

NJSLA and District Assessment Presentation

Central Office Staff

Dr. Stacey Brown
Ms. Sarah Pauch
Mrs. Staci Beegle
Mr. Anthony Tumolo

School Principals

Mr. Tim Charleston & Dr. Jonathan Moss
Mr. Paul Nigro
Dr. Kristen Higgins/Dr. Kathy Suchorsky
Dr. Ann DeRosa

Data Conversation Guide

Readington School District Data Conversation Guide			
		Date: _____	
What does this data tell you?		What data confirms this?	
What does this data NOT tell you?			
Assets		Challenges	
<ul style="list-style-type: none"> • • • • 		<ul style="list-style-type: none"> • • • • 	
What techniques/strategies have you tried? (<i>impact of instructional strategies, materials, time, etc.</i>)			
Next Steps / Action Plan			
Who	What	How	When
Goal (SMART):			

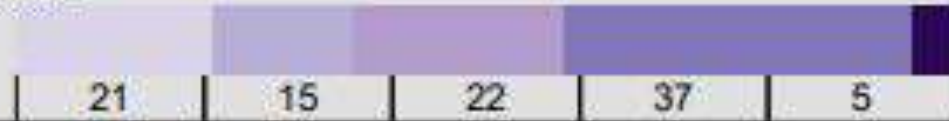
NJSLA ELA Grades 3-8

ENGLISH LANGUAGE ARTS

Grade 3 Assessment, 2022–2023

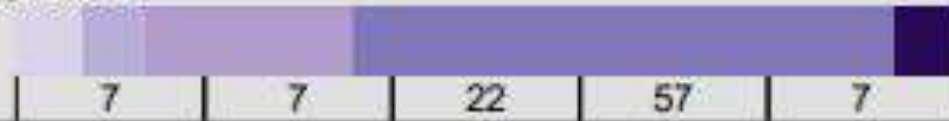
PERFORMANCE DISTRIBUTION BY %

STATE



42% meeting and exceeding

DISTRICT



64% meeting and exceeding

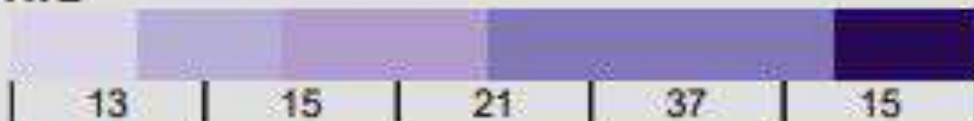


ENGLISH LANGUAGE ARTS

Grade 4 Assessment, 2022–2023

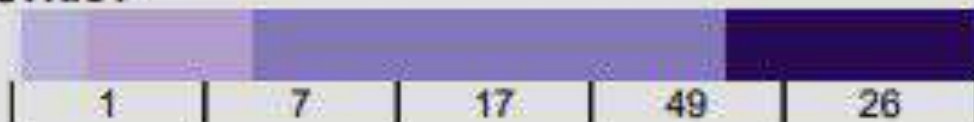
PERFORMANCE DISTRIBUTION BY %

STATE



52% meeting and exceeding

DISTRICT



75% meeting and exceeding

1

Did Not Yet Meet
Expectations
(650-699)

2

Partially Met
Expectations
(700-724)

3

Approached
Expectations
(725-749)

4

Met
Expectations
(750-789)

5

Exceeded
Expectations
(790-850)

ENGLISH LANGUAGE ARTS

Grade 5 Assessment, 2022–2023

PERFORMANCE DISTRIBUTION BY %

STATE



53% meeting and exceeding

DISTRICT



77% meeting and exceeding

1

Did Not Yet Meet

Expectations
(650-699)

2

Partially Met

Expectations
(700-724)

3

Approached

Expectations
(725-749)

4

Met

Expectations
(750-798)

5

Exceeded

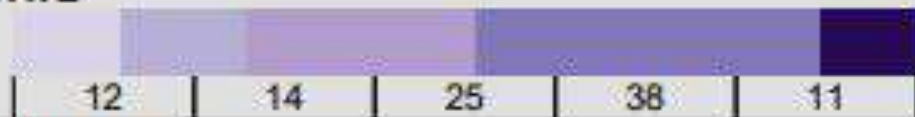
Expectations
(799-850)

ENGLISH LANGUAGE ARTS

Grade 6 Assessment, 2022–2023

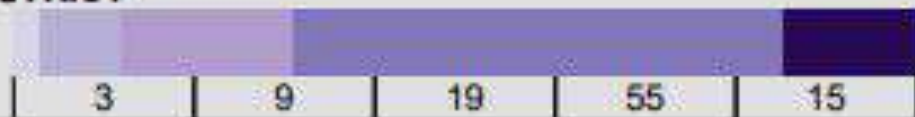
PERFORMANCE DISTRIBUTION BY %

STATE



49% meeting and exceeding

DISTRICT



70% meeting and exceeding

- | | | | | |
|--|---|--|---|--|
| 1 Did Not Yet Meet
Expectations
(650-699) | 2 Partially Met
Expectations
(700-724) | 3 Approached
Expectations
(725-749) | 4 Met
Expectations
(750-789) | 5 Exceeded
Expectations
(790-850) |
|--|---|--|---|--|

ENGLISH LANGUAGE ARTS

Grade 7 Assessment, 2022–2023

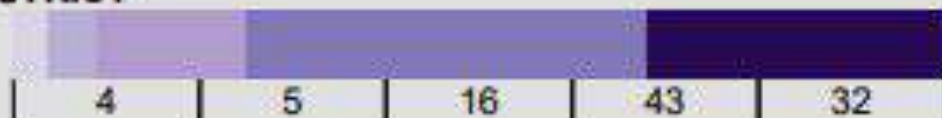
PERFORMANCE DISTRIBUTION BY %

STATE



56% meeting and exceeding

DISTRICT



75% meeting and exceeding

1 **Did Not Yet Meet**
Expectations
(650-699)

2 **Partially Met**
Expectations
(700-724)

3 **Approached**
Expectations
(725-749)

4 **Met**
Expectations
(750-784)

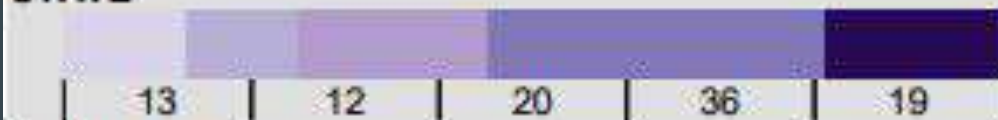
5 **Exceeded**
Expectations
(785-850)

ENGLISH LANGUAGE ARTS

Grade 8 Assessment, 2022–2023

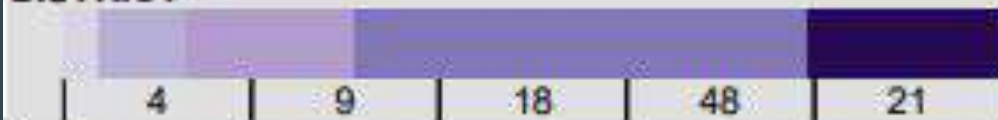
PERFORMANCE DISTRIBUTION BY %

STATE



55% meeting and exceeding

DISTRICT



69% meeting and exceeding

- | | | | | |
|---|--|---|--|---|
| 1 Did Not Yet Meet
Expectations
(650-699) | 2 Partially Met
Expectations
(700-724) | 3 Approached
Expectations
(725-749) | 4 Met
Expectations
(750-793) | 5 Exceeded
Expectations
(794-850) |
|---|--|---|--|---|

NJSLA ELA Longitudinal Scores

ELA Achievement and Growth

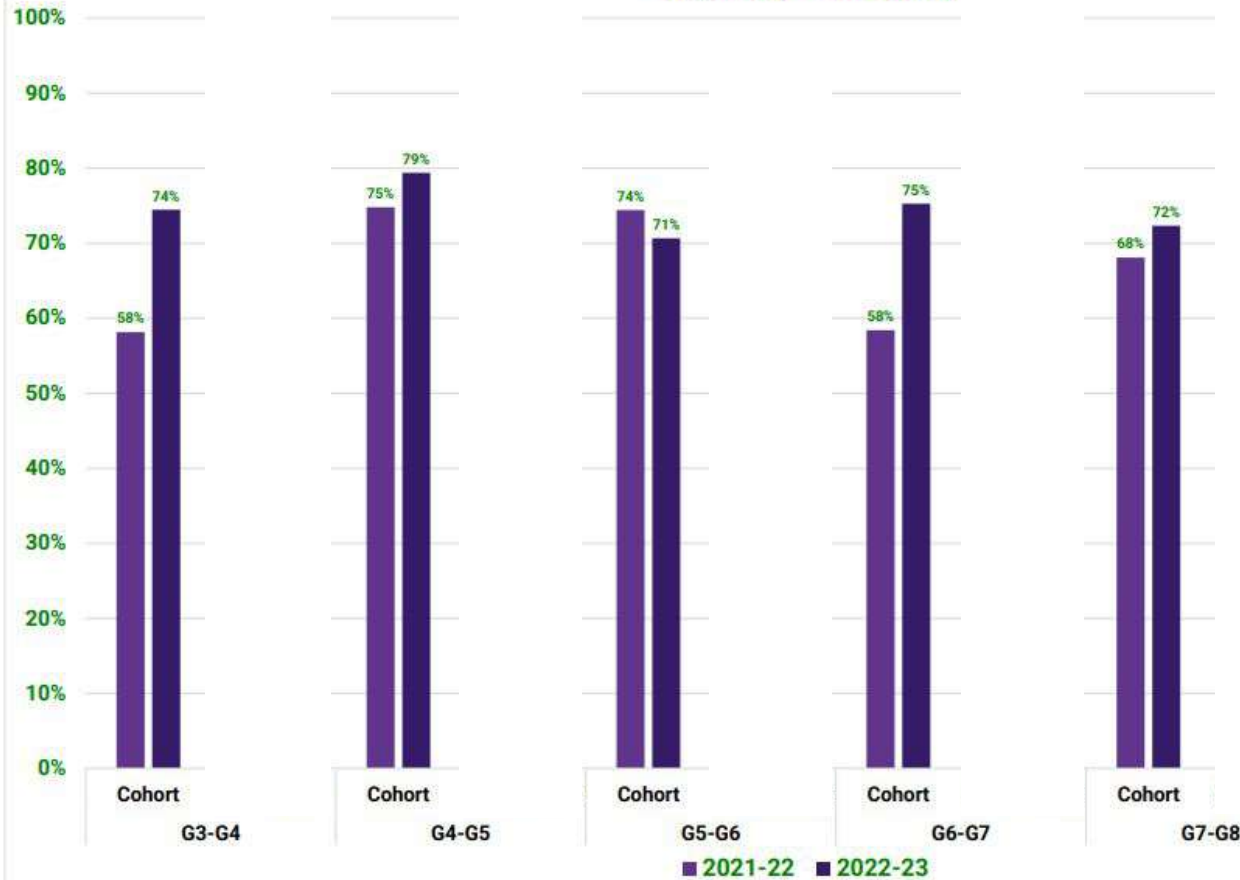
Same grade, different students



ELA Cohort Achievement and Growth

Same students, consecutive grades

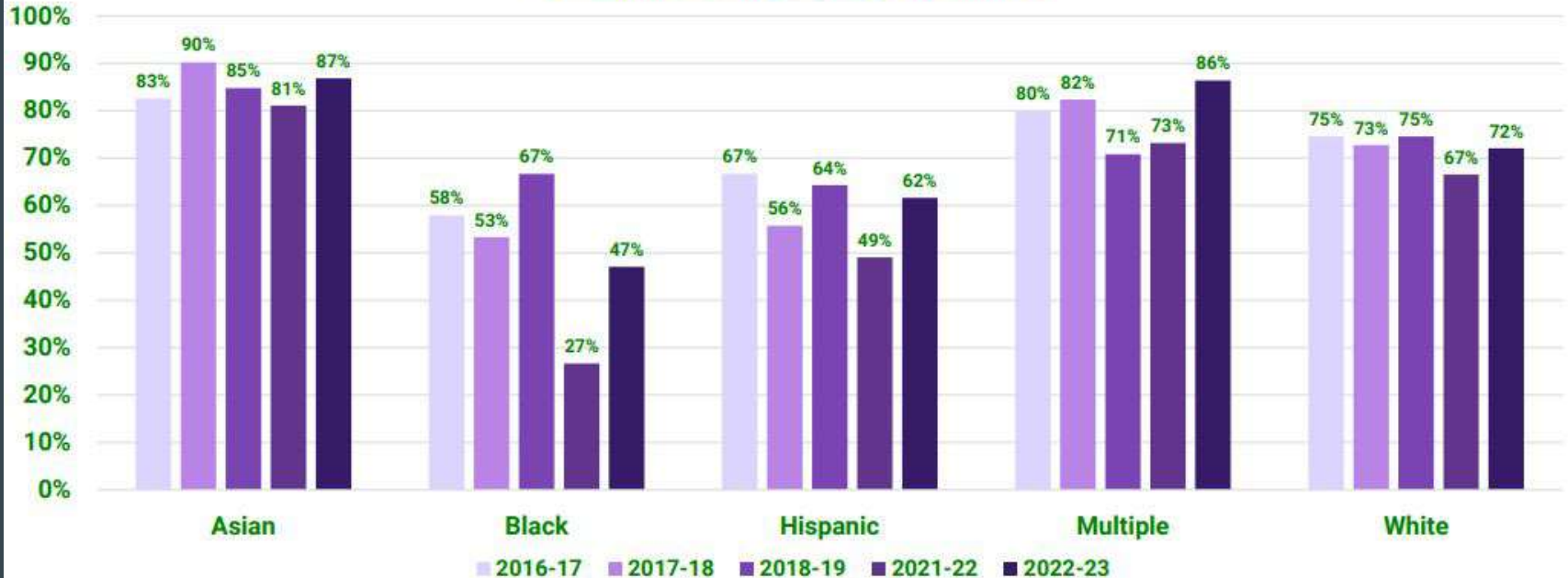
% Meeting + Exceeding



ELA Subpopulations

Proficiency by Race

% Meeting + Exceeding (ELA All Grades)



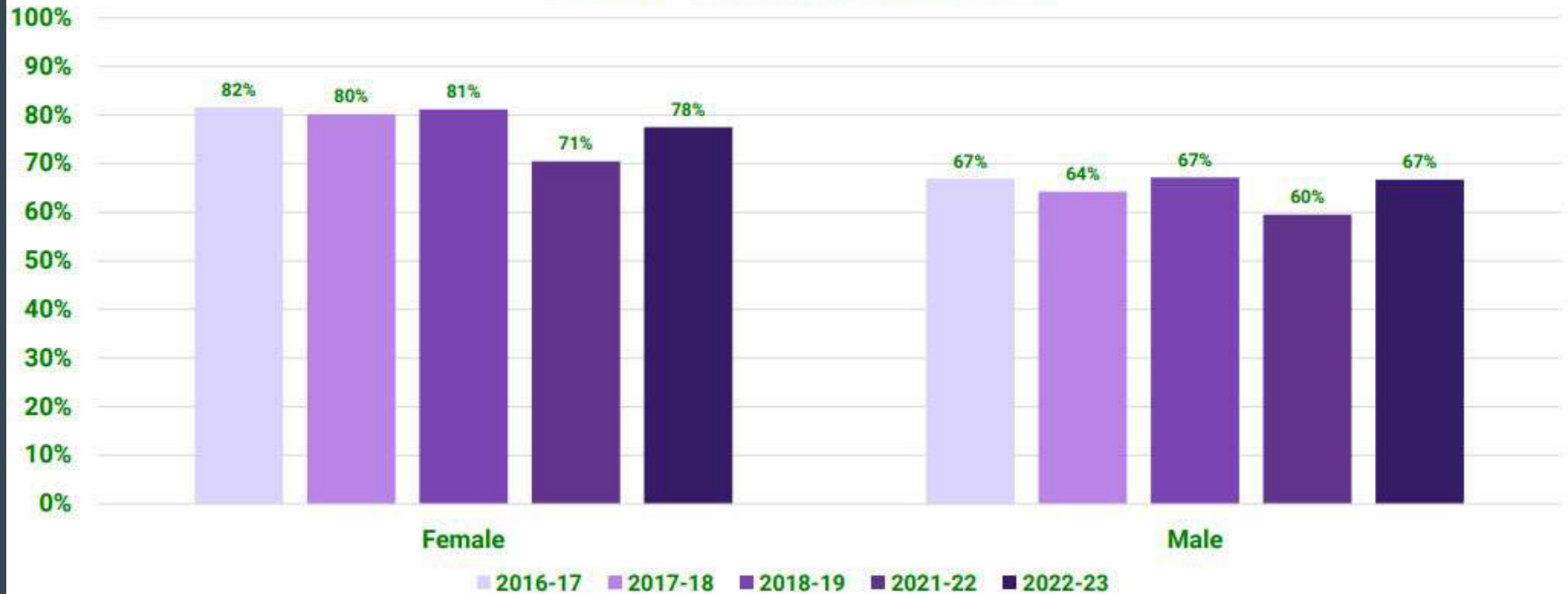
Asian= 4% of population
Black= 2% of population

Hispanic= 12% of population
Multiple= 5% of population

White= 77% of population

Proficiency by Gender

% Meeting + Exceeding (ELA All Grades)

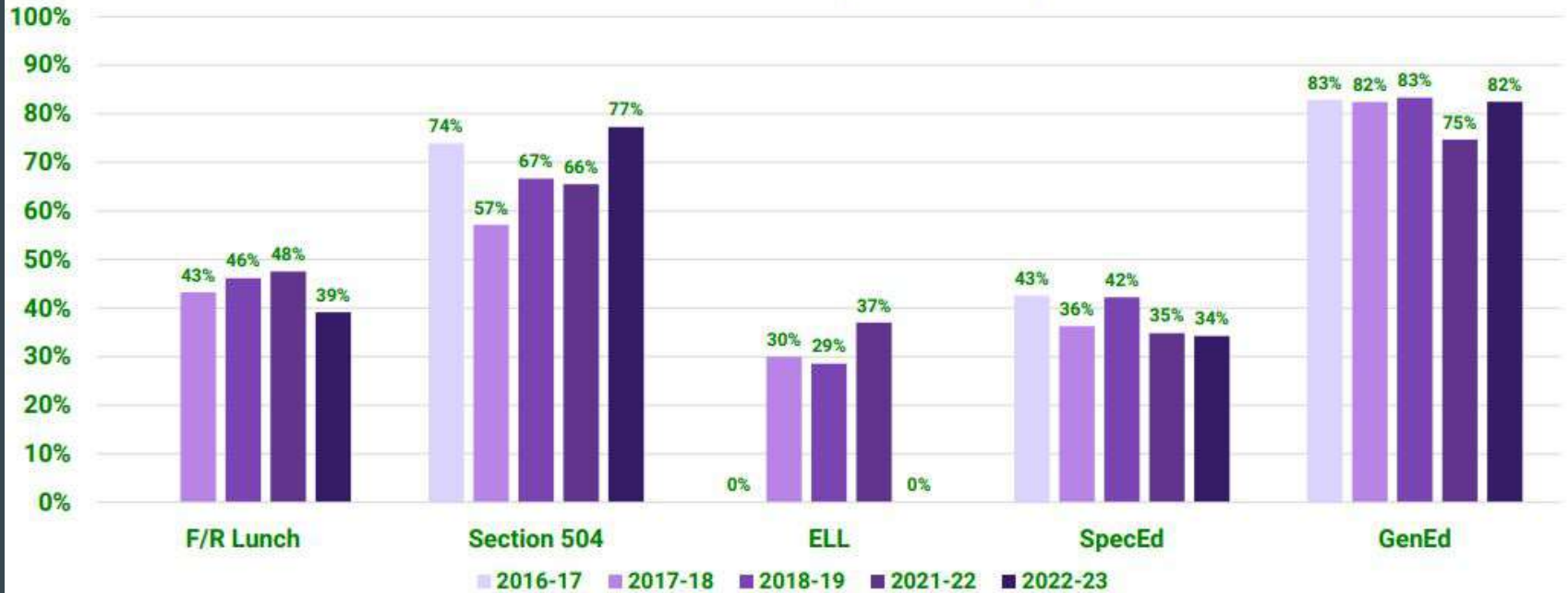


Female= 47% of population

Male= 53% of population

Proficiency by Program

% Proficient + Advanced (ELA All Grades)



F/R Lunch= 8% of population
Section 504= 5% of population

ELL= 2% of population
Spec Ed= 20% of population

Gen Ed= 79% of population

iReady Reading Diagnostic Grades K-8

Diagnostic Growth K-8

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 168%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



Overall Placement K-8

Grade		Overall Grade-Level Placement					Students Assessed/Total	
Grade K	90%		70%	20%	10%	0%	0%	130/135
Grade 1	79%		65%	14%	20%	1%	0%	144/144
Grade 2	84%		69%	15%	13%	3%	0%	154/156
Grade 3	90%		62%	28%	9%	1%	0%	140/141
Grade 4	76%		61%	15%	23%	1%	0%	152/154
Grade 5	77%		48%	29%	12%	10%	1%	146/149
Grade 6	67%		49%	18%	24%	7%	3%	137/139
Grade 7	66%		44%	22%	23%	6%	5%	188/192
Grade 8	59%		38%	21%	16%	5%	21%	154/157

Writing Benchmarks

Kindergarten

Below Grade Level Approaching Grade Level At Grade Level Above Grade Level

2022-23 Gr K Writing: Narrative

Number of results: 130

Writing Benchmark Scores 2.5

Achievement



Below Benchmark Approaching Benchmark
Meeting Benchmark Above Benchmark

2022-23 Gr K Writing: Information

Number of results: 130

Writing Benchmark Scores 2.9

Achievement



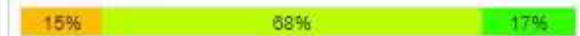
Below Benchmark Approaching Benchmark
Meeting Benchmark Above Benchmark

2022-23 Gr K Writing: Opinion/Argument

Number of results: 130

Writing Benchmark Scores 2.9

Achievement



Below Benchmark Approaching Benchmark
Meeting Benchmark Above Benchmark

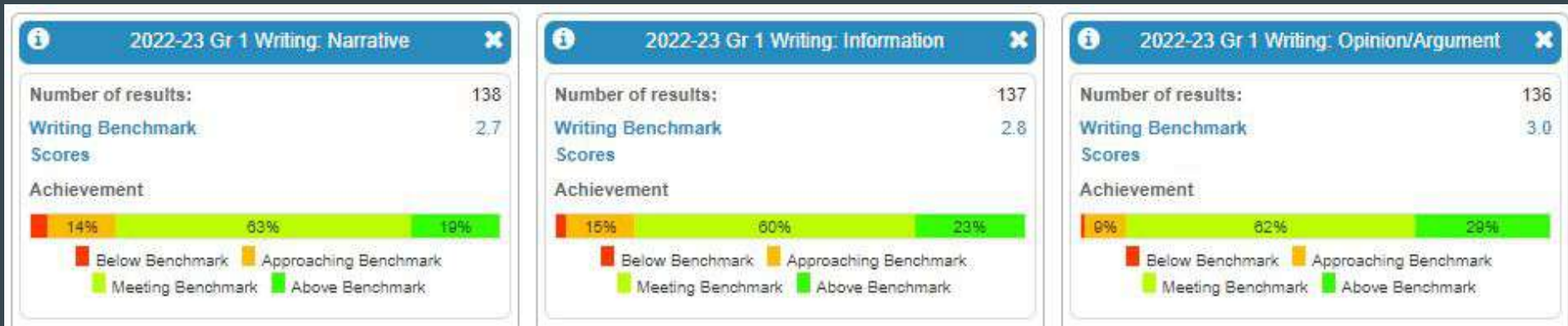
63% Meeting or
Exceeding Expectations

90% Meeting or
Exceeding Expectations

85% Meeting or
Exceeding Expectations

1st Grade

Below Grade Level Approaching Grade Level At Grade Level Above Grade Level



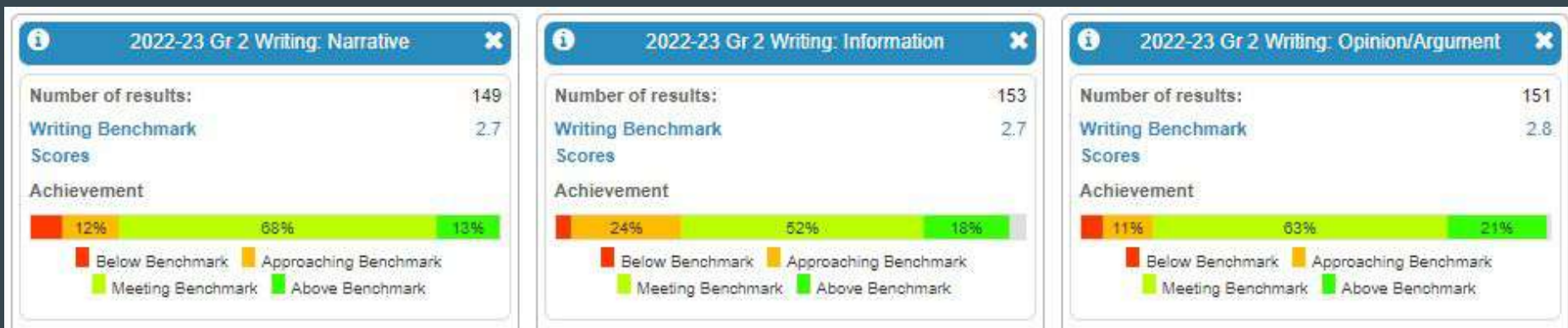
82% Meeting or
Exceeding Expectations

83% Meeting or
Exceeding Expectations

91% Meeting or
Exceeding Expectations

2nd Grade

Below Grade Level Approaching Grade Level At Grade Level Above Grade Level



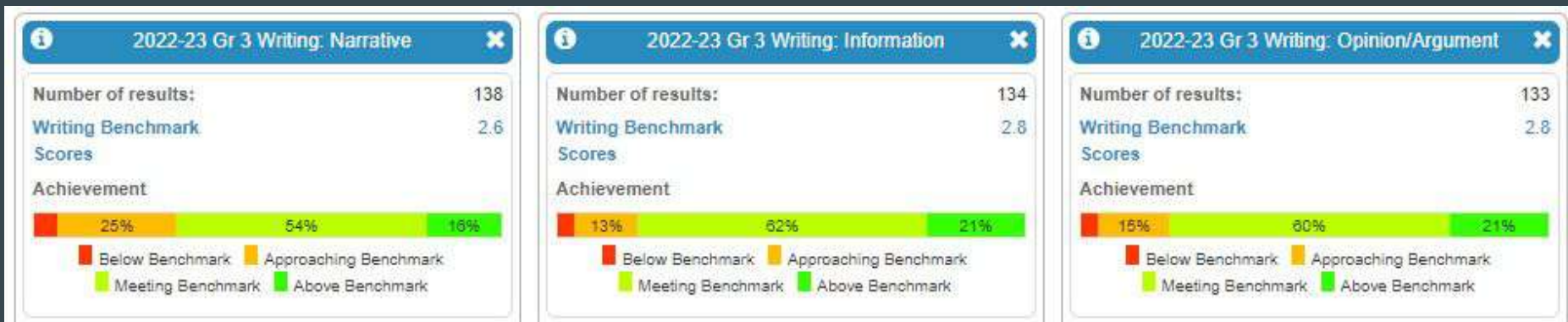
81% Meeting or Exceeding Expectations

70% Meeting or Exceeding Expectations

84% Meeting or Exceeding Expectations

3rd Grade

Below Grade Level Approaching Grade Level At Grade Level Above Grade Level



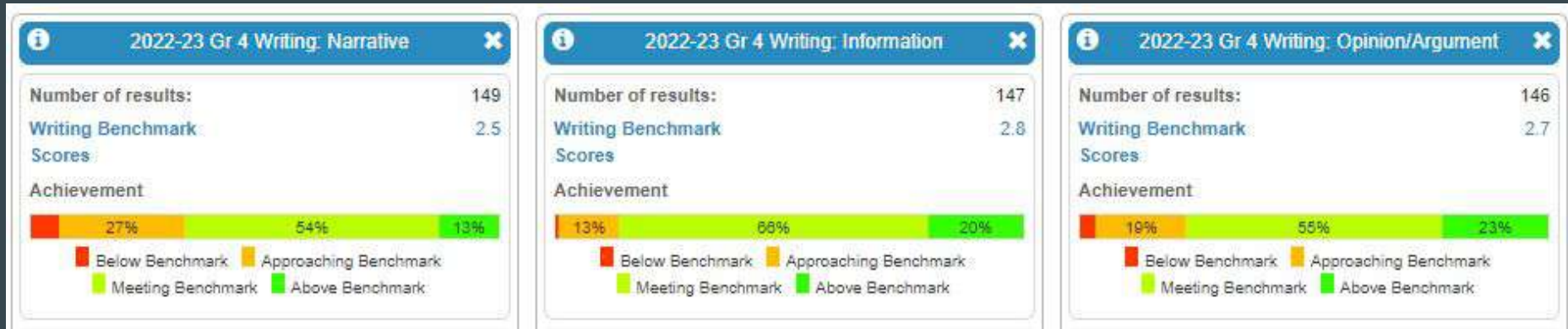
70% Meeting or
Exceeding Expectations

83% Meeting or
Exceeding Expectations

81% Meeting or
Exceeding Expectations

4th Grade

Below Grade Level Approaching Grade Level At Grade Level Above Grade Level



67% Meeting or Exceeding Expectations

86% Meeting or Exceeding Expectations

78% Meeting or Exceeding Expectations

5th Grade

Below Grade Level Approaching Grade Level At Grade Level Above Grade Level

2022-23 Gr 5 Writing: Narrative

Number of results: 138

Writing Benchmark Scores: 2.7

Achievement



Below Benchmark Approaching Benchmark
Meeting Benchmark Above Benchmark

80% Meeting or
Exceeding Expectations

2022-23 Gr 5 Writing: Information

Number of results: 136

Writing Benchmark Scores: 3.0

Achievement



Below Benchmark Approaching Benchmark
Meeting Benchmark Above Benchmark

87% Meeting or
Exceeding Expectations

2022-23 Gr 5 Writing: Opinion/Argument

Number of results: 139

Writing Benchmark Scores: 2.9

Achievement

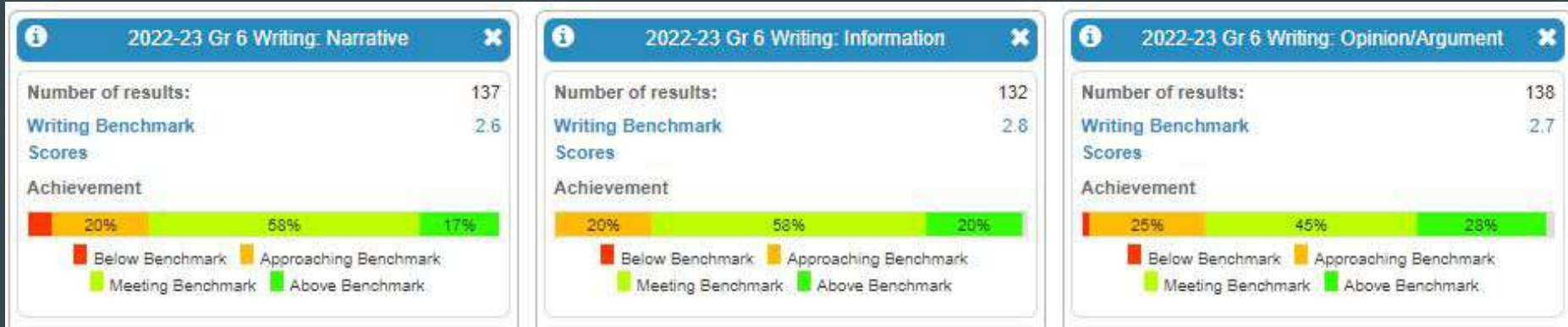


Below Benchmark Approaching Benchmark
Meeting Benchmark Above Benchmark

89% Meeting or
Exceeding Expectations

6th Grade

Below Grade Level Approaching Grade Level At Grade Level Above Grade Level



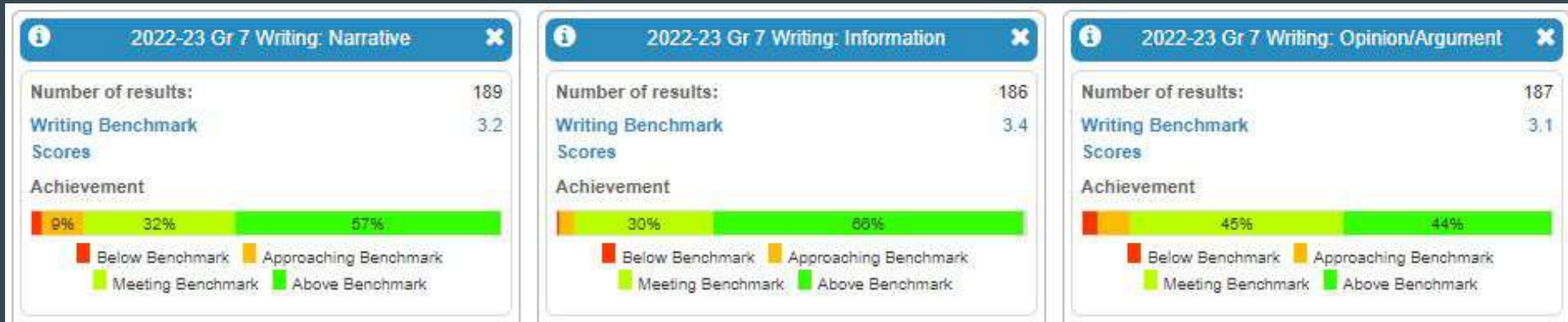
75% Meeting or Exceeding Expectations

78% Meeting or Exceeding Expectations

73% Meeting or Exceeding Expectations

7th Grade

Below Grade Level Approaching Grade Level At Grade Level Above Grade Level



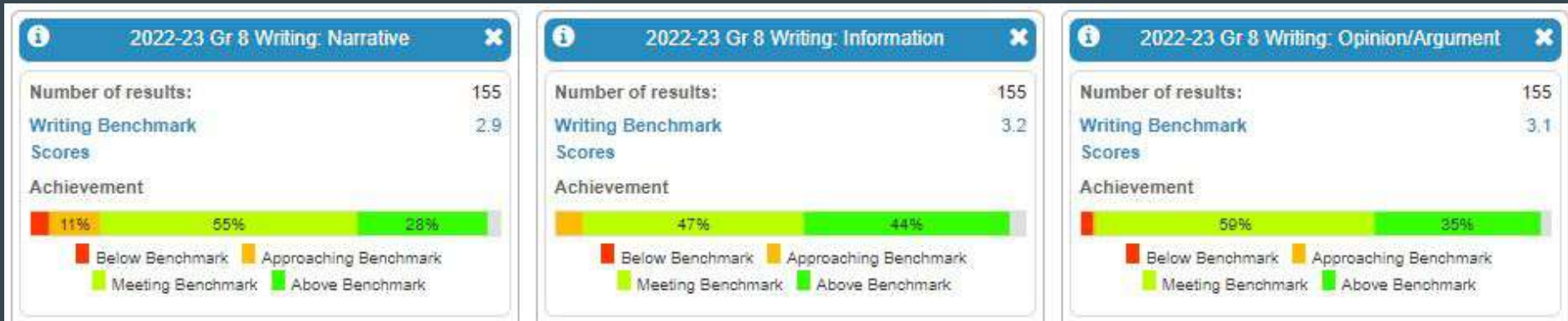
89% Meeting or Exceeding Expectations

96% Meeting or Exceeding Expectations

89% Meeting or Exceeding Expectations

8th Grade

Below Grade Level Approaching Grade Level At Grade Level Above Grade Level



83% Meeting or Exceeding Expectations

91% Meeting or Exceeding Expectations

94% Meeting or Exceeding Expectations

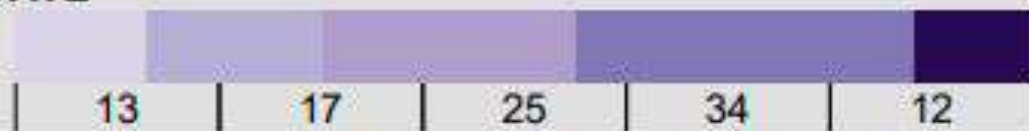
NJSLA Math Grades 3-8

MATHEMATICS

Grade 3 Assessment, 2022–2023

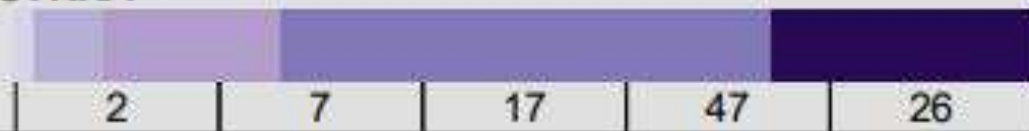
PERFORMANCE DISTRIBUTION BY %

STATE



46% meeting and exceeding

DISTRICT



73% meeting and exceeding

1

Did Not Yet Meet

Expectations
(650-699)

2

Partially Met

Expectations
(700-724)

3

Approached

Expectations
(725-749)

4

Met

Expectations
(750-787)

5

Exceeded

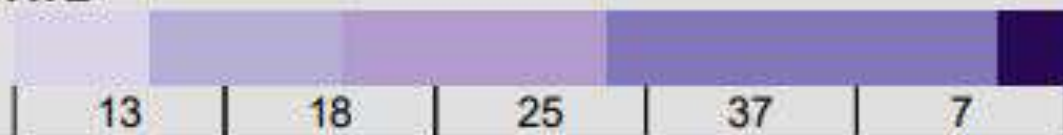
Expectations
(788-850)

MATHEMATICS

Grade 4 Assessment, 2022–2023

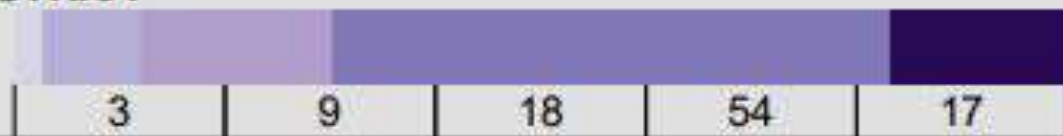
PERFORMANCE DISTRIBUTION BY %

STATE



44% meeting and exceeding

DISTRICT



71% meeting and exceeding

1

Did Not Yet Meet
Expectations
(650-699)

2

Partially Met
Expectations
(700-724)

3

Approached
Expectations
(725-749)

4

Met
Expectations
(750-787)

5

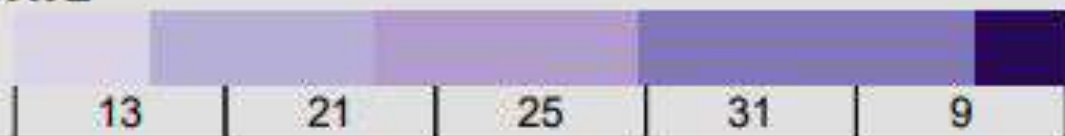
Exceeded
Expectations
(788-850)

MATHEMATICS

Grade 5 Assessment, 2022–2023

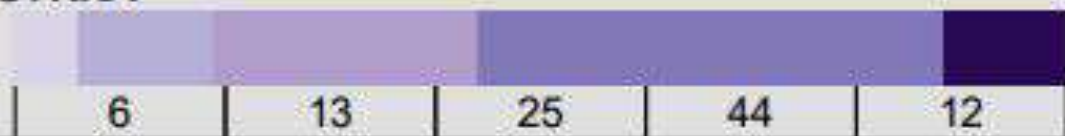
PERFORMANCE DISTRIBUTION BY %

STATE



40% meeting and exceeding

DISTRICT



56% meeting and exceeding

1

Did Not Yet Meet

Expectations
(650-699)

2

Partially Met

Expectations
(700-724)

3

Approached

Expectations
(725-749)

4

Met

Expectations
(750-787)

5

Exceeded

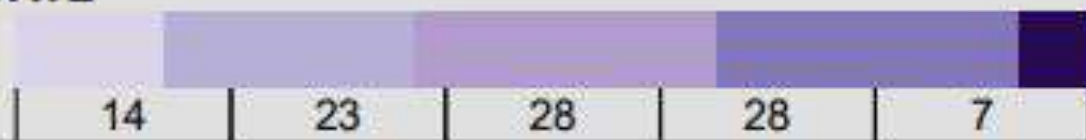
Expectations
(788-850)

MATHEMATICS

Grade 6 Assessment, 2022–2023

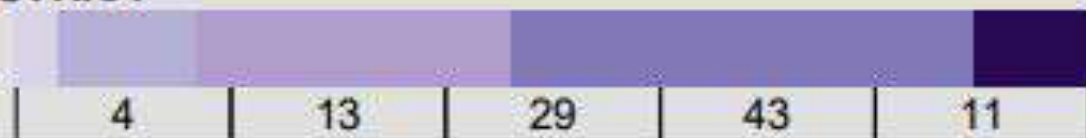
PERFORMANCE DISTRIBUTION BY %

STATE



35% meeting and exceeding

DISTRICT



54% meeting and exceeding

1

Did Not Yet Meet

Expectations
(650-699)

2

Partially Met

Expectations
(700-724)

3

Approached

Expectations
(725-749)

4

Met

Expectations
(750-787)

5

Exceeded

Expectations
(788-850)

MATHEMATICS

Grade 7 Assessment, 2022–2023

PERFORMANCE DISTRIBUTION BY %

STATE



34% meeting and exceeding

DISTRICT



44% meeting and exceeding

1

Did Not Yet Meet

Expectations
(650-699)

2

Partially Met

Expectations
(700-724)

3

Approached

Expectations
(725-749)

4

Met

Expectations
(750-787)

5

Exceeded

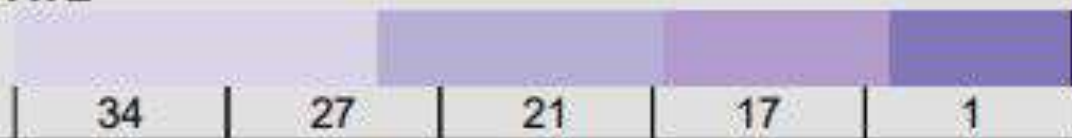
Expectations
(788-850)

MATHEMATICS

Grade 8 Assessment, 2022–2023

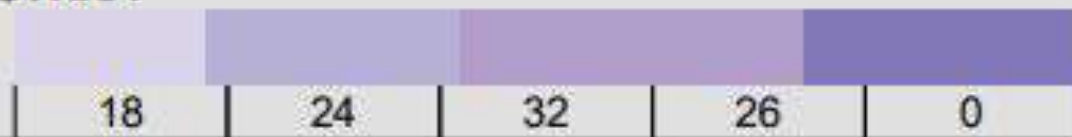
PERFORMANCE DISTRIBUTION BY %

STATE



18% meeting and exceeding

DISTRICT



26% meeting and exceeding

1

Did Not Yet Meet

Expectations
(650-699)

2

Partially Met

Expectations
(700-724)

3

Approached

Expectations
(725-749)

4

Met

Expectations
(750-787)

5

Exceeded

Expectations
(788-850)

MATHEMATICS

Algebra I Assessment, 2022–2023

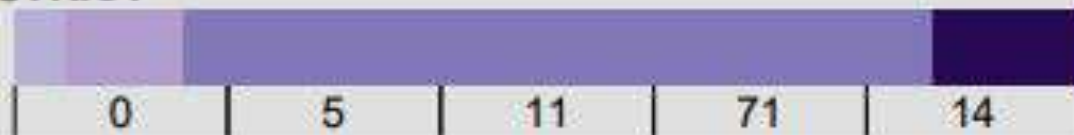
PERFORMANCE DISTRIBUTION BY %

STATE



35% meeting and exceeding

DISTRICT



85% meeting and exceeding

1

Did Not Yet Meet

Expectations
(650-699)

2

Partially Met

Expectations
(700-724)

3

Approached

Expectations
(725-749)

4

Met

Expectations
(750-787)

5

Exceeded

Expectations
(788-850)

MATHEMATICS

Algebra II Assessment, 2022–2023

PERFORMANCE DISTRIBUTION BY %

STATE



54% meeting and exceeding

DISTRICT



81% meeting and exceeding

1

Did Not Yet Meet

Expectations
(650-699)

2

Partially Met

Expectations
(700-724)

3

Approached

Expectations
(725-749)

4

Met

Expectations
(750-787)

5

Exceeded

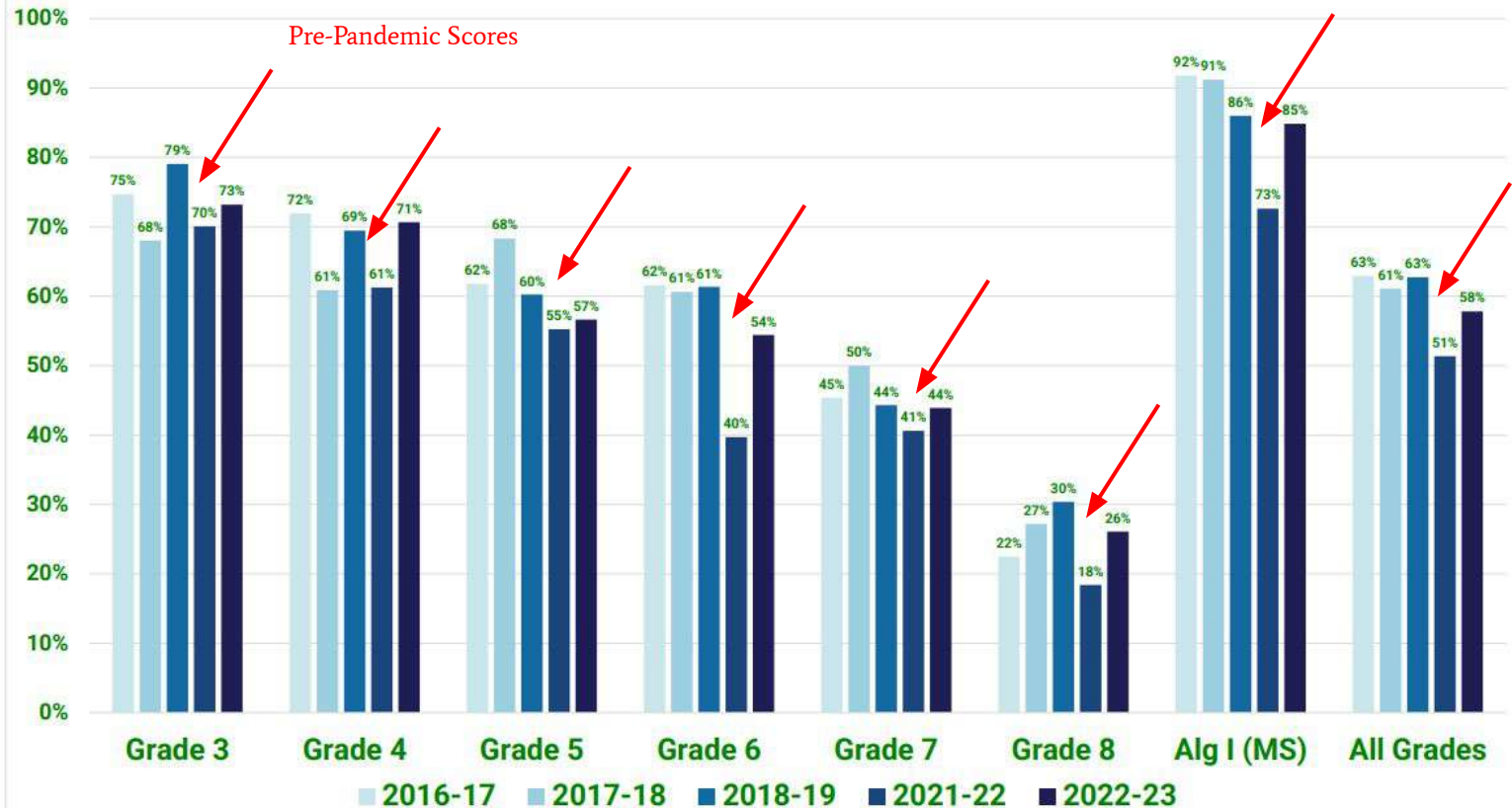
Expectations
(788-850)

Math NJSLA Longitudinal Scores

Math Achievement and Growth

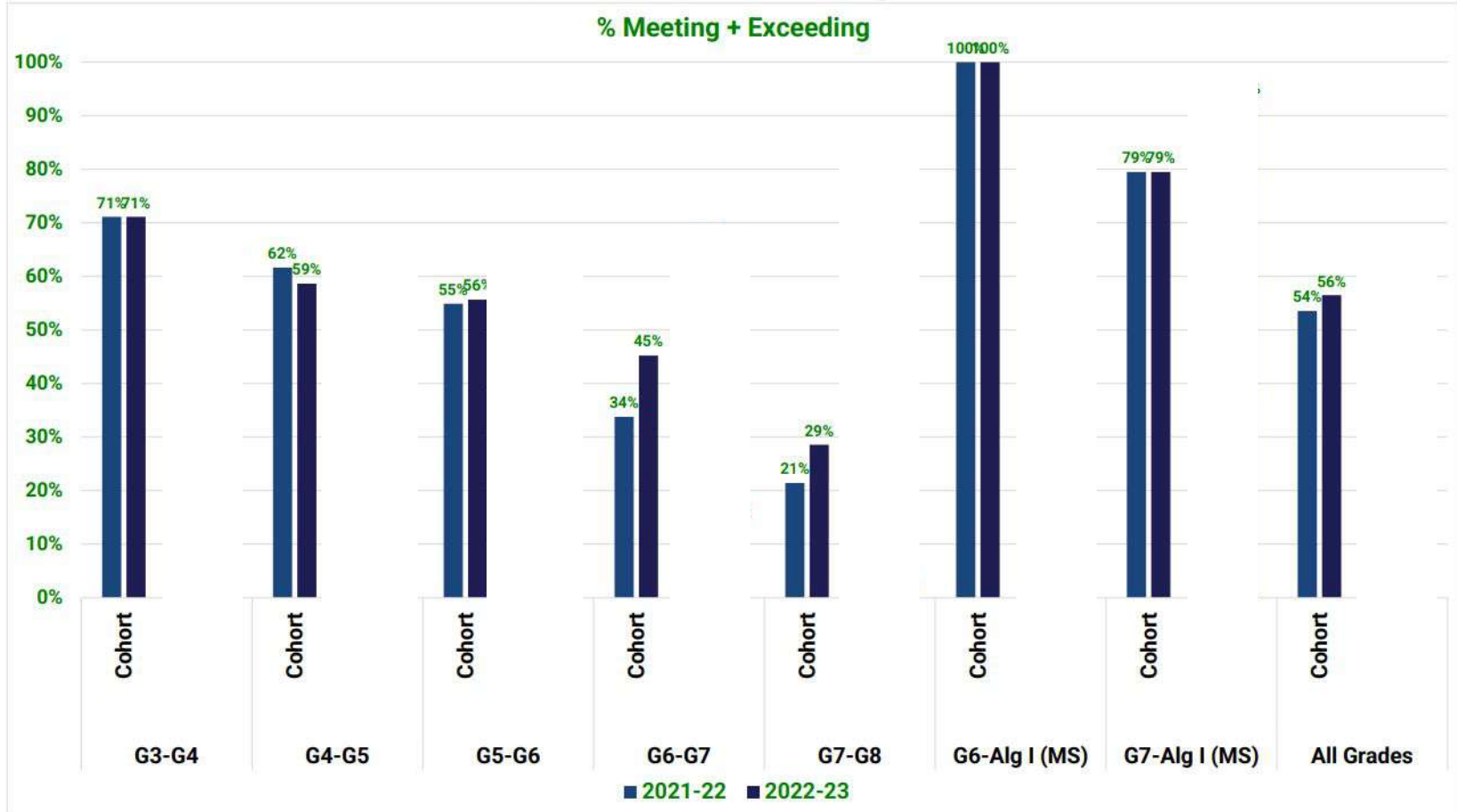
Same grade, different students

% Meeting + Exceeding



Math Cohort Achievement and Growth

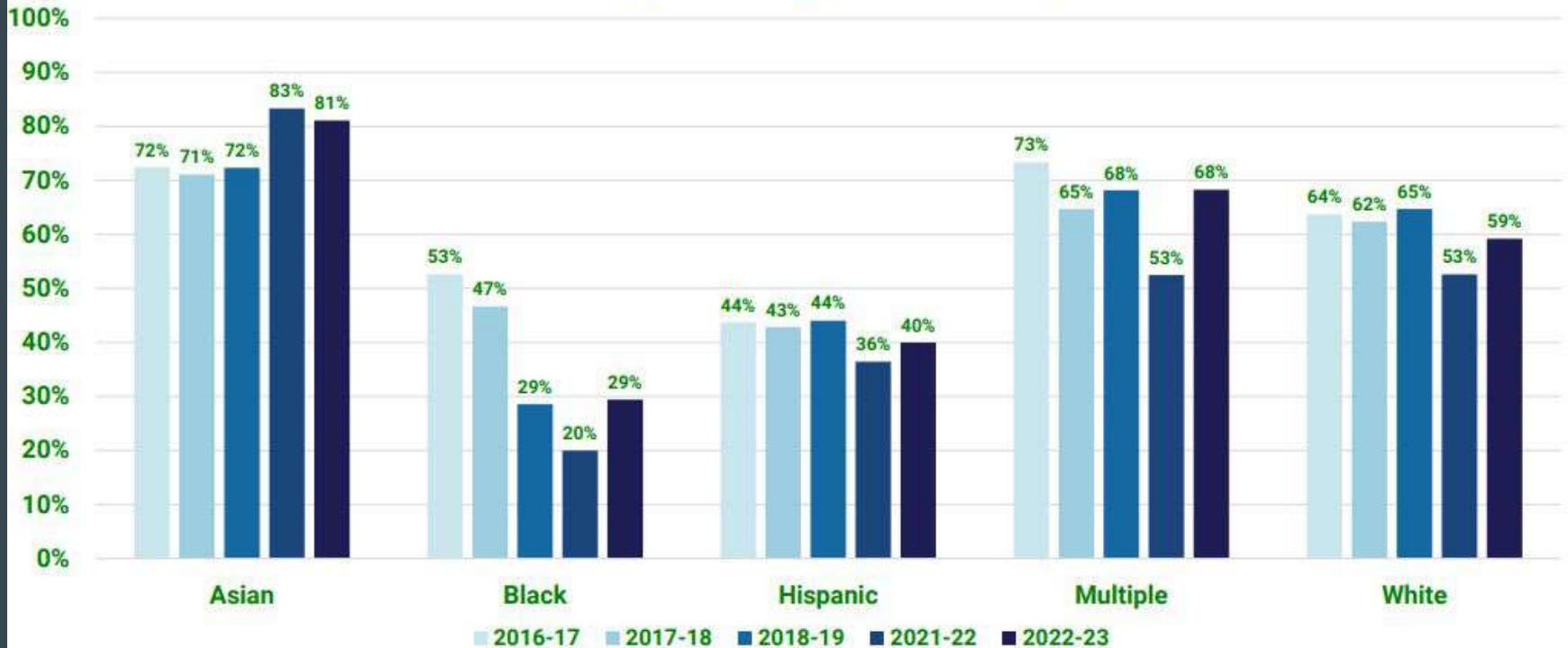
Same students, different grades



Math Subpopulations

Proficiency by Race

% Meeting + Exceeding (Math All Grades)



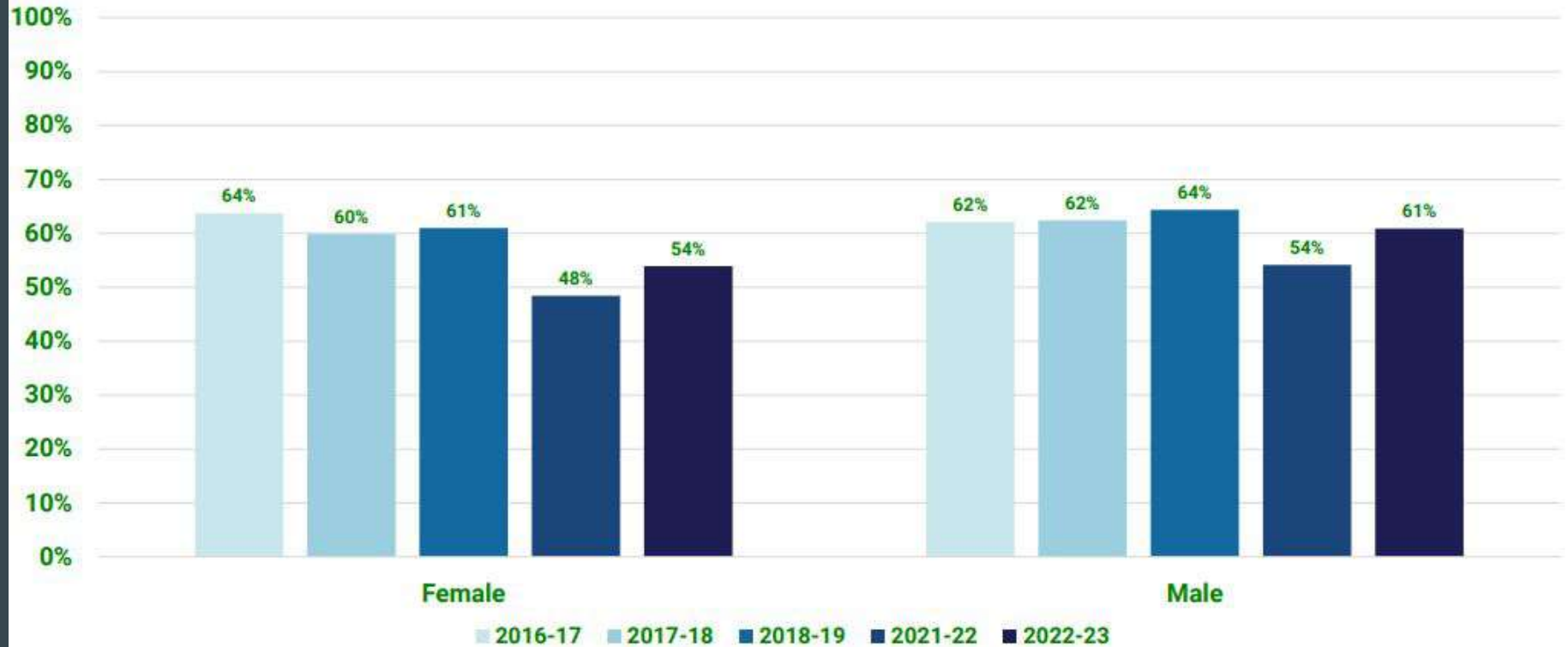
Asian= 4% of population
Black= 2% of population

Hispanic= 12% of population
Multiple= 5% of population

White= 77% of population

Proficiency by Gender

% Meeting + Exceeding (Math All Grades)

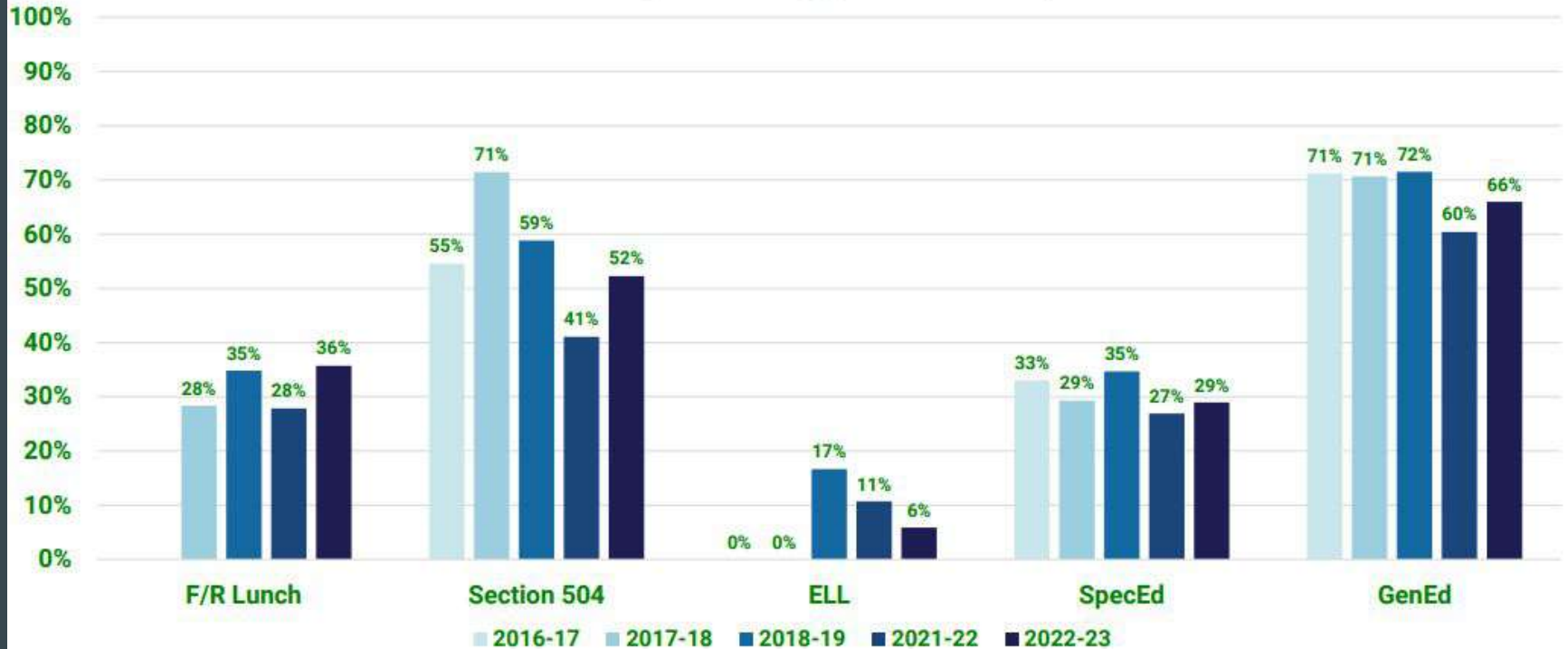


Female= 47% of population

Male= 53% of population

Proficiency by Program

% Meeting + Exceeding (Math All Grades)



F/R Lunch= 8% of population
Section 504= 5% of population

ELL= 2% of population
Spec Ed= 20% of population

Gen Ed= 79% of population

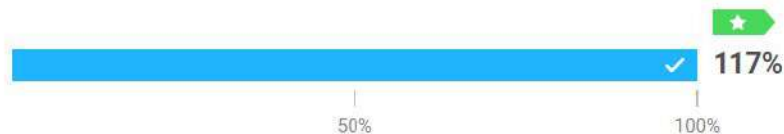
Math End of Year Diagnostic Results

K-8 Math

End of Year Diagnostic Growth

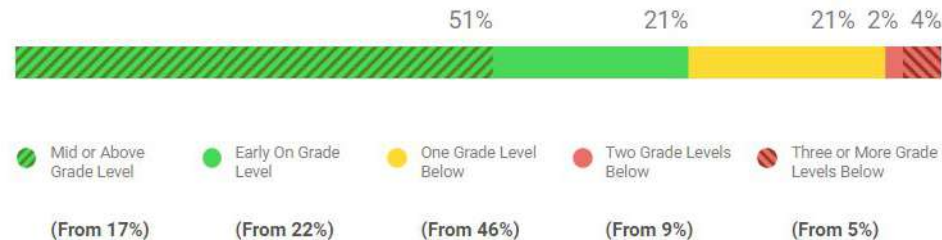
Students Assessed/Total: **1,346/1,367**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

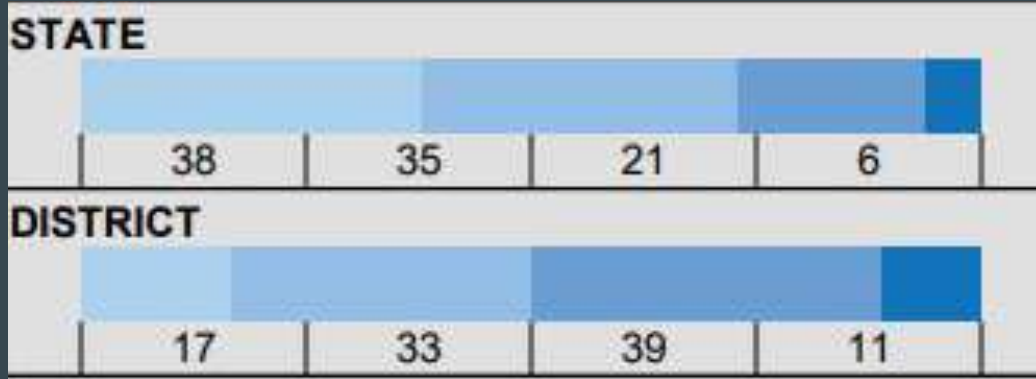


End of Year Math Diagnostic Results

Grade		Overall Grade-Level Placement								Students Assessed/Total
Grade K	76%		68%	8%	24%	0%	0%			130/135
Grade 1	66%		49%	17%	33%	1%	0%			143/144
Grade 2	75%		57%	18%	23%	1%	0%			154/156
Grade 3	87%		63%	24%	13%	0%	0%			138/141
Grade 4	86%		62%	24%	11%	0%	3%			154/154
Grade 5	80%		63%	17%	13%	3%	4%			146/149
Grade 6	72%		47%	25%	22%	1%	4%			139/139
Grade 7	61%		30%	31%	27%	7%	4%			188/192
Grade 8	55%		31%	24%	24%	5%	16%			156/157

NJSLA Science

NJSLA-Fifth Grade Science

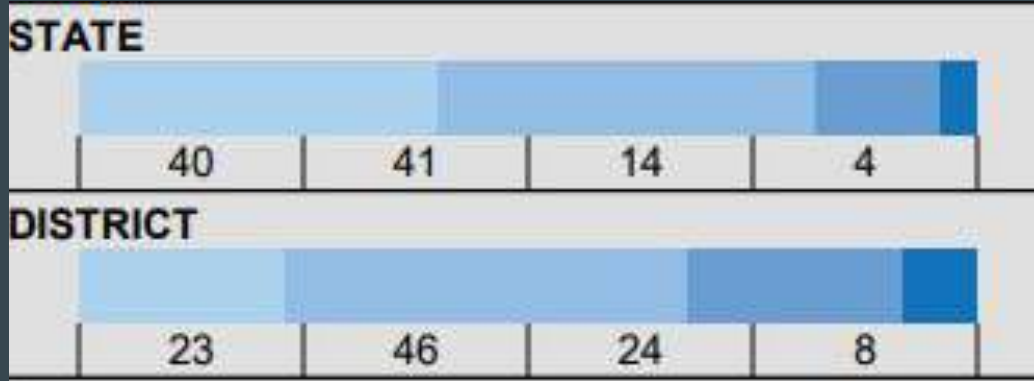


27% proficient or advanced proficient

49% proficient or advanced proficient



NJSLA Eighth Grade Science



16% proficient or advanced proficient

32% proficient or advanced proficient



Alternate Assessment (DLM)

District wide results

Subject	Number of Students Assessed in Grades 3-8	% of students scoring in the At Target of Advanced range
Language Arts Literacy	13	69%
Mathematics	13	46%
Science	3 (Assessed only grades 5 and 8)	33%

Multilingual Learners & ACCESS for ELLs

Meet Our Multilingual Learners

- a. Languages spoken
 - i. Spanish
 - ii. Gujarati
 - iii. Hindi
 - iv. Ukrainian
 - v. Portuguese
- b. Years in Program- Current Update
 - i. In program less than a year: 5 students
 - ii. In program for 1 year: 15 students
 - iii. In program for 2 years: 5 students
 - iv. In program for 3 or more years: 6 students

ACCESS for ELLS

(English Language Proficiency Test)

Measures language development of students identified as Multilingual Learners.

- Students are assessed in the areas of Reading, Writing, Listening and Speaking.
- Six Proficiency Levels
- Proficiency score is comprised of: 35% Reading + 35% Writing + 15% Listening + 15% Speaking
- Criteria for Program Exit
 - 4.5 or Higher on English Language Proficiency Test
 - Class performance
 - Reading Level
 - Teacher Recommendations
- During the 2022-2023 school year, 27 students were assessed.

Proficiency Level	Entering	Emerging	Developing	Expanding	Bridging	Reaching
% of Students	28%	22%	39%	11%	0%	0%

Interventions

Current Interventions

- Use of a district data conversation guide
- Analysis of Evidence Statements from NJSLA
- Administrative goals set based on data
- Professional development offered to staff to target areas of concern
- Targeted work with math and literacy coaches grades K-8
- Literacy consultant at RMS
- iReady training to increase quality of data analysis and individualized instruction
- Multiple measures used to identify students for Intervention and tutoring programs
- YMCA academic programs

Building Areas of Focus and Action Steps

WHS - Areas of focus from 2022-2023

LOOKING BACK to results from Spring 2022 ~ The good news was that there were no major deficits in any area when we reviewed the Evidence Statements.

Mathematics

- Challenge Area - Measurement & Data
- Current Update: Improvement shown & not the major area of focus this year

English Language Arts

- Challenge Area - Reading-Informational Text (comparing text-to-text)
- Current Update: Continues to be an area of focus

WHS - Areas of focus and action steps for 2023-2024

Background Information

- *Delving Deeper with Data Days* - fourth year teachers devote Faculty Meeting time to data discussions with the support of principal, supervisors, and coaches
- *Second year that the District Data Conversation Guide is used by all*
- *Teachers routinely use iReady data to inform instruction in CPT & on Data Days*
- *Student SGO's (Student Growth Goals) will again focus on iReady in Grades 1-3*

NJSLA-3 - Evidence Statement Analysis Good News: Exceeded in all areas compared to State

English Language Arts (Strength: Character Analysis in Literature)

- Challenge Area - Reading-Informational Text: Non-Fiction - finding main ideas & synthesizing information from multiple sources
- Teachers & coaches will continue working with this standard.
- Excellent practice for the lifelong learner & researcher

Mathematics (Strength: Fractions)

- Challenge Area - Operations & Algebraic Thinking - mastering the concept of inverse operations with multiplication and division
- Continued conversations - exposure w/ sample problems, CPT, modeling & sharing ideas

TBS - Areas of focus from 2022-2023

English Language Arts

- Focus on lowest area on NJSLA: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Results

- The difficulty level for this nonfiction standard remained similar this year
- After ongoing work with the literacy consultant and research by the third grade team regarding multiple texts and flash drafting strategies students demonstrated about a 10 percentage point gain
- Readington continues to outperform the state in this standard

Math

- Focus on multiple step problems including modeling and reasoning
- 3rd grade will focus i-Ready development on numbers and operations along with the multi-step problems

Results

- There were seven questions in the Domain of Modeling and Reasoning on NJSLA. TBS students outperformed the state in five of those seven questions.
- After professional development with second grade teachers, the final diagnostic results showed that 96% of second grade students were secure in the numbers and operations standards on which the second grade team focused. Providing this strong foundation will accelerate new learning in Third Grade.

TBS - Areas of focus and action steps for 2023-2024

Overall Data Review

- NJSLA data review as whole school - focus in third grade
- i-Ready Diagnostic - Review with principal, supervisor, coach
- Strategy Groupings work - i-Ready resources for groupings and lessons

English Language Arts

- TBS substantially outperformed the state in every area
- A new area of focus will be understanding author's message through the analysis of characters' interactions, mood, and theme in order to enhance students' comprehension

Math (Strengths: Fractions and Equally High Performance Across All Domains)

- Continue to focus on the Modeling and Reasoning multi-step problems
 - Teachers will work with the coach to integrate sample NJSLA problems throughout the year. Students will be shown how to express and document their thinking digitally.
- i-Ready Diagnostic results show that the area with the most potential for growth is Geometry

HBS - Areas of focus and action steps

2022-2023

- Focus area in LA: Main idea in reading
- Focus area in math: Fractions, Algebra

2023-2024

- Focus area in LA: Reading literature
- Focus area in math: Measurement, number operations base ten

Math: The focus was on six evidence statements that we scored lower than the rest. Below are the results of the 2023 NJSLA compared to the previous year. Overall our score increased from 757 to 764

Evidence Statement	2022 state score	2022 HBS score	2023 state score	2023 HBS score	Change (state) HBS
NF.5	44	42	58	82	(+14) +40
NF.6	64	65	N/A	N/A	N/A
NBT.5-2	45	43	N/A	N/A	N/A
NBT.2	91	93	91	96	(0) +3
OA.4-2	55	58	48	62	(-7) +3
OA.2	68	72	74	91	(+6) +19

We focused on three evidence statements. Overall our score increased from 766 to 770.

Evidence Statement	2022 state score	2022 HBS score	2023 state score	2023 HBS score	Change (state) HBS
RI 4.5.1	42	45	43	61	(+1) +18
RI 4.2.3	58	61	N/A	N/A	N/A
RI 4.2.2	61	64	N/A	N/A	N/A

RMS - Areas of focus from 2022-2023

LOOKING BACK to results from Spring 2022 ~ Major focus areas in all grades in Math, Science, and ELA

Mathematics

- Challenge Area - Geometry
- Current Update: Still a focal area, but improvement in all three grade levels, particularly in 6th grade

English Language Arts

- Challenge Area - Theme, particularly in 7th grade
- Current Update: Cohort largest ELA increases year over year with students exceeding expectations (went from 58% (Gr. 6) to 75% (Gr. 7))
 - Theme (went up 10% from 2022 to 2023) Not an area of focus this year.

Overall, student scores were up in nearly every grade and content area.

RMS - Areas of focus and action steps 2023-2024

Whole School Review

- NJSLA data review as whole school w/ supervisors using data conversation guide
 - Shared Focus at RMS
- Concentration on Strategy Groupings (small groups) in math and ELA
- New Intervention Model
- Sheltered English Instruction training for teachers with ESL students
- Instructional Rounds - Peer to Peer Modeling for Teachers

English Language Arts

- Literacy Consultant and Coach - working with ELA teams during CPT's with conferring and strategy groups
- Lesson Plans and Walkthroughs addressing larger concepts of Informational Text

Math

- Area of focus: fractions and integer operations
- Extra Math Help (Lunch), i-Ready Learning Paths (Academic Support)
- Co-Teaching focus and structured prep time for co-planning
- Focus on 8th Grade Math - Evidence Statement Analysis, incorporate resources weekly
- 6-8 Math Coach working with staff on iReady, individually conferencing with students for goal setting