

Start Strong: Fall 2021 Administrations

Oakland Public Schools
February 2022

Support in
Identifying
Student Needs

Start Strong Assessment Overview

Start Strong Fall 2021 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.
- 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

- 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 NJSLA 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
- Administered between 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/Course in SY 2021 - 2022	Content of the Assessment
English Language Arts (ELA)	<ul style="list-style-type: none"> • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Grade 9 • Grade 10 	<ul style="list-style-type: none"> • Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Grade 9
Mathematics	<ul style="list-style-type: none"> • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Algebra 1 • Geometry • Algebra 2 	<ul style="list-style-type: none"> • Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8* • Grade 8* • Algebra 1
Science	<ul style="list-style-type: none"> • Grade 6 • Grade 9 • Grade 12 	<ul style="list-style-type: none"> • Grades 3–5 • Grades 6–8 • Grades 9–11

*Students beginning Algebra I, Geometry, and/or Algebra II in the 2021–2022 school year may have taken different mathematics courses depending on their individual course pathways. The Start Strong Assessments for Algebra I and Geometry are based on the Grade 8 learning standards and, therefore, measure some of the same concepts. The Start Strong Assessment for Algebra 1 contains more items from the Grade 8 learning standards relevant to algebraic concepts, and the Start Strong Assessment for Geometry contains more items from the Grade 8 learning standards relevant to geometry concepts.

Start Strong Result Interpretation Considerations

- When publicly reporting assessment results, consider the impacts of COVID-19 on learning and testing conditions, as well as the impact on student participation in the assessments, which were administered in person.
- 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.
- 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.

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

District And School Context That Impacted Start Strong Data

- The Department encourages districts to clearly and prominently provide information about the context of Start Strong data, including its limitations as a result of the pandemic or other factors.
- The results should include clearly worded context that such data are incomplete and/or not representative of the make-up of the district or school population.
 - For example, if a district sees:
 - Low participation rates at a school as a result of school quarantine.
 - Skewed results at school/grade level as a result of large numbers of individual student quarantines.
- 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.

Oakland Public Schools

Number of Students Tested

Start Strong Fall 2021 Administrations

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested		
ELA04	134	MAT04	134				
ELA05	151	MAT05	151				
ELA06	150	MAT06	149			SC06	150
ELA07	134	MAT07	127				
ELA08	146	MAT08	122				
		Algebra I	26				
		Geometry	6				
Total	696	Total	715	Total	150		

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

Oakland Public Schools
Start Strong Fall 2021 Administrations
English Language Arts – Support Levels

Grade	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
4	26	19%	30	22%	78	58%
5	16	11%	29	19%	106	70%
6	26	17%	44	29%	80	53%
7	23	17%	21	16%	90	67%
8	21	14%	34	23%	91	62%

Oakland Public Schools

Start Strong Fall 2021 Administrations

Mathematics – Support Levels

Grade	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
4	39	29%	44	33%	51	38%
5	58	38%	42	28%	51	34%
6	53	36%	52	35%	44	30%
7	39	31%	48	38%	40	31%
8*	32	26%	55	45%	35	29%
Algebra I	1	4%	10	38%	15	58%
Geometry	0	0	0	0	6	100%

*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.

Oakland Public Schools
Start Strong Fall 2021 Administrations
Science – Support Levels

Grade	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
6	28	19%	60	40%	61	41%

Comparison of **Oakland Public Schools** Start Strong Fall 2021 Administration **English Language Arts Grades 4 and 5 Percentages**

Dogwood	School: Strong Support Needed	District: Strong Support Needed	School: Some Support Needed	District: Some Support Needed	School: Less Support Needed	District: Less Support Needed
4	21%	19%	17%	22%	62%	58%
5	22%	11%	16%	19%	62%	70%
Heights						
4	20%	19%	22%	22%	58%	58%
5	6%	11%	25%	19%	68%	70%
Manito						
4	17%	19%	29%	22%	55%	58%
5	5%	11%	14%	19%	81 %	70%

Note: Percentages may not total 100 due to rounding.

Comparison of **Oakland Public Schools** Start Strong Fall 2021 Administration **English Language Arts Grades 6-7-8 Percentages**

Grade	School: More Support Needed	District: More Support Needed	School: Some Support Needed	District: Some Support Needed	School: Less Support Needed	District: Less Support Needed
6	17%	17%	29%	29%	53%	53%
7	23%	23%	21%	21%	90%	90%
8	14%	14%	23%	23%	62%	62%

Note: Percentages may not total 100 due to rounding.

Comparison of **Oakland Public Schools** Start Strong Fall 2021 Administration **Mathematics Grades 4 and 5 Percentages**

Dogwood	School: Strong Support Needed	District: Strong Support Needed	School: Some Support Needed	District: Some Support Needed	School: Less Support Needed	District: Less Support Needed
4	24%	29%	31%	33%	45%	38%
5	42%	38%	24%	28%	33%	34%
Heights						
4	30%	29%	36%	33%	34%	38%
5	35%	38%	33%	28%	32%	34%
Manito						
4	33%	29%	31%	33%	36%	38%
5	40%	38%	23%	28%	37%	34%

Note: Percentages may not total 100 due to rounding.

Comparison of **Oakland Public Schools** Start Strong Fall 2021 Administration **Mathematics Percentages**

Grade	School: More Support Needed	District: More Support Needed	School: Some Support Needed	District: Some Support Needed	School: Less Support Needed	District: Less Support Needed
6	36%	36%	35%	35%	30%	30%
7	31%	31%	38%	38%	31%	31%
8	26%	26%	45%	45%	29%	29%
Algebra I	4%	4%	38%	38%	58%	58%
Geometry	0%	0%	0%	0%	100%	100%

Note: Percentages may not total 100 due to rounding.

Oakland School District
Subgroup
Start Strong Fall 2021 Administrations
ELA Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	16%	22%	62%
Students with Disabilities	35%	32%	33%
English Learners	55%	27%	18%
Economically Disadvantaged Students	39%	19%	42%

Oakland School District
Subgroup
Start Strong Fall 2021 Administrations
Mathematics Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	31%	35%	34%
Students with Disabilities	68%	23%	9%
English Learners	83%	8%	8%
Economically Disadvantaged Students	67%	19%	14%

Oakland School District
Subgroup
Start Strong Fall 2021 Administrations
Science Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	19%	40%	41%
Students with Disabilities	40%	43%	17%
English Learners	No Data	No Data	No Data
Economically Disadvantaged Students	44%	44%	11%

ELA Intervention Strategies

- Utilize the Prerequisite Skills and Concepts from the NJDOE
- District-level curriculum planning
- SCIP teams as well as building level Reading Coordinators
- Utilize Accommodations and Modifications in Curriculum Guides
- Intentionally employ a range of multiple and diverse formative practices and assessments at the onset and throughout the learning cycle, including those that are:
 - Elicited during classroom instruction (lesson activators and summarizers, graphic organizers, classroom discussions, classwork, teacher observations, etc.); and
 - Quicker, more informal ways of identifying and addressing student misconceptions or confusion before proceeding with the defined lesson (e.g., thumbs up, 3-2-1).
- Utilize **released** sample items from the Start Strong item bank
- Evaluate 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](#)

Math Intervention Strategies

- Utilize the Prerequisite Skills and Concepts from the NJDOE
- Utilize Accommodations and Modifications in Curriculum Guides for subgroups
- School Improvement Planning Team and Math Coordinator support for those identified as needing Strong Support
- Utilize released items from the Start Strong item bank for math classes as a 'Do Now' or 'Problem of the Day' for math classes
- Instructional Strategies provided by elementary and middle school math programs to be used as specific intervention for English Language Learners & Students with Disabilities
- Providing professional learning supports for differentiation and scaffolding based on student results, aligned to principles and practices outlined in the NJDOE Learning Acceleration Guide
- Incorporate additional professional development in math instruction for teachers
- Recommend an increase of math instruction time for grades K - 5

District Notable Achievements

- Overall 55% students in Grades 4-8; needed less support in ELA instruction
- 70% of Grade 5 students needed less support in ELA instruction
- 19% of the grade 6 science students (tested on 5th grade material) need strong support
- 100% of our Geometry students needed less support and only 4% of the Algebra students needed strong support

THANK YOU!

Please note that the administration of the Spring New Jersey Student Learning Assessments (NJSLA) has not taken place since 2019.

The 2021-2022 administration of the New Jersey Student Learning Assessments (NJSLA) is scheduled to take place during the following time period:

April 25, 2022 – June 3, 2022 ELA/Math- Grades 3 - 8
Science- Grades 5 & 8