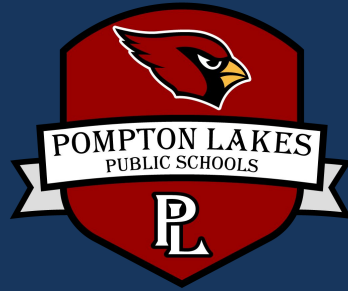


Start Strong Assessment Results



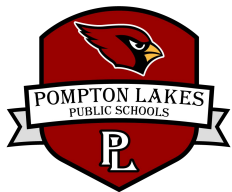
Presentation to the Pompton Lakes Board of Education

January 10, 2023

Dr. Jayne Tanis
Director of Curriculum, Testing & Instruction
jtanis@plps.org

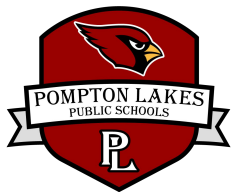
Start Strong Test Design

- Based on a **small sampling** of priority academic standards from the **previous** year, the results provide a data point on the level of support a student may need to engage in **current** grade-level content.
 - Example: Grade 5 ELA Start Strong assessment is aligned to a subset of the New Jersey Student Learning Standards (NJSLs) for Grade 4 ELA.
 - Example: Algebra I Start Strong assessment is aligned to Grade 8 NJSLs relevant to algebraic concepts.



Start Strong Results Support:

- District-level curriculum planning to revisit prerequisite concepts and skills
- Teacher professional learning opportunities for differentiation and scaffolding based on student results
- Conversations between teacher and parent/caregiver based on Individual Student Reports (ISRs)





Scoring & Levels of Support Needed to Mitigate Unfinished Learning



Strong Support May Be Needed

Some Support May Be Needed

Less Support May Be Needed



- Did not yet meet expectations
- Partially met expectations

- Approached Expectations

- Met expectations
- Exceeded expectations



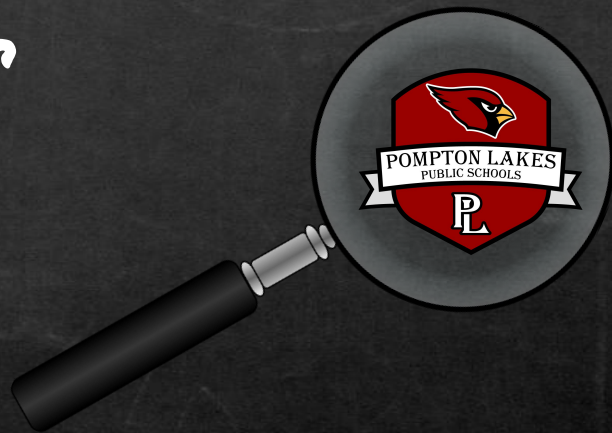
Number of Students Tested in Pompton Lakes

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
ELA04	115	MAT04	115	SC06	121
ELA05	132	MAT05	132	SC09	138
ELA06	121	MAT06	121	SC12	143
ELA07	124	MAT07	124	Total	402
ELA08	143	MAT08	96		
ELA09	136	Algebra 1	160		
ELA10	160	Geometry	135		
Total	931	Algebra 2	134		
		Total	1017		

Note: "Students Tested" represents individual valid test scores for English Language Arts, Mathematics and Science.



District Results & Standards of Focus





Overall Results

Assessment	Total # of Students Tested	Average number of students needing Strong Support
ELA 4-10	931	33%
Math 4-8, Alg. I, II or Geometry	1017	41%
Science 6, 9, & 12	402	47%

Pompton Lakes School District - Grade 4 (111 students)

Subgroup Data for ELA

Start Strong Fall 2022 Administration

Overall Results	More Support Needed	Some Support Needed	Less Support Needed
All 4th Graders	36%	17%	47%
Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Students with Disabilities - IEP/504	67%	23%	10%
English Learners (n= less than 10)*	-	-	-
Economically Disadvantaged Students	50%	30%	20%

*Note: EL did not meet the threshold for reporting. Results are suppressed to protect student privacy. State comparative results have not been released yet.



Standards of Focus - ELA



Grade 4

RI.3.1

Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.



RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

RL.3.1

Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.



Pompton Lakes School District - Grade 7 (124 students)

Subgroup Data for Math

Start Strong Fall 2022 Administration

Overall Results	More Support Needed	Some Support Needed	Less Support Needed
All 7th Graders	32%	40%	28%
Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Students with Disabilities - IEP/504	69%	21%	10%
English Learners (n= less than 10)*	-	-	-
Economically Disadvantaged Students	50%	27%	23%

*Newcomer ELLs (entered after 7/1/22) did not test per statute. State comparative results have not been released yet.



Standards of Focus - Math



Grade 7

6.RP.A.1

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

6.RP.A.3.C

Find a percent of a quantity as a rate per 100; solve problems involving following the whole, given a part and the percent.

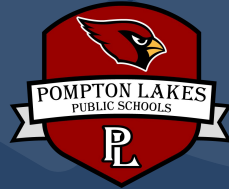
6.EE.A.1

Write and evaluate numerical expressions involving whole-number exponents.



What's Next?

Data-Driven Decision-Making





Monitoring Student Progress with Multiple Measures



Standards-Based Benchmark Assessments



- K-8, i-Ready, Dibels 8
- 9-12, Benchmarks
- K-12, Teacher-Created Assessments



Conferences

- Parent/Teacher
- Team/Grade Level
- NJTSS/I&RS
- Child Study Team (CST)
- School Counselors

Summative Assessments

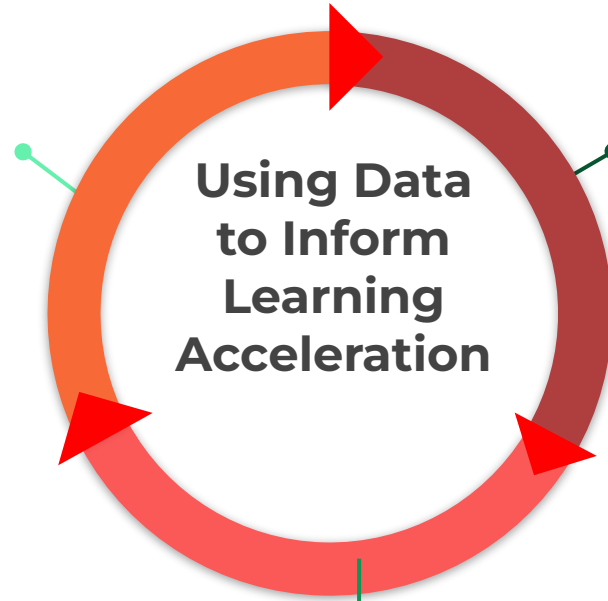


- End-of-Unit Assessments
- NJSLA, WIDA Access 2.0, DLM



Strategic, targeted interventions

- Utilize Professional Learning Communities (PLC) to provide recommendations for instruction based on data
- Ensure curriculum and teacher professional development goals are connected to standards and data; adjust pacing guides
- Intervention Period, Reading & Math Specialist Support, Cardinal Academies (K-12), Success Club (HS), Increase learning time; SEL Counseling (K-12); Enrichment



Design/Implement powerful learning experiences

- Universal Design for Learning Principles
 - Engagement
 - Representation
 - Action and Expression

Parent/Family Outreach

- Literacy Programming/Open Houses
- SEPAC, ESL PAC & FAST, PTA, Family Engagement Coordinators
- Parent/Teacher Conferences

Using Data & Federal Grants to Scale Up Instructional Programming Decisions

Professional
Development

Curriculum
Resources

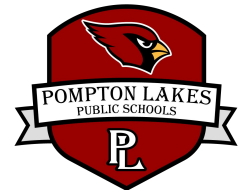
K-5 Literacy
Night

Increased Staff:
ESEA Specialists
At-Risk Counselors
ESL Teacher
Classroom Teachers

ESD & Summer
Programs for
ELA

ESD and
Summer STEM
Enrichment

Funded partly through Elementary and Secondary Education (ESEA) grant(s)
Funded partly through ESEA, Elementary and Secondary Schools Education Relief (ESSER)
II, & American Rescue Plan (ARP) Grants





Thank You!