



Wanaque School District BOE Meeting

—

February 2022

ACADIENCE ASSESSMENT RESULTS: KINDERGARTEN

Foundational skills of reading

PAST DATA

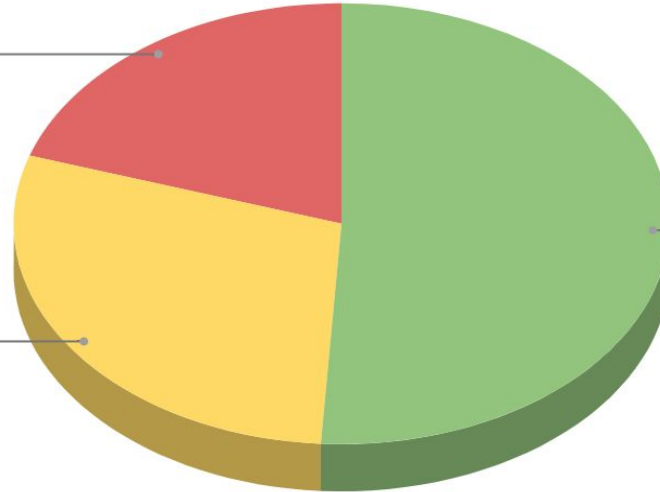
2017-2018	25%
2018-2019	38%
2019-2020	50%
2020-2021	36%

KINDERGARTEN: MOY

Intensive Support
20.0%

Strategic Support
29.0%

Core Instruction
51.0%



BOY 2021

CORE	54%
STRATEGIC	21%
INTENSIVE	25%

INTERVENTION: KINDERGARTEN

Tier 1, 2 & 3 Support

- Intentionally splitting the class during whole class lessons for **phonemic awareness** and **phonics instruction**
 - Students who need more time to process
- **Phonemic Awareness** for students who have trouble hearing and manipulating sounds.
- **Phonics** for students who need more support with letter & sound identification

**All interventions vary in length and frequency depending on needs of student*

ACADIENCE ASSESSMENT RESULTS: GRADE 1

Foundational skills of reading

PAST DATA

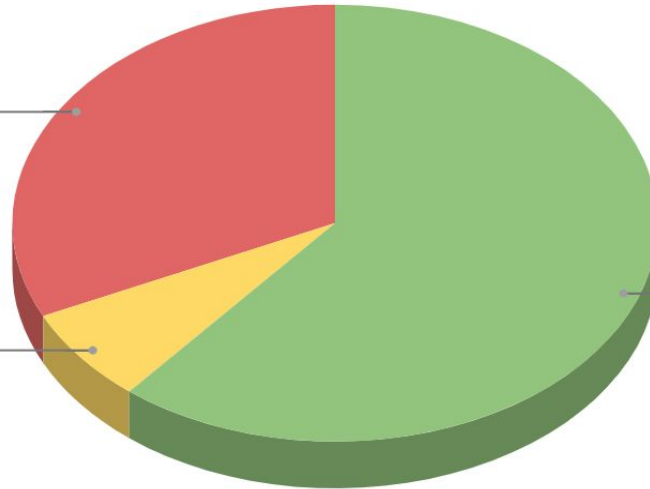
2017-2018	43%
2018-2019	77%
2019-2020	82%
2020-2021	67%

Grade 1: MOY

Intensive Support
32.0%

Strategic Support
7.0%

Core Instruction
61.0%



2021 BOY

CORE	28%
STRATEGIC	19%
INTENSIVE	53%

INTERVENTION: GRADE 1

Tier 1, 2 & 3 Support

- **Phonics** for students who need support with connecting sounds with letters.
- **Reading fluency** for students who need help putting it all together.

**All interventions vary in length and frequency depending on needs of student*

ACADIENCE ASSESSMENT RESULTS: GRADE 2

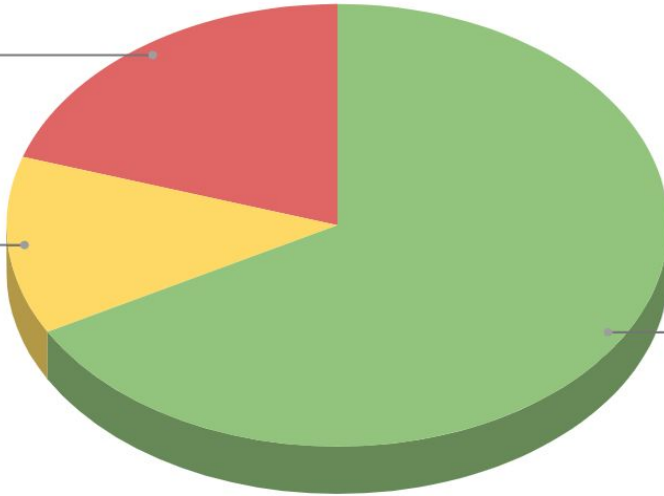
Foundational skills of reading

Grade 2: MOY

Intensive Support
20.0%

Strategic Support
13.0%

Core Instruction
67.0%



PAST DATA

2017-2018	61%
2018-2019	74%
2019-2020	78%
2020-2021	NE

2021 BOY

CORE	68%
STRATEGIC	12%
INTENSIVE	20%

ACADIENCE ASSESSMENT RESULTS: GRADE 3

Foundational skills of reading

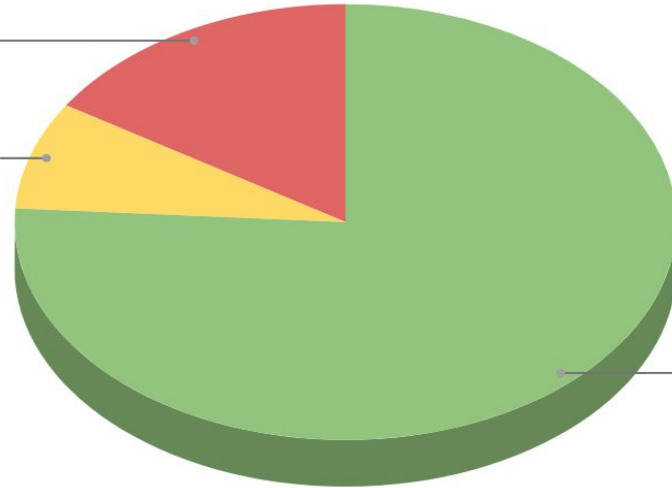
PAST DATA

2017-2018	NE
2018-2019	78%
2019-2020	65%
2020-2021	NE

Grade 3: MOY

Intensive Support
16.0%

Strategic Support
8.0%



Core Instruction
76.0%

2021 BOY

CORE	73%
STRATEGIC	11%
INTENSIVE	17%

INTERVENTION: GRADE 2 & Grade 3

Tier 1, 2 & 3 Support

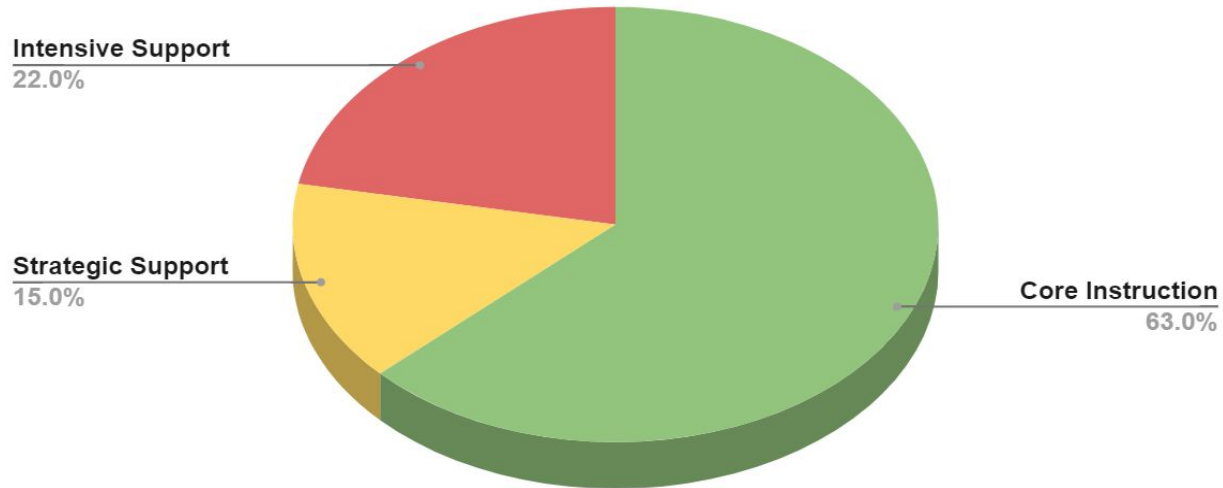
- **Phonics** for students who need support with connecting sounds with letters.
- **Fluency** practice for students who need support with reading speed and accuracy.
- **Reading comprehension** for students who need support with understanding what they read.
- **Writing support** for students who need support with clarity, sentence structure, and elaboration.

**All interventions vary in length and frequency depending on needs of student*

ACADIENCE ASSESSMENT RESULTS: GRADE 4

Foundational skills of reading

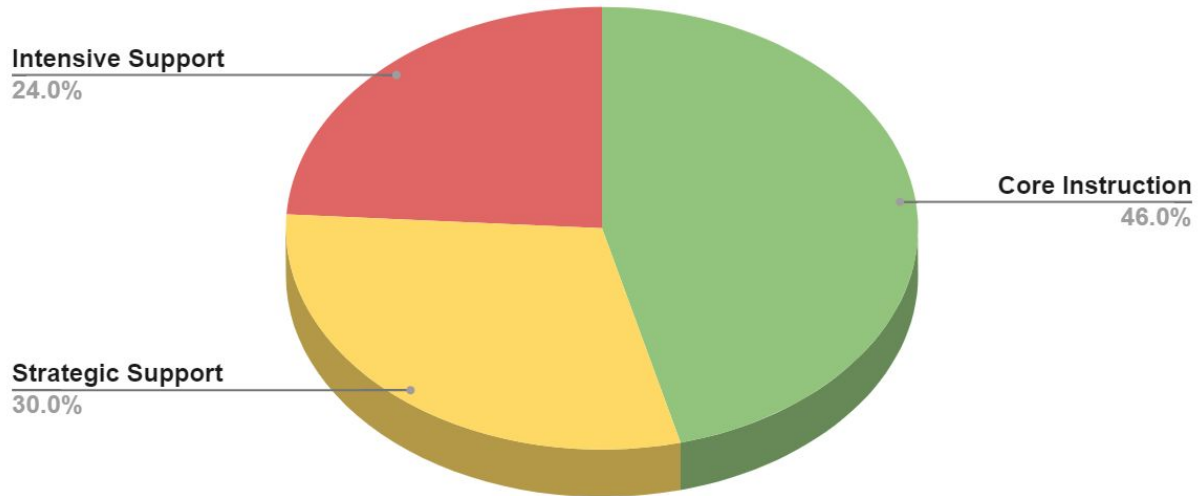
Grade 4: MOY



ACADIENCE ASSESSMENT RESULTS: GRADE 5

Foundational skills of reading

Grade 5: MOY



INTERVENTION: GRADE 4 & Grade 5

Tier 1, 2 & 3 Support

- **Phonics** support for students who need support with connecting sounds with letters.
- **Fluency for students** who need support with reading speed and accuracy.
- **Reading comprehension** support for students who need support with understanding what they read.
- **Writing support** for students who need support with clarity, sentence structure, and elaboration.

**All interventions vary in length and frequency depending on needs of student*

ACADIENCE ASSESSMENT RESULTS: KINDERGARTEN

Foundational skills of mathematics

Kindergarten: MOY

Intensive Support

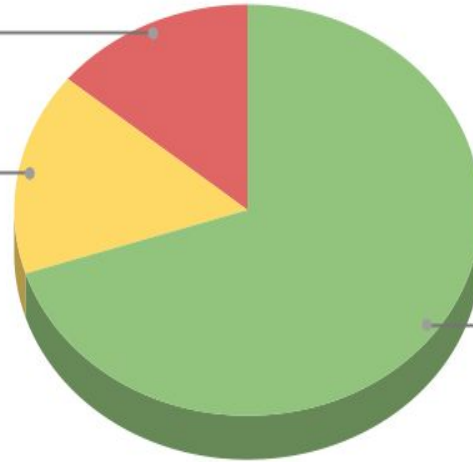
14.0%

Strategic Support

16.0%

Core Instruction

70.0%



BOY

CORE	72%
STRATEGIC	20%
INTENSIVE	8%

INTERVENTION: KINDERGARTEN

Tier 1, 2 & 3 Support

- **Fluency** practice for students who need support identifying numbers that are shown in random order
- **Sequencing** practice for students who need support with identifying what number comes next, in a random order, quickly
- **Quantity** practice for students who need support with identifying what number is bigger

**All interventions vary in length and frequency depending on needs of student*

ACADIENCE ASSESSMENT RESULTS: GRADE 1

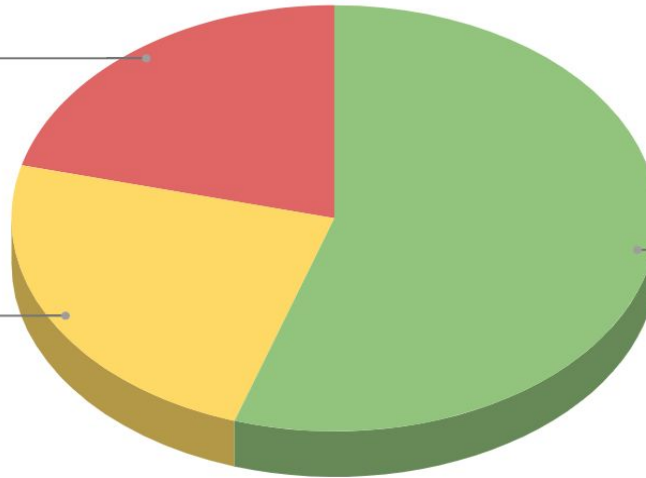
Foundational skills of mathematics

Grade 1: MOY

Intensive Support
21.0%

Strategic Support
24.0%

Core Instruction
55.0%



BOY

CORE	43%
STRATEGIC	27%
INTENSIVE	30%

INTERVENTION: GRADE 1

Tier 1, 2 & 3 Support

- **Fluency** practice for students who need support identifying numbers that are shown in random order
- **Sequencing** practice for students who need support with identifying what number comes next, in a random order, quickly
- **Quantity** practice for students who need support with identifying what number is bigger

**All interventions vary in length and frequency depending on needs of student*

i-Ready *Mathematics (K-8)*

Overall Placement



Winter

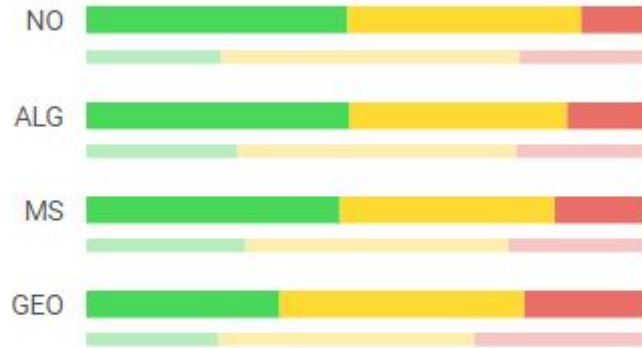
- **At Risk for Tier 3**
16% (From 26%)
- **Tier 2**
48% (From 55%)
- **Tier 1**
36% (From 19%)



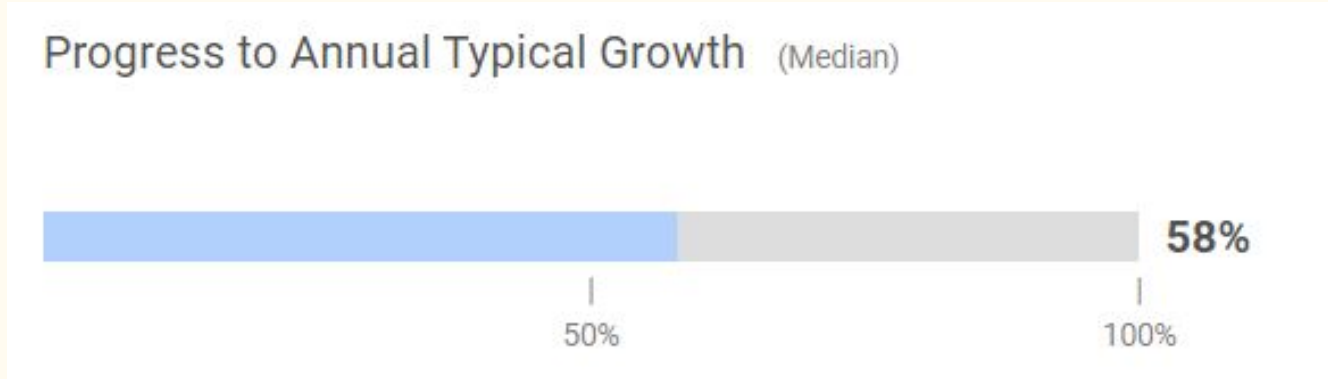
Fall

i-Ready *Mathematics (K-8)*

Placement By Domain



i-Ready *Typical Growth*



This bar shows the median progress towards typical growth.

If we took the 411 and students that took both the fall and winter diagnostic and lined them up, the 205th student has made 58% progress towards their typical growth goal. This means that 204 students made less than 58% progress and 206 students made more than 58% progress. We use the median because it gives a more accurate picture than an average which is skewed with outliers.

GOALS

- **Continue to provide explicit, systematic instruction**
- **Continue to provide what students needs**
 - **Small group instruction**
 - **One-on-one instruction**
 - **Interventions**
 - **Progress monitoring**
- **Hone in on math**
 - **ST Math**
 - **Incorporating more math into the day**

**WE ARE PROUD OF OUR EDUCATORS &
STUDENTS**