

Start Strong: Fall 2021 Science, ELA, and Mathematics Presentation

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools

Tina Powell, Ed.D.
*Assistant Superintendent of
Innovation and Systems*



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 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

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 SCORE INTERPRETATIONS

Table 3. Start Strong Support Levels and NJSLA Performance Levels

Start Strong Support Levels	NJSLA-ELA Performance Level	NJSLA-Math Performance Level	NJSLA-Science Performance Level
Strong Support May Be Needed	<ul style="list-style-type: none"> • Did Not Yet Meet Expectations • Partially Met Expectations 	<ul style="list-style-type: none"> • Did Not Yet Meet Expectations • Partially Met Expectations 	<ul style="list-style-type: none"> • Below Proficient
Some Support May Be Needed	<ul style="list-style-type: none"> • Approached Expectations 	<ul style="list-style-type: none"> • Approached Expectations 	<ul style="list-style-type: none"> • Near Proficiency
Less Support May Be Needed	<ul style="list-style-type: none"> • Met expectations • Exceeded expectations 	<ul style="list-style-type: none"> • Met Expectations • Exceeded Expectations 	<ul style="list-style-type: none"> • Proficient • Advanced Proficiency

- All students are described as possibly needing support regardless of how well they perform on the Start Strong Assessment. Students for whom Less Support May Be Needed may or may not require additional academic/instructional support in the tested content area, while students for whom Strong Support May Be Needed will likely benefit from considerable academic/instructional support in the tested content area.

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 (Note: District curriculum was revisited such to provide stronger supports for remediation/acceleration/enrichment).
- 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.

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Number of Students Tested

Start Strong Fall 2021 Administrations

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
ELA04	377	MAT04	386		
ELA05	384	MAT05	402		
ELA06	344	MAT06	350	SC06	350
ELA07	414	MAT07	424		
ELA08	311	MAT08	299		
ELA09	328	Algebra I	399	SC09	313
ELA10	349	Geometry	330		
		Algebra II	394	SC12	293
Total	2,507	Total	2,984	Total	956

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

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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	232	62%	70	19%	75	20%
5	181	47%	90	23%	113	29%
6	160	47%	85	25%	99	29%
7	168	41%	109	26%	137	33%
8	153	49%	62	20%	96	31%
9	164	50%	41	13%	123	38%
10	156	45%	64	18%	129	37%

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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	317	82%	55	14%	14	4%
5	338	84%	46	11%	18	4%
6	291	83%	45	13%	14	4%
7	270	64%	99	23%	55	13%
8*	212	71%	71	24%	16	5%
Algebra I	328	82%	45	11%	26	7%
Geometry	166	50%	77	23%	87	26%
Algebra II	226	57%	117	30%	51	13%

*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.

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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	243	69%	76	22%	31	9%
9	228	73%	72	23%	13	4%
12	224	76%	45	15%	24	8%

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Start Strong Fall 2021 School- & Grade-Level Outcomes English Language Arts Grade 4 – Support Levels

ELA04	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Cleveland	25	60%	11	26%	6	14%
Forest	21	54%	7	18%	11	28%
Heywood	20	48%	10	24%	12	29%
Lincoln	52	68%	13	17%	12	16%
Rosa Parks	74	65%	19	17%	20	18%
Oakwood	14	55%	4	16%	7	28%
Park	26	67%	6	15%	7	18%
District	232	62%	70	19%	75	20%

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Start Strong Fall 2021 School- & Grade-Level Subgroups English Language Arts Grade 4 – Support Levels Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	62%	19%	20%
Students with Disabilities	88%	10%	2%
English Learners	93%	7%	0%
Economically Disadvantaged Students	82%	6%	12%

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Start Strong Fall 2021 School- & Grade-Level Outcomes English Language Arts Grade 5 – Support Levels

ELA05	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Cleveland	24	55%	10	23%	10	23%
Forest	8	20%	15	38%	17	43%
Heywood	19	35%	16	29%	20	36%
Lincoln	47	55%	16	19%	23	27%
Rosa Parks	60	60%	17	17%	23	23%
Oakwood	6	29%	7	33%	8	38%
Park	17	45%	9	24%	12	32%
District	181	47%	90	23%	113	29%

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Start Strong Fall 2021 School- & Grade-Level Subgroups English Language Arts Grade 5 – Support Levels Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	47%	23%	29%
Students with Disabilities	79%	14%	8%
English Learners	87%	9%	4%
Economically Disadvantaged Students	67%	19%	14%

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Start Strong Fall 2021 School- & Grade-Level Outcomes English Language Arts Grade 6 – Support Levels

ELA06	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Cleveland	8	36%	5	23%	9	41%
Forest	10	23%	11	26%	22	51%
Heywood	6	23%	9	35%	11	42%
Lincoln	48	53%	18	20%	24	27%
Rosa Parks	58	54%	28	26%	21	20%
Oakwood	6	38%	5	31%	5	31%
Park	24	60%	9	23%	7	18%
District	160	47%	85	25%	99	29%

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Start Strong Fall 2021 School- & Grade-Level Subgroups English Language Arts Grade 6 – Support Levels Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	47%	25%	29%
Students with Disabilities	77%	17%	6%
English Learners	89%	9%	2%
Economically Disadvantaged Students	73%	27%	0%

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Start Strong Fall 2021 School- & Grade-Level Outcomes English Language Arts Grade 7 – Support Levels

ELA07	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Cleveland	15	47%	9	28%	8	25%
Forest	6	13%	13	27%	29	60%
Heywood	14	44%	5	13%	13	41%
Lincoln	40	43%	19	20%	33	36%
Rosa Parks	65	46%	39	28%	36	26%
Oakwood	5	26%	10	53%	4	21%
Park	23	45%	14	27%	14	27%
District	168	41%	109	26%	137	33%

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Start Strong Fall 2021 School- & Grade-Level Subgroups English Language Arts Grade 7 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	41%	26%	33%
Students with Disabilities	69%	18%	13%
English Learners	80%	13%	7%
Economically Disadvantaged Students	63%	11%	26%

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Start Strong Fall 2021 School- & Grade-Level Outcomes English Language Arts Grade 8 – Support Levels

ELA08	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Orange Prep	153	49%	62	20%	96	31%
District	153	49%	62	20%	96	31%

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Start Strong Fall 2021 School- & Grade-Level Subgroups English Language Arts Grade 8 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	49%	20%	31%
Students with Disabilities	73%	14%	12%
English Learners	95%	0%	5%
Economically Disadvantaged Students	50%	50%	0%

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Start Strong Fall 2021 School- & Grade-Level Outcomes English Language Arts Grade 9 – Support Levels

ELA09	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Orange Prep	144	55%	37	14%	83	31%
Orange High	16	94%	1	6%	0	0%
STEM	4	9%	3	6%	40	85%
District	164	50%	41	13%	123	38%

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Start Strong Fall 2021 School- & Grade-Level Subgroups English Language Arts Grade 9 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	50%	13%	38%
Students with Disabilities	66%	11%	24%
English Learners	98%	0%	2%
Economically Disadvantaged Students	100%	0%	0%

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Start Strong Fall 2021 School- & Grade-Level Outcomes English Language Arts Grade 10 – Support Levels

ELA10	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Orange High	153	48%	61	19%	105	33%
STEM	3	10%	2	7%	24	83%
District	156	45%	64	18%	129	37%
Orange Prep	0	0	1	100%	0	0%

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Start Strong Fall 2021 School- & Grade-Level Subgroups English Language Arts Grade 10 – Support Levels

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	45%	18%	37%
Students with Disabilities	58%	19%	22%
English Learners	95%	5%	0%
Economically Disadvantaged Students	76%	15%	10%

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Start Strong Fall 2021 School- & Grade-Level Outcomes Mathematics Grade 4 – Support Levels

MAT04	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Cleveland	32	76%	7	17%	3	7%
Forest	28	72%	7	18%	4	10%
Heywood	32	74%	9	21%	2	5%
Lincoln	61	79%	14	18%	2	3%
Rosa Parks	108	90%	10	8%	2	2%
Oakwood	18	72%	6	24%	1	4%
Park	38	65%	2	5%	0	0
District	317	82%	55	14%	14	4%

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Start Strong Fall 2021 School- & Grade-Level Subgroups Mathematics Grade 4 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	82%	14%	4%
Students with Disabilities	94%	2%	4%
English Learners	96%	2%	4%
Economically Disadvantaged Students	96%	3%	1%

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Start Strong Fall 2021 School- & Grade-Level Outcomes Mathematics Grade 5 – Support Levels

MAT05	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Cleveland	42	95%	0	0%	2	5%
Forest	30	73%	7	17%	4	10%
Heywood	38	69%	13	24%	4	7%
Lincoln	77	89%	9	10%	1	1%
Rosa Parks	105	91%	7	6%	3	3%
Oakwood	14	67%	6	29%	1	5%
Park	32	82%	4	10%	3	8%
District	338	84%	46	11%	18	4%

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Start Strong Fall 2021 School- & Grade-Level Subgroups Mathematics Grade 5 – Support Levels Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	84%	11%	4%
Students with Disabilities	94%	3%	3%
English Learners	100%	0%	0%
Economically Disadvantaged Students	95%	5%	0%

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Start Strong Fall 2021 School- & Grade-Level Outcomes Mathematics Grade 6 – Support Levels

MAT06	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Cleveland	20	87%	3	13%	0	0
Forest	29	67%	10	23%	4	9
Heywood	14	52%	9	33%	4	15
Lincoln	79	88%	9	10%	2	2
Rosa Parks	101	91%	8	7%	2	2
Oakwood	13	81%	2	13%	1	6
Park	35	88%	4	10%	1	3
District	291	83%	45	13%	14	4

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Start Strong Fall 2021 School- & Grade-Level Subgroups Mathematics Grade 6 – Support Levels Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	69%	22%	9%
Students with Disabilities	92%	4%	4%
English Learners	96%	4%	0%
Economically Disadvantaged Students	92%	8%	0%

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Start Strong Fall 2021 School- & Grade-Level Outcomes Mathematics Grade 7 – Support Levels

MAT07	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Cleveland	25	78%	4	13%	3	9%
Forest	18	38%	19	40%	11	23%
Heywood	17	53%	9	28%	6	19%
Lincoln	65	71%	18	20%	9	10%
Rosa Parks	99	66%	31	21%	19	13%
Oakwood	15	75%	4	20%	1	5%
Park	31	61%	14	27%	6	12%
District	270	64%	99	23%	55	13%

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Start Strong Fall 2021 School- & Grade-Level Subgroups Mathematics Grade 7 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	64%	23%	13%
Students with Disabilities	85%	10%	4%
English Learners	95%	5%	0%
Economically Disadvantaged Students	90%	5%	5%

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Start Strong Fall 2021 School- & Grade-Level Outcomes Mathematics Grade 8 – Support Levels

MAT08	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Orange Prep	212	71%	71	24%	16	5
District	212	71%	71	24%	16	5%

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Start Strong Fall 2021 School- & Grade-Level Subgroups Mathematics Grade 8 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	71%	24%	5%
Students with Disabilities	98%	2%	0%
English Learners	90%	8%	3%
Economically Disadvantaged Students	100%	0%	0%

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Start Strong Fall 2021 School- & Grade-Level Outcomes Algebra I – Support Levels

Algebra I	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Orange Prep	209	80%	35	13%	16	6%
Orange High	108	95%	4	4%	2	2%
STEM	11	44%	6	24%	8	32%
District	328	82%	45	11%	26	7%

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Start Strong Fall 2021 School- & Grade-Level Subgroups Algebra I – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	82%	11%	7%
Students with Disabilities	90%	5%	5%
English Learners	97%	3%	0%
Economically Disadvantaged Students	100%	0%	0%

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Start Strong Fall 2021 School- & Grade-Level Outcomes Geometry – Support Levels

Geometry	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Orange Prep	1	100%	0	0%	0	0%
Orange High	158	54%	71	24%	61	21%
STEM	7	18%	6	15%	26	67%
District	166	50%	77	23%	87	26%

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Start Strong Fall 2021 School- & Grade-Level Subgroups Geometry – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	50%	23%	26%
Students with Disabilities	81%	14%	5%
English Learners	75%	16%	9%
Economically Disadvantaged Students	78%	11%	11%

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Start Strong Fall 2021 School- & Grade-Level Outcomes Algebra II – Support Levels

Algebra II	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Orange Prep	1	9%	7	64%	3	27%
Orange High	224	64%	99	28%	25	7%
STEM	1	3%	11	31%	23	66%
District	226	57%	117	30%	51	13%

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Start Strong Fall 2021 School- & Grade-Level Subgroups Algebra II – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	57%	30%	13%
Students with Disabilities	89%	9%	2%
English Learners	74%	23%	3%
Economically Disadvantaged Students	68%	27%	5%

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Start Strong Fall 2021 School- & Grade-Level Outcomes Science Grade 6 – Support Levels

SC06	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Cleveland	13	59%	4	18%	5	23%
Forest	28	65%	11	26%	4	9%
Heywood	13	48%	7	26%	7	26%
Lincoln	66	73%	18	20%	6	7%
Rosa Parks	84	76%	21	19%	6	5%
Oakwood	8	50%	7	44%	1	6%
Park	31	76%	8	20%	2	5%
District	243	69%	76	22%	31	9%

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Start Strong Fall 2021 School- & Grade-Level Subgroups Science Grade 6 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	69%	22%	9%
Students with Disabilities	91%	9%	0%
English Learners	98%	2%	0%
Economically Disadvantaged Students	100%	0%	0%

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Start Strong Fall 2021 School- & Grade-Level Outcomes Science Grade 9 – Support Levels

SC09	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Orange Prep	205	80%	43	17%	7	3%
Orange High	11	100%	0	0%	0	0%
STEM	12	26%	29	62%	6	13%
District	228	73%	72	23%	13	4%

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Start Strong Fall 2021 School- & Grade-Level Subgroups Science Grade 9 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	73%	23%	4%
Students with Disabilities	80%	17%	3%
English Learners	94%	6%	0%
Economically Disadvantaged Students	0%	100%	0%

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Start Strong Fall 2021 School- & Grade-Level Outcomes Science Grade 12 – Support Levels

SC12	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Orange High	206	83%	33	13%	10	4%
STEM	18	41%	12	27%	14	32%
District	224	76%	45	15%	24	8%

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Start Strong Fall 2021 School- & Grade-Level Subgroups Science Grade 12 – Support Level Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	76%	15%	8%
Students with Disabilities	91%	3%	6%
English Learners	96%	4%	0%
Economically Disadvantaged Students	75%	25%	0%

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Subgroup
Start Strong Fall 2021 Administrations
English Language Arts- Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	48%	21%	31%
Female	46%	21%	32%
Male	50%	20%	29%
IEP	74%	15%	11%
504	20%	30%	50%
ELL Current	91%	7%	2%
ELL Former	49%	25%	25%
Economically Disadvantage	73%	15%	12%
NON-Economically Disadvantage	47%	21%	32%

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Subgroup
Start Strong Fall 2021 Administrations
Mathematics - Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	72%	19%	9%
Female	75%	17%	9%
Male	70%	20%	10%
IEP	91%	6%	3%
504	80%	20%	0%
ELL Current	92%	7%	2%
ELL Former	78%	16%	6%
Economically Disadvantage	89%	8%	3%
NON-Economically Disadvantage	71%	19%	10%

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Subgroup
Start Strong Fall 2021 Administrations
Science - Percentages

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	73%	20%	7%
Female	70%	18%	7%
Male	70%	22%	7%
IEP	88%	10%	2%
504	100%	0%	0%
ELL Current	97%	3%	0%
ELL Former	79%	16%	5%
Economically Disadvantage	80%	12%	0%
NON-Economically Disadvantage	72%	20%	7%

Intervention Strategies

- Multi-tiered systems of support are occurring through multiple formats with a need to expand these opportunities in the 2022-2023 school year.
- The District continues to advance the consistent implementation of developmentally appropriate, evidence-based instructional materials and strategies, appropriate to support each special education and bilingual/ESL service, informed by students' individualized plans (ex: IEPs, transition) or ACCESS level (post-secondary education, employment, and independent living skills.) The District has established and maintains comprehensive and current Pre-K to 12th grade educational programs for all curricula areas through the development, implementation, and evaluation of courses of study, curricular guides, and instructional services.
- The District supports students using personalized and blended learning models occurring during the instructional blocks in ELA and Mathematics. The models reflect small group, teacher lead opportunities for differentiation; technology-enhanced stations offering personalized pathways through resources such as iReady; etc.
- Extracurricular Programming (After School): Schools have identified students using data and other inputs and have tailored after school academic interventions across the core content areas; including ELA and mathematics.
- The District has instituted formal pull-out academic intervention programs in two pilot sites; serviced by Interventionists in ELA and mathematics whereby select Tier II and III students received intervention support 2 days per week. The sessions are customized and provide multiple and continuous opportunities for goal setting, feedback, parental involvement and progress monitoring.
- The District has instituted formal and individualized tutoring support for 100+ students to receive live, synchronous virtual tutoring in preparation for State and college-readiness assessments (NJSLA, AP, and SAT support) and to address learning losses occurring during the pandemic.