

Start Strong: Fall 2022 Administrations

Quinton Township School
October 27, 2022

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.
- As determined by the U.S. Department of Education, the administration of Start Strong satisfied federal statewide assessment requirements to administer general assessments in English language arts, mathematics, and science only for the 2021-2022 school year. The spring NJSLA schedule will take place for the 2022-2023 school year.

Start Strong Fall 2022 assessments do not:

- Replace local standards-based benchmark assessments districts may already have in place.
- Replace the spring 2023 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)	<ul style="list-style-type: none"> • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Grade 9 • Grade 10 	<ul style="list-style-type: none"> • Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Grade 9
Mathematics	<ul style="list-style-type: none"> • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Algebra 1 • Geometry • Algebra 2 	<ul style="list-style-type: none"> • Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8* • Grade 8* • Algebra 1
Science	<ul style="list-style-type: none"> • Grade 6 • Grade 9 • Grade 12 	<ul style="list-style-type: none"> • 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

- When publicly reporting assessment results, consider the impacts of COVID-19 on learning and testing conditions, as well as the impact on student participation in the assessments, which were administered in person.
- Districts **should not** compare any individual student/school/district Start Strong data to any state-level data for Start Strong, nor should comparisons be made to any NJSLA data.
- Please note that the Start Strong assessments were **not** designed to predict future student performance on the NJSLA.

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

District And School Context That Impacted Start Strong Data

- The Department encourages districts to clearly and prominently provide information about the context of Start Strong data, including its limitations as a result of the pandemic or other factors.
- The results should include clearly worded context that such data are incomplete and/or not representative of the make-up of the district or school population.
- As always, 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.

Quinton Township School District's Number of Students Tested Start Strong Fall 2022 Administrations

English Language Arts	Students Tested	Mathematics	Students Tested	Science	Students Tested
ELA04	35	MAT04	35		
ELA05	19	MAT05	19		
ELA06	25	MAT06	25	SC06	25
ELA07	28	MAT07	28		
ELA08	39	MAT08	39		
ELA09		Algebra I		SC09	
ELA10		Geometry			
		Algebra II		SC12	
Total	146	Total	146	Total	25

Note: "Students Tested" represents individual valid test scores for English Language Arts, Mathematics and Science

Quinton Township School District's Start Strong Fall 2022 Administrations English Language Arts – Support Levels

Grade	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
4	17	49%	6	17%	12	34%
5	1	5%	5	26%	13	69%
6	8	32%	8	32%	9	36%
7	11	39%	12	43%	5	18%
8	18	46%	6	15%	15	39%
9						
10						

Quinton Township School District's Start Strong Fall 2022 Administrations Mathematics – Support Levels

Grade	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
4	19	54%	8	23%	8	23%
5	12	63%	4	21%	3	16%
6	10	40%	10	40%	5	20%
7	11	39%	12	43%	5	18%
8*	13	33%	16	41%	10	26%
Algebra I						
Geometry						
Algebra II						

*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.

Quinton Township School District's Start Strong Fall 2022 Administrations Science – Support Levels

Grade	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
6	11	44%	7	28%	7	28%
9						
12						

Quinton Township School District's
Subgroup
Start Strong Fall 2022 Administrations
English Language Arts- Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	34% (+4%)	17% (-6%)	49% (+3%)
Male	42% (+1%)	28% (+5%)	30% (+6%)
Asian	NO DATA	NO DATA	NO DATA
Black/African American	37% (-18%)	37% (+23%)	26% (-6%)
Hispanic/Latino	29% (-21%)	29% (-23%)	42%(-2%)
Native Hawaiian/Other Pacific Islander	NO DATA	NO DATA	NO DATA
White	36% (+9%)	21% (-4%)	53% (+5%)
Two or More Races	61% (+16%)	11% (-21%)	28% (+5%)
Students with Disabilities/IEP	75% (+27%)	20% (-9%)	5% (-18%)
Students with Disabilities/504	70% (+14%)	30% (+8%)	0% (-22%)
ELL	NO DATA	NO DATA	NO DATA
Economically Disadvantaged	35% (-21%)	56% (-27%)	30% (-9%)
Non-Economically Disadvantaged	65 (+30%)	79% (+44%)	70% (+9%)
Homeless	NO DATA	NO DATA	NO DATA

Quinton Township School District's
Subgroup
Start Strong Fall 2022 Administrations
Mathematics - Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	41 (-9%)	38 (+8%)	21 (+1%)
Male	49 (-3%)	31 (+4%)	20 (+/-0%)
Asian	NO DATA	NO DATA	NO DATA
Black/African American	54 (-5%)	42 (+1%)	4 (+4%)
Hispanic/Latino	64 (-17%)	24 (+18%)	12 (-1%)
Native Hawaiian/Other Pacific Islander	NO DATA	NO DATA	NO DATA
White	39 (-4%)	31 (+1%)	30 (+3%)
Two or More Races	50 (+/-0%)	44 (+12%)	6 (-12%)
Students with Disabilities/IEP	90 (+13%)	5 (-5%)	5 (-8%)
Students with Disabilities/504	30 (-14%)	60 (+4%)	10 (+10%)
ELL	NO DATA	NO DATA	NO DATA
Economically Disadvantaged	38% (-24%)	32% (-23%)	29% (+29%)
Non-Economically Disadvantaged	62% (+24%)	68% (+23%)	71% (-29%)
Homeless	NO DATA	NO DATA	NO DATA

Quinton Township School District's
Subgroup
Start Strong Fall 2022 Administrations
Science - Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	23 (-27%)	31 (-11%)	46 (+40%)
Male	33 (-23%)	25 (-14%)	42 (+36%)
Asian	NO DATA	NO DATA	NO DATA
Black/African American	0 (-100%)	67 (+67%)	33 (+33%)
Hispanic/Latino	50 (+/-0%)	0 (-50%)	50 (+50%)
Native Hawaiian/Other Pacific Islander	NO DATA	NO DATA	NO DATA
White	31 (+4%)	31 (+29%)	38 (+25%)
Two or More Races	25 (-75%)	0 (+/-0%)	75 (+75%)
Students with Disabilities/IEP	100 (+60%)	0 (-40%)	0 (-20%)
Students with Disabilities/504	0 (-50%)	50 (+/-0%)	50 (+50%)
ELL	NO DATA	NO DATA	NO DATA
Economically Disadvantaged	29% (+31%)	29% (+11)	27% (+27%)
Non-Economically Disadvantaged	71 (-21%)	71% (-31%)	73% (-63%)
Homeless	NO DATA	NO DATA	NO DATA

Notable Achievements

- 69% of 5th graders need little to no support in ELA.
- 68% of 6th graders need little to some support in ELA.
- 60% of the 6th graders need little to some support in math.
- 77% of 8th graders need little to some support in math.
- 95% of the 5th graders need little to some support in math.
- 21% decrease of economically disadvantaged students for strong support in ELL and 24% in math

Intervention Strategies

- Math and ELA tutoring after school
- Support during enrichment period
- Data Analysis Meetings during PLC's to focus on weaknesses
- Counselor Interventions and check-ins
- Increase technology to increase student engagement
- Professional development