

Franklin Township Public School District

Merit Goal Report 2018-2019

Dr. John A. Ravally

Quantitative Goal #1: Through a partnership with equal opportunity schools (EOS) the average enrollment of Hispanic/Latino students and Black/African American students into advanced placement courses for the 2019-2020 school year will increase by 20% (3.33% compensation) 15% (2.33% compensation) 10% (1.33% compensation) over enrollment for the same populations in 2018-2019 school year.

<i>As of June 30, 2019</i>	2018-2019	2019-2020	% Increase
African American	103	170	39%
Hispanic/Latino	68	128	47%

Survey to identify barriers for students who possess the necessary “learning mindsets” to be successful in AP

Strategies to increase enrollment:

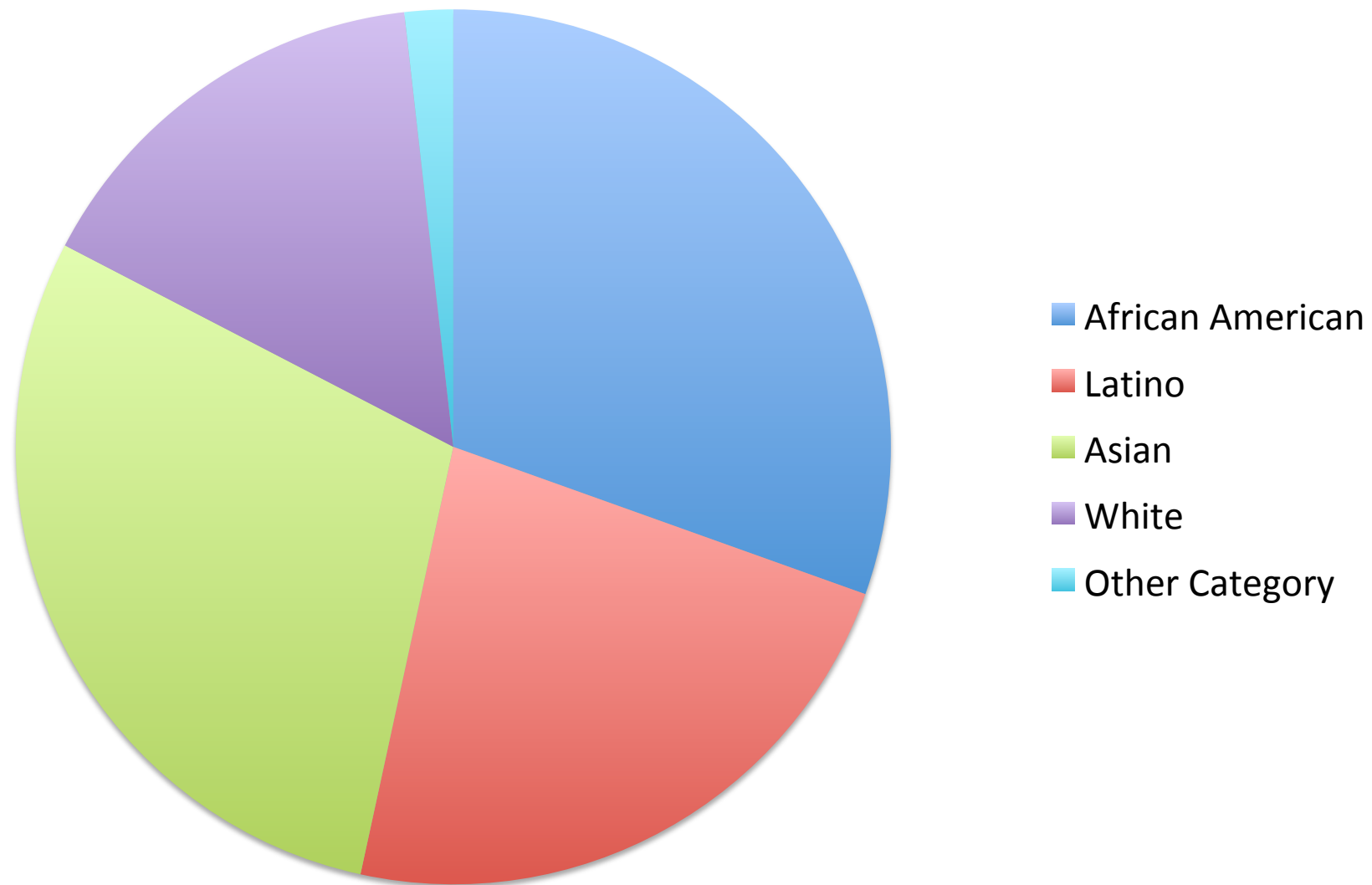
- Encouraged student participation through identified trusted adults
- Hosted information sessions on advantages of AP to rest misconceptions
- Sent out letters inviting participation to targeted students
- Leveraged peer - peer encouragement making courses more inviting

Achieved as a Quantitative Goal Valued at \$6,546.25

Additional Comparison Data

Total Growth: 412 students (2018-19) to 558 students (2019-20)

Demographics Total Enrollment



This goal is connected to Board Goals #1 and #3

Quantitative Goal #2: By June 30, 2019, grade 5 and grade 6 students will increase grade level proficiency by 07% (3.33% compensation) 05% (2.33% compensation) 02% (1.33% compensation) as measured by their iREADY ELA score through intensive professional development on use of iREADY with the district's Core English Language Arts program and an increase in iREADY usage as measured by iREADY "beginning year" diagnostic test to "end of year" diagnostic test.

- **Grade 5 and Grade 6 combined 2017-18, iReady grade level proficiency score = 23%**
- **Grade 5 and Grade 6 combined 2018-19, iReady grade level proficiency score = 28.5%**

Percentage increase in grade level proficiency = 5.5%

This goal is connected to Board Goals #1 and #3

Achieved as a Quantitative Goal Valued at \$4,580.41

Quantitative Goal #3: By June 30, 2019, through procedural changes, close monitoring and increased seat-time recovery options, the number of course failures attributed to Franklin High School students not meeting “seat-time” course requirements will be reduced by 15% (3.33% compensation) 10% (2.33% compensation) 05% (1.33% compensation)

- 2017-2018 total FHS course failures related to “seat-time” attendance issues = 644
- **2018 – 2019 total FHS course failures related to “seat-time” attendance issues = 628**

Percent reduction in “seat-time” failures = 2.5%

This goal is connected to Board Goals #3 and #4

Missed goal by 2.5%

Qualitative Goal #1:By June 30, 2019, in order to explore and expand growth in programming the Superintendent will work with district staff to do the following related to tracking the post-secondary success of Franklin High School Graduates: (1) develop a list of graduates to include as the sample group; (2) research and create a post-secondary survey instrument; (3) administer the survey to the sample group of graduates; and (4) create a report of survey results to present to the board of education.

Sample Group & Survey Instrument created and approved by the Board of Education on

December 20, 2018

Survey Instrument sent to 1,437 graduates of Franklin High School, membership included those who graduated in 2018, 2017 and 2016

Return rate = A little less than 10%

Qualitative Goal Valued at \$4,914.60

Post Secondary Survey Results

- **Resume Writing and Other Job Search Skills**

Specifically respondents requested that we assist them by helping them to better prepare a resume and gain interview skills to assist in securing employment both fulltime and part-time.

- **Stress with Relation to College Workload – Different Types of Classes – Level of Rigor – Studying Skills**

Specifically respondents requested that we raise the rigor of courses further challenging and pushing them while meeting basic graduation requirements (i.e. longer research papers, longer term independent assignments, etc.), and a larger percentage called for study skill assistance to better prepare them for the independence of college.

This goal is connected to Board Goal #2

Post Secondary Survey Results

Specific Career Foundational Courses

Specifically respondents would like introductory type courses to specific career majors. More CTE type courses.

Time Management and Personal Finance

Specifically respondents would like a better understanding on how to manage time better especially with regard to longer term assignments and down time between classes. In addition, respondents called for a better understanding for how to budget when living on your own, balance accounts, and just overall manage money better.

This is connected to Board Goal #2

Qualitative Goal #2:By June 30, 2019, the Superintendent will work with district staff and appropriate consultants to research and establish an educational foundation.

The Franklin Township Warrior Education Foundation was officially incorporated on
May 21, 2019

The Franklin Township Warrior Education Foundation approved its by-laws on
June 6, 2019

FTWEF Officers	Name
Chair	Phyllis Bruno
Vice-Chair	Catina Jackson
Secretary	Lori Gross
Treasurer	John Felix

This goal is connected to Board Goal #5

Qualitative Goal Valued at \$4,914.60

Other Major Accomplishments

- Completed and opened the New Claremont Elementary School on time.
- Completed the EAS Renovations
- Completed Upgrades to HSC Track
- Completed Upgrades to HSC Bathroom and Locker-Rooms
- Completed Phase I Window Replacements at HIL, CRS, and MAC



Major Accomplishments Continued

- Completed Vestibule Security Work at FHS & HSC
- Implemented Elementary Morning Club Program, Student College Program, and Morning Meeting Program
- Introduced New Middle School Master Schedule with SEL Advisory Periods
- Expanded the FHS CTE Program
- Rezoned and Restructured



Major Accomplishments Continued

- Completed BOE – Township land swap solving Board Office facility needs.
- Updated LRFP
- Successfully expanded the four-year old Pre-K Program tripling the enrollment from three years ago – all PEA grant funded.

APPENDICES

- *Appendix A* – Support Document from Office of Data Management for Goal #1
- *Appendix B* – Support Document from Office of Data Management for Goal #2
- *Appendix C* – Support Document from Office of Policy, Regulations, & Communications
- *Appendix D* – Support Document showing action taken by FTWEF approving bylaws and electing slate of officers.

Appendix A

Thursday, July 11, 2019 at 12:54:25 PM Eastern Daylight Time

Subject: 2017-2019 AP Student Participation - Updated 070319
Date: Wednesday, July 3, 2019 at 11:07:42 AM Eastern Daylight Time
From: Siesputowski, Deborah
To: Ravally, Dr. John
CC: Loughran, Daniel, Bonanno, Brian, Washington, Ana

Hello Dr. Ravally,

Attached, please find an updated copy of the 2017-2019 AP student participation data, the original data was pulled from the wrong report. Also, please note former ESL and BIL students are represented within the 2019-2020 subgroups. Please let me know if you need any additional information.

Debbie

Deborah M. Siesputowski
Student Information Systems Manager
Franklin Township Public Schools
1755 Amwell Road
Somerset, NJ 08873
(732)873-2400 x404

17-19 AP Student Participation

	2017-18	2017-18	2018-19	2018-19	2019-20	2019-20
Total AP Students	379		412		558	
Males	162	42.7%	186	45.1%	258	46.2%
Females	217	57.3%	226	54.9%	300	53.8%
SPED	5	1.3%	5	1.2%	14	2.5%
Econ Dis	96	25.3%	91	22.1%	174	31.2%
ESL * <small>(Former ESL Included)</small>	2	0.5%	3	0.7%	9	1.6%
BIL * <small>(Entered 6/19)</small>	0	0.0%	0	0.0%	1	0.2%
American Indian/Alaskan	1	0.3%	0	0.0%	3	0.5%
Asian	145	38.3%	156	37.9%	163	29.2%
Black or African American	92	24.3%	103	25.0%	170	30.5%
Hispanic or Latino	69	18.2%	68	16.5%	128	22.9%
White	70	18.5%	83	20.1%	87	15.6%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Multiple Categories Reported	2	0.5%	2	0.5%	7	1.3%

Appendix B

Thursday, July 11, 2019 at 1:11:25 PM Eastern Daylight Time

Subject: RE: Additional Data Needed
Date: Monday, July 8, 2019 at 2:23:16 PM Eastern Daylight Time
From: Washington, Ana
To: Ravally, Dr. John, Siesputowski, Deborah
CC: Loughran, Daniel

Hi Dr. Ravally,

Based on the iReady report
 5th grade had 29% proficient and 6th grade came at 28% proficient for the EOY 18-19SY.

I am attaching the iReady report for your records.



From: Ravally, Dr. John
Sent: Monday, July 08, 2019 11:13 AM
To: Siesputowski, Deborah <dsiesputowski@franklinboe.org>; Washington, Ana <awashington@franklinboe.org>
Cc: Loughran, Daniel <dloughran@franklinboe.org>
Subject: Additional Data Needed

Hi Debbie – Ana

I need some additional data before the week's end as I prepare for the BOE meeting on July 16. The first thing needed is a Grade 5 and Grade 6 EOY Proficiency Level according to iReady EOY reporting for 2018-2019 school year. The second item is total number of "seat-time" course failures at the high school for 2018-2019 school year.

Thanks – John

Dr. John A. Ravally
 Superintendent
 Franklin Twp. Public Schools
 732-873-2400 ext. 312

Diagnostic Results



School All Schools
Subject Reading
Diagnostic Window 3
Prior Diagnostic Window 1

Grade		Overall Grade-Level Placement			Students Assessed/Total
Grade 4	Window 3	36%	49%	15%	446/477
	Window 1	14%	61%	24%	
Grade 5	Window 3	29%	48%	23%	491/544
	Window 1	16%	45%	39%	
Grade 6	Window 3	28%	30%	41%	443/515
	Window 1	19%	28%	53%	
Grade 7	Window 3	27%	35%	37%	420/477
	Window 1	15%	32%	53%	
Grade 8	Window 3	30%	35%	34%	383/518
	Window 1	22%	34%	44%	
Grade 9	Window 3	100%			1/244
	Window 1			100%	
Grade 10	Window 3	100%			5/300
	Window 1			100%	
Grade 11	Window 3	–			0/238
	Window 1	–			

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

07/08/19 | Page: 2/3

Appendix C

From: Clark, Mary
Sent: Tuesday, July 09, 2019 4:45 PM
To: Ravally, Dr. John <jravally@franklinboe.org>
Subject: Survey Says....

Good Afternoon,

I worked up a summary of the responses to the question from the recent alumni survey that had to do with “what we could have done better”. I think this is the question that prompted Rich to request the recent alumni outreach. Use the attached as you see fit.

As for the outreach and responses, this is how it breaks down.

We were given a list of graduates from Naviance, some had emails, some did not. We sent an email with a link to the survey in late April. Of those emails, a small amount were “bounced” because the email address was invalid - some were still the student’s franklinboe email addresses.

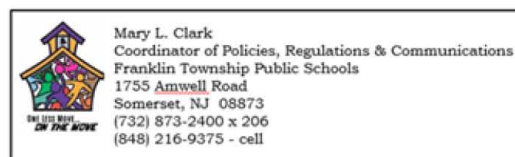
2016 graduates – 524 students – 480 emails – 19 bounced – 31 responses (28 said they were the class of 2016 but I counted 3 others who gave their college graduation year)
2017 graduates - 488 students – 453 emails – 10 bounced – 33 responses
2018 graduates – 520 students – 504 emails – 13 bounced - 47 responses

Also one response from 1993 and one from 2015 for a total of 113 different responses.

I didn’t really look at the where they are now or the what they liked best about FHS too closely, but can work on that tomorrow.

Thanks,

Mary



Summary of the Answers to Question: *What, if anything, have you experienced since you graduated that you wish you had been better prepared for? It could be something as specific as how to prepare my resume or as broad as how to deal with the stress of a college workload.*

Resume Writing and Other Job Search Skills

The fact that resume writing and stress of college workload are in the question may account for the amount of times that those two items are mentioned. However some references to resume writing were quite specific, i.e. I had to change the style of my resume once I got to college; I wish I knew how strengthen my resume without much work experience. In that same area, other references include wishing that had better interviewing skills or how to obtain a part time job.

Stress with Relation to College Workload – Different Types of Classes – Level of Rigor – Studying Skills

A few former students mentioned needing greater experience with writing longer essays – a 10 page paper as opposed to 5 paragraph composition. One alumnus said that the rigor of the AP Classes helped him/her to be prepared for the same course in college, but a few more said that the level was more challenging in college. Most of the other comments involved the students needing to develop different study habits to coincide with the different types of classes, i.e. large lecture courses and how they are graded; studying in groups vs. alone; the professor not knowing your name.

Guidance Issues and Specific Courses

I thought it was interesting that one student working towards completing a nursing degree at Houston Community College said that we should show students other programs and alternative schools for those who are more “hands on”. Another said that perhaps we could offer courses that would help students try to determine their interest in a future career or major, similar to the intro level courses in college.

Several students mentioned wishing that they were better prepared for mental health issues or depression and one mentioned wishing FHS explored more the topic of sex ed that included lgbtq.

A few students, who wrote the longer answers complained about discipline at the school and thought that the guidance department should counsel students instead of the students being put in detention.

Some students spoke about specific courses and teachers at FHS and those courses that they found most helpful. For example one former student said, “Out of my 4 years, the two classes that taught me the most was personal finance and race, gender and equity.”

Real World

There were numerous references to not being adequately prepared for the “real world”. While there were one or two about being away from home and missing friends, most involved the following two subsections:

Time Management – This phrase came up numerous times, from adjusting to assignments with long timelines to using the three hours between classes wisely.

Personal Finances – Perhaps because the survey was launched at the end of April, quite a few students mentioned learning how to file taxes as a skill they wished they had. Other skills included how to manage their money and balance their checkbook. (I guess they weren’t paying attention during that personal finance class.)

And then there is our alumni who is currently deployed in Korea as a combat engineer who said that FHS “prepared him to work with anyone”, but that nothing there “could have prepared him for what he does now”.

Appendix D

FRANKLIN TOWNSHIP WARRIOR EDUCATION FOUNDATION
a New Jersey nonprofit corporation

**UNANIMOUS WRITTEN CONSENT OF ALL OF THE TRUSTEES IN LIEU OF
ORGANIZATIONAL MEETING**

The undersigned, being all of the Trustees of FRANKLIN TOWNSHIP WARRIOR EDUCATION FOUNDATION, a New Jersey non-profit corporation (the “Corporation”), in lieu of an organization meeting of the Board of Trustees, hereby unanimously consent to and adopt the following resolutions with the full force and effect as if they had been duly adopted at a meeting held on June 1, 2019.

RESOLVED: That a copy of the Certificate of Incorporation of this corporation, which has been filed with Department of Treasury of the State of New Jersey on May 21, 2019, a copy of which has been presented to the undersigned, is here by accepted.

RESOLVED: That the attached By-Laws of the Corporation are ratified and adopted.

RESOLVED: That the following named individuals be and hereby are elected to the offices set forth opposite their respective names to serve until the first annual meeting of the Board of Trustees of this corporation and until their successors are chosen and qualified:

<u>Name</u>	<u>Address</u>	<u>Office</u>
Catina Jackson	43 Victoria Drive, Somerset, NJ 08873	Trustee
Linda Darby	28 Fulton Road, Somerset, NJ 08873	Trustee
Phyllis Bruno	644 Viscaya Court, Somerset, NJ 08873	Trustee

RESOLVED: That the following persons are elected to the offices set forth below, to hold office at the pleasure of the Board until the first annual meeting of Trustees and until their respective successors shall have been elected and qualified:

<u>Name</u>	<u>Address</u>	<u>Office</u>
Phyllis Bruno	644 Viscaya Court, Somerset, NJ	Chair
Catina Jackson	43 Victoria Drive, Somerset, NJ	Vice-Chair
Lori Gross	1307 Allen Road, Somerset, NJ	Secretary
John Felix	1 Winston Drive, Somerset, NJ	Treasurer