



START STRONG

Tinton Falls School District

December 20, 2021

Dr. Elizabeth Cole



TODAY'S OBJECTIVES:

- Explore trends in the START STRONG Data
- Discuss What is Being Done Now to Address Needs
- Steps for the Future



Start Strong Assessments

- Math and ELA-grades 4-8th
- Science Grade 6

PERFORMANCE LEVELS

- Strong Support May Be Needed
- Some Support May Be Needed
- Less Support May Be Needed

PURPOSE

- Aid educators to identify the types of support students may need
- Address students' unique needs at the beginning of the year

START STRONG ELA-SRS

*SUPPORT WITH PRIOR YEAR STANDARDS

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
4	48%	21%	31%
5	52%	26%	22%

START STRONG ELA-TFMS

*SUPPORT WITH PRIOR YEAR STANDARDS

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
6	46%	23%	30%
7	63%	19%	18%
8	61%	19%	20%

START STRONG ELA-Sub Groups

*SUPPORT WITH PRIOR YEAR STANDARDS

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
Female	56%	23%	21 %
Male	52%	21%	27 %

START STRONG ELA-Sub Groups

*SUPPORT WITH *PRIOR* YEAR STANDARDS

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
Hispanic	43%	19%	38 %
Black	40%	22%	38 %
White	57%	23%	20 %
Asian	71%	19%	10 %

START STRONG ELA - Sub Groups

*SUPPORT WITH PRIOR YEAR STANDARDS

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
Special ED	24%	15%	61%
504	54%	23%	23%
Economically Disadvantaged	35%	20%	45 %

START STRONG MATH-SRS

*SUPPORT WITH PRIOR YEAR STANDARDS

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
4	39%	29%	32%
5	19%	27%	54%

START STRONG MATH-TFMS

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
6	18%	34%	48%
7	29%	45%	26%
8	16%	33%	51%
Algebra	41%	41%	17%

MATH Sub Groups

*SUPPORT WITH PRIOR YEAR STANDARDS

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
Female	20%	38%	42%
Male	31%	31%	38%

Math Sub Groups

*SUPPORT WITH *PRIOR* YEAR STANDARDS

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
Hispanic	15%	25%	60%
Black	5%	21%	74%
White	28%	36%	36%
Asian	61%	29%	10%

MATH Sub Groups

*SUPPORT WITH PRIOR YEAR STANDARDS

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
Special ED	10%	13%	77%
504	10%	60%	30%
Economically Disadvantaged	19%	25%	56%

START STRONG SCIENCE GR. 6

Start Strong Assessment

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
6	20%	41%	39%

SCIENCE Sub Groups

*SUPPORT WITH PRIOR YEAR STANDARDS

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
Female	23%	41%	36%
Male	42%	40%	18%

SCIENCE Sub Groups

*SUPPORT WITH *PRIOR* YEAR STANDARDS

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
Hispanic	18%	26%	56%
Black	0%	26%	74%
White	24%	40%	36%
Asian	13%	62%	25%

SCIENCE Sub Groups

*SUPPORT WITH PRIOR YEAR STANDARDS

GRADE	LESS SUPPORT	SOME SUPPORT	STRONG SUPPORT
Special ED	8%	29%	63%
504	0%	50%	50%
Economically Disadvantaged	5%	40%	55%

STRUCTURE, ACTION STEPS, ACCOUNTABILITY

STRUCTURE

TIER 3: Intensive support

TIER 2: Additional Time, Off-Grade
Standard Focus, Curriculum and Staffing

TIER 1: Fidelity of Instruction

ACTION STEPS

- Administrative Data Analysis
- Admin/Staff Data Analysis
- Tier 1 Core Instruction with Intervention
- W.I.N period for Off-Grade Support
- Tier 2 Additional Curriculum and Staffing
- Pilot Homogeneous Classes in Grades 3 and 5
- Star Class in Grade 6 - Reading Foundational Skills

Accountability

- *Admin Goals connected to student achievement*
- *Data Chats at Admin Council, grade level, individual level*
- *Math Coaches and Literacy Coach meeting with individual staff members*
- *Teacher SGOs connected to student data*

Thank You
Questions?