

Ramapo Indian Hills Regional High School District

Assessment Presentation 2022

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NJSLA: Spring 2022

- Grade 9: NJSLA ELA and enrolled in Math
- Grade 11: NJSLA Science
- Students' results from Algebra 1 or Geometry taken in middle school are not included in the HS reports
- Trend analysis is only possible with three years of consecutive data from the same test

Reporting Parameters

- N = 10 for reporting purposes
- Subgroup data having an “n” equal to or greater than 10 are required to be reported publicly
- Rounding may result in sums not equally 100%

NJSLA: District Participation Rates

ELA - Grade 9: 96%

Science - Grade 11: 98.7%

MATH

- Algebra 1: 96.6%
- Geometry: 100%
- Algebra 2: 100%

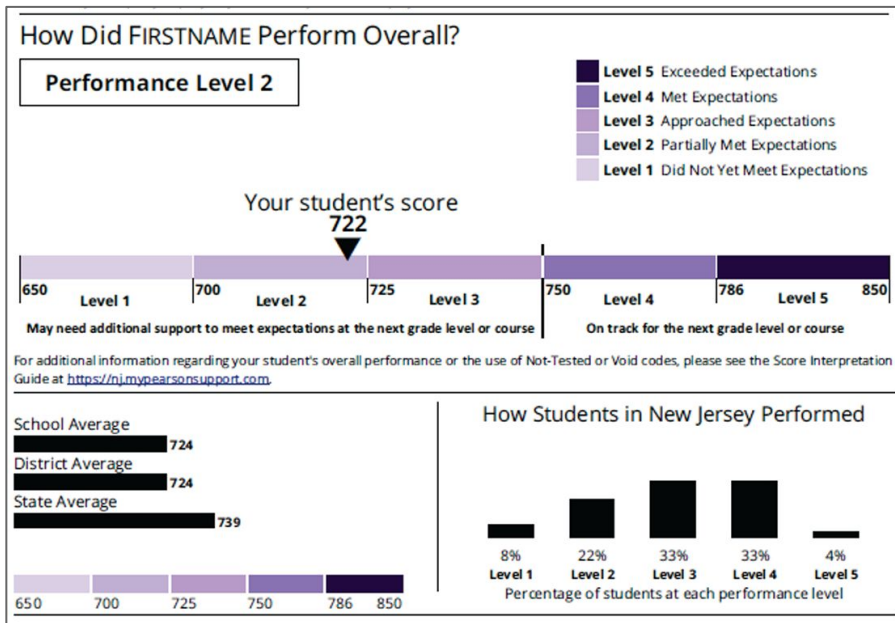
NJSLA Scoring Guides

<u>Level</u>	<u>Range</u>	<u>Expectations</u>
Level 1	650 - 699	Did Not Yet Meet Expectations
Level 2	700 - 724	Partially Met Expectations
Level 3	725 - 749	Approached Expectations
Level 4	750 - **	Met Expectations
Level 5	** - 850	Exceeded Expectations

*** Depends on the assessment*

NJSLA Scoring Explained: ISR

Front of ISR



Back of ISR

How Did Your Student Perform in Areas of Mathematics?



MAJOR CONTENT

Your student performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving problems involving proportional relationships, adding, subtracting, multiplying and dividing with rational numbers, and linear expressions, equations, and inequalities.



EXPRESSING MATHEMATICAL REASONING

Your student performed about the same as students who **approached expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.



ADDITIONAL & SUPPORTING CONTENT

Your student performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving circumference, area, surface area, volume, statistics, and probability.



MODELING & APPLICATION

Your student performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND

Your student performed about the same as students who:



Did Not Yet Meet or Partially Met Expectations



Approached Expectations



Met or Exceeded Expectations

NJSLA: ELA 9

ELA 9	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% ≥ Level 4
IHHS	6.5%	6%	17.3%	44%	26.2%	70.2%
RHS	4.8%	5.5%	26.1%	48.2%	15.4%	63.6%
District	5.5%	5.7%	22.7%	46.6%	19.5%	66.1%
State	11.9%	15.6%	23.6%	36.5%	12.4%	48.9%

NJSLA: ELA 9

ELA 9: Ethnicity / Race Subgroup Comparison

Ethnicity / Race	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% \geq Level 4
Asian	0%	0%	16.7%	50%	33.3%	83.3%
Hispanic or Latino	16.7%	5.6%	25.9%	40.7%	11.1%	51.9%
White	4.0%	6.3%	22.4%	47.4%	19.9%	67.3%

American Indian, Alaskan Native, Black or African-American, Native Hawaiian or other Pacific Islander and Two or More Races could not be reported due to the number of valid scores.

NJSLA: ELA 9

ELA 9 : Students with Disabilities Subgroup Comparison

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% ≥ Level 4
IEP - Yes	25%	18.8%	42.2%	14.1%	0%	14.1%
IEP - No	2.1%	3.5%	19.4%	52.1%	22.9%	75%
504	10%	5%	10%	65%	10%	75%

Grade 9 ELA : Economic Disadvantage Subgroup Comparison

No	4.9%	5.6%	22.8%	47.4%	19.3%	66.7%
Yes	30%	10%	20%	10%	30%	40%

NJSLA: ELA Achievements

- District and school level results on the ELA Grade 9 results surpass the State
- All Departments have been diligent to incorporate instructional activities and assessments aligned with the ELA Companion Standards in History, Social Studies, Science, and Technical Subjects
- Regularly hold department meetings to share instructional resources and collaborate on findings and results.
- Targeted lessons and activities were implemented by teacher to meet the needs of the individual students in the classroom, based on Student Roster Report data.

NJSLA ELA: Intervention Strategies

- Identify questions aligned to the areas of need in the [NJDOE Digital Library](#) for future classroom use
- Develop instructional activities and assessments that mirror the skills and understandings of the targeted areas on the NJSLA in ELA
- Analyze Content Roster Reports and Student Roster Reports to identify student needs and course-level trends, and institute targeted lessons for those students
- Continue with the integration of online resources (ex. [Common Lit](#), [Newsela](#), [The Learning Network](#)), released items from the State, and the sharing of activities among staff
- Continue to offer the Summer Learning Academy to support the development of essential skills

NJSLA Math

Who was assessed?

- 9th Grade Enrolled in:
 - Algebra I
 - Geometry
 - Algebra II
- 10–12th Grade Enrolled
 - Algebra 1 class

NJSLA: Algebra 1

Alg. 1	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% \geq Level 4
IHHS	3.6%	23.6%	38.2%	34.5%	0%	34.5%
RHS	5.9%	21.6%	43.8%	28.8%	0%	28.8%
District	4.9%	22.4%	41.4%	31.2%	0%	31.2%
State	17.8%	22.7%	24.7%	31.9%	2.9%	34.8%

NJSLA: Algebra 1

Algebra 1: Ethnicity / Race Subgroup Comparison

Ethnicity / Race	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% \geq Level 4
Hispanic or Latino	7.9%	26.3%	36.8%	28.9%	0%	28.9%
White	4.9%	23.3%	40.3%	31.6%	0%	31.6%

American Indian, Alaskan Native, Asian, Black or African-American, Native Hawaiian or other Pacific Islander and Two or More Races could not be reported due to the number of valid scores.

NJSLA: Algebra 1

Algebra 1 : Students with Disabilities Subgroup Comparison

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% ≥ Level 4
IEP - Yes	21.1%	42.1%	24.6%	12.3%	0%	12.3%
IEP - No	.5%	17%	46.1%	36.4%	0%	36.4%
504	14.3%	35.7%	21.4%	28.6%	0%	28.6%

NJSLA: Geometry

Geo.	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% \geq Level 4
IHHS	0%	2.6%	17.9%	74.4%	5.1%	79.5%
RHS	0%	0%	43.3%	51.5%	5.2%	56.7%
District	0%	0.7%	36%	58.1%	5.1%	63.2%
State	6.9%	18.9%	30.1%	37.8%	6.2%	44%

NJSLA: Geometry

Geometry: Subgroup Comparison						
Subgroup	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% \geq Level 4
White	0%	0.8%	35.6%	59.3%	4.2%	63.6%
American Indian, Alaskan Native, Asian, Black or African-American, Hispanic, Native Hawaiian or other Pacific Islander and Two or More Races could not be reported due to the number of valid scores.						
IEP: No	0%	0.7%	36.3%	57.8%	5.2%	63.0%

NJSLA: Algebra 2

Alg. 2	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% \geq Level 4
IHHS	0%	0%	0%	63.6%	36.4%	100%
RHS	0%	0%	9.1%	68.2%	22.7%	90.9%
District	0%	0%	6.1%	66.7%	27.3%	93.9%
State	14.3%	14.3%	18.1%	45.4%	7.8%	53.3%

NJSLA: Algebra 2

Algebra 2: Subgroup Comparison						
Subgroup	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% \geq Level 4
White	0	0%	6.9%	72.4%	20.7%	93.1%
American Indian, Alaskan Native, Asian, Black or African-American, Hispanic, Native Hawaiian or other Pacific Islander and Two or More Races could not be reported due to the number of valid scores.						
IEP: No	0%	0%	6.1%	66.7%	27.3%	93.9%

NJSLA Math: Achievements

- District and school level results on the Geometry and Algebra 2 surpass the State average
- A department focus has been on students “doing math” and incorporating additional student-based math projects
- Teachers use various online resources and teacher generated practices to individualize learning, support student practice, and determine potential areas in need of intervention.
- Collaboration meetings to address student needs and curricular / instructional improvements

NJSLA Math: Intervention Strategies

- Identify questions in the [NJDOE Digital Library](#) for future classroom use
- Develop instructional activities and assessments that mirror the skills and understandings of the targeted areas on the NJSLA in Mathematics
- Continue with the integration of online resources to personalize learning and differentiate instruction
- Specific areas to address through curriculum review, department collaboration, work with teachers to target appropriate interventions:
 - Type I assessment questions (major and supporting content), Type II assessment questions (reasoning), Type III assessment questions (modeling)
 - [Algebra 1](#), [Geometry](#), and [Algebra 2](#) Evidence Statement Tables
 - High School Mathematics [Performance Level Descriptors](#)

NJSLA: Math Intervention Strategies

- Analyze Content Roster Reports and Student Roster Reports to identify student needs and teacher-level trends, and institute targeted lessons for those students
- Identify needs of the teachers and offer professional development in those areas, including Professional Learning Communities
- Continue to hold additional department level / subject-specific meetings to address student needs and curricular / instructional improvements
- Continue to offer the Summer Learning Academy to support essential skills
- Start Strong results and problems guide instruction and prepare students for NJSLA

NJSLA: Science Scoring Guide

- Comprehensive Assessment
- Assesses all areas of the NJSLS Science Standards (Physical, Life, and Earth and Space)
- Administered to **all** 11th grade students
- Assessment Resources

<u>Level</u>	<u>Range</u>	<u>Expectations</u>
Level 1	100-157	Below Proficient
Level 2	158-199	Nearly Proficient
Level 3	200-249	Proficient
Level 4	250-300	Advanced Proficiency

NJSLA: Science

Science	Below Proficient (% Level 1)	Near Proficiency (% Level 2)	Proficient (% Level 3)	Advanced Proficiency (% Level 4)	% of students at Level 3/4
IHHS	31.3%	33.3%	31.8%	3.6%	35.4%
RHS	32.7%	31.9%	29.2%	6.1%	35.4%
District	32.2%	32.4%	30.1%	5.2%	35.4%
State	46.2%	24.8%	20.5%	8.4%	29%

NJSLA: Science Achievements

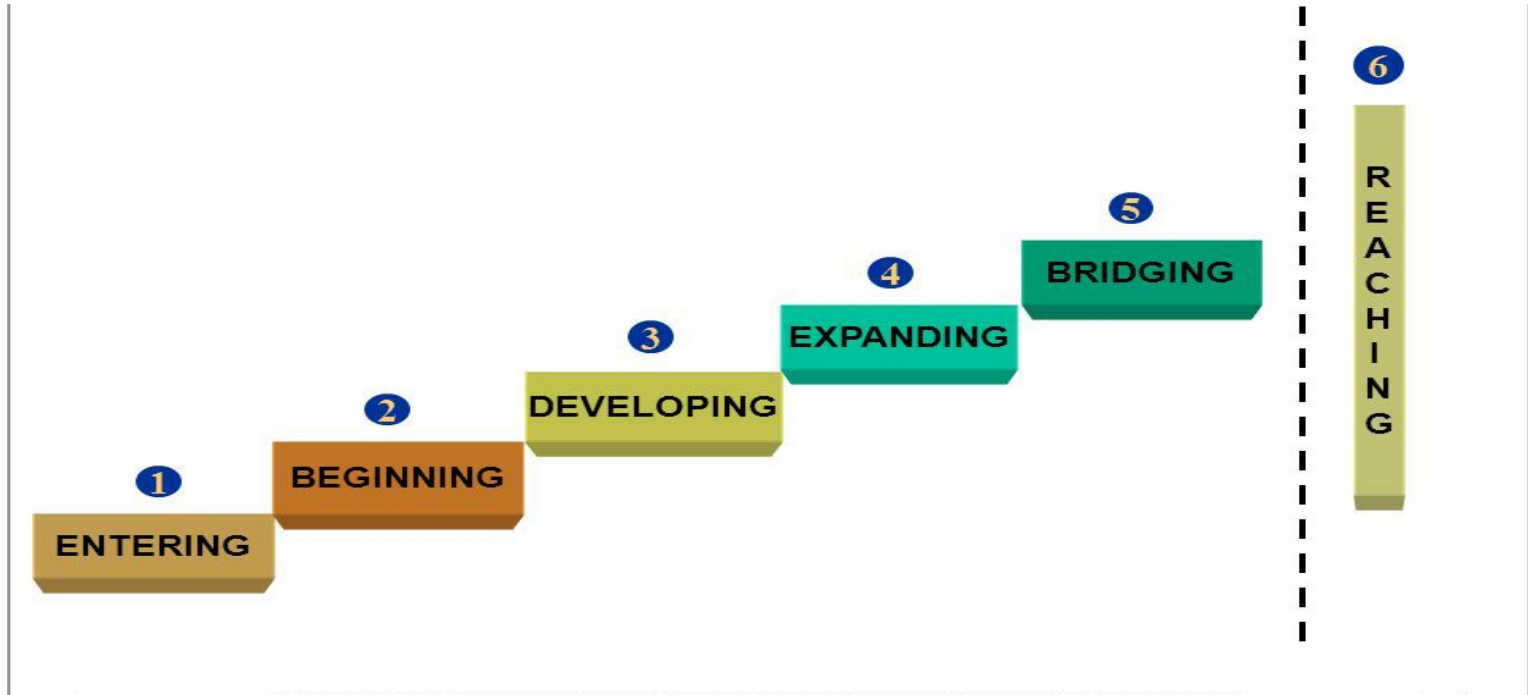
- Curriculum Revisions with a focus on formative assessments
- Purposeful planning to integrate DCIs, SEPs, and CCCs*
- Inquiry and lab based sciences
- Student-centered and student-directed learning experiences
- Problem-based, critical-thinking
- Real-world data collection and analysis
- Synthesis from multiple sources
- Using technology for data collection, investigation and research

*NJDOE Disciplinary Core Ideas (DCIs), Science & Engineering Practices (SEPs), and Crosscutting Concepts (CCC)

NJSLA Science: Intervention Strategies

- Triangulated data analysis upon receipt of shared Start Strong assessment results that was administered this Fall.
- Use of analysis results to drive instructional planning and assessments
- Summer accelerated learning academies with science skills focus

ACCESS Assessment for ELLs



ACCESS Assessment for ELLs

Proficiency Level	Listening	Speaking	Reading	Writing	Oral Language	Literacy (R+W)	Comprehension	Overall Score
Level 1 Entering	15%	38%	23%	15%	38%	15%	8%	31%
Level 2 Emerging	46%	38%	38%	15%	15%	31%	54%	15%
Level 3 Developing	8%	23%	0%	54%	31%	31%	0%	38%
Level 4 Expanding	0%	0%	0%	0%	15%	23%	8%	15%
Level 5 Bridging	8%	0%	15%	0%	0%	0%	0%	0%
Level 6 Reaching	23%	0%	15%	0%	0%	0%	23%	0%

ACCESS for ELLs: Achievements

- ELL Team and Increased Collaboration with regular education teachers
- Redesigned professional development for teachers
- Student growth (Screener / Access for ELLs)
- Efforts to increase ELL participation in the School Community

ACCESS for ELLs: Intervention Strategies

- Maintain and strengthen the ELL Team of professionals
- ELL Teacher “push in” to regular education courses
- Expansion of professional development program for teachers
- WIDA “Can Do” Key Descriptors
- Continued practice of English for Other Languages Class to two double-period sections
- English for Other Languages Curriculum Revision and Implementation
- Continue to encourage ELL participation in the school community

Dynamic Learning Maps Assessment Overview

- Dynamic Learning Maps (DLM) administered to students with significant cognitive disabilities
- 11th Grade Administration
- Alternate graduation assessment requirement to NJSLA
- English Language Arts, Mathematics, and Science
- Four levels of performance:
 - Emerging | Approaching the Target | At Target | Advanced
- Additional Information:
 - [DLM Parent Brochure](#)
 - [About DLM Assessments](#)

**Upcoming presentations will cover
other assessments:
Start Strong, NJGPA and PSAT**