



NJSLA and DLM Results: Spring 2024 Administration

Hopatcong Borough Schools

November 25, 2024

Matt Robinson, Assistant Superintendent





Introduction to NJSLA



- NJSLA stands for New Jersey Student Learning Assessments
- Statewide assessment program for New Jersey public schools
- Measures student proficiency in English Language Arts (ELA), Mathematics, and Science
- Aligned with New Jersey Student Learning Standards (NJSLS)
- Replaced PARCC assessments in 2019





NJSLA Performance Levels



- NJSLA uses five performance levels to categorize student achievement:
- Level 1: Not Yet Meeting Expectations
- Level 2: Partially Meeting Expectations
- Level 3: Approaching Expectations
- Level 4: Meeting Expectations
- Level 5: Exceeding Expectations
- *Levels 4 and 5 indicate grade-level proficiency*





Purpose and Benefits of NJSLA



- Provides valuable data on student progress and achievement
- Helps identify areas for improvement in curriculum and instruction
- Informs educators about individual student needs
- Assists in measuring school and district performance



NJSLA Administration and Reporting



- Administered annually in grades 3-9 for ELA and Math
- Science assessments in grades 5, 8, and 11
- Computer-based testing with accommodations available
- Results reported to schools, districts, and families
- Data used for state accountability measures and school improvement planning





The BOE Presentation helps us:



- Review district-wide NJSLA performance trends
- Use data to inform policy decisions and resource allocation
- Support initiatives to improve student achievement
- Ensure alignment between curriculum, instruction, and assessment



HOPATCONG

2023-24 Spring NJSLA

English Language Arts

| Grade | % Not Meeting Expectations (Level 1) | | % Partially Meeting Expectations (Level 2) | | % Approaching Expectations (Level 3) | | % Meeting Expectations (Level 4) | | % Exceeding Expectations (Level 5) | | Change In Level 1 & Level 2 (2023 to 2024) | Change In Level 4 & Level 5 (2023 to 2024) |
|-------------------|--------------------------------------|--------------|--|--------------|--------------------------------------|--------------|----------------------------------|--------------|------------------------------------|-------------|--|--|
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | | |
| | % | % | % | % | % | % | % | % | % | % | | |
| 3 | 13.5% | 26.0% | 14.4% | 21.2% | 24.0% | 25.0% | 47.1% | 25.0% | 1.0% | 2.9% | +19.2 % | -20.2 % |
| 4 | 10.3% | 14.9% | 27.4% | 15.8% | 32.5% | 17.8% | 26.5% | 39.6% | 3.4% | 11.9% | -6.9 % | +21.6 % |
| 5 | 17.6% | 12.2% | 24.1% | 22.0% | 37.0% | 37.4% | 21.3% | 23.6% | 0.0% | 4.9% | -7.5 % | +7.2 % |
| 6 | 13.9% | 14.7% | 33.3% | 21.6% | 30.6% | 29.4% | 22.2% | 29.4% | 0.0% | 4.9% | -10.9 % | +12.1 % |
| 7 | 12.4% | 23.9% | 29.2% | 22.1% | 25.8% | 29.2% | 21.3% | 22.1% | 11.2% | 2.7% | +4.4 % | -7.8 % |
| 8 | 31.1% | 27.3% | 26.9% | 23.9% | 21.8% | 27.3% | 19.3% | 20.5% | 0.8% | 1.1% | -6.8 % | +1.4 % |
| 9 | 19.6% | 13.8% | 19.6% | 22.4% | 28.3% | 29.3% | 30.4% | 27.6% | 2.2% | 6.9% | -2.9 % | +1.9 % |
| All Grades | 17.1% | 18.6% | 25.1% | 21.3% | 28.6% | 28.2% | 26.7% | 26.8% | 2.4% | 5.1% | -2.3 % | +2.7 % |

Percentages may not total 100 due to rounding. Grade 9 row includes grade 9 students only.



29.1%

31.9%

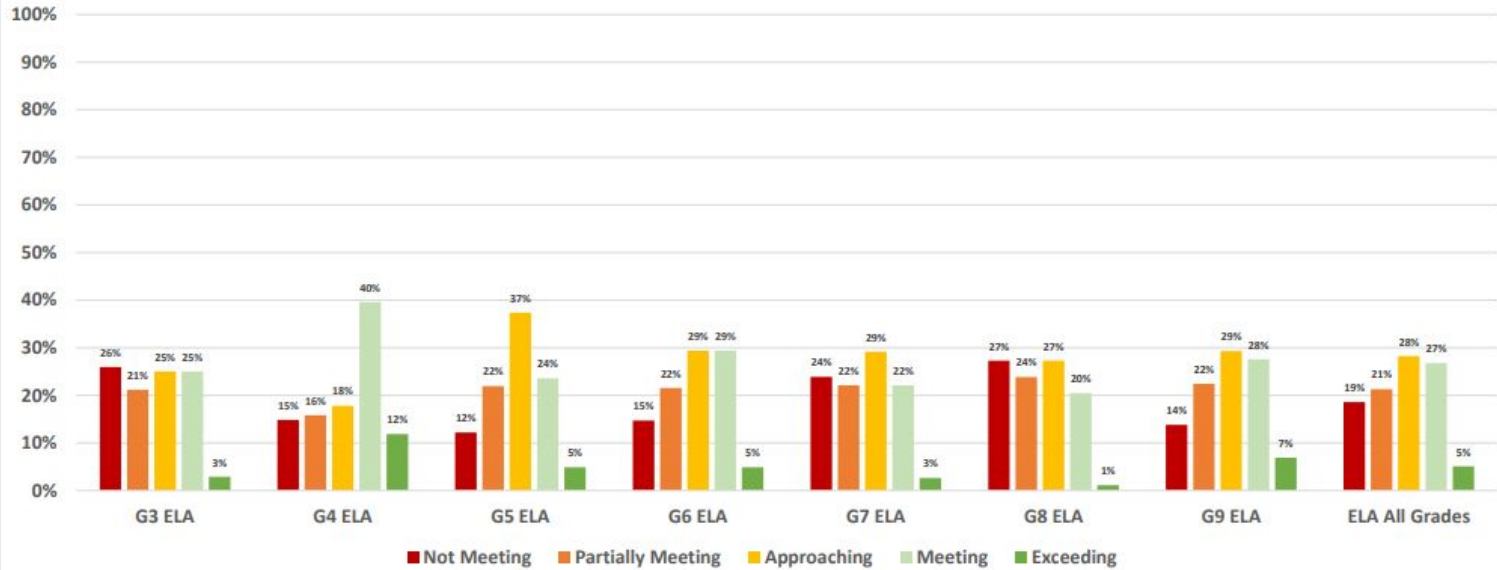
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2023-24 Spring NJSLA

ELA/Language Arts



Distribution by Achievement Level (2023-24)



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2023-24 Spring NJSLA

English Language Arts

| Grade | Change In Level 1 & Level 2 (2023 to 2024) | Change In Level 1 & Level 2 (2023 to 2024) | Change In Level 4 & Level 5 (2023 to 2024) | Change In Level 4 & Level 5 (2023 to 2024) |
|------------|---|---|---|---|
| | Hopatcong | State | Hopatcong | State |
| 3 | +19.2 % | -0.6 % | -20.2 % | +1.6 % |
| 4 | -6.9 % | -0.1 % | +21.6 % | -0.5 % |
| 5 | -7.5 % | +0.4 % | +7.2 % | -0.9 % |
| 6 | -10.9 % | -1.7 % | +12.1 % | +4.2 % |
| 7 | +4.4 % | +0.9 % | -7.8 % | -1.8 % |
| 8 | -6.8 % | +2.8 % | +1.4 % | -2.4 % |
| 9 | -2.9 % | -4.5 % | +1.9 % | +5.9 % |
| All Grades | -2.3 % | | +2.7 % | |

Percentages may not total 100 due to rounding. Grade 9 row includes grade 9 students only.

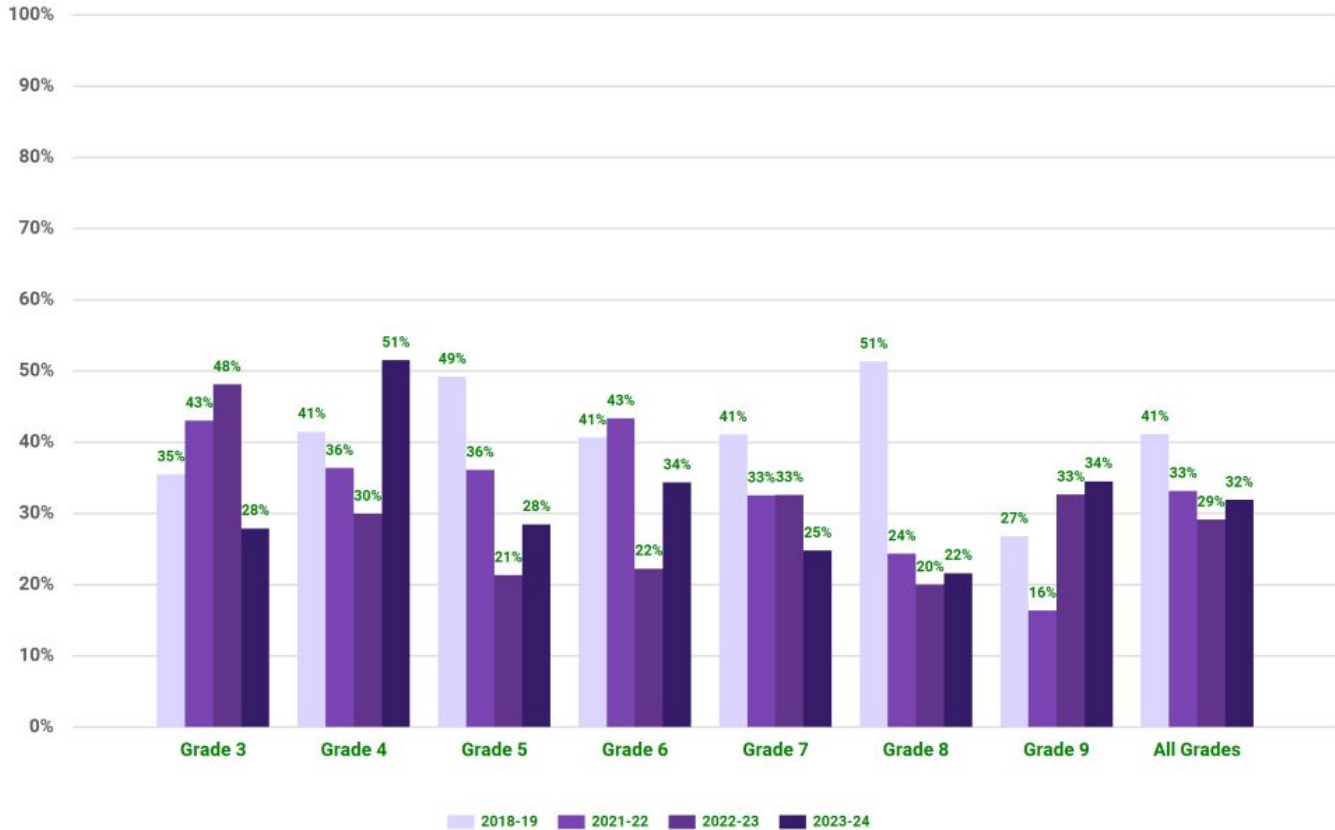


ELA Achievement and Growth

Same grade, different students



% Meeting + Exceeding





Key takeaways



- The percentage of students who met/exceeded expectations increased by double-digits in grades 4 and 6.
- Grades 5, 8, and 9 also showed growth, while grades 3 and 7 experienced declines in performance.
- Grades 4 and 9 have now surpassed Pre-Covid performance levels, while all other grades are still recovering
- District performance as a whole grew by 3 percentage points last year, 9 points away from Pre-Covid levels.





Action Plan



- Continue to work on the Board goals of decreasing chronic absenteeism and increasing teacher data-literacy
- Develop District-wide Response to Intervention (RTI) protocols that are universal
 - Tier 1 checklists
 - Tier 2/3 RTI plans (academic and behavioral)
- Explore opportunities to provide further individualized support to address learning gaps
 - WINN time for grades K-7
 - Teacher availability for student assistance built into the school day in grades 8-12
- Better leverage/explore new blended learning platforms for adaptive literacy instruction across all grade levels
- Explore reading benchmarking platforms for middle and high school



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2023-24 Spring NJSLA

Mathematics

| Grade | % Not Meeting Expectations (Level 1) | | % Partially Meeting Expectations (Level 2) | | % Approaching Expectations (Level 3) | | % Meeting Expectations (Level 4) | | % Exceeding Expectations (Level 5) | | Change In Level 1 & Level 2 (2023 to 2024) | Change In Level 4 & Level 5 (2023 to 2024) |
|-------------|--------------------------------------|-------|--|-------|--------------------------------------|-------|----------------------------------|-------|------------------------------------|------|--|--|
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | | |
| | % | % | % | % | % | % | % | % | % | % | | |
| 3 | 6.7% | 21.4% | 18.3% | 13.6% | 22.1% | 29.1% | 39.4% | 31.1% | 13.5% | 4.9% | +10 % | -17 % |
| 4 | 7.7% | 12.7% | 27.4% | 21.6% | 36.8% | 29.4% | 25.6% | 33.3% | 2.6% | 2.9% | -0.7 % | +8.1 % |
| 5 | 15.3% | 12.1% | 32.4% | 37.9% | 27.0% | 27.4% | 23.4% | 21.8% | 1.8% | 0.8% | +2.3 % | -2.6 % |
| 6 | 20.0% | 19.6% | 21.8% | 34.3% | 35.5% | 24.5% | 20.9% | 20.6% | 1.8% | 1.0% | +12.1 % | -1.2 % |
| 7 | 14.1% | 15.9% | 28.3% | 35.4% | 33.7% | 25.7% | 22.8% | 21.2% | 1.1% | 1.8% | +8.9 % | -0.9 % |
| 8 | 51.0% | 59.0% | 31.6% | 32.8% | 16.3% | 4.9% | 1.0% | 3.3% | 0.0% | 0.0% | +9.2 % | +2.3 % |
| Alg I (HS) | 27.8% | 21.7% | 35.1% | 39.9% | 22.7% | 24.6% | 14.4% | 13.8% | 0.0% | 0.0% | -1.3 % | -0.7 % |
| Geo (HS) | 7.4% | 3.2% | 44.4% | 19.4% | 33.3% | 58.1% | 14.8% | 19.4% | 0.0% | 0.0% | -29.3 % | +4.5 % |
| Alg II (HS) | - | - | - | - | - | - | | | | | - | - |
| All Grades | 19.8% | 20.2% | 28.3% | 30.5% | 28.1% | 26.6% | 20.9% | 21.3% | 2.9% | 1.5% | +2.6 % | -1 % |

23.8% 22.8%

Percentages may not total 100 due to rounding.

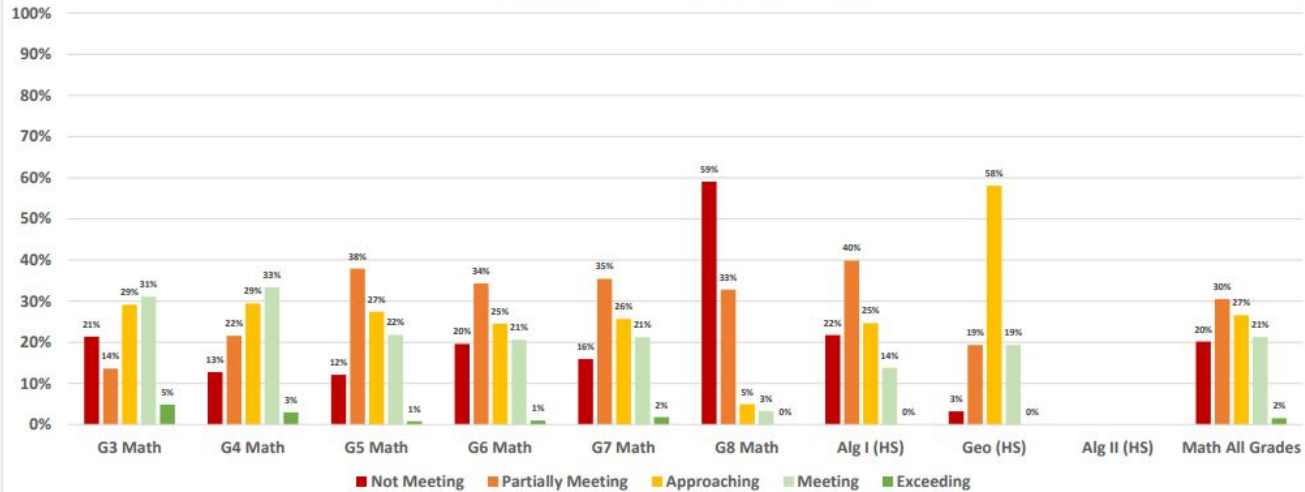


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Mathematics

Distribution by Achievement Level (2023-24)



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2023-24 Spring NJSLA

Mathematics

| Grade | Change In Level 1 & Level 2 (2023 to 2024) | Change In Level 1 & Level 2 (2023 to 2024) | Change In Level 4 & Level 5 (2023 to 2024) | Change In Level 4 & Level 5 (2023 to 2024) |
|-------------|---|---|---|---|
| | Hopatcong | State | Hopatcong | State |
| 3 | +10 % | -1.4 % | -17 % | +1.7 % |
| 4 | -0.7 % | -0.3 % | +8.1 % | +0.7 % |
| 5 | +2.3 % | 0 % | -2.6 % | 0 % |
| 6 | +12.1 % | +0.3 % | -1.2 % | +1.9 % |
| 7 | +8.9 % | -0.9 % | -0.9 % | +3.7 % |
| 8 | +9.2 % | -1.7 % | +2.3 % | +1.6 % |
| Alg I (HS) | -1.3 % | -3.2 % | -0.7 % | +4.4 % |
| Geo (HS) | -29.3 % | +1.5 % | +4.5 % | -2.1 % |
| Alg II (HS) | - | +4 % | - | -2.8 % |
| All Grades | +2.6 % | | -1 % | |

Percentages may not total 100 due to rounding.

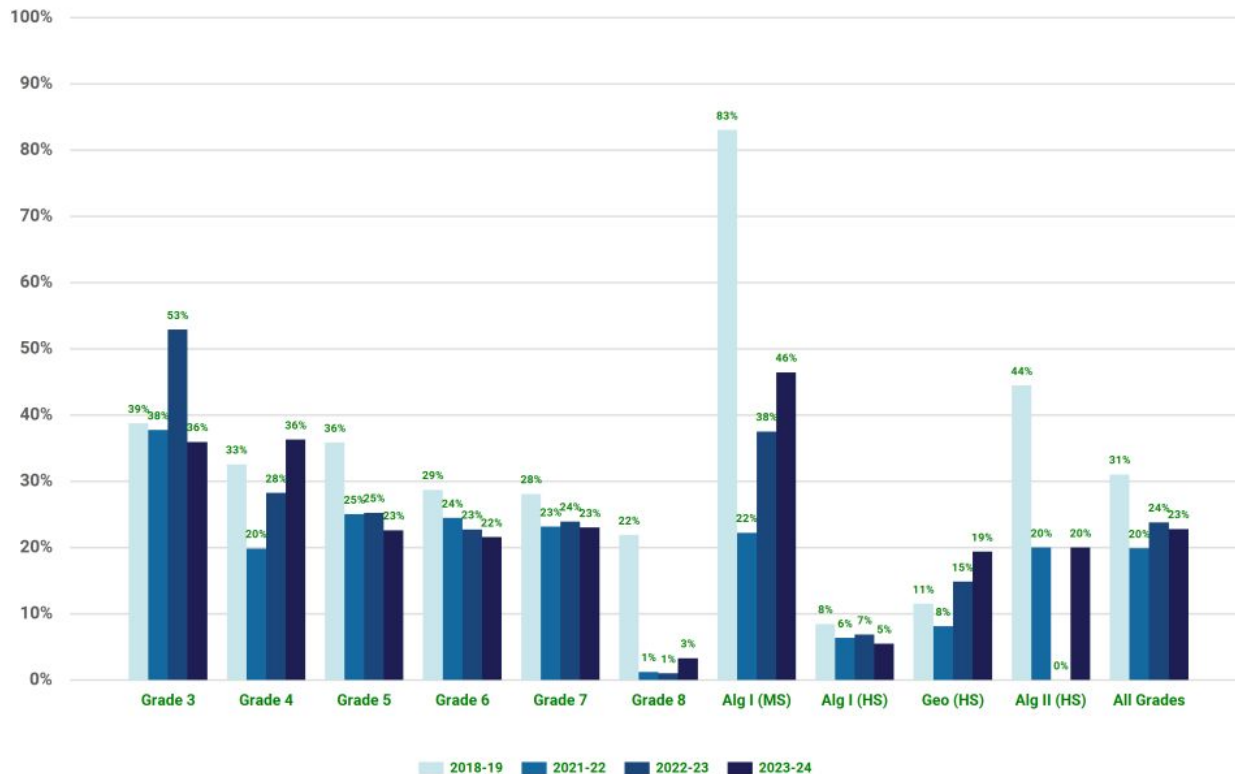


Math Achievement and Growth

Same grade, different students



% Meeting + Exceeding





Key takeaways



- Grades 4 and Algebra 1 (Grade 8) showed strong growth, while grade 8 and Geometry showed modest improvement.
- All other grade levels showed very modest declines in performance, except for grade 3 which saw a 17 percentage point drop.
- Grade 4 and Geometry have recovered and surpassed Pre-Covid performance.
- Overall performance decreased by one percentage point from the prior year.





Action Plan



- Continue to work on the Board goals of decreasing chronic absenteeism and increasing teacher data-literacy
- Develop District-wide Response to Intervention (RTI) protocols that are universal
 - Tier 1 checklists
 - Tier 2/3 RTI plans (academic and behavioral)
- Explore opportunities to provide further individualized support to address learning gaps
 - WINN time for grades K-7
 - Teacher availability for student assistance built into the school day in grades 8-12
- Better leverage/explore new blended learning platforms for adaptive math instruction across all grade levels
- Evaluate current math resources at the middle/high school level via committee, and make recommendations for adoption to the board by January
- Expand mathematics instruction time at the primary and intermediate levels
- Explore professional development opportunities for math teachers with a focus on differentiated Tier 1 instruction.



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2023-24 Spring NJSLA

Science

| Grade | % Minimal (Level 1) | | % Limited (Level 2) | | % Proficient (Level 3) | | % Advanced (Level 4) | | Change In Level 1 & Level 2 (2023 to 2024) | Change In Level 3 & Level 4 (2023 to 2024) |
|------------|---------------------|-------|---------------------|-------|------------------------|-------|----------------------|------|--|--|
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | | |
| | % | % | % | % | % | % | % | % | | |
| 5 | 48.2% | 35.5% | 33.6% | 46.8% | 16.4% | 16.9% | 1.8% | 0.8% | +0.4 % | -0.4 % |
| 8 | 47.2% | 43.8% | 44.8% | 47.2% | 7.2% | 9.0% | 0.8% | 0.0% | -1 % | +1 % |
| 11 | 49.0% | 56.4% | 21.2% | 27.7% | 26.9% | 10.9% | 2.9% | 5.0% | +14 % | -14 % |
| All Grades | 48.1% | 44.6% | 33.9% | 40.8% | 16.2% | 12.7% | 1.8% | 1.9% | +3.3 % | -3.3 % |

Percentages may not total 100 due to rounding.

18% 14.6%





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2023-24 Spring NJSLA

Science

| Grade | Change In Level 1 & Level 2 (2023 to 2024) | | Change In Level 3 & Level 4 (2023 to 2024) | |
|-------------------|---|--------|---|--------|
| | Hopatcong | State | Hopatcong | State |
| 5 | +0.4 % | -0.8 % | -0.4 % | +0.6 % |
| 8 | -1 % | -0.2 % | +1 % | +0.2 % |
| 11 | +14 % | +1.7 % | -14 % | -1.8 % |
| All Grades | +3.3 % | | -3.3 % | |

Percentages may not total 100 due to rounding.

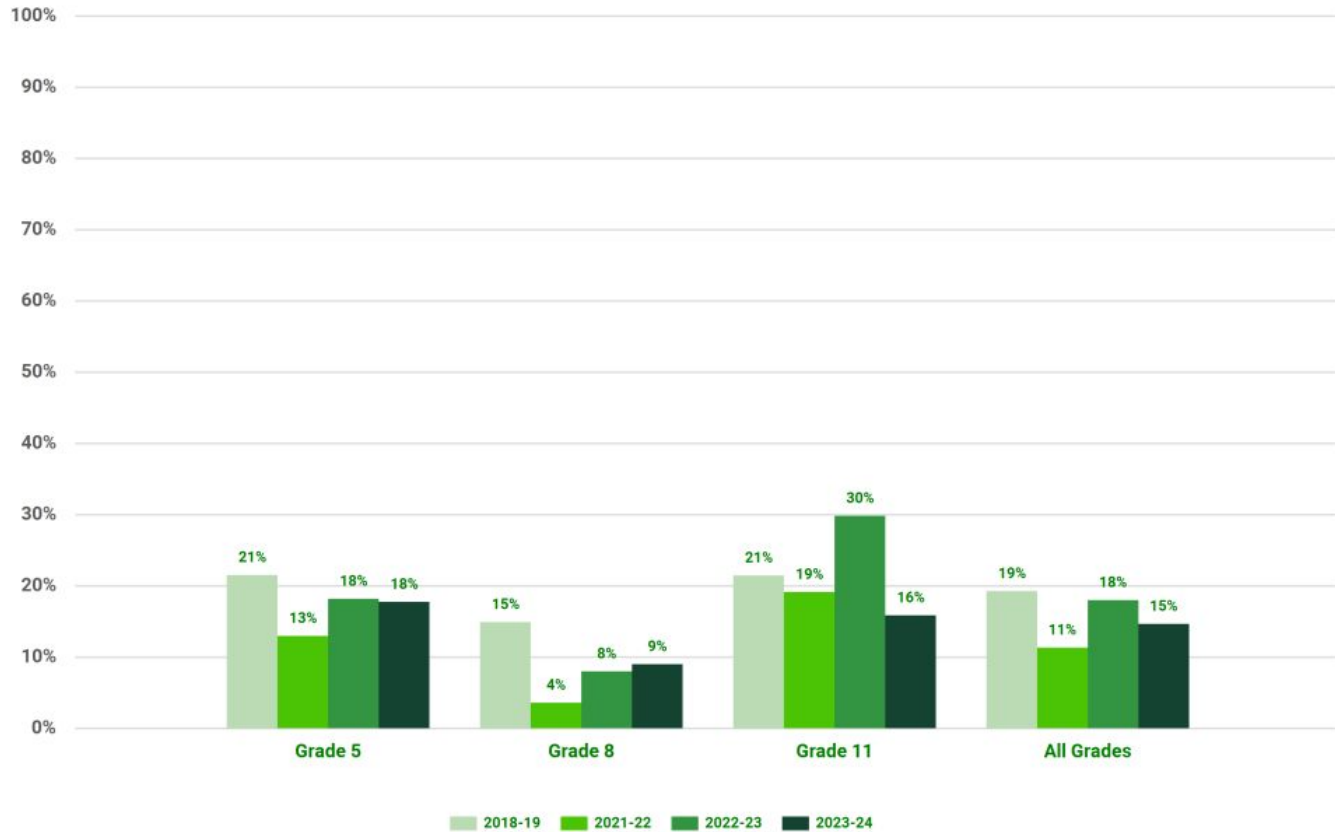


Science Achievement and Growth

Same grade, different students



% Proficient + Advanced Proficiency





Key takeaways



- Performance in grades 5 and 8 was steady, while performance in grade 11 dropped by 14 percentage points
- District performance declined by 3 percentage points when compared to the prior year





Action Plan



- Implementation of Linkit! Science Benchmarks in grades 5, 8, and 11, with expansion across grades 2-11 for next year
- Realignment of high school science offerings to ensure that students have been exposed to the three domains of science that are tested before the grade 11 test
- Reevaluation of curriculum for alignment to grade-level expectations and possible revision
- Evaluation of current instructional resources and possible shifts moving forward



Dynamic Learning Maps (DLM)



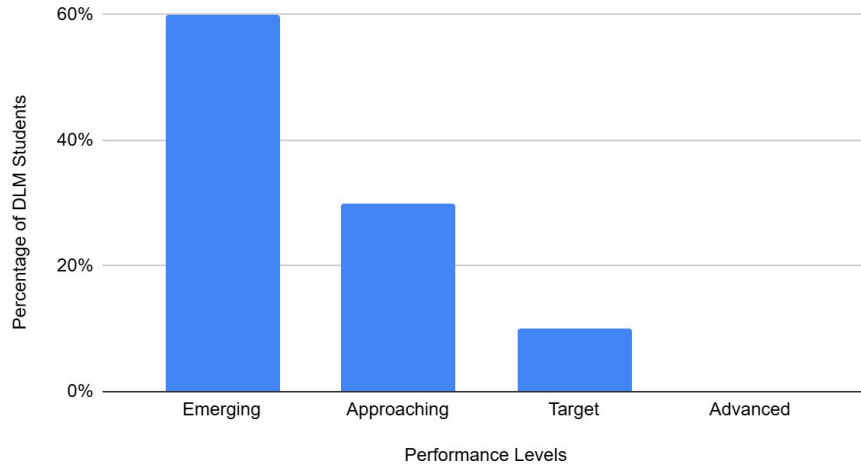
- The Dynamic Learning Maps (DLM) is a computer-based assessment system for students with significant cognitive disabilities
- The DLM is available for grades 3-8 and high school for ELA and Mathematics, and grades 5, 8, and high school for Science.
- DLM student score reports provide results related to a student's overall performance level for the subject. Student results are reported using the four performance levels: Emerging, Approaching, Target, and Advanced.
- DLM student reports also summarize results related to each student's performance on groups of related Essential Elements. Additionally, a Learning Profile is included that shows the student's mastery of certain skills, or levels, for each Essential Element.



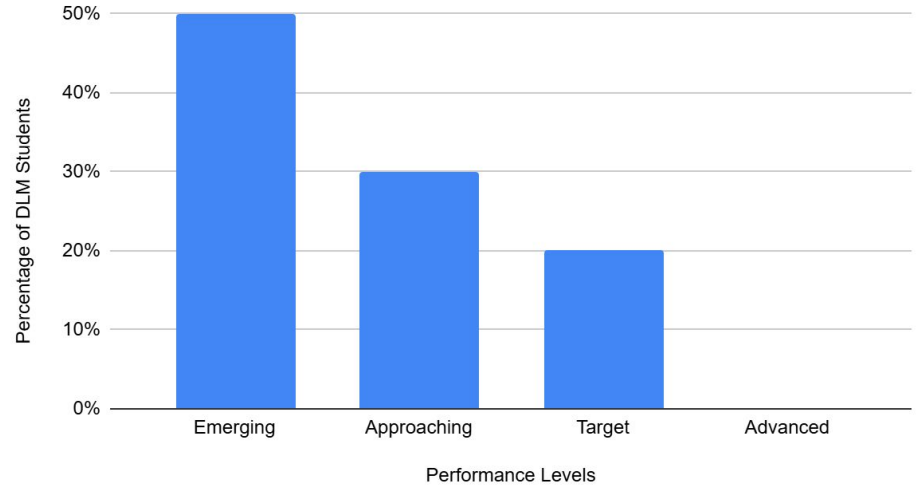
DLM Performance



ELA Performance



Math Performance



*The *n* count of students who took DLM Science is too small to report out without violating student confidentiality





Thank you!



Questions?

