NJ Start Strong: Fall 2022 Administration

Support in Identifying Student Needs

FRANKLIN LAKES PUBLIC SCHOOLS
January 24, 2023

NJ'S STATEWIDE ASSESSMENT PROGRAM

See FLPS Web Site: 2022-23 FLPS Commercially Developed/ Standardized Testing Letter

School Year	NJ ASSESSMENT	FLPS STUDENTS ASSESSED	PURPOSE	REPORTING
2021-22	**NJ Start Strong**	Grades 4-8	Satisfied federal ESEA statewide assessment requirements to administer general assessments in English Language Arts, Mathematics, and Science only for the 2020-2021 school year, as determined by the U.S. Department of Education.	1/18/22 BOE Presentation
	ACCESS 2.0	K-8 English Language Learners	Understand current levels of English language proficiency along the developmental continuum.	n<10 11/8/22 BOE Presentation
	Dynamic Learning Maps	Eligible Students per IEP in Grades 3-8	Alternative achievement assessments in Math and English Language Arts for students being instructed significantly below grade level.	n<10 11/8/22 BOE Presentation
	NJSLA ELA	Grades 3-8	Assesses students' achievement of NJSLS for English Language Arts.	11/8/22 BOE Presentation
	NJSLA Math	Grades 3-8 & H.S. Math Courses	Assesses achievement of NJSLS for Mathematics.	11/8/22 BOE Presentation
	NJSLA Science	Grades 5 & 8	Assesses achievement of NJSLS for Science.	11/8/22 BOE Presentation
2022-23	**NJ Start Strong**	Grades 4-8	Required by NJDOE, per Commissioner's regulatory authority	✓

NJ Start Strong Test Design & Reporting

- **Start Strong assessments were mandated in response to educational disruption caused by the pandemic** and were designed to inform instruction going forward.
  - **2022 is the second year of mandatory administration in NJ Public Schools** (grades 4 and above), as required by NJDOE, per Commissioner's regulatory authority.
  - **Administered in FLPS September 13, 2022** (5th day of school for students).
    - **Tests are NOT a summative assessment of student learning following a period of instruction.**
- **Results provide initial information** about students.
  - **Administration Time: Approx. 45-60 min/ content test**
  - **Gauge student levels of prerequisite content/ skills from prior course (June 2022) content:**

    Examples:
    - *Grade 5 SS ELA aligned to a subset of the NJSLS for Grade 4 ELA.*
    - *Algebra I SS MATH aligned to Grade 8 NJSLS relevant to algebra.*
    - *Grade 6 SS SCI aligned to Gr. 5 NJSLS Science.*
- **Resulting snapshot identifies the <u>level of support</u> that *may* be needed** to engage with this year's grade-level content:

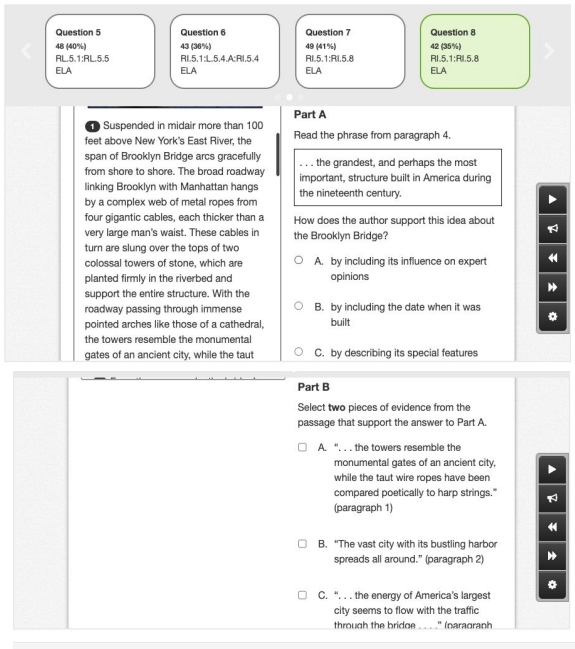
PERFORMANCE LEVELS:
- **Less Support May Be Needed**
- **Some Support May Be Needed**
- **Strong Support May Be Needed**

Sample NJ Start Strong Questions

Start Strong is a computer-based test intended to be administered online. See [released testing items](#).

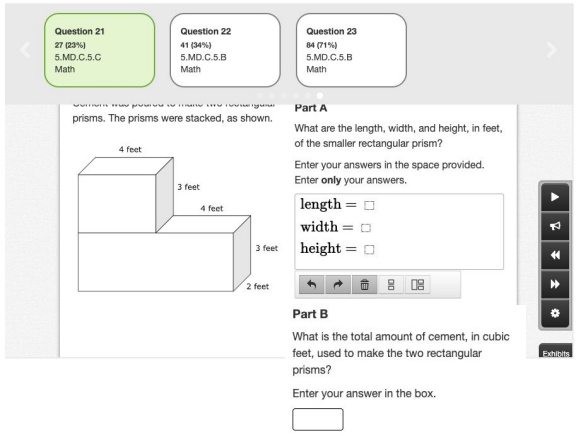
Grade 6 Start Strong ELA [Gr. 5 Reading Information]

Item Preview



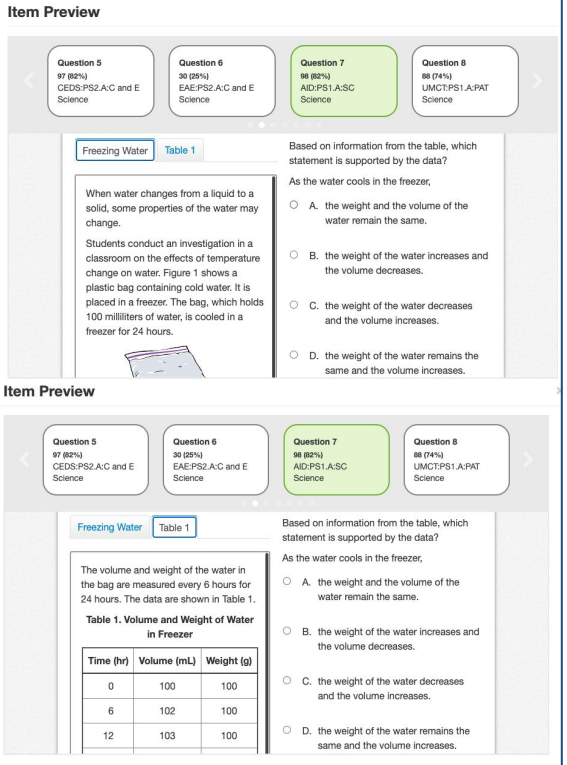
Grade 6 Start Strong MATH [Gr. 5 Meas. & Data]

Item Preview



Grade 6 Start Strong Science [Gr. 5 Physical Science]

Item Preview



NJDOE Start Strong Limitations/ Guidance

Start Strong DOES…

- ★ **provide a snapshot of a student's understanding** and should only be used with other supporting evidence (assignments, homework, etc.) when drawing conclusions about a student's overall academic performance

Start Strong DOES NOT…

- ■ **replace any preferred local assessments** (e.g., local benchmarks), but can be used to complement these efforts at the beginning of the school year.
- ■ **cover the breadth and depth of standards as seen on the NJSLA** and is not meant to support the same comparisons or inferences about student proficiency.
- ■ **predict future performance on the NJSLA.**

When publicly reporting assessment results…

- consideration should be given to the impact of the recent pandemic on learning and testing conditions.
- NJDOE strongly discourages districts from comparing any individual student/ school/ district Start Strong data to any NJSLA data.

FRANKLIN LAKES
Start Strong Fall 2022
Grades 4-8 **ENGLISH LANGUAGE ARTS**

Start Strong ELA Test Grade Year students graduate from 8th grade	***Content Assessed***	**Total Students Tested**	***Less Support Needed*** (Percentage/ count)	***Some Support Needed*** (Percentage/ Count)	***Strong Support Needed*** (Percentage/ Count)	***State "Less Support Needed"***
4 Class of 27	*ELA3*	**132**	**64% (85)**	**22% (29)**	**14% (18)**	**39.7**
5 Class of 26	*ELA4*	**125**	**61% (76)**	**30% (38)**	**9% (11)**	**47.5**
6 Class of 25	*ELA5*	**119**	**48% (57)**	**27% (32)**	**25% (30)**	**39.8**
7 Class of 24	*ELA6*	**131**	**48% (63)**	**28% (37)**	**24% (31)**	**44.8**
8 Class of 23	*ELA7*	**130**	**61% (79)**	**15% (19)**	**25% (32)**	**46.8**

Start Strong assessments were **not** designed to predict future student performance on the NJSLA,

Fall 2022 START STRONG ELA Content Tests

PERFORMANCE OUTCOMES

Subgroup Reporting (n>10)

Start Strong ELA Content Test Year students graduate from 8th grade	% District: Less Support	DISTRICT DEMOGRAPHICS % of Subgroup: "Less Support" Level				
		HISPANIC/ LATINO	ASIAN	WHITE	BLACK	NOT ECONOMICALLY DISADVANTAGED
Grade 4 Class of 27	64%	47	n*	65	*n	65
Grade 5 Class of 26	61%	40	100	61	*n	61
Grade 6 Class of 25	48%	27	80	47	*n	50
Grade 7 Class of 24	48%	*n	73	47	*n	49
Grade 8 Class of 23	61%	*n	83	59	*n	60

***n<10: FERPA data suppression rules apply**

Fall 2022 START STRONG ELA Content Tests

PERFORMANCE OUTCOMES

Subgroup Reporting (n>10)

Start Strong ELA Content Test Year students graduate from 8th grade	District % Less Support	DISTRICT PROGRAMMING % of Subgroup: "Less Support" Level			
		IEP Yes	504 Yes	EL Yes	Former EL
Grade 4 Class of 27	64%	40	*n	*n	*n
Grade 5 Class of 26	61%	33	40	*n	*n
Grade 6 Class of 25	48%	29	*n	*n	*n
Grade 7 Class of 24	48%	5	60	*n	*n
Grade 8 Class of 23	61%	9	75	*n	*n

***n<10: FERPA data suppression rules apply**

FRANKLIN LAKES
Start Strong Fall 2022
Grades 4-6 **MATHEMATICS**

Start Strong Math Test Grade/ Course Year students graduate from 8th grade	***Content Assessed***	**Students Tested**	***Less Support Needed*** (Percentage/ Count)	***Some Support Needed*** (Percentage/ Count)	***Strong Support Needed*** (Percentage/ Count)	***State "Less Support Needed"***
4 Class of 27	*MATH3*	132	**67% (88)**	**18% (24)**	**15% (20)**	36.7
5 Class of 26	*MATH4*	125	***45% (56)***	**26% (33)**	**29% (36)**	31.7
6 Class of 25 *6 Standard & Advanced*	*MATH5*	119	***45% (53)***	**30% (36)**	**25% (30)**	27.6

Start Strong assessments were **not** designed to predict future student performance on the NJSLA

FRANKLIN LAKES
Start Strong Fall 2022
Grades 7-8 MATHEMATICS

Start Strong Math Test Grade/ Course Year students graduate from 8th grade	*Content Assessed*	Students Tested	*Less Support Needed* (Percentage/ Count)	*Some Support Needed* (Percentage/ Count)	*Strong Support Needed* (Percentage/ Count)	*State "Less Support Needed"*
Math 7 *7 Standard & Advanced* Class of 23	*MATH6*	116	**41% (48)**	**38% (44)**	**21% (24)**	27.4
Math 8 Class of 23	*MATH7*	70	**24% (17)**	**36% (25)**	**40% (28)**	19.6
Algebra I Classes of 23 & 24	*MATH8*	56	**34% (19)**	**43% (24)**	**23% (13)**	19.6
Geometry Class of 23	*MATH8*	19	***95% (18)***	**5%(1)**	**0%**	28.6

7th graders enrolled in HS Math Courses (1/18/23)

8th graders enrolled in HS Math Courses (1/18/23)

Start Strong assessments were **not** designed to predict future student performance on the NJSLA

Fall 2022 START STRONG MATHEMATICS Content Tests

PERFORMANCE OUTCOMES

Reportable Programming Subgroups (n>10)

Start Strong Math Test Grade/ Course Year students graduate from 8th grade	% District: Less Support	DISTRICT DEMOGRAPHICS % of Subgroup: "Less Support" Level				
		HISPANIC/ LATINO	ASIAN	WHITE	BLACK	Not Economically Advantaged
Grade 4 Class of 27	67%	41	*n	68	*n	68
Grade 5 Class of 26	45%	40	80	43	*n	46
Grade 6 Class of 25	45%	27	67	45	*n	47
Grade 7* Class of 24	41%	*n	*n	40	*n	42
Grade 8* Class of 23	24%	*n	*n	21	*n	24
Algebra I Class of 23 & 24	34%	*n	*n	33	*n	33
Geometry Class of 23	95%	*n	*n	92	*n	95

*n<10: FERPA data suppression rules apply

Fall 2022 START STRONG MATHEMATICS Content Tests

PERFORMANCE OUTCOMES

Reportable Programming Subgroups (n>10)

Start Strong Math Test Grade/ Course Year students graduate from 8th grade	% District: Less Support	PROGRAMMING % of Subgroup: "Less Support" Level			
		IEP Yes	504 Yes	EL Yes	Former EL
Grade 4 Class of 27	67%	50	*n	*n	*n
Grade 5 Class of 26	45%	24	40	*n	*n
Grade 6 Class of 25	45%	29	*n	*n	*n
Grade 7* Class of 24	41%	5	23	*n	*n
Grade 8* Class of 23	24%	0	*n	*n	*n
Algebra I Class of 23 & 24	34%	*n	100	*n	*n
Geometry Class of 23	95%	*n	*n	*n	*n

***n<10: FERPA data suppression rules apply**

FRANKLIN LAKES
Start Strong Fall 2022
Grade 6 **SCIENCE**

Start Strong Science Test Grade/ Course Year students graduate from 8th grade	***Content Assessed***	**Students Tested**	***Less Support Needed*** (Percentage/ Count)	***Some Support Needed*** (Percentage/ Count)	***Strong Support Needed*** (Percentage/ Count)
6 Class of 25	SCI5	**125**	**40%** (48)	**38%** (45)	**22%** (26)

Start Strong assessments were **not** designed to predict future student performance on the NJSLA,

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Start Strong Fall 2022 Administration: **Gr. 6 SCIENCE**

Reportable Subgroups (n>10)

*n<10: FERPA data suppression rules apply

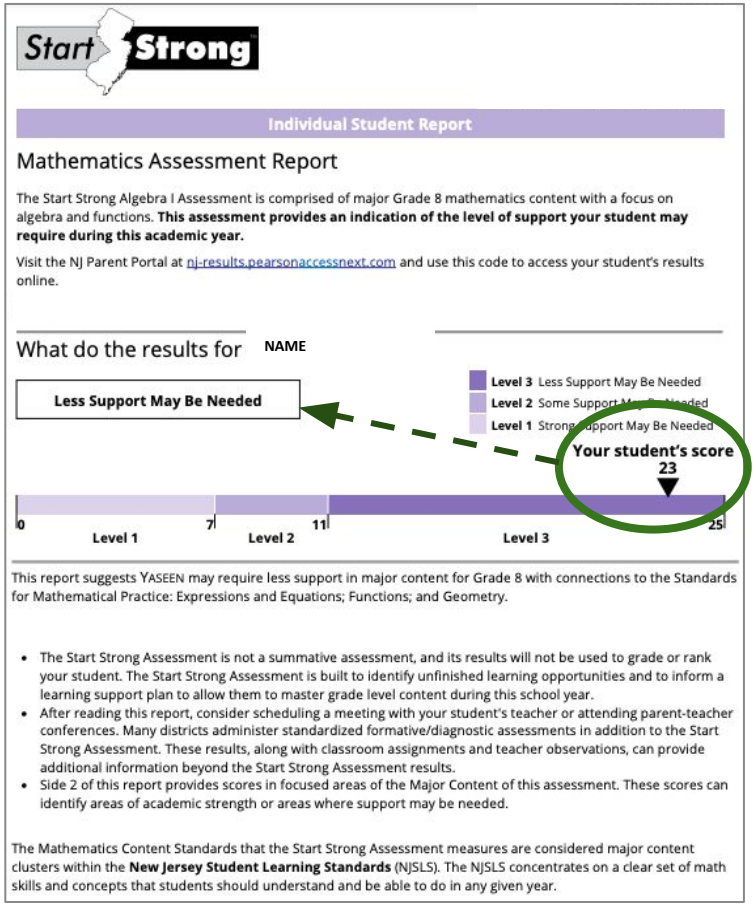
tart Strong Science Test Grade/ Course	% District: Less Support	DISTRICT DEMOGRAPHICS % of Subgroup: "Less Support" Level				
		HISPANIC/ LATINO	ASIAN	WHITE	BLACK	Not Economically Advantaged
Grade 6	40%	36	60	40	*n	42

Start Strong Science Test Grade/ Course	% District: Less Support	PROGRAMMING % of Subgroup: "Less Support" Level			
		IEP Yes	504 Yes	EL Yes	Former EL
Grade 6	40%	33	n*	*n	*n

*n<10: FERPA data suppression rules apply

Sample Individual Student Report

- Individual Student Reports [ISRs] support parents and educators in understanding skills/ content in which a student might benefit from further support. Mailed to late December 2022.
- Results also available through NJ Parent Portal at nj-results.pearsonaccessnext.com with access code.



Start Strong

Individual Student Report

Mathematics Assessment Report

The Start Strong Algebra I Assessment is comprised of major Grade 8 mathematics content with a focus on algebra and functions. **This assessment provides an indication of the level of support your student may require during this academic year.**

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use this code to access your student's results online.

What do the results for **NAME**

Less Support May Be Needed

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

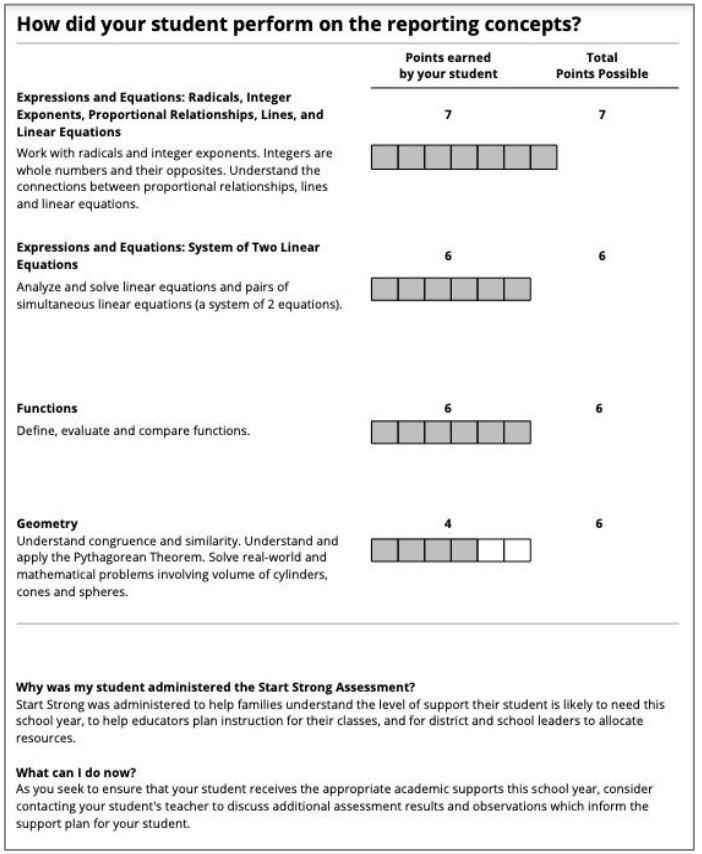
Your student's score
23

0 | 7 | 11 | 25
Level 1 | **Level 2** | **Level 3**

This report suggests YASEEN may require less support in major content for Grade 8 with connections to the Standards for Mathematical Practice: Expressions and Equations; Functions; and Geometry.

- The Start Strong Assessment is not a summative assessment, and its results will not be used to grade or rank your student. The Start Strong Assessment is built to identify unfinished learning opportunities and to inform a learning support plan to allow them to master grade level content during this school year.
- After reading this report, consider scheduling a meeting with your student's teacher or attending parent-teacher conferences. Many districts administer standardized formative/diagnostic assessments in addition to the Start Strong Assessment. These results, along with classroom assignments and teacher observations, can provide additional information beyond the Start Strong Assessment results.
- Side 2 of this report provides scores in focused areas of the Major Content of this assessment. These scores can identify areas of academic strength or areas where support may be needed.

The Mathematics Content Standards that the Start Strong Assessment measures are considered major content clusters within the **New Jersey Student Learning Standards** (NJSLS). The NJSLS concentrates on a clear set of math skills and concepts that students should understand and be able to do in any given year.



How did your student perform on the reporting concepts?

	Points earned by your student	Total Points Possible
Expressions and Equations: Radicals, Integer Exponents, Proportional Relationships, Lines, and Linear Equations Work with radicals and integer exponents. Integers are whole numbers and their opposites. Understand the connections between proportional relationships, lines and linear equations.	7	7
Expressions and Equations: System of Two Linear Equations Analyze and solve linear equations and pairs of simultaneous linear equations (a system of 2 equations).	6	6
Functions Define, evaluate and compare functions.	6	6
Geometry Understand congruence and similarity. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	4	6

Why was my student administered the Start Strong Assessment?
Start Strong was administered to help families understand the level of support their student is likely to need this school year, to help educators plan instruction for their classes, and for district and school leaders to allocate resources.

What can I do now?
As you seek to ensure that your student receives the appropriate academic supports this school year, consider contacting your student's teacher to discuss additional assessment results and observations which inform the support plan for your student.

2022 Start Strong Analysis and Next Inquiries

- Start Strong 2022 results generally reflect the NJSLA from Spring 2022, with an negative change - can be attributed to the fact that no formal instruction occurs during the months of July - August.

  Q: How can we better support and bridge student learning over the summer months?

- Data Teams/ PLC analysis of results has educators revisiting the extent to which classroom-level assessments engage students with the rigorous types of questions and experiences students must engage with on state standardized tests.
  - Areas of strength/ weakness on state standardized tests
  - Recently released NJSLA science items
  - Infusion of these types of questions into classroom-level assessments.

  Q: To what extent do classroom assessments prepare students for state standardized testing?

- Professional discussions / trainings to support staff preparation for students to tackle standardized testing as a genre and support testing readiness.

  Q: How can we encourage and motivate students to perform their best as a reflection of their school/ district, while also minimizing the amount of stress they might internalize.

2022-23 DISTRICT GOAL SETTING:
For Continuous Improvement

1. The District is committed to **support improvements to Intervention & Referral Services / Tiered Systems of Support to ensure that data informs and drives the process. Improvements will assure access to coordinated, needs-based, and responsive support from academic, mental health, enrichment, behavioral and health services, while accelerating student learning and meeting needs in other areas.** This goal supports initiatives in three major areas of instruction: Special Education, General Education, Supplemental Services such as Academic Intervention, Gifted & Talented, etc.

2. The District is committed to **providing teaching staff with monthly opportunities to work within supportive, high-functioning Professional Learning Communities to build capacity and deepen expertise.** The purpose is to **engage in collaborative tasks and reflective dialogue that improves their teaching and their students' learning.**

3. **The District is committed to support each individual community school culture by engaging in school based initiatives and by supporting the continued development of the parent/school relationship**, inclusive of:

    - Supportive services that promote health/wellness
    - Coordinated conditions of learning that will foster social and emotional well-being of students, families and educators.

District Strategy/ Achievements toward Goals

Expanding Services & Supports

Area	Objective	Activities (Completed & In Progress)

Intervention & Referral Services System & Infrastructure	**Expand and refine services to meet diverse and evolving needs:**
	• **Academic**
	• Behavioral
	• Health
		• Refine and improve I&RS Processes and Tiered Systems of Support including:
		  ○ District coordination of services
		  ○ District I&RS Coordinator
		  ○ Completed migration to LinkIT Intervention Manager system
		  ○ District leadership & School-based MTSS Trainings/ Data Teams
		• Year 2 with School-based Instructional Coaches/ Interventionists to support data analysis, coordinate morning academic services, provide staff coaching, and support students at all tiers with targeted academic interventions
		• Harness opportunities within K-5 Master Schedule
		• Special Services Audit
		• **MTSS Training Plan**

Professional Supports	**All Tiers: Increase educator capacity to differentiate instruction across programs:** • General Ed • Students with 504s • ELs • G&T • At Risk • Special Ed	• Lesson Design: Student-focused learning objectives & assessment • Data- informed decision making/ high impact teaching strategies • Year 2: Professional Learning Communities/ Achievement Teams • K-8 Conquer Math Professional Development (continued) • Wilson Fundations (completed K-3 implementation in SY 2021-22)/ Heggerty Phonemic Awareness (Grade K) • Sheltered Instruction Cohort Training for teachers of English Learners • Kindergarten assessments/ Standards-Based Report Card • Gifted & Talented Training • **Orton Gillingham Training (K-2CSI & Resource Room)**
Supplemental Academic Tiered Supports/ Services	**Tier II: Expand Student Services** • K-5: Morning Academic Support • 6-8: SWAG Math & ELA • K-2: Fundations Friends	• 21-22 & 22-23: Expansion of AM supplemental instruction for students *approaching* grade level in ELA/ Math to provide "just in time" learning. • Early identification for services in Kindergarten • Goal-focused intervention services

District Strategy/ Achievements toward Goals (continued)

Expanding Services & Supports

Area	Objective	Activities (Completed & In Progress)

Supplemental Academic Tiered Supports/ Services:	**Tier III: Increase Frequency & Consistency of Student Services:**
	• K-5 Collaborative Support & Intervention now 5 days/ week
	• 2021-22: Grades 1-6 Summer Learning Academy [SAIL]
	• 2022-23: Grades 1-6 SAIL
		• K-5 Master Schedule redesigned to ensure Tier 3 pull-out classes occur during school day *without* having to miss vital core content
		• SAIL 2021: 57 students participated over the course of 2 weeks in July 2021
		• SAIL 2022: Expanded to 3 weeks and increase eligibility and student participation;
		  ○ Subgroups disproportionately affected by pandemic
		  ○ Earlier Identification/ Notice to Families
		• **Data Teams/ Emphasis on Foundations of Tier 1 instruction**

Summer Learning Bridge	**Prevent summer "slide" / learning regression**	• **Identify/ promote summer learning to be maintain skills in ELA & Mathematics**
Parent Learning	**Provide opportunities for parents to partner with educators in support of their child's learning.**	• Back to School Nights • Parent Teacher Conferences • December Kindergarten Academies • TBA
Supplemental Academic Tiered Supports/ Services	**Implement Gifted & Talented Continuum of Tiered Services to comply with *SGTEA*:** Improve continuum of services for students demonstrating gifted behaviors, as per the *Strengthening Gifted & Talented Education Act*	• Completed Evaluation and delivered formal recommendations • Developed G&T Services Handbook and Framework for Tiered Services • Implementing SGTEA-aligned identification model and tiered G&T services SY 2022-23

Additional Information

Please note

2022-23 Commercially-Developed and Standardized Assessments