

**START STRONG:
FALL 2021
ADMINISTRATION**

**Eatontown Public Schools
February 14, 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.
- 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)	Grade 4	Grade 3
	Grade 5	Grade 4
	Grade 6	Grade 5
	Grade 7	Grade 6
	Grade 8	Grade 7
Mathematics	Grade 4	Grade 3
	Grade 5	Grade 4
	Grade 6	Grade 5
	Grade 7	Grade 6
	Grade 8	Grade 7
Science	Grade 6	Grades 3–5

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, CONT.

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.

EATONTOWN PUBLIC SCHOOLS
NUMBER OF STUDENTS TESTED
START STRONG FALL 2021 ADMINISTRATIONS

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
ELA04	81	MAT04	81		
ELA05	81	MAT05	81		
ELA06	86	MAT06	85	SC06	84
ELA07	88	MAT07	88		
ELA08	106	MAT08	106		
Total	442	Total	441	Total	84

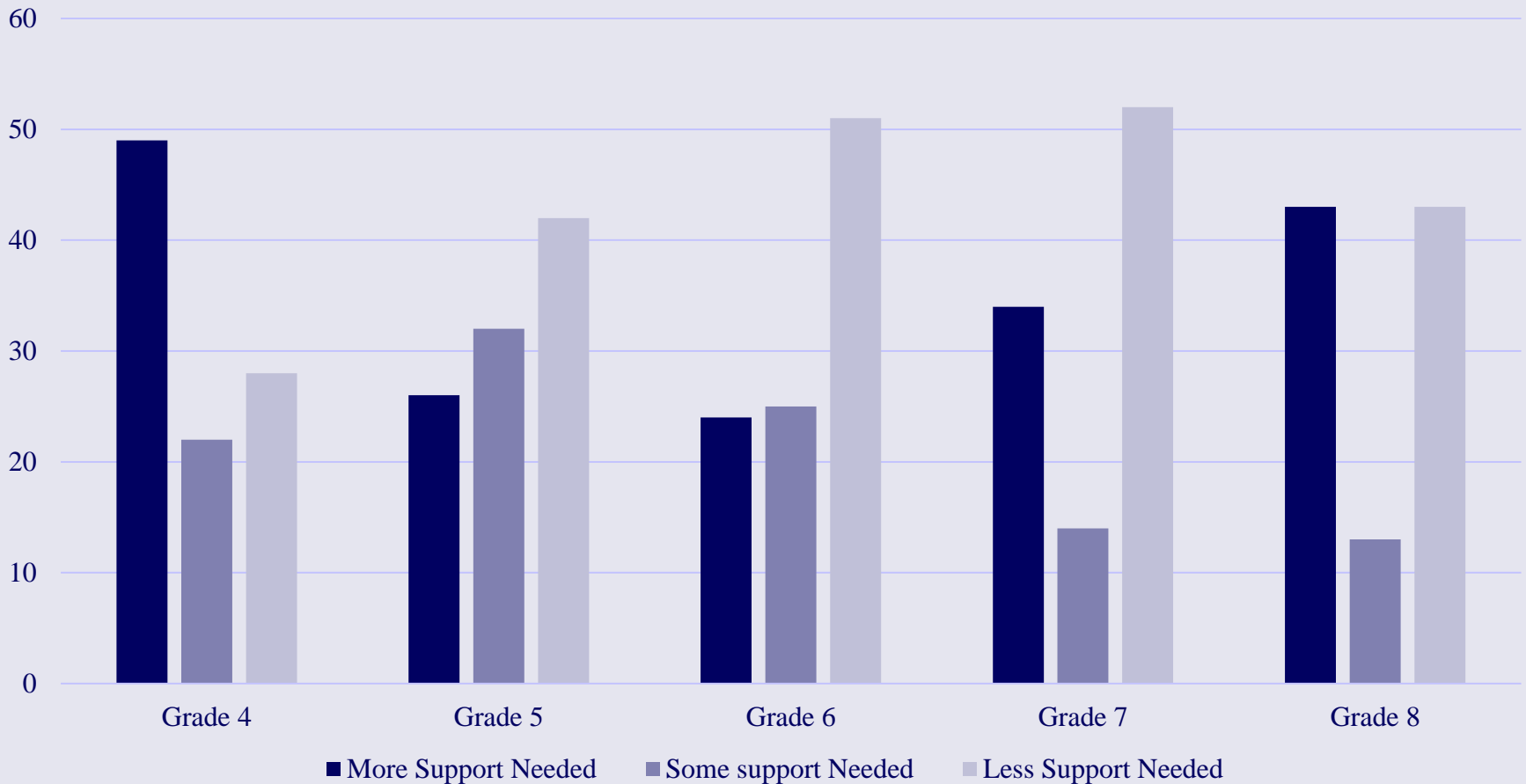
Note: “Students Tested” represents individual valid test scores for English Language Arts, Mathematics and Science

EATONTOWN PUBLIC SCHOOL

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	40	49%	18	22%	23	28%
5	21	26%	26	32%	34	42%
6	21	24%	21	25%	43	51%
7	30	34%	12	14%	46	52%
8	46	43%	14	13%	46	43%

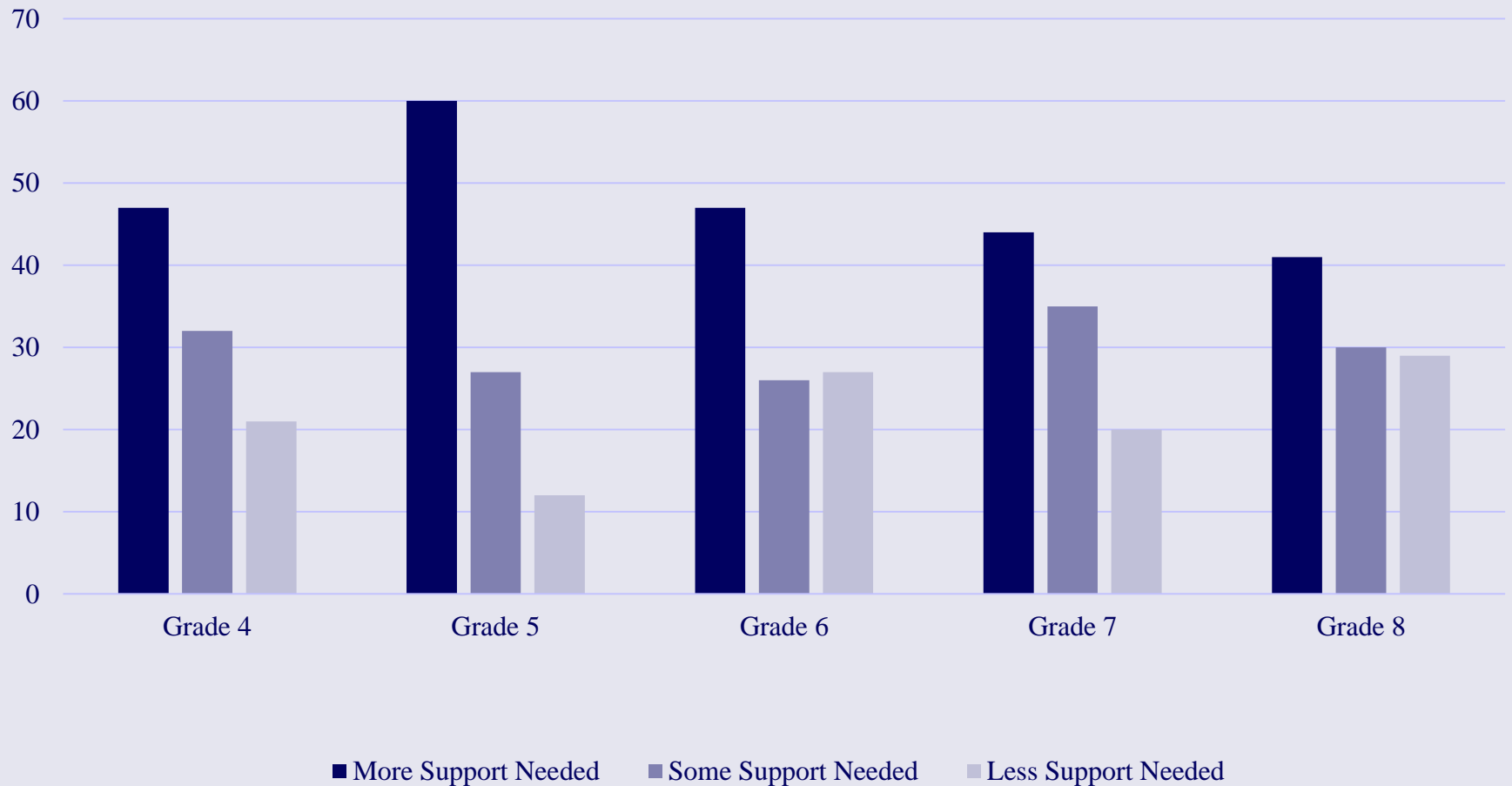
EATONTOWN PUBLIC SCHOOL
START STRONG FALL 2021 ADMINISTRATIONS
ENGLISH LANGUAGE ARTS – SUPPORT LEVELS



EATONTOWN PUBLIC SCHOOLS
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	38	47%	26	32%	17	21%
5	49	60%	22	27%	10	12%
6	40	47%	22	26%	23	27%
7	39	44%	31	35%	18	20%
8	42	41%	33	30%	31	29%

EATONTOWN PUBLIC SCHOOL
START STRONG FALL 2021 ADMINISTRATIONS
MATHEMATICS – SUPPORT LEVELS



EATONTOWN PUBLIC SCHOOLS
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	41	49%	27	32%	16	19%

EATONTOWN PUBLIC SCHOOLS

SUBGROUP

START STRONG FALL 2021 ADMINISTRATIONS

ENGLISH LANGUAGE ARTS- PERCENTAGES

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	36%	21%	44%
Asian	26%	22%	52%
African American	44%	23%	34%
Hispanic	39%	23%	38%
White	30%	19%	52%
Two or More Races	52%	12%	36%
IEP	59%	18%	24%
504	27%	45%	27%
Current ELL	43%	29%	43%
Former ELL	35%	22%	43%
Economically Disadvantaged	47%	21%	32%
Homeless	40%	0	60%

EATONTOWN PUBLIC SCHOOLS

SUBGROUP

START STRONG FALL 2021 ADMINISTRATIONS

MATHEMATICS - PERCENTAGES

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	47%	30%	22%
Asian	24%	39%	37%
African American	68%	18%	14%
Hispanic	53%	33%	14%
White	39%	31%	30%
Two or More Races	60%	28%	12%
IEP	71%	22%	7%
504	64%	27%	9%
Current ELL	43%	36%	21%
Former ELL	49%	33%	18%
Economically Disadvantaged	60%	26%	14%
Homeless	60%	20%	20%

EATONTOWN PUBLIC SCHOOLS

SUBGROUP

START STRONG FALL 2021 ADMINISTRATIONS

SCIENCE - PERCENTAGES

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	49%	32%	19%
Asian	25%	50%	25%
African American	69%	19%	13%
Hispanic	61%	36%	4%
White	38%	31%	31%
Two or More Races	0	33%	67%
IEP	81%	13%	6%
Current ELL	75%	25%	0
Former ELL	38%	50%	13%
Economically Disadvantaged	48%	40%	12%

NEXT STEPS

- During the 2020-2021 school year, the district followed a hybrid one-session day schedule for the majority of the school year, and some students remained virtual students the entire year.
- Now in the 2021-2022 school year, we have maintained a 5-day week regular school schedule.
- We will utilize student data (i-Ready, Start Strong, Running Records, etc.) to drive instruction in the classroom as well as intervention planning.
- The data will help to identify students for intervention, such as basic skills, Winter Learning Academy, and Summer Learning Academy. Please note that multiple assessment results are being used to identify students for these interventions.
- Schools have After-school Clubs such as Twilight Tutoring, Homework Clubs, AAA Club.
- There is a greater emphasis on small group, skill-based instruction.
- Schools are involving parents into the learning process through Family Fun Education Nights.
- Intervention planning and programs will continue next school year as well.

THANK YOU

If anyone has any questions or concerns regarding the Start Strong data, please contact your child's principal.