## Start Strong: Fall 2021 Administrations

Support in Identifying
Student Needs

Irvington School District January 19, 2022

## Start Strong Assessment Overview

## Start Strong Fall 2021 assessments:

- Produced information to be used as a standards-based complement to the resources used by educators in their classrooms to evaluate the needs of students.
- Were administered quickly, in person, and provided immediate results.
- As determined by the U.S. Department of Education, the administration of Start Strong satisfied federal statewide assessment requirements to administer general assessments in English language arts, mathematics, and science only for the 2020-2021 school year. The spring NJSLA schedule will resume for the 2021-2022 school year.
Start Strong Fall 2021 assessments do not:
- Replace local standards-based benchmark assessments districts may already have in place.
- Replace the spring 2022 New Jersey Student Learning Assessments (NJSLA) statewide summative assessments or are predictive of their results.


## Start Strong Test Design

- Based on a subset of prioritized prior-year academic standards to provide a data point on the level of support a student may need to engage in grade-level content.
- Example: Grade 5 ELA Start Strong assessment is aligned to a subset of the NJSLS for Grade 4 ELA.
- Example: Algebra I Start Strong assessment is aligned to Grade 8 learning standards relevant to algebraic concepts.
- Used released high-quality items from the NJSLA item bank
- Contained efficient question types to produce on-demand results for educators
- Could be administered in 45-60 minutes

Note: The test design, which allowed for shortened testing time and immediate results, means that Start Strong results must be interpreted and used differently than NJSLA results. They do not cover the breadth and depth of standards as seen on the NJSLA and do not support the same comparisons or inferences about student proficiency.

## Start Strong Grade And Content Alignment

| Content Area | Grade/Course in SY 2021-2022 | Content of the Assessment |
| :---: | :---: | :---: |
| English Language Arts (ELA) | - Grade 4 <br> - Grade 5 <br> - Grade 6 <br> - Grade 7 <br> - Grade 8 <br> - Grade 9 <br> - Grade 10 | - Grade 3 <br> - Grade 4 <br> - Grade 5 <br> - Grade 6 <br> - Grade 7 <br> - Grade 8 <br> - Grade 9 |
| Mathematics | - Grade 4 <br> - Grade 5 <br> - Grade 6 <br> - Grade 7 <br> - Grade 8 <br> - Algebra 1 <br> - Geometry <br> - Algebra 2 | - Grade 3 <br> - Grade 4 <br> - Grade 5 <br> - Grade 6 <br> - Grade 7 <br> - Grade 8* <br> - Grade 8* <br> - Algebra 1 |
| Science | - Grade 6 <br> - Grade 9 <br> - Grade 12 | - Grades 3-5 <br> - Grades 6-8 <br> - Grades 9-11 |

*Students beginning Algebra I, Geometry, and/or Algebra II in the 2021-2022 school year may have taken different mathematics courses depending on their individual course pathways. The Start Strong Assessments for Algebra I and Geometry are based on the Grade 8 learning standards and, therefore, measure some of the same concepts. The Start Strong Assessment for Algebra 1 contains more items from the Grade 8 learning standards relevant to algebraic concepts, and the Start Strong Assessment for Geometry contains more items from the Grade 8 learning standards relevant to geometry concepts.

## Start Strong Result Interpretation Considerations

- When publicly reporting assessment results, consider the impacts of COVID-19 on learning and testing conditions, as well as the impact on student participation in the assessments, which were administered in person.
- Districts should not compare any individual student/school/district Start Strong data to any state-level data for Start Strong, nor should comparisons be made to any NJSLA data.
- Please note that the Start Strong assessments were not designed to predict future student performance on the NJSLA, nor was it designed to estimate what score a student would have received if they had taken the NJSLA in spring 2021.


## Start Strong Result Interpretation Considerations, Continued

Start Strong assessments provide a data point to support:

- District-level curriculum planning and revisiting prerequisite concepts and skills
- Evaluating scope and sequence based on distribution of student support needs
- Providing professional learning supports for differentiation and scaffolding based on student results, aligned to principles and practices outlined in the NJDOE Learning Acceleration Guide
- Using the Individual Student Reports (ISRs) for conversations between parents and educators on where their child might need support at the beginning of the school year


## District And School Context That Impacted Start Strong Data

- The Department encourages districts to clearly and prominently provide information about the context of Start Strong data, including its limitations as a result of the pandemic or other factors.
- The results should include clearly worded context that such data are incomplete and/or not representative of the make-up of the district or school population.
- For example, if a district sees:
- Low participation rates at a school as a result of school quarantine.
- Skewed results at school/grade level as a result of large numbers of individual student quarantines.
- As always, assessment data should be analyzed alongside other important measures of student outcomes, like benchmark assessments, teacher-created formative assessments, and attendance data to provide a more complete perspective on resources, support, and student success.


## EXAMPLE: RESULTS IN CONTEXT

Start Strong Fall 2021 School- \& Grade-Level Outcomes English Language Arts Grade 4 - Support Levels

| ELAO4 |  | More <br> Support <br> Needed <br> (Count) | More <br> Support <br> Needed <br> (Percentage) | Some <br> Support <br> Needed <br> (Count) | Some <br> Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Less Support |  |  |  |  |  |  |
| Needed |  |  |  |  |  |  |
| (Percentage) |  |  |  |  |  |  |

Critical Data Considerations: Due to periods of individual and/or school quarantine during the testing window, test results from Green and Blue Elementary Schools are not representative of the student population. Results are for reporting purposes only and should not be used to draw conclusions about student performance or for comparison purposes.

Note 1: Orange Elementary School's testing population for ELA Grade 4 did not meet the threshold for reporting. Results are suppressed to protect student privacy as peg suppression rules.

Irvington School District's
Number of Students Tested
Start Strong Fall 2021 Administrations

| English <br> Language <br> Arts | Students Tested | Mathematics | Students Tested | Science | Students Tested |
| :---: | :---: | :---: | :---: | :---: | :---: |
| ELA04 | 489 | MAT04 | 502 |  |  |
| ELA05 | 490 | MAT05 | 498 |  |  |
| ELA06 | 468 | MAT06 | 475 | SC06 |  |
| ELA07 | 490 | MAT07 | 493 | 368 |  |
| ELA08 | 456 | MAT08 | 415 |  |  |
| ELA09 | 408 | Algebra I | 257 |  |  |
| ELA10 | 310 | Geometry | 250 | SC09 |  |
| Total | 2711 | Algebra II | 280 |  |  |
|  | Total | 3170 | SC12 | 479 |  |

## Irvington School District's <br> Start Strong Fall 2021 Administrations English Language Arts - Support Levels

| Grade | More Support Needed (Count) | More Support Needed (Percentage) | Some Support Needed (Count) | Some Support Needed (Percentage) | Less Support Needed (Count) | Less Support <br> Needed <br> (Percentage) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 346 | 71\% | 65 | 13\% | 78 | 16\% |
| 5 | 253 | 52\% | 132 | 27\% | 105 | 21\% |
| 6 | 303 | 65\% | 92 | 20\% | 72 | 15\% |
| 7 | 267 | 54\% | 115 | 23\% | 108 | 22\% |
| 8 | 275 | 60\% | 78 | 17\% | 103 | 23\% |
| 9 | 220 | 55\% | 62 | 15\% | 120 | 30\% |
| 10 | 155 | 50\% | 60 | 19\% | 94 | 30\% |

## Irvington School District's <br> Start Strong Fall 2021 Administrations <br> Mathematics - Support Levels

| Grade | More Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 436 | $87 \%$ | 45 | $9 \%$ | 21 | $4 \%$ |
| 5 | 434 | $87 \%$ | 56 | $11 \%$ | 8 | $2 \%$ |
| 6 | 427 | $90 \%$ | 41 | $9 \%$ | 7 | $1 \%$ |
| 7 | 378 | $77 \%$ | 86 | $17 \%$ | 28 | $6 \%$ |
| $8^{*}$ | 327 | $79 \%$ | 75 | $18 \%$ | 13 | $3 \%$ |
| Algebra I | 359 | $86 \%$ | 50 | $12 \%$ | 9 | $2 \%$ |
| Geometry | 160 | $64 \%$ | 61 | $24 \%$ | 29 | $12 \%$ |
| Algebra II | 242 | $82 \%$ | 38 | $13 \%$ | 16 | $5 \%$ |

*Approximately 30,000 New Jersey students in grade 8 participated in the Algebra I assessment. Thus, Math 8 outcomes are not representative

## Irvington School District's <br> Start Strong Fall 2021 Administrations <br> Science - Support Levels

| Grade | More Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 370 | $78 \%$ | 88 | $18 \%$ | 18 | $4 \%$ |
| 9 | 300 | $76 \%$ | 91 | $23 \%$ | 6 | $2 \%$ |
| 12 | 241 | $78 \%$ | 56 | $18 \%$ | 11 | $4 \%$ |

## Irvington School District's <br> Start Strong Fall 2021 School- \& Grade-Level Outcomes English Language Arts Grade 4 - Support Levels

| ELA04 | More <br> Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some <br> Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Berkeley | 33 | $69 \%$ | 8 | $17 \%$ | 7 | $15 \%$ |
| Chancellor | 61 | $72 \%$ | 8 | $9 \%$ | 16 | $19 \%$ |
| Florence | 69 | $78 \%$ | 9 | $10 \%$ | 11 | $12 \%$ |
| Grove | 33 | $73 \%$ | 6 | $3 \%$ | 6 | $13 \%$ |
| Madison | 33 | $67 \%$ | 7 | $14 \%$ | 9 | $18 \%$ |
| Mt Vernon | 52 | $66 \%$ | 15 | $19 \%$ | 12 | $15 \%$ |
| Thurgood | 29 | $74 \%$ | 1 | $3 \%$ | 9 | $23 \%$ |
| University E | 36 | $65 \%$ | 11 | $20 \%$ | 8 | $15 \%$ |

Irvington School District's
Start Strong Fall 2021 School- \& Grade-Level Outcomes English Language Arts Grade 5 - Support Levels

| ELA05 | More <br> Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some <br> Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Berkeley | 14 | $35 \%$ | 17 | $43 \%$ | 9 | $23 \%$ |
| Chancellor | 27 | $48 \%$ | 14 | $25 \%$ | 15 | $27 \%$ |
| Florence | 64 | $59 \%$ | 26 | $24 \%$ | 19 | $17 \%$ |
| Grove | 22 | $55 \%$ | 9 | $23 \%$ | 9 | $23 \%$ |
| Madison | 34 | $49 \%$ | 20 | $29 \%$ | 15 | $22 \%$ |
| Mt Vernon | 46 | $51 \%$ | 22 | $24 \%$ | 23 | $25 \%$ |
| Thurgood | 22 | $67 \%$ | 8 | $24 \%$ | 3 | $9 \%$ |
| University E | 24 | $46 \%$ | 16 | $31 \%$ | 12 | $23 \%$ |

Irvington School District's

## Start Strong Fall 2021 School- \& Grade-Level Outcomes English Language Arts Grade 6 - Support Levels

| ELA06 | More <br> Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some <br> Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District | 301 | $65 \%$ | 91 | $20 \%$ | 72 | $15 \%$ |
| UAMS | 152 | $63 \%$ | 53 | $22 \%$ | 35 | $15 \%$ |
| UMS | 149 | $67 \%$ | 38 | $17 \%$ | 37 | $17 \%$ |

UAMS = Union Ave Middle School
UMS = University Middle School

Irvington School District's

## Start Strong Fall 2021 School- \& Grade-Level Outcomes English Language Arts Grade 7 - Support Levels

| ELA07 | More <br> Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some <br> Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District | 266 | $55 \%$ | 114 | $23 \%$ | 108 | $22 \%$ |
| UAMS | 143 | $57 \%$ | 60 | $24 \%$ | 48 | $19 \%$ |
| UMS | 123 | $52 \%$ | 54 | $23 \%$ | 60 | $25 \%$ |

Irvington School District's
Start Strong Fall 2021 School- \& Grade-Level Outcomes English Language Arts Grade 8 - Support Levels

| ELA08 | More <br> Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some <br> Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District | 271 | $60 \%$ | 78 | $17 \%$ | 102 | $23 \%$ |
| UAMS | 142 | $61 \%$ | 41 | $18 \%$ | 51 | $22 \%$ |
| UMS | 129 | $59 \%$ | 37 | $17 \%$ | 51 | $24 \%$ |

Irvington School District's

## Start Strong Fall 2021 School- \& Grade-Level Outcomes Mathematics Grade 4 - Support Levels

| MAT04 | More <br> Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some <br> Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Berkeley | 41 | $85 \%$ | 5 | $10 \%$ | 2 | $4 \%$ |
| Chancellor | 71 | $82 \%$ | 10 | $11 \%$ | 6 | $7 \%$ |
| Florence | 88 | $94 \%$ | 5 | $5 \%$ | 1 | $1 \%$ |
| Grove | 38 | $83 \%$ | 5 | $11 \%$ | 3 | $7 \%$ |
| Madison | 44 | $90 \%$ | 4 | $8 \%$ | 1 | $2 \%$ |
| Mt Vernon | 70 | $85 \%$ | 8 | $10 \%$ | 4 | $5 \%$ |
| Thurgood | 33 | $83 \%$ | 5 | $13 \%$ | 2 | $5 \%$ |
| University | 51 | $91 \%$ | 3 | $5 \%$ | 2 | $4 \%$ |
| E |  |  |  |  |  |  |

## Irvington School District's

## Start Strong Fall 2021 School- \& Grade-Level Outcomes Mathematics Grade 5 - Support Levels

| MAT05 | More <br> Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some <br> Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Berkeley | 33 | $80 \%$ | 6 | $15 \%$ | 2 | $5 \%$ |
| Chancellor | 43 | $74 \%$ | 14 | $24 \%$ | 1 | $2 \%$ |
| Florence | 102 | $90 \%$ | 9 | $8 \%$ | 2 | $2 \%$ |
| Grove | 33 | $83 \%$ | 6 | $15 \%$ | 1 | $3 \%$ |
| Madison | 62 | $90 \%$ | 6 | $9 \%$ | 1 | $1 \%$ |
| Mt Vernon | 80 | $87 \%$ | 11 | $12 \%$ | 1 | $1 \%$ |
| Thurgood | 32 | $97 \%$ | 1 | $3.0 \%$ | 0 | $0 \%$ |
| University E | 49 | $94 \%$ | 3 | $6.0 \%$ | 0 | $0 \%$ |

Irvington School District's

## Start Strong Fall 2021 School- \& Grade-Level Outcomes Mathematics Grade 6 - Support Levels

| MATH06 | More <br> Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some <br> Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District | 424 | $90 \%$ | 41 | $9 \%$ | 7 | $1 \%$ |
| UAMS | 216 | $90 \%$ | 20 | $8 \%$ | 4 | $2 \%$ |
| UMS | 208 | $90 \%$ | 21 | $9 \%$ |  | 2 |

## Irvington School District's <br> Start Strong Fall 2021 School- \& Grade-Level Outcomes Mathematics Grade 7 - Support Levels

| MATH07 | More <br> Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some <br> Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District | 376 | $77 \%$ | 86 | $18 \%$ | 28 | $6 \%$ |
| UAMS | 191 | $76 \%$ | 44 | $18 \%$ | 15 | $6 \%$ |
| UMS | 185 | $77 \%$ | 42 | $18 \%$ | 13 | $5 \%$ |

## Irvington School District's <br> Start Strong Fall 2021 School- \& Grade-Level Outcomes Mathematics Grade 8 - Support Levels

| MATH08 | More <br> Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some <br> Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District | 322 | $79 \%$ | 75 | $18 \%$ | 13 | $3 \%$ |
| Union | 172 | $82 \%$ | 36 | $17 \%$ | 2 | $1 \%$ |
| University M | 150 | $75 \%$ | 39 | $20 \%$ | 11 | $6 \%$ |

## Irvington School District's <br> Start Strong Fall 2021 School- \& Grade-Level Outcomes Science Grade 6 - Support Levels

| SC06 | More <br> Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some <br> Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Union Ave <br> MS | 185 | $78 \%$ | 48 | $20 \%$ | 5 | $2 \%$ |
| University <br> MS | 183 | $78 \%$ | 40 | $17 \%$ | 13 | $6 \%$ |

## Irvington School District's <br> Start Strong Fall 2021 School- \& Grade-Level Outcomes Science Grade 9\&12-Support Levels

| SC06 | More <br> Support <br> Needed <br> (Count) | More Support <br> Needed <br> (Percentage) | Some Support <br> Needed <br> (Count) | Some <br> Support <br> Needed <br> (Percentage) | Less Support <br> Needed <br> (Count) | Less Support <br> Needed <br> (Percentage) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SC09 | 300 | $76 \%$ | 91 | $23 \%$ | 6 | $2 \%$ |
| SC12 | 241 | $78 \%$ | 56 | $18 \%$ | 11 | $4 \%$ |

## Comparison of Start Strong Fall 2021 Administration

 English Language Arts to Irvington School District's
## Percentages

| Grade | School: More Support Needed | District: More Support Needed | School: Some Support Needed | District: Some Support Needed | School: Less Support Needed | District: Less Support Needed |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | Florence (78\%) | 71\% | Mt Vernon (19\%) | 13\% | Thurgood (23\%) | 16\% |
| 5 | Thurgood (67\%) | 52\% | Berkeley (43\%) | 27\% | Chancellor (27\%) | 21\% |
| 6 | UMS (67\%) | 65\% | UAMS (22\%) | 20\% | UMS (17\%) | 15\% |
| 7 | UAMS <br> (57\%) | 54\% | UAMS <br> (24\%) | 23\% | $\begin{aligned} & \text { UMS } \\ & (25 \%) \end{aligned}$ | 22\% |
| 8 | UAMS (61\%) | 60\% | UAMS <br> (18\%) | 17\% | UMS (24\%) | 23\% |

Comparison of Start Strong Fall 2021 Administration Mathematics to Irvington School District's Percentages

| Grade | School: More Support Needed | District: More Support Needed | School: Some Support Needed | District: Some Support Needed | School: Less Support Needed | District: Less Support Needed |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | Florence 94\% | 87\% | Thurgood 13\% | 9\% | Chancellor/Gro ve (7\%) | 4\% |
| 5 | Thurgood (97\%) | 87\% | Chancellor (24\%) | 11\% | Berkeley (5\%) | 2\% |
| 6 | UMS/UAMS (90\%) | 90\% | UMS (9\%) | 9\% | UAMS (2\%) | 1\% |
| 7 | UMS (77\%) | 77\% | UMS/UAMS (17\%) | 17\% | UAMS <br> (6\%) | 6\% |
| 8 | UAMS 82\%) | 79\% | $\begin{aligned} & \text { UMS } \\ & (20 \%) \end{aligned}$ | 18\% | UMS (6\%) | 3\% |

Comparison of

## Start Strong Fall 2021 Administration Science to Irvington School District's Percentages

| Grade | School: More <br> Support Needed | District: More <br> Support Needed | School: Some <br> Support Needed | District: Some <br> Support Needed | School: Less <br> Support Needed | District: Less <br> Support Needed |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | UMS/UAMS <br> $(78 \%)$ | $\mathbf{7 8 \%}$ | UAMS <br> $(20 \%)$ | $\mathbf{1 9 \%}$ | UMS <br> $(6 \%)$ | ( |

## Intervention Strategies

— Use I-Ready to target Individual Student needs by standards as per NJ Start Strong. After school program will be dedicated to meet this intervention, in addition to students individualized path.

- Intensifying Instructional Delivery :
+Opportunities for students response and feedback.
+Explicit Instruction.
+More modeling with clearer and more detailed explanations.
+More concrete learning opportunities with the use of pictures, graphics, manipulatives, or think-alouds.
+Tasks broken down into smaller steps.
+Instruction broken down into simpler segments.
+Step-by-step strategies.
+Temporary support gradually reduced over time.
$\square$ Align instruction to learning standards: Instruction is aligned to the learning target and task for mastering a learning standard
(Maximize Time on meaningful task :
+Struggling students will meet with teachers for guided Instruction.
+Emphasize Fluency Standards in Homework and In small group independent work.


## Intervention Strategies

- Use of formative assessment: Using assessments in an intentional way to improve the quality of teaching practices and students' learning
- Deliver Cycle/Benchmarks tests on the TestNav: Administer tests using a platform with technology-enhanced items, similar to what students will experience during NJSLA
$\square$ Pacing guide: Adequate time is provided to ensure that all students are engaged in mastering the content
$\square$ Use cooperative learning and other strategies, including Kagan: These will promote critiquing practices around the content during instruction
$\square$ Use the feedback loop concept: This involves teachers and students simultaneously determine where students are and where they need improvement


## Intervention Strategies

- Professional development: This is to target instructional practices specific to core subjects. These practices are to support the instructional focus in all classrooms
- Align assessments to the NJSLS: Ensure that all assessments are aligned to teaching and Standards (NJSLS)
- Integration of Graph Analysis in all aspects of the curriculum at the High School.
+Algebra 1, Geometry, and Algebra 2 students
$\square$ Use data to inform instruction: Analyze data to reveal instructional needs. This is to support student learning and provide continuity of instruction aligned to NJSLS
$\square$ Use of other reports: These include reports from i-Ready, Savvas, Reading Wonders, and Science program


## Intervention Strategies

$\square$ Encourage the use of critical-thinking questioning: This make space for curiosity during the learning process

- Emphasize conceptual understanding over procedure: This will promote an in-depth understanding of concepts in Math and Science classes
$\square$ Use authentic problems: This is to increase students engagement in standard-based lessons
— Engaging students through technology: Today's era of rapidly advancing technology should be used as a tool for engagement

Thank you

