



2022-2023 Start Strong Board Presentation

February 13, 2023

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LEARNER PRIORITIES

Critical Thinking

Collaboration

Innovation

Self-Regulation

2019-2023 DISTRICT GOALS

1. Provide the most innovative and safe learning environment possible for the entire District community.

2. Institutionalize personalized learning to provide ALL learners with rigorous and relevant academic experiences that produce Future Ready graduates.

3. Establish and enhance social-emotional learning programs to develop the "EQ" of ALL learners.

4. Recruit, develop, and retain the most highly skilled and diverse workforce to serve the entire District community.

5. Embrace multimedia communication strategies to engage the entire District community in celebrating its success and advancing strategic initiatives.

6. Ensure compliance, transparency, and fiscal responsibility of District programs and operations.

2022-23 ACTION STEPS

a. Complete the BoE approved Summer 2022 capital projects.

b. Continue to design physical and virtual learning spaces that facilitate student-centered anywhere-anytime learning.

c. Continue to operationalize the updated and unified District Security Manual.

d. Conduct an interdistrict unification drill by 5/1/23.

e. Conduct an inter-agency security audit and district wide threat assessment by 5/1/23.

a. Continue to institutionalize and operationalize personalized learning via the Mount Olive Tiers of Success.

b. Measure and report the institutionalization of Personalized Student Success Plans via a district dashboard by 5/1/23.

c. Enhance the MOMS to MOHS Computer Science pipeline via implementation of the NJSLS for Computer Science and Design Thinking.

d. Measure and report on the institutionalization of "science of reading" strategies in grades K-5 via a mixed-method analysis by 5/1/23.

e. Conduct a seven year analysis of postsecondary outcomes and placements by 5/1/23.

a. Continue to institutionalize PK-12 Social Emotional Learning programs via the Mount Olive Tiers of Success.

b. Measure and report the institutionalization of K-12 wellness, PBIS, and restorative justice programs via a district dashboard by 5/1/23.

c. Universally screen all students for SEL and at-risk behavioral indicators

d. Expand SEL programs to include the development and wellness of faculty and staff.

e. Conduct a seven year analysis of suspensions, violence, vandalism, discipline, and HIBs by 5/1/23.

a. Ensure equitable and compliant universal hiring and retention procedures.

b. Measure and report the institutionalization of recruiting initiatives to increase the diversity of the applicant pool for all positions via a district dashboard by 5/1/23.

c. Develop collective efficacy of faculty and staff via the 2019-24 District Professional Learning Goals.

d. Continue to develop university partnerships for recruiting and professional development.

e. Convene the DEAC to assess the operationalization of the TEACHNJ Act and validity/reliability of current professional performance evaluation tools/metrics.

a. Continue to execute the District's multimedia Branding Plan.

b. Launch the updated District website by 2/1/23.

c. Engage and inform parents via at least six Parent University sessions by 5/1/23.

d. Measure stakeholder perceptions, as well as, the climate and culture of the District via a districtwide survey by 5/1/23.

e. Ensure ADA-compliant access to all district web resources by 5/1/23.

a. Maintain an operating budget within the 2% revenue cap.

b. Ensure compliance with policy-driven student, staff, and HR handbooks.

c. Report progress towards the goals of the Equity Task Force by 5/1/23.

d. Achieve "High Performing" status for all five performance areas of the NJQSAC process.

e. By 6/1/23, launch the 2023-2027 strategic planning process via the District Cross Role Group.



Start Strong Background

- ❑ **Per the NJDOE, the Start Strong Assessments:**
 - ❑ Are based on a subset of prioritized prior-year academic standards;
 - ❑ Are available in ELA grades 4-10, Mathematics grades 4-8, Algebra I, Geometry and Algebra II, and in Science grades 6, 9, and 12;
 - ❑ Can be administered in approximately 45-60 minutes;
 - ❑ Provide immediate results to educators through the assessment platform;
and
 - ❑ Include the same accessibility features and accommodations as the NJSLA, including forms in Spanish and Text to Speech (TTS).

Performance Levels



The Start Strong assessments utilize three performance levels:

- Strong Support May Be Needed
- Some Support May Be Needed
- Less Support May Be Needed
 - These were designed to aid educators and families in making decisions about the types of supports that students may need.
 - The assessments are not meant to replace any preferred assessment strategies being used locally but can be used to complement existing efforts to gather standards-based data (local benchmarks, writing samples, assignments, homework, etc.) at the beginning of the school year.

Testing Windows



- ❑ October 3-7, 2022 - Elementary and MOHS
- ❑ October 11-14, 2022 - MOMS

ELA District Analysis

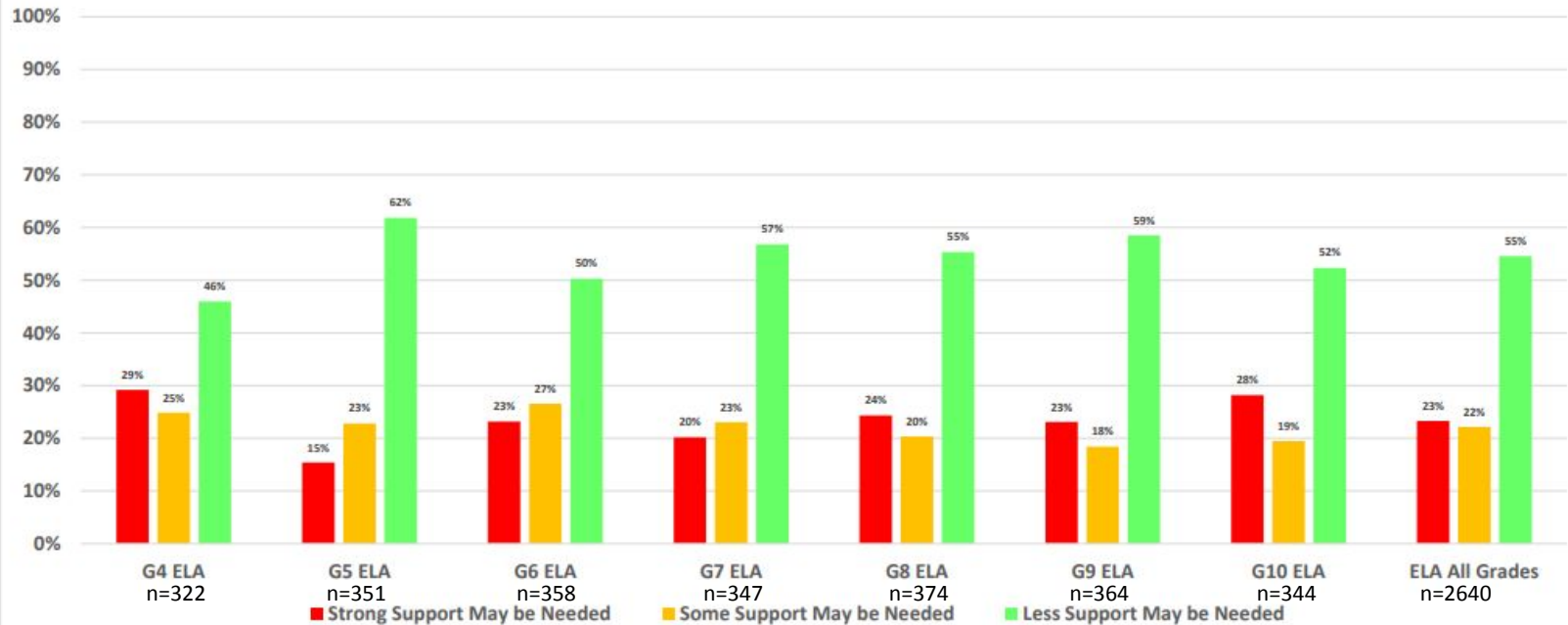


MOUNT OLIVE TOWNSHIP SCHOOL DISTRICT

2022-23 Fall Start Strong

ELA/Language Arts

Distribution by Support Level



Subgroup Performance

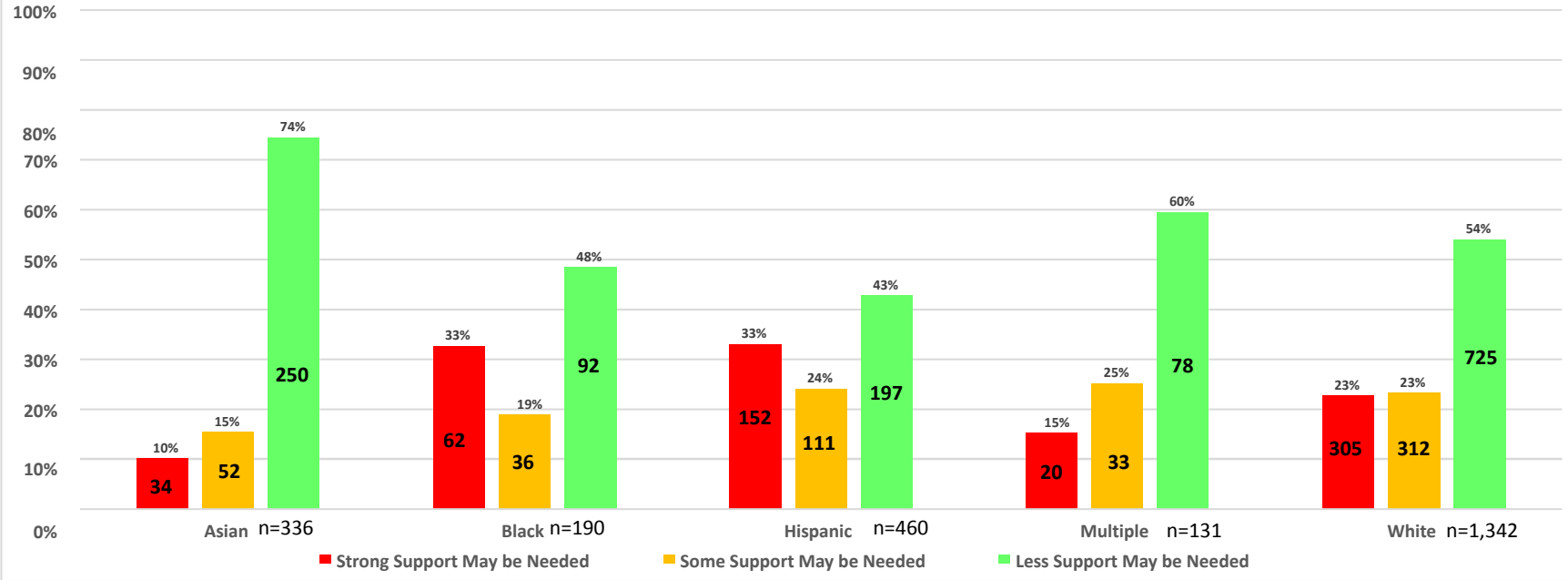


MOUNT OLIVE TOWNSHIP SCHOOL DISTRICT

2022-23 Fall Start Strong by Subgroup Race

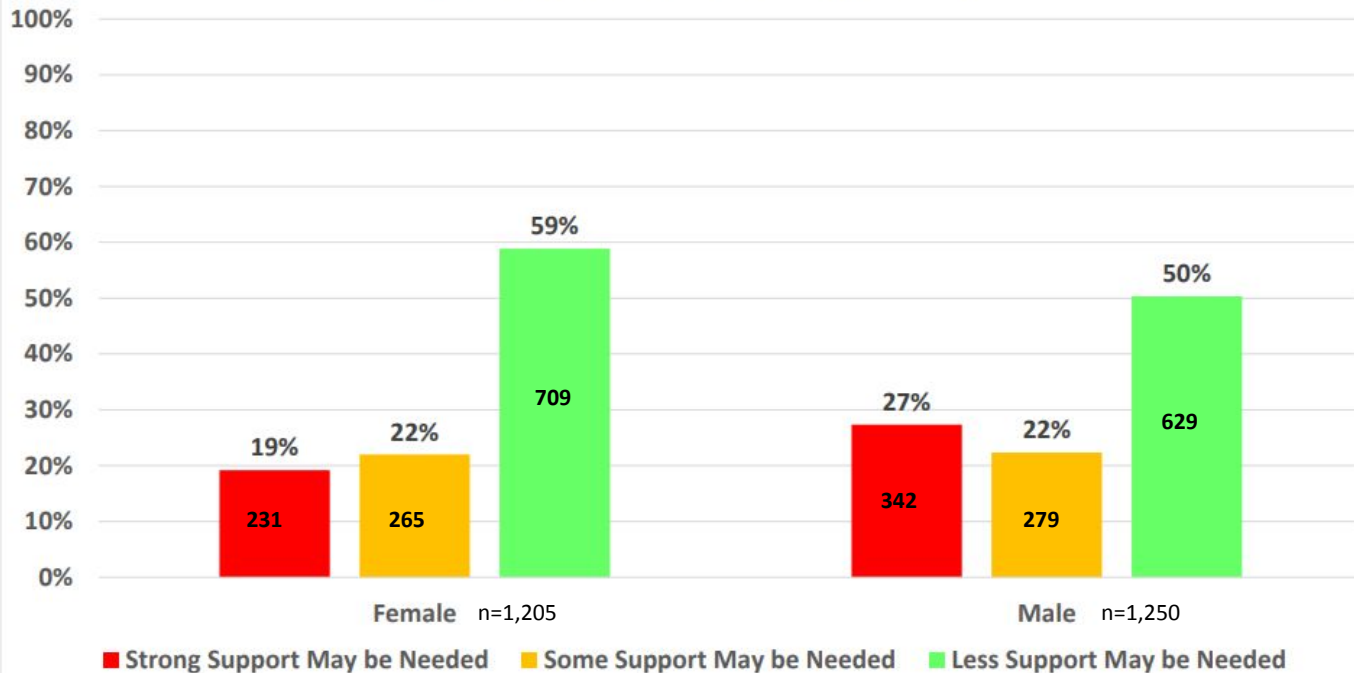
ELA/Language Arts

Distribution by Support Level (All Grades)



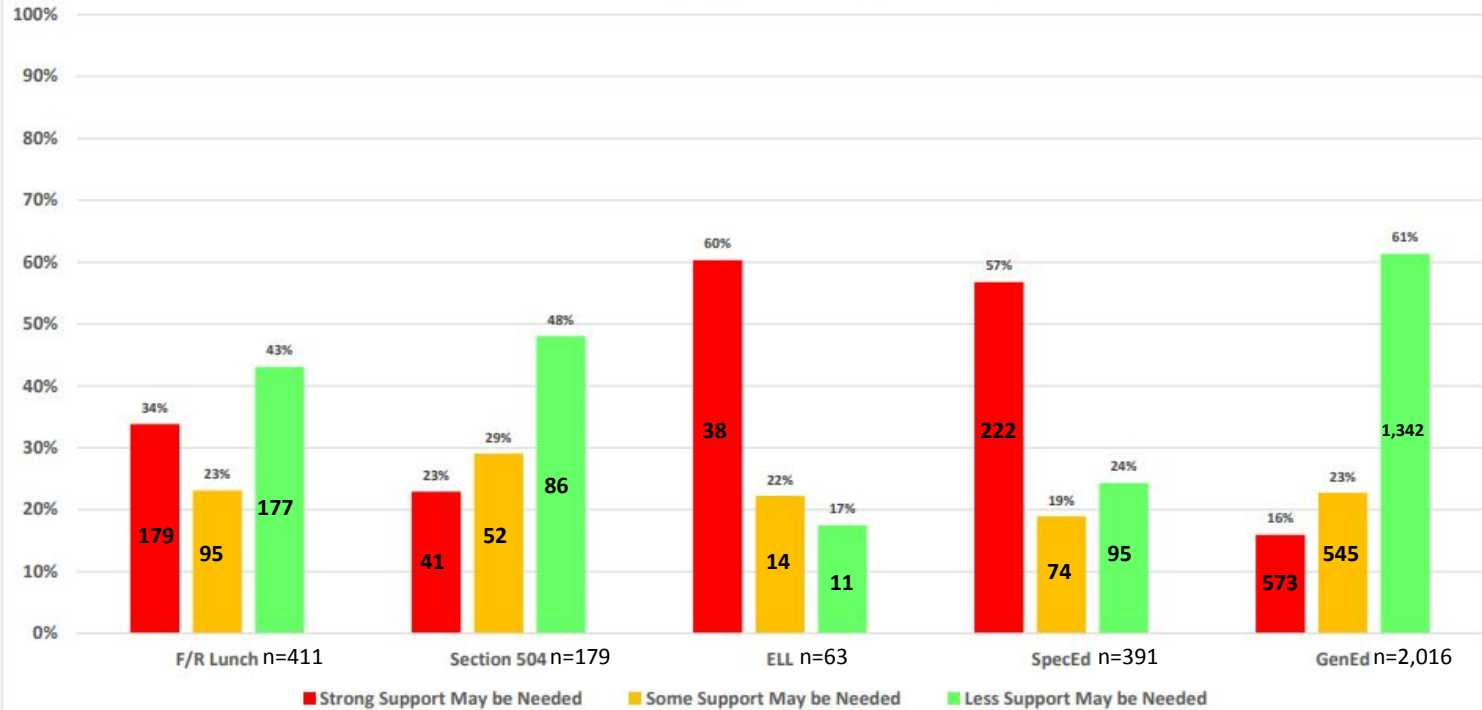
MOUNT OLIVE TOWNSHIP SCHOOL DISTRICT
2022-23 Fall Start Strong by Subgroup Gender
ELA/Language Arts

Distribution by Support Level (All Grades)



MOUNT OLIVE TOWNSHIP SCHOOL DISTRICT
2022-23 Fall Start Strong by Subgroup Program
ELA/Language Arts

Distribution by Support Level (All Grades)





Key Takeaways

- ❑ In every grade level except 4th, 50% or more of students were in the ‘Less Support May be Needed Category.’
- ❑ Subgroup performance mirrors performance on the ‘21-’22 NJSLA, as presented at the December BOE Meeting.

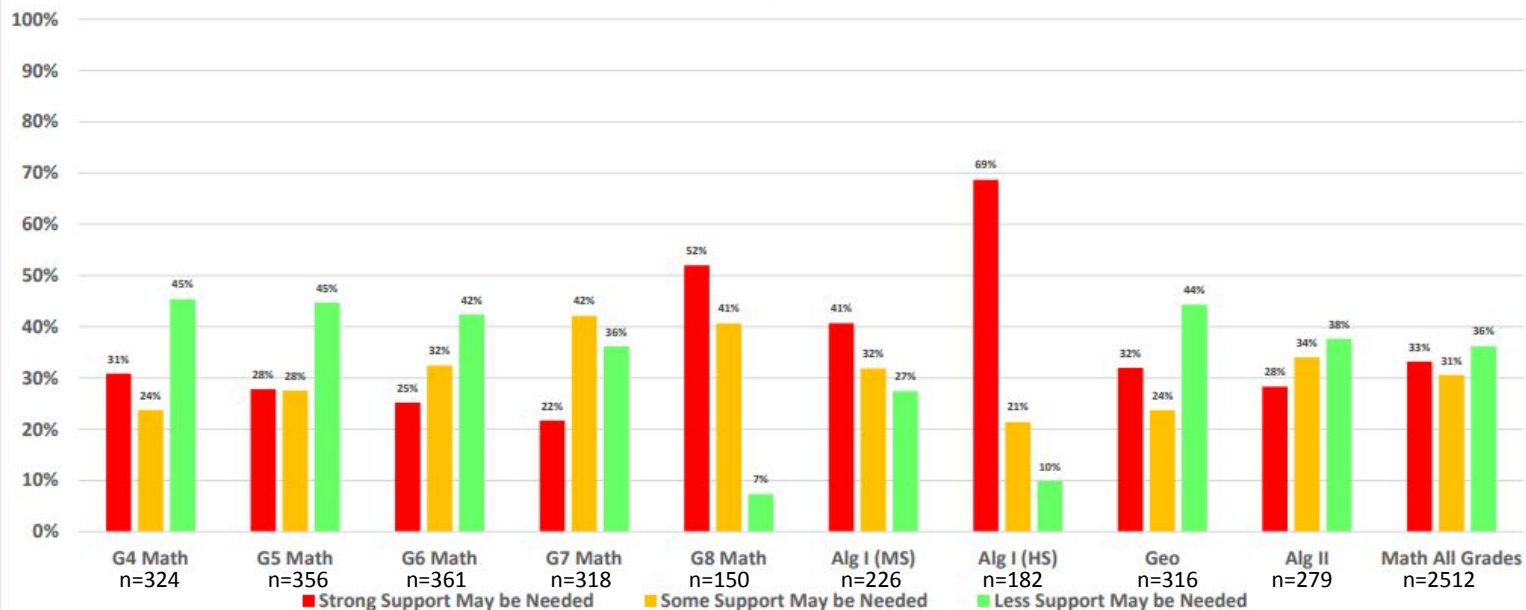
Math District Analysis



MOUNT OLIVE TOWNSHIP SCHOOL DISTRICT

2022-23 Fall Start Strong Mathematics

Distribution by Support Level

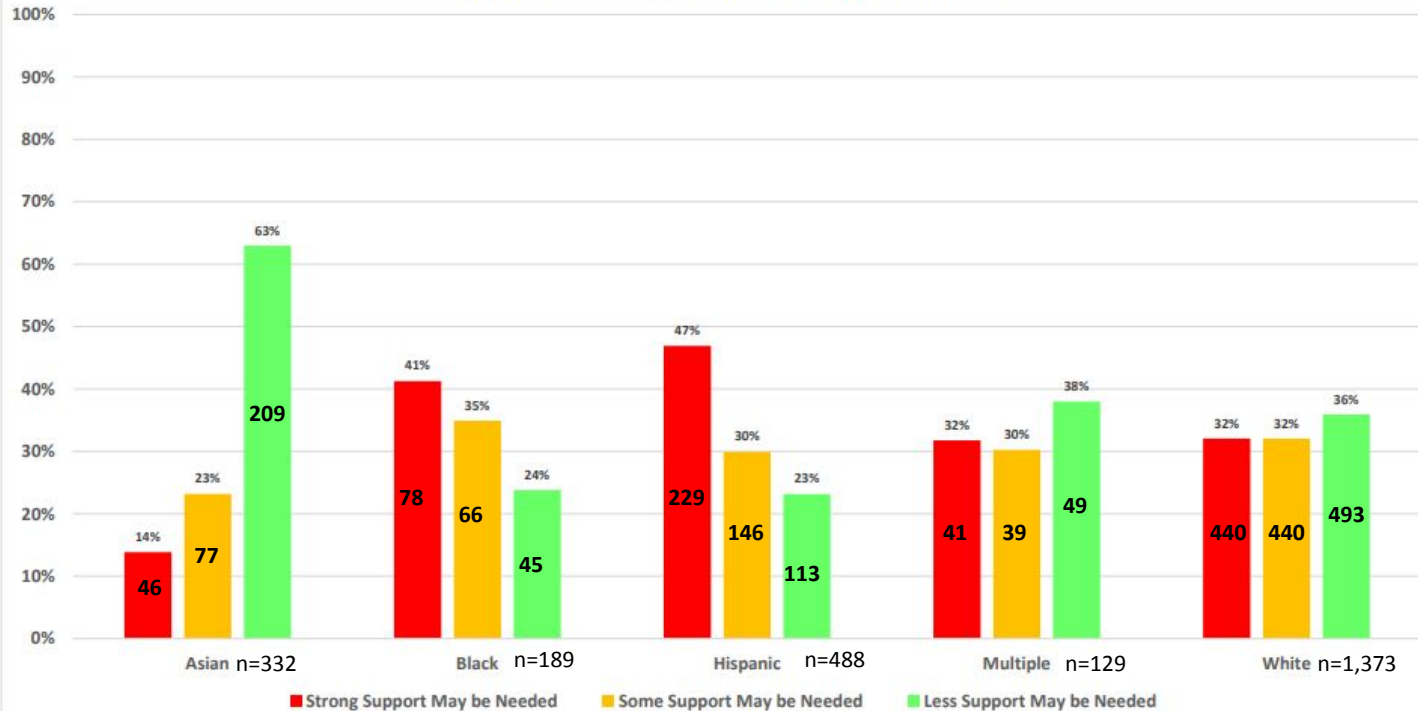


Subgroup Performance



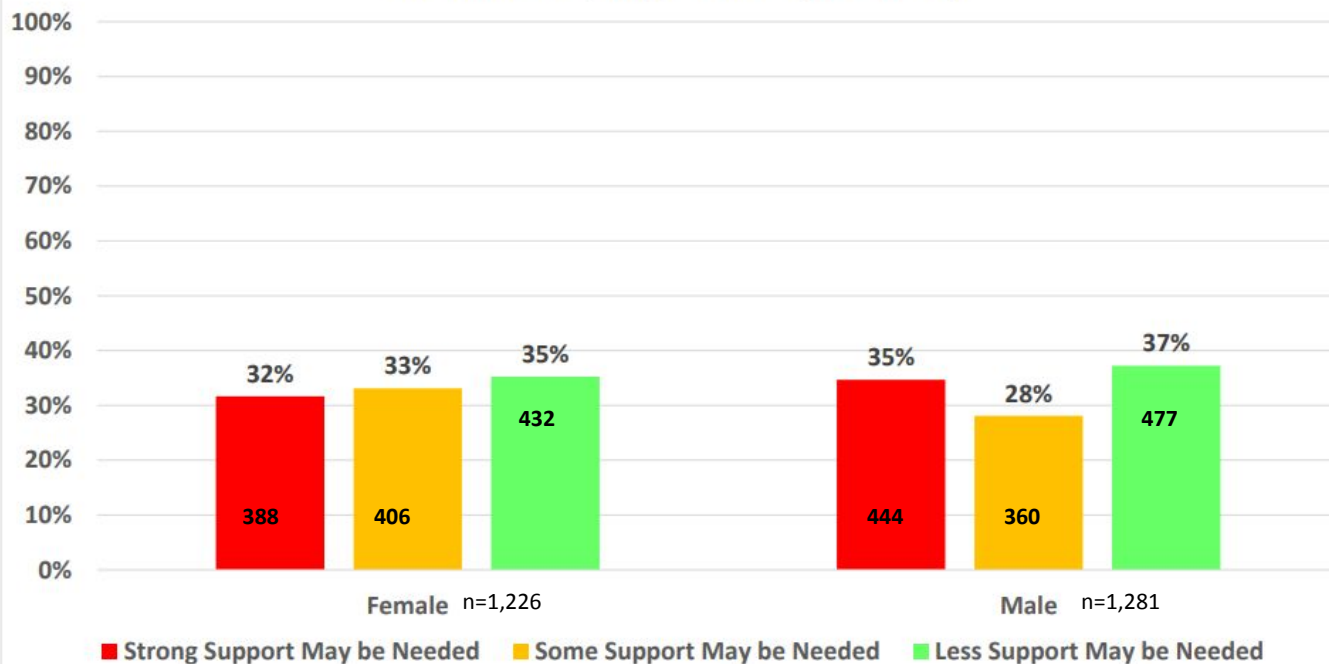
MOUNT OLIVE TOWNSHIP SCHOOL DISTRICT
2022-23 Fall Start Strong by Subgroup Race
Mathematics

Distribution by Achievement Level (All Grades)



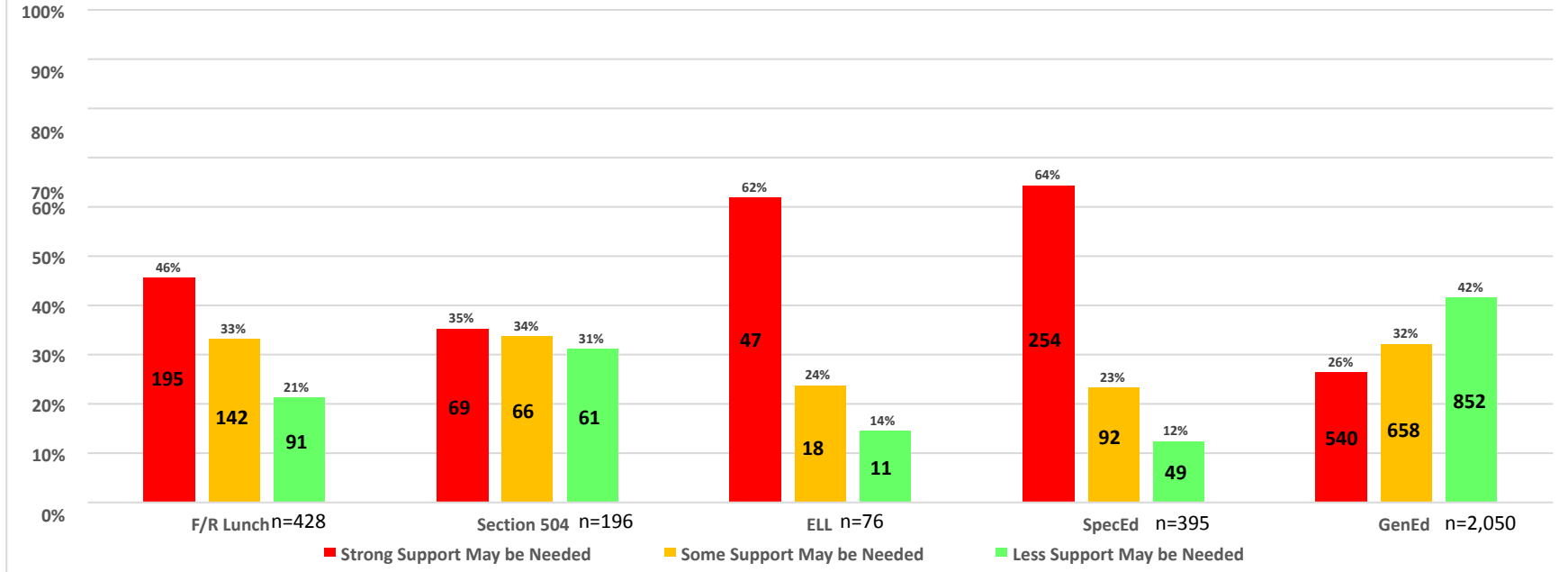
MOUNT OLIVE TOWNSHIP SCHOOL DISTRICT
2022-23 Fall Start Strong by Subgroup Gender
Mathematics

Distribution by Support Level (All Grades)



MOUNT OLIVE TOWNSHIP SCHOOL DISTRICT 2022-23 Fall Start Strong by Subgroup Program Mathematics

Distribution by Support Level (All Grades)





Key Takeaways

- ❑ Student performance on elementary-level math standards outpaces performance on secondary standards until more advanced math topics are reached (Geometry, Alg. II)
- ❑ Our Grade 8 Math and Algebra I students (MOMS & MOHS) need the most support. This support occurs in the Academic Intervention (AI) Environment as described.
- ❑ Again, we find in our demographic breakdowns that race/program subgroups performed very similarly on Start Strong when compared to the 2022 NJSLA.

Science District Analysis

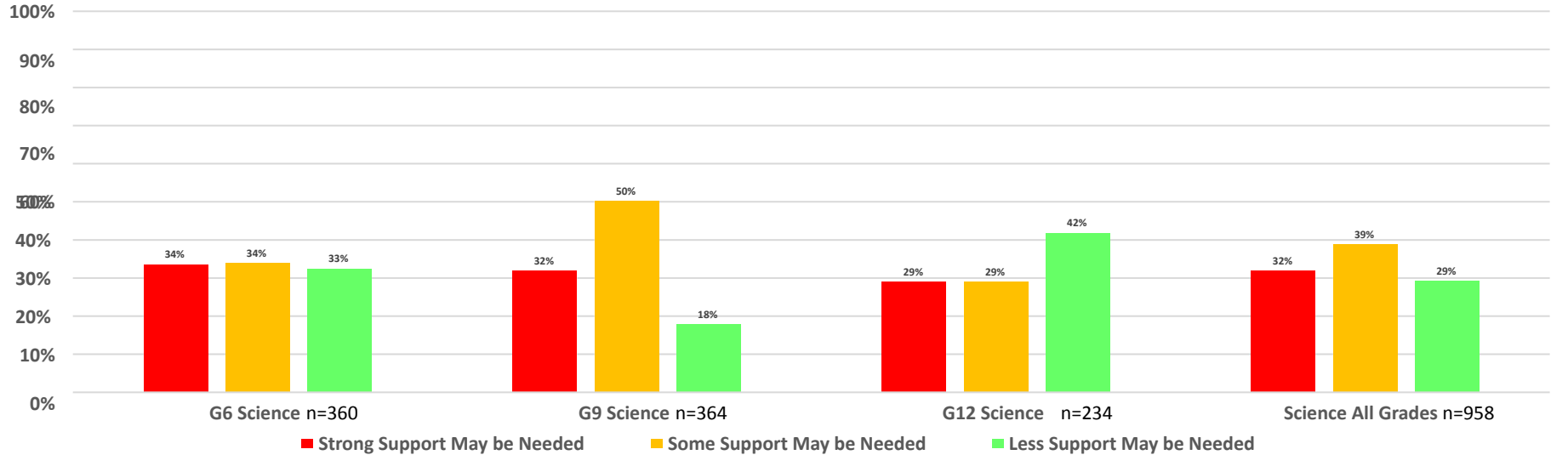


MOUNT OLIVE TOWNSHIP SCHOOL DISTRICT

2022-23 Fall Start Strong

Science

Distribution by Support Level

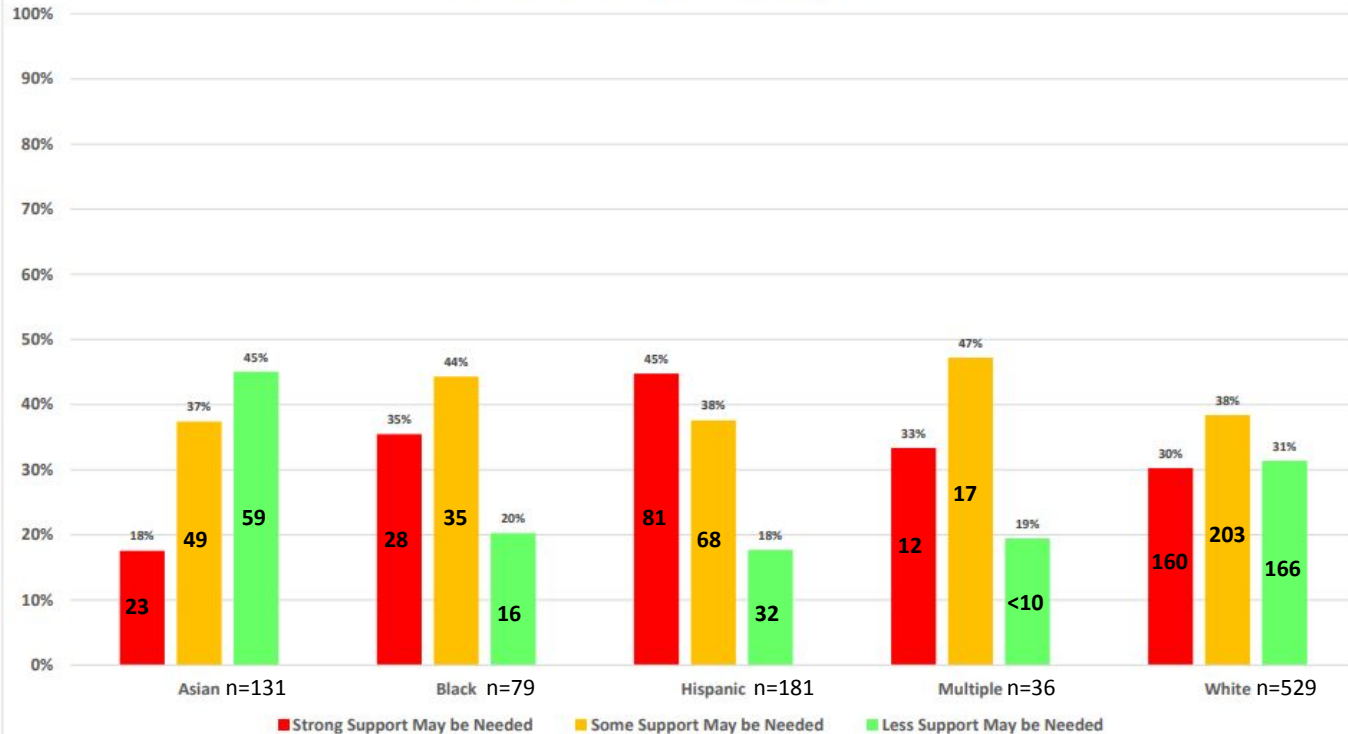


Subgroup Performance



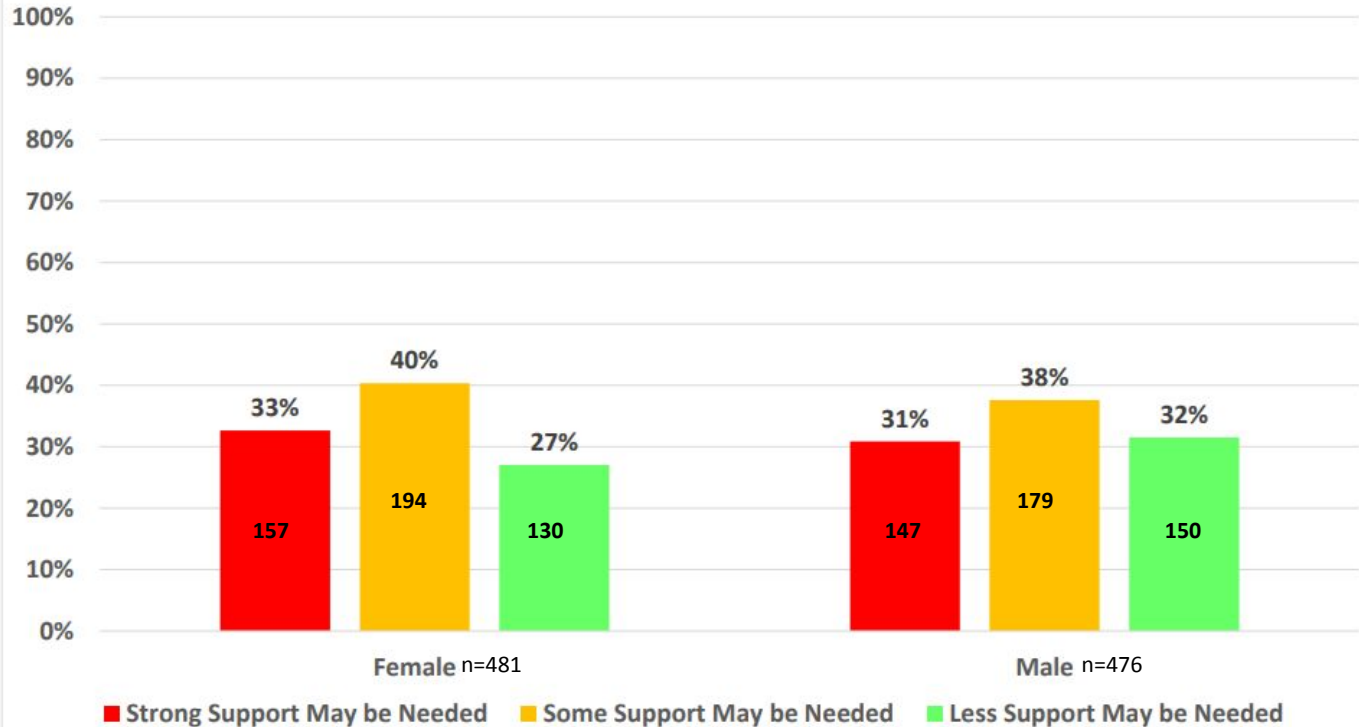
MOUNT OLIVE TOWNSHIP SCHOOL DISTRICT
2022-23 Fall Start Strong by Subgroup Race
Science

Distribution by Support Level (All Grades)



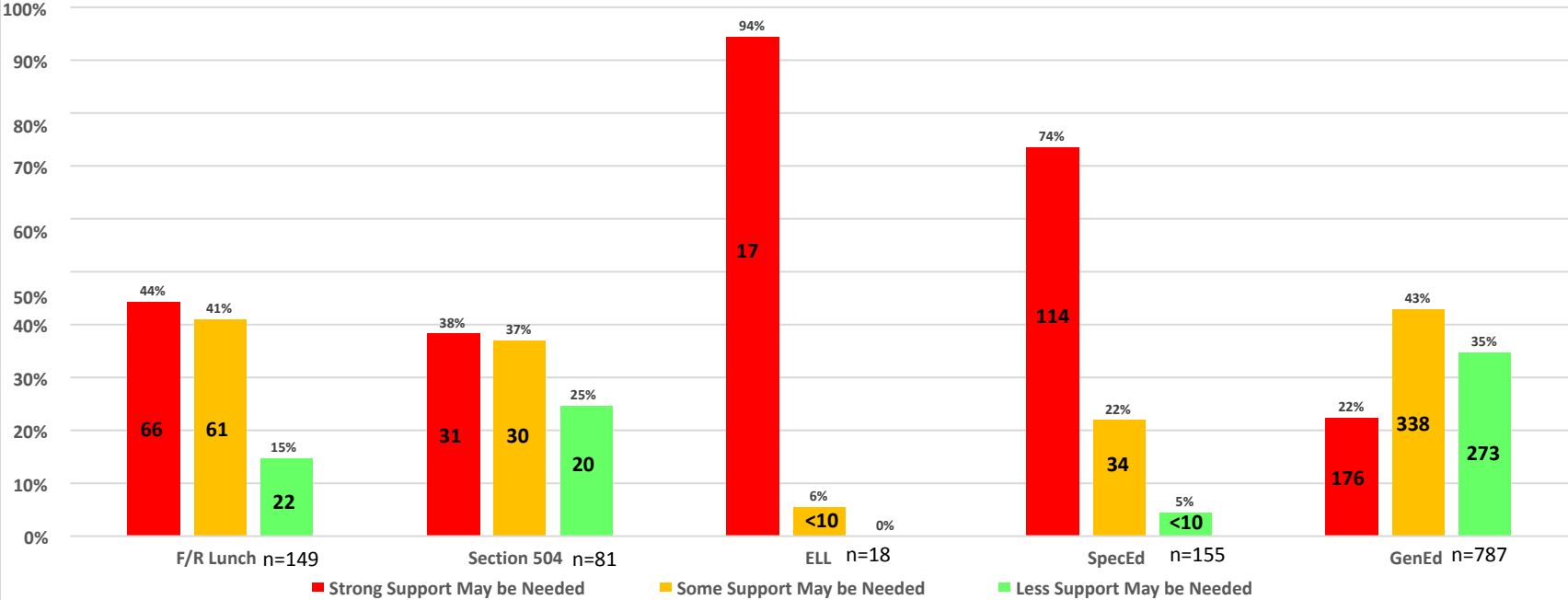
MOUNT OLIVE TOWNSHIP SCHOOL DISTRICT
2022-23 Fall Start Strong by Subgroup Gender
Science

Distribution by Support Level (All Grades)



MOUNT OLIVE TOWNSHIP SCHOOL DISTRICT 2022-23 Fall Start Strong by Subgroup Program Science

Distribution by Support Level (All Grades)





Key Takeaways

- ❑ Just like on NJSLA, student performance dips for 8th grade standards and then rebounds for 11th grade.
- ❑ Our special education and ELL students will be our focal point in terms of analyzing the language of the questions asked and engagement with NJSLA-S-style questions before the assessment is administered.
- ❑ Again, we will be working with Linkit! to benchmark student performance and make informed decisions on how to proceed once we ascertain which standards students need the most support with.

Appendix



Start Strong Performance Level Tables