

# Start Strong: Fall 2021 Administrations

Quinton Township School  
January 5, 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 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"> <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 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.

**Quinton Township School District's**  
**Number of Students Tested**  
**Start Strong Fall 2021 Administrations**

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
ELA04	23	MAT04	23		
ELA05	25	MAT05	25		
ELA06	30	MAT06	30	SC06	30
ELA07	36	MAT07	36		
ELA08	30	MAT08	30		
ELA09		Algebra I		SC09	
ELA10		Geometry			
		Algebra II		SC12	
Total	144	Total	144	Total	30

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



# Quinton Township School District's 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	10	43%	4	17%	9	39%
5	9	36%	1	4%	15	60%
6	14	47%	10	33%	6	20%
7	10	28%	10	28%	16	44%
8	10	33%	8	27%	12	40%
9						
10						

# Quinton Township School District's 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	16	70%	3	13%	4	17%
5	11	44%	7	28%	7	28%
6	20	67%	7	23%	3	10%
7	15	42%	17	47%	4	11%
8*	12	40%	7	23%	11	37%
Algebra I						
Geometry						
Algebra II						

\*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.

**Quinton Township School District's**  
**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	16	53%	12	40%	2	7%
9						
12						

**Quinton Township School District's**  
**Subgroup**  
**Start Strong Fall 2021 Administrations**  
**English Language Arts- Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	30	23	46
Male	41	23	36
Asain	NO DATA	NO DATA	NO DATA
Black/African American	55	14	32
Hispanic/Latino	50	6	44
Native Hawaiian/Other Pacific Islander	NO DATA	NO DATA	NO DATA
White	27	25	48
Two or More Races	45	32	23
Students with Disabilities/IEP	48	29	23
Students with Disabilities/504	56	22	22
ELL	NO DATA	NO DATA	NO DATA
Economically Disadvantaged	44	28	28
Non-Economically Disadvantaged	35	22	43
Homeless	NO DATA	NO DATA	NO DATA

**Quinton Township School District's**  
**Subgroup**  
**Start Strong Fall 2021 Administrations**  
**Mathematics - Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	50	30	20
Male	52	27	20
Asain	NO DATA	NO DATA	NO DATA
Black/African American	59	41	0
Hispanic/Latino	81	6	13
Native Hawaiian/Other Pacific Islander	NO DATA	NO DATA	NO DATA
White	43	30	27
Two or More Races	50	32	18
Students with Disabilities/IEP	77	10	13
Students with Disabilities/504	44	56	0
ELL	NO DATA	NO DATA	NO DATA
Economically Disadvantaged	76	24	0
Non-Economically Disadvantaged	46	29	24
Homeless	NO DATA	NO DATA	NO DATA

**Quinton Township School District's**  
**Subgroup**  
**Start Strong Fall 2021 Administrations**  
**Science - Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	50	42	8
Male	56	39	6
Asain	NO DATA	NO DATA	NO DATA
Black/African American	100	0	0
Hispanic/Latino	50	50	0
Native Hawaiian/Other Pacific Islander	NO DATA	NO DATA	NO DATA
White	27	60	13
Two or More Races	100	0	0
Students with Disabilities/IEP	40	40	20
Students with Disabilities/504	50	50	0
ELL	NO DATA	NO DATA	NO DATA
Economically Disadvantaged	60	40	0
Non-Economically Disadvantaged	50	40	10
Homeless	NO DATA	NO DATA	NO DATA

# Notable Achievements

- 60% of 5th graders need little to no support in ELA.
- 72% of 7th graders need little to some support in ELA.
- 67% of 8th graders need little to some support in ELA.
- Over half of 5th graders need little to some support in math.
- About three/fifths of 7th graders need little to some support in math.
- 60% of 8th graders need little to some support in math.

# Intervention Strategies

- Math and ELA tutoring after school
- BSI instruction during ELA and Math classes
- Support during enrichment period
- Data Analysis Meetings during PLC's to focus on weaknesses
- Counselor Interventions and check-ins
- Increase technology to increase student engagement
- Professional development