## Spring 2023 Assessments



## New Jersey Student Learning Assessment (NJSLA)

## AGENDA

- Review of 2023 New Jersey Student Learning Assessment (NJSLA) Results
- Notable Achievements
- Supports and Interventions


## NJSLA Performance Levels

- New Jersey Student Learning Assessments are computer-based assessments that measure student proficiency with the New Jersey Student Learning Standards in English Language Arts, Mathematics, and Science.
- ELA/Mathematics are administered to students in Grades 3-9.
- Science is administered to students in Grades 5, 8, 11.


# NJSLA Performance Levels <br> For ELA \& Mathematics 

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


## Spring 2023 NJSLA Number of Students Tested

|  | Grade 3 | Grade 4 | Grade 5 | Grade6 | Grade 7 | Grade 8 | Grade 9 | Algebra I | Geometry | Algebra <br> II | Grade 11 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ELA/L | 247 | 275 | 257 | 293 | 278 | 281 | 309 |  |  |  |  |
| Math | 249 | 283 | 260 | 300 | 261 | 27 |  | 495 <br> RA: 256 <br> RHS: 239 | 92 <br> RA: 24 <br> RHS: 68 | 14 |  |
| Science |  |  |  |  |  |  |  |  |  |  |  |

## English Language Arts

## Spring 2023 <br> English Language Arts Rahway Grades 3-6

Percentage of Students Who Met/Exceeded Expectations (Levels 4 \& 5)


## Spring 2023 <br> English Language Arts Rahway Grades 7-9

Percentage of Students Who Met/Exceeded Expectations (Levels 4 \& 5)Grade 7Grade 8
Grade 9


## Spring 2023 NJSLA English Language Arts District \& State Comparison

Percentage of Students Who Met/Exceeded Expectations (Levels 4 \& 5)


## Rahway Yearly Comparison <br> NJSLA English Language Arts Spring 2022 \& Spring 2023



*percentages are approximate

# Rahway Yearly Comparison <br> NJSLA English Language Arts <br> Spring 2022 \& Spring 2023 

Rahway Yearly Comparison for ELA/L Levels 1 \& 2


## Spring 2023 NJSLA English Language Arts Proficiency (Levels 4 \& 5) by Subgroup

|  | Black or <br> African <br> American | Hispanic or <br> Latino | White | Economically <br> Disadvantaged | Students with <br> Disabilities | Multilingual <br> Learners | District | State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 3 | $\mathbf{2 7 \%}$ | $27 \%$ | $\mathbf{2 5 \%}$ | $\mathbf{2 2 \%}$ | $\mathbf{5 \%}$ | $\mathbf{1 4 \%}$ | $\mathbf{2 6 \%}$ | $\mathbf{4 2 \%}$ |
| Grade 4 | $\mathbf{3 7 \%}$ | $\mathbf{4 3 \%}$ | $\mathbf{3 6 \%}$ | $\mathbf{3 8 \%}$ | $\mathbf{2 \%}$ | $\mathbf{3 2 \%}$ | $\mathbf{4 2 \%}$ | $52 \%$ |
| Grade 5 | $\mathbf{3 8 \%}$ | $\mathbf{4 8 \%}$ | $\mathbf{5 9 \%}$ | $\mathbf{4 3 \%}$ | $\mathbf{6 \%}$ | $\mathbf{1 4 \%}$ | $\mathbf{4 5 \%}$ | $5 \mathbf{5 3 \%}$ |
| Grade 6 | $\mathbf{3 6 \%}$ | $\mathbf{3 8 \%}$ | $\mathbf{3 3 \%}$ | $\mathbf{3 3 \%}$ | $\mathbf{5 \%}$ | $\mathbf{0 \%}$ | $\mathbf{3 7 \%}$ | $\mathbf{4 9 \%}$ |
| Grade 7 | $\mathbf{2 3 \%}$ | $\mathbf{3 6 \%}$ | $\mathbf{5 0 \%}$ | $\mathbf{2 5 \%}$ | $\mathbf{1 0 \%}$ | $\mathbf{0 \%}$ | $\mathbf{3 2 \%}$ | $\mathbf{5 6 \%}$ |
| Grade 8 | $\mathbf{1 7 \%}$ | $\mathbf{3 1 \%}$ | $\mathbf{5 0 \%}$ | $\mathbf{2 3 \%}$ | $\mathbf{0 \%}$ | $\mathbf{9 \%}$ | $\mathbf{3 0 \%}$ | $\mathbf{5 5 \%}$ |
| Grade 9 | $\mathbf{2 4 \%}$ | $\mathbf{3 0 \%}$ | $\mathbf{4 1 \%}$ | $\mathbf{2 4 \%}$ | $\mathbf{1 3 \%}$ | $\mathbf{5 \%}$ | $\mathbf{2 9 \%}$ | $\mathbf{5 2 \%}$ |

# NJSLA English Language Arts <br> Proficiency (Levels 4 \& 5) by Subgroup Comparison Spring 2022 \& Spring 2023 

|  | Black or African American |  | Hispanic or Latino |  | White |  | Economically Disadvantaged |  | Students with Disabilities |  | Multilingual <br> Learners |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| Grade 3 | 14\% | 27\% | 22\% | 27\% | 32\% | 25\% | 16\% | 22\% | 2\% | 5\% | 9\% | 14\% |
| Grade 4 | 34\% | $37 \%$ | 33\% | 43\% | 51\% | 36\% | 34\% | 38\% | 7\% | 2\% | 20\% | 32\% |
| Grade 5 | 31\% | 38\% | 34\% | 48\% | 27\% | 59\% | 25\% | 43\% | 2\% | 6\% | 11\% | 14\% |
| Grade 6 | 20\% | 36\% | 38\% | 38\% | 42\% | 33\% | 29\% | 33\% | 5\% | 5\% | 0\% | 0\% |
| Grade 7 | 22\% | 23\% | 28\% | 36\% | 38\% | 50\% | 22\% | 25\% | 7\% | 10\% | 10\% | 0\% |
| Grade 8 | 24\% | 17\% | 34\% | 31\% | 42\% | 50\% | 20\% | 23\% | 8\% | 0\% | 0\% | 9\% |
| Grade 9 | 29\% | 24\% | 29\% | 30\% | 40\% | 41\% | 26\% | 24\% | 0\% | 13\% | 0\% | 5\% |

## Mathematics

## Spring 2023 <br> Mathematics Rahway Grades 3-6

Percentage of Students Who Met/Exceeded Expectations (Levels 4 \& 5)


## Spring 2023 <br> Mathematics <br> Rahway Grades 7-High School



## Spring 2023 NJSLA Mathematics <br> District \& State Comparison



## Rahway Yearly Comparison NJSLA Mathematics Spring 2022 \& Spring 2023

Rahway Yearly Comparison for Mathematics Levels 4 \& 5


## Rahway Yearly Comparison NJSLA Mathematics Spring 2022 \& Spring 2023

Rahway Yearly Comparison for Mathematics Levels 1 \& 2
$\square$ Spring $2022 \square$ Spring 2023
10G100\%


## Spring 2023 NJSLA Mathematics Proficiency (Levels $4 \& 5$ ) by Subgroup

|  | Black or African American | Hispanic or Latino | White | Economically Disadvantaged | Students with Disabilities | Multilingual Learners | District | State |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 3 | 37\% | 29\% | 38\% | 29\% | 3\% | 24\% | 32\% | 46\% |
| Grade 4 | 15\% | 23\% | 33\% | 18\% | 2\% | 20\% | 24\% | 44\% |
| Grade 5 | 16\% | 24\% | 32\% | 23\% | 4\% | 12\% | 23\% | 40\% |
| Grade 6 | 16\% | 23\% | 23\% | 17\% | 2\% | 0\% | 20\% | 35\% |
| Grade 7 | 2\% | 11\% | 22\% | 7\% | 0\% | 0\% | 9\% | 34\% |
| Grade 8 <br> Math | * | * | * | * | * | * | 0\% | 18\% |
| Algebra I | 4\% | 8\% | 13\% | 8\% | 5\% | 0\% | 8\% | 35\% |
| Geometry | 11\% | 17\% | 17\% | 17\% | 0\% | * | 16\% | 50\% |
| Algebra II | * | * | * | * | * | * | 14\% | 54\% |

## NJSLA Mathematics <br> Proficiency (Levels 4 \& 5) by Subgroup Spring 2022 \& Spring 2023

|  | Black or African American |  | Hispanic or Latino |  | White |  | Economically <br> Disadvantaged |  | Students with Disabilities |  | Multilingual Learners |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| Grade 3 | 15\% | 37\% | 25\% | 29\% | $41 \%$ | 38\% | 23\% | 29\% | 7\% | $3 \%$ | 19\% | 24\% |
| Grade 4 | 14\% | 15\% | 24\% | 23\% | 28\% | 33\% | 19\% | 18\% | 2\% | 2\% | 12\% | 20\% |
| Grade 5 | 8\% | 16\% | 15\% | 24\% | 18\% | 32\% | 7\% | 23\% | 4\% | 4\% | $5 \%$ | 12\% |
| Grade 6 | $7 \%$ | 16\% | 16\% | 23\% | 16\% | 23\% | 13\% | 17\% | 0\% | 2\% | 9\% | $0 \%$ |
| Grade 7 | 8\% | 2\% | 15\% | $11 \%$ | 27\% | 22\% | 13\% | $7 \%$ | 3\% | $0 \%$ | $11 \%$ | $0 \%$ |
| Grade 8 MATH | * | * | * | * | * | * | * | * | * | * | * | * |
| Algebra I | $5 \%$ | 4\% | 6\% | 8\% | 20\% | 13\% | $4 \%$ | 8\% | 3\% | $5 \%$ | 0\% | $0 \%$ |
| Geometry | 4\% | 11\% | 12\% | 17\% | 4\% | 17\% | 8\% | 17\% | 0\% | 0\% | 0\% | * |
| Algebra II | * | * | * | * | * | * | * | * | * | * | * | * |

## Science

## NJSLA Performance Levels <br> For Science

- Level 1: Below Proficient
- Level 2: Near Proficiency
- Level 3: Proficient
- Level 4: Advanced Proficiency


## Spring 2023 Science Grade 5 District \& State Comparison

Percentage of Students Proficient/Advanced Proficient (Levels 3\& 4)


## Spring 2023 Science Grades 8 \& 11 <br> District \& State Comparison



## Rahway Yearly Comparison NJSLA Science <br> Spring 2022 \& Spring 2023



## Spring 2023 NJSLA Science Proficiency (Levels 3 \& 4) by Subgroup

|  | Black or <br> African <br> American | Hispanic or <br> Latino | White | Economically <br> Disadvantaged | Students with <br> Disabilities | Multilingual <br> Learners | District | State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 5 | $6 \%$ | $12 \%$ | $18 \%$ | $11 \%$ | $2 \%$ | $0 \%$ | $11 \%$ | $27 \%$ |
| Grade 8 | $5 \%$ | $5 \%$ | $17 \%$ | $5 \%$ | $0 \%$ | $0 \%$ | $7 \%$ | $18 \%$ |
| Grade 11 | $10 \%$ | $7 \%$ | $19 \%$ | $8 \%$ | $0 \%$ | $0 \%$ | $10 \%$ | $30 \%$ |

# NJSLA Science <br> Proficiency (Levels 3 \& 4) by Subgroup <br> Spring 2022 \& Spring 2023 

|  | Black or African American |  | Hispanic or Latino |  | White |  | Economically Disadvantaged |  | Students with Disabilities |  | Multilingual Learners |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| Grade 5 | 14\% | 6\% | 10\% | 12\% | 15\% | 18\% | 6\% | 11\% | 2\% | 2\% | 0\% | 0\% |
| Grade 8 | 2\% | 5\% | 6\% | 5\% | 5\% | 17\% | 3\% | 5\% | 2\% | 0\% | 0\% | 0\% |
| $\begin{gathered} \text { Grade } \\ 11 \end{gathered}$ | 15\% | 10\% | 21\% | 7\% | 26\% | 19\% | 15\% | 8\% | 4\% | 0\% | 0\% | 0\% |

## Notable Achievements

## Notable Achievements

## English Language Arts:

- Increase in student achievement in Grades 3-7
- Increase in student achievement in each subgroup

Mathematics:

- Increase in student achievement in Grades 3-6 Mathematics and Geometry
- Increase in student achievement in each subgroup


## Science:

- Increase in student achievement in Grade 8 Science


## Supports and Interventions

## Supports and Interventions

## District Wide

- Restorative Practice Professional Development for Administrators
- PLCs during the Daily Schedule
- Scheduled Learning Walks
- Summer Professional Development Workshops
- Sheltered English Instruction
- Layers of Understanding
- Fundations
- Fostering a Love of Reading
- Implementing a Student Centered Math Classroom
- Differentiating Mathematics at the Secondary Level
- iReady Data Review
- Using the Workshop Model to Support Student Lead Learning
- The Daily 5
- Implementation of The Thinking Classroom
- Focus on the Three Part Daily Learning Objective aligned to NJSLS
- Curriculum \& Instruction Office Restructure
- Creation of Instructional Look Fors
- Drop-in Tutoring Support


## Supports and Interventions

## Elementary Schools

- 2nd Year of Implementation of RTI/NJTSS
- Universal Screening Tool/Diagnostic- iReady
- Small Group Instruction
- Differentiated Instruction
- Scaffolded Instruction
- Social Emotional Learning (Leader in Me, Responsive Classroom, Morning Meetings)
- Weekly and Monthly PLC meetings
- Common Planning Time
- Targeted Title I Tutoring
- Instructional Coaching


## Supports and Interventions

## Elementary Schools

- Data Teams
- Focus on the Gradual Release Model
- Triangulation of Data
- Additional Interventionist/Instructional Coach
- Structured Standard Schedule
- Common Summative Assessments in Mathematics and Science
- Additional WIN period Each Week
- Design of a New Report Card
- Embedded Professional Development on Co-Teaching, Reading and Writing Workshop


## Supports and Interventions

## Rahway 7th \& 8th Grade Academy

- Selection of Universal Screening Tool/Diagnostic
- Schedule Changes: Lessons, World Languages, Cycles
- Two Instructional Coaches
- Targeted Title I Tutoring
- Embedded Professional Development on Reading and Writing Workshop
- Analysis of Current Math Course Sequence
- Analysis of Current Math Resources
- Focus on Building Climate and Culture through PBSIS


## Supports and Interventions

## Rahway High School

- Targeted Title I Tutoring
- PSAT
- Credit Recovery Program
- Academic Intervention Plan
- Data Teams
- Two Instructional Coaches
- Student Support Interventionist
- Peer Teacher Leaders
- Bite-sized PD
- Selection of Universal Screening Tool/Diagnostic
- Schedule Changes: Block Schedule, Intervention Period
- Embedded Professional Development in ELA


## Supports and Interventions

## Alternative Center for Education

- Daily Test Prep
- Saturday School
- Credit Recovery Program
- Summer School
- Small Group Instruction: Individualized Interventions
- IPP (Individual Progress Plan) Development


## Supports and Interventions

## Mathematics

- Family Nights/Events
- STEM Summer Camp
- Summer Enrichment Program
- Evaluation of New Math Programs, K-8
- Common Summative and Formative Assessments
- Supplemental Resources:
- Happy Numbers
- Prodigy
- Calendar Math
- Edulastic
- Khan Academy
- MathSpace


## Supports and Interventions

## English Language Arts

- Intervention Focus on P-3 Literacy
- Fundations
- Summer Enrichment Programs
- Family Nights/Events
- Common Summative and Formative Assessments
- Common Rubrics
- Supplemental Resources:
- ESGI
- Learning A-Z
- Prodigy
- CommonLit
- Edulastic
- Edmentum


## Supports and Interventions

## Science

- Focus on Sense-Making, Investigating, and Critiquing Practices
- Family Nights/Events
- Three-Dimensional Activities and Assessments
- Common Summative and Formative Assessments
- Department Based Data Discussions
- Supplemental Resources:
- Edulastic
- Mosa Mack
- Legends of Learning
- Gizmos


## Supports and Interventions

## Students with Disabilities

- Progress Monitoring Goals and Objectives
- Extended School Year
- Supplementary Programs and Materials:
- iReady
- Edmark Reading
- Touch Math
- Boom Learning Cards
- Daily Learning Centers
- Infusion of Essential Elements


## Supports and Interventions

## Multilingual Learners

- Curriculum Updates
- SEI Training for Math Staff at RHS
- Sheltered English Instruction Professional Development
- Programming \& Supplemental Materials
- K-6 ESL Teachers Trained Response to Intervention
- Summer ESL Enrichment Program
- Parent Advisory Committee
- Supplemental Resources:
- Edulastic
- Mosa Mack
- Legends of Learning
- Gizmos

Thank You

