

NJSLA RESULTS

LIVINGSTON PUBLIC SCHOOLS
OCTOBER 7, 2019

Measuring
College and
Career
Readiness



Livingston
PUBLIC SCHOOLS

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- In 2015, New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) to replace HSPA and previous assessments in the elementary and middle school in language arts and mathematics.
- In 2019, the test was reconfigured and renamed the NJSLA, New Jersey Student Learning Assessment.
- Students took NJSLA English Language Arts and Literacy Assessments in grades 3 – 10.
- Students took NJSLA Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II.
- NJSLA ELA 10 and Algebra 1 are high school graduation requirements. Details can be found at:
<https://www.state.nj.us/education/assessment/parents/GradReq.pdf>

ANALYZING THE DATA

- Collaborative process between central office administrators, principals, supervisors, teachers
- What do we see? Engage in an inquiry process:
 - Groups gather to identify:
 - What happened in this current year?
 - How does it compare to previous performance – year to year comparison?
 - How did particular cohorts perform? (following a grade level over time)
- Develop action plans for moving forward
 - Impacts professional development
 - Curriculum development

NJSLA PERFORMANCE LEVELS

NJSLA uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate:

Level 1:
Did Not Yet
Meet
Expectations

Level 2:
Partially Met
Expectations

Level 3:
Approached
Expectations

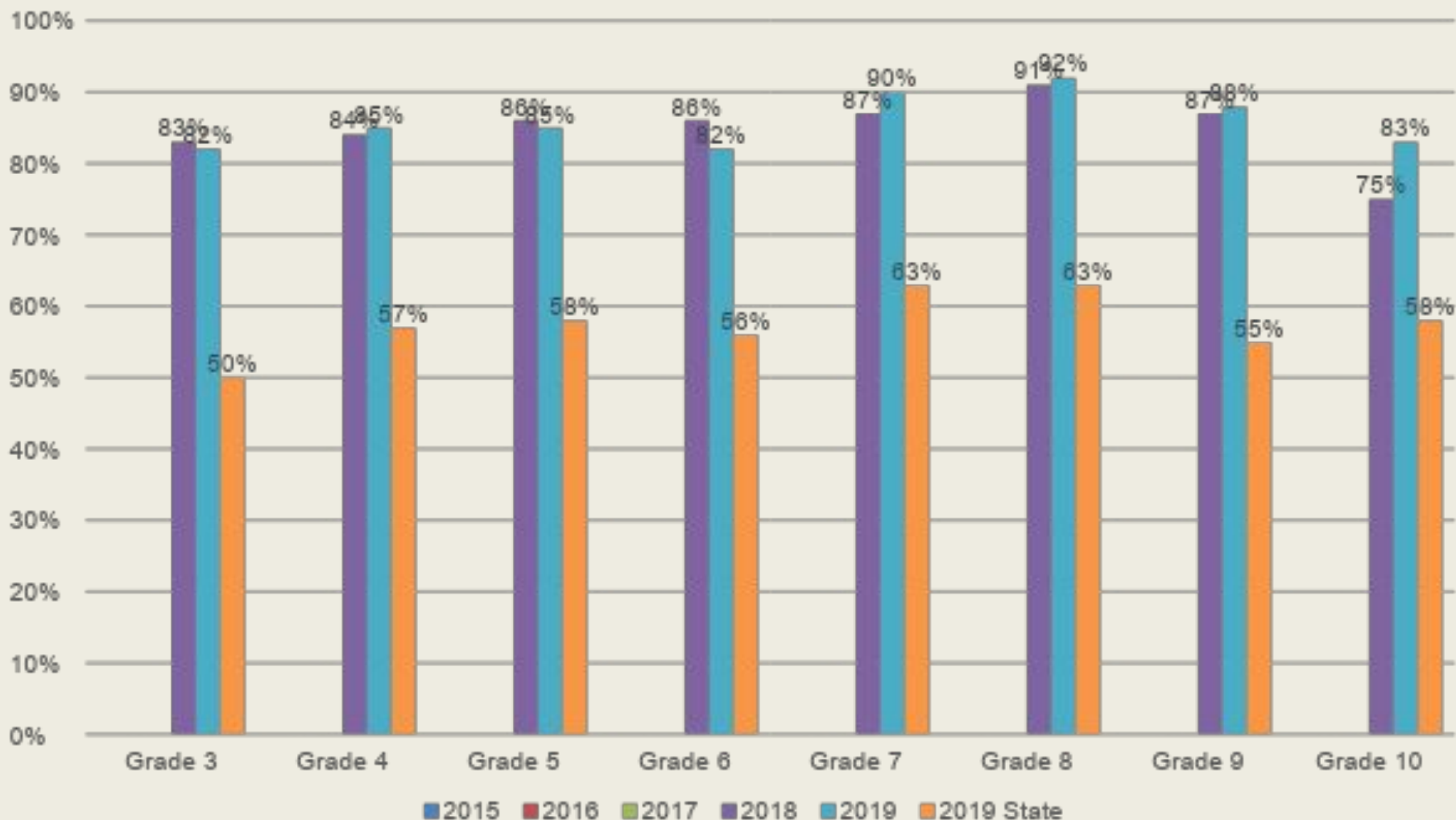
Level 4:
Met
Expectations

Level 5:
Exceeded
Expectations

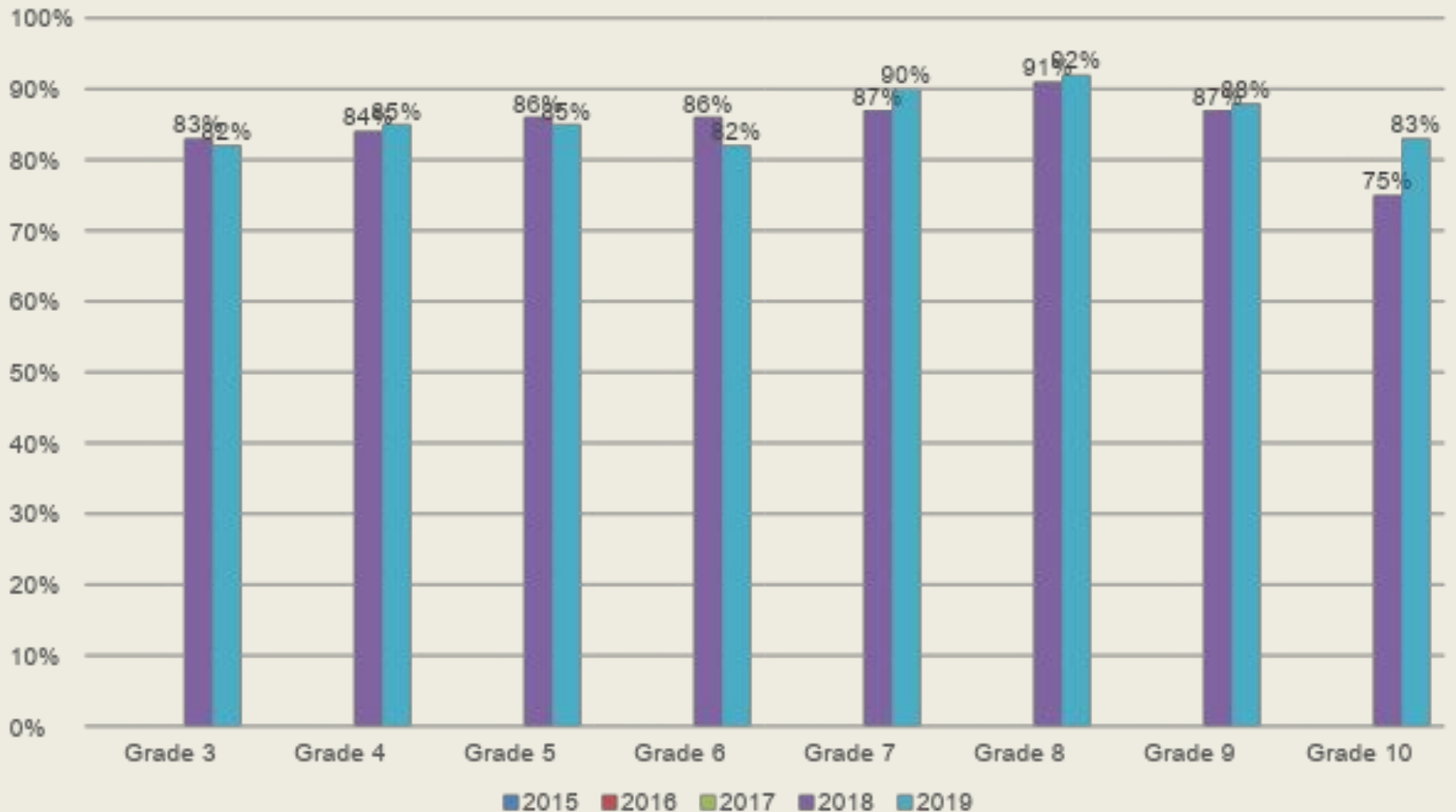
NJSLA PARTICIPATION LEVELS

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019		
Grade 3	83%	97%	100%	100%	Enrolled: 412	Valid Test Scores: 407	99%
Grade 4	81%	94%	97%	100%	475	471	99%
Grade 5	83%	95%	95%	98%	494	488	99%
Grade 6	70%	96%	99%	98%	487	480	99%
Grade 7	70%	92%	98%	99%	496	484	98%
Grade 8	66%	92%	97%	97%	492	486	99%
Grade 9	48%	91%	98%	99%	463	452	98%
Grade 10	32%	61%	84%	98%	494	489	99%

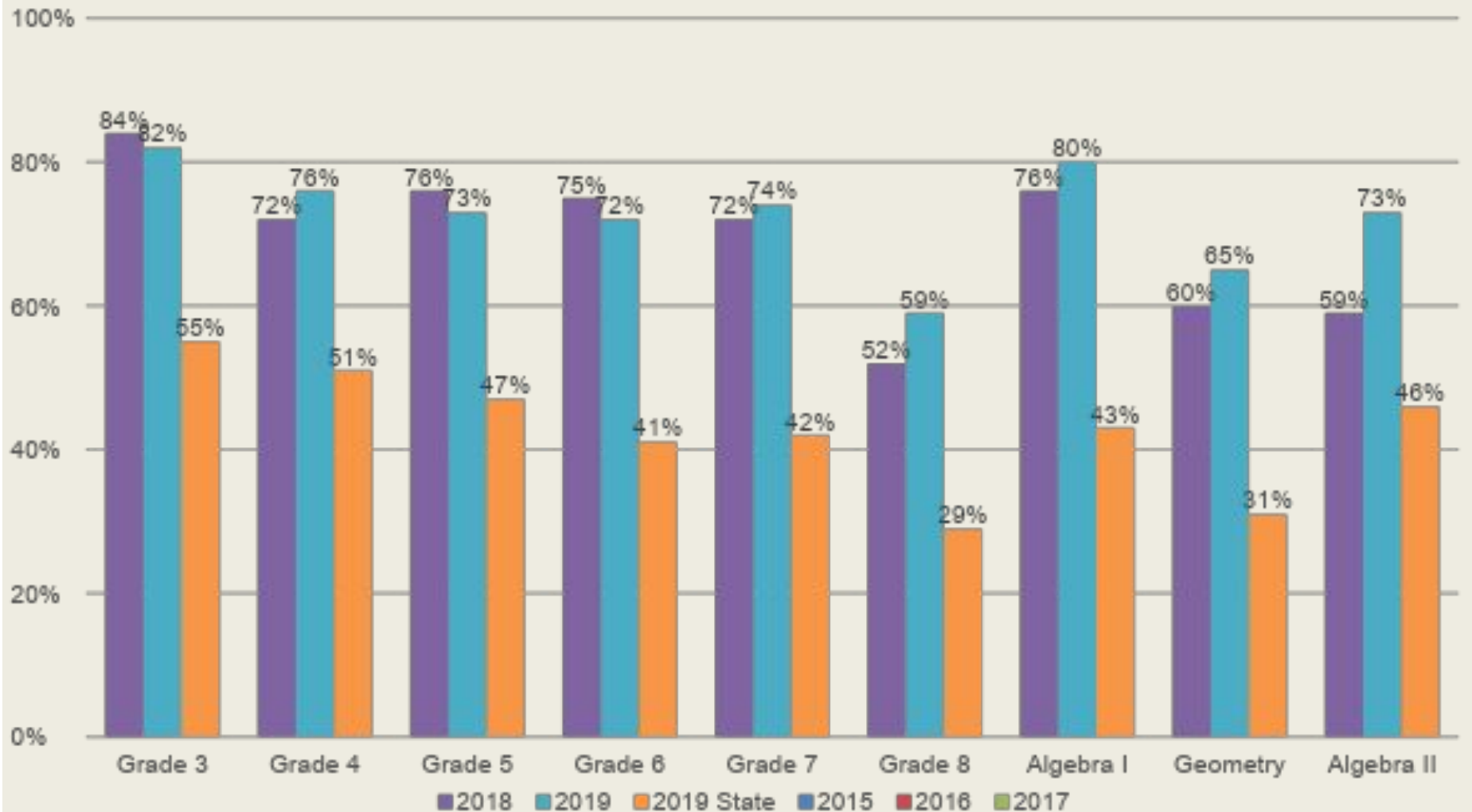
STUDENTS MEETING/EXCEEDING EXPECTATIONS ENGLISH LANGUAGE ARTS



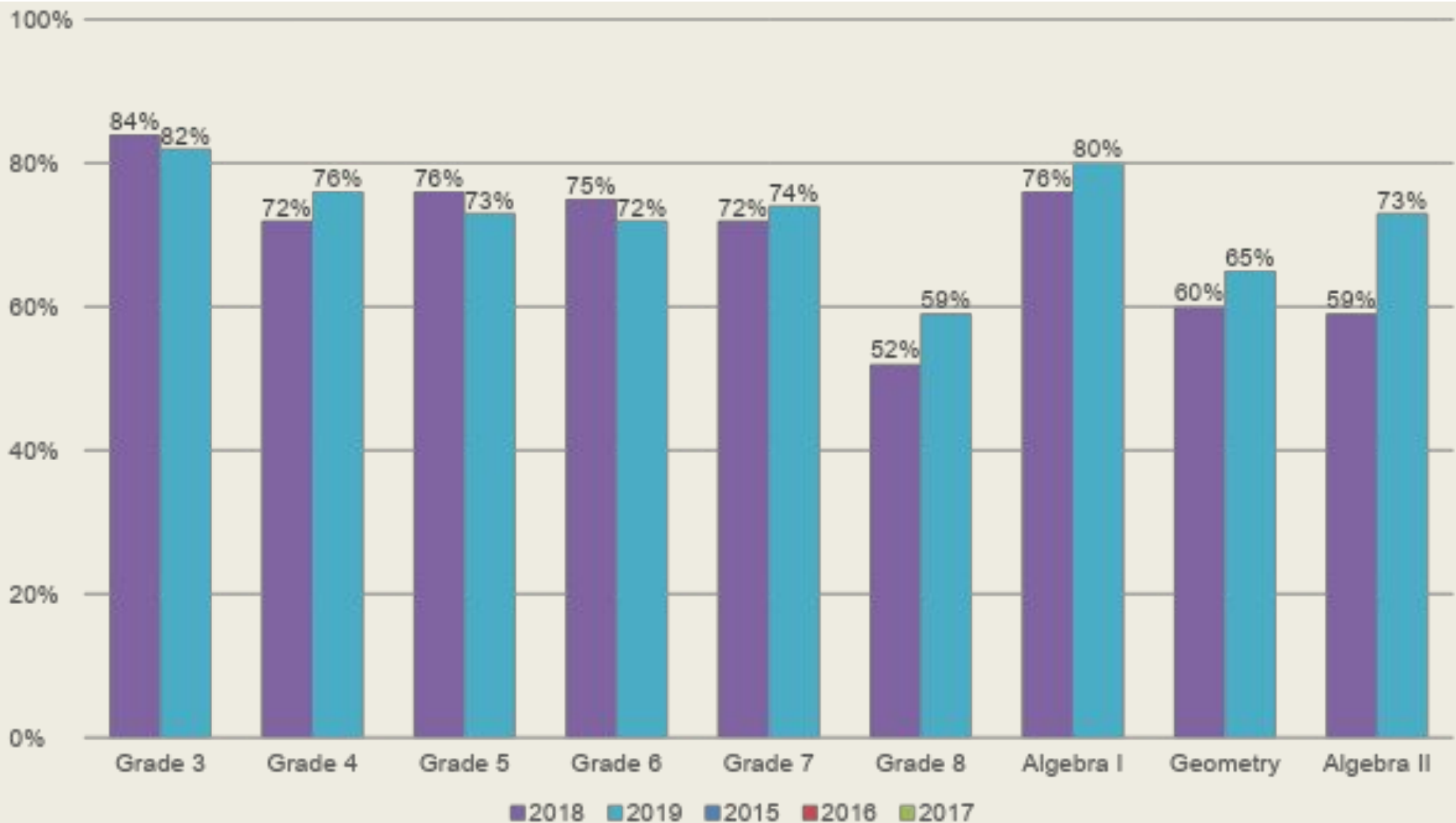
STUDENTS MEETING/EXCEEDING EXPECTATIONS ENGLISH LANGUAGE ARTS



STUDENTS MEETING/EXCEEDING EXPECTATIONS MATHEMATICS



STUDENTS MEETING/EXCEEDING EXPECTATIONS MATHEMATICS



COHORT ANALYSIS: ENGLISH LANGUAGE ARTS

	2015	2016	2017	2018	2019
Grade 3	78	78	83	83	82
Grade 4	81	84	84	84	85
Grade 5	82	82	83	86	85
Grade 6	71	71	81	86	82
Grade 7	75	73	89	87	90
Grade 8	75	74	88	91	92
Grade 9	65	68	78	87	88
Grade 10	69	54	63	75	83

COHORT ANALYSIS: MATHEMATICS

	2015	2016	2017	2018	2019
Grade 3	72	79	82	84	82
Grade 4	69	72	75	72	76
Grade 5	68	71	69	76	73
Grade 6	68	74	72	75	72
Grade 7	57	60	68	72	74
Grade 8	36	18	57	52	59
Algebra I	65	56	67	76	80
Geometry	64	60	58	60	65
Algebra II	74	66	64	59	73

DYNAMIC LEARNING MAPS (DLM)

Grade	Subject	Percentage of Students “At Target/Advanced”
3	English Language Arts	40%
	Mathematics	40%
4	English Language Arts	83%
	Mathematics	83%
5	English Language Arts	50%
	Mathematics	17%
	Science	0%
6	English Language Arts	50%
	Mathematics	50%
7	English Language Arts	25%
	Mathematics	50%
8	English Language Arts	100%
	Mathematics	0%
	Science	0%
11	English Language Arts	100%
	Mathematics	0%
	Science	0%

NEXT STEPS

- Increased emphasis on explicit and embedded vocabulary development in both ELA & Math in order to increase ability to communicate ideas in the content area.
- Use of benchmarking and formative assessment to drive instruction. This “just in time” data enriches our teachers’ perspective and enables us to target instruction to student needs.
- Continued use of released items to inform our resources – use of multimedia items, media clips, graphs, charts augment the “texts” students read and hone their informational reading texts.