

# Start Strong

## Fall 2021 Administration



MOUNTAINSIDE SCHOOL DISTRICT  
February 1, 2022

Data  
Analysis  
and  
Identifying  
Student  
Needs

# Start Strong - Assessment Overview

## **Start Strong Fall 2021 Assessments:**

- Results provided standards-based information to support other resources used by educators in their classrooms to evaluate the needs of students.
- Administered in person, took limited class time, and quickly provided results to teachers/administrators.
- 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. NJSLA schedule will resume for this school year.

## **Start Strong Fall 2021 Assessments do not:**

- Replace local standards-based benchmark assessments we 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 & Scoring

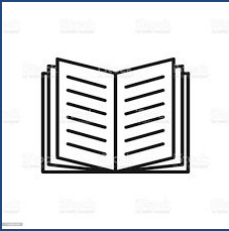
- Designed on a subset of prior-year academic standards to identify any areas students may need reinforced to support mastery of current grade-level content.
  - *Example:* Grade 5 ELA Start Strong Assessment is aligned to a subset of the NJSLA for Grade 4 ELA.
  - *NOTE:* Algebra I Start Strong Assessment was aligned to only Grade 8 math standards.
    - *These students received instruction which included a hybrid of both 7th and 8th grade standards during Pre-Algebra in 7th grade.*
- Used released assessment questions from the NJSLA item bank
- Based upon scores on the assessment, students were placed into one of three categories:
  - Strong Support May be Needed
  - Some Support May be Needed
  - Less Support May be Needed

# Start Strong - Results Interpretation Considerations

Start Strong data must be interpreted and used differently than NJSLA results. It does not cover the breadth and depth of standards as seen on the NJSLA and does not support the same comparisons or inferences about student proficiency. It was specifically designed to identify areas of need caused by COVID-related educational impacts.

## **Start Strong assessment data can support:**

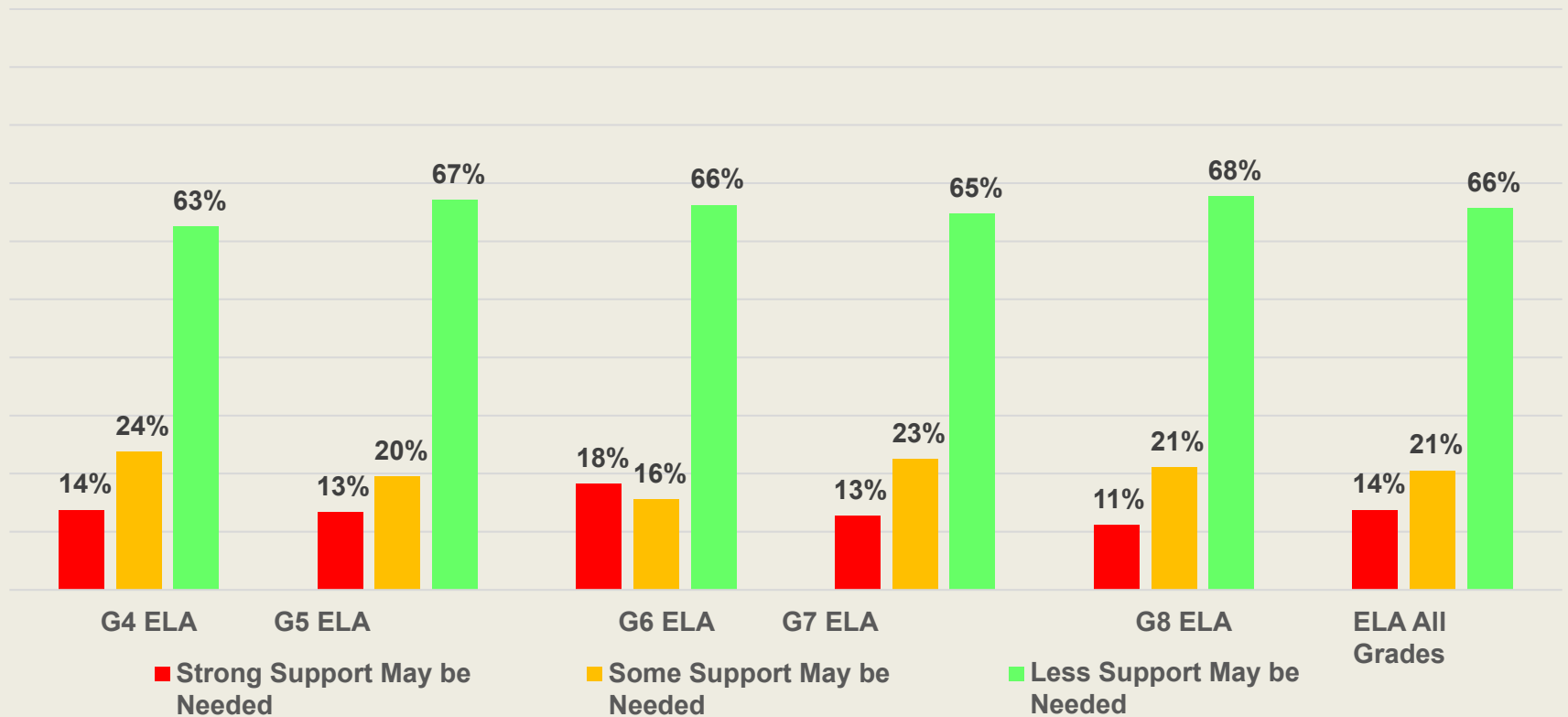
- District-level curriculum planning and revisiting prerequisite concepts and skills
- Evaluating scope and sequence based on distribution of student support needs
- Providing professional learning supports for differentiation and scaffolding based on student results
- Conferences between parents and educators on student needs
- Support instructional decisions when evaluating student needs alongside all district data points, like benchmark assessments, teacher-created formative assessments, class performance, and attendance data



# MOUNTAINSIDE

2021-22 Fall Start Strong  
ELA/Language Arts

Distribution by Achievement Level



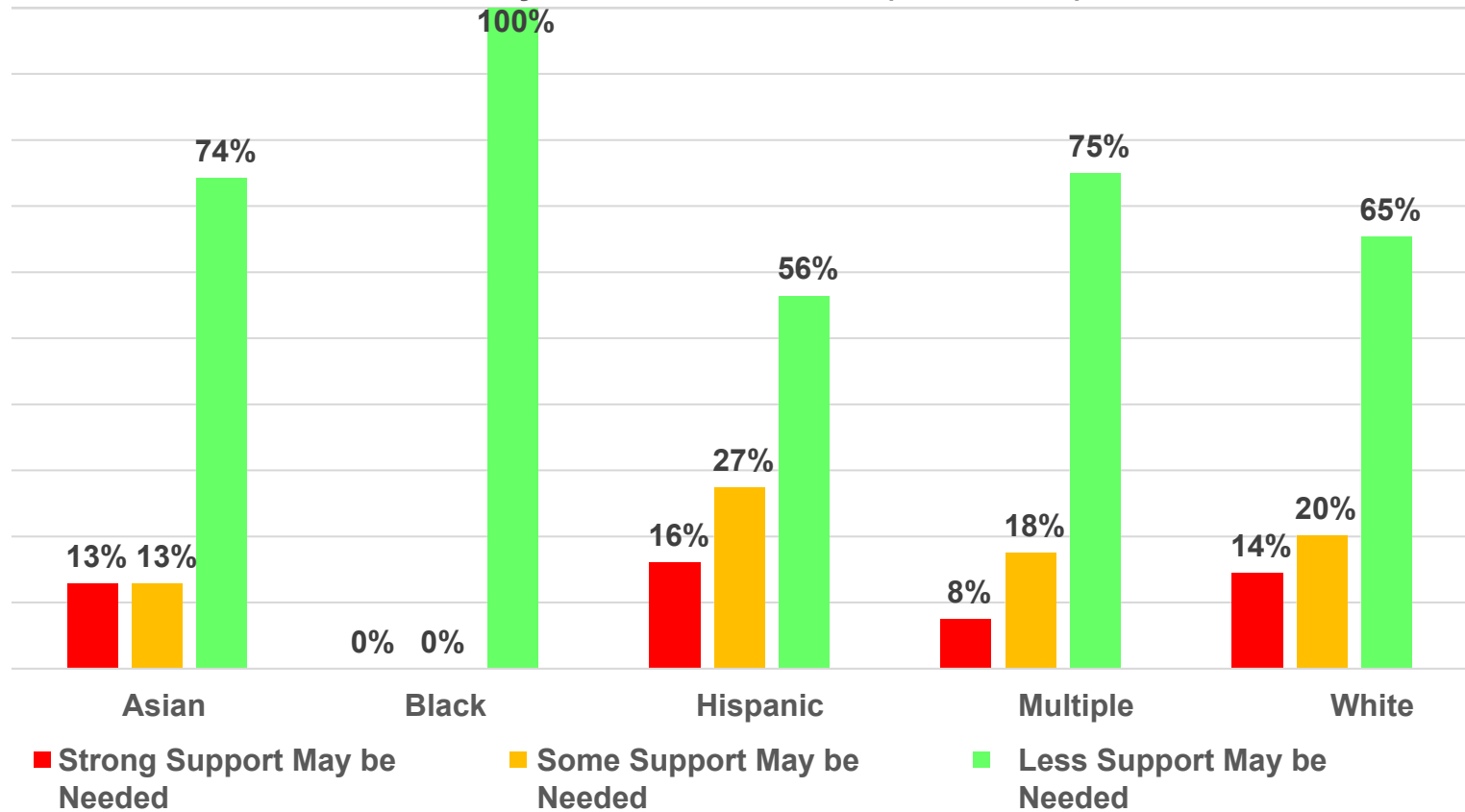


# MOUNTAINSIDE

2021-22 Fall Start Strong Performance by Subgroup **Race**

## ELA/Language Arts

Distribution by Achievement Level (All Grades)



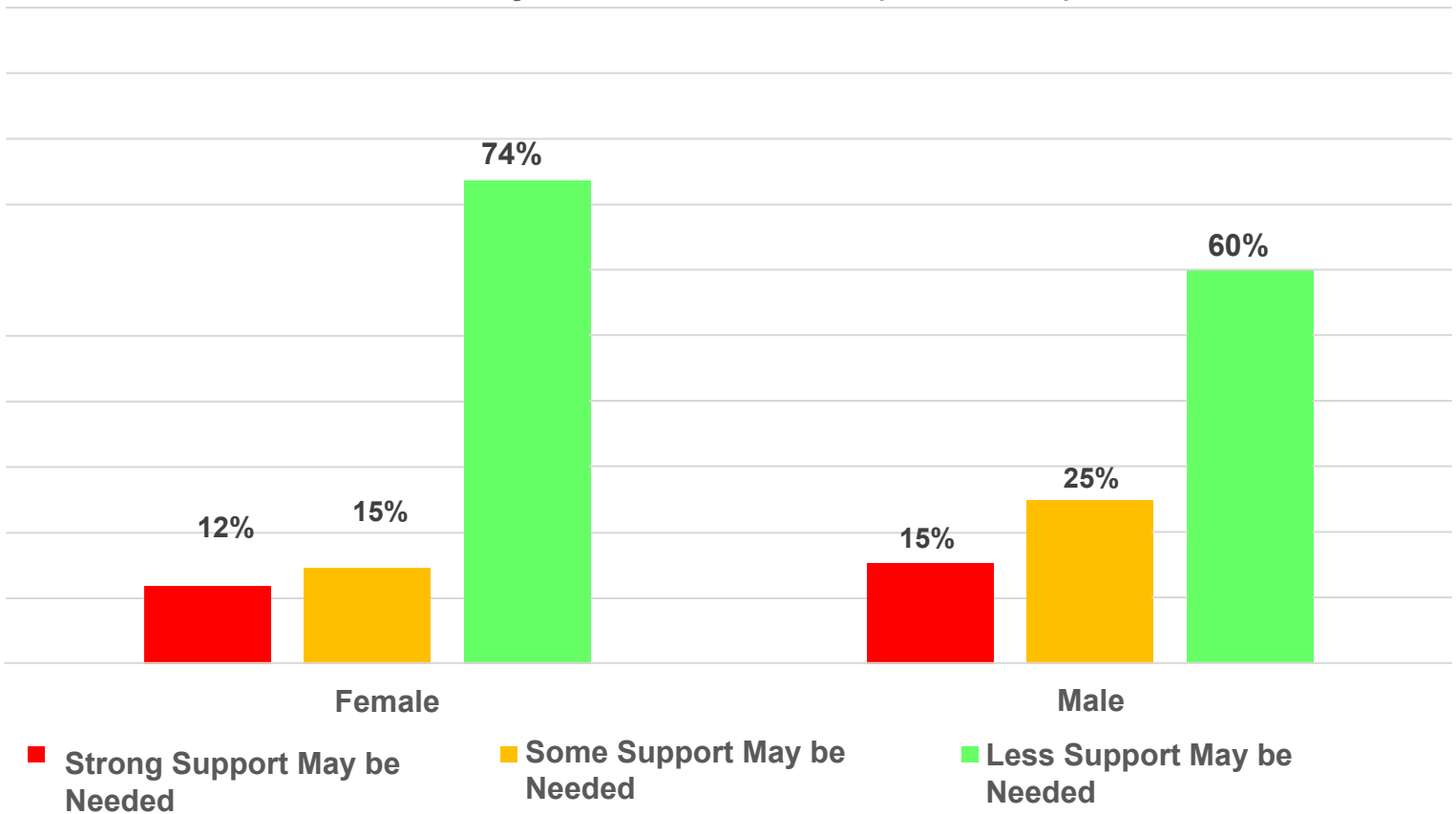


# MOUNTAINSIDE

2021-22 Fall Start Strong Performance by Subgroup **Gender**

## ELA/Language Arts

Distribution by Achievement Level (All Grades)



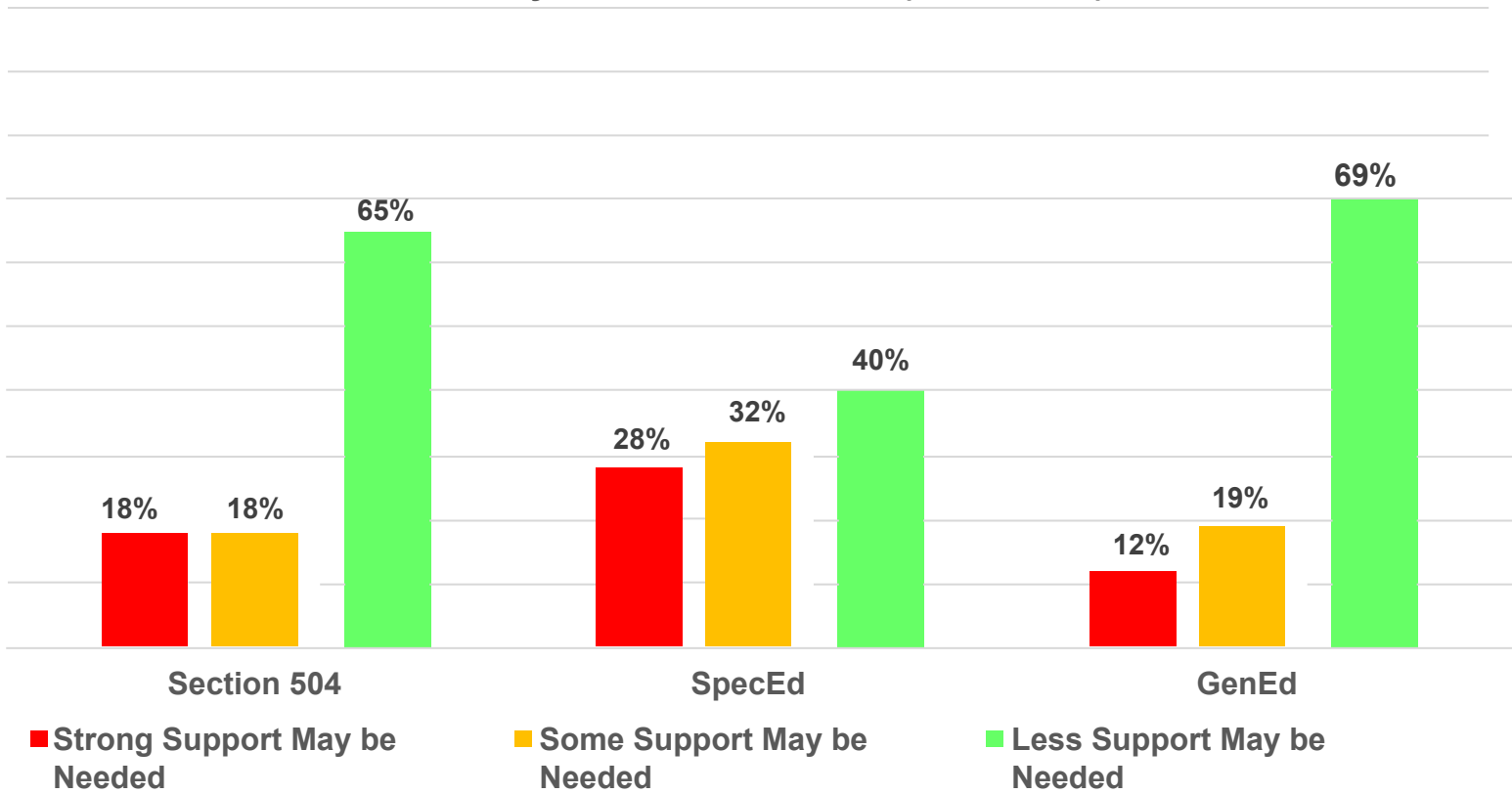


# MOUNTAINSIDE

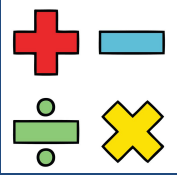
2021-22 Fall Start Strong Performance by Subgroup **Program**

## ELA/Language Arts

Distribution by Achievement Level (All Grades)



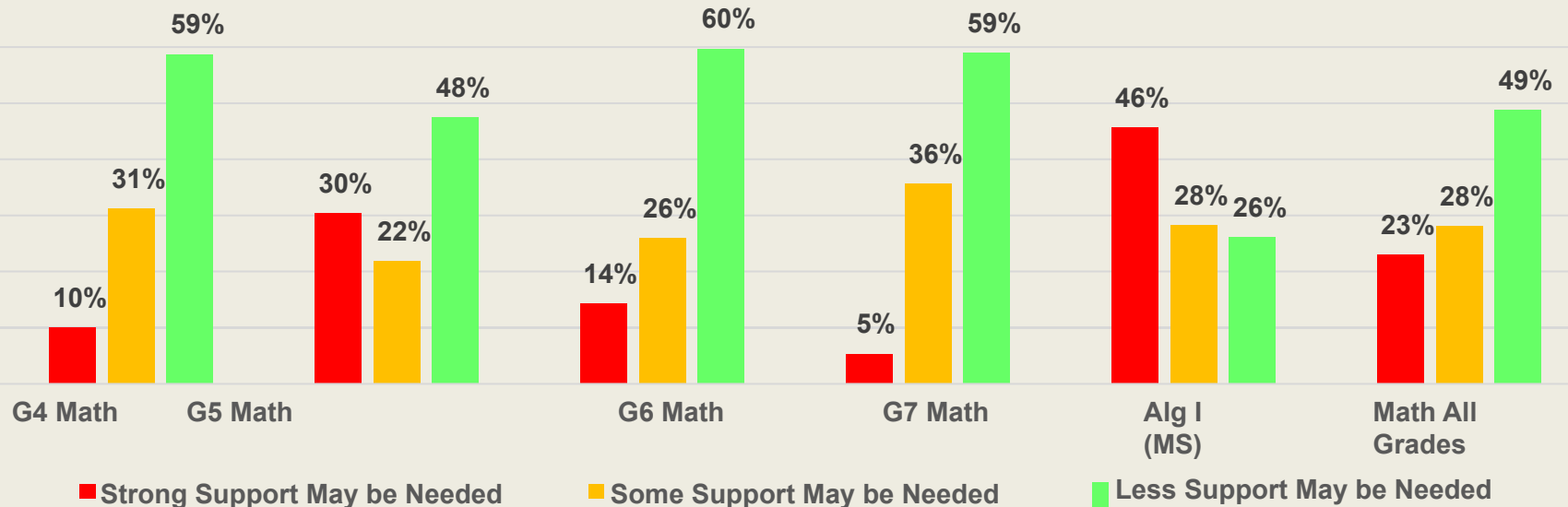


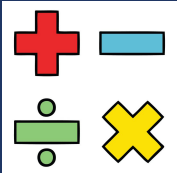


# MOUNTAINSIDE

## 2021-22 Fall Start Strong Mathematics

Distribution by Achievement Level



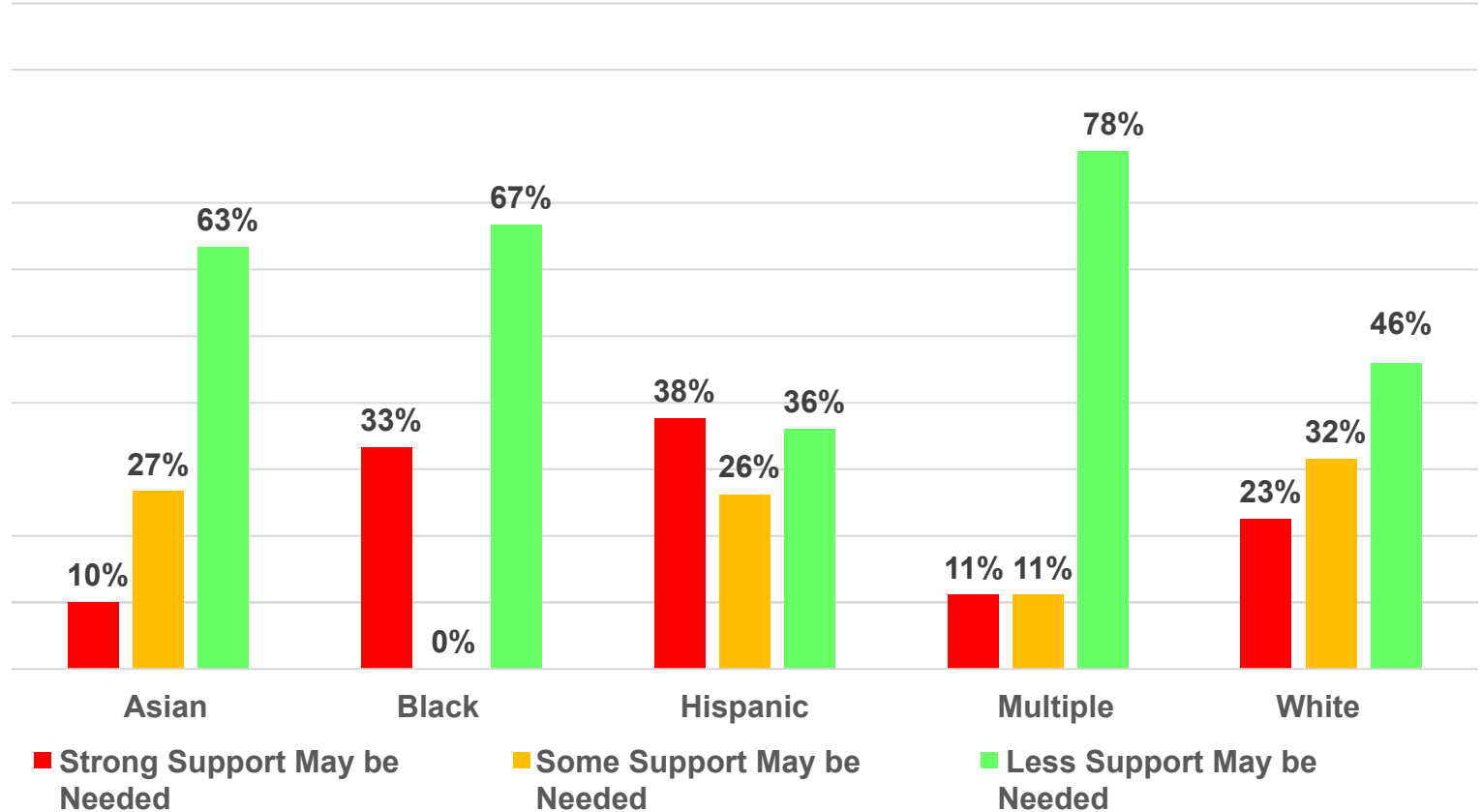


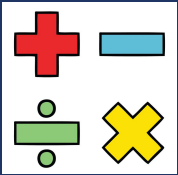
# MOUNTAINSIDE

2021-22 Fall Start Strong Performance by Subgroup **Race**

## Mathematics

Distribution by Achievement Level (All Grades)



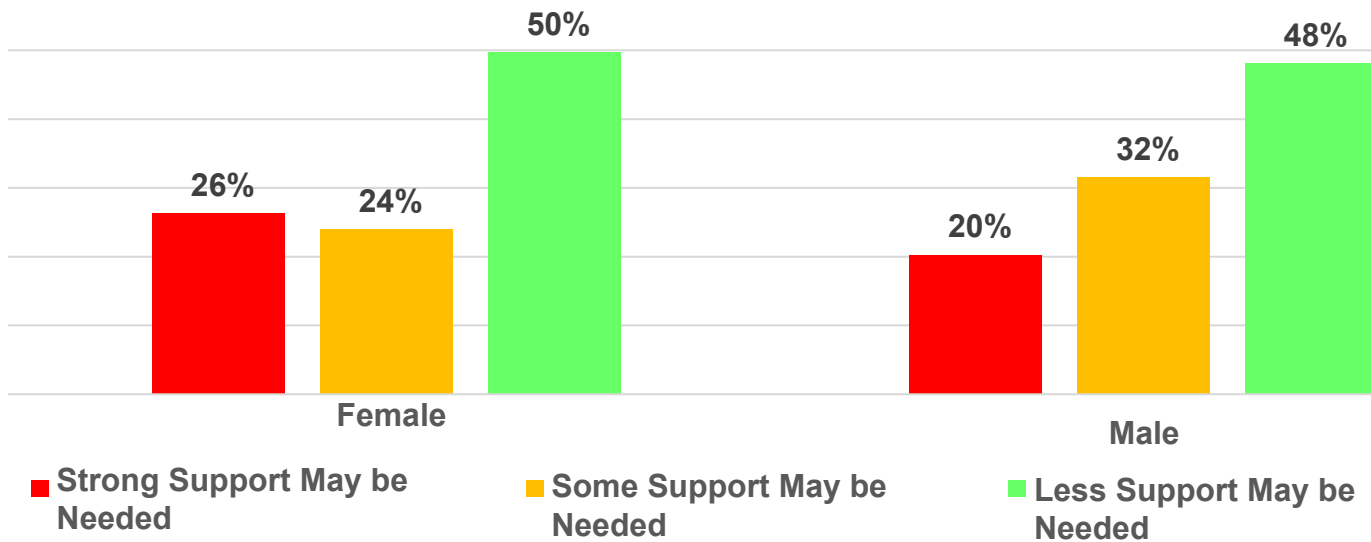


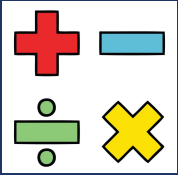
# MOUNTAINSIDE

2021-22 Fall Start Strong Performance by Subgroup **Gender**

## Mathematics

Distribution by Achievement Level (All Grades)



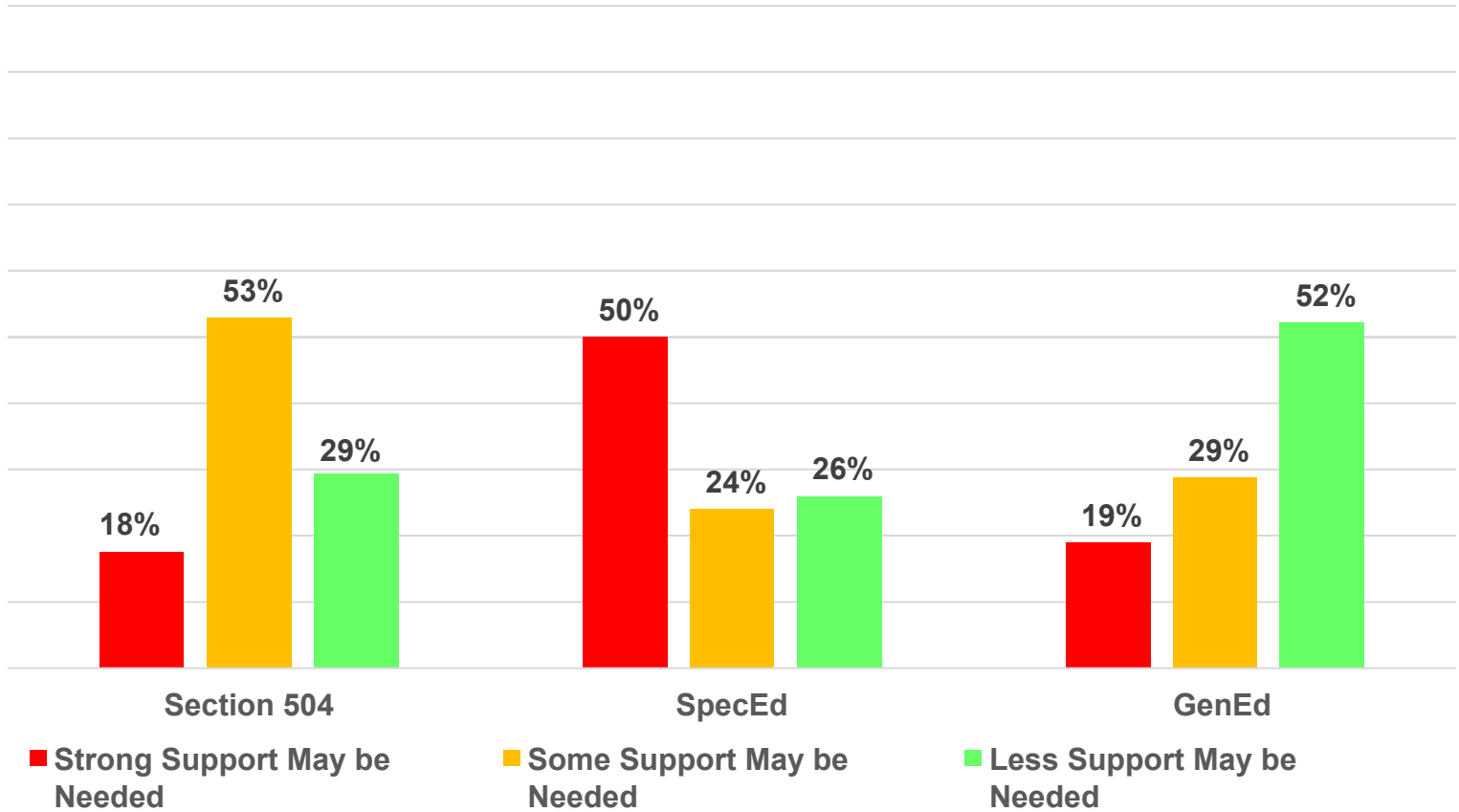


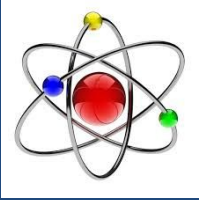
# MOUNTAINSIDE

2021-22 Fall Start Strong Performance by Subgroup **Program**

## Mathematics

Distribution by Achievement Level (All Grades)



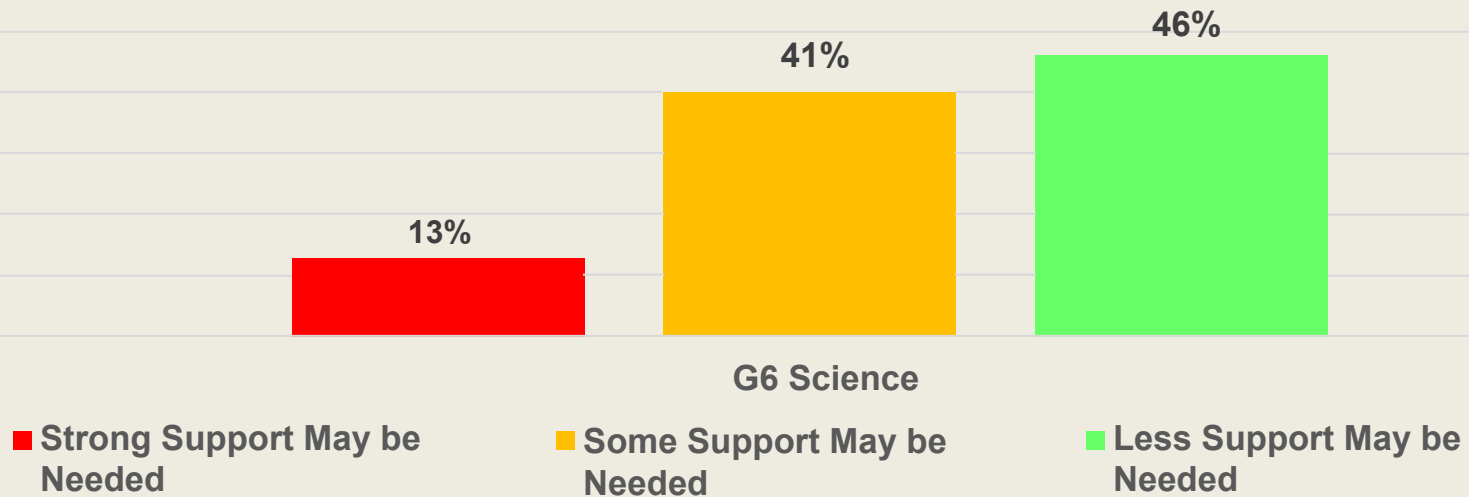


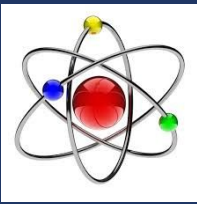
# MOUNTAINSIDE

## 2021-22 Fall Start Strong

### Science

**Distribution by Achievement Level**



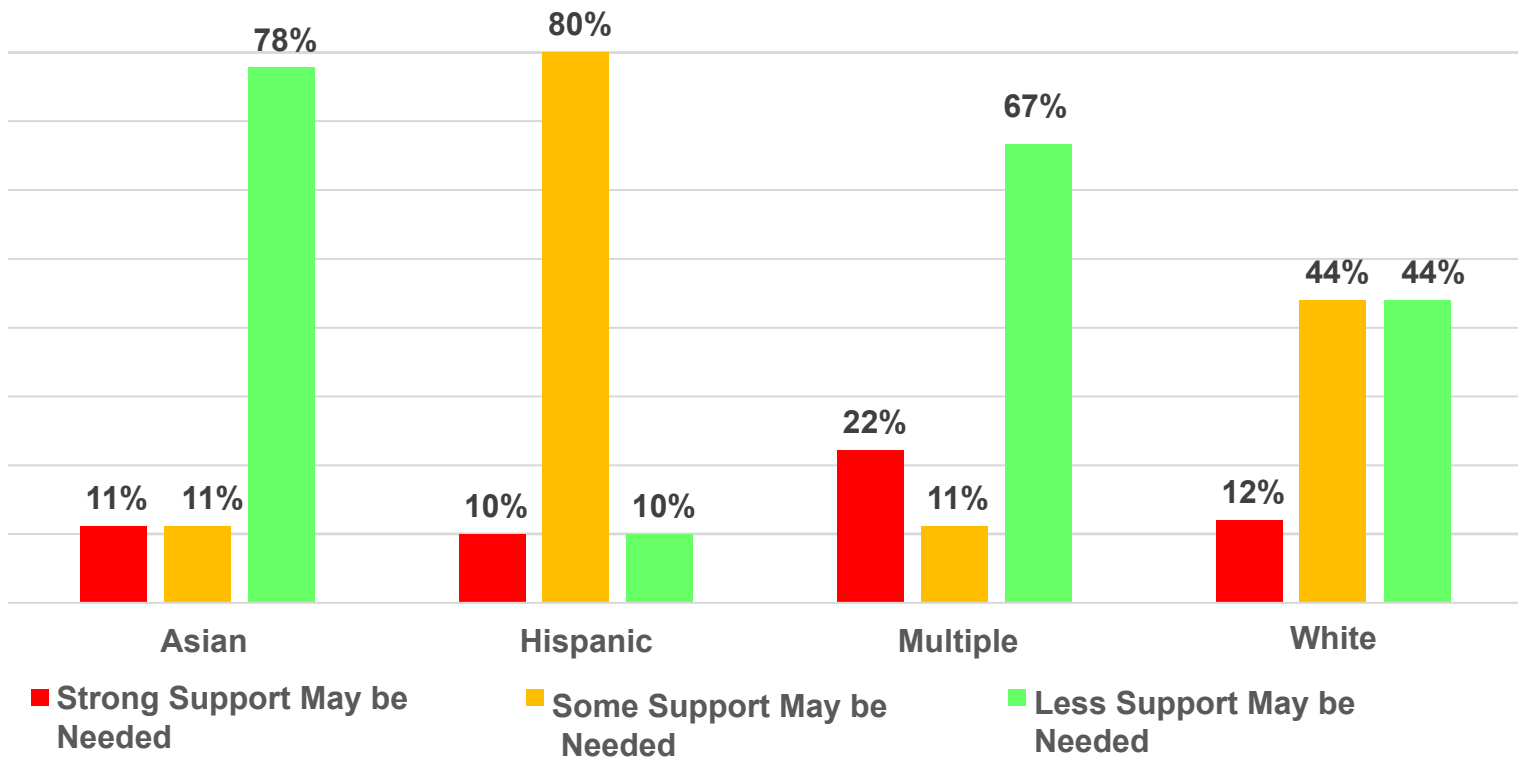


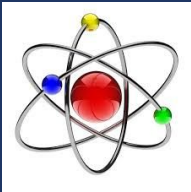
# MOUNTAINSIDE

2021-22 Fall Start Strong Performance by Subgroup **Race**

## Science

Distribution by Achievement Level (All Grades)



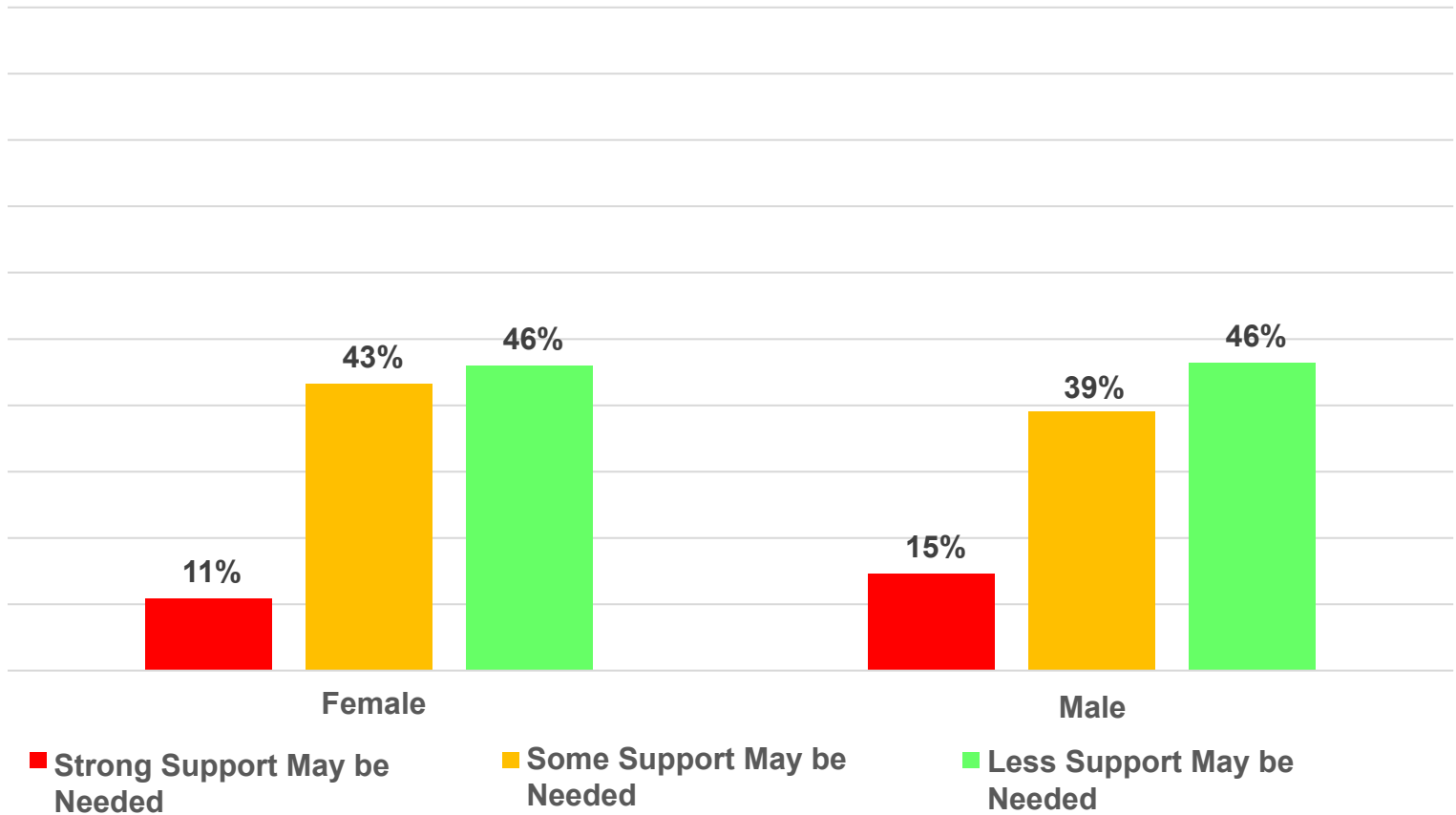


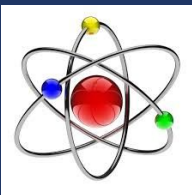
# MOUNTAINSIDE

2021-22 Fall Start Strong Performance by Subgroup **Gender**

## Science

Distribution by Achievement Level (All Grades)



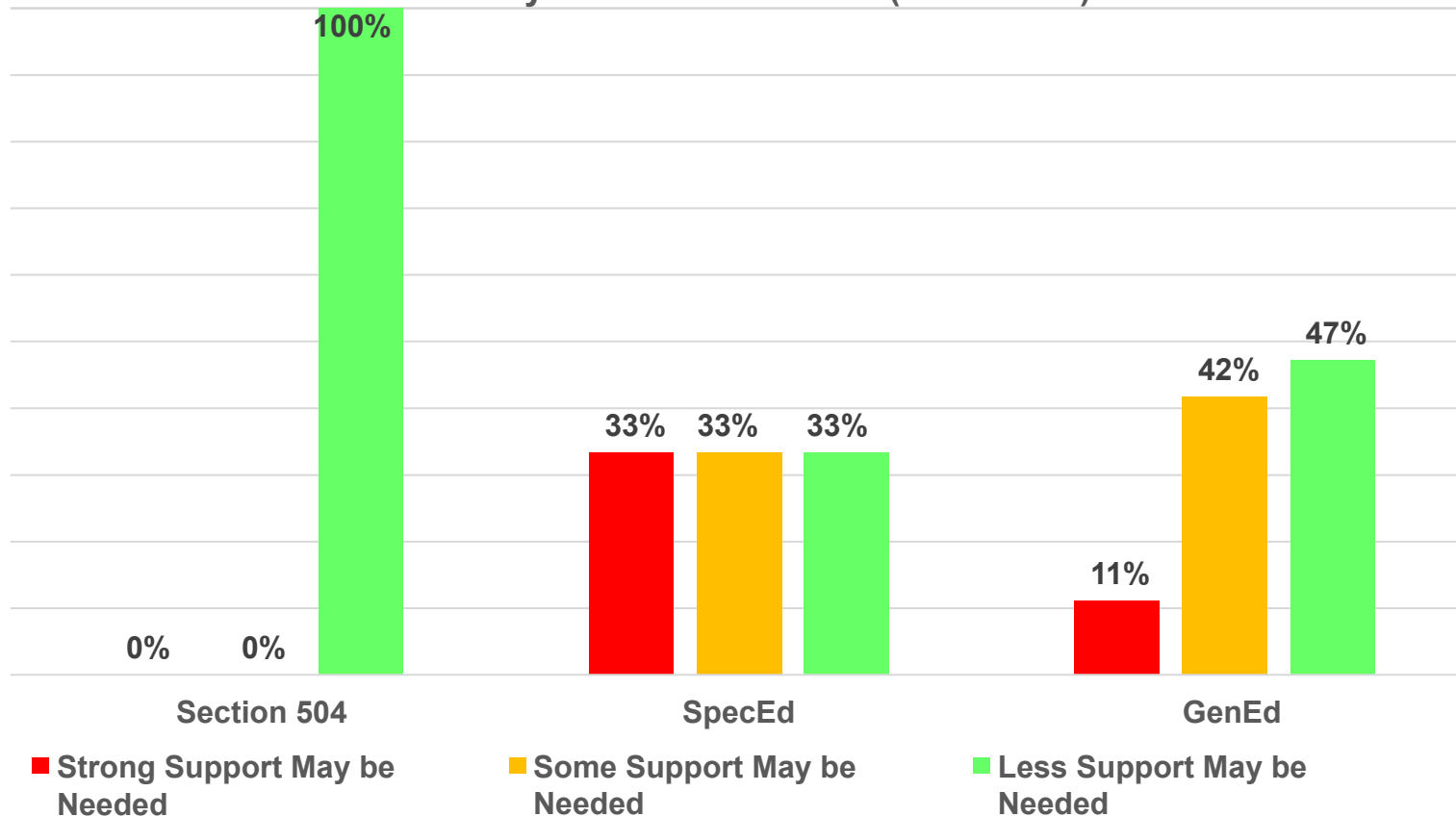


# MOUNTAINSIDE

2021-22 Fall Start Strong Performance by Subgroup **Program**

## Science

Distribution by Achievement Level (All Grades)





# WHAT DOES THE DATA TELL US?

Overall, the results are consistent with other district beginning of the year data, and what has been shared informally by other districts.

## ELA/ Language Arts

- An area of need that was noted across all grade levels was citing textual evidence to support answers, make inferences, and summarize the story or text.
  - This was evidenced in both informational and literary reading areas.
  - This is a common area that needs to be reinforced for students at all grade levels, so we were not surprised to see additional impact from COVID.

## Math

- Grades 4-6: The area of most need was observed within the sub-set of Number and Operations - Fractions. This included aspects such as identifying equivalents, solving word problems with fractions, and comparing fractions to decimals.
  - This is an area where hands-on activities are most beneficial to all students, especially students who may need differentiated instruction. The limitations that COVID created may have also played a role in this.

# WHAT DOES THE DATA TELL US?

## Math (continued)

- 7th grade: Identified areas of need centered on understanding the concept of a ratio, using ratio language to describe a ratio relationship between two quantities, and using variables to represent two quantities in a real-world problem
- 8th grade: Since these students are registered in Algebra I, they were given the Grade 8 math test. In 7th grade, however, they took Pre-Algebra which was a hybrid of both grade 7 and grade 8 standards.
  - As a result, their Start Strong results are skewed because these state test assignments did not align to the district course progression for 7th grade pre-algebra.

## Science (Current Grade 6 Only)

- Scores are reflective of reduced time for Science due to shortened day schedule and minimal opportunities for hands-on labs and other activities.
- Main areas of need centered on supporting an argument with evidence as well as analyzing/interpreting data.

# Data Analysis and Next Steps

- Superintendent, administrators, and specialists identified prior grade level standards in Math and ELA where 50% or more grade level students were identified as “strong support may be needed”. (October)
- Administrators and specialists met with grade/subject level teams to share data analysis results and discuss instructional strategies to support student needs when considered alongside other benchmark data. (October - November)
- Teachers used the data reports to identify strategies to reinforce and reteach identified standards as well as individual students who needed more intensive remediation. (Ongoing)
- Students will be assessed for mastery upon completion of instruction on individual standards through targeted LinkIt created, standards-based, mini assessments. (Ongoing)
- ARP Federal funds will be used to purchase instructional materials to meet the targeted needs of students.

