



2021-2022

District Assessment Results: Spring Administration

Branchburg Township School District

October 20, 2022





New Jersey's Statewide Assessment Program

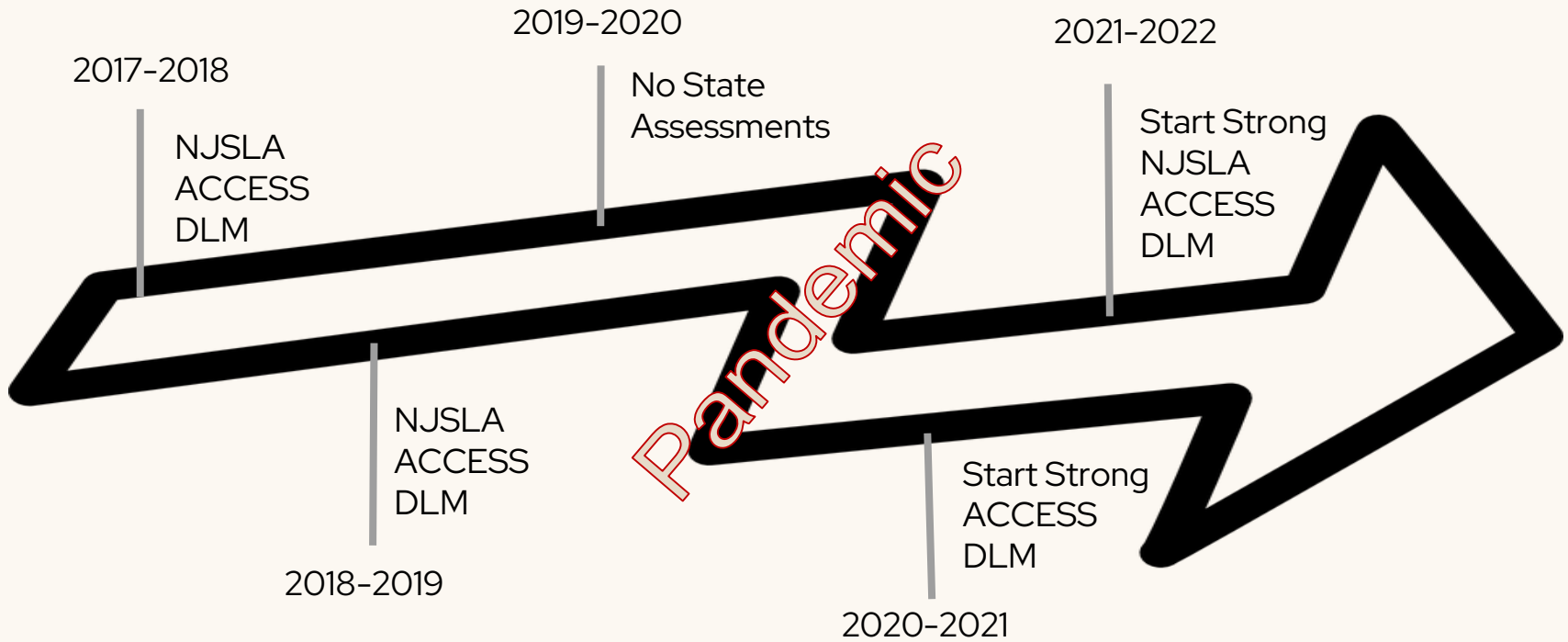
Each year, School Districts across New Jersey must participate in Statewide Assessments. These assessments include:

- The New Jersey Student Learning Assessment (ELA, Math & Science)
 - Administered to students in grades 3-8 (Science in grades 5 & 8) in Branchburg
- The Dynamic Learning Maps (DLM)
 - an alternative assessment to the NJSLA in ELA, Math & Science, which is provided to eligible students during the same NJSLA testing window
- ACCESS for ELLs
 - an assessment provided to English Language Learners to assess individual progress in learning English.
- Start Strong Assessment (ELA, Math & Science)
 - Administered to students in grades 3-8 (Science in grade 6) in Branchburg





Pandemic Impacts on Statewide Assessments





Pandemic Impacts - What We Know, What We Expect

Before looking at any data captured by State Assessments, we know ...

- the Pandemic caused interruptions to schooling in ways we couldn't imagine
- instruction changed (from in person to virtual) and its effectiveness was impacted
- interactions between students and teachers changed
- opportunities for collaborating and coming together to problem solve and explore were halted
- physical manipulation of materials was limited
- differentiation which had been the underpinning of our instruction was unable to be as effectively delivered as the past
- routines, procedures and protocols in the classroom changed
- student's social-emotional health was impacted as well as their levels of maturity, and readiness to learn

We see these impacts on a daily basis in our schools as we work to support our students as we recover from the pandemic and we expect to see impacts in our assessment scores as a result as well.





01

ACCESS Scores





ACCESS 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)





ACCESS 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

- A composite score of 4.5 or greater is needed to exit a student from ELL services.





ACCESS Sample Report



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 3.5-8)	Scale Score (Posttest 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions				
		100	200	300	400	500
Listening	4.0				348	
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* 33% Reading + 33% Writing + 15% Listening + 15% Speaking	3.4				353	

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

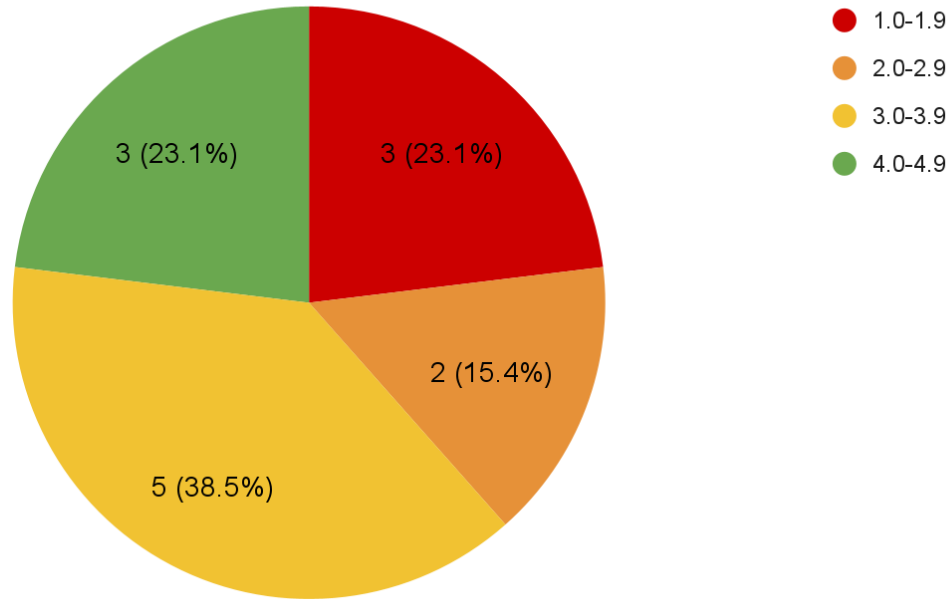
Domain	Proficiency Level	Students at this level generally can...
Listening	4	<ul style="list-style-type: none"> understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> - Exchange information and 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





2022 ACCESS for ELLs Score Percentages

2022 ACCESS for ELLs Score Percentages





DLM Scores

$N \leq 10$





DLM 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 (NJSL) in English Language Arts, Mathematics and Science.





DLM 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





DLM Sample Report

REPORT DATE: 01-19-2022
SUBJECT: Mathematics
GRADE: 10

Individual Student End-of-Year Report Performance Profile 2021-2022



NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: DLM District
STATE: DLM State
STATE ID: DLM State ID

Overall Results

Grade 10 mathematics allows students to show their achievement in 40 skills related to 8 Essential Elements. Student has mastered 8 of those 40 skills during Spring 2022. Overall, Student's mastery of mathematics fell into the second of four performance categories: **approaching the target**. The specific skills Student has and has not mastered can be found in Student's Learning Profile.



- 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.

Area

Bar graphs summarize the percent of skills mastered by area. Not all students test on all skills due to availability of content at different levels per standard.

M.C1.3: Calculate Accurately and Efficiently Using Simple Arithmetic Operations



M.C2.1: Understand and Use Geometric Properties of Two- and Three-Dimensional Shapes



For more information, including resources, please visit <https://dynamiclearningmaps.org/states>.

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REPORT DATE: 01-19-2022
SUBJECT: Mathematics
GRADE: 10

Individual Student End-of-Year Report Performance Profile 2021-2022



NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: DLM District
STATE: DLM State
STATE ID: DLM State ID

Performance Profile, continued

M.C3.1: Understand and Use Measurement Principles and Units of Measure



M.C3.2: Represent and Interpret Data Displays



M.C4.1: Use Operations and Models to Solve Problems



M.C4.2: Understand Patterns and Functional Thinking



More information about Student's performance on each of the Essential Elements that make up the Areas is located in the Learning Profile.





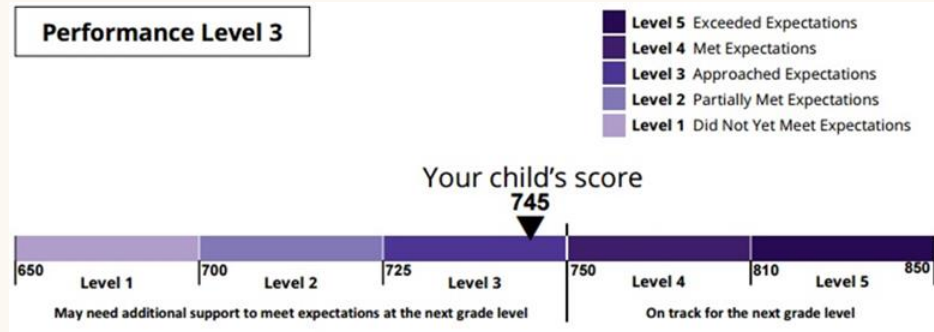


NJSLA Performance Levels

NJSLA defines five levels in characterizing whether a student's performance on the assessment meets the expectations of the grade level standards:

- 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

Each level has a specific cut score which is displayed on individual student reports.





	<p>English/ Language Arts</p>	
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Comparison of Branchburg's Spring 2022 NJSLA Administration 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
3	147	9.5	20.1	13.6	15.5	25.2	22.0	43.5	36.2	8.2	6.2
4	129	2.3	14.4	7.8	14.3	20.2	21.9	48.1	35.3	21.7	14.1
5	154	5.2	12.5	7.1	14.7	20.1	23.2	49.4	40.4	18.2	9.2
6	125	2.4	10.6	4.0	15.6	16.8	26.3	45.6	37.4	31.2	10.2
7	130	3.1	12.3	5.4	13.5	15.4	21.5	42.3	31.4	33.8	21.3
8	167	2.4	14.3	4.2	13.2	9.0	21.2	50.3	35.8	34.1	15.6





Comparison of Branchburg's Spring 2022 NJSLA Administration English Language Arts - Percentages - **Special Education**

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	24	37.5	33.3	4.2	25.0	0.0
4	24	8.3	16.7	45.8	29.2	0.0
5	32	25.0	25.0	31.3	15.6	3.1
6	21	9.5	14.3	47.6	23.8	4.8
7	18	16.7	27.8	16.7	38.9	0.0
8	28	10.7	25.0	25.0	28.6	10.7





Comparison of Branchburg's Spring 2022 NJSLA Administration English Language Arts - Percentages - **Hispanic or Latino**

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	20	10.0	5.0	35.0	50.0	0.0
4	14	0.0	7.1	14.3	42.9	35.7
5	18	0.0	5.6	44.4	33.3	16.7
6	14	14.3	7.1	28.6	42.9	7.1
7	12	8.3	16.7	8.3	41.7	25.0
8	12	0.0	0.0	16.7	75.0	8.3





Comparison of Branchburg's Spring 2022 NJSLA Administration English Language Arts - Percentages - Asian

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	20	10.0	0.0	25.0	40.0	25.0
4	16	0.0	0.0	25.0	43.8	31.3
5	23	0.0	4.3	8.7	47.8	39.1
6	21	0.0	0.0	0.0	57.1	42.9
7	14	8.3	16.7	8.3	41.7	25.0
8	15	0.0	0.0	0.0	40.0	60.0





Comparison of Branchburg's Spring 2022 NJSLA Administration English Language Arts - Percentages - **White**

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	95	9.5	18.9	23.2	43.2	5.3
4	92	3.3	9.8	18.5	50.0	18.5
5	105	7.6	8.6	18.1	51.4	14.3
6	80	1.3	5.0	21.3	41.3	31.3
7	96	3.1	5.2	15.6	43.8	32.3
8	125	1.6	4.0	9.6	50.4	34.4





Comparison of Branchburg's Spring 2022 NJSLA Administration English Language Arts - Percentages

Student data sets in the following subgroups are unable to be reported on due to population size ($N \leq 10$):

- **American Indian or Alaska Native**
- **Black or African American**
- **Native Hawaiian or Other Pacific Islander**
- **Two or More Races**





Mathematics





Comparison of Branchburg's Spring 2022 NJSLA Administration Math - 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
3	147	3.4	13.3	10.2	18.3	26.5	23.0	42.2	32.8	17.7	12.6
4	129	.8	13.1	7.0	22.6	26.4	24.8	54.3	33.2	11.6	6.2
5	154	2.6	15.1	8.4	23.0	25.3	25.9	50.0	28.9	13.6	7.1
6	125	4.0	15.3	12.0	24.9	35.2	28.5	40.0	26.0	8.8	5.3
7	113	2.7	10.9	8.0	23.6	33.6	31.5	51.3	28.9	4.4	5.1
8	73	16.4	30.4	19.2	31.9	28.8	22.3	35.6	14.6	0.0	0.8
Alg I	84	0.0	17.7	0.0	22.6	27.4	24.7	70.2	32.1	2.4	2.9
Geo	26	0.0	6.4	0.0	18.3	15.4	30.5	73.1	38.5	11.5	6.3





Comparison of Branchburg's Spring 2022 NJSLA Administration

Math - Special Education

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	24	16.7	25.0	25.0	33.3	0.0
4	24	4.2	12.5	54.2	20.8	8.3
5	32	12.5	25.0	31.3	25.0	6.3
6	21	23.8	28.6	28.6	19.0	0.0
7	17	11.8	41.2	29.4	17.6	0.0
8	22	45.5	18.2	18.2	18.2	0.0
Alg I	n	–	–	–	–	–
Geo	n	–	–	–	–	–





Comparison of Branchburg's Spring 2022 NJSLA Administration

Math - **Hispanic or Latino**

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	20	0.0	20.0	30.0	40.0	10.0
4	14	0.0	7.1	28.6	64.3	0.0
5	18	0.0	33.3	33.3	33.3	0.0
6	14	14.3	21.4	21.4	37.5	7.1
7	12	16.7	8.3	41.7	33.3	0.0
8	n	–	–	–	–	–
Alg I	n	–	–	–	–	–
Geo	n	–	–	–	–	–





Comparison of Branchburg's Spring 2022 NJSLA Administration Math - Asian

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	20	0.0	0.0	20.0	35.0	45.0
4	16	0.0	0.0	12.5	62.5	25.0
5	23	0.0	4.3	8.7	47.8	39.1
6	21	0.0	4.8	23.8	33.3	38.1
7	n	–	–	–	–	–
8	n	–	–	–	–	–
Alg I	12	0.0	0.0	8.3	83.3	8.3
Geo	n	–	–	–	–	–





Comparison of Branchburg's Spring 2022 NJSLA Administration

Math - White

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	95	4.2	10.5	27.4	44.2	13.7
4	92	1.1	7.6	27.2	53.3	10.9
5	105	3.8	5.7	24.8	55.2	10.5
6	80	3.8	12.5	38.8	42.5	2.5
7	85	1.2	9.4	32.9	51.8	4.7
8	55	14.5	16.4	34.5	34.5	0.0
Alg I	63	0.0	0.0	28.6	69.8	1.6
Geo	16	0.0	0.0	12.5	68.8	18.8





Comparison of Branchburg's Spring 2022 NJSLA Administration Math - Percentages

Student data sets in the following subgroups are unable to be reported on due to population size ($N \leq 10$):

- **American Indian or Alaska Native**
- **Black or African American**
- **Native Hawaiian or Other Pacific Islander**
- **Two or More Races**





Science





Comparison of Branchburg's Spring 2022 NJSLA Administration 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
5	155	21.4	41.6	44.2	32.9	27.3	18.2	7.1	7.4
8	172	13.7	40.9	57.1	43.5	21.4	12.0	7.7	3.6





Comparison of Branchburg's Spring 2022 NJSLA Administration Science - **Special Education**

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District
5	33	65.6	28.1	6.3	0.0
8	28	44.4	51.9	3.7	0.0





Comparison of Branchburg's Spring 2022 NJSLA Administration Science - **Hispanic or Latino**

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District
5	18	38.9	33.3	27.8	0.0
8	14	15.4	69.2	15.4	0.0





Comparison of Branchburg's Spring 2022 NJSLA Administration Science - Asian

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District
5	23	8.7	30.4	47.8	13.0
8	15	0.0	46.7	40.0	13.3





Comparison of Branchburg's Spring 2022 NJSLA Administration Science - White

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District
5	106	20.0	48.6	23.8	7.6
8	128	12.0	58.4	21.6	8.0





Comparison of Branchburg's Spring 2022 NJSLA Administration Science- Percentages

Student data sets in the following subgroups are unable to be reported on due to population size ($N \leq 10$):

- **American Indian or Alaska Native**
- **Black or African American**
- **Native Hawaiian or Other Pacific Islander**
- **Two or More Races**





	<p>Notable Achievements</p>	
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Successes!

- Our students are back in school, learning as they were pre-pandemic
- They are building relationships with their peers through day to day interactions in the classroom
- Our teachers are back in the classroom, meeting with small groups and individual students to provide targeted, differentiated instruction to meet the needs of different learners
- Our students are participating in school and community events, broadening their experiences through the offerings available to them
- District data remains above the State average in almost all categories





	<p style="text-align: center;">Data Observations</p>	
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Data Observations

- As expected, the Pandemic has had an impact on Branchburg scores when compared to the previous 2018-19 NJSLA administration.
- We are unable to make valid and reliable comparisons to the previous data collected by the State because of the gap in testing sessions as well as change in instructional delivery during that time.
- This 2021-2022 data will serve as our “clean slate” from which we continue to support our students.
 - The data will be utilized in conjunction with other State and District-level assessment data to help us better identify areas of success and those in need of support; at both school and individual student levels.
 - Staff will use this data to help with differentiation in the classroom to best meet the needs of all learners.





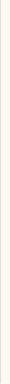
Data Observations

- Scores were impacted in mathematics and science more than English Language Arts.
 - Mathematics concepts build upon each other, so missing foundational skills has an impact on future learning.
 - Science instruction during the pandemic was asynchronous at times and not delivered to the extent that a normal year would allow.
 - In Science, we have yet to receive consistent useable data from the State to make connections to student performance
- Pandemic instruction affected specific subgroups of students differently.
 - We will continue to work to support the different subgroup needs through our data dives to discover areas of inequity in our instructional methodologies and content delivery.





	<p>Intervention Strategies</p>	
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Curricular Support Focused on Data

- As all data sets become available to the District, we will continue to have collaborative conversations with staff members surrounding student progress and growth.
- Data will contribute to helping identify areas where gaps still exist for students and lead to areas where professional development can be provided for staff members working to support those subject areas and/or particular students through differentiated instruction.
 - Collaborative conversations surrounding a need for additional before or after school interventions and/or summer programs will continue
- With the support of the Instructional Coaches, the District will dive into subgroup data from a lens of equity and identify curricula and instructional implications and procedural gaps.





Curricular Support Focused on Data

- Coaches will continue their review of upcoming instructional units, as they do each year, with current data in mind in order to make appropriate adjustments for the current school year.
- The District is stressing the focus of returning to classroom instruction being a model for differentiation. The data from both State and District assessments will support staff members in their regular development of groupings and identification of skills to work on with students.
- Particular attention will be given to District performance in the area of science. A review of standards-based performance will serve as the foundation for conversations with staff members about instructional practice adjustments and help with the identification of gaps in instruction.





Statewide Assessment Resources for Parents

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





★	<h1>Questions?</h1>	★
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Thanks!

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