## Assessment Results Presentation

## Board of Education Meeting October 10, 2023






# NJSLA - English, Math, Science 

Fall 2022/Spring 2023

## NJSLA - English Language Arts Participation

| Grade | 2023 | 2022 | Difference |
| :---: | :---: | :---: | :---: |
| 3 | 211 | 207 | +4 |
| 4 | 214 | 221 | -7 |
| 5 | 209 | 223 | -14 |
| 6 | 219 | 209 | +10 |
| 7 | 209 | 245 | -36 |
| 8 | 241 | 251 | -9 |
| 9 | 1545 | 1622 | -25 |
| Total |  |  | -77 |

## NJSLA - Math Participation

| Grade | 2023 | 2022 | Difference |
| :---: | :---: | :---: | :---: |
| 3 | 215 | 209 | +6 |
| 4 | 214 | 221 | -7 |
| 5 | 213 | 227 | -14 |
| 6 | 221 | 216 | +5 |
| 7 | 204 | 246 | -42 |
| 8 | 175 | 182 | -7 |
| Algebra I | $108+171=279$ | $69+202=271$ | +8 |
| Algebra II | $\mathrm{n}<10$ | $\mathrm{n}<10$ | -1 |
| Geometry | $46+18=64$ | 65 | -52 |
| Total | 1585 | 1637 |  |

## NJSLA - Science Participation

| Grade | 2023 | 2022 | Difference |
| :---: | :---: | :---: | :---: |
| 5 | 213 | 227 | -14 |
| 8 | 245 | 256 | -11 |
| 11 | 259 | 258 | +1 |
| Total | 717 | 741 | -26 |

## NJSLA Performance Levels - ELA \& Math

-     -         - 

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for the assessment. The five performance levels for the NJSLA include the following:

- Level 5: Exceeded Expectations
- Level 4: Met Expectations
- Level 3: Approached Expectations
- Level 2: Partially Met Expectations
- Level 1: Did Not Yet Meet Expectations


## NJSLA Performance Levels - Science

* Level 4: Advanced Proficiency
* Level 3: Proficient
* Level 2: Near Proficiency
* Level 1: Below Proficiency


## English Language Arts

## Ocean Schools compared to New Jersey

## Percentages for 2022-2023 school year NJSLA Administrations English Language Arts

| Grade | Level 1, District | Level 1, State | Level 2, District | Level 2, State | Level 3, District | Level 3, State | Level 4, District | Level 4, State | Level 5, District | Level 5, State |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 13 | 21 | 9 | 15 | 19 | 23 | 52 | 37 | 15 | 5 |
| 4 | 9 | 13 | 9 | 15 | 21 | 21 | 46 | 37 | 15 | 14 |
| 5 | 6 | 12 | 8 | 14 | 19 | 20 | 53 | 43 | 13 | 10 |
| 6 | 9 | 12 | 16 | 14 | 27 | 25 | 42 | 38 | 7 | 11 |
| 7 | 12 | 12 | 11 | 13 | 15 | 20 | 38 | 33 | 25 | 23 |
| 8 | 10 | 13 | 11 | 12 | 27 | 20 | 40 | 36 | 12 | 20 |
| 9 | 11 | 14 | 13 | 14 | 19 | 18 | 44 | 35 | 12 | 15 |

## Ocean Schools compared to New Jersey

## Percentages for 2022-2023 school year NJSLA Administrations English Language Arts

| Grade | Level 4, District | Level 4, State | Level 5, District | Level 5, State | \% of Students <br> Met or <br> Exceeded <br> Expectations | \% of Students <br> Met or <br> Exceeded <br> Expectations <br> New Jersey |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | $\mathbf{5 2}$ | 37 | $\mathbf{7}$ | 5 | $\mathbf{5 9}$ | 42 |
| 4 | $\mathbf{4 6}$ | 36 | $\mathbf{1 5}$ | 15 | $\mathbf{6 1}$ | 51 |
| 5 | $\mathbf{5 3}$ | 43 | $\mathbf{1 3}$ | 10 | $\mathbf{6 7}$ | 53 |
| 6 | $\mathbf{4 2}$ | 38 | $\mathbf{7}$ | 11 | $\mathbf{4 8}$ | 49 |
| 7 | $\mathbf{3 8}$ | 33 | $\mathbf{2 5}$ | 23 | $\mathbf{6 3}$ | 56 |
| 8 | $\mathbf{4 0}$ | 39 | $\mathbf{1 2}$ | 19 | $\mathbf{5 2}$ | 55 |
| 9 | $\mathbf{4 4}$ | 35 | $\mathbf{1 2}$ | 15 | $\mathbf{5 6}$ | 51 |

Please note: Percentages may not total 100 due to rounding.

## 2023 SPRING NJSLA SCHOOL \& GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS

\% of Students Scoring Level 4 or 5: Meeting or Exceeding Grade Level

|  | Grade 3 <br> $\%>=$ Level 4 | Grade 4 <br> $\%>=$ Level 4 |
| :--- | :---: | :---: |
| OTES | 50 | 52 |
| WANAMASSA | 73 | 79 |
| WAYSIDE | 56 | 57 |
| DISTRICT | 59 | 67 |
| STATE | 42 | 46 |

## Mathematics

## Ocean Schools compared to New Jersey <br> Percentages for 2023 NJSLA Administrations Mathematics

| Grade | Level 1, District | Level 1, State | Level 2, District | Level 2, State | Level 3, District | Level 3, State | Level 4, District | Level 4, State | Level 5, District | Level 5, State |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 7 | 13 | 9 | 17 | 18 | 25 | 48 | 34 | 19 | 12 |
| 4 | 7 | 13 | 13 | 18 | 26 | 25 | 49 | 37 | 6 | 7 |
| 5 | 5 | 13 | 15 | 21 | 30 | 26 | 45 | 31 | 6 | 9 |
| 6 | 13 | 14 | 20 | 23 | 35 | 28 | 30 | 28 | 2 | 6 |
| 7 | 10 | 13 | 20 | 22 | 37 | 30 | 32 | 29 | 1 | 5 |
| $8^{*}$ | 35 | 34 | 37 | 27 | 22 | 21 | 6 | 17 | 0 | 1 |
| Algebral | 15 | 16 | 23 | 27 | 28 | 24 | 32 | 30 | 4 | 5 |
| Geometry | 2 | 6 | 13 | 15 | 39 | 31 | 45 | 42 | 2 | 9 |

[^0]Ocean Schools compared to New Jersey
Percentages for 2023 NJSLA Administrations Mathematics

| Grade | Level 4, District | Level 4, State | Level 5, District | Level 5, State | \% of Students Met or Exceeded Expectations | \% of Students Met or Exceeded Expectations New Jersey |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 48 | 34 | 20 | 12 | 67 | 46 |
| 4 | 49 | 37 | 6 | 7 | 54 | 44 |
| 5 | 53 | 43 | 13 | 10 | 51 | 40 |
| 6 | 30 | 28 | 5 | 7 | 32 | 34 |
| 7 | 32 | 29 | 1 | 5 | 33 | 34 |
| 8* | 6 | 17 | 0 | 1 | 6 | 18 |
| Algebral | 32 | 30 | 4 | 5 | 35 | 34 |
| Geometry | 45 | 41 | 2 | 9 | 47 | 43 |

[^1]
## 2023 SPRING NJSLA SCHOOL \& GRADE-LEVEL OUTCOMES MATHEMATICS

\% of Students Scoring Level 4 or 5: Meeting or Exceeding Grade Level

|  | Grade 3 <br> $\%>=$ Level 4 | Grade 4 <br> $\%>=$ Level 4 |
| :--- | :---: | :---: |
| OTES | 67 | 40 |
| WANAMASSA | 74 | 62 |
| WAYSIDE | 63 | 59 |
| DISTRICT | 67 | 54 |
| STATE | 46 | 44 |

## 2023 SPRING NJSLA SCHOOL \& GRADE-LEVEL OUTCOMES MATHEMATICS

\% of Students Scoring Level 4 or 5: Meeting or Exceeding Grade Level

|  | Algebra I <br> $\%$ <br> $>=$ Level 4 |
| :--- | :---: |
| TOIS | 87 |
| OTHS | 13 |
| DISTRICT | 45 |
| STATE | 35 |

## Science

## Ocean Schools compared to New Jersey <br> Percentages for Spring 2023 NJSLA Administrations

Science

| Grade | Level 1, <br> District | Level 1, <br> State | Level 2, <br> District | Level 2, <br> State | Level 3, <br> District | Level 3, <br> State | Level 4, <br> District | Level 4, <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{5}$ | $\mathbf{2 8}$ | 38 | $\mathbf{4 5}$ | 35 | $\mathbf{2 4}$ | 21 | $\mathbf{3}$ | 6 |
| 8 | $\mathbf{3 9}$ | 40 | $\mathbf{5 0}$ | 42 | $\mathbf{9}$ | 14 | $\mathbf{3}$ | 4 |
| 11 | $\mathbf{4 7}$ | 44 | $\mathbf{3 0}$ | 26 | $\mathbf{2 0}$ | 21 | $\mathbf{3}$ | 8 |

## Ocean Schools compared to New Jersey <br> Percentages for Spring 2023 NJSLA Administrations <br> Science

| Grade | Level 3, District | Level 3, State | Level 4, District | Level 4, State | \% of Students <br> Met or <br> Exceeded <br> Expectations | \% of Students <br> Met or <br> Exceeded <br> Expectations <br> New Jersey |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{5}$ | $\mathbf{2 4}$ | 21 | $\mathbf{3}$ | 6 | $\mathbf{2 7}$ | 27 |
| 8 | $\mathbf{9}$ | 14 | $\mathbf{3}$ | 4 | $\mathbf{1 2}$ | 19 |
| 11 | $\mathbf{2 0}$ | 21 | $\mathbf{3}$ | 8 | $\mathbf{2 3}$ | 30 |

Sub Group Performance

## Sub Group Data - All Grades - Spring Administration English Language Arts

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Percentage of Students who Met or Exceeded Expectations


## Sub Group Data - All Grades/Subjects - Spring Administration Mathematics

Percentage of Students who Met or Exceeded Expectations



## Sub Group Data - All Grades - Spring Administration Science

Percentage of Students who Met or Exceeded Expectations


## Assessment Areas of Focus

* Grade 3 -OTES -NJSLA-ELA
* Grade 6 - NJSLA-ELA \& Math
* Grade 7 - NJSLA-Math
* Grade 8 - NJSLA-Math
* Grade 9 - NJSLA-Alg I
* Grade 11 - NJSLA-SCI
* Subgroup Performance Overall
> Black or African American
> Special Education
> English Language Learners
> Economically Disadvantaged


## Assessment Outcomes to Celebrate

＊Ocean Township Elementary School， Grade 3 performance on NJSLA－ Math
＊Wanamassa School，Grade 3 \＆ 4 performance on NJSLA－ELA
＊Wayside School，Grade 3 \＆ 4 performance on NJSLA－Math
＊TOIS performance on Algebra I
＊Ocean Township High School，Grade 9，performance on NJSLA－ELA
＊Ocean＇s SAT mean score is above the state and total group

## Dynamic Learning Maps

## May 2023

## Dynamic Learning Maps

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- Dynamic Learning Maps® (DLM®) assessments are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.
- DLM assessments also help parents and educators set high academic expectations for their students. Results from DLM assessments are used to inform instruction and meet accountability requirements for reporting student achievement.


## DLM Performance Categories

-     -         - 

| Emerging | The student demonstrates emerging understanding of and <br> ability to apply content knowledge and skills represented by <br> the Essential Elements. |
| :--- | :--- |
| Approaching the Target | The student's understanding of an ability to apply targeted <br> content knowledge and skills represented by the Essential <br> Elements is approaching the target. |
| At Target | The student's understanding of and ability to apply content <br> knowledge and skills represented by the Essential Elements is <br> at target. |
| Advanced | The student demonstrates advanced understanding of and <br> ability to apply targeted content knowledge and skills <br> represented by the Essential Elements. |

## DLM Scores

- 25 (including 14 out of district) students participated in the DLM assessment
- Students from grades 3-8, and 11 participated.
- Every grade level has less than 10 students; therefore we cannot report the scores by grade level.
- The graph below shows district wide performance.


## Percentages of scores in each performance category

ScienceMathELA


## The SAT

## Cohort: Class of 2023

## The SAT - An overview

- The SAT is a standardized test widely used for college admissions in the United States. It is produced by the College Board and is intended to assess college readiness.
- Students can earn 200-800 points on each section- Evidence Based Reading and Writing (ERW) and Mathematics - for an overall score ranging between 400-1600.


## The SAT - Key Content Features

The SAT includes a Reading Test, Writing and Language Test, and a Math Test. The SAT has an optional essay component, which some colleges will require. SAT questions focus on skills that matter most for college readiness and success, according to the latest research. SAT questions center on the following:

| Words in Context | Command of <br> Evidence | U.S. Founding Documents <br> and The Great Global <br> Conversation |  |
| :---: | :---: | :---: | :---: |
| Math that Matters Most | Problems Grounded <br> in Real-World <br> Contexts | Analysis in Science and in <br> History/Social Studies |  |
| Essay Analyzing a Source |  |  |  |

## SAT Score Comparisons - Total Group, State, OTHS



## Overall SAT Score - Five Year Comparison



## Analyzing and Using the Data

- Administrative teams review the data and coach teachers how to review their own data. Teachers look for areas in need of improvement and begin to formulate a plan to target instruction to the students' needs.
- The data helps us determine professional development activities, curriculum development, and intervention services.
- Data meetings, Intervention \& Referral Services Meetings as well as lesson plans will use this assessment data to address individual student learning needs and academic goals.


## ELA Next Steps K-5

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- Continued focus on writing- Writing instruction will include modeling, guided practice and independent application.
- DDICM Grant (Year 3 of 4)- Continued implementation of a data-driven instructional coaching model to improve teacher practices and outcomes for students with/at-risk for reading disabilities
- Utilizing the data collected to drive instruction
- Continue to include multilingual learners in the general education experience


## ELA Next Steps 6-12

- Implementation of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to screen for deficits in foundational literacy skills in grades 6-8.
- Interventionists are being trained through IMSE(Institute for Multi-Sensory Education) in addressing deficits in morphology, fluency, vocabulary, and comprehension.
- ELA Enrichment- Basic skills course for targeted 9th grade students.
- Reviewing Evidence-Based Statements so that teachers see which skills students performed well on and which skills require more attention.


## Math Next Steps K-5

-     -         - 
- K-5 Supervisor will continue to work with teachers in implementing the Curriculum Companions.
- Integrate differentiated learning opportunities based on formative assessments
- Adherence to $40+40$ learning period where half of the period allows students to work at their own pace and receive differentiated instruction
- Target homework assignments to be meaningful and supportive


## Math Next Steps 6-12

-     -         - 
- Grade 9 Algebra 1 intervention is a new pilot started this school year.
- Implementation of a push-in model for intervention for grades 6-8
- Utilization of the IXL Diagnostic Snapshot
- Continued use of data to drive instruction


## Intervention Services

-     -         - 

The Ocean Township School District provides multiple programs designed to improve student performance, including, but not limited to the following:

| Tiered Intervention | Gifted \& Talented | Advanced Placement and <br> Honors courses |
| :---: | :---: | :---: |
| Communications \& Math <br> Lab | Spartan Ready Summer <br> program | Portfolio courses |
| Summer Bridge Programs | Rising Up summer transition <br> program | Instructional Coaching |
| Progress Monitoring <br> assessments | Title I programs | Mentoring programs |


[^0]:    *Some students in grade 8 participated in the Algebra I assessment in place of the $8^{\text {th }}$ grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.
    Notes: Percentages may not total 100 due to rounding.

[^1]:    *Some students in grade 8 participated in the Algebra I assessment in place of the $8^{\text {th }}$ grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.
    Notes: Percentages may not total 100 due to rounding.

