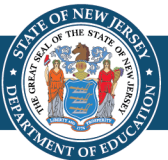




# NJSLA Results: Spring 2023 Administrations

Southern Regional School District

September 13, 2023



# Comparison of Southern Regional School District's Spring 2023 NJSLA Administrations English Language Arts - Percentages



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
7	6.1%	<b>11.7%</b>	13.8%	<b>12.7%</b>	24.6%	<b>19.9%</b>	40.8%	<b>32.5%</b>	14.7%	<b>23.2%</b>
8	10.7%	<b>12.9%</b>	11.9%	<b>11.6%</b>	22.6%	<b>20.1%</b>	41.7%	<b>35.8%</b>	13.0%	<b>19.5%</b>
9*	17.5%	<b>14.9%</b>	15.7%	<b>14.9%</b>	21.6%	<b>18.2%</b>	40.9%	<b>36.7%</b>	4.3%	<b>15.3%</b>

\* Includes grade 9 students only.

Notes: Percentages may not total 100 due to rounding.



# Comparison of Southern Regional School District's Spring 2023 NJSLA Administrations Mathematics - Percentages



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
7	7.4%	<b>12.7%</b>	16.7%	<b>22.8%</b>	35.3%	<b>30.7%</b>	37.0%	<b>29.0%</b>	3.7%	<b>4.8%</b>
8**	26.5%	<b>33.9%</b>	28.2%	<b>26.9%</b>	28.8%	<b>21.4%</b>	16.4%	<b>16.7%</b>	0	<b>1.1%</b>
Algebra I***	9.7%	<b>15.9%</b>	23.5%	25.9%	25.9%	<b>23.1%</b>	39%	<b>29.7%</b>	1.9%	<b>5.3%</b>
Algebra II***	*	<b>16.4%</b>	*	<b>13.9%</b>	*	<b>16.0%</b>	*	<b>44.2%</b>	*	<b>9.5%</b>
Geometry***	1.9%	<b>5.7%</b>	7.5%	<b>14.3%</b>	49.1%	<b>29.5%</b>	37.7%	<b>41.1%</b>	3.8%	<b>9.4%</b>

• The number of students for reporting is a minimum of 10 as per suppression rules applied to student data to protect student confidentiality.

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

\*\*\* Students in grades 11 and 12 were not included.

Notes: Percentages may not total 100 due to rounding.



# Southern Regional School District's Spring 2023 NJSLA Administrations Science - Percentages



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
8	41.6%	<b>40.0%</b>	43.0%	<b>41.5%</b>	12.4%	<b>14.2%</b>	3.0%	<b>4.4%</b>
11	33.8%	<b>43.8%</b>	31.1%	<b>26.4%</b>	29.0%	<b>21.6%</b>	6.1%	<b>8.3%</b>

Notes: Percentages may not total 100 due to rounding.

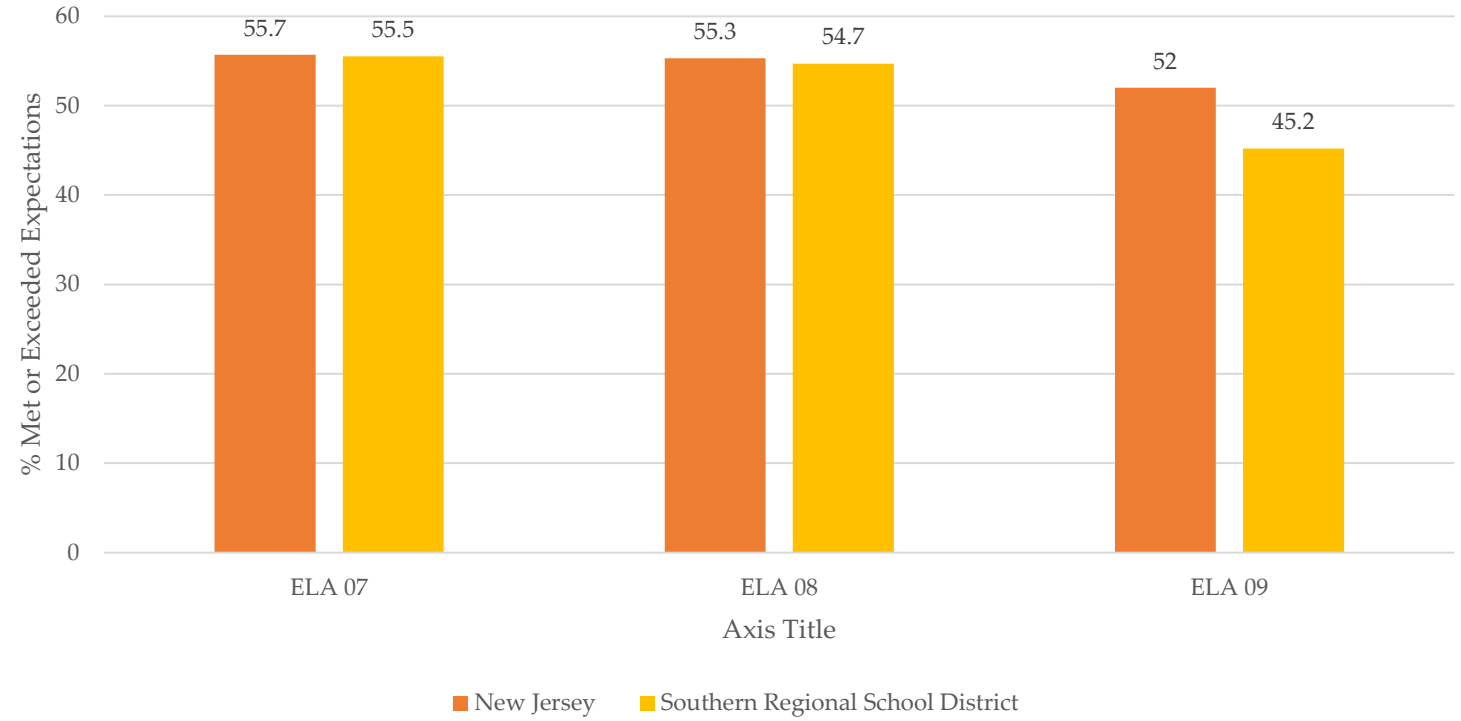




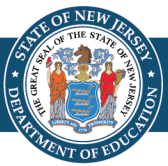
# Score Comparison- ELA



NJSLA ELA Score Comparison



\* The number of students for reporting is a minimum of 10 as per suppression rules applied to student data to protect student confidentiality.

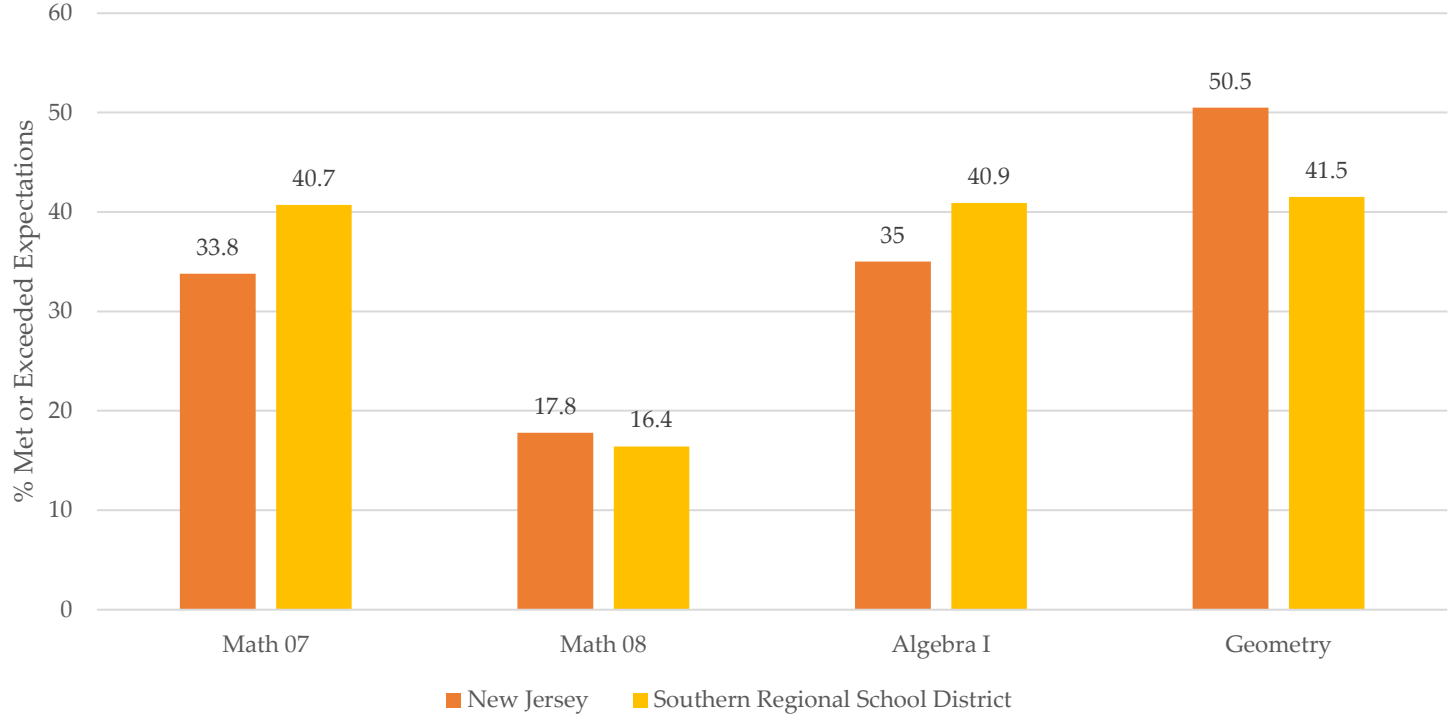




# Score Comparison- Math



NJSLA Math Score Comparison



\* The number of students for reporting is a minimum of 10 as per suppression rules applied to student data to protect student confidentiality.

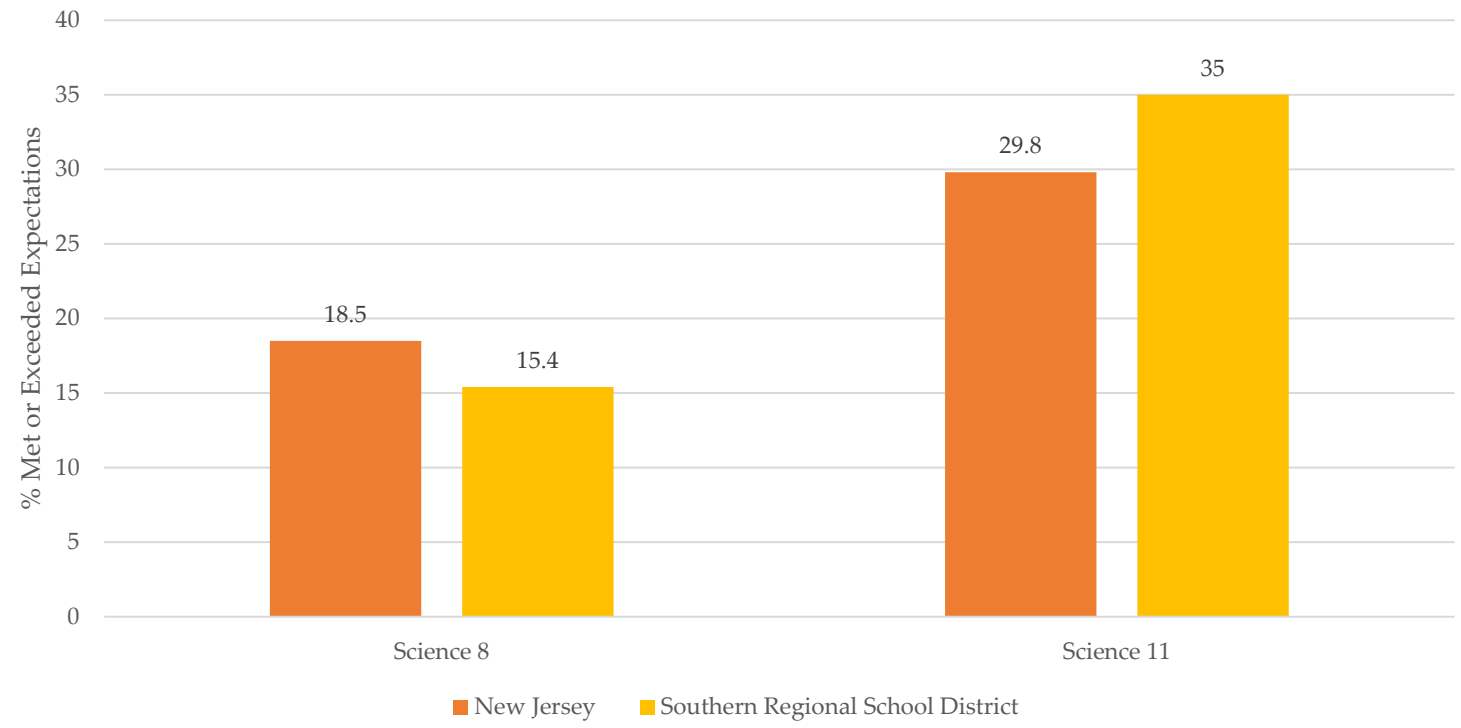




# Score Comparison- Science



NJSLA Science Score Comparison



\* The number of students for reporting is a minimum of 10 as per suppression rules applied to student data to protect student confidentiality.

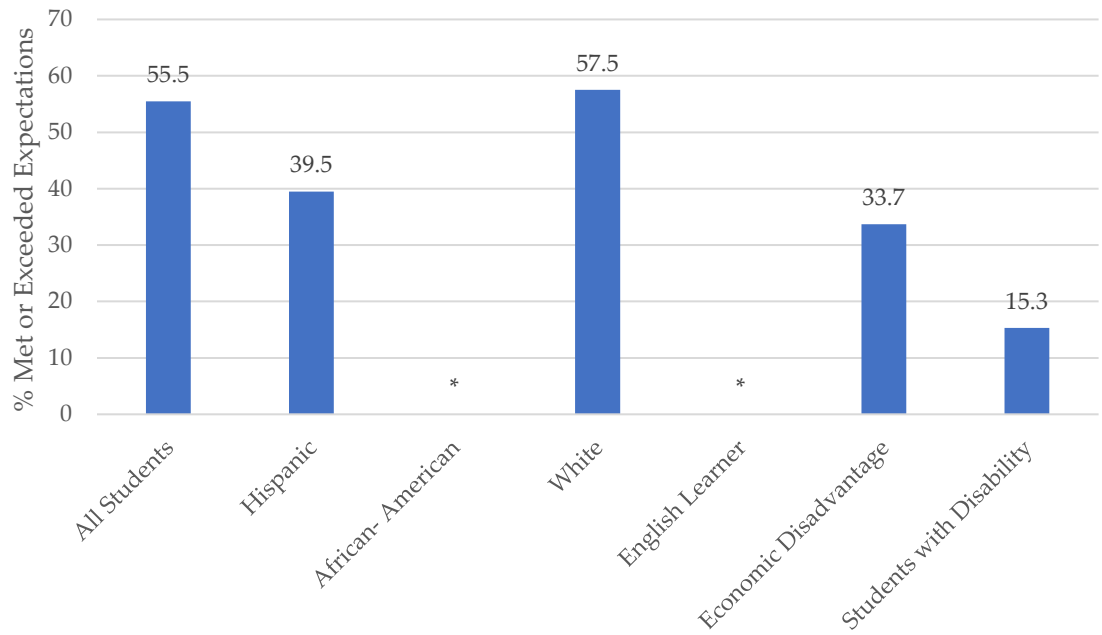




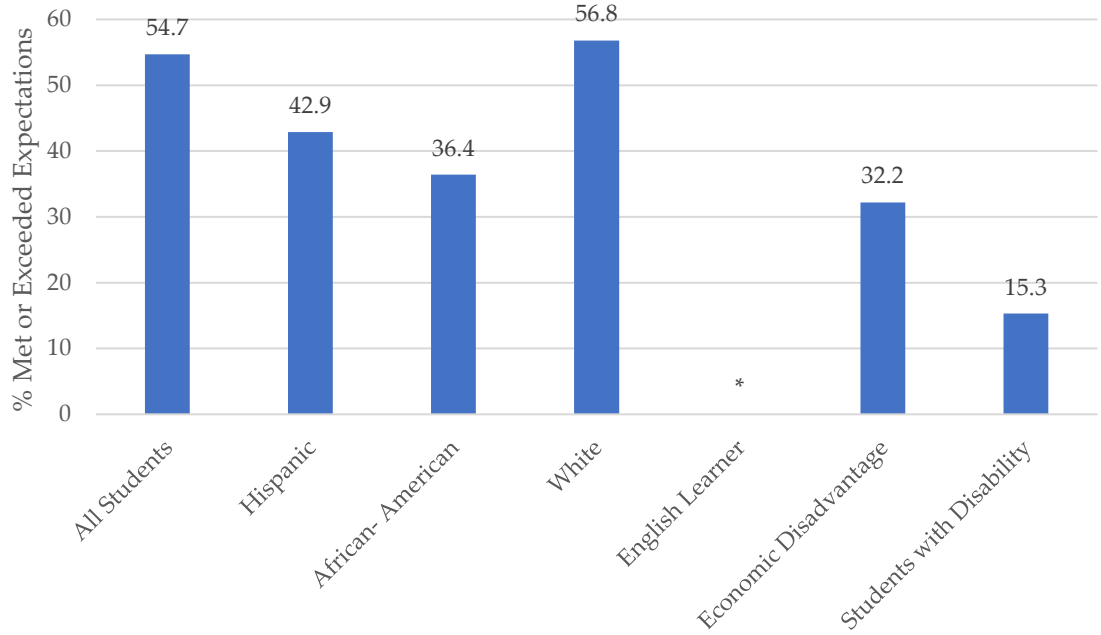
# Subgroup Charts- ELA



NJSLA ELA 07 Performance



NJSLA ELA 08 Performance



\* The number of students for reporting is a minimum of 10 as per suppression rules applied to student data to protect student confidentiality.



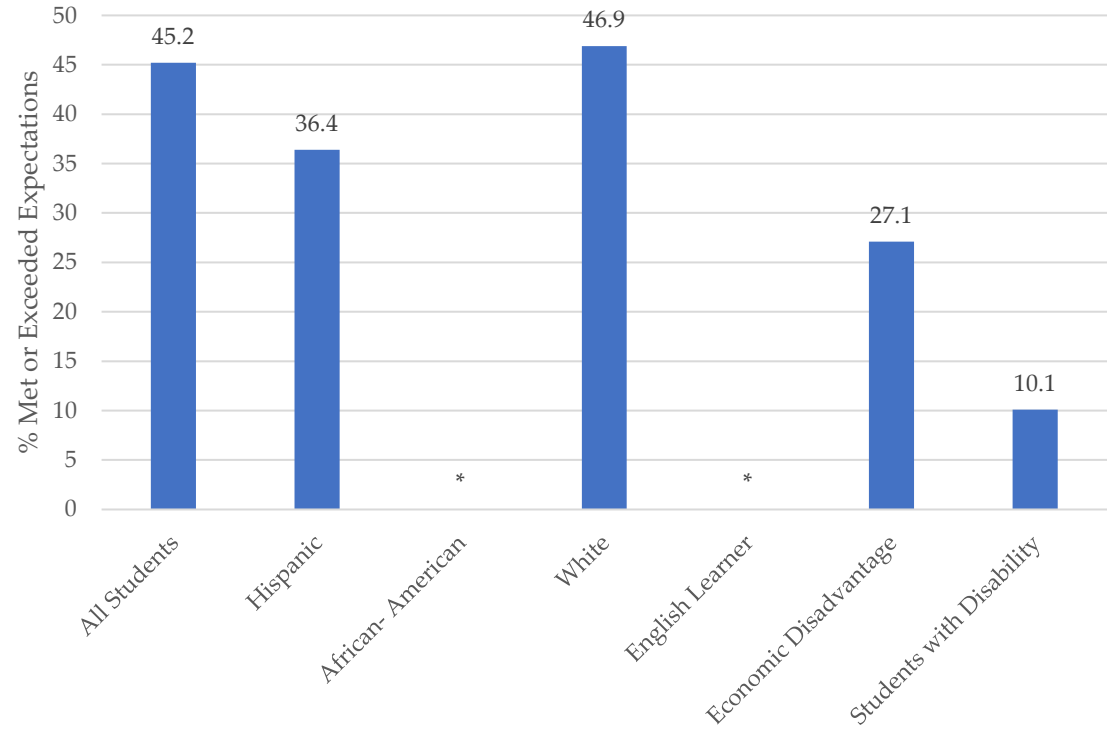




# Subgroup Charts- ELA



NJSLA ELA 09 Performance



\* The number of students for reporting is a minimum of 10 as per suppression rules applied to student data to protect student confidentiality.

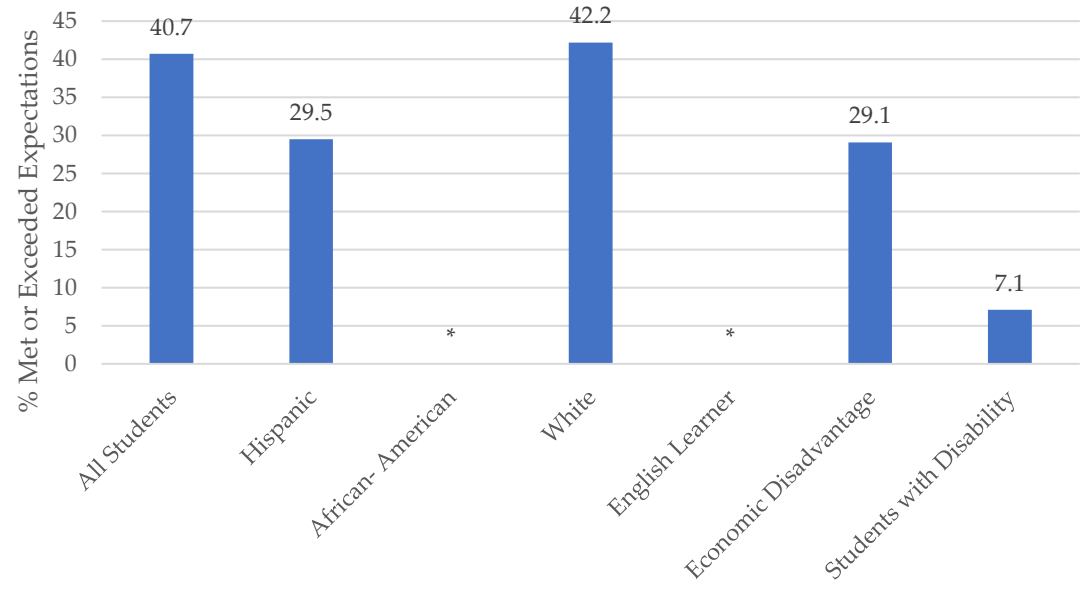




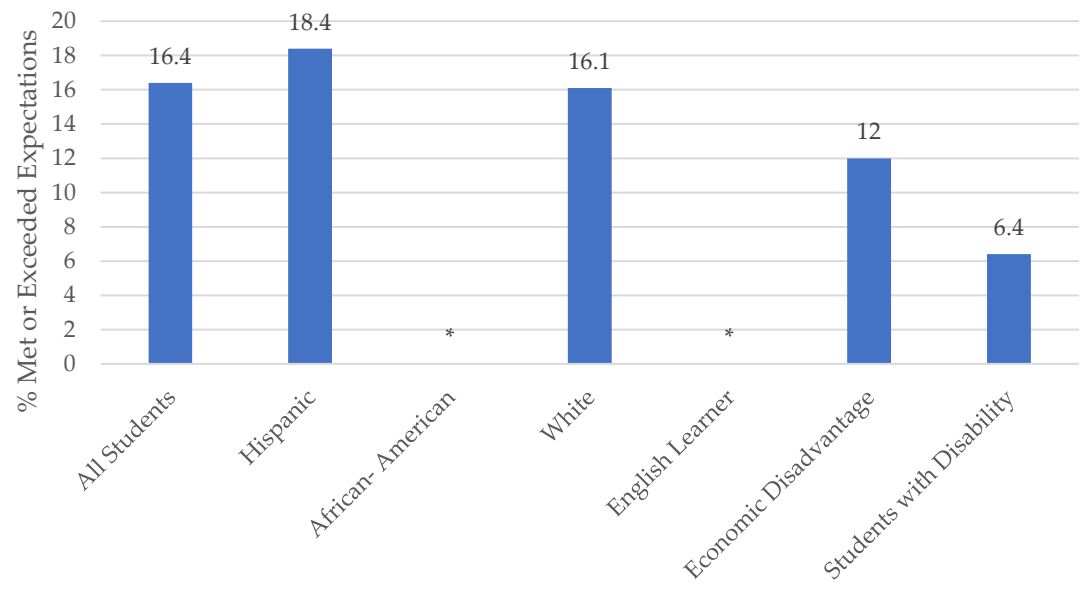
# Subgroup Charts- Math



NJSLA Math 07 Performance



NJSLA Math 08 Performance



\* The number of students for reporting is a minimum of 10 as per suppression rules applied to student data to protect student confidentiality.

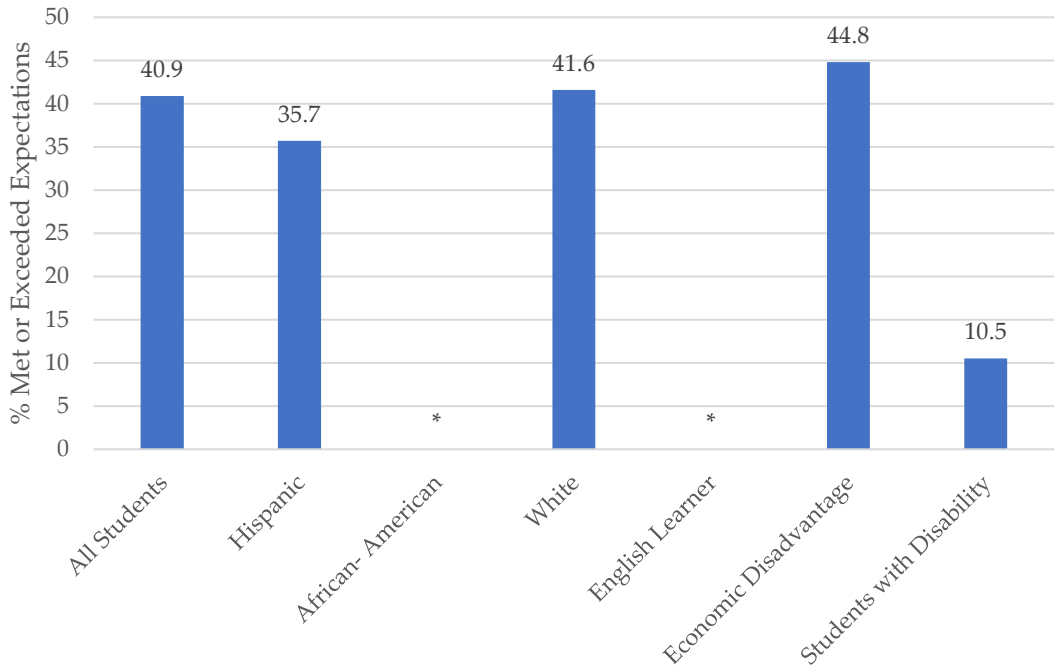




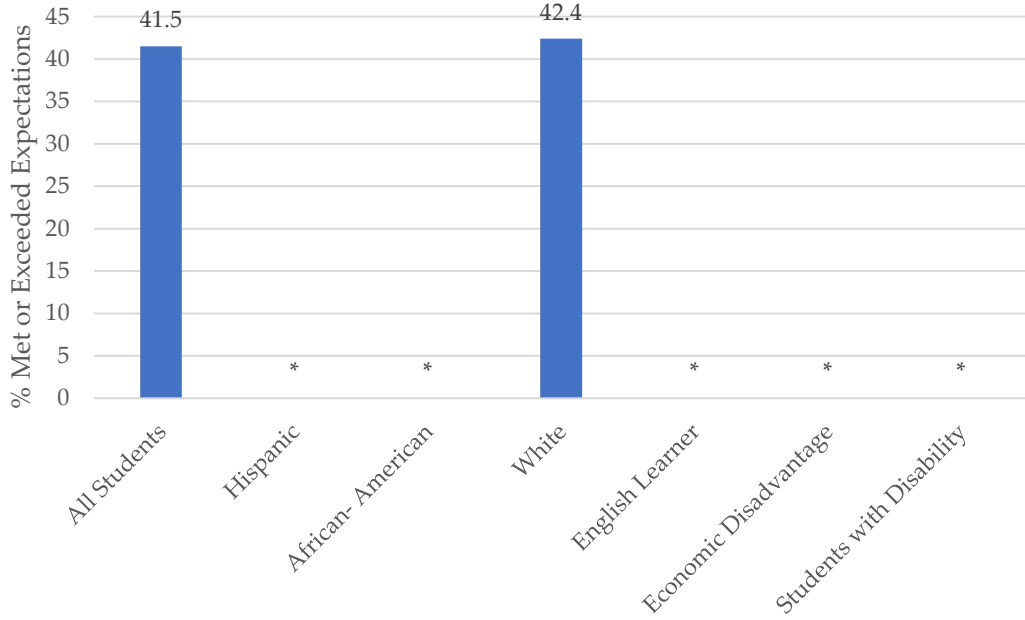
# Subgroup Charts- Math



NJSLA Algebra I Performance



NJSLA Geometry Performance



\* The number of students for reporting is a minimum of 10 as per suppression rules applied to student data to protect student confidentiality.

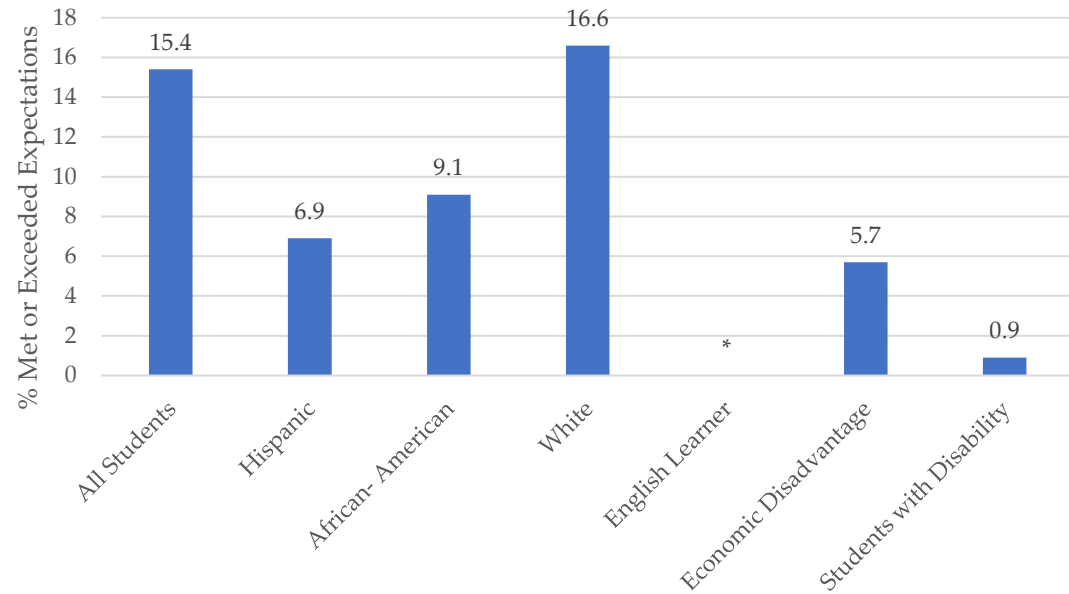




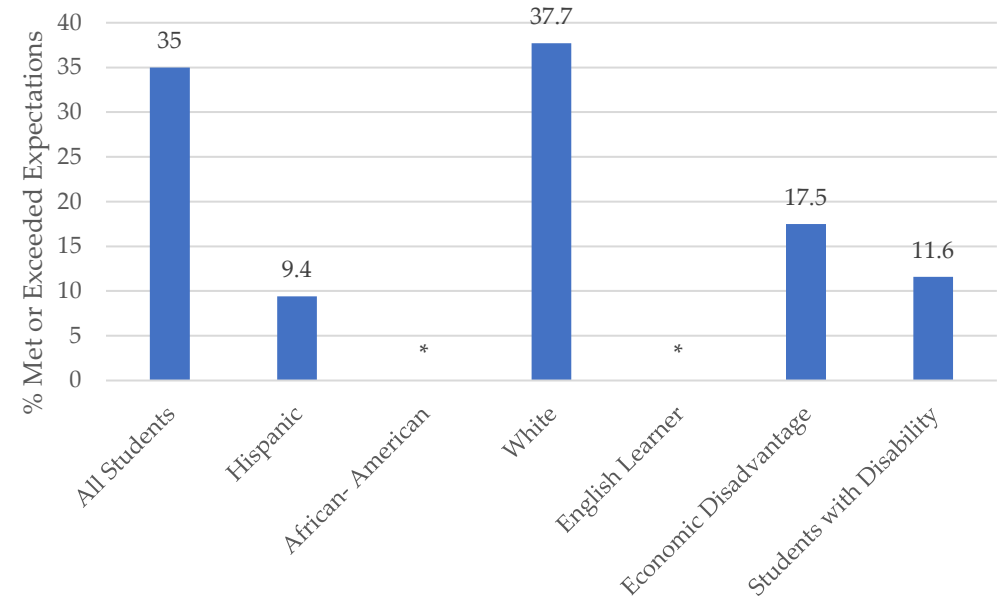
# Subgroup Charts- Science



NJSLA Science 08 Performance



NJSLA Science 11 Performance



\* The number of students for reporting is a minimum of 10 as per suppression rules applied to student data to protect student confidentiality.





# High School Interventions

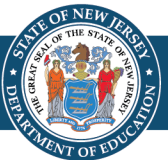


## Instructional Improvements

- Continue to support instructional improvement through collaborative professional learning activities that include:
  - Alignment of curriculum and instructional units with the New Jersey Student Learning Standards (NJSLS)
  - Alignment of assessments with the New Jersey Student Learning Standards (NJSLS)
  - Student performance data analysis
  - Sharing effective instructional strategies
  - Selection and implementations of high-quality instructional resources
- Continue to provide individualized feedback and support to improve instruction through the faculty evaluation process
- Continue to increase opportunities for differentiated instruction with 1 to 1 devices. Teachers can efficiently monitor student progress and provide targeted interventions to address individual student's strengths and weaknesses.

## Targeted Student Interventions

- Multi Tiered System of Supports
  - Continued implementation of a coordinated system for planning, delivering intervention and referral services
- Freshman Mentoring Program
  - At-risk 9th grade students assigned faculty mentor to assist with the transition to high school
- Tutoring Center
  - Daily access for targeted students to certified English and Math teachers for individualized instruction during the school day
- Writing, Math & Science Lab
  - Daily access to certified English and Math teachers for individualized instruction after the school day





# Middle School Interventions

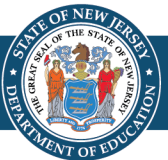


## Instructional Improvements

- Continue to support instructional improvement through collaborative professional learning activities that include:
  - Alignment of curriculum and instructional units with the New Jersey Student Learning Standards (NJSLS)
  - Alignment of assessments with the New Jersey Student Learning Standards (NJSLS)
  - Student performance data analysis
  - Sharing effective instructional strategies
  - Selection and implementations of high-quality instructional resources
- Continue to provide individualized feedback and support to improve instruction through the faculty evaluation process
- Continue to increase opportunities for differentiated instruction with 1 to 1 devices. Teachers can efficiently monitor student progress and provide targeted interventions to address individual student's strengths and weaknesses.

## Targeted Student Interventions

- Multi Tiered System of Supports
  - Continued implementation of a coordinated system for planning, delivering intervention and referral services
- Targeted Supplementary Instruction
  - Daily supplementary instruction provided to targeted students in English and/or Math during the school day
- Homework Habitat
  - Daily access to certified teachers for individualized instruction after the school day
- Team-Based Small Learning Communities
  - Team collaboration time is built into the schedule for planning and implementation of coordinated supports for at-risk students
- Mentoring Program
  - At-risk students assigned faculty mentor to assist with the transition to middle school





# Subgroup Interventions



## ESL Students

- Parent engagement evening meeting for new middle school students
- Additional teacher professional development provided for teaching English language learners
- Daily check in for ELLs in a dedicated homeroom
- Targeted after school assistance for ELLs
- Heritage Spanish courses
  - The goal of the course is to improve communication through the development of academic language skills
  - Improving oral and literacy skills in Spanish will also serve to enhance literacy development in English

## Special Education Students

- Summer remediation program with individualized in-person instruction
- Targeted interventions during and after school
- Improved assistance technology integration
- Increased reading supports (screenings, targeted instruction, and professional development for teachers)
- Expanded related service supports (mental health counseling, occupational therapy, etc.)
- Additional opportunities for expressive and receptive language therapy
- Increase in the number of outside evaluations (psychological, neurological, audiological, etc.)
- Increase number of dual certified teachers providing high quality instruction
  - Graduate course reimbursement for special education certification for faculty

