Spring 2022 Analysis

Montclair Public Schools

November 14, 2022
Pandemic’s Impact on Assessment

- Two year disruption to instructional time
- Staffing challenges
- Student mobility
- Trauma, social emotional toll on students and staff
- Prioritizing health and safety in schools
- National decline in achievement scores
MHS Assessments Administration Changes

**Spring 2018**
- NJDOE required all students in grades 9-11 complete ELA and math end of course tests for Algebra 1, Algebra 2 or Geometry

**Spring 2019**
- MHS only tested ELA 10 and Algebra 1 due to extenuating circumstances. (stairways collapse affecting classroom locations and instructional time)

**Spring 2020-2021**
- NJDOE cancelled statewide assessments due to COVID.

**Spring 2022**
- NJDOE required NJSLA for grade 9 students complete ELA and Grade 9 and 10 complete- math end of course tests for Algebra 1, Algebra 2 or Geometry and Science for grade 11.
- NJDOE required field test: NJGPA for Grade 11 ELA and Math.
NJSLA ELA Multi-Year Trend: Montclair Public Schools

% Meeting or Exceeding Expectations

<table>
<thead>
<tr>
<th>Grade</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>62%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>63%</td>
<td>66%</td>
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</tr>
<tr>
<td>5</td>
<td>74%</td>
<td>70%</td>
<td>72%</td>
</tr>
<tr>
<td>6</td>
<td>64%</td>
<td>60%</td>
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<tr>
<td>7</td>
<td>66%</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>61%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>46%</td>
<td></td>
<td>62%</td>
</tr>
<tr>
<td>10</td>
<td>63%</td>
<td></td>
<td>76%</td>
</tr>
</tbody>
</table>
Comparison of Montclair Public Schools to NJ State Average: Spring 2022 NJSLA English Language Arts: % Meeting/Exceeding Expectations

<table>
<thead>
<tr>
<th>Grade</th>
<th>MPS</th>
<th>NJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>66%</td>
<td>42%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>70%</td>
<td>49%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>72%</td>
<td>50%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>60%</td>
<td>48%</td>
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<tr>
<td>Grade 7</td>
<td>61%</td>
<td>53%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>61%</td>
<td>51%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>46%</td>
<td>49%</td>
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</tbody>
</table>
Performance of Economically Disadvantaged Students: Montclair Public Schools

% Meeting/Exceeding Expectations in NJSLA ELA

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2019</td>
<td>29%</td>
<td>74%</td>
</tr>
<tr>
<td>2022</td>
<td>38%</td>
<td>74%</td>
</tr>
<tr>
<td>2019</td>
<td>31%</td>
<td>72%</td>
</tr>
<tr>
<td>2022</td>
<td>24%</td>
<td>67%</td>
</tr>
<tr>
<td>2019</td>
<td>39%</td>
<td>81%</td>
</tr>
<tr>
<td>2022</td>
<td>19%</td>
<td>51%</td>
</tr>
</tbody>
</table>
Performance of Students with Active IEPs or 504s: Montclair Public Schools
% Meeting/Exceeding Expectations in NJSLA ELA

- 2019: Elementary 36%, Middle 34%, High 19%
- 2022: Elementary 78%, Middle 29%, High 55%

SpEd: Blue Bar
GenEd: Orange Bar
Performance of Race/Ethnicity subgroups: Montclair Public Schools
% Meeting/Exceeding Expectations in NJSLA ELA

- Black or African American
- Hispanic or Latino
- Asian
- Multiple Categories
- White

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2022</td>
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</tbody>
</table>
Professional Development this year is focused on

**Elementary ELA**
- Science of Reading - Domains of Language for K-2 teachers of reading
- Science of Reading - Written Expression for K-2 teachers of reading
- Science of Reading - Structured Literacy for K-2 teachers of reading
- Differentiating Instruction in ELA for Grades 3-5 ELA departmentalized teachers
- Utilizing Orton-Gillingham in Small Groups for Orton-Gillingham trained teachers

**Middle School ELA**
- Nonfiction Reading Strategies
- Rethinking the Whole-Class Novel: Strategies for Engagement, Connection and Transference
- Text Evidence: The Root of Effective Writing

**High School ELA**
- Collaborative Teaching in ELA
- Differentiating in ELA
- Supporting Students with Comprehension Challenges
NJSLA Math Multi-Year Trend: Montclair Public Schools

% Meeting or Exceeding Expectations

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Grade 3</td>
<td>66%</td>
<td>69%</td>
<td>66%</td>
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<tr>
<td>Grade 4</td>
<td>59%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>58%</td>
<td>62%</td>
<td>60%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>49%</td>
<td>50%</td>
<td>49%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>39%</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td>Algebra I</td>
<td>48%</td>
<td>45%</td>
<td>38%</td>
</tr>
<tr>
<td>Geometry</td>
<td>80%</td>
<td>49%</td>
<td>46%</td>
</tr>
<tr>
<td>Algebra II</td>
<td>24%</td>
<td>38%</td>
<td>24%</td>
</tr>
</tbody>
</table>
Comparison of Montclair Public Schools to NJ State Average Spring 2022 NJSLA Math: % Meeting/Exceeding Expectations

- Grade 3: 69% (MPS) vs 45% (NJ)
- Grade 4: 60% (MPS) vs 39% (NJ)
- Grade 5: 58% (MPS) vs 36% (NJ)
- Grade 6: 39% (MPS) vs 39% (NJ)
- Grade 7: 39% (MPS) vs 34% (NJ)
- Algebra I: 35% (MPS) vs 24% (NJ)
- Geometry: 24% (MPS) vs 24% (NJ)
- Algebra II: 58% (MPS) vs 46% (NJ)
Performance of Economically Disadvantaged Students: Montclair Public Schools
% Meeting/Exceeding Expectations in NJSLA Mathematics

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2022</th>
<th>2019</th>
<th>2022</th>
<th>2019</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Econ. Dis.</td>
<td>26%</td>
<td>23%</td>
<td>15%</td>
<td>10%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Elementary Not Econ. Dis.</td>
<td>71%</td>
<td>68%</td>
<td>56%</td>
<td>42%</td>
<td>19%</td>
<td>30%</td>
</tr>
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</table>

Econ. Dis. = Economically Disadvantaged
Not Econ. Dis. = Not Economically Disadvantaged
Performance of Students with Active IEPs or 504s
Montclair Public Schools
% Meeting/Exceeding Expectations in NJSLA Mathematics
Performance of Race/Ethnicity Subgroups
Montclair Public Schools
% Meeting/Exceeding Expectations in NJSLA Mathematics
Professional Development this year is focused on

Math Workshop Model

An instructional strategy for grouping students which increases student engagement, enables teachers to give feedback to more students during class and increases collaboration, discussion and hands-on learning with math.

Rich Math Tasks

Cognitively demanding, student-centered and relevant, have no prescribed method for solving, and allow for collaboration and discussion. We are providing teachers with guidance for identifying patterns and trends in student understanding and misunderstandings to plan the appropriate next steps for instruction.
NJSLA Science

Grade Bands
- Grade 5 assessment covers grade 3-5 science standards.
- Grade 8 assessment covers grade 6-8 science standards.
- Grade 11 assessment covers grade 9-11 science standards.

Administration Changes
- 2018 Science Field Test- No results
- 2019 Science Operational testing, cut scores adopted
- 2020-2021 No testing for the state
- 2022 Science- First year accountability
Comparison of Montclair Public Schools’ Spring 2022 NJSLA Administrations Science - Percentages

- Grade 5: District 48%, State 26%
- Grade 8: District 20%, State 16%
- Grade 11: District 42%, State 29%
Science Instruction Support

Professional Development for MS Science is focused on instructional practices, such as simulation and inquiry based labs.

In collaboration with the Liberty Science Center, our 6-12 teachers were given workshops focusing on instructional strategies while also incorporating climate change into lessons.
NJGPA Field Test

• NJGPA is a field test and will not be used as a state graduation assessment for Class of 2023.

• There is no graduation assessment requirement for any student who is expected to graduate with the class of 2023.

• The ELA component is aligned to the grade 10 standards.

• The Mathematics component is aligned to Algebra I and Geometry standards.
## Comparison of Montclair Public Schools’ Spring 2022 NJGPA Field Test Administration - Percentages

<table>
<thead>
<tr>
<th>Content Component</th>
<th>Graduation Ready, District</th>
<th>Graduation Ready, State</th>
<th>Not Yet Graduation Ready, District</th>
<th>Not Yet Graduation Ready, State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>51.5</td>
<td>39.4</td>
<td>48.5</td>
<td>60.6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>63.6</td>
<td>49.5</td>
<td>36.4</td>
<td>50.5</td>
</tr>
</tbody>
</table>

Note: Percentages may not total 100 due to rounding.
Access for English Language Learner (ELL) Overview

- Administered to Kindergarten through Grade 12 students identified as English language learners (ELLs)
- An overall WIDA score of 4.5 is used as the benchmark score that measures English proficiency
- Assesses the four language domains of Listening, Reading, Speaking, and Writing
- MPS had a 120% growth in our ELL population during 2021-2022.
ACCESS Proficiency Level Definitions

Level 6: Reaching
Level 5: Bridging
Level 4: Expanding
Level 3: Developing
Level 2: Emerging
Level 1: Entering
Professional Development for this year is focused on *Sheltered English Instruction (SEI)* training for K-5 teachers who have ELLs in their classrooms on how to strategically plan instruction and provide students with equitable access to content while developing all of their language skills.

*Scaffolding for Success* workshop were provided for 6-12 Math and Science teachers in schools with ELLs to explore conceptual, socio-cultural, and linguistic scaffolding instructional strategies that are applied to their subject matter.
District’s Plan

- Implementing data-driven Professional Learning Communities (PLC’s)
- Continue extended learning opportunities for students
- Ongoing curriculum and instructional materials review
- Ongoing professional development focused on instructional strategies to support student learning
We would like to thank our District Data Analyst, Amber Reed.

We would like to thank our staff who are on frontline of teaching and learning.

Q & A

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