

Start Strong: Fall 2022 Administration

Lincoln Park Public Schools
January 24, 2023

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. Administered the last week in September.
- Provide a snapshot of some of the major standards in grades 4 - 8 for ELA & Math where students may need more support.

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 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.
 - Ex: Grade 5 ELA Start Strong assessment is aligned to a subset of the NJSLs for Grade 4 ELA.
 - Ex: 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
- About 20 questions per content area
- Contained efficient question types to produce on-demand results for educators.
- Were administered in about 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-Content Alignment

Content Area	Grade/Course in SY 2022-2023	Content of the Assessment
English-Language Arts (ELA)	Grade 4 (ELA04) → Grade 5 (ELA05) → Grade 6 (ELA06) → Grade 7 (ELA07) → Grade 8 (ELA08) →	Grade 3 Grade 4 Grade 5 Grade 6 Grade 7
Mathematics <i>Note: The Start Strong Assessment for Algebra 1 contains items from the Grade 8 learning standards relevant to algebraic concepts.</i>	Grade 4 (MAT04) → Grade 5 (MAT05) → Grade 6 (MAT06) → Grade 7 (MAT07) → Grade 8 (MAT08) → Algebra I (ALG01) →	Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8
Science	Grade 6 (SC06) →	Grades 3 - 5

Start Strong Result Interpretation Considerations

- Districts should still consider the impacts of Covid-19 on learning.
- 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.
- The assessments were developed in response to the disruption in education caused by the pandemic and were designed specifically to help districts inform instruction for the upcoming year.

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/School Context That Impacted Start Strong Data

In the second year following Covid shut-downs, the impact of learning time lost continues to impact student scores on Start Strong. This indicates a need to continue to look at instructional practices, curriculum scope and sequence and other factors to help students improve in ELA, Math and Science.

English-Language Arts

Lincoln Park Public Schools

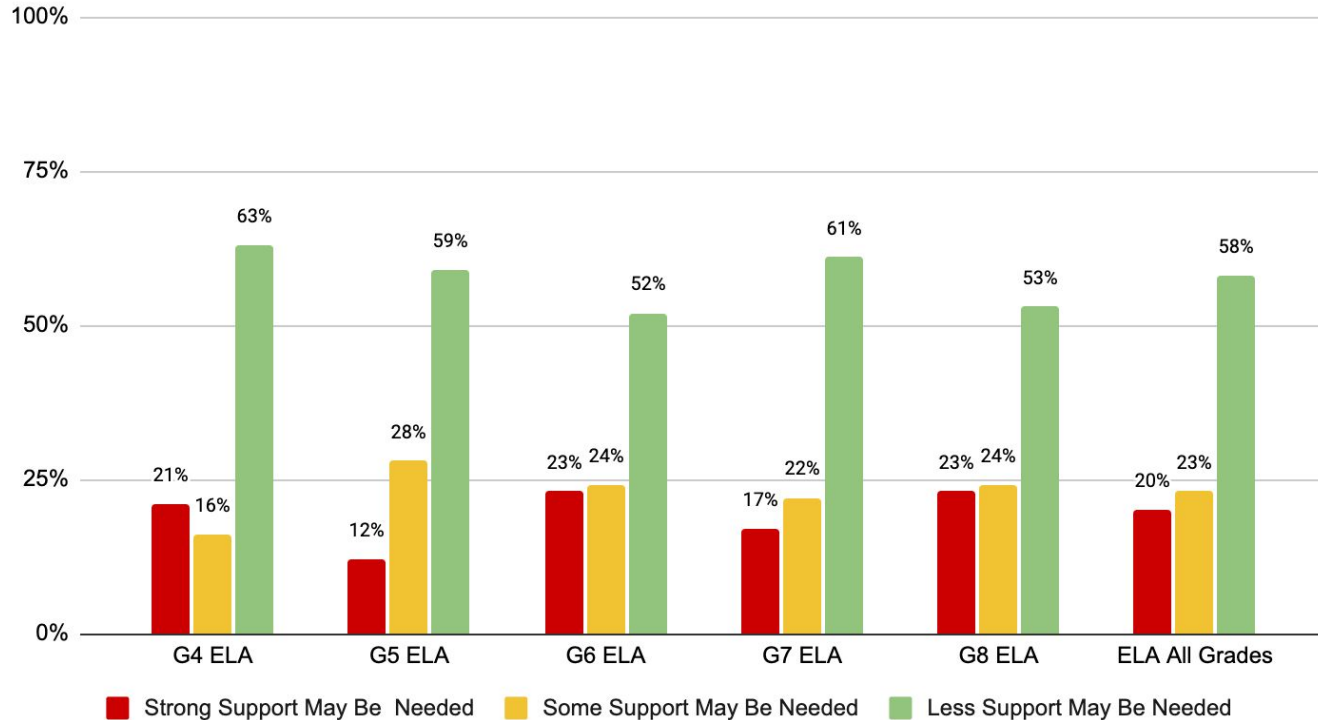
English-Language Arts (ELA)

District

Grade	Total Number of Students Tested	Strong Support May Be Needed Level 1		Some Support May Be Needed Level 2		Less Support May Be Needed Level 3	
		2022-2023	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
		# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
4	94	20	21%	15	16%	59	63%
5	74	9	12%	21	28%	44	59%
6	90	21	23%	22	24%	47	52%
7	99	17	17%	22	22%	60	61%
8	96	22	23%	23	24%	51	53%
All Grades	453	89	20%	103	23%	261	58%

Lincoln Park Public Schools English-Language Arts (ELA) District (Fall 2022)

Distribution by Achievement Level



ELA All Grades: Trend Analysis

■ Strong Support Needed ■ Some Support Needed ■ Less Support Needed



Goals:

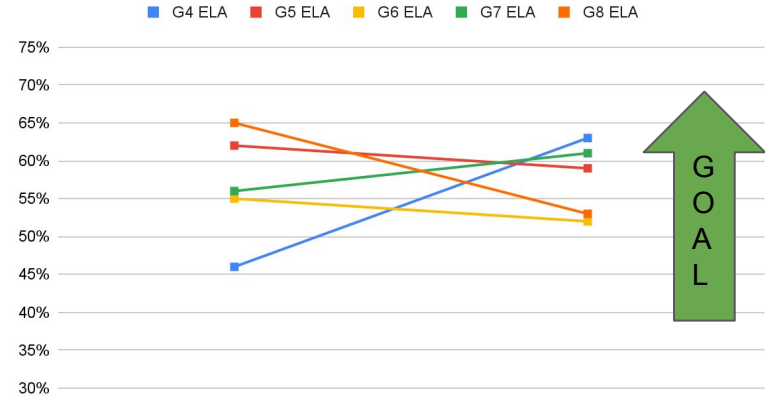
Red: Trend down
Yellow: Trend down
Green: Trend up

Comparative Trend Analysis: Grade Level Tracking

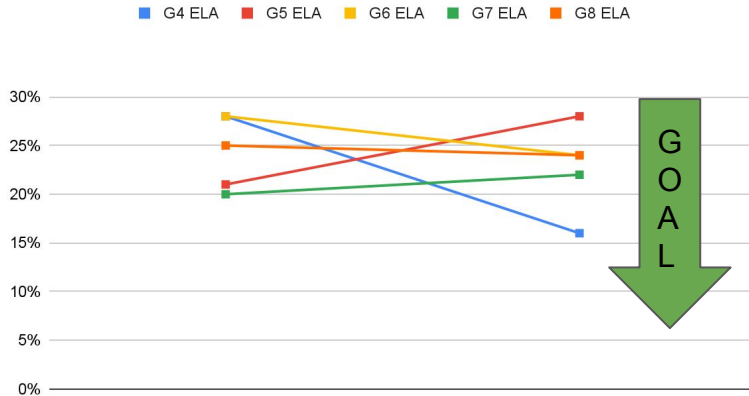
These charts compare the same
grade level from Fall 21 to Fall 22

Ex: How did grade 6 students do in both years?

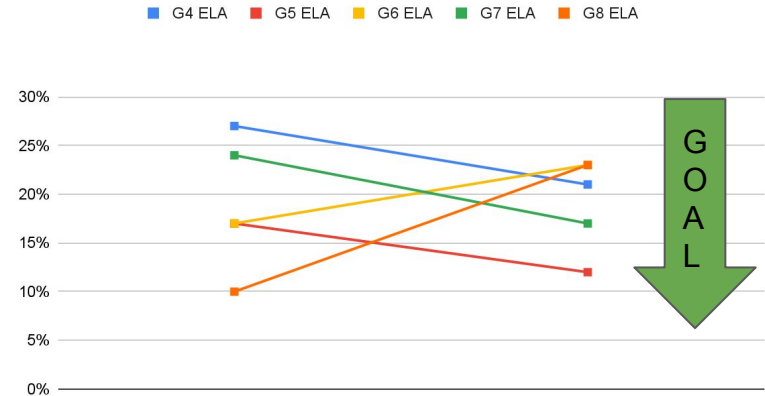
ELA - "Less Support Needed" Trend Analysis



ELA "Some Support Needed" Trend Analysis



ELA "Strong Support Needed" Trend Analysis

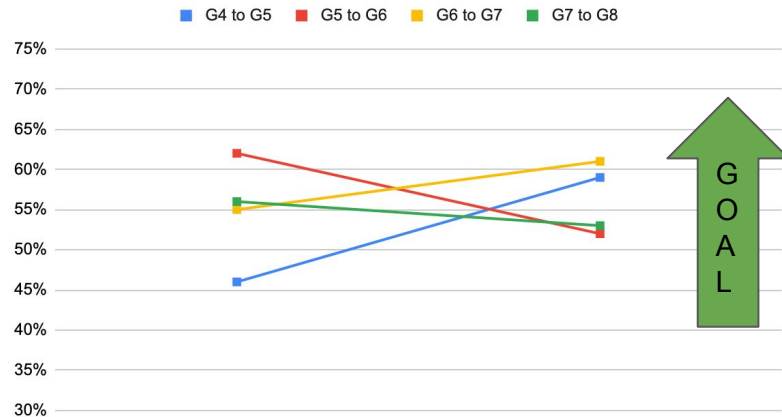


Comparative Trend Analysis: Cohort Tracking

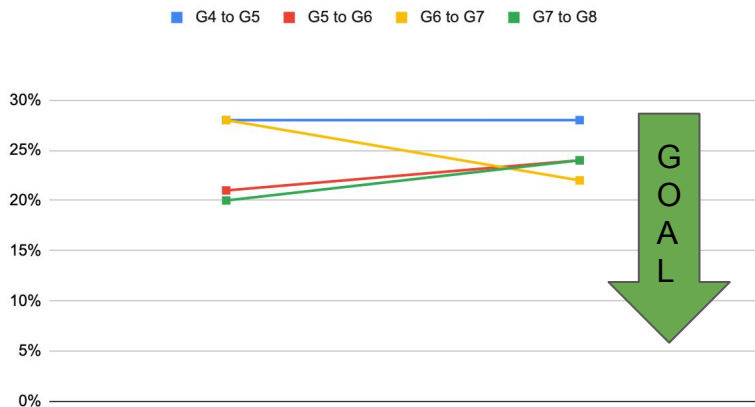
These charts show how each cohort of students did from Fall 21 to Fall 22.

Ex: How did grade 4 students do in grade 5?

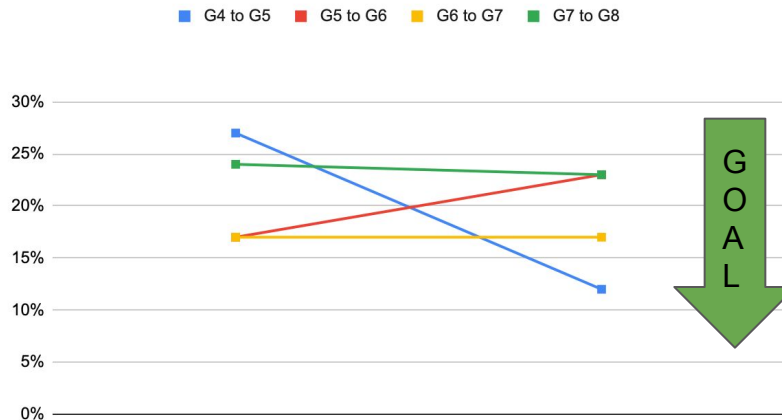
ELA - "Less Support Needed" Trend Analysis By Cohort



ELA "Some Support Needed" Trend Analysis By Cohort



ELA "Strong Support Needed" Trend Analysis By Cohort



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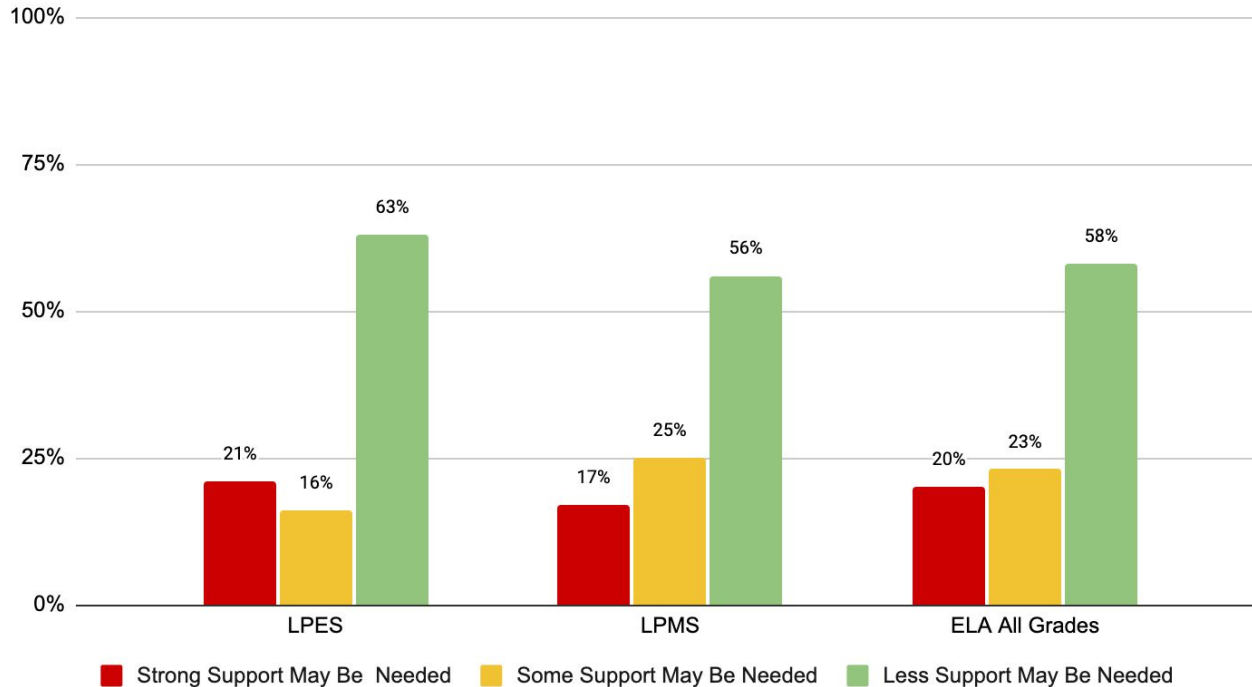
English-Language Arts (ELA) By School (Fall 2022)

Grade	Total Number of Students Tested	Strong Support May Be Needed Level 1		Some Support May Be Needed Level 2		Less Support May Be Needed Level 3	
		2022-2023	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
		# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
LPES	94	20	21%	15	16%	59	63%
LPMS	359	69	17%	88	25%	202	56%
All Grades	453	89	20%	103	23%	261	58%

Lincoln Park Public Schools

English-Language Arts (ELA) By School (Fall 2022)

Distribution by Achievement Level



Lincoln Park Public Schools

English-Language Arts Performance by Subgroup: Gender (Fall 2022)

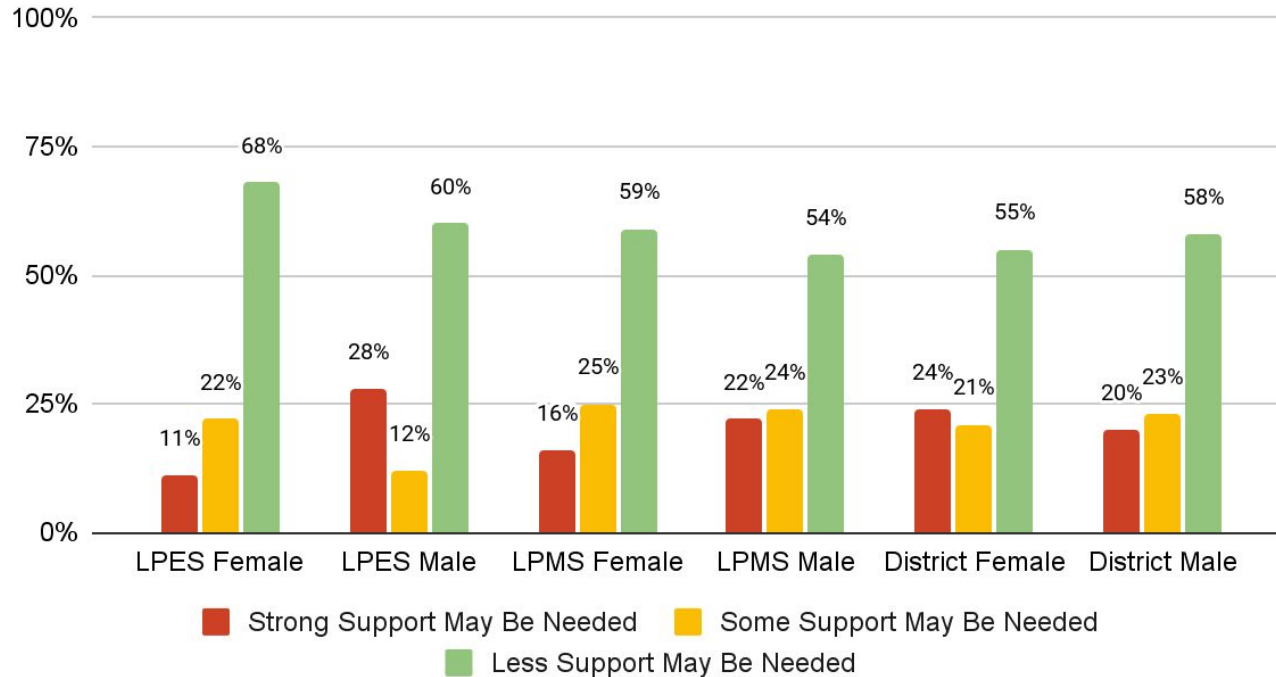
	Gender	Total Number of Students Tested	Strong Support May Be Needed Level 1	Some Support May Be Needed Level 2	Less Support May Be Needed Level 3
			2021-2022	2021-2022	2021-2022
			% of Total	% of Total	% of Total
LPES	Female	37	11%	22%	68%
	Male	57	28%	12%	60%
	All students	94	21%	16%	63%
LPMS	Female	184	16%	25%	59%
	Male	175	22%	24%	54%
	All students	359	19%	25%	56%
District	Female	221	15%	24%	60%
	Male	232	24%	21%	55%
	All students	453	20%	23%	58%

NR = Not reportable due to student counts being below the suppression value of 10

Lincoln Park Public Schools

English-Language Arts Performance by Subgroup: Gender (Fall 2022)

Distribution by Achievement Level



Lincoln Park Public Schools

English-Language Arts Performance by Subgroup: Race By District (Fall 2022)

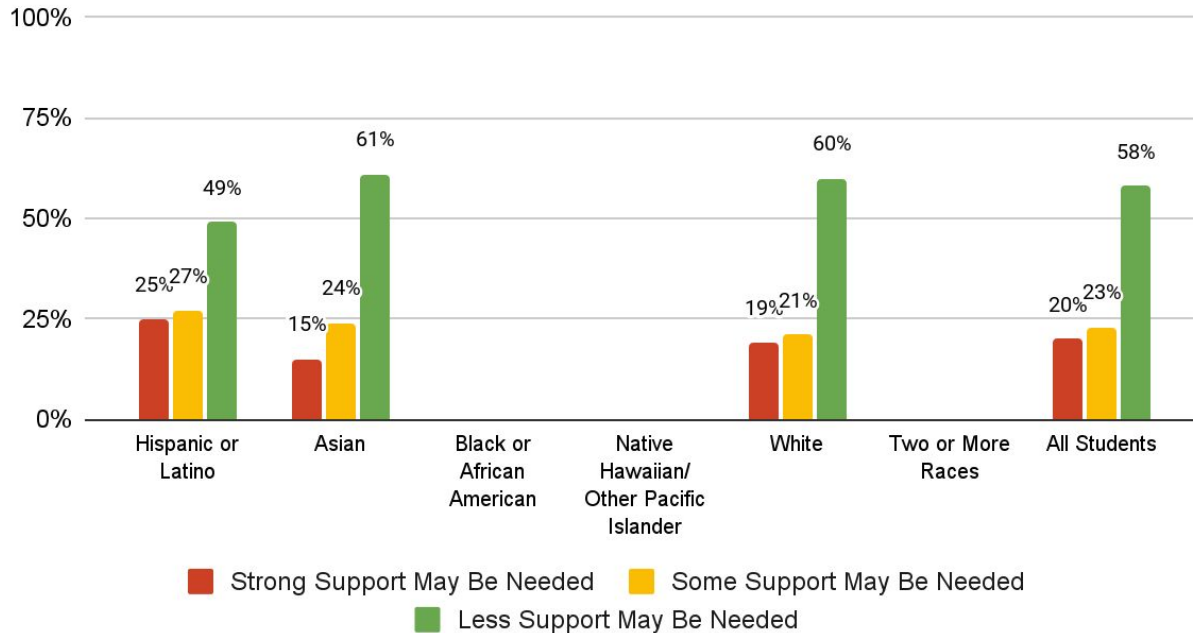
District	Total Number of Students Tested	Strong Support May Be Needed Level 1	Some Support May Be Needed Level 2	Less Support May Be Needed Level 3
		2022-2023 % of Total	2022-2023 % of Total	2022-2023 % of Total
Hispanic or Latino	101	25%	27%	49%
Asian	33	15%	24%	61%
Black or African American	*	NR	NR	NR
Native Hawaiian/ Other Pacific Islander	*	NR	NR	NR
White	302	19%	21%	60%
Two or More Races	*	NR	NR	NR
All students	453	20%	23%	58%

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Lincoln Park Public Schools

English-Language Arts Performance by Subgroup: Race District (Fall 2022)

Distribution by Achievement Level



Lincoln Park Public Schools

English-Language Arts Performance by Subgroup: Race By School (Fall 2022)

School	Race	Total Number of Students Tested	Strong Support May Be Needed Level 1	Some Support May Be Needed Level 2	Less Support May Be Needed Level 3
			2022-2023 % of Total	2022-2023 % of Total	2022-2023 % of Total
LPES	Hispanic or Latino	13	31%	8%	62%
	Asian	*	NR	NR	NR
	Black or African American	*	NR	NR	NR
	Native Hawaiian/ Other Pacific Islander	*	NR	NR	NR
	White	70	20%	17%	63%
	Two or More Races	N	N	N	N
LPMS	Hispanic or Latino	88	24%	30%	47%
	Asian	24	13%	29%	58%
	Black or African American	*	NR	NR	NR
	Native Hawaiian/ Other Pacific Islander	*	NR	NR	NR
	White	235	19%	22%	59%
	Two or More Races	*	NR	NR	NR

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English-Language Arts Performance by Subgroup: Programs By District (Fall 2022)

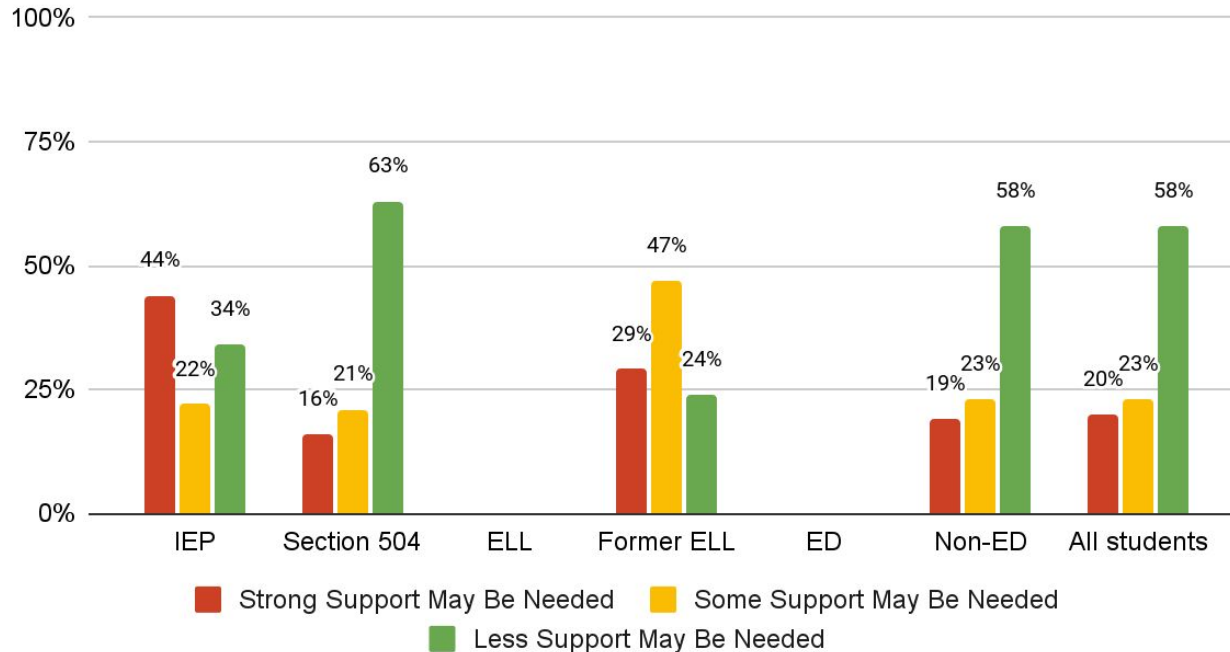
Category	Total Number of Students Tested	Strong Support May Be Needed Level 1	Some Support May Be Needed Level 2	Less Support May Be Needed Level 3
		2022-2023 % of Total	2022-2023 % of Total	2022-2023 % of Total
IEP	95	44%	22%	34%
Section 504	19	16%	21%	63%
English Language Learner (ELL)	*	NR	NR	NR
Former ELL	17	29%	47%	24%
Economically Disadvantaged	*	NR	NR	NR
Non-economically Disadvantaged	445	19%	23%	58%
All Grades	453	20%	23%	58%

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Lincoln Park Public Schools

English-Language Arts Performance by Subgroup: Programs By District (Fall 2022)

Distribution by Achievement Level



Lincoln Park Public Schools

English-Language Arts Performance by Subgroup: Programs By School (Fall 2022)

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School	Category	Total Number of Students Tested	Strong Support May Be Needed Level 1	Some Support May Be Needed Level 2	Less Support May Be Needed Level 3
			2022-2023	2022-2023	2022-2023
			% of Total	% of Total	% of Total
LPES	IEP	20	50%	15%	35%
	Section 504	*	NR	NR	NR
	English Language Learner (ELL)	*	NR	NR	NR
	Former ELL	*	NR	NR	NR
	Economically Disadvantaged	*	NR	NR	NR
	Non-economically Disadvantaged	90	20%	17%	63%
	All Students	94	21%	16%	63%
LPMS	IEP	75	43%	24%	33%
	Section 504	16	13%	25%	63%
	English Language Learner	*	NR	NR	NR
	Former ELL	17	29%	47%	24%
	Economically Disadvantaged	*	NR	NR	NR
	Non-economically Disadvantaged	355	19%	25%	57%
	All Students	359	19%	25%	56%

Mathematics

Lincoln Park Public Schools

Mathematics

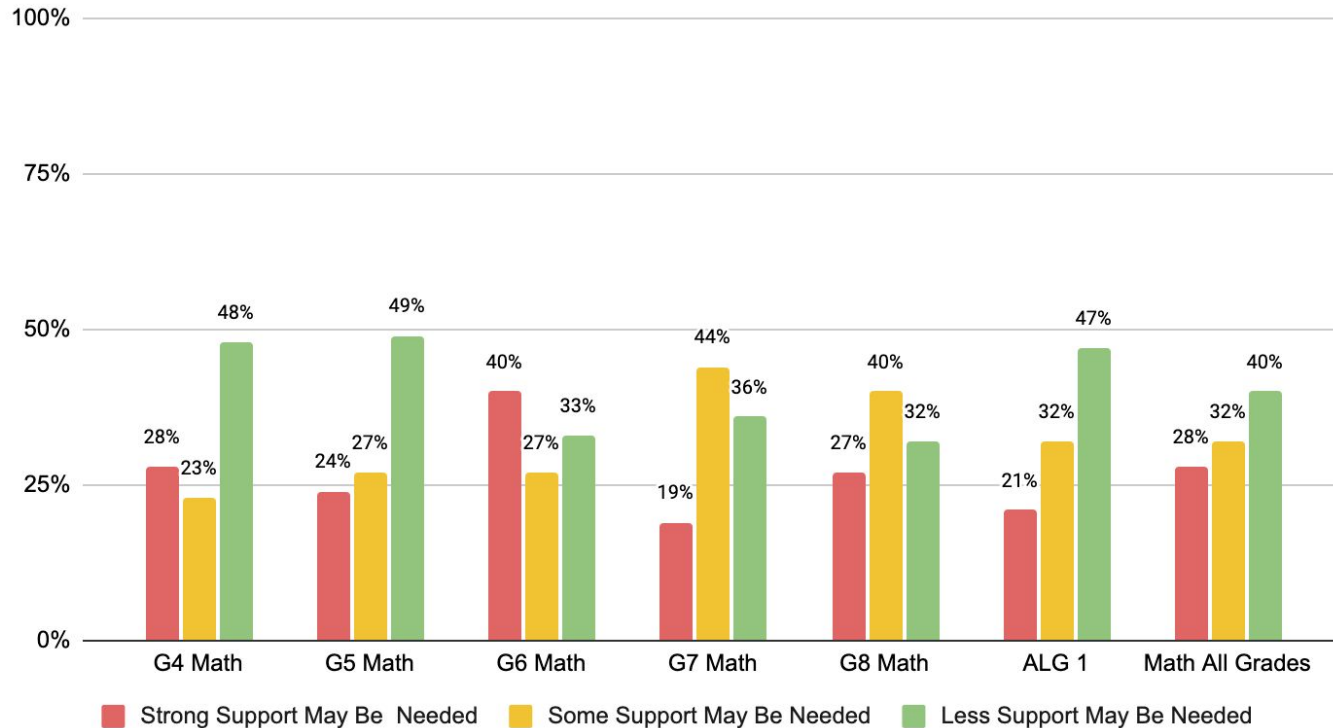
District (Fall 2022)

Grade	Total Number of Students Tested	Strong Support May Be Needed Level 1		Some Support May Be Needed Level 2		Less Support May Be Needed Level 3	
		2022-2023 # of Students	2022-2023 % of Total	2022-2023 # of Students	2022-2023 % of Total	2022-2023 # of Students	2022-2023 % of Total
4	95	27	28%	22	23%	46	48%
5	74	18	24%	20	27%	36	49%
6	90	36	40%	24	27%	30	33%
7	99	19	19%	44	44%	36	36%
8	77	21	27%	31	40%	25	32%
ALG 1	19	4	21%	6	32%	9	47%
All Grades	454	125	28%	147	32%	182	40%

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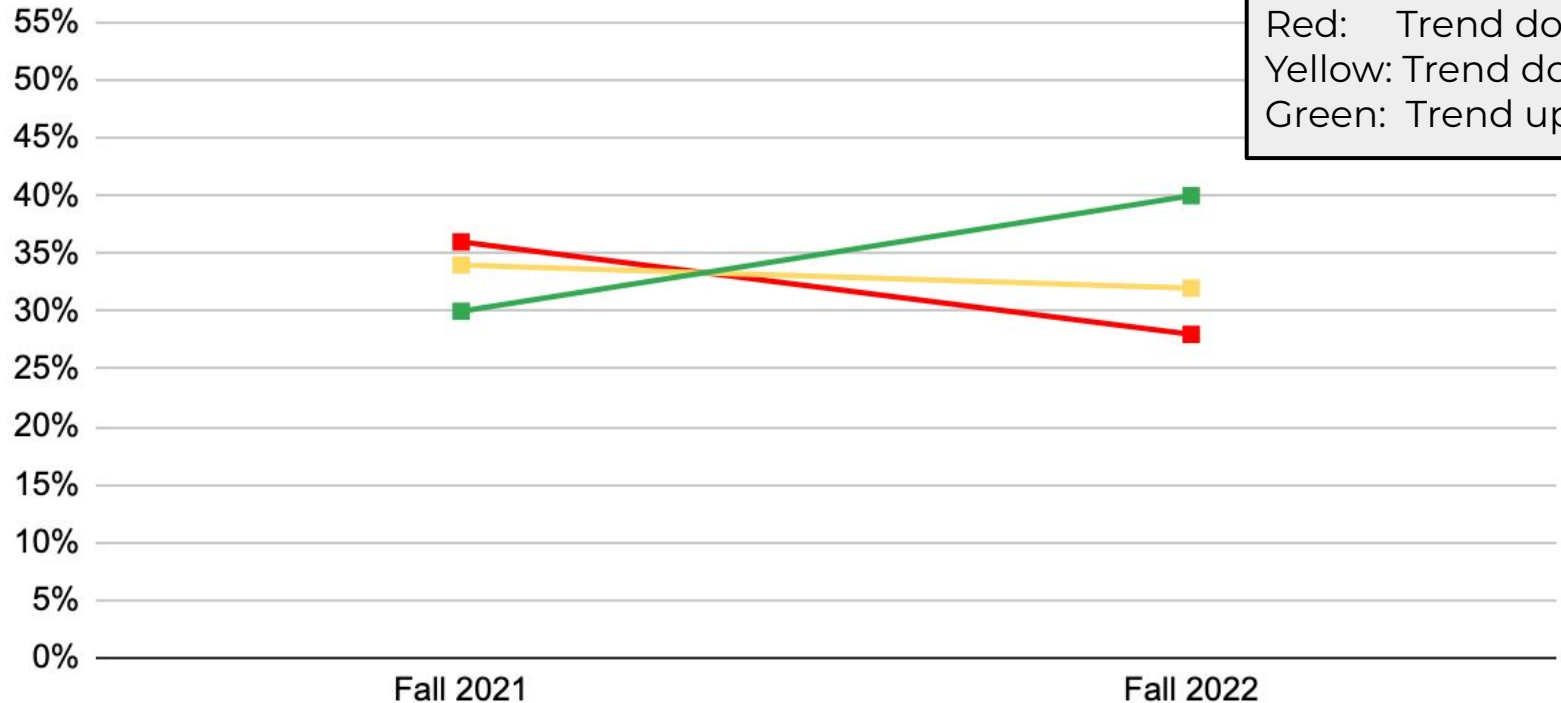
Lincoln Park Public Schools Mathematics (Fall 2022)

Distribution by Achievement Level



Math All Grades: Trend Analysis

■ Strong Support Needed ■ Some Support Needed ■ Less Support Needed



Goals:

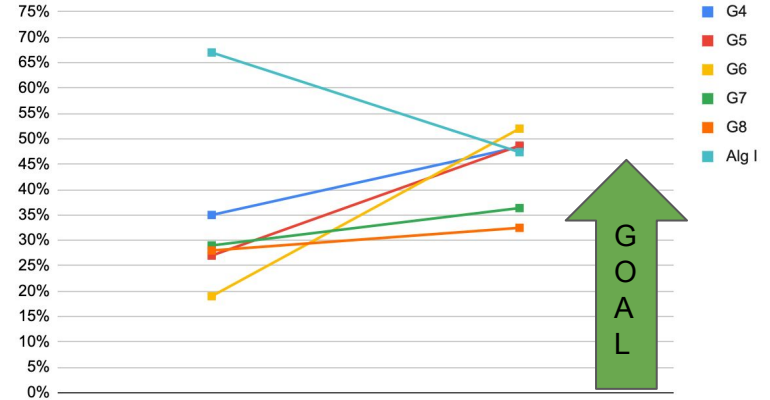
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Comparative Trend Analysis: Grade Level Tracking

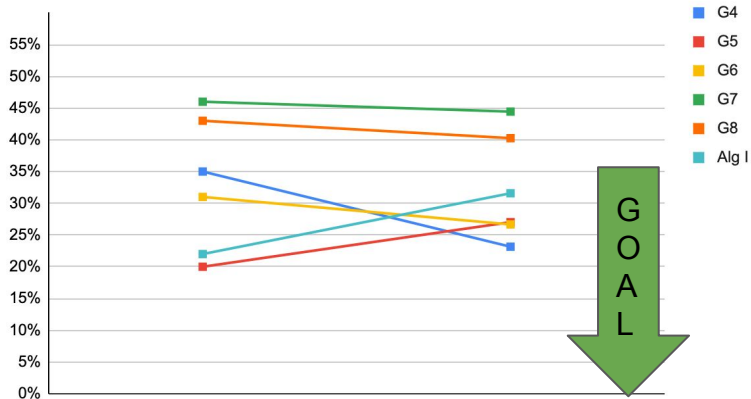
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Ex: How did grade 6 students do in both years?

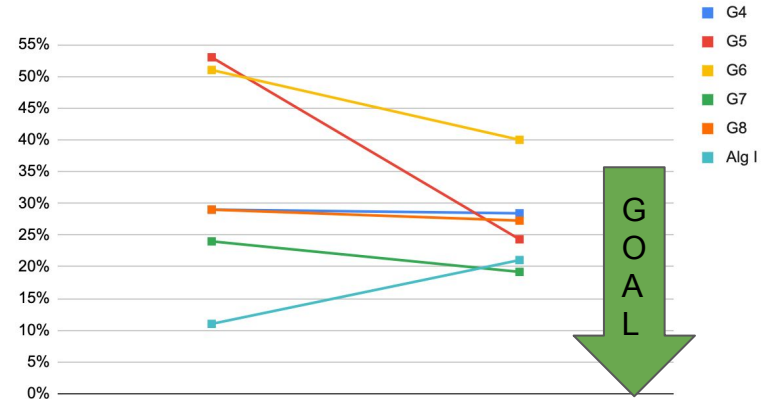
Math - "Less Support Needed" Trend Analysis



Math "Some Support Needed" Trend Analysis



Math "Strong Support Needed" Trend Analysis



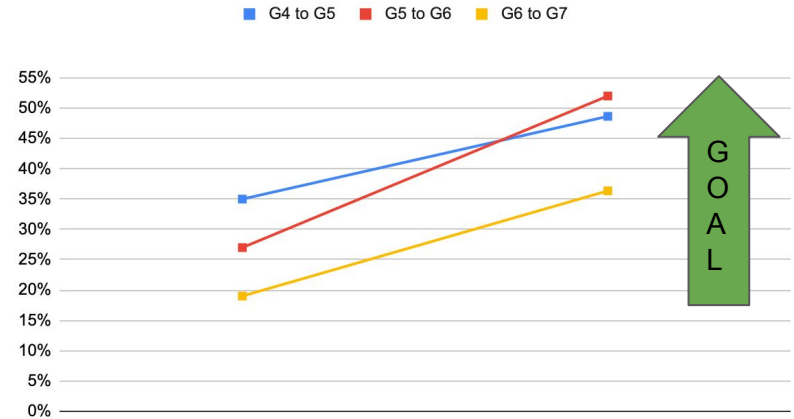
Comparative Trend Analysis: Cohort Tracking

These charts show how each cohort of students did from Fall 21 to Fall 22.

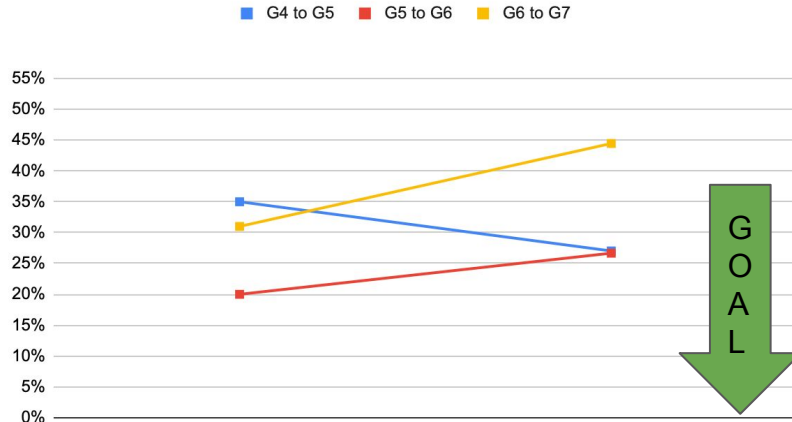
Ex: How did grade 4 students do in grade 5?

NOTE: Gr 7 to Gr 8 not show due to split in Gr 8 to Math 8 and Algebra I

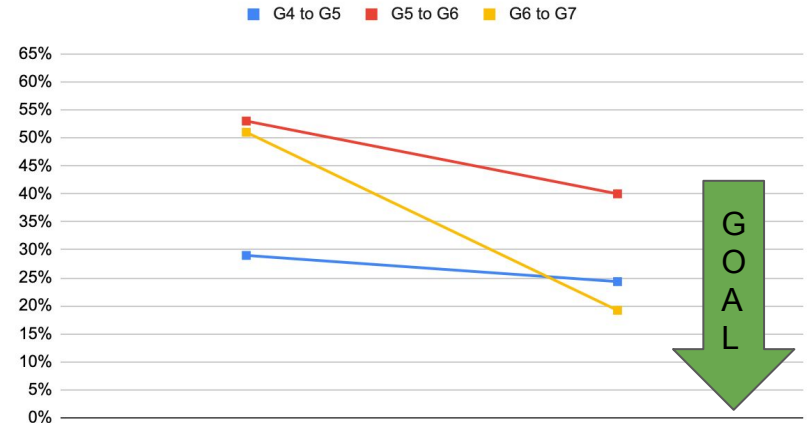
Math "Less Support Needed" Trend Analysis By Cohort



Math "Some Support Needed" Trend Analysis By Cohort



Math "Strong Support Needed" Trend Analysis By Cohort



Lincoln Park Public Schools

Mathematics

By School (Fall 2022)

Grade	Total Number of Students Tested	Strong Support May Be Needed Level 1		Some Support May Be Needed Level 2		Less Support May Be Needed Level 3	
		2022-2023	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
		# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
LPES	95	27	28%	22	23%	46	48%
LPMS	359	98	27%	125	35%	136	38%
All Grades	454	125	28%	147	32%	182	40%

LPMS Math results include Algebra I

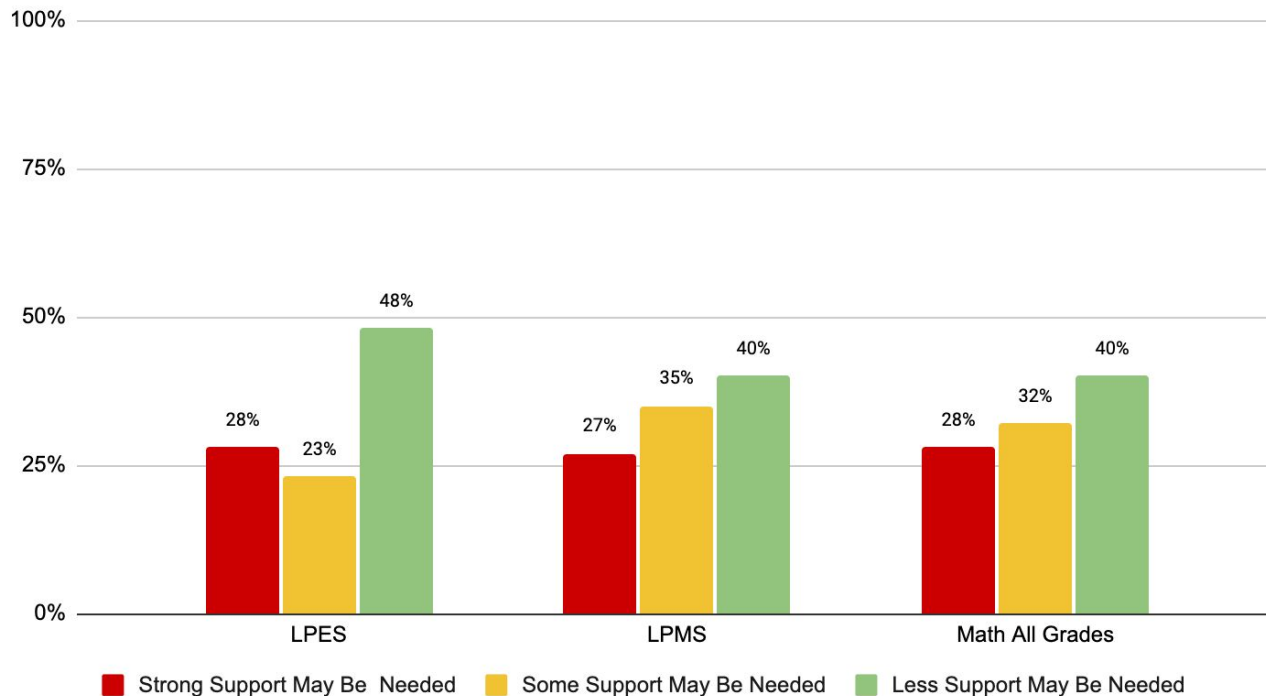
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Lincoln Park Public Schools

Mathematics

By School (Fall 2022)

Distribution by Achievement Level



Lincoln Park Public Schools

Mathematics Performance by Subgroup: Gender (Fall 2022)

	Gender	Total Number of Students Tested	Strong Support May Be Needed Level 1	Some Support May Be Needed Level 2	Less Support May Be Needed Level 3
			2022-2023	2022-2023	2022-2023
			% of Total	% of Total	% of Total
LPES	Female	37	32%	16%	51%
	Male	58	26%	28%	47%
	All students	95	28%	23%	48%
LPMS	Female	184	27%	35%	38%
	Male	175	27%	35%	38%
	All students	359	27%	35%	38%
District	Female	221	28%	32%	40%
	Male	233	27%	33%	40%
	All students	454	28%	32%	40%

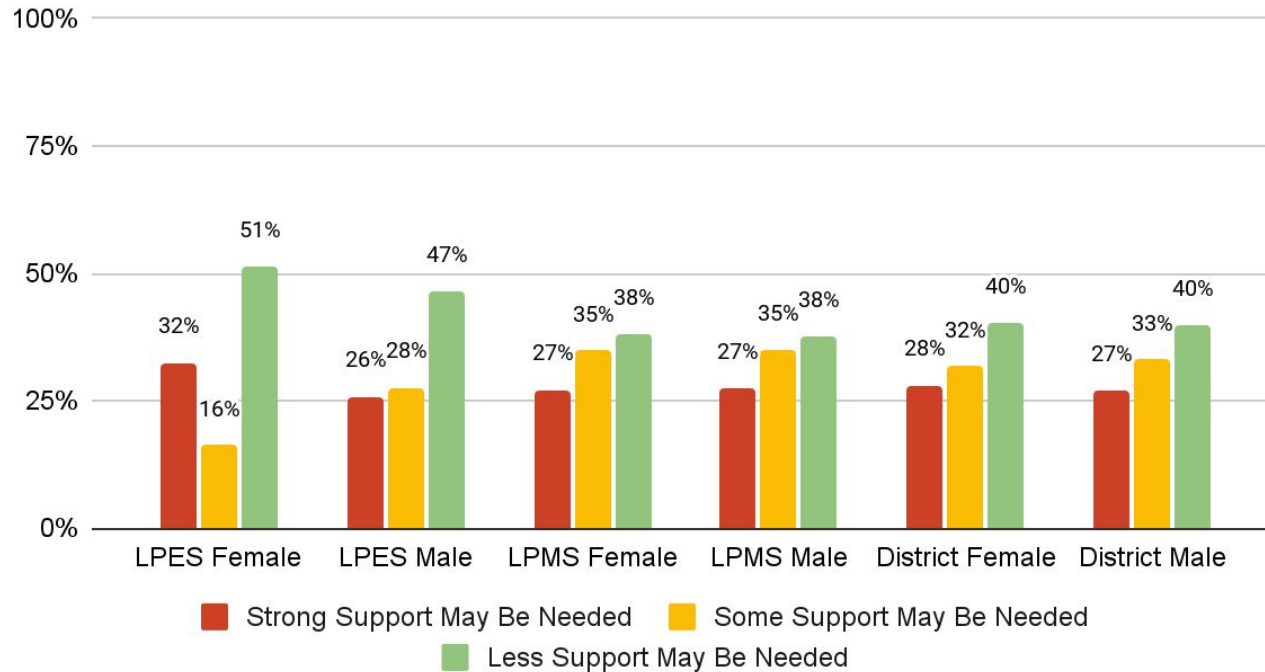
LPMS Math results include Algebra I

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Lincoln Park Public Schools

Mathematics Performance by Subgroup: Gender

Distribution by Achievement Level



Lincoln Park Public Schools

Mathematics Performance by Subgroup: Race District (Fall 2022)

District	Total Number of Students Tested	Strong Support May Be Needed Level 1	Some Support May Be Needed Level 2	Less Support May Be Needed Level 3
		2022-2023	2022-2023	2022-2023
		% of Total	% of Total	% of Total
Hispanic or Latino	102	40%	33%	26%
Asian	33	12%	30%	58%
Black or African American	*	NR	NR	NR
Native Hawaiian/ Other Pacific Islander	*	NR	NR	NR
White	305	25%	32%	43%
Two or More Races	*	NR	NR	NR
All Students	454	28%	32%	40%

LPMS Math results include Algebra I

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Lincoln Park Public Schools

Mathematics Performance by Subgroup: Race By School (Fall 2022)

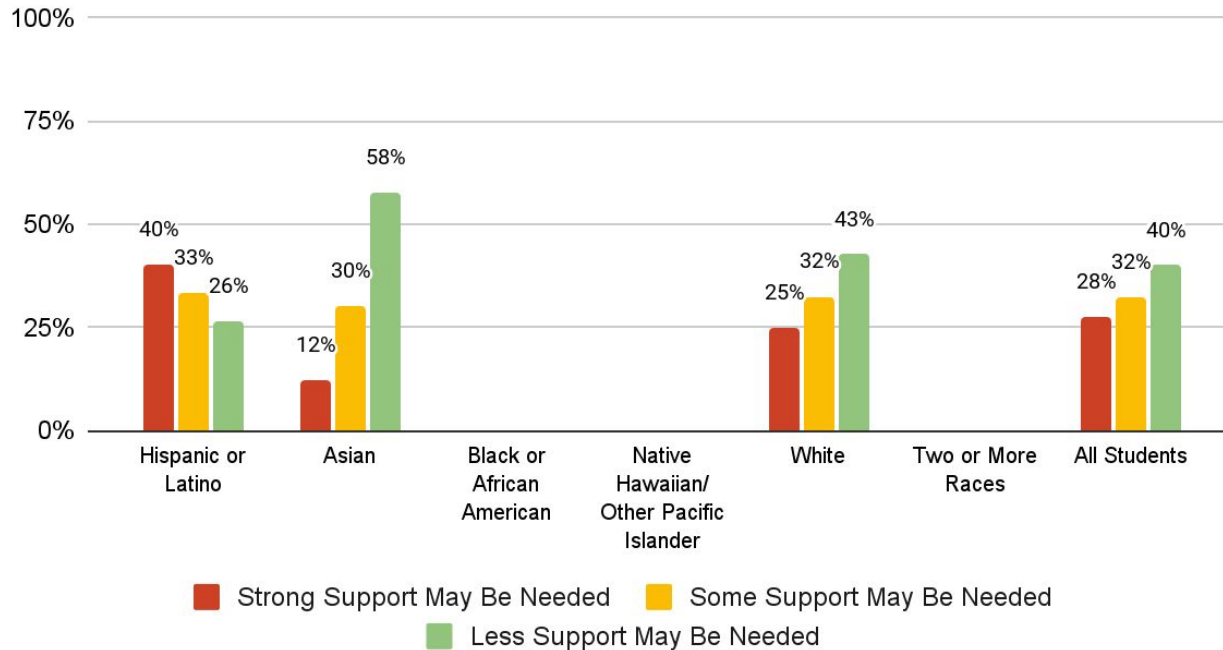
School	Race	Total Number of Students Tested	Strong Support May Be Needed Level 1	Some Support May Be Needed Level 2	Less Support May Be Needed Level 3
			2022-2023	2022-2023	2022-2023
			% of Total	% of Total	% of Total
LPES	Hispanic or Latino	14	43%	36%	21%
	Asian	*	NR	NR	NR
	Black or African American	*	NR	NR	NR
	Native Hawaiian/ Other Pacific Islander	*	NR	NR	NR
	White	70	27%	21%	51%
	Two or More Races	N	N	N	N
LPMS	Hispanic or Latino	88	40%	33%	27%
	Asian	24	13%	33%	54%
	Black or African American	*	NR	NR	NR
	Native Hawaiian/ Other Pacific Islander	*	NR	NR	NR
	White	235	24%	36%	40%
	Two or More Races	*	NR	NR	NR

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Lincoln Park Public Schools

Mathematics Performance by Subgroup: Race District (Fall 2022)

Distribution by Achievement Level



Lincoln Park Public Schools

Mathematics Performance by Subgroup: Programs District

Category	Total Number of Students Tested	Strong Support May Be Needed Level 1	Some Support May Be Needed Level 2	Less Support May Be Needed Level 3
		2022-2023	2022-2023	2022-2023
		% of Total	% of Total	% of Total
IEP	93	58%	25%	17%
Section 504	18	26%	47%	26%
English Language Learner (ELL)	*	NR	NR	NR
Former ELL	17	53%	35%	12%
Economically Disadvantaged	*	NR	NR	NR
Non-economically Disadvantaged	446	27%	33%	40%
All Grades	454	28%	32%	40%

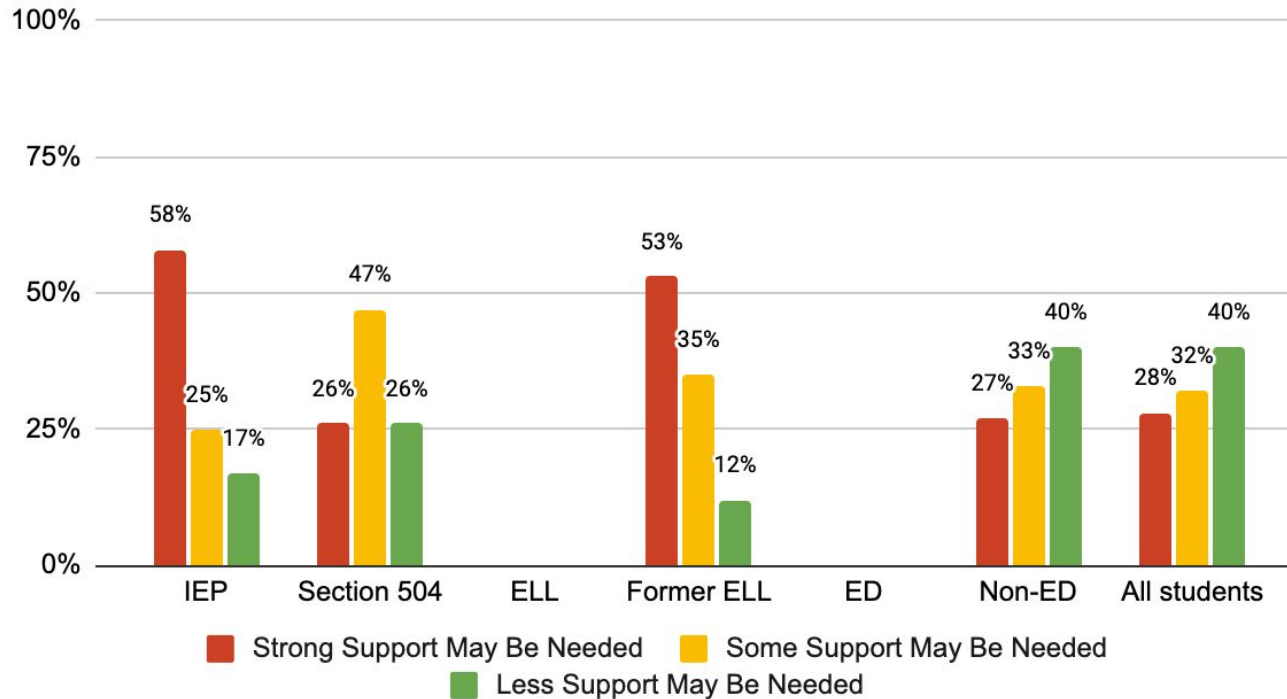
LPMS Math results include Algebra I

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Lincoln Park Public Schools

Mathematics Performance by Subgroup: Programs District

Distribution by Achievement Level



Lincoln Park Public Schools

Mathematics Performance by Subgroup: Programs By School (Fall 2022)

School	Category	Total Number of Students Tested	Strong Support May Be Needed Level 1	Some Support May Be Needed Level 2	Less Support May Be Needed Level 3
			2022-2023	2022-2023	2022-2023
			% of Total	% of Total	% of Total
LPES	IEP	20	40%	25%	35%
	Section 504	*	NR	NR	NR
	English Language Learner	*	NR	NR	NR
	Economically Disadvantaged	*	NR	NR	NR
	Non-economically Disadvantaged	91	27%	24%	48%
	All Students	95	28%	23%	48%
LPMS	IEP	75	63%	20%	15%
	Section 504	16	19%	56%	25%
	English Language Learner	*	NR	NR	NR
	Economically Disadvantaged	*	NR	NR	NR
	Non-economically Disadvantaged	355	27%	35%	38%
	All Students	359	27%	35%	38%

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Science

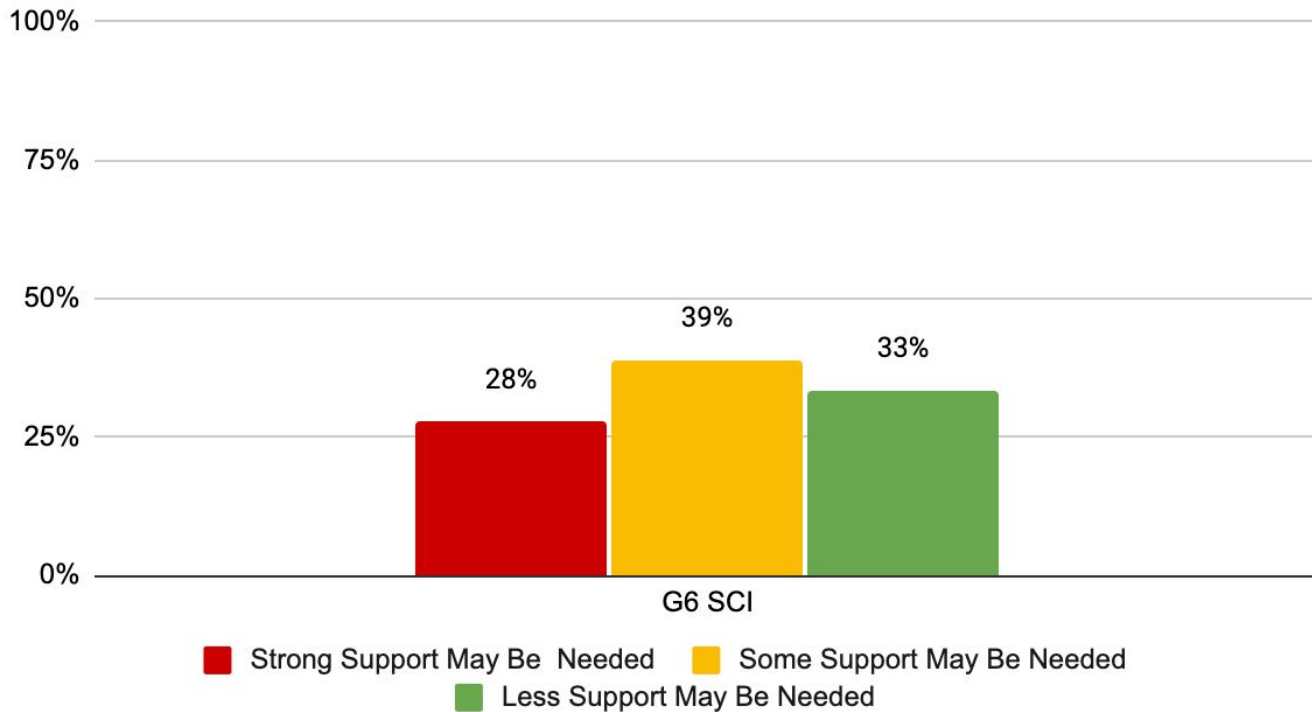
Lincoln Park Public Schools

Science - Grade 6 (District)

Grade	Total Number of Students Tested	Strong Support May Be Needed Level 1		Some Support May Be Needed Level 2		Less Support May Be Needed Level 3	
		2022-2023	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
		# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
6	90	25	28%	35	39%	30	33%

Lincoln Park Public Schools
Science - Grade 6 (District)

Distribution by Achievement Level

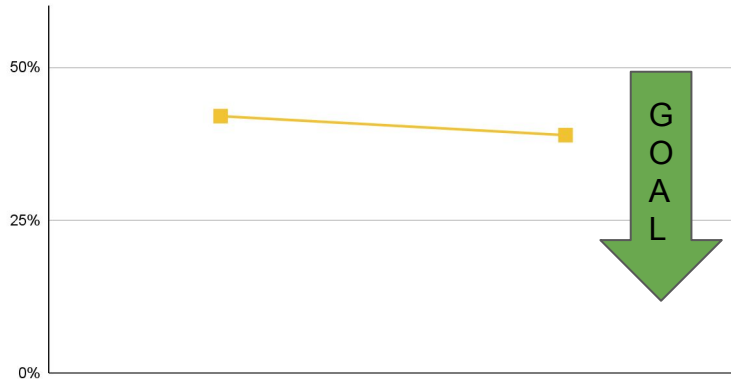


Comparative Trend Analysis: Grade Level Tracking

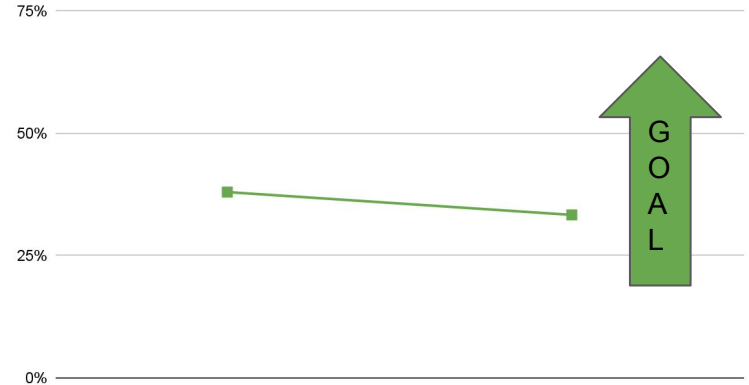
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*How did **grade 6** students do in both years?*

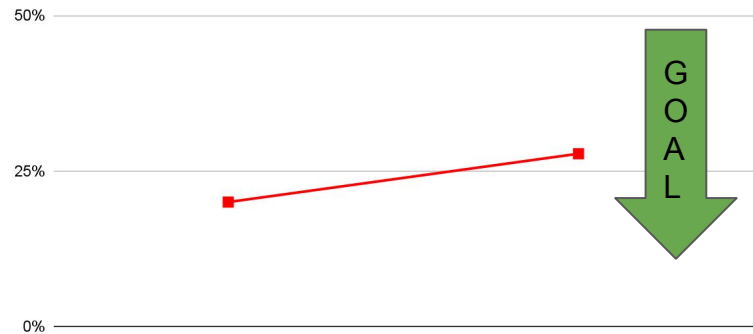
Science "Some Support Needed" Trend Analysis



Science - "Less Support Needed" Trend Analysis



Science "Strong Support Needed" Trend Analysis



Lincoln Park Public Schools

Science Performance by Subgroup: Gender (Fall 2022)

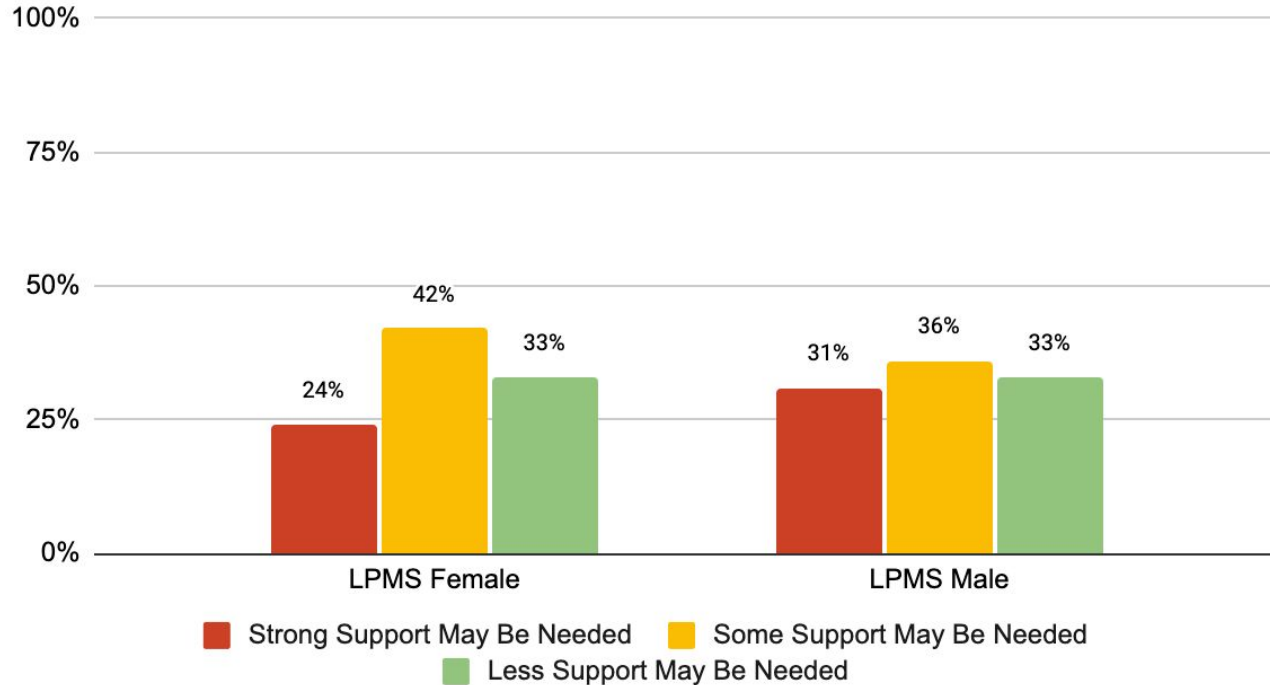
	Gender	Total Number of Students Tested	Strong Support May Be Needed Level 1	Some Support May Be Needed Level 2	Less Support May Be Needed Level 3
			2022-2023	2022-2023	2022-2023
			% of Total	% of Total	% of Total
LPMS	Female	45	24%	42%	33%
	Male	45	31%	36%	33%
	All students	90	28%	39%	33%

NR = Not reportable due to student counts being below the suppression value of 10

Lincoln Park Public Schools

Science Performance by Subgroup: Gender

Distribution by Achievement Level



Lincoln Park Public Schools

Science Performance by Subgroup: Race - Grade 6- District (Fall 2022)

District	Total Number of Students Tested	Strong Support May Be Needed Level 1	Some Support May Be Needed Level 2	Less Support May Be Needed Level 3
		2022-2023	2022-2023	2022-2023
		% of Total	% of Total	% of Total
Hispanic or Latino	23	39%	48%	13%
Asian	*	NR	NR	NR
Black or African American	N	N	N	N
Native Hawaiian/ Other Pacific Islander	*	NR	NR	NR
White	58	24%	36%	40%
Two or More Races	*	NR	NR	NR
All Students	90	28%	39%	33%

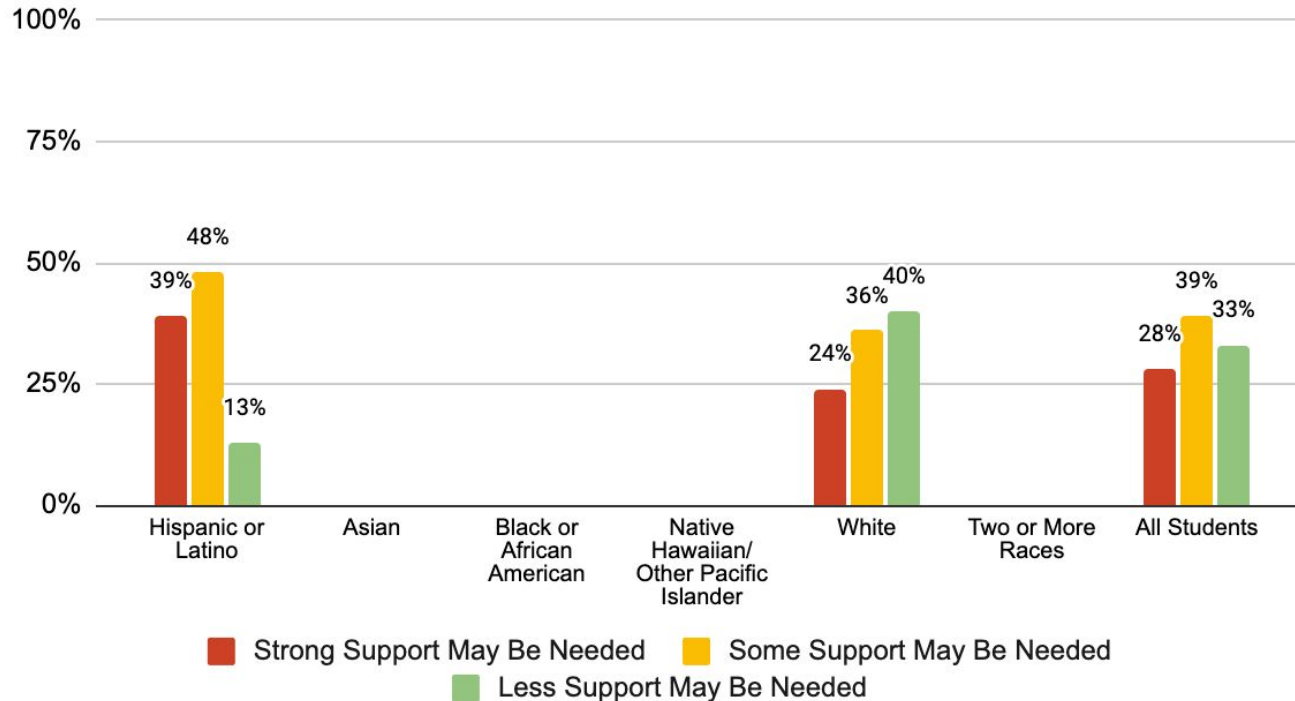
NR = Not reportable due to student counts being below the suppression value of 10

Lincoln Park Public Schools

Science Performance by Subgroup: Race

Grade 6-District

Distribution by Achievement Level



Analysis - Reading

453 students participated in the testing.

Some notable points on the Start Strong in Reading:

- Reading - 2 reading passages with 10 questions each. There was no writing component.
- For Grades 4 - 8, the percent of students overall who showed a need for less support or only some support was about 81%.
- This means that about 19% of our students showed a need for strong support in ELA on the standards tested by the Start Strong.

The District will continue to analyze the Start Strong data in conjunction with local data to improve academic achievement.

Analysis - Mathematics

Some notable points on the Start Strong in Math:

- 454 students participated in the testing.
- Math Tests - Between 20-25 questions per each grade level.
- For Grades 4 - 8, the percent of students overall who showed a need for less support or only some support was about 72%.
- This means that about 28% of our students showed a need for strong support in Math on the standards tested by the Start Strong.

The District will continue to analyze the Start Strong data in conjunction with local data to improve academic achievement.

Analysis - Science

Some notable points on the Start Strong in Science:

- Only Grade 6 students took the assessment.
- Science test - About 25 questions per each grade level.
- The percent of students overall who showed a need for less support or only some support was about 72%.
- This means that about 28% of our students showed a need for strong support in Science on the standards tested by the Start Strong.

The District will continue to analyze the Start Strong data in conjunction with local data to improve academic achievement.

Supports

- Math results were impacted more than ELA results across the district.
- More students have been identified for our Basic Skills Instruction/Intervention team in Math than in ELA and are receiving support at both LPES and LPMS.
- Data chats and embedded coaching with the Teacher-Coach are being held with teams on a regular basis to monitor student progress in Reading.
- Data chats & training on the math standards with teams are being held by the Director of Curriculum & Instruction to analyze areas for improvement in instruction.
- At the middle school, the Gryphon Goals period is being used by intervention teachers to support more students and work on targeted skills identified through the data.

Parent Resources

- Individual Student Reports were sent home in December.
- Parents can get more information about both Start Strong and the Spring New Jersey Student Learning Assessments (NJSLA) at the following site:
 - [New Jersey Assessments Resource Center](#)
 - [https://nj.mypearsonsupport.com/ForParent/](#)