Start Strong: Fall 2021 Administrations

Franklin Township Public School January 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 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)	• Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Grade 9 • Grade 10	• Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Grade 9
Mathematics	• Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Algebra 1 • Geometry • Algebra 2	• Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8* • Grade 8* • Algebra 1
Science	• Grade 6 • Grade 9 • Grade 12	• 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.

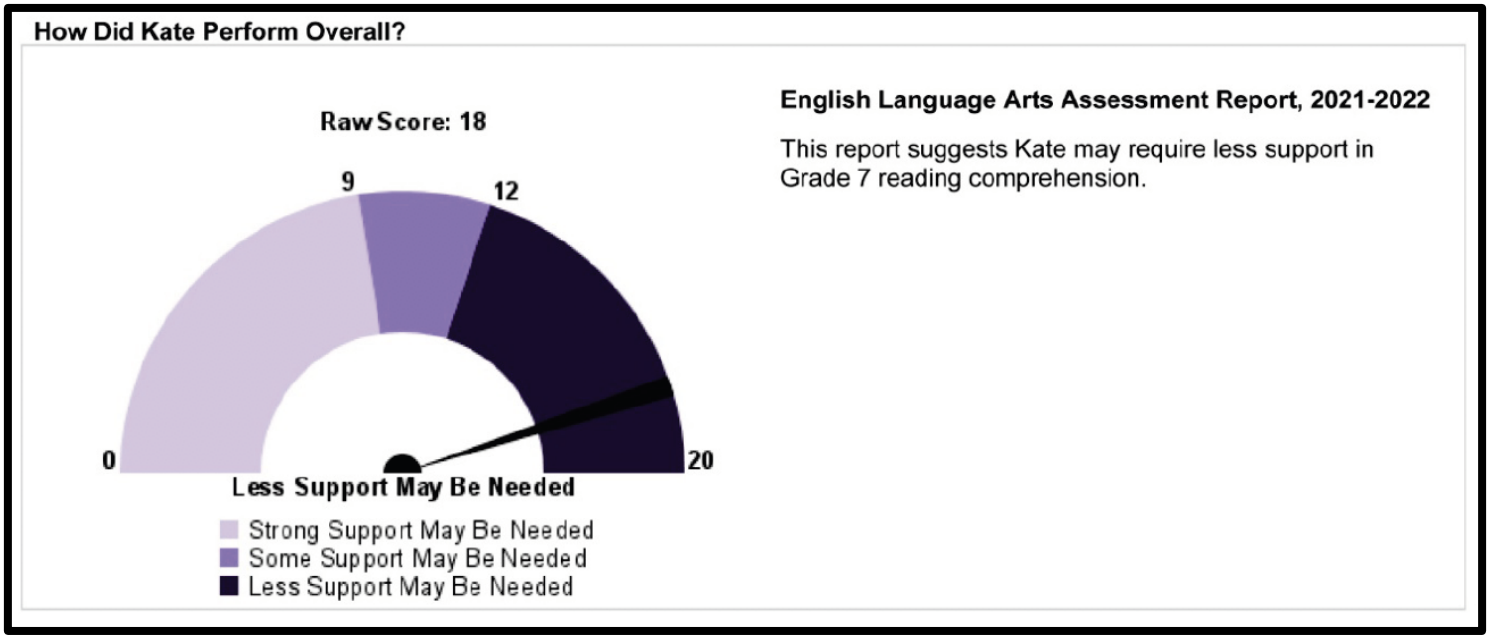
Start Strong Result Interpretation Considerations, Continued

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

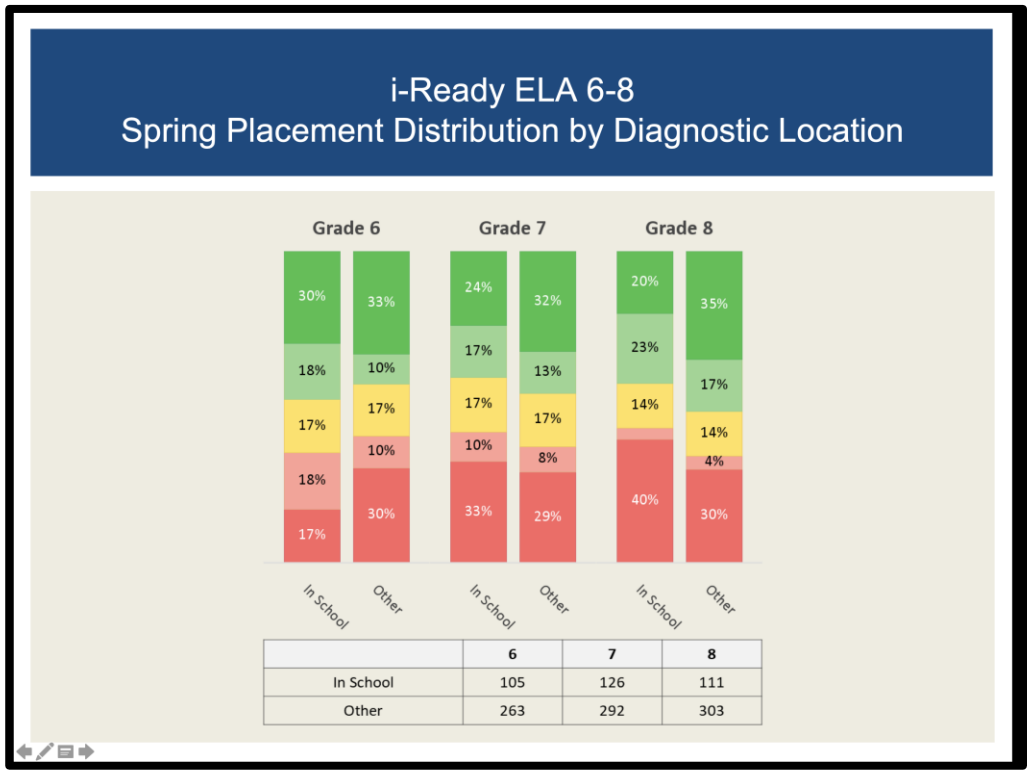
FTPS Uses Robust Tools for Progress Monitoring

- Start Strong Uses Three Levels of Support on a Limited # of Standards:



FTPS Uses Robust Tools for Progress Monitoring

- FTPS uses instruments that address all the learning standards and provides more granular analyses:



	6	7	8
In School	105	126	111
Other	263	292	303

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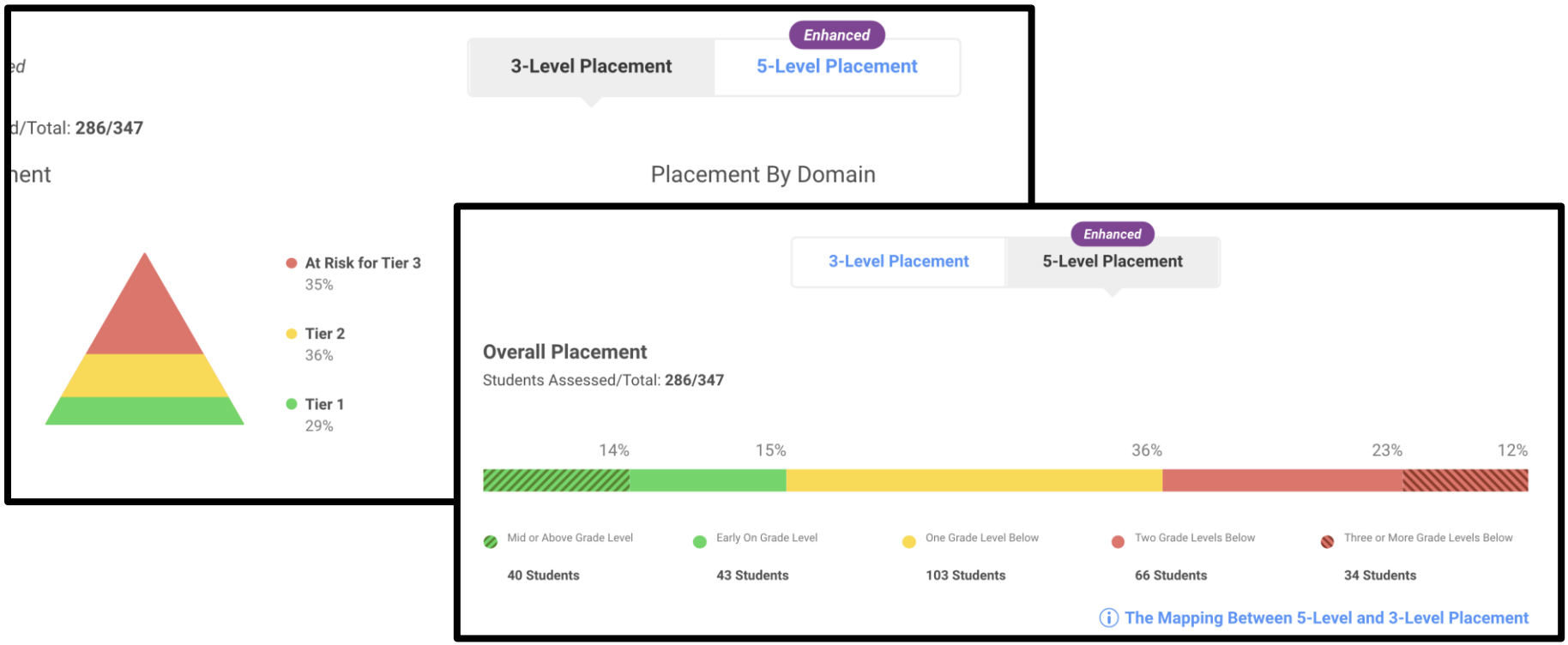

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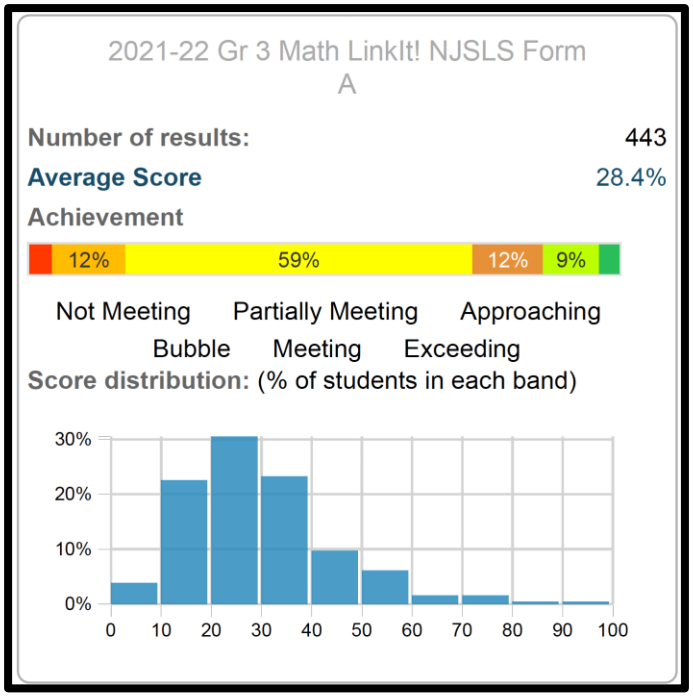
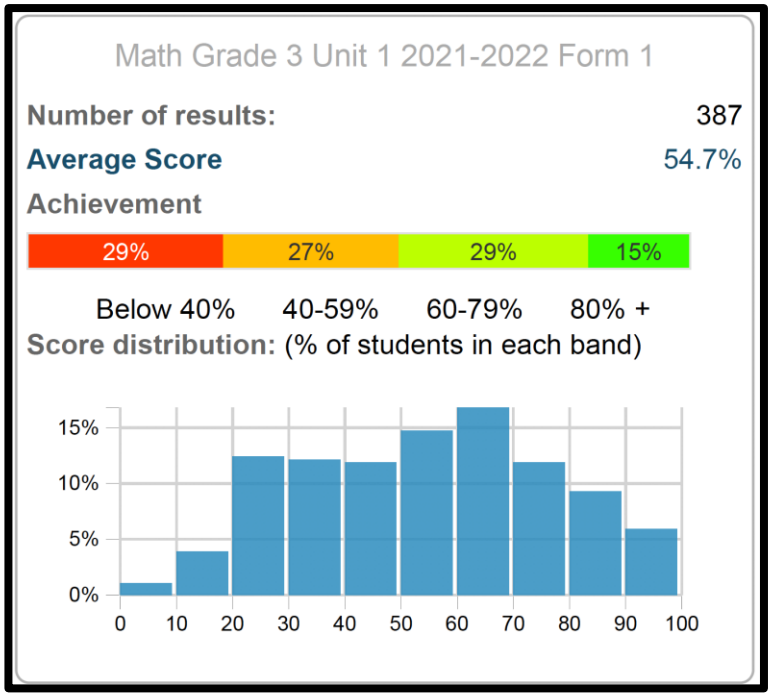
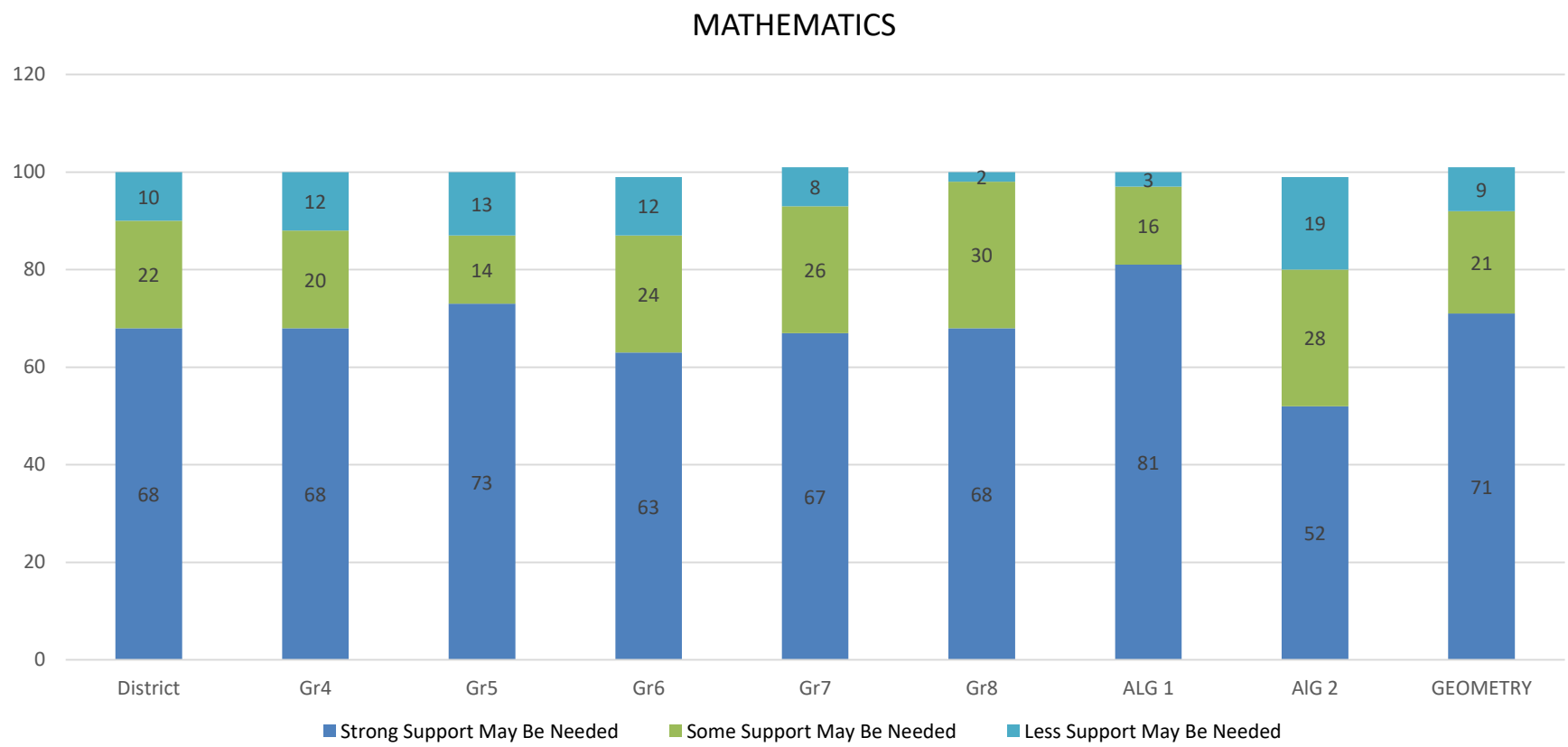




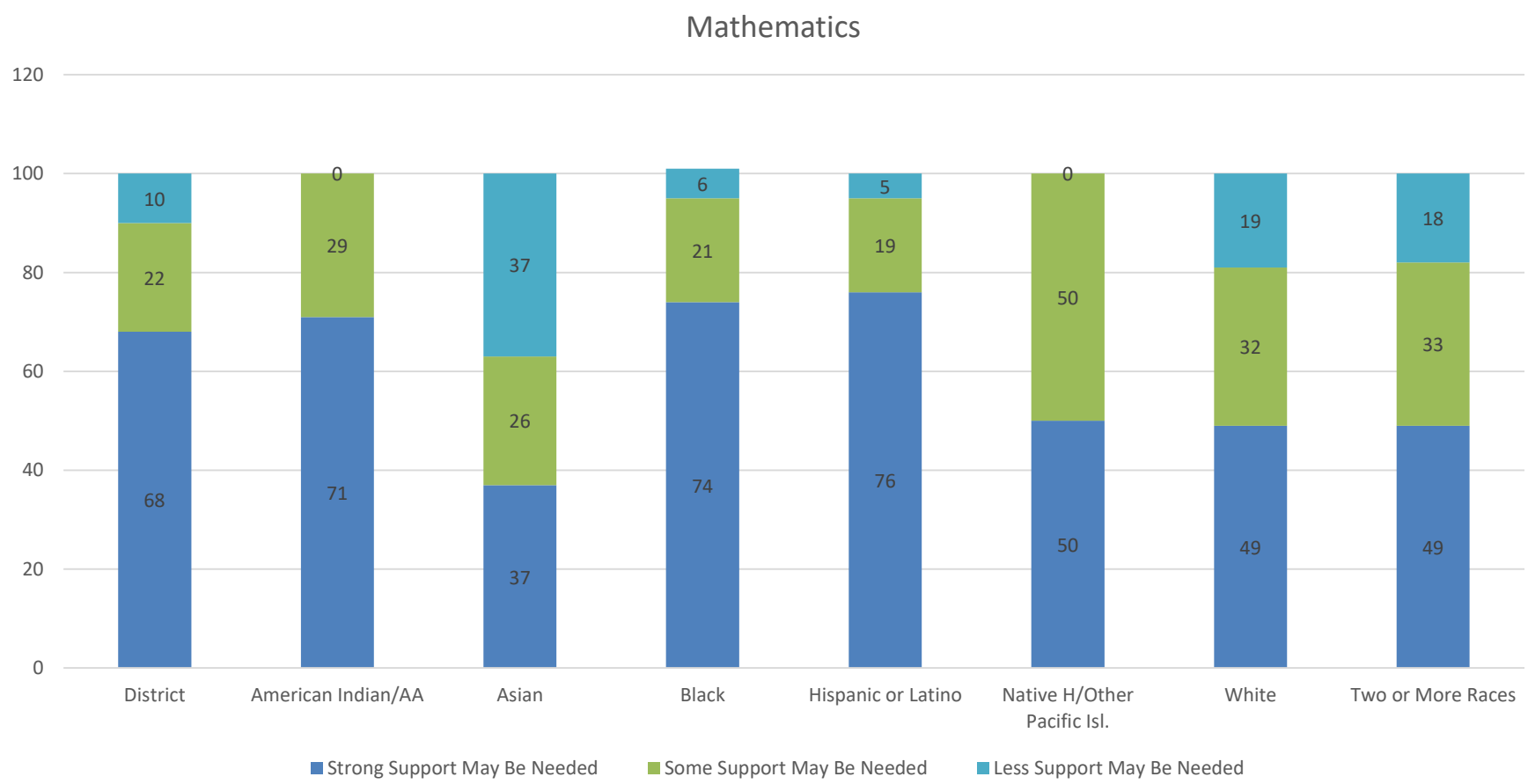
MATHEMATICS

Mathematics– Support Levels By Grade



COUNT	Gr4	Gr5	Gr6	Gr7	Gr8	ALG 1	AlG 2	GEOMETRY
Strong Support May Be Needed	315	336	288	245	238	401	300	377
Some Support May Be Needed	92	64	110	94	106	80	163	110
Less Support May Be Needed	55	59	56	28	8	16	112	46

Mathematics– Support Levels By Demographic Subgroup



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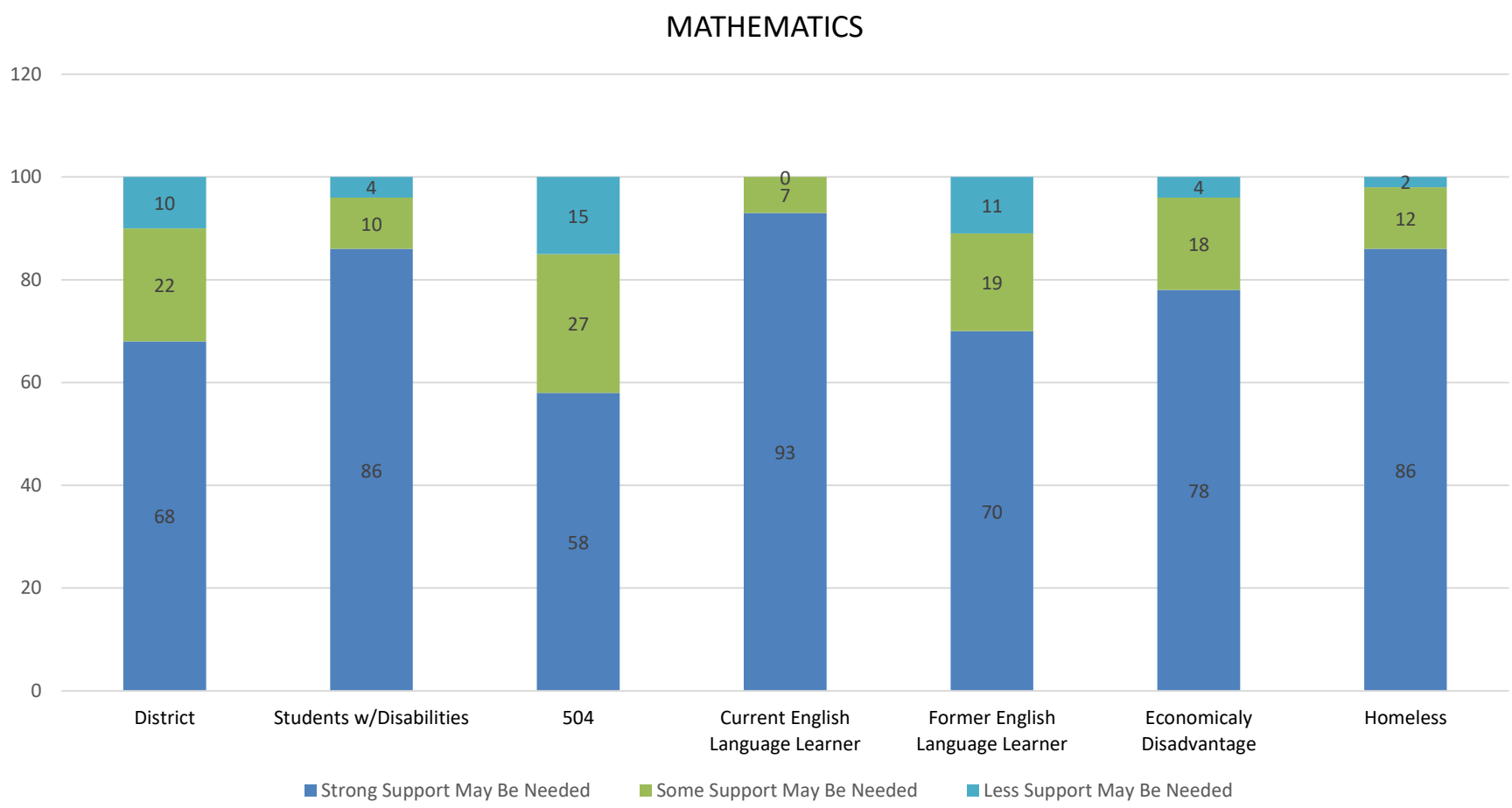

21-22 SY MATH NEXT STEPS GR. K-5

Curriculum and Assessment

- **We have revised and updated the curriculum** units in Rubicon to include additional and supporting standards-based instruction.
- Continue to assess students in grades 1 to 5 to **monitor student progress and make instructional decisions.** Kindergarten will be given an Informal Assessment three times in the year.
- All students will take the i-Ready diagnostic assessment three times for the year.

Instruction

- **Use the NJDOE's *Four Principles of Accelerated Learning*** to address learning gaps and differentiate instruction to provide on grade-level instruction
- Continue implementing the Ready Classroom Mathematics in grades 1 to 5 and the Bridges Math program in Kindergarten.
- **Use assessment data to analyze students' unfinished learning before implementing the grade-level content.** Based on the data, teachers will front-load the necessary prerequisite skills, if needed, for the non-grade level content they are about to teach.
- **ST Math will be implemented during small group instruction** to build students' problem-solving and critical thinking skills.

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Professional Development

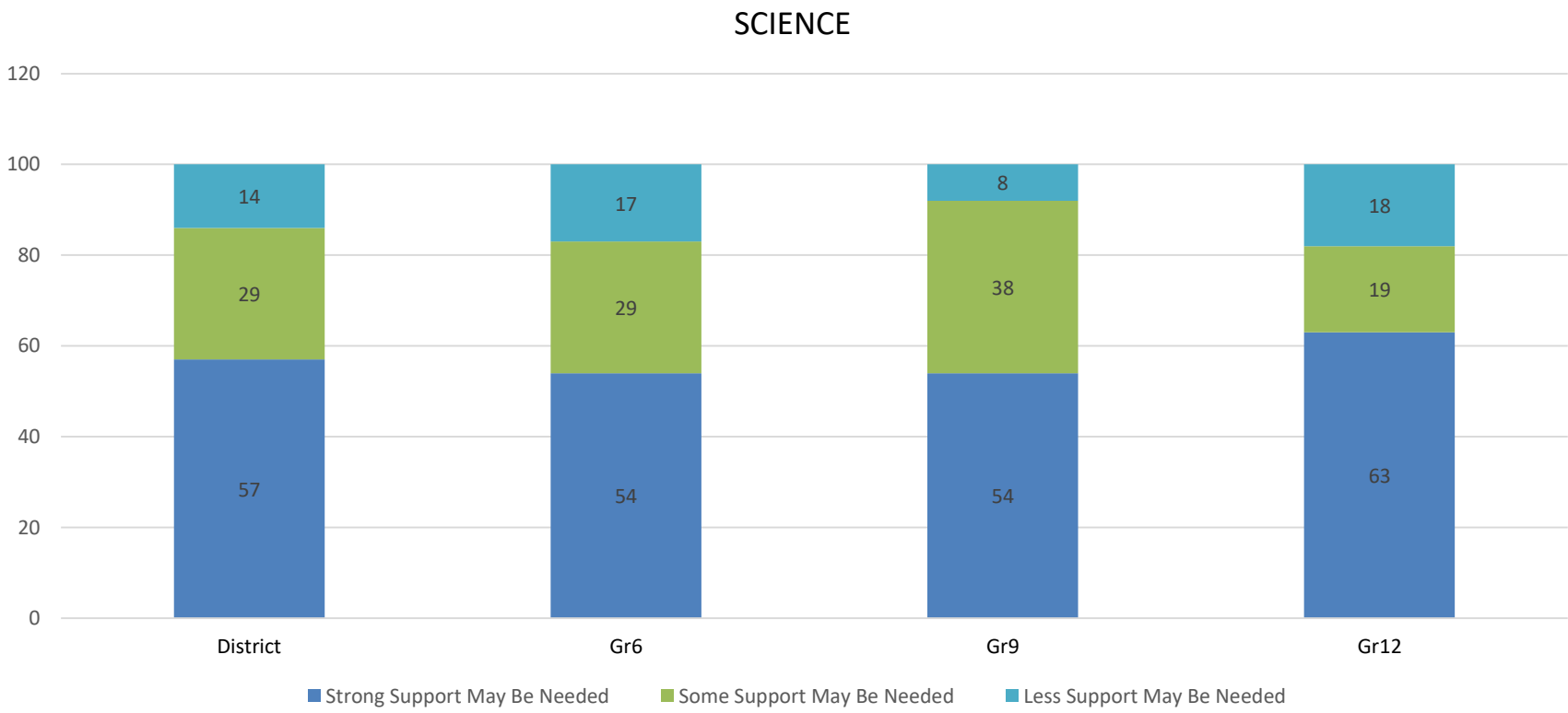
- **Professional development** for teachers on ST MATH and Ready Classroom Mathematics
- **Grade Level Meetings**: facilitated by Math coaches to build teachers' content and pedagogical knowledge. The grade level meetings will also be a follow-up from the district professional development.
- **One-on-One Coaching Cycle**: Math coaches will continue to meet with individual teachers to share and plan instructional strategies and techniques, to improve student learning and achievement.

21-22 SY MATH NEXT STEPS GR. 6-12

- **Target prerequisite skills** within each unit of study to account for gaps in student learning during the 2020-2021 school year (accelerated learning principles).
- **Use the EnVision Math program** (grades 6 through Algebra 2: Year 1 in-person implementation) **to provide standards-based instruction** and differentiate instruction.
- **Use formative assessment data** to provide purposeful practice and reflection with students that allow them to apply new skills they are learning.
- FMS AIS and HS lab math teachers will **front-load concepts and skills as an acceleration strategy.**
- **Administer MS local assessments** (i-Ready diagnostic and SavvasRealize benchmark assessments). **Analyze data to monitor student progress.**
- **Administer HS local assessments** (IXL diagnostic and department-created benchmark assessments in LinkIt!). **Analyze data to monitor student progress.**

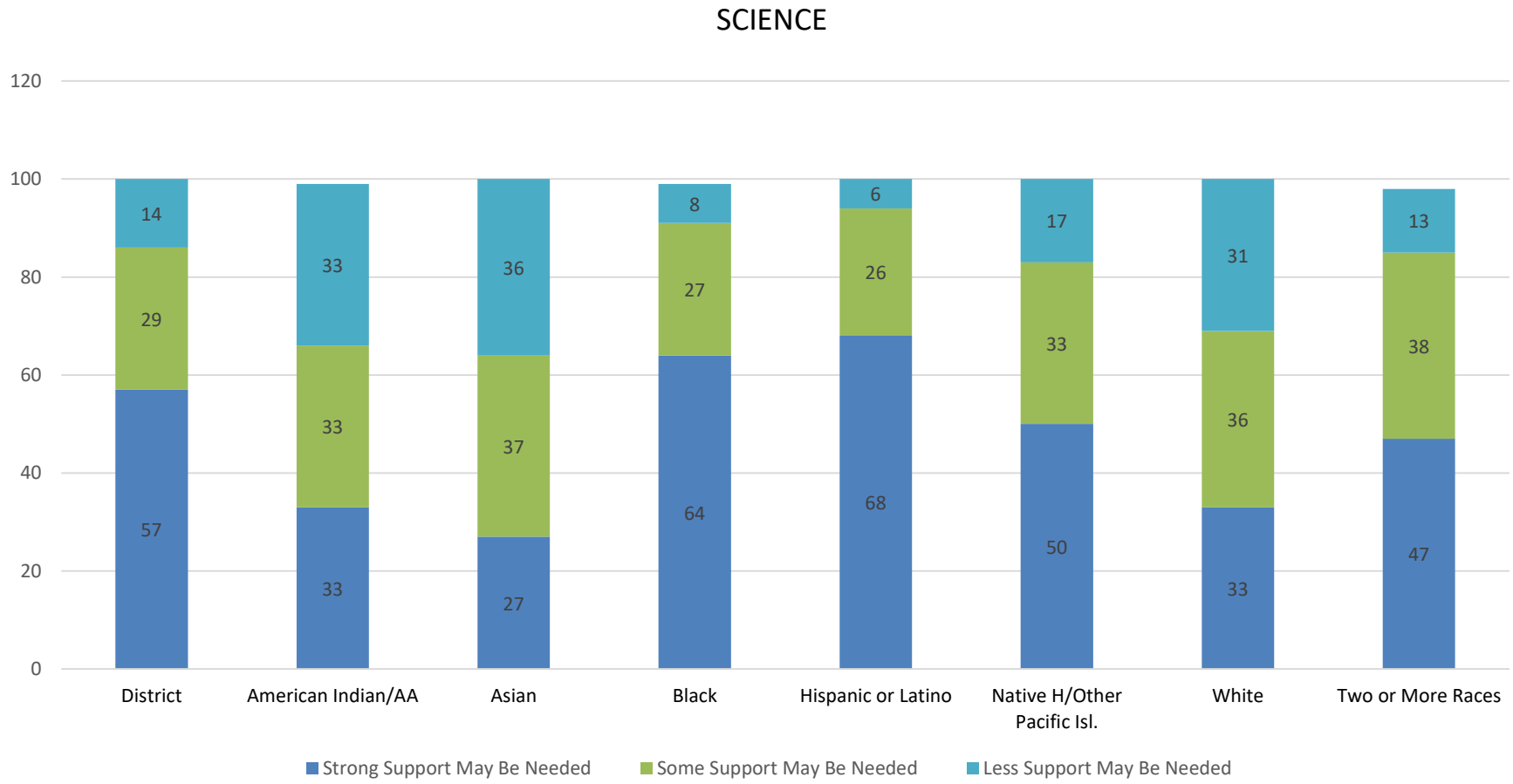
SCIENCE

Science– Support Levels By Grade



COUNT	District	Gr6	Gr9	Gr12
Strong Support May Be Needed	57	244	307	295
Some Support May Be Needed	29	130	217	91
Less Support May Be Needed	14	74	47	83

Science– Support Levels By Demographic Subgroup



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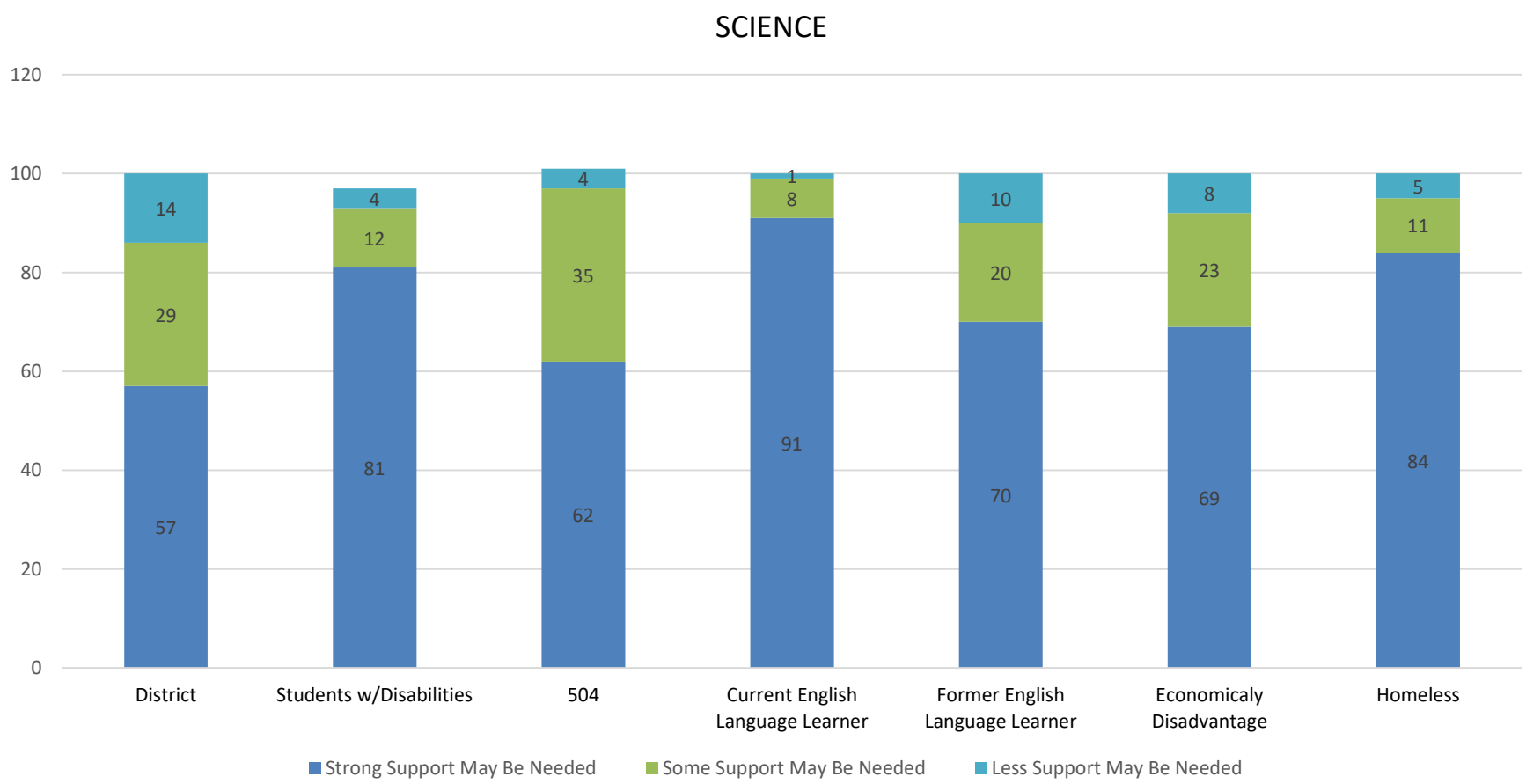
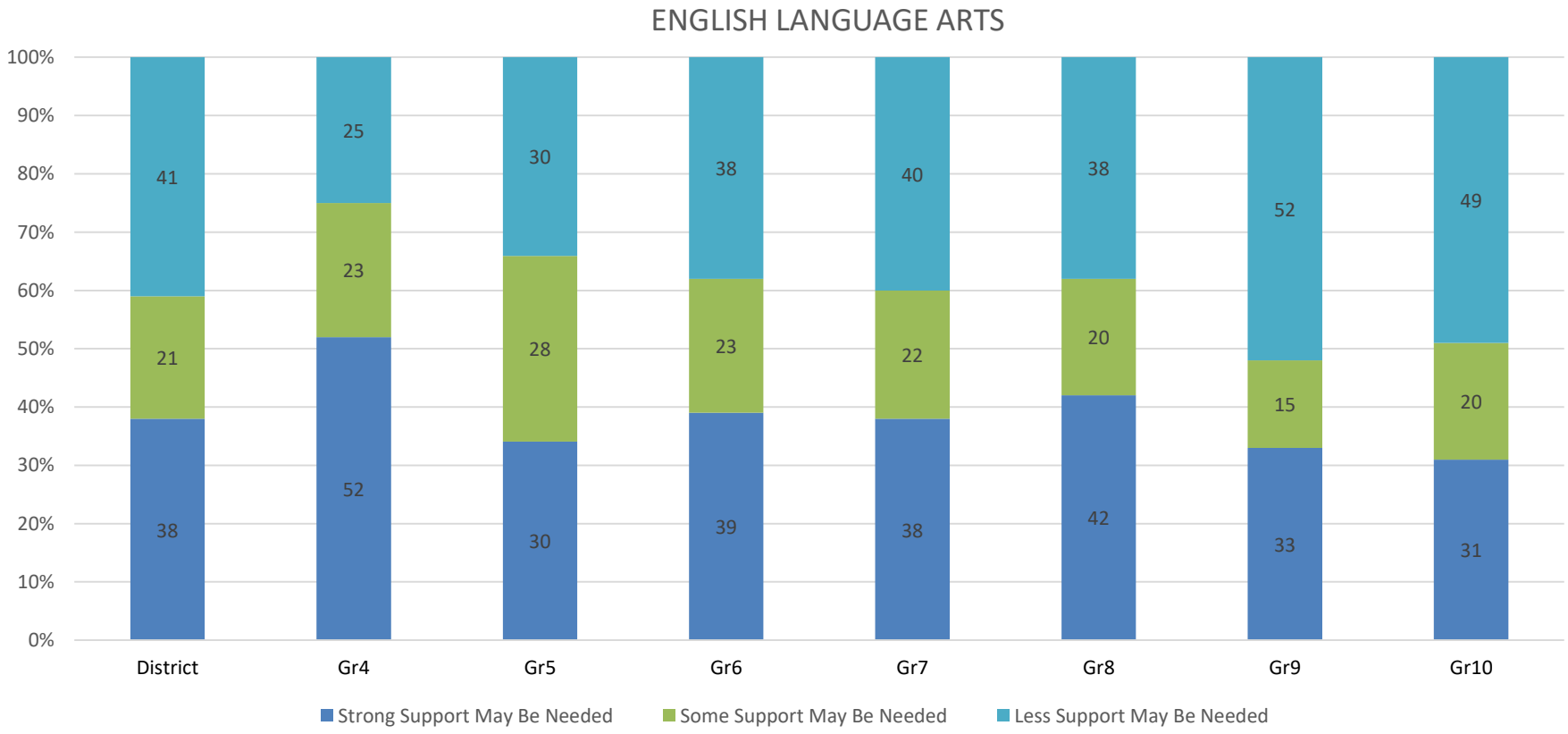


21-22 SY NEXT STEPS SCIENCE

- **Assess learning gaps** for each unit of study.
- Use the Four Principles of Accelerated Learning provided by the DOE to address learning gaps and **differentiate instruction to provide on-grade-level instruction.**
- Implement Accelerated Learning Protocols to **ensure all students can access the material.**

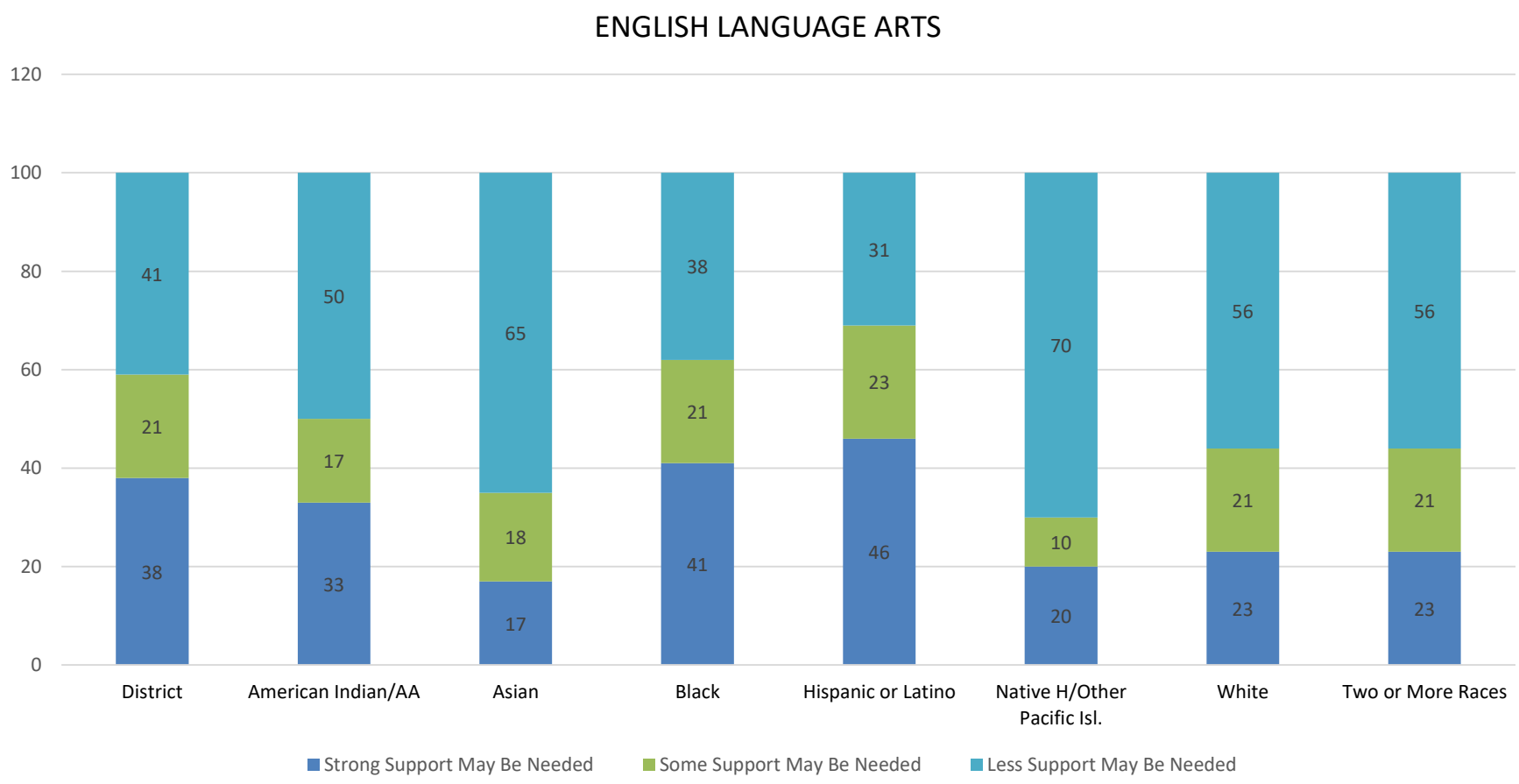
ENGLISH LANGUAGE ARTS

English Language Arts – Support Levels By Grade

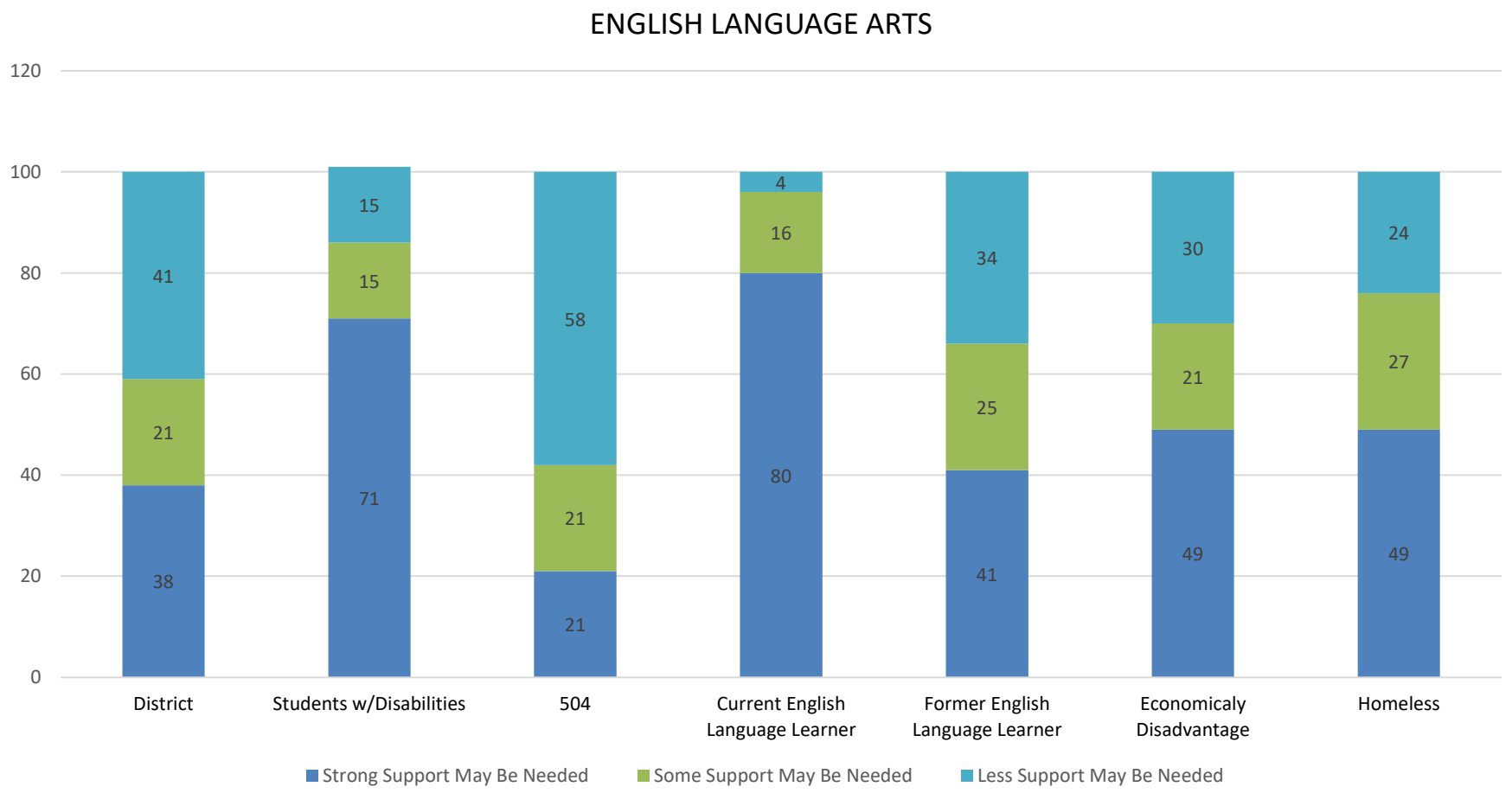


COUNT	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10
Strong Support May Be Needed	238	137	176	162	195	192	156
Some Support May Be Needed	105	127	105	95	91	85	101
Less Support May Be Needed	114	192	169	171	179	299	250

English Language Arts – Support Levels By Demographic Subgroup



English Language Arts – Support Levels By Demographic Subgroup



21-22 SY ELA NEXT STEPS GR. K-5

- **Assess areas of greatest instructional need** for students using i-Ready (K-5) and additional district assessment tools, including the Phonemic Awareness Assessment (K-2) and Running Records (1-5). We will compare these assessments to past learning trends.
- **Use the NJDOE's *Four Principles of Accelerated Learning*** to address learning gaps and differentiate instruction to provide on grade-level instruction:
  - Provide conditions for teaching and learning that will foster social and emotional well-being of students, families and educators.
  - Improve equitable access to grade level content and high-quality resources for each student.
  - Prioritize content and learning by focusing on the depth of instruction, rather than the pace.
  - Implement a K-12 accelerated learning cycle to identify gaps and scaffold as needed.

21-22 SY ELA NEXT STEPS GR. K-5

- **Support foundational reading instruction** through resources such as the Heggerty Phonemic Awareness and Recipe for Reading phonics workbooks.
- **Plan and deliver differentiated instruction** in all literacy domains during Language Arts Intervention period and Enrichment and Intervention periods.
- Use local assessment data (Phonemic Awareness, running records, writing benchmarks etc.) to **monitor progress toward grade-level proficiency.**

21-22 SY ELA NEXT STEPS GR. 6-12

- **Assess learning gaps** for each unit of study.
- Use the Four Principles of Accelerated Learning provided by the DOE to address learning gaps and **differentiate instruction to provide on grade level instruction.**
- **Supplement instruction through ELA Labs at FMS and Essentials classes at FHS**, as well as using i-Ready (6-8) and Achieve 3000 (9-11).
- **Use local assessment data** (Benchmarks, running records, etc.) **to monitor progress** toward grade level proficiency.

Additional Intervention Strategies

- SEL Programming: K-5 and 9-12 staff members are being provided with SEL PD in the five Social/Emotional Learning Competencies:
  - Self-Awareness
  - Self-Management
  - Social Awareness
  - Relationship Skills
  - Responsible Decision-Making
    - NOTE: STAFF Members in Grades 6-8 continue to build on their professional understanding of the five competencies, as they have engaged in similar work in the previous three-plus years.
- K-12 Resiliency Team Training has been offered in summer months.
- Panorama survey platform allows us to better understand our needs and put resources where needed to support existing SEL initiatives in our schools, including wellness and mindfulness activities; morning meeting protocols; mentoring programs; and everyday classroom experiences.

Additional Intervention Programs

- Federally-Funded Tutorial Programming
  - Grades K-5:
    - Before-school tutorial program (Math and ELA, Grades 1-5)
    - Saturday Academy (Math, ELA, Grades K-2)
    - Saturday Academy (Math, ELA, STEM Grades 3-5)
  - Grades 6-8:
    - Saturday Academy (Math, ELA, and STEAM)
    - TREP$ Entrepreneurship Program
    - Afterschool tutorials (Math, ELA)
    - Afterschool Arts Integration
    - Afterschool ELLs Tutorials
  - Grades 9-12:
    - FHS Tutorials (Math, ELA)
    - AP Course Tutorials
    - Saturday ELLs Tutorials

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