

Student Achievement Report: Spring 2024

Board of Education Meeting October 28, 2024

NJ Student Learning Assessment a. ELA

- Read and analyze authentic fiction and nonfiction text
- "Emphasizes the importance of close reading, synthesizing ideas within and across texts, determining the meaning of words and phrases in context, and writing effectively when using and/or analyzing sources" - NJDOE website
- Grade 3, 2x 75min sessions= 150 total; Grades 4-9, 2x 90min sessions= 180 total

b. Math

- "Students will face a mixture of objective items assessing content and practice and constructed-response items requiring the application of grade or course appropriate reasoning and modeling." - NJDOE website
- Type I- Computer scored (MC, multi-select, drag-drop, hot spot graphing, etc)
- Type II- Mathematical reasoning, hand scored. Partial credit given
- Type III- Mathematical modeling, hand scored. Partial credit given

NJSLA Defined



NJ Student Learning Assessment b. Math (continued)

- Grades 3-5 (non-calculator)
 - 3x 60-minute units= 180 total
- Grades 6-8 (mix of non-calculator and active calculator items)
 3x 60-minute units= 180 total
- Algebra I, Geometry and Algebra II (mix of non-calculator and active calculator items)
 - 2x 90-minute units= total 180

c. Science

- "Measure students' ability to utilize the science and engineering practices to explain scientific phenomena appropriately" - <u>NJDOE website</u>
- Investigating, sense making, and critiquing topics of Physical Science, Life Science, & Earth Science
- Grade 5 and 8
 - 4 units x 45min= total 180
- Grade 11
 - 4 units x 60 min= total 240

NJSLA Defined (con't)



State Assessments - What to Consider...

PRO

 Strengths and areas for improvement Build confidence and comfortability Goal Setting 	Not a Pred • Does not r thinking, r empathy
 School Improvement Identify curricular strengths and areas for improvement Identify areas for teacher PD Allocation of resources 	Influence • Motivation • Chronic al • External d
 Family Engagement Identify areas of strength, and opportunities for growth Direction of how to support at home 	La • Timelines provided • No guideli

CON

dictor of Future Success

measure creativity, critical leadership, collaboration, and

<u>ced by Outside Factors</u>

on absenteeism

distractions

ack of Feedback

s for when scores/reports are

lines for a pathway to improve





English-Language

Arts

FIRSTNAME M. LASTNAME



STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

Date of Birth: 03/30/2009 ID: EL04040033 Grade: 4 SAMPLE SCHOOL ONE NAME SAMPLE DISTRICT NAME NEW JERSEY SPRING 2023

GRADE 4 ELA

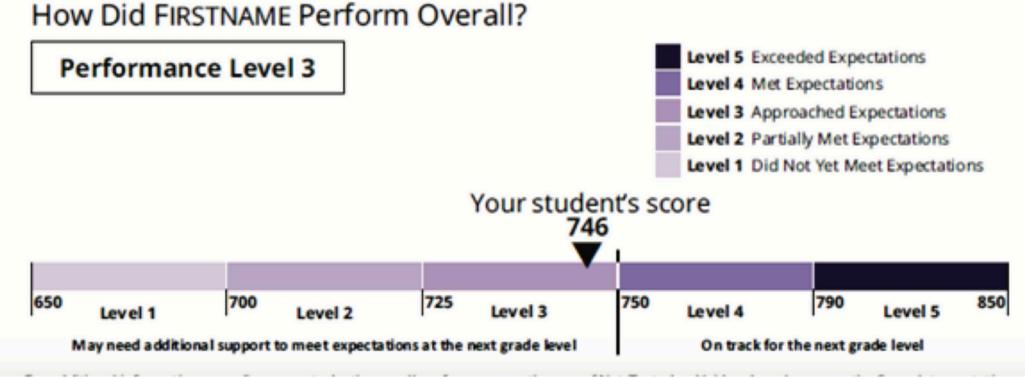
English Language Arts Assessment Report, 2022–2023

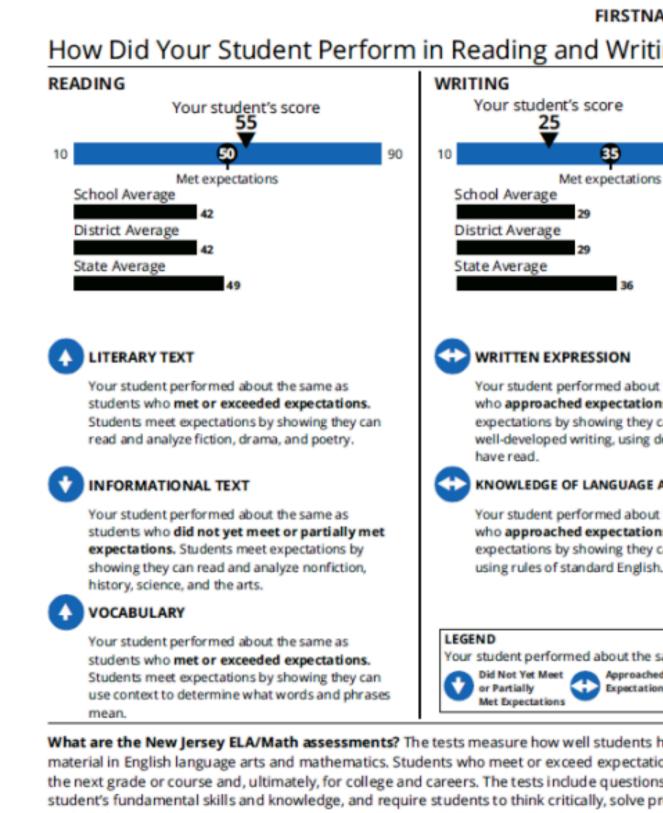
This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. This assessment is just one measure of how well your student is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in English language arts.

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use the following code to access your student's performance results online.

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See side 2 of this report for specific information on your student's performance in reading and writing.



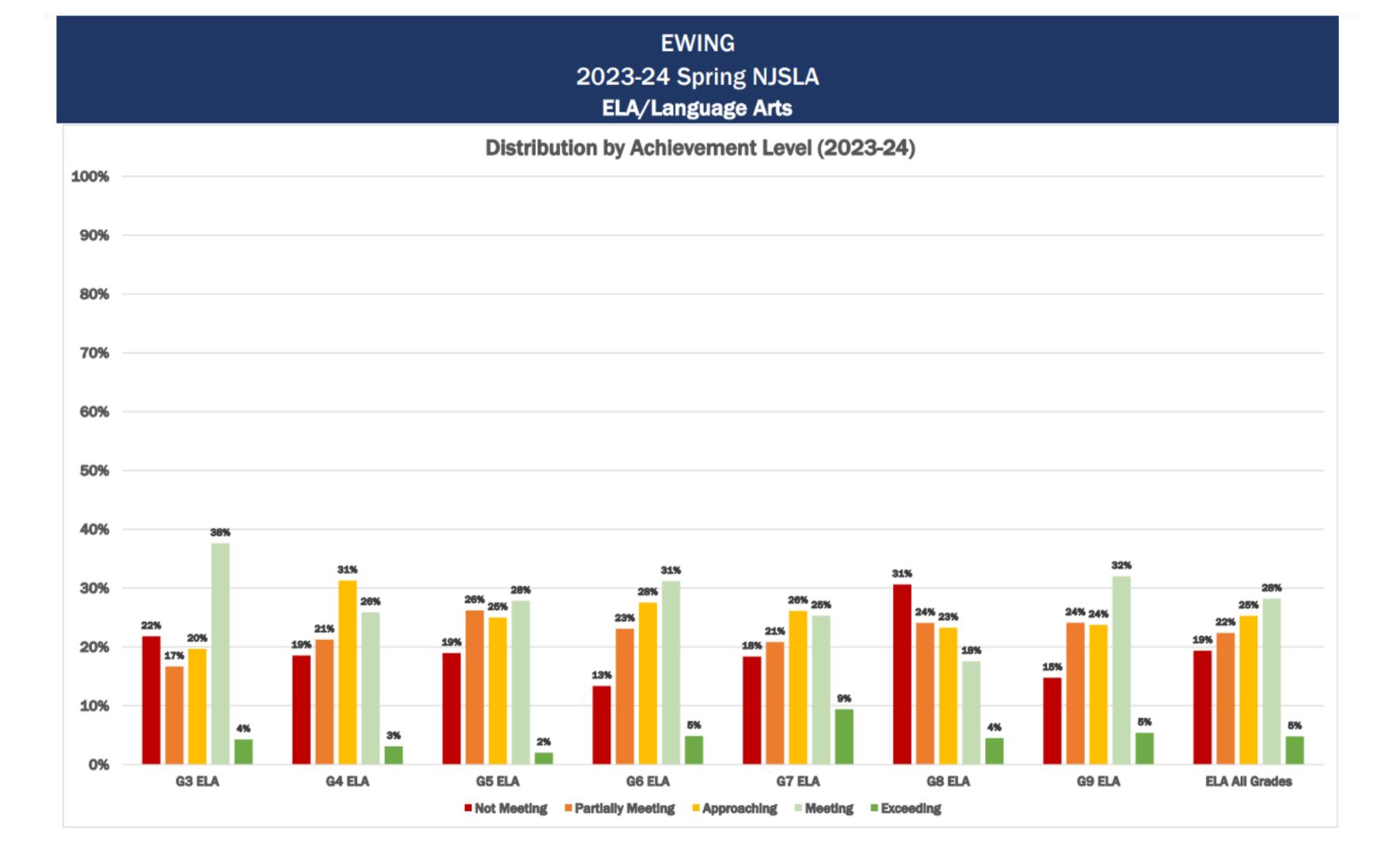


explain their answers. The tests are one of several ways to help parents/legal guardians a well children are learning. The results also give your school and district important informaimprovements.

Learn more about the New Jersey ELA/Math assessments

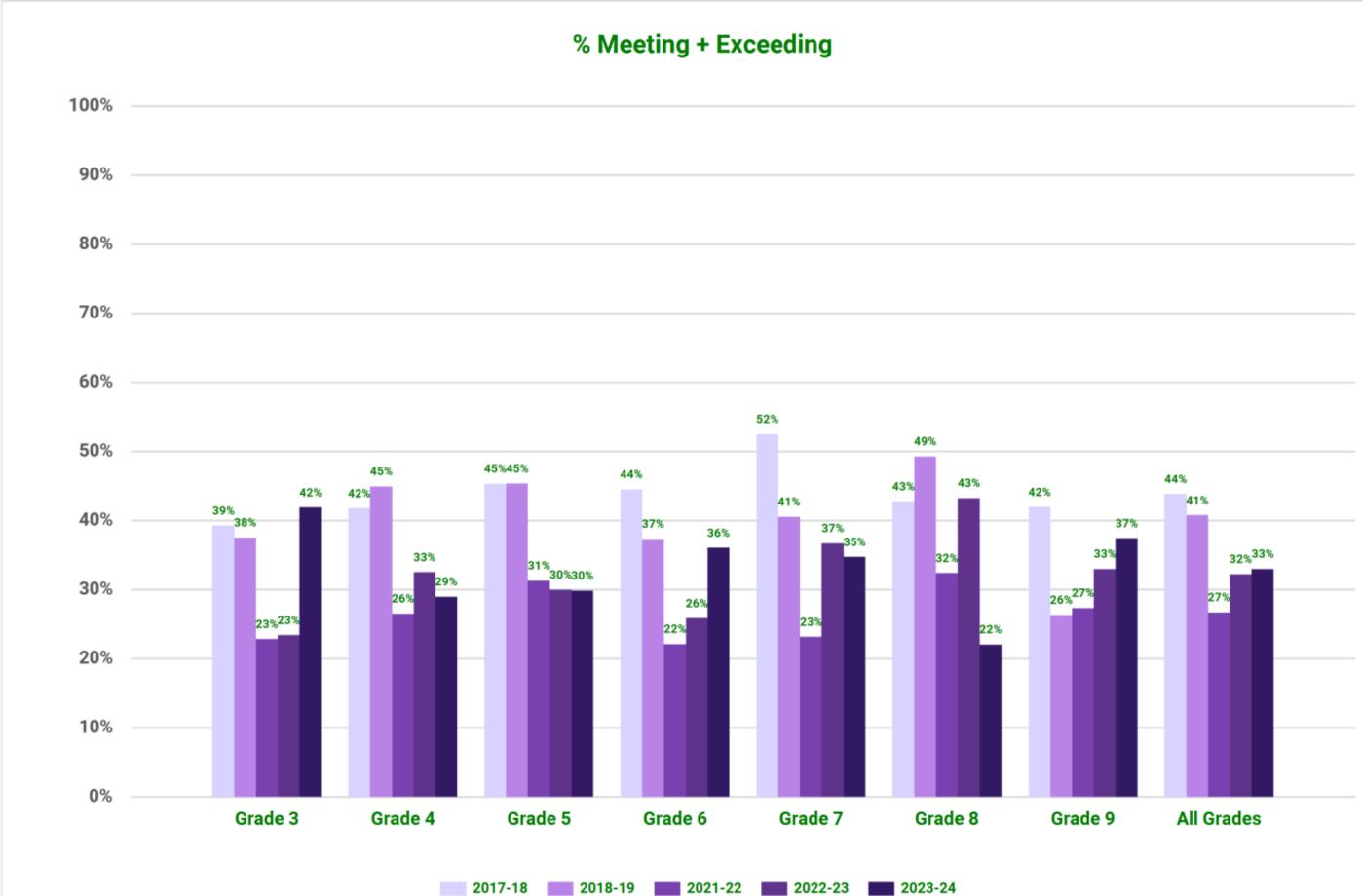
To learn more about the content of the assessment and access released test questions, visit https://ni.mypearsonsupport.com/test-content/.

NAME M. LASTNAME
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ts have learned grade-level ations are likely on track for ions that measure your e problems, and support or and teachers understand how ation to make instructional



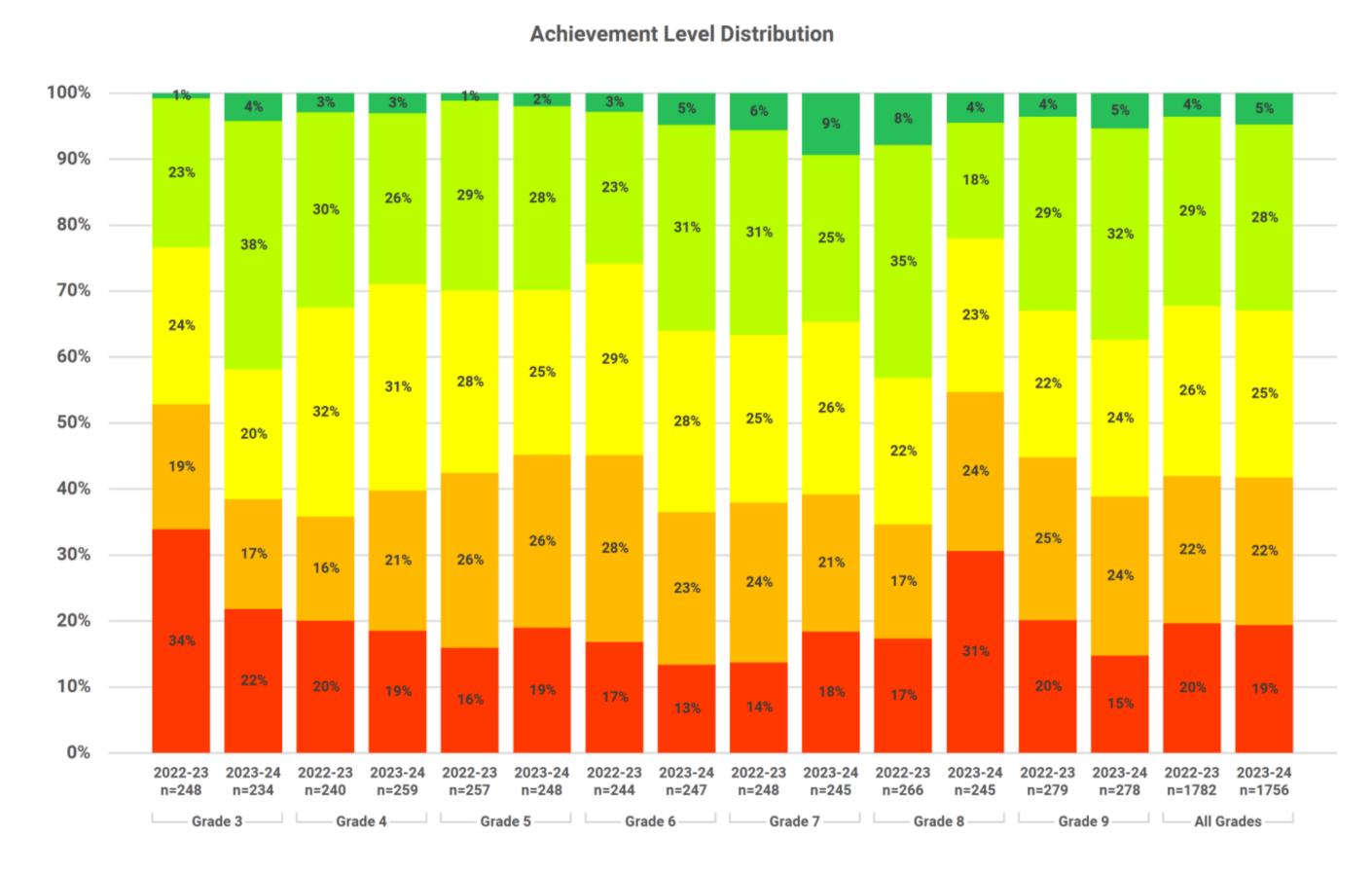
ELA Achievement and Growth

Same grade, different students



ELA Achievement and Growth

Same grade, different students



Partially Meeting Approaching Meeting

Not Meeting

Exceeding



Math



Figure 2.7. Sample ISR — Mathematics Page 1



STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

Date of Birth: 12/31/2006 ID: MA08040042 Grade: 7

GRADE 7 MATH

Mathematics Assessment Report, 2022–2023

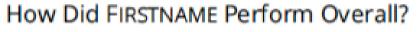
This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level or course. This assessment is just one measure of how well your student is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in mathematics.

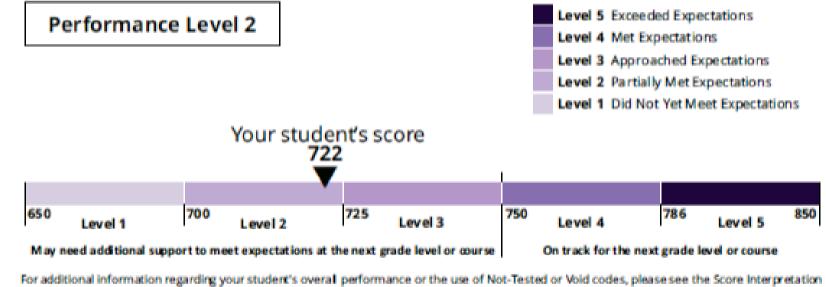
Visit the NJ Parent Portal at ni-results.pearsonaccessnext.com and use the following code to access your student's performance results online.

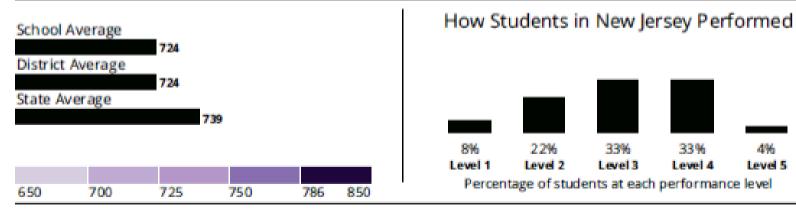
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Guide at https://ni.mypearsonsupport.com.

See side 2 of this report for specific information on your student's performance in mathematics.







FIRSTNAME M. LASTNAME

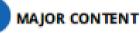
SAMPLE SCHOOL ONE NAME SAMPLE DISTRICT NAME NEW JERSEY SPRING 2023



Level 4 Level 5

FIRSTNAME M. LASTNAME

How Did Your Student Perform in Areas of Mathematics?



Your student performed about the same as students who did not yet meet or partially met expectations. Students meet expectations by solving problems involving proportional relationships, adding, subtracting, multiplying and dividing with rational numbers, and linear expressions, equations, and inequalities.



EXPRESSING MATHEMATICAL REASONING

Your student performed about the same as students who approached expectations. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.



ADDITIONAL & SUPPORTING CONTENT

Your student performed about the same as students who met or exceeded expectations. Students meet expectations by solving problems involving circumference, area, surface area, volume, statistics, and probability.



MODELING & APPLICATION

Your student performed about the same as students who did not yet meet or partially met expectations. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.



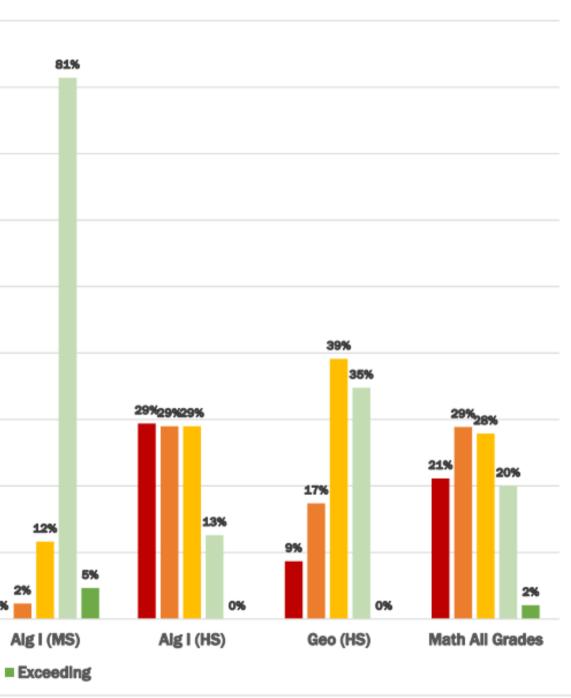
What are the New Jersey ELA/Math assessments? The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.

Learn more about the New Jersey ELA/Math assessments

To learn more about the content of the assessment and access released test questions, visit https://ni.mvpearsonsupport.com/test-content/.

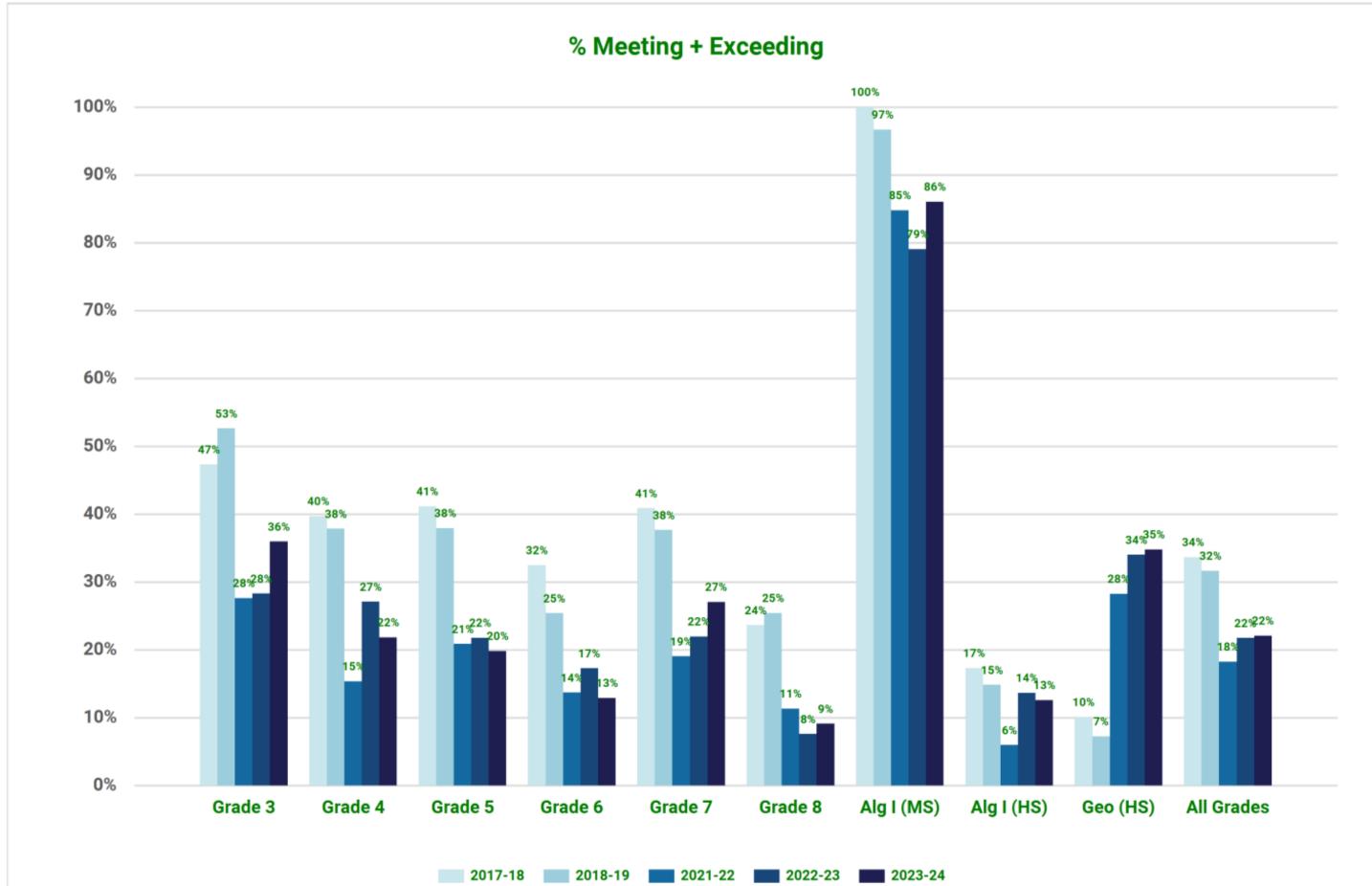
Learn more about New Jersey's college- and career-ready standards

EWING 2023-24 Spring NJSLA Mathematics **Distribution by Achievement Level (2023-24)** 100% 90% 80% 70% 60% 50% 40% 40% 36% 35% 35% 33% 33% 29%^{30%} 31% 30% 27% 27% 25% 23% 20% 20% 20% 19% 20% 18% 18% 18% 12% 12% 11% 10% 6% 4% 2% 2% 2% 1% 0% 0% 0% G3 Math G4 Math G5 Math G6 Math G7 Math G8 Math Not Meeting Partially Meeting Approaching Meeting Exceeding



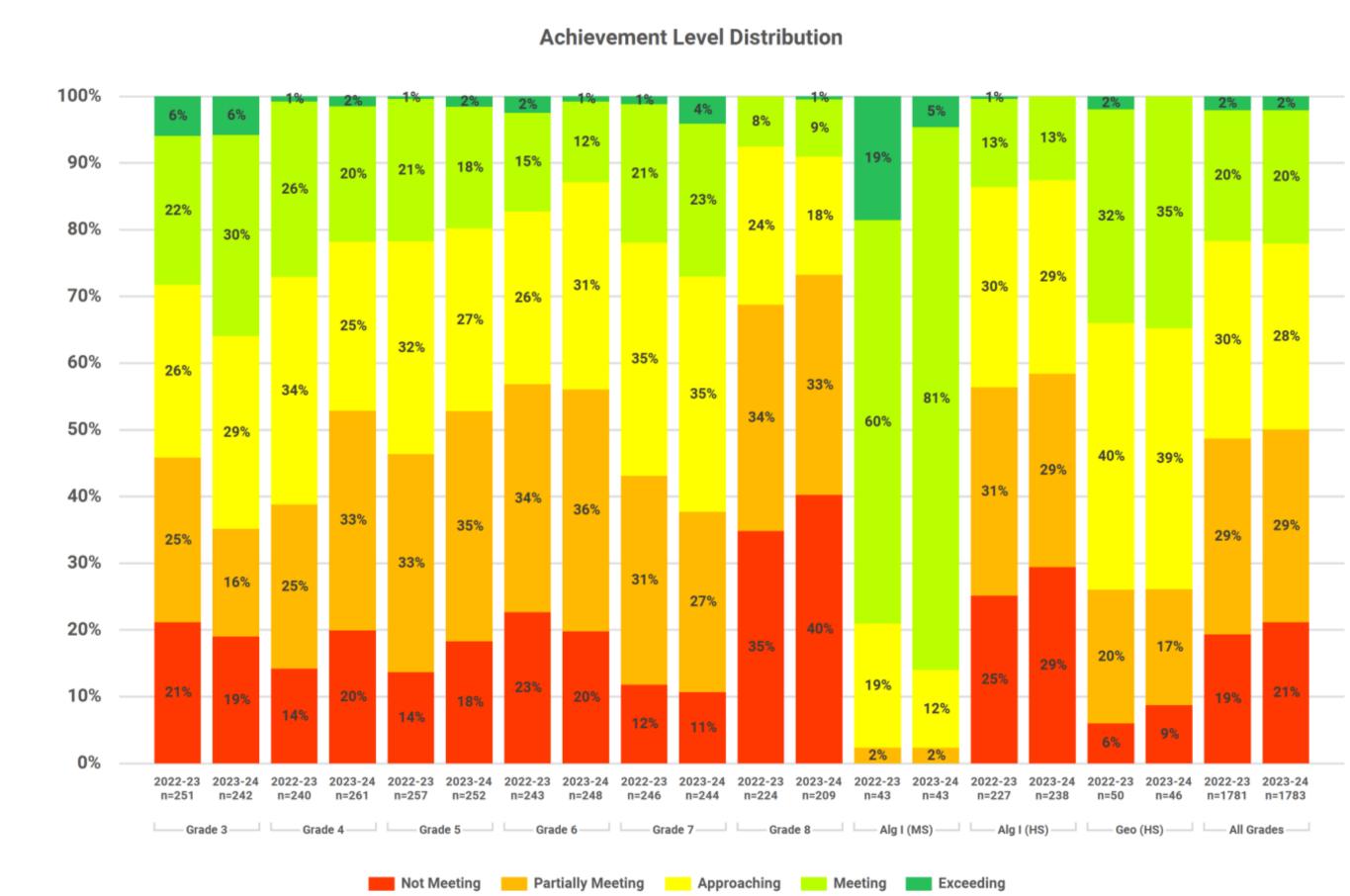
Math Achievement and Growth

Same grade, different students



Math Achievement and Growth

Same grade, different students





Science Grades 5, 8, & 11





STATE OF NEW JERSEY DEPARTMENT OF EDUCATION FIRSTNAME002 A. LASTNAME002 Spring 2023 Grade: 5 SID: 1200001006 DOB: 04/25/2012 Local Student Identification: 674316 NJ SAMPLE DISTRICT NAME NJ SAMPLE SCHOOL NAME

New Jersey Student Learning Assessment - Science (NJSLA-S) Individual Student Report

This report shows how FIRSTNAME002 performed on the elementary school science assessment. This assessment is just one measure of how well your child is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in science.

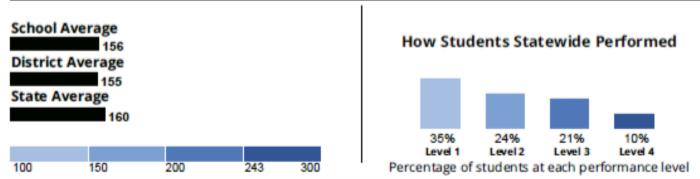
Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use this code to access your student's results online.

Rz8Nppysqw7T

100	Level 1	150	Level 2	200	Level 3	243	
				1		Your stu	den 258
Ac	lvanced Pr	oficiency				(150 – 199) (100 – 149)	
Perforn	nance: Level	4	_		Level 3	(200 - 242)	Prof
	udent's score:				Level 4	(243 - 300)	Adv
How di	d FIRSTNAME	002 perform	on the NJSLA	-S?			

FIRSTNAME002's score on the NJSLA-S indicates that your student is at Level 4.

Students who are at Level 4 demonstrate advanced understanding of the New Jersey Student Learning Standards-Science (NJSLS-S) by integrating information from a variety of sources (e.g., text, charts, graphs, tables) and analyzing the knowledge gained from scientific investigations to develop sophisticated explanations and models of observed phenomena. The students consistently chose and used the appropriate tools to make observations and to gather, classify, and present relevant data. The students considered both essential and non-essential information to explain patterns and relationships between data and designed systems. The students regularly used information and provided supporting explanations in making real-world connections and predictions.



See page 2 of this report for specific information on your student's performance using the science domains and practices.

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low Proficient

nt's score

Level 4

How did your student perform using the domains and practices?

The domains are the content components related to specific disciplines of science.

The practices are methods by which scientists investigate and build models and theories about the world.

Earth & Space Science

Your student's performance is Above Expectations.

A student designated as Near/Met Expectations demonstrates knowledge of the processes that operate on and within the Earth and also its place in the solar system and galaxy.

Life Science ≈

Your student's performance is Near/Met Expectations.

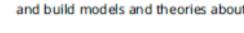
A student designated as Near/Met Expectations demonstrates knowledge of patterns, processes, and relationships of living organisms.

Physical Science

V

Your student's performance is Above Expectations.

A student designated as Near/Met Expectations demonstrates knowledge of the mechanisms of cause and effect in all systems and processes that can be understood through a common set of physical and chemical processes.



Investigating Practices

Your student's performance is Above Expectations.

A student designated as Near/Met Expectations asks questions, plans and carries out investigations based on observations of phenomena, and organizes the data effectively.

Sensemaking Practices

Your student's performance is Below Expectations.

A student designated as Near/Met Expectations recognizes patterns and relationships in data to develop explanations or models of the phenomena.

Critiquing Practices

Your student's performance is Near/Met Expectations.

A student designated as Near/Met Expectations evaluates and creates arguments regarding different explanations and claims to convey a deeper understanding of the natural world.



How will my student's school use the test results?

Results from the test give your student's teacher information about their academic performance. The results also give your school and school district important information to make improvements to the education program.

Learn more about the New Jersey Student Learning Assessment — Science

For more information about the assessment, sample questions, practice tests, and the Score Interpretation Guide (SIG) for this report please visit www.measinc.com/nj/science.

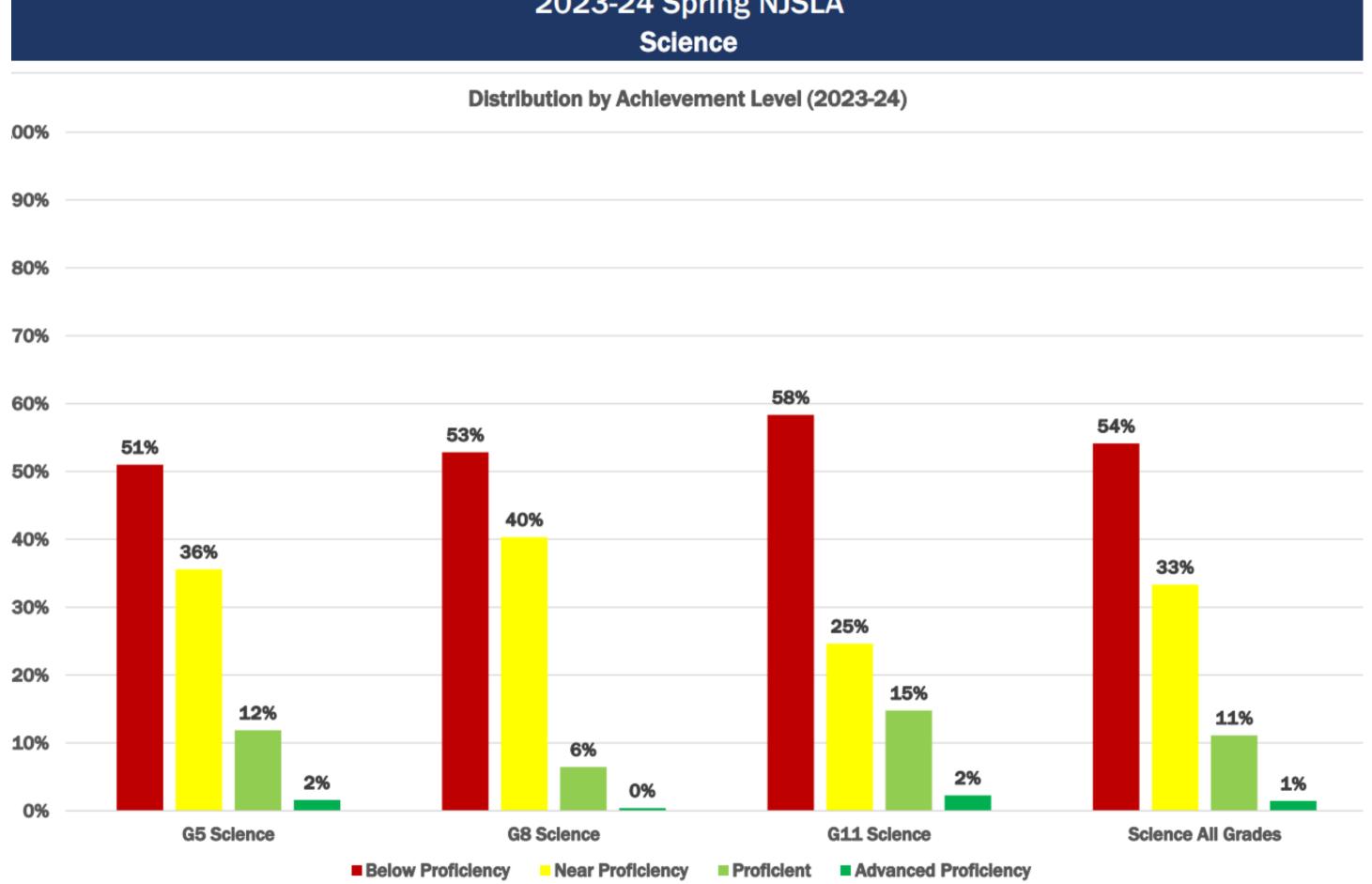
Learn More about the New Jersey Learning Standards

Explore your school website, or ask your principal, for information on your school's annual assessment schedule; the curriculum chosen by your district to give students more hands-on learning experiences that meet state standards; and to learn more about how test results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at https://www.nj.gov/education/standards/sdence/Index.shtml.

Page 2 of 2

FIRSTNAME002 LASTNAME002

EWING 2023-24 Spring NJSLA Science



Science Achievement and Growth

Same grade, different students

			% Proficient + Adv	anced Proficiency
100%				
90%				
80%				
70%				
60%				
50%				
40%				
30%				
20%	15	5% 12% ^{13%}		17% 17%
10%			6% 6% 79	
0%		Grade 5	Grade 8	Grade 11
			2018-19 2021-22	2022-23 2023-24

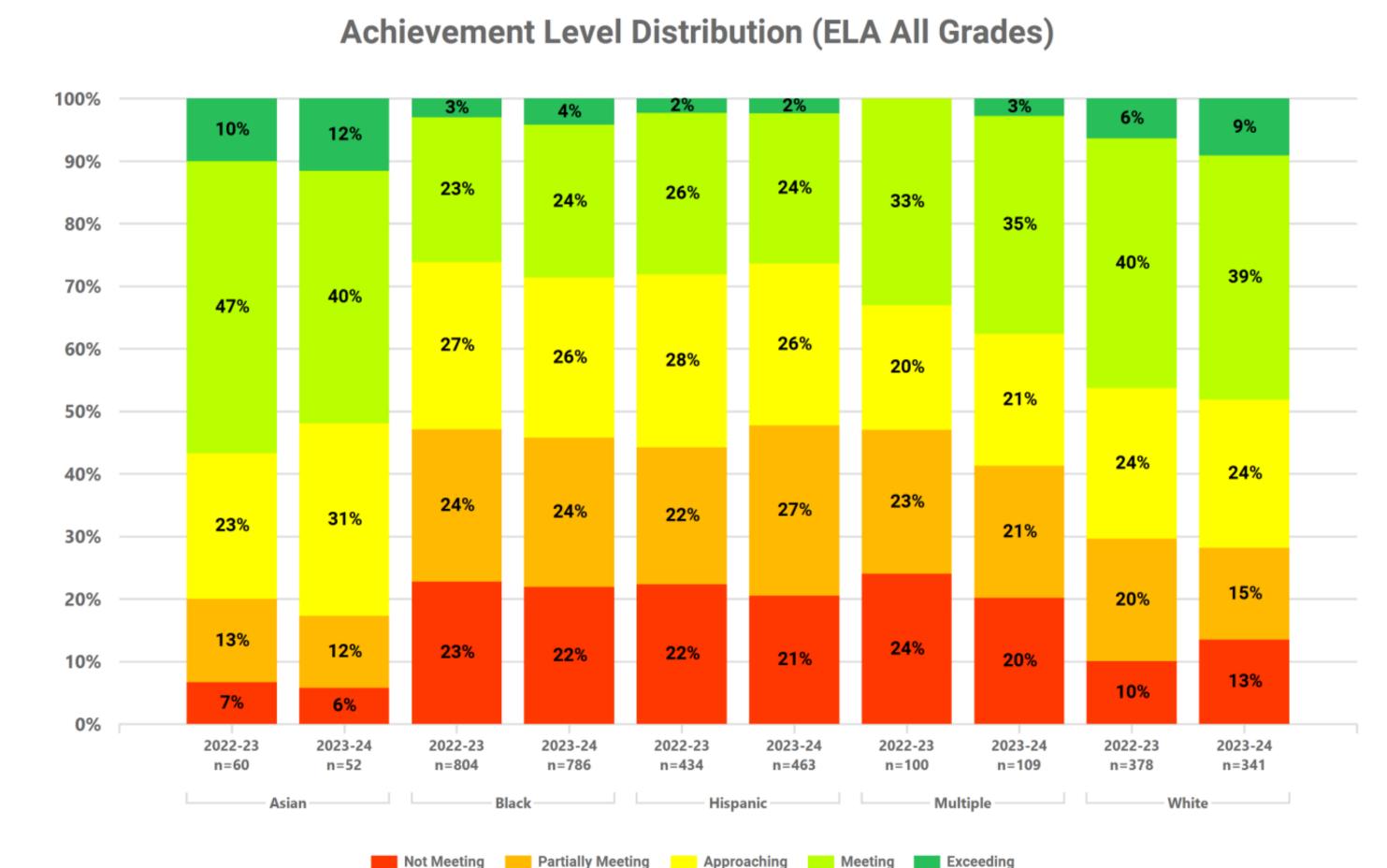




Proficiency by Program & Race-NJSLA (Demographic Report)



Proficiency by Race

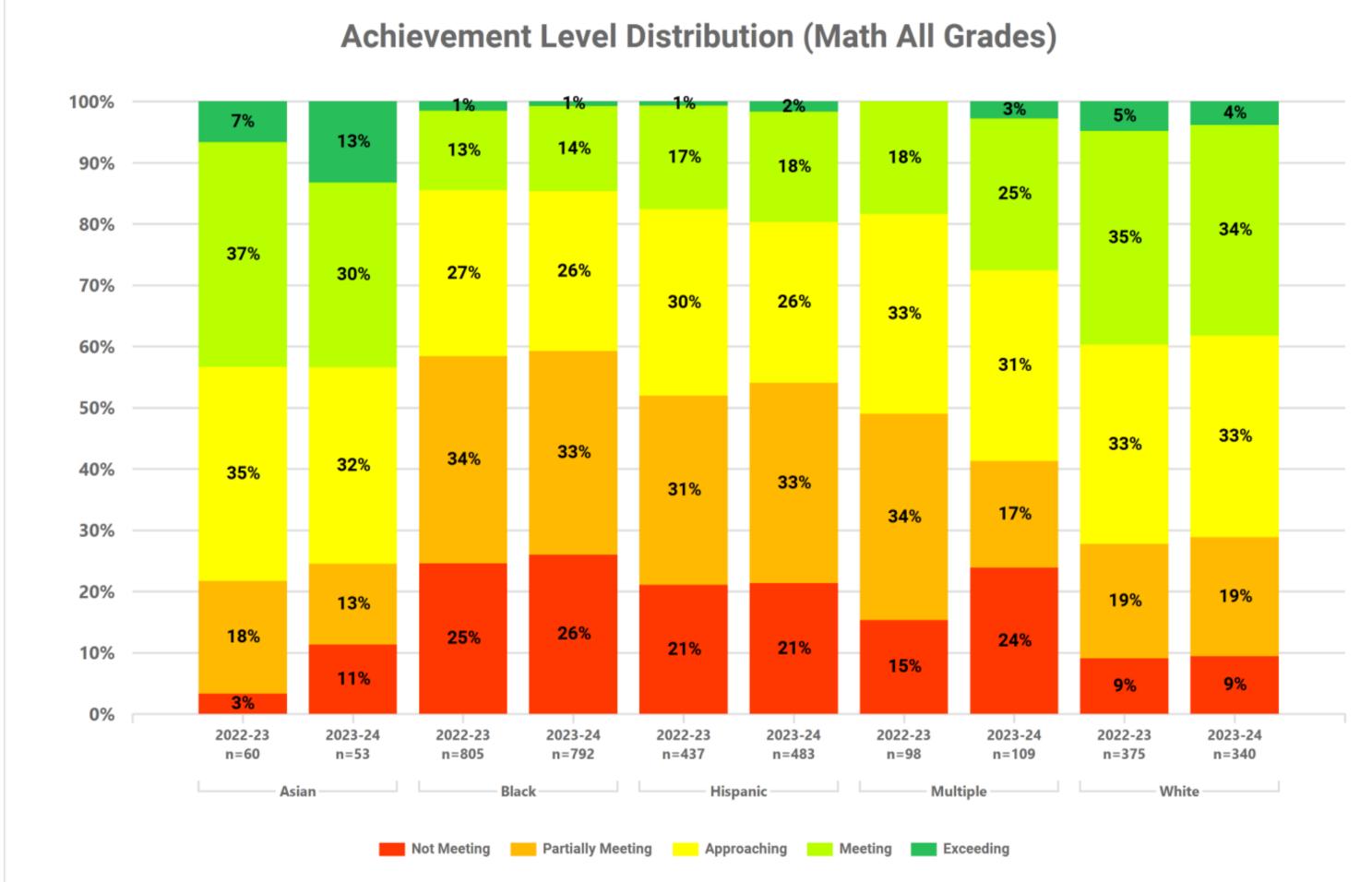


Approaching

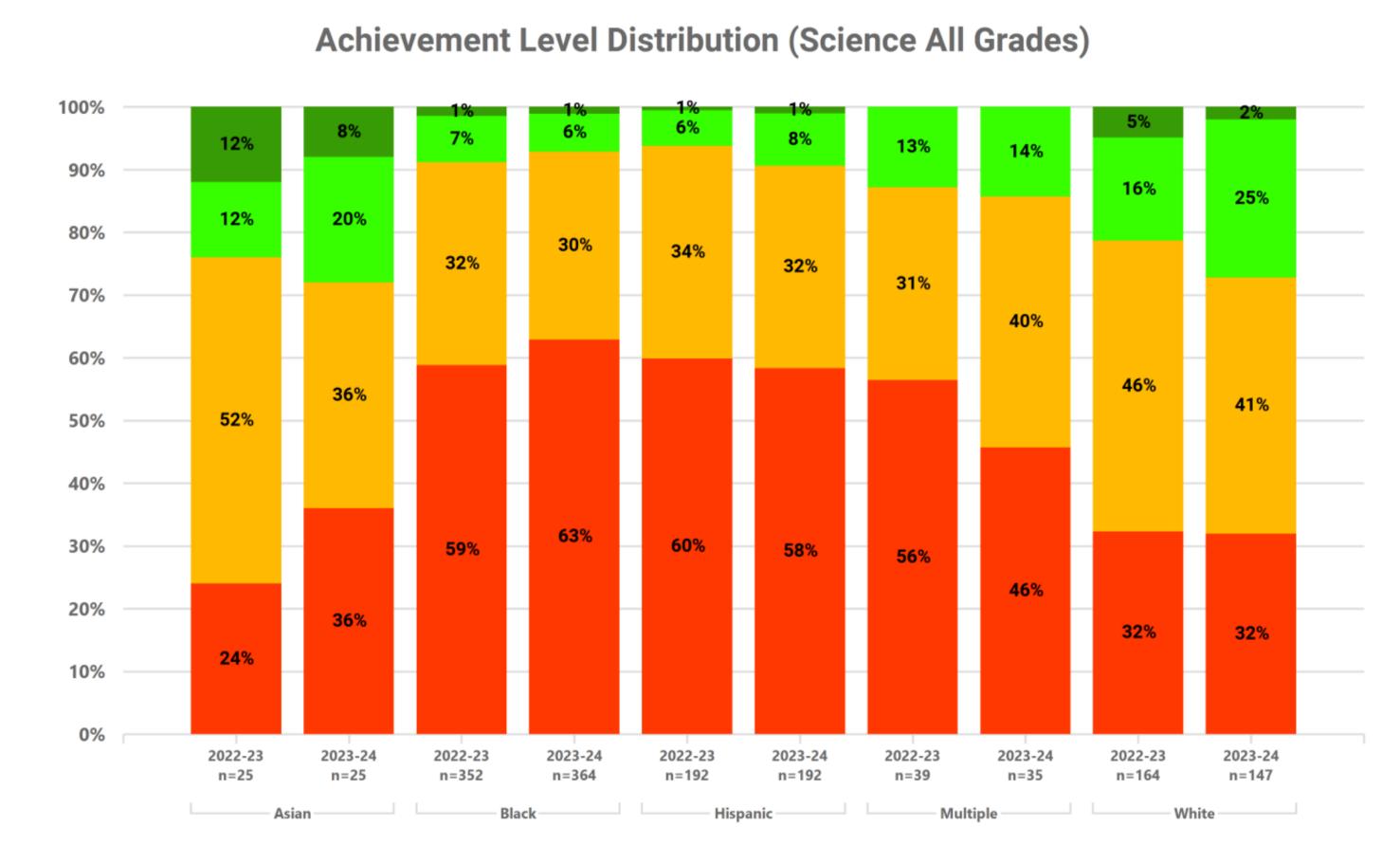
Not Meeting

Meeting Exceeding

Proficiency by Race



Proficiency by Race



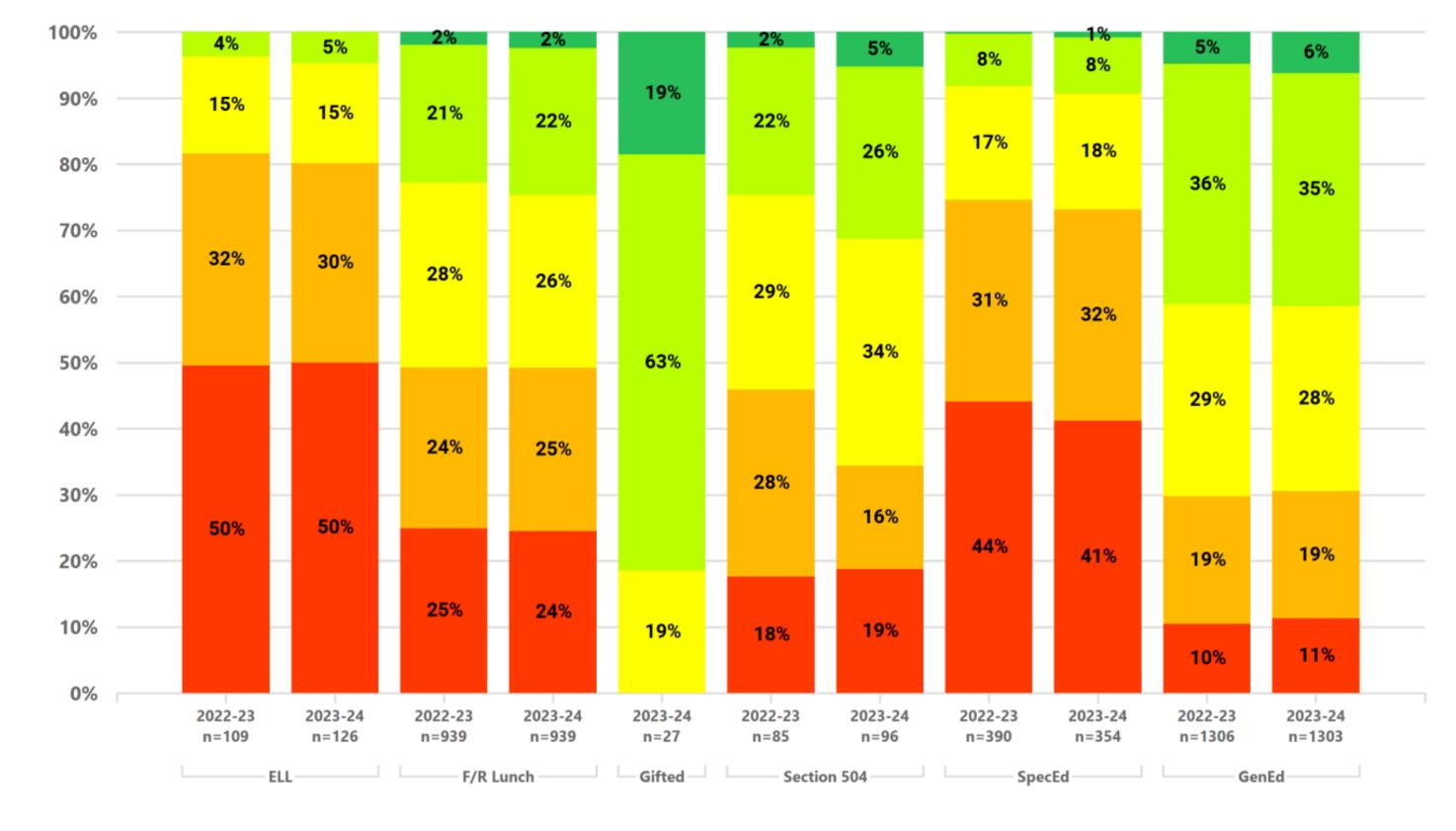
Near Proficiency

Below Proficiency

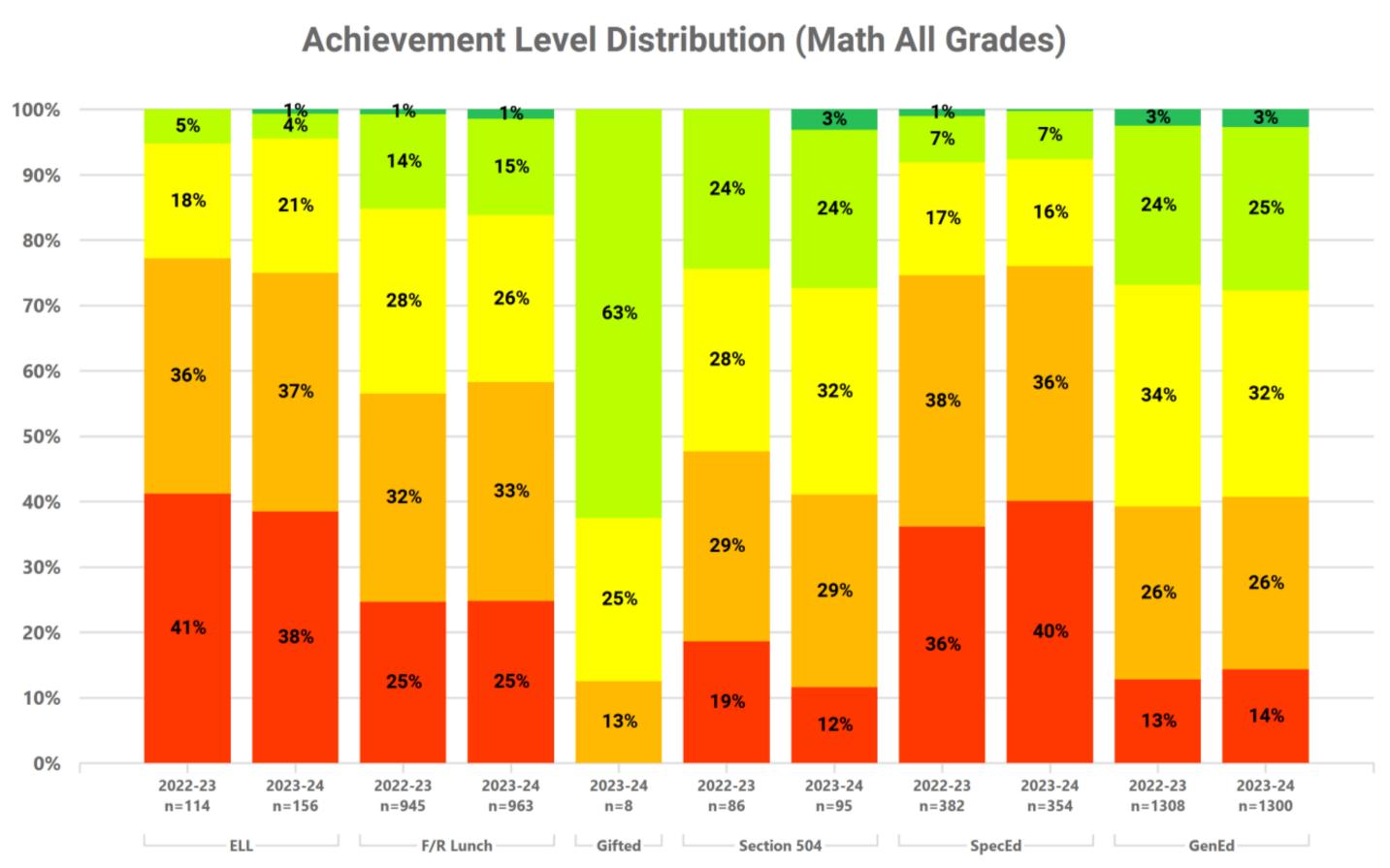
Proficient Advanced Proficiency

Proficiency by Program





Proficiency by Program



Not Meeting

Partially Meeting

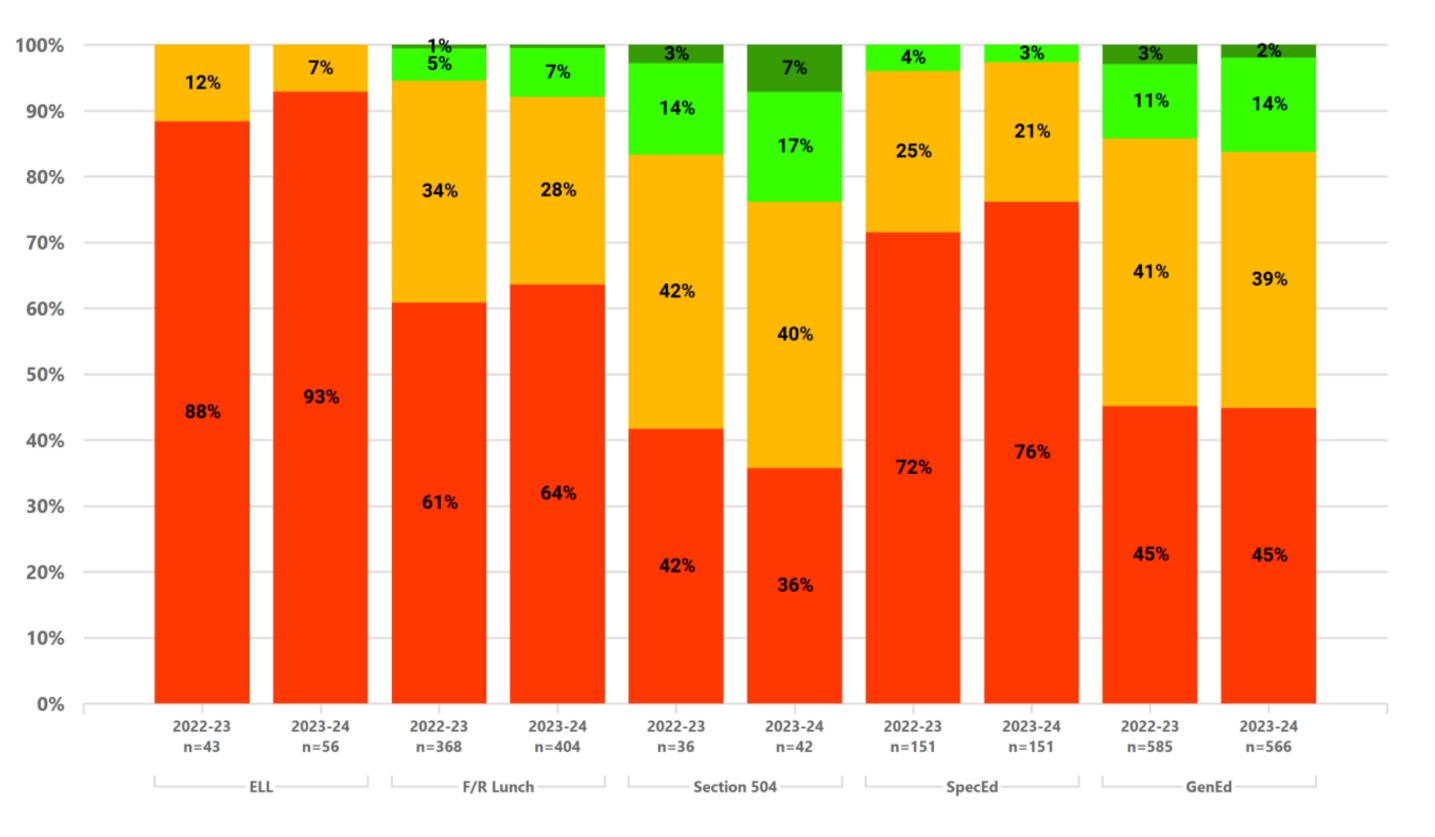
Approaching

Meeting

Exceeding

Proficiency by Program

Achievement Level Distribution (Science All Grades)



Below Proficiency Near Proficiency Proficient Advanced Proficiency





Other 2023-24 Standardized Assessments



Dynamic Learning Maps

- Offered to students with the most significant cognitive disabilities-general education assessments are not appropriate
- DLM provides students an alternative to demonstrate progress in ELA, math, and science
- 38 students participated
- Results are used by CST and parents to help build appropriate IEP goals and objectives.

DLM

ACCESS for ELLS

- Annual K-12 assessment to monitor students' progress in learning academic English
- Assess four language domains: Listening, Reading, Writing, and Speaking.
- 310 students participated in testing in 23-24.







2024-2025 **Taking Action!**



Strong Commitment to Data 01

- Evidence Statement Analysis
 - Linklt Data Analysis
 - Whole District
 - Data Carousel
 - Regular discussion at dept and grade level meetings

03 **Job-embedded Prof. Dev.**

- Identify quality and targeted PD that addresses areas for growth
- On-going support instead of "snapshot" learning

Articulation 02

- ()4

Addressing Needs

- Across grade-levels
- Across content areas
- Across districts
 - County conversations
 - Additional opportunities with neighboring districts

Assessment Readiness

• Exposure to style and demands of questions • Writing tasks and rubrics

05 Student Support Structure

- RTI Process to support remediation
- ACE/AIM for enrichment



7 Student Agency

- Addressing student motivation through goal setting, schoolwide activities, and programs
- Encourage student buy-in through a culture of learning

08 A Fi

Addressing Needs

Curricular Program Updates

K-5 ELA material exploration
Math materials in 6-12 discussion
Sprial review of ES science curriculum
Alignment with 2023 Math/ELA NJSLS

A Fresh Set of Eyes...



Thank You

Dr. Trish Bogusz Assistant Superintendent of Curriculum and Instruction

