

**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:



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

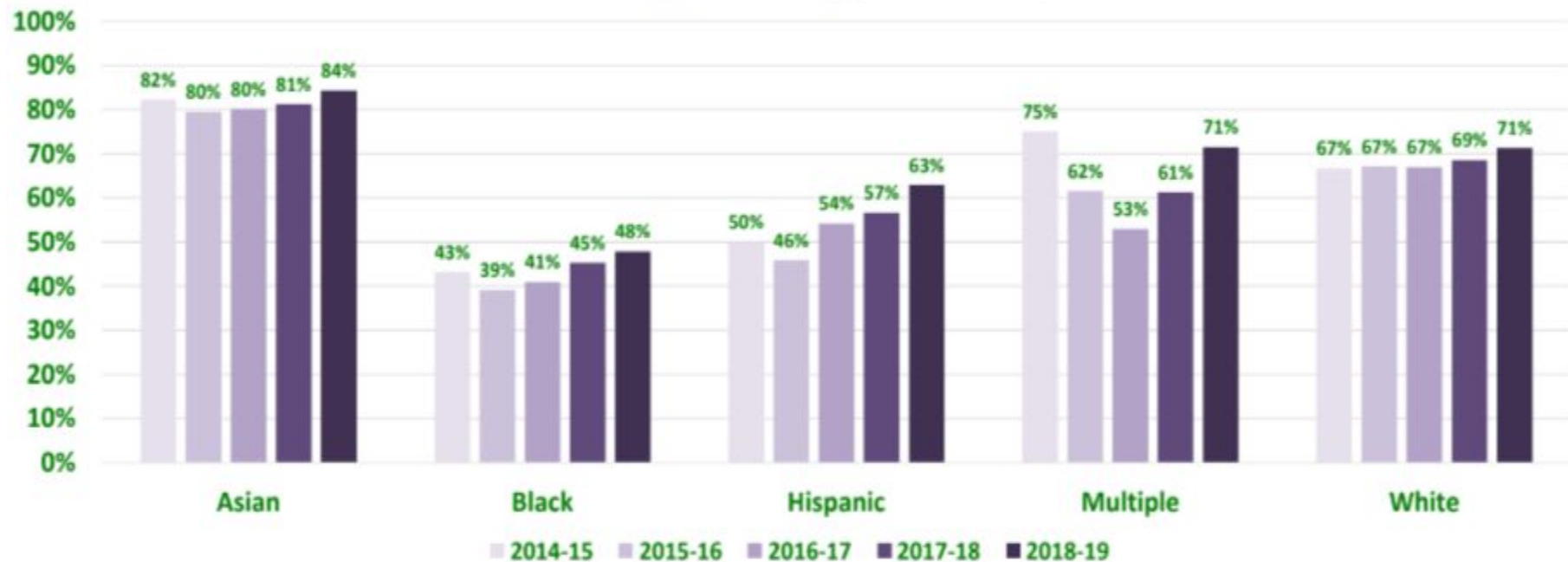
Areas for Growth:

- Modeling (ex: word problems)

Proficiency by Race

Same grade, different students

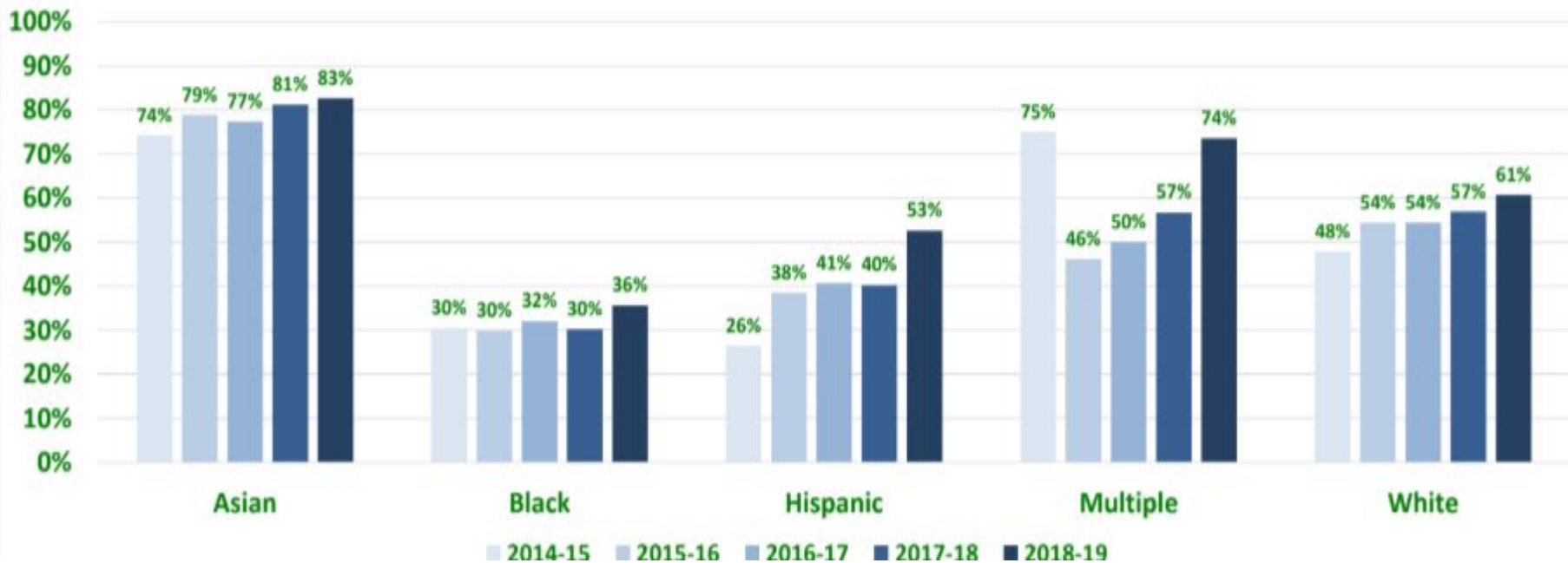
% Meeting + Exceeding (ELA All Grades)



Proficiency by Race

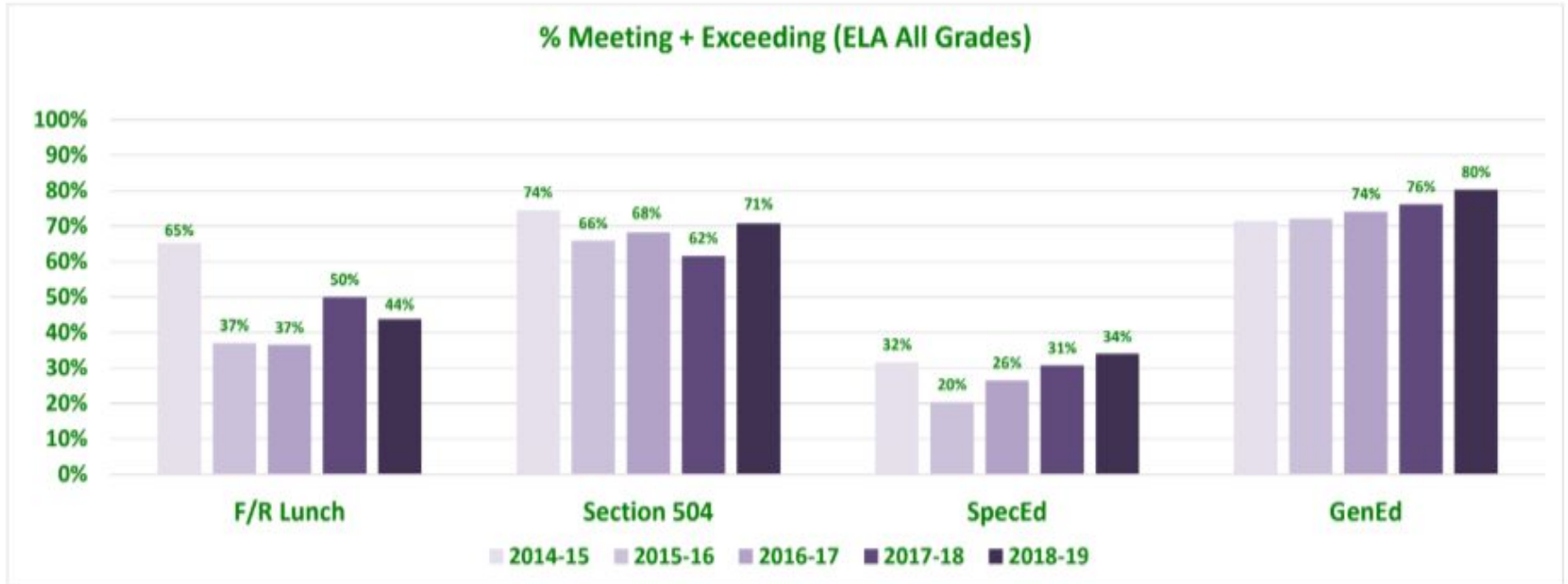
Same grade, different students

% Meeting + Exceeding (Math All Grades)



Proficiency by Program

Same grade, different students



Proficiency by Program

Same grade, different students

% Meeting + Exceeding (Math All Grades)



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.

