Statewide Assessment Results: Spring 2019 Administrations

MONTGOMERY TOWNSHIP SCHOOL DISTRICT

APRIL 28, 2020

Measuring College and Career Readiness

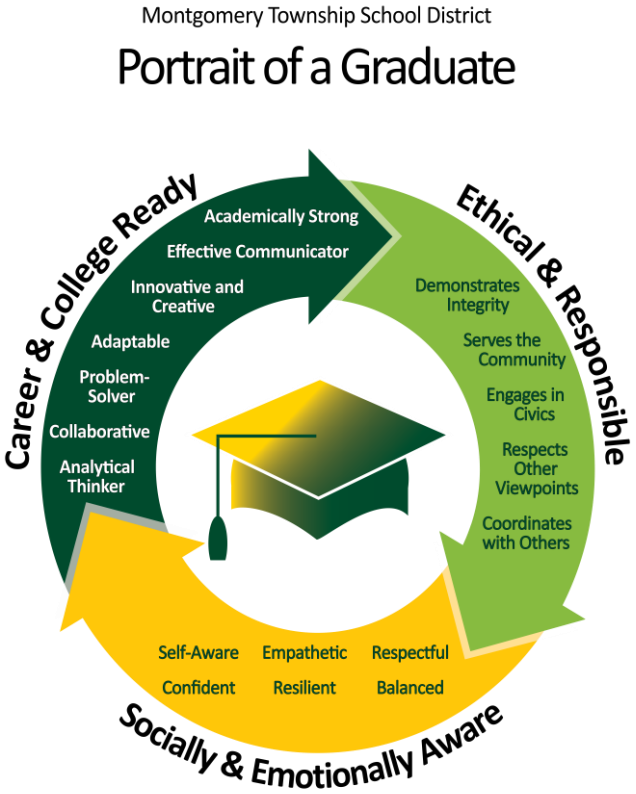
NJSLA Science Results: Spring 2019 Administrations

New Jersey Student Learning Assessment – Science (NJSLA-Science)

The NJSLA-Science Assessment:

- Is a federally required state assessment administered to students in grades 5, 8, and 11
- Provides a snapshot of student performance on the New Jersey Student Learning Standards for Science (NJSLS-Science).
- Was developed in collaboration with NJ educators, the New Jersey Department of Education (NJDOE), and New Jersey's contracted science vendors
- Is significantly different from the New Jersey Assessment of Skills and Knowledge (NJ ASK) because NJSLS-Science are more rigorous standards and NJSLA-Science focuses on the application of science knowledge and skills rather than memorization of content.

PORTRAIT OF A GRADUATE



PORTRAIT OF A GRADUATE

Goal 1

Student Success:

Maximize the social-emotional and academic growth of every student

Goal 2

School and Work Environment:

Ensure a learning environment that promotes excellence

MONTGOMERY TOWNSHIP SCHOOLS

- Orchard Hill Elementary= Pre K - Grade 2
- Village Elementary= Grades 3 & 4
- Montgomery Lower Middle School= Grades 5 & 6
- Montgomery Upper Middle School= Grades 7 & 8
- Montgomery High School= Grades 9 - 12

PROTECTING STUDENT CONFIDENTIALITY

- **In the reporting of group assessment data, the intent is to protect student privacy through procedures that systematically prevent members of the public from discerning student identity.**

- **Guidelines provided by the Federal government state that in the reporting of assessment results, suppression of numbers should occur in categories where the counts are low, making it otherwise possible to infer the results of individuals.**

- **The Every Student Succeeds Act (ESSA) specifies that states must select a minimum number of students – minimum n-size necessary for a particular group ("subgroup") to be included in the ESSA school accountability system.**

PROTECTING STUDENT CONFIDENTIALITY (CONT.)

- **Although all students are factored into a school's overall performance for each indicator, if a certain group of students (e.g. economically disadvantaged or white) meets the minimum n-size, the group must be factored into the accountability system separately as a "subgroup." A smaller n-size would allow for more subgroups to be counted in the overall accountability system. However, the n-size must be large enough to be statistically sound.**

- **Through conversations with stakeholders the New Jersey Department Of Education (NJDOE) obtained diverse opinions about balancing the goals of ensuring accuracy and stability in state data as compared to including as many subgroups as possible in the sate's accountability system.**

PROTECTING STUDENT CONFIDENTIALITY (CONT.)

- **The NJDOE elected to balance both perspectives by setting a minimum n-size of 20 students for accountability. At this n-size, the NJDOE concluded that thousands more students would be included than under the previous minimum n-size of 30; and that compared to a lower n-size, school performance will not drastically fluctuate based on a few students.**

- **Lastly, the NJDOE decided to maintain 10 as its minimum n-size for school and district reporting.**

NJSLA SCIENCE PERFORMANCE LEVELS

Level 1: Students who are at Level 1 demonstrated a minimal understanding of the New Jersey Student Learning Standards-Science (NJSLS–S) by misinterpreting information from a variety of sources (e.g., text, charts, graphs, tables) and inconsistently applying the knowledge gained from scientific investigations to develop incorrect explanations or models of observed phenomena.

Level 2: Students who are at Level 2 demonstrated a limited grade-level understanding of the NJSLS–S by partially interpreting information from a variety of sources (e.g., text, charts, graphs, tables) and inconsistently applying the knowledge gained from scientific investigations to develop incomplete explanations or models of observed phenomena.

NJSLA SCIENCE PERFORMANCE LEVELS

Level 3: Students who are at Level 3 demonstrated appropriate grade-level understanding of the NJSLS–S by comprehending information from a variety of sources (e.g., text, charts, graphs, tables) and applying the knowledge gained from scientific investigations to develop accurate explanations and models of observed phenomena.

Level 4: Students who are at Level 4 demonstrate advanced understanding of the NJSLS–S by integrating information from a variety of sources (e.g., text, charts, graphs, tables) and analyzing the knowledge gained from scientific investigations to develop sophisticated explanations and models of observed phenomena.

NJSLA SCIENCE
DOMAINS & PRACTICES

The Domains are the content components related to specific disciplines of science.

- **Earth & Space Science**
- **Life Science**
- **Physical Science**

The Practices are methods by which scientists investigate and build models and theories about the world

- **Investigating Practices**
- **Sensemaking Practices**
- **Critiquing Practices**

NOTABLE ACHIEVEMENTS

- **MTSD students outperformed the state in the percentage of levels 3 & 4.**
- **Students retained their understanding of concepts from year to year as evidence with the Grade 8 assessment where students haven't seen the content from Earth&Space Science (for 2 years) and Life Science (for 1 year).**
- **The results on the Practices standards are exceedingly impressive compared to the State averages. Our emphasis on student discourse and evidenced-based reasoning appears effective.**

Comparison of Montgomery Township's Spring 2019 NJSLA-S Administration to New Jersey 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	% of students at Level 3 and 4 District	% of students at Level 3 and 4 State
5	11.9%	34.8%	29.4%	36.0%	40.0%	22.7%	18.6%	6.6%	58.6%	29.3%
8	10.9%	35.7%	39.1%	44.5%	32.3	15.3%	17.8%	4.5%	50%	19.8%
11	23.2%	49.0%	25.2%	23.6%	26.5%	19.5%	25.2%	7.8%	51.7%	27.3%

Notes: Percentages may not total 100 due to rounding.

NJSLA SCIENCE
STUDENT PERFORMANCE USING DOMAINS & PRACTICES (%)
NEAR/MET EXPECTATIONS & ABOVE EXPECTATIONS
GRADE 5

	Earth & Space Science	Life Science	Physical Science	Investigating Practices	Sensemaking Practices	Critiquing Practices
MTSD	**78%**	**75%**	**80%**	**80%**	**77%**	**78%**
STATE	**49%**	**48%**	**52%**	**52%**	**46%**	**52%**

NJSLA SCIENCE
STUDENT PERFORMANCE USING DOMAINS & PRACTICES (%)
NEAR/MET EXPECTATIONS & ABOVE EXPECTATIONS
GRADE 8

	Earth & Space Science	Life Science	Physical Science	Investigating Practices	Sensemaking Practices	Critiquing Practices
MTSD	**79%**	**74%**	**66%**	**68%**	**74%**	**71%**
STATE	**46%**	**40%**	**35%**	**36%**	**38%**	**41%**

NJSLA SCIENCE
STUDENT PERFORMANCE USING DOMAINS & PRACTICES (%)
NEAR/MET EXPECTATIONS & ABOVE EXPECTATIONS
GRADE 11

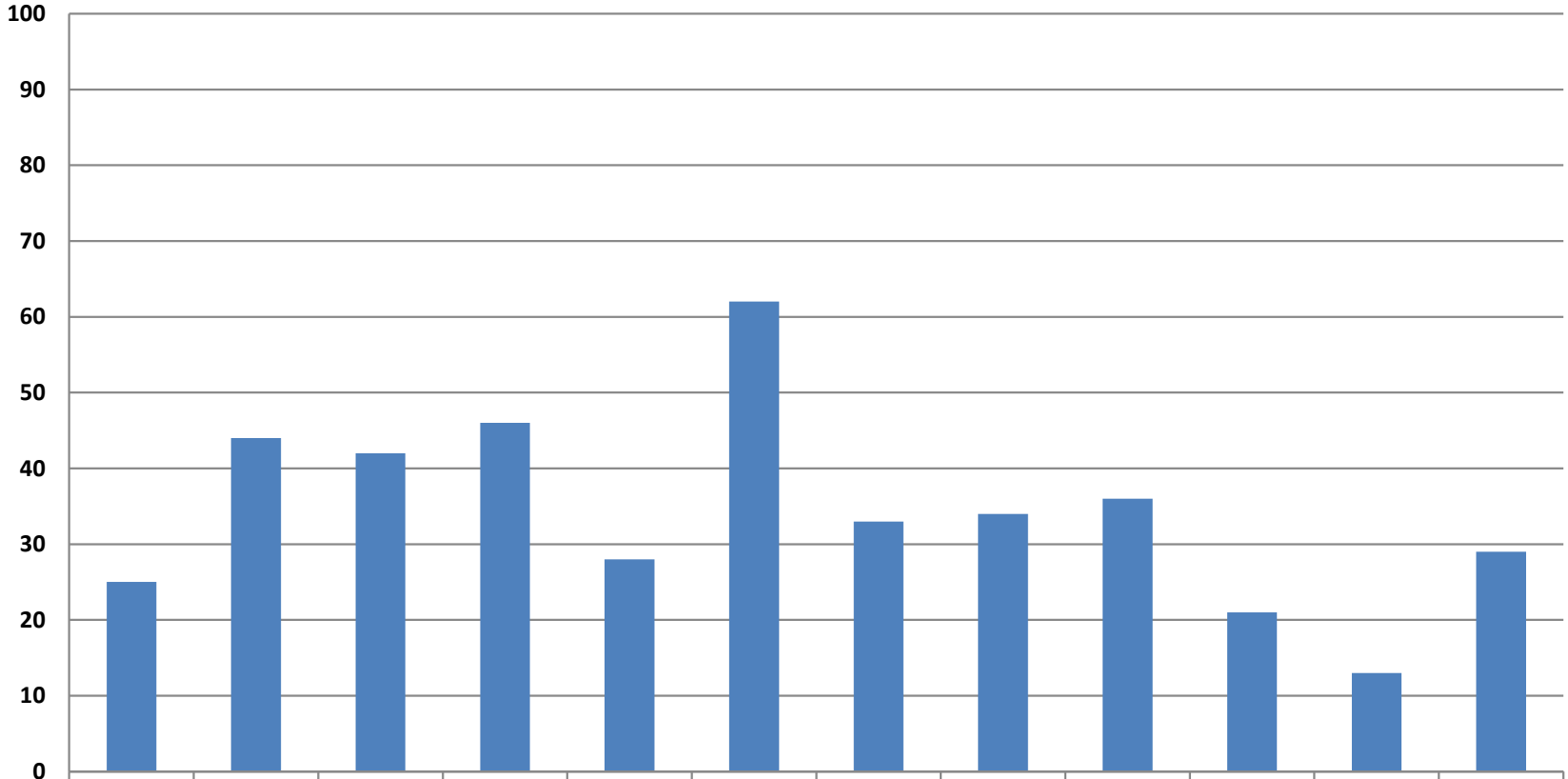
	Earth & Space Science	Life Science	Physical Science	Investigating Practices	Sensemaking Practices	Critiquing Practices
MTSD	**70%**	**74%**	**70%**	**75%**	**67%**	**73%**
STATE	**47%**	**44%**	**46%**	**46%**	**41%**	**48%**

Montgomery Township
Number of Students Tested
in Spring 2019 NJSLA Administrations
Science

Grade	Students Tested 2019
5	360
8	422
11	151
Total	933

Note: “Students Tested” represents individual valid test scores for Science.

SCIENCE
% STUDENTS LEVELS 3&4 DISTRICTWIDE
SPRING 2019 ADMINISTRATIONS



	State	MTSD	Female	Male	Hisp.	Asian	Afr. Am.	White	Multi	Econ. Dis.	SWD	ELL
% Level 3&4	25	44	42	46	28	62	33	34	36	21	13	29

AREAS WARRANTING FURTHER EXPLORATION IN SCIENCE

- Continue to examine the performance of all subgroups in particular Hispanic, Economically Disadvantaged, Students With Disabilities and English Language Learners

- Participation at the High school

Interventions

- Continue to work with all teachers to meet the needs of our students with learning disabilities
- Continue to promote Sheltered Instruction strategies with teachers to support our English Language Learners
- Continue to target professional learning opportunities and leverage resources to support science instruction
- Perform item and evidence statement analysis to identify grade-level areas of focus and identify any curriculum gaps
- Facilitate teacher analysis of student data in their classes

Intervention Strategies (Cont.)

- Continue having teachers articulate between grade levels
- Consideration of shifting the testing date to earlier in the testing window to address participation at the high school. This could potentially address student challenges of participating in the NJSLA-S immediately after Advanced Placement exams as well as college entrance exams

Frequently Asked Questions

Why is there a new test ?

- A new test was needed to measure the State's new, more rigorous science standards (NJSLS-Science) that are informing classroom instruction.

- The NJSLS-Science standards were adopted by the State in 2014. The timeline for transition to the new standards for districts required full implementation in grades 6-12 by September 2016 and full implementation in grades K-5 by September 2017.

Graduation and Scoring

Does a student have to pass the NJSLA-Science to graduate?

- The NJSLA-Science is not a state graduation assessment requirement.

Why do NJSLA-Science scores look different from those of the previous state science tests?

- The NJSLA-Science assessment reflects new expectations outlined in the new science standards, the NJSLS-Science, which focuses on the application of science knowledge and skills.
- The prior assessment, New Jersey Assessment of Skills and Knowledge (NJ ASK), emphasized the memorization of content.

How can schools and districts use data from the NJSLA-Science?

- The NJSLA-Science data should be used to evaluate the district's science curriculum and school and classroom instruction.
- This data, in combination with classroom level data collected through formative, summative, and benchmark assessments, can provide schools and districts feedback on students' strengths and weaknesses with particular skills.
- The reports can be used as a catalyst for conversation and exploration of questions such as, but not limited to;
  - What do the patterns in the data suggest about the effectiveness of our program for English Language Learners, students who receive special education services, gifted and talented, general education students, and/or students who qualify for free or reduced lunches?
  - What do the patterns in the data suggest about the allocation of time and resources to our science program?

What resources are available for further support?

- The NJDOE Office of Standards has a repository of various resources to help support educators and districts with the implementation of the NJSLS-Science:
  - https://www.nj.gov/education/aps/cccs/science/mc.htm
- NJSLA-Science practice tests are also available online at the following site:
  - https://measinc-nj-science.com/
- The NJDOE plans to continue to develop additional resources, such as K-12 instructional units based on the 2020 NJSLS-Science and connect educators with free resources and course materials.

NJSLA ELA & MATH Results: Spring 2019 Administrations

STATE ASSESSMENTS
ELA & MATHEMATICS

- State assessment changed to New Jersey Student Learning Assessment (NJSLA) in 2018-19, for the ELA & Mathematics assessments
- Fifth Year of implementing "New" State Assessment (PARCC, NJSLA)
- Overall results are very good and consistent with past performances
- Individual Score Reports shared via Genesis Parent Portal

NJSLA ELA & MATHEMATICS 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

ENGLISH LANGUAGE ARTS

AREAS OF STRENGTH
ENGLISH LANGUAGE ARTS

- MTSD students continue to outperform the state
- This year marks the highest achievement over the last three years in levels 4&5 in Grades 6 and 10
- There was notable growth in Grades 5 and 9 at the cohort level
- Increases occurred with our Multicultural Students, Economically Disadvantaged Students, Students With Disabilities and English Language Learners

Comparison of Montgomery Township's Spring 2017, Spring 2018 & Spring 2019 NJSLA Administrations
English Language Arts - Percentages

Grade	Level 1 2017	Level 1 2018	Level 1 2019	Level 2 2017	Level 2 2018	Level 2 2019	Level 3 2017	Level 3 2018	Level 3 2019	Level 4 2017	Level 4 2018	Level 4 2019	Level 5 2017	Level 5 2018	Level 5 2019	Change in Level 1 and 2 2017 to 2019	Change in Level 4 and 5 2017 to 2019**
3	3.7%	6.0%	6.9%	9.9%	13.4%	11.1%	18.5%	21.1%	22.6%	60.8%	53.0%	55.4%	7.1%	6.6%	3.9%	+4.4%	-8.6%
4	3.4%	4.5%	4.5%	5.6%	6.0%	8.1%	14.2%	14.9%	13.9%	48.1%	46.3%	43.8%	28.7%	28.4%	29.7%	+3.6%	-3.3%
5	1.8%	0.6%	1.7%	5.9%	5.3%	3.1%	9.2%	12.1%	12.1%	55.3%	65.1%	59.4%	27.8%	16.9%	23.7%	-2.9%	0%
6	1.7%	2.3%	1.4%	4.6%	7.8%	3.4%	16.7%	12.1%	13.5%	45.4%	43.8%	54.1%	31.6%	34.0%	27.6%	-1.5%	+4.7%
7	5.5%	1.9%	5.0%	5.8%	5.0%	6.4%	13.2%	11.3%	10.2%	36.1%	27.0%	24.9%	39.5%	54.8%	53.5%	+0.1%	+2.8%
8	2.4%	2.8%	2.6%	4.3%	5.4%	4.7%	11.5%	11.8%	10.4%	45.3%	42.4%	35.0%	36.5%	37.5%	47.3%	+0.6%	+0.5%
9	1.0%	1.9%	1.1%	2.7%	4.6%	4.3%	11.6%	9.9%	11.7%	51.9%	46.0%	44.1%	32.8%	37.6%	38.8%	+1.7%	-1.8%
10	3.9%	3.3%	2.4%	5.6%	5.8%	4.3%	12.1%	11.4%	9.9%	45.4%	42.0%	38.7%	33.0%	37.5%	44.7%	-2.8%	+5%

*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 shown is preliminary. Percentages may not total 100 due to rounding.

Comparison of Montgomery Township's 2017 to 2019 Spring NJSLA Administrations English Language Arts – Percentage Changes

Grade	Levels 1 & 2 District Trend	Levels 1 & 2 District	Levels 1 & 2 State Trend	Levels 1 & 2 State	Level 3 District Trend	Level 3 District	Level 3 State Trend	Level 3 State	Levels 4 & 5 District Trend	Levels 4 & 5 District	Levels 4 & 5 State Trend	Levels 4 & 5 State
3	+	4.4%	+	1.3%	+	4.1%	–	1.1%	–	8.6%	–	0.1%
4	+	3.6%	+	0.7%	-	0.3%	–	2.3%	–	3.3%	+	1.5%
5	–	2.9%	+	0.9%	+	2.9%	+	0.1%	=	0%	–	1.1%
6	–	1.5%	–	1.1%	–	3.2%	–	1.7%	+	4.7%	+	2.8%
7	+	0.1%	–	1.0%	–	3.0%	–	2.7%	+	2.8%	+	3.6%
8	+	0.6%	–	1.2%	–	1.1%	–	2.6%	+	0.5%	+	3.7%
9	+	1.7%	–	2.5%	+	0.1%	–	1.8%	–	1.8%	+	4.4%
10	––	2.8%	–	8.9%	–	2.2%	–	3.6%	+	5.0%	+	12.5%

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

- Notes: Percentages may not total 100 due to rounding.
- The plus sign (+) indicates an increase of the % change from the previous year where a minus sign (-) shows a decrease of the % change from the previous year.

Comparison of Montgomery Township's Number of Students Tested Spring 2018 & Spring 2019 NJSLA Administrations English Language Arts

Grade	Students Tested 2018	Students Tested 2019	Difference between number of students tested in 2018 and 2019
3	351	305	-46
4	335	381	+46
5	338	355	+17
6	347	355	+8
7	423	360	-63
8	389	423	+34
9	415	376	-39
10	395	415	+20
Total	**2,993**	**2,970**	**-23**

** NJSLA 2018-2019 assessments were optional for 11th Grade students.

Note: "Students Tested" represents individual valid test scores for English Language Arts.

Comparison of Montgomery Township's
Spring 2019 NJSLA Administrations
English Language Arts to New Jersey
Percentages for 2019

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
3	6.9%	14.0%	11.1%	14.4%	22.6%	21.4%	55.4%	42.8%	3.9%	7.4%
4	4.5%	8.6%	8.1%	12.6%	13.9%	21.4%	43.8%	39.1%	29.7%	18.3%
5	1.7%	7.4%	3.1%	12.5%	12.1%	22.2%	59.4%	45.6%	23.7%	12.3%
6	1.4%	7.3%	3.4%	12.6%	13.5%	23.9%	54.1%	40.9%	27.6%	15.2%
7	5.0%	8.9%	6.4%	10.5%	10.2%	17.8%	24.9%	33.1%	53.5%	29.7%
8	2.6%	9.2%	4.7%	10.3%	10.4%	17.7%	35.0%	38.0%	47.3%	24.9%
9	1.1%	11.3%	4.3%	11.8%	11.7%	21.1%	44.1%	36.7%	38.8%	19.2%
10	2.4%	14.3%	4.3%	10.9%	9.9%	15.9%	38.7%	33.4%	44.7%	25.5%

*Grade 11 does not include students who took an AP/IB test.

** 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.

Comparison of Montgomery Township's Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
English Language Arts- Percentages Grades 3-10

Subgroup	# scores	# scores	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	1,444	1,436	2%	**2%**	5%	**4%**	11%	**11%**	43%	**43%**	40%	**40%**	**0%**
Male	1,549	1,536	4%	**4%**	8%	**7%**	15%	**15%**	47%	**45%**	26%	**29%**	**+1%**
Hispanic	163	168	8%	**11%**	18%	**8%**	20%	**27%**	42%	**40%**	13%	**14%**	**-1%**
Asian	1,497	1,559	1%	**1%**	3%	**3%**	9%	**7%**	43%	**44%**	44%	**44%**	**+1%**
African Am.	83	82	12%	**13%**	13%	**15%**	18%	**17%**	44%	**43%**	14%	**12%**	**-3%**
White	1,185	1,084	4%	**4%**	9%	**8%**	17%	**18%**	48%	**44%**	22%	**26%**	**0%**
Multi	48	65	1%	**0%**	10%	**6%**	15%	**12%**	52%	**51%**	21%	**31%**	**+9%**
Econ Dis.	109	105	10%	**20%**	23%	**12%**	24%	**18%**	28%	**35%**	15%	**15%**	**+7%**
SWD	395	411	16%	**16%**	27%	**22%**	28%	**31%**	26%	**26%**	4%	**6%**	**+2%**
ELL	47	47	19%	**13%**	17%	**28%**	36%	**23%**	24%	**32%**	4%	**4%**	**+8%**

AREAS WARRANTING FURTHER EXPLORATION IN ENGLISH LANGUAGE ARTS

- Continue to examine the performance of African-American, Economically Disadvantaged, Students With Disabilities and English Language Learners subgroups
- Grade 3 and 4 performance

Interventions

- Continue to promote Sheltered Instruction strategies with teachers to support our English Language Learners
- Continue to target professional learning opportunities and leverage resources to support literacy instruction
- Perform item and evidence statement analysis to identify grade-level areas of focus and identify any curriculum gaps
- Facilitate teacher analysis of student data in their classes

INTERVENTIONS (CONT.)

- **To address the needs of students both at an individual basis as well as a larger group in response to assessment results we will ensure:**
  - Student performance is discussed during: 1)Learning Teams; 2)Department Meetings: and 3)Data Days in which student performance is discussed and analyzed by teachers, counselors and administrators a handful of times throughout the school year. Interventions for students is determined at these meetings
  - During grade level meetings supervisors will continue to work with teachers in identifying frequently missed standards and exemplary questions to address these standards during instruction
  - Monitor growth and provide targeted instruction to students
  - Utilize data to determine the efficacy of current practices, specifically in writing instruction
  - Triangulate statewide assessment data along with internal common assessments and commercially developed assessment data
  - Disaggregate data for teachers by their respective courses and demographics, allowing for teachers to formulate questions that they have with such data related to their students. These questions may then be explored at Learning Team meetings

MATHEMATICS

AREAS OF STRENGTH MATHEMATICS

- MTSD students continue to outperform the state in the percentage of levels 4 & 5
- There was notable growth in Math 3 performance from the two previous years
- Increases occurred in many grade levels as well as in two of our “high school level” courses
- Increases occurred with many of our subgroup populations

Comparison of Montgomery Township's Spring 2017, Spring 2018 & Spring 2019 NJSLA Administrations Mathematics - Percentages

Grade	Level 1 2017	Level 1 2018	Level 1 2019	Level 2 2017	Level 2 2018	Level 2 2019	Level 3 2017	Level 3 2018	Level 3 2019	Level 4 2017	Level 4 2018	Level 4 2019	Level 5 2017	Level 5 2018	Level 5 2019	Change in Level 1 and 2 2017 to 2019	Change in Level 4 and 5 2017 to 2019**
3	2.4%	3.1%	**2.9%**	5.8%	5.7%	**5.9%**	13.5%	17.0%	**8.5%**	47.7%	44.8%	**52.9%**	30.6%	29.5%	**29.7%**	**-0.1%**	**+4.3%**
4	2.4%	2.7%	**2.1%**	5.2%	6.5%	**4.5%**	14.4%	17.2%	**15.5%**	56.9%	56.4%	**57.2%**	21.1%	17.2%	**20.7%**	**-1%**	**-0.1%**
5	1.4%	0.6%	**1.4%**	5.5%	5.8%	**8.1%**	15.9%	13.7%	**14.8%**	48.1%	50.6%	**47.6%**	29.0%	29.2%	**28.1%**	**+2.6%**	**-1.4%**
6	1.3%	4.7%	**1.2%**	6.8%	7.1%	**7.4%**	14.5%	14.2%	**14.9%**	50.9%	46.6%	**50.3%**	26.6%	27.4%	**26.2%**	**+0.5%**	**-1%**
7	2.7%	2.4%	**3.3%**	11.8%	7.9%	**9.9%**	30.5%	22.4%	**17.3%**	49.2%	58.3%	**63.8%**	5.7%	9.0%	**5.8%**	**-1.3%**	**+14.7%**
8*	14.9 %	13.3%	**22.3%**	13.9%	18.4%	**9.6%**	33.7%	35.7%	**37.2%**	36.6%	31.6%	**29.8%**	1.0%	1.0%	**1.1%**	**+3.1%**	**-6.7%**
ALG I***	3.2%	1.9%	**0.0%**	3.0%	1.9%	**4.8%**	18.9%	7.5%	**12.7%**	63.9%	70.0%	**64.7%**	11.0%	18.8%	**17.9%**	**-1.4%**	**+7.7%**
GEO***	0.8%	1.3%	**1.3%**	5.5%	8.5%	**3.2%**	18.5%	18.8%	**19.6%**	53.7%	44.8%	**50.5%**	21.5%	26.5%	**25.6%**	**-1.8%**	**+0.9%**
ALG II***	8.2%	4.9%	**2.2%**	7.4%	5.8%	**2.5%**	12.2%	14.3%	**17.4%**	56.3%	50.5%	**62.3%**	15.9%	24.6%	**15.6%**	**-10.9%**	**+5.7%**

*Approximately 30,000 New Jersey students in grade 8 participated in the Algebra I assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

*** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding. ALG 1 Is Algebra 1; GEO is Geometry; ALG II is Algebra 2.

Comparison of Montgomery Township's 2017 to 2019 Spring NJSLA Administrations Mathematics – Percentage Changes

Grade	Levels 1 & 2 District Trend	Levels 1 & 2 District	Levels 1 & 2 State Trend	Levels 1 & 2 State	Level 3 District Trend	Level 3 District	Level 3 State Trend	Level 3 State	Levels 4 & 5 District Trend	Levels 4 & 5 District	Levels 4 & 5 State Trend	Levels 4 & 5 State
3	–	0.1%	–	0.5%	-	5%	–	2.1%	+	4.3%	+	2.6%
4	–	1%	–	2.3%	+	1.1%	–	1.4%	-	0.1%	+	3.7%
5	+	2.6%	+	3.2%	-	1.1%	–	3.8%	-	1.4%	+	0.6%
6	+	0.5%	+	3.4%	+	0.4%	–	0.3%	-	1%	–	3.1%
7	-	1.3%	+	0.7%	-	13.2%	–	3.7%	+	14.7%	+	1.6%
8	+	3.1%	+	2.1%	+	3.5%	–	0.4%	-	6.7%	+	2.6%
Algebra I***	+	1.4%	+	2.0%	-	6.2%	–	3.0%	+	7.7%	+	1.0%
Algebra II***	–	1.8%	–	1.1%	+	1.1%		0.0%	+	0.9%	+	1.1%
Geometry***	–	10.9%	–	0.1%	+	5.2%	+	0.3%	+	5.7%	–	0.3%

*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. *** 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.

- The plus sign (+) indicates an increase of the % change from the previous year where a minus sign (-) shows a decrease of the % change from the previous year.

Comparison of Montgomery Township's Number of Students Tested Spring 2018 & Spring 2019 NJSLA Administrations Mathematics

Grade	Students Tested 2018	Students Tested 2019	Difference between number of students tested in 2018 and 2019
3	353	306	-47
4	337	381	+44
5	342	359	+17
6	339	336	-3
7	290	242	-48
8*	98	94	-4
Algebra I**	416	442	+26
Algebra II**	377	321	-56
Geometry**	329	317	-12
Total	**2,881**	**2,798**	**-83**

*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.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: "Students Tested" represents individual valid test scores for Mathematics.

Comparison of Montgomery Township's
Spring 2019 NJSLA Administrations
Mathematics to New Jersey - Percentages for 2019

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
3	2.9%	8.0%	5.9%	13.9%	8.5%	23.0%	52.9%	41.2%	29.7%	13.9%
4	2.1%	8.6%	4.5%	14.7%	15.5%	25.7%	57.2%	43.3%	20.7%	7.7%
5	1.4%	6.4%	8.1%	20.9%	14.8%	25.8%	47.6%	35.8%	28.1%	11.0%
6	1.2%	9.6%	7.4%	22.5%	14.9%	27.4%	50.3%	33.1%	26.2%	7.5%
7	3.3%	7.6%	9.9%	21.1%	17.3%	29.3%	63.8%	33.8%	5.8%	8.3%
8*	22.3%	23.3%	9.6%	23.1%	37.2%	24.3%	29.8%	28.2%	1.1%	1.1%
Algebra I**	0.0%	9.3%	4.8%	26.0%	12.7%	21.4%	64.7%	37.7%	17.9%	5.6%
Algebra II**	1.3%	10.6%	3.2%	11.7%	19.6%	21.4%	50.5%	49.7%	25.6%	6.6%
Geometry**	2.2%	10.4%	2.5%	24.6%	17.4%	32.8%	62.3%	26.9%	15.6%	5.3%

*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.

** 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.

Comparison of Montgomery Township's Subgroup
Spring 2018 and Spring 2019 NJSLA Administrations
Mathematics- Percentages Grades 3-10

Subgroup	# scores	# scores	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference ≥ Level 4
--	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	
Female	1,395	1,358	2%	2%	6%	6%	18%	16%	55%	57%	20%	**18%**	**0%**
Male	1,486	1,441	4%	2%	7%	6%	15%	15%	50%	54%	25%	**23%**	**+1%**
Hispanic	174	168	11%	7%	17%	17%	29%	28%	37%	43%	6%	**6%**	**-1%**
Asian	1,376	1,425	1%	**1%**	2%	**2%**	8%	**9%**	54%	**57%**	35%	**31%**	**+1%**
African Am.	81	80	9%	**6%**	15%	**14%**	27%	**45%**	48%	**31%**	1%	**4%**	**-3%**
White	1,185	1,049	4%	**3%**	9%	**8%**	22%	**22%**	53%	**58%**	11%	**9%**	**0%**
Multi	49	63	4%	**2%**	6%	**5%**	16%	**10%**	51%	**60%**	22%	**24%**	**+9%**
Econ Dis.	110	102	14%	**12%**	24%	**20%**	20%	**24%**	36%	**41%**	6%	**4%**	**+7%**
SWD	400	399	16%	**14%**	27%	**26%**	29%	**30%**	25%	**26%**	4%	**4%**	**+2%**
ELL	71	57	10%	**9%**	11%	**12%**	15%	**14%**	50%	**49%**	13%	**16%**	**+8%**

AREAS WARRANTING FURTHER EXPLORATION IN MATHEMATICS

- Continue to examine the performance of African American, Hispanic, Economically Disadvantaged, and Students With Disabilities subgroups
- Grade 8 Math

Interventions

- Continue to promote Sheltered Instruction strategies with teachers to support our English Language Learners
- Continue to target professional learning opportunities and leverage resources to support mathematics instruction
- Perform item and evidence statement analysis to identify grade-level areas of focus and identify any curriculum gaps
- Facilitate teacher analysis of student data in their classes

INTERVENTIONS (CONT.)

- **To address the needs of students both at an individual basis as well as a larger group in response to assessment results we will ensure:**
  - Student performance is discussed during: 1)Learning Teams; 2)Department Meetings: and 3)Data Days in which student performance is discussed and analyzed by teachers, counselors and administrators a handful of times throughout the school year. Interventions for students is determined at these meetings
  - During grade level meetings supervisors will continue to work with teachers in identifying frequently missed standards and exemplary questions to address these standards during instruction
  - Monitor growth and provide targeted instruction to students
  - Utilize data to determine the efficacy of current practices
  - Triangulate statewide assessment data along with internal common assessments and commercially developed assessment data
  - Disaggregate data for teachers by their respective courses and demographics, allowing for teachers to formulate questions that they have with such data related to their students. These questions may then be explored at Learning Team meetings

NJSLA

Fall Block 2018-2019
Summer 2019
Fall Block 2019-2020

% OF MTSD STUDENTS MEETING AND EXCEEDING EXPECTATIONS FALL BLOCK 2018, SUMMER 2019 & FALL BLOCK 2019 ADMINISTRATIONS

Administration	Assessment	Number of Valid Scores	% of MTSD Students Meeting & Exceeding Expectation
Fall Block 2018	Algebra I	28	93%
Summer 2019	Algebra I	< 10	N/A
Summer 2019	Geometry	57	90%
Summer 2019	Algebra II	16	100%
Fall Block 2019	Algebra I	25	92%
Fall Block 2019	ELA 10	< 10	N/A

To protect confidentiality, demographic data will not be presented

ACCESS 2.0

ACCESS 2.0

- **Assessing Comprehension and Communication in English State-to-State for English Language Learners**
- **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**
- **Is anchored in the WIDA English Language Development Standards**
- **Assesses the four language domains of Listening, Speaking, Reading and Writing**

ACCESS 2.0 FOR ELLS PROFICIENCY LEVELS

- **Entering:** Knows and uses minimal social language and minimal academic language with visual and graphic support
- **Emerging:** Knows and uses some social English and general academic language with visual and graphic support
- **Developing:** Knows and uses social English and some specific academic language with visual and graphic support
- **Expanding:** Knows and uses social English and some technical academic language
- **Bridging:** Knows and uses social and academic language working with grade level material
- **Reaching:** Knows and uses social and academic language at the highest level measured by this test

ACCESS 2.0

- As a result of only one grade level districtwide having at least ten students, the scores will not be reported at the grade or subgroup level.

- 70% of the students districtwide (Grades K-12) scored in the Expanding to Reaching Levels.

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.
- Eligibility determined by Child Study Team according to individual student learning needs/ability
- Students in grades 3-8 and grade 11 participated in ELA & Math. In addition, students in grades 5, 8 & 11 also participated in Science.
- Students are not compared to other students, but evaluated for their own progress

DYNAMIC LEARNING MAPS (DLM)

- **The Every Student Succeeds Act (ESSA), New Jersey has defined the minimum number of students necessary for a student group to be included in the ESSA school accountability system to be 20 students.**

- **Because we had fewer than 20 DLM students districtwide participate in this assessment, the scores are not publicly reported.**