Start Strong:
Fall 2021 Administrations

Oradell Public School
January 26, 2022

Presentation of Standardized Test Results and Next Steps

Oradell Public School

Start Strong Assessment Overview

Start Strong Fall 2021 assessments:

Served as an additional resource for identifying areas of strength and areas to grow.

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

Was designed based on the priority content standards for the grade level students completed in June 2021.

Used **released** high-quality items from the NJSLA item bank.

Only utilized multiple choice questions to allow for on-demand reporting.

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 in SY 2021 - 2022	Content of the Assessment
English Language Arts (ELA)	• Grade 4 • Grade 5 • Grade 6	• Grade 3 • Grade 4 • Grade 5
Mathematics	• Grade 4 • Grade 5 • Grade 6	• Grade 3 • Grade 4 • Grade 5
Science	• Grade 6	• Grades 3–5

Important Guidance Provided by the NJDOE

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. Data should be used for formative and not summative purposes.

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.

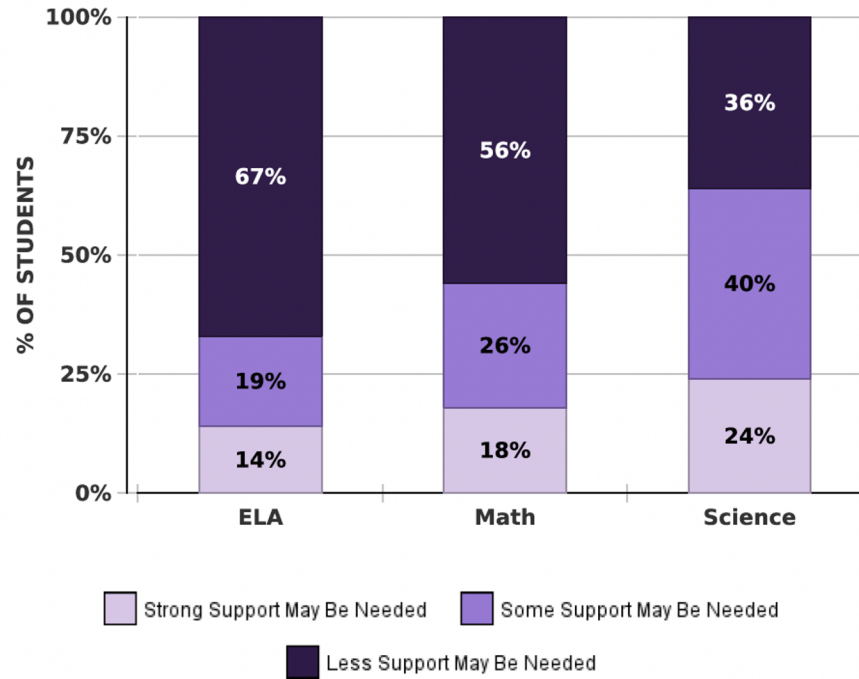# Support Level Reports

Organization Name
ORADELL PUBLIC SCHOOL
(033870-050)

Administration
Start Strong Fall 2021

Grade
Grade 4, Grade 5, Grade 6, Grade
7, Grade 8, Grade 9, Grade 10,
Grade 12, Algebra I, Algebra II,
Geometry

Produced on 12/2/2021

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Support Level Reports

Organization Name
ORADELL PUBLIC SCHOOL
(033870-050)

Administration
Start Strong Fall 2021

Grade
Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 12, Algebra I, Algebra II, Geometry

Organization Name	Subject	Strong Support May Be Needed	Some Support May Be Needed	Less Support May Be Needed
ORADELL PUBLIC SCHOOL	ELA	46 14%	64 19%	220 67%
ORADELL PUBLIC SCHOOL	Math	59 18%	86 26%	185 56%
ORADELL PUBLIC SCHOOL	Science	26 24%	44 40%	40 36%

Gender	ELA	Math	Science
Female	13% 16% 71%	17% 28% 55%	33% 35% 33%
Male	15% 22% 64%	18% 24% 57%	16% 45% 40%

Ethnicity	ELA	Math	Science
American Indian / Alaska Native	0% 0% 100%	0% 0% 100%	No Data
Asian	4% 14% 83%	4% 11% 85%	8% 40% 52%
Black / African American	0% 100% 0%	0% 0% 100%	No Data

Strong Support May Be Needed   Some Support May Be Needed   Less Support May Be Needed

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Support Level Reports

Organization Name
ORADELL PUBLIC SCHOOL
(033870-050)

Administration
Start Strong Fall 2021

Grade
Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 12, Algebra I, Algebra II, Geometry

Ethnicity	ELA	Math	Science
Hispanic or Latino	29% 19% 52%	52% 29% 19%	43% 36% 21%
Native Hawaiian / Other Pacific Islander	0% 0% 100%	0% 0% 100%	No Data
White	16% 22% 63%	19% 32% 49%	27% 40% 33%
Two or More Races	14% 14% 71%	14% 14% 71%	0% 50% 50%

Students with Disabilities	ELA	Math	Science
IEP	35% 30% 35%	53% 26% 21%	62% 33% 5%
504	36% 7% 57%	29% 29% 43%	50% 25% 25%

English Language Learner	ELA	Math	Science
Current EL	63% 25% 13%	63% 38% 0%	33% 67% 0%

Strong Support May Be Needed   Some Support May Be Needed

Less Support May Be Needed

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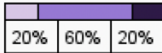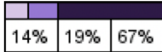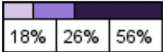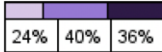# Support Level Reports

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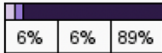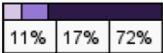
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Start Strong Fall 2021

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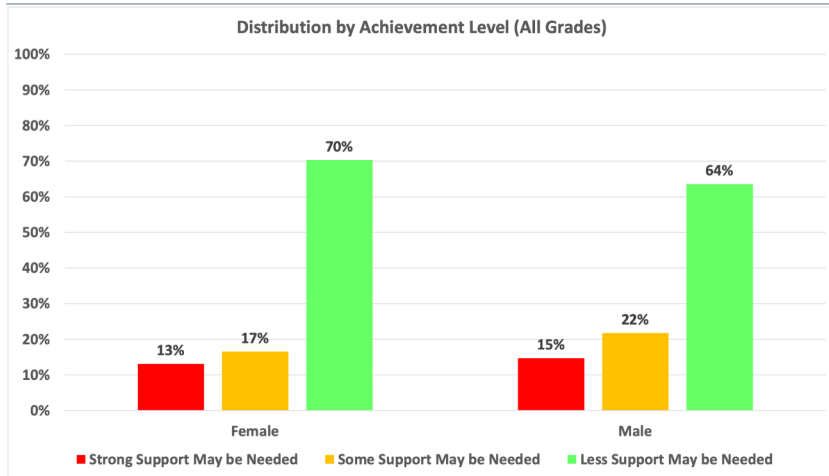Grade 12, Algebra I, Algebra II,
Geometry

English Language Learner	ELA	Math	Science
Former EL	6% 6% 89%	11% 17% 72%	20% 60% 20%

Other Demographics	ELA	Math	Science
Non-Economically Disadvantaged	14% 19% 67%	18% 26% 56%	24% 40% 36%

Strong Support May Be Needed   Some Support May Be Needed

Less Support May Be Needed

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District Analysis
Another Look at Gender

Language Arts

Distribution by Achievement Level (All Grades)

Female: Strong Support May be Needed 13%, Some Support May be Needed 17%, Less Support May be Needed 70%

Male: Strong Support May be Needed 15%, Some Support May be Needed 22%, Less Support May be Needed 64%

Mathematics

Distribution by Achievement Level (All Grades)

Female: Strong Support May be Needed 17%, Some Support May be Needed 28%, Less Support May be Needed 55%

Male: Strong Support May be Needed 19%, Some Support May be Needed 24%, Less Support May be Needed 57%

Science

Distribution by Achievement Level (G6)

Female: Strong Support May be Needed 33%, Some Support May be Needed 35%, Less Support May be Needed 33%

Male: Strong Support May be Needed 16%, Some Support May be Needed 45%, Less Support May be Needed 40%
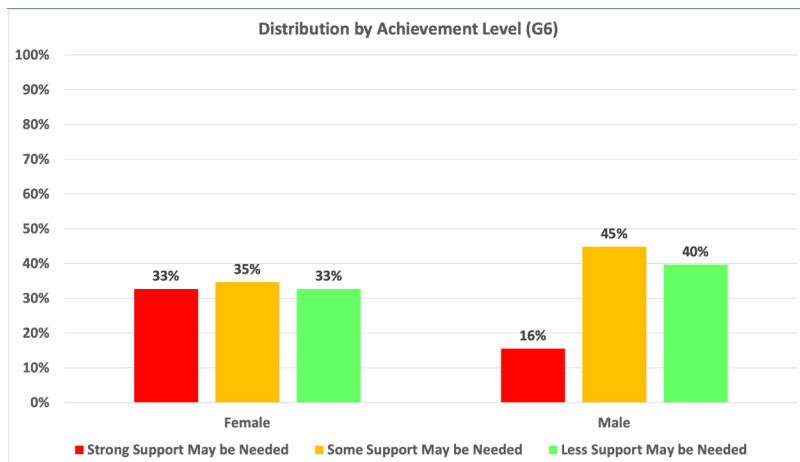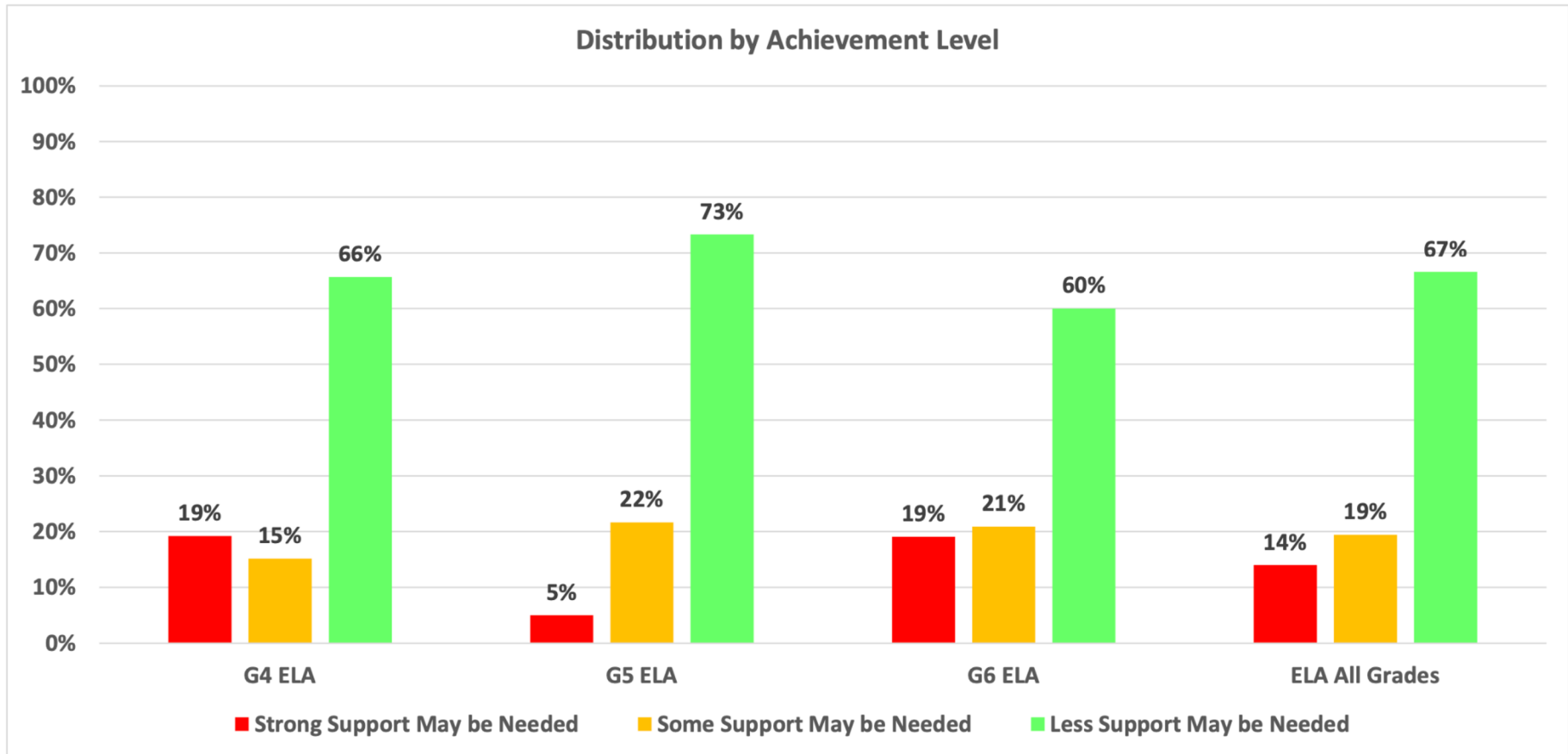
One area we will continue to watch is the relationship between gender and performance in science.

Our language arts and mathematics data represents grades 4-6 and our science data only represents 6th grade which could be an impacting variable. However, the data warrants continued research.

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Individual Grade Analysis
Language Arts

Distribution by Achievement Level

	G4 ELA	G5 ELA	G6 ELA	ELA All Grades
Strong Support May be Needed	19%	5%	19%	14%
Some Support May be Needed	15%	22%	21%	19%
Less Support May be Needed	66%	73%	60%	67%

Individual Grade Analysis
Mathematics

Distribution by Achievement Level

	G4 Math	G5 Math	G6 Math	Math All Grades
Strong Support May be Needed	12%	17%	25%	18%
Some Support May be Needed	25%	25%	28%	26%
Less Support May be Needed	63%	58%	47%	56%
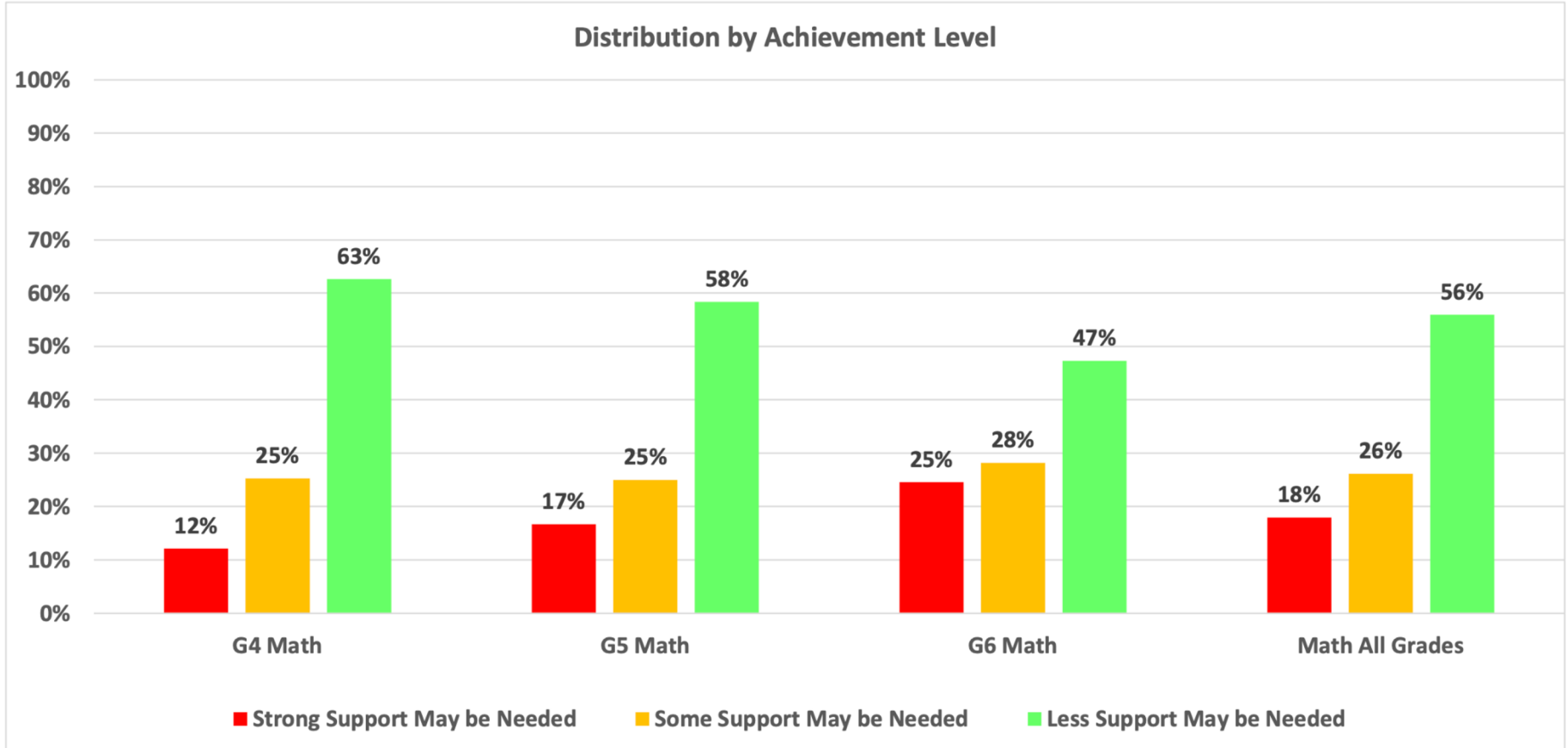
Individual Grade Analysis
Science

Distribution by Achievement Level

G6 Science

- Strong Support May be Needed — 24%
- Some Support May be Needed — 40%
- Less Support May be Needed — 36%
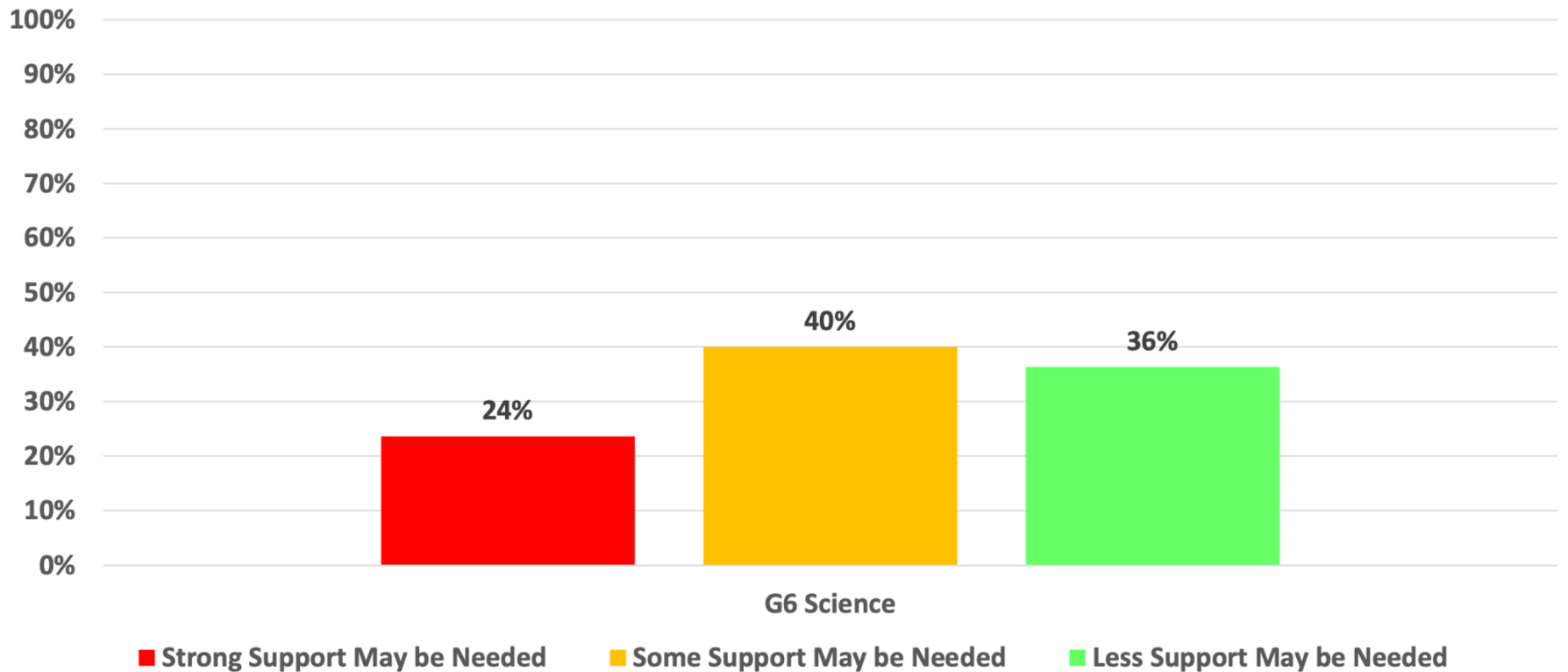
Using the Data with Purpose
What has been accomplished . . .

The administrative team reviewed data to develop school-wide goals and action plans for students to target areas that are in need of support.

> *Example: In reviewing science scores, we reviewed ways standards can be addressed in science lab to build independence and critical thinking in K-5 to better prepare students for the 5th grade science assessment.*

Administrators worked with teachers to review Start Strong data along with other assessments to create a profile of individual students and classes, identifying what students accomplished in the prior year and areas where learning gaps existed. Together, they then developed support strategies and identified available resources to implement whole group, small group, and individual student instruction within the classroom setting.

Start Strong data was also reviewed as an additional data point for determining students for pull-out intervention programs. (This is what we refer to as Tier 3 Interventions.)

Using the Data with Purpose
## What has been accomplished . . .

Student support levels shared with teachers.

- Teachers reviewed specific questions and student responses to determine possible misconceptions.
- Teachers identified trends for their classes
    - Where are students successful and how can we use those successes?
    - Where do we need to continue to support?
        - Ex. 6th grade identified a trend area of growth for students in the grade level based on Start Strong to be understanding dialogue. Teachers had already identified this in the classroom through teacher-created formative assessments as well as reviewing student writing samples.
        - Teachers created lessons to review this skill in Tier 1 (whole group instruction) to reteach it and then assesses student understanding through exit slips.
        - The data collected after the lesson determined which students were in need of additional practice in small groups during WIN.
- Teachers reviewed data to determine specific needs for small groups and individual students to address during the WIN (**W**hat **I N**eed) period.

Additional Steps

Parents were provided access to score reports and encouraged to facilitate dialogue with the school regarding student progress and goals.

Curriculum committees and grade levels will use this data to continue to review and revise district curriculum in these areas.
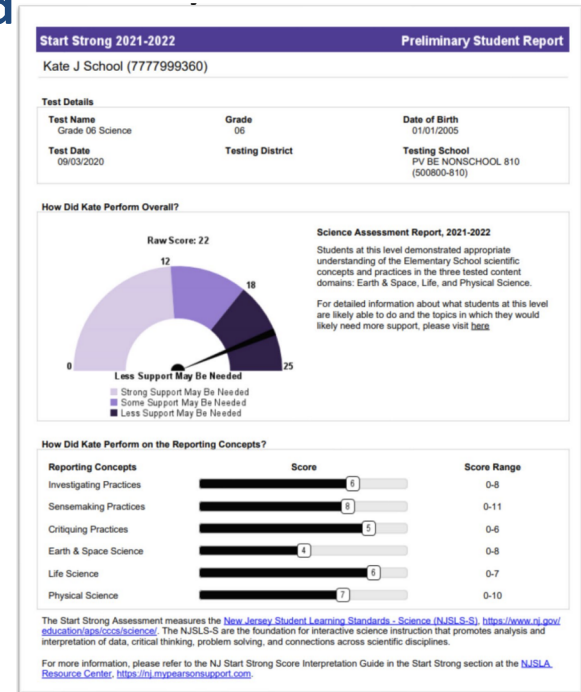
Additional Steps

Professional development will continue in the area of math workshop to support teachers in differentiating instruction.

Additional support in using the resources we have (DreamBox, Linkit!, etc.) and the data these resources provide to make instructional decisions will be provided. (This is a main focus in the accelerated learning portion of the American Rescue Plan Grant.)

This data will be used as additional evidence to consider students for participation in school resources that focus on learning acceleration. (intervention, after school or summer programs, etc.)

Thank You

QUESTIONS