

ENGLISH LANGUAGE ARTS DISTRICT ASSESSMENT DATA SY' 2020-2021



Progress towards standards mastery (ELA Benchmarks)

K-12 NJSLA style Research Simulation,
Literary Analysis, and Narrative Tasks

ELA BENCHMARK DATA SY'20 -21

GRADE K

Grade K Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	233/290	80%	80	34%	General Ed	202/311	65%	109	54%
Students w/ Disabilities	19/24	79%	2	11%	Students w/ Disabilities	7/16	44%	4	57%
English Language Learners	52/84	62%	7	13%	English Language Learners	21/30	70%	8	38%
Total	312/392	80%	89	29%	Total	275/418	66%	121	44%

ELA BENCHMARK DATA SY'20 -21

GRADE K

Benchmark III				
Students	Participation count	% Participating	Passing count	% Passing
General Ed	204/293	70%	116	57%
Students w/ Disabilities	16/42	38%	4	25%
English Language Learners	65/92	71%	33	51%
Total	279/416	67%	153	55%

FINDINGS & NEXT STEPS

- Findings
 - Pandemic loss -
 - 35% of kindergarteners are still in letter sounds
 - 34% are reading CVC words with blends
 - Students fine motor skills are poor so letter formation is delayed
 - Encouraging realizations
 - The number of students performing in the lowest performance bands was reduced from 160 to 47.
 - The percentage of students passing increased from Benchmark 2
 - Students received focused foundation skill support
- Next Steps
 - Use the data from diagnostics to identify anchor standards and subskills to fortify and strengthen student skill acquisition
 - Dedicate time and resources to students building foundation skills
 - Fine and gross motor skills through play and manipulation of crafts
 - Strengthening the efficacy of phonemic awareness instruction.
 - Promoting more and more opportunities for students to read
 - Continue focus on reading writing connection

ELA BENCHMARK DATA SY'20 -21

GRADE 1

Grade1 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	147/218	67%	55	37%	General Ed	138/230	60%	80	58%
Students w/ Disabilities	24/33	73%	5	21%	Students w/ Disabilities	11/26	42%	6	55%
English Language Learners	57/85	67%	20	35%	English Language Learners	53/90	59%	27	51%
Total	223/326	68%	80	36%	Total	207/355	58%	113	55%

ELA BENCHMARK DATA SY'20 -21

GRADE 1

Benchmark III				
Students	Participation count	% Participating	Passing count	% Passing
General Ed	177/231	77%	76	43%
Students w/ Disabilities	14/42	33%	6	43%
English Language Learners	36/105	34%	18	50%
Total	177/363	49%	101	57%

FINDINGS & NEXT STEPS

- Findings
 - Pandemic loss -
 - 39% of first graders are working on Kindergarten skills
 - Students fine motor skills are poor so letter formation is delayed
 - Encouraging realizations
 - The number of students performing in the lowest performance bands was reduced from 93 to 20.
 - Although the % passing decreased from midyear point it is higher than Benchmark 1
 - Students received focused foundation skill support
- Next Steps
 - Use the data from diagnostics to identify anchor standards and subskills to fortify and strengthen student skill acquisition
 - Dedicate time and resources to students building foundation skills
 - Fine and gross motor skills through play and manipulation of crafts
 - Strengthening the efficacy of phonemic and phonological awareness instruction.
 - Promoting more and more opportunities for students to read
 - Continue focus on reading writing connection

FINDINGS & NEXT STEPS

- Next Steps
 - Promote students talking to peers to oral process information
 - Teachers framing questions that require students to address “why” in their oral and written responses
 - Teachers continuing writing conferences
 - Teachers and media specialists promoting independent reading of interest and decodable books

ELA BENCHMARK DATA SY'20 -21

GRADE 2

Grade 2 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	207/247	84%	68	33%	General Ed	202/265	76%	108	41%
Students w/ Disabilities	17/21	81%	4	24%	Students w/ Disabilities	17/28	61%	10	59%
English Language Learners	67/101	66%	14	21%	English Language Learners	65/105	62%	18	28%
Total	309/393	79%	86	28%	Total	295/414	71%	136	46%

ELA BENCHMARK DATA SY'20 -21

GRADE 2

Benchmark III				
Students	Participation count	% Participating	Passing count	% Passing
General Ed	134/256	52%	58	43%
Students w/ Disabilities	23/53	43%	5	23%
English Language Learners	61/120	51%	21	39%
Total	212/419	51%	87	41%

FINDINGS & NEXT STEPS

- Findings
 - Pandemic loss -
 - 12% of second graders are working on Kindergarten skills
 - 60% of the second graders are working on 1st grade skills
 - Students fine motor skills are poor so letter formation is delayed
 - Encouraging realizations
 - The number of students performing in the lowest performance bands was reduced from 212 to 53.
 - Students received focused foundation skill support
- Next Steps
 - Use the data from diagnostics to identify anchor standards and subskills to fortify and strengthen student skill acquisition
 - Dedicate time and resources to students building foundation skills
 - Fine and gross motor skills through play and manipulation of crafts
 - Strengthening the efficacy of phonemic and phonological awareness instruction.
 - Promoting more and more opportunities for students to read
 - Continue focus on reading writing connection

FINDINGS & NEXT STEPS

- Next Steps
 - Promote students talking to peers to oral process information
 - Teachers framing questions that require students to address “why” in their oral and written responses
 - Teachers continuing writing conferences
 - Teachers and media specialists promoting independent reading of interest and decodable books

Grades 3-9 Test Format

1. Readings/texts - two or more (can include various types of media)
2. Evidence Based Selected Response questions (EBSR) -seven or more
3. Technical Enhanced Constructed Response questions (TECR) -two or more
4. Prose Constructed Response (PCR) -one

ELA BENCHMARK DATA SY'20-21

GRADES 3

Grade3 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	184/290	63%	25	14%	General Ed	181/324	56%	56	31%
Students w/ Disabilities	9/23	39%	1	11%	Students w/ Disabilities	8/17	47%	2	25%
English Language Learners	29/67	43%	1	3%	English Language Learners	27/60	45%	3	11%
Total	222/383	58%	27	12%	Total	216/401	54%	61	28%

ELA BENCHMARK DATA SY'20 -21

GRADE 3

Benchmark III				
Students	Participation count	% Participating	Passing count	% Passing
General Ed	189/237	80%	53	28%
Students w/ Disabilities	25/42	60%	9	36%
English Language Learners	59/97	61%	16	27%
Total	273/374	73%	78	29%

FINDINGS & NEXT STEPS

- Findings
 - Student performance plateaued and maintained during the second half of the year
 - 49% of students met their reading growth goals across the district
 - Although the percentage of passing decreased from midyear point, it is higher than Benchmark 1 with increasing numbers of students with disabilities and ELLs passing
 - The number of ELLs reading on grade level increased by 7% and the number of students reading in the lowest levels decreased by 18%
 - The number of students with identified needs reading on grade level increased by 7% while the number of students in the lowest level decreased by 13%.
 - Students are responding positively to the new engagement platforms being employed by teachers

FINDINGS & NEXT STEPS

- Next Steps
 - Maximize the resources of the new curricular platform to target instruction
 - Promote student discussions (verbal and nonverbal - writing engagement strategies that guide students to show their thinking)
 - Teachers framing questions that require students to address “why” in their oral and written responses
 - Continue to monitor the progress of students within the subgroups of ELLs and SWDs
 - Continue to use the assessments to focus on student areas of need
 - Strengthen teacher use of interactive tools

ELA BENCHMARK DATA SY'20-21

GRADES 4

Grade4 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	234/306	76%	48	21%	General Ed	261/309	84%	76	29%
Students w/ Disabilities	15/28	54%	2	13%	Students w/ Disabilities	21/27	78%	3	14%
English Language Learners	13/29	45%	1	8%	English Language Learners	10/30	33%	0	0%
Total	262/363	72%	51	19%	Total	301/366	82%	79	26%

ELA BENCHMARK DATA SY'20 -21

GRADE 4

Benchmark III				
Students	Participation count	% Participating	Passing count	% Passing
General Ed	219/299	73%	67	31%
Students w/ Disabilities	22/26	85%	10	45%
English Language Learners	14/24	58%	4	29%
Total	255/361	71%	81	32%

FINDINGS & NEXT STEPS

- Findings
 - The # passing decreased from midyear point; it is higher than Benchmark 1 with increasing numbers of students with disabilities and ELLs passing
 - 48% of students met their reading growth goals
 - The number of ELLs reading on grade level increased by 6% and the number of students reading in the lowest levels decreased by 3%
 - The number of students with identified needs reading on grade level increased by 2% while the number of students in the lowest level decreased by 2%.

FINDINGS & NEXT STEPS

- Next Steps
 - Maximize the resources of the new curricular platform to target instruction
 - Promote student discussions (verbal and nonverbal - writing engagement strategies that guide students to show their thinking)
 - Teachers framing questions that require students to address “why” in their oral and written responses
 - Continue to monitor the progress of students within the subgroups of ELLs and SWDs
 - Promote independent reading
 - Strengthen teacher use of interactive tools

ELA BENCHMARK DATA SY'20-21

GRADES 5

Grade5 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	177/300	59%	46	26%	General Ed	190/280	68%	68	36%
Students w/ Disabilities	14/24	58%	1	7%	Students w/ Disabilities	16/23	70%	4	25%
English Language Learners	4/21	19%	0	0%	English Language Learners	12/34	35%	0	0%
Total	195/339	58%	47	24%	Total	218/337	65%	72	33%

ELA BENCHMARK DATA SY'20 -21

GRADE 5

Benchmark III				
Students	Participation count	% Participating	Passing count	% Passing
General Ed	196/284	69%	62	32%
Students w/ Disabilities	16/30	53%	6	38%
English Language Learners	9/26	35%	0	0%
Total	221/343	64%	68	31%

FINDINGS & NEXT STEPS

- Findings
 - The # passing decreased from midyear point; it is higher than Benchmark 1 with increasing numbers of students with disabilities and ELLs passing
 - 51% of students met their reading growth goals
 - The number of ELLs reading on grade level increased by 4% and the number of students reading in the lowest levels decreased by 14%
 - The number of students with identified needs reading on grade level increased by 5% while the number of students in the lowest level decreased by 17%.

FINDINGS & NEXT STEPS

- Next Steps
 - Maximize the resources of the new curricular platform to target instruction
 - Promote student discussions (verbal and nonverbal - writing engagement strategies that guide students to show their thinking)
 - Use module Skills Breakdown charts to identify subskills to focus small group instruction
 - Continue to monitor the progress of students within the subgroups of ELLs and SWDs
 - Promote independent reading
 - Strengthen teacher use of interactive tools

ELA BENCHMARK DATA SY'20-21

GRADES 6

Grade 6 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	282/344	82%	55	20%	General Ed	231/340	68%	77	33%
Students w/ Disabilities	16/20	80%	0	0%	Students w/ Disabilities	9/19	47%	0	0%
English Language Learners	8/21	38%	1	13%	English Language Learners	7/22	32%	2	29%
Total	306/385	79%	55	18%	Total	247/381	65%	79	32%

ELA BENCHMARK DATA SY'20 -21

GRADE 6

Benchmark III				
Students	Participation count	% Participating	Passing count	% Passing
General Ed	241/333	72%	71	29%
Students w/ Disabilities	22/31	71%	4	18%
English Language Learners	6/10	60%	1	17%
Total	269/380	71%	76	28%

FINDINGS & NEXT STEPS

- Findings
 - The # passing decreased from midyear point; it is higher than Benchmark 1 with increasing numbers of students with disabilities passing
 - 59% of students met their reading growth goals
 - The number of students with identified needs reading on grade level increased by 6% .

FINDINGS & NEXT STEPS

- Next Steps
 - Maximize the resources of the new curricular platform to target instruction
 - Promote student discussions (verbal and nonverbal - writing engagement strategies that guide students to show their thinking)
 - Use module Skills Breakdown charts to identify subskills to focus small group instruction
 - Continue to monitor the progress of students within the subgroups of ELLs and SWDs
 - Promote independent reading
 - Strengthen teacher use of interactive tools

ELA BENCHMARK DATA SY'20-21

GRADES 7

Grade 7 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	225/313	72%	51	23%	General Ed	219/284	77%	109	50%
Students w/ Disabilities	28/40	70%	4	14%	Students w/ Disabilities	31/41	78%	7	23%
English Language Learners	14/20	70%	4	29%	English Language Learners	12/26	46%	0	0%
Total	267/373	72%	56	21%	Total	262/351	75%	116	44%

ELA BENCHMARK DATA SY'20 -21

GRADE 7

Benchmark III				
Students	Participation count	% Participating	Passing count	% Passing
General Ed	200/279	72%	65	33%
Students w/ Disabilities	37/41	90%	8	22%
English Language Learners	14/24	58%	0	0%
Total	251/348	72%	73	29%

FINDINGS & NEXT STEPS

- Findings
 - The # passing decreased from midyear point
 - 66% of students met their reading growth goals
 - The number of ELLs reading on grade level increased by 19% and the number of students reading in the lowest levels decreased by 10%
 - The number of students with identified needs reading on grade level increased by 10% while the number of students in the lowest level decreased by 11%.

FINDINGS & NEXT STEPS

- Next Steps
 - Maximize the resources of the new curricular platform to target instruction
 - Promote student discussions (verbal and nonverbal - writing engagement strategies that guide students to show their thinking)
 - Use module Skills Breakdown charts to identify subskills to focus small group instruction
 - Continue to monitor the progress of students within the subgroups of ELLs and SWDs
 - Promote independent reading
 - Strengthen teacher use of interactive tools

ELA BENCHMARK DATA SY'20-21

GRADES 8

Grade 8 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	259/277	94%	61	24%	General Ed	238/269	88%	92	39%
Students w/ Disabilities	39/44	89%	1	3%	Students w/ Disabilities	35/39	90%	7	20%
English Language Learners	29/36	81%	0	0%	English Language Learners	30/36	83%	1	3%
Total	328/358	92%	62	19%	Total	304/344	88%	100	33%

ELA BENCHMARK DATA SY'20 -21

GRADE 8

Benchmark III				
Students	Participation count	% Participating	Passing count	% Passing
General Ed	215/264	81%	136	63%
Students w/ Disabilities	32/40	80%	9	28%
English Language Learners	17/38	45%	4	24%
Total	262/340	77%	148	56%

FINDINGS & NEXT STEPS

- Findings

- % Passing increased to 63%
- Both ELLs and students with identified needs passing percentage increased
- An incentive plan was put into effect for Benchmark 3 completion:
 - Students in grades 8 and 9 that receive a 16 or higher or outperform their previous submission by at least 3 points can **forgo the final Performance Task** of the school year. The second criteria is only available to students who completed Part 2 of Benchmark 1 and 2.

FINDINGS & NEXT STEPS

- Next Steps
 - Maximize the resources of the new curricular platform to target instruction
 - Use module Skills Breakdown charts to identify subskills to focus small group instruction
 - Promote student discussions (verbal and nonverbal - writing engagement strategies that guide students to show their thinking)
 - Engage in activities that promote students sharing their ideas through print
 - Working to support the Writing Folder Initiative

ELA BENCHMARK DATA SY'20-21

GRADES 9

Grade 9 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	109/242	45%	41	38%	General Ed	147/233	63%	81	55%
Students w/ Disabilities	13/41	32%	4	31%	Students w/ Disabilities	21/41	51%	4	19%
English Language Learners	19/38	50%	1	5%	English Language Learners	31/40	78%	3	10%
Total	141/321	44%	46	33%	Total	199/314	63%	88	44%

ELA BENCHMARK DATA SY'20 -21

GRADE 9

Benchmark III				
Students	Participation count	% Participating	Passing count	% Passing
General Ed	120/259	46%	39	33%
Students w/ Disabilities	20/48	42%	3	15%
English Language Learners	4//12	33%	0	0%
Total	140/307	46%	42	30%

FINDINGS & NEXT STEPS

- Findings
 - 104 students completed Part 1 and not Part 2
 - Ninth grade students were not motivated by the incentive
 - Students have to read the various grade level texts (various platforms are audible - we need to build up the reading muscles)
- Next Steps
 - Focus on the development of writing arguments
 - Work with teachers to raise the level of reading engagement during and beyond the class period
 - Engage in activities that promote students sharing their ideas through print
 - Working to support the Writing Folder Initiative

ELA BENCHMARK DATA SY'20-21

GRADES 10

Grade 10 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	59/183	32%	17	29%	General Ed	123/196	63%	21	17%
Students w/ Disabilities	5/40	13%	1	20%	Students w/ Disabilities	14/38	37%	1	7%
English Language Learners	0/9	0%	0	0%	English Language Learners	6/9	67%	0	0%
Total	64/232	28%	18	28%	Total	143/243	59%	22	15%

FINDINGS & NEXT STEPS

- Findings
 - 80 students completed Part 1 and Part 2
 - Many 10th grade students were absent or did not complete the 3rd Benchmark
 - 19% of the students were proficient
- Next Steps
 - Implement daily Thinking & Writing Strategies to build writing stamina
 - Focus on the development of writing arguments
 - Work with teachers to raise the level of reading engagement during and beyond the class period
 - Engage in activities that promote students sharing their ideas through print
 - Working to support the Writing Folder Initiative

ELA BENCHMARK DATA SY'20-21

GRADES 11

Grade 11 Benchmark I					Benchmark II				
Students	Participation count	% Participating	Passing count	% Passing	Students	Participation count	% Participating	Passing count	% Passing
General Ed	84/108	78%	22	26%	General Ed	45/142	32%	14	31%
Students w/ Disabilities	9/30	30%	2	22%	Students w/ Disabilities	13/26	50%	1	8%
English Language Learners	20/29	69%	3	15%	English Language Learners	16/24	67%	1	6%
Total	123/189	65%	27	22%	Total	74/192	66%	16	22%

FINDINGS & NEXT STEPS

- Findings
 - Benchmark 3 saw reduced rates of students completing both parts of the assessment - 65 students completed Part 1 and 2
 - Benchmark 3 percent passing 48% - Mostly Honors students
- Next Steps
 - Implement daily Thinking & Writing Strategies to build writing stamina
 - Focus on development of writing arguments
 - Work with teachers to raise the level of reading engagement during and beyond the class period
 - Engage in activities that promote students sharing their ideas through print
 - Working to support the Writing Folder Initiative

MOVING FORWARD

- Aggressively address pandemic foundation skills delays in grades K-2 with targeted supports
- Strengthen engagement with text (Students have to do the work of **reading!**)
 - Comprehension and application of the critical knowledge and skills
 - Vocabulary
 - Expression of ideas in Writing – organization and beyond
 - Fluency
 - Strengthening reasoning
- Supporting the implementation of Writing Folder as we work on improving feedback and efficacy of writing conferences.
- Added focus on students showing their thinking through writing and the development of arguments
- Use the Skills Breakdown module charts to support teachers refining small group instruction
- Increase participation during the small group sessions overall
- Individualized support by school for professional development will continue to be predicated on data