



**Start Strong:
Fall 2022
Administrations
Oradell Public School
District
*December 14, 2022***





Start Strong Assessment Overview



Start Strong Fall 2022 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.

Start Strong Fall 2022 assessments do not:

- Replace local standards-based benchmark assessments districts may already have in place.
- Replace the spring 2023 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.
- 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



If the student is currently enrolled in....	the student should be assigned the Start Strong...	which is based on...
Grade 4	ELA04	Grade 3 ELA content
Grade 4	MAT04	Grade 3 Math content
Grade 5	ELA05	Grade 4 ELA content
Grade 5	MAT05	Grade 4 Math content
Grade 6	ELA06	Grade 5 ELA content
Grade 6	MAT06	Grade 5 Math content
Grade 6	SC06	Grade 3 through 5 Science content





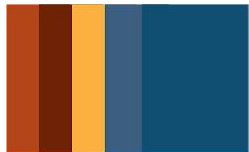
Start Strong Result Interpretation



- Districts **should not** compare any individual student/school/district Start Strong data to any NJSLA data.
- Testing results are meant to inform instruction and should be used in conjunction with additional assessment measures.
 - NJSLA
 - Linkit!
 - Reading/Writing Benchmarks
 - Classroom Assessments



Oradell Public School District
Start Strong Fall 2022 Administrations
English Language Arts – Support Levels

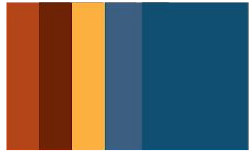


	Students Tested	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Grade 4	129	16	12%	23	18%	90	70%
Grade 5	104	9	9%	13	12%	82	79%
Grade 6	123	19	15%	24	20%	80	65%

Note: Percentages may not total 100 due to rounding.



Oradell Public School District
 Start Strong Fall 2022 Administrations
 Mathematics — Support Levels



	Students Tested	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Grade 4	129	14	11%	21	16%	94	73%
Grade 5	105	17	16%	24	23%	64	61%
Grade 6	123	13	10%	29	24%	81	66%

Note: Percentages may not total 100 due to rounding.



Oradell Public School District
 Start Strong Fall 2022 Administrations
 Science — Support Levels



	Students Tested	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Grade 6	123	19	15%	41	33%	63	51%

Note: Percentages may not total 100 due to rounding.



Oradell Public School District
 Subgroup Analysis
 Start Strong Fall 2022 Administrations
 English Language Arts – Percentages



Subgroup	More Support Needed	Some Support Needed	Less Support Needed
<i>District</i>	12%	17%	71%
<i>Females</i>	10%	15%	75%
<i>Males</i>	14%	18%	68%
<i>Asian</i>	2%	9%	89%
<i>Hispanic or Latino</i>	35%	22%	44%
<i>White</i>	14%	21%	65%
<i>IEP</i>	35%	22%	44%
<i>Current and Former ELL</i>	13%	19%	67%

Note: Percentages may not total 100 due to rounding.



Oradell Public School District
 Subgroup Analysis
 Start Strong Fall 2022 Administrations
 Mathematics – Percentages



Subgroup	More Support Needed	Some Support Needed	Less Support Needed
<i>District</i>	12%	21%	67%
<i>Females</i>	17%	19%	64%
<i>Males</i>	9%	22%	69%
<i>Asian</i>	2%	7%	91%
<i>Hispanic or Latino</i>	30%	17%	53%
<i>White</i>	15%	28%	57%
<i>IEP</i>	35%	27%	38%
<i>Current and Former ELL</i>	5%	10%	85%

Note: Percentages may not total 100 due to rounding.



Oradell Public School District
 Subgroup Analysis
 Start Strong Fall 2021 Administrations
 Science – Percentages



Subgroup	More Support Needed	Some Support Needed	Less Support Needed
<i>District</i>	15%	33%	51%
<i>Females</i>	10%	35%	56%
<i>Males</i>	20%	32%	48%
<i>Asian</i>	3%	17%	80%
<i>White</i>	17%	43%	40%
<i>IEP</i>	33%	52%	14%
<i>Current and Former ELL</i>	30%	20%	50%

Note: Percentages may not total 100 due to rounding.



Oradell Public School District
 Subgroup Analysis
 Start Strong Fall 2022 Administrations



Subgroup	Content Area Assessed	More Support Needed	Some Support Needed	Less Support Needed
<i>District</i>	<i>ELA</i>	12%	17%	71%
	<i>Math</i>	12%	21%	67%
	<i>Science</i>	15%	33%	51%
<i>Females</i>	<i>ELA</i>	10%	15%	75%
	<i>Math</i>	17%	19%	64%
	<i>Science</i>	10%	35%	56%
<i>Males</i>	<i>ELA</i>	14%	18%	68%
	<i>Math</i>	9%	22%	69%
	<i>Science</i>	20%	32%	48%
<i>IEP</i>	<i>ELA</i>	35%	22%	44%
	<i>Math</i>	35%	27%	38%
	<i>Science</i>	33%	52%	14%
<i>ELL</i>	<i>ELA</i>	13%	19%	67%
	<i>Math</i>	5%	10%	85%
	<i>Science</i>	30%	20%	50%



Data Analysis



- Reviewed NJSLA District and School level data in Math & ELA tandem with Start Strong
 - Individual Grade Level Data
 - Subgroups by Grade Level
 - Standards by Grade Level
 - Domains (e.g., Reading Literacy, Reading Information)
- Compared Start Strong to NJSLA and District Assessment Student Data
 - LinkIt! End of Year Benchmark
- All data shared with parents and staff
 - Uploaded Start Strong data to LinkIt!
 - Reporting Groups created in PAN for teachers to review beginning in October.
 - Data from Start Strong used as a data point to plan for whole group (Tier 1) and small group (Tier 2) instruction.
- Start Strong data used as a data point for intervention for the fall.





How the Data Informed Planning Schoolwide



- Reflected on curriculum to ensure mastery of skills. Teachers have a working copy of the Board approved curriculum to make notes for adjustments based on data. This work is ongoing this school year as we continue to review data.
- Scheduled data team meetings to occur at points in the school year to continue to monitor student progress in math and ELA and to plan for Tier 1 instruction and for Tier 2 instruction during independent work time and WIN (What I Need) period.
- Developed a schedule for intervention teachers to meet with grade levels to serve as a think-partner for developing strategies to include in instruction and provide push-in time to support teachers and students in addition to working with students in need of Tier 3 supports.
- Developed “If/Then” documents for teachers to refer to for ideas to support students in reading, writing, and math during “WIN” (What I Need).



How the Data Informed Planning Schoolwide



- Include a group in intervention with a focus on writing about reading for students who are scoring a 2 on Start Strong, 3 on NJSLA and/or Bubble in LinkIt! to provide additional practice with mastery of skills.
- Investigate opportunities to include a similar group for math, perhaps outside of the school day.
- Continue to provide opportunities for our STEM Coach to work with classroom teachers to develop STEAM co-taught lessons for grades K-6 to improve critical thinking skills through the Science & Engineering and Design Thinking standards.



How the Data Informed Instruction



Intervention Strategies in the Classroom:

Teachers reviewed data, including question types and response choices for possible misconceptions.

- Identified vocabulary as an area of growth, consistent with NJSLA findings.
 - Continuing to support teachers in differentiating instruction through WIN (What I Need). Ex. Choice Boards with differentiated activities, including vocabulary work in ELA and differentiated word problems in math.
- Identified multi-step questions as an area in need of continued support and practice.
 - Incorporating consistent opportunities for students to use this two-part format in daily instruction.
 - Consistently requiring students to find text evidence to support their thinking as part of writing about reading and support their thinking in math.
- Identified additional practice is needed with understanding word problems in math.
 - Continuing to work with students, using real world scenarios to think through the story of a word problem to determine. Ex. word problems without numbers.
 - Continuing to use of manipulatives in math when learning new concepts or when reviewing concepts that have not been fully mastered to ensure understanding.





How the Data Informed Decisions for Professional Development



- Teacher cohorts are participating in inquiry-based learning with a focus on questioning through an outside consultant to broaden student thinking.
 - This work has provided access to tools to help teachers track student progress and determine next steps in instruction in all subject areas.
- Investigating ways to offer a professional development academy for staff which will include best practices as an opportunity for our staff to turnkey some of the successful strategies used to support students with colleagues.
- Continuing the work with an outside consultant to support our work with differentiation and workshop model in mathematics.



Notable Achievements



- Smooth and efficient administration of assessment allowed for little instructional time to be missed to do testing.
- As a school we are incorporating multiple data points consistently when we review data. This opens the door for conversations when one data point is an outlier, allowing us to look at the whole child to determine needs and ways to support.