NJSLA RESULTS

Orange Township Public School District

Orange Board of
Education, New Jersey

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Superintendent of Schools
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NJSLA Results and Recommendations

- This section is dedicated to review of the test data results by number and content.

- We delved deeper at the school level….Remember the skill based reports will assist with the "real time" information to make an impact on practice.

- Think about lesson reflective practice as well as implications of tiered instruction.

- Questioning and discussion techniques to gauge learning models (Bloom's Taxonomy Questioning Cues).

NJSLA Performance levels

- Level 1: Not yet meeting grade-level expectations

- Level 2: Partially meeting grade-level expectations

- Level 3: Approaching grade-level expectations

- Level 4: Meeting grade-level expectations

- Level 5: Exceeding grade-level expectations

Closing the Achievement Gap

- Grade 3 in 2015 had 14% met/exceeded. By 7th grade in 2019, 52.5% met/exceeded.
- Grade 8 increase over the prior year +10.9.
- Grade 11 increase over the prior year+12.8.
- The state % decreased in 8 of the 9 grades while Orange increased in 8 out of 9 grades.

Areas for Growth

- Grades 9 and 10 have the largest achievement gaps related to the state averages.
- Instructional Planning and Preparation to take form across common planning meetings.
- Full-time certified teachers matter.
- Classes with rigorous activities had greater increases.

Grade/Subject	2015 % Met Expectations/ Exceeded Expectations	2016 % Met Expectations/ Exceeded Expectations	2017 % Met Expectations/ Exceeded Expectations	2018 % Met Expectations/ Exceeded Expectations	2019 Orange Met Expectations/ Exceeded Expectations	2019 New Jersey % Met Expectations/ Exceeded Expectations	Orange Difference	NJ Difference
3	14%	23%	28%	30.0%	32.1%	50.3%	+2.1	-0.6
4	24%	24%	30%	34.5%	38.1%	57.4%	+3.6	-0.6
5	24%	30%	31%	31.8%	38.7%	57.9%	+6.9	-0.1
6	25%	30%	37%	38.4%	45.3%	56.2%	+6.9	0.0
7	30%	34%	37%	55.8%	52.5%	62.8%	-3.3	-0.1
8	31%	34%	36%	34.6%	45.5%	62.8%	+10.9	-2.4
9	24%	25%	24%	26.6%	28.5%	55.3%	+1.9	-1.2
10	12%	26%	21%	24.6%	28.9%	58.0%	+4.3	+8.1
11	21%	24%	29%	32.9%	45.7%	29.9%	+12.8	-8.2

ELA

Closing the Achievement Gap

- All courses increased the number of students who met or exceeded expectations; Orange's year-to-year gains exceeded the State's in 8 of 9 cases.
- The average achievement gap between District and State continues to narrow [2017: 23 pts; 2018: 20 pts; 2019: 15pts]
- Greater %'s of students are meeting expectations: [2017: 19%; 2018: 22%; 2019: 27%]

Areas for Growth

- Certified full-time teachers matter. We have to ensure that certificated staff members are in place from Day One.
- Classes with rigorous assignments had greater increases.
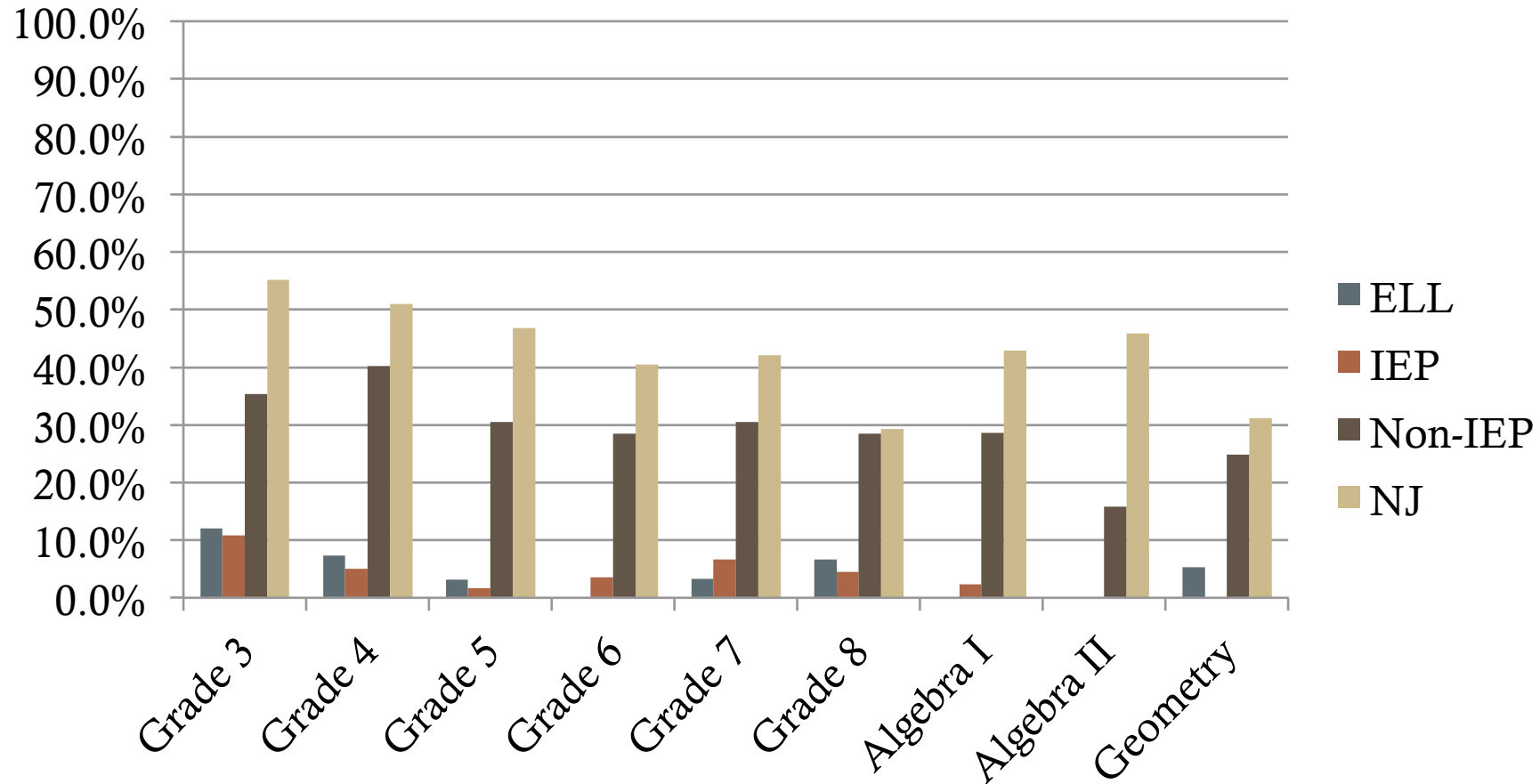- Subgroup performance does not mirror district growth

Grade/Subject	2015 % Met Expectations/ Exceeded Expectations	2016 % Met Expectations/ Exceeded Expectations	2017 % Met Expectations/ Exceeded Expectations	2018 % Met Expectations/ Exceeded Expectations	2019 Orange % Met Expectations/ Exceeded Expectations	2019 New Jersey % Met Expectations/ Exceeded Expectations	Orange Difference	NJ Difference
3	15%	28%	26%	29.5%	33.0%	55.1%	+3.5	+1.8
4	19%	20%	24%	27.2%	35.6%	51.0%	+8.4	+0.6
5	18%	21%	17%	21.4%	26.0%	46.8%	+4.6	+2.0
6	15%	15%	18%	22.1%	25.1%	40.5%	+3.0	-3.0
7	18%	16%	17%	26.7%	27.7%	42.1%	+1.0	-1.3
8	13%	17%	9%	11.0%	24.4%	29.3%	+13.4	+1.1
Algebra I	23%	25%	16%	25.3%	27.5%	42.9%	+2.2	0.0
Algebra II	9%	14%	12%	4.0%	13.8%	31.2%	+9.8	+1.7
Geometry	Scores suppressed	11%	10%	20.5%	21.5%	31.2%	+1.0	+1.7

Mathematics

ORANGE PUBLIC SCHOOLS'
2019 NJSLA GRADE-LEVEL OUTCOMES IN MATHEMATCS

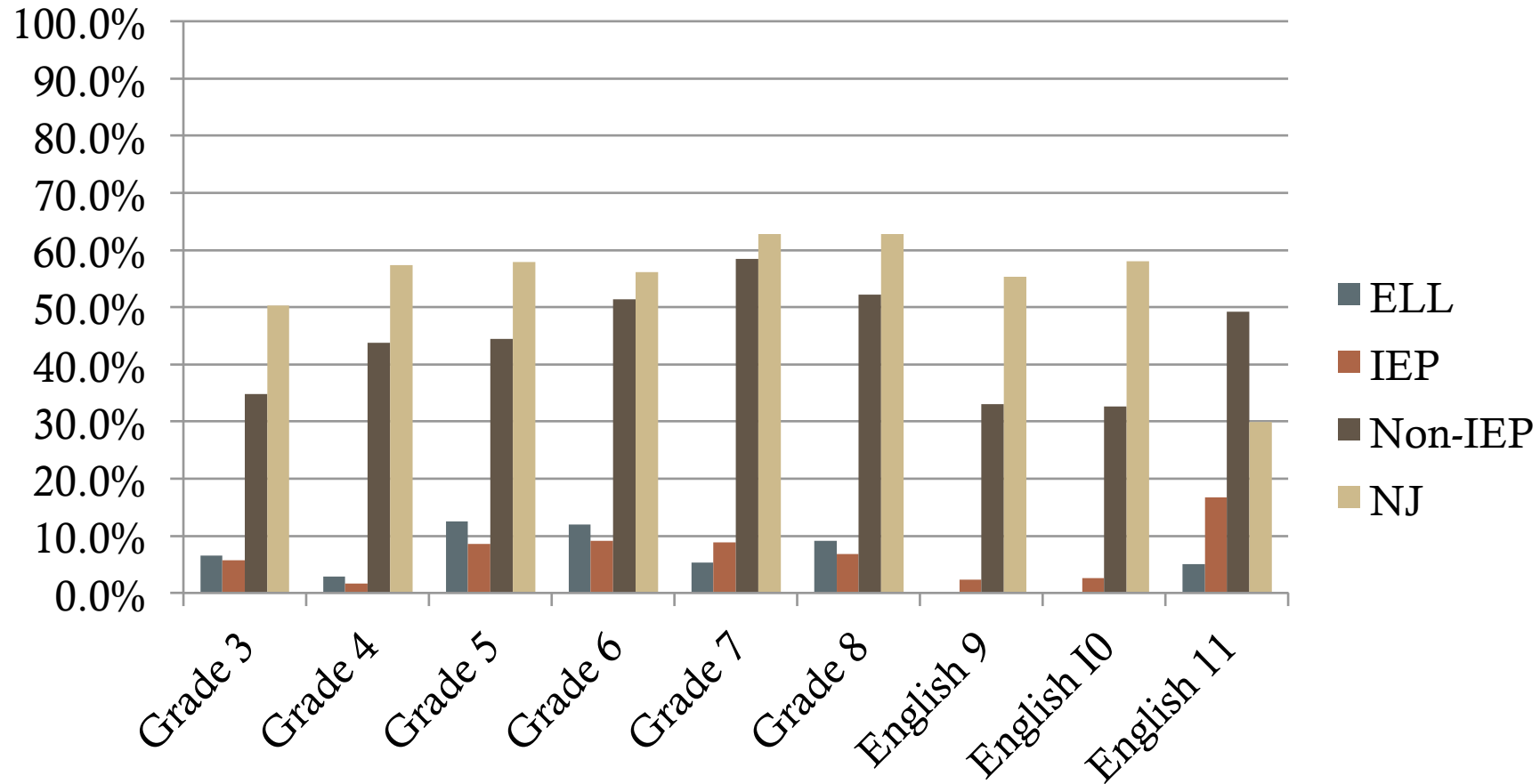|	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Grade 3	391	18.2%	20.5%	28.4%	28.1%	4.9%	33.0%	**55.1%**
Grade 4	450	16.2%	20.9%	27.3%	31.3%	4.2%	35.6%	**51.0%**
Grade 5	366	17.8%	31.4%	24.9%	24.0%	1.9%	26.0%	**46.8%**
Grade 6	399	19.3%	30.6%	25.1%	24.3%	0.8%	25.1%	**40.5%**
Grade 7	386	12.7%	29.0%	30.6%	24.1%	3.6%	27.7%	**42.1%**
Grade 8	258	29.5%	26.7%	19.4%	24.4%	0.0%	24.4%	**29.3%**
Algebra I	337	19.3%	40.4%	13.1%	25.3%	2.1%	27.5%	**42.9%**
Algebra II	261	55.2%	22.2%	8.8%	13.4%	0.4%	13.8%	**45.8%**
Geometry	256	15.6%	34.4%	28.5%	19.5%	2.0%	21.5%	**31.2%**

Mathematics Disaggregated Data

Glows

- **Forest Street School outperformed the state average in Grades 3, 4, 6, & 7.**
- **OHS outperformed the state average in Grade 11.**

Grows

- **Strengthen K-2 instruction**
- **Promote grade level collaboration across schools and skills**
- **Targeted supports for subgroups (SpEd & ELLs)**

	3	4	5	6	7	8	9	10	11
Cleveland	39.3%	20.0%	34.1%	25.7%	41.4%				
Forest	**51.0%**	**59.3%**	50.0%	**78.4%**	**65.2%**				
Heywood	48.6%	41.2%	53.3%	47.6%	58.1%				
Lincoln	34.3%	34.4%	32.8%	56.0%	53.8%				
Oakwood	29.4%	28.0%	41.2%	20%	29.2%				
OHS/ STEM*								28.9%*	**45.7%**
OPA/ STEM						45.6%	34.6%*		
Park	34.1%	54.7%	20.0%	36.8%	46.9%				
RPCS	16.9%	30.4%	44.1%	41.5%	54.6%				
State	50.3%	57.4%	57.9%	56.2%	62.8%	62.8%	55.3%	58.0%	29.9%

ELA

ELA Disaggregated Data

- **Forest had double-digit growth in ALL tested areas**
- **Heywood's 3rd graders exceeded State performance with 62% meeting>**
- **95% of OHS's Calculus students passed the 2019 AP exam**
- **100% of STEM students met/exceeded expectations in Alg2 and 95% in Alg1**
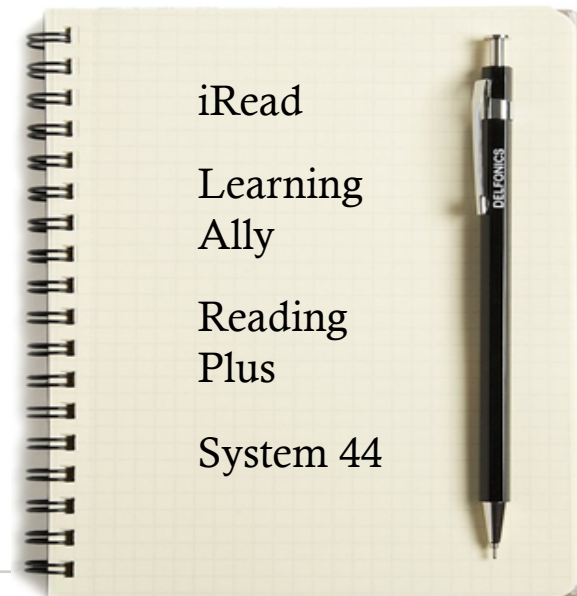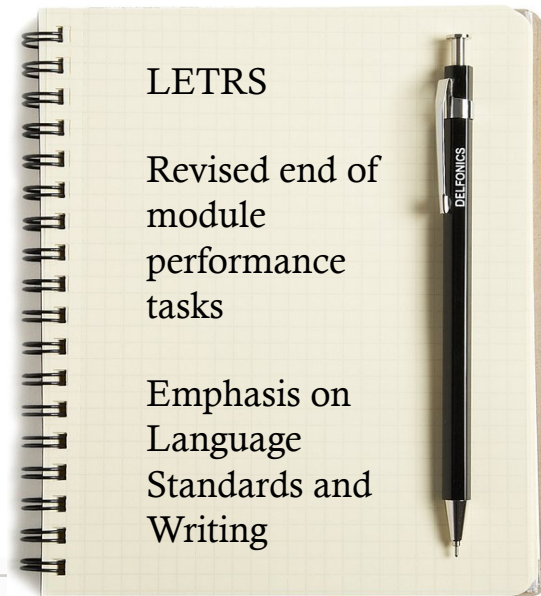- **OPA's grade 8 performance grew 14 pts.**

- **Improve Interventions and/or Early Warning Systems in K – 8**
- **Strengthen curriculum gaps to include more reasoning and problem solving opportunities**
- **Mitigate the impact of vacancies**

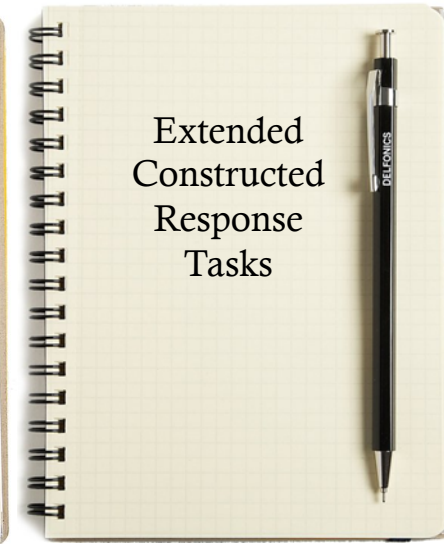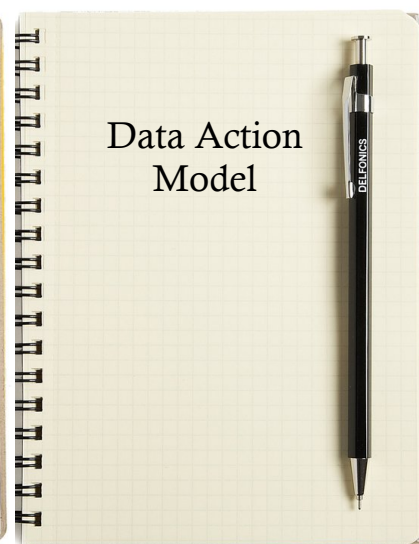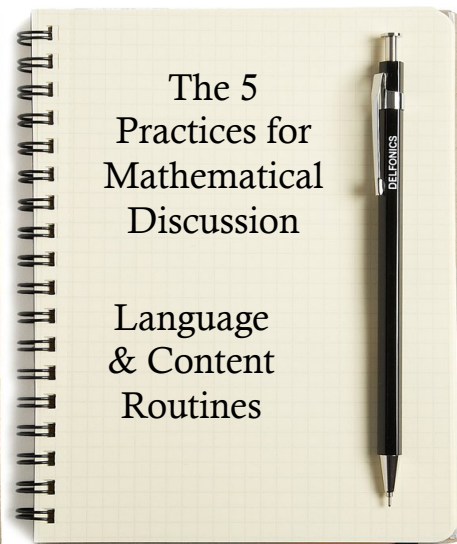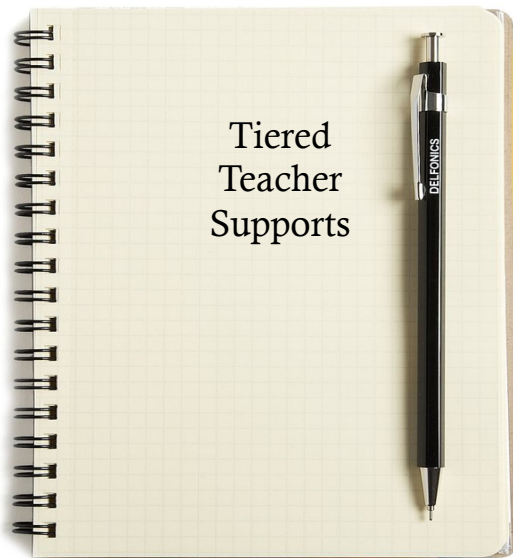|	3	4	5	6	7	8	Algebra I	Algebra II	Geometry
Cleveland	50.0	34.3	19.5	14.3	24.1				
Forest	44.2	39.3	42.9	35.9	31.9				
Heywood	**62.2**	38.2	28.9	19.0	39.5				
Lincoln	28.0	34.3	19.1	20.0	22.1				
Oakwood	22.2	20.0	17.6	8.0	8.3				
OHS/STEM*							1.4	13.0*	22.4*
OPA/STEM*						24.5	34.7*	**55.6***	
Park	12.2	39.1	13.3	19.3	22.4				
RPCS	27.5	35.8	34.4	38.7	33.3				
State	55.1	51.0	46.8	40.5	42.1	29.3	42.9	45.8	31.2

Mathematics

ELA Next Steps

- Focus on engagement with complex texts and language standards to improve writing

- Ensure adherence to the literacy block

  (intentional whole group, small group, independent work, and targeted instruction)

- Increase digital silent reading support and practice

- Build knowledge, strengthen comprehension, and increase fluency

LETRS

Revised end of module performance tasks

Emphasis on Language Standards and Writing

iRead

Learning Ally

Reading Plus

System 44

Mathematics Next Steps

- Developing Conceptual Understanding

- Incorporating Rich Tasks

- Promoting Student Discourse and Incorporating Formative Assessment
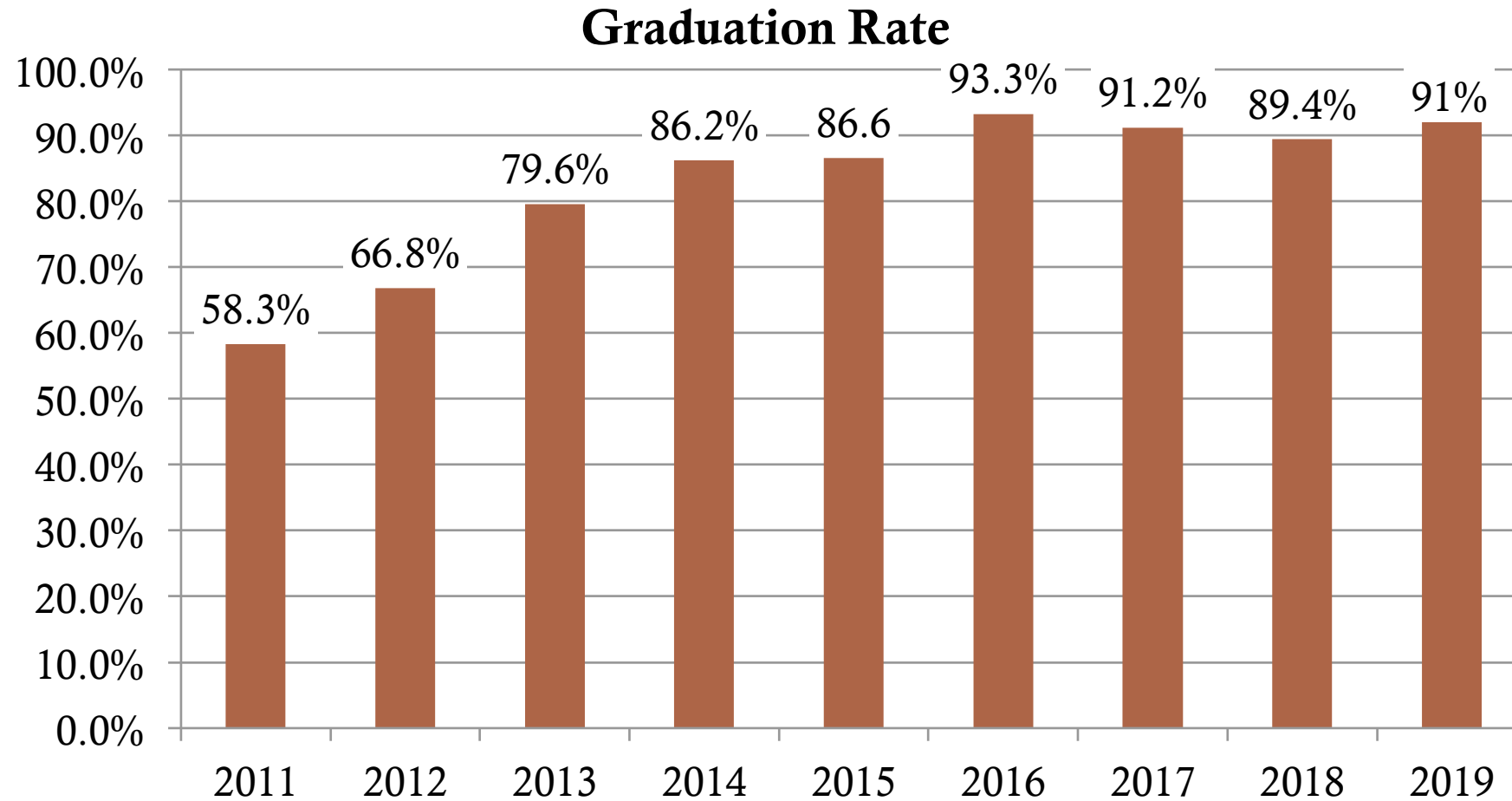
- Providing Differentiated Support

Tiered Teacher Supports

The 5 Practices for Mathematical Discussion

Language & Content Routines

Data Action Model

Extended Constructed Response Tasks

AP Results by Subject

Subject	% Passing (scoring 3-5)
English Language and Composition	60%
English Literature and Composition	23.7%
Calculus AB	95.2%
Calculus BC	94.1%
Computer Science Principles	56.3%
United States History	0%
World History	39.1%
Music Theory	0%
Spanish	94.4%
French	44.4%

High School AP Results

School Year	# of Exams Taken	# Passing (score of 3-5)	% Passing
2015	156	25	16.0%
2016	154	36	23.4%
2017	155	45	29.0%
2018	181	88	48.6%
2019	168	93	55.4%