

Start Strong: Fall 2021 Administrations

Edgewater Public Schools
Eleanor Van Gelder
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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 results quicker than NJSLA data is provided.
- 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 Result Interpretation Considerations

- 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
- Using the Individual Student Reports (ISRs) for conversations between parents and educators on where their child might need support

Edgewater Public Schools
Number of Students Tested
Start Strong Fall 2021 Administrations

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
ELA 4	95	MAT 4	95		
ELA 5	68	MAT 5	69		
ELA 6	91	MAT 6	93	SC 6	93

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

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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	34	36%	20	21%	40	43%
5	17	25%	16	24%	35	51%
6	25	27%	28	31%	38	42%

It is important to remember, that not only Edgewater, but the entire country anticipated student learning loss.

If this experience has taught us nothing else, it has taught us the importance of students being in a classroom with their teachers.

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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	32	34%	24	25%	39	41%
5	39	57%	16	23%	14	20%
6	33	41%	35	29%	25	30%

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	35%	35	38%	25	27%

Edgewater Public Schools
Subgroup
Start Strong Fall 2021 Administrations
English Language Arts- Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Current English Language Learners	64%	14%	21%
Former English Language Learner	**	**	**
Special Education Students	69%	24%	7%
Economically Disadvantaged	**	**	**
504	**	**	**

Edgewater Public Schools
Subgroup
Start Strong Fall 2021 Administrations
Mathematics - Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Current English Language Learners	59%	29%	12%
Former English Language Learners	**	**	**
Special Education Students	79%	7%	4%
Economically Disadvantaged	**	**	**
504	**	**	**

Edgewater Public Schools
Subgroup
Start Strong Fall 2021 Administrations
Science - Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
English Language Learners	60%	40%	0%
Former Special Education Students	**	**	**
Special Education Students	86%	7%	7%
504	**	**	**
Economically Disadvantaged	**	**	**

What We Are Doing

- The work our teachers do naturally:
 - Constantly working on evaluating, not only for the sake of academic data but also have a constant pulse on the social-emotional well-being of their students.
- A spreadsheet inclusive of the following data was created to further support students in both the *strong support* level and the *some support* level:
 - Start Strong data
 - STAR instructional reading level
 - STAR math grade level percentile
 - Baseline assessment data, ELA and Math
 - Running Records
 - 1st MP reading, writing and math grades

Disaggregating Data

- Focus Periods in 4th, 5th and 6th grade will address the NJSLs identified as in need of *strong support and some support*. Students are leveled in fluid instructional groups.
- Focus periods also address students in the *less support* levels in order to provide enrichment opportunities.
- A 3rd-6th grade After -School Intervention Program is scheduled to begin on January 21st and will run through April 22
- The students recommended for the program were based on the aforementioned data as well as **teacher recommendation**

Thank You To Our Staff and Students!

Building a Better World, One Student at a Time

