An Update on District Goal 1:

Increase the number of students who move from Level 3 (Approaching) to Level 4 (Meeting) and from Level 4 (Meeting) to Level 5 (Exceeding) in Math and English Language Arts on Statewide Assessments

Oradell Public School

March 13, 2019

Achievement Level Mobility Comparison

ELA - Meeting			2014-15 to 2015-16	2015-16 to 2016-17	2016-17 to 2017-18	Weighted Average
G3 - G4 ELA	Starting Level:	Ending Level:	n=39	n=65	n=58	
	Meeting	Exceeding	18%	34%	40%	32%
	Meeting	Meeting	77%	58%	48%	59%
	Meeting	Approaching	5%	8%	12%	9%
	Meeting	Partially Meeting	0%	0%	0%	0%
	Meeting	Not Meeting	0%	0%	0%	0%
G4 - G5 ELA	Starting Level:	Ending Level:	n=62	n=59	n=54	
	Meeting	Exceeding	23%	31%	28%	27%
	Meeting	Meeting	66%	66%	65%	66%
	Meeting	Approaching	11%	3%	7%	7%
	Meeting	Partially Meeting	0%	0%	0%	0%
	Meeting	Not Meeting	0%	0%	0%	0%
G5 - G6 ELA	Starting Level:	Ending Level:	n=61	n=60	n=57	
	Meeting	Exceeding	11%	22%	5%	13%
	Meeting	Meeting	72%	70%	77%	73%
	Meeting	Approaching	15%	5%	18%	12%
	Meeting	Partially Meeting	2%	3%	0%	2%
	Meeting	Not Meeting	0%	0%	0%	0%
All Grades	Starting Level:	Ending Level:	n=162	n=184	n=169	
	Meeting	Exceeding	17%	29%	24%	24%
	Meeting	Meeting	71%	65%	63%	66%
	Meeting	Approaching	11%	5%	12%	10%
	Meeting	Partially Meeting	1%	1%	0%	1%
	Meeting	Not Meeting	0%	0%	0%	0%

FINDINGS

In 2018 . . .
-40% of Fourth Graders who had scored a 4 the year before increased to a Level 5.

-28% of Fifth Graders who had scored a 4 the year before increased to a Level 5.

-5% of Sixth Graders who had scored a 4 the year before increased to a Level 5.

English Language Arts

Achievement Level Mobility Comparison

ELA - Approaching			2014-15 to 2015-16	2015-16 to 2016-17	2016-17 to 2017-18	Weighted Average
	Starting Level:	**Ending Level:**	n=27	n=17	n=14	
G3 - G4 ELA	Approaching	Exceeding	0%	0%	14%	3%
	Approaching	Meeting	59%	47%	57%	55%
	Approaching	Approaching	33%	53%	21%	36%
	Approaching	Partially Meeting	7%	0%	7%	5%
	Approaching	Not Meeting	0%	0%	0%	0%
	Starting Level:	**Ending Level:**	n=19	n=19	n=21	
G4 - G5 ELA	Approaching	Exceeding	0%	0%	0%	0%
	Approaching	Meeting	53%	84%	86%	75%
	Approaching	Approaching	32%	16%	14%	20%
	Approaching	Partially Meeting	16%	0%	0%	5%
	Approaching	Not Meeting	0%	0%	0%	0%
	Starting Level:	**Ending Level:**	n=19	n=14	n=7	
G5 - G6 ELA	Approaching	Exceeding	0%	0%	0%	0%
	Approaching	Meeting	16%	50%	0%	25%
	Approaching	Approaching	53%	29%	86%	50%
	Approaching	Partially Meeting	26%	14%	14%	20%
	Approaching	Not Meeting	5%	7%	0%	5%
	Starting Level:	**Ending Level:**	n=65	n=50	n=42	
All Grades	Approaching	Exceeding	0%	0%	5%	1%
	Approaching	Meeting	45%	62%	62%	55%
	Approaching	Approaching	38%	32%	29%	34%
	Approaching	Partially Meeting	15%	4%	5%	9%
	Approaching	Not Meeting	2%	2%	0%	1%

FINDINGS

In 2018 . . .

-71% of Fourth Graders who had scored a 3 the year before increased to a Level 4 or 5.

-86% of Fifth Graders who had scored a 3 the year before increased to a Level 4.

-0% of Sixth Graders who had scored a 3 the year before increased to a Level 4.

Achievement Level Mobility Comparison

Math - Meeting			2014-15 to 2015-16	2015-16 to 2016-17	2016-17 to 2017-18	Weighted Average
	Starting Level:	**Ending Level:**	n=42	n=55	n=45	
G3 - G4 Math	Meeting	Exceeding	0%	0%	11%	4%
	Meeting	Meeting	90%	84%	71%	82%
	Meeting	Approaching	10%	15%	16%	13%
	Meeting	Partially Meeting	0%	2%	2%	1%
	Meeting	Not Meeting	0%	0%	0%	0%
	Starting Level:	**Ending Level:**	n=63	n=67	n=62	
G4 - G5 Math	Meeting	Exceeding	37%	27%	31%	31%
	Meeting	Meeting	56%	67%	60%	61%
	Meeting	Approaching	8%	6%	5%	6%
	Meeting	Partially Meeting	0%	0%	5%	2%
	Meeting	Not Meeting	0%	0%	0%	0%
	Starting Level:	**Ending Level:**	n=54	n=51	n=53	
G5 - G6 Math	Meeting	Exceeding	7%	4%	2%	4%
	Meeting	Meeting	67%	76%	58%	67%
	Meeting	Approaching	24%	20%	38%	27%
	Meeting	Partially Meeting	2%	0%	2%	1%
	Meeting	Not Meeting	0%	0%	0%	0%
	Starting Level:	**Ending Level:**	n=159	n=173	n=160	
All Grades	Meeting	Exceeding	17%	12%	16%	15%
	Meeting	Meeting	69%	75%	63%	69%
	Meeting	Approaching	14%	13%	19%	15%
	Meeting	Partially Meeting	1%	1%	3%	1%
	Meeting	Not Meeting	0%	0%	0%	0%

FINDINGS

In 2018 . . .

-11% of Fourth Graders who had scored a 4 the year before increased to a Level 5.

-31% of Fifth Graders who had scored a 4 the year before increased to a Level 5.

-2% of Sixth Graders who had scored a 4 the year before increased to a Level 5.

Achievement Level Mobility Comparison

Math - Approaching			2014-15 to 2015-16	2015-16 to 2016-17	2016-17 to 2017-18	Weighted Average
G3 - G4 Math	Starting Level:	Ending Level:	n=23	n=30	n=21	
	Approaching	Exceeding	0%	0%	0%	0%
	Approaching	Meeting	48%	20%	29%	31%
	Approaching	Approaching	26%	70%	48%	50%
	Approaching	Partially Meeting	26%	10%	24%	19%
	Approaching	Not Meeting	0%	0%	0%	0%
G4 - G5 Math	Starting Level:	Ending Level:	n=24	n=11	n=28	
	Approaching	Exceeding	4%	9%	0%	3%
	Approaching	Meeting	58%	64%	36%	49%
	Approaching	Approaching	21%	27%	50%	35%
	Approaching	Partially Meeting	17%	0%	14%	13%
	Approaching	Not Meeting	0%	0%	0%	0%
G5 - G6 Math	Starting Level:	Ending Level:	n=29	n=17	n=10	
	Approaching	Exceeding	0%	0%	0%	0%
	Approaching	Meeting	17%	18%	40%	21%
	Approaching	Approaching	55%	53%	30%	50%
	Approaching	Partially Meeting	24%	24%	30%	25%
	Approaching	Not Meeting	3%	6%	0%	4%
All Grades	Starting Level:	Ending Level:	n=76	n=58	n=59	
	Approaching	Exceeding	1%	2%	0%	1%
	Approaching	Meeting	39%	28%	34%	34%
	Approaching	Approaching	36%	57%	46%	45%
	Approaching	Partially Meeting	22%	12%	20%	19%
	Approaching	Not Meeting	1%	2%	0%	1%

FINDINGS

-29% of Fourth Graders who had scored a 3 the year before increased to a Level 4.

-36% of Fifth Graders who had scored a 3 the year before increased to a Level 4.

-40% of Sixth Graders who had scored a 3 the year before increased to a Level 4.

Looking at Achievement at a Glance

Student Performance on 2018 PARCC Compared to Cohort Performance in 2017

	3rd to 4th Grade Growth		4th to 5th Grade Growth		5th to 6th Grade Growth	
	ELA	**Math**	**ELA**	**Math**	**ELA**	**Math**
From 3 to 4 (or 5)	71%	29%*	86%	36%	0%	40%*
From 4 to 5	40%	11%	28%	31%	5%	2%

*While typically a 30% growth rate would not be concerning because the number of students who decreased from 3 to 2 was high in these cohorts, this is also an area of concern.

Next Steps that Occurred and Continue to Occur . . .

For All Teachers in Grades 3-6

*Analyzed Evidence Tables from PARCC 2018

*Looked at Reading Level Data and Linkit! Data from the Prior Year

*Administered Navigator A and Navigator B Assessments

Select Math Teachers in Grades 3-5

*Attending Professional Development with Denis Sheeran

*Piloting Implementation of Guided Math

Language Arts Teachers in Grades 3-6

*Implementing new District curriculum this year, including pre and post assessments for each writing unit and a focus on consistent language throughout the grades.

*Continued professional development in specific aspects of Balanced Literacy including focus on word study and differentiated instruction.

Math Teachers in Grade 6

*Rewrote District Curriculum

*Implementing New Mathematics Resource

Predicted Proficiency

2018-19 Form B

ELA	# of	Avg. Form B	Not Meeting #	%	Partially Meeting #	%	Approaching #	%	Bubble #	%	Meeting #	%	Exceeding #	%	Meeting + Exceeding #	%	Weighted Average #	%
G3	97	58%	2	2%	10	10%	22	23%	14	14%	48	49%	1	1%	49	51%	73	75%
G4	101	53%	0	0%	5	5%	20	20%	24	24%	34	34%	18	18%	52	51%	81	80%
G5	112	74%	0	0%	4	4%	13	12%	7	6%	75	67%	13	12%	88	79%	100	89%
G6	117	65%	2	2%	8	7%	17	15%	26	22%	47	40%	17	15%	64	55%	86	74%
All Grades	**427**	**63%**	**4**	**1%**	**27**	**6%**	**72**	**17%**	**71**	**17%**	**204**	**48%**	**49**	**11%**	**253**	**59%**	**340**	**80%**

2018-19 Form A

ELA	# of	Avg. Form A	Not Meeting #	%	Partially Meeting #	%	Approaching #	%	Bubble #	%	Meeting #	%	Exceeding #	%	Meeting + Exceeding #	%	Weighted Average #	%
G3	97	43%	1	1%	16	16%	24	25%	28	29%	25	26%	3	3%	28	29%	64	66%
G4	101	59%	0	0%	3	3%	23	23%	14	14%	27	27%	34	34%	61	60%	83	82%
G5	112	66%	0	0%	5	4%	18	16%	14	13%	50	45%	25	22%	75	67%	101	90%
G6	117	62%	0	0%	6	5%	25	21%	18	15%	47	40%	21	18%	68	58%	88	75%
All Grades	**427**	**58%**	**1**	**0%**	**30**	**7%**	**90**	**21%**	**74**	**17%**	**149**	**35%**	**83**	**19%**	**232**	**54%**	**336**	**79%**

2017-2018 PARCC

ELA	# of	Avg. Scaled	Not Meeting #	%	Partially Meeting #	%	Approaching #	%			Meeting #	%	Exceeding #	%	Meeting + Exceeding #	%
G3	98	773	2	2%	4	4%	19	19%			58	59%	15	15%	73	74%
G4	109	783	2	2%	2	2%	16	15%			41	38%	48	44%	89	82%
G5	115	787	0	0%	1	1%	13	11%			62	54%	39	34%	101	88%
G6	97	771	0	0%	3	3%	16	16%			58	60%	20	21%	78	80%
All Grades	**419**		**4**	**1%**	**10**	**2%**	**64**	**15%**			**219**	**52%**	**122**	**29%**	**341**	**81%**

- **Predicted Calculation:** Student achievement based on 2017-2018 Cut-Scores. All follow-on analyses in this report will ONLY use this calculation to predict "Meeting + Exceeding" students. This approach is the more conservative calculation.
- **Weighted Average (Predicted Calculation x Actual Performance):** Student achievement based on the SUMPRODUCT of 2017-2018 Cut-Scores and the percent of students who actually met "Meeting + Exceeding" in 2017-2018 relative to their 2017-2018 predicted performance. Please refer to the report in your Cut-Score folder to review these actual percentages. This is usually the more accurate calculation of the two predictive methodologies.

LinkIt!

FINDINGS

-Currently 80% of students are predicted to pass the ELA section of the NJ-SLA-ELA. This is similar results to last year.

-We still have an opportunity to move additional students from approaching to meeting the standards.

Predicted Proficiency

2018-19 Form B

Math	# of	Avg. Form B	Not Meeting #	%	Partially Meeting #	%	Approaching #	%	Bubble #	%	Meeting #	%	Exceeding #	%	Meeting + Exceeding #	%	Weighted Average #	%
G3	97	61%	0	0%	5	5%	26	27%	26	27%	32	33%	8	8%	40	41%	67	69%
G4	101	61%	1	1%	12	12%	24	24%	21	21%	34	34%	9	9%	43	43%	71	70%
G5	109	67%	0	0%	5	5%	38	35%	24	22%	30	28%	12	11%	42	39%	85	78%
G6	115	56%	0	0%	17	15%	47	41%	20	17%	22	19%	9	8%	31	27%	69	60%
All Grades	422	61%	1	0%	39	9%	135	32%	91	22%	118	28%	38	9%	156	37%	292	69%

2018-19 Form A

Math	# of	Avg. Form A	Not Meeting #	%	Partially Meeting #	%	Approaching #	%	Bubble #	%	Meeting #	%	Exceeding #	%	Meeting + Exceeding #	%	Weighted Average #	%
G3	97	40%	0	0%	8	8%	34	35%	21	22%	23	24%	11	11%	34	35%	70	72%
G4	101	52%	0	0%	13	13%	31	31%	13	13%	33	33%	11	11%	44	44%	62	61%
G5	109	49%	0	0%	8	7%	36	33%	19	17%	27	25%	19	17%	46	42%	84	77%
G6	115	55%	0	0%	11	10%	18	16%	42	37%	28	24%	16	14%	44	38%	79	69%
All Grades	422	49%	0	0%	40	9%	119	28%	95	23%	111	26%	57	14%	168	40%	295	70%

2017-2018 PARCC

Math	# of	Avg. Scaled	Not Meeting #	%	Partially Meeting #	%	Approaching #	%		Meeting #	%	Exceeding #	%	Meeting + Exceeding #	%
G3	98	772	0	0%	6	6%	22	22%		41	42%	29	30%	70	71%
G4	109	771	0	0%	9	8%	20	18%		55	50%	25	23%	80	73%
G5	115	770	1	1%	10	9%	21	18%		50	43%	33	29%	83	72%
G6	97	762	0	0%	7	7%	26	27%		49	51%	15	15%	64	66%
All Grades	419		1	0%	32	8%	89	21%		195	47%	102	24%	297	71%

- **Predicted Calculation:** Student achievement based on 2017-2018 Cut-Scores. All follow-on analyses in this report will ONLY use this calculation to predict "Meeting + Exceeding" students. This approach is the more conservative calculation.
- **Weighted Average (Predicted Calculation x Actual Performance):** Student achievement based on the SUMPRODUCT of 2017-2018 Cut-Scores and the percent of students who actually met "Meeting + Exceeding" in 2017-2018 relative to their 2017-2018 predicted performance. Please refer to the report in your Cut-Score folder to review these actual percentages. This is usually the more accurate calculation of the two predictive methodologies.

LinkIt!
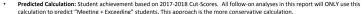
10

FINDINGS

-Currently 69% of students are predicted to pass the Mathematics section of the NJ-SLA.. This is similar results to last year.

-We still have an opportunity to move additional students from approaching to meeting the standards.

G5 Math

# of students: 21

Student	504	CLEP	SpecEd	G3 PARCC 2016-17	G4 Benchmark 2017-18 A	B	C	G4 PARCC 2017-18	G5 Benchmark 2018-19 Form A	Form B	Growth A-B	LGP A-B	At-Risk Ratio
				850	77%	73%	93%	840	80%	90%	10%	High	0%
				799	80%	87%	90%	799	77%	90%	13%	High	0%
				837	80%	73%	100%	815	77%	87%	10%	High	0%
				799	50%	77%	97%	803	43%	87%	43%	High	29%
				824	77%	83%	97%	820	37%	87%	50%	High	14%
				778	67%	63%	93%	820	60%	80%	20%	High	14%
				796	80%	73%	97%	793	63%	80%	17%	Typ	0%
				785	67%	57%	97%	796	53%	77%	23%	High	14%
				773	53%	67%	97%	782	53%	73%	20%	High	0%
				731	40%	47%	73%	725	40%	70%	30%	High	100%
				782	60%	53%	90%	773	47%	63%	17%	Typ	43%
				772	43%	47%	73%	765	27%	63%	37%	High	71%
				778	60%		97%	775	33%	63%	30%	High	33%
				760	50%	70%	90%	763	43%	60%	17%	Typ	43%
				730	20%	43%	70%	732	27%	60%	33%	High	100%
				719	47%	53%	70%	740	27%	53%	27%	High	100%
				741	33%	43%	67%	727	30%	50%	20%	Typ	100%
				719	37%	50%	53%	742	53%	50%	-3%	Low	86%
				735	27%	43%	47%	742	43%	47%	3%	Low	100%
				774	50%	80%	90%	793	37%	40%	3%	Low	43%
				766	33%	40%	53%	746	23%	40%	17%	Typ	86%

Bubble Students (LinkIt Benchmarks Grades 2+ Only)

At-Risk Students	
Recently Low Performing	Chronically Low Performing

G5 Math - Skills and Topics

Skill	Rest of School A	B	A-B	Class A	B	A-B
Multiplying Whole Numbers	75%	97%	23%	75%	97%	22%
Rounding Decimals	49%	86%	36%	41%	89%	48%
Measuring Volume	61%	83%	23%	57%	86%	29%
Reading and Writing Decimals	37%	81%	44%	40%	83%	43%
Solve Problems by Multiplying with Fractions and Mixed Numbers	37%	73%	36%	25%	71%	46%
Using Strategies to Divide Whole Numbers	56%	71%	15%	44%	68%	24%
Adding and Subtracting Whole Numbers		72%			67%	
Dividing with Whole Numbers and Unit Fractions	57%	47%	-10%	51%	54%	3%
Computing Volume of Right Rectangular Prisms	41%	53%	12%	40%	51%	11%
Renaming Measurements to Solve Problems	50%	30%	-21%	40%	40%	0%
Adding and Subtracting Fractions with Unlike Denominators	43%	38%	-5%	55%	17%	-38%
Adding and Subtracting Mixed Numbers	43%	38%	-5%	55%	17%	-38%

Topic	Rest of School A	B	A-B	Class A	B	A-B
Number and Operations in Base Ten	54%	84%	29%	50%	84%	34%
Measurement and Data	51%	55%	5%	46%	59%	13%
Number and Operations-Fractions	45%	57%	11%	42%	53%	11%

	Standard/Subscore/Skills	Already Taught	Minimally/Not Covered
		Check One	
Highest Performing			
Lowest Performing			
Grew the Most			
Grew the Least			
Significantly Outperformed School			
Significantly Underperform School			

G5 Math - Skills	Oradell Public School			Class A			Class B			Class C		
	Avg. Score		Growth	Avg. Score		Growth	Avg. Score		Growth	Avg. Score		Growth
	A	B	A-B	A	B	A-B	A	B	A-B	A	B	A-B
Multiplying Whole Numbers	75%	97%	23%	83%	97%	15%	75%	97%	22%	70%	98%	28%
Rounding Decimals	48%	86%	38%	48%	91%	44%	41%	89%	48%	52%	87%	35%
Measuring Volume	60%	84%	24%	71%	88%	17%	57%	86%	29%	53%	77%	25%
Reading and Writing Decimals	38%	82%	44%	38%	84%	45%	40%	83%	43%	39%	86%	46%
Solve Problems by Multiplying with Fractions and Mixed Numbers	35%	73%	38%	45%	74%	29%	25%	71%	46%	31%	77%	46%
Adding and Subtracting Whole Numbers		71%			87%			67%			66%	
Using Strategies to Divide Whole Numbers	54%	70%	16%	64%	74%	10%	44%	68%	24%	51%	80%	29%
Computing Volume of Right Rectangular Prisms	41%	53%	12%	53%	62%	9%	40%	51%	11%	33%	46%	12%
Dividing with Whole Numbers and Unit Fractions	56%	49%	-7%	64%	61%	-3%	51%	54%	3%	56%	43%	-13%
Adding and Subtracting Mixed Numbers	46%	34%	-11%	49%	58%	9%	55%	17%	-38%	41%	26%	-15%
Adding and Subtracting Fractions with Unlike Denominators	46%	34%	-11%	49%	58%	9%	55%	17%	-38%	41%	26%	-15%
Renaming Measurements to Solve Problems	48%	32%	-17%	56%	37%	-20%	40%	40%	0%	53%	30%	-23%

G5 Math - Topics	Oradell Public School			Class A			Class B			Class C		
	Avg. Score		Growth	Avg. Score		Growth	Avg. Score		Growth	Avg. Score		Growth
	A	B	A-B	A	B	A-B	A	B	A-B	A	B	A-B
Number and Operations in Base Ten	54%	84%	30%	58%	87%	28%	50%	84%	34%	53%	88%	35%
Measurement and Data	50%	56%	6%	60%	62%	2%	46%	59%	13%	46%	51%	5%
Number and Operations-Fractions	45%	56%	11%	52%	68%	15%	42%	53%	11%	42%	53%	11%

What Does Navigator B Say? And What Are We Doing with the Data?

Print | ← Back

Test Name	2018-19 Gr 5 Math LinkIt! NJSLS Form B
Result Date	Jan 18, 2019
Test Score	77%
Points Earned	23 out of 30

☑ Charts & Graphs in Color

▼ Options

Tags	☐ Standards	☐ Topics	☐ Skills	☐ Other	☐ Raw tag scores	☑ Sort by score
Items	☑ Show item data					
Options	☑ Hide Points Possible	☐ Hide Correct Answers	Student Answers	Show student answers ▼		

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Correct Answer	A	•	B	•	A	B	A	A	A	B	C	•	A	•	A
Student's Answer	A	1	D	1	A	B	A	A	A	B	C	0	A	0	B

Question	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Correct Answer	D	C	•	A	•	•	D	B	D	A	D	A	B	A	•
Student's Answer	D	C	1	A	0	1	D	B	B	A	D	B	B	A	1

Non-multiple choice questions show points earned in place of the student's answer

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Guidance

Add $\frac{2}{5} + \frac{2}{9}$.

A. $\frac{28}{45}$

B. $\frac{18}{45}$ ⊗

C. $\frac{2}{7}$

D. $\frac{1}{7}$

Teacher Dashboard / Class Dashboard / Class Diagnostic

Test Name	2018-19 Gr 4 Math LinkIt! NJSLS Form B		
Class Name	Mathematics 08	Teacher Name	
No. of results	19	Class average score	63%

View [Standards ▼] ☐ Restrict results to tests taken in this class

Show only standards with [1 ▲▼] or more associated items

Standard	Description	Items	Avg.
4.NF.A.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to	3	42%
4.NF.B.3	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	3	58%
4.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	3	68%
4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	3	40%
4.NF.C.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by	3	28%
4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these using equations with a letter standing for the unknown q	3	47%

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	Subject	Grade	Resource Name	Type	Content Provider
⬇🔍	Math	4	Order Decimals	Lesson/Worksheet	LinkIt!

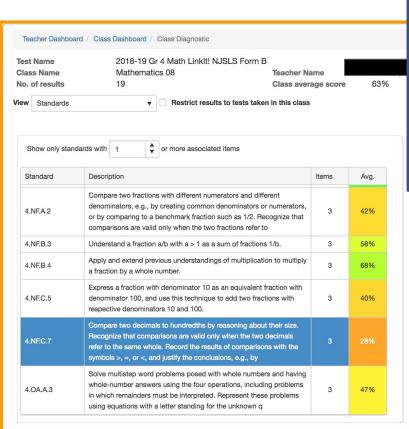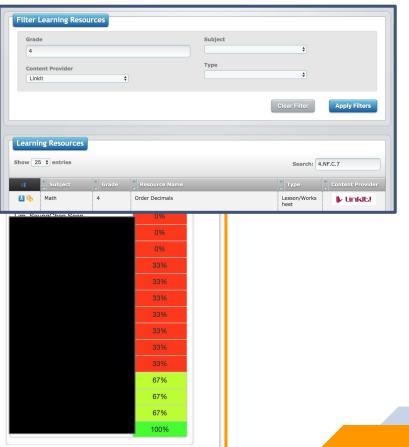| |
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Improving Academic Achievement

Next Steps:

- **Continued Professional Development for Administrators and Teacher Leaders from LinkIt! on Data Analysis (March 18th)**

- **Grade Level Meetings (Week of March 25th) focused on individual student data analysis to inform differentiated instruction. (Building on the classroom data review from the March 5th faculty meeting)**

- **Deliberate work in the technology lab and the classroom on navigating the digital platform.**

- **NJ-SLA Before/After School Academy for Bubble Students in Grades 4-6**