

State Test Scores

Spring: 2023 ACCESS 2.0, NJSLA, DLM

State Tests

- ACCESS 2.0 for English Language Learners – Spring 2023
- NJSLA – Math, ELA and Science – Spring 2023
- Dynamic Learning Maps – Spring 2023

Dynamic Learning Maps

Dynamic Learning Maps

“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)”*

- Very strict, specific requirements for eligibility.
- Less than 10 students in our district qualify, so no scores will be reported publicly.

ACCESS for ELLs

ACCESS for ELLs

- 4 Sections
 - **Listening, Speaking, Reading, Writing**
 - **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 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 this test.

ACCESS for ELLs

- Based on the results from the Spring 2023 test, 5 students exited the program. They scored about 4.5 out of 6 on the Spring assessment.
- For the 2023-24
 - There are 20 students in the program, 9 of them are in Kindergarten
 - At least 1 Multilingual Learner in every grade level.
 - 6 Multilingual Learners are at Churchill
 - 14 Multilingual Learners are at Stevenson
 - Of the 20 students in the program, 7 of them are starting at Language Proficiency Level 1.

ACCESS for ELLs

District Results

Listening



■ Entering 4% ■ Emerging 17% ■ Developing 0%
■ Expanding 4% ■ Bridging 19% ■ Reaching 71%

Speaking



■ Entering 12% ■ Emerging 18% ■ Developing 35%
■ Expanding 12% ■ Bridging 18% ■ Reaching 6%

Reading



■ Entering 24% ■ Emerging 6% ■ Developing 18%
■ Expanding 12% ■ Bridging 24% ■ Reaching 18%

Writing



■ Entering 12% ■ Emerging 12% ■ Developing 65%
■ Expanding 12% ■ Bridging 0% ■ Reaching 0%

1 – Entering, 2 – Emerging 3, – Developing, 4 – Expanding, 5 – Bridging, 6 - Reaching

ACCESS for ELLs

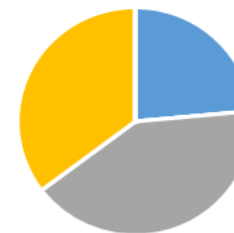
District Results

Oral



■ Entering 12% ■ Emerging 6% ■ Developing 12%
■ Expanding 29% ■ Bridging 24% ■ Reaching 18%

Literacy



■ Entering 24% ■ Emerging 0% ■ Developing 41%
■ Expanding 35% ■ Bridging 0% ■ Reaching 0%

Comprehension



■ Entering 24% ■ Emerging 0% ■ Developing 18%
■ Expanding 24% ■ Bridging 24% ■ Reaching 12%

Overall



■ Entering 6% ■ Emerging 18% ■ Developing 53%
■ Expanding 47% ■ Bridging 18% ■ Reaching 0%

1 – Entering, 2 – Emerging 3, – Developing, 4 – Expanding, 5 – Bridging, 6 - Reaching

NJSLA

New Jersey Student Learning Assessment

ELA, Math- Gr 3-6

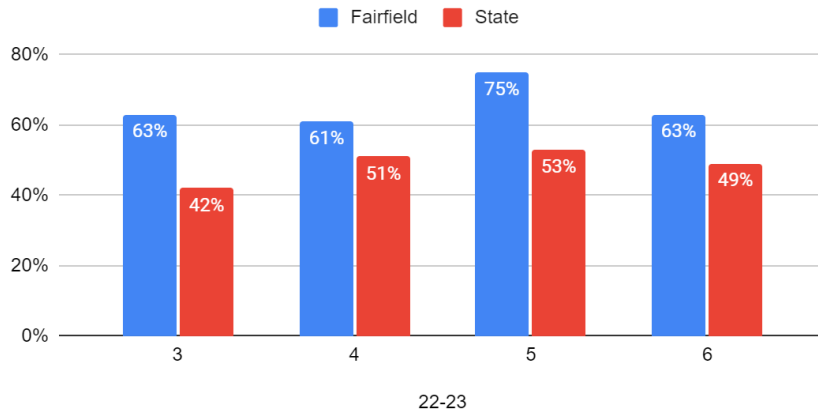
Science – Gr 5

NJSLA

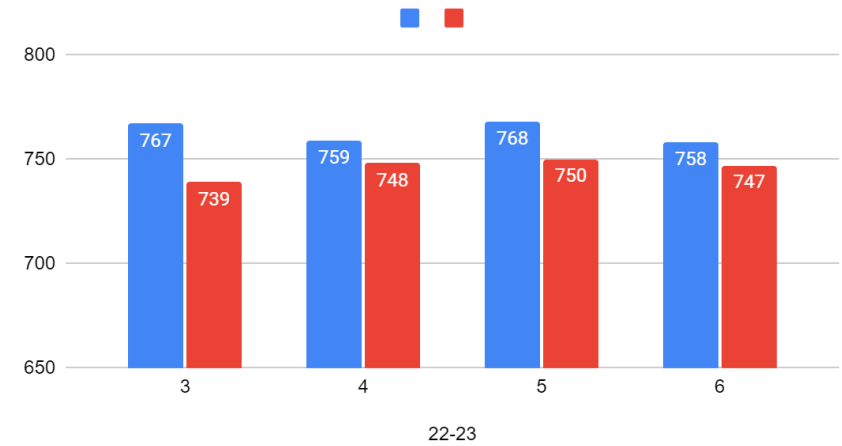
- ◇ **Test is given to students in grades 3-6.**
 - ◇ **Assess students in Math, ELA and Science to students in grade 5**
 - ◇ **2 ELA Units, 3 Math Units, 4 Science Units (Grade 5 only)**
- ◇ **There are 5 Achievement Levels**
 - ◇ **Level 1 – Did Not Yet Meet Expectations**
 - ◇ **Level 2 – Partially Met Expectations**
 - ◇ **Level 3 – Approached Expectations**
 - ◇ **Level 4 – Met Expectations**
 - ◇ **Level 5 – Exceeds Expectations**

Fairfield vs State

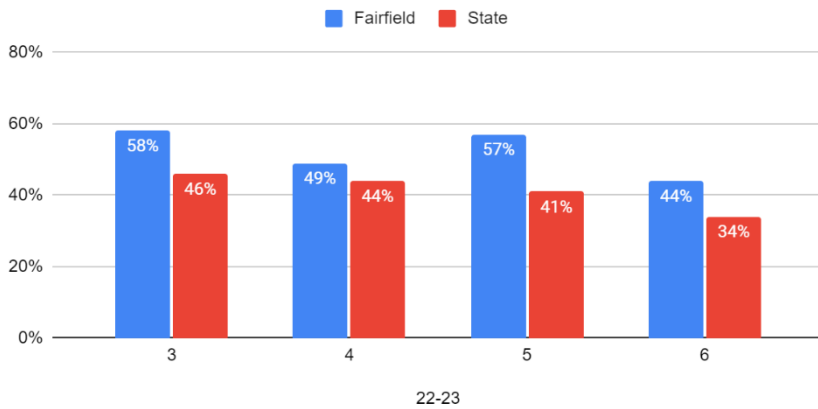
22-23 Fairfield and State ELA - Percent Meeting or Exceeding



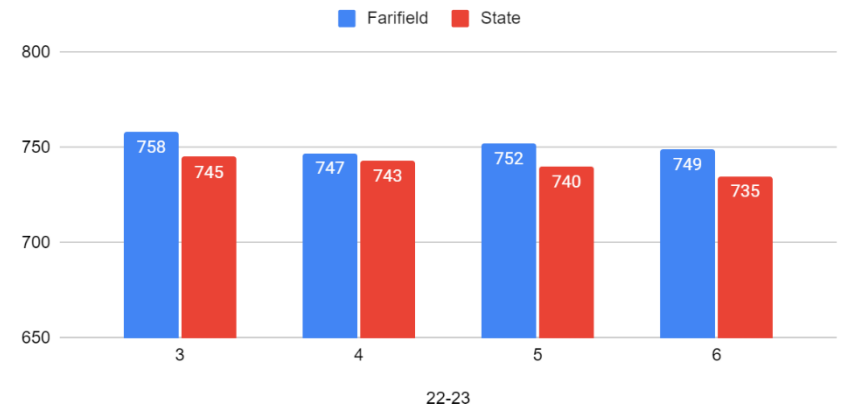
22-23 Fairfield and State ELA - Mean Score



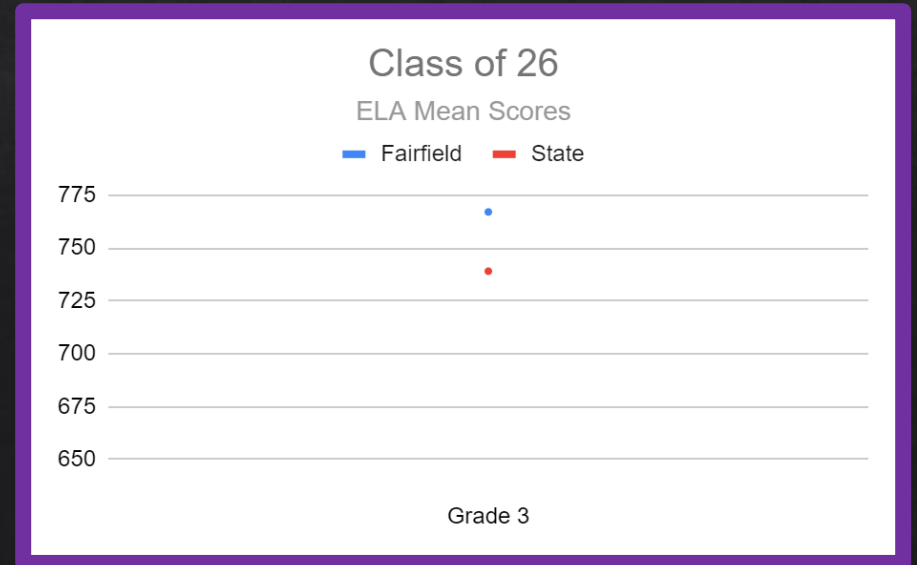
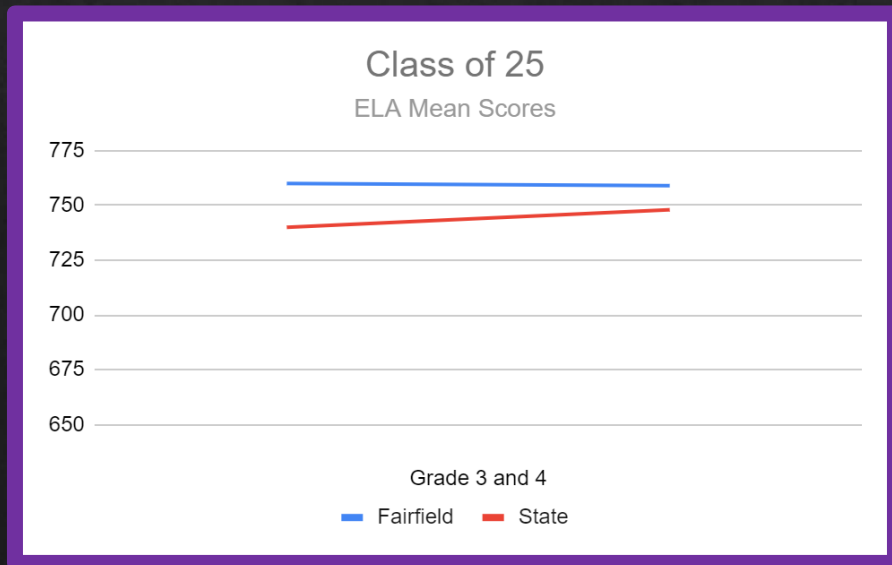
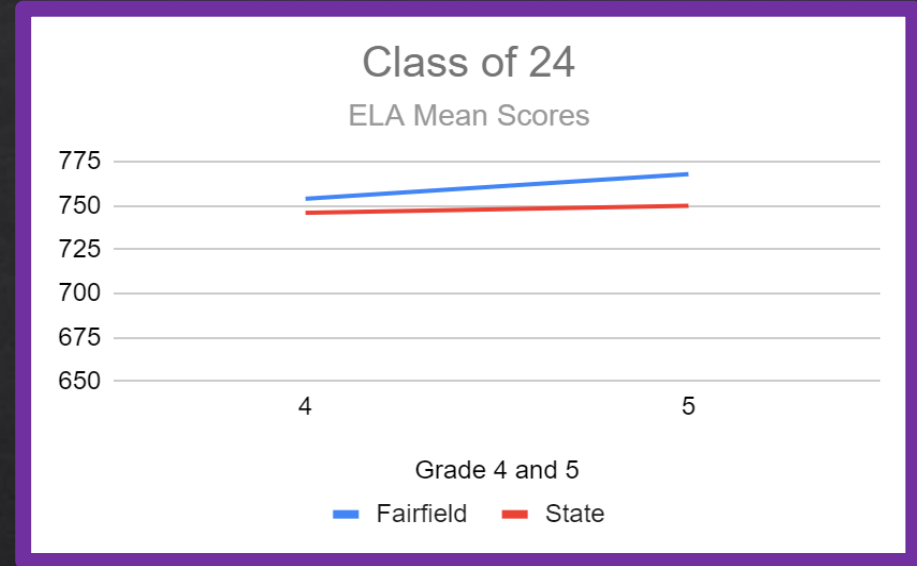
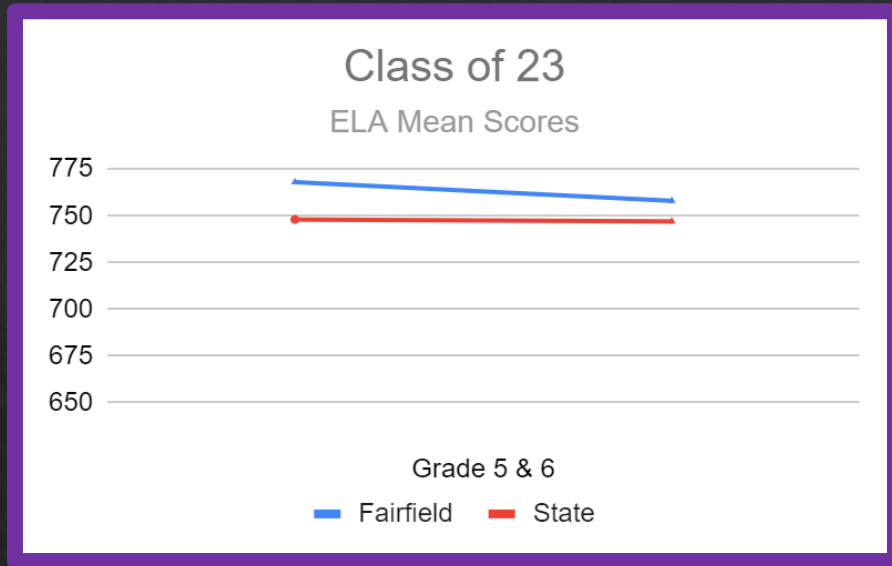
22-23 Fairfield and State Math - Percent Meeting or Exceeding



22-23 Fairfield and State Math - Mean Score

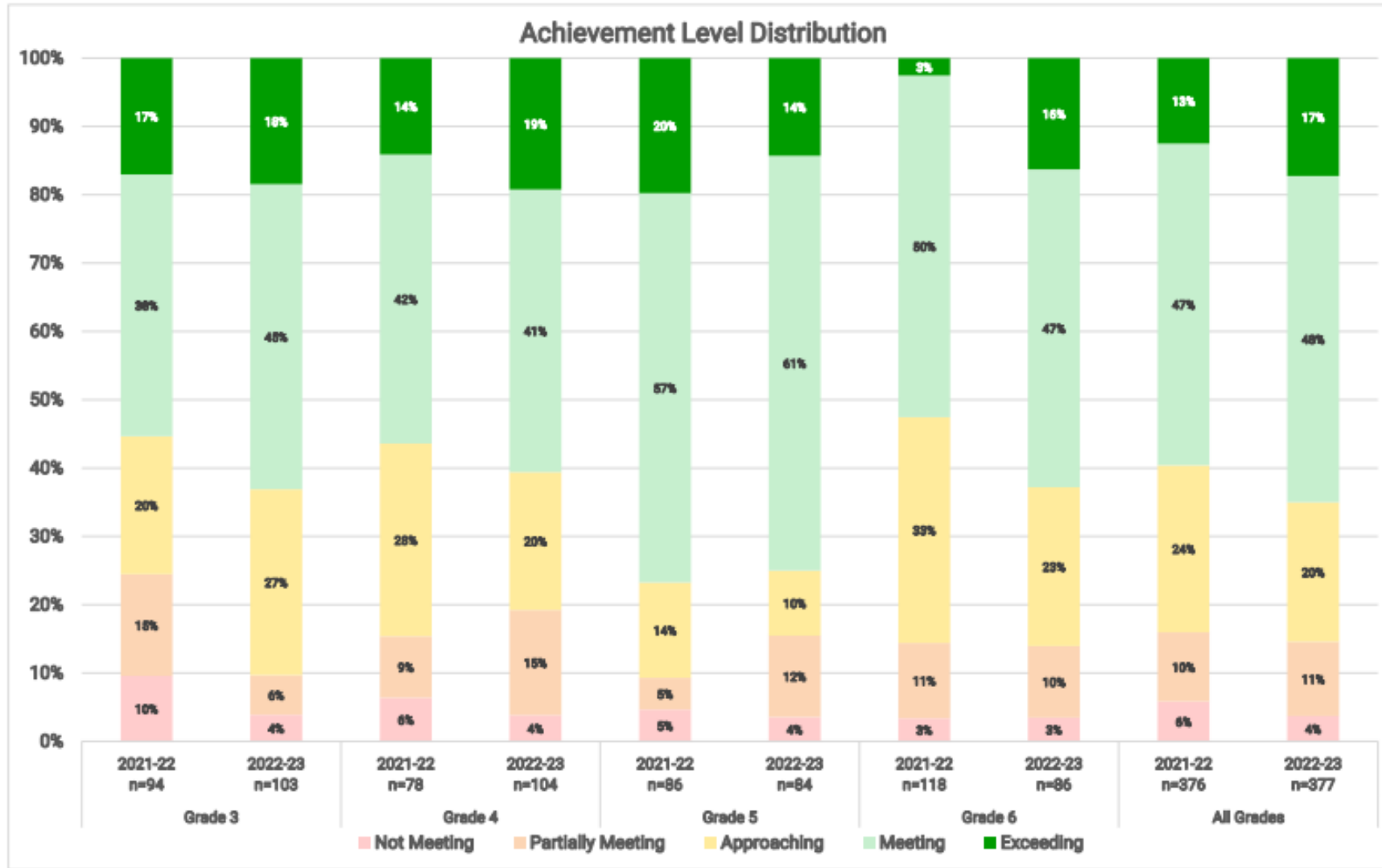


Fairfield vs State ELA



ELA Achievement and Growth

Same grade, different students



- Meeting/Exceeding grew in all grades from one grade to the next.
- Meeting/Exceeding was close or improved in each grade from one year to the next.

Fairfield Subgroups - ELA

Female					
	Level 1	Level 2	Level 3	Level 4	Level 5
3	4.2%	6.3%	25%	44%	21%
4	2%	16%	22%	46%	14%
5	2%	9%	14%	28%	16%
6	0%	5%	24%	50%	21%

White					
	Level 1	Level 2	Level 3	Level 4	Level 5
3	4%	5%	27%	46%	18%
4	2%	16%	17%	46%	21%
5	3%	14%	8%	59%	17%
6	5%	12%	22%	42%	19%

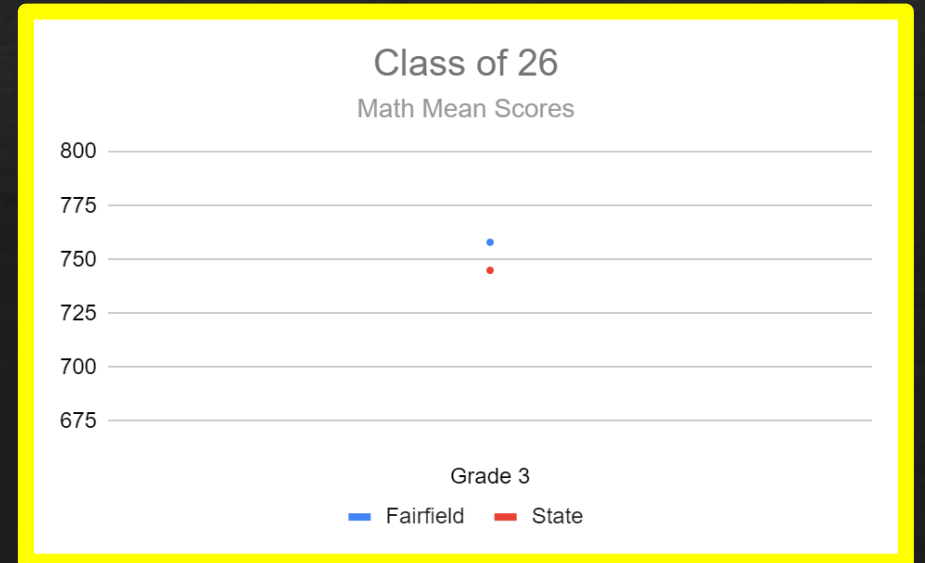
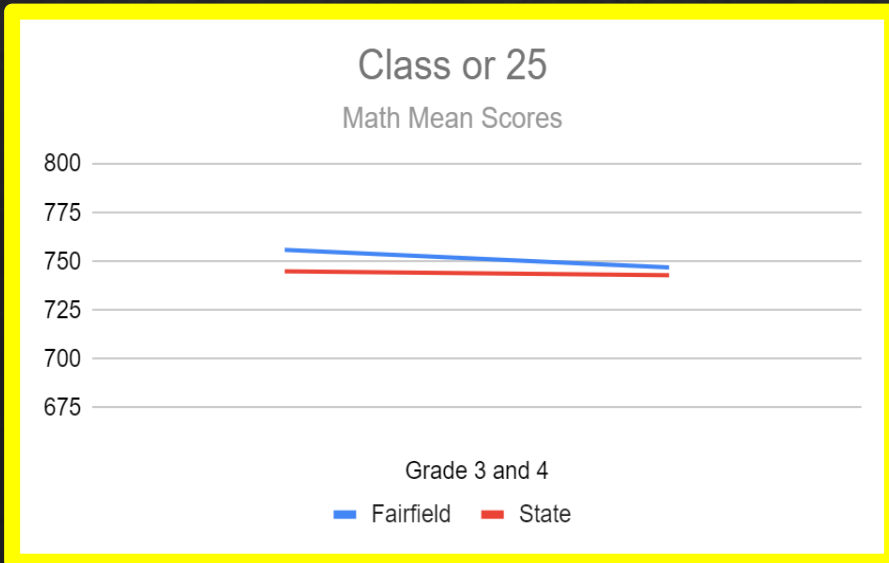
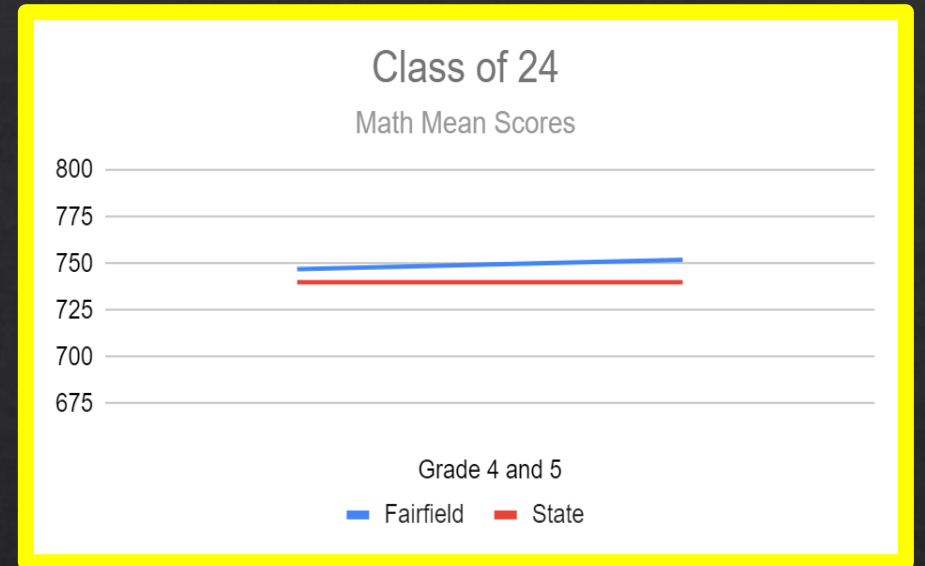
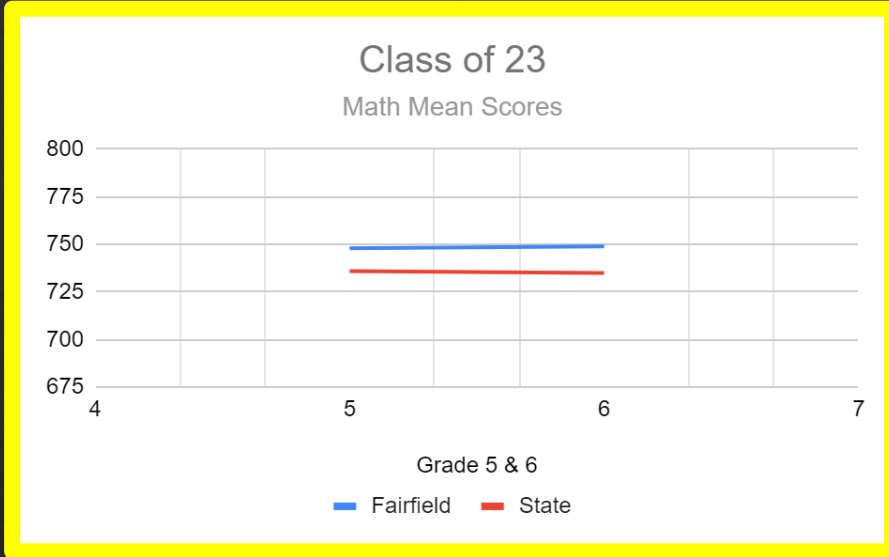
Students with IEP					
	Level 1	Level 2	Level 3	Level 4	Level 5
3	31%	23%	23%	15%	8%
4	15%	35%	20%	25%	5%
5	20%	60%	10%	10%	0%
6	NA	NA	NA	NA	NA

Male					
	Level 1	Level 2	Level 3	Level 4	Level 5
3	4%	6%	25%	44%	21%
4	6%	15%	19%	37%	24%
5	5%	15%	5%	63%	12%
6	7%	16%	23%	43%	11%

Hispanic/Latino					
	Level 1	Level 2	Level 3	Level 4	Level 5
3	6%	6%	28%	44%	17%
4	15%	23%	31%	23%	8%
5	8%	8%	23%	54%	8%
6	0%	10%	20%	60%	10%

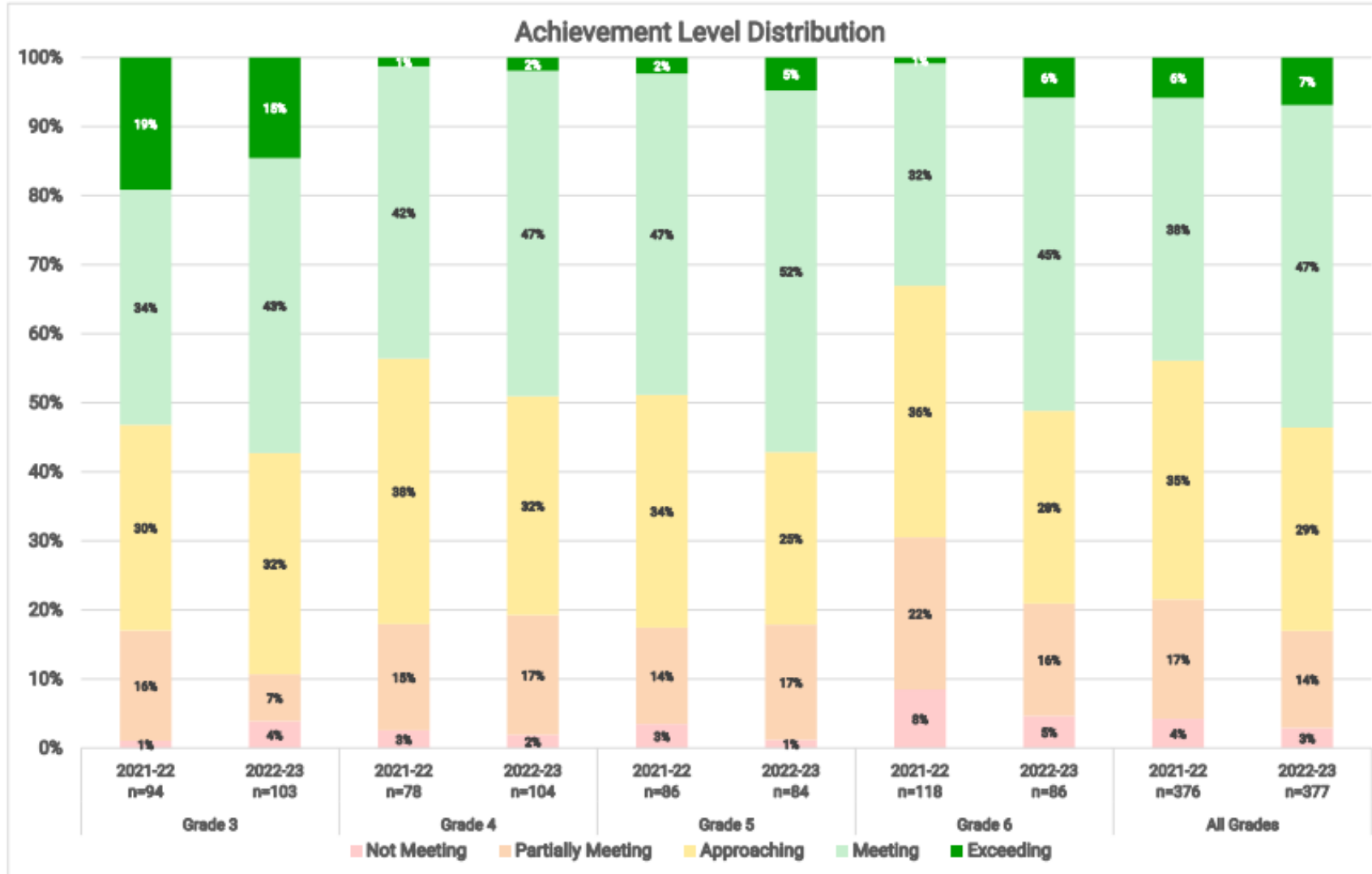
Students without IEP					
	Level 1	Level 2	Level 3	Level 4	Level 5
3	0%	0%	40%	60%	0%
4	1%	11%	22%	45%	23%
5	1%	5%	10%	68%	16%
6	1%%	7%	22%	52%	18%

Fairfield vs State - Math



Math Achievement and Growth

Same grade, different students



- Meeting/Exceeding grew in all grades from one grade to the next.
- District overall passing grew 10% from 21-22 to 22-23.

Fairfield Subgroups - Math

Female					
	Level 1	Level 2	Level 3	Level 4	Level 5
3	2%	6%	38%	40%	15%
4	0%	26%	36%	36%	2%
5	3%	19%	23%	54%	2%
6	2%	14%	31%	45%	7%

White					
	Level 1	Level 2	Level 3	Level 4	Level 5
3	4%	11%	28%	45%	14%
4	1%	18%	30%	48%	2%
5	2%	15%	27%	52%	7%
6	6%	15%	25%	46%	8%

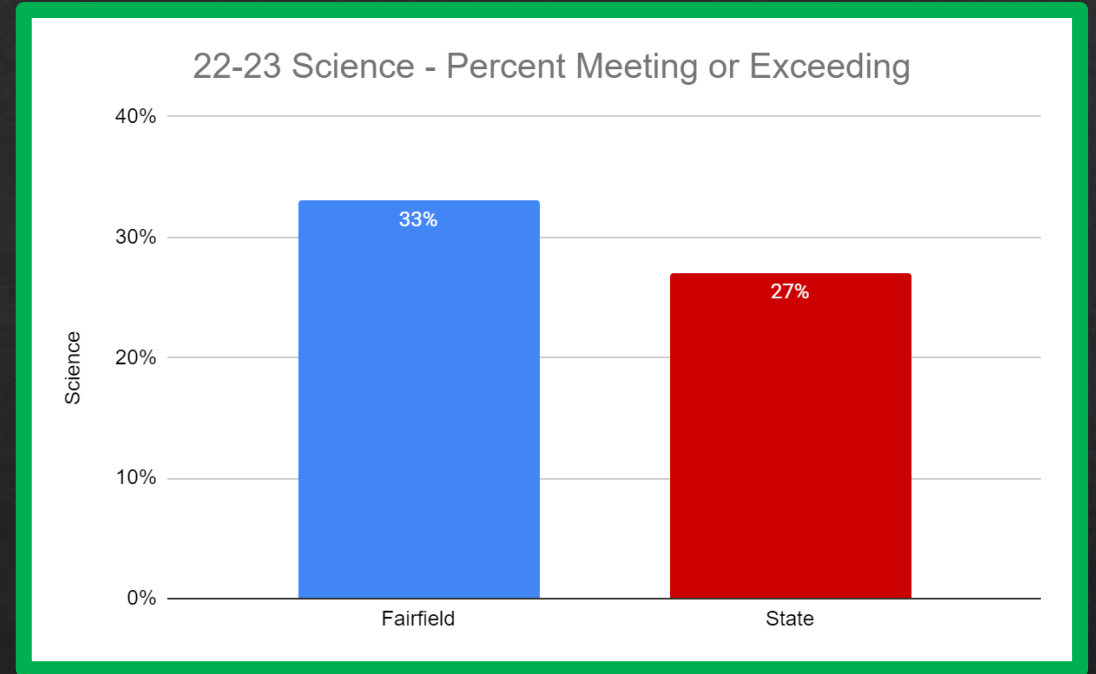
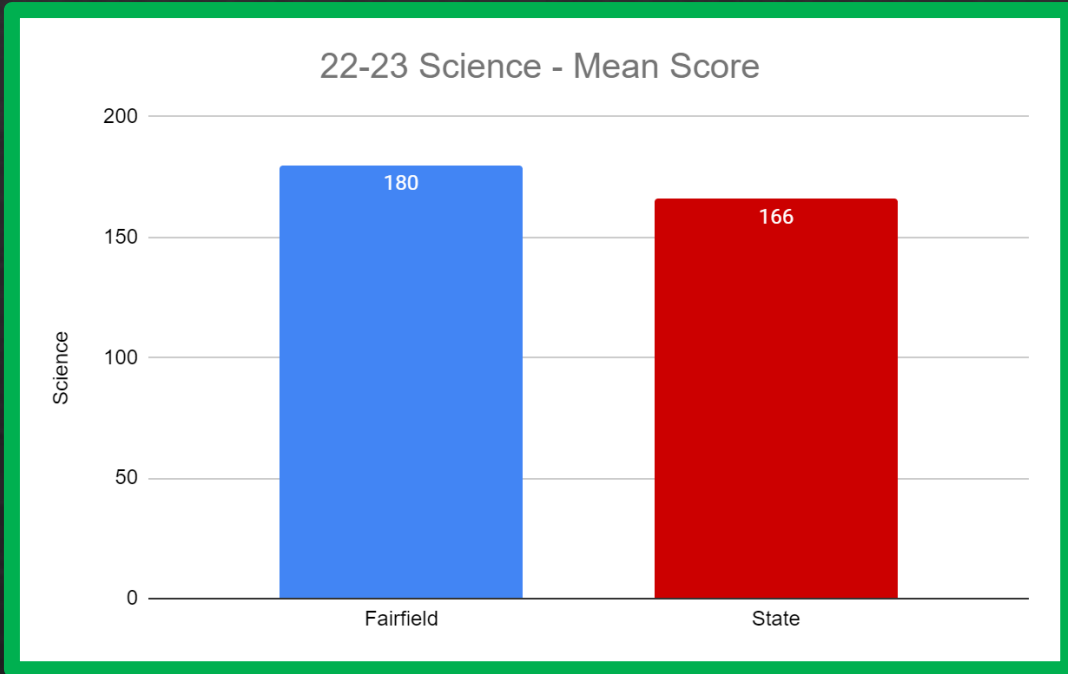
Students with IEP					
	Level 1	Level 2	Level 3	Level 4	Level 5
3	15%	15%	46%	15%	8%
4	5%	40%	30%	25%	0%
5	10%	60%	20%	10%	0%
6	NA	NA	NA	NA	NA

Male					
	Level 1	Level 2	Level 3	Level 4	Level 5
3	6%	7%	27%	46%	15%
4	4%	9%	28%	57%	2%
5	0%	15%	27%	51%	7%
6	7%	18%	25%	46%	5%

Hispanic/Latino					
	Level 1	Level 2	Level 3	Level 4	Level 5
3	0%	0%	39%	44%	17%
4	8%	23%	46%	23%	0%
5	0%	31%	15%	46%	8%
6	0%	10%	40%	50%	0%

Students without IEP					
	Level 1	Level 2	Level 3	Level 4	Level 5
3	2%	6%	30%	47%	16%
4	1%	12%	32%	52%	2%
5	0%	11%	26%	58%	5%
6	3%	14%	27%	49%	7%

Fairfield Science – Grade 5



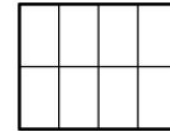
	Level 1	Level 2	Level 3	Level 4
Female	23%	49%	26%	2%
Male	12%	49%	34%	5%
Hispanic	23%	46%	31%	0%
White	18%	49%	29%	5%
IEP	70%	30%	0%	0%

State Assessments

What's Next?

- Target key standards and areas– Adjust teaching and scaffold for students
 - Address standards that are low multiple years in a row.
- Target the types of questions – adjust assessments to match those types of questions. i.e. Higher level thinking
- Practice the released items provided by the State
- Work to build stamina for students to complete longer tests.
- Identify students in need of support and use this data to guide small group instruction.

The rectangle is divided into eight equal sections.



Jodi colors 4 sections. Then she colors 3 more sections.

Which **two** of these represent the fraction of the rectangle that Jodi colors in all?

Select the **two** correct answers.

- A. $\frac{4}{8} + \frac{3}{8}$
- B. $4 + 3$
- C. $\frac{8}{4} + \frac{8}{3}$
- D. $\frac{1}{8} + 3$
- E. $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

Questions?

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