

NJSLA Results: Spring 2019 Administration

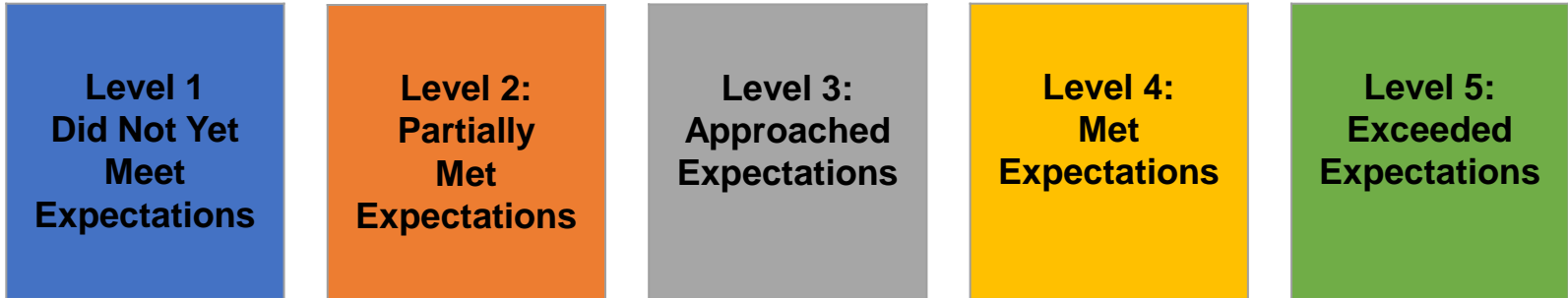
Monroe Township School District
October 2019

NJSLA OVERVIEW

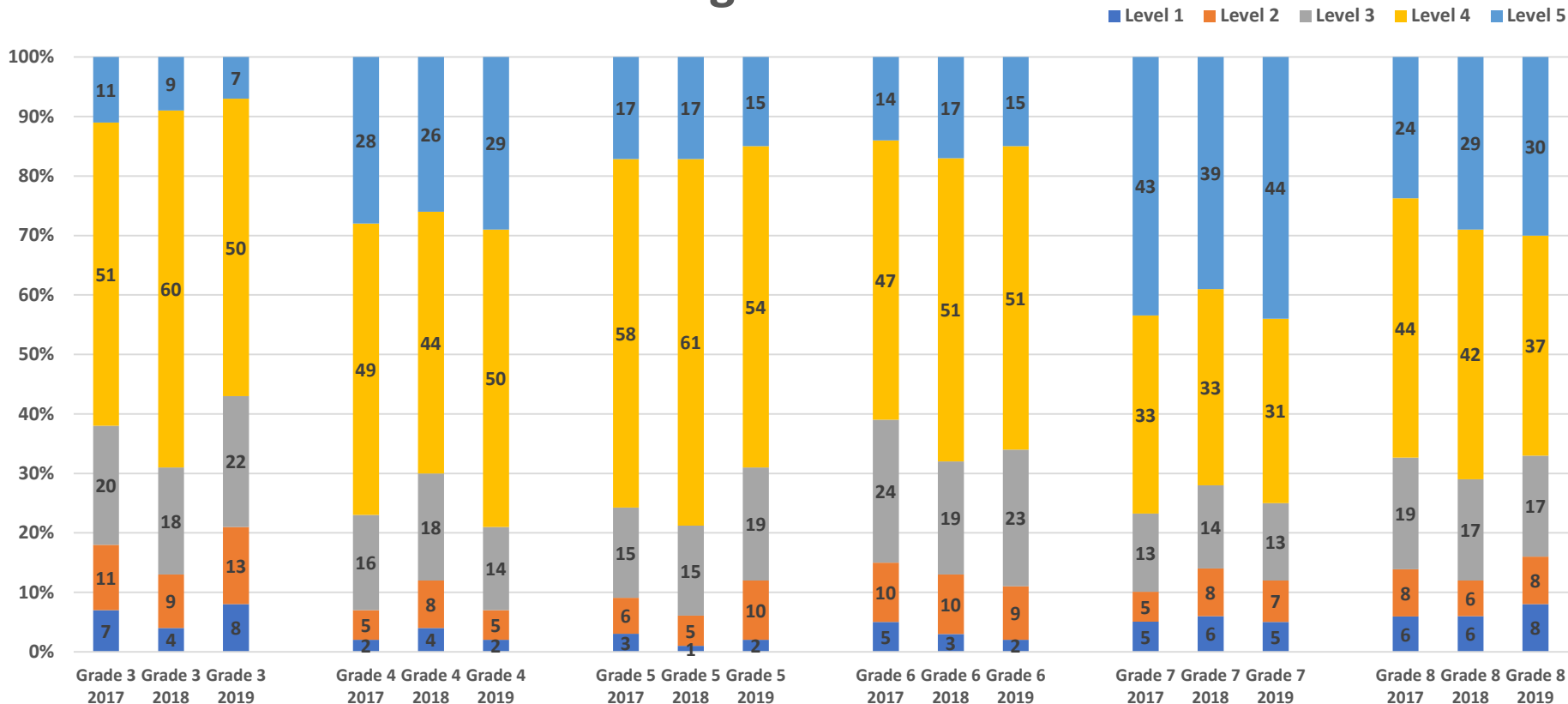
- In the spring of 2019 NJ transitioned from its former assessment PARCC to New Jersey Student Learning Assessments (NJSLA).
- NJSLA were adopted to coincide with the changes that were made to New Jersey State Learning Standards (NJSLS).
- Changes in English Language Arts, Mathematics, and Science reflect an emphasis on higher-order thinking and skills rather than simply memorizing information.
- Students in grades 3-11 are required to participate in the NJSLA test.
- Students in grades 5, 8, and 11 are also required to participate in the NJSLA- Science Assessment.
- While the New Jersey State Assessments provide parents and districts with valuable information regarding College and Career Readiness, it is only one data point. When combined with information that Monroe Township receives from district assessments such as NWEA MAPs (Measures of Academic Progress), Development Reading Assessments (DRA), benchmark assessments, and teacher tests and quizzes, a comprehensive student portfolio emerges. This is what we call multiple measures of assessment.

Five Performance Levels

NJSLA uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate



ELA – Tracking Cohorts 2017-2019

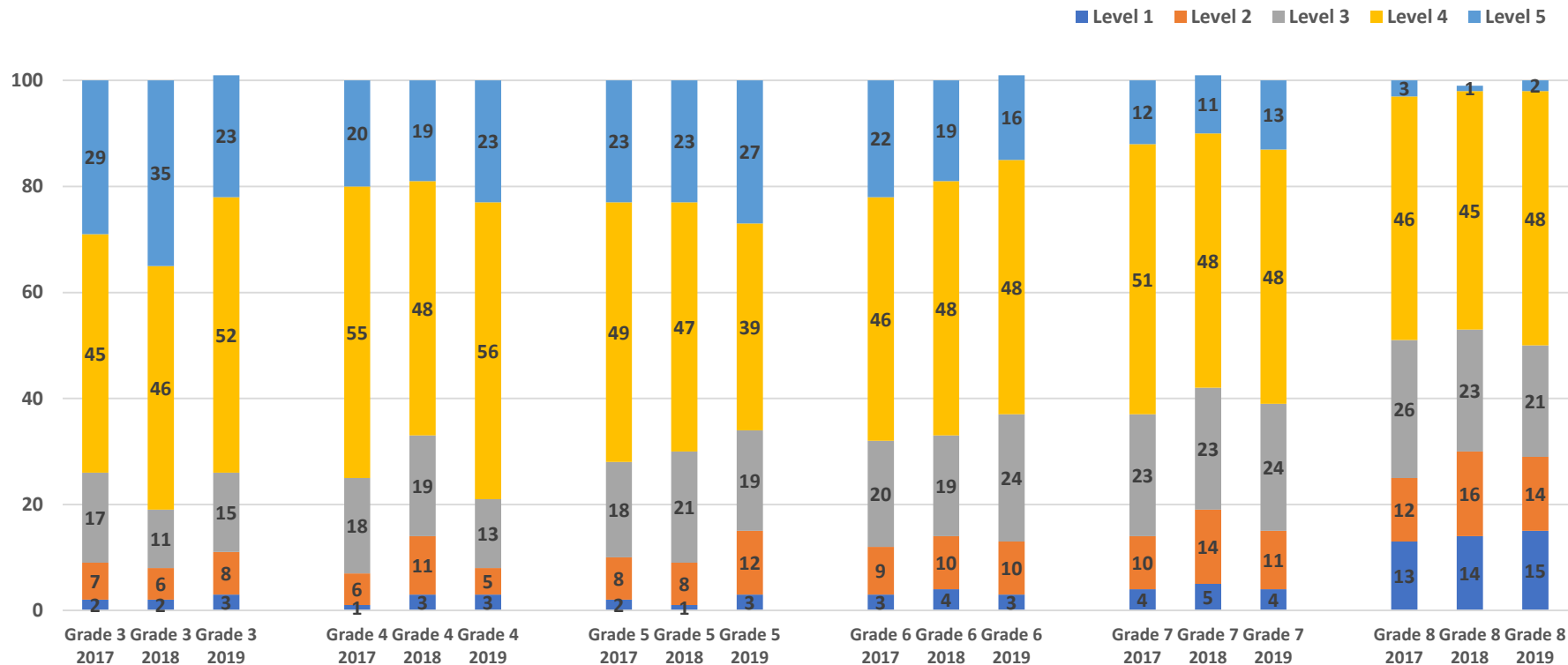


*Grade 11 test was optional for 2018 – 2019 assessment year. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data is preliminary. Percentages may not total 100 due to rounding

Mathematics – Tracking Cohorts 2017-2019

120



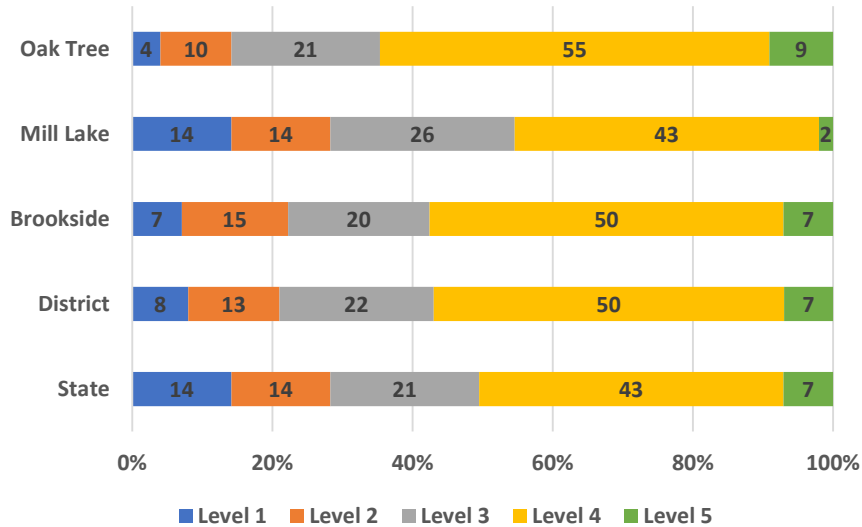
*Approximately 30,000 New Jersey students in Grade 8 participated in the Algebra 1 assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

Grade 11 test was optional for 2018 – 2019 assessment year. *Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

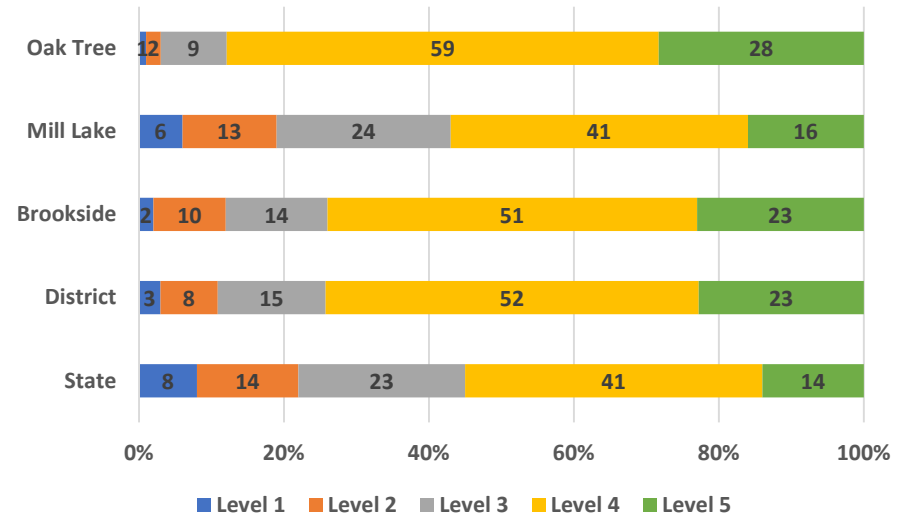
Notes: Data is preliminary. Percentages may not total 100 due to rounding

3rd Grade Outcomes

English Language Arts



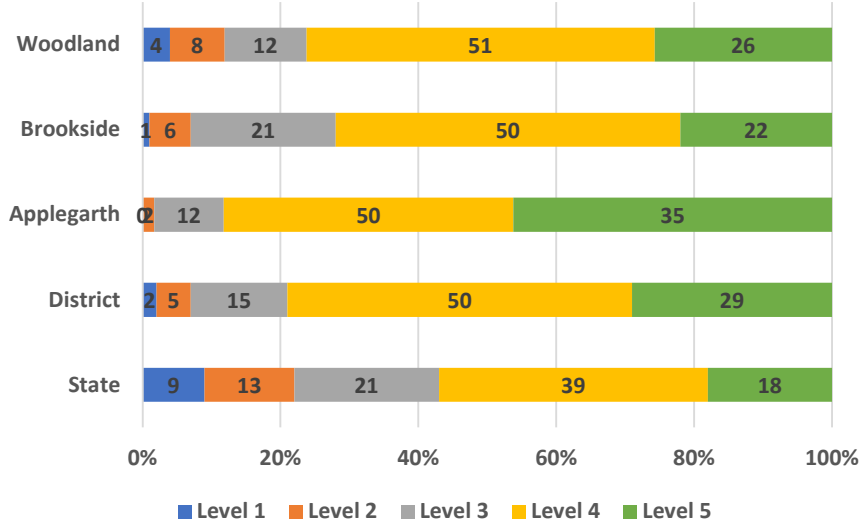
Mathematics



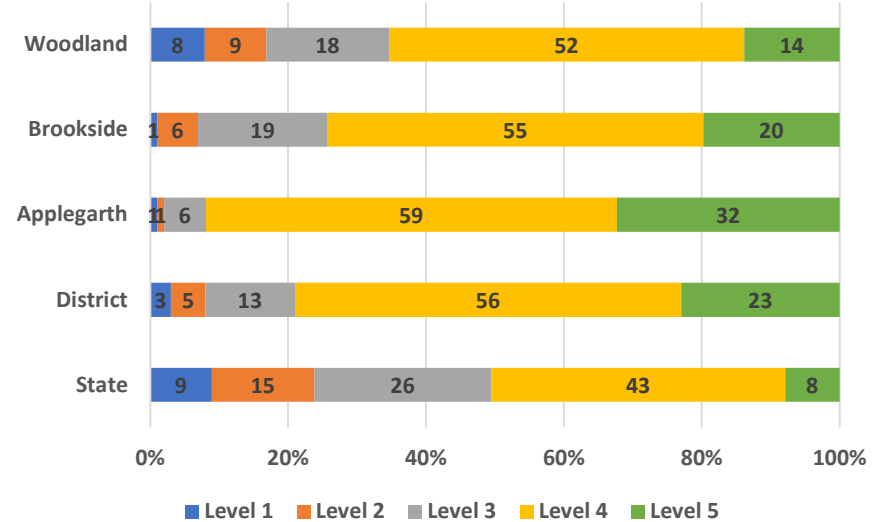
Notes: Percentages may not total 100 due to rounding

4th Grade Outcomes

English Language Arts



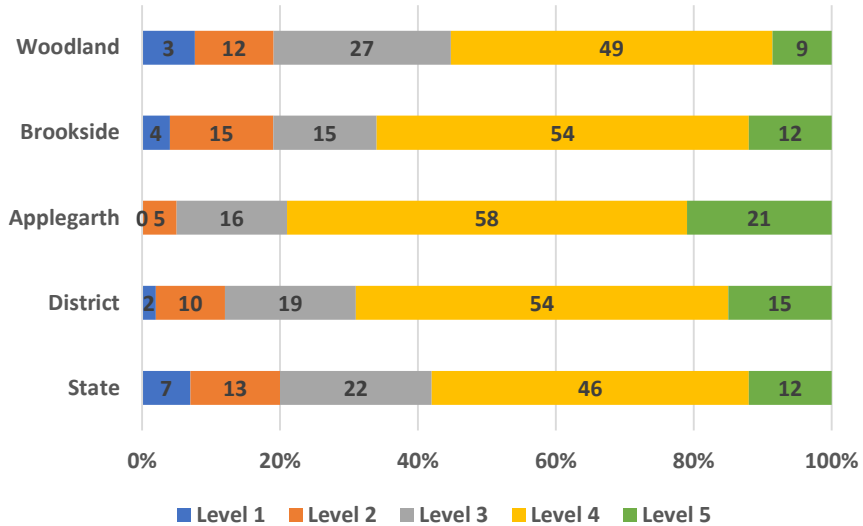
Mathematics



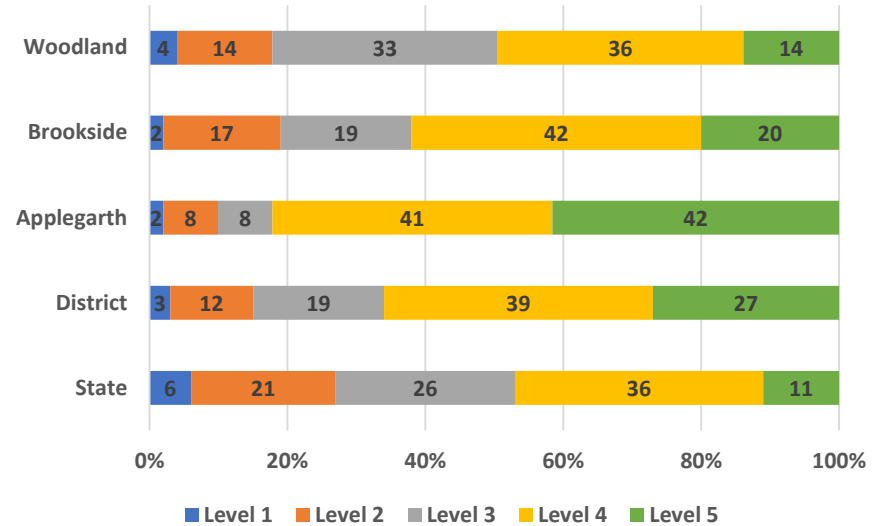
Notes: Percentages may not total 100 due to rounding

5th Grade Outcomes

English Language Arts



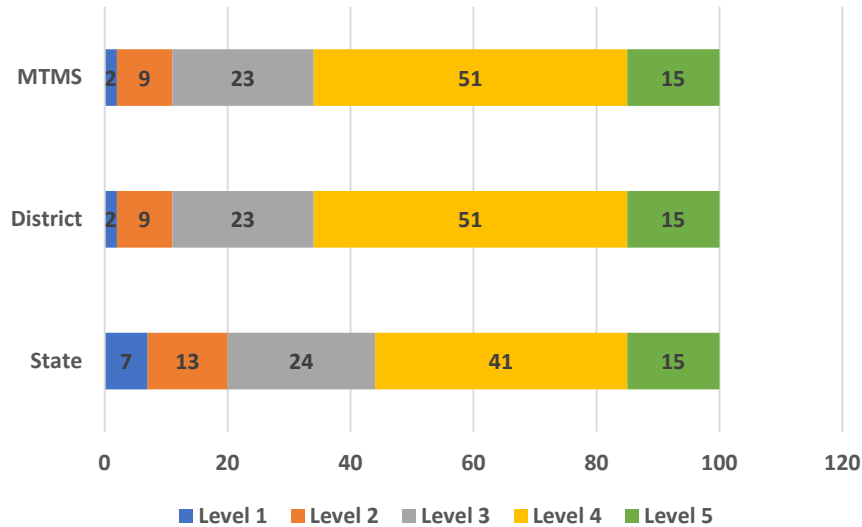
Mathematics



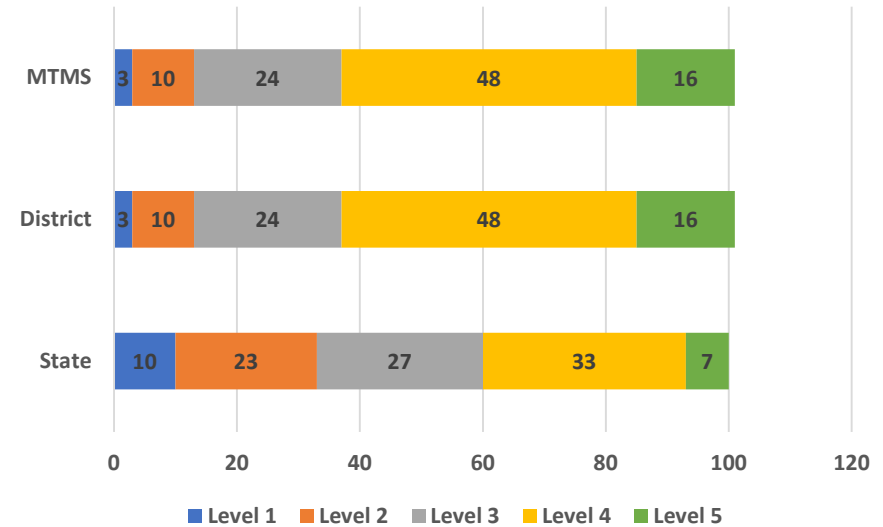
Notes: Percentages may not total 100 due to rounding

6th Grade Outcomes

English Language Arts



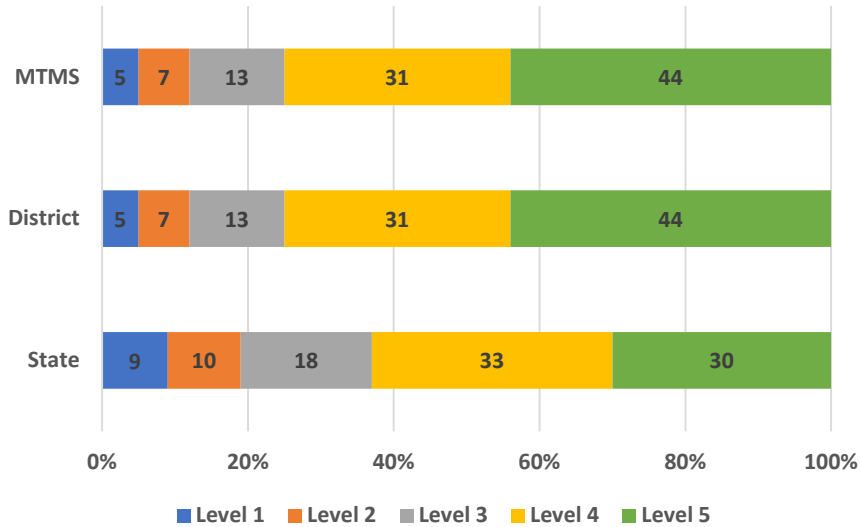
Mathematics



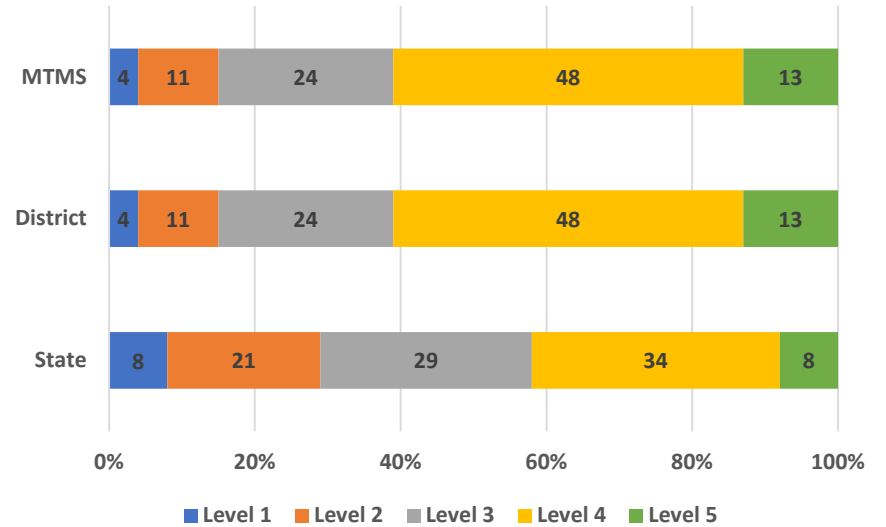
Notes: Percentages may not total 100 due to rounding

7th Grade Outcomes

English Language Arts



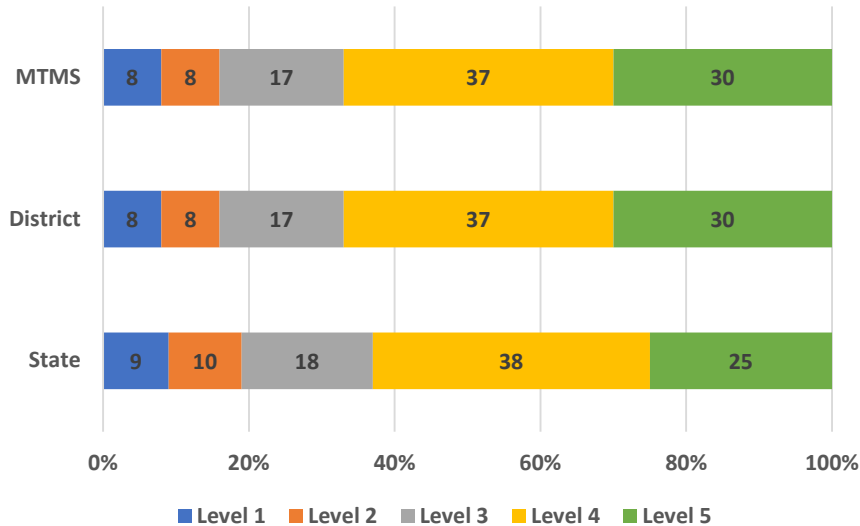
Mathematics



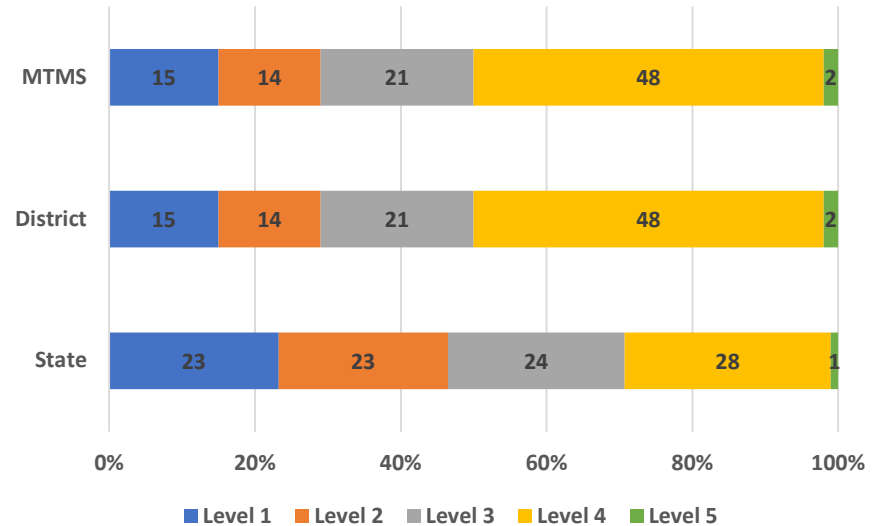
Notes: Percentages may not total 100 due to rounding

8th Grade Outcomes

English Language Arts



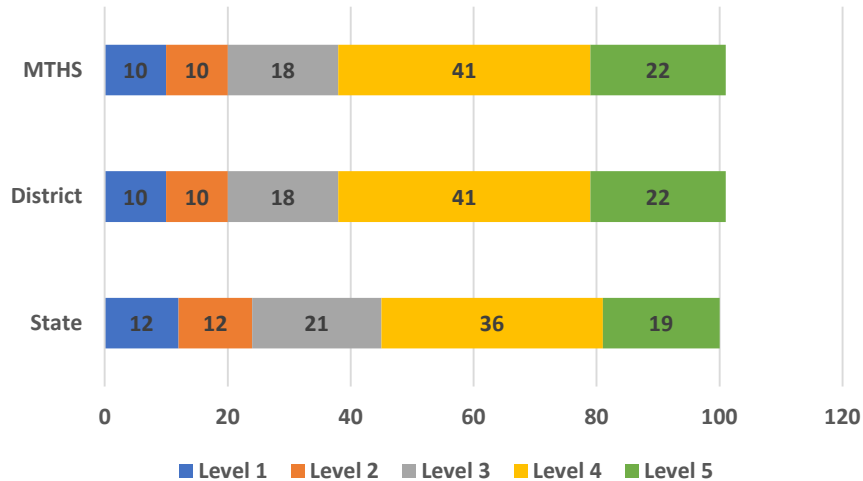
Mathematics



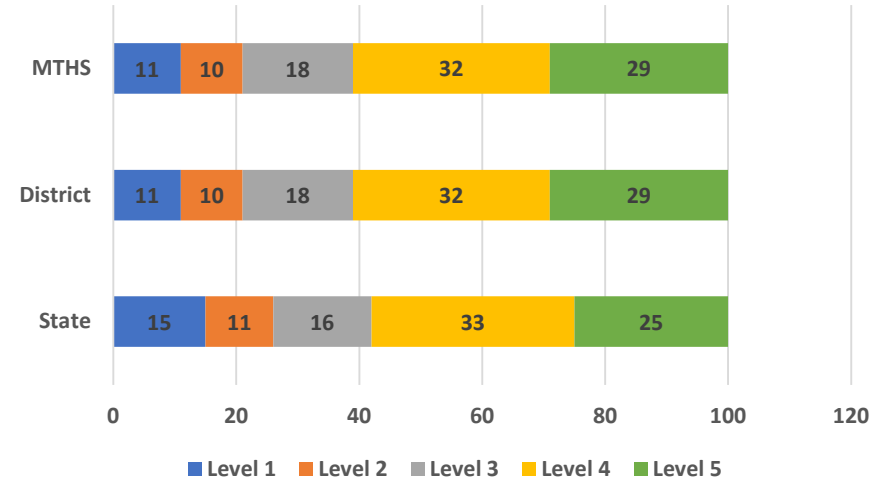
*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.
Notes: Percentages may not total 100 due to rounding

High School ELA Outcomes

English Language Arts 9th Grade



English Language Arts 10th Grade

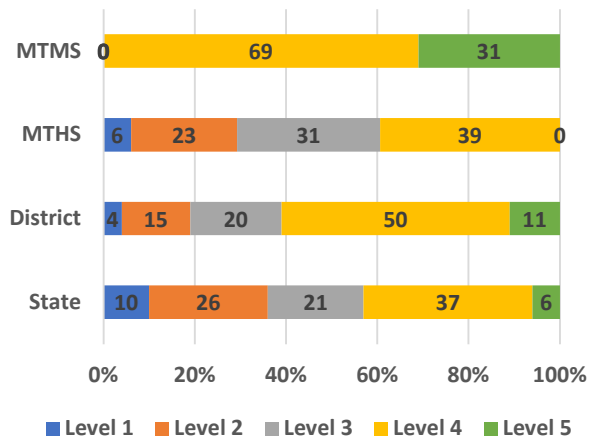


*NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results.

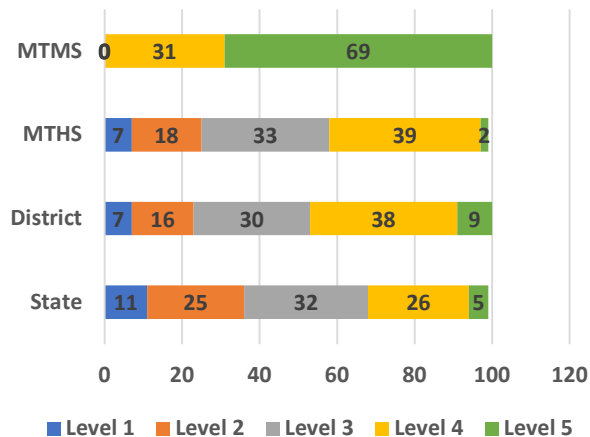
Notes: Percentages may not total 100 due to rounding

Algebra I, Geometry, & Algebra II Outcomes

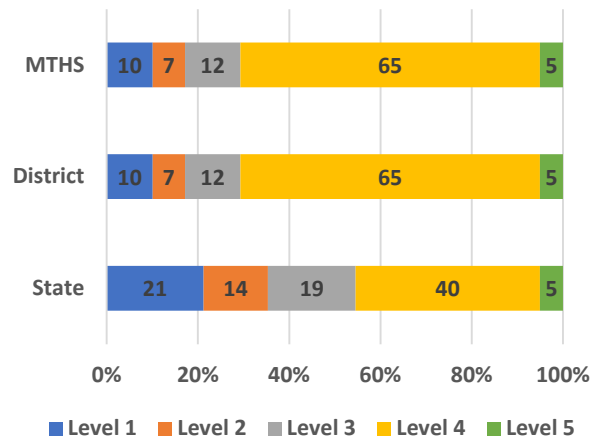
Algebra I



Geometry



Algebra II



*NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results.

Notes: Percentages may not total 100 due to rounding

Grade 3 Subgroups - % Meeting and Exceeding Expectations

	English Language Arts	Mathematics
Female	60.0%	75.9%
Male	54.1%	73.6%
Hispanic	50.0%	42.3%
Asian	69.7%	90.4%
White	38.9%	56.9%
Black	46.7%	53.3%
Economically Disadvantaged	27.8%	38.9%
Students with Disabilities	30.2%	44.2%

Grade 4 Subgroups - % Meeting and Exceeding Expectations

	English Language Arts	Mathematics
Female	82.3%	73.3%
Male	75.8%	84.0%
Hispanic	57.1%	50.0%
Asian	85.8%	91.6%
White	74.3%	63.5%
Black	45.5%	63.6%
Economically Disadvantaged	46.9%	40.6%
Students with Disabilities	40.3%	46.1%

Grade 5 Subgroups - % Meeting and Exceeding Expectations

	English Language Arts	Mathematics
Female	72.5%	63.7%
Male	65.9%	68.5%
Hispanic	43.9%	26.8%
Asian	86.8%	88.2%
White	54.5%	51.4%
Black	35.3%	23.5%
Economically Disadvantaged	21.2%	24.2%
Students with Disabilities	28.6%	21.1%

Grade 6 Subgroups - % Meeting and Exceeding Expectations

	English Language Arts	Mathematics
Female	70.3%	60.9%
Male	61.3%	66.2%
Hispanic	47.1%	58.8%
Asian	82.2%	84.0%
White	53.2%	43.5%
Black	36.8%	36.8%
Economically Disadvantaged	29.0%	25.8%
Students with Disabilities	20.5%	20.7%

Grade 7 Subgroups - % Meeting and Exceeding Expectations

	English Language Arts	Mathematics
Female	82.9%	58.7%
Male	66.9%	63.4%
Hispanic	51.4%	28.6%
Asian	88.6%	86.3%
White	65.5%	46.2%
Black	52.6%	36.8%
Economically Disadvantaged	33.3%	19.4%
Students with Disabilities	21.1%	19.5%

Grade 8 Subgroups - % Meeting and Exceeding Expectations

	English Language Arts	Mathematics
Female	73.4%	51.4%
Male	62.2%	48.9%
Hispanic	41.4%	34.6%
Asian	90.2%	79.5%
White	50.4%	42.8%
Black	45.5%	37.5%
Economically Disadvantaged	28.9%	14.3%
Students with Disabilities	5.5%	12.3%

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

High School ELA Subgroups - % Meeting and Exceeding Expectations

	9th Grade - English Language Arts	10th Grade - English Language Arts
Female	68.5%	71.1%
Male	56.2%	50.3%
Hispanic	25.0%	42.9%
Asian	86.1%	79.7%
White	51.8%	53.3%
Black	50.0%	38.9%
Economically Disadvantaged	18.6%	37.8%
Students with Disabilities	13.6%	13.1%

*Grade 11 test was optional for 2018-2019 assessment year.

High School Mathematics Subgroups -% Meeting and Exceeding Expectations

	Algebra I *	Geometry *	Algebra II *
Female	63.1%	46.2%	67.7%
Male	58.7%	48.1%	72.5%
Hispanic	20%	18.4%	45.5%
Asian	87.2%	78.7%	81.4%
White	49.8%	33.3%	58.7%
Black	28.6%	46.7%	11.1%
Economically Disadvantaged	26.2%	16.7%	33.3%
Students with Disabilities	11.1%	2.2%	0.0%

*Grade 11 test was optional for 2018-2019 assessment year.

2019 Dynamic Learning Maps (DLM)

Dynamic Learning Maps (DLM)

- The alternate assessment for students with the most significant intellectual disabilities in English Language Arts, Mathematics, and Science is called the Dynamic Learning Maps (DLM).

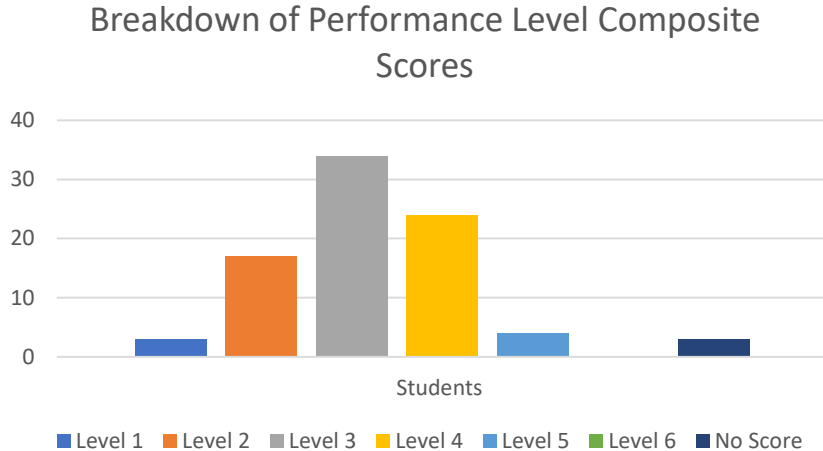
Grades 3-11

40 students in ELA

39 students in Math

20 students in Science

Spring 2019 WIDA ACCESS 2.0



- English Language Learners are assessed in four language domains:
 - Speaking
 - Listening
 - Reading
 - Writing
- Score of 4.5 or higher is needed to exit the ESL program
 - 10 students earned this score
- 85 students assessed
 - 34 in program for <1 to 1 year
 - 9 students exited

Strengths and Interventions

- Ongoing professional development for meeting the needs of diverse and typical learners
- Strong tiered system of supports (RtI) K-5 in ELA and Math
 - Basic skills teachers
 - Reading specialists
- Accelerated Math Program beginning in Grade 5
- TAG Cluster grouping for both Math and ELA in grades 2-5
- STEM and Humanities TAG in grades 5-8
- Differentiated instruction throughout all classes
- Honors level courses once in high school
- MAP Growth K-11 to track students' progress toward College & Career Readiness