

- Board Meeting
October 20, 2021



Assessment Results from Spring 2021

Dynamic Learning Maps (DLM) results

Dynamic Learning Maps® (DLM®) assessments are designed 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 show what they know and can do in mathematics, English language arts, and science. Dynamic Learning Maps assessments are delivered online each spring, with all students in a particular grade being assessed on the same elements.

Red Bank Regional Results: We had less than 10 students eligible for the assessment. 100% of the eligible students participated in the assessment last year and based on results the district is providing time with the reading specialist in their schedule to work with the students and teachers.

● ACCESS testing results

ACCESS for ELLs:

- Is available to WIDA Consortium member states as a primary benefit of membership
- Is administered to Kindergarten through Grade 12 students who have been identified as English language learners (ELLs)
- Is given annually to monitor students' progress in learning academic English
- Meets U.S. federal requirements of the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress toward English language proficiency
- Is anchored in the WIDA English Language Development Standards
- Assesses the four language domains of Listening, Speaking, Reading and Writing

100% of the 62 students in the ELL program were tested last Spring.

Grade 9- 20 Students

Grade 10- 15 Students

Grade 11- 19 Students

Grade 12- 8 Students

Overall Score report of Access test

Proficiency level	Listening	Speaking	Reading	Writing	Oral Language	Literacy	Comprehension	# Students (overall score)
1- Entering	24%	52%	26%	21%	37%	24%	21%	16
2- Emerging	18%	27%	44%	31%	10%	35%	39%	20
3- Developing	24%	19%	10%	37%	27%	26%	18%	22
4- Expanding	8%	2%	3%	11%	6%	15%	3%	4
5- Bridging	16%	0%	5%	0%	3%	0%	6%	0
6- Reaching	10%	0%	13%	0%	0%	0%	13%	0

● AP Exam results

- *Last year we had 345 students take 585 AP exams. This a 3.6% increase in student participation and a 7% increase in the number of exams from 2020.*
- *Students were given an option of in-person or online to take the exam*
- *49% of the exams were scored a 3 or higher*
- *69 students were awarded AP scholar awards, there average score was 3.51 on exams*
(41- AP Scholar, 8 AP Scholar with honor and 20 AP scholar with Distinction)



Start Strong Assessment Results

Preliminary

Start Strong results

English

English 9

281 students participated

English 10

311 students participated

Math

Algebra 1

222 students participated

Geometry

267 students participated

Algebra 2

304 students participated

Science

Grade 9

275 students participated

Grade 12

285 seniors participated

Parent portal provided by the state will be available for all parents by end of November and in Linkit by beginning of November.

Graduation and Enrollment Trends

Enrollment Trends

	2019-20	2020-21	2021-22
9	350	338	314
10	305	341 (-9)	339(+1)
11	291	322 (+17)	321(-20)
12	325	309 (+18)	326(+4)
	1270	1305	1300

Graduation Trends

2019	2020	2021
92%	94%	96%

NJ STATE REPORT CARD DATA

	4 Year Grad Rate	% AP and IB	% Dual Enrollment
2018-19	92.1	63.8	30.7
2019-20	94.3	65.1	33.7
2020-21			

Learning recovery teams- ELA and SS

- Teachers worked together through horizontal and vertical articulation, articulation with the middle school, and review of benchmark data to identify key skill deficiencies at each grade level. Some areas of weakness that were identified: the introduction of Rutgers Writing strategies in the 9th, 10th, 11th and 12th grade CP classes in order to increase rigor and writing frequency (in conjunction with writing portfolios), increase focus on textual analysis including: 1) **Fiction**-the use of STEAL charts for characterization, a deep dive into direct and indirect characterization, understanding how syntax and diction affect the plot and reader response, review of literary devices and the impact on fiction (imagery, figurative language, tone). 2) **Nonfiction**- focus on rhetorical arguments (SOAPStone, rhetorical situations, pathos, logos and ethos, etc.) An additional focus for all classes will be the incorporation of a revision process where students can continue to improve/revise an assignment in order to earn additional points.
- ELA and SS teachers worked to create units and assessments that will reinforce and expand the above skills for the students. The daily assessments and discussions focus around the key skills identified for the unit. The teams met during PD week and department time to norm ideas and discussions.
- 9th and 10th grade ELA worked with the State mandated Start Strong assessment. All other grade levels and subject areas will have a common assessment designed cooperatively by the end of MP 1. Link it Common Assessments will be given in MP 2 and 4. Students will also be given 1 major writing assignment per grade, per MP.

Learning Recovery Teams - Math and Science

- **Subjects Covered**
 - Math:
 - Algebra 1, Geometry, & Algebra 2 (9 Teachers)
 - Science:
 - Biology (3 Teachers)
- **Initial Steps**
 - Document the prioritization, reduction, or elimination of skills or standards for the 2020-2021 School year.
 - Achieve the Core: Support for Instructional Content Prioritization in High School Mathematics.
 - Comprehensive review of Link-it Benchmark data when applicable
 - Vertical articulation with grade level below
- **Findings**
 - Biggest deficiencies in the following standards/topics
 - A-CED - Create equations and inequalities
 - A-REI - Reasoning with equations and inequalities
 - F-IF & BF - Interpreting and building functions
 - Expressing geometric properties with equations
 - Cell Cycle & Cell Division

Learning Recovery Teams- Math and Science continued

- **What was Produced**
 - Creation/revisions of common assessments
 - Prerequisites skills were identified and infused in daily lessons
 - Chunking of Geometry units
 - Infusing experimental design content using the NGSS Science Practices in all Biology units
 - Algebra 1, Geometry, Algebra 2, & Biology common prep time to continue to collaborate
- **Next Steps**
 - October 25th afternoon PD for teacher to collaborate and make adjustments based on Start Strong data and teacher observations.

Where the road leads ?

Learning recovery teams used benchmark assessment to proactively plan



October 25th PD afternoon for teacher to collaborate and make adjustments based on data



March PD afternoon for teacher to collaborate and make adjustments based on data



Start Strong Assess,net and SEL surveys to determine starting points



Mid-year benchmarks to see student growth



End of year benchmarks to measure student growth





Thanks!

ANY QUESTIONS?