SEPTEMBER 2022

ENGLEWOOD PUBLIC SCHOOL DISTRICT

2022-2023 DATA ANALYSIS & PERFORMANCE PRESENTATION

DYNAMIC LEARNING MAPS (DLM)

DLM is an online alternate assessment for students with the most significant intellectual disabilities in English Language Arts and Mathematics (DLM) in grades 3-8 and 11, and Science (DLM) for students in grades 5, 8, and 11.

ACHIEVEMENT LEVELS	DEFINITION
Emerging	*The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.*
Approaching	*The student's understanding of an ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.*
At Target	*The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.*
Advanced	*The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.*

SEPTEMBER 2022

DYNAMIC LEARNING MAPS (DLM)

ELA	PARTICIPATION	EMERGING	APPROACHING	AT TARGET	ADVANCED	AT / ABOVE TARGET
2019 – 2020	NOT TESTED*					
2020 – 2021	78.6%	36.5%	9.0%	45.5%	9.0%	54.5%
2021 – 2022	100%	30.8%	38.4%	30.8%	0.0%	30.8%

MATH	PARTICIPATION	EMERGING	APPROACHING	AT TARGET	ADVANCED	AT / ABOVE TARGET
2019 – 2020	NOT TESTED*					
2020 – 2021	78.6%	54.5%	18.2%	0.0%	27.3%	27.3%
2021 – 2022	100%	46.2%	7.6%	23.1%	23.1%	46.2%

SCIENCE	PARTICIPATION	EMERGING	APPROACHING	AT TARGET	ADVANCED	AT / ABOVE TARGET
2019 – 2020	NOT TESTED*					
2020 – 2021	50%*	100.0%	0.0%	0.0%	0.0%	0.0%
2021 – 2022	85.7%*	33.3%	33.3%	16.7%	16.7%	33.4%

= Less than 10 students in subgroup

****2019-2020 DLM not administered due to COVID-19. The state was granted a waiver.***

DYNAMIC LEARNING MAPS (DLM)

English Language Arts

GRADE	GRADES 3 – 8				
REPORTING YEAR	2019-2020	2021	2022	2021	2022
		#	#	Prof. %	Prof. %
Total Population	Not Tested	*	*	54.5%	30.8%
Gen Ed		*	*	0.0%	0.0%
Special Ed		*	*	100.0%	100.0%
English Language Learner		*	*	0.0%	25.0%
Econ. Dis.		*	*	50.0%	50.0%
Hispanic or Latino		*	*	50.0%	50.0%
Black or African American		*	*	50.0%	50.0%
Asian		*	*	0.0%	0.0%
White		*	*	0.0%	0.0%
American Indian or Alaska Native		*	*	0.0%	0.0%
Two or more races		*	*	0.0%	0.0%
Native Hawaiian or Other Pacific Islander		*	*	0.0%	0.0%

** = Less than 10 students in subgroup*

***2019-2020 DLM not administered due to COVID-19. The state was granted a waiver.*

DYNAMIC LEARNING MAPS (DLM)

Mathematics

GRADE	GRADES 3 – 8				
REPORTING YEAR	2019-2020	2021	2022	2021	2022
		#	#	Prof. %	Prof. %
Total Population	Not Tested	*	*	45.5%	46.2%
Gen Ed		*	*	0.0%	0.0%
Special Ed		*	*	100.0%	100.0%
English Language Learner		*	*	0.0%	16.7%
Econ. Dis.		*	*	50.0%	66.7%
Hispanic or Latino		*	*	40.0%	50.0%
Black or African American		*	*	60.0%	50.0%
Asian		*	*	0.0%	0.0%
White		*	*	0.0%	0.0%
American Indian or Alaska Native		*	*	0.0%	0.0%
Two or more races		*	*	0.0%	0.0%
Native Hawaiian or Other Pacific Islander		*	*	0.0%	0.0%

** = Less than 10 students in subgroup*

***2019-2020 DLM not administered due to COVID-19. The state was granted a waiver.*

DYNAMIC LEARNING MAPS (DLM)

Science

GRADE	GRADES 5-11					
REPORTING YEAR	2019-2020	2021	2022	2021	2022	
		#	#	Prof. %	Prof. %	
Total Population	Not Tested	*	*	0.0%	16.7%	
Gen Ed		*	*	0.0%	0.0%	
Special Ed		*	*	0.0%	100.0%	
English Language Learner		*	*	0.0%	0.0%	
Econ. Dis.		*	*	0.0%	50.0%	
Hispanic or Latino		*	*	0.0%	50.0%	
Black or African American		*	*	0.0%	50.0%	
Asian		*	*	0.0%	0.0%	
White		*	*	0.0%	0.0%	
American Indian or Alaska Native		*	*	0.0%	0.0%	
Two or more races		*	*	0.0%	0.0%	
Native Hawaiian or Other Pacific Islander		*	*	0.0%	0.0%	

** = Less than 10 students in subgroup*

***2019-2020 DLM not administered due to COVID-19. The state was granted a waiver.*

ACCESSING COMPREHENSION AND COMMUNICATION IN ENGLISH STATE-TO-STATE (ACCESS)

ACCESS for English Language Learners (ELLs)

New Jersey, as a member of the WIDA Consortium, uses the ACCESS for ELLs suite of assessments as a tool to measure English Language Learners (ELLs) proficiency in the English language. Students are assessed in four domains: Speaking, Listening, Reading, and Writing.

INTERPRETING STUDENT SCORES

- ***Proficiency level scores range from 1.0 – 6.0, with the score of 4.5 or above considered proficient.***

LEVEL	PERFORMANCE LEVELS
LEVEL 1	*Entering*
LEVEL 2	*Emerging*
LEVEL 3	*Developing*
LEVEL 4	*Expanding*
LEVEL 5	*Bridging*
LEVEL 6	*Reaching*

SEPTEMBER 2022

ACCESS – Student Proficiency Level Report

Grade Level	# of Student Participants			LEVEL 1 – Entering		LEVEL 2 – Emerging		LEVEL 3 – Developing		Level 4 – Expanding		Level 5 – Bridging		Level 6 – Reaching	
	2020*	2021**	2022	2021**	2022	2021**	2022	2021**	2022	2021**	2022	2021**	2022	2021**	2022
K	Not Tested	36/37	78/79	69%	50%	8%	17%	14%	13%	6%	19%	3%	1%	0%	0%
1		34/43	51/52	35%	21%	32%	47%	27%	30%	6%	2%	0%	0%	0%	0%
2		22/30	41/43	14%	22%	23%	22%	54%	51%	9%	5%	0%	0%	0%	0%
3		27/30	32/34	15%	28%	22%	13%	37%	37%	22%	22%	4%	0%	0%	0%
4		32/34	33/35	13%	10%	16%	6%	34%	33%	28%	42%	9%	6%	0%	3%
5		27/29	34/35	22%	26%	11%	21%	48%	18%	19%	35%	0%	0%	0%	0%
6		19/23	35/37	10%	31%	37%	20%	53%	37%	0%	12%	0%	0%	0%	0%
7		19/21	26/27	21%	38%	16%	27%	53%	23%	10%	8%	0%	4%	0%	0%
8		28/30	28/29	25%	45%	36%	14%	32%	31%	7%	7%	0%	0%	0%	0%
9		23/29	47/48	17%	35%	26%	19%	44%	38%	13%	6%	0%	0%	0%	0%
10		30/36	29/30	10%	43%	46%	27%	27%	13%	17%	13%	0%	0%	0%	0%
11		18/27	35/36	55%	31%	22%	28%	17%	33%	6%	6%	0%	0%	0%	0%
12		37/51	22/24	30%	50%	43%	25%	27%	8%	0%	8%	0%	0%	0%	0%

**2020 ACCESS not administered due to COVID-19. The state was granted a waiver.*

***Spring 2021 ACCESS participation was optional due to COVID.*

LEVEL	PERFORMANCE LEVELS
LEVEL 1	*Entering*
LEVEL 2	*Emerging*
LEVEL 3	*Developing*
LEVEL 4	*Expanding*
LEVEL 5	*Bridging*
LEVEL 6	*Reaching*

SEPTEMBER 2022

ACCESS – Student Participation & Proficiency Report – Met Proficiency of 4.5 or greater

Grade Level	2020 **2020 ACCESS not administered due to COVID-19. The state was granted a waiver.*	2021 ***Spring 2021 ACCESS participation was optional due to COVID.*	2022
	Proficiency 4.5 – 6.0	**Proficiency 4.5 – 6.0**	**Proficiency 4.5 – 6.0**
K	**Not Tested**	6%	12%
1		3%	0%
2		5%	0%
3		19%	3%
4		25%	24%
5		4%	24%
6		0%	0%
7		5%	4%
8		0%	4%
9		9%	2%
10		13%	3%
11		6%	0%
12		0%	0%

ACCESS – Student Proficiency Level Report (Grades K-5)

** = Less than 10 students in subgroup*

GRADE	SY	K		1		2		3		4		5	
REPORTING YEAR	2019-2020	2021 Prof. 4.5 – 6.0 %	2022 Prof. 4.5 – 6.0 %	2021 Prof. 4.5 – 6.0 %	2022 Prof. 4.5 – 6.0 %	2021 Prof. 4.5 – 6.0 %	2022 Prof. 4.5 – 6.0 %	2021 Prof. 4.5 – 6.0 %	2022 Prof. 4.5 – 6.0 %	2021 Prof. 4.5 – 6.0 %	2022 Prof. 4.5 – 6.0 %	2021 Prof. 4.5 – 6.0 %	2022 Prof. 4.5 – 6.0 %
Total Population	Not Tested	6%	12%	3%	0%	5%	0%	19%	3%	25%	24%	4%	24%
Gen Ed		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Special Ed		0%	0%	0%	0%	0%	0%	0%	0%	0%	13%	0%	13%
English Language Learner		100%	100%	100%	0%	100%	0%	100%	100%	100%	100%	100%	100%
Econ. Dis.		100%	11%	100%	0%	100%	0%	80%	0%	100%	100%	100%	88%
Hispanic or Latino		0%	78%	100%	0%	100%	0%	100%	100%	100%	88%	100%	100%
Black or African American		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Asian		0%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White		50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Two or more races		50%	11%	0%	0%	0%	0%	0%	0%	0%	13%	0%	13%
Native Hawaiian or Other Pacific Islander		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

ACCESS – Student Proficiency Level Report (Grades 6-12)

** = Less than 10 students in subgroup*

GRADE	SY	6		7		8		9		10		11		12	
REPORTING YEAR	2019-2020	2021 Prof. 4.5 – 6.0 %	2022 Prof. 4.5 – 6.0 %	2021 Prof. 4.5 – 6.0 %	2022 Prof. 4.5 – 6.0 %	2021 Prof. 4.5 – 6.0 %	2022 Prof. 4.5 – 6.0 %	2021 Prof. 4.5 – 6.0 %	2022 Prof. 4.5 – 6.0 %	2021 Prof. 4.5 – 6.0 %	2022 Prof. 4.5 – 6.0 %	2021 Prof. 4.5 – 6.0 %	2022 Prof. 4.5 – 6.0 %	2021 Prof. 4.5 – 6.0 %	2022 Prof. 4.5 – 6.0 %
Total Population	Not Tested	0%	0%	5%	4%	0%	4%	9%	2%	13%	3%	6%	0%	0%	0%
Gen Ed		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Special Ed		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
English Language Learner		0%	0%	100%	100%	0%	100%	100%	100%	100%	100%	100%	0%	0%	0%
Econ. Dis.		0%	0%	100%	0%	0%	100%	100%	0%	100*	0%	100%	0%	0%	0%
Hispanic or Latino		0%	0%	100%	100%	0%	100%	100%	100%	75%	100%	100%	0%	0%	0%
Black or African American		0%	0%	0%	0%	0%	0%	0%	0%	25%	0%	0%	0%	0%	0%
Asian		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Two or more races		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Native Hawaiian or Other Pacific Islander		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA)

NEW JERSEY STUDENT LEARNING ASSESSMENT

The New Jersey Student Learning Assessment measures student proficiency with grade level skills, knowledge, and concepts that are critical to assesses college and career readiness in English Language Arts, Mathematics, and Science.

<u>Grade Levels Assessed:</u>

- ***NJSLA-ELA – Grades 3-9***
- ***NJSLA- Math – Grades 3-8, Algebra I, Algebra II & Geometry***
- ***NJSLA- Science – Grades 5, 8 & 11***

SEPTEMBER 2022

NJSLA – ELA Performance Levels and State Comparison

**% change from 2020 – 2022 not calculated due to two consecutive non-testing years; 2020 & 2021 NJSLA not administered due to COVID-19. The state was granted a waiver.*

GRADE	Participation	LEVEL 1 – Not Yet Meeting Expectations	LEVEL 2– Partially Meeting Expectations	LEVEL 3– Approaching Expectations	LEVEL 4 & 5 Meeting/Exceeding Expectations
SPRING 2022					
3	148/156	23.0%	18.2%	26.4%	32.4%
4	154/161	29.9%	24.0%	27.3%	18.8%
5	182/197	14.3%	23.1%	26.4%	36.3%
6	178/178	22.5%	30.3%	28.1%	19.1%
7	159/164	25.2%	22.0%	32.1%	20.8%
8	185/190	24.3%	21.1%	21.1%	33.5%
9	274/289	10.6%	15.0%	25.5%	48.9%

***Percentages may not total 100% due to rounding.*

NJSLA – ELA Performance Levels and State Comparison

**% change from 2020 – 2022 not calculated due to two consecutive non-testing years; 2020 & 2021 NJSLA not administered due to COVID-19. The state was granted a waiver.*

GRADE	Participation			LEVEL 1 – Not Yet Meeting Expectations			State LEVEL 1	LEVEL 2– Partially Meeting Expectations			State LEVEL 2	LEVEL 3– Approaching Expectations			State LEVEL 3	LEVEL 4 & 5 Meeting/Exceeding Expectations			State LEVEL 4 & 5
	2020	2021	2022	2020	2021	2022	STATE 2022	2020	2021	2022	STATE 2022	2020	2021	2022	STATE 2022	2020	2021	2022	STATE 2022
3	Not Tested *	Not Tested *	148/156	Not Tested *	Not Tested *	23.0%	20.1%	Not Tested *	Not Tested *	18.2%	15.5%	Not Tested *	Not Tested *	26.4%	22.0%	Not Tested *	Not Tested *	32.4%	42.4%
4			154/161			29.9%	14.4%			24.0%	14.3%			27.3%	21.9%			18.8%	49.4%
5			182/197			14.3%	12.5%			23.1%	14.7%			26.4%	23.2%			36.3%	49.6%
6			178/178			22.5%	10.6%			30.3%	15.6%			28.1%	26.3%			19.1%	47.5%
7			159/164			25.2%	12.3%			22.0%	13.5%			32.1%	21.5%			20.8%	52.7%
8			185/190			24.3%	14.3%			21.1%	13.2%			21.1%	21.2%			33.5%	51.3%
9			274/289			10.6%	11.8%			15.0%	15.6%			25.5%	23.6%			48.9%	48.9%

***Percentages may not total 100% due to rounding.*

NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA)

English Language Arts

GRADE	SY	3	4	5	6	7	8	9
REPORTING YEAR	2019-2020 & 2020-2021	2022 ≥ Level 4 Met or Exceeded Expectations %	2022 ≥ Level 4 Met or Exceeded Expectations %	2022 ≥ Level 4 Met or Exceeded Expectations %	2022 ≥ Level 4 Met or Exceeded Expectations %	2022 ≥ Level 4 Met or Exceeded Expectations %	2022 ≥ Level 4 Met or Exceeded Expectations %	2022 ≥ Level 4 Met or Exceeded Expectations %
Total Population	Not Tested	32.5%	18.8%	36.3%	19.1%	20.8%	33.5%	48.9%
Gen Ed		38.8%	21.5%	49.6%	25.8%	26.1%	42.1%	59.5%
Special Ed		3.4%	5.9%	5.3%	0.0%	3.1%	10.3%	12.5%
English Language Learner		28.0%	6.7%	3.7%	7.4%	15.8%	0.0%	3.4%
Econ. Dis.		35.1%	17.8%	31.1%	17.7%	14.4%	33.3%	34.8%
Hispanic or Latino		29.7%	13.8%	30.6%	20.6%	20.0%	39.2%	31.0%
Black or African American		30.2%	24.4%	38.5%	15.7%	18.2%	21.2%	41.6%
Asian		100%	33.3%	100%	40.0%	40.0%	75.0%	92.3%
White		55.6%	20.0%	58.8%	7.1%	37.5%	38.9%	78.8%
American Indian or Alaska Native		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or more races		0.0%	42.9%	50.0%	0.0%	0.0%	0.0%	100.0%
Native Hawaiian or Other Pacific Islander		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%

** = Less than 10 students in subgroup*

NJSLA – Math Performance Levels and State Comparison

**% change from 2020 – 2022 not calculated due to two consecutive non-testing years; 2020 & 2021 NJSLA not administered due to COVID-19. The state was granted a waiver.*

GRADE	Participation	LEVEL 1 – Not Yet Meeting Expectations	LEVEL 2– Partially Meeting Expectations	LEVEL 3– Approaching Expectations	LEVEL 4 & 5 Meeting/Exceeding Expectations
SPRING 2022					
3	154/154	19.5%	31.8%	24.0%	24.7%
4	158/163	31.0%	36.7%	25.3%	7.0%
5	193/197	21.2%	34.7%	29.5%	14.5%
6	187/196	38.5%	35.8%	17.1%	8.6%
7	168/185	24.4%	31.5%	35.1%	8.9%
8	189/190	32.8%	37.6%	20.1%	9.5%
Alg. I	285/332	30.5%	33.0%	21.1%	15.4%
Alg. II	15/15	*	*	*	86.7%
Geometry	32/32	*	*	*	34.4%

***Percentages may not total 100% due to rounding.*

****Inclusive of 8th Grade students who sat for Algebra I.*

NJSLA – Math Performance Levels and State Comparison

**% change from 2020 – 2022 not calculated due to two consecutive non-testing years; 2020 & 2021 NJSLA not administered due to COVID-19. The state was granted a waiver.*

GRADE	LEVEL 1 – Not Yet Meeting Expectations			State LEVEL 1	LEVEL 2– Partially Meeting Expectations			State LEVEL 2	LEVEL 3– Approaching Expectations			State LEVEL 3	LEVEL 4 & 5 Meeting/Exceeding Expectations			State LEVEL 4 & 5
REPORTING YEAR	2020	2021	2022	STATE 2022	2020	2021	2022	STATE 2022	2020	2021	2022	STATE 2022	2020	2021	2022	STATE 2022
3	Not Tested*	Not Tested*	19.5%	13.3%	Not Tested*	Not Tested*	31.8%	18.3%	Not Tested*	Not Tested*	24.0%	23.0%	Not Tested*	Not Tested*	24.7%	45.4%
4			31.0%	13.1%			36.7%	22.6%			25.3%	24.8%			7.0%	39.4%
5			21.2%	15.1%			34.7%	23.0%			29.5%	25.9%			14.5%	36.1%
6			38.5%	15.3%			35.8%	24.9%			17.1%	28.5%			8.6%	31.3%
7			24.4%	10.9%			31.5%	23.6%			35.1%	31.5%			8.9%	34.1%
8			32.8%	30.4%			37.6%	31.9%			20.1%	22.3%			9.5%	15.4%
Alg. I ***			30.5%	17.7%			33.0%	22.6%			21.1%	24.7%			15.4%	34.8%
Alg. II			*	10.2%			*	13.1%			*	18.9%			86.7%	53.3%
Geo.			*	6.4%			*	18.3%			*	30.5%			34.4%	44.0%

***Percentages may not total 100% due to rounding.*

****Inclusive of 8th Grade students who sat for Algebra I.*

NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA)

Mathematics

** = Less than 10 students in subgroup*

GRADE		3	4	5	6	7	8	Alg. I	Alg. II	Geometry
REPORTING YEAR	2019-2020 & 2020-2021	2022 ≥ Level 4 Met or Exceeded Expectations	2022 ≥ Level 4 Met or Exceeded Expectations %	2022 ≥ Level 4 Met or Exceeded Expectations %	2022 ≥ Level 4 Met or Exceeded Expectations %	2022 ≥ Level 4 Met or Exceeded Expectations %	2022 ≥ Level 4 Met or Exceeded Expectations %	2022 ≥ Level 4 Met or Exceeded Expectations %	2022 ≥ Level 4 Met or Exceeded Expectations %	2022 ≥ Level 4 Met or Exceeded Expectations %
Total Population	Not Tested	24.7%	7.0%	14.5%	8.6%	8.9%	9.5%	15.4%	86.7%	34.4%
Gen Ed		30.6%	8.5%	21.3%	12.7%	12.2%	11.0%	21.3%	86.7%	34.4%
Special Ed		6.9%	5.9%	2.6%	0.0%	0.0%	3.4%	7.0%	0.0%	0.0%
English Language Learner		16.1%	5.9%	0.0%	0.0%	3.6%	7.1%	0%	0.0%	0.0%
Econ. Dis.		22.8%	5.5%	11.5%	6.9%	4.9%	7.8%	10.8%	50.0%	11.1%
Hispanic or Latino		21.6%	3.1%	10.6%	7.2%	10.2%	9.9%	9.6%	0.0%	37.5%
Black or African American		25.6%	4.4%	10.3%	2.0%	5.4%	7.6%	11.8%	0.0%	0.0%
Asian		100.0%	33.3%	100.0%	50.0%	20.0%	25.0%	63.6%	92.3%	40%
White		33.3%	33.3%	35.3%	13.3%	12.5%	11.1%	41.7%	50.0%	28.6%
American Indian or Alaska Native		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or more races		0.0%	42.9%	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%
Native Hawaiian or Other Pacific Islander		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%

NJSLA – Science Performance Levels and State Comparison

**% change from 2020 – 2022 not calculated due to two consecutive non-testing years; 2020 & 2021 NJSLA not administered due to COVID-19. The state was granted a waiver.*

GRADE	Participation	LEVEL 1 – Below Proficiency	LEVEL 2– Near Proficiency	LEVEL 3– Proficient	LEVEL 4– Advanced Proficient
SPRING 2022					
5	191/200	58.6%	24.6%	11.5%	5.2%
8	195/197	65.1%	32.8%	2.1%	0.0%
11	265/281	56.8%	24.1%	15.4%	3.8%

***Percentages may not total 100% due to rounding.*

NJSLA – Science Performance Levels and State Comparison

**% change from 2020 – 2022 not calculated due to two consecutive non-testing years; 2020 & 2021 NJSLA not administered due to COVID-19. The state was granted a waiver.*

GRADE	Participation			LEVEL 1 – Below Proficiency			State LEVEL 1	LEVEL 2– Near Proficiency			State LEVEL 2	LEVEL 3– Proficient			LEVEL 4– Advanced Proficient			LEVEL 3 & 4 Proficient & Advanced Proficient			State LEVEL 3 & 4
REPORTING YEAR	2020	2021	2022	2020	2021	2022	STATE 2022	2020	2021	2022	STATE 2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	STATE 2022
5	Not Tested *	Not Tested *	191/200	Not Tested *	Not Tested *	58.6%	41.6%	Not Tested *	Not Tested *	24.6%	32.9%	Not Tested *	Not Tested *	11.5%	Not Tested *	Not Tested *	5.2%	Not Tested *	Not Tested *	16.8%	25.5%
8			195/197			65.1%	40.9%			32.8%	43.5%			2.1%			0.0%			2.1%	15.6%
11			265/281			56.8%	46.2%			24.1%	24.8%			15.4%			3.8%			19.2%	29.0%

***Percentages may not total 100% due to rounding.*

NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA)

Science

** = Less than 10 students in subgroup*

GRADE	5, 8, 11	5, 8, 11	5	8	11
REPORTING YEAR	**2020**	**2021**	**2022** *≥ Level 3 Met or Exceeded Expectations*	**2022** *≥ Level 3 Met or Exceeded Expectations %*	**2022** *≥ Level 3 Met or Exceeded Expectations %*
Total Population	Not Tested	Not Tested	16.8%	2.1%	19.2%
Gen Ed			24.4%	2.4%	23.1%
Special Ed			5.9%	0.0%	0.0%
English Language Learner			0.0%	0.0%	0.0%
Econ. Dis.			10.7%	0.8%	12.8%
Hispanic or Latino			9.8%	0.0%	10.9%
Black or African American			17.9%	0.0%	7.4%
Asian			100.0%	50.0%	53.5%
White			50.0%	10.0%	33.3%
American Indian or Alaska Native			0.0%	0.0%	0.0%
Two or more races			100.0%	0.0%	0.0%
Native Hawaiian or Other Pacific Islander			0.0%	0.0%	0.0%

SEPTEMBER 2022

ENGLEWOOD PUBLIC SCHOOL DISTRICT

2022 – 2023 Educational Improvement Plan

Englewood Public School District

EPSD

NI

Founded 1867

NOTABLE ACHIEVEMENTS

- Establish K-8 RTI Team
- Establish Math Lab and Pre-Algebra Courses at DMHS
- Identify and implement common universal screener, Grades 1-10
- Facilitate professional learning Pre-K-8 focused on data analysis and interpretation
- Establishing school level data coach teams
- Tier 2 & Tier 3 Interventionists hired at JDMS
- Implement Estrellita-Lunita (Spanish Phonic Program)
- Enhance dual language and bilingual program
- Review and revise K-3 ELA curriculum to include Orton Gillingham Phonics
- Extended Bell Schedule at JDMS
- Departmentalize periods for McCloud *(Grades 4-5)*
- Purchase of leveled libraries for elementary classrooms to support targeted, tiered instruction
- Ongoing screening and progress monitoring of student performance to monitor and adjust programming and instruction

NOTABLE ACHIEVEMENTS (CONTINUED)

- Increased focus on affixes along with Greek and Latin roots to further enhance vocabulary development across content areas– inclusive of science classrooms
- Implementation of digital software platforms to support differentiation – IXL, MindPlay, Learning A-Z, Reflex, Gizmos, Nearpod, Lumio, etc.
- FDU Partnership- Orton Gillingham Teacher Training Program
- Orton Gillingham Summer Academy– Comprehensive Training, Phonological Awareness, and Morphology Training for teachers
- Ongoing HIB, IEP development and I&RS/504 implementation support
- Professional learning with a focus on targeting accommodations and modifications
- Implementation of Spanish Phonics Interventions
- Implementation of Academic Support periods with bilingual instructional staff
- Content Specialist and ESL Teacher pairing to support students with interrupted formal education (SIFE)

INTERVENTION STRATEGIES BY GRADE, BY SCHOOL

School	Intervention Strategies
D.A. Quarles Early Childhood Center	• RTI ELA Teacher • Extended-day Support • Summer School Program • Family Literacy Coaching • Direct, Explicit Orton Gillingham Instruction • Digital Software Support Resources – FootSteps2Brilliance, Learning A-Z • School Level Data teams • Purchased Leveled Libraries to support targeted tiered instruction • Parent Learning Sessions
Dr. John Grieco Elementary School	• RTI ELA and Math Teacher • Extended-day Support • Summer School Program • Family Literacy Coaching • Direct, Explicit Orton Gillingham Instruction • Digital Software Support Resources – FootSteps2Brilliance, Learning A-Z, iReady, Reflex Math • Purchase of culturally appropriate high interest, low readability books for Middle School classrooms • School Level Data teams • Parent Learning Sessions
Dr. Leroy McCloud Elementary School	• RTI ELA and Math Teacher • Extended-day Support • Summer School Program • Direct, Explicit Orton Gillingham Instruction (Grade 3) • Digital Software Support Resources – Reflex Math, Learning A-Z, MindPlay, IXL (Grade 5), Newsela, DBQ (Social Studies) • Purchase of culturally appropriate high interest, low readability books for Middle School classrooms • School Level Data teams • Parent Learning Sessions
Janis E. Dismus Middle School	• RTI ELA and Math Teachers • Academic Support (SWD/ELL/Bilingual) • Parent Learning Sessions • Homework Haven • Digital Software Support Resources – IXL (ELL/Math Lab), Gizmos, Read180, Newsela, MindPlay, DBQ (Social Studies) • School Level Data teams • Purchase of culturally appropriate high interest, low readability books for Middle School classrooms • Addition of Bilingual/ESL Classes
Dwight Morrow High School	• Math Lab Courses • Pre-Algebra Courses • Instructional Coach Support • Digital Software Support Resources – IXL (ELL/Math Lab), Gizmos, Read180, Newsela