

Start Strong: Fall 2022 Administrations Highlands School District January 23, 2023

Support in Identifying Student Needs





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.
 - 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 (1 of 4)

English language arts - Grade Enrollment

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 5	ELA05	Grade 4 ELA content
Grade 6	ELA06	Grade 5 ELA content



Start Strong Grade And Content Alignment (2 of 4)

Mathematics – Grade Enrollment

If the student is currently enrolled in	the student should be assigned the Start Strong	which is based on	and the student should be provided the	and
Grade 4	MAT04	Grade 3 Math content	N/A	No calculator
Grade 5	MAT05	Grade 4 Math content	N/A	No calculator
Grade 6	MAT06	Grade 5 Math content	Start Strong Math Grade 6 Mathematics Reference Sheet	No calculator



Start Strong Grade And Content Alignment (4 of 4)

Science – Grade Enrollment

If the student is currently enrolled in	the student should be assigned the Start Strong	which is based on	and should be provided with the	and
Grade 6	SC06	Grade 3 through 5 Science content	N/A	Four-function calculator





Start Strong Result Interpretation Considerations

- While students returned to full-day, in-person instruction during the 2021-2022 school year, COVID-19 quarantines, social-distancing practices, and intermittent school/class/individual virtual instruction still created significant interruptions to instruction.
- Start Strong Assessment data should not be compared to other statewide, district, school or individual data. It also should not be compared to NJSLA data.
- 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 2022.





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
 - Please note, ISRs were not distributed to districts until December of 2022





Highlands Elementary Number of Students Tested

Start Strong Fall 2022 Administrations

English Language Arts	Students Tested
ELA04	31
ELA05	20
ELA06	19
Total	70

Mathematics	Students Tested
MAT04	31
MAT05	20
MAT06	19
Total	70

Science	Students Tested
SC06	19
Total	19

Note: "Students Tested" represents individual valid test scores for English Language Arts, Mathematics and Science.



Highlands Elementary Start Strong Fall 2022 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 Needed (Percentage)
4	16	52%	6	19%	9	29%
5	8	40%	5	25%	7	35%
6	9	47%	3	16%	7	37%

Highlands Elementary Start Strong Fall 2022 Administrations Mathematics — Support Levels

Grade	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)		Less Support Needed (Count)	Less Support Needed (Percentage)
4	9	29%	13	42%	9	29%
5	12	60%	3	15%	5	25%
6	8	42%	6	32%	5	26%

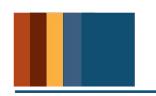




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Grade	Needed	Needed	Some Support Needed (Count)	Some Support Needed (Percentage)	Needed	Less Support Needed (Percentage)
6	9	47%	6	32%	4	21%



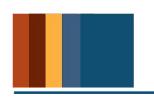


Notes about Demographic Information



- •To report data related to a subgroup, that subgroup must contain 10 or more students.
- •Results in subgroups with 9 or fewer students is suppressed to protect student privacy.
- •There may be additional subgroups within the district, but due to the suppression rule, results will not be reported.





Notes about Demographic Information



- •Subgroups with 9 or fewer students, therefore no data reported:
 - •American Indian/Alaska Native
 - Asian
 - •Black/African American
 - •Two or more races
 - •Students with a 504 plan
- •Some subgroup data will be suppressed depending on the grade level/number of students assessed (science)



Highlands Elementary Subgroup Start Strong Fall 2022 Administrations English Language Arts—Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	30%	20%	23%
Female	30%	23%	47%
Male	60%	18%	23%
Hispanic	75%	25%	0%
White	42%	19%	40%
Students w/ Disabilities	88%	8%	4%
Economically Disadvantaged	71%	14%	14%
Non-economically Disadvantaged	37%	22%	41%



Highlands Elementary's Subgroup Start Strong Fall 2022 Administrations Mathematics —Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	41%	31%	27%
Female	37%	37%	20%
Male	45%	28%	28%
Hispanic	50%	25%	0%
White	38%	32%	30%
Students w/ Disabilities	71%	21%	8%
Economically Disadvantaged	52%	43%	5%
Non-economically Disadvantaged	37%	27%	37%

Highlands Elementary's Subgroup Start Strong Fall 2021 Administrations Science — Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	47%	6%	4%
Female	N/A – 9 or fewer students		
Male	73%	27%	0%
Hispanic	N/A – 9 or fewer students		
White	44%	31%	25%
Students w/ Disabilities	N/A – 9 or fewer students		
Economically Disadvantaged	N/A – 9 or fewer students		
Non-economically Disadvantaged	43%	29%	29%

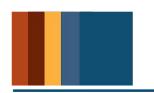


Highlands Elementary's i-Ready Beginning of Year 2022 Administrations

Grade	Tier 3 More Support Needed (Percentage)	Tier 2 Some Support Needed (Percentage)	Tier 1 Less Support Needed (Percentage)
K	0%	63%	38%
1	17%	75%	8%
2	28%	48%	24%
3	24%	38%	38%
4	30%	33%	37%
5	43%	38%	19%
6	55%	15%	30%

Highlands Elementary's i-Ready Beginning of Year 2022 Administrations Math— Tiered Support Levels

Grade	Tier 3 More Support Needed (Percentage)	Tier 2 Some Support Needed (Percentage)	Tier 1 Less Support Needed (Percentage)
K	0%	69%	31%
1	23%	77%	0%
2	40%	40%	20%
3	38%	52%	10%
4	40%	43%	17%
5	43%	29%	29%
6	55%	15%	30%



Notable Achievements – Start Strong

•Of the 159 Start Strong Assessments administered in all content areas, all 159 were completed and yielded valid scores.





Notable Achievements – i-Ready

- •According to local benchmarking (i-Ready), 70% of our students began the year either on exceeding, on, or only one level below proficiency in their grade in reading.
- •According to local benchmarking (i-Ready), 64% of our students began the year either on exceeding, on, or only one level below proficiency in their grade in math.





Areas of Focus- i-Ready



- Overall math achievement
- •Grade 5&6 reading instruction
- •Large number of students K-6 only one level below grade level expectations, which allows for targeted data analysis and targeting of individualized skills to close the learning gaps



Intervention Strategies



- Adoption of phonemic awareness resources
- Data collection/analysis continued for benchmark assessments
- Development of STEM programming
- Emphasis continued on small group instruction
- Exploration of new literacy programming by the literacy committee
- Expansion of professional development opportunities with emphasis on AHES/HES articulation for ELLs and special education students
- Expansion of on-the-clock basic skills instruction and support
- Implementation continued for after school basic skills program
- Implementation of targeted instructional coaching for math
- Implementation continued for Response to Intervention including daily intervention blocks

