



District Testing Presentation 2019

NJSLA, DLM, and ACCESS
Test Results, Comparisons, and Action Steps

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Overview

- Spring 2019 Assessments
 - NJSLA and DLM for English Language Arts and Mathematics
 - NJSLA and DLM for Science (*not reported*)
 - ACCESS results for English Language Learners
- Analyses
 - Cohort trends and historic results over time
 - Subgroup performance
 - Areas of need and actions to meet that need



Overview of Assessments

	NJSLA	DLM	ACCESS
Subjects	<ul style="list-style-type: none">English Language ArtsMathematicsScience (<i>not reported</i>)	<ul style="list-style-type: none">English Language ArtsMathematicsScience (<i>not reported</i>)	<ul style="list-style-type: none">English Language Arts (<i>Listening, Speaking, Reading, Writing</i>)
Standards	NJSLS	NJSLS	WIDA English Language Development Standards
Who Takes?	Eligible students in grades 3-10	Students in grades 3-8 and 11 with significant intellectual disabilities	Students identified as English Language Learners



ACCESS for ELLs

English Language Proficiency



ACCESS for ELLs Overview

- Who takes it?
 - Students in K-12 identified as English language learners (ELLs)
- Why is it required?
 - Meets federal requirements of the Every Student Succeeds Act (ESSA) for annual monitoring and reporting progress toward English language proficiency
- What does it test?
 - WIDA English Language Development Standards in four domains: Listening, Speaking, Reading and Writing



ELLs in Madison Public Schools

- Staffing and Services (K-5)
 - One ESL-certified teacher at each elementary school
 - Students in grades K-5 receive a hybrid of pull out and push in support
- Staffing and Services (6-12)
 - One ESL teacher split between MJS and MHS
 - Students in grades 6-12 receive “high intensity” instruction (2x/day)
- Students
 - MPS currently has 75 ELLs in district with 11 different home languages
 - Nearly 2/3 of district ELLs are native Spanish speakers



ACCESS for ELLs Data

- Scoring
 - ACCESS is evaluated on a six-level rubric: 1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, 6–Reaching. Score of 4.5 is required to be exited.
- Annual Yearly Progress
 - The district met its Annual Yearly Progress (AYP) (growth of 0.5 year to year) under ESSA during the 2017-18 school year. 2018-19 data is not yet available.
- Exiting
 - In Spring 2019, 13 students passed ACCESS and were exited from the ESL program



Dynamic Learning Maps (DLM)

English Language Arts and Mathematics



DLM Overview

- Who takes it?
 - Students in grades 3-8 and grade 11 with the “most significant intellectual disabilities”
- Why is it required?
 - DLM fits into the state regulations as an alternate assessment to the NJSLA.
- What does it test?
 - New Jersey State Learning Standards in English Language Arts, Mathematics, and Science. Science results have not yet been made available to districts.



DLM Data

- Population
 - MPS had 16 students eligible to take the DLM during Spring 2019
- Scoring
 - DLM is evaluated on a four-level rubric: 1–Emerging, 2–Approaching Target, 3–At Target, 4–Advanced. Score of 3 or 4 is considered “passing”.
 - In Spring 2019 testing, 8 students earned passing scores on the DLM, 5 earned a score of “Approaching Target”, and 3 earned a score of “Emerging”
- Next Steps
 - Staff will continue to work with students as defined by their IEP needs



New Jersey Student Learning Assessments (NJSLA)

English Language Arts and Mathematics



NJSLA Overview

- Who takes it?
 - ELA grades 3-10; Mathematics grades 3-8, Algebra 1, Geometry, and Algebra 2
- Why is it required?
 - NJSLA meets the state regulations regarding standardized testing
- What does it test?
 - NJSLS in English Language Arts, Mathematics, and Science (*scores not yet available*)
 - *Note:* Although NJSLA & PARCC use the same scale, scores may not be comparable. The State of the Schools Address will contain additional comparative district data.



Results and Trends

Measures that indicate potential progress or reasons to celebrate



Results and Trends

- MPS demonstrates consistently high passing rates in aggregate
 - The majority of remaining students are “Approaching Expectations”
- Trends seem to indicate positive growth over time
 - Performance improvements can be seen across many assessments
- Cohort performance remains strong from 3rd grade to 10th grade*
 - Trends among many student groups show improvement
- Students with IEP’s show apparent improvements across Math and ELA
 - Other areas also show growth

**Note: Cohort performance is not a perfect measure due to variations between assessments, but does provide useful information regarding how students are able to perform on each test.*



Results and Trends

Spring 2019 Assessment Results

- Overall passing rates with distribution of students at “Approaching Expectations”

Mathematics Assessment	Passing (Level 4 or 5)	Approaching (Level 3)	Other (Level 2 or 1)
Grade 3	70%	17%	13%
Grade 4	69%	20%	11%
Grade 5	72%	21%	7%
Grade 6	73%	18%	9%
Grade 7	75%	16%	9%
Grade 8*	61%	20%	19%
Algebra 1	75%	14%	11%
Geometry	51%	32%	17%
Algebra 2	77%	17%	6%

*Approximately 50% of students in 8th grade took the Grade 8 NJSLA for Math and 50% took Algebra 1.

ELA Assessment	Passing (Level 4 or 5)	Approaching (Level 3)	Other (Level 2 or 1)
Grade 3	71%	19%	10%
Grade 4	74%	21%	5%
Grade 5	77%	16%	7%
Grade 6	72%	20%	8%
Grade 7	86%	11%	3%
Grade 8	81%	10%	9%
Grade 9	74%	17%	9%
Grade 10	77%	17%	6%
Grade 11**	n/a	n/a	n/a

**Testing parameters changed so that very few students took the Grade 11 ELA assessment.



Results and Trends

Assessment Results Over Time

- Percent of students who met or exceeded proficiency over a 5-year period

Mathematics					
	2015	2016	2017	2018	2019
Grade 3	59%	62%	70%	67%	70%
Grade 4	61%	61%	66%	67%	69%
Grade 5	62%	71%	68%	67%	72%
Grade 6	68%	69%	67%	73%	73%
Grade 7	75%	71%	74%	73%	75%
Grade 8	15%	37%	45%	59%	61%
Algebra 1	67%	78%	75%	81%	75%
Geometry	44%	47%	59%	74%	51%
Algebra 2	60%	59%	53%	55%	77%

English Language Arts					
	2015	2016	2017	2018	2019
Grade 3	68%	57%	72%	77%	71%
Grade 4	74%	73%	70%	73%	74%
Grade 5	70%	75%	82%	75%	77%
Grade 6	72%	77%	79%	82%	72%
Grade 7	82%	81%	84%	87%	86%
Grade 8	83%	83%	85%	82%	81%
Grade 9	54%	67%	81%	80%	74%
Grade 10	55%	53%	67%	76%	77%
Grade 11	56%	47%	60%	66%	n/a

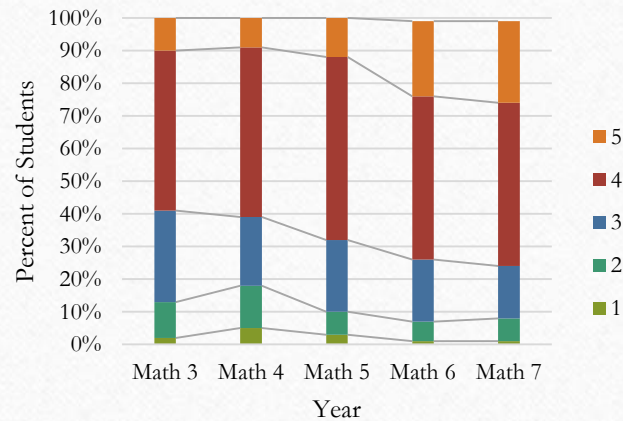


Results and Trends

Cohort Results in Mathematics

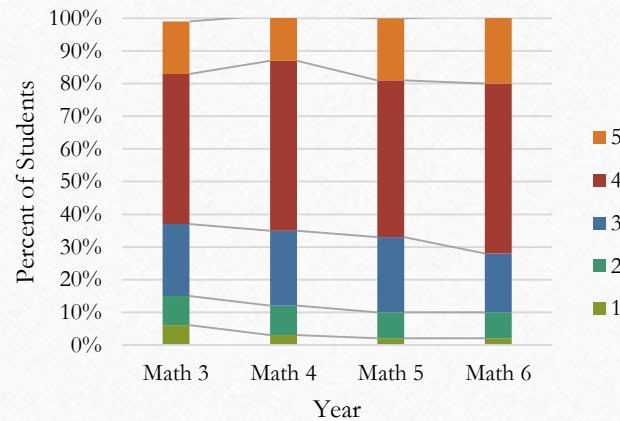
- Performance results for specific groups of students over time

Cohort Analysis Mathematics
Class of 2024



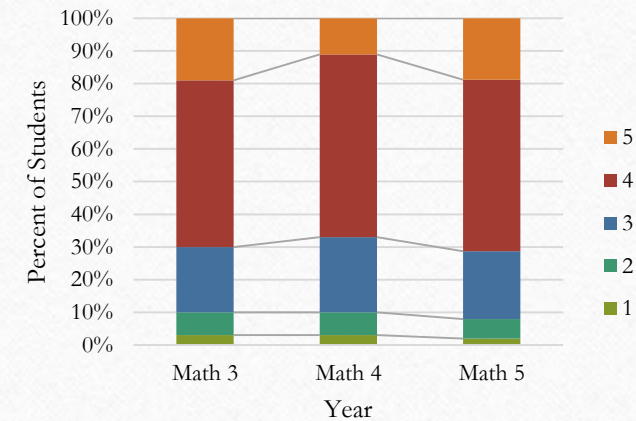
(Current 8th Grade Students)

Cohort Analysis Mathematics
Class of 2025



(Current 7th Grade Students)

Cohort Analysis Mathematics
Class of 2026



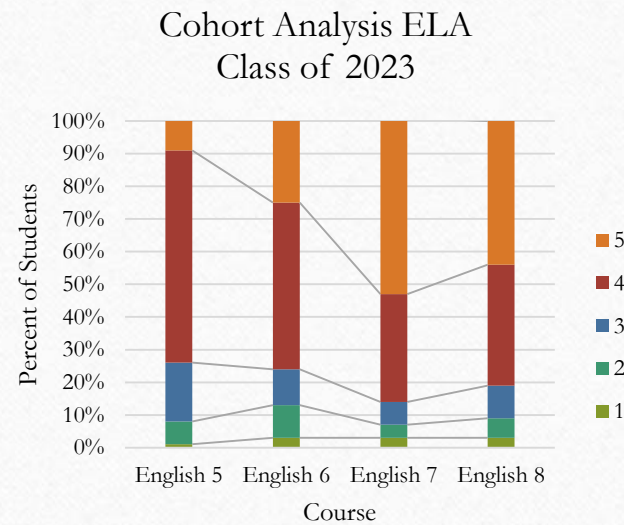
(Current 6th Grade Students)



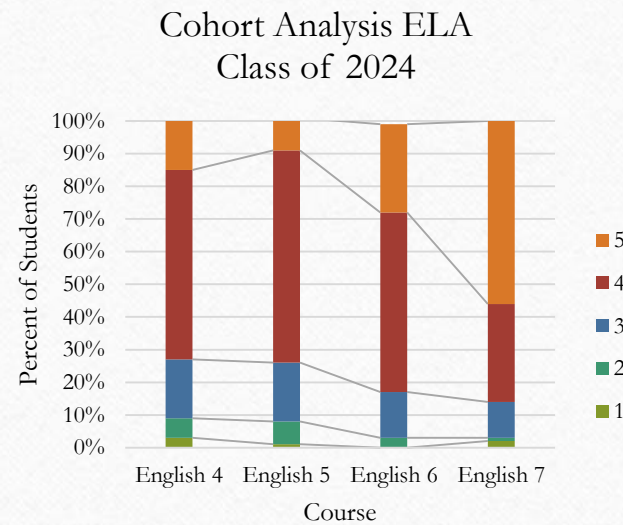
Results and Trends

Cohort Results in ELA

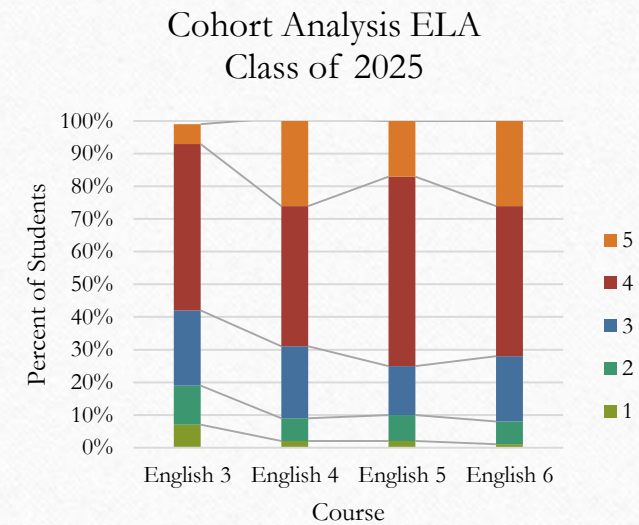
- Performance results for specific groups of students over time



(Current 9th Grade Students)



(Current 8th Grade Students)



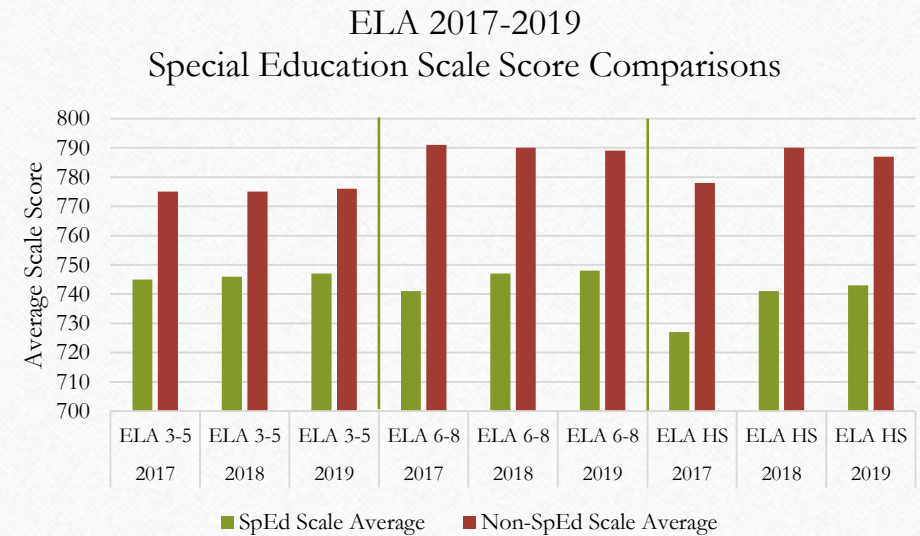
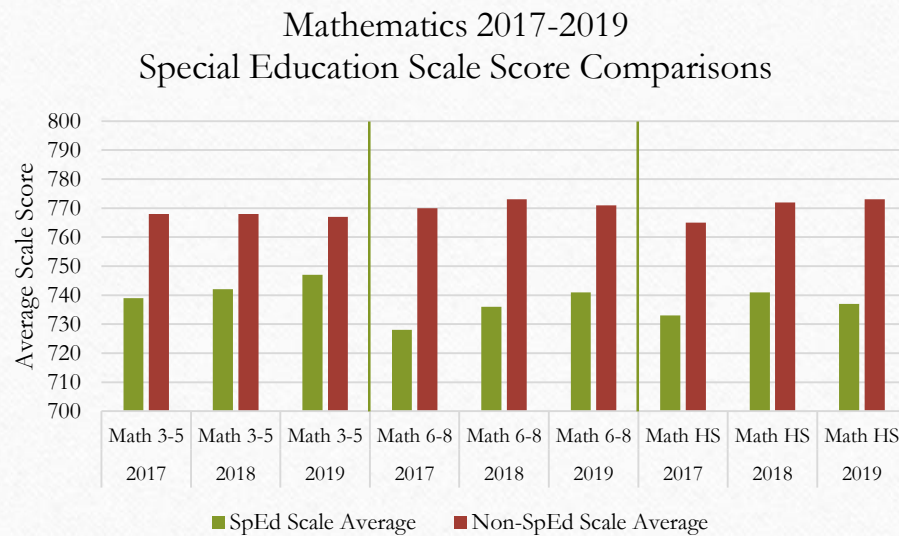
(Current 7th Grade Students)



Results and Trends

Score Comparisons Based on Classification

- Scale score averages of students with IEP's vs. students without IEP's





Areas of Focus

Performance measures that may require further inquiry



Areas of Focus

- Student scores on the 3rd grade assessment are below the scores of some other grade-level assessments
 - Students in grades K-2 do not take NJSLA, so this is the first tested grade level for the state standardized test
- Outcomes for students in certain subgroups are not as strong as those in comparative groups
 - Subgroups of race, socioeconomic status, and gender were examined



Scores in Grade 3

Data Overview

- Percent of students who met or exceeded proficiency over a 5-year period

Mathematics					
	2015	2016	2017	2018	2019
Grade 3	59%	62%	70%	67%	70%
Grade 4	61%	61%	66%	67%	69%
Grade 5	62%	71%	68%	67%	72%
Grade 6	68%	69%	67%	73%	73%
Grade 7	75%	71%	74%	73%	75%
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Grade 7	82%	81%	84%	87%	86%
Grade 8	83%	83%	85%	82%	81%
Grade 9	54%	67%	81%	80%	74%
Grade 10	55%	53%	67%	76%	77%
Grade 11	56%	47%	60%	66%	n/a



Scores in Grade 3

Tools Used to Address Potential Improvement

- Teacher Collaboration and Articulation
 - Time for staff to work on curriculum and pedagogical framework
 - Instructional Coach support to align practices across the schools
- Star Assessment Implementation
 - Opportunities to prepare students for the rigors of standardized testing
 - Data analysis to monitor progress and guide necessary interventions
- Curriculum Updates
 - K-5 Math curriculum revised for 2019-20 with improved focuses on building inquiry
 - New K-5 ELA aligned resources will provide clarity and consistency across all schools



Scores in Grade 3

Action Steps

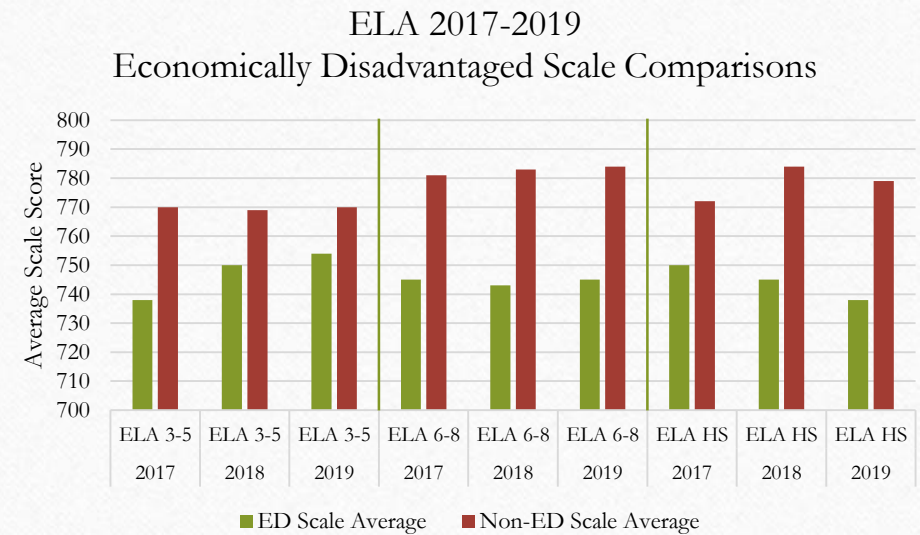
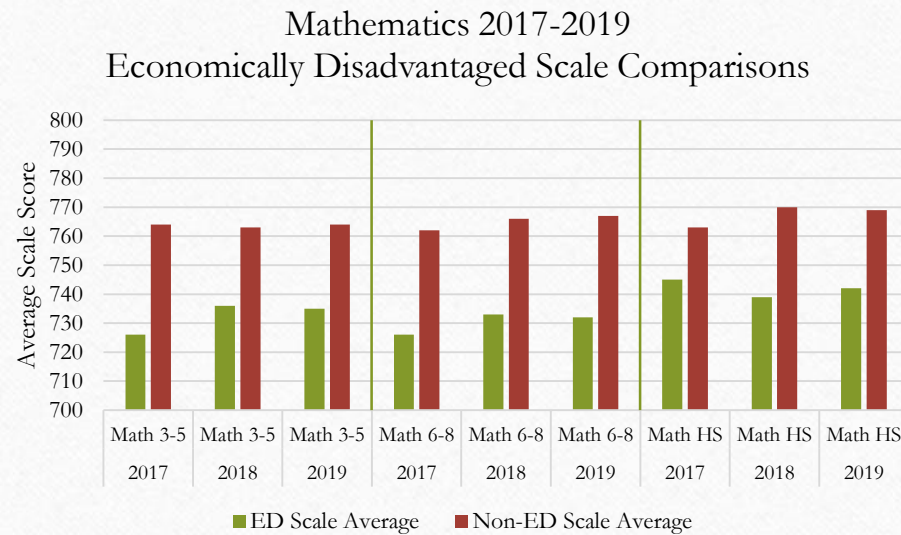
-
- Use school-based **professional learning communities and data teams** to collaborate regarding areas of focus and specific needs
 - Provide district-wide professional development with **instructional coach support** to ensure coherence across each of the three elementary schools
 - **Monitor data** from mathematics unit exams, feedback regarding new ELA resources, and the Star assessment to improve practices
 - Review feedback from **grade 4 teachers** regarding student strengths and areas in need of additional support



Subgroup Comparisons

Socioeconomics Data Overview

- Scale averages of economically disadvantaged vs. non-economically disadvantaged students



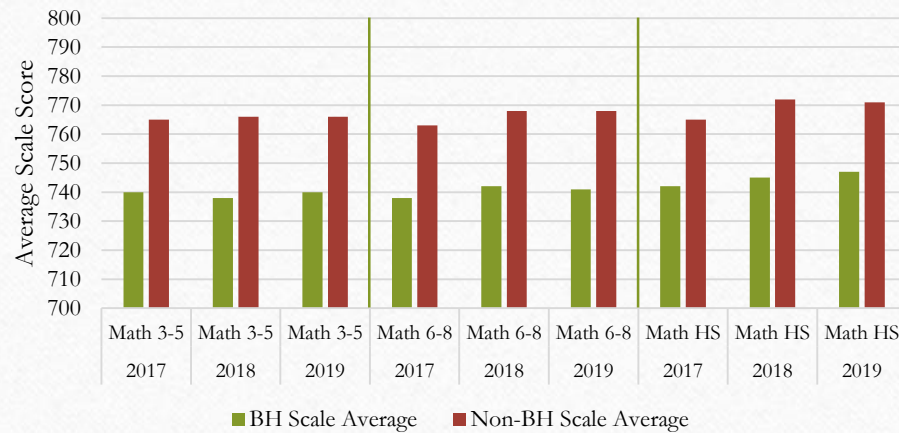


Subgroup Comparisons

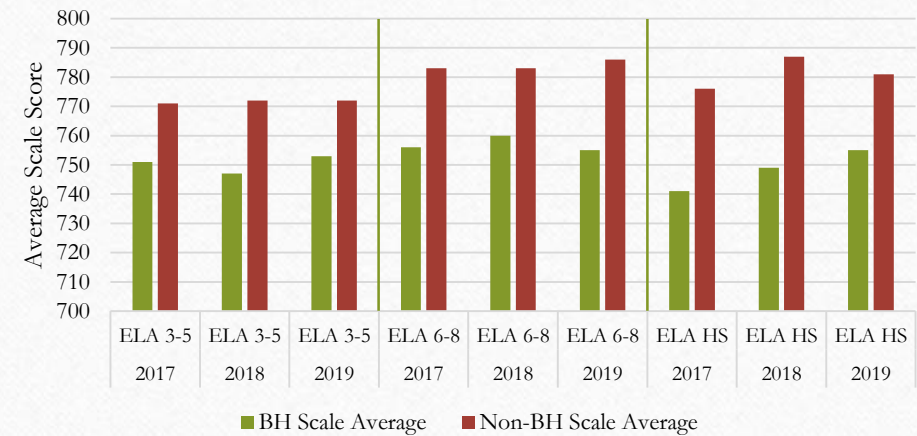
Race Data Overview

- Scale averages of Black and Hispanic students vs. students of other races

Mathematics 2017-2019
Race Scale Score Comparisons



ELA 2017-2019
Race Scale Score Comparisons

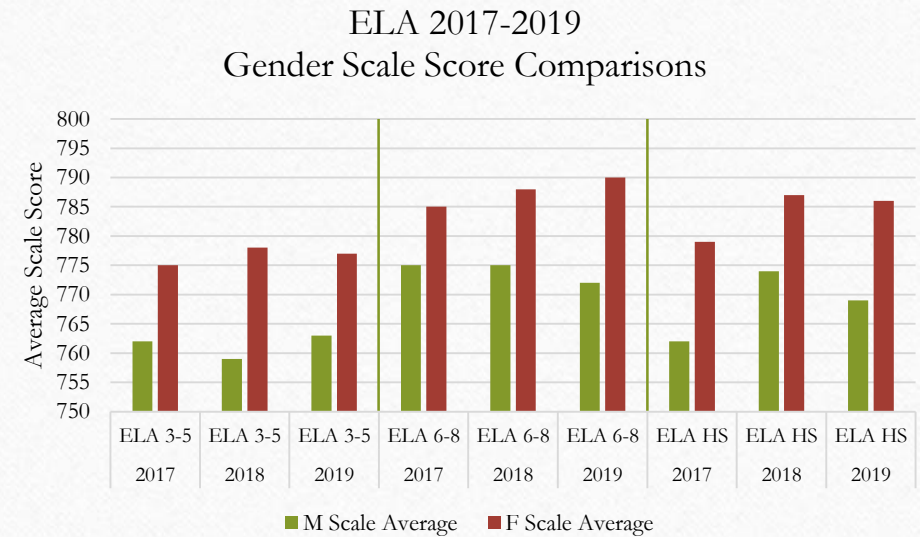
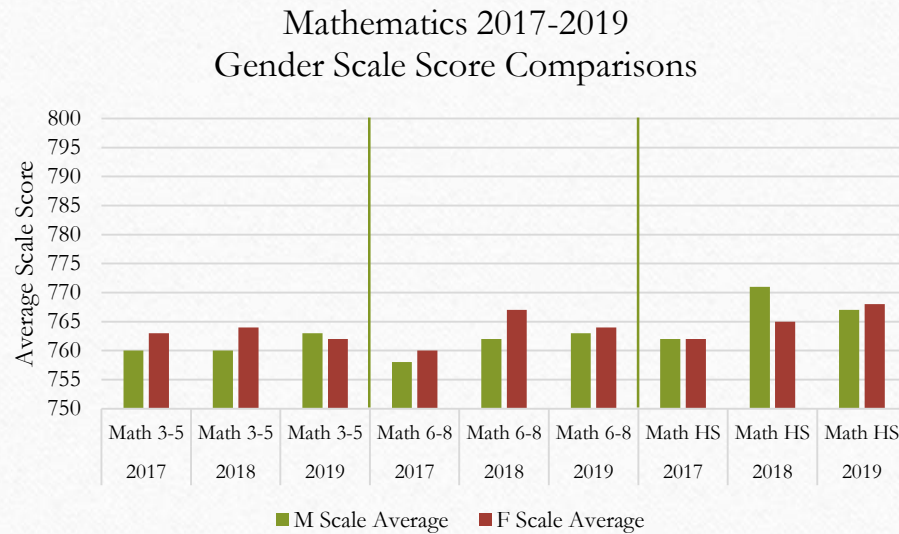




Subgroup Comparisons

Gender Data Overview

- Scale averages of male students vs. female students





Subgroup Comparisons

Tools Used to Address Potential Improvement

- Teacher Collaboration and Articulation
 - Supports for differentiation, intervention, and engagement within the classroom
- Assessment and Data Tracking Improvements
 - Use of Star, benchmarking, and other assessments allows to improve data tracking
- Title I supports
 - Opportunities at CAS and MJS for students who need additional academic supports
- Focus on social/emotional well-being and character education
 - Promote diversity and inclusivity to ensure that students are comfortable in school



Subgroup Comparisons

Action Steps

-
- Use school-based **professional learning communities** to identify strategies and professional development opportunities regarding improving engagement and outcomes for students in identified subgroups
 - Improve **I&RS processes** to identify students who are potentially at risk
 - Use **Title I funds** at CAS and MJS to support struggling learners
 - Improve **family outreach** to enhance the partnership regarding addressing student outcomes
 - Improve articulation of **SEL programs** throughout the district



Closing

- Results indicate that the district has areas to celebrate and areas that require further focus
- State of the Schools Address will contain additional analysis and comparative district data
- Progress monitoring will be ongoing and reported to the Board and community
- All metrics related to prominent rankings systems will continue to be explored
- **As we tell our students and staff, reflection is the key to growth. We will continue to reflect on our practices and processes to ensure the success of all of our students.**



Questions?

