

Start Strong Assessment Fall 2022



Delsea Regional High School District

The Start Strong Assessment

The Start Strong Assessment was initially mandated in response to the disruption in education due to the COVID-19 pandemic. It was expressly designed to inform instruction by providing educators - as well as parents and guardians - with an early indication of the level of support students may need as they enter a new school year. Results of the Start Strong Assessment may reveal conceptual or skill gaps in student understanding of the New Jersey Student Learning Standards (NJSLS) that can be addressed moving forward.

The Start Strong Assessment:

- Provides initial information about the levels of support that students may need upon their return to school.
- Should be used in concert with other indicators of student knowledge, skills, and abilities to evaluate performance.
- Differs in design and function from the New Jersey Student Learning Assessment (NJSLA).
- Is not intended to predict student performance on future summative assessments.

Test Design

Because the Start Strong Assessment is to be administered at the beginning of the new school year, it is aligned to specific learning standards from the previous grade level or high school course.

Content Area	Grade/Course in School Year 2021 – 2022	Content of the Assessment
ELA	Grade 7 Grade 8 Grade 9 Grade 10	Grade 6 Grade 7 Grade 8 Grade 9
Math	Grade 7 Grade 8 Algebra 1 Geometry Algebra 2	Grade 6 Grade 7 Grade 8 Grade 8 Algebra 1
Science	Grade 9 Grade 12	Grades 6-8 Grades 9-11

Support Level

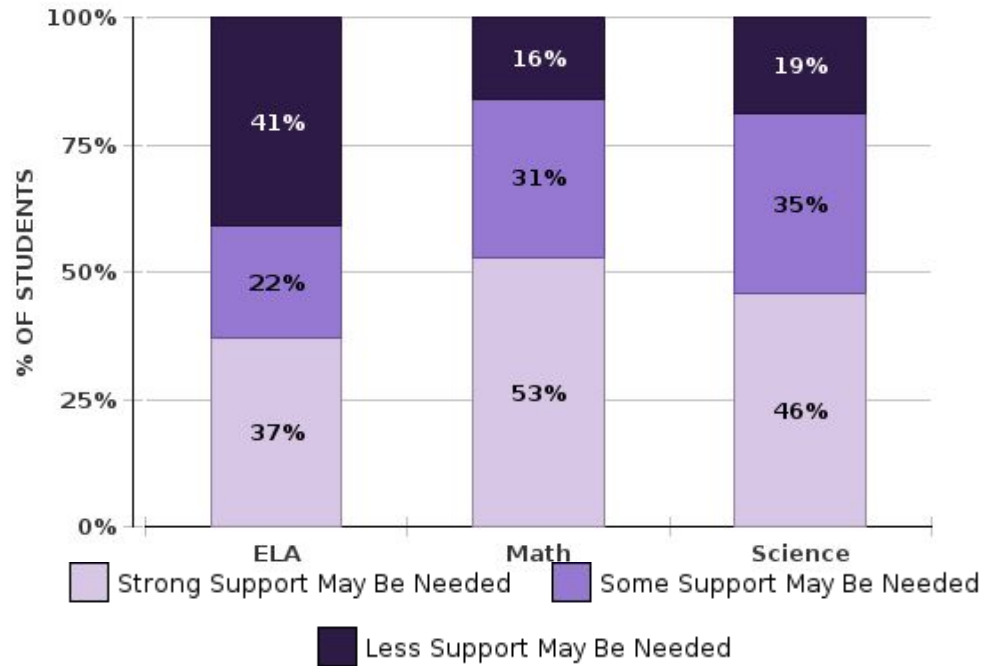
Students are categorized into one of three suggested support levels, each of which is defined by a range of possible raw scores on the Start Strong Assessment. The goal of these classifications is to provide some guidance regarding the amount of support that may be needed as students return to school.

The three support levels for the Start Strong Assessment are:

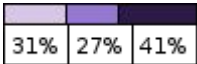
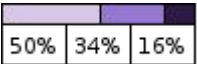
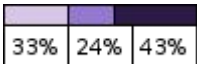
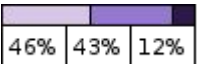
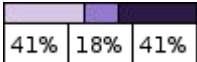
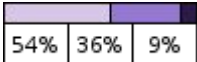
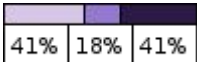
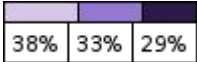
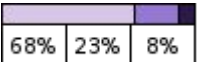
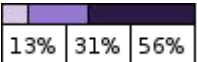
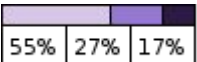
- Level 1: Strong Support May Be Needed
- Level 2: Some Support May Be Needed
- Level 3: Less Support May Be Needed

District-Wide

Support Levels for the District


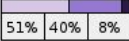
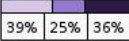
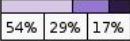
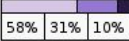


Overall Breakdown of Support Levels

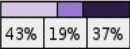
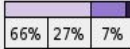
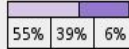
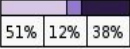
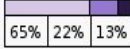
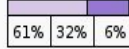
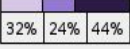
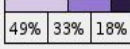
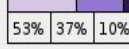
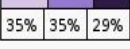
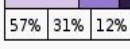
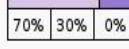
Grade	ELA	Math	Science						
7	 <table border="1"> <tr> <td>31%</td> <td>27%</td> <td>41%</td> </tr> </table>	31%	27%	41%	 <table border="1"> <tr> <td>50%</td> <td>34%</td> <td>16%</td> </tr> </table>	50%	34%	16%	
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8	 <table border="1"> <tr> <td>33%</td> <td>24%</td> <td>43%</td> </tr> </table>	33%	24%	43%	 <table border="1"> <tr> <td>46%</td> <td>43%</td> <td>12%</td> </tr> </table>	46%	43%	12%	
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9	 <table border="1"> <tr> <td>41%</td> <td>18%</td> <td>41%</td> </tr> </table>	41%	18%	41%		 <table border="1"> <tr> <td>54%</td> <td>36%</td> <td>9%</td> </tr> </table>	54%	36%	9%
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Algebra I		 <table border="1"> <tr> <td>68%</td> <td>23%</td> <td>8%</td> </tr> </table>	68%	23%	8%				
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Algebra 2		 <table border="1"> <tr> <td>13%</td> <td>31%</td> <td>56%</td> </tr> </table>	13%	31%	56%				
13%	31%	56%							
Geometry		 <table border="1"> <tr> <td>55%</td> <td>27%</td> <td>17%</td> </tr> </table>	55%	27%	17%				
55%	27%	17%							

There is an increase when looking at those passing NJSLA and those needing “less support” across every subject area.

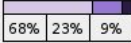
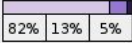
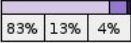
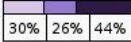
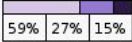
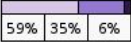
Subject Support Level by Demographic Gender

Gender	ELA	Math	Science
Female	 <p>31% 21% 47%</p>	 <p>51% 33% 16%</p>	 <p>51% 40% 8%</p>
Male	 <p>39% 25% 36%</p>	 <p>54% 29% 17%</p>	 <p>58% 31% 10%</p>
Non-Binary/Undesignated	9 Students or Fewer	9 Students or Fewer	9 Students or Fewer

Subject Support Level by Demographic Ethnicity

Ethnicity	ELA	Math	Science
American Indian / Alaska Native	9 Students or Fewer	9 Students or Fewer	9 Students or Fewer
Asian	9 Students or Fewer	9 Students or Fewer	9 Students or Fewer
Black / African American	 43% 19% 37%	 66% 27% 7%	 55% 39% 6%
Hispanic or Latino	 51% 12% 38%	 65% 22% 13%	 61% 32% 6%
White	 32% 24% 44%	 49% 33% 18%	 53% 37% 10%
Two or More Races	 35% 35% 29%	 57% 31% 12%	 70% 30% 0%

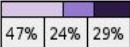
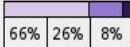
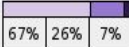
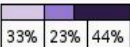
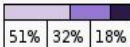
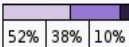
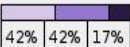
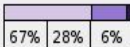
Subject Support Level by Demographic Students with Disabilities & ELLs

Students with Disabilities	ELA	Math	Science									
IEP	 <table border="1"> <tr> <td>68%</td> <td>23%</td> <td>9%</td> </tr> </table>	68%	23%	9%	 <table border="1"> <tr> <td>82%</td> <td>13%</td> <td>5%</td> </tr> </table>	82%	13%	5%	 <table border="1"> <tr> <td>83%</td> <td>13%</td> <td>4%</td> </tr> </table>	83%	13%	4%
68%	23%	9%										
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504	 <table border="1"> <tr> <td>30%</td> <td>26%</td> <td>44%</td> </tr> </table>	30%	26%	44%	 <table border="1"> <tr> <td>59%</td> <td>27%</td> <td>15%</td> </tr> </table>	59%	27%	15%	 <table border="1"> <tr> <td>59%</td> <td>35%</td> <td>6%</td> </tr> </table>	59%	35%	6%
30%	26%	44%										
59%	27%	15%										
59%	35%	6%										

English Language Learner	ELA	Math	Science
Current EL	9 Students or Fewer	9 Students or Fewer	9 Students or Fewer

Subject Support Level by Demographic

Other Demographics

Other Demographics	ELA	Math	Science
Economically Disadvantaged	 47% 24% 29%	 66% 26% 8%	 67% 26% 7%
Non-Economically Disadvantaged	 33% 23% 44%	 51% 32% 18%	 52% 38% 10%
Homeless	 42% 42% 17%	 67% 28% 6%	9 Students or Fewer

NJGPA

The New Jersey Graduation Proficiency Assessment NJGPA

The NJGPA is the new graduation assessment for students in the State of New Jersey. It is the first pathway towards graduation and contains an ELA and Math component.

The administration in the Spring of 2022 has been designated as a field test year. The results on the following slides are for informational purposes and do not reflect a pathway toward graduation.

The assessment is expected to become operational for the Class of 2024 with the Spring of 2023 administration.

Overall Results - ELA

Overall	Average Scale Score	Not Graduation Ready	Graduation Ready
State	736	60.6%	39.4%
District	734	65.9%	34.1%
Gender	Average Scale Score	Not Graduation Ready	Graduation Ready
Female	747	53.3%	46.7%
Male	723	77.7%	22.3%
Non-Binary/ Undesignated	Not available (sample size)	Not available (sample size)	Not available (sample size)

Overall Results - Mathematics

Overall	Average Scale Score	Not Graduation Ready	Graduation Ready
State	752	50.5%	49.5%
District	746	56.2%	43.8%
Gender	Average Scale Score	Not Graduation Ready	Graduation Ready
Female	749	52.9%	47.1%
Male	744	59.2%	40.8%
Non-Binary/ Undesignated	Not available (sample size)	Not available (sample size)	Not available (sample size)

Student Performance by Key Demographic Indicators

	ELA			Math		
Race/ Ethnicity	Scale Score	Not Yet Graduation Ready	Graduation Ready	Scale Score	Not yet Graduation Ready	Graduation Ready
Hispanic/ Latino	702	93.8%	6.3%	732	83.9%	16.1%
American Indian/ Alaska Native	NA*	NA*	NA*	NA*	NA*	NA*
Asian	753	50.0%	50.0%	770	25.0%	75.0%
Black/ African American	732	74.1%	25.9%	732	70.4%	29.6%
Native Hawaiian/ Pacific Islander	NA*	NA*	NA*	NA*	NA*	NA*
White	740	59.9%	40.1%	751	48.9%	51.1%
Two or More Races	740	71.4%	28.6%	735	77.8%	22.2%
Not Indicated	NA*	NA*	NA*	NA*	NA*	NA*

Student Performance by Key Demographic Indicators

	ELA			Math		
Economic Disadvantage	Scale Score	Not Yet Graduation Ready	Graduation Ready	Scale Score	Not yet Graduation Ready	Graduation Ready
Economically Disadvantaged - NO	737	63.4%	36.6%	748	52.6%	47.4%
Economically Disadvantaged - YES	717	80.6%	19.4%	735	77.8%	22.2%
Students with Disabilities	Scale Score	Not Yet Graduation Ready	Graduation Ready	Scale Score	Not yet Graduation Ready	Graduation Ready
IEP - Yes	684	100.0%	0.0%	716	92.7%	7.3%
IEP - NO	744	59.2%	40.8%	752	49.0%	51.0%
504	737	69.0%	31.0%	740	69.0%	31.0%

English Language Learner and Migrant categories had too small a sample size to report.

Key Takeaways

Start Strong: Across all grades, subjects, and key demographic areas, there is an increase in those needed less support compared to those who passed the NJSLA (answering the same level of difficulty of questions).

NJGPA: While close to the state average, continued work needs to be done to support our students to be successful on this new assessment.