

Using Data to Support Our Students

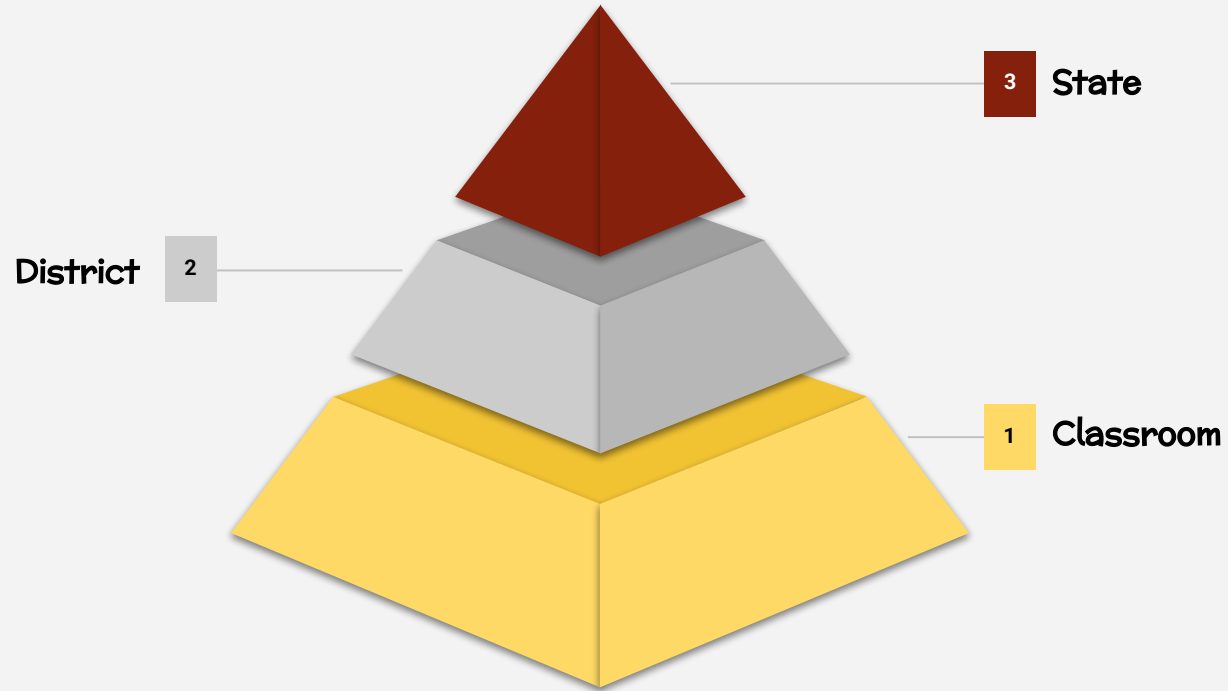


October 2025

Teaching & Learning Department

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3 Types of Data



Classroom Data

Question List (15)

☐  Correct ☐  Partial ☐  No Credit

8 How does Rachel's age play a role in the development of the plot in "Eleven"?

9 **PART A:**
Which sentence best states a theme of "Eleven"?

10 **PART B:**
Which quotation from the story best supports the

11 How does the author use the protagonist's voice to develop the theme of the

12 How does the protagonist's experience with the sweater reflect the theme of the

13 Which type of figurative language does the author use in the following

14 How does this figurative language in the text help the reader understand the

15 How does the figurative language in this passage affect the tone of the text?

Question Detail and Answers

0

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Apply Gra

Times Visited: 0

Time Spent on Question: 0s

Time Spent on Test: 0s

10

PART B:

Which quotation from the story best supports the answer to PART A?

A. Because the way you grow old is
kind of like an onion or like the rings
inside a tree trunk or like my little
wooden dolls that fit one inside the
other, each year inside the next one.

✓ Correct

B. It's an ugly sweater with red plastic
buttons It's maybe a thousand years
old and even if it belonged to me I
wouldn't say so.

C. "Rachel," Mrs. Price says. She says
it like she's getting mad. "You put
that sweater on right now and no
more nonsense."

D. Mama is making a cake for me

Classroom Data

Selected tests
Filters
Grouping

SAMPLE

Standard	Description	80% +	60 - 79%	40 - 59%	Below 40%
7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	89%	0%	0%	11%
7.NS.A.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If a and b are integers, then $-(a/b) = (-a)/b = a/(-b)$. Interpret quotients of rational numbers by describing real-world contexts.	65%	27%	0%	7%
7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers.	89%	0%	0%	11%
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.	81%	17%	1%	1%

District Data

What is a diagnostic assessment?

- Provides a **baseline** of student understanding in reading and math.
- Tracks **student growth** over time when administered multiple times per year.

District Data



a comprehensive diagnostic in reading and math

How It Works:

- Adaptive online assessment given 3x per year in grades K-5
- Questions adjust based on student responses

What the Data Shows:

- Overall performance by domain (phonics, vocabulary, comprehension, number & operations, algebraic thinking, etc.)
- Placement by grade level (Above, At, Approaching, Below)
- Growth over time and projected annual progress

District Data



an early literacy and fluency assessment and tutor

How It Works:

- Students read aloud; Amira listens, times, coaches, and analyzes students' reading
- Based on Scarborough's Reading Rope model
- Used throughout the year for both screening (3x) and practice (ongoing) in grades K-5

What the Data Shows:

- a student's oral reading fluency, comprehension, and other foundational literacy skills (above, on track, catch up) including their reading level
- MAST (Mastery of Academic Standards and Targets) and growth across all Reading Rope domains

Students can access Amira Tutor at home via Clever to practice throughout the school year!

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)

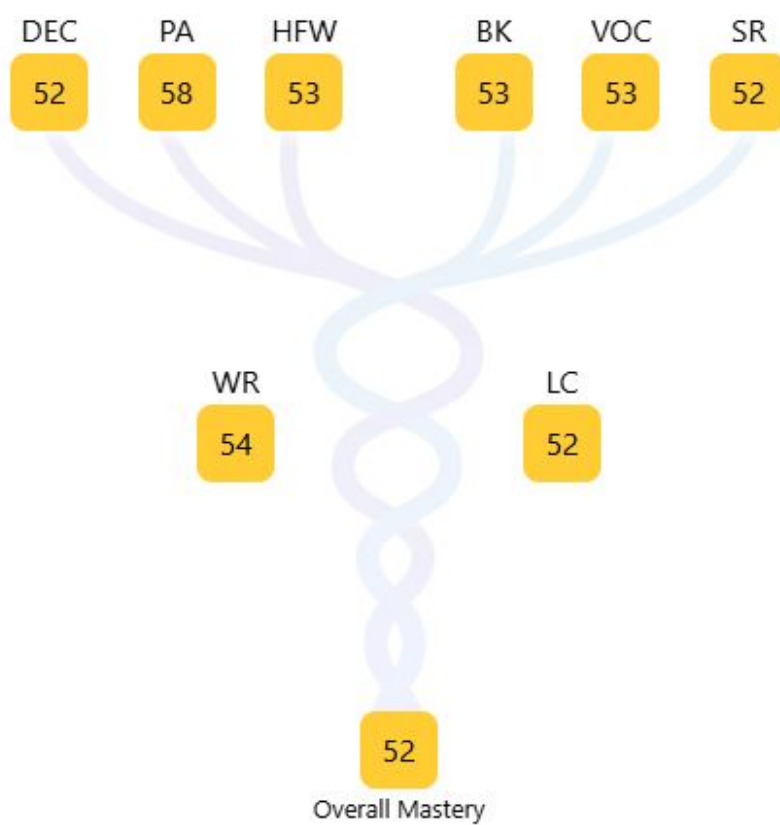
THE MANY
STRANDS
WOVEN INTO
SKILLED
READING

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

**SKILLED
READING**

Fluent execution
and coordination of
word recognition and
text comprehension.



Township of Union School District (HMH)

District Data



a comprehensive diagnostic in reading and math

How It Works:

- Adaptive online assessment given 3x per year in grades 6-12
- Questions adjust based on student responses

What the Data Shows:

- Real-time diagnostic levels by strand (e.g., Vocabulary, Grammar, Algebra, Geometry)
- Growth snapshots showing progress over time
- Standards-aligned proficiency of the NJ Student Learning Standards (NJSLS)

Students can access iXL at home via Clever to practice throughout the school year!

How Do We Use Classroom and District Data?

- Guide differentiated instruction in the classroom
- Support teachers in aligning instruction to students' needs
- Target skills for intervention
- Track individual, classroom, grade-level, school, and district growth
- Identify trends across schools and grades for curriculum planning

Class and district data give us the clearest picture of what's working and where improvement is needed, allowing us to strengthen instruction, support students, and refine our curriculum.

State data is one metric that we use to identify if we're on track.

State Data

NJ Student Learning Assessment (NJSLA)

English Language Arts (ELA)

- Administered in Grades 3-9

Mathematics

- Administered in Grade 3-8, Algebra I, and 9th Grade Geometry

Science

- Administered in Grades 5, 8, and 11

LANGUAGE ARTS

	Total Proficiency Level 4 & 5 (Spring '25)	Changes in Level 4 & 5 (24 to 25)	State Proficiency Level 4 & 5 (Spring '25)	Changes in Level 4 & 5 (24 to 25)
Grade 3	44%	+4%	45%	+1%
Grade 4	49%	+3%	54%	+3%
Grade 5	43%	-7%	52%	0%
Grade 6	60%	+10%	56%	+3%
Grade 7	51%	+4%	57%	+3%
Grade 8	53%	+2%	57%	+4%
			50%	-8%

MATHEMATICS

	Total Proficiency Level 4 & 5 (Spring '25)	Changes in Level 4 & 5 (24 to 25)	State Proficiency Level 4 & 5 (Spring '25)	Changes in Level 4 & 5 (24 to 25)
Grade 3	42%	+4%	50%	+2%
Grade 4	37%	+3%	47%	+2%
Grade 5	27%	-1%	44%	+4%
Grade 6	30%	+2%	40%	+4%
Grade 7	32%	+2%	40%	+1%
Grade 8	11%	+1%	21%	+2%
Algebra I	26%	-9%	38%	-2%
Geometry	20%	+8%	56%	+7%

SCIENCE

	Total Proficiency Level 4 & 5 (Spring '25)	Changes in Level 4 & 5 (24 to 25)	State Proficiency Level 4 & 5 (Spring '25)	Changes in Level 4 & 5 (24 to 25)
Grade 5	22%	+1%	30%	+2%
Grade 8	15%	0%	19%	0%
Grade 11	25%	+4%	31%	+3%

DEMOGRAPHIC DATA

	ELA - All Grades Total Proficiency Level 4 & 5 (Spring '25)	MATH - All Grades Total Proficiency Level 4 & 5 (Spring '25)	SCIENCE - All Grades Total Proficiency Level 4 & 5 (Spring '25)
ASIAN	44%	57%	43%
BLACK	49%	21%	16%
HISPANIC	43%	28%	18%
MULTIPLE	60%	39%	23%
OTHER	51%	43%	50%
WHITE	53%	41%	28%

DEMOGRAPHIC DATA

	ELA - All Grades Total Proficiency Level 4 & 5 (Spring '25)	MATH - All Grades Total Proficiency Level 4 & 5 (Spring '25)	SCIENCE - All Grades Total Proficiency Level 4 & 5 (Spring '25)
MALE	42%	31%	20%
FEMALE	54%	28%	22%
ML	4%	5%	2%
F/R LUNCH	41%	22%	16%
504	41%	30%	21%
SPEC ED	14%	7%	4%

Sustaining What's Working, Strengthening What's Not

Systemic Changes

- creation of a Teaching and Learning Framework that outlines how our systems work in Union

Structural Changes

- scheduling changes to maximize learning time, meaningful staff additions where we can see the most impact, curriculum and pacing modifications based on data, protecting/implementing effective PLCs

Program Changes

- implementation of bilingual and newcomer ML programs, RTI/WIN programs, family learning programs, targeted after-school and summer programs, revised course offerings, staff professional development