

CHESTERFIELD TOWNSHIP SCHOOL DISTRICT

Start Strong Assessment Results

Fall 2021

What are the Start Strong Assessments

The Start Strong Assessments were intended to meet federal testing requirements for the 2020-2021 school year.

The assessments are based on a subset of prioritized prior-year academic standards.

For Chesterfield Elementary School, the assessments in ELA and math were given to students in grades 4-6.

The assessments were administered in approximately 45-50 minutes sessions.

Assessment results were available almost immediately following testing.

Start Strong Scoring

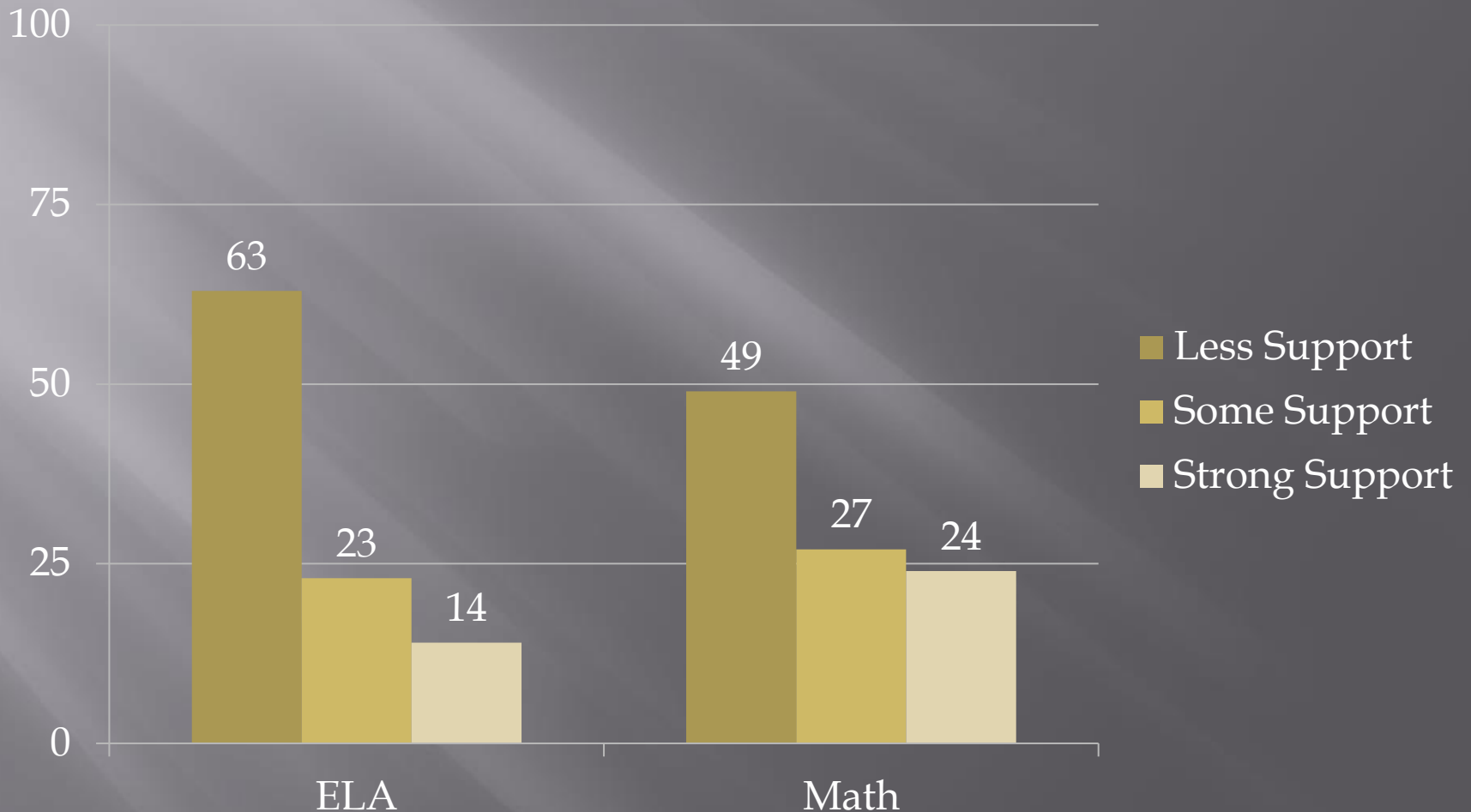
Start Strong is designed to gauge a students' current understanding of priority learning standards from the previous grade level.

Student scores are reported as one of three suggested levels of support:

- Level 1 - Strong Support May Be Needed
- Level 2 - Some Support May Be Needed
- Level 3 - Less Support May Be Needed

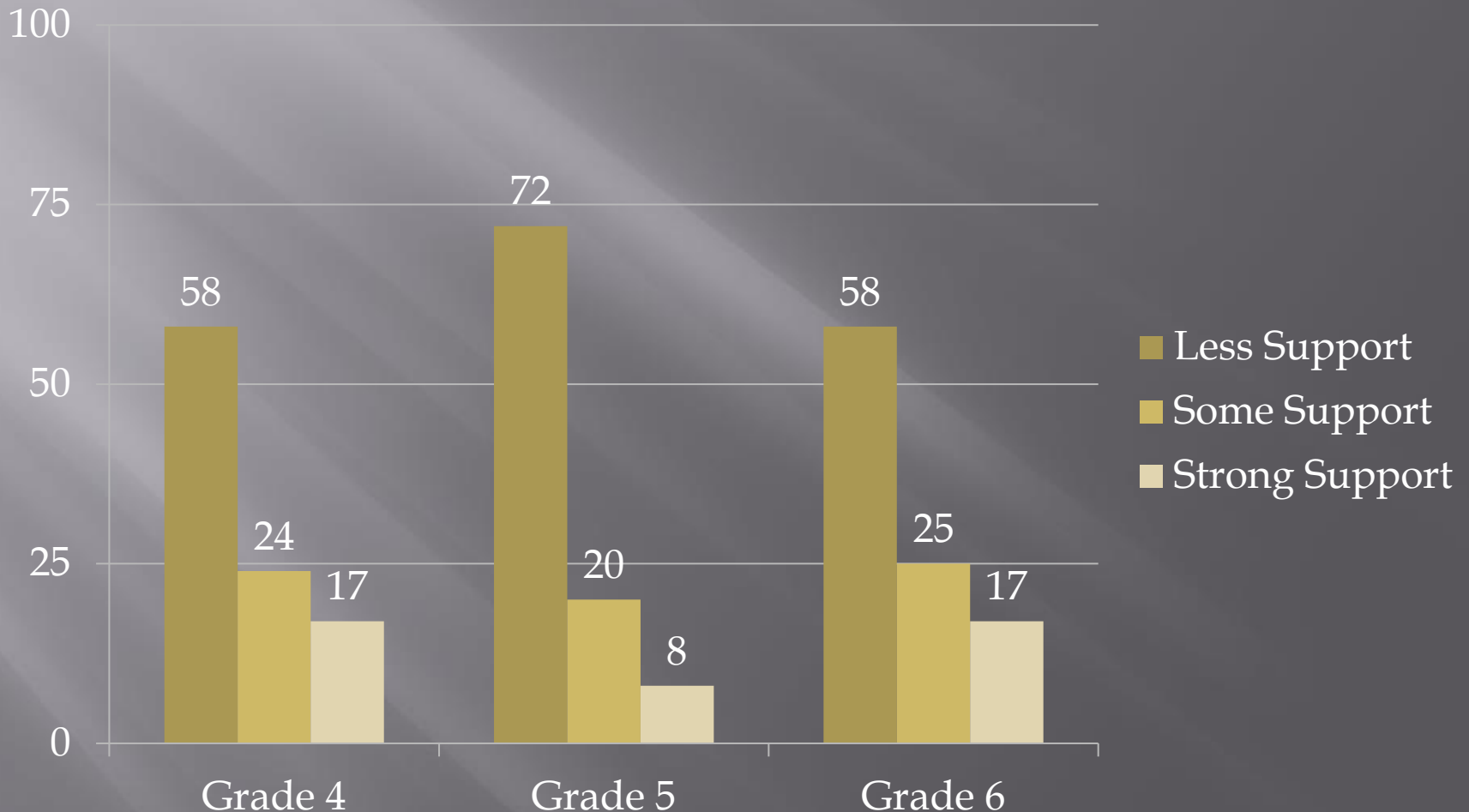
Levels of Support All Students

(reported as a percentage of students scoring within each support level)



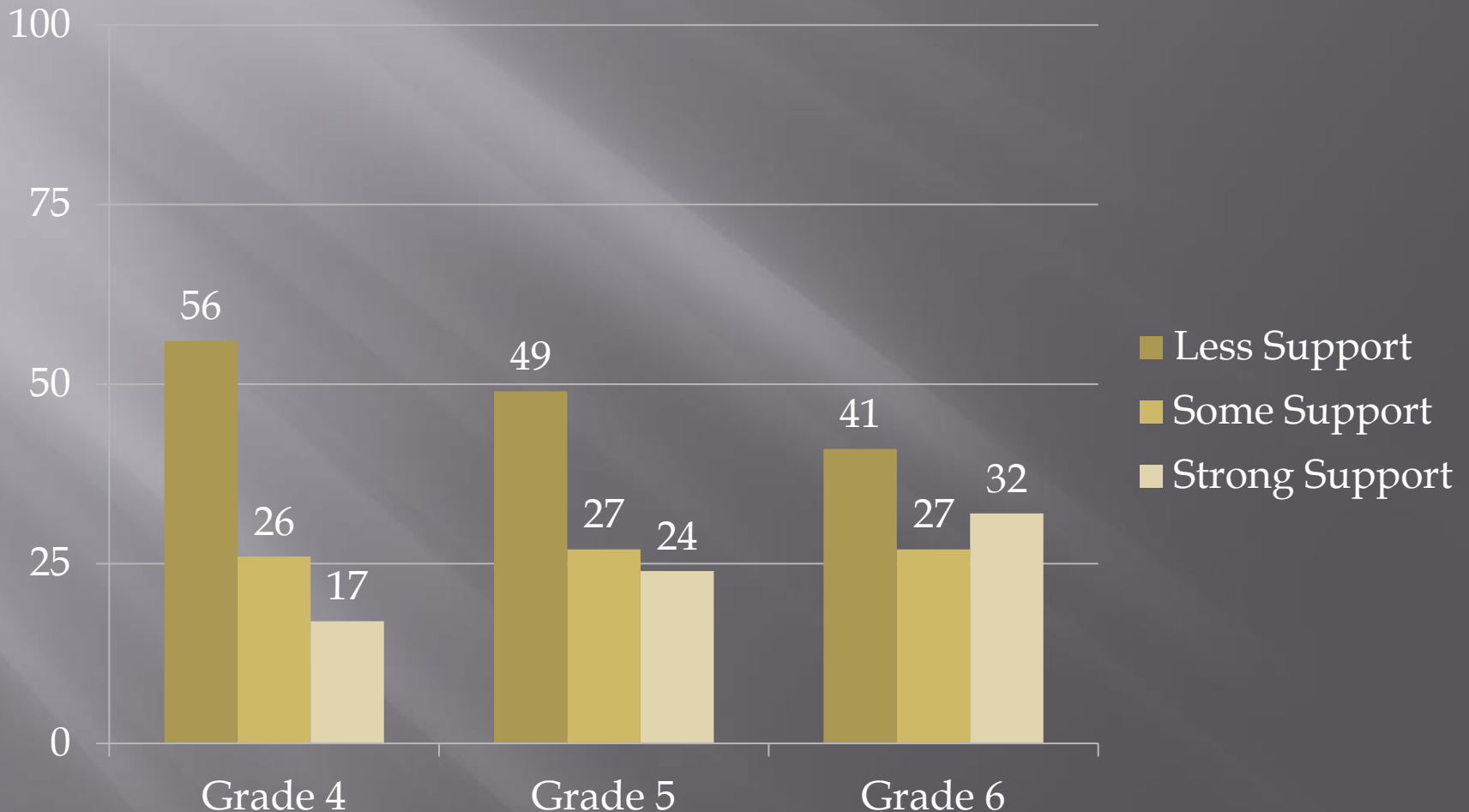
ELA Level of Support by Grade Level

(reported as a percentage of students scoring within each support level)



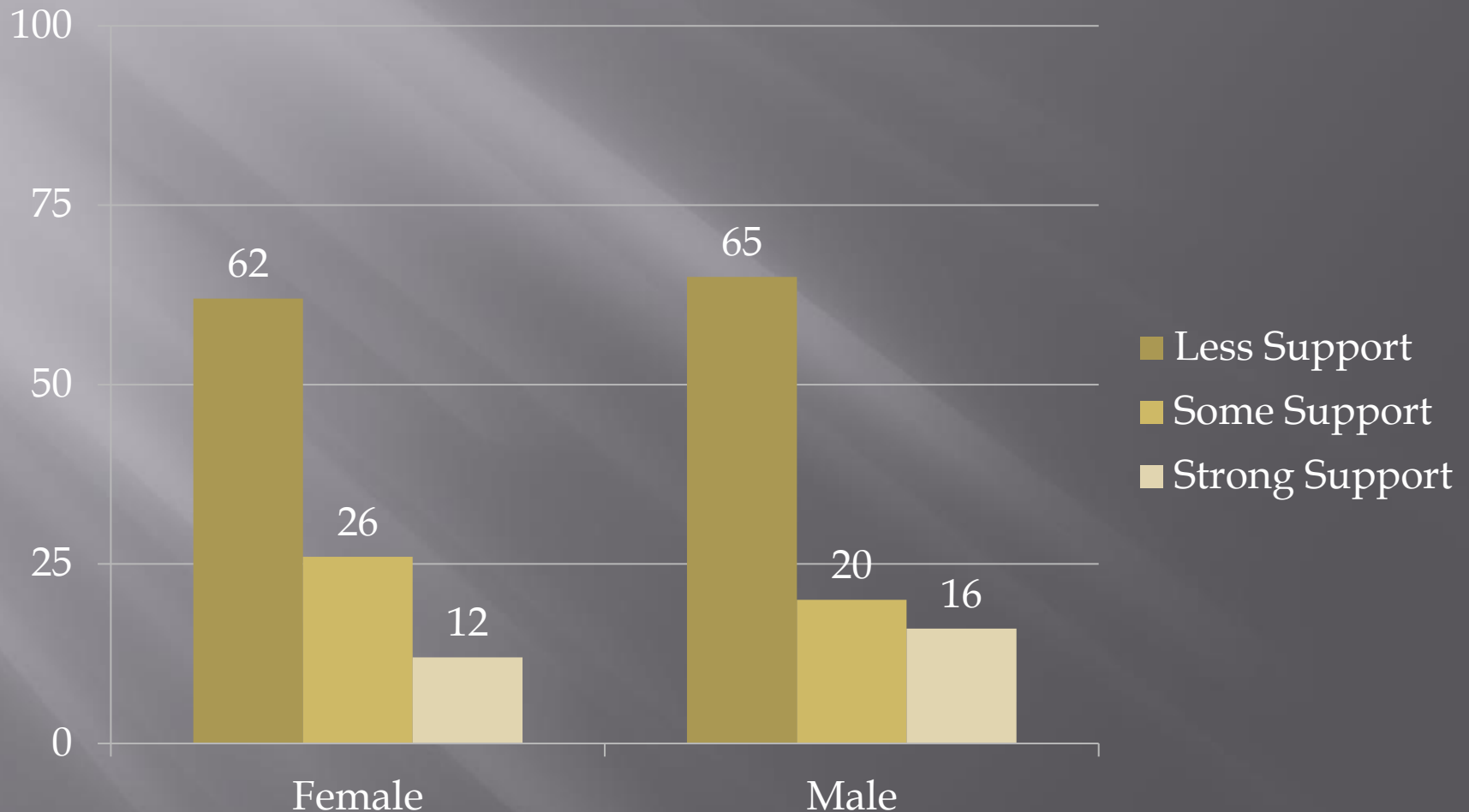
Math Level of Support by Grade Level

(reported as a percentage of students scoring within each support level)



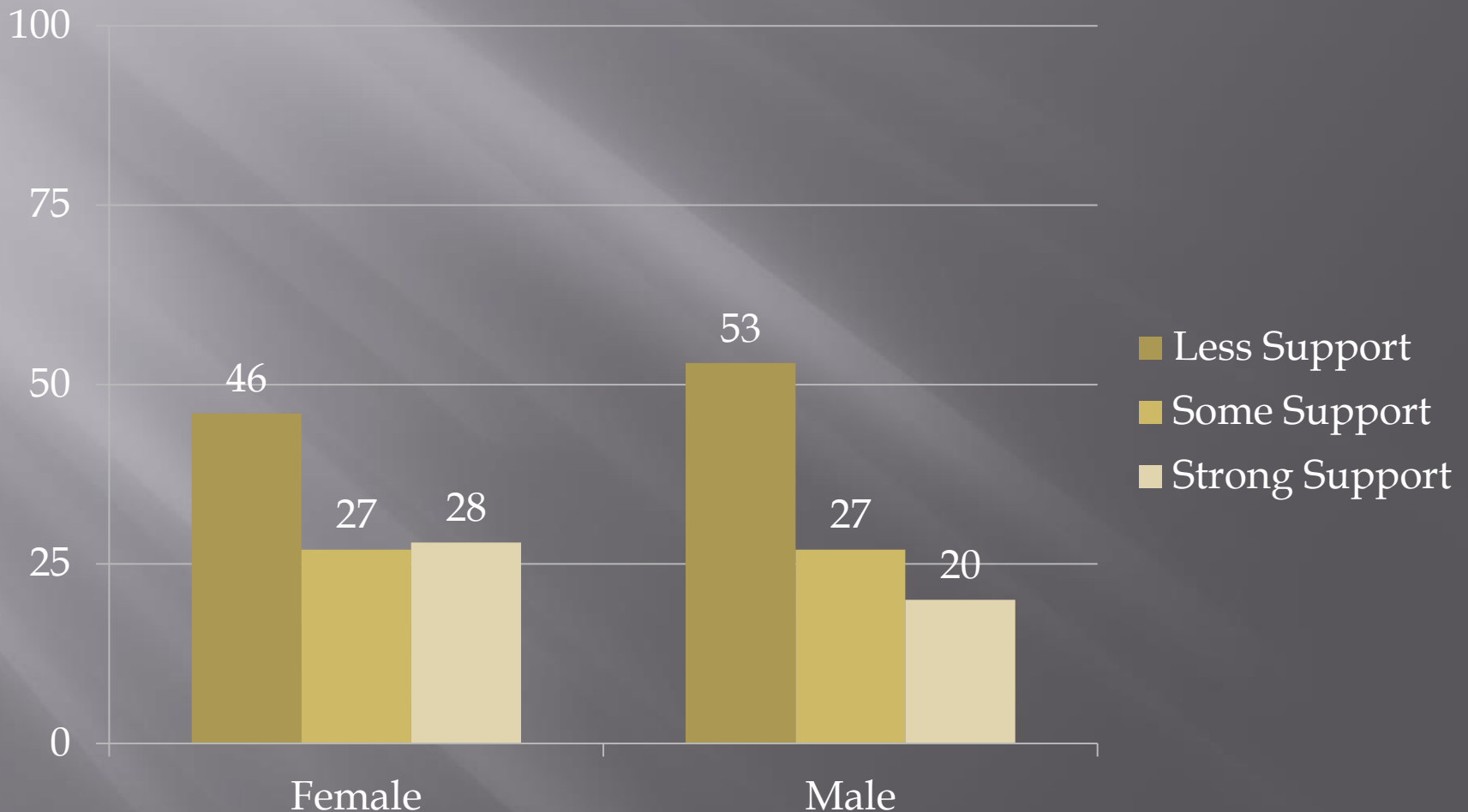
ELA Level of Support Subgroup – Gender

(reported as a percentage of students scoring within each support level)



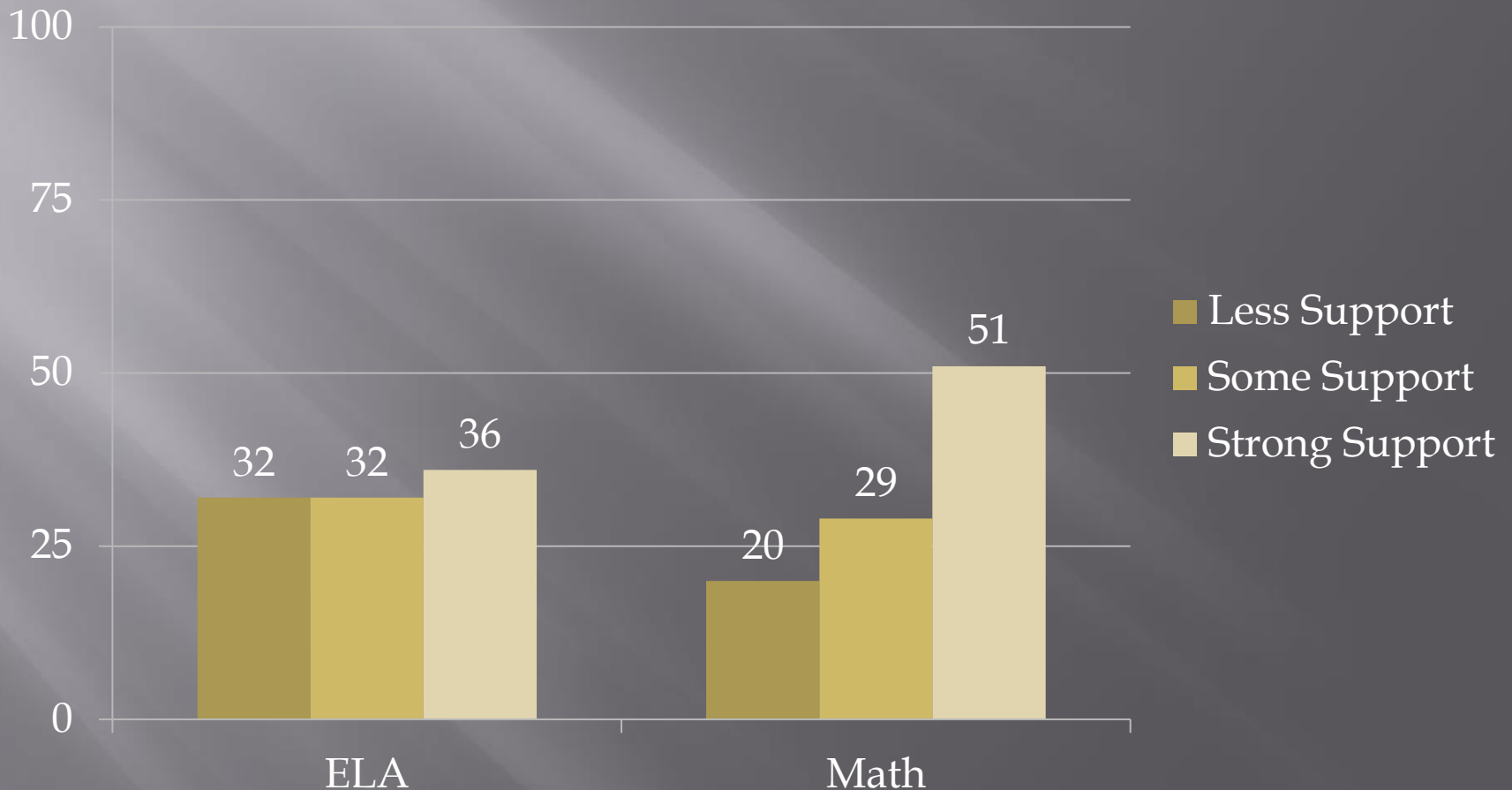
Math Level of Support Subgroup - Gender

(reported as a percentage of students scoring within each support level)



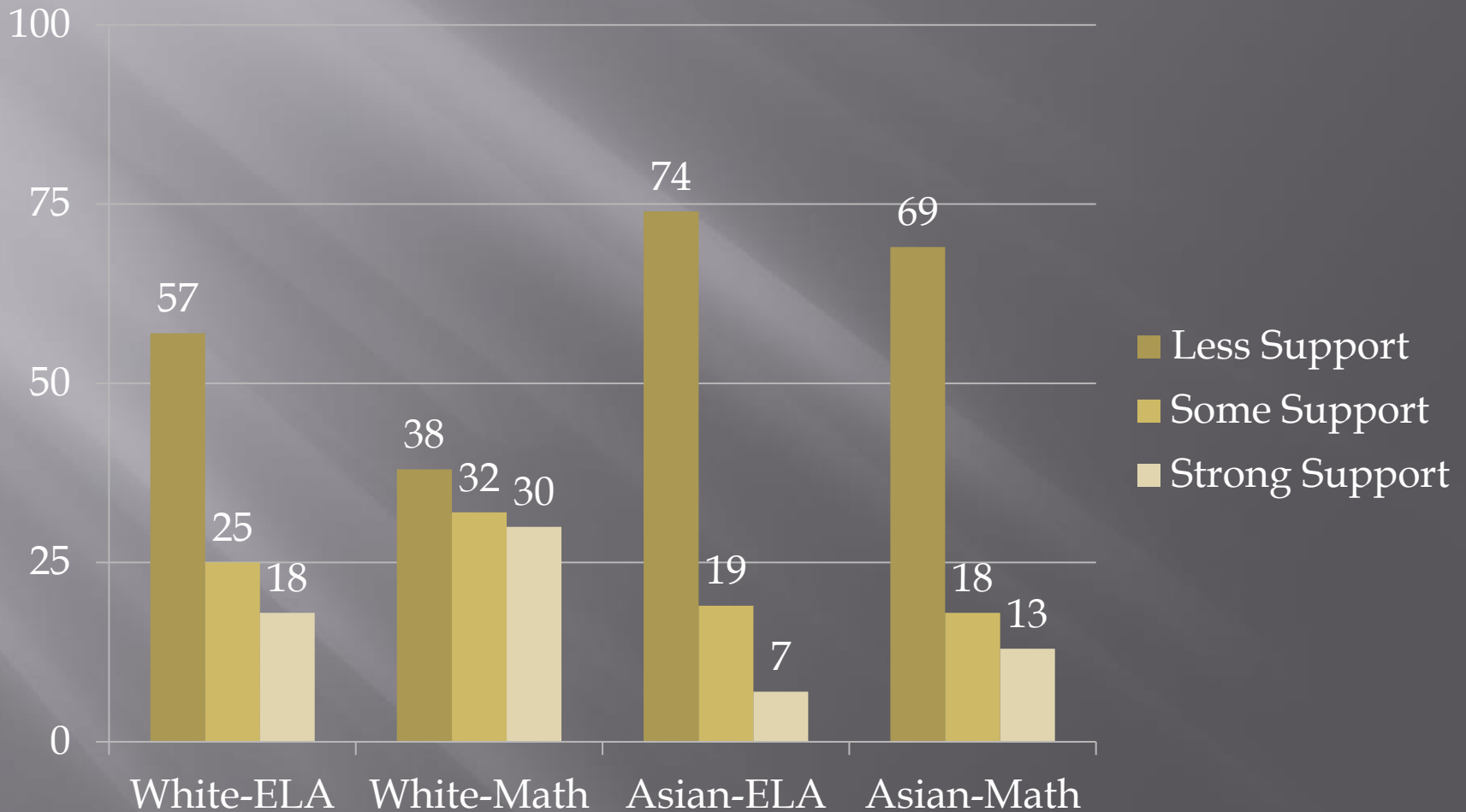
Level of Support Subgroup - Students w/ Disabilities

(reported as a percentage of students scoring within each support level)



Level of Support Subgroup - Ethnicity

(reported as a percentage of students scoring within each support level)



How Start Strong Data is Utilized

Instructional coaches engaged with grade level teams to analyze grade level and individual student data after testing concluded.

Grade level data and individual student data was used in the development of grade level goals and student goals.

Grade level data and individual student data was used to identify gaps within a grade level, within a specific class, or within individual students. As a result of this work, teachers modify lessons.

Individual student data was used in the identification process for additional support within a classroom as well as through special programs such as basic skills.

This data continues to be used at the start of new units.

Our math coach uses grade level data to develop a guide for teachers prior to start of each unit to identify gaps and focus areas and outline the implications for instruction.

Paper copies of student scores have been mailed home this week.