

**NJSLA Results:
Spring 2019 Administration**

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September 16, 2019

Measuring
College and
Career
Readiness

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- 2019 marks the 5th administration of the revised assessment instrument in New Jersey
 - 4 years - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - 1 year - New Jersey Student Learning Assessment (NJSLA)
- Students participated in NJSLA English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 11 and NJSLA Mathematics Assessments in grades 3 – 8 and in Algebra I, Geometry, and Algebra II.
- HS Graduation requirements continue to include a connection to NJSLA (ELA 10 and Algebra I), but continue to be revisited by the NJDOE, and were recently updated by the DOE on [July 30, 2019](#).
- NJSLA saw a substantial decrease in testing duration from PARCC.

PARCC PERFORMANCE LEVELS

- Level 1: Not yet meeting grade-level expectations
- Level 2: Partially meeting grade-level expectations
- Level 3: Approaching grade-level expectations
- Level 4: Meeting grade-level expectations
- Level 5: Exceeding grade-level expectations

ROXBURY STRATEGIC PLANNING GOAL #1

- Enhance an active, inclusive and multifaceted learning experience that maximized each student's potential and empowers individual achievement
 - Instructional Leadership Training for Administration (Collaborative Leadership, Portrait of a Graduate, I&RS, homework)
 - Expansion of AP Capstone Program through inter-district collaboration
 - Student educational experience surveys
 - **Data analysis:** IXL, NJSLA, WIDA ACCESS 2.0, and district-created benchmark assessments
 - Mindfulness initiative to support SEL and self-care

COMPARISON OF ROXBURY'S SPRING 2017, SPRING 2018, AND SPRING 2019 PARCC/NJSLA ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY - PERCENTAGES

	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)			Change in Level 1 and Level 2 From 2017 to 2019	Change in Level 4 and Level 5 From 2017 to 2019**
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019		
3	6%	10%	11%	12%	12%	9%	27%	25%	20%	43%	46%	53%	7%	7%	6%	↔ 0%	↑ 9%
4	8%	4%	8%	13%	11%	9%	24%	22%	26%	41%	43%	39%	15%	20%	17%	↓ 4%	↔ 0%
5	4%	4%	3%	14%	10%	11%	25%	30%	23%	51%	51%	54%	5%	5%	9%	↓ 4%	↑ 7%
6	4%	2%	4%	10%	8%	3%	30%	20%	20%	49%	57%	56%	7%	14%	17%	↓ 10%	↑ 17%
7	3%	9%	4%	7%	11%	6%	23%	21%	9%	44%	35%	40%	23%	25%	41%	↓ 1%	↑ 14%
8	7%	4%	7%	8%	7%	7%	19%	18%	16%	47%	50%	49%	20%	21%	21%	↓ 1%	↑ 3%
9	9%	6%	5%	10%	13%	6%	28%	20%	16%	44%	47%	53%	9%	14%	20%	↓ 8%	↑ 20%
10	19%	18%	9%	18%	16%	9%	29%	23%	13%	29%	30%	40%	5%	13%	28%	↓ 19%	↑ 34%
11*	45%	40%	*	25%	22%	*	16%	24%	*	12%	12%	*	2%	2%	*	*	*

*Due to a late change by the NJDOE, Grade 11 students were relieved of their testing requirement making the data statistically insignificant.

**Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

COMPARISON OF ROXBURY'S SPRING 2017, SPRING 2018, & SPRING 2019 PARCC/NJSLA ADMINISTRATIONS MATHEMATICS - PERCENTAGES

Grade	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)			Change in Level 1 and Level 2 From 2016 to 2018	Change in Level 4 and Level 5 From 2016 to 2018**
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019		
3	7%	6%	6%	12%	15%	12%	21%	29%	20%	50%	44%	50%	10%	5%	13%	↓ 1%	↑ 3%
4	4%	4%	7%	12%	13%	14%	32%	35%	26%	46%	39%	49%	6%	8%	4%	↑ 5%	↑ 1%
5	2%	4%	2%	12%	15%	15%	32%	29%	29%	49%	46%	43%	5%	6%	11%	↑ 3%	↔ 0%
6	5%	2%	4%	14%	18%	14%	29%	29%	28%	44%	44%	44%	8%	7%	11%	↓ 1%	↑ 3%
7	4%	6%	3%	14%	15%	17%	34%	27%	30%	41%	45%	39%	7%	6%	12%	↓ 2%	↑ 3%
8*	14%	11%	17%	17%	17%	16%	37%	37%	32%	31%	35%	35%	0%	0%	0%	↑ 2%	↑ 4%
Alg I	5%	5%	7%	20%	13%	22%	27%	25%	25%	43%	52%	44%	6%	5%	3%	↑ 4%	↓ 2%
Alg II	37%	35%	1%	21%	25%	2%	19%	15%	24%	22%	26%	72%	2%	0%	0%	↓ 55%	↑ 28%
Geom	5%	6%	7%	28%	23%	28%	36%	39%	37%	30%	31%	27%	1%	1%	1%	↑ 2%	↓ 2%

*Approximately 30,000 New Jersey students in grade 8 participated in the PARCC Algebra I assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

***Due to a late change by the NJDOE, Grade 11 students were relieved of their testing requirement making their contribution to the Alg II data statistically insignificant.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

COMPARISON OF ROXBURY'S SPRING 2019 PARCC/NJSLA ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY TO NEW JERSEY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	District	State	District	State	District	State	District	State	District	State
Grade 3	11%	14%	9%	14%	20%	21%	53%	43%	6%	7%
Grade 4	8%	9%	9%	13%	26%	21%	39%	39%	17%	18%
Grade 5	3%	7%	11%	13%	23%	22%	54%	46%	9%	12%
Grade 6	4%	7%	3%	13%	20%	24%	56%	41%	17%	15%
Grade 7	4%	9%	6%	10%	9%	18%	40%	33%	41%	30%
Grade 8	7%	9%	7%	10%	16%	18%	49%	38%	21%	25%
Grade 9	5%	12%	6%	12%	16%	21%	53%	36%	20%	19%
Grade 10	9%	15%	9%	11%	13%	16%	40%	33%	28%	25%
Grade 11*	Due to a late change by the NJDOE, Grade 11 students were relieved of their testing requirement making the data statistically insignificant.									

*Grade 11 does not include students who took an AP/IB test.

Notes: Percentages may not total 100 due to rounding.

COMPARISON OF ROXBURY'S SPRING 2019 NJSLA ADMINISTRATIONS MATHEMATICS TO NEW JERSEY- PERCENTAGES

































	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	District	State	District	State	District	State	District	State	District	State
Grade 3	6%	8%	12%	14%	20%	23%	50%	41%	13%	14%
Grade 4	7%	9%	14%	15%	26%	26%	49%	43%	4%	8%
Grade 5	2%	6%	15%	21%	29%	26%	43%	36%	11%	11%
Grade 6	4%	10%	14%	23%	28%	27%	44%	33%	11%	7%
Grade 7	3%	8%	17%	21%	30%	29%	39%	34%	12%	8%
Grade 8*	17%	23%	16%	23%	32%	24%	35%	28%	0%	1%
Algebra I	7%	10%	22%	26%	25%	21%	44%	37%	3%	6%
Algebra II	1%	21%	2%	14%	24%	19%	72%	40%	0%	5%
Geometry	7%	11%	28%	25%	37%	32%	27%	26%	1%	5%

*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

**Due to a late change by the NJDOE, Grade 11 students were relieved of their testing requirement making their contribution to the Alg II data statistically insignificant.

Notes: Percentages may not total 100 due to rounding.

COMPARISON OF ROXBURY'S 2017 TO 2019 SPRING PARCC/NJSLA ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY





































	% Change in Level 1 and Level 2				% Change in Level 4 and Level 5			
	Roxbury		State		Roxbury		State	
Grade 3		+2%		+1%		+9%		0%
Grade 4		-4%		+1%		0%		+1%
Grade 5		-4%		+1%		+7%		-1%
Grade 6		-7%		-1%		+17%		+3%
Grade 7		0%		-1%		+14%		+4%
Grade 8		-1%		-1%		+3%		+4%
Grade 9		-8%		-2%		+20%		+4%
Grade 10		-19%		-9%		+34%		+13%

*Grade 11 does not include students who took an AP/IB test.

Notes: Percentages may not total 100 due to rounding.

- An up arrow indicates an increase of the % change from the previous year where a down arrow shows a decrease of the % change from the previous year.

COMPARISON OF ROXBURY'S 2017 TO 2019 SPRING PARCC/NJSLA ADMINISTRATIONS MATHEMATICS

	% Change in Level 1 and Level 2				% Change in Level 4 and Level 5			
	Roxbury		State		Roxbury		State	
Grade 3		-1%		0%		+3%		+3%
Grade 4		+5%		-2%		+1%		+4%
Grade 5		+3%		+3%		0%		+1%
Grade 6		-1%		+3%		+3%		-3%
Grade 7		+2%		+1%		+2%		+2%
Grade 8		+2%		+2%		+4%		+3%
Algebra I*		+4%		+2%		-2%		+1%
Algebra II		-55%		-21%		+48%		+18%
Geometry		+2%		-1%		-3%		+1%

*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: Percentages may not total 100 due to rounding.

- An up arrow indicates an increase of the % change from the previous year where a down arrow shows a decrease of the % change from the previous year.

ROXBURY'S 2019 SPRING NJSLA SCHOOL- & GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/LITERACY

	Grade 3 % ≥ Level 4	Grade 4 % ≥ Level 4	Grade 5 % ≥ Level 4	Grade 6 % ≥ Level 4	Grade 7 % ≥ Level 4	Grade 8 % ≥ Level 4	Grade 9 % ≥ Level 4	Grade 10 % ≥ Level 4	Grade 11 % ≥ Level 4
State	50	57	58	56	63	63	55	58	30
Franklin	57	34							
Jefferson	66	79							
Kennedy	62	57							
Nixon	48	55							
L/R			63	73					
EMS					81	70			
RHS							73	68	**

ROXBURY'S 2019 SPRING NJSLA SCHOOL- & GRADE-LEVEL OUTCOMES MATHEMATICS

	Grade 3 % ≥ Level 4	Grade 4 % ≥ Level 4	Grade 5 % ≥ Level 4	Grade 6 % ≥ Level 4	Grade 7 % ≥ Level 4	Grade 8 % ≥ Level 4	Algebra I % ≥ Level 4	Algebra II % ≥ Level 4	Geometry % ≥ Level 4
State	55	51	47	40	42	29	43	45	31
Franklin	56	34							
Jefferson	65	69							
Kennedy	63	61							
Nixon	67	45							
L/R			54	55					
EMS					51	35	96		
RHS							29	72	28

**COMPARISON OF ROXBURY'S
STUDENTS TESTED
SPRING 2018 AND SPRING 2019 PARCC/NJSLA
ADMINISTRATIONS - ENGLISH LANGUAGE ARTS/LITERACY**

	Students Tested		Year to Year Increase
	2018	2019	
Grade 3	225 (98%)	259 (97%)	-1 %
Grade 4	230 (99%)	236 (98%)	-1 %
Grade 5	236 (98%)	238 (100%)	+2 %
Grade 6	261 (98%)	236 (99%)	+1 %
Grade 7	249 (98%)	275 (98%)	0%
Grade 8	265 (84%)	245 (%)	%
Grade 9	340 (97%)	300 (100%)	+3%
Grade 10	293 (93%)	342 (99%)	+7 %
Grade 11*	227 (66%)	**	**
TOTAL	2326	**	**

Note: "Students Tested" represents individual valid test scores for English Language Arts/Literacy.

** Due to a late change by the NJDOE, Grade 11 students were relieved of their testing requirement making the data statistically insignificant.

**COMPARISON OF ROXBURY'S
STUDENTS TESTED
SPRING 2018 AND SPRING 2019 PARCC/NJSLA
ADMINISTRATIONS - MATHEMATICS**

	Students Tested		Year to Year Increase
	2018	2019	
Grade 3	223 (97%)	260 (98%)	+1 %
Grade 4	230 (99%)	235 (98%)	-1 %
Grade 5	236 (98%)	238 (100%)	+2 %
Grade 6	262 (98%)	236 (99%)	+1 %
Grade 7	251 (99%)	277 (99%)	0%
Grade 8*	171	167	–
Algebra I	362	302	–
Algebra II	292	86	**
Geometry	260	338	–
TOTAL	2287	**	**

*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

** Due to a late change by the NJDOE, Grade 11 students were relieved of their testing requirement making their contribution to the Alg II data statistically insignificant.

Notes: "Students Tested" represents individual valid test scores for Mathematics.

ROXBURY'S 2019 SPRING PARCC SCHOOL & GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/LITERACY

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% >= Level 4
District (Gr 3)	11%	9%	20%	53%	6%	59%
Franklin (Gr 3)	15%	8%	19%	50%	7%	57%
Jefferson (Gr 3)	9%	9%	15%	58%	8%	66%
Kennedy (Gr 3)	9%	9%	19%	58%	4%	62%
Nixon (Gr 3)	8%	10%	33%	44%	4%	48%
District (Gr 4)	8%	9%	26%	39%	17%	56%
Franklin (Gr 4)	18%	15%	32%	28%	6%	34%
Jefferson (Gr 4)	0%	4%	18%	47%	32%	79%
Kennedy (Gr 4)	8%	12%	22%	41%	16%	58%
Nixon (Gr 4)	6%	4%	35%	43%	12%	55%

ROXBURY'S 2019 SPRING NJSLA SCHOOL & GRADE-LEVEL OUTCOMES MATHEMATICS

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% >= Level 4
District (Gr 3)	6%	12%	20%	50%	13%	63%
Franklin (Gr 3)	10%	13%	22%	43%	13%	56%
Jefferson (Gr 3)	3%	8%	23%	51%	14%	65%
Kennedy (Gr 3)	6%	1%	21%	47%	15%	62%
Nixon (Gr 3)	4%	16%	12%	59%	8%	67%
District (Gr 4)	7%	14%	26%	49%	4%	53%
Franklin (Gr 4)	14%	16%	36%	34%	0%	34%
Jefferson (Gr 4)	0%	8%	22%	64%	5%	69%
Kennedy (Gr 4)	10%	16%	12%	59%	2%	61%
Nixon (Gr 4)	4%	16%	35%	37%	8%	45%

ROXBURY'S SUBGROUP SPRING 2019 NJSLA ADMINISTRATION ELA - PERCENTAGES

	Not Meeting Expectations (Level 1 – 3)								Meeting Expectations (Level 4 & 5)							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	G 10
Female	33.9	38.8	30.5	25.0	13.6	19.5	14.9	22.8	66.1	61.2	69.5	75.0	86.4	80.5	85.1	77.2
Male	46.1	46.6	43.9	28.6	24.5	37.5	39.7	39.8	53.9	53.4	56.1	71.4	75.5	62.1	60.3	60.2
Hispanic	57.8	51.9	51.8	37.5	31.0	36.4	46.7	41.0	42.2	48.1	48.2	62.5	69.0	63.6	53.3	59.0
Asian	27.3	0.0	0.0	0.0	0.0	8.3	6.7	11.1	72.7	100	100	100	100	91.7	93.3	88.9
African - American	66.6	50.0	17.6	40.0	28.6	50.0	44.4	31.2	33.3	50.0	82.4	60.0	71.4	50.0	55.6	68.8
White	35.4	42.3	33.1	26.2	16.0	28.2	22.2	30.8	64.6	57.7	66.9	73.8	84.0	71.8	77.8	69.2
Econ Disadv'ed	76.9	69.0	52.9	36.1	34.8	37.9	40.4	50.0	23.1	31.0	47.1	63.9	65.2	62.1	59.6	50.0
Students with Disabilities	80.0	78.3	75.8	61.5	67.6	78.9	75.0	81.8	20.0	21.7	24.2	38.5	32.4	21.1	25.0	18.2
ELLs	100	100	100	100	100	60.0	100	100	0.0	0.0	0.0	0.0	0.0	40.0	0.0	0.0

ROXBURY'S SUBGROUP SPRING 2019 NJSLA ADMINISTRATION MATHEMATICS - PERCENTAGES

	Not Meeting Expectations (Level 1 – 3)									Meeting Expectations (Level 4 & 5)								
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Alg I	Alg II	Geom	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Alg I	Alg II	Geom
Female	38.7	47.1	47.7	50.8	48.1	64.4	56.2	28.2	68.9	61.3	52.9	52.3	49.2	51.9	35.6	43.8	71.8	31.1
Male	36.9	46.6	44.3	40.2	50.7	66.0	50.0	27.7	74.7	63.1	53.4	55.7	59.8	49.3	34.0	50.0	72.3	25.3
Hispanic	54.3	55.6	64.3	58.5	60.3	75.0	71.9	25.0	77.0	45.7	44.4	35.7	41.5	39.7	25.0	28.1	75.0	23.0
Asian	9.1	0.0	17.6	21.4	0.0	0.0	41.5	27.3	47.1	90.9	100	82.4	78.6	100	100	58.5	72.7	52.9
African - American	55.6	90.0	57.1	70.0	71.4	60.0	61.5	0	54.5	44.4	10.0	42.9	30.0	28.6	40.0	38.5	100	45.5
White	33.1	44.5	41.7	43.1	47.4	63.6	48.0	30.6	73.7	66.9	55.5	58.3	56.9	52.6	36.4	52.0	69.4	26.7
Econ Disadv'ed	66.6	62.1	64.7	63.9	67.4	69.2	64.0	66.6	84.8	33.3	37.9	35.3	36.1	32.6	30.8	36.0	33.3	15.2
Students with Disabilities	77.8	76.1	71.9	76.9	91.2	89.5	97.6	100	87.7	22.2	23.9	28.1	23.1	8.8	10.5	2.4	0.0	12.3
ELLs	100	100	100	100	50.0	85.7	100	100	100	0.0	0.0	0.0	0.0	50.0	14.3	0.0	0.0	0.0

ROXBURY'S ACCESS 2.0 SCORES 2017 - 2019

	2017 Participants	% Testing out (greater than 4.5)	2018 Participants	% Testing out (greater than 4.5)	2019 Participants	% Testing out (greater than 4.5)
Franklin	22	36	28	21	21	19
Jefferson	12	8	10	20	**	**
Kennedy	–	–	–	–	**	**
Nixon	16	6	17	12	**	**
L/R	**	**	**	**	**	**
EMS	**	**	**	**	11	18
RHS	12	0	21	10	15	7

** indicates cohort smaller than 10

ROXBURY'S DYNAMIC LEARNING MAP (DLM) SCORES 2017 - 2019

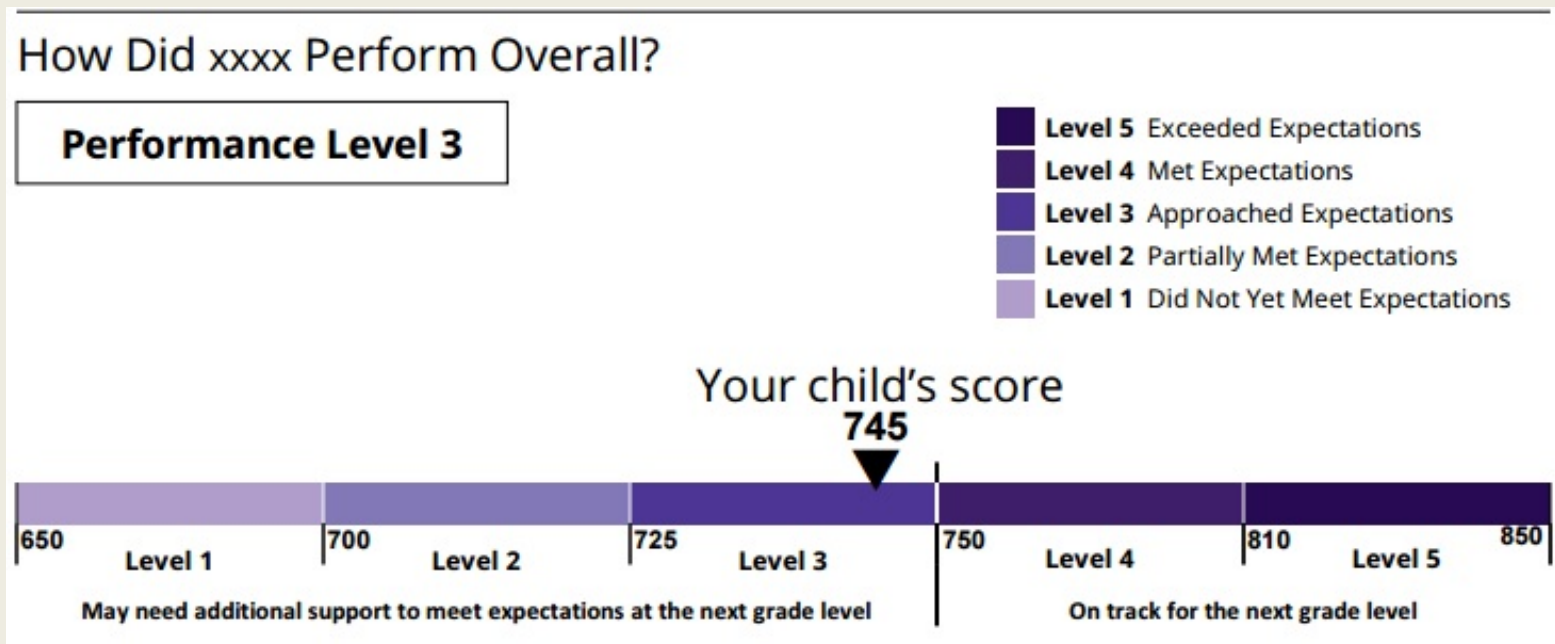
Year	Math Participants	% passing	ELA Participants	% passing	Science Participants	% passing
2016 - 2017	13	31	13	69	10	60
2017 - 2018	**	**	**	**	**	**
2018 - 2019	**	**	**	**	**	**

The DLM assessment is a computer-based adaptive assessment. Students with the most significant cognitive disabilities are the only students eligible to take the New Jersey Dynamic Learning Maps (DLM) alternate assessment.

** Denotes, cohort smaller than 10

RESOURCES FOR PARENTS

- [Information on the 2018-19 NJSLA Student Reports](#)
- Understanding the student score reports (with translations): understandthescore.org/



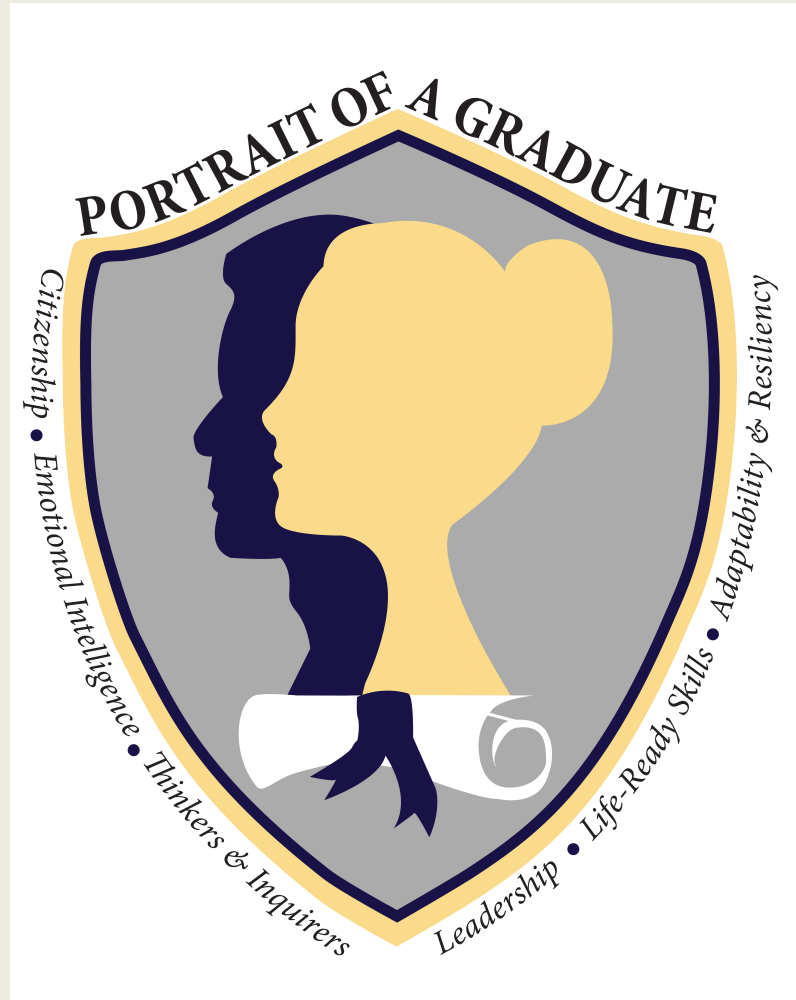
WHAT DOES OUR DATA IDENTIFY?

- Cohort improvement over last year in almost every area.
- Many areas of growth are substantially higher than the state average.
- Franklin Grade 3 had significant growth (17% and 13%) in ELA and Math respectively.
- Substantial improvement in ELA 7, ELA 9 & ELA 10.
- Title I Supports continue to be implemented at Franklin and Nixon, where grade 3 saw double-digit gains in three out of four tests.
- Participation rates exceed the state expectation.
- A continued focus is needed to support students with disabilities, economically disadvantaged, and English Language Learners.

ROXBURY STRATEGIC PLANNING GOAL #1

- Enhance an active, inclusive and multifaceted learning experience that maximized each student's potential and empowers individual achievement
 - Instructional Leadership Training for Administration (Collaborative Leadership, Portrait of a Graduate, I&RS, homework)
 - Expansion of AP Capstone Program through inter-district collaboration
 - Student educational experience surveys
 - **Data analysis:** IXL, NJSLA, WIDA ACCESS 2.0, and district-created benchmark assessments
 - Mindfulness initiative to support SEL and self-care

WHAT DO WE BELIEVE IN?



ROXBURY'S PORTRAIT OF A GRADUATE

Portrait of a Roxbury Graduate

Our Themes and Competencies

<i>Emotional Intelligence</i>	<i>Thinkers & Inquirers</i>	<i>Leadership</i>	<i>Citizenship</i>	<i>Adaptability & Resiliency</i>	<i>Life-Ready Skills</i>
<ol style="list-style-type: none"> 1) Self-aware 2) Socially skilled 3) Empathetic 4) Reflective 5) Interpersonally skilled 6) Experienced with conflict resolution 	<ol style="list-style-type: none"> 1) Cognitive agility 2) Knowledgeable 3) Curious 4) Life-long learner 5) Thinking “outside of the box” 6) Creative 7) Analyzing 8) Innovative 	<ol style="list-style-type: none"> 1) Character 2) Passionate 3) Confident 4) Self-directed 5) Integrity 6) Work ethic 	<ol style="list-style-type: none"> 1) Globally aware 2) Socially aware 3) Communicating civilly 4) Service 5) Civically literate 6) Ethical 7) Embracing of diversity 8) Advocating 	<ol style="list-style-type: none"> 1) Persevering 2) Adoptive of a Growth Mindset 3) Cognizant of coping strategies 4) Driven by grit 	<ol style="list-style-type: none"> 1) Practical Skills 2) Communication 3) Collaborative 4) Open-minded 5) Goal setting 6) Self-advocating 7) Team-oriented 8) Listening 9) Resourceful 10) Entrepreneurial 11) Apt at public speaking 12) Exercise time management 13) Digital literacy 14) Accountable



...IN OUR SCHOOLS

■ Elementary

- PEAK time for all...Genius Hour
- Regular embedded formative assessment in math and ELA instruction through a center-based approach
- Inclusion of OSMO learning stations
- “Messy” science experiences
- Title I Parent Academies
- Social/Emotional monthly focus and daily emersion
- Performance-based evaluation (outcome/growth oriented)

■ Middle Level

- Development of Responsive Classroom
- Implementation of consistent research protocols
- Experiential cycles with performance opportunities
- Public/Peer speaking expectations
- Maker Spaces with autonomous programming opportunities

■ High School

- Re-examining the role of final exams
- Innovative instructional programs such as Design Thinking, AT/PT, SDF, and Social Media Marketing
- Development of digital learning experiences
- Expansion of Robotics Lab

...IN THE CLASSROOM EACH DAY

- Utilizing formative assessment & feedback to impact student experience
- Teacher autonomy through PLCs focused on student experience
- Value of students' perception of their experience
- Mindfulness as a means to healthy living
- Building a culture of literacy through engaging, empowering choice texts in classroom libraries

- What do we want students to learn, become, love?
- How can students connect what we are teaching to their lives?
- How to include fun, freedom, failure (productive struggle), friction (disrupting the status quo), and uncertainty (exploration outside of the comfort zone)?
- Will what we are teaching/doing become a valuable life-long memory?
- If they had to buy a ticket to come...would they?

FUTURE READY MINDSET

Our job as teachers is not to "prepare" kids for something;
our job is to help kids learn to prepare themselves for anything.



QUESTIONS/COMMENTS

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