



# TENAFLY PUBLIC SCHOOLS

Start Strong:2022 - 2023

**Jeff C. Gorman Ed.D**

**Assistant Superintendent of Curriculum &  
Instruction**

**February 13,2023**

**Modified May 5, 2023**



# Start Strong Assessment Overview

## **Start Strong Fall 2022 assessments do:**

- Produce information to be used as a standards-based complement to the resources used by educators in their classrooms to evaluate the needs of students. It is a formative assessment to help “catch up” from potential pandemic learning losses.

## **Start Strong Fall 2022 assessments do not:**

- Replace the spring 2023 New Jersey Student Learning Assessments (NJSLA) statewide summative assessments or are predictive of their results.



## Start Strong Test Design

- The assessments are 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 NJSLA 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
- 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 Result Interpretation Considerations

Start Strong assessments provide a data point of support:

As always, assessment data such as Start Strong is being analyzed alongside other important measures of student outcomes in our district such as our *Linkit* data and other benchmark assessments and teacher-created formative assessments.

- 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



**Tenafly Public Schools**  
**Number of Students Tested**  
**Start Strong Fall 2022 Administrations**

English Language Arts	Students Tested/ Total	Mathematics	Students Tested / Total	Science	Students Tested / Total
ELA04	258 / 258	MAT04	267 / 267	SC06	304 / 304
ELA05	287 / 287	MAT05	293 / 293	SC09	281 / 287
ELA06	300 / 300	MAT06	304 / 304	SC12	306 / 308
ELA07	293 / 293	MAT07	246 / 246	Total	891 / 899
ELA08	290 / 293	MAT08	116 / 118		
ELA09	281 / 287	Algebra 1	307 / 313		
ELA10	312 / 314	Geometry	280 / 287		
Total	2021 / 2032	Algebra 2	286 / 287		
		Total	2099 / 2115		

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



Tenafly Public Schools  
 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	51	20%	40	16%	167	65%
5	20	7%	49	17%	218	76%
6	27	9%	54	18%	219	73%
7	33	11%	43	15%	217	74%
8	24	8%	44	15%	222	77%
9	35	12%	37	13%	209	74%
10	27	9%	50	16%	235	75%
	Note: Percentages may not total 100 due to rounding.					



Tenafly Public Schools  
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	27	10%	36	13%	204	76%
5	28	10%	53	18%	212	72%
6	31	1%	71	23%	202	66%
7	28	11%	58	24%	160	65%
8*	16	16%	55	47%	45	39%
Algebra 1	55	18%	69	22%	183	60%
Geometry	39	14%	54	19%	187	67%
Algebra 2	26	9%	57	20%	203	71%

\*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.



Tenafly Public Schools  
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	39	13%	85	28%	180	59%
9	50	18%	121	43%	110	39%
12	59	19%	56	18%	191	62%

Note: Percentages may not total 100 due to rounding.





Tenafly Public Schools  
 Subgroups  
 Start Strong Fall 2022 Administrations  
 English Language Arts ELA 4-8— Percentages

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	11	15	74
Male	11	17	73
Hispanic or Latino	19	23	59
Asian	6	11	83
Black or African American	0	42	58
White	15	19	67
IEP	29	27	44
504	8	21	72
ELL	69	16	15
Economically Disadvantaged	19	27	54

Note: Percentages may not total 100 due to rounding.



Tenafly Public Schools  
 Subgroups  
 Start Strong Fall 2022 Administrations  
**English Language Arts ELA 9-10— Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	8	11	86
Male	13	18	69
Hispanic or Latino	25	18	56
Asian	7	12	81
Black or African American	25	33	42
White	9	15	75
IEP	26	29	45
504	13	6	80
ELL	39	24	36
Economically Disadvantaged	19	14	67

Note: Percentages may not total 100 due to rounding.



Tenafly Public Schools  
 Subgroup  
 Start Strong Fall 2022 Administrations  
**Mathematics 4-8 — Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	12	27	61
Male	10	23	67
Hispanic or Latino	25	32	43
Asian	4	12	85
Black or African American	27	33	40
White	13	33	54
IEP	38	31	32
504	9	21	70
ELL	32	37	35
Economically Disadvantaged	27	44	33

Note: Percentages may not total 100 due to rounding.



Tenafly Public Schools  
Subgroup  
Start Strong Fall 2022 Administrations  
**Mathematics ALG01 — Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	18	26	56
Male	18	19	63
Hispanic or Latino	39	21	39
Asian	7	13	80
Black or African American	33	33	33
White	23	28	49
IEP	45	22	33
504	18	32	50
ELL	46	8	46
Economically Disadvantaged	18	27	55

Note: Percentages may not total 100 due to rounding.



Tenafly Public Schools  
Subgroup  
Start Strong Fall 2022 Administrations  
**Mathematics ALG02 — Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	8	21	71
Male	10	18	71
Hispanic or Latino	21	21	58
Asian	3	10	86
Black or African American	40	20	40
White	11	26	63
IEP	25	42	34
504	6	31	63
ELL	10	10	80
Economically Disadvantaged	40	40	20

Note: Percentages may not total 100 due to rounding.



Tenafly Public Schools  
Subgroup  
Start Strong Fall 2022 Administrations  
**Mathematics GEO1 — Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	15	18	67
Male	13	20	67
Hispanic or Latino	50	18	32
Asian	1	10	89
Black or African American	33	0	67
White	17	27	56
IEP	44	32	25
504	13	33	54
ELL	38	50	13
Economically Disadvantaged	33	0	67

Note: Percentages may not total 100 due to rounding.



Tenafly Public Schools  
Subgroup  
Start Strong Fall 2022 Administrations  
**Science 6— Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	11	29	59
Male	14	27	59
Hispanic or Latino	23	32	45
Asian	6	24	71
Black or African American	25	50	25
White	17	32	50
IEP	39	37	24
504	32	21	47
ELL	57	29	14
Economically Disadvantaged	0	50	50



Tenafly Public Schools  
Subgroup  
Start Strong Fall 2022 Administrations  
**Science 9— Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	11	55	29
Male	20	32	48
Hispanic or Latino	36	59	5
Asian	10	38	51
Black or African American	50	50	0
White	22	44	34
IEP	36	51	14
504	5	45	50
ELL	70	30	0
Economically Disadvantaged	22	67	11





Tenafly Public Schools  
Subgroup  
Start Strong Fall 2022 Administrations  
**Science 12— Percentages**

Subgroup	More Support Needed	Some Support Needed	Less Support Needed
Female	22	20	58
Male	16	17	67
Hispanic or Latino	27	27	46
Asian	10	13	77
Black or African American	80	0	20
White	20	19	61
IEP	64	14	21
504	6	31	64
ELL	88	0	13
Economically Disadvantaged	30	30	40



# How We Are Using Our Data Elementary

- Comparative analysis of results with 2022 NJSLA and 2022-23 *LinkIt* benchmark assessments (administered three times throughout the year) were conducted to measure standards-based progress.
- These assessments was an additional data point for our beginning of the year intervention process, along with benchmark assessments, *Fountas & Pinnell* reading assessment, and BSI screenings (*LinkIt*, *Dibels*). Targeted individual and small group instruction in those areas will be provided by both the basic skills and classroom teachers. (areas include but are not limited to informational texts and main idea)
- Grade-level and school-based professional development was put in place to:
  - Deepen understanding of the identified standards. Grade 5 teachers are in the process of attending a series of 7 *Conquer Mathematics* workshops focused on grade-level NJSLA.
  - Foster consistent use of academic language that aligns with standards and assessments (test-like questions spiraled through the curriculum).
  - Identify instructional approaches and strategies to improve student performance in those areas identified (i.e. - nonfiction reading and writing strategies...).



# How We Are Using Our Data?

## Elementary Cont:

- Full-year implementation of the Fountas & Pinnell Leveled Literacy Intervention system for students receiving Basic Skills Instruction in grades 2-5.
- Targeted instruction as determined by performance on state assessment and in alignment with TPS benchmark, standards-based assessments
- Implement use of *Imagine MyPath*, as a supplement to provide differentiated, scaffolded instruction.
- Revised curriculum in science and social studies targeting nonfiction literacy skills
- On-demand, tiered instructional model as the learning is taking place
- Targeted instruction as determined by performance on state assessment and in alignment with TPS benchmark, standards-based assessments



## Intervention Strategies - Middle School

- Students identified as *More Support Needed* and *Some Support Needed* on Start Strong along with NJSLA scores below proficiency were identified. We used benchmark *LinkIt form A* to look further into skills that we want to improve upon.
- These students were invited to participate in our after-school skill building program for English Language Arts and Mathematics.
- Parents were invited to a program introduction about the after-school program.
- Using ALEKS math program for diagnostic assessments on math skills that we want to improve upon.



## Intervention Strategies - Middle School cont:

- ELA is using several different diagnostic assessments (Reading comprehension, grammar, and writing skills) to identify areas of improvement for each student participating in the after-school program.
- A spring skills building program will be offered twice a week for students identified as needing more skills help in ELA and Mathematics
- An after school “homework club” is being developed for struggling students to get extra help on an as needed basis and by assignment.



## Intervention Strategies - High School (English 9,10)

- Scheduled rotating day in student schedule for extra help
- Remediation resources
- Additional nonfiction resources, including *The New York Times*
- *Achieve Reading, Membean Vocabulary, NoRedInk Grammar*
- The addition of supplemental texts, including diverse narratives and nonfiction literature
- The Content, Skills and Internship Center (CSI) placement



## Intervention Strategies - High School (Science - Grades 9,12)

Across all levels of subjects, science teachers implemented the following intervention strategies:

- Increased reinforcement of concepts
- Increased review of concepts and mathematical skills
- Increased extra help by teachers outside of classroom periods
- Utilized strategies to break up concepts into smaller ones
- Developed and adapted new demonstrations and lab activities using Next Generation Science Standards (NGSS)
- Incorporated wider use of virtual teaching tools (Gizmos, the Physics Classroom, Physics Interactives, Brain Pops, etc)

Professional development:

- Phenomena-based instructional strategies using NGSS
- Culturally Responsive Teaching

Looking towards the future the science department added the following for 2023-24:

- A standalone 9th grade Physical Science Honors in addition to the combination class with Biology Honors
- The elective Organic Chemistry / Neuroscience



## Intervention Strategies - High School (Mathematics - Algebra, Geometry)

- In-class
  - Targeted instruction as determined by performance on state assessment and in alignment with TPS benchmark, standards-based assessments
  - Structured support in Study Skills with special education teacher
- Supplementary
  - CSI
  - Extra help with content area teacher
  - May include afternoon remediation offering