

Montgomery Township School District Statewide Assessment Results

2021-2022

Presented by:

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Presentation Overview

- ACCESS
- DLM
- NJSLA
 - District Analysis
 - Demographic Analysis

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 impossible to infer the results of the 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.
- The NJDOE maintains 10 as its minimum n-size for school and district reporting.

ACCESS 2.0

ACCESS 2.0

What:

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

Who:

- Is administered to Kindergarten through Grade 12 students who have been identified as English Language Learners (ELLs)

When:

- Was administered between February 2022 -April 2022

ACCESS 2.0

- **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

- Because we did not meet the minimum n-size of participation per grade level with the exception of one grade, the scores will not be reported at the grade or subgroup level.

Dynamic Learning Maps (DLM)

Dynamic Learning Maps (DLM)

What:

- The alternate assessment in English Language Arts, Mathematics, and Science for students with the most significant intellectual disabilities.
- Students are not compared to other students, but evaluated for their own progress.

Who:

- Students in grades 3-8 and grade 11 participated in ELA & Math. Students in grades 5, 8, and 11 also participated in Science.
- Eligibility determined by Child Study Team according to individual student learning needs/ability.

When:

- Was administered between April 2022 - May 2022

Dynamic Learning Maps (DLM)

- Because we did not meet the minimum n-size of participation per grade level, the scores will not be reported at the grade or subgroup level.

Moving Forward

- The next administration of ACCESS 2.0 will be February 6, 2023 - March 31, 2023.
- The next administration of DLM will be April 3, 2023 to May 26, 2023.

NJSLA
Section 1
District Analysis

Over the Years (2019-2022)

Year	Type of Learning
2019-2020	Fully Virtual: March 2020 - June 2020
2020-2021	Fully Virtual: September 2020 Hybrid: October 8, 2020 Fully Virtual: November 20, 2020 Hybrid: January 19, 2021 Hybrid (combined cohorts): March 11, 2021
2021-2022	In-Person

NJSLA Student Participation

Assessment (ELA)	Total # of Students Tested & Percentage of Participation	Assessment (Math)	Total # of Students Tested & Percentage of Participation
ELA 3	307 (98%)	Math 3	305 (97%)
ELA 4	330 (97%)	Math 4	335 (98%)
ELA 5	360 (96%)	Math 5	363 (97%)
ELA 6	340 (97%)	Math 6	335 (95%)
ELA 7	430 (98%)	Math 7 (includes non-Algebra/Geo)	285 (98%)
ELA 8	402 (98%)	Math 8 (includes non-Algebra/Geo)	104 (94%)
ELA 9	391 (94%)	Algebra I (multiple grades)	368 (98%)

NJSLA Student Participation

Assessment (Science)	Total # of Students Tested & Percentage of Participation
Science 5	363 (97%)
Science 8	404 (98%)
Science 11	387 (98%)

NJSLA Performance Levels

NJSLA Performance Level	Descriptor
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

NJSLA - Science Performance Levels

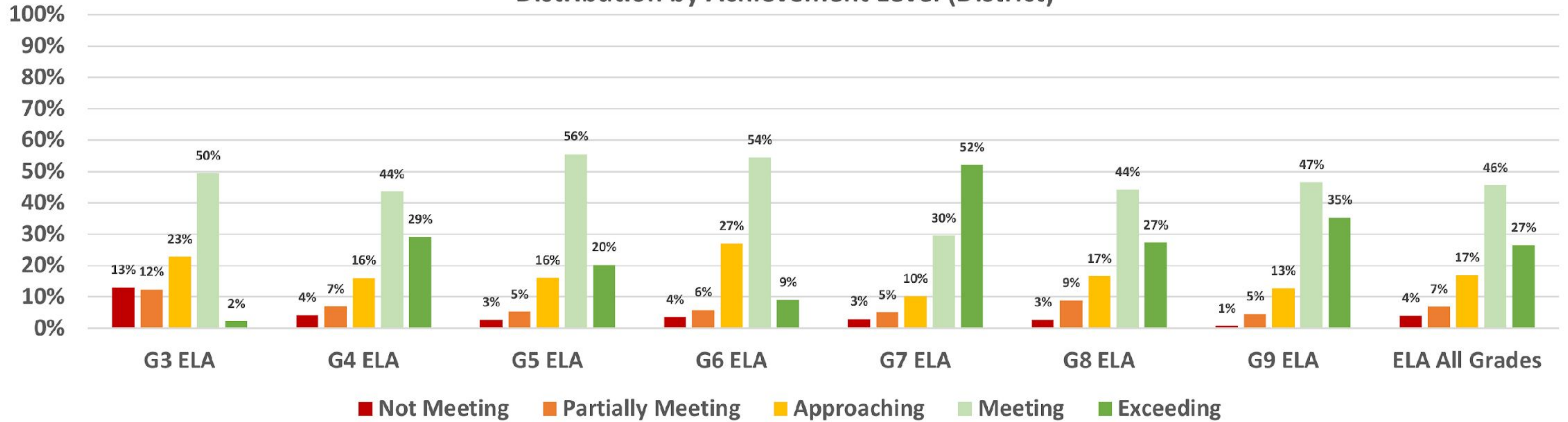
NJSLA Performance Level	Descriptor
Minimal	Demonstrate a minimal understanding of the NJSLS-S
Limited	Demonstrate a limited grade-level understanding of the NJSLS-S
Proficient	Demonstrate appropriate grade-level understanding of the NJSLS-S
Advanced	Demonstrate advanced understanding of the NJSLS-S

MONTGOMERY TOWNSHIP

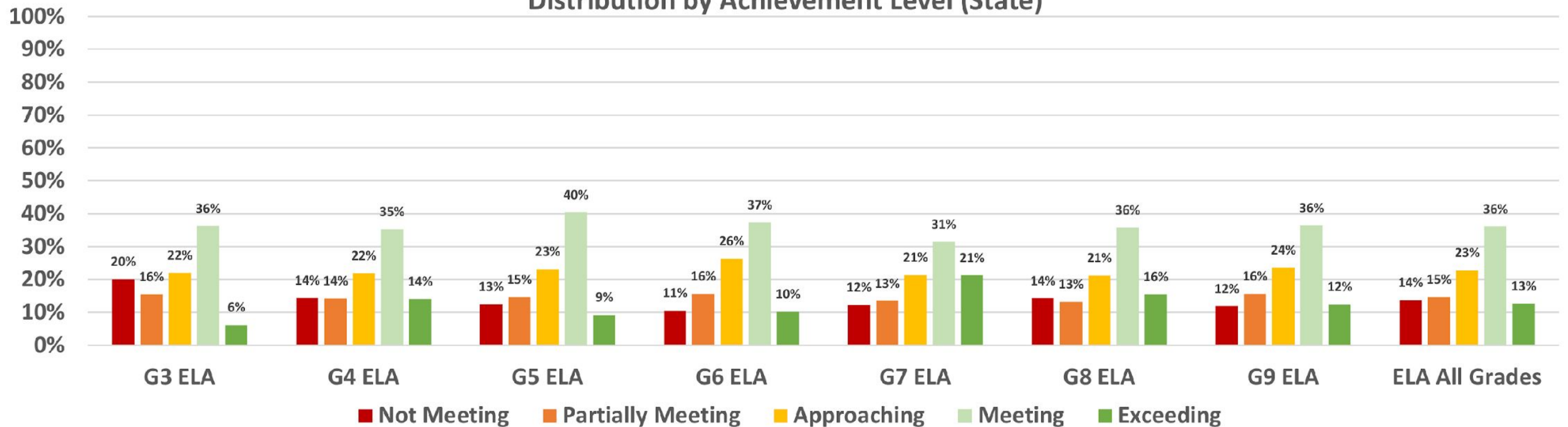
2021-22 Spring NJSLA

ELA/Language Arts

Distribution by Achievement Level (District)

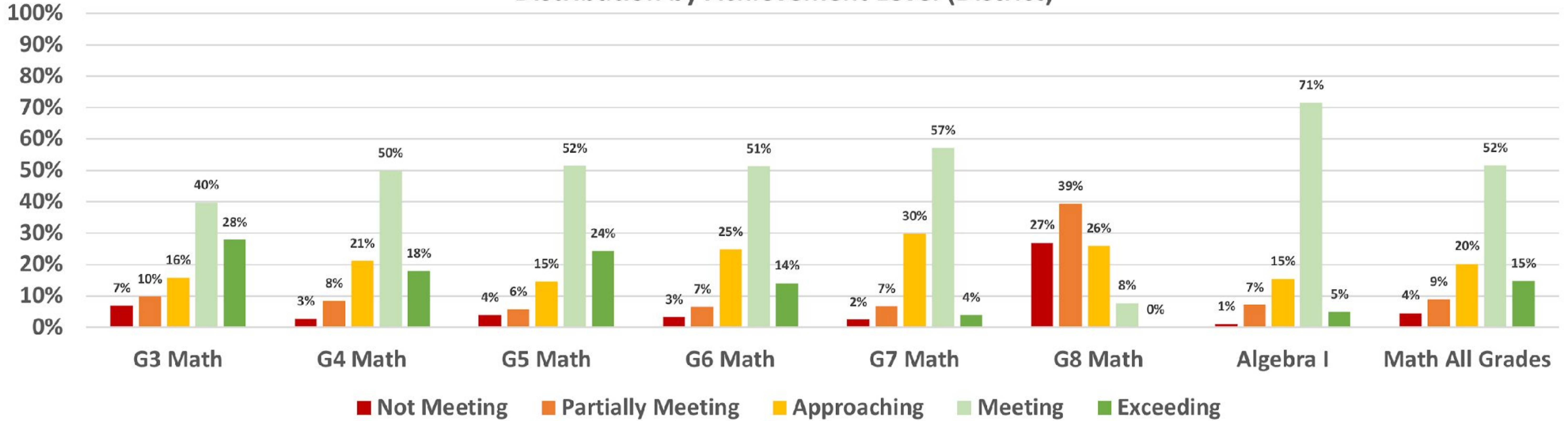


Distribution by Achievement Level (State)

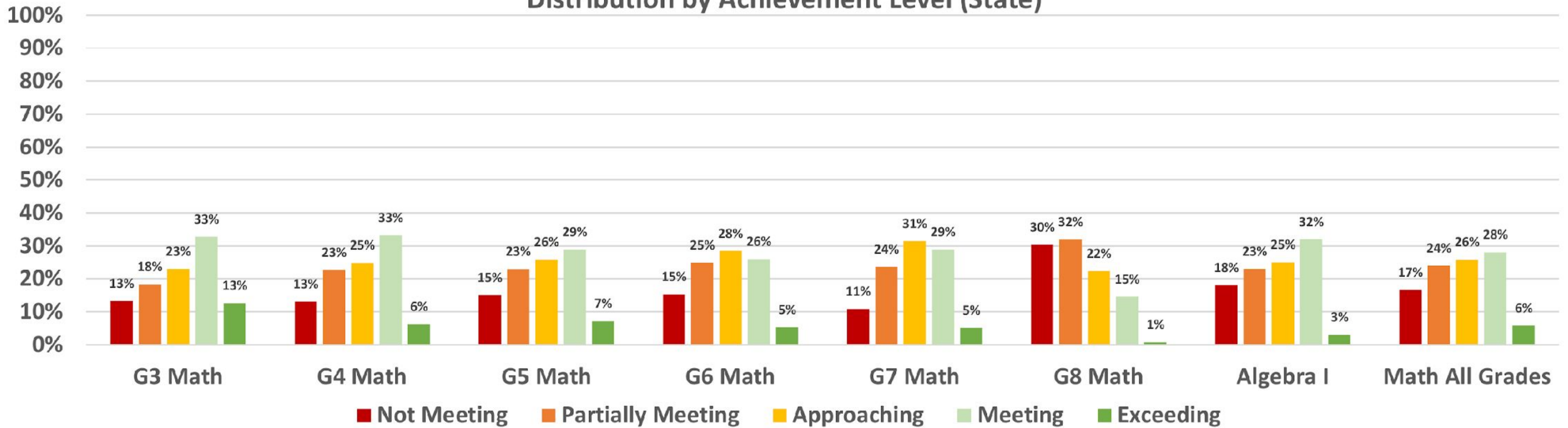


MONTGOMERY TOWNSHIP 2021-22 Spring NJSLA Mathematics

Distribution by Achievement Level (District)



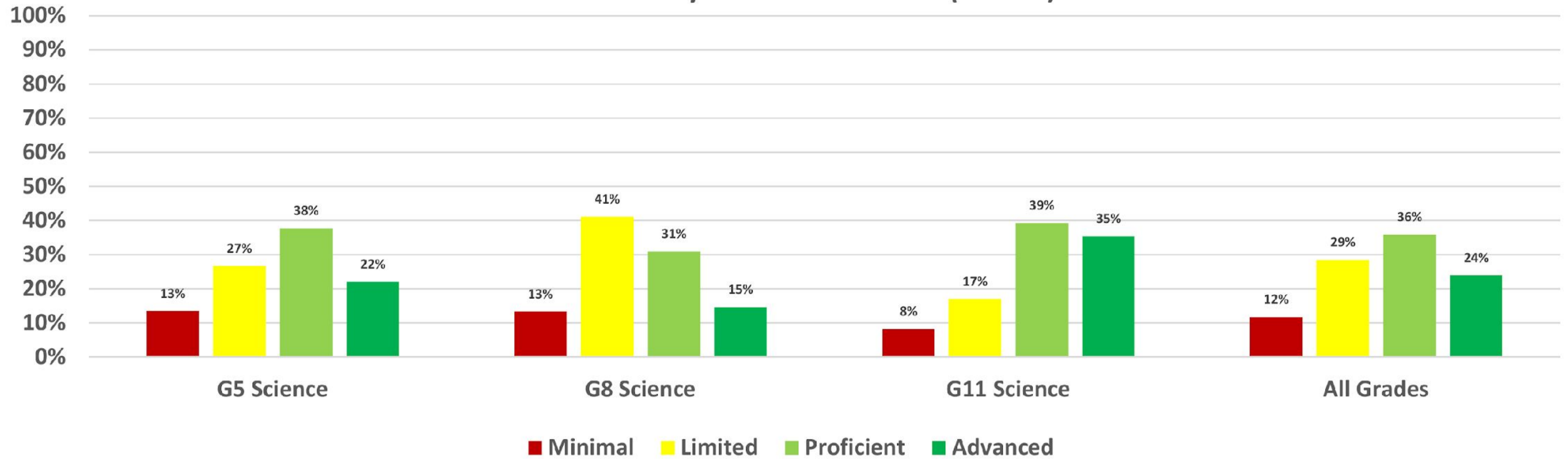
Distribution by Achievement Level (State)



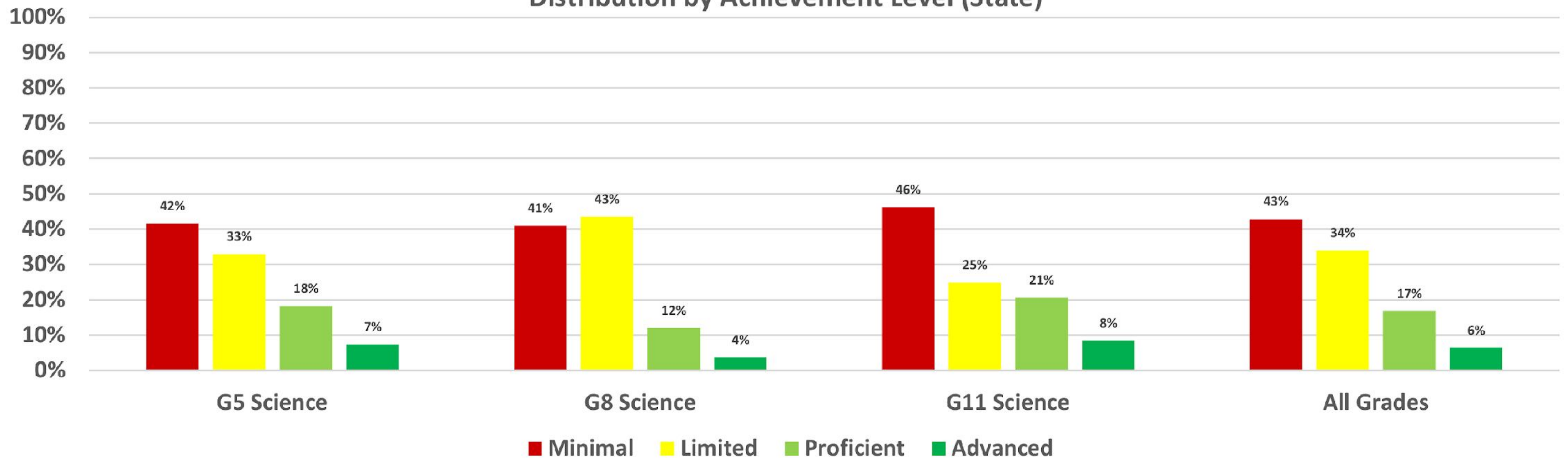
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2021-22 Spring NJSLA Science

Distribution by Achievement Level (District)



Distribution by Achievement Level (State)



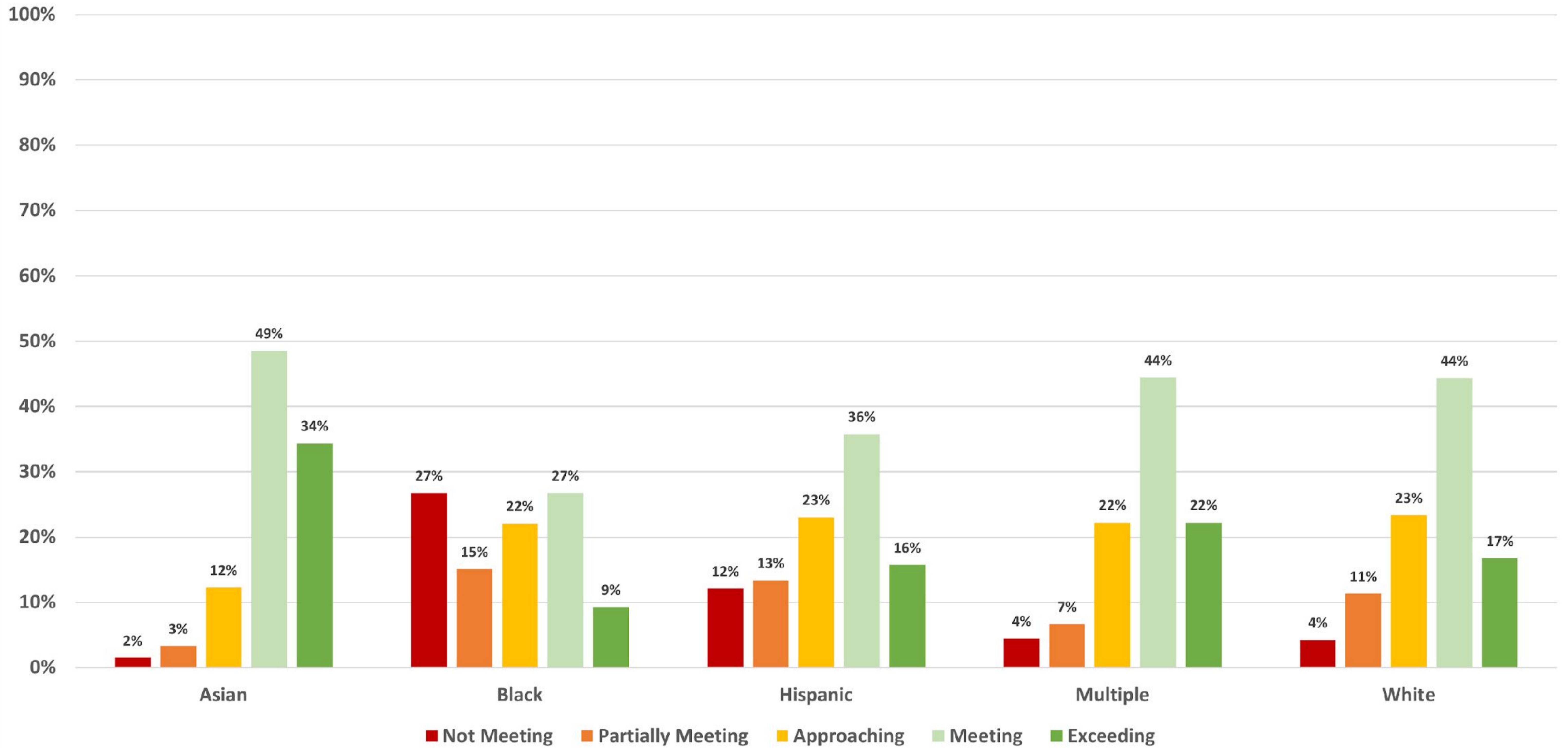
NJSLA
Section 2
Demographic Analysis

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2021-22 Spring NJSLA by Subgroup **Race**

ELA/Language Arts

Distribution by Achievement Level (All Grades)

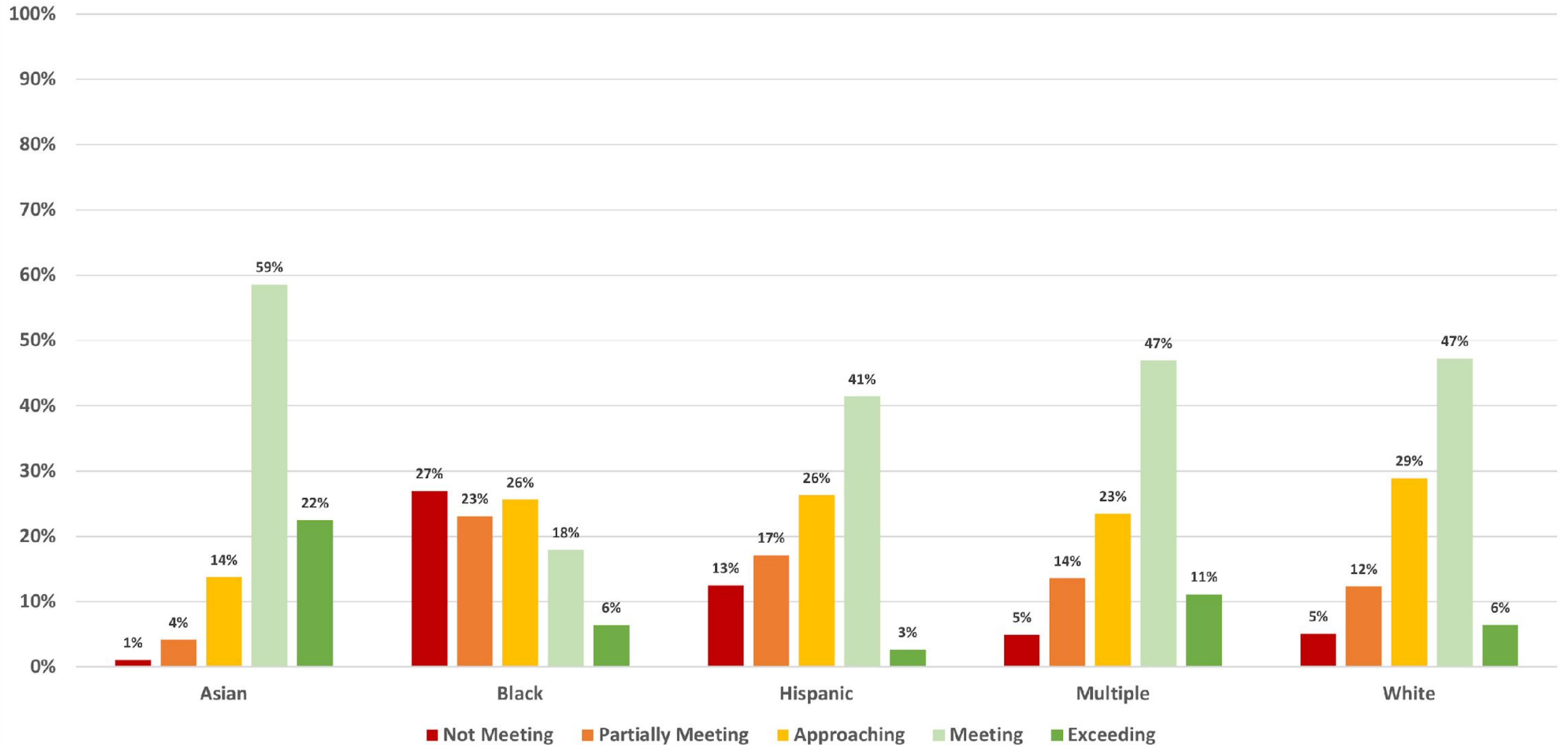


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2021-22 Spring NJSLA by Subgroup **Race**

Mathematics

Distribution by Achievement Level (All Grades)

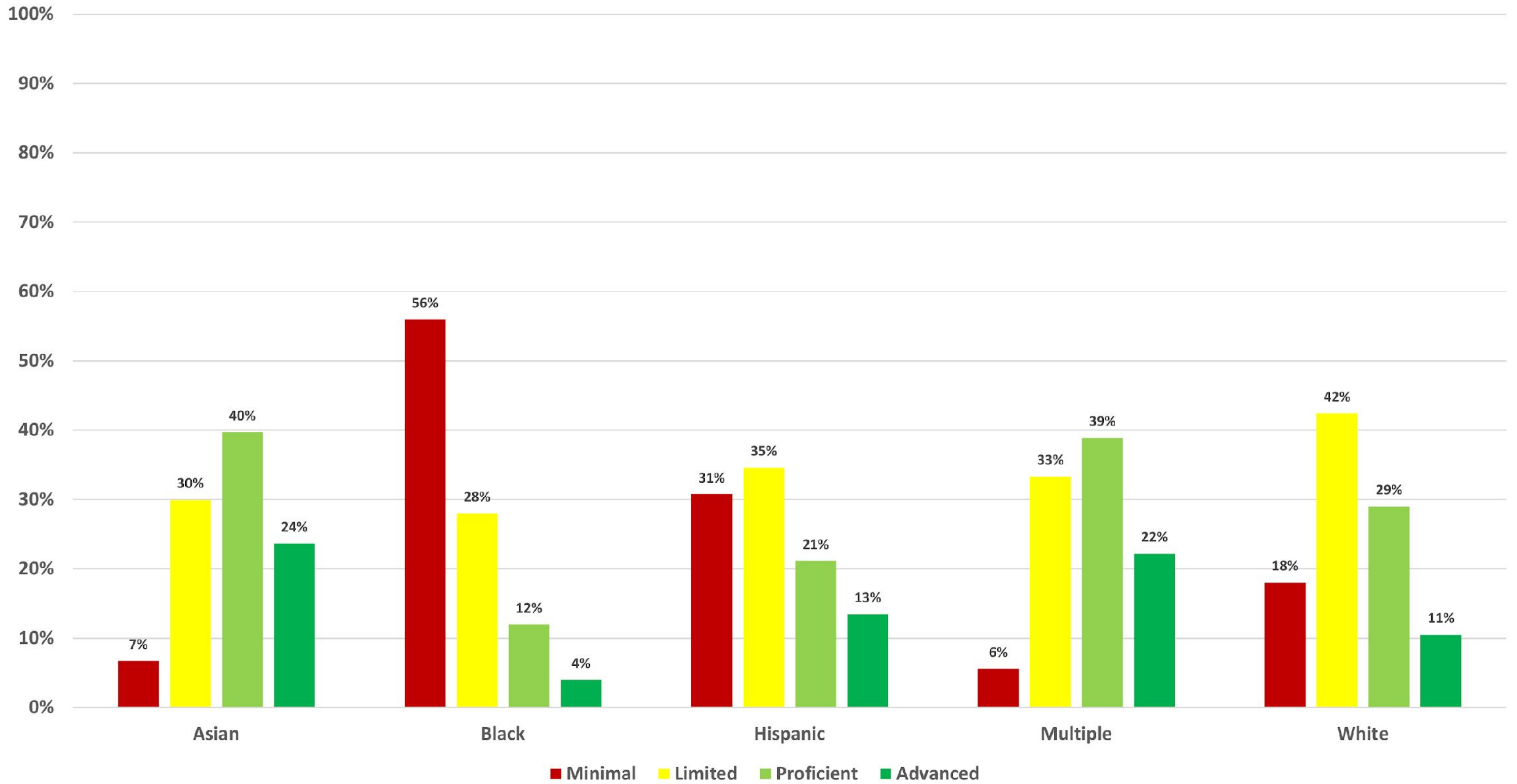


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2021-22 Spring NJSLA by Subgroup Race

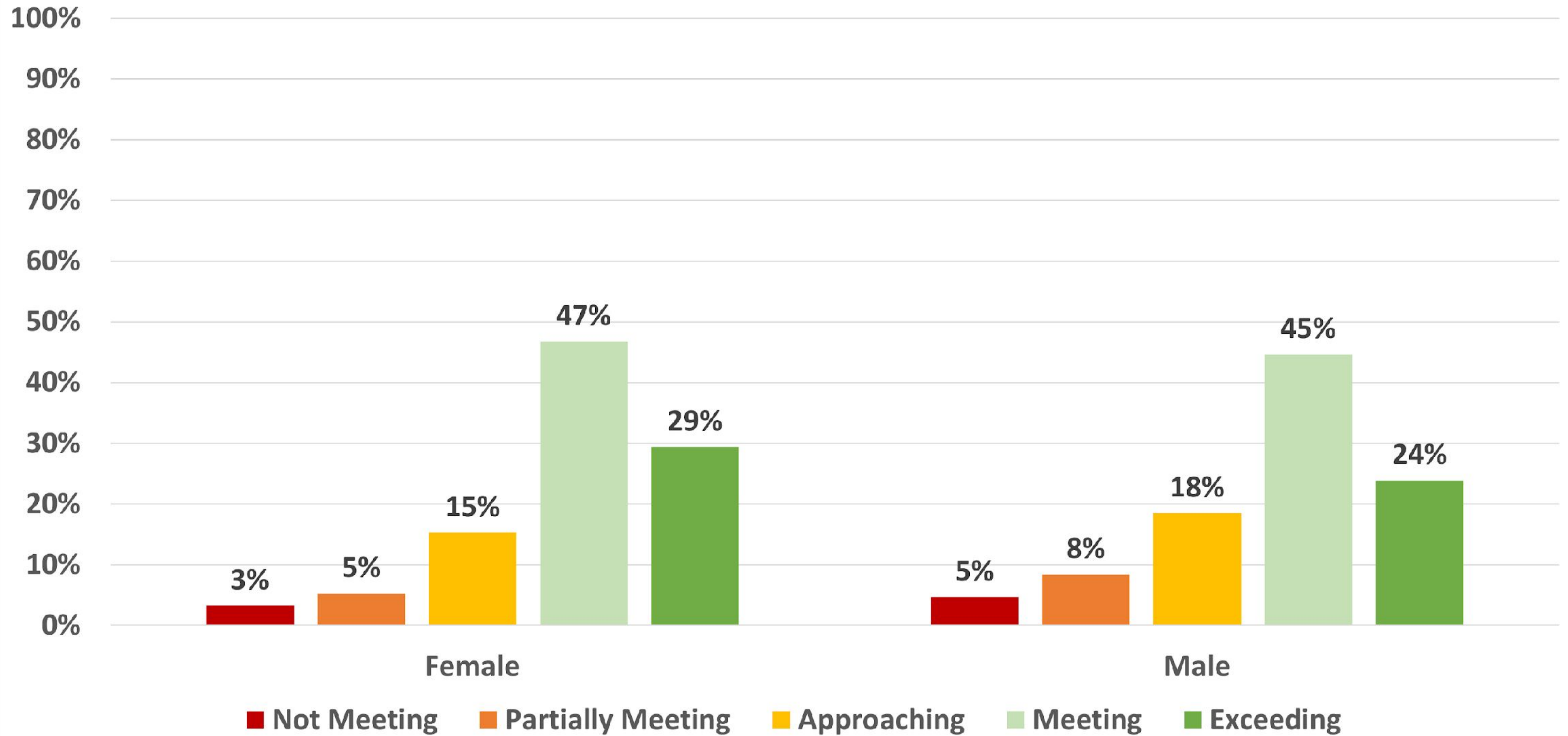
Science

Distribution by Achievement Level (All Grades)



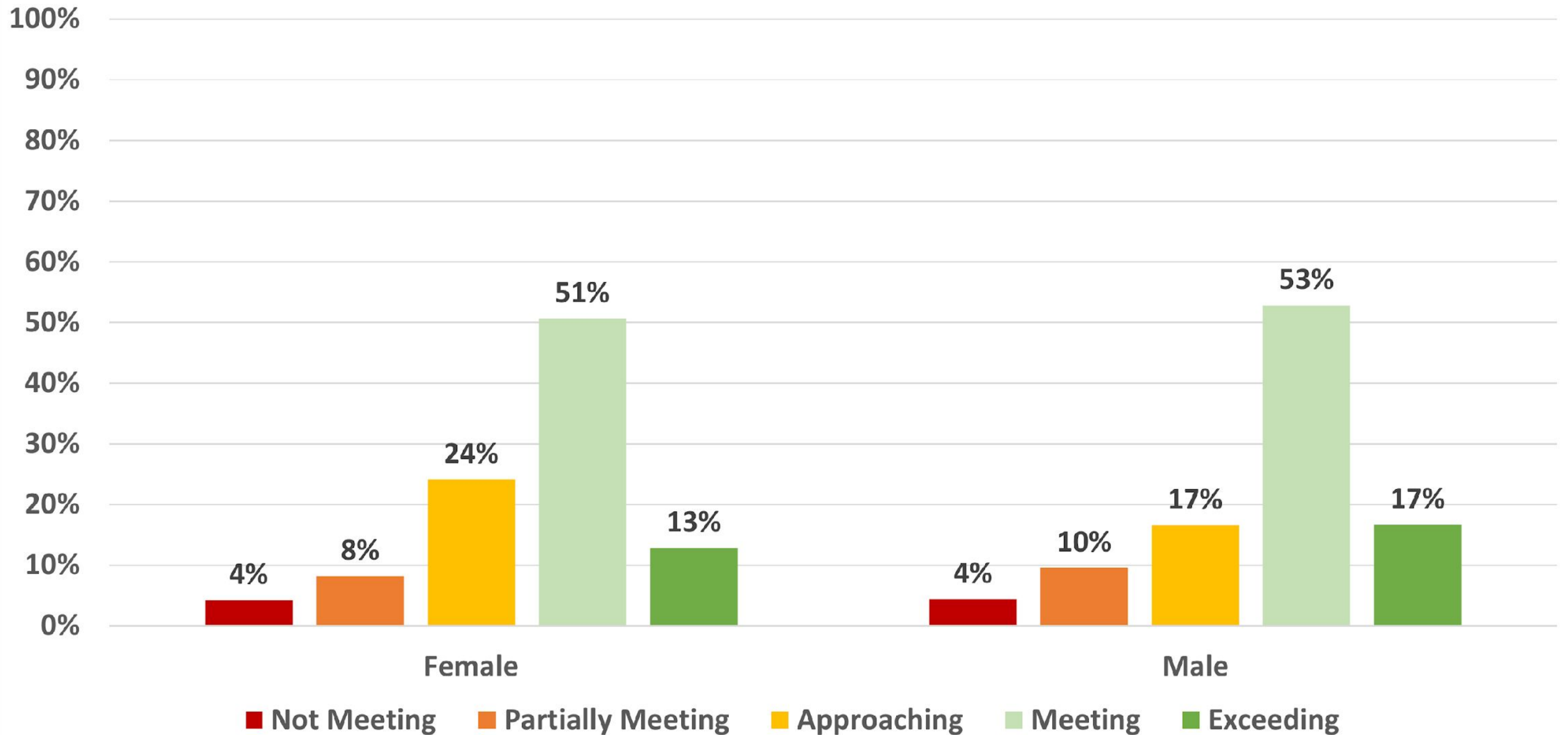
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2021-22 Spring NJSLA by Subgroup Gender
ELA/Language Arts

Distribution by Achievement Level (All Grades)



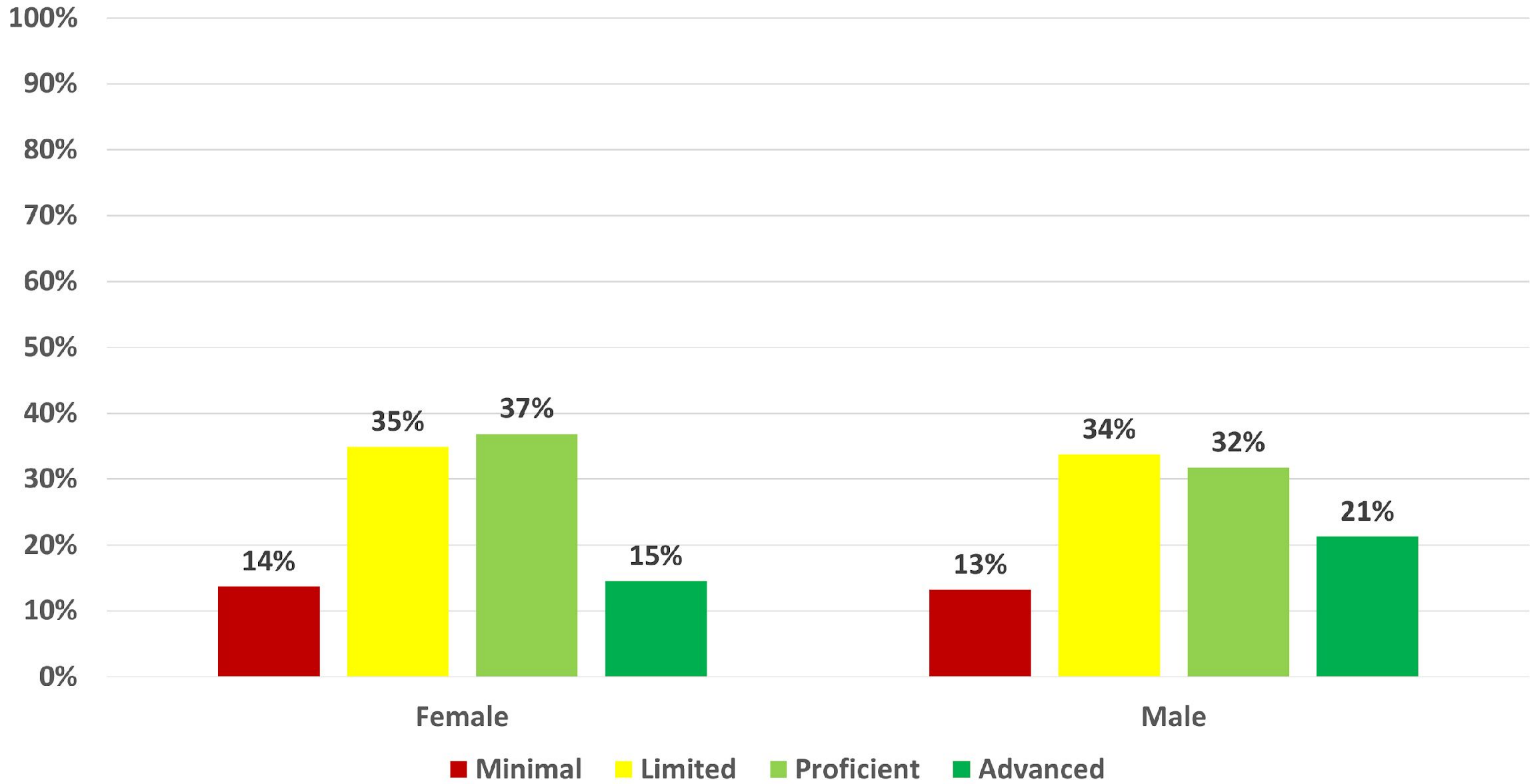
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2021-22 Spring NJSLA by Subgroup Gender
Mathematics

Distribution by Achievement Level (All Grades)



MONTGOMERY TOWNSHIP
2021-22 Spring NJSLA by Subgroup Gender
Science

Distribution by Achievement Level (All Grades)

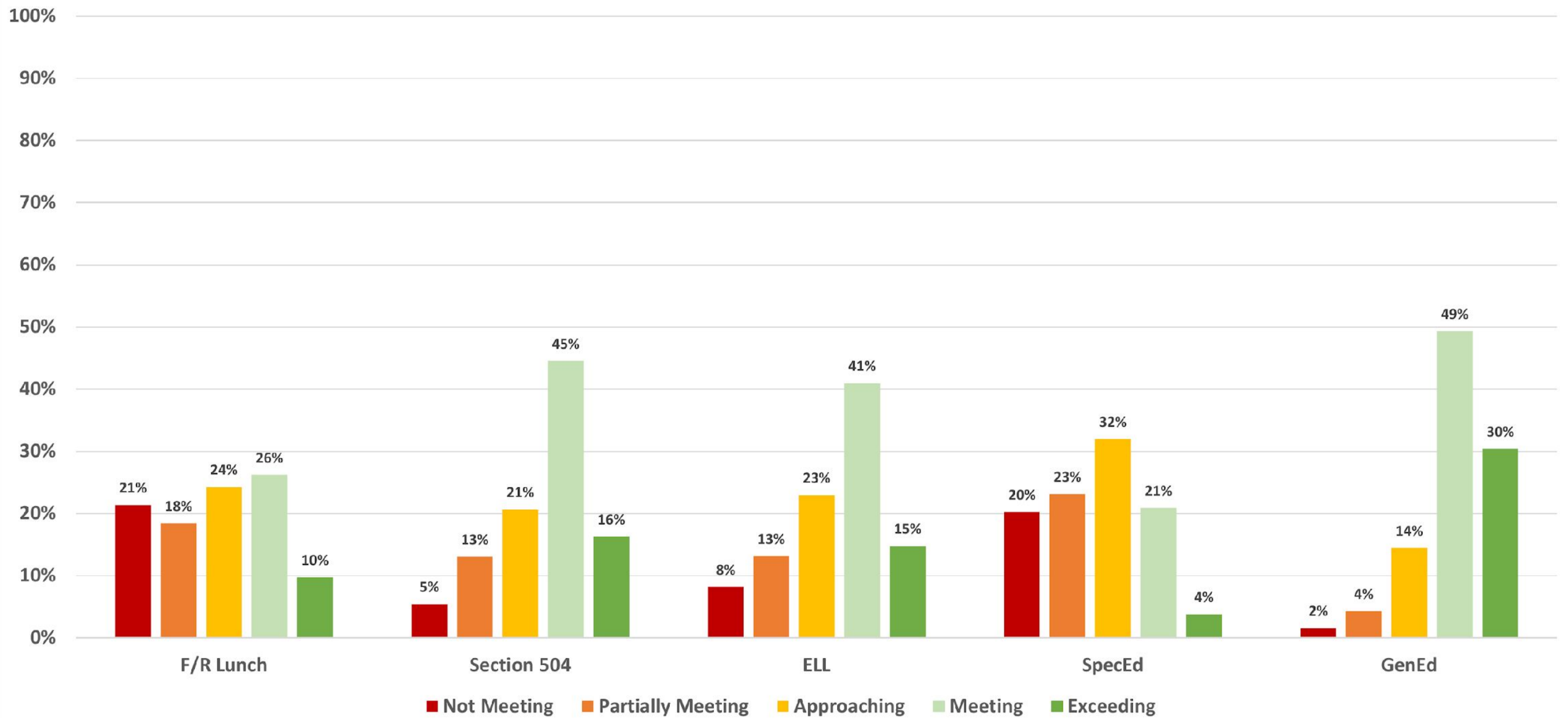


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2021-22 Spring NJSLA by Subgroup Program

ELA/Language Arts

Distribution by Achievement Level (All Grades)

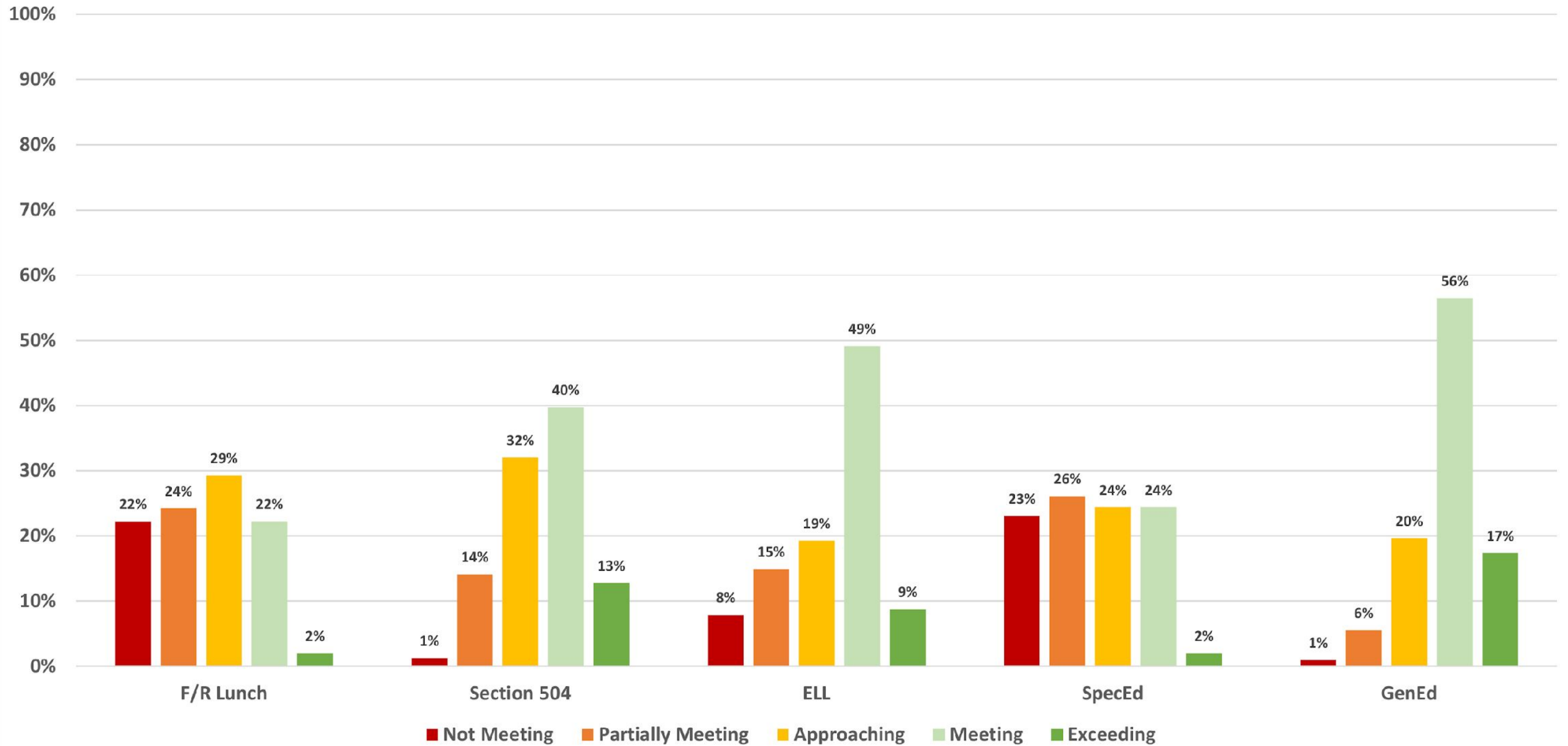


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2021-22 Spring NJSLA by Subgroup Program

Mathematics

Distribution by Achievement Level (All Grades)

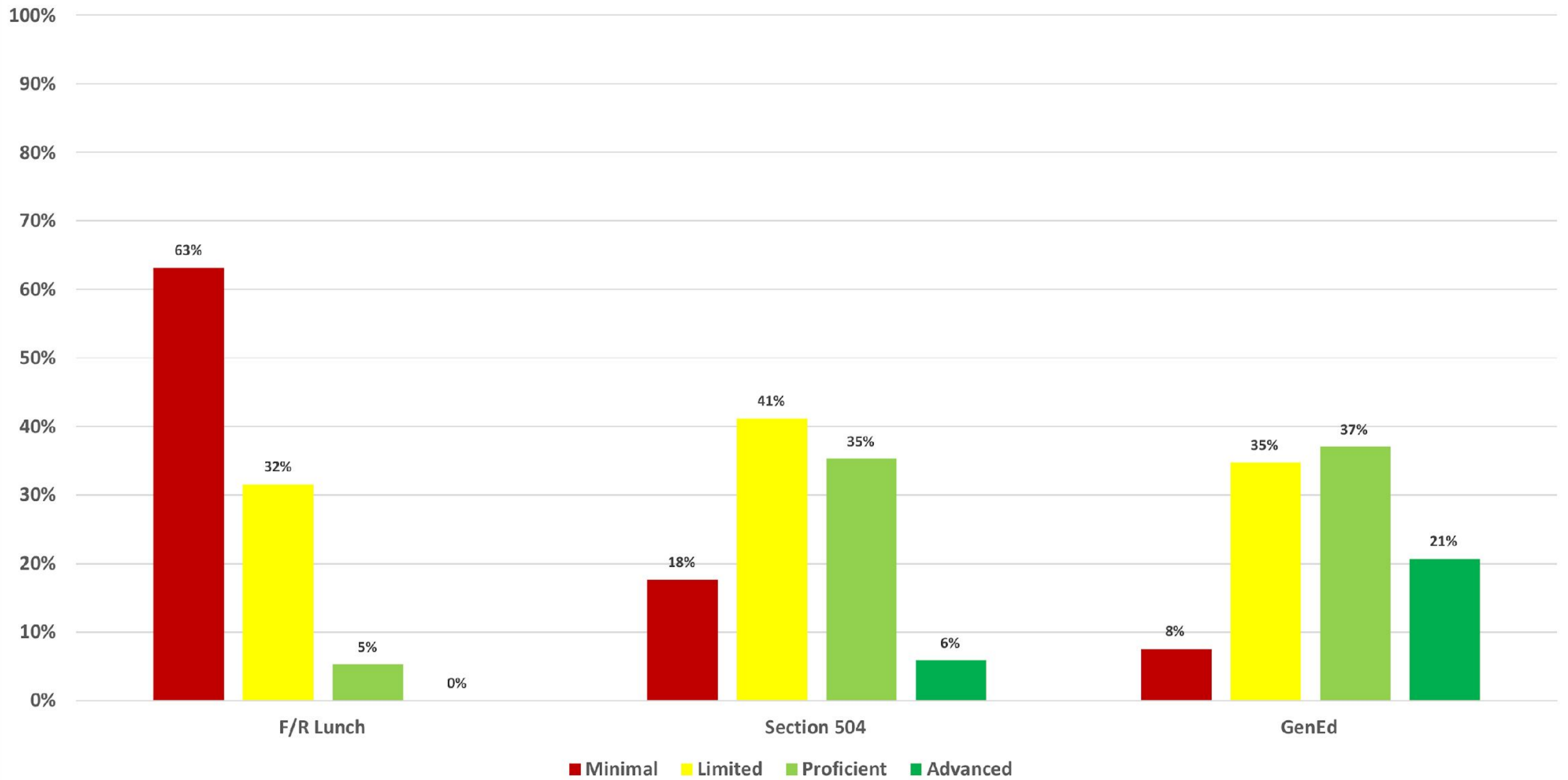


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2021-22 Spring NJSLA by Subgroup Program

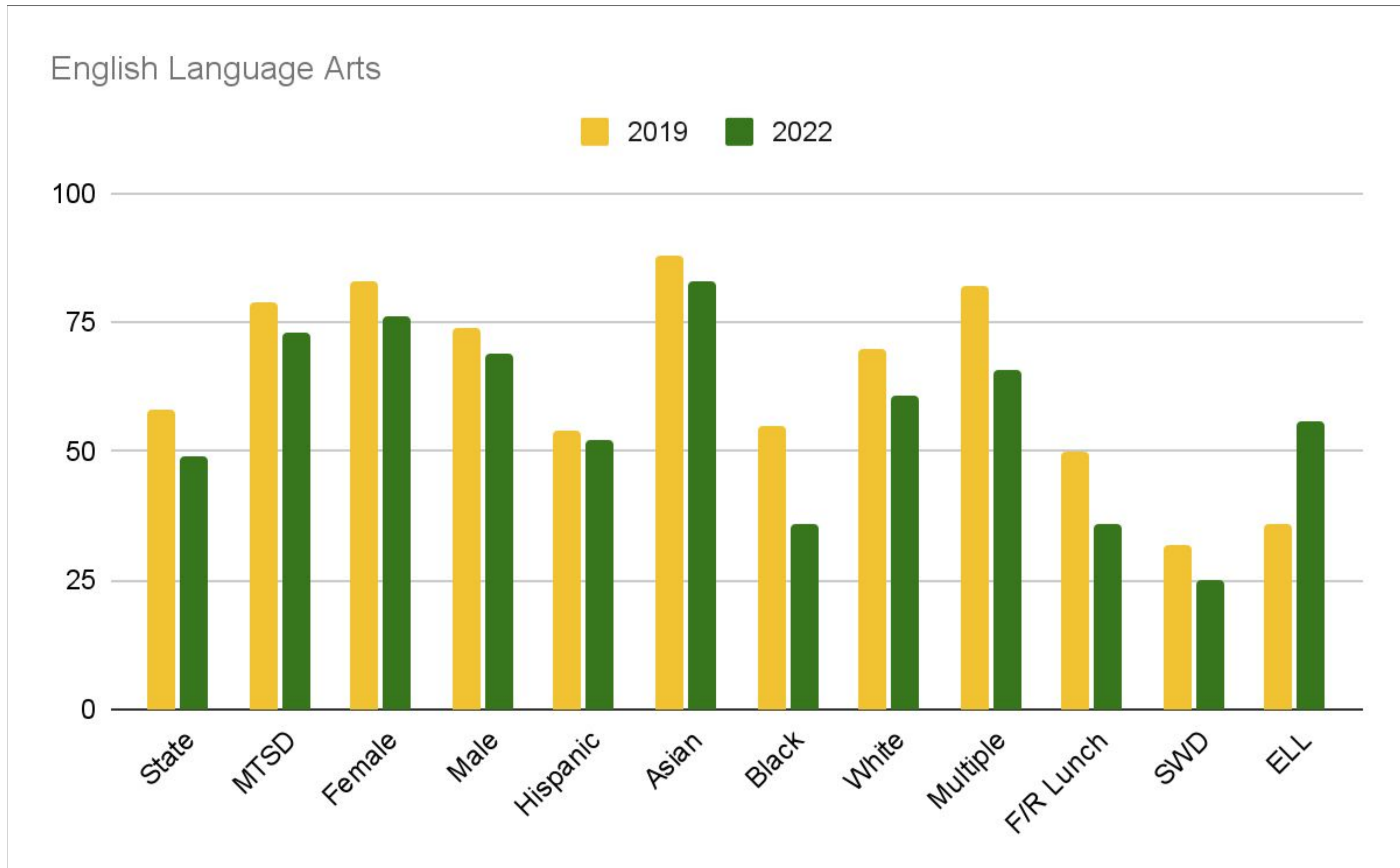
Science

Distribution by Achievement Level (All Grades)



English Language Arts

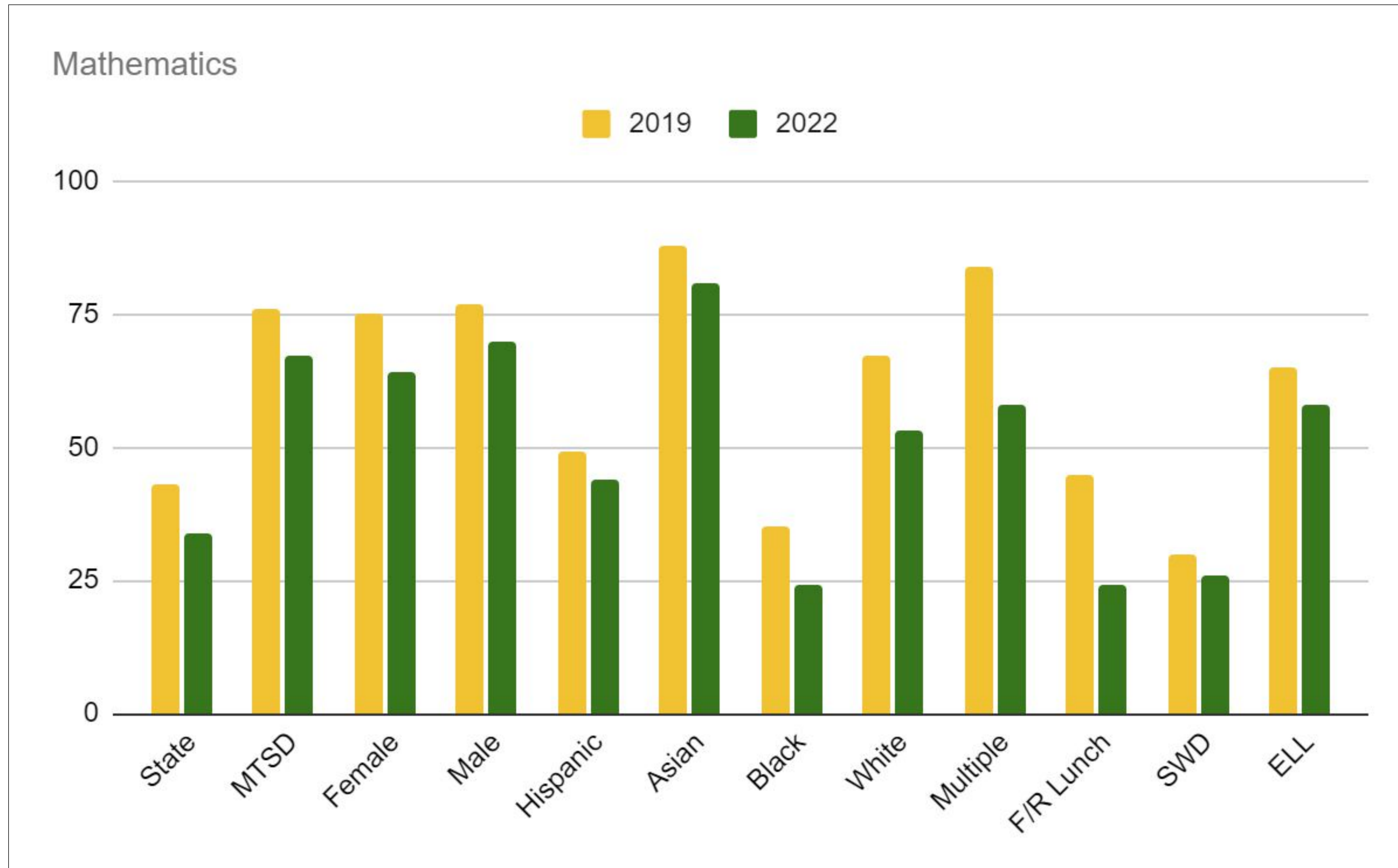
Percentage of Students Meeting/Exceeding Expectations 2019 & 2022



	State	MTSD	Female	Male	Hisp.	Asian	Black	White	Multi	F/R Lunch	SWD	ELL
2019	58	79	83	74	54	88	55	70	82	50	32	36
2022	49	73	76	69	52	83	36	61	66	36	25	56

Mathematics

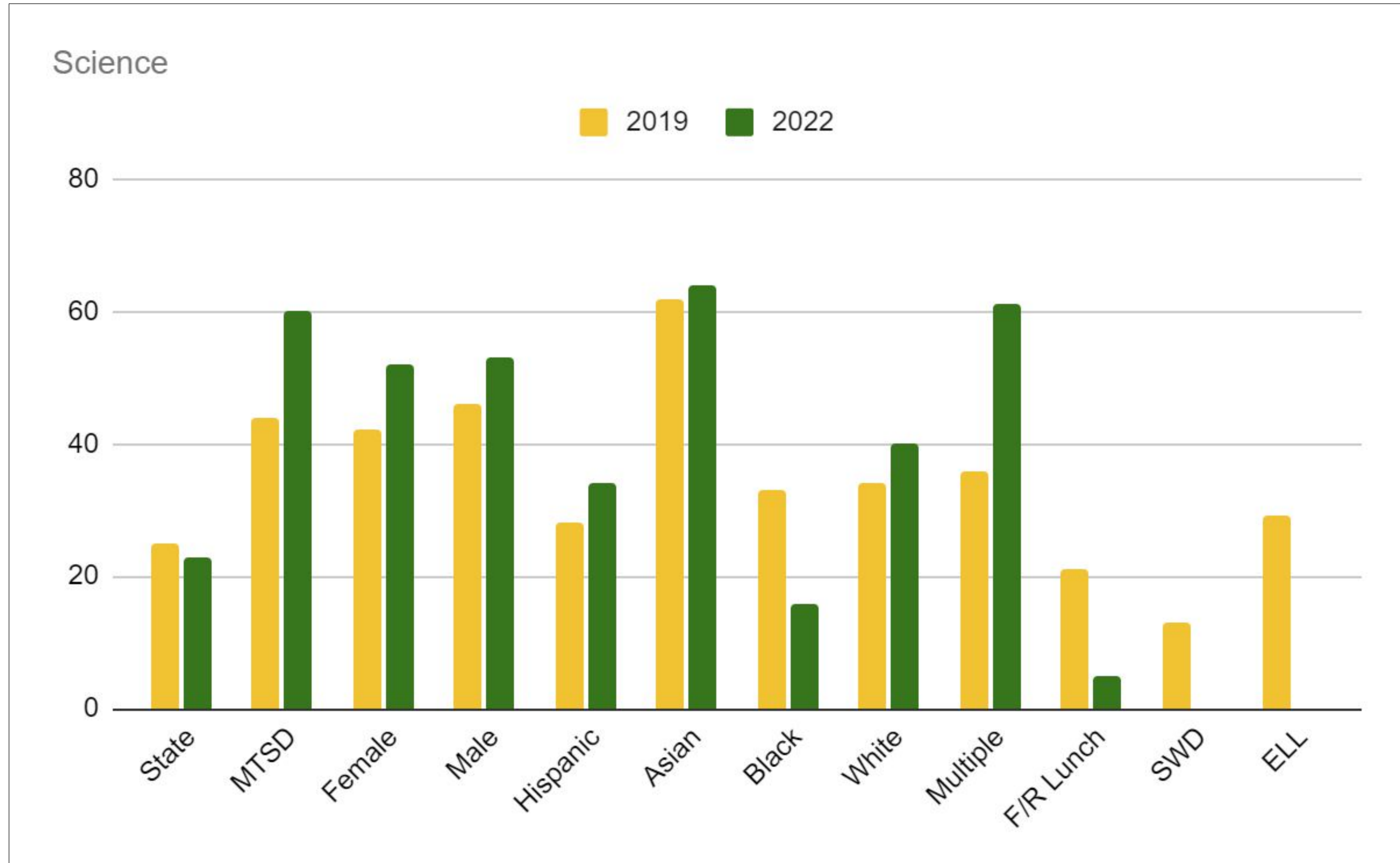
Percentage of Students Meeting/Exceeding Expectations 2019 & 2022



	State	MTSD	Female	Male	Hisp.	Asian	Black	White	Multi	F/R Lunch	SWD	ELL
2019	43	76	75	77	49	88	35	67	84	45	30	65
2022	34	67	64	70	44	81	24	53	58	24	26	58

Science

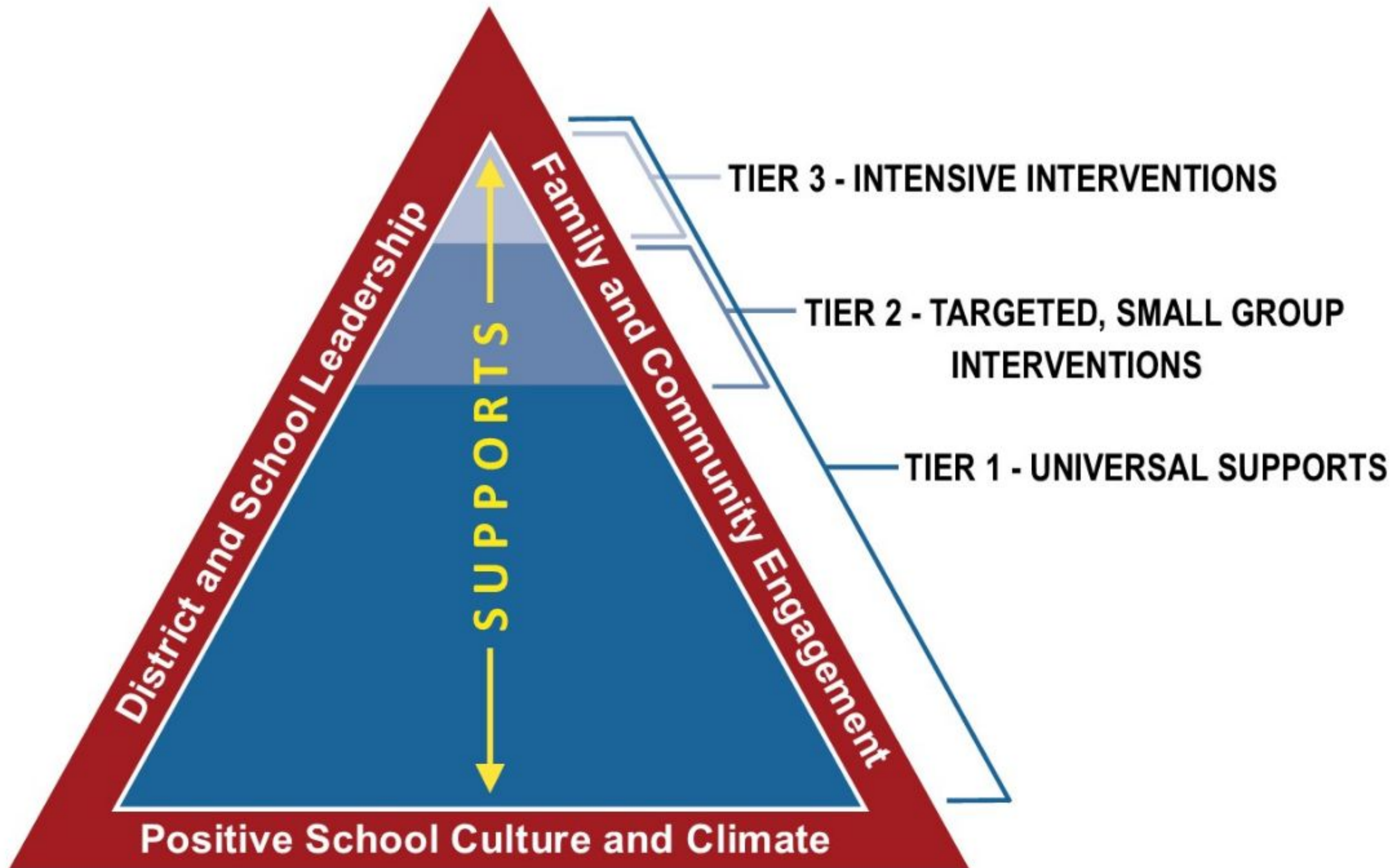
Percentage of Students Meeting/Exceeding Expectations 2019 & 2022



	State	MTSD	Female	Male	Hisp.	Asian	Black	White	Multi	F/R Lunch	SWD	ELL
2019	25	44	42	46	28	62	33	34	36	21	13	29
2022	23	60	52	53	34	64	16	40	61	5	n/a	n/a

Interventions

New Jersey Tiered System of Supports



New Jersey Tiered System of Supports

Universal Supports for All Students

(graphic organizers, chunked assignments, extended time, audio or visual options, decodable readers, texts at various reading levels, peer tutors, etc).

Tier 1

**I&RS
Recommendations
and/or
Targeted Classroom Supports**

(small group instruction in or out of the classroom, intervention lessons on a particular standard or skill, change in the instructional materials, academic support program, etc.)

Tier 2

**Referral &
Evaluation**

Tier 3

Interventions (District-Wide)

Universal Design for Learning (UDL)

- UDL is a planning philosophy and set of instructional practices used to create more pathways for content mastery within the classroom.
- We are in year 3 of a comprehensive professional development plan:
 - Year 1: focused on supervisors and CST
 - Year 2: introduction to all staff
 - Year 3: Highly supported teacher cohorts, on-site coaching, and training on district professional development days

Star360

- ELA/Math assessment platform aligned with the NJSLA/NJSLS
- Scores can be correlated with NJSLA to predict success
- Administered in the Fall, Winter, and Spring to track growth and mastery of grade level standards
- Helps to identify student needs as the year progresses (data can be used to identify students in need of supplemental instruction)
- Increases classroom differentiation through UDL

Interventions (District-Wide)

Additional Interventions

- Student performance is regularly monitored, analyzed, and discussed by staff including teachers, counselors, and administrators at team/department meetings.
- Data is continuously used to determine the efficacy of instructional practices.
- Content area supervisors work closely with teachers in identifying standards, skills, and concepts not adequately grasped.
- Continued professional development/review of strategies and modifications for teachers of ELL students, including pacing, environment, reinforcement and follow through, assignments, presentation of subject material, testing adaptations, and grading.
- Past two years of summer tutoring provided for highest need students
- Achieve Program

Interventions (ELA)

Elementary (Grades 3-4)

- Universal Literacy Screener in K-1 administered in the fall, winter, and spring
- Increasing resources for Tier 1 (in classroom differentiated instruction for all) including decodable text libraries and intervention lessons (generated by Early Bird for K-1)
- Use of Freckle, & MyOn (practice platforms/digital library)
- Academic support interventions include (not limited to) LLI, Foundations, Lively Letters (K-2), & Heggerty Bridge the Gap and are tailored to individual student/small group needs
- K-4 special education literacy interventions underwent a review for effectiveness (pull-out, LLD, & autism) & is moving forward with decision-making on what will be implemented moving forward, including professional development needs

Middle (Grades 5-8)

- Informed groupings in classrooms
- One-on-One conferencing
- Mandated “flex time” for those who need additional, targeted support

High (Grades 9-12)

- Literacy Skills lab course for students who demonstrate a more significant skill deficiency in reading and writing and need additional, targeted support
- Leveraging UDL to vary instructional strategies, and incorporating more student choice
- after school support, study hall, etc

Interventions (Mathematics)

Elementary (Grades 3-4)

- K-3 Bridges program that both identifies and targets foundational skills to help our struggling learners.
 - Also provides challenges and supports in workplace, problems, and investigations to best meet the needs of all learners

Middle (Grades 5-8)

- The scope and sequence of middle school mathematics classes is currently under review.

High (Grades 9-12)

- Mathematics lab course for students who demonstrate a need for additional, targeted support.
- Mathematics clinic sessions in preparation for state testing
- Achieve program (after school support)

Interventions (Science)

All Grade Bands

- The Science curriculum will be undergoing a curriculum audit to better identify gaps.

Interventions (Mental Health)

All Grade Bands

- Wellness Days
- Creating a Zen Den at MHS (for mindfulness, relaxation, and self-regulation)
- AIR Room at UMS (for mindfulness, relaxation, and self-regulation)
- Baskets with self-regulation tools provided in classrooms (OHES, VES, MHS)
- Summer counseling was provided
- Depression screenings in grades 5-12 with follow-up where needed
- Every building has a website with resources for families (also on district page)
- Parent presentations
- Mental Health Committee
- Addition of “The Social Institute” for grades 5-8 (online learning platform that empowers students to navigate their social world positively)

Moving Forward

- The next administration of the NJSLA will place between May 1, 2023 and May 26, 2023.