Start Strong:
Fall 2022 Administrations

Manalapan-Englishtown Regional School District
January 17, 2023

Presented by Jodi Pepchinski, Assistant Superintendent of Curriculum and Human Resources

Support in Identifying Student Needs

Start Strong Assessment Overview

Start Strong Fall 2022 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.

Start Strong Fall 2022 assessments do not:

- Replace local standards-based benchmark assessments already in place.

- Replace the spring 2022 New Jersey Student Learning Assessments (NJSLA) statewide summative assessments nor are they 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.

Start Strong Test Design

- **ELA:** The Start Strong Assessment for ELA supports two reporting concepts: Reading Literature and Reading Information. The items aligned to the Reading Literature and Reading Information reporting concepts ask students to demonstrate knowledge and understanding of key ideas and 12 details, craft and structure, integration of knowledge and ideas, or use of language.

- **Mathematics:** Most items align to a single learning standard and reporting concept.

- **Science:** Each science item in the Start Strong Assessment aligns to one Disciplinary Core Idea (DCI) and one Science and Engineering Practice (SEP) in the reporting concepts.

Start Strong Performance Levels

■ Students are categorized into one of three suggested support levels, each of which is defined by a range of possible raw scores on the Start Strong Assessment.

■ The goal of these classifications is to provide some guidance regarding the amount of support that may be needed as students return to school.

■ The three support levels for the Start Strong Assessment are:

▪ Level 1: Strong Support May Be Needed

▪ Level 2: Some Support May Be Needed

▪ Level 3: Less Support May Be Needed

■ The support levels on the Start Strong Assessment are directly derived from the NJSLA performance levels. However, because there are only three Start Strong Assessment support classifications, as compared to four or five NJSLA performance levels, there is not a one-to-one mapping.

Start Strong Result Interpretation Considerations

- 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 New Jersey Student Learning Assessment (NJSLA) data. It is a much shorter test and does not cover the full breadth and depth of the NJSLS; nor does it include all of the same item types as the statewide summative assessment, the NJSLA. It does not support the same comparisons or inferences about student proficiency.

- Comparisons should only be made within a specific test because the tests are based on different standards. For instance, it would not be meaningful to compare the results of the grade 6 and grade 8 ELA tests because students are asked to demonstrate different knowledge, skills, and abilities on the two tests.

- Please note that the Start Strong assessments are **not** designed to predict future student performance on the NJSLA.

- The Start Strong is not being used by the state for accountability measures of the district's performance. It is a tool to assist with planning instruction and supporting students.

- This data includes all students assigned to the school or district as their accountable organization. This means that students attending programs at in district placements and out-of-district placements are included in this report even though they may have tested elsewhere.

Start Strong Result Interpretation Considerations, Continued

Start Strong assessments provide a data point to support:

- Revisiting prerequisite concepts and skills.

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

- Individualizing instruction and targeting student needs to plan for daily instruction and extended learning opportunities.

As always, this assessment is a *snapshot* of a student's understanding and should only be used with other supporting evidence (assignments, homework, etc.) when drawing conclusions about a student's overall academic performance. This assessment data was analyzed alongside other important measures of student outcomes, including benchmark assessments, teacher-created formative assessments, and attendance data to provide a more complete perspective.

English Language Arts (ELA)

Manalapan-Englishtown Regional School District
Start Strong Fall 2022 Administration
English Language Arts (ELA)
Number of Students Tested and Percentage by Support Level

English Language Arts	Students Tested	Strong Support Needed Percentage 21-22/22-23	Some Support Needed Percentage 21-22/22-23	Less Support Needed Percentage 21-22/22-23
ELA04	467	24%/23%	24%/23%	52%/54%
ELA05	578	11%/12%	21%/20%	69%/68%
ELA06	577	17%/17%	25%/26%	58%/57%
ELA07	549	16%/13%	26%/26%	59%/61%
ELA08	605	14%/19%	16%/18%	70%/63%
Total	2776	16%/17%	22%/22%	61%/61%

21-22 Results
22-23 Results

Manalapan-Englishtown Regional School District
Start Strong Fall 2022 School Grade-Level Outcomes
English Language Arts (ELA) Grade 4 – Percentage by Support Levels

ELA04	Students Tested	Strong Support Needed Percentage 21-22/22-23	Some Support Needed Percentage 21-22/22-23	Less Support Needed Count (Percentage) 21-22/22-23
District	467	24%/23%	24%/23%	52%/54%
Clark Mills	106	21%/25%	29%/19%	51%/56%
Lafayette Mills	69	22%/20%	19%/19%	59%/61%
Milford Brook	87	32%/24%	23%/32%	44%/44%
Taylor Mills	93	28%/27%	21%/18%	50%/55%
Wemrock Brook	112	19%/16%	27%/26%	54%/58%

21-22 Results
22-23 Results

Manalapan-Englishtown Regional School District
Start Strong Fall 2022 School Grade-Level Outcomes
English Language Arts Grade 5 – Percentage by Support Levels

ELA05	Students Tested	Strong Support Needed Percentage 21-22/22-23	Some Support Needed Percentage 21-22/22-23	Less Support Needed Percentage 21-22/22-23
District	578	11%/12%	21%/20%	68%/68%
Clark Mills	101	6%/9%	19%/16%	74%/75%
Lafayette Mills	117	9%/13%	13%/20%	78%/67%
Milford Brook	95	17%/16%	28%/19%	54%/65%
Taylor Mills	112	15%/14%	26%/28%	59%/58%
Wemrock Brook	153	7%/9%	19%/18%	74%/73%

21-22 Results
22-23 Results

Manalapan-Englishtown Regional School District
Start Strong Fall 2022 School Grade-Level Outcomes
English Language Arts Grades 6, 7, & 8 – Percentage by Support Levels

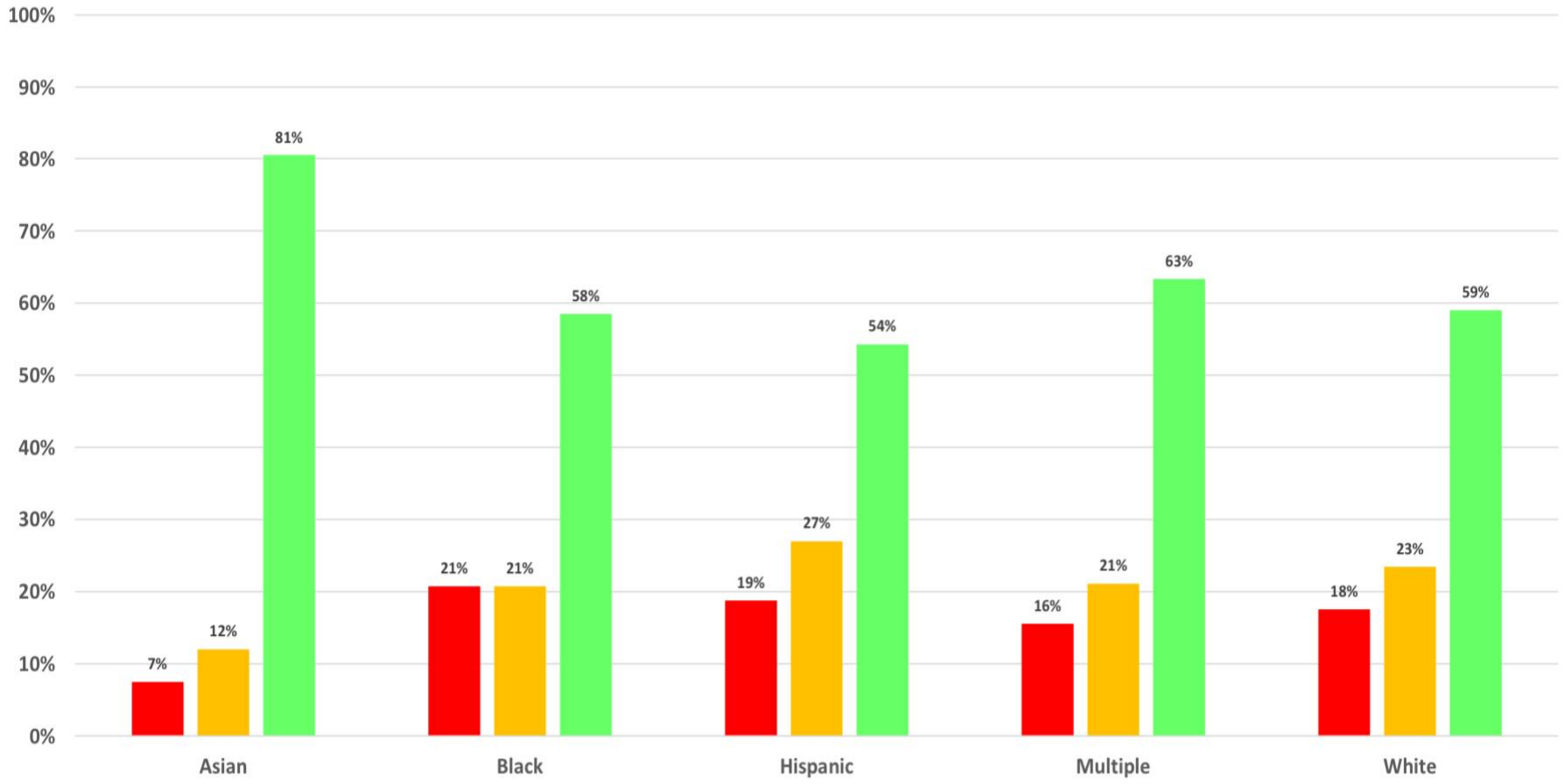| ELA 06, 07, 08	Students Tested	More Support Needed Percentage 21-22/22-23	Some Support Needed Percentage 21-22/22-23	Less Support Needed Percentage 21-22/22-23
Pine Brook (ELA06)	577	17%/17%	25%/26%	58%/57%
MEMS (ELA07)	549	15%/13%	26%/26%	59%/61%
MEMS (ELA08)	605	14%/19%	16%/18%	70%/63%

21-22 Results
22-23 Results

Manalapan-Englishtown Regional School District
Subgroup
Start Strong Fall 2022 Administrations
English Language Arts - Race

Distribution by Support Level (All Grades)

Asian: Strong Support May be Needed 7%, Some Support May be Needed 12%, Less Support May be Needed 81%

Black: Strong Support May be Needed 21%, Some Support May be Needed 21%, Less Support May be Needed 58%

Hispanic: Strong Support May be Needed 19%, Some Support May be Needed 27%, Less Support May be Needed 54%

Multiple: Strong Support May be Needed 16%, Some Support May be Needed 21%, Less Support May be Needed 63%

White: Strong Support May be Needed 18%, Some Support May be Needed 23%, Less Support May be Needed 59%

Legend: ■ Strong Support May be Needed ■ Some Support May be Needed ■ Less Support May be Needed
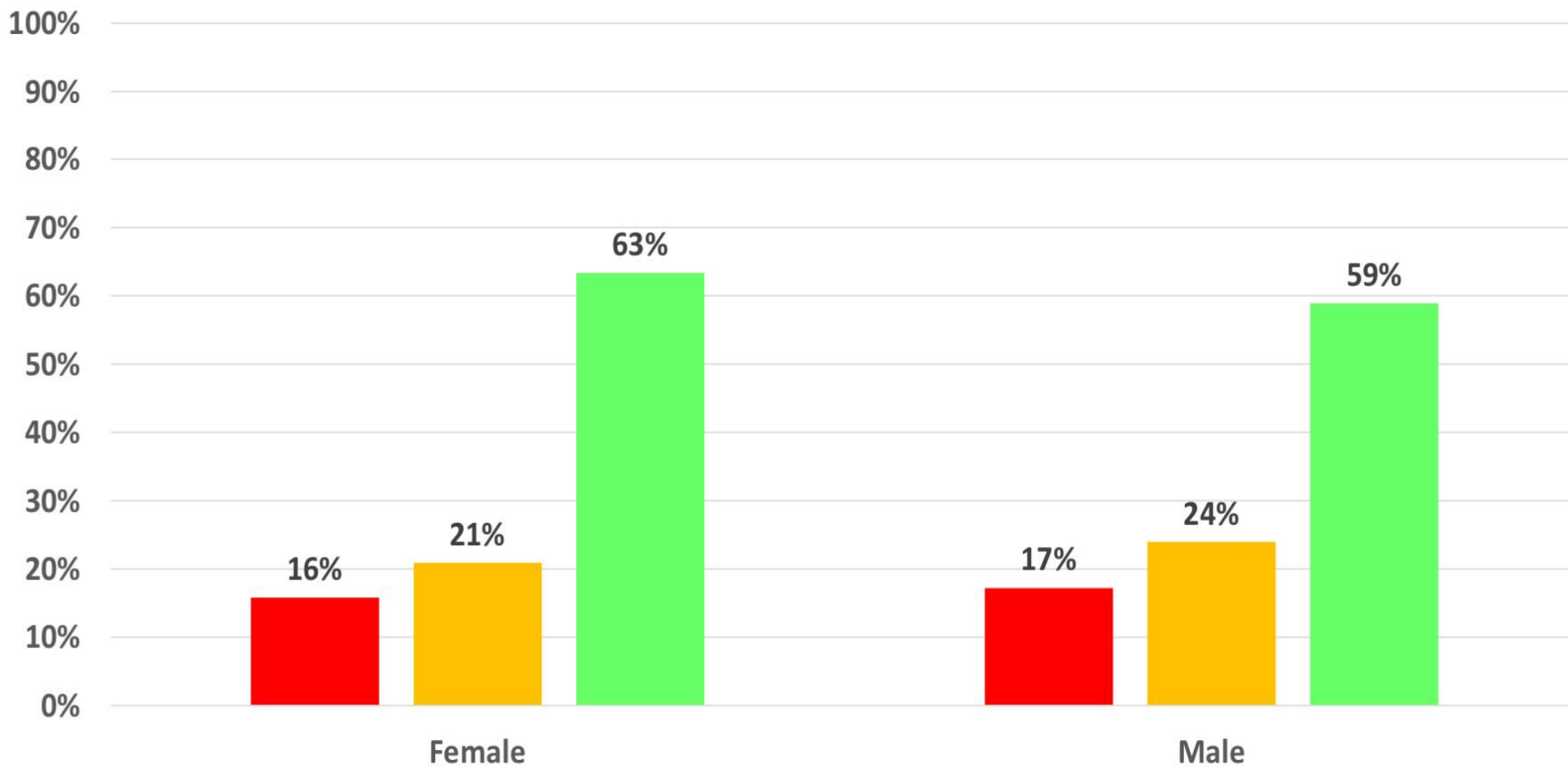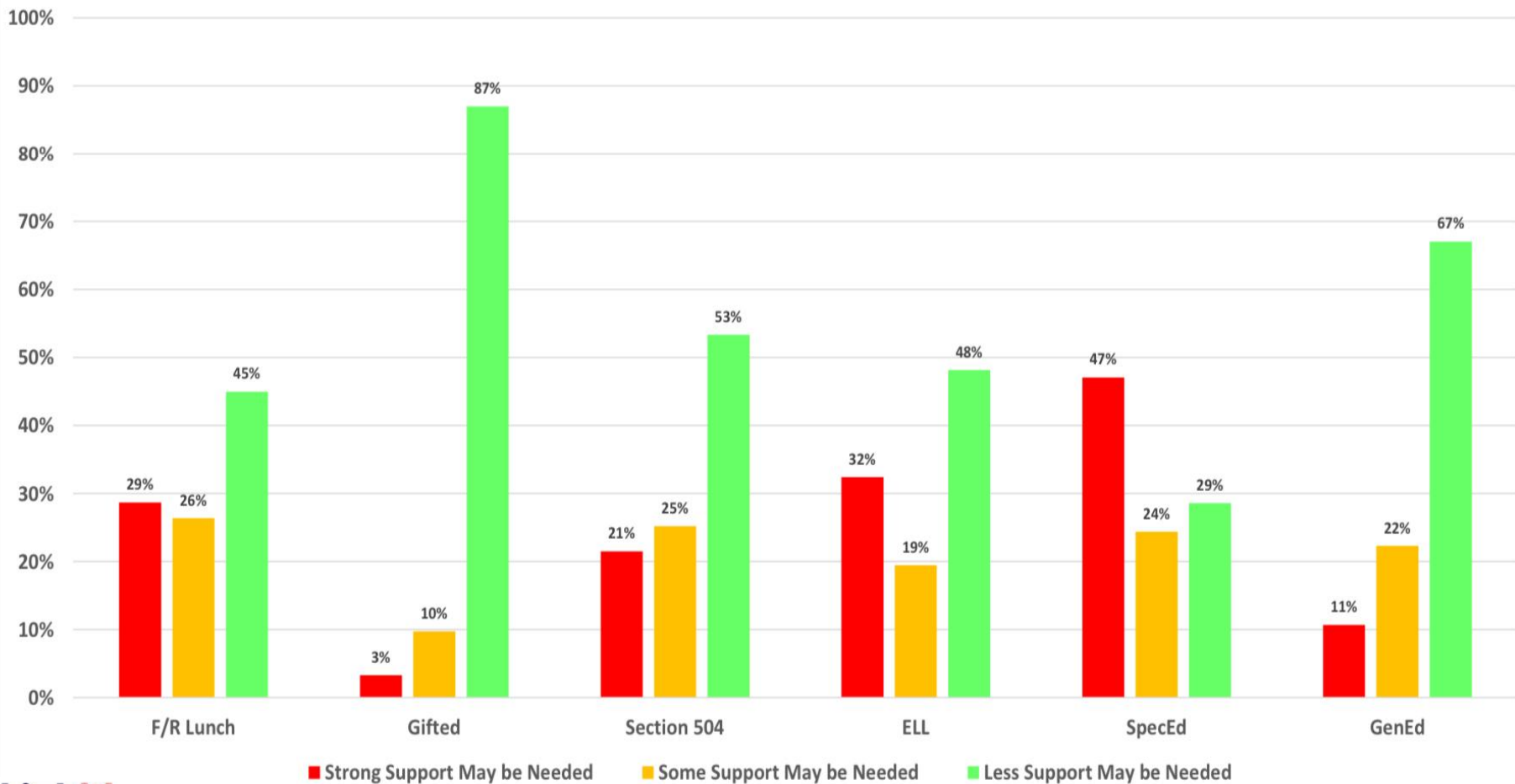
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Manalapan-Englishtown Regional School District
Subgroup
Start Strong Fall 2022 Administrations
English Language Arts - Gender

Distribution by Support Level (All Grades)

Female: Strong Support May be Needed 16%, Some Support May be Needed 21%, Less Support May be Needed 63%

Male: Strong Support May be Needed 17%, Some Support May be Needed 24%, Less Support May be Needed 59%

Strong Support May be Needed   Some Support May be Needed   Less Support May be Needed

Manalapan-Englishtown Regional School District
Subgroup
Start Strong Fall 2022 Administrations
English Language Arts - Program

Distribution by Support Level (All Grades)

Subgroup	Strong Support May be Needed	Some Support May be Needed	Less Support May be Needed
F/R Lunch	29%	26%	45%
Gifted	3%	10%	87%
Section 504	21%	25%	53%
ELL	32%	19%	48%
SpecEd	47%	24%	29%
GenEd	11%	22%	67%

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Mathematics

Manalapan-Englishtown Regional School District
Start Strong Fall 2022 Administration
Mathematics
Number of Students Tested and Percentage by Support Level

MATH	Students Tested 22-23	Strong Support Needed Percentage 21-22/22-23	Some Support Needed Percentage 21-22/22-23	Less Support Needed Percentage 21-22/22-23
MAT04	468	17%/15%	24%/22%	59%/64%
MAT05	579	22%/15%	24%/21%	54%/64%
MAT06	580	21%/13%	34%/30%	45%/57%
MAT07	493	18%/13%	37%/35%	45%/51%
MAT08	354	25%/26%	43%/40%	32%/34%
ALGEBRA I	239	19%/20%	47%/52%	34%/28%
GEOMETRY	72	0%/0%	1%/0%	99%/100%
Total	2,785	20%/16%	32%/30%	49%/54%

21-22 Results
22-23 Results

Manalapan-Englishtown Regional School District
Start Strong Fall 2022 School Grade-Level Outcomes
Mathematics Grade 4 – Percentage by Support Levels

MATH04	Students Tested	Strong Support Needed Percentage 21-22/22-23	Some Support Needed Percentage 21-22/22-23	Less Support Needed Percentage 21-22/22-23
District	468	17%/15%	24%/22%	59%/64%
Clark Mills	106	20%/19%	24%/23%	56%/58%
Lafayette Mills	69	11%/22%	22%/13%	67%/65%
Milford Brook	88	26%/14%	20%/25%	54%/61%
Taylor Mills	93	25%/15%	26%/22%	49%/63%
Wemrock Brook	112	9%/7%	27%/22%	64%/71%

21-22 Results
22-23 Results

Manalapan-Englishtown Regional School District
Start Strong Fall 2022 School Grade-Level Outcomes
Mathematics Grade 5 – Percentage by Support Levels

MATH05	Students Tested	Strong Support Needed Percentage 21-22/22-23	Some Support Needed Percentage 21-22/22-23	Less Support Needed Percentage 21-22/22-23
District	579	22%/15%	24%/21%	54%/64%
Clark Mills	101	16%/12%	30%/26%	54%/62%
Lafayette Mills	117	17%/10%	23%/23%	60%/67%
Milford Brook	95	31%/22%	17%/7%	51%/71%
Taylor Mills	113	31%/24%	25%/27%	44%/49%
Wemrock Brook	153	18%/11%	23%/18%	59%/71%

21-22 Results
22-23 Results

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Manalapan-Englishtown Regional School District
Start Strong Fall 2022 School Grade-Level Outcomes
Mathematics 6, 7, 8, Algebra I, Geometry, & Algebra II – Support Levels

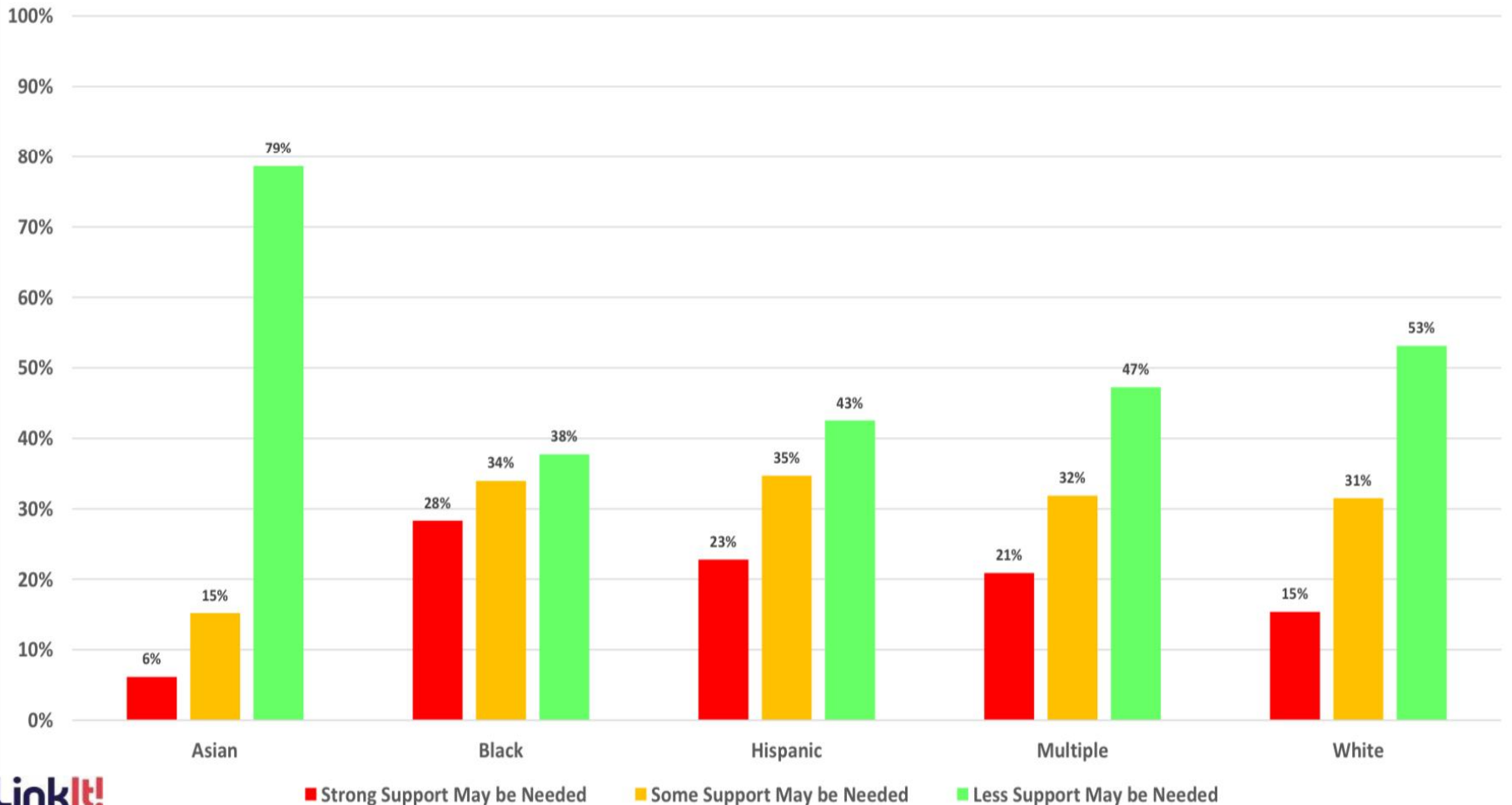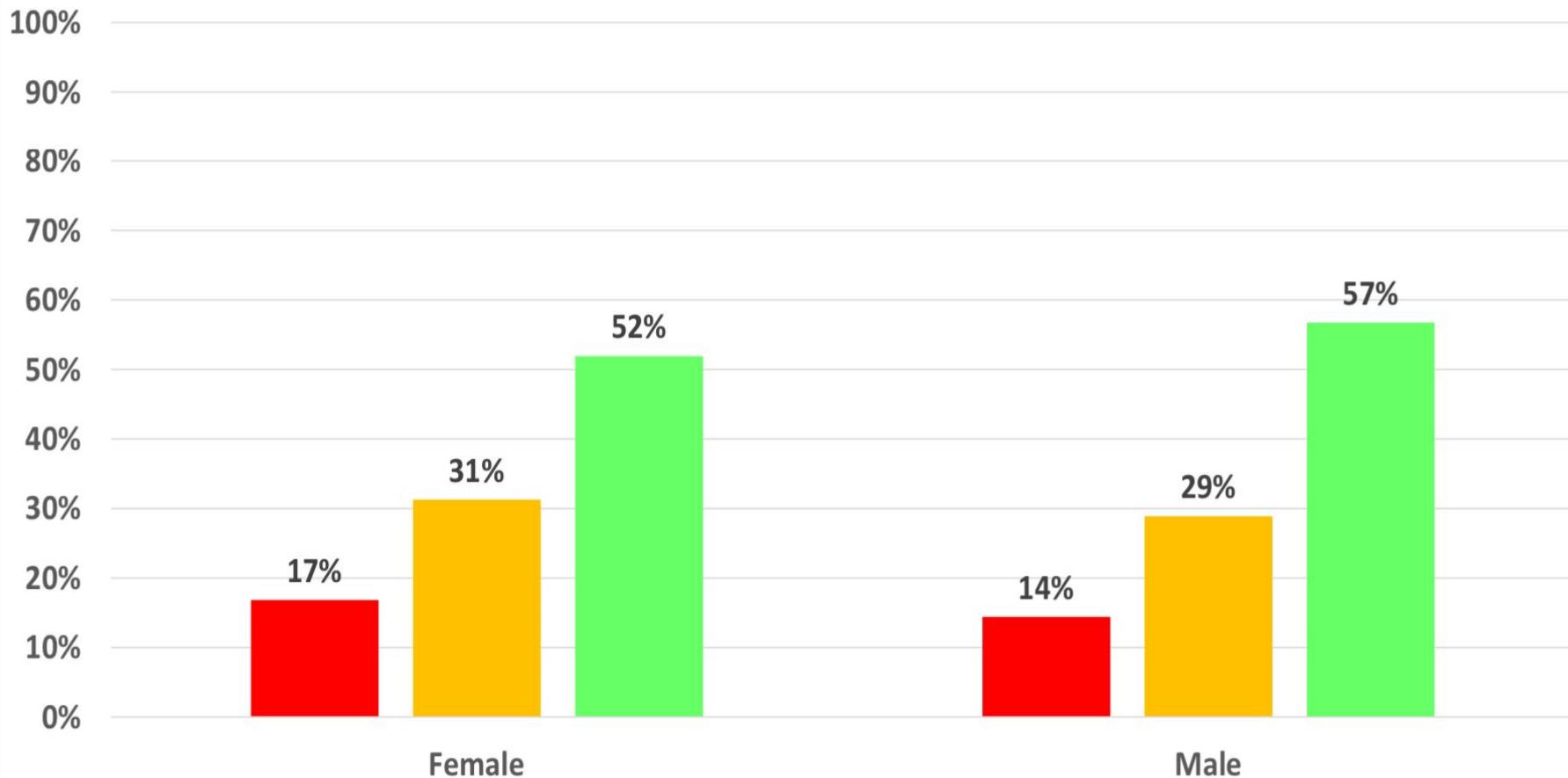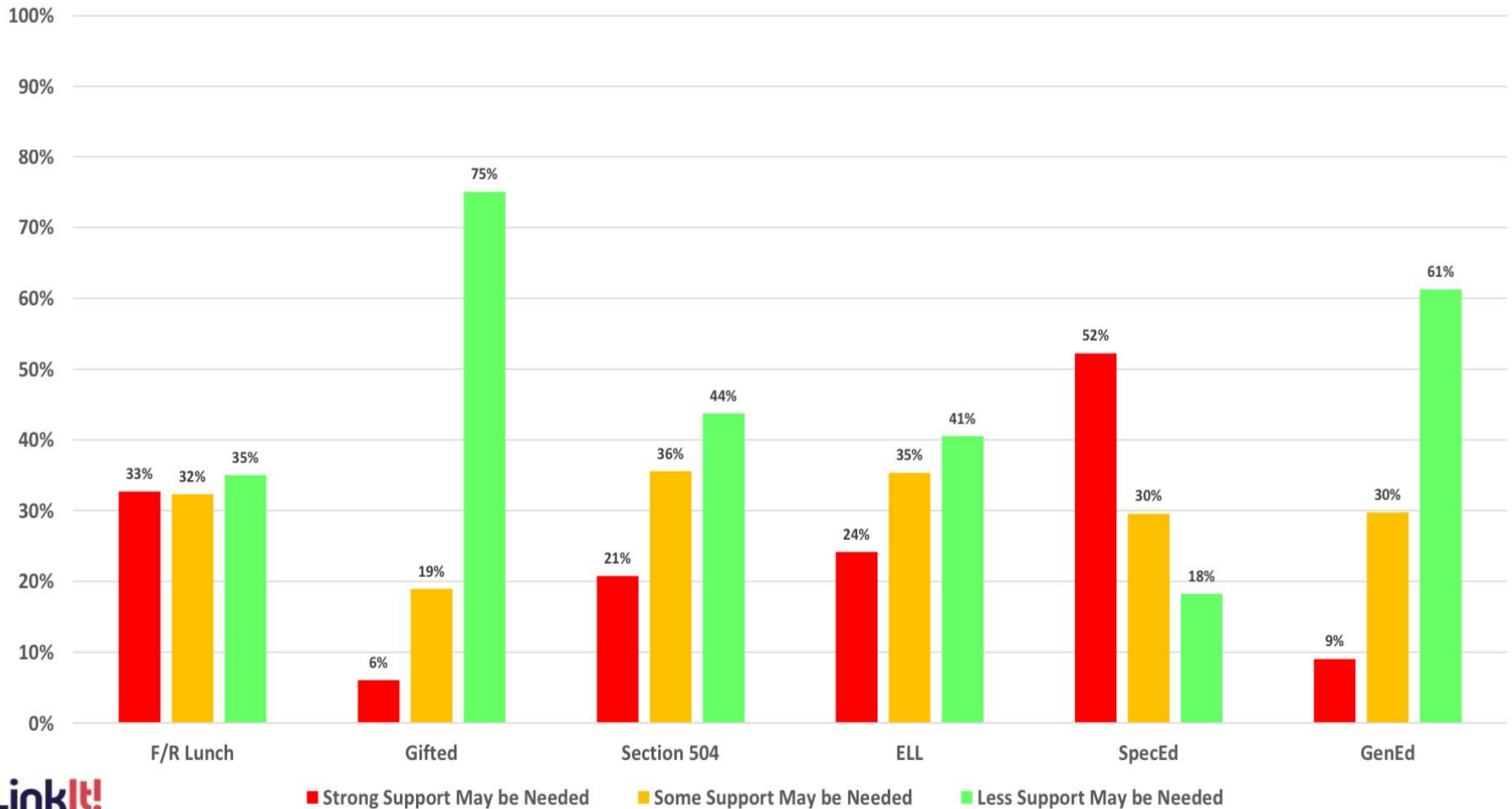| MATH 06, 07, 08	Students Tested	Strong Support Needed Percentage 21-22/22-23	Some Support Needed Percentage 21-22/22-23	Less Support Needed Percentage 21-22/22-23
Pine Brook (MAT06)	579	21%/13%	34%/30%	45%/57%
MEMS (MAT07)	493	18%/13%	37%/35%	45%/51%
MEMS (MAT08)	354	25%/26%	43%/40%	32%/34%
Algebra I	239	19%/20%	47%/52%	34%/28%
Geometry	72	0%/0%	1%/0%	99%/100%

21-22 Results
22-23 Results

Manalapan-Englishtown Regional School District
Subgroup
Start Strong Fall 2022 Administrations
Mathematics - Program

Distribution by Support Level (All Grades)

	Strong Support May be Needed	Some Support May be Needed	Less Support May be Needed
F/R Lunch	33%	32%	35%
Gifted	6%	19%	75%
Section 504	21%	36%	44%
ELL	24%	35%	41%
SpecEd	52%	30%	18%
GenEd	9%	30%	61%

Science

Manalapan-Englishtown Regional School District
Start Strong Fall 2022 Administration
Science
Number of Students Tested and Percentage by Support Level

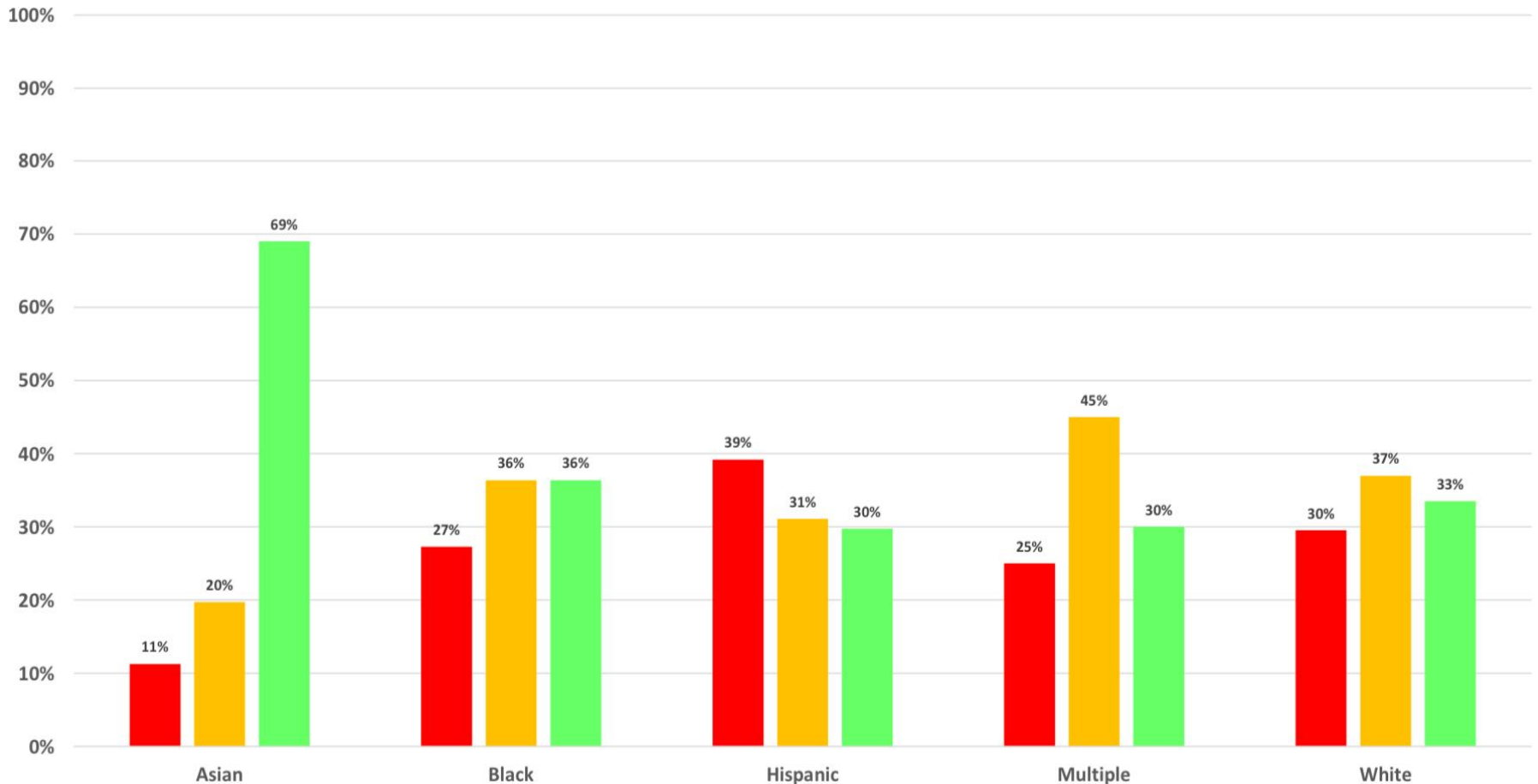| SCIENCE	Students Tested	Strong Support Needed Percentage 21-22/22-23	Some Support Needed Percentage 21-22/22-23	Less Support Needed Percentage 21-22/22-23
SC06	580	25%/28%	39%/34%	37%/37%

21-22 Results
22-23 Results

Manalapan-Englishtown Regional School District
Subgroup
Start Strong Fall 2022 Administrations
Science - Gender

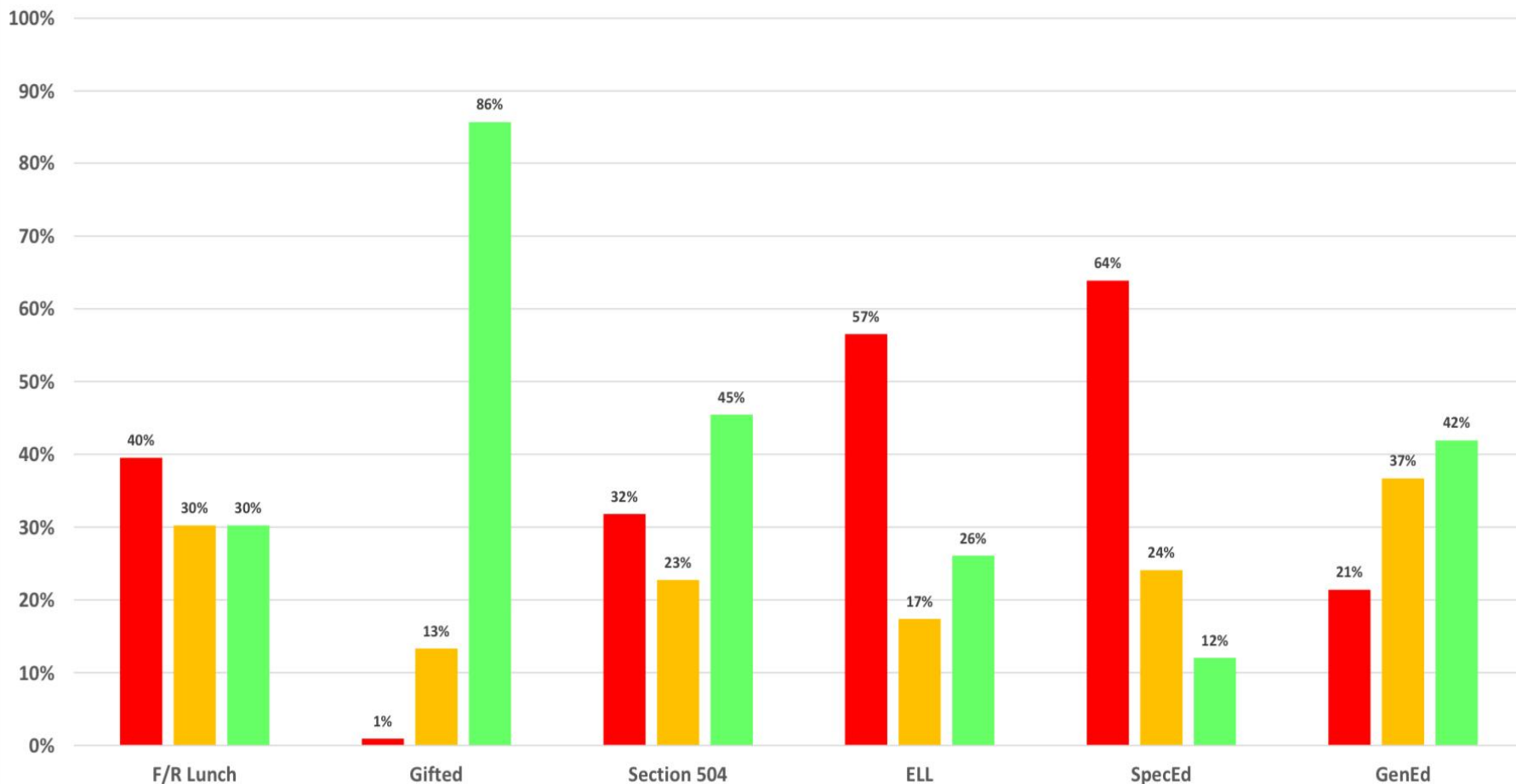Distribution by Support Level (All Grades)
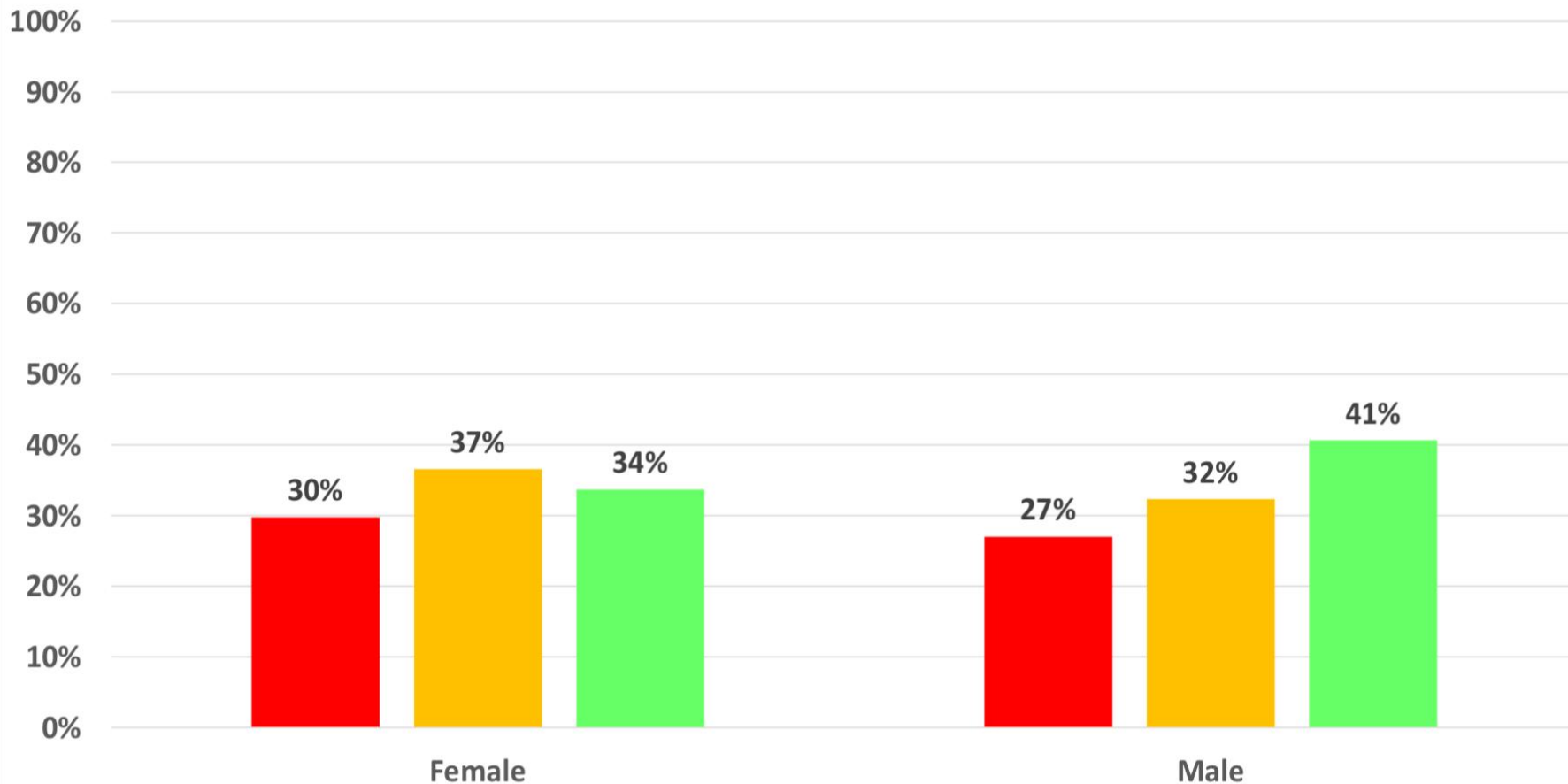
Manalapan-Englishtown Regional School District
Subgroup
Start Strong Fall 2022 Administrations
Science - Program

Distribution by Support Level (All Grades)

Subgroup	Strong Support May be Needed	Some Support May be Needed	Less Support May be Needed
F/R Lunch	40%	30%	30%
Gifted	1%	13%	86%
Section 504	32%	23%	45%
ELL	57%	17%	26%
SpecEd	64%	24%	12%
GenEd	21%	37%	42%

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Manalapan-Englishtown Regional School District
Considerations
Combined % of Students at "Some" or "Less" Support Needed

GRADE/SUBJECT	ELA	MATH	SCI
GR04	77%	86%	N/A
GR05	88%	85%	N/A
GR06	83%	87%	71%
GR07	87%	86%	N/A
GR08	81%	74%	N/A
ALGEBRA 1	N/A	80%	N/A
GEOMETRY	N/A	100%	N/A
TOTAL	83%	84%	71%

Intervention Strategies

■ English Language Arts
- Literacy coaches in reading and writing provide hands-on, in classroom coaching and modeling of instructional practices related to the Units of Study in reading and writing and Project Read.
- Adoption of the DIBELS in grades 3-5.
- Continued evaluation of report card data by teachers to identify individual student strengths and areas in need of focus; continue to create individualized students plans to support learning.
- Continued implementation of the Problem Solving and RTI model to support individualized student needs (Tier 1, Tier 2, and Tier 3).
- Continued support from 2 RTI Reading Coaches.
- Continued use of technology-based tools targeted to individualized needs of students and in relation to content area standards (Achieve 3000 and IXL).
- Implementation of Beyond the School Day programming to support student learning for students identified as "bubble students" (students who may not be eligible for Tiered intervention support).
- Reading and writing strategies books by Jennifer Serravallo purchased for teachers for instructional use.
- Pilot programs for grammar and informal assessment toolkits.

Intervention Strategies

- **Mathematics**
  - Mathematics coach will provide hands-on support in classrooms and related to professional development.
  - Continued evaluation of report card data by teachers to identify individual student strengths and areas in need of focus; continue to create individualized students plans to support learning.
  - Continued implementation of the Problem Solving and RTI model to support individualized student needs (Tier 1, Tier 2, and Tier 3).
  - Continued support from an RTI Math Coach.
  - Continued use of technology-based tools targeted to individualized needs of students and in relation to content area standards (ST Math, Moby Max, and IXL).
  - Teacher Professional Development and PLC focus and training to enhance instruction.
  - Implementation of Beyond the School Day programming to support student learning for students identified as "bubble students" (students who may not be eligible for Tiered intervention support).
  - Implementation of newest version of enVision Mathematics across grades K-5.

Intervention Strategies

- Science
  - Analysis of dedicated science instructional time to ensure adherence to district guidelines.
  - Analysis of current science instructional tools to determine usage, effectiveness, and areas in need of improvement.
  - Continued Implementation of new science programming in 4th and 5th grade to enhance science curriculum; focus is on standards based instruction and teacher professional development.
  - Additional professional development in science instruction in grade K - 5 to focus on standards and science instructional pedagogy.
  - Implementation of revised and restructured curriculum in across all grade levels.

Intervention Strategies

- ELL
  - In science - focused professional development on current standards, instructional strategies, and programs.
  - In ELA - creation of Beyond the School Day programming in middle school to support individualized needs of students and to provide "more" time devoted to learning; emphasis is on ELA standards and WIDA standards for ELL learning
  - Continued use of multi-sensory based strategies to support learners (i.e., Project Read)
  - Continued SIOP (sheltered instruction observation protocol practices) for general education teachers to support ELL learners
  - Continued eligibility for RTI support
  - Continued use of Lexia for ELL learners to focus on core reading areas
  - Addition of another full time ESL teacher to support the increase of ELL's.