NJSLA-Science Results: Spring 2019 Administration

IRVINGTON SCHOOL DISTRICT

JUNE 24, 2020

New Jersey Student Learning Assessment – Science (NJSLA-Science)

The NJSLA-Science:

- Is a federally required state assessment administered to students in grades 5, 8, and 11
- Provides a snapshot of student performance on the New Jersey Student Learning Standards for Science (NJSLS-Science).
- Was developed in collaboration with NJ educators, the New Jersey Department of Education (NJDOE), and New Jersey's contracted science vendors
- Is significantly different from the New Jersey Assessment of Skills and Knowledge (NJ ASK) because NJSLS-Science are more rigorous standards and NJSLA-Science focuses on the application of science knowledge and skills rather than memorization of content.

Irvington School District's
2019 Spring NJSLA-Science
Performance Levels by Grade and Cut Score

***Level 1:** Demonstrate a minimal understanding of the NJSLS-S
***Level 2:** Demonstrate a limited grade-level understanding of the NJSLS-S
***Level 3:** Demonstrate appropriate grade-level understanding of the NJSLS-S
***Level 4:** Demonstrate advanced understanding of the NJSLS-S
Students performing at Level 1 and Level 2 are considered to be below the State minimum level of proficiency.
Students performing at Level 3 and Level 4 are considered proficient and above

Comparison of Irvington School District's 2019 Spring NJSLA-Science Administrations Science to New Jersey Percentages

Notes: Percentages may not total 100 due to rounding.

Irvington School District's
Number of Students Tested
2019 Spring NJSLA-Science Administration

*Note: "Students Tested" represents individual valid test scores for Science.

Irvington School District's
2019 Spring NJSLA-Science
Grade-Level Outcomes-**Percentages**

***Grade 5:** **Level 1:** (100-149) **Level 2:** (150-199) **Level 3:** (200-242) **Level 4:** (243-300)
***Grade 8:** **Level 1:** (100-149) **Level 2:** (150-199) **Level 3:** (200-230) **Level 4:** (231-300)
***Grade 11:** **Level 1:** (100-157) **Level 2:** (158-199) **Level 3:** (200-249) **Level 4:** (250-300)

Irvington School District's
2019 Spring NJSLA-Science: School Outcomes
Grade 5 - Percentages

***Level 1:** (100-149) **Level 2:** (150-199) **Level 3:** (200-242) **Level 4:** (243-300)

Irvington School District's
2019 Spring NJSLA-Science: School Outcomes
Grade 8 - Percentages

***Level 1:** (100-149) **Level 2:** (150-199) **Level 3:** (200-230) **Level 4:** (231-300)

Irvington School District's
2019 Spring NJSLA-Science: School Outcomes
Grade 11 - Percentages

***Level 1:** (100-157) **Level 2:** (158-199) **Level 3:** (200-249) **Level 4:** (250-300)
[1]Same with the District

Irvington School District's
2019 Spring NJSLA-Science
Grade 5: Subgroup Outcomes-Percentages

Subgroup	Performance Levels*				
	% of students at Level 1	% of students at Level 2	% of students at Level 3	% of students at Level 4	% of students at Levels 3 and 4
Female	66.2	28.7	5.1	0.0	5.1
Male	67.9	25.6	5.5	1.0	6.5
Hispanic or Latino	64.9	26.8	7.2	1.0	8.2
Black or African-American	67.8	26.9	4.8	0.4	5.3
White	66.7	33.3	0.0	0.0	0.0
Economic Disadvantage	65.2	28.6	6.0	0.2	6.2
Non-Economic Disadvantage	73.3	22.1	3.1	1.5	4.6
Students with Disabilities	88.6	10.0	1.4	0.0	1.4
ELLs	89.4	10.6	0.0	0.0	0.0

***Level 1:** (100-149) **Level 2:** (150-199) **Level 3:** (200-242) **Level 4:** (243-300)

Irvington School District's
2019 Spring NJSLA-Science
Grade 8: Subgroup Outcomes-Percentages

Subgroup	Performance Levels*				
	% of students at Level 1	% of students at Level 2	% of students at Level 3	% of students at Level 4	% of students at Level 3 and 4
Female	71.8	24.1	4.1	0.0	4.1
Male	69.2	28.9	1.6	0.4	2.0
Hispanic or Latino	68.8	25.8	5.4	0.0	5.4
Black or African-American	71.0	26.5	2.1	0.3	2.4
White	0.0	0.0	0.0	0.0	0.0
Economic Disadvantage	71.7	25.8	2.2	0.3	2.5
Non-Economic Disadvantage	65.7	29.5	4.8	0.0	4.8
Students with Disabilities	88.7	11.3	0.0	0.0	0.0
ELLs	90.0	10.0	0.0	0.0	0.0

***Level 1:** (100-149) **Level 2:** (150-199) **Level 3:** (200-230) **Level 4:** (231-300)

Irvington School District's
2019 Spring NJSLA-Science
Grade 11: Subgroup Outcomes-Percentages

Subgroup	Performance Levels*				
	% of students at Level 1	% of students at Level 2	% of students at Level 3	% of students at Level 4	% of students at Levels 3 and 4
Female	77.5	17.8	4.1	0.6	4.7
Male	88.1	7.4	4.0	0.5	4.5
Hispanic or Latino	82.8	14.1	3.1	0.0	3.1
Black or African-American	83.3	11.8	4.3	0.7	5.0
White	0.0	0.0	0.0	0.0	0.0
Economic Disadvantage	82.2	11.7	5.6	0.5	6.1
Non-Economic Disadvantage	84.8	12.7	1.9	0.6	2.5
Students with Disabilities	98.2	1.8	0.0	0.0	0.0
ELLs	97.1	2.9	0.0	0.0	0.0

***Level 1:** (100-157) **Level 2:** (158-199) **Level 3:** (200-249) **Level 4:** (250-300)

Notable Achievements

- At least 25% of all students performed at Levels 2, 3, and 4 on NJSLA-S for grade 5 districtwide
- At least one school recorded a 17.8% of students in levels 3 and 4 on NJSLA-S for grade 5
- All schools recorded a percent of students who performed at levels 3 and 4 on NJSLA-S for grades 5, 8, and 11
- A participation rate of 99.6% on NJSLA-S for grade 5
- A participation rate of 98.7% on NJSLA-S for grade 8
- A participation rate of 99.2% on NJSLA-S for grade 11

Intervention Strategies

- **Align instructions to learning standards:** Instructions are aligned to the learning target and task for mastering a learning standard.
- **Use of formative assessment:** Unit tests reflect the standards alignment provided by the state in grades 3-11. These benchmarks tests are delivered on the TestNav platform with technology-enhanced items, same as on NJSLA-S
- **Use the feedback loop concept:** This involves teachers and students simultaneously determine where students are and where they need improvement
- **Pacing guide:** Adequate time is provided to ensure that all students are engaged in mastering the content
- **Use cooperative learning and other strategies:** These will promote Investigating and Critiquing practices around the content during instruction.

Intervention Strategies

- **Professional development:** Designed to target instructional practice specific to science and training on developing lesson plans
- **Implementation of Integrated Science curriculum:** This to familiarize students at the high school with the science program; and offer earlier exposure to the standards that may elude some students based on their course selections
- **Recording and enforcing time on tests:** This is to provide experience similar to NJSLA-S, including recording time spent on items by each student
- **Adopting Science program/text:** This is to support student learning away from school and provide continuity of instruction between teachers and classes
- **Use of state test reports:** This will inform where professional development and classroom instruction should target as it pertains to disciplinary core ideas and science practices

Thank you