

Township of Franklin Schools Student Performance Report Fall 2020-2021 By: Jaime Doldan



Universal Screeners Administered To All Students

ELA

- DIBELS
 - K - Letter Naming Fluency (LNF)
 - 1 - Nonsense Word Fluency, Correct Letter Sounds (NWF, CLS)
 - 2 - 6 Oral Reading Fluency (ORF)
 - WC - Words Read Correct
 - ACC - % Accuracy
- Quick Spelling Assessment (QSA)
 - Gr. 2 - 6
- iReady
 - Gr. K - 6

Math

- Math Interview
 - Gr. K
 - Number Identification & Rote Counting
 - Gr. 1 - 4
 - Benchmarks of 5&10, One/Two More/Less, Part-Part Whole, Spatial Relationships
- Math Reasoning Inventory
 - Gr. 5 - 6
- iReady
 - Gr. K - 6



Diagnostic Assessments Administered To Targeted Students

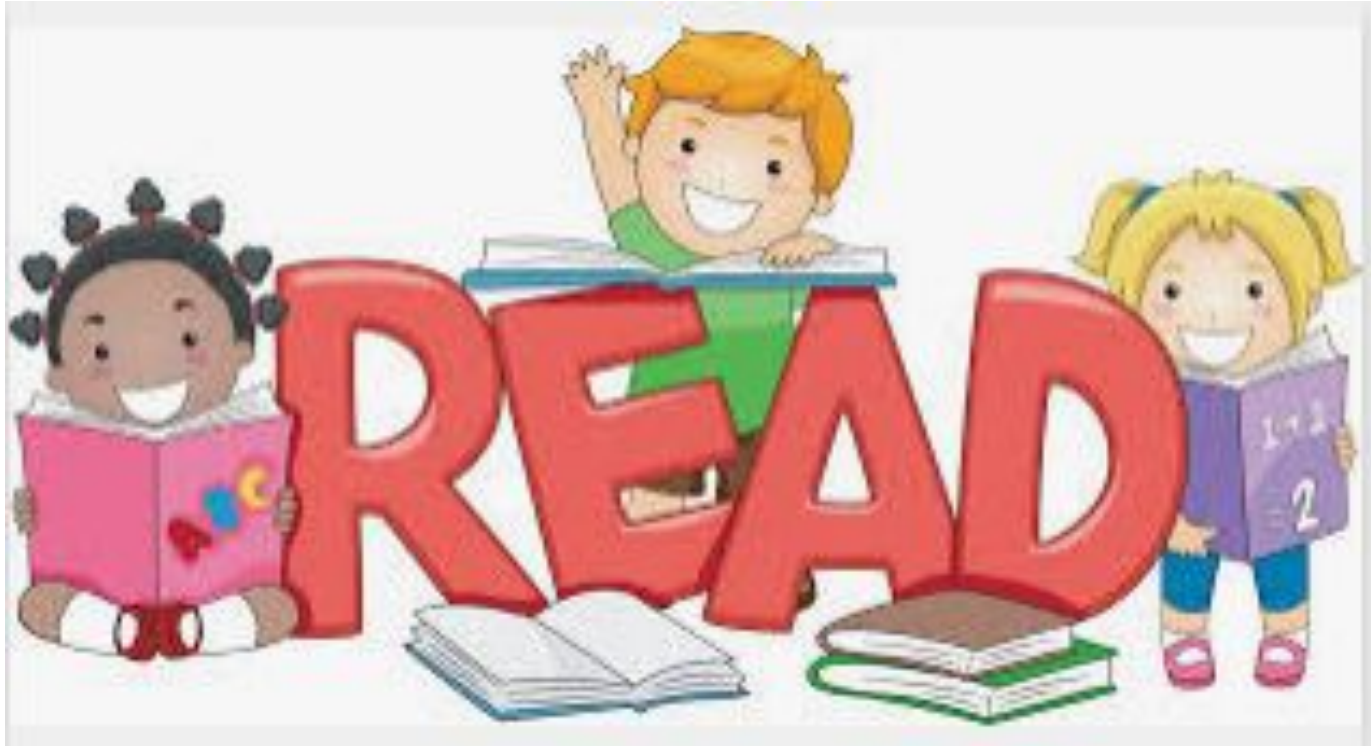
ELA

- Phonological & Phonemic Awareness (PPA) 1st Gr.
- Quick Phonics Assessment (QPA) 1st - 6th Gr.

Math

- Math Interview
 - Gr. 1 - 4 Remaining Questions
- Math Reasoning Inventory
 - Gr. 5 - 6 Remaining Questions



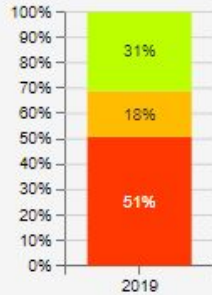


DIBELS Letter Naming Fluency Kindergarten

BOY 19-20

Year	Core Support - Negligible Risk	Core Support - Minimal Risk	Strategic Support	Intensive Support
2019	0% (0/177)	31% (55/177)	18% (32/177)	51% (90/177)

■ Intensive Support
 ■ Strategic Support
 ■ Core Support - Minimal Risk
 ■ Core Support - Negligible Risk



BOY 20-21

Year	Core Support - Negligible Risk	Core Support - Minimal Risk	Strategic Support	Intensive Support
2020	0% (0/136)	19% (26/136)	19% (26/136)	62% (84/136)

■ Intensive Support
 ■ Strategic Support
 ■ Core Support - Minimal Risk
 ■ Core Support - Negligible Risk

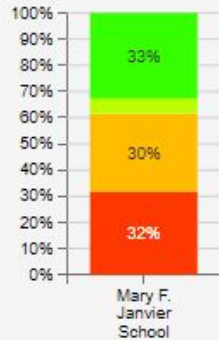


DIBELS Nonsense Word Fluency, Correct Letter Sounds (NWF-CLS) 1ST Gr.

BOY 19-20

School	Core Support - Negligible Risk	Core Support - Minimal Risk	Strategic Support	Intensive Support
Mary F. Janvier School	33% (62/190)	6% (11/190)	30% (57/190)	32% (60/190)

■ Intensive Support
 ■ Strategic Support
 ■ Core Support - Minimal Risk
 ■ Core Support - Negligible Risk



BOY 20-21

School	Core Support - Negligible Risk	Core Support - Minimal Risk	Strategic Support	Intensive Support
Mary F. Janvier School	18% (31/174)	26% (46/174)	14% (25/174)	41% (72/174)

■ Intensive Support
 ■ Strategic Support
 ■ Core Support - Minimal Risk
 ■ Core Support - Negligible Risk



DIBELS Oral Reading Fluency, Words Read Correctly (ORF,WRC) 2nd Gr.

BOY 19-20

School	Core Support - Negligible Risk	Core Support - Minimal Risk	Strategic Support	Intensive Support
Mary F. Janvier School	16% (31/198)	31% (62/198)	19% (38/198)	34% (67/198)

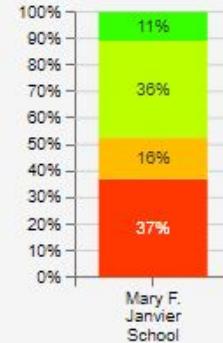
■ Intensive Support
 ■ Strategic Support
 ■ Core Support - Minimal Risk
 ■ Core Support - Negligible Risk



BOY 20-21

School	Core Support - Negligible Risk	Core Support - Minimal Risk	Strategic Support	Intensive Support
Mary F. Janvier School	11% (21/192)	36% (70/192)	16% (30/192)	37% (71/192)

■ Intensive Support
 ■ Strategic Support
 ■ Core Support - Minimal Risk
 ■ Core Support - Negligible Risk

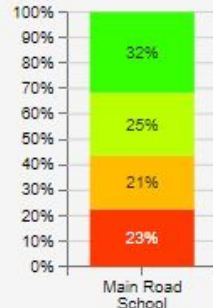


DIBELS Oral Reading Fluency, Words Read Correctly (ORF,WRC) 3rd Gr.

BOY 19-20

School	Core Support - Negligible Risk	Core Support - Minimal Risk	Strategic Support	Intensive Support
Main Road School	32% (59/186)	25% (46/186)	21% (39/186)	23% (42/186)

■ Intensive Support
 ■ Strategic Support
 ■ Core Support - Minimal Risk
 ■ Core Support - Negligible Risk



BOY 20-21

School	Core Support - Negligible Risk	Core Support - Minimal Risk	Strategic Support	Intensive Support
Main Road School	19% (34/183)	37% (67/183)	16% (30/183)	28% (52/183)

■ Intensive Support
 ■ Strategic Support
 ■ Core Support - Minimal Risk
 ■ Core Support - Negligible Risk



DIBELS Oral Reading Fluency, Words Read Correctly (ORF,WRC) 4th Gr.

BOY 19-20

School	Core Support - Negligible Risk	Core Support - Minimal Risk	Strategic Support	Intensive Support
Main Road School	11% (19/171)	46% (78/171)	28% (48/171)	15% (26/171)

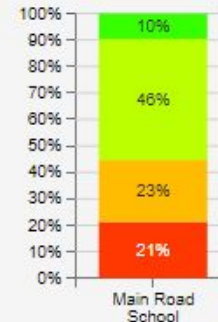
■ Intensive Support
 ■ Strategic Support
 ■ Core Support - Minimal Risk
 ■ Core Support - Negligible Risk



BOY 20-21

School	Core Support - Negligible Risk	Core Support - Minimal Risk	Strategic Support	Intensive Support
Main Road School	10% (18/188)	46% (86/188)	23% (44/188)	21% (40/188)

■ Intensive Support
 ■ Strategic Support
 ■ Core Support - Minimal Risk
 ■ Core Support - Negligible Risk



DIBELS Oral Reading Fluency, Words Read Correctly (ORF,WRC)

5th Gr. BOY 20-21

School	Core Support - Negligible Risk	Core Support - Minimal Risk	Strategic Support	Intensive Support
Caroline L. Reutter School	15% (24/157)	39% (62/157)	16% (25/157)	29% (46/157)

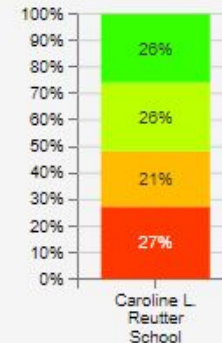
■ Intensive Support
 ■ Strategic Support
 ■ Core Support - Minimal Risk
 ■ Core Support - Negligible Risk



6th Gr. BOY 20-21

School	Core Support - Negligible Risk	Core Support - Minimal Risk	Strategic Support	Intensive Support
Caroline L. Reutter School	26% (52/201)	26% (52/201)	21% (42/201)	27% (55/201)

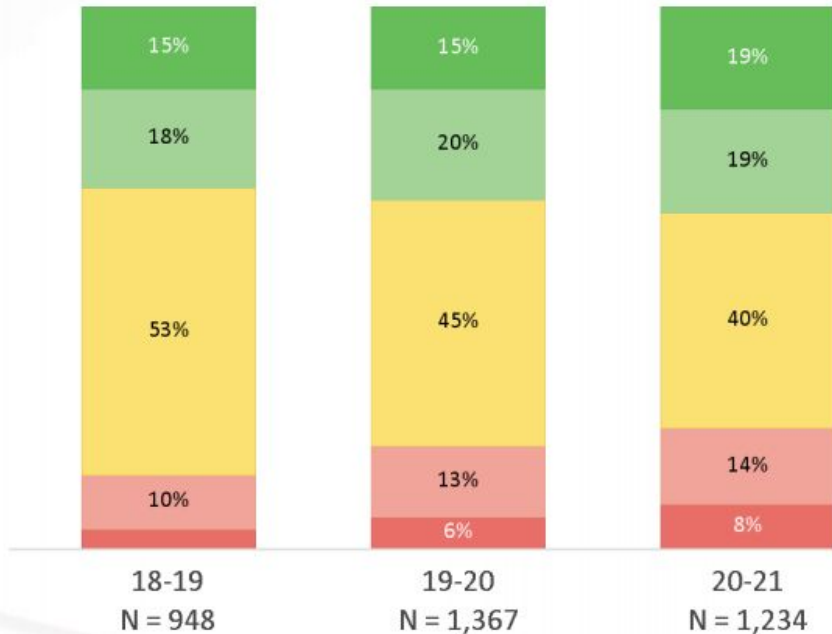
■ Intensive Support
 ■ Strategic Support
 ■ Core Support - Minimal Risk
 ■ Core Support - Negligible Risk



iReady Reading District View - 3 year

How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 18-19 to Fall 20-21



Mid On-Grade or Above

Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

Early On-Grade

Students who have only partially met these grade-level expectations.

1 Grade Below

Students placed one year below grade level.

2 Grades Below

Students placed two years below grade level.

3+ Grades Below

Students placed three or more years below grade level.



iReady Reading Diagnostic (In-person vs. Virtual)

How Do Student Relative Placements Compare by Location?

Fall 20-21 Relative Placements, by Grade and Diagnostic Location



Number of Students	6
In School	89
Other	111

Number of Students	K	1	2	3	4	5
In School	93	73	92	74	92	66
Other	39	98	97	117	99	94



Data Sheet 4th Gr. Reading Example

ORF-Words Correct_4th_Beginning	Benchmark_Statu_4th_Beginning	ORF-Accu_4th_Beginning	Benchmark_Statu_4th_Beginning	IREADY	QSA	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	QPA	Set 5 A	Set 5 B	Set 6 A	Set 6 B	Set 7 A	Set 7 B	Set 8 A	Set 8 B	Set 9 A
88	Core Support	96	Core Support			O	O	A	E	E	E	E						At-Risk	On/Abov	On/Above	On/Abov	At-Ris
58	Intensive Support	92	Strategic Support	3 PH(2)		O	O	O	A	A	E	E								On/Above	On/Abov	At-Ris
60	Intensive Support	98	Core Support			O	O	A	E	E	E	E						On/Above	On/Abov	At-Risk	On/Abov	At-Ris
63	Strategic Support	89	Intensive Support	3		O	O	O	E	E	A	A								At-Risk	On/Abov	At-Ris
61	Intensive Support	97	Core Support			O	O	O	A	A	A	A								At-Risk	On/Abov	On/Ab
57	Intensive Support	93	Strategic Support	3		O	O	A	E	A	O	E						At-Risk	On/Abov	On/Above	On/Abov	Emerg
66	Strategic Support	97	Core Support	EARLY 4		A	O	A	E	E	E	E		On/Abov	On/Abov			On/Above	On/Abov	At-Risk	On/Abov	At-Ris
85	Strategic Support	96	Core Support			O	O	A	E	E	O	E						On/Above	On/Abov	At-Risk	On/Abov	At-Ris
55	Intensive Support	90	Intensive Support	3		A	O	A	E	E	E	E		On/Abov	On/Abov			At-Risk	On/Abov	At-Risk	On/Abov	Emerg
86	Strategic Support	91	Strategic Support	EARLY 4		O	O	E	E	E	E	E						At-Risk	On/Abov	At-Risk	On/Abov	Emerg
28	Intensive Support	82	Intensive Support	3		O	A	A	E	E	E	E				On/Above	On/Abov	Emergenc	On/Abov	At-Risk	On/Abov	On/Ab
60	Intensive Support	94	Strategic Support	2 PH(1)		O	O	O	E	E	E	E								At-Risk	On/Abov	Emerg
66	Strategic Support	99	Core Support			A	O	A	E	E	E	E		On/Abov	On/Abov			At-Risk	On/Abov	At-Risk	On/Abov	Emerg
44	Intensive Support	94	Strategic Support	3		O	O	O	E	E	E									At-Risk	At-Risk	Emerg
82	Strategic Support	91	Strategic Support	2 PH(1)		O	O	O	O	E	A	E										At-Ris
55	Intensive Support	86	Intensive Support	3		O	O	O	A	A	A	A								On/Above	On/Abov	On/Ab
59	Intensive Support	92	Strategic Support	EARLY 4		O	A	A	E	E	E	E				On/Above	On/Abov	On/Above	On/Abov	On/Above	On/Abov	At-Ris
87	Core Support	90	Intensive Support	3		O	A	O	A	A	A	A				On/Above	On/Abov			On/Above	On/Abov	At-Ris
66	Strategic Support	92	Strategic Support	2 PH(1)		O	O	A	E	E	E	E						On/Above	On/Abov	At-Risk	On/Abov	Emerg
54	Intensive Support	100	Core Support			O	A	A	E	A	A	E				On/Above	On/Abov	At-Risk	On/Abov	On/Above	On/Abov	On/Ab
66	Strategic Support	100	Core Support			O	O	O	E	E	E	E								At-Risk	At-Risk	Emerg
58	Intensive Support	95	Strategic Support	1 PH(1)		O	O	O	E	A	E	E								At-Risk	At-Risk	Emerg
63	Strategic Support	93	Strategic Support	2 PH(1)		A	E	E	E	E	E	E		On/Abov	On/Abov	At-Risk	On/Above	At-Risk	On/Abov	At-Risk	At-Risk	At-Ris

Number of Students in Tier 2 & 3 for Reading

Grade	Tier 2 (BSI) 2020	+/- BSI Fall 2019	Tier 3 Reading Specialist 2020	+/- Reading Specialist Fall 2019
1st	25	-1	10	+6
2nd	27	+4	6	-2
3rd	34	+4	13	+5
4th	24	+5	13	+10
5th	10	-18	15	+6
6th	11	-9	6	0



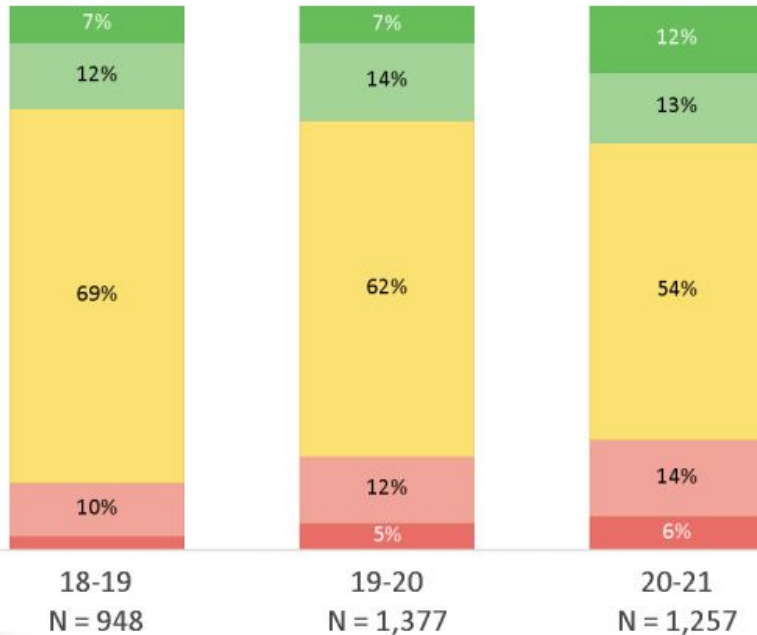
Math

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iReady Math District View - 3 year

How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 18-19 to Fall 20-21



Mid On-Grade or Above

Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

Early On-Grade

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1 Grade Below

Students placed one year below grade level.

2 Grades Below

Students placed two years below grade level.

3+ Grades Below

Students placed three or more years below grade level.

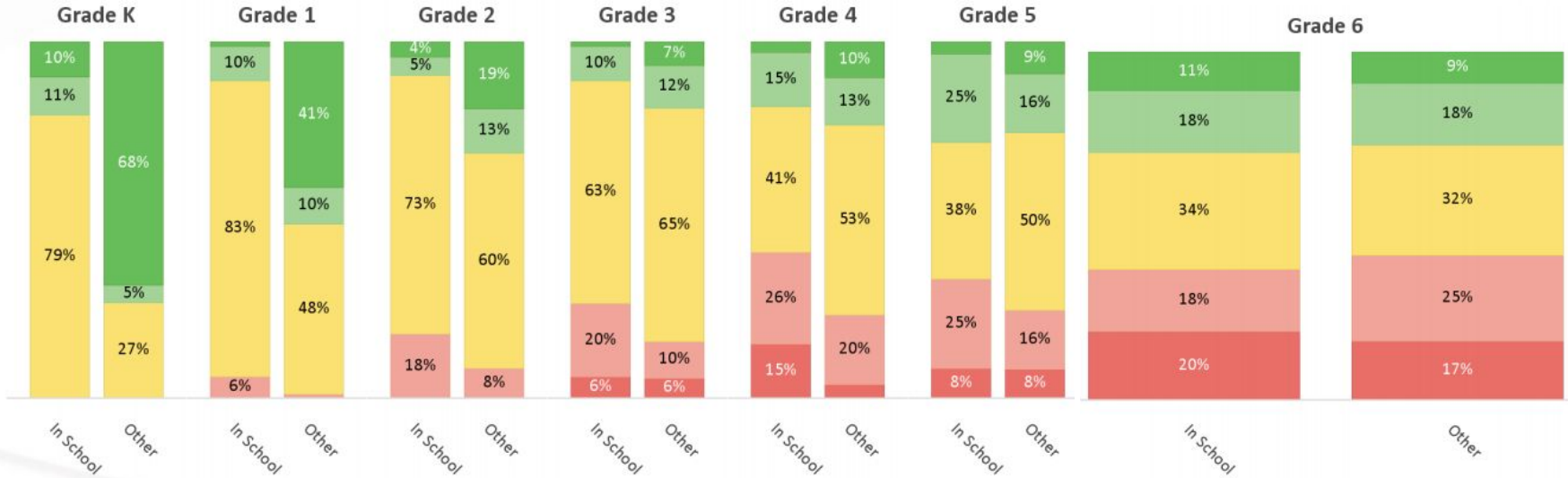


iReady Math Diagnostic (In-person vs. Virtual)

- Mid On-Grade or Above
- Early On-Grade
- 1 Grade Below
- 2 Grades Below
- 3+ Grades Below

How Do Student Relative Placements Compare by Location?

Fall 20-21 Relative Placements, by Grade and Diagnostic Location



Number of Students	K	1	2	3	4	5
In School	92	83	95	83	66	60
Other	41	88	96	107	128	110

Number of Students	6
In School	107
Other	101



Math Interview Whole Numbers Kinder Fall 2020

Select score Number Identification Fluency (NIF) (Le...

Show multiple scores

School	Secure	Developing	Beginning	
Mary F. Janvier School	29% (41/140)	41% (58/140)	27% (38/140)	▲ ▼

■ Beginning ■ Developing ■ Secure



Select score Rote Counting (Level - Rote Counting)

Show multiple scores

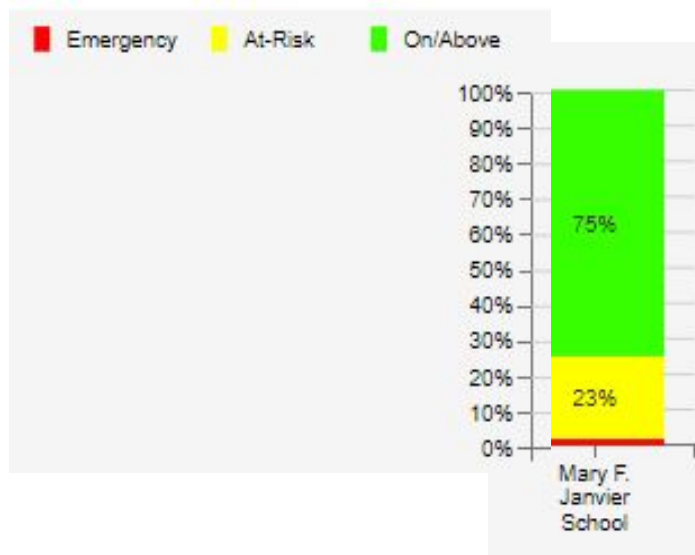
School	Secure	Developing	Beginning	
Mary F. Janvier School	41% (58/140)	41% (57/140)	16% (22/140)	▲ ▼

■ Beginning ■ Developing ■ Secure



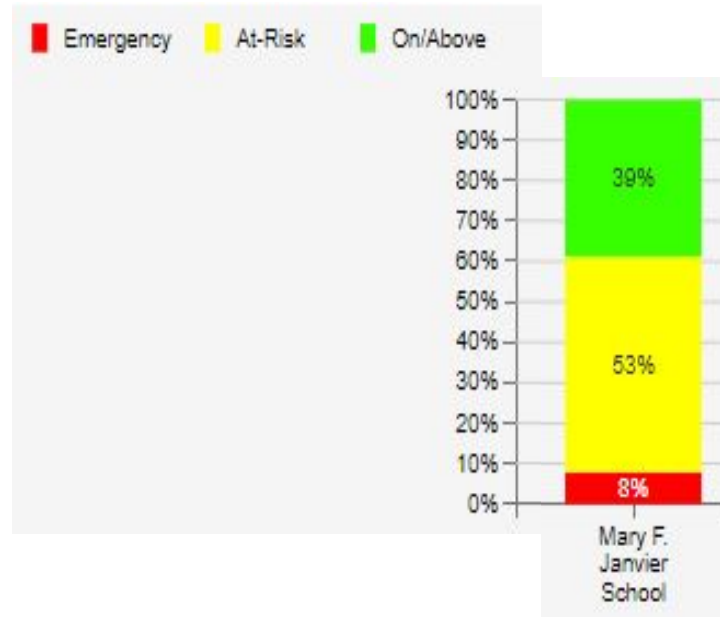
Math Interview Whole Numbers 1st Gr. Fall 2020

Mary F. Janvier School	75% (129/172)	23% (40/172)	2% (3/172)
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Math Interview Whole Numbers 2nd Gr. Fall 2020

Mary F. Janvier School	39% (83/214)	53% (114/214)	8% (17/214)	▼
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Math Interview Multi-Digit Numbers 3rd Gr. Fall 2020

School	On/Above Level	At Risk	Emergency	
Main Road School	65% (128/196)	19% (38/196)	15% (30/196)	▲ ▼

■ Emergency ■ At Risk ■ On/Above Level



Math Interview 4th Gr. Fall 2020

Selected tests 20-21 BOY Tondevold MultiDigit Gr. 4

Percent Mastery

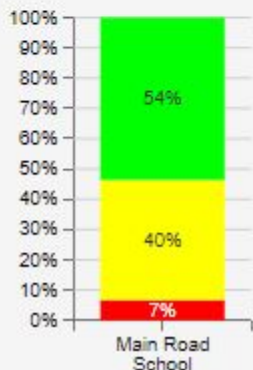
Show Earliest Result Date

Select score Level - Composite Score

Show multiple scores

School	On/Above Level	At Risk	Emergency
Main Road School	54% (104/194)	40% (77/194)	7% (13/194)

■ Emergency ■ At Risk ■ On/Above Level



Selected tests 20-21 Gr. 4 Tondevold Multiplication

Percent Mastery

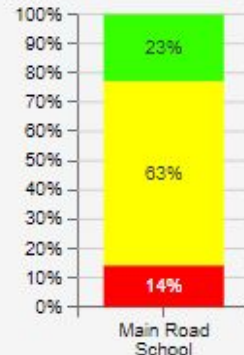
Show Earliest Result Date

Select score Level - Composite Score

Show multiple scores

School	On/Above Level	At Risk	Emergency
Main Road School	23% (45/197)	63% (124/197)	14% (28/197)

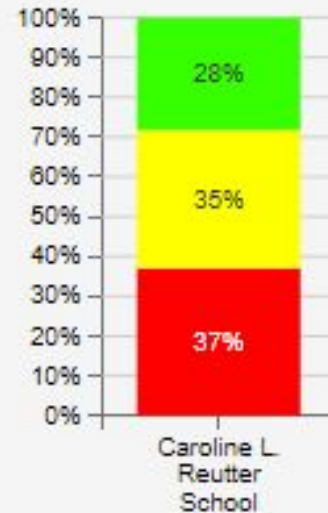
■ Emergency ■ At Risk ■ On/Above Level



MRI: Whole Numbers 5th Gr. Fall 2020

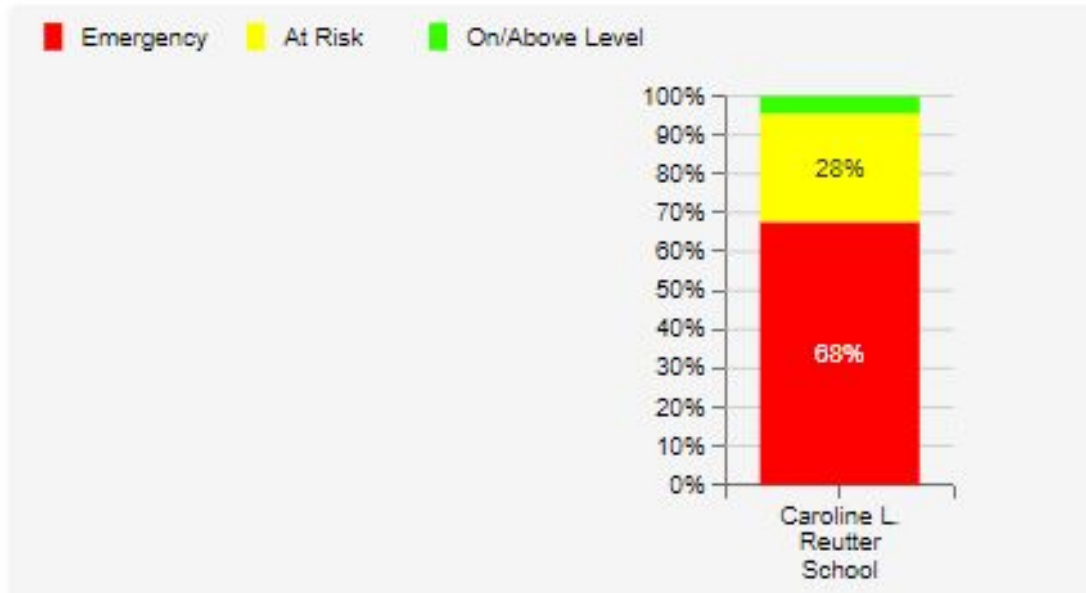
School	On/Above Level	At Risk	Emergency	
Caroline L. Reutter School	28% (48/170)	35% (59/170)	37% (63/170)	▲ ▼

■ Emergency ■ At Risk ■ On/Above Level



MRI: Whole #s, Fractions, Decimals 6th Gr. Fall 2020

School	On/Above Level	At Risk	Emergency	
Caroline L. Reutter School	4% (9/201)	28% (56/201)	68% (136/201)	▲ ▼



Sample Gr. 3 Math Data Sheet

	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
		Composite Score	Spatial Relationships (Level - Spatial Relationships)	Spatial Relationships (Spatial Relationships)	One/Two More and Less (Level - One/Two More and Less)	One/Two More and Less (One/Two More and Less)	Benchmarks 5 & 10 (Level - Benchmarks 5 & 10)	Benchmarks 5 & 10 (Benchmarks 5 & 10)	Part-Part Whole (Level - Part-Part Whole)	Part-Part Whole (Part-Part Whole)	iReady		Scale Score (449-516)	Overall Placement	5-Level Overall Relative Placement	Number and Operations Placement	Number and Operations 3-Level Relative Placement	Algebraic and Algebraic Thinking Placement	Algebra and Algebraic Thinking 3-Level Relative Placement	
Emergency	12	At Risk	5	Emergency	2	At Risk	3	Emergency	2			420	Grade 2	One Grade Level	Grade 2	One Grade Level	Grade 2	Grade 2	One Grade Level Below	
Emergency	11	At Risk	5	Emergency	2	Emergency	2	Emergency	2			386	Grade K	Three or More	Grade 1	Two or More Gr	Grade 1	Two or More Grade Levels Below		
At Risk	13	Emergency	4	Emergency	2	At Risk	3	At Risk	4			389	Grade 1	Two Grade Level	Grade K	Two or More Gr	Grade 2	One Grade Level Below		
At Risk	14	Emergency	4	Emergency	2	At Risk	3	On/Above Level	5			429	Grade 2	One Grade Level	Grade 2	One Grade Level	Grade 2	One Grade Level Below		
At Risk	15	Emergency	4	Emergency	3	On/Above Level	4	At Risk	4			398	Grade 1	Two Grade Level	Grade 1	Two or More Gr	Grade 1	Two or More Grade Levels Below		
At Risk	14	Emergency	4	At Risk	4	Emergency	2	At Risk	4			448	Grade 2	One Grade Level	Mid 3	On or Above Gr	Grade 2	One Grade Level Below		
At Risk	19	Emergency	4	On/Above Level	8	Emergency	2	On/Above Level	5			414	Grade 2	One Grade Level	Grade 2	One Grade Level	Grade 2	One Grade Level Below		
At Risk	17	At Risk	5	At Risk	4	On/Above Level	4	At Risk	4			395	Grade 1	Two Grade Level	Grade 2	One Grade Level	Grade K	Two or More Grade Levels Below		
Emergency	11	Emergency	3	Emergency	2	At Risk	3	Emergency	3			399	Grade 1	Two Grade Level	Grade 1	Two or More Gr	Grade 2	One Grade Level Below		
Emergency	12	At Risk	5	Emergency	2	Emergency	2	Emergency	3			415	Grade 2	One Grade Level	Grade 2	One Grade Level	Grade 1	Two or More Grade Levels Below		
Emergency	11	Emergency	3	Emergency	2	On/Above Level	4	Emergency	2			409	Grade 1	Two Grade Level	Grade 2	One Grade Level	Grade 1	Two or More Grade Levels Below		
Emergency	10	Emergency	3	At Risk	4	Emergency	2	Emergency	1			382	Grade K	Three or More	Grade K	Two or More Gr	Grade 1	Two or More Grade Levels Below		
Emergency	12	Emergency	4	Emergency	2	At Risk	3	Emergency	3			405	Grade 1	Two Grade Level	Grade 1	Two or More Gr	Grade 1	Two or More Grade Levels Below		
Emergency	11	Emergency	4	Emergency	2	Emergency	2	Emergency	3			377	Grade K	Three or More	Grade 1	Two or More Gr	Grade 1	Two or More Grade Levels Below		
At Risk	15	Emergency	3	On/Above Level	6	Emergency	2	At Risk	4			442	Grade 2	One Grade Level	Grade 2	One Grade Level	Early 3	On or Above Grade Level		
At Risk	14	At Risk	5	Emergency	3	At Risk	3	Emergency	3			399	Grade 1	Two Grade Level	Grade 1	Two or More Gr	Grade 1	Two or More Grade Levels Below		
At Risk	18	Emergency	4	On/Above Level	5	On/Above Level	7	Emergency	2			413	Grade 2	One Grade Level	Grade 2	One Grade Level	Grade 2	One Grade Level Below		
At Risk	18	Emergency	4	On/Above Level	8	On/Above Level	4	Emergency	2			420	Grade 2	One Grade Level	Grade 2	One Grade Level	Grade 1	Two or More Grade Levels Below		
At Risk	18	Emergency	3	On/Above Level	8	On/Above Level	2	On/Above Level	5			471	Mid 3	Mid or Above G	Mid 3	On or Above Gr	Mid 3	On or Above Grade Level		
At Risk	13	Emergency	3	On/Above Level	6	Emergency	2	Emergency	2			421	Grade 2	One Grade Level	Grade 2	One Grade Level	Grade 1	Two or More Grade Levels Below		
Emergency	12	Emergency	4	Emergency	2	Emergency	2	At Risk	4			390	Grade 1	Two Grade Level	Grade K	Two or More Gr	Grade 2	One Grade Level Below		
Emergency	12	At Risk	5	Emergency	2	At Risk	3	Emergency	2			403	Grade 1	Two Grade Level	Grade 2	One Grade Level	Grade 2	One Grade Level Below		
Emergency	8	Emergency	2	Emergency	2	Emergency	2	Emergency	2			392	Grade 1	Two Grade Level	Grade 1	Two or More Gr	Grade K	Two or More Grade Levels Below		
At Risk	14	Emergency	4	Emergency	2	On/Above Level	4	At Risk	4			395	Grade 1	Two Grade Level	Grade K	Two or More Gr	Grade 1	Two or More Grade Levels Below		
At Risk	13	Emergency	3	Emergency	2	On/Above Level	4	At Risk	4			426	Grade 2	One Grade Level	Early 3	On or Above Gr	Grade 2	One Grade Level Below		
At Risk	14	Emergency	2	On/Above Level	6	Emergency	2	At Risk	4			400	Grade 1	Two Grade Level	Grade 1	Two or More Gr	Grade 1	Two or More Grade Levels Below		
At Risk	17	Emergency	3	On/Above Level	6	On/Above Level	5	Emergency	3			422	Grade 2	One Grade Level	Grade 2	One Grade Level	Grade 2	One Grade Level Below		
On/Above Level	20	Emergency	3	On/Above Level	7	On/Above Level	7	Emergency	3			415	Grade 2	One Grade Level	Grade 2	One Grade Level	Grade 2	One Grade Level Below		
On/Above Level	25	Emergency	4	On/Above Level	8	On/Above Level	7	On/above	6			446	Grade 2	One Grade Level	Grade 2	One Grade Level	Grade 2	One Grade Level Below		

Number of BSI Students for Math Fall 2020

Grade	BSI	+/- Fall 2019
1st	7	-4
2nd	32	+4
3rd	27	+8
4th	31	-7
5th	15	-20
6th	52	+12



Sample Student Intervention Plan

Student Name: _____ Grade: _____ Class: _____

Assessment Data	
Screening Benchmark Data	Diagnostic Data

SMART Goal(s):	
Group: <i>See Group Planning Worksheet</i>	Individual (if necessary)

Intervention Description	
Skill Foci:	Support: <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
Projected Start Date:	Group Size: <input type="checkbox"/> Individual <input type="checkbox"/> 2-5
Projected End Date: <i>Click or tap to enter a date.</i>	Frequency (days/week) <input type="checkbox"/> 5x <input type="checkbox"/> 4x <input type="checkbox"/> 3x
Instructor:	Duration of Sessions: <i>Choose an item. minutes/</i>
Curriculum/ Tools:	<i>day</i>

Intervention Decisions & Guidelines
<p>Modification to Intervention:</p> <p><input type="checkbox"/> Time <input type="checkbox"/> Frequency <input type="checkbox"/> Curriculum/Tools <input type="checkbox"/> Skill Focus <input type="checkbox"/> Discontinue Services <input type="checkbox"/> Other</p> <p>Date of Intervention Modification: <i>Click or tap to enter a date.</i></p> <p>Representative Signature: _____</p> <p><i>Intervention Decision Guidelines:</i></p> <p><i>Use the following indicators to guide decision-making process:</i></p> <ul style="list-style-type: none"> <i>If the student has surpassed all goals and is showing significant progress, discontinue services.</i> <i>If the student has met or is close to most/all goals and is showing progress, continue services as planned.</i> <i>If the student has not met all goals and is showing some progress, continue services, check intervention fidelity, and alter intervention/increase frequency.</i> <p><i>If the student has not met any goals and is showing little/no progress, check intervention fidelity, increase intervention frequency, alter intervention, adjust group size, and/or refer to Child Study Team for psycho-educational evaluation.</i></p>

