



Lyndhurst Public Schools

Spring 2022

State Assessment Data

October 18, 2022
Dr. Alma Morel, Assistant Superintendent

NJ State Assessments



- State/federal requirements
- Data and reporting
- Spring 2022 administered assessments
 - NJ Student Learning Assessment (NJSLA)
 - ELA, Math, and Science
 - Dynamic Learning Maps (DLM)
 - ACCESS for ELLs
 - NJ Graduation Proficiency Assessment (NJGPA)
- Spring (2019–2020 & 2020–2021) NJSLA was not administered



PAST

PRESENT

FUTURE



PROGRESS



WHERE DID WE LEAVE OFF IN 2019?



Legend Key to Understand 2019 ESSA Accountability Profile

E

Exceeds Standard. Only applies to Academic Progress (≥ 60) and EL Progress to Proficiency above one standard deviation from the mean.

G

Met Long-Term Goal: Academic Achievement indicator ($\geq 80\%$) and Graduation Rate Four-Year ($\geq 95\%$) and Five-Year ($\geq 96\%$), hence no annual targets.

Y

Met Target (Academic Achievement, Graduation Rates, EL Progress) or Met Standard (Participation, Academic Progress) or Met State Average (School Quality).

Y*

Met Target with 90% Confidence Interval applied to Academic Achievement Indicator or EL Progress to Proficiency within one standard deviation below the mean.

N

Target Not Met (Academic Achievement, Grad Rates, EL Progress) or Standard Not Met (Participation, Academic Progress) or State Average Not Met (School Quality)

New Jersey Department of Education
2018-19 ESSA District Accountability Profile

03 Bergen

2860 Lyndhurst School District

888 DISTRICT LEVEL

	Participation Rate				Academic Achievement (NJSLA/DLM)				Academic Progress	
	Students Enrolled #	Non tested Rate %	Time In School< Yr Enrolled #	Met (95%) Standard	Denominator (At least 95% of full-year enrollment)	Proficient (Full-Year students only) %	Annual Target %	Met Target	Median SGP**	Met standard (40-59.5) Exceeds (>=60)
English Language Arts / Literacy										
Schoolwide	1,521	0.6	32	Y	1,481.0	68.5	59.7	Y	62.0	E
White	848	0.7	11	Y	832.0	71.4	60.4	Y	62.0	E
Hispanic	543	0.0	17	Y	526.0	64.8	57.1	Y	63.0	E
Black or African American	55	1.8	1	Y	53.0	54.7	51.5	Y	45.0	Y
Asian	40	0.0	3	Y	37.0	73.0	73.3	Y*	68.5	E
American Indian				*				*		
Two or More Races	35	5.7	0	N	33.3	69.1	70.6	Y*		-
Economically Disadvantaged	382	0.5	15	Y	366.0	57.7	52.0	Y	62.0	E
Students with Disabilities	252	0.8	8	Y	242.0	31.8	28.5	Y	56.0	Y
English Language Learners*	59	0.0	3	Y	56.0	48.2	32.3	Y	67.5	E
Mathematics										
Schoolwide	1,515	0.6	35	Y	1,472.0	43.3	45.2	Y*	62.0	E
White	843	0.7	10	Y	828.0	47.9	47.1	Y	64.0	E
Hispanic	545	0.0	21	Y	524.0	36.3	38.3	Y*	60.0	E
Black or African American	53	1.9	1	Y	51.0	27.5	37.7	Y*	63.5	E
Asian	39	0.0	3	Y	36.0	66.7	77.2	Y*		-
American Indian				*				*		
Two or More Races	35	5.7	0	N	33.3	39.0	49.9	Y*		-
Economically Disadvantaged	377	0.5	14	Y	362.0	32.3	36.6	N	61.5	E
Students with Disabilities	233	0.9	8	Y	223.0	14.8	21.1	N	52.0	Y
English Language Learners*	69	0.0	6	Y	63.0	34.9	36.6	Y*	65.0	E

PAST

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NJSLA SPRING 2022 DATA



Background on NJSLA



- Students took the NJSLA–English Language Arts in grades 3 – 9.
- Students took the NJSLA–Math in grades 3 – 8, and End of Course Assessments in Algebra I and Geometry.
- Students in grades 5, 8 and 11 took the NJSLA–Science.

NJSLA Performance Levels For ELA and Math



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

Participation Rates



English Language Arts	Participation Rate	Mathematics	Participation Rate	Science	Participation Rate
ELA03	96%	MAT03	96%		
ELA04	97%	MAT04	97%		
ELA05	98%	MAT05	99%	SCI 05	99%
ELA06	99%	MAT06	99%		
ELA07	98%	MAT07	99%		
ELA08	99%	MAT08	100%	SCI 08	99%
ELA09	99%	Algebra I	100%		
		Geometry	100%		
				SCI 11	98%

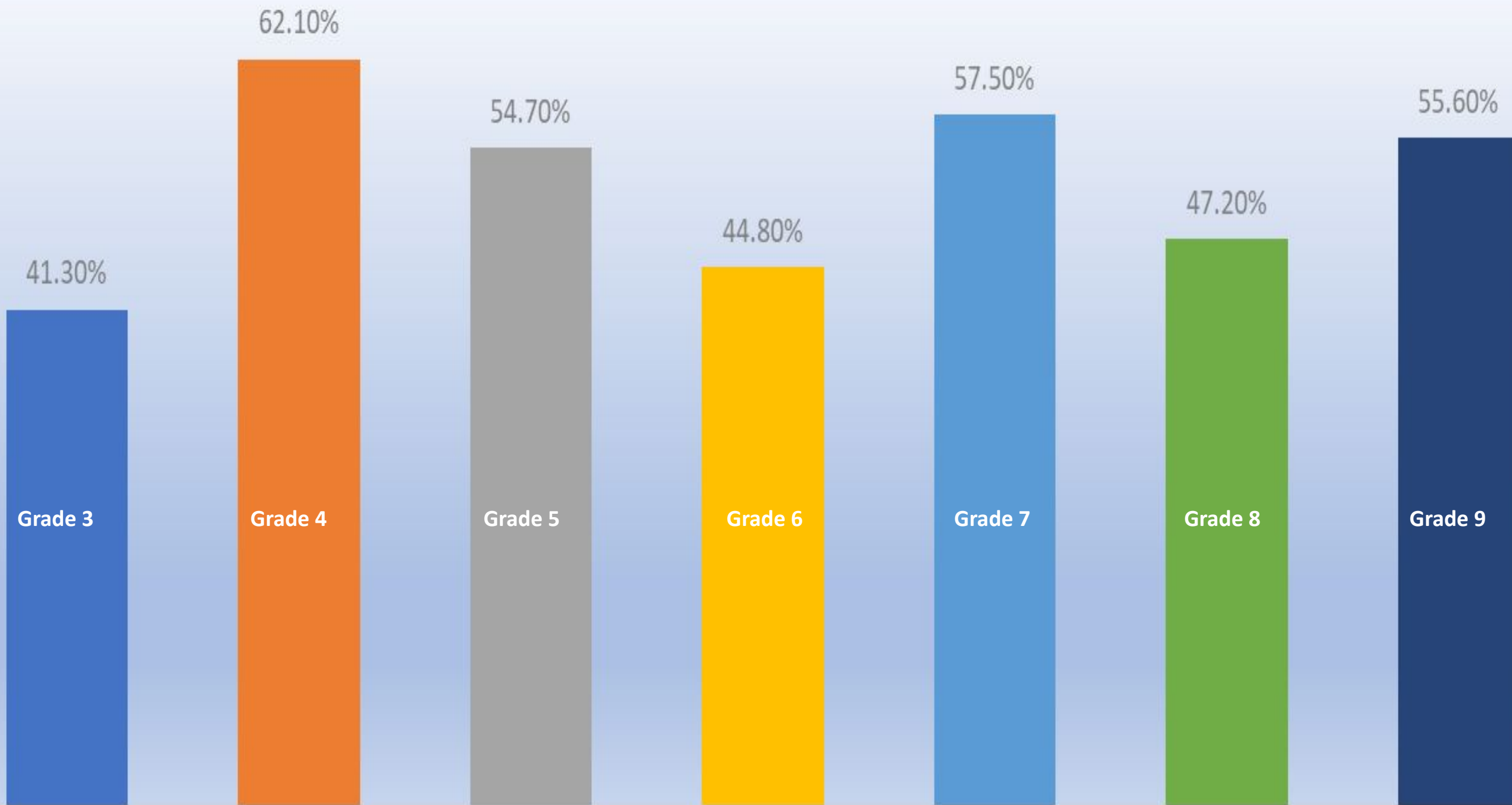


NJSLA – ELA Results



NJSLA-ELA (ALL GRADES)

■ Grade 3 ■ Grade 4 ■ Grade 5 ■ Grade 6 ■ Grade 7 ■ Grade 8 ■ Grade 9



MET & EXCEEDED

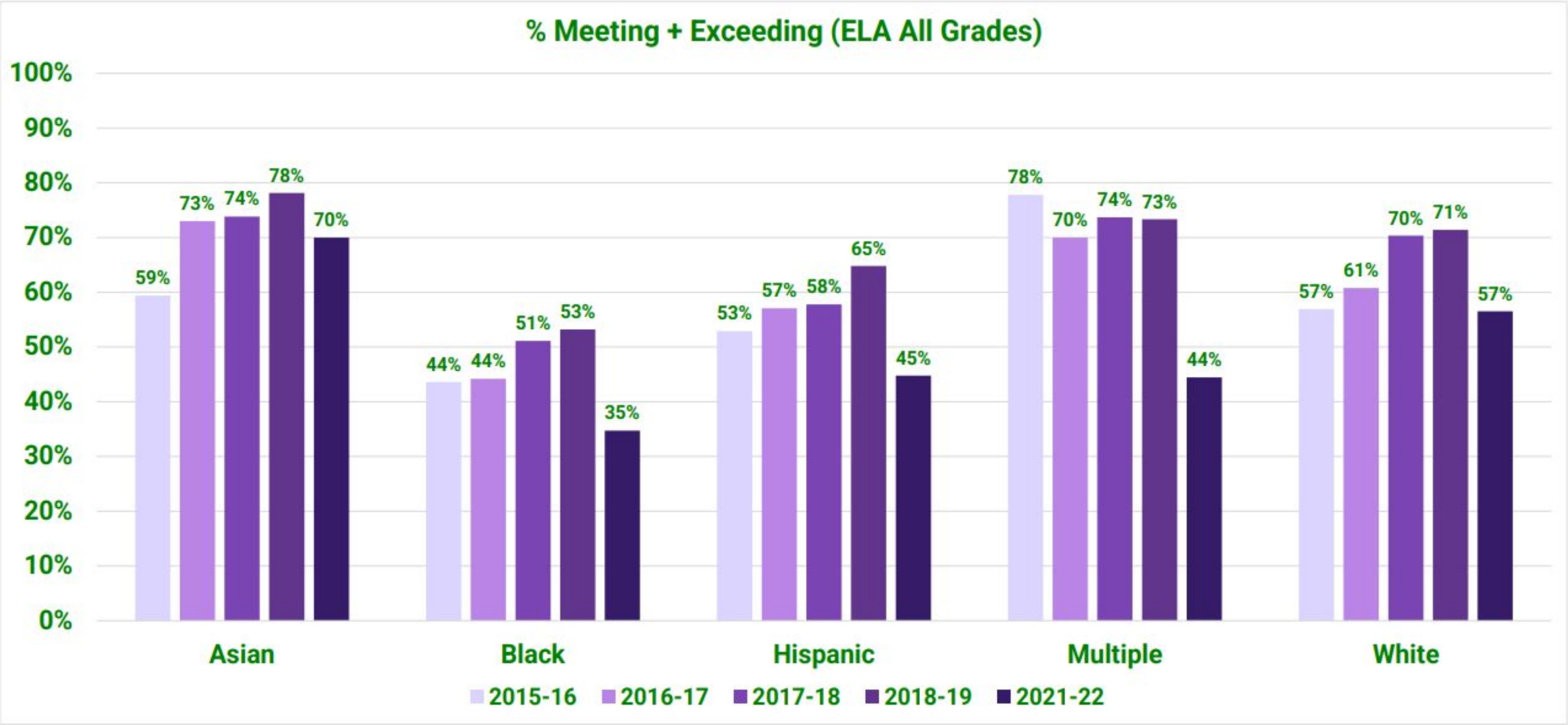


DISAGGREGATED ELA DATA BY SUBGROUP



Proficiency by Race

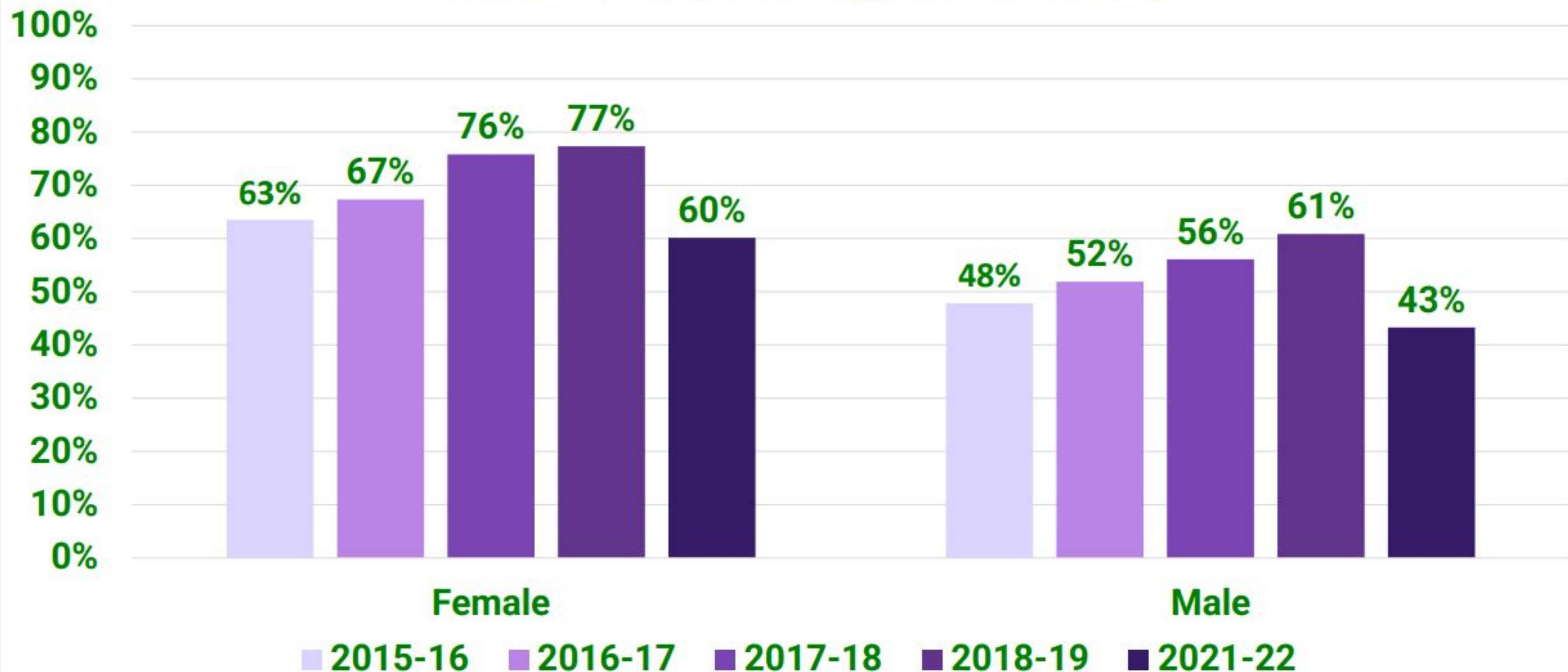
Same grade, different students



Proficiency by Gender

Same grade, different students

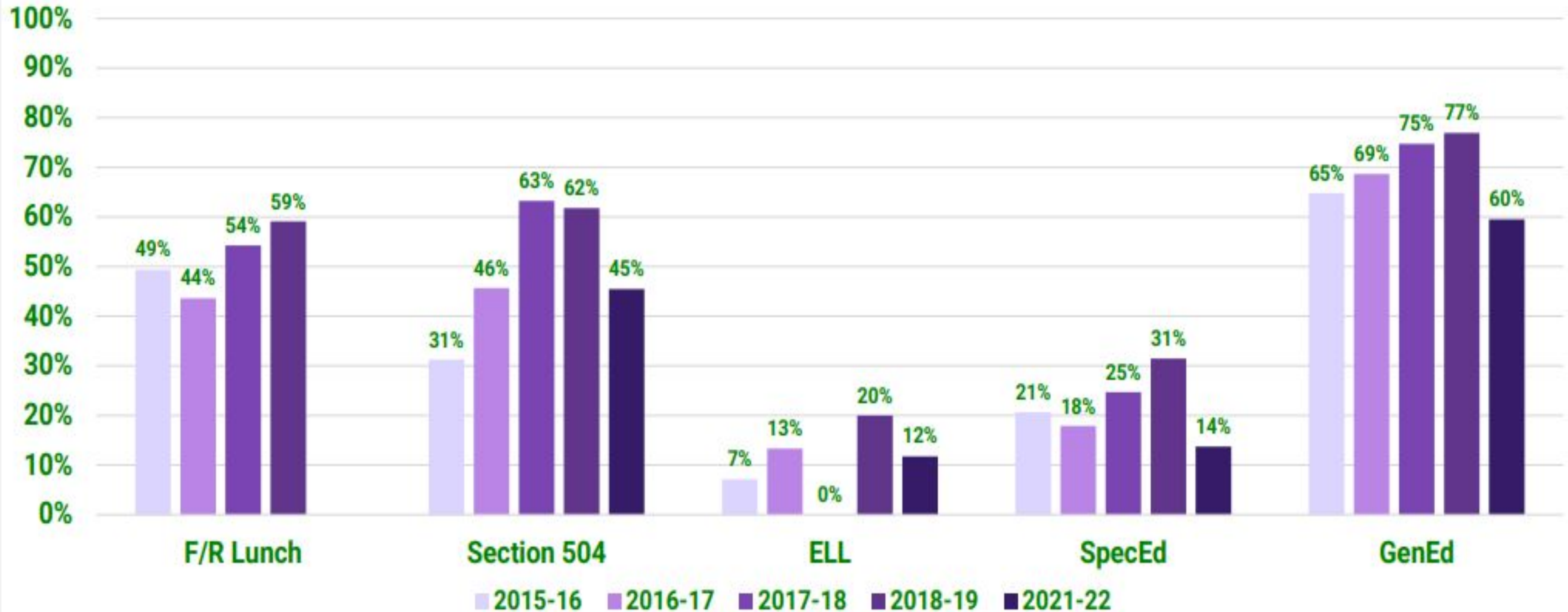
% Meeting + Exceeding (ELA All Grades)



Proficiency by Program

Same grade, different students

% Meeting + Exceeding (ELA All Grades)



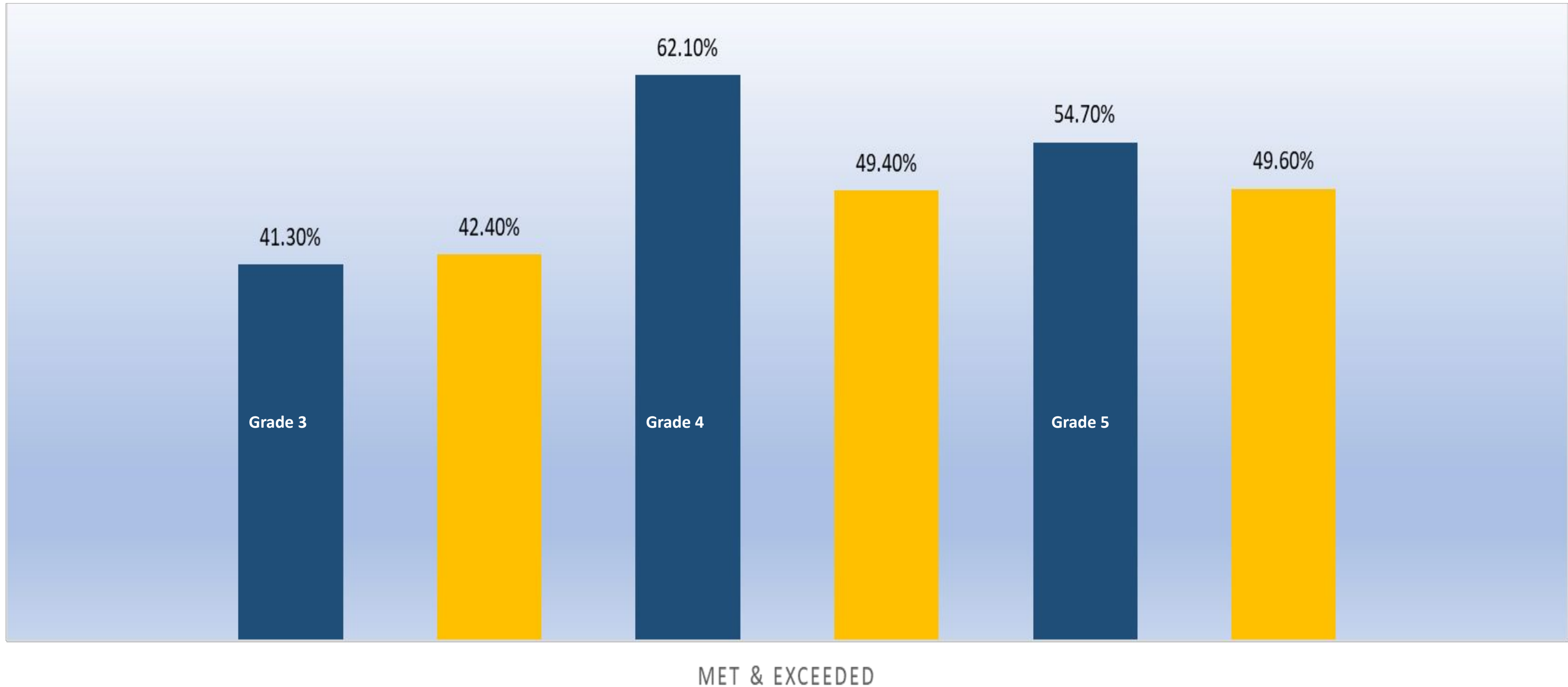


Lyndhurst vs State NJSLA-ELA Results



DISTRICT VS. STATE NJSLA – ELA (GR. 3-5)

■ Grade 3 ■ State - Gr. 3 ■ Grade 4 ■ State - Gr. 4 ■ Grade 5 ■ State - Gr. 5



DISTRICT VS. STATE NJSLA – ELA (GR. 6-8)

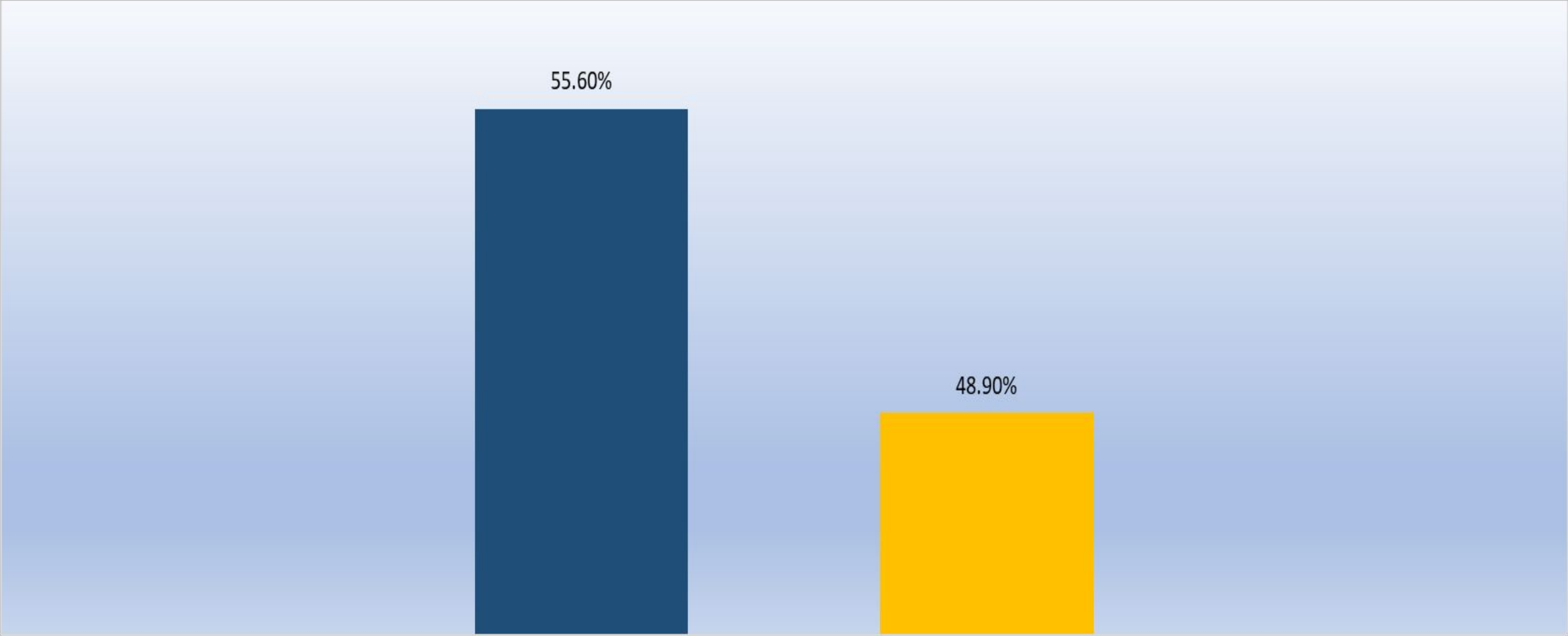
■ Grade 6 ■ State - Gr. 6 ■ Grade 7 ■ State - Gr. 7 ■ Grade 8 ■ State - Gr. 8



MET & EXCEEDED

DISTRICT VS. STATE NJSLA – ELA (GR. 9)

■ Grade 9 ■ State - Gr. 9



MET & EXCEEDED



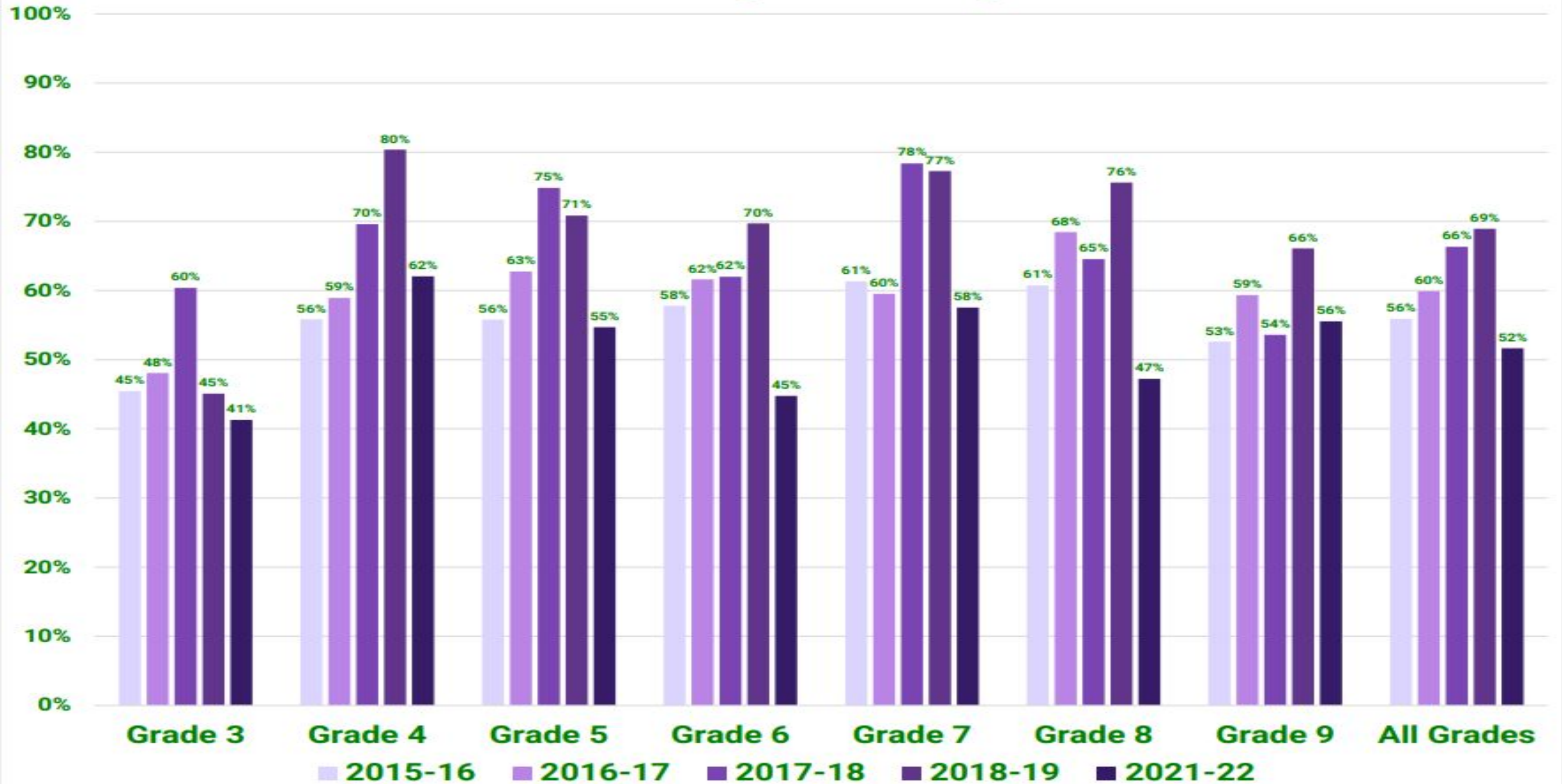
**WHAT % HAVE PASSED NJSLA – ELA
OVER THE PAST FIVE YEARS?**



ELA Achievement and Growth

Same grade, different students

% Meeting + Exceeding





NJSLA – Math Results



NJSLA-MATH (ALL GRADES)

■ Grade 3 ■ Grade 4 ■ Grade 5 ■ Grade 6 ■ Grade 7 ■ Grade 8 ■ Alg. 1* ■ Geometry

43.30%

Grade 3

24.00%

Grade 4

22.00%

Grade 5

20.20%

Grade 6

30.60%

Grade 7

7.90%

Grade 8

24.20%

Alg. 1

18.90%

Geometry

MET & EXCEEDED

* Alg. I includes 8th grade and HS students



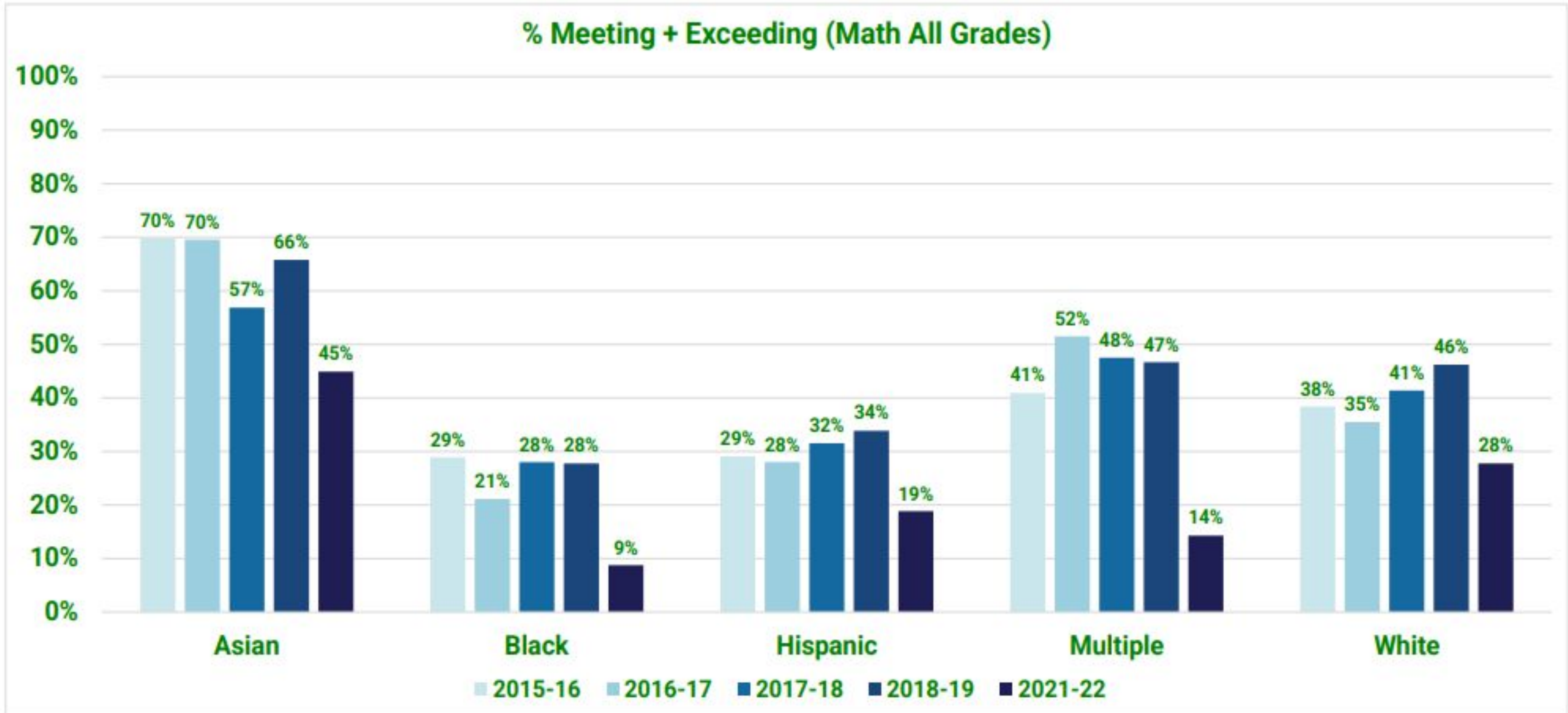
DISAGGREGATED MATH DATA BY SUBGROUP



Proficiency by Race

Same grade, different students

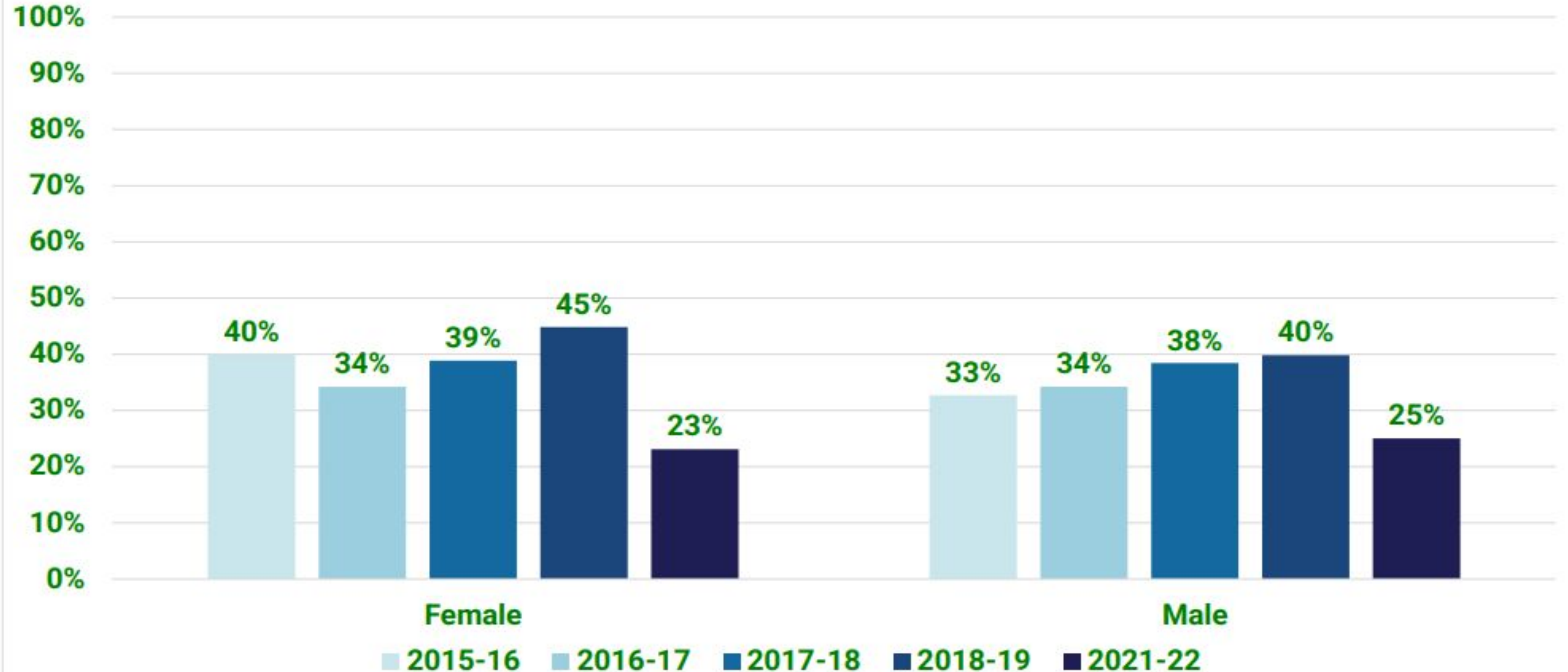
% Meeting + Exceeding (Math All Grades)



Proficiency by Gender

Same grade, different students

% Meeting + Exceeding (Math All Grades)



Proficiency by Program

Same grade, different students

% Meeting + Exceeding (Math All Grades)



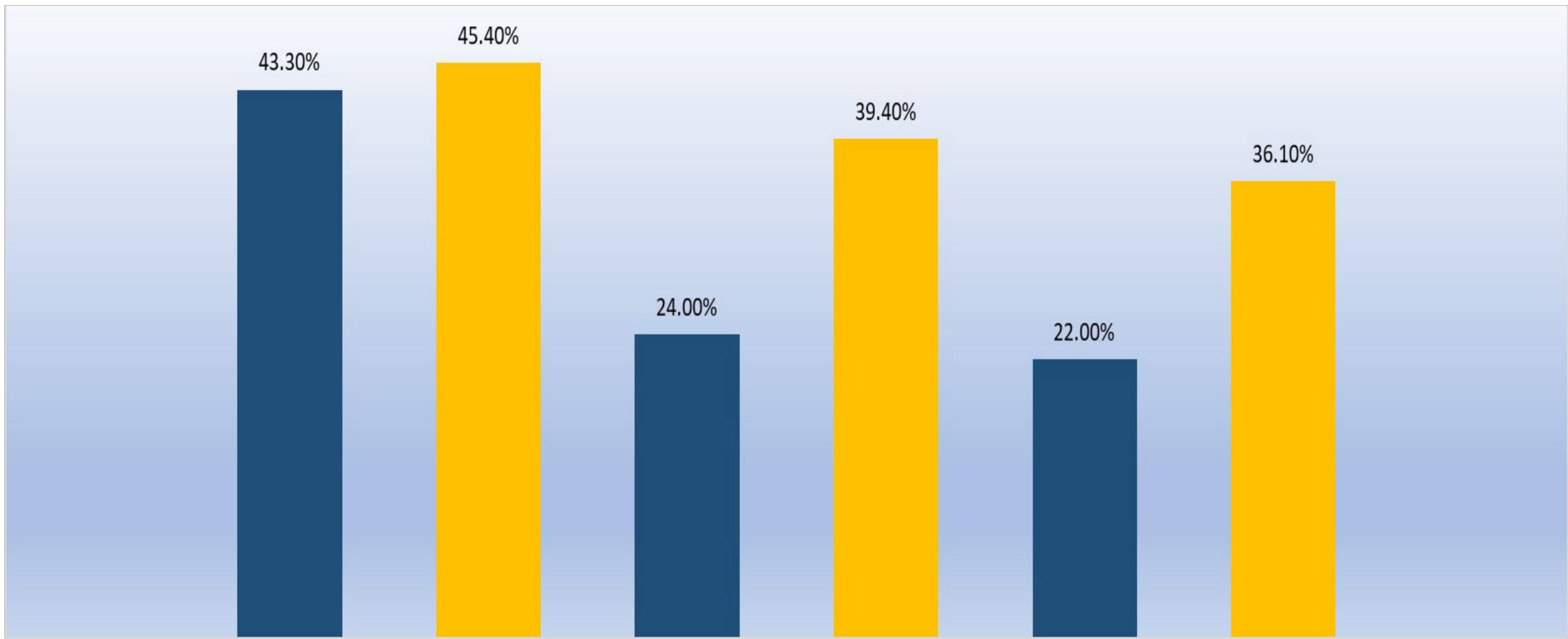


Lyndhurst vs State NJSLA-Math Results



DISTRICT VS. STATE NJSLA – MATH (GR. 3-5)

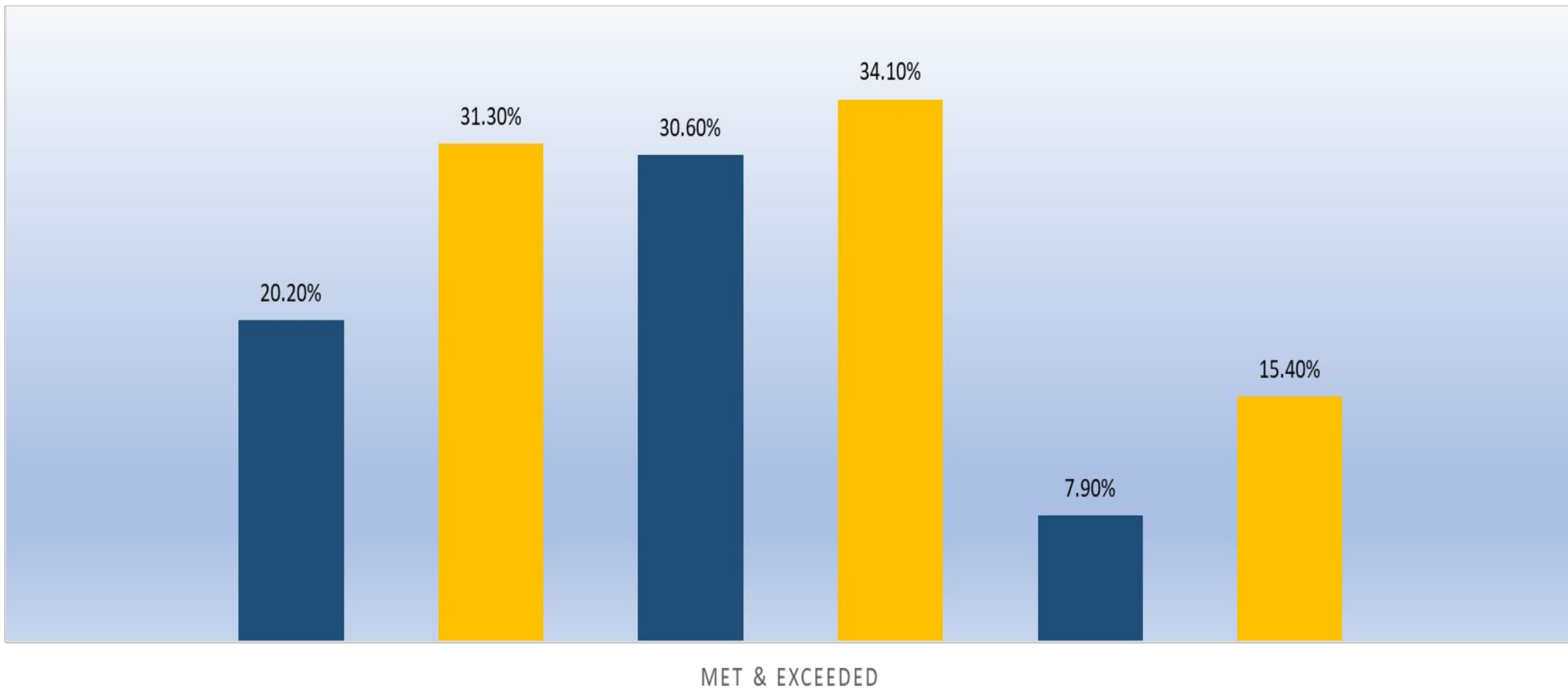
■ Grade 3 ■ State - Gr. 3 ■ Grade 4 ■ State - Gr. 4 ■ Grade 5 ■ State - Gr. 5



MET & EXCEEDED

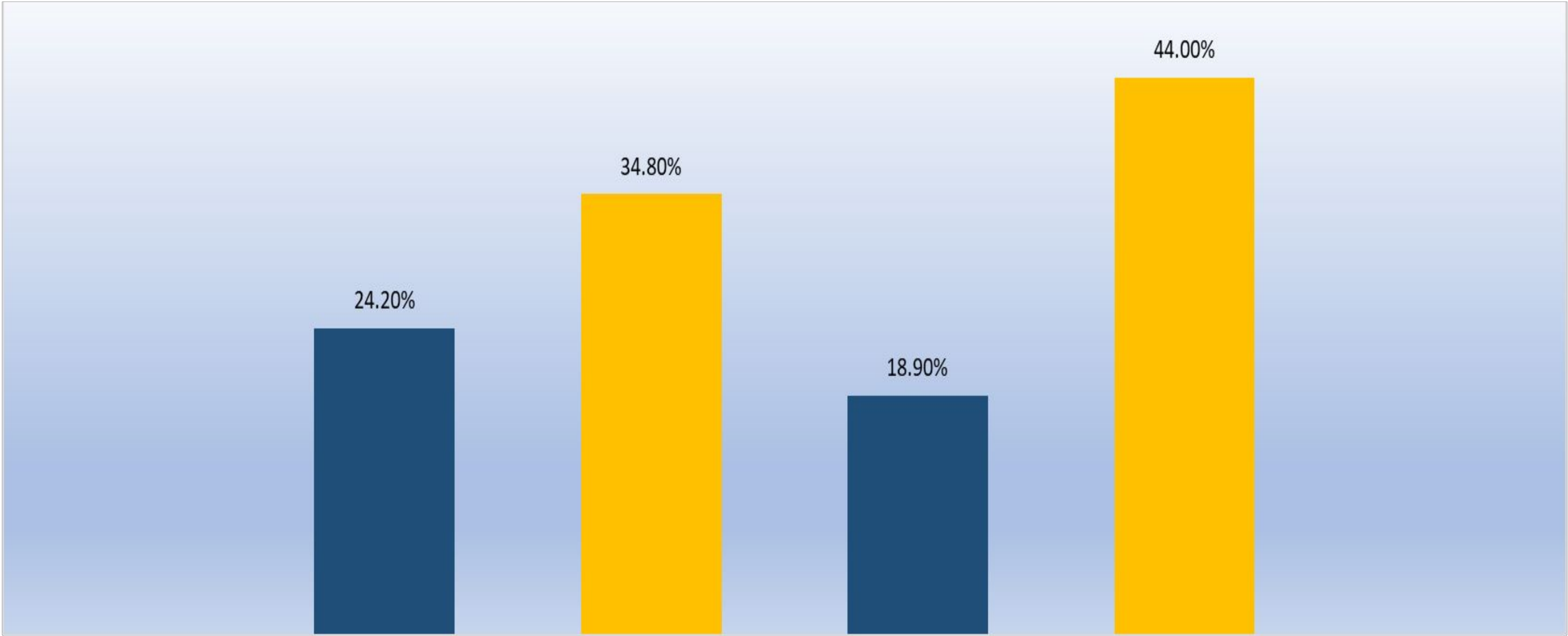
DISTRICT VS. STATE NJSLA – MATH (GR. 6-8)

■ Grade 6 ■ State - Gr. 6 ■ Grade 7 ■ State - Gr. 7 ■ Grade 8 ■ State - Gr. 8



DISTRICT VS. STATE NJSLA – MATH (ALG. 1 & GEOMETRY)

Alg. 1 State - Alg. 1 Geometry State - Geometry



MET & EXCEEDED



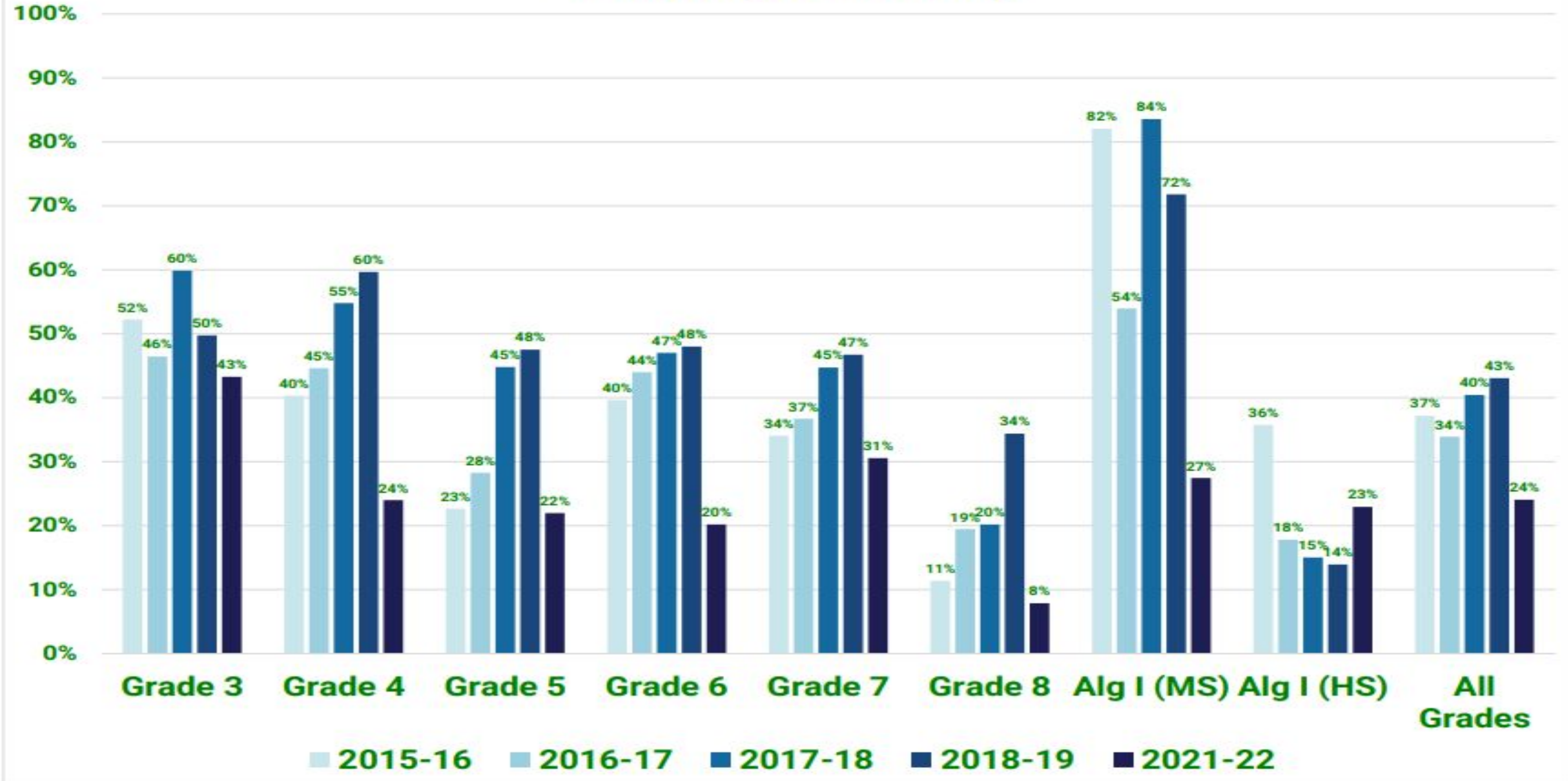
**WHAT % HAVE PASSED NJSLA – MATH
OVER THE PAST FIVE YEARS?**



Math Achievement and Growth

Same grade, different students

% Meeting + Exceeding





NJSLA – Science Results



NJSLA – Science



- In 2018, New Jersey schools administered NJSLA – Science as a field test to students in Grades 5, 8, and 11.
- In 2019, students in Grades 5, 8, and 11 took NJSLA – Science for the first time to earn a score.
- Unlike the other NJSLA assessments, the Science assessment is scored on four (4) performance levels, not on five (5) performance levels.

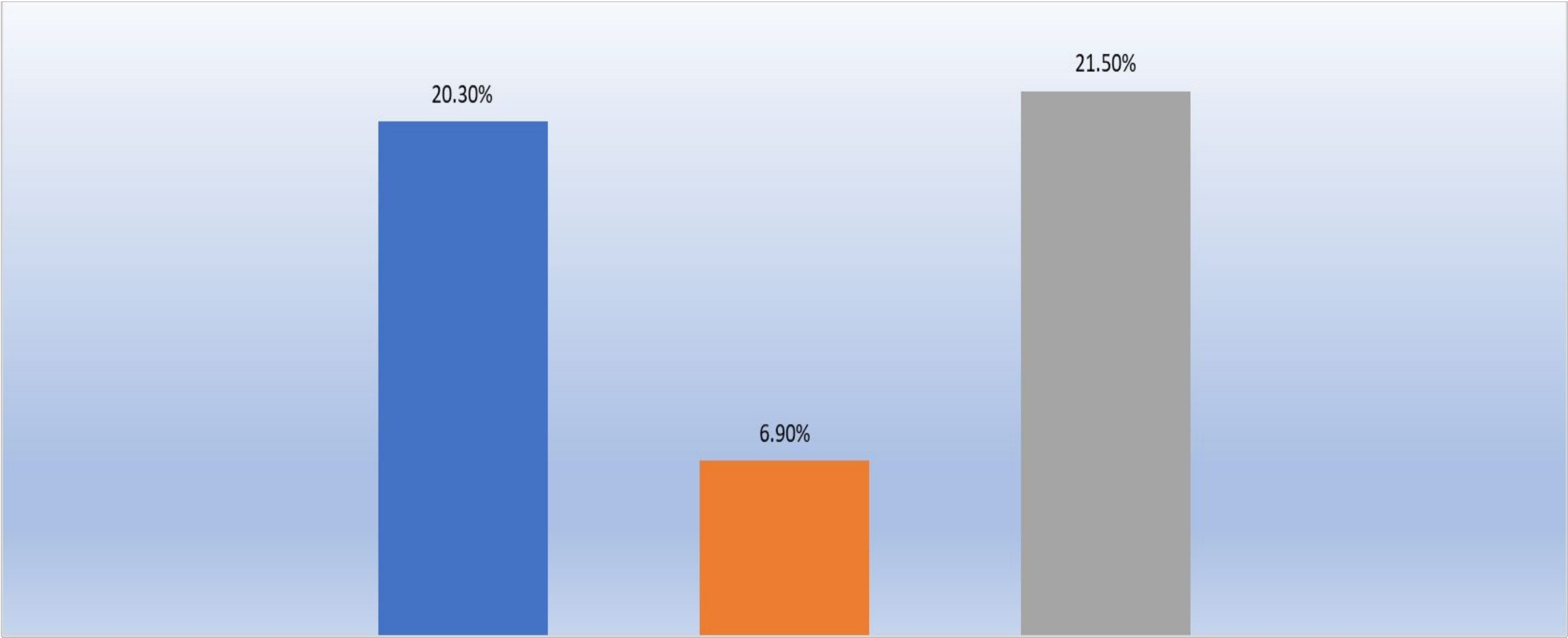
NJSLA – Science Performance Levels



- Level 1: Demonstrated minimal understanding of the New Jersey Student Learning Standards – Science (**Below Proficient**)
- Level 2: Demonstrated limited understanding of the New Jersey Student Learning Standards – Science (**Near Proficiency**)
- Level 3: Demonstrated appropriate understanding of the New Jersey Student Learning Standards – Science (**Proficiency**)
- Level 4: Demonstrated advanced understanding of the New Jersey Student Learning Standards – Science (**Advanced Proficiency**)

NJSLA-SCIENCE (ALL GRADES)

Grade 5 Grade 8 Grade 11



PROFICIENT & ADVANCED PROFICIENT

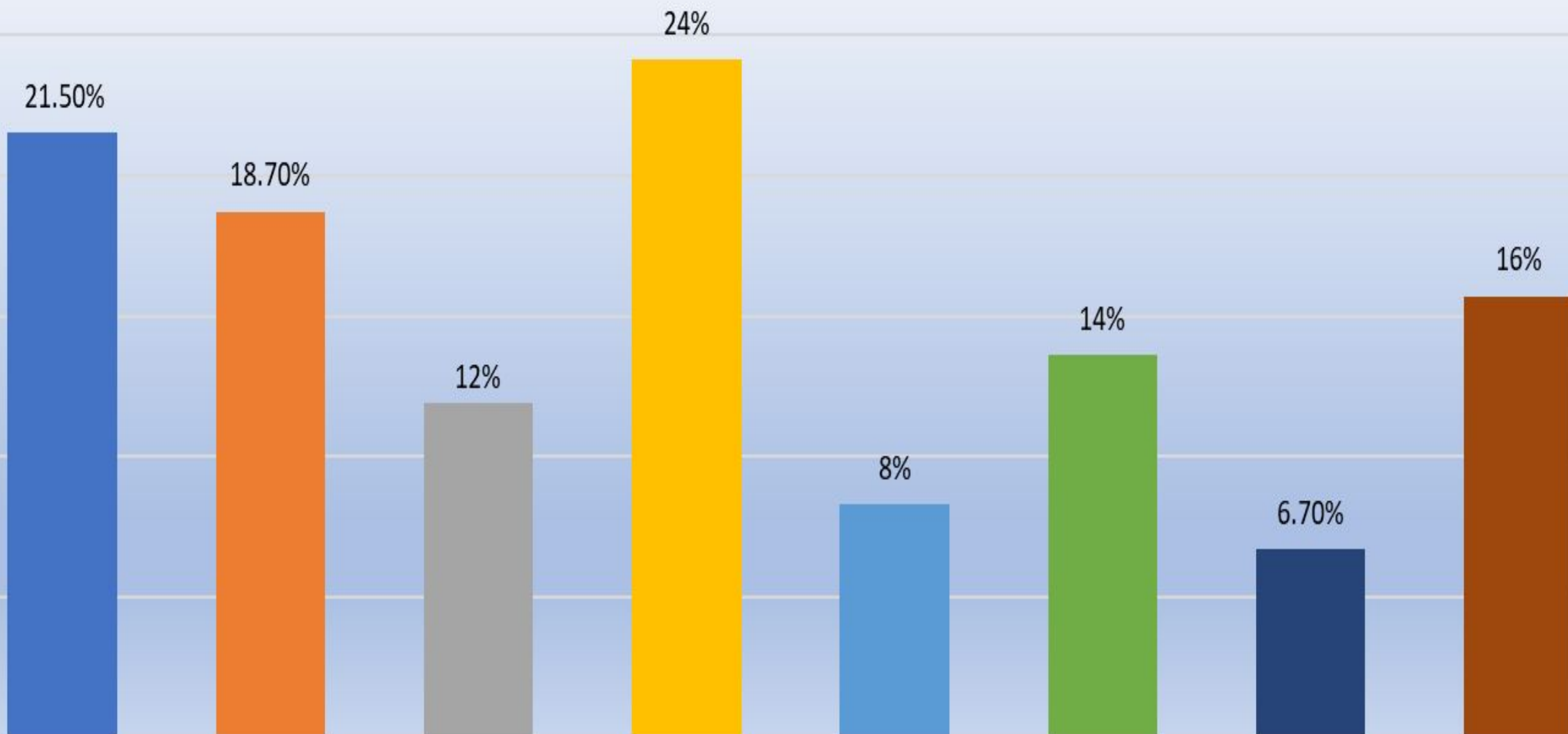


DISAGGREGATED SCIENCE DATA BY SUBGROUP



SUBGROUPS NJSLA – SCIENCE (GRADE 5)

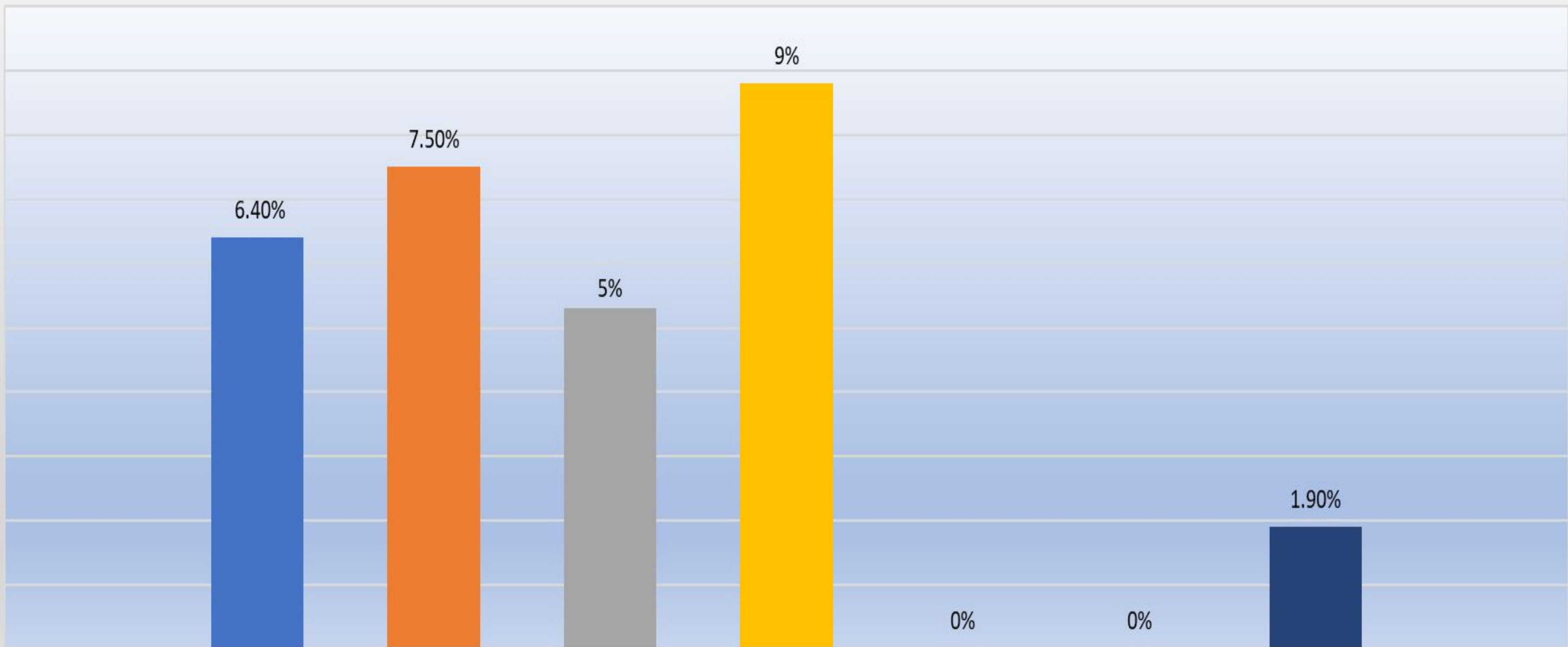
Female Male Hispanic White Black Section 504 SpecEd F/R Lunch



PROFICIENCY & ADVANCED PROFICIENCY

SUBGROUPS NJSLA – SCIENCE (GRADE 8)

Female Male Hispanic White Section 504 SpecEd F/R Lunch

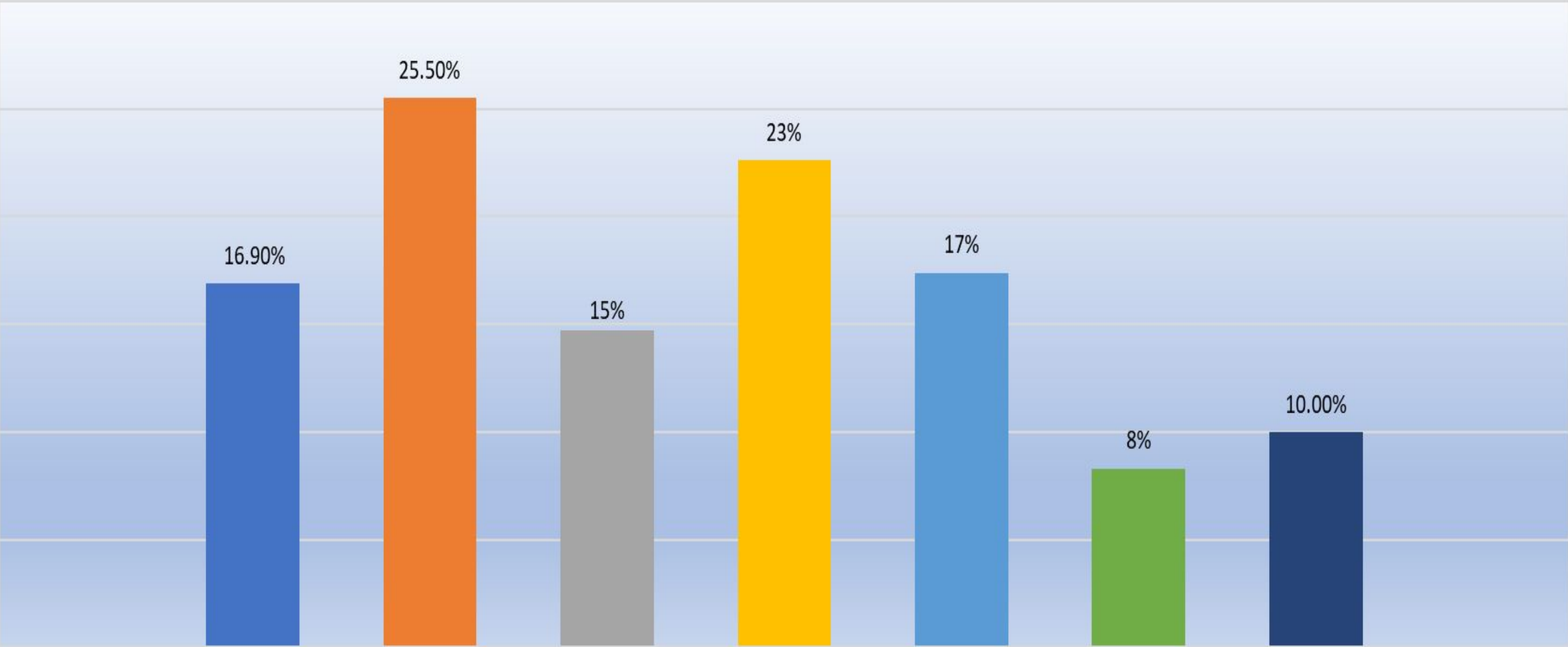


PROFICIENCY & ADVANCED PROFICIENCY

*Black subgroup data not reported because n-size is less than 10

SUBGROUPS NJSLA – SCIENCE (GRADE 11)

Female Male Hispanic White Section 504 SpecEd F/R Lunch



PROFICIENCY & ADVANCED PROFICIENCY

*Black subgroup data not reported because n-size is less than 10

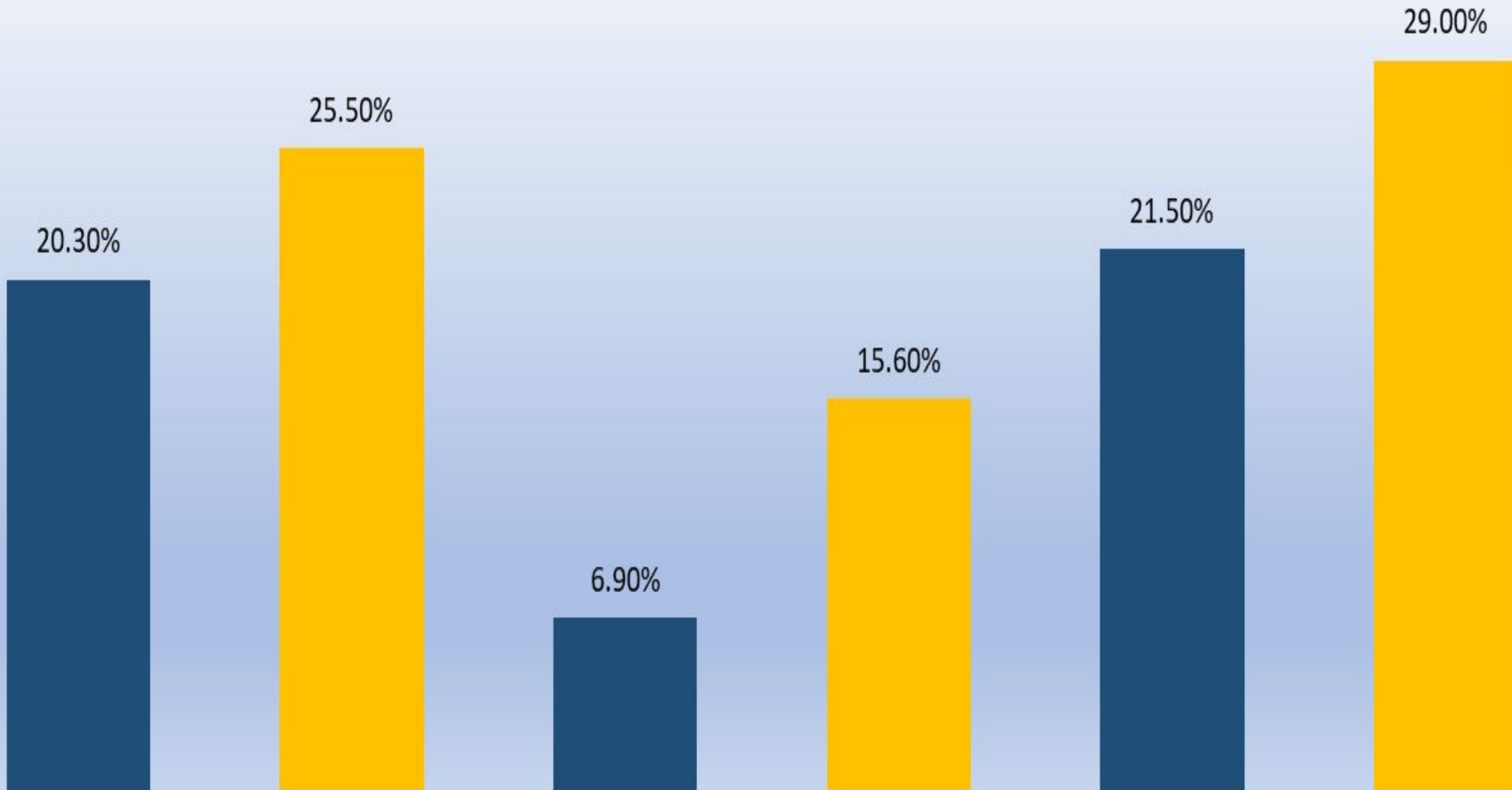


Lyndhurst vs State NJSLA–Science Results



DISTRICT VS. STATE NJSLA - SCIENCE

■ Grade 5 ■ State - Gr. 5 ■ Grade 8 ■ State - Gr. 8 ■ Grade 11 ■ State - Gr. 11



PROFICIENT & ADVANCED PROFICIENT



DYNAMIC LEARNING MAPS (DLM)



Background on DLM Assessments



- Alternate assessment for students with the most significant intellectual disabilities
- Taken as an alternative to the NJSLA by students who meet the eligibility criteria
 - Test is given in grades 3 – 8, and 11
 - Science administered in grades 5, 8, and 11
- Measures students' academic performance in English Language Arts, Mathematics, and Science
- Enables students to better demonstrate what they know, understand and can do academically in relationship to the Essential Elements
- Results are reported at four performance levels:
 - Emerging
 - Approaching the Target
 - At Target
 - Advanced



DLM Results



DLM Results



Spring 2022 = 55 students

- The number of students for reporting is a minimum of 10, as per suppression rules applied to student data to protect student confidentiality.
- The district has less than 10 students per grade
- Therefore, we are not permitted to share individual or trend student results.
- Districts must complete this reporting to meet the NJQSAC requirements.



Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs



Background on ACCESS for ELLs



- Measures students' academic English language skills in eight different categories.
- Students are assessed along a developmental continuum across the four language domains of Listening, Speaking, Reading, and Writing
- Scores reflect proficiency from Level 1 (Entering) to Level 6 (Reaching)
- Students must achieve a composite proficiency level of 4.5 or higher in order to be considered for exiting the program and meet criteria included in the English Language Observation Form.
- Alternate ACCESS for ELLs is for ELL Students with Significant Cognitive Disabilities. We had less than 10 students who took this assessment.



ACCESS for ELLs Results



ACCESS for ELLs Results



Spring 2022 = 55 students

- The number of students for reporting is a minimum of 10, as per suppression rules applied to student data to protect student confidentiality.
- The district has less than 10 students per grade, except for Kindergarten
- Therefore, we are not permitted to share individual or trend student results.
- Districts must complete this reporting to meet the NJQSAC requirements.
- Alternate ACCESS for ELLs is for ELL Students with Significant Cognitive Disabilities. We had less than 10 students who took this assessment.

ACCESS for ELLs Results Kindergarten



District # of students	Entering Level 1	Emerging Level 2	Developing Level 3	Expanding Level 4	Bridging Level 5
14	11 (79%)	1 (7.1%)	0	1 (7.1%)	1 (7.1%)



Data Analysis Takeaways



Areas where district SHINES



- ELA is an area of strength. Additionally, when comparing district performance on standards, the district performs at the same level or above the state in the evidence statement analysis reports.
- Economically disadvantaged subgroup of students performed well in ELA.
- Our 3rd grade was the best performing grade in Math.
- English Language Learners subgroup of students performed well in Math, almost similar to native English speakers who took the Math test.

Areas we need to

POLISH



- Math and Science in all grades and subgroups are areas of focus, specifically grade 8 Math and Science.
- Improve Special Education students subgroup performance in all tested areas.
- Continue to work on addressing the achievement gap amongst subgroup student performance.

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INTERVENTION STRATEGIES ALIGNED TO DATA ANALYSIS



INTERVENTION STRATEGIES



- Ensure special education teachers are included and supported with grade level curriculum PD, to help them modify and accommodate the learning for our students to meet grade level standards.
- Consistent, relevant, job-embedded PD to support K-3 ELA and Math curricular initiatives
 - Reader's Workshop (Reading program)
 - Foundations (Phonics Instruction)
 - Math Expressions and Calendar Math
- Implement consistent K-3 ELA early literacy screeners and diagnostic assessments to identify student needs.

INTERVENTION STRATEGIES



- Expand implementation of Amplify Science in grades 6–8 to grades 4–5.
- Implementation of Document Based Questions (DBQ) 6–12 in Social Studies classes which helps to develop and improve students' critical thinking skills reading non-fiction text, research and writing skills.
- Continued use of LinkIt assessments, and review data as part of cyclical review process to guide instruction and identify student needs in ELA (3–12) and Math (K–12).
- Targeted Math PD for teachers to improve their content knowledge and instructional practices.

INTERVENTION STRATEGIES



- Use federal funds to provide extended day learning programs for students struggling academically.
- Use of federal funds to provide basic skills instruction.
- Address chronic absenteeism K-12
- Math family nights
- ESL family nights



Thank you!

