

Assessment Results: 20-21 EOY Presentation

Franklin Township Public Schools

Presented October 2021

**Measuring College
and Career
Readiness**

Performance Data Context

This presentation represents a snapshot of the data that we collect to help guide our collective and individual decision making. It is important to keep in mind that some students learned and were assessed completely outside of the school setting in 2020-2021, while others learned in a hybrid format, sometimes in school, sometimes not in school.

Assessment Results:
20-21 Local Assessment
Administration
ACCESS FOR ELLS

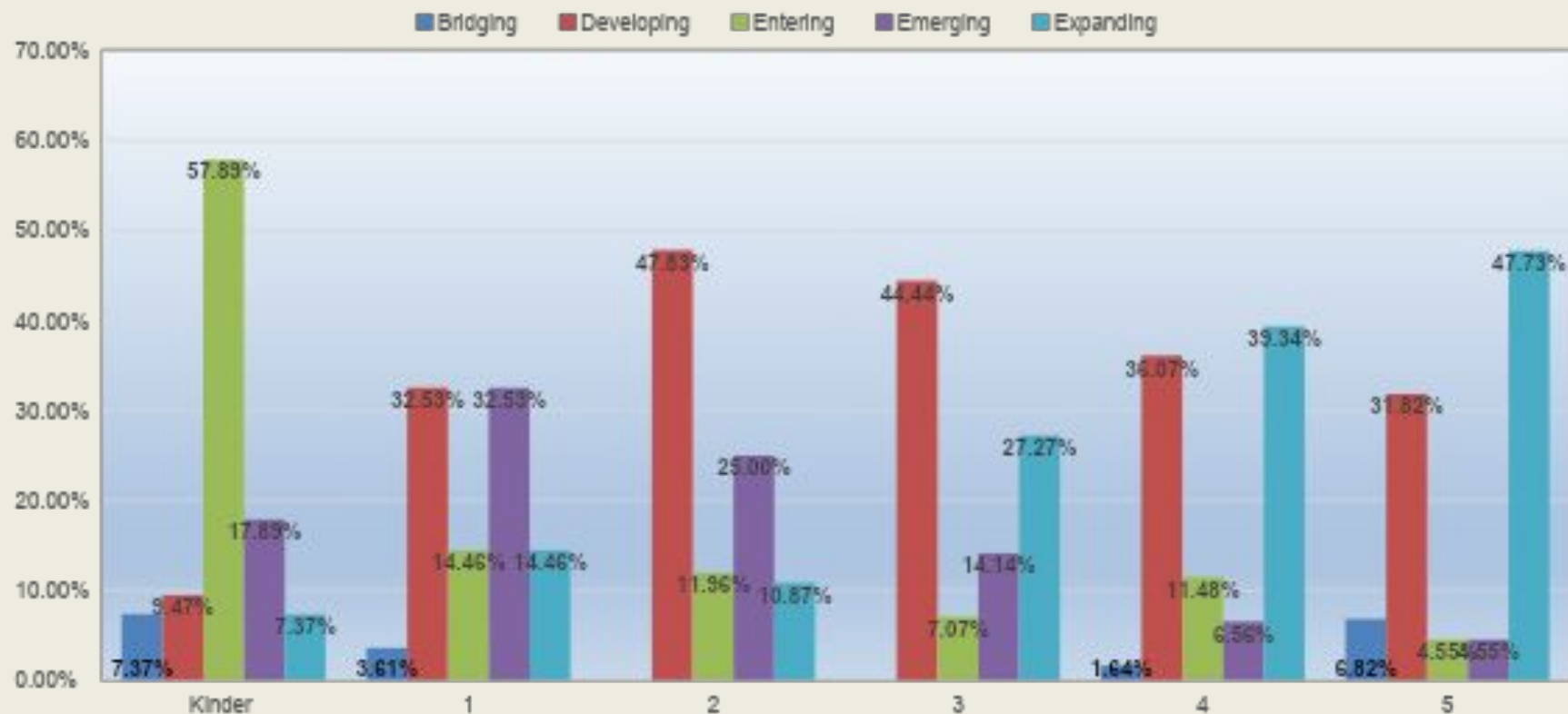
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ACCESS FOR ELLS

- Administered annually K-12 to all students identified as English Language Learners (ELLs)
- Monitors student progress in learning academic English
- Overall Score (35% Reading, 35% Writing, 15% Listening, and 15% Speaking)
- Performance Levels
 - 1- Entering
 - 2- Emerging
 - 3- Developing
 - 4- Expanding
 - 5- Bridging
 - 6- Reaching
- Component of ESSA Accountability Profile
- 20-21 SY 643 participated in assessment. There were 10 invalid scores.

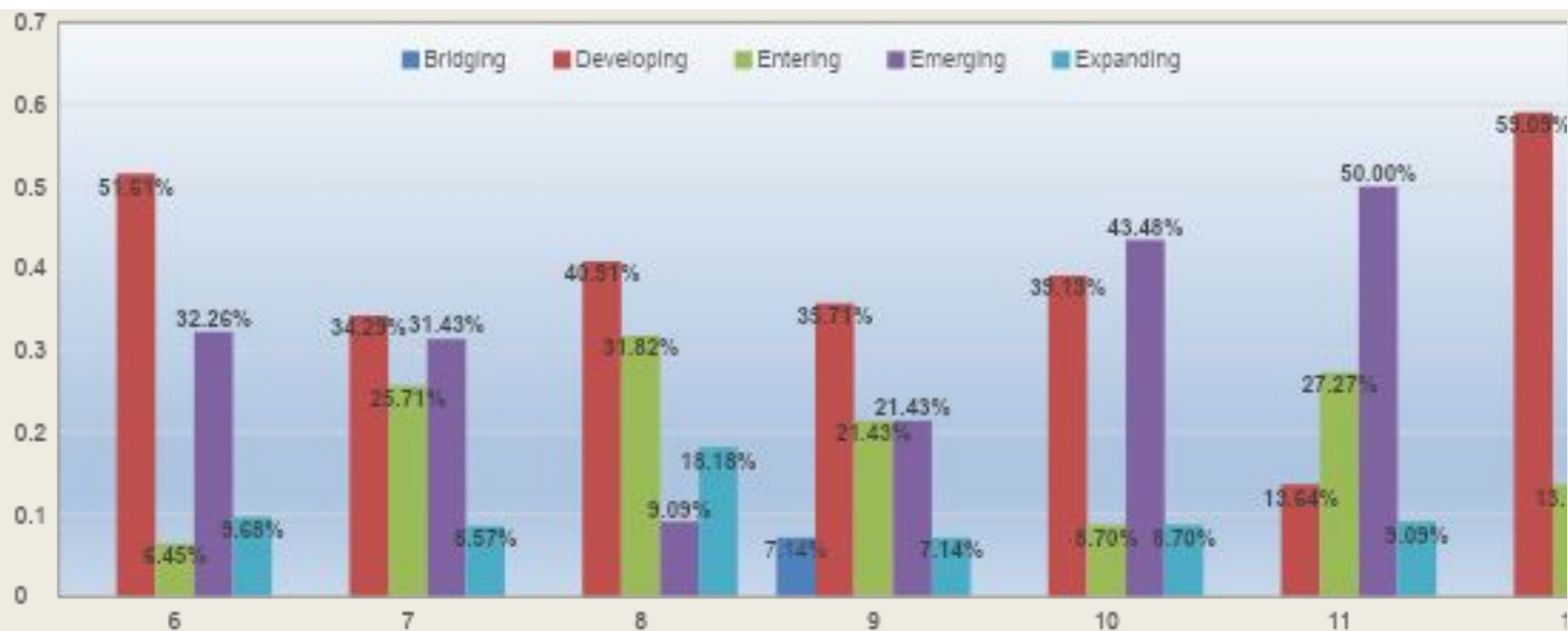
ACCESS FOR ELLS

Performance Level Results K-5 (2021)



ACCESS FOR ELLS

Performance Level Results 6-12 (2021)



Number of Students Existed
from program (4.5 and other
criteria)

2020

105

2021

24

Dynamic Learning Map Results

- Alternate assessment for students with the most significant cognitive disabilities.
- Students show their performance on content standards called Essential Elements in ELA, Math, and Science
- Results are calculated using the diagnostic classification modeling.
 - Determines whether the student showed mastery of specific skills.

Scoring:

- Emerging
- Approaching
- At Target
- Advanced

Dynamic Learning Map Results

Due to reporting size N=10 the district will not provide demographic subgroup or grade level results.



Number of students Participating	ELA Gr. 3-8	Math Gr. 3-8	Science Gr 5, 8, 11
	33	33	11

Assessment Results:
20-21 Four-Year Graduation
Cohort Presentation
Franklin High School

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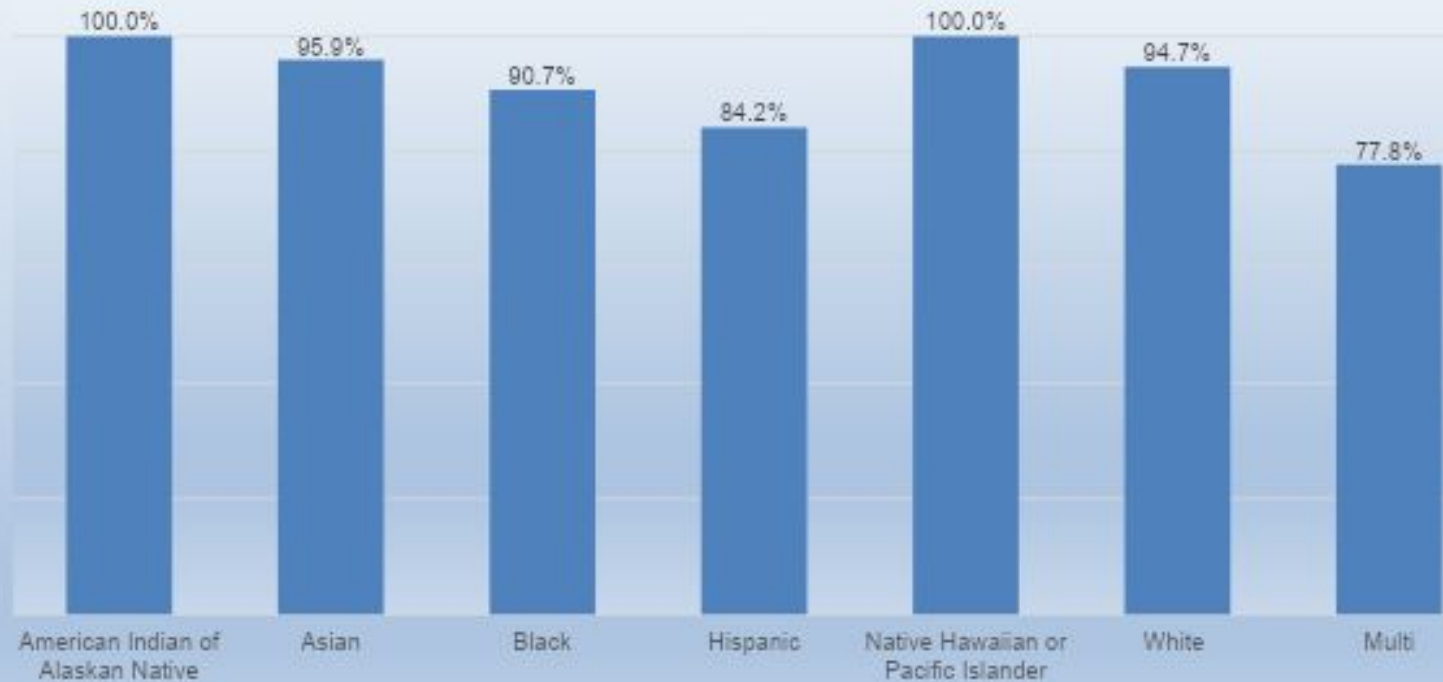
FHS 4YR COHORT CLASS OF 2021

COHORT	FHS
4YR Adjusted Graduation Cohort Count	595
Graduation Count	535
Graduation Rate	89.9%
12 th Grade Retention	27

* This data may change pending NJDOE graduation appeal approval

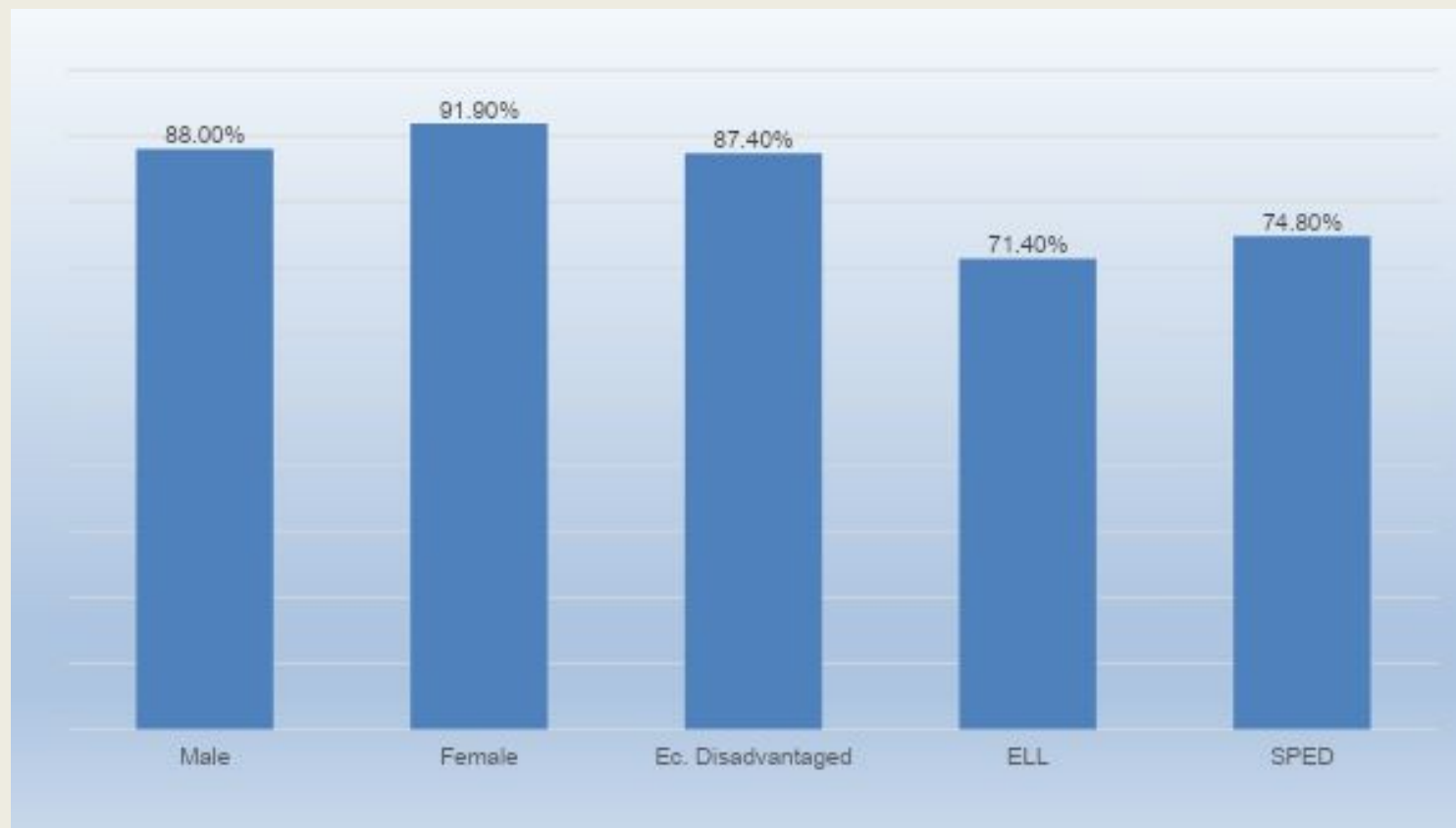
FHS 4YR COHORT CLASS OF 2021

Graduation percentages by Demographic Subgroup

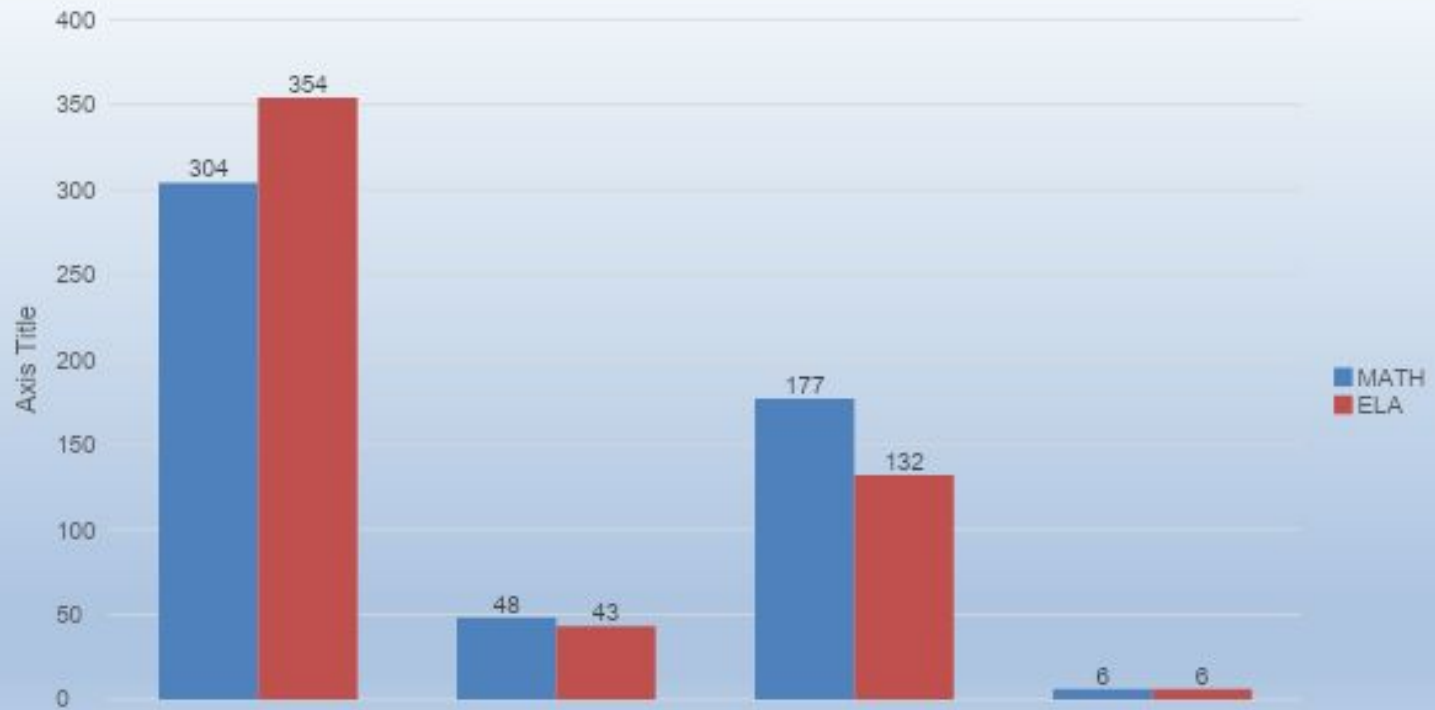


FHS 4YR COHORT CLASS OF 2021

Graduation percentages by Demographic Subgroup



FHS Graduation Pathways Class of 2021



	NJSLA/PARCC	Substitute Competency Test	Portfolio Assessment	Alternate in IEP
Math	56.80%	9.80%	33.10%	1.10%
ELA	66.20%	8.00%	24.70%	1.10%

* This data may change pending NJDOE graduation appeal approval

Assessment Results: 20-21 EOY Presentation






ELA

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i-Ready ELA

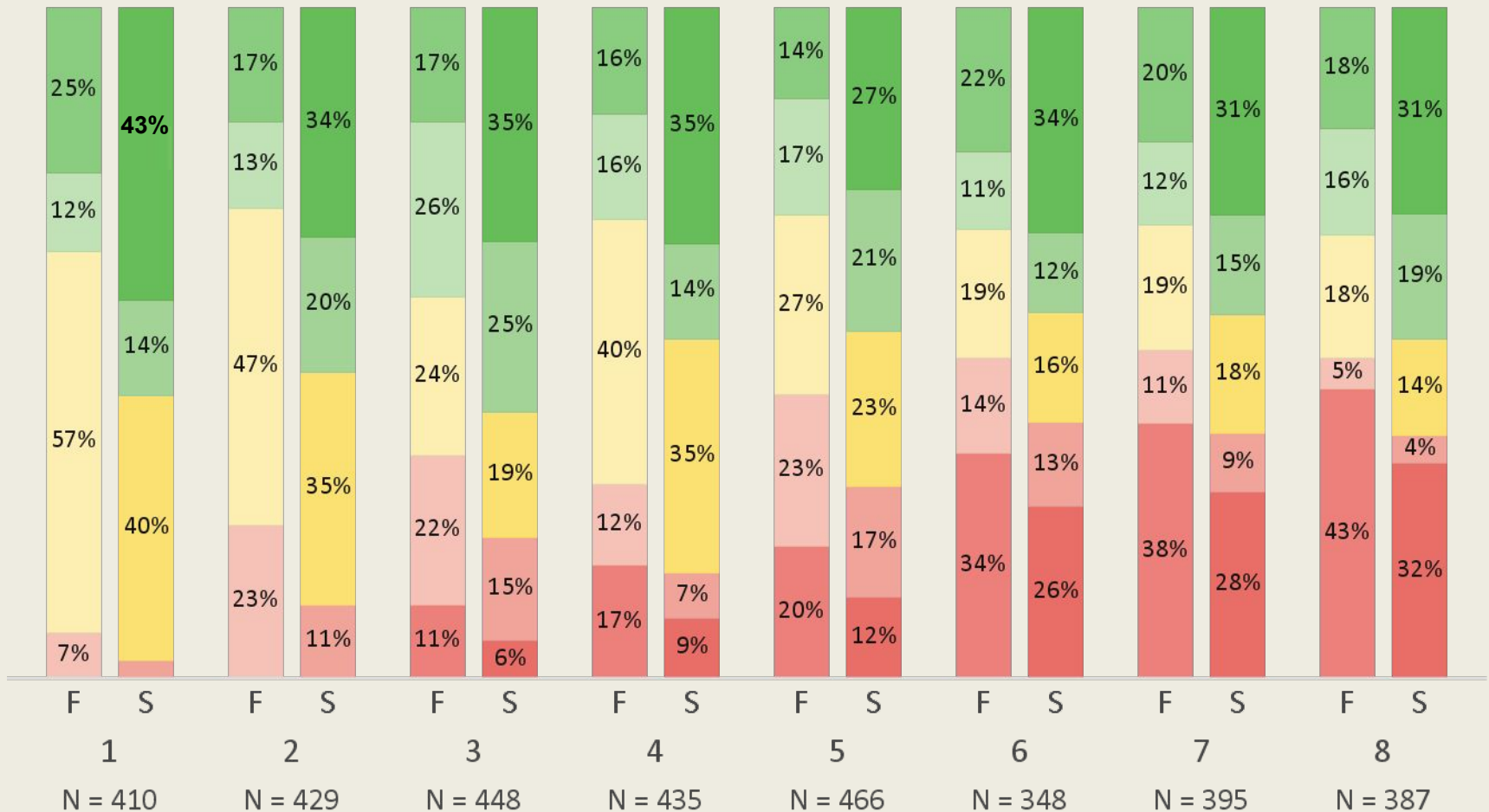
- Grades 1-8
- Adaptive Diagnostic Tool and Learning Path:
 - Measures student readiness on grade level and creates an intervention program for enrichment of skills
- Assessment occurs three times: Beginning of Year (BOY), Mid Year (MY), & End of Year (EOY) in ELA

i-Ready ELA

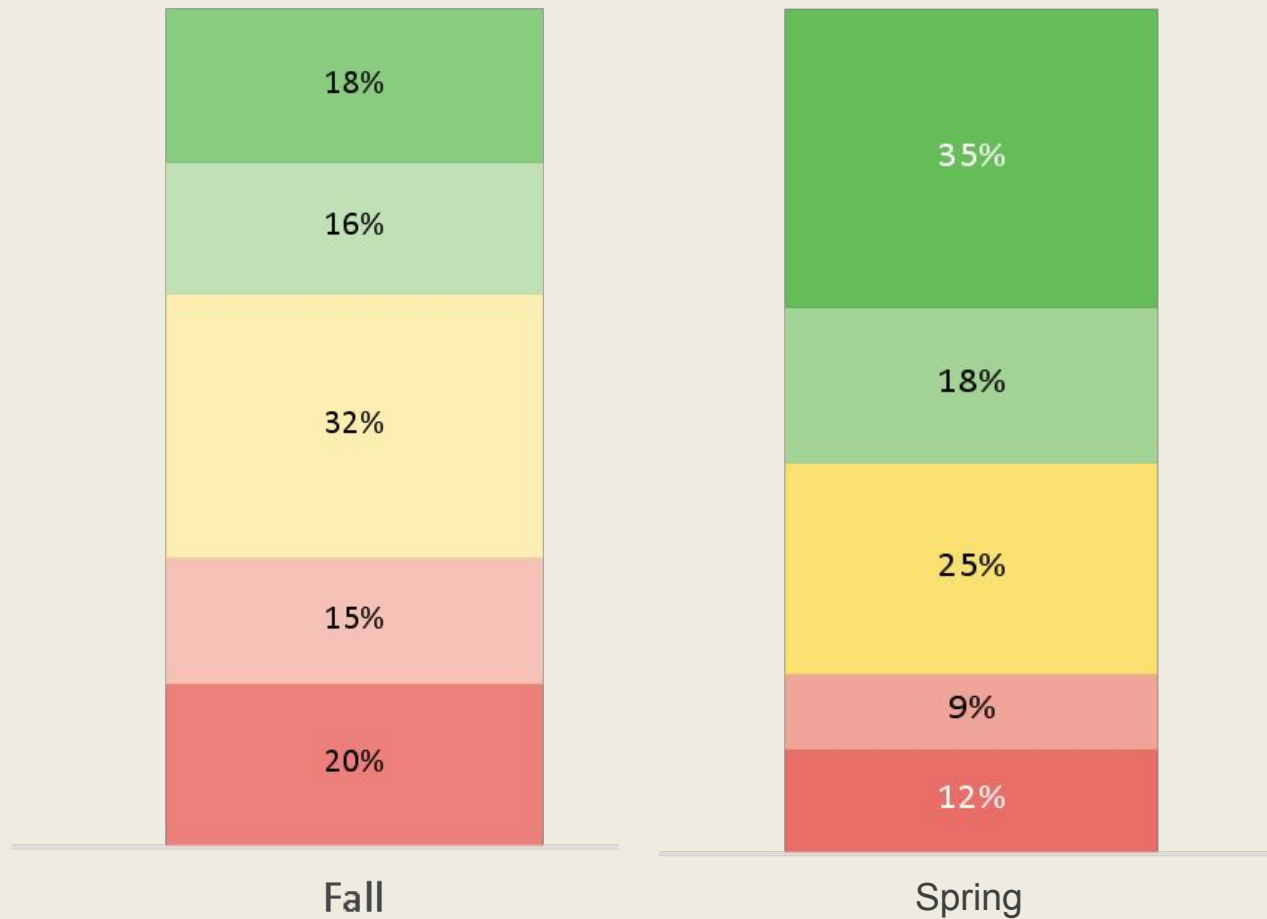
- Intervention:
 - Grades 1-8 aim to receive 35 minutes per week/cycle in ELA during the small group instruction time.
- Students are placed in 1 of 6 categories:
 -  **Mid On-Grade or Above**
 -  **Early On-Grade**
 -  **1 Grade Below**
 -  **2 Grades Below**
 -  **3+ Grades Below**

i-Ready Grades 1-8

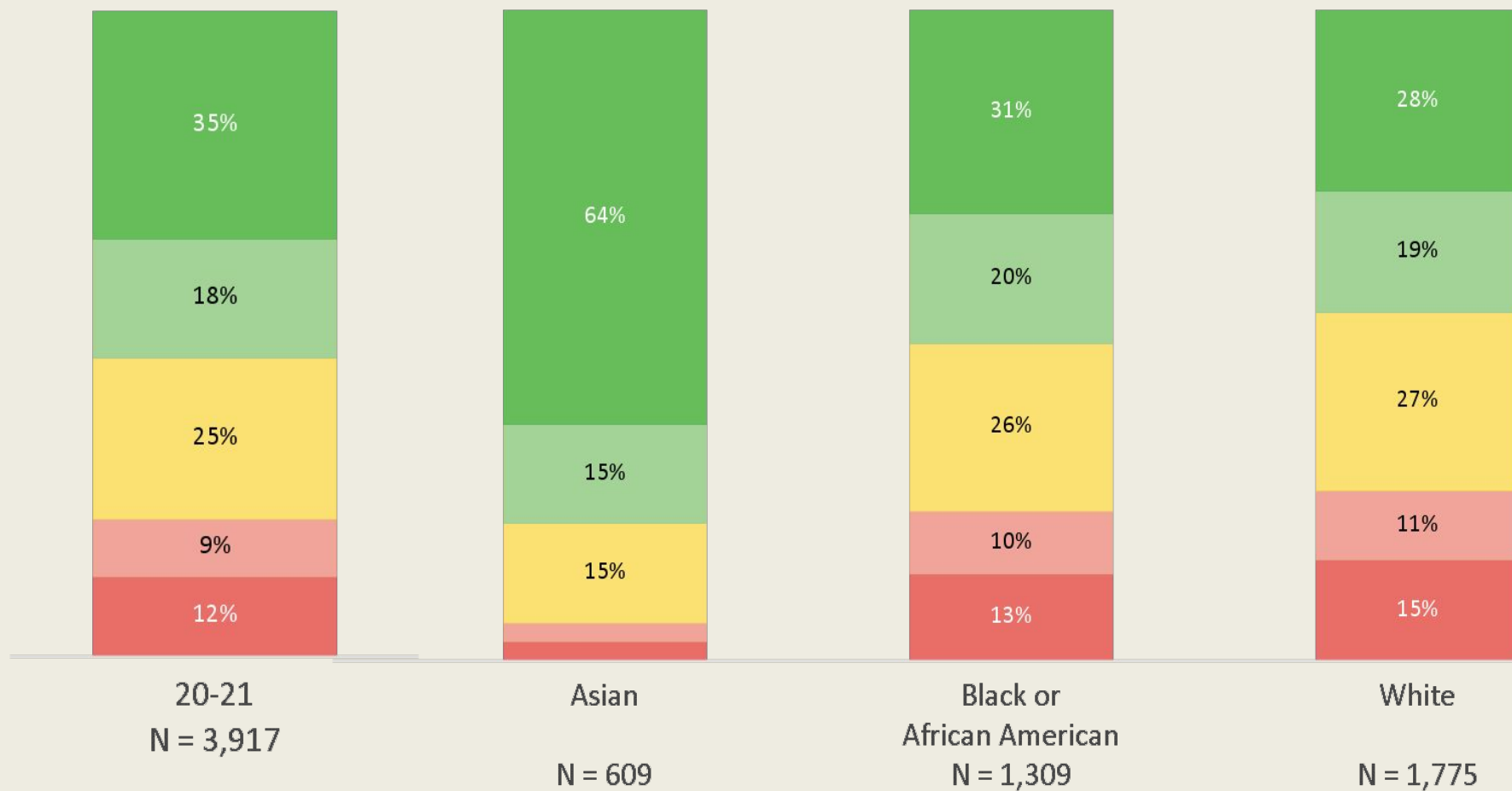
Placement Distribution Fall to Spring



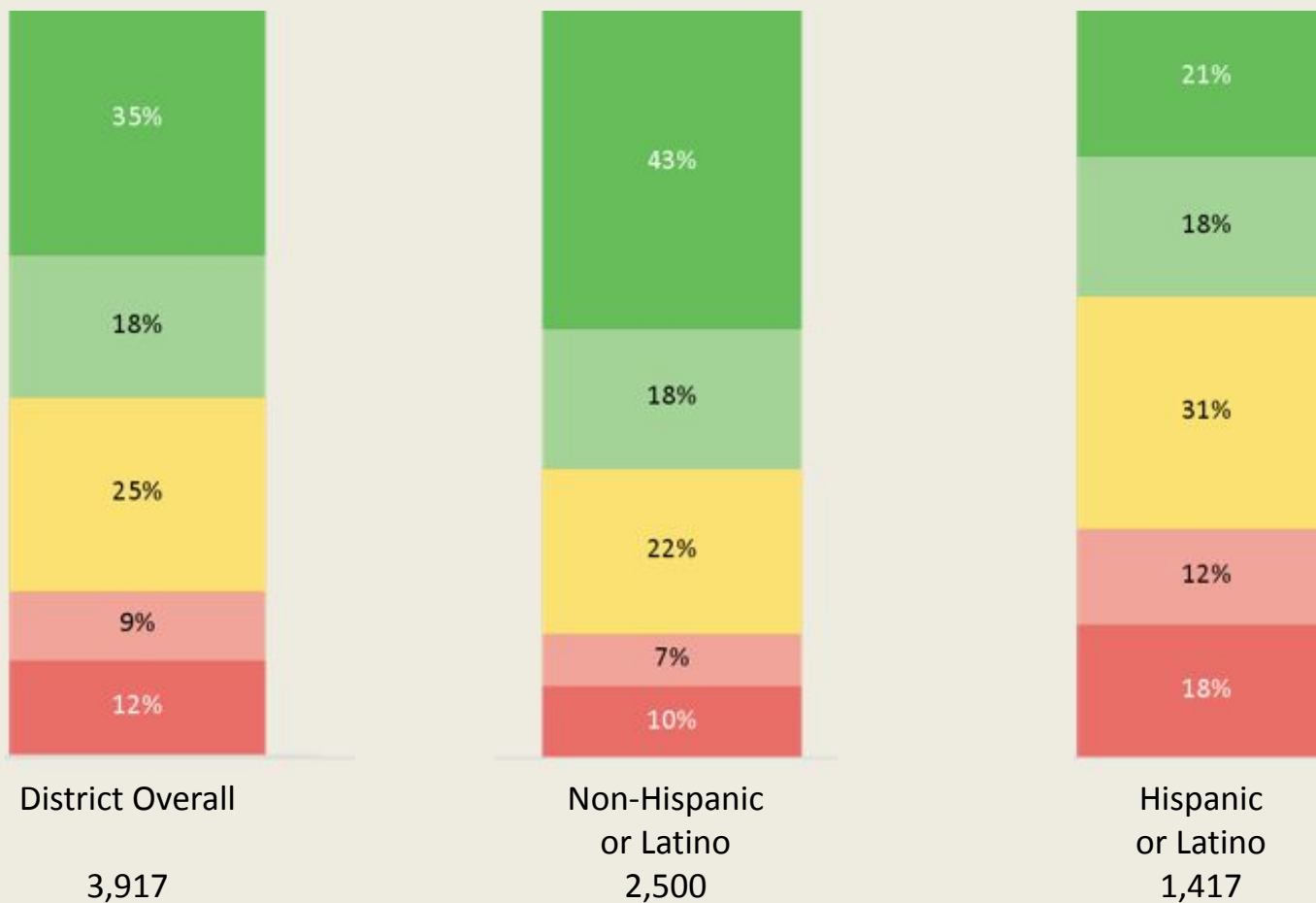
i-Ready ELA Grades 1-8 Placement Distribution Fall to Spring



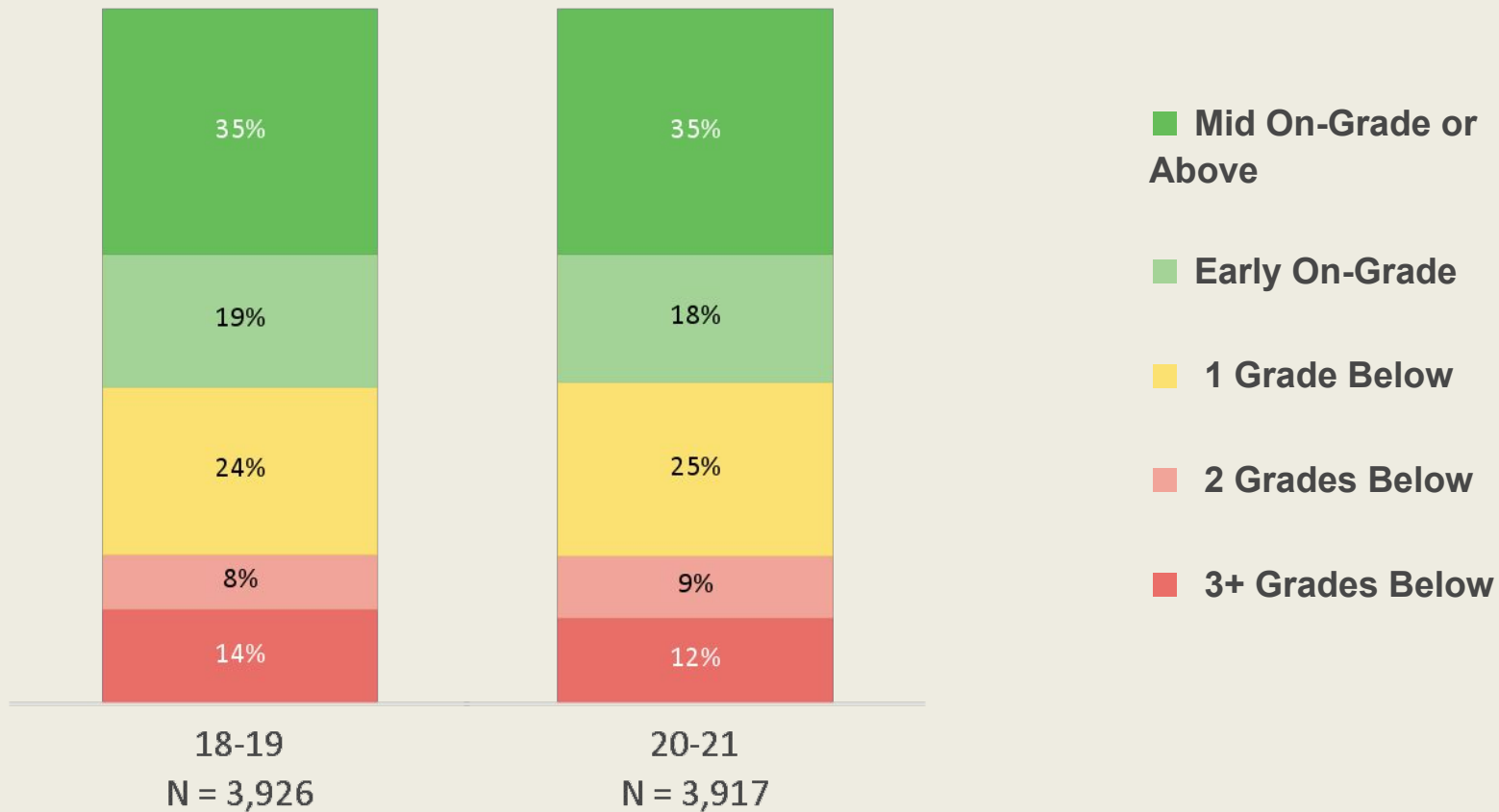
i-Ready ELA Grade 1-8 Spring Placement Distribution by Race



i-Ready ELA Grade 1-8 Spring Placement Distribution by Hispanic or Latino

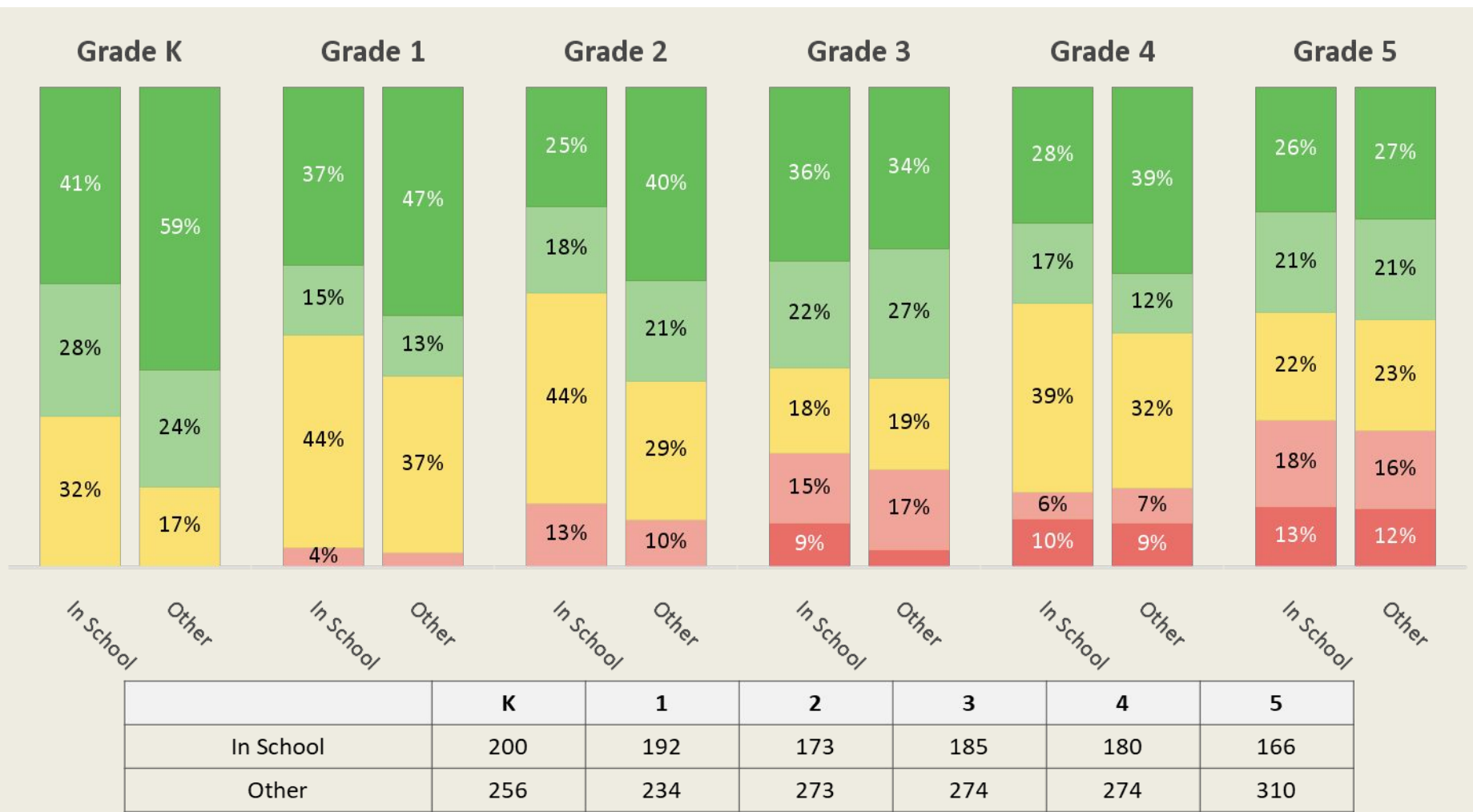


i-Ready ELA Grades 1-8 Two Year Comparison Placement Distribution Spring 18-19 to Spring 20-21



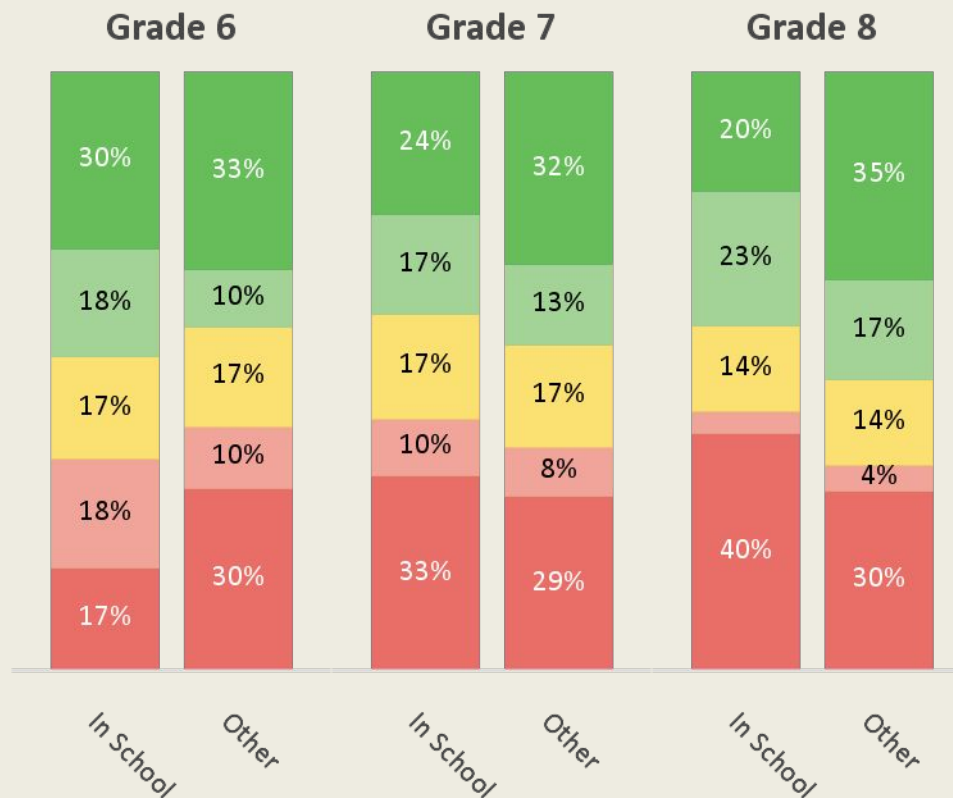
i-Ready ELA 1-5

Spring Placement Distribution by Diagnostic Location



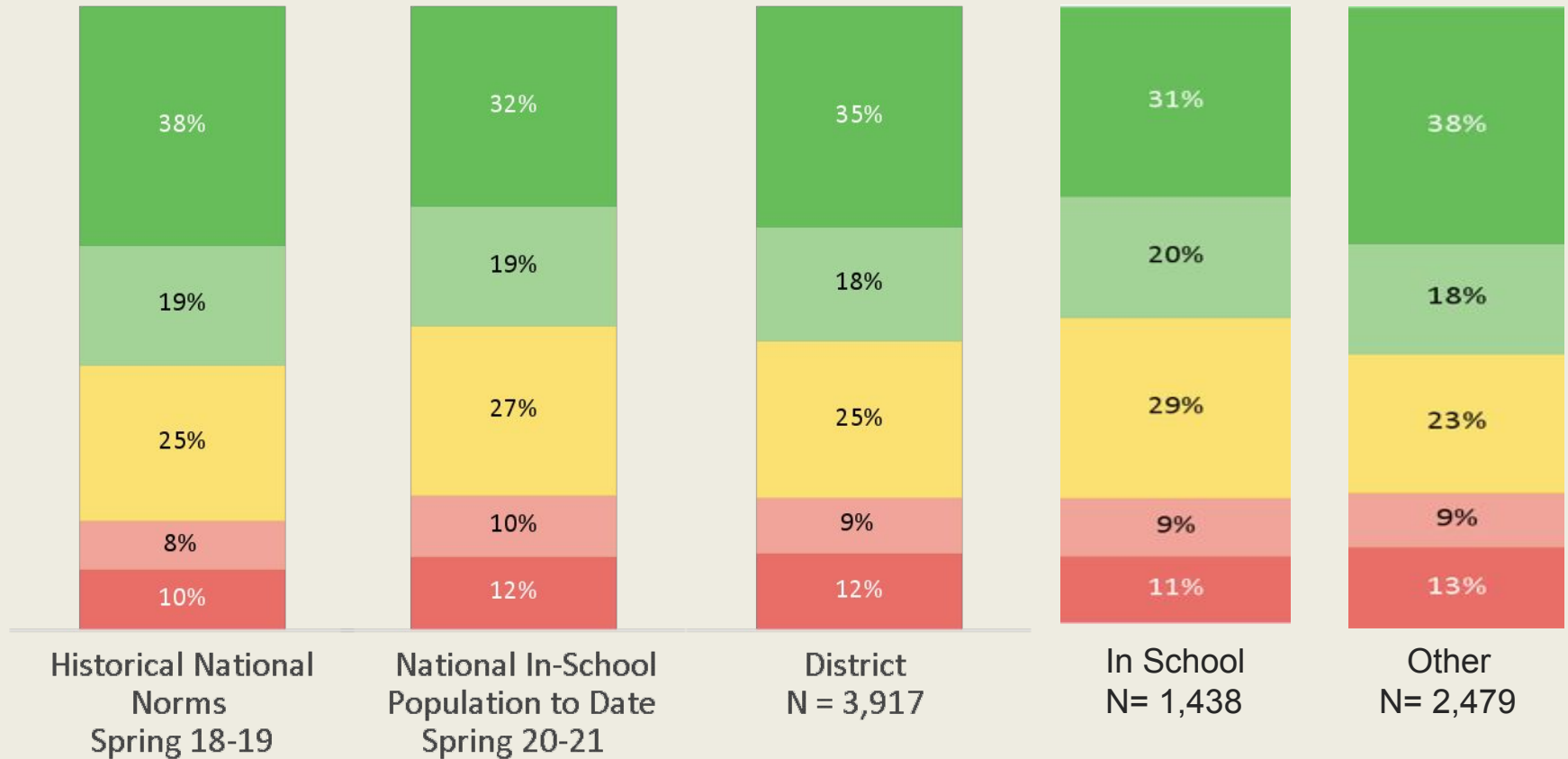
i-Ready ELA 6-8

Spring Placement Distribution by Diagnostic Location



	6	7	8
In School	105	126	111
Other	263	292	303

ELA Spring Placement Distribution for District Benchmarks



21-22 SY ELA Next Steps Gr. K-5

- **Assess areas of greatest instructional need** for students using i-Ready (K-5) and additional district assessment tools, including the Phonemic Awareness Assessment (K-2) and Running Records (1-5). We will compare these assessments to past learning trends.
- **Use the NJDOE's *Four Principles of Accelerated Learning*** to address learning gaps and differentiate instruction to provide on grade-level instruction:
 - Provide conditions for teaching and learning that will foster social and emotional well-being of students, families and educators.
 - Improve equitable access to grade level content and high-quality resources for each student.
 - Prioritize content and learning by focusing on the depth of instruction, rather than the pace.
 - Implement a K-12 accelerated learning cycle to identify gaps and scaffold as needed.

21-22 SY ELA Next Steps Gr. K-5

- **Support foundational reading instruction** through resources such as the Heggerty Phonemic Awareness and Recipe for Reading phonics workbooks.
- **Plan and deliver differentiated instruction** in all literacy domains during Language Arts Intervention period and Enrichment and Intervention periods.
- Use local assessment data (Phonemic Awareness, running records, writing benchmarks etc.) to **monitor progress toward grade-level proficiency.**

21-22 SY ELA Next Steps Gr. 6-12

- **Assess learning gaps** for each unit of study.
- Use the Four Principles of Accelerated Learning provided by the DOE to address learning gaps and **differentiate instruction to provide on grade level instruction.**
- **Supplement instruction through ELA Labs at FMS and Essentials classes at FHS**, as well as using i-Ready (6-8) and Achieve 3000 (9-11).
- **Use local assessment data** (Benchmarks, running records, etc.) **to monitor progress** toward grade level proficiency.






Assessment Results:
20-21 EOY Presentation
Math

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i-Ready -Math

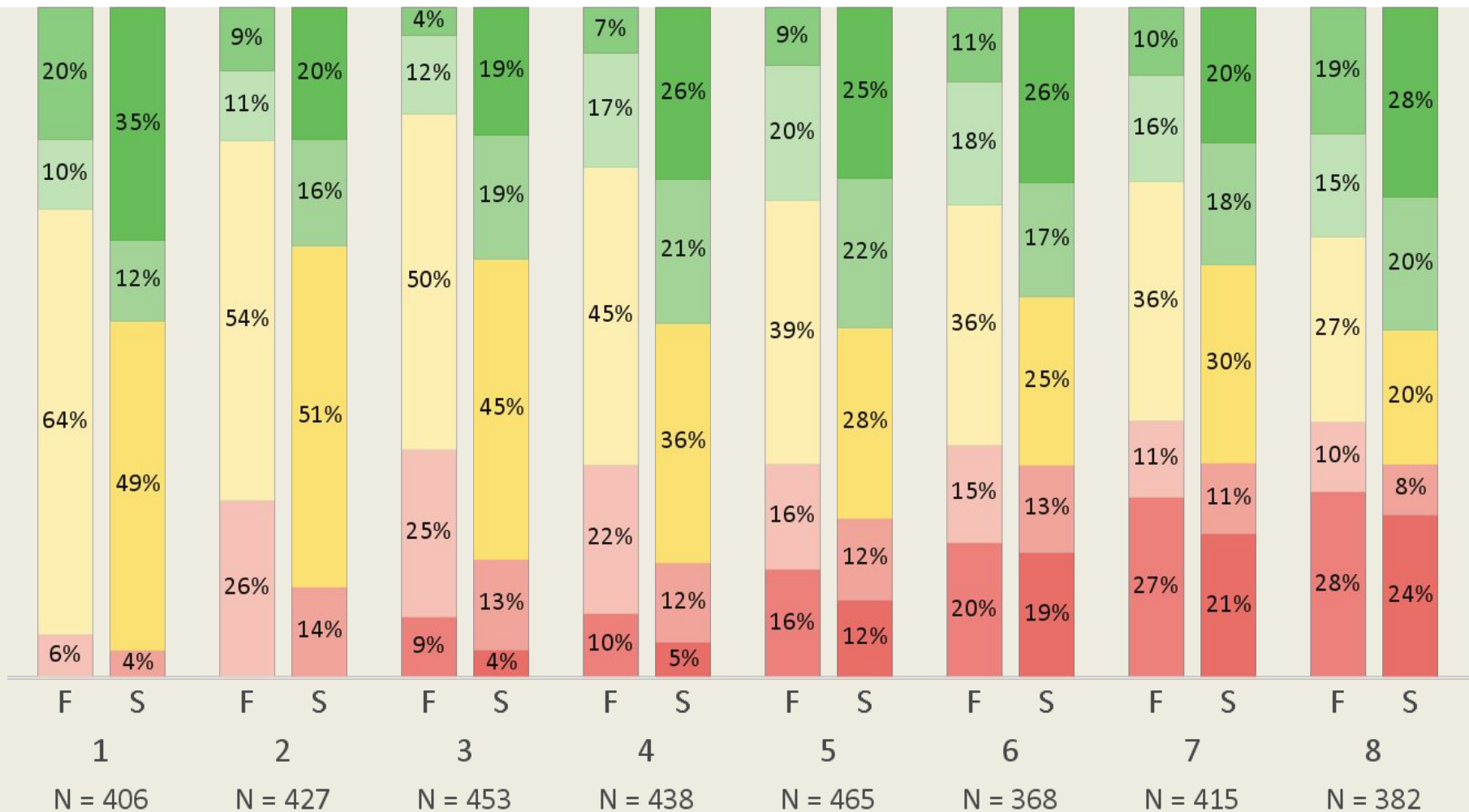
- Grades: 1-8
- Adaptive Diagnostic Tool and Learning Path:
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i-Ready Math

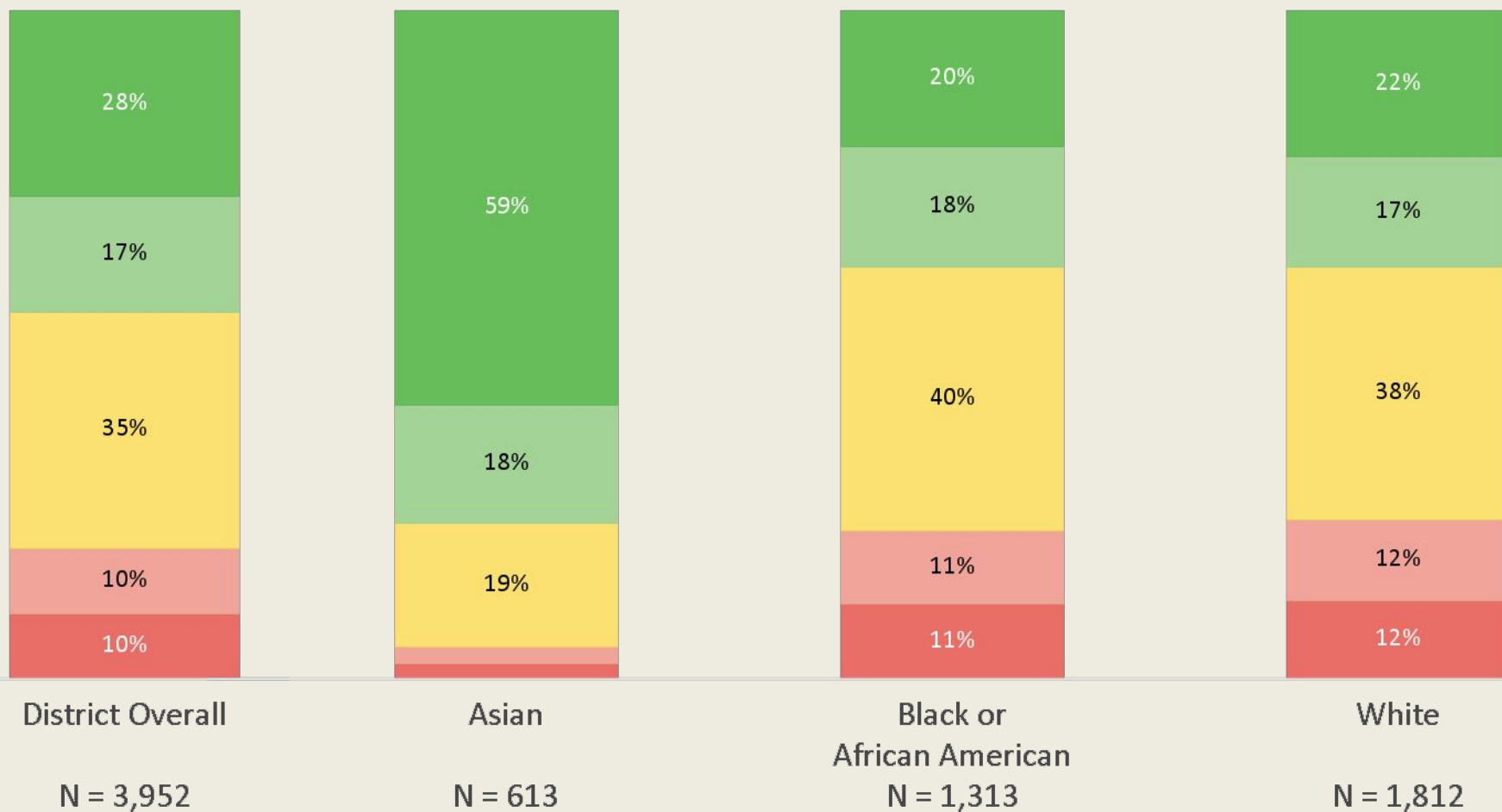
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Math i-Ready Grades 1-8

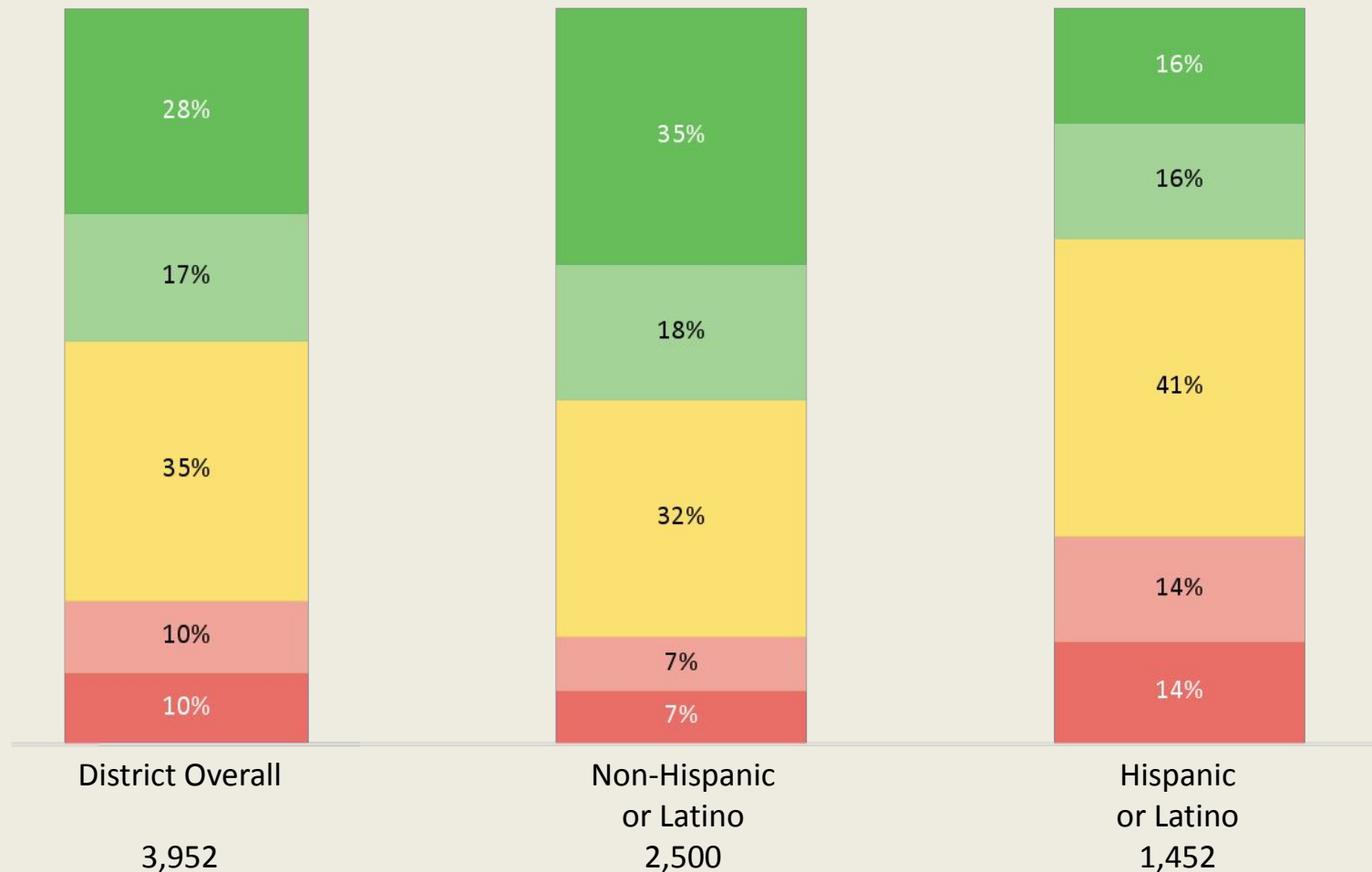
Placement Distribution Fall to Spring



i-Ready Math Grade 1-8 Spring Placement Distribution by Race



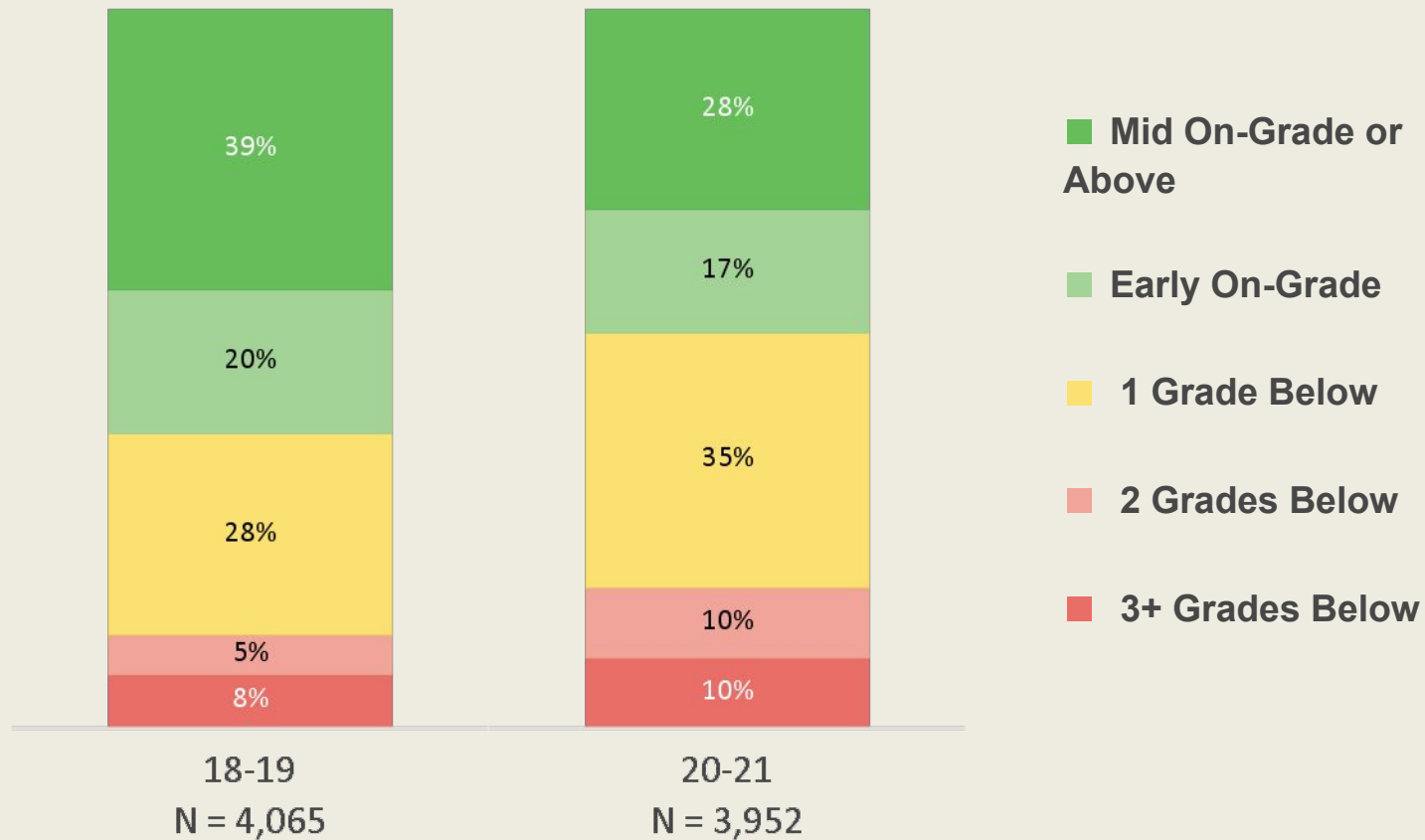
i-Ready Math Grade 1-8 Spring Placement Distribution by Hispanic or Latino



i-Ready Math Grades 1-8

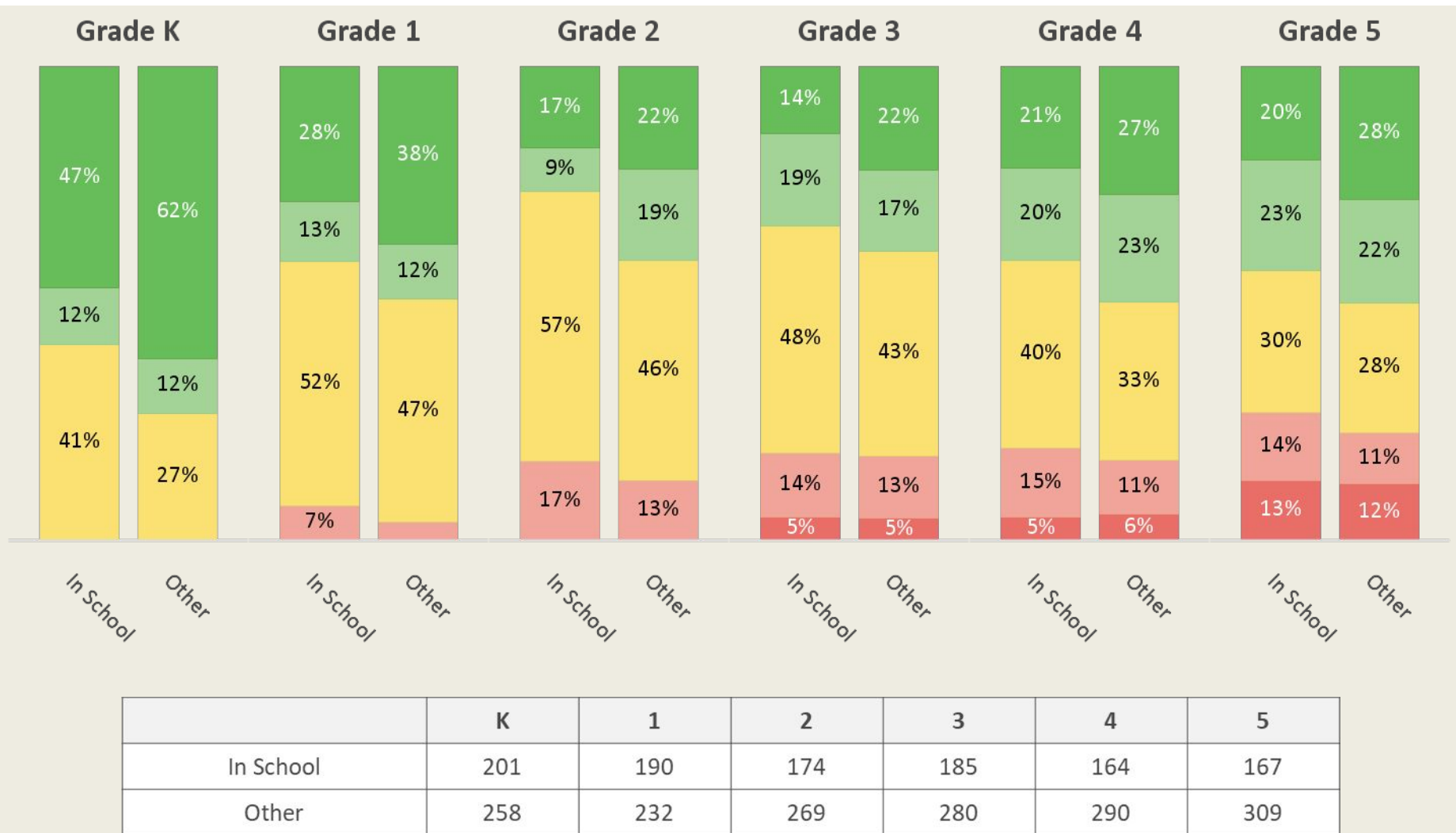
Two Year Comparison

Placement Distribution Spring 18-19 to Spring 20-21



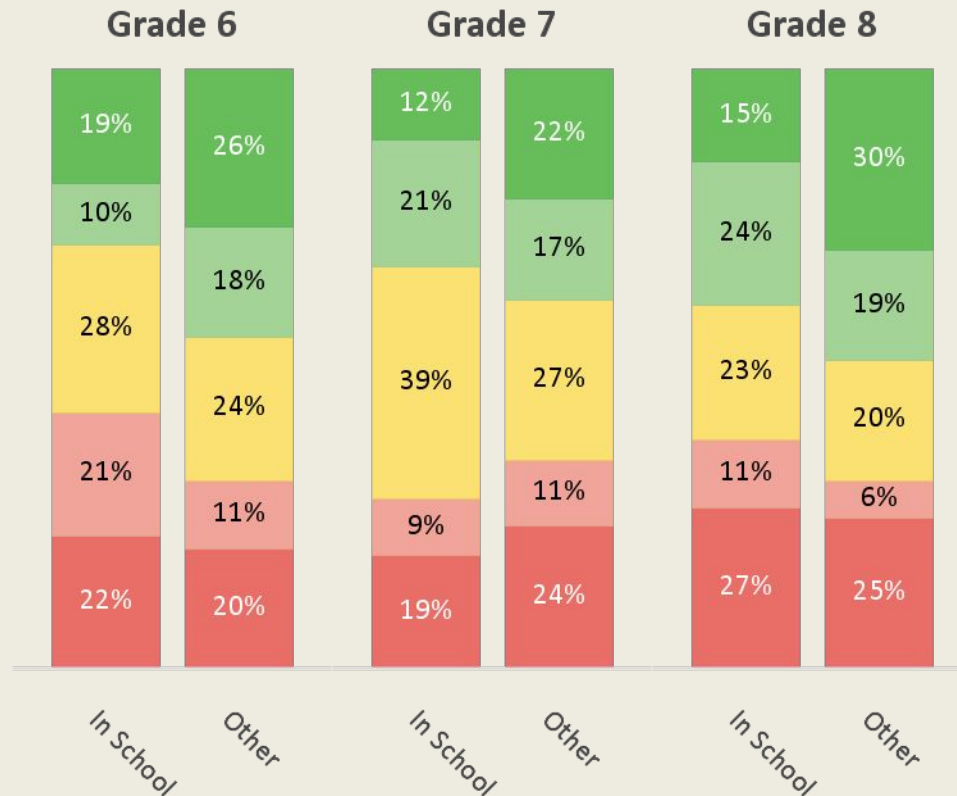
i-Ready Math 1-5

Spring Placement Distribution by Diagnostic Location



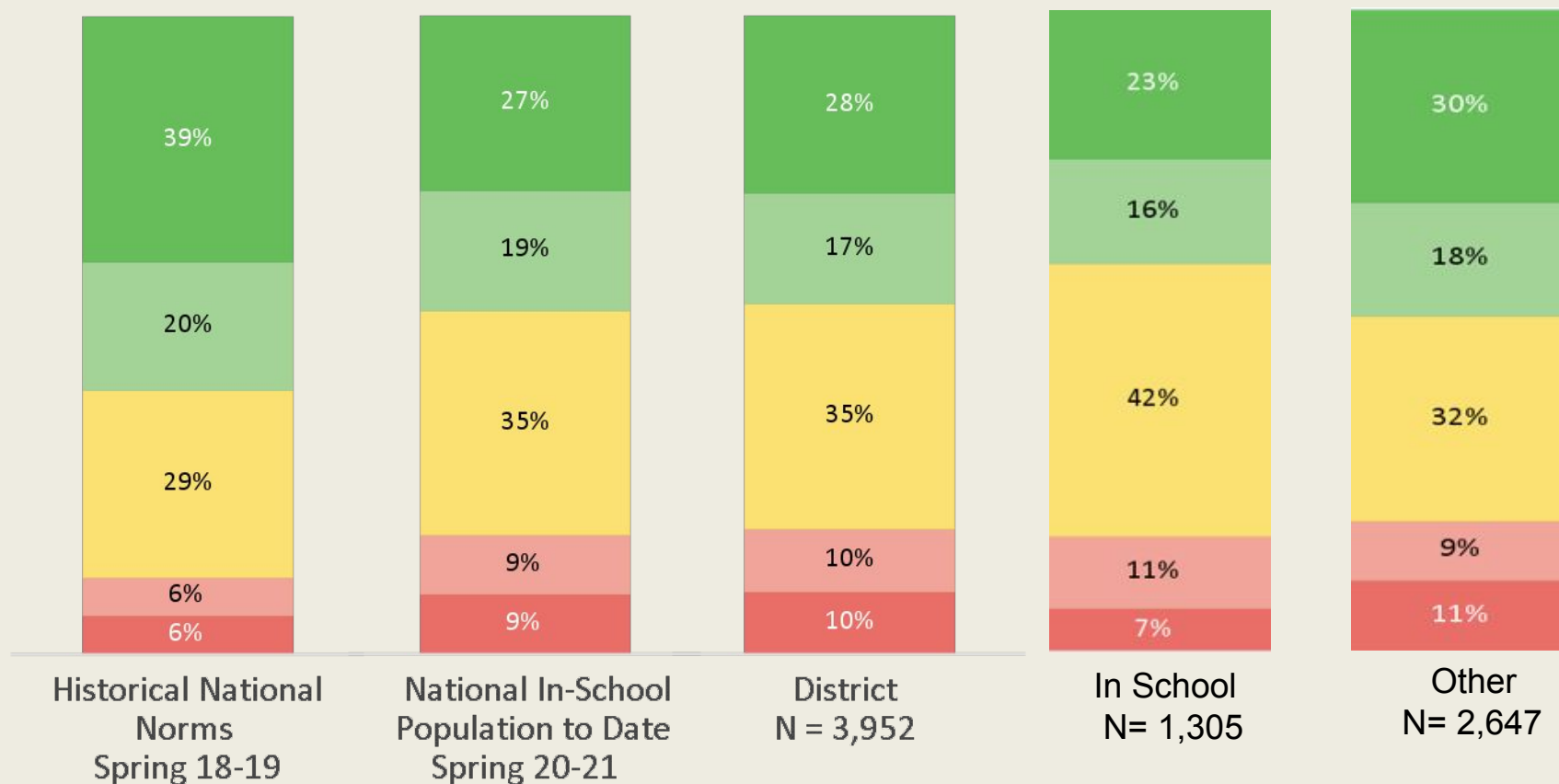
i-Ready Math 6-8

Spring Placement Distribution by Diagnostic Location



	6	7	8
In School	68	85	71
Other	322	352	335

Math Spring Placement Distribution for District Benchmarks



21-22 SY Math Next Steps Gr. K-5

Curriculum and Assessment

- **We have revised and updated the curriculum** units in Rubicon to include additional and supporting standards-based instruction.
- Continue to assess students in grades 1 to 5 to **monitor student progress and make instructional decisions**. Kindergarten will be given an Informal Assessment three times in the year.
- All students will take the i-Ready diagnostic assessment three times for the year.

Instruction

- Continue implementing the i-Ready Classroom Mathematics in grades 1 to 5 and the Bridges Math program in Kindergarten.
- **Use assessment data to analyze students' unfinished learning before implementing the grade-level content.** Based on the data, teachers will front-load the necessary prerequisite skills, if needed, for the non-grade level content they are about to teach.
- **ST Math will be implemented during small group instruction** to build students' problem-solving and critical thinking skills.

21-22 SY Math Next Steps Gr. K-5

Professional Development

- **Professional development** for teachers on ST MATH and i-Ready Classroom Mathematics
- **Grade Level Meetings:** facilitated by Math coaches to build teachers' content and pedagogical knowledge. The grade level meetings will also be a follow-up from the district professional development.
- **One-on-One Coaching Cycle:** Math coaches will continue to meet with individual teachers to share and plan instructional strategies and techniques, to improve student learning and achievement.

21-22 SY Math Next Steps Gr. 6-12

- **Target prerequisite skills** within each unit of study to account for gaps in student learning during the 2020-2021 school year (accelerated learning).
- **Use the EnVision Math program** (grades 6 through Algebra 2: Year 1 in-person implementation) **to provide standards-based instruction** and differentiate instruction.
- **Use formative assessment data** to provide purposeful practice and reflection with students that allow them to apply new skills they are learning.
- FMS AIS and HS lab math teachers will **front-load concepts and skills as an acceleration strategy**.
- **Administer MS local assessments** (i-Ready diagnostic and SavvasRealize benchmark assessments). **Analyze data to monitor student progress.**
- **Administer HS local assessments** (IXL diagnostic and department-created benchmark assessments in LinkIt!). **Analyze data to monitor student progress.**