

**Start Strong:  
Fall 2021 Administration**

**Penns Grove-Carneys Point  
Regional School District  
February 7, 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 Results

## Provide Data Points 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

# Start Strong Results Interpretation Considerations

- 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.
- 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.

# District And School Context That Impacted Start Strong Data

- Not all students having Chromebooks
- Remote/Virtual instruction was provided
- No in-person instruction
- Not all students returned during hybrid instruction
- Due to quarantine, increased number of students receiving remote/virtual instruction
- Due to number of teachers in quarantine, unable to provide consistent in-person instruction and remote/virtual instruction

# RESULTS IN CONTEXT

Start Strong Fall 2021

PGCP RSD Grade-Level Outcomes

## English Language Arts Grades 4-10 – Support Levels

ELA	More Support Needed (Count) Level 1	More Support Needed (Percentage) Level 1	Some Support Needed (Count) Level 2	Some Support Needed (Percentage) Level 2	Less Support Needed (Count) Level 3	Less Support Needed (Percentage) Level 3
Grade 4	113	71.0%	26	16.0%	21	13.0%
Grade 5	86	52.0%	47	29.0%	31	19.0%
Grade 6	103	68.0%	37	24.0%	12	8.0%
Grade 7	98	55.0%	45	25.0%	35	20.0%
Grade 8	101	59.0%	35	20.5%	35	20.5%
Grade 9	79	59.0%	19	14.0%	37	27.0%
Grade 10	57	41.0%	33	23.5%	50	35.5%

# RESULTS IN CONTEXT

Start Strong Fall 2021

PGCP RSD Grade-Level Outcomes

**Math Grades 4-8, Algebra 1, Geometry, Algebra 2 – Support Levels**

<b>Math</b>	<b>More Support Needed (Count) Level 1</b>	<b>More Support Needed (Percentage) Level 1</b>	<b>Some Support Needed (Count) Level 2</b>	<b>Some Support Needed (Percentage) Level 2</b>	<b>Less Support Needed (Count) Level 3</b>	<b>Less Support Needed (Percentage) Level 3</b>
<b>Grade 4</b>	129	80.0%	22	14.0%	9	6.0%
<b>Grade 5</b>	137	84.0%	15	9.0%	12	7.0%
<b>Grade 6</b>	133	90.0%	13	9.0%	2	1.0%
<b>Grade 7</b>	135	78.0%	30	17.0%	9	5.0%
<b>Grade 8</b>	109	70.0%	42	27.0%	4	3.0%
<b>Algebra 1 (MS)</b>	12	70%	2	12%	3	18%
<b>Algebra 1 (HS)</b>	102	82.0%	18	15.0%	4	3.0%
<b>Geometry</b>	91	76.5%	17	14.0%	11	9.5%
<b>Algebra 2</b>	62	57.0%	35	32.0%	12	11.0%

## RESULTS IN CONTEXT

Start Strong Fall 2021

PGCP RSD Grade-Level Outcomes

Science 4-10 – Support Levels

Science	More Support Needed (Count) Level 1	More Support Needed (Percentage) Level 1	Some Support Needed (Count) Level 2	Some Support Needed (Percentage) Level 2	Less Support Needed (Count) Level 3	Less Support Needed (Percentage) Level 3
Grade 6	125	86%	18	13%	2	1%
Grade 9	100	75%	30	23%	3	2%
Grade 12	70	77%	15	16%	6	7%



**Penns Grove - Carneys Point Regional School District**  
**Number of Students Tested**  
**Start Strong Fall 2021 Administration**

<b>ELA</b>	<b>Students Tested</b>	<b>Mathematics</b>	<b>Students Tested</b>	<b>Science</b>	<b>Students Tested</b>
<b>ELA04</b>	160	<b>MAT04</b>	160		
<b>ELA05</b>	164	<b>MAT05</b>	164		
<b>ELA06</b>	152	<b>MAT06</b>	148	<b>SC06</b>	145
<b>ELA07</b>	178	<b>MAT07</b>	174		
<b>ELA08</b>	171	<b>MAT08</b>	155		
<b>ELA09</b>	135	<b>Algebra I (MS)</b>	17	<b>SC09</b>	133
<b>ELA10</b>	140	<b>Algebra I (HS)</b>	124		
		<b>Geometry</b>	119	<b>SC12</b>	91
		<b>Algebra II</b>	109		
<b>Total</b>	1,100	<b>Total</b>	1,170	<b>Total</b>	369

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

**Penns Grove - Carneys Point Regional School District**  
**Start Strong Fall 2021 Administration**  
**Subgroup English Language Arts**

Grade Band	Race	More Support Needed	Some Support Needed	Less Support Needed
ES (G4-G5)	Black	61%	21%	18%
	Hispanic	66%	23%	11%
	White	43%	29%	27%
MS (G6-G8)	Black	68%	23%	9%
	Hispanic	62%	23%	15%
	White	36%	28%	35%
HS (G9-G12)	Black	52%	24%	23%
	Hispanic	54%	15%	31%
	White	38%	18%	44%

# Intervention Strategies

- One-on-one Chromebooks for students
- English Language Arts
  - Lexia
  - Achieve 3000
  - Education Galaxy
- Math
  - IXL
  - ALEKS
  - Education Galaxy
- Data Analysis
  - State and Benchmark Assessments, NWEA Measurements of Academic Progress (MAP), ACCESS (LinkIt Data Warehouse)
  - Data teams in each building analyze student progress data and districtwide performance data to recommend intervention and inform curriculum revision.
  - Student Growth Objectives (SGOs)

# Intervention Strategies

## ■ Curriculum/Instruction

- The Connected Action Roadmap, CAR, coaching continues to support Professional Learning Communities (PLCs) work for ELA, Math, Science, and Social Studies
- Multi-Tiered System of Support (MTSS)
- Early Childhood Literacy Specialist at Lafayette-Pershing School
- Reading Specialist at Field Street School
- Revisions to the K-3 bilingual program
- Tutoring after school to address learning loss
  - Extended day
  - WIN Program
- Summer Program focused on Project Based Learning