Pequannock Township School District

Statewide Assessment Results Report

Presented by Michael Portas, Superintendent
& Ann Marie VanSickle, Director of Curriculum & Instruction

28 October 2024

Order of the Presentation

1. Participation Rates
2. NJSLA ELA Scores & Analysis
3. ELA Interventions & Goals
4. NJSLA Math Scores & Analysis
5. Math Interventions & Goals
6. NJSLA Science Scores
7. Access for MLs
8. Dynamic Learning Maps
9. Next Steps
10. Questions & Comments

Presentation Notes

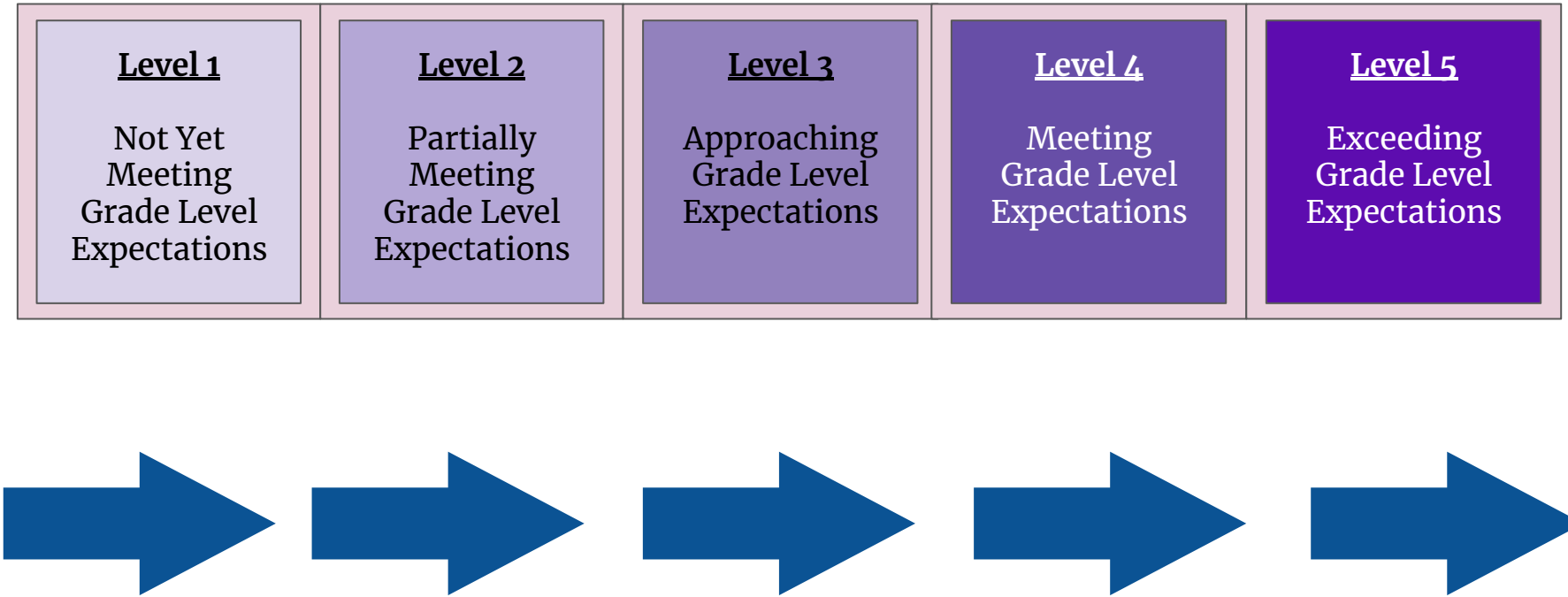
The goals of the State's assessment program are to identify areas of curricular strength and opportunities for improvement. The admin team shaped our district goals around deeper investigations of these data and granular performance reports.

Percentages will not always add up to 100 as scores are rounded to whole numbers.

Assessment data is best viewed as a snapshot of student performance at a given point in time. It should be integrated with other data points, whether standardized, internal, or formative, to shape a moving picture of student performance. That ongoing narrative informs instruction and curriculum revision as part of a recursive process.

NJSLA-ELA & Math Proficiency Levels

GOAL



2023-2024 Overall Student Participation

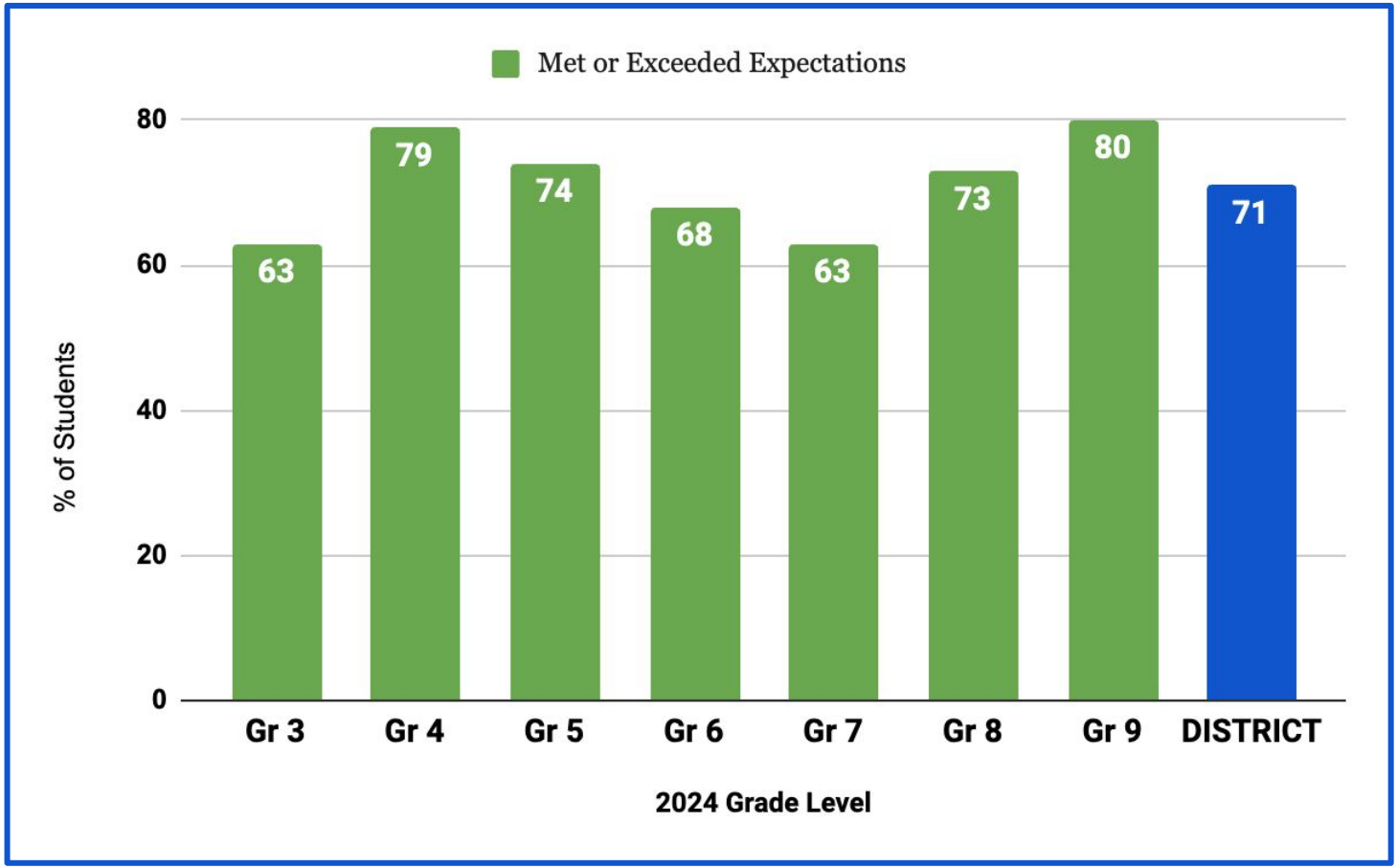
	Number of Valid Scores		
Grade Level	**ELA**	**Math**	**Science**
3	159	159	
4	151	152	
5	145	143	146
6	167	165	
7	155	155	
8	142	111	143
9	178		
11			161
Algebra I		169	
Geometry		43	

These numbers reflect the state's reporting of **valid** scores. Not all tests are completed correctly or fully and some ELL students do not take ELA, which helps to explain disparities between ELA and Math within grade levels.

Grade 8 students can take either Math or Algebra tests

NJSLA ENGLISH–LANGUAGE ARTS

2023-2024 ELA: Percent of Students Overall Proficiency



2023-2024 ELA Proficiency By Grade Level

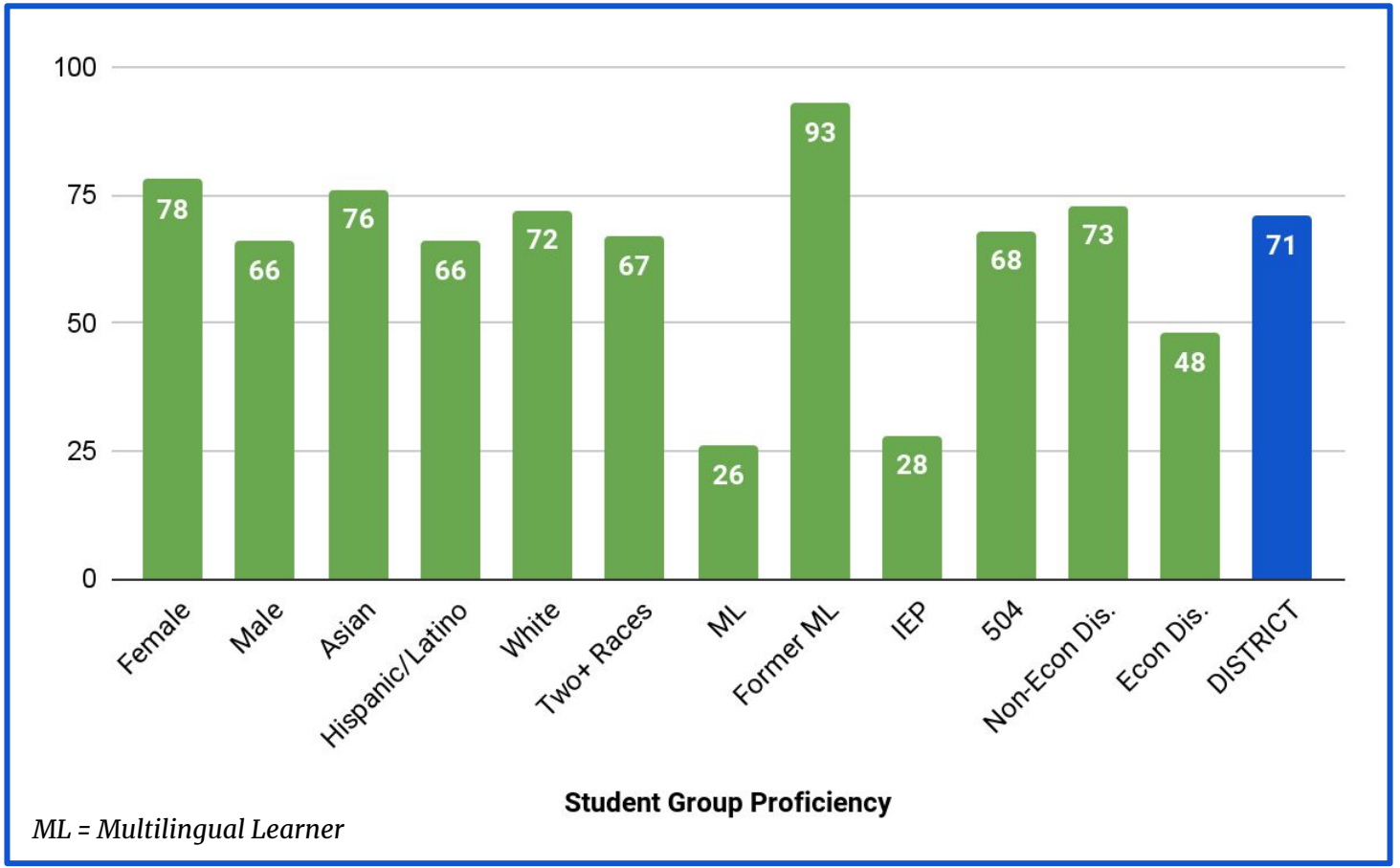
	Average Scale Score		Percentage by Level					
Grade Level	PTSD Avg Score	State Avg. Score	Level 1 Not Yet	Level 2 Partially	Level 3 Approaching	Level 4 Met	Level 5 Exceeded	Level 4 & 5
3	764	741	7.5	7.5	22.0	49.1	13.8	62.9
4	772	749	4	4	13.2	49	29.8	78.8
5	772	750	2.1	6.9	17.2	49.7	24.1	73.8
6	763	751	4.8	6	21	48.5	19.8	68.3
7	763	752	7.1	7.7	22.6	34.8	27.7	62.6
8	775	751	4.2	4.9	17.6	38	35.2	73.2
9	784	755	3.4	7.3	9.6	29.8	50	79.8

Overall Proficiency Average: 71.3%

Exceeded Expectations
Gr. 8: 35.2%
Gr. 9: 50%

Levels 1-3: Areas for Growth: *Informational Text & Writing*

2023-2024 ELA Overall Proficiency By Student Group



ML = Multilingual Learner

2023-2024 ELA Overall Proficiency By Grade Level & Student Group

	Percentage Passing		Percentage Passing by Student Group *(Other student groups have <10 scores per grade level)*								
Grade Level	PTSD	State	Female	Male	Hispanic or Latino	White	IEP: No	IEP: Yes	504	Non-Econ Dis.	Econ Dis.
3	62.9	43.6	63.9	62.1	70	61.2	70.9	40.5	54.5	64.7	n<10
4	78.8	50.8	83.8	74.7	76	78.5	88.3	41.9	78.6	79.5	n<10
5	73.8	52.2	76.1	71.6	54.5	75.6	86.1	26.7	45.5	74.5	n<10
6	68.3	53.2	80.3	58.2	52.9	69.4	84.2	5.9	n<10	69.8	n<10
7	62.6	54	67.6	57.5	62.5	62.8	73	17.2	46.2	63.9	n<10
8	73.2	52.9	84.1	63	65	75.4	83.2	21.7	n<10	73.7	n<10
9	79.8	58	86.3	72.3	75	81.1	90.2	37.1	94.1	81.4	54.5

Students without IEPs & Grade 9 Scores are strong.

Scores for students w/IEPs reflect struggle with retrieval questions

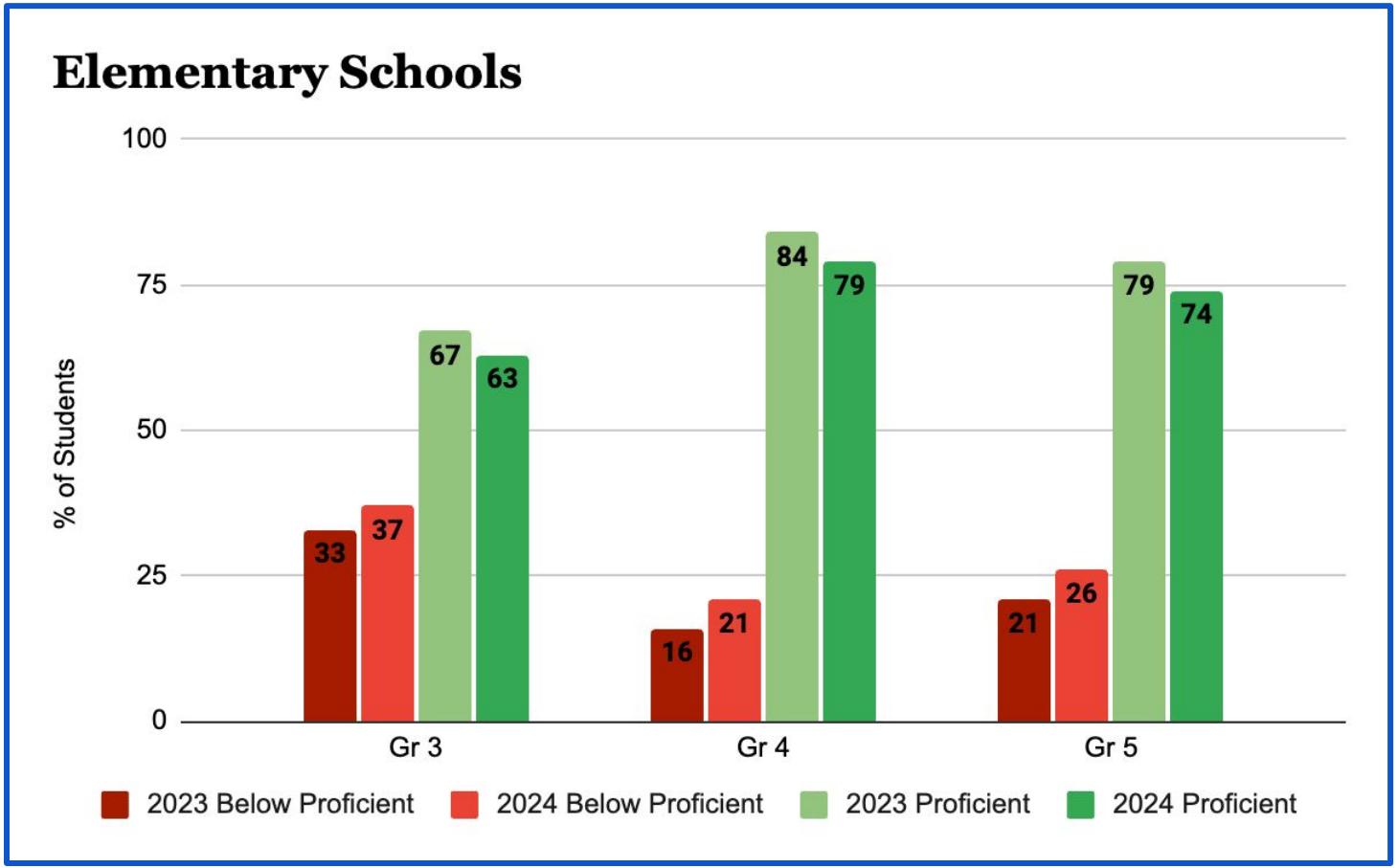
Gr 3 IEPs *n* jumped from <10 to 42.

Gr. 6 IEP - majority narrowly missed passing

NJSLA ENGLISH–LANGUAGE ARTS

Trend Analysis

2023-2024 ELA - 2-Year Comparison



Goals

Green ↑

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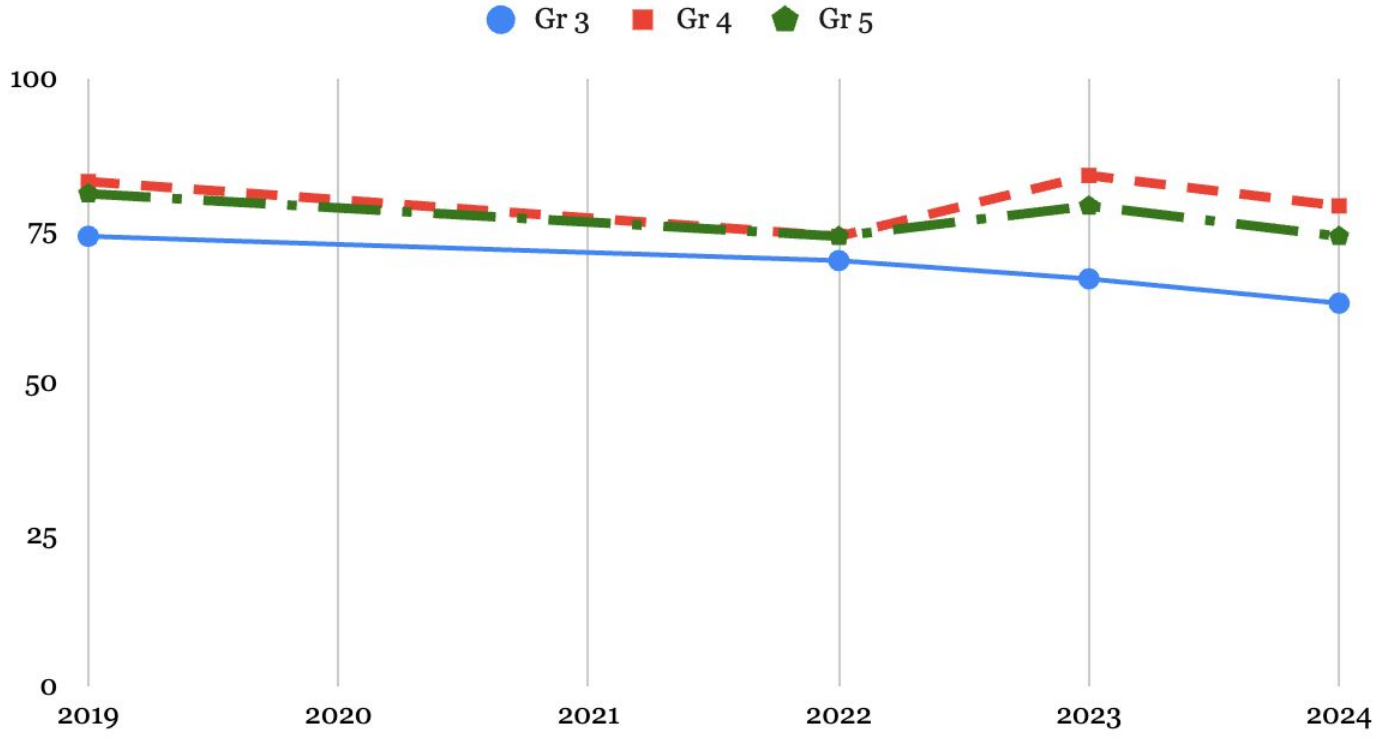
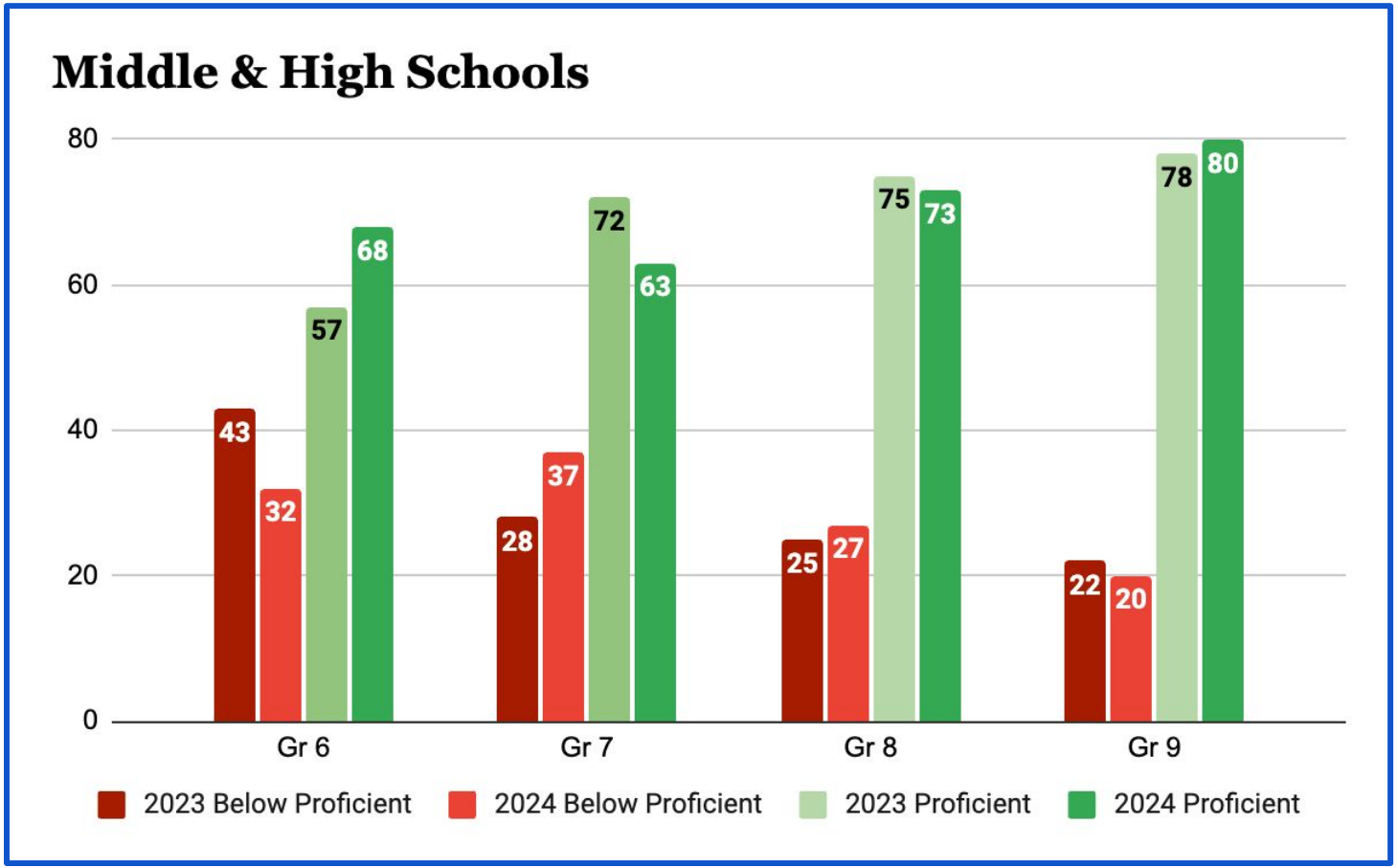
ELA - Five Year Trend Analysis



Goal

2023-2024 ELA - 2-Year Comparison



Goals

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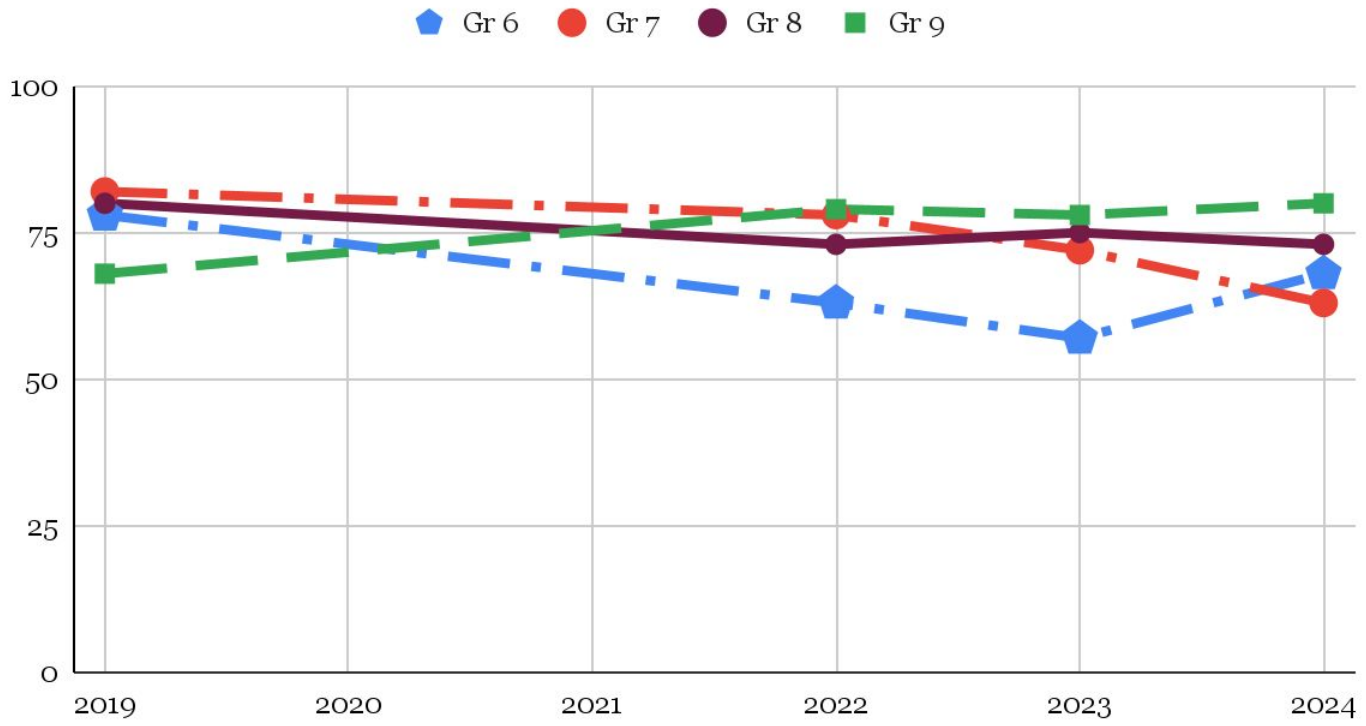
ELA - Five Year Trend Analysis

Middle School



Goal

ELA Intervention & Supports

Supports put in place in 23-24 will continue in 24-25, plus:

Tier 1 Supports for All Students

- Unpacking standards and integrating knowledge of released items into instructional design.
- Using data from NJSLA, iReady and CommonLit to determine areas for individual growth.
- Increasing writing conferences & the use of common writing rubrics.
- Increasing training on and the utilization of small group, differentiated instruction.
- Promoting student engagement and ownership of learning through literacy conferences.
- Focus on increasing student engagement with Informational Text across content areas.

Tier 2 & 3 Additional Supports for Some Students

- Introducing writing interventions in small groups for our at-risk students.
- Monitoring and evaluating student progress to inform instructional decisions for small group instruction.
- Utilizing the SSH and Panther Periods for personalized instruction and interventions.
- Ongoing collaboration and communication between classroom teachers, MLSP's and reading specialists.
- Analyze student group data for trends and to see how subgroups can be supported more effectively.

ELA Goals

How do we continue to respond and grow in ELA?

Grades K-5

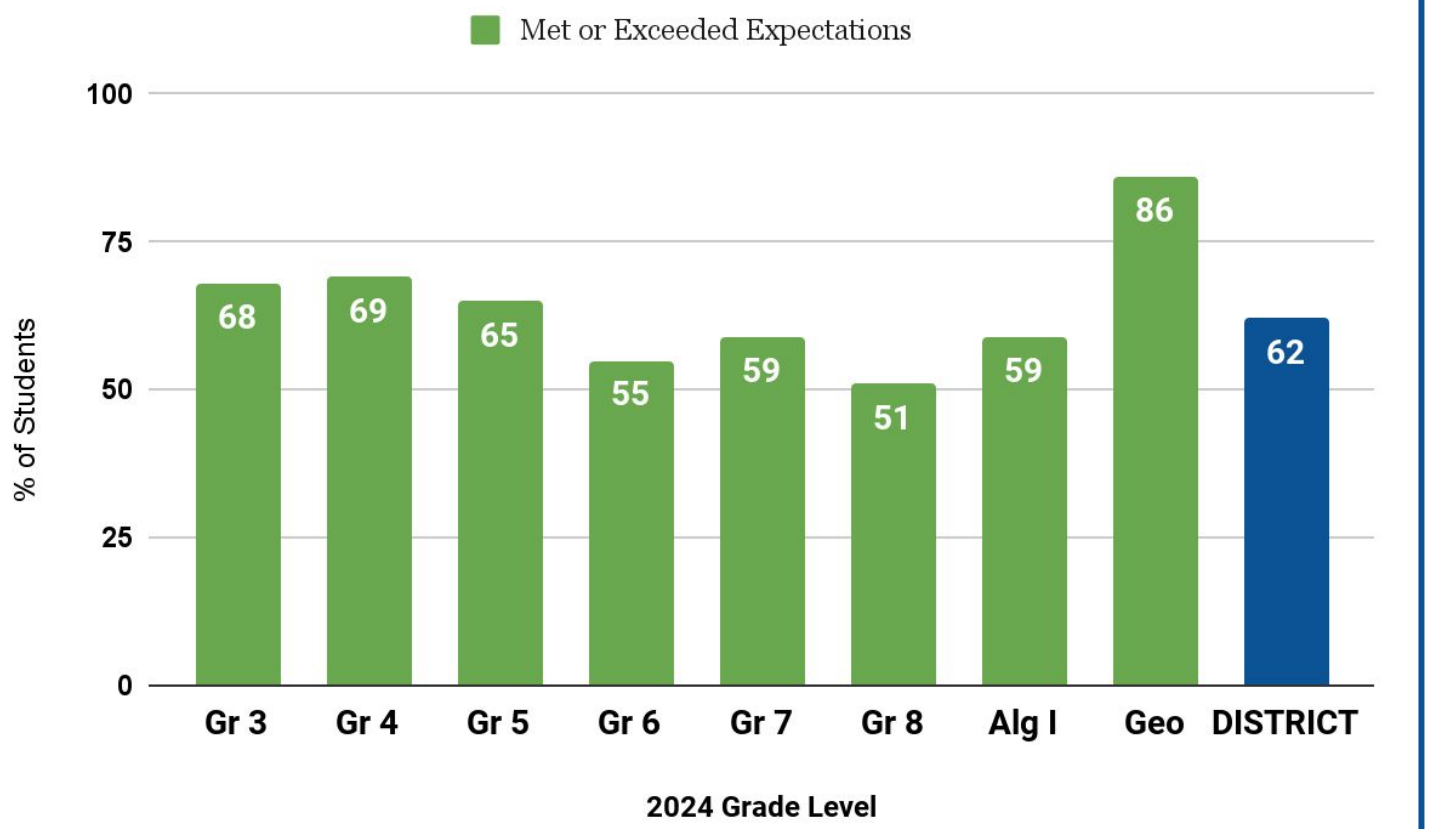
- Unpack new NJ Student Learning Standards in ELA and align to instruction.
- Increase the use of teacher-led, explicit, small group instruction.
- Continue training on Wilson Fundations in Grades K-3 to build strong foundational reading skills.
- Utilize a data-driven process to ensure early intervention reading support.
- Utilize data meetings to identify instructional goals for the whole class and individual students.
- Spiral reading standards for literature & informational text to continually reinforce learning.
- Develop common writing benchmarks.
- Increase reading stamina, fluency, and comprehension through dedicated time for choice reading, with conferencing and support.

Grades 6-12

- Unpack new NJ Student Learning Standards in ELA and align to instruction.
- Increase volume of student reading and writing expectations.
- Emphasize the use of common reading and comprehension strategies in Science, Social Studies & ELA.
- Improve writing skills in the area of Research Simulation Tasks and written expression.
- Develop common writing benchmarks.
- Provide training on student conferencing to provide specific, individualized and timely feedback to students.
- Calibrate writing exemplars and provide time for staff development and articulation on writing.

NJSLA–MATHEMATICS

2023-2024 Mathematics: Percent of Students Overall Proficiency



Notes:

Gr. 8: 34 students took the Algebra I test.The rest of the students took the Math 8 test.

Algebra I proficiency rate includes 8th & 9th graders taking the assessment.

2023-2024 Math Proficiency By Grade Level/Assessment

	Average Scale Score		Percentage by Level					
Grade Level	PTSD Avg Score	State Avg. Score	Level 1 Not Yet	Level 2 Partially	Level 3 Approaching	Level 4 Met	Level 5 Exceeded	Level 4 & 5
3	762	747	1.9	8.2	22	50.3	17.6	67.9
4	764	744	2	7.2	21.7	55.9	13.2	69.1
5	761	741	2.8	4.9	27.3	47.6	17.5	65
6	751	737	4.2	8.5	32.7	47.9	6.7	54.5
7	754	739	4.5	10.3	27.1	44.5	13.5	58.1
8	744	719	8.1	21.6	19.8	48.6	1.8	50.5
Alg I*	750	738	10.1	13.6	17.8	56.2	2.4	58.6
Geo	765	746	0	4.7	9.3	69.8	16.3	86

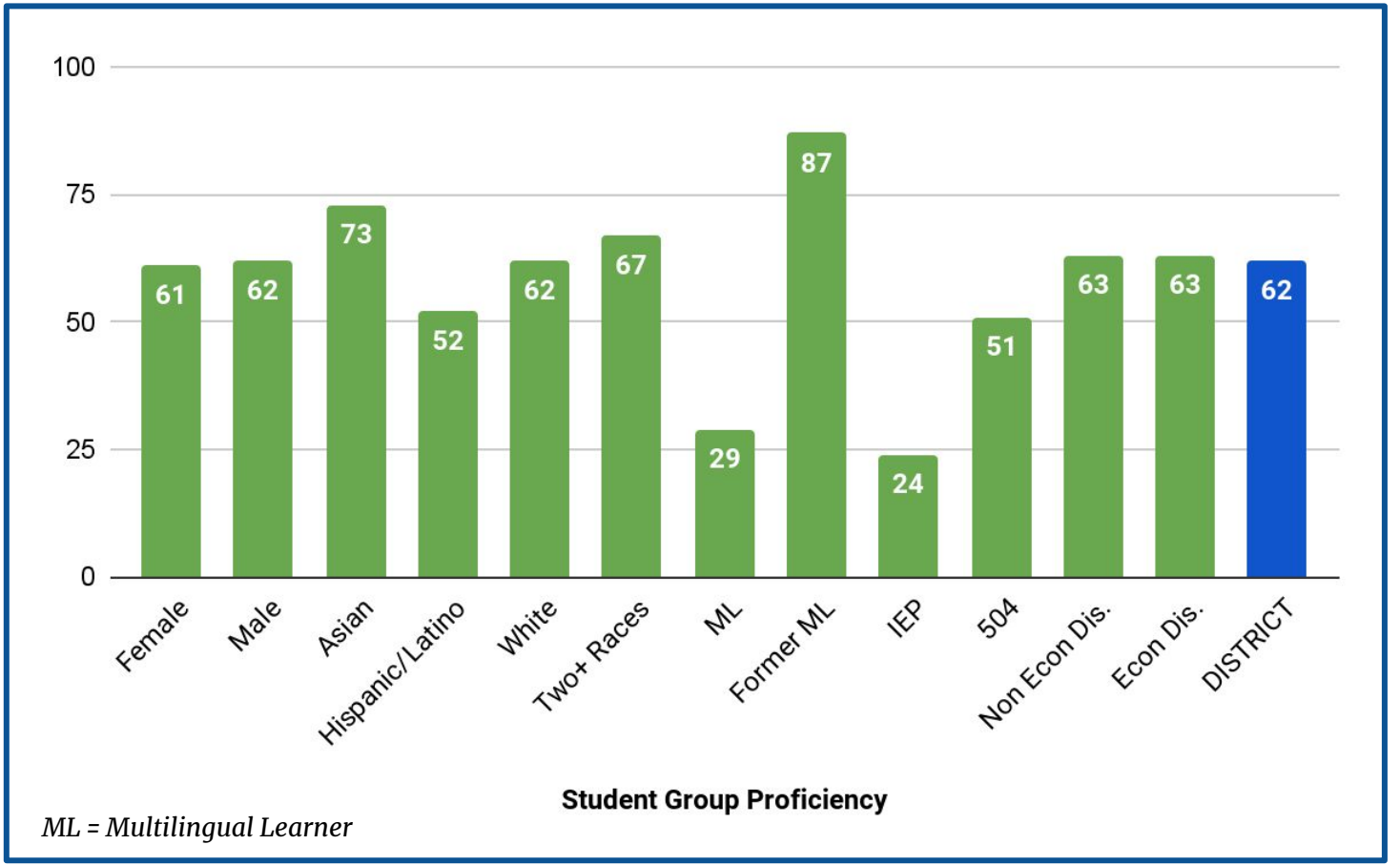
Overall Proficiency Average: Increased from 54% in 2022 to 62%.

All grade levels exceed the state average scores by an average of about 18 points.

Levels 1-3:
Areas for Growth:
Modeling & Reasoning

**Both 8th & 9th grade students take Algebra I*

2023-2024 Mathematics Overall Proficiency By Student Group



ML = Multilingual Learner

2023-2024 Math Overall Proficiency By Grade Level/Assessment & Student Group

	Percentage Passing		Percentage Passing by Student Group *(Other student groups have <10 scores per grade level)*								
Grade Level	**PTSD**	**State**	**Female**	**Male**	**Hispanic or Latino**	**White**	**IEP: No**	**IEP: Yes**	**504**	**Non-Econ Dis.**	**Econ Dis.**
3	67.9	47.5	64.8	70.5	60	66.2	75	48.8	54.5	68.7	n<10
4	69.1	44.9	70.6	67.9	61.5	70.2	75.2	45.2	57.1	69.4	n<10
5	65	40.2	61.4	68.5	45.5	68	77	20	27.3	67.4	n<10
6	54.5	36.2	57.3	52.2	35.3	56.3	65.9	9.1	n<10	55.7	n<10
7	58.1	37.5	58.1	58.8	47.1	59.6	68.3	13.8	58.3	58.8	n<10
8	50.5	19.5	63.3	35.3	61.1	50	62.1	8.3	n<10	52.3	n<10
Alg I	58.6	39.5	48.1	67.8	42.1	59.9	70.1	14.3	55.6	58.2	63.6
Geo	86	49	84.6	88.2	n<10	87.1	86	*	n<10	85.7	n<10

All grade levels exceed the state average proficiency rate by an average of about 24 percentage points.

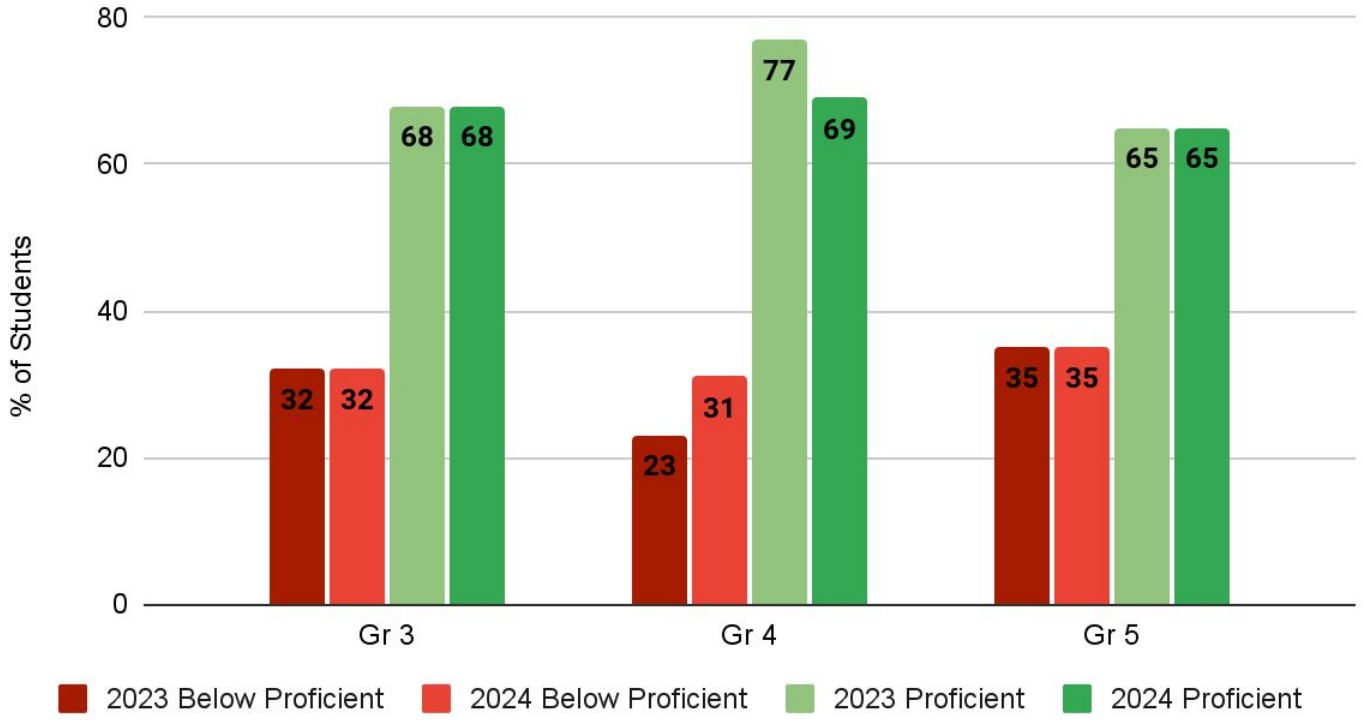
Gr. 8 ~ 31 pts
Geo ~ 37 pts

NJSLA – MATHEMATICS

Trend Analysis

2023-2024 Mathematics - 2-Year Comparison

Elementary Schools



Goals

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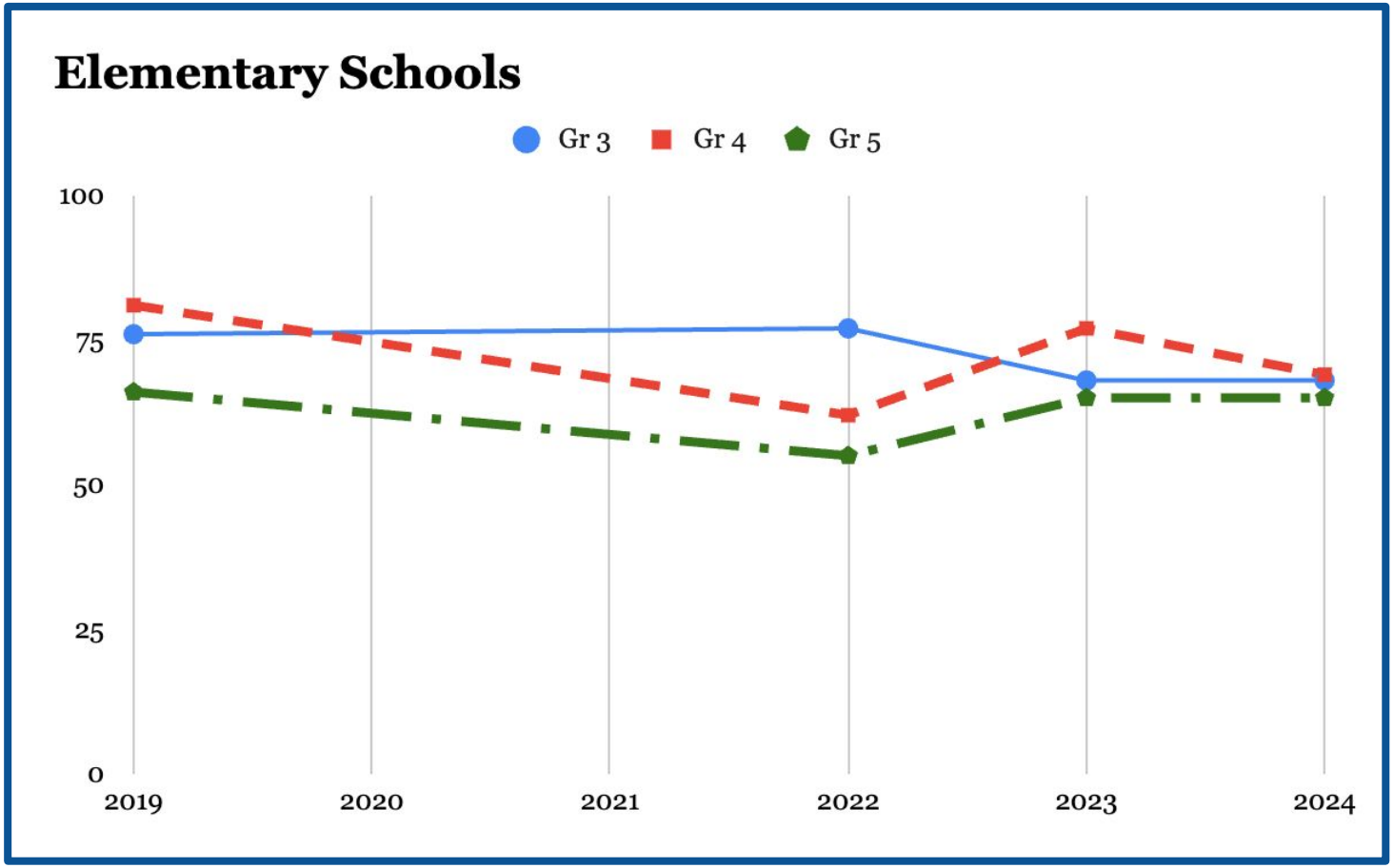
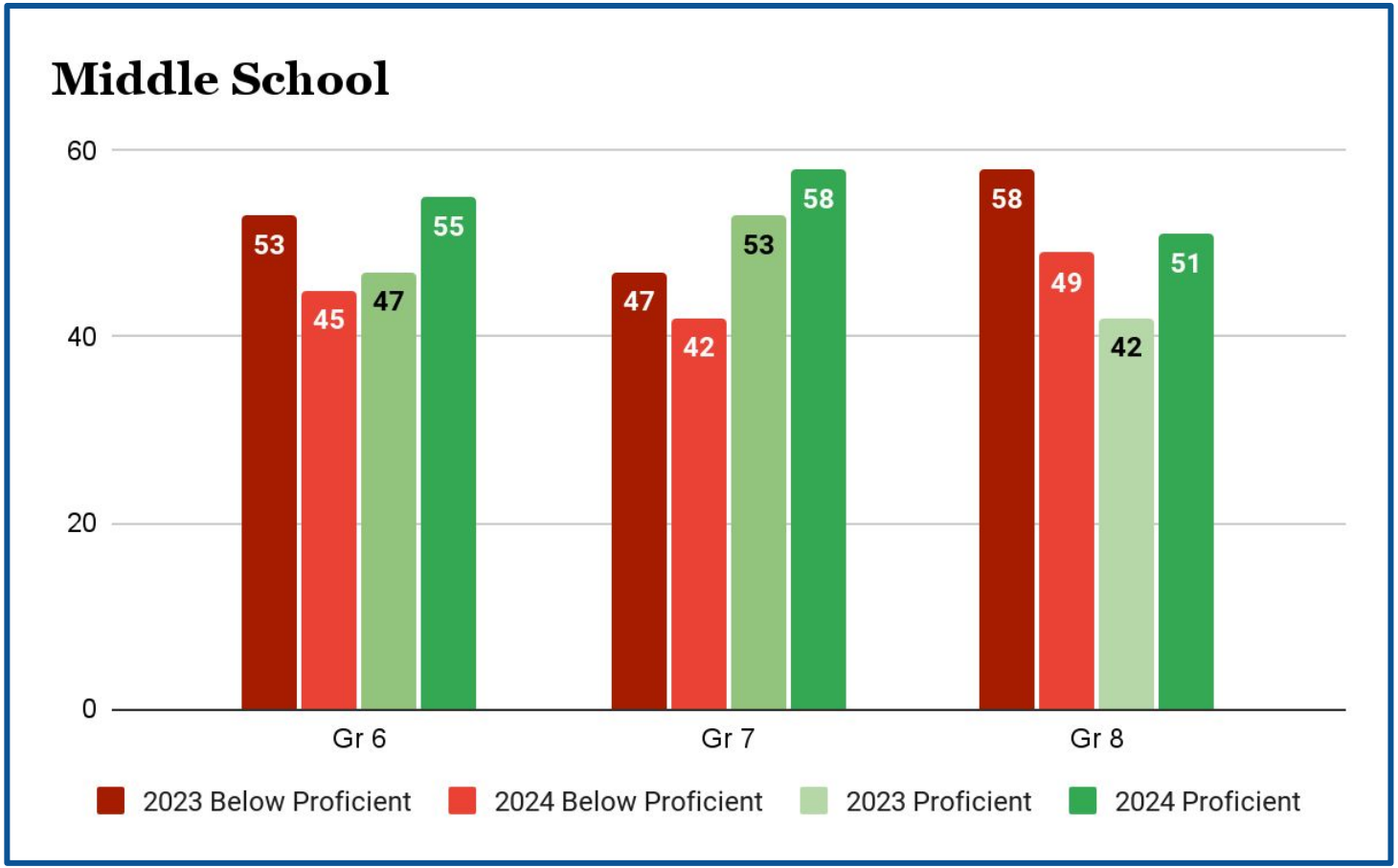
Mathematics - Five Year Trend Analysis



Goal

2023-2024 Mathematics - 2-Year Comparison



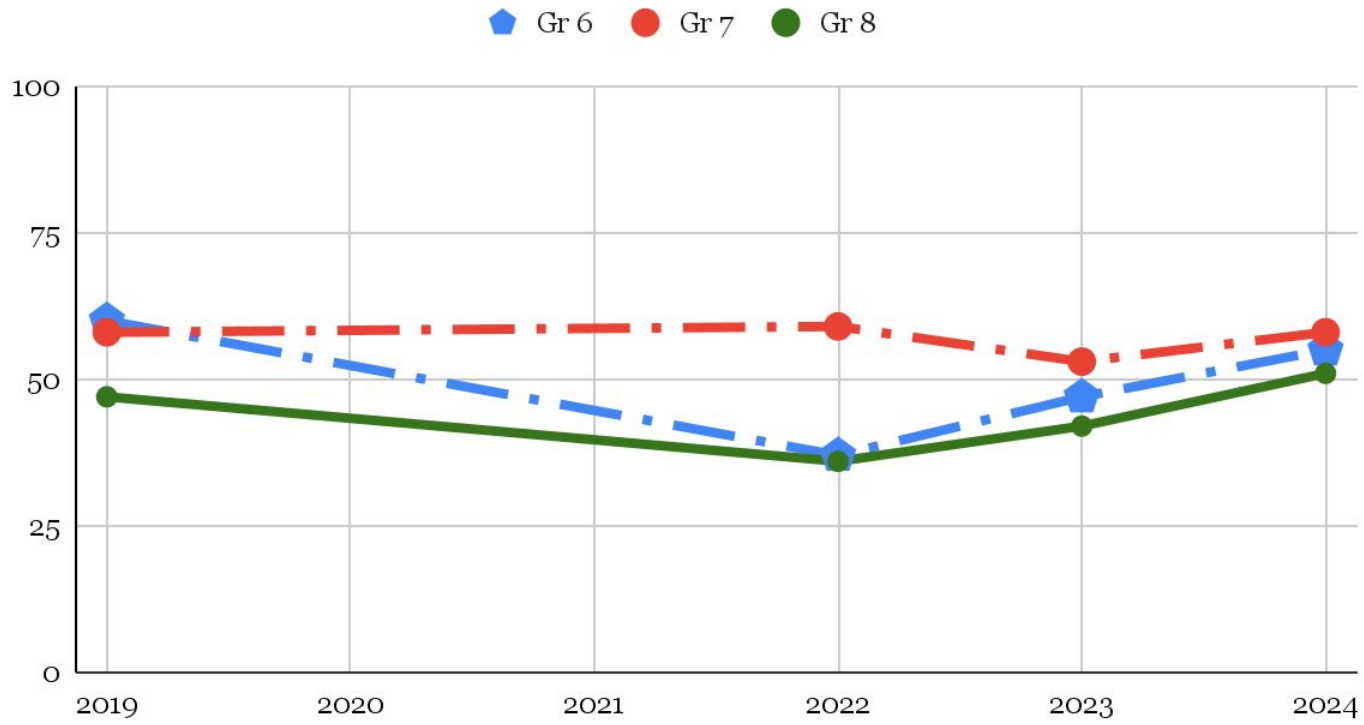
Goals

Green

Red

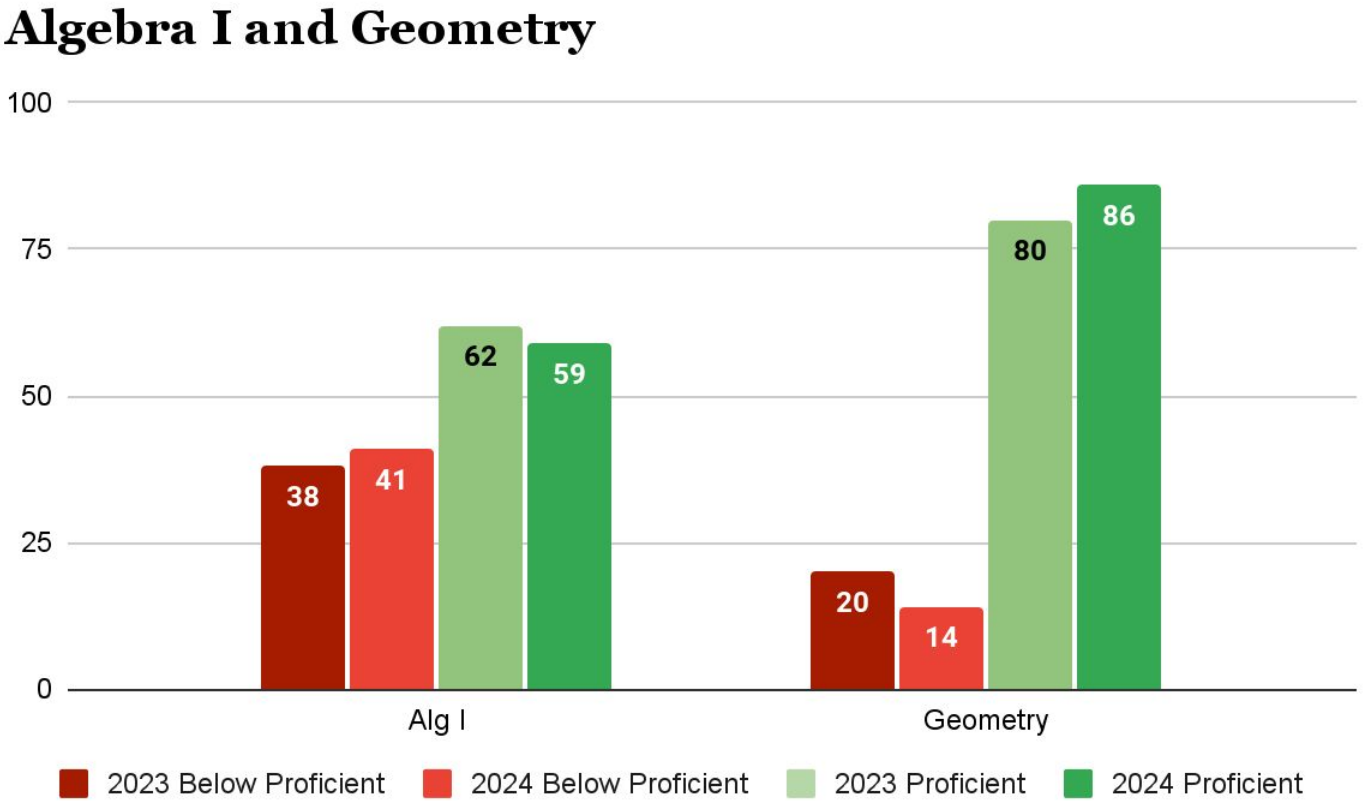
Mathematics - Five Year Trend Analysis

Middle School



Goal

2023-2024 Mathematics - 2-Year Comparison

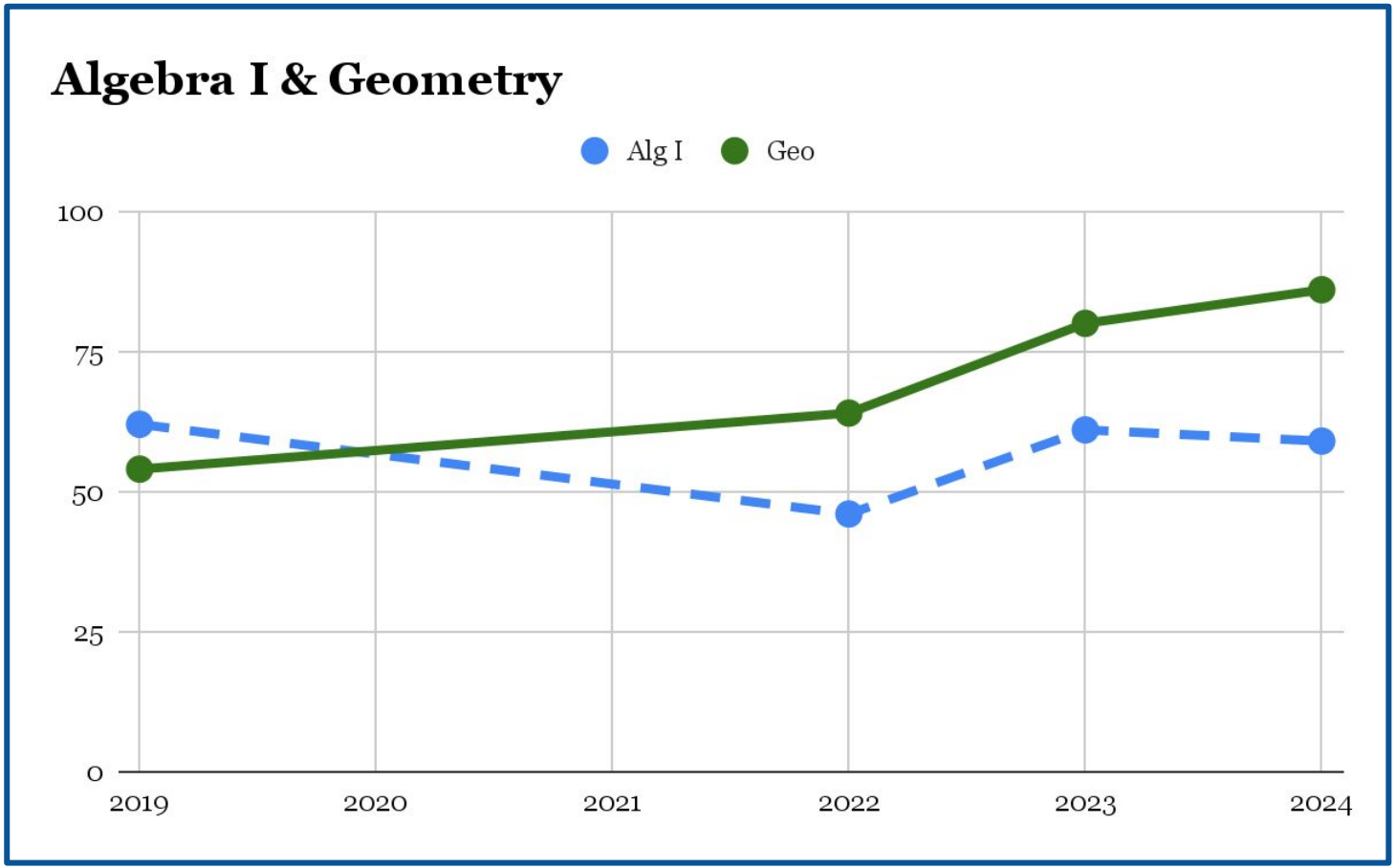


Goals

Green ↑

Red ↓

Mathematics - Five Year Trend Analysis



Goal

Math Interventions & Supports

Supports put in place in 23-24 will continue in 24-25, plus:

Tier 1 Supports for All Students

- Emphasize integration of NJSLA released items in Modeling & Reasoning in Gr.3-11. instruction.
- Analysis of Evidence Statement heatmap to identify areas for individual student support.
- Increasing training on and the utilization of small group, differentiated instruction.
- Two cohorts of teachers attending Conquer Math workshops
  - Cohort 1: (Year 2) Grades 1, 4-5, 6-8, Algebra I
  - Cohort 2: (Year 1) Kindergarten, Grades 2-3, Geometry
  - Added more teachers to the Year 1 Cohort

Tier 2 & 3 Additional Supports for Some Students

- Support and reinforcement at all levels
  - Elementary: small group differentiated instruction, MLSP intervention
  - Middle school: reinforcement/Panther Period
  - High school: lunch help, Panther Period
- Monitor and evaluate student progress to inform instructional decisions for small group instruction.

Math Goals

Grades K-5

- Unpack new NJ Student Learning Standards in Math and align to curriculum and instruction.
- Utilize data meetings to identify instructional goals for the whole class and individual students.
- Utilize data from i-Ready and the NJSLA heatmap/evidence statements to identify areas for curriculum development of courses.
- Emphasize integration of NJSLA released items in Modeling & Reasoning in Gr.3-11. instruction.
- Increase vertical and horizontal articulation surrounding *Securely Held Knowledge* test items for each grade level/course (Gr.3-11)
    - What do students need to know by the end of the grade level/course?
    - What should students know coming into the grade level/course?

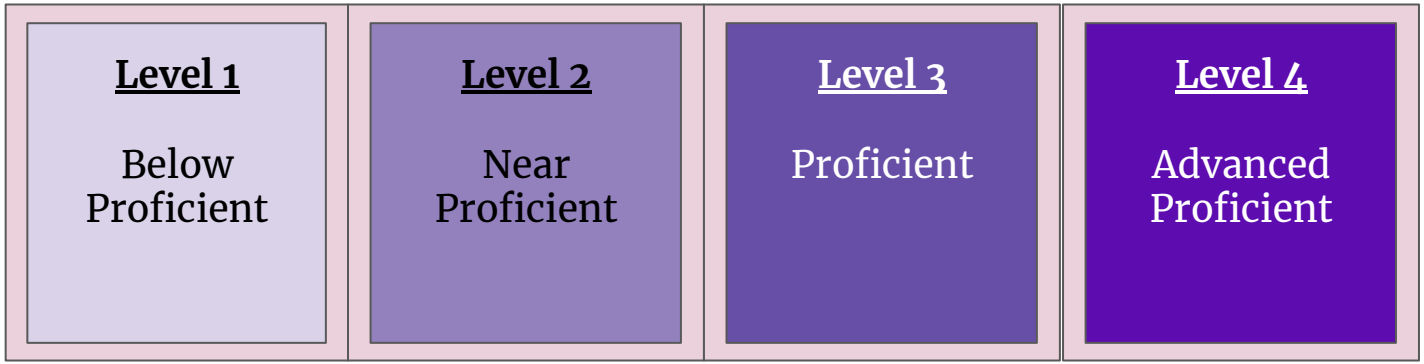
Grades 6-12

- Unpack new NJ Student Learning Standards in Math and align to curriculum and instruction.
- Piloting Algebra I Ready Math program.
- Increase vertical and horizontal articulation surrounding *Securely Held Knowledge* test items for each grade level/course
    - What do students need to know by the end of the grade level/course?
    - What should students know coming into the grade level/course?
- Emphasize integration of NJSLA released items in Modeling & Reasoning in Gr.3-11. instruction.

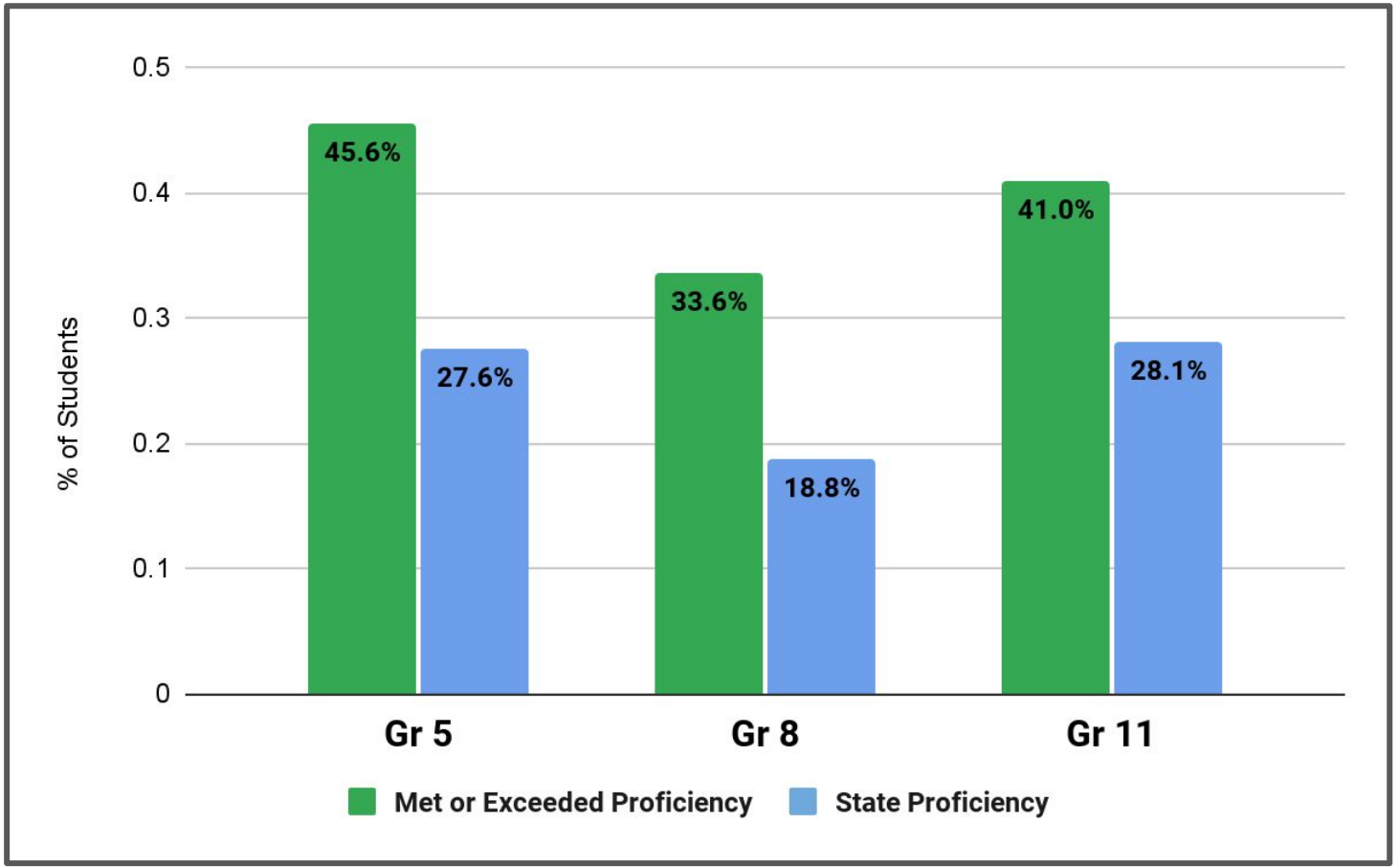
NJSLA–SCIENCE

NJSLA-Science Proficiency Levels

GOAL



2023-2024 Science - District Overall Scores & State Comparison



Notable:

All grade levels exceed State Proficiency average.

2023-2024 Science Proficiency By Grade Level

	Average Valid Score		Percentages				
Grade Level	Pequannock Avg. Score	State Avg. Score	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4
5	190	169	13.7	41.1	38.4	6.8	45.2
8	182	164	14.7	51.7	27.3	6.3	33.6
11	182	169	32.9	26.1	32.3	8.7	41

- The NJSLA-Science test is the last of the standardized tests administered at all levels.
- The test does not count toward graduation or placement.
- There is an absence of actionable data in the reporting from the state.
- Data reports are not broken out into individual standards.
- Students are assessed in 3-year grade bands with clusters of content and skills.

2023-2024 Science Overall Proficiency By Grade Level/Assessment & Student Group

	Percentage Passing		Percentage Passing by Demographic Group							
Grade Level	Pequannock	State	Female	Male	Hispanic or Latino	White	Students with IEPs	Students with 504s	Non Econ. Dis.	Econ. Dis
5	45.2	27.6	42.3	48	25	48.8	13.3	27.3	47.1	n<10
8	33.6	18.8	22.9	43.8	19	36.4	8.3	n<10	34.5	n<10
11	41	28.1	39.5	42.4	43.5	38.3	8	52.9	42.3	25

All grade levels exceed the state proficiency rates by an average of about 15 percentage points.

Interventions & Support

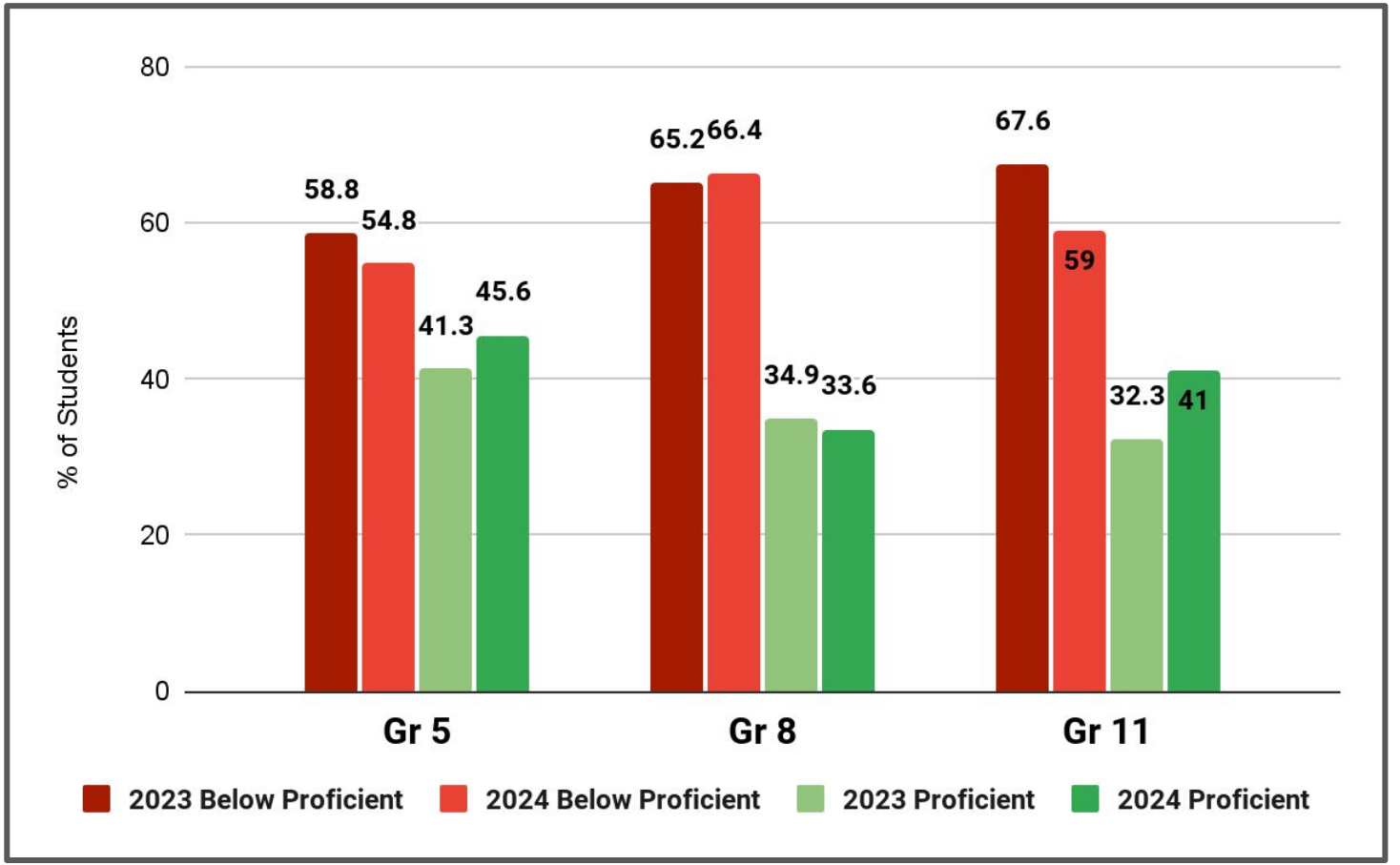
- Adjusting programming at the high school to cover more of the standards prior to the test.
- Building NJSLA-Science formatted assessments to ensure familiarity with testing format
- Utilizing *Inner Orbit* assessments to provide more exposure and practice to similar test items.

** n<10 students in this group

NJSLA–SCIENCE

Trend Analysis

2023-2024 Science - 2-Year Comparison

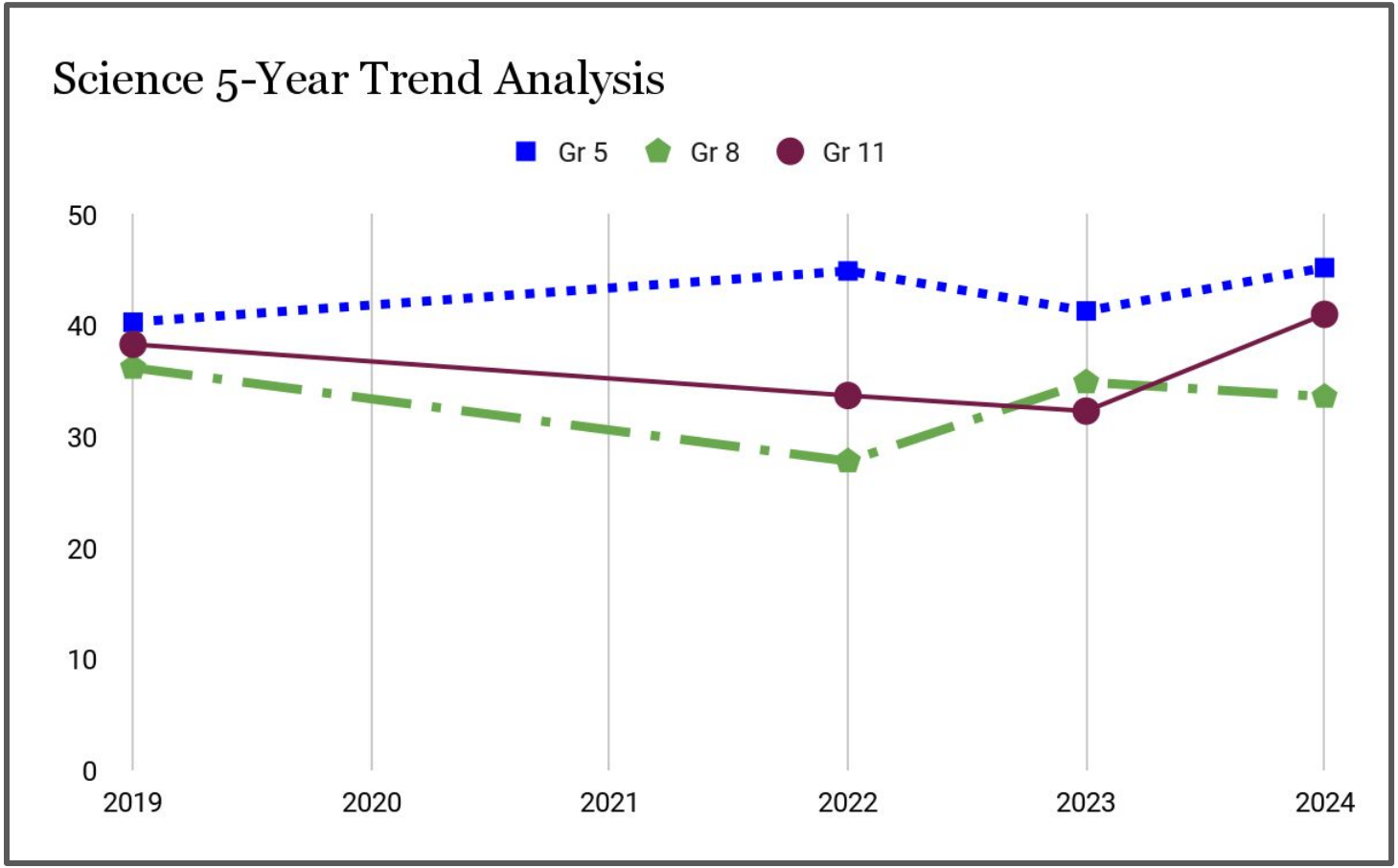


Goals

Green ↑

Red ↓

Science - Five Year Trend Analysis



Notable:

Grades 5 & 11 have exceeded Pre-Covid proficiency rate.

Goal

ACCESS for ELLs
English Language Learners

English Language Proficiency Test

23-24 ACCESS for ELLs

Students who participated in WIDA ACCESS 2.0 K-12:

- 15 at elementary level
- 10 at middle school level
- 8 at high school level

Total: 33 students **Overall Proficiency Average**: 3.3

12 students exited the ESL/ELL program

3 refused ESL /ELL services, but were still tested.

All students must continue to participate in ACCESS testing until 4.5 overall proficiency is achieved.

Languages Spoken:

- Albanian
- Chinese
- Gujarati
- Punjabi
- Russian
- Spanish
- Turkish
- Ukrainian

23-24 Dynamic Learning Maps (DLM)

DLM is an alternate assessment for students with the most significant cognitive disabilities to show performance on Essential Elements of content standards in ELA, Math & Grade 5, 8, & 11 Science. The district had 11 students complete the DLM test in ELA & Math.

Four achievement levels:

- Advanced
- At Target
- Approaching the Target
- Emerging

Number of Students (11)			
	ELA	**Math**	**Science n<10**
Advanced	0	2	*
At Target	5	4	*
Approaching Target	2	1	*
Emerging	4	4	*

Next Steps & Goals

In terms of determining where we go from here, we need to ask “So what?” to analyze the true implications of this information for practitioners.

- Provide small group, targeted instruction in ELA, Math, & Science, emphasizing skills required on the NJSLA.
- Evaluate the accommodations for students with disabilities and analyze factors such as time on task, exposure to released items, and ongoing practice of skills.
- Use evidence statements to target trends on specific standards and integrate content and skills throughout curricular areas. Also, utilize analysis from deeper data dives and heat maps to target specific needs and design instruction accordingly.
- Analyze our student performance, teacher evaluation, and walkthrough data to identify instructional and student performance trends. Focus on how instructional design informs measurable assessment outcomes.

Thank You!