Montgomery Township School District
Statewide Assessment Results

2023-2024

Presented by:
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Director of Equity, Data, & Accountability

October 15, 2024

Presentation Overview

- ACCESS

- DLM

- NJSLA

    - English Language Arts (ELA)

    - Math

    - Science

Protecting Student Confidentiality

- In the reporting of group assessment data, the intent is to protect student privacy through procedures that systematically prevent members of the public from discerning student identity.

- Guidelines provided by the Federal government state that in the reporting of assessment results, suppression of numbers should occur in categories where the counts are low, making it otherwise impossible to infer the results of the individuals.

- The Every Student Succeeds Act (ESSA) specifies that states must select a minimum number of students (minimum n-size) necessary for a particular group ("subgroup") to be included in the ESSA school accountability system.

- The NJDOE maintains 10 as its minimum n-size for school and district reporting.

ACCESS 2.0

ACCESS 2.0

|	
What:	●Assessing Comprehension and Communication in English State-to-State for English Language Learners ●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 towards English language proficiency ●Is anchored in the WIDA English Language Development Standards ●Assesses the four language domains of Listening, Speaking, Reading, and Writing
Who:	●Is administered to Kindergarten through Grade 12 students who have been identified as Multilingual Language Learners (MLLs or ELLs)
When:	●Was administered between February 2024 -April 2024

ACCESS 2.0

- **Entering:** Knows and uses minimal social language and minimal academic language with visual and graphic support

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

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

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

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

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

ACCESS 2.0 District-Wide Percentages

Level	Percentage
Entering	7
Emerging	9
Developing	34
Expanding	41
Bridging	6
Reaching	2
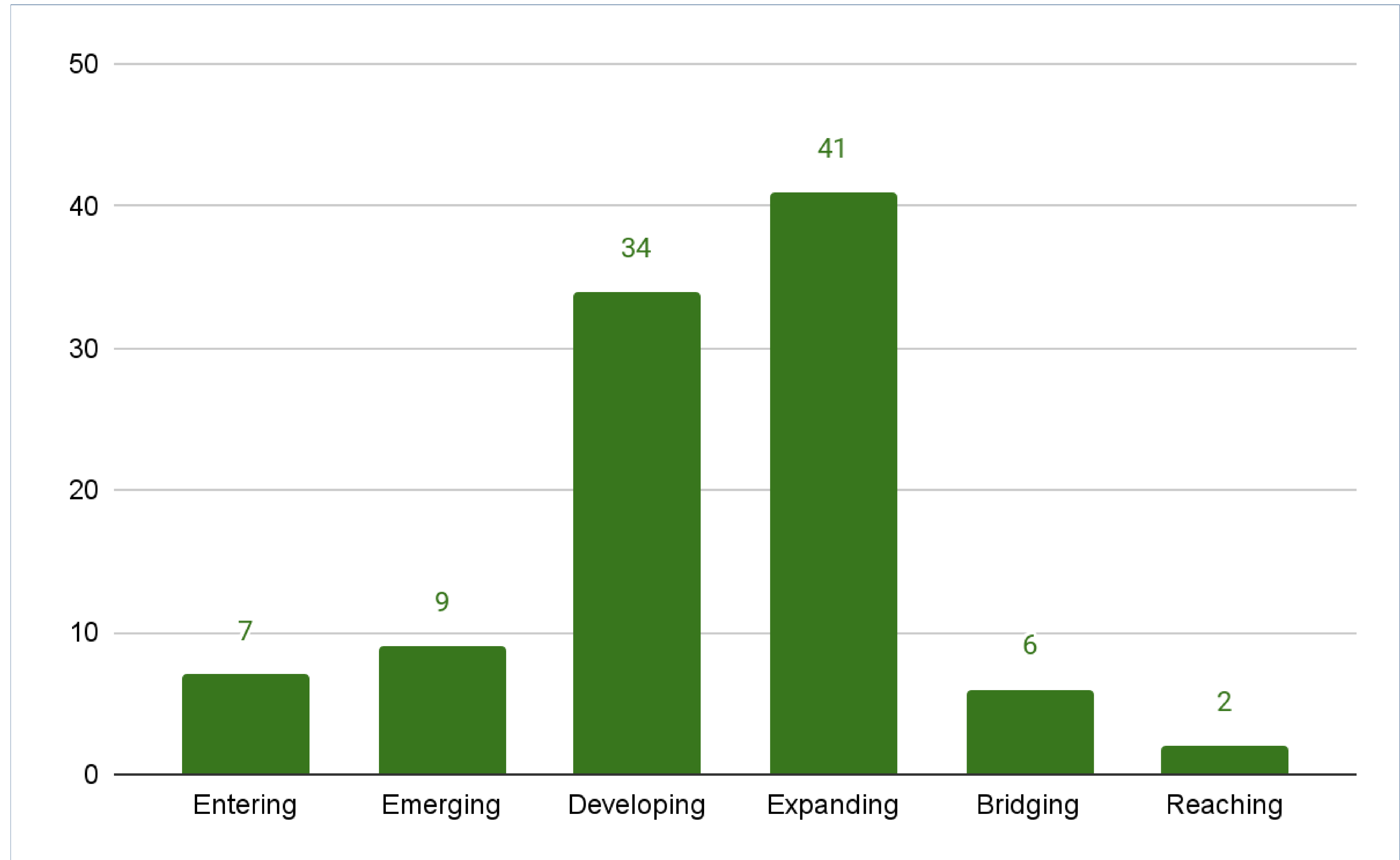
*Because we did not meet the minimum n-size of participation for the ACCESS, the scores will not be reported by grade level.

Moving Forward

The next administration of ACCESS 2.0 will be
February 3, 2025 - March 28, 2025.

Dynamic Learning Maps (DLM)

Dynamic Learning Maps (DLM)

What:	• The alternate assessment in English Language Arts, Mathematics, and Science for students with the most significant intellectual disabilities. • Students are not compared to other students, but evaluated for their own progress.
Who:	• Students in grades 3-8 and grade 11 participated in ELA & Math. Students in grades 5, 8, and 11 also participated in Science. • Eligibility determined by Child Study Team according to individual student learning needs/ability.
When:	• Was administered between April 2024 - May 2024

Dynamic Learning Maps (DLM)

Because we did not meet the minimum n-size of participation for the DLM, the scores will not be reported.

Moving Forward

The next administration of DLM will be
April 7, 2025 to May 23, 2025.

New Jersey Student Learning Assessment (NJSLA)
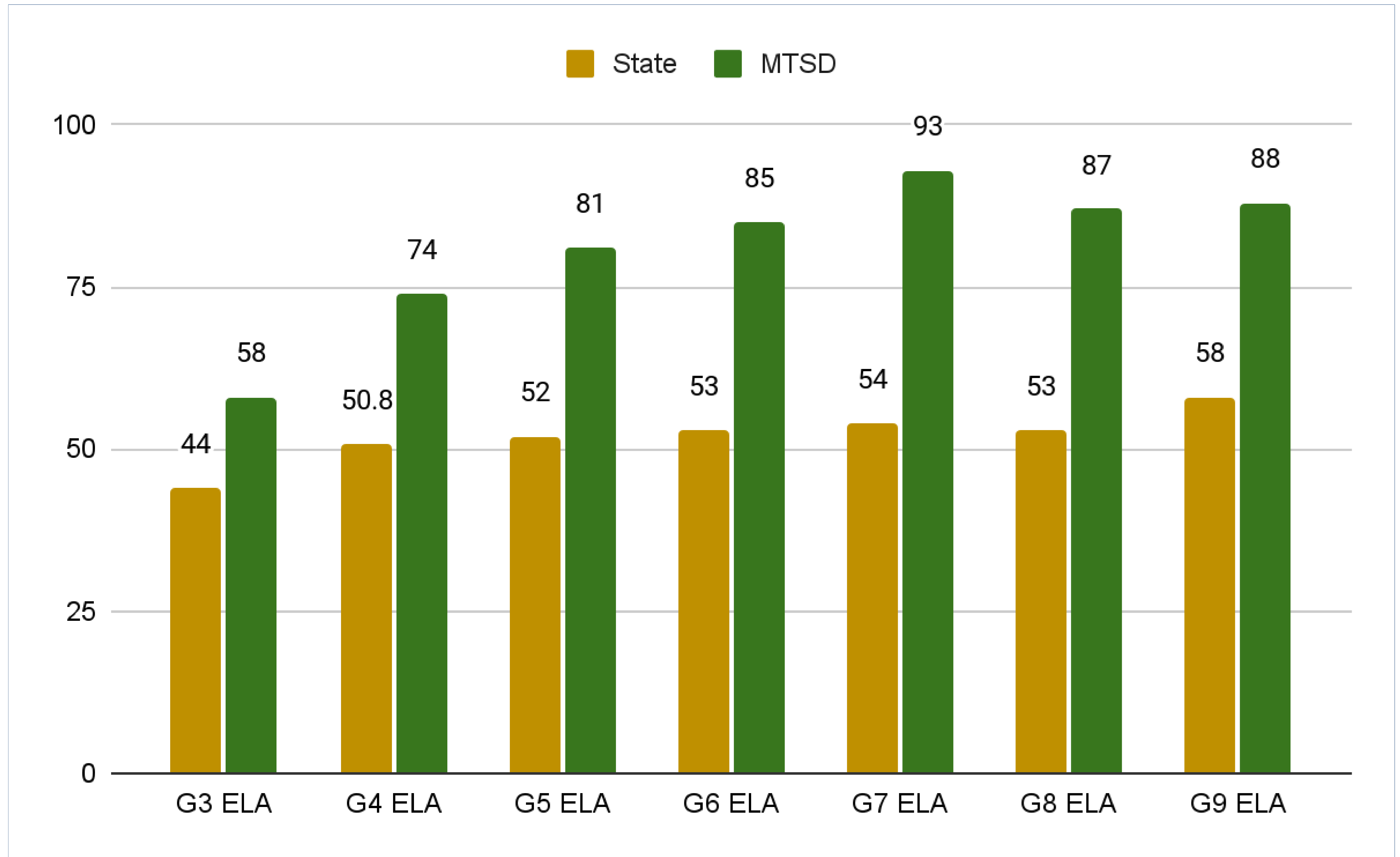
Spring 2024 Results

ELA

NJSLA Performance Levels

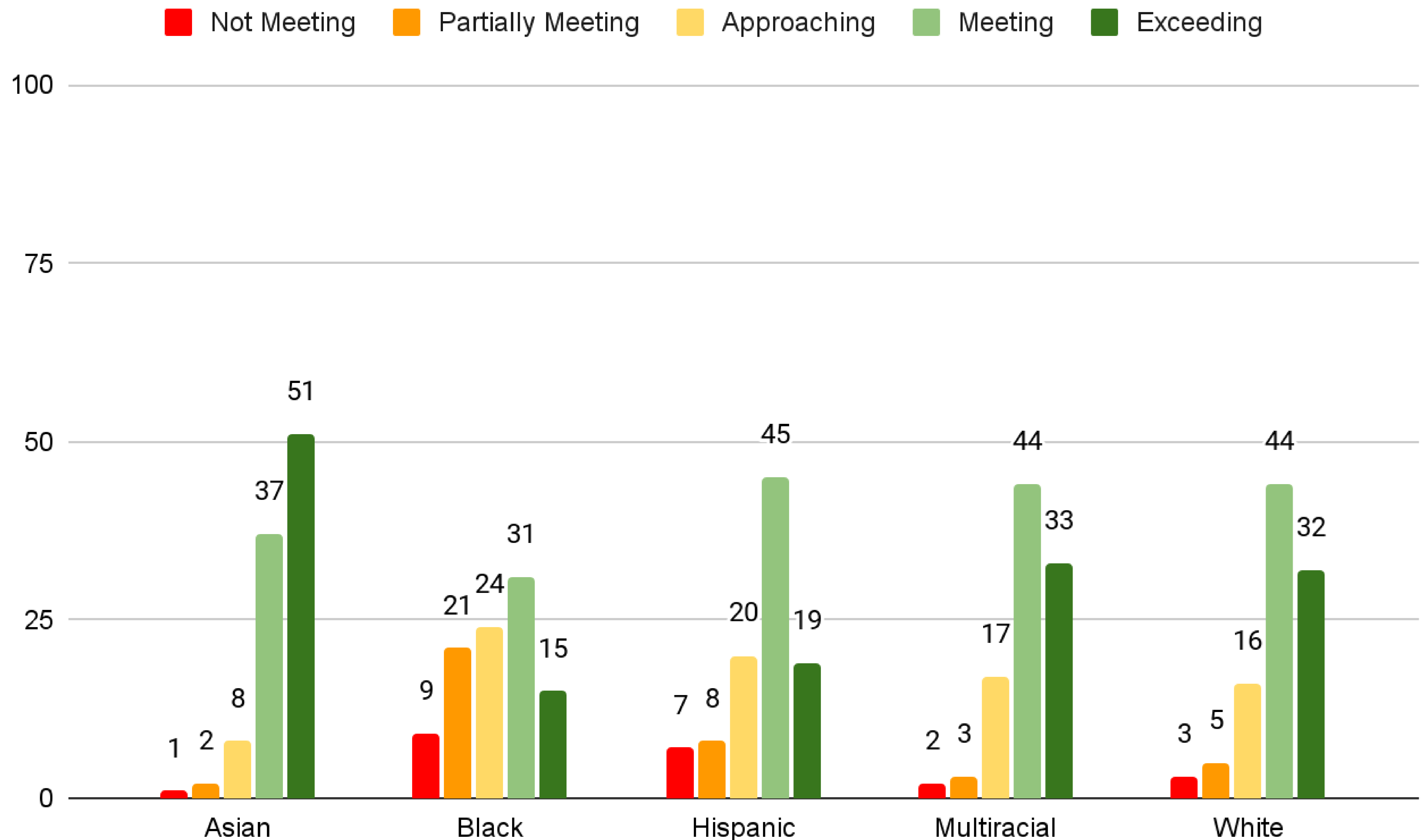| NJSLA Performance Level	Descriptor
Level 1	Not yet meeting grade-level expectations
Level 2	Partially meeting grade-level expectations
Level 3	Approaching grade-level expectations
Level 4	Meeting grade-level expectations
Level 5	Exceeding grade-level expectations

2022, 2023, & 2024 District-Wide Comparison of ELA Percentages

Grade	% Not Meeting Expectations (Level 1)			% Partially Meeting Expectations (Level 2)			% Approaching Expectations (Level 3)			% Meeting Expectations (Level 4)			% Exceeding Expectations (Level 5)		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
3	13.0	6.6	5.5	12.4	10.3	12.3	22.8	29.1	25.0	49.5	48.7	51.6	2.3	5.3	5.5
4	4.2%	3.8	2.8	7.0	7.9	5.2	16.1	11.4	18.1	43.6	44.6	35.3	29.1	32.3	38.7
5	2.8	2.8	2.5	5.3	6.4	4.3	16.1	12.3	12.1	55.6	62.0	47.1	20.3	16.5	34.1
6	3.5	1.1	0.8	5.9	6.1	3.3	27.1	15.8	10.8	54.4	51.3	47.8	9.1	25.7	37.3
7	3.0	1.4	1.3	5.1	2.0	1.0	10.2	4.5	4.5	29.5	29.0	24.3	52.1	63.1	68.8
8	2.7	2.1	2.5	9.0	1.9	1.9	16.7	13.3	8.4	44.3	40.0	42.1	27.4	42.4	45.1
9	0.8	3.3	1.6	4.6	3.8	2.5	12.8	7.3	7.4	46.5	48.2	35.4	35.3	37.4	53.0

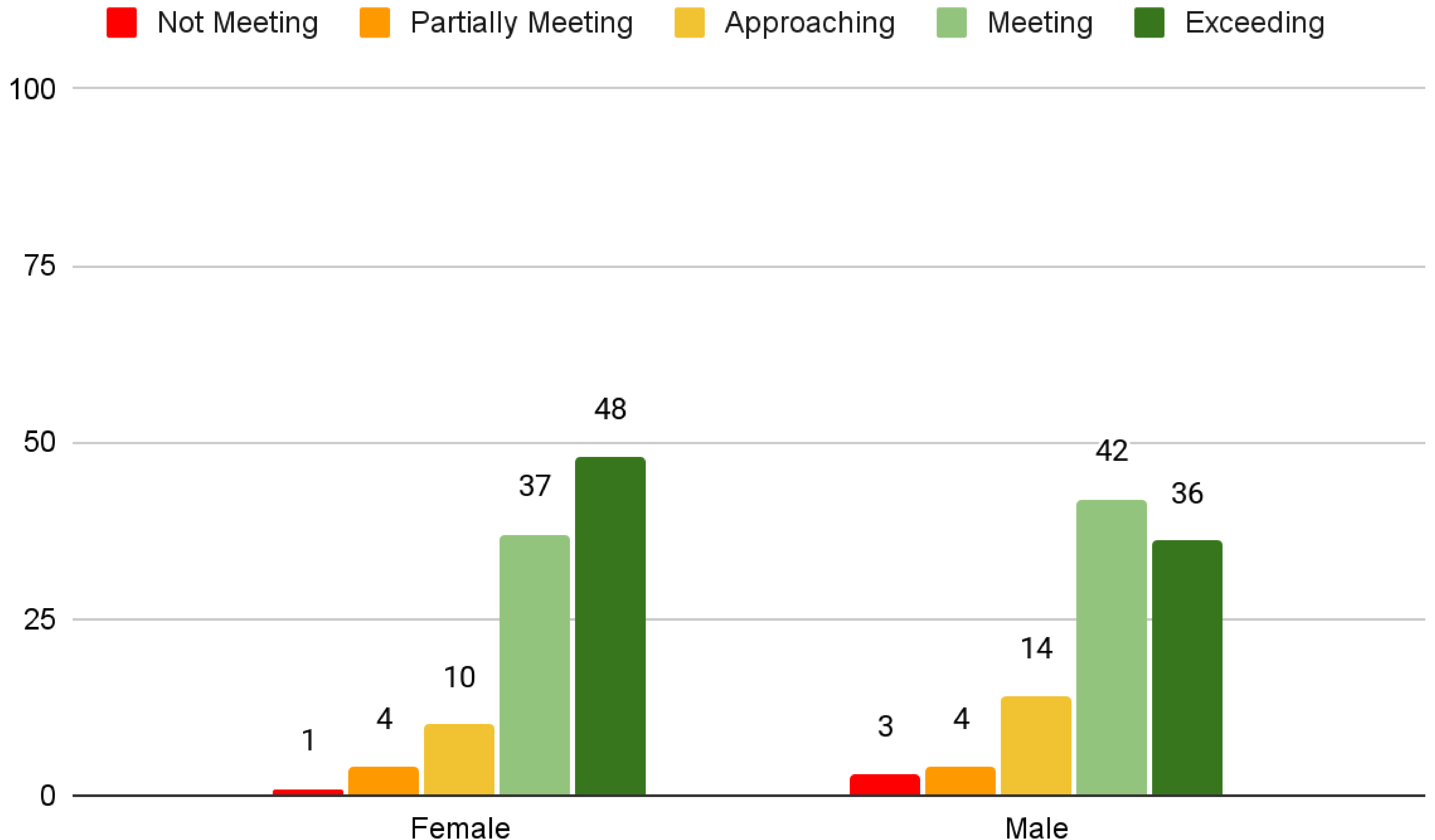# Montgomery Township Schools District-Wide
2024 Spring NJSLA Meeting/Exceeding Percentages
English Language Arts
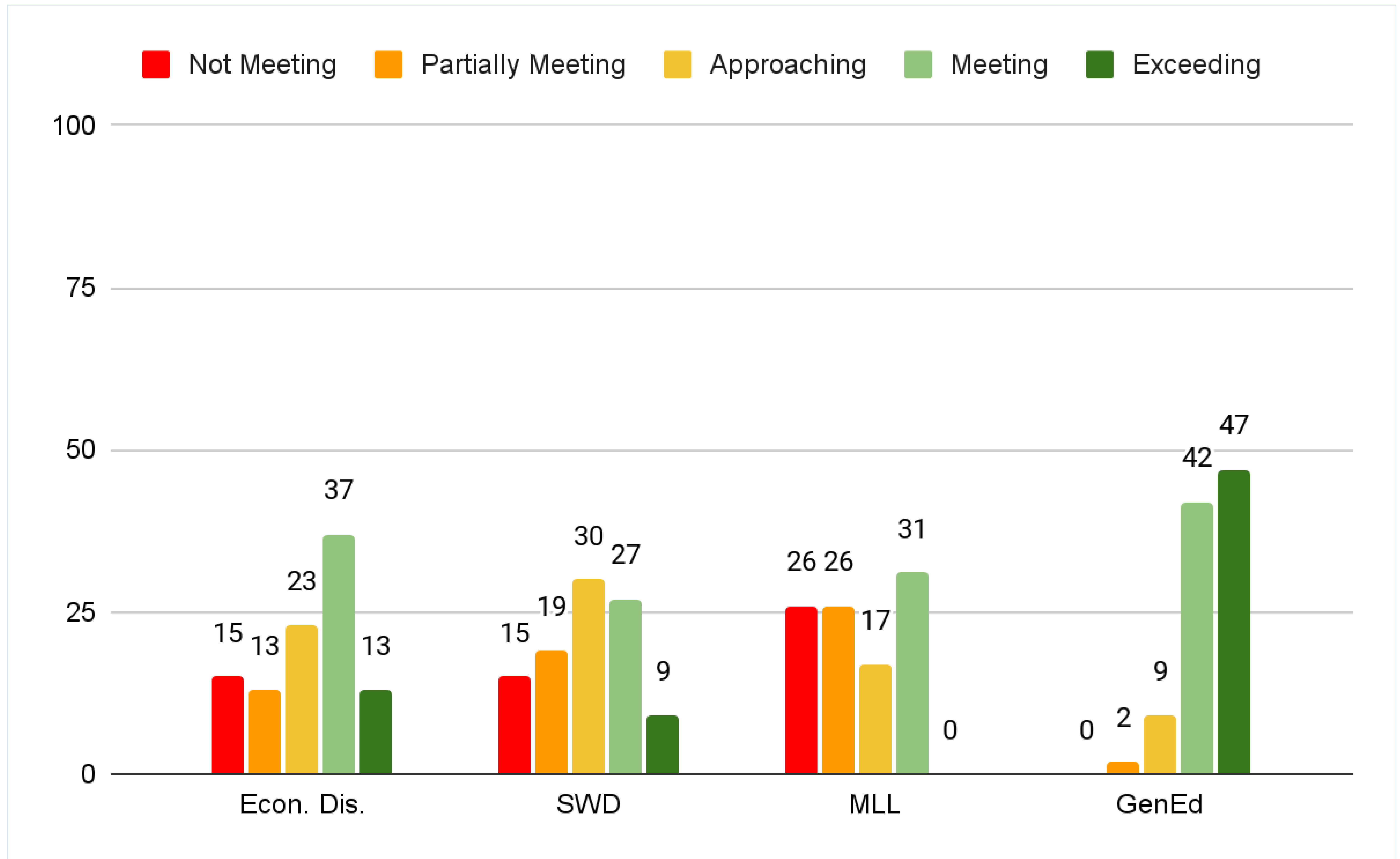

Legend: State (gold), MTSD (green)

Grade	State	MTSD
G3 ELA	44	58
G4 ELA	50.8	74
G5 ELA	52	81
G6 ELA	53	85
G7 ELA	54	93
G8 ELA	53	87
G9 ELA	58	88

Montgomery Township Schools District-Wide
2024 Spring NJSLA Percentages by Subgroup Race
English Language Arts

Legend: Not Meeting, Partially Meeting, Approaching, Meeting, Exceeding

Asian: Not Meeting 1, Partially Meeting 2, Approaching 8, Meeting 37, Exceeding 51
Black: Not Meeting 9, Partially Meeting 21, Approaching 24, Meeting 31, Exceeding 15
Hispanic: Not Meeting 7, Partially Meeting 8, Approaching 20, Meeting 45, Exceeding 19
Multiracial: Not Meeting 2, Partially Meeting 3, Approaching 17, Meeting 44, Exceeding 33
White: Not Meeting 3, Partially Meeting 5, Approaching 16, Meeting 44, Exceeding 32

Montgomery Township Schools District-Wide
2024 Spring NJSLA Percentages by Subgroup Gender
English Language Arts

Legend: Not Meeting, Partially Meeting, Approaching, Meeting, Exceeding

Female: Not Meeting 1, Partially Meeting 4, Approaching 10, Meeting 37, Exceeding 48

**Male:** Not Meeting 3, Partially Meeting 4, Approaching 14, Meeting 42, Exceeding 36

Montgomery Township Schools District-Wide 2024 Spring NJSLA Percentages by Subgroup Program English Language Arts

Legend: Not Meeting, Partially Meeting, Approaching, Meeting, Exceeding

Subgroup	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding
Econ. Dis.	15	13	23	37	13
SWD	15	19	30	27	9
MLL	26	26	17	31	0
GenEd	0	2	9	42	47

English Language Arts
Percentage of Students Meeting/Exceeding Expectations District-Wide
2022, 2023, & 2024
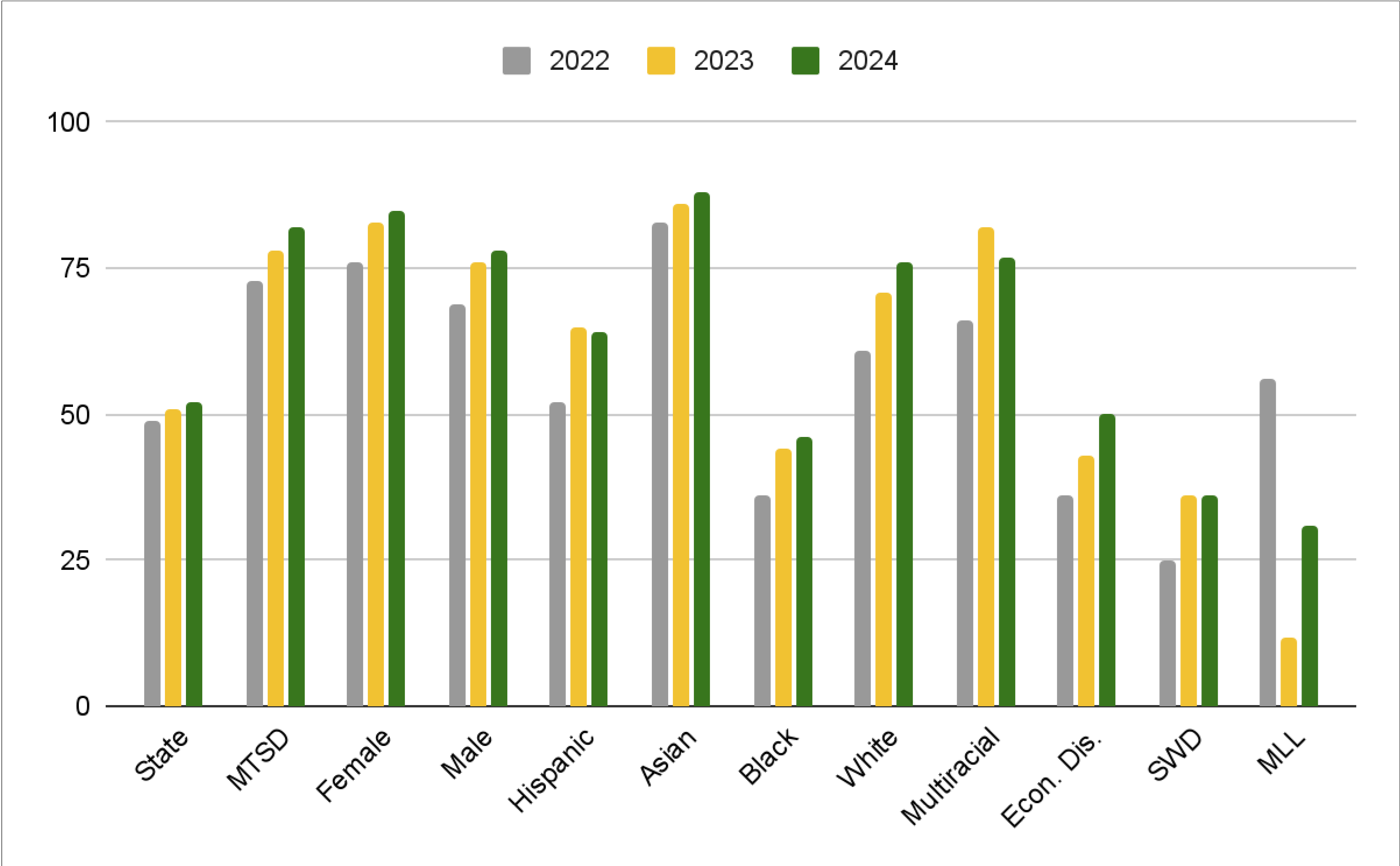
	State	MTSD	Female	Male	Hispanic	Asian	Black	White	Multi.	Econ. Dis.	SWD	MLL
2022	49	73	76	69	52	83	36	61	66	36	25	56
2023	51	78	83	76	65	86	44	71	82	43	36	12
2024	52	82	85	78	64	88	46	76	77	50	36	31

Notable Achievements (ELA)

- The majority of our grade levels and subgroups are back to or above pre-pandemic achievement levels, and trending up.

- A high percentage of students in each grade level are meeting or exceeding grade-level standards. Notably, grades 5 to 9 are performing well, with over 80% meeting or exceeding expectations.

Interventions
(ELA)

Elementary (Grades K-4)	• Implementation of the Star360 assessment platform to monitor student progress and determine students in need of intervention • Literacy curriculum updated to align with the 2024 NJSLS for ELA • September 2024 implementation of Blast and HD Word across grades 1-4 as a core, explicit, systematic phonics program • Explicit vocabulary instruction has increased across grades K-4 • Foundational writing skills added to the curriculum across grades K-4 in alignment with the 2024 NJSLS for ELA
Middle (Grades 5-8)	• Implementation of the Star360 assessment platform to monitor student progress and determine students in need of intervention
High (Grades 9-12)	• Implementation of the Star360 assessment platform within ENG CP 9 & 10 • Continued success of the Literacy Lab course and ELA clinics in advance of state testing • Curricular enhancements by targeted standards, and comprehensive literacy instruction within social studies courses that are aligned to ELA standards

New Jersey Student Learning Assessment (NJSLA)

Spring 2024 Results

Math

Data Notes: NJSLA Mathematics Percentages

- **Grade 8 Data:** Many students in grade 8 participate in the high school math assessments in place of the 8th grade math assessment. Therefore, the Grade 8 Math outcomes are not representative of grade 8 performance as a whole.

- **Algebra I, Geometry, and Algebra II** data does not include students in grades 11 and 12.

NJSLA Performance Levels

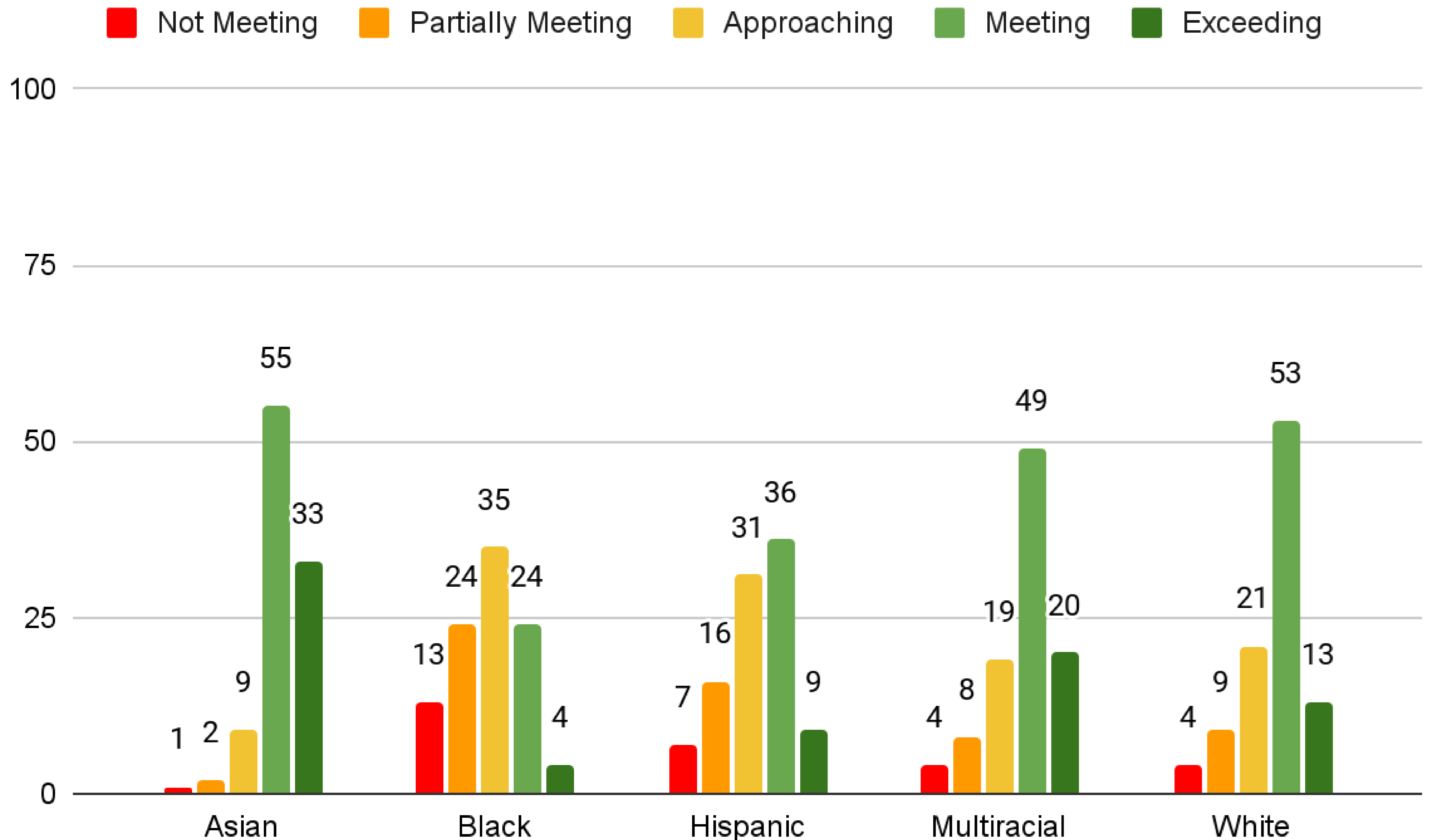| NJSLA Performance Level	Descriptor
Level 1	Not yet meeting grade-level expectations
Level 2	Partially meeting grade-level expectations
Level 3	Approaching grade-level expectations
Level 4	Meeting grade-level expectations
Level 5	Exceeding grade-level expectations

2022, 2023, & 2024 District-Wide Comparison of Math Percentages

| Grade	% Not Meeting Expectations (Level 1)			% Partially Meeting Expectations (Level 2)			% Approaching Expectations (Level 3)			% Meeting Expectations (Level 4)			% Exceeding Expectations (Level 5)		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
3	6.9	3.6	5.5	9.8	6.5	5.2	15.7	18.6	14.9	39.7	45.6	47.2	27.9	25.7	27.2
4	2.7	3.4	2.7	8.4	5.6	6.7	21.2	14.1	15.9	49.9	54.7	50.0	17.9	22.2	24.7
5	3.9	3.6	2.8	5.8	6.4	5.9	14.6	15.5	15.5	51.5	44.0	44.6	24.2	30.5	31.3
6	3.3	2.4	2.0	6.6	4.6	6.8	24.8	16.6	16.9	51.3	52.7	48.9	14.0	23.6	25.4
7	2.5	1.9	1.4	6.7	5.3	4.6	29.8	18.9	11.6	57.2	61.5	53.3	3.9	12.5	29.1
8	26.9	11.2	9.6	39.4	24.3	17.5	26.0	35.5	35.1	7.7	28.0	36.8	0.0	0.9	0.9
Alg I (MS)	0.0	0.0	0.0	2.8	1.8	0.0	12.4	13.9	1.2	78.4	58.2	74.9	6.4	26.0	23.9
Alg I (HS)	4.7	8.0	8.3	20.9	22.1	19.8	25.6	25.7	24.8	48.8	43.4	44.6	0.0	0.9	0.9
Geo (MS)	0.0	0.0	0.0	0.6	0.0	0.0	12.8	2.4	3.1	69.9	64.0	49.5	16.7	33.6	47.4
Geo (HS)	0.8	0.8	1.4	9.0	1.7	1.4	37.7	36.7	31.9	52.5	56.7	58.9	0.0	4.2	6.4
Alg II	0.0	0.0	0.7	0.0	0.7	1.4	7.1	7.1	9.7	63.6	70.2	63.4	29.2	22.0	24.8

Montgomery Township Schools District-Wide
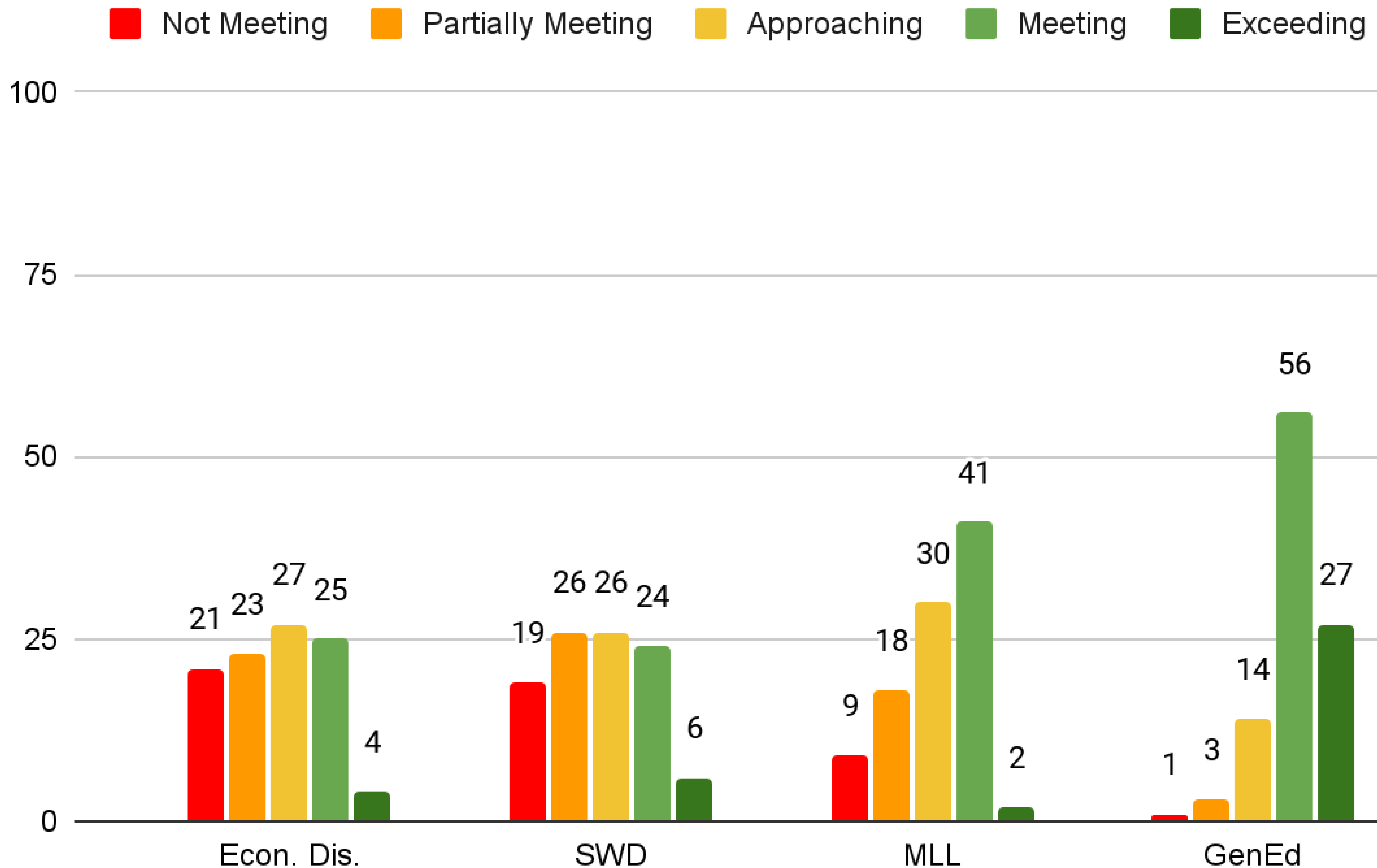2024 Spring NJSLA Meeting/Exceeding Percentages
Mathematics
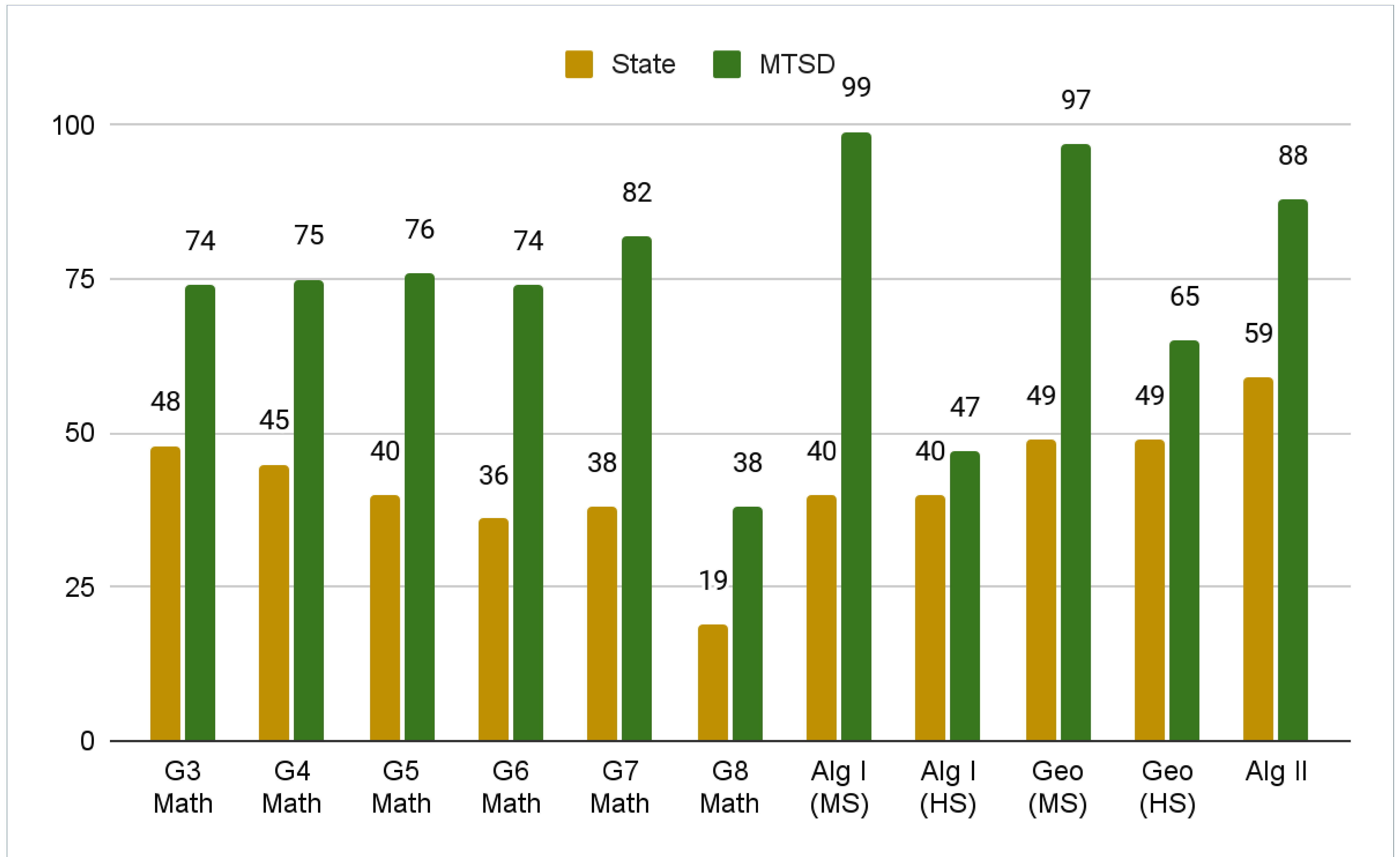
Montgomery Township Schools District-Wide
2024 Spring NJSLA Percentages by Subgroup Race
Mathematics

Legend: Not Meeting, Partially Meeting, Approaching, Meeting, Exceeding

Asian: 1, 2, 9, 55, 33
Black: 13, 24, 35, 24, 4
Hispanic: 7, 16, 31, 36, 9
Multiracial: 4, 8, 19, 49, 20
White: 4, 9, 21, 53, 13

Montgomery Township Schools District-Wide 2024 Spring NJSLA Percentages by Subgroup Gender Mathematics
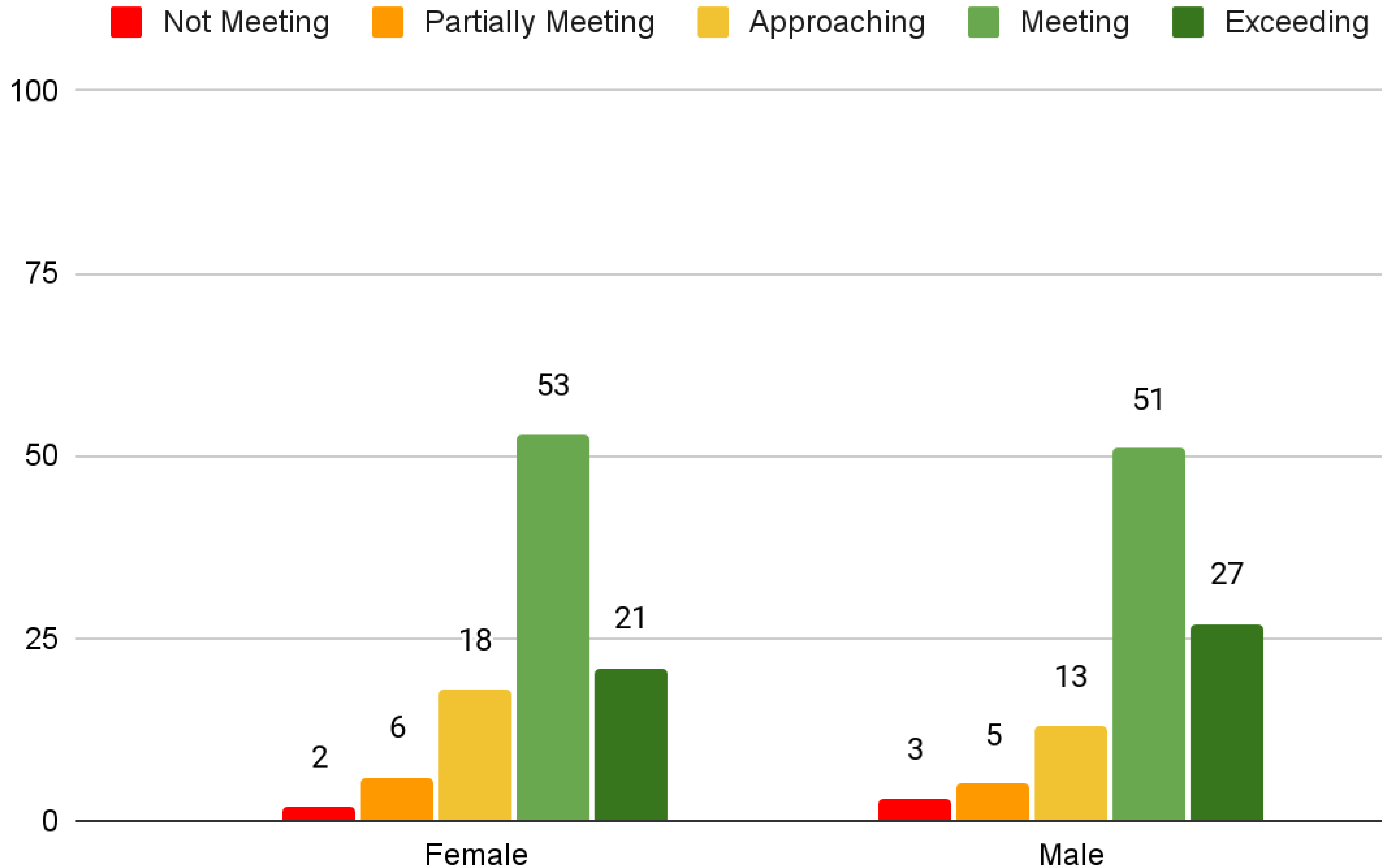
# Montgomery Township Schools District-Wide 2024 Spring NJSLA Percentages by Subgroup Program Mathematics

Legend: Not Meeting, Partially Meeting, Approaching, Meeting, Exceeding

Subgroup	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding
Econ. Dis.	21	23	27	25	4
SWD	19	26	26	24	6
MLL	9	18	30	41	2
GenEd	1	3	14	56	27

Mathematics
Percentage of Students Meeting/Exceeding Expectations District-Wide 2022, 2023, & 2024
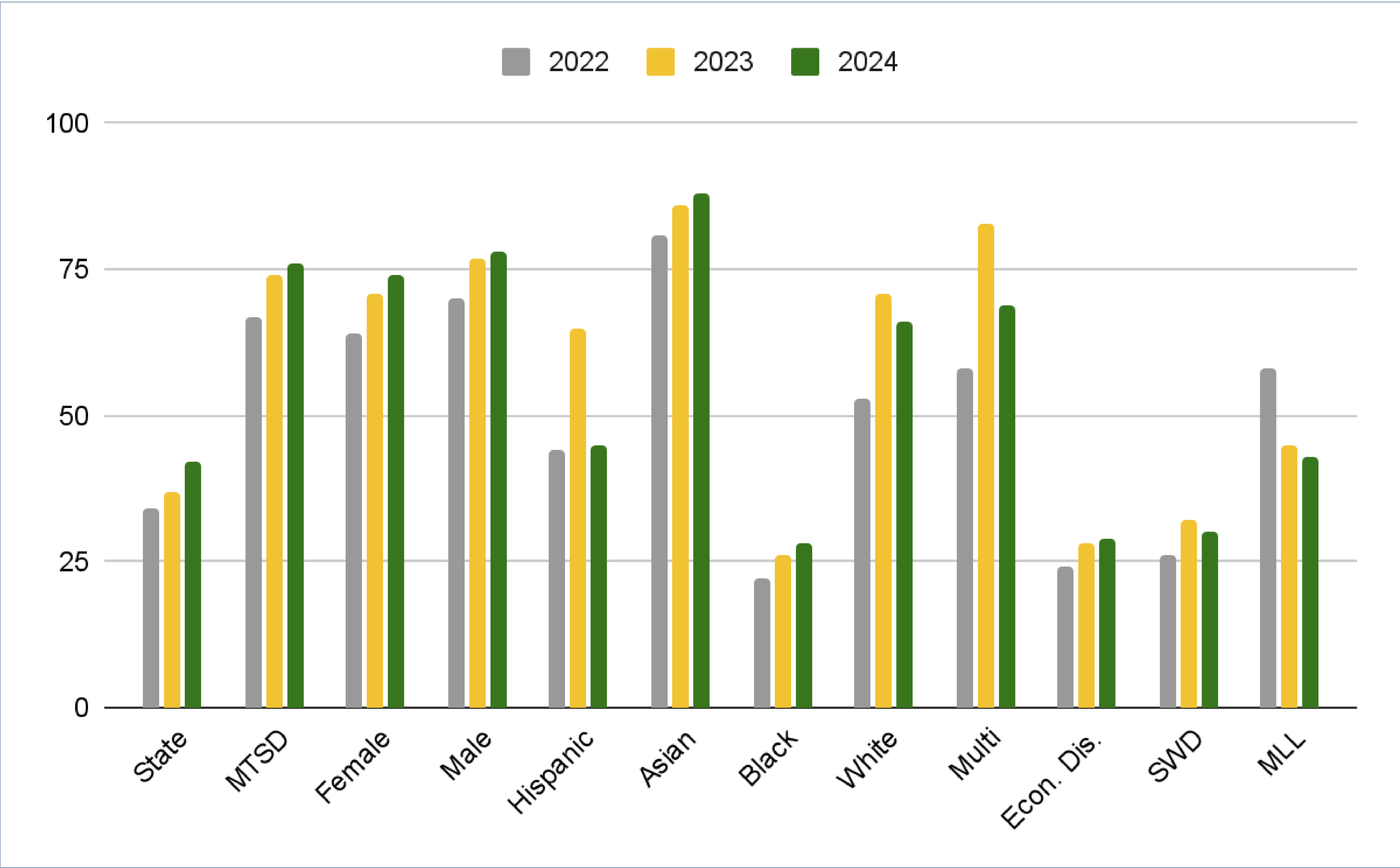
	State	MTSD	Female	Male	Hispanic	Asian	Black	White	Multiracial	Econ. Dis.	SWD	MLL
2022	34	67	64	70	44	81	22	53	58	24	26	58
2023	37	74	71	77	65	86	26	71	83	28	32	45
2024	42	76	74	78	45	88	28	66	69	29	30	43

Notable Achievements (Math)

- The majority of our grade levels/courses are back to or above pre-pandemic achievement levels, and trending up.

- A high percentage of students in each grade level/course are meeting or exceeding grade-level standards, with at approximately 75% or above meeting or exceeding expectations.

- 99% of our middle school Algebra I students met or exceeded course expectations.

Interventions
(Mathematics)

Elementary (Grades 3-4)	• Continued success with math program Bridges. Scores are steadily increasing since its inception.
Middle (Grades 5-8)	• An additional interventionist was added to the LMS staff which allows for more students to receive tier 2 and tier 3 interventions • Continued progress in implementing the restructuring of courses for Math 7, Math 8, and the full year Algebra I course for 8th grade
High (Grades 9-12)	• Continued success through mathematics lab course, math connections course, and math clinics (in advance of state testing) for students who demonstrate a need for additional, targeted support.

New Jersey Student Learning Assessment (NJSLA)

Spring 2024 Results

Science

NJSLA - Science Performance Levels

| NJSLA Performance Level	Descriptor
Minimal	Demonstrate a minimal understanding of the NJSLS-S
Limited	Demonstrate a limited grade-level understanding of the NJSLS-S
Proficient	Demonstrate appropriate grade-level understanding of the NJSLS-S
Advanced	Demonstrate advanced understanding of the NJSLS-S

2022, 2023, & 2024 District-Wide Comparison of Science Percentages

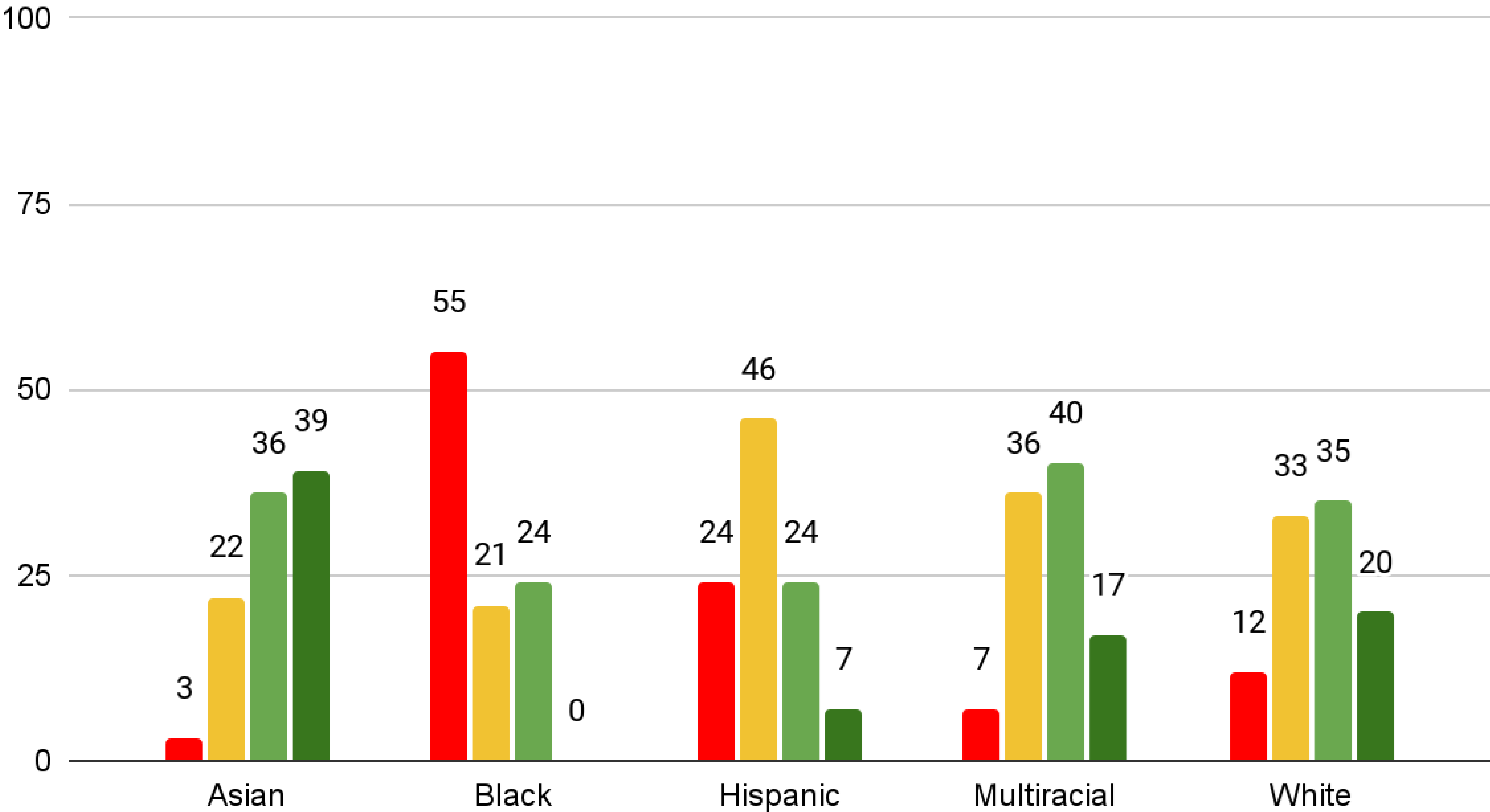| Grade	% Below Proficiency (Level 1)			% Near Proficiency (Level 2)			% Proficient (Level 3)			% Advanced Proficiency (Level 4)		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
5	13.5	10.0	9.9	26.7	28.7	26.3	37.7	37.6	39.0	22.0	23.7	24.8
8	13.4	7.8	7.5	41.1	37.1	39.1	30.9	37.1	31.0	14.6	18.0	22.4
11	8.3	11.7	7.8	17.1	20.1	17.8	39.3	37.9	34.2	35.4	30.4	40.2

Montgomery Township School District
2024 Spring NJSLA Proficient/Advanced Proficient Percentages
Science
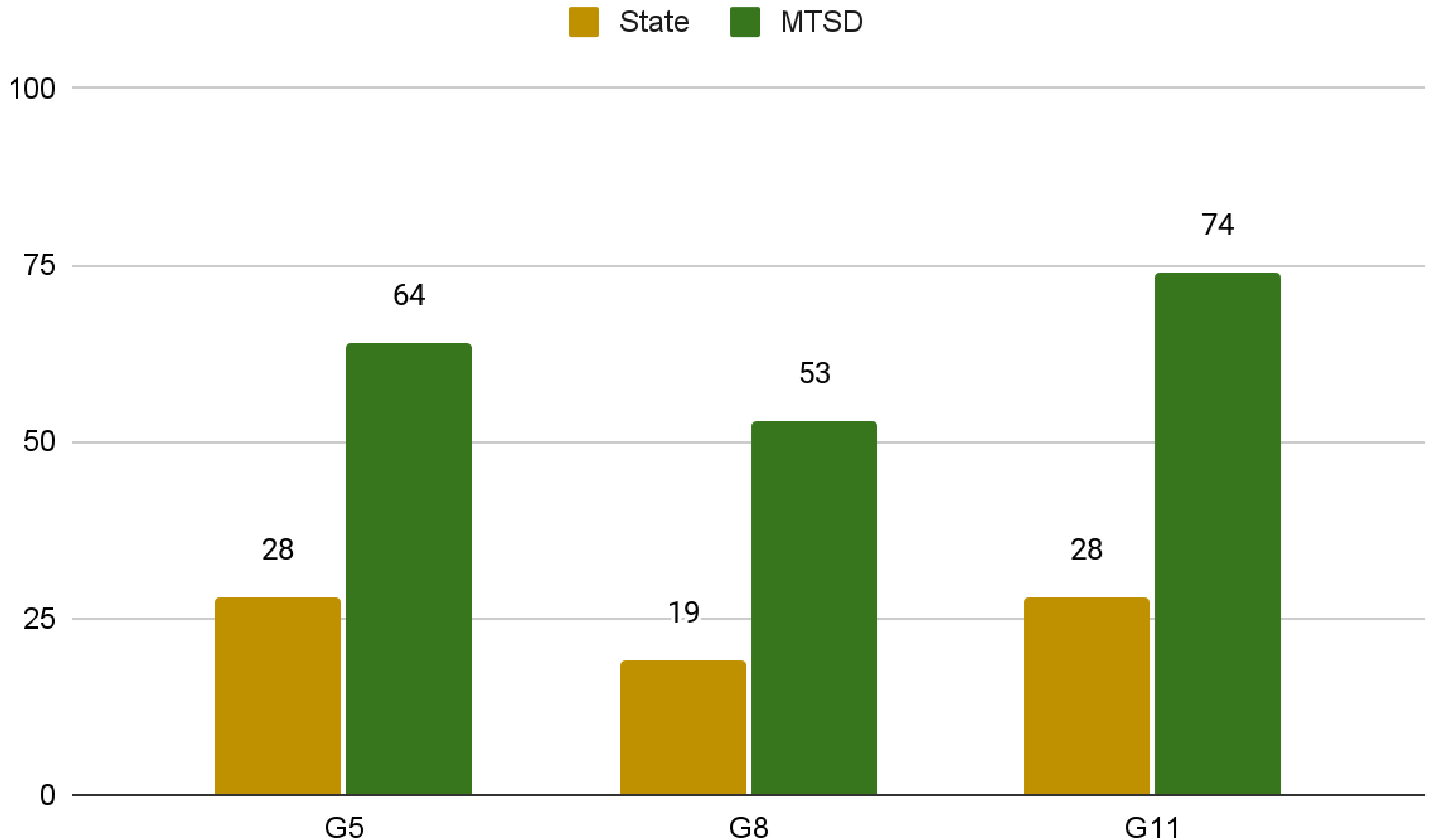
Montgomery Township Schools District-Wide
2024 Spring NJSLA Percentages by Subgroup Race
Science

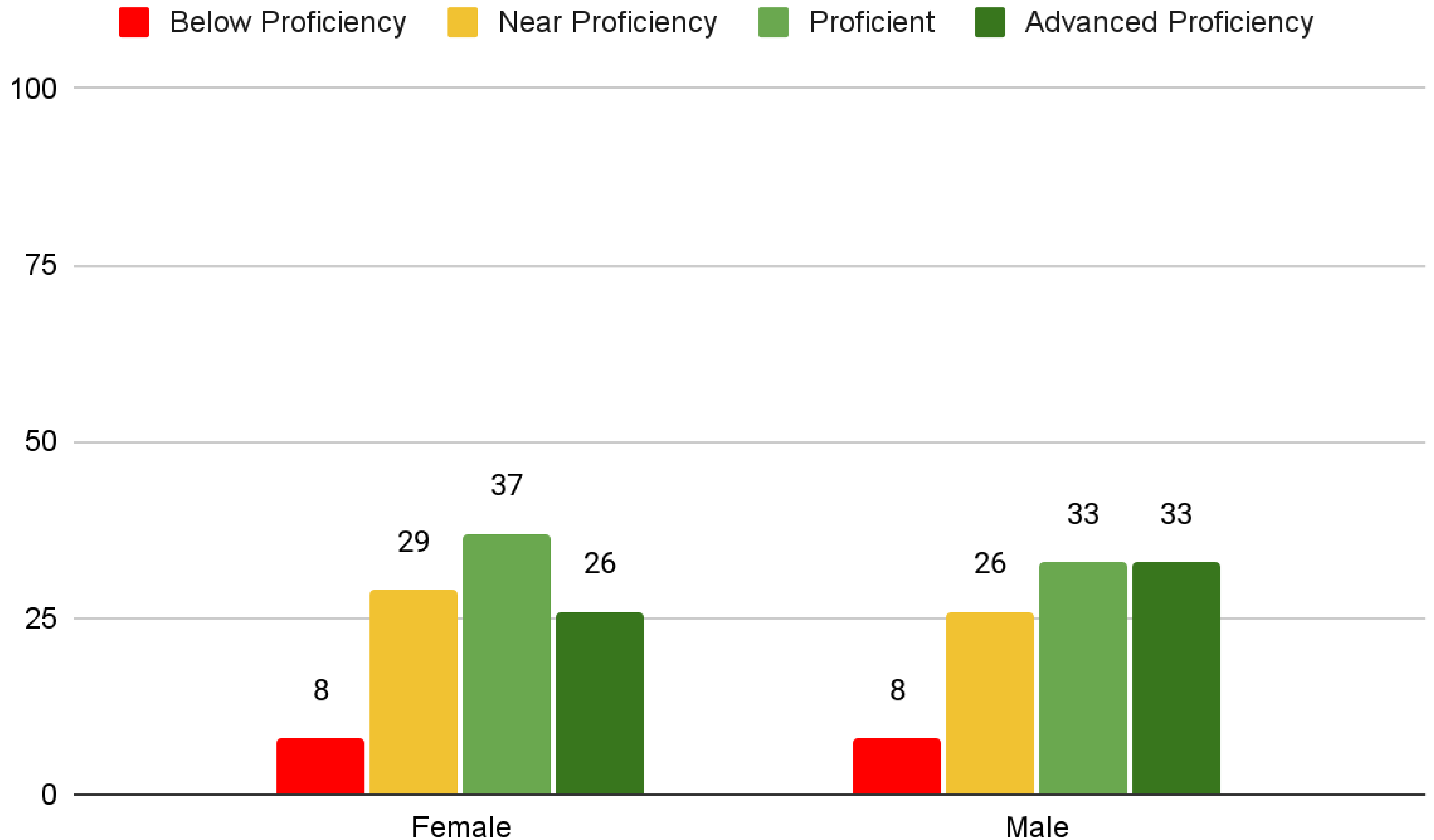Montgomery Township Schools District-Wide 2024 Spring NJSLA Percentages by Subgroup Gender Science

Montgomery Township Schools District-Wide
2024 Spring NJSLA Percentages by Subgroup Program Science

Below Proficiency | Near Proficiency | Proficient | Advanced Proficiency

Subgroup	Below Proficiency	Near Proficiency	Proficient	Advanced Proficiency
Econ. Dis.	48	34	11	7
SWD	44	40	12	5
MLL	47	42	5	5
GenEd	4	26	37	33
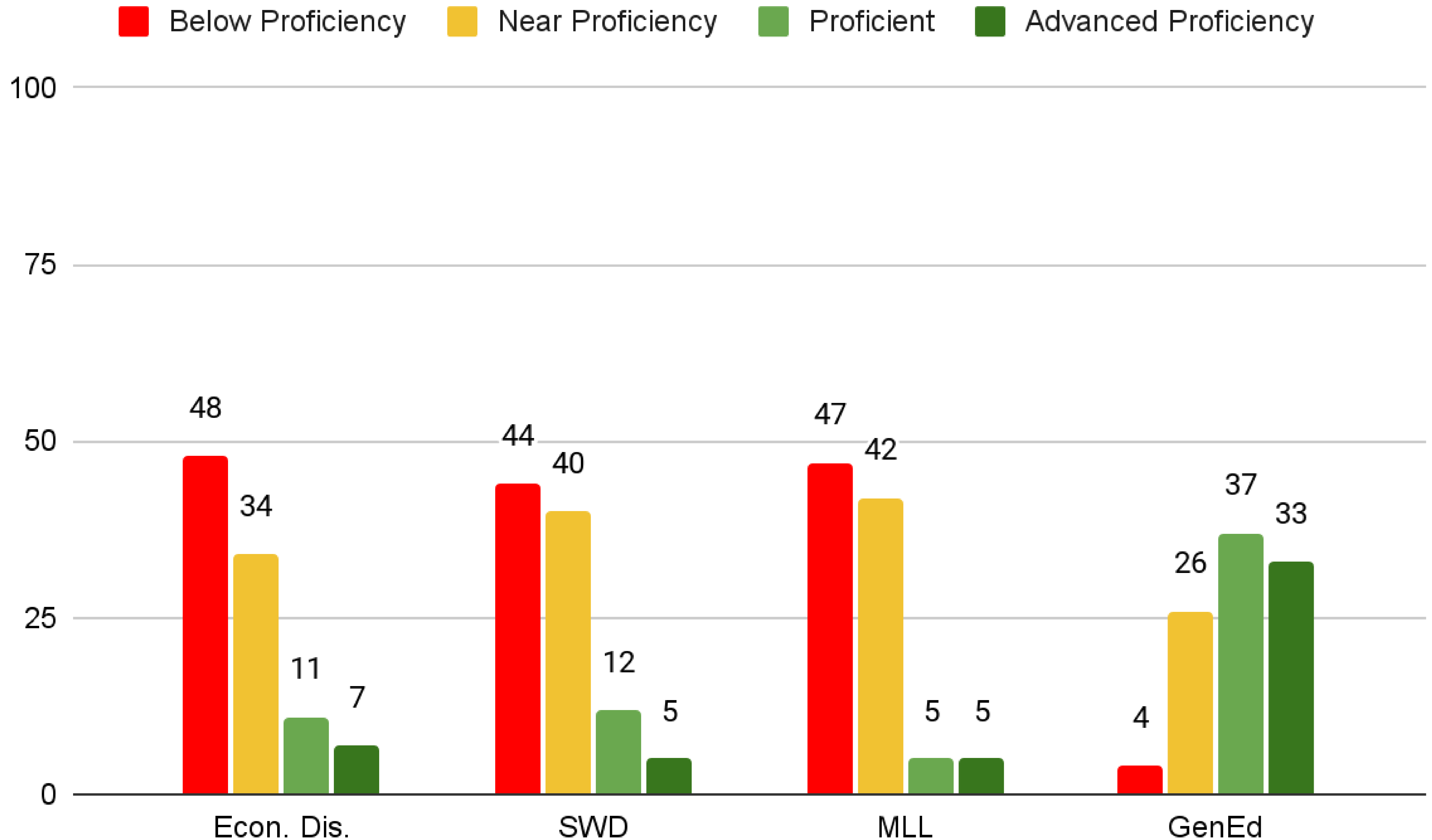
Science
Percentage of Students Proficient & Advanced Proficient District-Wide
2022, 2023, & 2024
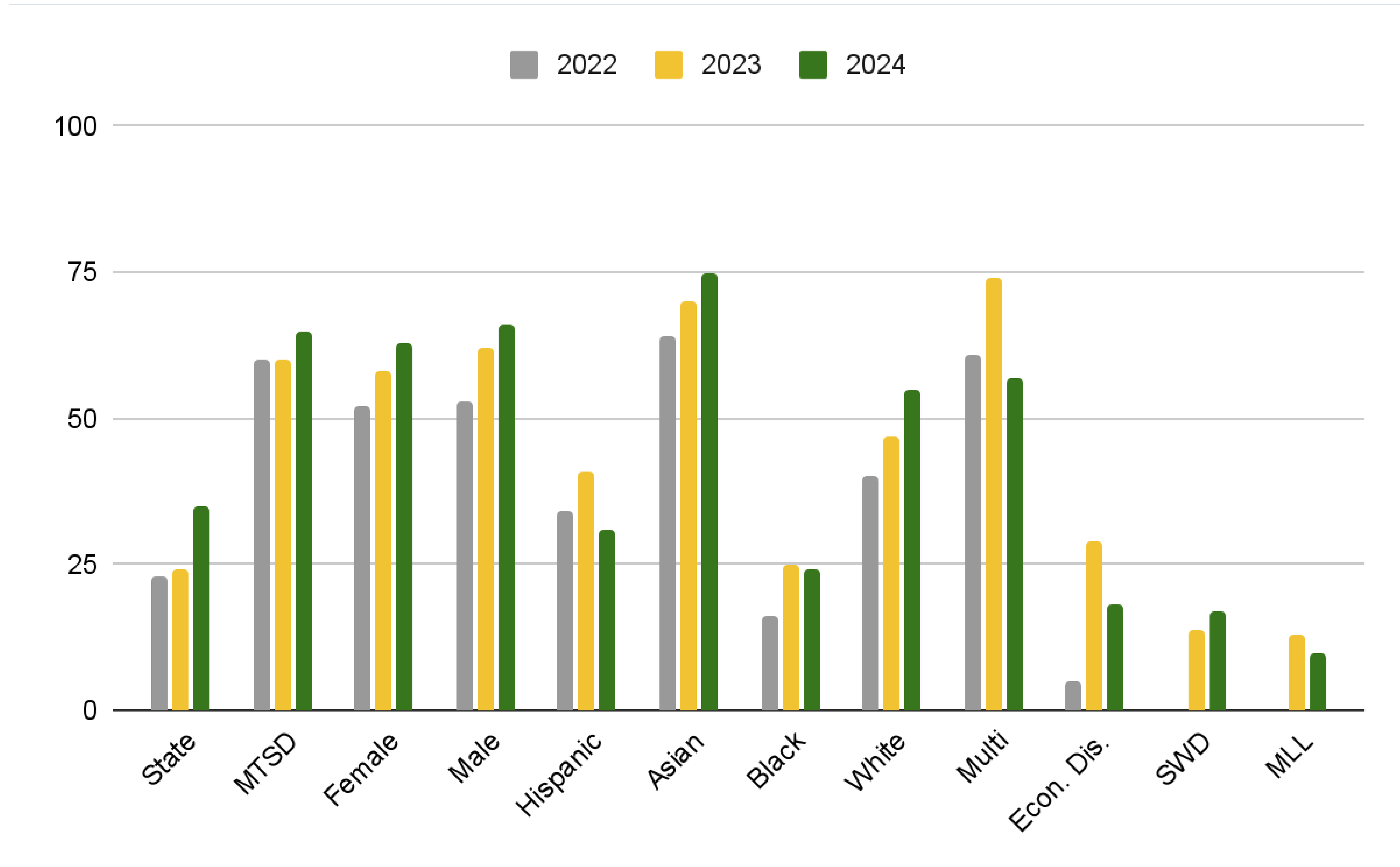
	State	MTSD	Female	Male	Hispanic	Asian	Black	White	Multiracial	Econ. Dis.	SWD	MLL
2022	23	60	52	53	34	64	16	40	61	5	*	*
2023	24	60	58	62	41	70	25	47	74	29	14	13
2024	35	65	63	66	31	75	24	55	57	18	17	10

*SWD and MLL for 2022 was below the minimum N size.

Notable Achievements (Science)

- Approximately 75% of 11th grade students are meeting or exceeding grade level expectations.

- Over 200 students were enrolled in a full-year science elective (beyond graduation requirements).

Interventions
(Science)

All Grade Bands	• The middle school science department (grades 6-8) introduced a new resource (Carolina STCMS) that is phenomena-based and aligned with the NJSLS three-dimensional science standards.

Additional Interventions

New Jersey Tiered System of Supports

Tier 1

Universal Supports for All Students

(graphic organizers, chunked assignments, extended time, audio or visual options, decodable readers, texts at various reading levels, peer tutors, etc).

Tier 2

I&RS
Recommendations
and/or
Targeted Classroom Supports

(small group instruction in or out of the classroom, intervention lessons on a particular standard or skill, change in the instructional materials, academic support program, etc.)

Tier 3

Intensive Individual Interventions

Additional Interventions
(District-Wide)

Additional Interventions	- Student performance is regularly monitored, analyzed, and discussed by staff including teachers, counselors, and administrators at team/department meetings. - Data is continuously used to determine the efficacy of instructional practices. - Content area supervisors work closely with teachers in identifying standards, skills, and concepts not adequately grasped. - Continued professional development/review of strategies and modifications for teachers of MLL students, including pacing, environment, reinforcement and follow through, assignments, presentation of subject material, testing adaptations, and grading. - Continued training in Universal Design for Learning (UDL)

Moving Forward

The next administration of the NJSLA will place between April 28, 2025 and May 23, 2025.