

Start Strong: Fall 2021 Administration

Andover Regional School District
January 26, 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: Grade 8 Math Start Strong assessment is aligned to a subset of the NJSLA for Grade 7 Math.
- 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 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	<ul style="list-style-type: none">• Grade 3• Grade 4• Grade 5• Grade 6• Grade 7
Mathematics	<ul style="list-style-type: none">• Grade 4• Grade 5• Grade 6• Grade 7• Grade 8	<ul style="list-style-type: none">• Grade 3• Grade 4• Grade 5• Grade 6• Grade 7
Science	<ul style="list-style-type: none">• Grade 6	<ul style="list-style-type: none">• Grades 3–5

Start Strong Result Interpretation Considerations

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
- Using the Individual Student Reports (ISRs) for conversations between parents and educators on where their child might need support
- Start Strong 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.

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Number of Students Tested

Start Strong Fall 2021 Administrations

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
ELA04	35	MAT04	34		
ELA05	52	MAT05	52		
ELA06	43	MAT06	43	SC06	43
ELA07	48	MAT07	47		
ELA08	52	MAT08	52		
Total	230	Total	228	Total	43

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

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English Language Arts – Support Levels

Grade	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
4	8	23%	10	29%	17	49%
5	7	13%	19	37%	26	50%
6	10	23%	16	37%	17	40%
7	11	23%	13	27%	24	50%
8	6	12%	11	21%	35	67%

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Mathematics – Support Levels

Grade	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
4	9	26%	16	47%	9	26%
5	26	50%	19	37%	7	13%
6	26	60%	11	26%	6	14%
7	15	32%	16	34%	16	34%
8	7	13%	24	46%	21	40%

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Science – Support Levels

Grade	Strong Support Needed (Count)	Strong Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
6	15	35%	18	42%	10	23%

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English Language Arts- Percentages

Subgroups

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	19%	30%	51%
Male	22%	28%	50%
Female	15%	33%	53%
Hispanic	28%	35%	37%
White	16%	26%	58%
Two or More Races	18%	41%	41%
IEP	44%	28%	28%
504	20%	53%	27%
Economically Disadvantaged	39%	43%	19%
Non-Economically Disadvantaged	16%	28%	48%

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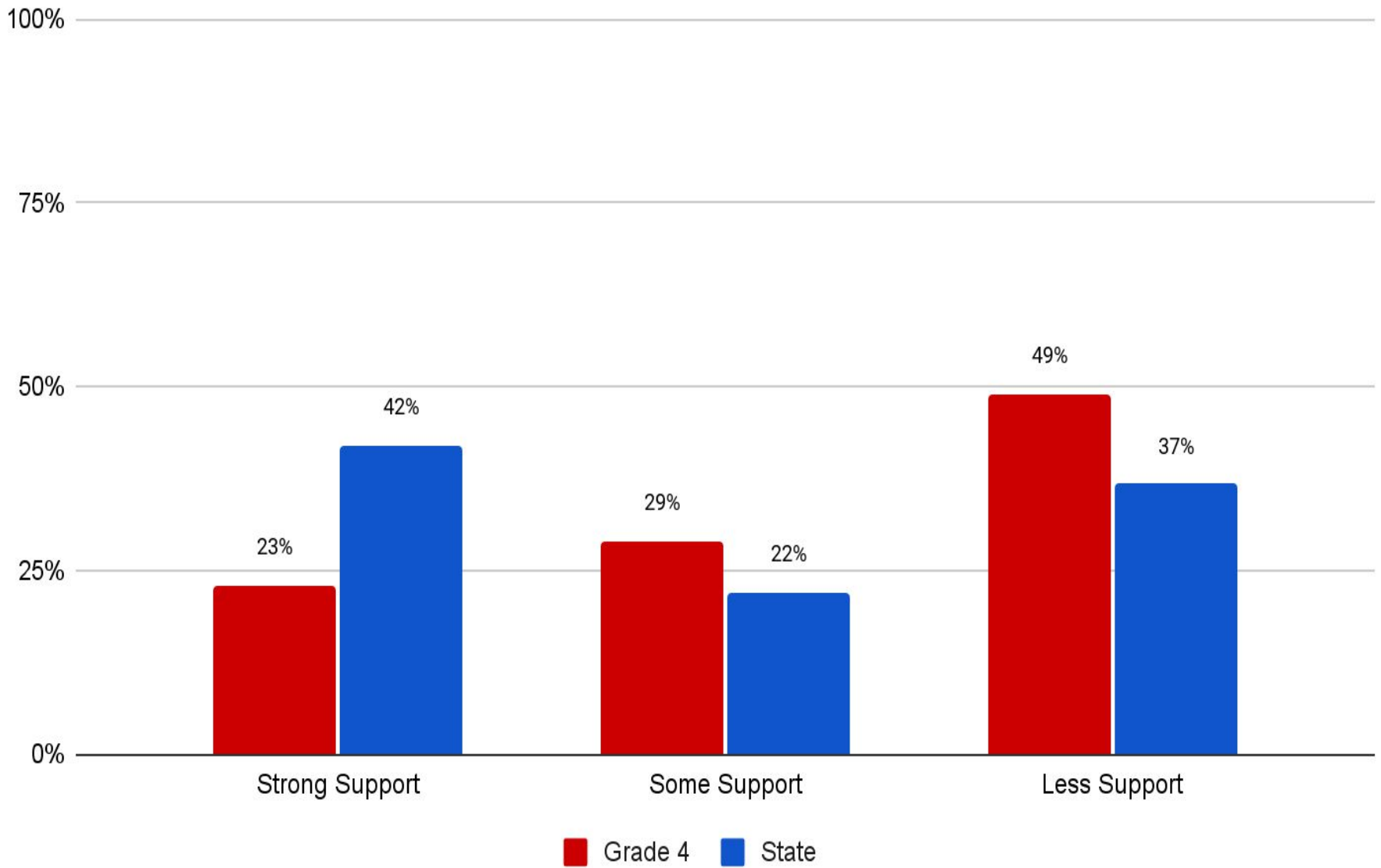
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Mathematics – Percentages

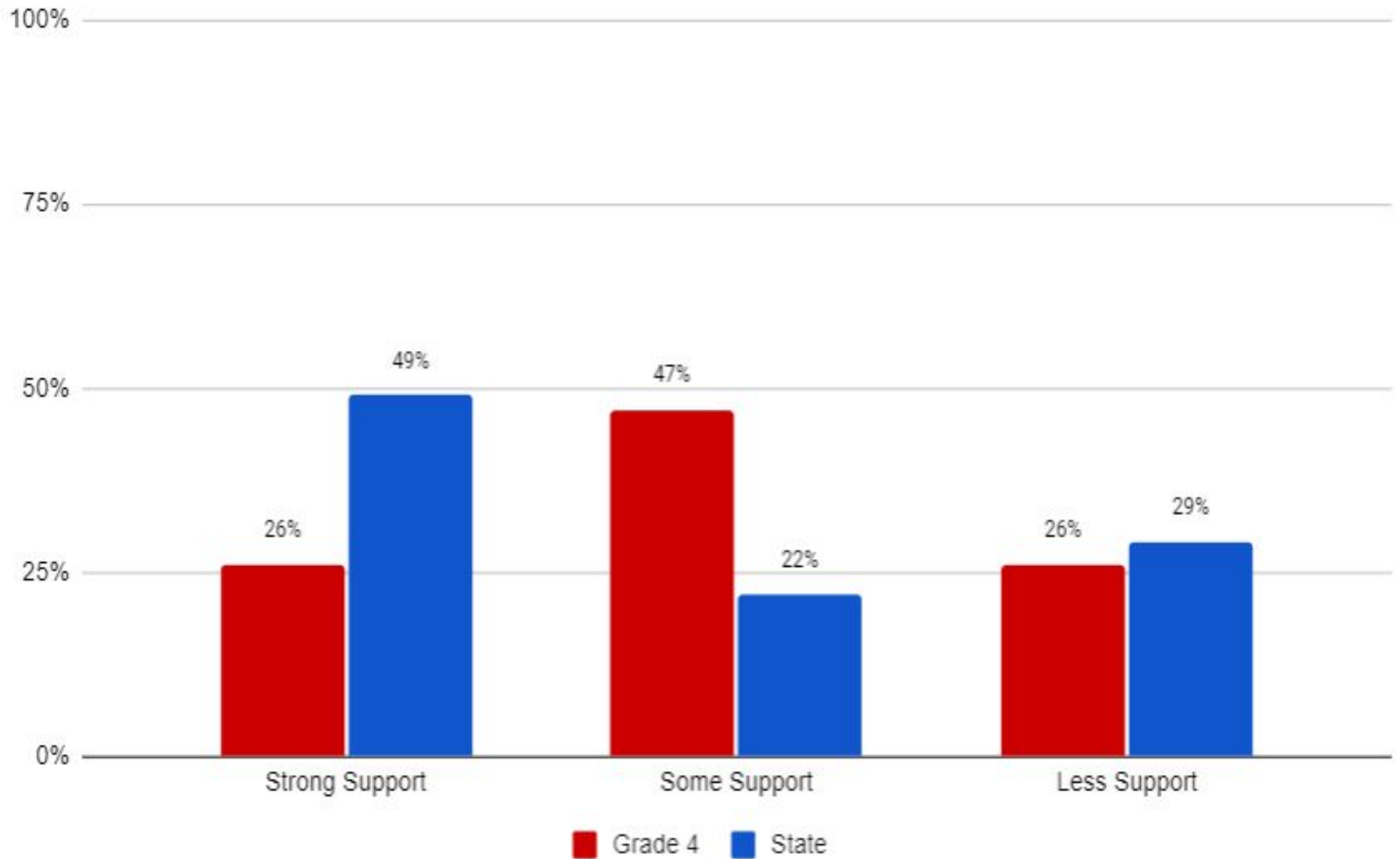
Subgroups

Subgroup	Strong Support Needed	Some Support Needed	Less Support Needed
District	36%	38%	25%
Male	31%	41%	28%
Female	44%	34%	22%
Hispanic	60%	20%	20%
White	31%	42%	27%
Two or More Races	22%	43%	35%
IEP	64%	28%	8%
504	33%	63%	3%
Economically Disadvantaged	71%	15%	14%
Non Economically Disadvantaged	32%	40%	28%

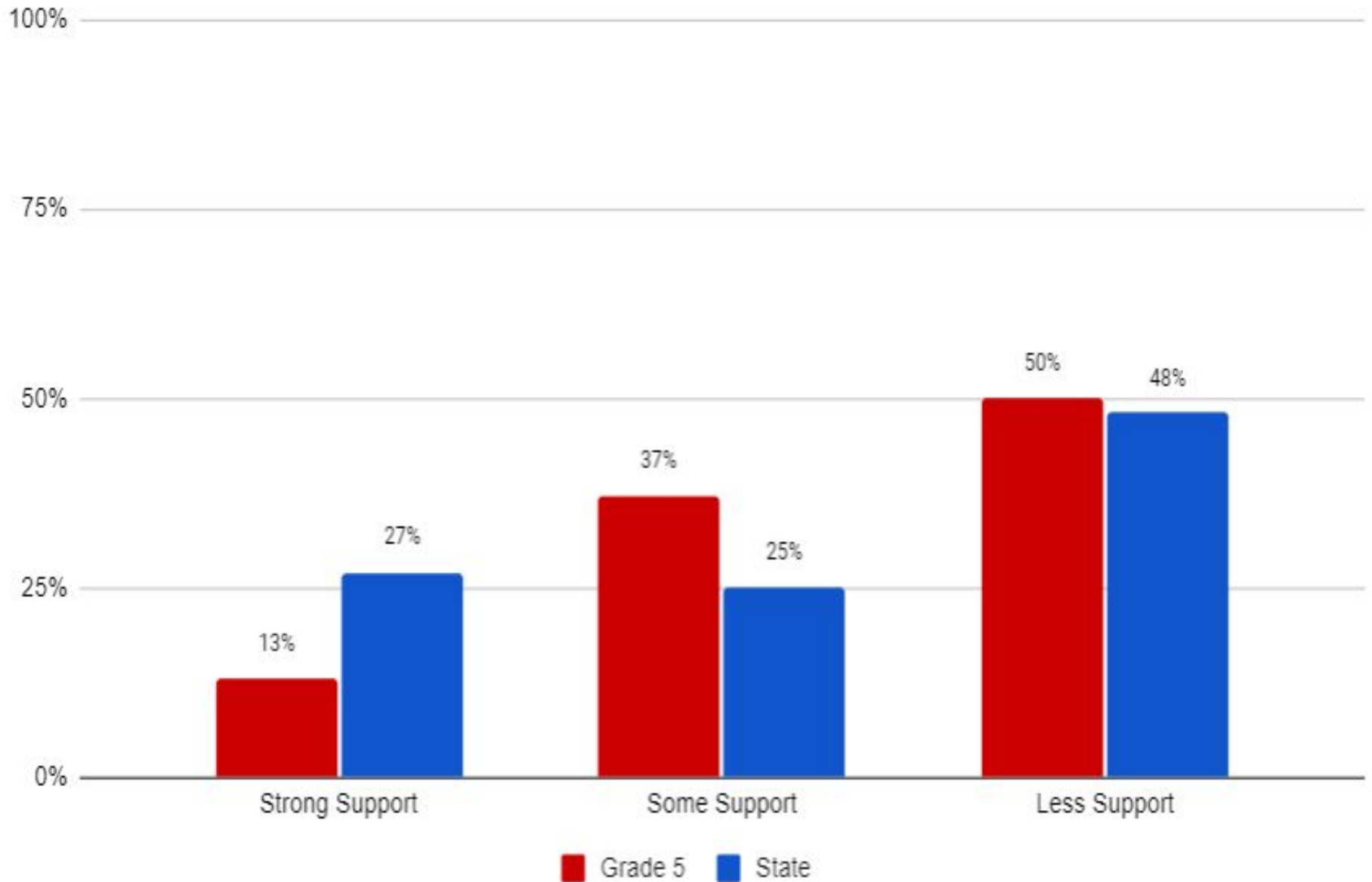
State Comparison - Grade 4 ELA



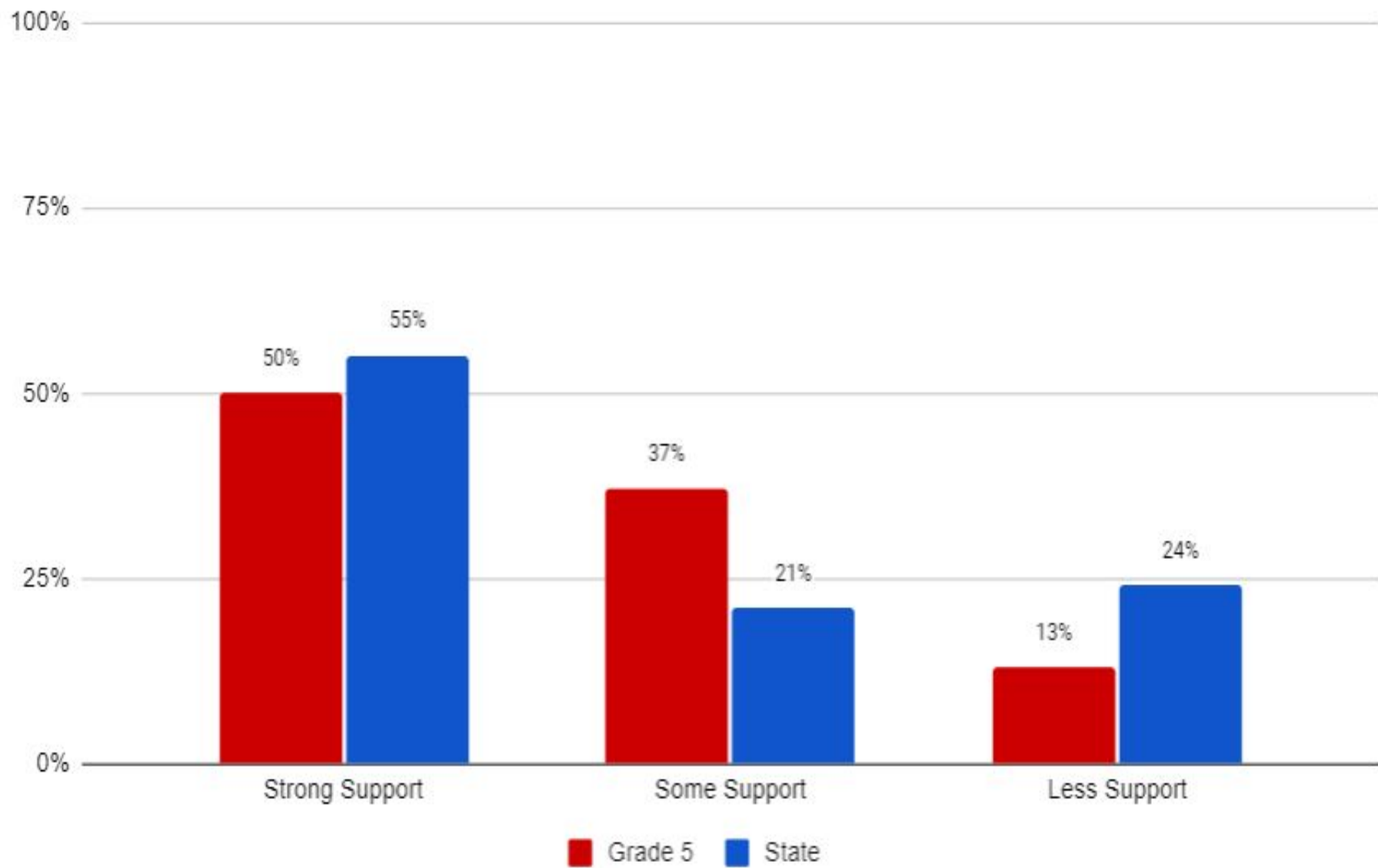
State Comparison - Grade 4 Math



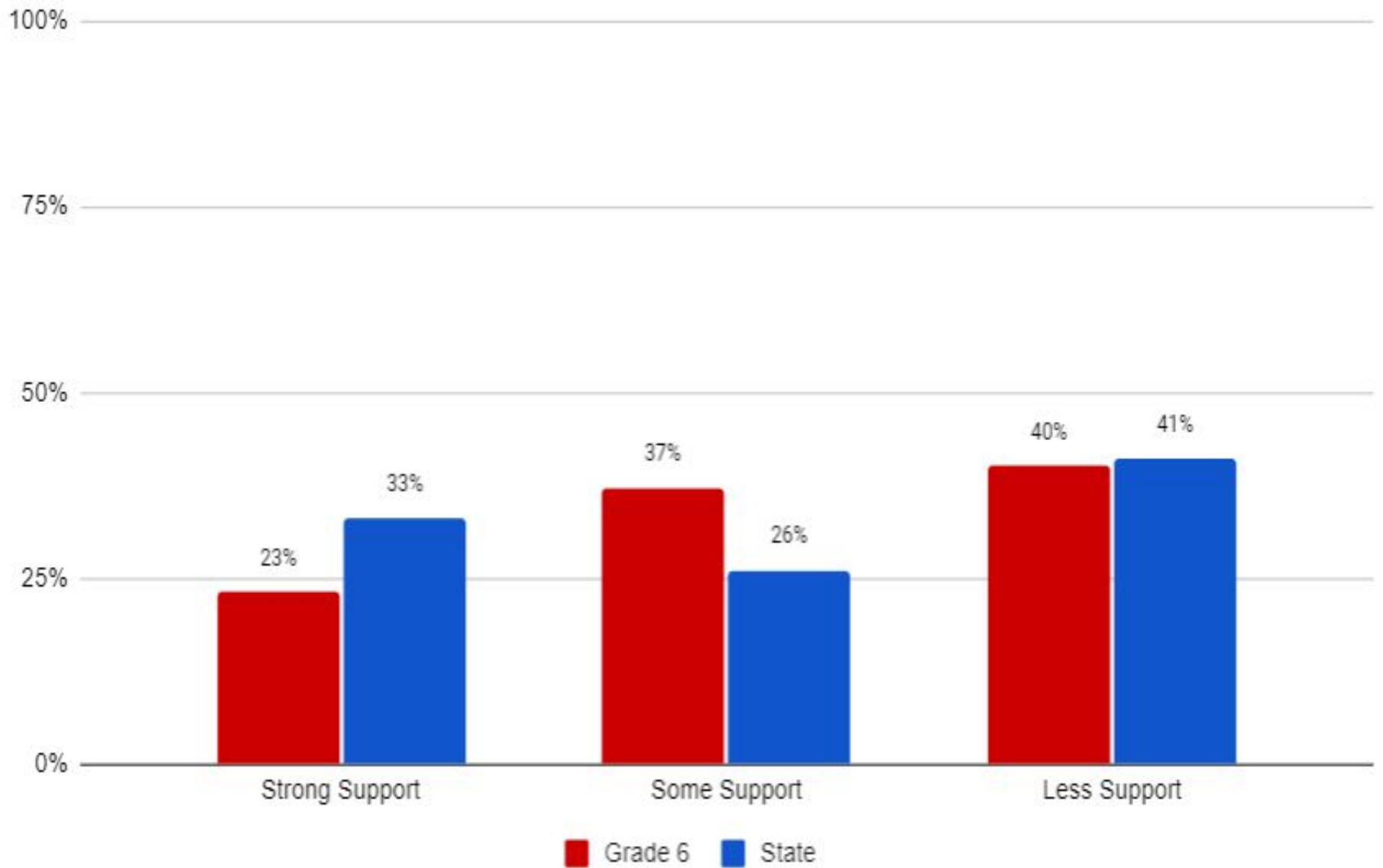
State Comparison - Grade 5 ELA



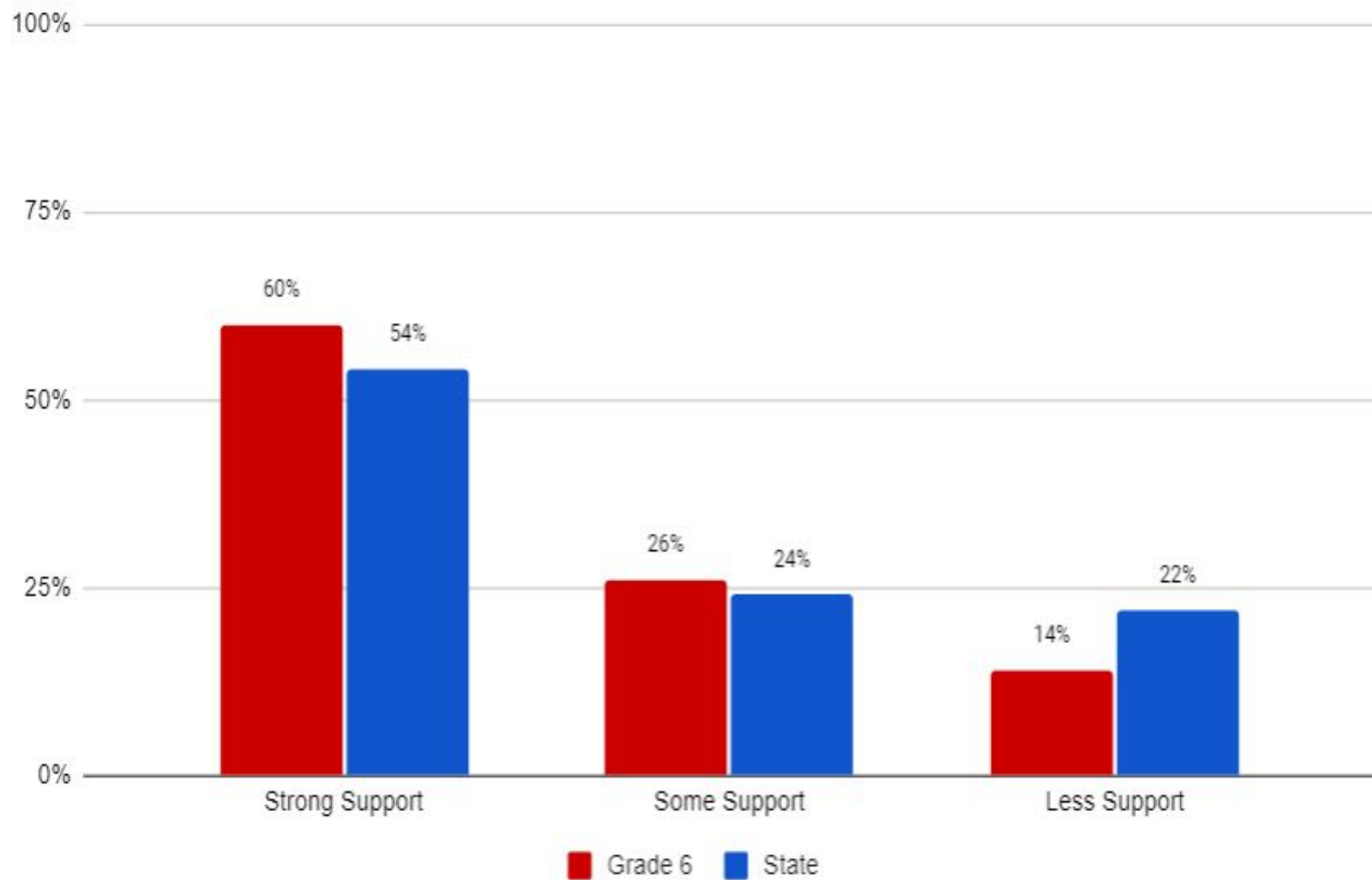
State Comparison - Grade 5 Math



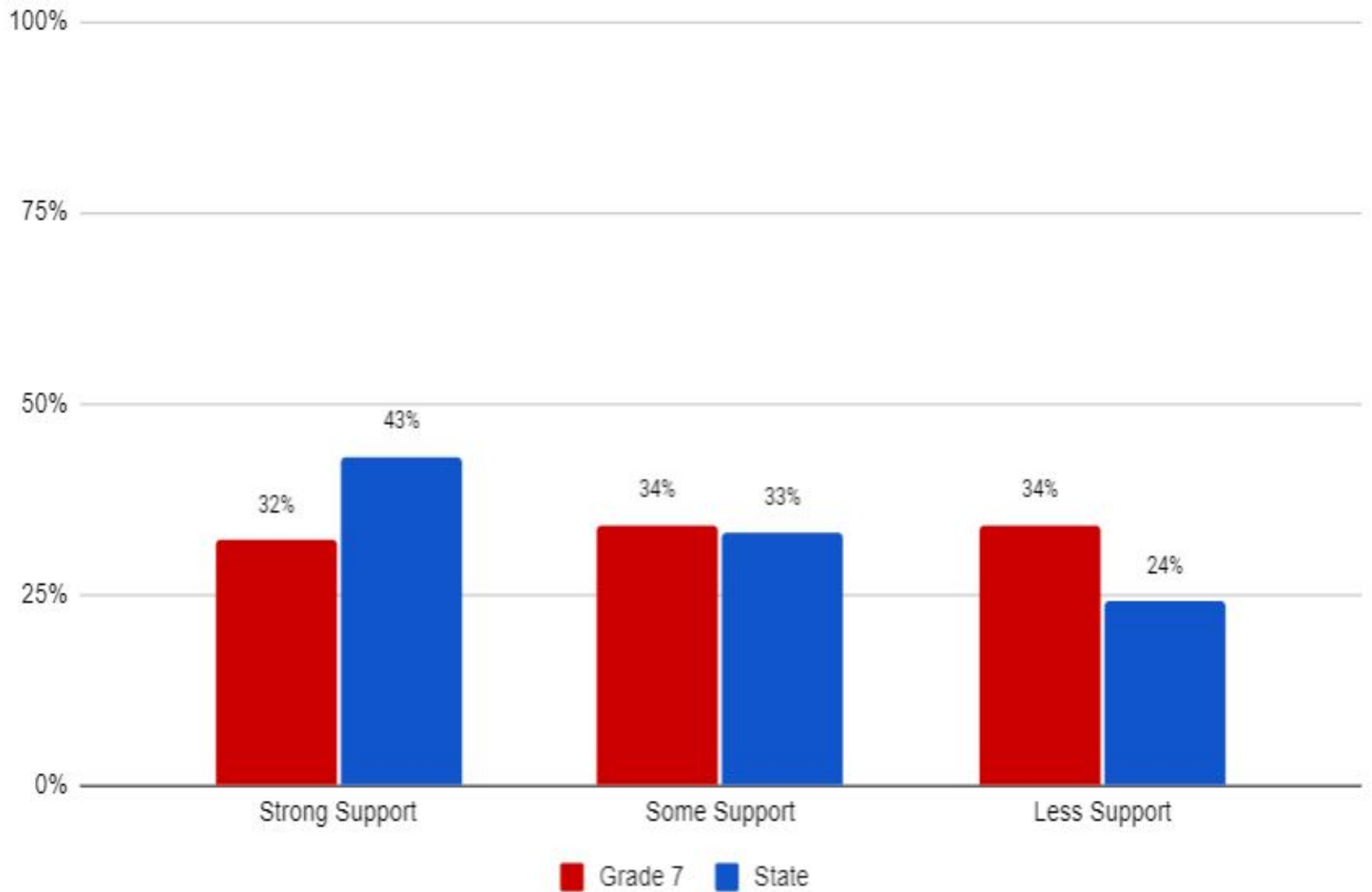
State Comparison - Grade 6 ELA



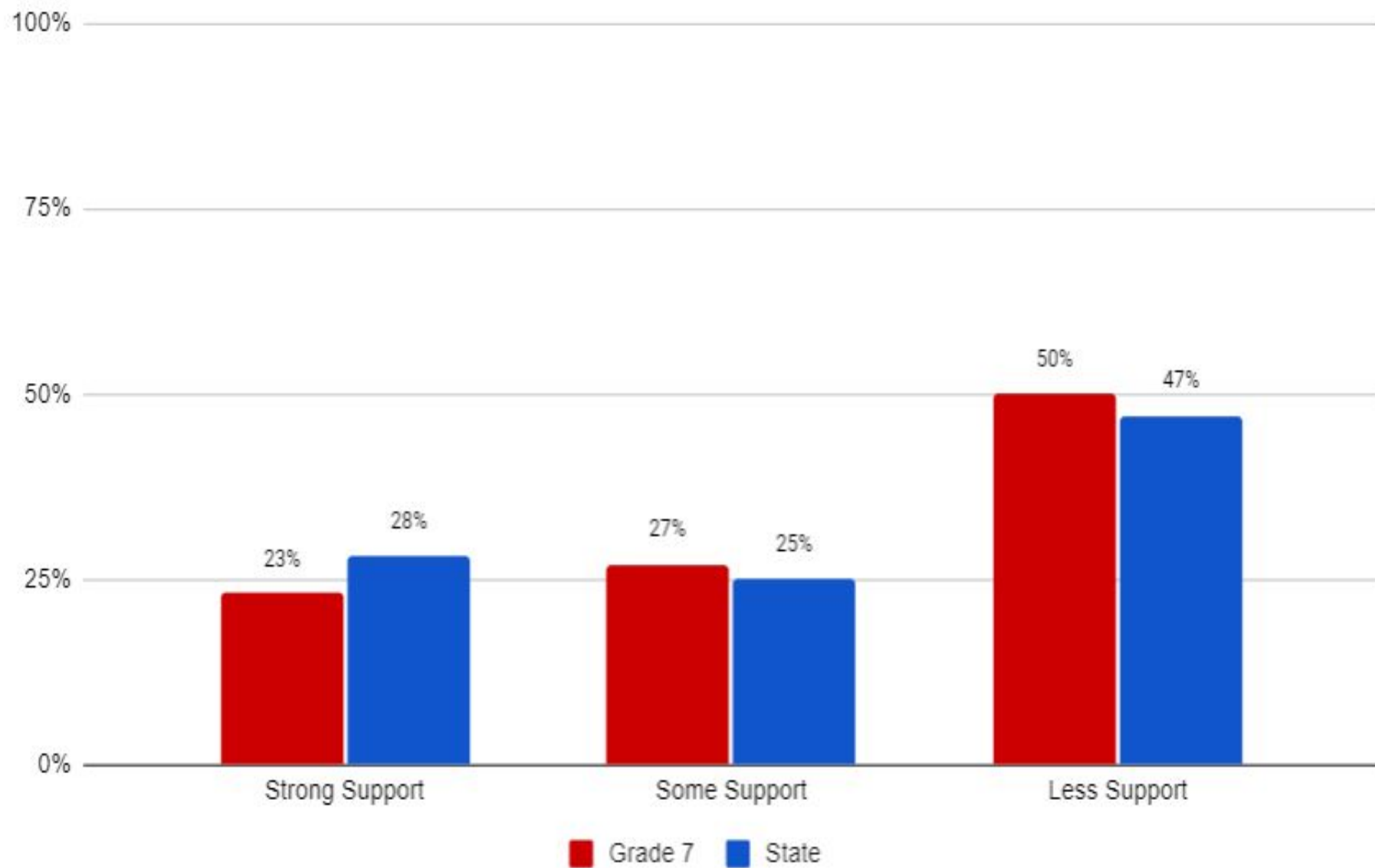
State Comparison - Grade 6 Math



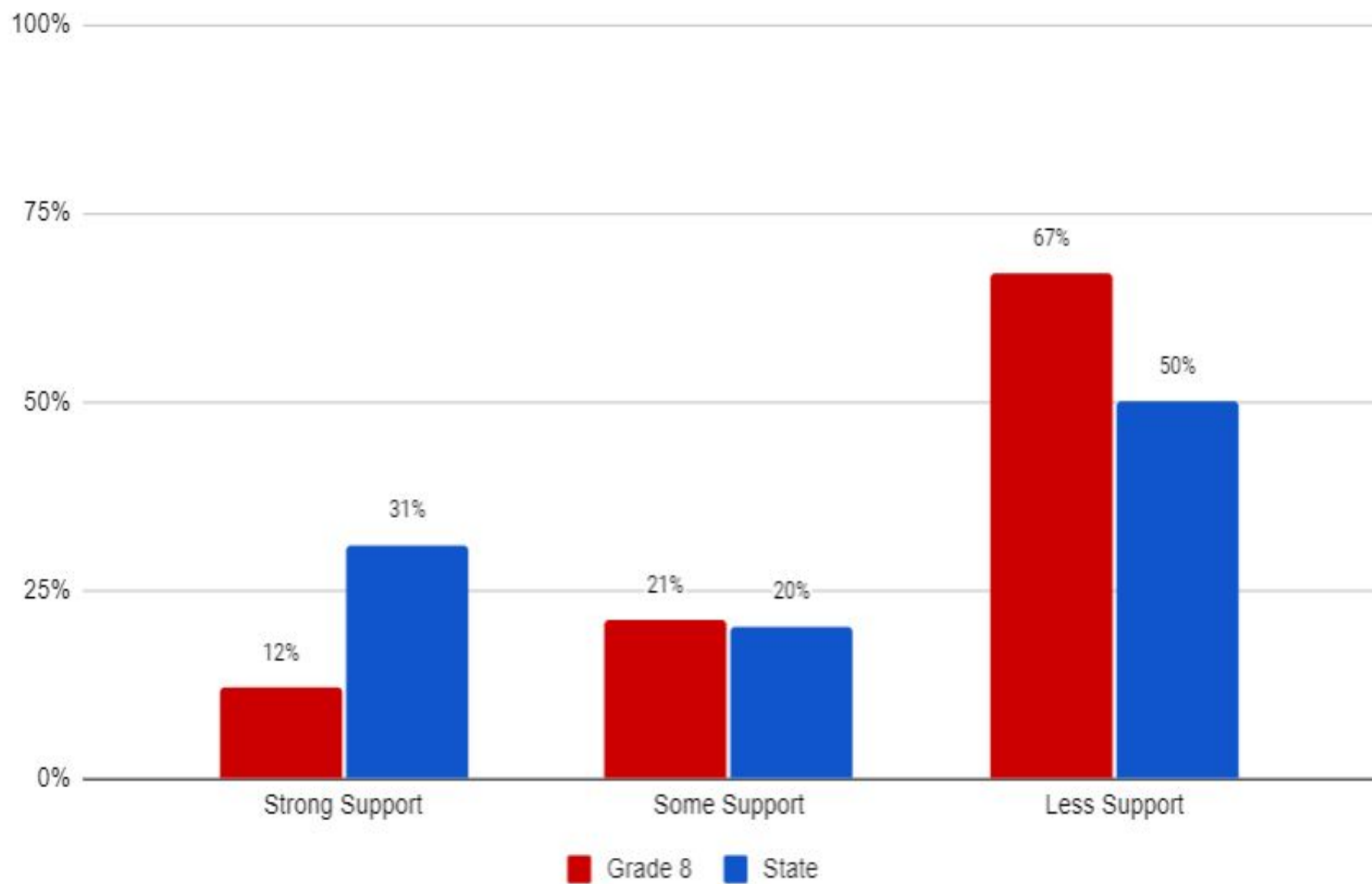
State Comparison - Grade 7 Math



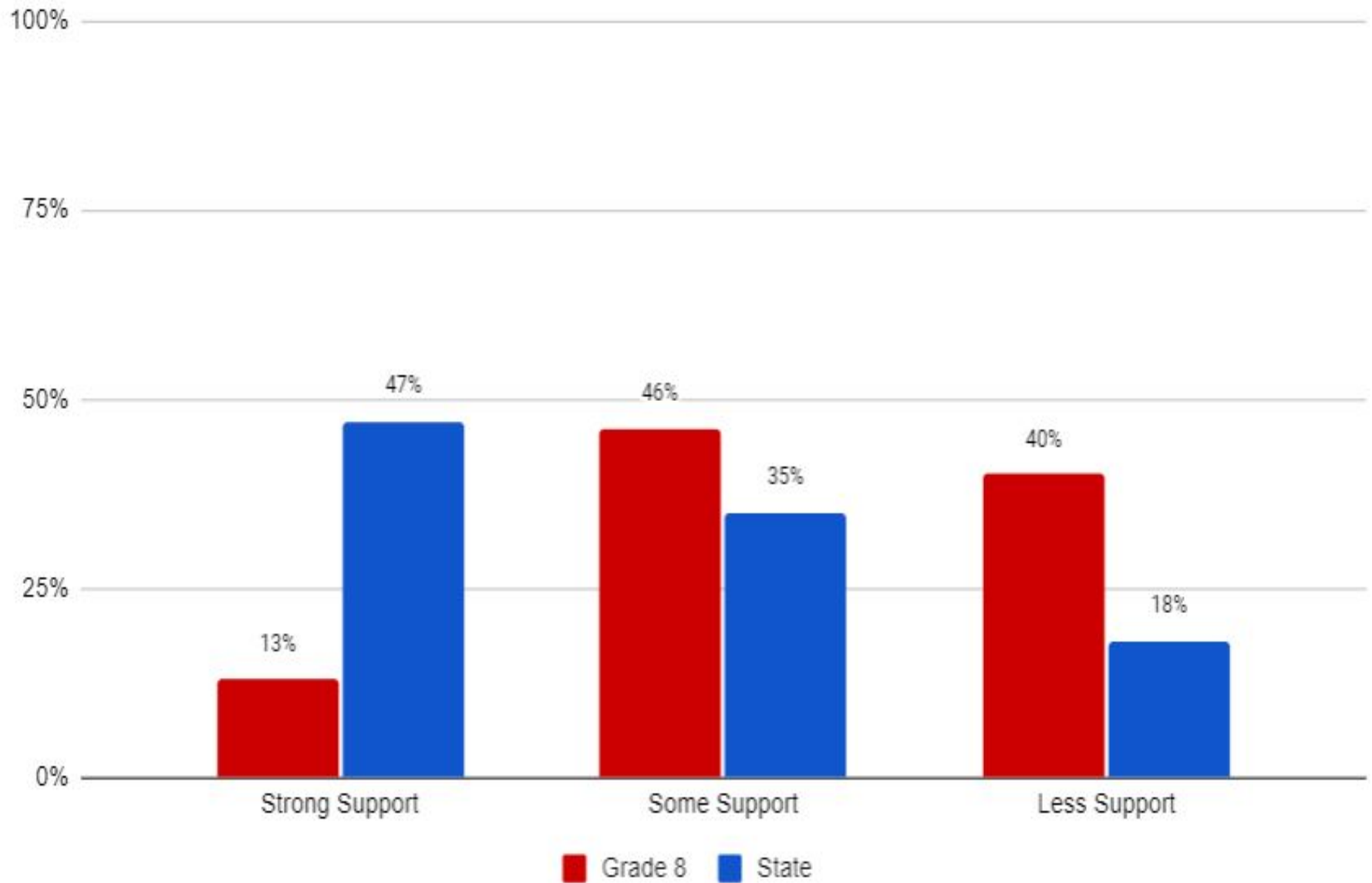
State Comparison - Grade 7 ELA



State Comparison - Grade 8 ELA



State Comparison - Grade 8 Math



Notable Achievements

- We exceeded the state average (meaning we had LESS students fall in the performance category of “Students Needing Strong Support”) in 9/10 areas.
- 8th Grade ELA and Mathematics scores far exceeded the state average (meaning we had significantly less students fall in the performance category of “Students Needing Strong Support” and significantly MORE students fall in the performance category of “Students Needing Less Support.”)
- Teachers had almost immediate access to the Results by Question Report which was very helpful and detailed in determining where the class stood on the priority standards from the prior year.
- All students present in school in each grade tested for the Start Strong Assessments which is a testament to the strong support of our families.

Intervention Strategies

- Teachers use the data to plan for “Reteach” lessons in the classroom to help reinforce priority learning from the prior year
- The data provided is utilized in the teachers’ lesson plans in the area of differentiation
- Grant funding was allocated to address grade level specific or holistic weaknesses. That will be seen in the form of teacher mentors, tutoring, after school math fact camps, and social/emotional supports
- Evidence demonstrates that we need to focus our energy on increasing the number of students in the higher performance categories

Question & Answer

Thank you for your support of the Andover Regional School District.