

Cherry Hill Public Schools Fall 2021 Start Strong Results

Presentation to the Board of Education
January 11, 2022

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Who was tested and based on what standards?

Current Grade Level/Course	Standards Tested
ELA grade levels 4-10	Prior grade level
Math grade levels 4-8	Prior grade level
Algebra 1	Math grade 8
Geometry	Math grade 8
Algebra 2	Algebra 1
Science grade 6	Grade levels 3-5
Science grade 9	Grade levels 6-8
Science grade 12	Grade levels 9-11



State Guidance: NJDOE Broadcast

December 13, 2021

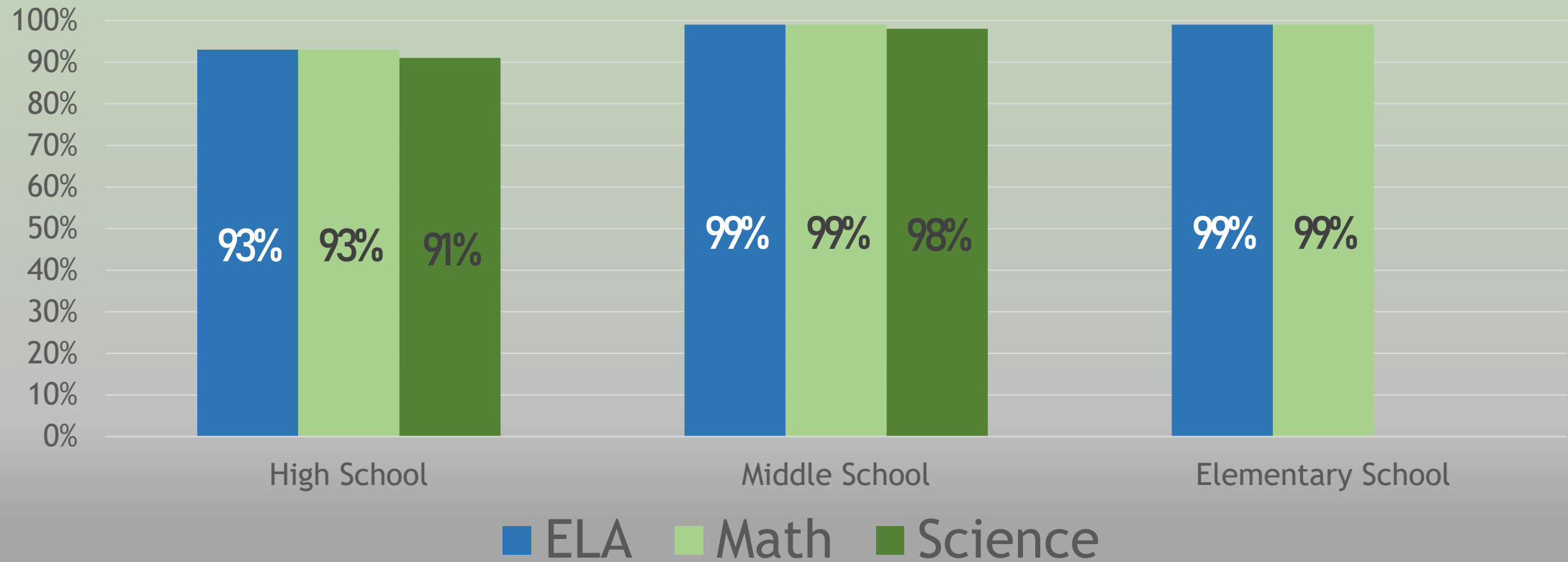
When publicly reporting assessment results, consideration should be given to:

- The impacts of COVID-19 on learning and testing conditions*
- The impact on student participation in the assessments, which were required to be administered in person.*



What about Participation?

Cherry Hill Participation in Start Strong Testing was Excellent



State Guidance: NJDOE Broadcast

December 13, 2021

“The Start Strong assessments were developed in response to the disruption in education caused by the pandemic and were designed specifically to inform instruction going forward.”

NOT DESIGNED

to predict future student performance on the NJSLA

NOT DESIGNED

to estimate what score a student would have received if they had taken the NJSLA in the spring of 2021



State Guidance: NJDOE Broadcast

December 13, 2021

*“In light of these considerations, and of the different design and purpose of Start Strong compared to the NJSLA, **the NJDOE would strongly discourage districts from comparing any individual student/school/district Start Strong data to any state-level data for Start Strong or to any NJSLA data.**”*



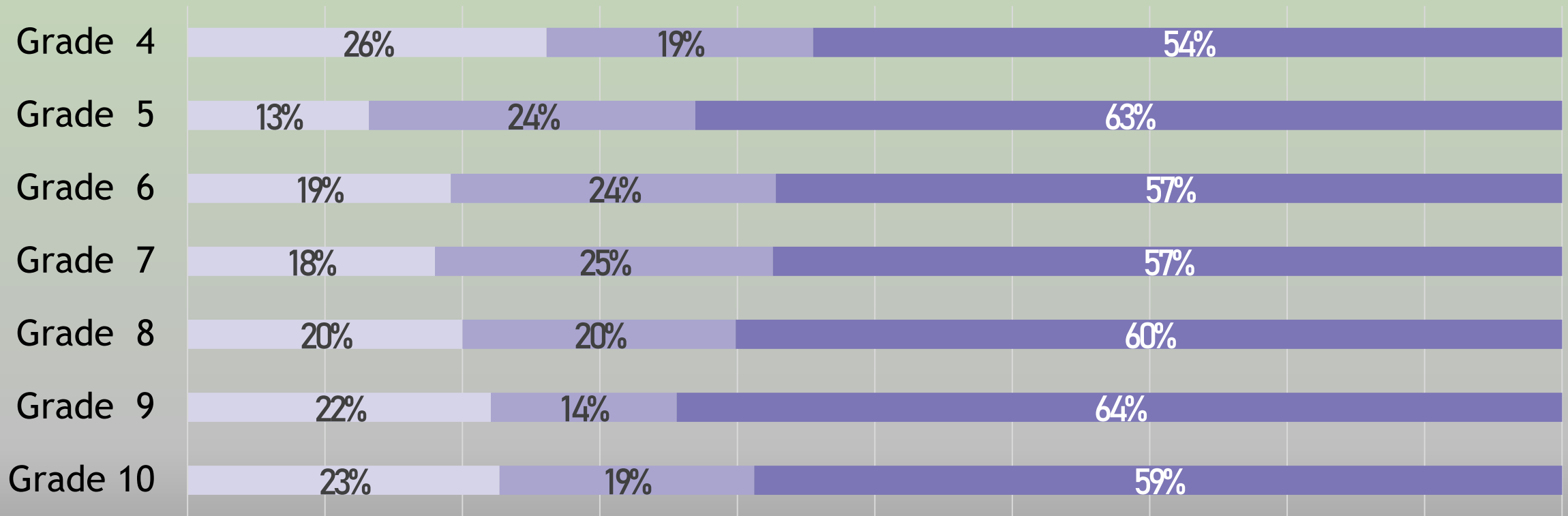
Three Performance Levels of Start Strong



NJSLA Performance Levels	Strong Support May Be Needed	Some Support May Be Needed	Less Support May Be Needed
NJSLA - ELA and Math Performance Levels	<ul style="list-style-type: none"> • Did Not Yet Meet Expectations • Partially Met Expectations 	<ul style="list-style-type: none"> • Approached Expectations 	<ul style="list-style-type: none"> • Met Expectations • Exceeded Expectations
NJSLA - Science Performance Levels	<ul style="list-style-type: none"> • Below Proficient 	<ul style="list-style-type: none"> • Near Proficiency 	<ul style="list-style-type: none"> • Proficient • Advanced Proficient



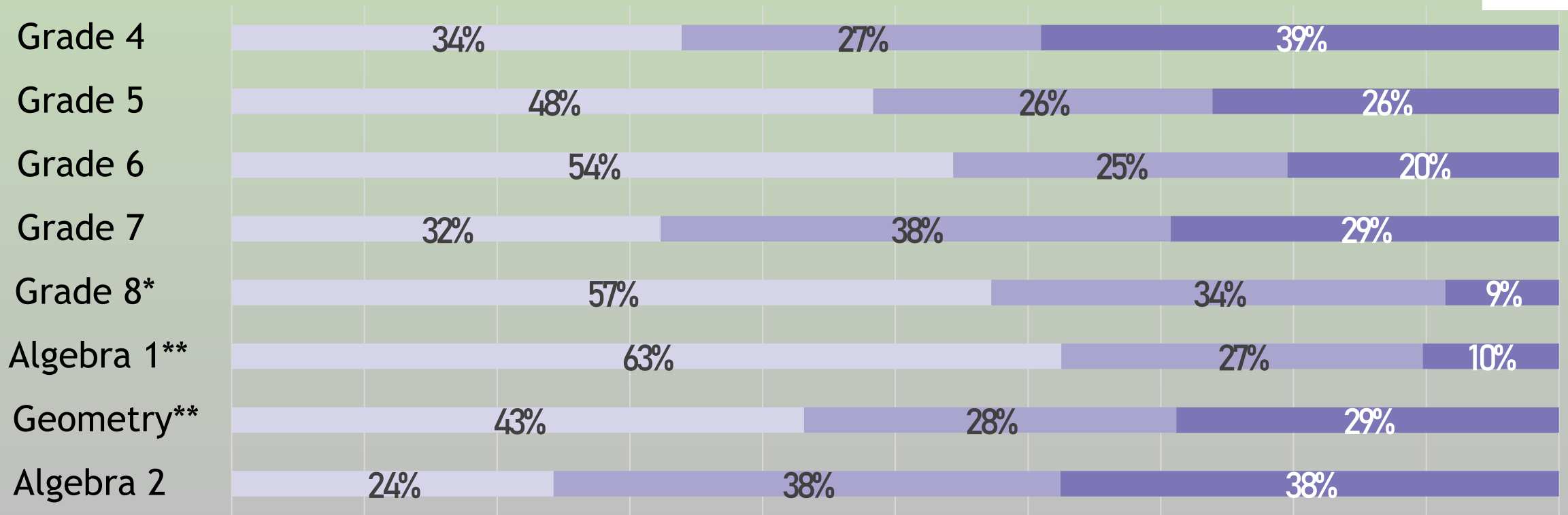
English Language Arts (ELA) - District



■ Strong Support Needed ■ Some Support Needed ■ Less Support Needed



Mathematics- District



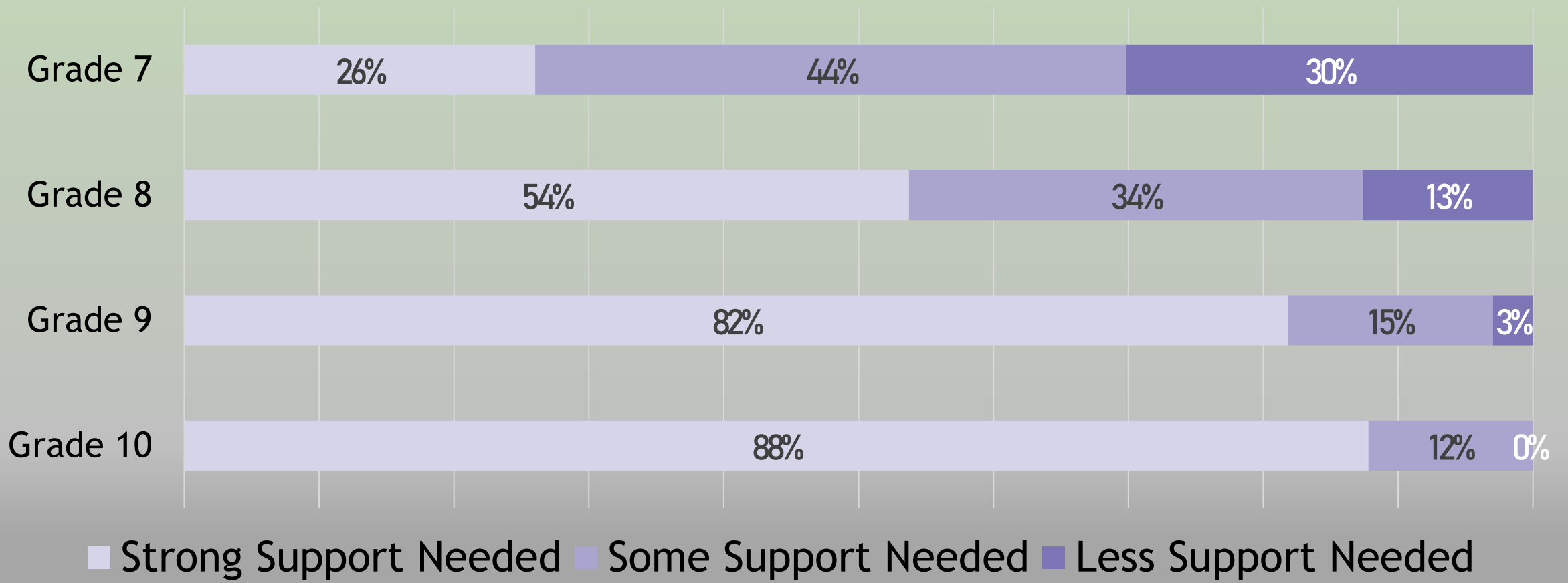
Strong Support Needed
 Some Support Needed
 Less Support Needed

* Grade 8 Math excludes students taking Intro to Functions, Algebra 1 or Geometry at the middle schools

** Includes students at the middle school taking these tests

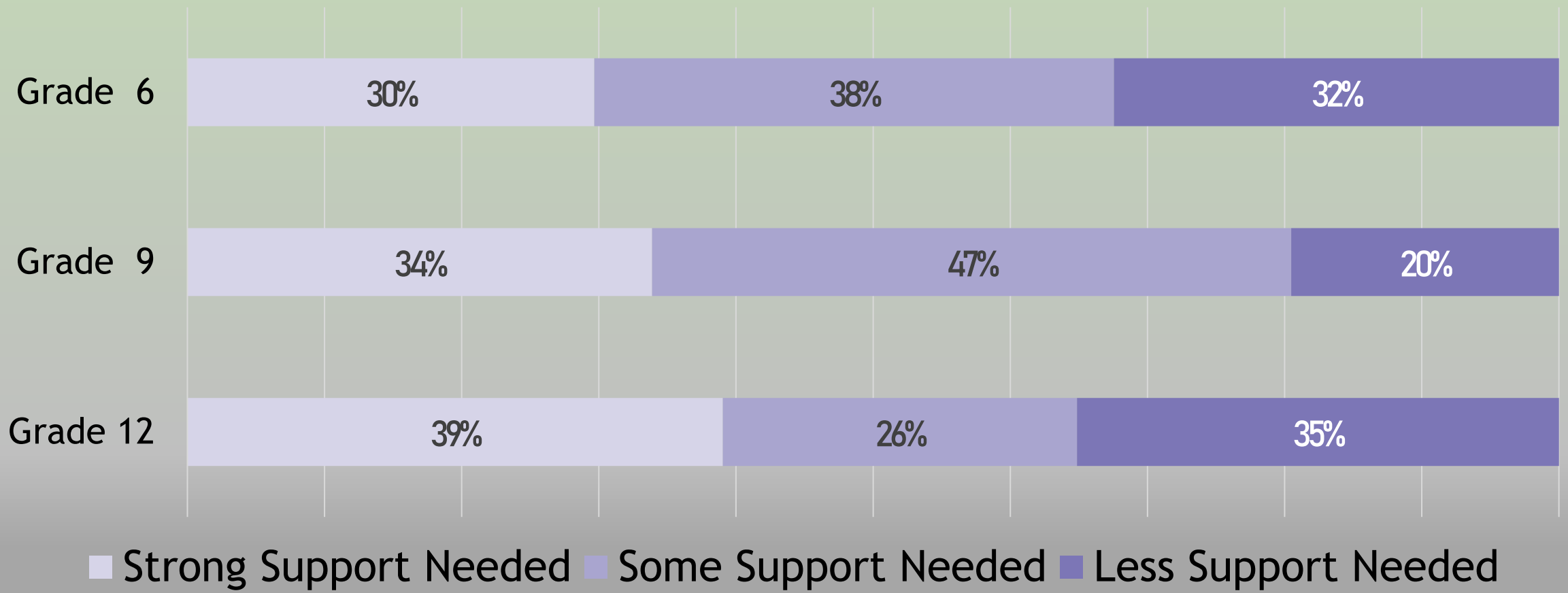


Algebra 1- A Deeper Dive- District



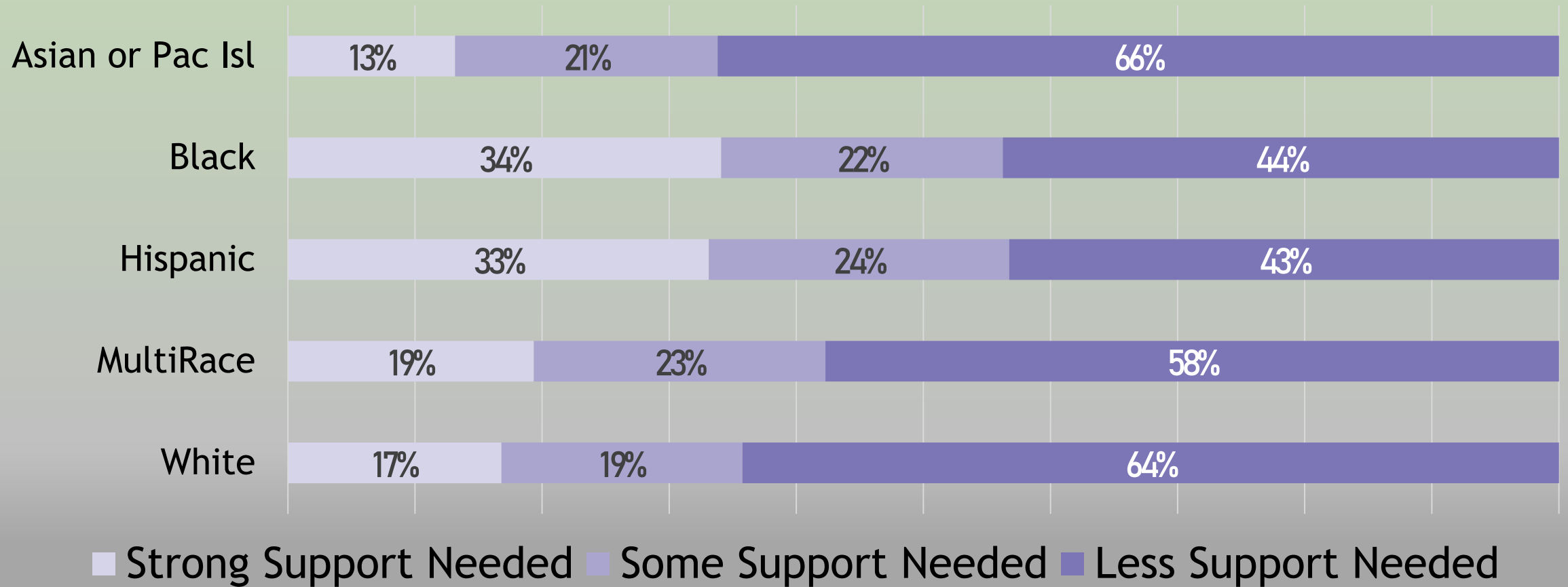


Science - District



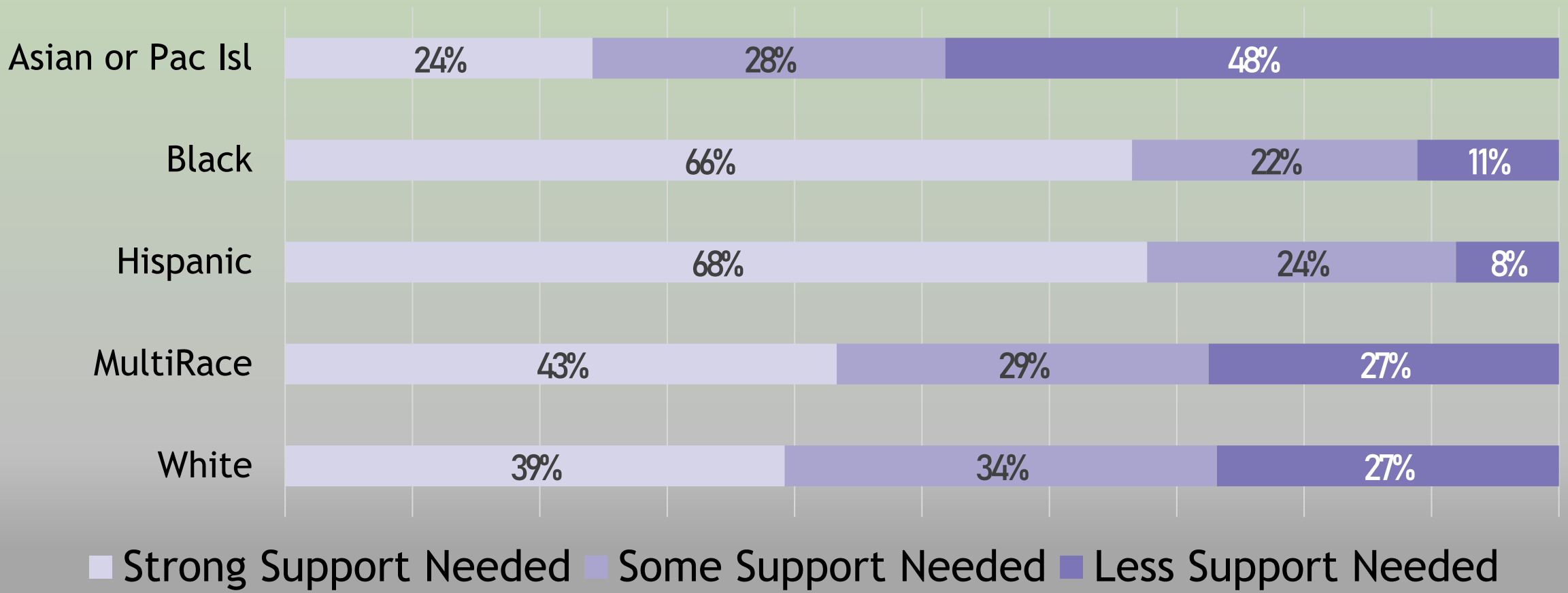


ELA by Race/Ethnicity - District



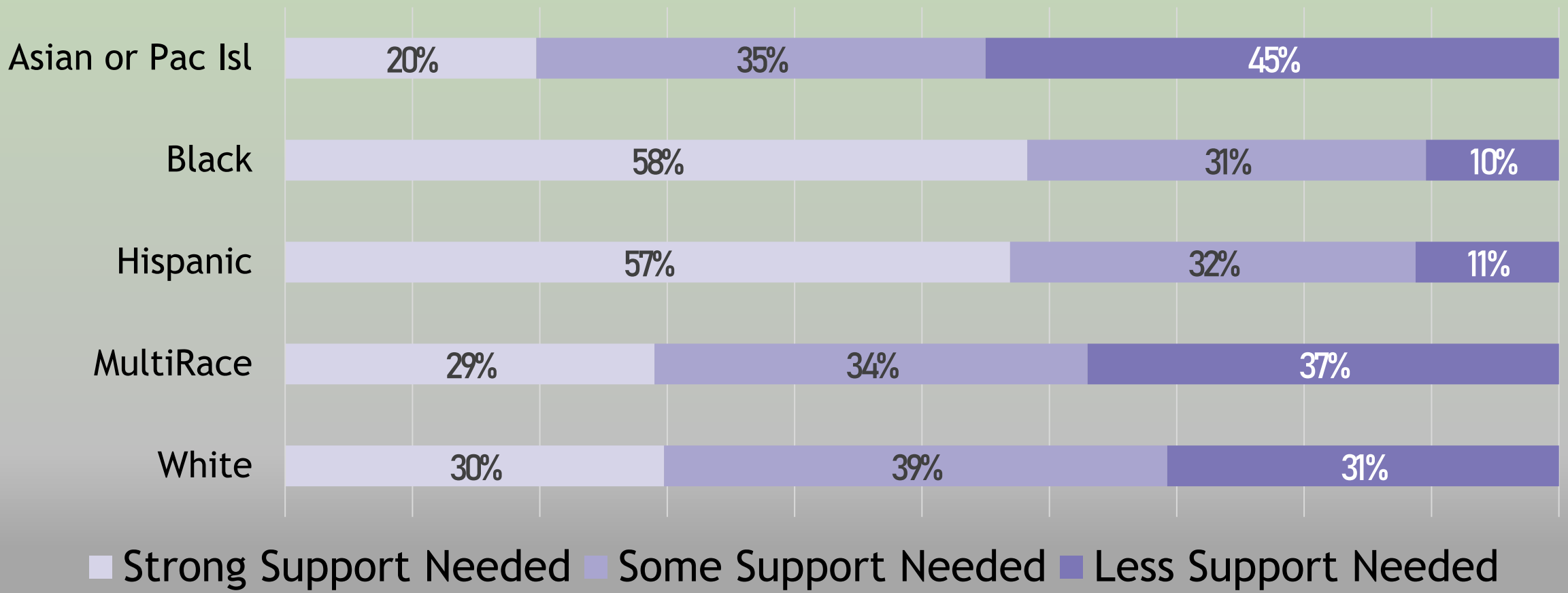


Mathematics by Race/Ethnicity - District



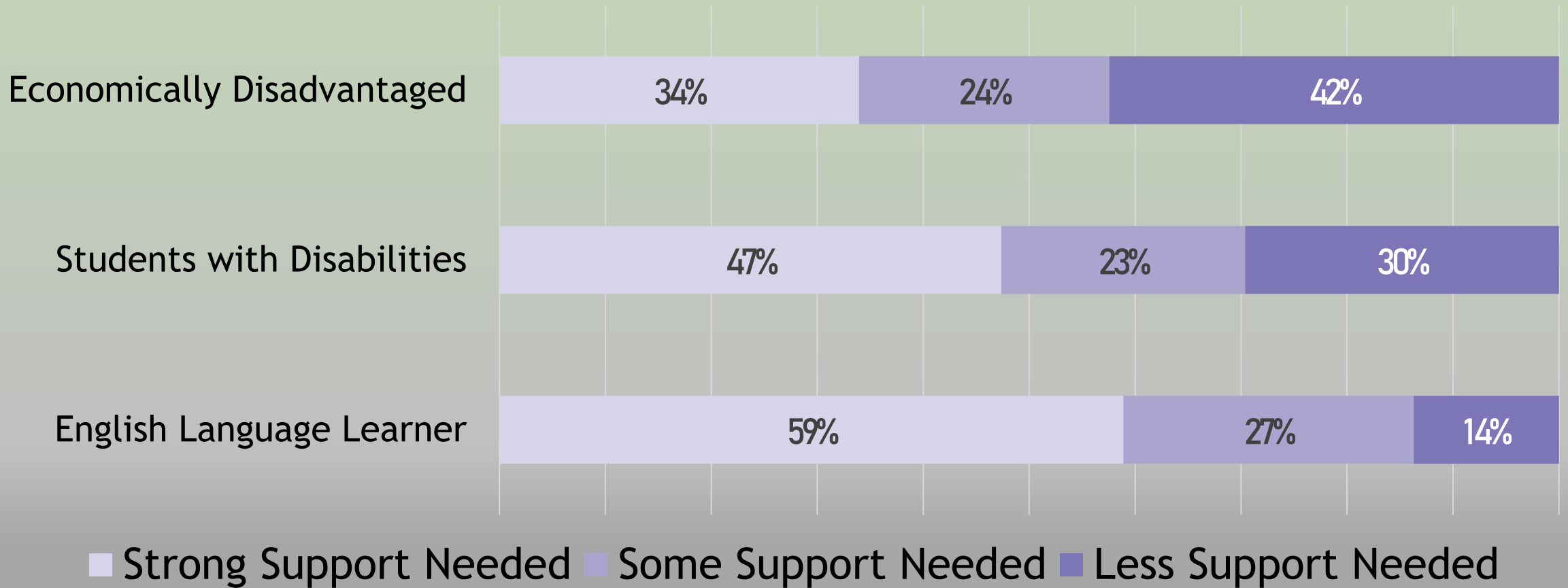


Science by Race/Ethnicity - District



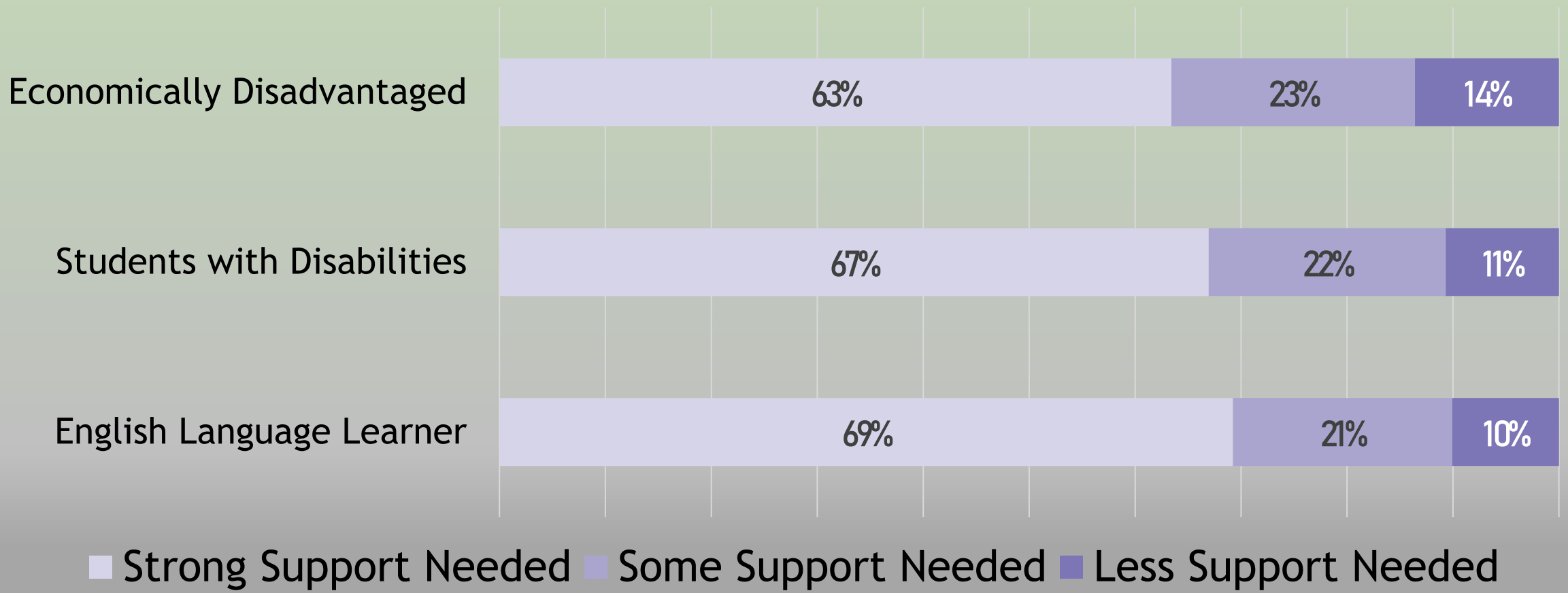


ELA Special Populations - District



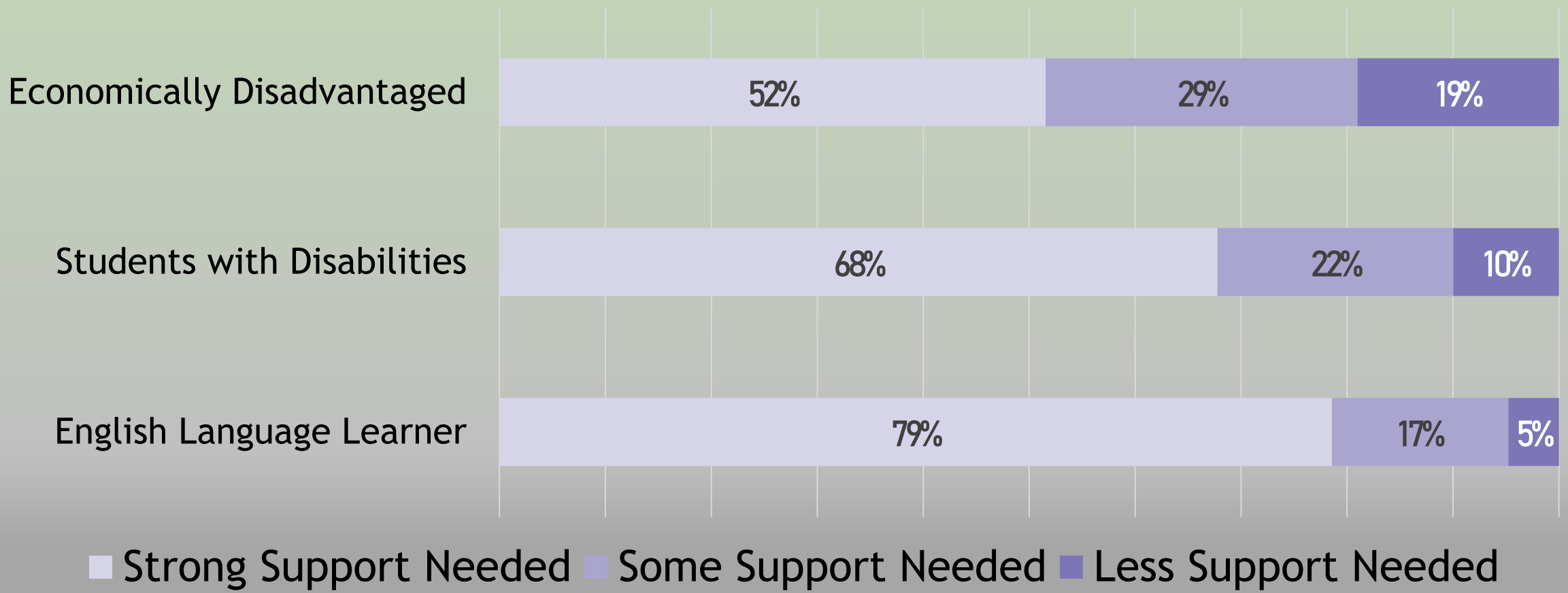


Mathematics Special Populations - District



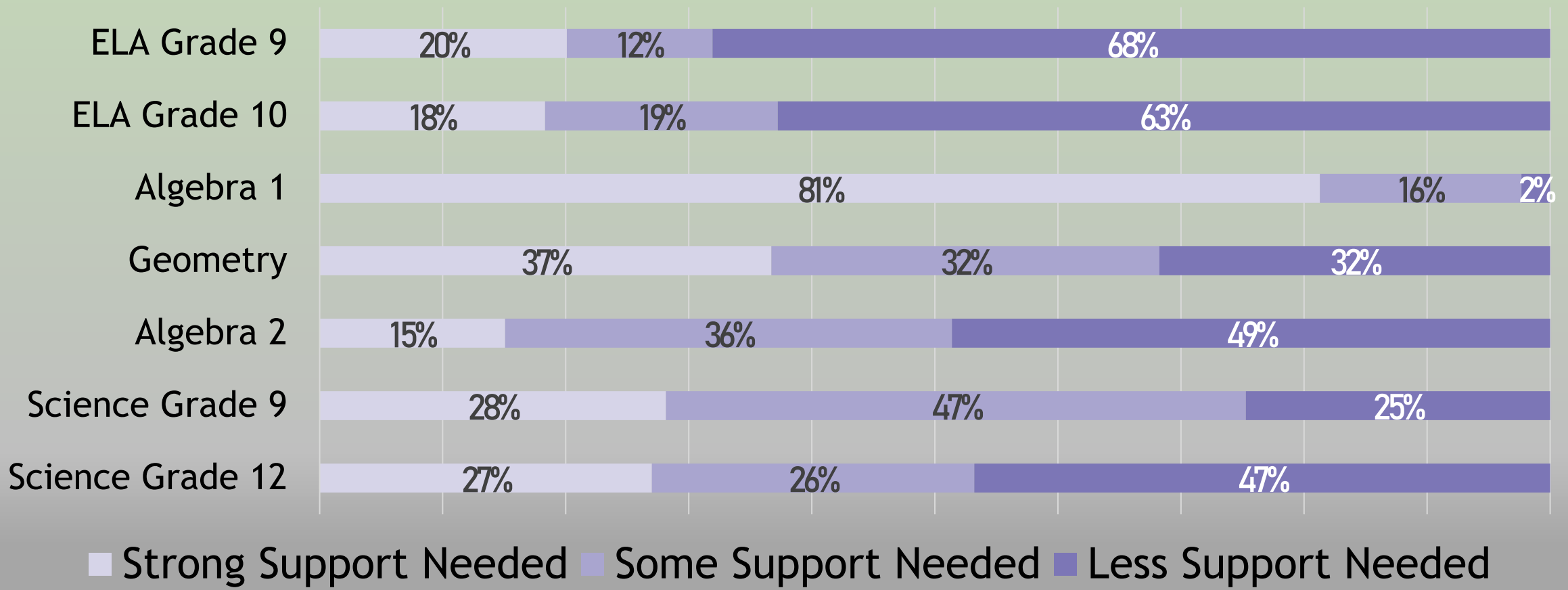


Science Special Populations - District



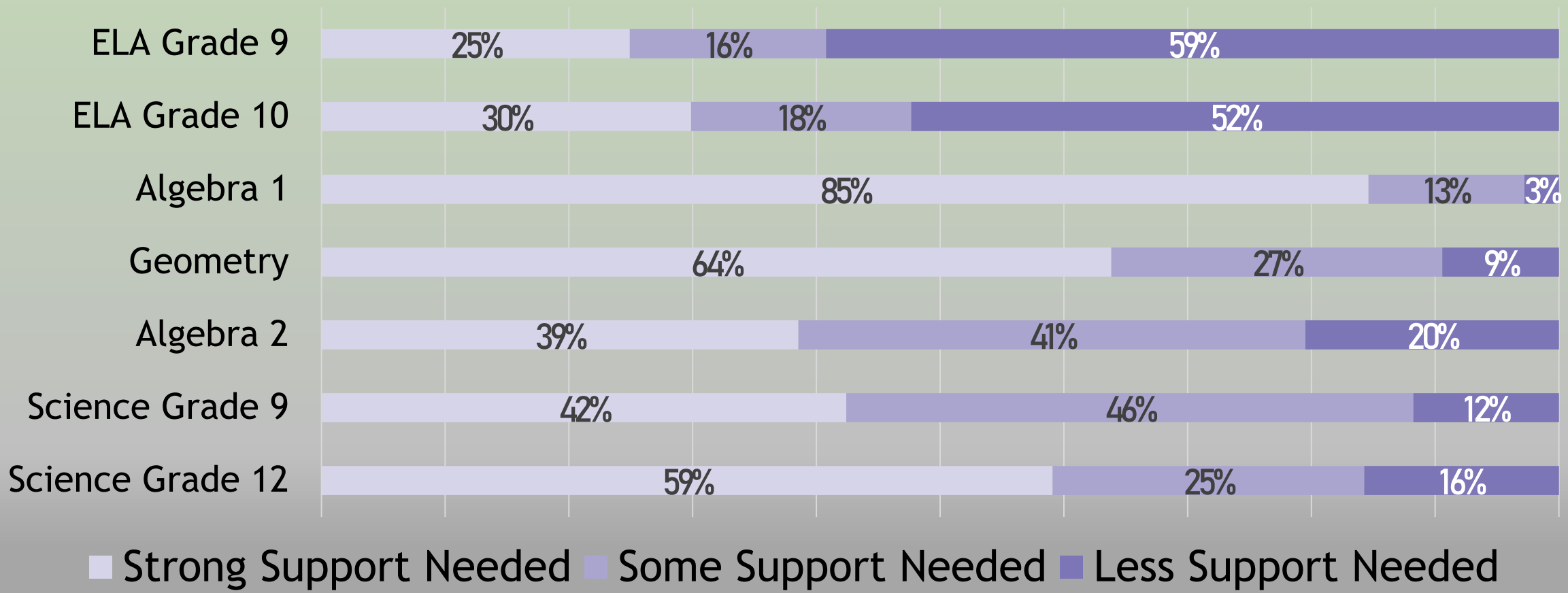


Cherry Hill High School East



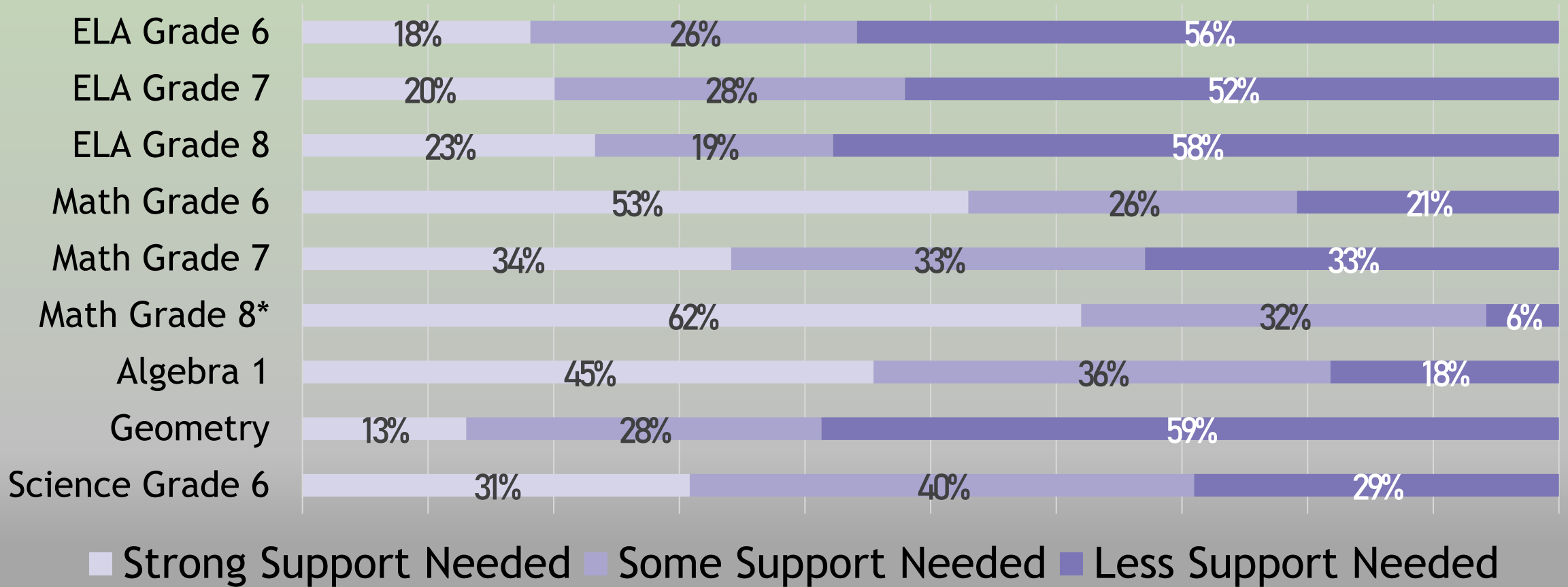


Cherry Hill High School West





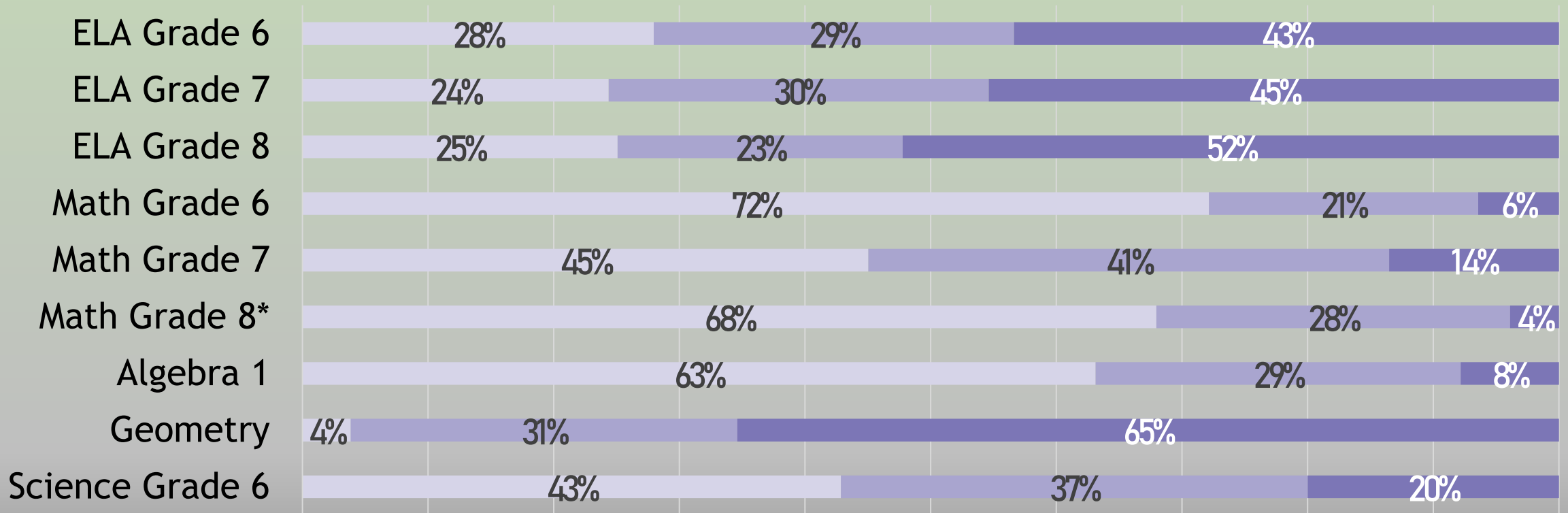
Beck Middle School



* Grade 8 Math excludes students taking Intro to Functions, Algebra 1 or Geometry



Carusi Middle School

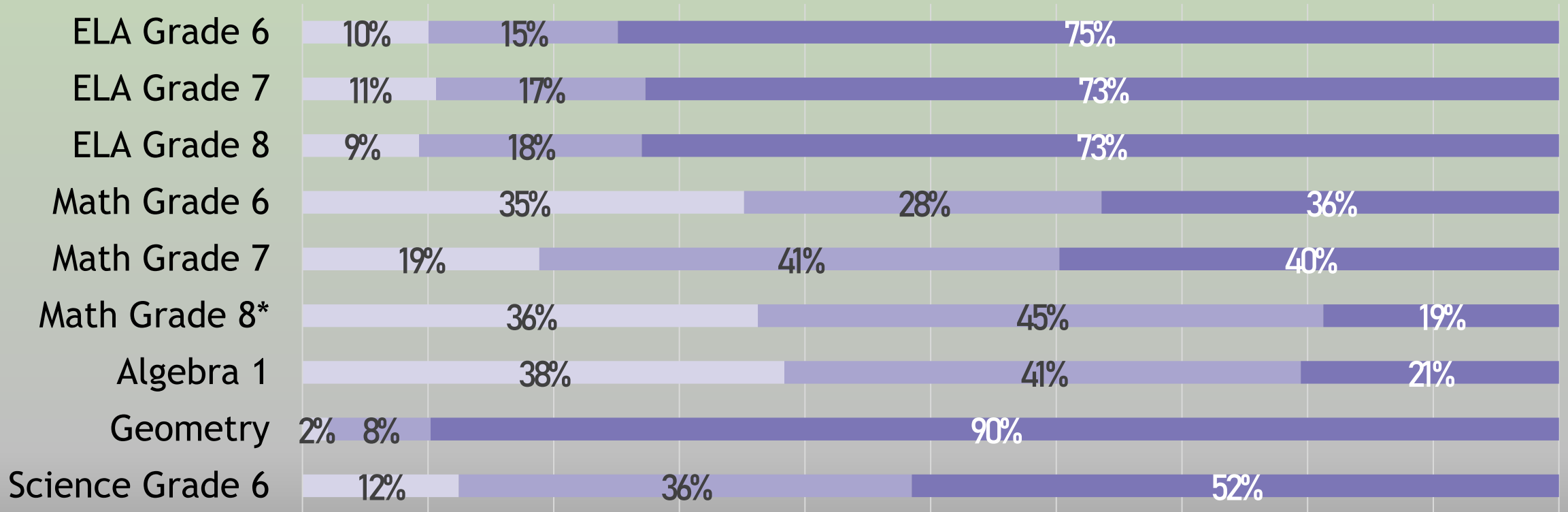


Strong Support Needed
 Some Support Needed
 Less Support Needed

* Grade 8 Math excludes students taking Intro to Functions, Algebra 1 or Geometry



Rosa International Middle School

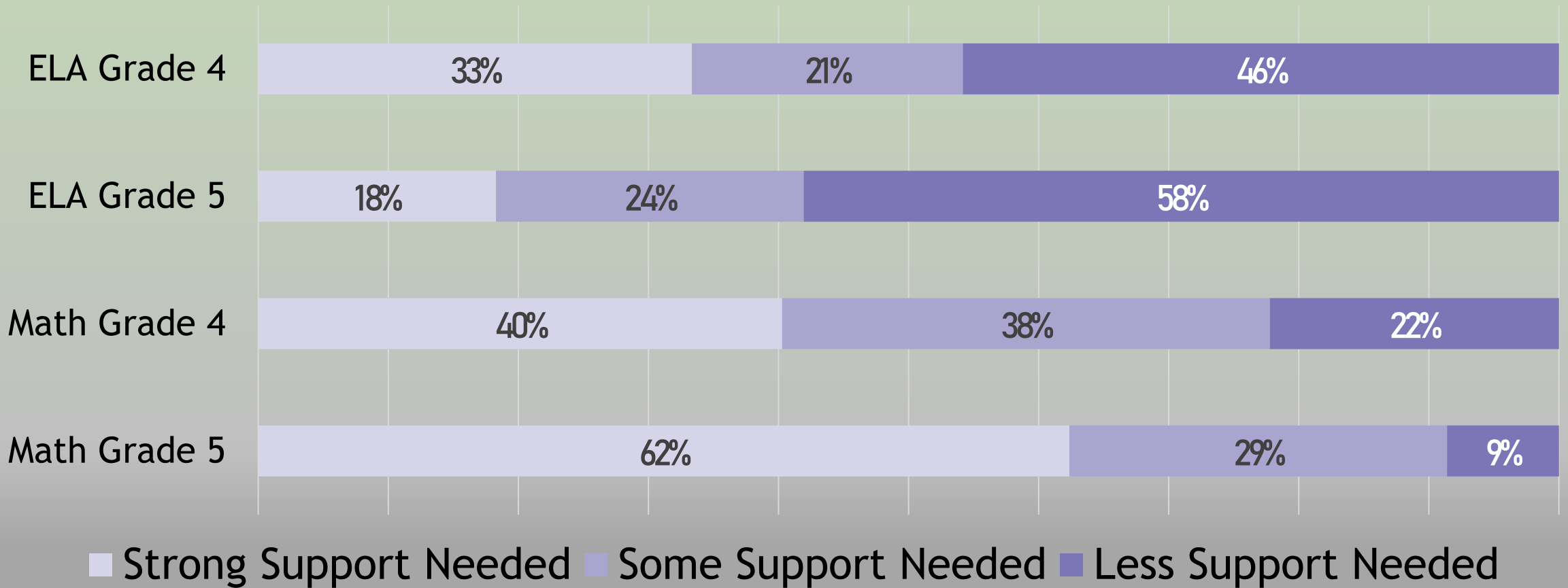


Strong Support Needed
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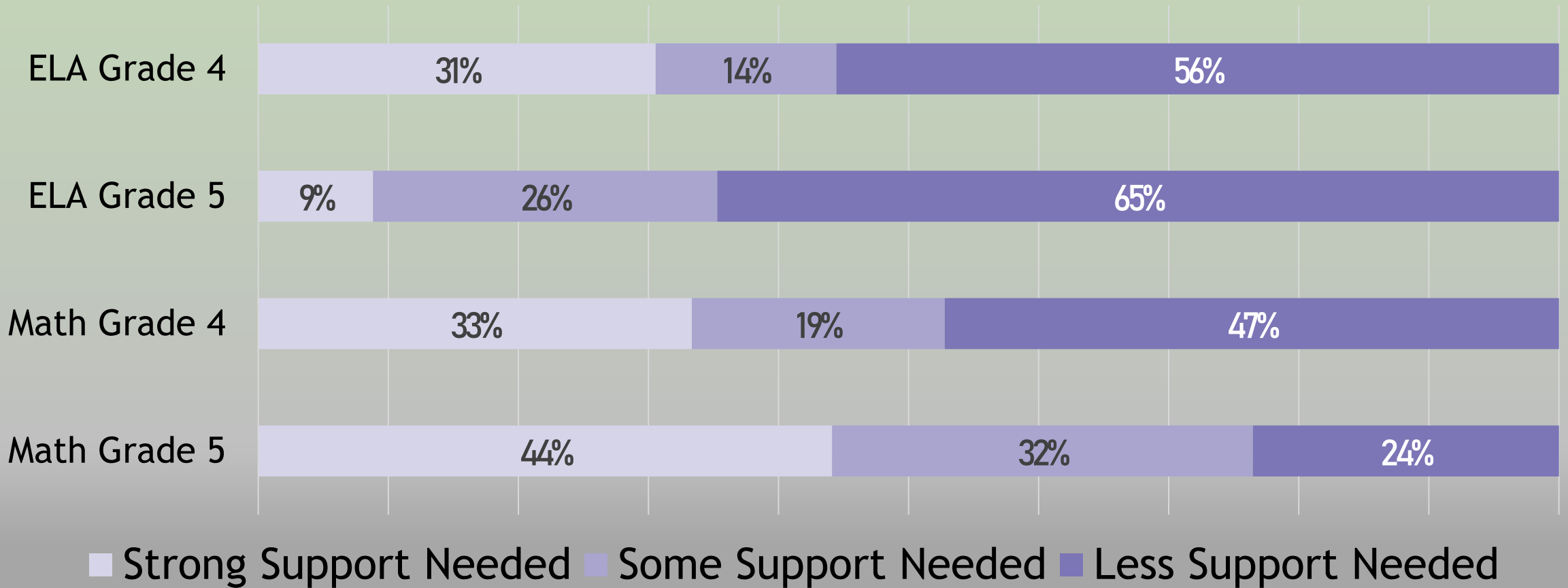


Clara Barton Elementary School



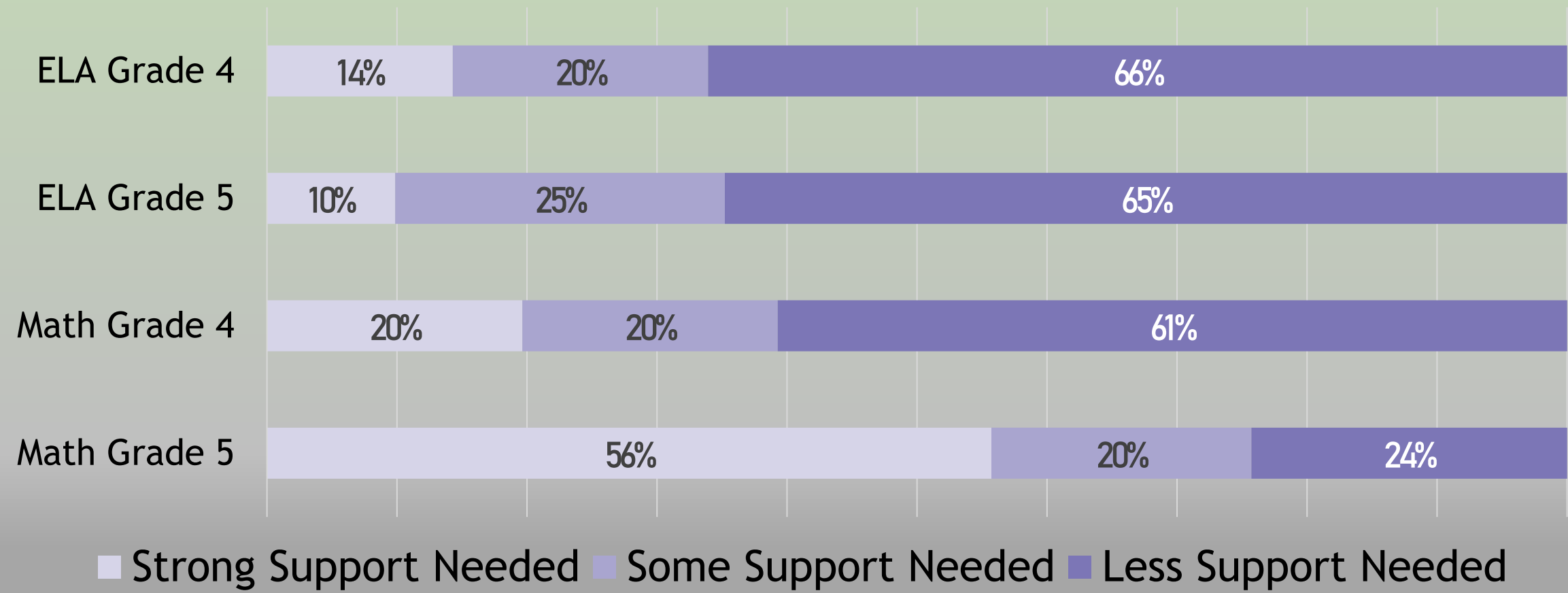


J.F. Cooper Elementary School



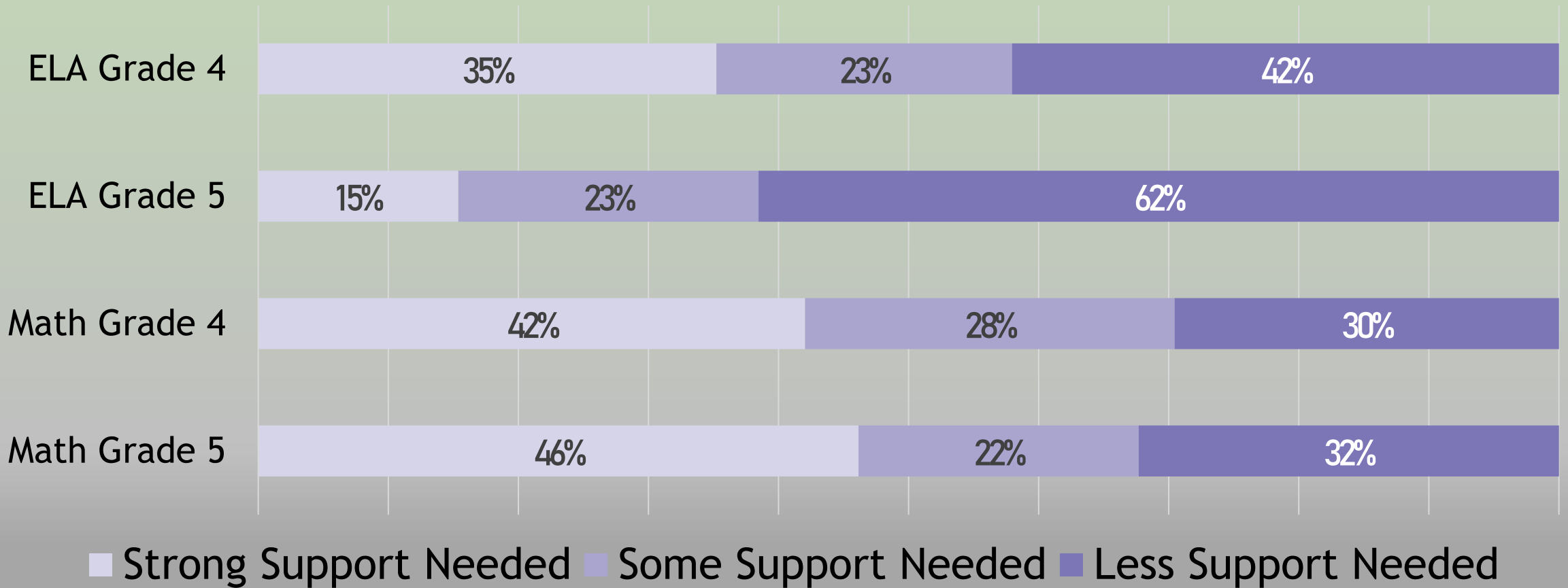


Bret Harte Elementary School



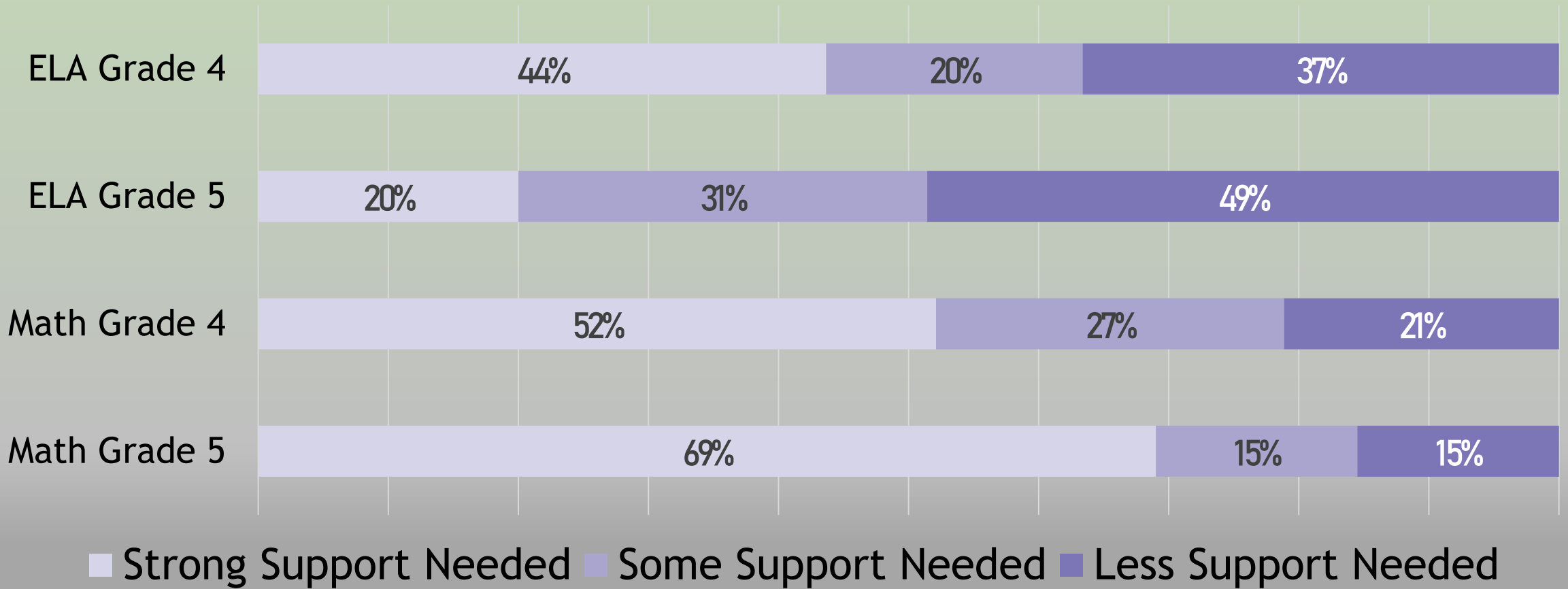


James Johnson Elementary School



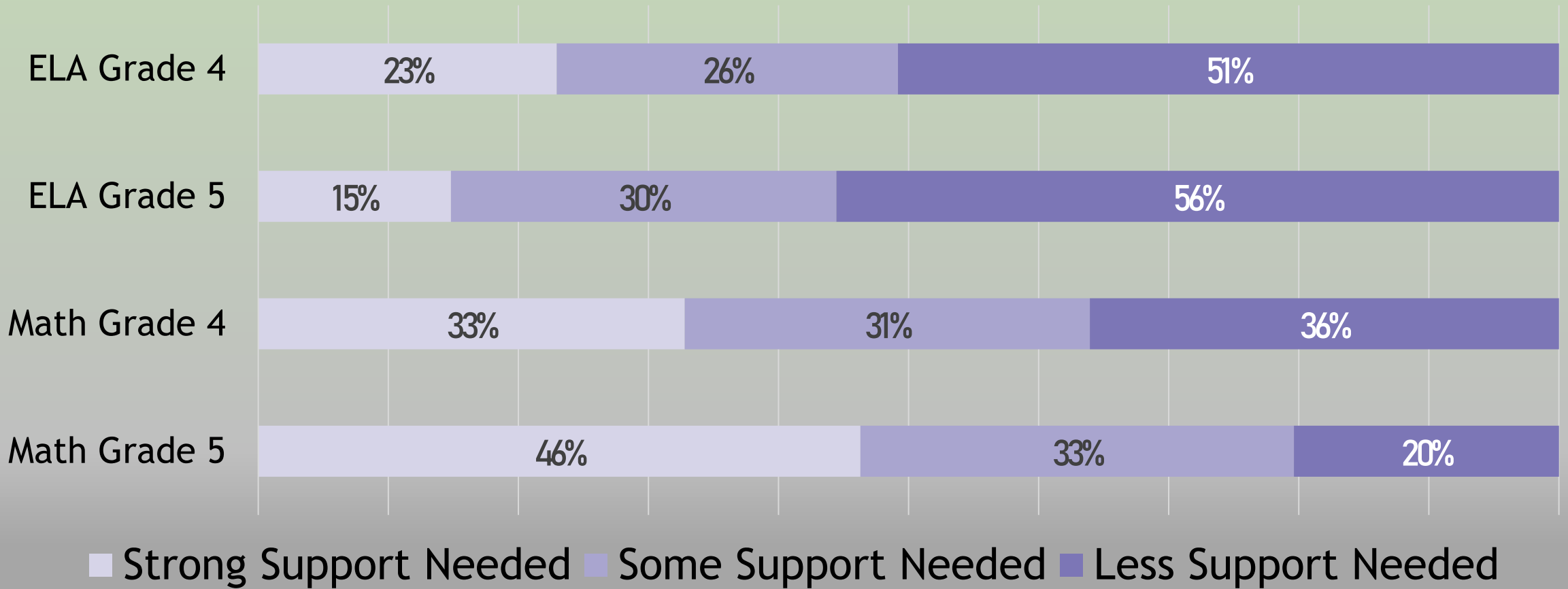


Joyce Kilmer Elementary School



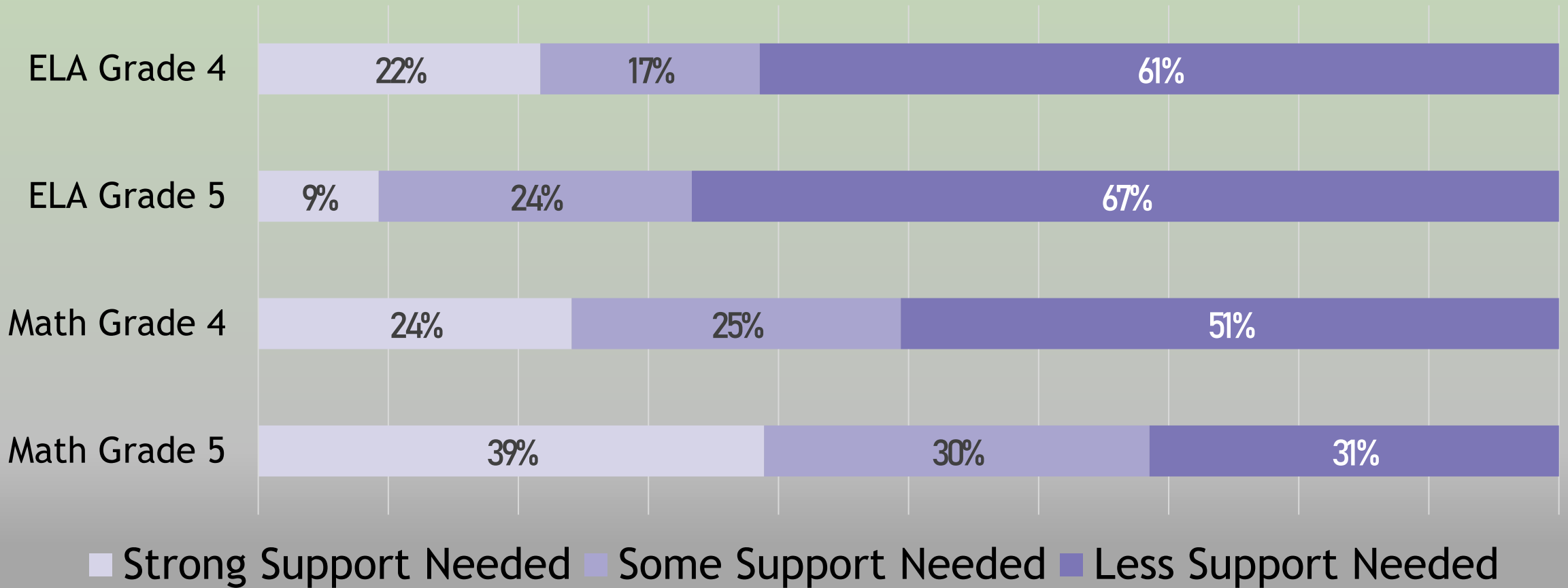


Kingston Elementary School



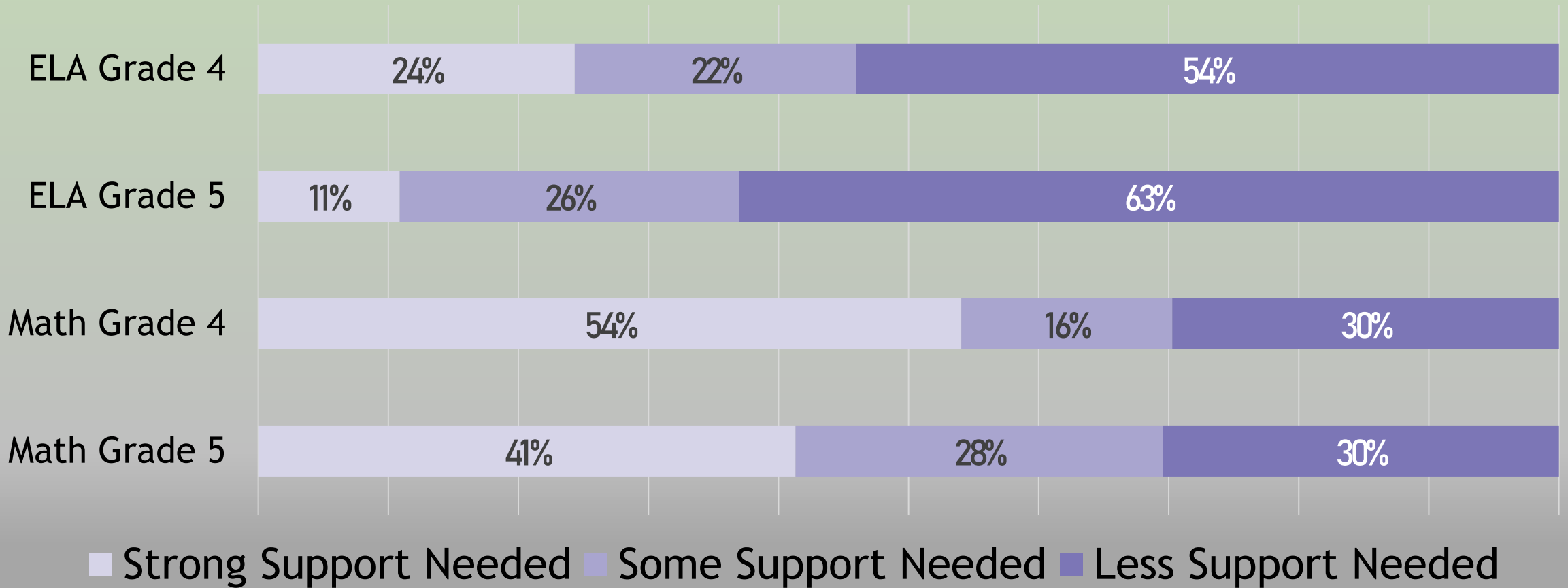


A. Russell Knight Elementary School



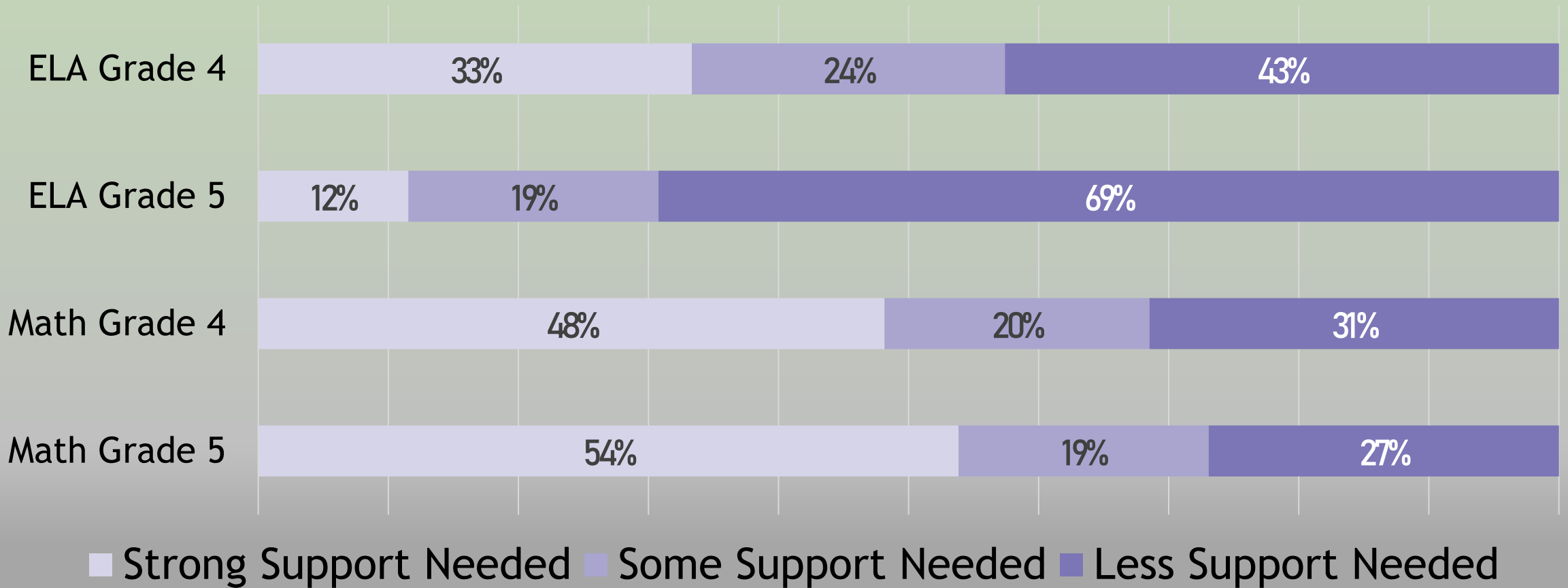


Horace Mann Elementary School



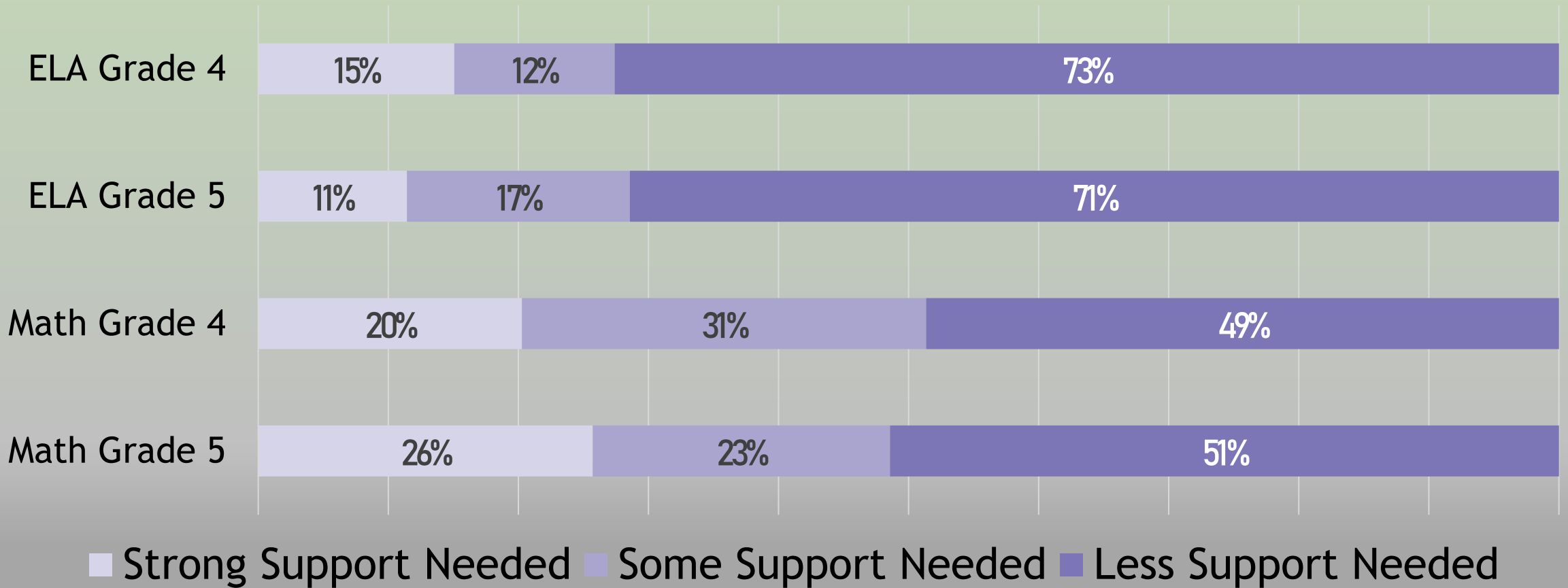


Thomas Paine Elementary School



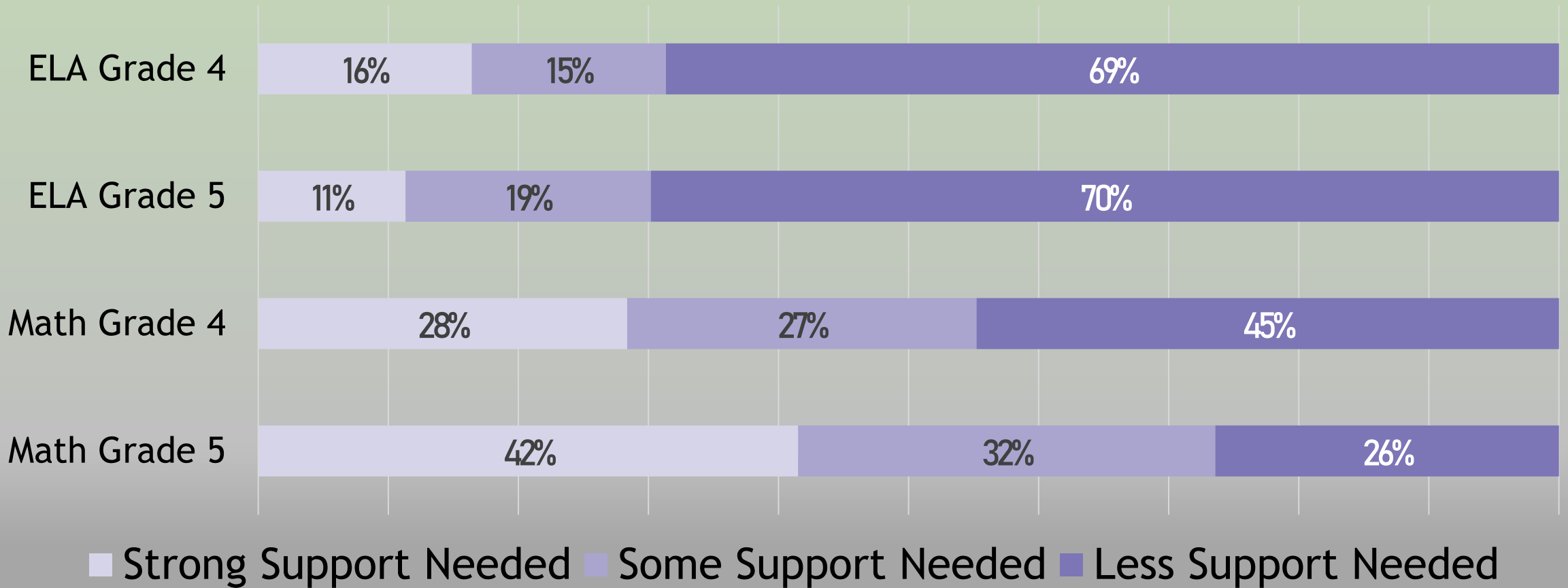


Joseph Sharp Elementary School



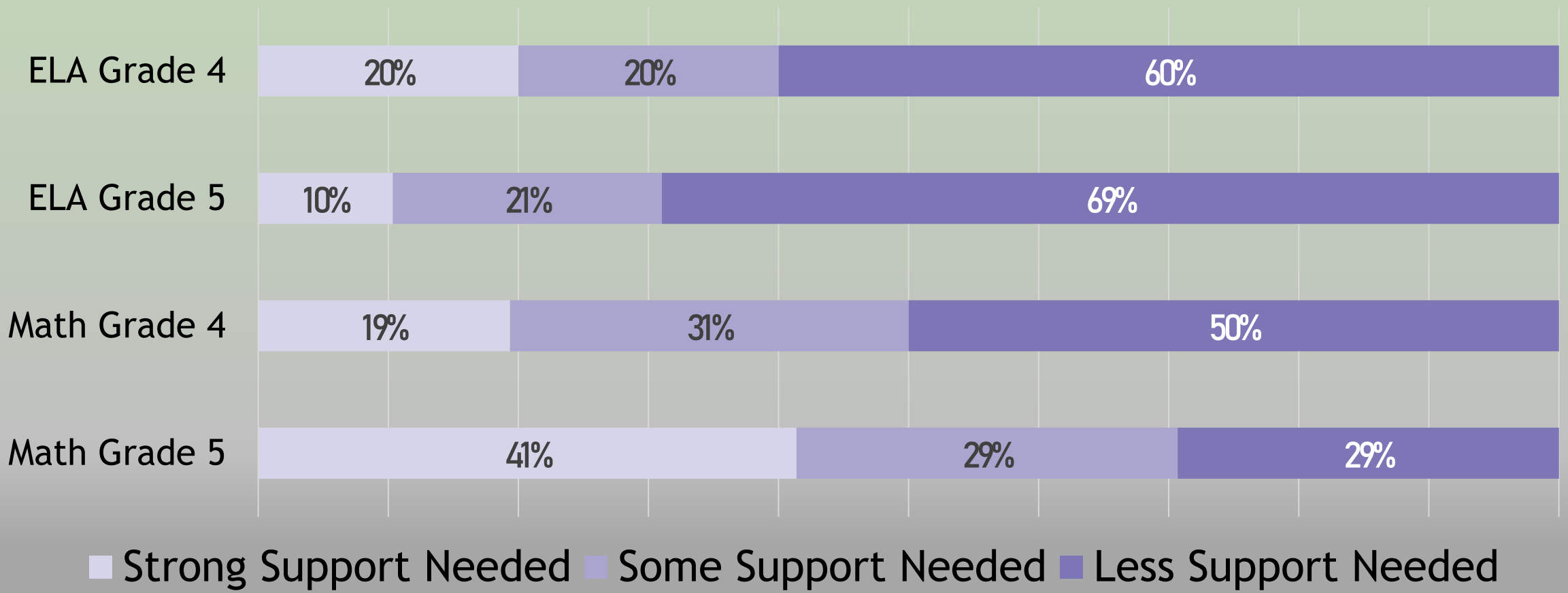


Richard Stockton Elementary School





Woodcrest Elementary School



In Summary



- Indication that more support is needed:
 - In mathematics and science than in English language arts for every grade level
 - For Black and Hispanic students than for the other racial/ethnic groups
 - For Economically Disadvantaged students than for those who are not
 - For Students with Disabilities than for those who are not
 - For English Language Learners than for those who are not



In Summary

“The information provided by this assessment is a snapshot of a student’s understanding and should only be used with other supporting evidence (assignments, homework, etc.) when drawing conclusions about a student’s overall academic performance.”

How are we responding to the Start Strong Data at the Elementary Level?



- District Testing Coordinator conducted PLC Meetings with grade level teams reviewing how to access and analyze the Fall 2021 Start Strong Data.
- Follow-up meetings took place with individual teachers focusing on the following data points: Start Strong Data, Eureka Equip Data, formative classroom assessments.
 - Identified students with common gaps/needs based on these two data points.
 - Developed targeted intervention plans with goals to address the needs of these students.
 - Developed timeline for instruction and assessment of goals.
 - Targeted instruction taking place during I/E

How are we responding to the Start Strong Data at the Middle School Level?



- District Testing Coordinator, District Mathematics Curriculum Supervisor and Mathematics Coach presented to teachers how to access and analyze the Start Strong Data during Mathematics Department Meeting.
- Follow-up meetings with all content-area teachers
 - Teachers created specific instructional plans with goals
- Alternative instructional times were identified to meet the needs of the students:
 - Reteaching during class- based upon reviewing of standards assessed in Start Strong. Teachers submit lesson plans where this is reflected.
 - Support during Advisory
 - After school tutoring program (Learning Lab) 3:15-4:15 in person & virtual evenings

How are we responding to the Start Strong Data at the High School Level?



- District Testing Coordinator presented how to access and analyze the Start Strong data to all High School Principals.
 - Assistant Principals then turn-keyed this information to their respective departments.
- Specific plans with instructional goals were created during Department Meetings.
 - [Guiding Questions for Analyzing Common Assessment Data](#)
- Alternative instructional times were identified to meet the needs of the students:
 - Reteaching during class- based upon reviewing of standards assessed in Start Strong. Teachers submit lesson plans where this is reflected.
 - Lunch and learn- quiet study- can be assigned by teachers or admin- sometimes students are referred to quiet study instead of detention
 - Cum laude



American Rescue Plan Funds (ARP)

(ESSER III)



ARP ESSER III FUNDS

\$7,842,792

Safe Return



**Safe Return to
In-Person
Learning**

**Learning Loss activities that
address social, emotional
and academic needs and the
disproportionate impact on
subgroups**

**Public Health
Protocols
Consistent with
CDC Guidelines**

ARP ESSER III FUNDS

Grants supporting Teaching and Learning

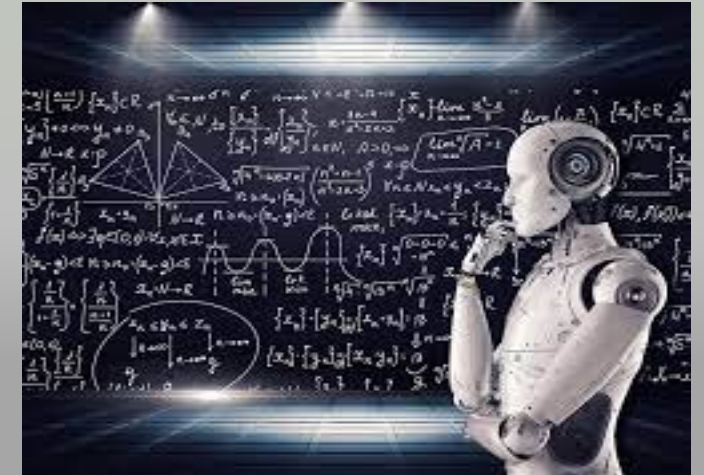
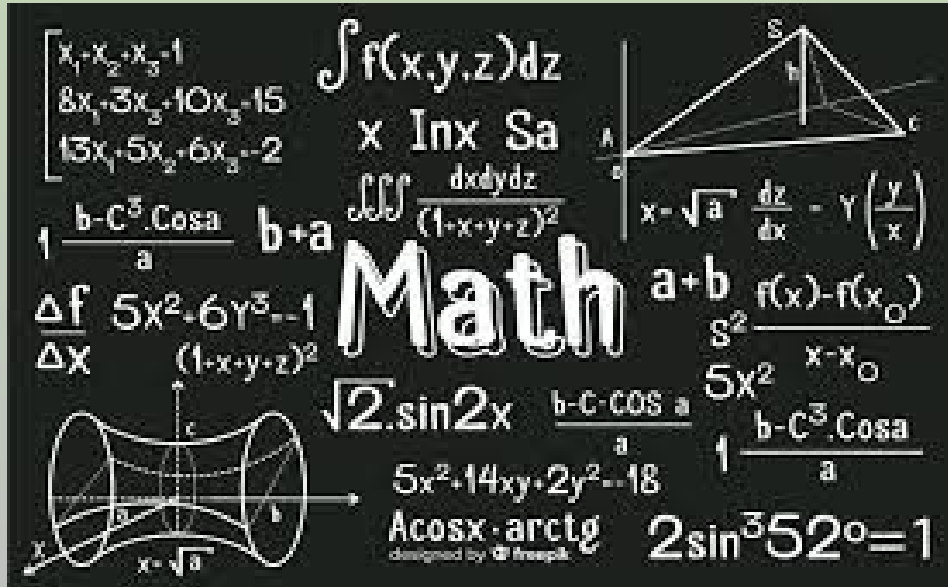


**Accelerated Learning
Coaching and
Educator Support
Grant
\$920,705**

**Summer Learning
and Enrichment
Activities Grant
\$62,772**

**Evidence-based
Comprehensive
Beyond School Day
Activities Grant
\$62,772**

Examples In Practice



QUESTIONS?

