



Twp.of Franklin
23-24 Winter
Student Performance

Jaime Doldan



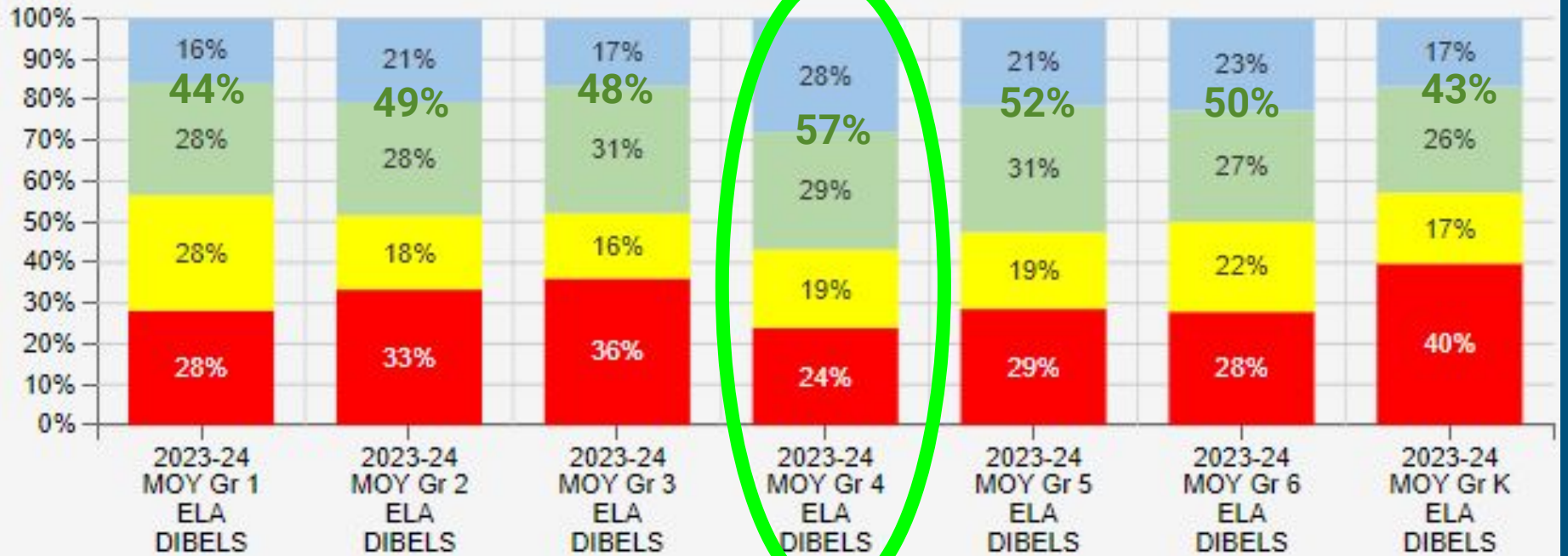
Time of Year	Transfer In	Transfer Out
Summer	57	20
Sept	20	6
Oct	1	6
Nov	2	1
Dec	1	4
Jan	7	2
Feb	3	9
Total	91	48
Overall Total 139 which represents 11% of population		

Grade	Transfer In	Transfer Out
K	16	2
1st	17 (13 Sept)	6 (2 Sept)
2nd	16 (13 Sept)	6 (2 Sept)
3rd	8 (All Sept)	6 (5 Sept)
4th	10 (9 Sept)	6 (5 Sept)
5th	10 (6 Sept)	13 (8 Sept)
6th	14 (14 Sept)	9 (4 Sept)
Total	91	48

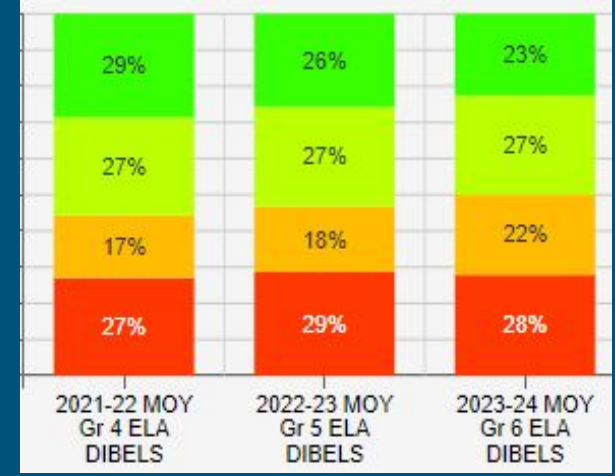
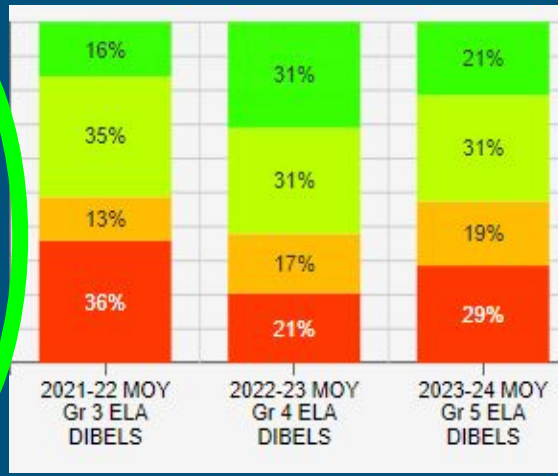
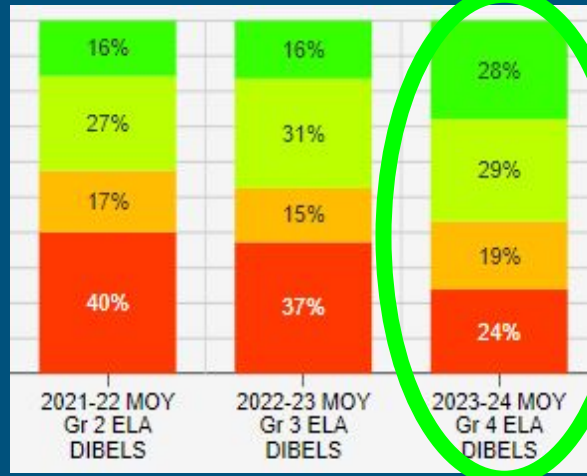
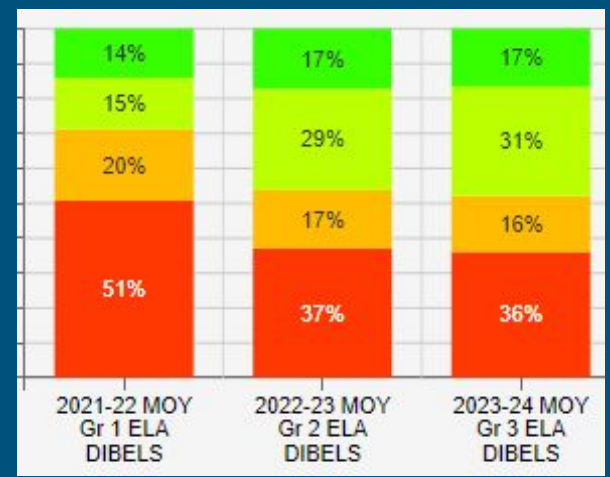
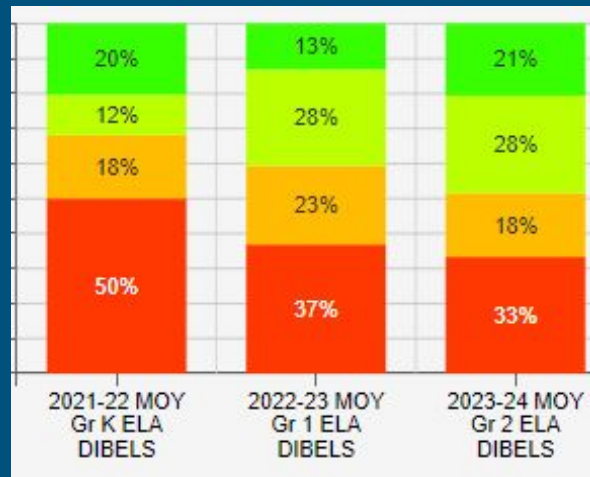
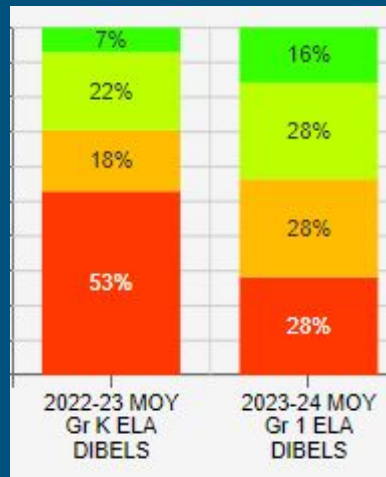
DIBELS



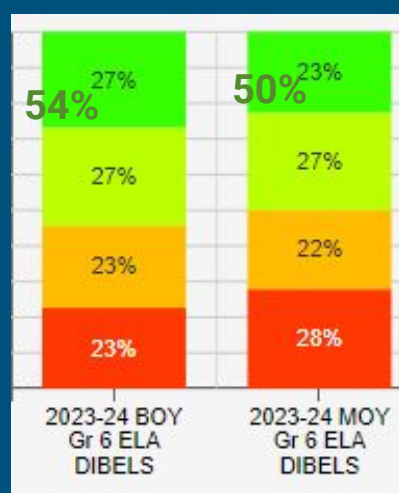
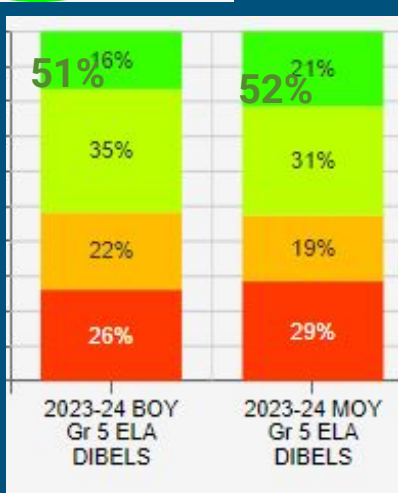
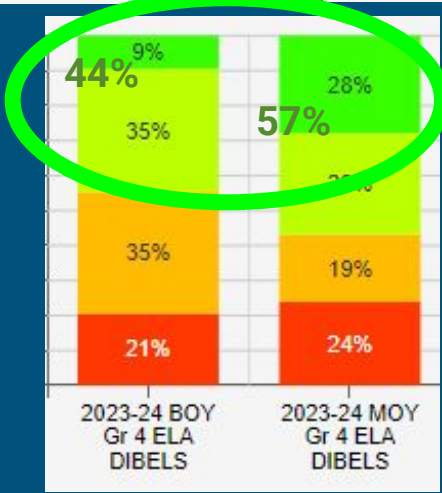
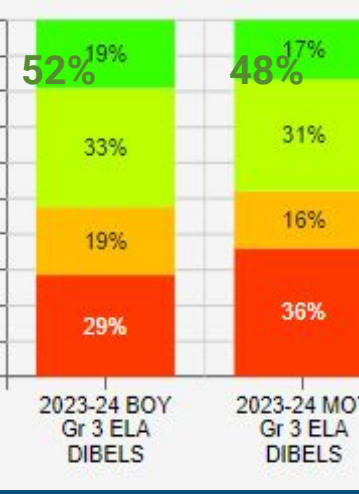
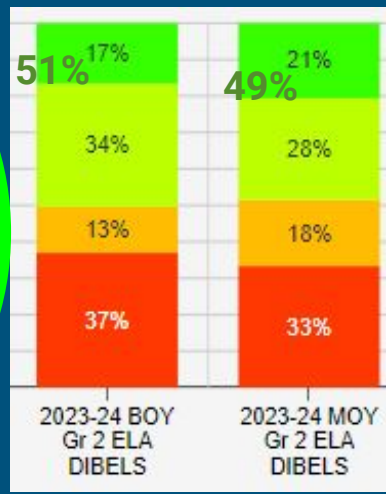
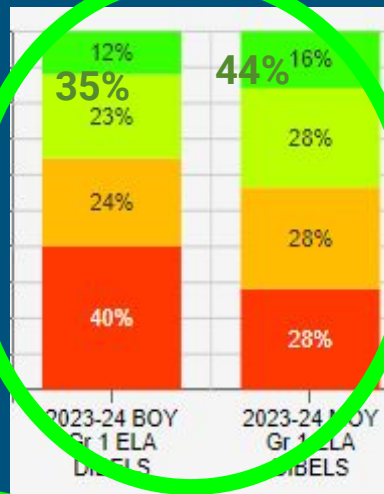
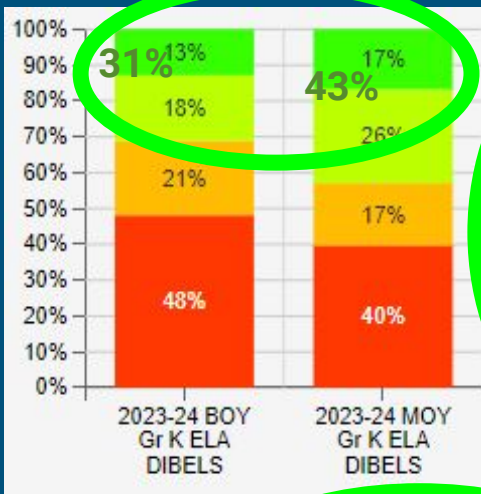
DIBELS Reading MOY K-6



DIBELS MOY 3 year Historical Data 1-6

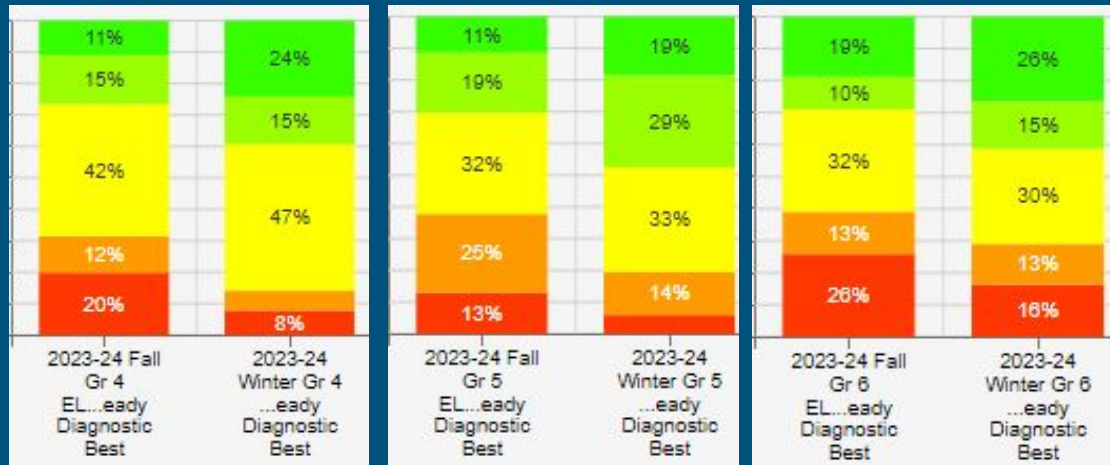
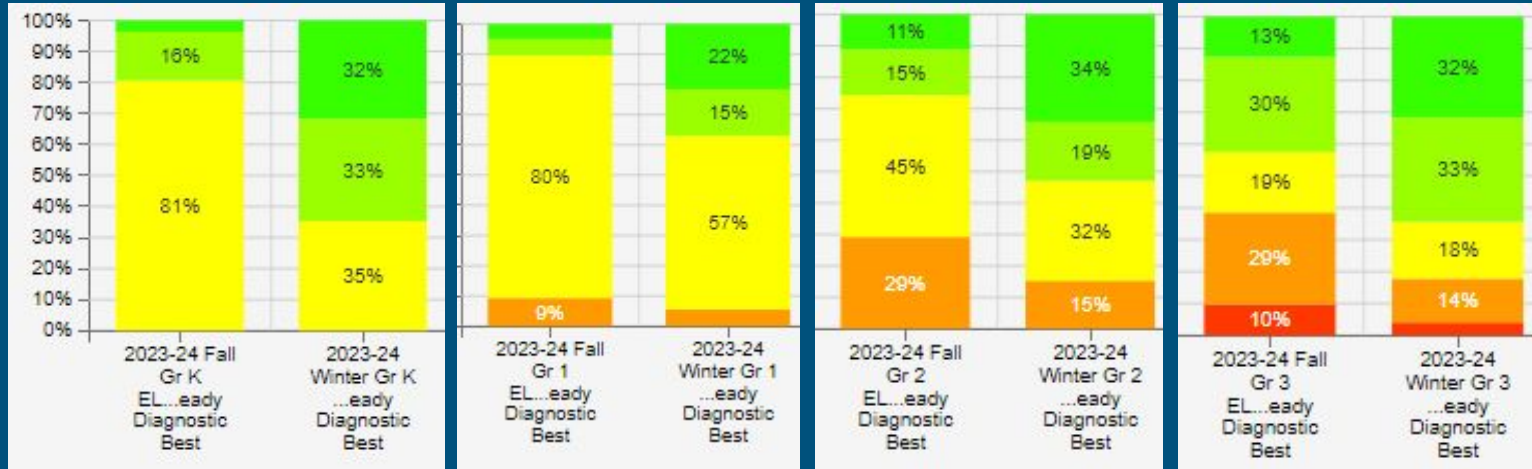


DIBELS Reading Growth from BOY to MOY K-6



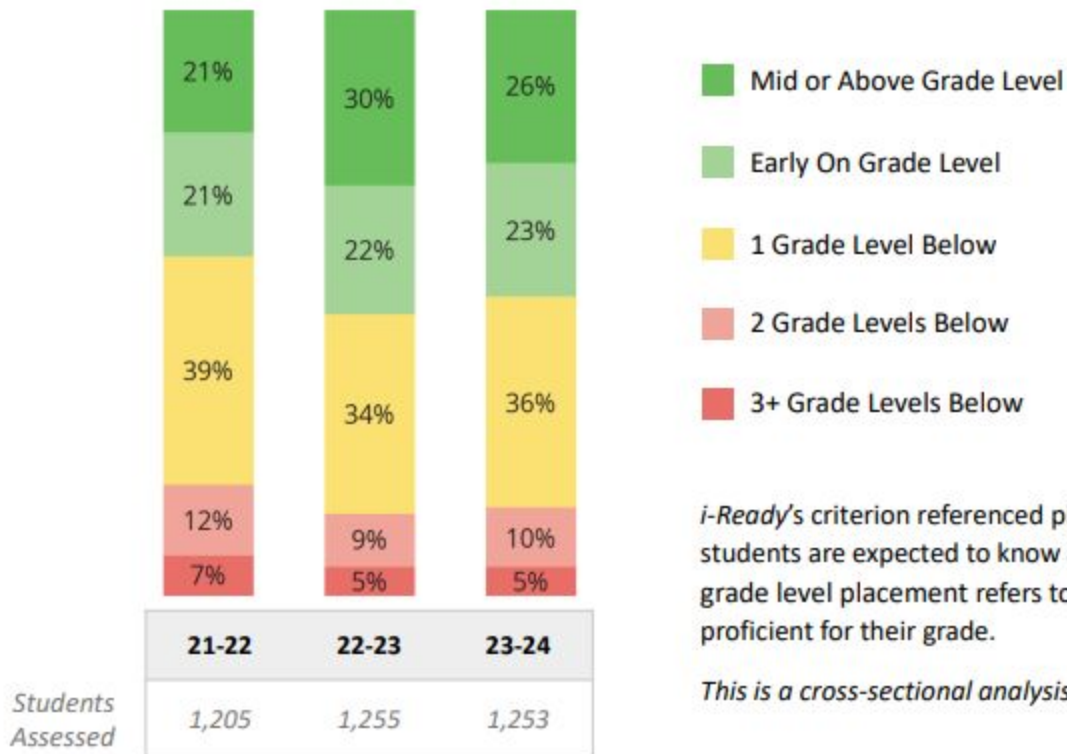
iReady Reading

iReady Reading Fall to Winter 23-24



How Have Relative Placements Changed From Winter to Winter?

Placement Distribution, Winter 21-22 to Winter 23-24



i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis.

How Have Relative Placements Changed From Winter to Winter?

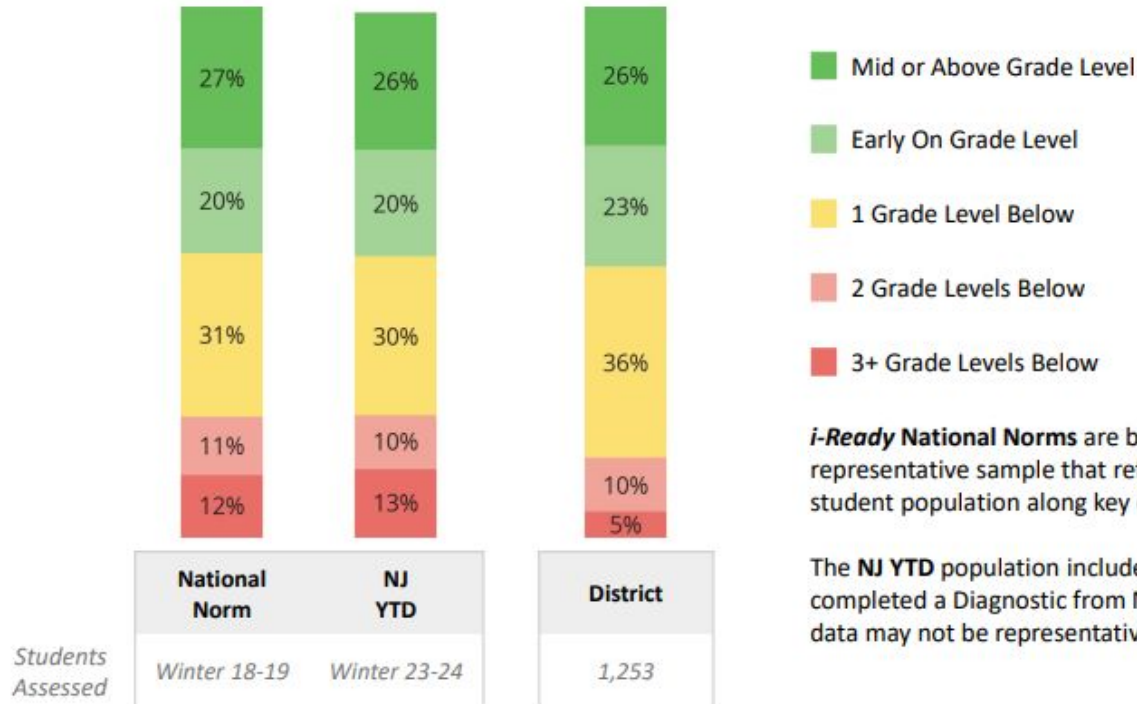
Placement Distribution Winter 21-22 to Winter 23-24



■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

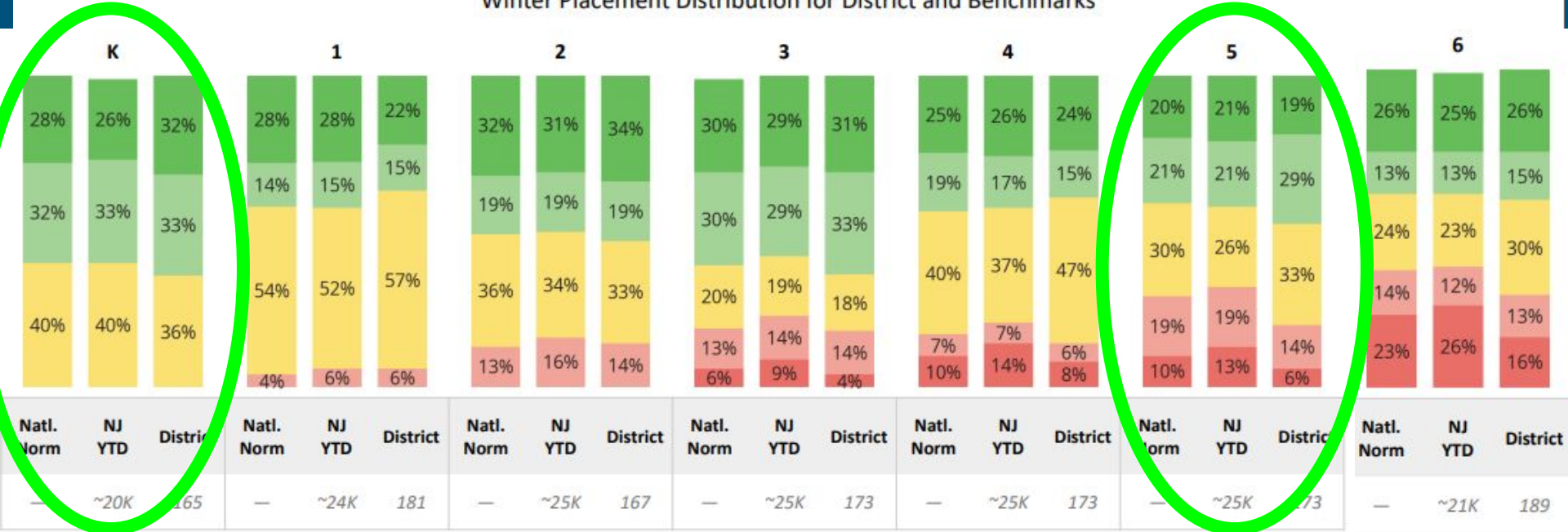
How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks



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Natl. Norm: *i-Ready* National Norms Winter 18-19

NJ YTD: NJ Year-to-Date Winter 23-24

Projected Proficiency for Reading NJSLA 3rd Gr.

Growth	% Proficient	Level 5	Level 4	Level 3	Level 2	Level 1
None	32%	0%	32%	25%	17%	26%
Typical	40%	1%	39%	27%	16%	17%
Stretch	53%	2%	50%	21%	13%	13%

Projected Proficiency for Reading NJSLA 4th Gr.

Growth	% Proficient	Level 5	Level 4	Level 3	Level 2	Level 1
None	37%	8%	29%	20%	29%	13%
Typical	46%	13%	33%	27%	17%	10%
Stretch	52%	15%	37%	29%	12%	8%

Projected Proficiency for Reading NJSLA 5th Gr.

Growth	% Proficient	Level 5	Level 4	Level 3	Level 2	Level 1
None	48%	5%	44%	30%	15%	8%
Typical	57%	6%	52%	26%	12%	5%
Stretch	66%	9%	57%	23%	8%	3%

Projected Proficiency for Reading NJSLA 6th Gr.

Growth	% Proficient	Level 5	Level 4	Level 3	Level 2	Level 1
None	42%	6%	36%	31%	20%	6%
Typical	47%	8%	39%	31%	17%	5%
Stretch	58%	13%	45%	27%	10%	4%

ELA Takeaways from DIBELS & iReady Reading

Positives:

- Phonics instruction is working and impacting data in a positive way
- Oral Reading Fluency Accuracy in DIBELS continues to grow in grades 2-6
- Over 40% of our students are proficient in DIBELS
- Oral Reading Fluency Accuracy
- MAZE increased

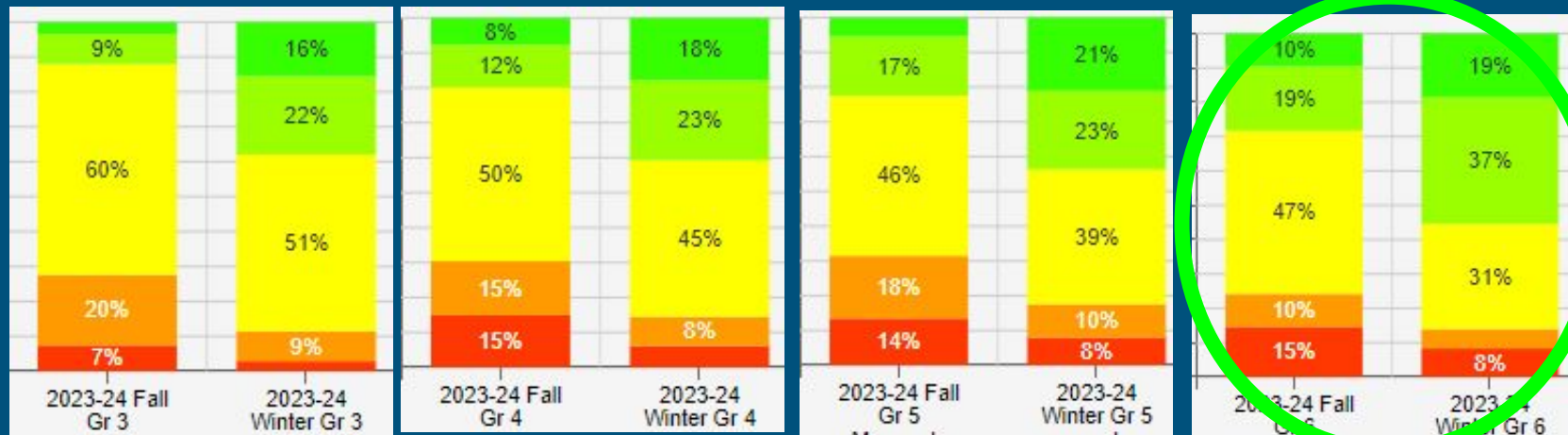
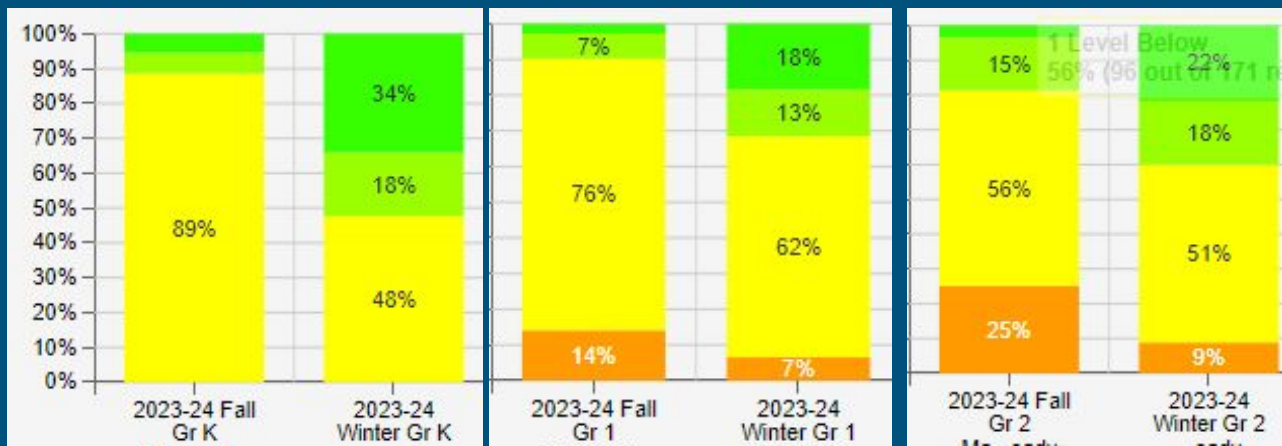
Target Areas:

- K - Phoneme Segmentation Fluency
- Gr. 1-3 Nonsense Word Fluency-Correct Letter Sounds
- Automaticity in phonics skills to meet DIBELS one minute timed subtests
- Vocabulary
- Comprehension Informational Text

iReady Math

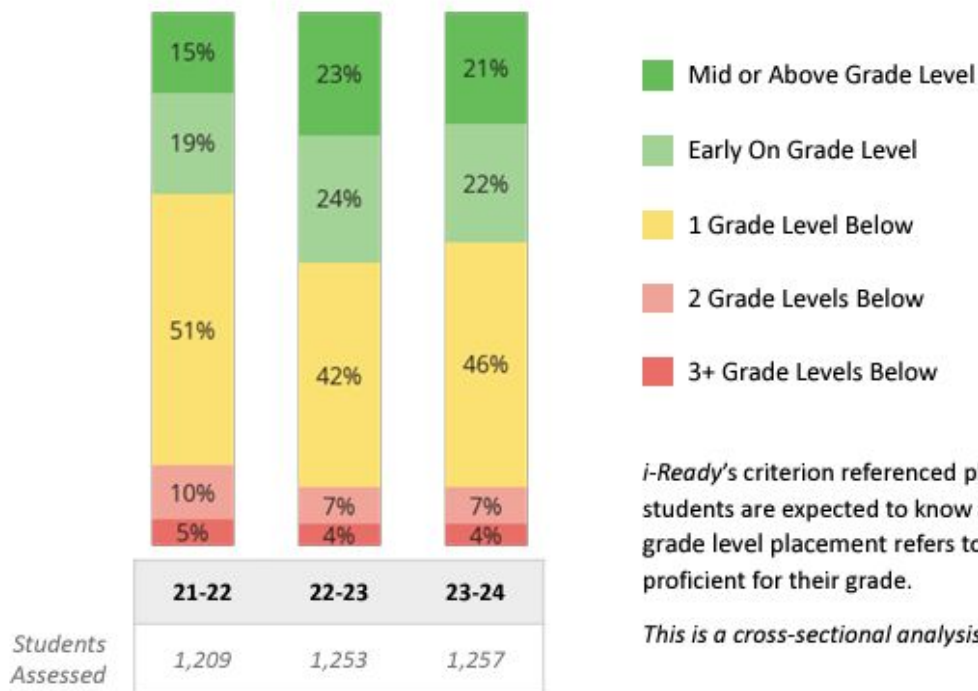


iReady Math Growth Fall to Winter K-6



How Have Relative Placements Changed From Winter to Winter?

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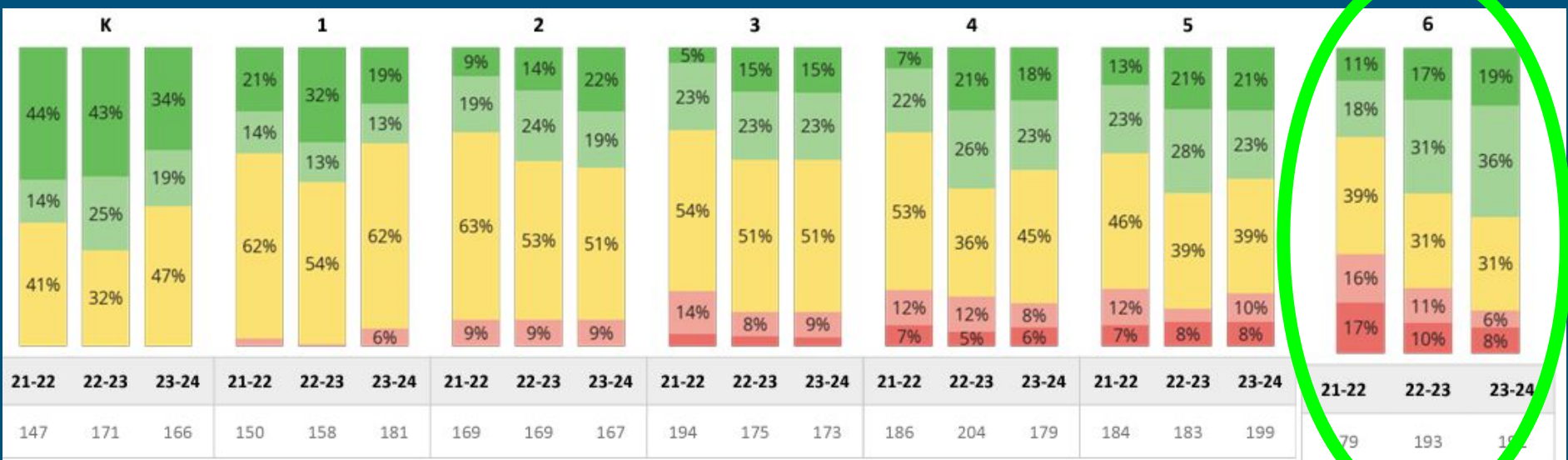


i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

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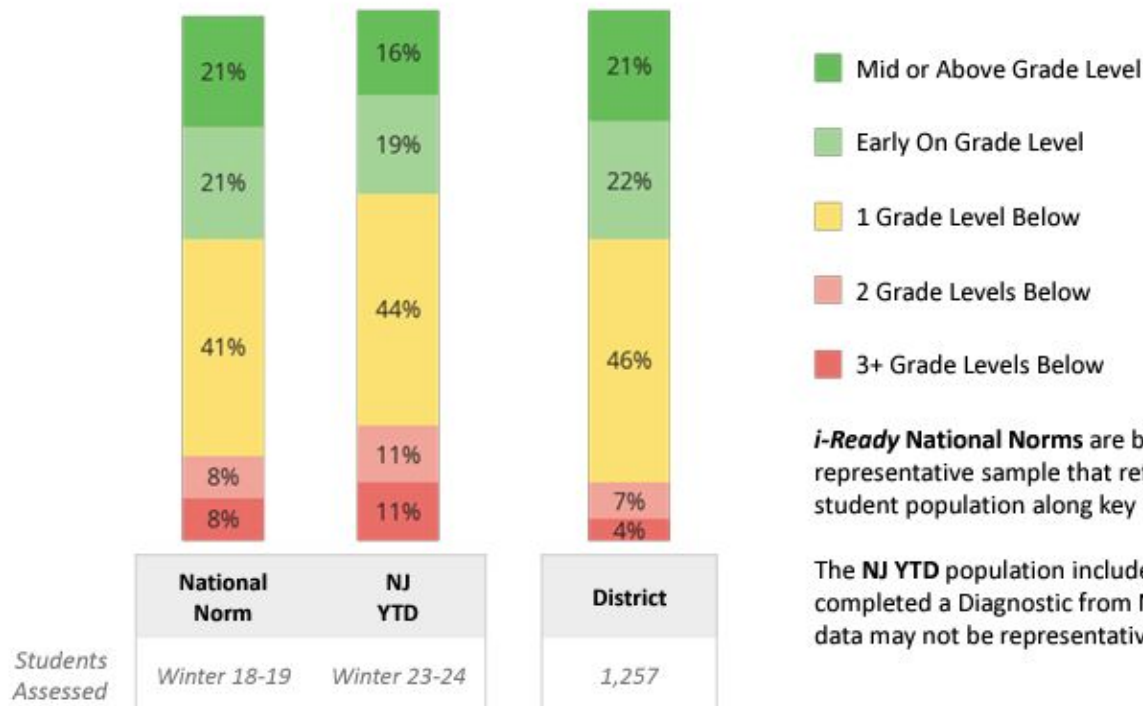
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How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks

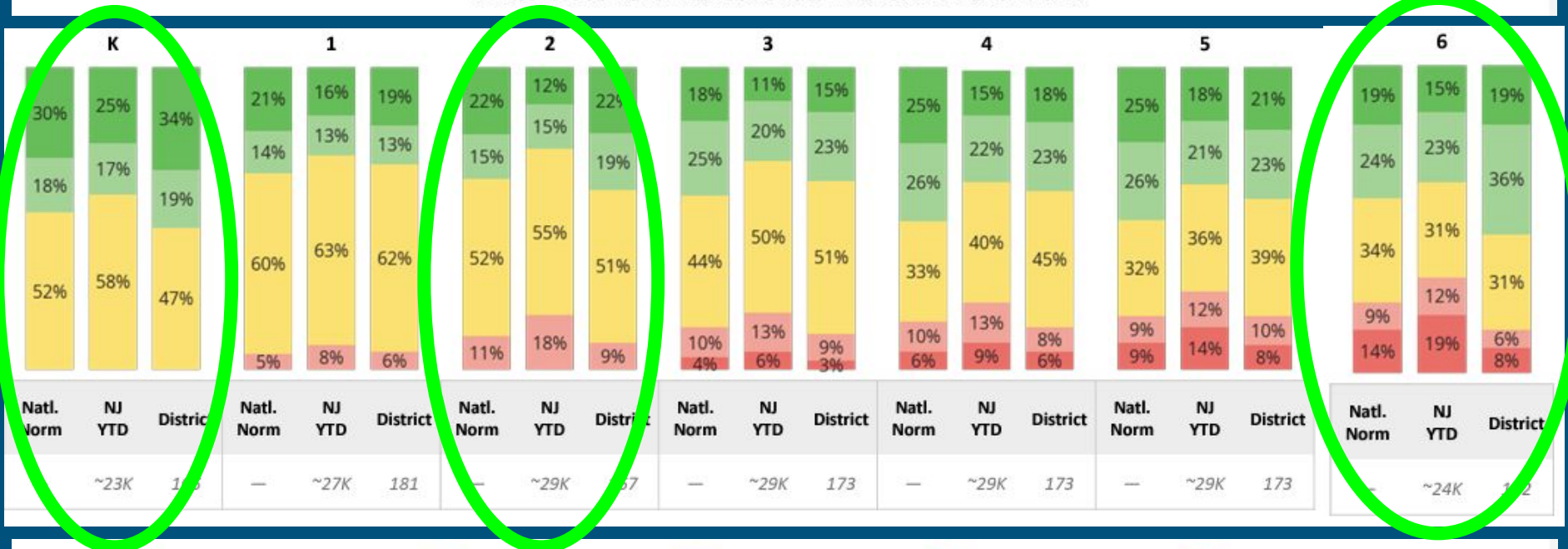


i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **NJ YTD** population includes 233,474 students who completed a Diagnostic from November 16 to March 1. This data may not be representative of the student population.

How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks



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 ■ Early On Grade Level
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 ■ 3+ Grade Levels Below

Projected Proficiency for Math NJSLA 3rd Gr.

Growth	% Proficient	Level 5	Level 4	Level 3	Level 2	Level 1
None	21%	2%	19%	32%	32%	15%
Typical	40%	5%	36%	33%	18%	9%
Stretch	48%	7%	41%	36%	11%	5%

Projected Proficiency for Math NJSLA 4th Gr.

Growth	% Proficient	Level 5	Level 4	Level 3	Level 2	Level 1
None	17%	1%	16%	28%	38%	17%
Typical	25%	3%	21%	42%	23%	9%
Stretch	37%	3%	34%	41%	15%	6%

Projected Proficiency for Math NJSLA 5th Gr.

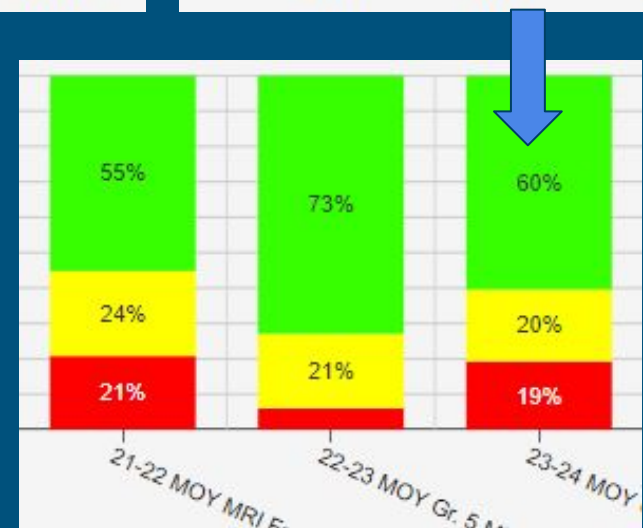
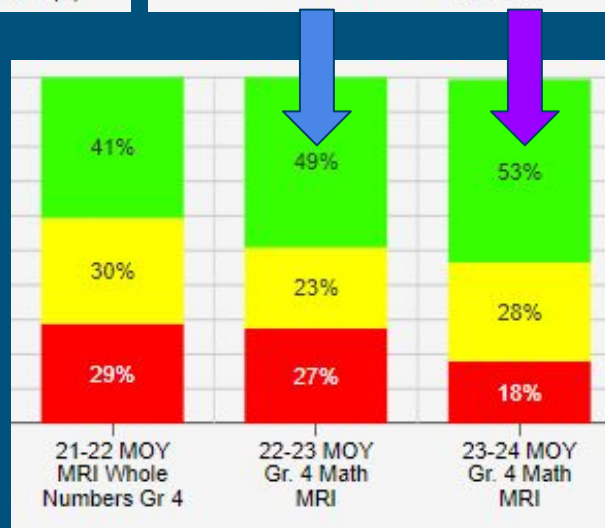
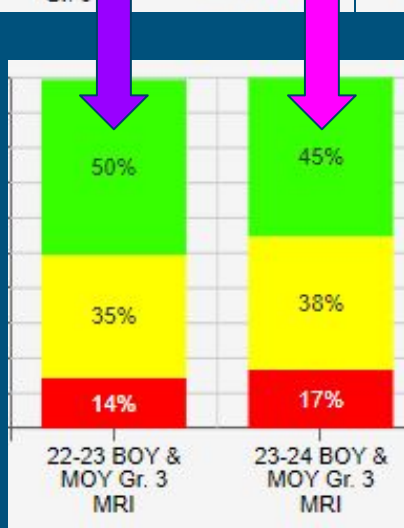
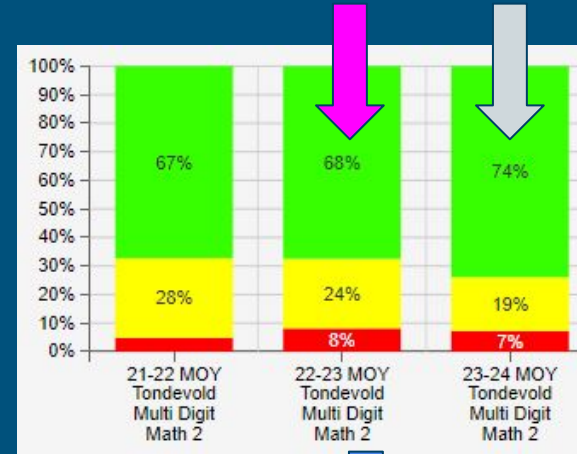
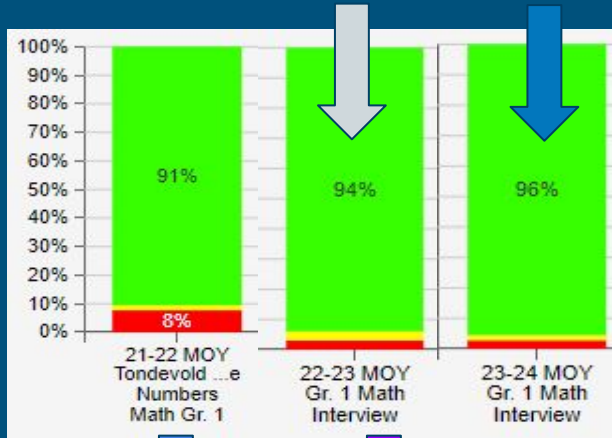
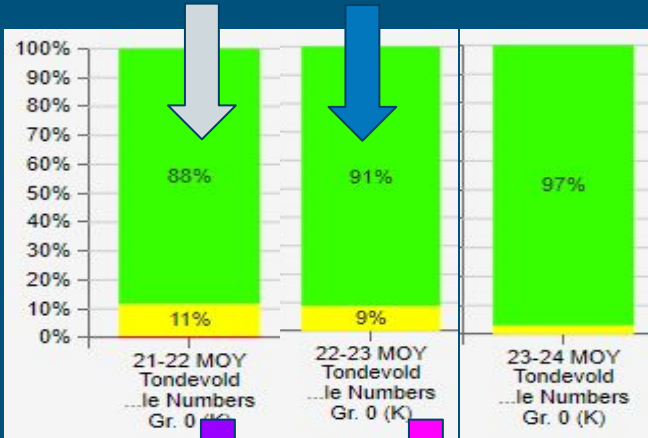
Growth	% Proficient	Level 5	Level 4	Level 3	Level 2	Level 1
None	21%	2%	19%	31%	32%	16%
Typical	29%	3%	26%	37%	26%	8%
Stretch	36%	4%	33%	42%	15%	7%

Projected Proficiency for Math NJSLA 6th Gr.

Growth	% Proficient	Level 5	Level 4	Level 3	Level 2	Level 1
None	16%	1%	16%	47%	24%	13%
Typical	26%	2%	23%	45%	21%	9%
Stretch	37%	4%	33%	39%	18%	7%

Math Interview Gr. K - 2
Math Reasoning Inventory Gr. 3 - 5

Math Interview/MRI - Historical 3 year MOY Data



Math Takeaways from iReady Math & Interviews/MRI

Positives:

- A lot of growth
- Fluency in the math relationships is solid in lower grade levels
- Creating Domain Goals to increase overall composite scores in iReady

Target Areas:

- On level and above level students to show more growth
- Focus on increasing student accountability, independence and confidence to apply strategies independently
- Part-Part Whole relationship building