

NJSLA RESULTS

LIVINGSTON PUBLIC SCHOOLS
OCTOBER 11, 2022

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.

No tests were administered in Spring 2020 or Spring 2021

In May 2022, students took:

- NJSLA English Language Arts and Literacy Assessments in grades 3 – 9.
- NJSLA Mathematics Assessments in grades 3 – 8 and Algebra I, Geometry, and Algebra II.
- NJSLA Science Assessments in grades 5, 8, 11

DATA TEAMS SCHOOL & DISTRICT

Data Teams – District & School Based

In addition to the Start Strong data from the start of last year, we also gathered other formative assessment information in ELA, Math and Science as a means of gauging student learning and progress. School Data Teams were (re)established to analyze these data and use it to influence instruction.

Work is grounded in the work of the Data Wise project out of Harvard University and uses Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning (Harvard Education Press, 2005, eds. Kathryn Parker Boudett, Elizabeth A. City, and Richard Murnane) as its seminal text.

Two district-wide trainings for K-6 teams last to focus on collaborating for group work, assuming positive intentions, taking an inquiry approach, and the Ladder of Inference. Together, we worked to identify goals for the School Based Data Teams, organize for future work by agreeing upon norms, and establish next steps for the teams to undertake.

Effort continues with K-6 in the 2022-23 school year and expands to include HMS and LHS.

ANALYZING THE DATA

Collaborative process among 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? (What do you notice?)
 - What do you wonder?
 - 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
- Classroom instruction
- Curriculum development/materials selection

NJSLA PERFORMANCE LEVELS ELA/MATH

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
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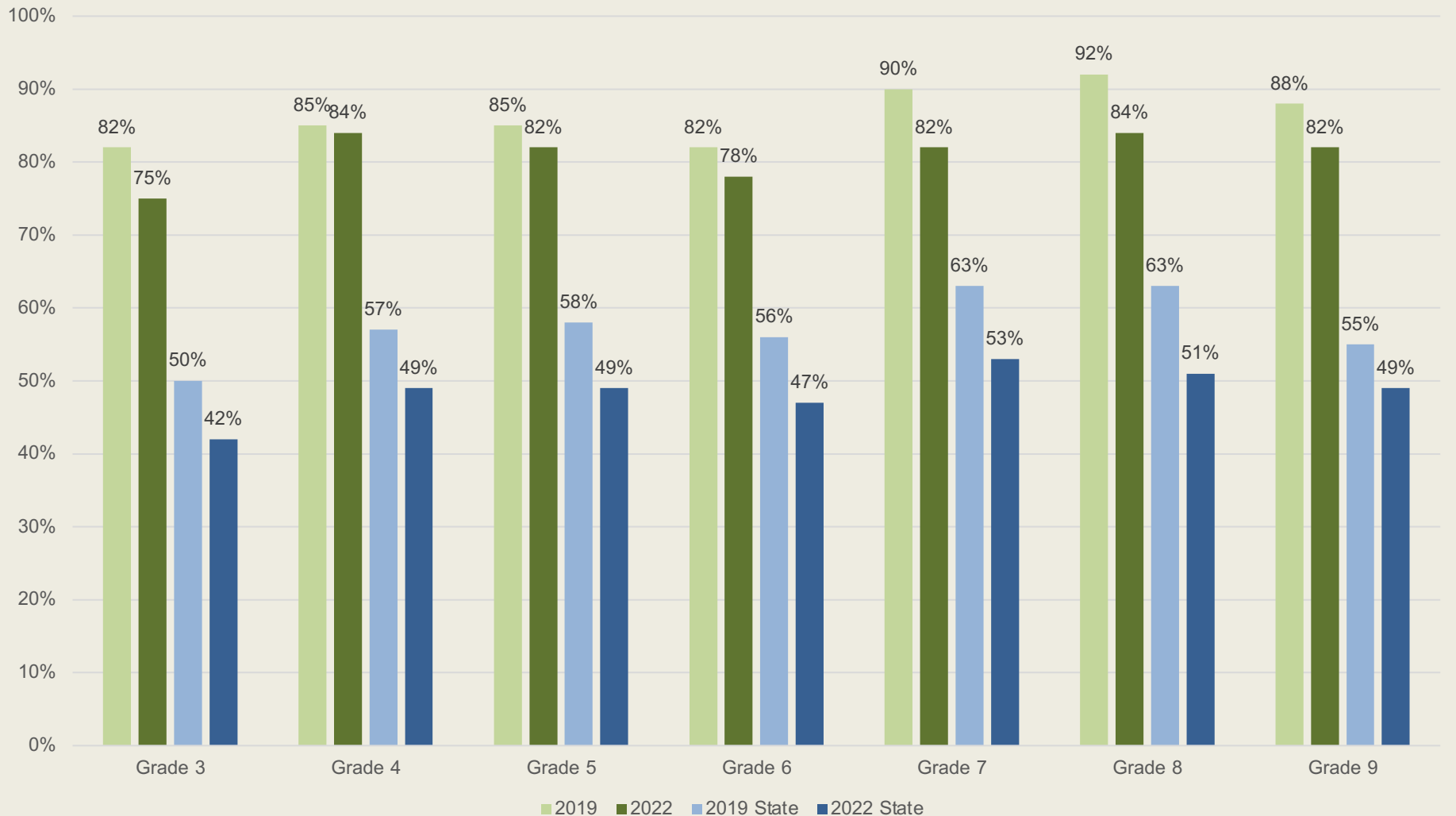
Passing



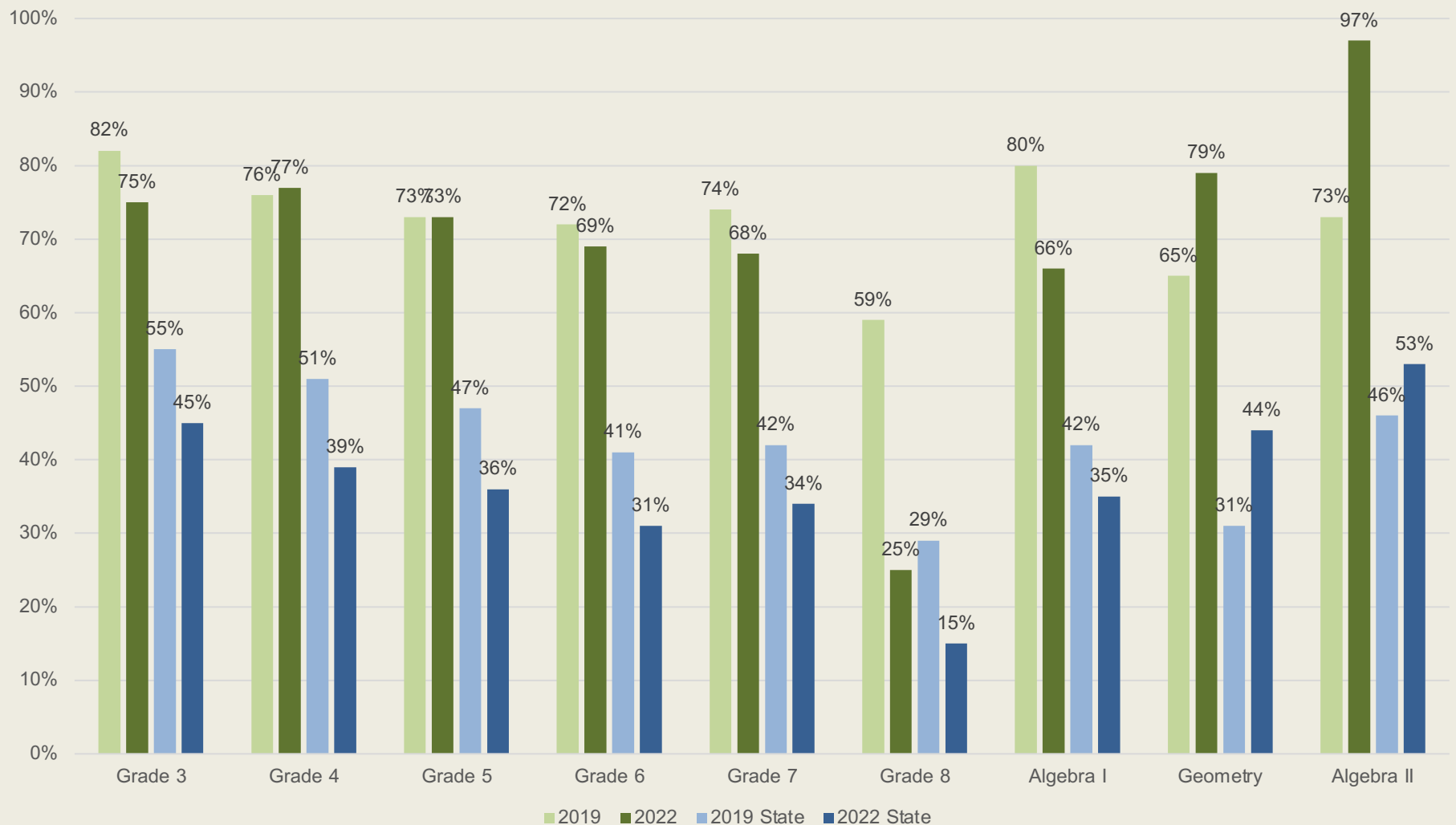
NJSLA PARTICIPATION LEVELS

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2021-2022		
Grade 3	83%	97%	100%	100%	99%	Enrolled 10/15/21: 460	Valid Test Scores: 463	100%
Grade 4	81%	94%	97%	100%	99%	464	468	100%
Grade 5	83%	95%	95%	98%	99%	461	469	101%
Grade 6	70%	96%	99%	98%	99%	480	485	101%
Grade 7	70%	92%	98%	99%	98%	496	492	99%
Grade 8	66%	92%	97%	97%	99%	515	508	98.6%
Grade 9	48%	91%	98%	99%	98%	510	507	99.4%

STUDENTS MEETING/EXCEEDING EXPECTATIONS ENGLISH LANGUAGE ARTS



STUDENTS MEETING/EXCEEDING EXPECTATIONS MATHEMATICS



COHORT ANALYSIS: ENGLISH LANGUAGE ARTS

	2015	2016	2017	2018	2019	2020	2021	2022
Grade 3	78	78	83	83	82	NA	NA	75
Grade 4	81	84	84	84	85	NA	NA	85
Grade 5	82	82	83	86	85	NA	NA	82
Grade 6	71	71	81	86	82	NA	NA	78
Grade 7	75	73	89	87	90	NA	NA	83
Grade 8	75	74	88	91	92	NA	NA	84
Grade 9	65	68	78	87	88	NA	NA	82

COHORT ANALYSIS: MATHEMATICS

	2015	2016	2017	2018	2019	2020	2021	2022
Grade 3	72	79	82	84	82	NA	NA	75
Grade 4	69	72	75	72	76	NA	NA	77
Grade 5	68	71	69	76	73	NA	NA	73
Grade 6	68	74	72	75	72	NA	NA	69
Grade 7	57	60	68	72	74	NA	NA	68
Grade 8	36	18	57	52	59	NA	NA	25
Algebra I	65	56	67	76	80	NA	NA	66
Geometry	64	60	58	60	65	NA	NA	79
Algebra II	74	66	64	59	73	NA	NA	97

NJSLA PERFORMANCE LEVELS

Science

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

Level 1:
Below Proficient

Level 2:
Near Proficiency

Level 3:
Proficient

Level 4:
Advanced Proficient



Passing



STUDENTS MEETING/EXCEEDING EXPECTATIONS SCIENCE

Grade	2019 NJ	2019 LPS	2022 NJ	2022 LPS
5	29.2%	58.7%	25%	62%
8	19.8%	49.1%	16%	42%
11	27.3%	52.7%	29%	59%

DYNAMIC LEARNING MAPS (DLM)

Grade	Subject	Percentage of Students “At Target/Advanced”
3	English Language Arts Mathematics	57% 57%
4	English Language Arts Mathematics	20% 20%
6	English Language Arts Mathematics	40% 40%
7	English Language Arts Mathematics	100% 0%
8	English Language Arts Mathematics Science	14% 14% 0%
11	English Language Arts Mathematics Science	100% 67% 0%

Moving Forward

Data Teams will work to triangulate the NJSLA data with Start Strong assessments and other beginning of the year tests.

Math Interventionists in both K-2 and 3-5 at each elementary school. These positions were added based on recognized needs last year.

Dedicated small group instruction built into elementary schedule

Targeted Intervention funded by ESSER monies - Expanded 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.

Interactive, responsive, online programs provide individualized, targeted feedback for teachers, students and parents.

Moving Forward

ELA K-6 - Focusing on analytical writing and Socratic Seminar to work on developing student critical thinking skill

MATH K-6 - Continuing program implementation for Math in Focus – demo lessons, pedagogy (visual representation, mathematical discourse & conferences, etc.) and getting Gr. 5 ready for implementation

SCIENCE – as the state test was redesigned to align with NGSS, our curriculum and instruction have done the same. The next step is the implementation of Open Sci Ed at the middle school level. This curriculum is:

- designed and aligned to the Framework and NGSS;
- based on research regarding how students learn, what motivates learning, and the implications for teaching;
- developed with educators and extensively tested by teachers and schools;
- designed to be used with low-cost, standard laboratory equipment and materials amenable to large-scale deployment; and
- improved over time based on feedback from teachers and field-testing.