Spring 2024 Assessment Results

Jefferson Township Public Schools

October 14, 2024

Assessment Results Included in this Presentation

New Jersey Student Learning Assessment (NJSLA):

- English Language Arts
- Mathematics

Dynamic Learning Maps (DLM)

ACCESS for ELLs

Comparison of Jefferson Township's Student Tested Spring 2023 and 2024 NJSLA Administrations English Language Arts

Number of Students Tested

Grade	2023	2024	Difference	2024 # of Students
3	162	169	**+7**	**178** (4)
4	173	164	**-9**	**176** (3)
5	170	179	**+9**	**184** (2)
6	190	177	**-13**	**178**
7	180	197	**+17**	**200**
8	198	184	**-14**	**190** (3)
9	180	183	**+3**	**203**

(#) represents students assessed using the DLM

ELA Subgroup Percentages

Grade 3

Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	91,798	19.8	15.2	21.4	37.2	6.4	43.6
District	**169**	**10.7**	**19.5**	**21.9**	**39.6**	**8.3**	**47.9**
Female	75	9.3	12.0	18.7	48.0	12.0	60.0
Male	94	11.7	25.5	24.5	33.0	5.3	38.3
Hispanic	23	8.7	34.8	21.7	26.1	8.7	34.8
Asian	6	*	*	*	*	*	*
Black	6	*	*	*	*	*	*
White	131	12.2	17.6	21.4	41.2	7.6	48.9
2 or more	3	*	*	*	*	*	*
Econ Dis.	23	34.8	26.1	21.7	17.4	0.0	17.4
ML	5	*	*	*	*	*	*
IEP	52	30.8	28.8	17.3	19.2	3.8	23.1
504	4	*	*	*	*	*	*

ELA Subgroup Percentages

Grade 4

Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	93,590	13.0	14.3	21.9	34.6	16.2	50.8
District	**164**	**4.3**	**14.6**	**29.9**	**33.5**	**17.7**	**51.2**
Female	72	1.4	8.3	34.7	37.5	18.1	55.6
Male	92	6.5	19.6	26.1	30.4	17.4	47.8
Hispanic	25	4.0	8.0	32.0	40.0	16.0	56.0
Asian	3	*	*	*	*	*	*
Black	2	*	*	*	*	*	*
White	131	3.8	15.3	29.8	33.6	17.6	51.1
2 or more	3	*	*	*	*	*	*
Econ Dis.	13	7.7	23.1	46.2	23.1	0.0	23.1
ML	3	*	*	*	*	*	*
IEP	36	19.4	27.8	36.1	16.7	0.0	16.7
504	11	0.0	18.2	36.4	27.3	18.2	45.5

ELA Subgroup Percentages

Grade 5

Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	94,753	13.0	13.8	21.0	40.4	11.9	52.2
District	**179**	**11.7**	**19.0**	**22.9**	**40.2**	**6.1**	**46.4**
Female	83	9.6	20.5	26.5	36.1	74.2	43.4
Male	96	13.5	17.7	19.8	43.8	5.2	49.0
Hispanic	25	24.0	32.0	24.0	16.0	4.0	20.0
Asian	5	*	*	*	*	*	*
Black	7	*	*	*	*	*	*
White	132	9.8	16.7	25.0	43.0	5.3	48.5
2 or more	10	0.0	20.0	10.0	60.0	10.0	70.0
Econ Dis.	27	14.8	29.6	22.2	29.6	3.7	33.3
ML	5	*	*	*	*	*	*
IEP	38	23.7	26.3	21.1	28.9	0.0	28.9
504	10	0.0	30.0	30.0	40.0	0.0	40.0

ELA Subgroup Percentages

Grade 6

Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	95,831	10.7	14.0	22.2	37.4	15.8	53.2
District	**177**	**2.8**	**10.7**	**22.0**	**53.1**	**11.3**	**64.4**
Female	80	2.5	5.0	22.5	53.8	16.3	70.0
Male	97	3.1	15.5	21.6	52.6	7.2	59.8
Hispanic	37	10.8	8.1	18.9	54.1	8.1	62.2
Asian	9	*	*	*	*	*	*
Black	8	*	*	*	*	*	*
NH/PI	1	*	*	*	*	*	*
White	114	0.9	8.8	25.4	51.8	13.2	64.9
2 or more	8	*	*	*	*	*	*
Econ Dis.	19	0.0	21.1	42.1	31.6	5.3	36.8
ML	2	*	*	*	*	*	*
IEP	39	5.1	41.0	30.8	20.5	2.6	23.1
504	10	10.0	0.0	40.0	40.0	10.0	50.0

ELA Subgroup Percentages

Grade 7

Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	97,249	13.0	12.3	20.7	31.5	22.4	54.0
District	**197**	**9.1**	**17.8**	**32.5**	**30.5**	**10.2**	**40.6**
Female	92	3.3	13.0	33.7	37.0	13.0	50.0
Male	105	14.3	21.9	31.4	24.8	7.6	32.4
Hispanic	30	16.7	23.3	30.0	26.7	3.3	30.0
Asian	10	10.0	0.0	10.0	20.0	60.0	80.0
Black	2	*	*	*	*	*	*
White	142	8.5	19.0	35.2	30.3	7.0	37.3
2 or more	13	0.0	7.7	23.1	53.8	15.4	69.2
Econ Dis.	18	33.3	16.7	38.9	11.1	0.0	11.1
ML	2	*	*	*	*	*	*
IEP	41	22.0	36.6	26.8	14.6	0.0	14.6
504	9	*	*	*	*	*	*

ELA Subgroup Percentages

Grade 8

Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	98,347	13.7	13.6	19.8	35.2	17.7	52.9
District	**184**	**5.4**	**12.5**	**23.4**	**38.6**	**20.1**	**58.7**
Female	95	0.0	8.4	25.3	40.0	26.3	66.3
Male	89	11.2	16.9	21.3	37.1	13.5	50.6
Hispanic	38	10.5	21.1	15.8	36.8	15.8	52.6
Asian	5	*	*	*	*	*	*
Black	1	*	*	*	*	*	*
White	136	4.4	11.0	26.5	40.4	17.6	58.1
2 or more	4	*	*	*	*	*	*
Econ Dis.	23	8.7	17.4	47.8	17.4	8.7	26.1
ML	2	*	*	*	*	*	*
IEP	42	21.4	38.1	21.4	11.9	7.1	19.0
504	13	0.0	15.4	46.2	30.8	7.7	38.5

ELA Subgroup Percentages

Grade 9

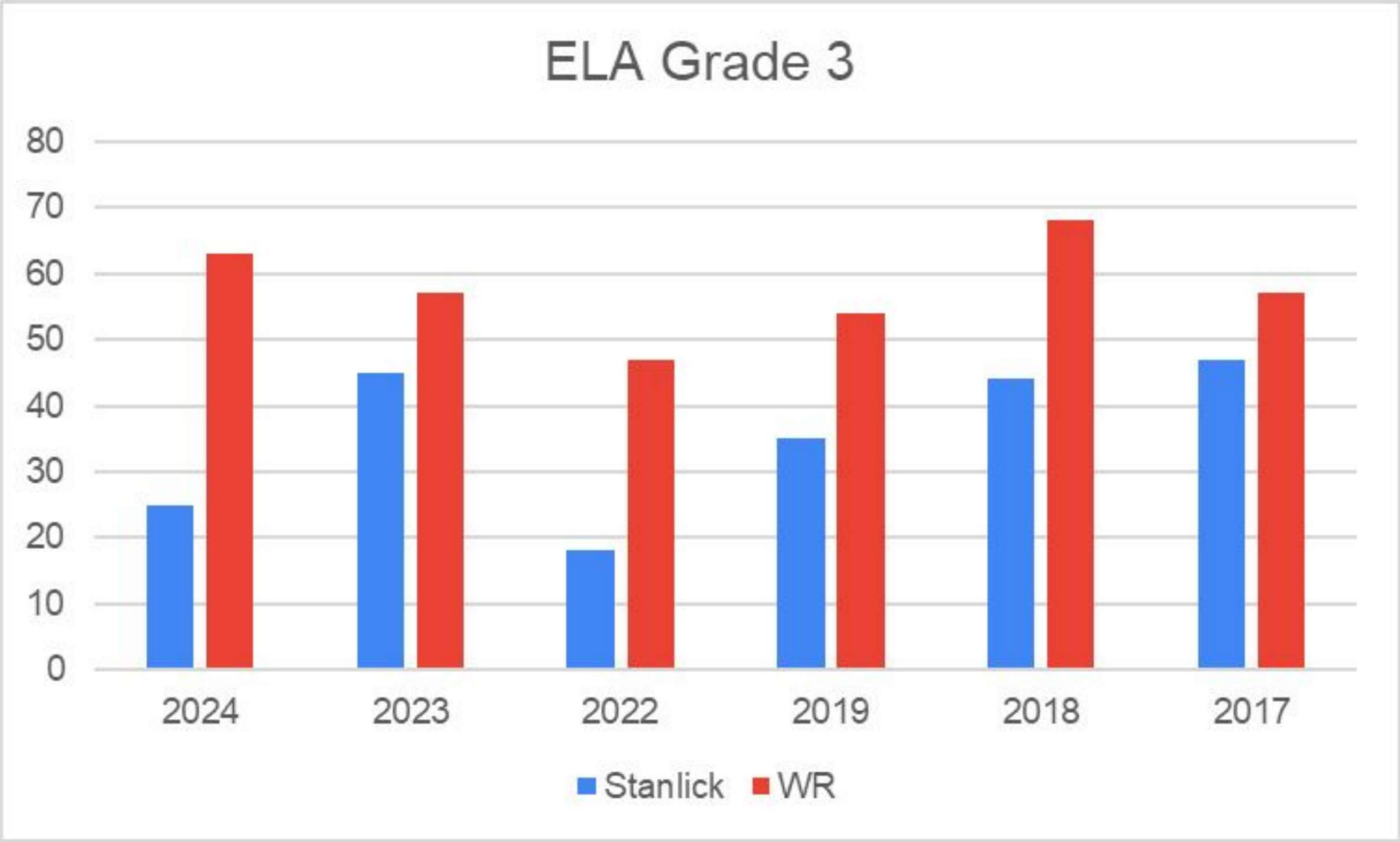
Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	97,863	12.5	12.8	16.8	35.5	22.5	58.0
District	**183**	**3.8**	**15.3**	**22.4**	**43.7**	**14.8**	**58.5**
Female	76	2.6	11.8	11.8	53.9	19.7	73.7
Male	107	4.7	17.8	29.9	36.4	11.2	47.7
Hispanic	31	6.5	16.1	29.0	45.2	3.2	48.4
Asian	7	*	*	*	*	*	*
Black	5	*	*	*	*	*	*
White	133	2.3	15.0	21.1	44.4	17.3	61.7
2 or more	7	*	*	*	*	*	*
Econ Dis.	17	5.9	17.6	41.2	29.4	5.9	35.3
ML	4	*	*	*	*	*	*
IEP	32	15.6	46.9	25.0	12.5	0.0	12.5
504	16	0.0	12.5	43.8	37.5	6.3	43.8

Jefferson Township Spring 2024 NJSLA School- & Grade-Level Outcomes English Language Arts Grade 3

ENGLISH LANGUAGE ARTS

Grade 3 Assessment, 2023–2024

	PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE	20 15 21 37 6	91,798	741	46	36 24 40	36 24 40	39 20 41	31	38 11 51	30 16 54
DISTRICT	11 20 22 40 8	169	750	49	31 27 42	28 30 42	27 27 46	33	33 8 59	27 17 56
ARTHUR STANLICK ELEMENTARY SCHOOL	20 29 26 23 2	65	729	43	46 29 25	46 15 38	38 29 32	25	55 9 35	51 17 32
WHITE ROCK ELEMENTARY SCHOOL	5 13 19 50 13	104	762	52	22 25 53	17 38 44	20 26 54	38	19 8 73	13 17 70

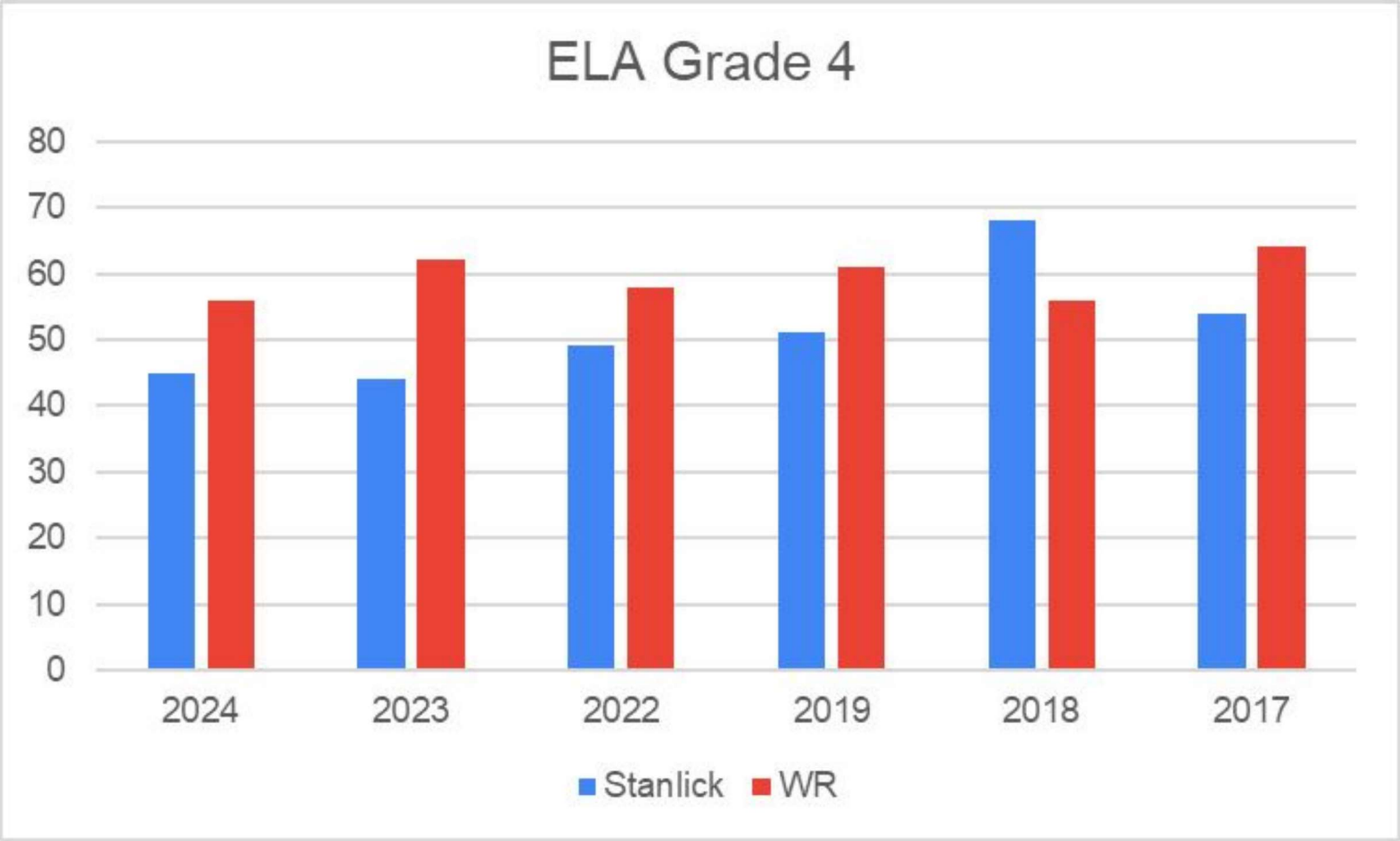

ELA Grade 3
80
70
60
50
40
30
20
10
0
2024
2023
2022
2019
2018
2017
Stanlick
WR

Jefferson Township Spring 2024 NJSLA School- & Grade-Level Outcomes English Language Arts Grade 4

ENGLISH LANGUAGE ARTS

Grade 4 Assessment, 2023–2024

	PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE	13 14 22 35 16	93,590	749	49	32 21 47	31 19 50	34 16 49	33	23 16 61	27 21 52
DISTRICT	4 15 30 34 18	164	756	51	26 27 47	26 19 55	24 25 51	36	16 15 68	21 18 61
ARTHUR STANLICK ELEMENTARY SCHOOL	5 15 34 37 8	73	748	48	29 25 47	32 16 52	23 32 45	33	21 14 66	30 18 52
WHITE ROCK ELEMENTARY SCHOOL	3 14 26 31 25	91	762	53	24 29 47	21 21 58	25 20 55	38	13 16 70	13 19 68

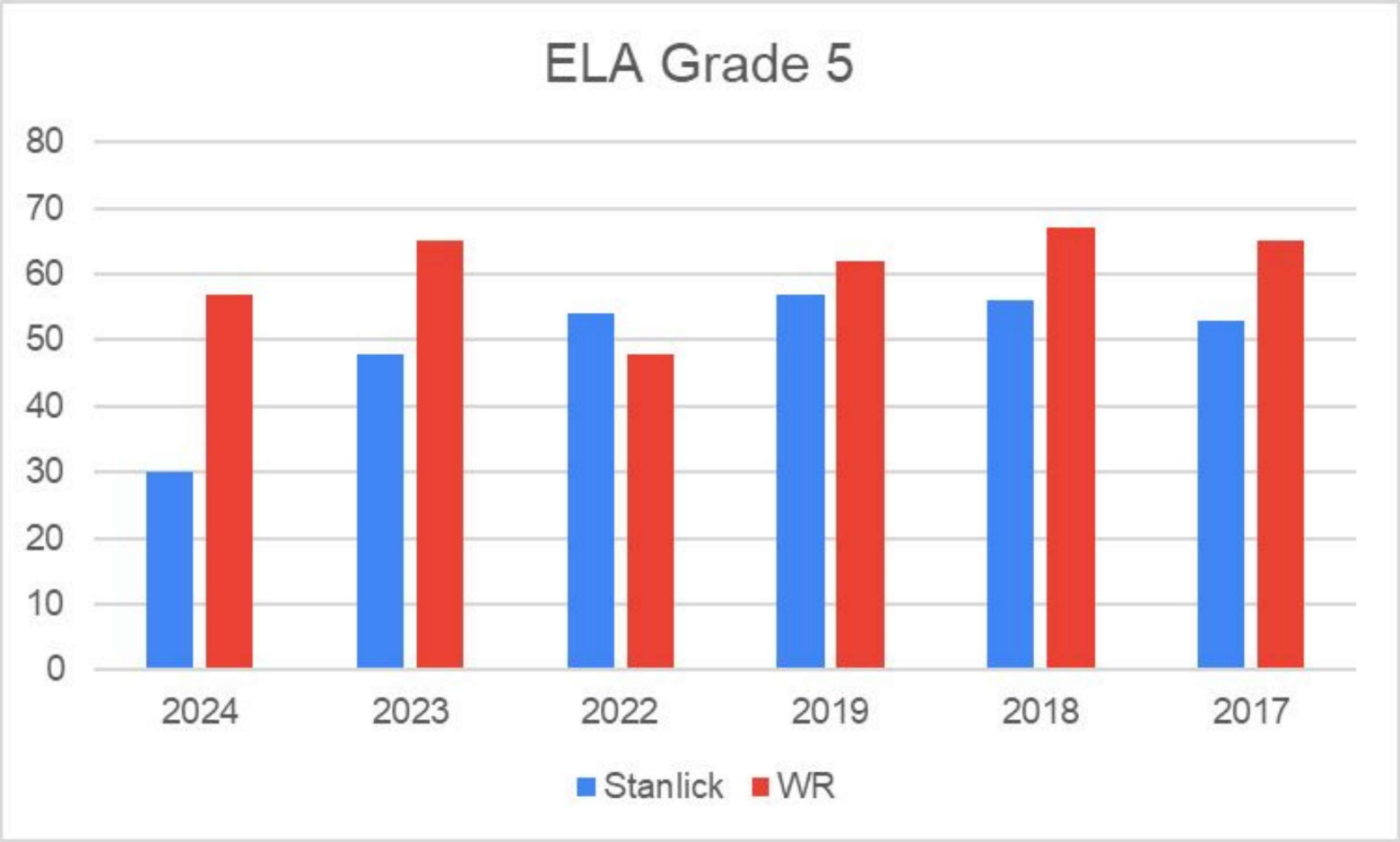

ELA Grade 4
80
70
60
50
40
30
20
10
0
2024
2023
2022
2019
2018
2017
Stanlick
WR

Jefferson Township Spring 2024 NJSLA School- & Grade-Level Outcomes English Language Arts Grade 5

ENGLISH LANGUAGE ARTS

Grade 5 Assessment, 2023–2024

	PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE	13 14 21 40 12	94,753	750	49	32 20 49	30 22 49	33 19 48	34	34 9 57	34 18 48
DISTRICT	12 19 23 40 6	179	744	48	35 23 41	34 25 42	34 20 46	31	40 10 50	45 22 33
ARTHUR STANLICK ELEMENTARY SCHOOL	21 23 26 26 4	98	731	44	48 19 33	46 18 36	47 14 39	26	58 11 31	60 21 18
WHITE ROCK ELEMENTARY SCHOOL	0 14 20 58 9	81	759	52	20 28 52	19 32 49	19 27 54	38	19 9 73	27 22 51


ELA Grade 5
80
70
60
50
40
30
20
10
0
2024
2023
2022
2019
2018
2017
Stanlick
WR

Intervention Strategies

- English Language Arts

- Continue data-driven instruction workshops to analyze LinkIt & NJSLA data
- Conduct a BSI data sweep 5x per year
- Vertical articulation K-5 at curriculum councils
- Increase instructional time for ELA
- Review of curriculum pacing
- Increase exposure to computer-based assessments
- Expand the use of Wilson Fundations to grade 3 to identify and support struggling readers
- Transition to the NJTSS to identify and support struggling learners

Comparison of Jefferson Township's Student Tested Spring 2023 and 2024 NJSLA Administrations Mathematics

Number of Students Tested

Grade	2023	2024	Difference
3	161	170	**+9**
4	173	163	**-10**
5	171	178	**+7**
6	192	178	**-14**
7	181	199	**+18**
8*	174	146	**-28**
Algebra 1	180	200	**+20**
Geometry	2	26	**+24**

Note: *Some students in grade 8 participated in the NJSLA Algebra I assessment in place of the 8th grade math assessment. The NJSLA Math 8 outcomes are not representative of grade 8 performance as a whole.

Math Subgroup Percentages

Grade 3

Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	83,871	11.8	16.0	24.6	34.6	13.0	47.5
District	**170**	**12.4**	**10.6**	**31.8**	**34.7**	**10.6**	**45.3**
Female	75	10.7	13.3	29.3	41.3	5.3	46.7
Male	95	13.7	8.4	33.7	29.5	14.7	44.2
Hispanic	23	17.4	4.3	47.8	26.1	4.3	30.4
Asian	6	*	*	*	*	*	*
Black	6	*	*	*	*	*	*
White	132	12.9	12.9	28.0	34.8	11.4	46.2
2 or more	3	*	*	*	*	*	*
Econ Dis.	24	29.2	8.3	41.7	20.8	0.0	20.8
ML	6	*	*	*	*	*	*
IEP	52	32.7	15.4	25.0	23.1	3.8	26.9
504	4	*	*	*	*	*	*

Math Subgroup Percentages

Grade 4

Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	95,528	11.6	19.0	24.5	37.5	7.5	44.9
District	**163**	**4.3**	**14.7**	**31.9**	**41.7**	**7.4**	**49.1**
Female	72	4.2	12.5	36.1	43.1	4.2	47.2
Male	91	4.4	16.5	28.6	40.7	9.9	50.5
Hispanic	25	4.0	12.0	28.0	48.0	8.0	56.0
Asian	3	*	*	*	*	*	*
Black	2	*	*	*	*	*	*
White	130	4.6	14.6	33.1	40.0	7.7	47.7
2 or more	3	*	*	*	*	*	*
Econ Dis.	13	7.7	30.8	53.8	7.7	0.0	7.7
ML	3	*	*	*	*	*	*
IEP	35	14.3	34.3	25.7	22.9	2.9	25.7
504	11	9.1	27.3	9.1	36.4	18.2	54.5

Math Subgroup Percentages

Grade 5

Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	96,582	12.2	22.3	25.3	31.0	9.1	40.2
District	**178**	**9.0**	**27.0**	**30.9**	**27.5**	**5.6**	**33.1**
Female	82	7.3	30.5	30.5	29.3	2.4	31.7
Male	96	10.4	24.0	31.3	26.0	8.3	34.4
Hispanic	25	20.0	32.0	32.0	8.0	8.0	16.0
Asian	5	*	*	*	*	*	*
Black	7	*	*	*	*	*	*
White	131	6.9	26.7	32.8	28.2	5.3	33.6
2 or more	10	0.0	20.0	20.0	60.0	0.0	60.0
Econ Dis.	26	7.7	42.3	26.9	11.5	11.5	23.1
ML	5	*	*	*	*	*	*
IEP	37	24.3	27.0	29.7	16.2	2.7	18.9
504	10	0.0	20.0	60.0	20.0	0.0	20.0

Math Subgroup Percentages

Grade 6

Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	97,556	14.2	23.5	26.1	29.0	7.2	36.2
District	**178**	**9.6**	**18.0**	**28.7**	**38.2**	**5.6**	**43.8**
Female	80	3.8	22.5	32.5	35.0	6.3	41.3
Male	98	14.3	14.3	25.5	40.8	5.1	45.9
Hispanic	38	13.2	21.1	31.6	31.6	2.6	34.2
Asian	9	*	*	*	*	*	*
Black	8	*	*	*	*	*	*
White	114	7.9	16.7	29.8	40.4	5.3	45.6
2 or more	8	*	*	*	*	*	*
Econ Dis.	19	26.3	21.1	26.3	26.3	0.0	26.3
ML	3	*	*	*	*	*	*
IEP	39	33.3	30.8	20.5	154.4	0.0	15.4
504	10	0.0	40.0	30.0	30.0	0.0	30.0

Math Subgroup Percentages

Grade 7

Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	93,592	10.7	23.9	28.0	31.0	6.5	37.5
District	**199**	**8.0**	**22.6**	**29.6**	**34.2**	**5.5**	**39.7**
Female	94	4.3	24.5	34.0	35.1	2.1	37.2
Male	105	11.4	21.0	25.7	33.3	8.6	41.9
Hispanic	32	21.9	28.1	21.9	25.0	3.1	28.1
Asian	10	0.0	20.0	10.0	50.0	20.0	70.0
Black	2	*	*	*	*	*	*
White	142	6.3	21.8	33.1	33.8	4.9	38.7
2 or more	13	0.0	23.1	23.1	46.2	7.7	53.8
Econ Dis.	19	15.8	42.1	21.1	21.1	0.0	21.1
ML	4	*	*	*	*	*	*
IEP	41	12.2	56.1	19.5	12.2	0.0	12.2
504	9	*	*	*	*	*	*

Math Subgroup Percentages

Grade 8

Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	65,969	30.2	28.9	21.5	17.9	1.5	19.5
District	**146**	**21.2**	**31.5**	**16.4**	**29.2**	**1.4**	**30.8**
Female	74	14.9	31.1	21.6	31.1	1.4	32.4
Male	72	27.8	31.9	11.1	27.8	1.4	29.2
Hispanic	36	33.3	38.9	11.1	13.9	2.8	16.7
Asian	1	*	*	*	*	*	*
Black	1	*	*	*	*	*	*
White	106	17.9	28.3	18.9	34.0	0.9	34.9
2 or more	2	*	*	*	*	*	*
Econ Dis.	24	25.0	37.5	8.3	29.2	0.0	29.2
ML	7	*	*	*	*	*	*
IEP	40	45.0	37.5	12.5	5.0	0.0	5.0
504	11	27.3	18.2	27.3	27.3	0.0	27.3

Math Subgroup Percentages

Alg. I

Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	105,708	17.0	21.4	22.2	35.6	3.9	39.5
District	**200**	**12.0**	**21.0**	**28.0**	**38.5**	**0.5**	**39.0**
Female	82	13.4	19.5	28.0	39.0	0.0	39.0
Male	118	11.0	22.0	28.0	38.1	0.8	39.0
Hispanic	34	23.5	23.5	23.5	29.4	0.0	29.4
Asian	9	*	*	*	*	*	*
Black	4	*	*	*	*	*	*
White	145	10.3	18.6	31.0	39.3	0.7	40.0
2 or more	8	*	*	*	*	*	*
Econ Dis.	17	29.4	35.3	11.8	23.5	0.0	23.5
ML	5	*	*	*	*	*	*
IEP	34	32.4	38.2	20.6	8.8	0.0	8.8
504	16	18.8	31.3	25.0	25.0	0.0	25.0

Math Subgroup Percentages

Geom.

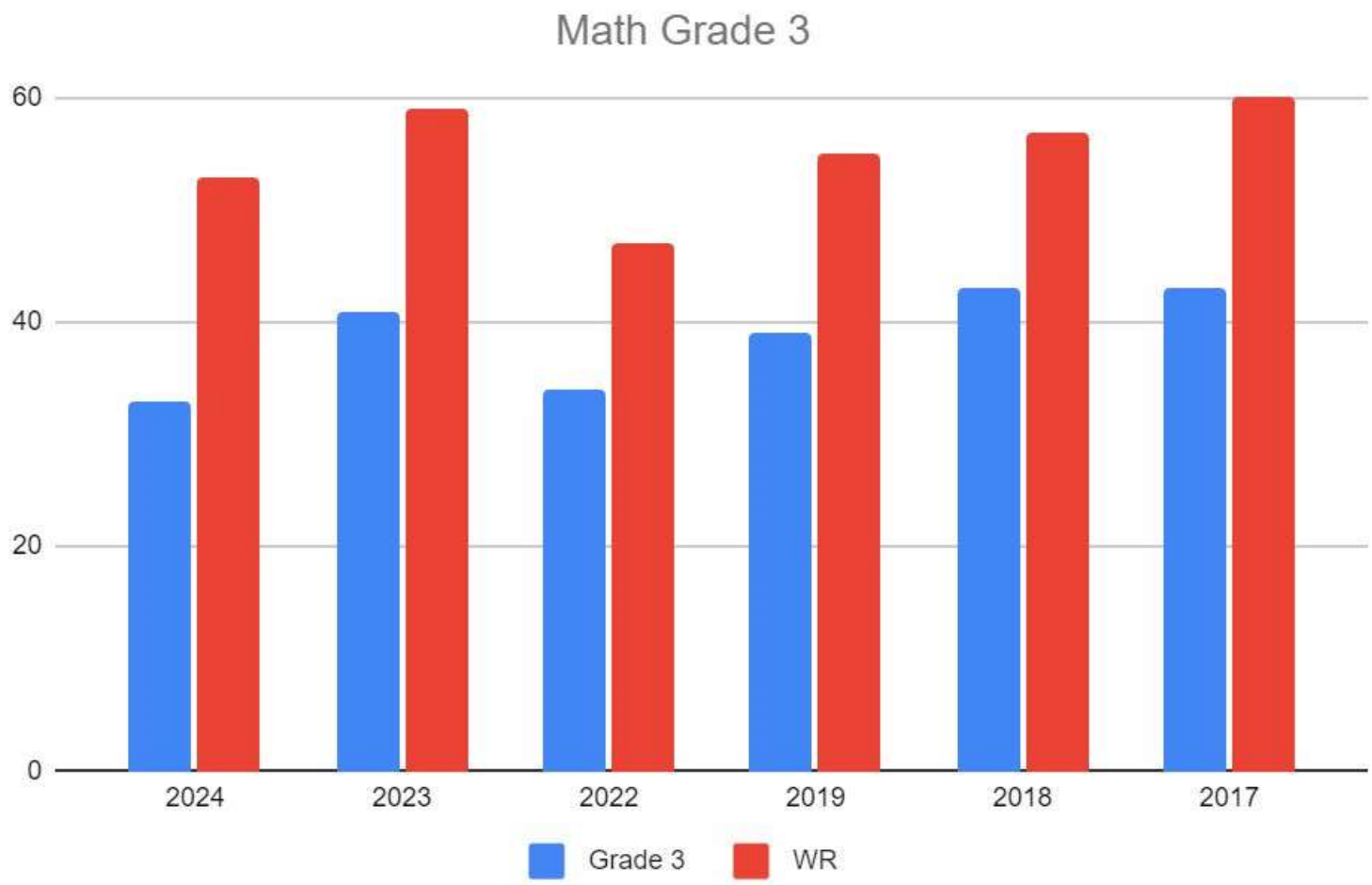
Subgroup	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	≥ Level 4
State	30,909	6.2	14.4	30.3	41.4	7.7	49.0
District	**26**	**3.8**	**3.8**	**46.2**	**46.2**	**0.0**	**46.2**
Female	15	6.7	0.0	46.7	46.7	0.0	46.7
Male	11	0.0	9.1	45.5	45.5	0.0	45.5
Hispanic	4	*	*	*	*	*	*
Asian	1	*	*	*	*	*	*
Black	1	*	*	*	*	*	*
White	19	5.3	0.0	52.6	42.1	0.0	42.1
2 or more	1	*	*	*	*	*	*
Econ Dis.	2	*	*	*	*	*	*
504	2	*	*	*	*	*	*

Jefferson Township Spring 2024 NJSLA School- & Grade-Level Outcomes Mathematics Grade 3

MATHEMATICS

Grade 3 Assessment, 2023–2024

	PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS* MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE	12 16 25 35 13	93,871	747	31 22 47	31 24 45	30 19 51	37 17 47
DISTRICT	12 11 32 35 11	170	746	29 28 43	32 30 38	29 17 54	29 24 46
ARTHUR STANLICK ELEMENTARY SCHOOL	23 9 35 25 8	65	733	45 28 28	40 31 29	43 14 43	40 29 31
WHITE ROCK ELEMENTARY SCHOOL	6 11 30 41 12	105	753	20 28 52	28 30 43	21 19 60	23 21 56

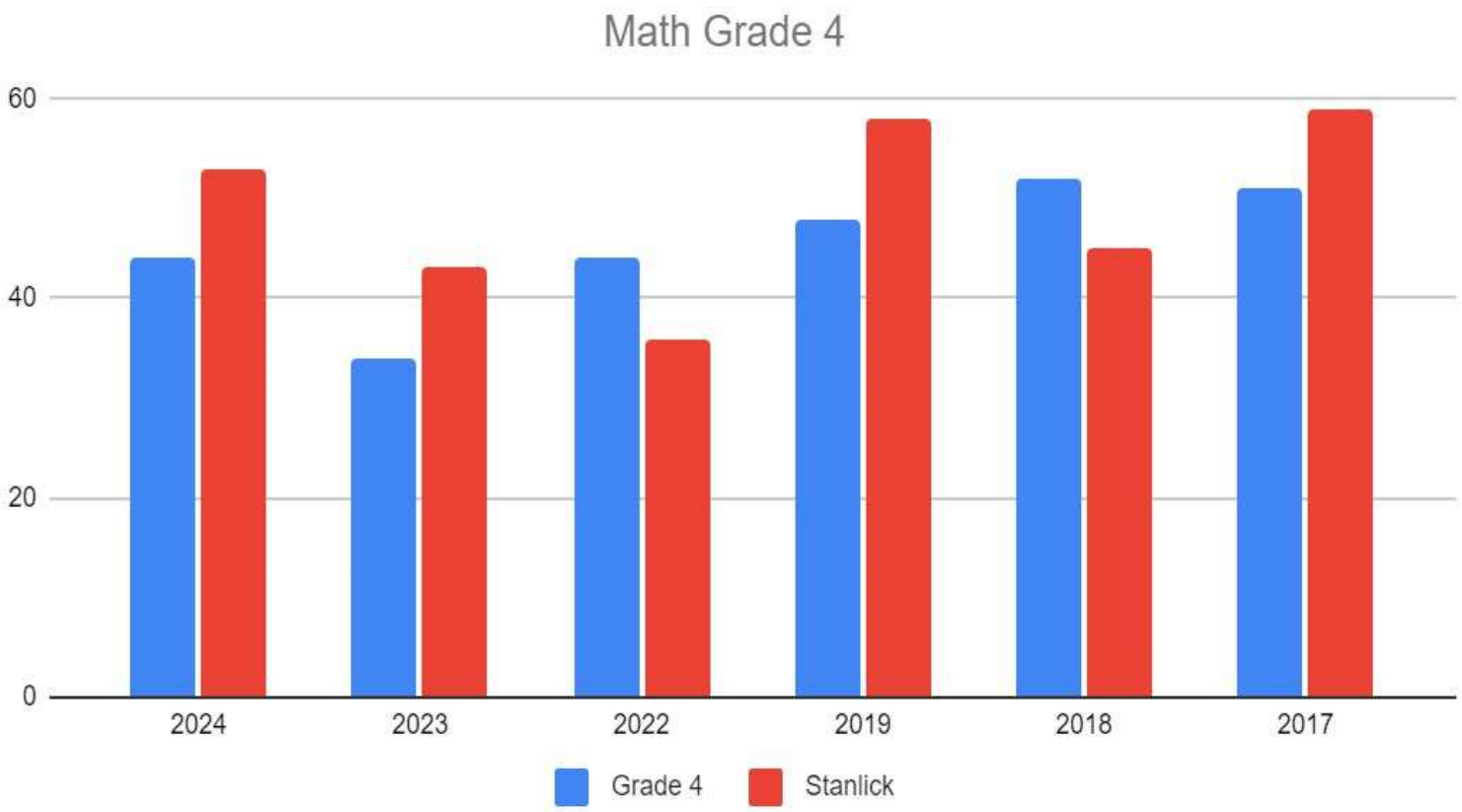

Math Grade 3
60
40
20
0
2024
2023
2022
2019
2018
2017
Grade 3
WR

Jefferson Township Spring 2024 NJSLA School- & Grade-Level Outcomes Mathematics Grade 4

MATHEMATICS

Grade 4 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS* MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE 12 19 24 37 7	95,528	744	29 24 47	36 21 43	35 18 46	41 18 41
DISTRICT 4 15 32 42 7	163	748	17 32 51	26 27 47	29 26 44	36 25 40
ARTHUR STANLICK ELEMENTARY SCHOOL 5 19 32 41 3	73	742	23 34 42	29 30 41	41 23 36	41 25 34
WHITE ROCK ELEMENTARY SCHOOL 3 11 32 42 11	90	754	12 30 58	24 24 51	20 29 51	31 24 44

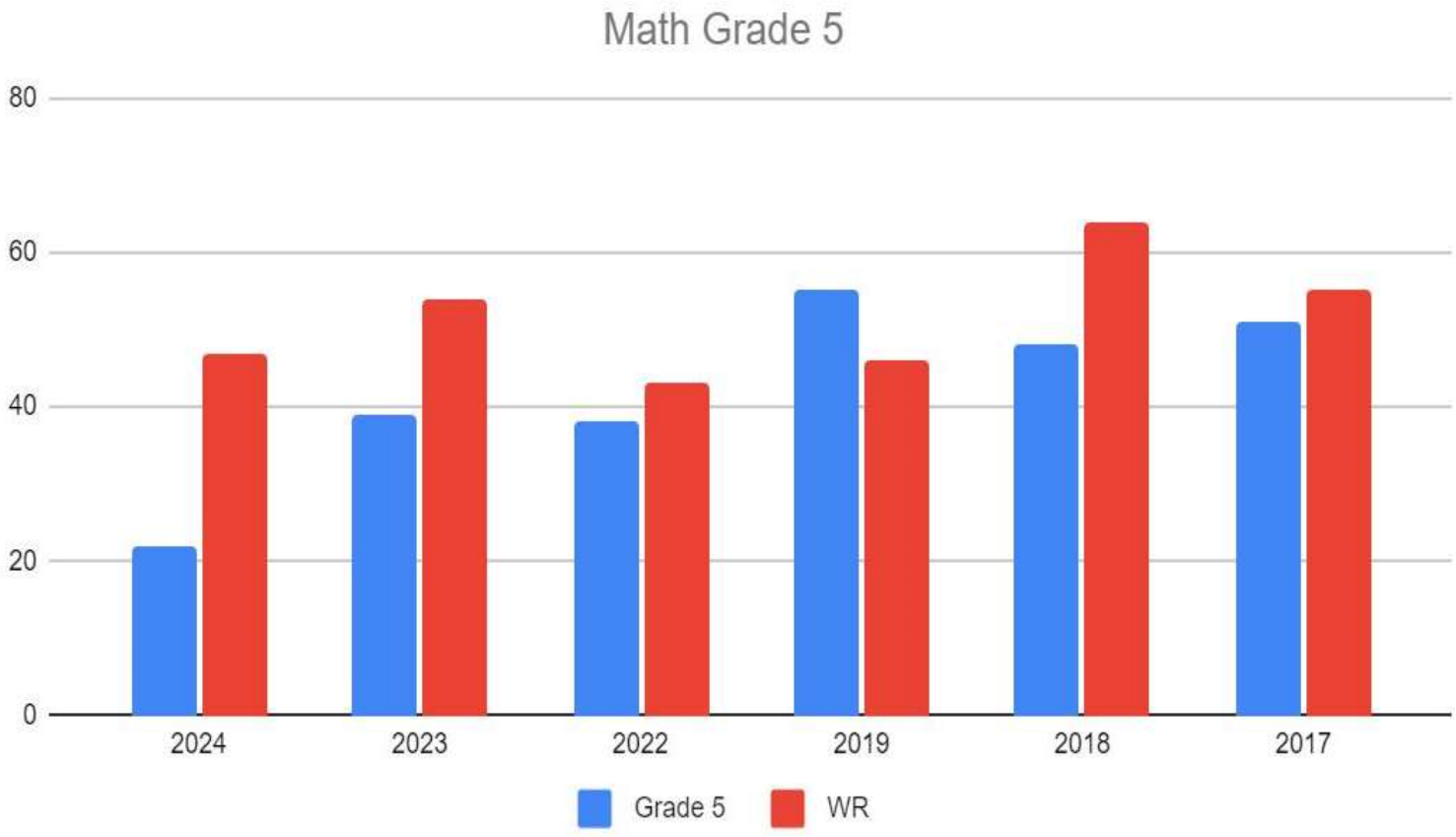

Math Grade 4
60
40
20
0
2024
2023
2022
2019
2018
2017
Grade 4
Stanlick

Jefferson Township Spring 2024 NJSLA School- & Grade-Level Outcomes Mathematics Grade 5

MATHEMATICS

Grade 5 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS* MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE 12 22 25 31 9	96,582	741	33 28 39	40 16 44	33 25 41	39 24 37
DISTRICT 9 27 31 28 6	178	738	33 35 33	41 19 40	34 33 33	40 30 30
ARTHUR STANLICK ELEMENTARY SCHOOL 16 31 31 18 4	97	728	42 36 22	57 15 28	44 31 25	49 29 22
WHITE ROCK ELEMENTARY SCHOOL 0 22 31 40 7	81	749	21 33 46	22 22 56	21 36 43	30 31 40


Math Grade 5
80
60
40
20
0
2024
2023
2022
2019
2018
2017
Grade 5
WR

Intervention Strategies

K-5

- Continue data driven instruction workshops to analyze LinkIt & NJSLA data
- Conduct BSI data sweep 5x per year
- Vertical Articulation at Curriculum Councils
- Increase instructional time for Math
- Review of curriculum pacing
- Increase exposure to computer-based assessments
- Transition to the NJTSS to identify and supporting struggling learners

Grades 6 – Algebra II

- Data Driven Instruction Workshops to analyze LinkIt & NJSLA data
- Review of standards-based LinkIt reports
- Review released NJSLA test items to incorporate into class assessments
- Conduct peer observations
- Provide teachers with resources to assist with instruction for numeracy

ELA	2024	2023	2022		Math	2024	2023	2022
Grade 3	47.9	52.5	31.8		Grade 3	45.3	50.9	40.6
Grade 4	51.2	53.3	52.6		Grade 4	49.1	38.7	40.5
Grade 5	46.4	51.1	56.5		Grade 5	33.1	46.2	38.3
Grade 6	64.4	36.8	42.5		Grade 6	43.8	26	34.1
Grade 7	40.6	46.7	55.7		Grade 7	39.7	38.1	38.4
Grade 8	58.7	66.2	66.3		Grade 8*	30.8	32.8	24.1
Grade 9	58.5	50	57.8		*Alg. I students not included			

Student and teacher mobility impacts year-to-year growth

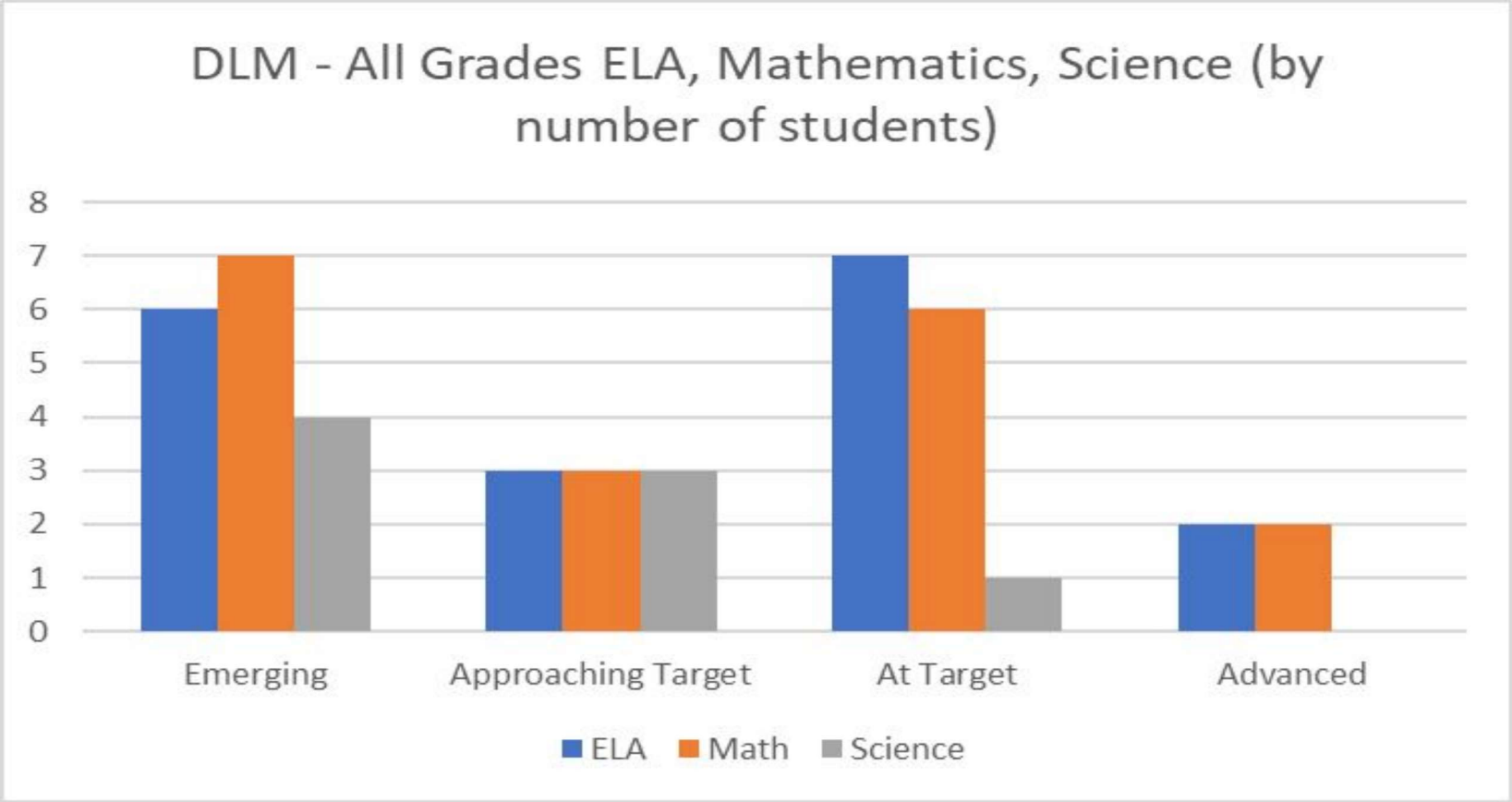
Dynamic Learning Maps (DLM)

Dynamic Learning Maps:

- Assessments for students with the most significant cognitive disabilities
- General state assessments are not appropriate for these students even with accommodations
- Provides a way for students to show what they know in ELA, mathematics and science
- Provides students with unique accessibility tools and supports to meet their individual needs and preferences
- Results are used to inform instruction and meet state and federal accountability requirements for reporting student achievement

Performance Level Descriptors

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



18 students completed the ELA assessment; 18 students completed the Math assessment; and 8 students complete the Science DLM which is only administered to students in grades 5, 8 and 11

DLM Data Trends & Action Plan

- JTPS Office of Special Services and case managers for students are working with teachers to review student's individual score reports and adjust classroom support systems as needed
- Child Study Teams will review the DLM data to ensure that the student IEPs align with student needs and their programs
- Review curriculum to ensure alignment with NJSLS and requirement of the DLM assessments

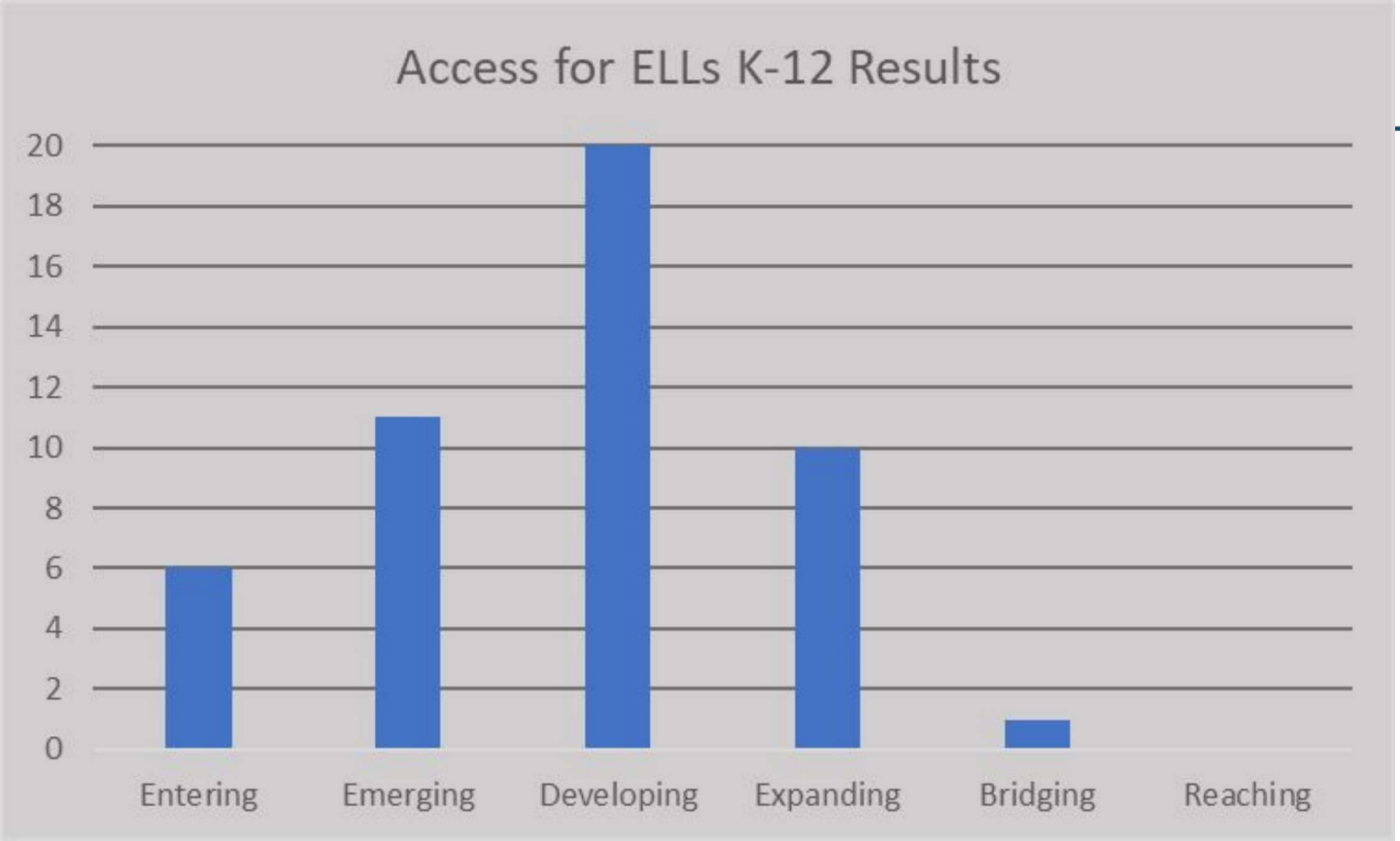
ACCESS for ELLs

English Language Proficiency Assessment

- Access for ELLs is an assessment that measures English proficiency levels of English Language Learners
- Administered annually to students who receive ESL instruction to measure student growth and progress in the language development
- Results are used to place students into appropriate ESL programs to meet their needs
- Students are scored on a scale of 1-6 in the following areas: Listening, Speaking, Reading, Writing, Oral Language, Literacy, and Comprehension

ACCESS for ELLs Scoring

1 – **Entering**: Student knows and uses minimal social language and minimal academic language with visual and graphic support
2 – **Emerging**: Student know and uses some English and general academic language with visual and graphic support
3 – **Developing**: Student knows and uses social English and some specific academic language with visual and graphic support
4 – **Expanding**: Student know and uses social English and some technical academic language
5 – **Bridging**: Student knows and uses social and academic language working with grade level material
6 – **Reaching**: Student knows and uses social and academic language at the highest level measured by the assessment



48 ML student scores for ACCESS for ELLs for the 2023-2024 SY

Data Trends and Action Plan

- Largest concentration (52%) of English Language Learners in JTPS is at the K-4 level
- 21% of students scored at the Expanding level
- 42% of students scored at the Bridging level
- Our district ELL specialists will develop lessons and activities that focus on the improvement of each ELL student's skills within each language domain via small group instruction in a pull-out setting or through push-in support in each school.
- Instruction will be differentiated to hone in on the specific skill areas that are identified as in need of improvement on the students' ACCESS score reports.
- Use Title III grant money to provide tutoring for ML students
- Increase the number teachers trained in Sheltered-English Instruction