Start Strong:
Fall 2021 Administrations

February 8, 2022

English Language Arts

Mathematics

Science

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

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, 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

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2021-22 Fall Start Strong

ELA/Language Arts

Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2021-22 # of students	2021-22 % of total	2021-22 # of students	2021-22 % of total	2021-22 # of students	2021-22 % of total
4	149	51	34%	48	32%	50	34%
5	147	19	13%	39	27%	89	61%
6	193	43	22%	47	24%	103	53%
7	151	21	14%	38	25%	92	61%
8	173	33	19%	29	17%	111	64%
All Grades	**813**	**167**	**21%**	**201**	**25%**	**445**	**55%**

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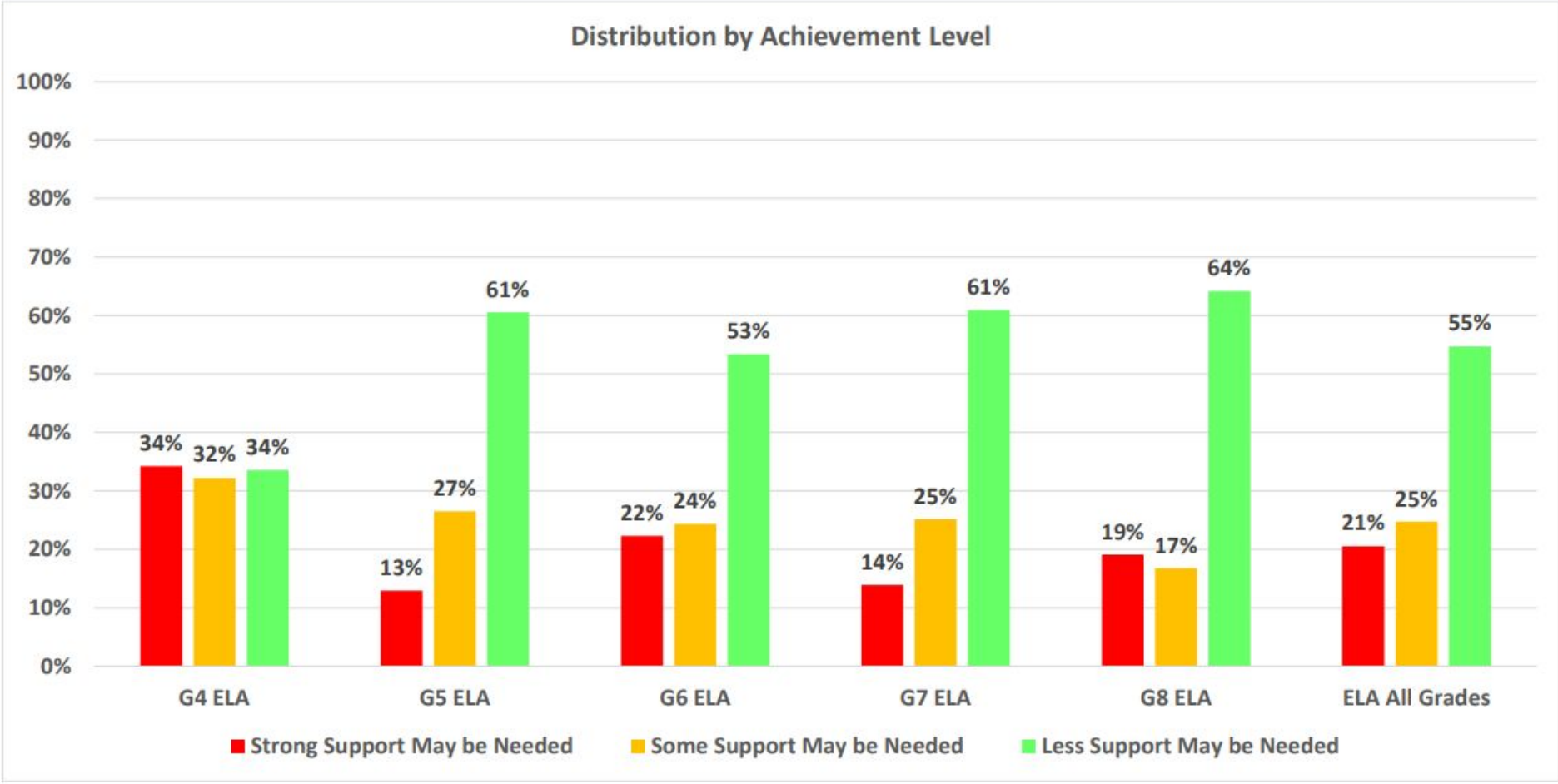
2021-22 Fall Start Strong

ELA/Language Arts



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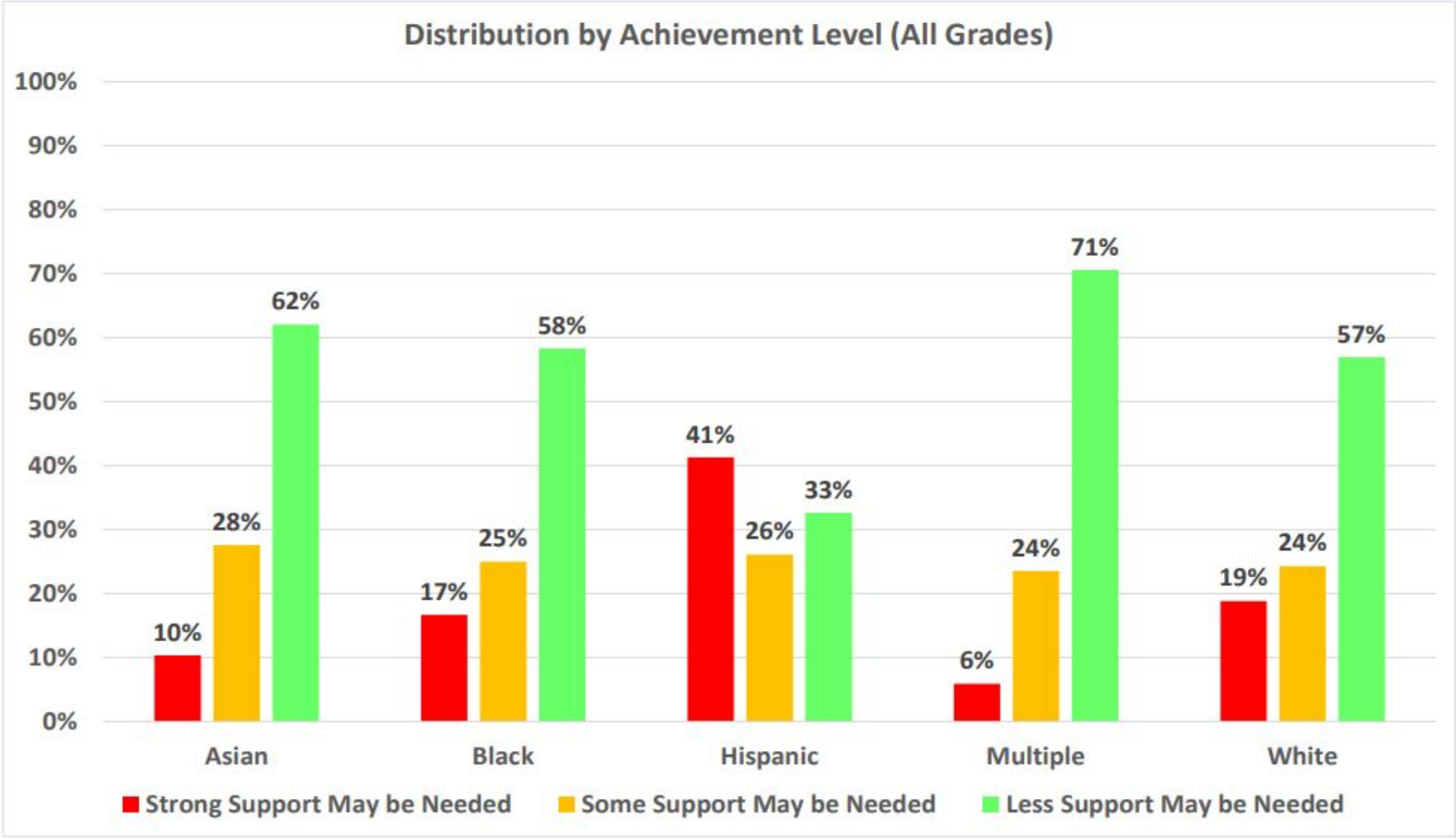
2021-22 Fall Start Strong Performance by Subgroup Race

ELA/Language Arts



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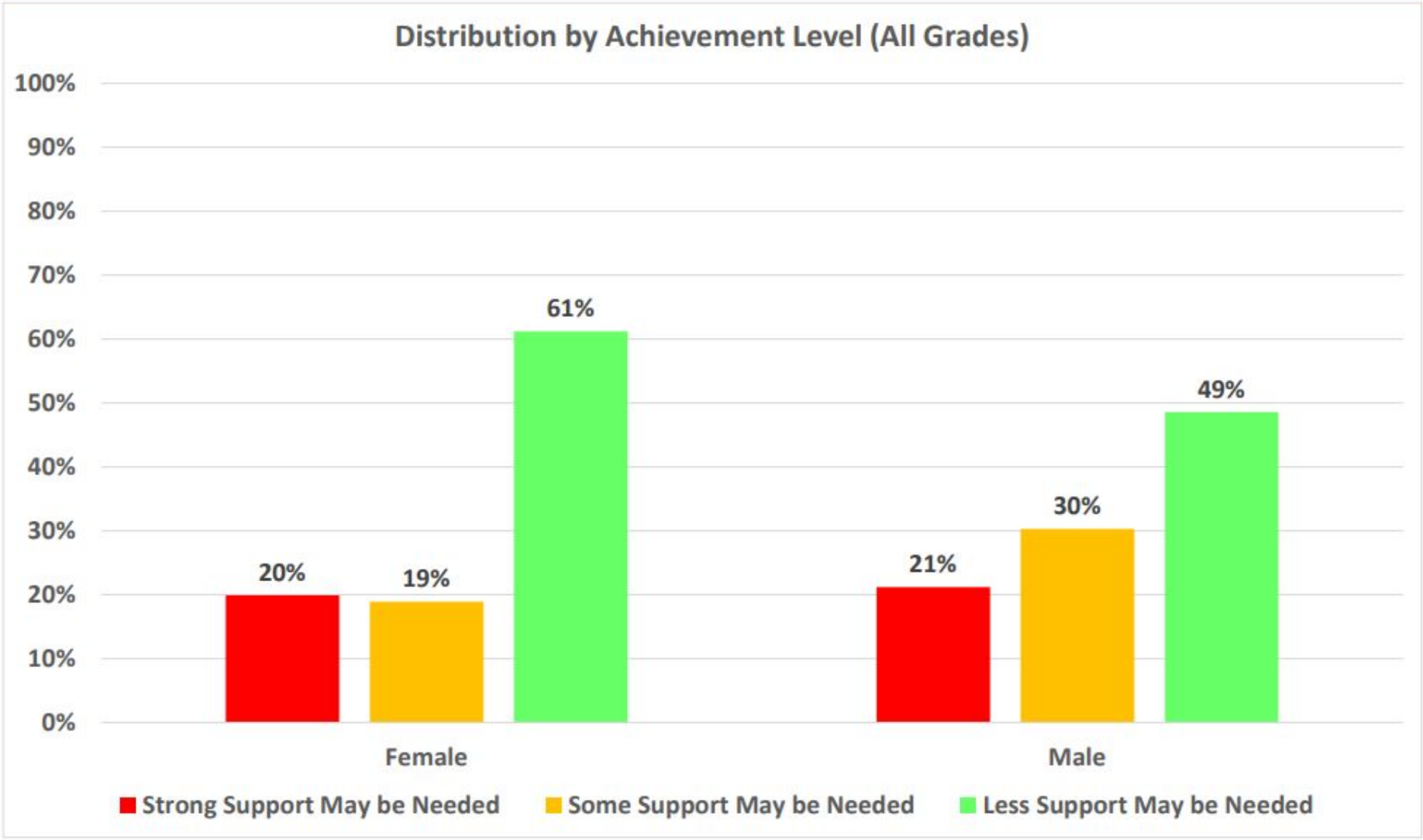
2021-22 Fall Start Strong Performance by Subgroup Gender

ELA/Language Arts



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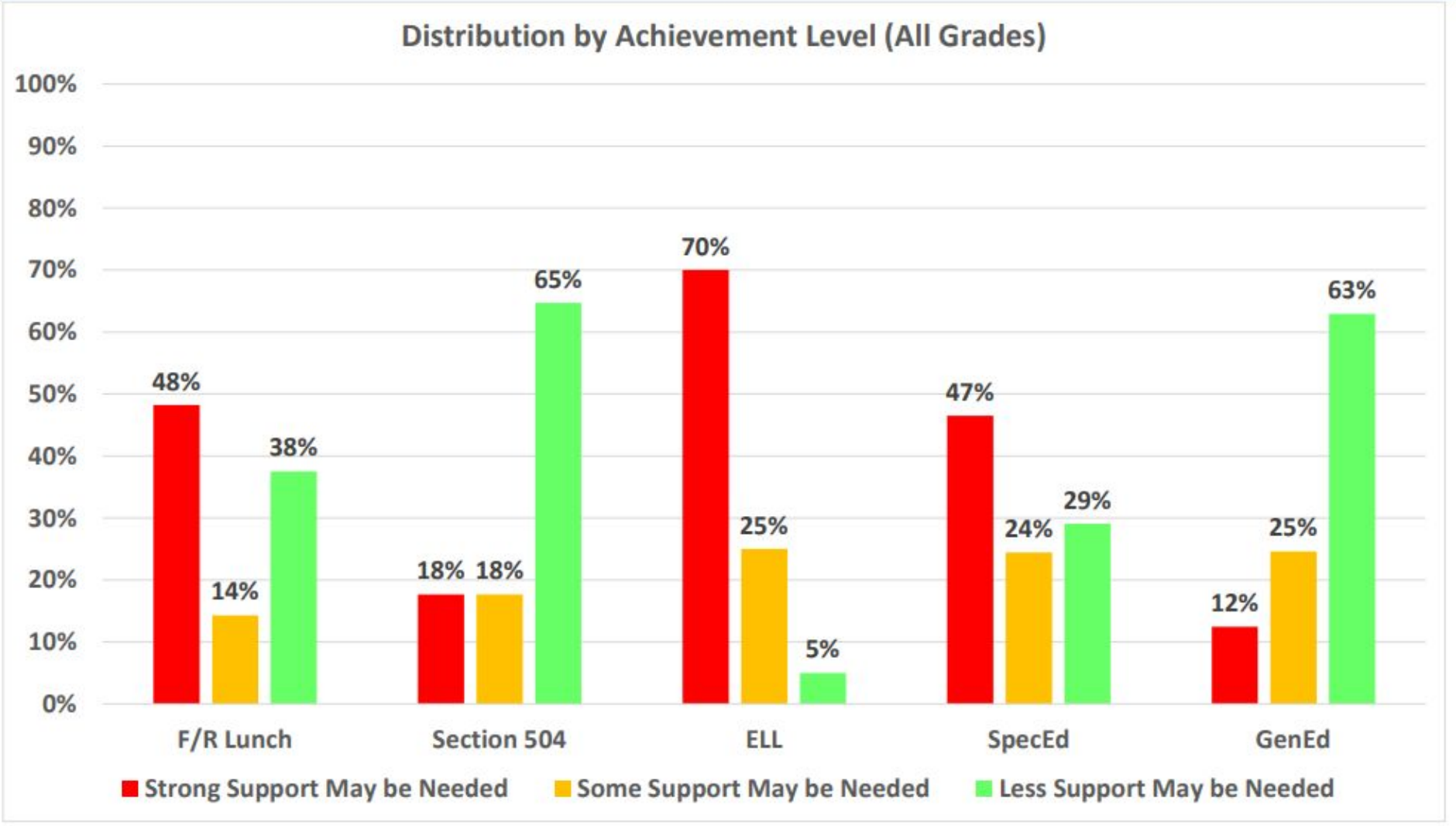
2021-22 Fall Start Strong Performance by Subgroup Program

ELA/Language Arts



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2021-22 Fall Start Strong

Mathematics

Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2021-22 # of students	2021-22 % of total	2021-22 # of students	2021-22 % of total	2021-22 # of students	2021-22 % of total
4	149	41	28%	38	26%	70	47%
5	147	56	38%	45	31%	46	31%
6	193	72	37%	52	27%	69	36%
7	128	34	27%	48	38%	46	36%
8	92	29	32%	52	57%	11	12%
Alg I (MS)	85	21	25%	38	45%	26	31%
Alg II	19	0	0%	4	21%	15	79%
All Grades	**813**	**253**	**31%**	**277**	**34%**	**283**	**35%**

*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.

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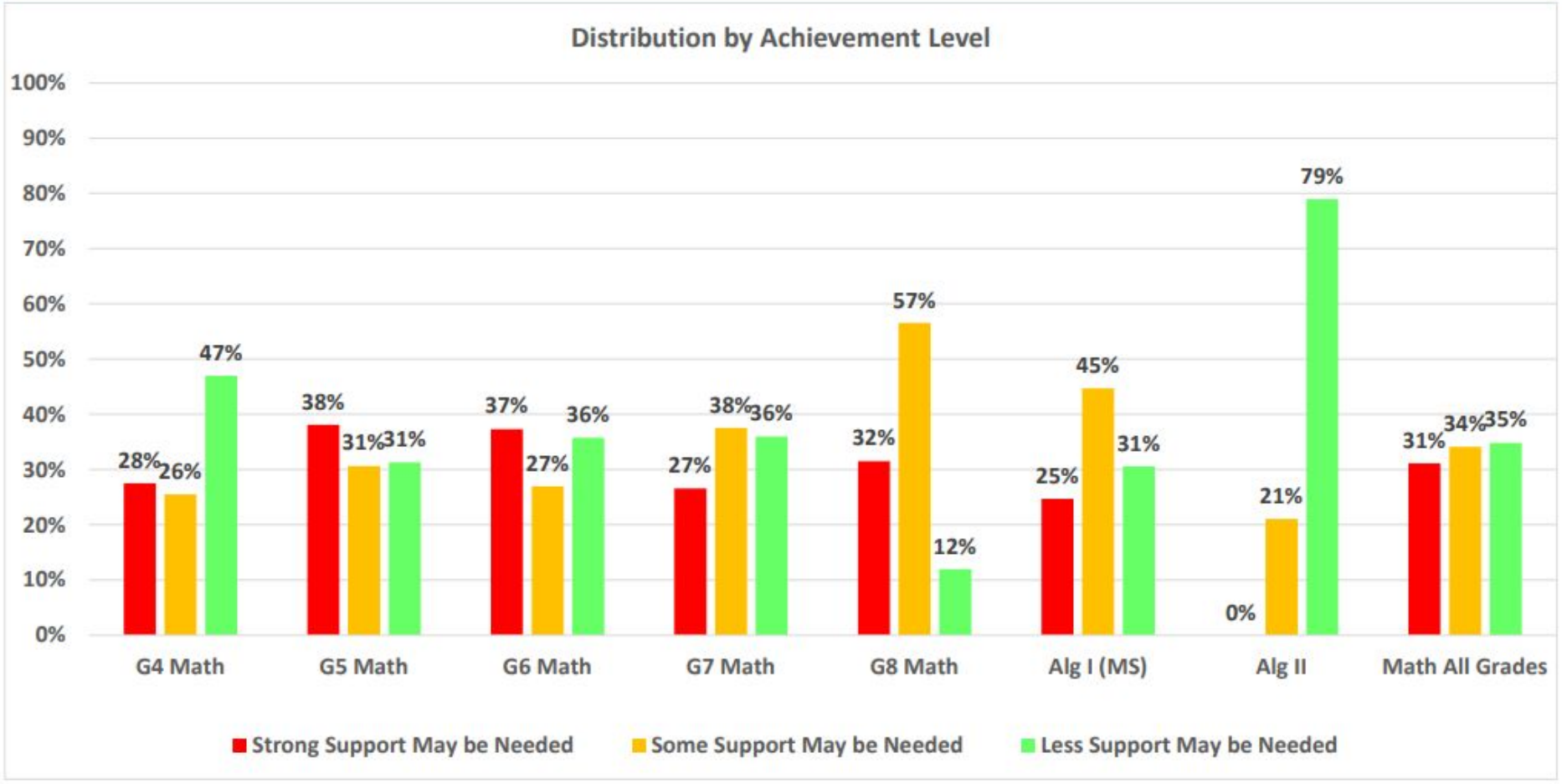
2021-22 Fall Start Strong

Mathematics



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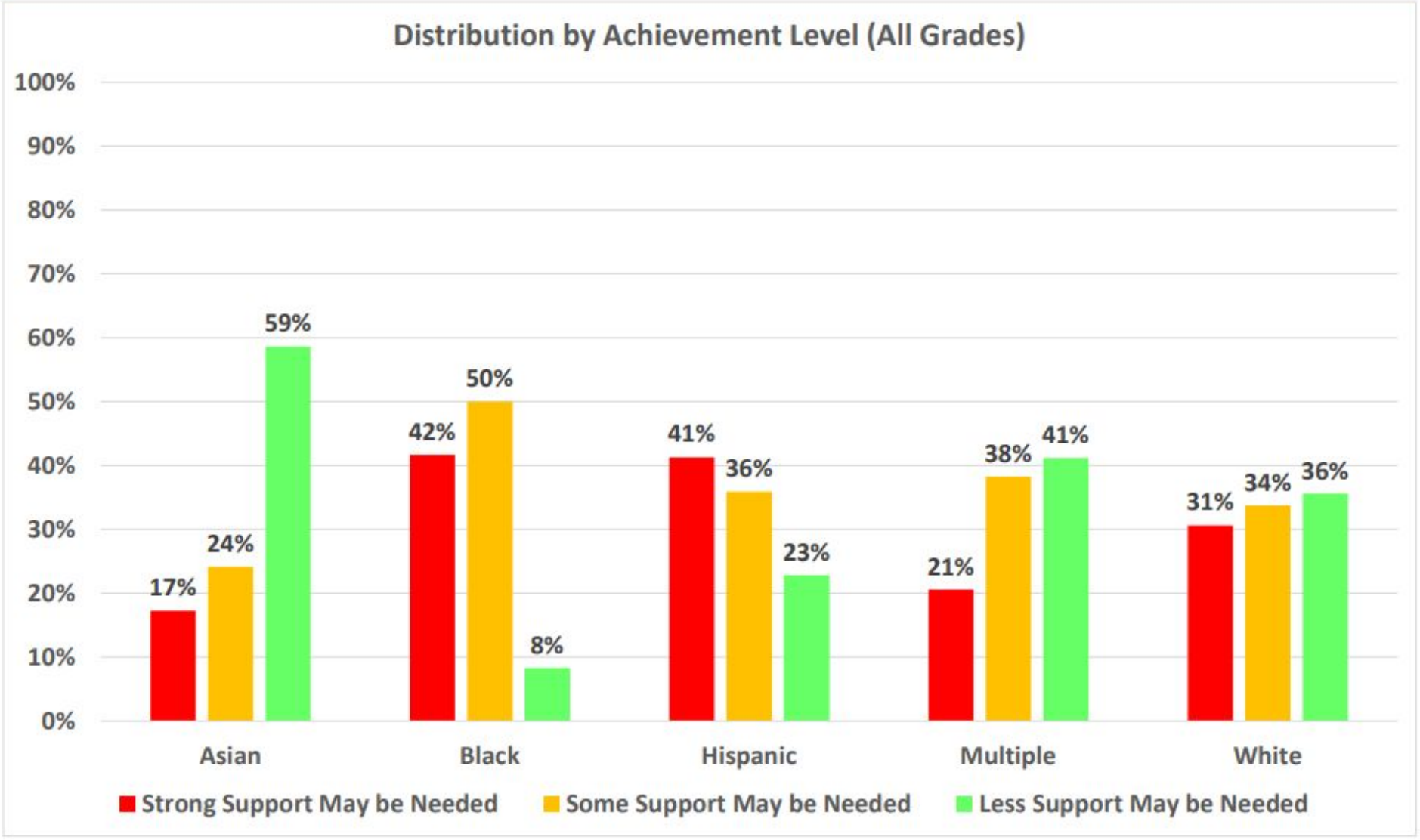
2021-22 Fall Start Strong Performance by Subgroup Race

Mathematics



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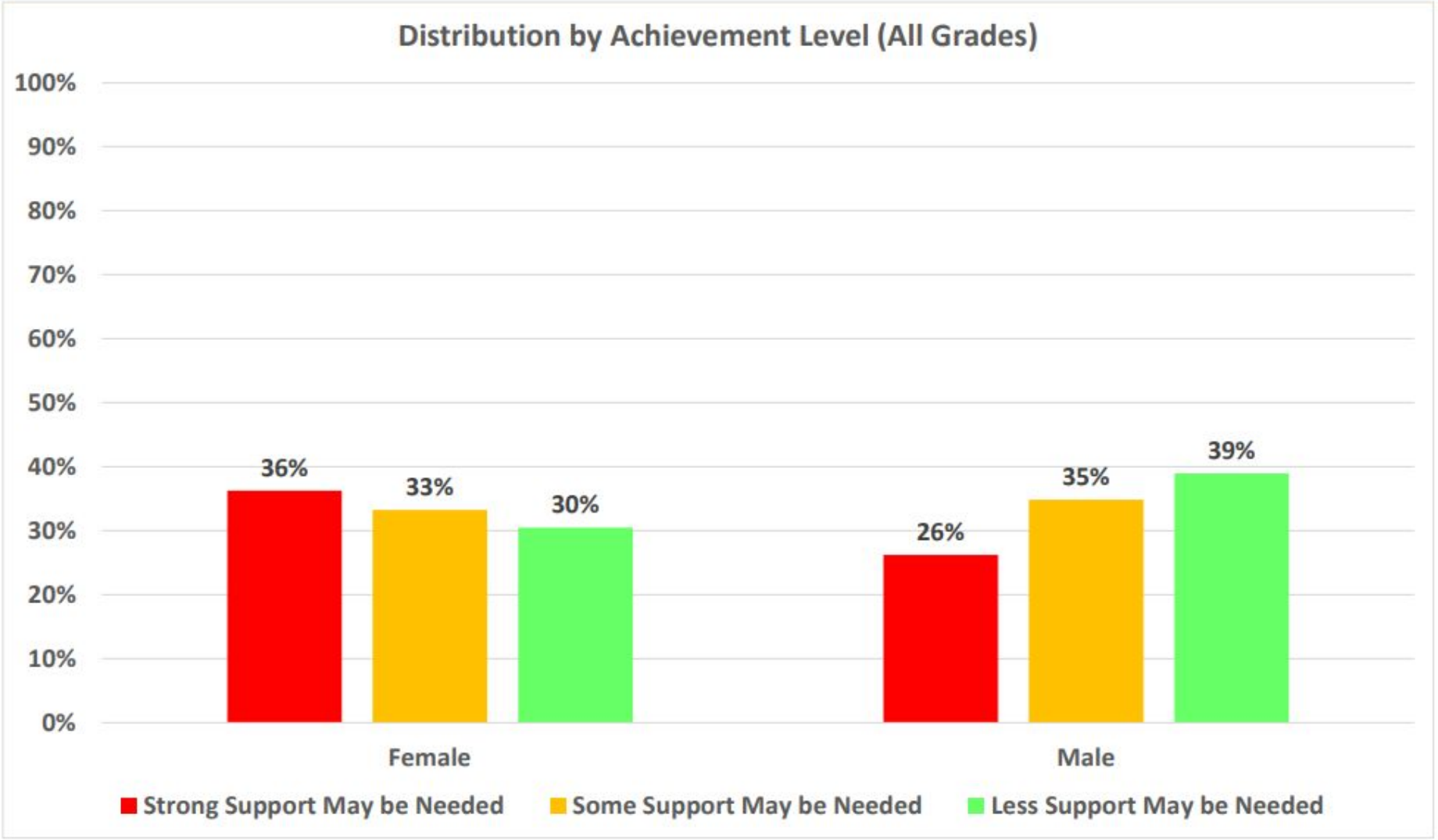
2021-22 Fall Start Strong Performance by Subgroup Gender

Mathematics



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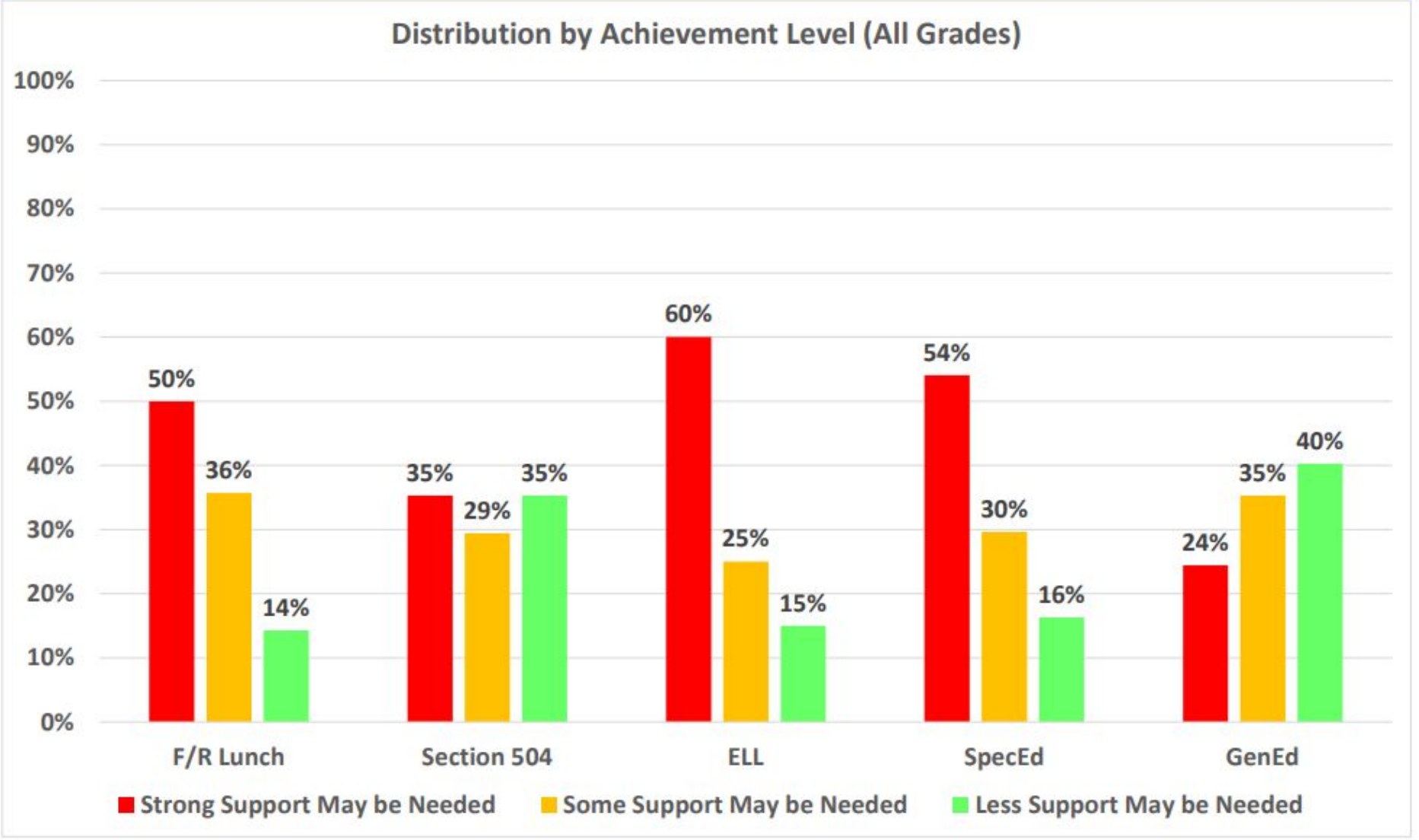
2021-22 Fall Start Strong Performance by Subgroup Program

Mathematics



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2021-22 Fall Start Strong

Science

Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
		# of students	% of total	# of students	% of total	# of students	% of total
6	193	48	25%	78	40%	67	35%

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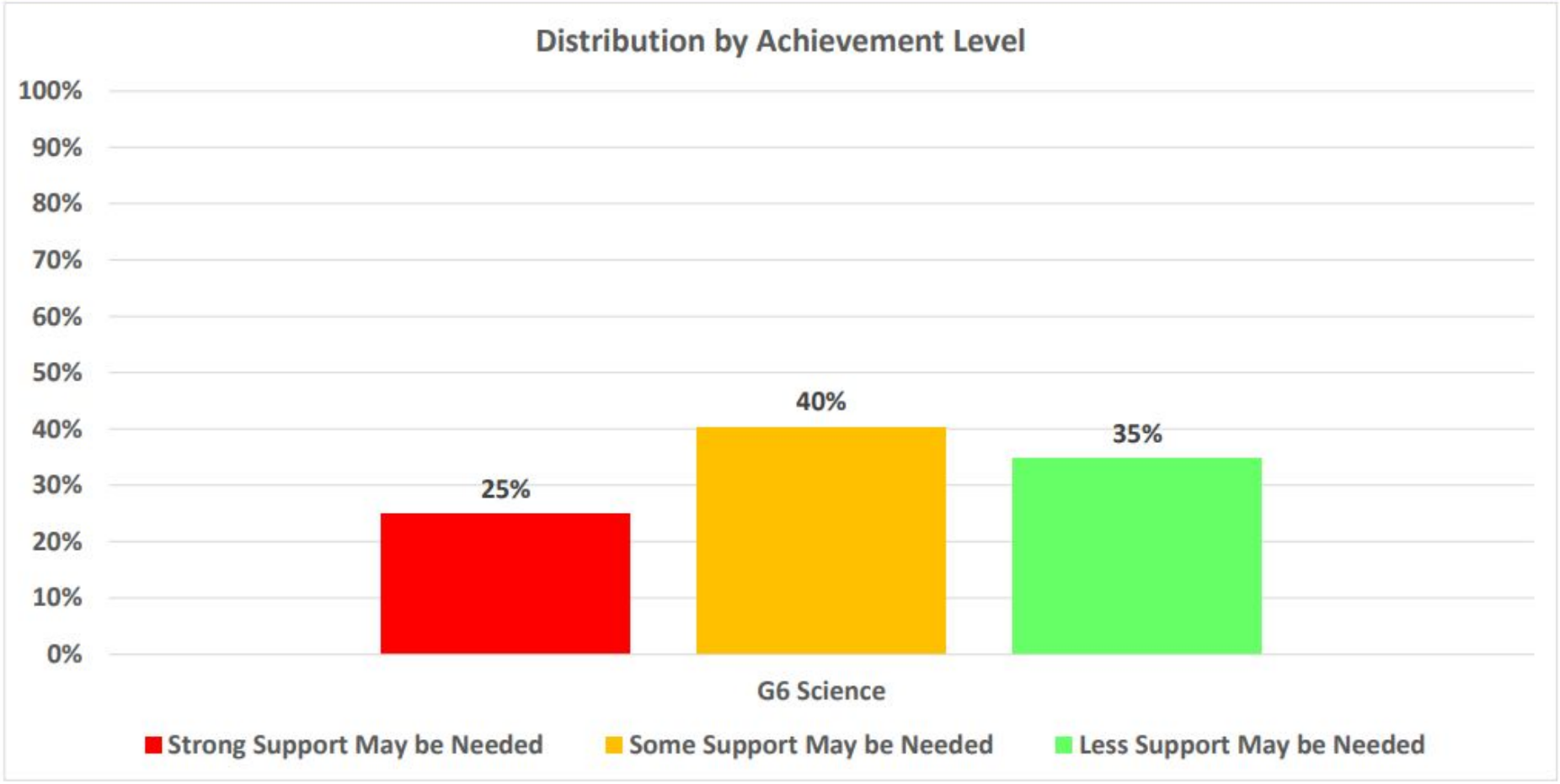
2021-22 Fall Start Strong

Science



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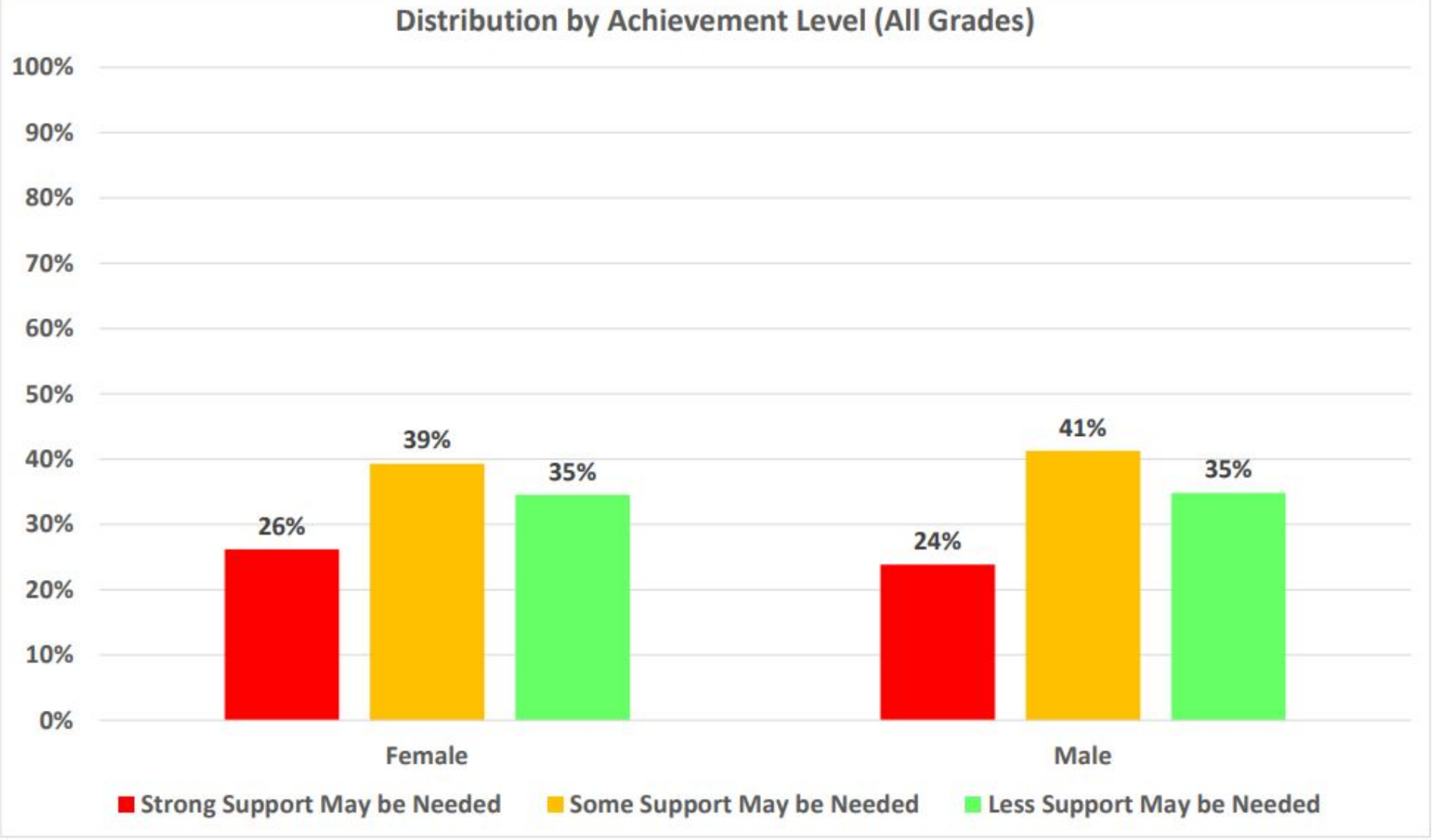
2021-22 Fall Start Strong Performance by Subgroup Gender

Science



Of 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.

- 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.

Intervention Strategies

- Resources for how to address prerequisite skills while still moving forward with grade level content were provided.
- Virtual office hours/homework help and tutoring for students on quarantine are available as needed.
- After School Learning Acceleration for Math and Reading began in early November.

Diagnostic 2 Results

January 2022

Mathematics

K-8

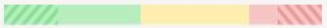
Diagnostic 2 - Mathematics

Grade		Overall Grade-Level Placement					Students Assessed/Total
Grade K		34%	12%	55%	0%	0%	128/129
Grade 1	Diagnostic 2	38%	15%	45%	2%	0%	141/148
	Diagnostic 1	11%	9%	70%	11%	0%	
Grade 2	Diagnostic 2	33%	25%	39%	3%	0%	138/140
	Diagnostic 1	13%	20%	59%	8%	0%	
Grade 3	Diagnostic 2	21%	35%	42%	2%	0%	146/151
	Diagnostic 1	9%	18%	63%	10%	0%	

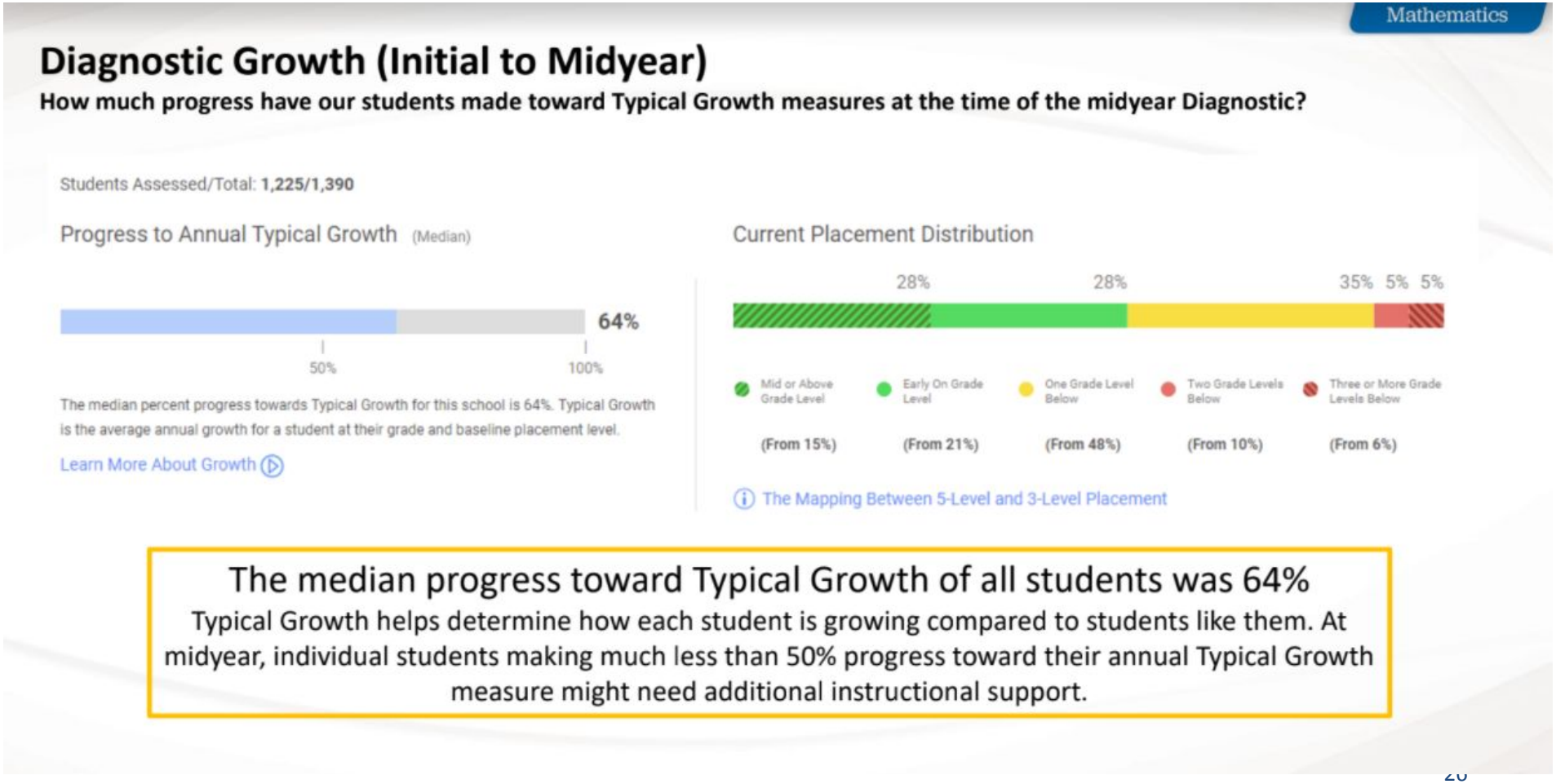
Diagnostic 2 - Mathematics

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 4	Diagnostic 2		32%	27%	34%	6%	2%	145/148
	Diagnostic 1		16%	23%	46%	10%	5%	
Grade 5	Diagnostic 2		31%	35%	27%	5%	1%	147/149
	Diagnostic 1		16%	26%	44%	9%	5%	

Diagnostic 2 - Mathematics

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 6	Diagnostic 2		32%	29%	28%	5%	5%	194/196
	Diagnostic 1		24%	28%	31%	10%	6%	
Grade 7	Diagnostic 2		29%	22%	34%	5%	9%	149/153
	Diagnostic 1		17%	26%	34%	9%	14%	
Grade 8	Diagnostic 2		16%	30%	31%	7%	16%	176/177
	Diagnostic 1		13%	19%	42%	9%	18%	

Diagnostic 2 - Mathematics



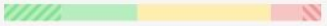
The median progress toward Typical Growth of all students was 64%

Typical Growth helps determine how each student is growing compared to students like them. At midyear, individual students making much less than 50% progress toward their annual Typical Growth measure might need additional instructional support.

Diagnostic 2 Results by Subgroups

Race		Overall Grade-Level Placement						Students Assessed/Total
Asian	Diagnostic 2		46%	25%	21%	2%	5%	56/62
	Diagnostic 1		29%	21%	39%	7%	4%	
Black or African American	Diagnostic 2		17%	17%	43%	17%	4%	23/25
	Diagnostic 1		4%	17%	48%	17%	13%	
White	Diagnostic 2		27%	28%	36%	5%	4%	1,100/1,236
	Diagnostic 1		14%	21%	49%	10%	6%	
Two or More Races	Diagnostic 2		43%	26%	23%	0%	8%	53/62
	Diagnostic 1		28%	23%	40%	2%	8%	
Yes - Hispanic or Latino	Diagnostic 2		14%	20%	50%	9%	7%	149/171
	Diagnostic 1		8%	9%	56%	16%	11%	

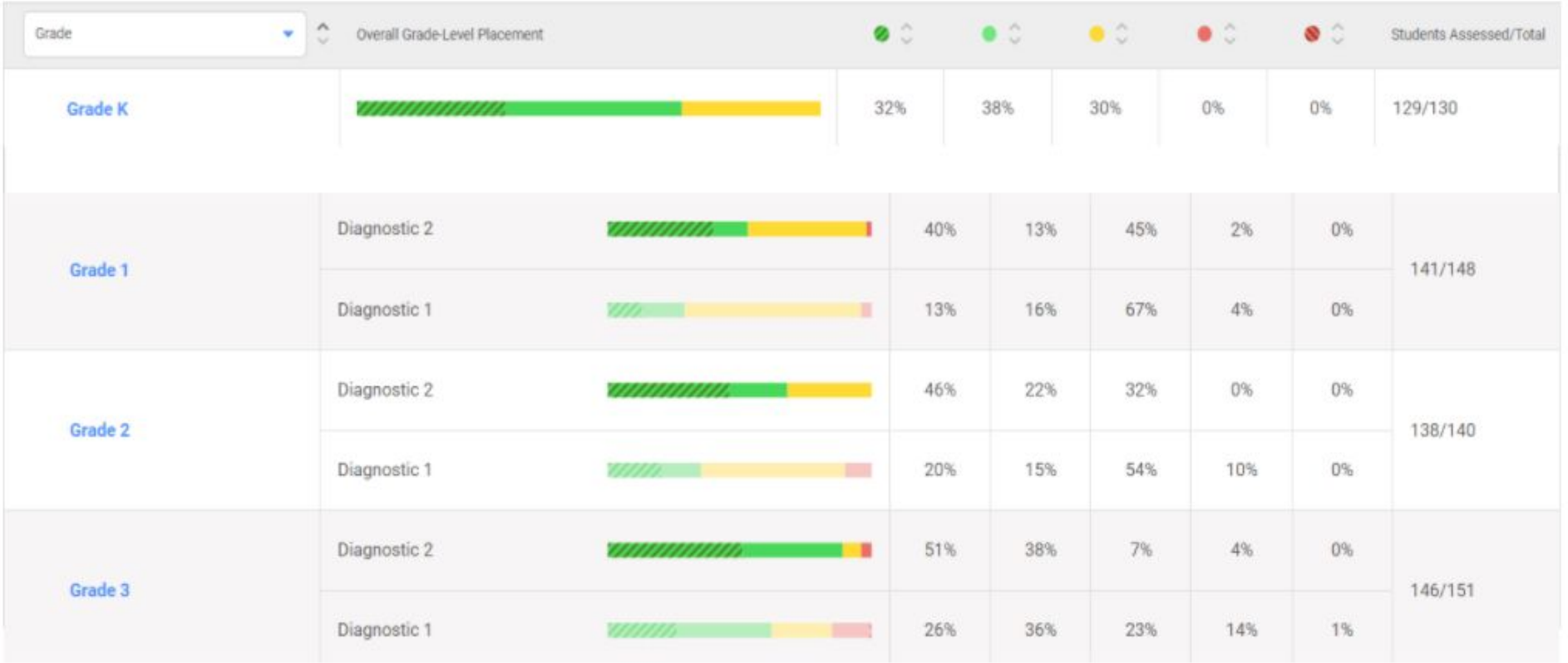
Diagnostic 2 Results by Subgroups

Gender		Overall Grade-Level Placement						Students Assessed/Total
Female	Diagnostic 2		24%	28%	39%	4%	4%	606/686
	Diagnostic 1		13%	18%	53%	9%	7%	
Male	Diagnostic 2		33%	27%	31%	5%	5%	631/704
	Diagnostic 1		18%	24%	42%	10%	6%	
Yes - English Learner	Diagnostic 2		4%	22%	39%	26%	9%	23/30
	Diagnostic 1		0%	0%	52%	35%	13%	
Yes - Special Education	Diagnostic 2		14%	14%	43%	10%	19%	237/259
	Diagnostic 1		6%	12%	38%	18%	26%	

English Language Arts

K-5

Diagnostic 2 ELA

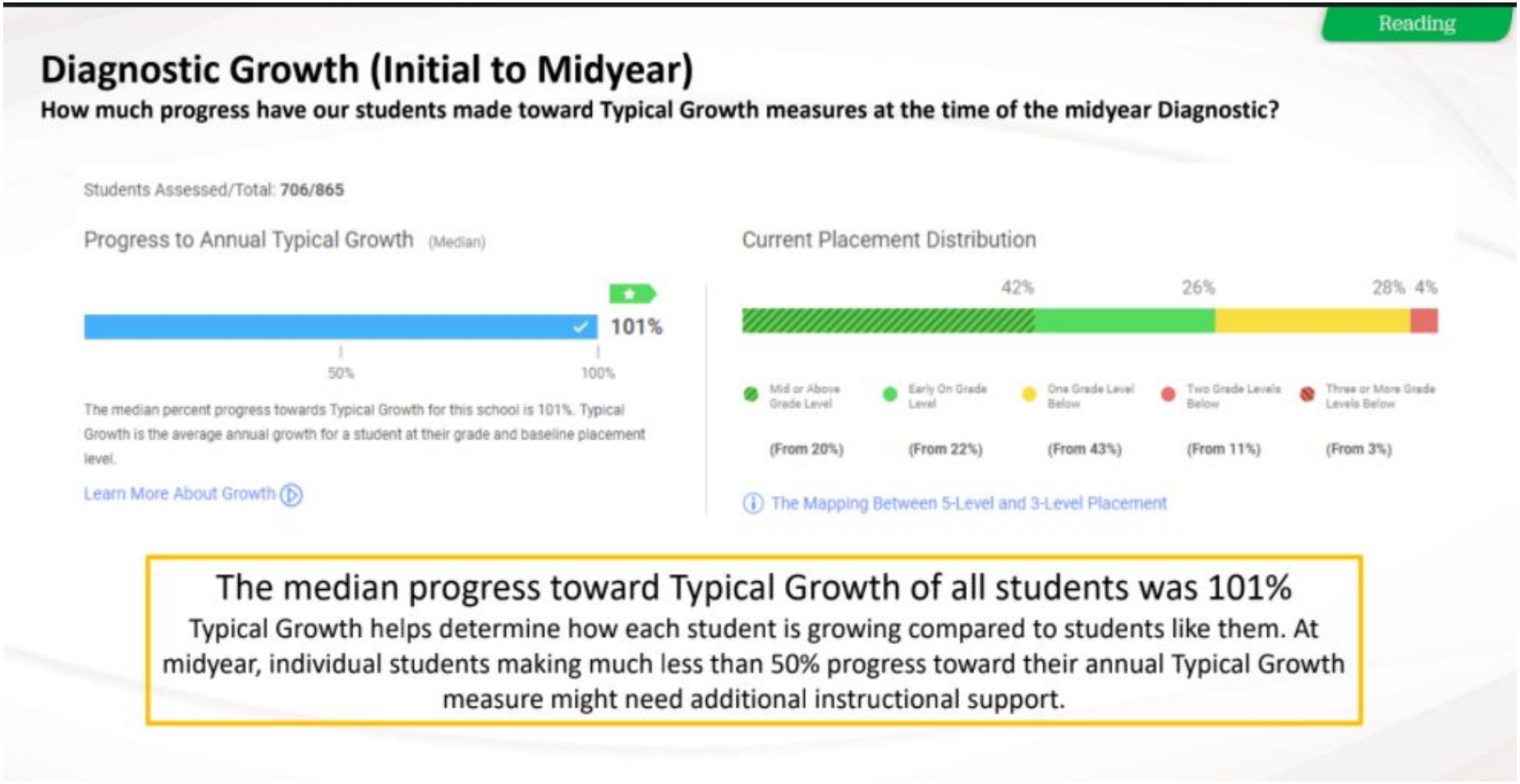


Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K			32%	38%	30%	0%	0%	129/130
Grade 1	Diagnostic 2		40%	13%	45%	2%	0%	141/148
	Diagnostic 1		13%	16%	67%	4%	0%	
Grade 2	Diagnostic 2		46%	22%	32%	0%	0%	138/140
	Diagnostic 1		20%	15%	54%	10%	0%	
Grade 3	Diagnostic 2		51%	38%	7%	4%	0%	146/151
	Diagnostic 1		26%	36%	23%	14%	1%	

Diagnostic 2 ELA

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 4	Diagnostic 2		45%	25%	25%	5%	0%	144/148
	Diagnostic 1		22%	24%	37%	9%	8%	
Grade 5	Diagnostic 2		28%	32%	32%	6%	1%	145/149
	Diagnostic 1		20%	22%	37%	18%	3%	

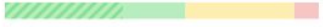
Diagnostic 2 ELA



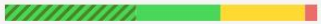
The median progress toward Typical Growth of all students was 101%

Typical Growth helps determine how each student is growing compared to students like them. At midyear, individual students making much less than 50% progress toward their annual Typical Growth measure might need additional instructional support.

Diagnostic 2 Results by Subgroups

Race		Overall Grade-Level Placement						Students Assessed/Total
Asian	Diagnostic 2		55%	20%	25%	0%	0%	40/47
	Diagnostic 1		38%	20%	35%	8%	0%	
White	Diagnostic 2		40%	27%	29%	4%	0%	633/766
	Diagnostic 1		18%	23%	45%	12%	3%	
Two or More Races	Diagnostic 2		62%	27%	12%	0%	0%	26/35
	Diagnostic 1		50%	27%	23%	0%	0%	
Yes - Hispanic or Latino	Diagnostic 2		36%	23%	35%	5%	0%	96/117
	Diagnostic 1		11%	20%	48%	15%	6%	

Diagnostic 2 Results by Subgroups

Gender		Overall Grade-Level Placement						Students Assessed/Total
Female	Diagnostic 2		42%	26%	29%	3%	0%	352/431
	Diagnostic 1		20%	23%	45%	10%	2%	
Male	Diagnostic 2		42%	27%	27%	4%	0%	362/434
	Diagnostic 1		20%	22%	42%	12%	3%	
Yes - Special Education	Diagnostic 2		29%	19%	42%	10%	0%	124/148
	Diagnostic 1		13%	14%	37%	27%	9%	

Additional Supports for All Students

- Addition of instructional coaches to help teachers analyze data and design small group instruction.
- Expansion of intervention services and staff during the school day.
- Review of curriculum content and pacing to help address prerequisite skills.
- Addition of word study, fluency, and phonics instruction at K-5
- Addition of Universal Screener to identify instructional needs.
- Digital individualized math and ELA tutorials through the i-Ready My Path.