

NJSLA Results: Spring 2022 Administrations

Netcong School District
October 18, 2022

Measuring
College and
Career
Readiness

Comparison of Netcong School District's Spring 2019 & Spring 2022 NJSLA Administrations English Language Arts - Percentages

Grade	Level 1 2019	Level 1 2022	Level 2 2019	Level 2 2022	Level 3 2019	Level 3 2022	Level 4 2019	Level 4 2022	Level 5 2019	Level 5 2022	Change in Level 1 and 2 2019 to 2022	Change in Level 4 and 5 2019 to 2022**
3	8	17	8	13	13	17	71	53	0	0	+14	-18
4	11	12	19	27	35	4	32	46	3	12	+9	+23
5	5	14	5	27	33	14	33	36	24	9	+31	-12
6	7	14	27	7	20	21	37	48	10	10	-13	+11
7	12	14	7	3	17	24	32	51	32	8	-2	-5
8	3	0	3	16	18	16	65	48	12	20	-10	-9

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

Comparison of Netcong School District Spring 2019 & Spring 2022 NJSLA Administrations Mathematics - Percentages

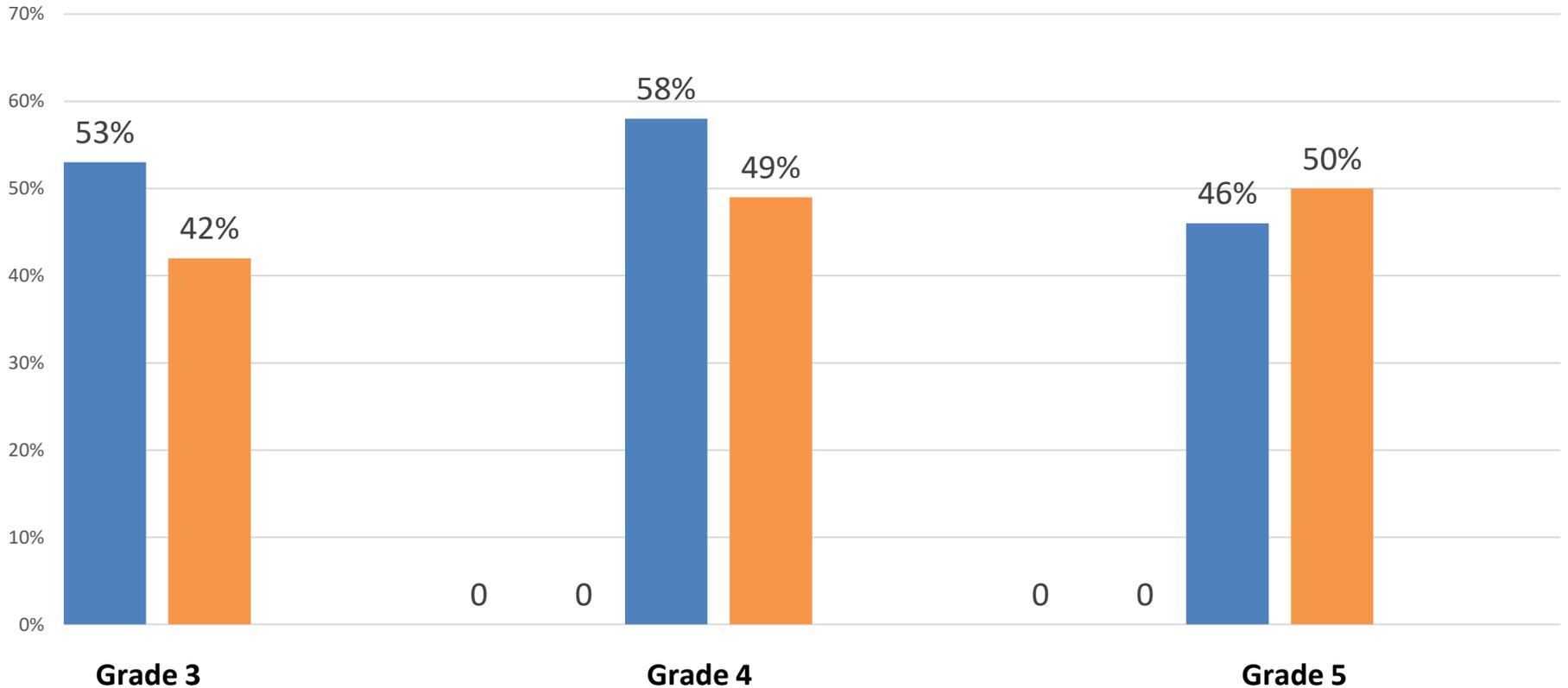
Grade	Level 1 2019	Level 1 2022	Level 2 2019	Level 2 2022	Level 3 2019	Level 3 2022	Level 4 2019	Level 4 2022	Level 5 2019	Level 5 2022	Change in Level 1 and 2 2019 to 2022	Change in Level 4 and 5 2019 to 2022**
3	8	7	8	23	21	36	42	32	21	3	+14	-28
4	11	7	24	19	50	35	16	39	0	0	-9	+23
5	5	14	29	32	24	23	43	32	0	0	+12	-11
6	7	17	23	31	33	28	37	21	0	3	+18	-13
7	7	13	17	18	29	42	33	26	14	0	+7	-21
8*	11	12	32	53	21	35	37	0	0	0	+23	-28
ALG I	0	0	7	0	27	12.5	47	88	20	0	-7	+41

*Approximately 30,000 New Jersey students in grade 8 participated in the Algebra I assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding. ALG 1 is Algebra 1.

NJSLA 2022 ELA SCORE COMPARISON

GRADES 3-5 PROFICIENCY



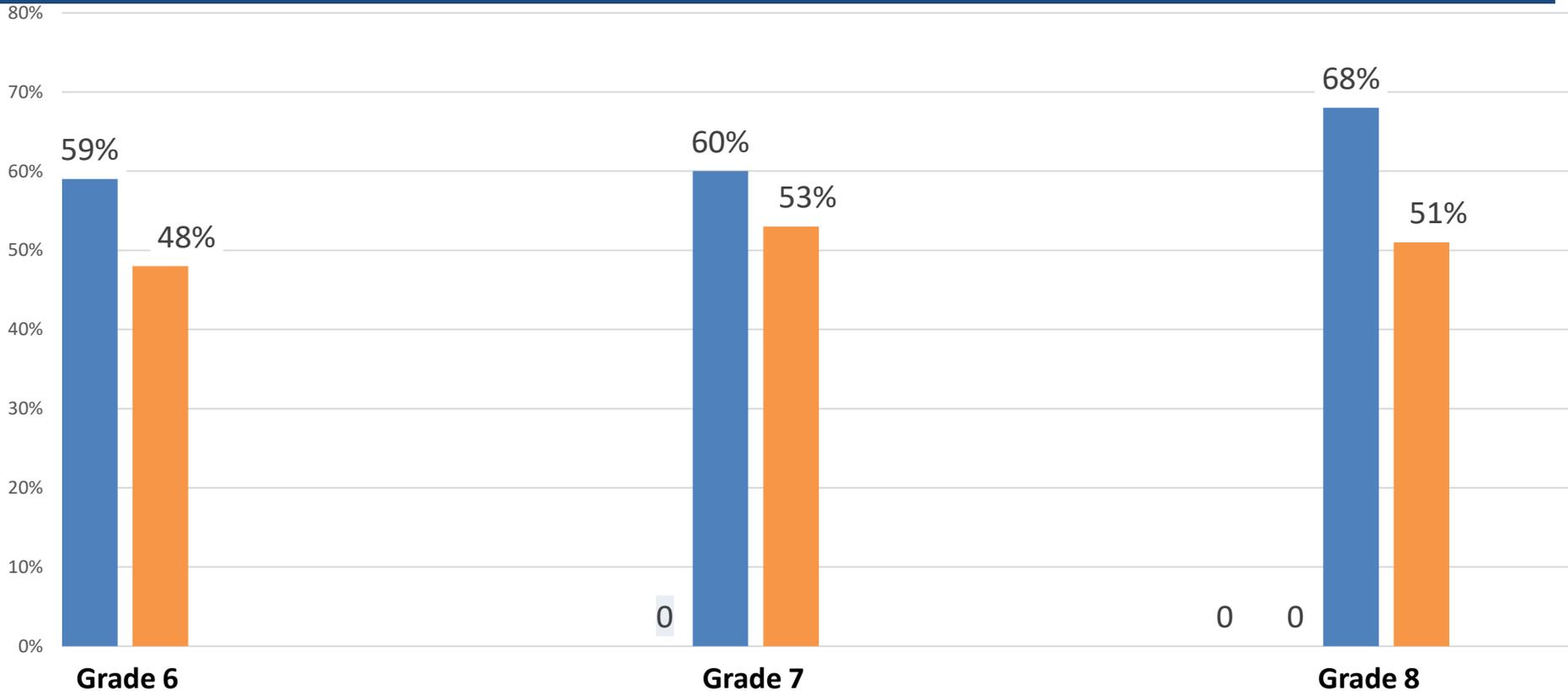
Netcong	53%	58%	46%
State	42%	49%	50%

3rd

4th

5th

NJSLA 2022 ELA SCORE COMPARISON GRADES 6-8 PROFICIENCY



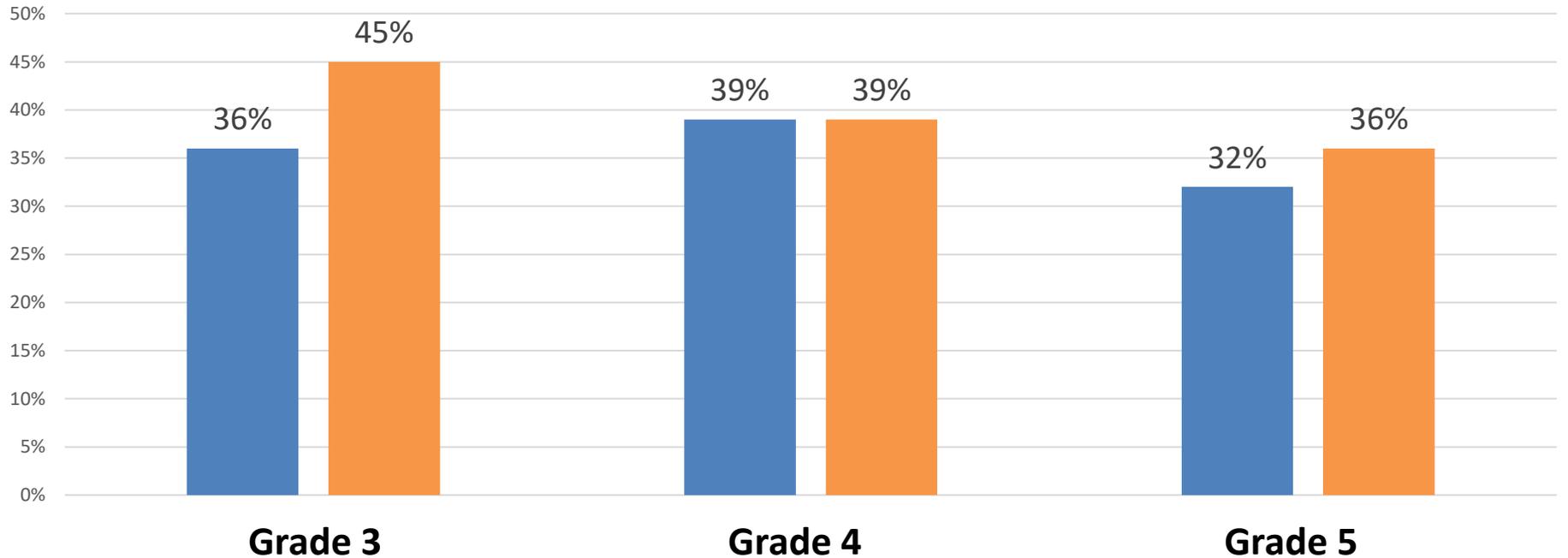
Netcong	59%	60%	68%
State	48%	53%	51%

6th

7th

8th

NJSLA 2022 MATH SCORE COMPARISON GRADES 3-5 PROFICIENCY



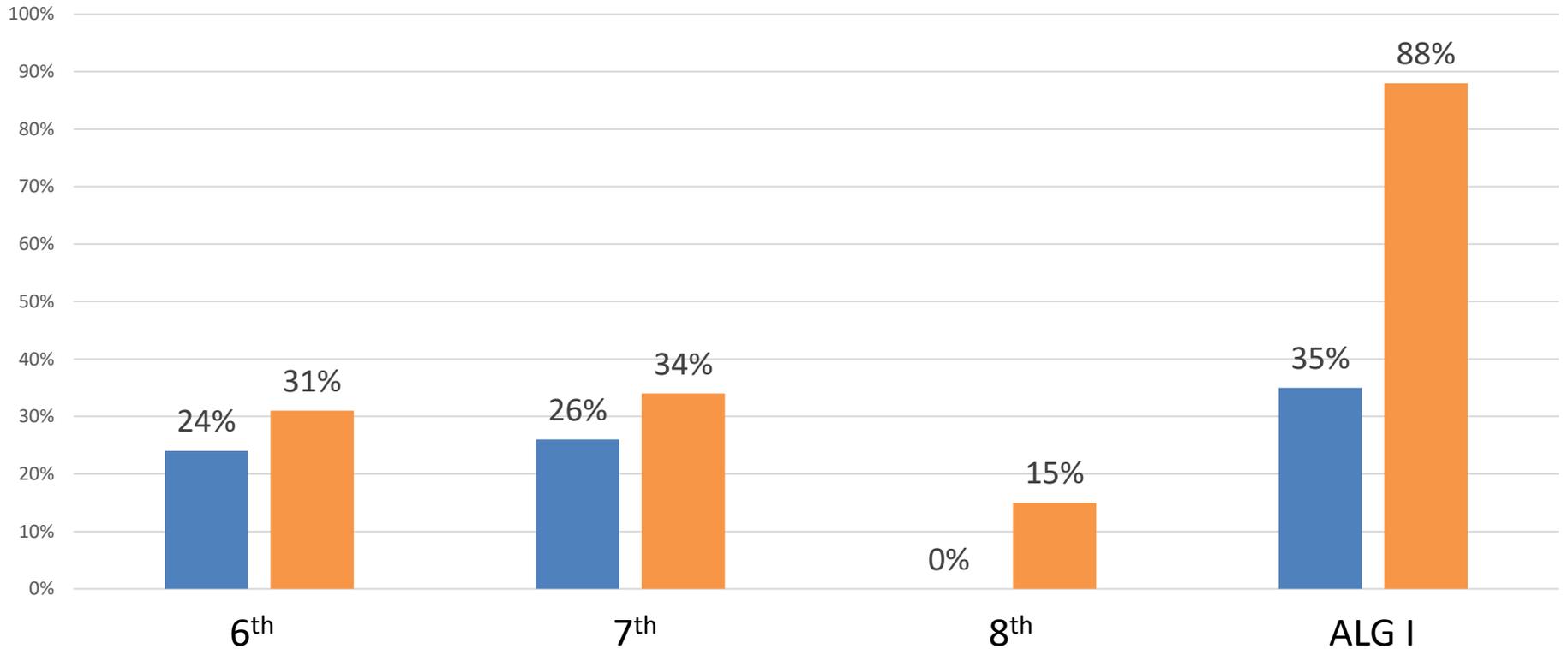
Netcong	36%	39%	32%
State	45%	39%	36%

3rd

4th

5th

NJSLA MATH 2022 SCORE COMPARISON GRADES 6-8 & ALG I PROFICIENCY



Netcong	24%	26%	0%	88%
State	31%	34%	15%	35%

6th

7th

8th

ALG I

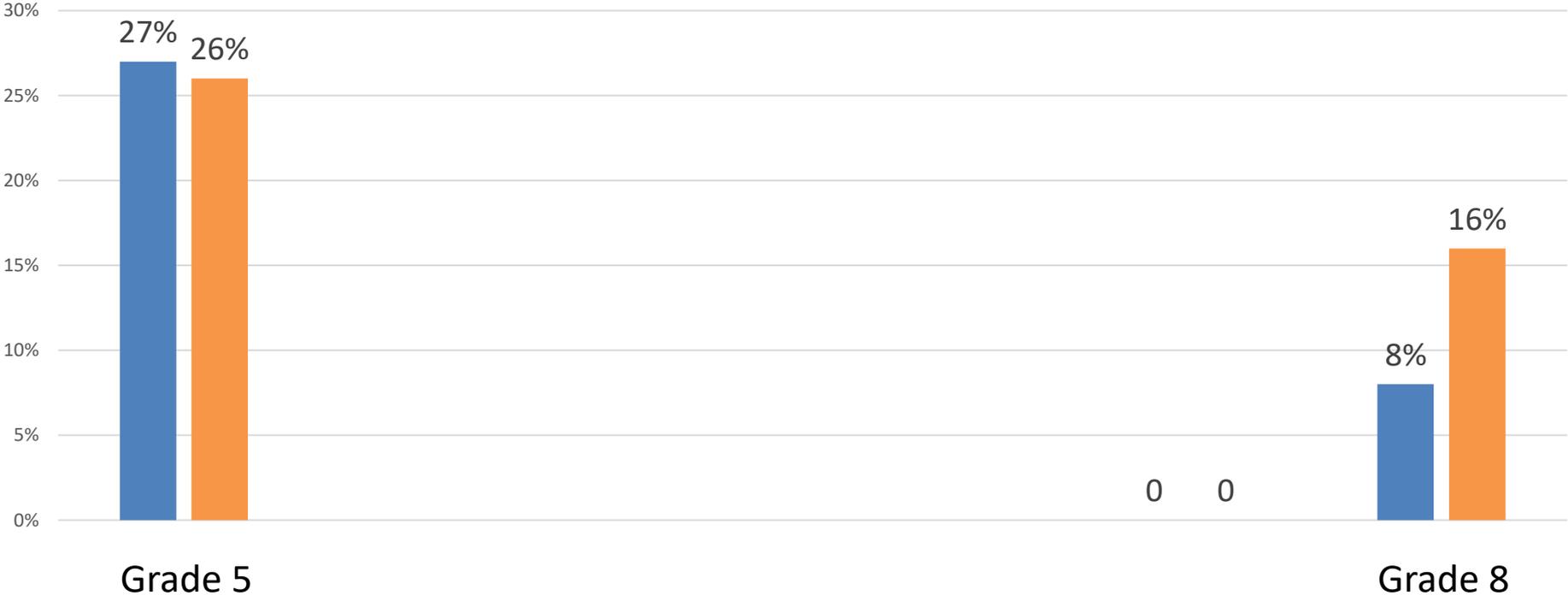
Comparison of **Netcong School District's** Spring 2019 & Spring 2022 NJSLA Administrations Science

Grade	Level 1 2019	Level 1 2022	Level 2 2019	Level 2 2022	Level 3 2019	Level 3 2022	Level 4 2019	Level 4 2022
5	39	42	33	33	19	18	10	7
8	29	40	53	52	15	8	3	0

Notes: Percentages may not total 100 due to rounding.

NJSLA 2022 SCIENCE COMPARISON

GRADES 5 & 8 SCIENCE PROFICIENCY



Netcong	27%	8%
State	26%	16%

5th

8th

Comparison of Netcong School District's Number of Students Tested Spring 2019 & Spring 2022 NJSLA Administrations English Language Arts

Grade	Students Tested 2019	Students Tested 2022	Difference between number of students tested in 2018 and 2019
3	24	30	+6
4	37	26	-11
5	21	22	+1
6	30	29	-1
7	41	37	-4
8	34	25	-9
Total	187	169	-18

Note: "Students Tested" represents individual valid test scores for English Language Arts.

Comparison of Netcong School District's Number of Students Tested Spring 2019 & Spring 2022 NJSLA Administrations Mathematics

Grade	Students Tested 2019	Students Tested 2022	Difference between number of students tested in 2018 and 2019
3	24	31	+7
4	38	26	-12
5	21	22	+1
6	30	29	-1
7	42	38	-4
8*	19	17	-2
Algebra I**	15	8	-7
Total	189	171	-18

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: "Students Tested" represents individual valid test scores for Mathematics.

Netcong School District's Number of Students Tested in Spring 2019 and Spring 2022 NJSLA Administrations **Science**

Grade	Students Tested 2019	Students Tested 2022
5	21	23
8	34	25
Total	55	48

Note: "Students Tested" represents individual valid test scores for Science.

ACCESS FOR ELL TESTING SPRING 2022

- 25 students took the Access for ELL Testing in the 2021-2022 school year.
- The district ended the year with 19 students in ESL.
- The Access for ELL Testing shows children's mastery of the English Language in 4 domains:
 - Listening
 - Speaking
 - Reading
 - Writing

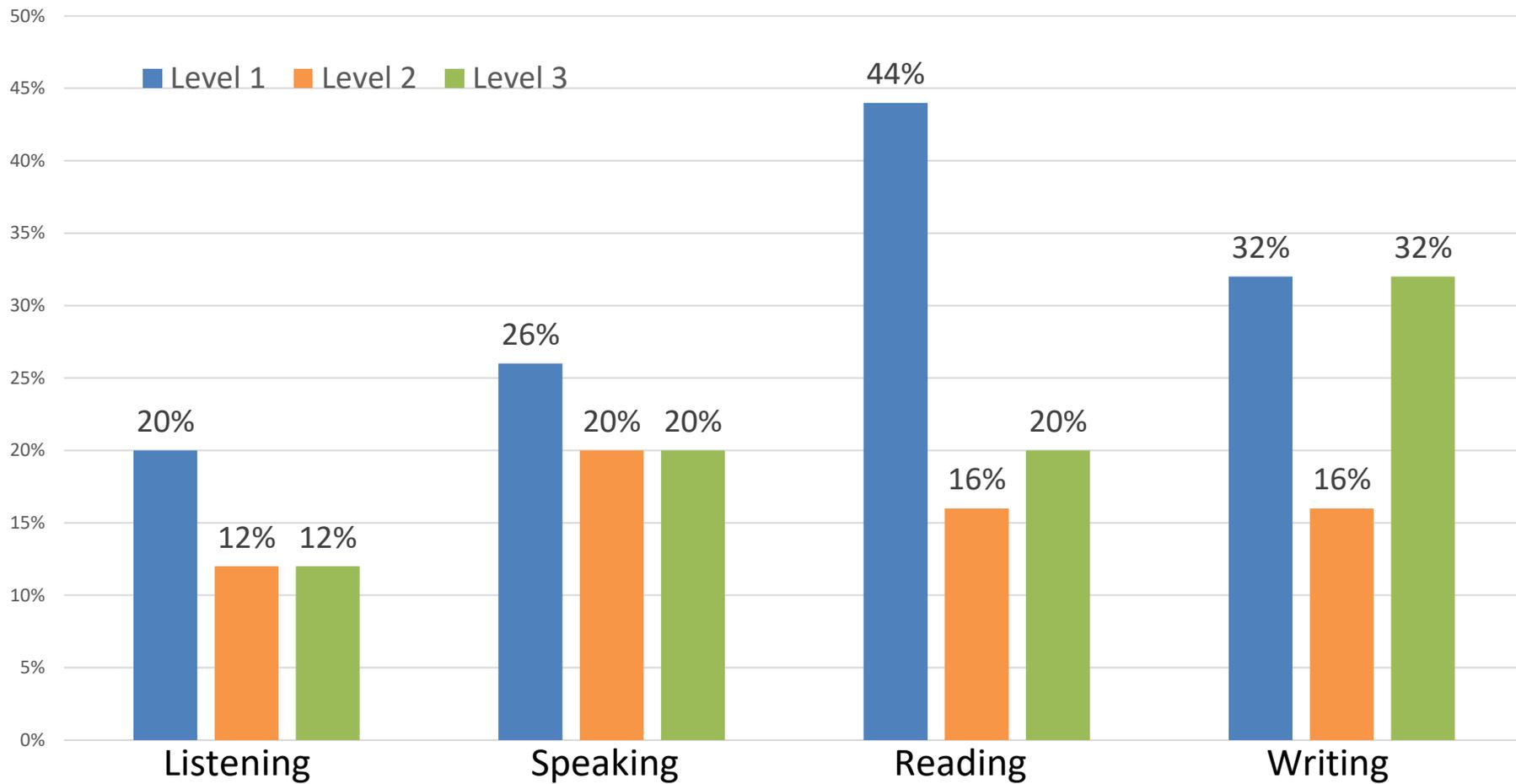
ACCESS FOR ELL TESTING SPRING 2022 (CONTINUED)

- The four domain scores are combined to create four additional score types:
 - The oral language category is a combination of a student's listening and speaking scores.
 - The literacy category is a combination of a student's reading and writing scores.
 - The comprehension category is a combination of a child's listening and reading score; this score is more dependent on the reading score than on the listening score.

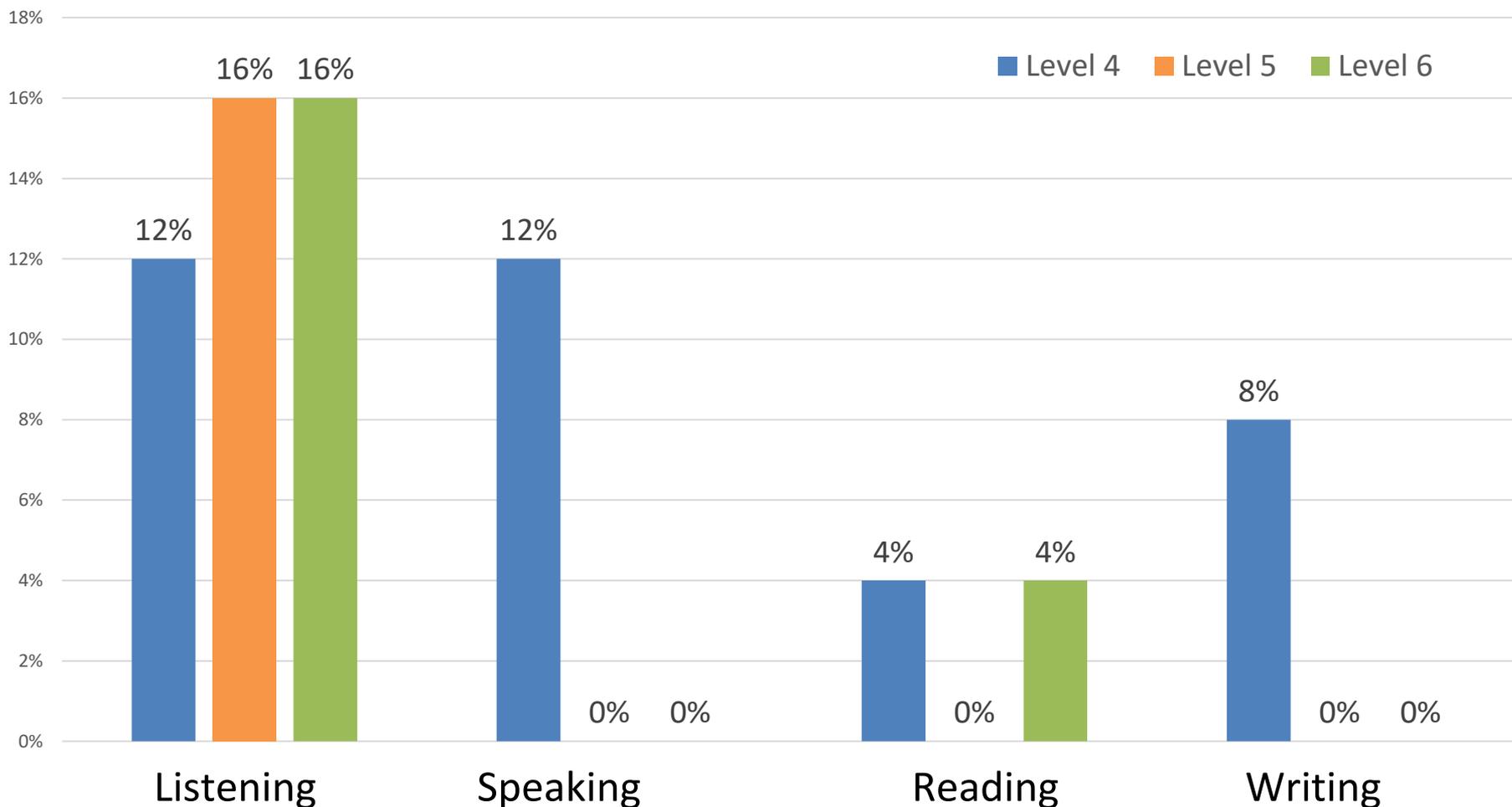
ACCESS FOR ELL TESTING SPRING 2022 (CONTINUED)

- There are six proficiency levels indicated on the Access for ELLs exam:
 - 1 – Entering
 - 2 – Emerging
 - 3 – Developing
 - 4 – Expanding
 - 5 – Bridging
 - 6 - Reaching

PERCENTAGES OF ELL STUDENTS PERFORMING AT LEVELS 1, 2, AND 3 ON LISTENING, SPEAKING, READING, AND WRITING ON THE SPRING 2022 WIDA ASSESSMENT



PERCENTAGES OF ELL STUDENTS PERFORMING AT LEVELS 4, 5, AND 6 ON LISTENING, SPEAKING, READING, AND WRITING ON THE SPRING 2022 WIDA ASSESSMENT



QUESTIONS TO GUIDE DATA REFLECTION

- How will we use the NJSLA data and WIDA data to identify strengths and gaps that exist in our curriculum and instruction?
- How will we use the NJSLA data and WIDA data as tools to address areas in need of improvement or enhancement?
- How can we provide additional resources and support for our educators to meet the learning needs of all our students?
- How can we best individualize instruction to best meet the needs of our students?

NJSLA DATA REFLECTION

The data will be used to drive instruction. We cannot just continue to teach what we always taught. We need to teach our students how to learn and our curriculum needs to be standards based.

The district moved to a standards-based report card for students in K-3. This has helped teachers identify specific learning gaps and provide opportunity for more effective communication with parents as to what they can do at home to help their child/children.

Curriculum mapping in Rubicon needs to be analyzed and modified, if need be, to provide needed time to focus on areas of weakness as identified in the Evidence Statement Tables

As the RTI model continues to be fine tuned, we need to determine how we can best provide Tier 2 and Tier 3 interventions to those students in need.

Continue to analyze instructional practices and provide staff with professional development on best practices for instruction.

Intervention Strategies

- Provide Tier 2 supports to students in class during Intervention and Enrichment
- Provide Tier 3 pull out support to students in need of more frequent and targeted interventions
- Continue weekly PLC meetings with general education teachers and special education teachers in grades K-5 where data is analyzed and students in need of intervention are identified
- Orton Gillingham strategies are used in the lower grade levels
- Writing is taking place across the curriculum
- Develop common writing rubrics to be utilized school wide
- Extra help is offered after school for students in K-8
- Utilize LinkIt! & iReady Data to develop interventions based on students' benchmark and diagnostic scores.

INTERVENTION STRATEGIES

- Continue to have students in grades 6-8 use ALEKS in Math or iReady (grades 6-8) in ELA to address skill deficits for a more personalized learning experience
- Continue to have students in K-5 use iReady in Math and ELA to address skill deficits and for a more personalized learning model
- Utilize the online supports provided in Link It!, iReady, HMH Literature, Envision Math, and Digits to assist students in their acquisition of and mastery of grade level content in ELA and Math
- DRA Assessments are in progress for students in grades 1-5. Kindergarten will have their first DRA in January as per the DRA guidelines.

LOOKING AHEAD

Identify staffing needs to provide a comprehensive RTI program.

Identify staffing needs to support our ELL program.

With the COVID-19 pandemic, data is showing that there are cases where topics were not learned. This increases gaps in learning that need to be remediated.

The district implemented the Readers/Writers workshop model for ELA K-5. Research shows that results are not usually seen for 5-7 years after new curriculum is embedded. It may take longer to see results due to the pandemic.

New math resources were purchased K-5.

The increased needs of students that the district is experiencing may have an impact on these results.