

**Start Strong:
Fall 2022
Administrations
Franklin Township
Public Schools
Presented on
January 26, 2023**

**Support in
Identifying
Student
Needs**



Start Strong Result Interpretation Considerations



Start Strong assessments provide a data point to support:

- District-level curriculum planning and revisiting prerequisite concepts and skills
- Evaluating scope and sequence based on distribution of student support needs
- 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





Start Strong Assessment Overview



Start Strong Fall 2022 assessments:

- Produced information to be used as a standards-based complement to the resources used by educators in their classrooms to evaluate the needs of students.
- Were administered quickly, in person, and provided immediate results.

Start Strong Fall 2022 assessments do not:

- Replace local standards-based benchmark assessments districts may already have in place.
- Replace the spring 2023 New Jersey Student Learning Assessments (NJSLA) statewide summative assessments or are predictive of their results.



Franklin Township Public Schools

Number of Students Tested

Start Strong Fall 2022 Administrations



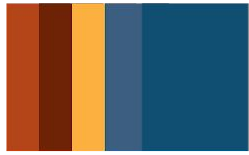
Mathematics	Students Tested
MAT04	481
MAT05	473
MAT06	465
MAT07	416
MAT08	351
Algebra 1	244
Geometry	864
Algebra 2	515
Total	3809

Science	Students Tested
SC06	471
SC09	538
SC12	540
Total	1549

English Language Arts	Students Tested
ELA04	475
ELA05	470
ELA06	463
ELA07	476
ELA08	467
ELA09	534
ELA10	605
Total	3490

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





Math Results District



Franklin Township Public Schools
Start Strong Fall 2022 Administrations
Mathematics — Support Levels

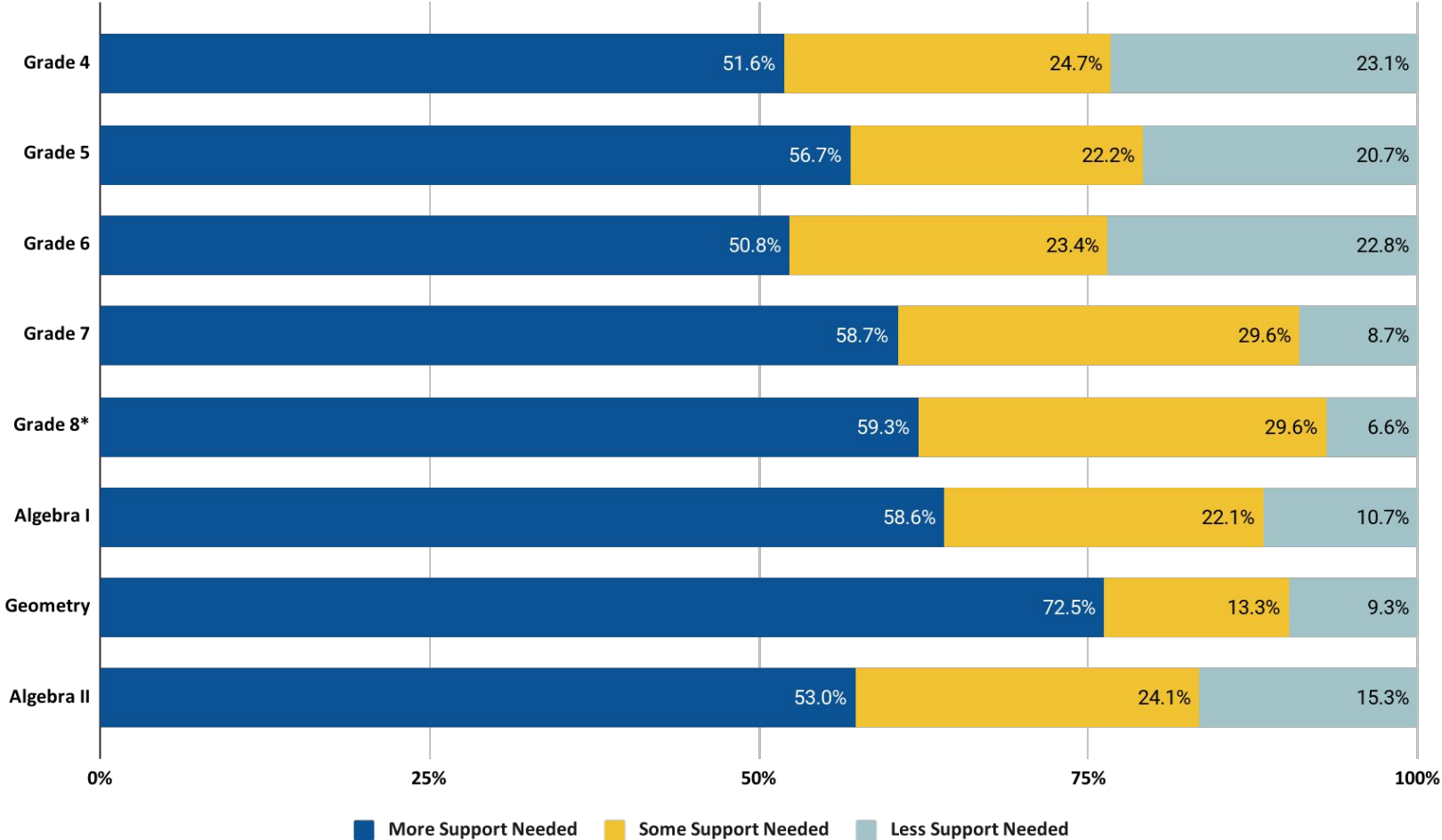


Grade	More Support Needed (Count)	More Support Needed (Percentage)	Some Support Needed (Count)	Some Support Needed (Percentage)	Less Support Needed (Count)	Less Support Needed (Percentage)
4	248	51.6%	119	24.7%	111	23.1%
5	268	56.7%	105	22.2%	98	20.7%
6	236	50.8%	109	23.4%	106	22.8%
7	244	58.7%	123	29.6%	36	8.7%
8*	208	59.3%	104	29.6%	23	6.6%
Algebra 1	143	58.6%	54	22.1%	26	10.7%
Geometry	626	72.5%	115	13.3%	80	9.3%
Algebra 2	273	53.0%	124	24.1%	79	15.3%

*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. Additionally, some students who attempted the test did not receive a support level due to various factors.



Franklin Township Public Schools
Start Strong Fall 2022 Administrations
Mathematics — Support Levels



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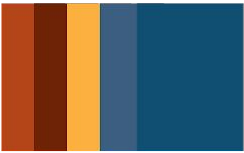
Franklin Township Public Schools
Subgroup
Start Strong Fall 2022 Administrations
Mathematics — Percentages



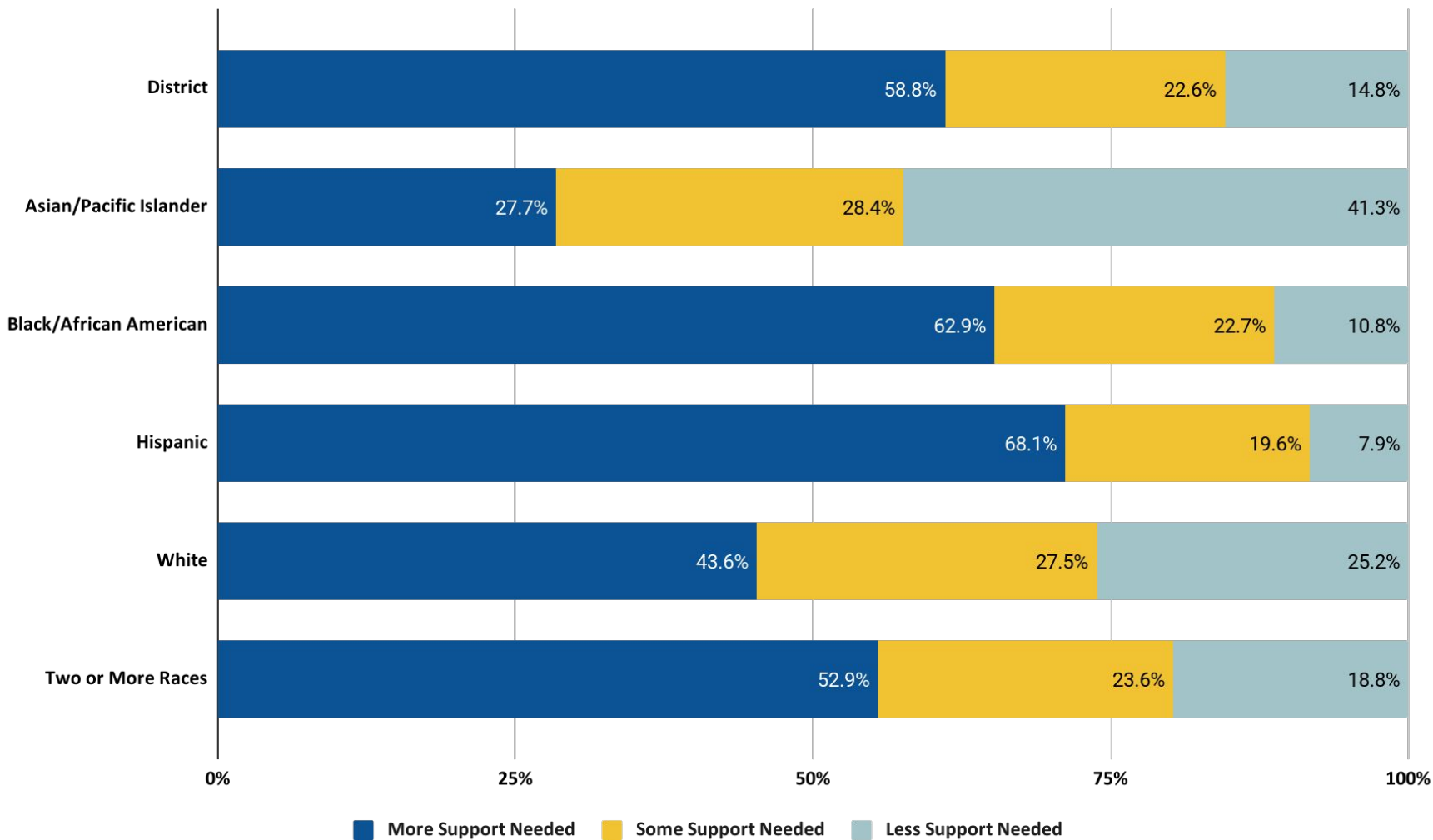
Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	58.8%	22.6%	14.8%
American Indian	*	*	*
Asian/Pacific Islander	27.7%	28.4%	41.3%
Black/African American	62.9%	22.7%	10.8%
Hispanic	68.1%	19.6%	7.9%
White	43.6%	27.5%	25.2%
Two or More Races	52.9%	23.6%	18.8%

Note: Percentages may not total 100 due to rounding and some students who attempted the test not receiving a support level due to various factors.





Franklin Township Public Schools
Subgroup
Start Strong Fall 2022 Administrations
Mathematics — Percentages



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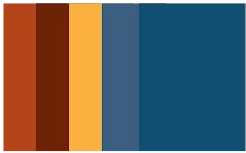
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Mathematics — Percentages



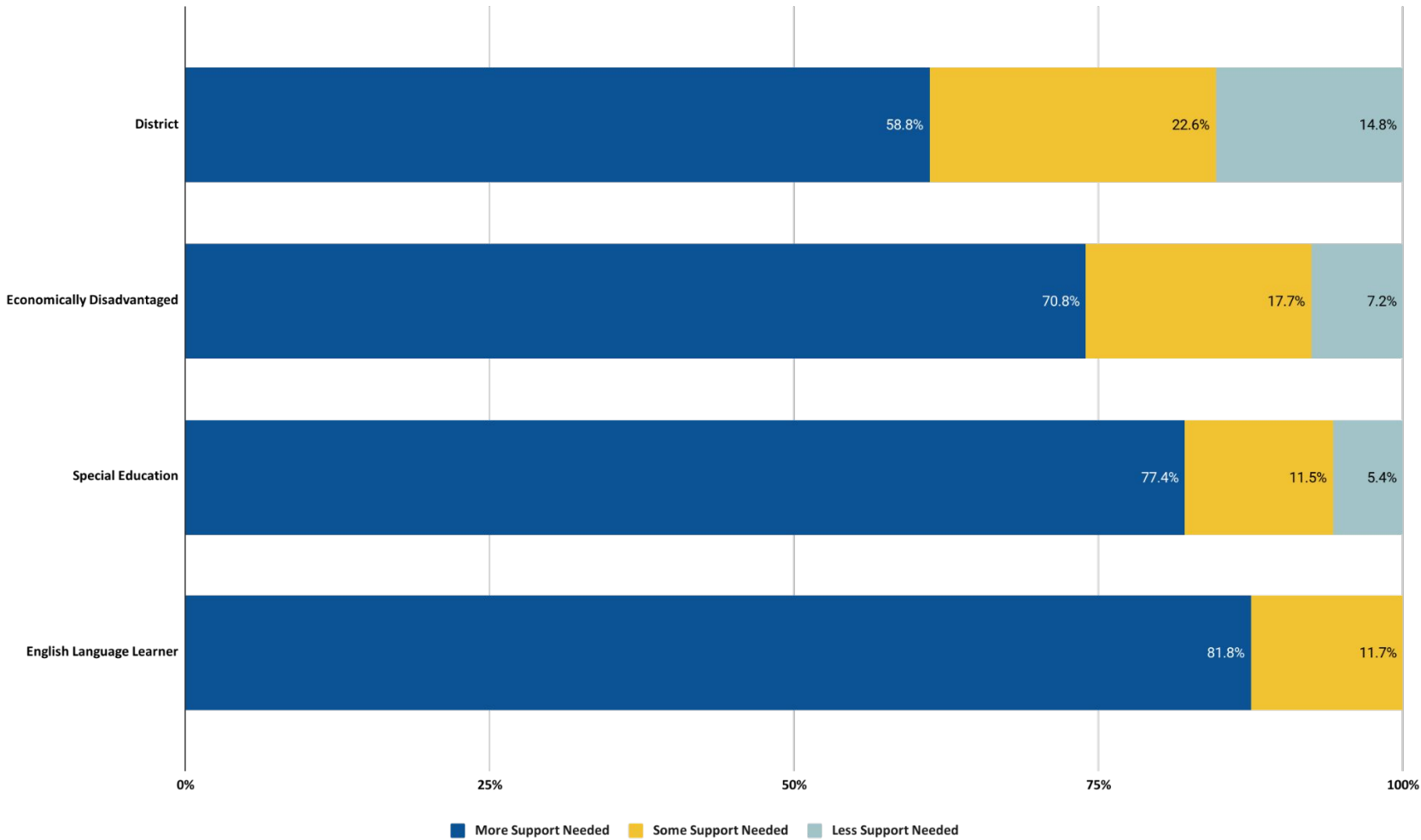
Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	58.8%	22.6%	14.8%
Economically Disadvantaged	70.8%	17.7%	7.2%
Special Education	77.4%	11.5%	5.4%
English Language Learner	81.8%	11.7%	*

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Mathematics — Percentages



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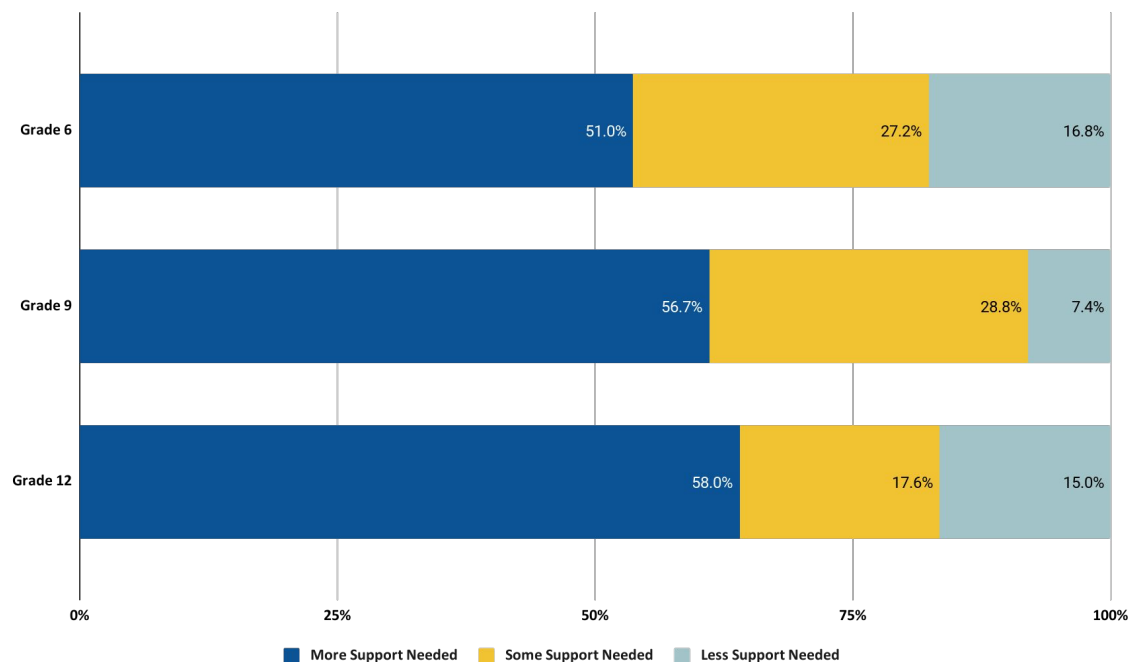
Science Results District



Franklin Township 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	240	51.0%	128	27.2%	79	16.8%
9	305	56.7%	155	28.8%	40	7.4%
12	313	58.0%	95	17.6%	81	15.0%

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Franklin Township Public Schools
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Start Strong Fall 2022 Administrations
Science — Percentages

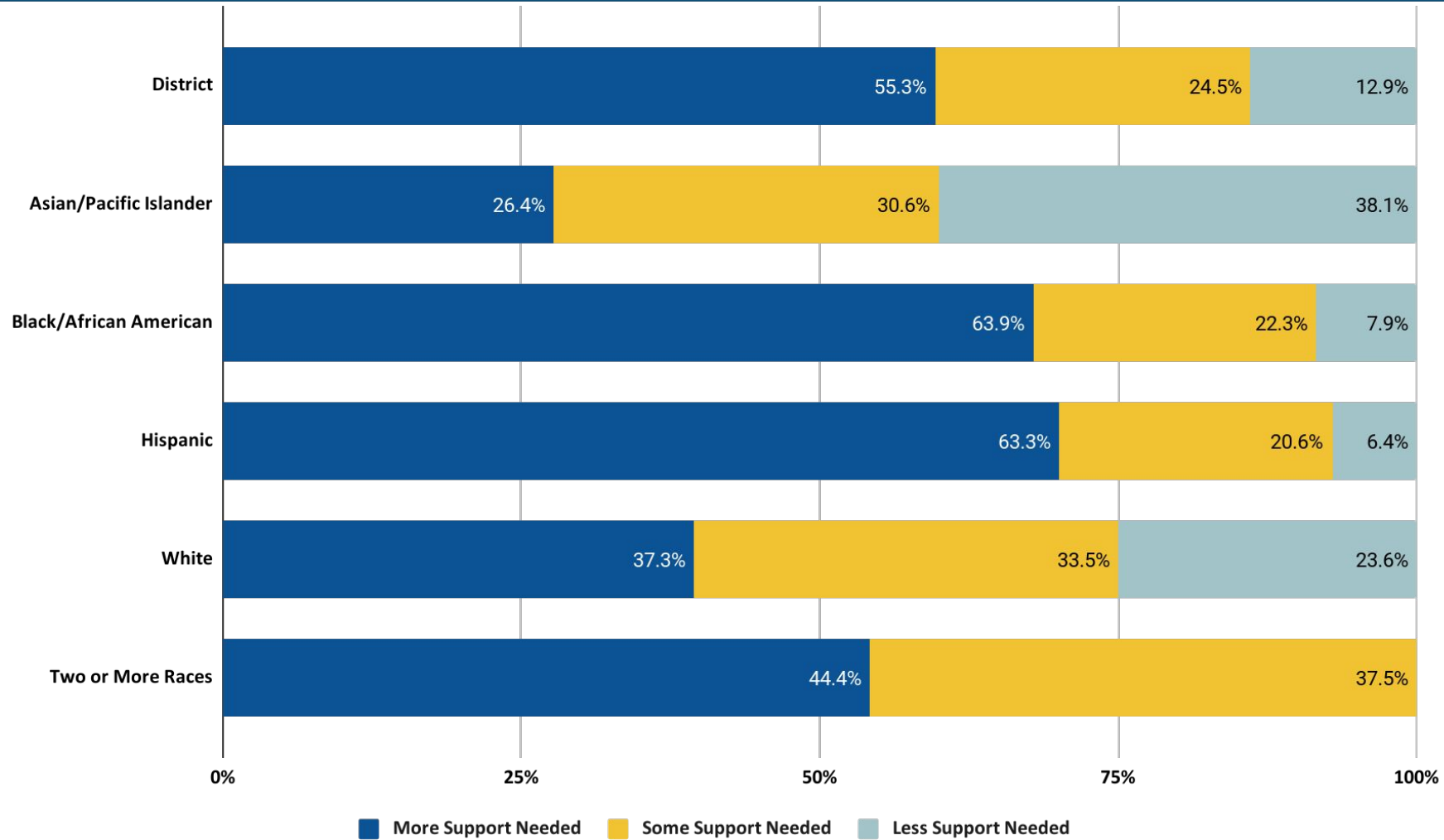


Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	55.3%	24.5%	12.9%
Asian/Pacific Islander	26.4%	30.6%	38.1%
Black/African American	63.9%	22.3%	7.9%
Hispanic	63.3%	20.6%	6.4%
White	37.3%	33.5%	23.6%
Two or More Races	44.4%	37.5%	*

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Science — Percentages



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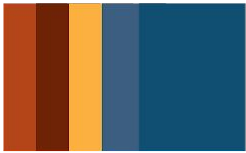
Franklin Township Public Schools
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Science — Percentages



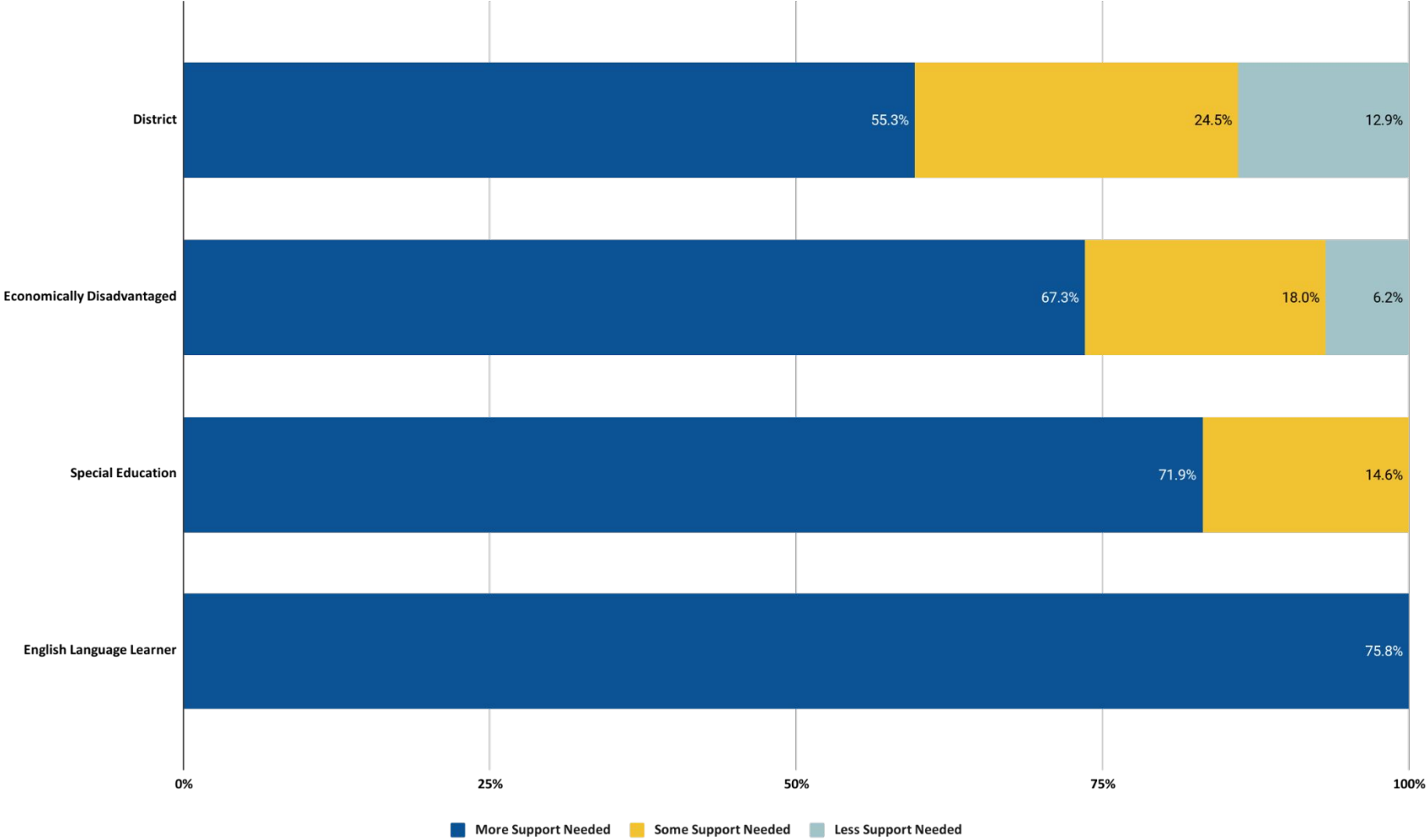
Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	55.3%	24.5%	12.9%
Economically Disadvantaged	67.3%	18.0%	6.2%
Special Education	71.9%	14.6%	*
English Language Learner	75.8%	*	*

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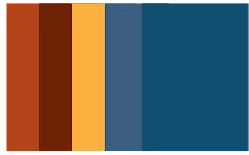


Franklin Township Public Schools
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Science — Percentages



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ELA Results District





Franklin Township 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	244	51.4%	101	21.3%	125	26.3%
5	158	33.6%	123	26.2%	189	40.2%
6	196	42.3%	115	24.8%	135	29.2%
7	173	36.3%	121	25.4%	166	34.9%
8	202	43.3%	95	20.3%	151	32.3%
9	242	45.3%	61	11.4%	205	38.4%
10	257	42.5%	106	17.5%	215	35.5%

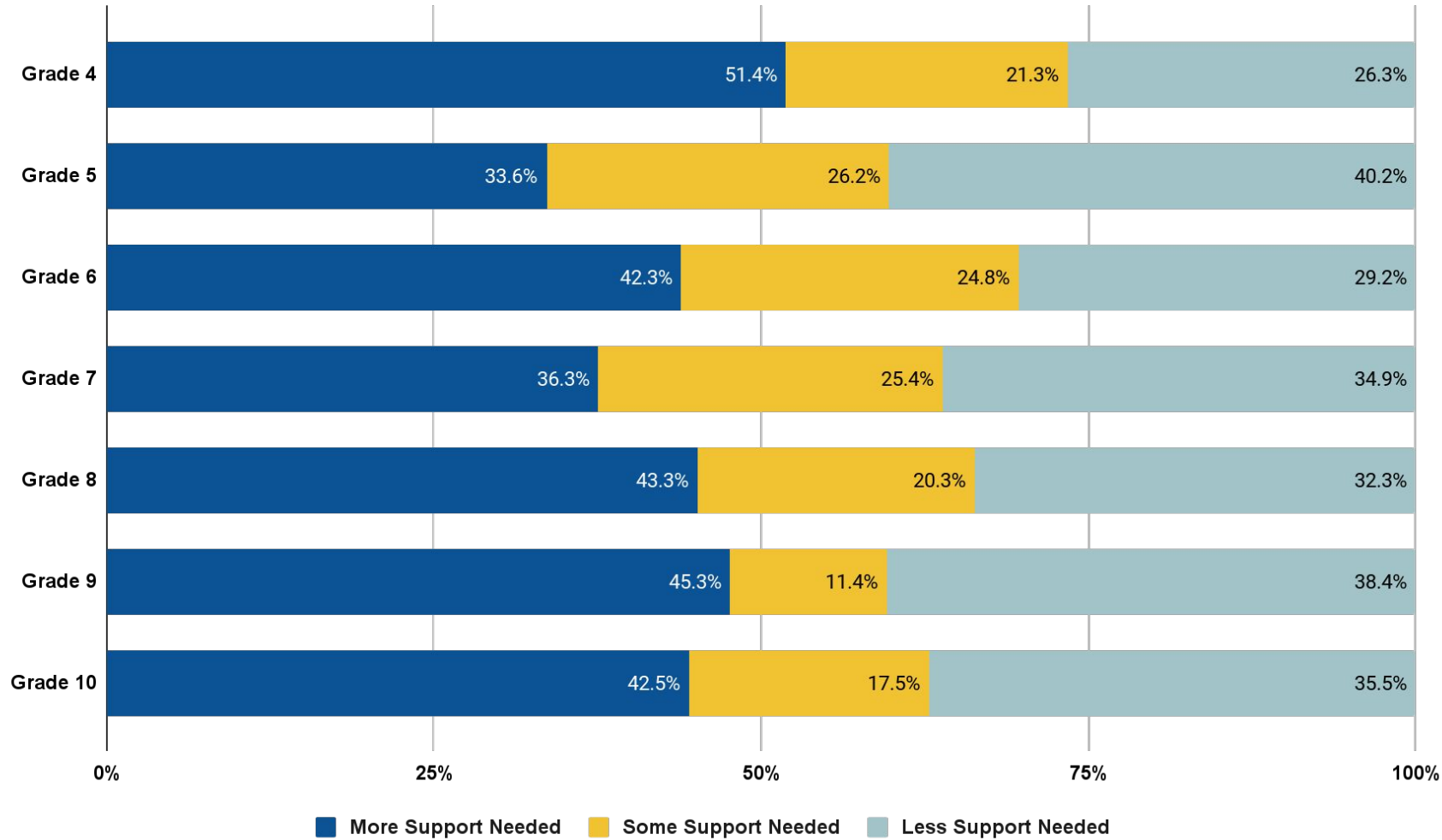
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Franklin Township Public Schools

Start Strong Fall 2022 Administrations

English Language Arts — Support Levels



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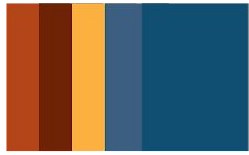
Franklin Township Public Schools
Subgroup
Start Strong Fall 2022 Administrations
English Language Arts — Percentages



Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	41.9%	20.7%	34.2%
American Indian	*	*	*
Asian/Pacific Islander	19.6%	20.1%	58.0%
Black/African American	46.1%	21.5%	30.2%
Hispanic	51.3%	20.6%	24.3%
White	26.2%	20.6%	49.7%
Two or More Races	29.4%	18.3%	47.2%

Note: Percentages may not total 100 due to rounding and some students who attempted the test not receiving a support level due to various factors.



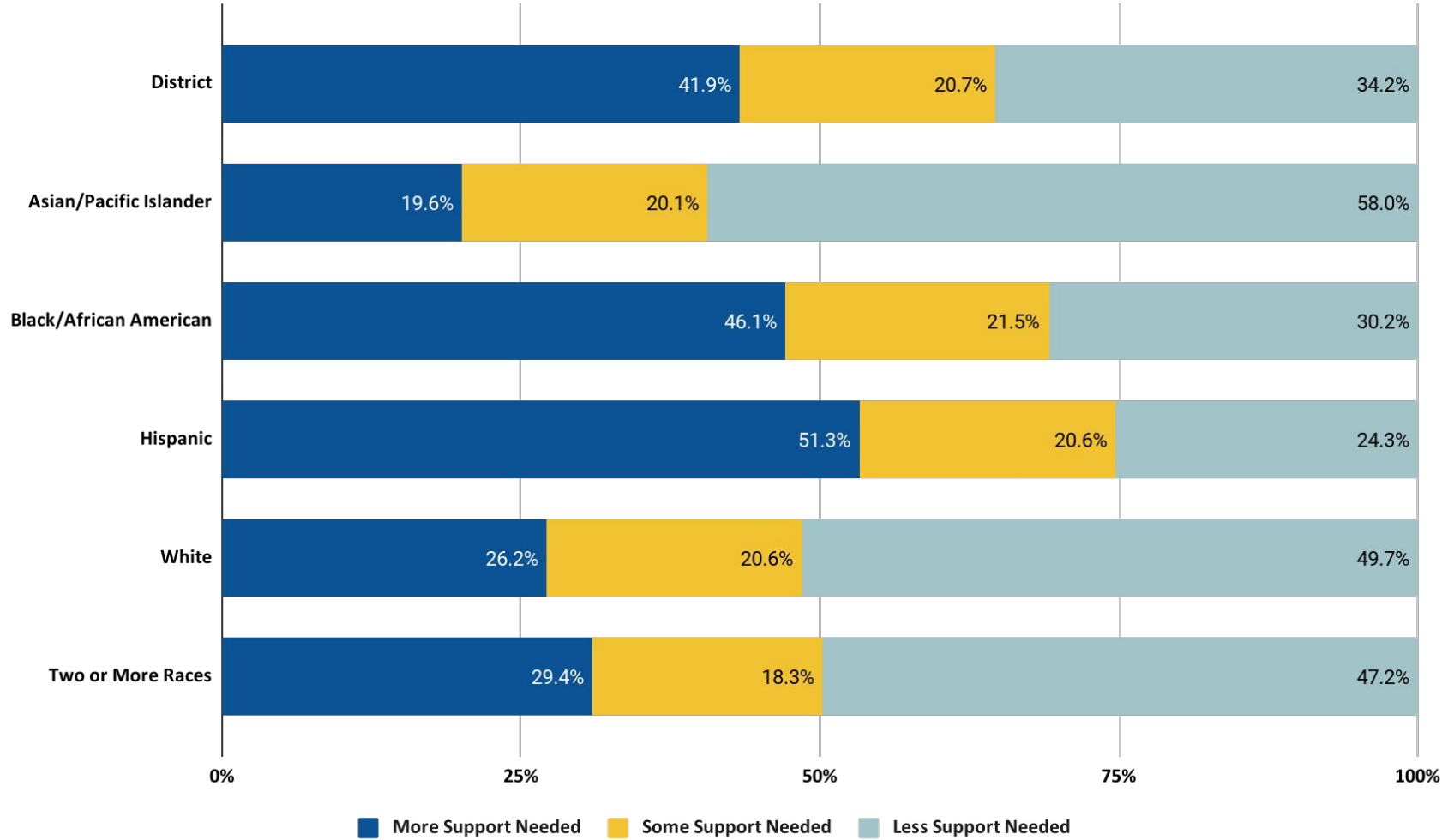


Franklin Township Public Schools

Subgroup

Start Strong Fall 2022 Administrations

English Language Arts — Percentages



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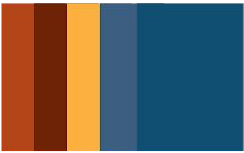
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English Language Arts — Percentages



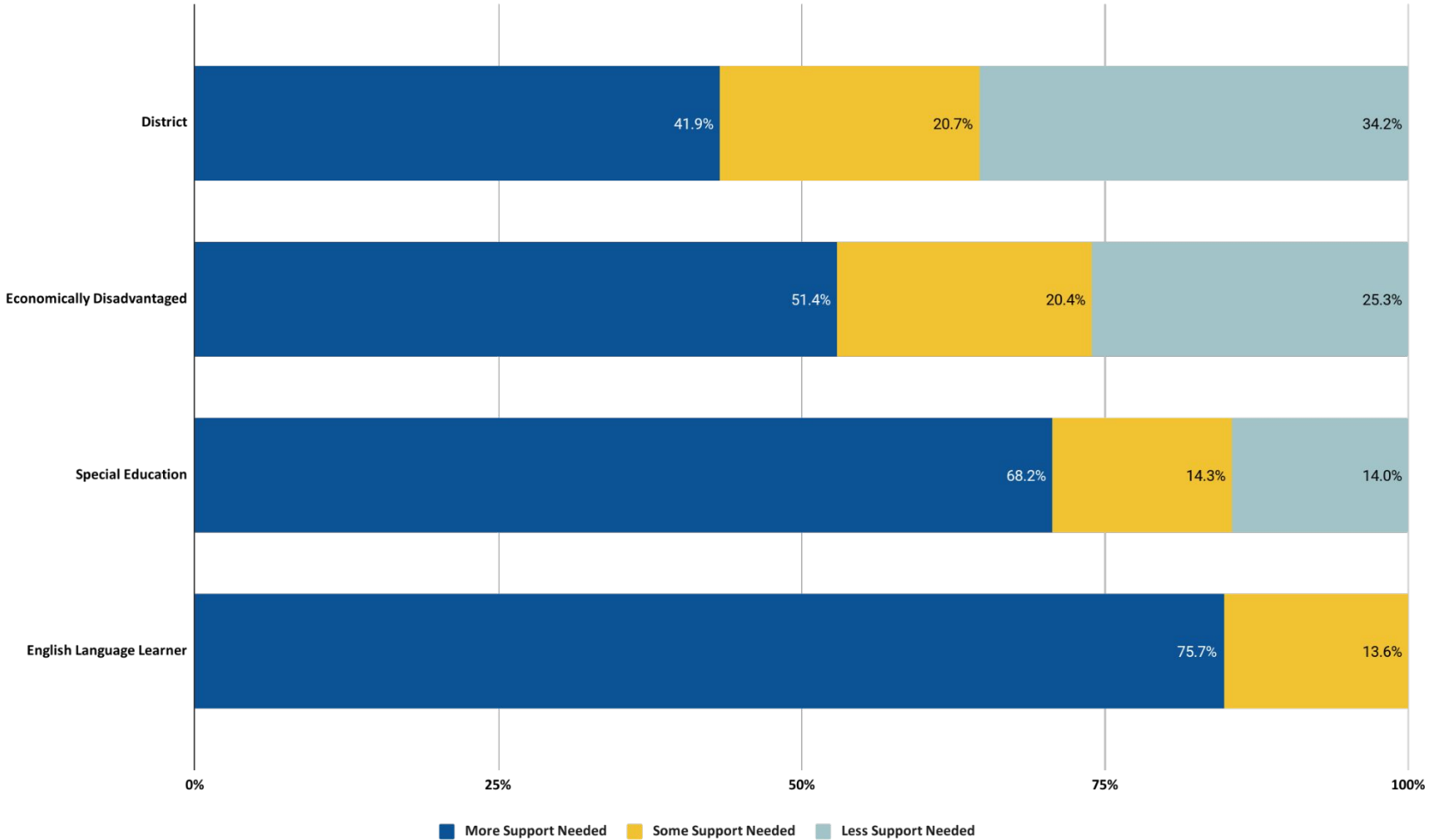
Subgroup	More Support Needed	Some Support Needed	Less Support Needed
District	41.9%	20.7%	34.2%
Economically Disadvantaged	51.4%	20.4%	25.3%
Special Education	68.2%	14.3%	14.0%
English Language Learner	75.7%	13.6%	*

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English Language Arts — Percentages



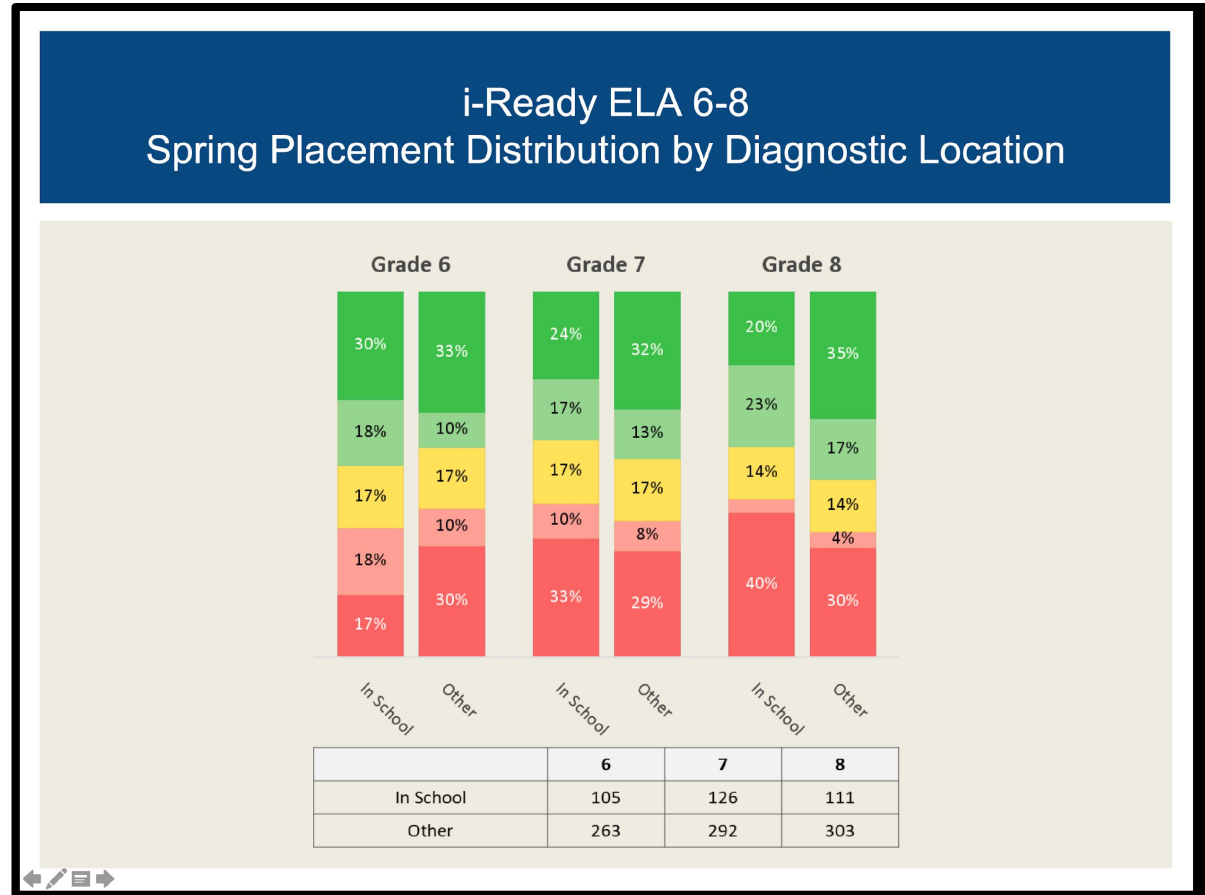
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Additional Assessment Tools in FTPS



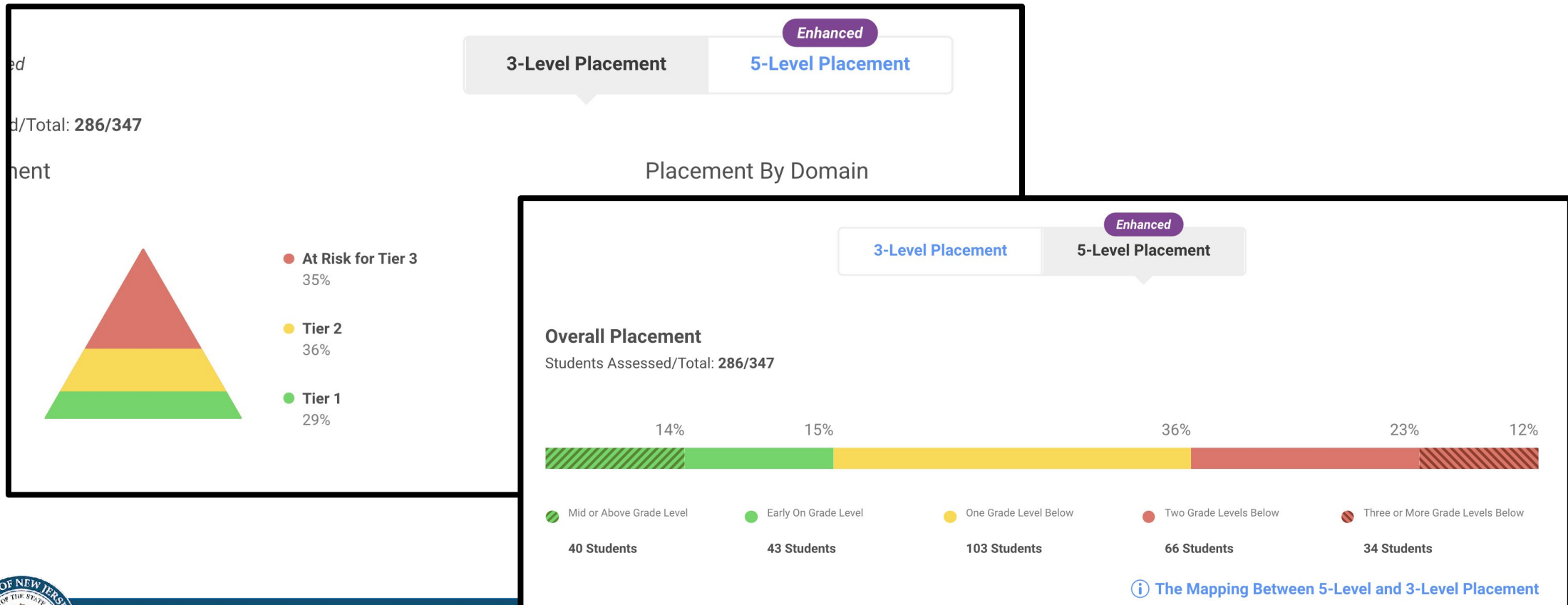
- FTPS uses instruments that address all the learning standards and provides more granular analyses:



Additional Assessment Tools in FTPS



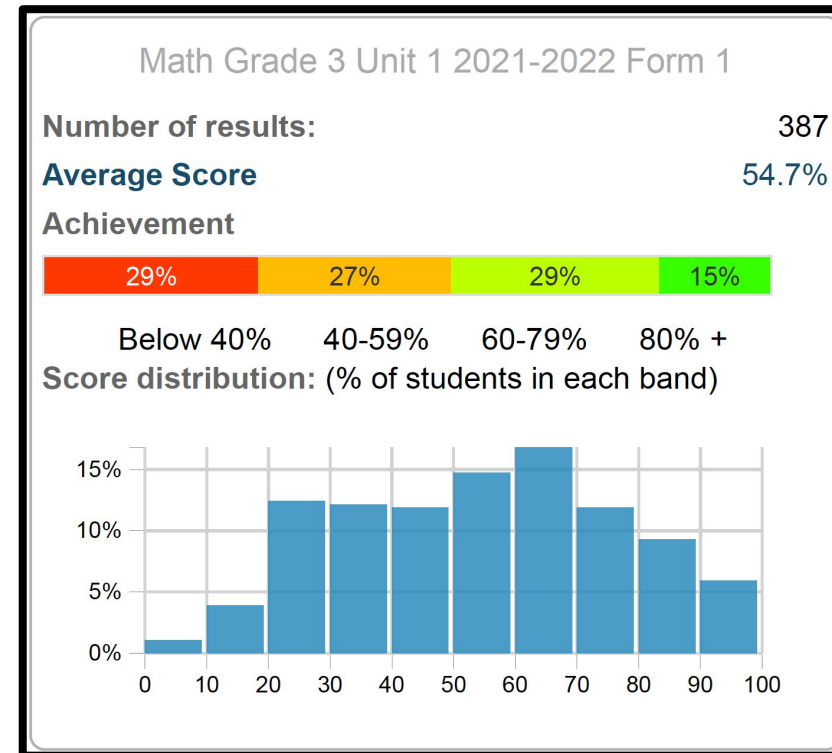
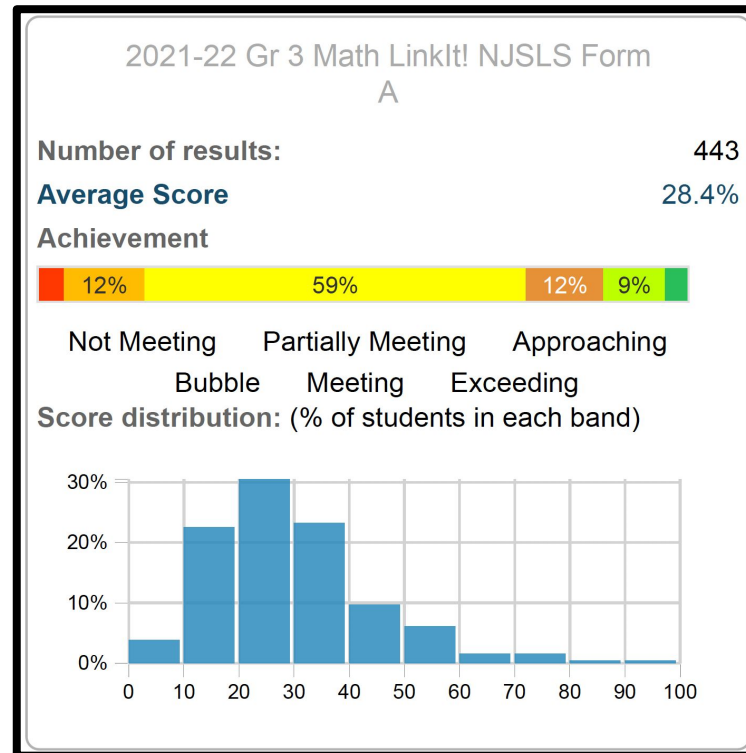
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Additional Assessment Tools in FTPS



- FTPS uses instruments that address all the learning standards and provides more granular analyses:





Intervention Strategies -- Math, K-5



- Continue to assess students in grades K to 5 to monitor student progress and make instructional decisions.
- **Use assessment data to analyze students' unfinished learning before implementing the grade-level content.** Based on the data, teachers and AIS teachers will front-load the necessary prerequisite skills, if needed, for the non-grade level content they are about to teach.
- Continue implementing with fidelity the instructional component of **Try-It, Discuss-It, and Connect-It** in grades 1 to 5, and the Bridges Math program in Kindergarten.
- Continue to implement ST Math to build students' problem-solving and critical thinking skills.
- Professional development for teachers on ST MATH and Exemplars for grades 2 to 5.



Intervention Strategies -- Math, 6-12



- Target “right now” prerequisite skills within each unit of study to account for gaps in student learning during the 2021-2022 school year (accelerated learning).
- Use the EnVision Math program (grades 6 through Algebra 2: Year 2 in-person implementation) to provide standards-based instruction and differentiate instruction.
- FMS AIS and HS Math Lab teachers will continue to front-load concepts and skills as an acceleration strategy.
- Professional learning focused on CLR connections via planning for and assessing student learning.
- Use formative assessment data to provide purposeful feedback, practice, and reflection with students that allow them to reason and apply new skills.
- Administer MS & HS local assessments (i-Ready, IXL, and LinkIt!). Analyze data to monitor student progress and target instruction.





Intervention Strategies -- Science, K-12



In K-12 Science, the following elements are being used to enhance student outcomes:

- Teachers will continue to use Accelerated Learning Principles
- Teachers have increased their use of pre-assessment tools to identify areas for pre-teaching and support prior to starting new concepts with students.
- Supervisor of K-12 Science has built extra office hours into his budget plan.
- The Science Department continues to increase the number of hands-on, inquiry-based learning experiences for students, which are more readily available now with the elimination of most COVID-19 restrictions.





Intervention Strategies -- ELA, K-5



- Teachers are focusing on supporting Language Standards: through Read Alouds, Small Group Instruction, and conferring with readers during Independent reading.
- Teachers in grades 3-5 will have the second level Orton Gillingham PD that specifically supports word study and vocabulary.
- Fifth grade is using [“Reading Nonfiction Notice and Note: Stances, Signposts, and Strategies,”](#) to strengthen our learners’ comprehension of informational texts.
- Measure outcomes and make implementation decisions regarding elementary literacy pilot programs:
 - “Being a Reader,” from Collaborative Classroom, with mentor texts selected by Zaretta Hammond.
 - “Being a Writer,” also from Collaborative Classroom, with mentor texts selected by Zaretta Hammond (Grade 5)
 - IMSE Impact in Grades 1 and 2.
 - Exploring Reading, in English and Spanish, that specifically supports comprehension.





Intervention Strategies -- ELA, 6-12



- The English Department has been revising internal benchmark assessment questions for cultural/linguistic bias.
- It is diversifying resources and materials to provide increased exposure to a range of genres, authors, texts, and learning experiences.
- It continues to engage in professional development on targeted whole-class reading instruction as a precursor to independent/group study.
- It has developed shared Academic Intervention Support resources and materials to use during small group instruction.





Start Strong: Fall 2022 Administrations Franklin Township Public Schools Presented on January 26, 2023

Additional information:

- For content-area-specific questions, families are encouraged to contact content-area supervisors via email addresses located on the district's website:
<https://www.franklinboe.org/Page/19685>
- For questions about this presentation, please contact the Assistant Superintendent for Curriculum & Instruction at
dloughran@franklinboe.org