2019 Annual Testing Presentation

Robbinsville School District

What this presentation will cover…

- This testing presentation will focus on NJSLA-English, NJSLA-Math, ACCESS for ELLs, and Dynamic Learning Maps (DLM) assessments.
- This presentation will not cover:
  - NJSLA-Science
  - SAT
  - ACT
  - AP Testing
- NJSLA-Science, SAT, and ACT scores are not yet available.
- AP scores were shared over the summer.
- Per NJDOE guidelines, we must share how each of our subgroups has performed (i.e. ethnic groups, IEPs/504s, free/reduced lunch students, English Language Learners (ELLs)).

New Jersey's Statewide Assessment Program

NJSLA = New Jersey Student Learning Assessment

- Students take the **NJSLA English Language Arts and Literacy** Assessments (ELA/L) in grades 3 – 10.
- Students take the **NJSLA Mathematics** Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Algebra II, and Geometry (grades 9 & 10).

New Jersey's Statewide Assessment Program

- The NJSLA measures the extent to which students are on track to being **college or career ready** in each of the two respective areas.
- The test in **ELA** assesses student proficiency in reading and comprehending a range of grade-appropriate material independently. It also provides a measure of how effectively a student writes when using and/or analyzing sources.
- The test in **Mathematics** measures student competencies in the major and additional/supporting content in mathematics for grade or course, as well as student grade-appropriate mathematical reasoning and modeling skills.

NJSLA and PARCC Comparisons

- In previous years, students took the PARCC assessment; the NJSLA assessment is shorter and more concise.

- This testing presentation is not comparing this year's NJSLA and previous year's PARCC data since they are two different assessments.

- However, we are happy to report that when looking over **5 years** of past testing data, we've:
  - Increased by 5% in the Meeting/Exceeding Expectations categories in ELA
  - Decreased by 1% in the Not Meeting/Partially Meeting Expectations categories in ELA
  - Increased by 5% in the Meeting/Exceeding Expectations categories in Math
  - Decreased by 3% in the Not Meeting/Partially Meeting Expectations categories in Math

NJSLA PERFORMANCE LEVELS

NJSLA uses five performance levels that delineate knowledge, skills and practices students are able to demonstrate:

650	700	725	750	803	850

LEVEL 1:	LEVEL 2:	LEVEL 3:	LEVEL 4:	LEVEL 5:
Did not meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations

Robbinsville ELA Results: Grades 3-4

	Count of Valid Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding (Level 5)	District % >= Level 4 2019	NJ %>= Level 4 2019
3rd grade	**230 students**	**4.8%**	**8.3%**	**20.9%**	**58.7%**	**7.4%**	**66.1%**	**50.3%**
4th grade	**223 students**	**4.0%**	**7.2%**	**14.8%**	**48.4%**	**25.6%**	**74.0%**	**57.4%**

Robbinsville Math Results: Grades 3-4

	Count of Valid Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations(Level 3)	Meeting Expectations (Level 4)	Exceeding (Level 5)	District % >= Level 4 2019	NJ %>= Level 4 2019
3rd grade	**231 students**	**2.2%**	**9.5%**	**18.2%**	**47.2%**	**22.9%**	**70.1%**	**55.1%**
4th grade	**223 students**	**3.1%**	**3.6%**	**13.5%**	**65.9%**	**13.9%**	**79.8%**	**51%**

Robbinsville ELA Results: Grades 5-8

	Count of Valid Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding (Level 5)	District % >= Level 2019	NJ % >= Level 4 2019
5th grade	266 students	1.9%	9.0%	18.8%	57.9%	12.4%	70.3%	57.9%
6th grade	239 students	1.7%	6.3%	18.8%	61.9%	11.3%	73.2%	56.2%
7th grade	258 students	4.3%	7.4%	18.2%	45.3%	24.8%	70.2%	62.8%
8th grade	256 students	3.1%	4.3%	16.4%	47.3%	28.9%	76.2%	62.8%

Robbinsville Math Results: Grades 5-8

	Count of Valid Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding (Level 5)	District % >= Level 4 2019	NJ % >= Level 4 2019
5th grade	268 students	2.2%	9.3%	17.9%	50.4%	20.1%	70.5%	46.8%
6th grade	239 students	2.5%	10.0%	23.8%	44.4%	19.2%	63.6%	40.5%
7th grade	235 students	2.1%	7.7%	21.7%	46.8%	21.7%	68.5%	42.1%
8th grade	104 students*	18.3%	16.3%	28.8%	36.5%	0%	36.5%	29.3%

Robbinsville Math Results

	Count of Valid Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding (Level 5)	Robbinsville % >= Level 4 2019	NJ %>= Level 4 2019
Algebra I PRMS	148 students	0%	0.7%	4.1%	66.2%	29.1%	95.3%	42.9%
Algebra I RHS	149 students	1.3%	10.1%	23.5%	65.1%	0%	65.1%	42.9%
Algebra I District	297 students	0.7%	5.4%	13.8%	65.7%	14.5%	80.1%	42.9%
Algebra II	238 students	16.4%	10.9%	19.7%	45.8%	7.1%	52.9%	45.8%

Robbinsville Math Results

	Count of Valid Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding (Level 5)	District % >= Level 4 2019	NJ %>= Level 4 2019
Geometry RHS	150 students	2%	9.3%	24.0%	44.0%	20.7%	64.7%	31.2%

Robbinsville ELA Results: Grades 9-10

	Count of Valid Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding (Level 5)	District % >= Level 4 2019	NJ %>= Level 4 2019
9th grade	318 students	1.9%	2.2%	17.0%	54.4%	24.5%	78.9%	55.3%
10th grade	243 students	2.9%	3.3%	7.8%	39.1%	46.9%	86.0%	58.0%

Delving into the Data

ELA

Areas of Strength:

- Literary Text
- Reading Informational Text (this was formerly an area for growth)

Areas for Growth:

- Writing Expression

Math

Areas of Strength:

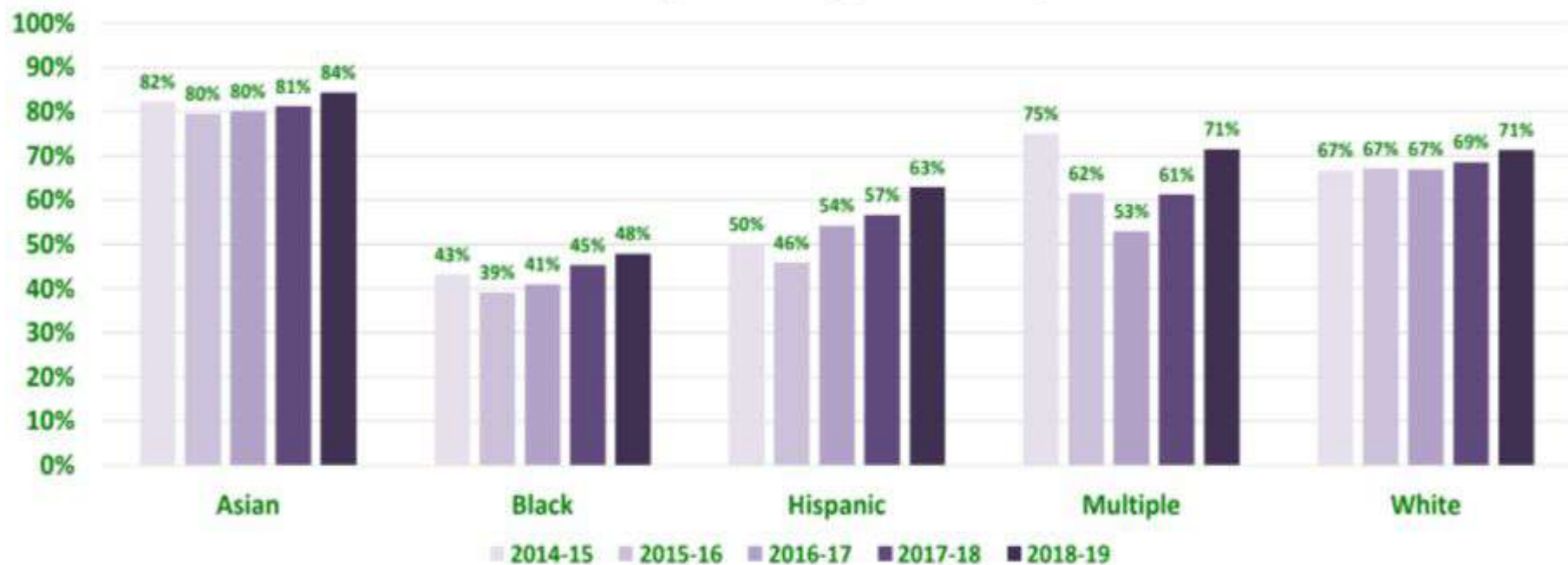- Major Content (what students are learning right now)
- Reasoning

Areas for Growth:

- Modeling (ex: word problems)

Proficiency by Race
Same grade, different students

% Meeting + Exceeding (ELA All Grades)

Asian: 82%, 80%, 80%, 81%, 84%
Black: 43%, 39%, 41%, 45%, 48%
Hispanic: 50%, 46%, 54%, 57%, 63%
Multiple: 75%, 62%, 53%, 61%, 71%
White: 67%, 67%, 67%, 69%, 71%

Legend: 2014-15 2015-16 2016-17 2017-18 2018-19

Proficiency by Race

Same grade, different students

% Meeting + Exceeding (Math All Grades)

Legend: 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19

Asian: 74%, 79%, 77%, 81%, 83%
Black: 30%, 30%, 32%, 30%, 36%
Hispanic: 26%, 38%, 41%, 40%, 53%
Multiple: 75%, 46%, 50%, 57%, 74%
White: 48%, 54%, 54%, 57%, 61%

Proficiency by Program

Same grade, different students

% Meeting + Exceeding (ELA All Grades)

F/R Lunch: 65%, 37%, 37%, 50%, 44%

Section 504: 74%, 66%, 68%, 62%, 71%

SpecEd: 32%, 20%, 26%, 31%, 34%

GenEd: 71%, 72%, 74%, 76%, 80%

Legend: 2014-15, 2015-16, 2016-17, 2017-18, 2018-19

Proficiency by Program

Same grade, different students

% Meeting + Exceeding (Math All Grades)

	F/R Lunch	Section 504	SpecEd	GenEd
2014-15	35%	57%	16%	55%
2015-16	40%	68%	14%	62%
2016-17	32%	51%	18%	64%
2017-18	30%	53%	28%	67%
2018-19	38%	61%	30%	73%
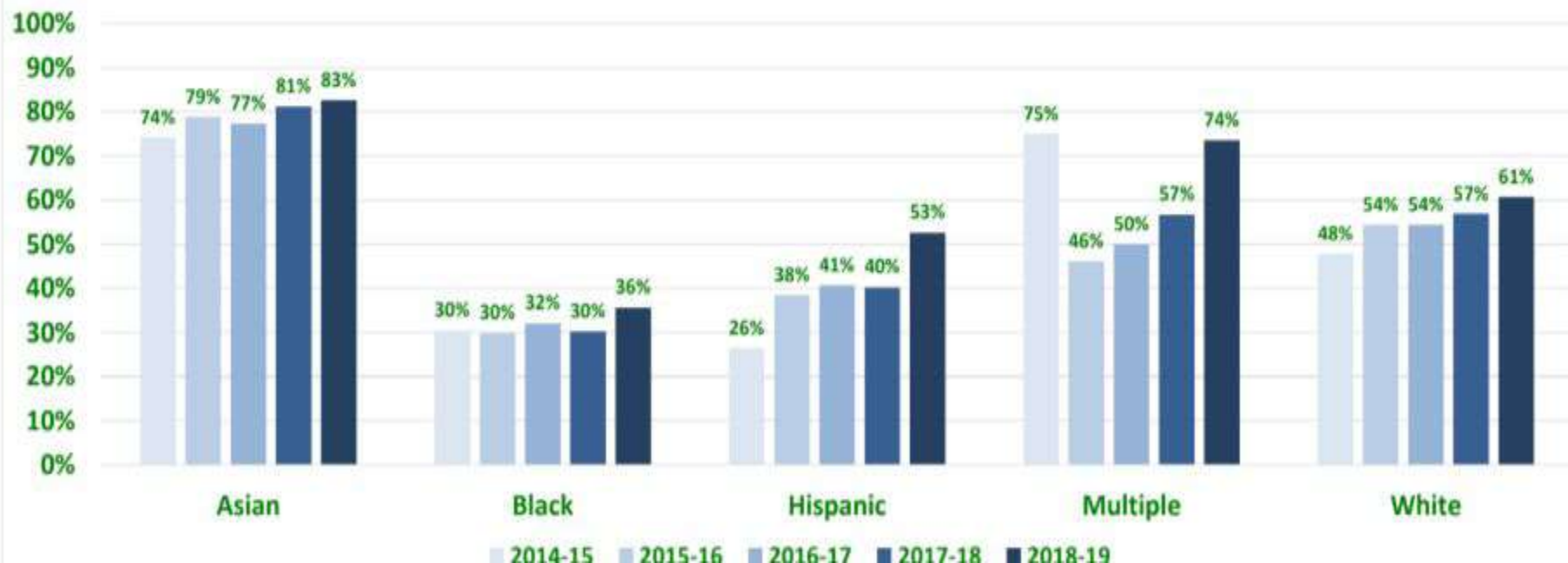
K-12 ACCESS For English Language Learners

Proficiency Level	1-Entering	2-Emerging	3-Developing	4-Expanding	5-Bridging	6-Reaching
Listening	2		1	5	4	10
Speaking	1	6	8	3		4
Reading	2	2	3	3	2	10
Writing		6	11	5		
Overall	0%	18%	32%	41%	9%	0%

DLM Data-ELA

	Emerging	Approaching	At Target	Advanced
Grade 3			100%	
Grade 4				
Grade 5		50%	50%	
Grade 6	50%	25%	25%	
Grade 7		66.7%	33.3%	
Grade 8	33.3%	33.3%		33.3%

DLM Data-Math

	Emerging	Approaching	At Target	Advanced
Grade 3		100%		
Grade 4				
Grade 5	50%		50%	
Grade 6	50%		25%	25%
Grade 7	66.7%	33.3%		
Grade 8	66.7%		33.3%	

What's Next for Robbinsville–Interventions

- Schools will share results with teachers so that they can have informed conversations about using data to improve instruction and set grade level/departmental goals.

- As we have with great success in the past, the curriculum department will use NJSLA data to review relevant curricula and revise courses accordingly.

- Two of this year's professional development days will focus on supporting ALL learners and increasing student achievement, particularly in our subgroup populations.

What's Next for Robbinsville–Interventions

- A team of administrators has also joined a county-wide Equity Task Force to review our data and set goals to close achievement gaps.

- Curriculum and Student Services have collaborated to establish a district-wide Equity Council to review data, identify trends, and research solutions to closing any achievement gaps.

- We continue to provide a successful, intense 5 week Algebra I refresher course for students who do not meet expectations.

- This year ELA and Math professional development will also focus on writing expression and modeling, two areas for growth displayed in our testing data.

What Else Can We Do?

- As we plan for future budget cycles, the following positions would help strengthen Robbinsville's academic program and support ALL students needs:
  - An additional English as a Second Language (ESL) teacher to have full-time ESL staff in each building.
  - Two additional Academic Support teachers so that every building has a tiered support structure for struggling learners.
  - Full-time instructional coaches in the areas of literacy and mathematics to build consistency in instruction.
  - Additional content area supervisors to ensure curriculum fidelity, consistency in instruction, and teacher professional development.

THANK YOU