

**Start Strong:
Fall 2021 Administrations**

**Jefferson Township Public
Schools**

January 24, 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
- 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

- Start Strong data is unique and cannot be compared to any state-level data for Start Strong, nor should comparisons be made to any 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 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
- Using the Individual Student Reports (ISRs) for conversations between parents and educators on where their child might need support

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.

Jefferson Township Public Schools'

Number of Students Tested

Start Strong Fall 2021 Administrations

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
ELA04	164	MAT04	164		
ELA05	188	MAT05	187		
ELA06	180	MAT06	179	SC06	180
ELA07	185	MAT07	184		
ELA08	198	MAT08	166		
ELA09	229	Algebra I	265	SC09	225
ELA10	234	Geometry	206		
		Algebra II	180	SC12	217
Total	1,378	Total	1,531	Total	622

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

Jefferson Township Public Schools'

Start Strong Fall 2021 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	55	37%	46	31%	49	33%
5	44	23%	57	30%	87	46%
6	53	29%	39	22%	88	49%
7	42	23%	49	26%	94	51%
8	55	28%	41	21%	102	52%
9	62	27%	37	16%	130	57%
10	66	28%	54	23%	114	49%

Jefferson Township Public Schools'

Start Strong Fall 2021 Administrations

Mathematics – 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	70	43%	54	33%	40	24%
5	92	49%	51	27%	44	24%
6	104	58%	43	24%	32	18%
7	66	35%	87	49%	31	16%
8*	60	36%	79	48%	27	16%
Algebra I	201	76%	58	22%	6	2%
Geometry	94	45%	51	25%	61	30%
Algebra II	65	36%	63	35%	52	29%

*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.

Jefferson Township Public Schools'

Start Strong Fall 2021 Administrations

Science – 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)
6	58	32%	68	38%	54	30%
9	80	36%	106	47%	39	17%
12	130	60%	51	24%	36	17%

Jefferson Township Public Schools'
Subgroup
Start Strong Fall 2021 Administrations
English Language Arts- Percentages

Subgroup	# of Students Tested	More Support Needed	Some Support Needed	Less Support Needed
District	1,378	27.9%	24%	48.1%
Asian	63	11.4%	14.6%	74%
Black	27	26.1%	26.1%	47.8%
Hispanic/Latino	174	35.7%	21.9%	42.4%
2 or more races	45	19.7%	21.8%	58.5%
White	1,063	28%	24.8%	47.2%
Students w/ IEP	267	60.6%	19.4%	20%
Students w/ 504	76	21.8%	26.5%	51.7%
Econ. Disadvantaged	84	31.9%	24.9%	43.2%
ELL	16	77%	12.5%	10.5%

Jefferson Township Public Schools'
Subgroup
Start Strong Fall 2021 Administrations
Mathematics - Percentages

Subgroup	# of Students Tested	More Support Needed	Some Support Needed	Less Support Needed
District	1531	27.9%	24%	48.1%
Asian	66	25.9%	36.7%	37.4%
Black	29	48.8%	30.3%	20.9%
Hispanic/Latino	199	59.5%	27.1%	13.4%
2 or more races	41	37.5%	33.6%	28.9%
White	1184	46.7%	33.3%	20%
Students w/ IEP	296	78.4%	14.8%	6.8%
Students w/ 504	90	55.4%	24.1%	20.3%
Econ. Disadvantaged	111	55.1%	27.6%	17.3%
ELL	18	79.2%	20.8%	0%

Jefferson Township Public Schools'
Subgroup
Start Strong Fall 2021 Administrations
Science - Percentages

Subgroup	# of Students Tested	More Support Needed	Some Support Needed	Less Support Needed
District	622	27.9%	24%	48.1
Asian	33	22%	39.3%	38.7%
Black	*	*	*	*
Hispanic/Latino	79	52.4%	33.3%	13.3%
2 or more races	11	27%	41%	32%
White	486	41.7%	36.3%	22%
Students w/ IEP	109	80.3%	17%	2.7%
Students w/ 504	41	47.6%	37.7%	14.7%
Econ. Disadvantaged	40	55.6%	36.7%	7.7%
ELL	*	*	*	*

*fewer than 10 students, unable to report

Key Takeaways from Results

- Districtwide there was a high rate of participation in the Start Strong assessments providing teachers with valuable data for the majority of students in their classes
- In October the English language arts, Mathematics and Science content-area supervisors worked with teachers to analyze Start Strong data and identify student needs based on their level of support
- Large percentage of students need some/less support in English language arts in grades 5-10
- Math and Science results lagged behind ELA which can be attributed to lack of hands-on activities and learning opportunities created by remote instruction

Intervention Strategies

- Additional classroom teachers hired for grades K-5 in order to maintain smaller class sizes and provide more targeted instruction
- Adjust pacing of curriculum to meet student needs
- Use LinkIt! data from Form A and B assessments and other local assessments to identify student performance levels and inform instruction
- More students identified for Basic Skills and additional Basic Skills teachers have been hired for grades K-8 to provide more BSI sessions and smaller group size
- Continue to identify students through the RtI process and provide targeted interventions as needed
- Provide summer learning program to enhance student skills and knowledge