


Harding Township School Start Strong Results 2022


Harding Township School
Board of Education
January 23, 2023

Mrs. April H. Friedman- Principal/Director of Curriculum

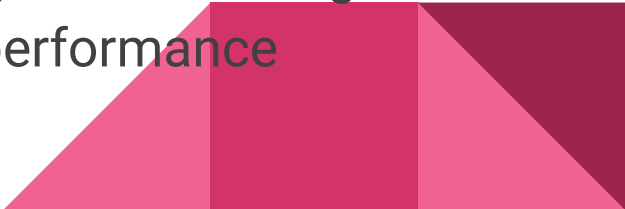
The Start Strong Assessment: The Basis

- The primary purpose of SSA was to provide instructional information about students' needs for **additional support** following the disruption to education due to the COVID-19 pandemic
 - SSA was designed to inform instruction by providing educators with an **early indication of the level of support** students may need as they entered a new school year
 - SSA was intended to be used **in conjunction with other indicators** of student knowledge, skills and abilities to evaluate performance
 - ELA and Math administered to grades 4-8
 - Science administered to grade 6
- 

The Start Strong Assessment: What It Is

- Administered at the beginning of the school year, SSA is aligned to specific learning standards from the **previous** grade level
 - In order to provide **rapid feedback** to schools and because it is based only on a subset of the student learning standards, SSA only includes machine-scored selected responses
 - There are **no open-ended questions** in which students provide their answer and then provide evidence to support their answer
 - SSA is meant to reveal conceptual or skill gaps that can be addressed moving forward
- 

The Start Strong Assessment: What It Is Not

- SSA is **not the same** as the New Jersey Student Learning Assessment (NJSLA): it differs in design and function
 - SSA is **not intended to predict student performance** on future summative assessments
 - SSA is not designed to estimate what NJSLA score a student may have in Spring 2023
 - As with all standardized tests, it is a **snapshot of a student's understanding** and should only be used with other supporting evidence (assignments, teacher observation, assessments) when drawing conclusions about a student's overall academic performance
- 

Two reporting concepts:

1. Reading Literature (10 questions)
2. Reading Information (10 questions)

Students asked to demonstrate knowledge and understanding of:

- key ideas and details
- craft and structure
- integration of knowledge and ideas
- use of language

Start Strong: English Language Arts

Reporting Concepts were aligned to Standards for Mathematical Practice for each grade level.

Examples:

- Grade 4: multiplication/division; operations; fractions
- Grade 5: operations; base ten; fractions
- Grade 6: base ten; fractions; measurement
- Grade 7: Ratios; Algebraic expressions; equations
- Grade 8: rations; expressions and equations

Start Strong: Mathematics

Six Reporting Concepts:

1. Investigating practices (SEP)
2. Sensemaking practices (SEP)
3. Critiquing practices (SEP)
4. Earth & Space Science (DCI)
5. Life Science (DCI)
6. Physical Science (DCI)

Each question aligned to one
Disciplinary Core Idea (DCI) and one
Science and Engineering Practice
(SEP)

Start Strong: Science

Start Strong: Levels of Support

Level 1: Strong Support May Be Needed

Level 2: Some Support May Be Needed

Level 3: Less Support May Be Needed

* Due to the nature of the pandemic, **all** students are described as possibly needing support regardless of how well they performed on the Start Strong Assessment. A student answering all questions 100% correctly, would still be listed as Less Support needed.

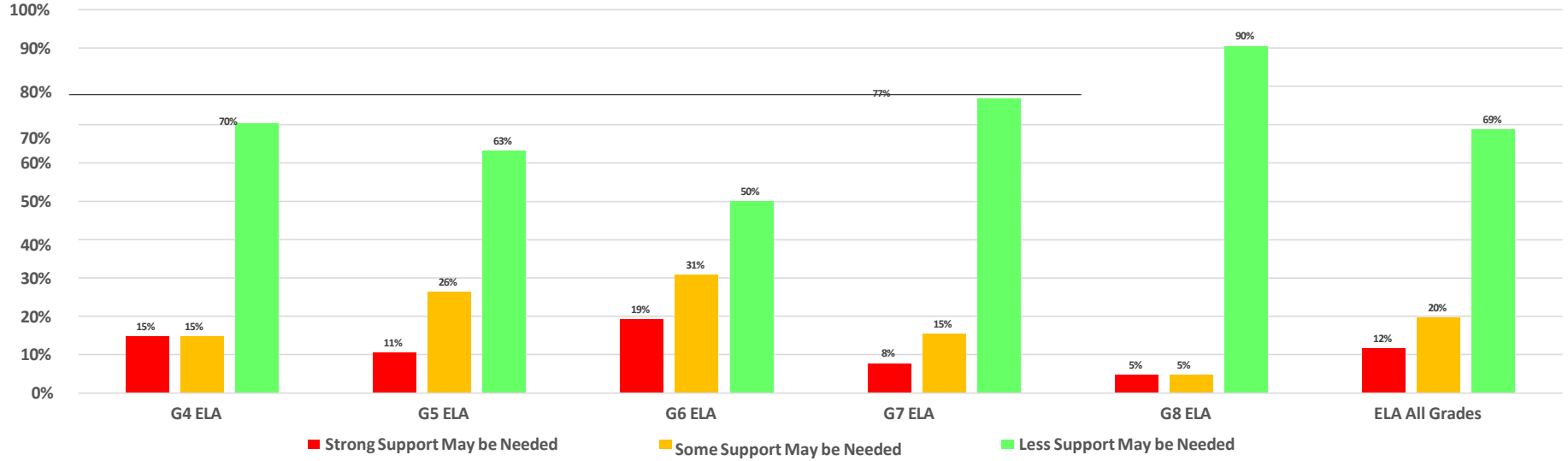
* SSA intentionally only identified three levels to avoid any comparison the five levels identified with NJSLA.

HARDING TOWNSHIP SCHOOL DISTRICT

2022-23 Fall Start Strong

ELA/Language Arts

Distribution by Support Level

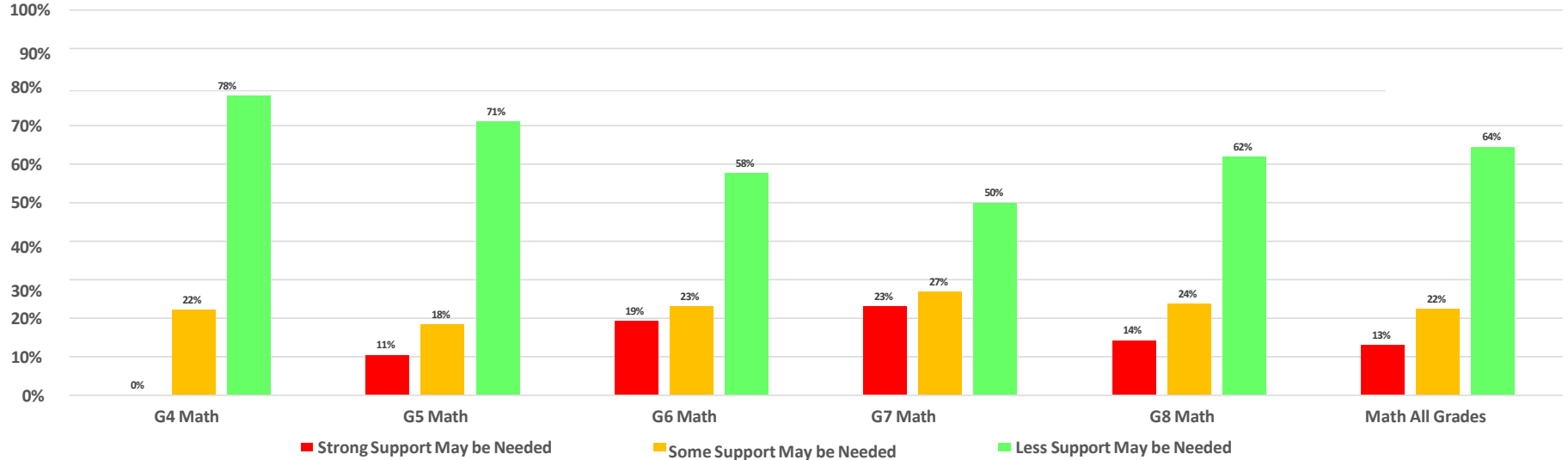


HARDING TOWNSHIP SCHOOL DISTRICT

2022-23 Fall Start Strong

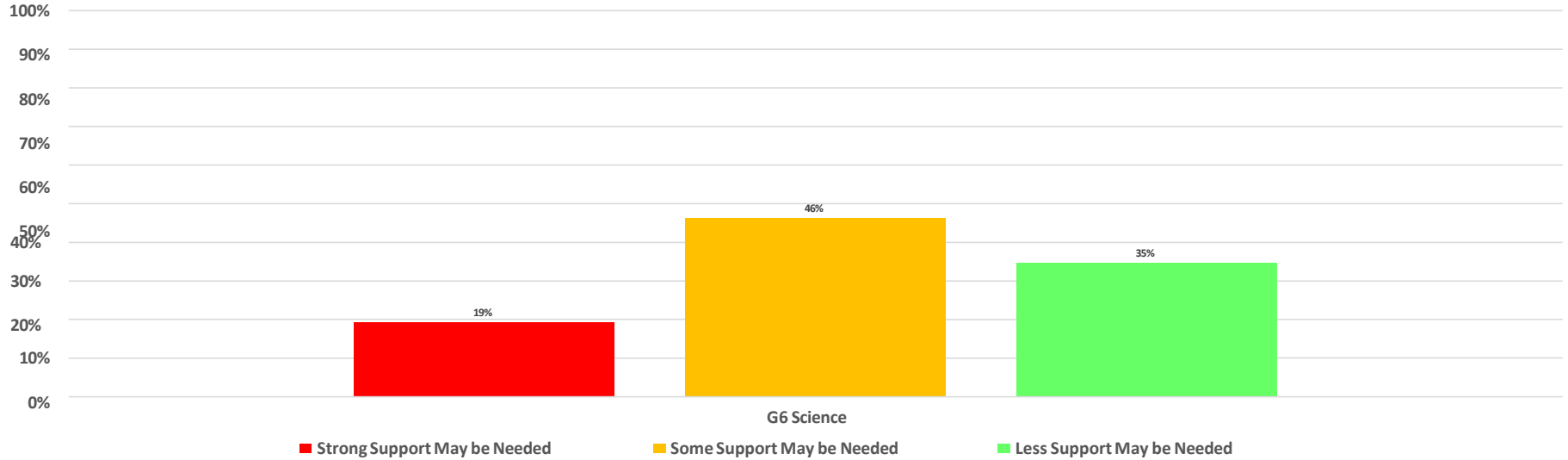
Mathematics

Distribution by Support Level



HARDING TOWNSHIP SCHOOL DISTRICT
2022-23 Fall Start Strong
Science

Distribution by Support Level



Grade 4: Results in ELA and Mathematics

English Language Arts:

2021

2022

Less Support: 36% **70%**

Some Support: 36% **15%**

Strong Support: 28% **15%**

Mathematics:

2021

2022

Less Support: 42% **78%**

Some Support: 33% **22%**

Strong Support: 25% **0%**

Fourth Grade Results 2021 versus 2022

English Language Arts:

- **Increase of 34% in students needing Less Support**
- **Decrease of 19% in students needing Some Support**
- **Decrease of 13% in students needing Strong Support**

Mathematics

- **Increase of 36% of students needing Less Support**
- **Decrease of 11% of students needing Some Support**
- **Decrease of 25% of students needing Strong Support**

Grade 5: Results in ELA and Mathematics

English Language Arts:

2021 2022

Less Support: 71% **63%**

Some Support: 18% **26%**

Strong Support: 11% **11%**

Mathematics:

2021 2022

Less Support: 54% **71%**

Some Support: 18% **18%**

Strong Support: 29% **11%**

Fifth Grade Results 2021 versus 2022

- **Decrease of 8% in students needing Less Support**
- **Increase of 8% in students needing Some Support**
- **Unchanged of 11% in students needing Strong Support**
- **Increase of 17% in students needing Less Support**
- **Unchanged of 18% in students needing Some Support**
- **Decrease of 18% in students needing Strong Support**

Grade 6: Results in ELA and Mathematics

English Language Arts:

2021 2022

Less Support: 46% **50%**

Some Support: 29% **31%**

Strong Support: 25% **19%**

Mathematics:

2021 2022

Less Support: 39% **58%**

Some Support: 29% **23%**

Strong Support: 32% **19%**

Sixth Grade Results 2021 versus 2022

- **Increase of 4% in students needing Less Support**
- **Increase of 2% in students needing Some Support**
- **Decrease of 6% in students needing Strong Support**
- **Increase of 19% in students needing Less Support**
- **Decrease of 6% in students needing Some Support**
- **Decrease of 13% in students needing Strong Support**

Grade 6: Results in Science

	<u>2021</u>	<u>2022</u>
Less Support:	36%	35%
Some Support:	32%	46%
Strong Support:	32%	19%

HTS saw a 13% decrease in students needing Strong Support.

Grade 7: Results in ELA and Mathematics

English Language Arts:

	<u>2021</u>	<u>2022</u>
Less Support:	74%	77%
Some Support:	13%	15%
Strong Support:	13%	8%

Mathematics:

	<u>2021</u>	<u>2022</u>
Less Support:	48%	50%
Some Support:	30%	27%
Strong Support:	22%	23%

Seventh Grade Results 2021 versus 2022

- **Increase of 3% in students needing Less Support**
 - **Increase of 2% in students needing Some Support**
 - **Decrease of 5% in students needing Strong Support**
- **Increase of 2% in students needing Less Support**
 - **Decrease of 3% in students needing Some Support**
 - **Increase of 1% in students needing Strong Support**

Grade 8: Results in ELA and Mathematics

English Language Arts:

	<u>2021</u>	<u>2022</u>
Less Support:	78%	90%
Some Support:	16%	5%
Strong Support:	6%	5%

Mathematics:

	<u>2021</u>	<u>2022</u>
Less Support:	59%	62%
Some Support:	25%	24%
Strong Support:	16%	14%

Eighth Grade Results 2021 versus 2022

- **Increase of 12% in students needing Less Support**
 - **Decrease of 11% in students needing Some Support**
 - **Decrease of 1% in students needing Strong Support**
- **Increase of 3% in students needing Less Support**
 - **Decrease of 1% in students needing Some Support**
 - **Decrease of 2% in students needing Strong Support**

GRADE COHORT Scores 2021 vs. 2022

Less Support Scores

- English Language Arts

4th grade to 5th grade= **+27%**

5th grade to 6th Grade= **-21%**

6th grade to 7th grade= **+31%**

7th grade to 8th grade= **+16%**

- Mathematics

4th grade to 5th grade= **+29%**

5th grade to 6th Grade= **+4%**

6th grade to 7th grade= **+11%**

7th grade to 8th grade= **+14%**

HTS Grades 4-8: English Language Arts

	<u>2021</u>	<u>2022</u>	
Less Support:	60%	70%	+10%
Some Support:	23%	19%	- 4%
Strong Support:	17%	11%	- 6%

HTS Grades 4-8: Mathematics

	<u>2021</u>	<u>2022</u>	
Less Support:	49%	64%	+15%
Some Support:	27%	23%	-4%
Strong Support:	24%	13%	-11%

Subgroups

NJDOE requires all districts to report out on subgroups provided there are **more than 10** students identified in that particular group.

The four NJDOE subgroups include:

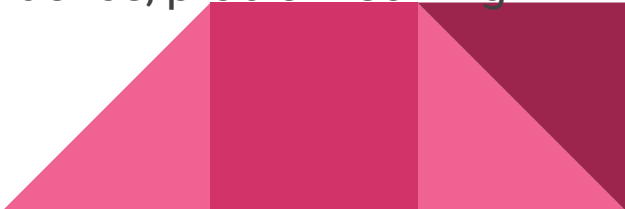
- Economically disadvantaged students
- Racial or ethnic groups
- Students with disabilities
- English language learners

HTS has **one** subgroup with more than 10 students: students with disabilities. In grades 4-8, 34 students are in this subgroup for ELA. In grades 4-8, 34 students are in this subgroup for math.

ELA:	<u>2021</u>	<u>2022</u>
Strong Support:	43%	41%
Some Support:	33%	21%
Less Support:	24%	38%

Math:	<u>2021</u>	<u>2022</u>
Strong Support:	70%	30%
Some Support:	25%	32%
Less Support:	5%	38%

Takeaways for Harding Township School

- 2022 Start Strong results saw a marked improvement across grade levels and subject levels
 - SSA did not reveal significant amounts of **new** information about our students
 - Most of what the data revealed was information we already knew about our students' abilities
 - Special education subgroup demonstrated significant improvement in both ELA and Mathematics in 2022 compared to 2021
 - Teachers will continue to personalize instruction based on individual student need
 - Focus continues to be on academic stamina, independence, problem solving abilities and strong academic habits
- 

Questions from the Board