

# State Assessment Results: Spring 2019

Presented by:

Jennifer Goforth, Director of STEM  
Marcos Vargas, Director of Humanities  
Frank Sedita, Supervisor WL/ESL

Department of Equity, Curriculum and Instruction

Montclair Public Schools  
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Measuring  
College and  
Career  
Readiness

# New Jersey Student Learning Assessment (NJSLA)

## **Students are required to take NJSLA**

- ❖ English Language Arts (ELA) Assessments
  - For grades 3-11.
  - Consists of two 75-90 minute sessions
- ❖ Mathematics Assessments
  - For grades 3-8 and for Algebra I, Geometry, and Algebra II.
  - Consists of three 60-90 minute sessions

## **MHS TESTING CHANGES:**

- ❖ NJDOE placed a moratorium on testing for Juniors in Spring of 2019.
- ❖ MHS only tested ELA 10 and Algebra 1 due to extenuating circumstances.

# NJSLA AND MONTCLAIR PUBLIC SCHOOLS

- ❖ New Jersey State Department of Education (NJDOE)  
**Graduation Requirements as of July 2019:**  
**Classes of 2020-2022**
  - Option 1: Take and pass NJSLA/PARCC ELA 10 and Algebra I; or
  - Option 2: Meet the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, ASVAP, or ACCUPLACER as defined in the [chart](#) or
  - Option 3: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education
  
- ❖ NJSLA results are also used by the NJDOE to identify Priority and Focus schools.
  
- ❖ Within the district, we use aggregated NJSLA data to help identify strengths and gaps in our curriculum and instruction, and to target support for educators to meet the learning needs of all students.

# District and School Performance

The data in this presentation is based on the number of students who completed NJSLA. Thus percentages are out of total students that took these tests.

The Every Student Succeeds Act (ESSA) and the NJDOE School Performance reports that are released in the Spring are calculated based on meeting the 95% participation rate. If a school does not meet this rate their percentages of students meeting standards are calculated out of 95% of the total student body and not out of the total number of students that participated.

**When a school does not meet the 95% participation rate:**

**Students who do not participate in testing do not “earn zeroes” and are not labeled as failing or non proficient.** However, the school’s NJDOE proficiency rates are affected because these students are calculated into the non-proficient cohort.

# NJSLA PERFORMANCE LEVELS

- Level 1: Not yet meeting grade-level expectations
- Level 2: Partially meeting grade-level expectations
- Level 3: Approaching grade-level expectations
- Level 4: Meeting grade-level expectations
- Level 5: Exceeding grade-level expectations

← Goal

# NJSLA-ELA CONTENT

The NJSLA-ELA assessments emphasize the importance of (1) close reading, (2) synthesizing ideas within and across texts, (3) determining the meaning of words and phrases in context and (4) writing at every grade.

## English Language Arts

### Reading:

**Literary Text** - Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

**Informational Text** - Students meet expectations by showing they can read and analyze grade appropriate non-fiction, including texts about history, science, art, & music.

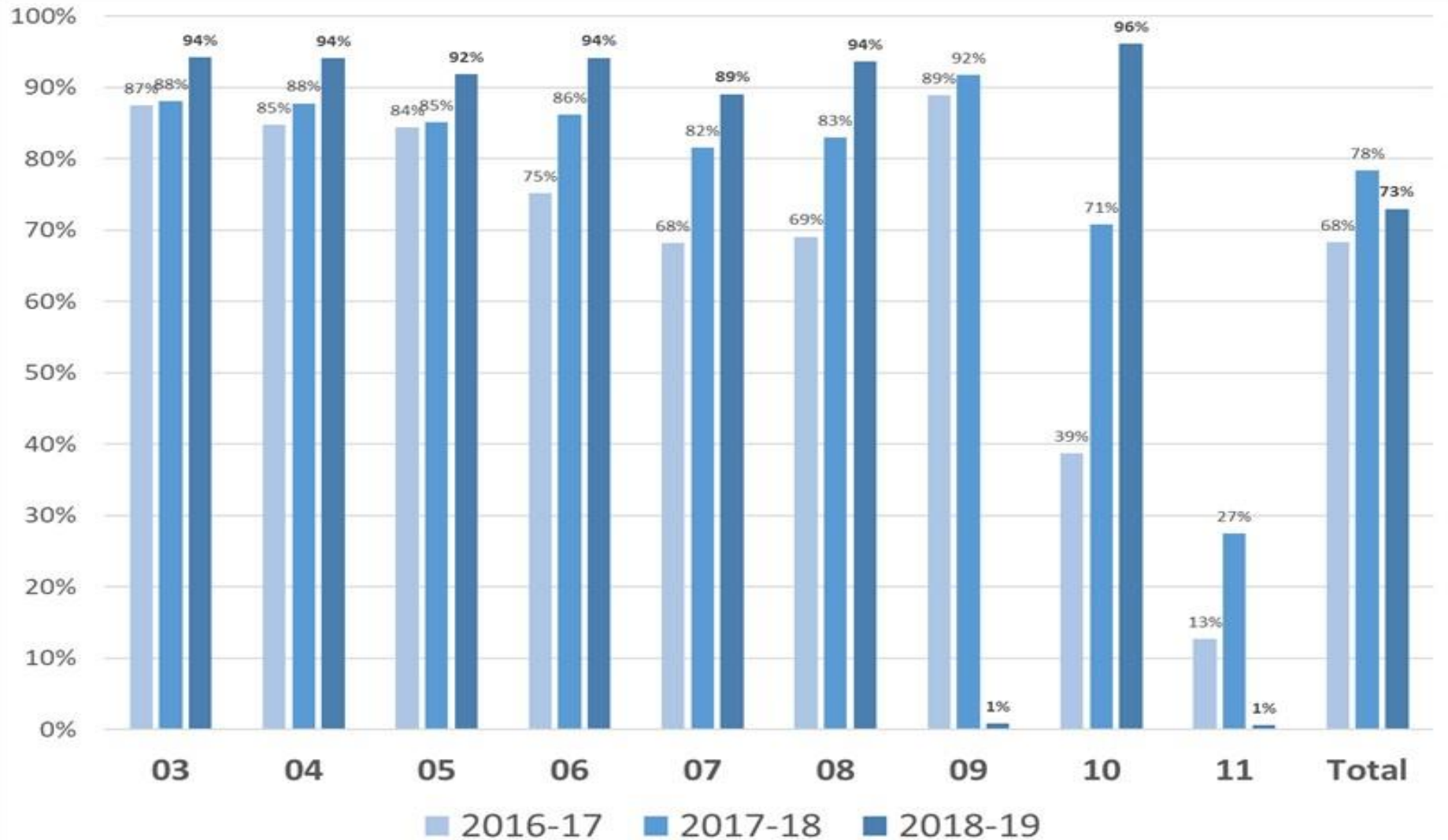
**Vocabulary** - Students meet expectations by showing they can use content to determine what words and phrases mean in grade-appropriate texts.

### Writing:

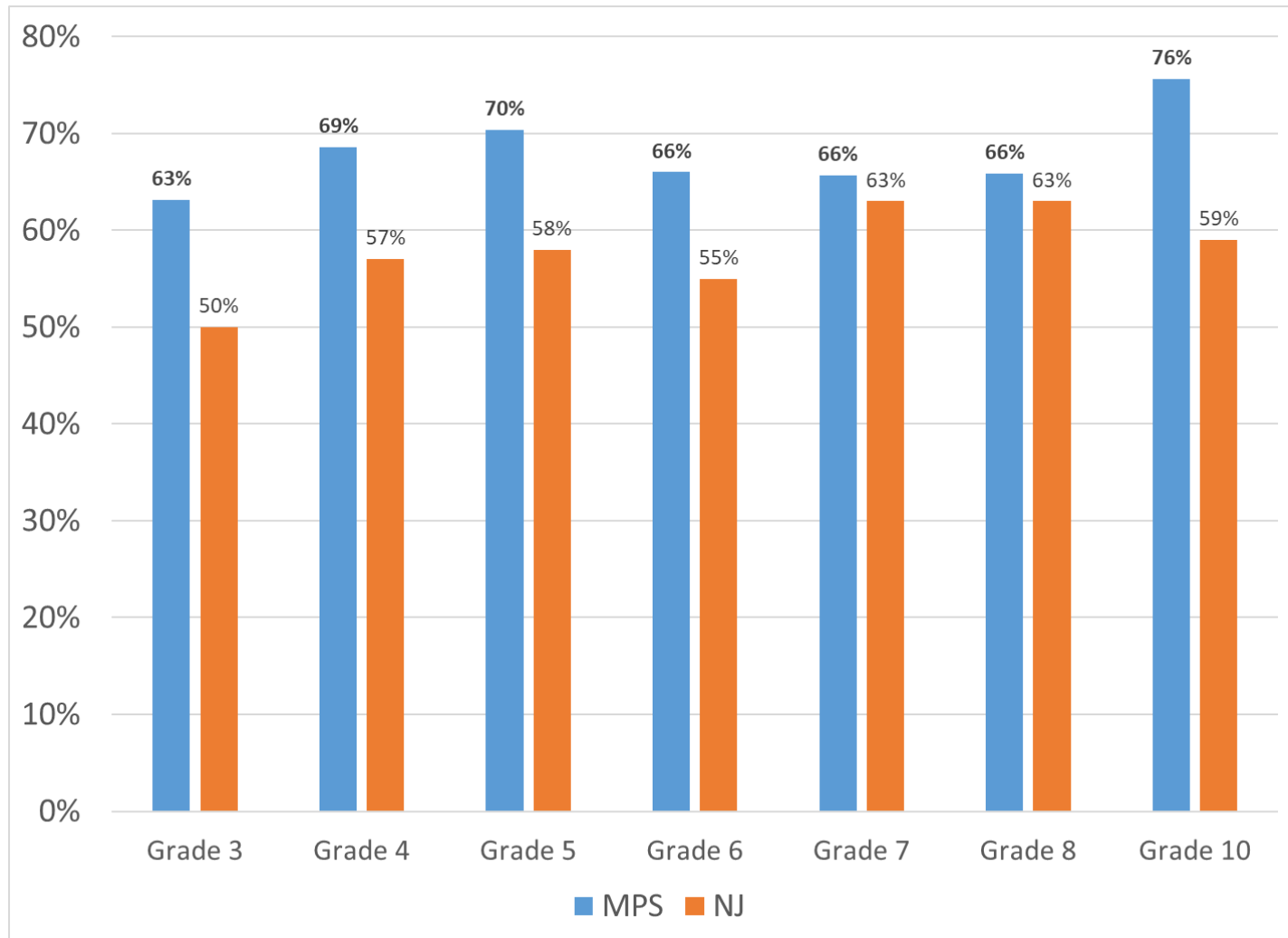
**Expression** - Students meet expectations by showing they can compose, developed, organized, and clear writing, using details from what they have read.

**Conventions of Writing** - Students meet expectations by showing they can compose writing using rules of standard English including those of grammar, spelling, and usage.

# NJSLA-ELA PARTICIPATION RATES MONTCLAIR PUBLIC SCHOOLS, GRADES 3-11



COMPARISON OF **MONTCLAIR PUBLIC SCHOOLS** TO NJ STATE AVERAGE  
SPRING 2019 NJSLA ADMINISTRATIONS  
ENGLISH LANGUAGE ARTS: % MEETING/EXCEEDING EXPECTATIONS





# Comparison of **Montclair Public Schools** to NJ State Averages

## Spring 2019 NJSLA Administrations

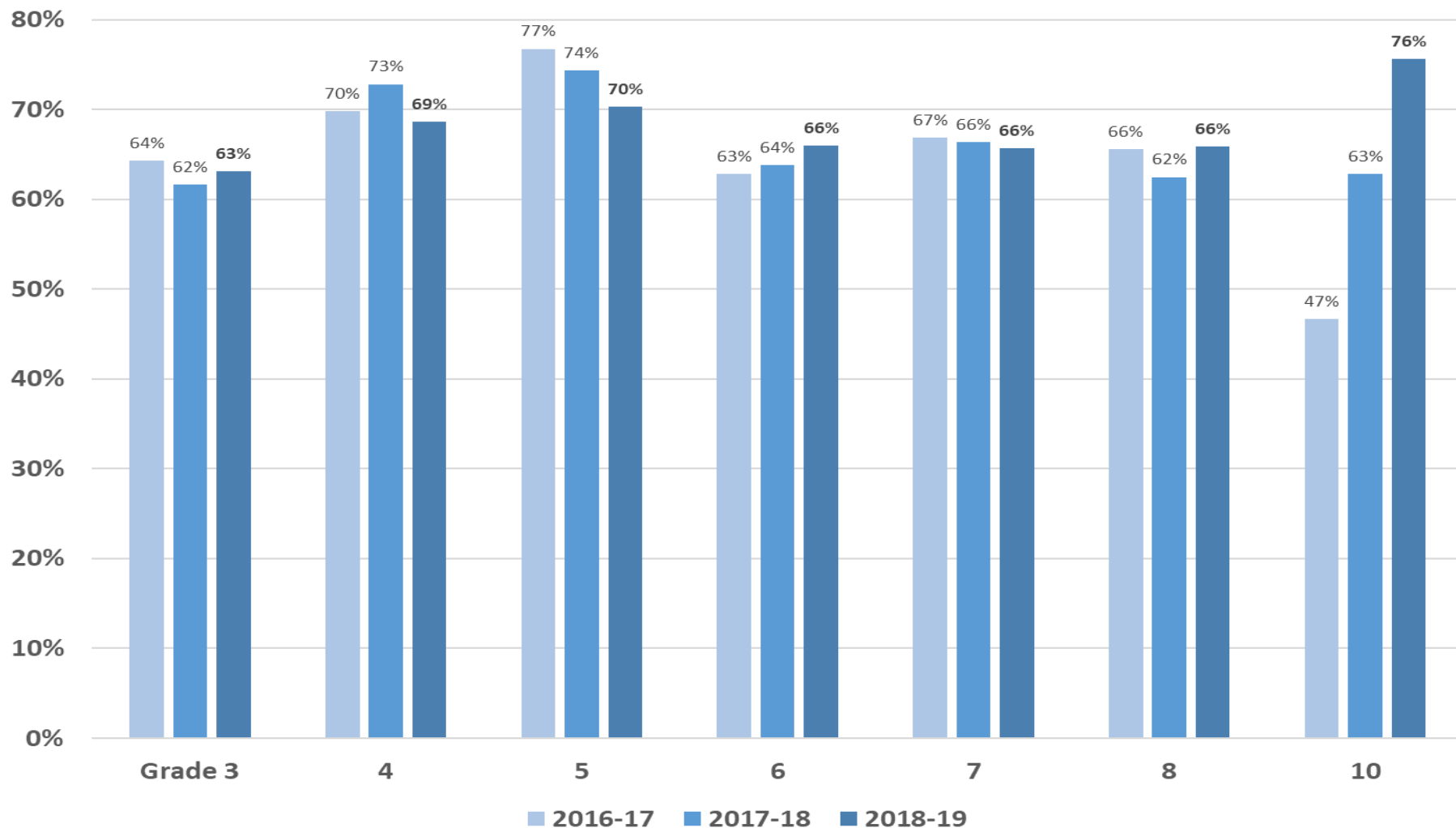
### English Language Arts Percentages

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
<b>3</b>	7.0	<b>14.0</b>	8.4	<b>14.4</b>	21.5	<b>21.4</b>	54.5	<b>42.8</b>	8.6	<b>7.4</b>
<b>4</b>	4.4	<b>8.6</b>	9.5	<b>12.6</b>	17.5	<b>21.4</b>	47.3	<b>39.1</b>	21.3	<b>18.3</b>
<b>5</b>	2.9	<b>7.4</b>	6.0	<b>12.5</b>	20.7	<b>22.2</b>	57.3	<b>45.6</b>	13.1	<b>12.3</b>
<b>6</b>	3.4	<b>7.3</b>	8.0	<b>12.6</b>	22.6	<b>23.9</b>	49.2	<b>40.9</b>	16.8	<b>15.2</b>
<b>7</b>	5.2	<b>8.9</b>	11.9	<b>10.5</b>	17.3	<b>17.8</b>	34.3	<b>33.1</b>	31.4	<b>29.7</b>
<b>8</b>	5.8	<b>9.2</b>	8.2	<b>10.3</b>	20.2	<b>17.7</b>	45.1	<b>38.0</b>	20.8	<b>24.9</b>
<b>9</b>	n/a	<b>11.3</b>	n/a	<b>11.8</b>	n/a	<b>21.1</b>	n/a	<b>36.7</b>	n/a	<b>19.2</b>
<b>10</b>	7.0	<b>14.3</b>	5.6	<b>10.9</b>	11.8	<b>15.9</b>	38.7	<b>33.4</b>	36.9	<b>25.5</b>

Notes: Percentages may not total 100 due to rounding.

# NJSLA-ELA THREE-YEAR TREND MONTCLAIR PUBLIC SCHOOLS

## % Meeting or Exceeding Expectations



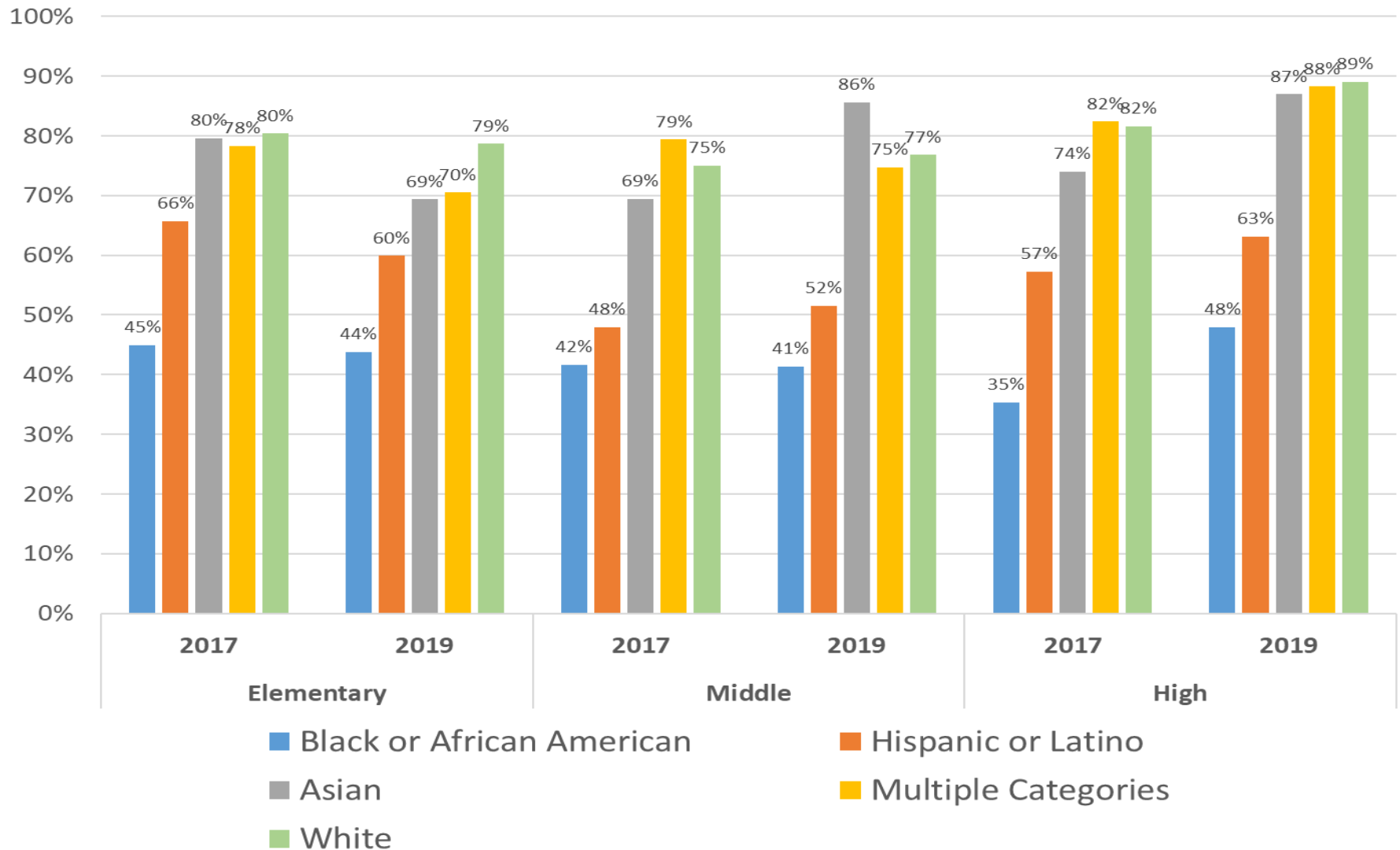
**MONTCLAIR ELEMENTARY SCHOOLS**  
**2019 SPRING NJSLA SCHOOL-LEVEL OUTCOMES**  
**ENGLISH LANGUAGE ARTS/LITERACY**

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting or Exceeding
Bradford	4%	8%	24%	55%	9%	<b>63%</b>
Charles H. Bullock	5%	11%	16%	51%	17%	<b>68%</b>
Edgemont	4%	9%	18%	53%	15%	<b>68%</b>
Hillside	6%	7%	17%	51%	19%	<b>70%</b>
Northeast	4%	7%	28%	53%	8%	<b>61%</b>
Watchung	4%	6%	19%	57%	14%	<b>71%</b>
Elem. Avg.	5%	8%	20%	53%	15%	<b>67%</b>

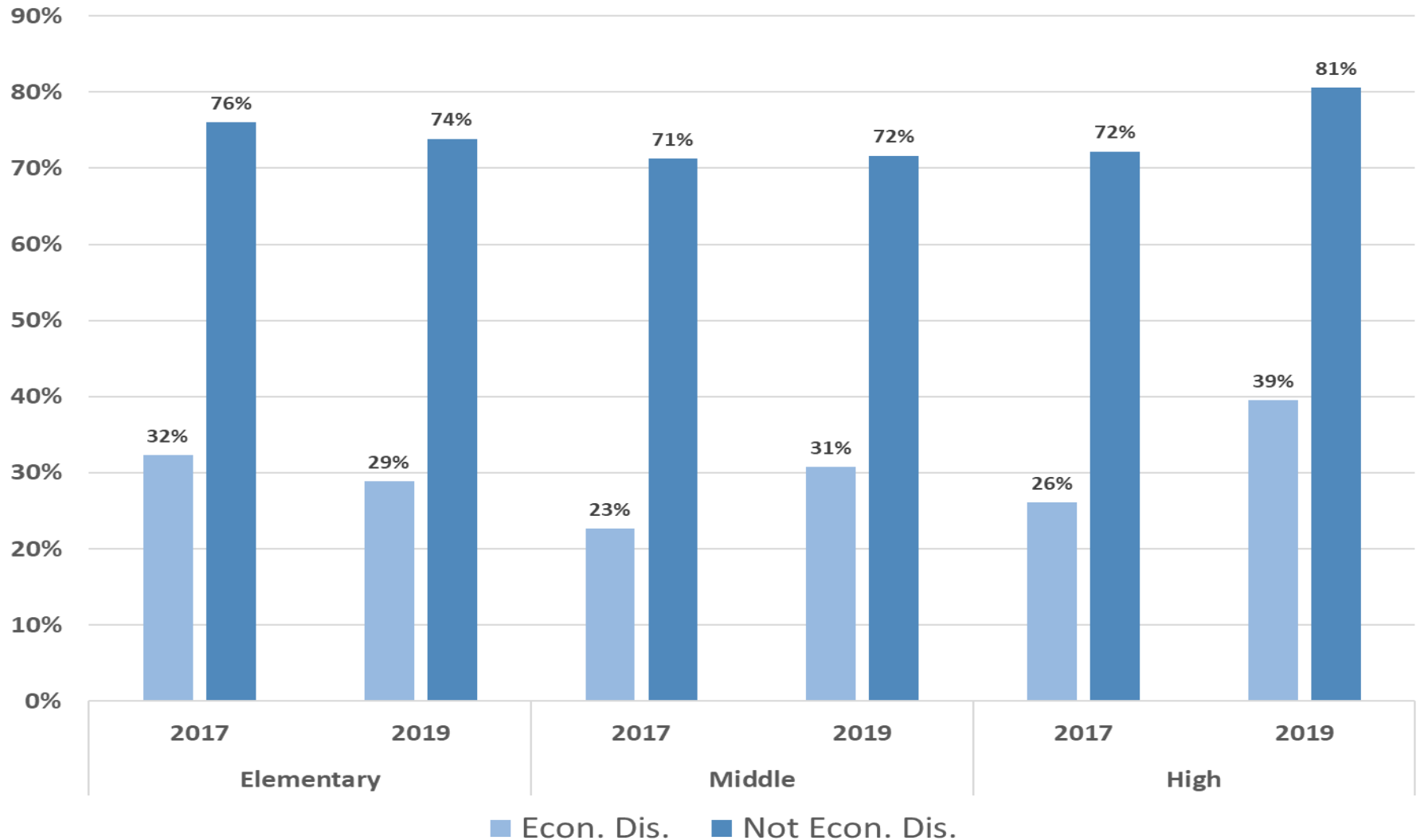
**MONTCLAIR SECONDARY SCHOOLS**  
 2019 NJSLA NJSLA SCHOOL-LEVEL OUTCOMES  
 ENGLISH LANGUAGE ARTS/LITERACY, GRADES 6-8, & 10

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting or Exceeding Expectations
Buzz Aldrin	3%	8%	18%	45%	26%	<b>71%</b>
Glenfield	7%	10%	22%	43%	18%	<b>61%</b>
Renaissance	4%	10%	21%	37%	29%	<b>66%</b>
<i>Middle school avg.</i>	5%	9%	20%	43%	23%	<b>66%</b>
MHS (10 <sup>th</sup> grade)	8%	6%	12%	38%	36%	<b>75%</b>

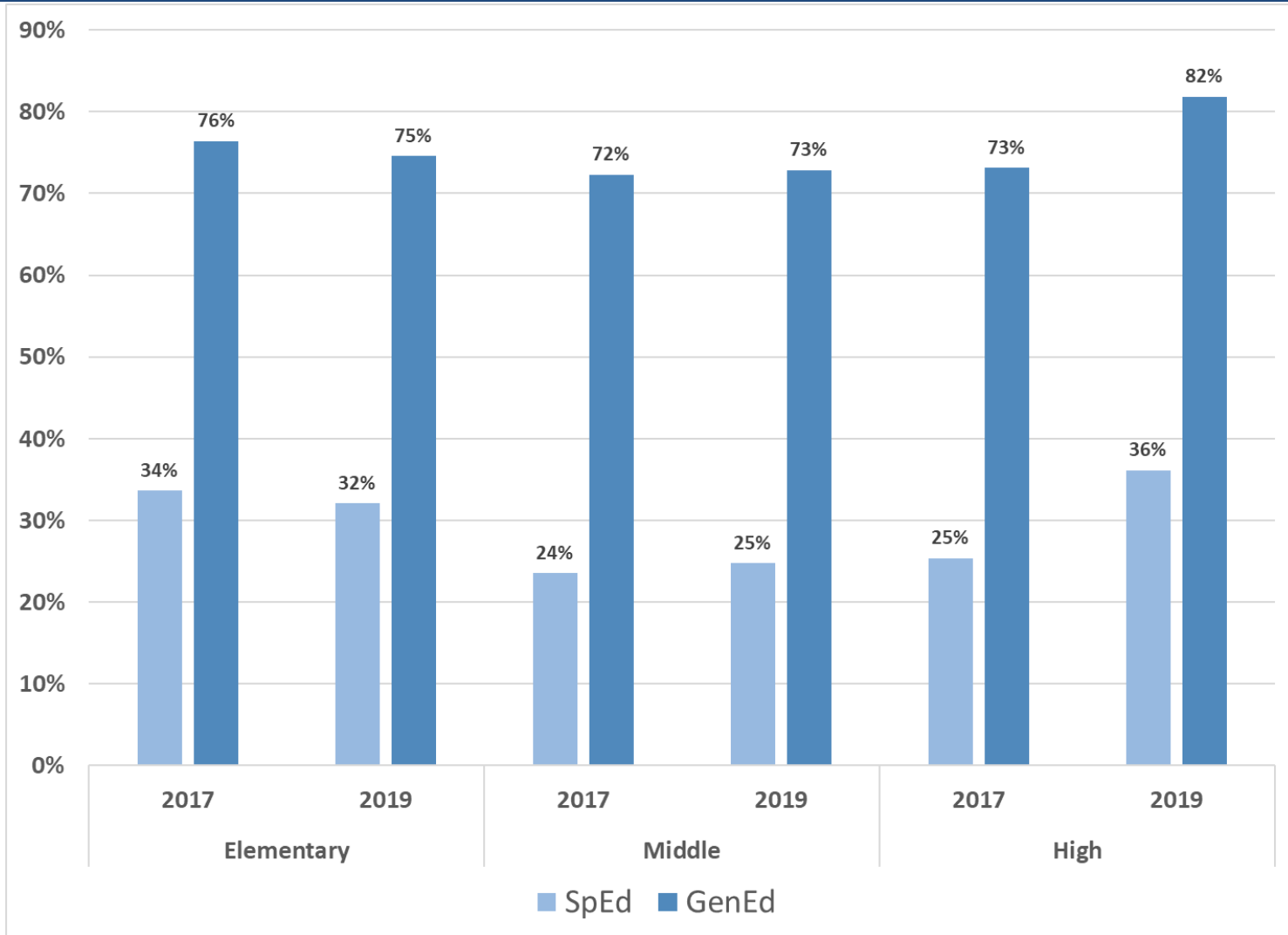
# PERFORMANCE OF RACE/ETHNICITY SUBGROUPS MONTCLAIR PUBLIC SCHOOLS % MEETING/EXCEEDING EXPECTATIONS IN NJSLA-ELA



# PERFORMANCE OF ECONOMICALLY DISADVANTAGED STUDENTS MONTCLAIR PUBLIC SCHOOLS % MEETING/EXCEEDING EXPECTATIONS IN NJSLA-ELA



PERFORMANCE OF SPECIAL EDUCATION STUDENTS  
MONTCLAIR PUBLIC SCHOOLS  
% MEETING/EXCEEDING EXPECTATIONS IN NJSLA-ELA



# NJSLA ENGLISH LANGUAGE ARTS DATA SUMMARY

- \*District-wide, 73% of Montclair 3<sup>rd</sup> through 11<sup>th</sup> graders took the NJSLA-ELA assessment in Spring 2019, down from 78% in 2018.
- Participation rates at every MPS elementary and middle school exceeded 90% for the first time since PARCC/NJSLA testing began.
- Across grades, the % of Montclair Public School students who met or exceeded expectations on the NJSLA-ELA assessment continued to exceed New Jersey State averages, though this difference narrowed in grades 7 and 8.
- The % of economically disadvantaged students and students of color meeting or exceeding NJSLA-ELA expectations continued to trend substantially below MPS averages.



# ELA Areas of Focus

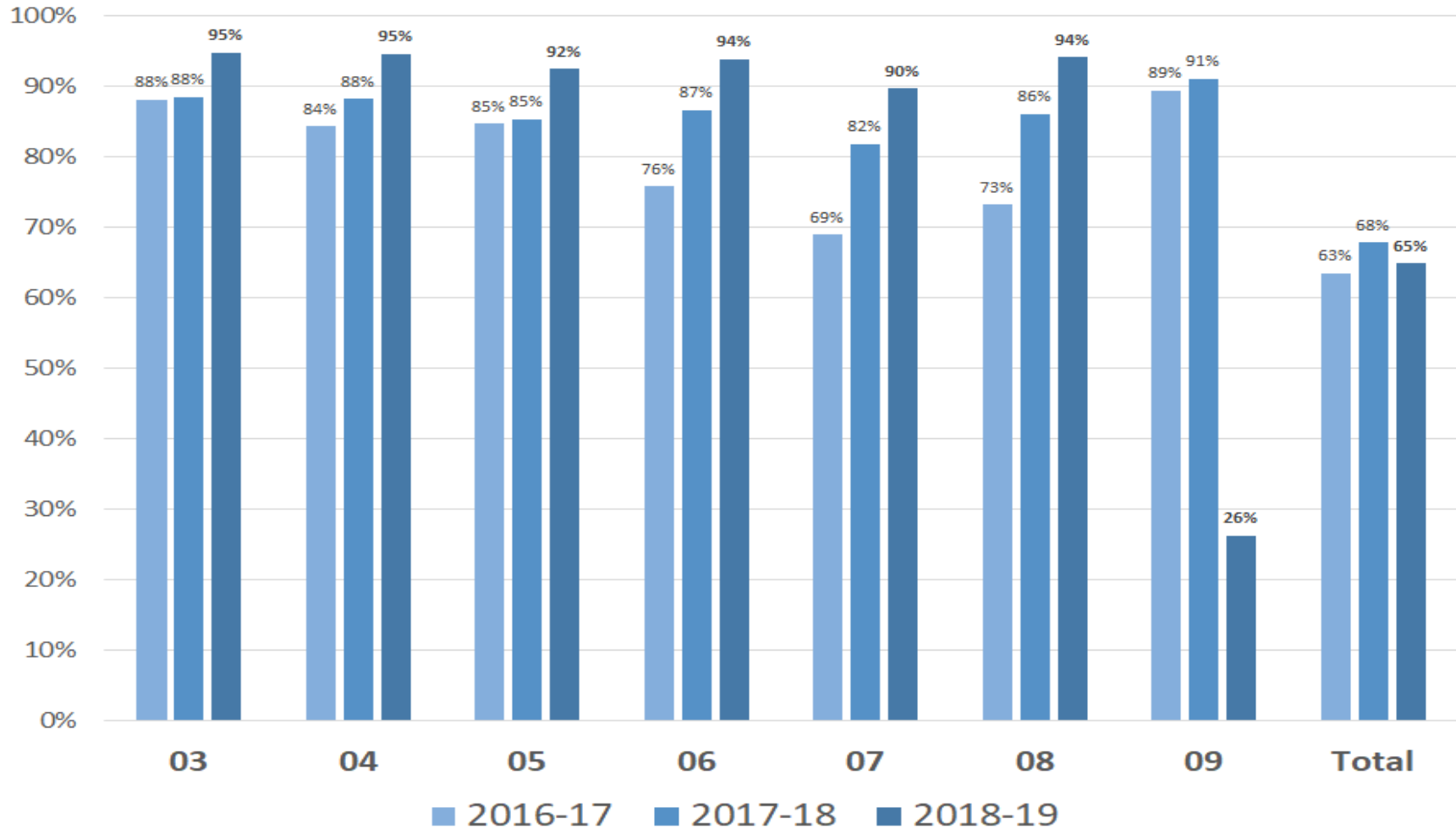
Grade Span	Steps Taken	Next Steps
Elementary	New dyslexia screening and Response to Intervention (RTI) protocols.	<p>Evaluate K-5 core ELA instructional materials and curriculum.</p> <p>Increase support for RTI in literacy.</p>
Middle	<p>Revised all MS ELA curriculum.</p> <p>Balanced fictional and nonfictional offerings, and aligned writing sequences.</p>	<p>Evaluate RTI programming.</p> <p>Incorporate LGBTQ-Inclusive curriculum.</p>
High School	<p>Revised all HS ELA curriculum.</p> <p>Aligned most ELA Patterns courses to match core ELA requirements.</p>	<p>Evaluate instructional resources in support of curriculum shifts.</p> <p>Incorporate LGBTQ-Inclusive curriculum.</p>

# NJSLA-MATH CONTENT

**Curriculum, instruction and assessment at each grade must reflect the focus and emphasis of the standards. NJSLA Math emphasizes a focus on building conceptual understanding of math in addition to procedural.**

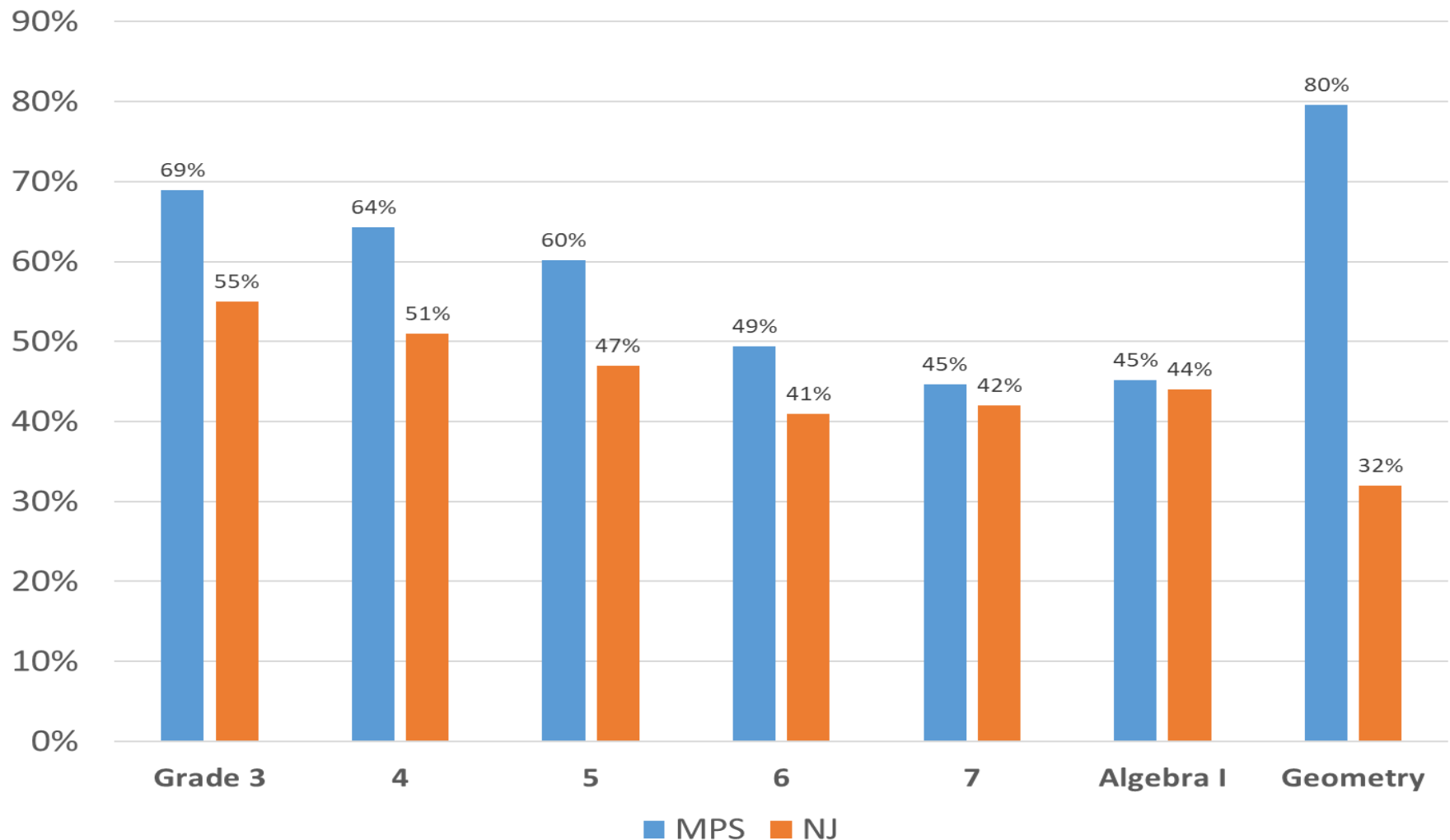
Mathematics	
Major Content	Areas of intensive focus, where students need fluent understanding and application of the core concepts.
Supporting Content	Rethinking and linking; areas that applies core understandings
Additional Content	Expose students to other subjects, though at a distinct, level of depth and intensity
Reasoning and Modeling	Build student ability to apply the math they know to solve problems inside and outside the math classroom.

# NJSLA Math Participation Rates By Grade Level Montclair Public Schools



\*Students in grade 7 and grade 8 Algebra B participated in the NJSLA Algebra I assessment in place of the 7th or 8<sup>th</sup> grade Math assessment.

COMPARISON OF **MONTCLAIR PUBLIC SCHOOLS** TO NJ STATE AVERAGE  
SPRING 2019 NJSLA ADMINISTRATIONS  
MATH: % MEETING/EXCEEDING EXPECTATIONS



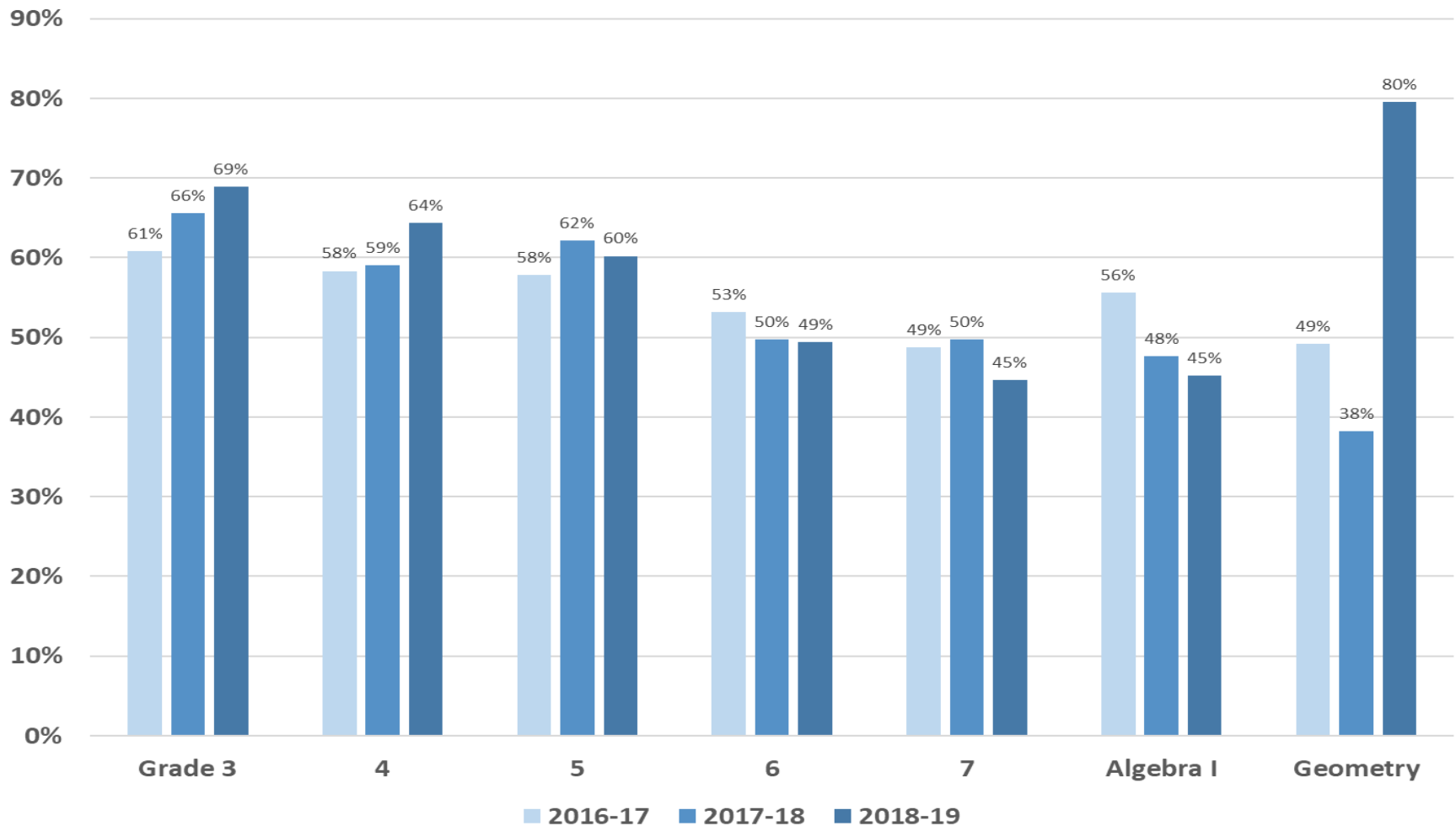
Comparison of **Montclair Public Schools** to NJ State Average  
 Spring 2019 NJSLA Administrations  
**Mathematics Percentages**

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
<b>3</b>	4.5	<b>8.0</b>	7.7	<b>13.9</b>	18.9	<b>23.0</b>	49.3	<b>41.2</b>	19.6	<b>13.9</b>
<b>4</b>	6.4	<b>8.6</b>	9.2	<b>14.7</b>	20.0	<b>25.7</b>	56.9	<b>43.3</b>	7.4	<b>7.7</b>
<b>5</b>	2.5	<b>6.4</b>	12.2	<b>20.9</b>	25.2	<b>25.8</b>	45.6	<b>35.8</b>	14.6	<b>11.0</b>
<b>6</b>	5.4	<b>9.6</b>	16.5	<b>22.5</b>	28.7	<b>27.4</b>	40.6	<b>33.1</b>	8.8	<b>7.5</b>
<b>7</b>	5.7	<b>7.6</b>	20.5	<b>21.1</b>	29.1	<b>29.3</b>	37.7	<b>33.8</b>	6.9	<b>8.3</b>
<b>Algebra I**</b>	8.0	<b>9.3</b>	26.4	<b>26.0</b>	20.4	<b>21.4</b>	39.0	<b>37.7</b>	6.2	<b>5.6</b>
<b>Geometry*</b>	4.5	<b>10.4</b>	6.8	<b>24.6</b>	9.1	<b>32.8</b>	63.6	<b>26.9</b>	15.9	<b>5.3</b>

Notes: Percentages may not total 100 due to rounding.

# NJSLA MATH THREE-YEAR TREND MONTCLAIR PUBLIC SCHOOLS

% Meeting or Exceeding Expectations



**MONTCLAIR ELEMENTARY SCHOOLS**  
**2019 SPRING NJSLA SCHOOL-LEVEL OUTCOMES**  
**MATHEMATICS, GRADES 3-5**

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	<i>% Meeting or Exceeding Expectations</i>
Bradford	4%	9%	18%	51%	18%	<b>69%</b>
Charles H. Bullock	7%	9%	22%	47%	15%	<b>62%</b>
Edgemont	6%	15%	18%	53%	8%	<b>61%</b>
Hillside	4%	11%	24%	48%	12%	<b>60%</b>
Northeast	3%	9%	23%	55%	9%	<b>64%</b>
Watchung	2%	5%	18%	55%	20%	<b>75%</b>
Elem. Avg.	4%	10%	21%	51%	14%	<b>64%</b>

## MONTCLAIR SECONDARY SCHOOLS

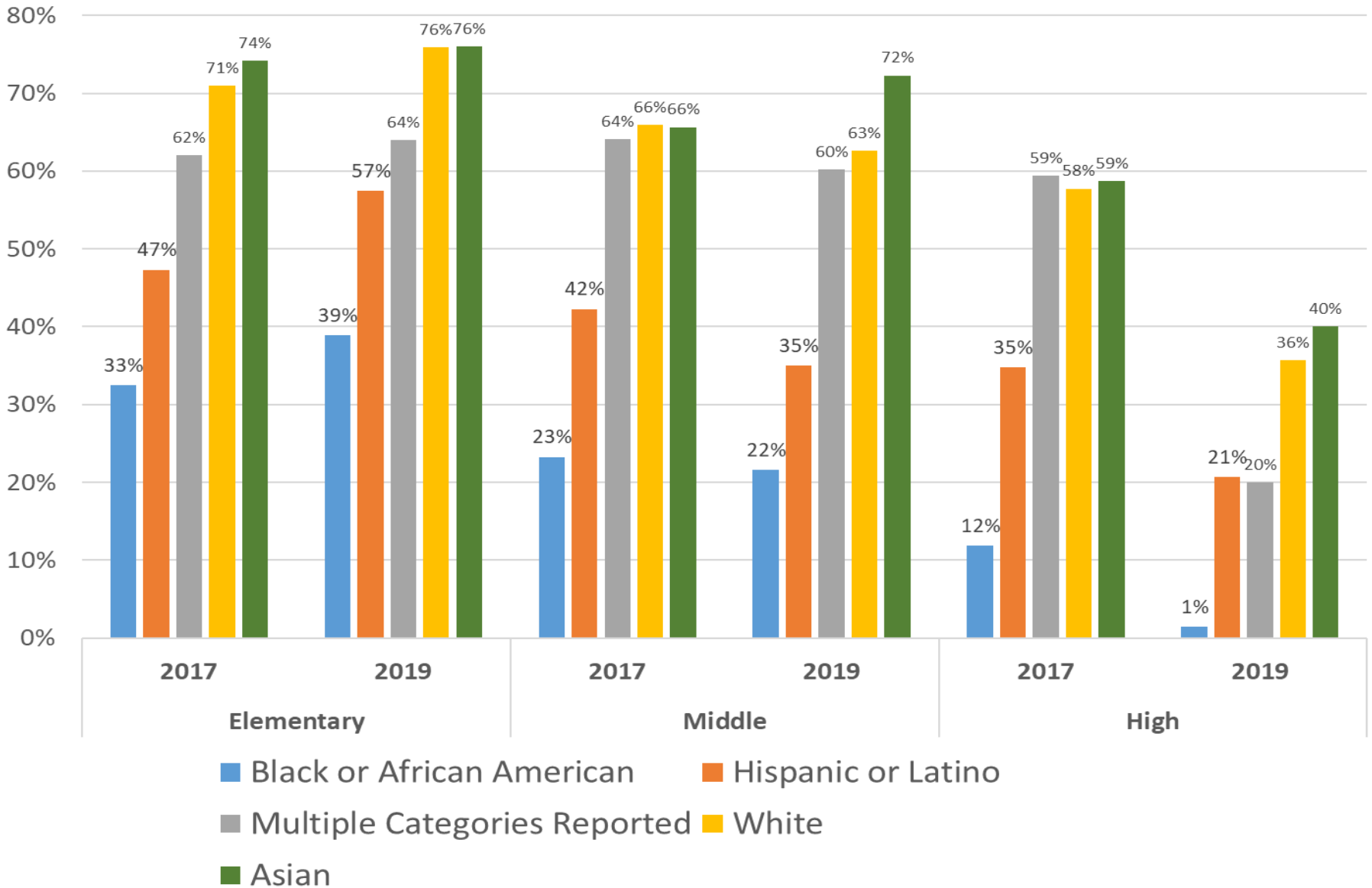
### 2019 SPRING NJSLA SCHOOL-LEVEL OUTCOMES: MATHEMATICS

		Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting or Exceeding Expectations
<b>Buzz Aldrin Middle School</b>	Math 6	4%	13%	27%	43%	12%	<b>55%</b>
	Math 7	6%	19%	23%	41%	11%	<b>52%</b>
	Algebra I	5%	16%	21%	50%	8%	<b>58%</b>
	Geometry	0%	0%	0%	75%	25%	<b>100%</b>
<b>Glenfield Middle School</b>	Math 6	8%	20%	26%	39%	7%	<b>46%</b>
	Math 7	7%	18%	32%	37%	5%	<b>43%</b>
	Algebra I	9%	30%	20%	36%	5%	<b>41%</b>
	Geometry	0%	0%	13%	75%	13%	<b>88%</b>
<b>Renaissance Middle School</b>	Math 6	3%	17%	40%	37%	3%	<b>40%</b>
	Math 7	3%	29%	34%	31%	3%	<b>34%</b>
	Algebra I	3%	18%	14%	52%	14%	<b>66%</b>
<b>Montclair High School</b>	Algebra I	15%	43%	25%	17%	0%	<b>17%</b>



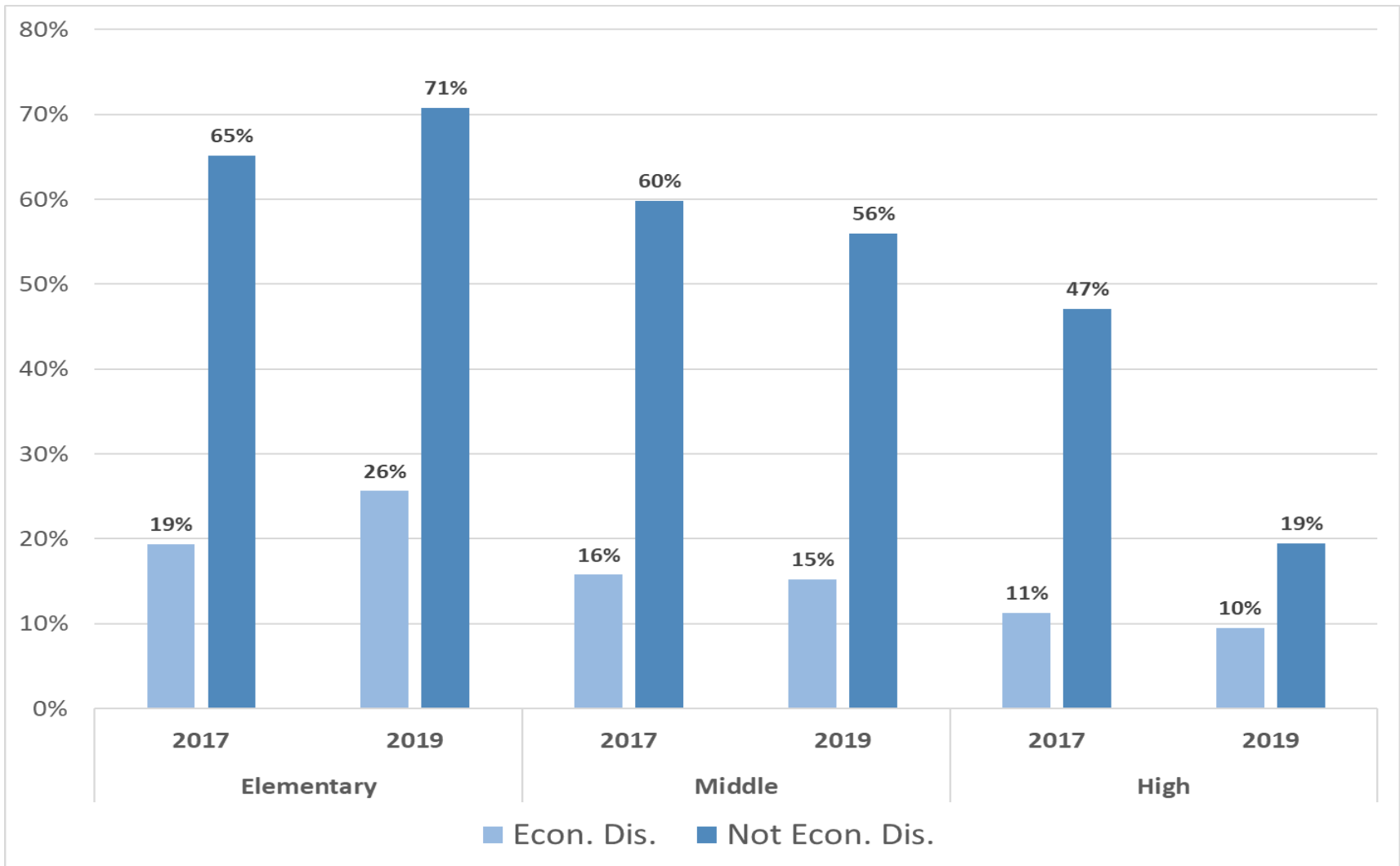
# PERFORMANCE OF RACE/ETHNICITY SUBGROUPS MONTCLAIR PUBLIC SCHOOLS

## % MEETING/EXCEEDING EXPECTATIONS IN NJSLA MATHEMATICS

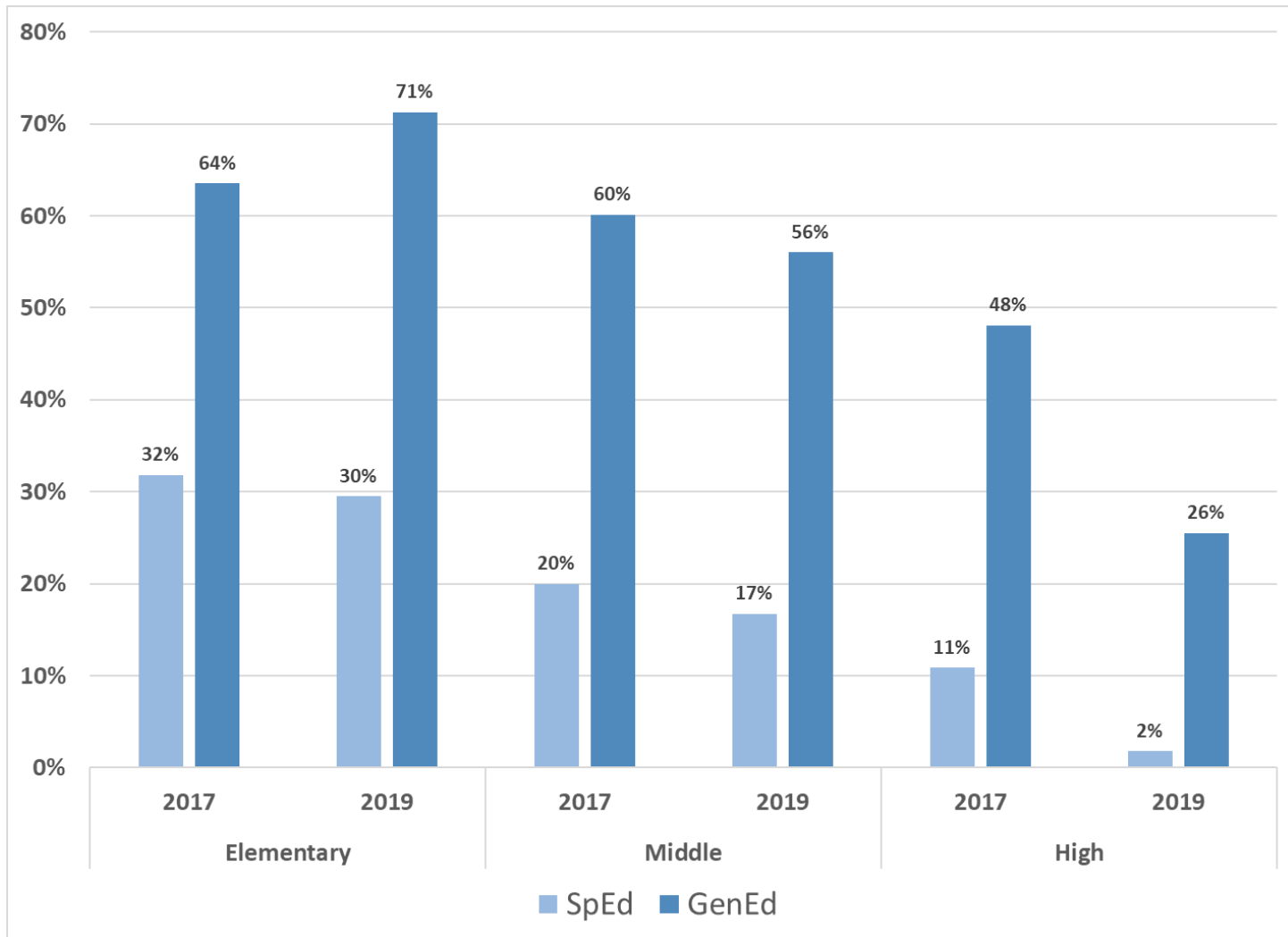


# PERFORMANCE OF ECONOMICALLY DISADVANTAGED STUDENTS MONTCLAIR PUBLIC SCHOOLS

## % MEETING/EXCEEDING EXPECTATIONS IN NJSLA MATHEMATICS



PERFORMANCE OF SPECIAL EDUCATION STUDENTS  
MONTCLAIR PUBLIC SCHOOLS  
% MEETING/EXCEEDING EXPECTATIONS IN NJSLA MATHEMATICS



# NJSLA MATHEMATICS

## Data Summary

- Student participation in NJSLA Math assessments in 2019 increased to 90% or more in grades 3-8.
- Student performance exceeded the state in all grades, however the difference narrowed in middle school.
- Grade 3 and 4 math performance has grown over the past three years, while the largest drop is from 5th to 6th grade.
- The % of students of color, economically disadvantaged students and special education student meeting or exceeding expectations continued to trend substantially below MPS averages.

# MATH Areas of Focus

Grade Span	Steps Taken	Next Steps
Elementary	Implementing new math program called Go Math to support rigor and applications in math.	Provide staff with ongoing professional development on using Go Math. Vertical alignment of curriculum for grades 5 to 6
Middle	Revised all MS Math curriculum.  Created Math lab curriculum and framework.	Provide staff with ongoing professional development on math intervention and engagement strategies and increasing rigor of class assessments.  Review curriculum resources.
High School	Purchased chromebooks for all Algebra 1 and 2 classes.  Utilize Flexbooks, online resource for Algebra 1& 2.	Provide staff with ongoing professional development on math intervention and engagement strategies and increasing rigor.  Adding support for Algebra 1.

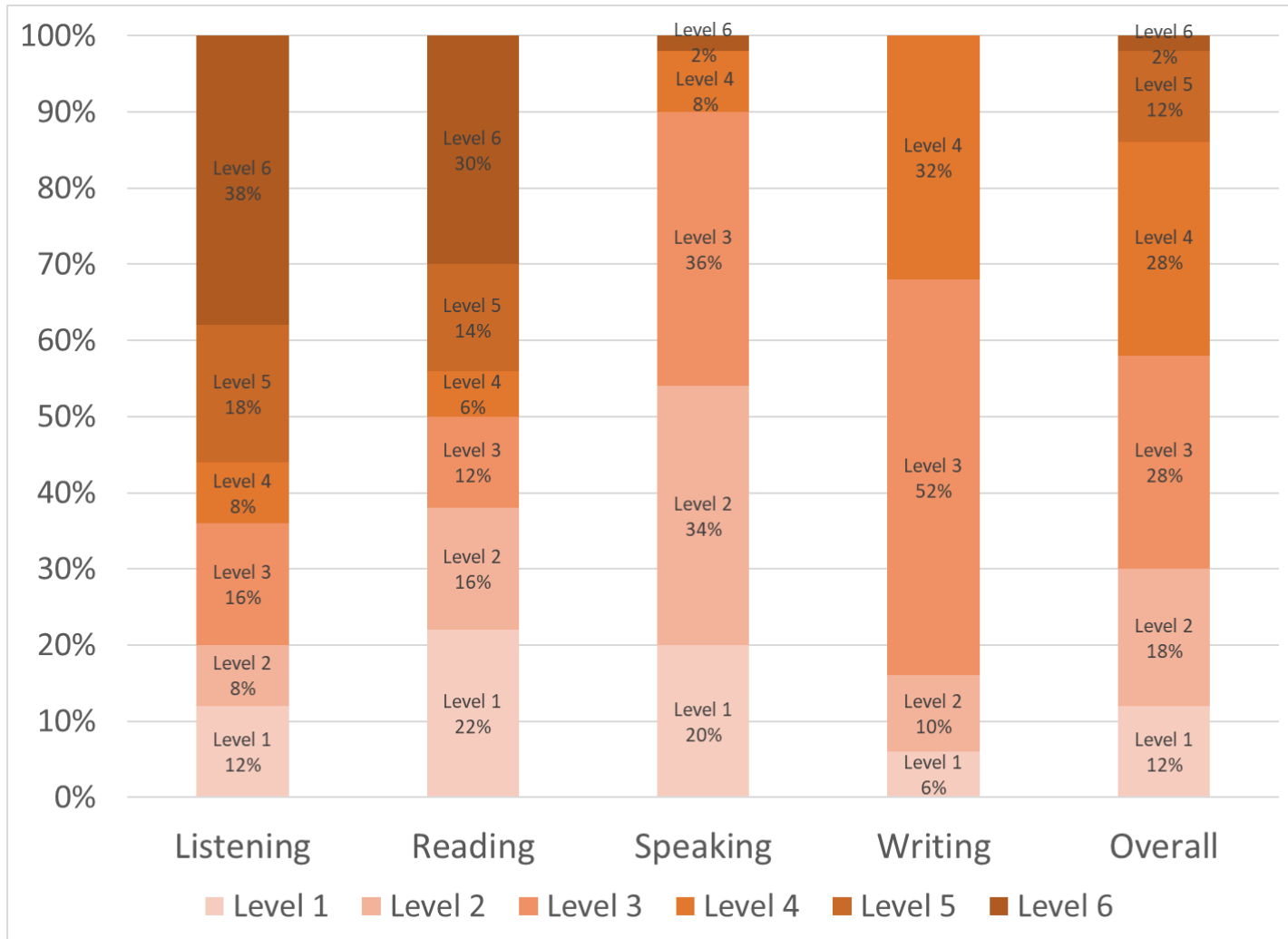
# ACCESS FOR ELLS

## ABOUT THE TEST

- Is administered to Kindergarten through Grade 12 students who have been identified as English language learners (ELLs)
- Is given annually to monitor students' progress in learning academic English
- Meets U.S. federal requirements of the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress toward English language proficiency, with an overall score of 4.5 used as the proficiency cut point
- Is anchored in the WIDA English Language Development Standards
- Assesses the four language domains of Listening, Speaking, Reading and Writing

# DISTRIBUTION OF ACCESS FOR ELLS SCORES BY DOMAIN AND PROFICIENCY LEVEL

## MONTCLAIR PUBLIC SCHOOLS | SPRING 2019



### ACCESS Proficiency Level Definitions

- Level 6: Reaching
- Level 5: Bridging
- Level 4: Expanding
- Level 3: Developing
- Level 2: Emerging
- Level 1: Entering

# ACCESS FOR ELLS

## KEY RESULTS FOR MPS ENGLISH LANGUAGE LEARNERS

- 2017-18 School Year
  - Of the 42 students with ACCESS for ELLS scores, 13 scored 4.5 or higher to exit the program for September 2018.
- 2018-19 School Year
  - Of the 50 students with ACCESS for ELLS scores, 12 scored 4.5 or higher to exit the program for September 2019.



# ESL Areas of Focus

Grade Span	Steps Taken	Next Steps
K-12	<p>Revised ESL K-12 curriculum</p> <p>New curriculum for ESL Support Class 9-12</p> <p>Sheltered English Instruction</p> <p>High-Intensity ESL</p> <p>One-to-One Initiative</p> <p>Implementation of new instructional resources (i.e. Achieve3000)</p>	<p>Provide staff with ongoing professional development in the area of Sheltered English Instruction.</p> <p>Continue to evaluate and refine ESL curriculum.</p> <p>Continue implementation of new and existing resources to meet individual needs of ELLs.</p>

# THANK YOU

We would like to thank our District Data Analyst,  
Amber Reed.

We would like to thank our staff who are the  
frontline of teaching and learning.

Q & A

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