South Orange/Maplewood School District Start Strong Data

Dr. Matthew Friedman - Asst. Superintendent Curriculum and Instruction

South Orange/Maplewood School District

Data Presentation

February 24, 2022

Board of Education Meeting

District Level Start Strong Data

March 2, 2022

Curriculum & Instruction Committee Meeting

Sub-Group and School Level Start Strong Data

Start Strong Assessment Overview

In 2020, U.S. Department of Education (US DoE)

+ *approved a waiver submitted by the New Jersey Department of Education (NJDoE) to administer Start Strong assessments in Fall 2021*

+ *satisfied federal statewide assessment requirement*

+ *districts administered assessments in English language arts, mathematics, and science only for the 2020-2021 school year.*

+ *the spring NJ Student Learning Assessment (NJSLA) schedule will resume for the 2021-2022 school year.*

Start Strong Assessment Overview

Start Strong Fall 2021

+ assessments produced information to be used as a standards-based complement to existing resources used by educators in their classrooms to evaluate the needs of students.

+ assessments did not replace local standards-based benchmark assessments our district already had in place.

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Start Strong Timeline

+ **Administered to students 9/13 - 10/22**

+ **Parent paper results received from NJDOE 12/13/21**

+ **Parent paper results mailed to families starting 1/12/22**

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State Guidance: NJDoE Broadcast - December 13, 2021

"The Start Strong assessments were developed in response to the disruption in education caused by the pandemic and were designed specifically to inform instruction going forward."

NOT DESIGNED

to estimate what score a student would have received if they had taken the NJSLA in the spring of 2021

NOT DESIGNED

to predict future student performance on the NJSLA

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When publicly reporting assessment results, consideration

should be given to:

+ *The impacts of COVID-19 on learning and testing conditions*
+ *The impact on student participation in the assessments, which were required to be administered in person.*

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State Guidance: NJDoE Broadcast - December 13, 2021

"In light of these considerations, and of the different design and purpose of Start Strong compared to the NJSLA, the NJDOE would strongly discourage districts from comparing any individual student/school/district Start Strong data to any state-level data for Start Strong or to any NJSLA data."

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Who was tested? Based on what standards?

Current Grade Level/Course	Standards Tested
ELA (grades 4-10)	Prior Grade Level
Math (grades 4-8)	Prior Grade Level
Algebra I	Math grade 8
Geometry	Math grade 8
Algebra II	Algebra I
Science (grade 6)	Grade 3-5
Science (grade 9)	Grade 6-8
Science (grade 12)	Grade 9-11

*Middle school students taking High School courses (Algebra I, Geometry, or Algebra II) were administered the Start Strong assessment for that course.

Fall 2021 Start Strong: Overview

Brief

- The test can be administered in a single class period (45–60 minutes).
- Administration set up and security procedures are similar to traditional state assessments, with some exceptions.

Standards Aligned

- Aligned to the previous year's academic standards to help educators understand the level of support students require for current grade-level instruction.

Administered Across Content Areas

- English language arts (ELA) grades 4–10;
- Mathematics grades 4–8, Algebra I, Geometry, and Algebra II; and
- Science (6, 9 & 12).

Flexibly Administered

- Seamless online delivery through the assessment administration platform.
- Provides immediate results.

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There are three support levels for the Start Strong Assessment

Level	Degree of Support
1	**Strong Support May Be Needed**
2	**Some Support May Be Needed**
3	**Less Support May Be Needed**

The purpose of an analysis of this data is to understand the level of support that students require for **<u>CURRENT</u>** grade level support. Designed specifically to inform instruction going forward.

*Middle school students taking High School courses (Algebra I, Geometry, or Algebra II) were administered the Start Strong assessment for that course.

Number of Students Tested

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
Grade 4	**460**	Grade 4	**461**		
Grade 5	**487**	Grade 5	**486**		
Grade 6	**512**	Grade 6	**513**	Grade 6	**504**
Grade 7	**475**	Grade 7	**476**		
Grade 8	**503**	Grade 8	**510**		
Grade 9	**494**	Grade 9	**475**	Grade 9	**453**
Grade 10	**376**	Grade 10	**259**		
		Grade 11	**93**		
		Grade 12	**14**	Grade 12	**225**

Grade 4 - Districtwide

Support Level	Grade 4 English Language Arts (ELA)	Grade 4 Mathematics (Math)
1	120 26%	142 30%
2	111 24%	125 27%
3	229 50%	194 43%

Level	Degree of Support
1	Strong Support May Be Needed
2	Some Support May Be Needed
3	Less Support May Be Needed

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Grade 5 - Districtwide

Support Level	Grade 5 English Language Arts (ELA)	Grade 5 Mathematics (Math)
1	67 14%	139 29%
2	97 20%	117 24%
3	323 66%	230 47%

Level	Degree of Support
1	Strong Support May Be Needed
2	Some Support May Be Needed
3	Less Support May Be Needed

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Grade 6 - Districtwide

Support Level	Grade 6 English Language Arts (ELA)	Grade 6 Mathematics (Math)	Grade 6 Science (SCI)
1	96 19%	147 29%	124 25%
2	117 23%	168 33%	198 40%
3	299 58%	198 38%	175 35%

Level	Degree of Support
1	Strong Support May Be Needed
2	Some Support May Be Needed
3	Less Support May Be Needed

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Grade 7 - Districtwide

Support Level	Grade 7 English Language Arts (ELA)	Grade 7 Mathematics (Math)
1	86 18%	242 51%
2	97 21%	172 36%
3	292 61%	62 13%

Level	Degree of Support
1	Strong Support May Be Needed
2	Some Support May Be Needed
3	Less Support May Be Needed

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Grade 8 - Districtwide

Support Level	Grade 8 English Language Arts (ELA)	Grade 8 Mathematics (Math)
1	83 17%	226 44%
2	81 16%	153 30%
3	339 67%	131 26%

Level	Degree of Support
1	Strong Support May Be Needed
2	Some Support May Be Needed
3	Less Support May Be Needed

Grade 9 - Districtwide

Support Level	Grade 9 English Language Arts (ELA)	Grade 9 Mathematics (Math)	Grade 9 Science (SCI)
1	76 16%	205 43%	115 25%
2	76 16%	98 21%	196 43%
3	342 68%	172 36%	142 32%

Level	Degree of Support
1	Strong Support May Be Needed
2	Some Support May Be Needed
3	Less Support May Be Needed

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Grade 10 - Districtwide

Support Level	Grade 10 English Language Arts (ELA)	Grade 10 Mathematics (Math)
1	47 13%	101 39%
2	58 15%	78 30%
3	271 72%	80 31%

Level	Degree of Support
1	Strong Support May Be Needed
2	Some Support May Be Needed
3	Less Support May Be Needed

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Grade 11 - Districtwide

Support Level	Grade 11 Mathematics (Math)
1	40 43%
2	37 40%
3	16 17%

Level	Degree of Support
1	Strong Support May Be Needed
2	Some Support May Be Needed
3	Less Support May Be Needed

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Grade 12 - Districtwide

Support Level	Grade 12 Mathematics (Math)	Grade 12 Science (SCI)
1	6 43%	68 30%
2	7 50%	61 27%
3	1 7%	96 43%

Level	Degree of Support
1	Strong Support May Be Needed
2	Some Support May Be Needed
3	Less Support May Be Needed

What did we learn?

- Generally speaking, the results are consistent with other collected data points.

- Every student was impacted by the pandemic, but not every student was impacted in the same way or to the same degree.

- Assessment data serves to help teachers plan for instruction and target the individual needs of our students

- Classroom teachers have used the data reports to identify standards that require emphasis or reteaching as well as individual students who need more intensive remediation.

- As we approach the mid-year point, the next round of benchmark assessments will take place providing teachers with data on student progress and will inform instructional planning for the second half of the school year.

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Grades K-12 English Language Arts - Supports

The area of language was a need across all grade levels.

- K-2 Teachers focused on consistent and explicit foundational skill through phonics instruction
- 3-5 Teachers focused on consistent and explicit spelling instruction
- 6-8 Teachers focused on consistent and explicit vocabulary instruction
- 9-12 Teachers focused on consistent vocabulary and grammar instruction

In addition to the above:
- Across grades K-8 consistent independent reading remained a focus of instruction.
- 9-12 students were supported through the SLAM lab and the Conference period.
- Students in grades 3-10 had access to small group instruction and online support through Freckle.

Grades K - 8 Math Supports

Elementary

- Pilot/Implement Tang Math instructional program for professional development and model lessons.

- Train teachers to implement digital and traditional strategies for assessment and individualized online and paper practice targeting standards.

- Provide professional development and subject leader support for analyzing student needs based on data and selecting tasks and strategies to target student needs. (Tiers I and II)

- Use STAR data to identify starting points for summer school support programs for special education and general education.

- Use STAR data to identify students at risk of not meeting state benchmarks during the school year and to provide tiered support.

- Maintain intervention support at Seth Boyden and Clinton Schools.

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Grades K - 8 Math Supports

Middle School

- Add/Schedule 1 Intervention mathematics teacher in each middle school.

- Distribute replacement and intervention support to target students most in need of improvement.

- Train teachers to implement digital and traditional strategies for assessment and individualized practice that targets standards.

- Provide professional development and support for using Tier I and II supports in the 50 minute math lesson.

- Target student populations and individual needs through specialized summer programs: extended year, intervention, Bridge, Algebra I course, quarter 5, etc.

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Grades 9 - 12 STEM Supports

- Math teachers created a vertical articulation document to better align our courses due to the limited instructional time in 20-21. Teachers are able to reference this document this year to better support their students' transition to the next course.
- CHS summer math assignments were redesigned with more interactive feedback and supports via online self-paced Canvas courses. Teachers were also available for summer help virtually.
- Students with lower math grades (below a 70 more than once on their report card last year) were tagged in our At-Risk List and shared with teachers in September. Teachers were able to more quickly identify those who would need support & remediation.
- SLAM lab is staffed during all lunch periods for any math student who needs help
- Students in Algebra 1, Geometry, Precalc and Algebra 2 were invited to get lunch time help once a week with a math teacher in a small group of students in the same course.
- 11th grade parents, students and teachers received guidance on the March NJ-GPA test with materials on how to prepare for the exam and familiarize themselves with the content covered.

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