Assessment Results: NJSLA, DLM & ACCESS

East Rutherford School District

Superintendent Giovanni A. Giancaspro

October 2024

AGENDA

- Presentation of Highlights and Accomplishments 2023-2024 SY
- District Data Presentation for 2023-2024 SY
- Intervention Plans to be Implemented 2024-2025 SY

Highlights & Accomplishments

- National Junior Honor Society (Faust School)

Highlights & Accomplishments

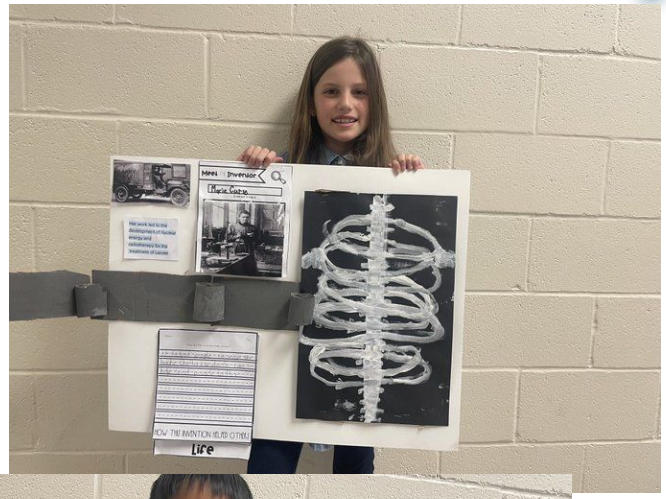
- National Elementary Honor Society (Lincoln School)

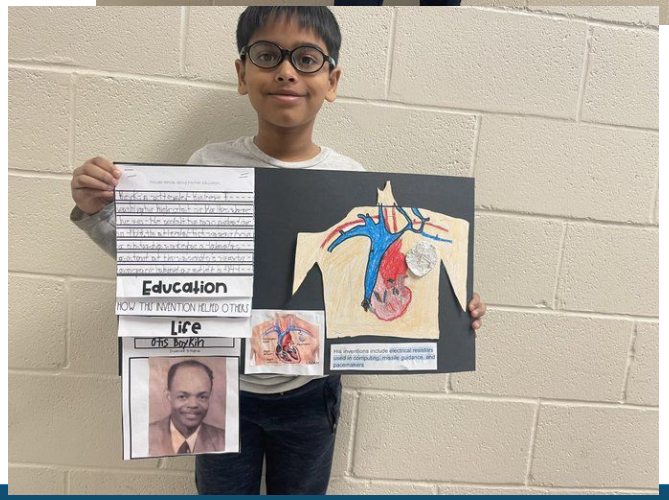
Highlights & Accomplishments

- STEAM Program

Highlights & Accomplishments

- Gifted & Talented Program





Highlights & Accomplishments

- Debate Team

Highlights & Accomplishments

- Students generalizing academic skills within our community setting.

Highlights & Accomplishments

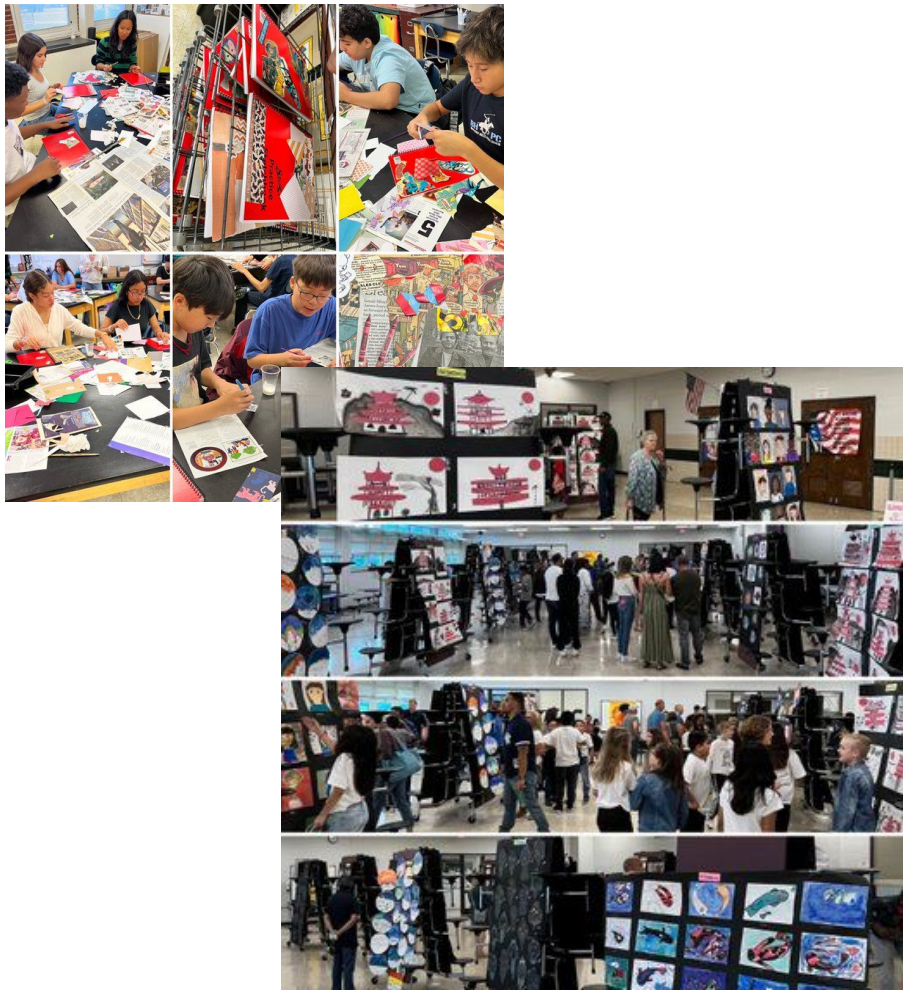
- ERSD is Proud to be Stigma Free!

Highlights & Accomplishments

- Recognition from the New York Giants

Highlights & Accomplishments

- Performing Arts & Art Shows



Highlights & Accomplishments

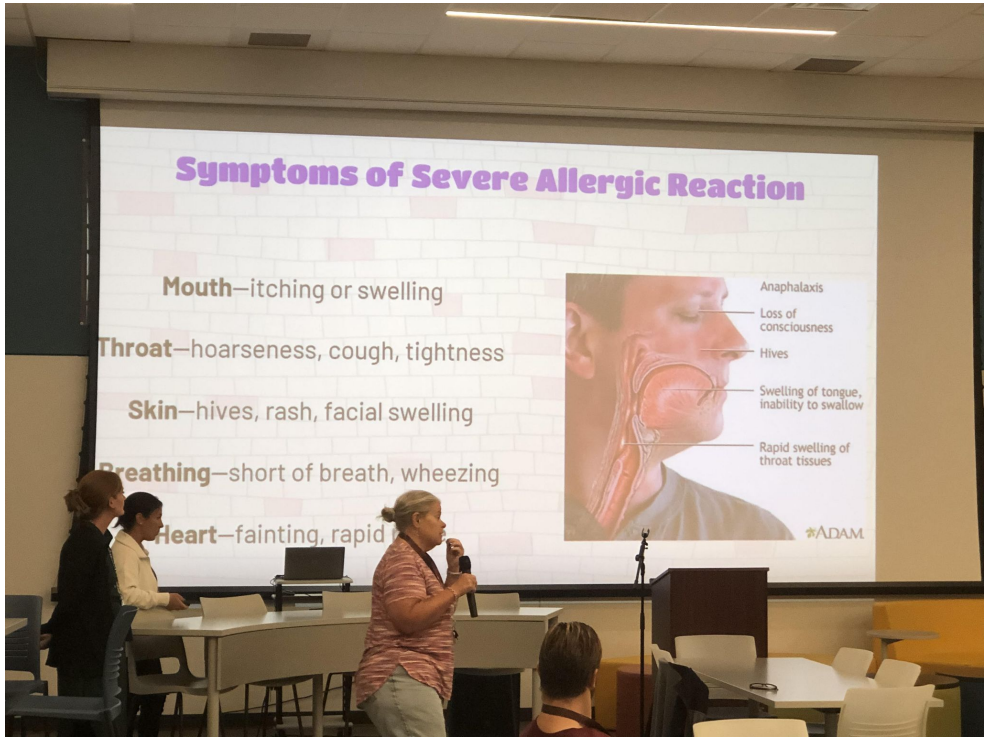
- Athletic Achievement

Highlights & Accomplishments

- Student Council & Community Engagement (Faust School)

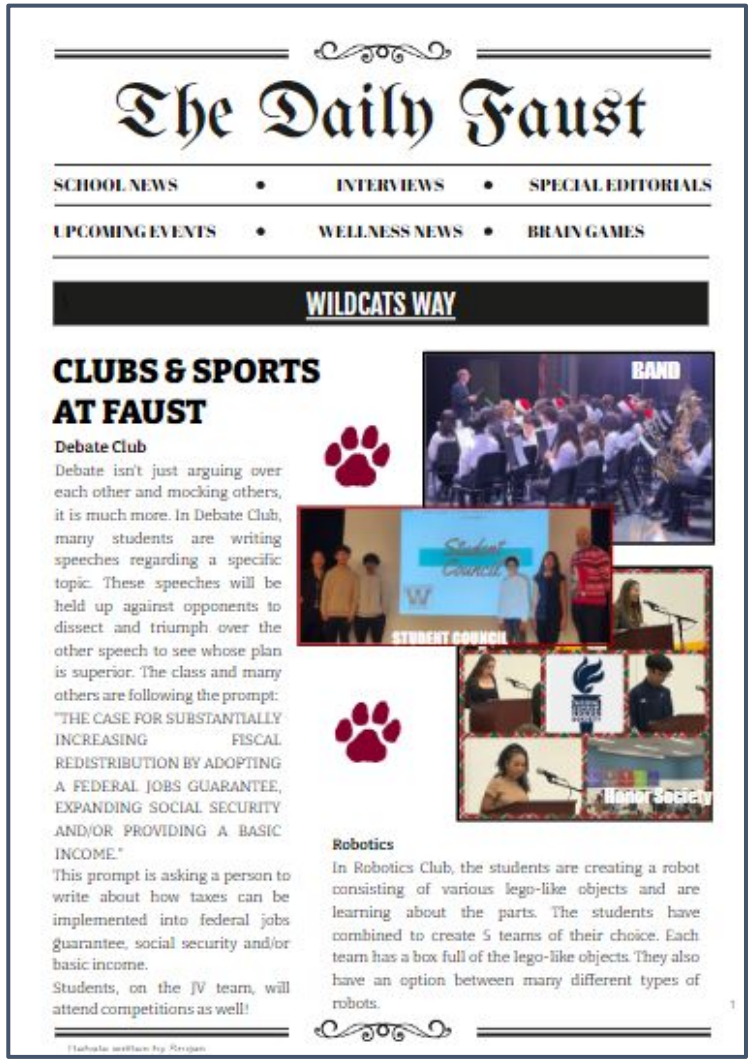
Highlights & Accomplishments

- Educator Professional Development Institute: Teachers Teaching Teachers



Highlights & Accomplishments

- **Student Council Newspaper Committee's First Edition of The Daily Faust!**



The Daily Faust

SCHOOL NEWS • INTERVIEWS • SPECIAL EDITORIALS

UPCOMING EVENTS • WELLNESS NEWS • BRAIN GAMES

WILDCATS WAY

CLUBS & SPORTS AT FAUST

Debate Club

Debate isn't just arguing over each other and mocking others, it is much more. In Debate Club, many students are writing speeches regarding a specific topic. These speeches will be held up against opponents to dissect and triumph over the other speech to see whose plan is superior. The class and many others are following the prompt: "THE CASE FOR SUBSTANTIALLY INCREASING FISCAL REDISTRIBUTION BY ADOPTING A FEDERAL JOBS GUARANTEE, EXPANDING SOCIAL SECURITY AND/OR PROVIDING A BASIC INCOME."

This prompt is asking a person to write about how taxes can be implemented into federal jobs guarantee, social security and/or basic income.

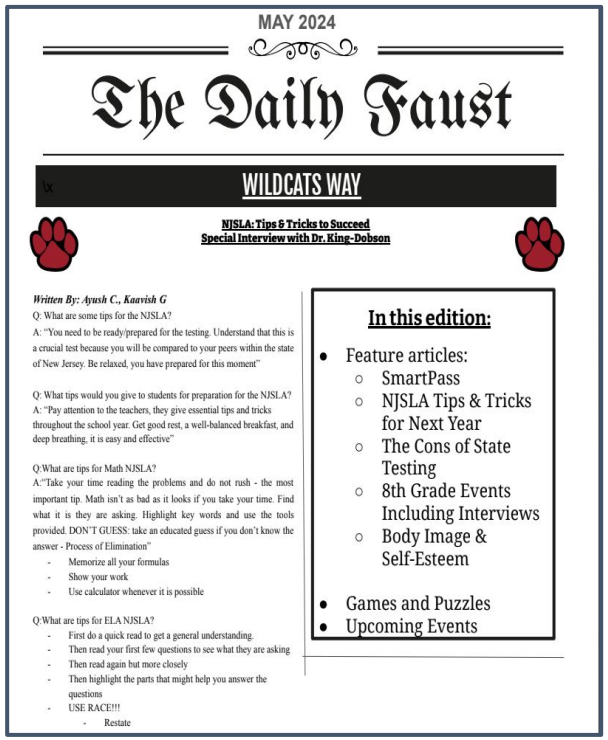
Students, on the JV team, will attend competitions as well!

BAND

STUDENT COUNCIL

Robotics

In Robotics Club, the students are creating a robot consisting of various lego-like objects and are learning about the parts. The students have combined to create 5 teams of their choice. Each team has a box full of the lego-like objects. They also have an option between many different types of robots.



MAY 2024

The Daily Faust

WILDCATS WAY

NJSLA: Tips & Tricks to Succeed

Special Interview with Dr. King-Dobson

Written By: Ayush C., Kaavish G

Q: What are some tips for the NJSLA?

A: "You need to be ready/prepared for the testing. Understand that this is a crucial test because you will be compared to your peers within the state of New Jersey. Be relaxed, you have prepared for this moment"

Q: What tips would you give to students for preparation for the NJSLA?

A: "Pay attention to the teachers, they give essential tips and tricks throughout the school year. Get good rest, a well-balanced breakfast, and deep breathing, it is easy and effective"

Q:What are tips for Math NJSLA?

A:"Take your time reading the problems and do not rush - the most important tip. Math isn't as bad as it looks if you take your time. Find what it is they are asking. Highlight key words and use the tools provided. DON'T GUESS: take an educated guess if you don't know the answer - Process of Elimination"

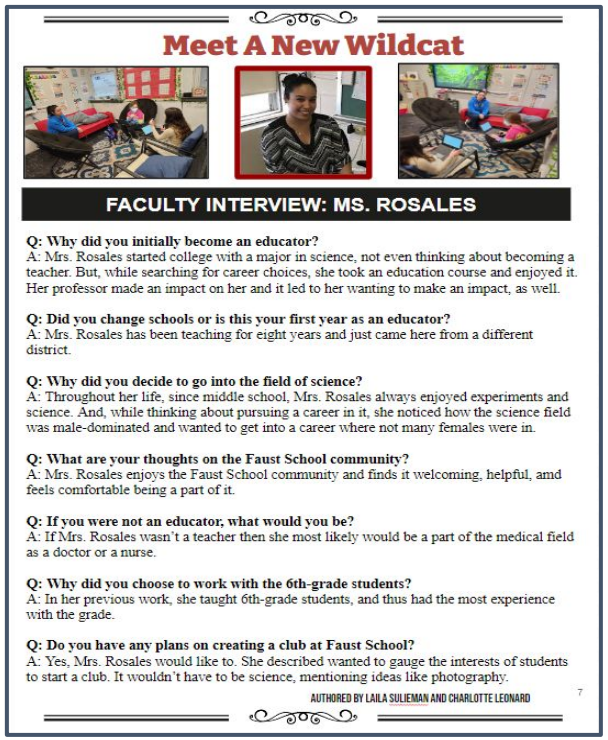
- Memorize all your formulas
- Show your work
- Use calculator whenever it is possible

Q:What are tips for ELA NJSLA?

- First do a quick read to get a general understanding.
- Then read your first few questions to see what they are asking
- Then read again but more closely
- Then highlight the parts that might help you answer the questions
- USE RACE!!!
  - Restate

In this edition:

- Feature articles:
  - SmartPass
  - NJSLA Tips & Tricks for Next Year
  - The Cons of State Testing
  - 8th Grade Events Including Interviews
  - Body Image & Self-Esteem
- Games and Puzzles
- Upcoming Events



Meet A New Wildcat

FACULTY INTERVIEW: MS. ROSALES

Q: Why did you initially become an educator?
A: Mrs. Rosales started college with a major in science, not even thinking about becoming a teacher. But, while searching for career choices, she took an education course and enjoyed it. Her professor made an impact on her and it led to her wanting to make an impact, as well.

Q: Did you change schools or is this your first year as an educator?
A: Mrs. Rosales has been teaching for eight years and just came here from a different district.

Q: Why did you decide to go into the field of science?
A: Throughout her life, since middle school, Mrs. Rosales always enjoyed experiments and science. And, while thinking about pursuing a career in it, she noticed how the science field was male-dominated and wanted to get into a career where not many females were in.

Q: What are your thoughts on the Faust School community?
A: Mrs. Rosales enjoys the Faust School community and finds it welcoming, helpful, amd feels comfortable being a part of it.

Q: If you were not an educator, what would you be?
A: If Mrs. Rosales wasn't a teacher then she most likely would be a part of the medical field as a doctor or a nurse.

Q: Why did you choose to work with the 6th-grade students?
A: In her previous work, she taught 6th-grade students, and thus had the most experience with the grade.

Q: Do you have any plans on creating a club at Faust School?
A: Yes, Mrs. Rosales would like to. She described wanted to gauge the interests of students to start a club. It wouldn't have to be science, mentioning ideas like photography.

AUTHORED BY LAILA SULIEMAN AND CHARLOTTE LEONARD

Highlights & Accomplishments

- School Spirit: Pep Rallies (The installation of joy)

COMPOSITION OF EAST RUTHERFORD SCHOOL DISTRICT ASSESSED GRADE LEVELS

SCHOOL	GRADE LEVEL	ASSESSMENT
McKenzie	3rd Grade	ELA & Mathematics
Lincoln	4th Grade	ELA & Mathematics
Lincoln	5th Grade	ELA, Mathematics & Science
Faust	6th & 7th Grade	ELA & Mathematics
Faust	8th Grade	ELA, Mathematics & Science

CATEGORIES OF RESULTS (NJSLA)

English Language Arts & Mathematics

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

CATEGORIES OF RESULTS (NJSLA)

Science

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

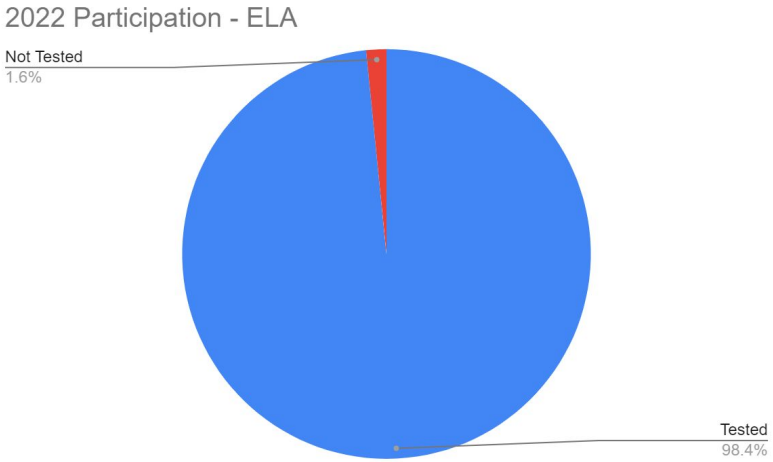
East Rutherford District Level Performance Report
Spring 2022, 2023 & 2024 NJSLA Administrations (Levels 4 & 5)

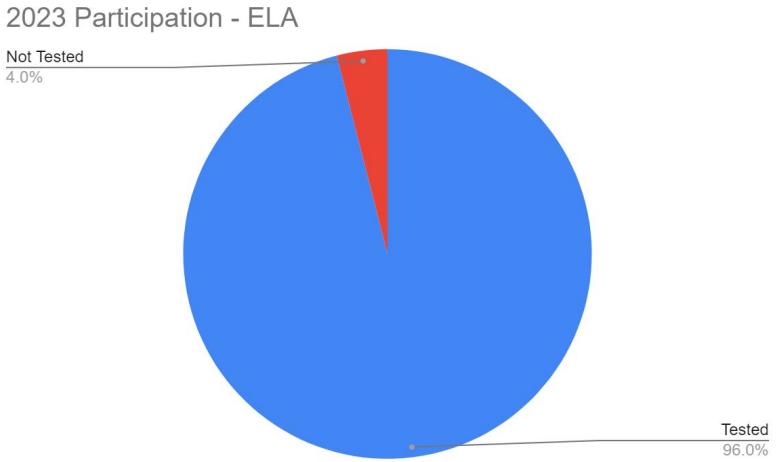
Subjects	Level 4 2022	Level 4 2023	Level 4 2024	Level 5 2022	Level 5 2023	Level 5 2024	Meet & Exceed 2022	Meet & Exceed 2023	Meet & Exceed 2024
ELA	34.4%	42.8%	56.7%	16.4%	24.0%	21.4%	50.8%	66.8%	78.6%
Math	26.4%	33.6%	53.6%	6.9%	9.2%	6.6%	33.3%	42.8%	59.7%
Science	4.5%	2.8%	6.9%				17.1%	22.0%	33.5%

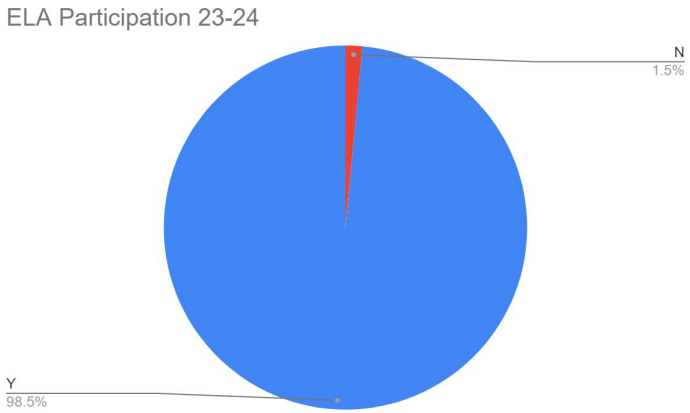
Notes: Percentages may not total 100 due to rounding.

Comparison of East Rutherford School District's Student Participation Rate Spring 2022, 2023 & 2024 ELA

Number of Students Tested

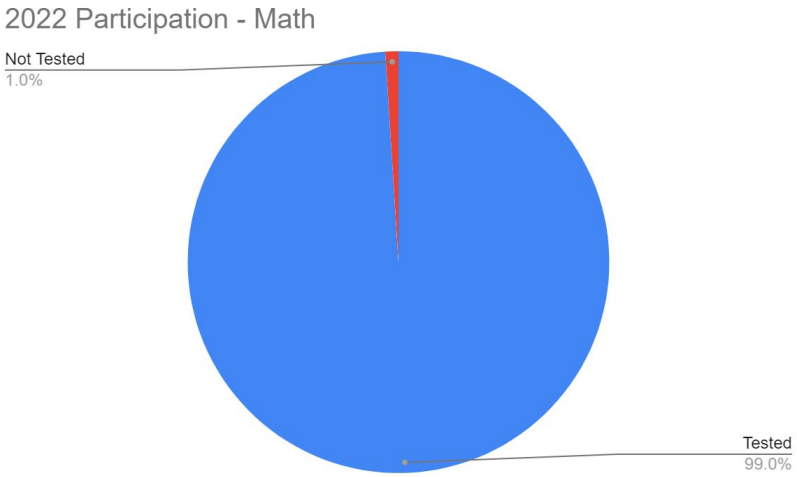


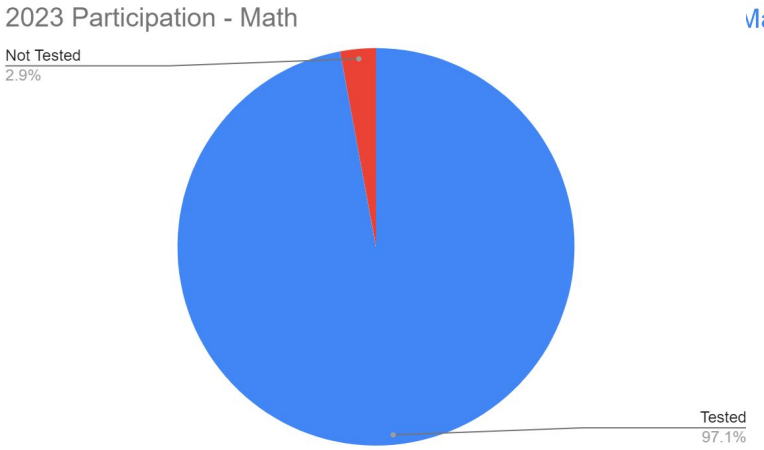


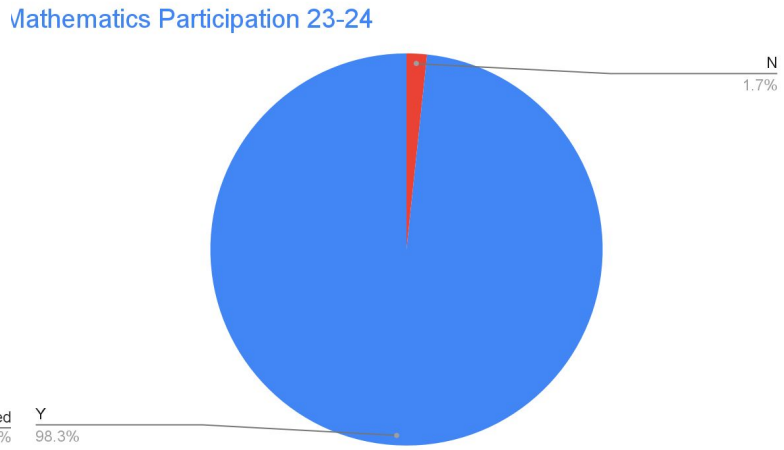


Comparison of East Rutherford School District's Student Participation Rate Spring 2022, 2023 & 2024 Mathematics

Number of Students Tested

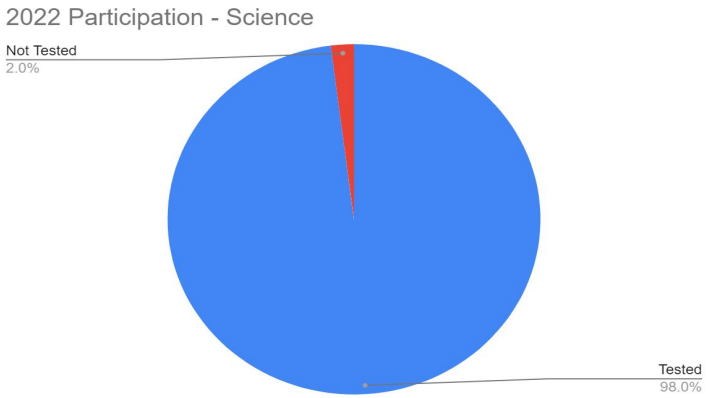


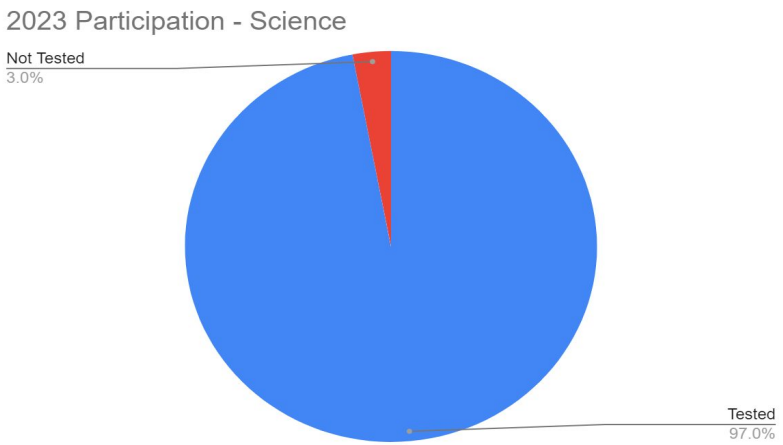


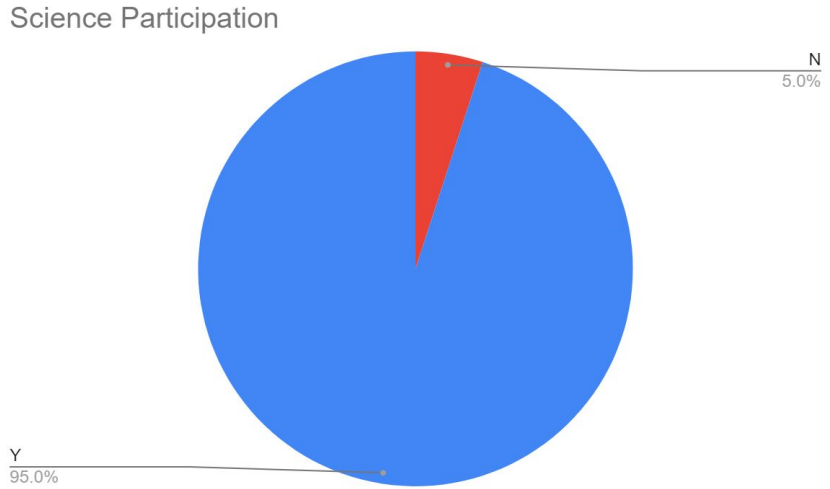


Comparison of East Rutherford School District's Student Participation Rate Spring 2022, 2023 & 2024 Science

Number of Students Tested







Comparison of East Rutherford School District's Spring 2022, 2023 & 2024 NJSLA Administrations ELA, Math & Science – Percentages (Level 4)

Subject	Level 4 2022 ER	Level 4 2022 State	Level 4 2023 ER	Level 4 2023 State	Level 4 2024 ER
ELA	34.4%	36.1%	42.8%	37.1%	56.7%
Math	26.4%	26.7%	33.6%	30.0%	53.6%
Science	4.5%	5.4%	2.8%	5.0%	6.9%

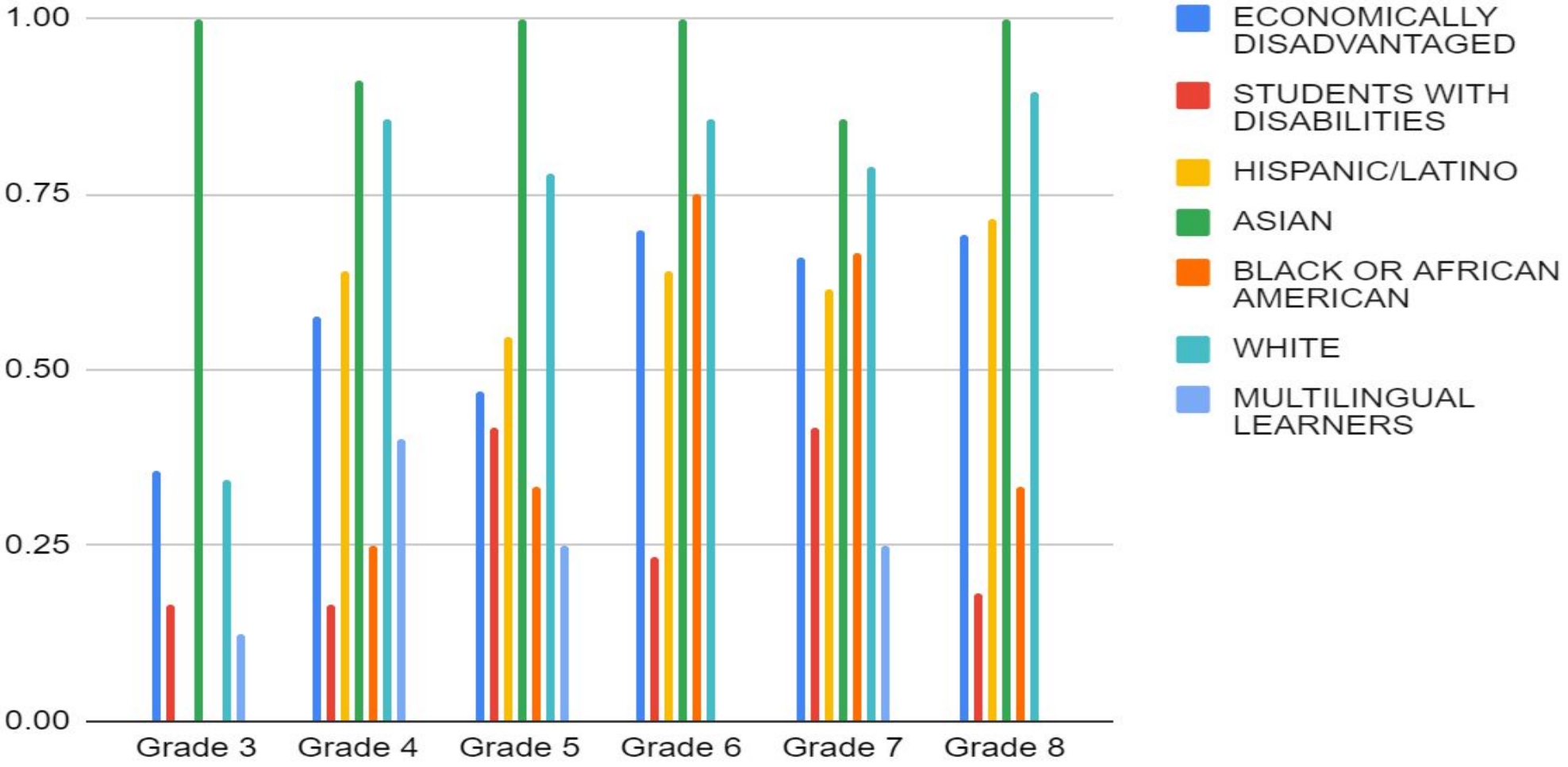
Notes: Percentages may not total 100 due to rounding.

Comparison of East Rutherford School District's Spring 2022, 2023 & 2024 NJSLA Administrations ELA, Math & Science – Percentages (Meet & Exceed)

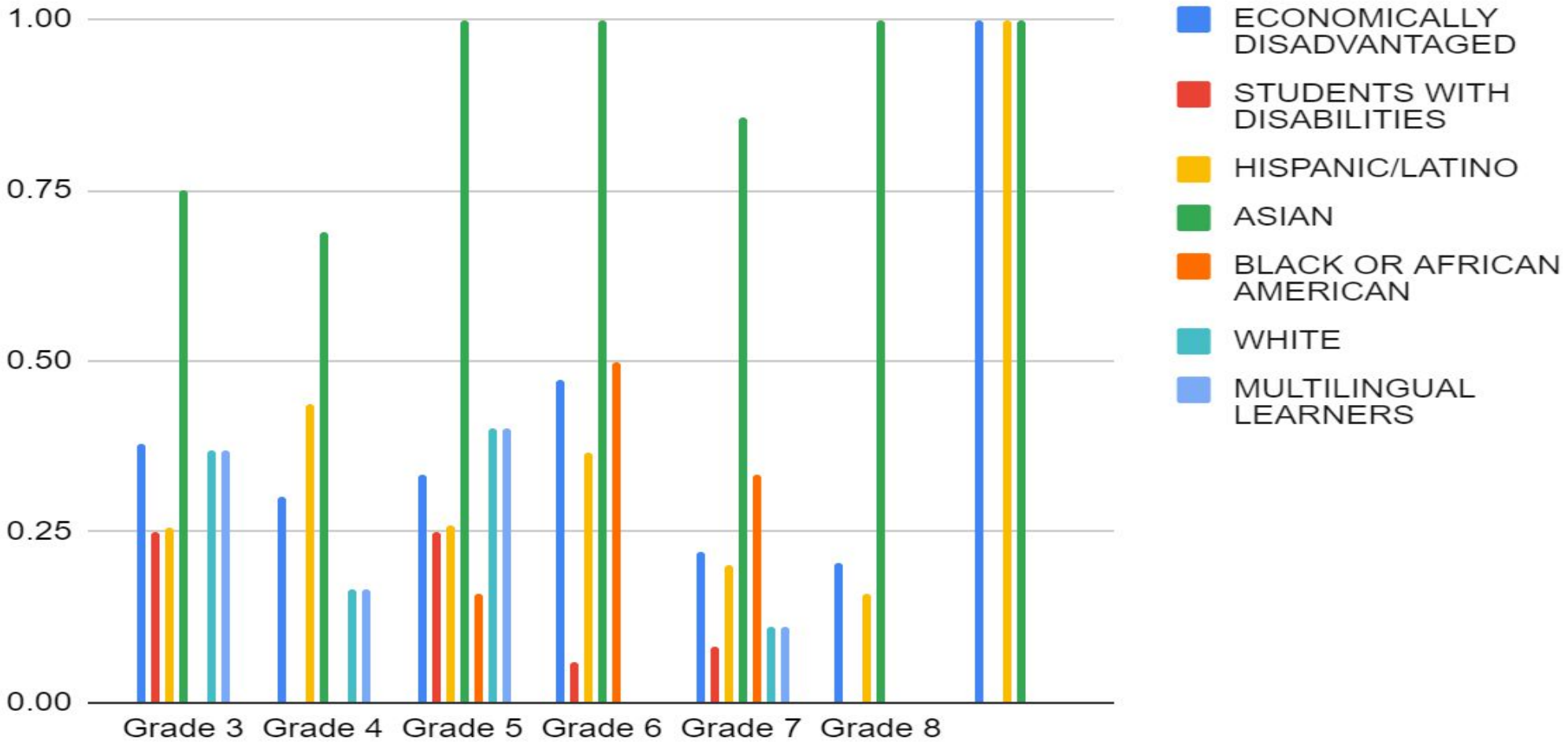
Subject	ER Meet & Exceed 2022	State Meet & Exceed 2022	ER Meet & Exceed 2023	State Meet & Exceed 2023	ER Meet & Exceed 2024
ELA	50.8%	49.0%	66.8%	51.2%	78.6%
Math	33.3%	32.7%	42.8%	36.7%	59.7%
Science	17.1%	20.4%	22.6%	22.6%	33.5%

Notes: Percentages may not total 100 due to rounding.

COMPARATIVE ANALYSIS OF SUBGROUP STUDENT PERCENTAGES MEETING OR EXCEEDING GRADE LEVEL EXPECTATIONS
2023-2024 NJSLA
ELA



COMPARATIVE ANALYSIS OF SUBGROUP STUDENT PERCENTAGES MEETING OR EXCEEDING GRADE LEVEL EXPECTATIONS
2023-2024 NJSLA MATHEMATICS



WIDA Results: 2023-2024

District Wide	# of Participants 2023-2024	Exited Program 2023-2024
K- 8	65	8

Dynamic Learning Maps (DLM) Results 2021-2022, 2022-2023 & 2023-2024

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.

2021-2022	2022-2023	2023-2024
N<10	N<10	N<10

Intervention Plan: ELA District Wide

General Recommendations for ELA Instruction District Wide:

1. **Data-Driven Grouping:** Use the NJSLA data to create flexible small groups based on students' specific needs (e.g., summarizing, analyzing characters, comparing perspectives). Differentiate instruction within these groups to target areas where students performed below state level.
2. **Scaffolded Instruction:** For standards where students struggled significantly, provide more scaffolding. Break down complex tasks like summarization, character analysis, and comparing perspectives into smaller, manageable steps.
3. **Frequent Formative Assessments:** Use quick assessments, such as exit tickets, quizzes, and writing prompts, to monitor students' understanding of the standards. Adjust instruction based on their progress.
4. **Modeling and Guided Practice:** Use modeling to demonstrate how to summarize texts, analyze characters, and compare points of view. Gradually release responsibility to students through guided and independent practice.
5. **Use of Visual and Audio Supports:** Since students struggled with connecting text descriptions to visuals and oral representations, incorporate more multimedia into instruction. Use videos, illustrations, and audio versions of texts to help students make these connections.
6. **Cross-Curricular Integration:** Encourage students to apply reading strategies in other subjects, such as social studies and science, where they can practice summarizing informational texts or comparing multiple accounts of historical events.

Intervention Plan: ELA District Wide

General Recommendations for ELA Instruction District Wide:

7. Differentiated Small Groups: Use last year's performance data to create small, flexible groups for targeted instruction. Group students who struggled with citing evidence or identifying text structures together and provide additional support in those areas.

8. Integrated Reading and Writing: Encourage students to write about what they read by assigning tasks that require them to cite evidence, summarize texts, and analyze character development. This integrated approach will reinforce key skills in both reading and writing.

9. Hands-On Learning: For science and technical reading skills, incorporate hands-on tasks where students can directly apply their reading skills, such as following multistep procedures or summarizing the results of experiments. Real-world applications will reinforce understanding.

10. Practice Test-type Questions: All assessment questions should closely align with the format used in the NJSLA-ELA.

Intervention Plan: Math District Wide

General Recommendations for Math Instruction District Wide:

1. **Data-Driven Grouping**: The use of formative assessments to create flexible groups targeting specific skills and ensuring focused instruction on weak areas will be encouraged.
2. **Integrated Review**: We will recommend that teachers incorporate review sessions for weak standards into daily or weekly routines, through warm-up activities, exit tickets, or math centers.
3. **Real-World Applications:** Students should be given the opportunity to connect math concepts to real-life examples to help them see relevance, especially for complex topics.
4. **Frequent Formative Assessments:** Teachers will regularly assess progress on deficit areas to ensure students are on track and receiving additional support if needed.
5. **Re-teach Key Concepts**: Teachers are encouraged to spend time revisiting core concepts that students struggled with in their previous grade. Using scaffolding techniques, teachers are encouraged to reinforce these skills before advancing to more complex sixth-grade content.
6. **Use Formative Assessments:** It is recommended that teachers create formative assessments based on specific deficit standards to regularly monitor student progress and understanding throughout the year. These assessments can be used to adjust instruction as needed and ensure that students are mastering previously challenging concepts.

Intervention Plan: Math District Wide

General Recommendations for Math Instruction District Wide:

7. Collaboration and Data Sharing: Teachers will be encouraged to collaborate with their colleagues to share strategies that worked in addressing specific areas of struggle. Joint planning sessions should focus on aligning instructional strategies that tackle common student difficulties.

8. **Targeted Instruction on Weak Standards:** Teachers will focus on the standards where students performed slightly below or significantly below the state level. Teachers will allocate more time to these specific skills, using scaffolded instruction and manipulatives to reinforce these concepts.

9. Math Fluency and Practice: Teachers will continue to reinforce fluency in multiplication and division across all grade levels. Incorporating daily practice with multiplication facts and using games or online platforms will help to build automaticity.

10. Emphasize Mathematical Reasoning and Conceptual Understanding: Teachers will be strongly encouraged to stress the need for students to explain their reasoning and use models or diagrams to represent their thinking. Teachers will use strategies such as:

- Incorporating more visual representations (diagrams, models).
- Engaging students in explaining their reasoning both verbally and in writing.
- Using manipulatives or real-world problems to help students make connections between abstract concepts and practical applications.

Intervention Plan: Science District Wide

Goal	Rational	Action Steps
Goal 1: Enhance Science Instruction in Grade 3-5	Improve the effectiveness of NGSS incorporation in science instruction for elementary grades.	• Provide professional development for teachers in Grades 3-5 to deepen their understanding of NGSS and Science & Engineering Practices. • Focus on creating student-centered classrooms. • Emphasize the importance of elementary science as the foundation for Grade 5 assessment. • Teach teachers in constructing explanations and arguments using CER (claims, evidence & reasoning). • Explore the value of student-generated models to represent ideas.
Goal 2: Strengthen Middle School Science Instruction	To improve the alignment of middle school science instruction with NGSS.	• Provide professional development for middle school teachers regarding the Science and Engineering Practices (SEPs) in Grades 6-8. • Teach teachers to collectively, examine the SEP bands for middle school and assign them to specific courses (Science 6, Science 7, & Science 8). • Focus on analyzing assessments (tests, quizzes, labs, activities) to ensure NGSS alignment.
Goal 3: Utilize External Resources	To leverage external expertise for professional development.	• Partner with Rutgers University & PRISM Institute for PD (4th-8th Grades)
Goal 4: Infuse ELA & Mathematics Standards	To integrate ELA & Mathematics standards in Science instruction.	• Encourage departmental/grade level team meetings & develop rigorous benchmark assessments. • Promote infusion of Mathematics & ELA into Science Curriculum.