Ewing Public Schools

Student Achievement Report: Spring 2024

Board of Education Meeting
October 28, 2024

NJSLA Defined

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 (con't)

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" - *NJDOE website*
- 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



State Assessments – What to Consider...

PRO	CON
Student Benefit • Strengths and areas for improvement • Build confidence and comfortability • Goal Setting	**Not a Predictor of Future Success** • Does not measure creativity, critical thinking, leadership, collaboration, and empathy
School Improvement • Identify curricular strengths and areas for improvement • Identify areas for teacher PD • Allocation of resources	**Influenced by Outside Factors** • Motivation • Chronic absenteeism • External distractions
Family Engagement • Identify areas of strength, and opportunities for growth • Direction of how to support at home	**Lack of Feedback** • Timelines for when scores/reports are provided • No guidelines for a pathway to improve

NJSLA

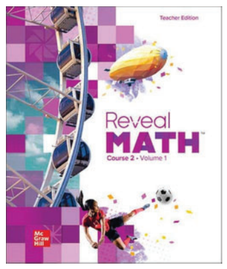
IXL

OpenSciEd

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

i-Ready

fundations
Wilson Language Basics





LinkIt!

Ewing Public Schools

English-Language Arts

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

FIRSTNAME M. LASTNAME
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.**

4

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

zrgP84FXD5nr

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

How Did FIRSTNAME Perform Overall?

Performance Level 3

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

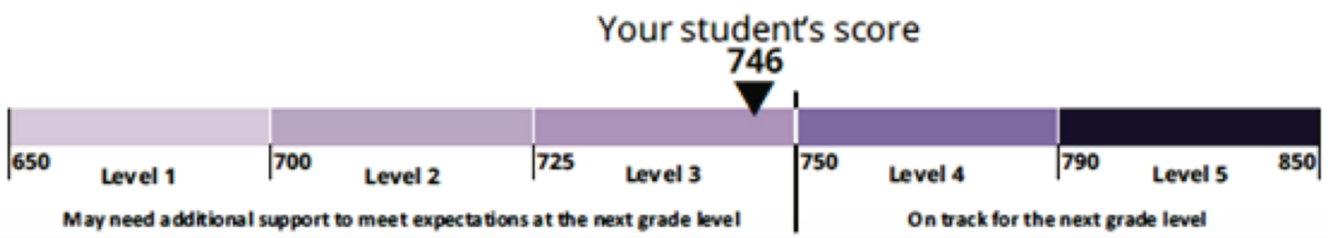
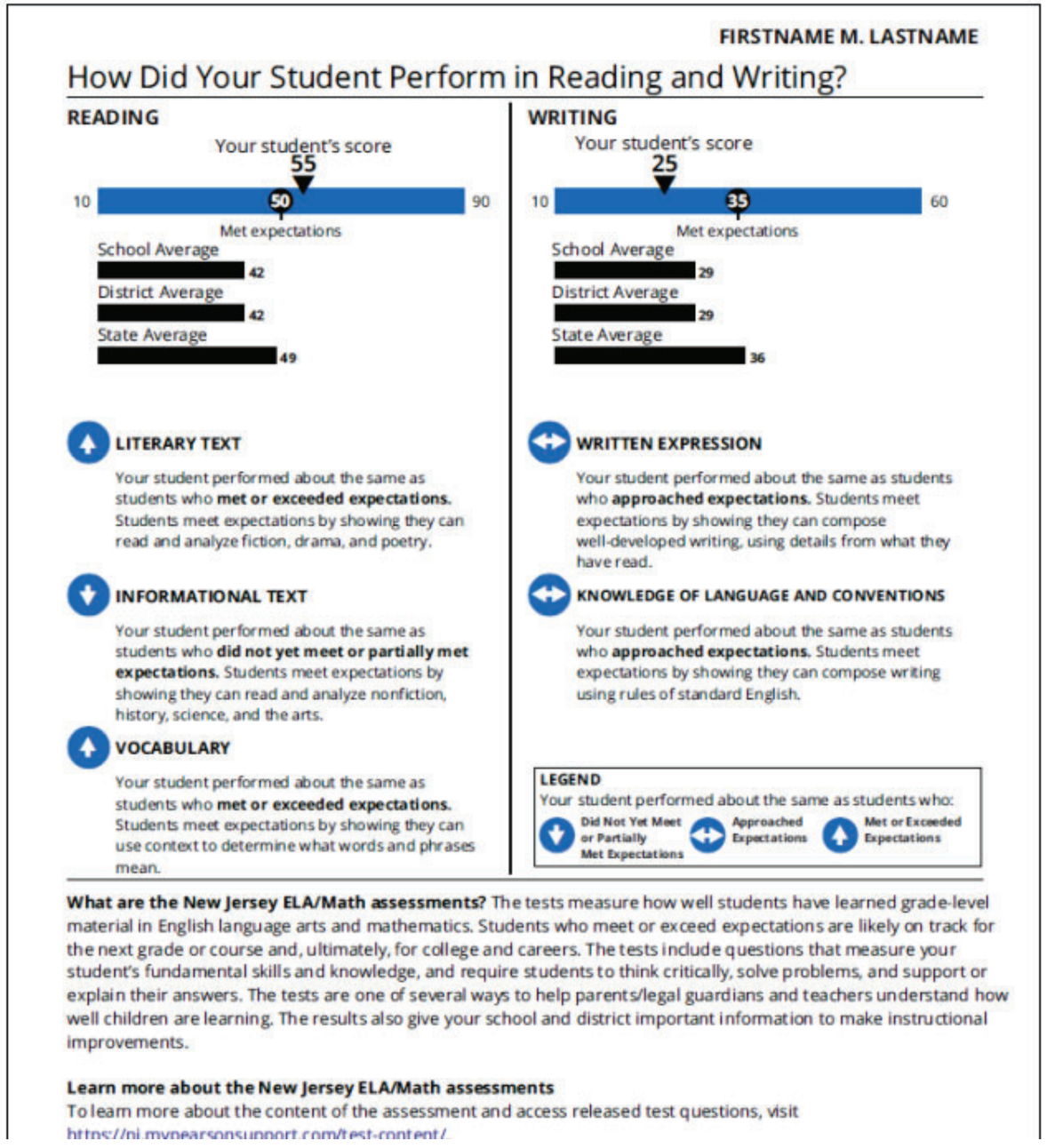
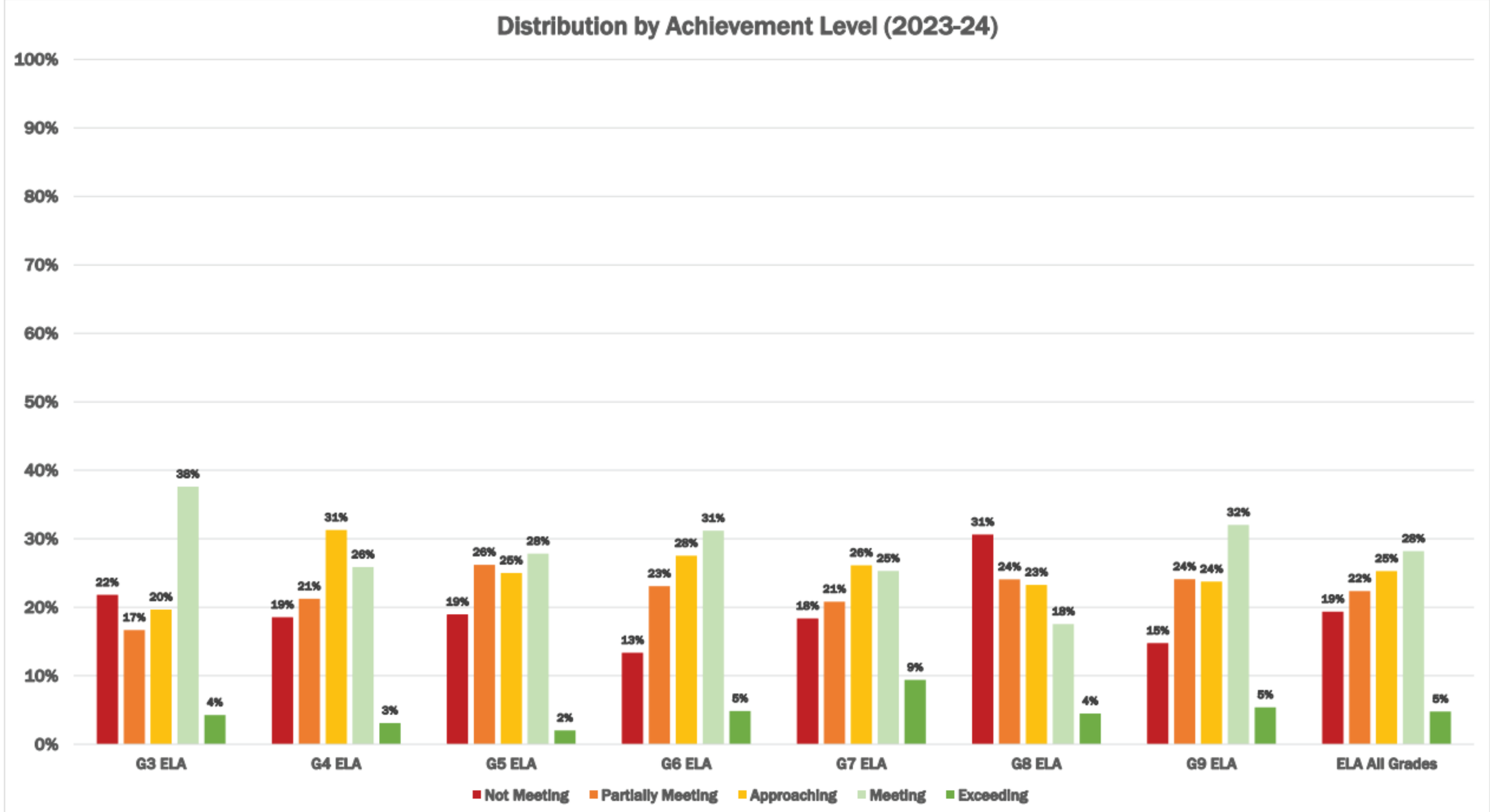


Figure 2.2. Sample ISR — ELA Page 2

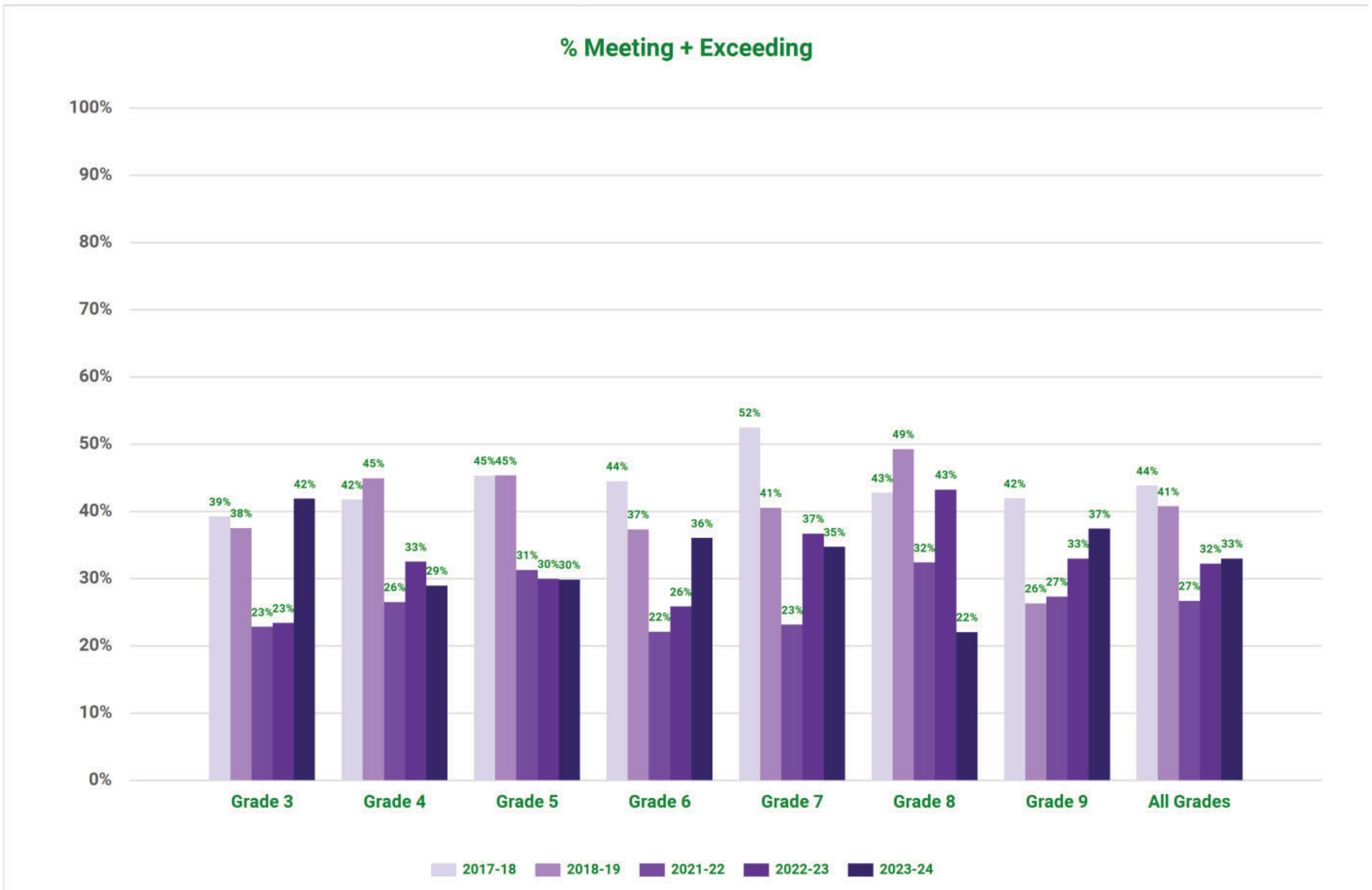


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2023-24 Spring NJSLA
ELA/Language Arts



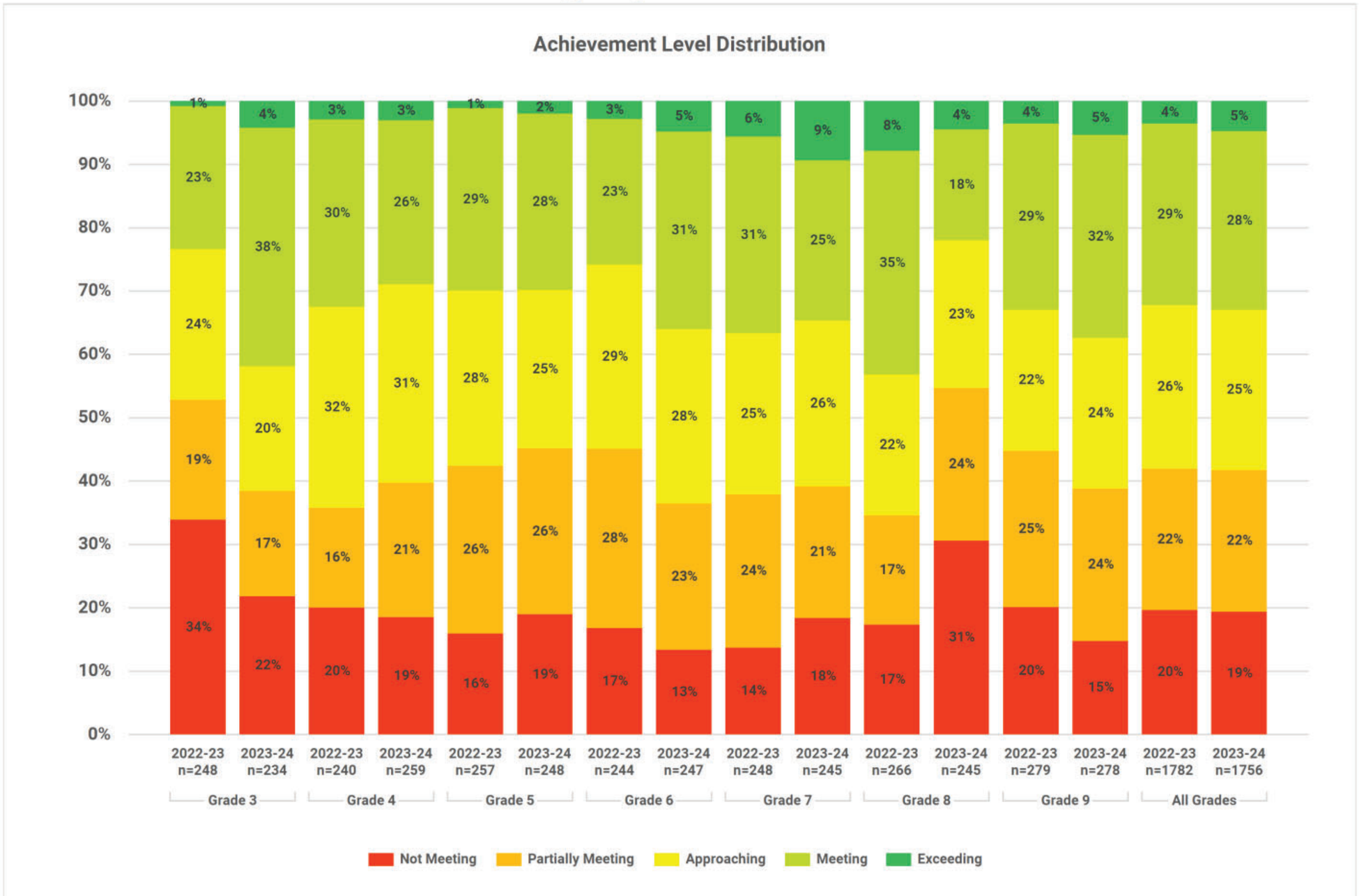
ELA Achievement and Growth

Same grade, different students



ELA Achievement and Growth

Same grade, different students

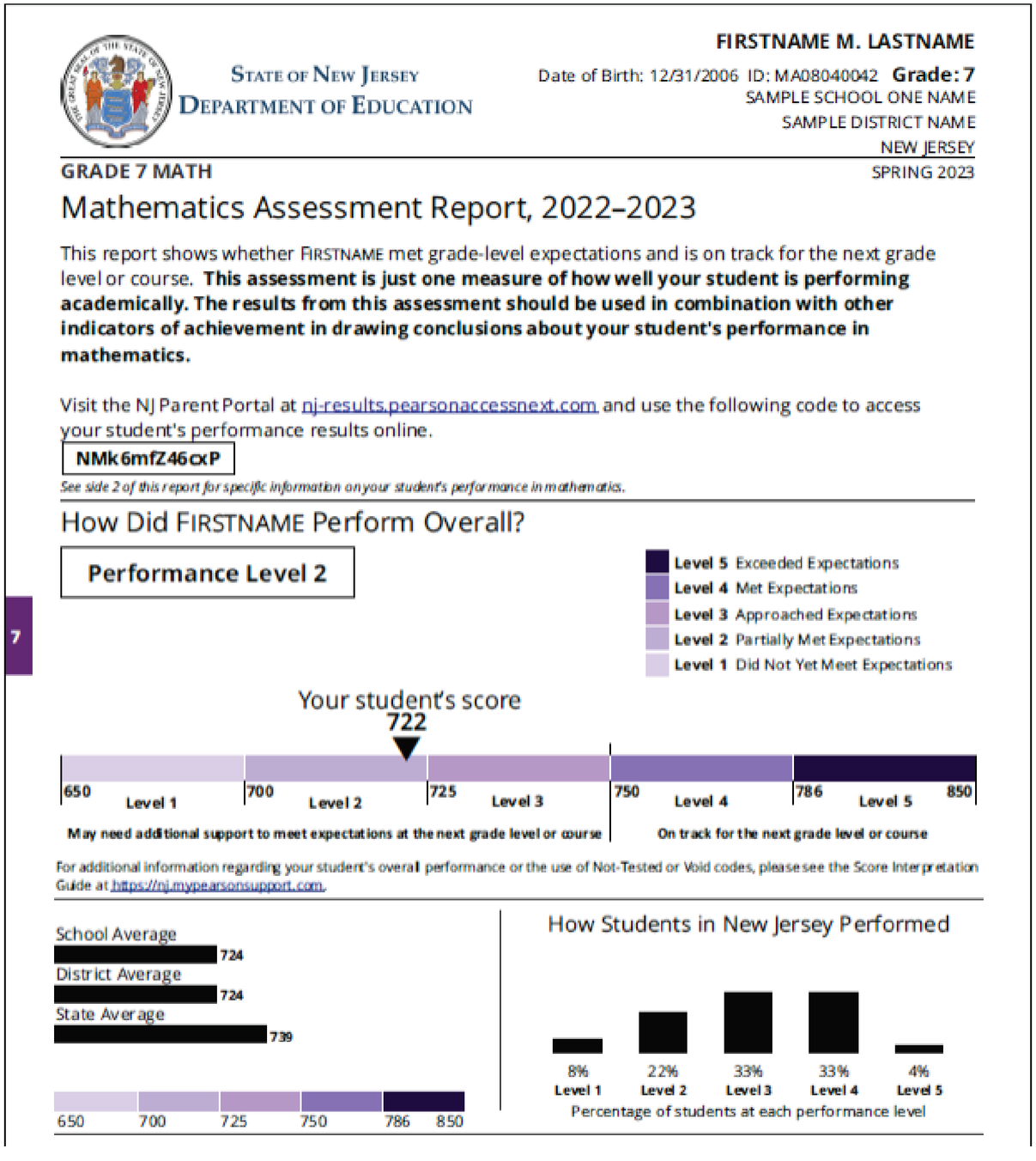




Ewing Public Schools

Math

Figure 2.7. Sample ISR — Mathematics Page 1



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

FIRSTNAME M. LASTNAME
Date of Birth: 12/31/2006 ID: MA08040042 **Grade: 7**
SAMPLE SCHOOL ONE NAME
SAMPLE DISTRICT NAME
NEW JERSEY

GRADE 7 MATH
SPRING 2023

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 nj-results.pearsonaccessnext.com and use the following code to access your student's performance results online.

NMk6mfZ46cxP

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

How Did FIRSTNAME Perform Overall?

Performance Level 2

7

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

Your student's score
722

650 **Level 1** 700 **Level 2** 725 **Level 3** 750 **Level 4** 786 **Level 5** 850

May need additional support to meet expectations at the next grade level or course
On track for the next grade level or course

For additional information regarding your student's overall performance or the use of Not-Tested or Void codes, please see the Score Interpretation Guide at https://nj.mypearsonsupport.com.

School Average 724
District Average 724
State Average 739

650 700 725 750 786 850

How Students in New Jersey Performed

8% **Level 1** 22% **Level 2** 33% **Level 3** 33% **Level 4** 4% **Level 5**

Percentage of students at each performance level

Figure 2.8. Sample ISR — Mathematics Page 2

FIRSTNAME M. LASTNAME

How Did Your Student Perform in Areas of Mathematics?

MAJOR CONTENT

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.

LEGEND

Your student performed about the same as students who:

Did Not Yet Meet or Partially Met Expectations | Approached Expectations | Met or Exceeded Expectations

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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

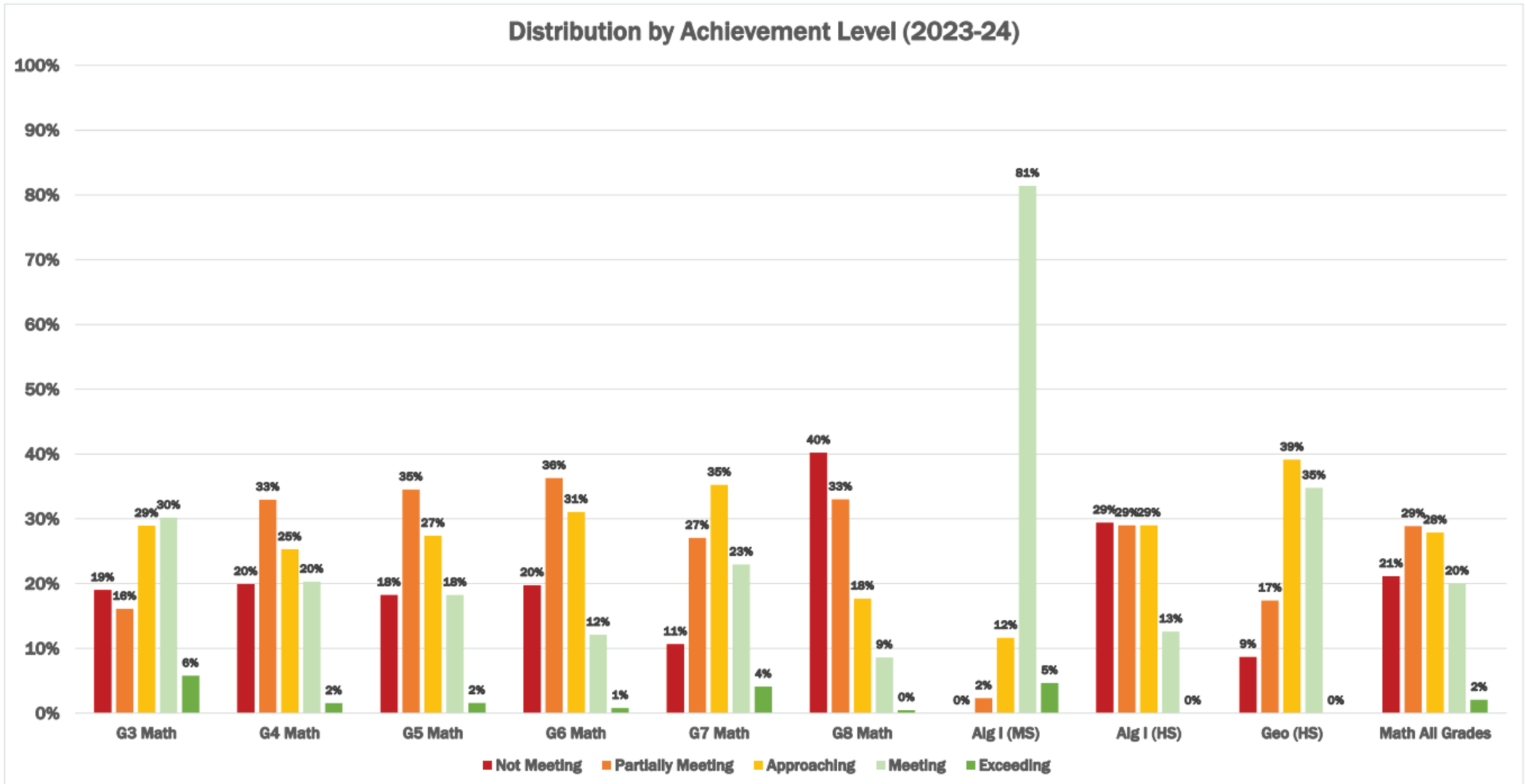
To learn more about the content of the assessment and access released test questions, visit https://nj.mypearsonsupport.com/test-content/.

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

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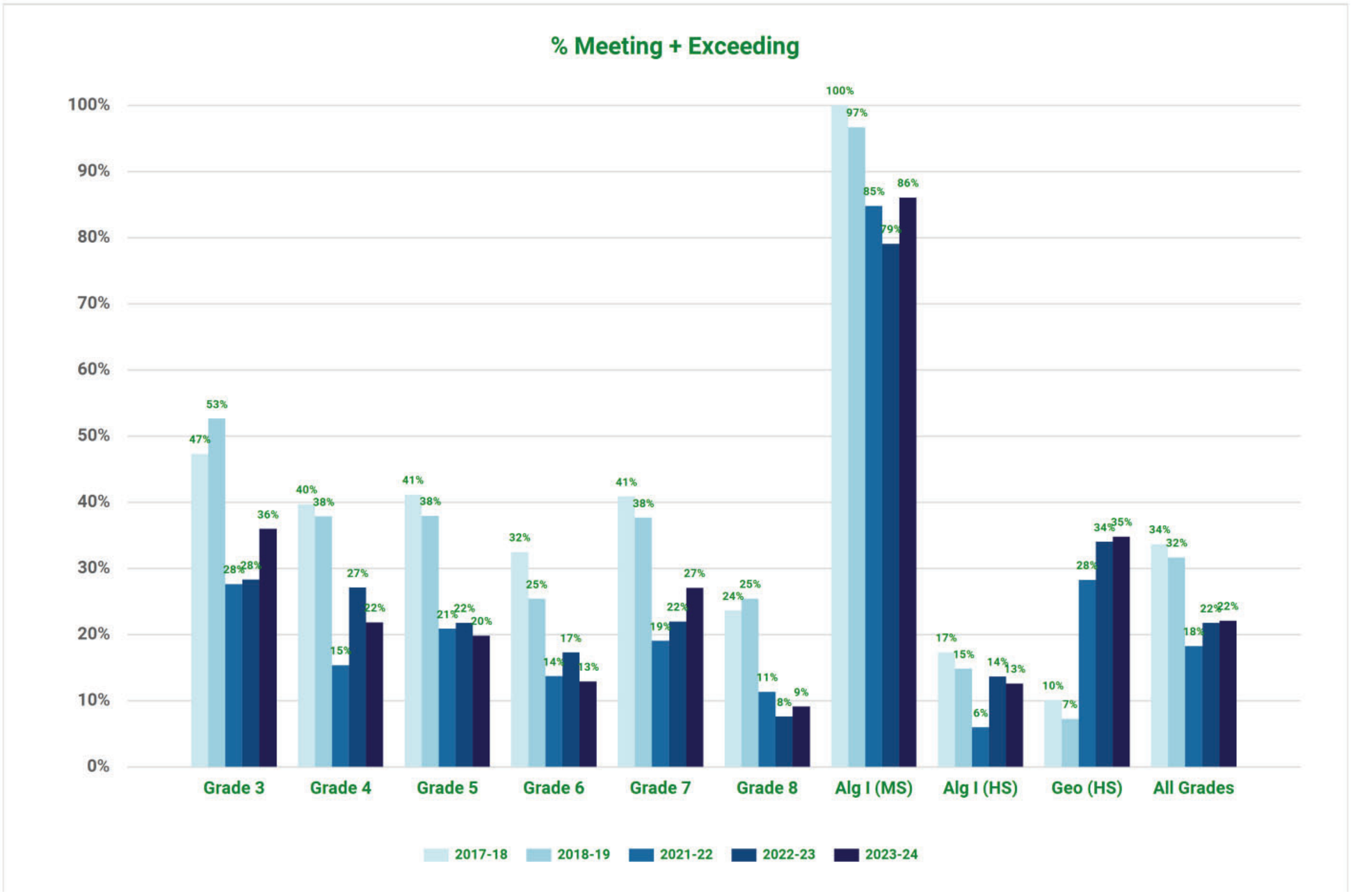
2023-24 Spring NJSLA

Mathematics



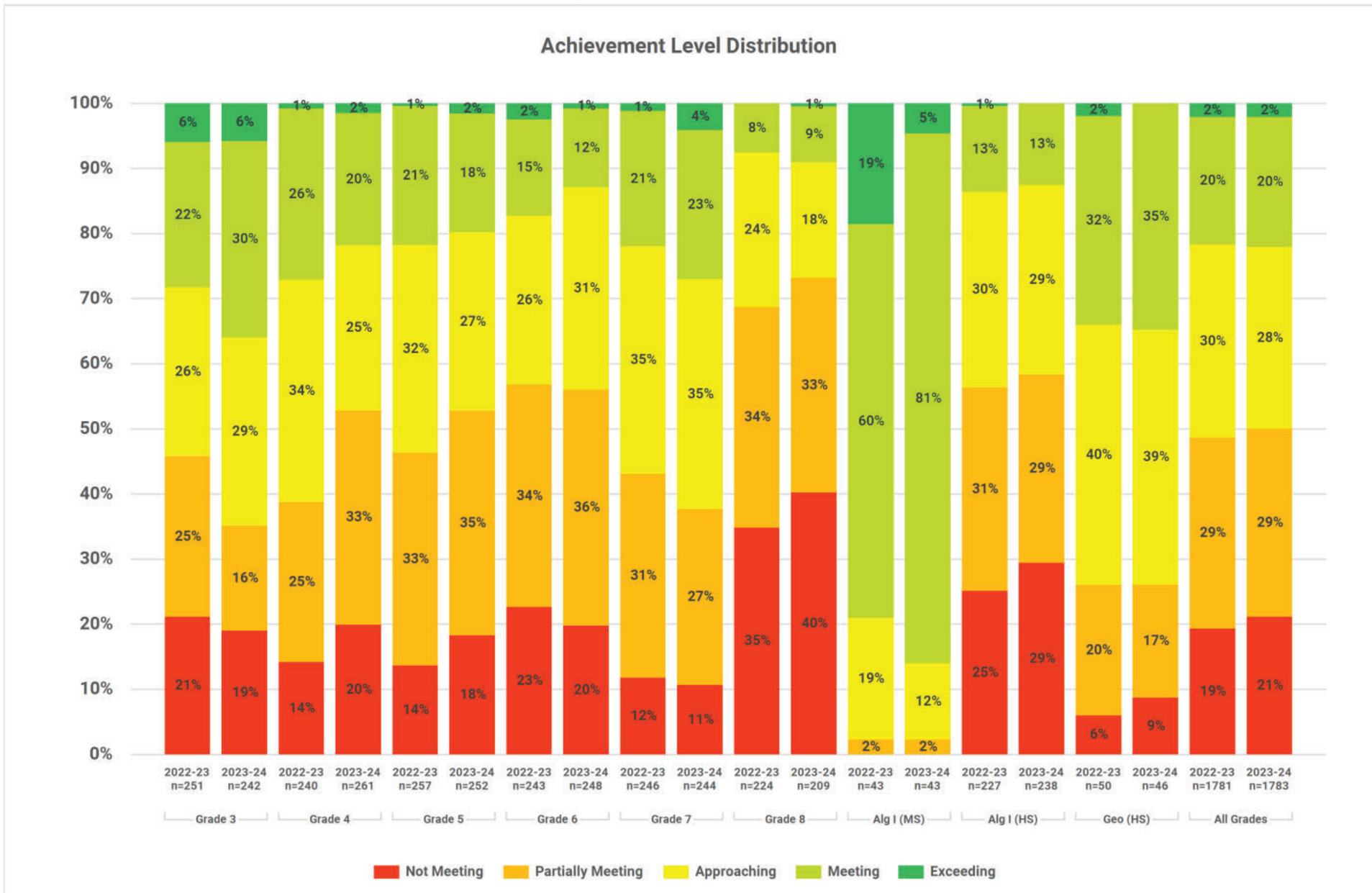
Math Achievement and Growth

Same grade, different students



Math Achievement and Growth

Same grade, different students



Ewing Public Schools

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

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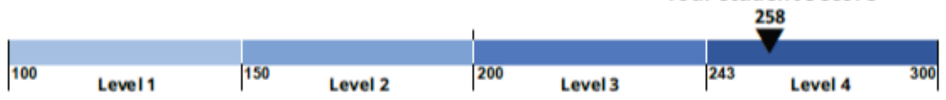
How did **FIRSTNAME002** perform on the NJSLA-S?

Your student's score: **258**

Performance: **Level 4**

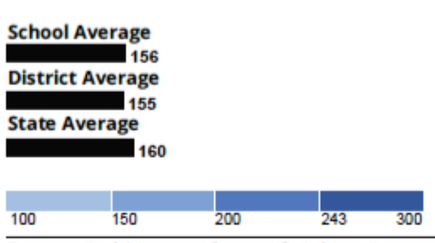
Advanced Proficiency

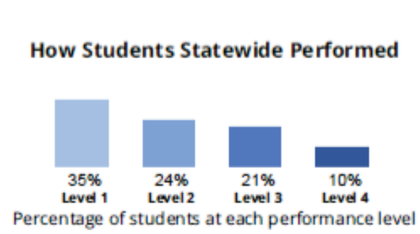
Level 4 (243 – 300) Advanced Proficiency
Level 3 (200 – 242) Proficient
Level 2 (150 – 199) Near Proficiency
Level 1 (100 – 149) Below Proficient



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.





Percentage of students at each performance level

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

How did your student perform using the domains and practices?

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

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

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.

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

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.

LEGEND

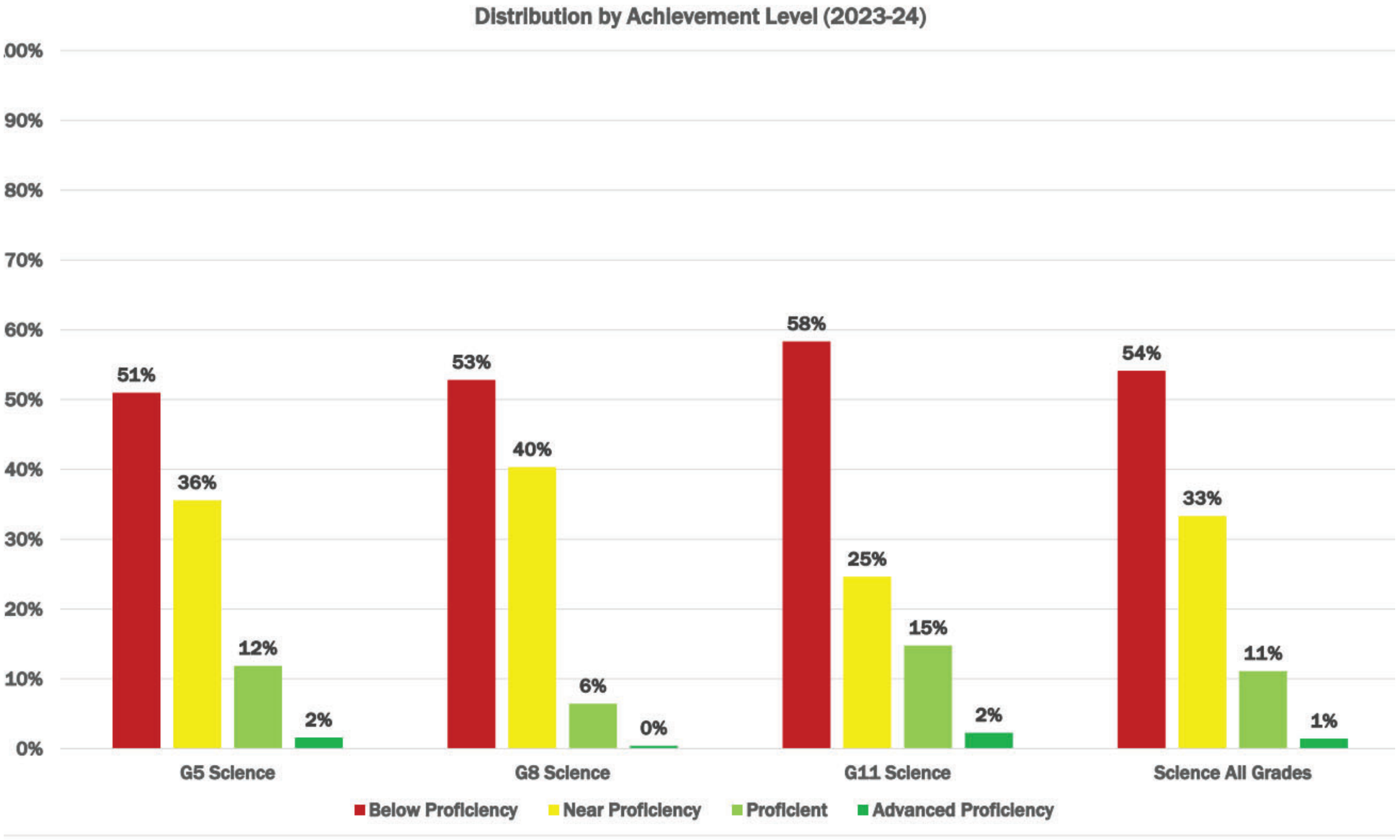
Below Expectations | Near/Met Expectations | Above Expectations

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.

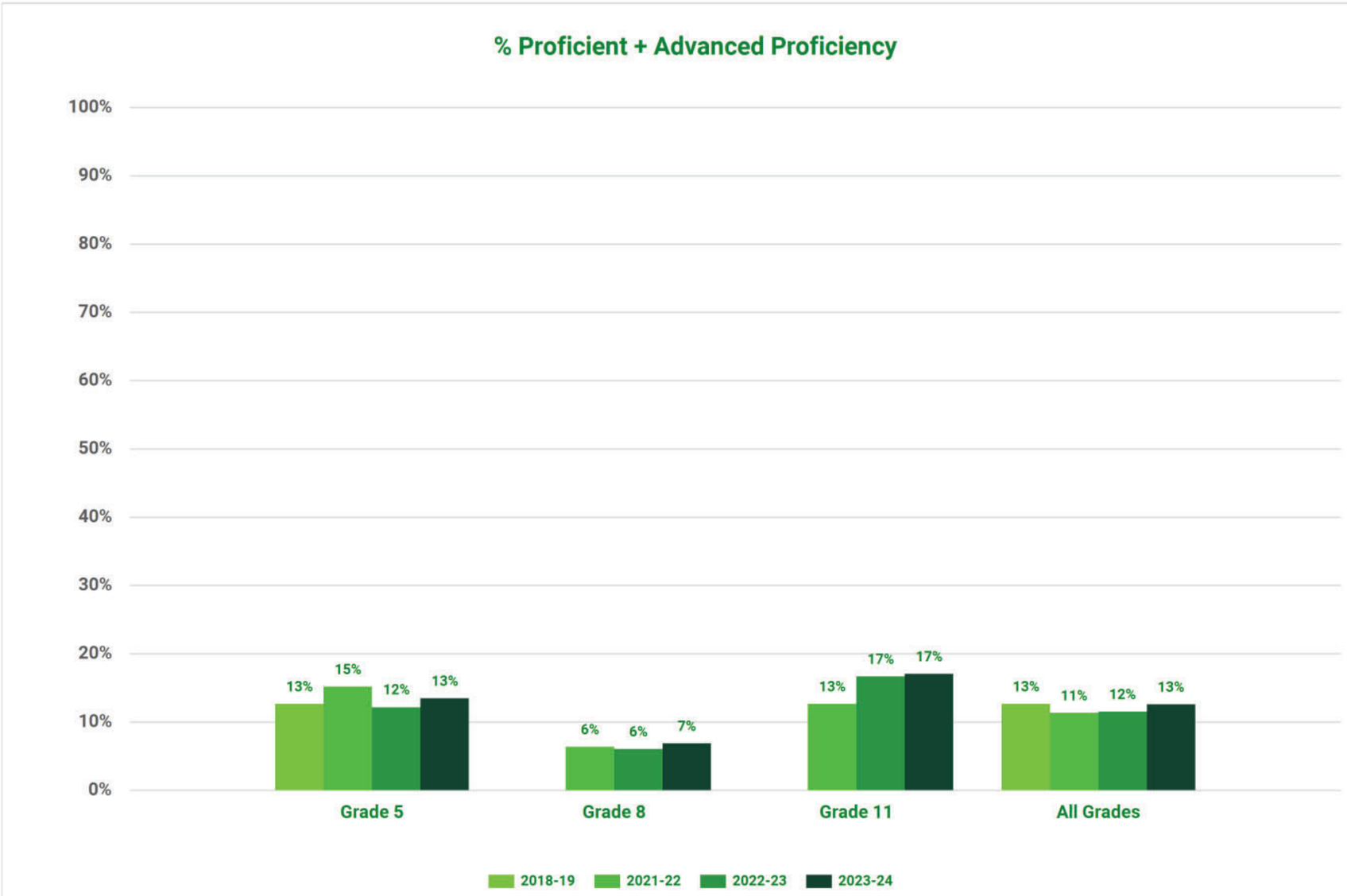
Learn More about the New Jersey Learning Standards
Explore your school website, or ask your principal, for information on your school's annual assessment schedule; the curriculum chosen by your district to give students more hands-on learning experiences that meet state standards; and to learn more about 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/science/Index.shtml.

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2023-24 Spring NJSLA
Science



Science Achievement and Growth

Same grade, different students

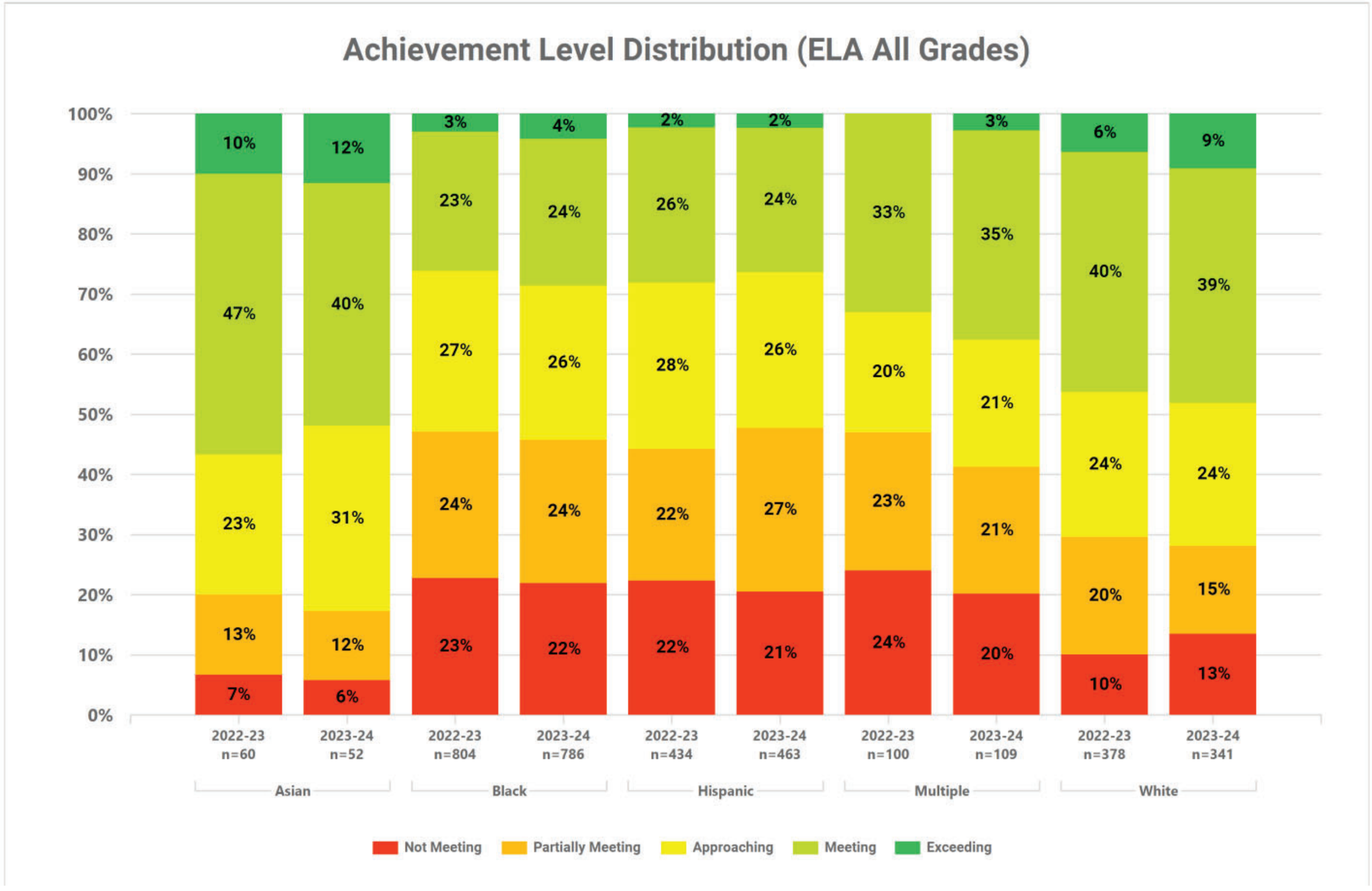


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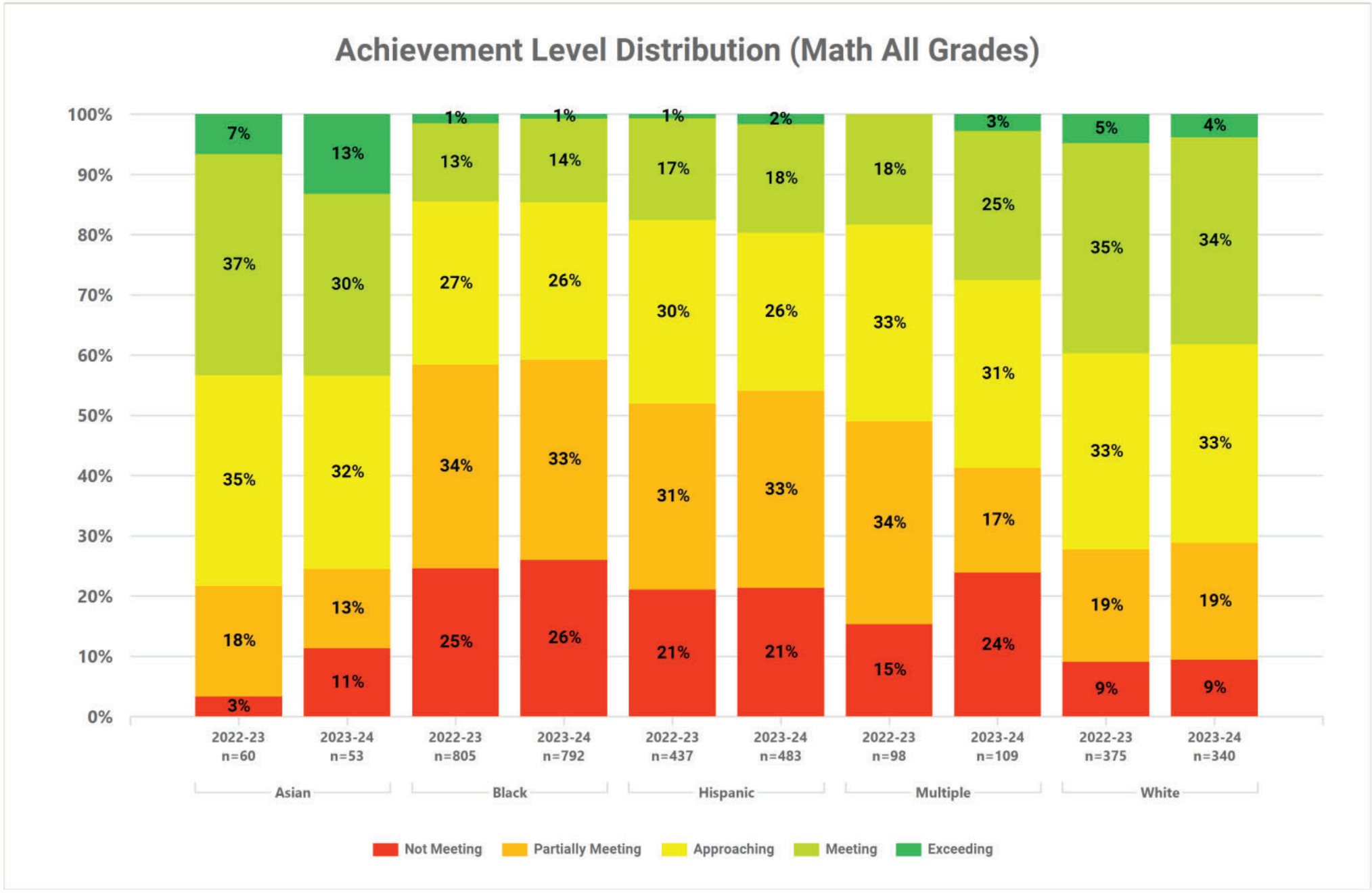
Proficiency by Program & Race–NJSLA

(Demographic Report)

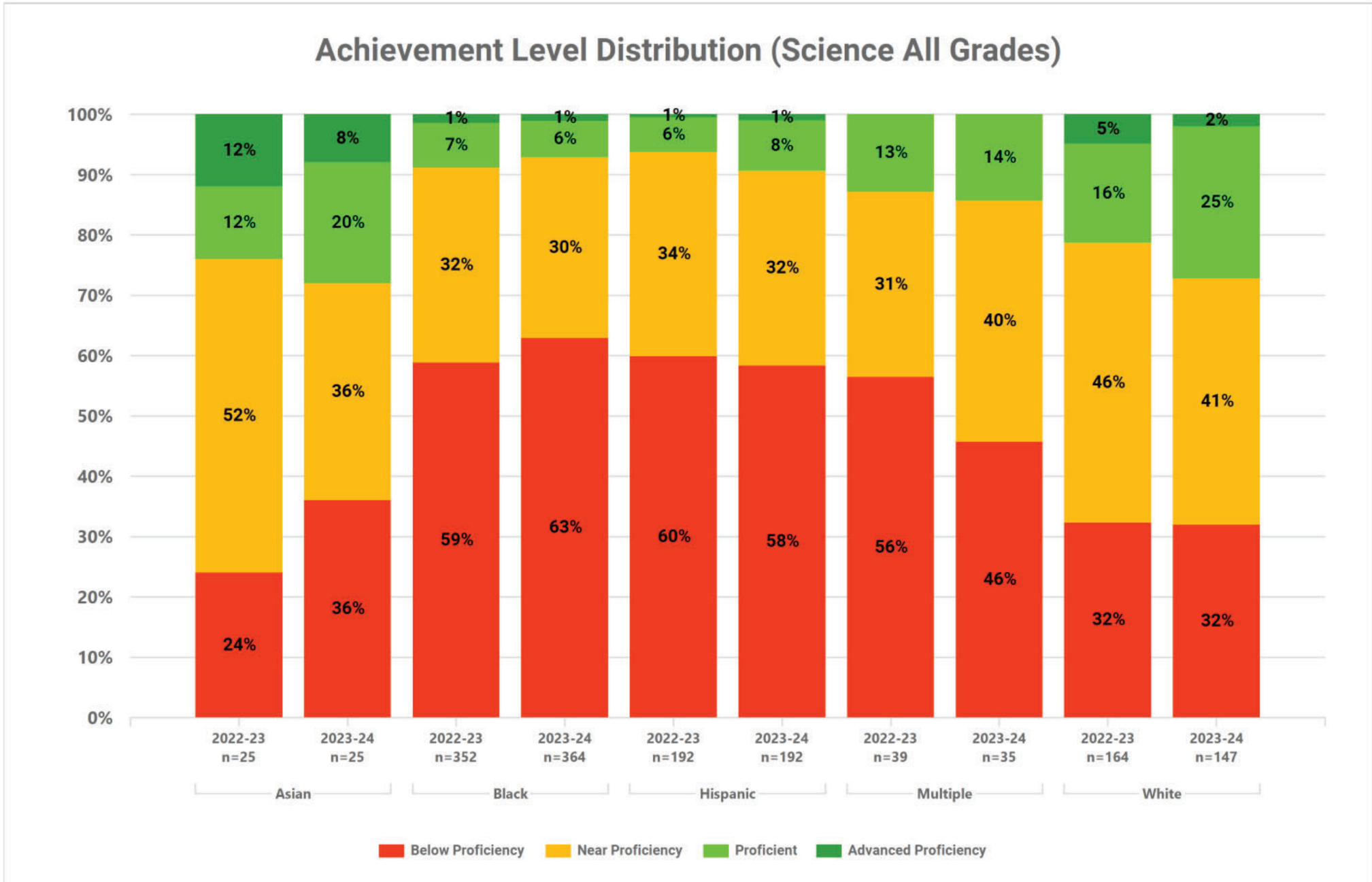
Proficiency by Race



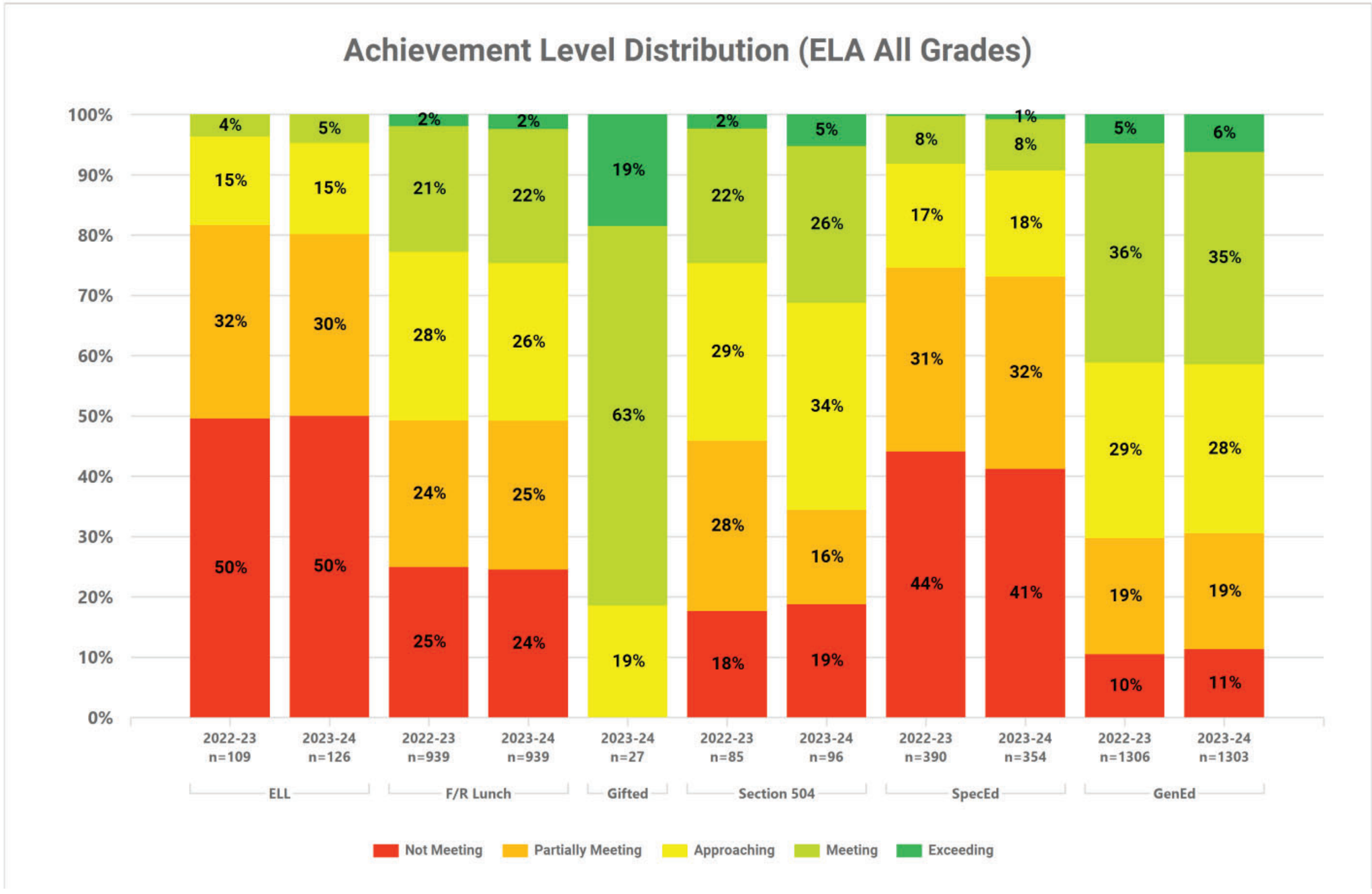
Proficiency by Race



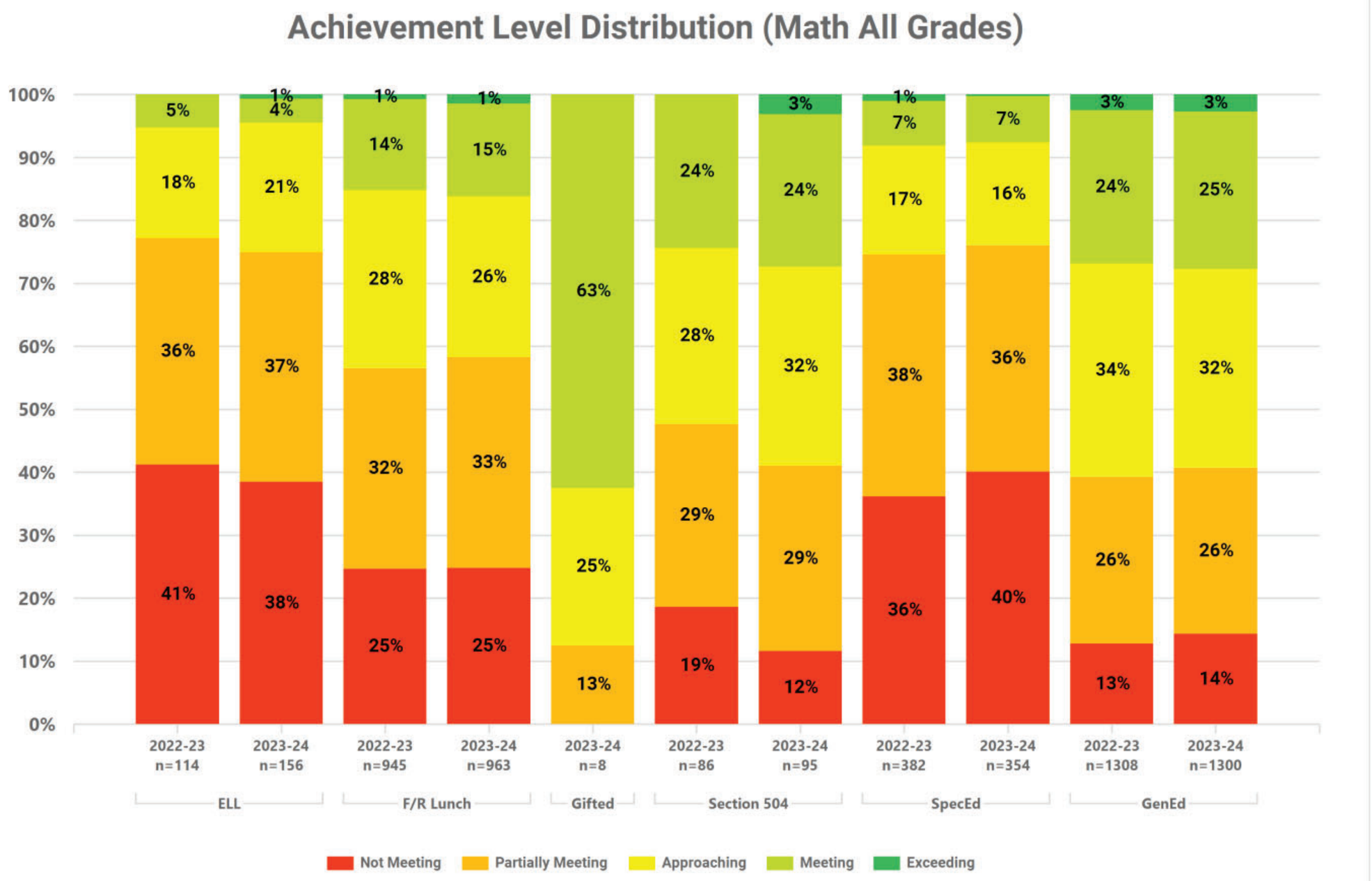
Proficiency by Race



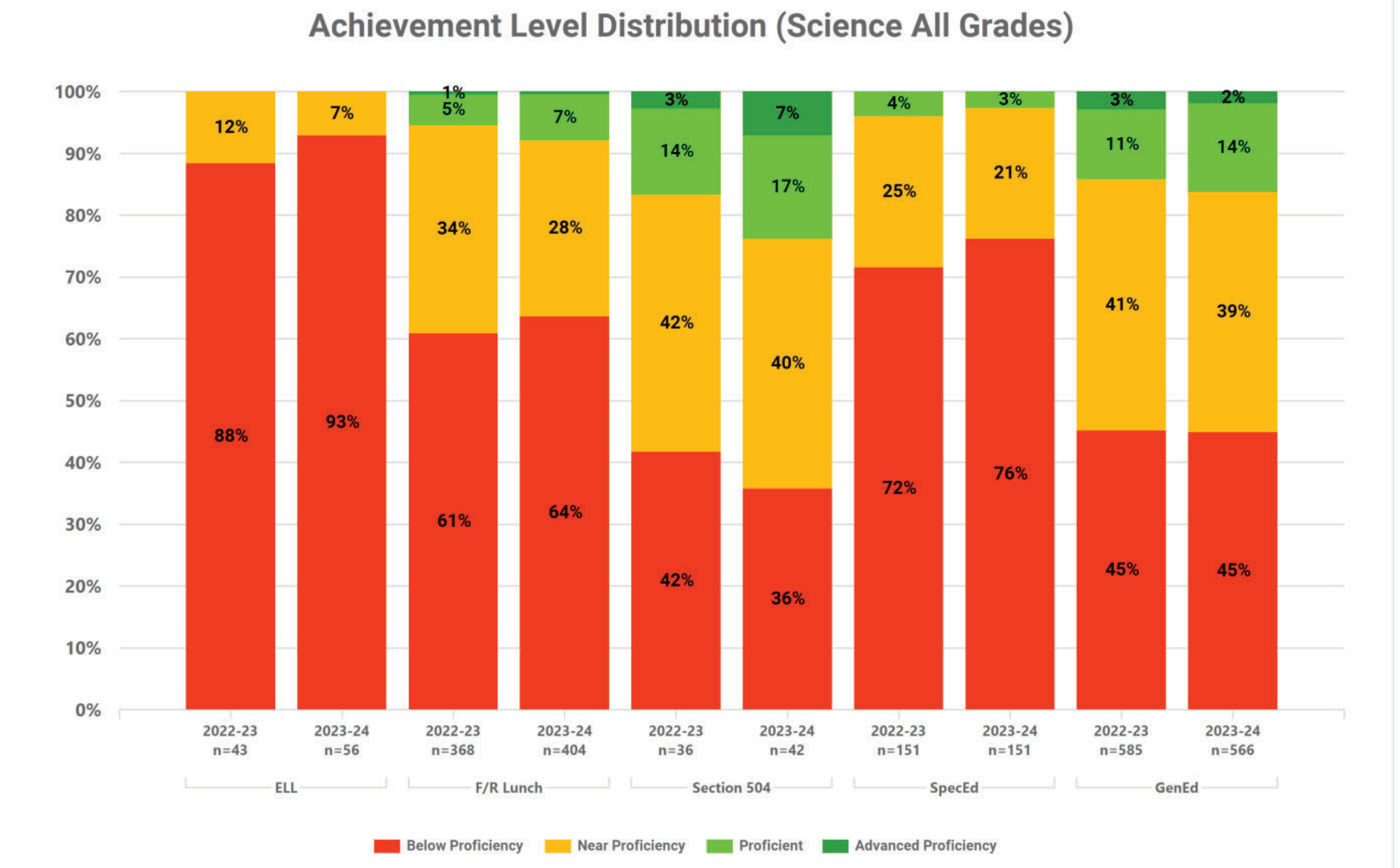
Proficiency by Program



Proficiency by Program



Proficiency by Program



Ewing Public Schools

Other 2023-24 Standardized Assessments

DLM

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.

WIDA

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.

Ewing Public Schools

2024-2025

Taking Action!

Addressing Needs

01 Strong Commitment to Data

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

02 Articulation

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

03 Job-embedded Prof. Dev.

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

04 Assessment Readiness

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

Addressing Needs

05 Student Support Structure

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

06 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

07 Student Agency

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

08 A Fresh Set of Eyes...

Ewing Public Schools

Thank You

Dr. Trish Bogusz
Assistant Superintendent of Curriculum and Instruction