

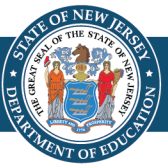
New Jersey Department of Education



2020-2021 Statewide Assessment Data Overview

Division of Teaching and Learning Services and Division of Educational Services

New Jersey Department of Education (NJDOE)





Agenda



- Overview and Considerations
- Spring 2021 Dynamic Learning Maps (DLM) Assessment Information
- Spring 2021 ACCESS for ELLs (English Language Learners) Assessments Information
- Fall 2021 Start Strong Assessments Information
- Final Thoughts





New Jersey's 2020-2021 Statewide Assessments



Statewide Assessment	Testing Window
ACCESS for ELLs (English Language Learners) Assessments	April 5, 2021 to June 11, 2021
Dynamic Learning Maps (DLM) Assessments: English Language Arts (ELA)/Mathematics/Science	April 5, 2021 to June 11, 2021
New Jersey Student Learning Assessments (NJSLA): ELA/Mathematics/Science	Cancelled
Start Strong ELA/Mathematics/Science*	September 13, 2021 to October 22, 2021

The administration of the fall 2021 Start Strong Assessments satisfied New Jersey's federal requirement under the Every Student Succeeds Act (ESSA) to administer general assessments in ELA, math, and science for the 2020-2021 school year only.

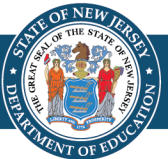




Considerations for Reviewing 2020-2021 Statewide Assessment Results



- National research on the academic impacts of COVID-19:
 - Larger impact of missed learning opportunities in mathematics compared to ELA.
 - Historical achievement gaps persist.
- National research conducted by the NWEA (previously the Northwest Evaluation Association) has indicated that learning gaps resulting from COVID-19 pandemic may result in learning deficits of 30% in reading and up to 50% in math.
- This summer, NWEA published an additional research brief suggesting that Reading and math growth in 2020-2021 was slower compared to pre-pandemic trends. According to this research, students ended the year with lower achievement compared to a typical year, with larger declines relative to historical trends in math (8 to 12 percentile points) than in reading (3 to 6 percentile points).
- A UNESCO summary of learning loss studies found that while learning was disrupted very unevenly for student populations, overall, elementary students may have been more greatly impacted than secondary students



Considerations for Reviewing 2020-2021 Statewide Assessment Results



New Jersey data sources: Local interim assessment data, administered by districts between November 16, 2020, and February 19, 2021, and collected by the NJDOE in spring 2021 suggest that academic achievement gaps persisted through the pandemic.

Student Group	% At or Above Grade Level: Local Interim Assessments ELA	% At or Above Grade Level: Local Interim Assessments Mathematics
All students	64%	62%
Economically Disadvantaged	46%	45%
English Language Learner	35%	40%
Students with Disabilities	43%	45%
African American	49%	44%
Asian	82%	84%
Hispanic	48%	48%
White	73%	72%



Dynamic Learning Maps (DLM)





Dynamic Learning Maps (DLM) Overview



- DLM is used as the State's alternate assessment aligned with alternate academic achievement standards (AA-AAAS) for students with the most significant intellectual disabilities, as required by the Every Student Succeeds Act (ESSA) and N.J.A.C. 6A:8-4.
 - DLM is administered in grades 3–8 and 11 to eligible students, who meet the participation guidelines, in ELA, Mathematics, and Science.
 - DLM is a **computer-adaptive assessment** based on DLM's Essential Elements that is personalized to the needs of each student for this special population.
- The DLM assessments are required by the vendor to be administered **in-person only**, with no remote administration option, as the supports required to administer this assessment to its specific population of students must be completed in person.



Dynamic Learning Maps – Student Profile



- The DLM assessment is designed for the approximately 1% of the student population with significant intellectual disabilities.
 - Wide variability of skills within this 1% of students.
 - Some students may be able to complete the DLM relatively independently while others may need a substantial level of support to participate.
- Students must meet federally-required participation criteria to participate in the DLM assessment. IEP teams make this determination annually.



DLM Participation Rate

(Percent by Student Grade Level)



Grade in Spring 2021	ELA-2021	ELA-2019	Math-2021	Math-2019	Science- 2021	Science- 2019
Grade 3	62.7%	97.5%	62.6%	97.5%	-	-
Grade 4	63.4%	98.0%	63.3%	98.0%	-	-
Grade 5	59.4%	97.9%	60.0%	97.8%	60.5%	98.0%
Grade 6	60.5%	97.6%	61.1%	97.5%	-	-
Grade 7	60.0%	98.5%	59.6%	98.5%	-	-
Grade 8	61.4%	98.0%	61.5%	98.0%	61.8%	97.7%
Grade 11	59.2%	97.8%	58.9%	98.0%	60.0%	97.8%
Total	60.9%	97.9%	61.0%	97.9%	60.7%	97.8%





DLM ELA Results

(Percent by Student Grade Level in Spring 2021)



Grade in Spring 2021	Level 1: Emerging	Level 2: Approaching	Level 3: At Target	Level 4: Advanced
Grade 3	54.3%	9.3%	32.2%	4.3%
Grade 4	54.2%	17.1%	24.4%	4.3%
Grade 5	51.5%	12.5%	30.0%	6.1%
Grade 6	44.2%	19.1%	25.4%	11.3%
Grade 7	44.2%	24.9%	21.3%	9.7%
Grade 8	44.5%	29.8%	24.8%	0.8%
Grade 11	42.3%	30.0%	21.8%	5.9%




DLM Mathematics Results

(Percent by Student Grade Level in Spring 2021)



Grade in Spring 2021	Level 1: Emerging	Level 2: Approaching	Level 3: At Target	Level 4: Advanced
Grade 3	57.5%	12.6%	15.7%	14.3%
Grade 4	45.9%	8.3%	20.7%	25.1%
Grade 5	43.9%	26.2%	15.6%	14.3%
Grade 6	57.2%	20.2%	11.6%	11.0%
Grade 7	61.5%	17.6%	13.0%	7.9%
Grade 8	54.5%	32.6%	7.3%	5.6%
Grade 11	48.6%	20.1%	26.8%	4.5%





DLM Science Results

(Percent by Student Grade Level in Spring 2021)



Grade in Spring 2021	Level 1: Emerging	Level 2: Approaching	Level 3: At Target	Level 4: Advanced
Grade 5	65.7%	20.9%	12.4%	1.0%
Grade 8	59.3%	22.5%	15.9%	2.3%
Grade 11	60.6%	24.2%	12.8%	2.5%

ACCESS for ELLs





ACCESS for ELLs Overview



- The ACCESS for ELLs assessments serve as New Jersey's English Language Proficiency (ELP) assessments as required by ESSA and N.J.A.C. 6A:15-1.10(b).
 - ACCESS for ELLs is administered in grades K–12 to students identified as ELLs.
- An Overall Composite Score of 4.5 on the ACCESS for ELLs assessment is used as **one** of multiple measures by which ELL students are exited from program services in NJ.
- The ACCESS for ELLs assessments are required by the vendor to be administered **in-person only**, with no remote administration option, as the supports required to administer this assessment to its specific population of students must be completed in person
 - This was during the highly variable spring 2021 school year, in which many districts were still under various instructional modes (ie; remote, hybrid, etc.).
 - Therefore, spring 2021 participation in this assessment was lower than the previous assessment administration due to factors related to COVID-19.





ACCESS for ELLs Participation Rate Percent (Percent by Grade Level in Spring 2021)



Grade in Spring 2021	Participation Rate 2021
Kindergarten	81.5%
Grade 1	71.1%
Grade 2	70.4%
Grade 3	69.7%
Grade 4	70.0%
Grade 5	67.1%
Grade 6	65.0%
Grade 7	66.6%
Grade 8	67.8%
Grade 9	64.5%
Grade 10	62.3%
Grade 11	61.1%
Grade 12	53.6%
Total	68.9%

2021 Total Students Registered:
89,036 students

2021 Total Participating Students:
60,810 students



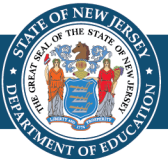
ACCESS for ELLs: Overall Composite Score Levels (Percent by Grade Level in Spring 2021)



Grade Level in Spring 2021	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Level 5: Bridging	Level 6: Reaching
Kindergarten	57.8%	14.5%	14.0%	10.9%	2.8%	0.0%
Grade 1	18.0%	34.1%	34.9%	9.8%	2.7%	0.4%
Grade 2	13.0%	25.5%	42.9%	16.5%	2.0%	0.1%
Grade 3	11.8%	19.1%	46.5%	20.9%	1.7%	0.0%
Grade 4	10.4%	10.2%	34.3%	35.0%	8.7%	1.3%
Grade 5	12.7%	12.2%	34.6%	31.1%	8.0%	1.5%
Grade 6	17.4%	24.4%	43.9%	12.5%	1.7%	0.2%
Grade 7	22.5%	24.2%	38.0%	13.2%	1.9%	0.2%
Grade 8	26.5%	22.0%	33.4%	15.2%	2.7%	0.2%
Grade 9	18.2%	24.2%	36.6%	18.0%	2.7%	0.3%
Grade 10	23.3%	25.0%	34.1%	14.9%	2.5%	0.2%
Grade 11	21.3%	27.5%	36.3%	12.3%	2.5%	0.1%
Grade 12	21.1%	27.9%	36.8%	12.4%	1.8%	0.0%



Start Strong Assessments





Start Strong Assessments: Overview



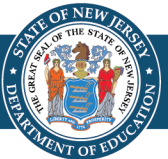
- Based on a subset of prior-year academic standards to provide a data point on the level of support a student may need to engage in grade-level content.
- Produced **on-demand results for educators** to drive conversations with teachers, parents and students at the beginning of the year.
- Could be administered in 45–60 minutes.



Start Strong Assessments: Takeaways



- The results of the Start Strong Assessment mirrors historical trends in **New Jersey's** standardized assessment data.
- The observations from of the Start Strong Assessment are consistent with **national** pandemic-era observations:
 - Unfinished learning may be greater in math than in reading.
 - Unfinished learning may be greater for elementary students than for older students.
 - For historically underserved student populations, gaps continue to persist.



Start Strong Assessments: Participation

(Percentage By *Current* Student Grade Level/Course)



Current Grade/Course	ELA- # Of Students Registered	ELA- # of Valid Scores	ELA- Percentage Rate	Math- # Of Students Registered	Math- # of Valid Scores	Math- Percentage Rate	Science- # of Students Registered	Science- # of Valid Scores	Science- Percentage Rate
Grade 4	94,414	92,777	98.3%	94,966	93,336	98.3%	-	-	-
Grade 5	96,100	94,574	98.4%	96,614	95,058	98.4%	-	-	-
Grade 6	97,443	95,359	97.9%	97,941	95,788	97.8%	98,010	95,332	97.3%
Grade 7	100,991	98,897	97.9%	96,723	94,619	97.8%	-	-	-
Grade 8	102,342	100,233	97.9%	74,873	72,373	96.7%	-	-	-
Grade 9	105,571	100,064	94.8%	-	-	-	107,672	100,693	93.5%
Grade 10	99,381	93,392	94.0%	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	100,009	89,197	89.2%
Algebra 1	--	-	-	110,133	103,681	94.1%	-	-	-
Geometry	-	-	-	99,775	92,793	93.0%	-	-	-
Algebra 2	-	-	-	85,728	79,409	92.6%	-	-	-





Start Strong Assessments: Support Levels



Start Strong Support Levels	Descriptor
Level 1	Strong Support May Be Needed
Level 2	Some Support May Be Needed
Level 3	Less Support May Be Needed

Start Strong ELA and Math: All Support Levels (Percent By *Current* Student Grade Level/Course Enrollment)



Grade/ Course	ELA- Level 1: Strong Support May Be Needed	Math-Level 1: Strong Support May Be Needed	ELA-Level 2: Some Support May Be Needed	Math-Level 2: Some Support May Be Needed	ELA-Level 3: Less Support May Be Needed	Math-Level 3: Less Support May Be Needed
Grade 4	41.5%	49.3%	21.8%	22.2%	36.7%	28.5%
Grade 5	26.9%	55.0%	25.3%	21.0%	47.8%	24.0%
Grade 6	33.1%	53.7%	26.2%	24.3%	40.7%	22.1%
Grade 7	28.2%	42.5%	24.5%	33.0%	47.3%	24.4%
Grade 8	30.6%	47.0%	19.9%	34.8%	49.5%	18.1%
Grade 9	31.7%	-	14.8%	-	53.5%	-
Grade 10	25.9%	-	19.5%	-	54.6%	-
Algebra 1	-	60.4%	-	24.0%	-	15.6%
Geometry	-	47.3%	-	23.8%	-	29.0%
Algebra 2	-	30.9%	-	28.9%	-	40.2%

Start Strong ELA Test Design: Grade and Content Alignment

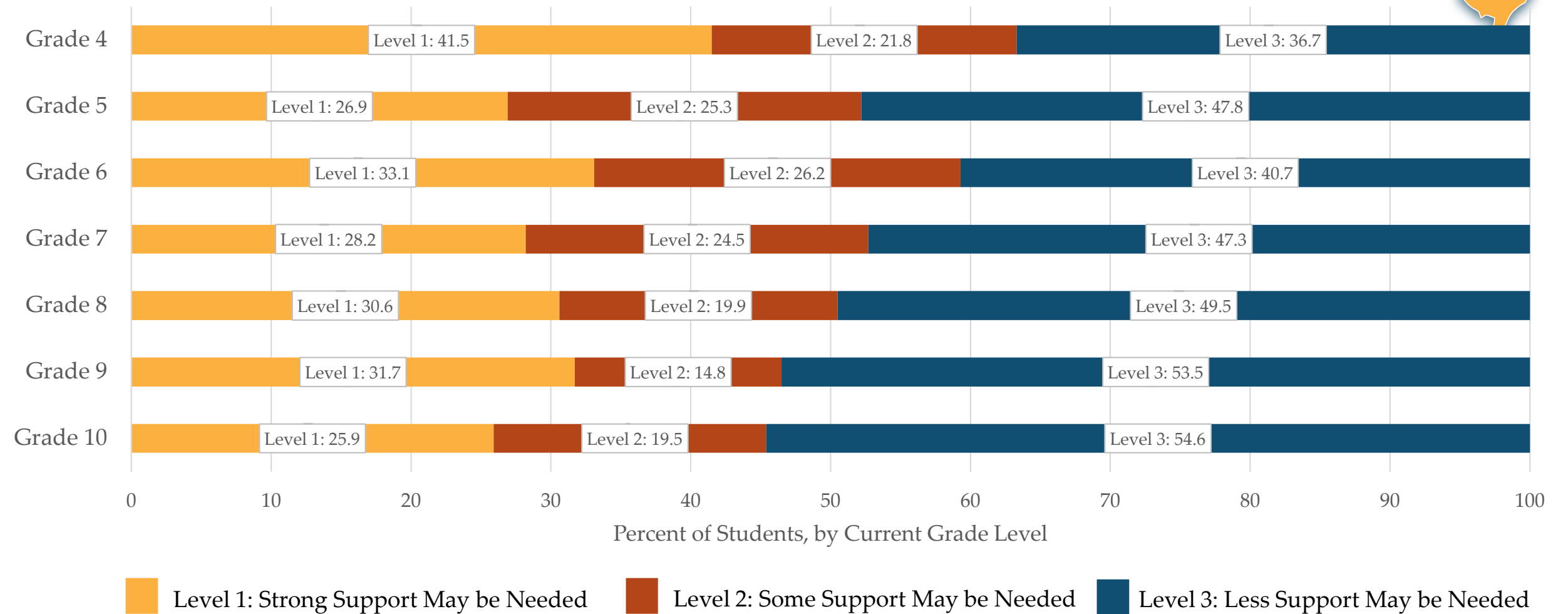


A student in this grade in fall 2021...	Took the ELA Start Strong Assessment that was based on a sub-set of standards from this grade level:
Grade 4	Grade 3
Grade 5	Grade 4
Grade 6	Grade 5
Grade 7	Grade 6
Grade 8	Grade 7
Grade 9	Grade 8
Grade 10	Grade 9

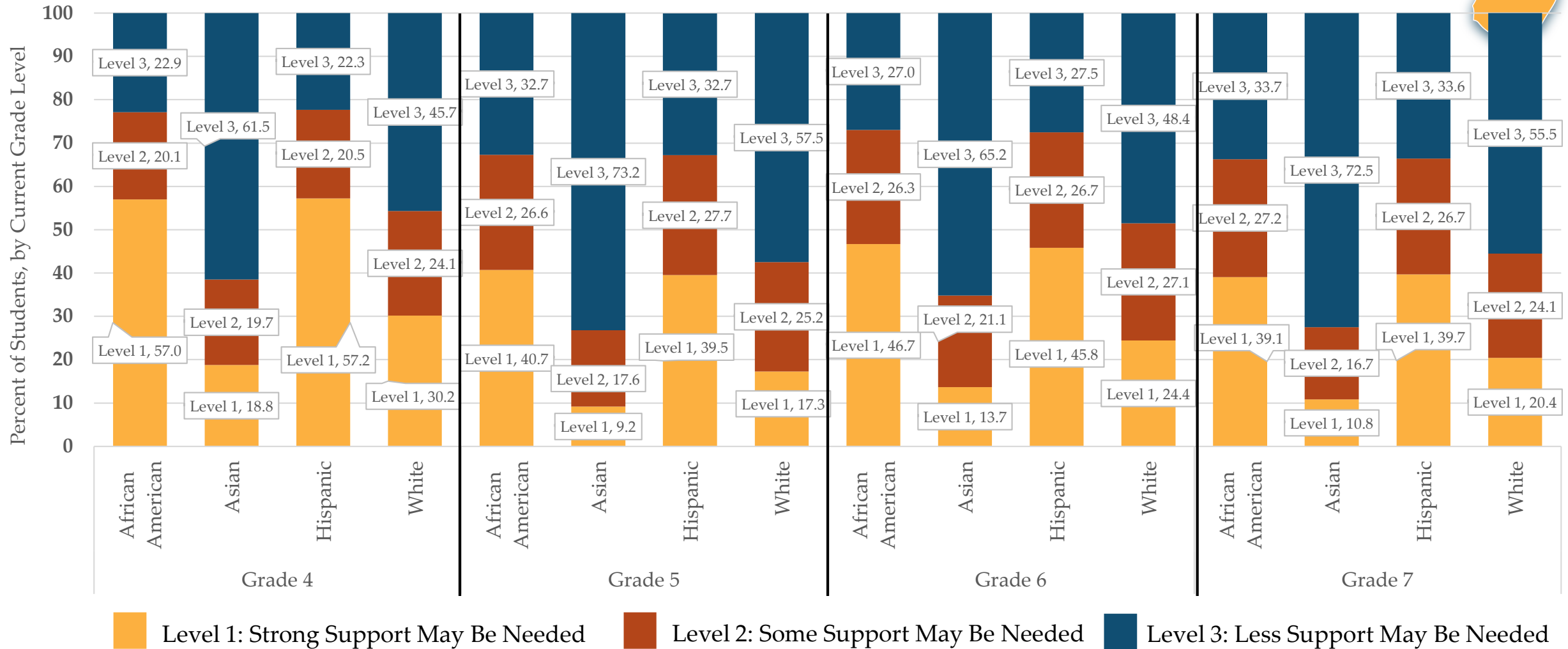


Start Strong ELA Results: All Support Levels

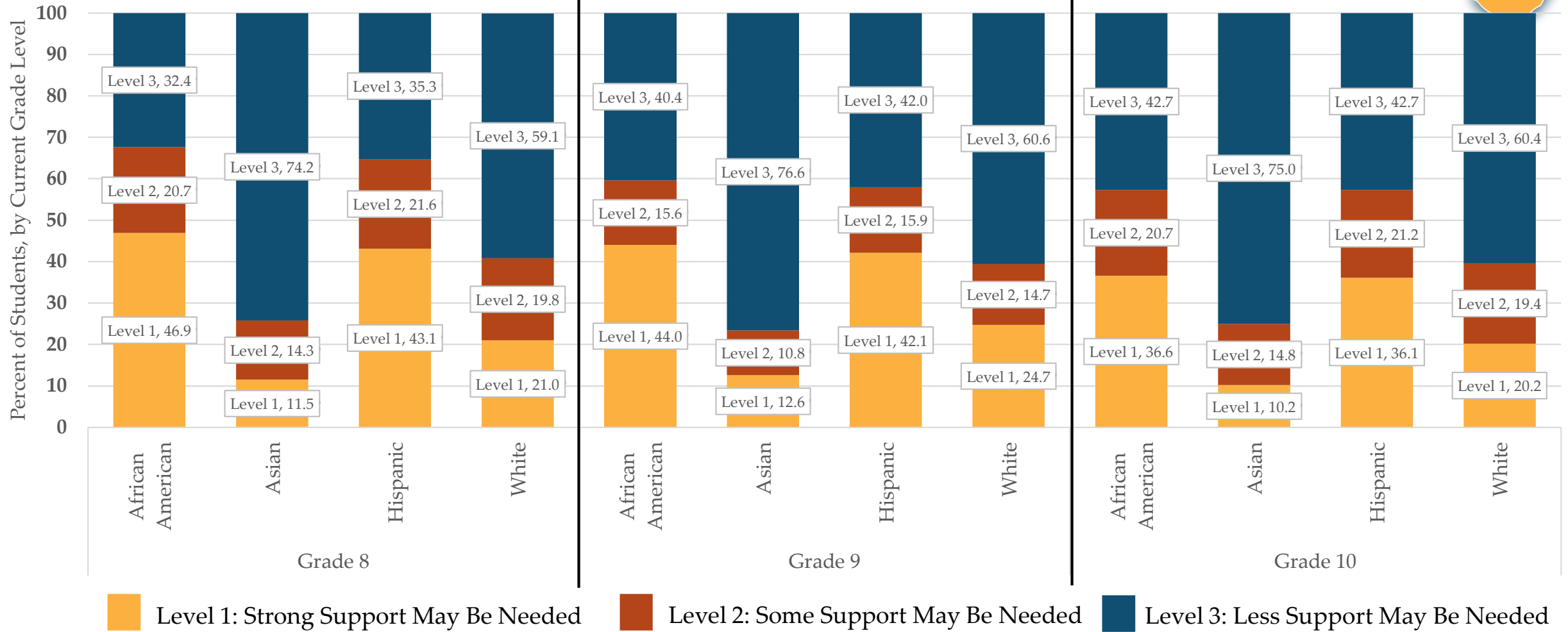
(Reminder: Based on prior-grade academic standards)



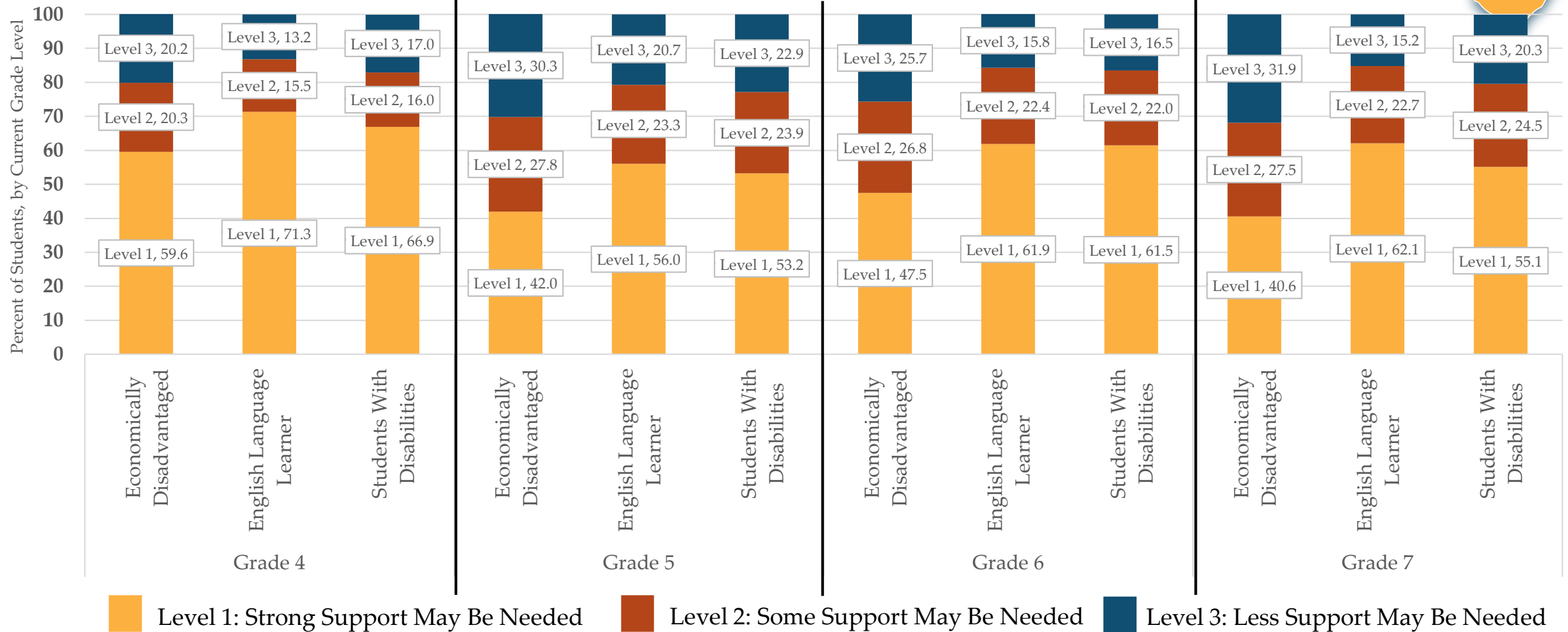
Start Strong ELA Results by Race/Ethnicity- All Support Levels (Reminder: Based on prior-grade academic standards) [1 of 2]



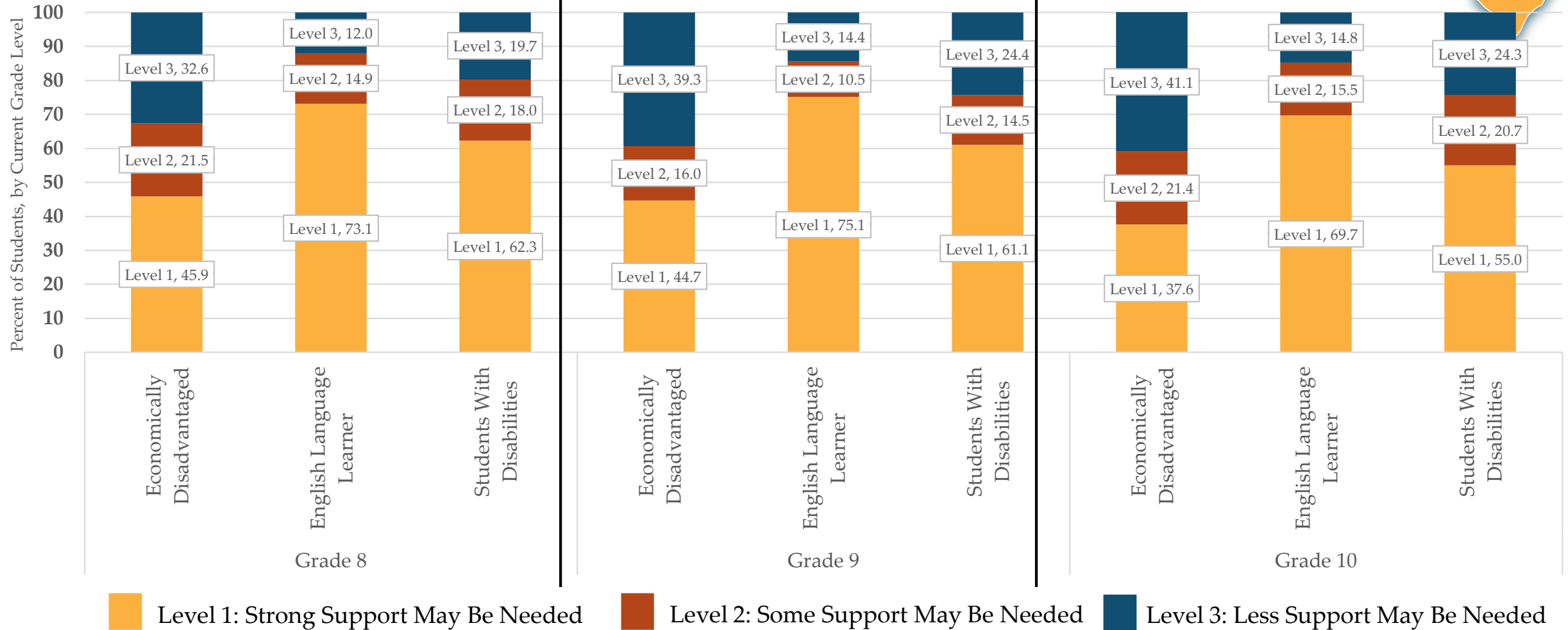
Start Strong ELA Results by Race/Ethnicity- All Support Levels (Reminder: Based on prior-grade academic standards) [2 of 2]



Start Strong ELA Results by Subgroup- All Support Levels (Reminder: Based on prior-grade academic standards) [1 of 2]



Start Strong ELA Results by Subgroup- All Support Levels (Reminder: Based on prior-grade academic standards) [2 of 2]



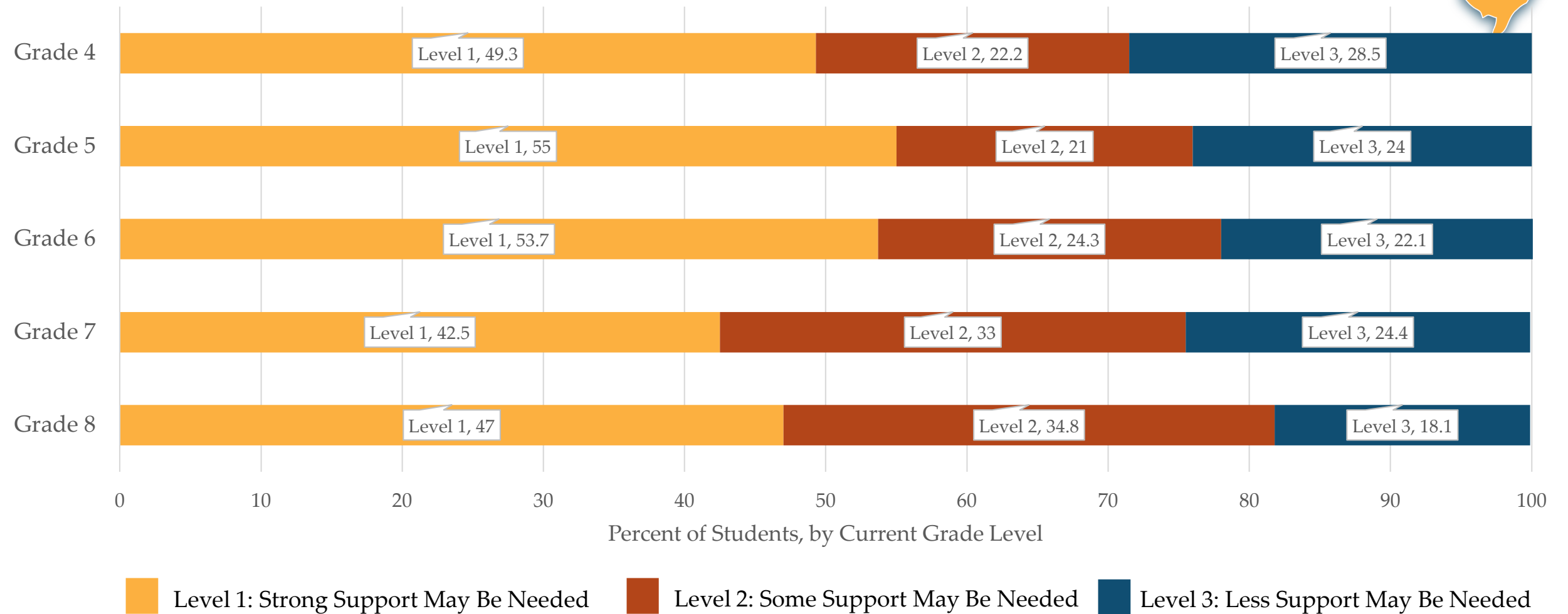
Start Strong Mathematics Test Design: Grade and Content Alignment



A student in this grade in fall 2021...	Took the Math Start Strong Assessment that was based on a sub-set of standards from this grade-level or course:
Grade 4	Grade 3
Grade 5	Grade 4
Grade 6	Grade 5
Grade 7	Grade 6
Grade 8	Grade 7
Algebra 1	Grade 8, specifically those standards relevant to algebraic concepts
Geometry	Grade 8, specifically those standards relevant to geometric concepts
Algebra 2	Algebra 1, specifically those standards relevant to algebra 2 concepts

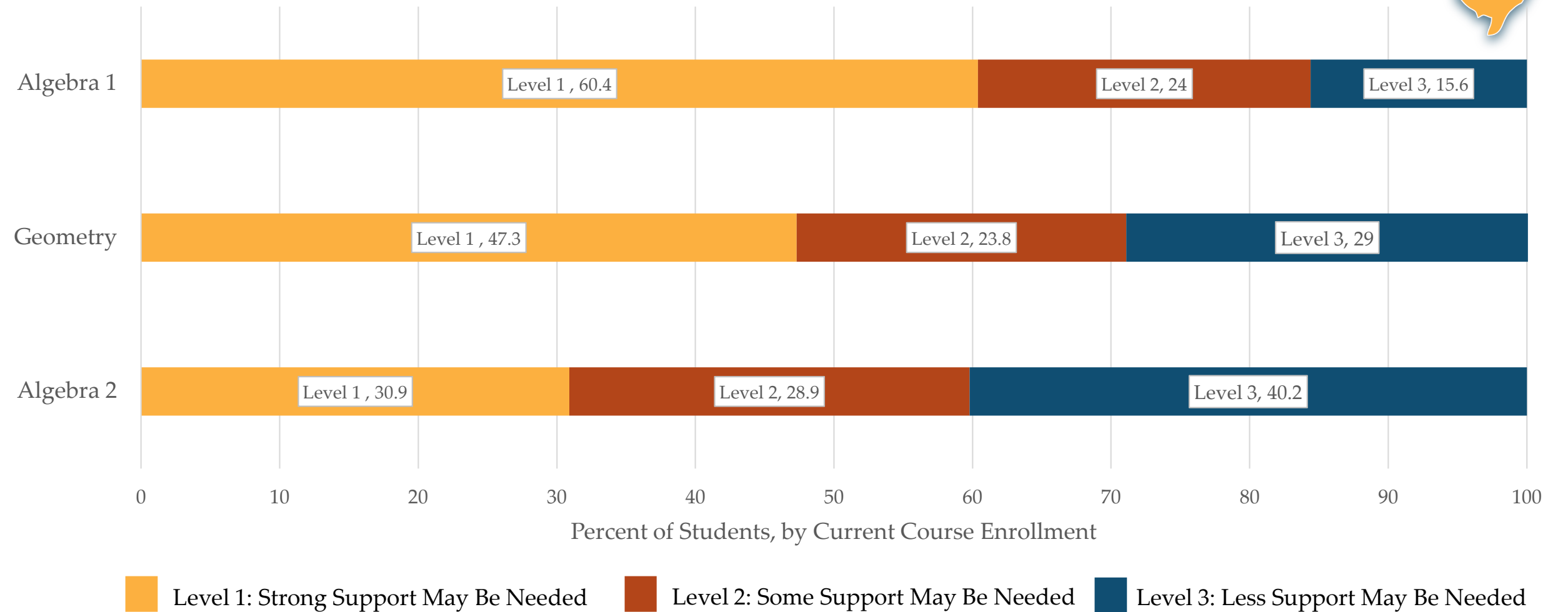


Start Strong Mathematics Grades 4-8 Results- All Support Levels (Reminder: Based on prior-grade academic standards)

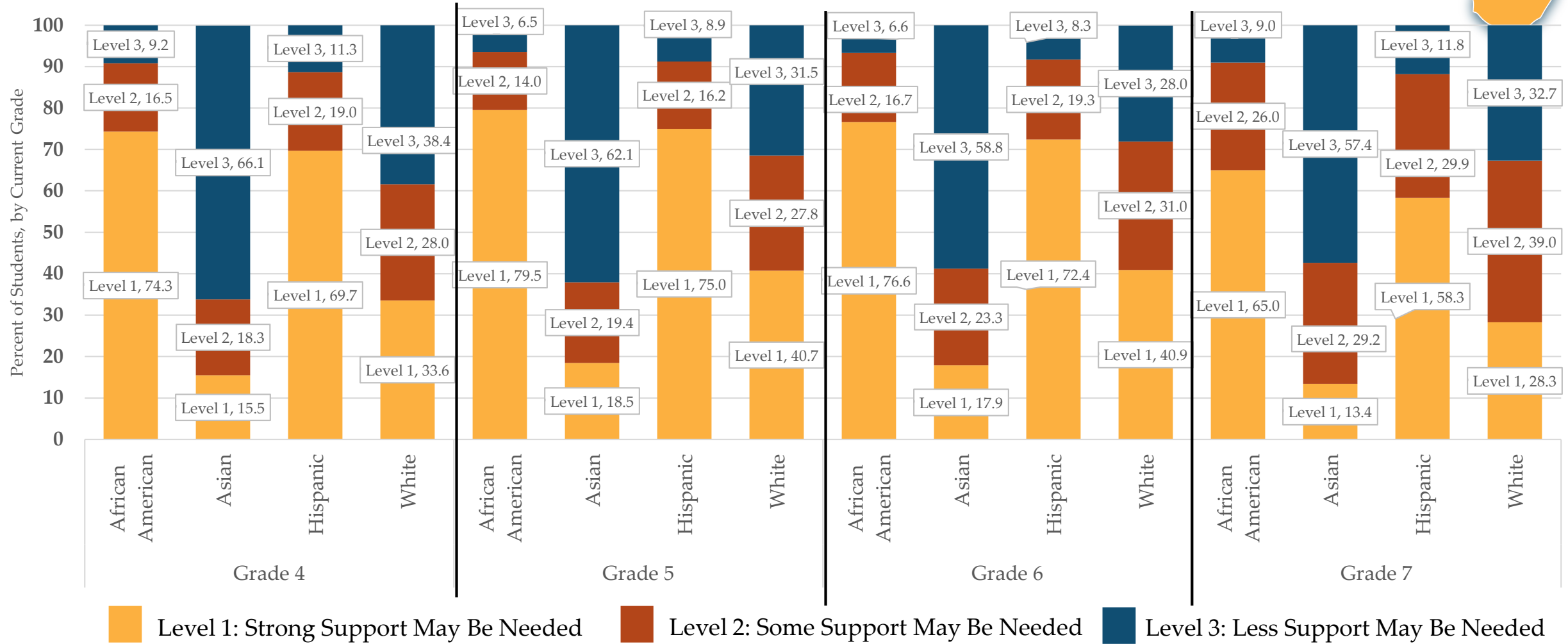




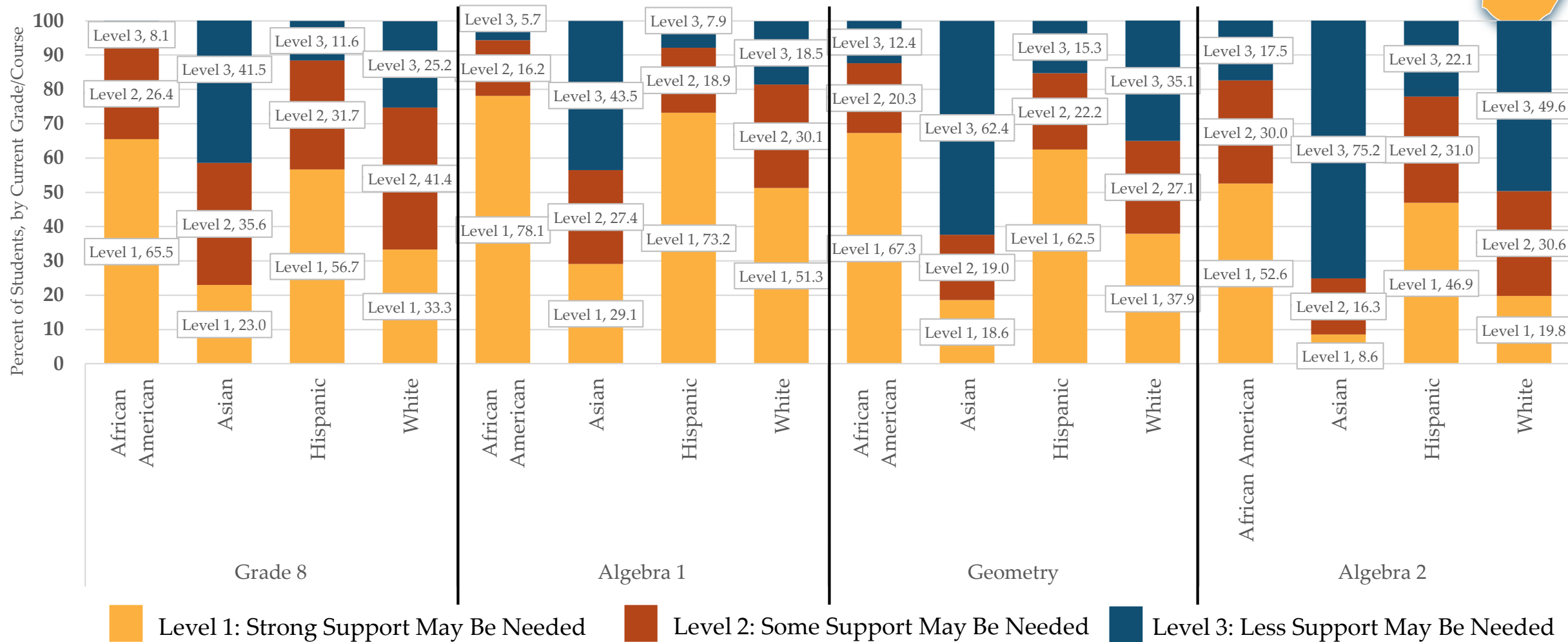
Start Strong Mathematics by Course Enrollment Results- All Support Levels (Reminder: Based on prior-grade academic standards)



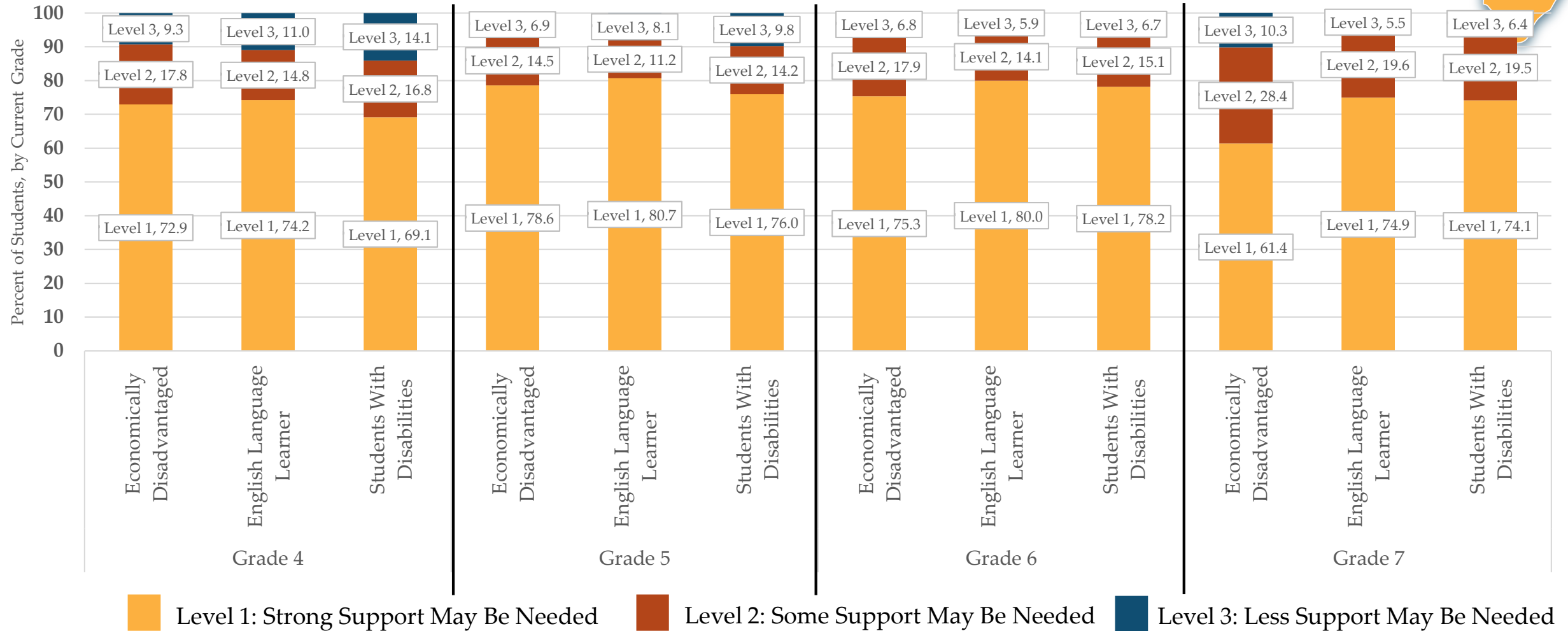
Start Strong Mathematics Results by Race/Ethnicity- All Support Levels (Reminder: Based on prior-grade academic standards) [1 of 2]



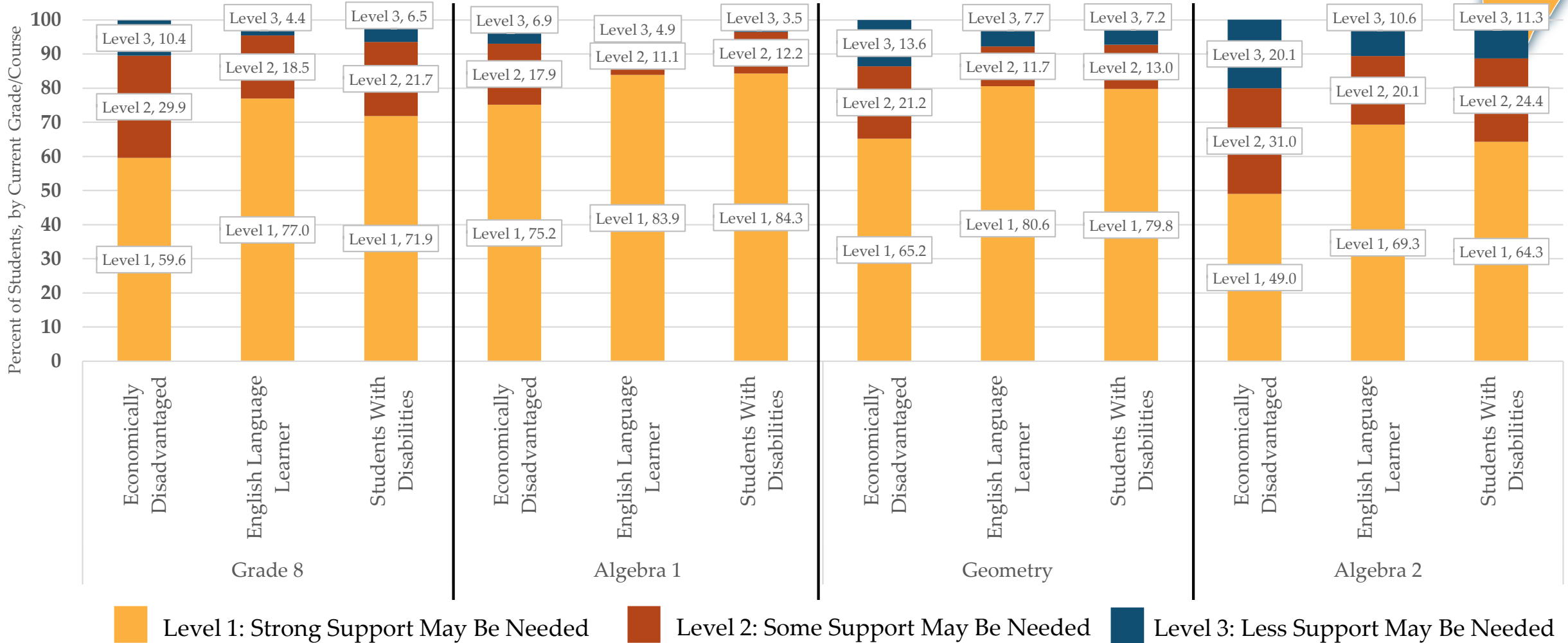
Start Strong Mathematics Results by Race/Ethnicity- All Support Levels (Reminder: Based on prior-grade academic standards) [2 of 2]



Start Strong Mathematics Results by Subgroup- All Support Levels (Reminder: Based on prior-grade academic standards) [1 of 2]



Start Strong Mathematics Results by Subgroup- All Support Levels (Reminder: Based on prior-grade academic standards) [2 of 2]



Start Strong Science Test Design : Grade and Content Alignment

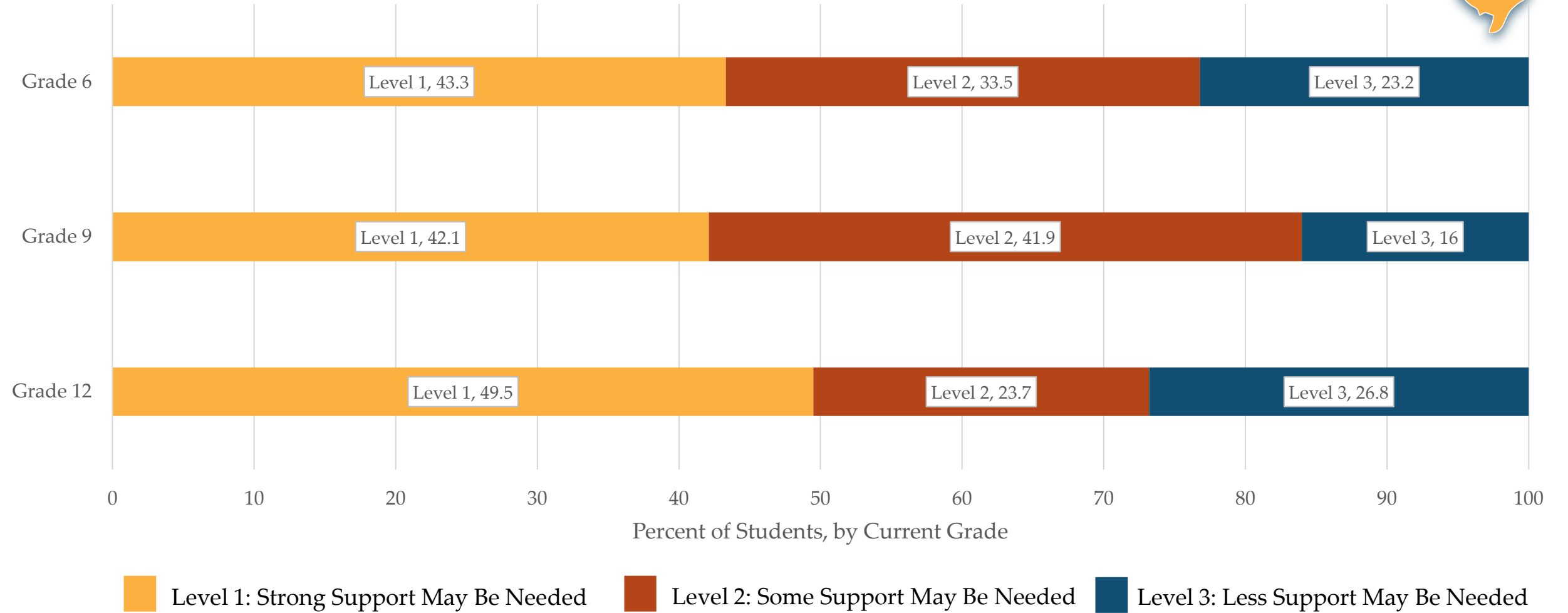


A student in this grade in fall 2021...	Took the Science Start Strong Assessment that was based on a sub-set of standards from this grade-level band:
Grade 6	Grades 3–5
Grade 9	Grades 6–8
Grade 12	Grades 9–11

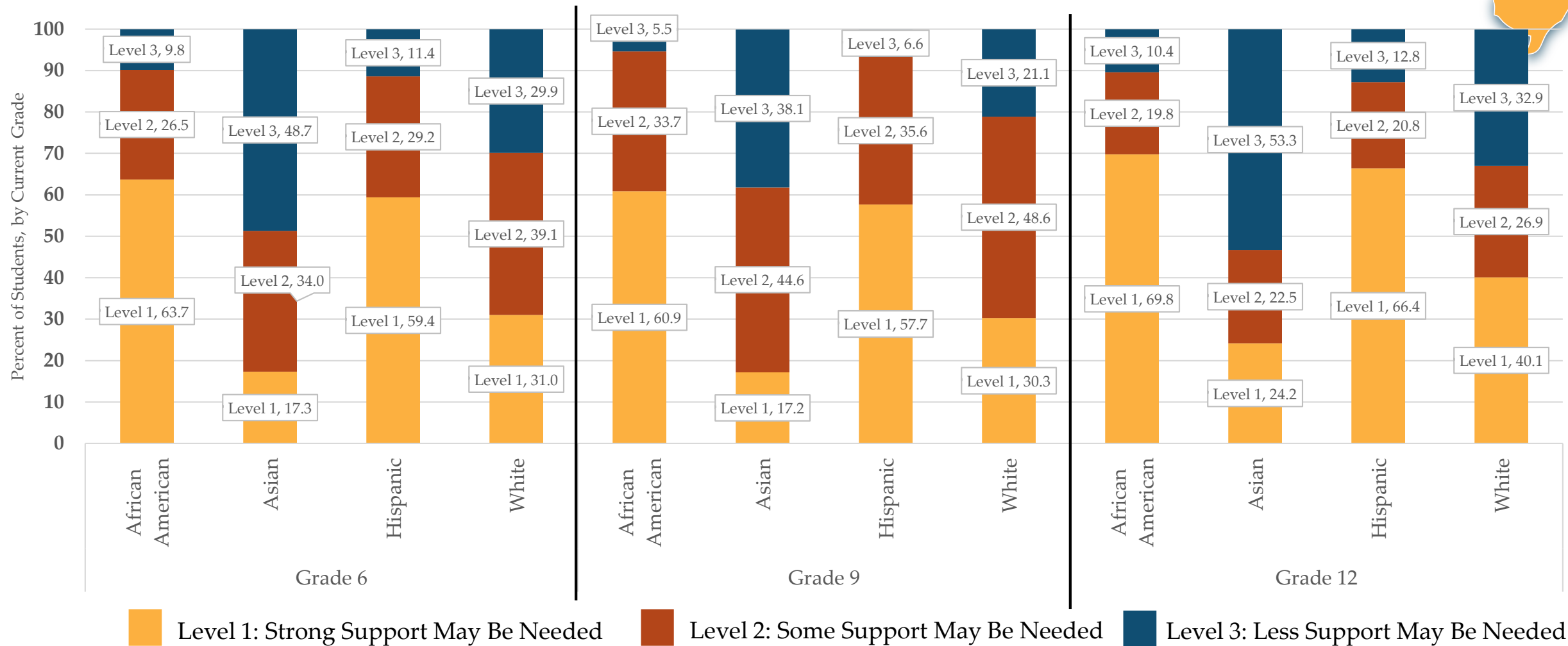


Start Strong Science Results: All Support Levels

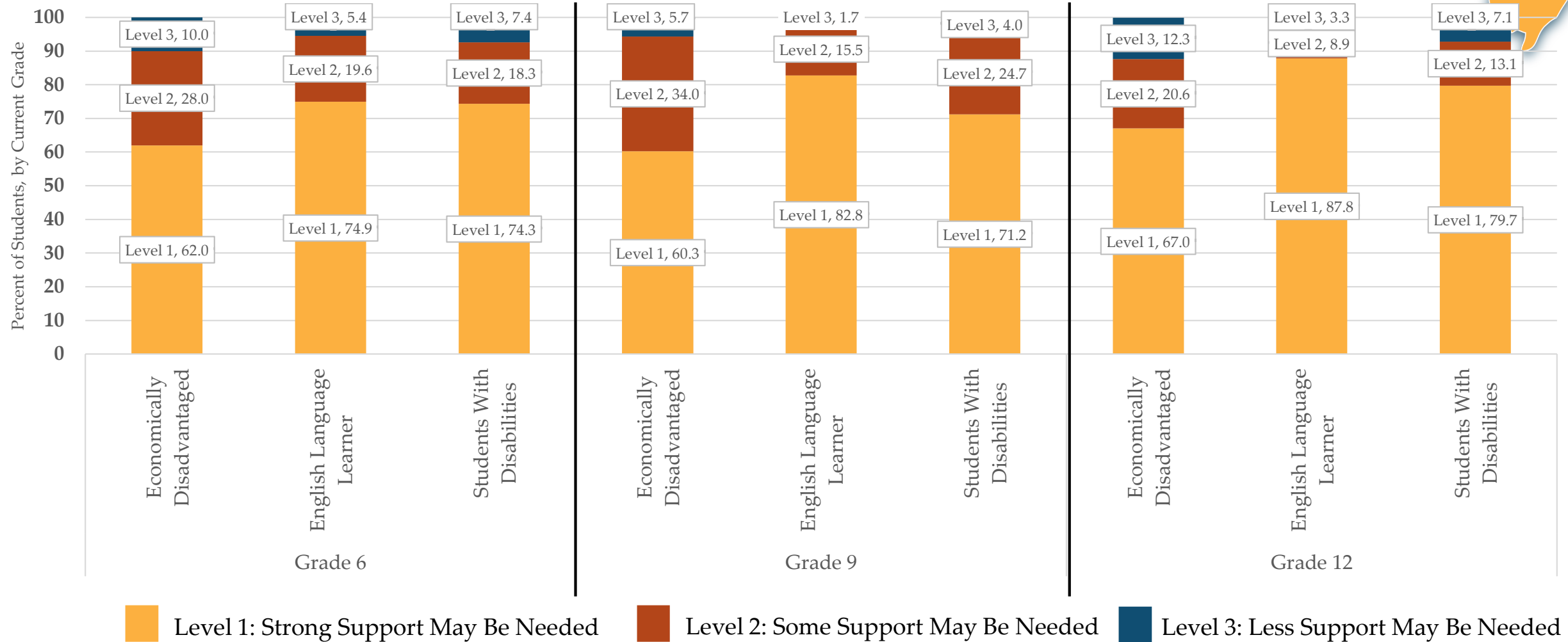
(Reminder: Based on prior-grade academic standards)



Start Strong Science Results by Race/Ethnicity- All Support Levels (Reminder: Based on prior-grade academic standards)

Start Strong Science Results by Subgroup- All Support Levels (Reminder: Based on prior-grade academic standards)





Start Strong Assessments: Uses at the Local Level



Start Strong Assessments provide a data point to support local school districts in:

- Adjusting instruction using real-time feedback provided by Start Strong On-Demand Reports.
- Having conversations between parents and educators regarding where students might need support at the beginning of the school year.
- Providing professional learning supports for differentiation and scaffolding based on student results, aligned to principles and practices outlined in the [NJDOE Learning Acceleration Guide](#).
- District-level curriculum planning and revisiting prerequisite concepts and skills aligned to the NJSLS, and evaluating scope and sequence based on student support needs.

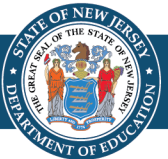




Continuation of NJDOE Efforts



- New Jersey has received over \$4.3 billion in the *Elementary and Secondary School Emergency Relief* (ESSER) funds, to be used in part to combat unfinished learning.
 - 90% of funds went directly to Local Education Agencies (LEAs). Grant highlights:
 - ESSER II Learning Acceleration Grant
 - New Jersey Tiered System of Support (NJTSS) Mental Health Support Staffing Grant
 - Accelerated Learning Coaching and Education Support Grant
 - Evidence-Based Summer Learning and Enrichment Activities Grant
 - Evidence-Based Comprehensive Beyond the School Day Activities Grant





Thank You!



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Questions or comments?

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