

**Start Strong:  
Fall 2022 Administrations**

**Jefferson Township Public  
Schools**

**January 23, 2023**

**Support in  
Identifying  
Student Needs**

# 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.
- The assessments were intentionally brief in order to maximize instructional time and quickly provide data

## **Start Strong Fall 2022 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 2022 – 2023	Content of the Assessment
English Language Arts (ELA)	<ul style="list-style-type: none"> <li>• Grade 4</li> <li>• Grade 5</li> <li>• Grade 6</li> <li>• Grade 7</li> <li>• Grade 8</li> <li>• Grade 9</li> <li>• Grade 10</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 3</li> <li>• Grade 4</li> <li>• Grade 5</li> <li>• Grade 6</li> <li>• Grade 7</li> <li>• Grade 8</li> <li>• Grade 9</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Grade 4</li> <li>• Grade 5</li> <li>• Grade 6</li> <li>• Grade 7</li> <li>• Grade 8</li> <li>• Algebra 1</li> <li>• Geometry</li> <li>• Algebra 2</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 3</li> <li>• Grade 4</li> <li>• Grade 5</li> <li>• Grade 6</li> <li>• Grade 7</li> <li>• Grade 8*</li> <li>• Grade 8*</li> <li>• Algebra 1</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• Grade 9</li> <li>• Grade 12</li> </ul>	<ul style="list-style-type: none"> <li>• Grades 3–5</li> <li>• Grades 6–8</li> <li>• Grades 9–11</li> </ul>

\*Students beginning Algebra I, Geometry, and/or Algebra II in the 2022–2023 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

## Jefferson Township Public Schools'

### Number of Students Tested

### Start Strong Fall 2022 Administrations

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
ELA04	168	MAT04	168		
ELA05	169	MAT05	169		
ELA06	191	MAT06	191	SC06	190
ELA07	185	MAT07	188		
ELA08	199	MAT08	175		
ELA09	185	Algebra I	201	SC09	185
ELA10	223	Geometry	235		
		Algebra II	166	SC12	221
<b>Total</b>	<b>1,378</b>	<b>Total</b>	<b>1,493</b>	<b>Total</b>	<b>596</b>

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

**Jefferson Township Public Schools'**  
**Start Strong Fall 2022 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)
<b>4</b>	63	<b>38%</b>	41	<b>24%</b>	64	<b>38%</b>
<b>5</b>	39	<b>23%</b>	35	<b>21%</b>	95	<b>56%</b>
<b>6</b>	53	<b>28%</b>	59	<b>31%</b>	79	<b>41%</b>
<b>7</b>	46	<b>25%</b>	48	<b>26%</b>	91	<b>49%</b>
<b>8</b>	55	<b>27%</b>	37	<b>19%</b>	107	<b>54%</b>
<b>9</b>	62	<b>34%</b>	30	<b>16%</b>	93	<b>50%</b>
<b>10</b>	67	<b>30%</b>	48	<b>21%</b>	108	<b>49%</b>



## Jefferson Township Public Schools'

### Start Strong Fall 2022 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)
<b>4</b>	58	<b>35%</b>	54	<b>32%</b>	56	<b>33%</b>
<b>5</b>	64	<b>38%</b>	49	<b>29%</b>	56	<b>33%</b>
<b>6</b>	88	<b>46%</b>	69	<b>36%</b>	34	<b>18%</b>
<b>7</b>	68	<b>36%</b>	56	<b>30%</b>	64	<b>34%</b>
<b>8*</b>	68	<b>39%</b>	67	<b>38%</b>	40	<b>23%</b>
<b>Algebra I</b>	111	<b>55%</b>	70	<b>34%</b>	20	<b>11%</b>
<b>Geometry</b>	129	<b>55%</b>	61	<b>26%</b>	45	<b>19%</b>
<b>Algebra II</b>	35	<b>21%</b>	71	<b>43%</b>	60	<b>36%</b>

\*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 2022 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)
<b>6</b>	74	<b>39%</b>	70	<b>37%</b>	46	<b>24%</b>
<b>9</b>	48	<b>26%</b>	105	<b>57%</b>	32	<b>17%</b>
<b>12</b>	113	<b>51%</b>	62	<b>28%</b>	46	<b>21%</b>

**Jefferson Township Public Schools'**  
**Subgroup**  
**Start Strong Fall 2022 Administrations**  
**English Language Arts- Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
<b>District</b>	29%	22%	49%
Asian	14%	12%	74%
Black	29%	16%	55%
Hispanic/Latino	37%	20%	43%
2 or more races	30%	22%	48%
White	29%	24%	48%
Students w/ IEP	58%	22%	19%
Students w/ 504	29%	23%	48%
Econ. Disadvantaged	45%	22%	33%
ELL	80%	10%	10%

**Jefferson Township Public Schools'**  
**Subgroup**  
**Start Strong Fall 2022 Administrations**  
**Mathematics - Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
<b>District</b>	42%	33%	25%
Asian	15%	27%	58%
Black	41%	29%	30%
Hispanic/Latino	55%	30%	15%
2 or more races	*	*	*
White	40%	35%	25%
Students w/ IEP	77%	16%	7%
Students w/ 504	42%	42%	16%
Econ. Disadvantaged	56%	27%	16%
ELL	68%	32%	0%

\*fewer than 10 students, unable to report

**Jefferson Township Public Schools'**  
**Subgroup**  
**Start Strong Fall 2022 Administrations**  
**Science - Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
<b>District</b>	39%	40%	21%
Asian	26%	47%	26%
Black	30%	40%	30%
Hispanic/Latino	51%	33%	17%
2 or more races	18%	41%	41%
White	39%	40%	21%
Students w/ IEP	64%	29%	7%
Students w/ 504	43%	32%	24%
Econ. Disadvantaged	52%	35%	13%
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
- Districtwide 71% of students were identified as needing only some or less support in ELA

# Intervention Strategies

- Adjust pacing of curriculum to meet student needs
- Continue to identify students through the RtI process and provide targeted interventions as needed
- Continue with the implementation of Reveal Math and the Math Workshop model
- Elementary teachers working with ESL students completed Sheltered English Instruction PD
  - Focuses on how to differentiate instruction for ESL students including supporting vocabulary development and writing
- Use released test items to analyze question format and content then adjust curriculum as needed