

NJSLA Results: Spring 2019 Administration

Bernards Township School District
October 14, 2019

Kristin Fox - Asst. Superintendent of Curriculum and Instruction

Measuring
College and
Career Readiness

State Assessments

- State assessment changed to New Jersey Student Learning Assessment (NJSLA) in 2018-19
- Fifth Year of implementing 'New' State Assessment (PARCC, NJSLA)
- Overall results are very good and consistent with past performances
- Increase in student participation rates
- Individual Score Reports shared via Parent Portal

ENGLISH LANGUAGE ARTS

Areas of Strength

English Language Arts

- We continue to outperform the state
- This year marks the highest achievement in levels 4&5 in Grades 7, 9 and 10
- There was notable growth in Grade 7, both cohort and grade level
- Increases occurred with our Economically Disadvantaged Students and Students With Disabilities
- All elementary schools outperformed the state

BERNARDS TOWNSHIP SPRING 2019 NJSLA ADMINISTRATIONS ENGLISH LANGUAGE ARTS

Grade Level	# of Valid Test Scores (~Participation %)	Level 1	Level 2	Level 3	Level 4	Level 5	District % >= Level 4	NJ % >= Level 4
3	353 (97%)	4.5%	9.6%	22.1%	53.0%	10.8%	63.7%	50.2%
4	358 (96%)	2.8%	6.1%	14.0%	47.5%	29.6%	77.1%	57.4%
5	376 (98%)	1.1%	2.9%	11.7%	58.2%	26.1%	84.3%	57.9%
6	406 (93%)	1.7%	3.4%	13.1%	59.9%	21.9%	81.8%	56.1%
7	413 (96%)	1.5%	3.1%	7.0%	33.4%	55.0%	88.4%	62.8%
8	387 (91%)	3.4%	4.1%	9.6%	42.9%	40.1%	82.9%	62.9%
9	436 (96%)	3.0%	1.8%	9.4%	41.5%	44.3%	85.8%	55.9%
10	433 (94%)	2.5%	2.8%	8.8%	35.8%	50.1%	85.9%	58.9%

**** 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 BERNARDS TOWNSHIP SPRING 2015, 2016, 2017, 2018 PARCC and 2019 NJSLA ADMINISTRATIONS ENGLISH LANGUAGE ARTS

Chart below show the percentage of students who achieved a Level 4 or 5 in the Spring 2015, 2016, 2017, 2018 PARCC and 2019 NJSLA administrations in English Language Arts

ELA	2015	2016	2017	2018	2019	'18 to '19
3	71.7%	71.9%	73.0%	70.0%	63.7%	- 6.3%
4	80.9%	78.2%	79.0%	81.7%	77.1%	- 4.6%
5	87.8%	84.7%	85.3%	85.6%	84.3%	- 1.3%
6	83.3%	85.9%	78.2%	83.2%	81.8%	- 1.4%
7	84.7%	87.1%	88.3%	80.9%	88.4%	+ 7.5%
8	72.7%	82.5%	83.7%	83.8%	82.9%	- 0.9%
9	75.4%	70.7	82.4%	82.4%	85.8%	+ 3.4%
10	78.7%	65.9	74.6%	76.2%	85.9%	+ 9.7%

BERNARDS TOWNSHIP

2019 NJSLA SUBGROUP OUTCOMES

ENGLISH LANGUAGE ARTS/LITERACY

Grades 3 - 11

	Count of Valid Test Scores Grades 3 - 11	Level 1	Level 2	Level 3	Level 4	Level 5	2019 District % >= Level 4	+/- Change from '18 to '19
White	2011	3%	5%	14%	48%	30%	78%	+ 1%
Hispanic	211	7%	7%	19%	48%	19%	67%	- 2%
Asian	1100	1%	1%	6%	43%	49%	93%	+ 2%
Black or African-American	53	8%	0%	23%	57%	13%	57%	+ 2%
American Indian or Alaska Native	6	**	**	**	**	**	**	**
ELL	36	22%	17%	22%	39%	0%	39%	- 7%
Economically Disadvantaged	46	20%	15%	22%	30%	13%	43%	+ 1%
Student with Disabilities	494	13%	14%	21%	43%	10%	53%	+ 10%
Female	1567	1%	2%	9%	45%	42%	87%	0%
Male	1596	4%	6%	14%	47%	29%	76%	+ 2%

****Subgroups less than 20 students are not reported in order to protect student privacy.**

Note: Percentages may not total 100% due to rounding. Students can be identified as more than one ethnic group.

BERNARDS TOWNSHIP

2019 SPRING NJSLA SCHOOL & GRADE-LEVEL OUTCOMES

ENGLISH LANGUAGE ARTS/LITERACY

	ELA 3 % >= Level 4	ELA 4 % >= Level 4	ELA 5 % >= Level 4	ELA 6 % >= Level 4	ELA 7 % >= Level 4	ELA 8 % >= Level 4	ELA 9 % >= Level 4	ELA 10 % >= Level 4
State	50%	57%	58%	56%	63%	63%	56%	59%
District	64%	77%	84%	82%	88%	83%	86%	86%
CHS	55%	72%	88%					
LCS	56%	77%	78%					
MPS	82%	89%	88%					
OSS	65%	83%	83%					
WAMS				82%	88%	83%		
RHS							86%	86%

Areas Warranting Further Exploration in English Language Arts

- Continue to examine the performance of ELL, African-American, Economically Disadvantaged, and Special Education subgroups
- Grade 3, 4 and 6 performance

Interventions

- **Continue to promote Sheltered English Instruction (SEI) Training to support English Language Learners**
- **Continue to target professional learning opportunities and leverage resources to support literacy instruction**
- **Implemented new course for *ELLS, Integrated Topics for ELLs* at Ridge High School**
- **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**

MATHEMATICS

Areas of Strength Mathematics

- We continue to outperform the state in the percentage of levels 4 & 5
- This year marks the highest achievement in levels 4&5 in Grade 7*
- There was notable growth in Math 8 performance from last year
- Increases occurred with our Economically Disadvantaged Students and Students With Disabilities

BERNARDS TOWNSHIP SPRING 2019 NJSLA ADMINISTRATIONS MATHEMATICS

Grade Level / Course	# of Valid Test Scores (Participation %)	Level 1	Level 2	Level 3	Level 4	Level 5	District % \geq Level 4	NJ % \geq Level 4
3	354 (97%)	2.3%	3.7%	14.4%	49.7%	29.9%	79.7%	55.1%
4	361 (97%)	1.1%	2.5%	14.4%	59.8%	22.2%	82.0%	51.0%
5	378 (98%)	0.8%	2.6%	12.4%	50.5%	33.6%	84.1%	46.8%
6	407 (93%)	1.2%	5.4%	13.3%	58.2%	21.9%	80.1%	40.6%
7	323 (94%)	2.8%	5.0%	17.0%	62.2%	13.0%	75.2%	42.1%
8	119 (84%)	14.3%	19.3%	27.7%	38.7%	0.0%	38.7%	29.3%
Alg1-MS HS	291 (98%)	0.0%	0.0%	2.1%	68.0%	29.9%	98.0%	43.3%
	147 (93%)	6.8%	21.1%	29.9%	42.2%	0.0%	42.2%	
Geo-MS HS	65 (97%)	0.0%	0.0%	0.0%	21.5%	78.5%	100%	32.2%
	329 (93%)	1.2%	4.9%	22.2%	64.1%	7.6%	71.7%	
Alg 2	267 (88%)	0.7%	1.1%	16.5%	65.9%	15.7%	81.6%	56.3%

*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 BERNARDS TOWNSHIP SPRING 2015, 2016, 2017, 2018 PARCC and 2019 NJSLA ADMINISTRATIONS MATHEMATICS

Chart below show the percentage of students who achieved a Level 4 or 5 in the Spring 2015, 2016, 2017, 2018 PARCC and 2019 NJSLA administrations in Mathematics

MATH	2015	2016	2017	2018	2019	'18 to '19
3	79.6%	82.0%	80.1%	79.8%	79.7%	- 0.1%
4	80.2%	80.1%	80.4%	84.2%	82.0%	- 2.2%
5	80.4%	82.0%	80.6%	84.1%	84.1%	0%
6	78.0%	79.7%	76.8%	80.7%	80.1%	- 0.6%
MAT07 Algebra 1 7th Grade	68.8%	71.7%	75.0%	70.3% (100%) (75.3%)	75.2% (100%) (80.6%)	+ 4.9% (0%) (+ 5.3%)
MAT08 Algebra 1 Geometry 8th Grade	24.6%	34.2%	39.2%	27.7% (97.9%) (98.3%) (79.9%)	38.7% (97.0%) (100%) (79.6%)	+ 11.0% (- 0.9%) (+ 1.7%) (- 0.3%)
ALG01 RHS WAMS	70.9%	79.7%	82.4%	83.7% (53.6%) (98.0%)	79.2% (42.2%) (97.9%)	- 4.5% (- 11.4%) (- 0.1%)
GEO	72.0%	69.3%	89.7%	71.1%	76.4%	+ 5.3%
ALG02	69.0%	76.8%	77.3%	82.9%	81.6%	- 1.3%

BERNARDS TOWNSHIP

2019 NJSLA SUBGROUP OUTCOMES

MATHEMATICS

Grades 3 - 11

	Count of Valid Test Scores Grades 3 - 11	Level 1	Level 2	Level 3	Level 4	Level 5	2019 District % ≥ Level 4	+/- Change from '18 to '19
White	1962	2%	6%	18%	61%	13%	74%	- 1%
Hispanic	203	8%	12%	22%	52%	6%	58%	- 1%
Asian	1024	1%	1%	7%	51%	40%	91%	- 2%
Black or African-American	53	4%	2%	40%	51%	4%	55%	+ 4%
American Indian or Alaska Native	4	**	**	**	**	**	**	**
ELL	46	11%	22%	15%	41%	11%	52%	- 18%
Economically Disadvantaged	45	20%	13%	24%	33%	9%	42%	+ 3%
Student with Disabilities	485	10%	20%	26%	36%	9%	45%	+ 3%
Female	1510	1%	5%	17%	57%	20%	77%	- 1%
Male	1531	3%	5%	13%	56%	23%	79%	+ 2%

****Subgroups less than 20 students are not reported in order to protect student privacy.**

Note: Percentages may not total 100% due to rounding. Students can be identified as more than one ethnic group.

BERNARDS TOWNSHIP

2019 SPRING NJSLA SCHOOL & GRADE-LEVEL/COURSE OUTCOMES

MATHEMATICS

	Math 3 % >= Level 4	Math 4 % >= Level 4	Math 5 % >= Level 4	Math 6 % >= Level 4	Math 7 % >= Level 4	Math 8 % >= Level 4	ALG01 % >= Level 4	Geometry % >= Level 4	ALG02 % >= Level 4
State	55%	51%	47%	40%	42%	29%	43%	31%	45
District	80%	82%	85%	80%	75%	39%	79%	76%	82%
CHS	82%	81%	79%						
LCS	65%	73%	86%						
MPS	86%	89%	86%						
OSS	86%	85%	85%						
WAMS				80%	75%	39%	98%	100%	
RHS							42%	72%	82%

Areas Warranting Further Exploration in Mathematics

- Continue to examine the performance of Hispanic, Economically Disadvantaged, and Special Education subgroups
- Grade 8 Math, and Algebra 1 at RHS performance

Interventions

- **Continue to promote SEI (Sheltered English Instruction) Training to support English Language Learners**
- **Implemented new course for *ELLS, Integrated Topics for ELLs* at Ridge High School**
- **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**

New Jersey Science Testing

- New Jersey Student Learning Standards in Science - *Full Implementation 2017*
- Students in grades 5, 8 , 11 participated in NJSLA Science Field Test - *Spring 2018*
- Students in grades 5, 8, 11 took the NJSLA Science Assessment - *Spring 2019*
 - Grade 5 NJSLA-Science replaced NJ ASK 4 Science
 - Grade 8 NJSLA-Science replaced NJ ASK 8 Science
 - Grade 11 NJLAS Science replaced Biology Competency Test (BCT) given at the end of a first year biology course (9th grade in BTSD)
- Science Performance Reports will be made available - *Winter 2019-2020*

OTHER ASSESSMENTS

(ACCESS for ELLs)

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

Entering Emerging Developing Expanding Bridging Reaching

- 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. Although all students are included in a school's overall performance for each indicator, only student groups with 20 or more students are included in the accountability system as a "subgroup". Because we have fewer than 20 ELL students in each reporting category, the scores are not publicly reported.

Dynamic Learning Maps (DLM)

End of Year Report

2018-2019

- Students with the most significant learning needs take the DLM
- Approximately 1.7% of the student population.
- Eligibility determined by Child Study Team according to individual student learning needs/ability
- Linked to general learning standards, modified to students' ability during testing
- Students are not compared to other students, but evaluated for their own progress

Grade	Subject	Number Students	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3-8, 11	ELA	48	28	*	*	*	29%
	Math	47	32	*	*	*	*
	Science (5, 8, 11)	27	24	*	*	*	*

NJSLA Testing and Requirements

State Testing Window 2019-20

Testing Calendar linked on district website - link [HERE](#)

Students in Grades 3-10, in ELA and Mathematics

- **Grades 3-5**
April 29 - May 6
- **William Annin Middle School**
May 7-12
- **Ridge High School**
May 18-21

Students in Grades 5, 8 and 11, Science

- **Grade 5**
May 27-28
- **William Annin Middle School**
May 18-19
- **Ridge High School**
 - May 27-28

Content updated June 5, 2019 (Format updated for clarity on July 30, 2019)

ELA and Mathematics Assessment Graduation Requirements for the Classes of 2019, 2020, 2021, and 2022

This document reflects the high school graduation assessment requirements for the Classes of 2019, 2020, 2021, and 2022, pursuant to an amended Consent Order received by the NJDOE from the Appellate Division of the Superior Court of New Jersey on June 5, 2019.

The requirements for the Class of 2019, including the cut scores, remain unchanged from the requirements that were applied to the Classes of 2017 and 2018. These requirements now apply to the Classes of 2020, 2021, and 2022.

Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
First Pathway: <i>Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I</i>	NJSLA/PARCC ELA Grade 10 \geq 750 (Level 4)	NJSLA/PARCC Algebra I \geq 750 (Level 4)
Second Pathway: <i>Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments</i>	NJSLA/PARCC ELA Grade 9 \geq 750 (Level 4), <i>or</i> NJSLA/PARCC ELA Grade 11 \geq 725 (Level 3) <i>or</i> SAT Critical Reading (taken before 3/1/16) \geq 400, <i>or</i> SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) \geq 450, <i>or</i> SAT Reading Test (taken 3/1/16 or later) \geq 22, <i>or</i> ACT Reading or ACT PLAN Reading ¹ \geq 16, <i>or</i> ACCUPLACER WritePlacer \geq 6, <i>or</i> ACCUPLACER WritePlacer ESL \geq 4, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) \geq 40, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) \geq 22, <i>or</i> ACT Aspire Reading ¹ \geq 422, <i>or</i> ASVAB-AFQT Composite \geq 31	NJSLA/PARCC Geometry \geq 725 (Level 3), <i>or</i> NJSLA/PARCC Algebra II \geq 725 (Level 3) <i>or</i> SAT Math (taken before 3/1/16) \geq 400, <i>or</i> SAT Math Section (taken 3/1/16 or later) \geq 440, <i>or</i> SAT Math Test (taken 3/1/16 or later) \geq 22, <i>or</i> ACT or ACT PLAN Math ¹ \geq 16, <i>or</i> ACCUPLACER Elementary Algebra \geq 76, <i>or</i> Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) ² \geq 255, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) \geq 40, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) \geq 22, <i>or</i> ACT Aspire Math ¹ \geq 422, <i>or</i> ASVAB-AFQT Composite \geq 31
Third Pathway: <i>Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals</i>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

¹Test is no longer administered but can be used for the graduating year.

²Beginning on **Monday, January 28, 2019**, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

Top Resources for Parents

New Jersey Department of Education PARCC Resources for Parents:

<http://state.nj.us/education/assessment/parents/>

- www.UnderstandtheScore.org
 - Understanding the score report video
 - Parent Guide to the Score Report
 - Linked to Greatschools.org - Detailed information on grade level specifics

- <http://www.pta.org/parents>
 - PTA - Parent Guide to Student Success (Common Core)

- <http://parcc-assessment.org/resources/parent-resources>
 - Math and ELA Parent Guides
 - Testing Accommodations
 - Performance Level Setting