

Assessment
Results/Analysis
Spring 2019
Administration

Maywood School District
BOE Meeting
October 16, 2019

Measuring
College and
Career
Readiness

Comparison of **Maywood's**
 Number of Students Tested/Students Enrolled
 Spring 2018 & Spring 2019 PARCC Administrations
English Language Arts/Literacy

Grade	Students Tested/Students Enrolled 2019	Students Tested/Students Enrolled 2018
3	101/101	94/94
4	93/94	110/110
5	120/121	114/114
6	121/121	96/96
7	95/95	109/109
8	111/111	104/104
TOTAL	641/643	627/627

Comparison of **Maywood's**
 Number of Students Tested/Students Enrolled
 Spring 2018 & Spring 2019 PARCC Administrations
Mathematics

Grade	Students Tested/Students Enrolled 2019	Students Tested/Students Enrolled2018
3	101/101	92/93
4	94/94	112/112
5	121/121	115/115
6	121/121	97/97
7	95/95	110/110
8*	86/86	78/78
Algebra I	25/25	26/26
TOTAL	643/643	630/631

Comparison of **Maywood's** Spring 2017, Spring 2018 & Spring 2019 PARCC Administrations English Language Arts/Literacy - Percentages

Grade	Level 1 2017	Level 1 2018	Level 1 2019	Level 2 2017	Level 2 2018	Level 2 2019	Level 3 2017	Level 3 2018	Level 3 2019	Level 4 2017	Level 4 2018	Level 4 2019	Level 5 2017	Level 5 2018	Level 5 2019	Change in Level 1 and 2 2017 to 2019	Change in Level 4 and 5 2017 to 2019**
3	5%	3%	5%	6%	11%	5%	11%	24%	12%	66%	60%	65%	12%	2%	14%	1	1
4	3%	4%	2%	5%	2%	4%	19%	12%	16%	52%	50%	50%	21%	33%	28%	2	5
5	2%	2%	3%	4%	6%	6%	18%	11%	13%	61%	53%	51%	14%	28%	28%	3	4
6	6%	3%	3%	5%	7%	5%	15%	19%	17%	56%	48%	45%	19%	23%	31%	3	1
7	2%	4%	2%	7%	2%	3%	14%	10%	8%	37%	33%	36%	41%	51%	51%	4	9
8	0%	3%	3%	8%	3%	4%	22%	18%	11%	41%	40%	36%	29%	36%	47%	1	13

Comparison of **Maywood's** Spring 201, Spring 2018 & Spring 2019 PARCC Administrations Mathematics - Percentages

Grade	Level 1 2017	Level 1 2018	Level 1 2019	Level 2 2017	Level 2 2018	Level 2 2019	Level 3 2017	Level 3 2018	Level 3 2019	Level 4 2017	Level 4 2018	Level 4 2019	Level 5 2017	Level 5 2018	Level 5 2019	Change in Level 1 and 2 2017 to 2019	Change in Level 4 and 5 2017 to 2019**
3	0%	0%	1%	5%	12%	5%	23%	25%	11%	56%	48%	52%	15%	15%	32%	1	13
4	2%	1%	1%	9%	13%	13%	31%	26%	28%	47%	54%	52%	11%	5%	5%	3	1
5	1%	3%	3%	14%	5%	9%	31%	23%	18%	45%	44%	54%	6%	24%	18%	3	21
6	2%	4%	4%	8%	12%	10%	11%	25%	23%	57%	47%	50%	23%	11%	16%	4	14
7	3%	3%	3%	5%	6%	13%	14%	15%	31%	55%	55%	37%	24%	20%	17%	6	25
8*	7%	9%	9%	12%	5%	9%	35%	10%	11%	40%	67%	61%	2%	9%	13%	1	32
ALG I	0%	0%	0%	0%	0%	0%	5%	0%	0%	77%	69%	36%	18%	31%	64%	0	5

Comparison of **Maywood's**
 Spring 2019 PARCC Administrations
 English Language Arts/Literacy to New Jersey
 Percentages for 2018

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	5	14	5	14	12	21	64	43	14	7
4	2	9	4	13	16	21	50	39	28	18
5	3	7	6	13	13	22	51	46	28	12
6	3	7	5	13	17	24	45	41	31	15
7	2	9	3	11	8	18	36	33	51	30
8	3	9	4	10	11	18	36	38	47	25

Comparison of **Maywood's**
 Spring 2019 PARCC Administrations
 Mathematics to New Jersey - Percentages for 2019

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	1	8	5	14	11	22	52	41	32	14
4	2	9	13	15	28	26	52	43	5	8
5	1	6	9	21	18	26	54	36	18	11
6	2	10	10	23	23	28	50	33	16	8
7	3	8	13	21	31	29	37	34	17	8
8*	7	23	9	23	11	24	61	28	13	1
Algebra I	0	10	0	26	0	21	36	37	64	6

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes English Language Arts/Literacy Grade 3 - Percentages

ELA03	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Memorial	5%	5%	12%	64%	14%	78%

ELA03	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
NJ	14%	14%	21%	43%	7%	50%

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes English Language Arts/Literacy Grade 4 - Percentages

ELA04	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
MAS	2	4	16	50	28	77

ELA04	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
NJ	9	13	21	39	18	57

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes English Language Arts/Literacy Grade 5 - Percentages

ELA05	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
MAS	3	6	13	51	28	79

ELA05	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
NJ	7	13	22	46	12	58

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes English Language Arts/Literacy Grade 6 - Percentages

ELA06	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
MAS	3	5	17	44	31	76

ELA06	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
NJ	7	13	24	41	15	56

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes English Language Arts/Literacy Grade 7 - Percentages

ELA07	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
MAS	2	3	8	36	51	86

ELA07	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
NJ	9	11	18	33	30	63

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes English Language Arts/Literacy Grade 8 - Percentages

ELA08	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
MAS	3	4	11	36	47	83

ELA08	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	% of students at Level 4 and 5
NJ	9	10	18	38	25	63

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes Mathematics Grade 3 - Percentages

MAT03	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Memorial	1	5	11	52	32	83

MAT03	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
NJ	8	14	23	41	14	55

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes

Mathematics Grade 4 - Percentages

MAT04	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
MAS	9	15	26	43	8	51

MAT04	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
NJ	2	13	28	52	5	57

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes

Mathematics Grade 5 - Percentages

MAT05	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
MAS	1	9	18	54	18	72

MAT05	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
NJ	6	21	26	36	11	47

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes

Mathematics Grade 6 - Percentages

MAT06	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
MAS	2	10	23	50	16	65

MAT06	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
NJ	10	23	27	33	8	41

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes

Mathematics Grade 7 - Percentages

MAT07	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
MAS	3	13	31	37	17	54

MAT07	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
NJ	8	21	29	34	8	42

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes

Mathematics Grade 8 - Percentages

MAT08	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
MAS	7	9	11	61	13	73

MAT08	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
NJ	23	23	24	28	1	29

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes

Mathematics Algebra I - Percentages

Algebra I	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
MAS	0	0	0	36	64	100

Algebra I	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
NJ	10	26	21	37	6	43

Spring 2019 NJSLA Administrations
Mathematics SubGroup
**** Student Count (% >4)**

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra
Hispanic	25 (72%)	27 (52%)	38 (56%)	34 (50%)	31 (61%)	28 (64%)	3 (100%)
Asian	27 (93%)	14 (71%)	28 (89%)	23 (91%)	13 (77%)	11 (82%)	3 (100%)
Black	12 (92%)	13 (69%)	7 (43%)	14 (36%)	10 (20%)	4 (25%)	2 (100%)
White	36 (83%)	39 (51%)	48 (77%)	50 (72%)	41 (49%)	43 (81%)	17 (100%)
Eco Disadv	9 (44%)	13 (39%)	8 (50%)	10 (40%)	10 (50%)	12 (58%)	1 (100%)
Stud w/Disab	10 (40%)	9 (22%)	20 (25%)	19 (16%)	16 (6%)	20 (25%)	0
ELL	3 (67%)	3 (0%)	5 (20%)	7 (29%)	2 (0%)	0	0

Spring 2019 NJSLA Administrations
Language Arts SubGroup
**** Student Count (% >4)**

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Hispanic	25 (64%)	27 (67%)	37 (76%)	34 (65%)	31 (87%)	31 (68%)
Asian	27 (93%)	14 (86%)	28 (86%)	23 (91%)	13 (92%)	14 (93%)
Black	12 (75%)	12 (92%)	7 (71%)	14 (64%)	10 (100%)	6 (67%)
White	36 (81%)	39 (77%)	48 (79%)	50 (80%)	41 (81%)	60 (90%)
Eco Disadv	9 (44%)	12 (75%)	8 (63%)	10 (30%)	10 (90%)	13 (62%)
Stud w/Disab	10 (30%)	9 (33%)	20 (30%)	19 (37%)	16 (44%)	20 (40%)
ELL	3 (67%)	2 (50%)	4 (81%)	7 (0%)	2 (0%)	0

Interventions

Maywood School District Intervention Strategies/Programs

Students in the Maywood School District take the NJSLA Assessments in the Spring of each school year. The District receives score reports shortly thereafter and works to develop strategies to address the results and the students' progress.

Interventions

As a result of data analysis, district formative and summative assessments, 6th & 7th grade levels were divided into two separate classes in mathematics with a double period of mathematics infused in to the schedule in an effort to reinforce mathematical practices. Grade 4 mathematics teachers were reassigned.

All ELA and Math team and articulation meetings analyzed evidence statements at their respective September and October meetings in order to develop corresponding SGOs as well as develop the IXL template for each individual student that will be using the supplemental class time designated in the Pupil Assistance periods.

The Afterschool Extended School Day Supplemental Program has been aligned with the evidence statement analyses to provide corresponding teaching and related pupil assistance periods.

NWEA/MAP Accelerator was purchased for math enrichment at all grade levels, with an emphasis on the lagging middle school data points.

Further support has provided through specific basic skills instructional time for identified students.

Interventions

- The District partnered with LinkIt and NWEA/MAP to develop a longitudinal 4 Year Data Comparison Study that disaggregated data along socioeconomic, gender and racial parameters to more clearly align curriculum development and program adjustments to subgroup areas of concern.**
- The District hired subject specific certified basic skills instructors in mathematics for both school buildings.**
- The District formally infused the IXL Benchmark Assessments this school year along with NWEA MAP assessments and Start Strong Assessments.**

Interventions

The District utilizes the following as it relates to the development of interventions and strategies for the school year:

.Individual Score Reports for each student

.Individual year to year scoring trends for each student

.Individual Evidence Statement analysis for each student

.Individual year to year Evidence Statement trends for each student

.Grade level and grouping Evidence Statement analysis for each student

.Grade level year to year Evidence Statement trends for each student

.Analysis of Formative Assessments for each student each year

.Analysis of Benchmark Assessments for each student each year

.Overall academic achievement based on report cards

.Overall academic achievement based on teacher input

Interventions

The District uses both IXL and LinkIt as its RTI and intervention platforms.

Each student is provided with a unique ID and password for LinkIt.

Each student is provided with a unique ID and password for IXL.

Both IXL and LinkIt resources are specifically calibrated to the level of progression for each student based on initial benchmarks as well as evidence statement analysis of the prior year's spring assessments.

Students who fall in to the 1 or 2 category of the assessments are placed in to an 80 minute double class period in either ELA, Mathematics or both.

Students who fall in to the 1 or 2 category of the assessments are placed in to a PA (Pupil Assistance) period in either ELA, Mathematics or both twice per week with their ELA and/or math teacher.

Interventions

Students who fall in to the 1 or 2 category of the assessments are placed in to the BSIP program period in either ELA, Mathematics or both three times per week with their ELA and/or math teacher.

Students who fall in to the 3 category of the assessments are placed in to one of the three aforementioned intervention programs. This decision is made by a consensus of classroom teachers, guidance and administration, with parental input.

LA Interventions for Grades 3 – 8 & Mathematics Interventions for

Grades 3 – 8 specifically designed to reflect the Evidence Statement Analyses may be found in the Mathematics and Language Arts grade level curriculum guides.

For all three areas of intervention described above, the students are monitored via the IXL and NWEA platforms related to progress in the areas that are specifically calibrated for their unique profile as per the score reports and evidence statement analysis.

Interventions

The District reviews subgroup data consistently and within the District as well as team/grade level framework.

Data validates that Language Arts across subgroups functions at a higher level than mathematics.

Data validates that the subgroup of Students with Disabilities is deficient in all areas of assessment including Mathematics, Language Arts and Science.

Data validates the work that has been done in the ELL program across all assessment categories in subgroup analysis.

Student subgroups who fall in to the 1 or 2 category of the assessments are placed in to a double class period in either ELA, Mathematics or both.

Student subgroups who fall in to the 1 or 2 category of the assessments are placed in to a PA (Pupil Assistance) period in either ELA, Mathematics or both twice per week with their ELA and/or math teacher.

Assessment Results/Analysis
Spring 2019 Administration
Science
Grades 5 & 8

Maywood School District
April 29, 2020

Mastering
Knowledge and
Skills in Science

Maywood and State of NJ

2019 Spring PARCC School- & Grade-Level Outcomes Science Grades 5 & 8 - Percentages

GRADE 5	(Level 1)	(Level 2)	(Level 3)	(Level 4)	% of students at Level 3 and 4
	17 (14%)	48 (39%)	43 (35%)	13 (11%)	56 (46%) State (29%)

GRADE 8	(Level 1)	(Level 2)	(Level 3)	(Level 4)	% of students at Level 3 and 4
	17 (15%)	64 (58%)	21 (19%)	9 (8%)	30 (27%) State (19%)

WHAT'S NEXT?

.The District has partnered with the LabAids program series and has specifically worked to revise scope and sequence in all grade levels.

.PD opportunities will be investigated for NGSS articulation for all science area subject specific teachers.

.Students will be administered IXL benchmarks specifically in science content at the 4th, 6th and 7th grade level.

.NWEA MAP testing has been upgraded to allow for “Accelerator” use for Science as opposed to just the EL:A and Math components.

.Plans to increase the amount and frequency of common planning time and articulation with science teachers at MAS.

WHAT'S NEXT?

.Create shared resources that include higher order thinking questions by grade level that address: - Reading, interpreting and drawing conclusions from graphs and data tables

.Audit curriculum and make revisions based on formative, summative and state testing data to ensure depth of coverage and appropriate scope and sequence

.Continue STEM programs

.Provide NJSLA-Science Preparation in grades 5, 8.

.Increase training for science resource and LLD staff on science content and best practice modifications and accommodations in science

.Increase training on the application and practice of science standards

Assessment Results/Analysis ACCESS For ELLs

Maywood School District

English language
proficiency
assessment for
English language
learners (ELLs)

ACCESS FOR ELLS

ELL/ACCESS Frequency Reports - MAS & MEMORIAL

ACCESS FOR ELLS

- . **ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is only available to Consortium member states**
- . **ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing**
- . **The minimum score to exit from the ESL program is 4.5**

ACCESS FOR ELLS

Memorial School (K-3)

.In the 2018-2019 school year, a total of 36 students (MEM) from grades K-3 took the ACCESS for ELLs and as a result 10 exited.

.In the 2019-2020 school year, a total of 30 students (MEM) from grades K-3 took the ACCESS for ELLs and as a result 7 exited.

ACCESS FOR ELLS

Maywood Avenue School (4-8)

In the 2018-2019 school year, a total of 19 students (MAS) from grades 4-8 took the ACCESS for ELLs and as a result 5 exited and 7 transferred out of the school district/graduated 8th grade with a score lower than 4.5

In the 2019-2020 school year, a total of 13 students (MAS) from grades 4-8 took the ACCESS for ELLs and as a result 6 exited and 3 transferred out of the school district with a score lower than 4.5.

ACCESS FOR ELLS

In 2019-2020 Maywood had fewer students enrolled in the program than 2018-2019. Most of our kindergarten ELLs were entering at either Proficiency Level 1 or 4 for both years so many of our students were either newcomers or more advanced in the Expanding or nearing Bridging proficiency levels. First, second and third graders were mostly around levels 3 Developing & 4 Expanding.

Based on the results, we need to focus on sharpening and improving writing skills with students in the ESL program. We also participated in professional development titled

“Re-Adjusting to the Classroom: Strategies for ELLs” Our main focus is to acclimate our students as they readjust to in-person learning after receiving bits and pieces of English while learning remotely. We are looking at the best ways to meet the needs of our students.

ACCESS FOR ELLS

- **English Language Learners (ELLs) in all program types must receive at least one period of instruction every day by a certified ESL teacher (a period is the time allocated in the school schedule for instruction in core subjects).**
- **ELL will be taught through the content of science, social studies, and health.**
- **In grades 6-8, students who are identified as ELL are scheduled for one block of ELL class. ELL students will develop and maintain listening, speaking, reading and writing competency in English as outlined in the WIDA (World-class Instructional Design and Assessment) standards and measured by the ACCESS for ELLs assessment.**
- **Increased focus on Literacy-based instruction in which ELL teacher teaches language goals based on the WIDA standards**
- **Increased training in co-teaching content-based instruction in which ELL teacher teaches language goals based on the WIDA standards, in collaboration with the regular education teacher**
- **PLC and team meeting time allocation for collaboration with the regular education teacher to modify curriculum to enrich language development**
- **Clustering of students to increase access to language instruction**
- **Study hall/resource hour for ELL students (in collaboration with mainstream teachers) includes pre and post teaching concepts, monitoring daily work progress, reviewing for tests, organizational skills, prioritizing assignments**

ACCESS FOR ELLS

- **ELL students will demonstrate proficiency according to state and district benchmarks as measured by state standardized assessments and curriculum-based measures such as formative and summative assessments.**
- **Regular education teachers, in cooperation with ELL staff, will monitor student proficiency on grade level expectations and give feedback to students and families.**
- **ELL students will develop and apply academic language as measured by curriculum-based assessments. Academic language development within vocabulary-rich environments will be provided to students within the general education classroom.**
- **The district will provide opportunities for school, family, and community partnerships to support families so they can be more actively involved in their child`s educational experiences.**
- **School District staff will work cooperatively with ELL staff through both collaboration and resources to maintain best practice in order to build capacity for educating English Language Learners through job-embedded and additional professional development opportunities.**

ACCESS FOR ELLS

As a result of the number of students taking ACCESS and receiving ESL services, Maywood has applied for and has been granted a bilingual waiver and has trained all faculty on Sheltered/ESL Instruction. Our strategy of ensuring ESL services (for all those who accept) and applying Sheltered Instruction strategies (through the guidance of our ESL teachers) for all English Language Learners has proven successful.