

FRANKLIN TOWNSHIP PUBLIC SCHOOLS 2017-2018

Growth &
Movement

Reflection: Growth and Movement

“We do not learn as much from experience as we learn from reflecting on that experience.”

– Thomas S.C. Farrell, Author, Educator

Reflection: District Initiatives

- Focus on K-2 grades
- Focus on Grade 9, Algebra I
- Continue utilizing assessment tools in all content areas/grade levels to drive instruction:
 - i-Ready
 - edConnect
 - Read 180
 - Achieve 3000

FRANKLIN TOWNSHIP PUBLIC SCHOOLS 2017-2018

Growth &
Movement in
English
Language Arts
(ELA)

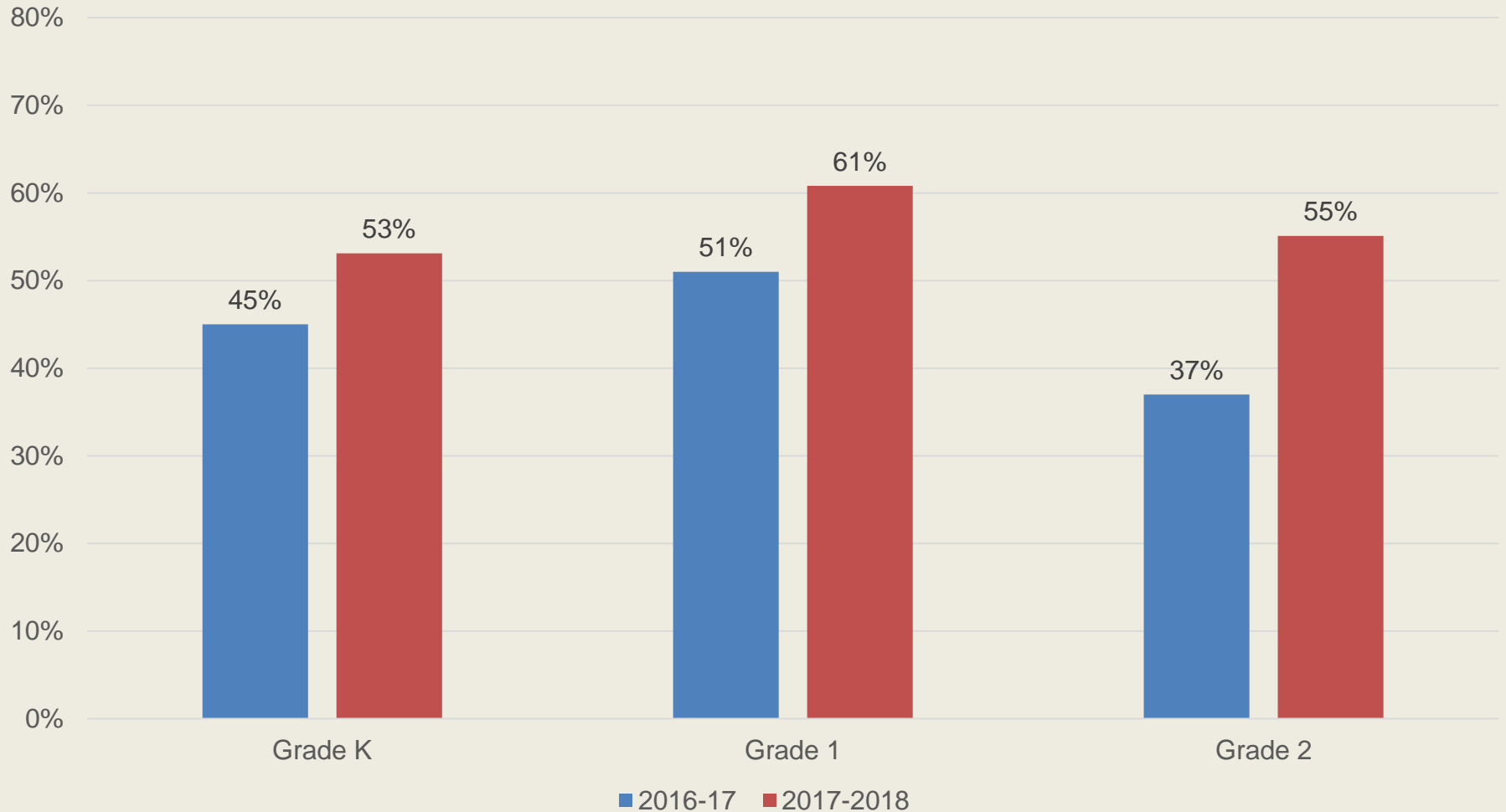
i-READY - ELA

- Grades K-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: BOY, MY, EOY in ELA

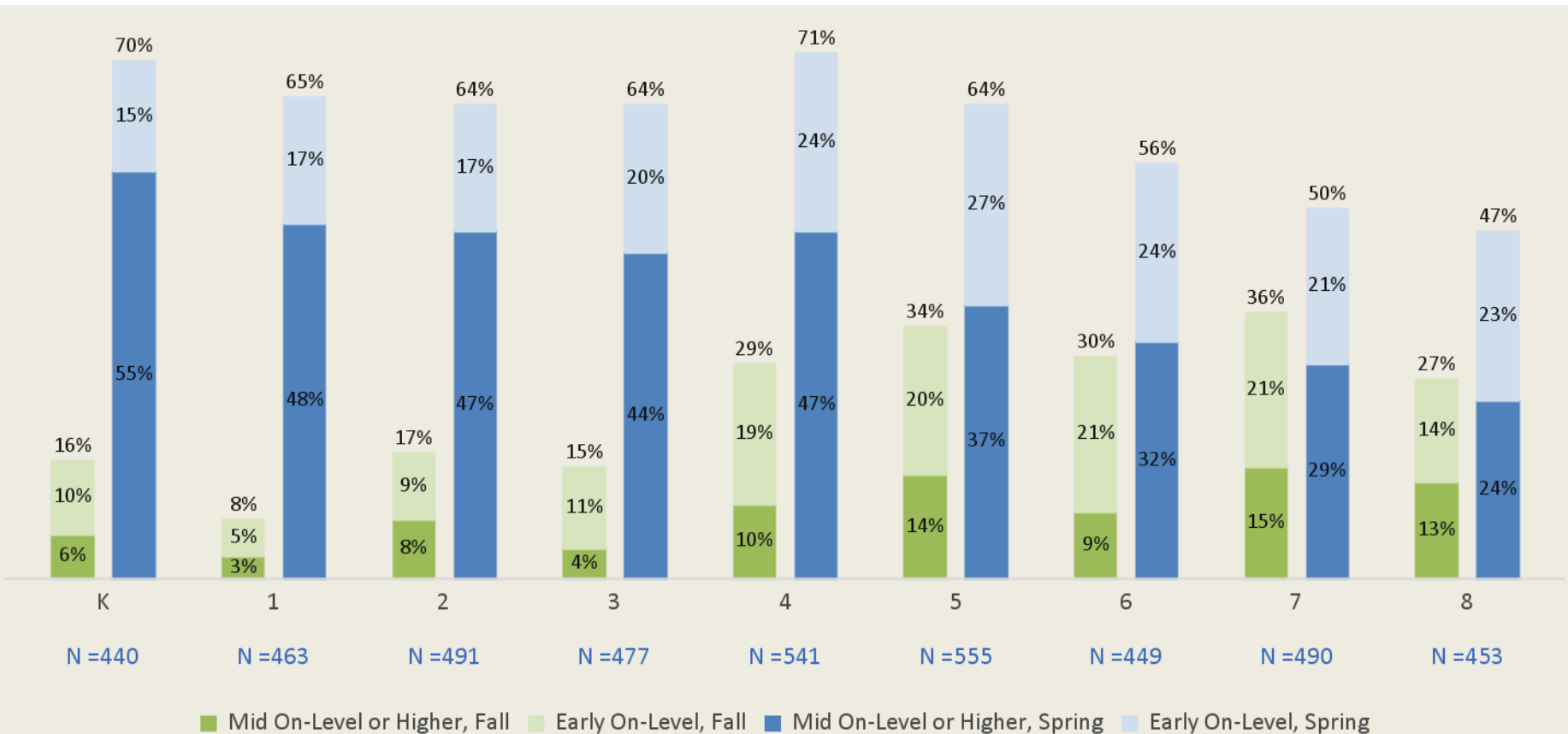
i-READY

- Intervention:
 - K-2: 40 minutes per cycle in ELA through small group instruction time.
 - 3-8: Aim for 45 min per week/cycle in ELA through small group instruction time
- Students are placed in 1 of 4 categories:
 - 2 or more grade levels below
 - 1 level below
 - On level
 - Above level

K-2 Initiative – ELA Year to Year 1 Year's Growth (scale score points)



Fall and Spring Performance ON GRADE LEVEL - Reading



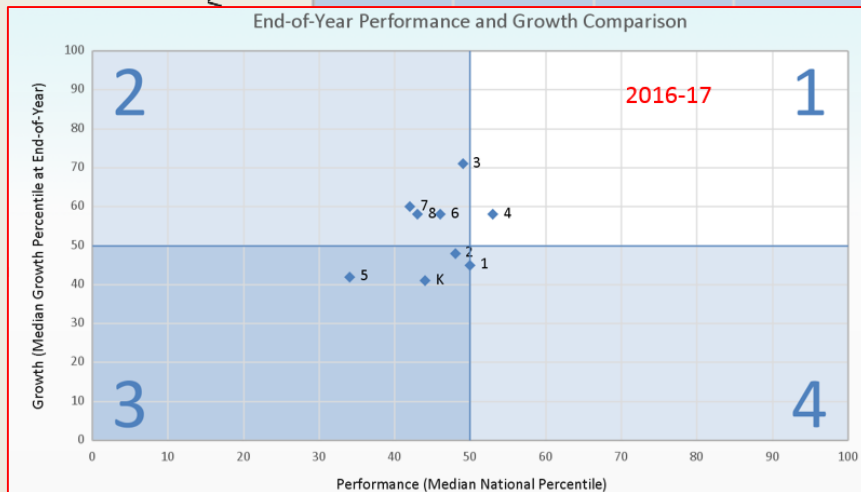
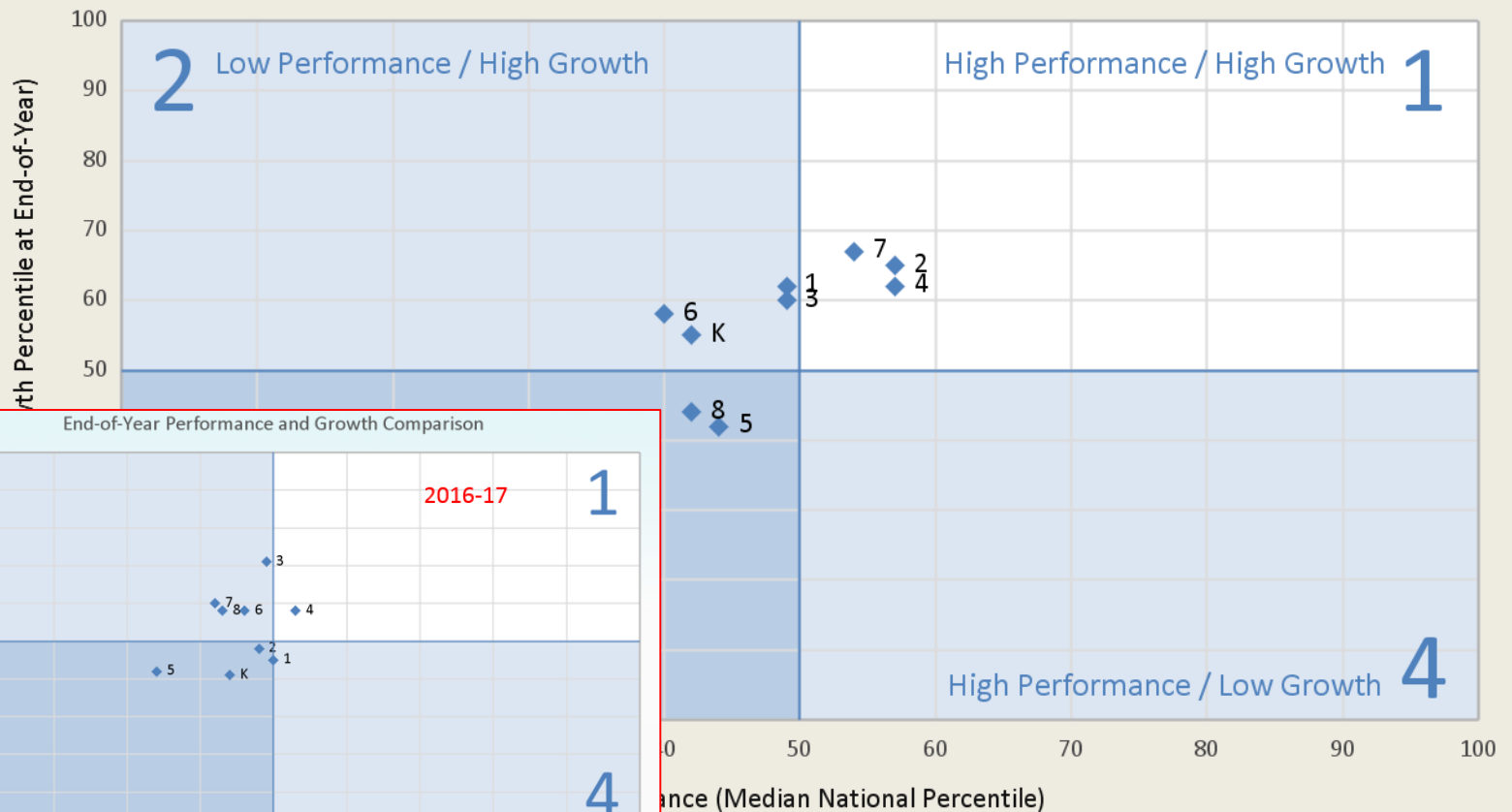
Note: Performance data are based on Diagnostic assessments taken in the fall (Beginning of Academic Year to November 30) and spring (March 16 to End of Academic Year) windows, respectively. Tests with red rush flags are excluded. Mid on-level placement indicates that a student has met the minimum requirements to be considered proficient on grade-level material. These students will most likely benefit from instruction in some of the more advanced on-grade-level topics. Early on-level placement indicates that a student has only partially met expectations for their grade level and will most likely benefit from on-grade-level instruction.

Performance and Growth by Grade

(Reading)

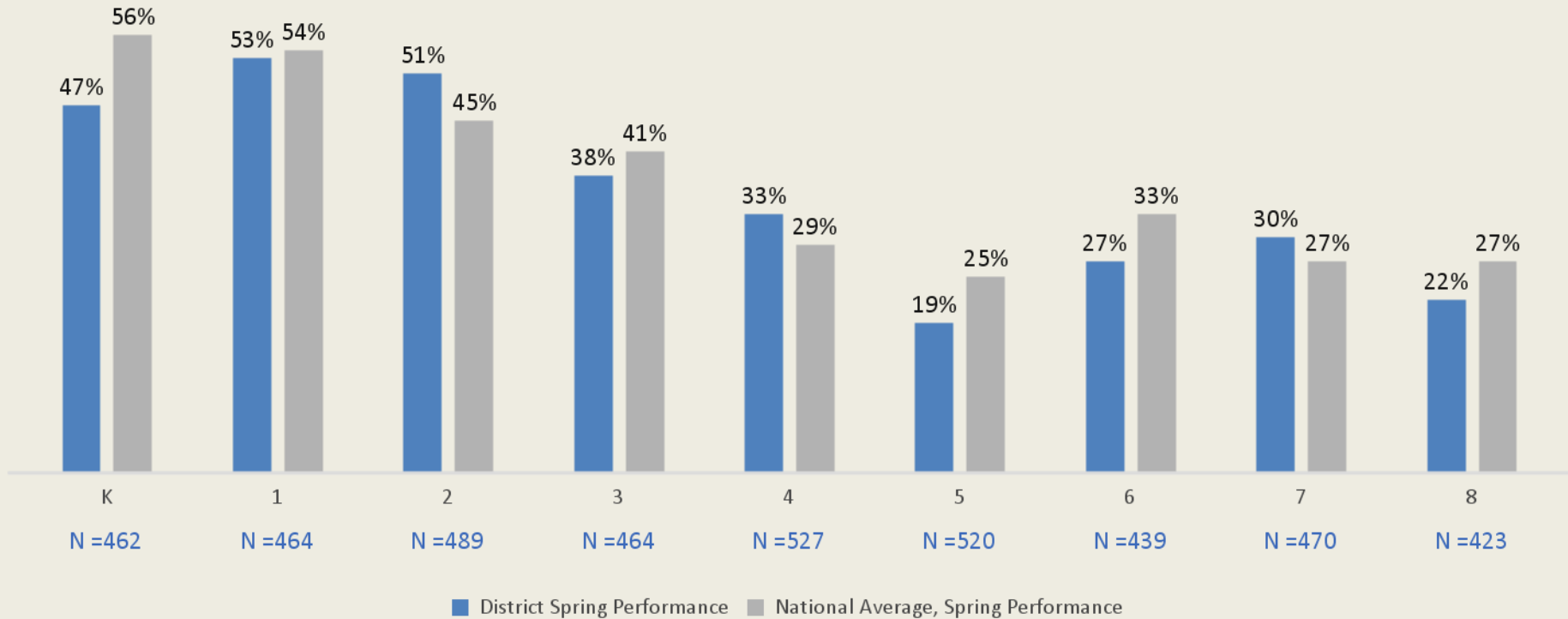
Comparison of median student performance and median growth percentile at 30 weeks by grade.

End-of-Year Performance and Growth Comparison



Spring Performance, National Comparison (Reading)

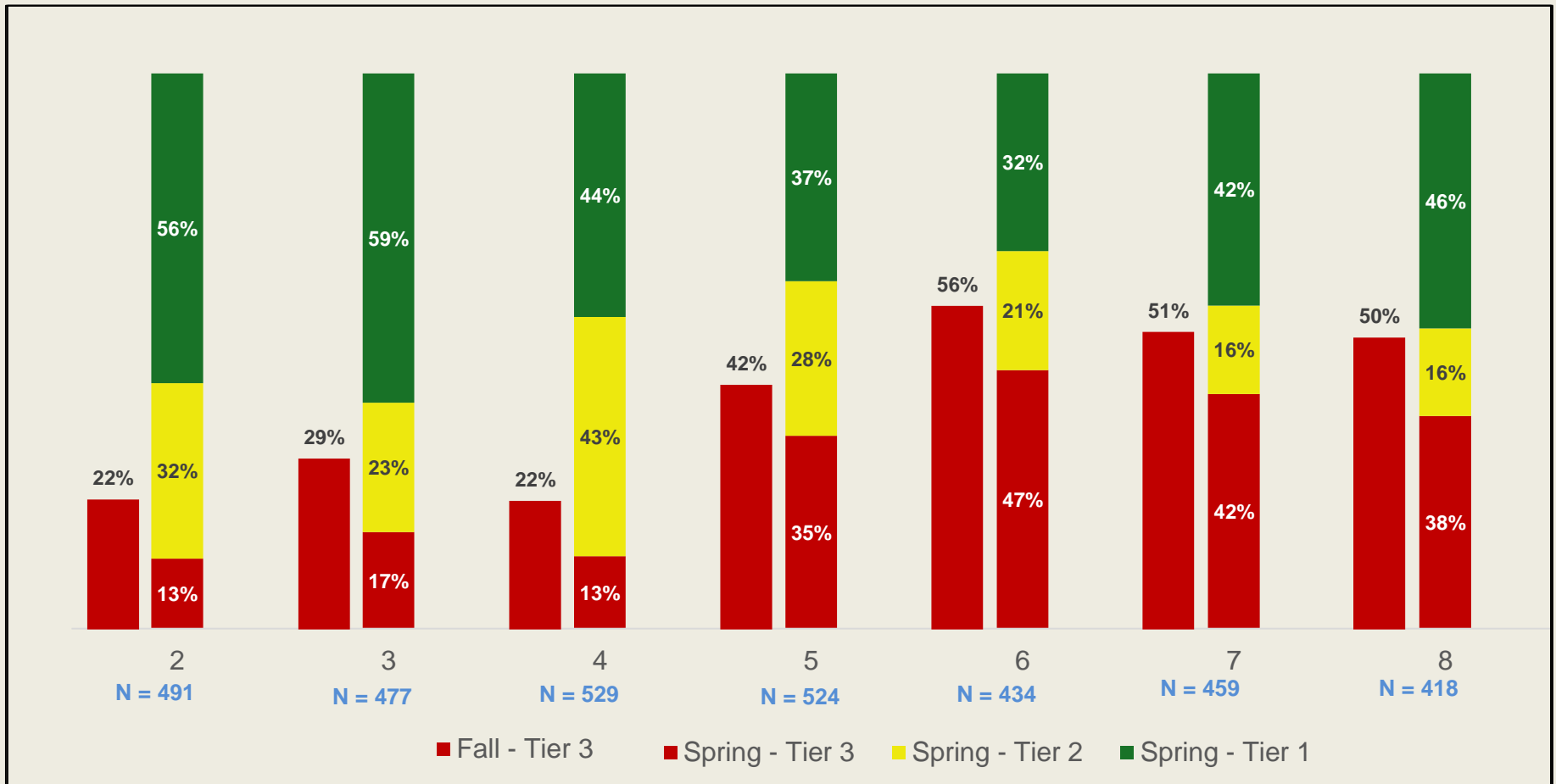
Percent of students reaching proficiency (mid on-level placement or higher) on the spring diagnostic assessment, with national comparison.



| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| District Spring Performance, Early On-Level Placement | 33% | 14% | 18% | 32% | 19% | 19% | 11% | 20% | 17% |
| National Spring Performance, Early On-Level Placement | 28% | 15% | 20% | 27% | 17% | 21% | 14% | 19% | 20% |

Closing the Achievement Gap

Tier 3 Student Movement - ELA

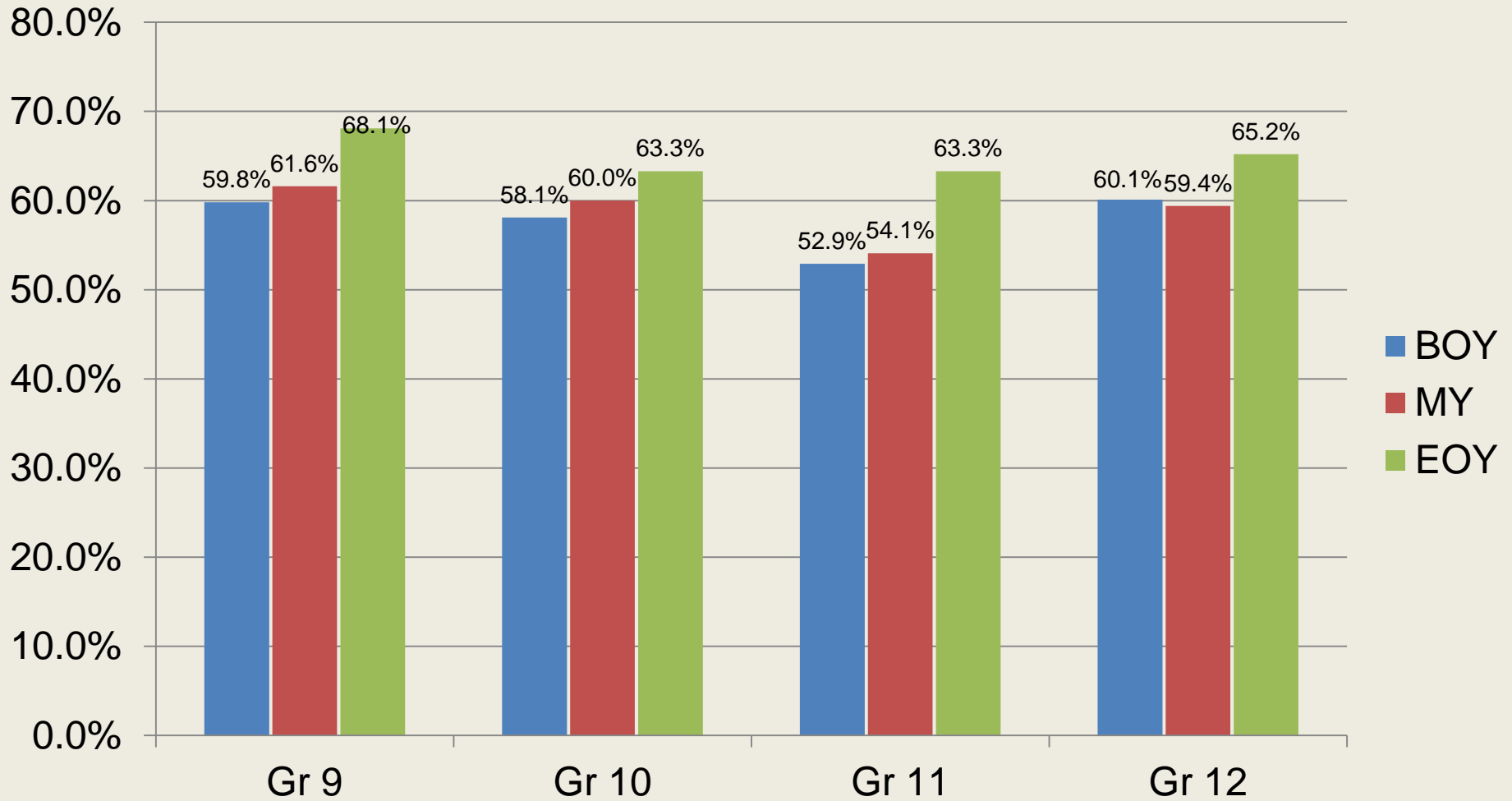


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FHS Content Area Benchmarks

For grades 9-12, we use **edConnect** as our vehicle to administer NJSLS-aligned benchmark assessments in ELA.

GRADES 9-12 ELA AVERAGE PERCENT CORRECT – “COLD READ”



FRANKLIN TOWNSHIP PUBLIC SCHOOLS 2017-2018

Growth &
Movement in
Mathematics
(MATH)

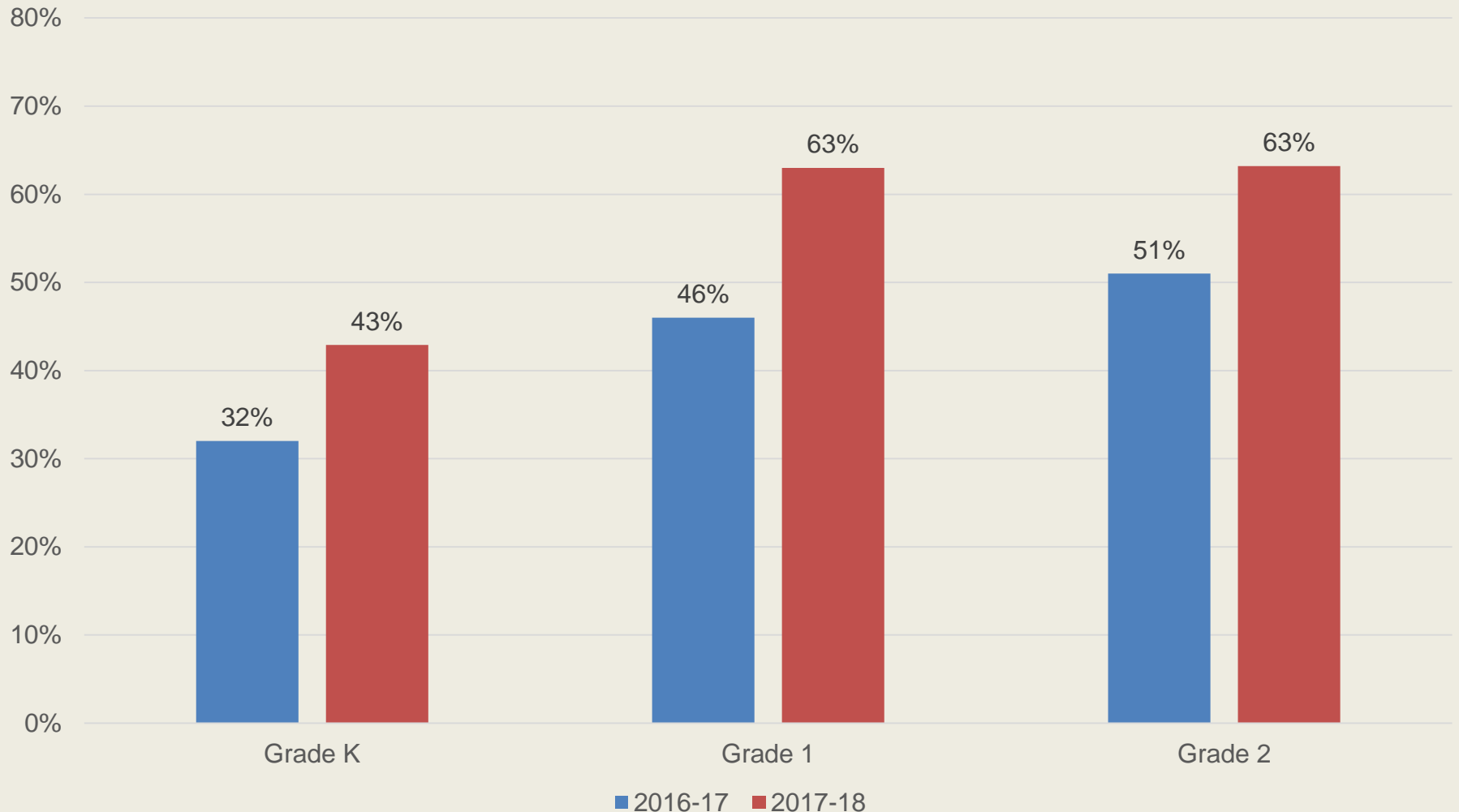
i-READY - MATH

- Grades K-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: BOY, MY, EOY in Math

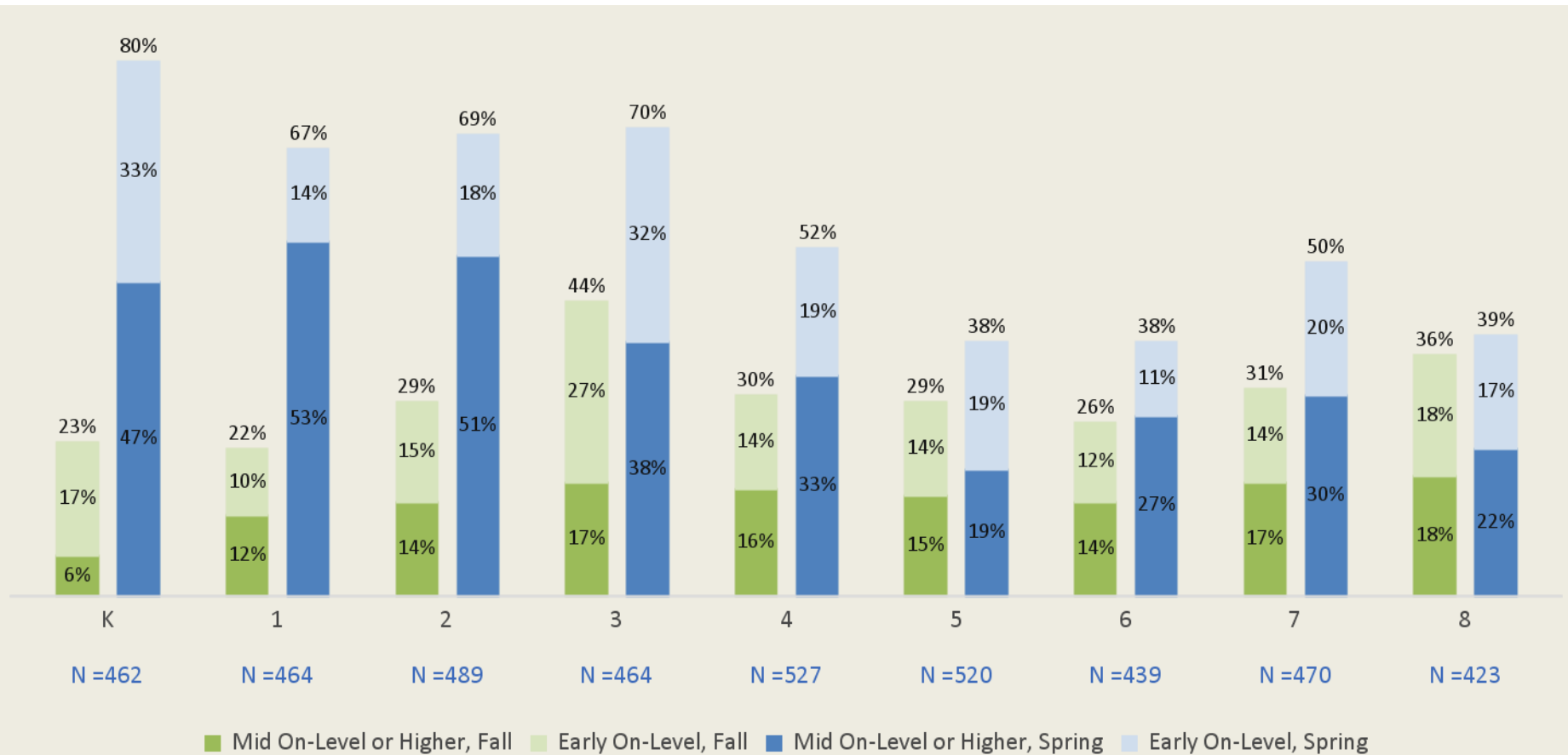
i-READY - MATH

- Intervention:
 - K-2: 40 minutes per cycle in math through small group instruction time.
 - 3-8: Aim for 45 min per week/cycle in math through small group instruction time
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K-2 Initiative – Math Year to Year 1 Year's Growth (scale score points)



Fall and Spring Performance ON GRADE LEVEL - Math



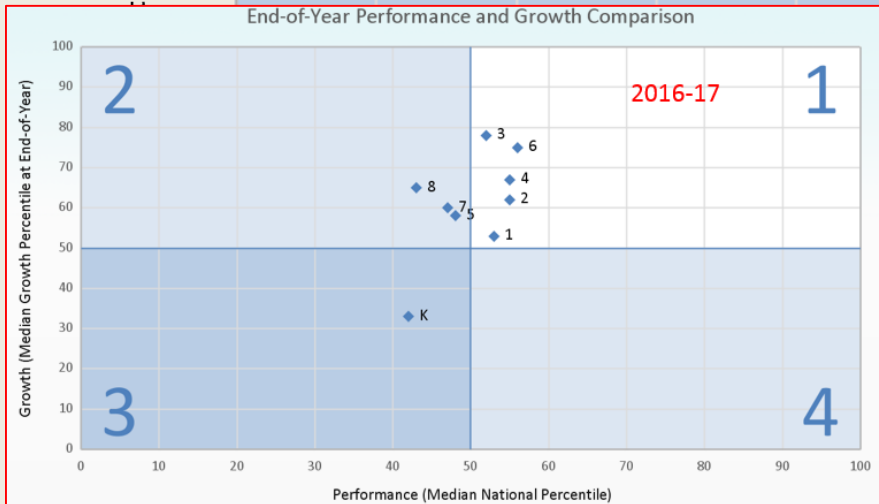
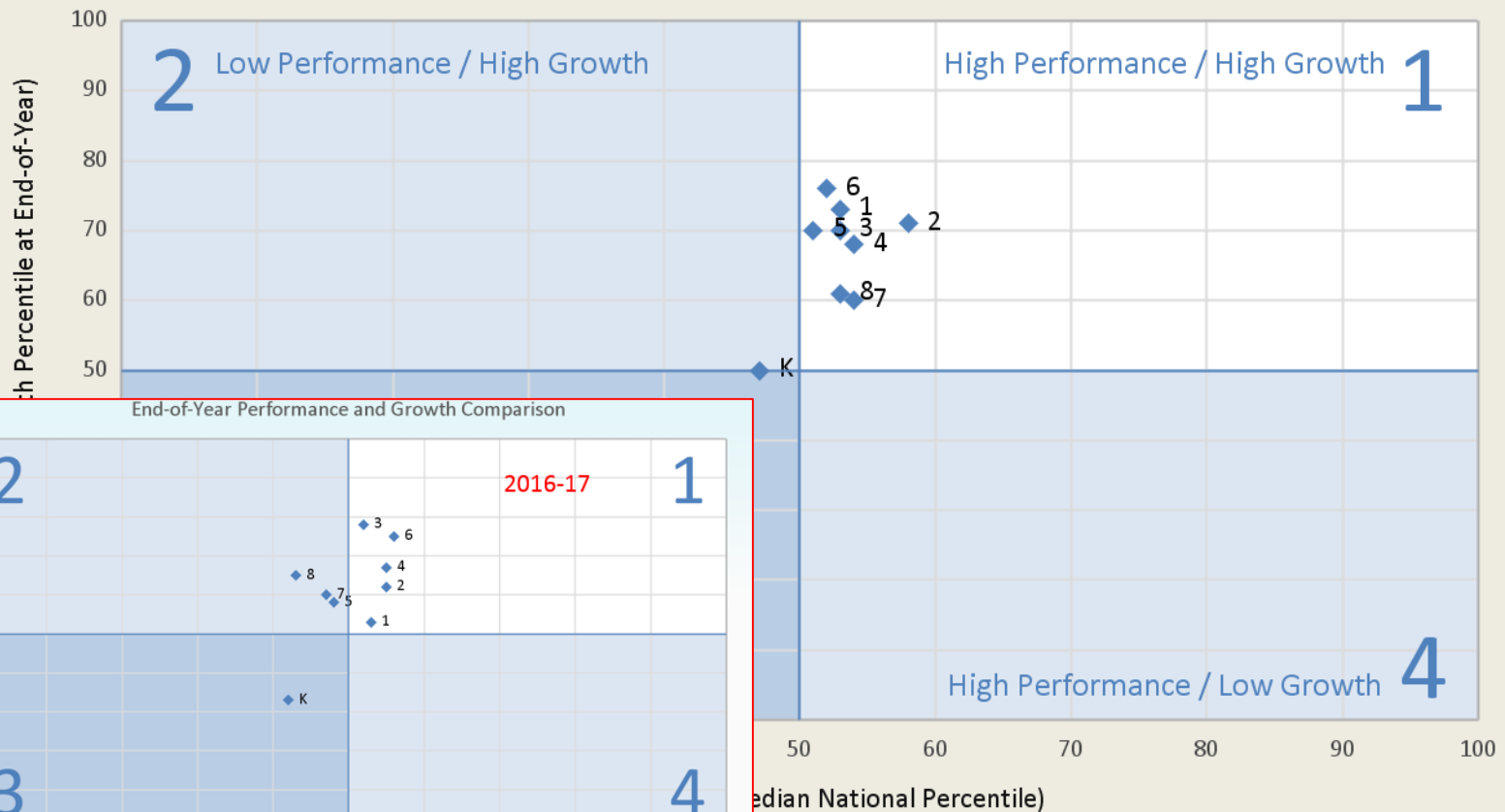
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Performance and Growth by Grade

(Math)

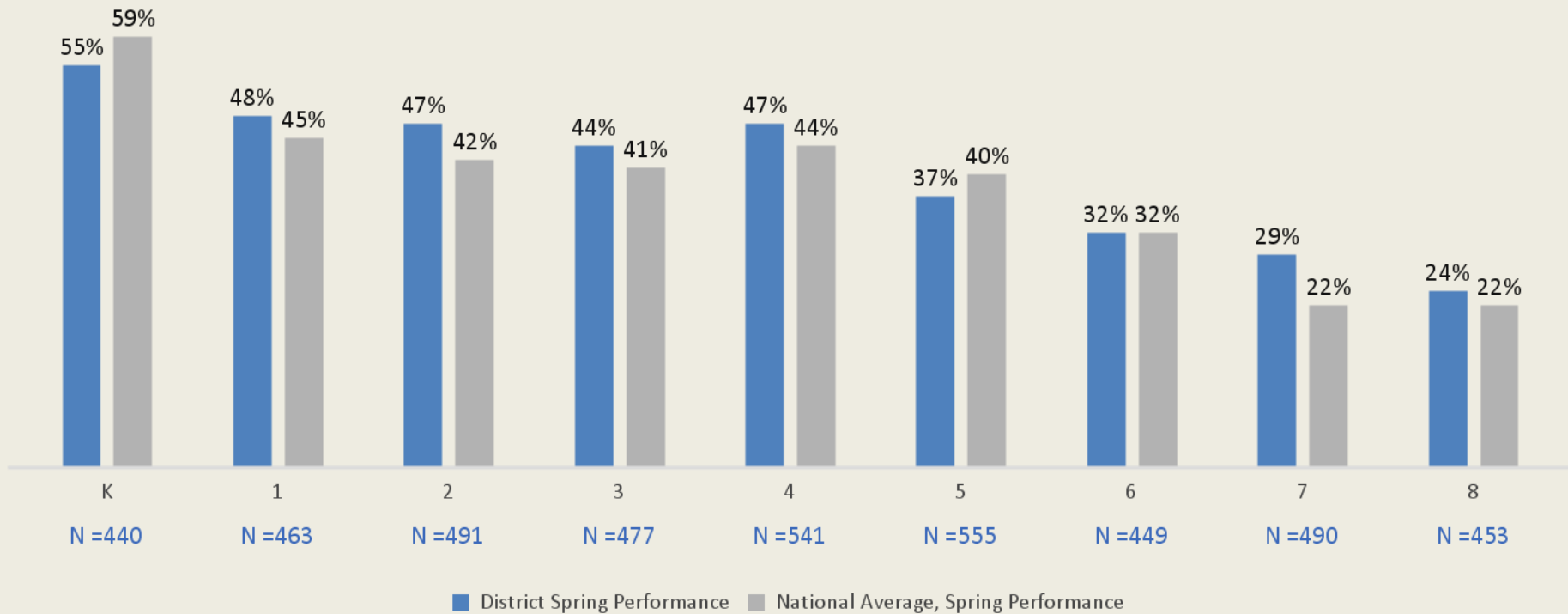
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End-of-Year Performance and Growth Comparison



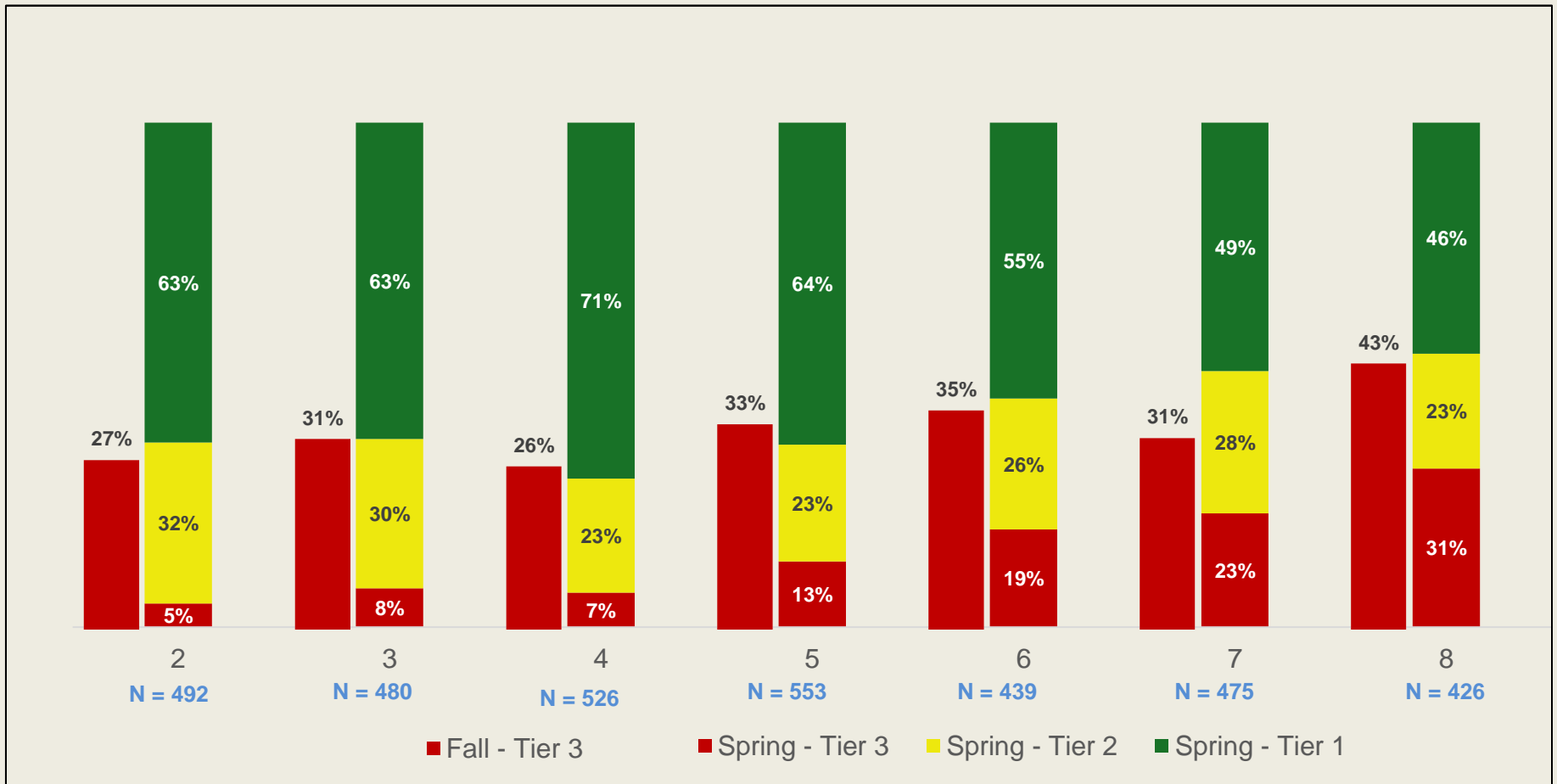
Spring Performance, National Comparison (Math)

Percent of students reaching proficiency (mid on-level placement or higher) on the spring diagnostic assessment, with national comparison.



| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| District Spring Performance, Early On-Level Placement | 15% | 17% | 17% | 20% | 24% | 27% | 24% | 21% | 23% |
| National Spring Performance, Early On-Level Placement | 15% | 18% | 16% | 20% | 20% | 21% | 24% | 24% | 23% |

Closing the Achievement Gap: Tier 3 Student Movement – Math



Note: Performance data are based on Diagnostic assessments taken in the fall (Beginning of Academic Year to November 30) and spring (March 16 to End of Academic Year) windows, respectively. Tests with red rush flags are excluded. Mid on-level placement indicates that a student has met the minimum requirements to be considered proficient on grade-level material. These students will most likely benefit from instruction in some of the more advanced on-grade-level topics. Early on-level placement indicates that a student has only partially met expectations for their grade level and will most likely benefit from on-grade-level instruction.

ALGEBRA I PASSING RATE

Using a variety of district support strategies and curriculum enhancements, we met our goal for Grade 9 Algebra I: “The pass rate in Grade 9 Algebra I at FHS will be equal to or greater than 80% as demonstrated by the June 2018 Grade 9 Algebra I grade distribution report.” **The result:**

| Grade 9 Algebra I 2017 | Grade 9 Algebra I 2018 |
|------------------------------|------------------------------|
| 86% Students Passed | 92% Students Passed |

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Reflections and
Next Steps

Next Steps

- Continue sharing data with all levels of staff; moving onto the Linkit! platform.
 - Accessible data for planning and discussion
 - Data driven instruction
- Redouble efforts in using data strategically.
 - Realignment of assessments in curricula.
 - Raise rigor in assessments

Next Steps

- Continue to focus on K-2
 - Implementation of Orton-Gillingham training for all K & 1 teachers
 - Alignment of ELA curriculum
 - Grade 2 focus in Math
- Focus on Grade 5 and 6-8
 - Grade 5 transition
 - Middle School (2 campus initiative)

Next Steps

- Connect new curricular programming to support this work:
 - Social/emotional learning
 - Foundational reading standards
 - Student-centered discussion and questioning
 - Developing academic support systems to promote equity, access and opportunity.