

Branchburg State Testing Data Overview 2020-2021

February 17, 2022

Testing Adjustments as a Result of Covid

2019-2021

- State-mandated end of year assessments were suspended for students in the Spring of 2020 and in 2021, with the exception of Dynamic Learning Maps (DLM) and ACCESS for ELLs.

2021-2022

- Start Strong was administered in the Fall of 2021 to fulfill the State Testing Requirement for the 2020-21 school year.
- This Spring students in grades 3-8 will take NJSLA Assessments in ELA and Math; grades 5 and 8 will take the Science test as well.

Access Scores

Test Information

- The ACCESS for ELLs 2.0 is an English language proficiency assessment that assesses comprehension and communication in English and is given to students who have been identified as English language learners. The ACCESS for ELLs is given annually to monitor students' progress in acquiring academic English.
- The assessment provides individual scores in each of the following subgroups:
 - Listening
 - Speaking
 - Reading
 - Writing
- Those scores are then combined to provide Overall performance in the following areas:
 - Oral Language (Listening & Speaking)
 - Literacy (Reading & Writing)
 - Comprehension (Reading & Listening)
 - Overall Score (Reading, Writing, Listening & Speaking)

Scoring

Student performance on the assessment falls into one of six proficiency levels:

1 - Entering: knows and uses minimal social language and minimal academic language with visual and graphic support

2 - Emerging: Knows and uses some social English and general academic language with visual and graphic support

3 - Developing: Knows and uses social English and some specific academic language with visual and graphic support

4 - Expanding: Knows and uses social English and some technical academic language

5 - Bridging: Knows and uses social and academic language working with grade level material

6 - Reaching: Knows and uses social and academic language at the highest level measured by the test

Sample Report



WIDA

ACCESS for ELLs 2.0[®]
English Language Proficiency Test

Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade

Tier: sample tier

District ID: XXXXXXXXXX | State ID: XXXXXXXXXX

School: sample school

District: sample district

State: sample state

Individual Student Report 20XX

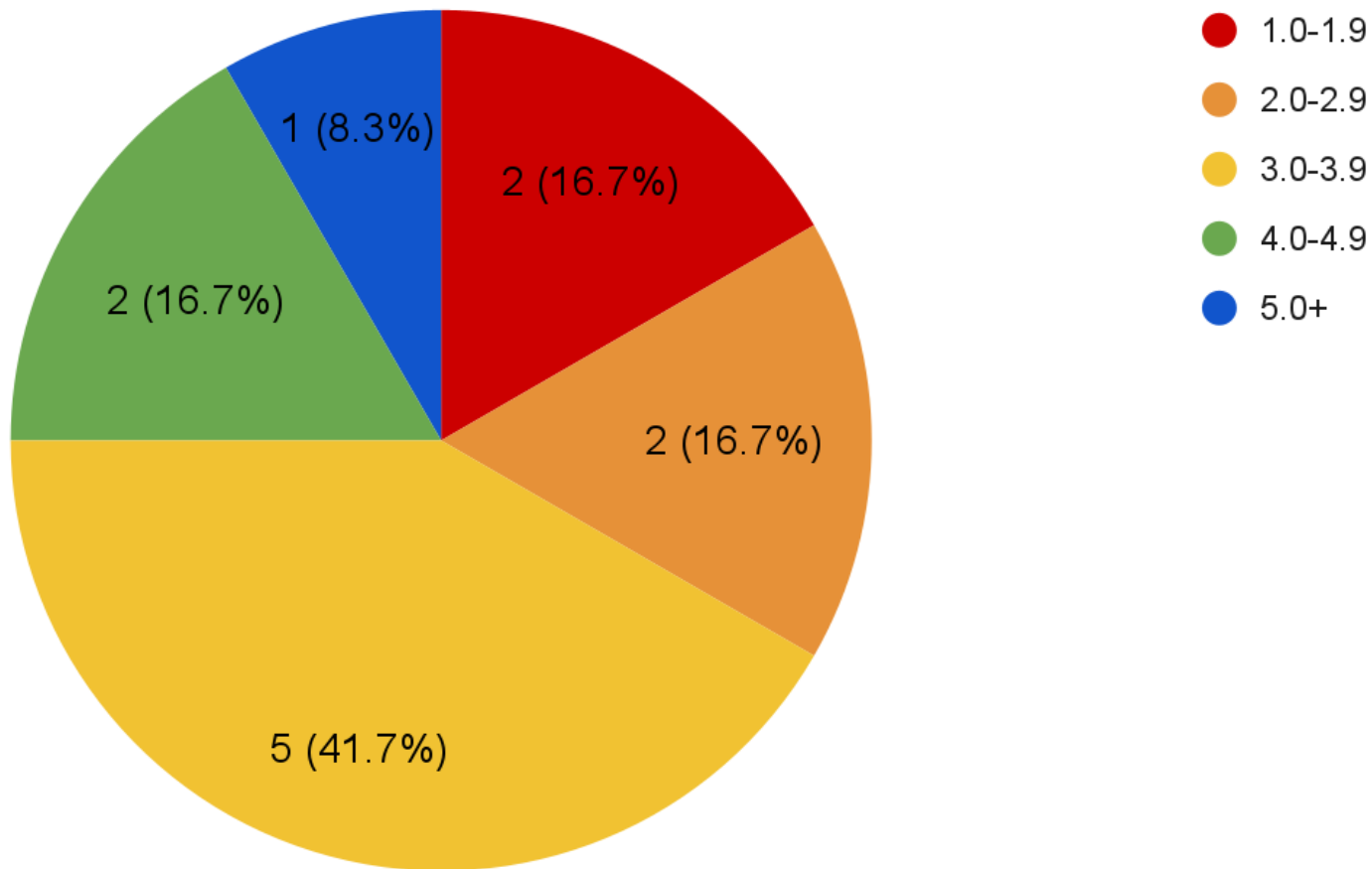
This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Posttest 1.4-1.9)	Scale Score (Posttest 100-600) and Confidence Band <i>See Interpretive Guide for Score Reports for definitions</i>			
		100	200	300	400
Listening	4.0	368			
Speaking	2.2	320			
Reading	3.4	356			
Writing	3.5	355			
Oral Language 50% Listening + 50% Speaking	3.2	344			
Literacy 50% Reading + 50% Writing	3.5	356			
Comprehension 70% Reading + 30% Listening	3.7	360			
Overall* 25% Reading + 25% Writing + 15% Listening + 15% Speaking	3.4	352			

*Overall score is calculated only when all four domains have been assessed. NA Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	<ul style="list-style-type: none"> understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> Exchange information and ideas with others Connect people and events based on oral information Apply key information about processes or concepts presented orally Identify positions or points of view on issues in oral discussions
Speaking	2	<ul style="list-style-type: none"> communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> Share about what, when, or where something happened Compare objects, people, pictures, events Describe steps in cycles or processes Express opinions
Reading	3	<ul style="list-style-type: none"> understand written language related to common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> Classify main ideas and examples in written information Identify main information that tells who, what, when or where something happened Identify steps in written processes and procedures Recognize language related to claims and supporting evidence
Writing	3	<ul style="list-style-type: none"> communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> Describe familiar issues and events Create stories or short narratives Describe processes and procedures with some details Give opinions with reasons in a few short sentences

2021 ACCESS for ELLs Score Percentages



DLM Scores

$N \leq 10$

Test Information

- The Dynamic Learning Maps (DLM) is an adaptive computer-based assessment that is administered to students for whom the NJSLA would not be appropriate.
- It is available to students whose IEP warrants the administration.
- The assessment examines student progress towards achieving skills aligned to the New Jersey Student Learning Standards (NJSLS) in English Language Arts, Mathematics and Science.

Scoring

Student performance on the assessment falls into one of the four categories:

- **Emerging:** the student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements
- **Approaching the Target:** The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target
- **At Target:** The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target
- **Advanced:** The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements

NJ Start Strong

Administration

- The Start Strong assessments were designed to inform instruction by providing educators, as well as parents, with an early indication of the level of support students may need as they enter a new school year.
- The Start Strong assessments were given in the Fall and assessed students on a subset of priority standards from the prior school year.
 - i.e. a fifth grade Start Strong mathematics test focused on fourth grade New Jersey Student Learning Standards.
- These tests were created to help educators and families better understand, earlier in the school year, what educational supports students may need.

Reporting

- Following the publishing of district data in late December, Individual Score Reports (ISRs) were sent home to families.
- For the first time ever, districts were granted access to review data that was collected during the current school year.
- Besides viewing grade level and individual student progress on specific standards, districts were also able to view both questions from the assessment as well as student responses.
- The scoring scale was different than that used for NJSLA, but it gave staff guidance on how students performed on the selected priority standards.

Data Analysis

In early January, teachers met during department meetings for an initial look at data from Start Strong.

- [Department Meeting Presentation \(BCMS\)](#)

This data analysis process led staff members through the various reports made available to them related to specific students, classes and the grade level as a whole.

- Staff members worked together to identify areas of the curriculum where students were identified as needing more support, discovering standards that they would need to revisit when introducing grade level content.
- They then dug deeper to look at individual student performance and made note of planning/instructional implications throughout the remainder of the year.

BRANCHBURG TOWNSHIP SCHOOL DISTRICT



2021-22 Fall Start Strong ELA/Language Arts

Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
		# of students	% of total	# of students	% of total	# of students	% of total
4	128	28	22%	32	25%	68	53%
5	152	19	13%	40	26%	93	61%
6	121	24	20%	32	26%	65	54%
7	131	15	11%	25	19%	91	69%
8	169	18	11%	33	20%	118	70%
All Grades	701	104	15%	162	23%	435	62%

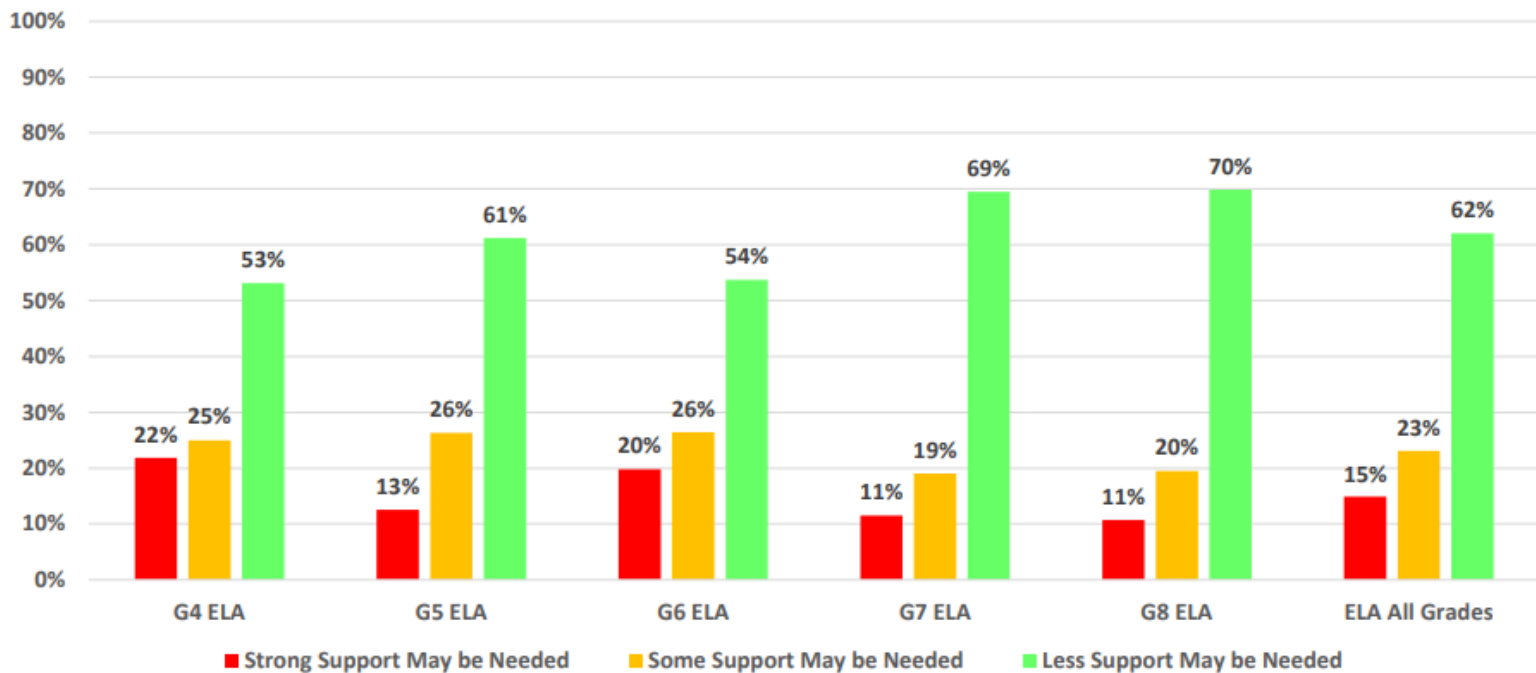
BRANCBURG TOWNSHIP SCHOOL DISTRICT



2021-22 Fall Start Strong

ELA/Language Arts

Distribution by Achievement Level



BRANCHBURG TOWNSHIP SCHOOL DISTRICT



2021-22 Fall Start Strong

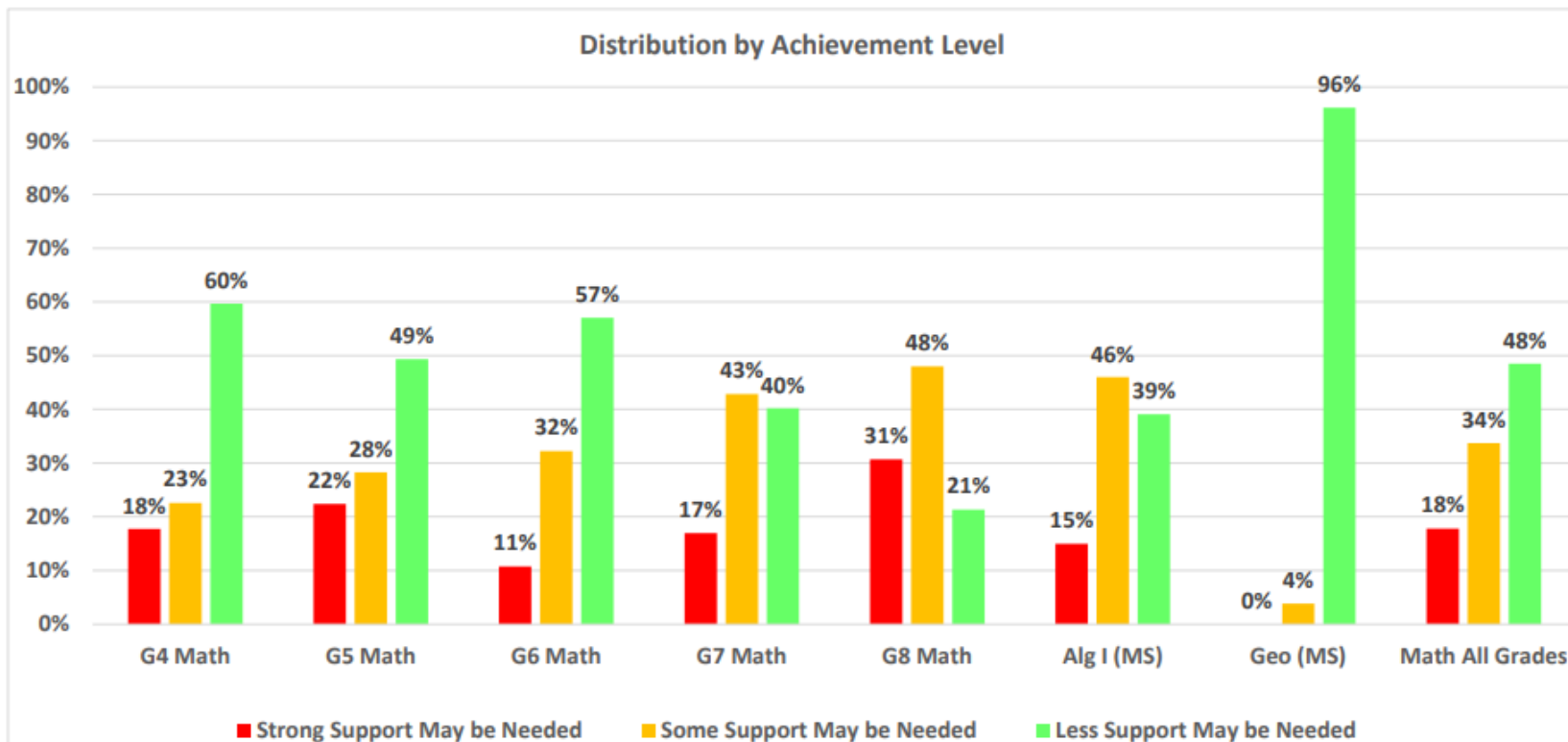
Mathematics

Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
		# of students	% of total	# of students	% of total	# of students	% of total
4	124	22	18%	28	23%	74	60%
5	152	34	22%	43	28%	75	49%
6	121	13	11%	39	32%	69	57%
7	112	19	17%	48	43%	45	40%
8	75	23	31%	36	48%	16	21%
Alg I (MS)	87	13	15%	40	46%	34	39%
Geo (MS)	26	0	0%	1	4%	25	96%
All Grades	697	124	18%	235	34%	338	48%

BRANCBURG TOWNSHIP SCHOOL DISTRICT



2021-22 Fall Start Strong Mathematics



BRANCBURG TOWNSHIP SCHOOL DISTRICT



2021-22 Fall Start Strong Science

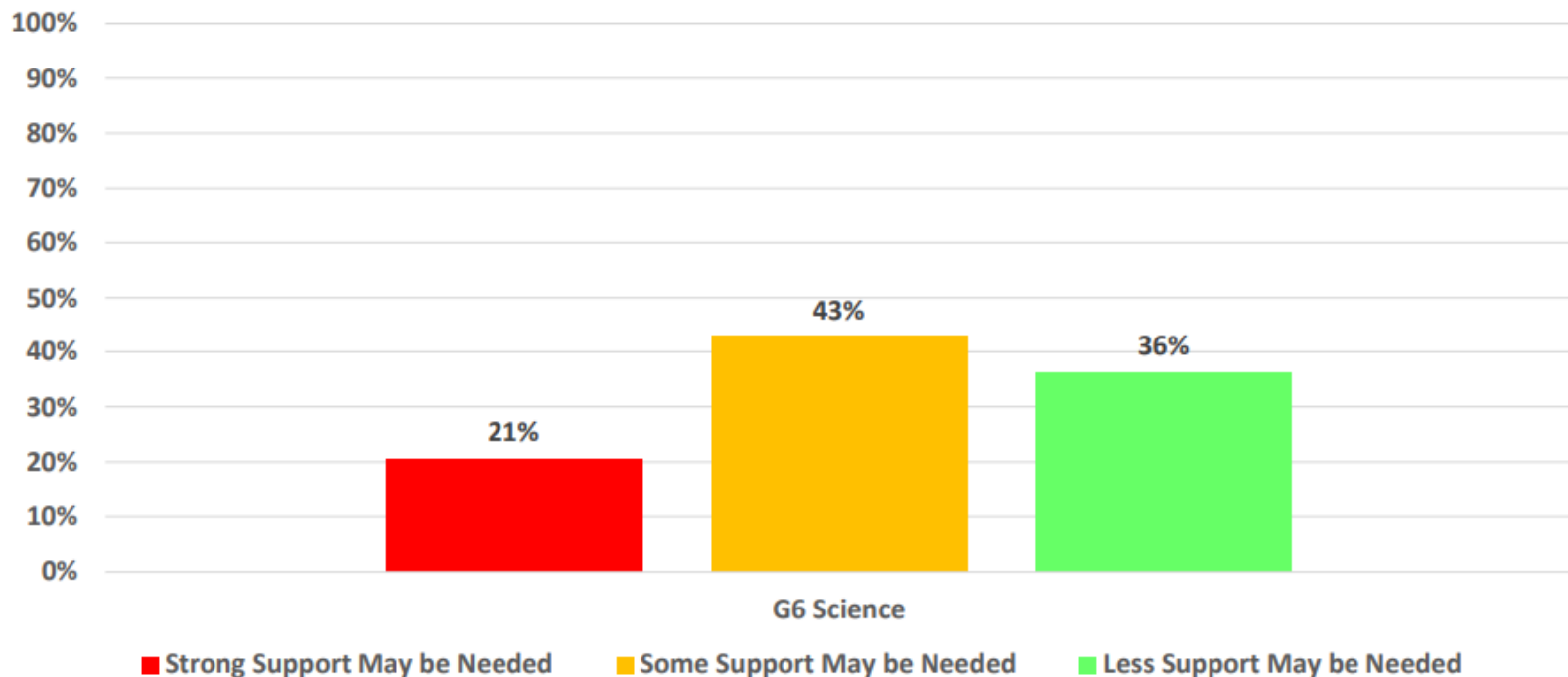
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		# of students	% of total	# of students	% of total	# of students	% of total
6	121	25	21%	52	43%	44	36%

BRANCBURG TOWNSHIP SCHOOL DISTRICT

2021-22 Fall Start Strong Science



Distribution by Achievement Level

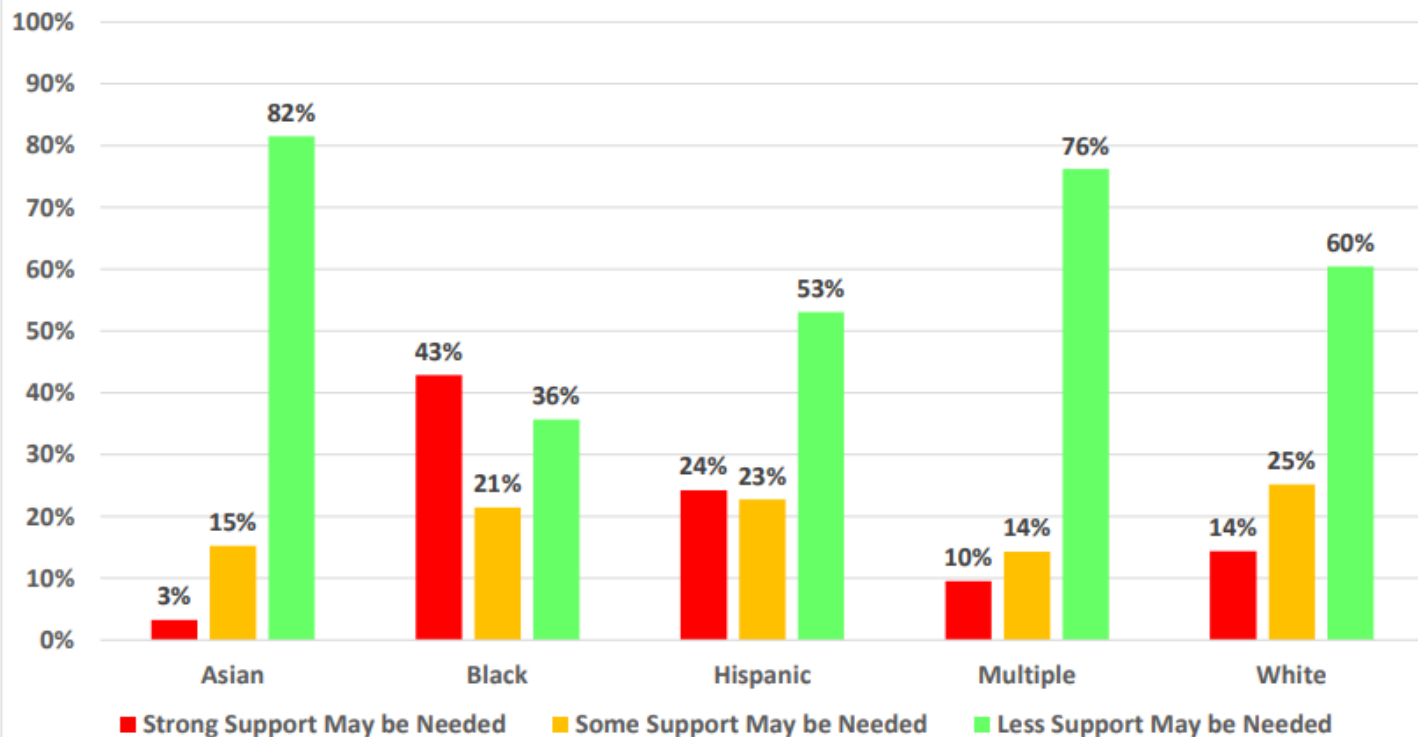


Start Strong Sub Groups

BRANCBURG TOWNSHIP SCHOOL DISTRICT
2021-22 Fall Start Strong Performance by Subgroup Race
ELA/Language Arts



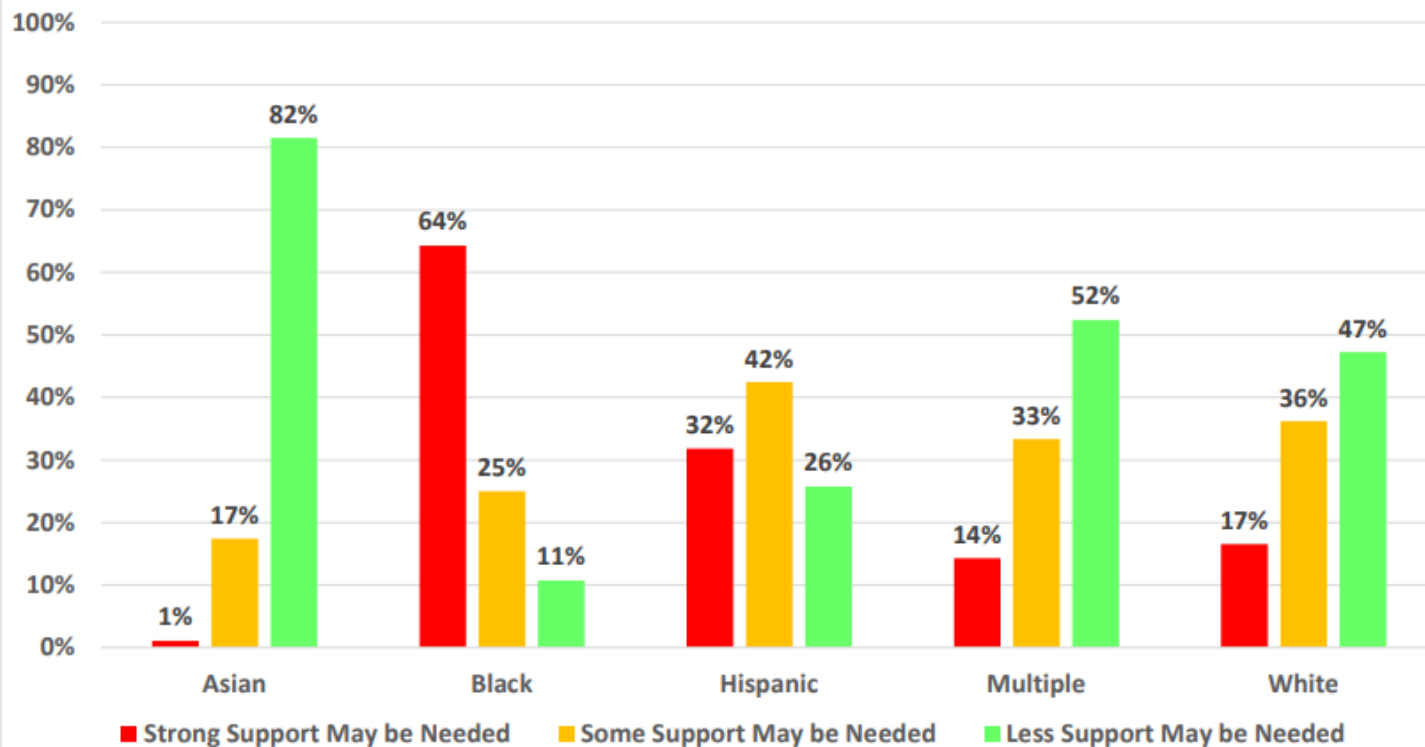
Distribution by Achievement Level (All Grades)



BRANCBURG TOWNSHIP SCHOOL DISTRICT
2021-22 Fall Start Strong Performance by Subgroup **Race**
Mathematics



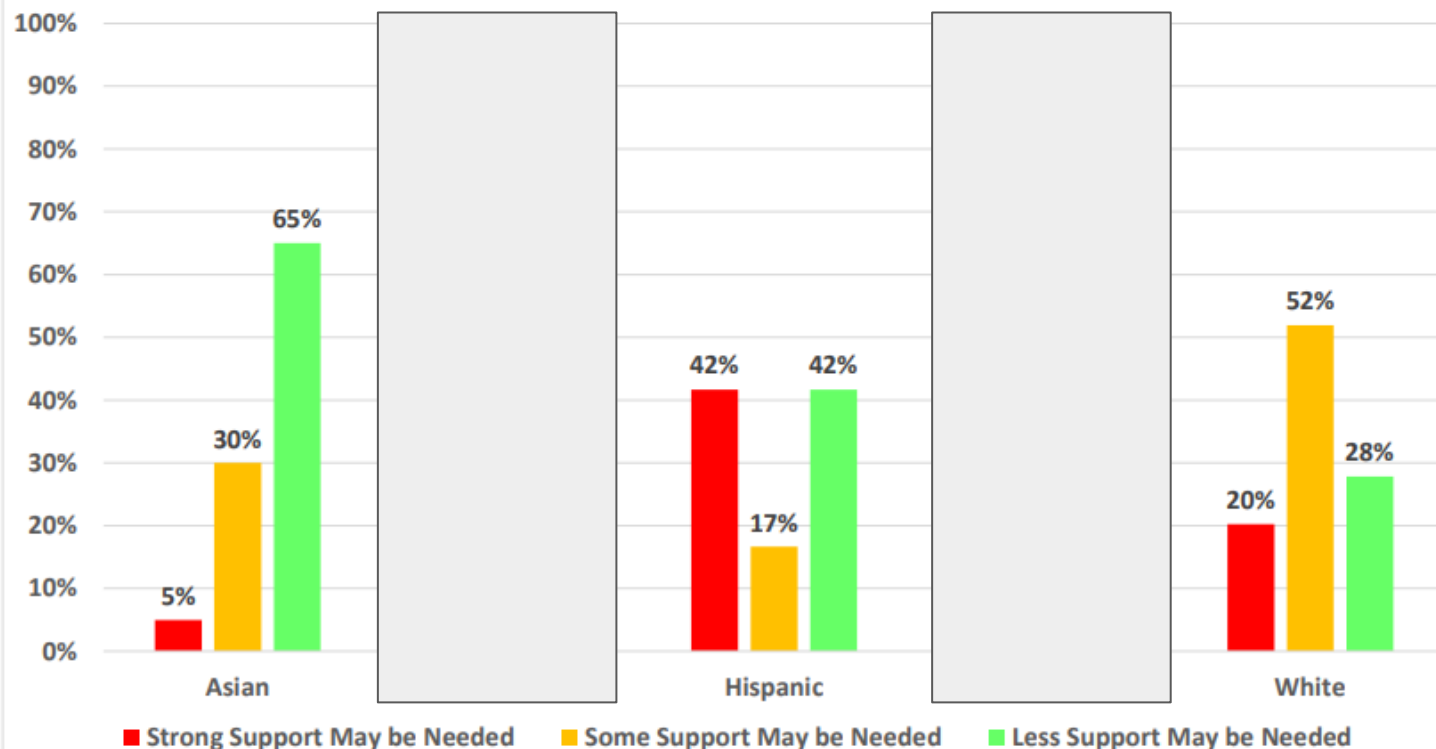
Distribution by Achievement Level (All Grades)



BRANCHBURG TOWNSHIP SCHOOL DISTRICT
2021-22 Fall Start Strong Performance by Subgroup **Race**
Science



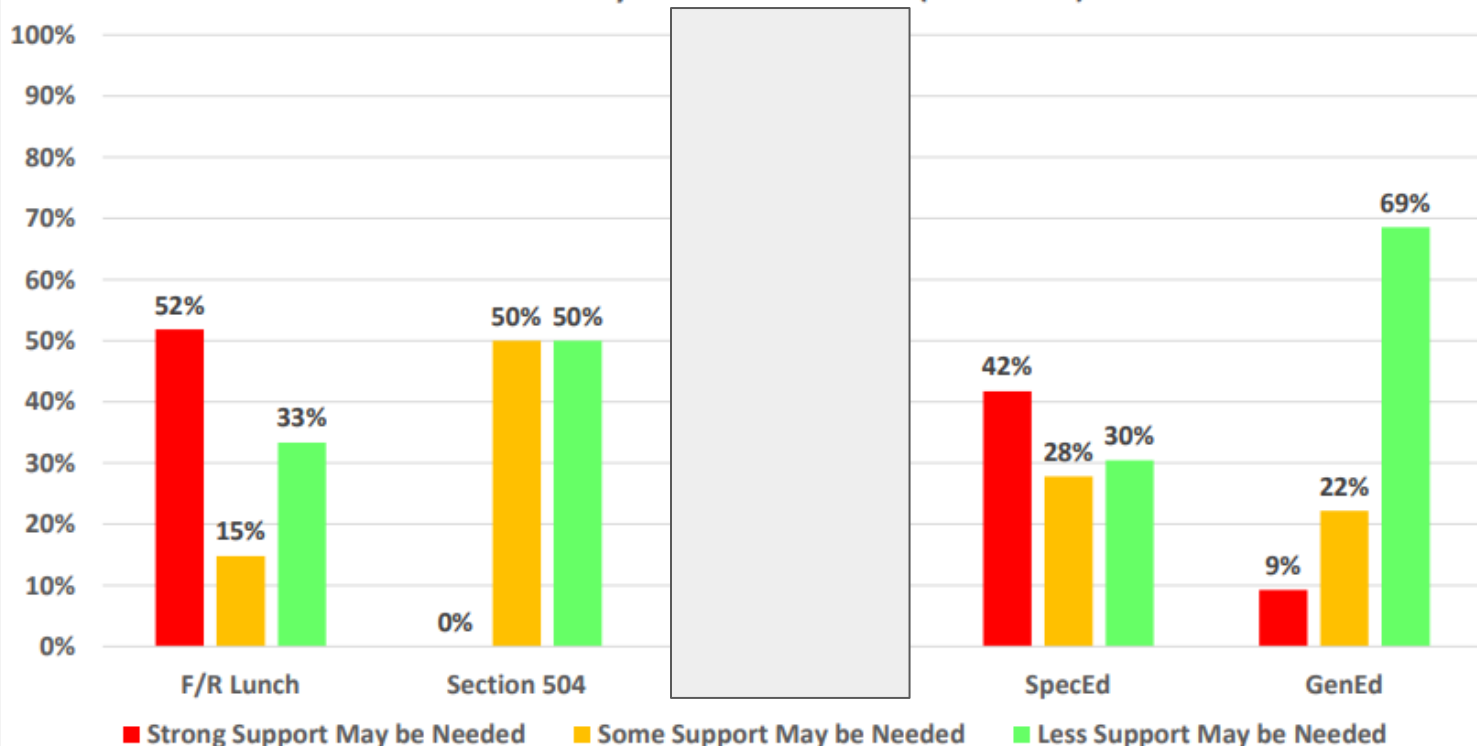
Distribution by Achievement Level (All Grades)



BRANCBURG TOWNSHIP SCHOOL DISTRICT
2021-22 Fall Start Strong Performance by Subgroup Program
ELA/Language Arts



Distribution by Achievement Level (All Grades)

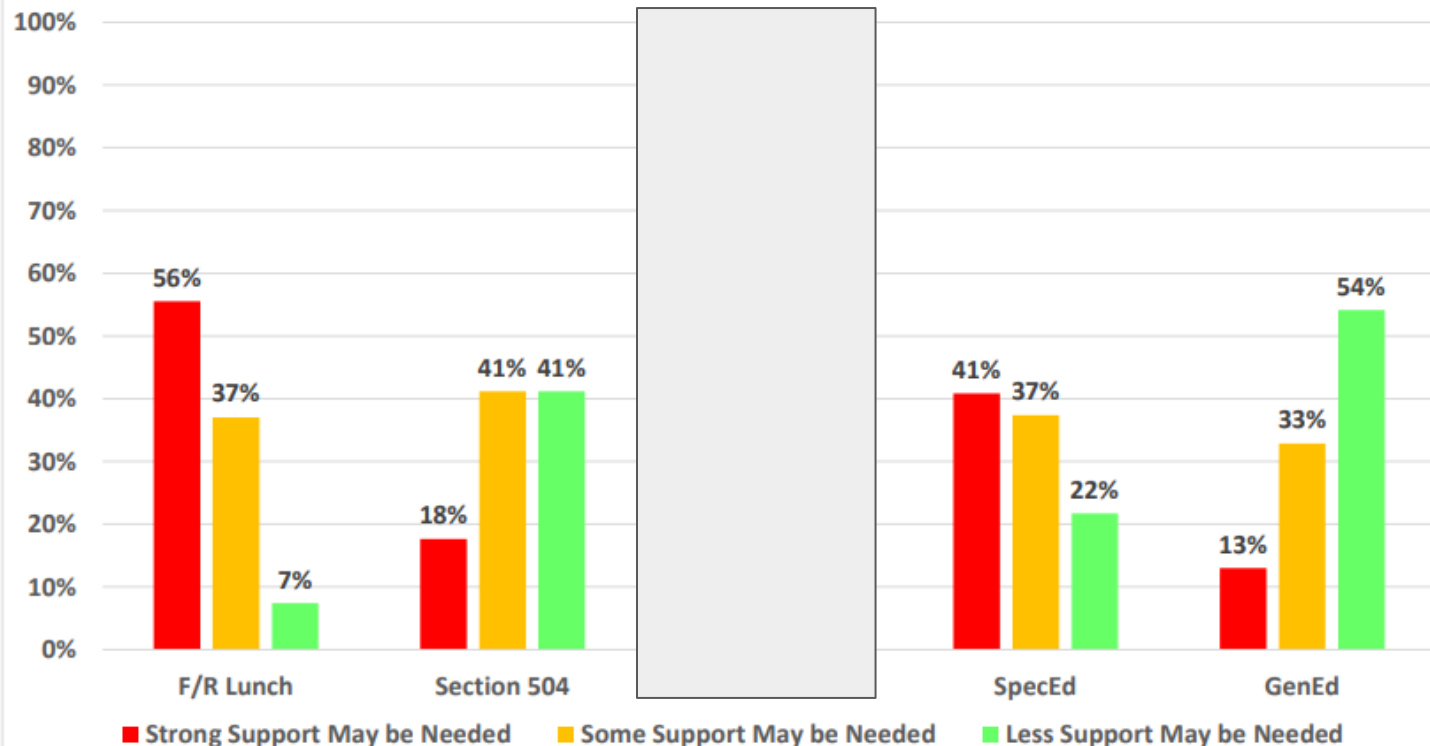


BRANCBURG TOWNSHIP SCHOOL DISTRICT
2021-22 Fall Start Strong Performance by Subgroup Program



Mathematics

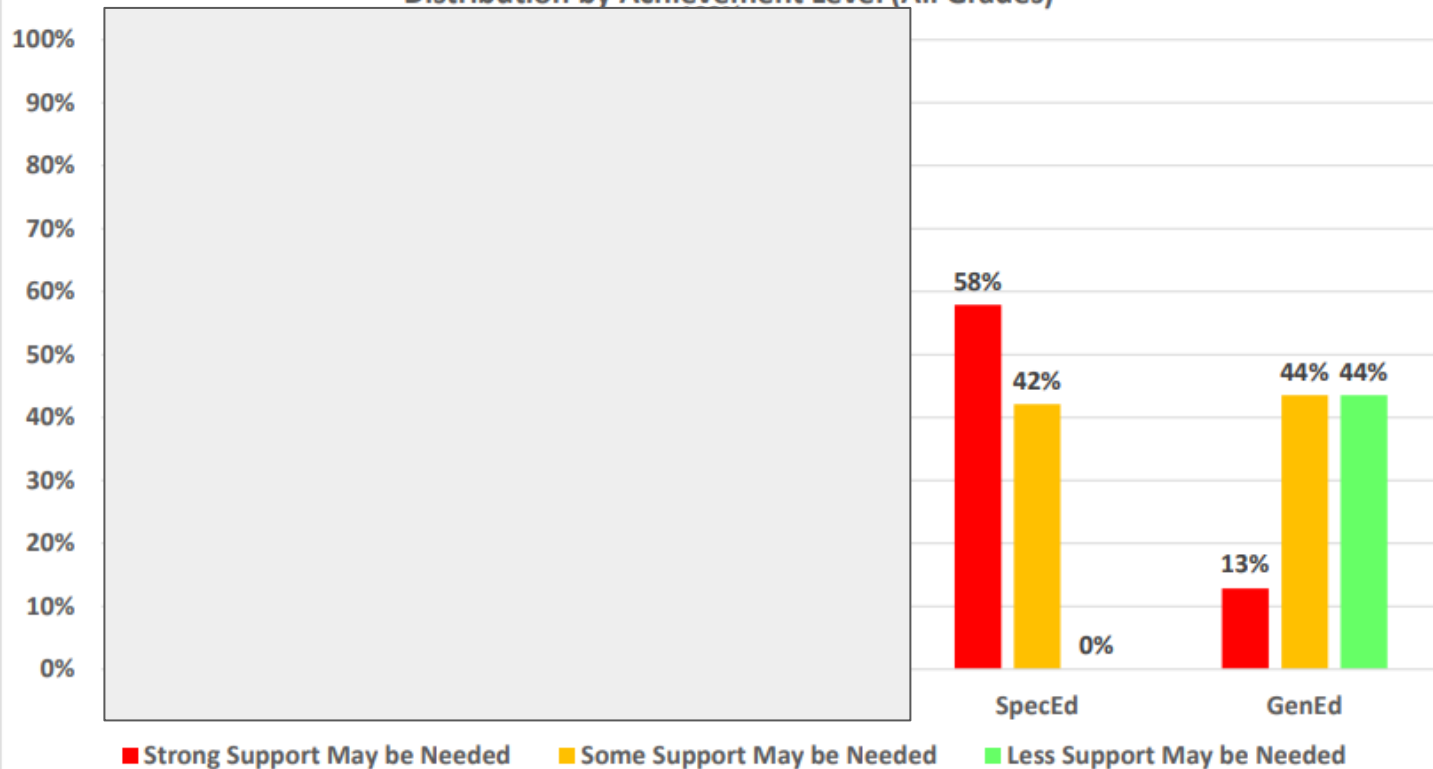
Distribution by Achievement Level (All Grades)



BRANCHBURG TOWNSHIP SCHOOL DISTRICT
2021-22 Fall Start Strong Performance by Subgroup Program
Science



Distribution by Achievement Level (All Grades)



Data Observations

Data Observations

- While the data reviewed from Start Strong may be limited in scope, it does show that there are curricular concepts that were not mastered by individual and groups of students.
 - Staff will use this information to help with differentiation in the classroom and incorporation of prerequisite skills into lessons.
- Our students were impacted in mathematics and science more than English Language Arts.
 - Mathematics concepts build upon each other, so missing foundational skills can impact future learning.
 - Science instruction during the pandemic was asynchronous at times and not delivered to the extent that a normal year would allow.
- Pandemic instruction affected specific subgroups of students differently.

**Implications for
Curriculum and
Intervention and
Next Steps**

Curricular Support Focused on the Data

- Review of upcoming instructional units with data in mind to adjust instruction to include weak prerequisite skills
- Differentiation returning to classroom instruction, using a combination of Start Strong and other benchmark assessment data to help develop groupings and identify skills
- Review curricula pacing and look to adjustments that incorporate standards identified as gap areas

Curricular Support Focused on the Data

- Monitor student growth using benchmark assessments to identify students who may need additional supports when not responding to differentiated instruction and strategies
 - Collaborative conversations surrounding a need for additional before or after school interventions and/or summer programs
- Dig deeper into subgroup data from a lens of equity and identify curricula and instructional implications and procedural gaps
- Supporting our ELLs, especially Newcomers with limited schooling in their native language

Statewide Assessment Resources for Parents

- Start Strong: <https://www.nj.gov/education/assessment/>
- DLM: <https://www.nj.gov/education/assessment/dlm/>
- ACCESS: <https://www.nj.gov/education/assessment/access/>

Questions?

