

# NJSLA Results: Spring 2019 Administrations

**Moonachie School District**  
**October 15, 2019**

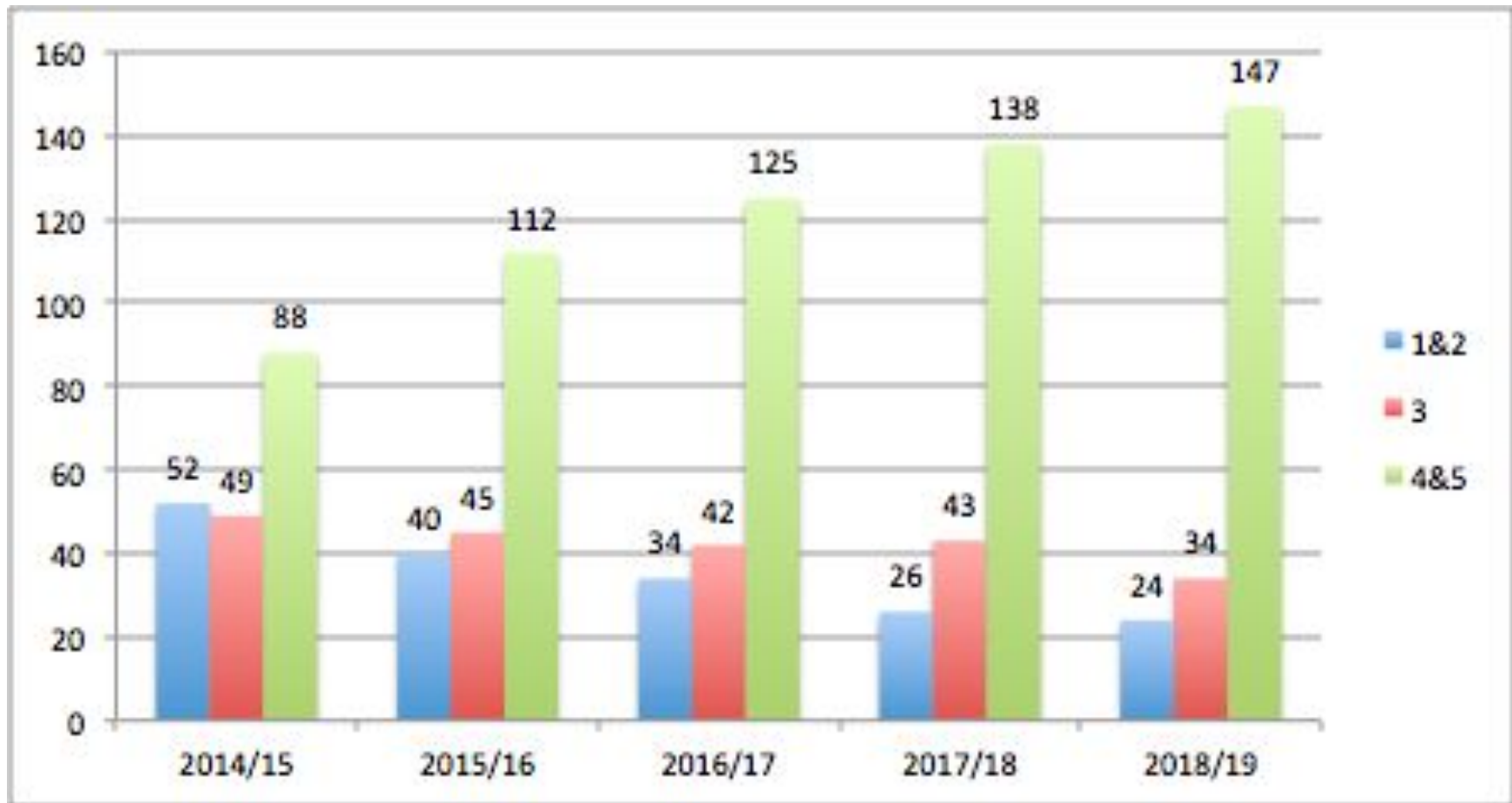
Presentation by: Mr. James S. Knipper, Director of Curriculum & Instruction

**Measuring  
College and  
Career  
Readiness**

## 2019 NJSLA Highlights - ELA - 76.2%

- Growth in EVERY Demographic from Last Year!!
- Outpaced the STATE in EVERY Grade Level!!
- 7-2 → 100% Proficient & Advanced (12 of 16 received a '5')!
- Middle School → 88/109 (81%) Proficient & Advanced!

# 5-Year ELA Comparison Presented By Performance Level on NJSLA



Difference 1 & 2 (2015 vs 2019): - 28 Students  
Difference 4 & 5 (2015 vs. 2019): + 59 Students

\*\*Numbers above columns are the number of students

# Comparison of Moonachie School District's Spring 2015, Spring 2016, Spring 2017, Spring 2018, Spring 2019 NJLSA Administrations English Language Arts/Literacy - Percentages

Gr	Level 1					Level 2					Level 3					Level 4					Level 5				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3	19%	15%	17%	17%	22%	6%	18%	14%	10%	4%	32%	21%	21%	34%	15%	42%	47%	45%	30%	44%	0%	0%	3%	10%	15%
4	10%	6%	11%	7%	7%	17%	9%	6%	10%	3%	30%	13%	17%	20%	23%	37%	50%	58%	37%	48%	7%	22%	8%	27%	20%
5	12%	7%	6%	8%	13%	9%	10%	3%	3%	3%	24%	20%	18%	16%	10%	53%	53%	55%	70%	63%	3%	10%	18%	3%	10%
6	15%	3%	0%	3%	3%	24%	6%	15%	6%	10%	24%	19%	21%	24%	15%	38%	53%	48%	44%	57%	0%	19%	15%	24%	15%
7	23%	3%	11%	0%	3%	15%	24%	3%	3%	3%	31%	35%	14%	14%	3%	27%	27%	56%	43%	42%	4%	11%	17%	41%	49%
8	6%	11%	9%	5%	0%	12%	11%	9%	8%	5%	18%	29%	35%	21%	11%	53%	46%	35%	49%	42%	12%	4%	12%	18%	42%

Percentage of Students Meeting (4) or Exceeding (5) Expectations As A District	2015	2016	2017	2018	2019
		46%	57%	62%	67%

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

## Comparison of Moonachie School District's 2017 to 2019 Spring NJSLA Administrations English Language Arts/Literacy – Percentage Changes

Grade	Levels 1 & 2 District Trend	Levels 1 & 2 District	Levels 1 & 2 State Trend	Levels 1 & 2 State	Level 3 District Trend	Level 3 District	Level 3 State Trend	Level 3 State	Levels 4 & 5 District Trend	Levels 4 & 5 District	Levels 4 & 5 State Trend	Levels 4 & 5 State
3	-	5%	+	1.3%	-	6%	-	1.1%	+	11%	-	0.1%
4	-	7%	+	0.7%	+	6%	-	2.3%	+	2%	+	1.5%
5	+	7%	+	0.9%	-	8%	+	0.1%		0%	-	1.1%
6	-	2%	-	1.1%	-	6%	-	1.7%	+	9%	+	2.8%
7	-	8%	-	1.0%	-	11%	-	2.7%	+	18%	+	3.6%
8	-	13%	-	1.2%	-	24%	-	2.6%	+	37%	+	3.7%

\*Grade 11 does not include students who took an AP/IB test.

Notes: Percentages may not total 100 due to rounding.

- The plus sign (+) indicates an increase of the % change from the previous year where a minus sign (-) arrow shows a decrease of the % change from the previous year.

Comparison of **Moonachie School District's**  
 Number of Students Tested  
 Spring 2018 & Spring 2019 NJSLA Administrations  
**English Language Arts/Literacy**

Grade	Students Tested 2018	Students Tested 2019	Difference between number of students tested in 2017 and 2018
3	30/30	27/27	-3
4	30/31	31/31	+1
5	37/37	30/31	-7
6	34/34	39/39	+5
7	37/37	31/31	-6
8	39/39	38/38	-1
<b>TOTAL</b>	207	196	-11

Note: "Students Tested" represents individual valid test scores for English Language Arts/Literacy.

# Comparison of Moonachie School District's Spring 2019 NJSLA Administrations English Language Arts/Literacy to New Jersey Percentages for 2019

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
3	22.2	14.0	3.7	14.4	14.8	21.4	44.4	42.8	14.8	7.4
4	6.5	8.6	3.2	12.6	22.6	21.4	48.4	39.1	19.4	18.3
5	13.3	7.4	3.3	12.5	10.0	22.2	63.3	45.6	10.0	12.3
6	2.6	7.3	10.3	12.6	15.4	23.9	56.4	40.9	15.4	15.2
7	3.2	8.9	3.2	10.5	3.2	17.8	41.9	33.1	48.4	29.7
8	0	9.2	5.3	10.3	10.5	17.7	42.1	38.0	42.1	24.9

\*Grade 11 does not include students who took an AP/IB test.

Notes: Percentages may not total 100 due to rounding.

Comparison of **Moonachie School District's**  
 Spring 2019 NJSLA Administrations  
 English Language Arts/Literacy to New Jersey  
 Percentages for 2019

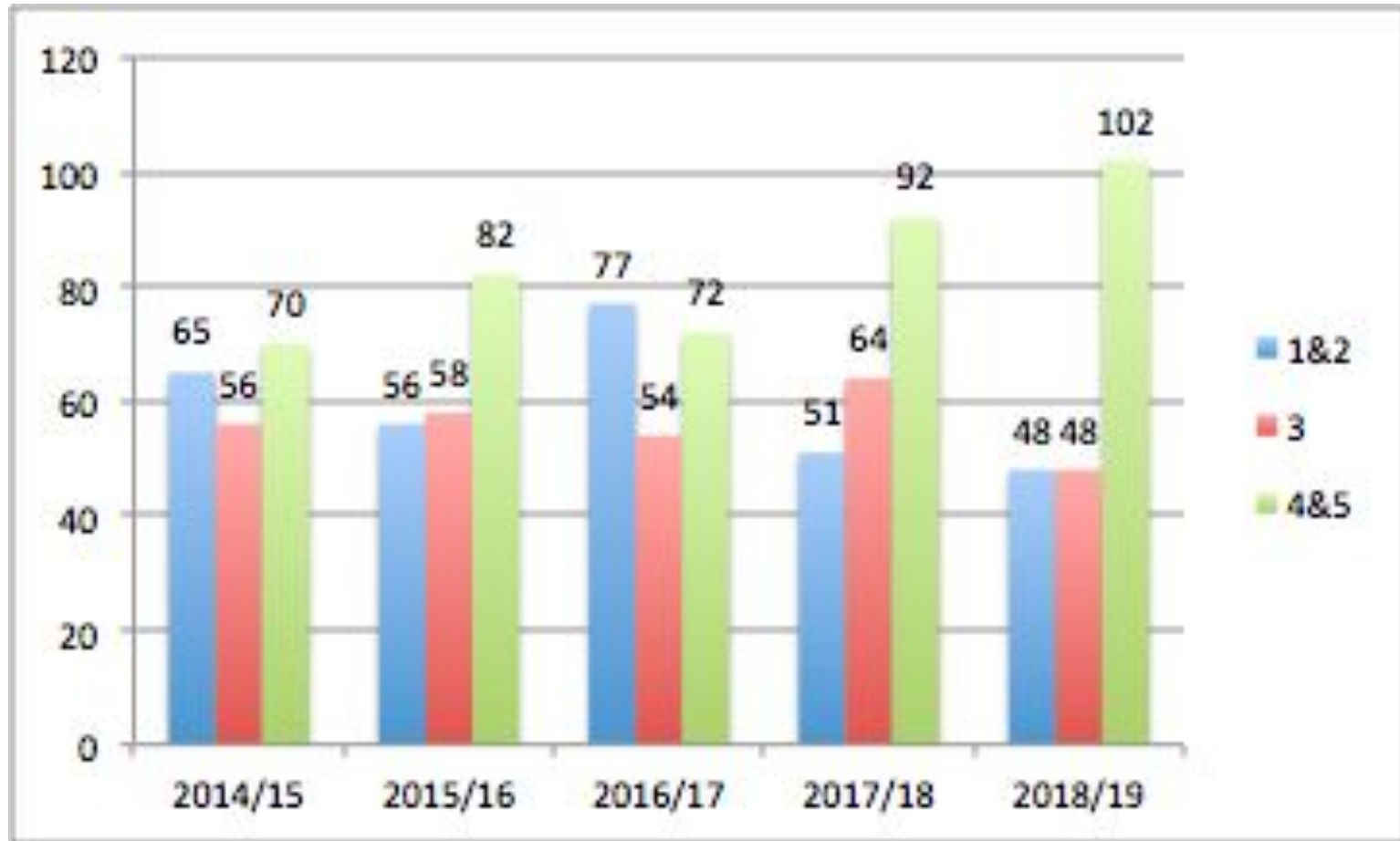
<b>Grade Level</b>	<b>4 &amp; 5 District</b>	<b>4 &amp; 5 STATE</b>
<b>3</b>	59.3%	50.3%
<b>4</b>	67.7%	57.4%
<b>5</b>	73.3%	57.9%
<b>6</b>	71.8%	56.2%
<b>7</b>	90.3%	62.8%
<b>8</b>	84.2%	62.8%



## 2019 NJSLA Highlights - Math - 53.5%

- Growth in EVERY Demographic from Last Year!!
- Outpaced the STATE in EVERY Category, except for one.
- Algebra Students - 26% in 2018 → 71% in 2019!!!
- Coming in Stronger from PK-2!!! → 66.6% in 3rd Grade

# 5- Year Math Comparison Presented By Performance Level on NJSLA



Difference 1 & 2 (2015 vs 2019): - 17 Students  
Difference 4 & 5 (2015 vs. 2019): + 32 Students

\*\*Numbers above columns are the number of students

# Comparison of Moonachie School District's Spring 2015, Spring 2016, Spring 2017, Spring 2018, & Spring 2019 NJSLA Administrations Mathematics - Percentages

Gr	Level 1					Level 2					Level 3					Level 4					Level 5				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>3</b>	3%	9%	19%	10%	15%	28%	24%	16%	17%	4%	<b>22%</b>	12%	29%	20%	15%	38%	38%	26%	37%	41%	<b>9%</b>	18%	10%	17%	26%
<b>4</b>	3%	3%	8%	17%	7%	30%	22%	11%	10%	7%	<b>17%</b>	22%	22%	17%	26%	40%	44%	58%	50%	52%	<b>10%</b>	9%	0%	7%	10%
<b>5</b>	6%	7%	12%	3%	10%	15%	13%	18%	16%	17%	<b>35%</b>	33%	18%	19%	20%	41%	37%	39%	49%	37%	<b>3%</b>	10%	12%	14%	17%
<b>6</b>	3%	0%	12%	6%	3%	35%	19%	36%	15%	15%	<b>41%</b>	39%	21%	41%	35%	21%	39%	27%	27%	33%	<b>0%</b>	3%	3%	12%	15%
<b>7</b>	15%	8%	14%	3%	3%	33%	42%	22%	14%	26%	<b>33%</b>	31%	47%	41%	16%	19%	17%	14%	35%	42%	<b>0%</b>	3%	3%	8%	13%
<b>8</b>	17%	16%	38%	35%	14%	35%	11%	33%	30%	45%	<b>22%</b>	58%	19%	25%	37%	26%	16%	10%	10%	5%	<b>0%</b>	0%	0%	0%	0%
<b>ALG I</b>	0%	0%	<b>8%</b>	5%	0%	0%	<b>11%</b>	31%	5%	12%	<b>36%</b>	11%	23%	<b>63%</b>	<b>18%</b>	64%	77%	<b>38%</b>	<b>26%</b>	<b>59%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>12%</b>

Percentage of Students Meeting (4) or Exceeding (5) Expectations As A District	2015	2016	2017	2018	2019
		36%	42%	36%	45%

## Comparison of **Moonachie School District's** 2017 to 2019 Spring NJSLA Administrations **Mathematics – Percentage Changes**

Grade	Levels 1 & 2 District Trend	Levels 1 & 2 District	Levels 1 & 2 State Trend	Levels 1 & 2 State	Level 3 District Trend	Level 3 District	Level 3 State Trend	Level 3 State	Levels 4 & 5 District Trend	Levels 4 & 5 District	Levels 4 & 5 State Trend	Levels 4 & 5 State
3	-	<b>16%</b>	-	0.5%	-	<b>14%</b>	-	2.1%	+	<b>31%</b>	+	2.6%
4	-	<b>5%</b>	-	2.3%	+	<b>4%</b>	-	1.4%	+	<b>4%</b>	+	3.7%
5	-	<b>3%</b>	+	3.2%	+	<b>2%</b>	-	3.8%	+	<b>3%</b>	+	0.6%
6	-	<b>30%</b>	+	3.4%	+	<b>14%</b>	-	0.3%	+	<b>18%</b>	-	3.1%
7	-	<b>7%</b>	+	0.7%	-	<b>31%</b>	-	3.7%	+	<b>38%</b>	+	1.6%
8	-	<b>12%</b>	+	2.1%	+	<b>18%</b>	-	0.4%	-	<b>5%</b>	+	2.6%
Algebra I*	-	<b>27%</b>	+	2.0%	-	<b>5%</b>	-	3.0%	+	<b>33%</b>	+	1.0%

\*Some students in grade 8 participated in the Algebra I assessment in place of the 8<sup>th</sup> grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. \*\*\* NJSLA 2018-2019 assessments were optional for 11<sup>th</sup> Grade students, state results do not include Grade 11 results.

Notes: Percentages may not total 100 due to rounding.

- The plus sign (+) indicates an increase of the % change from the previous year where a minus sign (-) shows a decrease of the % change from the previous year.

# Comparison of **Moonachie School District's** Number of Students Tested Spring 2018 & Spring 2019 NJSLA Administrations Mathematics

Grade	Students Tested 2018	Students Tested 2019	Difference between number of students tested in 2017 and 2018
3	30/30	27/27	-3
4	30/31	31/31	+1
5	37/37	30/31	-7
6	34/34	40/40	+6
7	37/37	31/31	-6
8*	20/20	22/22	+2
Algebra I	19/19	17/17	-2
<b>TOTAL</b>	207	198	-9

\*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8<sup>th</sup> grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: "Students Tested" represents individual valid test scores for Mathematics.

# Comparison of **Moonachie School District's** Spring 2019 NJLSA Administrations Mathematics to New Jersey - Percentages for 2019

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
3	14.8	8.0	3.7	13.9	14.8	23.0	40.7	41.2	25.9	13.9
4	6.5	8.6	6.5	14.7	25.8	25.7	51.6	43.3	9.7	7.7
5	10.0	6.4	16.7	20.9	20.0	25.8	36.7	35.8	16.7	11.0
6	2.5	9.6	15.0	22.5	35.0	27.4	32.5	33.1	15.0	7.5
7	3.2	7.6	25.8	21.1	16.1	29.3	41.9	33.8	12.9	8.3
8*	13.6	23.3	45.5	23.1	36.4	24.3	4.5	28.2	0.0	1.1
Algebra I	0.0	9.3	11.8	26.0	17.6	21.4	58.8	37.7	11.8	5.6

\*Some students in grade 8 participated in the Algebra I assessment in place of the 8<sup>th</sup> grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

\*\* NJLSA 2018-2019 assessments were optional for 11<sup>th</sup> Grade students, state results do not include Grade 11 results.

Notes: Percentages may not total 100 due to rounding.

Comparison of **Moonachie School District's**  
 Spring 2019 NJSLA Administrations  
**Mathematics to New Jersey**  
**Percentages for 2019**

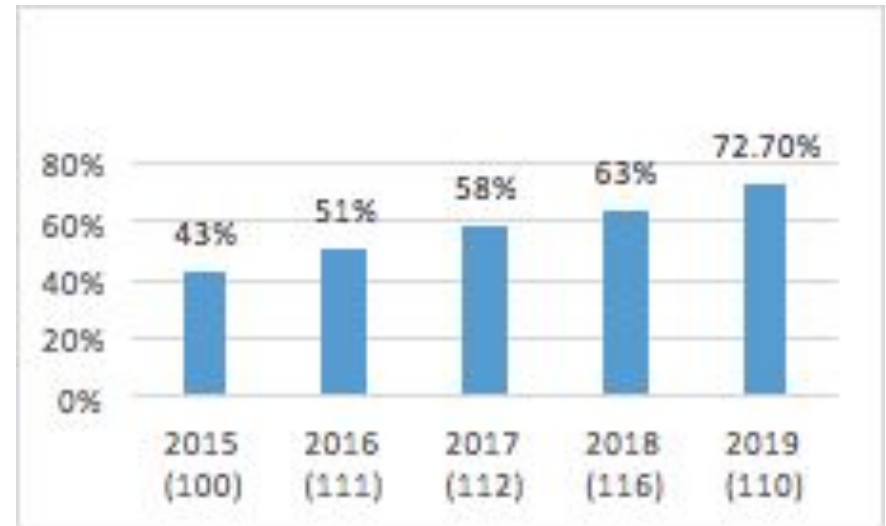
<b>Grade Level</b>	<b>4 &amp; 5 DISTRICT</b>	<b>4 &amp; 5 STATE</b>
<b>3</b>	66.7%	55.1%
<b>4</b>	61.3%	51%
<b>5</b>	53.3%	46.8%
<b>6</b>	47.5%	40.5%
<b>7</b>	54.8%	42.1%
<b>8</b>	4.5%	29.3%
<b>ALG</b>	70.6%	42.9%

# Subgroups ELA - Ethnicity

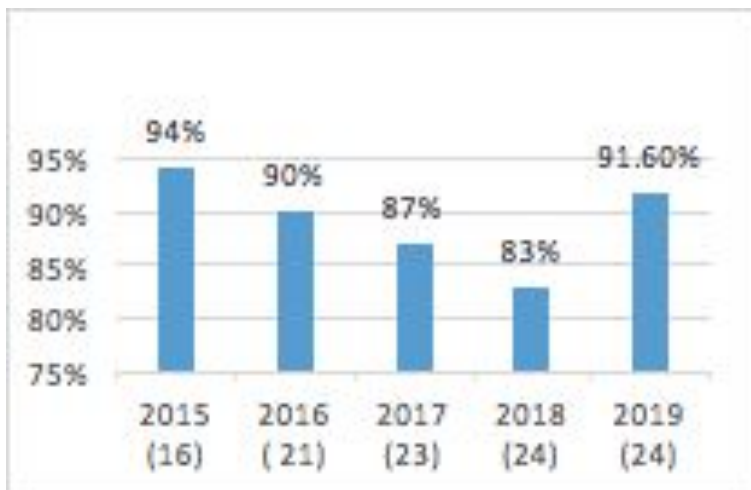
## Caucasian



## Hispanic



## Asian

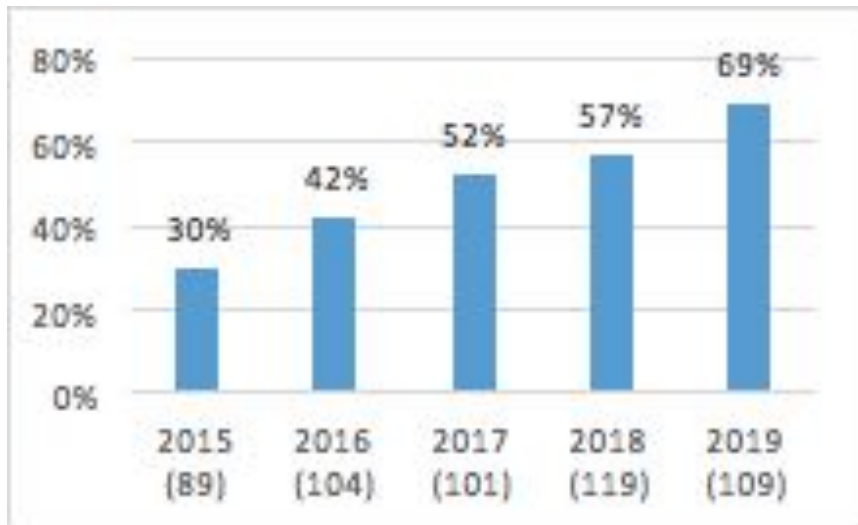


\*\*Parenthesis on graphs indicate total number of students tested.

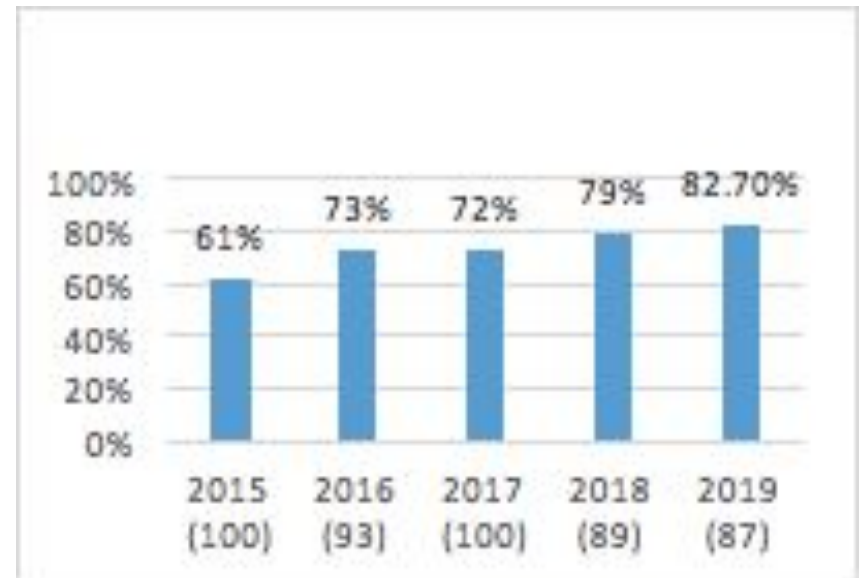


# Subgroups ELA - Economic Disadvantaged

## Economic Disadvantage - Yes



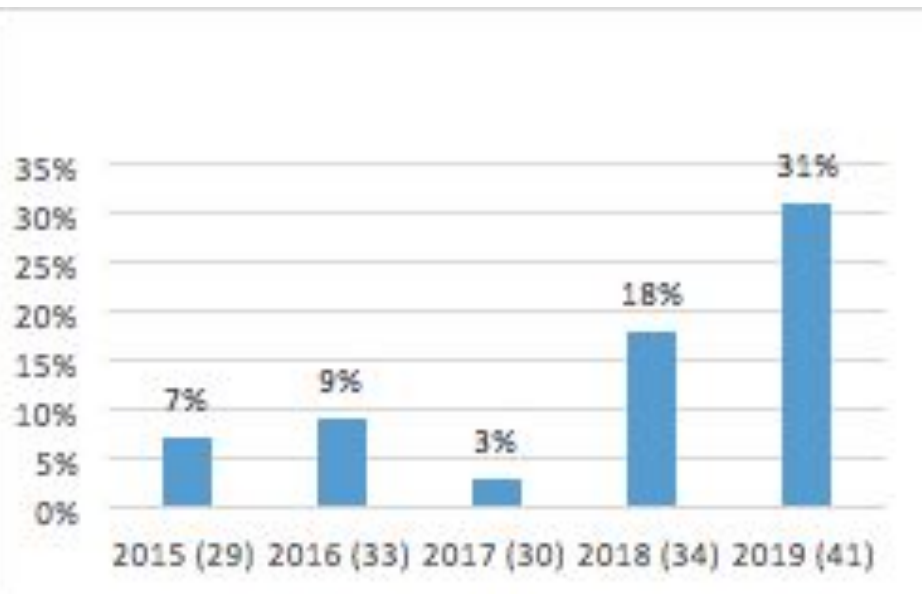
## Economic Disadvantage - No



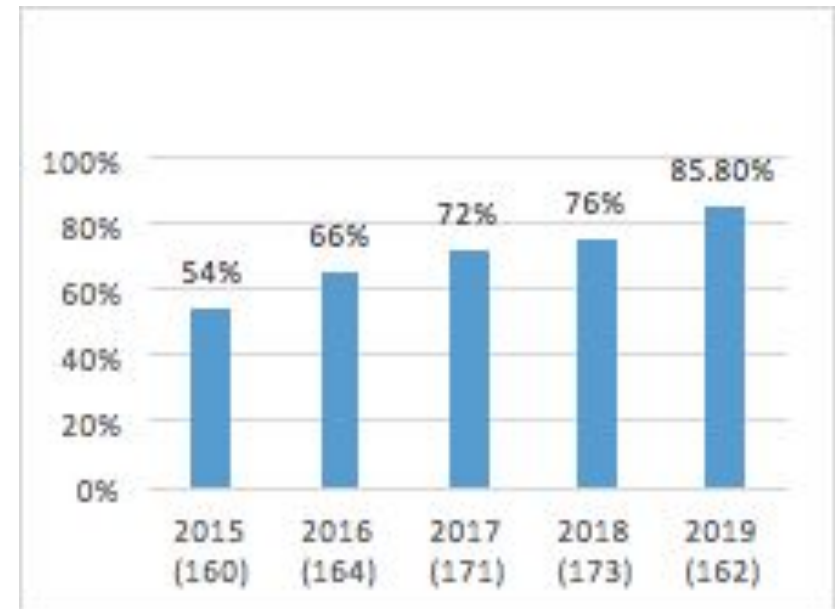
\*\*Parenthesis on graphs indicate total number of students tested.

# Subgroups ELA - Students With Disabilities

## Students With Disabilities - Yes (IEP & 504)



## Students With Disabilities - No



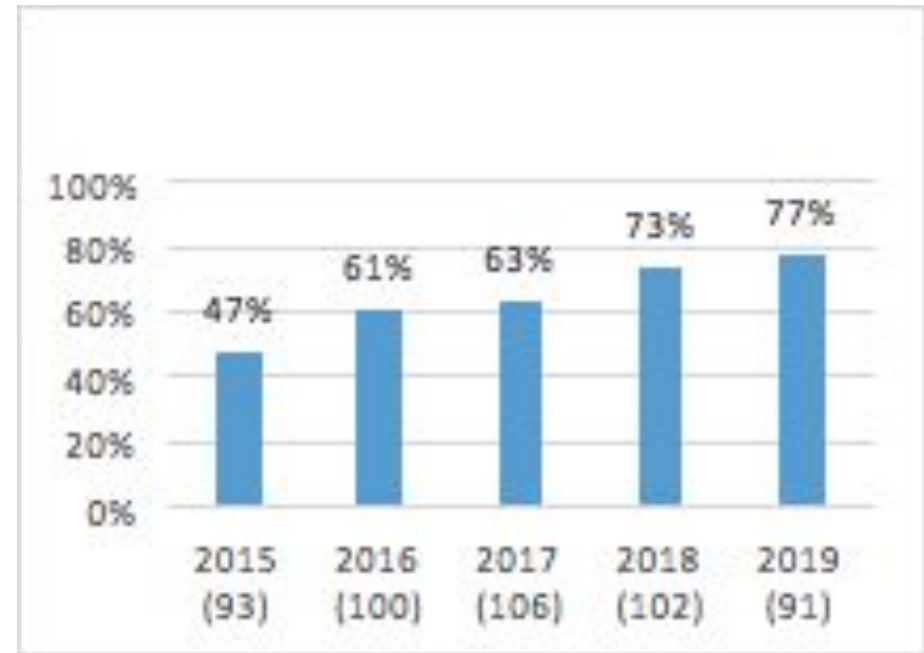
\*\*Parenthesis on graphs indicate total number of students tested.

# Subgroups ELA - Male & Female

## Male



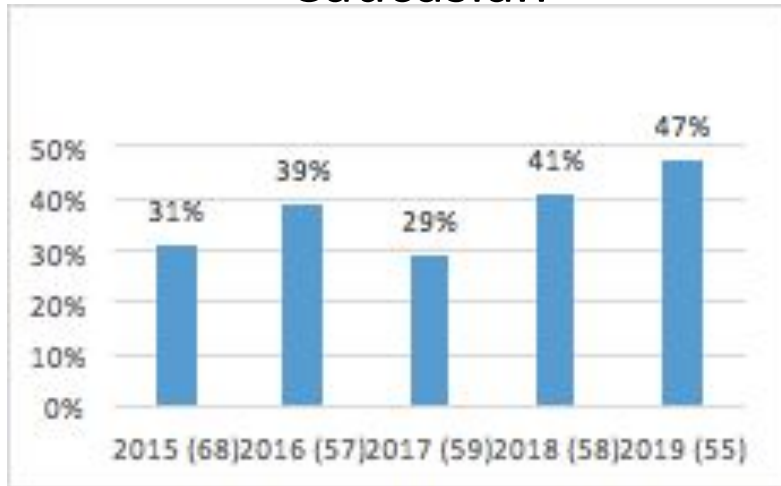
## Female



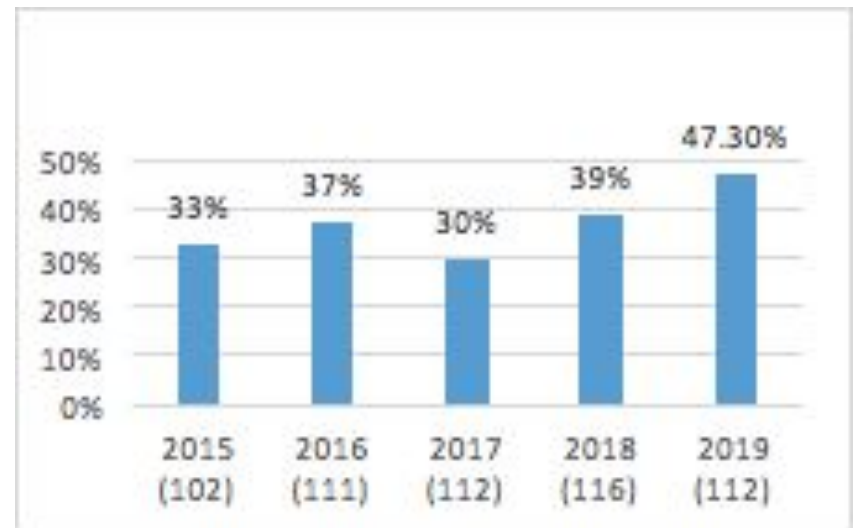
\*\*Parenthesis on graphs indicate total number of students tested.

# Subgroups MATH - Ethnicity

## Caucasian



## Hispanic



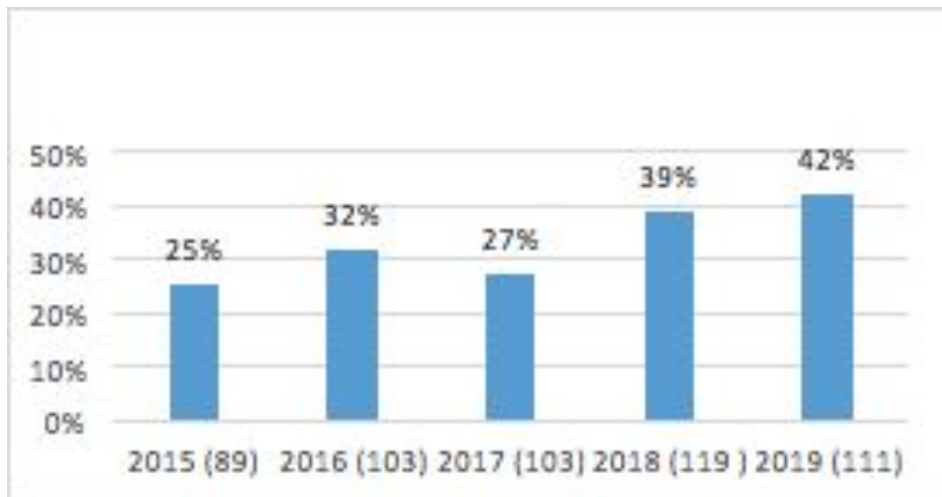
## Asian



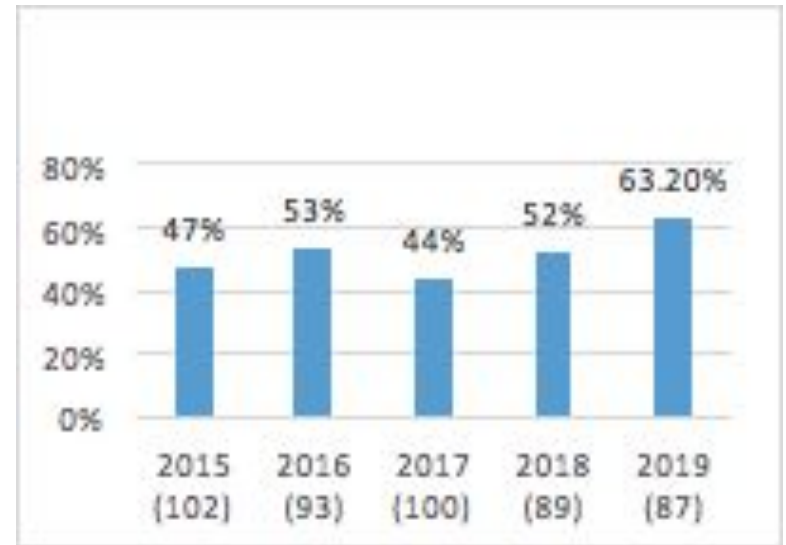
\*\*Parenthesis on graphs indicate total number of students tested.

# Subgroups MATH - Economic Disadvantaged

## Economic Disadvantage - Yes



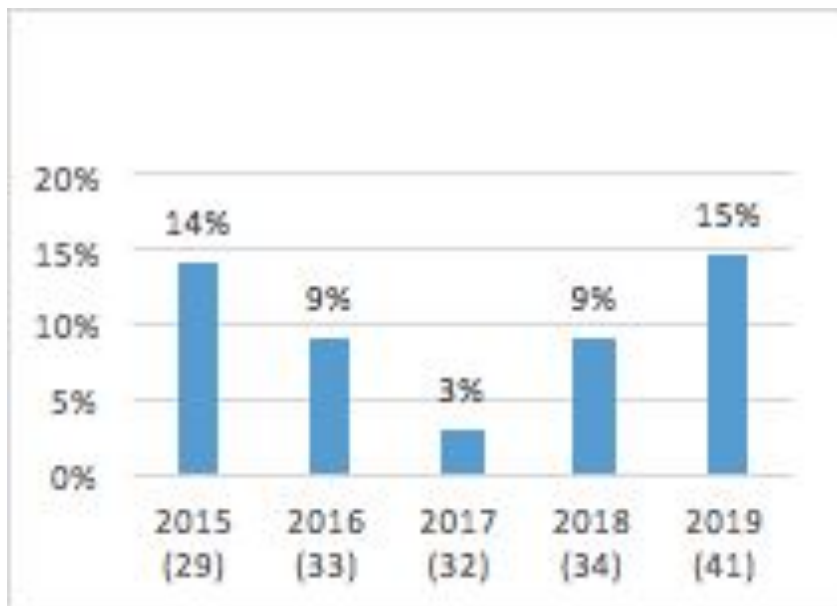
## Economic Disadvantage - No



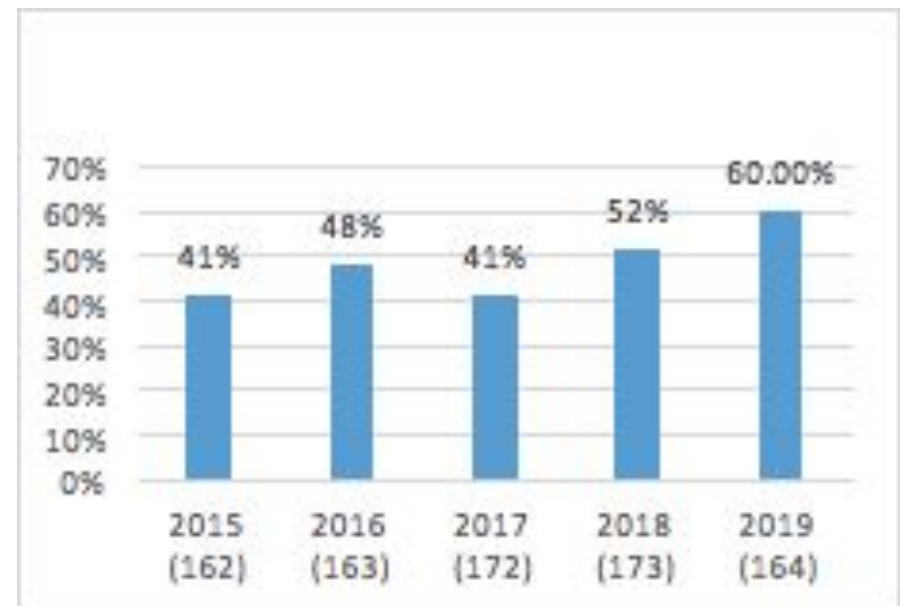
\*\*Parenthesis on graphs indicate total number of students tested.

# Subgroups MATH - Students With Disabilities

## Students With Disabilities - Yes (IEP & 504)



## Students With Disabilities - No



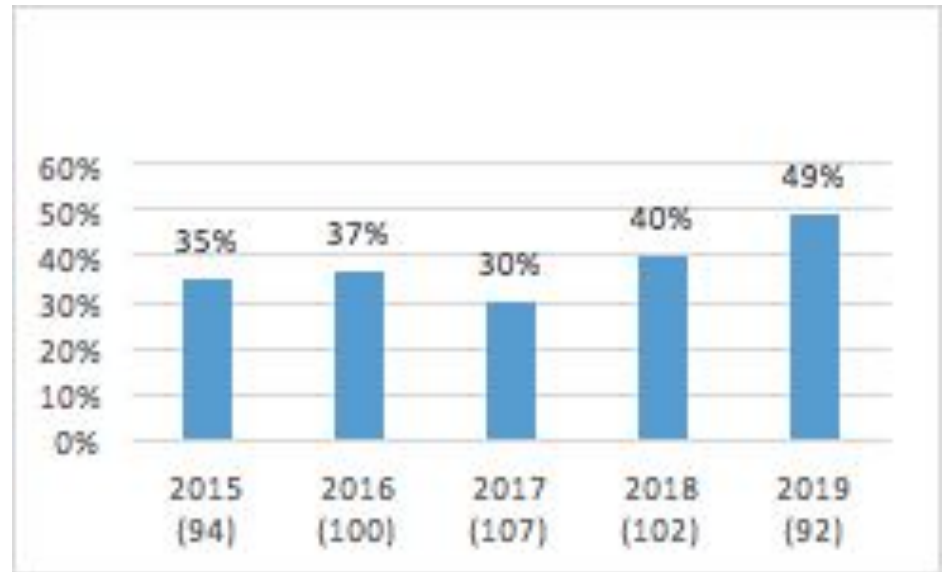
\*\*Parenthesis on graphs indicate total number of students tested.

# Subgroups MATH - Male & Female

## Male



## Female



\*\*Parenthesis on graphs indicate total number of students tested.

# WIDA ACCESS - English Language Proficiency

## **What is ACCESS?**

ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12 in WIDA Consortium member states.

## **What is the purpose and use?**

The assessments measure students' academic English language in four language domains: Listening, Speaking, Reading, Writing. The content of the assessments aligns with the five WIDA English Language Development (ELD) Standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

## **How are scores used?**

- Students' ACCESS scores reflect proficiency levels ranging from Level 1 (Entering) to Level 6 (Reaching).
- Educators use ACCESS results, along with other WIDA resources, to make decisions about students' English academic language and to facilitate their language development.

## **ELL Exit Process**

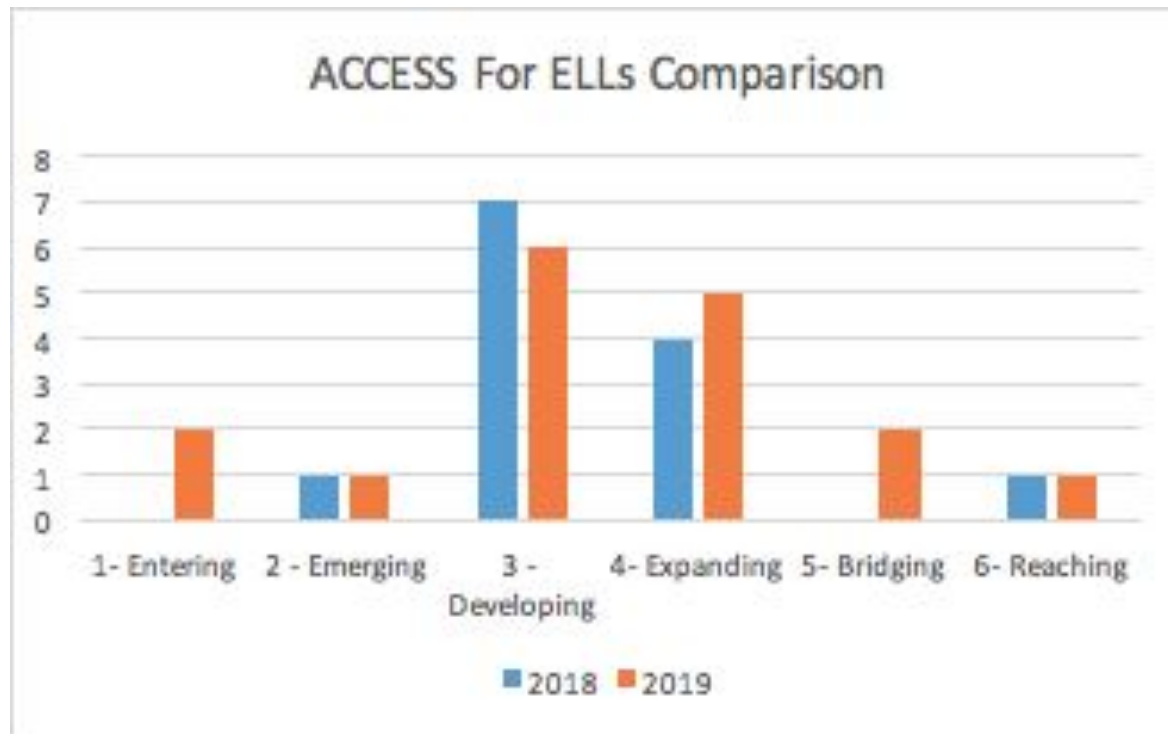
- Students must demonstrate readiness to exit based on a department-established standard on the English language proficiency assessment and criteria included in the English Language Observation Form.



# WIDA ACCESS - English Language Proficiency

2018 - 8% of Students Passed

2019 - 18% of Students Passed



# NJSLA-Science & DLM

No NJSLA-Science Data to Report as of yet as it has not been released by the Department of Education

We currently do not have any students who qualify to take the DLM, therefore there is no data to report.

# Next Steps ELA

- Continue Instructional Best Practices (Close Reading, Buddy Reading, Reciprocal Teaching, Socratic Seminar & Accountable Talk)
  - Vertically align our best practices
- Maintain our Ongoing Professional Development sessions with Dr. Burroughs from TCNJ
- Expand our work with Dr. Harrison, Special Education Consultant, on Differentiation and Modifications within our inclusive classrooms.
- Continue our PK-2 alignment expansion.
- Implement My5 Tutoring program in the morning
- Continue STAR Benchmarking: 3 times per year for whole school, 5 times per year for students receiving Tier 2 RTI Intervention Support.
  - All Grade Levels

# Next Steps ELA - Continued

- Implement ROSETTA STONE Learning Program for our ESL students
- Expand ESL instruction & Supports across grades & Parents
- Continued expansion of our inclusion initiative for special education students.
- Continue expansion and implementation of our Enrichment Program for students exceeding expectations.
- Continued use of LLI & Soar To Success Intervention Programs
- Continue monthly data meetings to ensure student progress
- Continued Student Work Protocol for bi-weekly teacher meetings to effectively analyze student work, identify weaknesses, and develop next steps.
- Partnership with YMCA for Saturday Tutoring & Enrichment

# Next Steps Math

- Continue Instructional Best Practices (Modeling & Reasoning, Numberless Word Problems, Math Discussions around Word Problems)
- Maintain our Ongoing Professional Development sessions with Dr. Battery from Rutgers
- Expand our work with Dr. Harrison, Special Education Consultant, on Differentiation and Modifications within our inclusive classrooms.
- Continue our PK-2 alignment expansion.
- Implement My5 Tutoring program in the morning
- Continue STAR Benchmarking: 3 times per year for whole school, 5 times per year for students receiving Tier 2 RTI Intervention Support.
  - All Grade Levels

# Next Steps Math - Continued

- Continued expansion of our Inclusion Vision for all students
- Continue expansion and implementation of our Enrichment Program for students exceeding expectations
- Continue Use of Numbers World as our Tier 2 Math Intervention Program
- Math Guiding Coalition to analyze teacher to student feedback on misconceptions & questioning at small-group level
- Continue monthly data meetings to ensure student progress
- Continue Student Work Protocol for bi-weekly teacher meetings to effectively analyze student work, identify weaknesses, and develop next steps
- Continue Rocket Math Implementation across grades
- Partnership with YMCA for Saturday Tutoring & Enrichment

# Questions