

**State Assessment Performance Review**  
**2022-23 School Year**  
(NJSLA:ELA, Math, & Science; ACCESS for ELLs; DLM)

October 30, 2023

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# Before we dive into the data...

**District Outlook:** While we believe it is important to implement these types of assessments, our district will not be overly relying on any one assessment to define a student. Instead we will continue to embrace a **data-informed approach** in which we support students by looking at a variety of measures including both hard and soft data points.

*We believe our students are more than test scores, and we will continue to support them in a manner that meets each student's unique needs.*



## **New Jersey Student Learning Assessment (NJSLA)**



# Who is tested? (Elementary & Middle School)

- ❑ All public schools are required by state and federal law\* to test all students in grades 3-8 and high school. (\*Every Student Succeeds Act (ESSA) sec. 1111(b) and N.J.A.C. 6A-8-4.1(d))
- ❑ **Elementary & Middle School Students:**
  - ❑ All students in grades 3 through 8 are expected to participate in statewide assessments for ELA and mathematics based on their current grade level enrollment, not on the level of instruction received during the academic school year.
  - ❑ The only exception is for students in grades 6 through 8 who are taking any of the high school mathematics courses (i.e., Algebra I, Geometry, Algebra II).
  - ❑ 5th and 8th grade students must participate in the science assessments.

\*Elementary and middle school students with disabilities, except those with the most significant intellectual disabilities who qualify for the DLM, must participate in statewide assessments.



# Who is tested? (High School)

- ❑ **ELA:** All Grade 9 students must take the NJSLA ELA
- ❑ **Math:** Most high school students will take the NJSLA for mathematics in grade 9. Some students may be required to test in grade 10, 11, or 12 instead of grade 9 based on unique circumstances.
  - ❑ Grade 9 students currently enrolled in an Algebra I course (or Geometry or Algebra II if the student took Algebra I in middle school) must take the corresponding state assessment unless they are repeating the course but have previously passed the assessment associated with the course.
  - ❑ Grade 9 students enrolled in multiple mathematics courses will take only one state mathematics assessment per assessment administration. A student must take Algebra I in cases where the student is taking Algebra I and Geometry. In cases where a student is taking Algebra II and Geometry, it is recommended that the student take the Geometry assessment.
  - ❑ High school students in grade 9 not enrolled in a tested mathematics course will not take the NJSLA for mathematics in grade 9. Instead, these students will be required to take the assessment in grade 10, 11, or 12.
  - ❑ Students enrolled in a two-part Algebra I course (e.g., over two years) must wait until the second part of the course to take the Algebra I assessment.
- ❑ **Science:** 11th grade students must participate in the NJSLA-Science



# Performance Levels

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

**Level 1:**  
Did Not Yet  
Meet  
Expectations

**Level 2:**  
Partially Met  
Expectations

**Level 3:**  
Approached  
Expectations

**Level 4:**  
Met  
Expectations

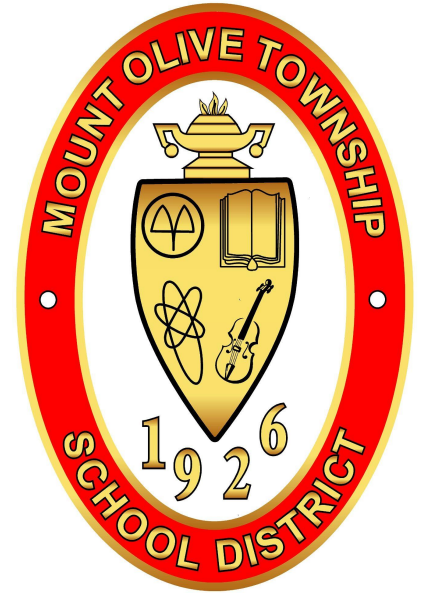
**Level 5:**  
Exceeded  
Expectations



Passing



# NJSLA ELA District Analysis



**MOUNT OLIVE SD**  
**2022-23 Spring NJSLA**  
**ELA/Language Arts**

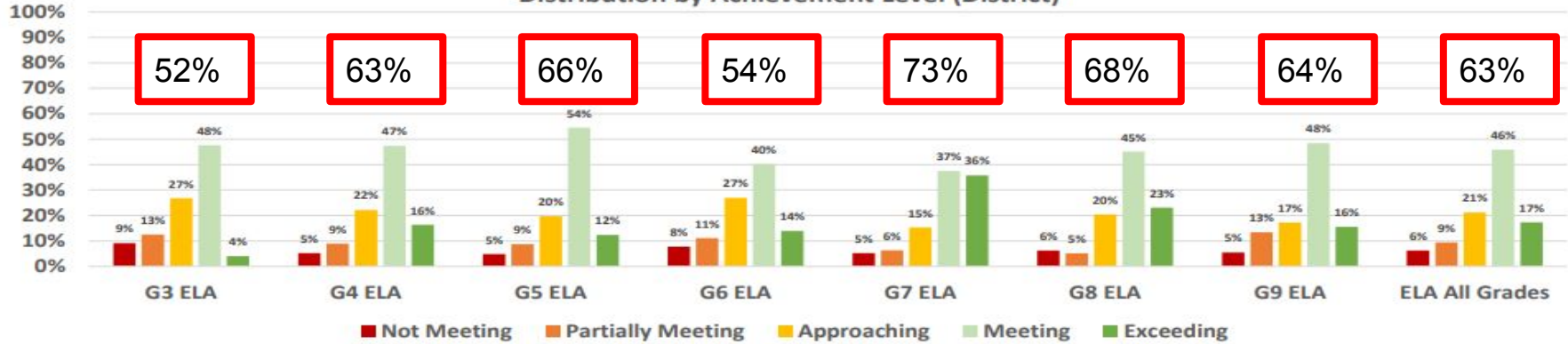
Grade	Total Tested In District	Achievement Levels									
		% Not Meeting Expectations  (Level 1)		% Partially Meeting Expectations  (Level 2)		% Approaching Expectations  (Level 3)		% Meeting Expectations  (Level 4)		% Exceeding Expectations  (Level 5)	
		District	State	District	State	District	State	District	State	District	State
3	351	9%	21%	13%	15%	27%	23%	48%	37%	4%	5%
4	325	5%	13%	9%	15%	22%	21%	47%			15%
5	356	5%	12%	9%	14%	20%	20%	54%	63%	51%	10%
6	360	8%	12%	11%	14%	27%	25%	40%	38%	1%	11%
7	347	5%	12%	6%	13%	15%	20%	37%	33%	36%	23%
8	368	6%	13%	5%	12%	20%	20%	45%	36%	23%	20%
9	366	5%	15%	13%	15%	17%	18%	48%	37%	16%	1%
<b>All Grades</b>	<b>2,473</b>	<b>6%</b>	<b>14%</b>	<b>9%</b>	<b>14%</b>	<b>21%</b>	<b>21%</b>	<b>46%</b>	<b>37%</b>	<b>17%</b>	<b>14%</b>

# MOUNT OLIVE SD

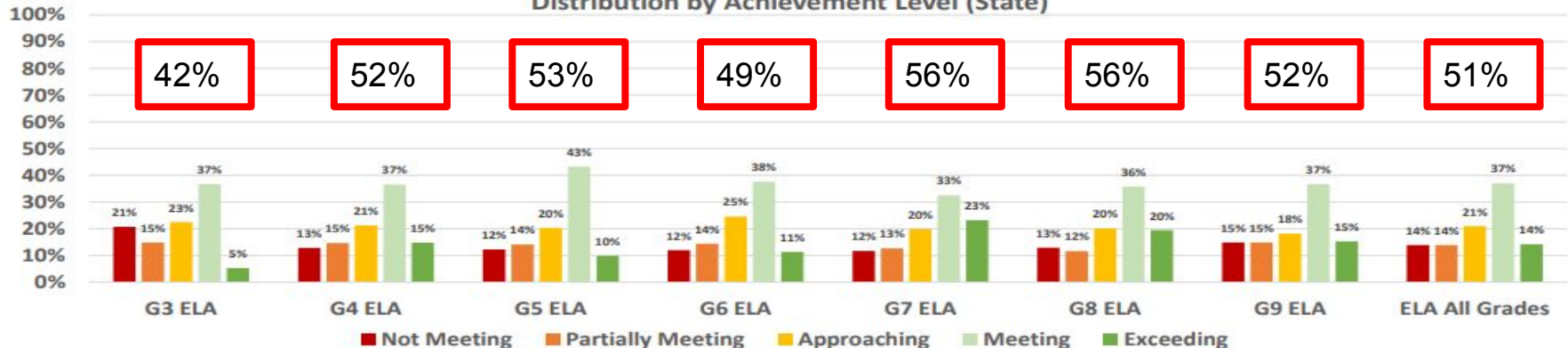
## 2022-23 Spring NJSLA

### ELA/Language Arts

Distribution by Achievement Level (District)

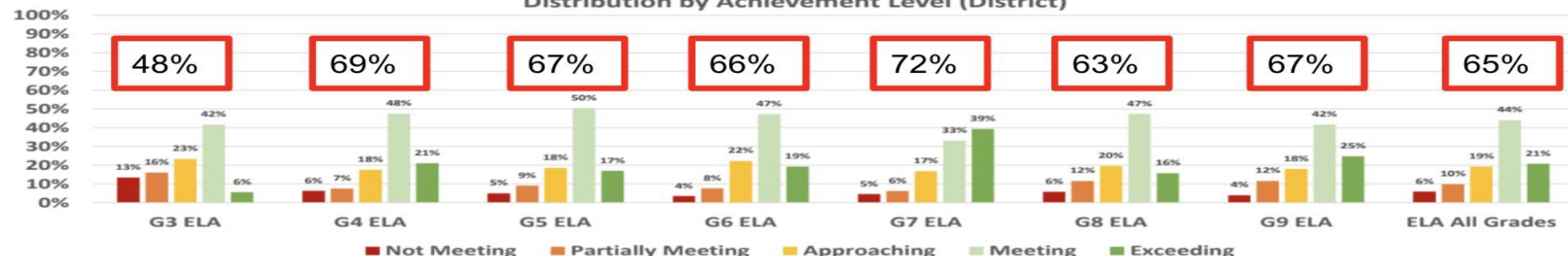


Distribution by Achievement Level (State)



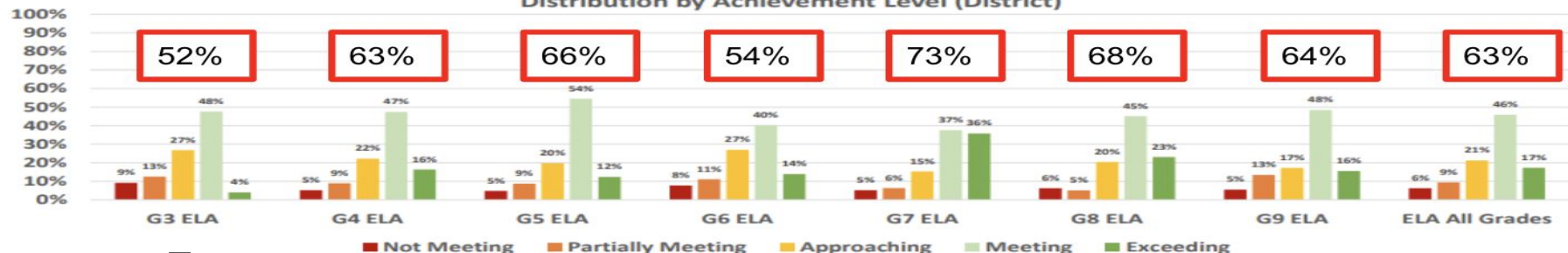
## MOUNT OLIVE 2021-22 Spring NJSLA ELA/Language Arts

Distribution by Achievement Level (District)



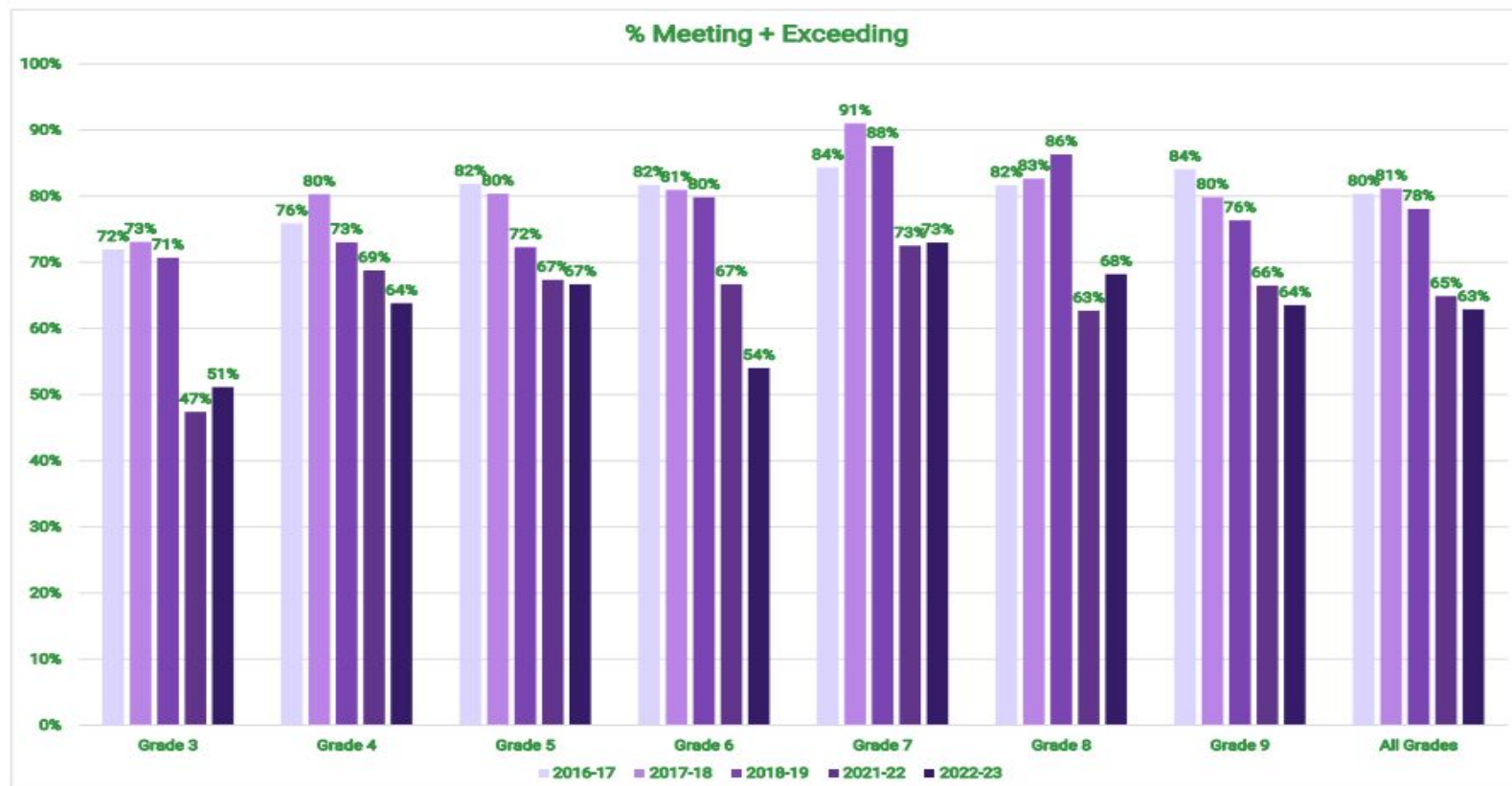
## MOUNT OLIVE SD 2022-23 Spring NJSLA ELA/Language Arts

Distribution by Achievement Level (District)



# ELA Achievement and Growth

Same grade, different students





# Key Takeaways

- ❑ Majority of MOTSD students passed the ELA NJSLA.
- ❑ Continued higher achievement compared with state performance in all grade levels
- ❑ Strongest achievement in Grade 7 ELA
- ❑ Inconsistent performance between grade levels (grade 3-4 and grade 6-7), mirroring data at the State level.

# Demographic Analysis

(2022-23 School Year)

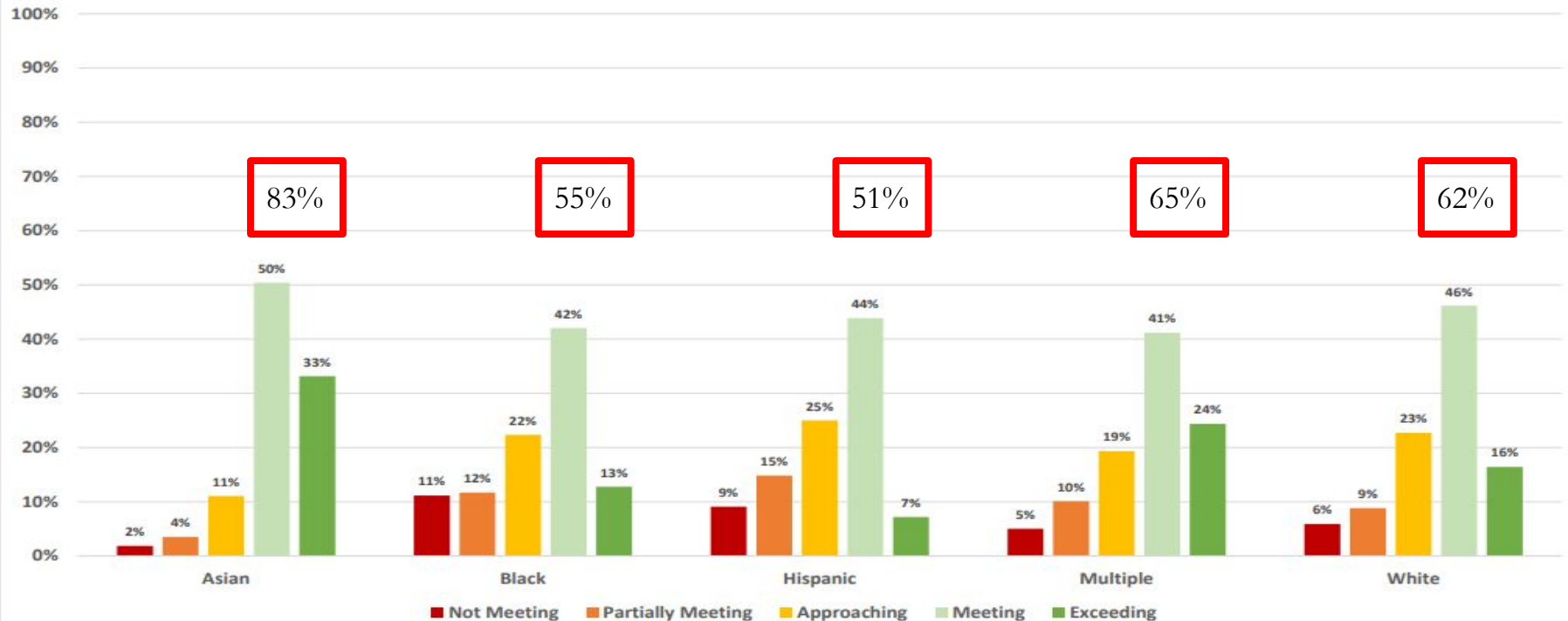




RACE

**MOUNT OLIVE SD**  
**2022-23 Spring NJSLA by Subgroup Race**  
**ELA/Language Arts**

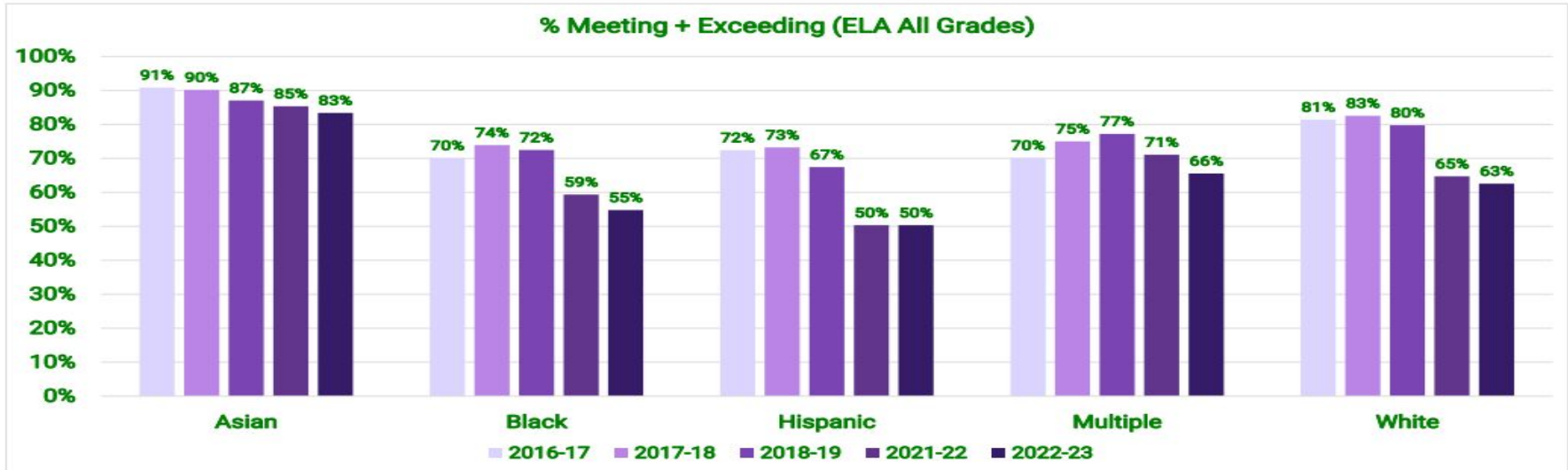
**Distribution by Achievement Level (All Grades)**



# Key Takeaways

- ❑ The subgroups had varied levels of performance on the ELA NJSLA.
- ❑ The Asian and Multiple subgroups performed at a very high level, with the Asian subgroup having the highest percentage of students who exceeded standards.
- ❑ The Black, Hispanic, and White subgroups had a large percentage of students who were approaching standards.

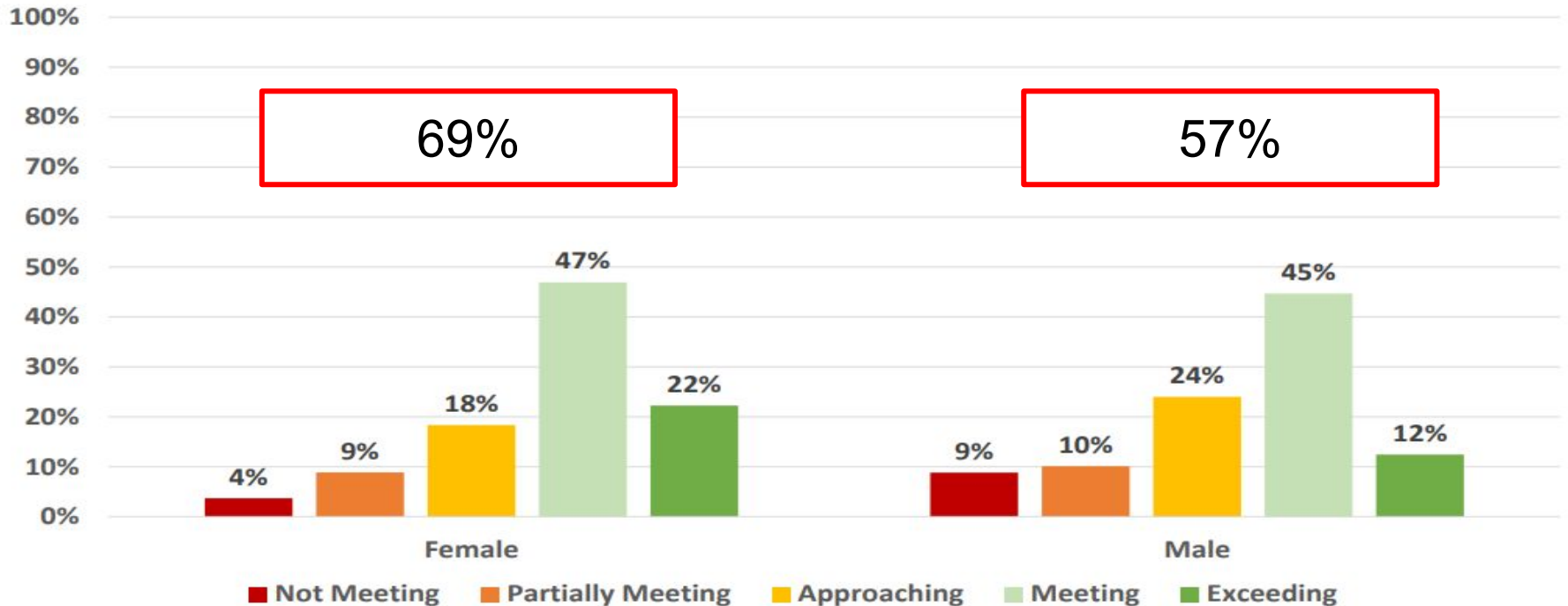
## Proficiency by Race



GENDER

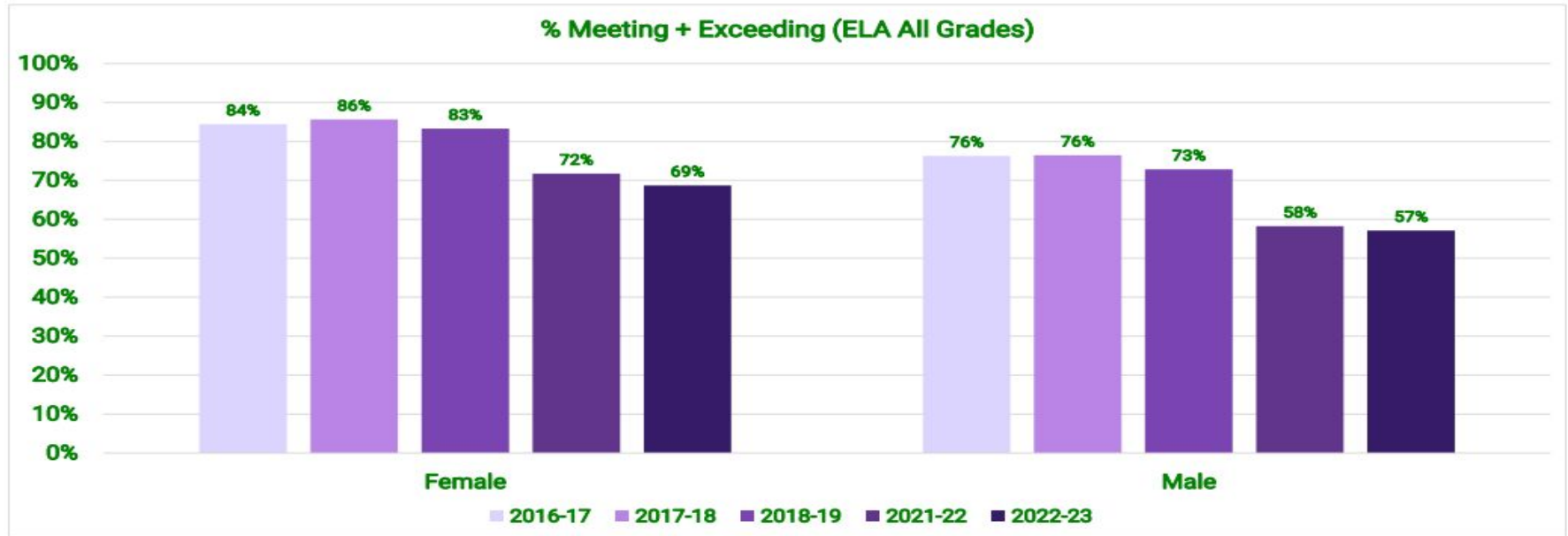
**MOUNT OLIVE SD**  
**2022-23 Spring NJSLA by Subgroup Gender**  
**ELA/Language Arts**

**Distribution by Achievement Level (All Grades)**



# Key Takeaways

- ❑ Female students significantly outperformed males on the ELA NJSLA.
- ❑ This is not atypical based on prior years' data despite the change in performance levels, as seen below:

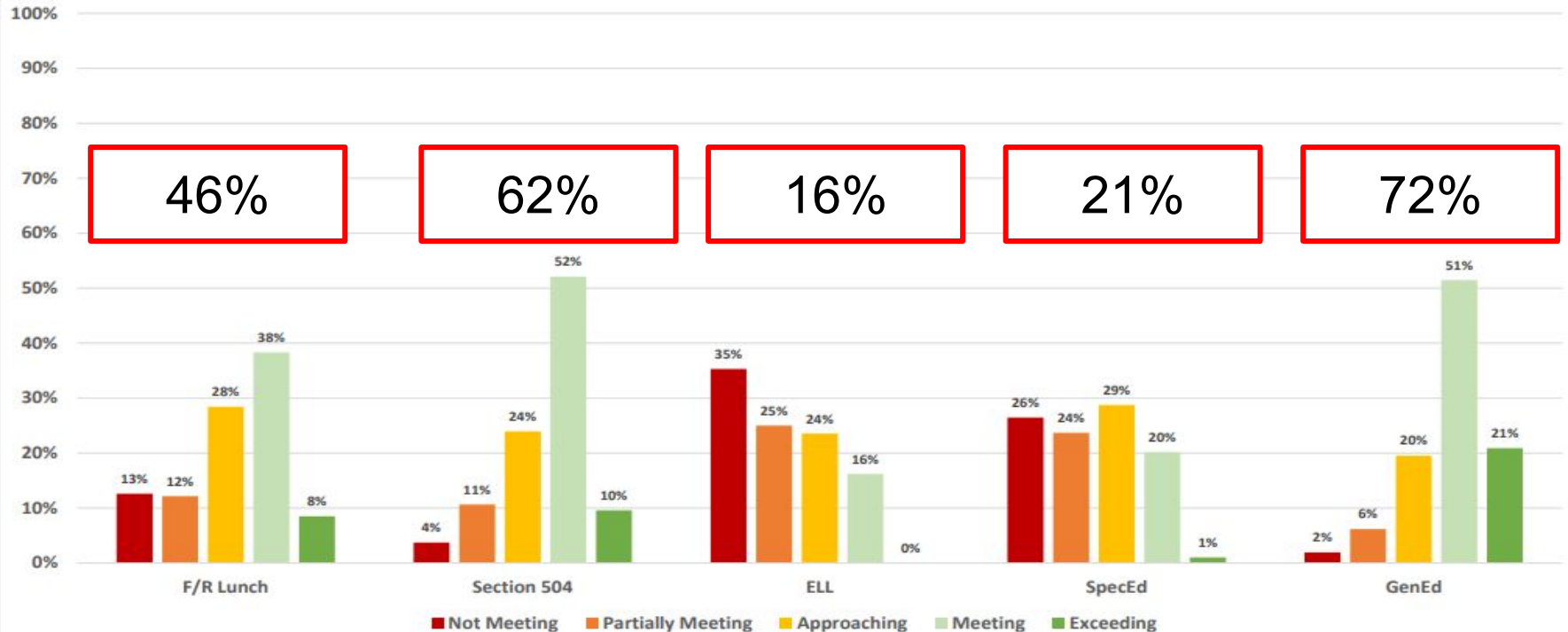




PROGRAM

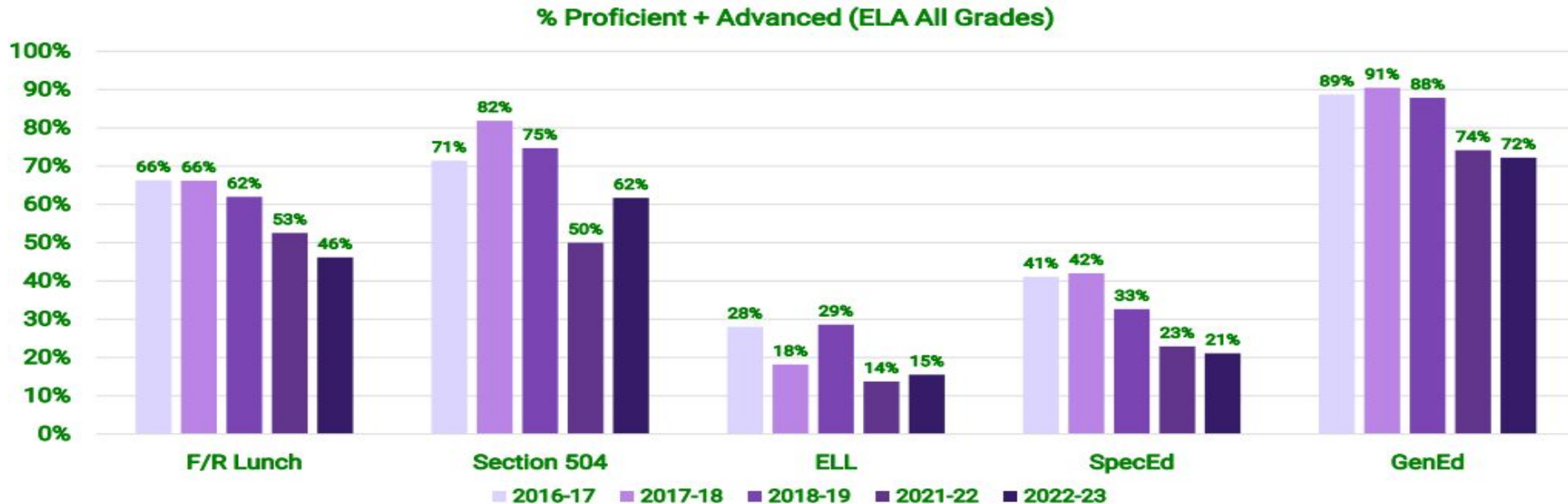
MOUNT OLIVE SD  
2022-23 Spring NJSLA by Subgroup Program  
ELA/Language Arts

Distribution by Achievement Level (All Grades)

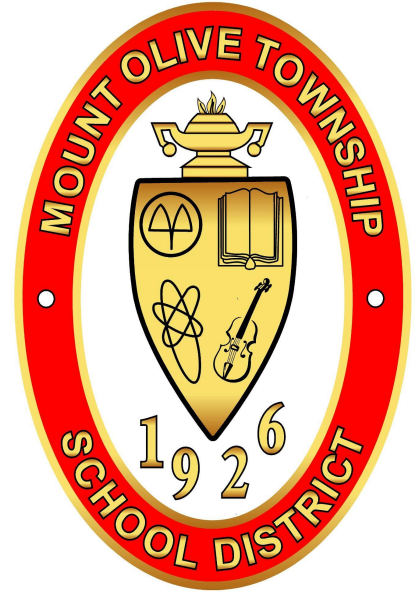


# Key Takeaways

- ❑ The Gen. Ed. subgroup outperformed all other subgroups.
- ❑ Students with 504 plans showed double-digit gains, while all other subgroups showed modest gains or declines.



# Action Steps



# Elementary



- ❑ Elementary PLCs are receiving ongoing professional development in phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- ❑ Foundations, the District's primary-level reading, spelling, and handwriting program has been expanded to include grade 3
- ❑ Continued emphasis on Tier 2 and Tier 3 RTI at the elementary level, with a core focus on Tier 1, classroom-based interventions that are data-informed and effective.
- ❑ Introduction of a new a district wide aligned intervention manager platform to ensure progress monitoring of students across all grade levels.

# Middle

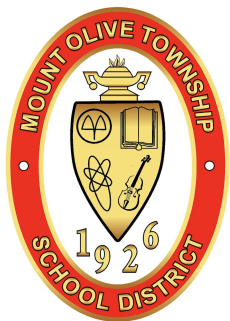


- ❑ In order to ensure that literacy is supported inside and outside of the ELA classroom, an “one school, one writing rubric” has been created and rolled out in 8th-grade to ensure that students internalize the norms of formal writing. The 7th-grade ELA and Social Studies teachers will use this rubric as a baseline to develop the 7th-grade rubric. It will be rolled out next year.
- ❑ 8th-grade rewrote their curriculum over the summer focusing on the skills as outlined in the standards evaluating the curriculum to include transfer tasks and goals.
- ❑ Professional Development Book Club - *The Book Club Companion*
- ❑ Development of “Humanities PLCs” - focus on data analysis, creation of actionable steps, collaboration to promote literacy
- ❑ Implementation of IXL to support intervention



# High School

- ❑ A renewed emphasis will be placed on using the Rigor and Relevance framework. Students will be tasked with activities in the classroom that require them to **synthesize, reason, and create**.
- ❑ Performance tasks will be implemented which require students to apply the skills and knowledge that they have gained during each quarter to a new situation.
- ❑ One full time ELA Interventionist has been designated to support students identified through RTI.
- ❑ Implementation of IXL for intervention
- ❑ New curriculum was written for 9th and 10th-grade with a renewed focus on standards/ skills and transfer goals and tasks for each unit.



# **New Jersey Student Learning Assessment (NJSLA): Mathematics**

# NJSLA Math District Analysis



# MOUNT OLIVE SD

## 2022-23 Spring NJSLA

### Mathematics

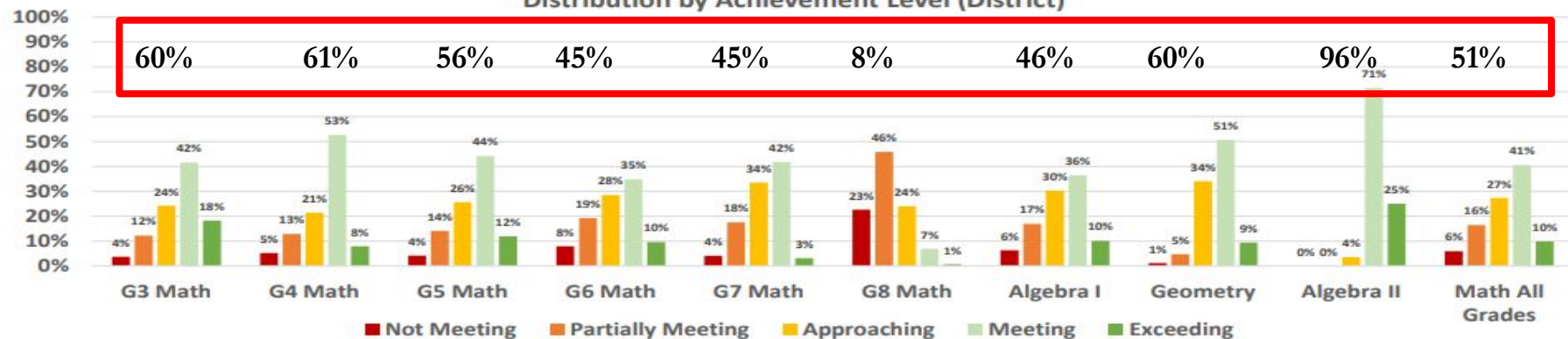
Grade	Total Tested In District	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		District	State	District	State	District	State	District	State	District	State
3	351	4%	13%	12%	17%	24%	25%	42%	34%	18%	12%
4	327	5%	13%	13%	18%	21%	25%	53%	37%	8%	7%
5	362	4%	13%	14%	21%	26%	26%	44%	31%	12%	9%
6	365	8%	14%	19%	23%	28%	28%	35%	51%	39%	7%
7	319	4%	13%	18%	23%	34%	31%	42%	32%	10%	5%
8	146	23%	34%	46%	27%	24%	21%	7%	17%	1%	1%
Algebra I	396	6%	16%	17%	26%	30%	23%	36%	30%	10%	5%
Geometry	170	1%	16%	5%	14%	34%	16%	51%	44%	9%	10%
Algebra II	28	0%	6%	0%	14%	4%	30%	7%	41%	25%	1%
<b>All Grades</b>	<b>2,464</b>	<b>6%</b>	<b>15%</b>	<b>16%</b>	<b>20%</b>	<b>27%</b>	<b>25%</b>	<b>41%</b>	<b>32%</b>	<b>10%</b>	<b>7%</b>

# MOUNT OLIVE SD

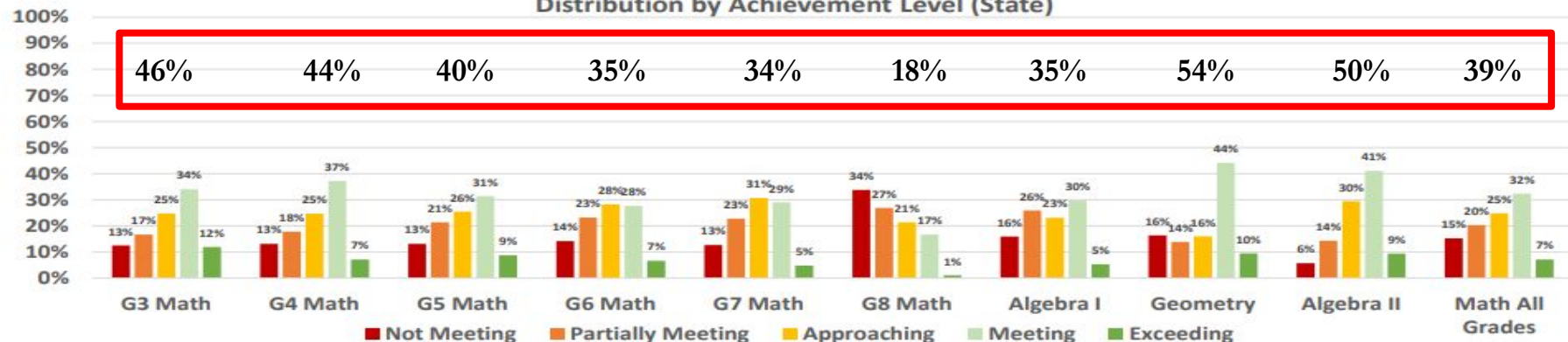
## 2022-23 Spring NJSLA

### Mathematics

Distribution by Achievement Level (District)

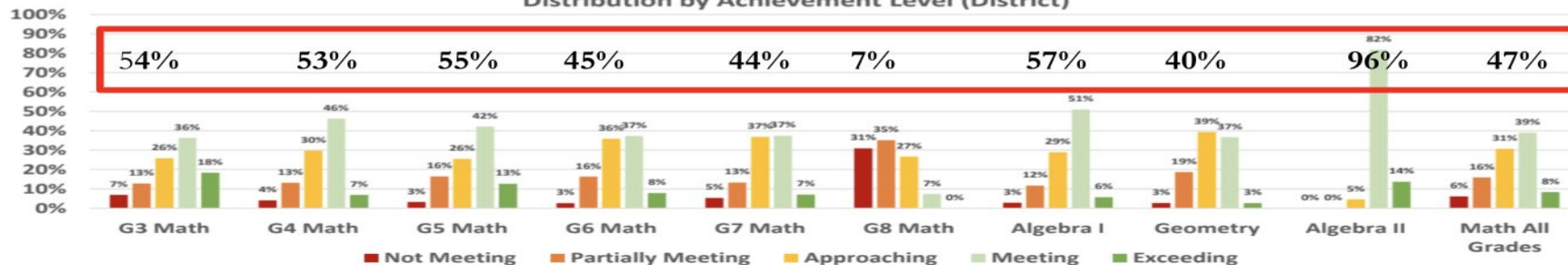


Distribution by Achievement Level (State)



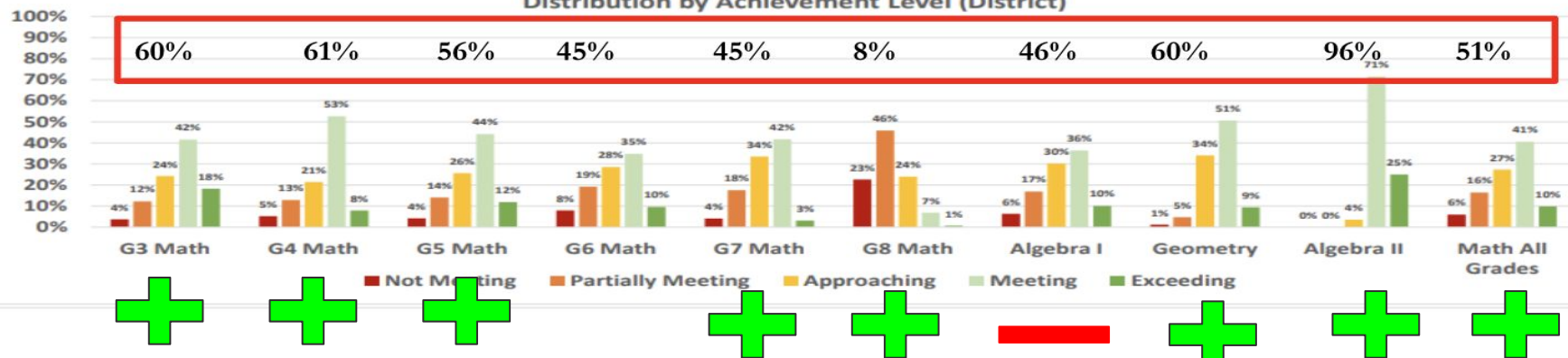
## MOUNT OLIVE 2021-22 Spring NJSLA Mathematics

Distribution by Achievement Level (District)



## MOUNT OLIVE SD 2022-23 Spring NJSLA Mathematics

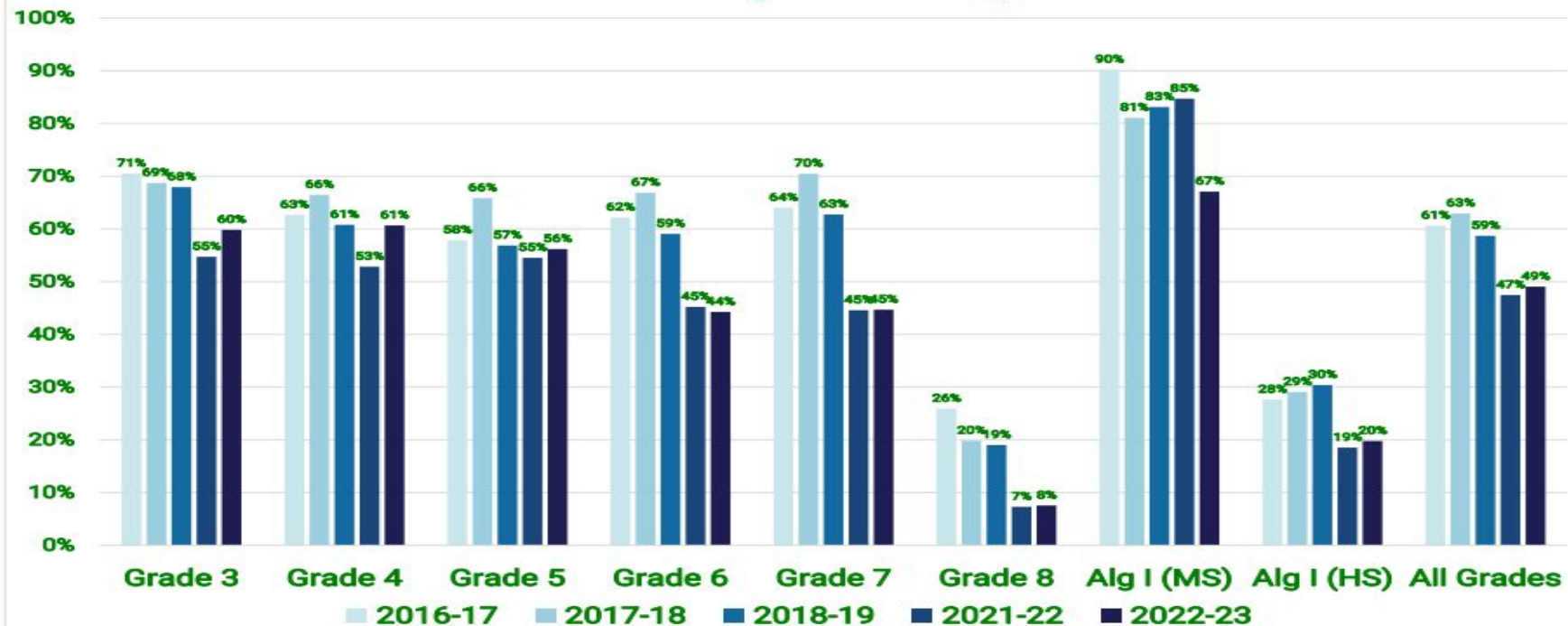
Distribution by Achievement Level (District)



# Math Achievement and Growth

Same grade, different students

% Meeting + Exceeding





# Key Takeaways

- ❑ MOTSD students outperformed the State in every grade level, with the exception of Grade 8 math.
- ❑ MOTSD students significantly outperformed the State in Algebra I and II, and also outperformed the State in Geometry, which is an improvement over last year.
- ❑ There was significant growth in grades 3 and 4, which is promising as these students move through the system.

# Demographic Analysis

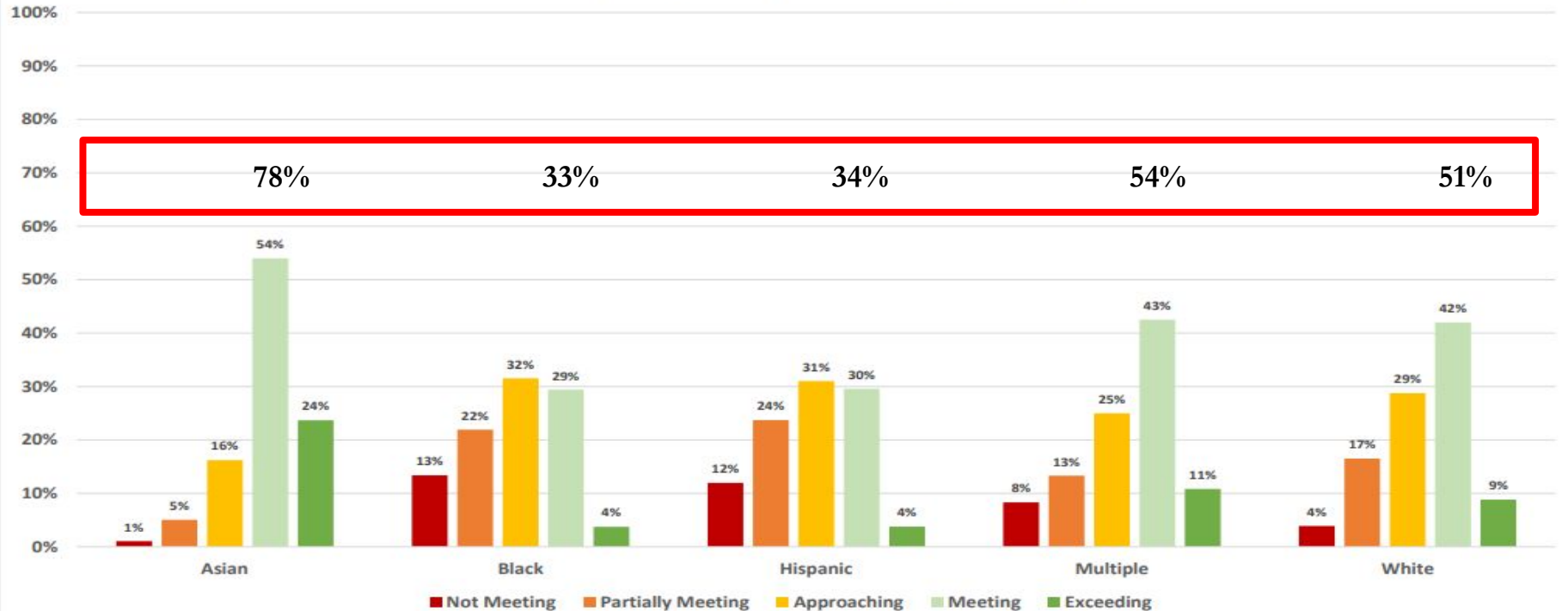
(2022-23 School Year)



RACE

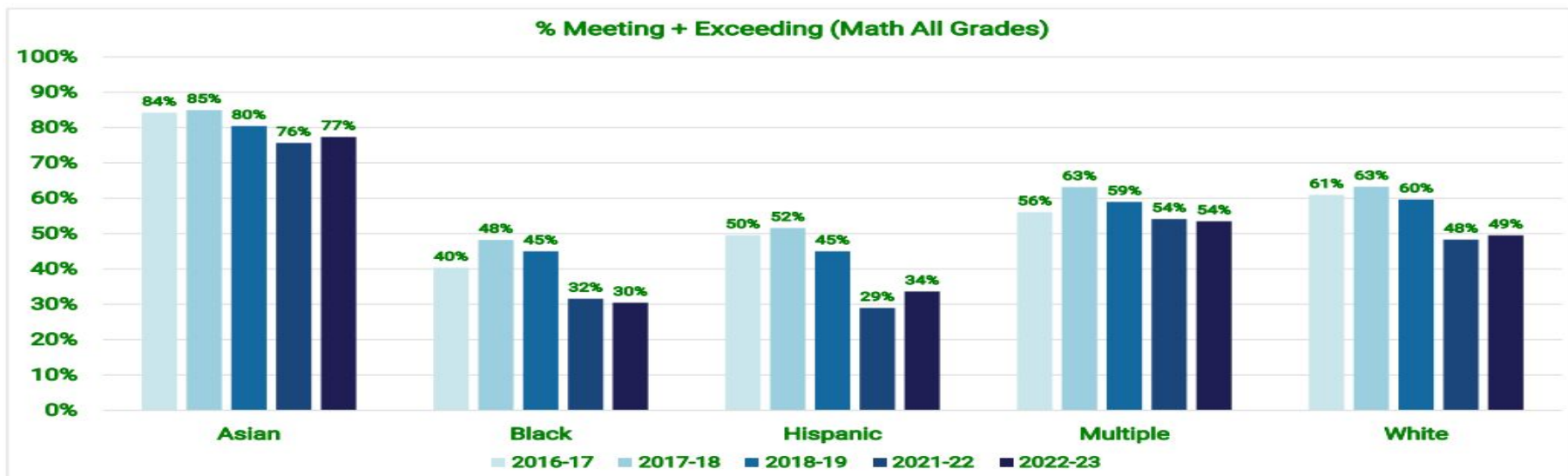
**MOUNT OLIVE SD**  
**2022-23 Spring NJSLA by Subgroup Race**  
**Mathematics**

**Distribution by Achievement Level (All Grades)**



# Key Takeaways

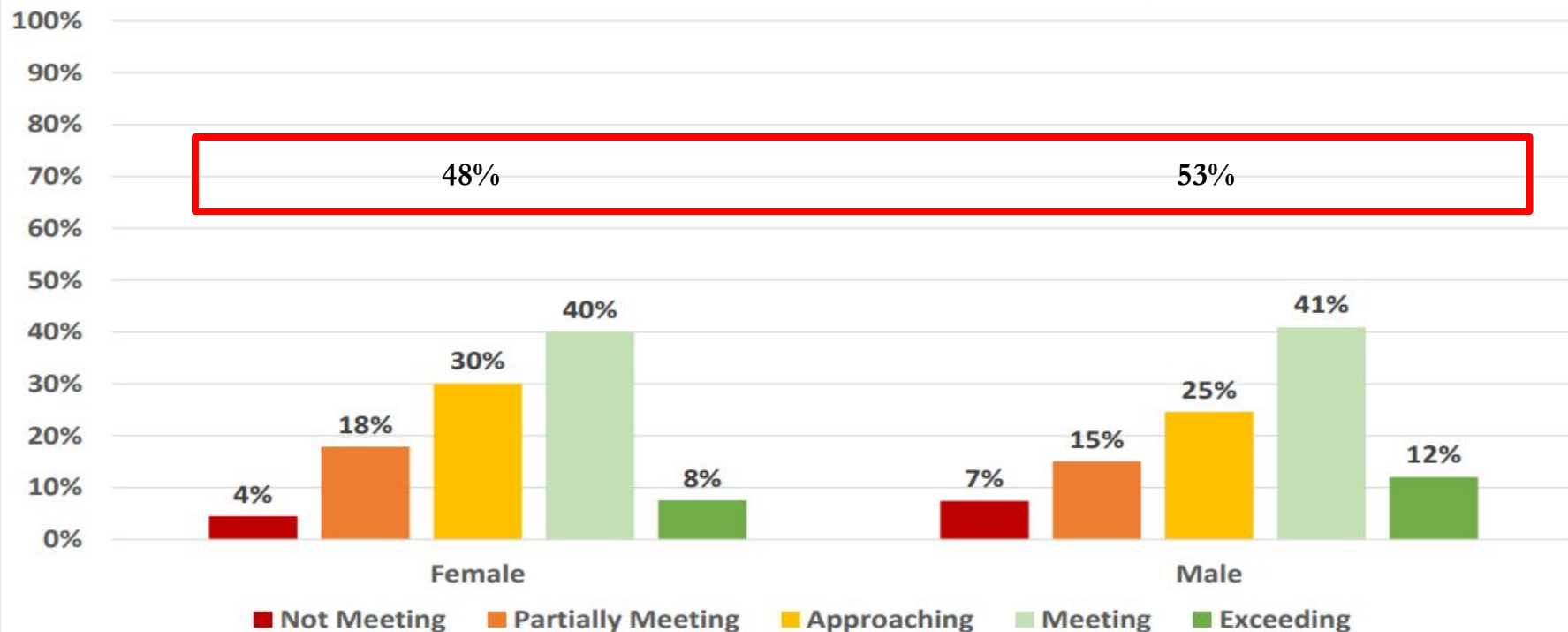
- ❑ Subgroup performance in math has remained relatively static, with most subgroups shifting one or two percentage points.
- ❑ Hispanic students saw growth of five percentage points. This is noteworthy considering 40 more Hispanic students sat for the NJSLA in MOTSD in 2023 vs. 2022.
- ❑ Further, the Hispanic subgroup is our fastest growing population. A five-year lookback (at tests given) reveals that 461 Hispanic students sat for the NJSLA in 2023 vs. 333 in 2017, a 28% increase.



GENDER

**MOUNT OLIVE SD**  
**2022-23 Spring NJSLA by Subgroup Gender**  
**Mathematics**

**Distribution by Achievement Level (All Grades)**

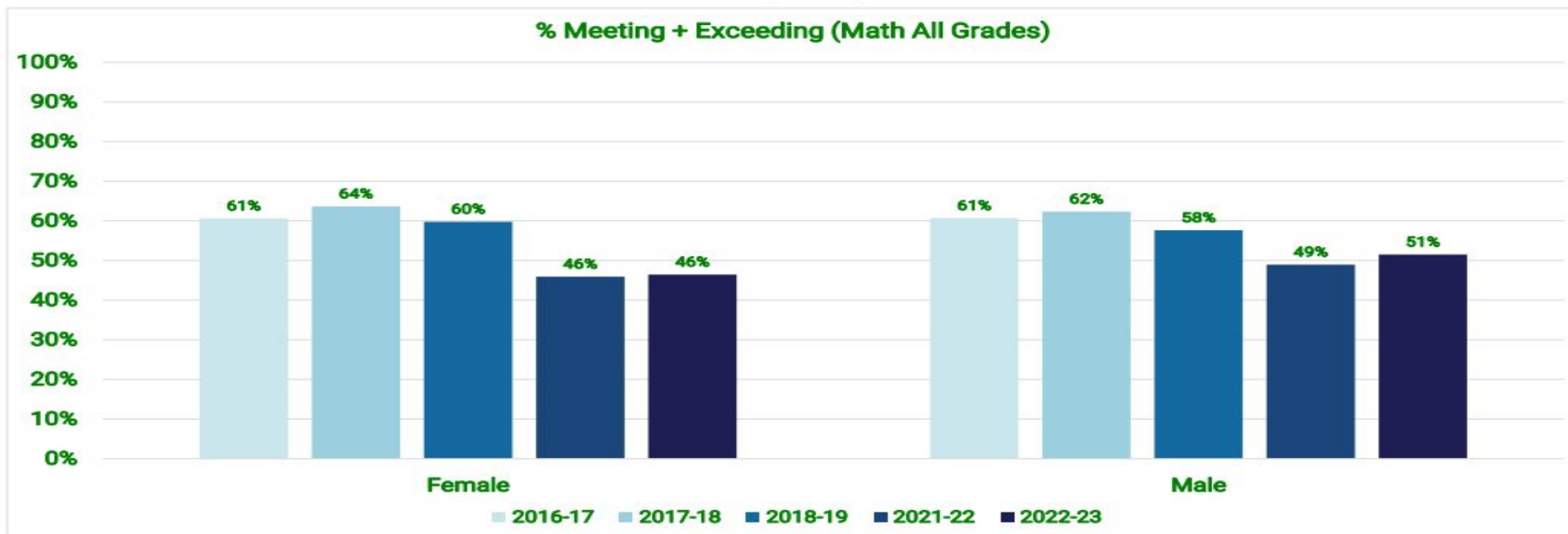




# Key Takeaways

- ❑ Males and females performed similarly on the Math NJSLA, as in previous years.
- ❑ This year, growth of female students remained static while male performance increased by two percentage points.

## Proficiency by Gender

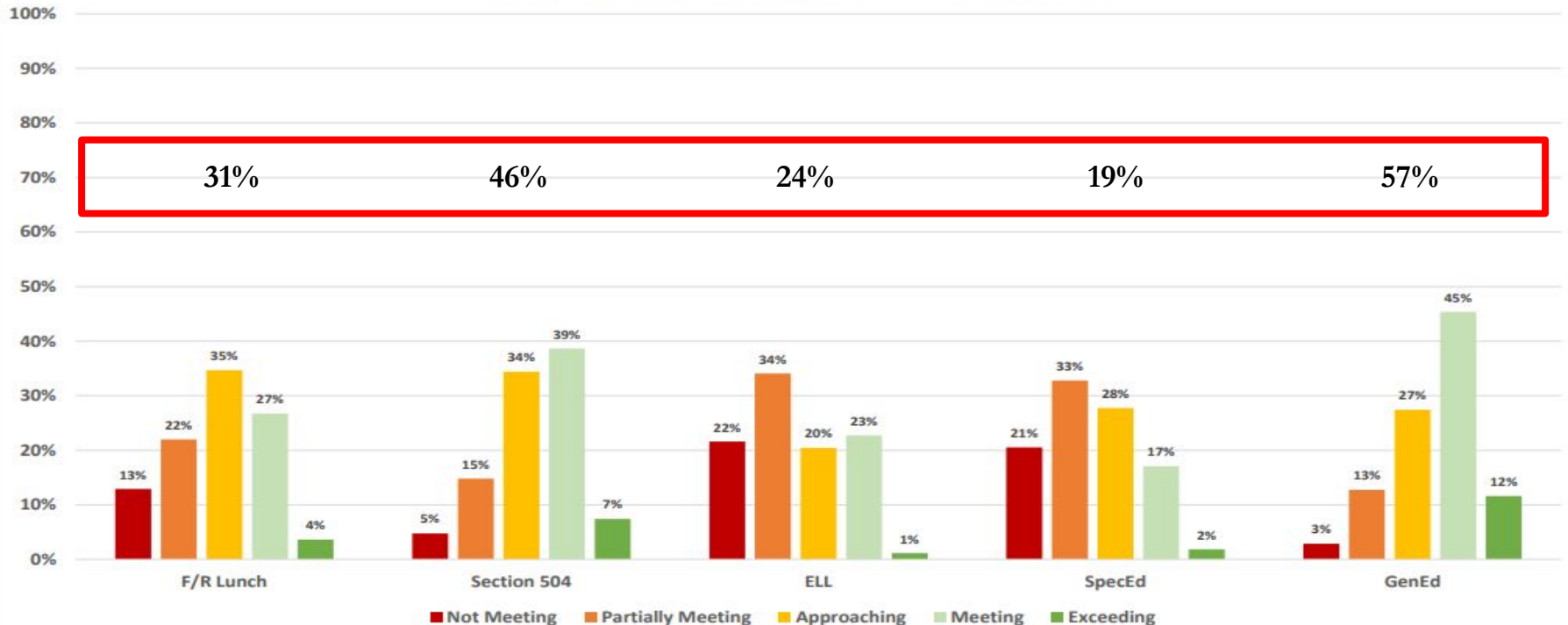




PROGRAM

**MOUNT OLIVE SD**  
**2022-23 Spring NJSLA by Subgroup Program**  
**Mathematics**

**Distribution by Achievement Level (All Grades)**

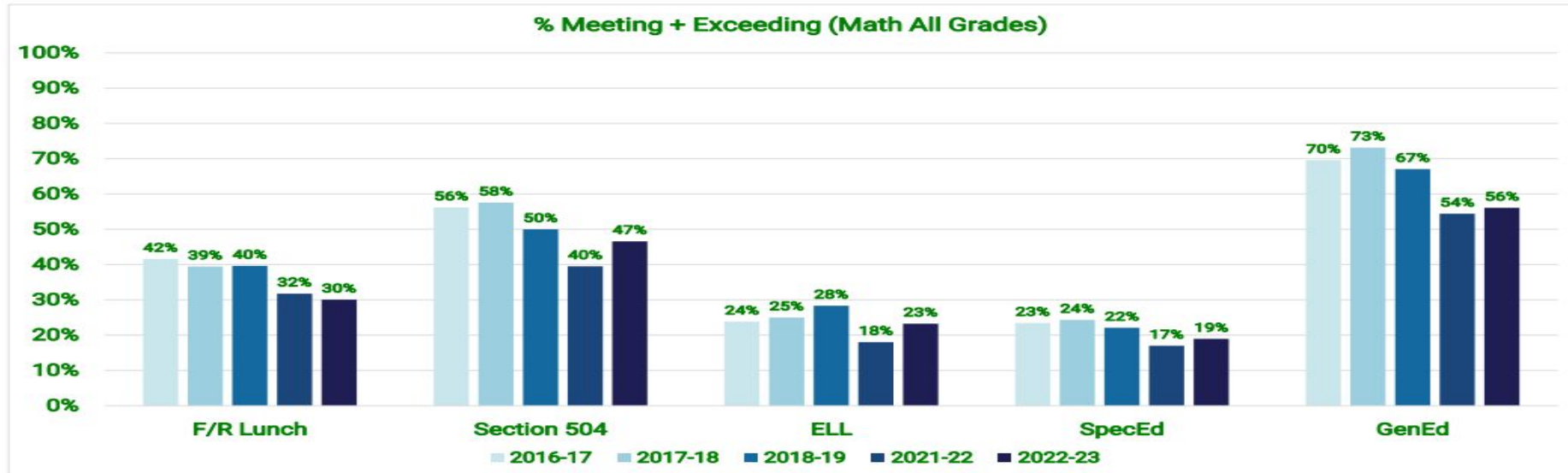




# Key Takeaways

- ❑ Performance of all subgroups has increased this year, with the exception of the F/R lunch cohort.
- ❑ In 2023, 441 F/R lunch students sat for the NJSLA, representing 18% of tested students.
- ❑ In 2022, 236 F/R lunch students sat for the NJSLA, representing 10% of tested students.

## Proficiency by Program



# Next Steps





# Math - Elementary

- ❑ Math interventionists at the elementary level will be receiving a dedicated math intervention program and related training to maximize the effectiveness of Tier 2 and Tier 3 interventions.
- ❑ Guided math groups and work are differentiated and leveled to meet the needs of all students, which has yielded positive results.
- ❑ Our math coach continues to provide on-demand PD and instructional feedback to novice and experienced teachers alike.
- ❑ Elementary teachers and administration will collaborate to integrate the newly-released 2023 Math NJ Student Learning Standards into the curriculum during the summer of 2024.



# Math - Middle School & High School

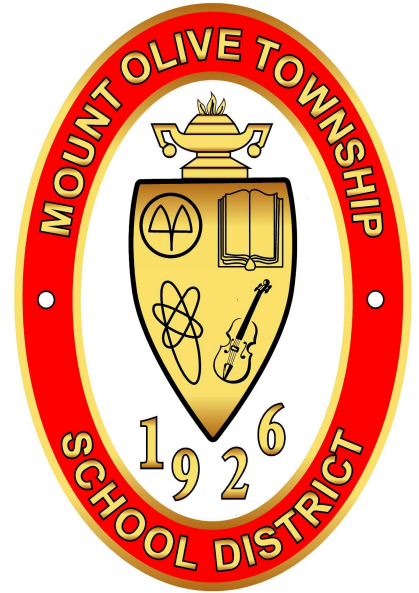
- ❑ Students and teachers will continue their focus on **Transfer Tasks** in connection with the each unit's Essential Question and Enduring Understanding. These tasks will emphasize higher order thinking and connect with real life applications.
- ❑ Classroom assessments, both formative and summative, will match in content and structure to those seen on the LinkIt, NJSLA and NJGPA. Although standards align, a deeper look into the data shows the wording and structure of how the questions are formatted need to be better aligned for continuity.
- ❑ Lessons and unit plans will continue to emphasize tier 1 differentiation strategies specifically focused on meeting individual student needs. This will be paired with station rotation activities which allow for small group instruction to teach and remediate prior skills.
- ❑ Teachers will use Rubicon Atlas to identify where in the scope and sequence specific standards and topics are covered in order to make sure proper time is spent in areas where Linkit identified the lowest performance.
- ❑ Students will continue to use ALEKS math and students identified for remediation will work with IXL as online platforms to help prepare and promote online test taking for mathematics.



# Algebra 1 & Geometry (High School)

- ❑ LinkIt Form A will be used to identify Algebra 1 & Geometry students that are in the Bubble/Approaching range. The Math Achievement Lab (MAL) teachers will pull these students from their study hall or Achievement Lab classes and provide remediation on the topics and standards identified by LinkIt specifically in order to improve their performance on the LinkIt Form B and Form C tests.
- ❑ Classroom teachers will identify students that need remediation on specific skills to the RTI committee. The RTI committee will then determine a baseline assessment and action plan that the Math Achievement Lab (MAL) teachers will use in a pull out program. As students finish working with their MAL teacher, they will test out by showing an improvement on those specific skills.
- ❑ 2nd Semester Math Workshop class will be in place for students that are below Bubble on the LinkIt Form A as well as identified by their Algebra 1 teachers. These students taking Math Workshop will have this as their second math class for the 2nd semester in order to specifically remediate pre-algebra skills, review 1st semester Algebra topics and prepare for the NJSLA and LinkIt Form C assessments.

# **NJSLA Science District Analysis (2022-23 School Year)**



# MOUNT OLIVE SD

## 2022-23 Spring NJSLA

### Science

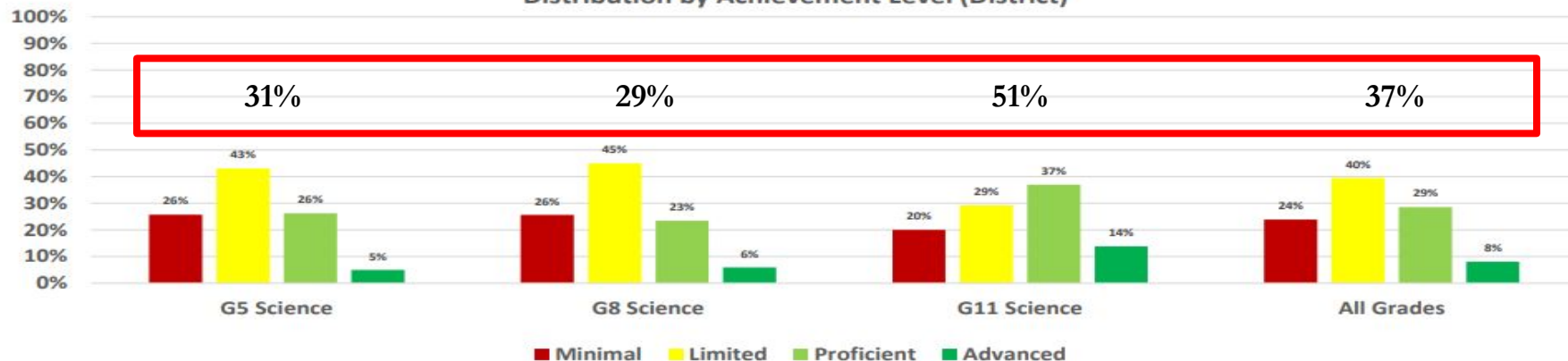
Grade	Total # students Tested	Achievement Levels							
		Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
		District	State	District	State	District	State	District	State
5	362	26%	38%	43%	35%	26%	21%	5%	6%
8	371	26%	40%	45%	42%	23%	14%	6%	4%
11	325	20%	44%	29%	26%	37%	22%	14%	3%
All Grades	1,058	24%	41%	40%	34%	29%	19%	8%	6%

# MOUNT OLIVE SD

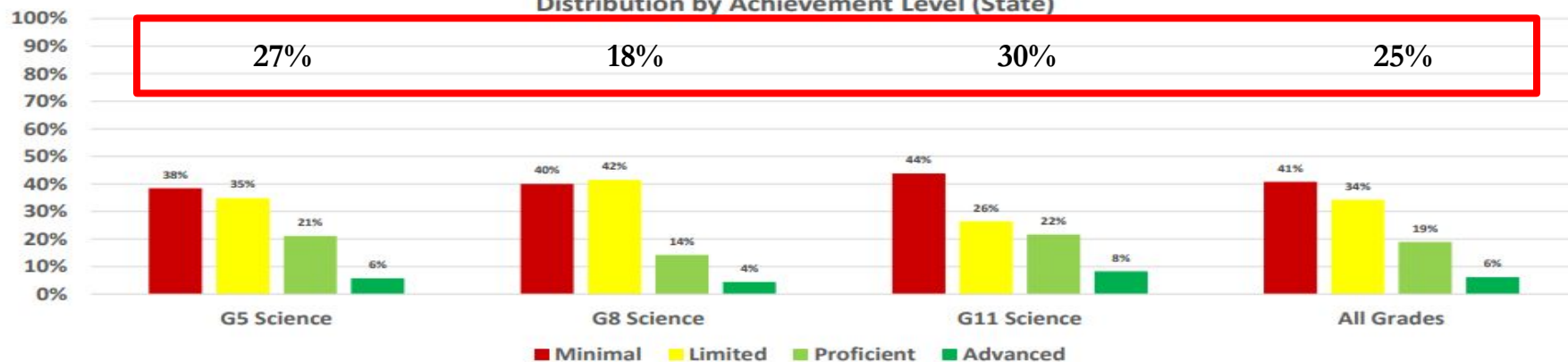
## 2022-23 Spring NJSLA

### Science

Distribution by Achievement Level (District)



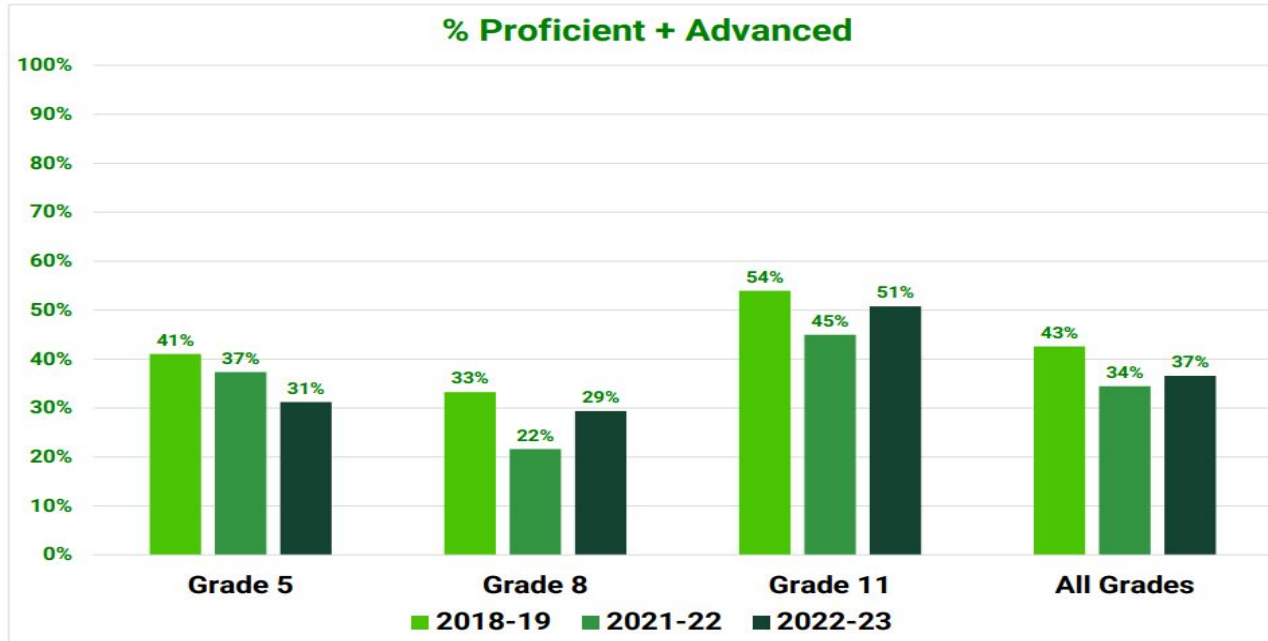
Distribution by Achievement Level (State)



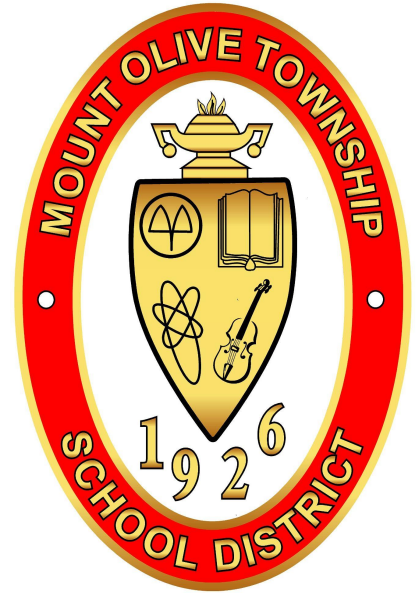


# Key Takeaways

- ❑ The District outperformed the State across the board on the NJSLA Science Assessment.
- ❑ Grade 8 and 11 scores have substantially outpaced state improvement from 2022 to 2023.



# Next Steps





# Elementary

- ❑ Vertical articulation with middle/high school staff led by the 6-12 Science chair will be held in the coming months.
- ❑ Science testing data will be used to reevaluate the curriculum, prioritizing standards.
- ❑ Science benchmarking through Linkit will allow teachers to differentiate instruction and track student progress, similar to the approach used for ELA and Math.



# MOMS + MOHS

- ❑ Solid progress as a result of the action steps taken. Continuation of:
  - ❑ Analysis and implementation of the NJ Performance Level Descriptors with a focus on Sensemaking, Critiquing, and Investigating Practices
  - ❑ Prioritizing the analysis of visual data sources for assessment design
  - ❑ Utilization of the NJ Digital Item bank to include released test items into the lessons.
- ❑ Implementation of Linkit! Science testing will begin mid November this year. This resource will provide data specific to Content and Skills that can be targeted for improvement at the PLC level.

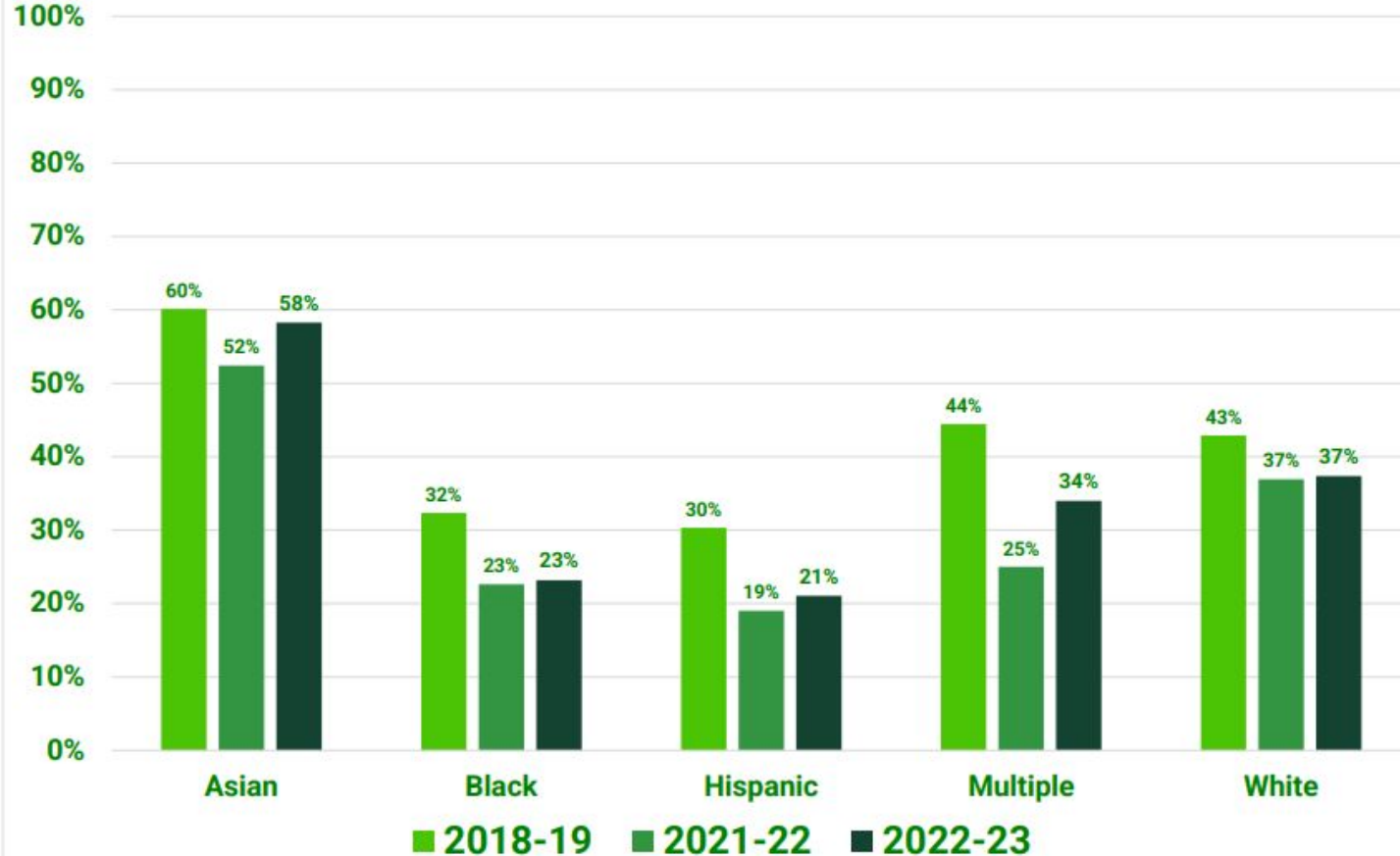
# Demographic Analysis

(2022-23 School Year)



RACE

## % Proficient + Advanced (Science All Grades)



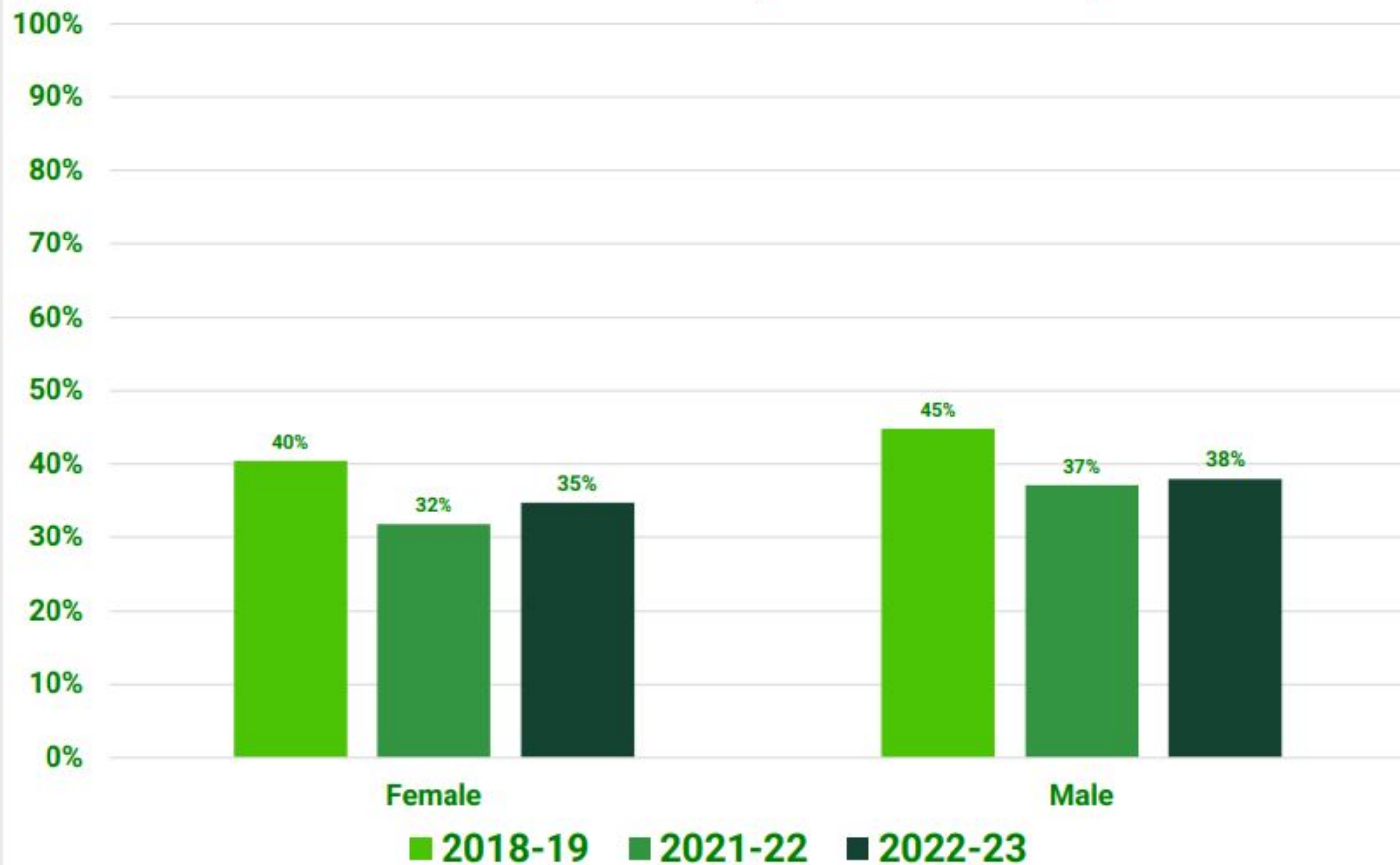


# Key Takeaways

- ❑ All subgroups maintained or improved year-over-year.
- ❑ Asian and White subgroups are approaching pre-pandemic performance, while multiple race and Hispanic students showed growth.
- ❑ Performance of Black students remained the same.

GENDER

## % Proficient + Advanced (Science All Grades)





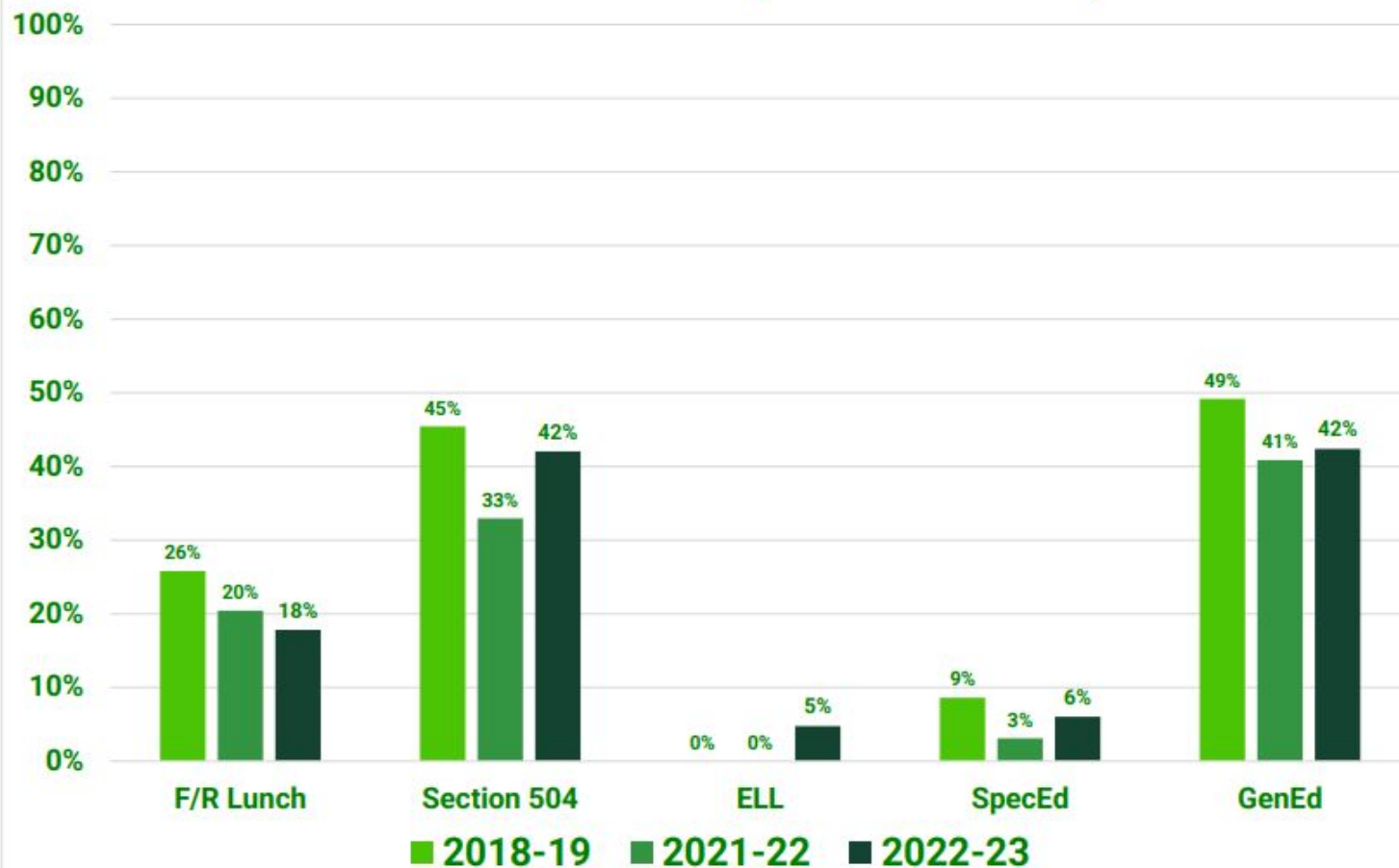
# Key Takeaways

- ❑ Performance of the genders was relatively similar, with both groups showing improvement this year.



PROGRAM

## % Proficient + Advanced (Science All Grades)





# Key Takeaways

- ❑ The varying performance of our program subgroups is the most significant on the NJSLA-S.
- ❑ It is encouraging to see growth across the board with the exception of a 2 percentage-point decline in the performance of F/R lunch students.
- ❑ We will analyze trends in the performance of these subgroups to continue to build on growth.



# Access for ELLs

October 2023

[MOTSD.org](http://MOTSD.org) | [@MountOliveTSD](https://www.instagram.com/MountOliveTSD)



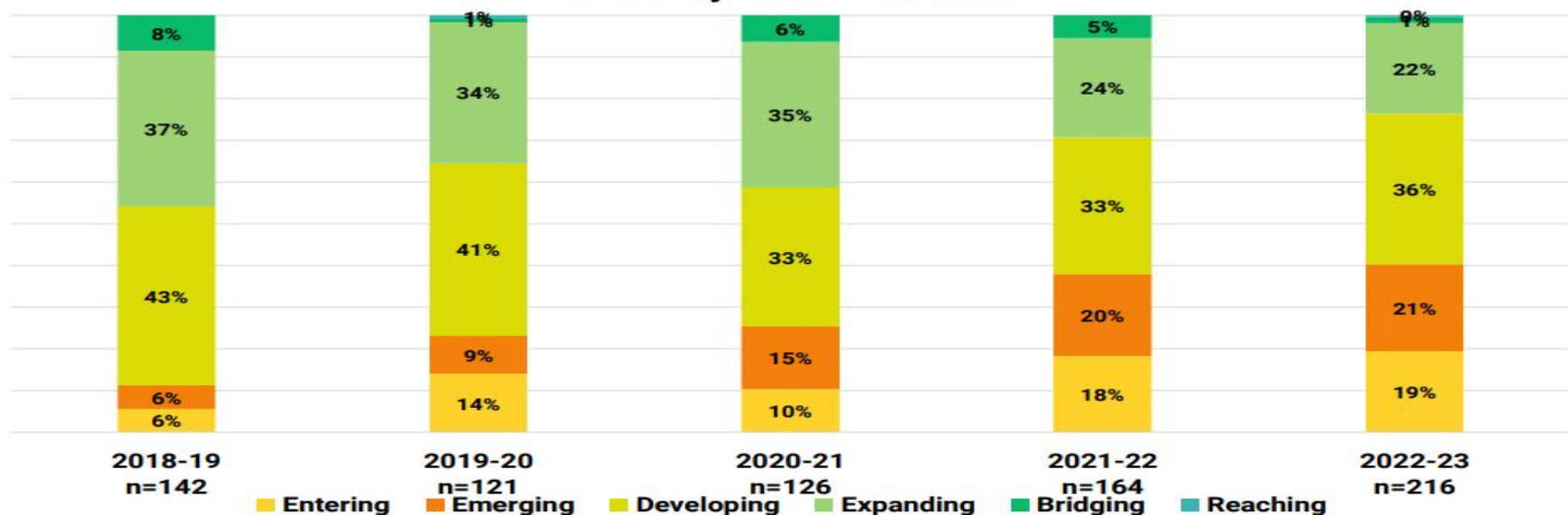
# Student Population

- ❑ Our Multilingual Learner (ML, formerly ELL) student population represents 27 different countries, speaking 34 unique languages.
- ❑ A total of 216 students took the ACCESS for ELLs, including students who were waived per code.
- ❑ Although student numbers fluctuate throughout the school year based on entrance, exit, and transfers, 52 more students took the ACCESS for ELLs test in 2022-23 than in 2021-22. Our numbers continue to rapidly increase.

# ACCESS for ELLs Longitudinal Comparison - Composite Score - K-12



**Proficiency Level Distribution**



	n=	Entering 1.0 - 1.9		Emerging 2.0 - 2.9		Developing 3.0 - 3.9		Expanding 4.0 - 4.9		Bridging 5.0 - 5.9		Reaching 6.0	
		#	%	#	%	#	%	#	%	#	%	#	%
2018-19 All Grades	142	8	6%	8	6%	61	43%	53	37%	12	8%	0	0%
2019-20 All Grades	121	17	14%	11	9%	50	41%	41	34%	1	1%	1	1%
2020-21 All Grades	126	13	10%	19	15%	42	33%	44	35%	8	6%	0	0%
2021-22 All Grades	164	30	18%	32	20%	54	33%	39	24%	9	5%	0	0%
2022-23 All Grades	216	42	19%	45	21%	78	36%	47	22%	3	1%	1	0%

# Takeaways



- ❑ A total of 51 students reached the 'Expanding' category or above.
- ❑ Students who achieve a 4.5 or higher on the assessment are considered eligible for exit from the program.
- ❑ The vast majority of ML students are at the elementary level (166/216), many of whom are newcomers to the country, influencing performance levels.

# Action Plan and Steps



- ☐ Continue to monitor enrollment trends
- ☐ Mentor/develop new ML teachers
- ☐ Bi-weekly ML PLCs with K-12 ML staff
- ☐ Training in best practices to support MLs in the Tier 1 environment for all staff



## Dynamic Learning Maps (DLM)

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# Dynamic Learning Maps

- ❑ Dynamic Learning Maps® (DLM®) assessments are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.
- ❑ Dynamic Learning Maps assessments are developed using a cyclical, multi-step process. The assessments are delivered as “testlets” – short, instructionally relevant groups of items that share a common context.

# DLM Scoring



- ❑ DLM student score reports provide results related to a student's overall performance level for the subject. Student results are reported using the four performance levels approved by the partner states:
  - ❑ The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
  - ❑ The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
  - ❑ The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
  - ❑ The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.