2021 ACCESS FOR ELLS

2021 ACCESS for ELLs
% Proficient
About the average of 2019 and 2020

14.3%  18.6%  16.5%
ESL FACTS

380 Students who completed 2021 ACCESS for ELLs

95% The participation rate, even though many students opted for remote instruction at the time of testing

50 Students who exited from our ESL program this year

388 Students currently receiving ESL services with

20 ESL teachers expected by December 2021
The participation rate, even though many students opted for remote instruction at the time of testing is 87%.
The COVID-19 pandemic clearly had an impact on SAT participation for the Class of 2021 as test administrations were cancelled and colleges waived the requirement for the application.
EAST SAT – SCALE SCORES

East SAT Reading and Math higher than last year’s cohort

Class of 2017: Reading 601, Math 610
Class of 2018: Reading 592, Math 599
Class of 2019: Reading 612, Math 633
Class of 2020: Reading 594, Math 600
Class of 2021: Reading 601, Math 616
Sizeable drop for West Class of 2021 participating in the SATs

The COVID-19 pandemic clearly had an impact on SAT participation for the Class of 2021 as test administrations were cancelled and colleges waived the requirement for the application.
West SAT Reading and Math at or above last year’s cohort

Class of 2017: Reading 553, Math 556
Class of 2018: Reading 546, Math 539
Class of 2019: Reading 553, Math 559
Class of 2020: Reading 538, Math 524
Class of 2021: Reading 542, Math 524
The COVID-19 pandemic clearly had an impact on PSAT participation as Cherry Hill students were participating in remote only instruction and students needed to be bused in to take the test.

East % of grade 10 and 11 students taking the PSAT dropped considerably in 20-21
EAST PSAT – SCALE SCORES

East PSAT Reading and Math higher this year than last year

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-17</td>
<td>536</td>
<td>543</td>
</tr>
<tr>
<td>17-18</td>
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<td>18-19</td>
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<td>520</td>
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<tr>
<td>20-21</td>
<td>550</td>
<td>527</td>
</tr>
</tbody>
</table>
The COVID-19 pandemic clearly had an impact on PSAT participation as Cherry Hill students were participating in remote only instruction and students needed to be bused in to take the test.
West PSAT Reading and Math higher this year than last year.
FALL 2021 START STRONG TESTING PREVIEW

• Developed in response to disruption in education caused by the pandemic and was designed specifically to inform instruction

• Provide schools and with the opportunity to assess students’ unique needs at the beginning of the school year.

• Testing window September 27-October 22, 2021

• Based on a subset of prioritized prior-year academic standards

• 60 minutes per content area
  • ELA: Grades 4-10
  • Math: Grades 4-8, Algebra I, Geometry, Algebra II
  • Science: Grades 6, 9, 12
HOW WILL START STRONG INFORM INSTRUCTION GOING FORWARD?

- Start Strong testing provided teachers with almost instant access to their students’ results, including:
  - Three support levels:
    - Strong Support May Be Needed
    - Some Support May Be Needed
    - Less Support May Be Needed
  - Access to the questions asked, how the student responded, and the correct answer
  - Results by Question for their students
CURRICULUM AND INSTRUCTIONAL PLANNING

**Teachers**
- Establish supports and interventions for students based on Start Strong data
  - PLC Meetings with teachers and principals
- Focus instructional planning time on analysis of data to enhance student engagement and learning
  - Creating I/E groups to target instruction

**Administrators**
- Use problem-solving teams to provide data-driven decision making that promotes positive student outcomes
  - Level Meetings with Principals
  - Carusi example
- Allocate time and resources to instructional planning and PLCs
- Determining use of ESSER II Funds
EXAMPLE PLANNING QUESTIONS:

- Does the data indicate common areas of strength or learning needs for our students?
- What can and can’t the data tell us about the needs of our students?
- What other data might we use to verify the outcomes of the Start Strong data?
- What common formative assessment(s) might help us understand more about student learning needs in relation to this data?
- What does the data tell us about the need for differentiating classroom instruction?
• Individual Student Reports (ISRs) become available to the district electronically November 29, 2021
• Summary results will be become available to the district electronically December 6, 2021
• ISRs Posted to Genesis the week of December 13, 2021
QUESTIONS