

# NJSLA: A REFLECTION ON PERFORMANCE

RUMSON SCHOOL DISTRICT  
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# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM- NJSLA

- A summative assessment measuring student proficiency in a majority of the New Jersey Student Learning Standards administered at the end of the current school year.
- During Spring of 2024, NJSLA was administered in the following:
  - English Language Arts and Literacy (ELA/L) grades 3–11
  - Mathematics grades 3 – 8 and End of Course Assessments in Algebra I, Algebra II and Geometry.
  - Science in grades 5 and 8

## **How Scores are Reported**

**Level 1:** Not yet meeting grade-level expectations for CCR

**Level 2:** Partially meeting grade-level expectations for CCR

**Level 3:** Approaching grade-level expectations for CCR

**Level 4:** Meeting grade-level expectations for CCR

**Level 5:** Exceeding grade-level expectations for CCR

# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM- Dynamic Learning Map

- The DLM is an alternate assessment system designed to map a student's learning throughout the year. Items and tasks are embedded in day-to-day instruction so that testing happens as part of instruction.
- During the 2023-2024 school year, the DLM alternate assessment for Special Education Students was not administered as no students qualified.
- Students with the most significant cognitive disabilities are the only students eligible to take the NJ DLM alternate assessment.
- As with the NJSLA, students in grades 3 - 8 participate in the ELA and Math DLM assessments, and grades 5 and 8 participate in the science DLM assessment.

## **How Scores are Reported**

Performance Level Categories:

Level 1 - Emerging

Level 2 - Approaching

Level 3 - At Target

Level 4 - Advanced

# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM- ACCESS for ELLs

- ACCESS for English Language Learners (ELLs) is a standards-based, criterion-referenced, English language proficiency test designed to measure English learners' social and academic proficiency in English. Domains include: Listening, Speaking, Reading, Writing, Oral Language, Literacy and Comprehension.
- During the 2023-2024 school year, ACCESS for ELLs was not administered

## **How Scores are Reported**

Level 6- Reaching

Level 5- Bridging

Level 4- Expanding

Level 3- Developing

Level 2- Emerging

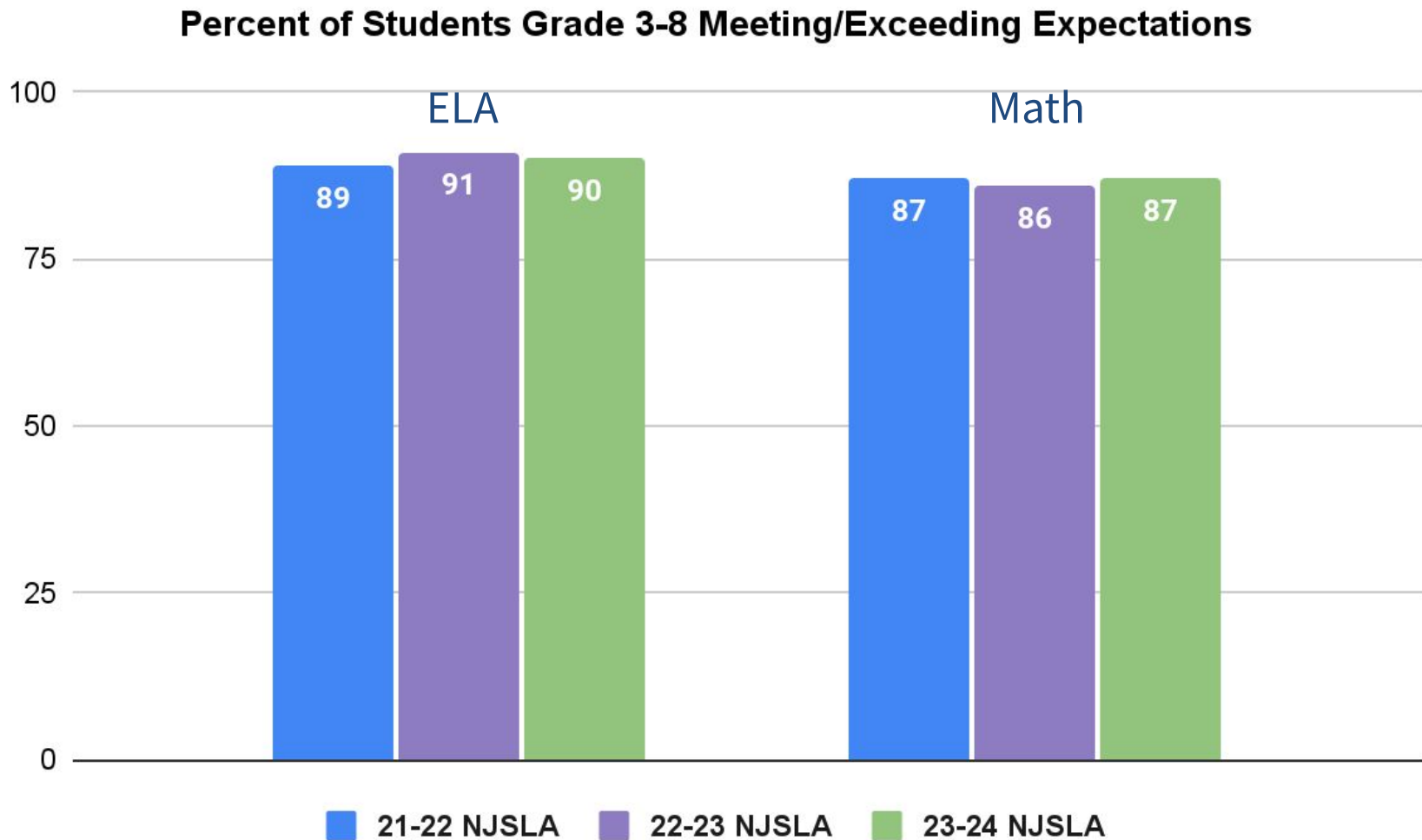
Level 1- Entering

# NJSLA

## Three-Year Comparison

### Percent of Students Meeting or Exceeding Expectations

#### 3 - 8 ELA and Math

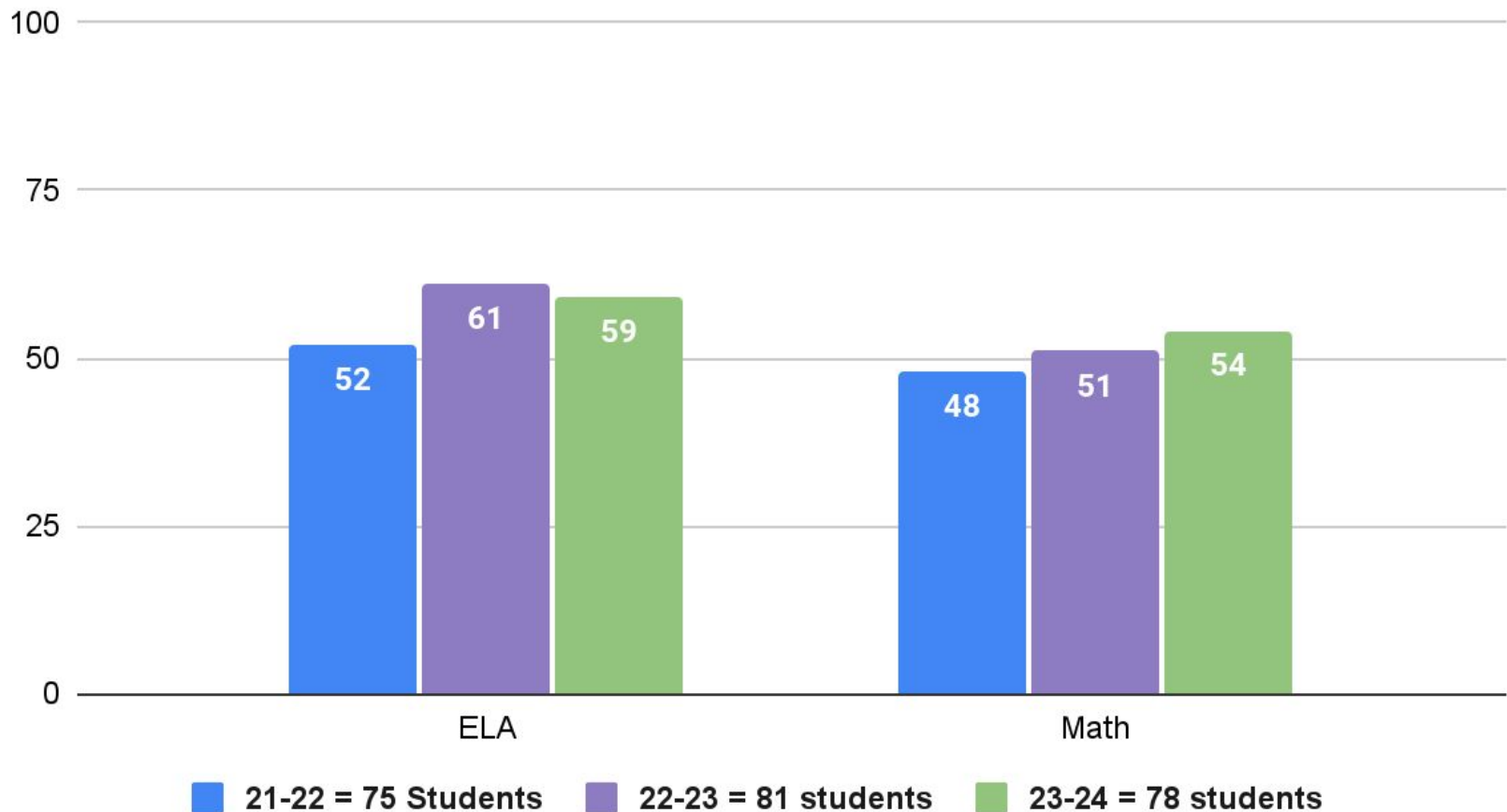


# NJSLA

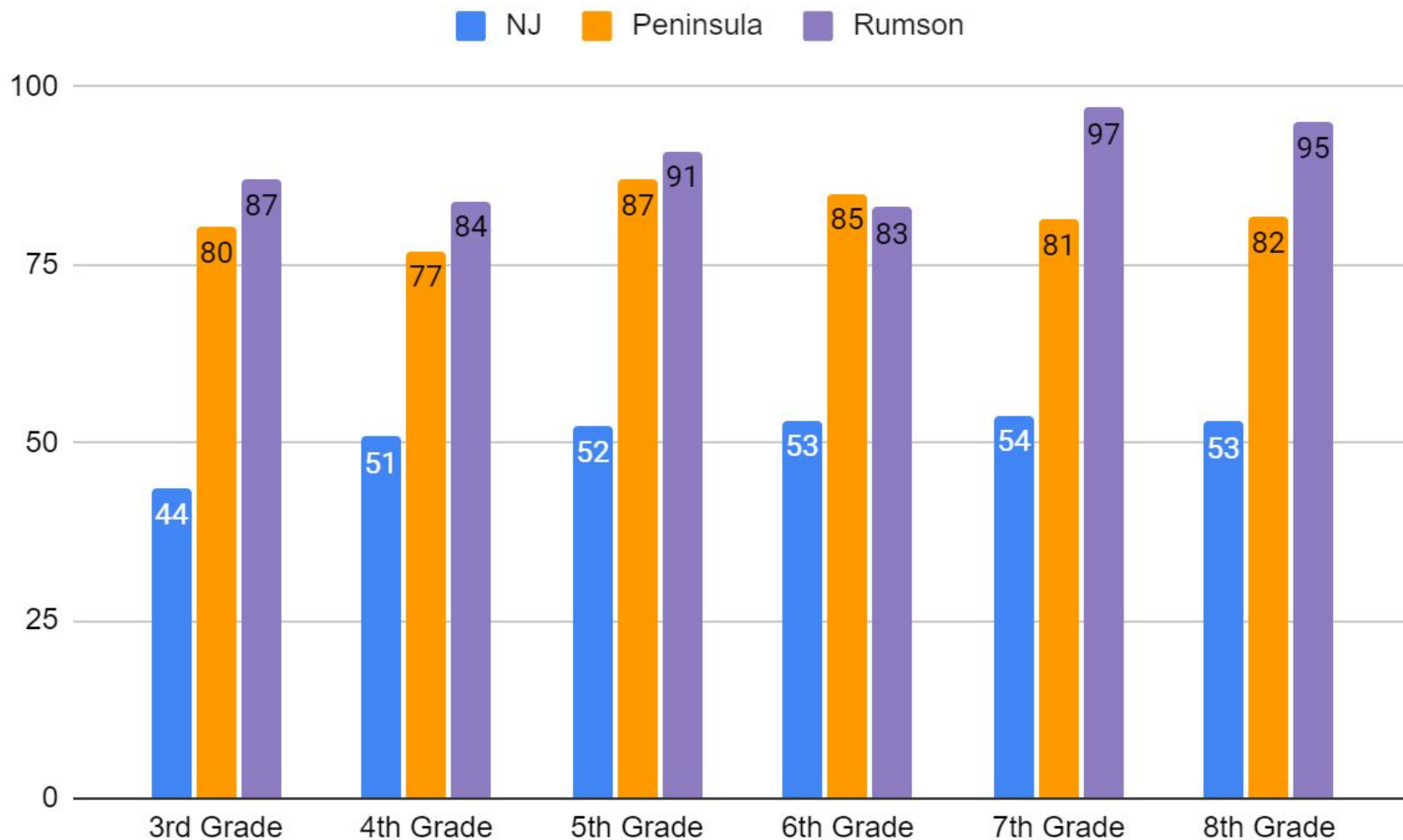
## PERCENT OF SPECIAL EDUCATION STUDENTS MEETING OR EXCEEDING EXPECTATIONS 3 THROUGH 8 ELA and MATH



**Percent of Special Education Students Grades 3-8 Meeting/Exceeding Expectations**



# NJSLA PENINSULA COMPARISON PERCENT OF STUDENTS THAT MET OR EXCEEDED EXPECTATIONS ELA GRADES 3 THROUGH 8

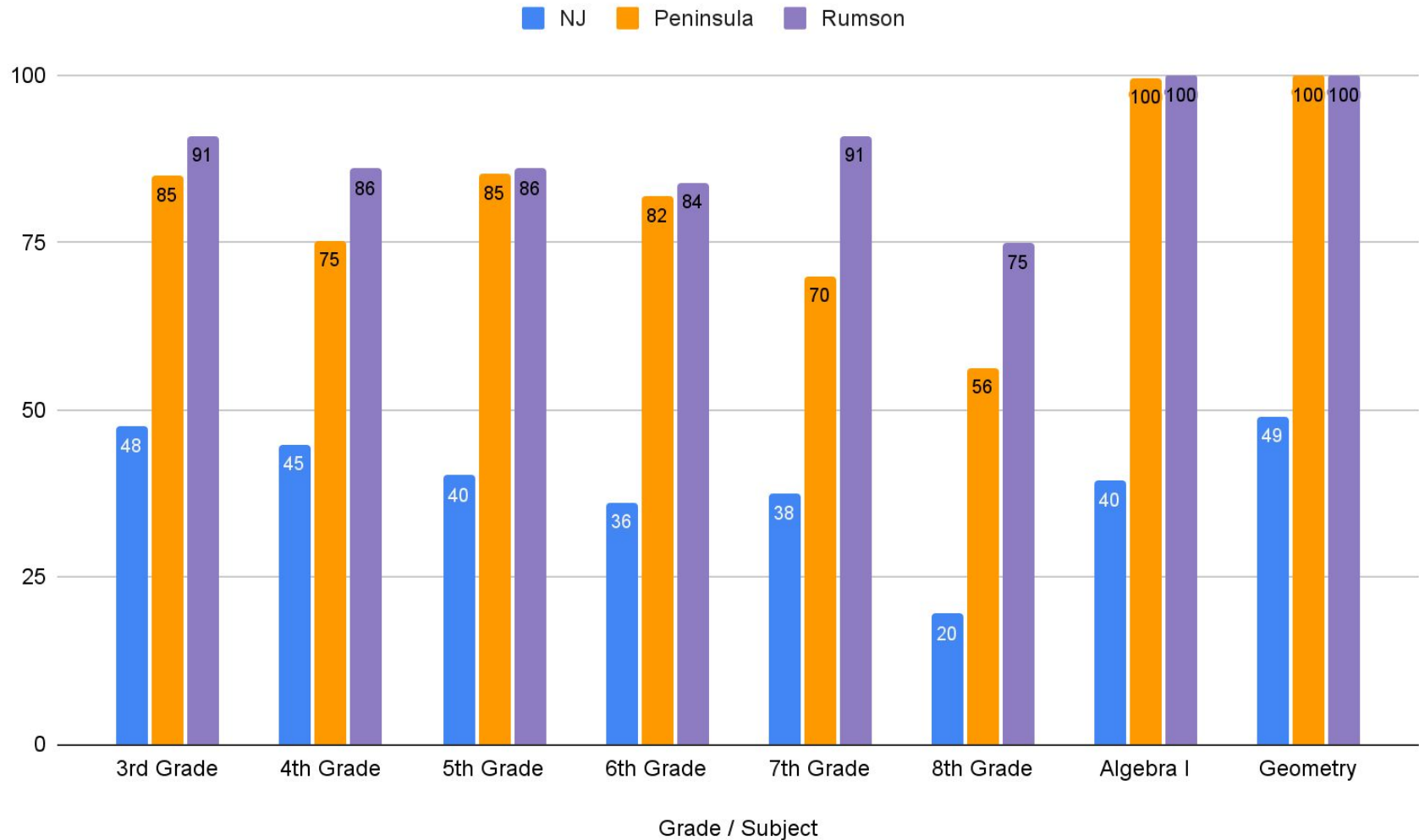




# NJSLA

## PERCENT OF STUDENTS THAT MET OR EXCEEDED EXPECTATIONS

### MATHEMATICS GRADES 3 THROUGH 8



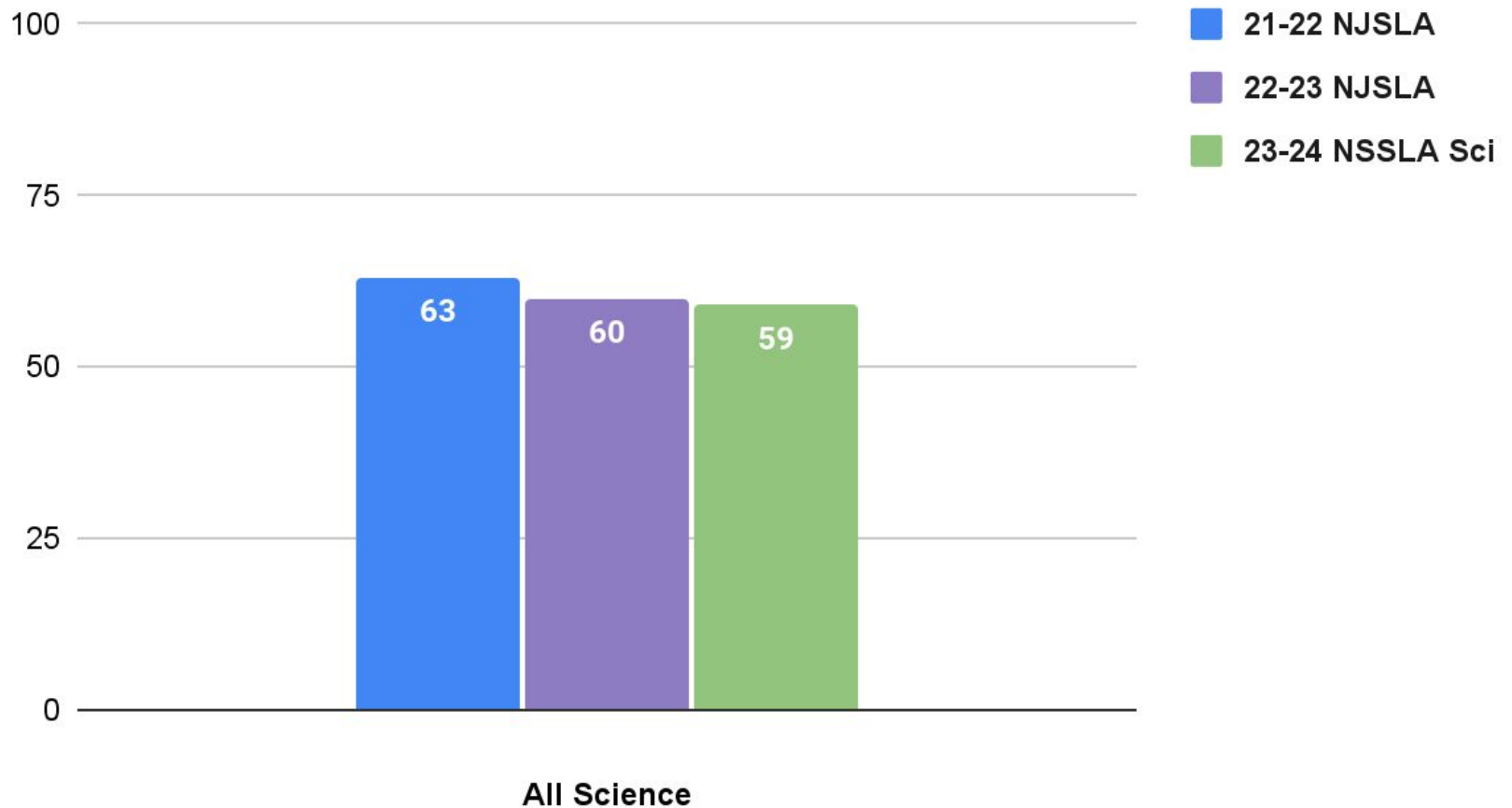


# NJSLA

## PERCENT OF STUDENTS MEETING OR EXCEEDING EXPECTATIONS GRADE 5 & 8 SCIENCE

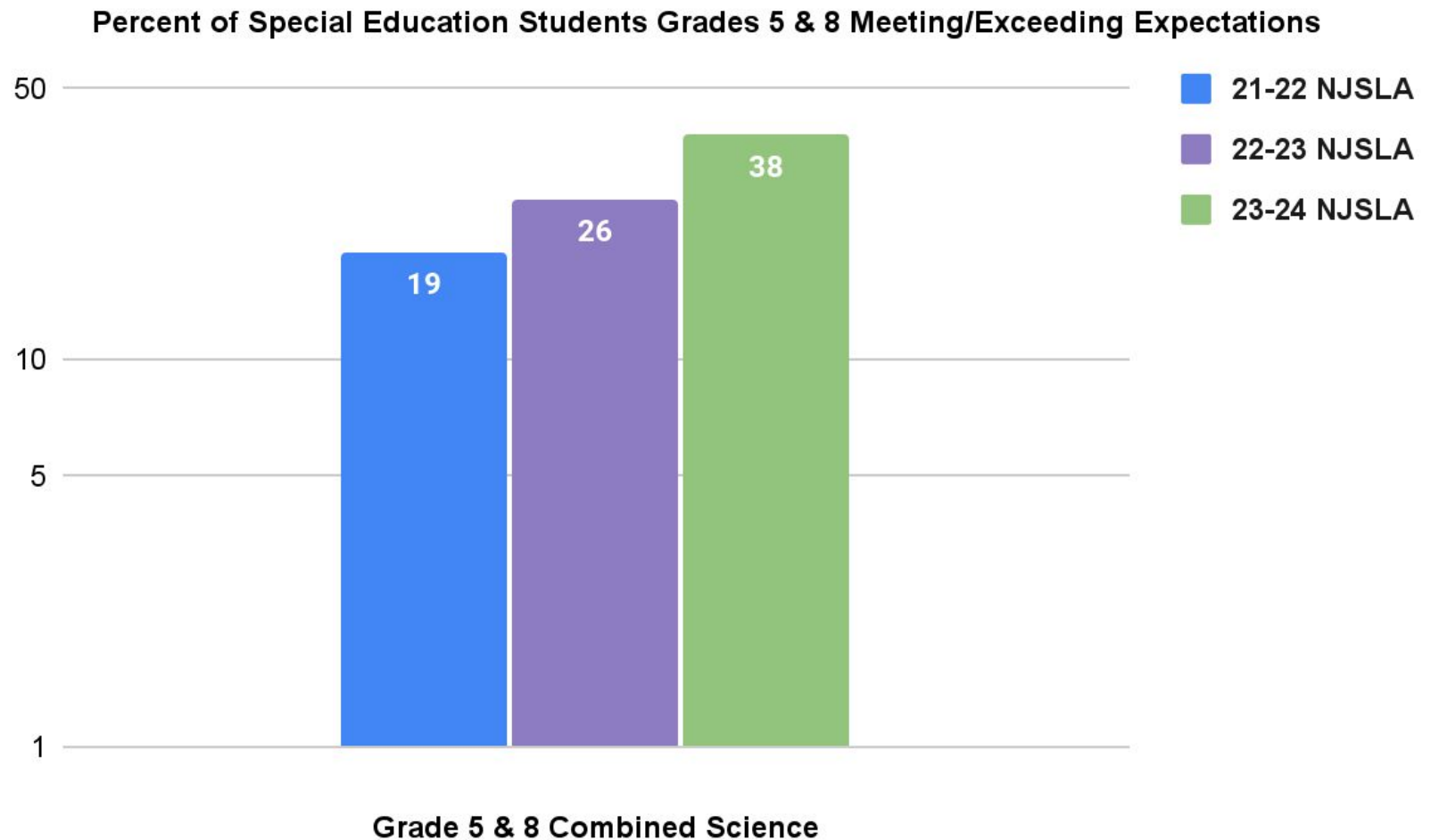


**Percent of Students Grades 5 & 8 Meeting/Exceeding Expectations**



# NJSLA

## PERCENT OF SPECIAL EDUCATION STUDENTS MEETING OR EXCEEDING EXPECTATIONS GRADE 5 & 8 SCIENCE





# NJSLA ELA

## Percent Meeting or Exceeding

Grade Level	Percent Meeting or Exceeding in ELA 2022	Percent Meeting or Exceeding in ELA 2023	Percent Meeting or Exceeding in ELA 2024
3	83%	83%	87%
4	84%	89%	84%
5	92%	94%	91%
6	84%	91%	83%
7	95%	97%	97%
8	96%	93%	95%

# NJSLA ELA COHORT

## Percent Meeting or Exceeding



Percent Meeting or Exceeding in ELA 2022	Percent Meeting or Exceeding in ELA 2023	Percent Meeting or Exceeding in ELA 2024
83% (Gr. 3)	89%(Gr. 4)	91% (Gr. 5)
84% (Gr. 4)	94% (Gr. 5)	83% (Gr. 6)
92% (Gr 5)	91% (Gr. 6)	97% (Gr. 7)
84% (Gr. 6)	97% (Gr. 7)	95% (Gr.8)
95% (Gr. 7)	93% (Gr.8)	NA
96% (Gr. 8)	NA	



# NJSLA MATH

## Percent Meeting or Exceeding

Grade Level or Subject	Percent Meeting or Exceeding 2022	Percent Meeting or Exceeding 2023	Percent Meeting or Exceeding 2024
3	88%	88%	91%
4	86%	88%	86%
5	89%	89%	86%
6	79%	92%	84%
7	72%*	75%*	91%*
8	82%*	71%*	75%*
Algebra	100%**	100%**	100%**
Geometry	100%**	100% **	100%**
Algebra II	100%	100%	N//A

*\* Algebra, Geometry, Algebra II students not included in the grade level math percentage*

*\*\*Students who took Algebra or Geometry in Gr. 7 are included.*

# NJSLA MATH COHORT

## Percent Meeting or Exceeding



	Percent Meeting or Exceeding 2022	Percent Meeting or Exceeding 2023	Percent Meeting or Exceeding 2024
	88% (Gr. 3)	88% (Gr. 4)	86% (Gr. 5)
	86% (Gr. 4)	89% (Gr. 5)	84% (Gr. 6)
	89% (Gr. 5)	92% (Gr. 6)	91% (Gr. 7)
	79% (Gr. 6)	75% (Gr. 7)	75%* (Gr. 8)
	72%* (Gr. 7)	71%* (Gr. 8)	NA
	82%* (Gr. 8)	NA	N/A

*\* Algebra, Geometry, Algebra II students not included in the grade level math percentage*

# QUESTIONS TO GUIDE DATA REFLECTION

- **How will we use NJSLA and District data to identify strengths and gaps that exist in curriculum and instruction?**
- **How will we use data to inform the conversations of our educators?**
- **What can we learn about where additional professional resources are needed to meet the learning needs of all students?**

# Continue Best Practices

## Math

- Students approaching expectations in math continue to be an area of focus.
- Tier 1 student intervention at the classroom level
- Push in and pull out Math intervention teacher DP
- Utilize the Social Emotional Team to provide supports both academic and emotional for at risk students with Metacognition Strategies
- Sustain professional development in the use of data and how to make data actionable to support specific student needs

## ELA

- Students approaching expectations in ELA continue to be an area of focus.
- Tier 1 student intervention at the classroom level

## Special Education

- Math: Orton–Gillingham Multisensory Math
- Supplemental Writing Intervention K-3 for identified students
- Provide targeted and personalized instruction with dedicated special education staff for students who are near proficient in English Language Arts (ELA) and Mathematics.
- Utilize the Social Emotional Team to provide supports both academic and emotional for at risk students with Metacognition Strategies



# Conclusions From Our ELA and Math Data



## What actions are we taking for 24-25?

- Increased Math 7 and ELA 7 by 1 section
- Hired a K-5 math interventionist
- PD in the use of quantile prerequisite instruction

# Conclusions From Our Science Data



## What actions are we taking for 24-25?

- Creation of rigorous science assessments K-3 using IXL and 4-8 using the online platform, InnerOrbit to track student growth and gaps
- Integration of STEM and Science Curriculum
- Teacher representation on the Elementary and the Middle School NJSLA-S Science Advisory Committee.

# RESOURCES FOR PARENTS



Individual Student Reports Were Mailed Home at the End of September and  
are Available on the Genesis Parent Portal

- Information for parents to guide discussions with teachers and NJSLA
- NJSLA Resources for Parents from [NJDOE](#)
- Understanding the student [score reports](#) (with translations)

How Did xxx Perform Overall?

**Performance Level 4**

- **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 child's score

**784**

