# New Jersey State Testing Report

## Start Strong Assessment

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

January 3, 2023

# Agenda

1. Overview
2. Data Reports
3. Trend Data
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

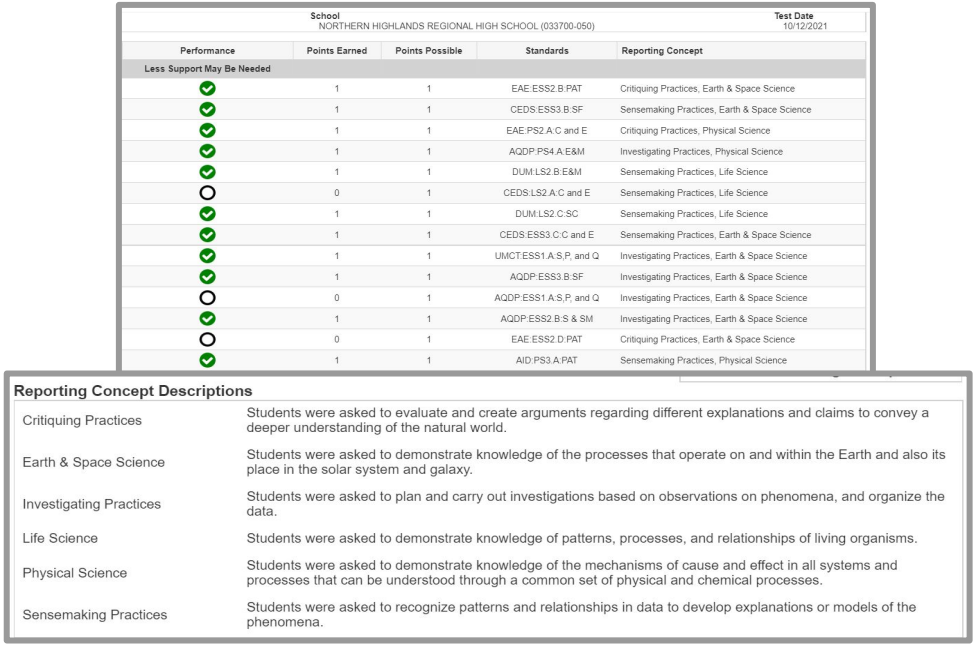
# Types of Reports

- On-Demand Reports-For Teachers at Student Level
- Results by Question-For Teachers at Class Level
- Support Level Reports
- Student Performance at Item Level

# 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

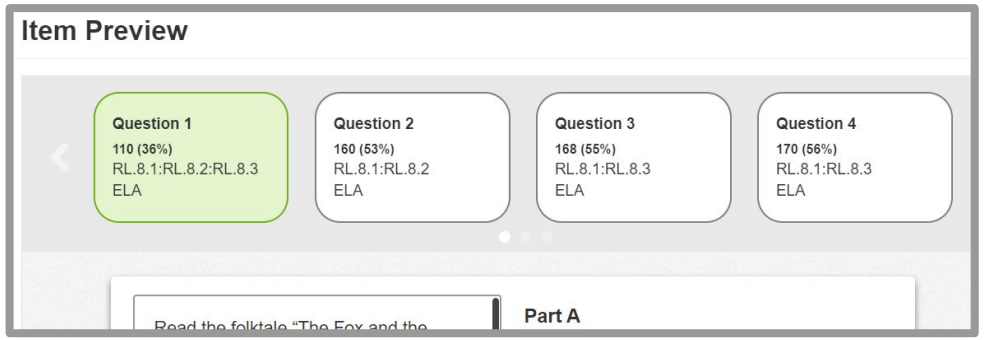
| Performance | Points Earned | Points Possible | Standards | Reporting Concept |
|---|---|---|---|---|
| Less Support May Be Needed | | | | |
| ✓ | 1 | 1 | EAE:ESS2.B:PAT | Critiquing Practices, Earth & Space Science |
| ✓ | 1 | 1 | CEDS:ESS3.B:SF | Sensemaking Practices, Earth & Space Science |
| ✓ | 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. |

# 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%) |

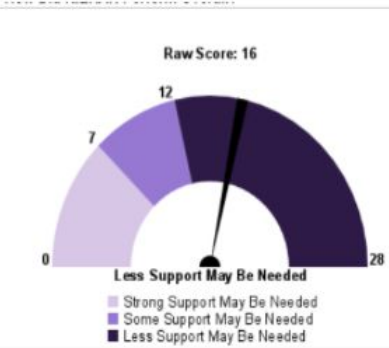



**RL.8.1**
Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**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.

# 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.

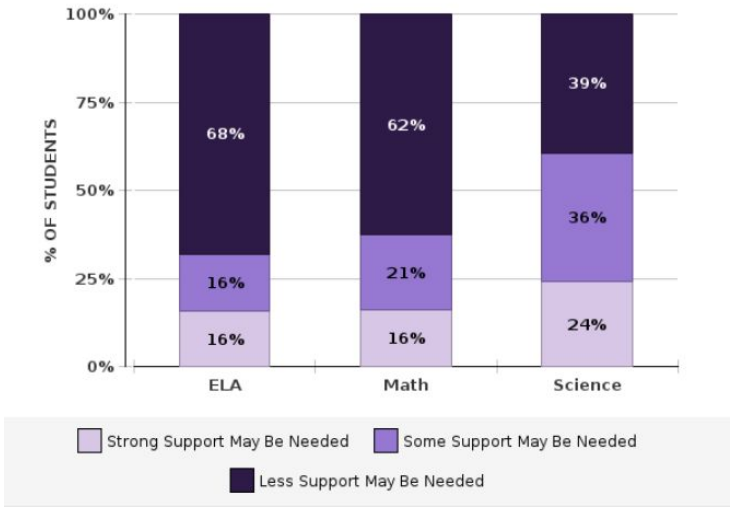
**How Did [redacted] Perform on the Reporting Concepts?**

| 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 |

# Support Level Reports

Can be sorted by:

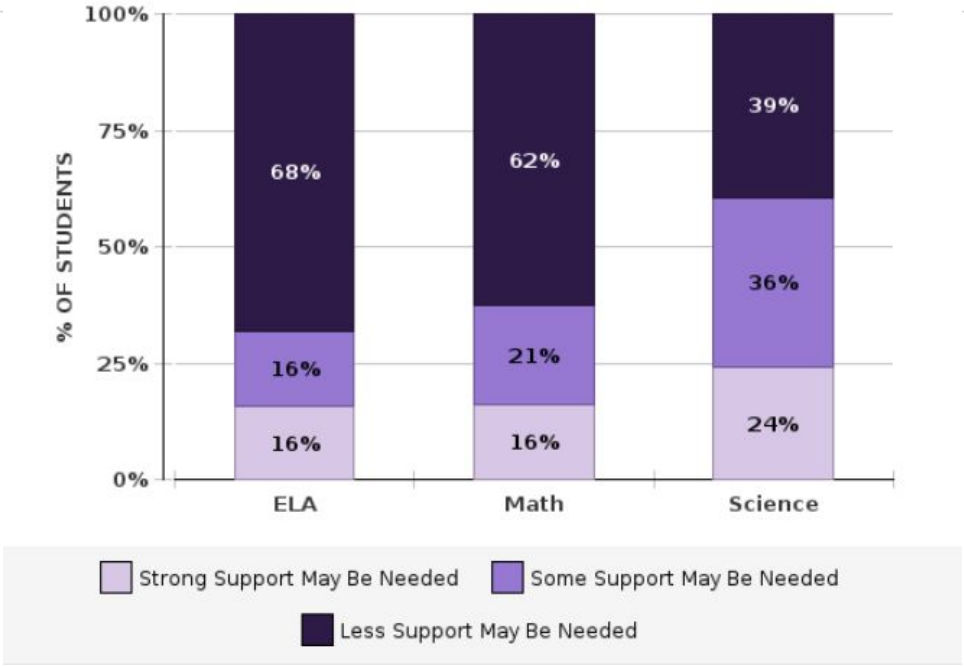
- Subject Support by Grade
- Subject Support by Demographic
- Subject Support by Student
- Subject Support by Group (as assigned)



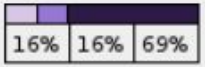
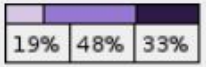
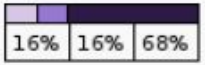
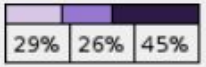
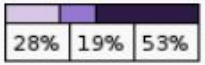
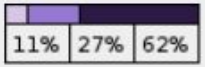
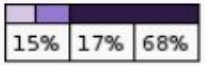
# Start Strong
# Number of Students Tested and Participation Rate

| English Language Arts | Students Tested | Participation Rate | Mathematics | Students Tested | Participation Rate | Science | Students Tested | Participation Rate |
|---|---|---|---|---|---|---|---|---|
| ELA 09 | 315 | 100% | Algebra I | 159 | 100% | SC 09 | 315 | 100% |
| ELA 10 | 311 | 99% | Geometry | 302 | 99% | | | |
| | | | Algebra II | 258 | 95% | SC 12 | 319 | 98% |
| Total | 626 | 100% | Total | 719 | 98% | Total | 634 | 99% |

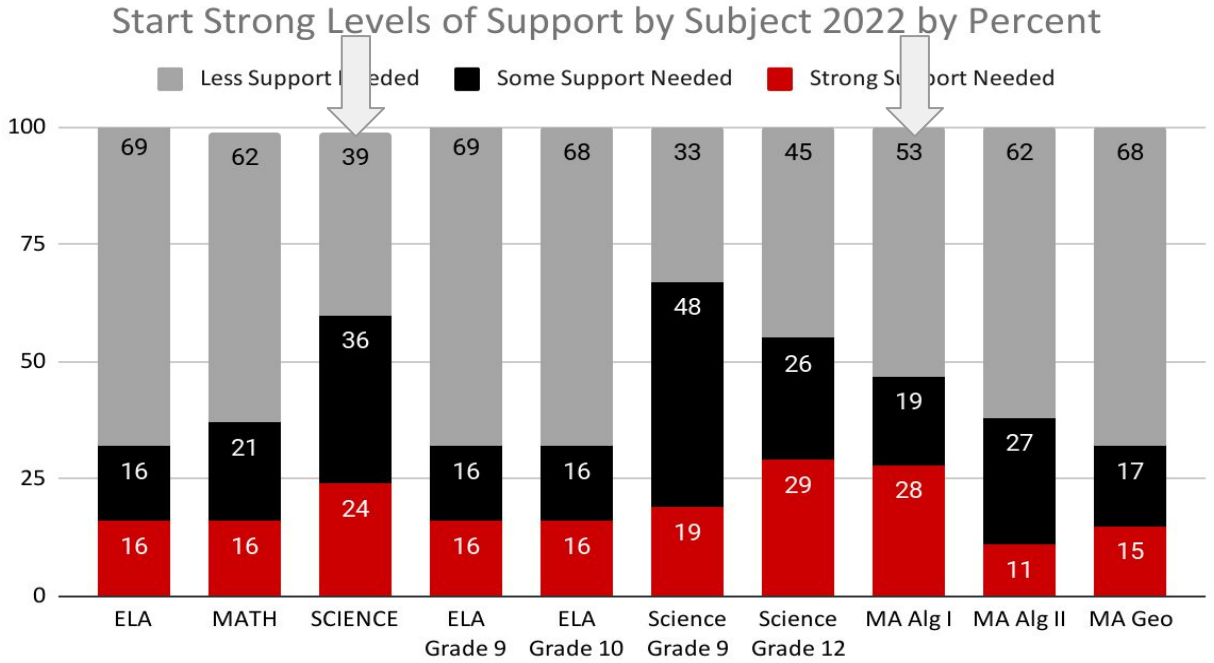
# Subject Support Level by Grade Level



# Subject Support Level by Grade Level

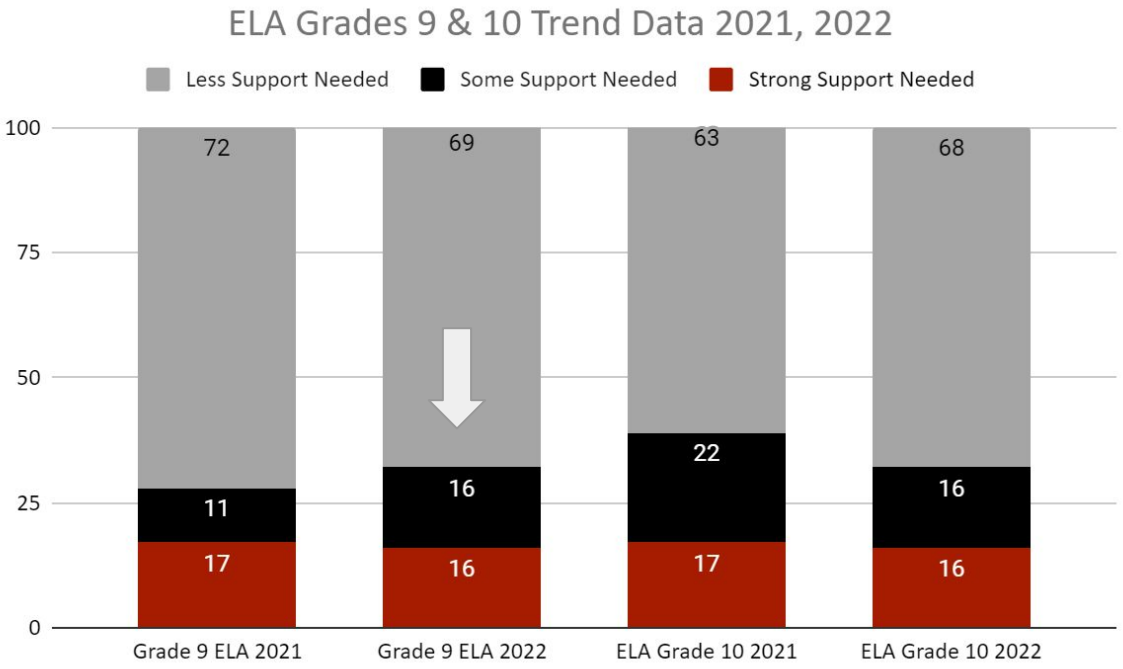
| Grade | ELA | Math | Science |
|---|---|---|---|
| 09 |  | 9 Students or Fewer |  |
| 10 |  | 9 Students or Fewer | 9 Students or Fewer |
| 12 | 9 Students or Fewer | 9 Students or Fewer |  |
| A1 | 9 Students or Fewer |  | 9 Students or Fewer |
| A2 | 9 Students or Fewer |  | 9 Students or Fewer |
| G1 | 9 Students or Fewer |  | 9 Students or Fewer |

# A Closer Look at the Data

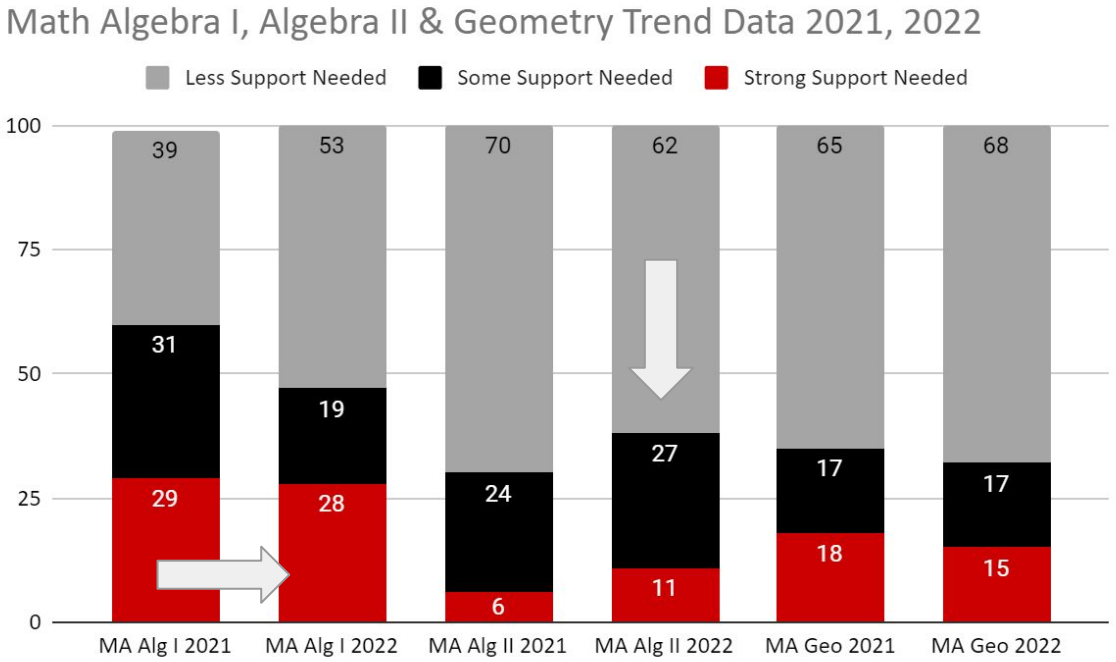


# 3 Trend Data

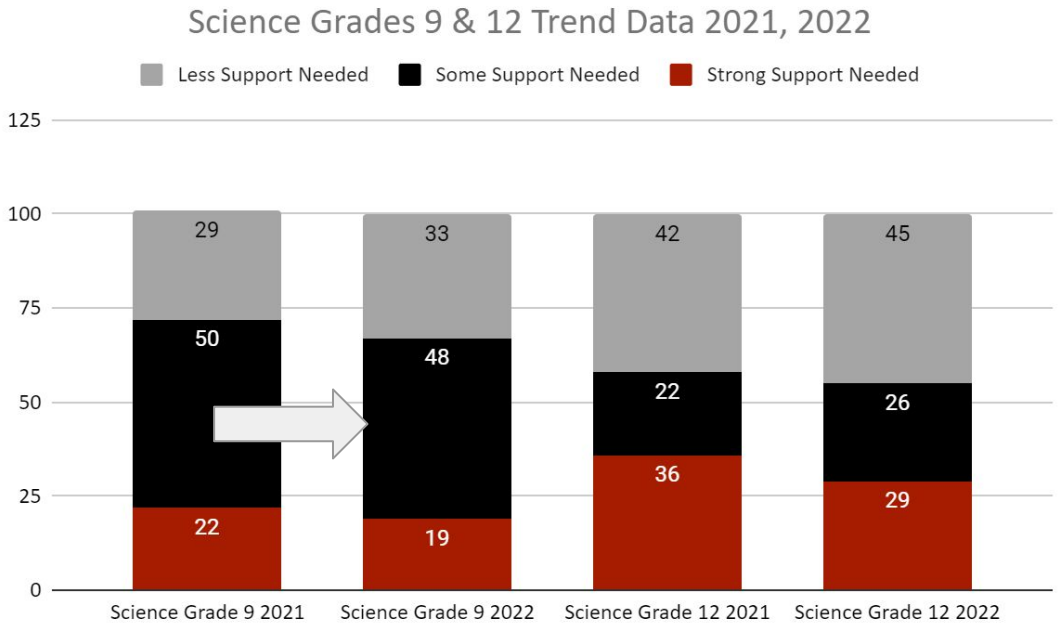
# Trend Data Year to Year-ELA



# Trend Data Year to Year-Math

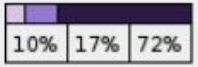
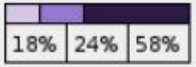
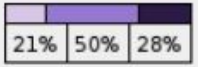
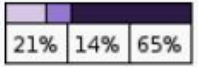
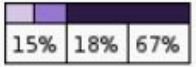
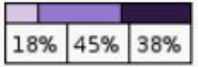


# Trend Data Year to Year-Science

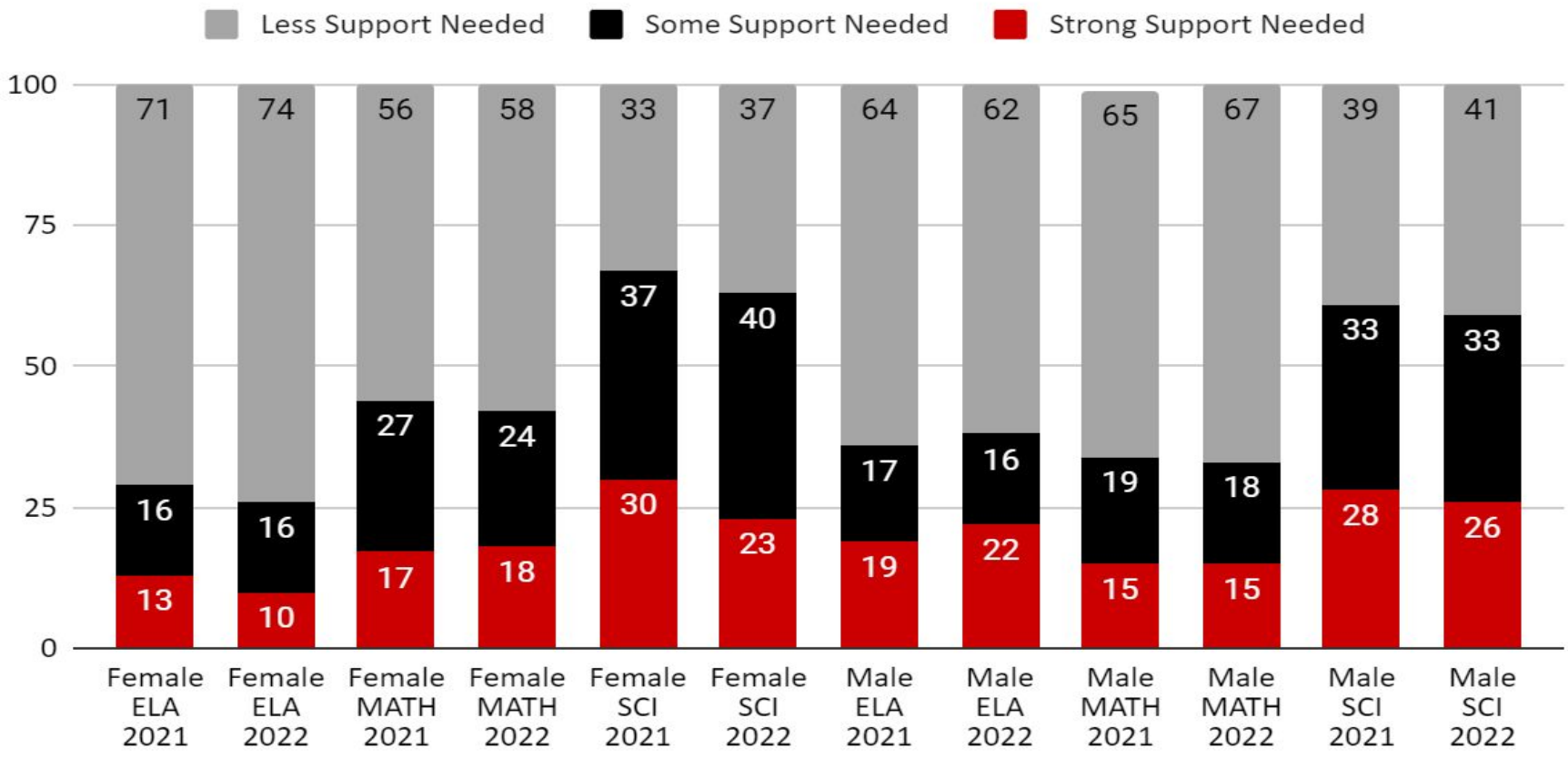


# 4 Disaggregated Trend Data by Subgroup

# Support Level Report by Gender

| Gender | ELA | Math | Science |
|---|---|---|---|
| Female |   |   |   |
| Male |   |   |   |
| Non-Binary/Undesignated | 9 Students or Fewer | 9 Students or Fewer | 9 Students or Fewer |

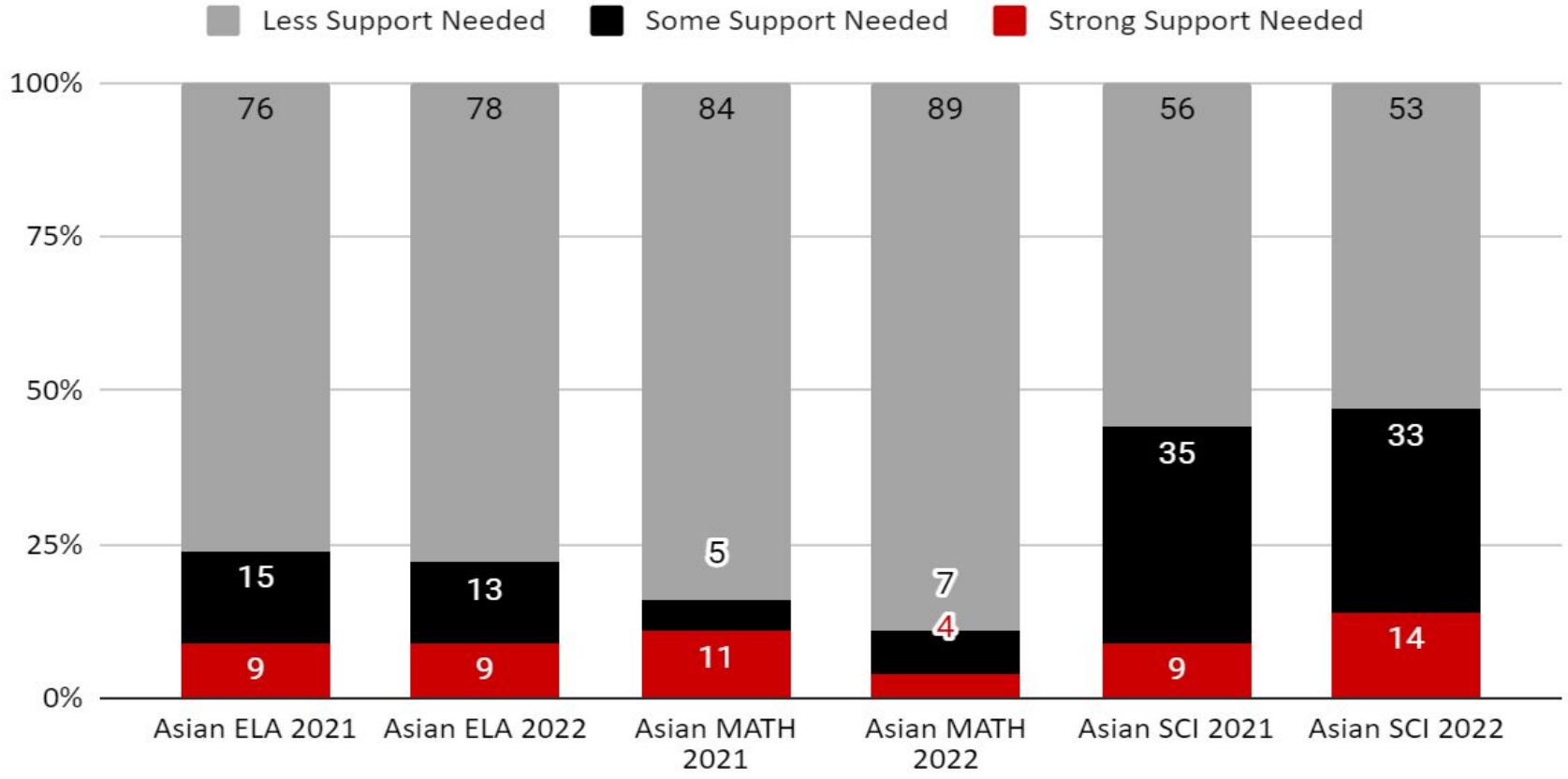
# Gender Trend Data 2021, 2022



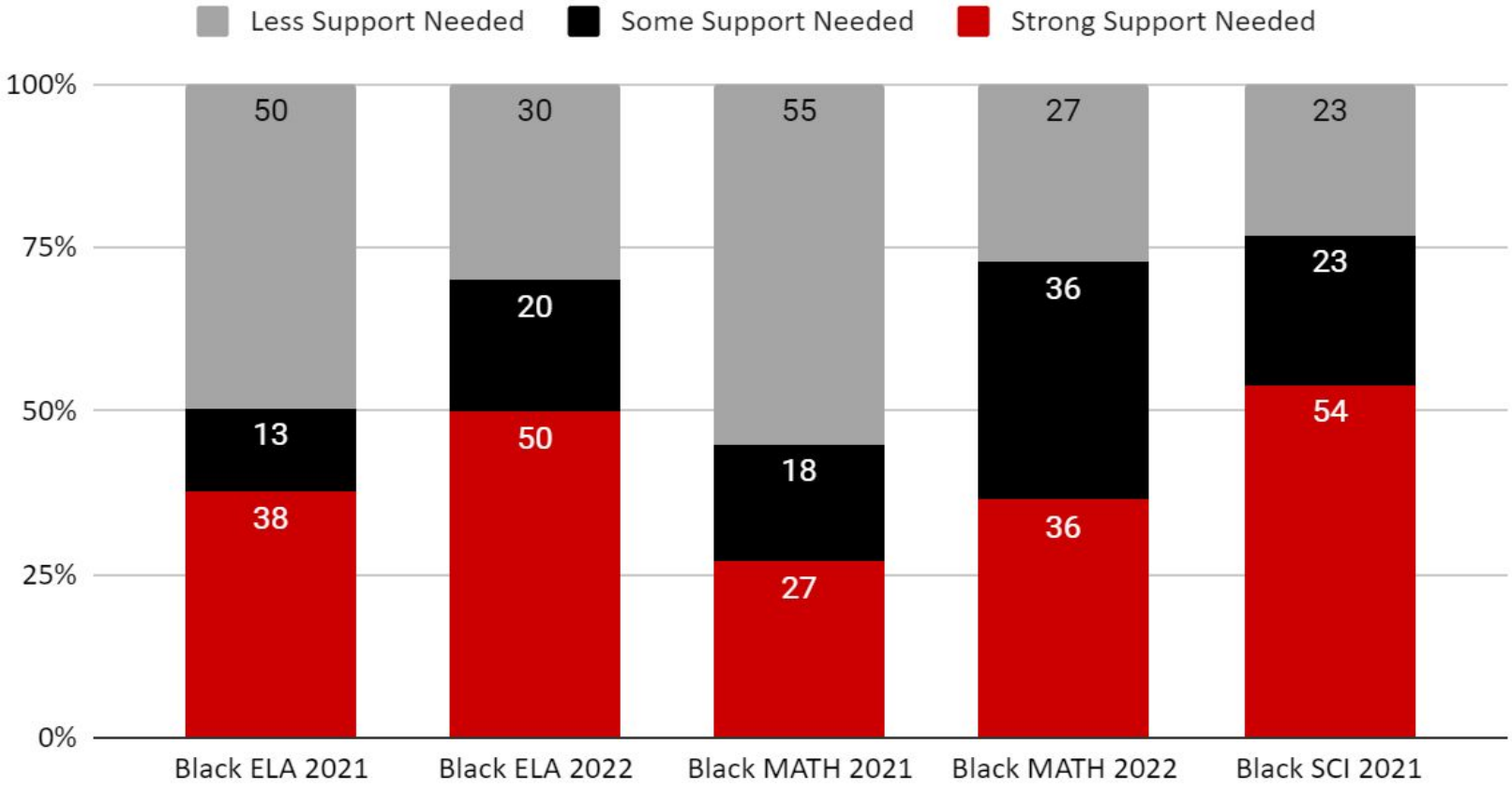
# Support Level Report by Ethnicity

| Ethnicity | ELA | Math | Science |
|---|---|---|---|
| American Indian / Alaska Native | 9 Students or Fewer | 9 Students or Fewer | 9 Students or Fewer |
| Asian | 6% 18% 76% | 4% 7% 89% | 18% 45% 37% |
| Black / African American | 9 Students or Fewer | 36% 36% 27% | 9 Students or Fewer |
| Hispanic or Latino | 30% 23% 47% | 31% 18% 51% | 33% 47% 20% |
| Native Hawaiian / Other Pacific Islander | 9 Students or Fewer | 9 Students or Fewer | 9 Students or Fewer |
| White | 15% 15% 70% | 15% 24% 60% | 16% 50% 34% |
| Two or More Races | 20% 0% 80% | 36% 14% 50% | 30% 50% 20% |

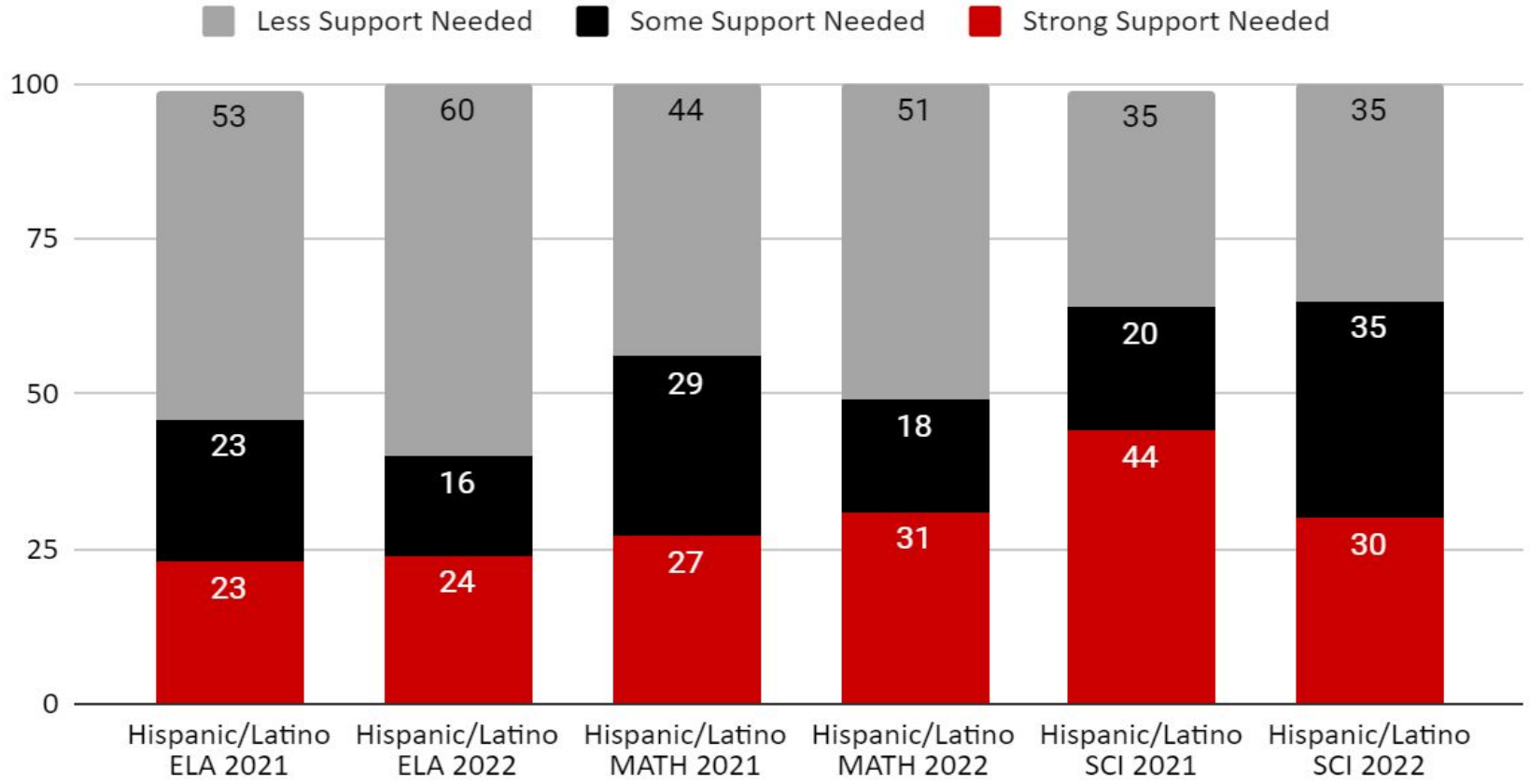
# Ethnicity Trend Data (Asian) 2021, 2022



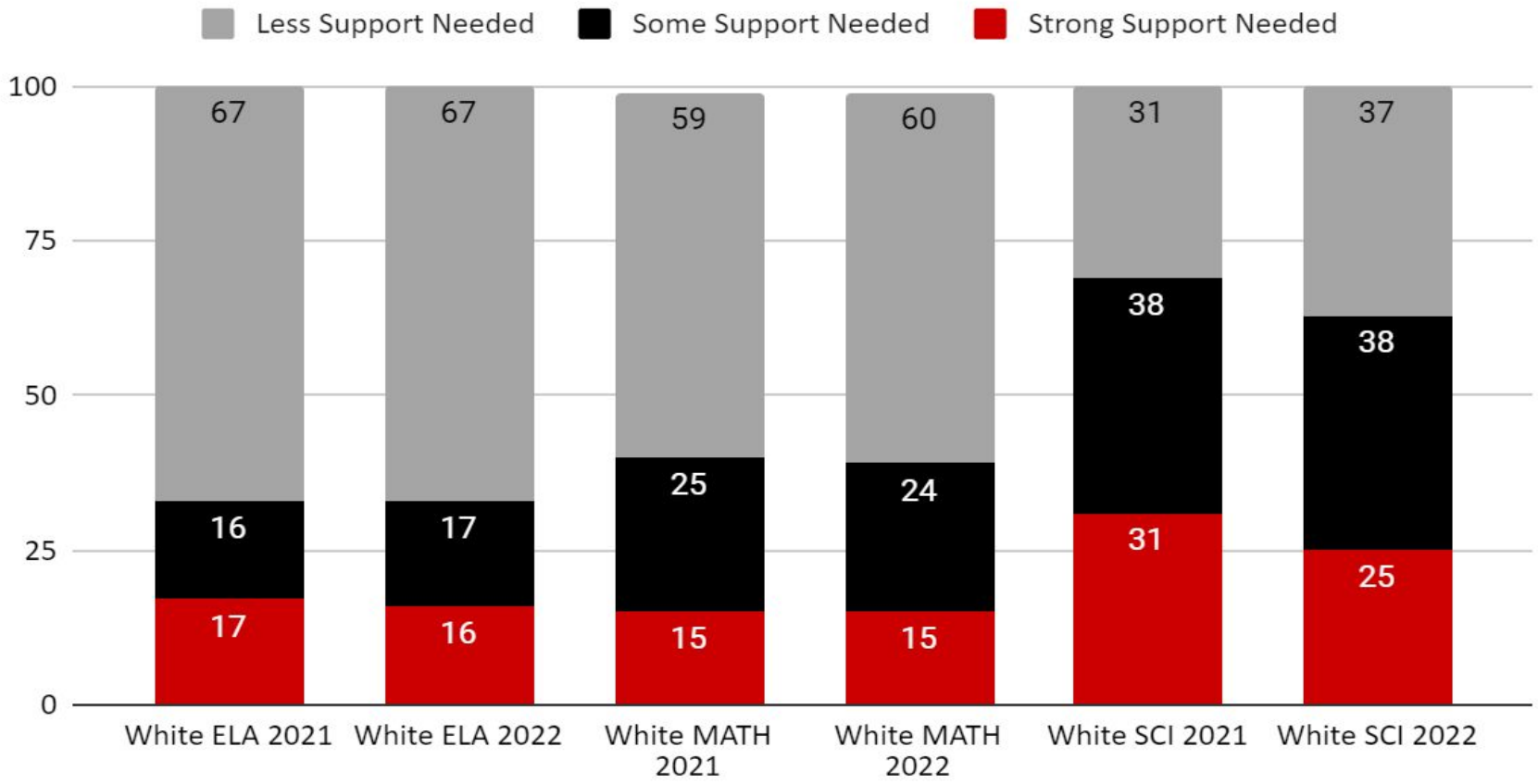
# Ethnicity Trend Data (Black) 2021, 2022



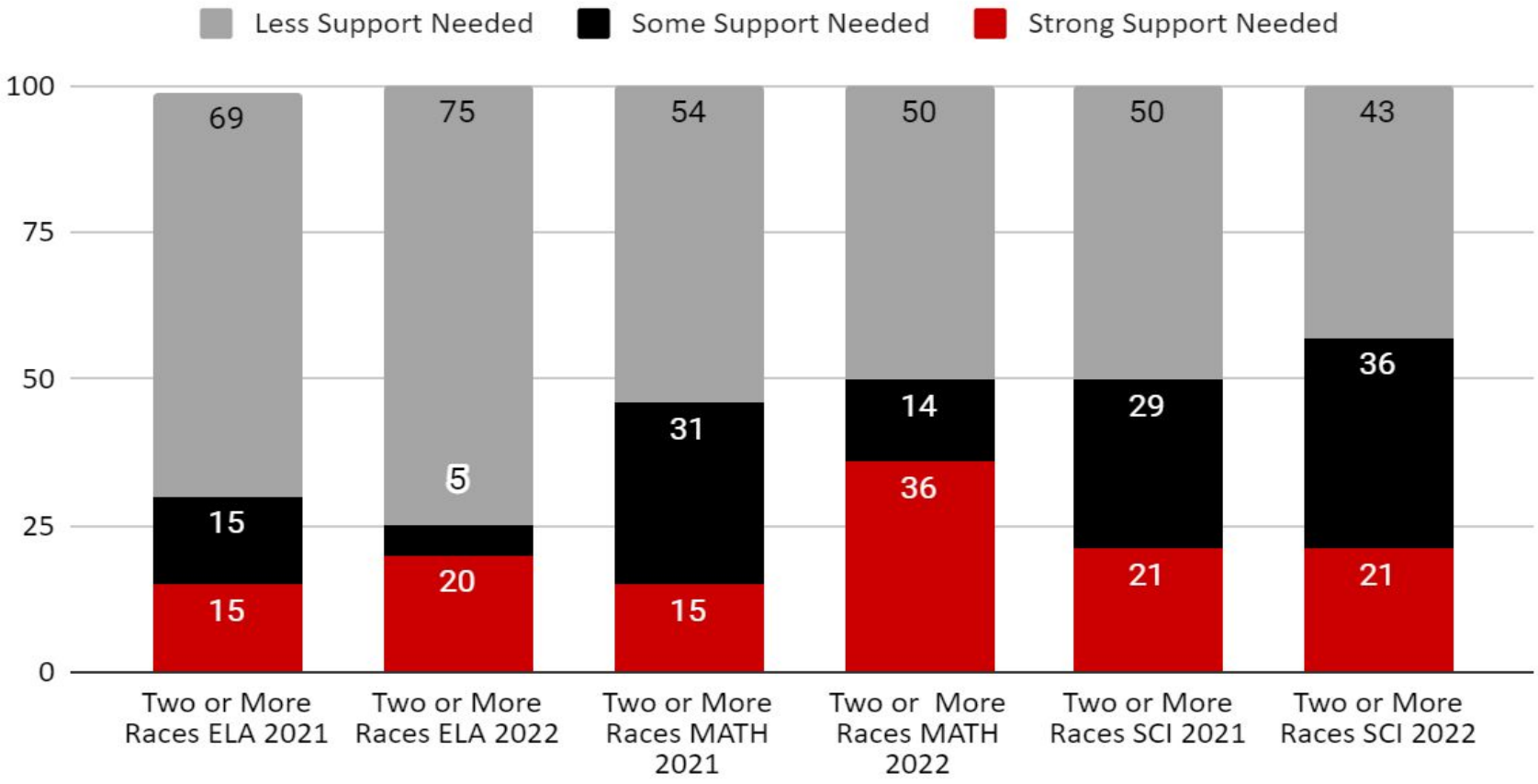
# Ethnicity Trend Data (Hispanic) 2021, 2022



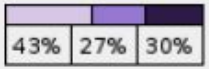
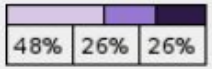
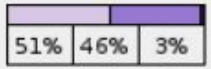
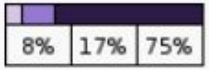
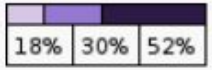
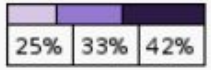
# Ethnicity Trend Data (White) 2021, 2022

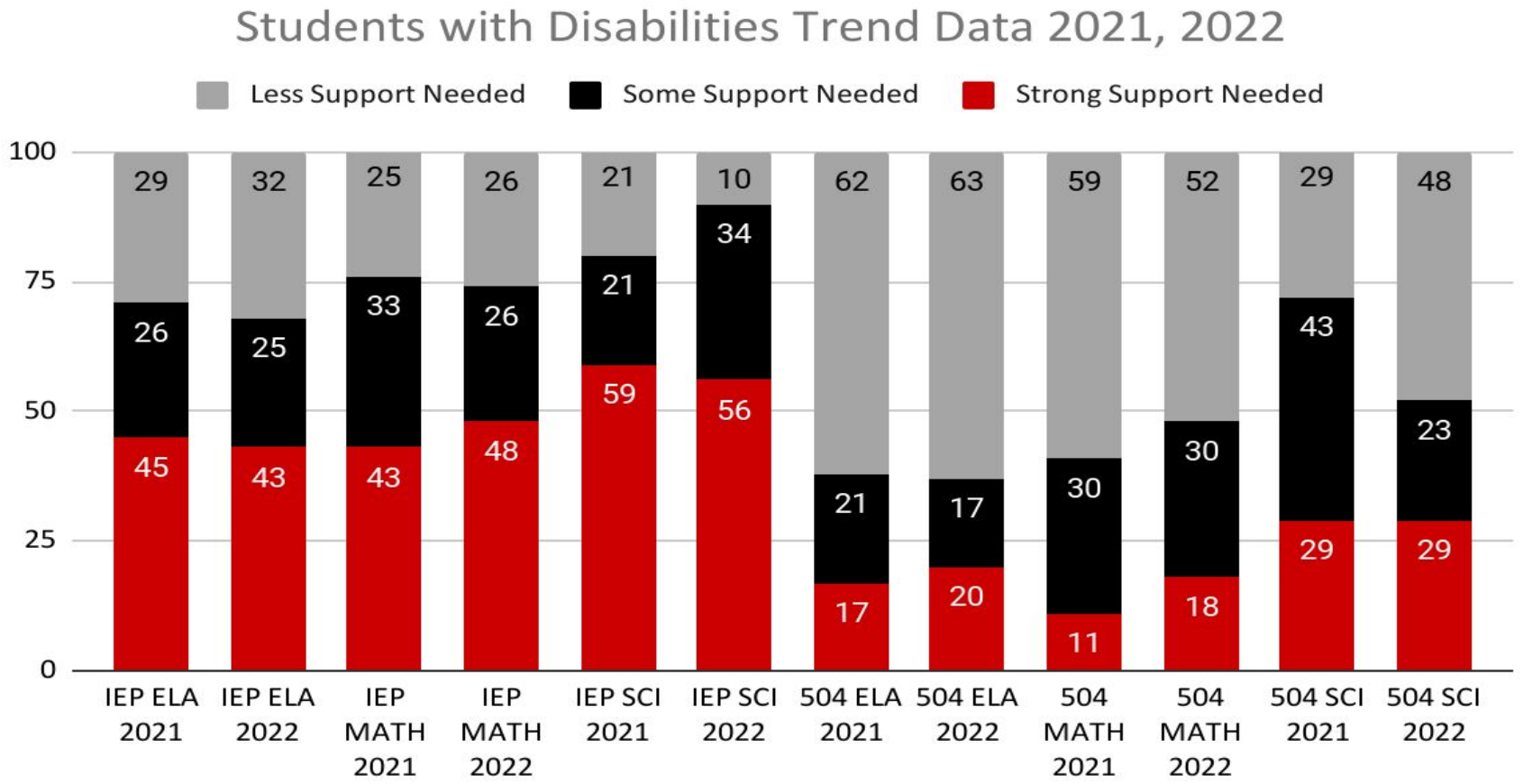


# Ethnicity Trend Data (Two or More Races) 2021, 2022



# Support Level Report
# Students with Disabilities

| Students with Disabilities | ELA | Math | Science |
|---|---|---|---|
| IEP |   |   |   |
| 504 |   |   |   |

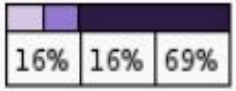
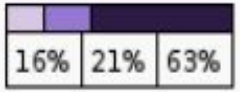
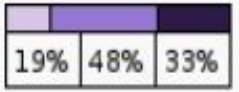

Students with Disabilities Trend Data 2021, 2022
Less Support Needed
Some Support Needed
Strong Support Needed
100
75
50
25
0
29
26
45
32
25
43
25
33
43
26
26
48
21
21
59
10
34
56
62
21
17
63
17
20
59
30
11
52
30
18
29
43
29
48
23
29
IEP ELA 2021
IEP ELA 2022
IEP MATH 2021
IEP MATH 2022
IEP SCI 2021
IEP SCI 2022
504 ELA 2021
504 ELA 2022
504 MATH 2021
504 MATH 2022
504 SCI 2021
504 SCI 2022

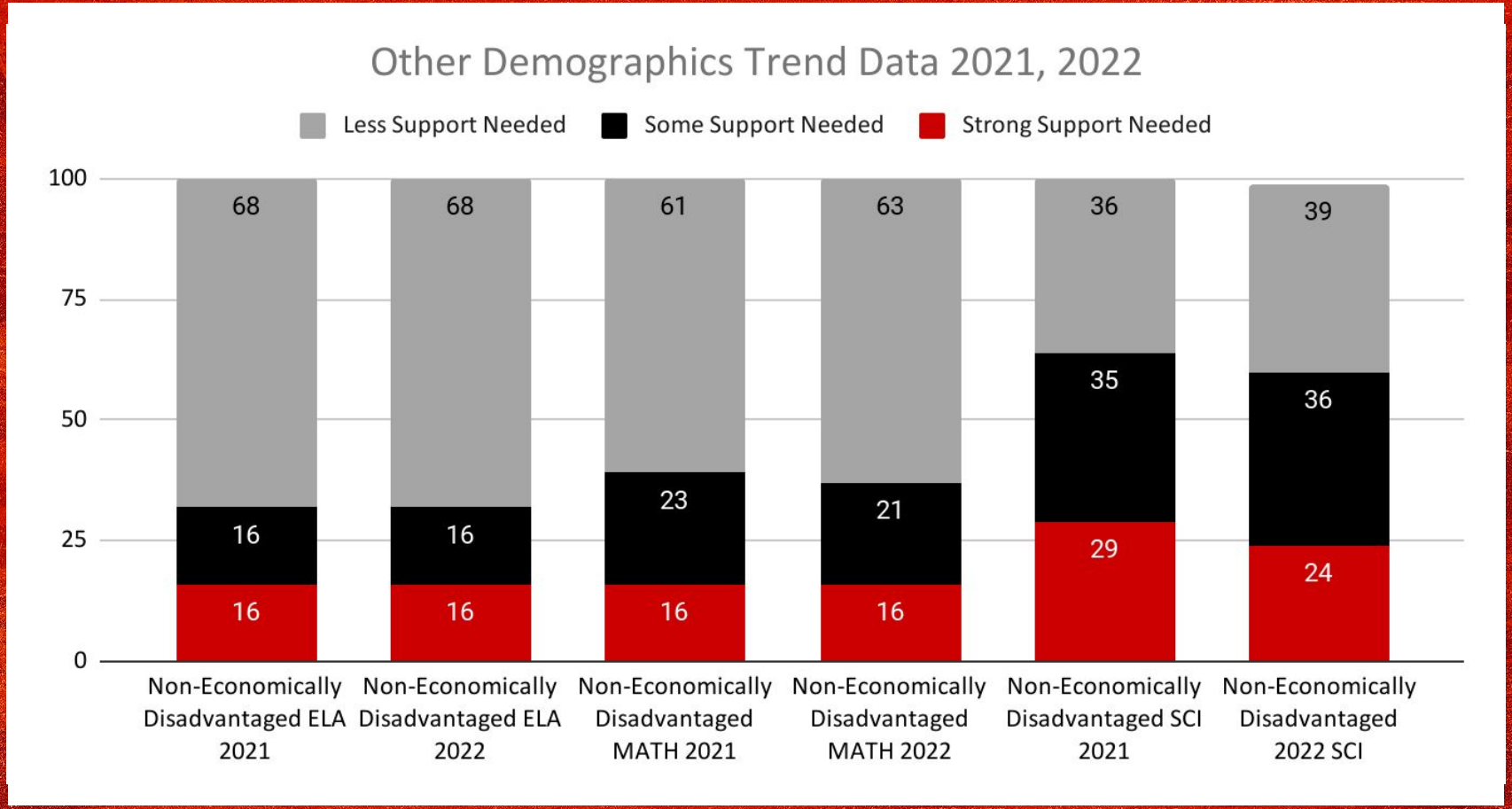
# Support Level Report by English Language Learners

| English Language Learner |
| --- |
| Current EL |

| ELA | Math | Science |
| --- | --- | --- |
| 9 Students or Fewer | 9 Students or Fewer | 9 Students or Fewer |

# Support Level Report by Other Demographics

| Other Demographics | ELA | Math | Science |
|---|---|---|---|
| Economically Disadvantaged | 9 Students or Fewer | 9 Students or Fewer | 9 Students or Fewer |
| Non-Economically Disadvantaged |  |  |  |


Other Demographics Trend Data 2021, 2022
Less Support Needed
Some Support Needed
Strong Support Needed
100
75
50
25
0
68
16
16
68
16
16
61
23
16
63
21
16
36
35
29
39
36
24
Non-Economically Disadvantaged ELA 2021
Non-Economically Disadvantaged ELA 2022
Non-Economically Disadvantaged MATH 2021
Non-Economically Disadvantaged MATH 2022
Non-Economically Disadvantaged SCI 2021
Non-Economically Disadvantaged 2022 SCI

# 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
- Expanded and dedicated HELP Center
- Greater level of differentiation
- Target supports through professional development
  - Differentiated PD through PD Pathways
  - Aligned to school district goal

# Interventions & Supports: District Level

- Cross reference data, quarterly grade failure reports and students in need of strong support (SS) to target outreach for student support.
- Realign the Title One Tutoring Program to allow for more students to seek support, gather data and determine success.
- Determine effectiveness and usage of Newsela to support instruction at the standards level including targeted PD for all staff.
- Broaden Summer Academy offerings to address learning loss.
- Review of data at the district level and conduct a root-cause analysis.


# Questions?
# Thank you!