
| K-2 | <ul style="list-style-type: none">• Core Knowledge Language Arts | <ul style="list-style-type: none">• NPS Unit Outlines (incl. Foundations or CKLA skills)• Design Your Own |
| 3-5 | <ul style="list-style-type: none">• Expeditionary Learning Outward Bound | <ul style="list-style-type: none">• Design Your Own• NPS Unit Outlines |
| 6-8 | <ul style="list-style-type: none">• Expeditionary Learning Outward Bound• Writers' Express (+ Reading Support)• Scholastic's Codex | <ul style="list-style-type: none">• NPS Unit Outlines• Design Your Own |
| 9-12 | <ul style="list-style-type: none">• Writers' Express (+ Reading Support) | <ul style="list-style-type: none">• NPS Unit Outlines• Design Your Own• Springboard |

K-2 Literacy

Assessment: DRA2



3 – 5 Literacy

Assessment: ANet



6 – 8 Literacy

Assessment: ANet



9 – 12 Literacy

CRESST & ACT



K–2 Literacy: Core Knowledge

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|--|---|
| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">• Core Knowledge Language Arts is a highly-structured, comprehensive K-2 literacy program recommended by the Common Core authors and proven to be effective in urban schools. |
| Details | <ul style="list-style-type: none">• Interested schools will implement in the first year both components of the program (Skills and Listening & Learning) in K-2. However, if incoming 1st and 2nd graders started to learn reading skills via another approach (e.g., Foundations), the schools may want to continue to use this approach for those students. |
| Recommended Schools | <ul style="list-style-type: none">• Staff who would benefit from a highly structured literacy program.• Schools with a large number of teachers inexperienced in teaching K-2 literacy. |
| Support Plan | <ul style="list-style-type: none">• PD sessions 3x over the course of the year.• On-site coaching visits from NPS Master Teachers or CKLA staff. |
| Budget Implications | <ul style="list-style-type: none">• Funding for up to XX schools to participate (approx. \$90,000 per school) |
| More information | Overview: http://www.coreknowledge.org/core-knowledge-language-arts Sample Curricula: http://engageny.org/english-language-arts |

K–12 Literacy: NPS Unit Outlines (including Foundations for K-2)

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| <p>Rationale</p> <ul style="list-style-type: none"> • <i>Common-Core aligned</i> • <i>Successful in comparable settings</i> | <ul style="list-style-type: none"> •The NPS Curriculum Office is developing high level curriculum outlines for literacy K-12 that synthesize the best of what is going on in NPS schools and the latest from Common Core models from across the country, including the Basal Alignment and Anthology Alignment projects for relevant grades. Skills and strategies are developed by students interacting with text via a literature-based reading program, non-fiction articles, trade books, non-print text, student-generated text, and supplementary materials that can be used across the curriculum and grade levels. |
| <p>Details</p> | <ul style="list-style-type: none"> • The unit outlines lay out a scope and sequence including unit titles and themes and readings for each of these units. There is only one model lesson plan per unit. The outlines also lack an explicit instructional approach. •They do not include a specific skills strand and thus, schools selecting this option for grades K-2 will need to have a structured skills program to supplement this guidance •Connection to Other Programs: Foundations for skills strand.. |
| <p>Recommended Schools</p> | <ul style="list-style-type: none"> •The NPS unit outlines will work best with a school that has a staff with skill and experience in helping NPS students gain proficiency in literacy. |
| <p>Support Plan</p> | <ul style="list-style-type: none"> •NPS will provide some orientation sessions (e.g., 3 day summer training) on this curriculum but schools will need to provide their own school-based support. |
| <p>Budget Implications</p> | <ul style="list-style-type: none"> •NPS Central will cover the costs of purchasing the recommended readings. •NPS Central will also try to ensure that schools that select this option have the support they need to provide a structured skills strand for grades K-2. |
| <p>More information</p> | <ul style="list-style-type: none"> **Contact the Curriculum Office **Edmodo for Basal Alignment Project |

3-8 Literacy: Expeditionary Learning

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| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">•The Expeditionary Learning recently developed a comprehensive, thematic literacy program for grades 3-8 in close collaboration with Student Achievement Partners (i.e., Common Core authors). It is being piloted in several districts. |
| Details | <ul style="list-style-type: none">•Strength: Thematic, fully Common Core-aligned approach to a literacy program•Challenge: It is very new and thus, has not been fully tested in comparable urban settings.•Connection to Other Programs: Wilson for struggling readers. |
| Recommended Schools | <ul style="list-style-type: none">•Staff who would benefit from a highly structured literacy program.•Schools with a large number of teachers inexperienced in teaching 3-8 literacy. |
| Support Plan | <ul style="list-style-type: none">•PD sessions 3x over the course of the year.•On-site coaching visits from NPS Master Teachers or CKLA staff. |
| Budget Implications | <ul style="list-style-type: none">•The curricula is freely available online. NPS Central will provide funding for the readings connected with the curricula. |
| More information | Sample Curricula: http://engageny.org/english-language-arts |

6-8 Literacy: Code X

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| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | A new comprehensive English Language Arts Curriculum for middle school. The Code X curriculum was built to specifically address the rigorous demands of the Common Core State Standards by ensuring that student become deep readers and measured writers who can translate these skills into success on the next generation assessments. |
| Details | <ul style="list-style-type: none">• Each grade level edition offers full year of instruction designed around eight workshops.• Workshops focus on vocabulary and comprehension and writing performance tasks designed to engage students in close reading and daily writing about complex nonfiction and contemporary literature. |
| Recommended Schools | •All schools |
| Support Plan | <ul style="list-style-type: none">•Workshops•On-site coaching with demonstrations, coaching observation and feedback•Online resources for continued learning |
| Budget Implications | Funding for up to XX schools to participate (approx. \$XX per school) |
| More information | Contact the Office of Language Arts Literacy |

6-12 Literacy: Writers' Express

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| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | The Writers' Express™ utilizes The WEX Method™ (a process of systematic assessment and differentiation of instruction that stresses consistent low-stakes practice with targeted, authentic feedback) to help students develop from prospective writers to effective writers. During the course of the year, the complexity of the text builds from reading fiction at an easier level to reading non-fiction at a more difficult level. |
| Details | <ul style="list-style-type: none">•Strength: Detailed, explicit writing instruction•Challenge: Lacks explicit reading instruction and supports and thus, needs to be supplemented (e.g., Readers' Workshop)•Connection to Other Programs: Wilson for struggling readers. |
| Recommended Schools | <ul style="list-style-type: none">•Staff who would benefit from a highly structured literacy program.•Schools with a large number of teachers inexperienced in teaching K-2 literacy. |
| Support Plan | <ul style="list-style-type: none">•PD sessions 3x over the course of the year.•On-site coaching visits from NPS Master Teachers or CKLA staff. |
| Budget Implications | <ul style="list-style-type: none">•Funding for up to XX schools to participate (approx. \$90,000 per school) |
| More information | <ul style="list-style-type: none">•Overview: http://www.wirelessgeneration.com/curriculum-instruction/wex/overview•Contact NPS Curriculum Office for further information. |

K-2 Literacy: Foundations

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| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | Fundations is a multisensory and systematic phonics, spelling and handwriting program designed to work with an existing core reading curriculum in prevention or early intervention settings. Based on reading research, Orton-Gillingham, and Wilson Reading System principles, Foundations addresses all 5 areas of reading instruction, plus spelling and handwriting in an integrated approach. Aligns with the CCSS by directly teaching or supporting the following standards: Reading Standards for Literature and Informational text K-5, Foundational skills K-3, Writing Standards K-3, Speaking and Listening Strand K-3. |
| Details | Strength: highly systematic, both within and across lessons. Emphasis is placed on linguistic (word structure) and orthographic patterns of English. Including the 6 syllable types of English, how affixes effect base words, and specific spelling rules, makes it easier for students to acquire the automaticity necessary for fluent reading and writing. Foundations can be implemented in Tier 1 & 2 settings. |
| Recommended Schools | •All K-2 schools |
| Support Plan | <ul style="list-style-type: none">•Foundations Level Workshops for Level K, 1, 2,and 3•On-site coaching with demonstrations, coaching observation and feedback•Prevention Learning Community of Wilson Academy•Development of a school-based Foundations Facilitator |
| Budget Implications | Teacher and Student Materials <ul style="list-style-type: none">•Level K: Year 1:: \$1279.00, 1 teacher/25 students Year 2+: \$88.00 per 10 students•Level 1: Year 1: \$ 1585.00. 1 teacher/25students, Year 2+: \$132.00 per 10 students•Level 2: Year 1: \$1669.00, 1 teacher/25 students, Year 2+: \$ 132.00 per 10 students•Substitute Coverage for 3 full day introductory/support workshops•Optional: School-based Foundations Facilitator |
| More information | www.wilsonlanguage.com |

K-2 Literacy: Reading Recovery

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| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">• Reading Recovery is a well-studied, proven program for helping small groups of struggling 1st graders to get on grade level in reading. |
| Details | <ul style="list-style-type: none">• Interested schools need to designate a staff member to be the Reading Recovery teacher during which they will work with a small number of struggling 1st graders for half of their day (reaching 12 students) and support K-2 reading classrooms in targeted ways for the other half (reaching 18 students). |
| Recommended Schools | <ul style="list-style-type: none">• Schools that can devote 1 or more FTE to this intervention.• Schools that are committed to leveraging the Reading Recovery strategies to improve instruction beyond the 1-on-1 tutoring. |
| Support Plan | <ul style="list-style-type: none">• PD sessions over the course of the year.• Monthly on-site coaching visits from NPS Master Teacher |
| Budget Implications | <ul style="list-style-type: none">• Funding for each FTE. |
| More information | Overview: http://readingrecovery.org/reading-recovery/teaching-children |

6-8 Literacy: Just Words

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| <p>Rationale</p> <ul style="list-style-type: none"> • <i>Common-Core aligned</i> • <i>Successful in comparable settings</i> | <ul style="list-style-type: none"> • Just Words is an accelerated study of word structure through the six syllable types in English and the most common Latin roots. Materials keep students actively engaged and provide multiple opportunities to demonstrate and practice what they have learned. |
| <p>Details</p> | <ul style="list-style-type: none"> • Students in grades 4-12 with mild to moderate gaps in decoding and spelling proficiency, who are in the 15th – 50th percentile . Just Words is designed to be implemented as a five-day per week class in a year-long curriculum for 45 minutes a day and can be delivered in whole class settings or groups up to 15 students. |
| <p>Recommended Schools</p> | <ul style="list-style-type: none"> • Grades 4-12 |
| <p>Support Plan</p> | <ul style="list-style-type: none"> • PD: 2 full-day Just Words Introductory Workshop • PD: 1 full-day Just Words Screening & Placement Workshop • On-site coaching with demonstrations, coaching observation and feedback • Prevention Learning Community of Wilson Academy • Optional: Development of a school-based Just Words Facilitator |
| <p>Budget Implications</p> | <p>Teacher and student materials:</p> <ul style="list-style-type: none"> • Year 1: \$1900.00, 1 teacher/15students • Year 2+: \$ 28.00 per student serviced • Substitute coverage for 4 full day trainings • Optional: Development of Just Words Facilitator |
| <p>More information</p> | <p>www.wilsonlanguage.com</p> |

3-5 Literacy: Wilson Reading System

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| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <p>•The Wilson Reading System (WRS) is a highly structured reading and writing program based on phonological coding research and Orton-Gillingham principles. WRS ensures that all essential components of reading are addressed while focusing on the student's main deficit. In addition to directly teaching each concept for decoding and spelling Wilson's lessons address phonemic awareness, vocabulary instruction, fluency, high frequency/sight word instruction, proofreading, and comprehension. WRS compensates for student retrieval issues and builds student self-reliance by incorporating support tools and strategies such as questioning/cueing for error correction and developing a student notebook.</p> |
| Details | <p>Intervention Model incorporates the use of small group instruction taught for 4 or 5 days each week. Each lesson can be completed in 45 – 50 minutes.</p> |
| Recommended Schools | <p>•K-12</p> |
| Support Plan | <ul style="list-style-type: none">•Three full-day Introductory Workshop•On-site coaching with demonstrations, coaching observation and feedback•Prevention Learning Community of Wilson Academy•Optional Level I Certification Practicum and On-line course |
| Budget Implications | <p>Teacher and Student Materials:</p> <ul style="list-style-type: none">•Year 1: \$1100.00 per teacher/10 students•Year 2:+: \$48.00 per 10 students•Substitute coverage for 5 full day workshops, (3 day Introductory Workshop, 2 Support workshops)•Optional: Level I WRS Certification Practicum Course: \$600.00 per teacher |
| More information | <p><u>www.wilsonlanguage.com</u></p> |

MATH



Summary of Tier 1 Math Supports

| | High Structure & Support | Low Structure & Support |
|------|--|--|
| K-5 | <ul style="list-style-type: none">• Math in Focus <i>OR</i> Go Math | <ul style="list-style-type: none">• Everyday Math Supported by NPS Modules/Units*• Design Your Own |
| 6-8 | <ul style="list-style-type: none">• Connected Math Supported by NPS Modules/Units* | <ul style="list-style-type: none">• <i>Math in Focus – Small Pilot</i>• Design Your Own |
| 9-12 | <ul style="list-style-type: none">• Larsen w/realignment* | <ul style="list-style-type: none">• <i>Math in Focus – Small Pilot</i>• <i>Agile Mind – Small Pilot</i>• Design Your Own |

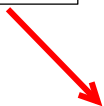
K – 5 Math

Assessment: ANet



6 – 8 Math

Assessment: ANet



9 – 12 Math

Assessment: Midterms



K – 5 Math: Math in Focus

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| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | Math in Focus is an internationally-benchmarked program aligned to Singaporean philosophies emphasizing problem solving and the balance of conceptual understanding and skill development. |
| Details | The program is structured to address content through multiple representations by exposing students to concrete, pictorial, and abstract experiences. At the K-5 level, the program emphasizes the development Numeracy, Place Value, and Numerical Operations with whole numbers, decimals, and fractions. At the 6-8 level, the program emphasizes the development pre-Algebraic topics and concepts. |
| Recommended Schools | Would be effective in a wide range of schools but is particularly well received with teachers that are looking to challenge their students in math. |
| Support Plan | The district's math team will work with Houghton Mifflin to provide training for all new schools implementing the program. |
| Budget Implications | Given available funding, NPS Central will provide materials for schools interested in selecting this new program. |
| More information | Contact Tina Powell tpowell@nps.k12.nj.us |

K–5 Math: Go Math

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| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <i>GO Math!</i> is a new comprehensive K-6 mathematics program developed to support the Common Core State Standards for Mathematics. The program emphasizes the Critical Areas and depth of understanding. Its RTI components are a major aspect of the program. |
| Details | Reviewers found that the embedded technologies, RTI features and Data Systems are impressive and well-developed components of the program therefore better serving those populations not meeting benchmarks. <i>However</i> , the program will require supplementing with more conceptual and challenging problem sets reflecting the depth and breadth of the standards. |
| Recommended Schools | Would be effective in a wide range of schools but is particularly well-suited for staff working with a large number of students who have struggled in math. |
| Support Plan | The district’s math team will work with Houghton Mifflin to provide training for all new schools implementing the program. |
| Budget Implications | Given available funding, NPS Central will provide materials for schools interested in selecting this new program. |
| More information | Contact Tina Powell tpowell@nps.k12.nj.us |

K-5 Math: Everyday Math Supported by NPS

Modules/Units

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| <p>Rationale</p> <ul style="list-style-type: none"> • <i>Common-Core aligned</i> • <i>Successful in comparable settings</i> | <p><i>Everyday Mathematics (EDM)</i> is structurally designed to scaffold students' thinking during problem solving exercises and the use manipulatives and problem solving strategies.</p> |
| <p>Details</p> | <p>Organizationally, EDM's spiral approach, through which ideas are continuously reviewed and are practiced and the breadth of the mathematics topics covered, causes the curriculum to do a relatively poor job of systematically developing mathematical concepts.</p> |
| <p>Recommended Schools</p> | <p>Best suited for environments where teachers are capable of strategically aligning supplemental resources (e.g. NPS Math Modules) to ensure the Focus and Coherence aspects of the CCSS.</p> |
| <p>Support Plan</p> | <p>The district's math team will continue to provide resources/supports to schools emphasizing CCSS-alignment (e.g. Detailed NPS Scope & Sequence documents).</p> |
| <p>Budget Implications</p> | <p>Schools will continue to assume the cost of replacement materials as needed.</p> |
| <p>More information</p> | <p>Contact Tina Powell tpowell@nps.k12.nj.us</p> |

6 – 8 Math: Connected Math Supported by NPS

Modules/Units

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| <p>Rationale</p> <ul style="list-style-type: none"> • <i>Common-Core aligned</i> • <i>Successful in comparable settings</i> | <p><i>CMP2</i>, through the launch, explore, summarize instructional model, exposes students investigate rich problems leading to the understanding and development of higher-order thinking skills and problem-solving strategies.</p> |
| <p>Details</p> | <p>While <i>CMP2</i> exposes students to rich problems leading to development of higher-order thinking skills and problem-solving strategies, it is not well-suited for all learners and is not substantively aligned to the CCSS-M. Its overwhelming emphasis on conceptual development neglect standard computational methods and techniques and will require supplementing.</p> |
| <p>Recommended Schools</p> | <p>The program is best suited for environments where the majority of students are already meeting/exceeding benchmarks and where teachers are capable of strategically aligning supplemental resources to ensure the Focus and Coherence aspects of the CCSS.</p> |
| <p>Support Plan</p> | <p>The district’s math team will continue to provide resources/supports (e.g. NPS Math Modules) to schools emphasizing CCSS-alignment. (i.e. Detailed NPS Scope & Sequence documents).</p> |
| <p>Budget Implications</p> | <p>Schools will continue to assume the cost of replacement materials as needed.</p> |
| <p>More information</p> | <p>Contact Tina Powell tpowell@nps.k12.nj.us</p> |

6 – 8 Math: Math in Focus – Small Pilot

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| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | Math in Focus is an internationally-benchmarked program aligned to Singaporean philosophies emphasizing problem solving and the balance of conceptual understanding and skill development. |
| Details | The program is structured to address content through multiple representations by exposing students to concrete, pictorial, and abstract experiences. At the 6-8 level, the program emphasizes the development pre-Algebraic topics and concepts. |
| Recommended Schools | Would be effective in a wide range of schools but is particularly well received with teachers that are looking to challenge their students in math. Recommendation: Pilot in HS's having a middle school component. |
| Support Plan | The district's math team will work with Houghton Mifflin to provide training for all new schools implementing the program. |
| Budget Implications | Given available funding, NPS Central will provide materials for schools interested in piloting this new program. |
| More information | Contact Tina Powell tpowell@nps.k12.nj.us |

6 –12 Math: Agile Mind – Small Pilot

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| <p>Rationale</p> <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <p>Agile Mind (6-12) is a web-based program published by the Charles A. Dana Center. The program is highly conceptual and utilizes a high degree of dynamism and animation to aid in conceptual development and to explore real life and mathematical applications.</p> |
| <p>Details</p> | <p>At the middle- and high school levels, the program was found to lack attention to the treatment of procedural skills and fluencies.</p> |
| <p>Recommended Schools</p> | <p>The program is best suited for environments where the majority of students are already meeting/exceeding benchmarks and where teachers are capable of strategically aligning supplemental resources to ensure the balance of conceptual understanding, procedural skills and fluencies, and application.</p> <p>Best Fit Classrooms</p> <p>Technology-rich environments, ideally with 1:1 scenarios and wireless access</p> <p>Well-outfitted classrooms (Including SmartBoards)</p> <p>Double block for Mathematics to attend to the Investigation</p> <p>Recommendation: Pilot in HS's only</p> |
| <p>Support Plan</p> | <p>Given available funding, the district's math team will work with Houghton Mifflin to provide training for all new schools implementing the program.</p> |
| <p>Budget Implications</p> | <p>•NPS Central will provide materials for schools interested in piloting this new program.</p> |
| <p>More information</p> | <p>Contact Tina Powell tpowell@nps.k12.nj.us</p> |

9 – 12 Math: Larsen with Realignment

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| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | Larsen is a high school program that exposes students to lessons and activities designed to emphasize conceptual understanding, critical thinking and reasoning, and modeling. |
| Details | <ul style="list-style-type: none">• Common Core realignment documents are available• PARCC-aligned Performance Tasks are available |
| Recommended Schools | High Schools |
| Support Plan | The district's math team will continue to provide resources/supports (e.g. NPS Math Modules) to schools emphasizing CCSS-alignment. |
| Budget Implications | Schools will continue to assume the cost of replacement materials as needed. |
| More information | Contact Tina Powell tpowell@nps.k12.nj.us |

SOCIAL STUDIES



K – 12 Social Studies

Assessment: Midterms



K – 4 Social Studies: NPS Curriculum

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| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">•The NPS Curriculum Office is developing a scope and sequence document for grades K-4 with some model units. |
| Details | <ul style="list-style-type: none">•The scope and sequence document for K-4 provides a high level overview of content for those grades. |
| All Schools | <ul style="list-style-type: none">•The NPS K-4 Scope and Sequence document with model units will work with all schools in helping NPS students gain proficiency in literacy within social studies |
| Support Plan | <ul style="list-style-type: none">•NPS will provide some orientation sessions on this curriculum but schools will need to provide their own school-based support. |
| Budget Implications | <ul style="list-style-type: none">•NPS Central will cover the costs of purchasing the recommended readings. |
| More information | Contact the Curriculum Office |

5 – 12 Social Studies: NPS Curriculum

| | |
|--|---|
| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">•The NPS Curriculum Office is developing a curriculum with detailed unit plans for grades 5-12 that synthesize the authentic social studies instruction around the analysis of primary and secondary source documents and the latest from Common Core models from across the country. |
| Details | <ul style="list-style-type: none">•The unit outlines for grades 5-11 lay out detailed unit plans with readings for each of these units. |
| All Schools | <ul style="list-style-type: none">•The NPS unit outlines will work with all schools in helping NPS students gain proficiency in literacy within social studies. |
| Support Plan | NPS will provide some orientation sessions on this curriculum but schools will need to provide their own school-based support. |
| Budget Implications | <ul style="list-style-type: none">•Most readings come from primary source documents which are available online for free.•NPS Central will cover the costs of purchasing the recommended readings for grades 5-11 which are not available online. |
| More information | <ul style="list-style-type: none">•http://historicalthinkingmatters.org/•https://www.teachingchannel.org/videos/tch-presents-reading-like-a-historian |

5 – 12 Social Studies: Reading Like a Historian

| | |
|--|--|
| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">•The Reading Like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features sets of primary documents designed for groups of students with diverse reading skills and abilities. |
| Details | <ul style="list-style-type: none">•This curriculum teaches students how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading. They learn to make historical claims backed by documentary evidence. |
| Recommended Schools | <ul style="list-style-type: none">•Reading Like a Historian will work best with a school that has a staff with skill and experience in identifying primary and secondary source documents that are sufficiently complex and experience with helping students analyze primary and secondary source documents. |
| Support Plan | <ul style="list-style-type: none">•Schools will need to provide their own school-based support. |
| Budget Implications | <ul style="list-style-type: none">•This curriculum is available free online. |
| More information | <p>http://sheg.stanford.edu/home_page https://www.teachingchannel.org/videos/tch-presents-reading-like-a-historian</p> |

SCIENCE



K – 12 Science

Assessment: Midterms



3 – 12 Science: NPS Curriculum & Exemplary Science Units

| | |
|--|---|
| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">• Comprehensive core science curriculum. Uses research based resources to support state standards and the practices of science. |
| Details | <ul style="list-style-type: none">• Inquiry based learning is rooted in the 7E instructional model. |
| Recommended Schools | <ul style="list-style-type: none">• Schools with a number of teachers inexperienced in teaching science. |
| Support Plan | <ul style="list-style-type: none">• TBD |
| Budget Implications | <ul style="list-style-type: none">• TBD |
| More information | http://www2.eboard.com/eboard/servlet/BoardServlet?ACTION=BOARD_SHOW&SITE_NAME=newark&BOARD_NAME=Science_eBoard2&SESSION_ID=trzbkb8r9pwldc1300 |

K – 8 Science: STC/Foss Module Units

| | |
|--|---|
| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">•The science kits are researched based modules that provide a foundation in science. Student books specifically compliment the modules, integrating reading and language arts skills in the context of learning science. Modules are aligned with state standards and have proven to be effective in urban schools. |
| Details | <ul style="list-style-type: none">•Students develop the skills of observing, questioning, inferring, experimenting, calculating, analyzing, and evaluating. These processes expand and enhance a student’s natural curiosity about the world in which they live and enable them to gain knowledge needed to be successful. |
| Recommended Schools | <ul style="list-style-type: none">•All schools K-8 |
| Support Plan | <ul style="list-style-type: none">•Refurbishment scheduled for all kits K-6 and two kits 7-8.•Individualized supports when needed |
| Budget Implications | <ul style="list-style-type: none">•TBD |
| More information | <p>http://www.fossweb.com/ http://www.carolinacurriculum.com/</p> |

3– 5 Science: TIER 2 – National Geographic Units

| | |
|--|---|
| <p>Rationale</p> <ul style="list-style-type: none"> • <i>Common-Core aligned</i> • <i>Successful in comparable settings</i> | <ul style="list-style-type: none"> •National Geographic Ladders is a customizable science curriculum that is based on state standards. Differentiated at four Lexile/reading levels. •National Geographic has proven to be effective in urban schools. |
| <p>Details</p> | <ul style="list-style-type: none"> •National Geographic is aligned with CCSS. Lesson plans are provided and supports are in place to monitor student progress and make data-driven decisions. Ladders units are available as ebooks as well as hard cover books. |
| <p>Recommended Schools</p> | <ul style="list-style-type: none"> •Schools in need of supplemental curriculum (books) for elementary classrooms of science. |
| <p>Support Plan</p> | <ul style="list-style-type: none"> •PD session is for a full day (per school) •On site coaching visits from NPS curriculum staff and/or eScience staff. |
| <p>Budget Implications</p> | <ul style="list-style-type: none"> •Costs include \$129.60/classroom set |
| <p>More information</p> | <ul style="list-style-type: none"> •Contact the NPS Curriculum Office for more information. |

6– 8 Science: TIER 2 - eScience

| | |
|--|---|
| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">• eScience is a customizable online science curriculum that is based on state standards. Differentiated at four Lexile/reading levels and developed in partnership with National Geographic, eScience has proven to be effective in urban schools. |
| Details | <ul style="list-style-type: none">• eScience is customizable and is aligned with CCSS. Lesson plans are provided and supports are in place to monitor student progress and make data-driven decisions. |
| Recommended Schools | <ul style="list-style-type: none">• Schools in need of online, supplemental curriculum for middle school. |
| Support Plan | <ul style="list-style-type: none">• PD session 3 times during the school year.• On site coaching visits from NPS curriculum staff and/or eScience staff. |
| Budget Implications | <ul style="list-style-type: none">• Initial costs include \$25 per student which includes 1 year student edition and online teacher edition. \$8.50 per student for the Lexile Placement which is tested 3 times during the school year. Professional development is \$2,180 per session for every 25 teachers. |
| More information | <ul style="list-style-type: none">• http://www.achieve3000.com/science-solutions |

VISUAL & PERFORMING ARTS



Support for the Arts

- Curriculum Aligned to the Common Core and NJCCCS
- Evaluation and Clinical Supervision of Arts Specialists
- Liaison to Art Partner Opportunities



Some of the Benefits of Arts Education for Newark Students

Positive Benefits for At-Risk Students

- *Students of low socioeconomic status (SES) who participate in arts learning academically outperform comparable students who have no or low arts involvement.*
- A recent far-ranging study showed multiple positive outcomes among students of low SES. *Eighth graders who had high levels of arts involvement throughout elementary school showed higher test scores in science and writing than students with low levels of involvement.*
- In high school, students who had arts-rich experiences attained higher overall GPAs and *were far less likely to drop out of school before graduation than did students who lacked those experiences.*



At Risk Students

Statewide Studies Highlight the Impact of Arts Involvement

- A recent study released in Louisiana of more than 37,000 8th grade students found that the English language arts and math scores on the statewide LEAP test were significantly higher for music education students than for students not enrolled in music.

This held true regardless of ethnicity and socio-economic status.

Arts Education and At-Risk Youth

- The Arts And Achievement In At-Risk Youth: Findings From Four Longitudinal Studies, 2012 James S. Catterall, University of California Los Angeles with Susan A. Dumais, Louisiana State University and Gillian Hampden-Thompson, University of York, U.K. www.nea.gov/research/arts-at-risk-youth.pdf



Scheduling K – 5

Support Level 1

- One FTE Visual Art Teacher per 30 classrooms
- One FTE General Music/Vocal Music Teacher per 30 Classroom
- Twice weekly for one semester
- Instrumental Music introduce in grade five with pull out lesson program
- Taught by a music educator with an instrumental music concentration.



Scheduling 6 – 8

Support Level 1

- Student will select their area of concentration
- Choir, Instrumental Music, Visual Art, Dance, Drama
- All Grade Six students will be scheduled at the same time in their concentration. The same applies for Grade Seven and Grade Eight.



Scheduling K – 5

Support Level 2

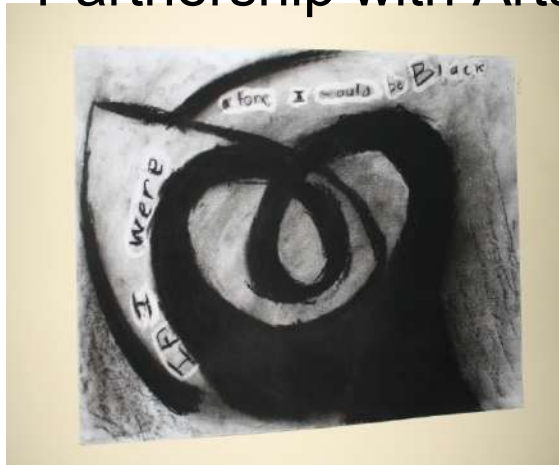
- One FTE Visual Art per 30 classrooms
- One FTE General Music/Vocal per 30 classrooms
- One FTE Dance or Drama per 30 classrooms
- Once per week for full year



Scheduling 6 – 8

Support Level 2

- Scheduled Choir, Instrumental Music, Dance Ensemble twice weekly
- May require sharing of content specialist with other schools
- Partnership with Arts Provider



Benefits of Support Level 2

- Financial Support for equipment and professional development
- Access to partnerships
- Students broaden opportunities for access to magnet programs



Reviving Instrumental Music

Grades 5 - 8

Recommendations

- Start small, target grade five
- Share an instrumental music teacher with two or more schools
- Use a rotating schedule for instrumental instruction

District provided support

- Inventory of Musical Instruments
- Repair of Musical Instruments
- Partnerships
- Mentoring, Evaluating, Supervising
- Transportation



SAMPLE - Rotating Instrumental Music Schedule Bernstein Elementary School

| | Mon 1/10 | Mon 1/17 | Mon 1/24 | Mon 1/31 | Mon 2/6 |
|-------|-----------|-----------|-----------|-----------|-----------|
| 8:30 | Trumpets | | Perc | Brass | Saxes |
| 9:20 | Flutes | Trumpets | | Perc | Brass |
| 10:10 | Clarinets | Flutes | Trumpets | | Perc |
| 11:00 | Saxes | Clarinets | Flutes | Trumpets | |
| 11:50 | Brass | Saxes | Clarinets | Flutes | Trumpets |
| 1:10 | Perc | Brass | Saxes | Clarinets | Flutes |
| 2:00 | | Perc | Brass | Saxes | Clarinets |



HEALTH & PHYSICAL EDUCATION



Health/PE Curricular Support

- Curriculum aligned with NJCCCS and National Association for Sport and Physical Education (NASPE)
- Development of curriculum units by grade clusters
- Assistance with Health and PE evaluations
- Adapted PE for special needs students
- Textbooks
- Recommended scheduling including health education to meet state requirements



Assessments and Professional Development

| Assessments | Professional Development |
|---|---|
| <ul style="list-style-type: none">•FitnessGram/ActivityGram will replace President's Council on Physical Fitness protocol.•PE Metrics will be made available to all PE staff members.•Both are standards-based skill performance assessments that demonstrate student achievement in meeting curricular targets / benchmarks and provide data analysis. | <ul style="list-style-type: none">•NASPE archived webinars•District PD Days•Partnerships with Montclair State and Kean Universities•Self-Studies checklists•Access to information on district's e-board•Equipment loaner program |



Partnerships and Families

| Partnerships | Families |
|---|---|
| <ul style="list-style-type: none">•Newark Youth Policy Board Council•NFL Play 60•Newark Yoga•Let's Move! Newark•Newark Yoga | <ul style="list-style-type: none">•CPR/AED: certification program for parents•Health Fairs•Family Nights•Nutrition Programs•Assembly Programs |



WORLD LANGUAGES



World Languages K-8

- Four languages are offered across the city:
 - Spanish
 - French
 - Mandarin Chinese
 - Portuguese
 - Recommended Scheduling:
 - Students will acquire more language if they are scheduled twice a week for half the year (i.e. alternate semester 1 and semester 2 with Art, Music)
 - Additional Resources on the World Languages E-Board
 - Assessments by K-2, 3-5, 6-8 and by cycle
 - Websites and power points
- Curriculum



World Languages 9-12

- Languages offered across the district:
 - Latin
 - French
 - Mandarin Chinese
 - * Spanish
 - * Portuguese
- Draft Curricula for Levels 1 and 2 are being revised and edited to include Common Core correlations
- T'es Branche is the new French textbook adoption for Levels 1 and 2
- Options are being considered for a Spanish textbook adoption
- AP given in French Language, Spanish Language and Spanish Literature in 5 schools



BILINGUAL EDUCATION



Bilingual Education in Newark

85% of English Language Learners (ELLs) exit the Bilingual Education program in 4 years or less

| | |
|---|--|
| Total # of ELL's | 3,592 |
| # of schools with Bilingual Ed programs | 32 |
| Total # of teachers | 282 |
| ELL students being bused | 148 |
| Languages serviced with both ESL and Bilingual Education teachers | <ul style="list-style-type: none">•Spanish•Portuguese•French and Haitian Creole•Bengali |



Bilingual Education K-4

- 27 elementary schools currently have Bilingual Education programs
- Some schools need their sites expanded to accommodate all the ELL students arriving to Newark Public Schools
- Most student have an ESL teacher and a classroom Bilingual Education teacher for Grades K-4
- Most students who begin in K or 1 have exited the Bilingual program by 3rd or 4th grade
- Newark Bilingual students K-4 consistently exceed the Expected Growth Target set by the state



Bilingual Education Grades 5-8

- 22 schools currently have programs for this age group
- Students have an ESL teacher and are either in double grade classrooms, or in a regular classroom with Math and Language Arts provided by a Bilingual Pull-out teacher
- Students entering the United States at this age begin to have more difficulty acquiring the academic language required to be successful in school
- Additional supports such as After-School Tutoring and Summer Enrichment programs are strongly recommended



Bilingual Education Grades 9-12

- Three high schools offer Bilingual Education in Spanish, French and Portuguese.
- Students speaking other languages have an ESL-only program
- Students have the highest level of need for extra supports through extended school day, tutoring for HSPA and additional ESL classes
- Students who are in the country three years or less often use the AHSA in combination with the HSPA to graduate, since it is not a timed test.



SOCIAL & EMOTIONAL LEARNING



CONTINUUM OF SCHOOL-WIDE SOCIAL AND EMOTIONAL LEARNING SUPPORTS

Tier 3 Intervention:
Specialized and Individualized Interventions for Students with Chronic Needs

Chronic Need

Tier 2 Intervention:
Specialized Group Systems for Students with Moderate/Acute Needs

Acute Need

Tier 1 Prevention:
School-Wide Systems for All Students, Staff & Settings

Basic Need

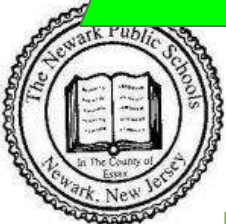
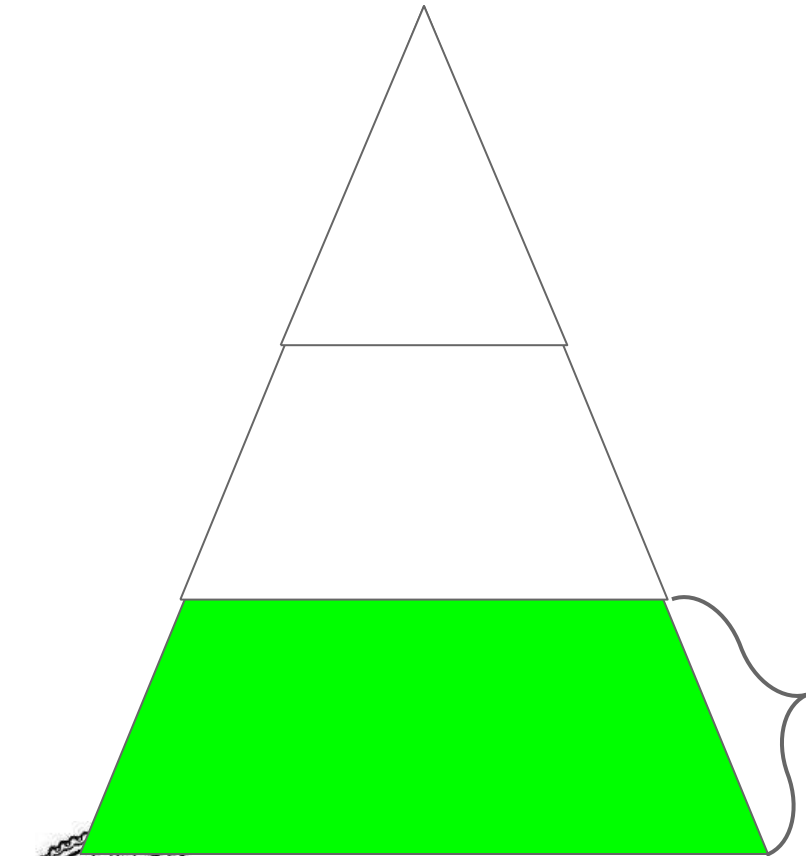


Tier 1 Prevention: School-Wide Systems for All Students, Staff & Settings

Tier 1

School-wide supports and strategies that are preventive and directly correlated to the social competence development needs of students:

- 1) Self-efficacy
- 2) Self-management
- 3) Judgment
- 4) Resiliency
- 5) Resourcefulness
- 6) Relationship-management



Social Emotional Learning (SEL) RTI in Action

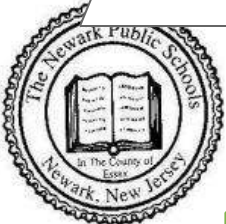
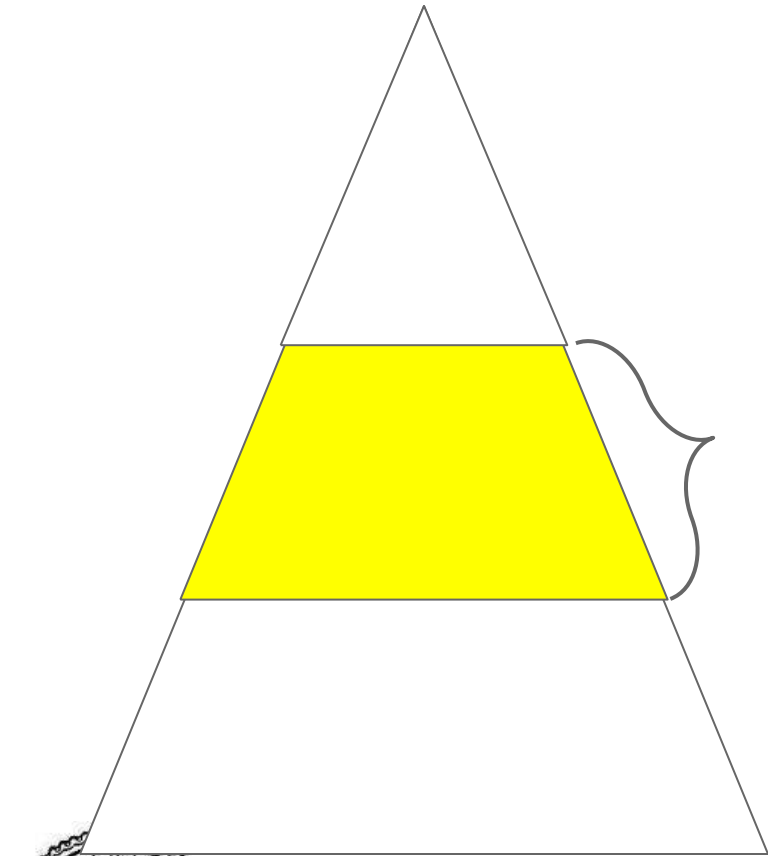
| Response to Intervention | School A | School B |
|--------------------------|---|---|
| Tier 1 | <ul style="list-style-type: none">•All students receive a weekly copy of “Home and School Connection” (published by Resources for Education) a newsletter providing strategies for parents to reinforce Social Emotional competence | <ul style="list-style-type: none">•All students participate in a weekly school wide community meeting where instructors and students “shout-out” one another giving affirmations and demonstrating appreciation for effort and/or specific contributions of one another |



Tier 2 Intervention: Specialized Group Systems for Students with Moderate/Acute Needs

Tier 2

Positive behavioral interventions and supports (PBIS) that are driven by integrated support services data reports identifying the social-emotional need trends within the school.



SEL RTI in Action

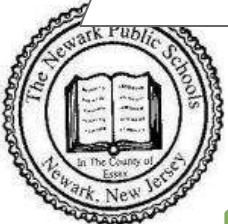
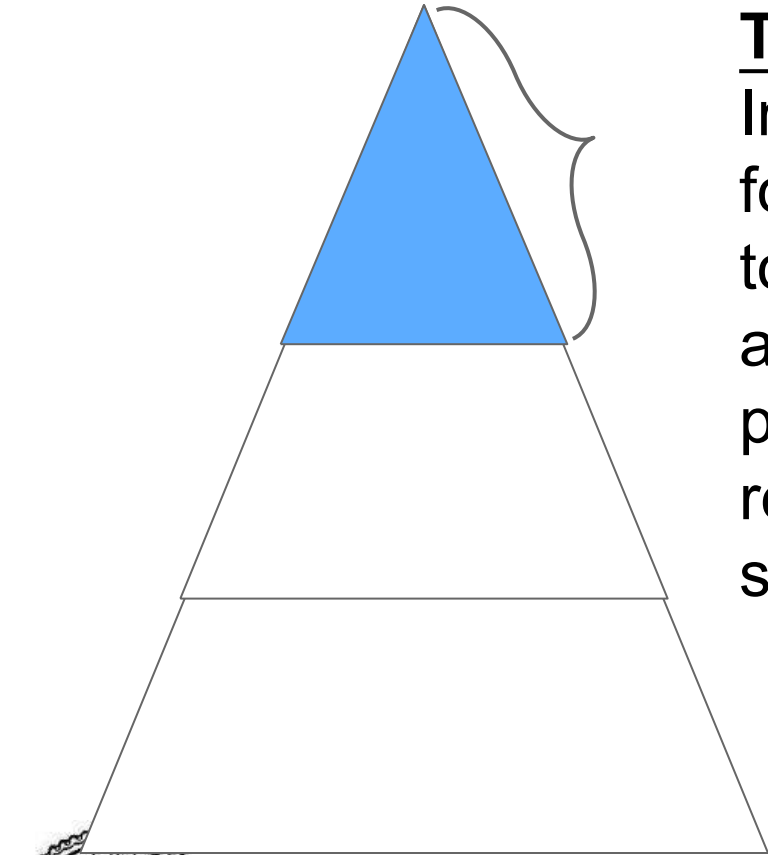
| Response to Intervention | School A | School B |
|--------------------------|--|---|
| Tier 2 | <ul style="list-style-type: none">•The school guidance counselor and social worker facilitate a weekly group for female students (maximum 20) using a gender responsive curriculum that includes a service learning project – students may be referred or self-select to participate | <ul style="list-style-type: none">•Peer to Peer Connection – a peer counseling group is formed where a core group of students (maximum 20) are trained in Restorative Practice strategies and are engaged as a resource for addressing community norms infractions. |



Tier 3 Intervention: Specialized and Individualized Interventions for Students with Chronic Needs

Tier 3

Intervention supports and strategies for students who have been referred to the I&RS committee for chronic attendance, behavior or academic performance; who may not be responsive to the tier 2 intervention strategies.



SEL RTI in Action

| Response to Intervention | School A | School B |
|--------------------------|--|--|
| Tier 3 | <ul style="list-style-type: none">•A community based organization is contracted to provide school-based therapeutic services in conflict resolution and self-management strategies – referrals are via I&RS team | <ul style="list-style-type: none">•A student specific progressive monitoring and behavioral improvement plan is developed that includes a crisis response plan and spells out when the crisis plan should be used. |



ASSESSMENT



NPS Assessment System – Components & Goals

| Component | Goal |
|---|---|
| Leveled Reading Assessment | Determine quickly students' reading level to help with guided and independent reading. |
| Diagnostic Reading Assessment (DRA) | Determine how and why some students are struggling with reading. |
| Interim Assessment for Literacy & Math <ul style="list-style-type: none"> • Aligned to PARCC Selected Response | <ul style="list-style-type: none"> • Determine how much students are progressing towards the reading and math expectations of PARCC. • Determine how and where curriculum needs to be revised or supplemented. |
| Interim Assessment for Literacy (ELA, Science, Social Studies) <ul style="list-style-type: none"> • Aligned to PARCC Extended Response | <ul style="list-style-type: none"> • Determine how much students are progressing towards the writing-in-response-to-text expectations of PARCC. • Determine how and where curriculum needs to be revised or supplemented. |



NPS Literacy Assessments & Tiers 1-3

- Tier 1
 - PARCC-Aligned Assessments – Grades 3-8
 - The Achievement Network
 - PARCC-Aligned Assessments – Grades 9-10
 - CRESST
- Tier 2
 - Leveled Reading Assessment
 - SRI
- Tier 3
 - Diagnostic Reading Assessment
 - DRA2



PARCC-Aligned Reading & Math Assessments- The Achievement Network



| | |
|--|--|
| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">• NPS and the Achievement Network are partnering to develop interim assessments for Literacy & Math so that educators can determine how much students are progressing towards the reading and math expectations of PARCC as defined by the selected response items on these assessments.• These assessments will also help schools determine how and where curriculum needs to be revised or supplemented.• The Achievement Network has had success helping urban districts boost achievement through the use of their coaching and assessments. |
| Details | <ul style="list-style-type: none">• There are 4 assessments per year (October, December, February, March) that assess grades 3 through 8 in literacy and math.• Participating in this interim assessment system will require schools to engage in regular data meetings. |
| Recommended Schools | <ul style="list-style-type: none">• All schools serving grades 3-8. |
| Support Plan | <ul style="list-style-type: none">• Schools will receive ongoing coaching to help them make the best use of the data from these assessments. |
| Budget Implications | <ul style="list-style-type: none">• NPS Central will cover the bulk of the development, administration, and coaching costs.• Schools may be asked to make a small contribution to cover training and coaching costs. |
| More information | <ul style="list-style-type: none">• Contact the NPS Curriculum Office for additional information.• 18 NPS schools are already using the Achievement Network and may be interested in hosting school visits for those who are interested in learning more. |

PARCC-Aligned Writing Assessments- CRESST



| | |
|--|--|
| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">• CRESST out of UCLA and NPS have partnered to develop writing assessments for high school grades so that educators can determine how well students are progressing towards the writing-in-response-to-text expectations of PARCC.• CRESST is a well respected assessment development center that is involved in shaping the Common Core-aligned assessments. |
| Details | <ul style="list-style-type: none">• There will be 2-3 writing assessments over the course of the year provided to selected high school grades. These grade levels still need to be finalized but they will most likely be grades 9 and 10. |
| Recommended Schools | <ul style="list-style-type: none">• All schools serving grades 9 and 10. |
| Support Plan | <ul style="list-style-type: none">• There will be trainings to help teachers understand the assessments and the data from the administrations. |
| Budget Implications | <ul style="list-style-type: none">• NPS will cover the cost of development, scoring, reporting, and training for these assessments.• Schools will need to budget to have their teachers attend the trainings. |
| More information | <ul style="list-style-type: none">• Contact the NPS Curriculum Office for additional information. |

Leveled Reading Assessment – Scholastic Reading Inventory (SRI)



| | |
|--|---|
| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">• A research based computer- adaptive reading comprehension assessment designed to provide an assessment of student reading levels using Lexile measures.• The assessment gives teachers data on student reading levels in an efficient, reliable way. |
| Details | <ul style="list-style-type: none">• SRI allows teachers to forecast and track growth while matching readers to leveled text. Authentic text passages (fiction, nonfiction and high- interest low-readability passages) are used. |
| Recommended Schools | <ul style="list-style-type: none">• Schools with teachers who need help organizing guided and independent reading groups. |
| Support Plan | <ul style="list-style-type: none">• NPS Central will provide some orientation sessions.• Districts may establish a yearly testing cycle and windows for each administration. |
| Budget Implications | <ul style="list-style-type: none">• NPS Central will provide schools access to licenses. |
| More information | <ul style="list-style-type: none">• Contact the NPS Curriculum Office for additional information.• http://teacher.scholastic.com/products/sri_reading_assessment/index.htm |

Diagnostic Reading Assessment – DRA2



| | |
|--|---|
| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">• DRA2 tool helps primary teachers to systematically observe, record and evaluate changes in student reading performance so that they can tailor instruction to meet all students needs. |
| Details | <ul style="list-style-type: none">• DRA2 assesses student performance in reading engagement, oral reading fluency and comprehension. DRA Word Analysis provides classroom teachers with the means to observe how struggling and emerging readers work with the various components of spoken and written words. Benchmark Assessment Books (Fiction) Levels A-40 are grade appropriate and are in order of difficulty. Nonfiction texts are included at Levels 16, 18, 28, 38 and 40.• NPS asks schools to administer the DRA2 with K, 1, and 2 students three times during the year. |
| Recommended Schools | <ul style="list-style-type: none">• All schools serving grades K-2 are asked to administer these assessments unless they have another way of diagnosing reading at early grades (e.g., STEP) |
| Support Plan | <ul style="list-style-type: none">• NPS has the Online Management System to track data collected from the test administrations.• NPS started to provide training for teachers on how to administer and use the data from the DRA2 and this training will continue in the coming year. |
| Budget Implications | <ul style="list-style-type: none">• NPS has already purchased DRA2 kits for to schools.• Schools will need to budget to have their teachers attend the trainings. |
| More information | <ul style="list-style-type: none">• Contact the NPS Curriculum Office for additional information. |

Diagnostic Reading Assessment – Components of Observation Survey



| | |
|--|--|
| Rationale <ul style="list-style-type: none">• <i>Common-Core aligned</i>• <i>Successful in comparable settings</i> | <ul style="list-style-type: none">• The Observation Survey is made up of a number of respected diagnostic and other literacy assessments, particularly for younger students. |
| Details | <ul style="list-style-type: none">• There are a number of literacy assessments that make up the Observation Survey. NPS will issue revised guidance on how best to use the Observation Survey for 2013-14.• NPS has provided the Observation Survey to schools for a number of years. |
| Recommended Schools | <ul style="list-style-type: none">• All schools serving K-5. |
| Support Plan | <ul style="list-style-type: none">• NPS will provide training on how best to use available literacy assessments. |
| Budget Implications | <ul style="list-style-type: none">• Schools will need to budget so that teachers can attend these trainings. |
| More information | <ul style="list-style-type: none">• Contact the NPS Curriculum Office for additional information. |