

**Start Strong:
Fall 2021
Administrations**

**Moonachie School District
January 18, 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 NJSLA 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

District And School Context That Impacted Start Strong Data

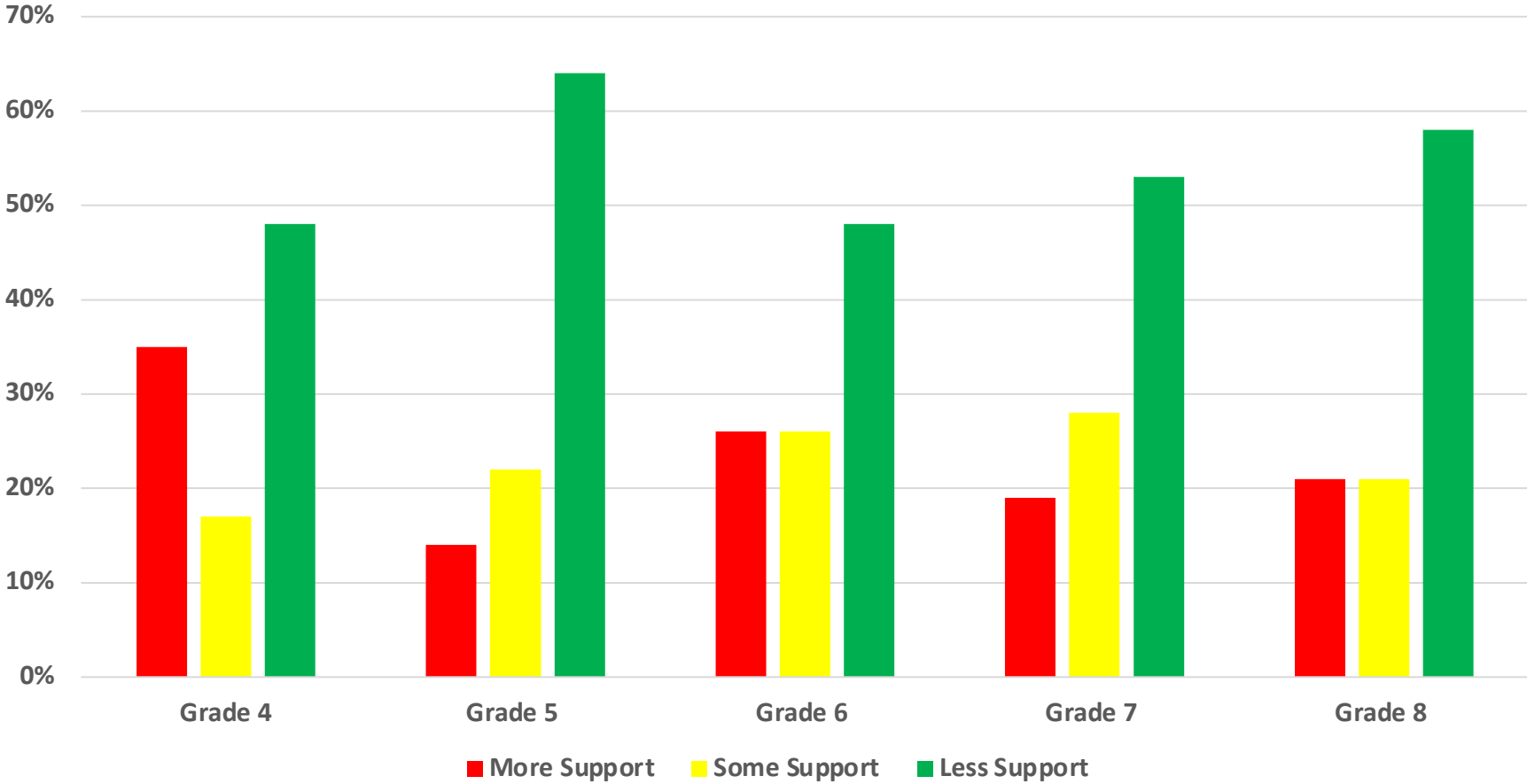
- The Department encourages districts to clearly and prominently provide information about the context of Start Strong data, including its limitations as a result of the pandemic or other factors.
- The results should include clearly worded context that such data are incomplete and/or not representative 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.

Moonachie's

Start Strong Fall 2021 Administrations English Language Arts – Support Levels

Grade	More Support Needed (Count & Percent)	Some Support Needed (Count & Percent)	Less Support Needed (Count & Percent)
4 (total 40 students)	14 students 35%	7 students 17%	19 Students 48%
5 (total 36 students)	5 students 14%	8 students 22%	23 students 64%
6 (total students)	7 students 26%	7 students 26%	13 students 48%
7 (total 32 students)	6 students 19%	9 students 28%	17 students 53%
8 (total 29 students)	6 students 21%	6 students 21%	17 students 58%

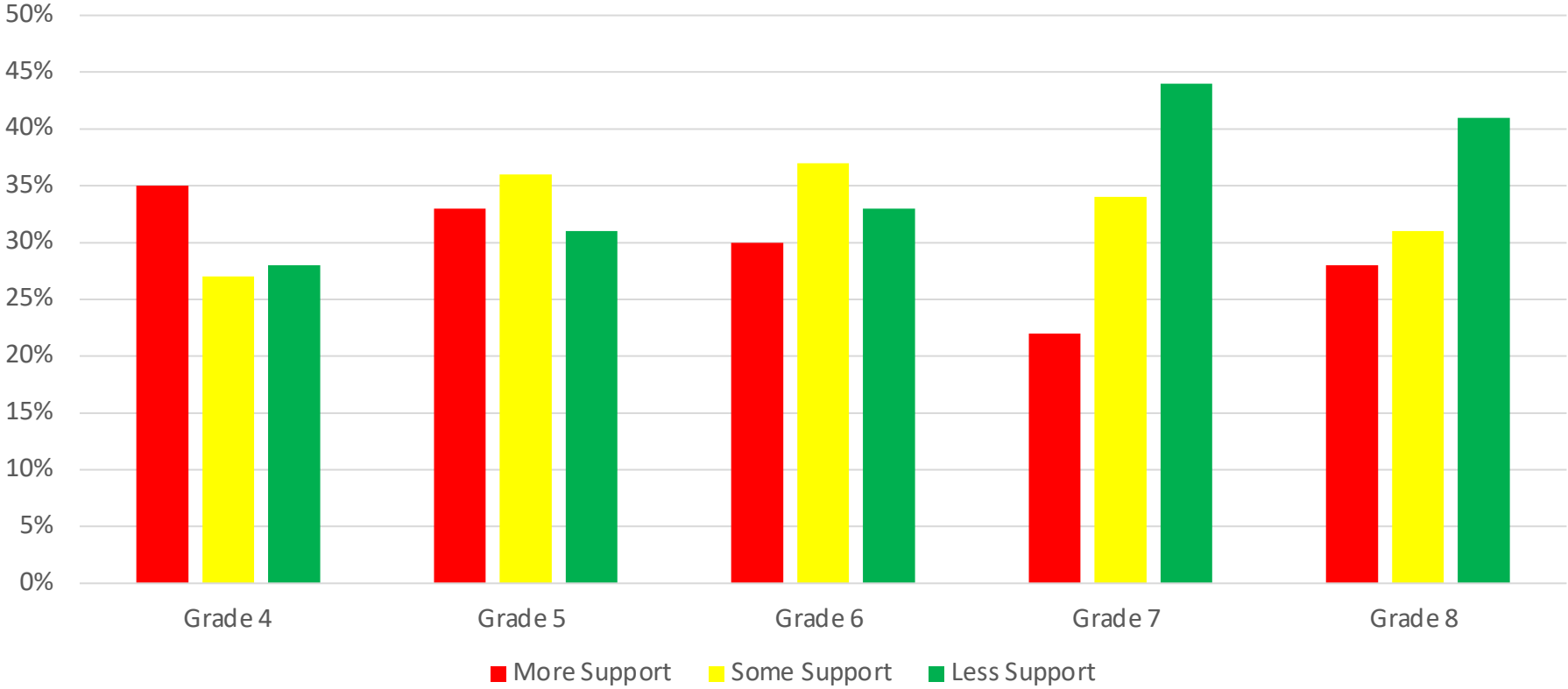
ENGLISH LANGUAGE ARTS SUPPORT LEVELS



Moonachie's
Start Strong Fall 2021 Administrations
Math– Support Levels

Grade	More Support Needed (Count & Percent)	Some Support Needed (Count & Percent)	Less Support Needed (Count & Percent)
4 (total 40 students)	14 students 35%	11 students 27%	15 students 38%
5 (total 36 students)	12 students 33%	13 students 36%	11 students 31%
6 (total students)	8 students 30%	10 students 37%	9 students 33%
7 (total 32 students)	7 students 22%	11 students 34%	14 students 44%
8 (total 29 students)	8 students 28%	9 students 31%	12 students 41%

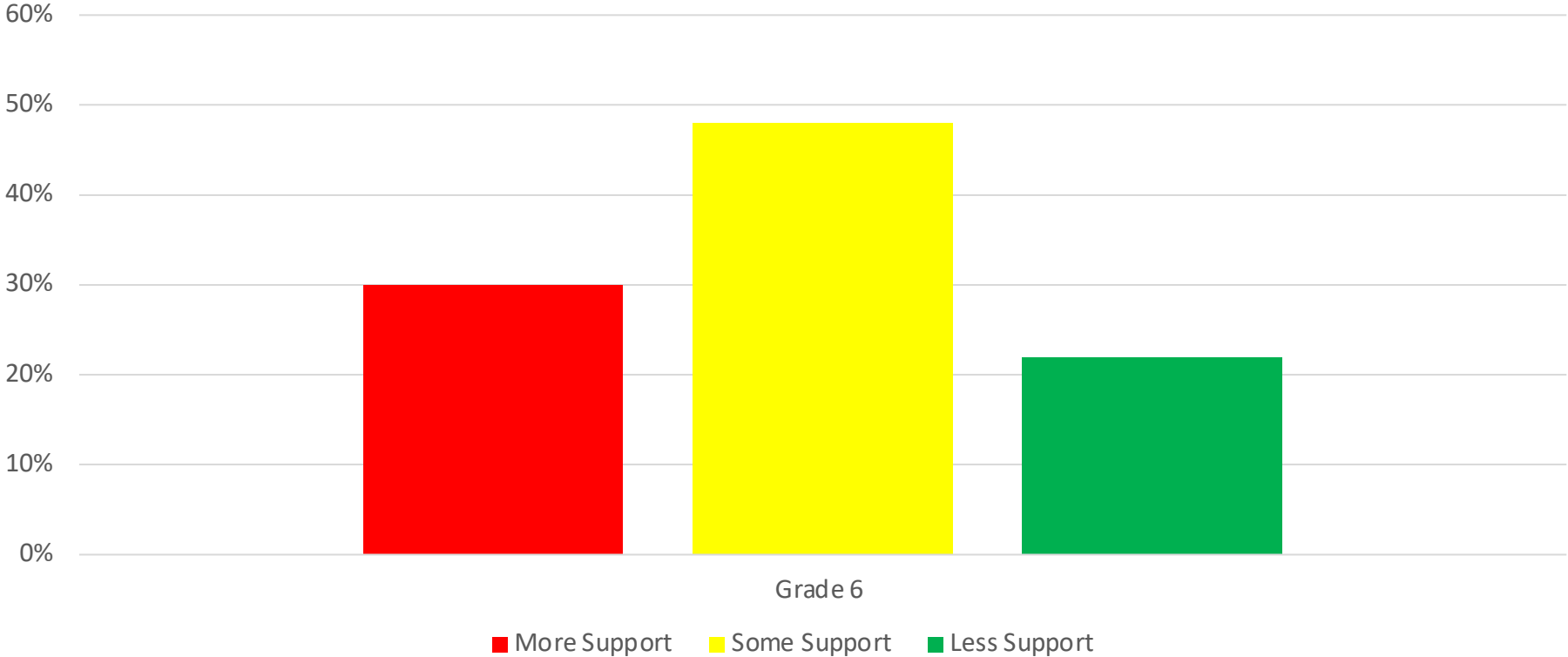
MATHEMATICS SUPPORT LEVELS



Moonachie's
Start Strong Fall 2021 Administrations
Science – Support Levels

Grade	More Support Needed (Count & Percent)	Some Support Needed (Count & Percent)	Less Support Needed (Count & Percent)
6 (total 27 students)	8 students 30%	13 students 48%	6 students 22%

SCIENCE SUPPORT LEVELS



Moonachie School District
Subgroup
Start Strong Fall 2021 Administrations
English Language Arts- Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female = total 164	17%	28%	55%
Male = total 164	28%	33%	39%
Hispanic = total 90	28%	21%	51%
Asian = total 26	23%	12%	65%
Black = total 3	33%	33%	33%
Native Hawaiian or Other Pacific Islander = total 1	0%	100%	0%
White = total 41	15%	31%	54%
Two or More Races = total 2	0%	0%	100%
IEP = total 26	42%	42%	16%
504 = total 1	100%	0%	0%
Current English Learner = total 5	80%	20%	0%
Former English Learner = total 8	13%	25%	62%
Economically Disadvantaged = total 85	23%	27%	50%

Moonachie School District
Subgroup
Start Strong Fall 2021 Administrations
Mathematic - Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female = total 164	32%	33%	35%
Male = total 164	28%	33%	39%
Hispanic = total 90	36%	32%	32%
Asian = total 26	16%	27%	57%
Black = total 3	33%	33%	33%
Native Hawaiian or Other Pacific Islander = 2	0%	0%	100%
White = total 41	24%	41%	35%
Two or More Races = total 2	50%	0%	50%
IEP = total 25	60%	36%	4%
504 = total 1	0%	100%	0%
Current English Learner = total 6	50%	33%	17%
Former English Learner = total 9	33%	23%	44%
Economically Disadvantaged = total 84	37%	31%	32%

Moonachie School District
Subgroup
Start Strong Fall 2021 Administrations
Science - Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female = total 30	40%	47%	13%
Male = total 24	17%	50%	33%
Hispanic = total 16	44%	50%	6%
Asian = total 6	0%	33%	67%
White = total 5	20%	60%	20%
IEP = total 4	100%	0%	0%
Current English Learner = total 1	0%	100%	0%
Former English Learner = total 1	0%	100%	0%
Economically Disadvantaged = total 14	36%	50%	14%

Intervention Strategies

1. Data meetings during first week of December to review STAR (District Benchmark) & Start Strong Scores
2. Use data to determine what interventions each child needs
 - **After School Academy** (T, W, Th from 3:30 – 4:30)
 - **Saturday School** (9am – 11am - 1hr ELA & 1hr Math)
 - **Interventions** (During the school day – about 40 min)
 - **Morning Tutoring** (4x a week from 8:10 to 8:50)

We will continue to...

1. Utilize Common Planning Time to review Student Work and set goals for support/growth
2. Work with our consultants in ELA, Math, Science and Special Education to identify next steps in supporting students
3. Meet with parents to provide resources and strategies
4. Align our best practices with State standards to fill in any learning gaps