



NJSLA Spring 2024 Results

Livingston Public Schools
October 2024

New Jersey's Statewide Assessment Program

In 2019, New Jersey adopted the NJ Student Learning Assessment (NJSLA) to replace the Partnership for Assessment of Readiness for College and Careers (PARCC) which had replaced the HSPA and previous assessments in the elementary and middle school in language arts and mathematics.

No tests were administered in Spring 2020 or Spring 2021. Tests were again administered in 2022, 2023, and 2024.

In March 2024, Gr. 11 students took the NJ Graduation Proficiency Assessment (NJGPA). Those results were shared with the community in August.

In May 2024, students took the following assessments:

- 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

- Continuing to develop and refine the work of Data Teams at the K-6 level by establishing a common vision, connecting the work of the District Team with that of the Schools by cross-pollinating. District team members will now participate in School-based team meetings to be more deeply involved in the discussions and instructional planning.
- District team members will communicate back from school meetings in order to ensure that the findings and conversations at school-based team meetings inform our professional development planning.
- Our plan is to bring all school-based teams together in two district-wide accountability celebrations to share best practices and learn from one another's efforts.

Analyzing the Data

- We are continuing our collaborative process among central office administrators, principals, supervisors, teachers
- What do we see? Engage in an inquiry process following a protocol:
 - 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 Participation Levels 2024

| | Enrolled | Valid Test Scores | Participation |
|---------|----------|-------------------|---------------|
| Grade 3 | 459 | 455 | 99.1% |
| Grade 4 | 479 | 476 | 99.3% |
| Grade 5 | 521 | 523 | 100% |
| Grade 6 | 491 | 485 | 98.7% |
| Grade 7 | 490 | 488 | 99.5% |
| Grade 8 | 511 | 505 | 98.8% |
| Grade 9 | 507 | 500 | 98.6% |



NJSLA Performance Levels – ELA & Math

1

2

3

4

5

Level 1

Level 2

Level 3

Level 4

Level 5

Did not
yet meet
expectations

Partially Met
Expectations

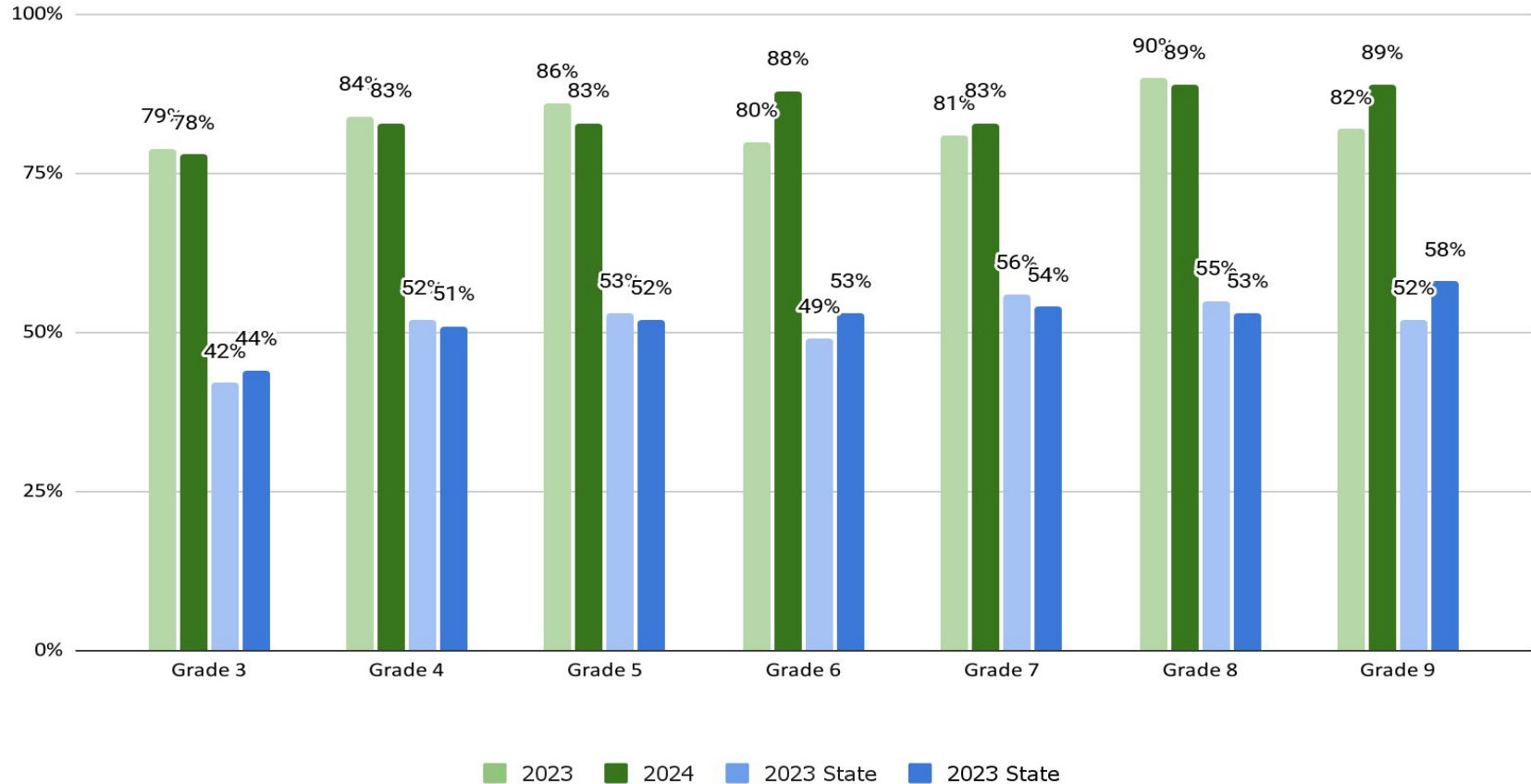
Approached
Expectations

Met
Expectations

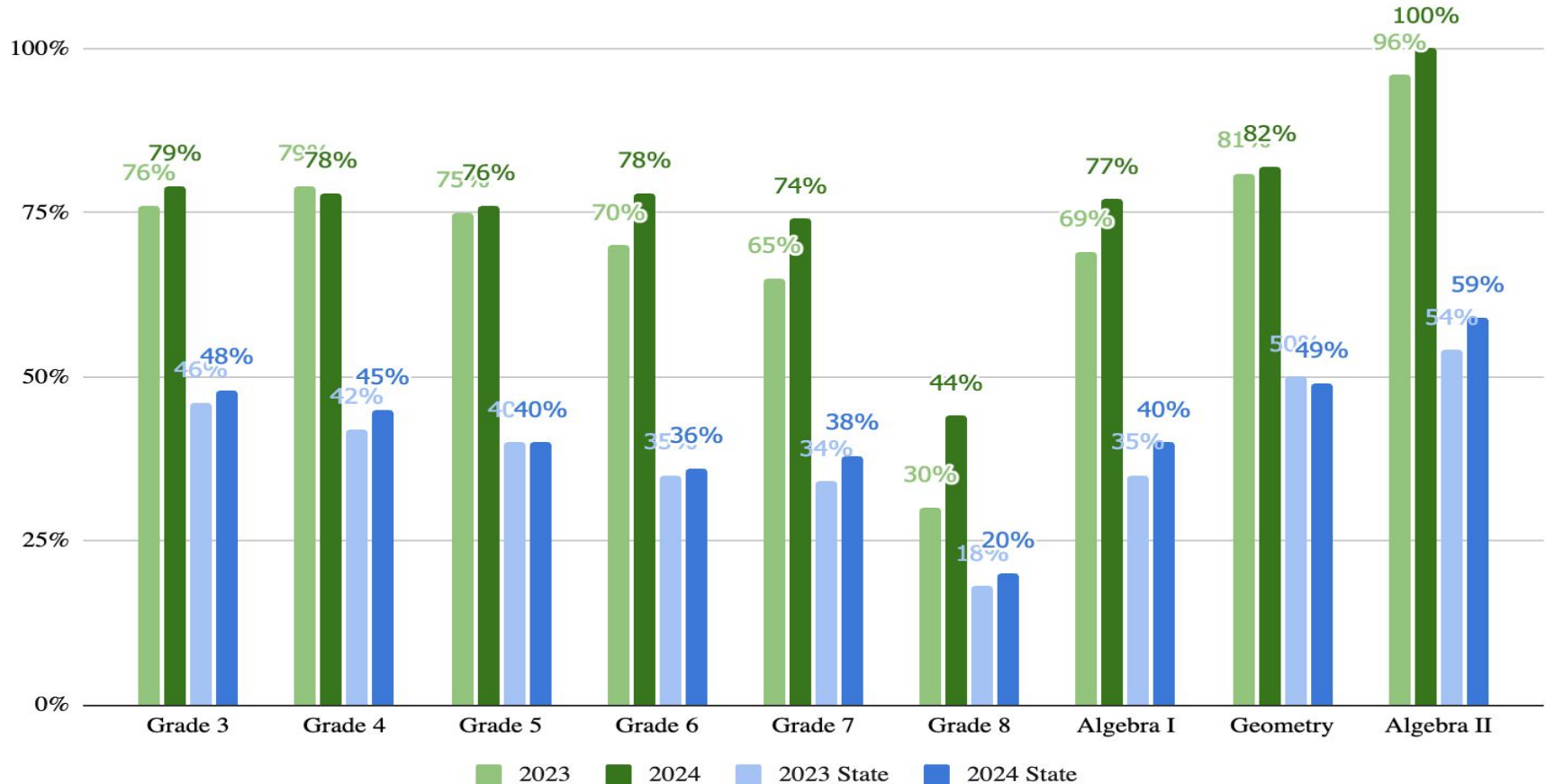
Exceeded
Expectations



Students Meeting/Exceeding Expectations ELA



Students Meeting/Exceeding Expectations Math



NJSLA Performance Levels – Science

1

Level 1

Below
Proficiency

2

Level 2

Near
Proficiency

3

Level 3

Proficient

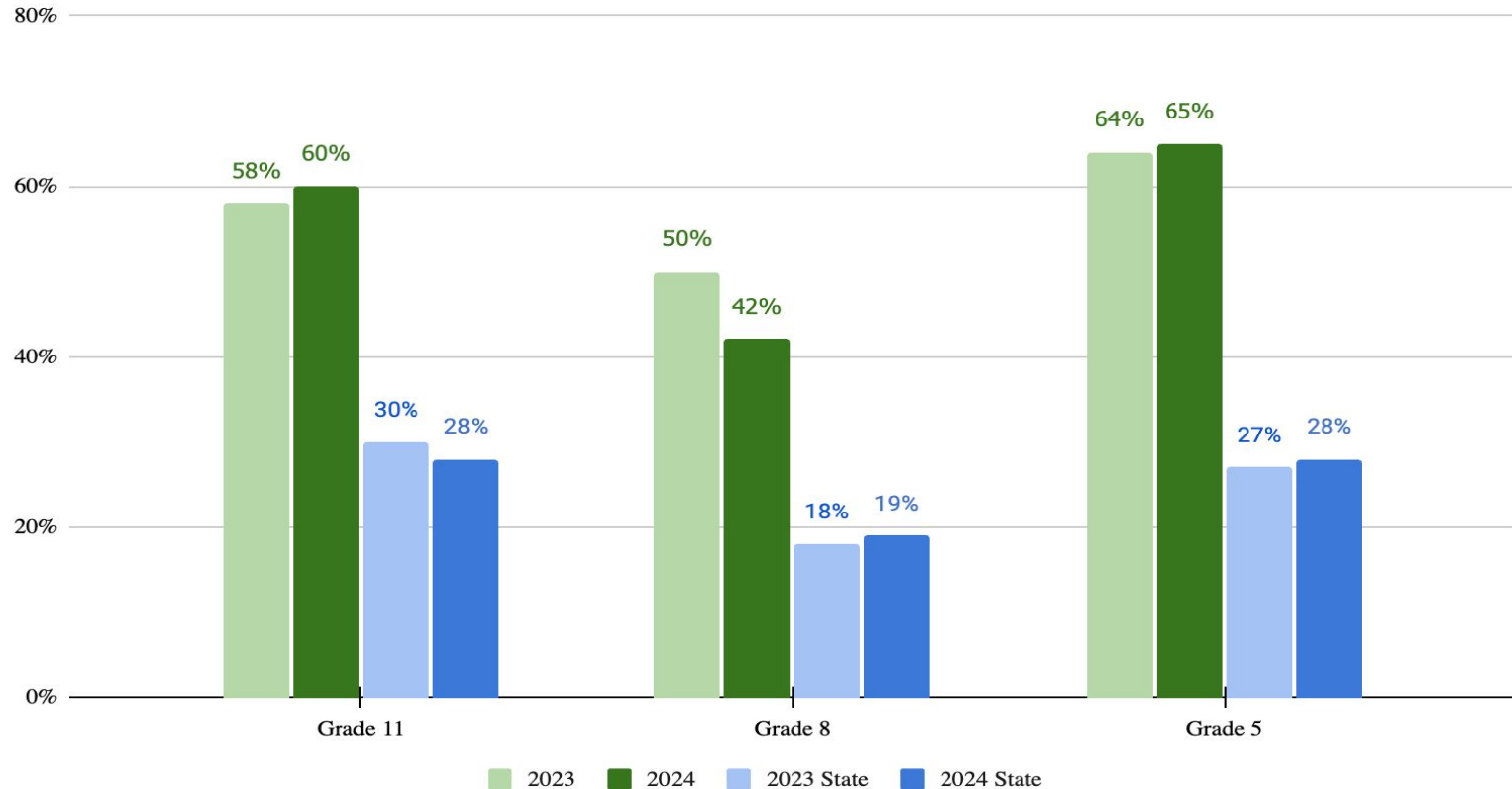
4

Level 4

Advanced
Proficient



Students Meeting/Exceeding Expectations Science



Cohort Analysis: ELA

| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---------|------|------|------|------|------|------|------|------|
| Grade 3 | 83 | 83 | 82 | N/A | N/A | 75 | 79 | 78 |
| Grade 4 | 84 | 84 | 85 | N/A | N/A | 85 | 84 | 83 |
| Grade 5 | 83 | 86 | 85 | N/A | N/A | 82 | 86 | 83 |
| Grade 6 | 81 | 86 | 82 | N/A | N/A | 78 | 80 | 88 |
| Grade 7 | 89 | 87 | 90 | N/A | N/A | 83 | 81 | 83 |
| Grade 8 | 88 | 91 | 92 | N/A | N/A | 84 | 90 | 89 |
| Grade 9 | 78 | 87 | 88 | N/A | N/A | 82 | 82 | 89 |



Cohort Analysis: Mathematics

| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|------------|------|------|------|------|------|------|------|------|
| Grade 3 | 82 | 84 | 82 | N/A | N/A | 75 | 76 | 79 |
| Grade 4 | 75 | 72 | 76 | N/A | N/A | 77 | 79 | 78 |
| Grade 5 | 69 | 76 | 73 | N/A | N/A | 73 | 75 | 76 |
| Grade 6 | 72 | 75 | 72 | N/A | N/A | 69 | 70 | 78 |
| Grade 7 | 68 | 72 | 74 | N/A | N/A | 68 | 65 | 74 |
| Grade 8 | 57 | 52 | 59 | N/A | N/A | 25 | 30 | 44 |
| Algebra I | 67 | 76 | 80 | N/A | N/A | 66 | 69 | 77 |
| Geometry | 58 | 60 | 65 | N/A | N/A | 79 | 81 | 82 |
| Algebra II | 64 | 59 | 73 | N/A | N/A | 97 | 96 | 100 |



Dynamic Learning Maps (DLM)

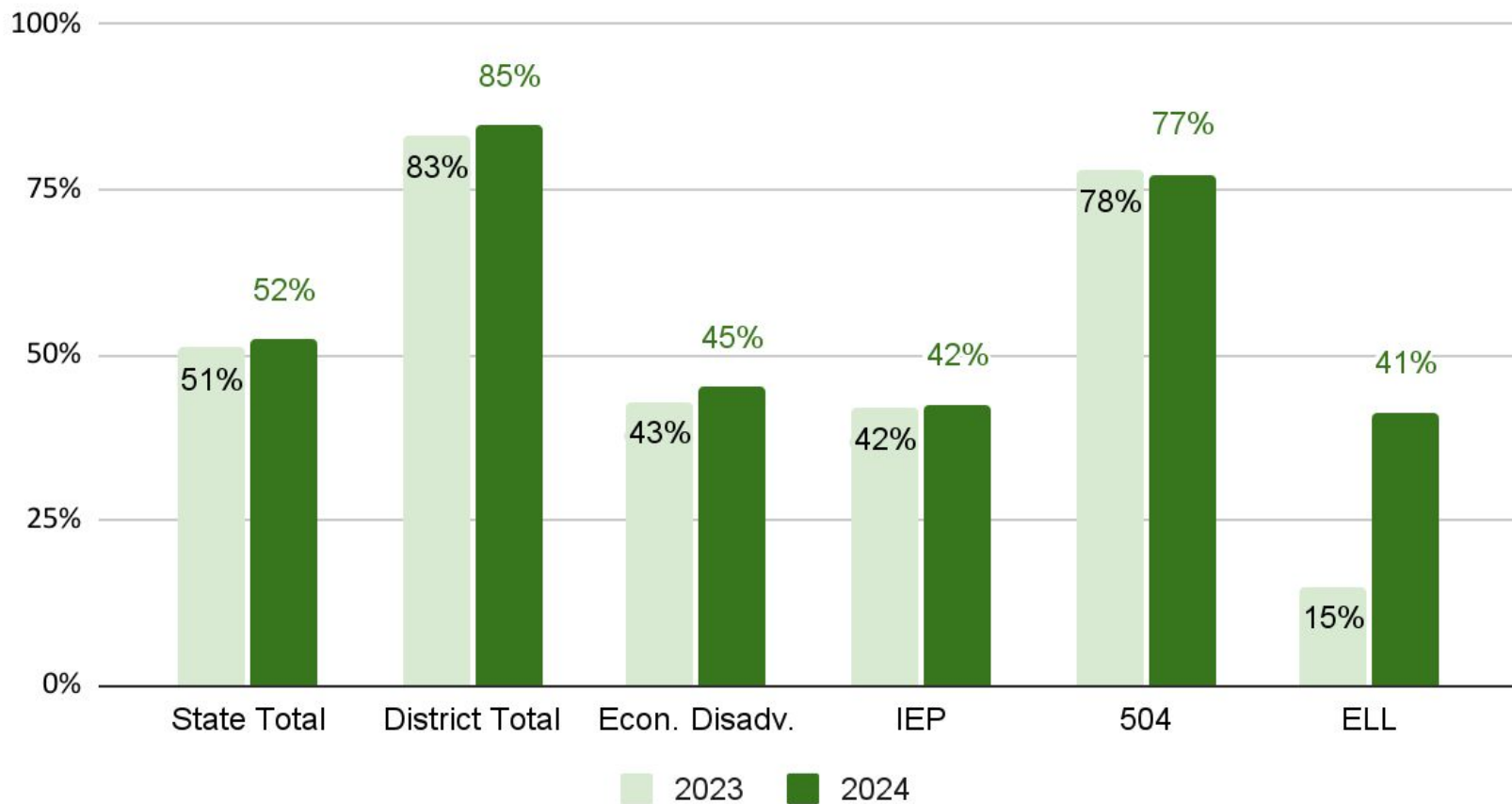
Students are tested in:

- Grades 3-8 & 11 in ELA & Math
- Grades 5, 8 & 11 in Science

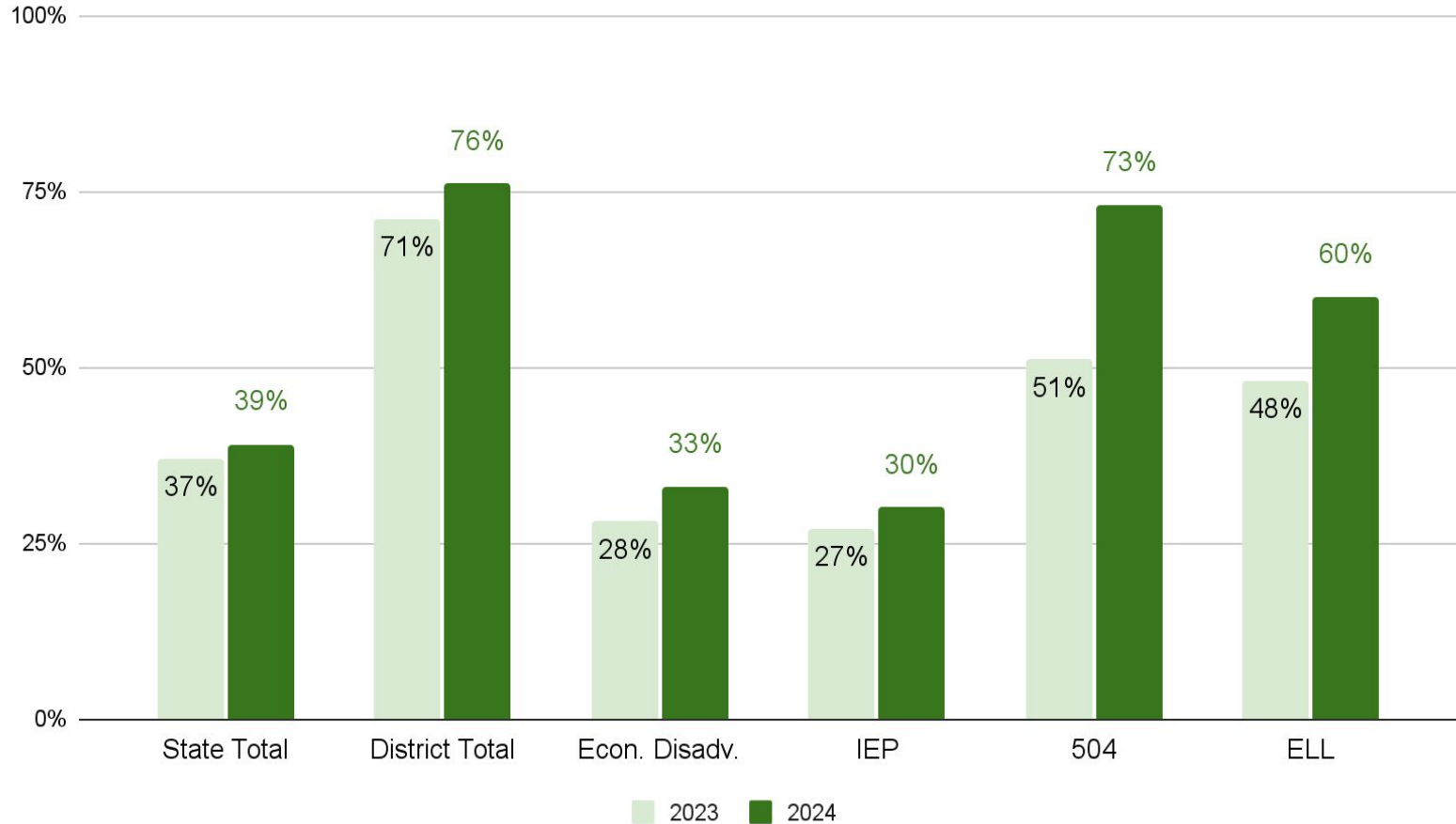
| Number of Students Tested | Emerging/ Approaching Target | At Target/ Advanced |
|---------------------------|---------------------------------|------------------------|
| 31 English | 26 | 5 |
| 31 Math | 24 | 7 |
| 12 Science | 11 | 1 |



ELA Total and Subgroup 2023 to 2024



Math Total and Subgroup 2023 to 2024



Moving Forward

- Implementing the Renaissance universal screening tool this year from Gr. 2-5 as a means of analyzing student needs for differentiated & small group instruction and skills tracing.
- Emphasis on differentiation to ensure that small group instruction targets the needs identified by the assessments. Dedicated time for this instruction is built into the elementary schedule.
- Data Teams continue to examine the beginning of the year assessments (such as DRA and Renaissance) to analyze and triangulate these with the NJSLA scores and classroom observations and assessments. We are continuing to implement a consistent process for actionable data to be disseminated/discussed with classroom teachers across the schools.
- In Science we are continuing to collaborate with NJDOE to pilot a new Open Sci Ed curriculum in the elementary grades and continuing to use the Inner Orbit platform to analyze student performance data and familiarize the students with the rigors of the NJSLA assessment.



Moving Forward

- ELA
 - Word Study Work in Grades K-1 for both decoding and comprehension – tied to structured literacy program to align the work being done with the youngest students with the tools we use.
- Math –
 - We are continuing implementation of Math in Focus in Gr. 6. Professional development emphasizing visual representation, mathematical discourse & modelling, visible learning, and introducing Gr. 7 to Math in Focus concepts is on-going.
 - Department is emphasizing small group instruction and implementation of Tier 1 Intervention Toolkit. – built fluency centers for K-2 - number sense - composition and decomposition of numbers, strategies – using Concrete/Pictorial/Abstract – centers development of grade level specific fluencies (tools for teachers have been created and are consistent w MIF strategies.
 - Examining Gr. 8 Math remains a priority for us this year inclusive of instructional materials, program, professional development for teachers.

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