



NJSLA Results: Spring 2023 Administrations

Oradell Public School District

September 20, 2023



Introduction



- The following assessments were administered in Spring 2023:
 - NJSLA - English Language Arts (Grades 3-6)
 - NJSLA - Mathematics (Grades 3-6)
 - NJSLA - Science (Grade 5)
 - ACCESS for English Language Learners (These results were shared on 8/16/23.)
 - DLM (Dynamic Learning Maps), an assessment utilized for students with significant cognitive disabilities, was administered to several out of districts students; but not to anyone at OPS. The number of out of district students who took the assessment does not equal 10 so this data may not be shared publicly.
- Overview of the NJSLA Format:

	Grade 3	Grade 4	Grade 5	Grade 6
English Language Arts	2 units x 75 minutes	2 units x 90 minutes	2 units x 90 minutes	2 units x 90 minutes
Mathematics	3 units x 60 minutes	3 units x 60 minutes	3 units x 60 minutes	3 units x 60 minutes
Science	N/A	N/A	4 units x 45 minutes	N/A





The NJSLA uses a 5 point grading scale for English Language Arts and Math.

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

The NJSLA uses a 4 point grading scale for Science.

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

NJSLA Participation Rates



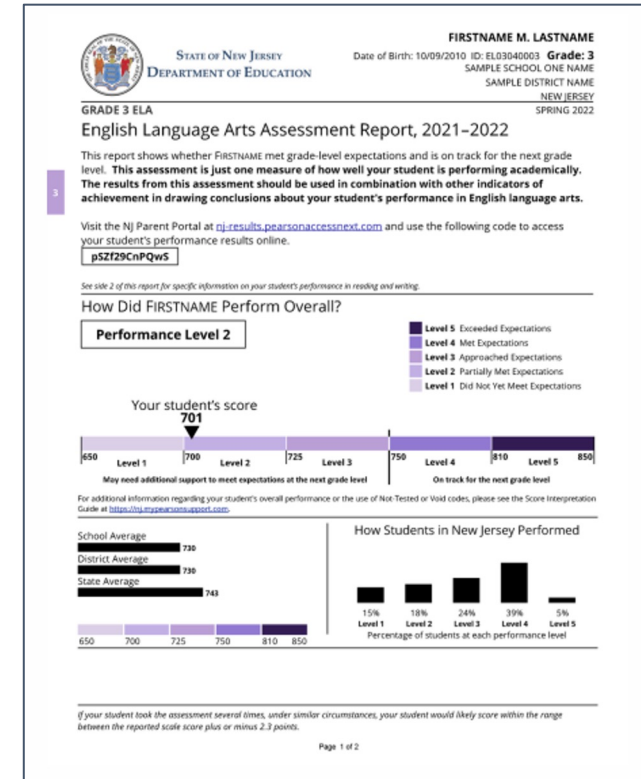
	3rd Grade	4th Grade	5th Grade	6th Grade
ELA	98.3%	99.2%	100%	99.2%
Math	98.3%	99.2%	100%	99.2%
Science	N/A	N/A	100%	N/A



What have we done already?

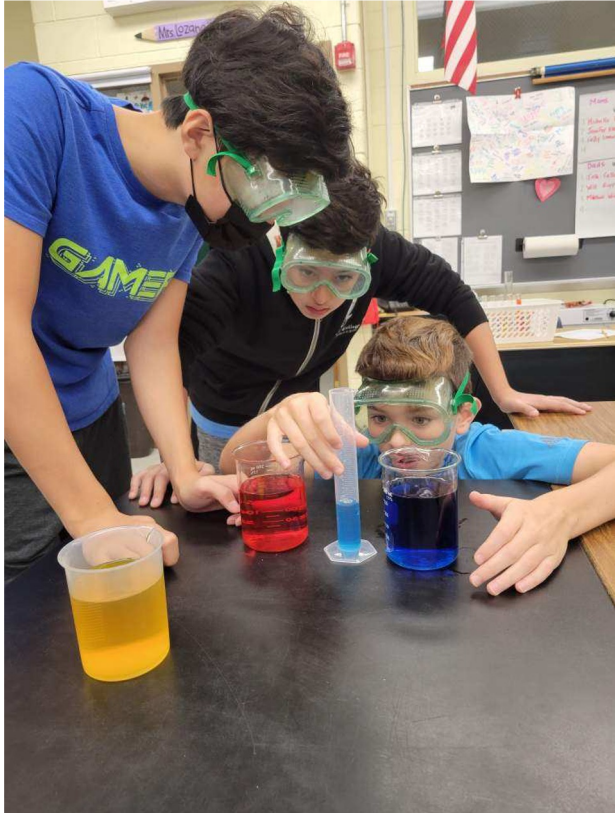


- Reviewed NJSLA District and School level data in Math & ELA
 - Individual Grade Level Data
 - Subgroups by Grade Level
 - Standards by Grade Level
 - Domains (e.g., Reading Literacy, Reading Information)
- Compared NJSLA to District Assessment Student Data
 - LinkIt! End of Year Benchmark
 - DIBELS (Grade 3)
 - Reading Levels
- All data shared with parents (mailed 9/20/23)
- Uploaded NJSLA data to LinkIt! and shared with staff.
- NJSLA data used as a data point for intervention and federal/state funded programs.





SCIENCE



Comparison of Oradell Public School's Spring 2023 NJSLA Administrations Science - Percentages



Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Combined Level 3 & 4, District	Combined Level 3 & 4, State
5	7.6	38.4	32.4	34.8	37.1	21.1	22.9	5.7	60.0	26.8

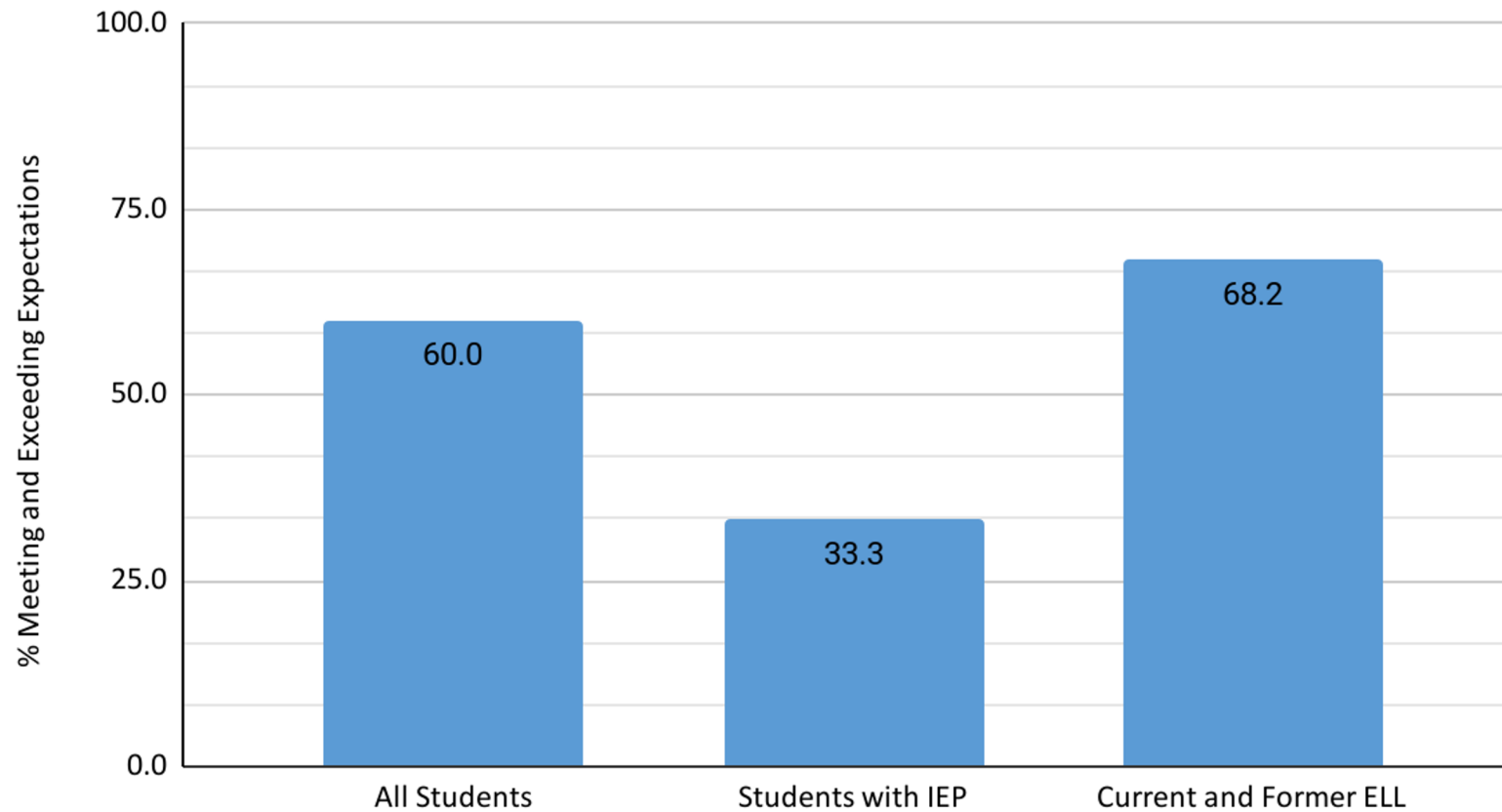
Notes: Percentages may not total 100 due to rounding.



Science - Subgroup Analysis



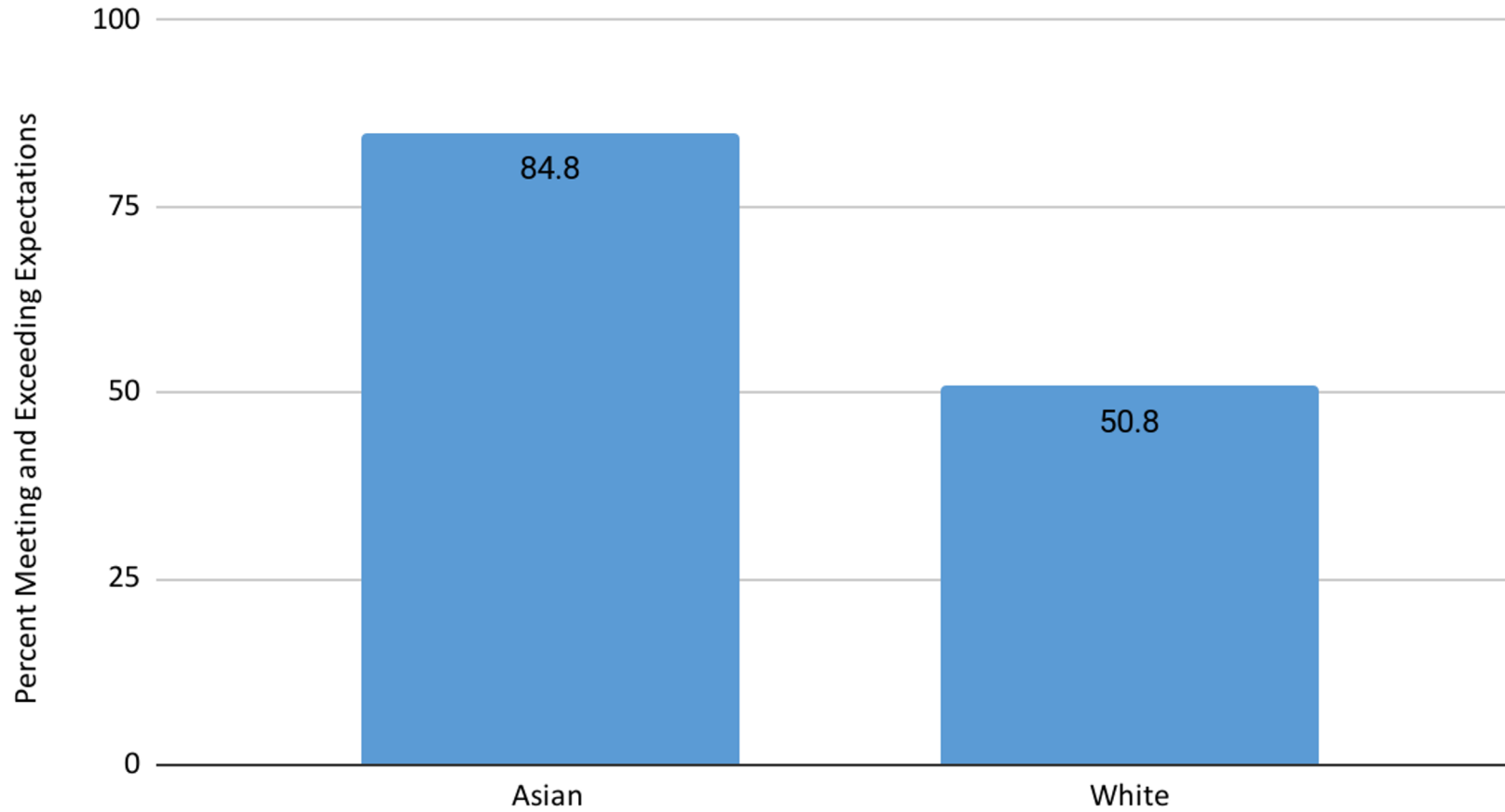
5th Grade Science - Proficiency by Program



Science - Subgroup Analysis



5th Grade Science - Proficiency by Ethnicity/Race*

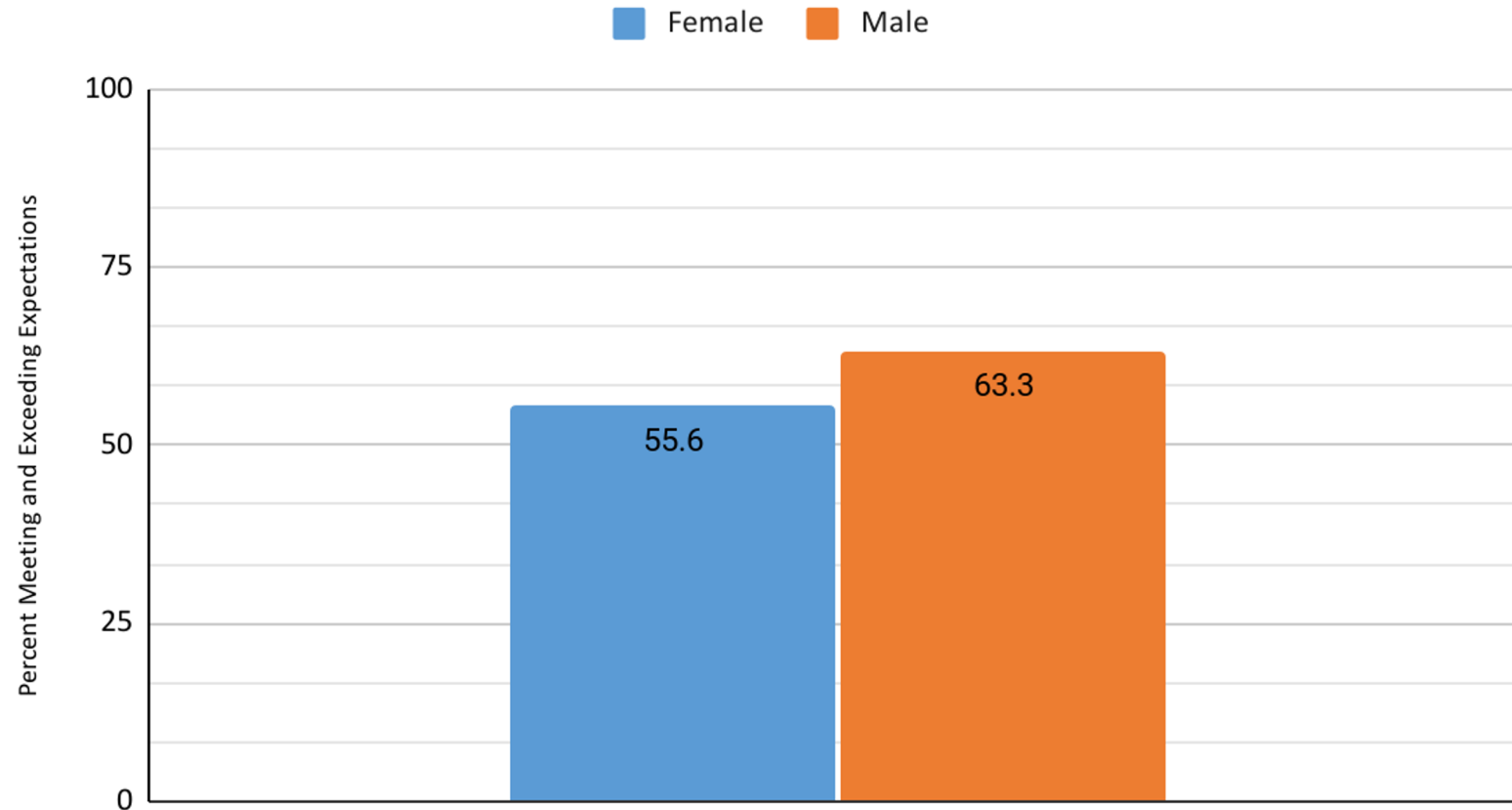


*Additional categories did not have enough students to report.

Science - Subgroup Analysis



5th Grade Science - Proficiency by Gender



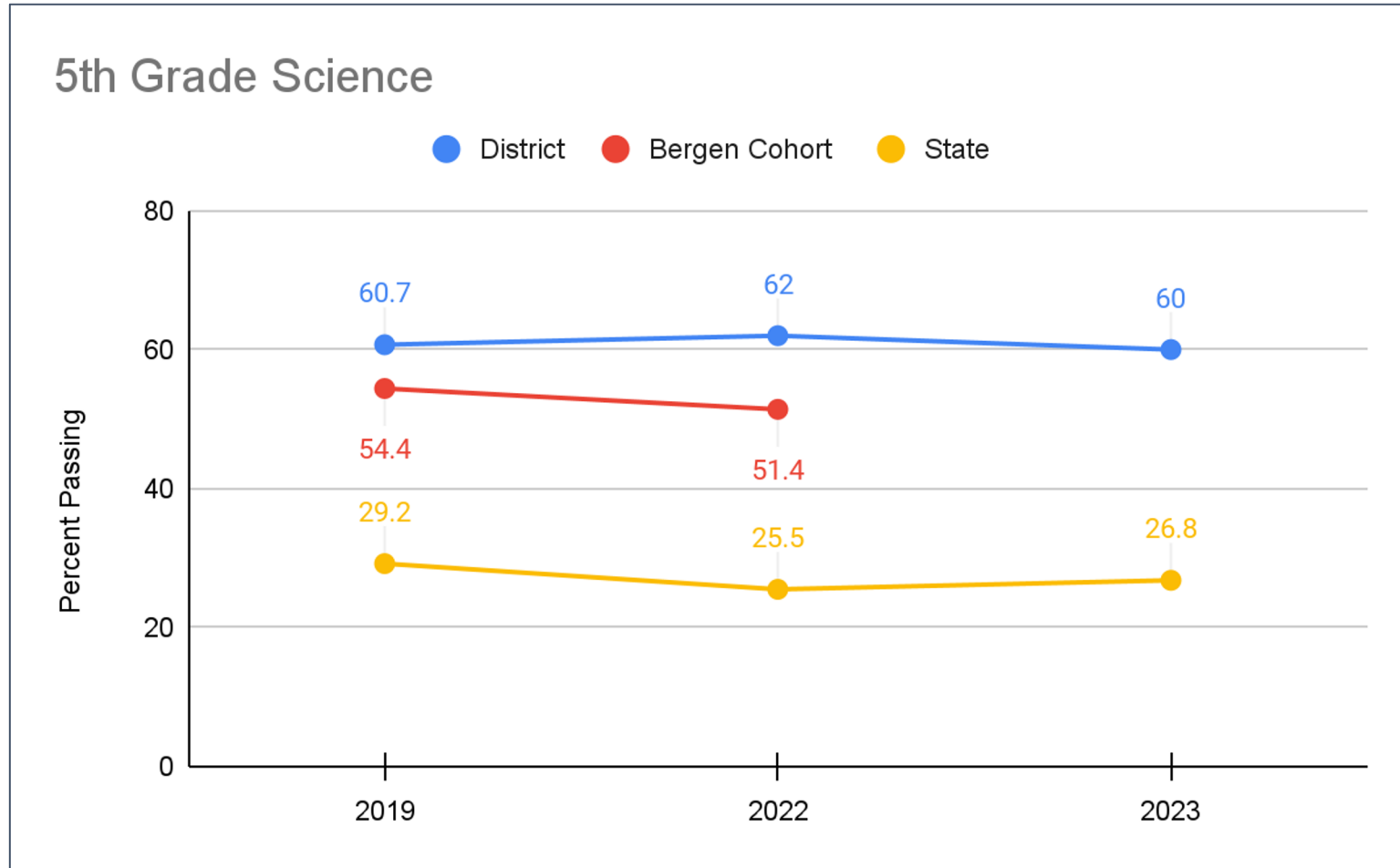
Science Trend Analysis



	Spring 2019			Spring 2022			Spring 2023		
	Combined Level 3 and 4			Combined Level 3 and 4			Combined Level 3 and 4		
Grade	District	State	Difference	District	State	Difference	District	State	Difference
5	60.7	29.2	+31.5	62.0	25.5	+36.5	60.0	26.8	+33.2



Visual Look at Science (*State, Bergen County Cohort, and District*)



Celebrations and Next Steps



- **Celebrations**
 - Show consistent performance pre- and post-pandemic with regard to percent of students meeting expectations.
 - Of the domain and practices assessed, almost 50% of our students exceeded expectations in the area of life science.
 - Show strengths in all three practice areas.
- **Next Steps**
 - Continue to look at how physical science is being addressed in all grades.
 - Implement the new STEAM units with investigating, sensemaking, and critiquing practices imbedded.

Domains and Practices Assessed

Earth & Space Science – Knowledge of the processes that operate on and within the Earth and Earth’s place within the galaxy.

Life Science – Knowledge of patterns, processes, and relationships of living organisms.

Physical Science – Knowledge of the mechanism of cause and effect in all systems and processes that can be understood through a common set of physical and chemical processes.

Investigating Practices – Ask questions, plan and carry out investigations based on observations of phenomena, and organize data effectively.

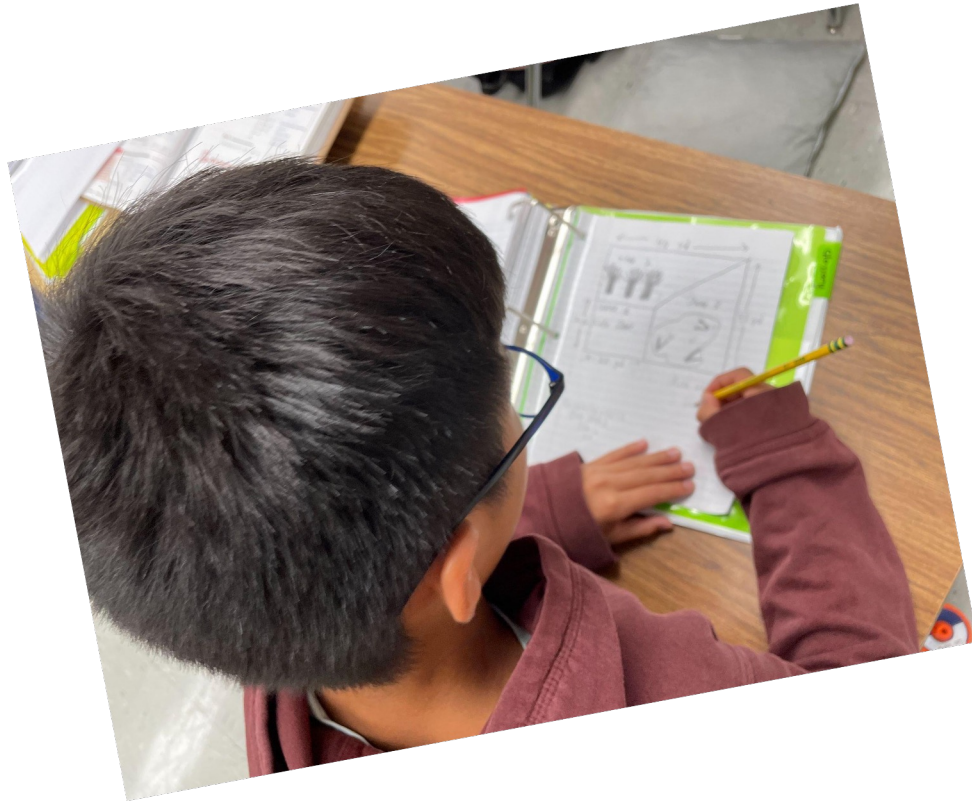
Sensemaking Practices – Recognizes patterns and relationships in data to develop explanation or models of phenomena.

Critiquing Practices – Evaluates and creates arguments regarding different explanations and claims to convey understanding of the natural world.





MATHEMATICS



Comparison of Oradell Public School Spring 2023 NJSLA Administrations Mathematics - Percentages



Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State	Combined Level 4 & 5, District	Combined Level 4 & 5, State
3	2.6	12.5	5.3	16.7	21.9	24.8	50	34	20.2	11.9	70.2	45.9
4	0	13.1	4.7	17.8	16.5	24.7	61.4	37.2	17.3	7.1	78.7	44.4
5	1.9	13.1	6.7	21.4	17.1	25.5	45.7	31.4	28.6	8.7	74.3	40
6	0	14.2	8.1	23.2	19.5	28.3	47.2	27.7	25.2	6.6	72.4	34.3

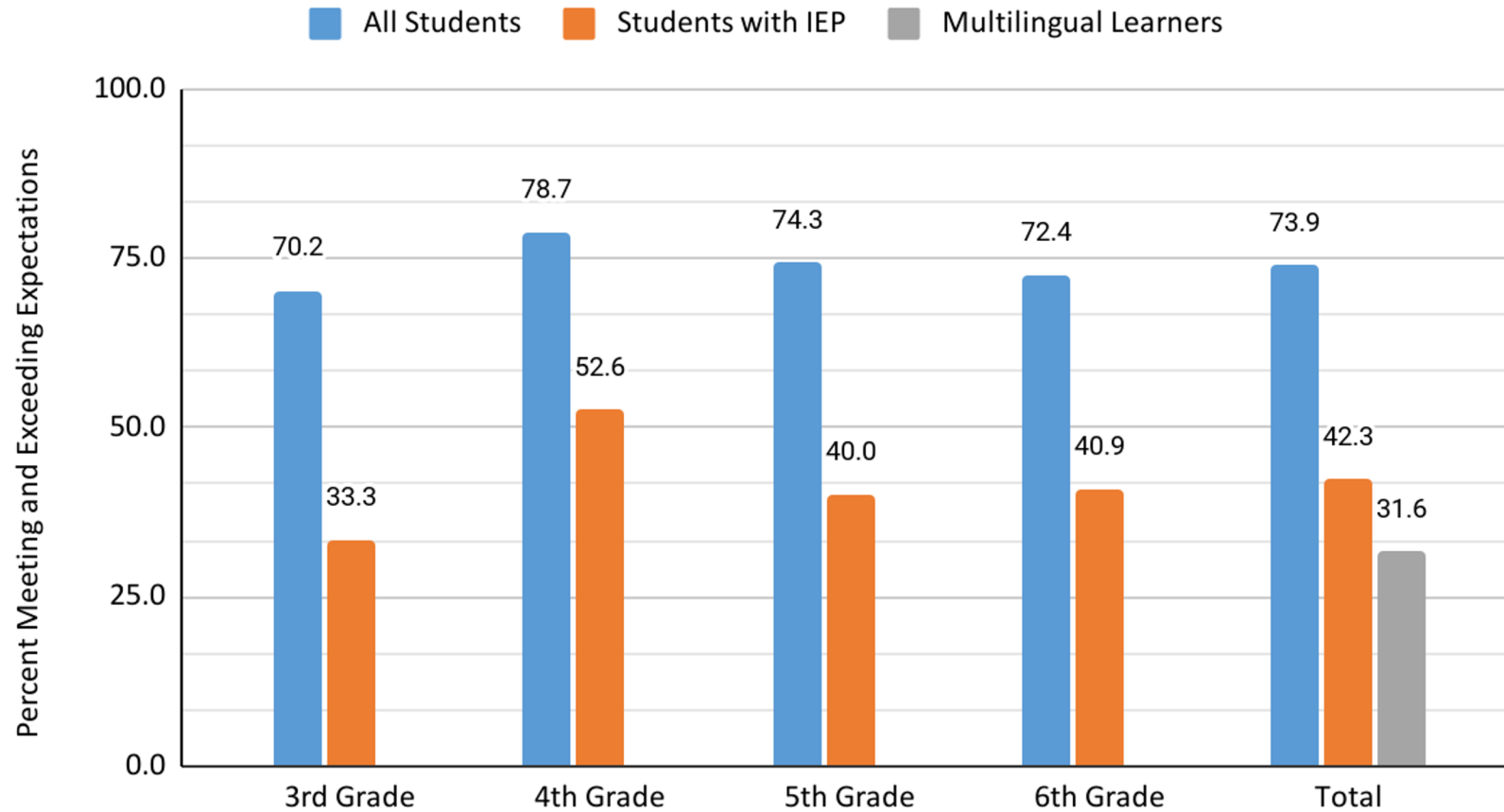
Notes: Percentages may not total 100 due to rounding.



Mathematics - Subgroup Analysis



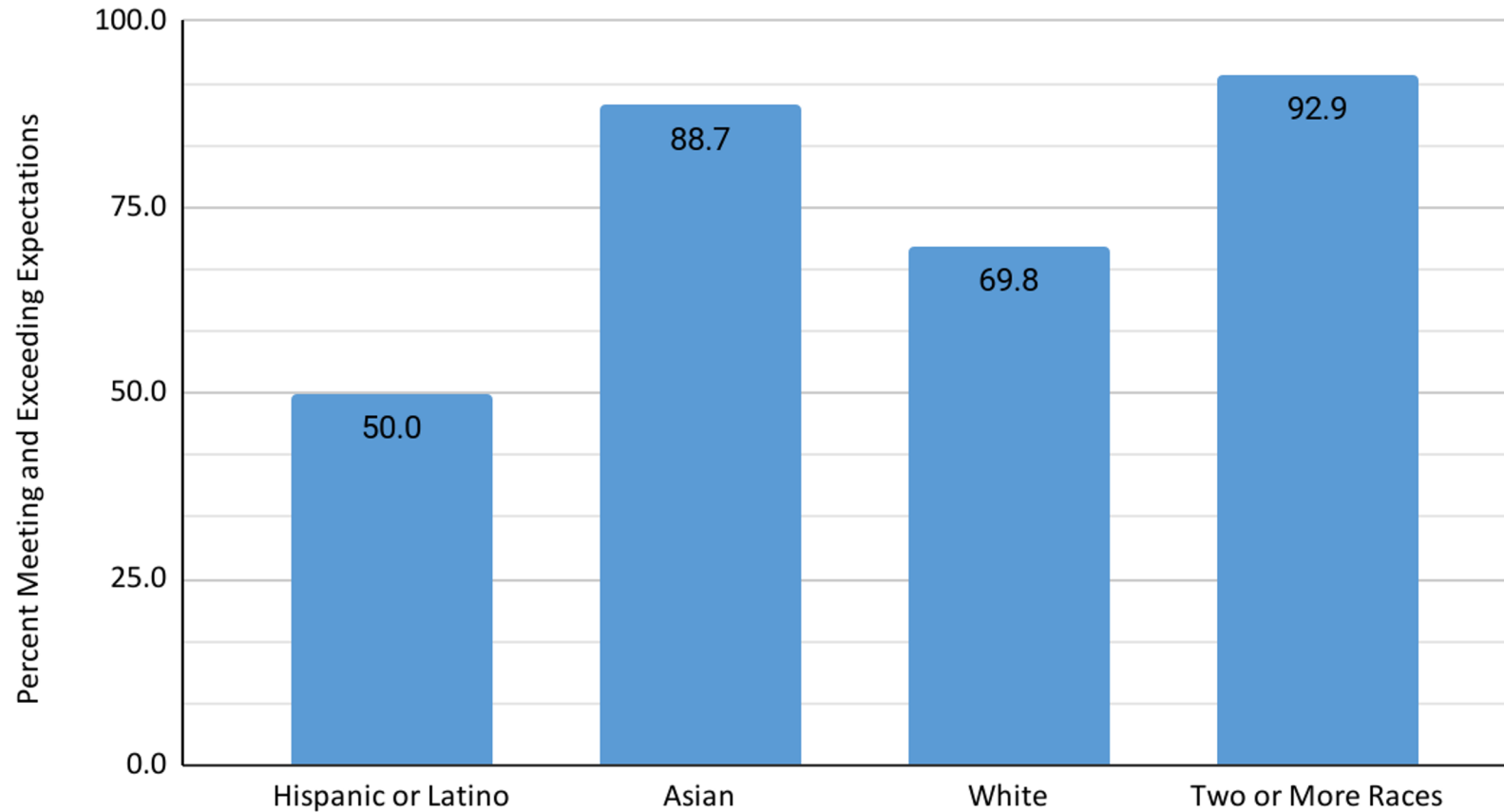
Mathematics: Proficiency by Program



Mathematics - Subgroup Analysis



Mathematics: Proficiency by Ethnicity and Race

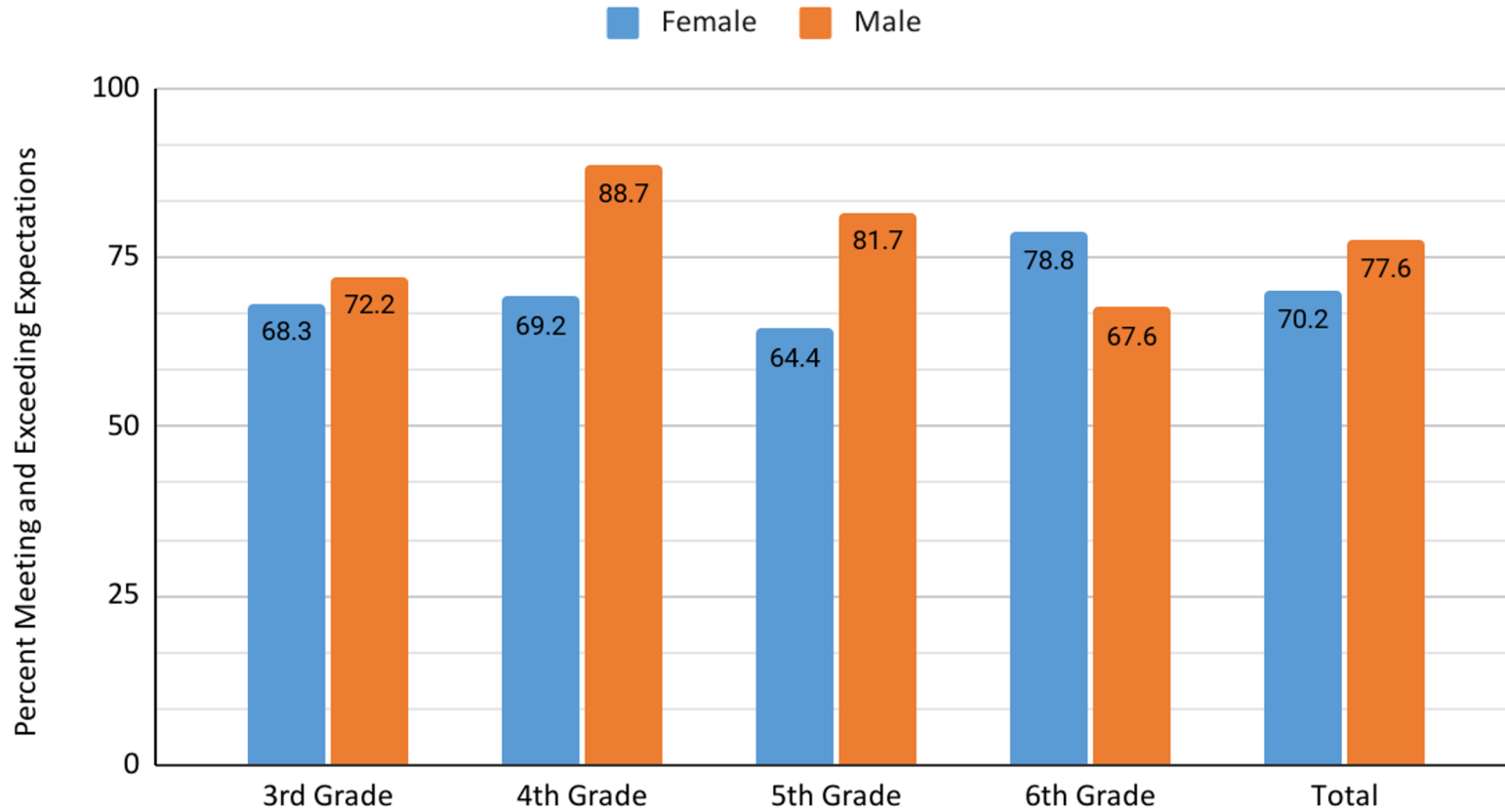


*Additional categories of Black or African American, American Indian or Alaska Native and Native Hawaiian or Pacific Islander did not have enough students to report.

Mathematics - Subgroup Analysis



Math Proficiency by Gender



Mathematics Trend Analysis



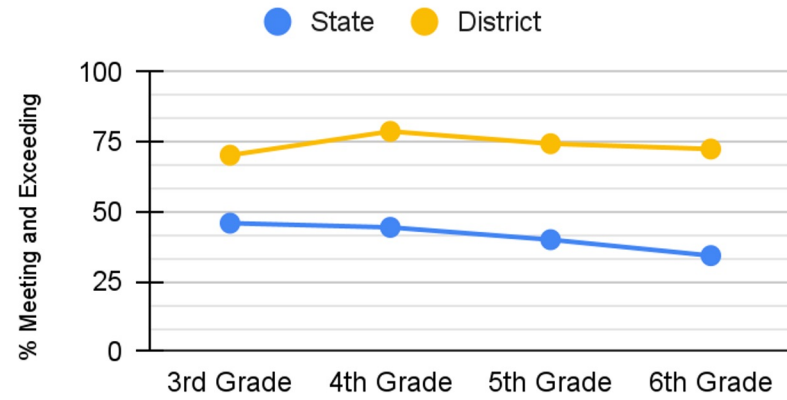
	Spring 2019			Spring 2022			Spring 2023		
	Combined Level 4 and 5			Combined Level 4 and 5			Combined Level 4 and 5		
Grade	District	State	Difference	District	State	Difference	District	State	Difference
3	74.3	55.1	+19.2	87.4	45.4	+42.0	70.2	45.9	+24.3
4	76.2	51.0	+25.2	77.0	39.4	+37.6	78.7	44.4	+34.3
5	75.9	46.8	+29.1	73.6	36.1	+37.5	74.3	40.0	+34.3
6	68.5	40.5	+28.0	65.8	31.3	+34.5	72.4	34.3	+38.1



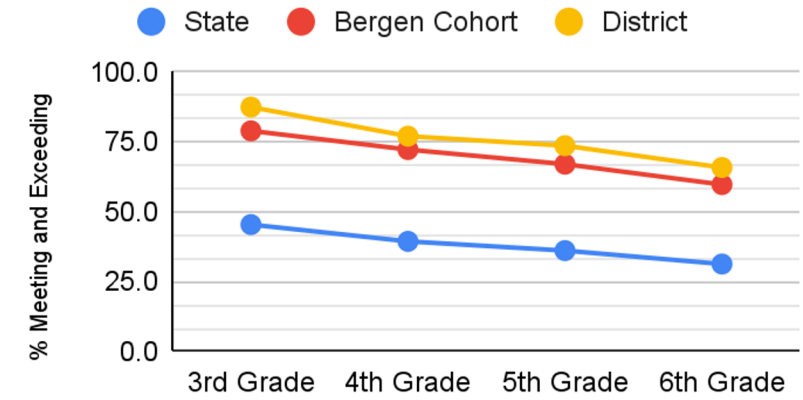
Visual Look at Mathematics (*State, Bergen County Cohort and District*)



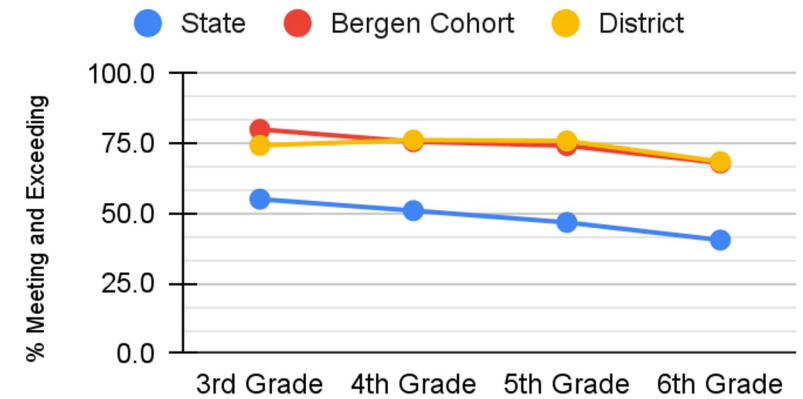
2023 Mathematics



2022 Mathematics



2019 Mathematics





Celebrations



- We show consistent performance in mathematics as no grade significantly underperforms or outperforms other grades.
- Of the 33 students who participated in the ESSER Outside of the School Day program, 22 students showed improvement in NJSLA scores from last year to this year (Linkit! Form C and NJSLA data was used for grade 3).
- With less minutes of instruction because of the departmentalized schedule, our 6th graders are exhibiting high levels of proficiency compared to their peers across the state.





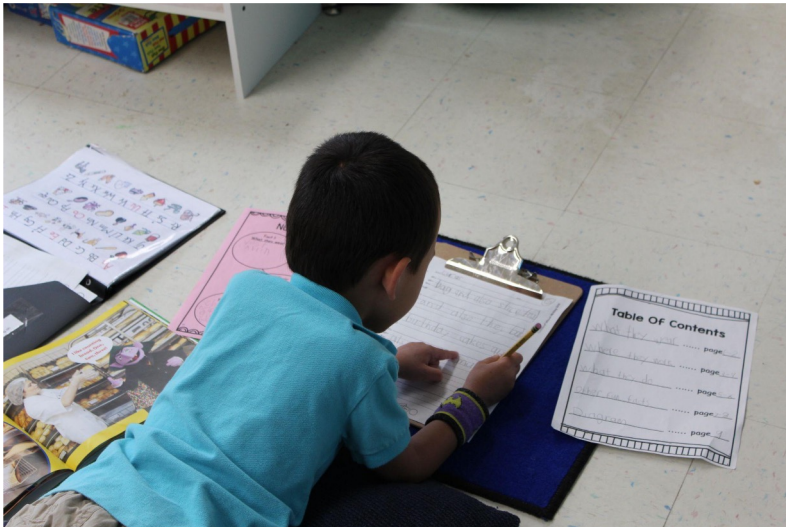
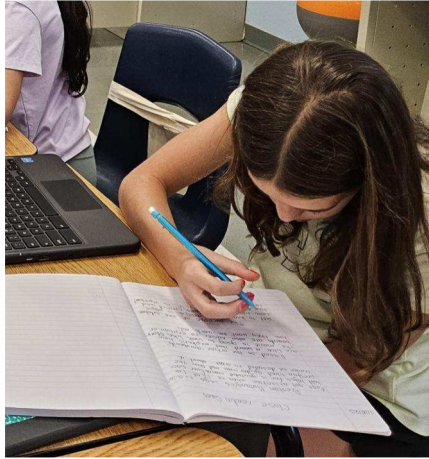
Next Steps



- Oradell is participating in the ELNIC (Early Learning Networked Improvement Community) to support teachers with PD to understand how students learn math. This will help us improve our teaching practices in the grades leading up to testing years.
- Plan to run Outside of the School Day math program based on this data for our students who are scoring just below proficient with a focus on approaching mathematical situations in grades 3-6. Groups will be capped at 6 students for more personalized learning.
- Submitted application for NJHIT grant to provide support for 3rd and 4th grade students with a focus on fractions and application in mathematical situations based on NJSLA data.
- Incorporated a WIN (What I Need) period into the 6th grade schedule to provide time to revisit grade level skills and provide intervention for skills from prior years, based on data.
- Provide opportunities for teachers, classroom and intervention, to review and analyze evidence statements from the prior year to make adjustments to all tiers of instruction to meet the needs of the students.
- Continued professional development for implementation of structures for guided workshop model.



LANGUAGE ARTS



Comparison of Oradell Public School Spring 2023 NJSLA Administrations English Language Arts - Percentages



Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State	Combined Level 4 & 5, District	Combined Level 4 & 5, State
3	4.4	20.7	7	14.9	18.4	22.5	60.5	36.7	9.6	5.3	70.2	41.9
4	.8	12.8	3.9	14.6	4.7	21.3	45.7	36.5	44.9	14.8	90.6	51.3
5	2.9	12.3	1.9	14.1	4.8	20.3	51	43.3	39.4	9.9	90.4	53.3
6	.8	12	.8	14.4	10.6	24.6	42.3	37.6	45.5	11.4	87.8	49.0

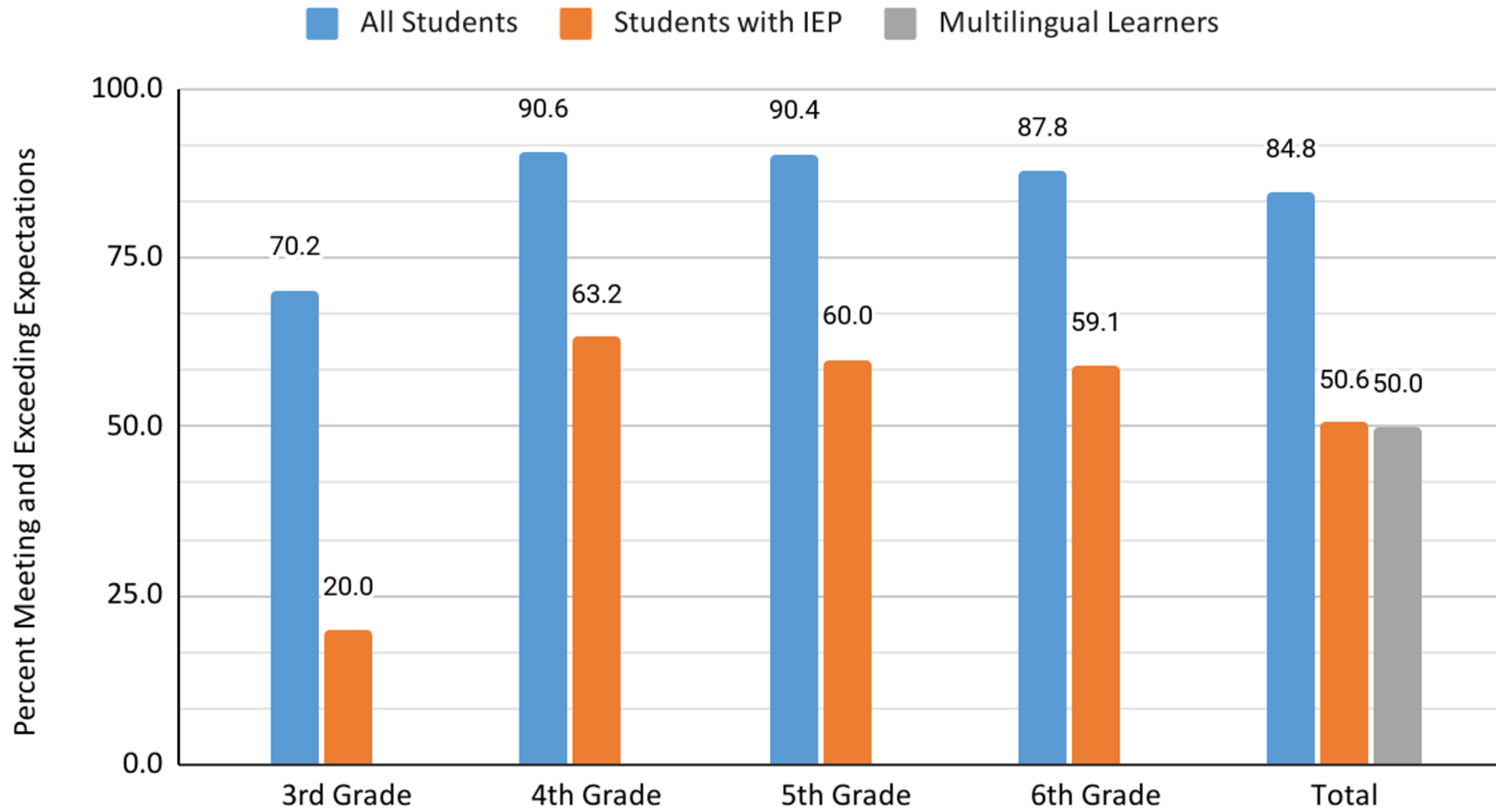
Notes: Percentages may not total 100 due to rounding.



Language Arts - Subgroup Analysis



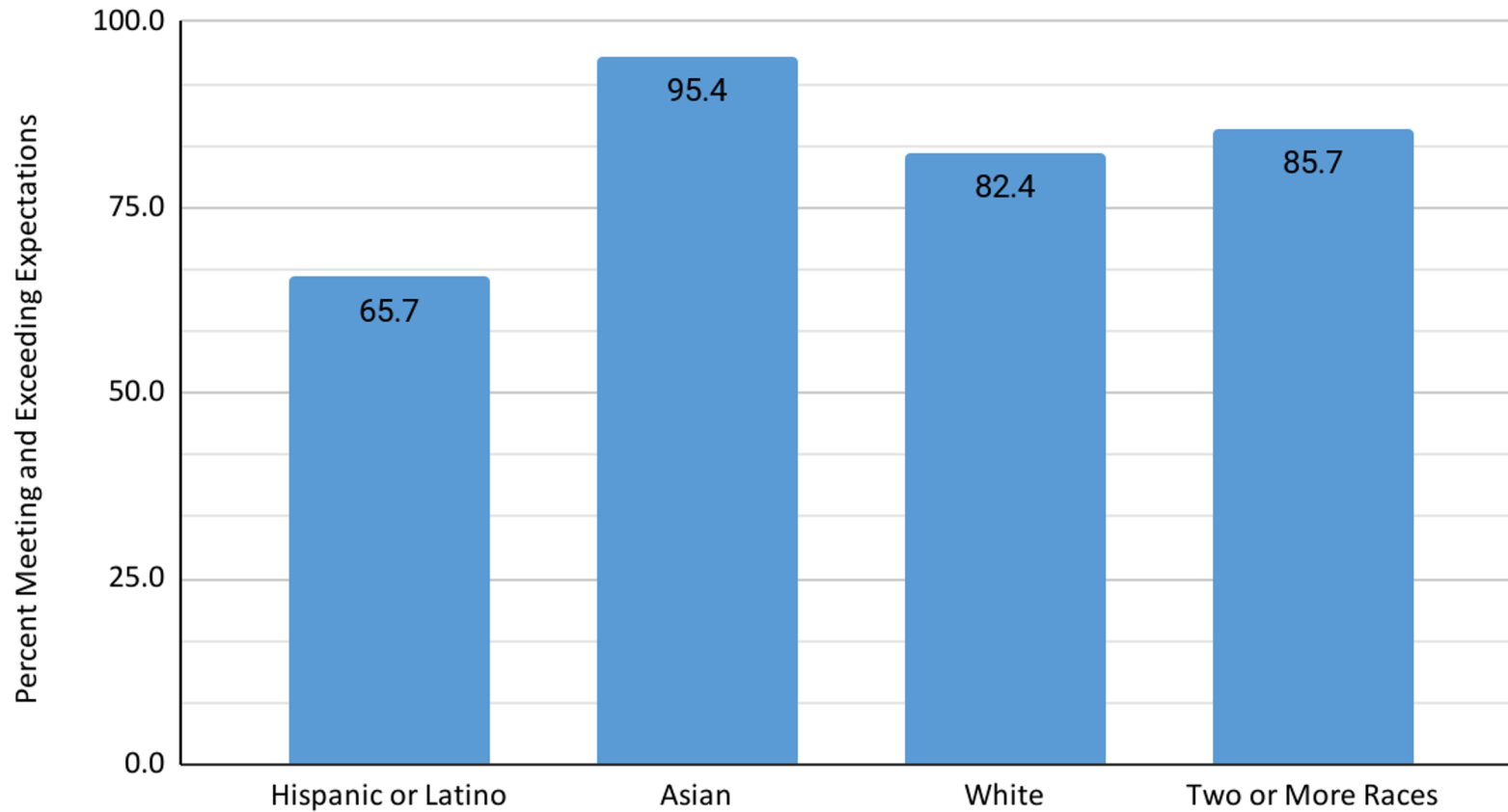
Language Arts: Proficiency by Program



Language Arts - Subgroup Analysis



Language Arts: Proficiency by Ethnicity and Race

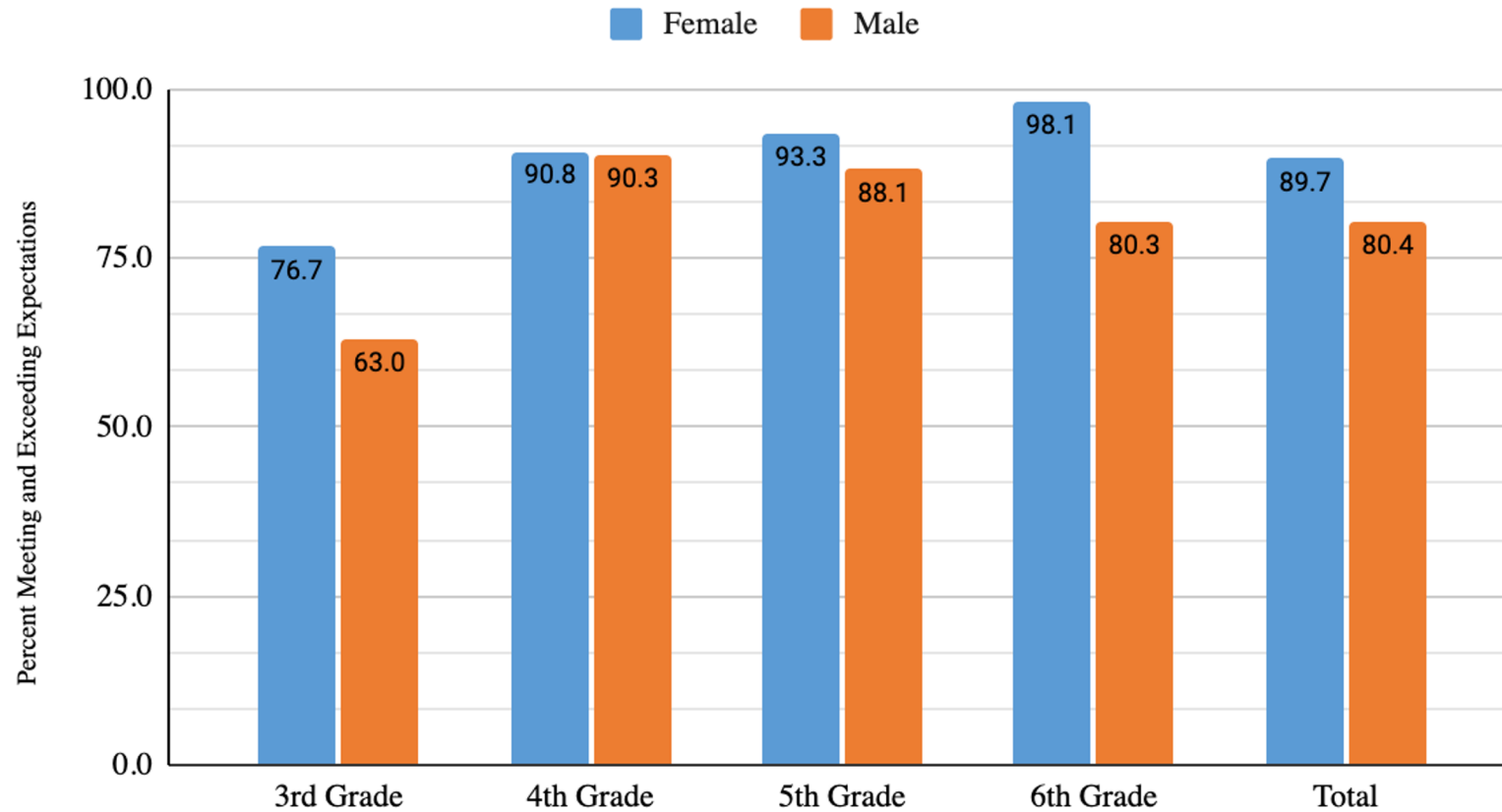


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Language Arts - Subgroup Analysis



Proficiency by Gender



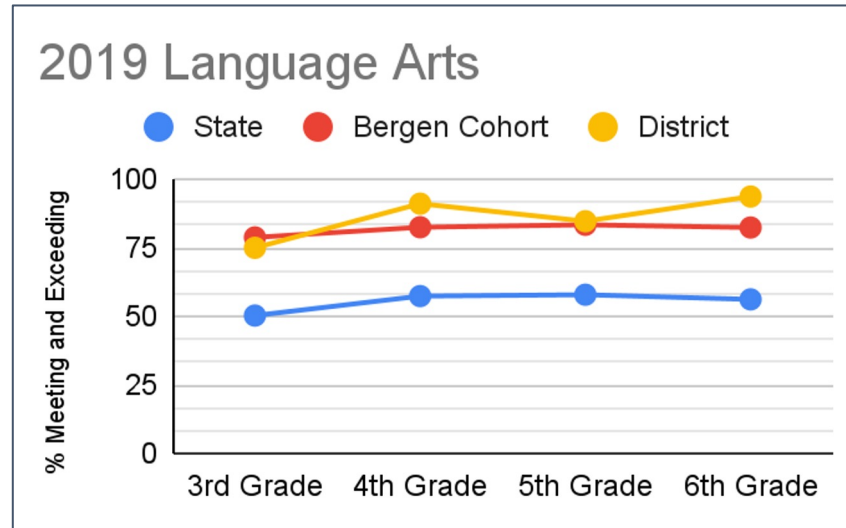
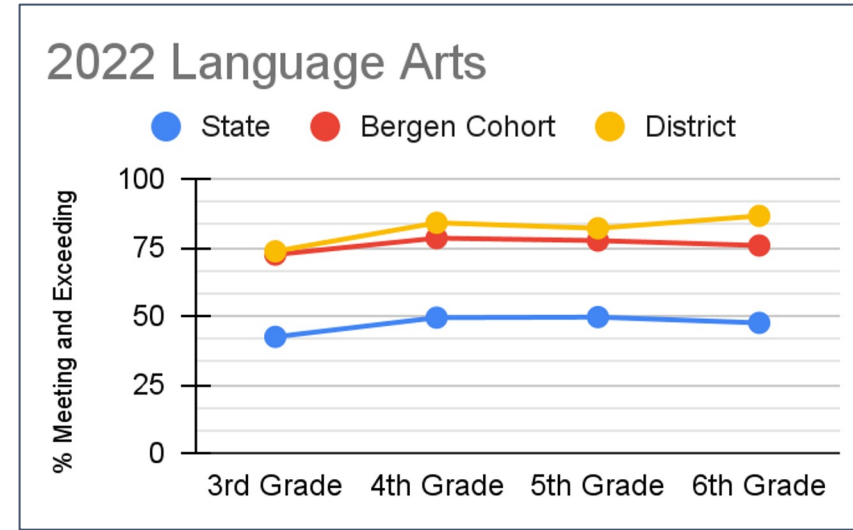
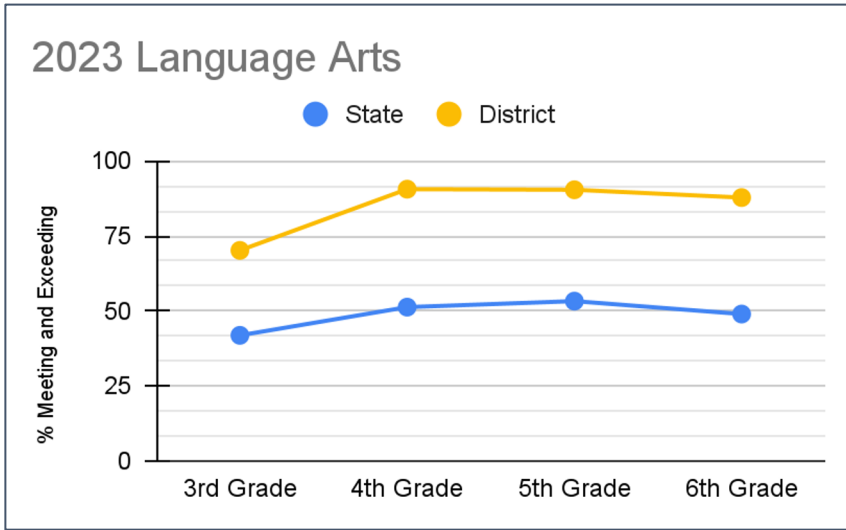
Language Arts Trend Analysis



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Grade	District	State	Difference	District	State	Difference	District	State	Difference
3	75.0	50.3	+24.7	73.6	42.4	+31.2	70.2	41.9	+28.3
4	91.1	57.4	+33.7	84.0	49.4	+34.6	90.6	51.3	+39.3
5	84.7	57.9	+26.8	82.0	49.6	+32.4	90.4	53.3	+37.1
6	93.7	56.2	+37.5	86.5	47.5	+39.0	87.8	49.0	+38.8



Visual Look at Language Arts (State, Bergen County Cohort and District)





Celebrations



- Maintained strong achievement levels in language arts in grades 4 through 6.
- Achieved success with the group of students who received targeted intervention in language arts in the spring focused on test-taking strategies.
 - 86% of students who participate in program showed improvement.
 - Grades 4-6 compared NJSLA data from last year.
 - Grade 3 used Linkit! Form B to NJSLA.
- OPS Class of 2025 (current 5th graders):
 - Increased from 73.6% passing as 3rd graders in 2022 to 90.6% passing as 4th graders in 2023.
 - Increased from 20% scoring a Level 5 (exceeding expectations) as 3rd graders to 44.9 % as 4th graders.



Next Steps



- Teachers will review NJSLA data when planning for WIN to target skills for small group and individualized instruction.
- Provide opportunities for students to explore a variety of fiction and nonfiction reading materials and respond in writing.
- Work with teachers in grades 4-6 to ensure students have practice comparing and contrasting information from multiple sources or across multiple chapters for both nonfiction and fiction.
- Identify areas to include primary and secondary sources in ELA in grade 6.
- Professional development will be provided to all staff to support individualized learning using differentiated activity lists for students with all levels of proficiency to ensure all students continue to grow, including moving students in grade 4 (last year's grade 3) from meeting to exceeding expectations.
- September Boost for students who are not meeting grade level expectations began on 9/11/23.
- Title I Outside of the School Day program will be run for qualifying 4th grade students with a focus on literary analysis.
- Foundational reading skills will be addressed in Tier 3 supports to ensure all students are provided the tools needed to access grade level text.
- Build in time for practice with reading response with teacher feedback in intervention for grades 4-6.

Final Takeaways!!!!



- We need to continue to look at screening tools used for mathematics and the benchmarks utilized as when we identify students and provide interventions, they grow!
- We will continue to look at the gender imbalances in performance, especially in mathematics.
- As much as we are always focused on improvement, we need to stop and celebrate. Our students are performing well; and, overall, are not showing academic decline because of the pandemic.
- Testing, instead of being one more thing, can be a way to build community.

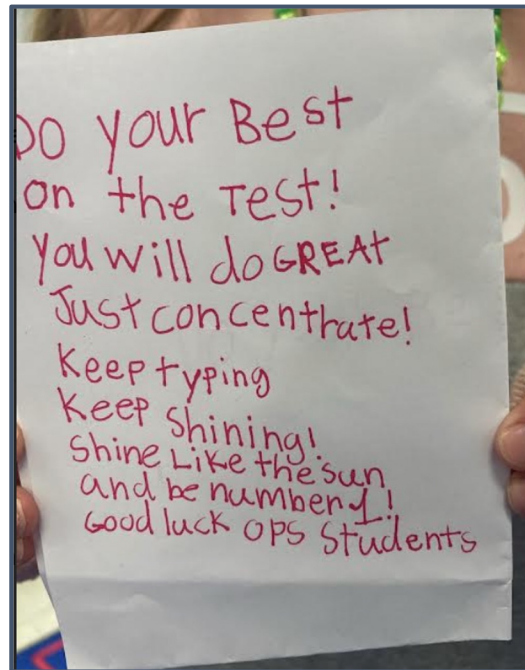
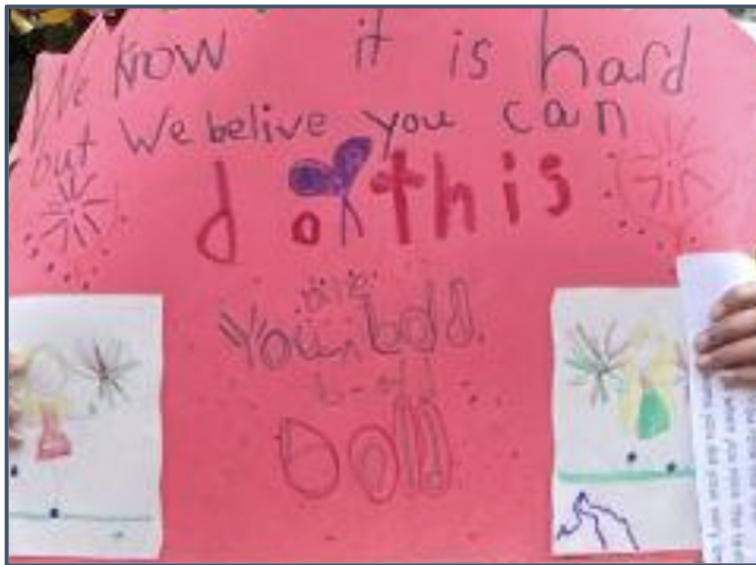


Seeing testing as a possibility for community growth!



Testing, instead of being one more thing, became a way for us to build community.

Our K-2 students wrote messages of encouragement on chart paper for our students in testing grades. These papers were used to cover anchor charts and decorate the room with positive notes during testing. Teachers were greeted each morning with a song to inspire them when they picked up their testing tickets. We celebrated the end of testing with bubbles!



Check out the video [HERE](#):



Comments? Wonderings? Questions?

