# 2022-2023 NJ STATE ASSESSMENT PRESENTATION

## West Orange Public Schools

**Board of Education Meeting**

**November 13, 2023**

# West Orange Board of Education

- **Brian Rock, Board President**
- **Melinda Huerta, Board Vice-President**
- **Jennifer Tunnicliffe, Board Member**
- **Eric Stevenson, Board Member**
- **Dr. Robert Ivker, Board Member**

# Central Office Administration

- **Hayden Moore, Superintendent of Schools**
- **Tonya Flowers, Business Administrator and Board Secretary**
- **Eveny de Mendez, Assistant Superintendent for Curriculum & Instruction**
- **Michelle Martino, Director of Assessment, Accountability and Intervention**

# NEW JERSEY STATE ASSESSMENT PROGRAM

## 2022-2023

**NJ STUDENT LEARNING ASSESSMENT (NJSLA)**

- ELA and Math 3-9
- Algebra I, Algebra II and Geometry
- Science 5, 8, 11

Administration: May 2023

**ACCESS FOR ELLS (MULTILINGUAL LEARNERS)**

- K-12

Administration: Feb - March 2023

**DYNAMIC LEARNING MAP**

- ELA and Math 3-8, 11
- Science 5, 8, 11

Administration: April - May 2023

# NJSLA Spring 2023: Performance Levels

**NJ STUDENT LEARNING ASSESSMENT (NJSLA)**

- ELA and Math 3-9
- Algebra I, Algebra II and Geometry
- Science 5, 8, 11

Administration: May 2023

| NJSLA Performance Levels for ELA and Math | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Did Not Yet Meet Expectations 650-699 | Partially Met Expectations 700-724 | Approached Expectations 725-749 | Met Expectations 750-Varies* | Exceeded Expectations Varies*-850 |

# ENGLISH LANGUAGE ARTS

## Grades 3–5

# NJSLA: ENGLISH LANGUAGE ARTS

**Summative assessment that measures student proficiency with**

- Grade level skills
- Knowledge
- Concepts that are critical to college and career readiness

**On each assessment**

- Students read and analyze passages from authentic fiction and nonfiction texts

**Emphasizes the importance of**

- Close reading
- Synthesizing ideas within and across texts
- Determining the meaning of words and phrases in context
- Writing effectively when using and/or analyzing sources

## LITERARY ANALYSIS TASK (3-8)

Reading
- Literary Text
- Vocabulary

Writing
- Written Expression
- Knowledge of Language and Conventions

## ADDITIONAL PASSAGE SET (3-8)

Reading
- Literary Text
- Vocabulary

## Narrative Writing Task (3-9)

Reading
- Literary Text
- Vocabulary

Writing
- Written Expression
- Knowledge of Language and Conventions

## RESEARCH SIMULATION TASK (3-9)
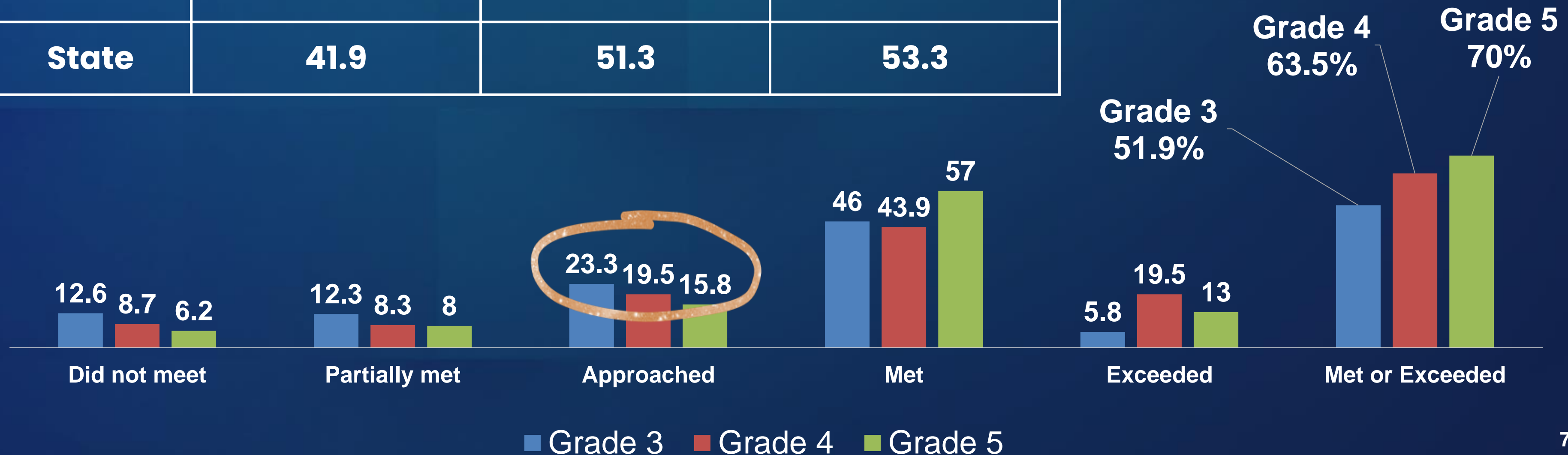
Reading
- Informational Text
- Vocabulary

Writing
- Written Expression
- Knowledge of Language and Conventions

## Multi-Tiered Systems of Support

- Framework for which teamed intervention services are provided to students, where we focus on the use of data to inform instructional practice.

- Academic Support / Reading Specialists

## Tiered Intervention

- Tier I - Differentiated Instruction

- Tier II – Academic Support
  - Refinement of Push-In Model (K-8)

- Tier III – Intensive Intervention
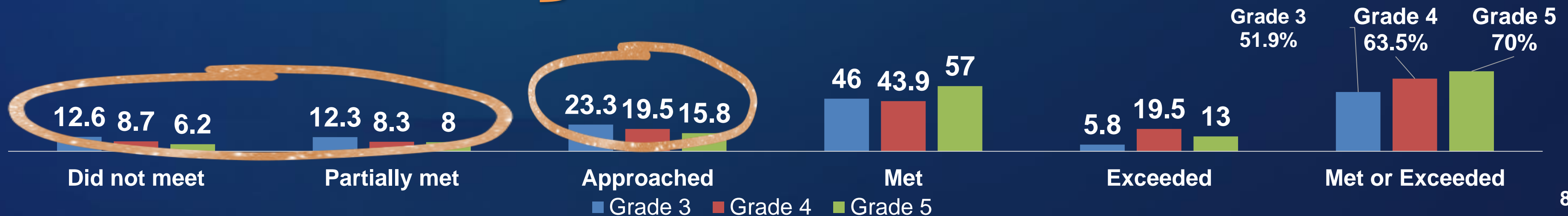  - Leveled Literacy Intervention
  - Multi-Sensory Instruction

## Instructional Strategies

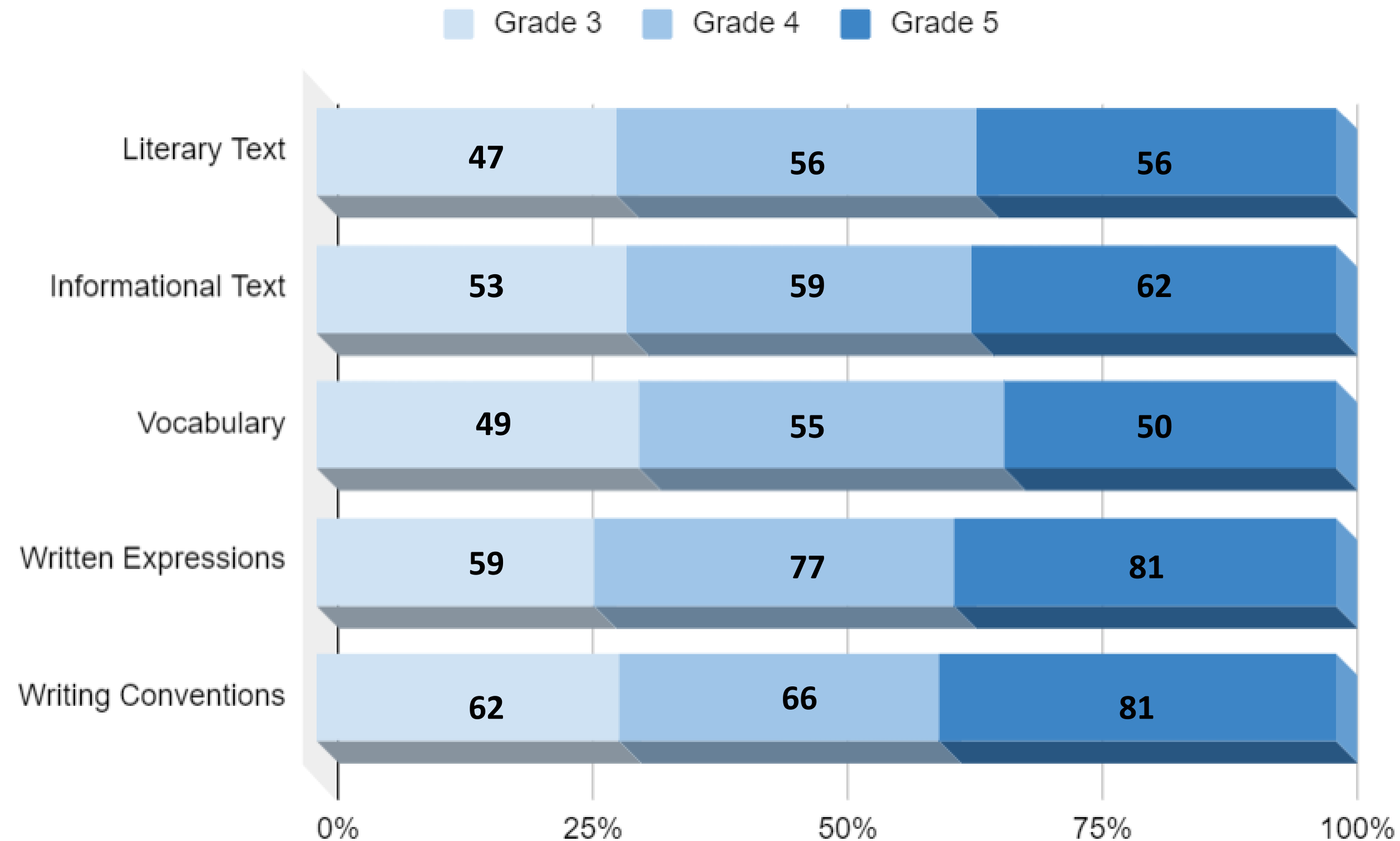- **ELA Content Area Strengths & Areas of Focus**

## Rutgers Center for Literacy and Development

- Coaching: Tier 1 classroom instruction
- Coaching: Modeling data driven small group instruction
- Coaching: Modeling specific lessons for
  - Heggerty Demo Lessons
  - Fundations (K-2)



Chart data:

| | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|
| Did not meet | 12.6 | 8.7 | 6.2 |
| Partially met | 12.3 | 8.3 | 8 |
| Approached | 23.3 | 19.5 | 15.8 |
| Met | 46 | 43.9 | 57 |
| Exceeded | 5.8 | 19.5 | 13 |

Grade 3 51.9%   Grade 4 63.5%   Grade 5 70%

Met or Exceeded

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# NJSLA Spring 2023
# ELA 3-5: Percentage Met or Exceeded Expectations by Cluster



Legend: Grade 3, Grade 4, Grade 5

| Cluster | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|
| Literary Text | 47 | 56 | 56 |
| Informational Text | 53 | 59 | 62 |
| Vocabulary | 49 | 55 | 50 |
| Written Expressions | 59 | 77 | 81 |
| Writing Conventions | 62 | 66 | 81 |

# K-5 Fountas & Pinnell Reading Benchmark Assessment
## *Spring 2023*

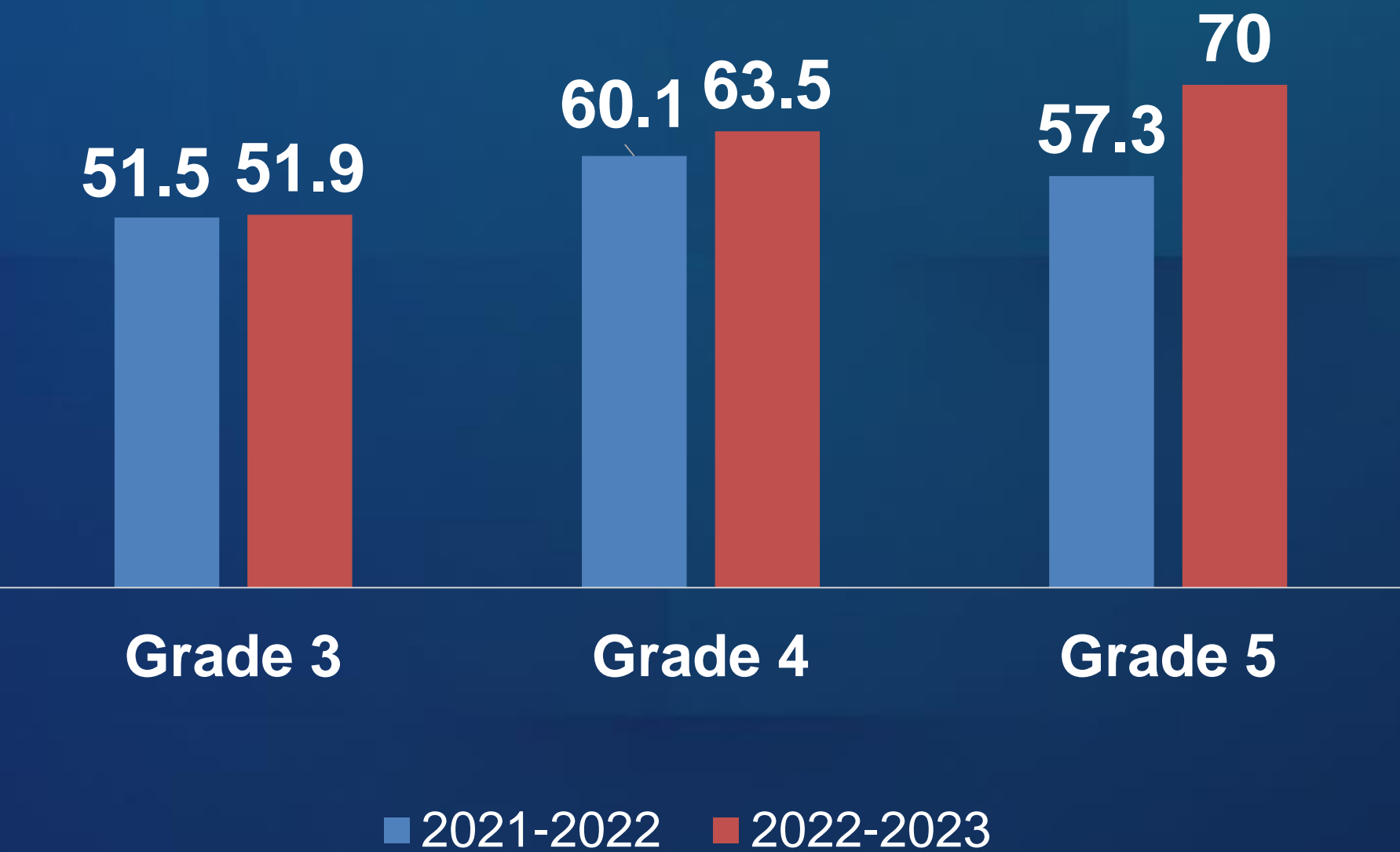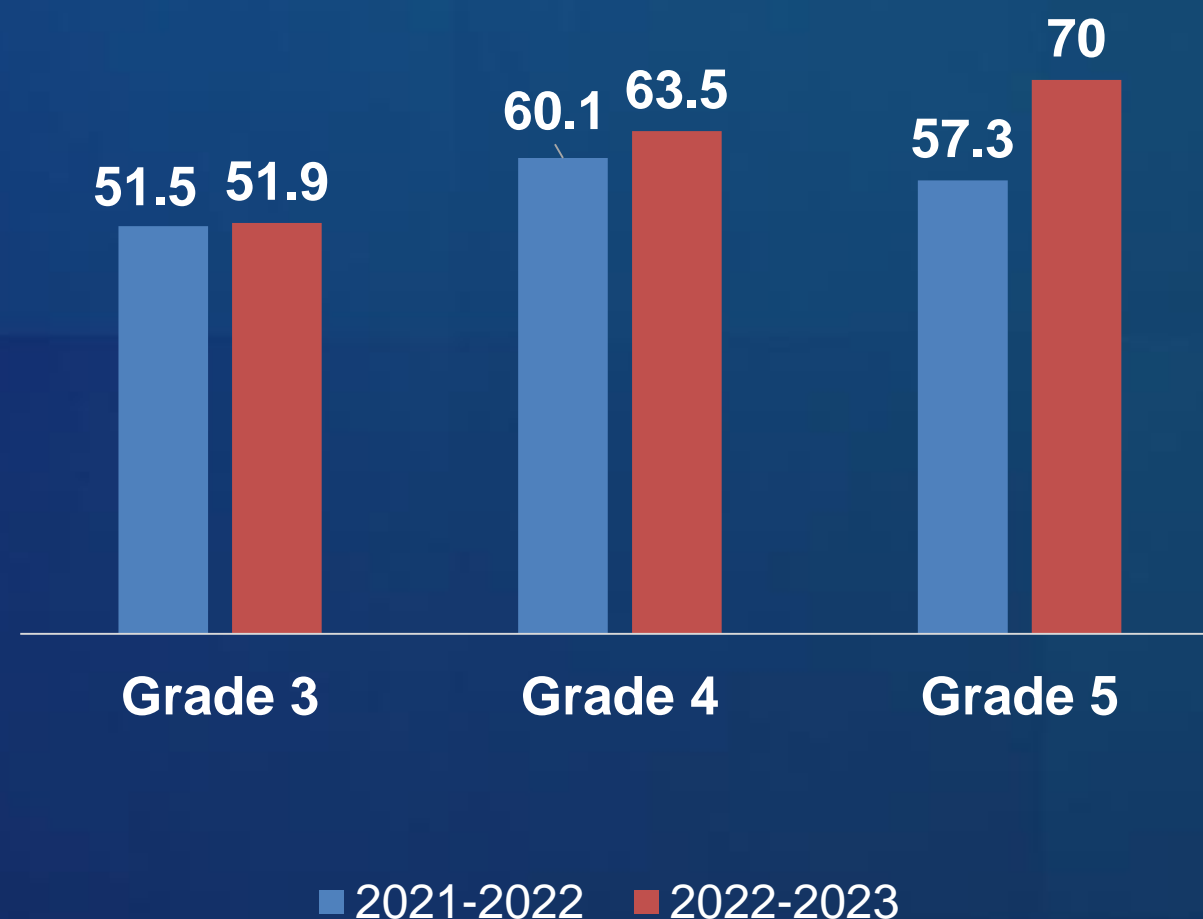| Elementary Grade Span K-5 | Below | Approaching | Meeting | Exceeding | Total Meeting / Exceeding |
|---|---|---|---|---|---|
| | 22.4 | 10.5 | 15.8 | 47.6 | 63.4 |
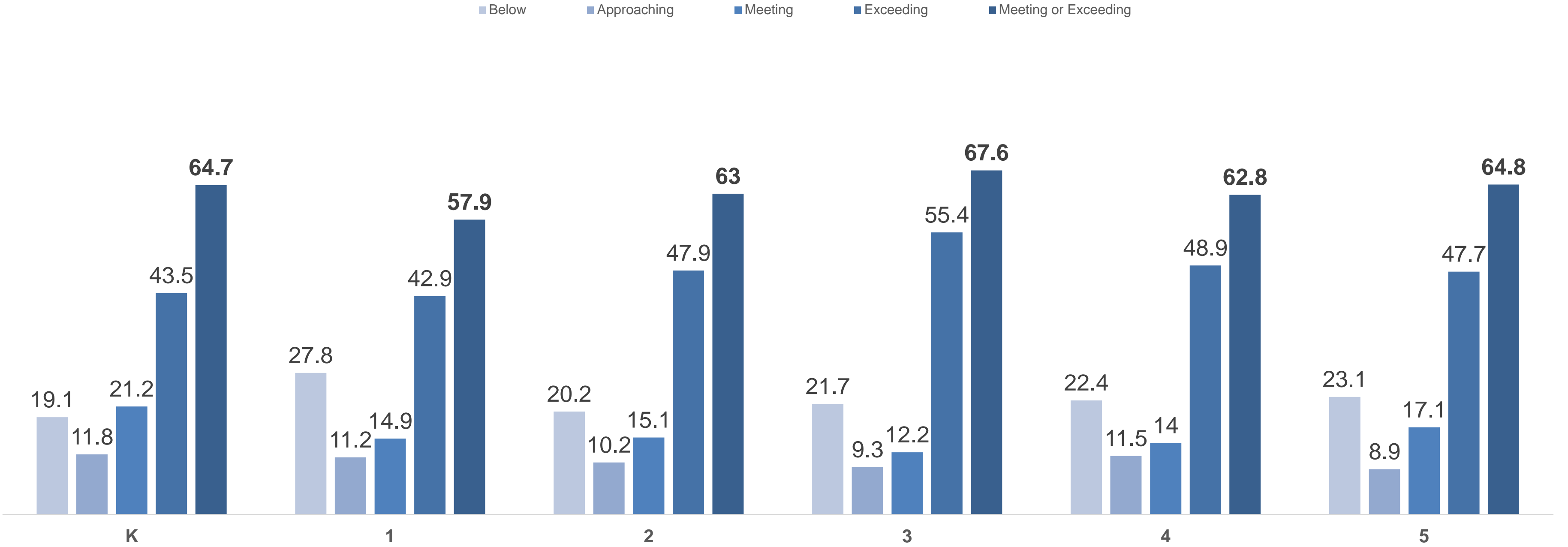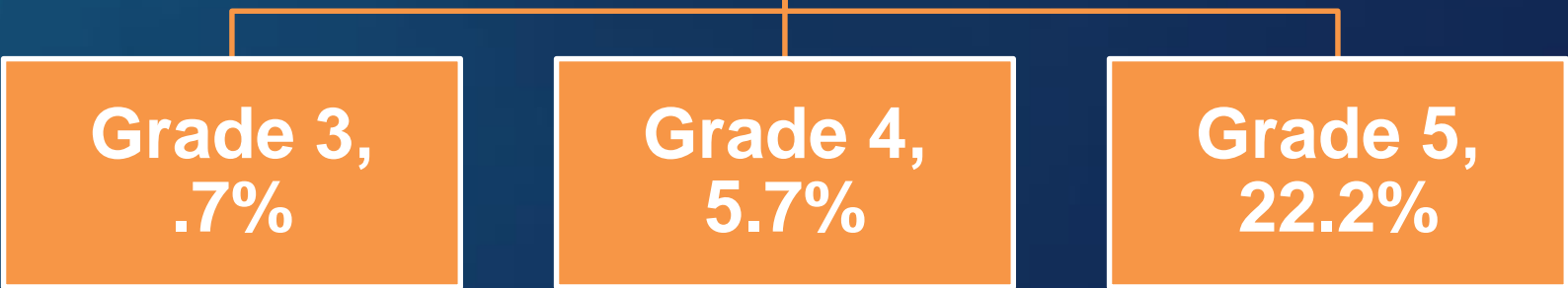
# NJSLA
## ELA 3-5

*Curriculum & Instruction K-5*
- Heggerty Phonemic Awareness Instruction (K-1)*
- Word Study Instruction in Grades 3-5
- Foundational Skills Fridays
- Decodable Texts for bookrooms at every school*
- i-Ready ELA Diagnostic for specific tiered intervention by standard (K-5)

**% Met or Exceeded**



| | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|
| 2021-2022 | 51.5 | 60.1 | 57.3 |
| 2022-2023 | 51.9 | 63.5 | 70 |

■ 2021-2022  ■ 2022-2023

*Reading Specialists & Instructional Coaching*
- Wilson Reading System
  - Certification for Reading Specialists (K-5)
- Wilson Fundations Leveled Facilitators
  - Teacher Coaching Support (K-2)
- Just Words (3-5)
- IMSE Morphology (3-5)

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# English Language Arts

**NJ Student Learning Standards for ELA** *(REVISED)*

- New standards adopted October 4, 2023

- For implementation September 2024

- NJDOE Professional Development for Administrators (November 2023)

- District Implementation Plan (December 2023)

    - In partnership with Inspired Instruction

        - District-wide professional development to unpack new standards, revisions, coding, ELA practices and revisions made to foundational skills for Reading and Writing (January through June 2024)

- Curriculum Revisions (Units 1-2 by June 2024, Fall/Winter 2024-2025)

# English Language Arts

**K-5 ELA Committee**

Committee Members
- Teachers (GenEd, SpEd, ESL, Reading Specialists, School and District Administrators)

Conducting a formal evaluation of the ELA program, to include curriculum, instructional components, instructional materials, and assessment, that:
- Align to newly revised NJSLS
- Address all of the pillars of instruction in literacy through an evidence-based English Language Literacy program
- Are grounded in scientific research literature and effective strategies for instruction in reading and writing

# English Language Arts

**K-5 ELA Committee, continued**

Fall 2023
- Action Planning
  - Evaluation tool (EdReports)
  - Establishing ELA priorities for review
  - Review ELA instructional programs and resources
  - Feedback loop (District-Wide)

Winter 2024
- ELA standards professional development
- Feedback loop (Community)
- Findings / Recommendations
- Material selections

Spring 2024
- Curriculum revisions begin
- Implementation plan
- Professional development plan

Summer 2024
- Curriculum development continues
- 2024-2025 Implementation

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# Literacy Academy

## WHY SHOULD I SIGN-UP?

- Build your literacy toolbox
- Sessions for teachers by teachers
- Learn new strategies
- Earn PD hours
- Snacks and raffles

## CLICK THE LINK BELOW FOR DETAILS

**READ MORE**

## LOCATION

West Orange BOE Central Office
179 Eagle Rock Ave, Second Floor
West Orange, NJ 07052

## SESSIONS OFFERED

- Tackling the Types & Tasks of State Tests
- Creating and Implementing Sound Walls in the K-2 Classroom
- Orthographic Mapping: Turning Words into Sight Words
- Get In...Get Out! Writing Strategies that Support Test Prep
- Developing Academic and Argumentative Thesis Statements
- Decodable Texts & Leveled Readers: Matching Text Type to Student Needs
- Incorporating Foundational Reading Skills within the Middle School ELA General Education Setting
- Reel Them In: Hooking Student Readers
- Finding the "Sparkle" in Small Group Instruction
- The Power of Read-Alouds
- Multisensory Strategies in Literacy for Middle and High School Students
- Morphology and Vocabulary Instructional Strategies
- Crossing Boundaries through Multidisciplinary Learning: Lessons from Finland
- Differentiation of Tier 1...If then... Strategies for Grades 3-5
- Reading Between the Lines: Supporting comprehension and building community through book clubs
- Eduprotocols: Streamlining Instruction, Impact & Engagement
- Providing Targeted Feedback Through Writing Conferences
- Developing Text Dependent Questions
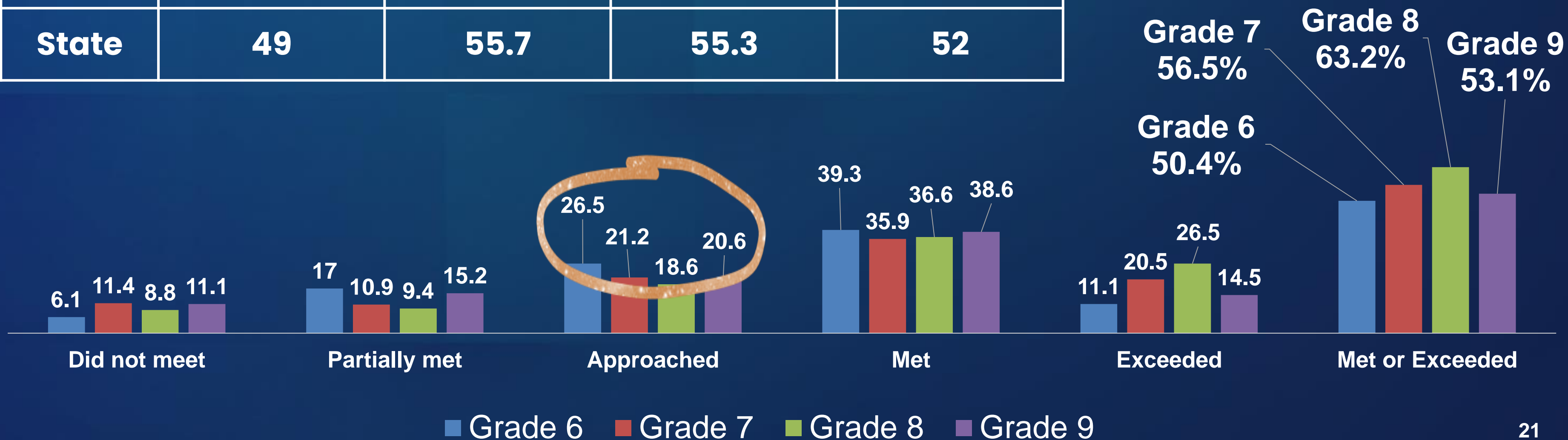
# ENGLISH LANGUAGE ARTS

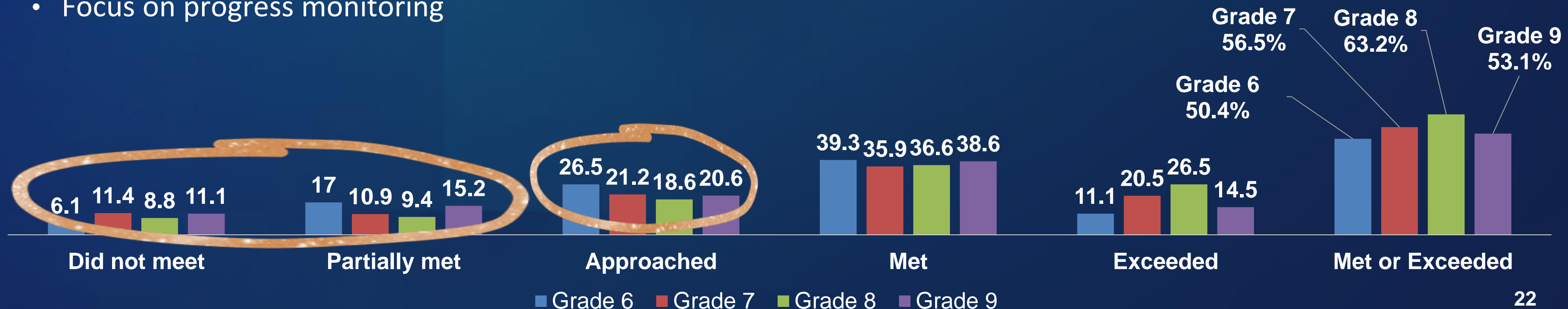## Grades 6-9

## Multi-Tiered Systems of Support

- Additional Academic Support teacher in LMS and RMS
- Tiered Intervention with a focus on Tier 2 and 3 interventions for academic support students (6–8)
- Multi-Sensory Instruction (6-8)

## Instructional Strategies

- **ELA Content Area Strengths & Areas of Focus**

## American Institutes for Research Center on Multi-Tiered Systems of Support

- MTSS Training for Middle School Academic Support Teachers
  - Intervention framework specific to middle school students
  - Focus on progress monitoring

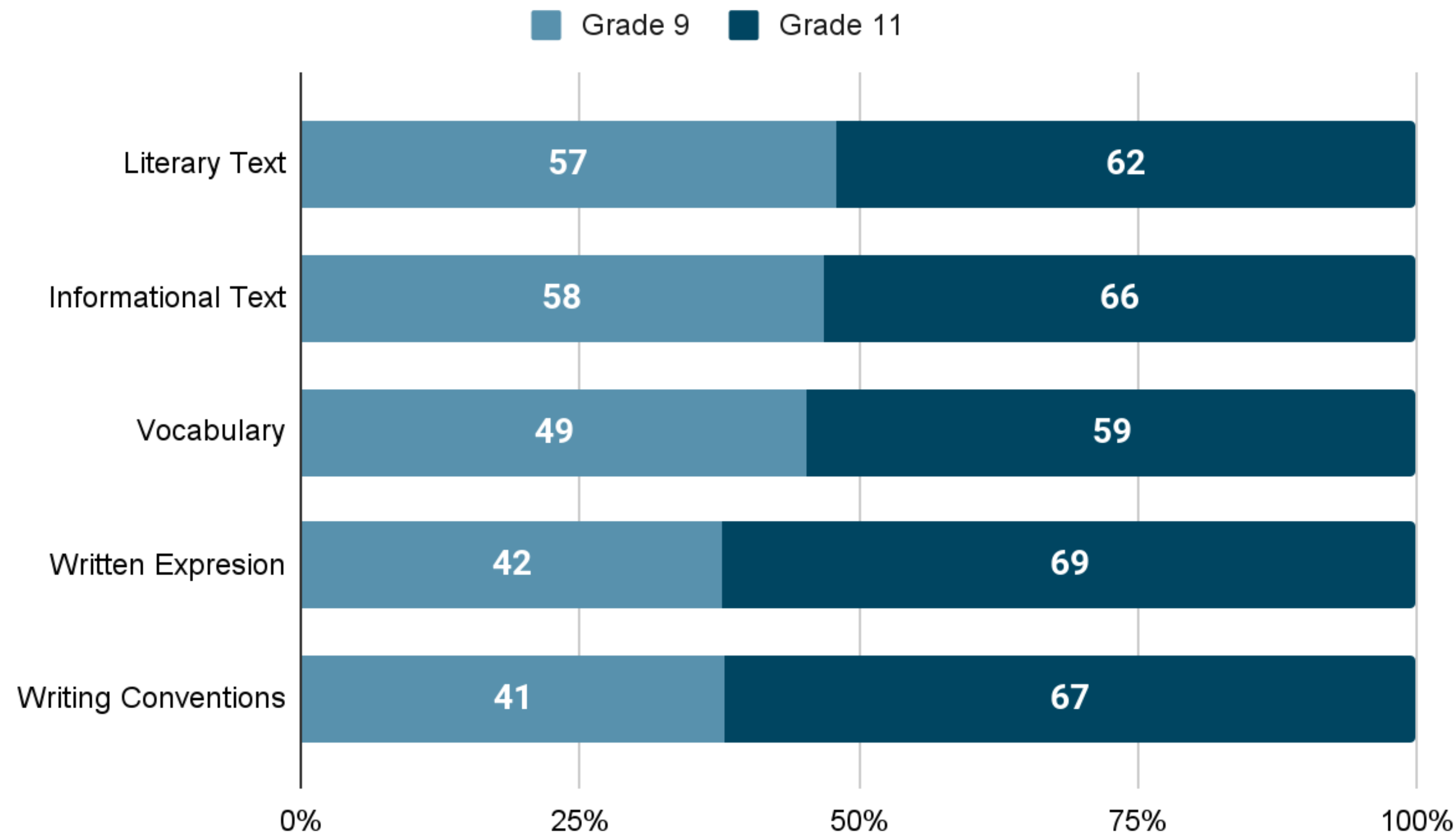| | Did not meet | Partially met | Approached | Met | Exceeded | Met or Exceeded |
|---|---|---|---|---|---|---|
| Grade 6 | 6.1 | 17 | 26.5 | 39.3 | 11.1 | 50.4% |
| Grade 7 | 11.4 | 10.9 | 21.2 | 35.9 | 20.5 | 56.5% |
| Grade 8 | 8.8 | 9.4 | 18.6 | 36.6 | 26.5 | 63.2% |
| Grade 9 | 11.1 | 15.2 | 20.6 | 38.6 | 14.5 | 53.1% |

NJSLA Spring 2023
ELA 6-8: Percentage Met or Exceeded Expectations by Cluster
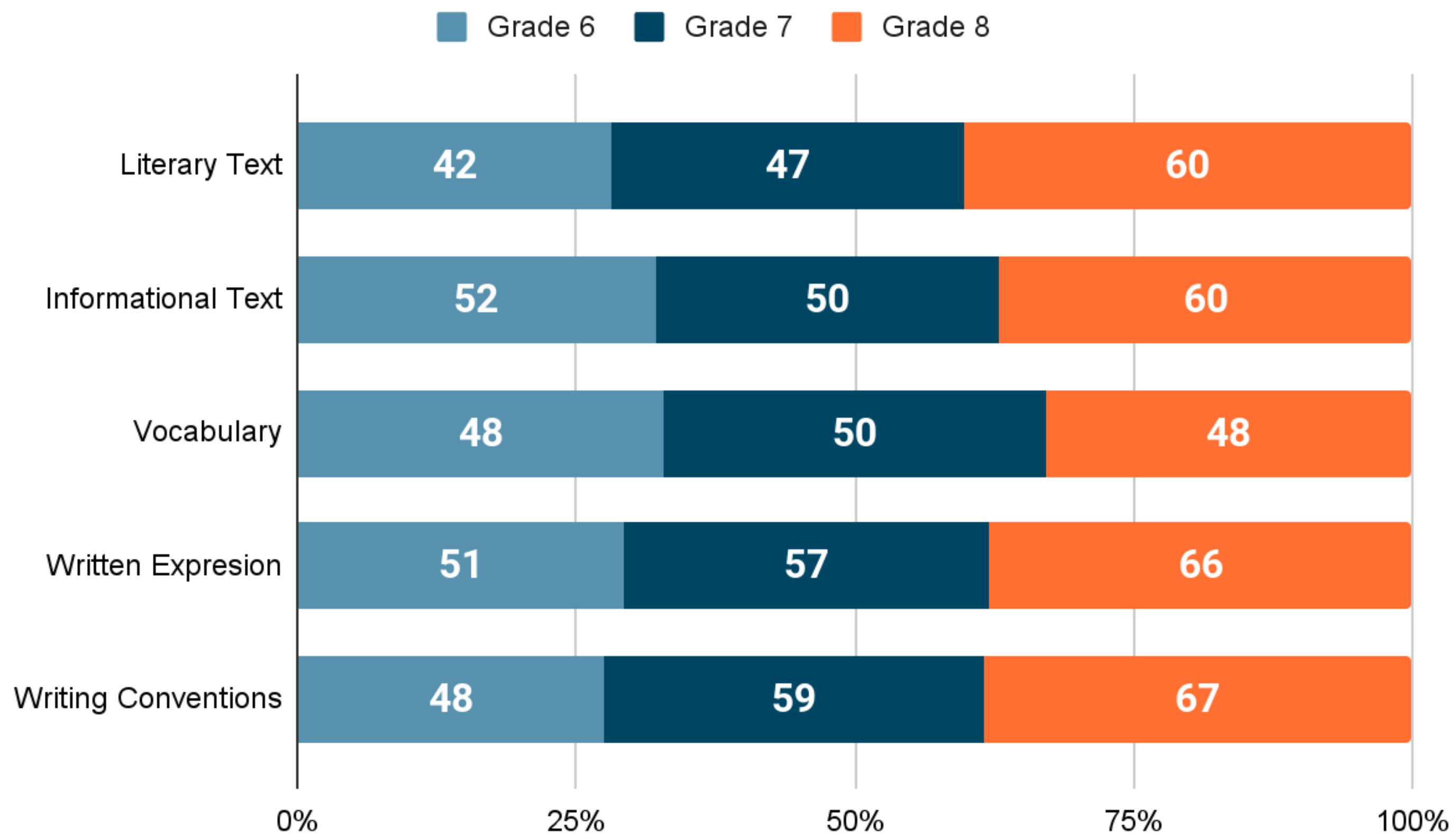
NJSLA/NJGPA Spring 2023
ELA 9,11: Percentage Met or Exceeded Expectations by Cluster
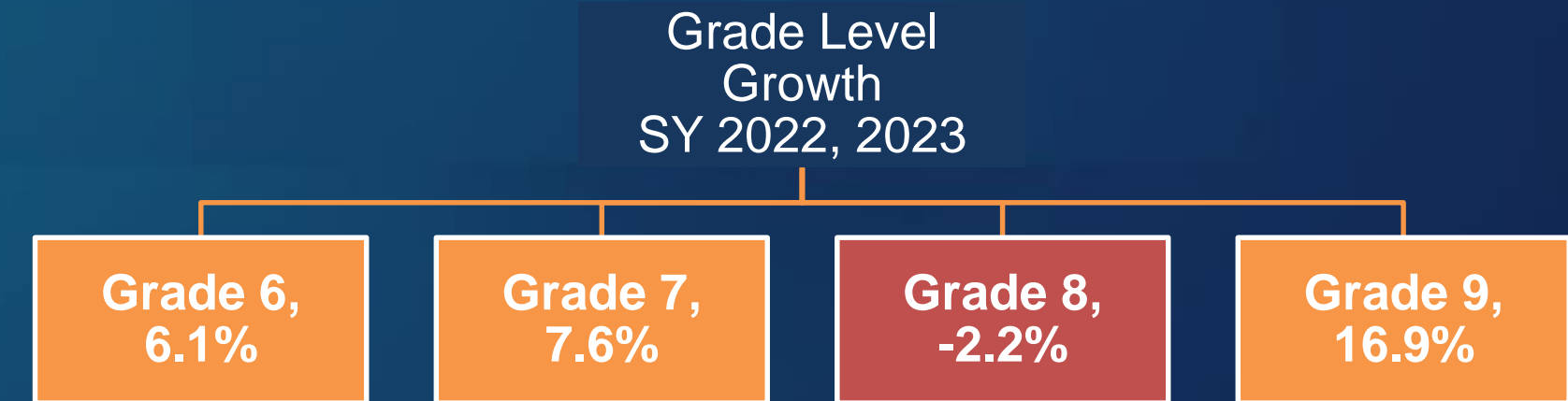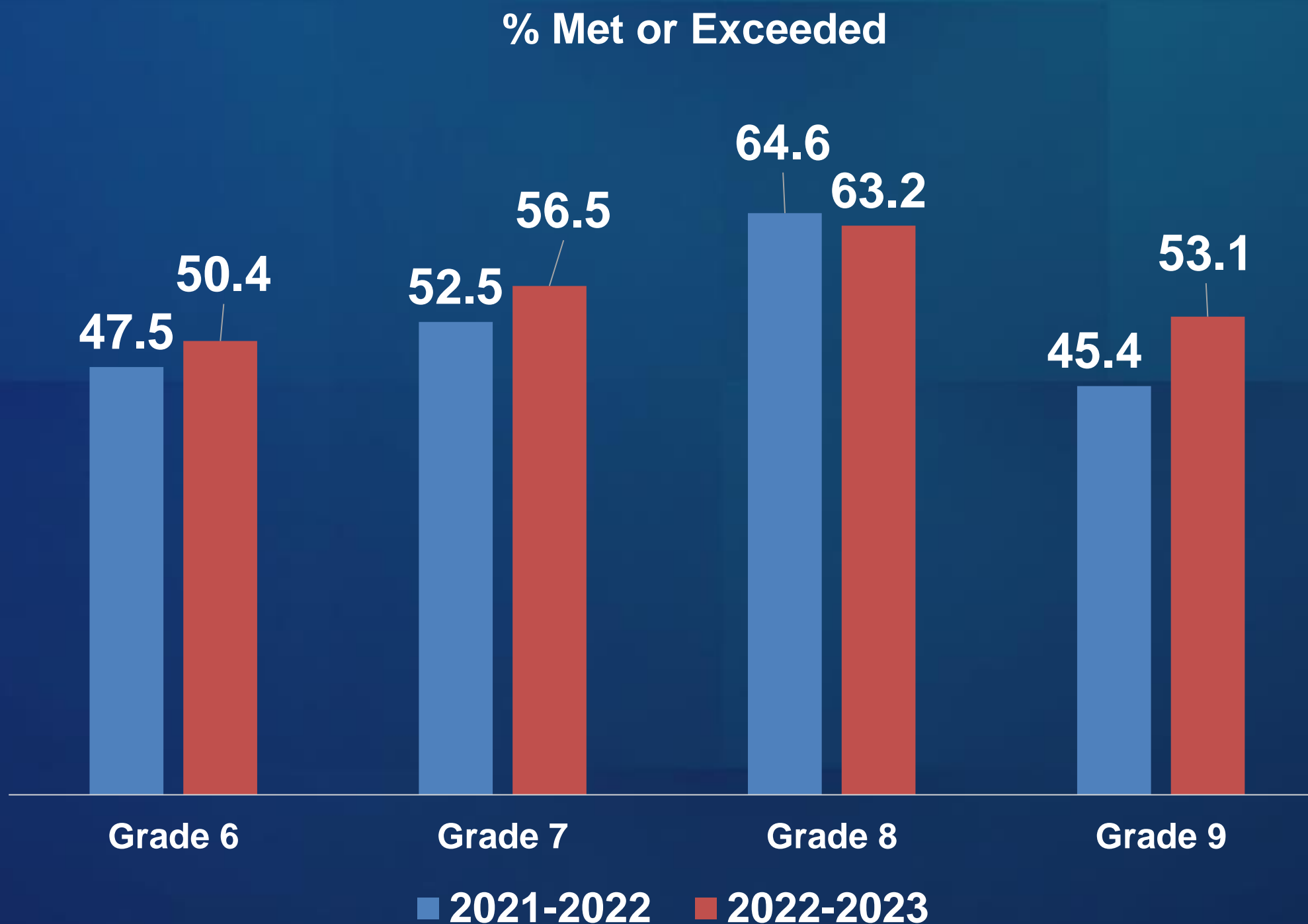
# NJSLA
## ELA 6–9

**% Met or Exceeded**



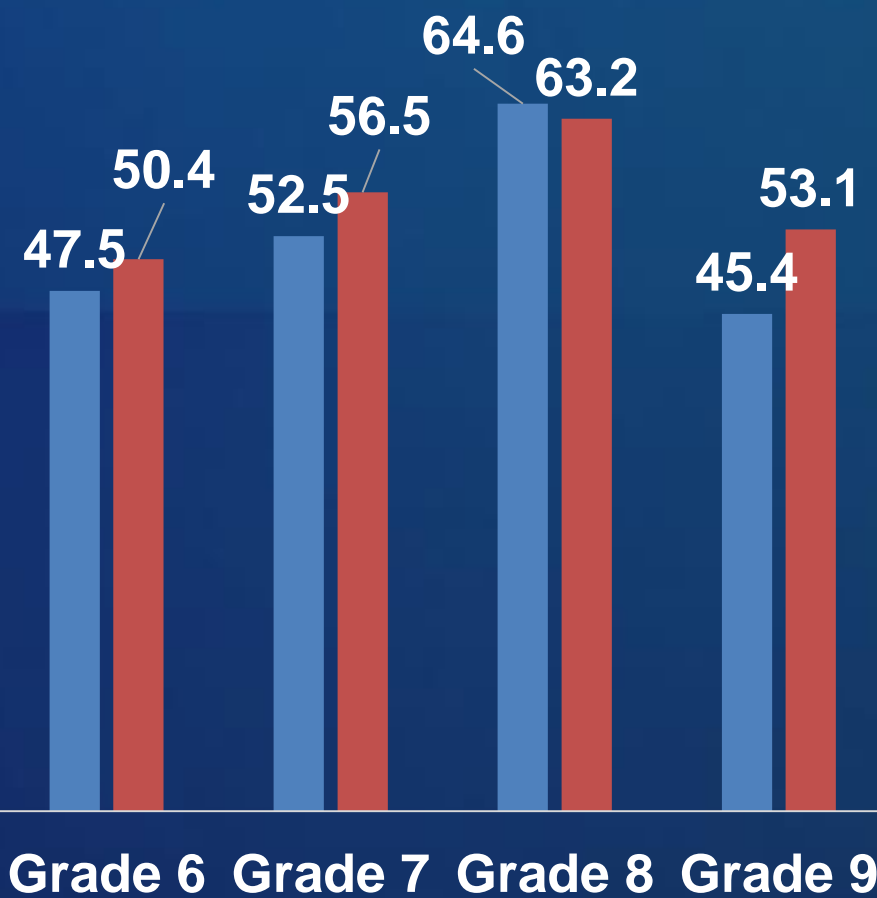Grade 6 | Grade 7 | Grade 8 | Grade 9

- 47.5 / 50.4 (Grade 6)
- 52.5 / 56.5 (Grade 7)
- 64.6 / 63.2 (Grade 8)
- 45.4 / 53.1 (Grade 9)

■ 2021-2022   ■ 2022-2023

## Curriculum, Instruction & Assessment

- New curriculum in middle school
  - Fewer units, more time to process and practice
  - Test Prep as Genre Mini Unit as added practice prior to state assessment
- Using Student Data to Drive Instruction (NJSLA/NJGPA/ District/Classroom)
- iReady Diagnostic and progress monitoring, Academic Support 6-8
- CommonLit Assessment Series: Reading benchmarks

## *Rutgers Center for Literacy and Development School Transitions*

- Vertical Articulation Meetings
- Understanding shifts in ELA standards and instructional approaches from elementary to middle school
- Grades 5 to 6, 6 to 7

## *Reading and Writing Informational Text for ELA (9-12) and Social Studies Teachers (6-12)*

- Targets strengthening student ability in RI, RST and RH standards and RST writing task
- Promotes reading and writing across all content areas
- Provides consistent language and instructional delivery across grades and content areas

# WHY SHOULD I SIGN-UP?

- Build your literacy toolbox
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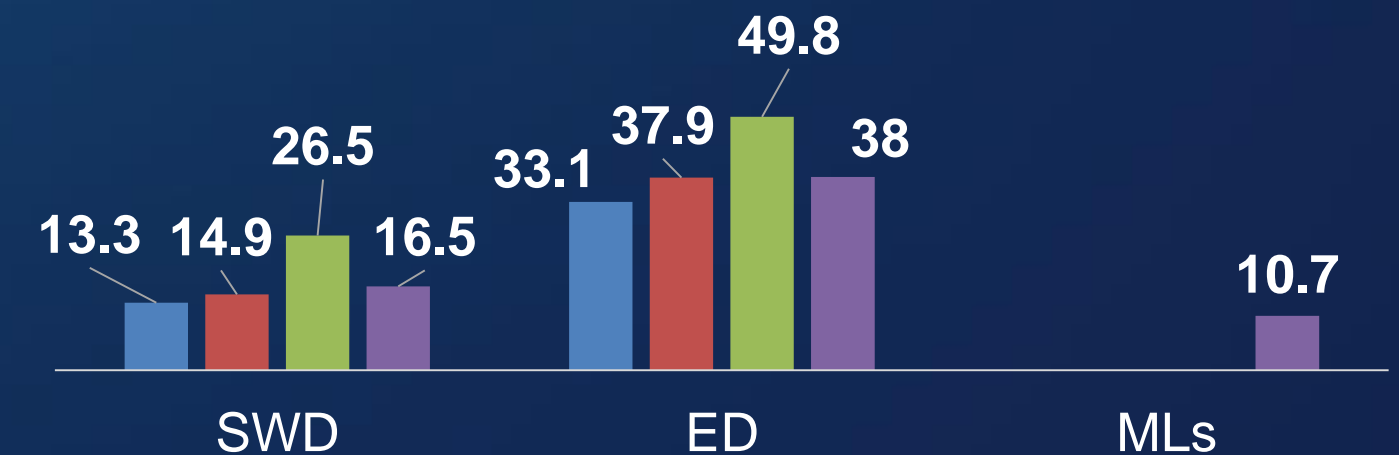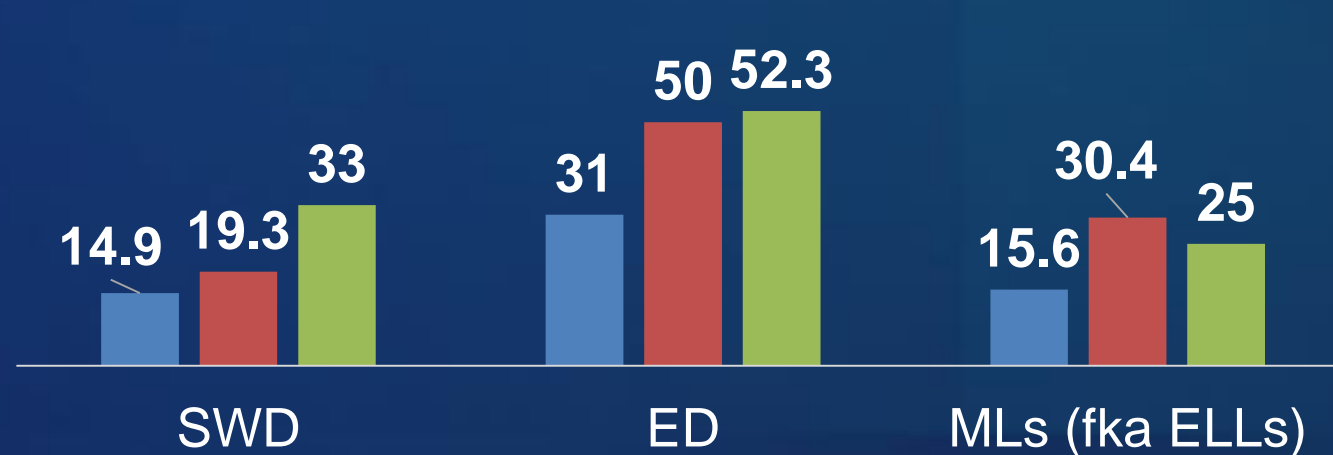- Developing Text Dependent Questions

# NJSLA
# SPRING 2023
# ELA 3-9

# Performance
# By subgroup*

**\*Performance for subgroups with fewer than 10 students is not represented.**

| Student Groups | % Met or Exceeded Expectations | | |
| --- | --- | --- | --- |
| | Grade 3 | Grade 4 | Grade 5 |
| District | 51.9 | 63.5 | 70 |

| Student Groups | % Met or Exceeded Expectations | | | |
| --- | --- | --- | --- | --- |
| | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| District | 50.4 | 56.5 | 63.2 | 53.1 |



SWD — Grade 3: 14.9, Grade 4: 19.3, Grade 5: 33
ED — Grade 3: 31, Grade 4: 50, Grade 5: 52.3
MLs (fka ELLs) — Grade 3: 15.6, Grade 4: 30.4, Grade 5: 25

■ Grade 3  ■ Grade 4  ■ Grade 5



SWD — Grade 6: 13.3, Grade 7: 14.9, Grade 8: 26.5, Grade 9: 16.5
ED — Grade 6: 33.1, Grade 7: 37.9, Grade 8: 49.8, Grade 9: 38
MLs — Grade 9: 10.7

■ Grade 6  ■ Grade 7  ■ Grade 8  ■ Grade 9

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# Performance by subgroup*

**\*Performance for subgroups with fewer than 10 students is not represented.**

## *Individualized Education Plans*

- Specialized instructional settings for students with individualized goals based on student need
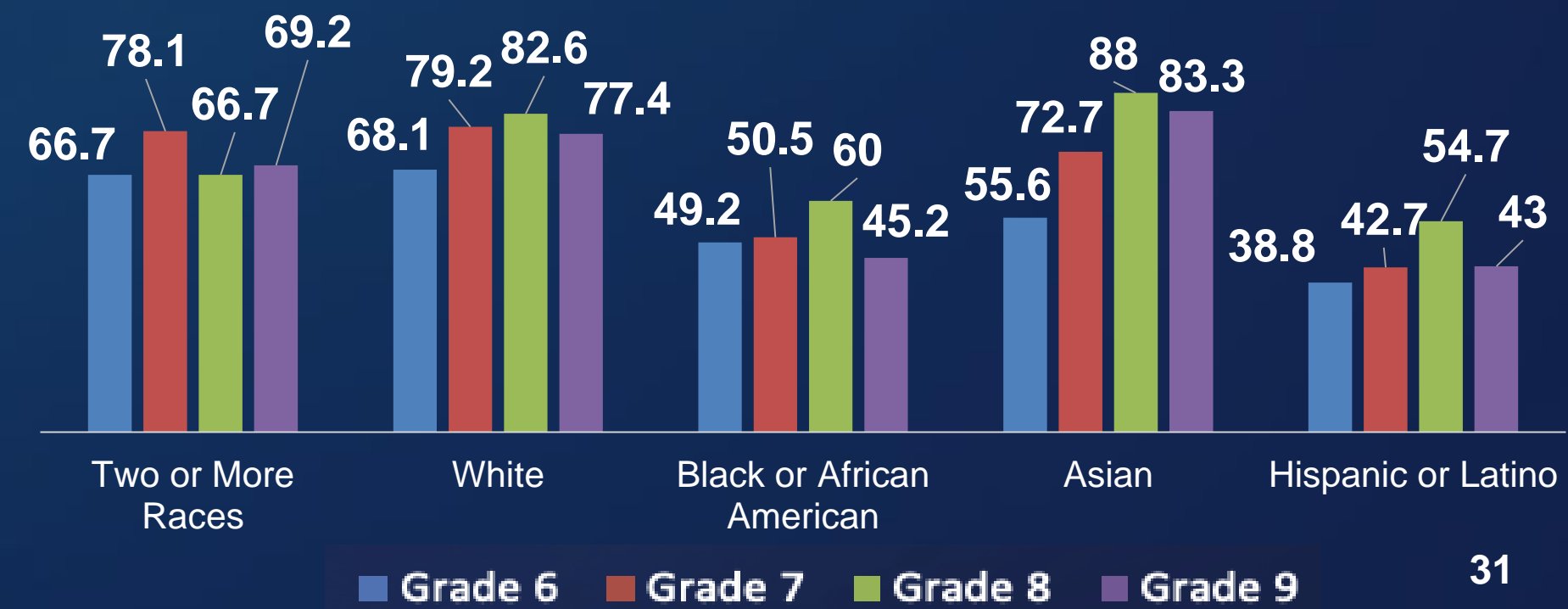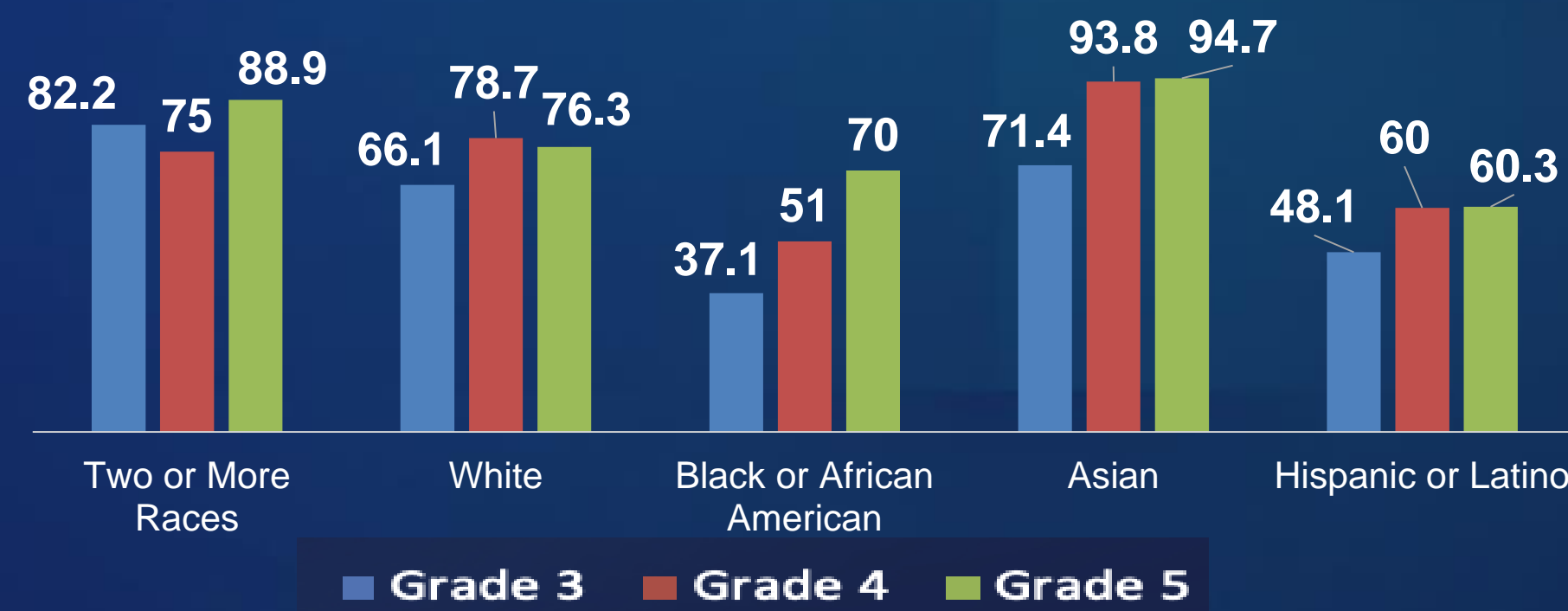
## *Additional Supports K-5*

- AM/PM Tutorials (K-5)
- Homework Club (K-5) Title 1 Schools
- Summer Integrated Academic Acceleration (Rising, Grades 1-5)

## *Sheltered Instruction for Multilingual Learners*

- Specific instructional strategies for multilingual learners in the general education classroom

## *Additional Supports 6-12*

- PAPER Online Tutoring Program (6-8)
- WOHS Writing Centers (9-12)
- During Lunch & After School
  - Support provided for all high school students after school 2x week from September - May

### Left chart (Grades 3, 4, 5)

| Subgroup | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|
| Two or More Races | 82.2 | 75 | 88.9 |
| White | 66.1 | 78.7 | 76.3 |
| Black or African American | 37.1 | 51 | 70 |
| Asian | 71.4 | 93.8 | 94.7 |
| Hispanic or Latino | 48.1 | 60 | 60.3 |

### Right chart (Grades 6, 7, 8, 9)

| Subgroup | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
|---|---|---|---|---|
| Two or More Races | 66.7 | 78.1 | 66.7 | 69.2 |
| White | 68.1 | 79.2 | 82.6 | 77.4 |
| Black or African American | 49.2 | 50.5 | 60 | 45.2 |
| Asian | 55.6 | 72.7 | 88 | 83.3 |
| Hispanic or Latino | 38.8 | 42.7 | 54.7 | 43 |

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# Supports for Multilingual Learners

**K-12**

- PD for ESL teachers on the use of data, instructional resources, guided reading and guided writing to target specific student reading and writing outcomes, to include Fast ForWord and iReady Reading
- Fast ForWord and iReady reading program and resources embedded in ESL instruction to support differentiation of literacy instruction.

**2-5**

- ML after school programs targeting specific ML literacy and language development will be implemented beginning in November.
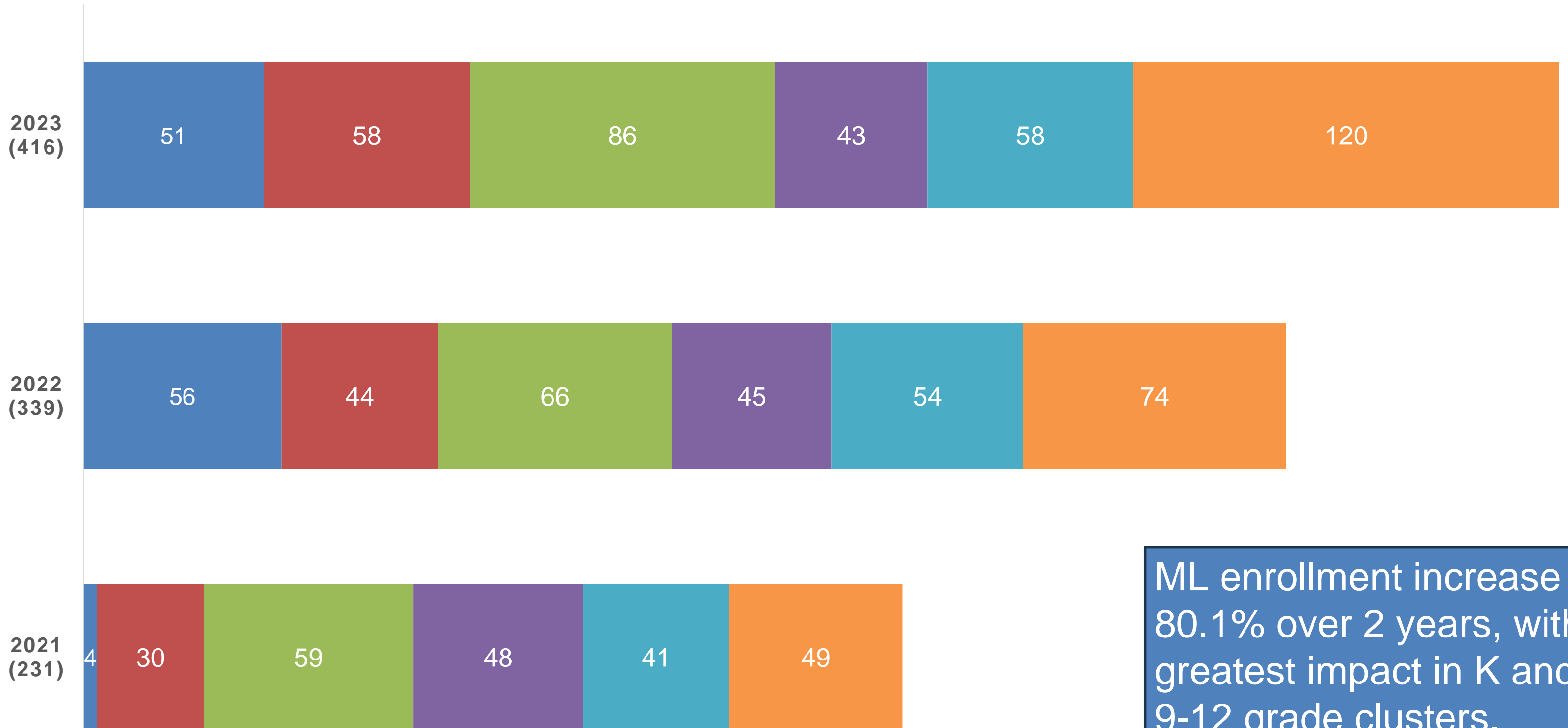
**6-8**

- ML after school tutorial program will support students in literacy and language development in ESL, Math, Science and Social Studies.

**9-12**

- Implementation of Rosetta Stone Online program will be utilized to support differentiation of language development across 4 domains of Listening, Speaking, Reading, and Writing.

Multilingual Learner
End-of-Year Enrollment Over 3 Years

Kindergarten  Grade 1  Grades 2-3  Grades 4-5  Grades 6-8  Grades 9-12

**2023 (416):** 51 | 58 | 86 | 43 | 58 | 120

**2022 (339):** 56 | 44 | 66 | 45 | 54 | 74

**2021 (231):** 4 | 30 | 59 | 48 | 41 | 49

22.7%

46.8%

ML enrollment increase of 80.1% over 2 years, with greatest impact in K and 9-12 grade clusters.

Multilingual Learner
# of Transfer Students after the 1st day of School

Grade 1 · Grades 2-3 · Grades 4-5 · Grades 6-8 · Grades 9-12

2023 (165): 46, 21, 18, 27, 53
2022 (128): 3, 57, 16, 20, 32
2021 (60): 35, 9, 3, 13
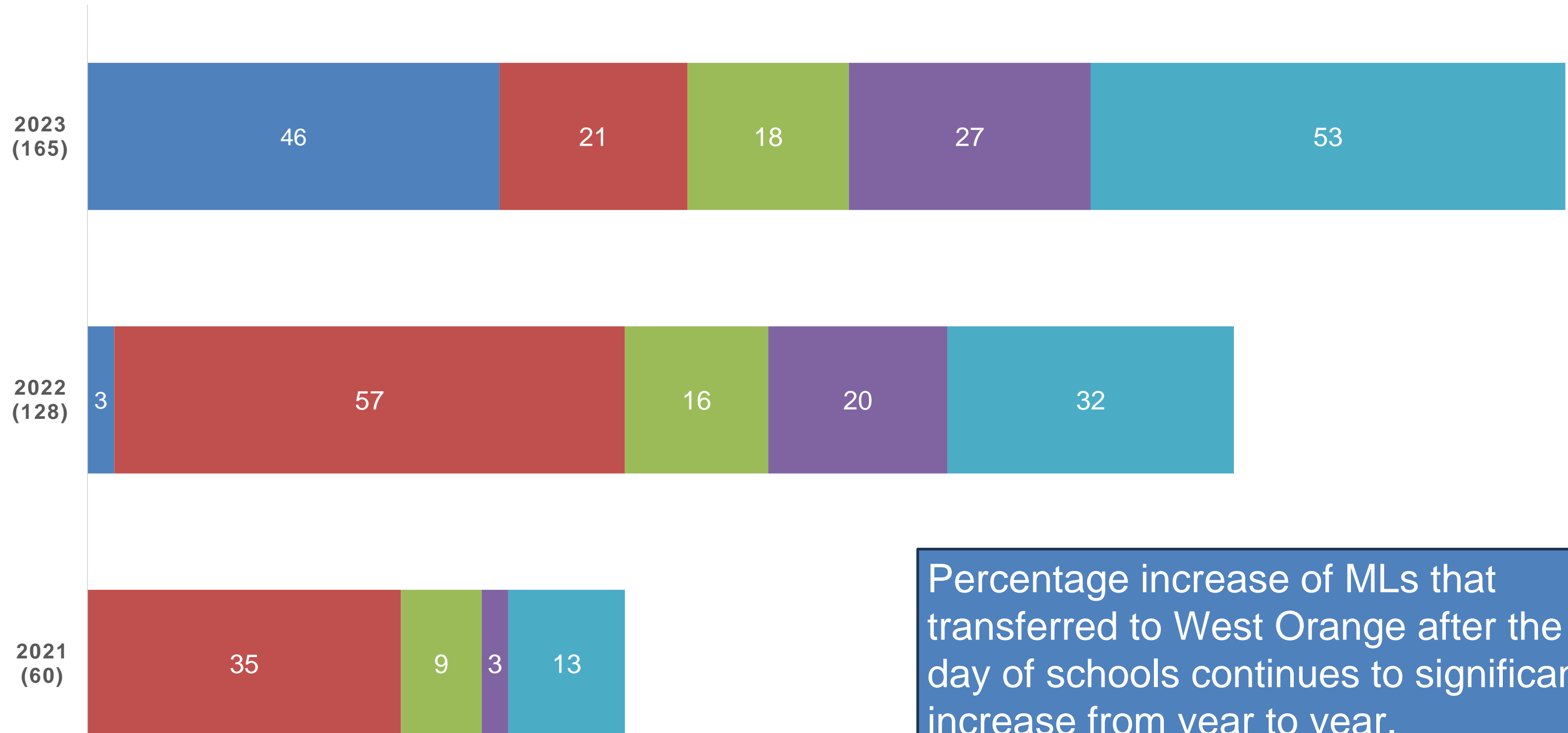
Percentage increase of MLs that transferred to West Orange after the first day of schools continues to significantly increase from year to year.
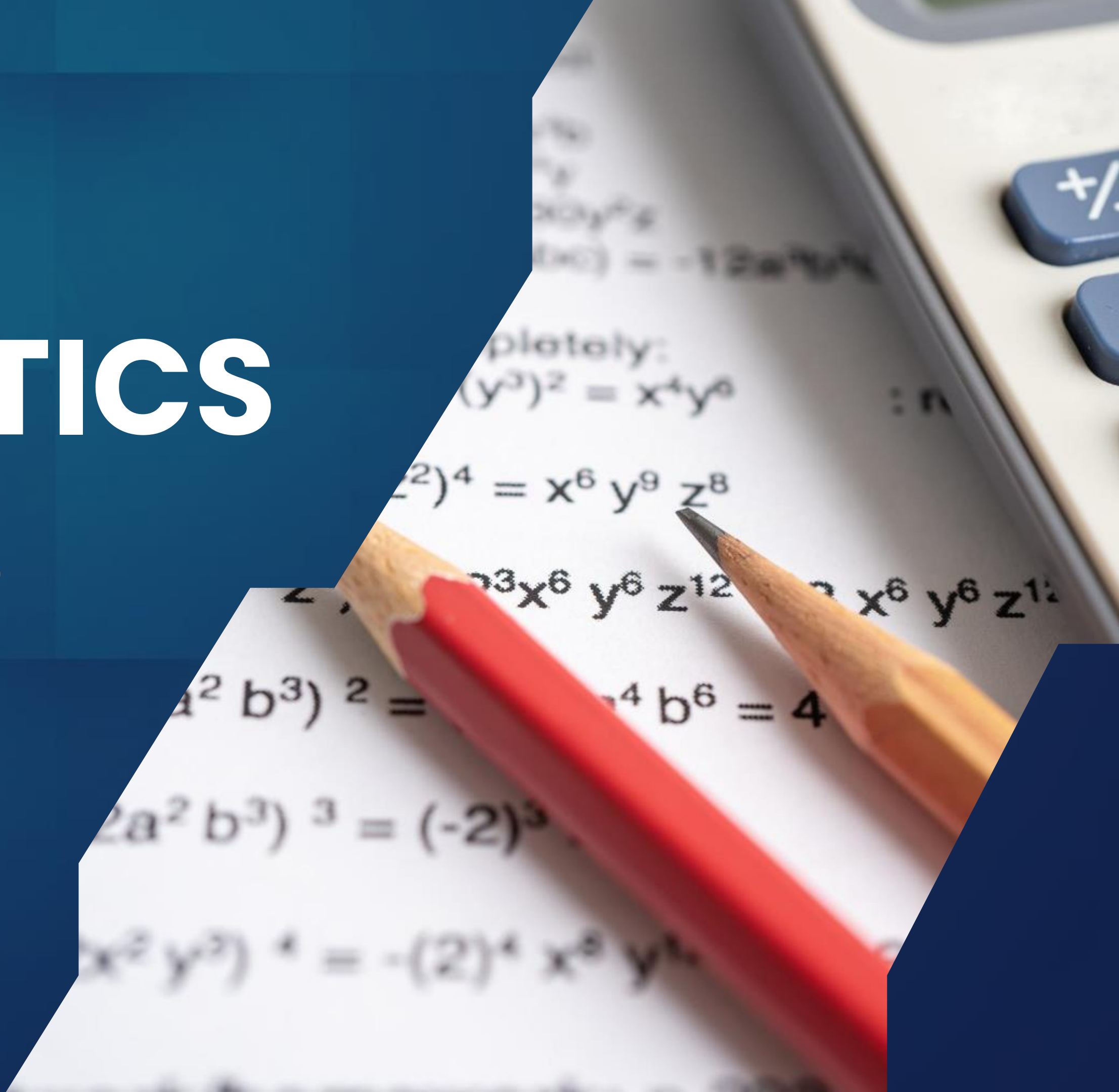
**Summative assessment that measures student proficiency with**

- Grade or course-level skills
- Knowledge
- Practices
- Concepts that are critical to college and career readiness

**On each assessment**

- 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

# NJSLA: MATHEMATICS

**NUMBER AND OPERATIONS IN BASE 10**

**NUMBER AND OPERATIONS – FRACTIONS**

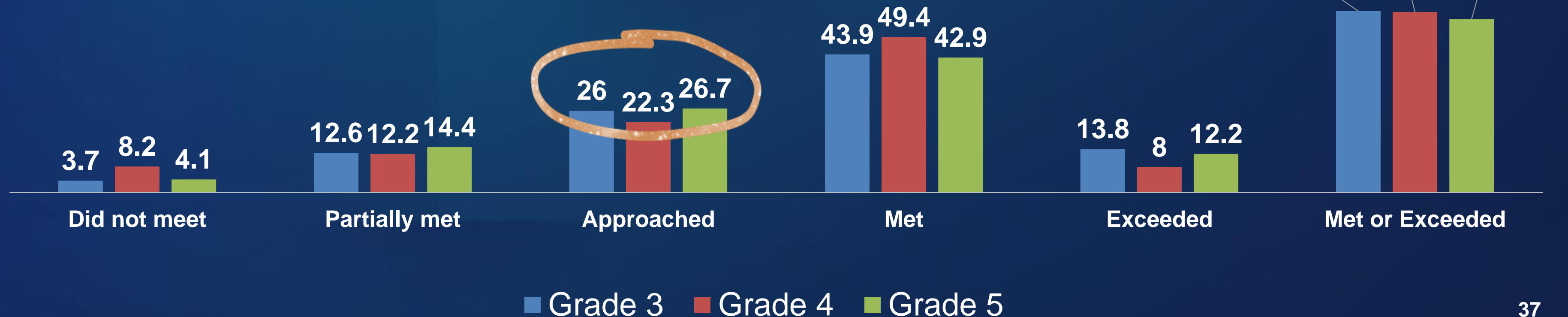**OPERATIONS AND ALGEBRAIC THINKING**

**MEASUREMENT AND DATA**

**GEOMETRY**

# NJSLA SPRING 2023 MATH 3-5

# DISTRICT STATE COMPARISON

| Student Groups | % Met or Exceeded Expectations | | |
|---|---|---|---|
| | Grade 3 | Grade 4 | Grade 5 |
| District | 57.7 | 57.4 | 55.1 |
| State | 45.9 | 44.4 | 40 |

Grade 3 57.7%

Grade 4 57.4%

Grade 5 55.1%

| | Did not meet | Partially met | Approached | Met | Exceeded | Met or Exceeded |
|---|---|---|---|---|---|---|
| Grade 3 | 3.7 | 12.6 | 26 | 43.9 | 13.8 | |
| Grade 4 | 8.2 | 12.2 | 22.3 | 49.4 | 8 | |
| Grade 5 | 4.1 | 14.4 | 26.7 | 42.9 | 12.2 | |

■ Grade 3  ■ Grade 4  ■ Grade 5
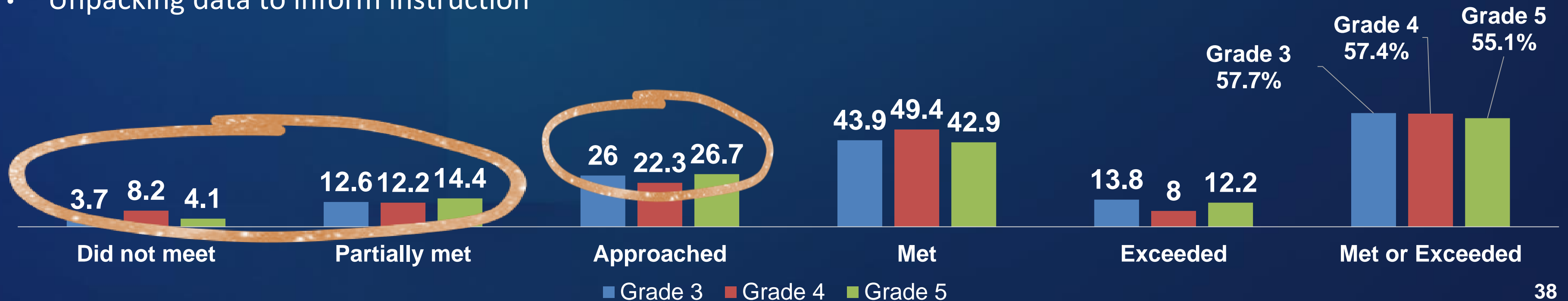
*Multi-Tiered Systems of Support*

- Academic Support
- Tiered Intervention
  - Tier I - Differentiated Instruction
  - Tier II - Academic Support
  - Tier II - Intensive Intervention

*Instructional Strategies*

- **MATH Content Area Strengths & Areas of Focus**
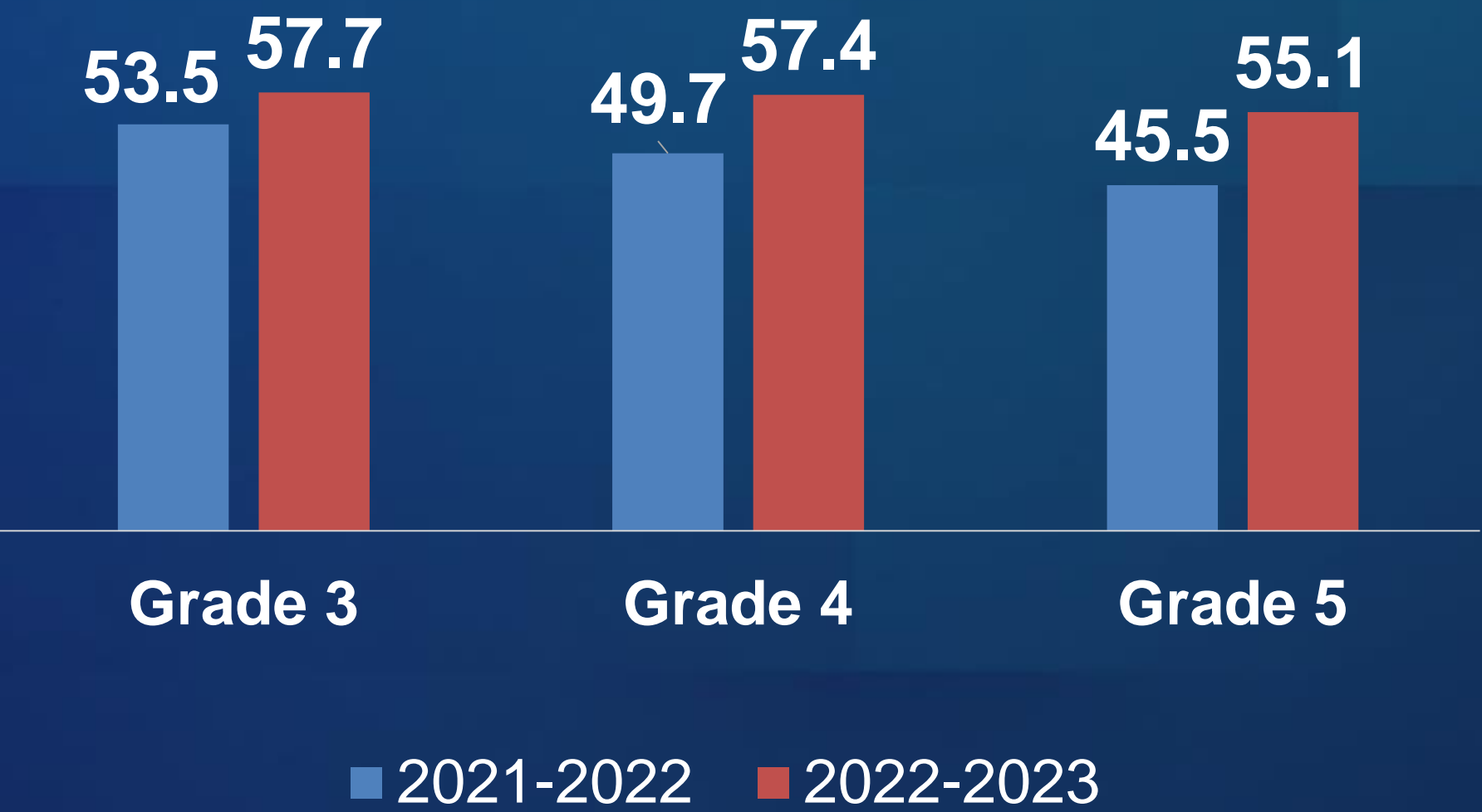
**Instructional Coaching**

- Coaching, modeling, instructional strategies and support in the math classroom (K-5)
- Classroom visits to identify instructional needs, support teacher development and implementation of Ready Classroom
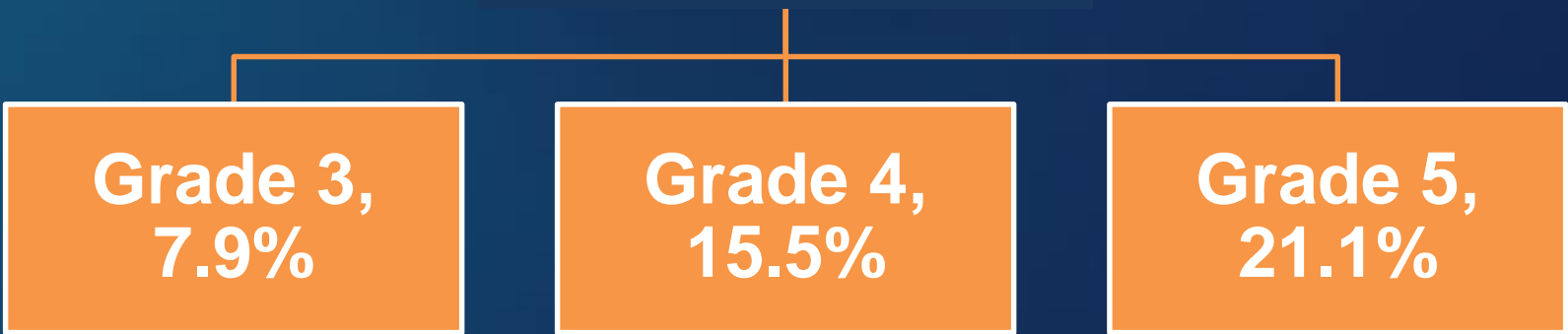- Unpacking data to inform instruction

Grade 3
57.7%

Grade 4
57.4%

Grade 5
55.1%

| | Did not meet | Partially met | Approached | Met | Exceeded | Met or Exceeded |
|---|---|---|---|---|---|---|
| Grade 3 | 3.7 | 12.6 | 26 | 43.9 | 13.8 | |
| Grade 4 | 8.2 | 12.2 | 22.3 | 49.4 | 8 | |
| Grade 5 | 4.1 | 14.4 | 26.7 | 42.9 | 12.2 | |

■ Grade 3  ■ Grade 4  ■ Grade 5

**NJSLA**
**MATH 3-5**

# 2 Year Comparison
## Spring 2022, 2023

**% Met or Exceeded**

53.5 | 57.7 | 49.7 | 57.4 | 45.5 | 55.1

Grade 3 | Grade 4 | Grade 5

■ 2021-2022  ■ 2022-2023

Grade Level Growth
SY 2022, 2023

| Grade 3, 7.9% | Grade 4, 15.5% | Grade 5, 21.1% |

| % Student Growth Over 1 Year | |
|---|---|
| Growth from 3rd to 4th grade | **7.3%** |
| Growth from 4th to 5th grade | **10.9%** |

# NJSLA
## MATH 3–5

### % Met or Exceeded



Grade 3: 53.5, 57.7
Grade 4: 49.7, 57.4
Grade 5: 45.5, 55.1

■ 2021-2022   ■ 2022-2023
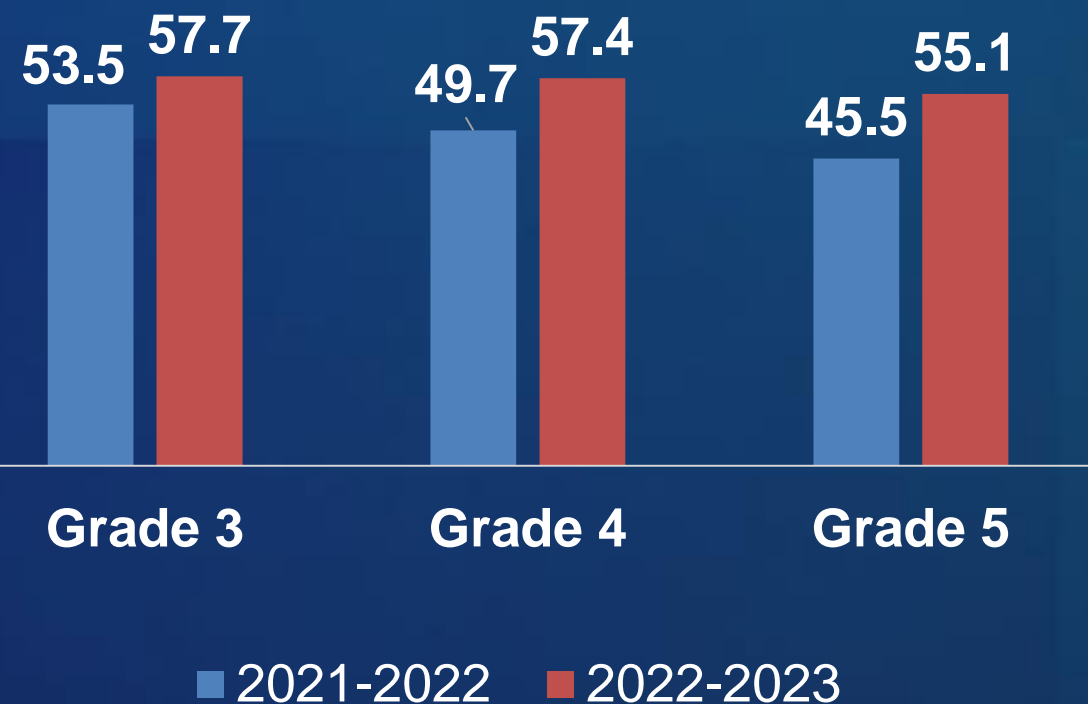
## Curriculum, Instruction & Assessment

- Year 1 Implementation: i-Ready Classroom Mathematics

- Increased intentionality on areas of focus:
  - ➢ Math proficiency, reasoning, justifying and critiquing skills through intentional student discourse and modeling of math concepts to support solving multi-step word problems in context
  - ➢ Mathematical vocabulary development aligned to research;
  - ➢ Practice including Fluency Skills in problem-solving context via print and electronic resources

- Actionable student-focused data-to-drive-instruction

- My Path Individual Learning to address gaps in content trajectories and can also provide enrichment and promotes student engagement through student agency.

- Student Dashboard supporting home/school connection
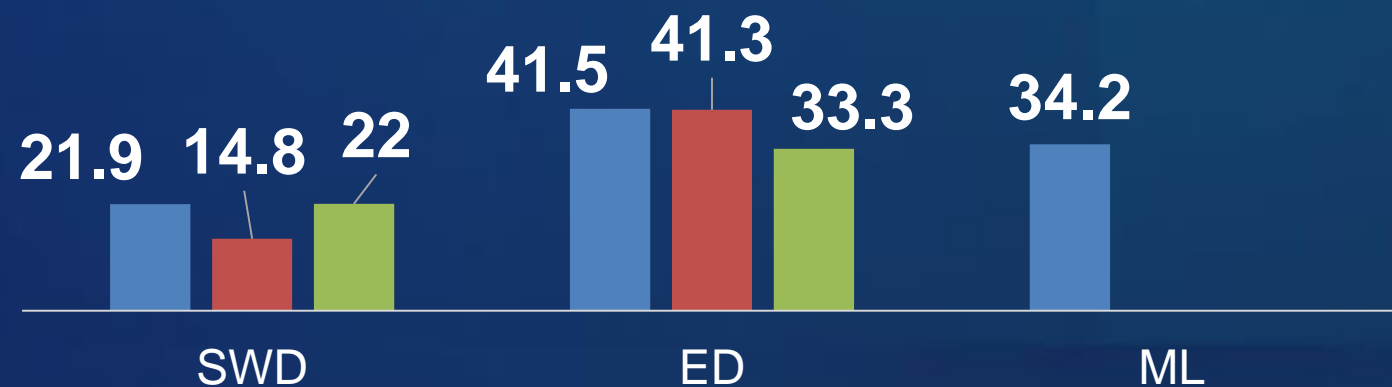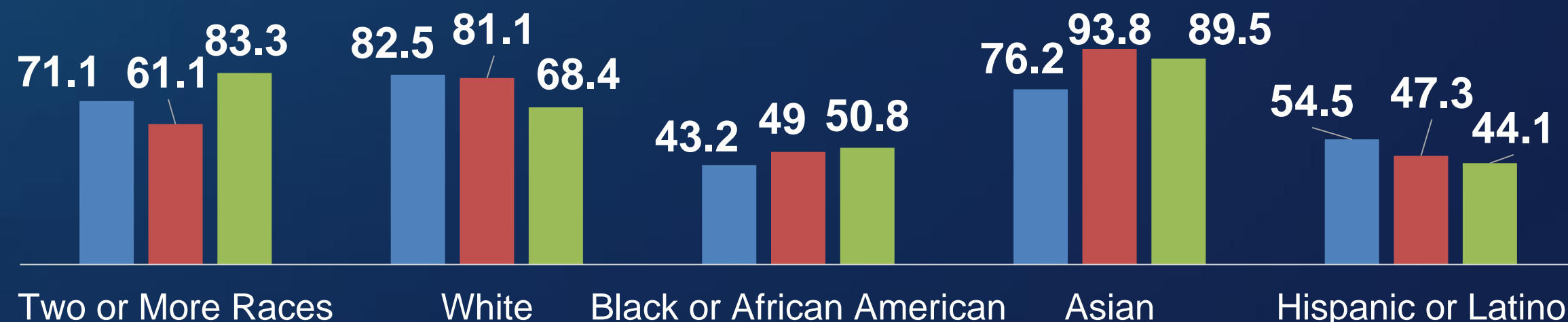
# NJSLA SPRING 2023 MATH 3-5

# Performance
## By subgroup*

**\*Performance for subgroups with fewer than 10 students is not represented.**

| Student Groups | % Met or Exceeded Expectations | | |
|---|---|---|---|
| | Grade 3 | Grade 4 | Grade 5 |
| District | 57.7 | 57.4 | 55.1 |

*Individualized Education Plans*

- Specialized instructional settings for students with individualized goals based on student need
- Infusion of accommodations/modifications in accordance with Individualized Education Programs (IEPs)
- Access to K-5 online instructional materials to design instruction to supplement and focus on gaps in skills
- My Path - for students to focus on individually generated activities, in alignment with diagnostic data and skills
- Math: review; modeling; chunking information; pre teaching vocabulary; provide student resources/math tools/ ELA - sentence starters, pre teach vocabulary

*Sheltered Instruction for MLs*

- Specific instructional strategies for ELLs in the general education classroom

**Bar chart:**

SWD: 21.9 (Grade 3), 14.8 (Grade 4), 22 (Grade 5)
ED: 41.5 (Grade 3), 41.3 (Grade 4), 33.3 (Grade 5)
ML: 34.2 (Grade 3)

Legend: Grade 3, Grade 4, Grade 5

# NJSLA SPRING 2023 MATH 3-5

# Performance By subgroup*

**\*Performance for subgroups with fewer than 10 students is not represented.**

| Student Groups | % Met or Exceeded Expectations | | |
|---|---|---|---|
| | Grade 3 | Grade 4 | Grade 5 |
| **District** | **57.7** | **57.4** | **55.1** |

*Additional Supports*

- AM/PM Tutorials (K-5)
- Homework Club (K-5) Title 1 Schools
- Summer Integrated Academic Acceleration (Rising, Grades 1-5)

■ Grade 3   ■ Grade 4   ■ Grade 5

| | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|
| Two or More Races | 71.1 | 61.1 | 83.3 |
| White | 82.5 | 81.1 | 68.4 |
| Black or African American | 43.2 | 49 | 50.8 |
| Asian | 76.2 | 93.8 | 89.5 |
| Hispanic or Latino | 54.5 | 47.3 | 44.1 |

# Professional Development
# Math K–5

- NJ Student Learning Standards in Math **_(REVISED)_**

- Principals: One-to-One Data PD with i-Ready Consultants

- Teachers: Starting Strong with i-Ready Classroom Mathematics

- Building-based Data Analysis of Diagnostic 1 and Planning for Instruction

- Targeted focus on instructional components based on teacher feedback and data from Diagnostic

- Grade-Level Specific PD, specific Academic Support PD, specific Special Education PD

- Conquer Mathematics (Title I Schools – Academic Support)

# MATHEMATICS

**Grades 6-8**

**Algebra I, II**

**Geometry**
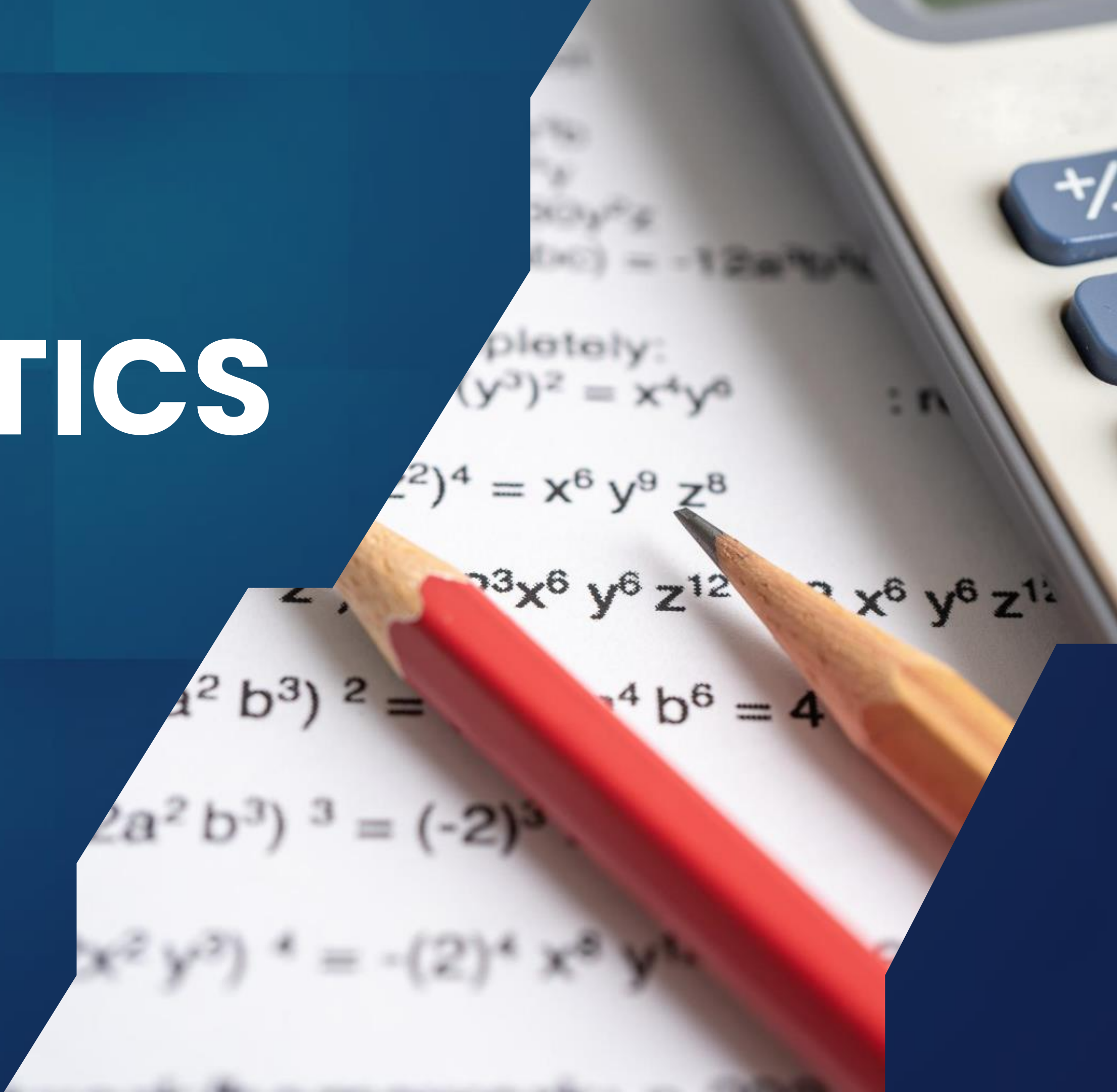
# NJSLA SPRING 2023 MATH 6-8

# DISTRICT STATE COMPARISON

| Student Groups | % Met or Exceeded Expectations | | |
|---|---|---|---|
| | Grade 6 | Grade 7* | Grade 8** |
| District | 35.7 | 27.2 | 13.1 |
| State | 34.3 | 33.8 | 17.8 |

*In Grade 7, 63 students participated in the Algebra I assessment in place of Grade 7 Math.

**In Grade 8, 197 students participated in the Algebra I, Algebra II assessments in place of Grade 8 Math.

Therefore, Math 7 and Math 8 outcomes are not representative of Grade 7-8 performance as a grade level.



**Did not meet** — Grade 6: 8.7, Grade 7: 11.7, Grade 8: 34.3
**Partially met** — Grade 6: 22.9, Grade 7: 24.9, Grade 8: 31.7
**Approached** — Grade 6: 32.8, Grade 7: 36.1, Grade 8: 20.9
**Met** — Grade 6: 27.8, Grade 7: 25.7, Grade 8: 13.1
**Exceeded** — Grade 6: 7.8, Grade 7: 1.5
**Met or Exceeded** — Grade 6: 35.7%, Grade 7: 27.2%, Grade 8: 13.1%
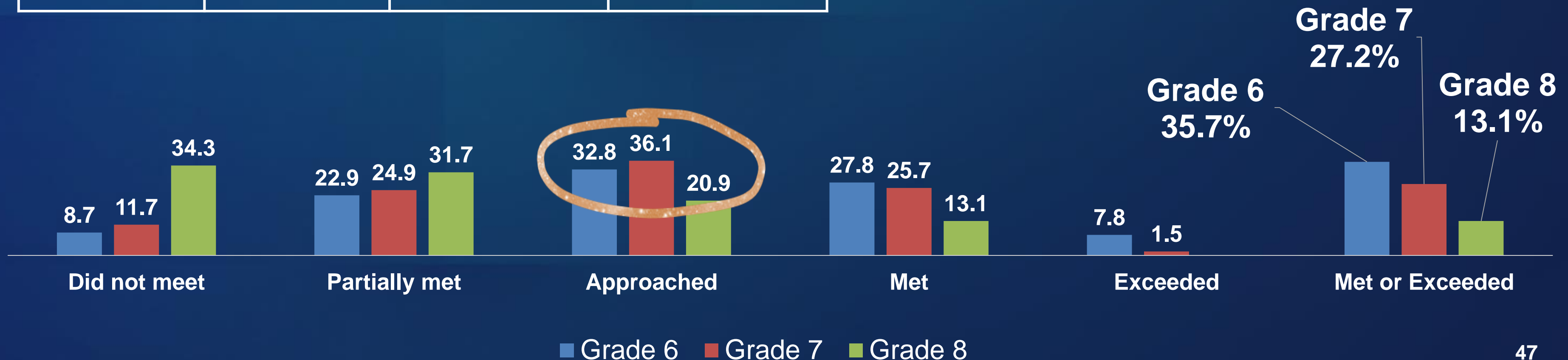
■ Grade 6  ■ Grade 7  ■ Grade 8

# 2 Year Comparison
## NJSLA MATH 6–8
## Spring 2022, 2023
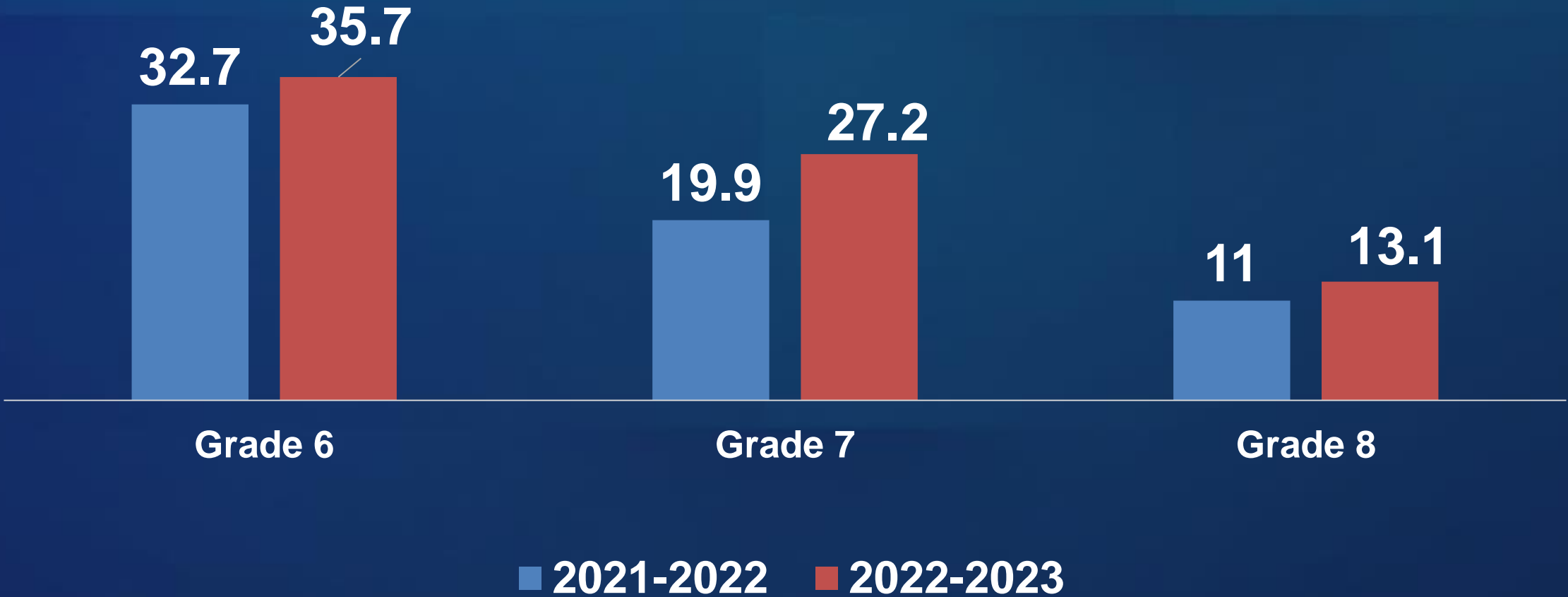
**% Met or Exceeded**

| SY 2022, 2023 | % Grade Level Growth |
|---|---|
| Grade 6 | 9.2% |
| Grade 7 | 36.7% |
| Grade 8 | 19.1% |



Grade 6: 32.7 / 35.7
Grade 7: 19.9 / 27.2
Grade 8: 11 / 13.1

■ 2021-2022  ■ 2022-2023

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# NJSLA SPRING 2023
## ALGEBRA I, II, Geometry

# DISTRICT
# STATE COMPARISON

| Student Groups | % Met or Exceeded Expectations | | |
|---|---|---|---|
| | Algebra I | Algebra II | Geometry |
| District | 31.2 | 26.3 | 67.1 |
| State | 35 | 53.7 | 50.5 |



Geometry 67.1%

Alg II 26.3%

Alg I 31.2%

Did not meet — Alg I: 15, Alg II: 8

Partially met — Alg I: 26.6, Alg II: 25.1, Geometry: 3.5

Approached — Alg I: 27.2, Alg II: 40.6, Geometry: 29.4

Met — Alg I: 30.6, Alg II: 25.7, Geometry: 54.1

Exceeded — Alg I: 0.6, Alg II: 0.6, Geometry: 12.9

■ Alg I   ■ Alg II   ■ Geometry

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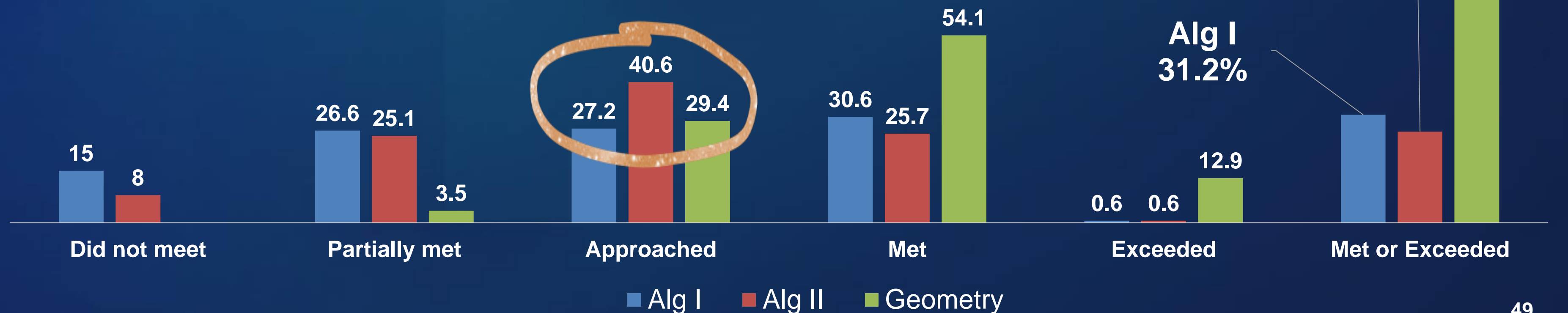
NJSLA SPRING 2023
ALGEBRA I, II, Geometry

2 Year Comparison
Spring 2022, 2023

% Met or Exceeded

| | Algebra I | Algebra II | Geometry |
|---|---|---|---|
| 2021-2022 | 33.5 | 23.8 | 77 |
| 2022-2023 | 31.2 | 26.3 | 67.1 |

# NJSLA SPRING 2023
## ALGEBRA I

% Met or Exceeded

35%
Approaching

9th Grade (349)
13%

6%
Approaching

8th Grade…

7th Grade…

35%
Approaching

% Met or Exceeded

33.5    31.2

Algebra I

■ 2021-2022    ■ 2022-2023
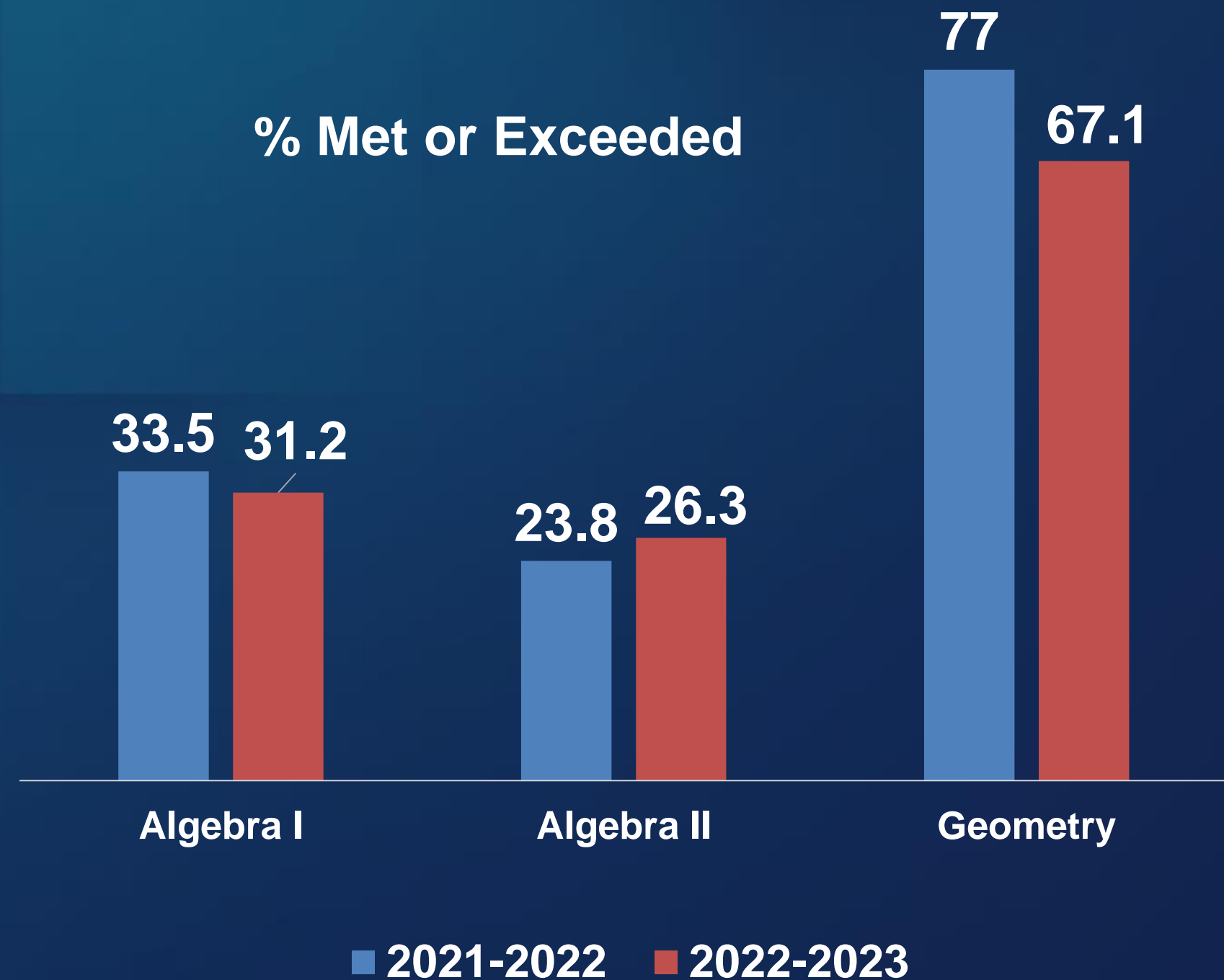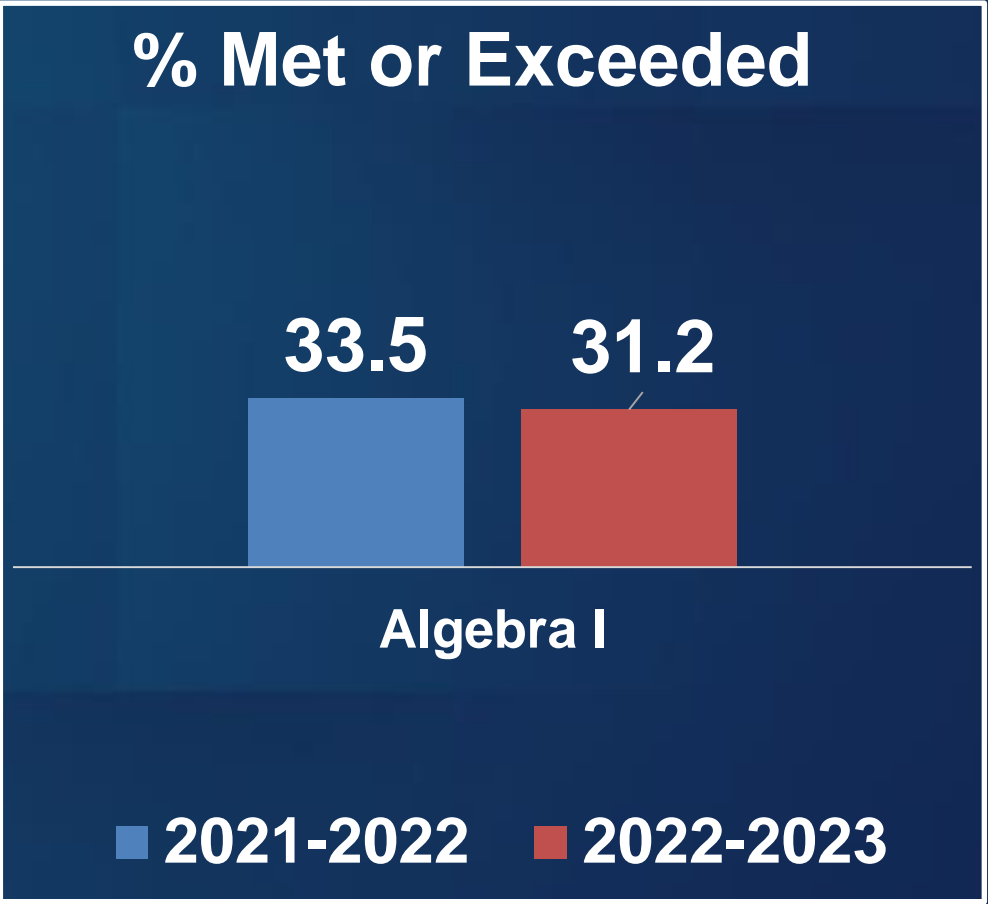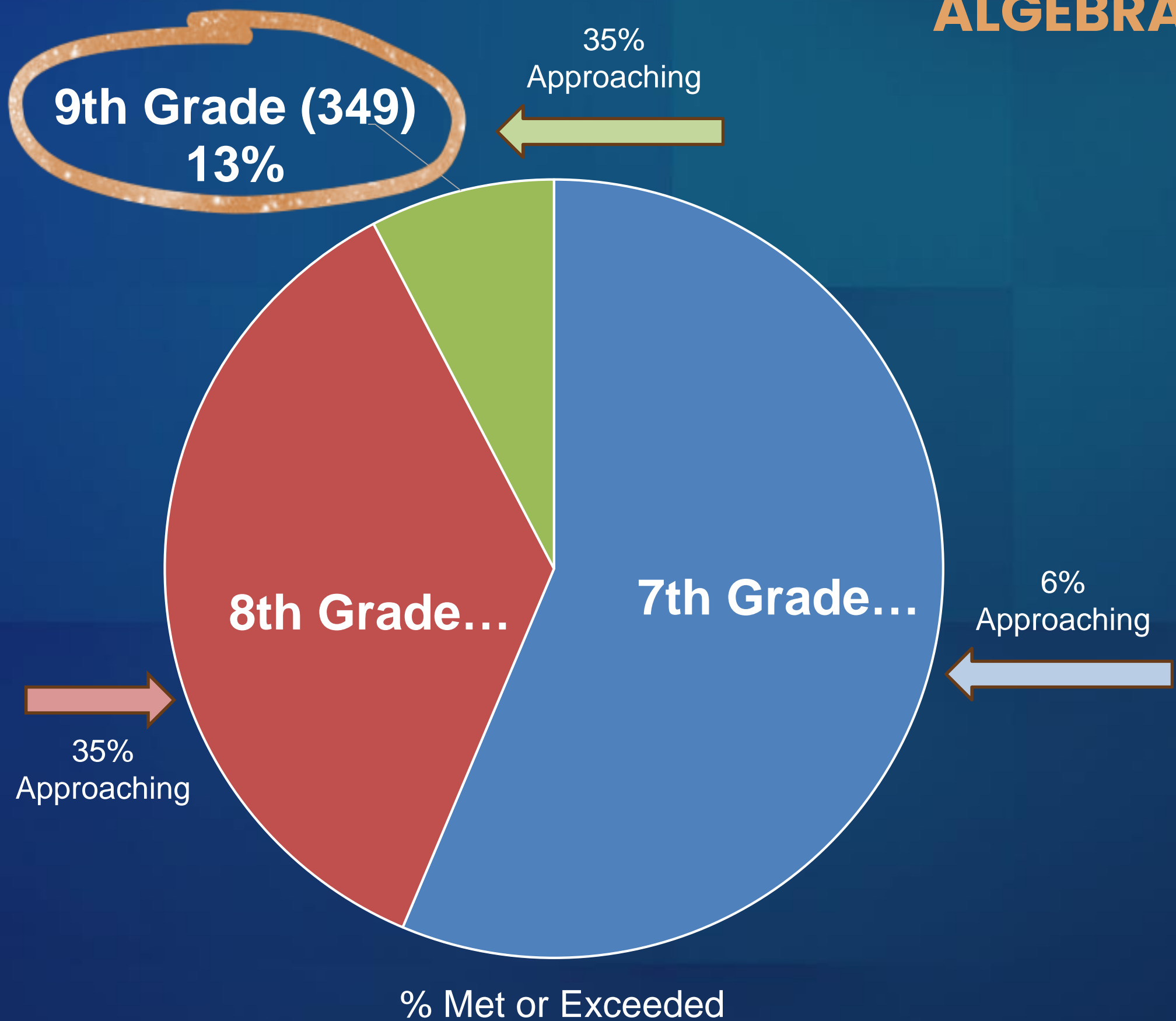
**7th & 8th Grade**
- Accelerated / Honors

**9th Grade**
- Math 6, 7, 8
- Did not test 6th, 7th Grade

The Nation's Report Card
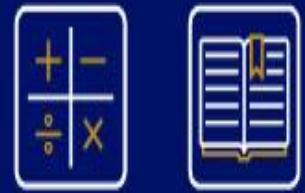
2023 Long-Term Trend

2023 NAEP Long-Term Trend Release Event: Presentation of Results

## National proficiency levels in math and reading in 2022

■ **Proficient and above**  ■ Basic and below

Math, 4th grade

**36%** | 64%

Math, 8th grade

**26%** | 73%

Reading, 4th grade

**33%** | WO 63.5% | 66%

Reading, 8th grade

**31%** | WO 63.2% | 69%

Note: Percentages may not sum to 100 because of rounding.  •  Source: National Center for Education Statistics

# The Nation's Report Card


**2023 Long-Term Trend**

**2023 NAEP Long-Term Trend Release Event: Presentation of Results**


Largest decline ever in 2023

MATHEMATICS

Score change between 2020 and 2023

266*  285*  280*  271
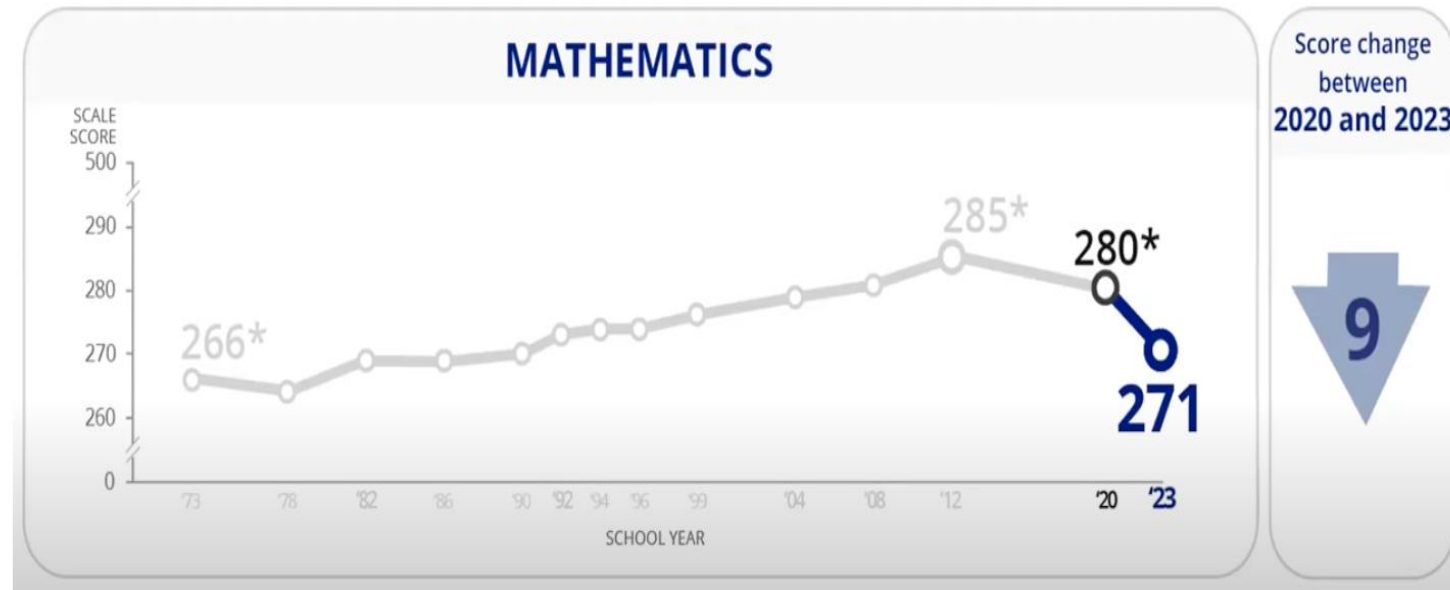
*Long-Term Trend*
- Significant decrease in Math scores across the nation
- Lower performance than 2019
- Largest declines observed among lower-performing students (with most student groups)
- White-Black scope widened from 35 points to 42 points in 2023

## National proficiency levels in math in 2022

■ **Proficient and above**   ☐ Basic and below

Math, 4th grade

Math, 8th grade

Math 8   Alg I
13.1%    60%

| 36% | WO 57.4% | 64% |

| 26% | 73% |
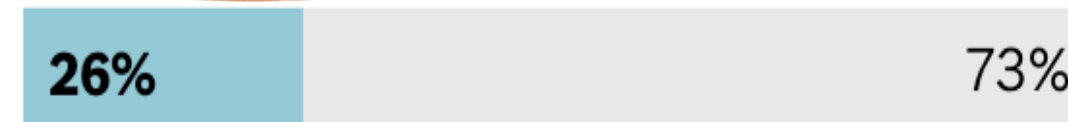
*Nationwide Call for Effective Math Instruction and Intensive Intervention*

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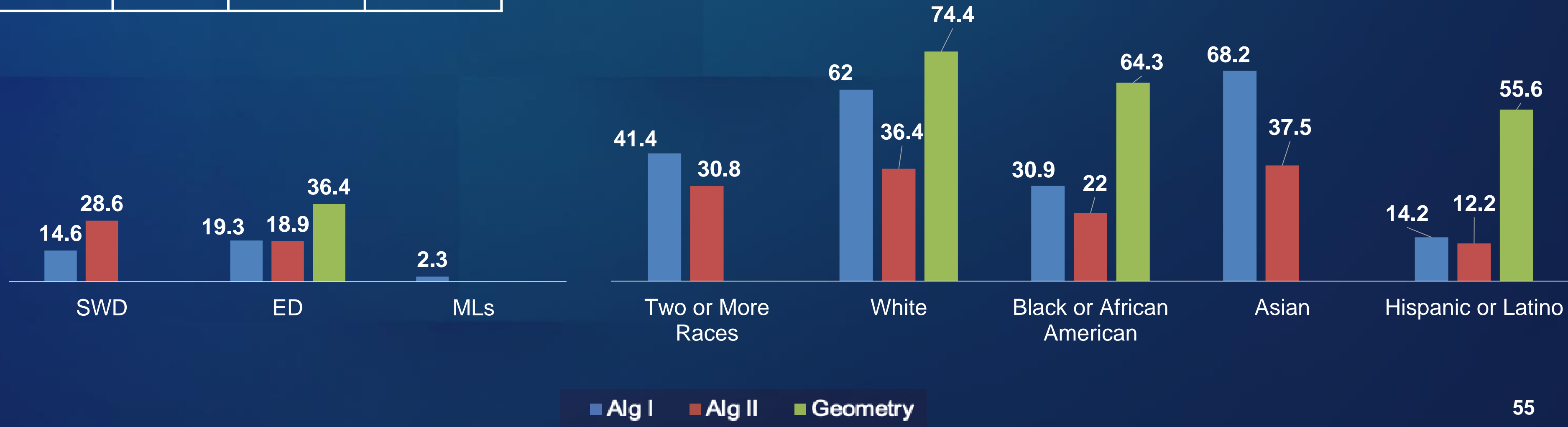# NJSLA SPRING 2023 MATH 6-8

# Performance
## By subgroup*

*Performance for subgroups with fewer than 10 students is not represented.

| Student Groups | % Met or Exceeded Expectations | | |
|---|---|---|---|
| | Grade 6 | Grade 7* | Grade 8** |
| District | 35.7 | 27.2 | 13.1 |
| State | 34.3 | 33.8 | 17.8 |



Grade 6 · Grade 7 · Grade 8

- SWD: 7.8, 9.3, 9.3
- ED: 13.2, 15.1, 49.8
- MLs: (not represented)
- Two or More Races: 53.3, 43.5, 11.1
- White: 67, 51, 28.1
- Black or African American: 30.3, 24.7, 12.6
- Asian: 44.4, 46.7, 40
- Hispanic or Latino: 20.8, 16.2, 9.9
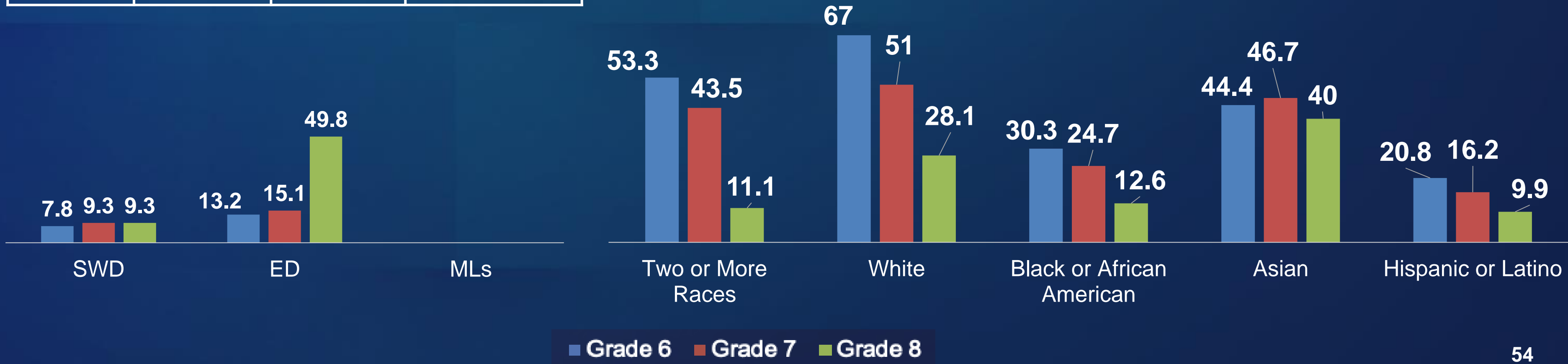
# NJSLA SPRING 2023
## ALGEBRA I, II, Geometry

# Performance
## By subgroup*

**\*Performance for subgroups with fewer than 10 students is not represented.**

| Student Groups | % Met or Exceeded Expectations | | |
|---|---|---|---|
| | Algebra I | Algebra II | Geometry |
| **District** | **31.2** | **26.3** | **67.1** |
| **State** | 35 | 53.7 | 50.5 |



Bar chart — Performance by subgroup (Alg I, Alg II, Geometry):

- **SWD:** 14.6, 28.6
- **ED:** 19.3, 18.9, 36.4
- **MLs:** 2.3
- **Two or More Races:** 41.4, 30.8
- **White:** 62, 36.4, 74.4
- **Black or African American:** 30.9, 22, 64.3
- **Asian:** 68.2, 37.5
- **Hispanic or Latino:** 14.2, 12.2, 55.6

Legend: ■ Alg I ■ Alg II ■ Geometry

# Math Academic Support (6–8)

## Math Intervention

### Multi-Tiered Systems of Support

- Addition of 3 Academic Support / Intervention Teachers
- Increased Tiered Intervention Services
  - Doubled Implementation of Tier 2 and Tier 3 Intervention
  - Implementation of iReady Diagnostic / MyPath
  - Refinement of Push-In Model

### Lead Teachers

- Math Data Dives
- Unpack NJSLA School Evidence Statements
- Identifying Prerequisite Gaps

### Additional Supports

- Paper, 24 Hour Online Tutoring

## Training and Professional Development

*American Institutes for Research – Center on Multi-Tiered Systems of Support*

- Work specifically with our 6-8 academic support team to provide focus for:
  - Interventions in the push-in middle school model
  - Progress monitoring

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# Curriculum, Assessment
## Math 6–8, Algebra I, II, Geometry

### *Curriculum*
- i-Ready Curriculum Implementation 6-8
- Integrate prior knowledge and student misconceptions based on data
- Curriculum revisions for Prealgebra, Algebra II and Precalculus
  - Adjust scope and sequence, order of units and pacing

### *Articulation*
- Vertical articulatie
- Focus on Transition Years

### *Assessment*
- i-Ready Diagnostic
- MyPath
- Small Group Instruction based on diagnostic data
- Unpacking NJSLA School Evidence Statements (Lead Teachers)
- Delta-Math

### *Professional Development*
- i-Ready Implementation
- i-Ready Diagnostic Results, Prerequisite Skills and Focused, Small Group Instruction
- Curriculum Scope and Sequence
- Math Data Dives

# Instructional Rounds
## Math 6-8, Algebra I

*Opportunities of Practice*

Based on quantitative data collected, such as, NJSLA Data, iReady Fall Diagnostic and qualitative data, such as Instructional Rounds, Grade Level Meetings, and Observations…

*As a pattern*, we identified the following **STRENGTHS:**

- Teachers spent time with students making sense of the problem before jumping into solving
- Teachers honored all students' strategies and did not highlight any particular strategy as "the best" solution
- Teachers prompted students to use models to problem solve
- Students often asked clarifying questions to teachers and asked peers for support with solving when comparing answers
- Recognition of student need and support is offered to students as evidenced by extended time, reinforcement, small group instruction, and probing
- Positive learning culture in the classrooms as evidenced by respect and rapport, student to student interaction, student to teacher interaction and opportunities for small and flexible groupings
- Active academic and paraprofessional support is available in most math classrooms through the one teach one support model.
- Strong evidence of planning as evidenced by differentiated tasks, student centered learning activities, implementation of a variety of resources and the integration of manipulatives to enhance student learning.

## Instructional Rounds

### Focus on Math

**Student Achievement Goal**

As part of our district goal on student achievement, this year, the district will continue its focus on math. We have successfully transitioned the math instructional program to iReady Math, Grades K-8, revised our Math 6-8 and Algebra I curriculum, and as a district, leaned into using data to inform our instructional practices throughout our professional development.

**Instructional Rounds**

This year, our focus on math will continue with Instructional Rounds. This is where a team of math consultants, school and district leaders will visit classrooms to refine our understanding of the needs of our students, teachers and instructional program. Our goal is to come together to LEARN about instructional practices and brainstorm ways to improve them. Instructional rounds are not evaluative and will not inform teacher observations.

**What can you expect?**

In October, an instructional rounds team will select a day to visit each math classroom in a school. Classroom visits will last approximately 10-15 minutes.

**During the visit, team members will:**
Gather descriptive data using the following focus questions:
- What are students doing and saying?
- What's the teacher doing and saying?
- What's the task?

Ask students questions about:
- What they are learning
- What they are working on, and
- What they do when they don't understand something

After the visit, team members will:
- Reconvenes to debrief
- Reflect on the process
- Plan next steps for the work

**Sharing Out**
- Rounds will take place across all schools
- Progress toward identifying root causes and action planning will be shared with staff via communications, during faculty meetings, department meetings and/or district in-service days.

**Expanding the Team to Include Teachers**
- As we progress through our findings, we will invite interested teachers to join the teams during rounds.

**What do you need to do to prepare?**
- Continue the work that you are doing in the classroom to ensure students are accessing high quality teaching and learning.

# Instructional Rounds
## Math 6-8, Algebra I



*Opportunities of Practice*

*As a pattern,* we identified the following as an opportunity of **GROWTH:**

- Understand and implement research based math teaching practices through the lens of Ready Classroom, its program components, and lesson structures that deepen mathematical understanding, as evidenced by fidelity of implementation observed in student data and instructional rounds.

- Provide opportunities for students to engage in tasks that promote reasoning and problem solving specifically the following two objectives
  - Support students in exploring tasks without taking over student thinking.
  - Promote productive struggle in problem solving without stepping in or correcting students' ideas.

# Opportunities of Practice
## Mathematics

### *Opportunities of Practice*
- Purposeful groupings based on prerequisite knowledge
- Integration of instructional scaffolds/manipulatives to support the concrete understanding
- Adapted Scope and Sequence based on embedding prerequisite lessons into the units
- Intentional focus on purpose of the session and understanding the progression of the objectives of the week
- Embed small group activities and opportunities throughout the week for students to reinforce learned skills
- Predictable framework that will allow students to unpack a task through 3 reads, productively struggle through solving it, have meaningful conversations about their representations before teacher connects to representations in the text

- Closing Proficiency Gaps by targeting Stretch Growth
  - 30-49 minutes of My Path per week
  - Scaffolding grade level instruction with Prerequisites Report & Grade Level Scaffolding Report
- Addressing foundational skills with instructional groupings
- Embed Prerequisites and Grade Level Scaffolding into small group instruction.

### *Teacher Identified Areas of Need*
- How to fit instructional materials and critical lesson elements into the 55 minute period
- Identifying the instructional priorities
- Standard expectations, curriculum and gaps in prior knowledge.
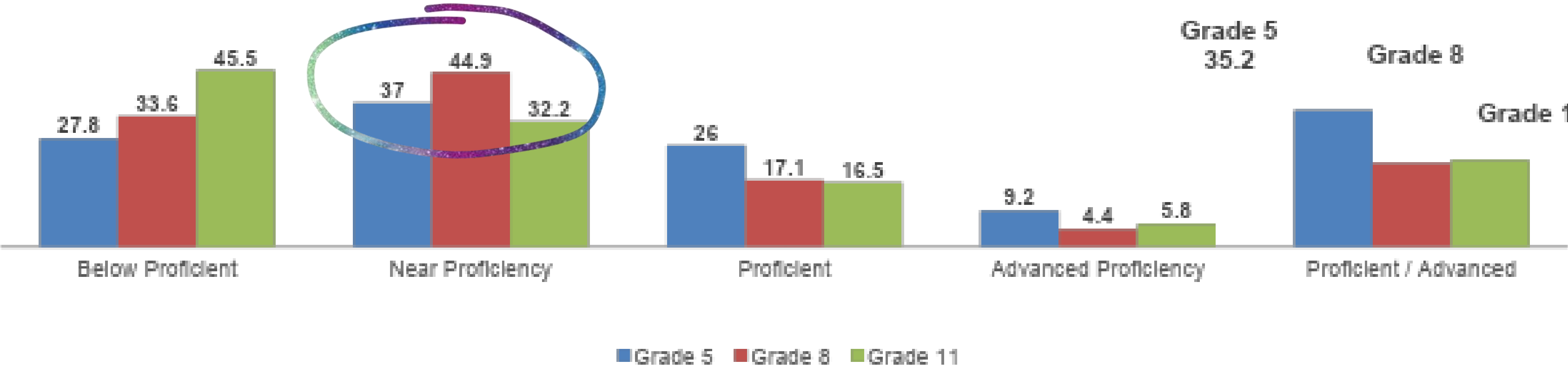
# SCIENCE

Grades 5, 8, 11
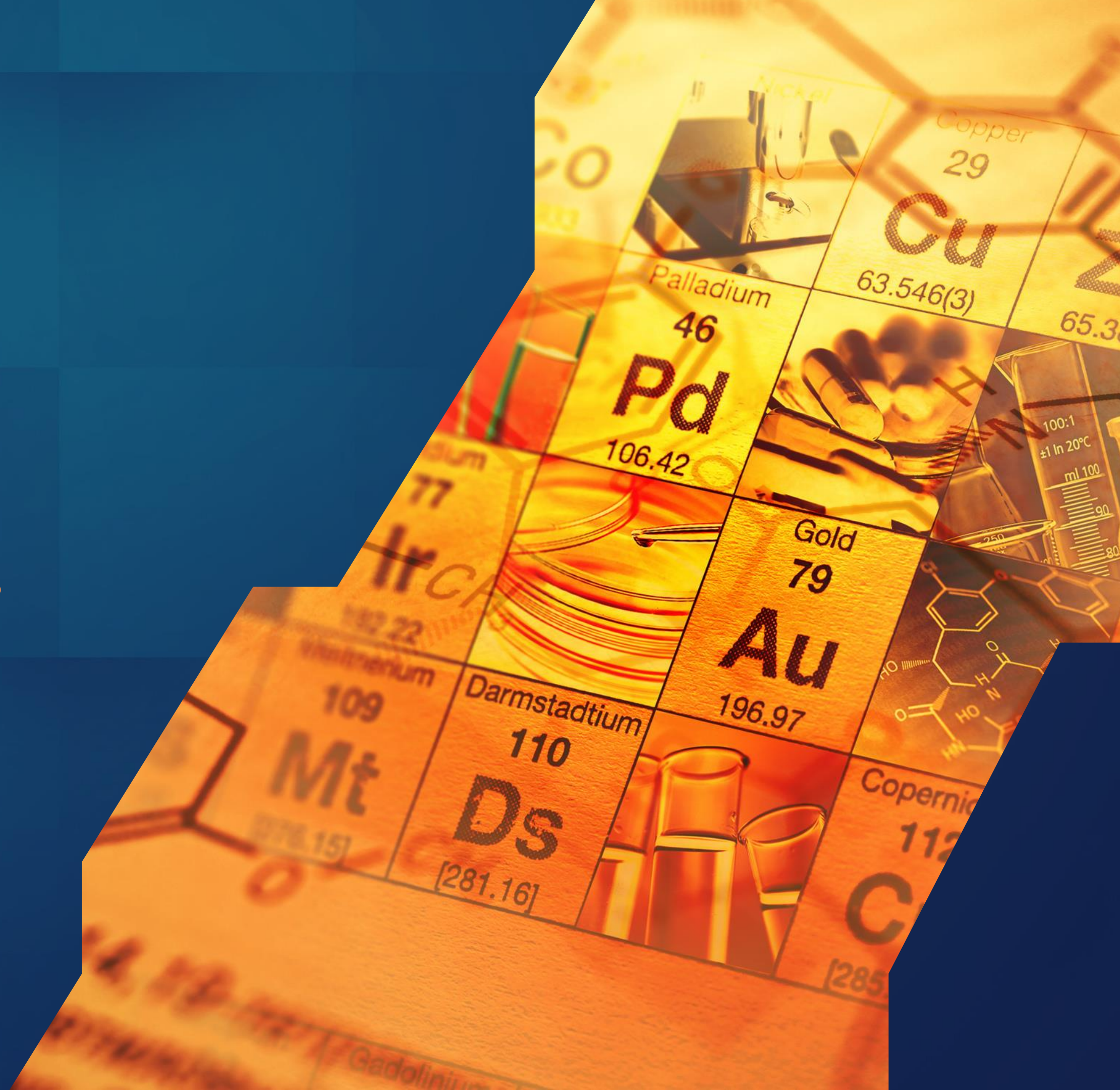
# NJSLA Spring 2023
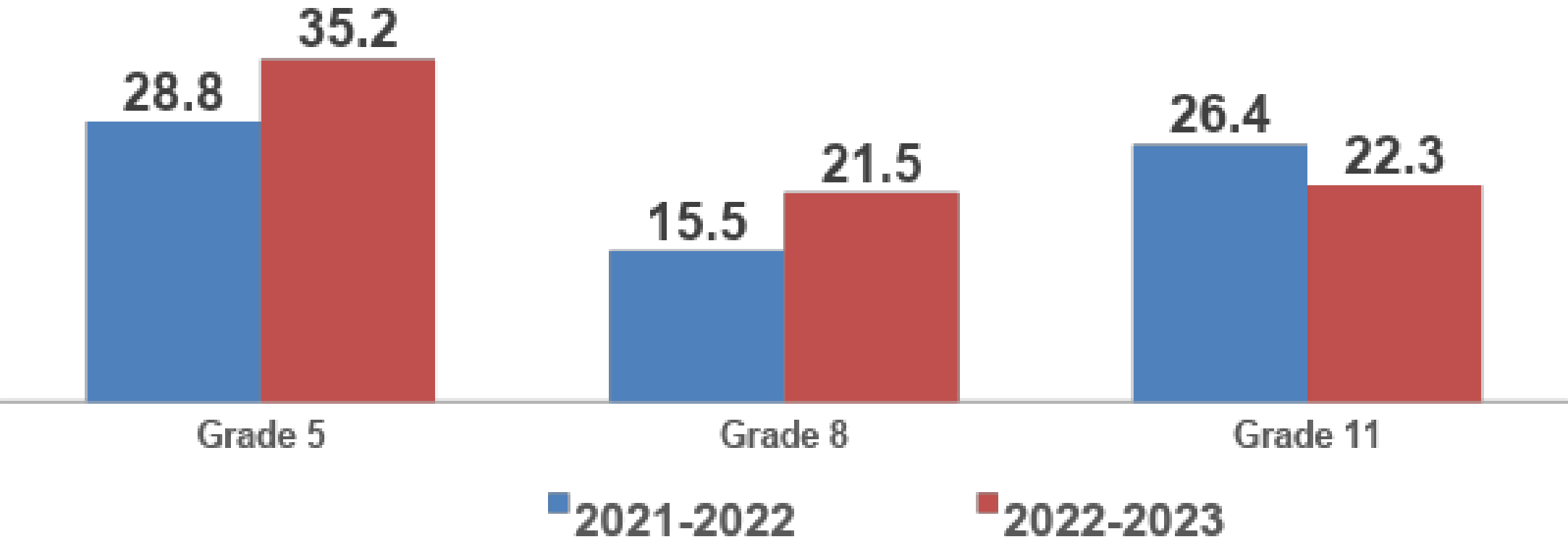# Science Grades 5, 8 and 11: District / State Comparison

| Student Groups | % Proficient or Advanced | | |
| --- | --- | --- | --- |
| | Grade 5 | Grade 8 | Grade 11 |
| District | 35.2 | 21.5 | 22.3 |
| State | 26.8 | 18.5 | 29.8 |

# NJSLA Spring 2022, 2023
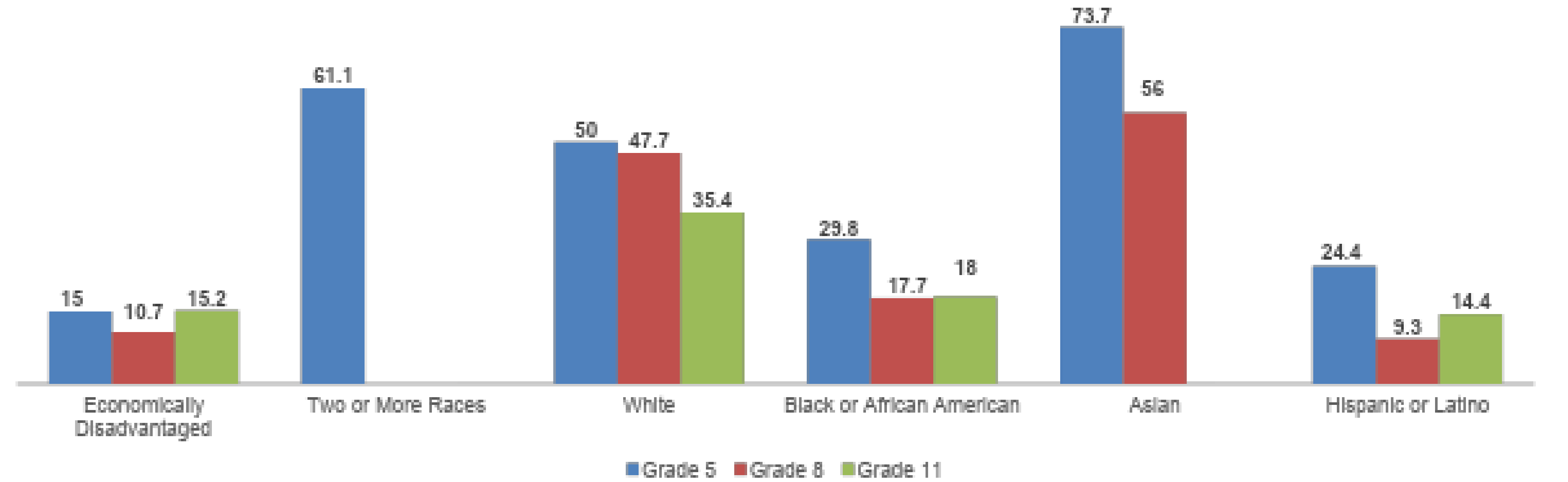## Science Grades 5, 8 and 11 : 2 Year Comparison

% Proficient or Advanced

| SY 2022, 2023 | % Grade Level Growth |
|---|---|
| Grade 5 | 22.2% |
| Grade 8 | 38.7% |
| Grade 11 | -15.5% |

Grade 5: 2021-2022 = 28.8, 2022-2023 = 35.2
Grade 8: 2021-2022 = 15.5, 2022-2023 = 21.5
Grade 11: 2021-2022 = 26.4, 2022-2023 = 22.3

■ 2021-2022    ■ 2022-2023

# NJSLA Spring 2023 : Performance by Subgroup*
## Science Grades 5, 8 and 11

*Performance for subgroups with fewer than 10 students is*

| Student Groups | % Proficient or Advanced | | |
|---|---|---|---|
| | Grade 5 | Grade 8 | Grade 11 |
| District | 35.2 | 21.5 | 22.3 |
| State | 26.8 | 18.5 | 29.8 |

## Strengths

- Elementary students demonstrated a strong understanding of Earth and Space Science as well as Investigating Practices
- Middle School students demonstrated equal strength in Life Science, Physical Science, and Earth and Space Science and Critiquing Practices across both schools
- High School students performed respectably in Life Science and Sensemaking Practices.

## Areas of Focus

- At the elementary level, providing opportunities for grade level teachers to meet and share strategies to enhance students' understanding of the disciplinary core ideas in order to mitigate the inconsistencies on the NJSLA.
- At the middle and high school level, continuing to provide opportunities to reinforce the Science and Engineering Practices to improve their performance on the Investigating Practices sections of the NJSLA-Science Test.
- At all levels, collaborating with Special Education and ESL supervisors to support students in science.

# Science Interventions & Strategies

- Lessons will be reviewed to ensure NGSS Science and Engineering Practices are the core of instructional time and support student achievement on the Investigating, Sensemaking, and Critiquing Practice Performance sections of the NJSLA-Science.

- District Unit Assessments designed will be piloted this year to more closely monitor student progress at the upper elementary level.

- Teachers will focus on data within their discipline (Life Science, Physical Science, and Earth and Space Science) to inform their lesson planning.

- Teachers will implement social-justice centered teaching and apply strategies in the classroom that ensure all students develop a broad understanding of the impact of science on different cultures, social decision making, history, and the environment.

- Through professional development, teachers will gain knowledge of the new enhanced online platform for the K-5 National Geographic program which provides a wealth of phenomena through which students can explore disciplinary core ideas.
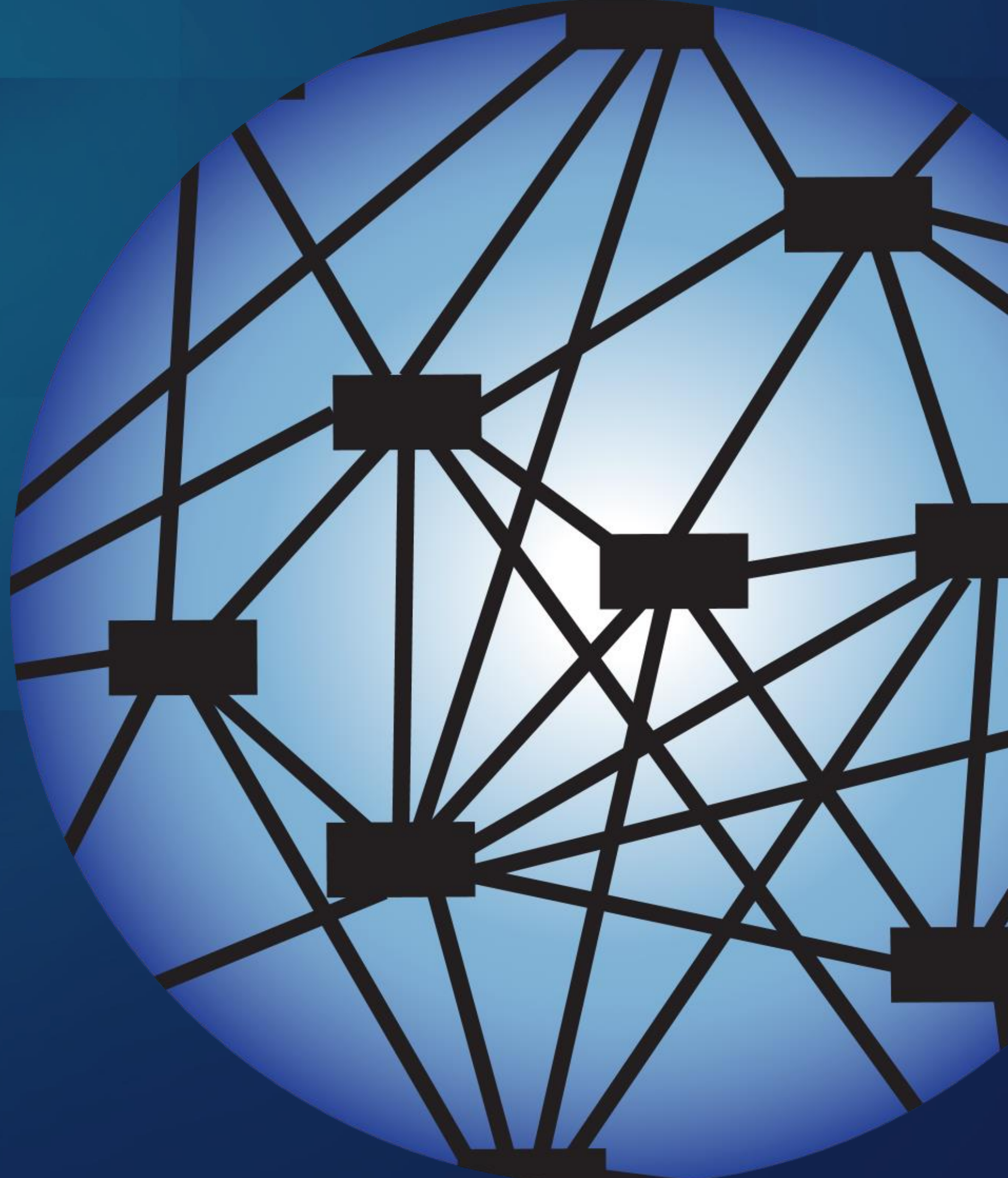
# Dynamic Learning Maps (DLM): Grades 3-8,11

Dynamic Learning Maps® (DLM®) assessments are **for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations**.

DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.



**DYNAMIC®**
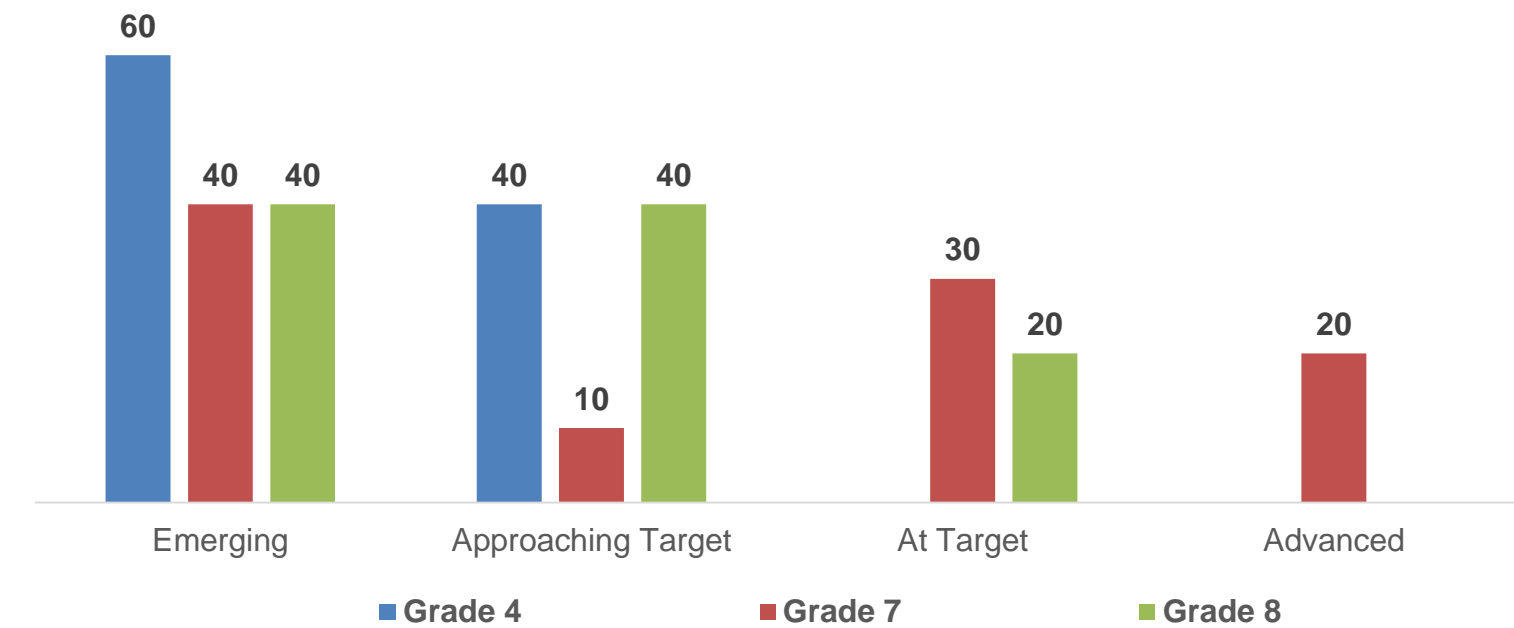LEARNING MAPS

- **Multi-modal instruction to ensure student understanding**

- **Instructional approach to include: modeling; direct instruction; guided practice**

- **Formal and informal assessments to monitor student understanding and generalization of skills**

- **Supplemental instructional materials/resources to target skill development**

- **Utilization of the ACE ABA Instructional Program (District Autism Program) to develop individual student programs that are aligned to IEP goals/objectives; data is collected daily, charted, and monitored to review student progress on target skills**

**ELA % of students**

| | Emerging | Approaching Target | At Target | Advanced |
|---|---|---|---|---|
| Grade 4 | 60 | 40 | | |
| Grade 7 | 40 | 10 | 30 | 20 |
| Grade 8 | 40 | 40 | 20 | |

■ Grade 4   ■ Grade 7   ■ Grade 8

**Math % of students**

| | Emerging | Approaching Target | At Target | Advanced |
|---|---|---|---|---|
| Grade 4 | 60 | 10 | 30 | |
| Grade 7 | 60 | 10 | 20 | 10 |

■ Grade 4   ■ Grade 7
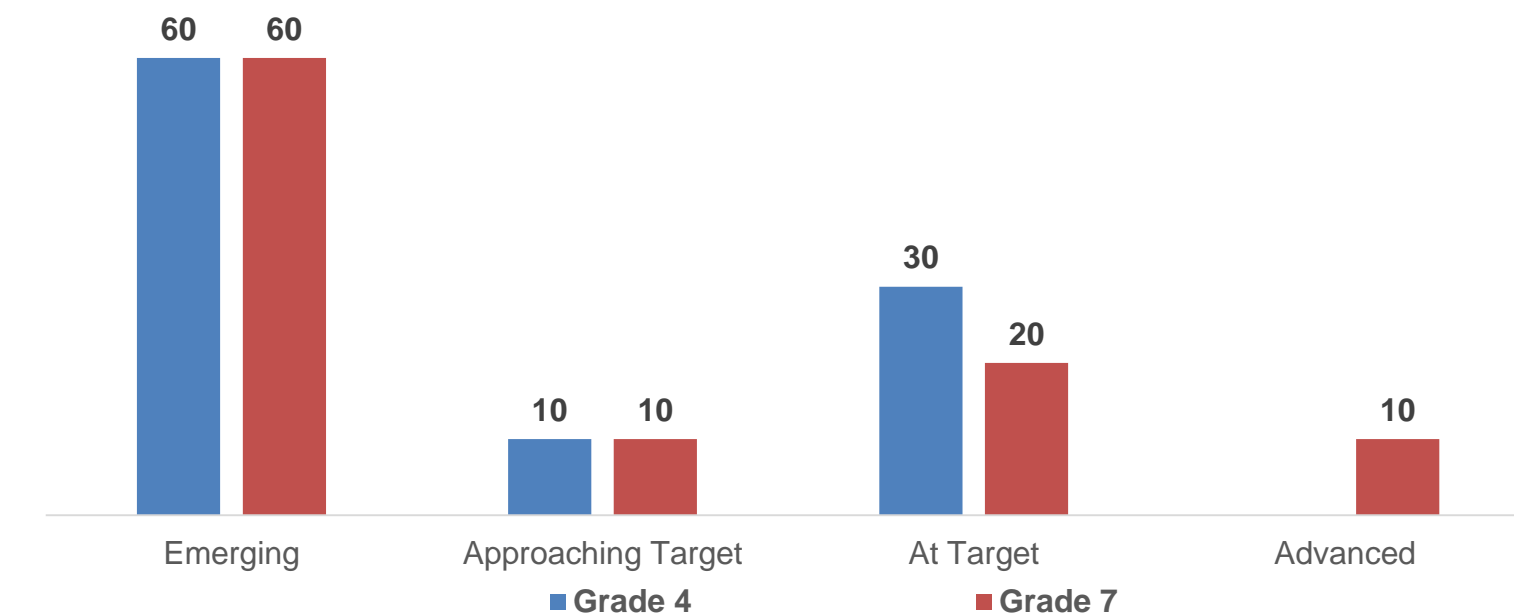
NEXT
STEP:

# Refine District Goals

**Continue to use data to inform instruction, implement interventions and extended learning opportunities, and identify progress monitoring strategies**

- Use baseline data to develop specific and measurable goals in each content area
- Align to Administrator Goals and Student Growth Objectives (SGOs)
- Make data part of the ongoing cycle of instructional improvement
- Teach students to examine their own data and set learning goals
- Provide supports that foster a data driven culture within the school
- Develop and maintain a districtwide data system
- Implement frequent and consistent progress monitoring cycles
- Report on growth as measured by formative assessment results

Questions