

Start Strong:  
Fall 2021 Administrations

Woodstown-Pilesgrove Regional School District  
January 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.

# Woodstown-Pilesgrove Regional School District

## Number of Students Tested

### Start Strong Fall 2021 Administrations

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
ELA04	104	MAT04	104		
ELA05	89	MAT05	89		
ELA06	91	MAT06	91	SC06	91
ELA07	81	MAT07	81		
ELA08	112	MAT08	81		
ELA09	152	Algebra I	146	SC09	154
ELA10	128	Geometry	146		
		Algebra II	123	SC12	164
<b>Total</b>	<b>757</b>	<b>Total</b>	<b>861</b>	<b>Total</b>	<b>409</b>

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



# Woodstown-Pilesgrove Regional School District

## 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	45	43.3%	24	23.1%	35	33.7%
5	14	15.7%	22	24.7%	53	59.6%
6	30	33%	29	31.9%	32	35.2%
7	10	12.3%	28	34.6%	43	53.1%
8	27	24.1%	24	21.4%	61	54.5%
9	49	32.2%	26	17.1%	77	50.7%
10	35	27.3%	26	20.3%	67	52.3%

# Woodstown-Pilesgrove Regional School District

## 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	47	45.2%	27	26%	30	28.8%
5	49	55.1%	18	20.2%	22	24.7%
6	55	60.4%	23	25.35	13	14.3%
7	27	33.3%	31	38.3%	23	28.4%
8*	34	42%	34	42%	13	16%
Algebra I	74	50.7%	46	31.5%	26	17.8%
Geometry	53	36.3%	42	28.8%	51	34.9%
Algebra II	46	37.4%	46	37.4%	31	25.2%

\*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.

**<Insert District Name>'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	33	36.3%	37	40.7%	21	23.1%
9	66	42.9%	78	50.6%	10	6.5%
12	76	46.3%	54	32.9%	34	20.7%

**Woodstown-Pilesgrove Regional School District**  
**Subgroup**  
**Start Strong Fall 2021 Administrations**  
**English Language Arts- Percentages**

<b>Subgroup</b>	<b>More Support Needed</b>	<b>Some Support Needed</b>	<b>Less Support Needed</b>
<b>District</b>	27.2%	22%	50.8%
African American	50%	15.5%	34.5%
Hispanic	41%	26.2%	32.8%
Two or More Races	45.7%	11.4%	42.9%
Economically Disadvantaged	39.9%	27.5%	32.6%
504	23.4%	40.6%	36%
IEP	60.5%	16.1%	23.4%

**Woodstown-Pilesgrove Regional School District**  
**Subgroup**  
**Start Strong Fall 2021 Administrations**  
**Mathematics - Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
<b>District</b>	44.9%	31.1%	24.4%
African American	68.8%	21.3%	10%
Hispanic	62.7%	25.4%	11.9%
Two or More Races	51%	14.3%	34.7%
Economically Disadvantaged	68.6%	22.4%	9%
504	51.7%	30%	18.3%
IEP	75%	16%	9%

<Insert District Name>'s  
 Subgroup  
 Start Strong Fall 2021 Administrations  
 Science - Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
<b>District</b>	42.8%	41.3%	15.9%
African American	65.2%	30.4%	4.4%
Hispanic	53.6%	35.7%	10.7%
Two or More Races	31.6%	52.6%	15.8%
Economically Disadvantaged	60.9%	31.9%	7.2%
504	32.3%	51.6%	16.1%
IEP	78.9%	12.7%	8.4%

# Intervention Strategies

- After school and evening tutoring programs WMS/WHS
- Achieve in WRS/MSS
- EEE period in WMS
- SCORE in WHS
- Peer tutoring in WMS houses
- Regular data review in grade level/content area teams in all schools
- Use of I-Ready My Path lessons in K-8
- I-Ready diagnostics and growth monitoring to gauge student progress
- LinkIt! Benchmark assessments to measure growth and progress
- Planning for summer programs
- Curriculum updates and revisions