

Delsea Regional Assessment Results 2021-2022

Presentation to the Delsea Board of Education
September 28, 2022
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Purpose

- The following results will be presented:
 - 2021-2022 % Met/Exceeded on NJSLA
 - ELA
 - Math
 - Trends from the last 6 years
 - Advanced Placement Results
 - Recommendations



ELA



ELA NJSLA & PARCC | % Meeting/Exceeding Expectations

	2015		2016		2017		2018		2019		2022	
	Delsea	NJ	Delsea	NJ	Delsea	NJ	Delsea	NJ	Delsea	NJ	Delsea	NJ
Grade 7	55%	53%	63%	56%	74%	59%	69%	63%	79%	63%	33%	53%
Grade 8	63%	53%	60%	55%	66%	59%	70%	60%	71%	63%	38%	51%
Grade 9	20%	41%	40%	49%	43%	52%	42%	55%	58%	55%	25%	49%
Grade 10	35%	38%	36%	43%	41%	46%	40%	51%	58%	58%		
Grade 11	34%	42%	62%	62%	38%	38%	33%	39%	5%	30%		

*Values in **bold** print represent proficiency that is equal to or greater than state proficiency.



Math



Math NJSLA & PARCC | % Meeting/Exceeding Expectations

	2015		2016		2017		2018		2019		2022	
	Delsea	NJ	Delsea	NJ	Delsea	NJ	Delsea	NJ	Delsea	NJ	Delsea	NJ
Grade 7	40%	38%	45%	39%	44%	40%	43%	43%	47%	42%	24%	34%
Grade 8	26%	24%	27%	27%	27%	28%	30%	28%	29%	29%	7%	15%
Algebra (MS)	86%	40%	90%	41%	95%	42%	91%	46%	84%	43%	23% (79% for MS & 8% for HS)	35%
Algebra (HS)	23%	40%	28%	41%	25%	42%	24%	46%	23%	43%		
Geometry	17%	21%	12%	58%	50%	30%	22%	30%	18%	31%	32%	44%
Algebra II	14%	24%	24%	26%	14%	28%	19%	30%	22%	45%		53%

*Values in **bold** print represent proficiency that is equal to or greater than state proficiency.



TRENDS BY SUBGROUPS



% of Met/Exceeded Expectations on ELA PARCC/NJSLA by Student Group				
	2017	2018	2019	2022
White	57%	58%	69%	32%
Black	40%	45%	47%	21%
Hispanic	53%	53%	62%	20%
Female	67%	68%	77%	40%
Male	45%	44%	56%	24%
SWD	8%	10%	17%	11%
ED	40%	49%	54%	31%



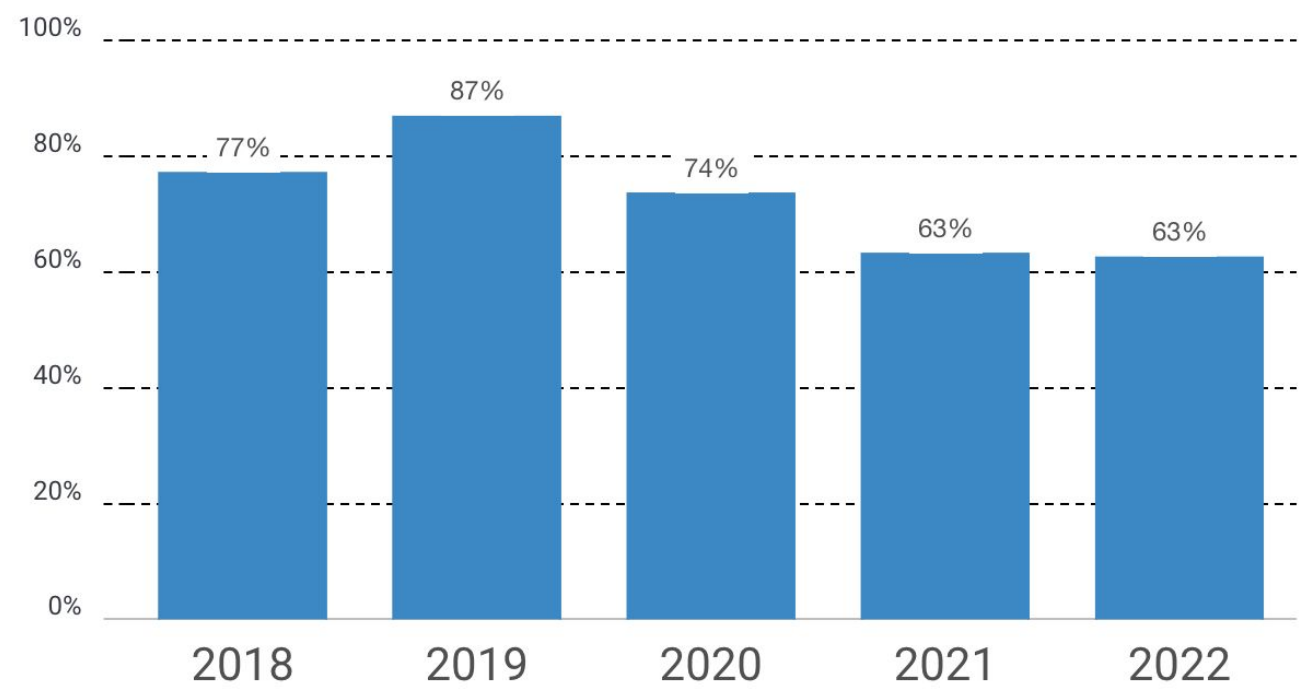
% of Met/Exceeded Expectations on Math PARCC/NJSLA by Student Group				
	2017	2018	2019	2022
White	39%	39%	38%	23%
Black	18%	14%	16%	12%
Hispanic	32%	34%	30%	11%
Female	37%	39%	35%	20%
Male	35%	33%	34%	20%
SWD	4%	6%	7%	10%
ED	21%	25%	21%	10%



AP Results 2021-2022



 % OF TOTAL AP STUDENTS WITH SCORES 3+



School Summary					
	2018	2019	2020	2021	2022
Total AP Students	123	123	137	79	99
Number of Exams	241	235	260	145	192
AP Students with Scores 3+	95	107	101	50	62
% of Total AP Students with 3+	77%	87%	74%	63%	63%

21-22 Dual Credit - 58 students



Subject	# of Students Who Completed Exam	# of Students Who Scored 3+	% of Students Who Scored 3+
2-D Art and Design	3	3	100%
Biology	5	5	100%
Calculus AB	9	2	22%
Chemistry	15	3	20%
Computer Science A	3	1	33%
Computer Science Principles	12	11	92%
Drawing	4	4	100%
English Language and Composition	35	24	69%
English Literature and Composition	16	16	100%
Environmental Science	5	1	20%
European History	0	0	
French Language and Culture	2	0	0%



Subject	# of Students Who Completed Exam	# of Students Who Scored 3+	% of Students Who Scored 3+
Italian Language and Culture	4	1	25%
Music Aural Subscore	0	0	
Music Non-Aural Subscore	0	0	
Music Theory	0	0	
Physics 1	0	0	
Physics 2	17	1	6%
Psychology	6	2	33%
Spanish Language and Culture	4	2	50%
Statistics	6	0	0%
United States Government and Politics	1	0	0%
United States History	36	16	44%
World History: Modern	9	5	56%



Advanced Placement

- In 5 subjects areas, 75% of the students who take the exam scored 3+



Plans for Improvement



District Overall



District Plans for Improvement

- Use ESSER-III Funds to purchase curricular materials:
 - All materials will go through an independent and rigorous review process and receive at least one of the following ratings:
 - “All Green” via www.edreports.org
 - “Strong” Evidence via www.evidenceforessa.org
- Align professional learning to the research of John Hattie ([Visible Learning](#)) to embed educational practices shown to have the potential to accelerate learning.
- Develop a Multi-Tiered System of Supports (MTSS) to provide timely and intensive intervention for student needs.
- Leverage programming data to provide targeted support for students.
- District Grading Committee to investigate grading and feedback practices to align them to expectations and standards.



Continued...

- High School: DELSEA ONE
 - Support periods for students: every ELA and math teacher has two days per week to meet with students in need of support.
 - AP teachers to hold informational meetings regarding upcoming classes, expectations.
 - Achievement Night AP Display to recruit more students.
- Support for teachers:
- Middle School: Schedule Change
 - Allows for fluid movement in and out of support classes
 - Combination of enrichment and supplemental classes to form ELA and math lab classes. This allows flexibility and more opportunities for additional support classes.
 - WIN period
 - Additional period once a week for each core class



Math



District Plans for Improvement - Math

- Implement the Houghton Mifflin Harcourt “Into Math” and “Into AGA” curricular materials.
 - Into Math features an adaptive math platform (Waggle) which allows students to independently practice needed skills.
 - Into Math and Into AGA have a scope and sequence which focus on the priority standards of the grade/ course.
 - Both programs include materials needed for differentiation, advanced practice, and targeted support.
- The district is reviewing two supplemental mathematical support programs for implementation during the 23-24 school year (ALEKS or Achieve3000 Math).
- Adjust the mathematics course progression to Algebra I, Geometry, Algebra II to better meet the new requirements of the NJGPA



ELA



District Plans for Improvement - ELA

- Revise curriculum 7-12 with a focus on key standards-
primary types of writing and grade-level reading skills.
 - Narrative writing
 - Literary Analysis
 - Argumentative and Persuasive writing
 - Comparison of concepts across texts
- Adoption and implementation of Achieve3000 across
content areas- program works on grade-level literacy s
- Shared responsibility for reading comprehension and
writing across disciplines/courses.

