

Start Strong: Fall 2021 Administrations

Irvington School District
January 19, 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.
 - 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.

EXAMPLE: RESULTS IN CONTEXT

Start Strong Fall 2021 School- & Grade-Level Outcomes English Language Arts Grade 4 – Support Levels

ELA04	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Blue Elementary	50	41.67%	50	41.67%	20	16.67%
Green Elementary*	30	37.5%	40	50%	10	12.5%
Orange Elementary* ¹	*	*	*	*	*	*

Critical Data Considerations: Due to periods of individual and/or school quarantine during the testing window, test results from Green and Blue Elementary Schools are **not representative of the student population**. Results are for reporting purposes only and should not be used to draw conclusions about student performance or for comparison purposes.



Note 1: Orange Elementary School's testing population for ELA Grade 4 did not meet the threshold for reporting. Results are suppressed to protect student privacy as per suppression rules.

Irvington School District's Number of Students Tested Start Strong Fall 2021 Administrations

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
ELA04	489	MAT04	502		
ELA05	490	MAT05	498		
ELA06	468	MAT06	475	SC06	368
ELA07	490	MAT07	493		
ELA08	456	MAT08	415		
ELA09	408	Algebra I	257	SC09	398
ELA10	310	Geometry	250		
		Algebra II	280	SC12	479
Total	2711	Total	3170	Total	1245

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

Irvington School District's

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	346	71%	65	13%	78	16%
5	253	52%	132	27%	105	21%
6	303	65%	92	20%	72	15%
7	267	54%	115	23%	108	22%
8	275	60%	78	17%	103	23%
9	220	55%	62	15%	120	30%
10	155	50%	60	19%	94	30%

Note: Percentages may not total 100 due to rounding.

Irvington School District's 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	436	87%	45	9%	21	4%
5	434	87%	56	11%	8	2%
6	427	90%	41	9%	7	1%
7	378	77%	86	17%	28	6%
8*	327	79%	75	18%	13	3%
Algebra I	359	86%	50	12%	9	2%
Geometry	160	64%	61	24%	29	12%
Algebra II	242	82%	38	13%	16	5%

*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.

Irvington School District's 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	370	78%	88	18%	18	4%
9	300	76%	91	23%	6	2%
12	241	78%	56	18%	11	4%

Note: Percentages may not total 100 due to rounding.

Irvington School District's

Start Strong Fall 2021 School- & Grade-Level Outcomes

English Language Arts Grade 4 – Support Levels

ELA04	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Berkeley	33	69%	8	17%	7	15%
Chancellor	61	72%	8	9%	16	19%
Florence	69	78%	9	10%	11	12%
Grove	33	73%	6	3%	6	13%
Madison	33	67%	7	14%	9	18%
Mt Vernon	52	66%	15	19%	12	15%
Thurgood	29	74%	1	3%	9	23%
University E	36	65%	11	20%	8	15%

Note: Percentages may not total 100 due to rounding.

Irvington School District's

Start Strong Fall 2021 School- & Grade-Level Outcomes

English Language Arts Grade 5 – Support Levels

ELA05	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Berkeley	14	35%	17	43%	9	23%
Chancellor	27	48%	14	25%	15	27%
Florence	64	59%	26	24%	19	17%
Grove	22	55%	9	23%	9	23%
Madison	34	49%	20	29%	15	22%
Mt Vernon	46	51%	22	24%	23	25%
Thurgood	22	67%	8	24%	3	9%
University E	24	46%	16	31%	12	23%

Note: Percentages may not total 100 due to rounding.

Irvington School District's

Start Strong Fall 2021 School- & Grade-Level Outcomes

English Language Arts Grade 6 – Support Levels

ELA06	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
District	301	65%	91	20%	72	15%
UAMS	152	63%	53	22%	35	15%
UMS	149	67%	38	17%	37	17%

UAMS = Union Ave Middle School

UMS = University Middle School

Irvington School District's

Start Strong Fall 2021 School- & Grade-Level Outcomes

English Language Arts Grade 7 – Support Levels

ELA07	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
District	266	55%	114	23%	108	22%
UAMS	143	57%	60	24%	48	19%
UMS	123	52%	54	23%	60	25%

Note: Percentages may not total 100 due to rounding.

Irvington School District's
Start Strong Fall 2021 School- & Grade-Level Outcomes
English Language Arts Grade 8 – Support Levels

ELA08	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
District	271	60%	78	17%	102	23%
UAMS	142	61%	41	18%	51	22%
UMS	129	59%	37	17%	51	24%

Irvington School District's

Start Strong Fall 2021 School- & Grade-Level Outcomes

Mathematics Grade 4 – Support Levels

MAT04	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Berkeley	41	85%	5	10%	2	4%
Chancellor	71	82%	10	11%	6	7%
Florence	88	94%	5	5%	1	1%
Grove	38	83%	5	11%	3	7%
Madison	44	90%	4	8%	1	2%
Mt Vernon	70	85%	8	10%	4	5%
Thurgood	33	83%	5	13%	2	5%
University E	51	91%	3	5%	2	4%

Note: Percentages may not total 100 due to rounding.

Irvington School District's

Start Strong Fall 2021 School- & Grade-Level Outcomes

Mathematics Grade 5 – Support Levels

MAT05	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Berkeley	33	80%	6	15%	2	5%
Chancellor	43	74%	14	24%	1	2%
Florence	102	90%	9	8%	2	2%
Grove	33	83%	6	15%	1	3%
Madison	62	90%	6	9%	1	1%
Mt Vernon	80	87%	11	12%	1	1%
Thurgood	32	97%	1	3.0%	0	0%
University E	49	94%	3	6.0%	0	0%

Note: Percentages may not total 100 due to rounding.

Irvington School District's

Start Strong Fall 2021 School- & Grade-Level Outcomes

Mathematics Grade 6 – Support Levels

MATH06	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
District	424	90%	41	9%	7	1%
UAMS	216	90%	20	8%	4	2%
UMS	208	90%	21	9%	3	1%

Note: Percentages may not total 100 due to rounding.

Irvington School District's

Start Strong Fall 2021 School- & Grade-Level Outcomes

Mathematics Grade 7 – Support Levels

MATH07	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
District	376	77%	86	18%	28	6%
UAMS	191	76%	44	18%	15	6%
UMS	185	77%	42	18%	13	5%

Note: Percentages may not total 100 due to rounding.

Irvington School District's
Start Strong Fall 2021 School- & Grade-Level Outcomes
Mathematics Grade 8 – Support Levels

MATH08	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
District	322	79%	75	18%	13	3%
Union	172	82%	36	17%	2	1%
University M	150	75%	39	20%	11	6%

Note: Percentages may not total 100 due to rounding.

Irvington School District's

Start Strong Fall 2021 School- & Grade-Level Outcomes

Science Grade 6 – Support Levels

SC06	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
Union Ave MS	185	78%	48	20%	5	2%
University MS	183	78%	40	17%	13	6%

Note: Percentages may not total 100 due to rounding.

Irvington School District's

Start Strong Fall 2021 School- & Grade-Level Outcomes

Science Grade 9&12 – Support Levels

SC06	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
SC09	300	76%	91	23%	6	2%
SC12	241	78%	56	18%	11	4%

Note: Percentages may not total 100 due to rounding.

Comparison of Start Strong Fall 2021 Administration English Language Arts to **Irvington School District's** Percentages

Grade	School: More Support Needed	District: More Support Needed	School: Some Support Needed	District: Some Support Needed	School: Less Support Needed	District: Less Support Needed
4	Florence (78%)	71%	Mt Vernon (19%)	13%	Thurgood (23%)	16%
5	Thurgood (67%)	52%	Berkeley (43%)	27%	Chancellor (27%)	21%
6	UMS (67%)	65%	UAMS (22%)	20%	UMS (17%)	15%
7	UAMS (57%)	54%	UAMS (24%)	23%	UMS (25%)	22%
8	UAMS (61%)	60%	UAMS (18%)	17%	UMS (24%)	23%

Note: Percentages may not total 100 due to rounding.

Comparison of Start Strong Fall 2021 Administration Mathematics to Irvington School District's Percentages

Grade	School: More Support Needed	District: More Support Needed	School: Some Support Needed	District: Some Support Needed	School: Less Support Needed	District: Less Support Needed
4	Florence 94%	87%	Thurgood 13%	9%	Chancellor/Grove (7%)	4%
5	Thurgood (97%)	87%	Chancellor (24%)	11%	Berkeley (5%)	2%
6	UMS/UAMS (90%)	90%	UMS (9%)	9%	UAMS (2%)	1%
7	UMS (77%)	77%	UMS/UAMS (17%)	17%	UAMS (6%)	6%
8	UAMS 82%)	79%	UMS (20%)	18%	UMS (6%)	3%

Note: Percentages may not total 100 due to rounding.

Comparison of Start Strong Fall 2021 Administration Science to **Irvington School District's** Percentages

Grade	School: More Support Needed	District: More Support Needed	School: Some Support Needed	District: Some Support Needed	School: Less Support Needed	District: Less Support Needed
6	UMS/UAMS (78%)	78%	UAMS (20%)	19%	UMS (6%)	3%

Note: Percentages may not total 100 due to rounding.

Intervention Strategies

- **Use I-Ready to target Individual Student needs by standards as per NJ Start Strong.** After school program will be dedicated to meet this intervention, in addition to students individualized path.
- **Intensifying Instructional Delivery :**
 - ✦ Opportunities for students response and feedback.
 - ✦ Explicit Instruction.
 - ✦ More modeling with clearer and more detailed explanations.
 - ✦ More concrete learning opportunities with the use of pictures, graphics, manipulatives, or think-alouds.
 - ✦ Tasks broken down into smaller steps.
 - ✦ Instruction broken down into simpler segments.
 - ✦ Step-by-step strategies.
 - ✦ Temporary support gradually reduced over time.
- **Align instruction to learning standards:** Instruction is aligned to the learning target and task for mastering a learning standard
- **Maximize Time on meaningful task :**
 - ✦ Struggling students will meet with teachers for guided Instruction.
 - ✦ Emphasize Fluency Standards in Homework and In small group independent work.

Intervention Strategies

- **Use of formative assessment:** Using assessments in an intentional way to improve the quality of teaching practices and students' learning
- **Deliver Cycle/Benchmarks tests on the TestNav:** Administer tests using a platform with technology-enhanced items, similar to what students will experience during NJSLA
- **Pacing guide:** Adequate time is provided to ensure that all students are engaged in mastering the content
- **Use cooperative learning and other strategies, including Kagan:** These will promote critiquing practices around the content during instruction
- **Use the feedback loop concept:** This involves teachers and students simultaneously determine where students are and where they need improvement

Intervention Strategies

- **Professional development:** This is to target instructional practices specific to core subjects. These practices are to support the instructional focus in all classrooms
- **Align assessments to the NJSLS:** Ensure that all assessments are aligned to teaching and Standards (NJSLS)
- **Integration of Graph Analysis in all aspects of the curriculum at the High School.**
 - ✦ Algebra 1, Geometry, and Algebra 2 students
- **Use data to inform instruction:** Analyze data to reveal instructional needs. This is to support student learning and provide continuity of instruction aligned to NJSLS
- **Use of other reports:** These include reports from i-Ready, Savvas, Reading Wonders, and Science program

Intervention Strategies

- **Encourage the use of critical-thinking questioning:** This make space for curiosity during the learning process
- **Emphasize conceptual understanding** over procedure: This will promote an in-depth understanding of concepts in Math and Science classes
- **Use authentic problems:** This is to increase students engagement in standard-based lessons
- **Engaging students through technology:** Today's era of rapidly advancing technology should be used as a tool for engagement



Thank you