2019 TESTING RESULTS
WESTFIELD PUBLIC SCHOOLS
October 2019

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Assistant Superintendent of Curriculum, Instruction and Programs
NEW JERSEY’S STATEWIDE ASSESSMENT PROGRAM

- New Jersey Student Learning Assessment (NJSLA)
- NJSLA English Language Arts Assessments in grades 3 – 10*
  (* “Does not include student data from grade 11 in ELA in order to provide accurate trends across grades 3 to 10.” ---- New Jersey Department of Education)
- NJSLA Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II
- ACCESS for English Language Learners in grades K-12
- Dynamic Learning Maps for Students with “most significant intellectual disabilities” in grades 3-11
NJSLA PERFORMANCE LEVELS

- 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
ENGLISH LANGUAGE ARTS COMPARISON
WESTFIELD VS STATE % ≥ LEVEL 4
MEETING & EXCEEDING EXPECTATIONS

Total Population

Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10
---|---|---|---|---|---|---|---
Westfield | State

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%
Note 1: Approximately 1/2 of 8th graders in Westfield took the Algebra I assessment.

Note 2: Approximately 2/3 of 11th graders in Westfield High School completed the graduation requirement via another State-approved assessment option such as SAT or ACT.
2.1% Economically Disadvantaged
18.6% Students with Disabilities
0.7% English Learners
ENGLISH LANGUAGE ARTS COMPARISON

WESTFIELD VS STATE % > LEVEL 4 MEETING & EXCEEDING
EXPECTATIONS - SUBGROUP - ECONOMICALLY DISADVANTAGED

Populations by Subgroup – Economically Disadvantaged

* Westfield data for this subgroup is indicated by grade span because individual grade level data must be suppressed when the number of students indicated is fewer than 20
ENGLISH LANGUAGE ARTS COMPARISON
WESTFIELD VS STATE % > LEVEL 4
MEETING & EXCEEDING EXPECTATIONS - SUBGROUP SPED

Populations by Subgroup – Special Education

% Westfield Met or Exceeded Expectations
% State Met or Exceeded Expectations

ELA 03  ELA 04  ELA 05  ELA 06  ELA 07  ELA 08  ELA 09  ELA 10
MATHEMATICS COMPARISON
WESTFIELD VS STATE % > LEVEL 4 MEETING & EXCEEDING EXPECTATIONS - SUBGROUP - ECONOMICALLY DISADVANTAGED

Populations by Subgroup – Economically Disadvantaged

* Westfield data for this subgroup is indicated by grade span because individual grade level data must be suppressed when the number of students indicated is fewer than 20
MATHEMATICS COMPARISON
WESTFIELD VS STATE % ≥ LEVEL 4 MEETING & EXCEEDING
EXPECTATIONS - SUBGROUP SPED

Populations by Subgroup – Special Education

% Westfield Met or Exceeded Expectations

% State Met or Exceeded Expectations

Math 03  Math 04  Math 05  Math 06  Math 07  Math 08  Algebra I  Geometry  Algebra II
STUDENT SUBGROUP POPULATIONS
RACE AND ETHNIC GROUPS

81.6% White
5.6% Hispanic
2.2% Black or African American
8.6% Asian
ENGLISH LANGUAGE ARTS COMPARISON
WESTFIELD VS STATE % > LEVEL 4
MEETING & EXCEEDING EXPECTATIONS - SUBGROUP WHITE

Populations by Subgroup - White

% Westfield Met or Exceeded Expectations

% State Met or Exceeded Expectations
ENGLISH LANGUAGE ARTS COMPARISON
WESTFIELD VS STATE % > LEVEL 4
MEETING & EXCEEDING EXPECTATIONS - SUBGROUP HISPANIC

Populations by Subgroup - Hispanic

% Westfield Met or Exceeded Expectations
% State Met or Exceeded Expectations
ENGLISH LANGUAGE ARTS COMPARISON
WESTFIELD VS STATE % ≥ LEVEL 4
MEETING & EXCEEDING EXPECTATIONS – SUBGROUP AFRICAN AMERICAN

Populations by Subgroup – African American

* Westfield data for this subgroup is indicated by grade span because individual grade level data must be suppressed when the number of students indicated is fewer than 20
ENGLISH LANGUAGE ARTS COMPARISON
WESTFIELD VS STATE % > LEVEL 4
MEETING & EXCEEDING EXPECTATIONS - SUBGROUP ASIAN

Populations by Subgroup - Asian

% Westfield Met or Exceeded Expectations
% State Met or Exceeded Expectations
MATHEMATICS COMPARISON
WESTFIELD VS STATE % > LEVEL 4 MEETING & EXCEEDING EXPECTATIONS - SUBGROUP WHITE

Populations by Subgroup - White

% Westfield Met or Exceeded Expectations
% State Met or Exceeded Expectations
MATHEMATICS COMPARISON
WESTFIELD VS STATE % > LEVEL 4 MEETING & EXCEEDING EXPECTATIONS - SUBGROUP HISPANIC

Populations by Subgroup - Hispanic

% Westfield Met or Exceeded Expectations
% State Met or Exceeded Expectations
MATHEMATICS COMPARISON
WESTFIELD VS STATE % > LEVEL 4 MEETING & EXCEEDING
EXPECTATIONS – SUBGROUP AFRICAN AMERICAN

Populations by Subgroup – African American

* Westfield data for this subgroup is indicated by grade span because individual grade level data must be suppressed when the number of students indicated is fewer than 20
MATHEMATICS COMPARISON
WESTFIELD VS STATE % ≥ LEVEL 4 MEETING & EXCEEDING EXPECTATIONS - SUBGROUP ASIAN

Populations by Subgroup - Asian

[Bar chart showing percentages of students meeting or exceeding expectations in different math courses for Asian subgroups in Westfield and State.]
Sample

Purpose: This report presents the average percent correct by Evidence Statement for district and state.

Evidence Statement

Difficulty level is determined at the State level for all reports.
Evidence Statements not tested in district or school are left blank. Refer to page two, student columns for the number of students included at each Evidence Statement.
This report is NOT for public review. Distribution within your school district must be in accordance with state and federal privacy laws, and local school board policy.
ADMINISTRATORS AND TEACHERS ANALYZE PERFORMANCE DATA
**SAMPLE OF MATH SKILLS ANALYSIS FOR TARGETING PROFESSIONAL DEVELOPMENT**

<table>
<thead>
<tr>
<th>Areas of strength</th>
<th>Areas for growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>RP.3c-1 - Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity (MC)</td>
<td>EE.B.6 - Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MC)</td>
</tr>
<tr>
<td>EE.8 - Write an inequality of the form $x &gt; c$ or $x &lt; c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x &gt; c$ or $x &lt; c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams (MC)</td>
<td>G.2-1 - Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism (SC)</td>
</tr>
<tr>
<td>SP.1 - Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages (SC)</td>
<td>SP.3 - Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number (SC)</td>
</tr>
</tbody>
</table>
ACCESS ASSESSMENT FOR ENGLISH LANGUAGE LEARNERS

- Who takes it?
  - Students in grades 3-11 identified for English Language Learner services

- Why is it required?
  - Federal requirements of the Every Student Succeeds Act (ESSA) for annual monitoring and reporting progress toward English language proficiency

- What does it test?
  - English Language Development Standards in four domains: Listening, Speaking, Reading and Writing
ACCESS for ELLs evaluates students' English proficiency based on a six-level rubric: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6- Reaching.

- 43 ELLs took ACCESS for ELLs
- 13 received a passing score of 4.5 or higher
- 8 additional ELL students were exited from the program in June 2019 for strong performance in other metrics
Who takes it?

- Students in grades 3-8 and grade 11 with the “most significant intellectual disabilities.”

Why is it required?

- DLM fits into the state regulations regarding standardized testing but is offered to students as an alternate assessment to the NJSLA.

What does it test?

- New Jersey State Learning Standards in English Language Arts, Mathematics, and Science. Science results have not yet been made available to districts.
How is it scored?
- 1-Emerging, 2-Approaching, 3-At Target, 4-Advanced

DLM for English Language Arts
- 5 students tested
- 4 are emerging, 1 met the target

DLM for Math
- 5 students tested
- 5 are emerging
<table>
<thead>
<tr>
<th>Test</th>
<th>Grades Tested</th>
<th>Testing Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA and Math</td>
<td>Gr. 3 – 11</td>
<td>April 20 – May 29, 2020</td>
</tr>
<tr>
<td>Science</td>
<td>Gr. 5, 8 and 11</td>
<td>May 4 – June 5, 2020</td>
</tr>
<tr>
<td>Dynamic Learning Maps</td>
<td>Gr. 3 – 11</td>
<td>April 1 – May 29, 2020</td>
</tr>
<tr>
<td>ACCESS for ELLS</td>
<td>Gr. 3 – 11</td>
<td>Testing Window TBD</td>
</tr>
</tbody>
</table>
New Jersey High School Graduation Assessment Requirements

On June 5, 2019, the New Jersey Department of Education (NJDOE) updated the high school graduation assessment requirements in both English Language Arts/Literacy (ELA) and mathematics for the Classes of 2019 through 2022, pursuant to an amended Consent Order from the Appellate Division of the Superior Court of New Jersey.

The Classes of 2019, 2020, 2021, and 2022

The high school assessment graduation requirements that are in place for the Classes of 2019, 2020, 2021, and 2022 are:

In English Language Arts/Literacy, students must demonstrate proficiency:
1. On NJSLA/PARCC ELA 10;
or
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below;
or
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

In mathematics, students must demonstrate proficiency:
1. On NJSLA/PARCC Algebra 1;
or
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below;
or
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Proficiency levels/cut scores for the Classes of 2019 through 2022 are specified in the chart below.

Note: Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs.

The Class of 2023 and Beyond

The NJDOE is committed to providing fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation of statewide assessments.
NJDOE GRADUATION REQUIREMENTS

### ELA and Mathematics Assessment Graduation Requirements for the Classes of 2019, 2020, 2021, and 2022

This document reflects the high school graduation assessment requirements for the Classes of 2019, 2020, 2021, and 2022, pursuant to an amended Consent Order received by the NJDOE from the Appellate Division of the Superior Court of New Jersey on June 5, 2019.

The requirements for the Class of 2019, including the cut scores, remain unchanged from the requirements that were applied to the Classes of 2017 and 2018. These requirements now apply to the Classes of 2020, 2021, and 2022.

<table>
<thead>
<tr>
<th>Pathways Available</th>
<th>English Language/Literacy (ELA)</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Pathway:</strong> Demonstrate proficiency in the high school end-of-course NISLA/PARCC assessments in ELA-10 and/or Algebra 1</td>
<td>NISLA/PARCC ELA Grade 10 ≥ 750 (Level 4) or NISLA/PARCC ELA Grade 11 ≥ 725 (Level 3) or SAT Critical Reading (taken before 3/1/16) ≥ 400, or SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) ≥ 450, or SAT Reading Test (taken 3/1/16 or later) ≥ 22, or ACT Reading or ACT PLAN Reading ≥ 16, or ACCUPLACER WritePlace ≥ 6, or ACCUPLACER WritePlace ELL ≥ 4, or PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) ≥ 40, or PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) ≥ 22, or ACT Aspire Reading ≥ 423, or ASVAB-AFQT Composite ≥ 31</td>
<td>NISLA/PARCC Algebra 1 ≥ 750 (Level 4) or NISLA/PARCC Geometry ≥ 725 (Level 3), or NISLA/PARCC Algebra II ≥ 725 (Level 3) or SAT Math (taken before 3/1/16) ≥ 400, or SAT Math Section (taken 3/1/16 or later) ≥ 440, or SAT Math Test (taken 3/1/16 or later) ≥ 22, or ACT or ACT PLAN Math ≥ 16, or ACCUPLACER Elementary Algebra ≥ 76, or Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) ≥ 235, or PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) ≥ 40, or PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) ≥ 22, or ACT Aspire Math ≥ 423, or ASVAB-AFQT Composite ≥ 31</td>
</tr>
<tr>
<td><strong>Second Pathway:</strong> Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Pathway:</strong> Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals</td>
<td>Meet the criteria of the NJDOE Portfolio Appeal for ELA</td>
<td>Meet the criteria of the NJDOE Portfolio Appeal for Math</td>
</tr>
</tbody>
</table>

*Test is no longer administered but can be used for the graduating year.

*Beginning on Monday, January 28, 2019, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.
# Graduation Assessment Requirements

## Statewide Assessments Testing Schedule 2019-2020

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grades</th>
<th>Computer Administration Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Jersey Student Learning Assessment (NJSLA)- English Language Arts (ELA) and Math Fall Block Administration</td>
<td>9 and 10</td>
<td>December 2, 2019 to January 17, 2020</td>
</tr>
<tr>
<td>NJSLA-ELA and Math Regular Administration</td>
<td>3 through 10</td>
<td>April 20, 2020 to May 29, 2020</td>
</tr>
<tr>
<td>NJSLA-ELA and Math Summer Administration</td>
<td>9 and 10</td>
<td>July 27, 2020 to August 7, 2020</td>
</tr>
<tr>
<td>NJSLA-Science Administration</td>
<td>5, 8, and 11</td>
<td>May 4, 2020 to June 5, 2020</td>
</tr>
<tr>
<td>Dynamic Learning Maps (DLM) ELA, Math &amp; Science</td>
<td>3 through 8 and 11</td>
<td>April 1, 2020 to May 29, 2020</td>
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