

Irvington Public Schools



Assessment Handbook 2022 – 2023

Department of Assessment And Data Analyses

Revised: March 2022

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IRVINGTON PUBLIC SCHOOLS
Irvington, NJ 07111

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2022-2023

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School	Assistant Principals
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Florence Avenue School	Carol Coleman
Mt. Vernon Avenue School	Edna Correia
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Dr. John Taylor	Athletics / Physical Education

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Tamara Dumarsais	Special Services
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Dr. Keith Perkins	ESL / Bilingual / World Language
Shelley Pettiford.	Guidance / HSSC
John Severs	Science /IG Coordinator
Yunah Shumayeva	Mathematics, 6-12
Teresa Steele-Hunter	Social Studies
Khaalia Taylor	Mathematics, K-5
Lia Varsalona	Early Childhood
Carl Walton	Supervisor of Technology

**IRVINGTON PUBLIC SCHOOLS
DISTRICT GOALS
2022-2023**

I. Mission Statement

Irvington Public Schools inspires and instructs all students to think critically, creatively, and responsibly, to embrace diversity, and to pursue their dreams with purpose.

II. Core Beliefs

- Each student is entitled to a quality education that the entire community of invested stakeholders' value, support, and enlarge by collaborating with one another.
- Teacher quality is vital to engaging students in relevant, authentic tasks and improving student achievement.
- Each student possesses the ability to achieve his or her potential in any learning environment when the adults provide the most appropriate support for success.
- The educational environment must be safe, respectful, and guided by skilled administrators who focus on advancing teacher effectiveness and student achievement.
- Parents and guardians are essential partners in providing students with a high-quality education.

III. Purpose

- District goals are established to ensure that a plan of action is created, monitored, and successfully implemented to fulfill our mission to provide all students with a quality educational experience that prepares them to be productive members of our ever-changing, global society.
- Each year, the Irvington Board of Education develops goals that govern various initiatives, community outreach, and student academic performance outcomes. Annual goals are approved by resolution and serve to provide the Superintendent of Schools with focused priorities. The Superintendent is responsible for demonstrating progress toward achieving the goals.
- All staff members of the Irvington Public Schools will work collaboratively to ensure that our students are presented with a rigorous instructional program. Our curricula will be aligned with the New Jersey Student Learning Standards. In addition, we will provide resources and materials of high interest from diverse perspectives to serve our student population. Classroom instruction will consist of relevant learning tasks for students that expand their critical thinking skills in order to solve complex, real-life problems.

IV. Roles

- The Board has a responsibility to ensure that the District's goals reflect community values, to establish the necessary policies to achieve the goals, and to communicate with the community about the goals and progress toward them.
- The Superintendent is responsible for progress toward the goals, through the management of all staff to achieve clearly stated milestones on an annual basis.

V. Goals

- Quality curriculum with remote access for the Irvington Community
- Current Technology is accessible to the Irvington students and parents
- District will maximize resources available for instruction and community engagement

PART I INTRODUCTION

Assessment is a decisive part of instruction because it is used to determine whether or not students are mastering the learning standards. Assessment is an on-going process necessary to set goals, inform instruction, improve student learning, and promote accountability. As a result, school leaders build a cohesive vision that is focused on student achievement and continuous improvement. This assessment handbook was developed to guide teachers and administrators through instructional decision-making process to meet diverse students' learning needs.

TYPES OF ASSESSMENT & METHODS

Classroom assessments can be either formal or informal. These assessments may include anything from taking notes on a student's performance through observation to administering different kinds of assessments.

- **Diagnostic Assessments** are quick mini-assessments, which establish an academic baseline and identify learners who need additional support. Teachers use diagnostic assessments to better plan what to teach and how to teach it.
- **Formative Assessments** are daily assessments, reviews, and observations in a classroom while learning is still happening. Teachers use formative assessments to monitor student-learning, check for understanding, and adjust instruction with the express goal of improving student achievement.
- **Interim Assessments** are administered at specified times during a curriculum sequence to evaluate students' progress of meeting the knowledge and skills relative to appropriate learning standards and grade-level indicators. Interim assessments occur outside of daily classroom instruction.
- **Summative Assessments** are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative assessments are designed to authenticate or provide evidence of student learning.

Diagnostic Assessments	Formative Assessments	Interim Assessments	Summative Assessments
Pre-Tests	- Observation - In-Class Activities	- Chapter Tests - Extended Essays	- Mid-Term - Final Exams
Content-Specific Prompts	- Quizzes - Tests Homework - Class Discussions	- Unit - Cycle Tests	- Portfolios - Projects (Performance Assessments)
Student Conferences	- Oral and Written Questions - Responses, & Closure - Exit Slips - Reflective Journals	- I – Ready - Benchmark Assessments	- Standardized Tests (Statewide Tests, AP Exams) - Research Papers & Projects

Whether these assessments are locally-developed or commercial, multiple choice or rubric-based, assessments should be designed with a purpose, and must follow the rules of assessment design. The overarching goal is to use assessment as a tool to gather evidence to improve learning and student achievement.

WHY ASSESS

- To enhance the quality of instruction
- To improve student learning outcomes
- To measure the level of student mastery of the NJSLs
- To promote sustained dialogue about teaching and learning
- To inform decisions about curriculum, pedagogy, and program effectiveness
- To collect compelling evidence of student learning and program effectiveness
- To use data to identify strengths and areas that need improvement

STUDENT LEARNING OUTCOMES

Learning outcomes are the basis for assessment of student learning and provide direction and focus for teaching and learning activities. Learning outcomes are statements of what students will:

- Know and Understand = Cognitive
- Be Able to Do and Learn = Psychomotor
- Value / Appreciate = Affective

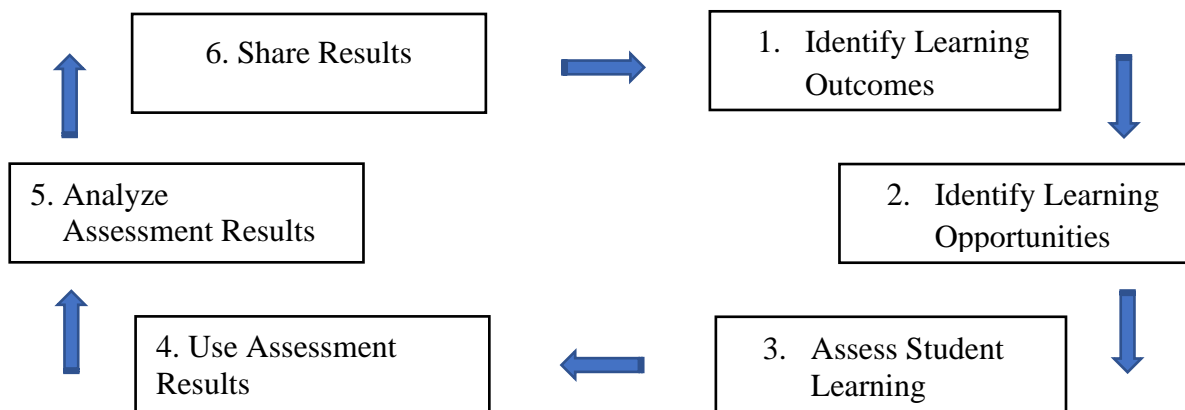
Educators need to develop and use assessments that accurately reflect student learning. In addition, educators use the assessment process and its results to either support or verify achievement, depending on the context.

CONTINUOUS ASSESSMENT CYCLE

Assessment is a continuous cycle that begins with a shared mission statement that leads to:

- Identifying learning outcomes
- Assessing student learning
- Analyzing assessment results
- Using results to improve teaching and learning

A SIX-STEP EXPANDED VERSION OF THE ASSESSMENT CYCLE



Using this assessment cycle is central to answering questions about student learning throughout Irvington Public Schools, where our shared focus is improving academic achievement for every student.

- What do we want our students to learn?
- Are students learning what we want them to learn?
- Do we serve some students better than others?
- What evidence do we have of student learning?
- How can we modify instruction so that ALL students benefit equally

PART II. ASSESSMENT MATRICES
2022 – 2023 ASSESSMENT CALENDAR AT A GLANCE

Name of Test	Grade Levels	Subjects Tested	Testing Window/Dates
SGO Fall Assessments	K - 12	All subjects	October 3-14, 2022
SGO Spring Assessments (including Semester Courses)	K - 8	All subjects	March 13- 24, 2023
	9 - 12	All subjects	March 27-31, 2023
I-Ready #1, #.2, #.3 & #.4)	K - 9 K - 8	ELA & Math	#1 – SGO Fall Assessment October 3-14, 2022 <i>Makeup: Up to October 17, 2022</i> #2 – Winter Assessment January 17-26, 2023 <i>Makeup: Up to January 27, 2023</i> #3 – SGO Spring Assessment March 20-31, 2023 <i>Makeup: Up to March 31, 2023</i> #4 – Spring Assessment May 22, 2023 to June 1, 2023 <i>Makeup: Up to June 2, 2023</i>
Start Strong Assessment	6	Science 9:00 AM - 10:00 AM	Tuesday, September 27, 2022
Start Strong Assessment	4 & 5	ELA 9:00 AM - 10:00 AM	Tuesday, September 27, 2022
Start Strong Assessment	4 & 5	Math 11:00 AM - 12:00 Noon	Tuesday, September 27, 2022
Start Strong Assessment	6 - 8	Math, Algebra I 9:00 AM - 10:00 AM	Wednesday, September 28, 2022
Start Strong Assessment	6 - 8	ELA 11:00 AM - 12:00 Noon	Wednesday, September 28, 2022
Start Strong Assessment	9	Science 11:00 AM - 12:00 Noon	Tuesday, September 27, 2022
Start Strong Assessment	12	Science 9:00 AM - 10:00 AM	Wednesday, September 28, 2022
Start Strong Assessment	High School	Algebra I, II, Geometry 9:00 AM - 10:00 AM	Thursday, September 29, 2022
Start Strong Assessment	9 - 10	ELA 11:00 AM - 12:00 Noon	Thursday, September 29, 2022
Start Strong Assessment	Flexible Make-up (All Schools)	All Subjects	Wednesday, Sept. 28, 2022 - Friday, Sept. 30, 2022
Seal of Bi-literacy Proficiency	12	World Languages	November 2022 - February 2023
Preschool Teaching Strategies GOLD	PK 3 & 4	Literacy, Language, & Math	Collection Period I: Fall September 12- November 18, 2022 Collection: Period II: November 21 - February 3, 2023 Collection Period III: Spring February 6 - April 14, 2023 Collection Period IV: Summer April 17 - June 9, 2023

Portfolio Appeal	12	ELA & Math	<i>Waived By NJDOE (Memo Dated 8/31/22)</i>
Cycle 1	K - 12	All subjects	<i>October 31 to November 15, 2022</i>
Cycle 2 & Mid-Term Exams	K – 12	All subjects	January 20 - 30, 2023
ACCESS for ELLs 2.0	K – 12	ELL	February 6, 2023 to March 31, 2023
NJGPA Spring Administration	11	ELA & Math	Paper: March 13-17, 2023 Computer: March 13-17, 2023 Makeup: March 20-24, 2023
Cycle 3	K – 12	All subjects	March 27, 2023 to April 11, 2023
Dynamic Learning Map (DLM)	Math 3-8 & 11 Science 5-8 & 11	ELA, Math, & Science	April 3, 2023 to May 26, 2023
NJSLA Spring ELA & Math	3 – 9	ELA & Math <i>(Including ALL HS students enrolled in Algebra I, Algebra II and/or Geometry)</i>	Paper: May 1- 12, 2023 Computer: May 1- 26, 2023 Makeup: May 30-June 2, 2023
NJSLA Science	5, 8 & 11	Science	Paper: May 1- 12, 2023 Computer: May 1- 26, 2023 Makeup: May 30-June 2, 2023
Cycle 4 & Final Exams	K, 1, and 12	All subjects	June 5-9, 2023
Cycle 4 & Final Exams	2 to 11	All subjects	June 12-21, 2023
NJSLA-ELA and Math Summer Administration	9-12	ELA: 9 <i>(Including ALL HS students enrolled in Algebra I, Algebra II and/or Geometry)</i>	Paper: July 24-August 4, 2023 Computer: July 24-August 4, 2023 Makeup: July 25-August 3, 2023
NJGPA Summer Administration	11 and 12	ELA & Math	Paper: July 24 - 28, 2023 Computer: July 24 - 28, 2023 Makeup: July 31-August 4, 2023
National Assessment of Educational Progress (NAEP)	TBD (NJDOE will randomly determine grades to be tested)	TBD (NJDOE will randomly determine subjects to be tested)	TBD (State Appointed Vendors will contact school for testing dates)

*Alg. I – For grade 9 and grades 10-12 students currently enrolled in Algebra I

** Geometry & Alg. II – Students who took NJSLA Alg. I in grade 8 must take either Geometry or Alg. II

Make up Test Dates are flexible

Start Strong Assessment Notes:

Each test can be administered in approximately 45-60 minutes

All tests must be completed by Friday, September 30, 2022

Appropriate accommodations must be provided to students with IEPs

Appropriate accessibility features must be provided to ELs and General Ed students

Guidelines on Calculator use must be followed

ASSESSMENT ADMINISTRATION SCHEDULE

This schedule below applies when multiple district assessments are scheduled during the same time span to ensure that students are provided with ample time to prepare and perform at their optimal level. In addition to Day 5 serving as a make-up day for the administration of an assessment, it is also a dedicated time to provide extended time to individual students or the entire class to complete an assessment.

If a student was absent from your class for a number of days please be considerate of the fact that the student may also be scheduled to sit for other assessments. Consideration is needed to avoid over extending one or many learners with numerous assessments on the same day. Please seek clarification when circumstances such as these present themselves.

<u>PRESCHOOL ASSESSMENT DATES</u> PRESCHOOL TEACHING STRATEGIES GOLD				
	Collection Period I	Collection Period II	Collection Period III	Collection Period IV
Collection Dates	Fall September 12- November 18, 2022	Winter November 21, 2022 - February 3, 2023	Spring February 6 - April 14, 2023	Summer April 17 - June 9, 2023
Checkpoint Dates	November 17 & 18, 2022	February 2 & 3, 2023	April 13 & 14, 2023	June 8 & 9, 2023

CYCLE TEST ADMINISTRATION SCHEDULE

	ELA/ESL & Applied Tech	Math & Social Studies	Science* & Physical Ed/Health	World Languages & Art/Music	Make-up Days for all subjects
Cycle 1 (Gr K – 8)	10/31/22	11/1/22	11/2/22	11/3/22	11/4/22 & 11/14/22
Cycle 1 (Grades 9 – 12)	Day 1 & Day 2 (A-DAY & B-Day) 10/31/22 & 11/1/22	Day 1 & Day 2 (A-DAY & B-Day) 10/31/22 & 11/1/22	Day 3 & Day 4 (A-DAY & B-Day) 11/2/22 & 11/3/22	Day 3 & Day 4 (A-DAY & B-Day) 11/2/22 & 11/3/22	11/4/22 & 11/14/22
Cycle 2 (Grades K-5)	1/20/23	1/23/23	1/24/23	1/25/23	1/26/23 & 1/27/23
Mid-Term (Grades 6 – 8)	1/20/23	1/23/23	1/24/23	1/25/23	1/26/23 & 1/27/23
Mid-Term (Grades 9 – 12)	Day 1 & Day 2 (B-DAY & A-Day) 1/20/23 & 1/23/23	Day 1 & Day 2 (B-DAY & A-Day) 1/20/23 & 1/23/23	Day 3 & Day 4 (B-DAY & A-Day) 1/24/23 & 1/25/23	Day 3 & Day 4 (B-DAY & A-Day) 1/24/23 & 1/25/23	Day 5 & Day 6 (B-DAY & A-Day) 1/26/23 & 1/27/23
Cycle 3 (Grades K-8)	3/27/23	3/28/23	3/29/23	3/30/23	3/31/23 & 4/10/23
Cycle 3 (Grades 9-12)	Day 1 & Day 2 (A-DAY & B-Day) 3/27/23 & 3/28/23	Day 1 & Day 2 (A-DAY & B-Day) 3/27/23 & 3/28/23	Day 3 & Day 4 (A-DAY & B-Day) 3/29/23 & 3/30/23	Day 3 & Day 4 (A-DAY & B-Day) 3/29/23 & 3/30/23	3/31/23 & 4/10/23
Cycle 4 (Grades K-5)	6/5/23	6/6/23	6/7/23	6/8/23	Flexible Dates 6/9/23 to 6/20/23
Final Exam (Grades 6-8)	6/12/23	6/13/23	6/14/23	6/15/23	Flexible up to 6/12/23 to 6/20/23
Final Exam (Grades 9 – 12)	Day 1 & Day 2 (A-DAY & B-Day) 6/12/23 & 6/13/23	Day 1 & Day 2 (A-DAY & B-Day) 6/12/23 & 6/13/23	Day 3 & Day 4 (A-DAY & B-Day) 6/14/23 & 6/15/23	Day 3 & Day 4 (A-DAY & B-Day) 6/14/23 & 6/15/23	6/16/23 & 6/20/23

**Science: Unit tests will replace Cycle Tests Gr K –5. In addition, there will be mid-term, and final exams for grades 6 – 12.*

SCIENCE K – 5 BENCHMARK ASSESSMENT TESTING WINDOWS			
Benchmark Exam / CFA	Target Date (Assessment Window)		
Grades	K-2	3-4 (Gr 3 week window varies by grade)	5
Physical Science	November 29 to December 22, 2022	December 8, 2022 to February 3, 2023	CFA-I October 31, 2022 to November 23, 2022
Life Science	February 1 – March 9, 2023	February 27 - April 14, 2023	CFA-II January 19 - February 3, 2023
Earth/Space Science	March 30, 2023 to May 18, 2023	May 11, 2023 to June 7, 2023	CFA-III March 29, 2023 to April 28, 2023

SCIENCE 6-8 BENCHMARK ASSESSMENT TESTING WINDOWS			
Benchmark Exam	Target Date (Assessment Window)		
	6 & 7		8
Benchmark 1	October 28, 2022 to November 29, 2022	CFA-I	October 28, 2022 to November 29, 2022
Benchmark 2	January 3, 2023 to January 25, 2023	CFA-II	January 24, 2023 to February 15, 2023
Benchmark 3	February 7, 2023 to March 31, 2023	CFA-III	March 13, 2023 to April 11, 2023
Benchmark 4	June 1, 2023 to June 20, 2023		June 1, 2023 to June 20, 2023

SCIENCE HIGH SCHOOL BENCHMARK / CFA ASSESSMENT TESTING WINDOWS			
HS *3 Week Windows Vary By Subject		HS *1 Week Windows Vary By Subject	
Benchmark Exam	Target Date (assessment window)	CFA	Target Date (assessment window)
Benchmark 1	October 7, 2022 to December 22, 2022	CFA-I	October 17, 2022 to January 27, 2023
Benchmark 2	January 2, 2023 to February 15, 2023	CFA-II	January 17, 2023 to February 10, 2023
Benchmark 3	March, 2023 to May 26, 2023	CFA-III	February 13, 23 to April 28, 2023
Benchmark 4	June 1, 2023 to June 20, 2023	<i>N/A</i>	<i>N/A</i>

STUDENT GROWTH OBJECTIVE ASSESSMENT SCHEDULE

SGO TEST SUBJECT	MEDIUM	GRAD ES	FALL	WINTER	SGO	SPRING
ELA	I-Ready	K-2	10/3 & 10/4/2022	1/17- 1/18/2023	3/20 - 3/21/2023	5/22 - 5/23/2023
ELA	I-Ready	3-5	10/6 & 10/7/2022	1/19 - 1/20/2023	3/22 - 3/23/2023	5/24 - 5/25/2023
ELA	EdConnect	6-8	10/11 & 10/12/2022	1/23 - 1/24/2023	3/24 - 3/27/2023	5/26 - 5/30/2023
ELA	Edconnect	9-12	10/13 & 10/14/2022	1/25 - 1/26/2023	3/28 - 3/29/2023	5/31 - 6/1/2023
MATH	I-Ready	K-2	10/3 & 10/4/2022	1/17 - 1/18/2023	3/20 - 3/21/2023	5/22 - 5/23/2023
MATH	I-Ready	3-5	10/6/2022 & 10/7/2022	1/19 - 1/20/2023	3/22 - 3/23/2023	5/24 - 5/25/2023
MATH	I-Ready	6-8	10/11/2022 & 10/12/2022	1/23 - 1/24/2023	3/24 - 3/27/2023	5/26 - 5/30/2023
MATH	EdConnect	9-12	10/13/2022 & 10/14/2022	1/25 - 1/26/2023	3/28 - 3/29/2023	5/31- 6/1/2023
SOCIAL STUDIES	N/A	K-2	N/A	N/A	N/A	N/A
SOCIAL STUDIES	Paper-Based	3-5	10/6 & 10/7/2022	1/19 - 1/20/2023	3/22 - 3/23/2023	5/24 - 5/25/2023
SOCIAL STUDIES	Paper-Based	6-8	10/11 & 10/12/2022	1/23 - 1/24/2023	3/24 - 3/27/2023	5/26/23 to 5/30/23
SOCIAL STUDIES	Paper-Based	9-12	10/13 & 10/14/2022	1/25 - 1/26/2023	3/28 - 3/29/2023	5/31 - 6/1/2023
SCIENCE		K-2	N/A	N/A	N/A	N/A
SCIENCE	EdConnect	3-5	10/6 & 10/7/2022	1/19 - 1/20/2023	3/22 - 3/23/2023	5/22 - 5/25/2023
SCIENCE	EdConnect	6-8	10/11 & 10/12/2022	1/23 - 1/24/2023	3/24 - 3/27/2023	5/26 - 5/30/2023
SCIENCE	EdConnect	9-12	10/13 & 10/14/2022	1/25 - 1/26/2023	3/28 - 3/29/2023	5/31- 6/1/2023
ALL OTHER SUBJECTS	Flexible	K-12	10/3 & 10/14/2022	1/17 - 1/26/2023	3/20 - 3/29/2023	5/31 - 6/2/2023

NOTE: Please be advised that the grades 9-12 (High School) schedule for SGO, other than ELA, will be starting on April 24, 2023.

NJDOE ASSESSMENT SCHEDULE						
TEST	SUBJECT	MEDIUM	GRADES	DATE	TIME	TYPE
Start Strong	ELA	Online/Paper	4 & 5	9/27/22	11:00 AM to 12:00 Noon	Regular
Start Strong	ELA	Online/Paper	6, 7, 8	9/28/22	11:00 AM to 12:00 Noon	Regular
Start Strong	ELA	Online/Paper	9 & 10	9/29/22	11:00 AM to 12:00 Noon	Regular
Start Strong	Math	Online/Paper	4 & 5	9/27/22	9:00 AM to 10:00 AM	Regular
Start Strong	Math	Online/Paper	6, 7, 8, Algebra I	9/28/22	9:00 AM to 10:00 AM	Regular
Start Strong	Math	Online/Paper	Algebra I & II Geometry	9/29/22	9:00 AM to 10:00 AM	Regular
Start Strong	Science	Online/Paper	6	9/27/23	9:00 AM to 10:00 AM	Regular
Start Strong	Science	Online/Paper	9	9/27/23	11:00 AM to 12:00 Noon	Regular
Start Strong	Science	Online/Paper	12	9/28/23	9:00 AM to 10:00 AM	Regular
Start Strong	ELA/Math /Science	Online/Paper	4 to 12	9/28/23 to 9/30/22	Flexible	Makeup

Start Strong Note

- Each test can be administered in approximately 45-60 minutes
- All tests must be completed by Friday, September 30, 2022
- Appropriate accommodations must be provided to students with IEPs
- Appropriate accessibility features must be provided to ELs and General Ed students
- Guidelines on Calculator use must be followed

NJSLA SPRING 2023 & MAKEUP SCHEDULE						
TEST	SUBJECT	MEDIUM	GRADES	DATE	TIME	TYPE
NJSLA	ELA	Paper/Online	3 & 6	5/1- 5/5/2023	8:30 - 10:30 AM	Regular
NJSLA	Math	Paper/Online	4, 7, & <i>Algebra 1</i>	5/1-5/5/2023	8:30 to 10:30 AM	Regular
NJSLA	Math	Paper/Online	5, 8, & <i>Geometry</i>	5/1-5/5/2023	8:30 to 10:30 AM	Regular
NJSLA	ELA	Paper/Online	4, 7, & <i>English 9</i>	5/8-5/12/2023	8:30 to 10:30 AM	Regular
NJSLA	ELA	Paper/Online	5 & 8	5/8-5/12/2023	8:30 to 10:30 AM	Regular
NJSLA	Math	Paper/Online	3, 6, & <i>Algebra 2</i>	5/8-5/12/2023	8:30 to 10:30 AM	Regular
NJSLA	Science	Paper Online	5 & 8	5/1-5/12/2023 5/15-5/19/2023	8:30 to 10:30 AM	Regular
NJSLA	Science	Online	11	5/15- 5/19/23	8:30 to 10:30 AM	Regular

Note: Flexible Makeup Date Up To May 31, 2023

PART III. SCORING & ANALYZING ASSESSMENTS

WHO SCORES THE ASSESSMENTS?

- CLASSROOM: Scoring of tests will be done by the teachers. However, students do score tests to correct misconceptions and to learn from one another
- District: Scoring of all tests will be done by the teachers
- STATE: Scoring of all mandated tests will be done by the testing vendor
- Electronic scoring will be available for assessments administered electronically

WHY ANALYZE THE ASSESSMENT RESULTS?

- Inform decisions about improving classroom instruction
- Provide feedback to students on academic progress
- Inform parents of student performance
- Organize school-wide learning support program
- Validate student and teacher efforts to improve
- Guide professional development
- Promote accountability

WHO SHOULD BE INVOLVED IN ANALYZING THE ASSESSMENT DATA?

EVERYONE!!!

- Classroom: Teachers and students
- School: Teachers, Data Teams, Assistant Principals, and Principals
- District: Supervisors, Directors, Assistant Superintendent, and Superintendent

WHAT ARE THE GUIDELINES FOR USING ASSESSMENT DATA?

- Use data to drive decisions and set goals
- Use data to target interventions to address the needs of all students
- Use data continuously in collaborative teams to make improvement
- Use data to support instructional initiatives
- Use data to monitor progress
- Use data to provide meaningful professional development

WHAT QUESTIONS SHOULD WE ASK WHEN ANALYZING THE ASSESSMENT DATA

- Does this piece of work show mastery?
- In what areas are students doing particularly well?
- What are the patterns of weakness?
- What can be done to address the weak areas?
- Which content areas still need improvement?
- What are the areas of greatest potential growth?
- What student groups need the most assistance?

HOW OFTEN SHOULD WE MEET TO REVIEW DATA?

- Daily/Weekly – during common planning periods
- Weekly – to assess progress against unit assessments/benchmarks
- Monthly – to discuss instructional goals and data
- Quarterly – to assess data from the prior marking periods, set benchmarks and develop action plans for the next marking period

SHOULD STUDENTS BE INVOLVED?

- Allow students to continually assess and improve the quality of their work through the use of:
 - Exemplars/Models
 - Reflections
 - Critiques
 - Rubrics

Part IV. DATA ANALYSIS PROTOCOL

WHY USE ASSESSMENT DATA?

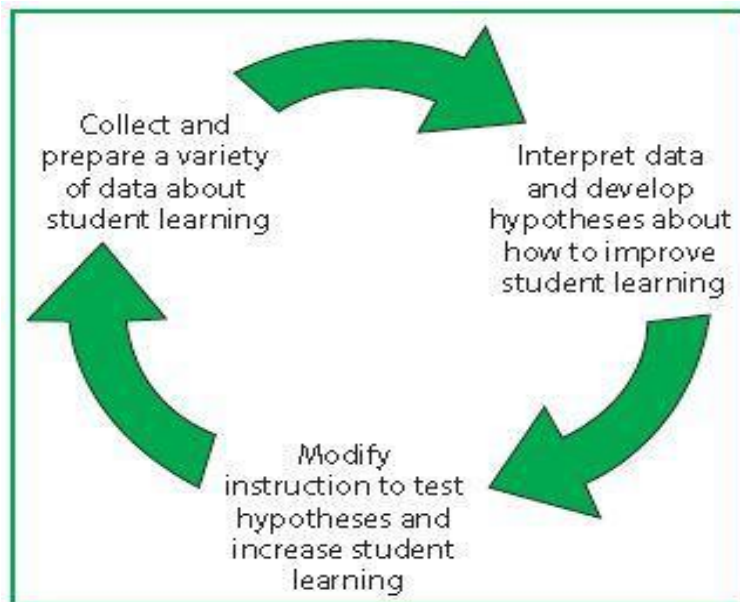
The assessment data is used to monitor student progress, determine whether students are mastering the standards, and adjust instruction to meet the diverse needs of students. The use of assessment reflects instructional components of the Danielson Framework for teaching:

- Domain 1e: Designing coherent instruction
- Domain 1f: Designing student assessments
- Domain 3d: Using assessment in instruction
- Domain 4a: Reflecting on teaching
- Domain 4b: Maintaining accurate records.

REFLECTION PROTOCOL

- What trends do you find in the data?
- To what would you attribute the results?
- What questions come to mind when you review the data?
- What recommendations would you make to improve student performance?

AN EFFECTIVE DATA-USE MODEL



Source: <http://ies.ed.gov/ncee> and <http://ies.ed.gov/ncee/wwc/publications/practiceguides>

INGREDIENTS NEEDED FOR DATA-USE MODEL

- Capacity to design and implement aligned common assessments (weekly / bi-weekly basis)
- Capacity to quickly and easily access student performance data
- Ability to meet as a team to discuss student performance citing data from assessments for improvement purposes
- Capacity to monitor student learning during and immediately following instruction

EFFECTIVE DATA USE

- Data Trend Analysis...
 - Is a daily practice
 - Informs interventions
 - Informs lesson planning
 - Increases student learning
- You'll know this is happening when...
 - Reflection forms are completed
 - Instructional practices are addressed
 - Gradebook reflects student achievement

DATA EXAMINATION

Using the available data, identify at least 2-3 demonstrated strengths and weaknesses for this assessment. Write a brief description of the standards mastered and not mastered. Then list the trends and outliers highlighted by the data. For each standard, answer-- Why are these students struggling with this concept? What are the key underlying or precursor concepts they do not understand? What skills and strategies do the students need?

What are the top 2-3 positive trends in the data?		What are the top 2-3 trends in the data that need clarity?	
Standard & Number of Items	Skills being assessed & Precursory Skills	Trends & Outliers	What teaching objectives need to be examined to improve student understanding and teacher instruction?

REFLECTION AND NEXT STEPS

- I have discussed the results during lesson planning with...
- In order to effectively differentiate instruction, I need to...
- The following changes in teaching strategies are indicated...
- What other opportunities will students have to demonstrate mastery of these skills?
- Based on patterns in my classes' results, I might need some professional development or mentoring on...
- In order to provide students with more ownership for their learning based on benchmark assessments, I will...

COMPONENTS OF EFFECTIVE USE OF DATA

- Align assessments to standards
- Monitor student performance to identify strengths and challenges
- Adjust instruction to meet the diverse needs of students
- Ensure that students master the standards
- Plan for improvement
- Ascertain student learning
- Confirm increase in student achievement

PLAN FOR SMALL GROUPS

Create small groups to address the diverse needs of students. The plan for each standard should include how this concept will be re-taught/reinforced through multiple classroom routines and structures. (i.e., Do now, explicit teaching, think-pair-share, Kagan strategies, independent practice, computers, graphic organizers, homework, centers, 4 corners, parking lots, anchor charts, guided reading, cognitive apprenticeship, etc., and any necessary resources.

	(Group Name - 1)	(Group Name - 2)	(Group Name - 3)
<u>Standard 1</u>			
<u>Standard 2</u>			
<u>Standard 3</u>			

DATA ANALYSIS REFLECTION FORM

What trends do you find in the data?	To what would you attribute the results?
What questions come to mind when you review the data?	What recommendations would you make to improve student performance?

Name of Person/Committee _____

Date: _____

*Please answer the four questions on this reflection form after every assessment to enhance your practice and ultimately improve student achievement. This form is for staff reflection only.

Part V. ADMINISTRATORS' STUDENT GROWTH OBJECTIVE (SGO) MATRIX

SGO MATRIX FOR 2022-2023				
DISCIPLINE	GRADES K -2	GRADES 3 - 5	GRADES 6 – 8*	GRADES 9-12*
ELA	Principal Ms. Davis	Principal Ms. Davis	Principal Dr. Doherty	Principal Dr. Doherty
Math	Principal Ms. Taylor	Principal Ms. Taylor	Principal Ms. Shumayeva	Principal Ms. Shumayeva
Science & Intellectually Gifted	Principal Mr. Severs	Principal Mr. Severs	Principal Mr. Severs	Principal Mr. Severs
Social Studies	Principal Ms. Steele-Hunter	Principal Ms. Steele-Hunter	Principal Ms. Steele-Hunter	Principal Ms. Steele-Hunter
PE & Health	Principal Dr. Taylor/Ms. Cotton	Principal Dr. Taylor/Ms. Cotton	Principal Dr. Taylor/Ms. Cotton	Principal Dr. Taylor/Ms. Cotton
Art & Music	Principal Ms. Harte	Principal Ms. Harte	Principal Ms. Harte	Principal Ms. Harte
Media, Applied Tech. & Tech. Coaches	Principal Mr. Amberg Mr. Walton	Principal Mr. Amberg Mr. Walton	Principal Mr. Amberg Mr. Walton	Principal Mr. Amberg Mr. Walton
ESL & Bilingual & World Language	Principal Dr. Ruiz Dr. Perkins	Principal Dr. Ruiz Dr. Perkins	Principal Dr. Ruiz Dr. Perkins	Principal Dr. Ruiz Dr. Perkins
Self-Contained & Resource Room & CST/Speech & Inclusion	Principal Dr. Crooks Ms. Dumarsais	Principal Dr. Crooks Ms. Dumarsais	Principal Dr. Crooks Ms. Dumarsais	Principal Dr. Crooks Ms. Dumarsais
Guidance / HSSC	Principal Ms. Pettiford	Principal Ms. Pettiford	Principal Ms. Pettiford	Principal Ms. Pettiford
Augusta & Early Childhood	Principal Ms. Moreland Ms. Varsalona	Principal Ms. Moreland Ms. Varsalona	Principal Ms. Moreland Ms. Varsalona	Principal Ms. Moreland Ms. Varsalona

Note: Supervisors and Directors will review ALL SGOs

STUDENT GROWTH OBJECTIVE (SGO) ASSESSMENTS					
SGO YEAR AT A GLAN SCHEDULE					
SGO TEST SUBJECT	GRADES	FALL	WINTER	SGO	SPRING
ELA	3-8	10/3 - 10/14/2022	1/17 - 1/26/2023	3/20 - 3/31/2023	5/22 - 6/1/2023
ELA	9-12	10/3 - 10/14/2022	1/17 - 1/26/2023	3/20 - 3/31/2023	5/22 - 6/1/2023
MATH	K-8	10/3 - 10/14/2022	1/17 - 1/26/2023	3/20 - 3/31/2023	5/22 - 6/1/2023
MATH	9-12	10/3 - 10/14/2022	1/17 - 1/26/2023	3/20 - 3/31/2023	5/22 - 6/1/2023
SOCIAL STUDIES	K-12	10/3 - 10/14/2022	1/17 - 1/26/2023	3/20 - 3/31/2023	5/22 - 6/1/2023
SCIENCE	K-12	10/3 - 10/14/2022	1/17 - 1/26/2023	3/20 - 3/31/2023	5/22 - 6/1/2023
ALL OTHER SUBJECTS	K-12	10/3 - 10/14/2022	1/17 - 1/26/2023	3/20 - 3/31/2023	5/22 - 6/1/2023

SGO TIMELINES

- The Fall SGO Assessment must be given during the week of according to the time frames listed on the Assessment Handbook
- SGO Window begins: **October 17, 2022**
- SGO Window ends: **March 31, 2023**
- The Spring SGO Assessment must be given during the week of **March 27, 2023 for ELA K-12, Mathematics K-8, and semester courses. The SGO assessments for other content areas K-8 will be March 20, 2023. In addition, assessments will begin for all other content areas (9-12) on April 24, 2023.**
 - o Refer to the Assessment Handbook.
- Total number of school days during the SGO window is **106**
- **(October 17, 2022 – March 31, 2023).**
- If a student is enrolled at least 60% of the days during the SGO window, he/she will be counted in the teacher's SGO. This equates to **64** school days present during the SGO window of **October 17, 2022 through March 31, 2023 (106 total school days).**

- **At the request of a teacher**, a student who has maintained less than a **60%** attendance rate during the SGO window can be considered for removal from the SGO end of the year calculation if the teacher has provided supporting documentation indicating that he/she has made attempts to contact the parents, met with guidance, met with the attendance secretary, etc. regarding the student's attendance. **If documentation is not provided, the student is to remain on the teacher's SGO.**
- If a student enters your class after **December 18, 2022**, he/she cannot be placed on your SGO.
- If a student enters your class **before December 18, 2022**, he/she must be added to your SGO data and provided with the same timeframe to determine their markers for future success (18 days or 9 days A/B schedule).
- A discussion at the mid-year conferences and final SGO conferences must be held in reference to the students added to your SGO data after **October 28, 2022** and up until **December 18, 2022**.
- If a student did not take the Spring SGO assessment and does not take it by **April 20, 2023 (K-8) and April 28, 2023 (9-12)**, the student will be removed from the SGO end of the year calculation.
- The teacher is encouraged to discuss students of concern during the SGO mid-year and end of the year meetings.
- Any teacher whose first day of teaching is after **December 1, 2022** will not receive an SGO.
- Anyone who begins work between **October 28, 2022** through **December 1, 2022** may adjust their SGOs by moving students between preparedness groups, with the approval of and a discussion with the principal at the mid-year check-in (**February 15, 2023**).

FALL SGO ASSESSMENT SUBMISSIONS AND GUIDELINES

- All Fall SGO assessments must be administered even if a substitute teacher is assigned to the class.
- The due date for all certificated staff to submit their Fall SGOs to their administrators for review is **October 12, 2022**.
- All administrators are required to review the SGOs and give feedback to all certificated staff by **October 17, 2022**.
- The due date for all final SGO submissions by all certificated staff to their principals (or designee) for review and signature is **October 24, 2022**.
- The Principal is required to read, review, and sign-off on the SGOs created by each certificated staff member in his or her school by **October 28, 2022**.

MID-COURSE SGO CHECK-IN PROCEDURES

- SGO adjustments may be made with the approval of the building principal by **February 15, 2023**. The following is a non-exhaustive list of situations that may warrant adjusting SGOs:
 - A discussion of student chronic absenteeism
 - The teacher's schedule or assignment has changed significantly
 - Class compositions have changed significantly
 - An unusual event in the classroom, school, or district has occurred that significantly interrupts student learning, e.g. changed grade levels.
 - The teacher has an extended leave of absence
 - The teacher began employment after **October 28, 2022**.
- Supervisors should work with teachers to review and revise SGOs at department meetings, ensuring that SGO targets remain ambitious and achievable. Ensure all questions are answered and data is provided to support the adjustment of the SGO.

MID-YEAR CONFERENCES TIMELINE

- January 20, 2023: Teachers are provided with the Mid-Course Check-in form.
- February 6-15, 2023: SGO Teacher & Principal meetings are held as necessary.
- February 15, 2023: All mid-course approvals are officially signed by the principal and teacher and filed in the SGO binder/file.

FINAL SGO CONFERENCES

- Week of March 27, 2023: SGO Spring ELA Assessments are administered (K-12), Mathematics (K-8), and semester courses.
- Week of March 20, 2023: SGO Spring Assessments for other content areas are administered (K-8)
- Week of April 24, 2023: SGO Spring Assessments for all content areas are administered (9-12). The principal and teacher conduct the annual SGO conference to review results, discuss and determine SGO scores, and officially sign SGOs. Directors and supervisors will assist as indicated in the Assessment handbook.
- May 5, 2023: The SGO process for the 2022-2023 school year is completed.

SGO TIMELINES ADDENDUM

Semester One (10/3/2022-1/27/2023)

(TEACHERS TEACHING SEMESTER COURSES, AND ART AND MUSIC TEACHERS AT THURGOOD MARSHALL & MADISON AVENUE SCHOOLS)

- The Fall SGO Assessment must be given during the week of **October 3 to 14, 2023**.
- SGO Window begins: **October 17, 2022**
- SGO Window ends: **January 23, 2023**
- The Final SGO Assessment must be given during the week of **January 23 to 27, 2023**.
- Total number of school days during the SGO window is **60**.
 - o **(October 17, 2022 – January 23, 2023)**
- If a student is enrolled at least 60% of the days during the SGO window, he/she will be counted in the teacher's SGO. This equates to **36** number of school days present during the SGO window of **October 17, 2022** through **January 23, 2023**.
- The teacher must be present 70% of the days (**42 days**) during the SGO window in order to receive a score.
- At the request of a teacher, a student who has maintained less than a 60% attendance rate during the SGO window can be considered for removal from the SGO end of the year calculation if the teacher has provided supporting documentation indicating that he/she has made attempts to contact the parents, met with guidance, met with the attendance secretary, etc. regarding the student's attendance.
- If documentation is not provided, the student is to remain on the teacher's SGO.
 - o If a student enters a class after **December 5, 2022**, he/she cannot be placed on the SGO.
 - o If a student enters a class after **October 17, 2022** but before **December 3, 2022**, he/she must be added to the SGO data.

FALL SGO ASSESSMENT SUBMISSIONS AND GUIDELINES

- All Fall SGO assessments must be administered even if a substitute teacher is assigned to the class.
- The due date for all certified staff to submit their Fall SGOs to their administrators for review is **October 17, 2022**.
- All administrators are required to review the SGOs and give feedback to all certificated staff by **October 24, 2022**.
- The due date for all final SGO submissions by all certificated staff to their principals (or designee) for review and signature is **October 24, 2022**.
- The Principal is required to read, review, and sign-off on the SGOs created by each certificated staff member in his or her school by **October 28, 2022**.

There Will Be No Mid-Year Conferences

Final Semester One Conference

- Week of **January 4, 2022**: The SGO assessments are administered.
- Week of **January 19-22, 2022**: The principal and teacher conduct the annual SGO conference to review results, discuss and determine SGO scores, and officially sign SGOs.
- **January 29, 2022**: The SGO process for the 2022-2023 semester one cycle is complete.

SGO TIMELINES ADDENDUM **Semester Two (2/1/2022 – 6/23/2023)**

(TEACHERS TEACHING SEMESTER COURSES, AND ART AND MUSIC TEACHERS AT THURGOOD MARSHALL & MADISON AVENUE SCHOOLS)

- Teachers in this category should have completed their SGO during the Semester one at their respective schools). However, if a new teacher is hired for semester two, such staff must complete SGO and follow the schedule stated below:
- SGO Window begins: **March 13, 2023**
- The SGO Assessment must be given during the week of: **March 13, 2023**.
- SGO Window ends: **June 12, 2023**
- The Spring SGO Assessment must be given during the week of **June 12, 2023**.
- Total number of school days during the SGO window is **60: March 13, 2023- June 12, 2023**
- If a student is enrolled at least 60% of the days during the SGO window, he/she will be counted in the teacher's SGO. This equates to **36** number of school days present during the SGO window of **March 13, 2023- May 2, 2023**.
- The teacher must be present 70% of the days (**42** days) during the SGO window in order to receive a score.
- **At the request of a teacher**, a student who has maintained less than a 60% attendance rate during the SGO window can be considered for removal from the SGO end of the year calculation if the teacher has provided supporting documentation indicating that he/she has made attempts to contact the parents, met with guidance, met with the attendance secretary, etc. regarding the student's attendance.
- **If documentation is not provided, the student is to remain on the teacher's SGO.**
If a student enters a class after **May 2, 2023**, he/she cannot be placed on the SGO.
If a student enters a class after **February 13, 2023** but before **May 2, 2023**, he/she must be added to the SGO data.

SPRING SGO ASSESSMENT SUBMISSIONS AND GUIDELINES

- All SGO assessments must be administered even if a substitute teacher is assigned to the class.
- The due date for all certified staff to submit their SGOs to their administrators for review is **March 16, 2023**.

- All administrators are required to review the SGOs and give feedback to all certificated staff by **March 22, 2023**.
- The due date for all final SGO submissions by all certificated staff to their principals (or designee) for review and signature is **March 28, 2022**.
- The Principal is required to read, review, and sign-off on the SGOs created by each certificated staff member in his or her school by **March 31, 2023**.

THERE WILL BE NO MID-YEAR CONFERENCES
Final Semester Two Conference

- Week of **June 17, 2023**: SGO Spring assessments are administered.
- Week of **June 12, 2023**: The principal and teacher conduct the annual SGO conference to review results, discuss and determine SGO scores, and officially sign SGOs.
- **June 23, 2023**: The SGO process for the 2022-2023 Semester Two cycle is complete.

PART VI: THE STATE ASSESSMENTS

- **Start Strong Fall 2022 is intended to...**
 - o Produce valuable tools for teachers, parents, and schools in real time
 - o Assist teachers, schools, and districts the flexibility to address students' unique needs at the beginning of the school year
 - o Provide longitudinal data to teachers, parents, and schools
 - o Complement existing efforts to gather standards-based (local benchmarks, writing samples, assignments, homework, etc) at the beginning of the school year

- **Start Strong Fall 2022 is not intended to...**
 - o Replace local standards-based benchmark assessments districts may already have in place.
 - o Replace the New Jersey Student Learning Assessments (NJSLA) statewide summative assessments.

- **New Jersey Student Learning Assessments (NJSLA)** replaced PARCC and it is the state assessments to measure student achievement in English language Arts (ELA)/Literacy and Mathematics based on standards for grades 3-8 and high school. The State has reduced the amount of time allowed for each test; as well as eliminating some tests at the high school level.

- **New Jersey Student Learning Assessment – Science (NJSLA-S)** – This is a comprehensive Science assessment for grades 5, 8, and 11

- **New Jersey Graduation Proficiency Assessment in Grade 11.** The assessment will be aligned to NJSLA for grade 10 ELA and NJSLA for Algebra I and Geometry. The assessment format will be familiar to students and educators, as it will be delivered on the same platform students are using for the current New Jersey Student Learning Assessments (NJSLA). If, after completing the New Jersey Graduation Proficiency Assessment, a student does not demonstrate proficiency on the ELA or Mathematics section, the student may take the following steps:
 - Retake the New Jersey Graduation Proficiency Assessment in the following summer or the following fall. A district must offer remediation and support to prepare the student to retake the assessment;
 - Meet a designated cut score from the same menu of alternative assessments as the class of 2022;or
 - Complete a portfolio appeal.

- **Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs 2.0)** – English Language Proficiency Tests for grades K – 12

- **National Assessment of Educational Progress (NAEP)** – Schools, subjects and students are randomly selected each year by NJDOE.

- **Dynamic Learning Maps (DLM)** is the new Alternate Proficiency Assessments (APA) for grades 3- 11 in ELA, Math, and Science

- **Alternate Proficiency Assessments in Science** is a portfolio assessment for students who have severe cognitive challenges.

TESTING IRREGULARITIES

- An educator shall administer all assessments fairly and ethically.
- Unethical conduct includes but is not limited to:
 - o Committing any act that breaches Test Security; and
 - o Compromising the integrity of the assessment
- An irregularity is any act that compromises the integrity of the test. Therefore, it is the responsibility of every staff to report irregularity as soon as he/she becomes aware of it to appropriate person(s).

EXAMPLES OF TESTING IRREGULARITIES

- Failure to provide appropriate testing accommodations
- Failure to follow administration directions for the test
- Assisting students with answers during the test session
- Reading the test booklet except when used as an accommodation
- Verbal communication of test content
- Student cheating (e.g. using electronic device (e.g. cell phone) to copy, send, and/or share answers or test information)
- Other examples as specified in the Test Administration Manual

CONSEQUENCES FOR SECURITY BREACHES

- Financial consequences for the district
- Professional consequences for staff
- Disciplinary consequences for students

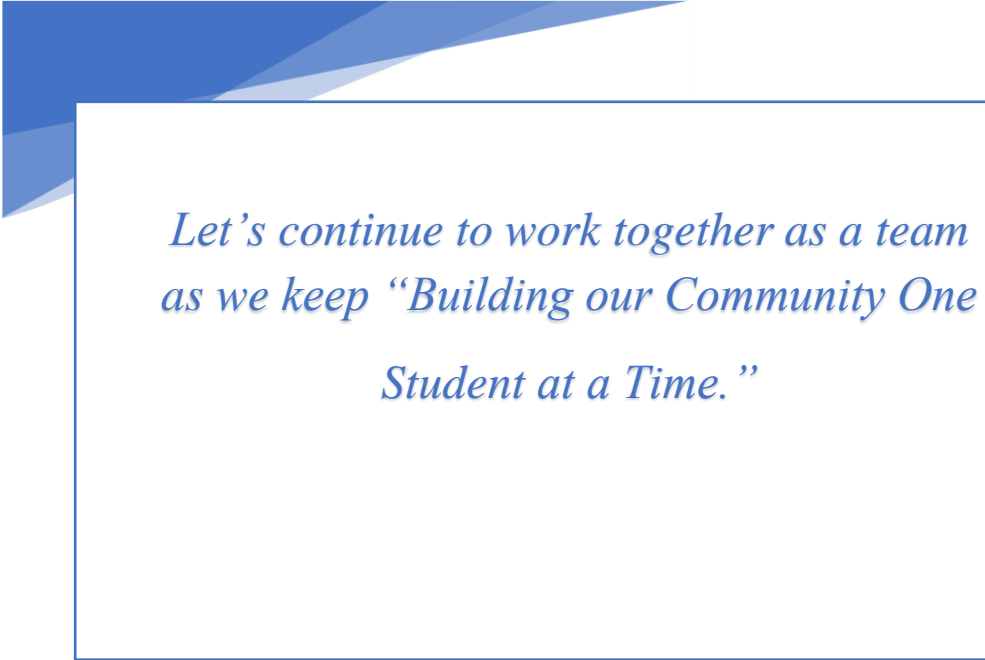
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PART VII: APPENDIX

Refer to the Achieve NJ Student Growth Objectives Developing and Using Practical Measures of Student Learning in the OnCourse Lesson Planner.



*Let's continue to work together as a team
as we keep "Building our Community One
Student at a Time."*