



State Assessments Results Presentation: Spring 2023 Administrations

Morris School District

October 30, 2023





NJGPA Overview (1 of 2)



- Statute requires the State graduation proficiency assessment to be **administered to all grade 11 students.** (N.J.S.A. 18A:7C-6)
- NJGPA is designed to measure the extent to which students are graduation ready in English Language Arts (ELA) and Mathematics.
- Graduation readiness is reported separately for each content component.
- The ELA component is aligned to the grade 10 standards.
- The Mathematics component is aligned to Algebra I and Geometry standards.





NJGPA Overview (2 of 2)



Students who take but do not meet the minimum required score on each component of the assessment will have the opportunity to receive additional supports and may take the following steps:

- Retake the ELA and/or mathematics components of the New Jersey Graduation Proficiency Assessment in the following summer or fall;
- Meet a designated cut score from the menu of substitute competency tests; or
- Complete a portfolio appeal.



Comparison of Morris School District's Spring 2023 NJGPA Administration - Percentages



Content Component	Graduation Ready, District	Graduation Ready, State	Not Yet Graduation Ready, District	Not Yet Graduation Ready, State
English Language Arts (ELA)	81	80.5	19	19.5
Mathematics	57.7	55.0	42.3	45.0



Select Notable Achievements 3-5 NJSLA



3rd graders meeting or exceeding grade-level expectations in NJSLA
ELA **increased** district-wide from 2022 to 2023



5th graders meeting or exceeding grade-level expectations in NJSLA
ELA **increased** district-wide from 2022 to 2023



3rd graders meeting or exceeding grade-level expectations in NJSLA
Math **increased** district-wide from 2022 to 2023



4th graders meeting or exceeding grade-level expectations in NJSLA
Math **increased** district-wide from 2022 to 2023



5th graders meeting or exceeding grade-level expectations in NJSLA
Math **increased** district-wide from 2022 to 2023



Select Notable Achievements 6-8 NJSLA



6th graders meeting or exceeding grade-level expectations in NJSLA ELA **increased** from 2022 to 2023

8th graders meeting or exceeding grade-level expectations in NJSLA ELA **increased** from 2022 to 2023

8th graders meeting or exceeding grade-level expectations in NJSLA Math **increased** from 2022 to 2023

7th graders meeting or exceeding grade-level expectations in NJSLA ELA **increased** from 2022 to 2023

6th graders meeting or exceeding grade-level expectations in NJSLA Math **increased** from 2022 to 2023





Select Notable Achievements 9-12 NJSLA



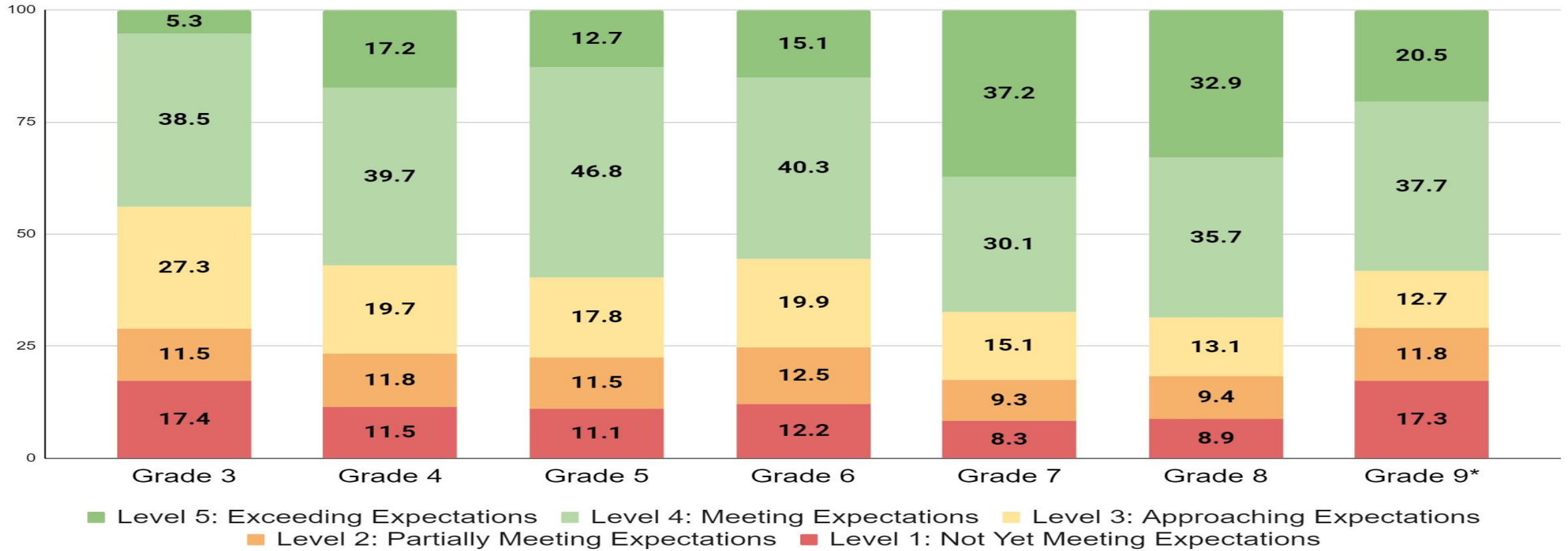
Students meeting or exceeding grade-level expectations in Algebra I increased from 2022 to 2023

The % of MHS students meeting or exceeding grade-level expectations in Algebra II increased 10% from 2022 to 2023

Morris School District's Spring 2023 NJSLA Administrations English Language Arts - Percentages



Morris School District's Spring 2023 NJSLA Administrations English Language Arts – Percentages





Data Notes: Comparison of Morris School District's Spring 2022 and 2023 NJSLA Administrations Mathematics– Percentages

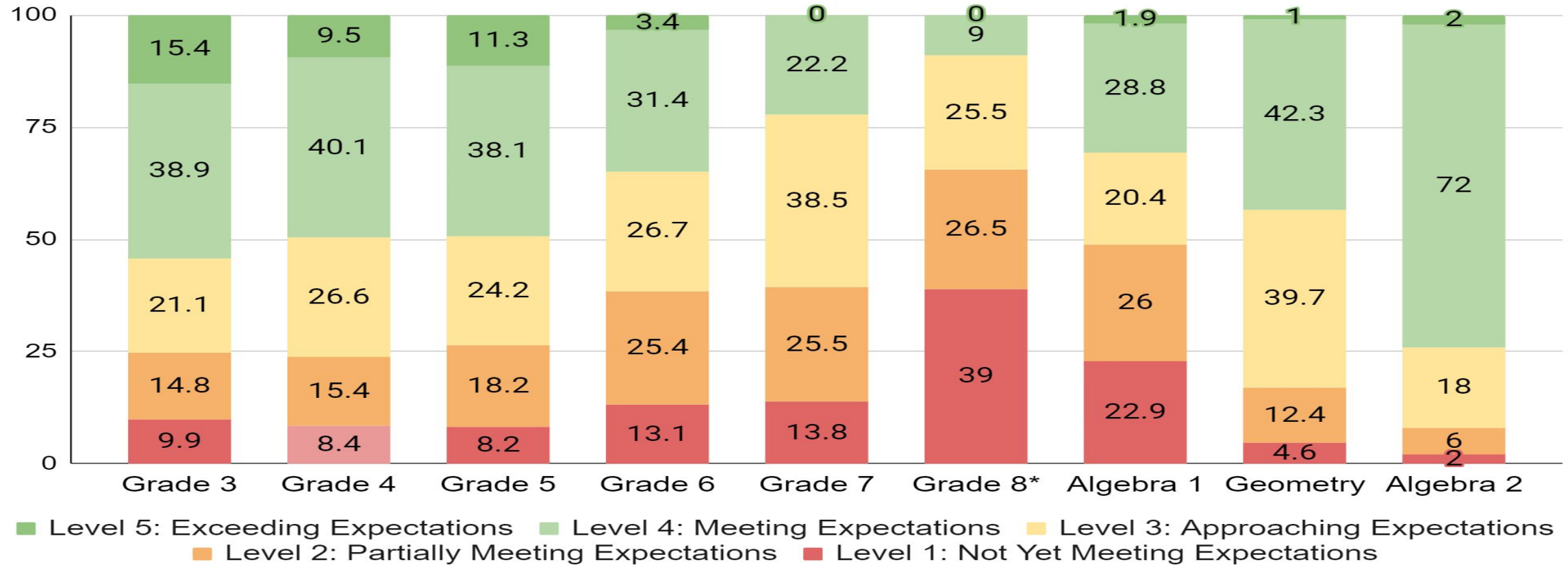


- **Grade 7 data:** 12.2 % of students in grade 7 participated in the Algebra I assessment in place of the 7th grade Math assessment. Math 7 assessment outcomes are not representative of grade 7 performance as a whole.
- **Grade 8 data:** 48.1 % of students in grade 8 participated in the 8th grade Math assessment. The remaining students in grade 8 participated in either the Algebra I assessment (39%) or the Geometry assessment (12.9%). Math 8 assessment outcomes are not representative of grade 8 performance as a whole.
- **Algebra 1, 2 and Geometry data:** 12 students in grades 11 and 12 were not included.

Morris School District's Spring 2023 NJSLA Administrations Mathematics – Percentages



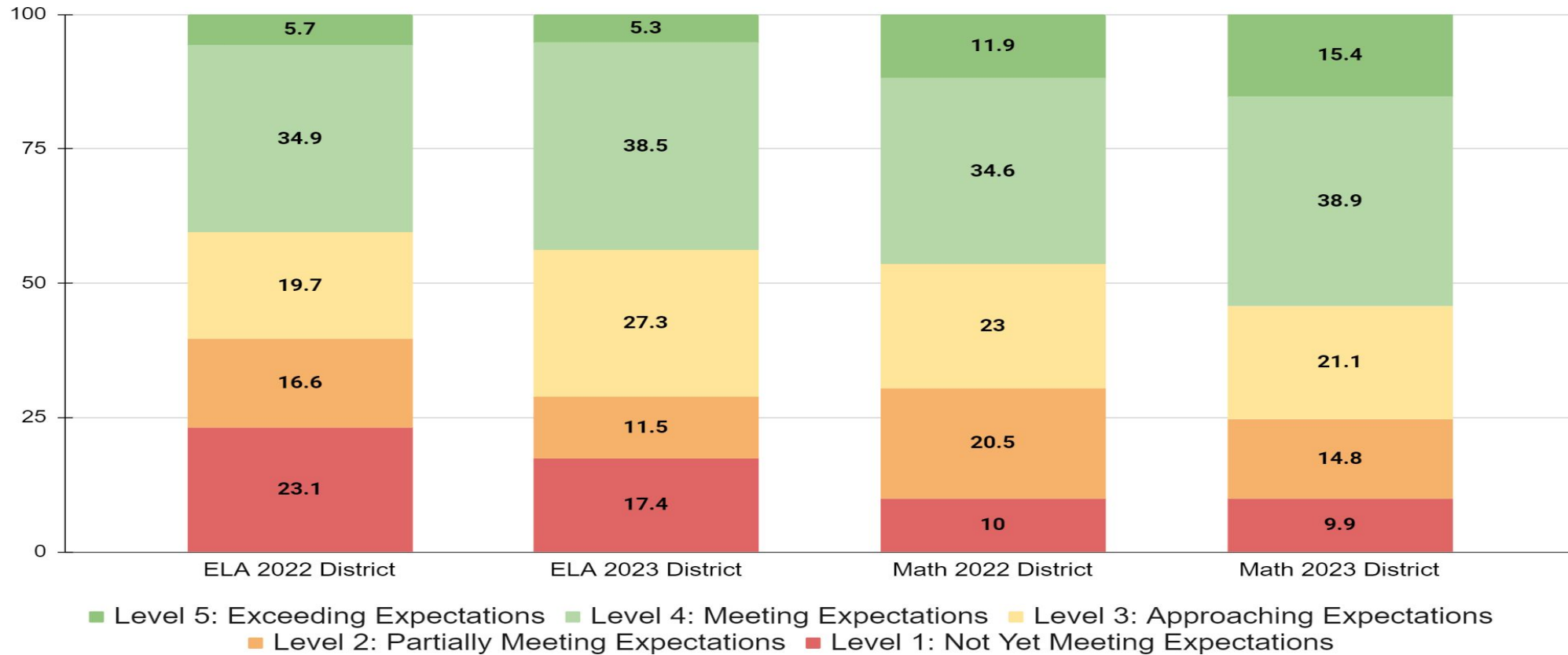
Morris School District's Spring 2023 NJSLA Administrations Mathematics – Percentages



NJSLA Grade 3 District 2-Year Comparisons (ELA and Math)



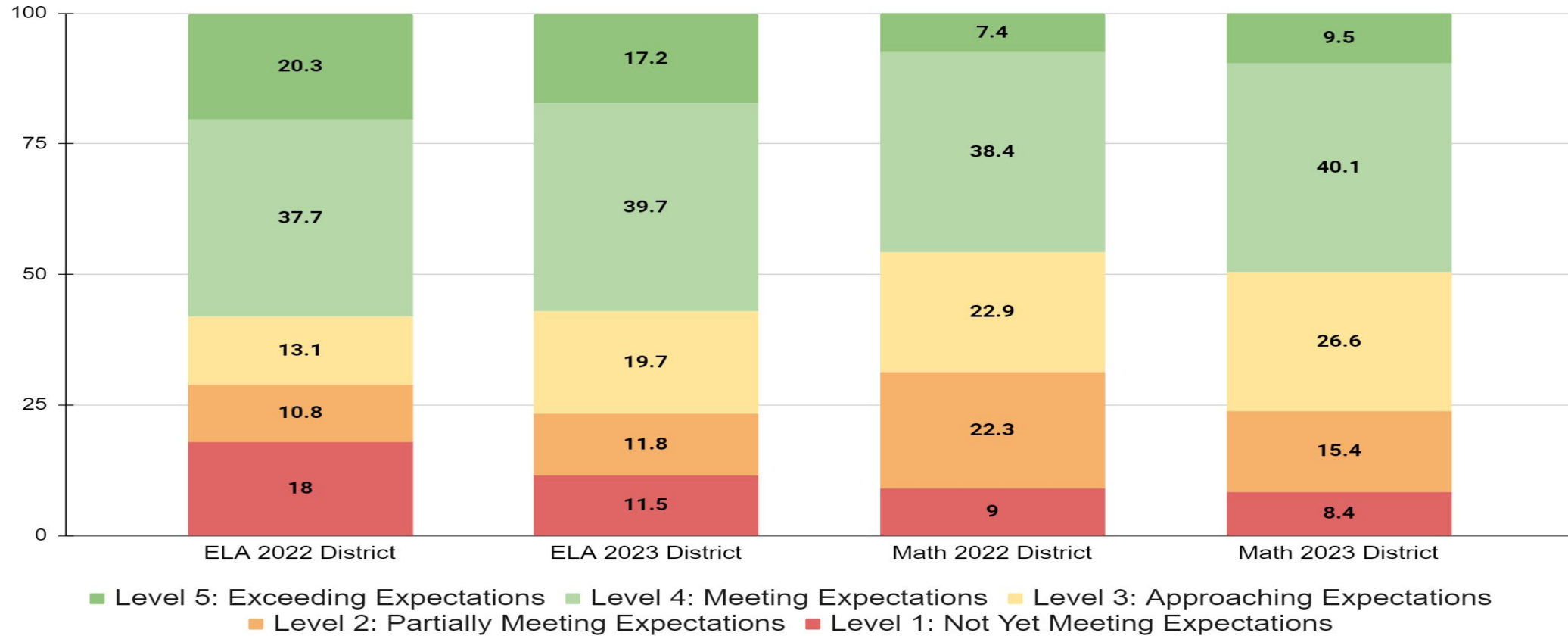
NJSLA Grade 3 District 2-Year Comparisons (ELA and Math)



NJSLA Grade 4 District 2-Year Comparisons (ELA and Math)



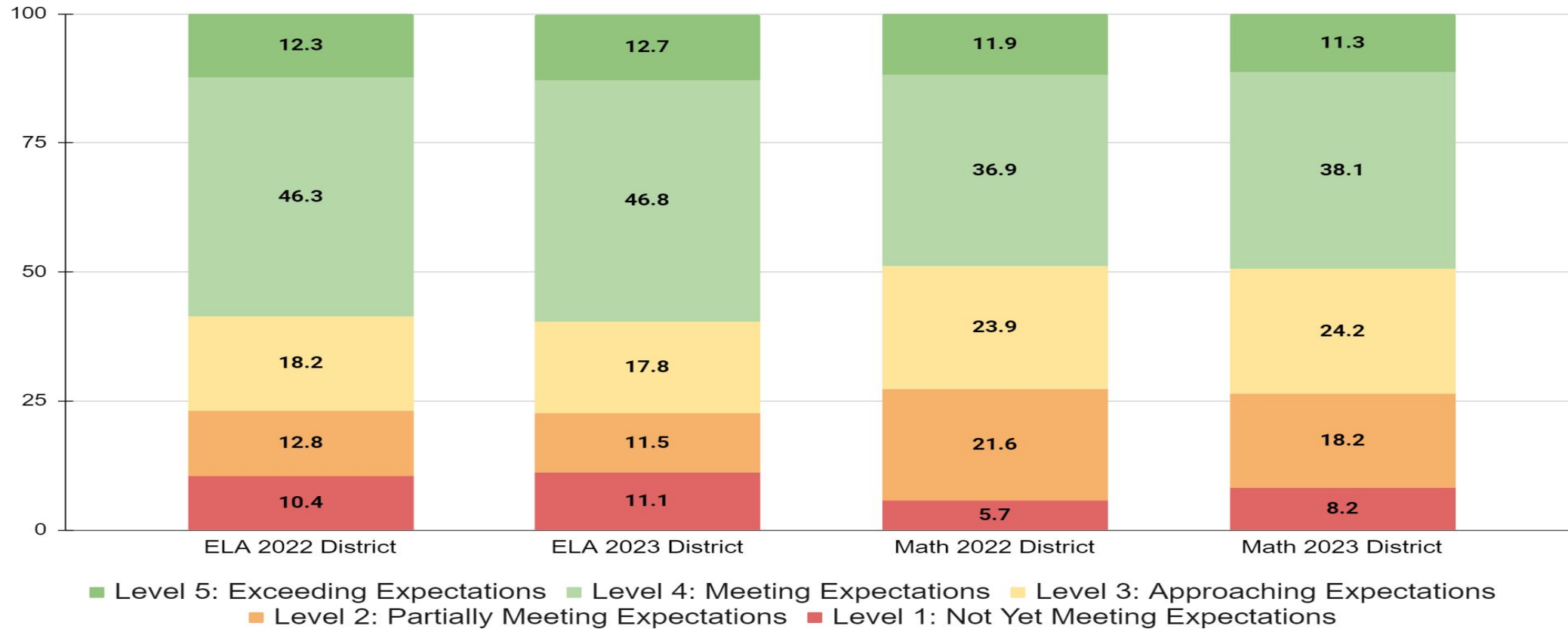
NJSLA Grade 4 District 2-Year Comparisons (ELA and Math)



NJSLA Grade 5 District 2-Year Comparisons (ELA and Math)



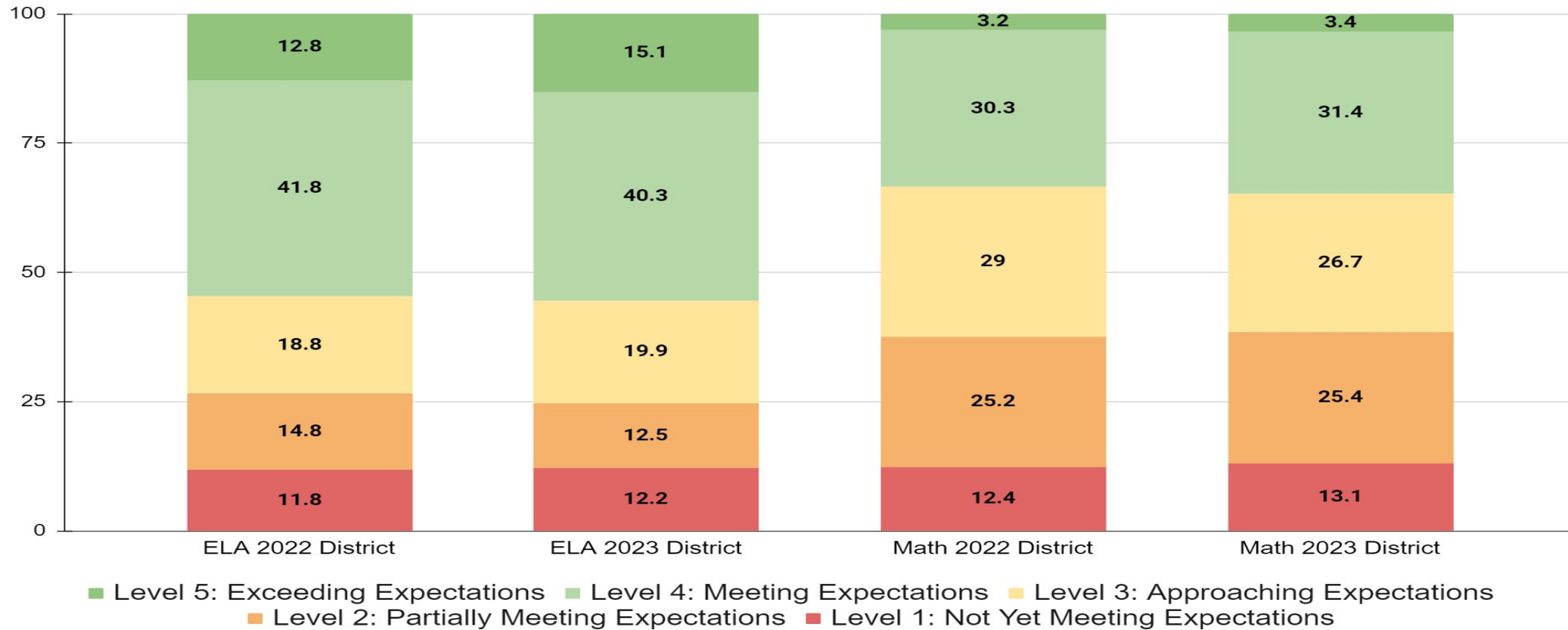
NJSLA Grade 5 District 2-Year Comparisons (ELA and Math)



NJSLA Grade 6 District 2-Year Comparisons (ELA and Math)



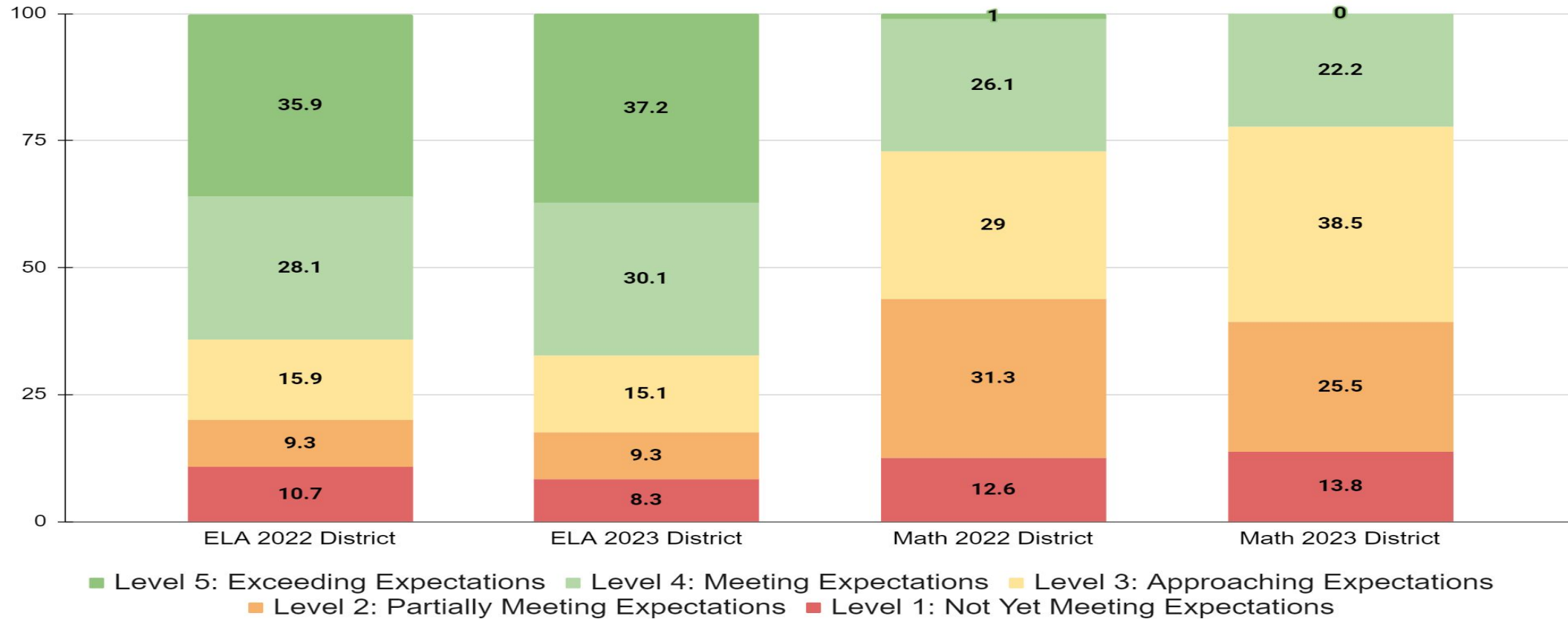
NJSLA Grade 6 District 2-Year Comparisons (ELA and Math)



NJSLA Grade 7 District 2-Year Comparisons (ELA and Math)



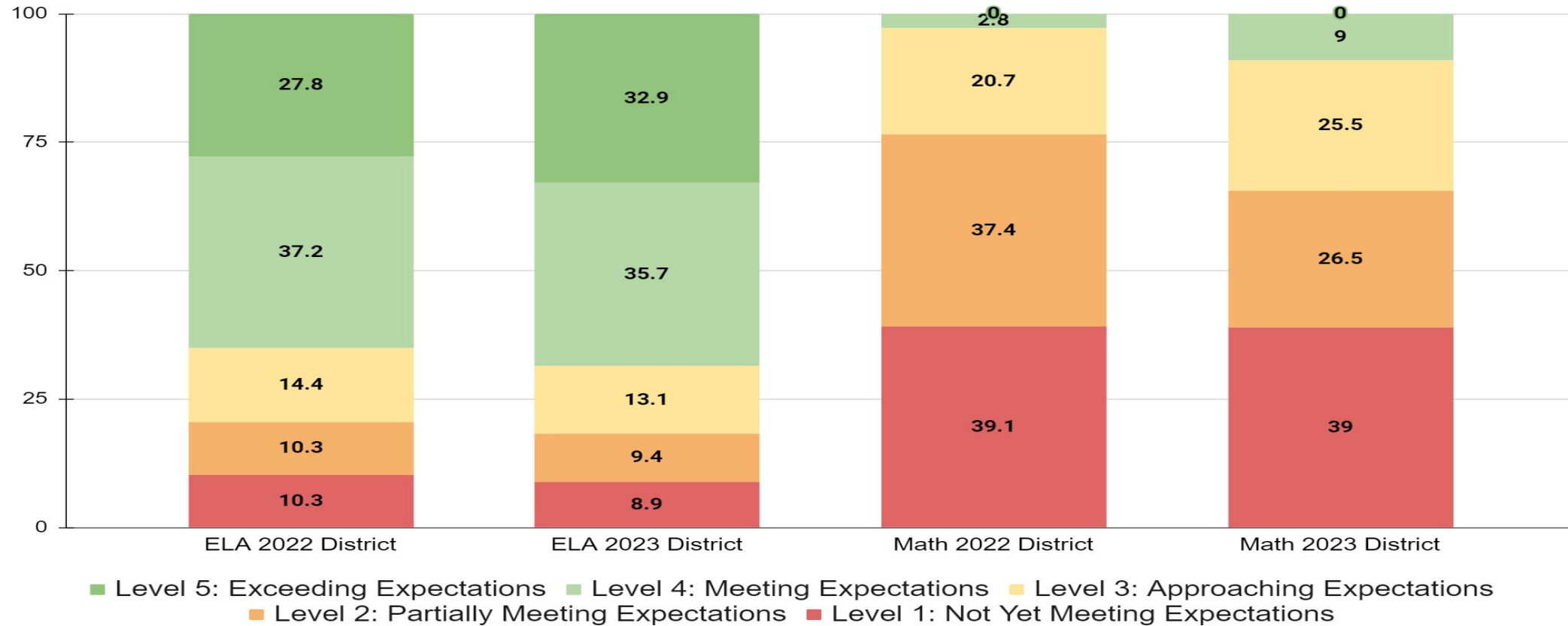
NJSLA Grade 7 District 2-Year Comparisons (ELA and Math)



NJSLA Grade 8 District 2-Year Comparisons (ELA and Math)



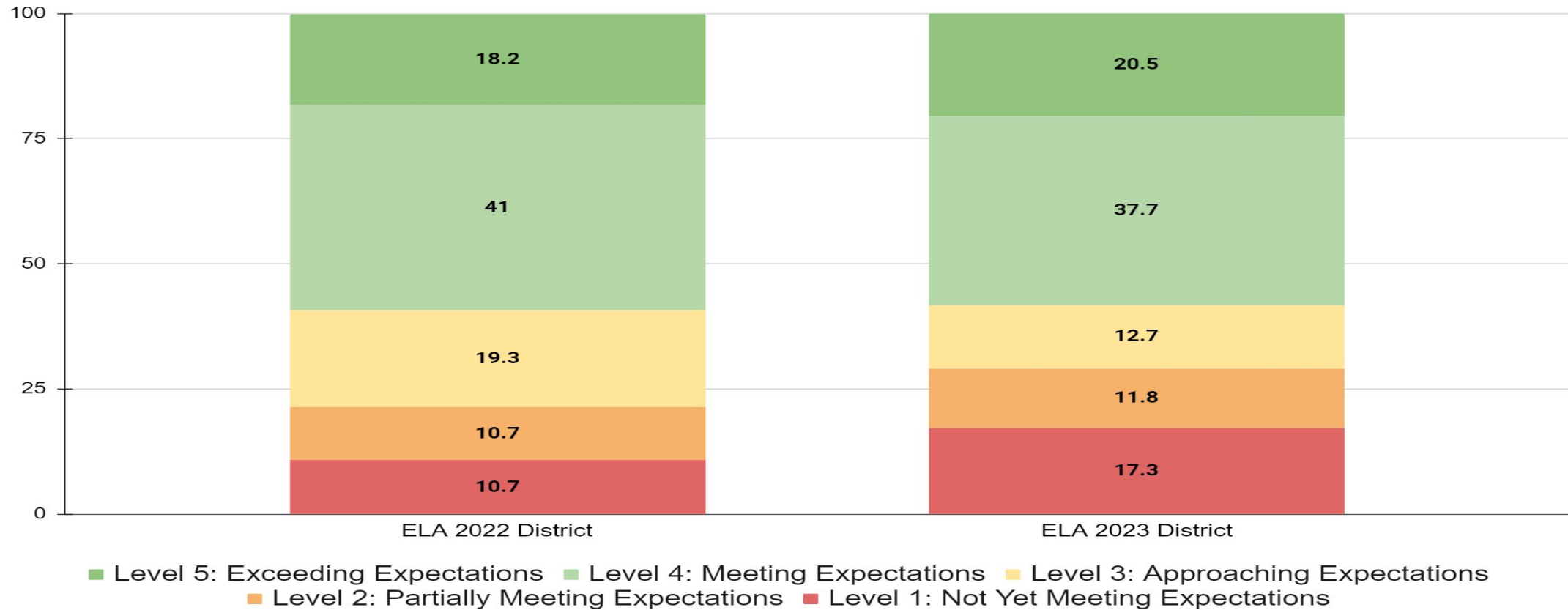
NJSLA Grade 8 District 2-Year Comparisons (ELA and Math)

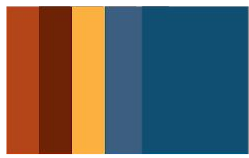


NJSLA Grade 9 District 2-Year Comparisons (ELA)



NJSLA Grade 9 District 2-Year Comparisons (ELA only)

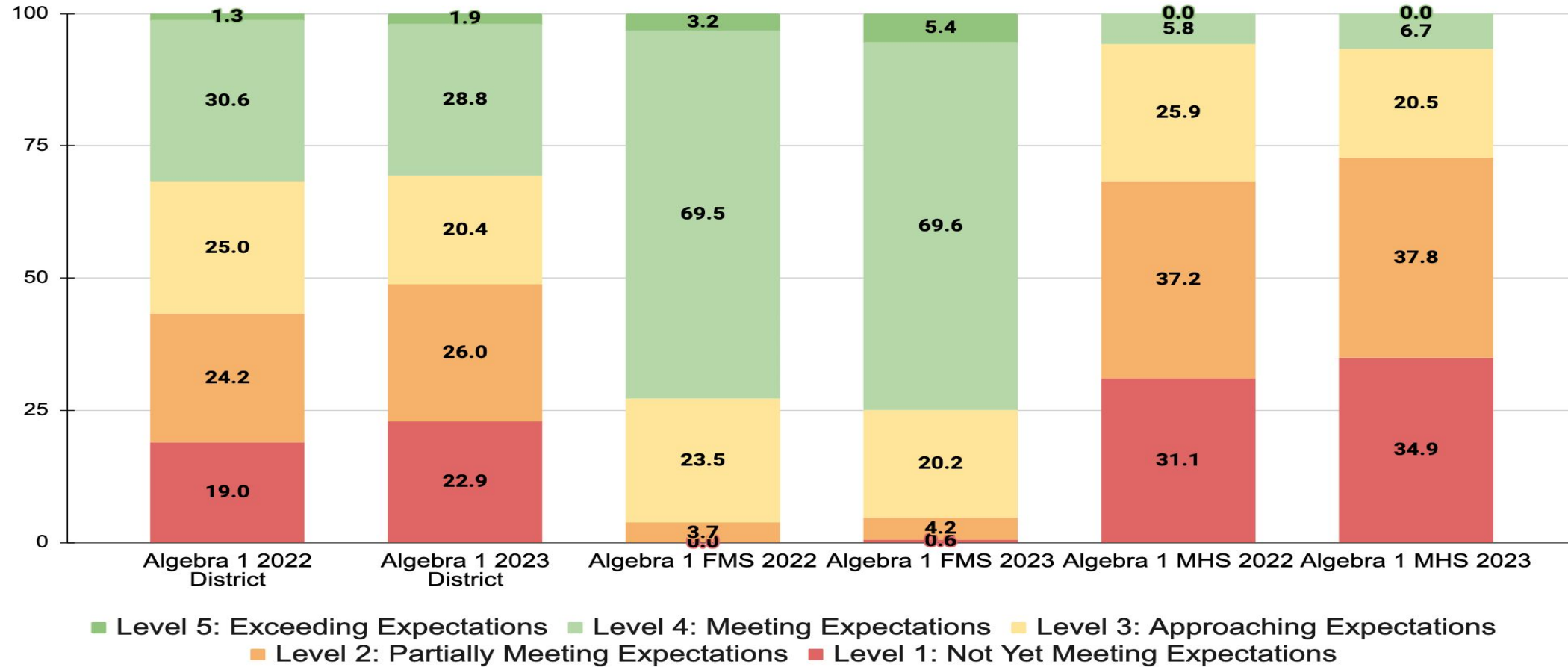


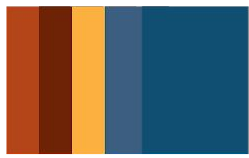


NJSLA Algebra 1 District/School 2-Year Comparisons FMS and MHS



NJSLA Algebra 1 District/School 2-Year Comparisons (Math only)

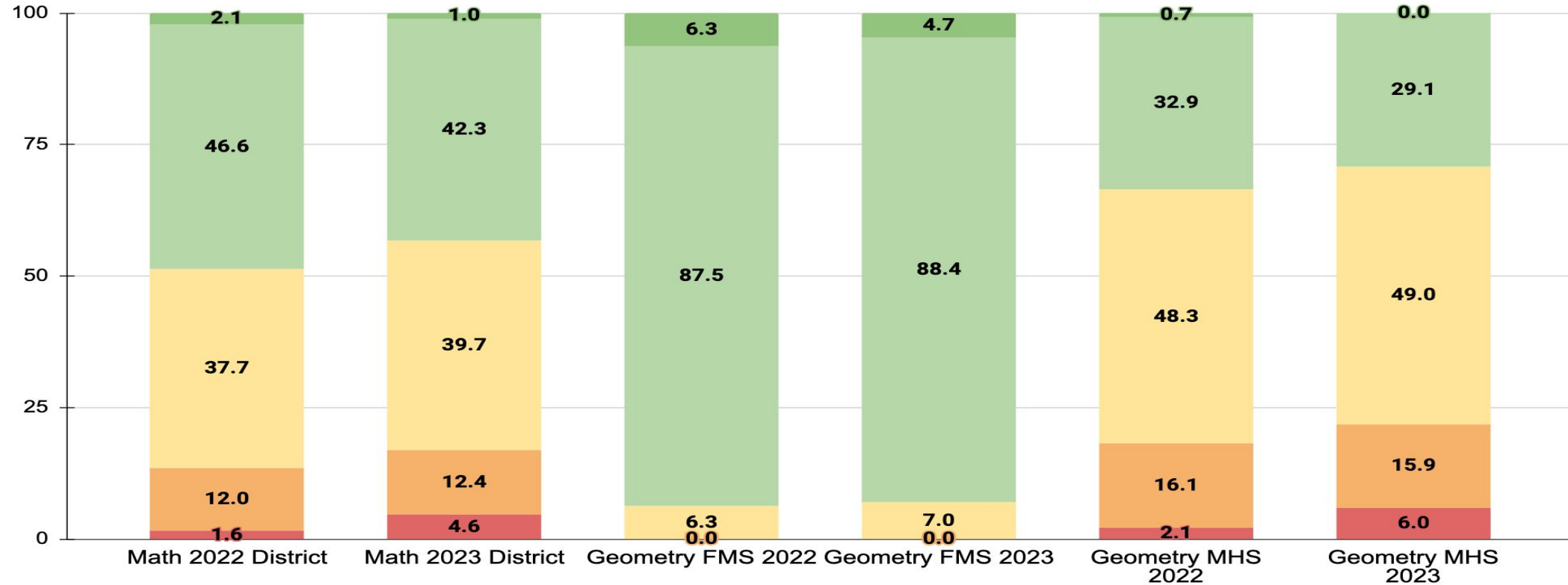




NJSLA Geometry District/School 2-Year Comparisons FMS and MHS



NJSLA Geometry District/School 2-Year Comparisons



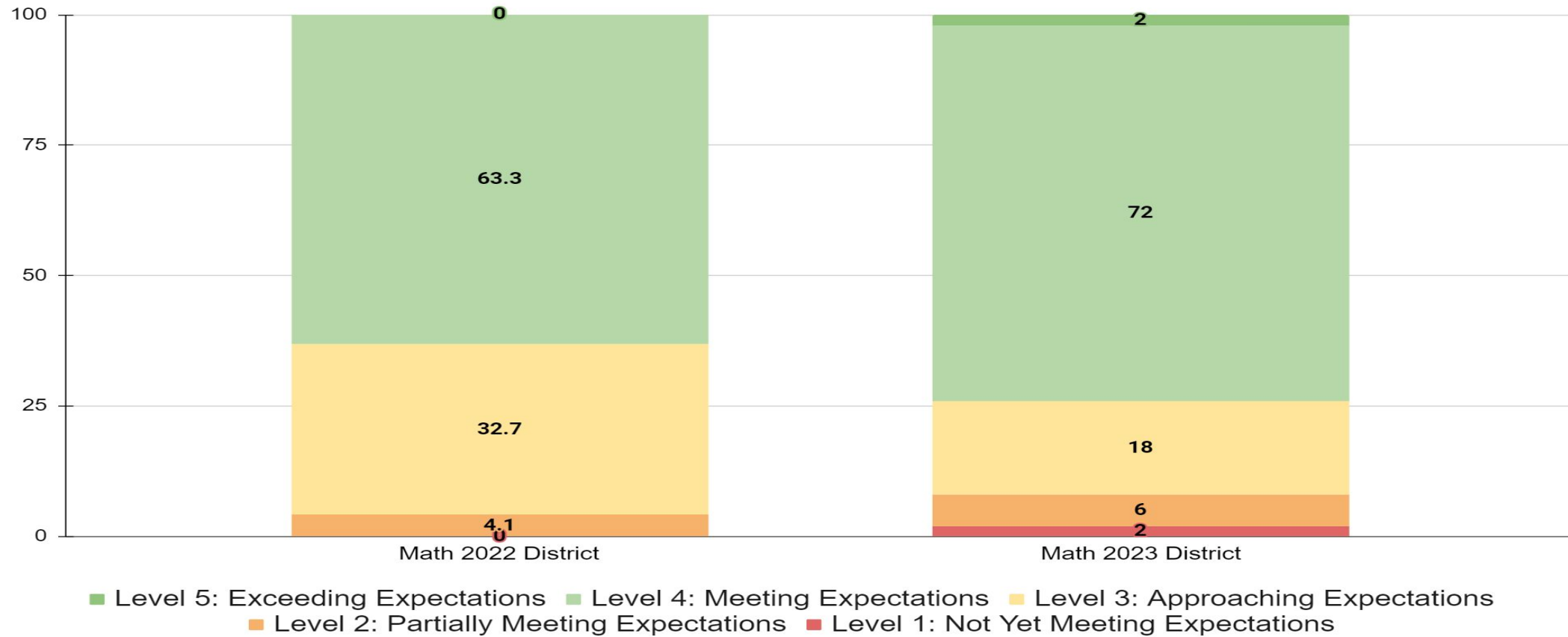
■ Level 5: Exceeding Expectations ■ Level 4: Meeting Expectations ■ Level 3: Approaching Expectations
■ Level 2: Partially Meeting Expectations ■ Level 1: Not Yet Meeting Expectations

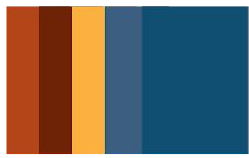


NJSLA Algebra 2 District Comparisons



NJSLA Algebra 2 District 2-Year Comparisons (Math only)

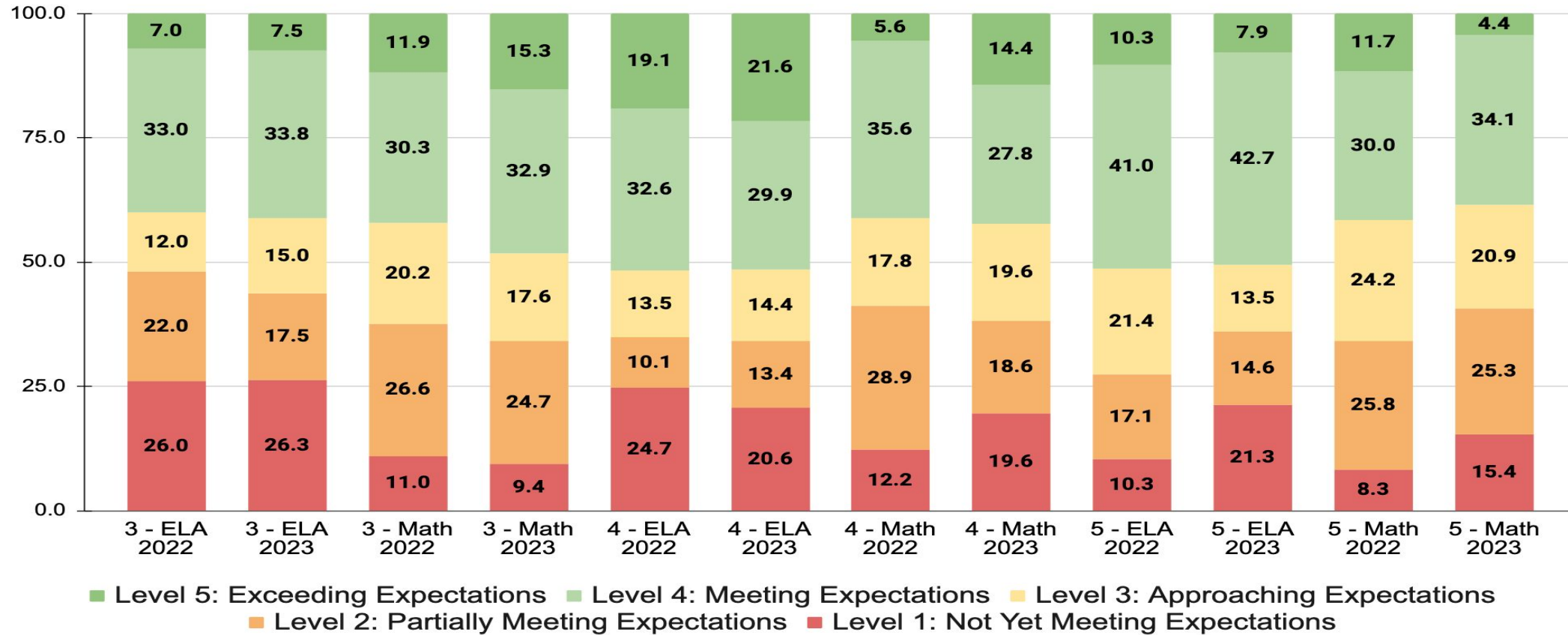


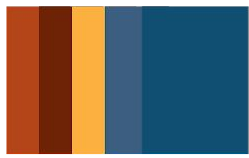


NJSLA School 2-Year Comparisons (ELA and Math) Alexander Hamilton



NJSLA School 2-Year Comparisons (ELA and Math)
Alexander Hamilton

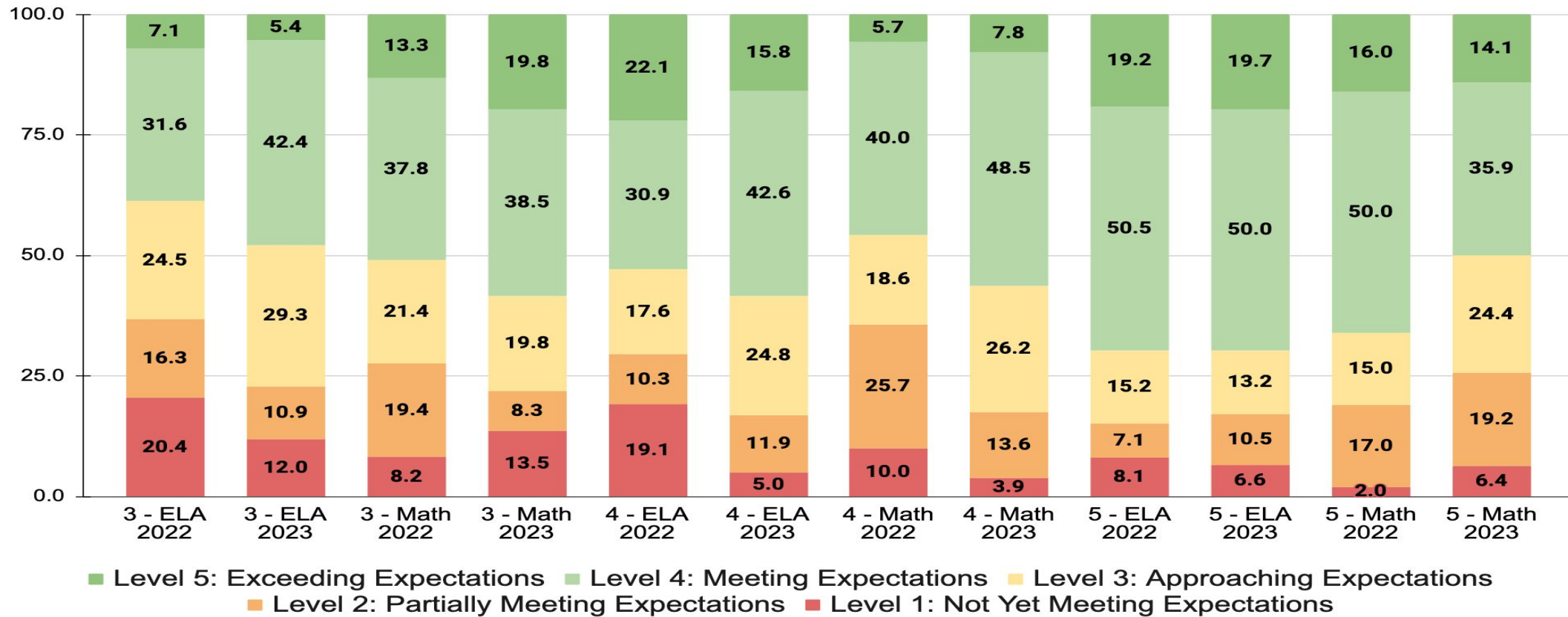


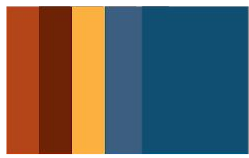


NJSLA School 2-Year Comparisons (ELA and Math) Thomas Jefferson



NJSLA School 2-Year Comparisons (ELA and Math)
Thomas Jefferson

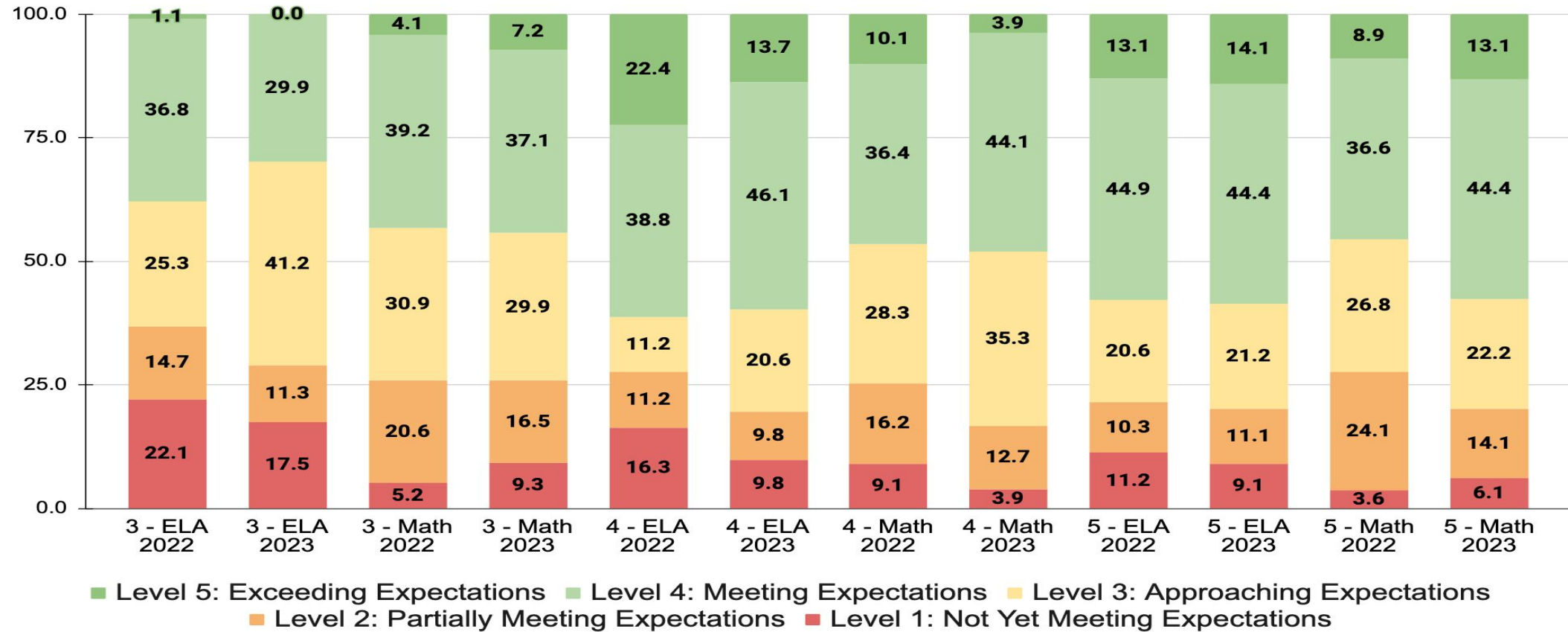




NJSLA School 2 -Year Comparisons (ELA and Math) Sussex Avenue



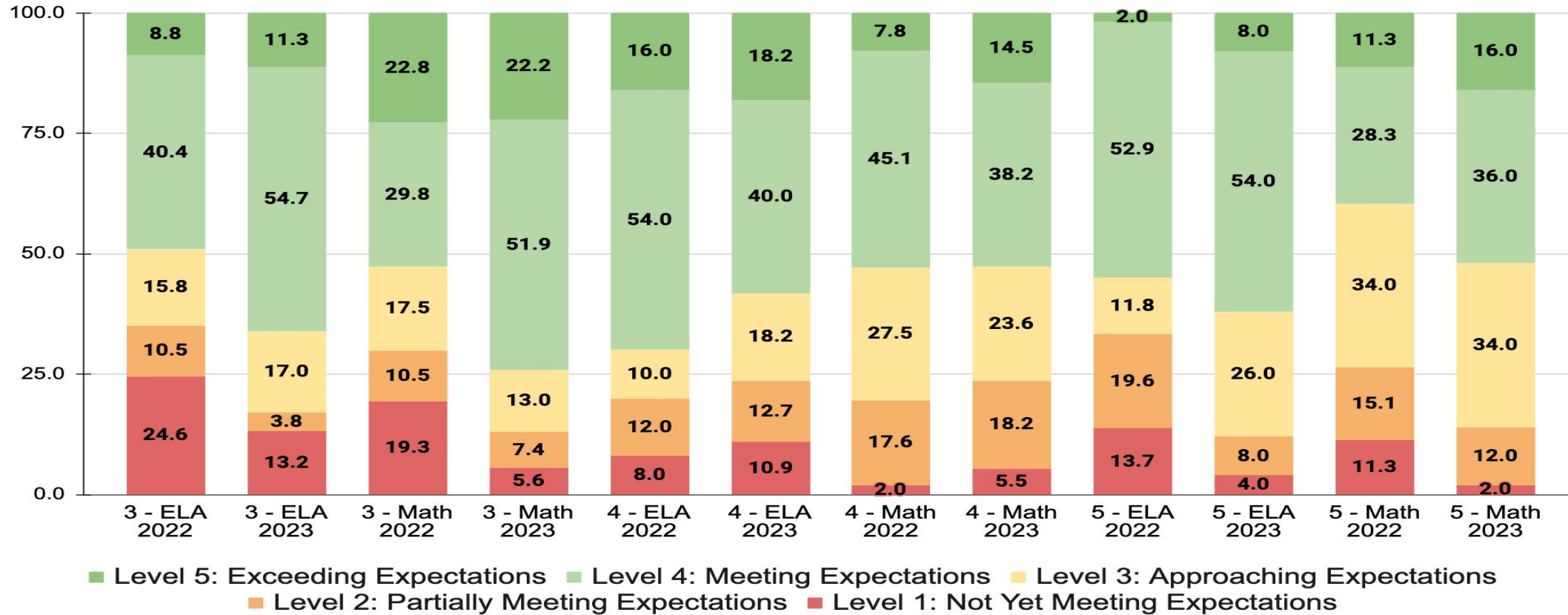
NJSLA Grade 3 School 2-Year Comparisons (ELA and Math)
Sussex Avenue



NJSLA School 2-Year Comparisons (ELA and Math) Normandy Park



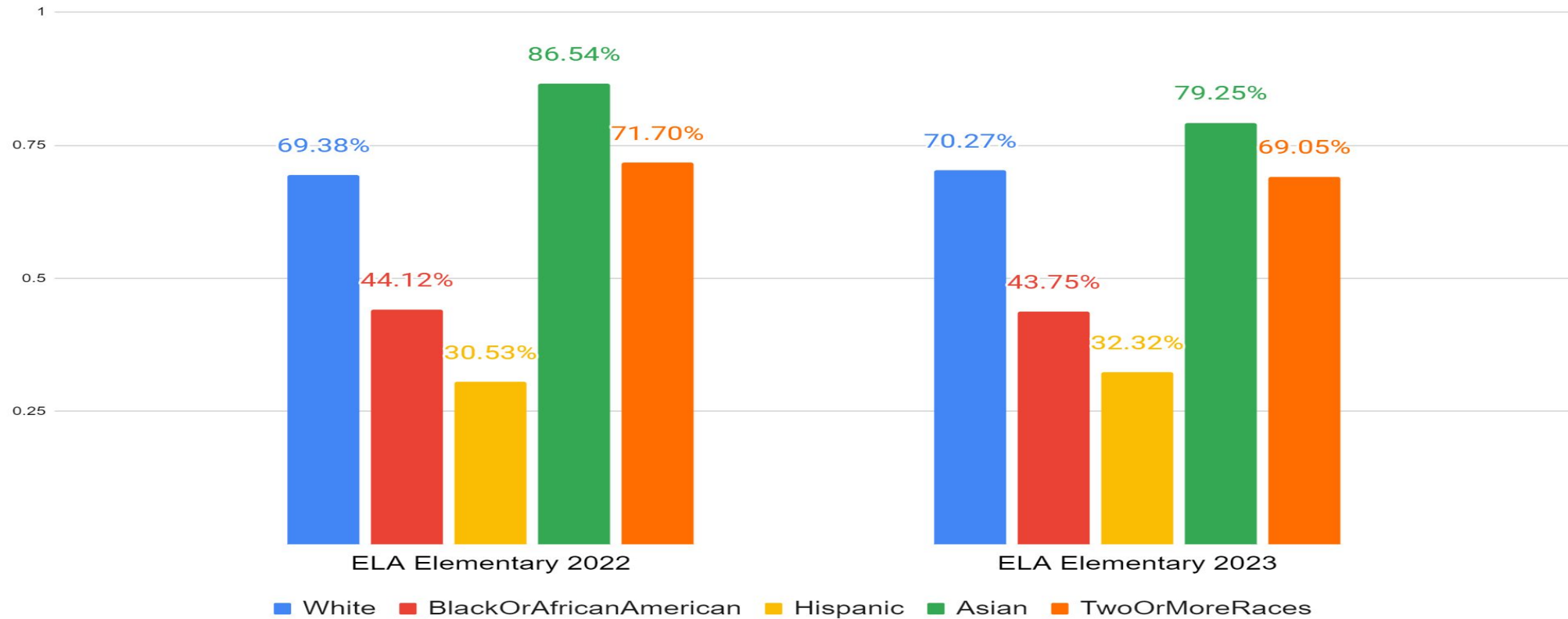
NJSLA School 2-Year Comparisons (ELA and Math)
Normandy Park



Comparison of Morris School District's Subgroup Spring 2022 and Spring 2023 NJSLA Administration English Language Arts – Percentages (Elementary)



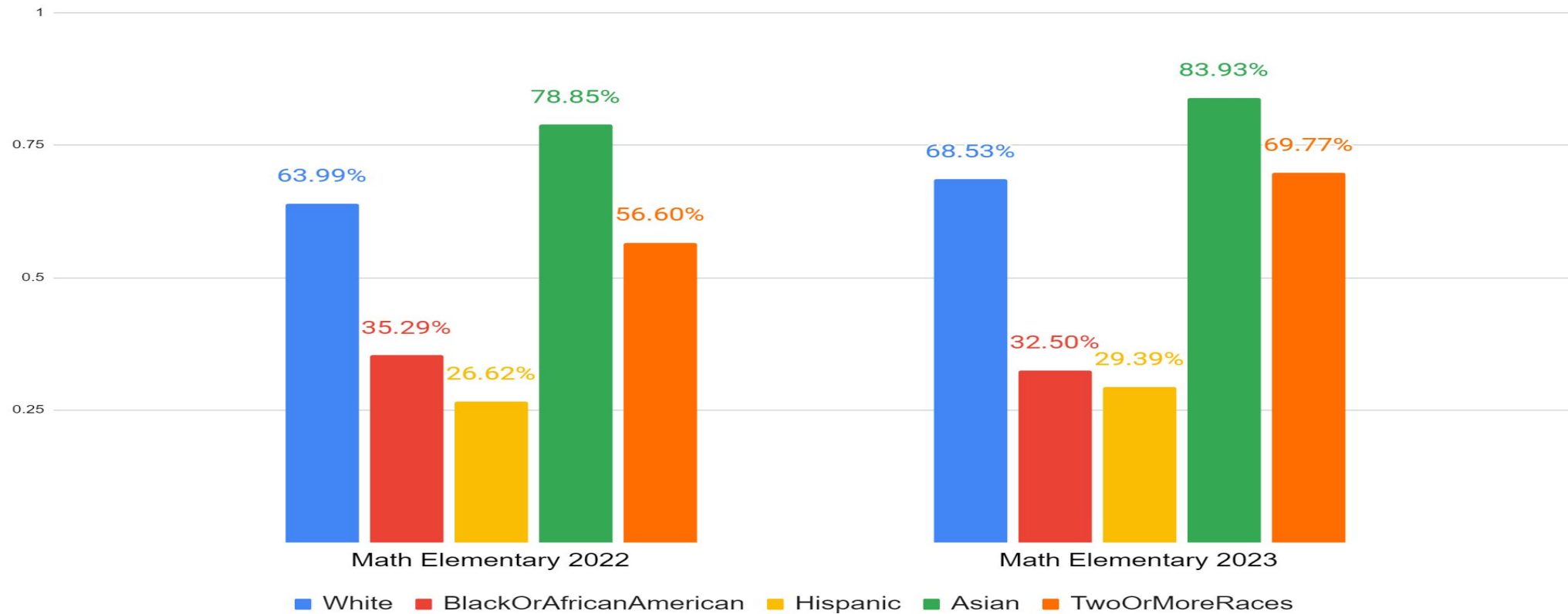
Morris School District Performance of Race/Ethnicity Subgroups
% Meeting/Exceeding Expectations in NJSLA ELA



Comparison of Morris School District's Subgroup Spring 2022 and Spring 2023 NJSLA Administration Math – Percentages (Elementary)



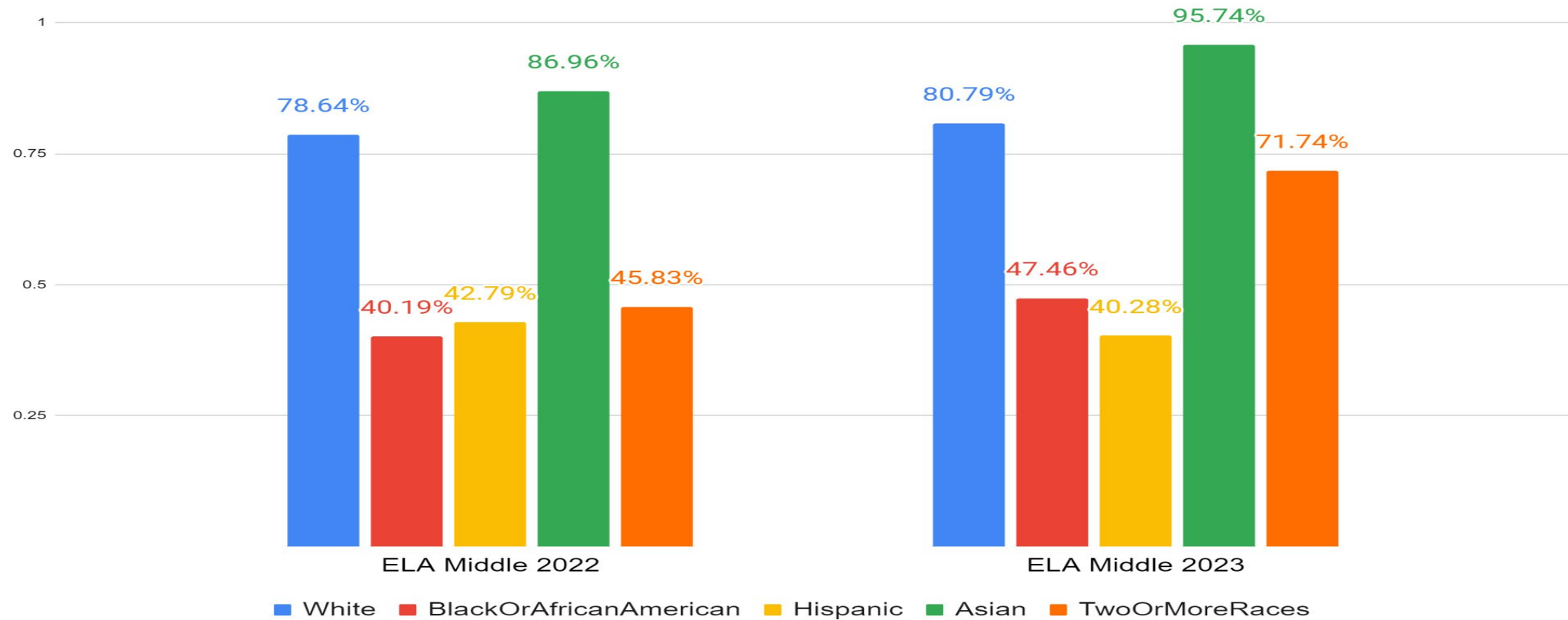
Morris School District Performance of Race/Ethnicity Subgroups
% Meeting/Exceeding Expectations in NJSLA Math



Comparison of Morris School District's Subgroup Spring 2022 and Spring 2023 NJSLA Administration English Language Arts – Percentages (Middle School)



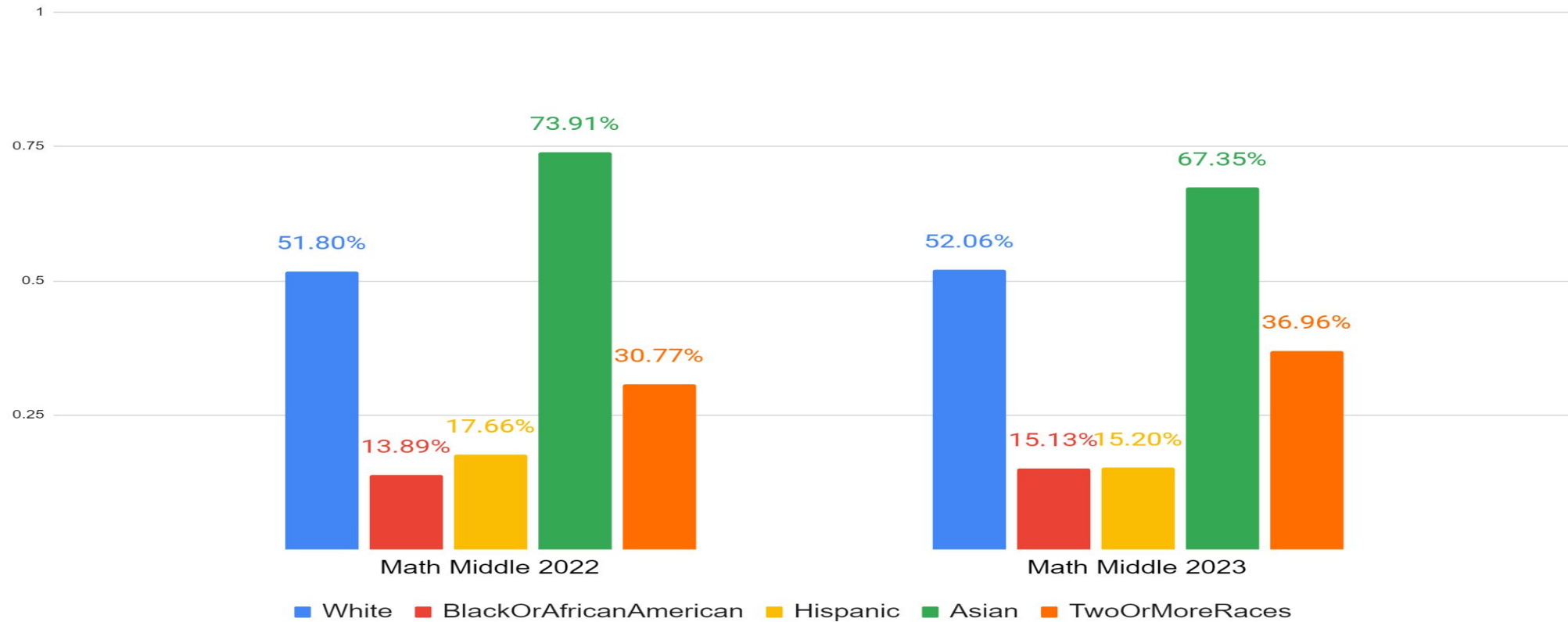
Morris School District Performance of Race/Ethnicity Subgroups
% Meeting/Exceeding Expectations in NJSLA ELA



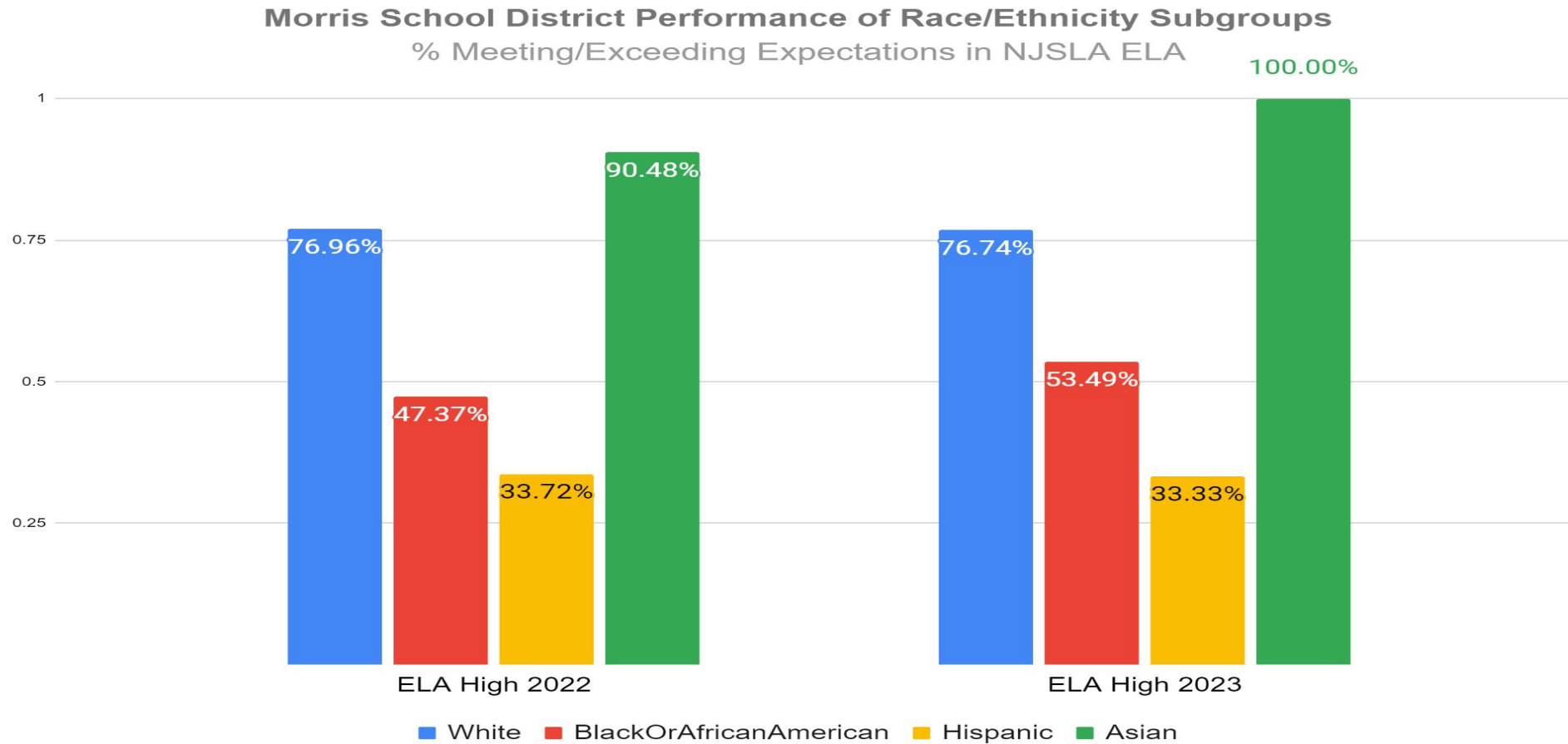
Comparison of Morris School District's Subgroup Spring 2022 and Spring 2023 NJSLA Administration Math – Percentages (Middle School)



Morris School District Performance of Race/Ethnicity Subgroups
% Meeting/Exceeding Expectations in NJSLA Math



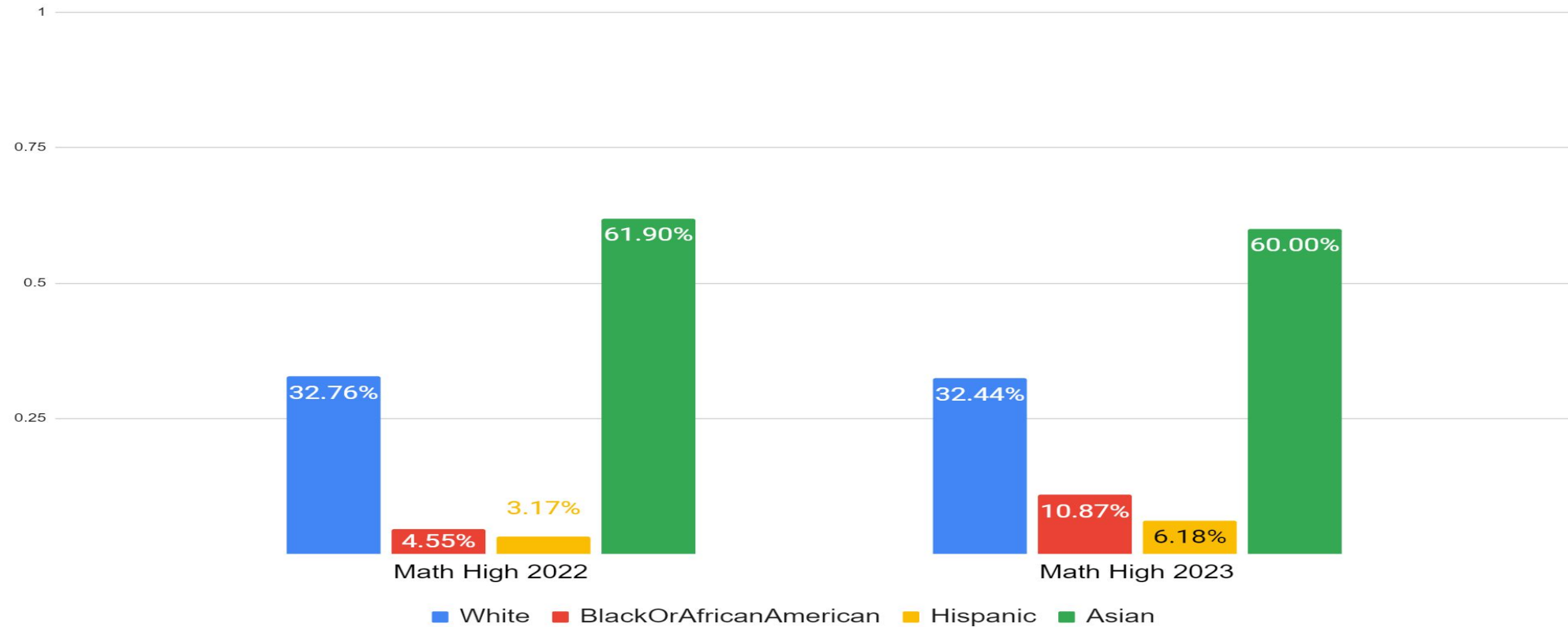
Comparison of Morris School District's Subgroup Spring 2022 and Spring 2023 NJSLA Administration English Language Arts – Percentages (High School)



Comparison of Morris School District's Subgroup Spring 2022 and Spring 2023 NJSLA Administration Math – Percentages (High School)



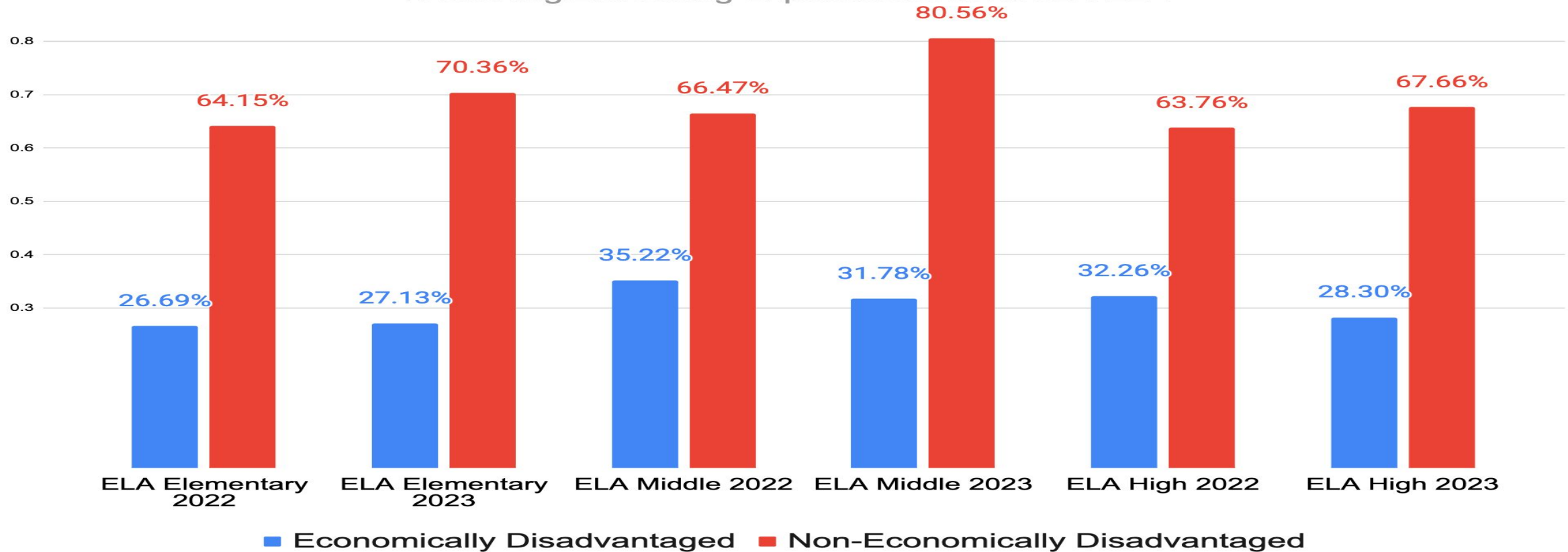
Morris School District Performance of Race/Ethnicity Subgroups
% Meeting/Exceeding Expectations in NJSLA Math



Comparison of Morris School District's Subgroup Spring 2022 and Spring 2023 NJSLA Administration English Language Arts - Percentages



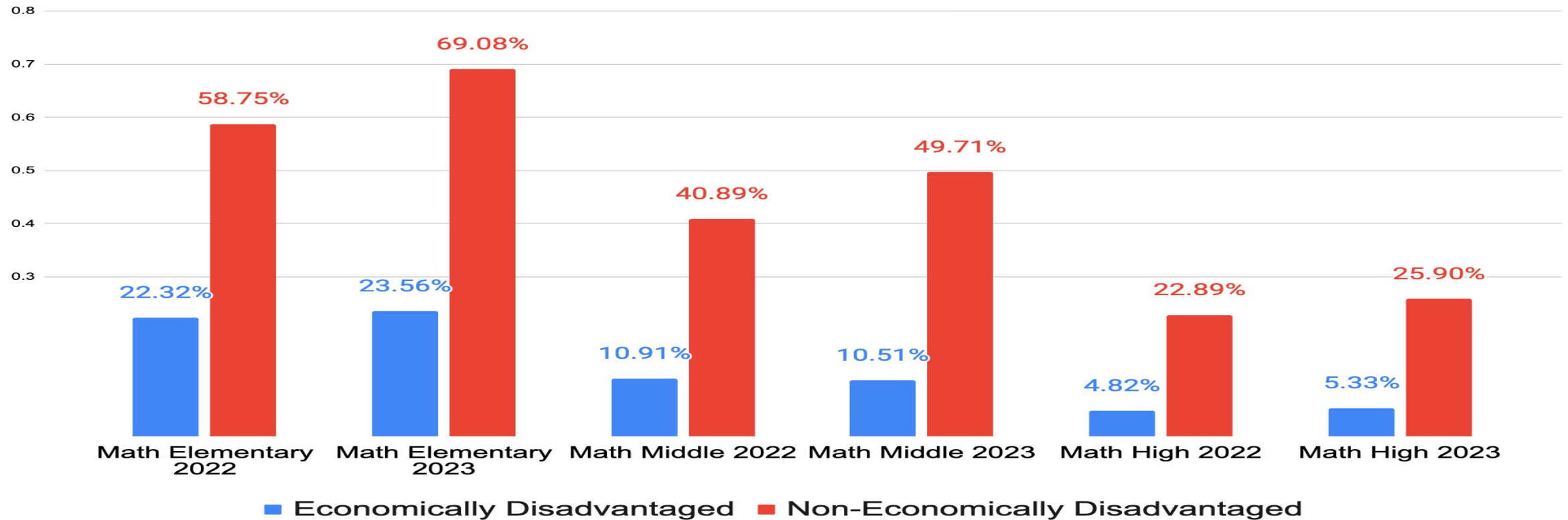
Morris School District Performance of Economically Disadvantaged Students
% Meeting/Exceeding Expectations in NJSLA ELA



Comparison of Morris School District's Subgroup Spring 2022 and Spring 2023 NJSLA Administration Math - Percentages



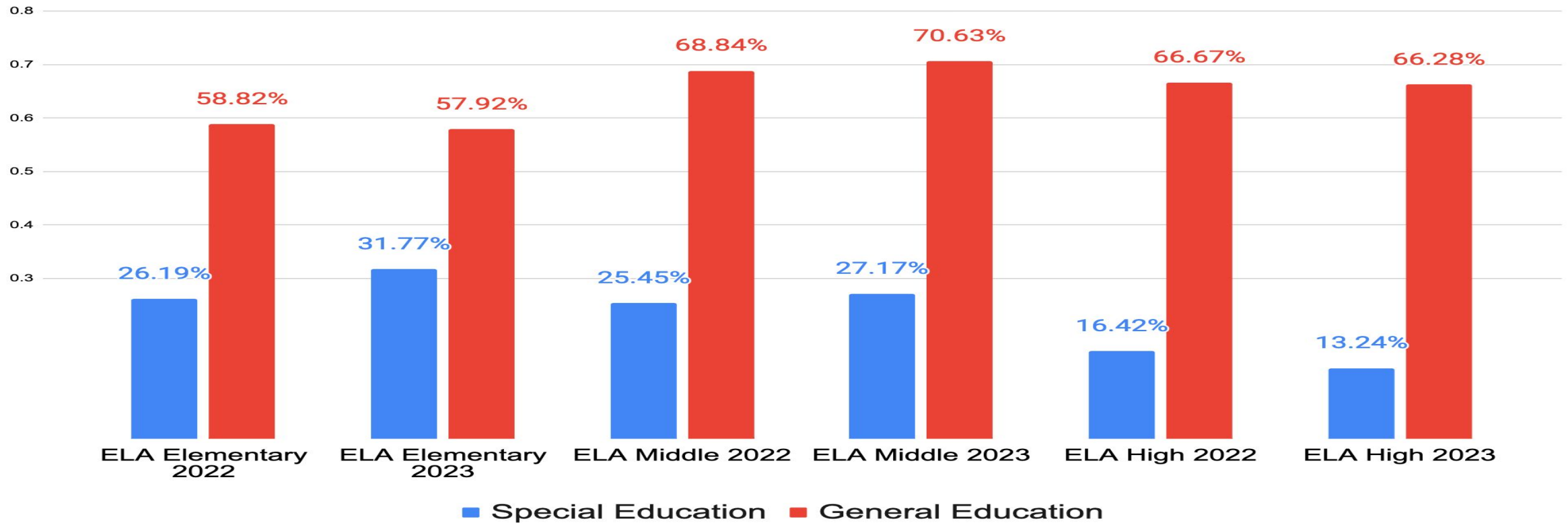
Morris School District Performance of Economically Disadvantaged Students % Meeting/Exceeding Expectations in NJSLA Math



Comparison of Morris School District's Subgroup Spring 2022 and Spring 2023 NJSLA Administration English Language Arts - Percentages



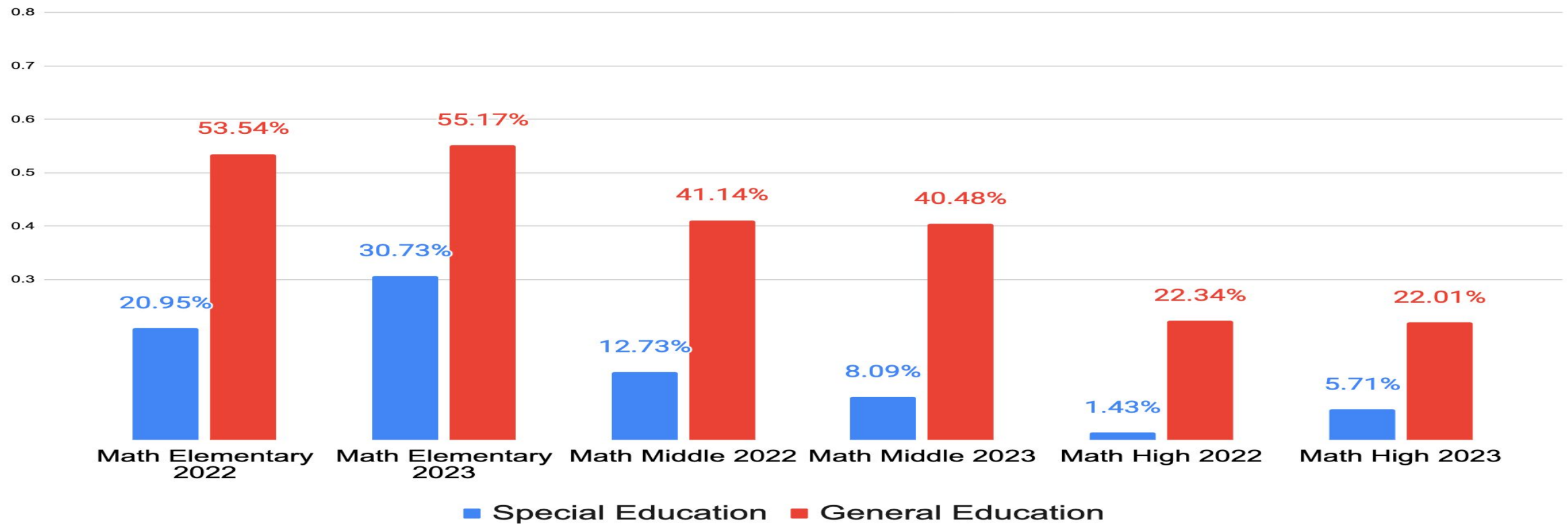
Morris School District Performance of Special Education Students
% Meeting/Exceeding Expectations in NJSLA ELA



Comparison of Morris School District's Subgroup Spring 2022 and Spring 2023 NJSLA Administration Math - Percentages



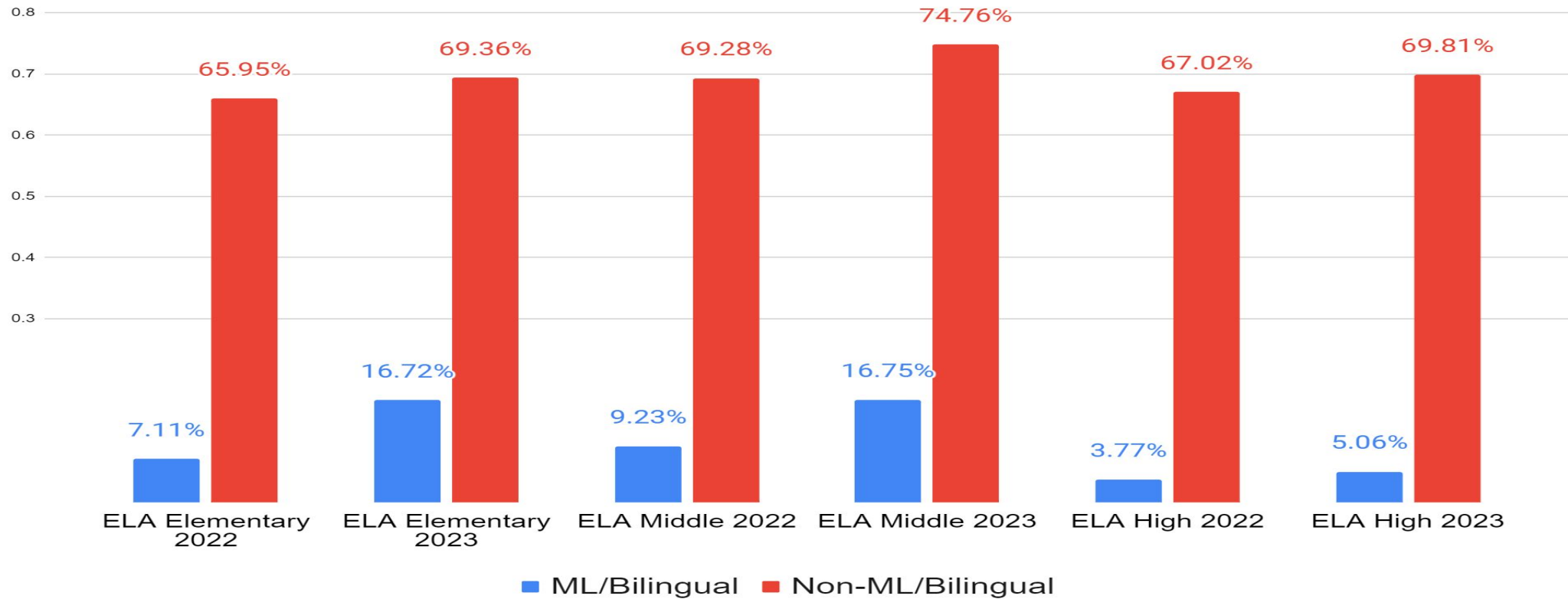
Morris School District Performance of Special Education Students % Meeting/Exceeding Expectations in NJSLA Math



Comparison of Morris School District's Subgroup Spring 2022 and Spring 2023 NJSLA Administration English Language Arts - Percentages



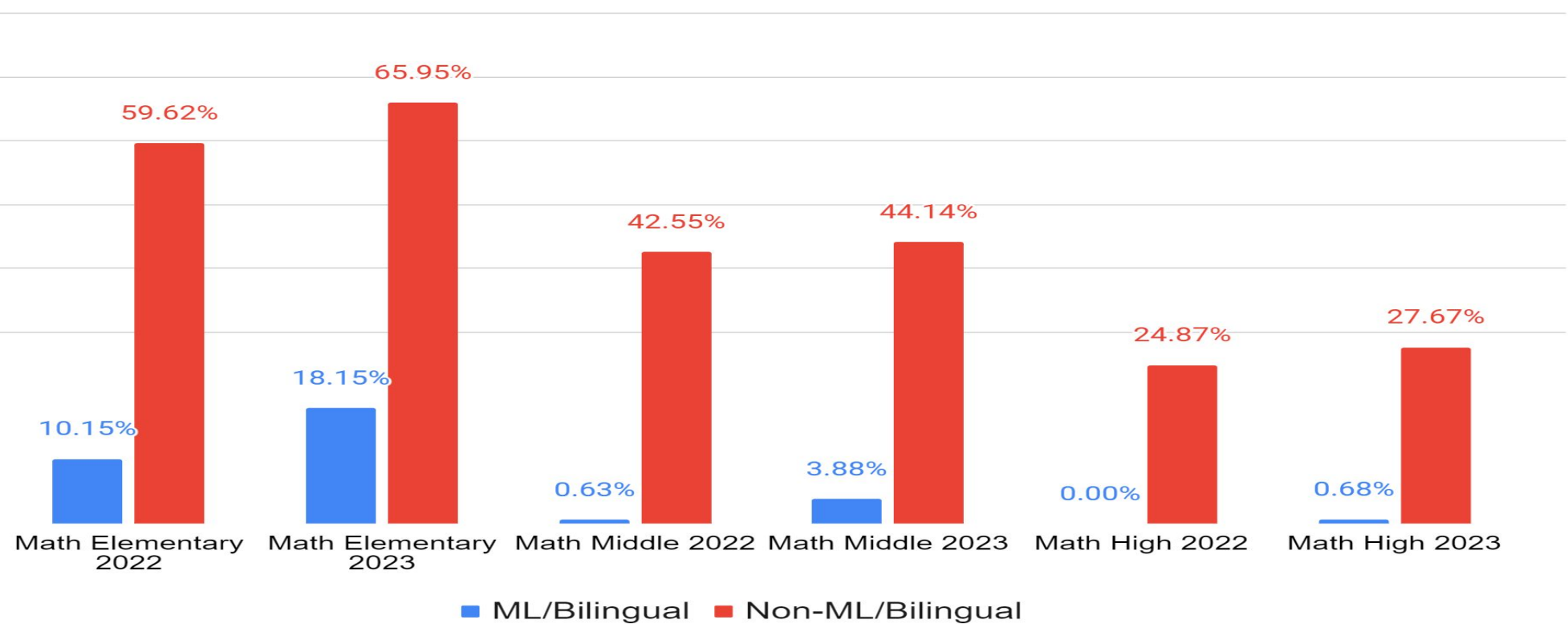
Morris School District Performance of ML/Bilingual Students
% Meeting/Exceeding Expectations in NJSLA ELA



Comparison of Morris School District's Subgroup Spring 2022 and Spring 2023 NJSLA Administration Math - Percentages



Morris School District Performance of ML/Bilingual Students
% Meeting/Exceeding Expectations in NJSLA Math





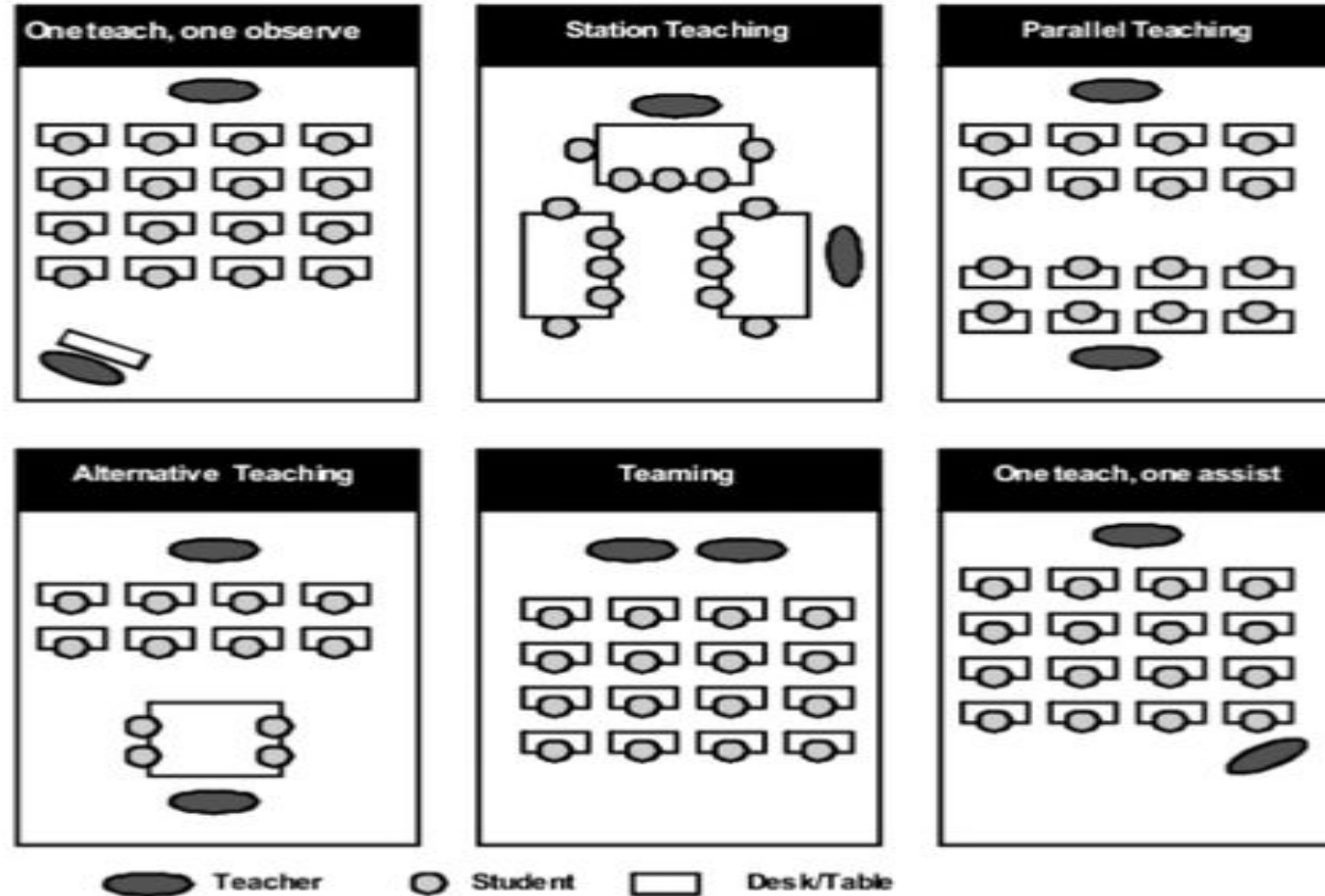
Intervention Strategies



- Addition of a Math Interventionists in the High School and a secondary Math Coordinator
- NJSLA Results Follow-up Action Plan for Schools
- Applied for NJDOE's High-Impact Tutoring Grant
- Evaluate K- 2 ELA Instructional Resources
- Evaluate K - 5 Social Studies Instructional Resources
- Evaluate 6-8 Math Instructional Resources
- Elementary Principals and Supervisors Partnership



6 In-Class Support Models



One Teach, One Assist



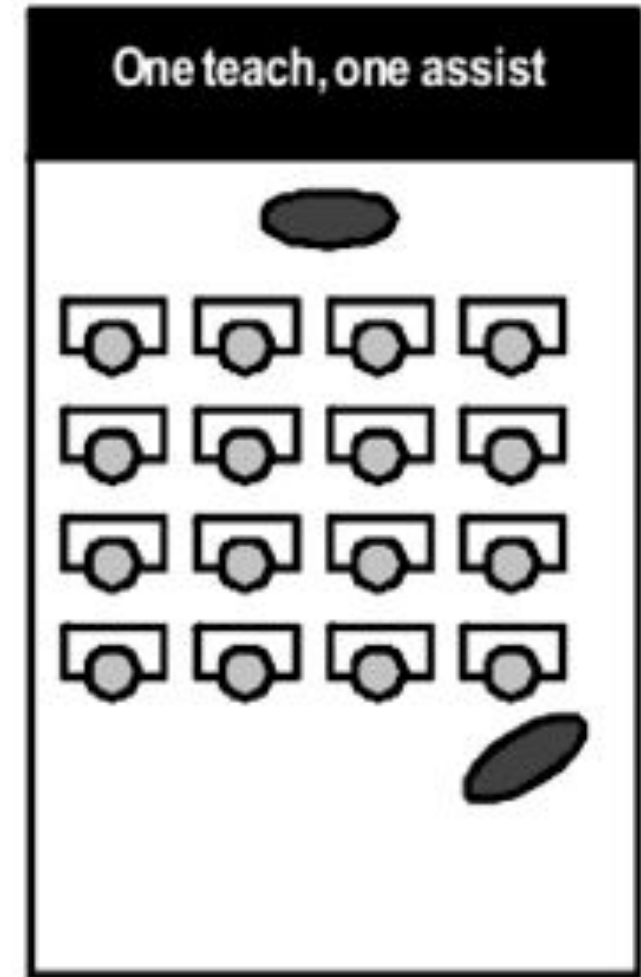
Description: One teacher takes primary responsibility for teaching while the second teacher circulates throughout the room providing unobtrusive assistance to students.

Pros:

- May be helpful for a pair of teachers who are getting to know each other.
- Some students might prefer whispered assistance as opposed to raising their hands.

Cons:

- Low level of differentiation, high teacher-student ratio.
- Teacher assisting may be distracting from lesson and student may miss key instruction.
- A high risk of fostering dependence among learners in classroom if this approach is used often.
- Often reinforces the perception that there is one lead teacher and an aide, rather than a true partnership.



Team Teaching



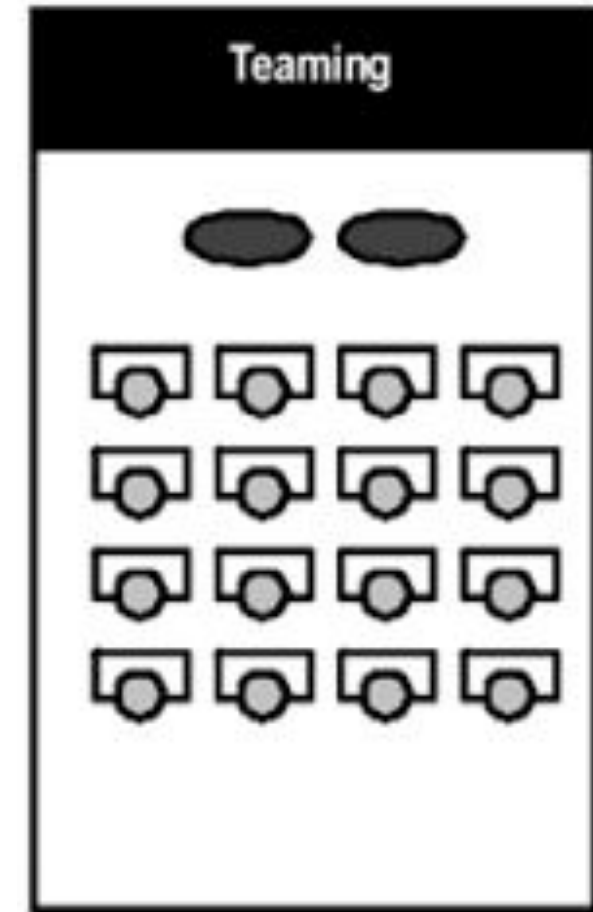
Description: Both teachers lead the same instruction and carry out the same activities at the same time.

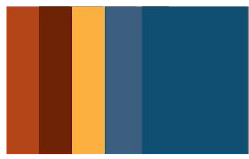
Pros:

- Often a higher energy level when teachers effectively use this approach.
- Models partnership and collaboration for students.
- Teaming indicated to students that teachers have parity.

Cons:

- Typically is whole-group instruction.
- Low-level of differentiation.
- Maintains high teacher-student ratio.





One Teach, One Observe



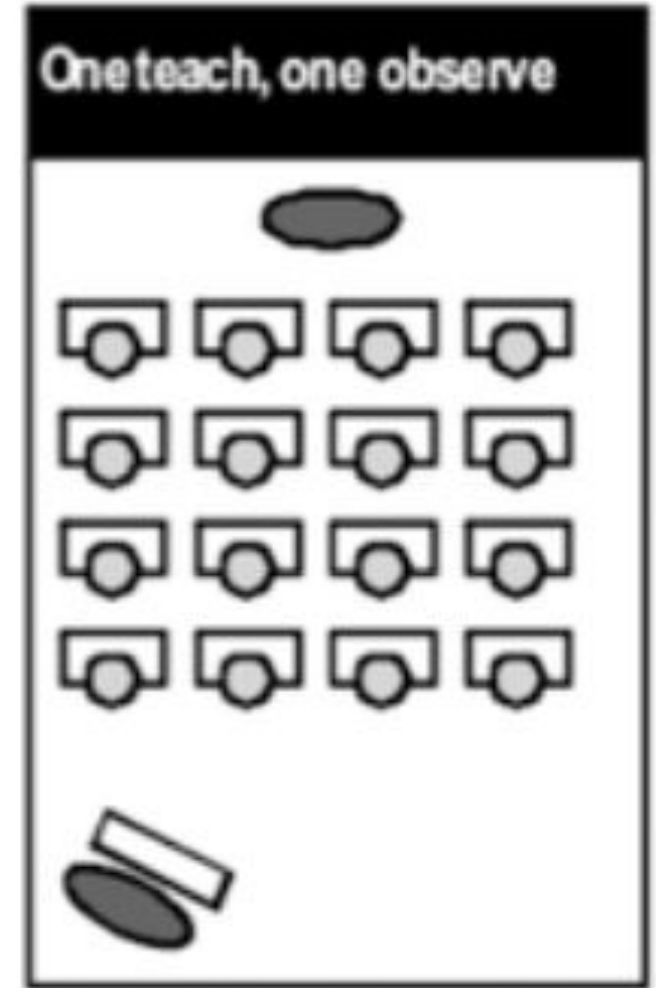
Description: One teacher leads instruction for the entire class; the other teacher collects data about one student, several students, or the entire class, depending on the purpose established by the teachers.

Pros:

- Creates an intentional focus on formally gathering formative assessment data multiple times during a single lesson (IEP monitoring, behavior improvement plans, responses to instruction).

Cons:

- SE teacher is too often assigned the data collector, which may lead students to believe he/she is not a teacher.
- Inefficient use of second teacher.



Alternative Teaching



Description: One teacher is working with most students. The other teacher has a small group pulled to the side and is providing either similar instruction or targeted instruction. This teaching arrangement may last the entire teaching time period, or only for a segment of the class.

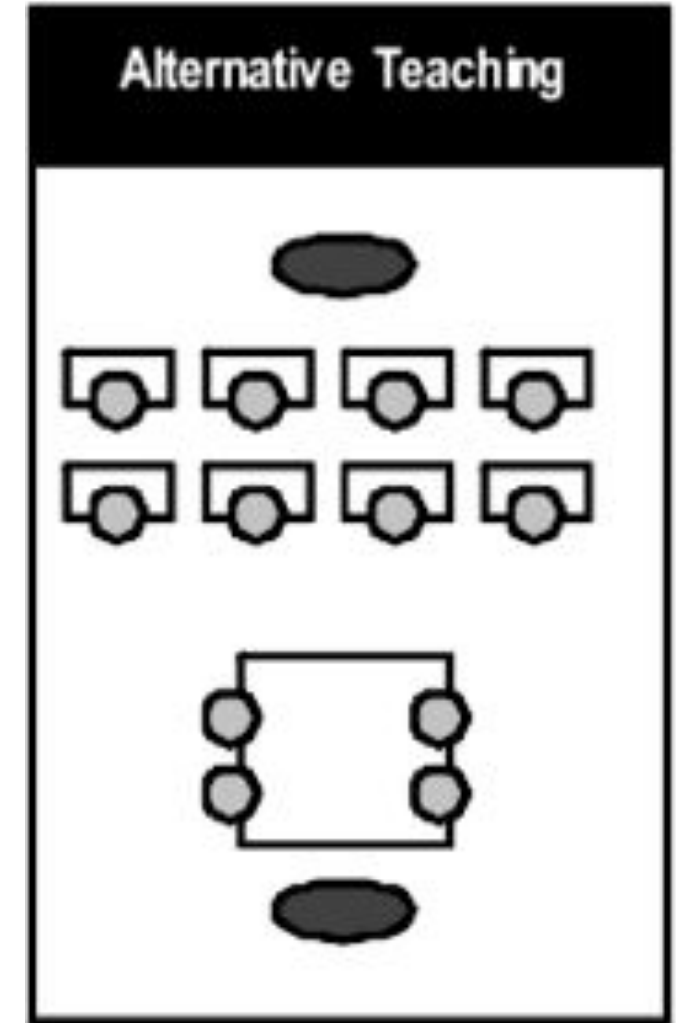
Pros:

Supports a high level of differentiation that is not possible through other co-teaching models.

- With purposeful grouping rooted in data, it permits: pre-teaching, re-teaching, remediation, guided practice, *enrichment or extension*.

Cons:

- High risk of using the small group primarily for students with IEPs only and always for remediation; stigma can result.
- Sometimes assumed that the SE teacher will always lead the small group.



Parallel Teaching



Description: The teachers are both covering the same information, but they divide the class into two groups and teach simultaneously. This approach has 3 variations.

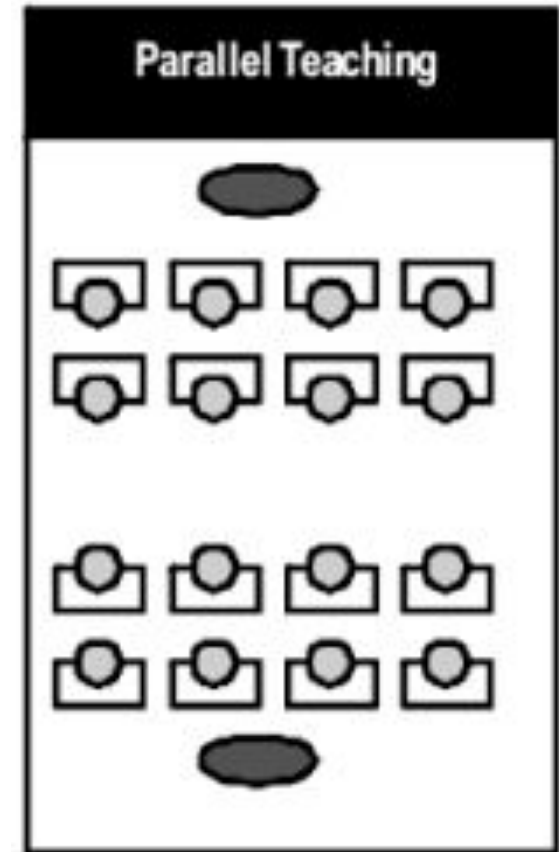
1. The material being covered is identical and the goal for the arrangement is to decrease the teacher to student ratio and increase student participation and engagement.
2. This approach can be used to tier instruction based on skill levels, interest, type of materials used, products produced, or other instructional elements.
3. This approach can be used to teach perspective by having the two groups discuss different points of view related to a topic.

Pros:

- Lower teacher-student ratio - more student opportunities to and share their thinking.
- Increasing opportunities for high quality differentiation
- Very effective use of two teachers.

Cons:

- Noise level and classroom set-up
- Both teachers must be comfortable with delivering the instructional content



Station Teaching



Description: Teachers divide content and instruction typically into *the three groups*.

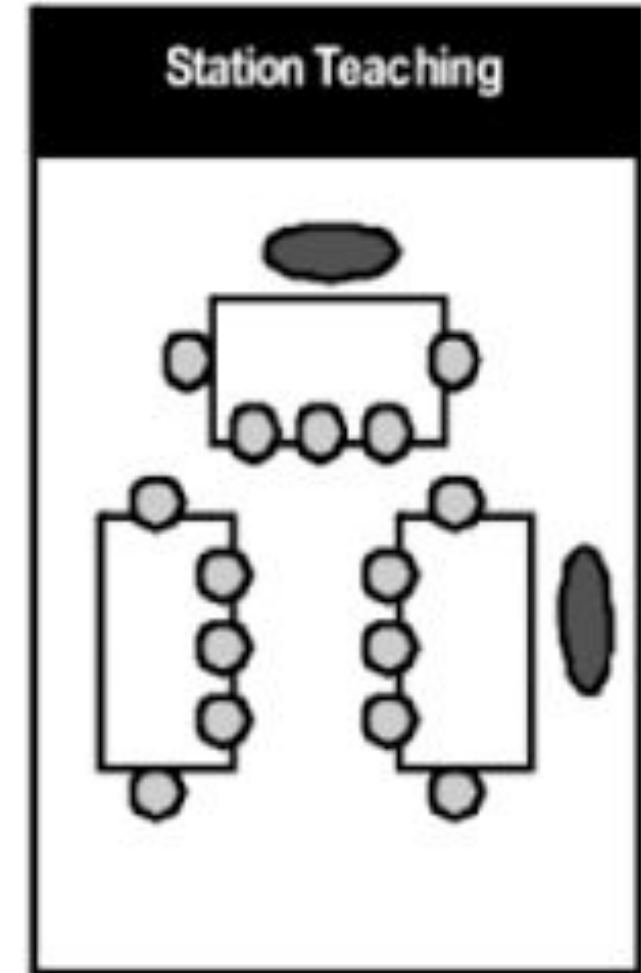
- Two groups involve teacher-led instruction.
- The third station involves an independent or small group activity.

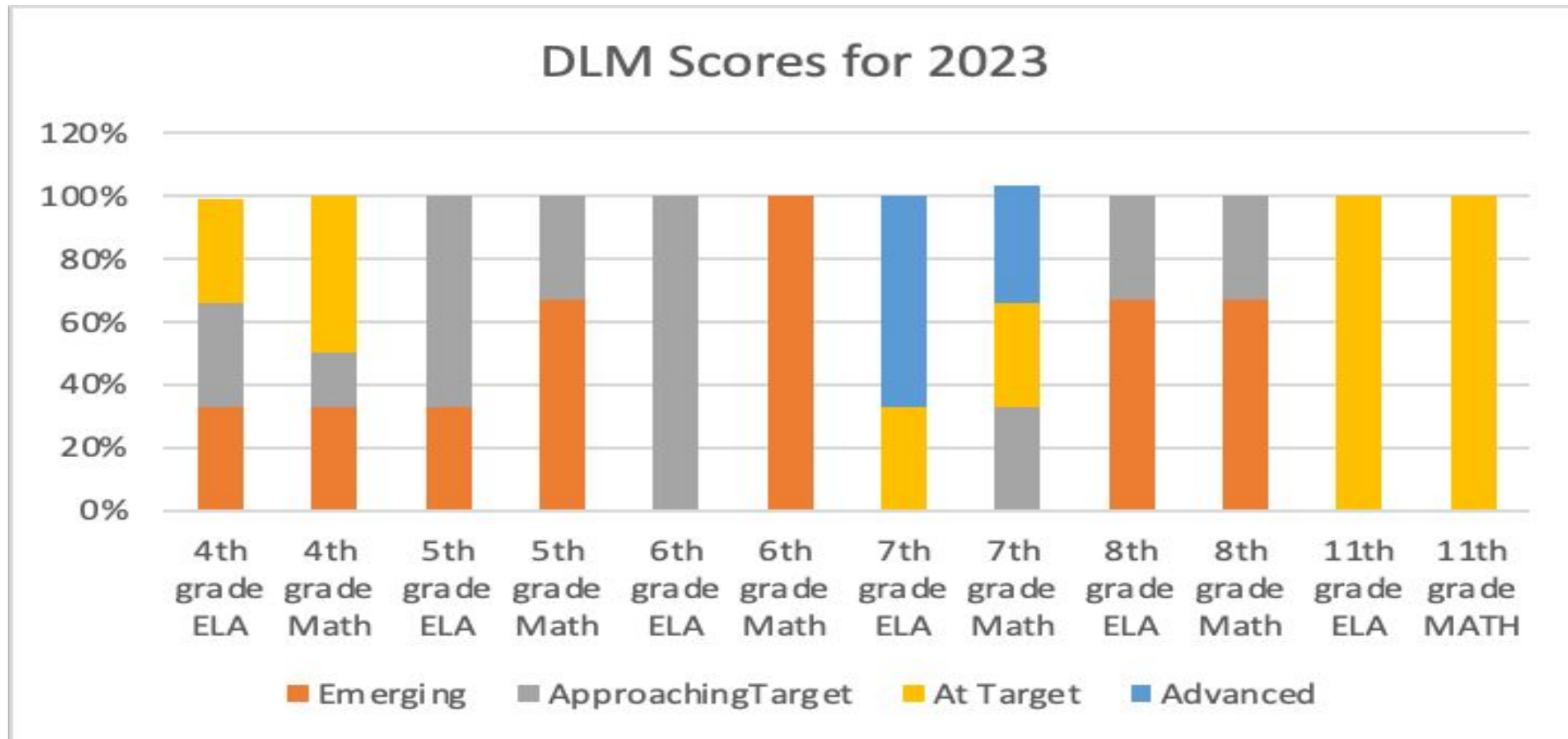
Pros:

- High level of differentiation is possible through variations in student groupings rooted in formative assessment data.
- Increase in instructional intensity and cognitive engagement with a lower student to teacher ratio.
- Both teachers are active participants.

Cons:

- Strong routines and procedures must be in place.
- Noise level and classroom arrangement.

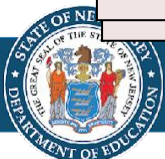




ACCESS 2.0



Assessment	Description	Frequency	Grade Level
ACCESS for ELLs	<ul style="list-style-type: none"> •Administered to Kindergarten through Grade 12 students who have been identified as English language learners (ELLs); •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. 	Once per year	K-12
Alternate ACCESS for ELLs	<ul style="list-style-type: none"> •English Language Proficiency Test for ELL Students with Significant Cognitive Disabilities and that receive special education services under IDEA (2004); •Intended for ELL students who require extensive direct individualized instruction and substantial support to achieve measurable gains in the grade- and age-appropriate curriculum; •Intended for ELL students who participate in state alternate content assessment based on alternate achievement standards 	Once per year	1-12

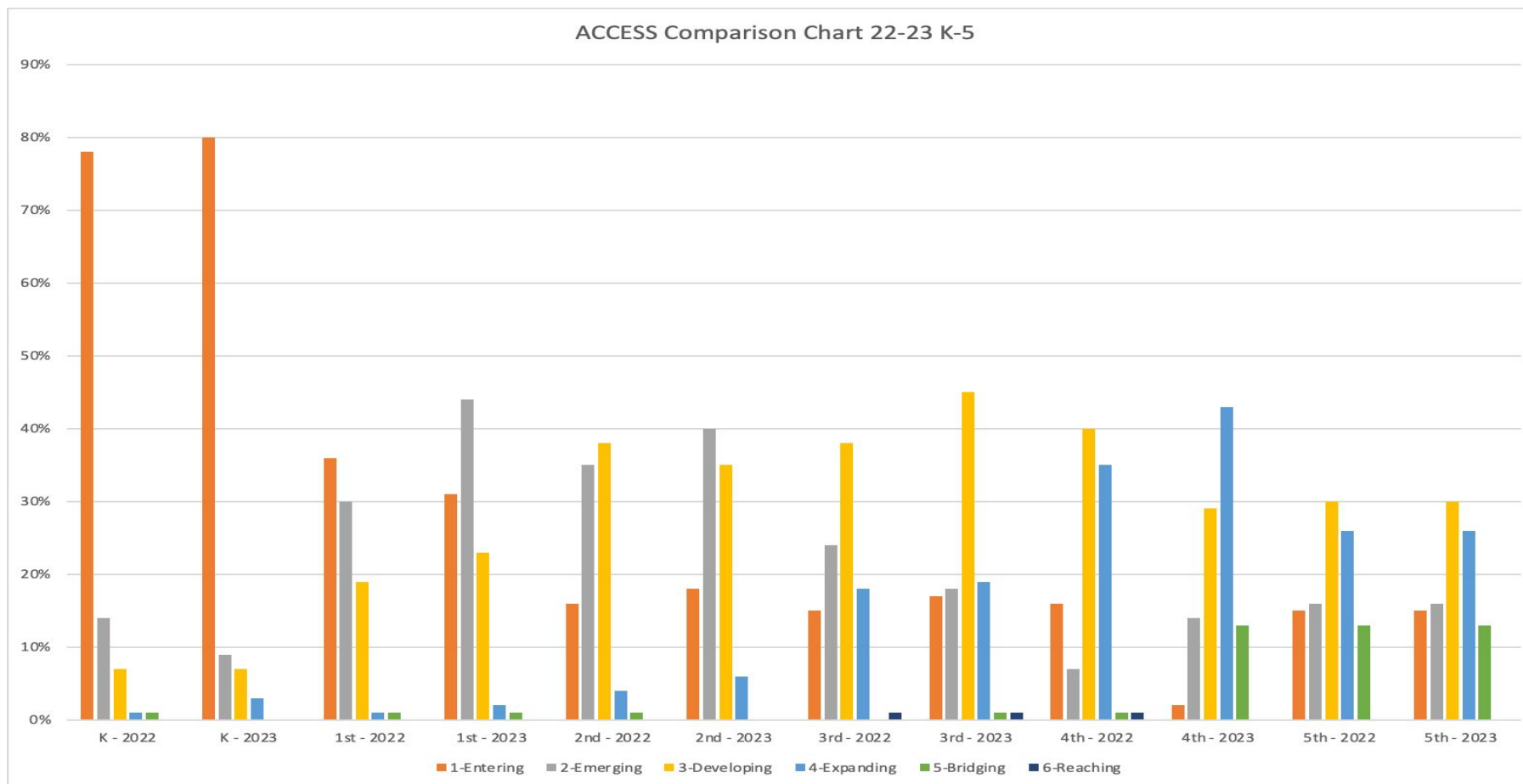


ACCESS 2.0 - Overall Scores by Grade Level



	K	1st	2nd	3rd	4th	5th
Total # Tested	127	131	103	117	103	71
1-Entering	102	40	19	20	2	6
2-Emerging	12	57	41	21	14	10
3-Developing	9	30	36	53	30	20
4-Expanding	4	3	6	22	44	27
5-Bridging	0	1	0	1	13	8
6-Reaching	0	0	0	0	0	0

ACCESS Comparison Chart K-5th 22-23



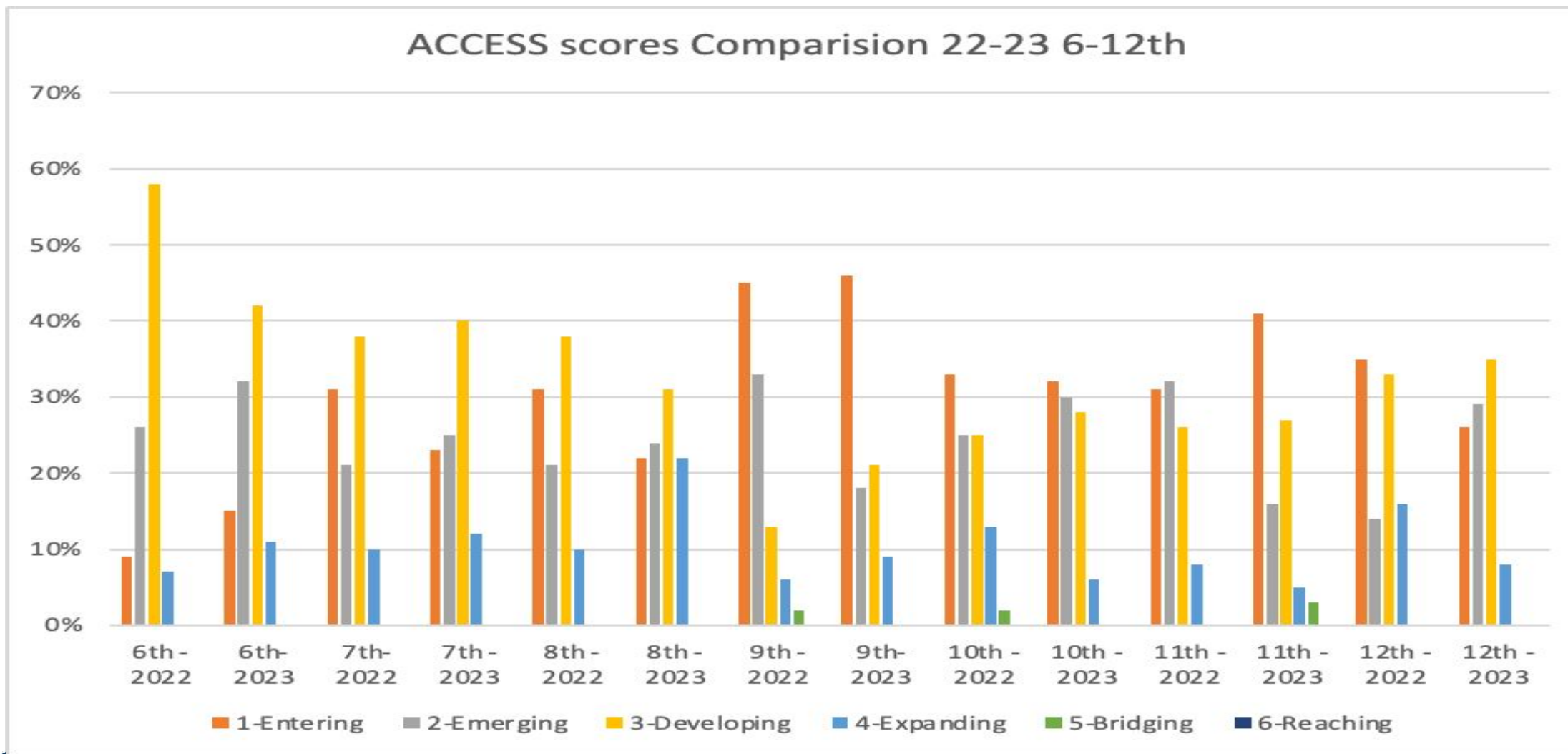
ACCESS 2.0 - Overall Scores by Grade Level



	6th	7th	8th	9th	10th	11th	12th
Total # Tested	62	57	59	128	105	64	62
1-Entering	9	13	13	59	34	26	16
2-Emerging	20	14	14	23	32	10	18
3-Developing	26	23	18	27	29	17	22
4-Expanding	7	7	13	12	6	3	5
5-Bridging	0	0	0	0	0	2	0
6-Reaching	0	0	0	0	0	0	0



ACCESS Comparison Chart 6-12th 22-23



Alternate ACCESS Overall Scores by Grade Level



	1st	3rd	9th
Total # Tested	5	4	1
A1- Initiating	1	0	0
A2 - Exploring	2	0	0
A3 - Engaging	0	1	1
P1 - Entering	0	1	0
P2- Emerging	2	2	0
P3 - Developing	0	0	0