FRANKLIN PUBLIC SCHOOLS
Office of Teaching and Learning

Building a Coherent System

How a coherent system and data-informed culture drive our vision for students

January 13, 2026

Agenda

Part I	Who We Are/Partners The Blueprint
Questions	
Part II	The Dashboard Appendix
Questions	

Part I

- Who We Are/Partners
- Goals
- A Coherent System

Office of Teaching and Learning and Our Partners

Dr. Tina Rogers
Assistant Superintendent for Teaching and Learning

Mrs. Lizzie Morrison
Director of Curriculum Humanities

Mr. Eric Stark
Director of Curriculum STEM

Mrs. Becky Lavergne
Administrative Assistant

K-5 Curriculum Specialists

K-12/6-12 Directors

6-12 Department Heads

Teachers, Administrators

Parents/Guardians

Vendors, Grant/Professional Learning Organizations

Office of Teaching and Learning Goals

🔗 COMMUNITY

Establish and sustain structured, focused, and collaborative professional learning time (e.g., Common Professional Time (CPT), department, MTSS, etc.) across all schools and grade levels.

🧩 SYSTEMS

Establish and support effective Multi-Tiered System of Support (MTSS) teaming structures across all grades, schools, and key roles in our reconfigured district.

📏 INSTRUCTION

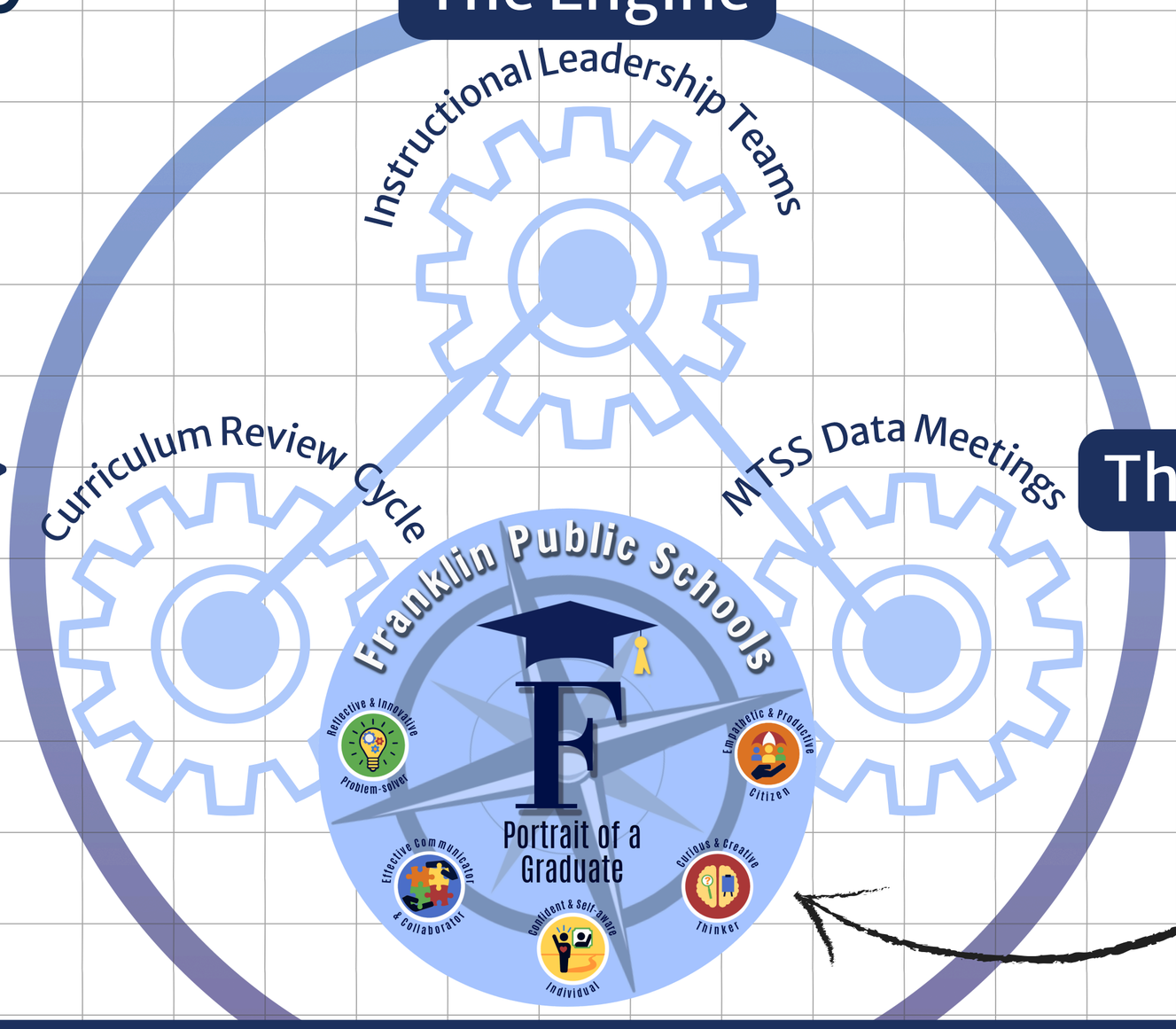
Ensure high-quality, universally designed, and inclusive instruction.

📣 COMMUNICATION

Create a communication strategy to strengthen district-wide coherence and transparency in curriculum, assessment, instruction, and professional learning.

A Coherent System

The Engine



The Fuel

Targeted Professional Learning & Collaboration

The Dashboard

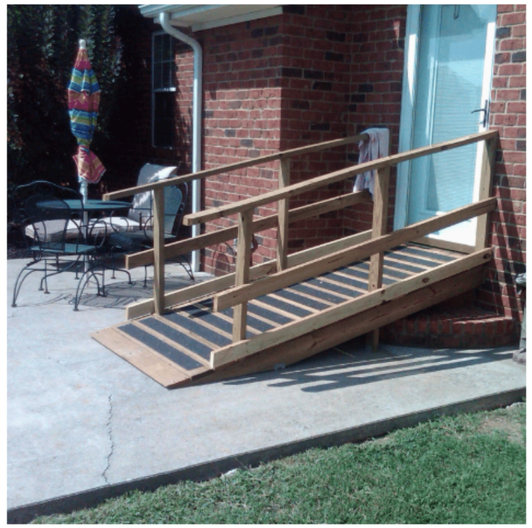
Data: Formative & Summative

The Blueprint: UDL & MTSS Frameworks

The Blueprint: Foundational Frameworks for Learning

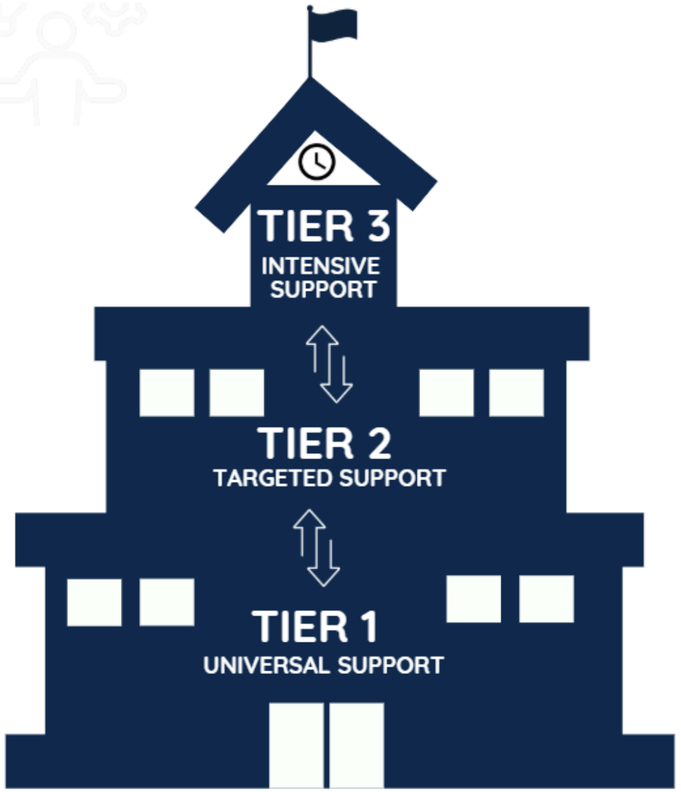
Universal Design for Learning (UDL)

The UDL framework accommodates the diverse needs of all learners by providing multiple means of representation, engagement, and expression. UDL seeks to create inclusive and accessible environments by intentionally removing barriers.

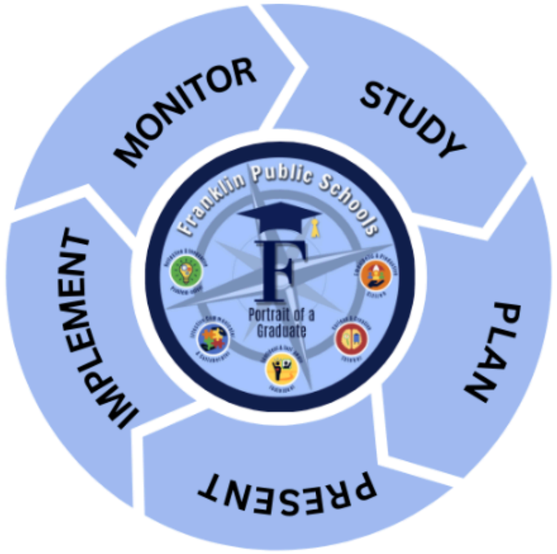


Multi-Tiered System of Support (MTSS)

The Multi-Tiered System of Support (MTSS) framework supports all students through data-driven decision-making and evidence-based interventions.



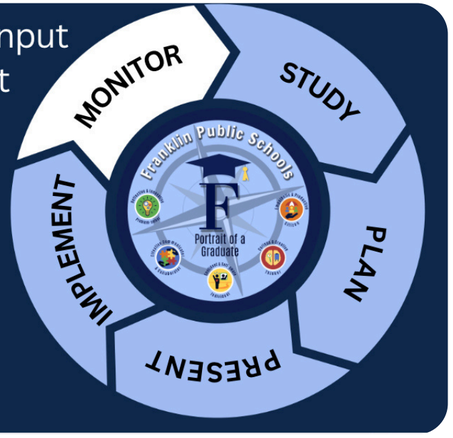
The Engine: A Systemic Curriculum Review Cycle

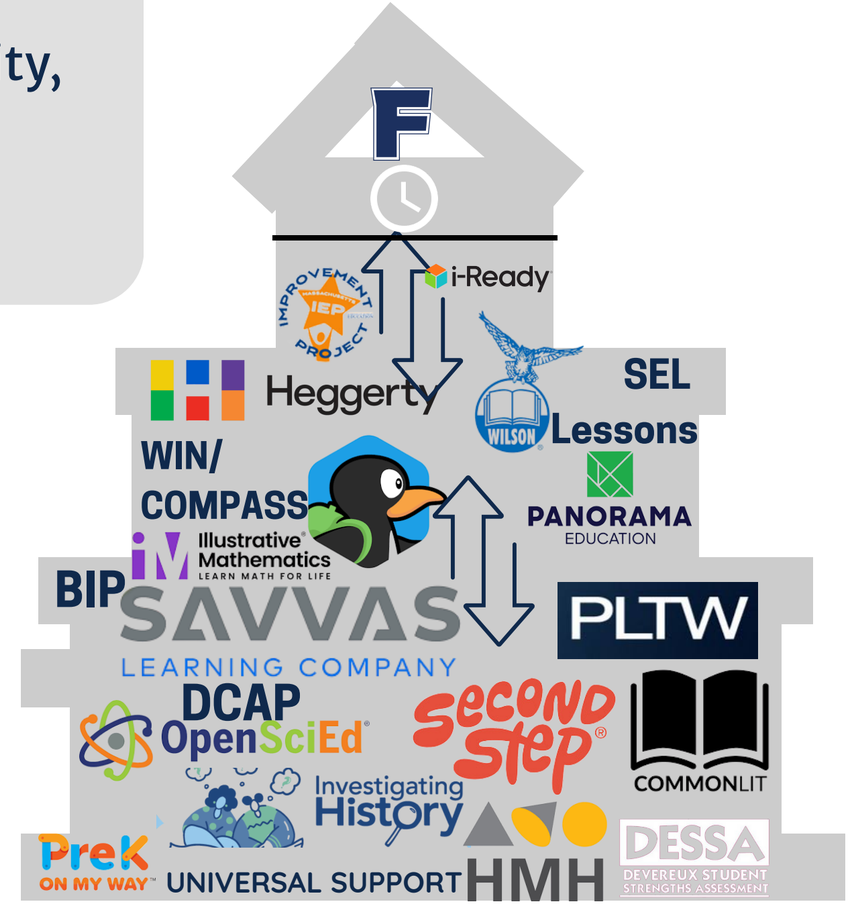


- Systematic, Multi-Phase Process, Spans Several Years

- Five Iterative Phases
  - Ensure Curriculum Remains High-Quality, Research-Based, Standards-Aligned
  - Responsive to Student Needs
  - Responsive to Educator Feedback

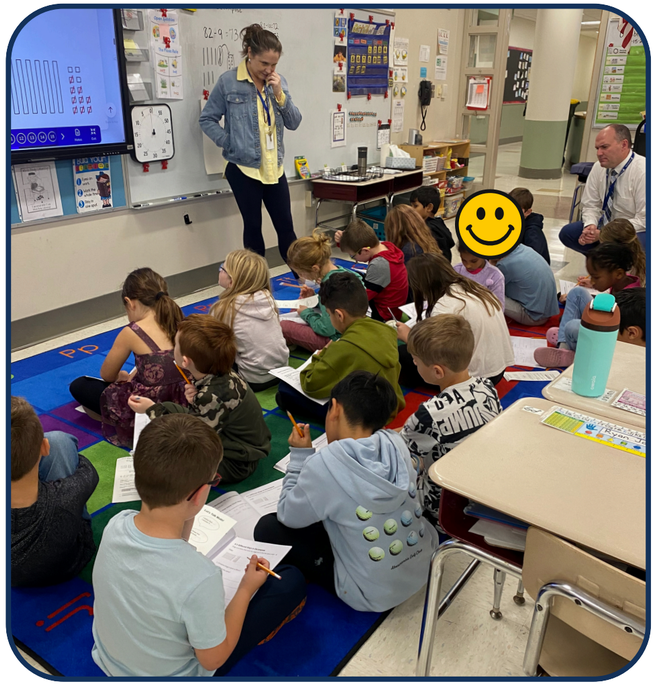
- Gather Educator Input
- Calibrate & Reflect
- Monitor **Student Outcomes**





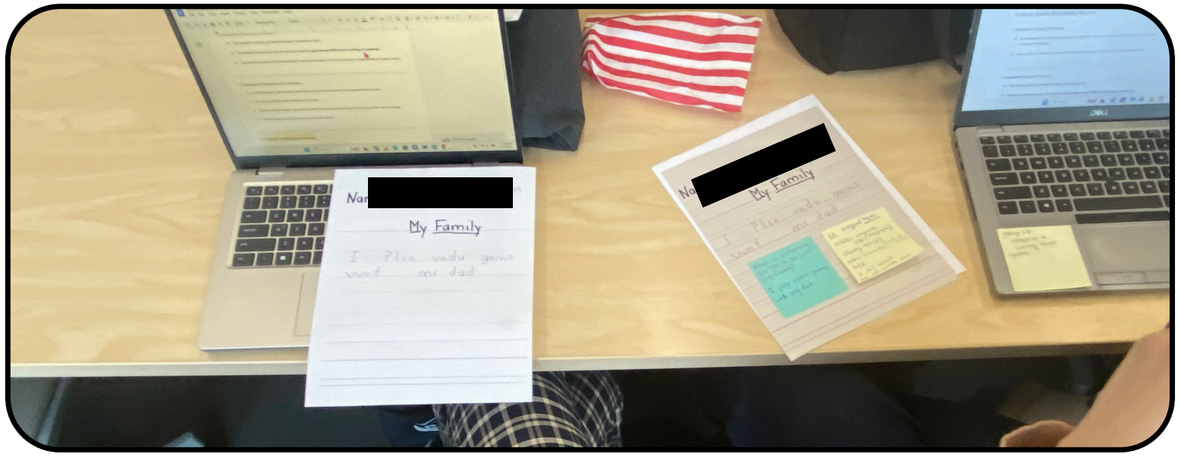
The Engine: Instructional Leadership Team (ILT)

- Deepen Understanding of Effective Instruction
- Identify Instructional Patterns and Trends
- Drive Actionable Improvement



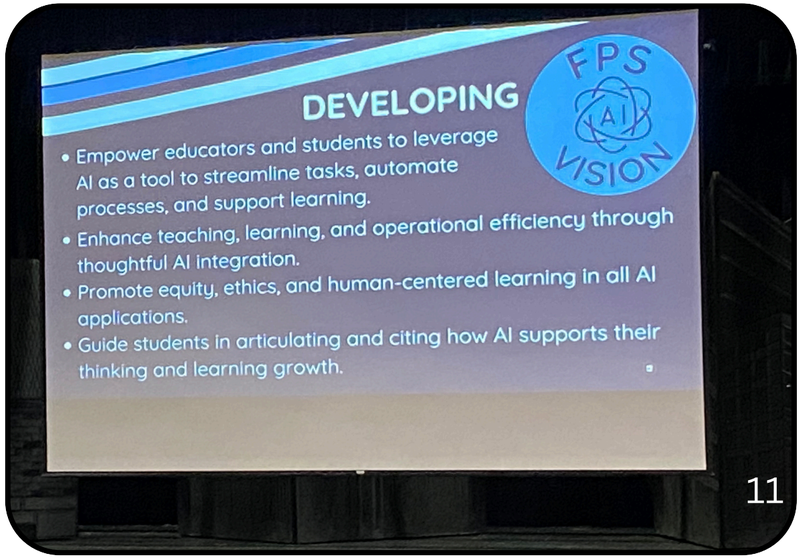
The Engine: MTSS Teams Using Data to Strengthen Tiered Supports

- Facilitate Data-Driven Decision Making
- Formalize MTSS Leadership Teams and Develop a District MTSS Framework
- Identify Trends and Root Causes



The Fuel: Building Professional Capacity with Purpose

- Anchored in the district's strategic objectives
- Various structured times for collaboration
- Deepens educator expertise
- Opportunities to share best practices
- Responsive to staff input



OFFICE OF TEACHING AND LEARNING NEWSLETTER

OCTOBER 2025

Strategic Initiatives

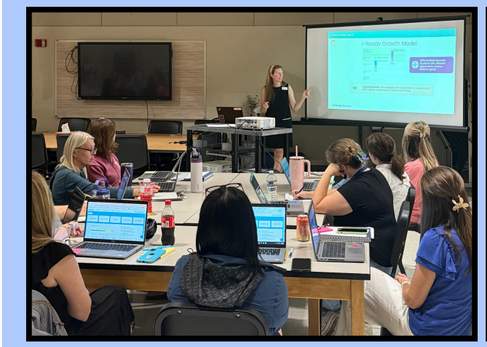
🔗 Strengthen School Community & Team Collaboration
🧩 Build Coherent Systems & Structures
📏 Align Instructional Practices
📣 Enhance Communication

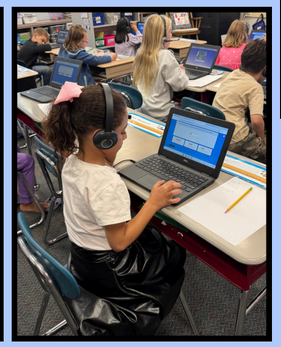
COMMUNICATION

Curriculum, Assessment, Instruction,and Professional Learn

i-Ready

- K-8 educators engaged in professional learning to support the launch of i-Ready
- 2,774 students completed the fall i-Ready diagnostic screener. See page 3 for an overview of the diagnostic results.



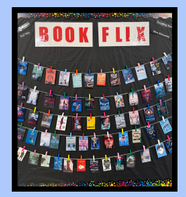


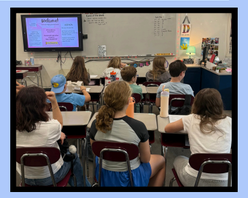
Franklin High School department heads shared these back-to-school headlines:

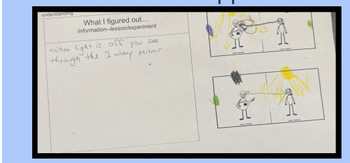
- Getting the band back together to make beautiful music
- Reinvigorated through the love of content
- Improving language literacy one proficiency level at a time

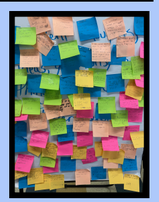
Franklin Middle School
Students are working to:

- Investigate and solve anchoring phenomena
- Break down a writing prompt to find the necessary components
- Write a paragraph with evidence to support a claim









Digital Literacy & Computer Science

Science & Technology Engineering

DESE STEM Leaders Network
Educators attended a joint STEM leaders networking event to learn more about:

- STE MCAS updates
- The 2025 Digital Literacy and Computer Science Curriculum Guide
- Guidance for AI in MA schools

Stay tuned for more about these topics!

OFFICE OF TEACHING AND LEARNING NEWSLETTER

NOVE 25

n Collaboration

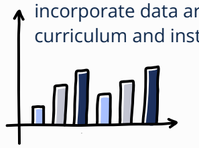
for our educators

As we move into this season of thanks, we want to take a moment to express our deep appreciation for our teachers. Your dedication, creativity, and care for students makes a lasting impact on our community. Whether you are planning lessons, supporting individual students, or collaboarting with colleagues, your work matters! Thank you for the countless ways you help our students learn, grow, and thrive.
-Tina, Lizzie, Eric, and Becky

Curriculum, Assessment, Instruction,and Professional Learning Highlights

Learning Through The Lense of Data

Department heads and directors continue to work collaboratively within their departments to facilitate conversations and incorporate data around curriculum and instruction



UDL MINI- STRATEGY STATIONS

How can UDL strategies remove barriers and invite every preK student to participate from the start?

PreK teachers and staff participated in professional learning, focusing on Universal Design for Learning, facilitated by Dr. Amy Mercado from Bridgewater State University

Lincoln Street (3-5) students were working hard on their poetry lesson

PANORAMA EDUCATION

All 3-12 students completed the SEL survey in Panorama. The results will be helpful to determine levels of supports needed by our students

K-5 curriculum specialists (Literacy, Math, and STE) have held regular joint meetings to build a shared understanding of the district's goals and to clarify their roles and responsibilities in supporting these priorities. Their collective work has/will focus on assessment, report cards, and MTSS

Dr. Rogers and PreK students reading books connected to the theme of Our Community during the ECDC ILT walkthroughs

Library Spaces

Our elementary and middle school libraries have been under construction since the beginning of the school year, as our library staff have been working to redesign these spaces after the reorganization of schools. Countless hours have been spent inventorying multiple collections of titles into a single space for each school.

We are excited to open these spaces to students and staff, offering them welcoming, flexible, and engaging areas to visit. Over the next few weeks, students will have the opportunity to visit the libraries and further develop their love of reading.

Many thanks to the hard work and collaboration of Aimee Brenn, Carla Loukota, Erin O'Leary, and Nate Byrnes for going above and beyond to build library collections that reflect the needs of our students.




PDP Opportunities

Click the images below to view some PDP opportunities.

NEW

Franklin Learning Institute
(see next page)

Bi-County Collaborative: SEI Endorsement

Novak EDUCATION

WIDA™ UNIVERSITY OF WISCONSIN-MADISON

LSDO

ACCEPT Education Collaborative

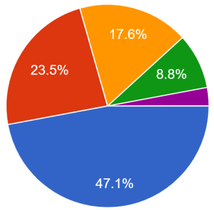
THE MASSACHUSETTS PARTNERSHIPS FOR YOUTH INC.

(For assistance with account creation, email Becky Lavergne)

We Heard You! Last Month's Results:

When visitors come to your classroom, what do you most want them to notice?

34 responses



- Engagement
- Community
- Insructional Strategies
- Discourse
- Routines

Let's Hear From You!

Complete this two question Google Form.

MASS STEM WEEK

Massachusetts STEM Week took place from October 20 to 24.

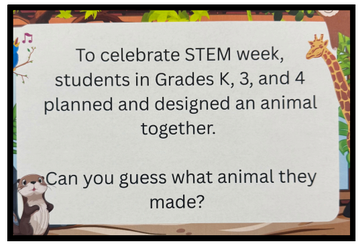
Thanks to **K-5 STE Specialists, Katherine Nayler**, Washington Street 3-5 classes participated in **"Make It Monday,"** and Lincoln Street had its first Love Lincoln Days. Classes assembled simple race cars. They also explored ramp heights, car weights, and surface types.

LOVE LINCOLN DAYS

Make It Monday!

Eric Stark, Jacqui Carroll, Alyssa Krager, Danny Kelley, and Emily Carens, attended Massachusetts Open Sci Ed's Community Day

There were countless other STEM-related activities happening PreK-12, too. Thank you to everyone who made a special effort this week to help our students see themselves in STEM.



NEW

We are excited to launch The Franklin Learning Institute, an adult learning program designed to offer bundled, high-quality PDP opportunities that are directly responsive to the needs and interests of Franklin educators. This launch marks the beginning of a growing professional learning hub, with our first two courses paving the way for a robust catalog developed with and for our staff. We look forward to expanding this program over time and continuing to empower educators through meaningful, relevant, and inspiring learning experiences.

Franklin Learning Institute

The Mentorship Journey: Building Strong Beginnings

This course serves as an introduction to mentoring for educators supporting teachers new to the Franklin Public Schools, within their first two years. In alignment with the MA DESE mentor program requirements, participants will explore strategies for establishing and sustaining effective mentor-mentee relationships, fostering open communication and professional dialogue, and guiding new teachers in developing strong instructional practices.

Course Instructor: Kim Taylor, ECDC Principal
Dates: January 6, January 13, January 20, January 27, February 3, from 3:30-5:00 p.m. and 2.5 hours asynchronously. 10 hours/10 PDPs
Location: Pond Street Training Room

SEI: Empowering Multilingual Learners One Strategy at a Time

This interactive course is designed to expand educators' knowledge of teaching and assessment strategies for multilingual learners, WIDA levels, and language expectations, as well as practical tools that can be used to support English Learners in the general education classroom. Participants will walk away with increased clarity, stronger instructional strategies, and more engaged students. This course fulfills the 15 PDP requirement for licensure renewal.

Course Instructor: Dr. Amanda Goddard, EL teacher (Lincoln St. & Washington St.)
Dates: January 12, January 26, February 2, February 9, February 23, March 2, March 9*, from 3:30-5:00 (March 9 ends at 4:30), and 5 hours asynchronously. 15 hours/15 PDPs.
Location: Pond Street Training Room

These courses are offered at no cost for Franklin Educators. Click this link to register.

Agenda

Part I	Who We Are/Partners The Blueprint
Questions	
Part II	The Dashboard Appendix
Questions	

Part II

Measuring the Impact

- K–2
- 3–5
- 6–8
- 9–12

The Dashboard –Measuring the Impact with Data

Assessment Categories	Purpose & Frequency	Examples
Formative	To analyze student understanding, provide feedback, and inform instruction Occurs multiple times throughout learning journey	Diagnostic Screeners Exit Tickets Progress Monitoring Observations Classwork Homework
Summative	To evaluate student mastery, identify patterns Occurs at end of learning journey	MCAS Unit Exams AP Tests

Elementary (K-5) Executive Summary

English Language Arts (ELA)-Steady progress in reading, writing, and comprehension skills and provide insight into how our instructional approach is supporting students (rich grade-level texts, opportunities to think critically, discuss a variety of texts, effective and explicit literacy instructional practices)

Math-High achievement is driven by the consistent use of high-quality curricular resources, paired with a deliberate commitment to targeted interventions in the early grades to ensure strong foundational learning.

Science, Technology, Engineering (STE)- Strong performance coupled with the investment of one STE curriculum specialist presents a clear opportunity to deepen instructional coherence and further elevate outcomes for students.

The Dashboard: Measuring the Impact Elementary/Middle

Purpose of i-Ready

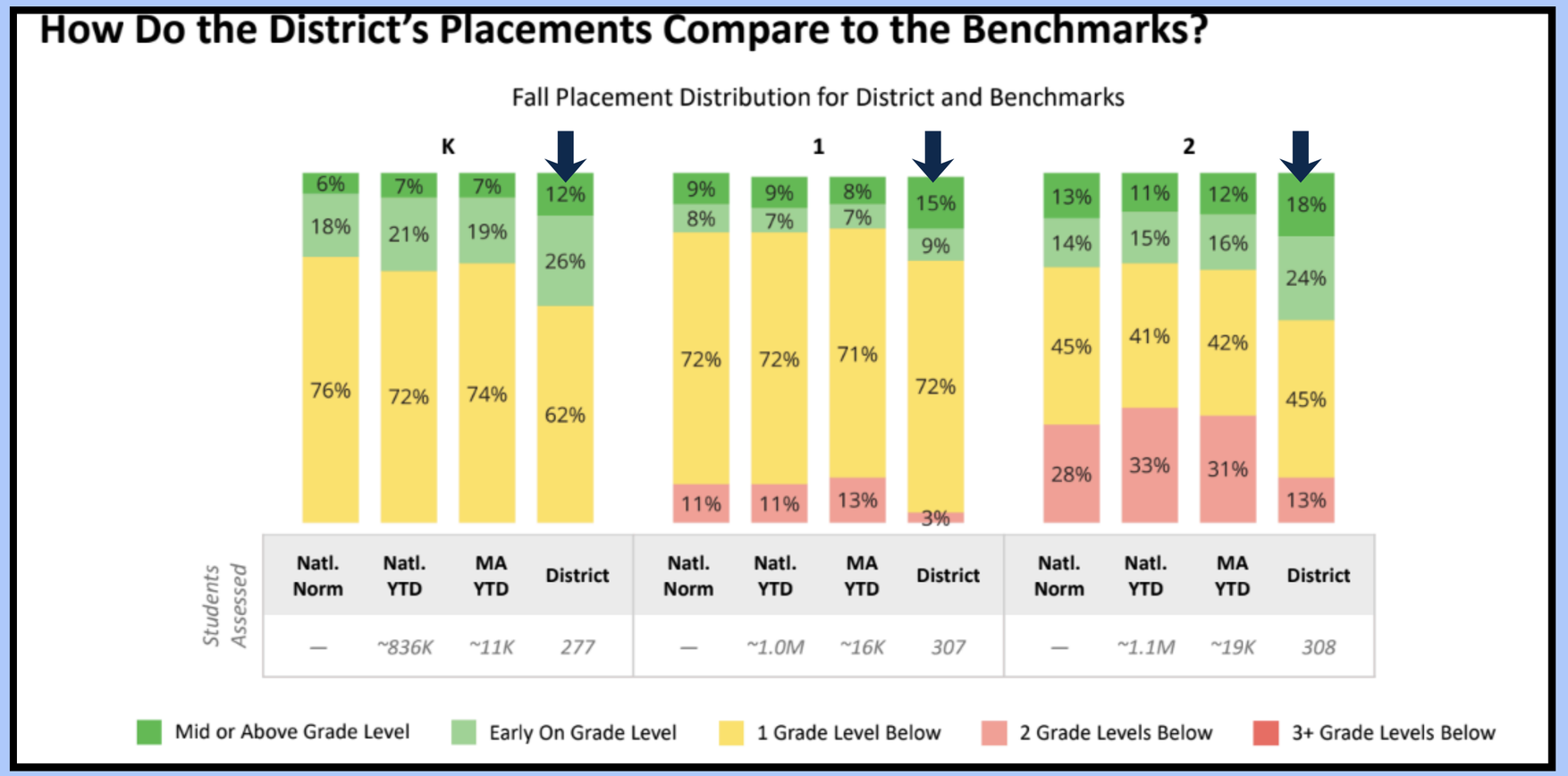
Provide educators with a timely, reliable snapshot of students' current reading and mathematics skills to drive responsive, targeted, and equitable instruction.

Why i-Ready

- Administered multiple times per year (not once annually)
- Identifies strengths and needs early
- Monitors progress over time
- Enables timely instructional adjustments before gaps widen

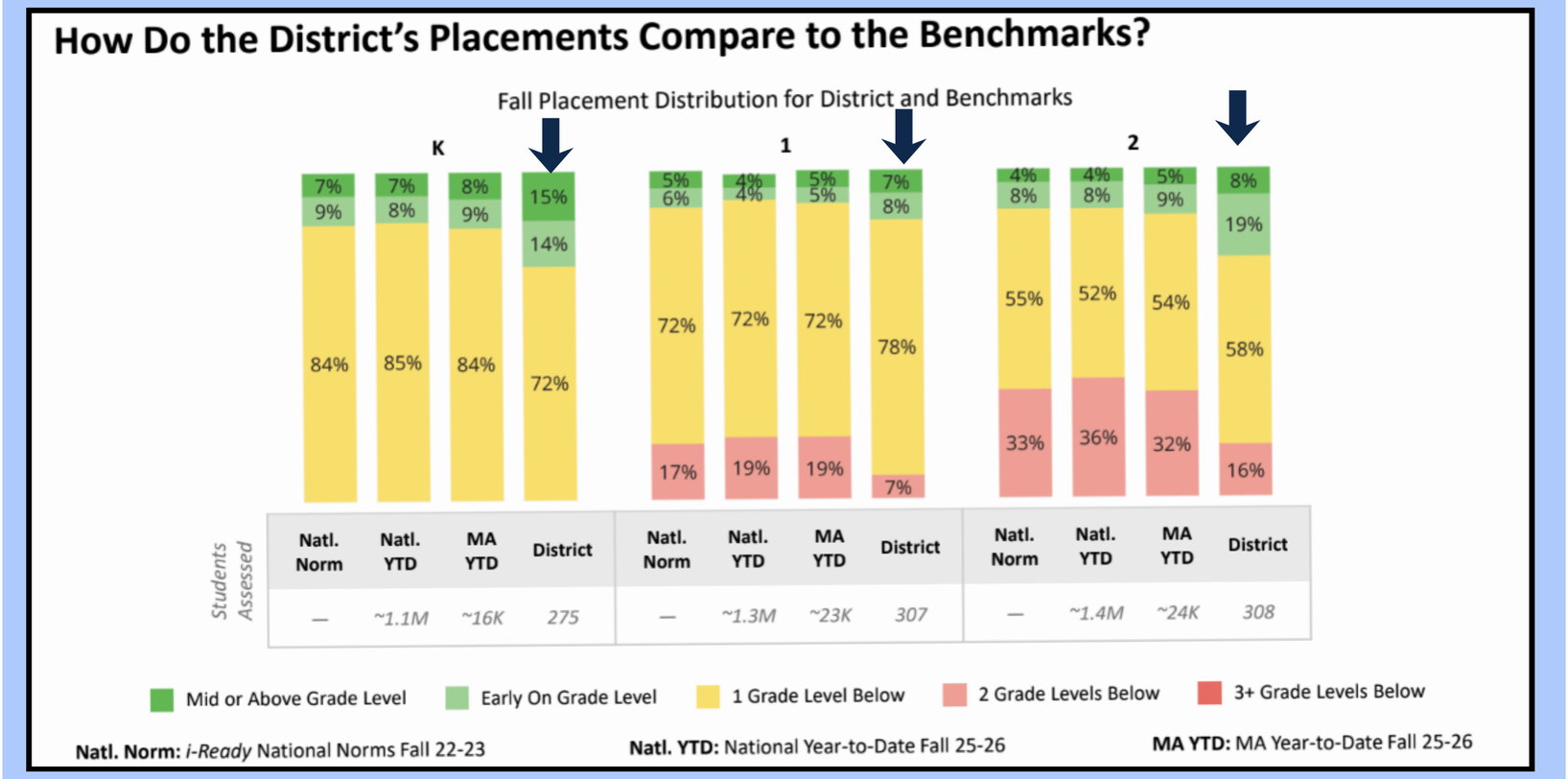
What Are the Definitions of Each of the Levels?	
Early On, Mid, or Above Grade Level	Students in these levels may benefit from: • On-grade level instruction • Enrichment/extension
One Grade Level Below	Students at this level will benefit from on-grade level instruction. Students may require intervention based on the identified skill.
Two Grade Levels Below	Students at this level will benefit from additional support with identified skills. Students may require intensive intervention of foundational concepts.

The Dashboard: Measuring the Impact
Elementary (K–2) i-Ready READING



All students will benefit from on-grade-level instruction.
Some students may require Tier 2 and Tier 3 targeted instruction in order to address gaps/enrich their learning.

The Dashboard: Measuring the Impact Elementary (K-2) i-Ready MATH



Franklin has a lower percentage of students in Reading and Math who are two grade levels below the state/district levels.

All students will benefit from on-grade-level instruction.
Some students may require Tier 2 and Tier 3 targeted instruction in order to address gaps/enrich their learning.

Statewide MCAS Trends (2025-2026)

- **Overall decline**: Massachusetts student performance on the MCAS tests has declined since pre-pandemic levels, and most districts have not yet recovered.
- **High school:** High school students experienced the most significant drop in scores, with English and math scores decreasing compared to both the previous year and 2019. This is partly because the high school MCAS is no longer a graduation requirement.
- **Middle school**: Grades 3-8 saw some improvement in English language arts scores, but math and science scores remained stagnant.
- **Achievement gap**: No student group in the state has yet reached pre-pandemic levels of achievement. However, the achievement floor for the lowest-performing students has been raised in some cases, with a decrease in students scoring "not meeting expectations".

DISTRICT ANALYSIS AND REVIEW TOOL (DART)

MASSACHUSETTS Department of Elementary and Secondary Education

NORTH ANDOVER SCARLET KNIGHTS

Marshfield Public Schools

CHELMSFORD PUBLIC SCHOOLS

Learning, Supporting, Growing
Reading Public Schools

Wakefield Public Schools

GRAFTON PUBLIC SCHOOLS

PAVE YOUR PATH • IMPACT THE WORLD • BE YOUR BEST SELF

Nashoba Regional School District

BILLERICA 16 B 55 PUBLIC SCHOOLS

North

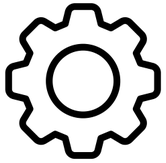
TEWKSBURY Public Schools

The Dashboard: Measuring the Impact Elementary (3–5) MCAS

Grade/Subject	Franklin Avg. Score	Franklin Level	MA Avg. Score	MA Level
3 ELA 3 Math (Class of 2034)	503 512	Meeting Meeting	494 496	Partially Meeting Partially Meeting
4 ELA 4 Math (Class of 2033)	505 513	Meeting Meeting	493 495	Partially Meeting Partially Meeting
5 ELA 5 Math 5 STE (Class of 2032)	503 503 504	Meeting Meeting Meeting	494 494 495	Partially Meeting Partially Meeting Partially Meeting

Elementary (3–5) ELA

Grades 3-5 Domains	Grade 3 % Possible Points			Grade 4 % Possible Points			Grade 5 % Possible Points		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Language	77	65	63	62	64	66	56	74	70
Reading	69	65	64	69	65	73	68	72	64
Writing	53	37	30	37	40	46	39	55	51



HMH Into Reading

- 3rd to 4th grade student cohort increased reading performance by 8% points (65%–>73%)
- 3rd to 4th grade student cohort increased from 2024 to 2025 in writing by 9% points (37%–> 46%).

The consistent implemetation of HMH Into Reading across grade levels will be critical in terms of demonstrating growth in all three domains.

Elementary (3-5) DART Comparison

% Meeting or Exceeding Expectations

Grade	ELA	Math	STE
3	3rd	1st	NA
4	2nd	2nd	NA
5	Tied 3rd	Tied 2nd	4th

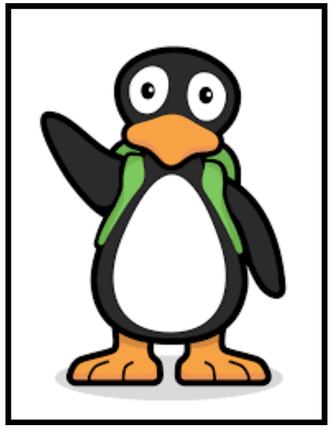
Elementary (3-5) Math

Franklin Average Scaled Score	+ State Average (2024)	DART Comparison
512	+ 16 (+14)	# 1
513	+ 18 (+11)	# 2
503	+ 9 (+12)	Tied # 2

Performance above the state average continues to increase in grades 3 and 4, indicating sustained growth, while grade 5 shows a minor dip.

Achievement is driven by the consistent use of high-quality curricular resources, paired with a deliberate commitment to professional learning and targeted interventions in the early grades to ensure strong foundational learning.

Illustrative® Mathematics
LEARN MATH FOR LIFE



			Pre-Assessment Data						
Teacher	Last Name	First Name	0-22	38-42	By 10's	#ID	Add	Sub	Structure 5
			3	3	3	3	3	3	
			3	1	3	3	2	3	
			3	1	1	3	3	2	

Elementary (5) STE

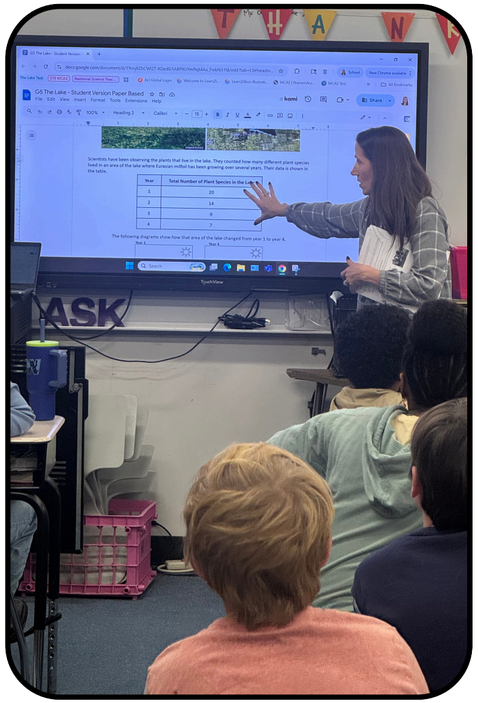
Franklin % Meeting/ Exceeding	State % Meeting/ Exceeding
63	46

Franklin Average Scaled Score	State Average
504	495

dese
Field Test
2025 & 2026

- MCAS results represent partial scores due to to field testing.
- Fifth graders continue to perform above the state average.
- There was a minor dip in the percentage of students meeting/exceeding, as well as in scaled scores.

Elementary (5) STE



Sustained STE curriculum leadership, professional learning, and collaboration will strengthen our ability to project future student achievement.

Mastery (3)	Progressing (2)
Sufficiently explains why eating a bass provides energy by **completely** describing how energy flows from the sun through specific organisms to the largemouth bass in the lake ecosystem.	**Mostly** explains why eating a bass provides energy by **partially** describing how energy flows from the sun through specific organisms to the largemouth bass in the lake ecosystem.

Science Performance Assessment (SPA) Ambassador Program

Middle (6-8) Executive Summary

English Language Arts (ELA)-Consistent growth as shown over multiple years, continuing to make progress and return to pre-pandemic performance. Currently in Year 2 of CommonLit implementation, and can expect to see continued growth across grades 6-8.

Math- Achievement remains steady with encouraging signs of narrowing gaps when compared with similar districts; however, the most significant takeaways are the addition of an Applied STEM course in grade 7 and a series of strategic enhancements now in motion, positioning us to better support every student and drive continued improvement in the years ahead.

Science, Technology, Engineering (STE)- Student achievement is high. We acknowledge the potential impact of ongoing field testing. However, FPS has the highest percentage of students meeting or exceeding expectations among districts with a similar implementation timeline.

The Dashboard: Measuring the Impact Middle (6–8)

Grade/Subject	Franklin Avg. Score	Franklin Level	MA Avg. Score	MA Level
6 ELA 6 Math (Class of 2034)	500 506	Meeting Meeting	494 495	Partially Meeting Partially Meeting
7 ELA 7 Math (Class of 2033)	499 498	Partially Meeting Partially Meeting	493 493	Partially Meeting Partially Meeting
8 ELA 8 Math 8 STE (Class of 2032)	507 502 504	Meeting Meeting Meeting	494 493 495	Partially Meeting Partially Meeting Partially Meeting

Middle (6–8) ELA

Grades 6-8 Domains	Grade 6 % Possible Points			Grade 7 % Possible Points			Grade 8 % Possible Points		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Language	58	57	**62**	60	66	**64**	65	74	**76**
Reading	61	67	**70**	60	66	**68**	66	70	**74**
Writing	32	34	**40**	32	54	**42**	40	53	**52**

- 7th to 8th grade student cohort increased reading performance by 10% points (66%->74%)
- 7th to 8th grade student cohort decreased from 2024 to 2025 in writing by 2% points (54%-> 52%).

Teachers continue to implement the CommonLit curriculum with adding more consistent unit development across grade levels.

Middle (6-8) DART Comparison

% Meeting or Exceeding Expectations

Grade	ELA	Math	STE
6	4th	3rd	N/A
7	9th	Tied 7th	N/A
8	3rd	5th	Tied 7th

Middle (6-8) Math

Grade	Franklin Average Scaled Score	+ State Average
6	506	+11
7	498	+5
8	502	+9

- In 6th grade, Franklin increased from +6 above the state average in 2024 to +11 above the state average in 2025, ranking #3 among DART districts in 2025.
- In 7th grade, Franklin decreased from +8 above the state average in 2024 to +5 above the state average in 2025, ranking #7 among DART districts in 2025.
- In 8th grade, Franklin decreased from +11 above the state average in 2024 to +9 above the state average in 2025, ranking #5 among DART districts in 2025.

Strategic enhancements focused on building strong foundations of grade-level standards, providing all learners with access to high-quality resources, and emphasizing data-informed instruction are critical to student achievement.

Middle (6–8) STE

Grade/ Subject	Franklin Avg. Score	Franklin Level	MA Avg. Score	MA Level
8 STE	499	Partially Meeting	492	Partially Meeting

- What is the impact of field testing on the data?
- What does research tell us about curriculum implementation timelines and student achievement?
- How does Franklin's MCAS data compare to other districts using OSE?

dese Field Test 2025 & 2026

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Franklin has the highest percentage of students meeting or exceeding expectations among districts with a similar implementation timeline.

Sustained STE curriculum leadership, professional learning, and collaboration will strengthen our ability to project future student achievement.

High School Executive Summary

English Language Arts (ELA)–While there are year-to-year fluctuations, the proficiency levels remain consistently above many statewide averages and comparable districts. The challenge is to compare cohorts of students to one another, instead of progress with one cohort over multiple years.

Math– While the overall percentage of possible points saw a slight dip, notable gains in specific domains highlight areas of growth. Continued targeted support during the WIN block will further strengthen student achievement.

Science, Technology, Engineering (STE) – Franklin was first among DART-comparable districts. Continued expansion of the Innovation Career Pathways at Franklin High School will enhance programming and create additional opportunities for students and staff.

The Dashboard: Measuring the Impact High (10)

Grade/Subject	Franklin Avg. Score	Franklin Level	MA Avg. Score	MA Level
10 ELA	504	Meeting	499	Partially Meeting
10 Math	505	Meeting	498	Partially Meeting
10 STE	499	Partially Meeting	492	Partially Meeting

The Dashboard: Measuring the Impact High School (10)

	Grade 10 % Possible Points		
	2023	2024	2025
Language	84	76	**76**
Reading	77	77	**75**
Writing	57	52	**53**

% Meeting or Exceeding Expectations:

	2023	2024	2025
Franklin (grade 10)	73%	67%	61%
State (grade 10)	58%	57%	51%
Differential	+15%	+10%	+10%

Franklin 10th graders continue to out perform the state by double digits in meeting or exceeding the expectations.

The Dashboard: Measuring the Impact High School Math (10)

Year	% Possible Points (FPS/State)
2024	62%/54%
2025	58%/50%

- Minor decrease in percentage of possible points is consistent with the state.
- Increases in several domains/clusters.
- Seeing Structures in Equations –3 in 2024 to +13 in 2025.
- Geometric Measurement and Dimensions –6 in 2024 to –1 in 2025.

Continue leveraging the WIN block to provide targeted support for students to positively impact student achievement.

The Dashboard: Measuring the Impact High School Science(10)

Level	Franklin	State
Exeeding/ Meeting	71%	46%
Partially/ Not Meeting	29%	44%

- A significantly higher percentage of students in Franklin are meeting or exceeding expectations than in the state.
- Franklin ranks #1 among DART districts.

Continued expansion of the Innovation Career Pathways at Franklin High School will enhance programming and create additional opportunities for students and staff.

High School (10) DART Comparison

% Meeting or Exceeding Expectations

Grade	ELA	Math	STE
10	5th	5th	1st

The Dashboard: Measuring the Impact Across the High School

Targeted Skill Reinforcement During WIN Block

Fewer Students Accessing the Academic Learning Center (ALC) After School

Number of Students Accessing The Academic Learning Center (ALC) After School September - December	
2024	382
2025	277

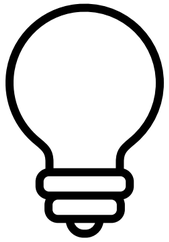
Number of Students Accessing Earning Early College Credit September-December	
2024	17
2025	44

IXL

i-Ready

PANORAMA EDUCATION

CollegeBoard



By triangulating multiple data sources, thoughtful decisions are made that improve student achievement and well-being.

The Path Forward: A System Built for Continuous Improvement

Our system is desinged not only to perform, but to improve. The data insights gathered through our processes have clarified our key opportunties for the future.

1.Advance Strategic Professional Learning

Foster a strategic district-wide professional learning plan that is responsive to student needs and educator feedback.

2.Enhance Data-Informed Practices

Improve our data analysis processes to ensure decisions are grounded in evidence of student learning and needs.

3. Implement High-Quality Curriculum

Follow our systematic Curriculum Review Cycle to adopt and implement standards-aligned, research-based curriculum resources.

4. Strengthen Instruction Through Collaboration

Intentional collaboration across teams that deepens instructional practices and builds shared ownership for high-quality teaching and learning.

Appendix

MCAS Results by Achievement Level/Comparison