

NJSLA/DLM ACCESS

Measuring College and Career Readiness

Harrison School District

October 30, 2019



VISION FOR PUBLIC EDUCATION IN NEW JERSEY

“New Jersey will educate all students to prepare them to lead productive, fulfilling lives. Through a public education system that is seamlessly aligned from pre-school to college, students will gain the requisite academic knowledge and technical and critical thinking skills for life and work in the 21st century.”

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

In 2015, New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) to replace HSPA and previous assessments in the elementary and middle school in language arts and mathematics.

Students took PARCC English Language Arts Assessments (ELA) in grades 3 – 11. Now renamed New Jersey Student Learning Assessment (NJSLA)

Students took PARCC Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II. Now renamed New Jersey Student Learning Assessment (NJSLA)

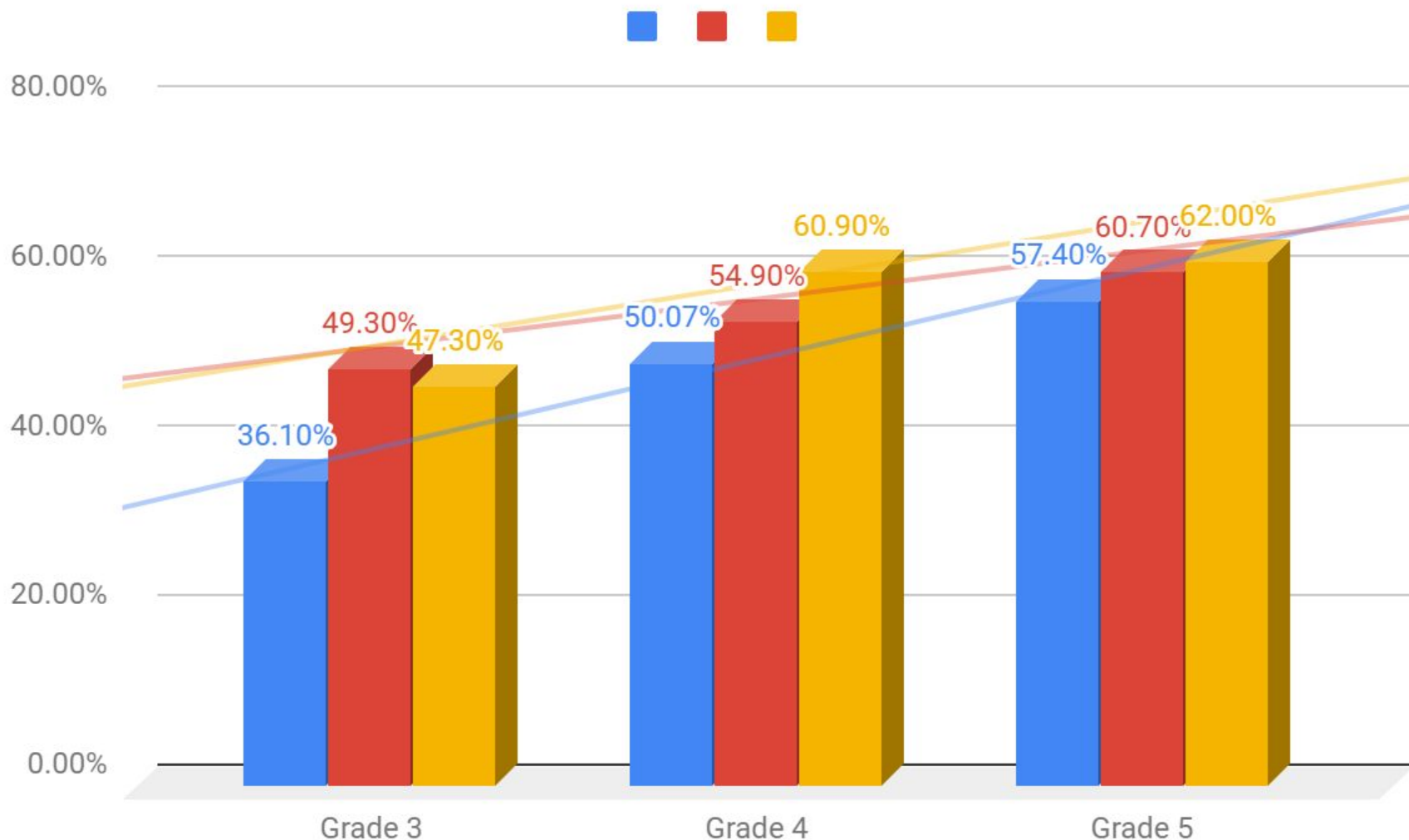
NJSLA PERFORMANCE LEVELS

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

NJSLA Comparison 2017-2019

English Language Arts

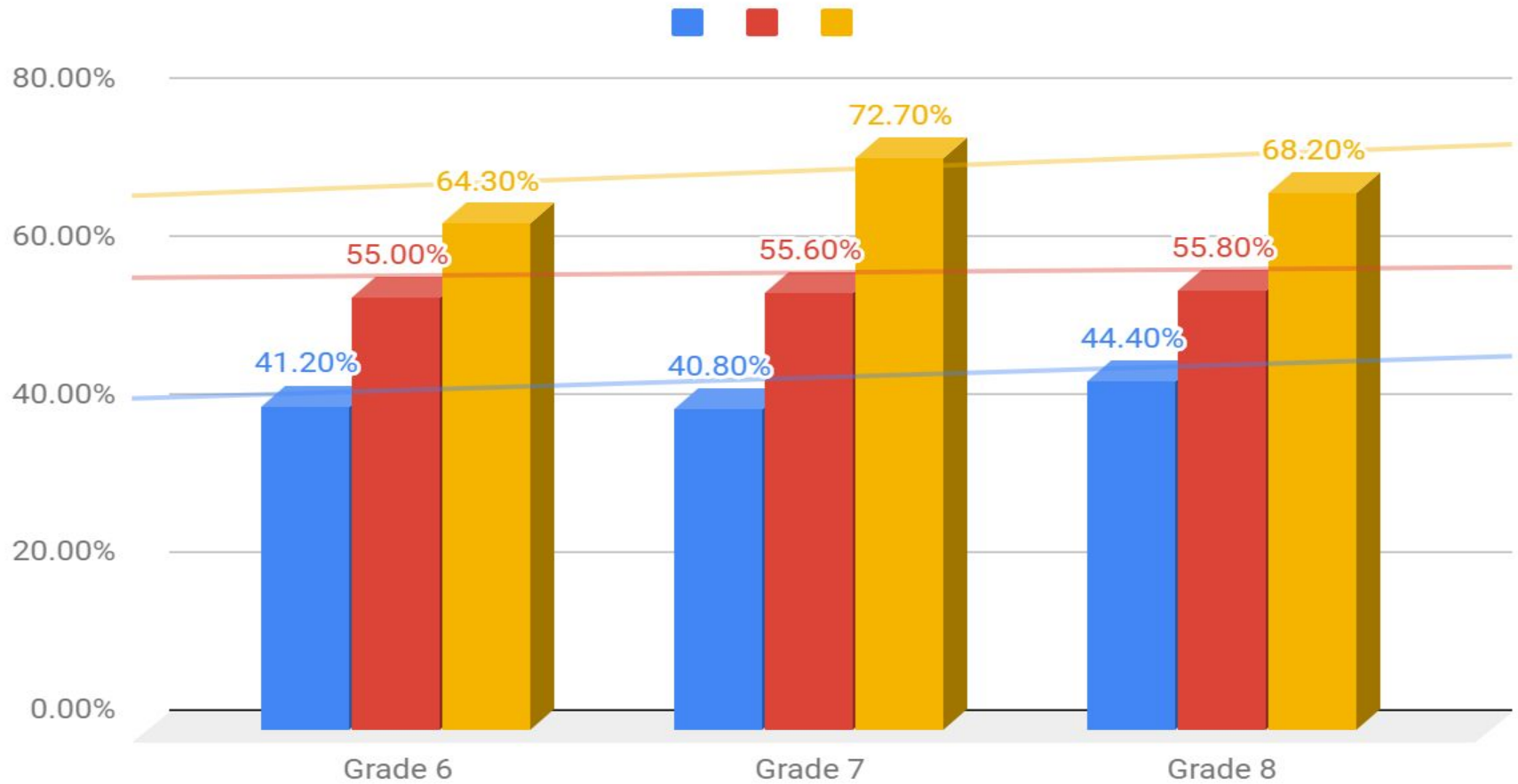
Grades 3 - 5



NJSLA Comparison 2017-2019

English Language Arts

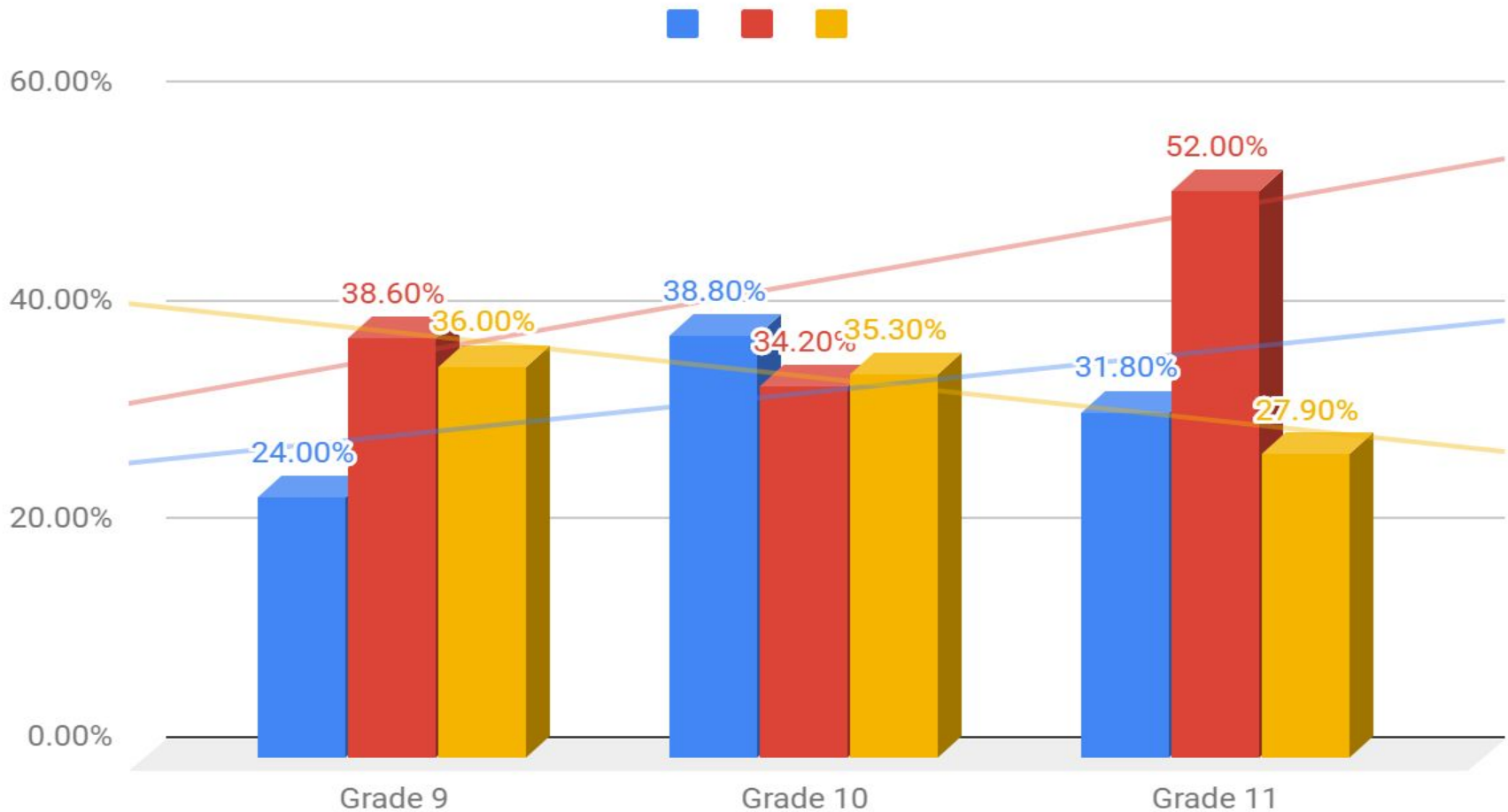
Grades 6 - 8



NJSLA Comparison 2017-2019

English Language Arts

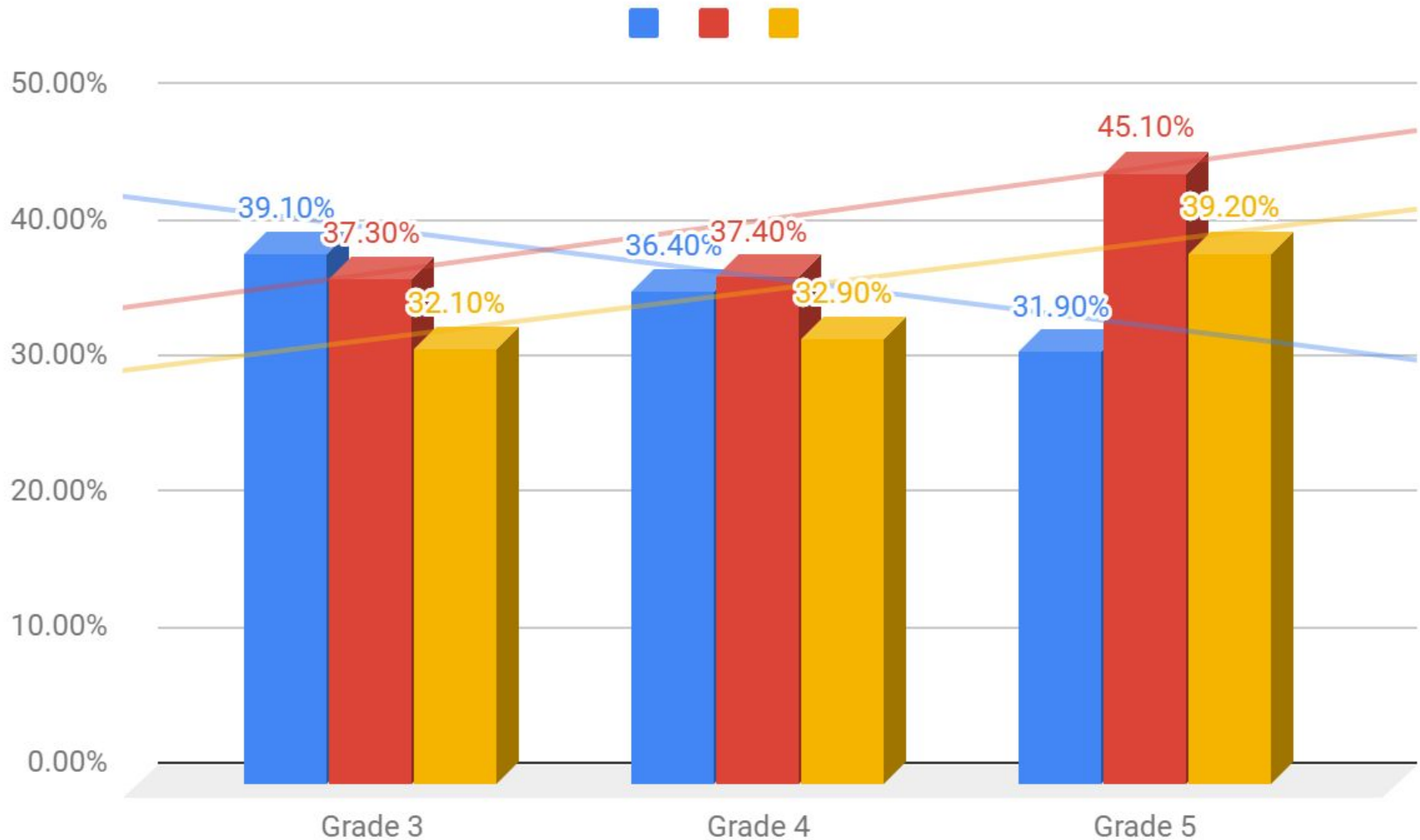
Grades 9 - 11



NJSLA comparison 2017-2019

Mathematics

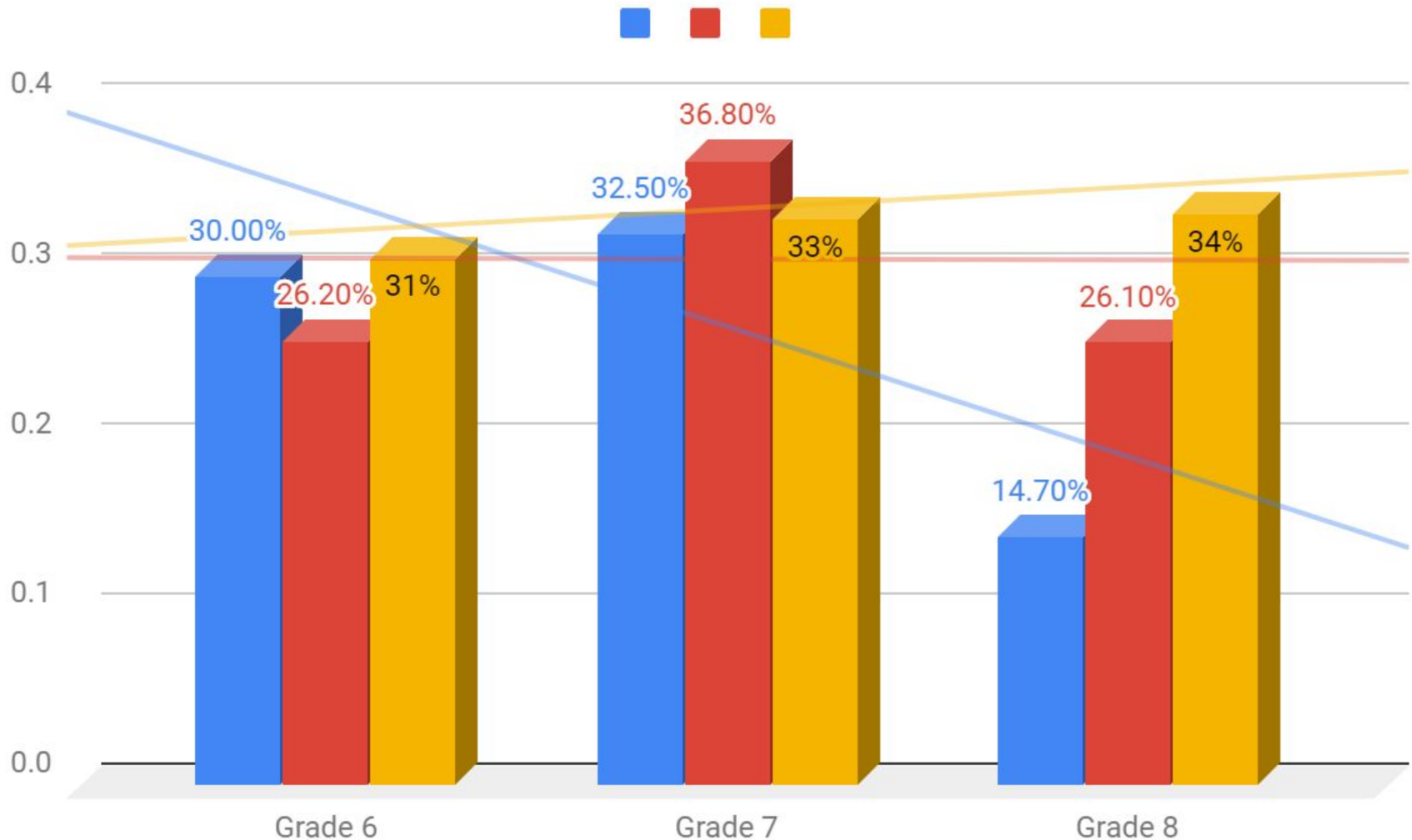
Grades 3 - 5



NJSLA comparison 2017-2019

Mathematics

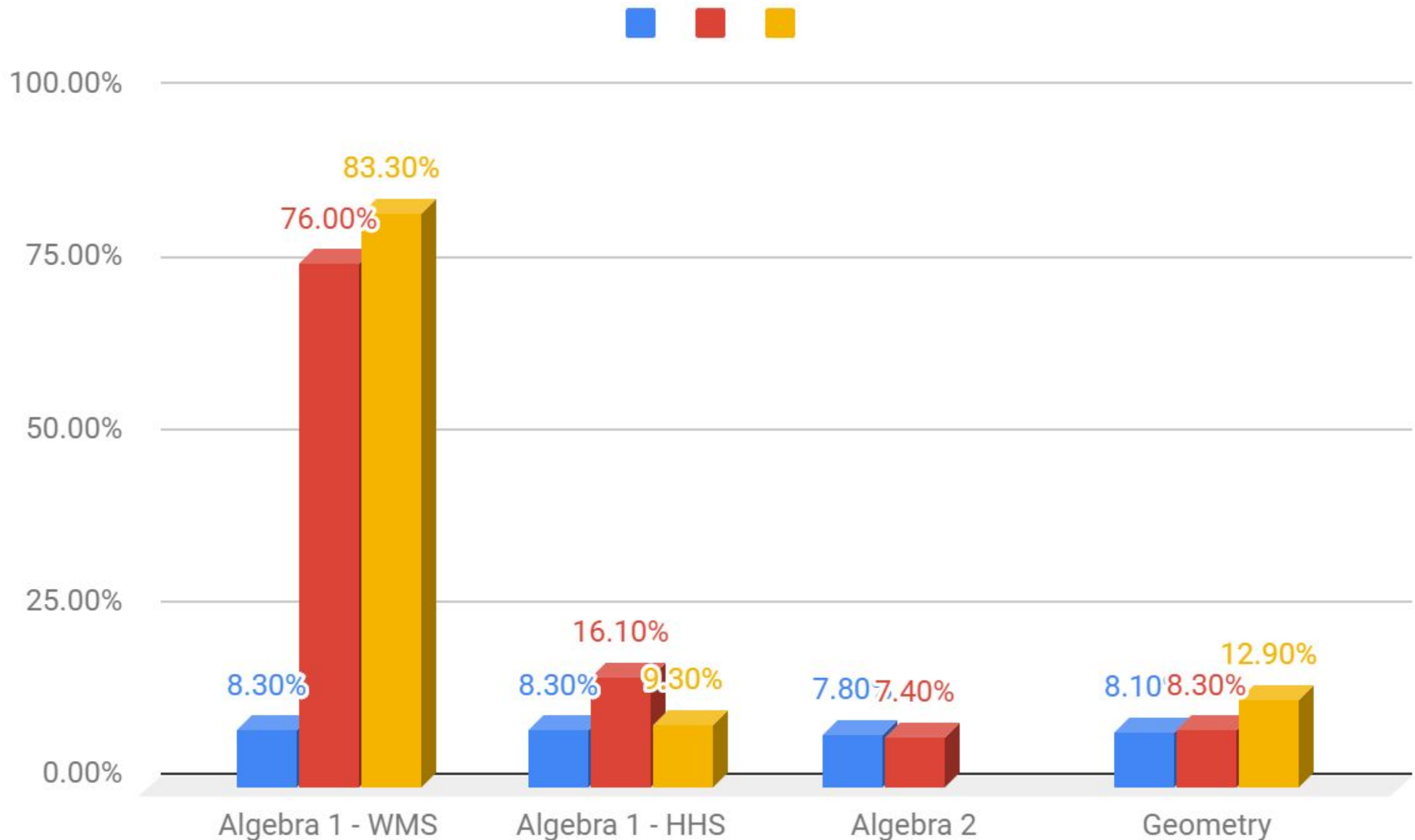
Grades 6 - 8



NJSLA comparison 2017-2019

Mathematics

Algebra and Geometry



NJSLA Pass Rates - 2019

Lincoln Elementary School

Met or Exceeded Expectations

	State	HPS	Hispanic Latino	Asian	Black/ African American	White	Two or More Races	Economically Disadvantaged	Students with Disabilities	English as a Second Language
ELA 3	50.3%	47.3%	41.6%	82.4%	60.0%	46.7%	0	40.0%	20.7%	12.5%
Math 3	55.1%	32.1%	22.0%	77.8%	60.0%	46.7%	0	23.3%	10.3%	10.0%

NJSLA Pass Rates - 2019

Hamilton School

Met or Exceeded Expectations

	State	HPS	Hispanic Latino	Asian	Black/ African American	White	Two or More Races	Economically Disadvantaged	Students with Disabilities	English as a Second Language
ELA 4	57.4%	60.9%	57.7%	88.9%	0	75.0%	50.0%	55.0%	26.1%	10.0%
Math 4	51.1%	32.9%	28.2%	72.7%	0	50.0%	0	27.3%	13.0%	21.1%
ELA 5	57.9%	62.0%	58.5%	80.0%	0	76.0%	0	59.8%	31.8%	20.0%
Math 5	46.8%	39.2%	36.0%	33.3%	0	56.0%	0	33.6%	27.3%	12.5%

NJSLA Pass Rates - 2019

Washington Middle School

Met or Exceeded Expectations

	State	HPS	Hispanic Latino	Asian	Black/ African American	White	Two or More Races	Economically Disadvantaged	Students with Disabilities	English as a Second Language
ELA 6	56.2%	64.3%	58.5%	76.9%	66.7%	88.9%	0	63.0%	21.7%	10.0%
Math 6	40.5%	31.0%	24.3%	61.5%	0	55.6%	0	25.8%	4.3%	0
ELA 7	62.8%	72.7%	68.5%	100%	40.0%	81.5%	0	71.0%	40.0%	12.5%
Math 7	42.1%	33.3%	27.4%	90.9%	0	37.0%	0	33.0%	12.0%	0
ELA 8	62.8%	68.2%	64.9%	81.8%	0	87.0%	0	67.3%	48.3%	31.3%
Math 8	29.3%	33.6%	27.2%	42.9%	0	61.1%	100%	28.4%	39.3%	26.3%
Algebra		83%								

Met or Exceeded Expectations

[illegible]

Dynamic Learning Maps (DLM)

The alternate assessment for students with the most significant intellectual disabilities in English Language Arts, Mathematics, and Science is called the Dynamic Learning Maps (DLM).

Dynamic Learning Maps (DLM)

Scoring

Emerging - The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by 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 Essential Elements.

Dynamic Learning Maps (DLM)

In District - 9 students

Grade 4 - 1

Grade 5 - 3

Grade 6 - 1

Grade 7 - 1

Grade 8 - 2

Grade 11 - 1

Out of District - 7

Grade 3 - 1

Grade 4 - 1

Grade 11 - 5

Dynamic Learning Maps (DLM)

Results- In District

ELA - Emerging - 2
Approaching Target - 3
At Target - 4
Advanced

Math - Emerging - 4
Approaching Target - 3
At Target - 2
Advanced

Science - Emerging - 4
Approaching Target - 1
At Target
Advanced - 1

Dynamic Learning Maps (DLM)

Results - Out of District Placements

ELA - Emerging - 3
Approaching Target - 2
At Target - 2
Advanced

Math - Emerging - 4
Approaching Target - 2
At Target
Advanced

Science -Emerging - 1
Approaching Target - 3
At Target - 1
Advanced

Access for English Language Learners

ACCESS for ELLs:

- Is administered to Kindergarten through Grade 12 students who have been identified as English language learners (ELLs)
- 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 toward English language proficiency
- Assesses the four language domains of Listening, Speaking, Reading and Writing

DISTRICT 2018-19 ACCESS TEST RESULTS

GRADE	Total Tested	1. ENTERING	2. EMERGING	3. DEVELOPING	4. EXPANDING	*5. BRIDGING	*6. REACHING
K	20	50%	15%	25%	5%	5%	0%
1	15	5%	20%	33%	0%	0%	0%
2	15	27%	13%	\$0%	13%	0%	0%
3	7	29%	43%	29%	0%	0%	0%
4	17	24%	18%	18%	18%	13%	0%
5	15	33%	0%	40%	27%	0%	0%
6	12	8%	42%	33%	17%	0%	0%
7	13	15%	38%	23%	23%	0%	0%
8	17	12%	29%	29%	29%	0%	0%
9	28	14%	14%	39%	32%	0%	0%
10	36	0%	8%	39%	47%	6%	0%
11	30	3%	10%	43%	30%	13%	0%
12	15	20%	20%	20%	40%	0%	0%

***Most students exit with 4.5 and supporting multiple criteria accounting for low % at levels 5 and 6**

Alternate ACCESS:

Alternate ACCESS tests students' language in four domains: Listening, Reading, Speaking, Writing. Test scores can be used to inform instruction and monitor progress of ELLs in a school or district.

It is intended for ELLs with the most significant cognitive disabilities.

- It is always paper-based and individually administered.
- All domains are scored by the Test Administrator.
- DRC processes scored tests for reporting

Alternate ACCESS	Total Tested	A1 – Initiating	A2 – Exploring	A3 – Engaging	P1 – Entering	P2 – Emerging	P3 – Developing
Grade 2+5	2	0%	0%	0%	50%	50%	0%
Overall	242	18%	18%	33%	27%	4%	0%



Thank You!