



NJSLA and ACCESS Results: Spring 2022 Administrations

Oradell Public School District

October 27, 2022



Introduction



- The following assessments were administered in Spring 2022:
 - NJSLA - English Language Arts (Grades 3-6)
 - NJSLA - Mathematics (Grades 3-6)
 - NJSLA - Science (Grade 5)
 - ACCESS for English Language Learners
 - DLM (Dynamic Learning Maps), an assessment utilized for students with significant cognitive disabilities, was administered to several out of districts students; but not to anyone at OPS.
- Overview of the NJSLA Format:

	Grade 3	Grade 4	Grade 5	Grade 6
English Language Arts	2 units x 75 minutes	2 units x 90 minutes	2 units x 90 minutes	2 units x 90 minutes
Mathematics	3 units x 60 minutes	3 units x 60 minutes	3 units x 60 minutes	3 units x 60 minutes
Science	NA	NA	4 units x 45 minutes	NA





The NJSLA uses a 5 point grading scale for English Language Arts and Math.

Level 1	Level 2	Level 3	Level 4	Level 5
Did Not Yet Meet Grade Level Expectations	Partially Met Grade Level Expectations	Approached Grade Level Expectations	Met Grade Level Expectations	Exceeded Grade Level Expectations

The NJSLA uses a 4 point grading scale for Science.

Level 1	Level 2	Level 3	Level 4
Below Proficiency	Near Proficiency	Proficient	Advanced Proficiency

NJSLA Participation Rates



	3rd Grade	4th Grade	5th Grade	6th Grade
ELA	100%	100%	100%	100%
Math	100%	100%	99.2%	100%
Science	NA	NA	99.2%	NA



Comparison of Oradell Public School Spring 2022 NJSLA Administrations English Language Arts - Percentages



Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State	Combined Level 4 & 5, District	Combined Level 4 & 5, State
3	4.8	20.1	4.0	15.5	17.6	22.0	53.6	36.2	20	6.2	73.6	42.4
4	3.0	14.4	3.0	14.3	10.0	21.9	48.0	35.3	36.0	14.1	84	49.4
5	0	12.5	4.9	14.7	13.1	23.2	41.8	40.4	40.2	9.2	82	49.6
6	1.8	10.6	4.5	15.6	7.2	26.3	40.5	37.4	45.9	10.2	86.5	47.6

Notes: Percentages may not total 100 due to rounding.



Comparison of Oradell Public School Spring 2022 NJSLA Administrations Mathematics - Percentages



Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State	Combined Level 4 & 5, District	Combined Level 4 & 5, State
3	2.4	13.3	3.2	18.3	7.2	23.0	52.0	32.8	35.2	12.6	87.2	45.4
4	2.0	13.1	3.0	22.6	18.0	24.8	57.0	33.2	20.0	6.2	77.0	39.4
5	.8	15.1	7.4	23.0	18.2	25.9	43.8	28.9	29.8	7.1	73.6	36.0
6	.9	15.3	10.8	24.9	22.5	28.5	42.3	26.0	23.4	5.3	65.7	31.3

Notes: Percentages may not total 100 due to rounding.



Comparison of Oradell Public School's Spring 2022 NJSLA Administrations Science - Percentages



Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Combined Level 3 & 4, District	Combined Level 3 & 4, State
5	9.1	41.6	28.9	32.9	34.7	18.2	27.3	7.4	62.0	25.6

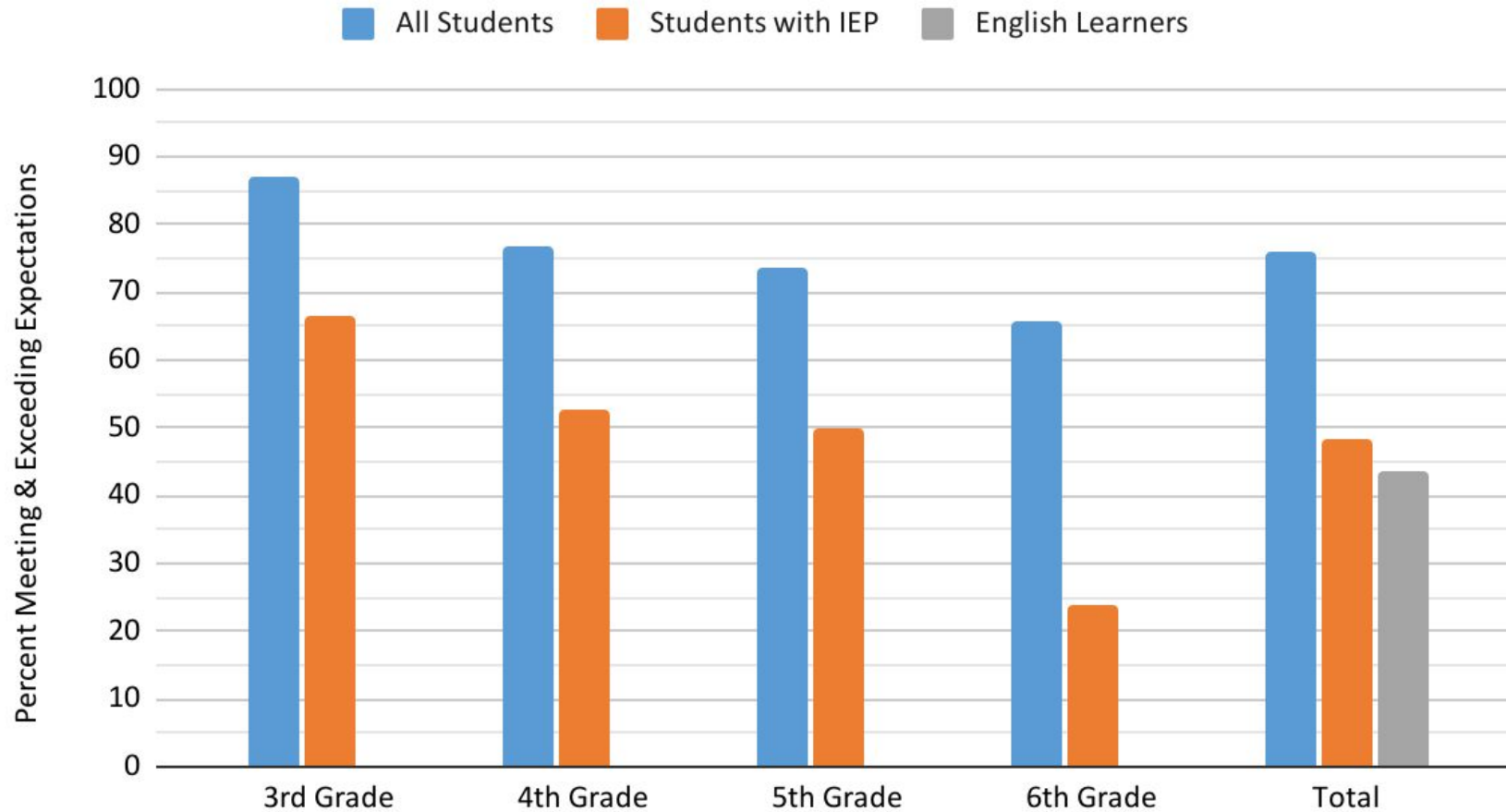
Notes: Percentages may not total 100 due to rounding.



Mathematics - Subgroup Analysis



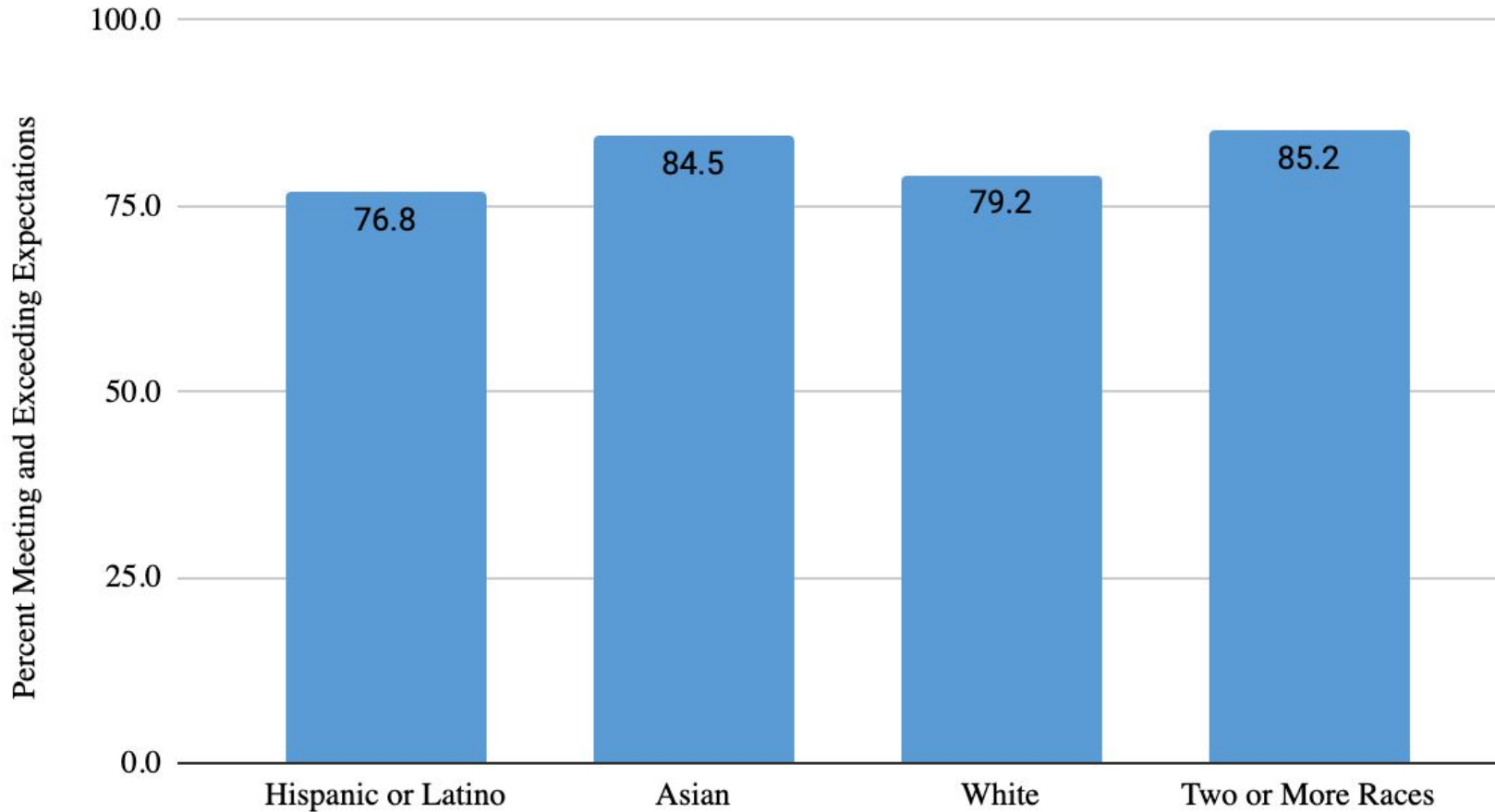
Mathematics: Proficiency by Program



Mathematics - Subgroup Analysis



Math - Proficiency by Ethnicity/Race

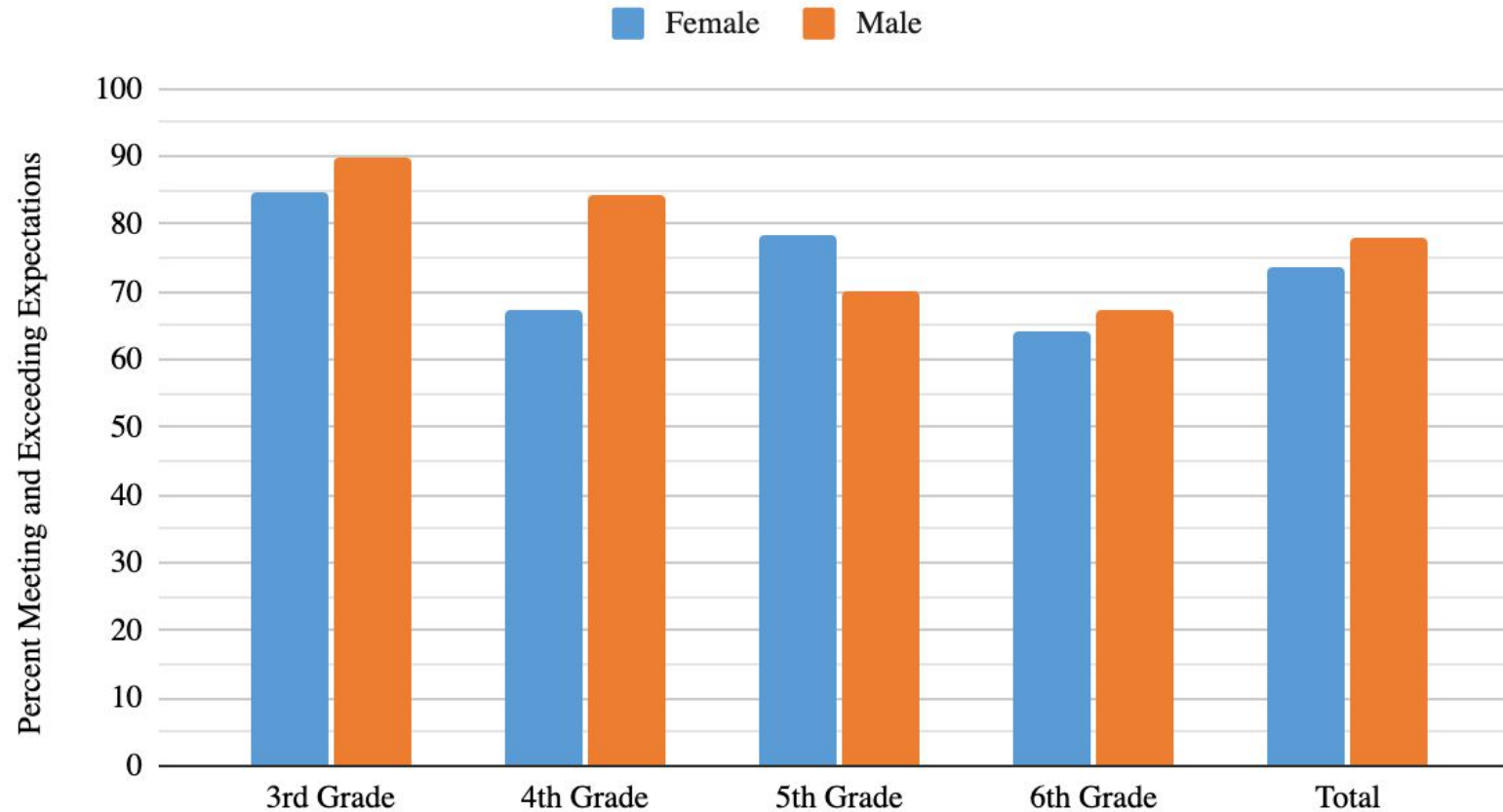


*Additional categories of Black or African American, American Indian or Alaska Native and Native Hawaiian or Pacific Islander did not have enough students to report.

Mathematics - Subgroup Analysis



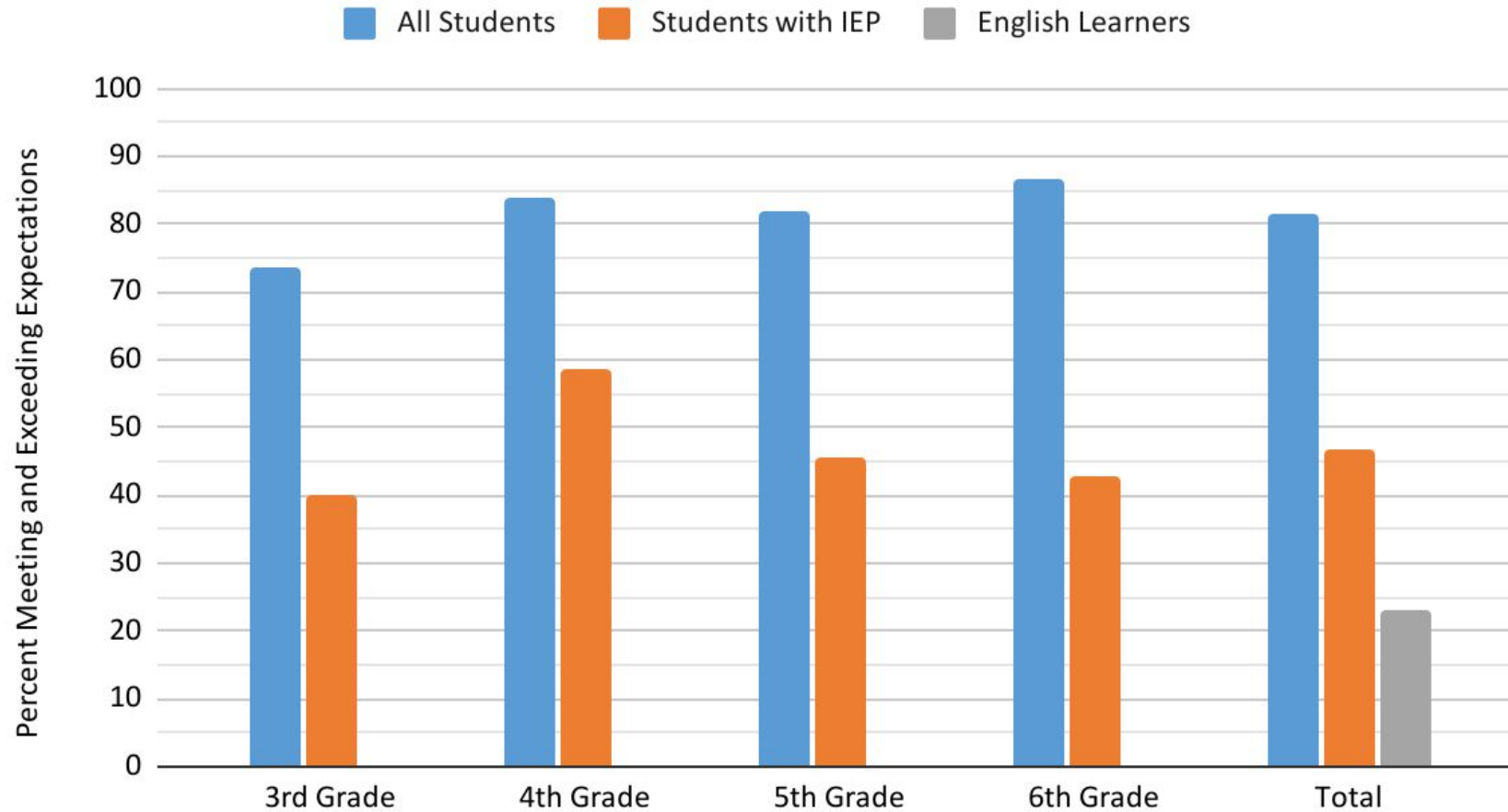
Math - Proficiency by Gender



Language Arts - Subgroup Analysis



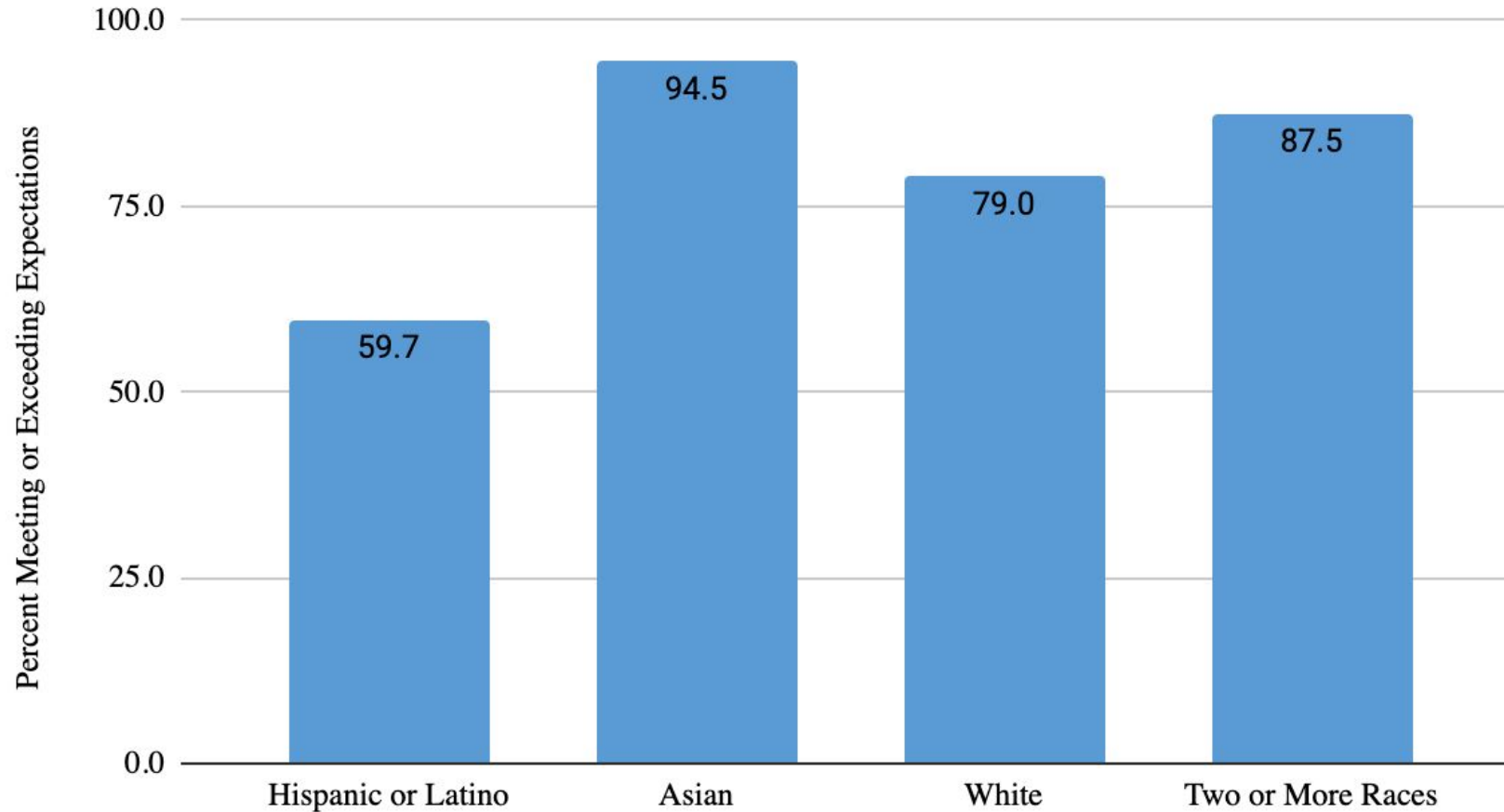
Language Arts - Proficiency by Program



Language Arts - Subgroup Analysis



ELA - Proficiency by Ethnicity/Race

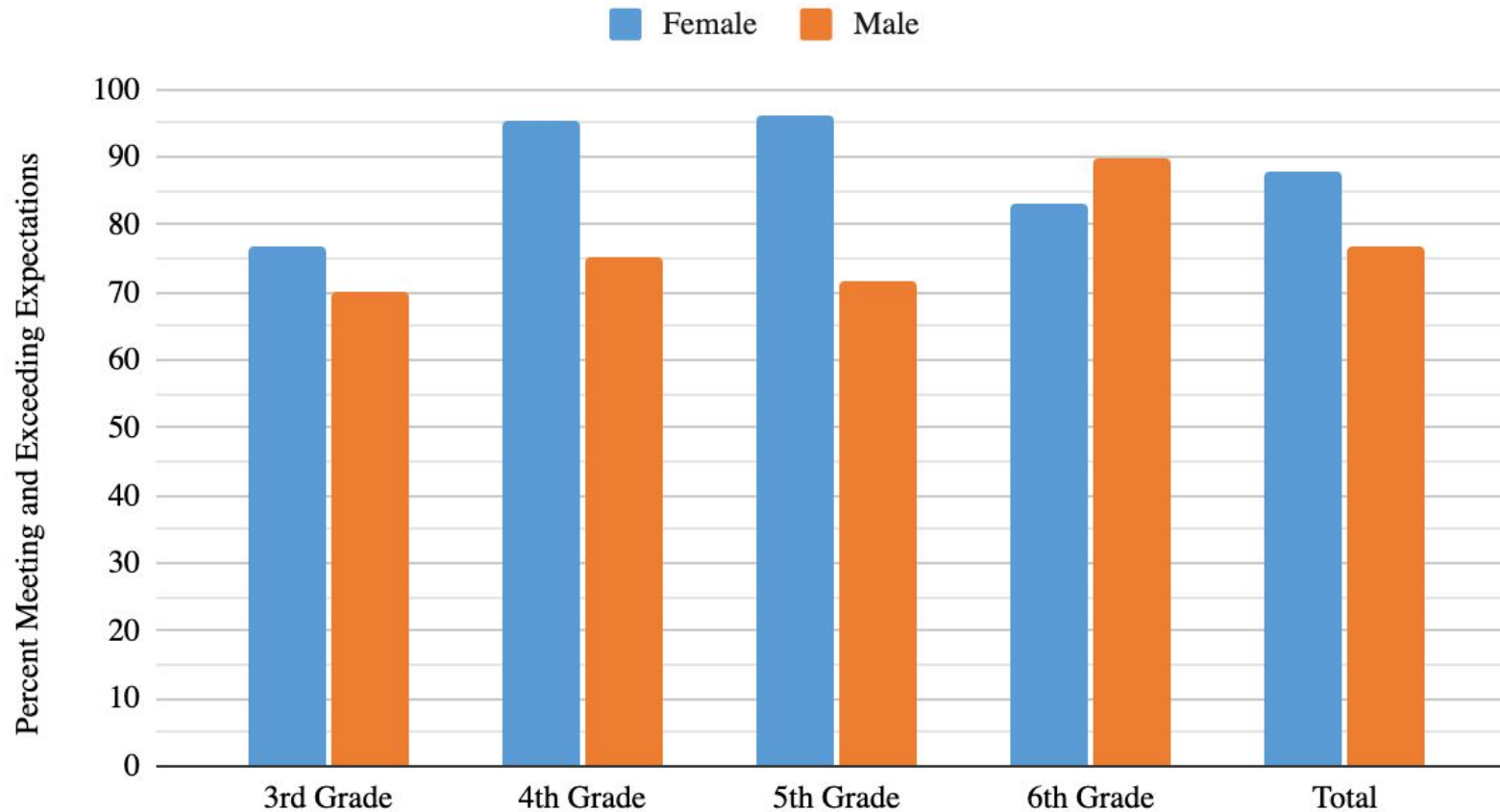


*Additional categories of Black or African American, American Indian or Alaska Native and Native Hawaiian or Pacific Islander did not have enough students to report.

Language Arts - Subgroup Analysis



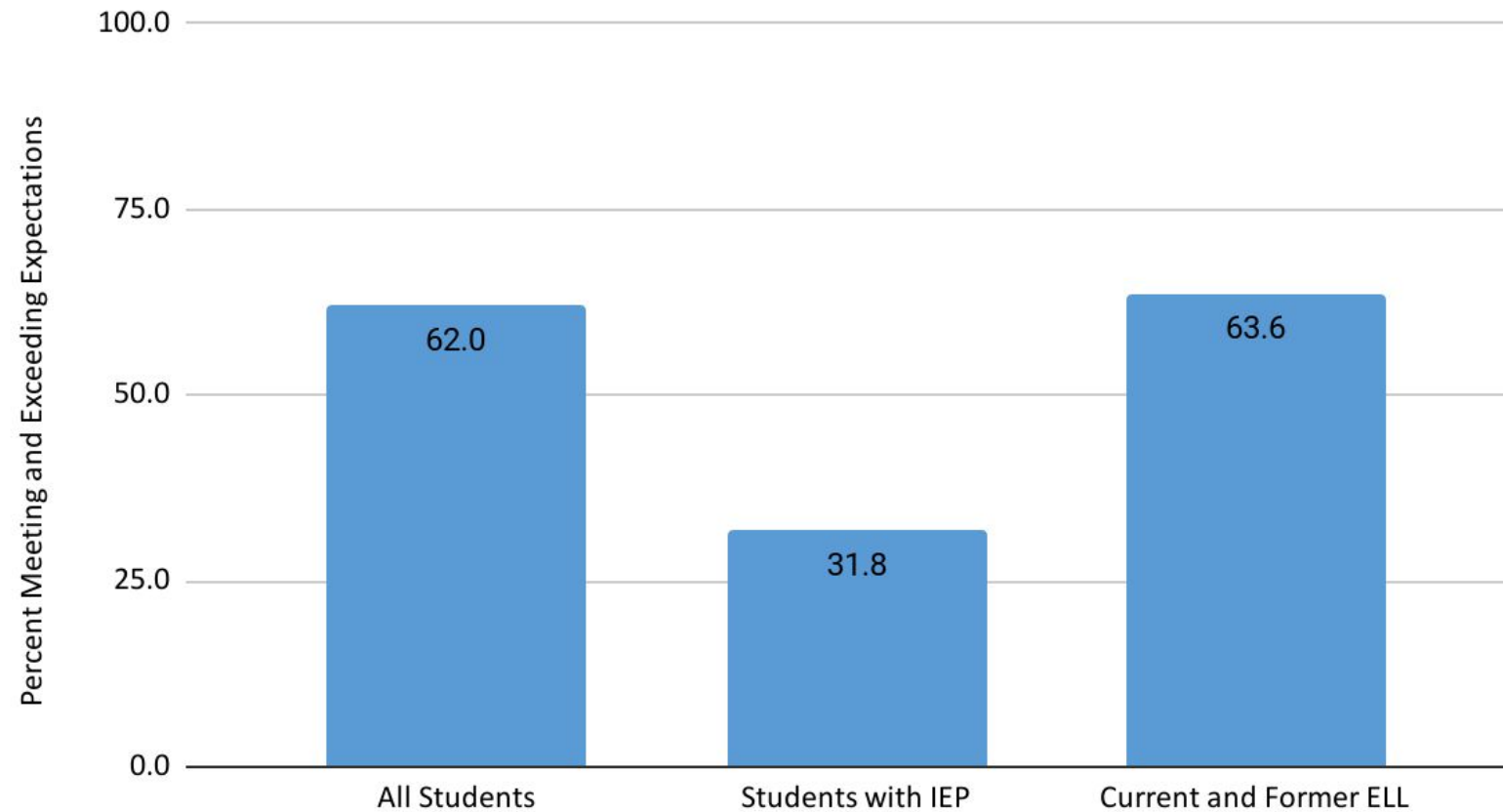
ELA - Proficiency by Gender



Science - Subgroup Analysis



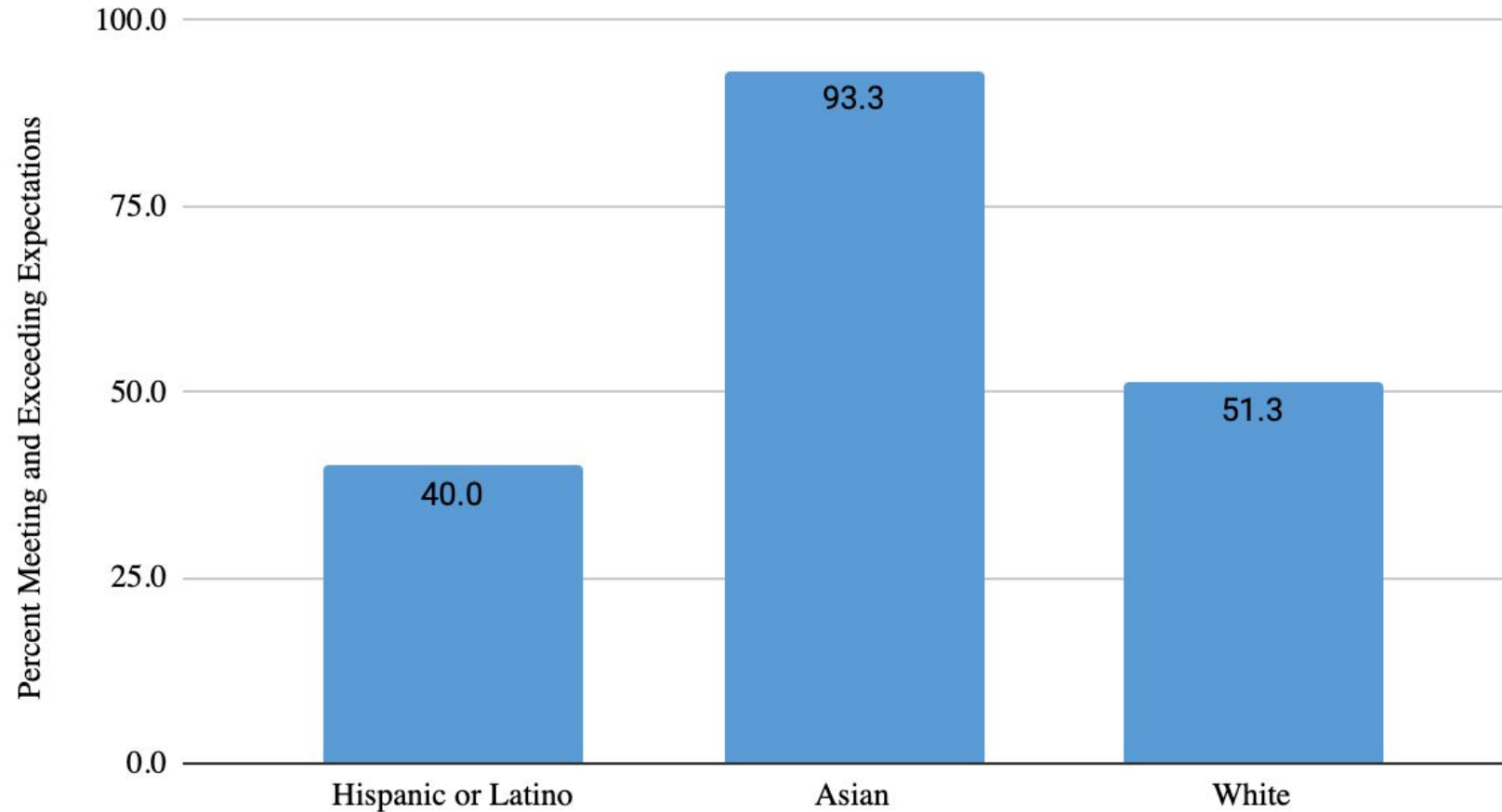
5th Grade Science - Proficiency by Program



Science - Subgroup Analysis



5th Grade Science - Proficiency by Ethnicity/Race

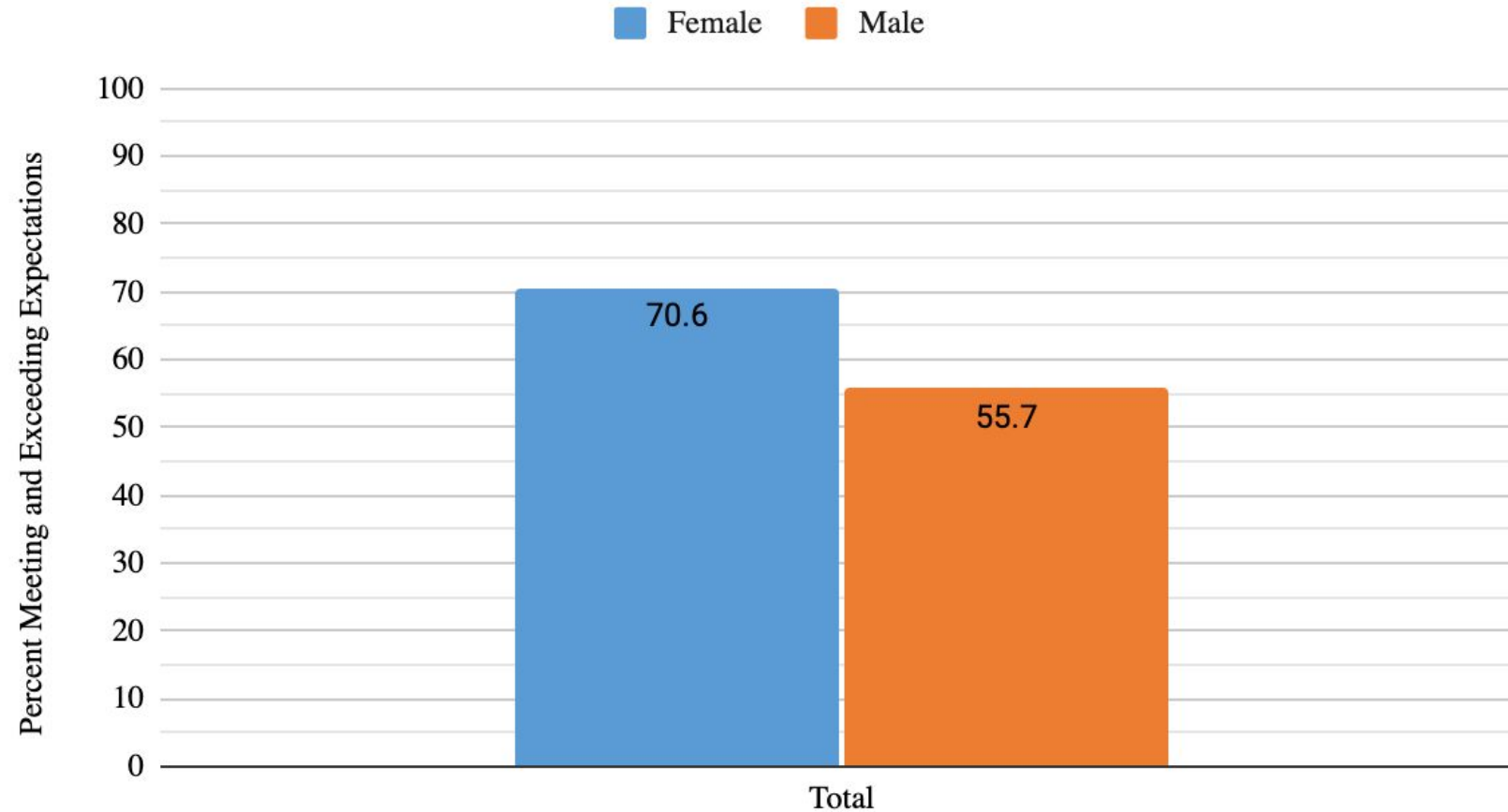


*Additional categories of Black or African American, American Indian or Alaska Native, Native Hawaiian or Pacific Islander did not have enough students to report.

Science - Subgroup Analysis



Science - Proficiency by Gender



About the ACCESS



What is the ACCESS?

- Establishes when multilingual learners have attained English language proficiency according to state criteria
- Informs decisions about program entry and exit
- Informs classroom instruction and assessment
 - Which domains teachers should focus on
 - What the WIDA ELL standards say about students' current proficiency levels
 - How teachers can scaffold using the next level up
- Monitors student progress by comparing current scores to previous scores

Proficiency levels are interpretive scores. In other words, they are based on, but separate from, scale scores. The proficiency level score describes the student's performance in terms of the six WIDA English language proficiency levels:

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
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About the ACCESS



Students Assessed

Grade Level	# of Students Assessed	Average Proficiency Score
Kindergarten	15	3.89
1st Grade	10	4.12
2nd - 6th Grade	18	3.72

**13 Students have exited the program based on their proficiency scores.*



About the ACCESS



ACCESS for ELL SubTest Results

Core Element	Kindergarten	Grade 1	Grades 2-6
Oral Language	4.72	4.80	3.76
Literacy	3.55	3.86	3.69
Comprehension	4.97	5.22	4.68
Total Proficiency Score	3.89	4.12	3.72

Summative scores are calculated as follows:

- Oral Language (50% Listening and 50% Speaking)
- Literacy (50% Reading and 50% Writing)
- Comprehension (70% Reading and 30% Listening)

Total Proficiency Scores are calculated as follows:

- 35% Reading
- 35% Writing
- 15% Listening
- 15% Speaking



Notable Achievements



- Maintained strong achievement levels in spite of pandemic-related educational inconsistencies over the past two years.
- Continued to increase the number of students scoring a Level 5 (Exceeding Expectations).
- Testing, instead of being one more thing, became a way to build community.
- Achieved success with “bubble students” who received targeted intervention in language arts.
- Highest overall passing percentage for math since the testing format was changed from the NJ ASK.

Math	2015-2016	2016-2017	2017-2018	2018-2019	2021-2022
% Passing	71%	74%	71%	74%	76%



Notable Achievements



- Students are showing growth across years, especially when compared to the State. The former 6th grade is the only cohort to have previously taken the NJSLA. They were 3rd graders in 2018-2019.

	3rd Grade (2018-2019)		6th Grade (2021-2022)	
	District	State	District	State
ELA	75.0	50.3	86.5	47.6
Math	74.3	55.1	65.7	31.3

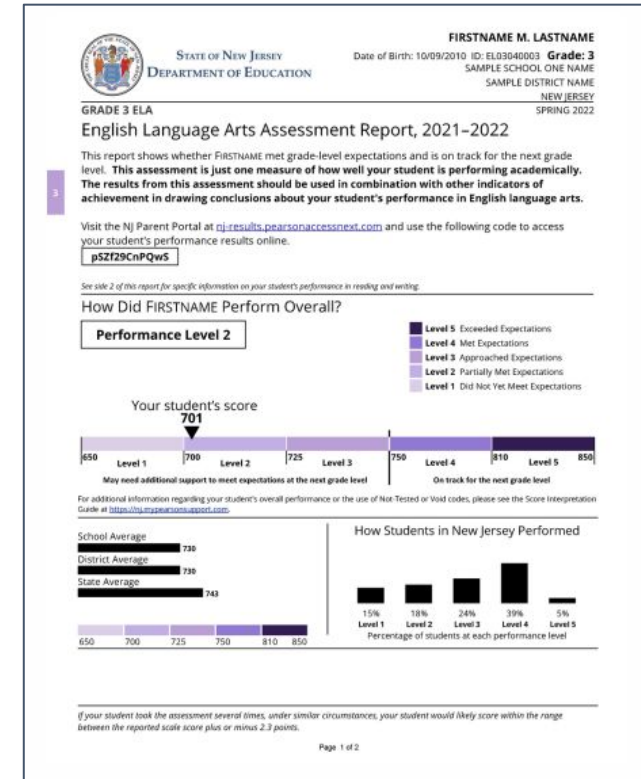
Percent Scoring a Level 5				
	3rd Grade (2018-2019)		6th Grade (2021-2022)	
	District	State	District	State
ELA	12	7.4	45.9	10.2
Math	22.8	13.9	23.4	5.3



Data Analysis Performed



- Reviewed NJSLA District and School level data in Math & ELA
 - Individual Grade Level Data
 - Subgroups by Grade Level
 - Standards by Grade Level
 - Domains (e.g., Reading Literacy, Reading Information)
- Compared NJSLA to District Assessment Student Data
 - LinkIt! End of Year Benchmark
- All data shared with parents and staff
 - Uploaded NJSLA data to LinkIt!
- NJSLA data used as a major data point for summer programming and intervention for the fall



Intervention Strategies Based on Data Analysis



Working with Staff on Data Analysis and Differentiation

- Reflected on curriculum to ensure mastery of skills. Teachers have a working copy of the Board approved curriculum to make notes for adjustments based on data.
- Reviewed NJSLA data in tandem with Linkit! data to identify gaps in prior skills and provided coaching to a team of teachers to make adjustments to pacing, particularly in math.
- Scheduled data team meetings to occur at points in the school year to continue to monitor student progress in math and ELA and to plan for Tier 1 instruction and for Tier 2 instruction during independent work time and WIN (What I Need) period.



Intervention Strategies Based on Data Analysis



Working with Staff on Data Analysis and Differentiation

- Developed a schedule for intervention teachers to meet with grade levels to serve as a think-partner for developing strategies to include in instruction and provide push-in time to support teachers and students in addition to working with students in need of Tier 3 supports.
- Developed “If/Then” documents for teachers to refer to for ideas to support students in reading, writing, and math during “WIN” (What I Need).
- Continue to provide professional development to teachers to promote critical thinking through questioning through the use of an outside consultant to broaden student thinking.



Intervention Strategies Based on Data Analysis



Developing Programming Based on Data Analysis

- Continue to review NJSLA data as part of the data analysis used to invite students to summer programming in ELA and math/ELA intervention. Students were invited to participate in academic classes during the 2022 Summer Explorations program.
- Continue to include an approach to responding to reading where the students restate the question in upper grades when writing about reading. This will provide our ELL students more practice for the responses they need for the Speaking and Listening sections on ACCESS.
- Investigate opportunities for students to elaborate on responses in primary grades, possibly during read aloud to practice this skill in oral language to support its transfer into writing.
- Investigate school-wide opportunities to increase vocabulary acquisition.



Intervention Strategies Based on Data Analysis



Developing Programming Based on Data Analysis

- Continue to offer “WIN” period (What I Need) and support teachers in using data in making instructional decisions for this period to move every student forward in their learning.
- Include a group in intervention with a focus on writing about reading for students who are scoring a 3 on NJSLA and/or Bubble in LinkIt! to provide additional practice with mastery of skills. (We noticed improvements in students who received this intervention in Spring 2022 just prior to taking the NJSLA.)
- Offer STEAM co-taught lessons for grades K-6 to improve critical thinking skills through the Science & Engineering and Design Thinking standards.



Celebrations Beyond the Scores



Testing, instead of being one more thing, became a way for us to build community.



Click [HERE](#) for Video





After viewing this presentation,
what do you wonder?

