New Jersey Student Learning Assessments

QSAC & NJSLA Results: Spring 2024 Administrations

Logan Township School District

10/16/24

NJ QSAC District Performance Review

DPR Area	District Score	County Score
Instruction and Program	72%	72%
Fiscal Management	96%	100%
Governance	94%	89%
Operations	100%	84%
Personnel	100%	100%

NJ QSAC District Improvement Plan

Step 1: DPR area and Indicator	Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
I&P 1&4	Increase student achievement and growth in the area of ELA	1. Continued focus on student academic data on i-Ready using data analysis work to ensure growth throughout the school year 2. Analysis of Evidence statements and use of NJSLA Released items 3. Use of funds from High Impact tutoring to support online programs such as RAZ Kids 4. Revision of the ELA curriculum to support the new NJSLS ELA standards	Chief Academic Officer, Supervisor of Data and Instruction, Building Administrators, Teachers	2024-2025 School Year	Meeting Agendas, Purchase Orders, Revised Curriculum Documents, Data Analysis Documents
I&P 2	Increase student achievement in Math	1. Continued focus on student academic data on i-Ready using data analysis work to ensure growth throughout the school year 2. Analysis of Evidence Statements and use of NJSLA Released items 3. Use of funds from High Impact Tutoring to support online programs such as Reflex Math and Frax 4. Use LinkIt! Online assessments to monitor for areas of strength and weakness in our instruction and programs 5. Include Released Items in Unit Assessments in the Middle School	Chief Academic Officer, Supervisor of Data and Instruction, Building Administrators, Teachers	2024-2025 School Year	Meeting Agendas, Purchase Orders, Data Analysis Documents
I&P 3	Increase student achievement in Science	1. Analyze District Data from NJSLA to show growth that occured from 2023 to 2024 and share information with staff 2. Administer LinkIt! Benchmark Science Assessments and analyze data 3. Implement Climate Change Grant with a new Curricular Unit in Grade 5	Chief Academic Officer, Supervisor of Data and Instruction, Building Administrators, Teachers	2024-2025 School Year	Meeting Agendas, Data Analysis Documents

About NJSLA

- **Assesses New Jersey Student Learning Standards in Math and ELA in Grades 3-8**
- **5 Performance Levels (Math and ELA)**
  - **Level 1: Did Not Meet Expectations**
  - **Level 2: Partially Met Expectations**
  - **Level 3: Approached Expectations**
  - **Level 4: Met Expectations**
  - **Level 5: Exceeded Expectations**

- **Assesses New Jersey Student Learning Standards in Science in Grade 5 & 8**
  - **Level 1: Below Proficient**
  - **Level 2: Near Proficient**
  - **Level 3: Proficient**
  - **Level 4: Advanced Proficient**

Points to Keep in Mind

2023-2024 school year we were in transition:

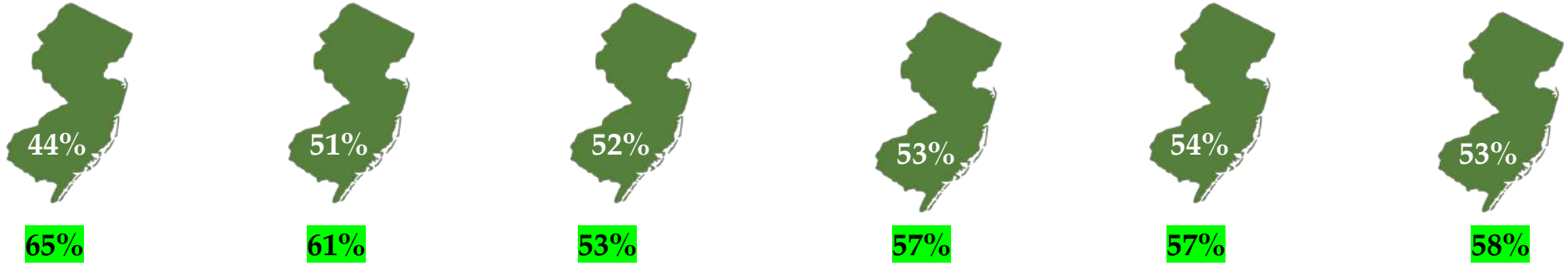
- **Continued significant reduction in state aid for fifth straight year**
  - Increase to class sizes, reduction to programing (i.e. Pre-engineering), shared services
- Changes in Administration
- Filling vacant positions was a challenge, hard to find teachers certified to teach specific content areas
- While we continued to prioritize the curriculum, our primary emphasis was on rebuilding relationships with students following the pandemic

Grades 3-8: ELA

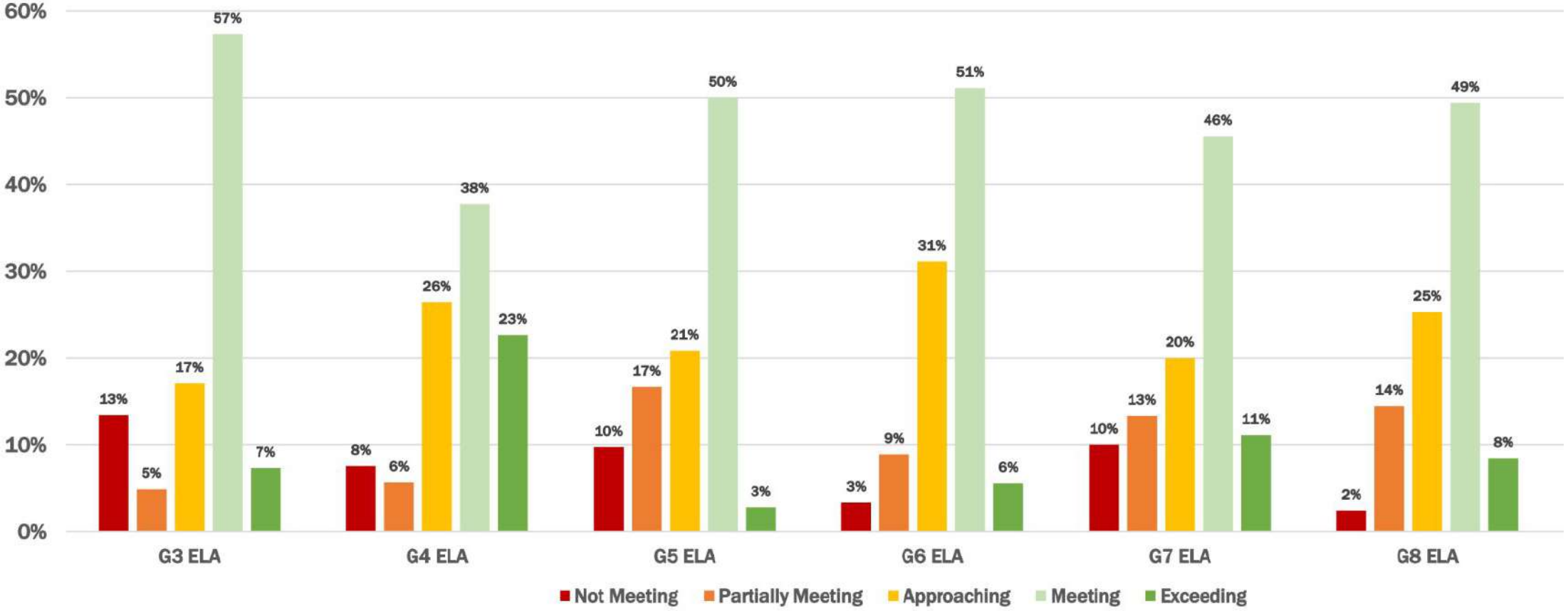
ELA: Number of Students Tested

Grade	Number of Students Tested 2022	Number of Students Tested 2023	Number of Students Tested 2024	Difference 2023-2024
3	64	53	82	+29
4	98	67	53	-14
5	91	96	72	-24
6	85	91	90	-1
7	98	82	90	+8
8	91	96	83	-13
All Grades	527	485	470	-15

ELA – Percentages Meeting + Exceeding Expectations



65% 61% 53% 57% 57% 58%



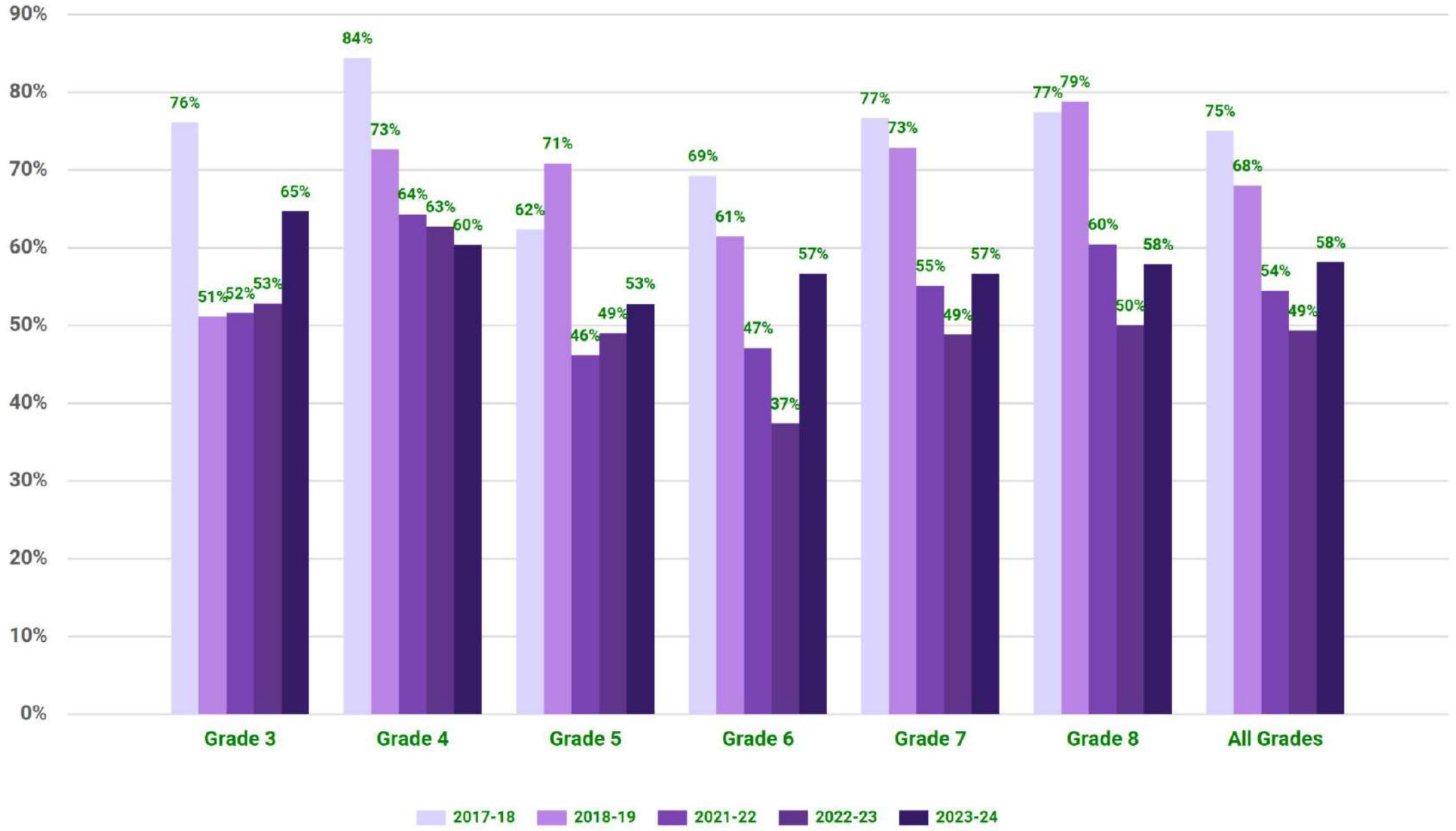
ELA Comparison to the State Overtime

Grade Level	State Comparison 2023	State Comparison 2024
3rd ELA	+11	+21
4th ELA	+10	+10
5th ELA	-4	+1
6th ELA	-12	+4
7th ELA	-7	+3
8th ELA	-5	+5

ELA Cohort Achievement and Growth

Same students, consecutive grades

ELA: Percentage of Students Meeting + Exceeding (YoY)

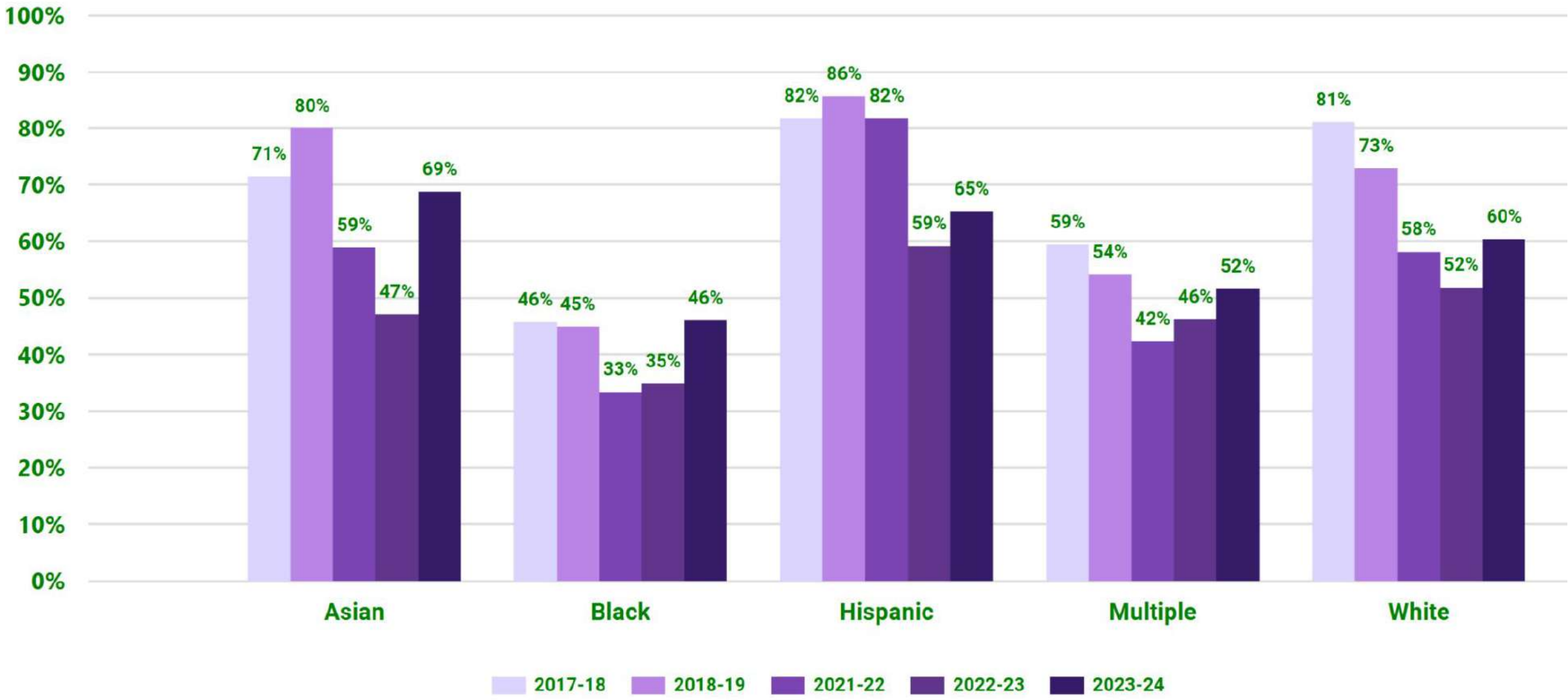


Total Count in Demographic Groups

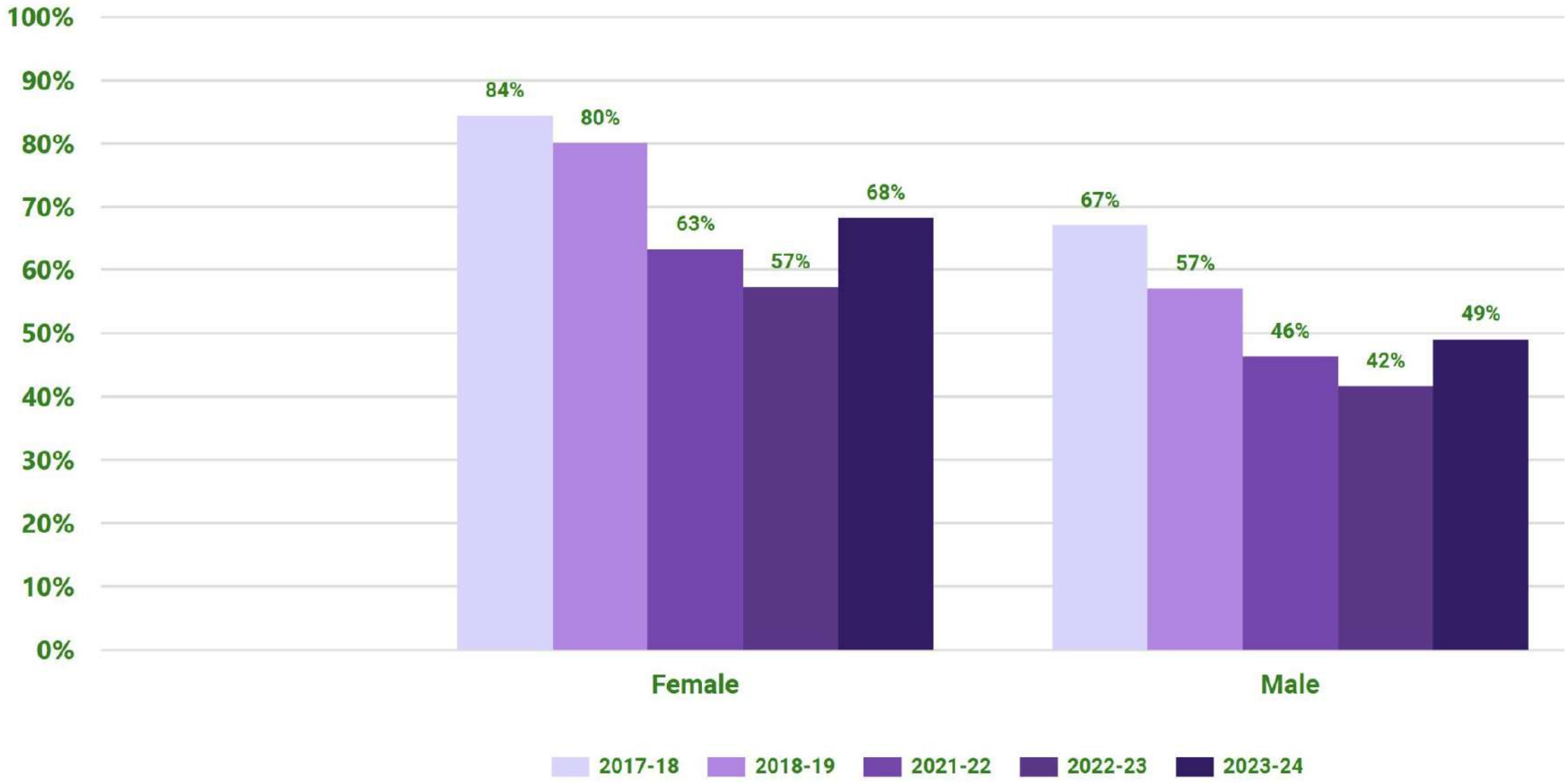
Demographic Group	Number of Students Tested (ELA)
Asian	16
Black	37
Hispanic	23
Multiple	64
White	325
Female	220
Male	249
F/R	159
ELL	2
Special Education	99
General Education	369

ELA Demographic Group: Race (Meeting + Exceeding)

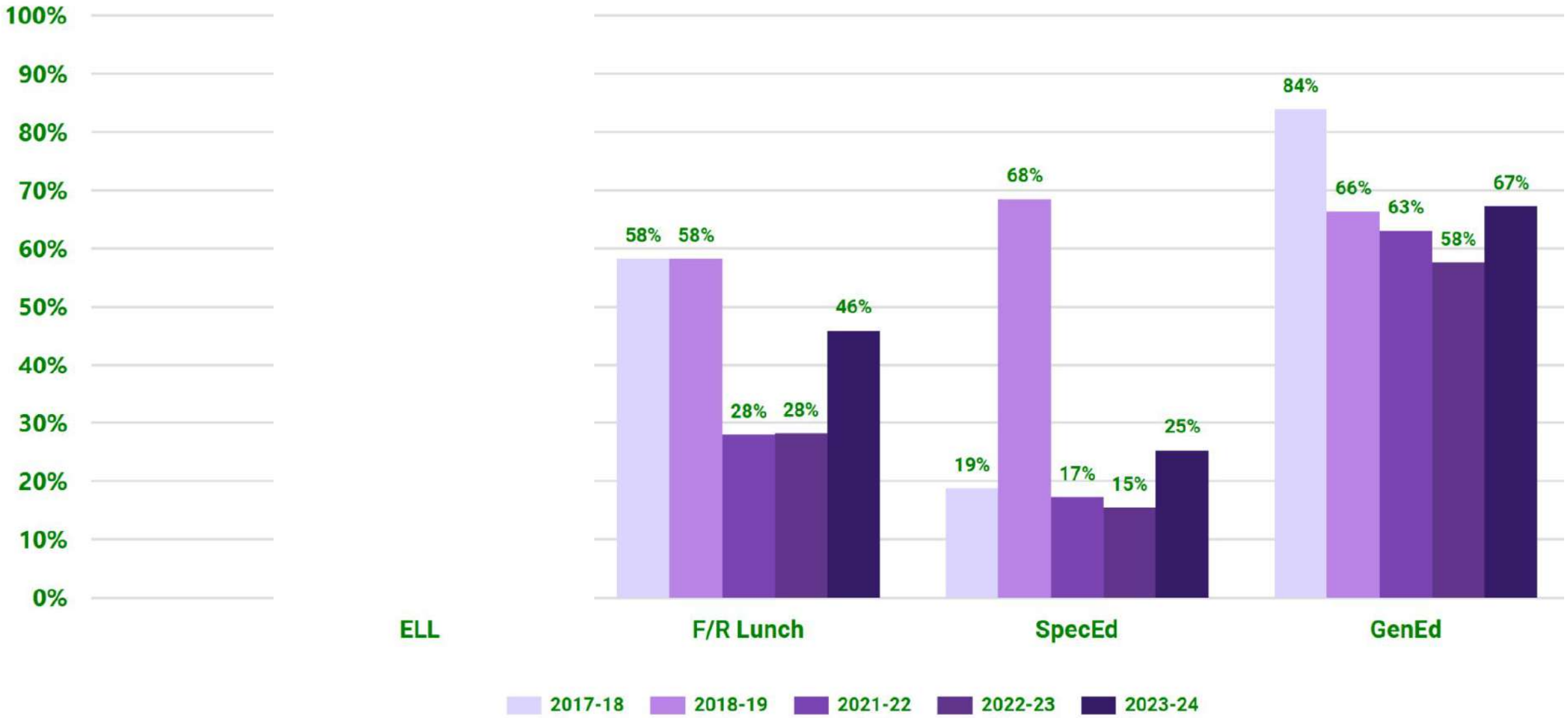
Closing the Achievement Gap



ELA Demographic Group: Gender (Meeting + Exceeding)



ELA Demographic Group: Program (Meeting + Exceeding)

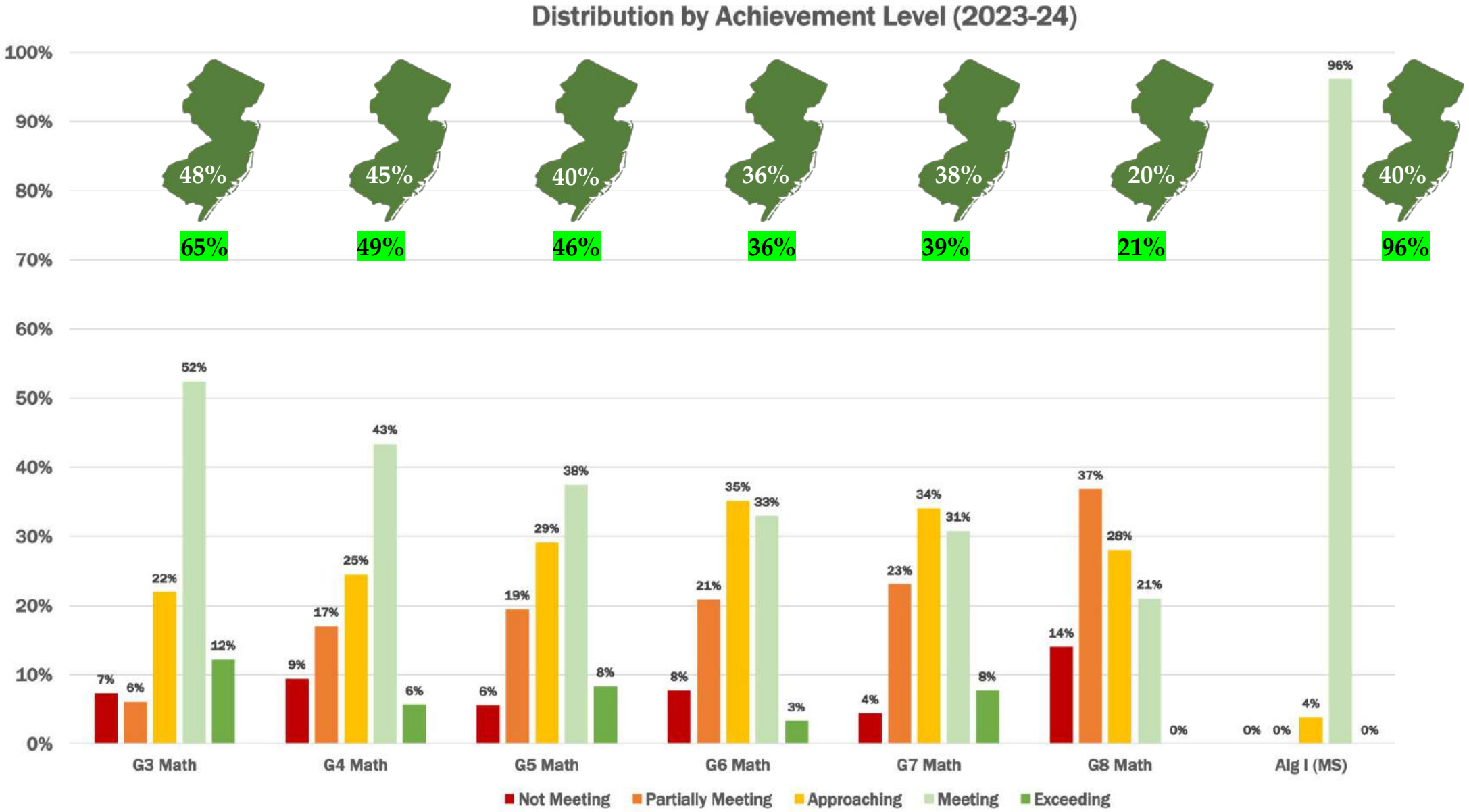


Grades 3-8: Math

Math: Number of Students Tested

LOGAN 2023-24 Spring NJSLA Mathematics				
Grade	Number of Students Tested 2022	Number of Students Tested 2023	Number of Students Tested 2024	Difference 2023-2024
3	64	54	82	+28
4	98	67	53	-14
5	91	96	72	-24
6	85	90	91	+1
7	98	82	91	+9
8	67	70	57	-13
Alg I (MS)	24	27	26	-1
All Grades	527	486	472	-14

Math – Percentages Meeting + Exceeding Expectations

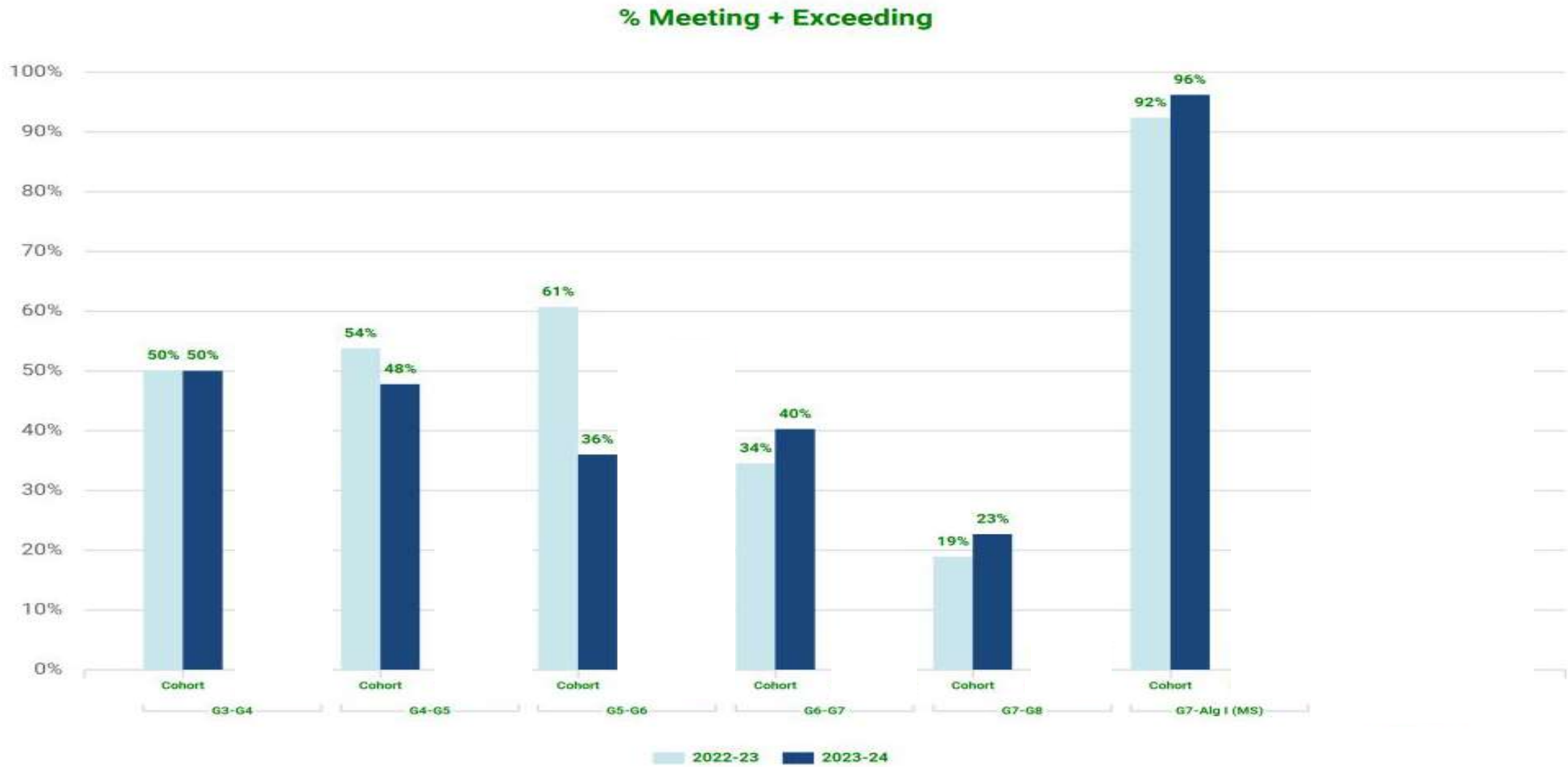


Math Comparison to the State Overtime

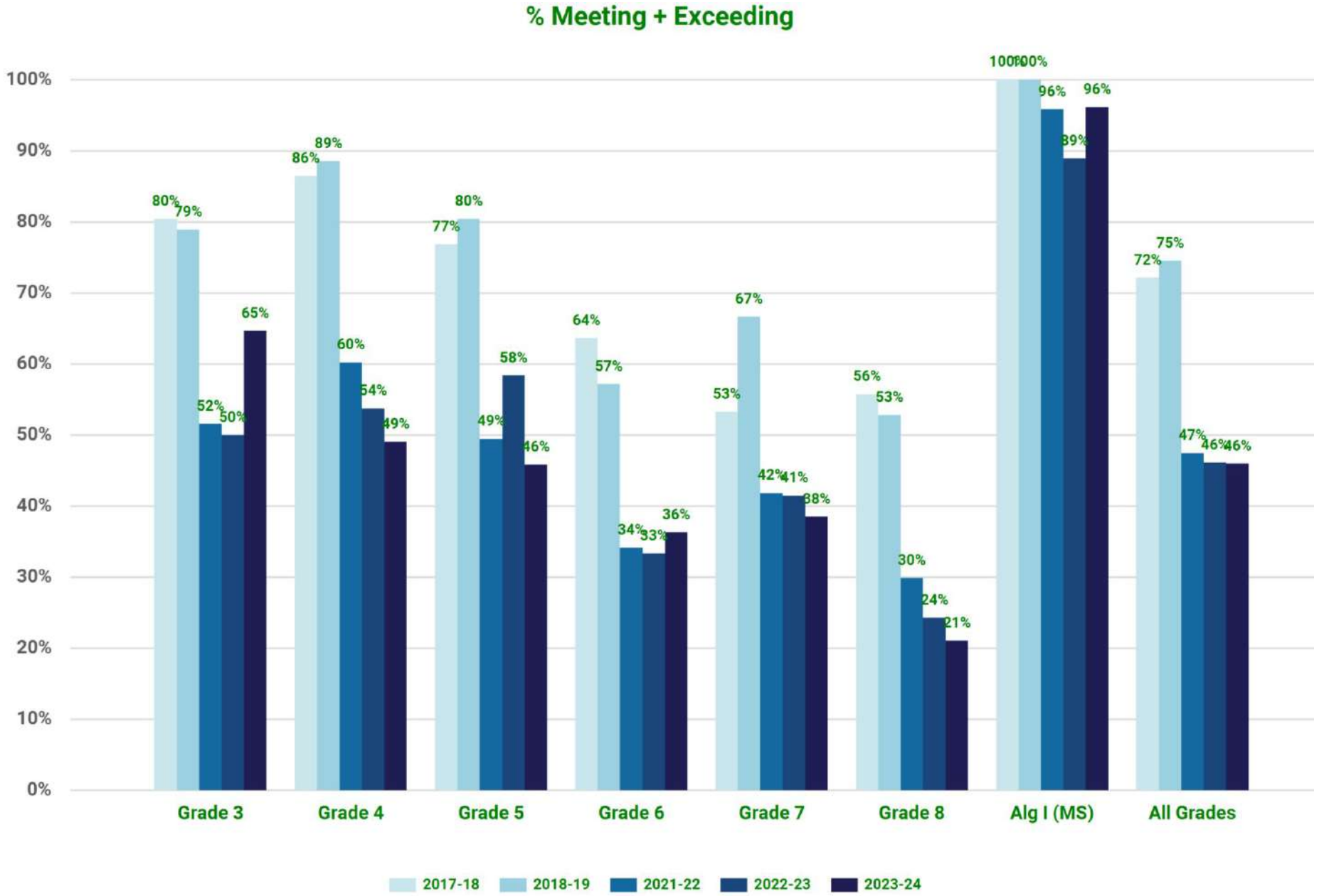
Grade Level	State Comparison 2023	State Comparison 2024
3rd Math	+4	+17
4th Math	+10	+4
5th Math	+19	+6
6th Math	-2	0
7th Math	+7	+1
8th Math	+6	+1
Algebra I	+54	+56

Math Cohort Achievement and Growth

Same students, consecutive grades



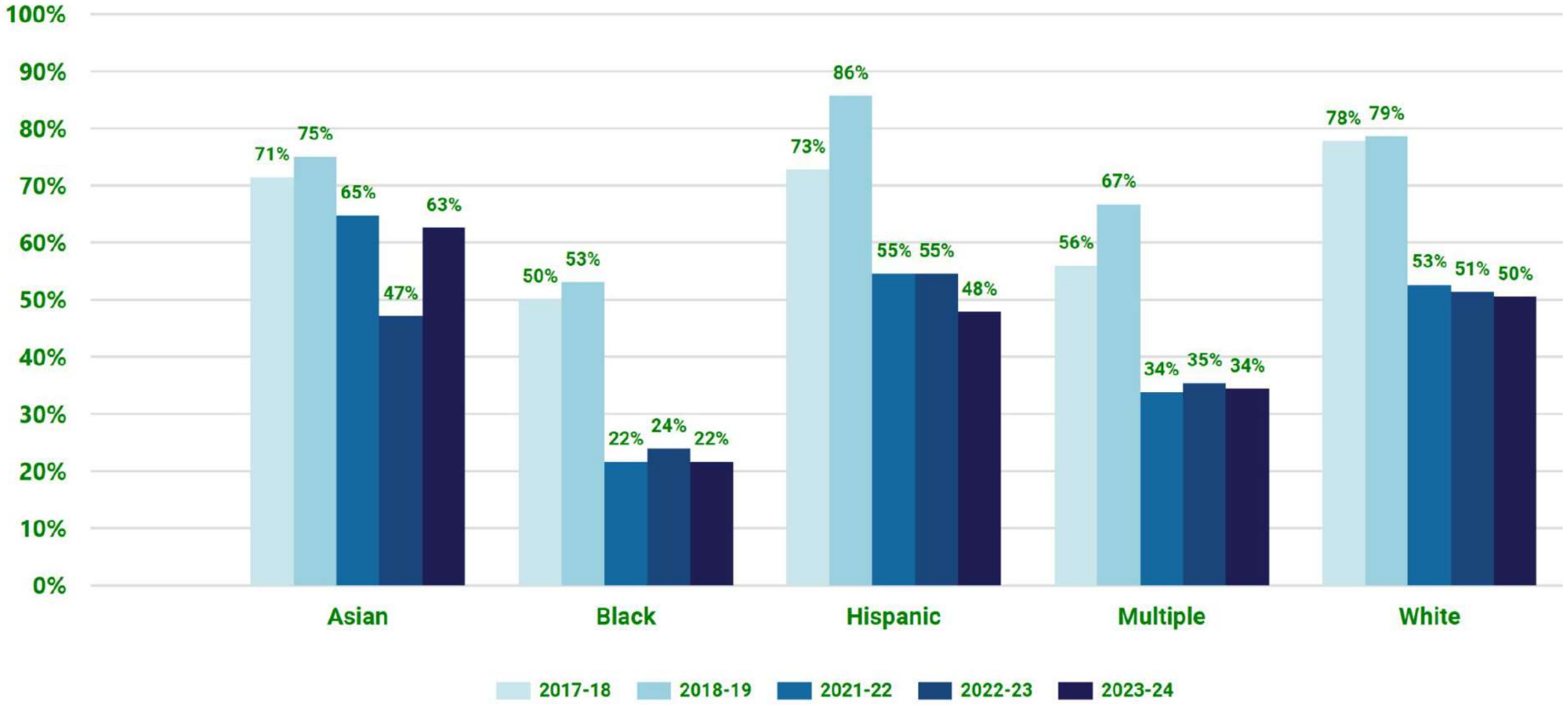
Math: Percentage of Students Meeting + Exceeding



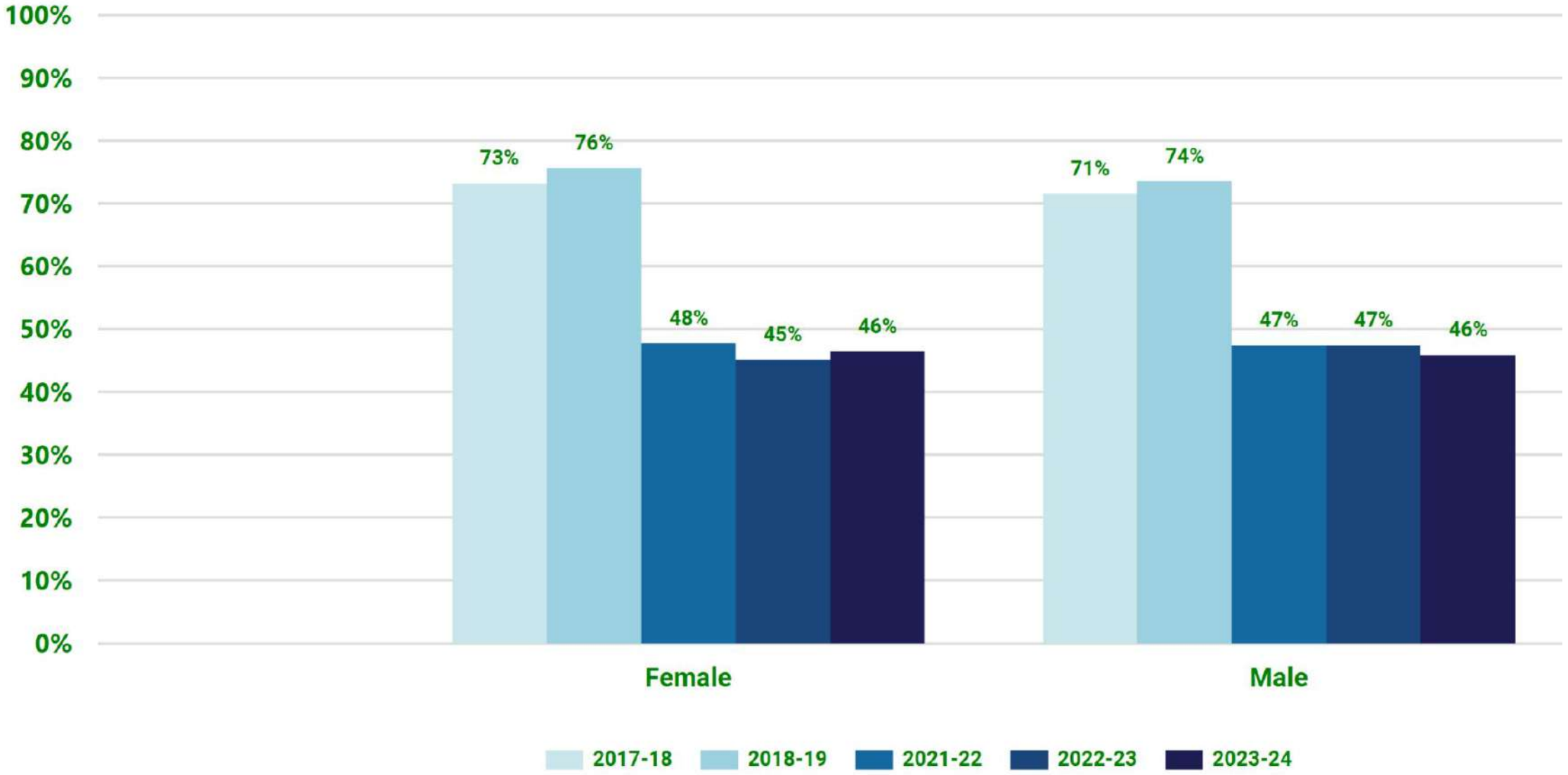
Total Count in Demographic Groups

Demographic Group	Number of Students Tested (Math)
Asian	16
Black	37
Hispanic	23
Multiple	64
White	327
Female	220
Male	251
F/R	160
ELL	2
Special Education	101
General Education	369

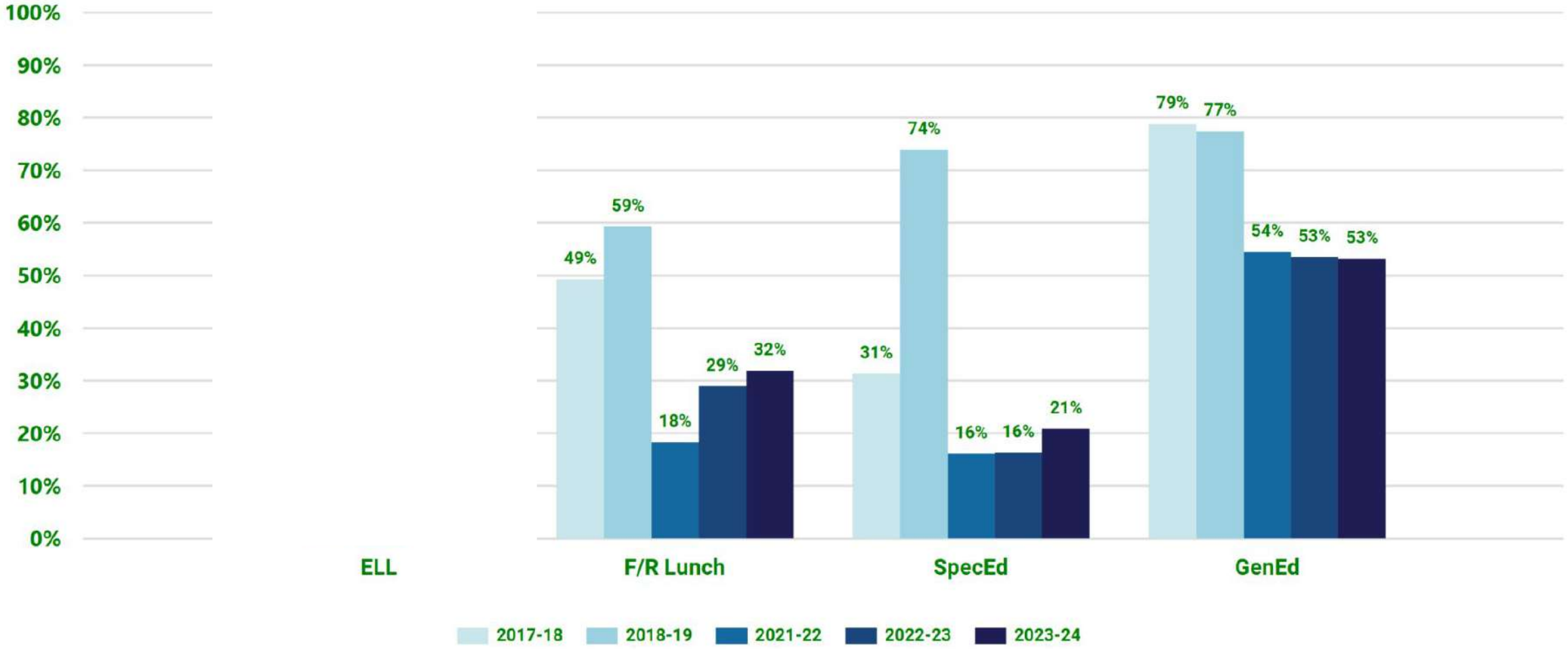
Math Demographic Group: Race (Meeting + Exceeding)



Math Demographic Group: Gender (Meeting + Exceeding)



Math Demographic Group: Program (Meeting + Exceeding)

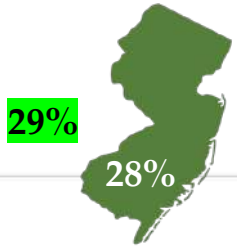


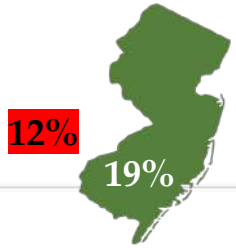
Grades 5 & 8: Science

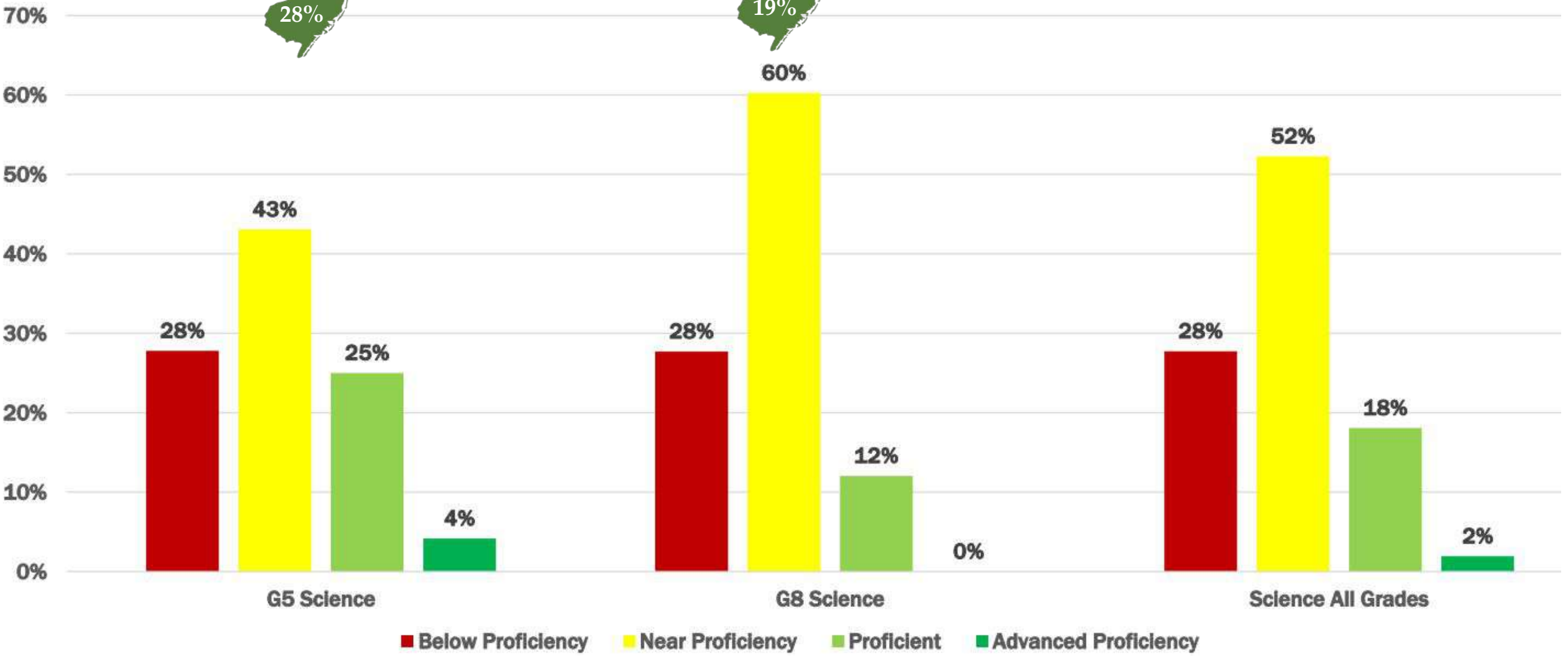
Science: Number of Students Tested

Grade	Number of Students Tested 2022	Number of Students Tested 2023	Number of Students Tested 2024	Difference 2023-2024
5	91	96	72	-24
8	89	96	83	-13
All Grades	**180**	**192**	**155**	**-37**

Math – Percentages Meeting + Exceeding Expectations







8th-Grade Released Item: Science

1 Science

Use the information below to answer questions 2–4.

Some people are able to taste a certain bitter chemical, and others are not. Figure 1 shows the alleles that different individuals have for this dominantly inherited trait.

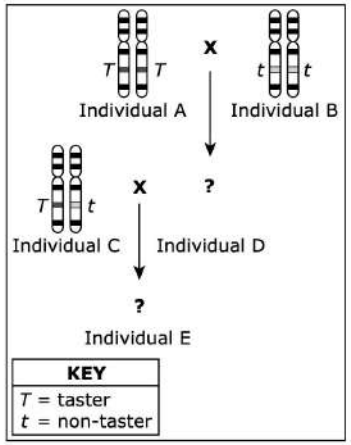


Figure 1. Bitter-Taste Alleles in One Family

Individuals A and B are the parents of Individual D. Individuals C and D are the parents of Individual E.

3. Figure 2 shows whether the members of a second family are able to taste the bitter chemical. Which family members are definitely heterozygous[1] for the ability to taste the bitter chemical?

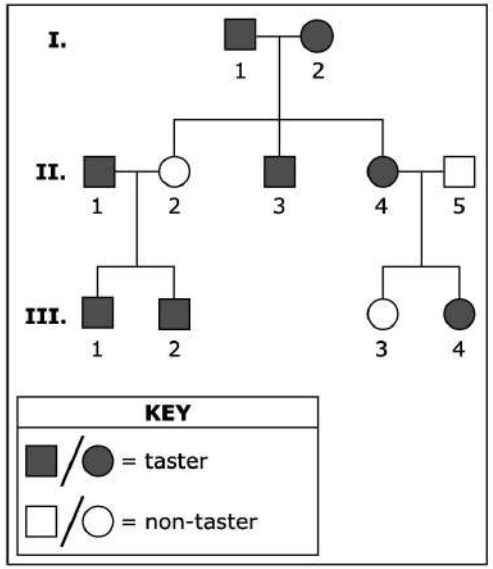


Figure 2. Inheritance of the Bitter-Taste Trait in a Second Family

[1]heterozygous—having different alleles for a trait

(Item 3 continued)

Select **six** of the eight options.

A. Individual I-1

B. Individual I-2

C. Individual II-1

D. Individual II-3

E. Individual II-4

F. Individual III-1

G. Individual III-2

H. Individual III-4

4. A student writes an explanation about the bitter-taste alleles and proteins found in the individuals represented in Figure 1. However, the student makes a couple of mistakes. Which statements contain the student's mistakes?

Select **two** of the six statements.

A. Individual A and Individual B each have only one copy of the bitter-taste gene.

B. Individual A and Individual B each make only one form of the protein encoded by the bitter-taste gene.

C. Because Individual A and Individual B make different forms of the protein, one of them tastes the bitter chemical and the other does not.

D. However, Individual C has a different allele for the bitter-taste gene on each chromosome.

E. This causes Individual C's body to make two different forms of the bitter-taste protein.

F. The protein made from the *t* allele is what causes Individual C to taste the bitter chemical.

2. Based on Figure 1, what is the probability of Individual E being able to taste the bitter chemical?

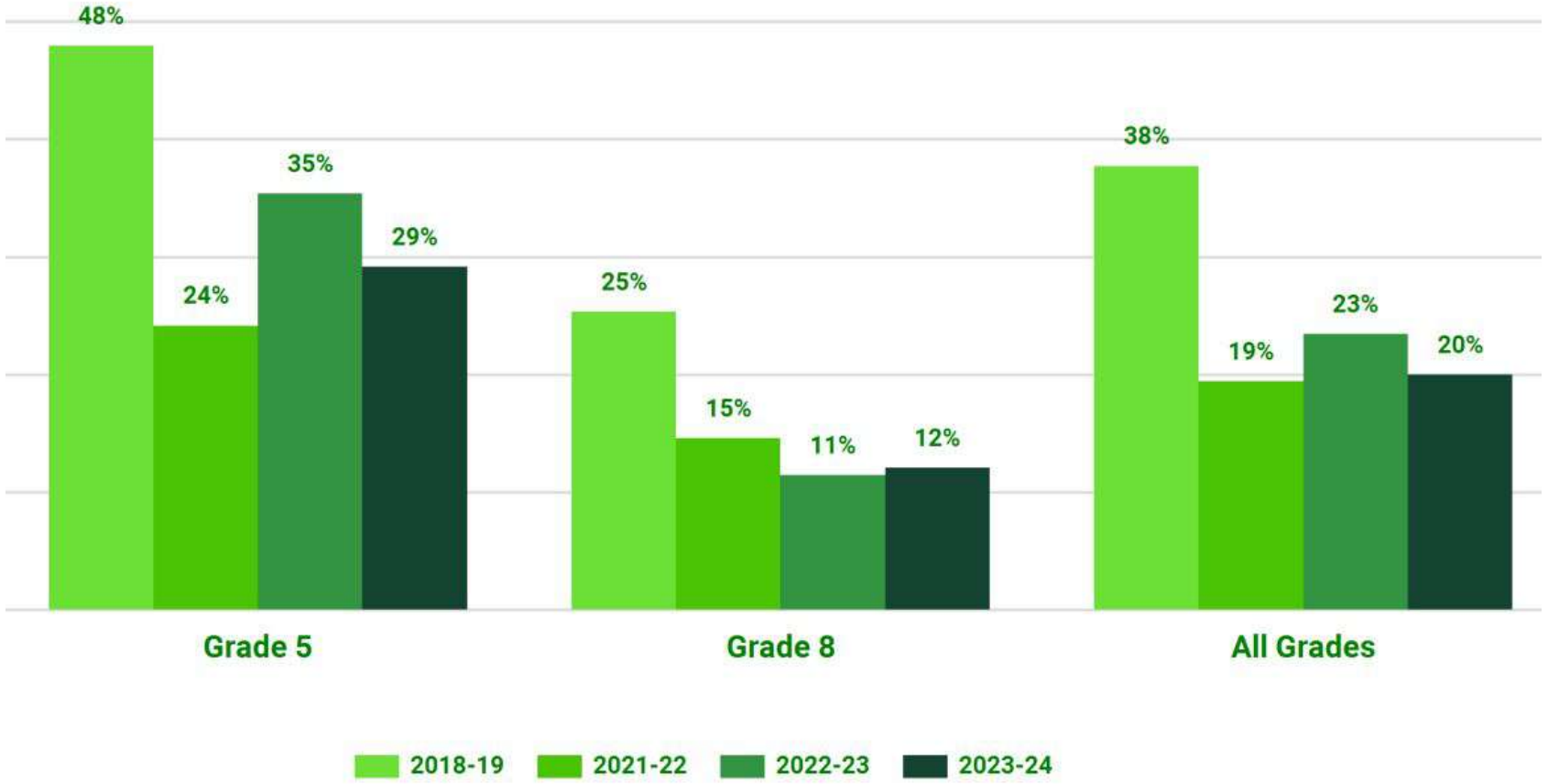
A. 0%

B. 25%

C. 50%

D. 75%

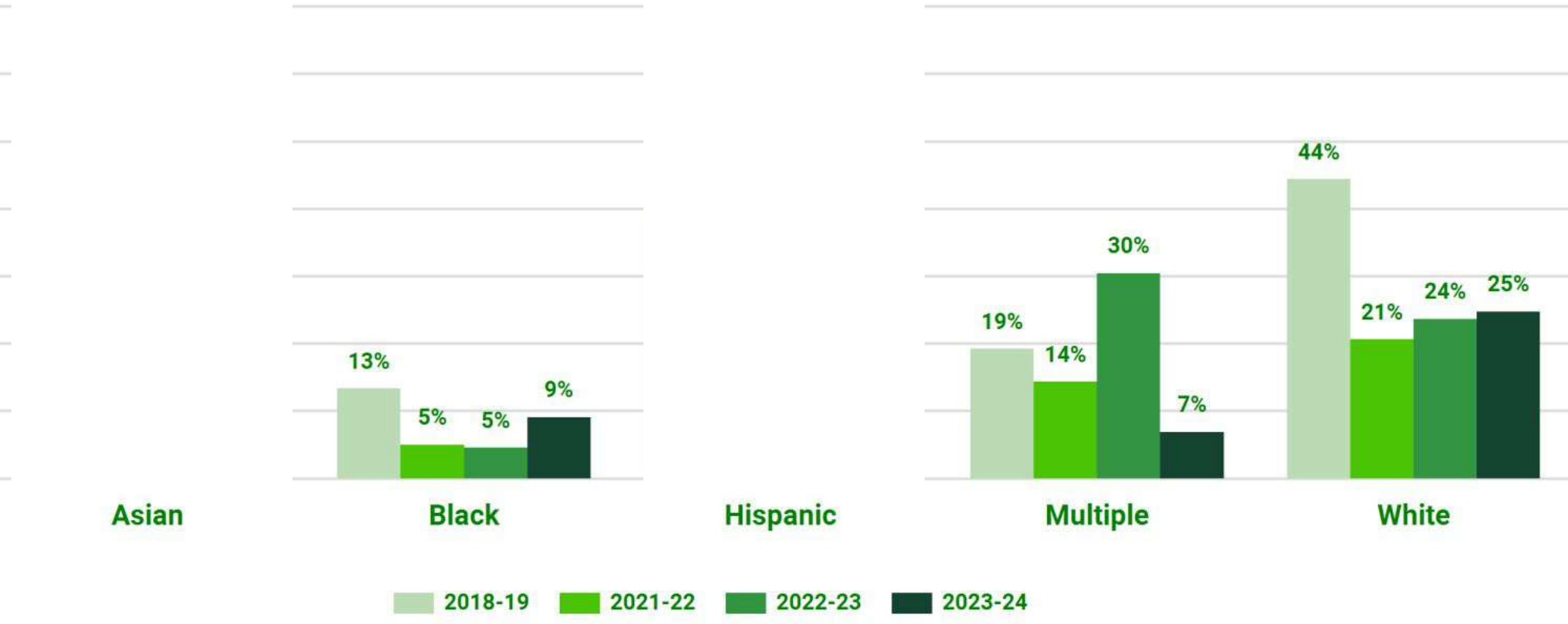
Science 4-Year Comparison



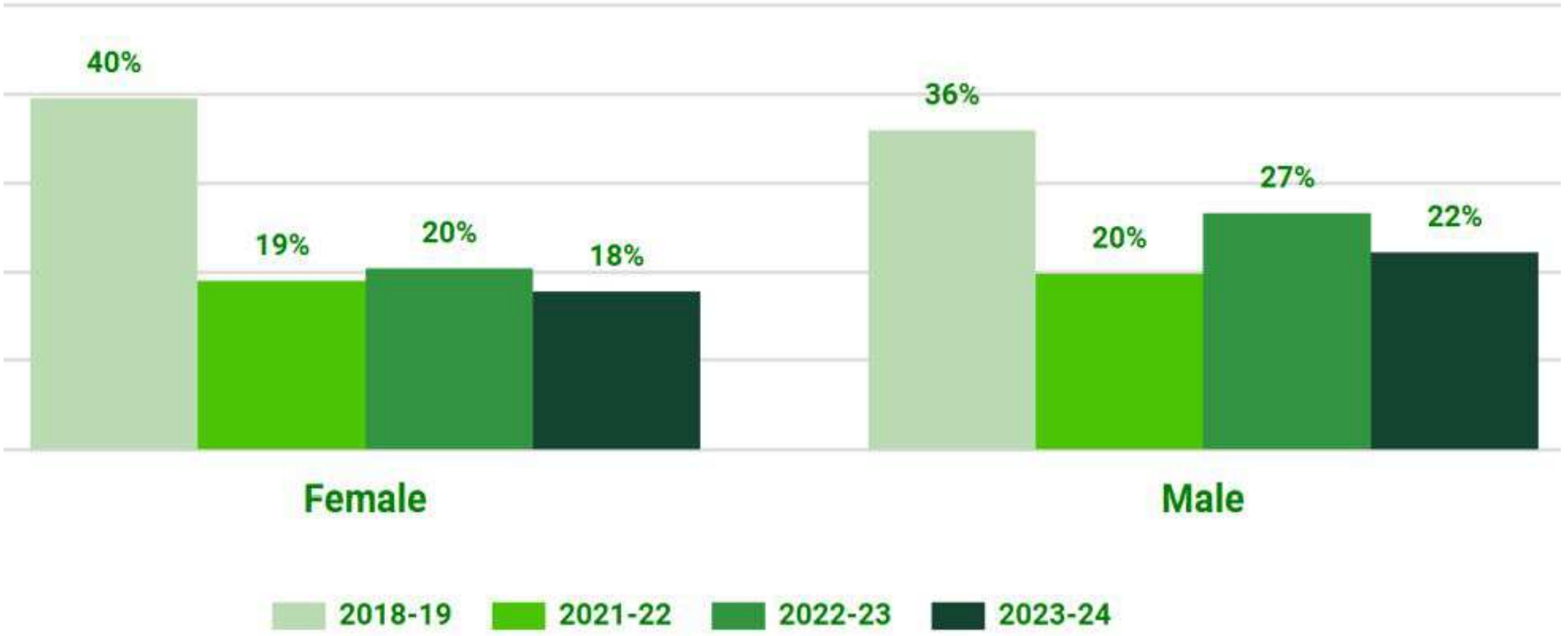
Total Count in Demographic Groups

Demographic Group	Number of Students Tested (Science)
Asian	5
Black	11
Hispanic	8
Multiple	29
White	101
Female	73
Male	81
F/R	62
ELL	37
Special Education	118
General Education	155

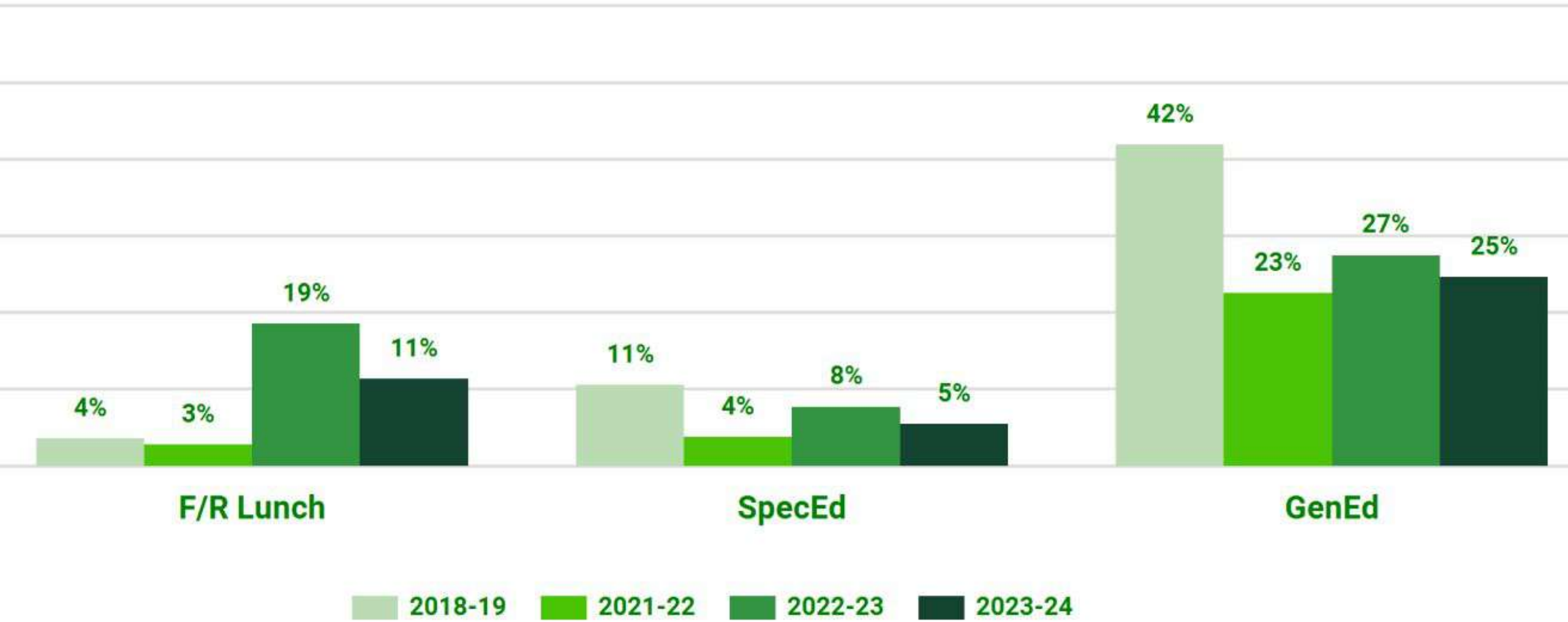
Science Demographic Group: Race



Science Demographic Groups: Gender



Science Demographic Group: Program



Intervention Strategies

- Use of funds from High Impact Tutoring to support online programs such as Reflex Math and Frax
- Continued development of Online Assessments on LinkIt! across all subjects
- Infusing NJSLA Released Items into the Unit Assessments
- Development of a new 5th grade Interdisciplinary Science Unit through the Climate Change Grant

Notable Achievements

- At or Above the state in **all 13** assessments across both ELA & Math
- ELA increased YoY in 5 of 6 grade levels (above state in all)
- Closing the achievement gap in ELA demographic groups (benefits of our equity work)
- 3rd grade outperformed all grade levels in both subjects (Covid/HIT)