

Start Strong: Fall 2021 Administrations

Wood-Ridge Public Schools
Presented: 1/24/22

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 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

Wood-Ridge School District

Number of Students Tested

Start Strong Fall 2021 Administrations

English Language Arts	Students Tested	%	Mathematics	Students Tested	%	Science	Students Tested	%
ELA04	88 of 88	100	MAT04	88 of 88	100			
ELA05	96 of 96	100	MAT05	96 of 96	100			
ELA06	74 of 74	100	MAT06	74 of 74	100	SC06	74 of 74	100
ELA07	85 of 86	98.8	MAT07	85 of 86	98.8			
ELA08	83 of 83	100	MAT08	57 of 57	100			
ELA09	115 of 116	99	Algebra I	113 of 114	99	SC09	110 of 111	99
ELA10	67 of 68	98.5	Geometry	72 of 73	98.6			
			Algebra II	102 of 107	95.3	SC12	98 of 102	96
Total	608 of 611	99.5	Total	585 of 593	98.6	Total	282 of 287	98.2

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

Wood-Ridge 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	25	28%	18	20%	45	51%
5	16	17%	32	33%	48	50%
6	14	19%	22	30%	38	51%
7	17	20%	25	29%	43	51%
8	19	23%	18	22%	46	55%
9	35	30%	22	19%	58	50%
10	20	30%	11	16%	36	54%

Wood-Ridge 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	19	22%	30	34%	39	44%
5	26	27%	25	26%	45	47%
6	26	35%	38	51%	10	14%
7	20	24%	34	40%	31	36%
8*	18	32%	23	40%	16	28%
Algebra I	53	47%	34	30%	26	23%
Geometry	30	42%	23	32%	19	26%
Algebra II	39	38%	30	29%	33	32%

*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.

Wood-Ridge School District

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	24	32%	31	42%	19	26%
9	50	45%	53	48%	7	6%
12	61	62%	24	24%	13	13%

Wood-Ridge School District
Subgroup RACE
Start Strong Fall 2021 Administrations
English Language Arts- Percentages

Subgroup/% of Total Population	More Support Needed	Some Support Needed	Less Support Needed
District			
Asian/8%	14%	14%	73%
Black/4%	8%	40%	52%
Hispanic/34%	32%	24%	44%
Multiple/2%	17%	25%	58%
White/52%	22%	25%	53%
All Students	24%	24%	52%

Wood-Ridge School District
Subgroup RACE
Start Strong Fall 2021 Administrations
Mathematics - Percentages

Subgroup/% of total population	More Support Needed	Some Support Needed	Less Support Needed
District			
Asian/8%	9%	27%	64%
Black/4%	47%	37%	17%
Hispanic/33%	45%	35%	19%
Multiple/2%	18%	18%	64%
White/53%	29%	35%	35%
All Students	34%	34%	32%

Wood-Ridge School District
Subgroup RACE
 Start Strong Fall 2021 Administrations
 Science - Percentages

Subgroup/Total Population	More Support Needed	Some Support Needed	Less Support Needed
District			
Asian/9%	13%	67%	21%
Black/5%	62%	31%	8%
Hispanic/37%	55%	38%	8%
White/50%	48%	35%	18%
All Students	48%	38%	14%

Wood-Ridge School District
Subgroup Gender
 Start Strong Fall 2021 Administrations
 ELA/Language arts - Percentages

Subgroup/Total Population	More Support Needed	Some Support Needed	Less Support Needed
District			
Female/47%	21%	24%	55%
Male/53%	26%	25%	49%

Wood-Ridge School District
Subgroup Gender
 Start Strong Fall 2021 Administrations
 Mathematics - Percentages

Subgroup/Total Population	More Support Needed	Some Support Needed	Less Support Needed
District			
Female/46%	34%	36%	30%
Male/54%	34%	32%	34%

Wood-Ridge School District
Subgroup Gender
 Start Strong Fall 2021 Administrations
 Science - Percentages

Subgroup/Total Population	More Support Needed	Some Support Needed	Less Support Needed
District			
Female/46%	50%	38%	12%
Male/53%	47%	38%	15%

Wood-Ridge School District
Subgroup PROGRAM
 Start Strong Fall 2021 Administrations
 ELA/Language Arts - Percentages

Subgroup/Total Population	More Support Needed	Some Support Needed	Less Support Needed
District			
Economically Disadvantaged/7%	41%	20%	39%
Section 504/9%	23%	32%	45%
Special Education/11%	51%	28%	21%
General Education/88%	20%	24%	56%
All Students	24%	24%	52%

Wood-Ridge School District
Subgroup PROGRAM
 Start Strong Fall 2021 Administrations
 Mathematics - Percentages

Subgroup/Total Population	More Support Needed	Some Support Needed	Less Support Needed
District			
Economically Disadvantaged/7%	55%	33%	12%
Section 504/9%	34%	45%	21%
ELL/2%	71%	14%	14%
Special Education/12%	71%	19%	10%
General Education/86%	28%	37%	35%
All Students	34%	34%	32%

Wood-Ridge School District
Subgroup PROGRAM
 Start Strong Fall 2021 Administrations
 Science - Percentages

Subgroup/Total Population	More Support Needed	Some Support Needed	Less Support Needed
District			
Economically Disadvantaged/9%	54%	38%	8%
Section 504/9%	58%	25%	17%
Special Education/11%	81%	13%	6%
General Education/87%	43%	42%	15%
All Students	48%	38%	14%

Intervention Strategies

1. Test Item Analysis

- Examine the impact of the Pandemic on the delivery of instruction.
- Share information with current teacher and previous year teacher for analysis.
- Make adjustments in scope and sequencing of instruction as necessary to support learning acceleration.

2. Revamp I&RS Process and Procedures

- Creating Action Plans with meaningful SMART Goals.
- Identifying and providing supports as needed.
- Detail oriented follow up and measurement of goals.

Intervention Strategies

3. Improvement of Data Collection, Analysis, and Warehousing

- Transfer achievement related data to Link It! Programs to get a better longitudinal picture of student achievement.
- Utilize Link It! Formative assessments to inform instruction.
- Make adjustments in scope and sequencing of instruction as necessary to support learning acceleration.

4. Extended School Day Programming

- Supporting learning acceleration.
- Tailoring program to provide meaningful individual support.
- Detail oriented follow up and measurement of goals.

Intervention Strategies

5. Articulation with Moonachie School District

- Review of existing curriculum and materials (ELA, Math, & Science)
- Review of Math sequencing in Grades 6-8.

6. Summer Transition Programming

- Supporting learning acceleration.
- Tailoring program to provide meaningful individual support.
- Enrichment opportunities
- Detail oriented follow up and measurement of goals.

Intervention Strategies

7. Child Study Team Programming

- Setting meaningful IEP goals and objectives.
- Examining best program placement in the Least Restrictive Environment.
- Surveying Best Practices in the provision of instructional supports.
- Review transitions from CED to WRIS to WRHS and from Moonachie to Wood-Ridge to ensure continuity of instruction.

8. Test Preparation and Motivation

- Multi step questioning
- Reading strategies/Close Reading/Contextual Clues
- Endurance and Stamina
 - Math average of 23 questions
 - ELA average of 10 questions based on reading passages
 - Science average of 25 questions

THANK YOU!

Please note that the administration of the New Jersey Student Learning Assessments (NJSLA) has not taken place since 2019.

The 2021-2022 administration of the New Jersey Student Learning Assessments (NJSLA) is scheduled to take place during the following time period:

April 25, 2022 – June 3, 2022 ELA/Math- Grades 3-9
Science- Grades 5, 8, & 11