

NJSLA: A REFLECTION ON PERFORMANCE

RUMSON SCHOOL DISTRICT
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• A •
STUDENT
IS MORE THAN A TEST
SCORE.



NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM- NJSLA

- A summative assessment measuring student proficiency in a majority of the New Jersey Student Learning Standards administered at the end of the current school year.
- During Spring of 2023, NJSLA was administered in the following:
 - English Language Arts and Literacy (ELA/L) grades 3–11
 - Mathematics grades 3 – 8 and End of Course Assessments in Algebra I, Algebra II and Geometry.
 - Science in grades 5 and 8

How Scores are Reported

Level 1: Not yet meeting grade-level expectations for CCR

Level 2: Partially meeting grade-level expectations for CCR

Level 3: Approaching grade-level expectations for CCR

Level 4: Meeting grade-level expectations for CCR

Level 5: Exceeding grade-level expectations for CCR

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM- Dynamic Learning Map

- The DLM is an alternate assessment system designed to map a student's learning throughout the year. Items and tasks are embedded in day-to-day instruction so that testing happens as part of instruction.
- During the 2022-2023 school year, DLM alternate assessment for Special Education Students were administered.
- Students with the most significant cognitive disabilities are the only students eligible to take the NJ DLM alternate assessment.
- As with the NJSLA, students in grades 3 - 8 participate in the ELA and Math DLM assessments, and grades 5 and 8 participate in the science DLM assessment.

How Scores are Reported

Performance Level Categories:

Level 1 - Emerging

Level 2 - Approaching

Level 3 - At Target

Level 4 - Advanced

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM- ACCESS for ELLs

- ACCESS for English Language Learners (ELLs) is a standards-based, criterion-referenced, English language proficiency test designed to measure English learners' social and academic proficiency in English. Domains include: Listening, Speaking, Reading, Writing, Oral Language, Literacy and Comprehension.
- During the 2022-2023 school year, ACCESS for ELLs was not administered

How Scores are Reported

Level 6- Reaching

Level 5- Bridging

Level 4- Expanding

Level 3- Developing

Level 2- Emerging

Level 1- Entering

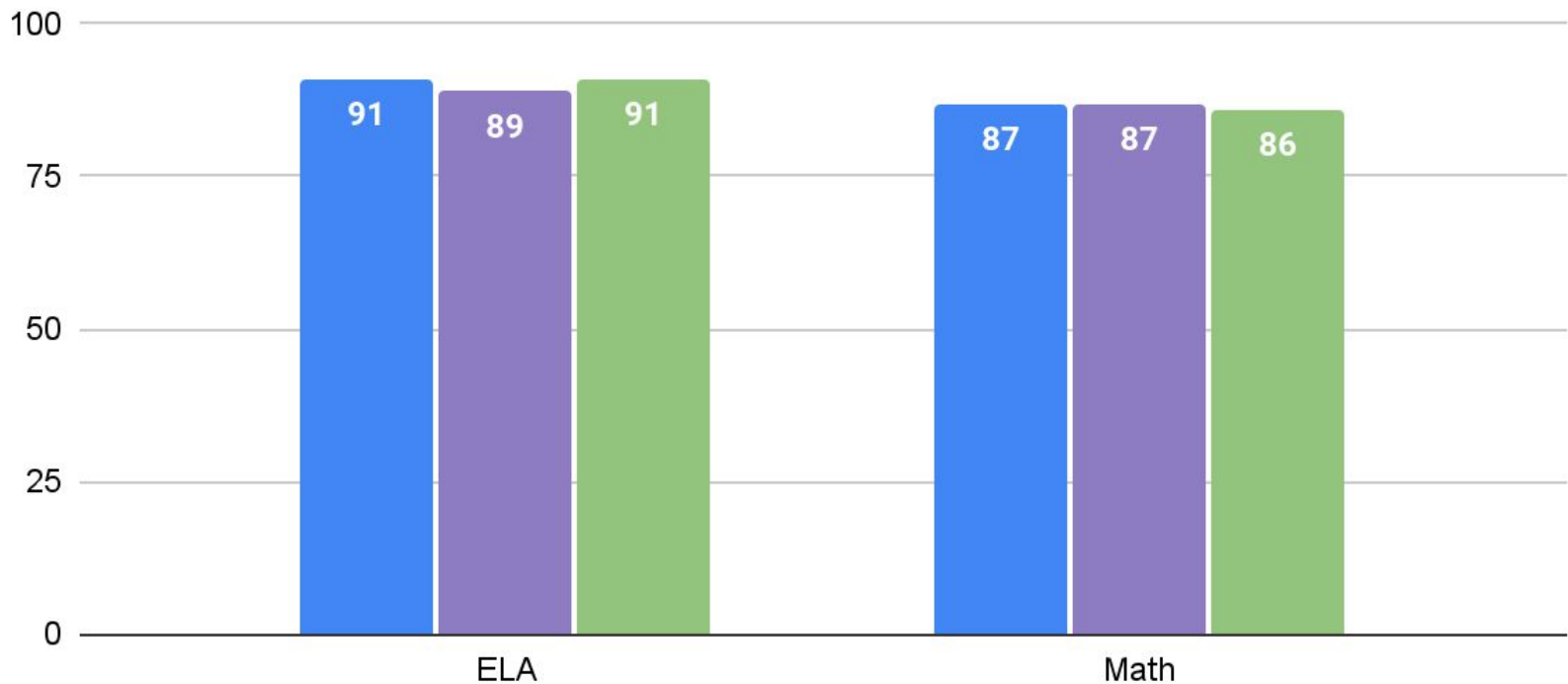
NJSLA

Three-Year Comparison

Percent of Students Meeting or Exceeding Expectations 3 - 8 ELA and Math



Percent of Students Grade 3-8 Meeting/Exceeding Expectations



Year/ Total Number of Students Assessed

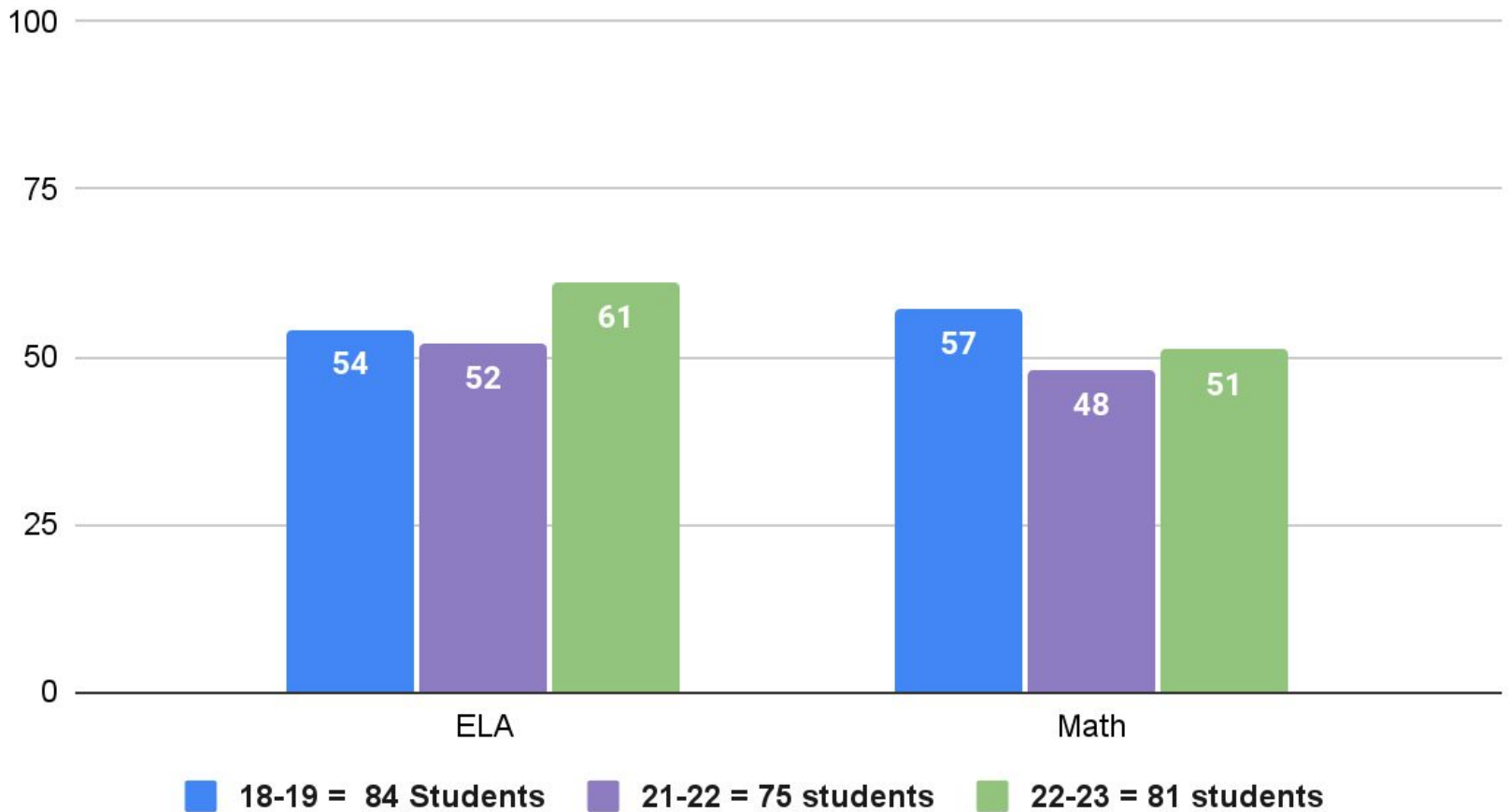
■ 18-19 = 687 Students ■ 21-22 = 628 students ■ 22-23 = 633 students

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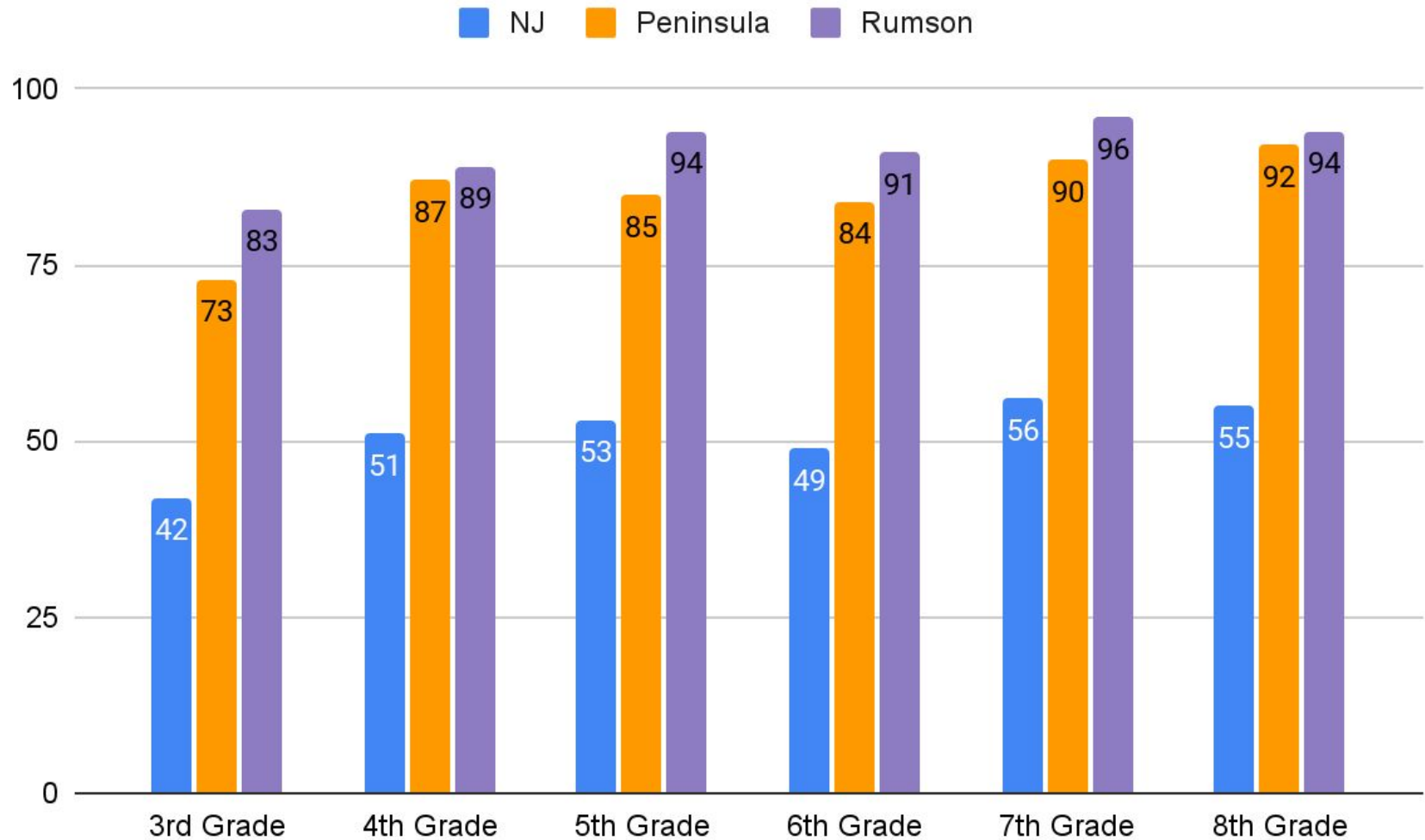
PERCENT OF SPECIAL EDUCATION STUDENTS MEETING OR EXCEEDING EXPECTATIONS 3 THROUGH 8 ELA and MATH



Percent of Special Education Students Grades 3-8 Meeting/Exceeding Expectations

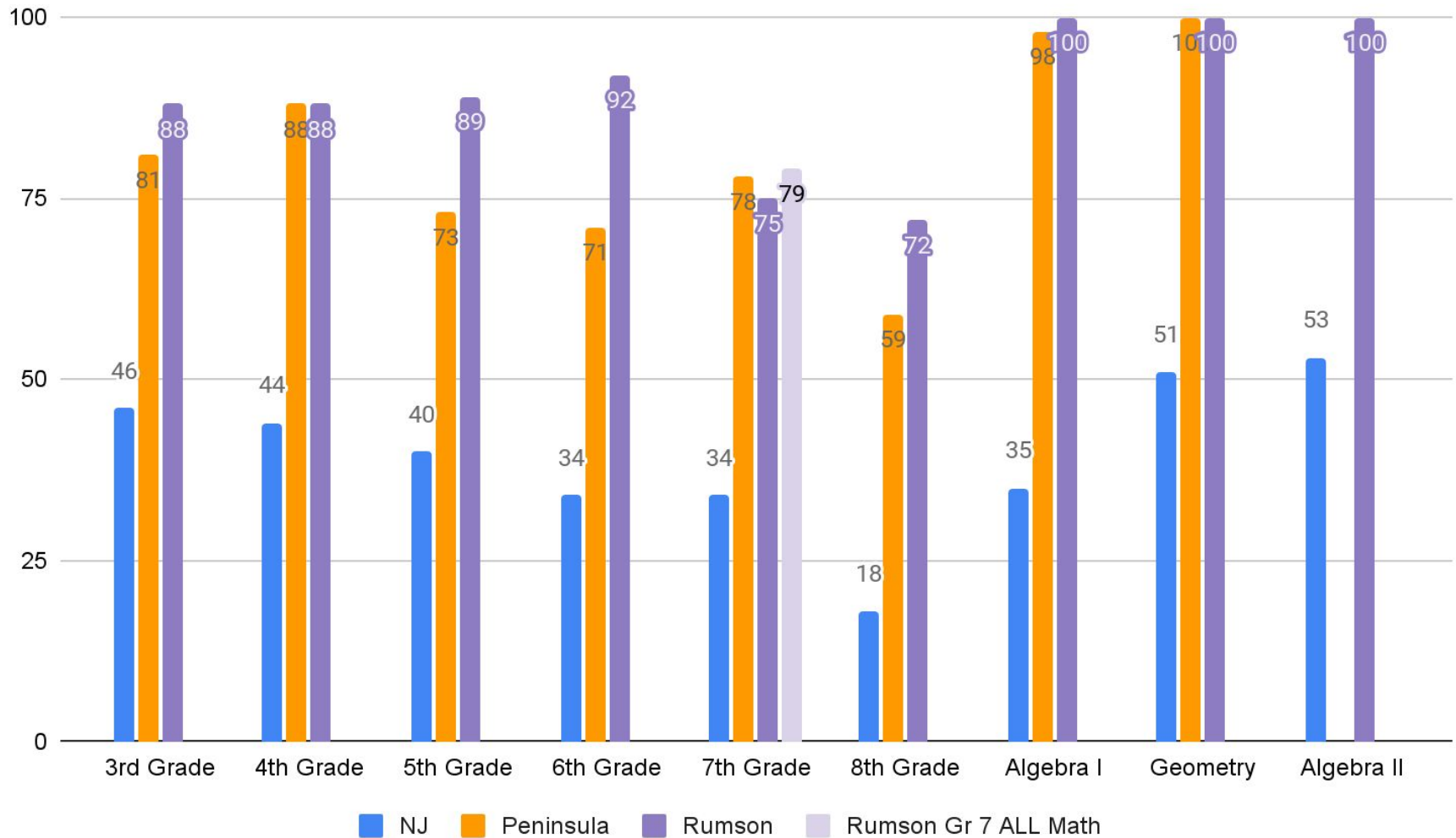


NJSLA PENINSULA COMPARISON PERCENT OF STUDENTS THAT MET OR EXCEEDED EXPECTATIONS ELA GRADES 3 THROUGH 8





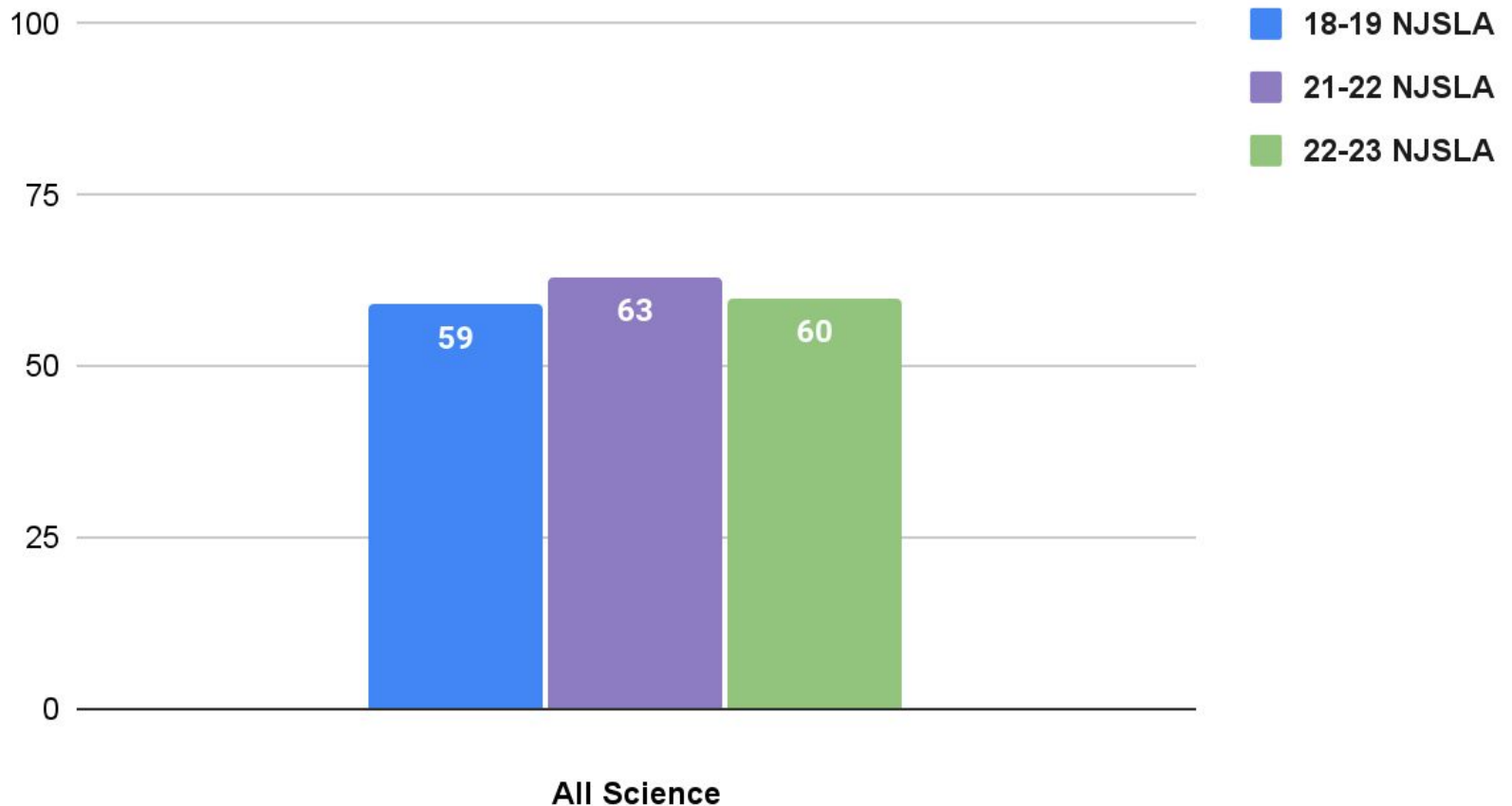
NJSLA PERCENT OF STUDENTS THAT MET OR EXCEEDED EXPECTATIONS MATHEMATICS GRADES 3 THROUGH 8



NJSLA PERCENT OF STUDENTS MEETING OR EXCEEDING EXPECTATIONS GRADE 5 & 8 SCIENCE



Percent of Students Grades 5 & 8 Meeting/Exceeding Expectations

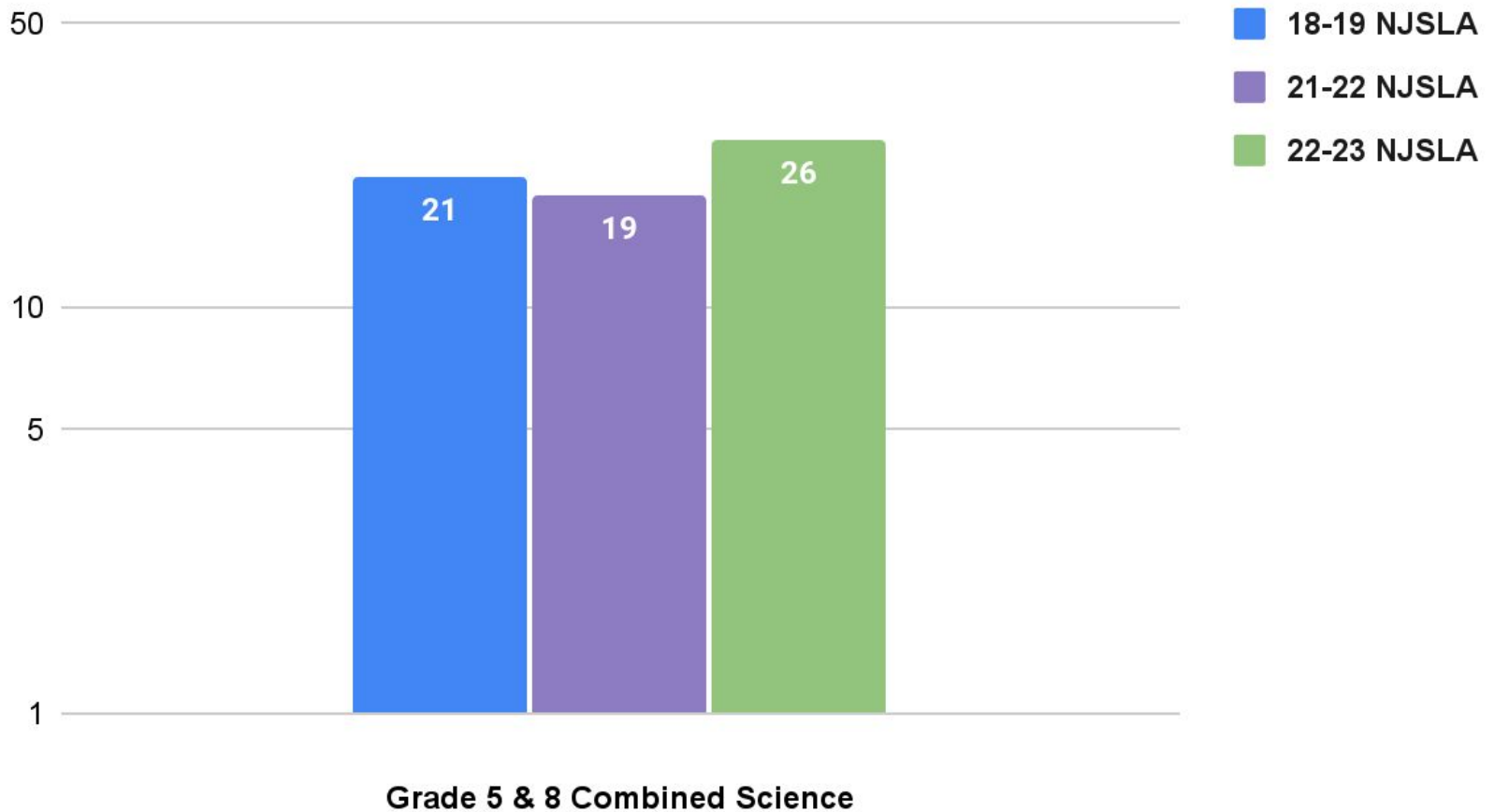


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PERCENT OF SPECIAL EDUCATION STUDENTS MEETING OR EXCEEDING EXPECTATIONS GRADE 5 & 8 SCIENCE



Percent of Special Education Students Grades 5 & 8 Meeting/Exceeding Expectations





NJSLA ELA

Percent Meeting or Exceeding

Grade Level	Percent Meeting or Exceeding in ELA 2022	Percent Meeting or Exceeding in ELA 2023
3	83%	83%
4	84%	89%
5	92%	94%
6	84%	91%
7	95%	97%
8	96%	93%



NJSLA ELA COHORT

Percent Meeting or Exceeding

Percent Meeting or Exceeding in ELA 2022	Percent Meeting or Exceeding in ELA 2023
83% (Gr. 3)	89%(Gr. 4)
84% (Gr. 4)	94% (Gr. 5)
92% (Gr 5)	91% (Gr. 6)
84% (Gr. 6)	97% (Gr. 7)
95% (Gr. 7)	93% (Gr.8)
96% (Gr. 8)	NA



NJSLA MATH

Percent Meeting or Exceeding

Grade Level or Subject	Percent Meeting or Exceeding 2022	Percent Meeting or Exceeding 2023
3	88%	88%
4	86%	88%
5	89%	89%
6	79%	92%
7	72%*	75%*
8	82%*	71%*
Algebra	100%**	100%**
Geometry	100%**	100%
Algebra II	100%	100%

** Algebra, Geometry, Algebra II students not included in the grade level math percentage*

***Students who took Algebra or Geometry in Gr. 7 are included.*

NJSLA MATH COHORT

Percent Meeting or Exceeding



	Percent Meeting or Exceeding 2022	Percent Meeting or Exceeding 2023
	88% (Gr. 3)	88% (Gr. 4)
	86% (Gr. 4)	89% (Gr. 5)
	89% (Gr. 5)	92% (Gr. 6)
	79% (Gr. 6)	75% (Gr. 7)
	72%* (Gr. 7)	71%* (Gr. 8)
	82%* (Gr. 8)	NA
Algebra	100%	100%
Geometry	100%	100%
Algebra II	100%	NA

** Algebra, Geometry, Algebra II students not included in the grade level math percentage*



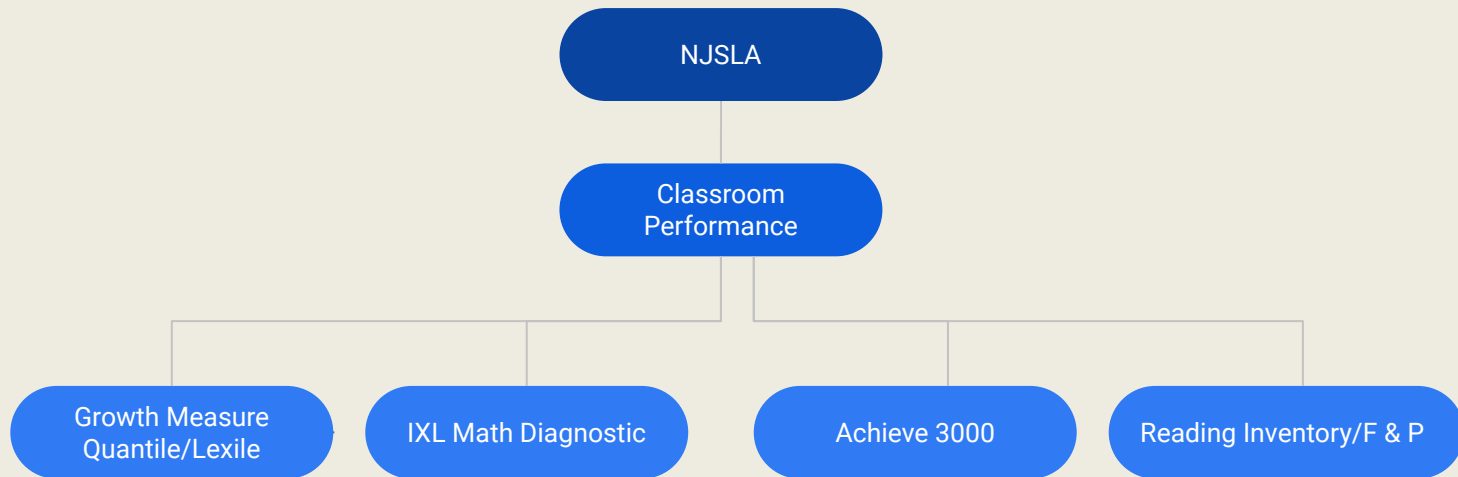
QUESTIONS TO GUIDE DATA REFLECTION

- **How will we use NJSLA and District data to identify strengths and gaps that exist in curriculum and instruction?**
- **How will we use data to inform the conversations of our educators?**
- **What can we learn about where additional professional resources are needed to meet the learning needs of all students?**

PLC Work Will Focus on Data Analysis and Protocols via Professional Development



Protocols are used to correlate NJSLA scores with other local assessment measures to ensure appropriate supports are in place at the Tier 1 classroom level (District Goal).



Implement Tier 1 Classroom Level Interventions

NEW for 23-24 addition of small group models 6-8

Expectations Based on Conclusions From Our Data



What does our data show?	What actions have we taken?
<p>Students approaching expectations in math continue to be an area of focus.</p> <hr/> <p>Continuation of effective practices to support student success</p>	<p>NEW</p> <p>Small group instruction/class size reduction model 6-8 Math</p> <ul style="list-style-type: none"> ➤ Increase Math 8 course by 2 sections ➤ Math 6 and 7 select sections co-taught by 2 certified math teachers ➤ PD in IXL and Math Problem solving PD <hr/>
	<p>Continue</p> <ol style="list-style-type: none"> 1. Tier 1 student intervention at the classroom level 2. Push in Math support teacher DP 3. Title 1 Tier II intervention math support with math specialist 4. Title 1 Tier II math interventionist Gr. 4 & 5 5. Utilize the Social Emotional Team to provide supports both academic and emotional for at risk students with Metacognition Strategies 6. Sustain professional development in the use of data and how to make data actionable to support specific student needs

Expectations Based on Conclusions From Our Data



What does our data show?	What actions have we taken?
<p>Students approaching expectations in Science continue to be an area of focus.</p>	<ol style="list-style-type: none">1. Adjustment of the NJSLA Science Administration Schedule from 2 units per day to 1 unit per day for the 23-24 SY2. Development of online, end of unit assessments by our Science Department using IXL and Venture to monitor student understanding, identify trends and possible curricular needs3. Push in intervention teacher provided in grade 6 Science classrooms to support further development of content area reading comprehension strategies. Cohorting this teacher in subsequent years.4. STEM projects aligned with DCI being taught in science 3-55. Bellringers, “Do Now” for the start of each class period aligned to standards from previous years to serve as a spiral review

Expectations Based on Conclusions From Our Data



What does our data show?

Special Education students approaching expectations in math and ELA continue to be an area of focus.

Continuation of effective practices to support student success

What actions have we taken?

NEW

- Increased use of pre-assessment tools to identify areas for pre-teaching and support prior to instruction in new concepts.
 - Math: Orton–Gillingham Multisensory Math
 - Supplemental Writing Intervention K-3 for identified students
-

Continue

- Continue an in-class instruction/ pull-out for instruction model based on student need
- Provide targeted and personalized instruction with dedicated special education staff for students who are near proficient in English Language Arts (ELA) and Mathematics.
- Utilize the Social Emotional Team to provide supports both academic and emotional for at risk students with Metacognition Strategies
- Sustain professional development in the use of data and how to make data actionable to support specific student needs
- Current NJSLA data review to identify areas of weakness, strengths, and trends and use info to inform instruction.
 - Academic Intervention- small group intervention provided during the school day to identified students through the use of multiple measure criteria
 - Conduct data dive for students in approaching range to identify gaps (3-8)

RESOURCES FOR PARENTS



Individual Student Reports Were Mailed Home at the End of September and are Available on the Genesis Parent Portal

- Information for parents to guide discussions with teachers and [NJSLA](#)
- NJSLA Resources for Parents from [NJDOE](#)
- Understanding the student [score reports](#) (with translations)

How Did xxx Perform Overall?

Performance Level 4

- **Level 5** Exceeded Expectations
- **Level 4** Met Expectations
- **Level 3** Approached Expectations
- **Level 2** Partially Met Expectations
- **Level 1** Did Not Yet Meet Expectations

