Start Strong: Fall 2022 Administrations

Verona Public Schools
February 14, 2023

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 <u>not</u>:

- Replace local standards-based benchmark assessments districts may already have in place (i.e. MAP Growth).
- 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 2022 - 2023	Content of the Assessment
English Language Arts (ELA)	• Grades 4 to 10	• Grades 3 to 9
Mathematics	• Grades 4 to 8 • Algebra 1 • Geometry • Algebra 2	• Grades 3 to 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 2022–2023 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

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.

# Start Strong Result Interpretation Considerations (Continued)

- 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.

- As per NJDOE, assessment data should be analyzed alongside other important measures of student outcomes, like benchmark assessments, teacher-created formative assessments, and attendance data to provide a more complete perspective on resources, support, and student success.

Number of Students Tested

| English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
ELA04	161 (98.8%)	MAT04	161 (98.8%)		
ELA05	174 (97.8%)	MAT05	175 (98.3%)		
ELA06	175 (99.4%)	MAT06	174 (98.9%)	SC06	175 (99.4%)
ELA07	148 (100%)	MAT07	148 (100%)		
ELA08	159 (98.1%)	MAT08	90 (97.8%)		
ELA09	158 (97.5%)	Algebra I	172 64 (100%) HBW/ 81 (97.6%) VHS	SC09	156 (96.3%)
ELA10	154 (98.1%)	Geometry	153 (97.4%)		
		Algebra II	149 (98.6%)	SC12	79 (53%)
Total	1,129	Total	1,195	Total	410

Note: "Students Tested" represents individual <u>valid</u> test scores for English Language Arts, Mathematics and Science
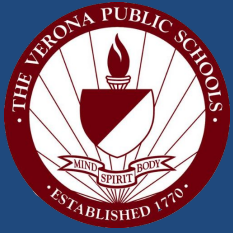
Support Levels

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. Instead, some of the Start Strong Assessment support levels correspond to two adjacent NJSLA performance levels (see below):

Start Strong Support Levels	NJSLA-ELA Performance Level	NJSLA-Math Performance Level	NJSLA-Science Performance Level
1 **More Support Needed**	● 1- Did Not Yet Meet Expectations ● 2- Partially Met Expectations	● 1- Did Not Yet Meet Expectations ● 2 - Partially Met Expectations	● 1 - Below Proficient
2 **Some Support Needed**	● 3- Approached Expectations	● 3 -Approached Expectations	● 2 - Near Proficiency
3 **Less Support Needed**	● 4- Met Expectations ● 5- Exceeded Expectations	● 4 -Met Expectations ● 5 -Exceeded Expectations	● 3 - Proficient ● 4 - Advanced Proficient
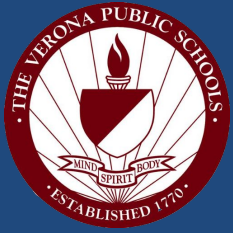
Outcomes
English Language Arts

Grade	1 - More Support Needed (Percentage)	2 - Some Support Needed (Percentage)	3 - Less Support Needed (Percentage)
4	20% (0)	24% (-3)	57% (+3)
5	10% (-4)	22% (-4)	68% (+8)
6	21% (-1)	28% (-1)	51% (+1)
7	16% (-1)	23% (+3)	61% (-2)
8	21% (+6)	18% (-1)	60% (-6)
9	27% (+10)	16% (+3)	57% (-13)
10	15% (-4)	18% (-2)	68% (+7)

Subgroups
English Language Arts

Subgroup	1 - More Support Needed (Percentage)	2 - Some Support Needed (Percentage)	3 - Less Support Needed (Percentage)
District	19% (+1)	21% (-1)	60% (-1)
Female	15% (-1)	19% (-1)	66% (+2)
Male	22% (+3)	24% (0)	57% (-3)
Non-Binary/Undesignated	-	-	-
American Indian/Alaska Native	-	-	-
Asian	12% (+2)	19% (-9)	69% (+6)
Black/African American	27% (+6)	20% (+3)	53% (-9)
Hispanic or Latino	14% (-5)	26% (+5)	60% (0)
Native Hawaiian/Other Pacific Islander	-	-	-
White	19% (+1)	21% (-1)	60% (-1)
Two or More Races	12% (-3)	21% (-8)	68% (+12)

Subgroups
English Language Arts

Subgroup	1 - More Support Needed (Percentage)	2 - Some Support Needed (Percentage)	3 - Less Support Needed (Percentage)
District	19% (+1)	21% (-1)	60% (-1)
IEP	41% (0)	28% (+5)	31% (-5)
504	16% (-3)	23% (+8)	61% (-5)
Current ELL	42% (-12)	25% (+2)	33% (+10)
Former ELL	16% (-1)	42% (-8)	42% (+8)
Economically Disadvantaged	19%	19%	63%
Non-Economically Disadvantaged	19% (+1)	21% (-1)	60% (0)
Homeless	-	-	-

Outcomes Mathematics

Grade	Strong Support Needed (Percentage)	Some Support Needed (Percentage)	Less Support Needed (Percentage)
4	22% (-4)	22% (-9)	56% (+13)
5	31% (-15)	28% (-1)	41% (+16)
6	22% (-24)	39% (+4)	40% (+21)
7	14% (-12)	47% (+9)	40% (+4)
8*	38% (+4)	38% (-9)	25% (+6)
Algebra I	39% (+4)	34% (-7)	26% (+2)
Geometry	27% (+3)	32% (+1)	41% (-4)
Algebra II	23% (-11)	37% (+10)	40% (+1)

*Approximately 30,000 New Jersey students in grade 8 participated in the Algebra I assessment.
Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

Subgroups
Mathematics

Subgroup	More Support Needed (Percentage)	Some Support Needed (Percentage)	Less Support Needed (Percentage)
District	26% (-8)	34% (0)	39% (+7)
Female	26% (-8)	36% (+1)	38% (+7)
Male	27% (-7)	33% (0)	41% (+8)
Non-Binary/Undesignated	-	-	-
American Indian/Alaska Native	-	-	-
Asian	16% (-6)	19% (-22)	65% (+28)
Black/African American	44% (+11)	38% (-9)	19% (-1)
Hispanic or Latino	28% (-11)	40% (+6)	32% (+5)
Native Hawaiian/Other Pacific Islander	-	-	-
White	26% (-8)	34% (+1)	40% (+8)
Two or More Races	29% (-1)	26% (-4)	45% (+5)

Subgroups
Mathematics

Subgroup	More Support Needed (Percentage)	Some Support Needed (Percentage)	Less Support Needed (Percentage)
District	26% (-8)	34% (0)	39% (+7)
IEP	60% (-8)	25% (+3)	15% (+4)
504	23% (-9)	41% (+7)	36% (+3)
Current ELL	58% (-4)	25% (-6)	17% (+9)
Former ELL	25% (-17)	35% (10)	40% (+7)
Economically Disadvantaged	50%	19%	31%
Non-Economically Disadvantaged	26% (-8)	34% (0)	40% (+8)
Homeless	-	-	-

Outcomes
Science

Grade	More Support Needed (Percentage)	Some Support Needed (Percentage)	Less Support Needed (Percentage)
6	23% (0)	37% (-10)	40% (+11)
9	21% (+4)	54% (-5)	25% (+1)
12	34% (+7)	22% (-10)	44% (+3)

Subgroups
Science

Subgroup	More Support Needed (Percentage)	Some Support Needed (Percentage)	Less Support Needed (Percentage)
District	24% (+2)	40% (-6)	35% (+4)
Female	25% (+1)	42% (-2)	33% (+1)
Male	24% (+3)	39% (-10)	37% (+7)
Non-Binary/Undesignated	-	-	-
American Indian/Alaska Native	-	-	-
Asian	17% (-8)	39% (+8)	44% (0)
Black/African American	-	-	-
Hispanic or Latino	28% (-4)	46% (+10)	26% (-6)
Native Hawaiian/Other Pacific Islander	-	-	-
White	23% (+2)	40% (-8)	37% (+6)
Two or More Races	38% (+25)	31% (-44)	31% (+18)

Subgroups
Science

Subgroup	More Support Needed (Percentage)	Some Support Needed (Percentage)	Less Support Needed (Percentage)
District	24% (+2)	40% (-6)	35% (+4)
IEP	51% (-5)	40% (-1)	10% (+7)
504	33% (+21)	40% (-14)	28% (-6)
Current ELL	-	-	-
Former ELL	-	-	-
Economically Disadvantaged	-	-	-
Non-Economically Disadvantaged	25% (+2)	40% (-7)	35% (+4)
Homeless	-	-	-

What Can We Learn from Start Strong?

- **Results by Question Report**

Question	Standards	Reporting Concept	Correct	Incorrect	Partial
Question 1 ⓘ	HSA.CED.A.4 ⓘ	Polynomials, Rational Expressions, and Equations	84 (58%)	61 (42%)	0 (0%)
Question 2 ⓘ	HSA.APR.A.1 ⓘ	Polynomials, Rational Expressions, and Equations	63 (43%)	82 (57%)	0 (0%)
Question 3 ⓘ	HSA.APR.A.1 ⓘ	Polynomials, Rational Expressions, and Equations	52 (36%)	93 (64%)	0 (0%)
Question 4 ⓘ	HSA.CED.A.4 ⓘ	Polynomials, Rational Expressions, and Equations	64 (44%)	81 (56%)	0 (0%)
Question 5 ⓘ	HSA.REI.D.10 ⓘ	Reasoning with Equations and Inequalities	17 (12%)	128 (88%)	0 (0%)
Question 6 ⓘ	HSA.REI.D.11 ⓘ	Reasoning with Equations and Inequalities	52 (36%)	93 (64%)	0 (0%)

- **Student Performance Item Level**

Student	Test Name	Performance	Test Date	Support Level
HENRY B. WHITEHORNE MIDDLE SCHOOL, ELA, Grade 06 ELA				
	Grade 06 ELA	Show Responses	10/11/2021	Less Support May Be Needed
	Grade 06 ELA	Show Responses	10/11/2021	Less Support May Be Needed
	Grade 06 ELA	Show Responses	10/11/2021	Less Support May Be Needed
	Grade 06 ELA	Show Responses	10/11/2021	Strong Support May Be Needed
	Grade 06 ELA	Show Responses	10/11/2021	Some Support May Be Needed
	Grade 06 ELA	Show Responses	10/11/2021	Some Support May Be Needed
	Grade 06 ELA	Show Responses	10/11/2021	Less Support May Be Needed
	Grade 06 ELA	Show Responses	10/11/2021	Some Support May Be Needed
	Grade 06 ELA	Show Responses	10/11/2021	Less Support May Be Needed

Intervention Strategies

- Students in grades 1-8 were administered the **NWEA MAP Growth Assessments in mathematics and reading in fall 2022**.
  - Results were shared with teachers and parents.
  - Teachers will use results to differentiate instruction in their classrooms with reading and mathematics.
- Elementary teachers (grades K-4) are working with Ms. Gesario (Math Instructional Coach) on teaching through problem solving and CPA approaches to fact fluency.
- HBW math teachers (grades 5-8) and special education teachers are working with Mr. Stevenson (STEM supervisor) and Mr. Jackson (**Singapore math trainer**) on fluency, automaticity, and problem solving.

Intervention Strategies

- Elementary teachers (grades K-4), HBW ELA teachers (grades 5-8), and special education teachers are working with Mrs. Peter (Humanities supervisor) and Ms. Clark (**Balanced Literacy trainer**) on mini-lessons, conferences, and small group instruction.

- About 30 elementary and middle schools teachers are completing **LETRS (Language Essentials for Teachers of Reading and Spelling)** training.

- Department meeting time has been utilized to review data, questions, and student responses.

- Classwork, homework, quizzes, and tests will be adjusted as needed to address specific challenges.

Thank You!