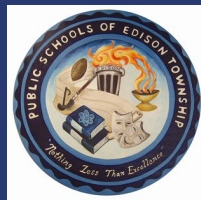


Start Strong Fall 2021

Edison Township Public Schools





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)	•Grade 4	• Grade 3
	•Grade 5	• Grade
	•Grade 6	• Grade 5
	•Grade 7	• Grade 6
	•Grade 8	• Grade 7
	•Grade 9	• Grade 8
Mathematics	•Grade 10	• Grade 9
	•Grade 4	•Grade 3
	•Grade 5	•Grade 4
	•Grade 6	•Grade 5
	•Grade 7	•Grade 6
	•Grade 8	•Grade 7
	•Algebra 1	•Grade 8*
	•Geometry	•Grade 8*
Science	•Algebra 2	•Algebra 1
	•Grade 6	•Grades 3–5
	•Grade 9	•Grades 6–8
	•Grade 12	•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 Grade And Content Alignment

- Consideration must be given to 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.

English Language Arts Grade Level– Support Levels

ELA	Number of students tested	More Support Needed (Count)	More Support Needed (%)	Some Support Needed (Count)	Some Support Needed (%)	Less Support Needed (Count)	Less Support Needed (%)
Grade 4	1267	316	25%	263	21%	688	54%
Grade 5	1283	190	15%	233	18%	860	67%
Grade 6	1284	251	20%	273	21%	760	59%
Grade 7	1272	216	17%	229	18%	827	65%
Grade 8	1253	226	18%	180	14%	847	68%
Grade 9	1253	269	21%	146	12%	838	67%
Grade 10	1187	208	18%	187	16%	792	67%

Math Grade Level– Support Levels

ELA	Number of students tested	More Support Needed (Count)	More Support Needed (%)	Some Support Needed (Count)	Some Support Needed (%)	Less Support Needed (Count)	Less Support Needed (%)
Grade 4	1279	266	21%	240	19%	773	60%
Grade 5	1281	440	34%	217	17%	624	49%
Grade 6	1288	470	36%	251	19%	567	44%
Grade 7	803	316	39%	283	35%	204	25%
Grade 8	459	233	51%	167	36%	59	13%
Algebra I	MS 895	278	31%	292	33%	325	36%
	HS 570	431	76%	108	19%	31	5%
Geometry	MS 375	8	2%	28	7%	339	90%
	HS 921	432	47%	265	29%	224	24%
Algebra II	1143	235	21%	206	18%	702	61%

Science Grade Level– Support Levels

Science	Number of students tested	More Support Needed (Count)	More Support Needed (%)	Some Support Needed (Count)	Some Support Needed (%)	Less Support Needed (Count)	Less Support Needed (%)
Grade 6	1279	326	25%	385	30%	568	44%
Grade 9	1249	383	31%	537	43%	329	26%
Grade 12	1081	406	38%	226	21%	449	42%

Subgroup by Race- ELA

Subgroups	Number of students tested	More Support Needed (Count)	More Support Needed (%)	Some Support Needed (Count)	Some Support Needed (%)	Less Support Needed (Count)	Less Support Needed (%)
Asian	5811	632	11%	853	15%	4326	74%
Black	698	289	41%	152	22%	257	37%
Hispanic	1143	446	39%	259	23%	438	38%
Multiple	157	43	27%	25	16%	89	57%
Other	79	3	4%	16	20%	60	76%
White	911	263	29%	206	23%	442	49%

Subgroup by Race- Math

Subgroups	Number of students tested	More Support Needed (Count)	More Support Needed (%)	Some Support Needed (Count)	Some Support Needed (%)	Less Support Needed (Count)	Less Support Needed (%)
Asian	5768	1086	19%	1278	22%	3404	59%
Black	759	540	71%	159	21%	60	8%
Hispanic	1261	867	69%	273	22%	121	10%
Multiple	163	81	50%	38	23%	44	27 %
Other	80	14	18%	24	30%	42	53%
White	983	521	53%	285	29%	177	18%

Subgroup by Race- Science

Subgroups	Number of students tested	More Support Needed (Count)	More Support Needed (%)	Some Support Needed (Count)	Some Support Needed (%)	Less Support Needed (Count)	Less Support Needed (%)
Asian	2308	428	19%	761	33%	1119	48%
Black	288	188	65%	64	22%	36	13%
Hispanic	491	289	59%	144	29%	58	12%
Multiple	51	23	45%	11	22%	17	33%
Other	27	3	11%	12	44%	12	44%
White	444	184	41%	156	35%	104	23%

Subgroup by Gender

Subgroups	Number of students tested	More Support Needed (Count)	More Support Needed (%)	Some Support Needed (Count)	Some Support Needed (%)	Less Support Needed (Count)	Less Support Needed (%)
ELA Female	4295	685	16%	719	17%	2891	67%
ELA Male	4501	990	22%	791	18%	2720	60%
Math Female	4386	1537	35%	1050	24%	1799	41%
Math Male	4625	1570	34%	1006	22%	2049	44%
Science Female	1747	528	30%	613	35%	606	35%
Science Male	1861	586	31%	535	29%	740	40%

Subgroup by Program- ELA

Subgroups	Number of students tested	More Support Needed (Count)	More Support Needed (%)	Some Support Needed (Count)	Some Support Needed (%)	Less Support Needed (Count)	Less Support Needed (%)
F/R Lunch	1546	618	40%	360	23%	568	37%
504	106	33	31%	23	22%	50	47%
ELL	226	173	77%	35	15%	18	8%
Spec Ed	713	446	63%	126	18%	141	20%
GenEd	7874	1070	14%	1351	17%	5453	69%

Subgroup by Program- Math

Subgroups	Number of students tested	More Support Needed (Count)	More Support Needed (%)	Some Support Needed (Count)	Some Support Needed (%)	Less Support Needed (Count)	Less Support Needed (%)
F/R Lunch	1690	1074	64%	398	24%	218	13%
504	112	57	51%	30	27%	25	22%
ELL	301	226	75%	56	19%	19	6%
Spec Ed	770	563	73%	130	17%	77	10%
GenEd	7957	2333	29%	1871	24%	3753	47%

Subgroup by Program- Science

Subgroups	Number of students tested	More Support Needed (Count)	More Support Needed (%)	Some Support Needed (Count)	Some Support Needed (%)	Less Support Needed (Count)	Less Support Needed (%)
F/R Lunch	633	357	56%	184	29%	92	15%
504	45	20	44%	12	27%	13	29%
ELL	93	81	87%	12	13%	0	0%
Spec Ed	288	223	77%	46	16%	19	7%
GenEd	3234	817	25%	1090	34%	1327	41%

Intervention Strategies

- Sheltered Instruction for ELL students
- Equitable Instructional Strategies
- Project Based Learning
- Adjustment of pacing
- Restorative Practices
- Social Emotional strategies infused into daily practice
- Focus on asset based learning
- Summer acceleration classes
- ELA and Math Support (ESSR Funds)

