Start Strong: Fall 2022 Administrations

February 15, 2023

Support in Identifying Student Needs

BOUND BROOK SCHOOL DISTRICT

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.

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
Grade 7	ELA07	Grade 6 ELA content
Grade 8	ELA08	Grade 7 ELA content
Grade 9	ELA09	Grade 8 ELA content
Grade 10	ELA10	Grade 9 ELA content

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
Grade 7	MAT07	Grade 6 Math content	Start Strong Math Grade 7 Mathematics Reference Sheet	Four-function calculator
Grade 8	MAT08	Grade 7 Math content	Start Strong Math Grade 8 Mathematics Reference Sheet	Four-function calculator

Mathematics – Course Enrollment

If the student is currently enrolled...	the student should be assigned the Start Strong...	which is based on...	and the student should be provided with the...	and...
Algebra I	ALG01	Grade 8 Math content with a focus on standards relevant to algebraic concepts	Start Strong Algebra I and Geometry Mathematics Reference Sheet	Scientific calculator
Geometry	GEO01	Grade 8 Math content with a focus on standards relevant to geometric concepts	Start Strong Algebra I and Geometry Mathematics Reference Sheet	Scientific calculator
Algebra II	ALG02	Algebra I content	Start Strong Algebra II Mathematics Reference Sheet	Graphing calculator

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
Grade 9	SC09	Middle School Science content	Periodic Table of Elements	Scientific calculator
Grade 12	SC12	High School Science content	Periodic Table of Elements	Graphing calculator

- When publicly reporting assessment results, consider the impacts of COVID-19 on learning.

- Districts **should not** compare any individual student/school/district Start Strong data to any NJSLA data.

- 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 2022.

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

District And School Context That Impacted Start Strong Data

- As always, assessment data should be analyzed alongside other important measures of student outcomes, like benchmark assessments, teacher-created formative assessments, and attendance data to provide a more complete perspective on resources, support, and student success.

Bound Brook School District
Start Strong Fall 2022 Administrations
English Language Arts — Support Levels

Grade	More Support Needed (Percentage)	Some Support Needed (Percentage)	Less Support Needed (Percentage)
4	52%	15%	33%
5	42%	29%	29%
6	40%	22%	38%
7	45%	28%	27%
8	57%	15%	28%
9	53%	15%	31%
10	54%	18%	28%

Note: Percentages may not total 100 due to rounding.

Bound Brook School District
Start Strong Fall 2022 Administrations
Mathematics —Support Levels

Grade	More Support Needed (Percentage)	Some Support Needed (Percentage)	Less Support Needed (Percentage)
4	57%	21%	22%
5	67%	19%	14%
6	67%	23%	10%
7	57%	27%	17%
8*	59%	24%	17%
Algebra 1	79%	14%	7%
Geometry	62%	16%	23%
Algebra 2	57%	27%	16%

*Approximately 30,000 New Jersey students in grade 8 participated in the Algebra I assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

Grade	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
6	59%	31%	10%
9	72%	22%	6%
12	75%	18%	8%

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	49%	20%	31%
Female	44%	21%	35%
Male	53%	19%	27%
Black/African American	52%	24%	23%
Hispanic or Latino	52%	20%	28%
White	30%	20%	50%
Students w/ Disabilities (IEP)	75%	15%	10%
English Language Learner	81%	11%	8%

Note: Percentages may not total 100 due to rounding.

Bound Brook School District
Subgroup
Start Strong Fall 2022 Administrations
Mathematics —Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	64%	21%	15%
Female	64%	21%	15%
Male	65%	20%	16%
Black/African American	73%	15%	11%
Hispanic or Latino	66%	21%	13%
White	48%	24%	28%
Students w/ Disabilities (IEP)	90%	8%	3%
English Language Learner	88%	9%	3%

Note: Percentages may not total 100 due to rounding.

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	69%	24%	7%
Female	70%	24%	6%
Male	67%	24%	9%
Black/African American	72%	28%	0%
Hispanic or Latino	71%	22%	7%
White	56%	31%	13%
Students w/ Disabilities (IEP)	93%	7%	0%
English Language Learner	85%	15%	0%

Note: Percentages may not total 100 due to rounding.

Intervention Strategies - Math

• Mathematics

- Review of Fall Start Strong Results by Supervisors and Teachers to identify pattern areas of need and to modify pacing to better support learners.

- Professional development with Envision Mathematics.

- Collaboration with the Director of ESL to identify and share strategies to support English Learners in math.

- More access to high-quality resources for students to practice math.

- Using universal screener Key 3 Grades 5-8 to monitor student progress and provide appropriate interventions.

Intervention Strategies - ELA

- English Language Arts

- Professional Development on Multi-Sensory Reading (Orton-Gillingham)
  - Teachers PK-Grade 5
  - Focuses on phonemic and morphemic awareness of words, their roots and affixes.
  - Supporting teachers in how to reinforce vocabulary and word choice

- Review of Fall Start Strong Results by Supervisors and Teachers to identify patterns of need, as well as instructional strategies to support these areas, including written expression and vocabulary.

- Identify areas of need within subgroup populations and collaborating with other subgroup departments to modify pacing and provide differentiated instruction, including small one –to one instruction.

Intervention Strategies - Science

- Professional Development on Sheltered English Instruction (SEI)

  - Focuses on how to differentiating for English Learners including supporting vocabulary developing construct explanation.

  - At the end of the year, all new teachers will be SEI certified.

- Review of NJSLA and Fall Start Strong Results by Supervisors and Teachers to identify that need additional instructional strategies to support these Science domains.

- Implementation of Project Based Learning opportunities that reflect real-world problems to connect to and better align with NJSLS performance expectations.

- Review and revise assessment questions and practices to mirror NJSLA-Science test questions and language.

Intervention Strategies - Overall

- Summer Program to remediate and reinforce strategies

- Credit Recovery for BBHS in summer months and throughout the school year

- New Schedules at CMS & BBHS

- RTI Program for Tier I, II, III students district wide
    - Students identified from the prior year (hit the ground running in September)
    - Elementary students teacher pushing in and support from Educational Specialists
- Wilson Reading Program for Tier III Students Grades 1-5

- Analyzing present and previous students' results to guide instruction in order to provide appropriate amount of instructional support for students.

- Mentoring Program for CMS & BBHS Students

Intervention and Strategies - Overall

- Using data at every level from students to teachers. Teachers will teach more targeted lessons.

- Principals will provide more goal-setting and monitoring for teachers.

- PLCs are meeting across PK-6 grade levels, focusing on reviewing the data and using the data to drive instruction.

- IEP goals and day-to-day data are individualized and very specifically aimed at incremental and meaningful growth for each child.

- Utilizing multi-sensory modalities to deepen understanding of concepts.

- Teachers work on transferring skills across setting both functional and academic application.