New Jersey State Testing Report

Start Strong Assessment

Robin Knutelsky

District Director of Curriculum, Instruction, Assessment, and Human Resources

December 13, 2021

Agenda

1. Overview
2. Data Reports
3. Trend Data-One Year Only
4. Disaggregated Data by Subgroup
5. Intervention Strategies Aligned to Data Analysis

1 Overview

Overview

- **Administered:**
  - In the fall.
  - During the regular school day.

- **Designed:**
  - As an assessment to measure where students need support for the upcoming school year based on the previous year's standards.
  - As fully machine-scored with NO constructed response or writing.

- **Assessed:**
  - ELA: Grades 9 & 10
  - Math: Algebra I, Geometry & Algebra II
  - Science: Grades 9 & 12

- **Indicated:**
  - Less support may be needed
  - Some support may be needed
  - Strong support may be needed

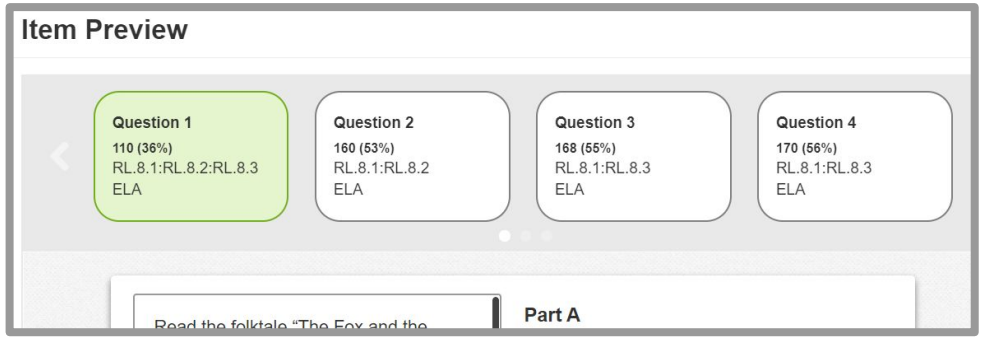
2 Data Reports

Types of Reports

- Published Reports-Not Available at This Time
- On-Demand Reports-For Teachers at Student Level
- Results by Question-For Teachers at Class Level
- Support Level Reports
- Student Performance at Item Level

Results By Question Reports

Question	Standards	Reporting Concept	Correct	Incorrect	Partial
Question 1	RL.8.1:RL.8.2:RL.8.3	Reading Literature	110 (36%)	77 (25%)	116 (38%)
Question 2	RL.8.1:RL.8.2	Reading Literature	160 (53%)	11 (4%)	132 (44%)
Question 3	RL.8.1:RL.8.3	Reading Literature	168 (55%)	126 (42%)	9 (3%)
Question 4	RL.8.1:RL.8.3	Reading Literature	170 (56%)	87 (29%)	46 (15%)



RL.8.1
Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

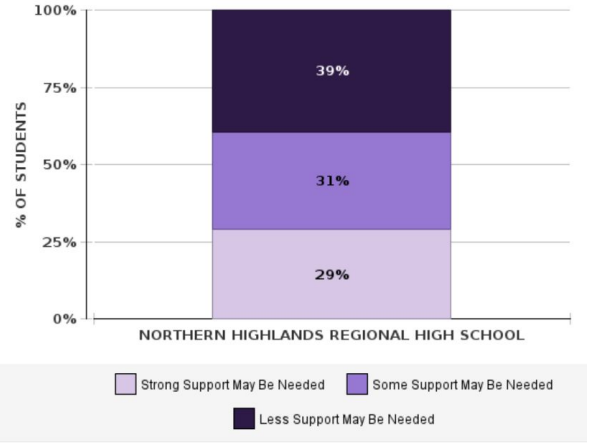
RL.8.2
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Support Level Reports

Can be sorted by:

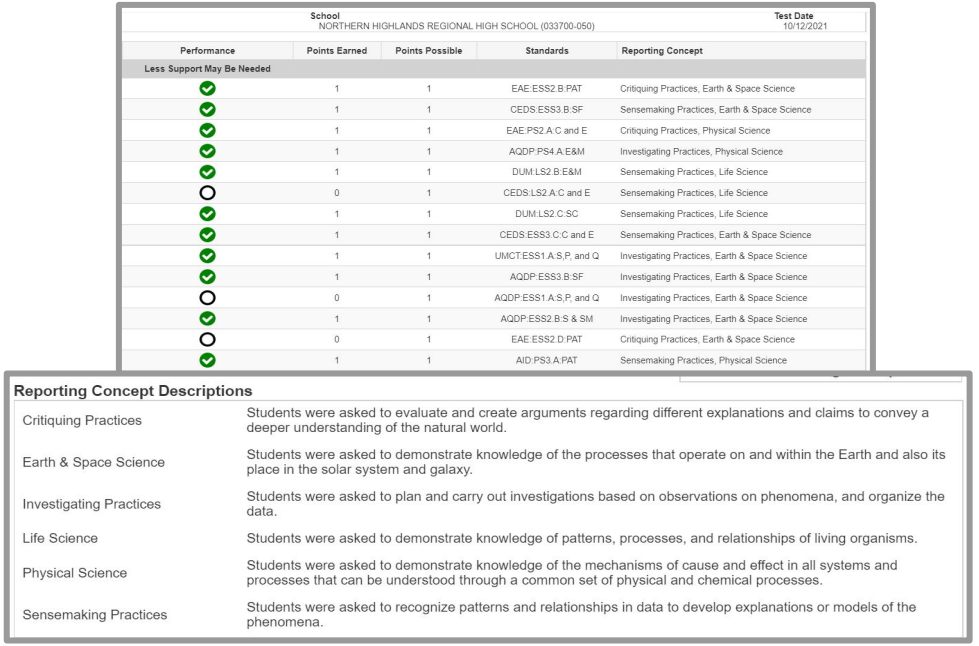
- Subject Support by Grade
- Subject Support by Demographic
- Subject Support by Student
- Subject Support by Group (as assigned)



Student Performance Item Level Report

Can be sorted by:

- Student
- Subject
- Test/Assessment
- Reporting Group
- Support Level



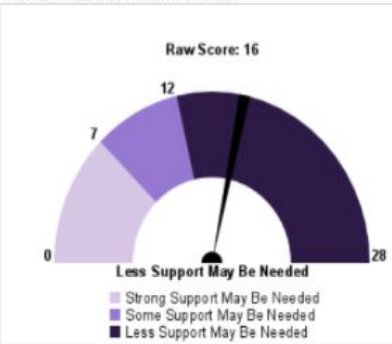
School: NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL (033700-050) — Test Date: 10/12/2021

Performance	Points Earned	Points Possible	Standards	Reporting Concept
Less Support May Be Needed				
✓	1	1	EAE:ESS2.B:PAT	Critiquing Practices, Earth & Space Science
✓	1	1	CEDS:ESS3.B:SF	Sensemaking Practices, Earth & Space Science
✓	1	1	EAE:PS2.A:C and E	Critiquing Practices, Physical Science
✓	1	1	AQDP:PS4.A:E&M	Investigating Practices, Physical Science
✓	1	1	DUM:LS2.B:E&M	Sensemaking Practices, Life Science
○	0	1	CEDS:LS2.A:C and E	Sensemaking Practices, Life Science
✓	1	1	DUM:LS2.C:SC	Sensemaking Practices, Life Science
✓	1	1	CEDS:ESS3.C:C and E	Sensemaking Practices, Earth & Space Science
✓	1	1	UMCT:ESS1.A:S,P, and Q	Investigating Practices, Earth & Space Science
✓	1	1	AQDP:ESS3.B:SF	Investigating Practices, Earth & Space Science
○	0	1	AQDP:ESS1.A:S,P, and Q	Investigating Practices, Earth & Space Science
✓	1	1	AQDP:ESS2.B:S & SM	Investigating Practices, Earth & Space Science
○	0	1	EAE:ESS2.D:PAT	Critiquing Practices, Earth & Space Science
✓	1	1	AID:PS3.A:PAT	Sensemaking Practices, Physical Science

Reporting Concept Descriptions

Critiquing Practices	Students were asked to evaluate and create arguments regarding different explanations and claims to convey a deeper understanding of the natural world.
Earth & Space Science	Students were asked to demonstrate knowledge of the processes that operate on and within the Earth and also its place in the solar system and galaxy.
Investigating Practices	Students were asked to plan and carry out investigations based on observations on phenomena, and organize the data.
Life Science	Students were asked to demonstrate knowledge of patterns, processes, and relationships of living organisms.
Physical Science	Students were asked to demonstrate knowledge of the mechanisms of cause and effect in all systems and processes that can be understood through a common set of physical and chemical processes.
Sensemaking Practices	Students were asked to recognize patterns and relationships in data to develop explanations or models of the phenomena.

Individual Student Report (ISR)



Mathematics Assessment Report, 2021-2022

This report suggests [redacted] may require less support in major content for Algebra 1 with connections to the Standards for Mathematical Practice: Seeing Structure in Expressions; Polynomials, Rational Expressions, and Equations; Reasoning with Equations and Inequalities; and Interpreting Functions.

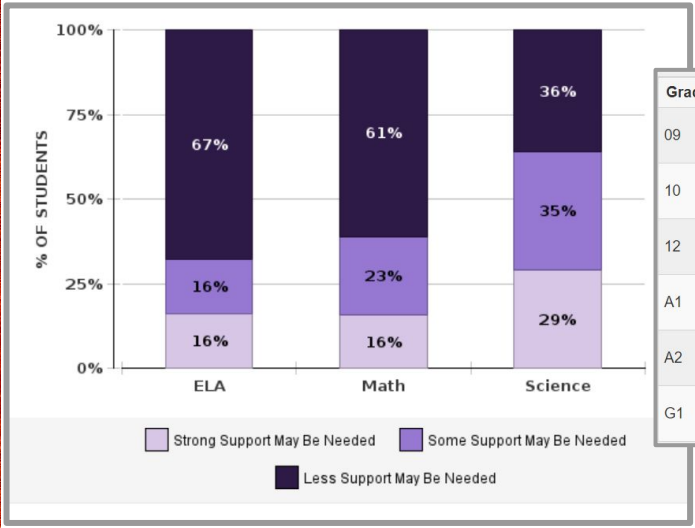
How Did [redacted] Perform on the Reporting Concepts?

Reporting Concepts	Score	Score Range
Seeing Structure in Expressions	3	0-7
Polynomials, Rational Expressions, and Equations	2	0-6
Reasoning with Equations and Inequalities	5	0-6
Interpreting Functions	6	0-9

Start Strong
Number of Students Tested and Participation Rate

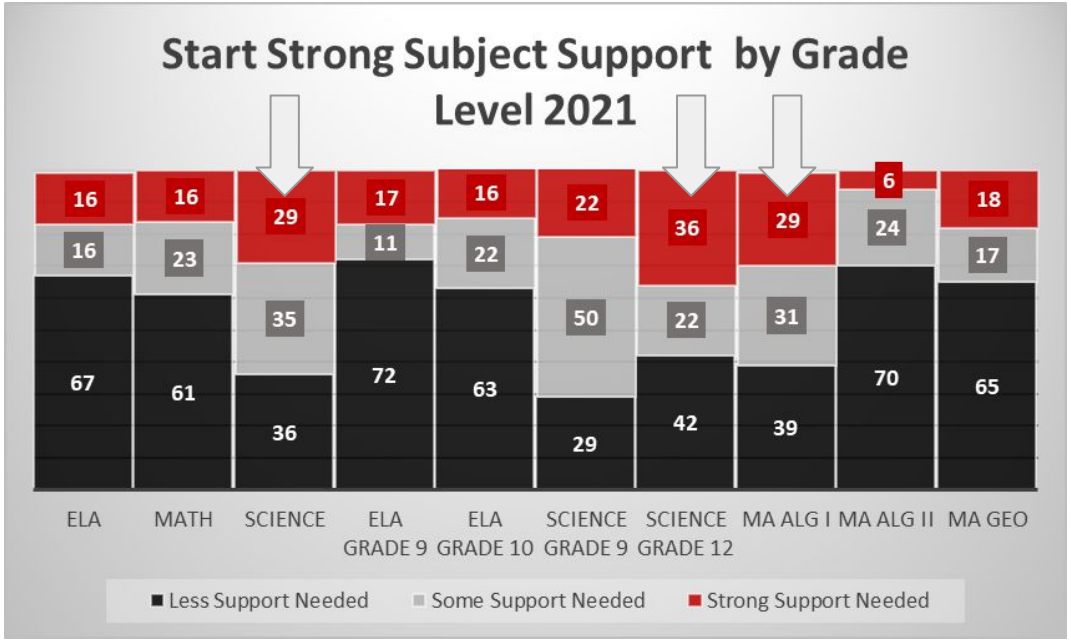
English Language Arts	Students Tested	Participation Rate	Mathematics	Students Tested	Participation Rate	Science	Students Tested	Participation Rate
ELA 09	300	98%	Algebra I	172	94%	SC 09	294	96%
ELA 10	300	97%	Geometry	256	98%			
			Algebra II	302	98%	SC 12	324	92%
Total	600	97%	Total	730	97%	Total	618	94%

Subject Support Level by Grade Level



Grade	ELA	Math	Science
09	17% 11% 72%		22% 50% 29%
10	16% 22% 63%		
12			36% 22% 42%
A1		29% 31% 39%	
A2		6% 24% 70%	
G1		18% 17% 65%	

A Closer Look at the Data

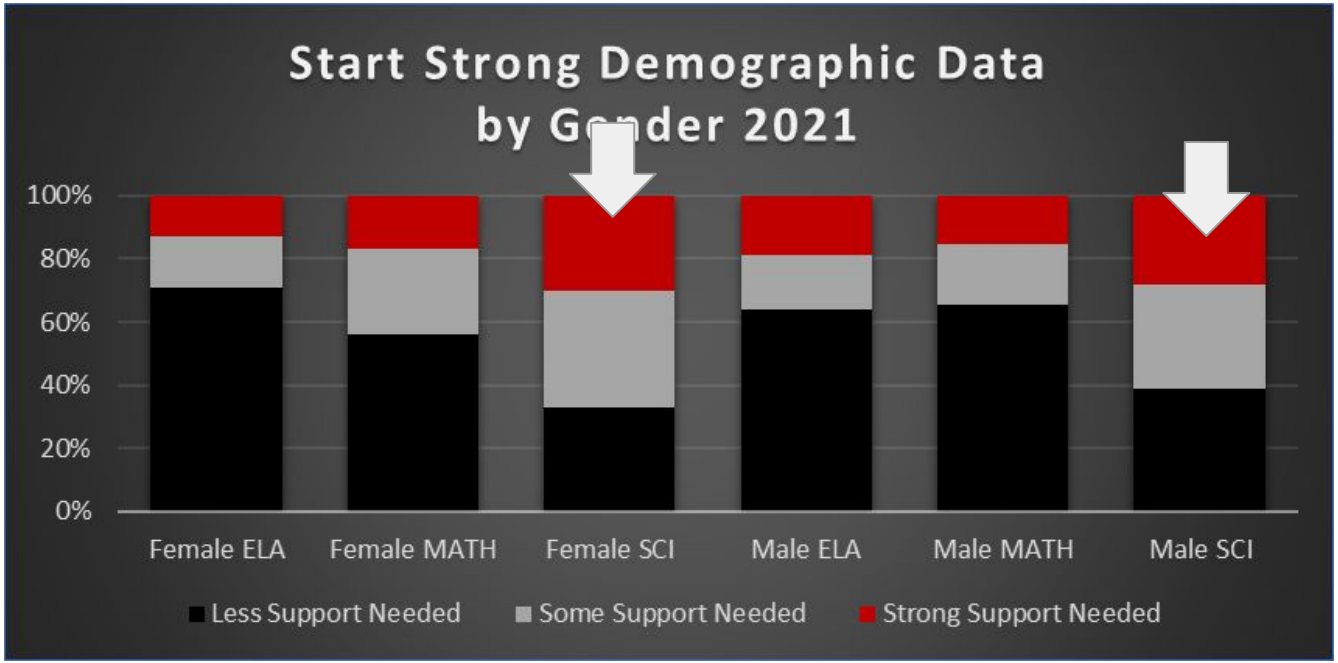


4 Disaggregated Trend Data by Subgroup

Support Level Report by Gender

Gender	ELA	Math	Science
Female	13% 16% 71%	17% 27% 56%	30% 37% 33%
Male	19% 17% 64%	15% 19% 65%	28% 33% 39%
Non-Binary/Undesignated	N=<10		

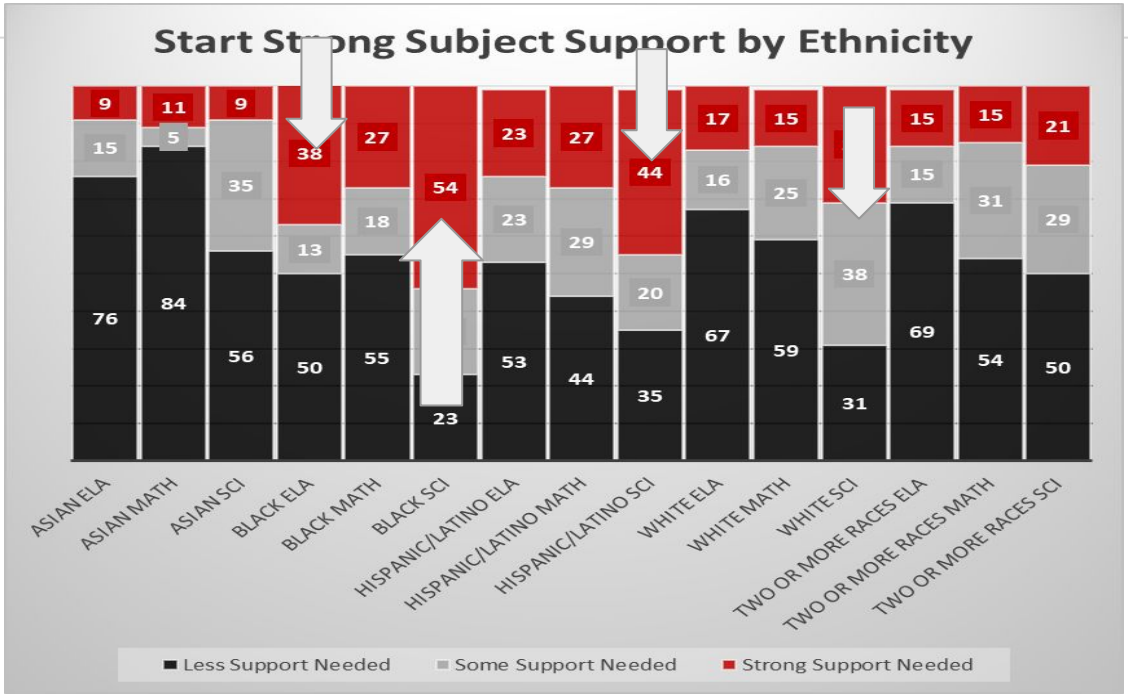
A Closer Look at the Data: Gender



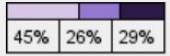
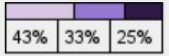
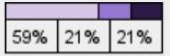
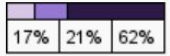
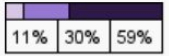
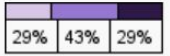
Support Level Report by Ethnicity

Ethnicity	ELA	Math	Science
American Indian / Alaska Native	N=<10		
Asian	9% 15% 76%	11% 5% 84%	9% 35% 56%
Black / African American	38% 13% 50%	27% 18% 55%	54% 23% 23%
Hispanic or Latino	23% 23% 53%	27% 29% 44%	44% 20% 35%
Native Hawaiian / Other Pacific Islander	N=<10		
White	17% 16% 67%	15% 25% 59%	31% 38% 31%
Two or More Races	15% 15% 69%	15% 31% 54%	21% 29% 50%

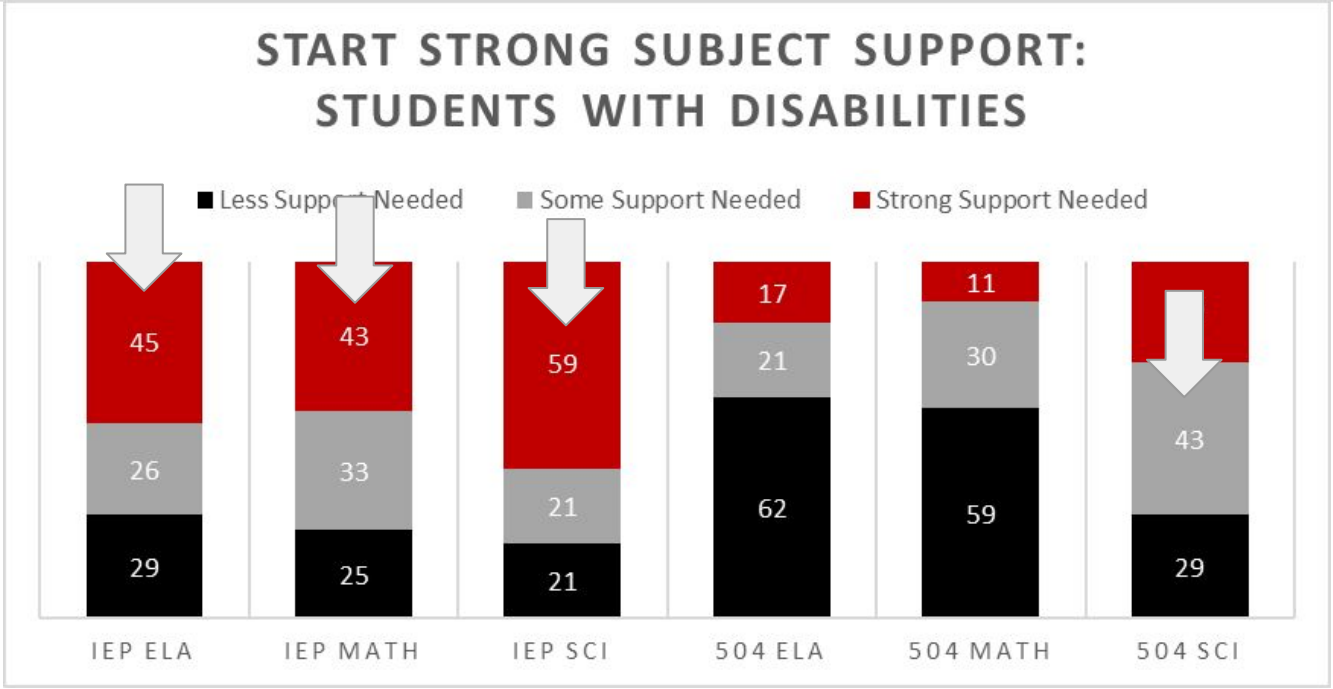
A Closer Look at Data: Ethnicity



Support Level Report
Students with Disabilities

Students with Disabilities	ELA	Math	Science
IEP			
504			

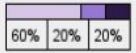
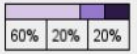
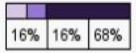
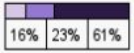
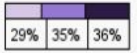
A Closer Look at Data: Students with Disabilities



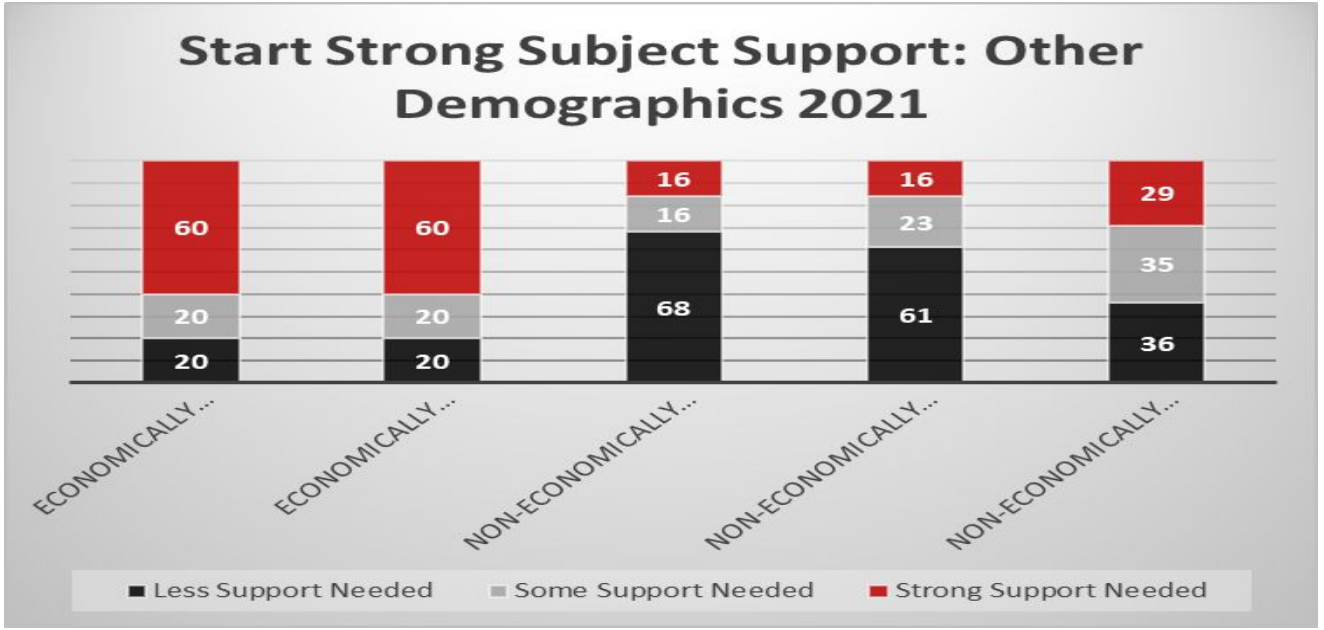
Support Level Report by English Language Learners

English Language Learner	ELA	Math	Science
Current EL	N=<10		

Support Level Report by Other Demographics

Other Demographics	ELA	Math	Science
Economically Disadvantaged		N=<10	
Non-Economically Disadvantaged			

A Closer Look at Data: Economical Demographics



5 Intervention Strategies Aligned to Data Analysis

Intervention & Supports Classroom Level

- Review of data at the support level by student and group
- Align SGO and used Start Strong as a data source
- Increase extra help
- Greater level of differentiation
- Target supports through professional development
  - ELL presenter through the QUAD
  - Differentiated PD

Interventions & Supports
District Level

- Use LinkIt! Benchmark B Assessment to determine growth and additional areas in need of support.
- Realign the Title One Tutoring Program to allow for more students to seek support, gather data and determine success.
- Investigate both assessment tools and literacy programs (NewsELA) to support instruction at the standards level.
- Broaden Summer Academy offerings to address learning loss
- Increase offerings and supports through the Wellness Dept.