10.9.24

Memo

To:
Branford Board of Education
Teaching and Learning
Committee

From:
Allison K. Moran,
Assistant Superintendent
of Schools

Re:
Student Performance &
Growth Reports: Secondary

CC:
Christopher Tranberg, Ph.D.,
Superintendent of Schools

Blaize Levitan, Chief Operating
Officer

Katie Wagner, Director of
Secondary Education

Reanne Reynolds, Principal of
Walsh Intermediate School

Lee Panagoulias, Principal of
Branford High School

Student Performance & Growth Reports: Secondary

Attendance Rates

Attendance is a prerequisite for academic success in school. Both secondary schools have seen a dramatic decrease in chronic absenteeism since the 2021-2022 school year. Chronic absenteeism is defined by the state of Connecticut as missing 10 percent or more of the total number of days enrolled during the school year. Just two days per month can lead to chronic absence. This includes both excused, unexcused, and out-of-school suspensions.

Walsh Intermediate School had a 17.1% rate of chronically absent students in 2021-2022. That dropped to 10.6% in 2022-2023 and remained consistent last year at 10.5%. That amounts to a 6.7% decrease in chronic absenteeism. Principal Reynolds credits the following actions with the improved attendance:

- The work of the established Attendance Committee
- Frequent and ongoing communication with caregivers
- The development of strong teacher-student relationships

Branford High School has also seen a steady decrease in the number of chronically absent students from 29.4% in the 2021-2022 school year, to 26.2% in the 2022-2023 school year, and down to 21.6% in the 2023-2024 school year. Principal Panagoulious credits the following past and ongoing actions with the improved attendance rates:

- The established Attendance Matters Committee
- Parent parent focus groups were held to get feedback and gain understanding

Branford Public Schools

- Reviewed and revised attendance guidelines in an effort to simplify processes
- Reduced and streamlined communications
- Adopted a more supportive and less punitive tone
- Emphasized the value of being present in classrooms and engaged for deeper learning
- Conducted home visits to establish partnership with families

Smarter Balanced Assessments: Spring 2024

The SBA (Smarter Balanced Assessment) is a standardized test aligned with the Common Core State Standards, designed to measure students' proficiency in English Language Arts (ELA) and Mathematics. It emphasizes critical thinking, analytical writing, and problem-solving skills, assessing students' ability to apply knowledge to real-world situations. The assessment includes both computer-adaptive testing and performance tasks, providing a comprehensive evaluation of student learning. The SBA helps educators and administrators track academic progress, ensuring that students are on a path to college and career readiness.

English-Language Arts

- **Grade 5 Achievement** 59.1% of students performed at Level 3 or 4 on the 2024 ELA SBA. This is above the state average of 51.4%, but lower than the previous year's cohort (66.7%). The 2021-2022 cohort performed similarly to the 2024 students (59.4%).

  Grade 5 Growth The rough cohort comparison of students indicates that this grade level had slight growth (0.3%) from Grade 4 to 5 (58.8% of those students performed at Level 3 or 4 in Grade 4). 37.1% of Grade 5 students met their growth targets in 2024. This is below the statewide rate of 39.8% of Grade 5 students reaching their growth targets.

- **Grade 6 Achievement** 58.7% of students performed at Level 3 or 4 on 2024 ELA SBA. This is above the state average of 48.1% and higher than the previous year's cohort (50.3%). The 2021-2022 cohort performed similarly to the 2023 students (51.3%).

  Grade 6 Growth The rough cohort comparison of students indicates that fewer students reached Levels 3 and 4 in Grade 6 than previously in Grade 5 (66.7% of this cohort performed at Level 3 or 4 in Grade 5). The state sets growth targets for each student based on their previous year's performance. 29.9% of Grade 6 students met their growth targets in 2024. This is below the statewide rate of 37.2% of Grade 6 students reaching their growth targets.

- **Grade 7 Achievement** 51.0% of students performed at Level 3 or 4 on the 2024 ELA SBA. This is above the state average of 49.5%, but lower than the previous year's cohort (59.9%). The 2021-2022 cohort performed similarly to the 2024 students (50.5%).

  Grade 7 Growth The rough cohort comparison of students indicates that more students reached Levels 3 and 4 in Grade 7 than previously in Grade 6 (50.2% of this cohort performed at Level 3 or 4 in Grade 6). The state sets growth targets for each student based on their previous year's performance. 40.2% of Grade 7 students met their growth targets in 2024. This is above the statewide rate of 36.3% of Grade 7 students reaching their growth targets.

- **Grade 8 Achievement** 48.7% of students performed at Level 3 or 4 on the 2024 ELA SBA. This is below the state average of 49.1%, but higher than the previous year's cohort (41.8%). The 2021-2022 cohort performed in the middle of the range (44.3%).

  Grade 8 Growth The rough cohort comparison of students indicates that fewer students reached Levels 3 and 4 in Grade 8 than previously in Grade 7 (57.9% of this cohort performed at Level 3 or 4 in Grade 7). The state sets growth targets for each student based on their previous year's performance. 26.6% of Grade 8 students met their growth targets in 2024. This is below the statewide rate of 36.4% of Grade 8 students reaching their growth targets.

Mathematics
- **Grade 5 Achievement** 60.4% of students performed at Level 3 or 4 on the 2024 Mathematics SBA. This is above the state average of 43.1% and consistent with the previous year's cohort (60.0%). The 2021-2022 cohort performed at a lower level (55.4%).

  Grade 5 Growth The rough cohort comparison of students indicates that more students reached Levels 3 and 4 in Grade 5 than previously in Grade 4 (58.3% of those students performed at Level 3 or 4 in Grade 4). 53.7% of Grade 6 students met their growth targets in 2024. This is above the statewide rate of 44.2% of Grade 6 students reaching their growth targets.

- **Grade 6 Achievement** 51.8% of students performed at Level 3 or 4 on 2024 Mathematics SBA. This is above the state average of 41.4% and higher than the previous year's cohort (46.8%). The 2021-2022 cohort performed at a lower level (36.3%).

  Grade 6 Growth The rough cohort comparison of students indicates that fewer students reached Levels 3 and 4 in Grade 6 than previously in Grade 5 (60.0% of this cohort performed at Level 3 or 4 in Grade 5). The state sets growth targets for each student based on their previous

year's performance. 27.3% of Grade 6 students met their growth targets in 2024. This is below the statewide rate of 39.7% of Grade 6 students reaching their growth targets.

- **Grade 7 Achievement** 47.7% of students performed at Level 3 or 4 on the 2024 Mathematics SBA. This is above the state average of 41.7% and higher than the previous year's cohort (45.8%). The 2021-2022 cohort performed at a lower level (40.5%).

  Grade 7 Growth The rough cohort comparison of students indicates that more students reached Levels 3 and 4 in Grade 7 than previously in Grade 6 (46.8% of this cohort performed at Level 3 or 4 in Grade 6). The state sets growth targets for each student based on their previous year's performance. 37.0% of Grade 7 students met their growth targets in 2024. This is below the statewide rate of 43.4% of Grade 7 students reaching their growth targets.

- **Grade 8 Achievement** 47.7% of students performed at Level 3 or 4 on the 2024 Mathematics SBA. This is above the state average of 38.2% and higher than the previous year's cohort (45.8%). The 2021-2022 cohort performed at a lower rate (40.5%).

  Grade 8 Growth The rough cohort comparison of students indicates that more students reached Levels 3 and 4 in Grade 8 than previously in Grade 7 (45.8% of this cohort performed at Level 3 or 4 in Grade 7). The state sets growth targets for each student based on their previous year's performance. 43.3% of Grade 8 students met their growth targets in 2024. This is above the statewide rate of 39.% of Grade 8 students reaching their growth targets.

Summary & Next Steps

More consistent progress has been made with regard to increasing math achievement over the last three years as compared to literacy. When looking at growth, two bright spots emerged in Grade 5 and 8 mathematics. In these two grades, Branford student growth exceeded the state average. When looking at year to year achievement, there is a dip in performance between Grade 5 and 6. The WIS staff addressed this, in part, with major scheduling changes this year. The goal is to provide longer instructional blocks in Grade 6 to allow students time to go deeper with content. WIS staff continue to emphasize non-fiction reading strategies across content areas. At the elementary level, we have implemented a new reading curriculum intended to prepare students with stronger foundational skills. We are currently researching a resource to serve as the basis for a new math curriculum in grades K-4 to better equip students for algebraic thinking in the intermediate grades.

The leadership team at WIS has shifted toward a teacher leader model. The leadership team, which includes administrators, is working to develop school wide, departmental, and will collaborate with

teachers on individual goals. Goals are focused on using research based, high quality instructional moves, aligned with our definition of deep learning.

Universal Screening Assessments: Fall 2024

This fall, students in grades 5-8 participated in universal screening in reading and mathematics. The following data is framed using medan percentiles. Percentiles are based on national norms. As a review, a percentile rank can be explained by imagining a line of 1000 students, in order of performance. The 50th student would be exactly in the middle. This is referred to as the 50th percentile. The 10th student would be performing at the 10th percentile, meaning that 90 students scored above that student. The median percentile is used instead of the mean because Aimweb considers that to be more accurate; it is less influenced by extreme outliers. Aimsweb considers the average range to be the 25th to 74th percentile. However, within that range, one can consider the 40th to 60th to be closer to a typical average. Scores below the 40th percentile on many measures would be considered low average and scores above the 60th high average.

Aimsweb Reading

The Aimsweb Reading composite score is generated from three subtests; Reading Comprehension, Silent Reading Fluency, and Vocabulary.

- **Grade 5 Performance** The median composite percentile for Grade 5 students this fall is 64. This is higher than last year's Grade 5 cohort (58). The improved composite percentile is due to an increase in Silent Reading Fluency from the 58 in Fall 2023 to the 69th percentile in Fall 2024. Reading comprehension and vocabulary performance remained the same as last year (64th and 48th percentiles respectively).
- **Grade 6 Performance** The median composite percentile for Grade 6 students this fall is 63. This is about the same as last year's Grade 6 cohort (62). Silent Reading Fluency was stronger for this cohort while vocabulary was weaker.
- **Grade 7 Performance** The median composite percentile for Grade 7 students this fall is 63. This is about the same as last year's Grade 7 cohort (62). Reading Comprehension was slightly stronger for this cohort while Silent Reading Fluency was slightly weaker.
- **Grade 8 Performance** The median composite percentile for Grade 8 students this fall is 63. This is higher than last year's Grade 8 cohort (70). SIlent Reading Fluency was stronger for this cohort while vocabulary was weaker.

Aimsweb Math

The Aimsweb Math composite score is generated from three subtests; Concepts and Application, Mental Computation Fluency, Number Comparison Fluency Triads, and Number Sense Fluency.

- **Grade 5 Performance** The median composite percentile for Grade 5 students this fall is 62. This is higher than last year's Grade 5 cohort (56). All subtests were higher this year except for Concepts and Application, which remained the same as last year's cohort.
- **Grade 6 Performance** The median composite percentile for Grade 5 students this fall is 65. This is higher than last year's Grade 6 cohort (55). All subtests were higher this year.
- **Grade 7 Performance** The median composite percentile for Grade 7 students this fall is 59. This is higher than last year's Grade 7 cohort (57). All subtests were higher this year except for Concepts and Application, which remained the same as last year's cohort.
- **Grade 8 Performance** The median composite percentile for Grade 8 students this fall is 67. This is higher than last year's Grade 8 cohort (52). All subtests were higher this year.

Summary

Like the Smarter Balanced Assessment, we see more consistent and larger performance gains in mathematics than in reading. We still have work to do in both subject areas. One contributor to the growth in mathematics could have been the High Dosage Tutoring that we were able to pursue due to a competitive grant last year. We will look for additional opportunities and funding to provide these services to students.

Next Generation Science Standards Assessment

The Next Generation Science Standards (NGSS) assessment is designed to evaluate students' understanding and application of key scientific concepts and practices outlined in the NGSS framework. It emphasizes critical thinking, problem-solving, and the integration of cross-disciplinary knowledge. Rather than focusing solely on memorization, the assessment challenges students to demonstrate proficiency through hands-on investigations, real-world scenarios, and scientific reasoning. This approach aligns with modern educational goals, preparing students for future academic and career success in STEM fields.

- **Grade 5 Performance** 57.51% of students performed at Level 3 or 4 on the 2024 NGSS Assessment. This is above the state average of 50.8% and consistent with the previous year's cohort (57.64%). The 2021-2022 cohort performed at a lower level (52.88%).
- **Grade 8 Performance** 44.97% of students performed at Level 3 or 4 on the 2024 NGSS Assessment. This is above the state average of 48.1% and consistent with the previous year's cohort (50.52%). The 2021-2022 cohort performed at a lower level (44.97%).
- **Grade 11 Performance** 40.66% of students performed at Level 3 or 4 on the 2024 NGSS Assessment. This is lower than the state average of 46.7% and lower than the previous year's cohort (44.11%). The 2021-2022 cohort performed a similar level as the 2023 cohort (44.97%).

Summary

Teachers in grades 5-11 have done significant curriculum work over the past several years to align core science curriculum with the NGSS standards. This work continues. The NGSS Assessments are cumulative, so it is worth noting that elementary science teachers are currently piloting NGSS aligned units. Elementary science has not previously been aligned with NGSS standards. This shift, if fully made, will allow students to build a stronger foundation for intermediate school work. High school science electives continue to be revised to better align with the NGSS framework.

School Aptitude Test
In Connecticut, the School Day School Aptitude Test (SAT) refers to the exam administered to high school students during a regular school day, typically as part of the state's standardized testing requirement for 11th graders. This version of the SAT is taken once by students under the state mandate and is used as a measure of college readiness, as well as for state accountability purposes. It's a single sitting of the exam, and the score from this test is considered in its entirety.

The Superscore SAT, on the other hand, refers to a practice used by many colleges where they consider a student's highest section scores across multiple SAT test attempts. If a student takes the SAT more than once, most colleges will take the best scores from each section (Evidence-Based Reading and Writing, and Math) across different test dates to create a composite "superscore." In Connecticut, while the state uses the School Day SAT for accountability, colleges may use the superscore for admissions, depending on their policies.

See the following score ranges by level for reference:

Score Ranges by Level:

	Level 1	Level 2	Level 3	Level 4	Level 3+
ELA	200-410	420-470	480-620	630-800	480-800
Math	200-410	420-520	530-640	650-800	530-800

- **Evidence Based Reading and Writing** The class of 2024 saw 63.27% of students meeting or exceeding the benchmark performance level when considering superscores. When looking at only the school day SAT taken the year prior, the cohort saw 59.7% meeting or exceeding. Raw scores from the same class rose from 497 on the school day SAT to 524 when considering the superscore; an increase of 5%. The class of 2024 outperformed the class of 2023 and performed at a similar level as the class of 2022.
- **Mathematics** The class of 2024 saw 38.77% of students meeting or exceeding the benchmark performance level when considering superscores. When looking at only the school day SAT taken the year prior, the cohort saw 36.4% meeting or exceeding. Raw scores from the same class rose from 502 on the school day SAT to 530 when considering the superscore; an increase

of 6%. The class of 2024 outperformed the class of 2023 and performed at a similar level as the class of 2022.

Advanced Placement and Early College Experience Courses
Advanced Placement (AP) courses are college-level classes offered in high schools that follow a standardized curriculum developed by the College Board. These courses are designed to challenge students with rigorous academic content in various subjects like math, science, English, and history. At the end of the course, students can take the AP exam, and if they score well, they may earn college credit or advanced placement at many universities. AP courses are widely recognized and provide students with the opportunity to demonstrate readiness for college-level work.

Early College Experience (ECE) courses, typically offered in partnership with local colleges or universities, allow high school students to take actual college courses while still in high school. In Branford, our partnership is with UConn. Students enrolled in ECE courses earn both high school and college credit simultaneously. Unlike AP, where college credit depends on exam performance, students receive college credit based on their performance throughout the course. ECE programs are often more localized, with credit guaranteed by the partnering institution, but they offer a more direct experience of college-level coursework.

Both AP and ECE courses help prepare students for college, offer potential college credit, and enhance students' academic profiles for college admissions.

Advanced Placement
- Participation in AP exams has increased by 26.7% since 2022, suggesting that counselors are guiding more students into rigorous coursework. In 2024, 185 students took AP exams as compared to 177 in 2023 and 146 in 2022. The high school has seen an increased interest in STEM related courses and is considering how to re-engage students in the critical work involved in the study of humanities.
- An increasing number of students are also becoming eligible for college credit by earning 3 or higher on the AP exam. In 2024, that percentage rose to 69% from 60% in 2023 and 52% in 2022.

Early College Experience
- The number of students enrolled in ECE courses has remained steady (62 in 2024, 53 in 2023, and 66 in 2022).
- For the past three years there have been between five to seven ECE courses to choose from; many are taught simultaneously as AP courses.
- Student enrollment and course offerings are expected to increase as the high school develops college and career pathways.

School Goals

Lee Panagoulias and Reanee Reynolds will present on their school wide goals. Goals are aligned with our definition of deep learning, which serves as our framework for high quality instruction.

Definition of Deep Learning

Feedback: Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.

Content: Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.

Context: Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.

Community: Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

This framework is also aligned with our teacher and leader evaluation and support plans, which were approved by the Connecticut State Department of Education. Board members may wish to review the May 2024 Teaching and Learning Committee meeting for an overview of those plans.

Branford Board of Education Teaching and Learning Committee

October 9, 2024
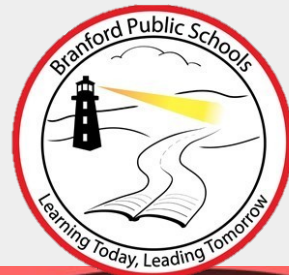
Agenda

- Attendance Data

- Smarter Balanced Assessments, Reading & Mathematics, Grades 5-8

- Universal Screening Data, Reading and Math, Grades 5-8

- Next Generation Science Standards Assessment, Grades 5, 8, 11

- SAT Reading and Math

- AP Participation and Credit Eligibility

- ECE Participation and Credit Eligibility

- Leadership and Teaching Frameworks

- School Goals: Walsh Intermediate School and Branford High School

- Harboring Civility: Embracing Differences through Discourse

Mission & Global Competencies

Mission

The Branford Public School's community is committed to developing lifelong learners who are capable and confident, who contribute to their community, and who succeed in a changing global society.
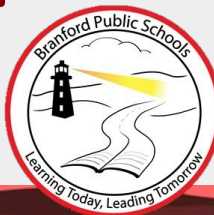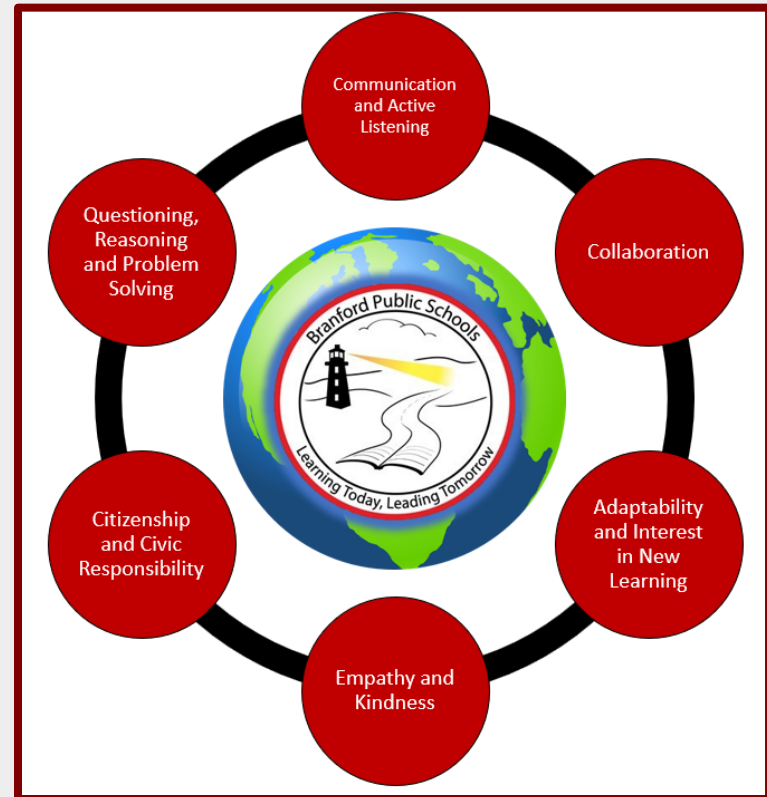
Strategic Coherence Plan (SCP)

Strategic Actions

1. Ensure equal opportunity for growth and development for all Branford students.

2. Align the key systems in the District to support the student acquisition of the Global Learning Competencies through the implementation of the Definition of Deep Learning.

3. Improve the process and tools used to communicate and engage critical stakeholders.

Definition of Deep Learning

Feedback: Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.

Content: Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.

Context: Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.

Community: Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

Student Performance Update

Formal assessment results help identify students' strengths and challenges, but they are only one data point. Students are more than their scores and we use multiple measures for evaluating student progress throughout the school year.

ATTENDANCE

WIS Chronic Absence Rates
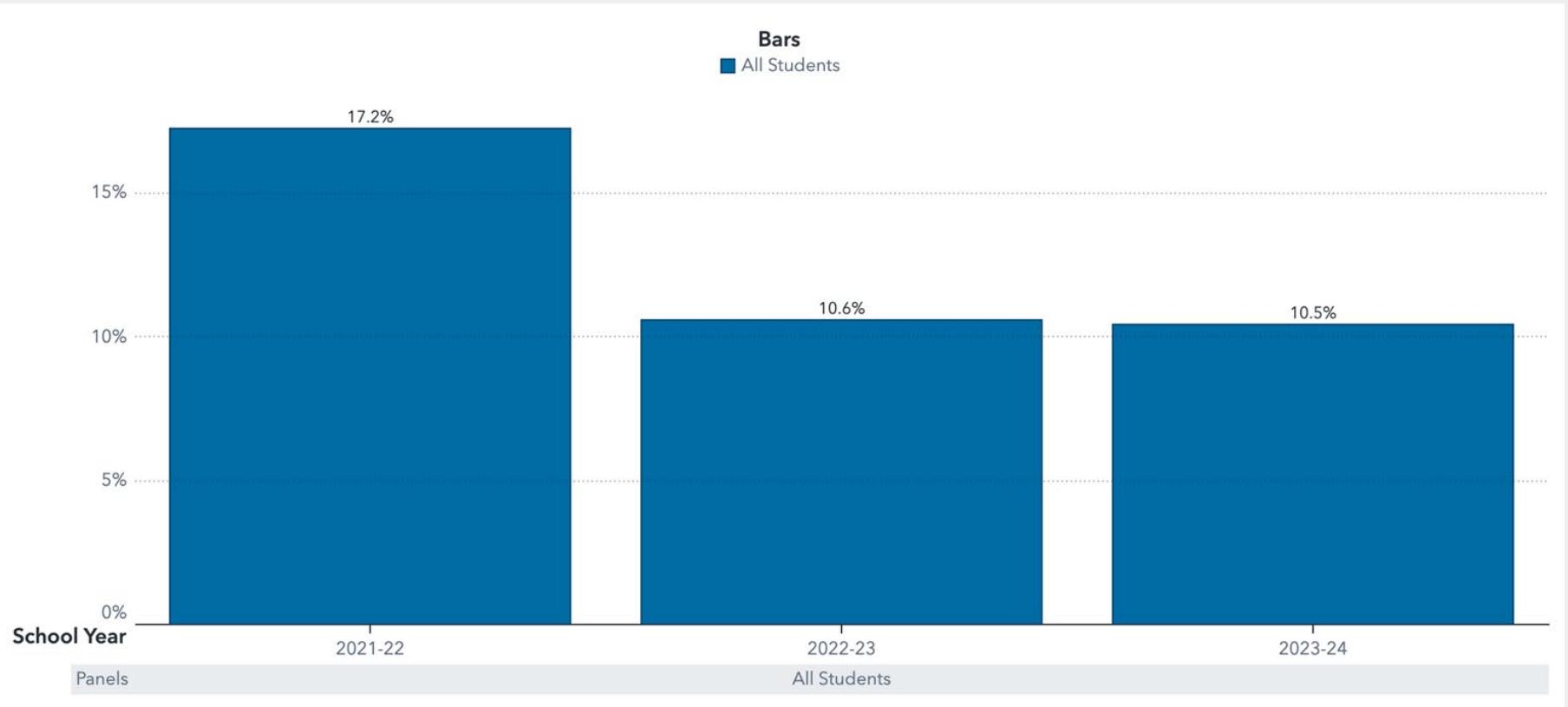
6.7% improvement since 2022

BHS Chronic Absence Rates
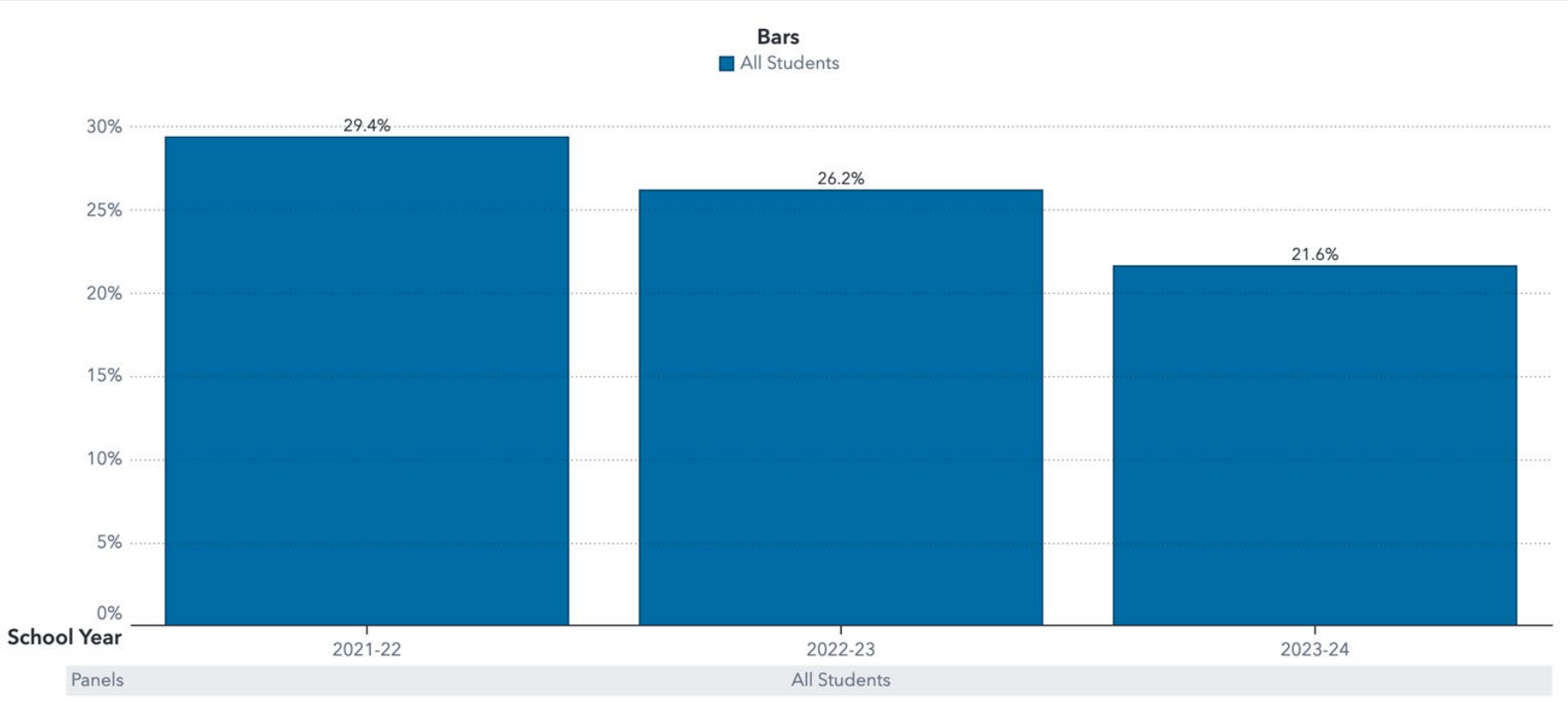
7.8% improvement since 2022

Smarter Balanced Assessment: Reading

SBA ELA Performance Grade 5
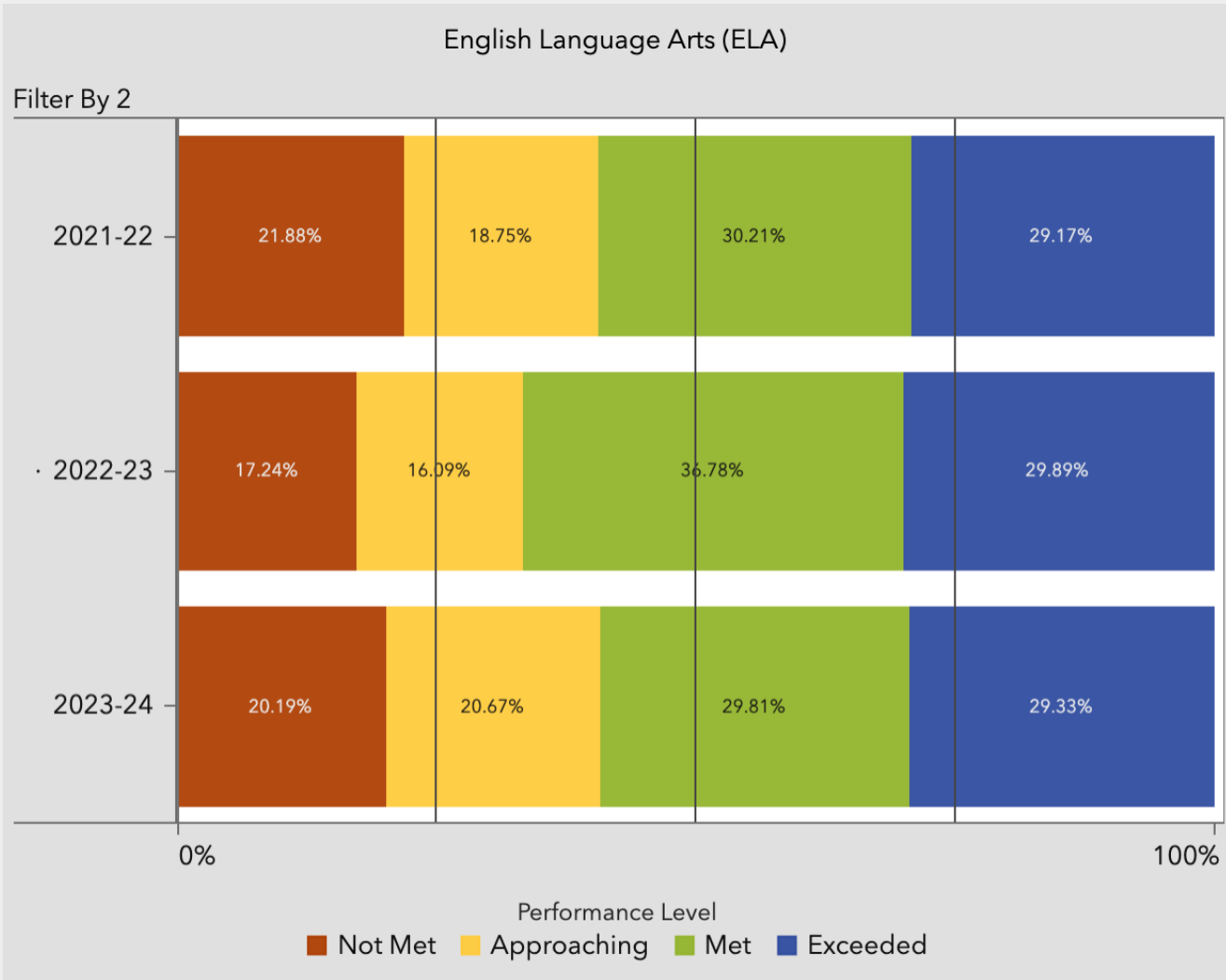
Rough Cohort: ELA Class of 2031
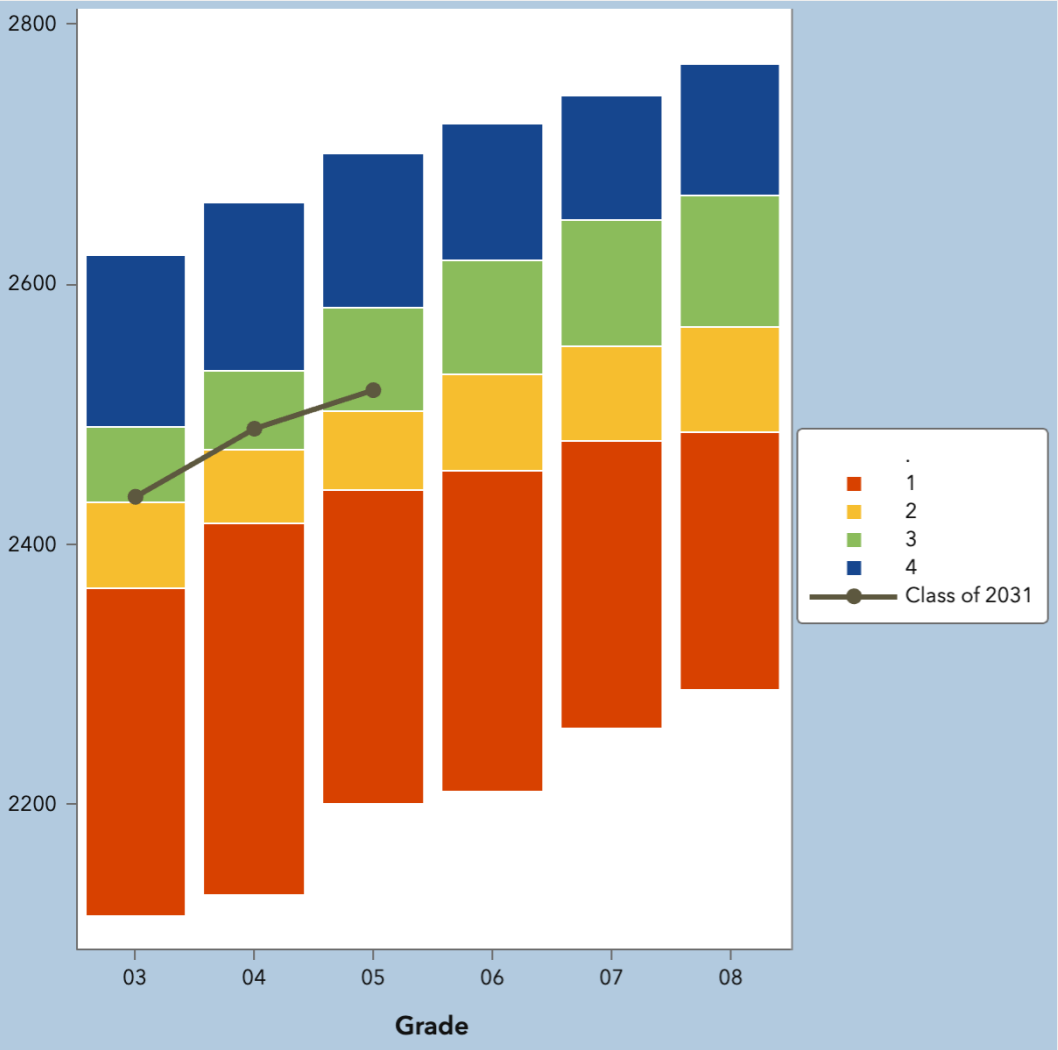
Class	Grade	School Year
Class of 2031	03	2021-22
	04	2022-23
	05	2023-24

Total Number with Scored Tests	Average Vertical Scale Score (VSS)	Percent Level 3&4
195	2437	55.9%
204	2489	58.8%
208	2519	59.1%

37.1% met Growth Target (39.8% CT)
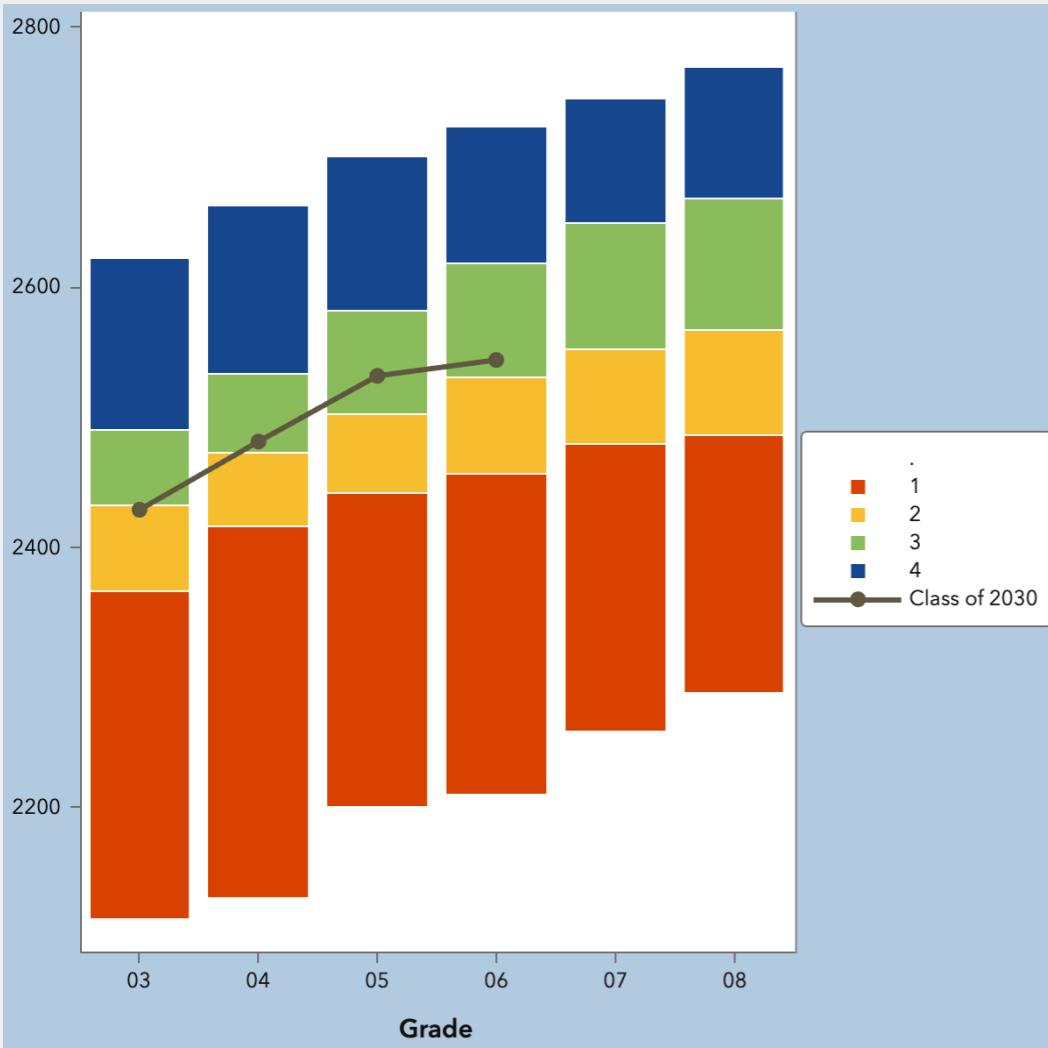
SBA ELA Performance Grade 6

English Language Arts (ELA)

Filter By 2

	Not Met	Approaching	Met	Exceeded
2021-22	24.08%	24.61%	36.65%	14.66%
2022-23	22.89%	26.87%	34.33%	15.92%
2023-24	14.53%	26.74%	37.79%	20.93%

0% — 100%

Performance Level
■ Not Met ■ Approaching ■ Met ■ Exceeded
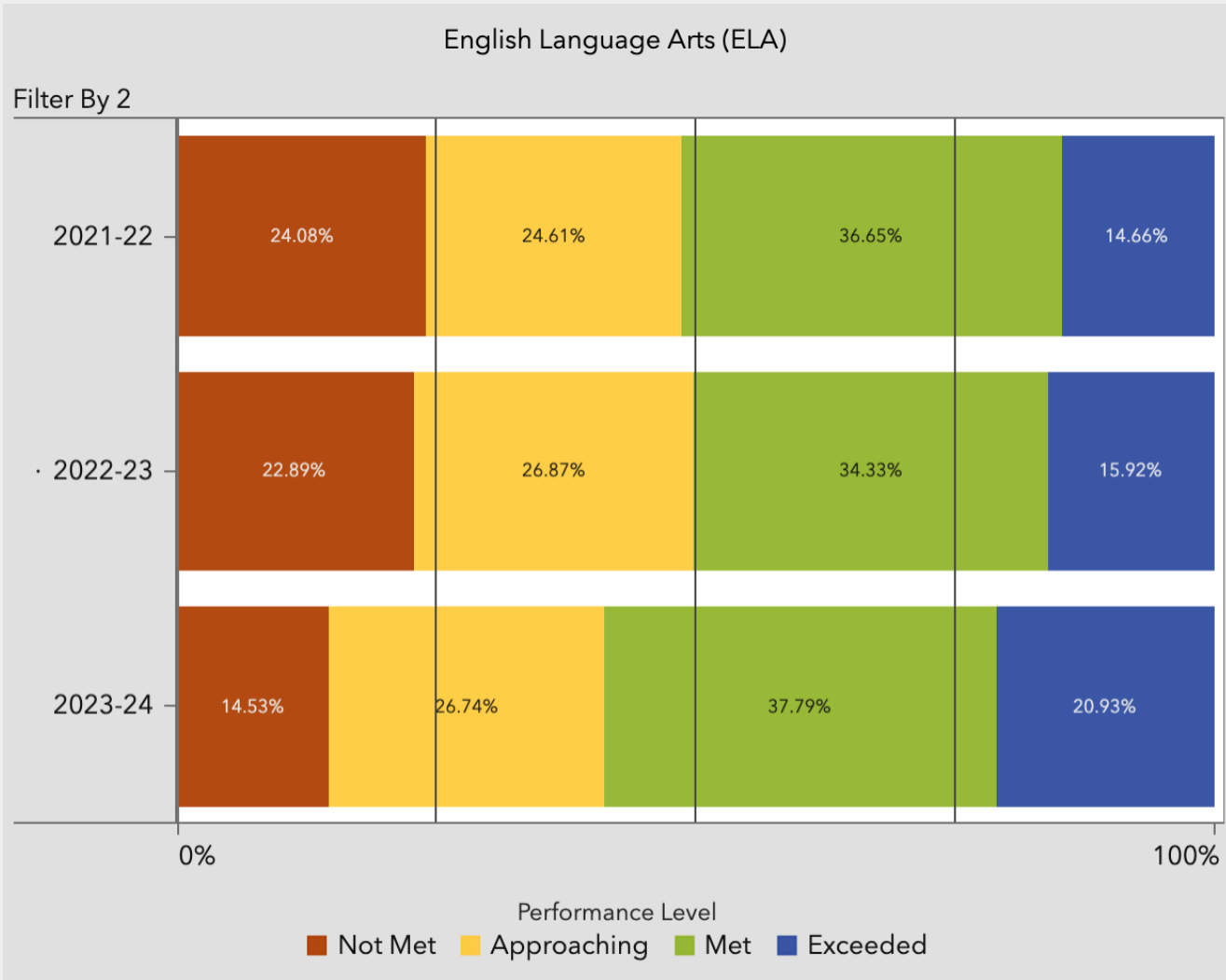
Percent at Level 3 or 4

51.3%

50.3%

58.7%

2024 CT Avg 48.1%

13

Rough Cohort: ELA Class of 2030

Class	▲	Grade	▲	School Year	▲
Class of 2030		03		2020-21	
		04		2021-22	
		05		2022-23	
		06		2023-24	

Total Number with Scored Tests	Average Vertical Scale Score (VSS)	Percent Level 3&4
170	2429	48.2%
180	2482	56.1%
174	2532	66.7%
172	2544	58.7%

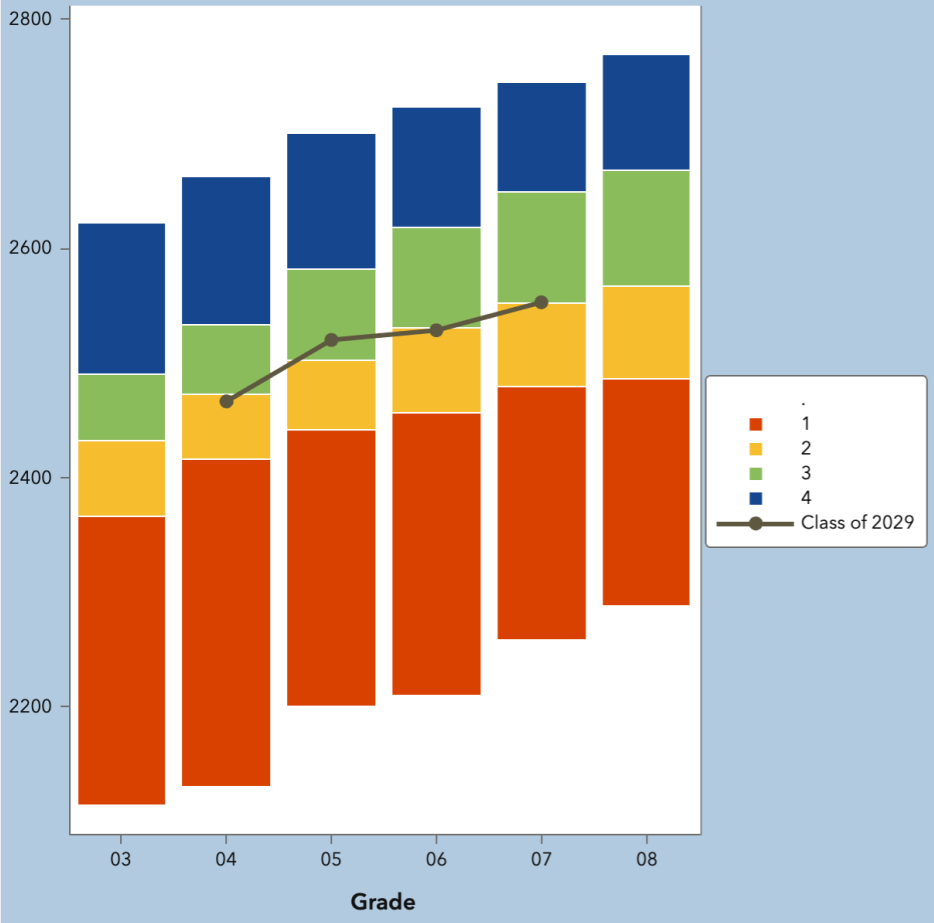**29.9% met Growth Target (37.2% CT)**

SBA ELA Performance Grade 7

Rough Cohort: ELA Class of 2029

Class	Grade	School Year
	04	2020-21
Class of 2029	05	2021-22
	06	2022-23
	07	2023-24

Total Number with Scored Tests	Average Vertical Scale Score (VSS)	Percent Level 3&4
190	2467	50.0%
192	2520	59.4%
201	2529	50.2%
198	2553	51.0%

40.2% met Growth Target (36.3% CT)

SBA ELA Performance Grade 8

English Language Arts (ELA)
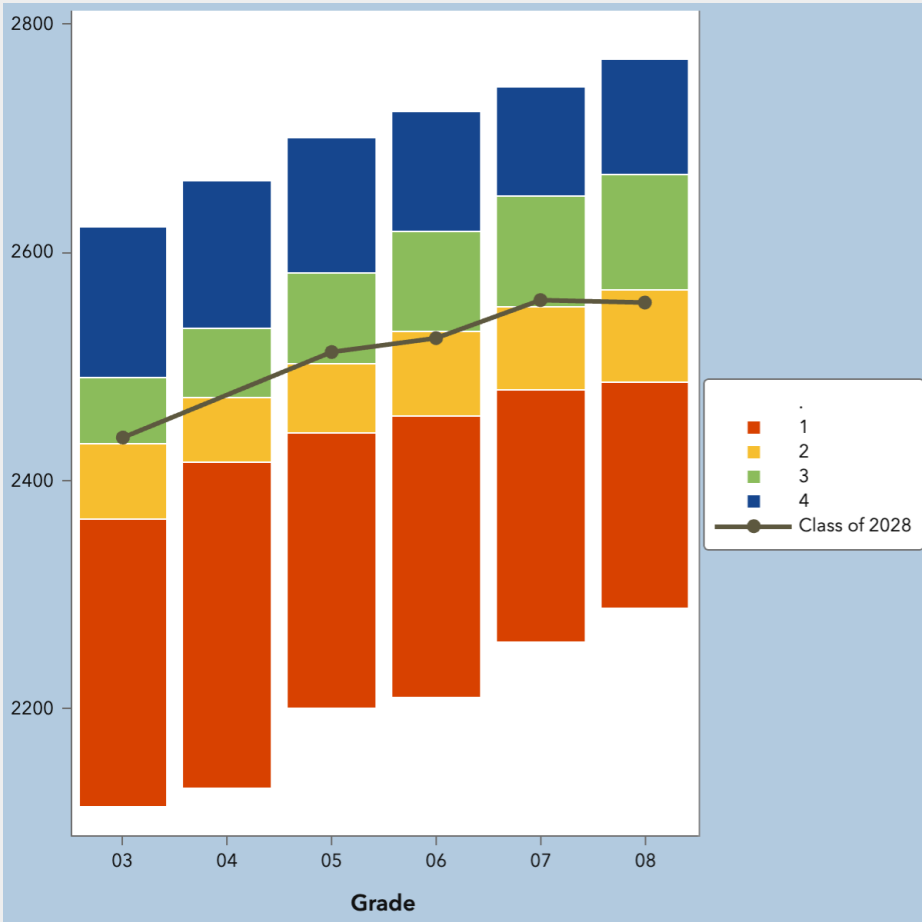
Filter By 2

Year	Not Met	Approaching	Met	Exceeded
2021-22	26.19%	29.52%	35.71%	8.57%
2022-23	31.96%	26.29%	31.96%	9.79%
2023-24	23.62%	27.64%	34.17%	14.57%

0% — 100%

Performance Level
■ Not Met ■ Approaching ■ Met ■ Exceeded
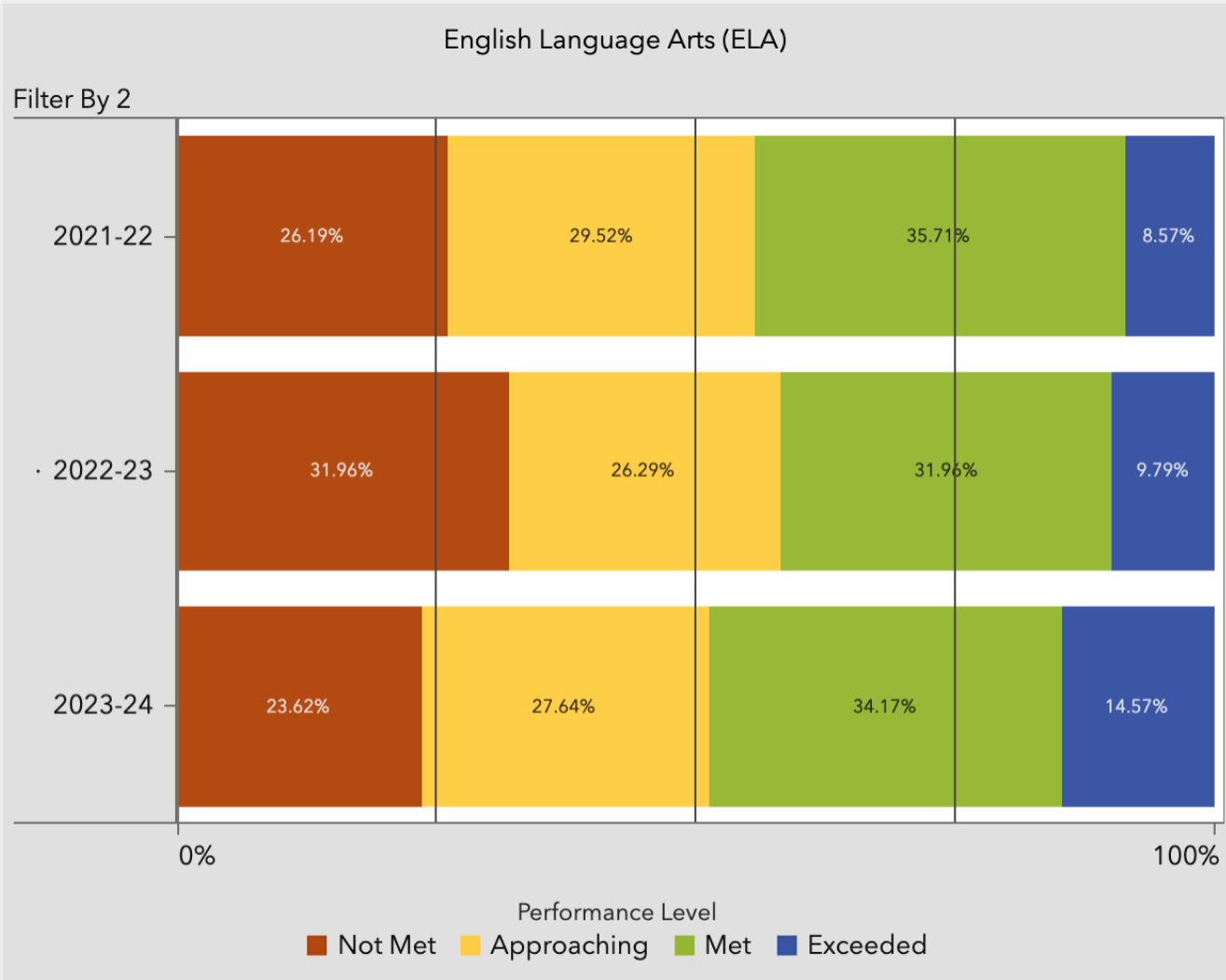
Percent at Level 3 or 4

44.3%
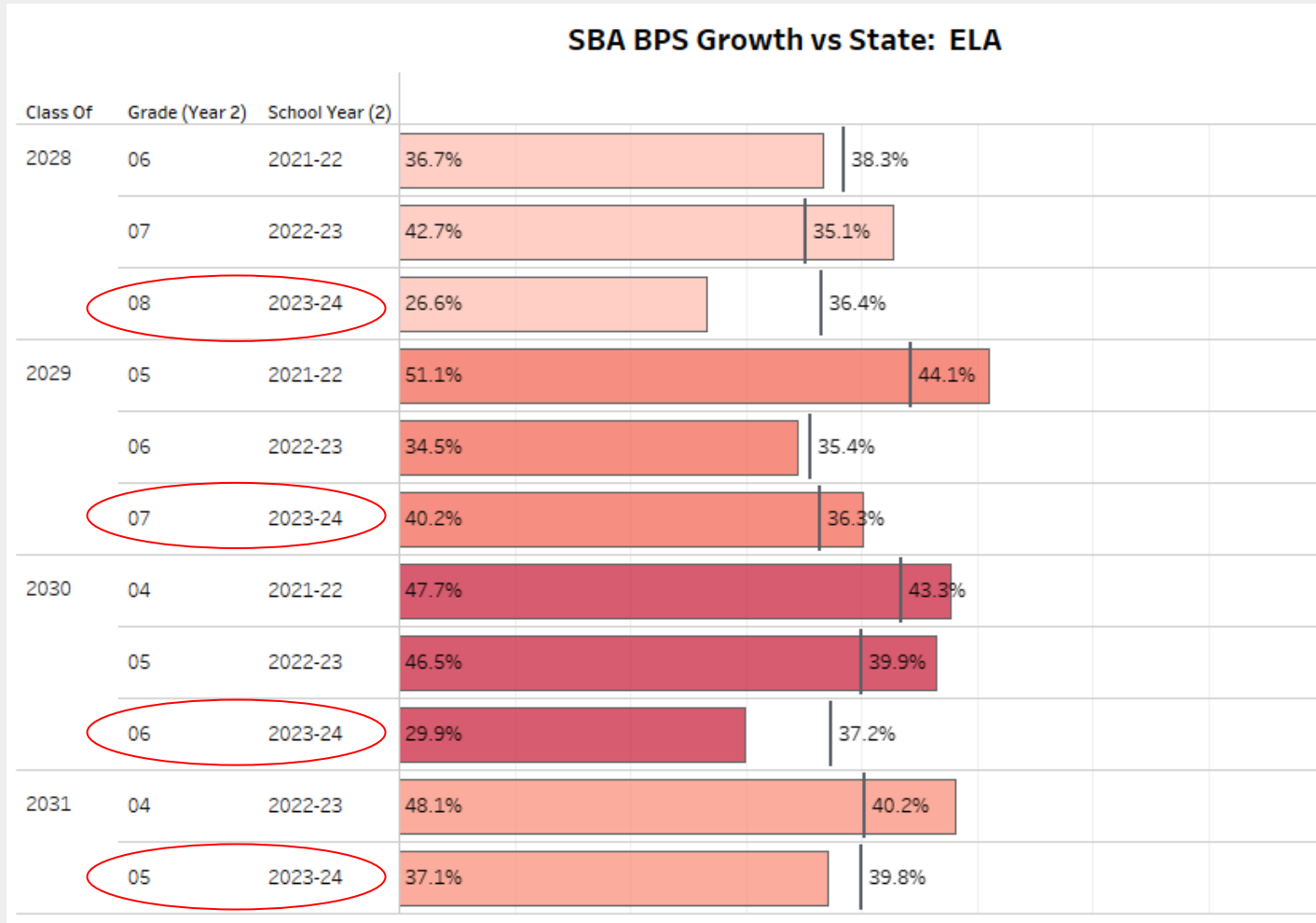
41.8%

48.7%

**2024
CT Avg 49.1%**

17

Rough Cohort: ELA Class of 2028

Class ▲	Grade ▲	School Year ▲
Class of 2028	03	2018-19
	05	2020-21
	06	2021-22
	07	2022-23
	08	2023-24

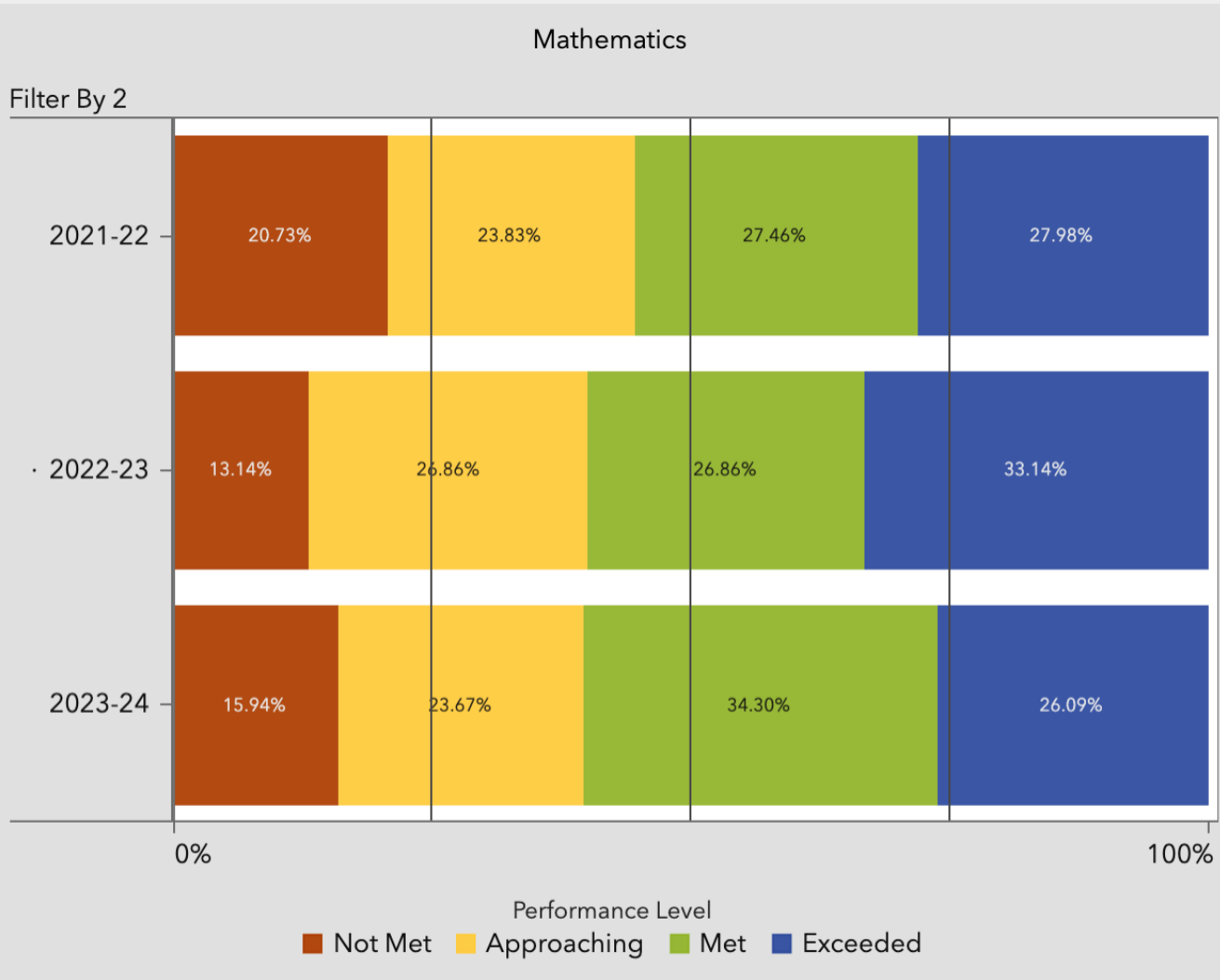| Total Number with Scored Tests	Average Vertical Scale Score (VSS)	Percent Level 3&4
192	2438	54.7%
184	2513	58.7%
191	2525	51.3%
202	2558	57.9%
199	2556	48.7%

26.6% met Growth Target (36.4% CT)

SBA Percentage of Students Meeting Growth Targets

Smarter Balanced Assessment: Mathematics

SBA Mathematics Performance Grade 5
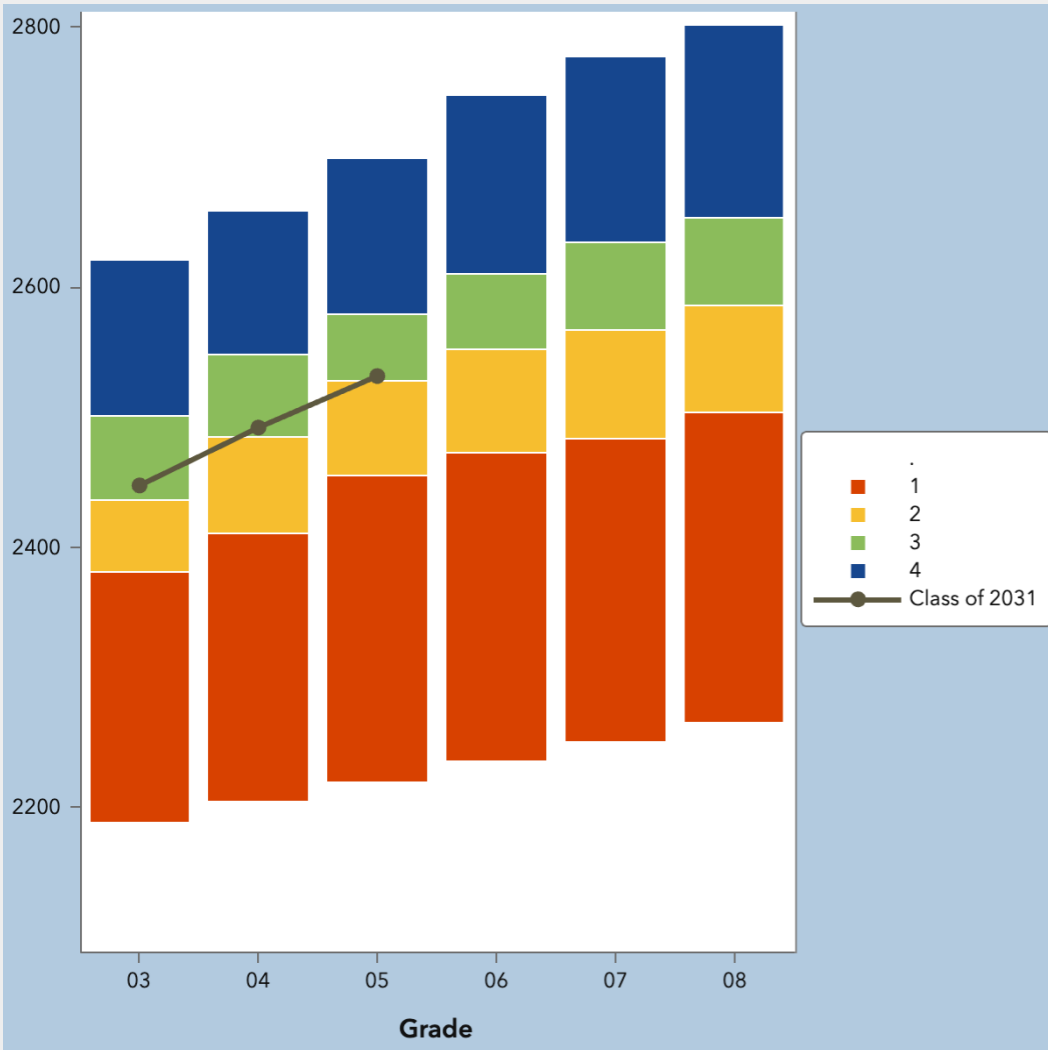
Mathematics

Filter By 2

	Not Met	Approaching	Met	Exceeded
2021-22	20.73%	23.83%	27.46%	27.98%
2022-23	13.14%	26.86%	26.86%	33.14%
2023-24	15.94%	23.67%	34.30%	26.09%

0%   100%

Performance Level
■ Not Met ■ Approaching ■ Met ■ Exceeded

Percent at Level 3 or 4

55.4%

60.0%

60.4%

**2024
CT Avg 43.1%**

Rough Cohort: Mathematics Class of 2031
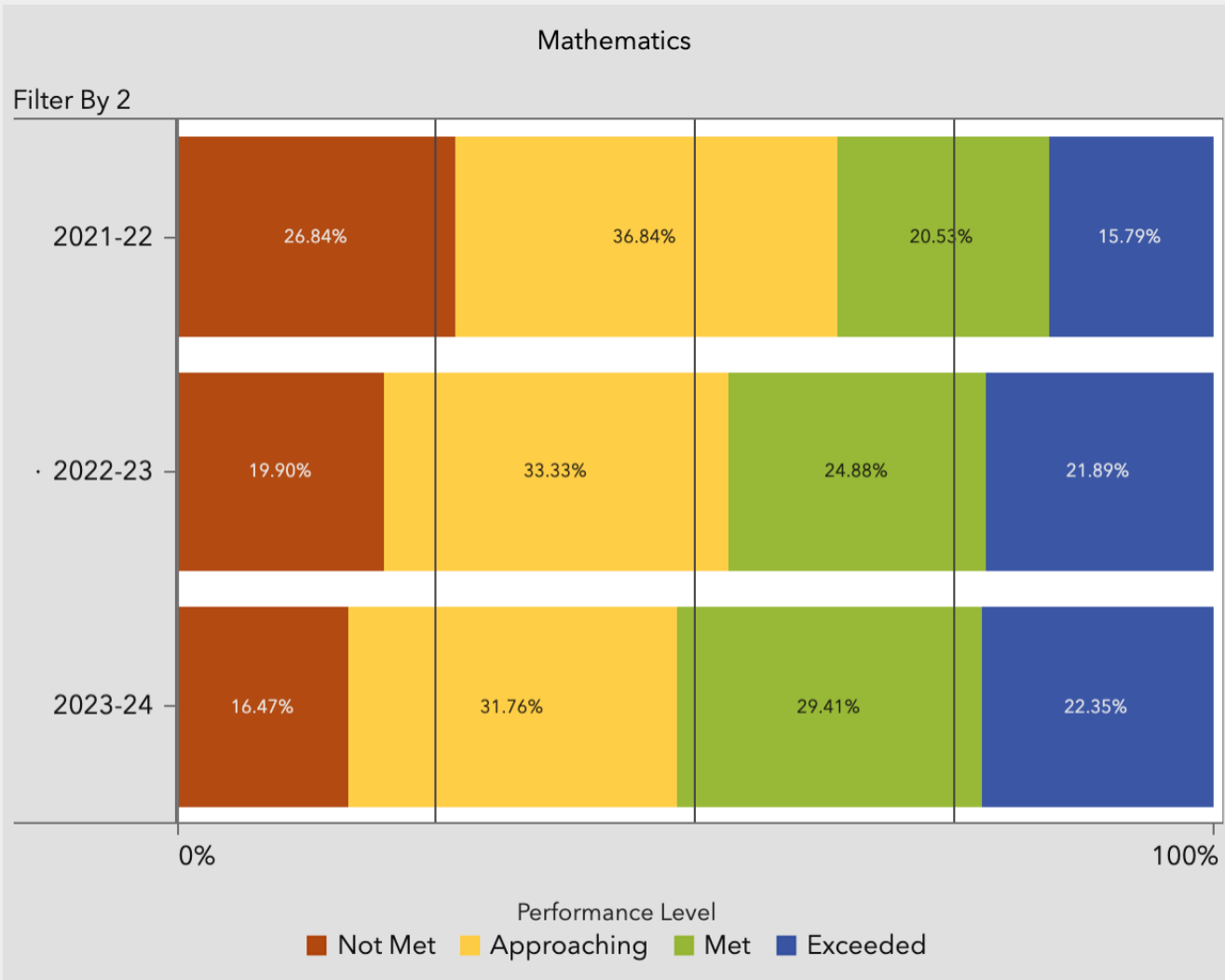

Class	Grade	School Year
Class of 2031	03	2021-22
	04	2022-23
	05	2023-24

Total Number with Scored Tests	Average Vertical Scale Score (VSS)	Percent Level 3&4
194	2448	58.2%
204	2492	58.3%
207	2532	60.4%

53.7% met Growth Target (44.2% CT)

SBA Mathematics Performance Grade 6

Rough Cohort: Mathematics Class of 2030
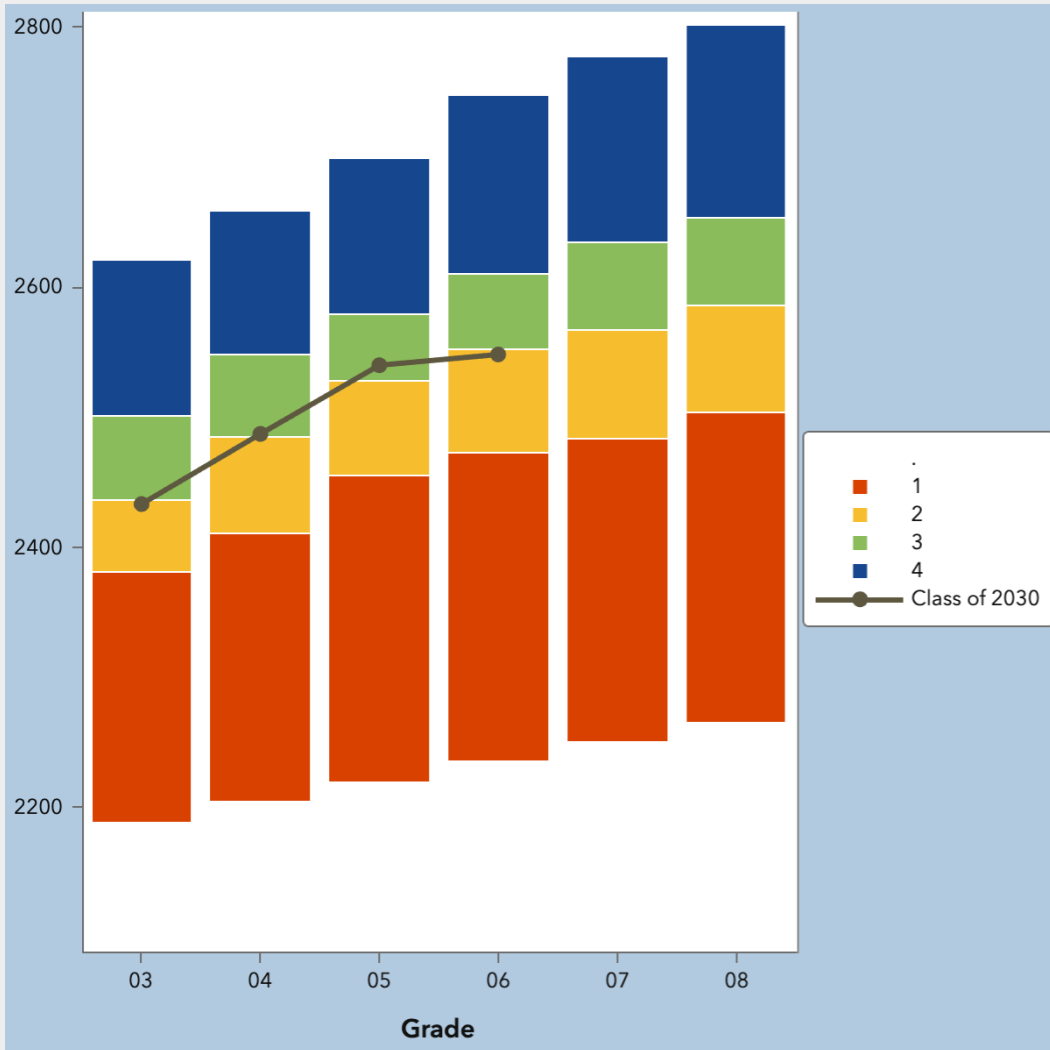

Class	Grade	School Year
	03	2020-21
Class of 2030	04	2021-22
	05	2022-23
	06	2023-24

Total Number with Scored Tests	Average Vertical Scale Score (VSS)	Percent Level 3&4
169	2433	49.7%
179	2487	52.5%
175	2540	60.0%
170	2549	51.8%

27.3% met Growth Target (39.7% CT)

24

SBA Mathematics Performance Grade 7

Mathematics

Filter By 2

2021-22	Not Met 32.11%	Approaching 27.37%	Met 21.58%	Exceeded 18.95%
2022-23	20.90%	33.33%	26.87%	18.91%
2023-24	23.83%	28.50%	23.83%	23.83%

0%   100%

Performance Level
■ Not Met ■ Approaching ■ Met ■ Exceeded
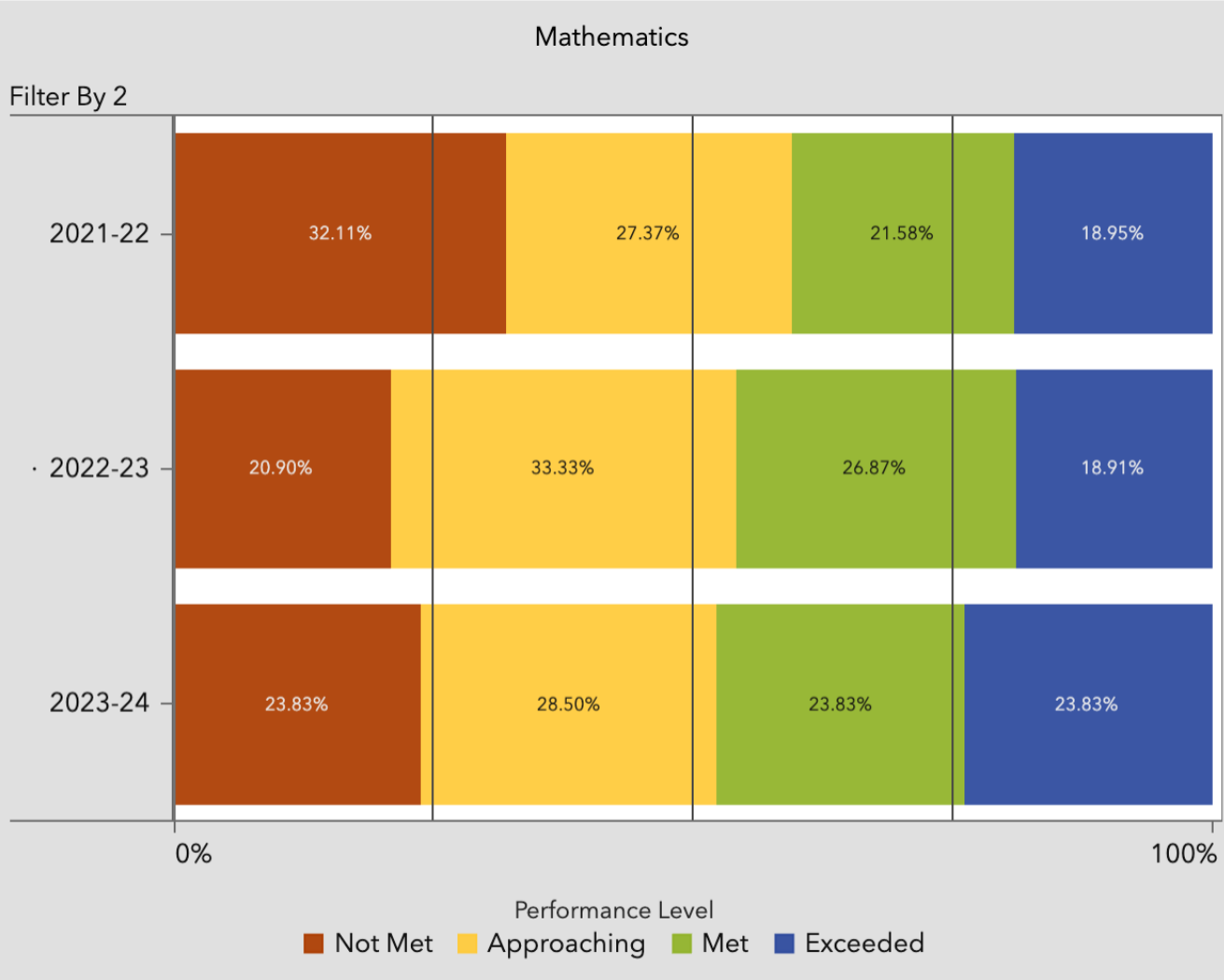
Percent at Level 3 or 4
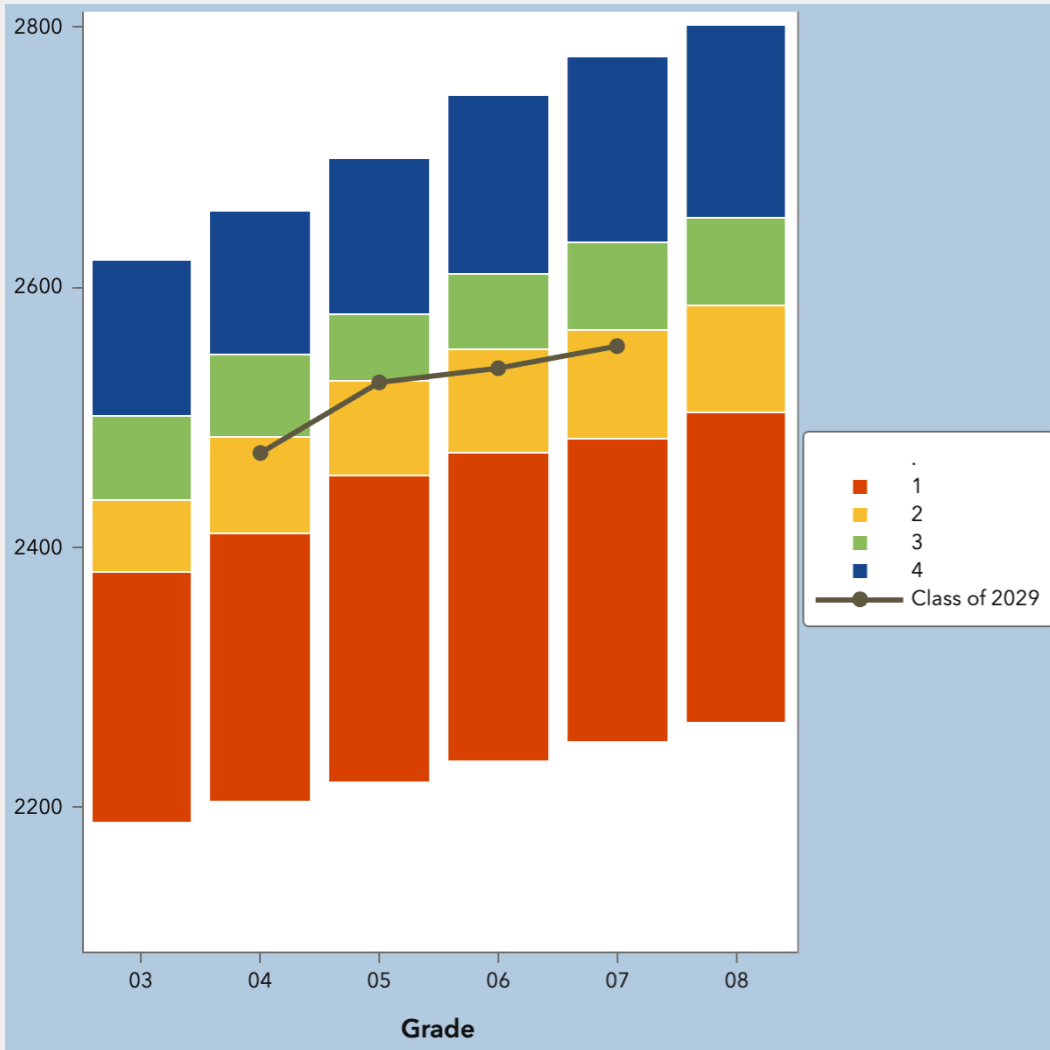
40.5%

45.8%

47.7%

**2024
CT Avg 41.5%**
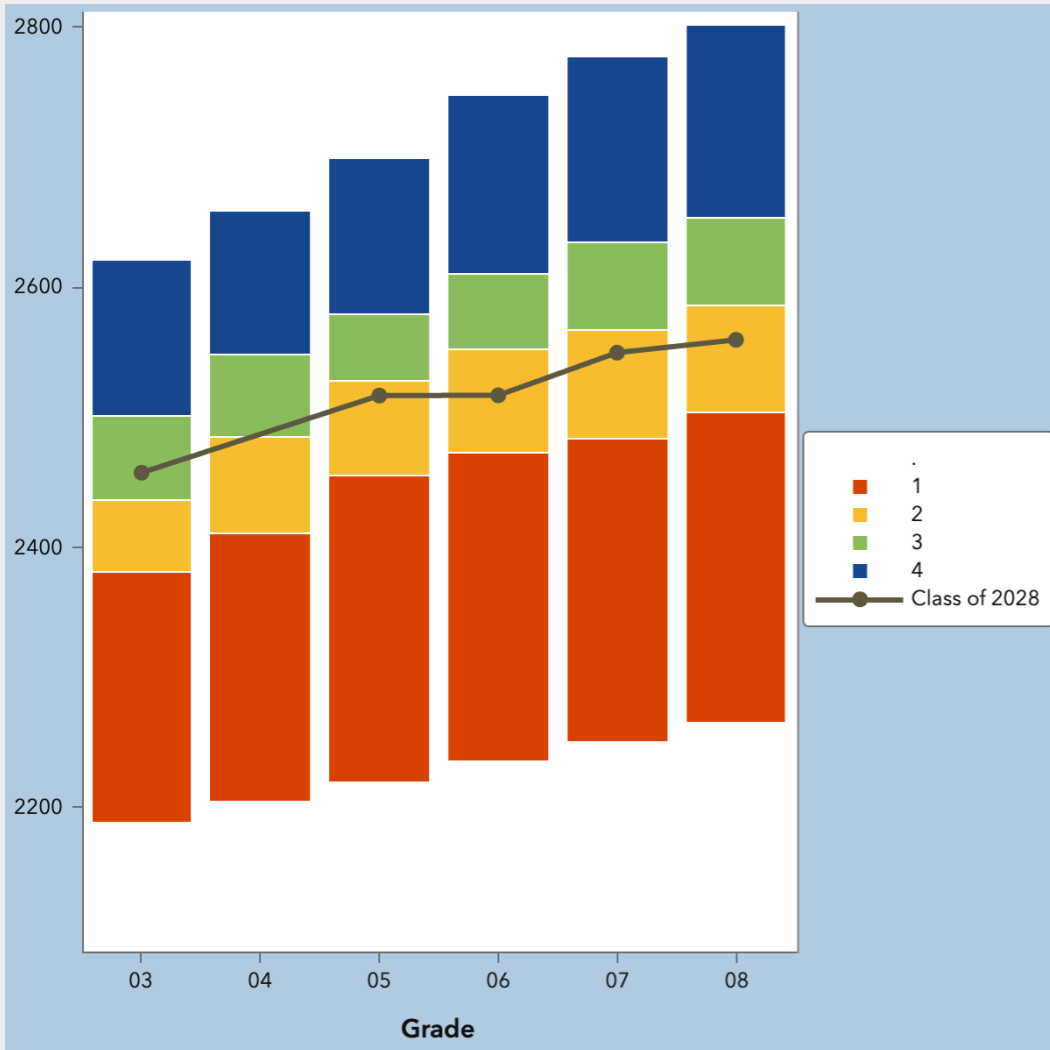
Rough Cohort: Mathematics Class of 2029

Class	Grade	School Year
Class of 2029	04	2020-21
	05	2021-22
	06	2022-23
	07	2023-24

Total Number with Scored Tests	Average Vertical Scale Score (VSS)	Percent Level 3&4
190	2473	45.3%
193	2527	55.4%
201	2538	46.8%
193	2555	47.7%

37.0% met Growth Target (43.4% CT)

SBA Mathematics Performance Grade 8

Rough Cohort: Mathematics Class of 2028

Class	Grade	School Year
Class of 2028	03	2018-19
	05	2020-21
	06	2021-22
	07	2022-23
	08	2023-24

Total Number with Scored Tests	Average Vertical Scale Score (VSS)	Percent Level 3&4
191	2458	65.4%
184	2517	50.5%
190	2517	36.3%
201	2550	45.8%
195	2560	46.7%

43.3% met Growth Target (39.8% CT)

SBA Percentage of Students Meeting Growth Targets

SBA BPS Growth vs State: Math

Class Of	Grade (Year 2)	School Year (2)	BPS	State
2028	06	2021-22	25.4%	43.3%
	07	2022-23	48.4%	43.0%
	08	2023-24	43.3%	39.8%
2029	05	2021-22	65.4%	50.8%
	06	2022-23	29.7%	40.4%
	07	2023-24	37.0%	43.4%
2030	04	2021-22	52.6%	49.3%
	05	2022-23	67.3%	45.2%
	06	2023-24	27.3%	39.7%
2031	04	2022-23	42.9%	45.5%
	05	2023-24	53.7%	44.2%
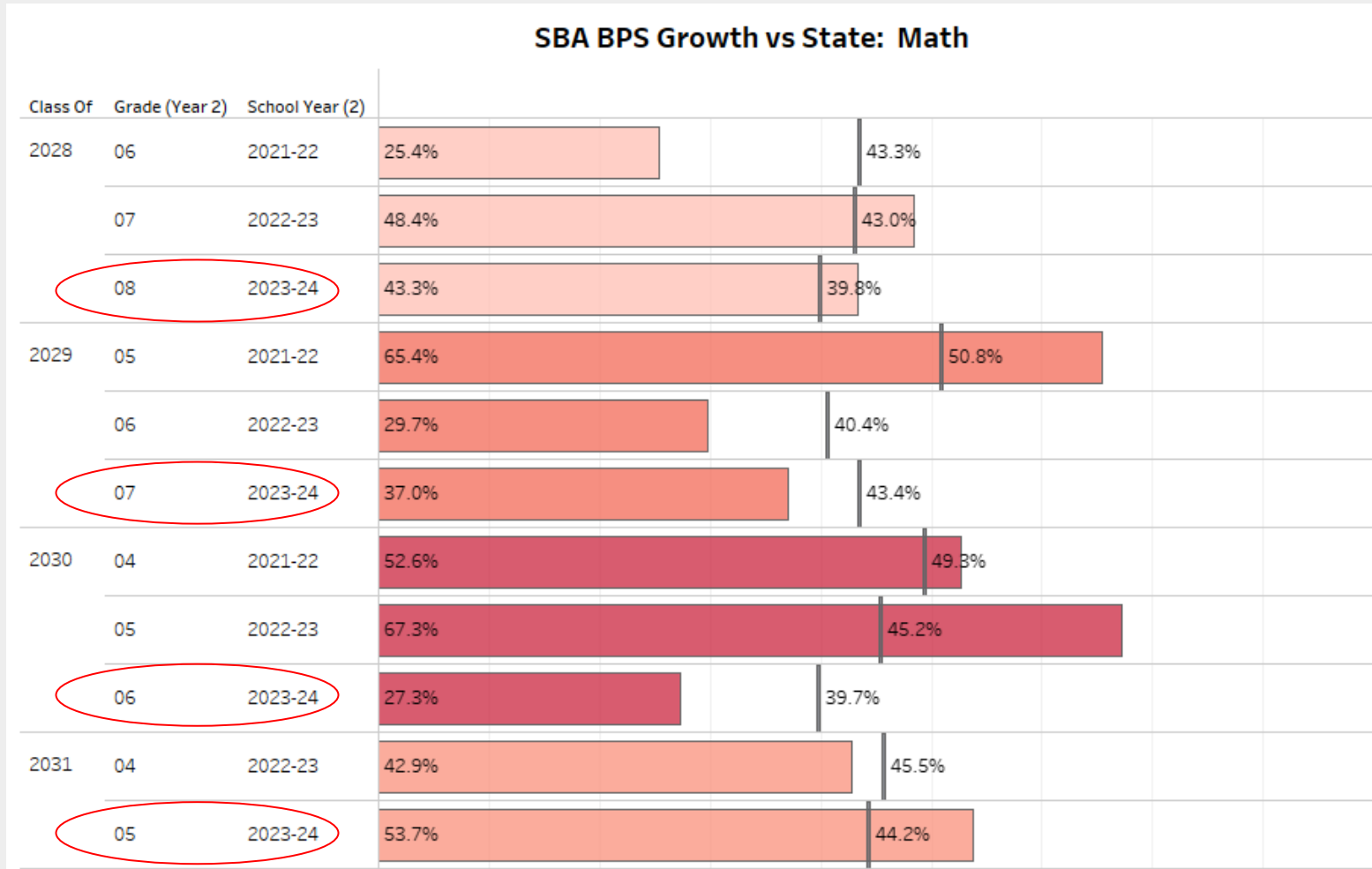
SBA Trends and Next Steps

Trends

- More consistent progress in math achievement over the last three years as compared to literacy
- When looking at growth, two bright spots emerge: Grades 5 & 8 mathematics
- When looking at year to year achievement, there is a dip in performance between Grade 5 and 6
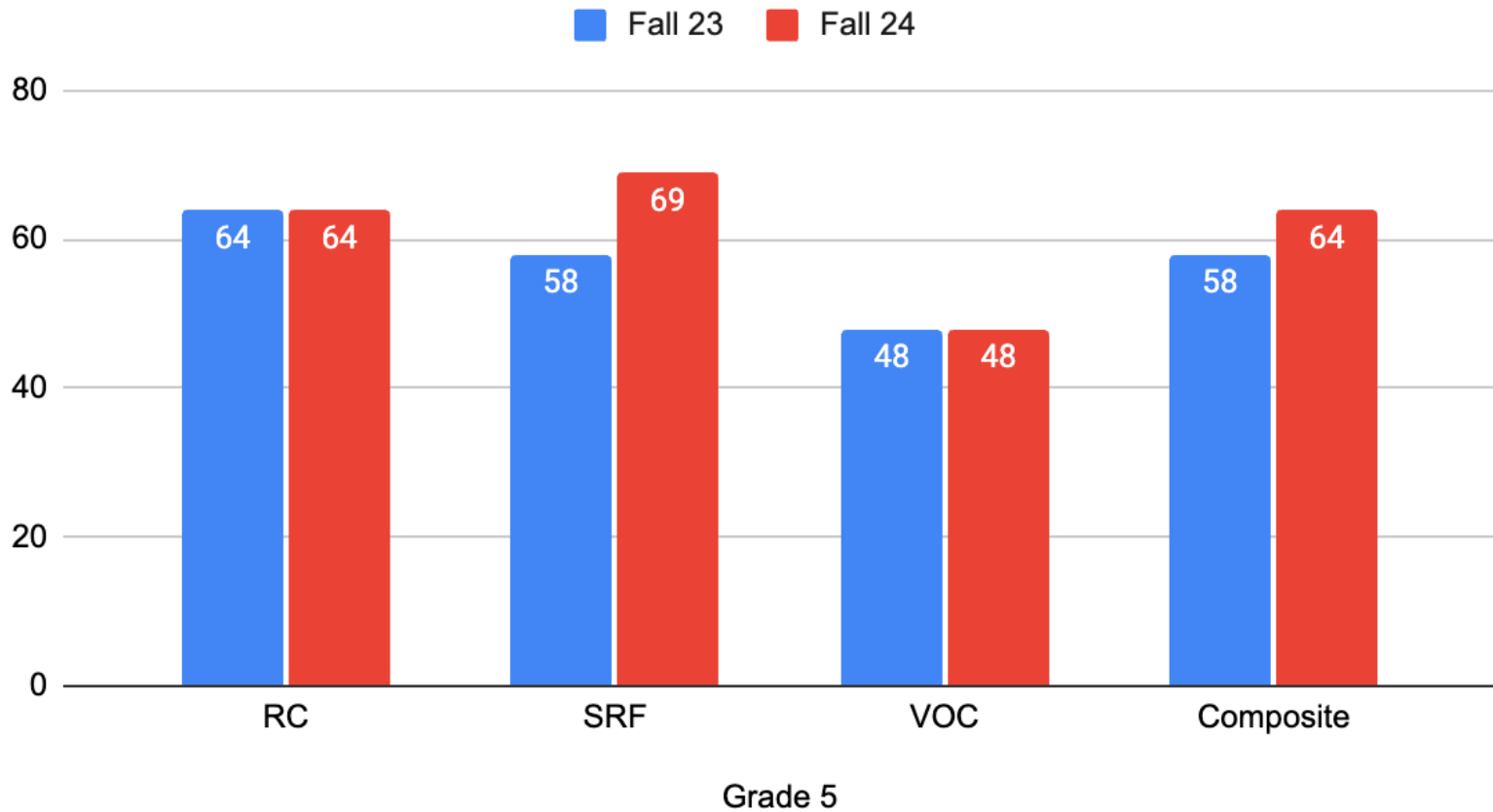
Strategic Actions

- Major scheduling changes this year to increase instructional time in grade 6
- Making student thinking visible through "Thinking Classrooms" in math
- High Dosage Tutoring program
- Researching a new elementary math curriculum resource to build stronger foundational understanding
- Continued emphasis on non-fiction reading across content areas
- Reshaping leadership structure with emphasis on teacher leaders
- School, department, and teacher goals focused on high quality instruction

Fall Universal Screening: Reading

Grade 5 Fall Reading

Grade 6 Fall Reading

Aimsweb Reading

Legend: Fall 23, Fall 24

Category	Fall 23	Fall 24
RC	66	66
SRF	56	70
VOC	67	58
Composite	62	63
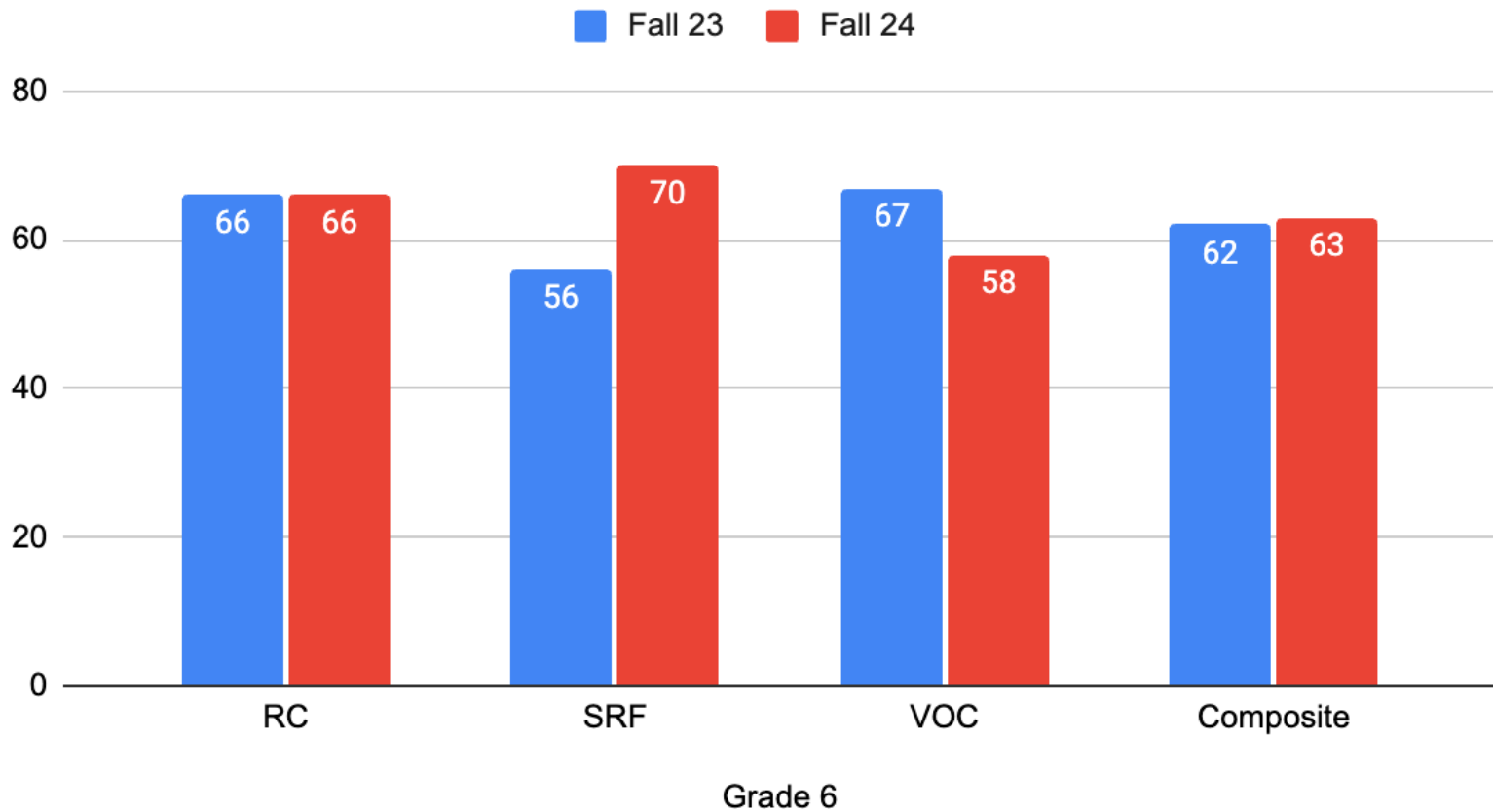
Grade 6

Grade 7 Fall Reading

Aimsweb Reading

Fall 23 ■ Fall 24

	RC	SRF	VOC	Composite
Fall 23	63	70	64	62
Fall 24	67	68	64	63
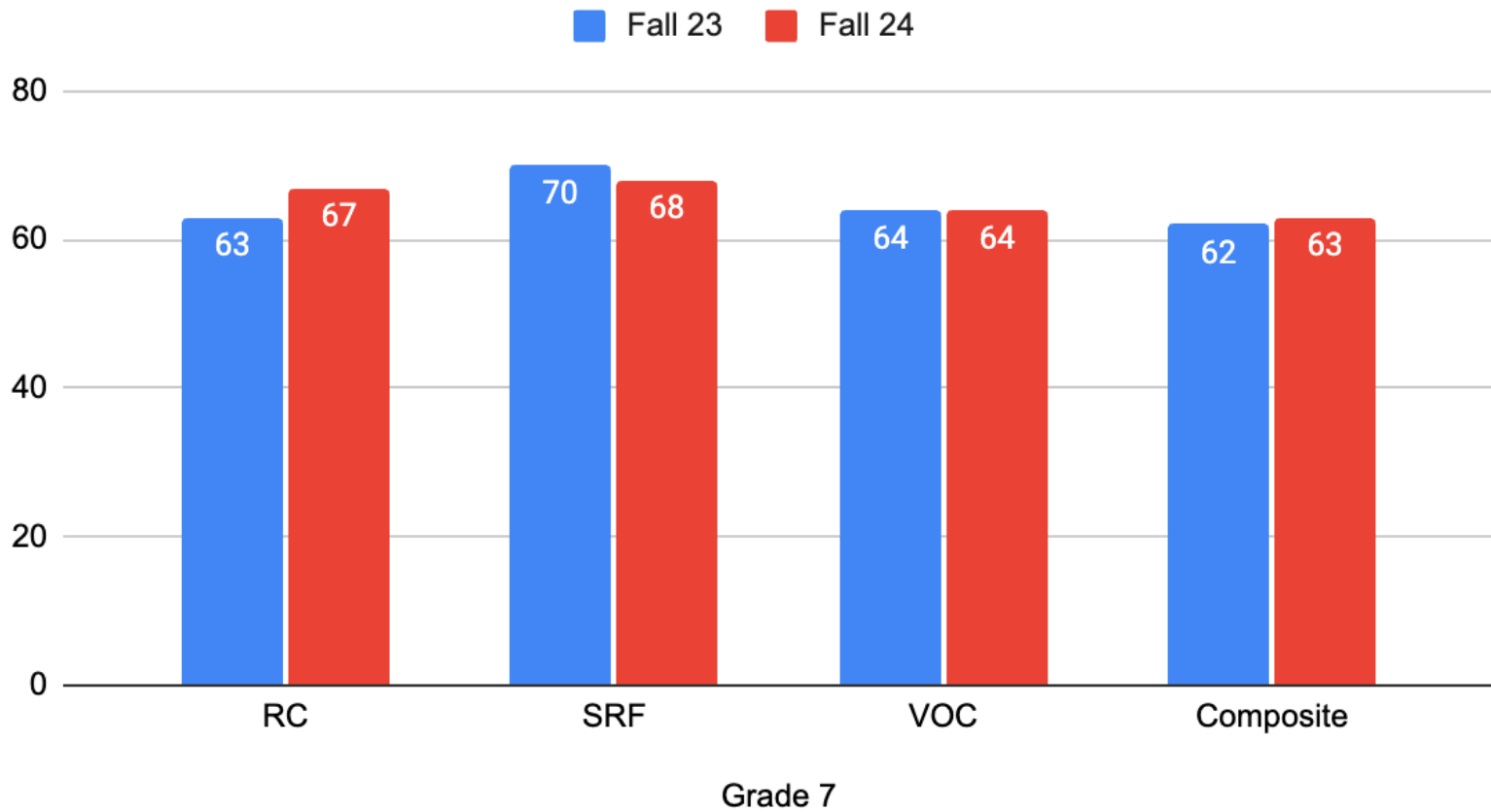
Grade 7

Grade 8 Fall Reading

Aimsweb Reading

Legend: Fall 23 (blue), Fall 24 (red)

	Fall 23	Fall 24
RC	74	74
SRF	72	88
VOC	69	60
Composite	70	76
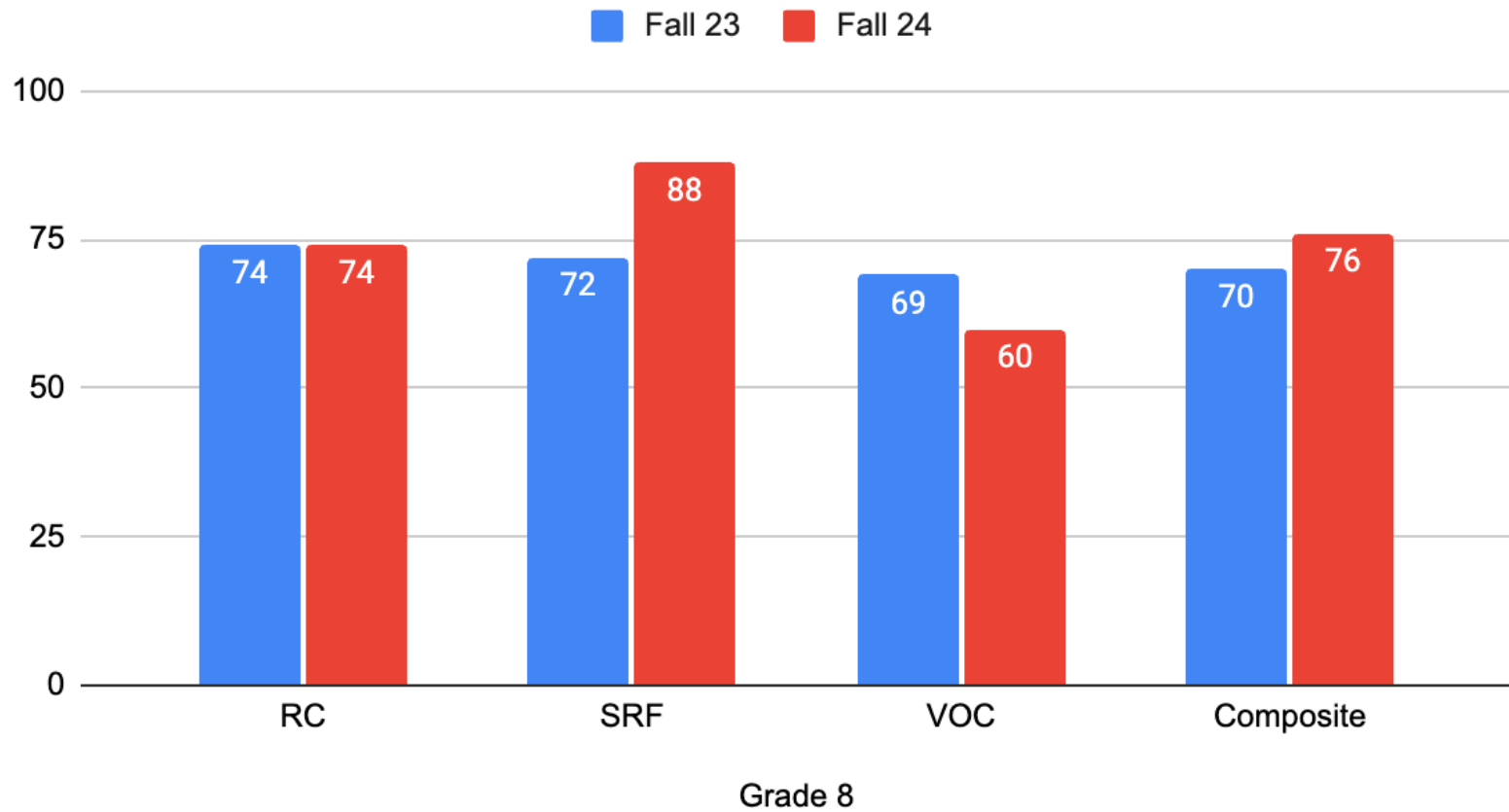
Grade 8

Fall Universal Screening: Mathematics

Grade 5 Fall Math

Grade 6 Fall Math

Aimsweb Math

Fall 23 ■ Fall 24

	CA	MCF	NCF-T	NSF	Composite
Fall 23	47	52	66	62	55
Fall 24	54	62	76	68	65
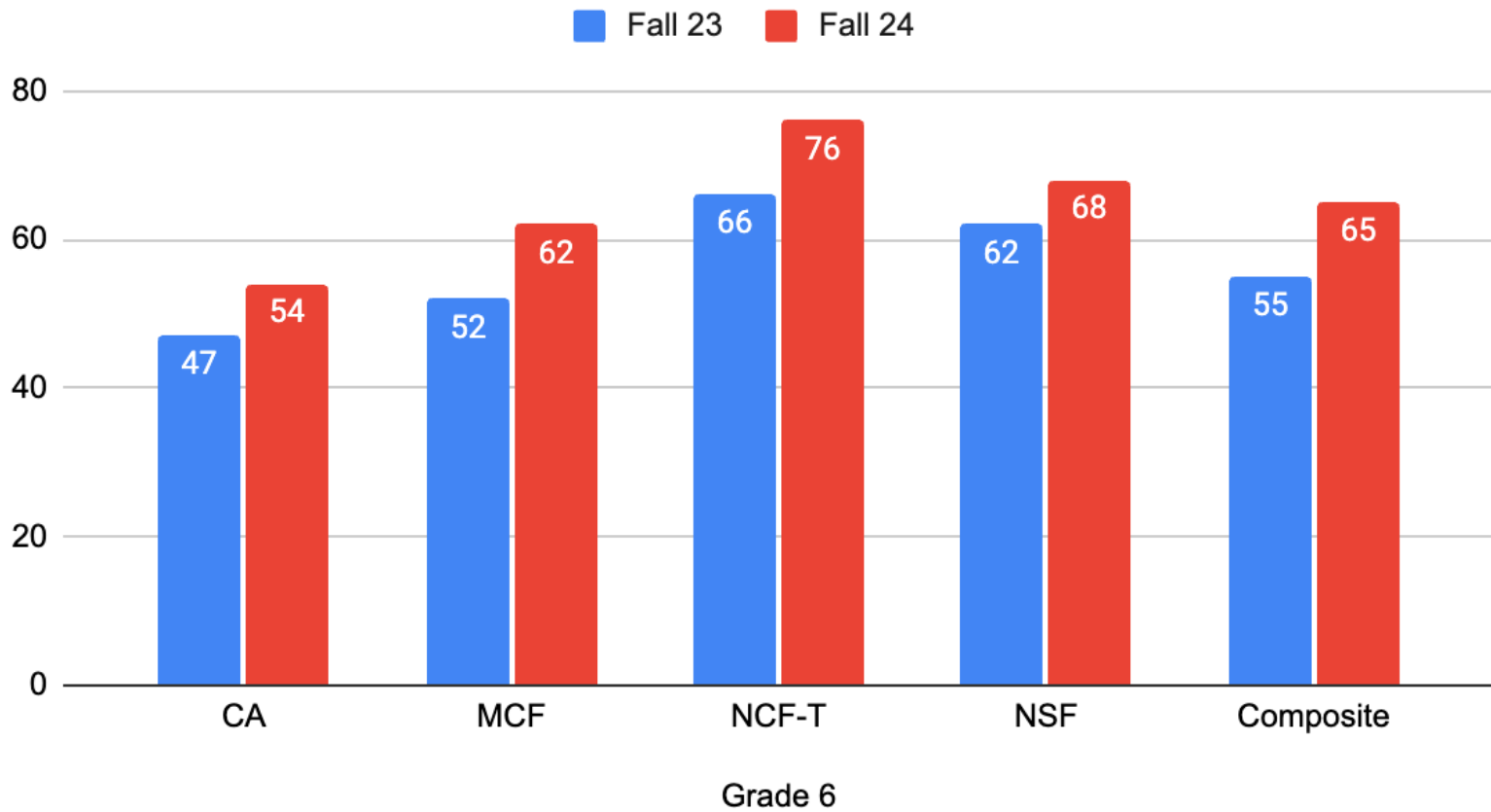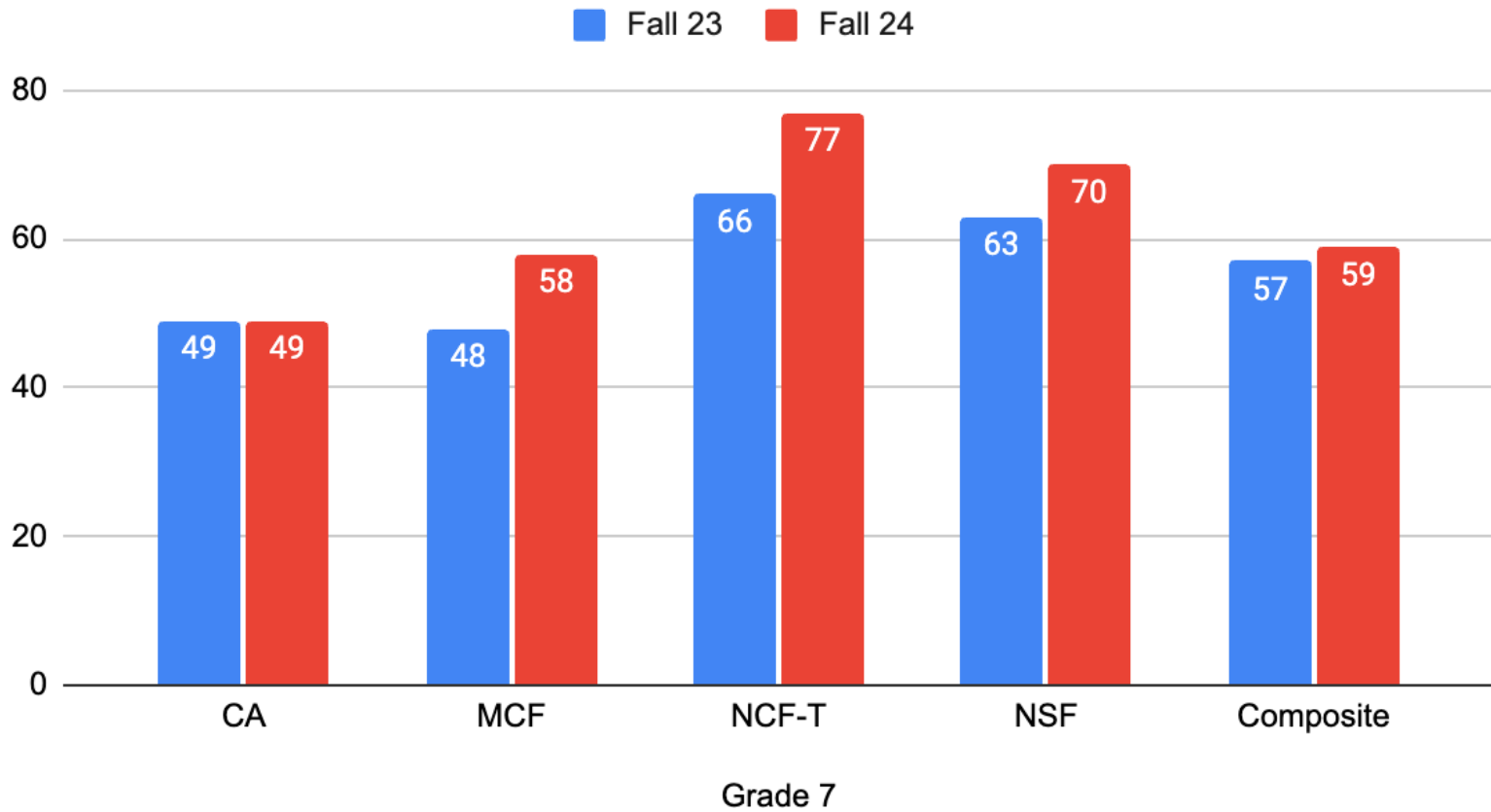
Grade 6

Grade 7 Fall Math

Grade 8 Fall Math
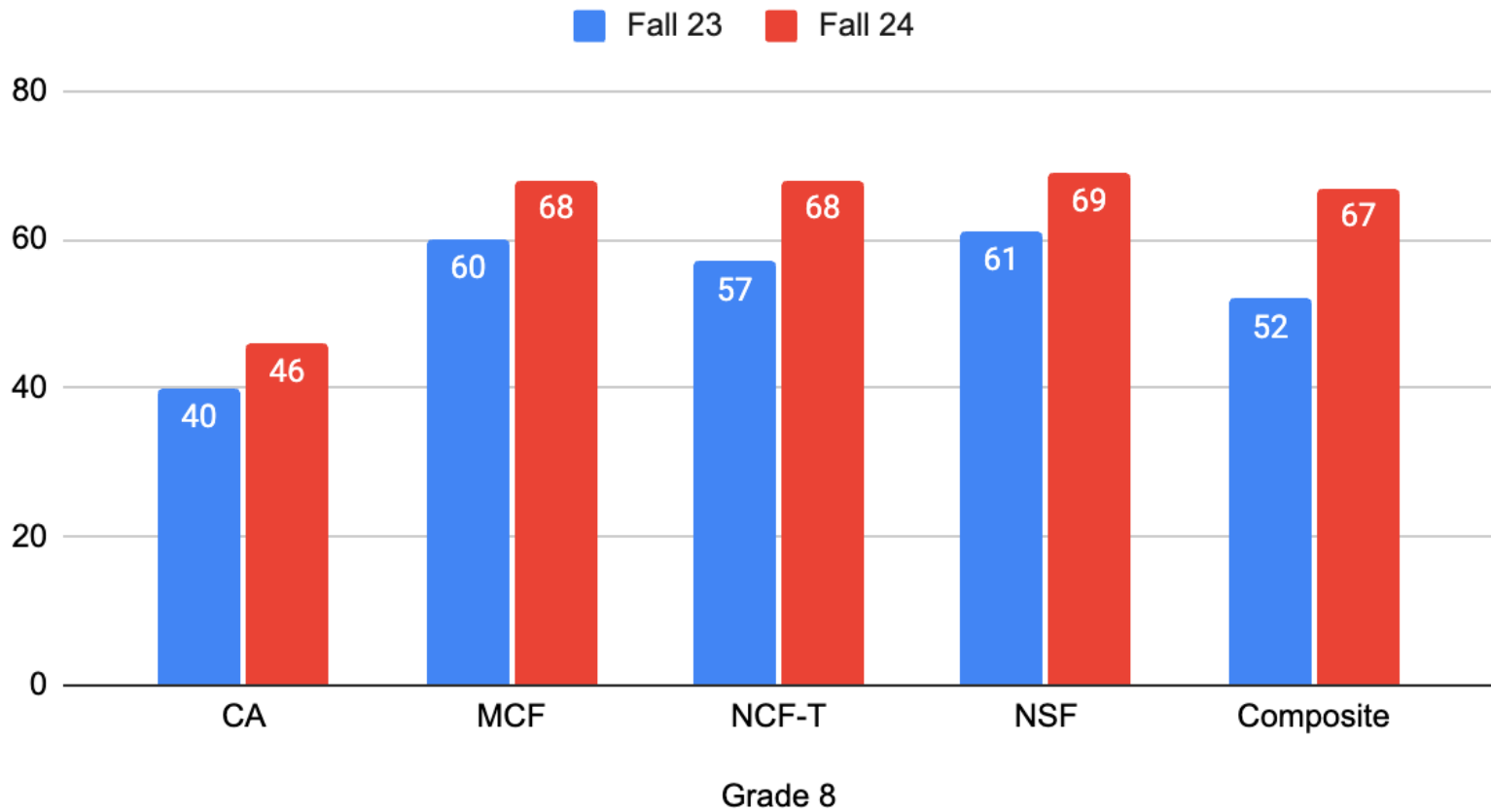
Universal Screening Uses

Next Steps

- On a district level, we are investigating whether or not any correlation can be made between aimsweb performance and SBA performance

- On a classroom level, we are identifying students who may need additional support or enrichment

- On a student level, we look to specific subtests to identify potential areas for intervention or progress monitoring

Next Generation Science Standards Assessment

Next Generation Science Standards
Grade 5

Next Generation Science Standards (NGSS) Assessmen

	Not Met	Approaching	Met	Exceeded
2021-22	17.28%	29.84%	38.74%	14.14%
2022-23	10.34%	32.18%	47.13%	10.34%
2023-24	12.94%	29.35%	45.27%	12.44%

Performance Level
Not Met Approaching Met Exceeded
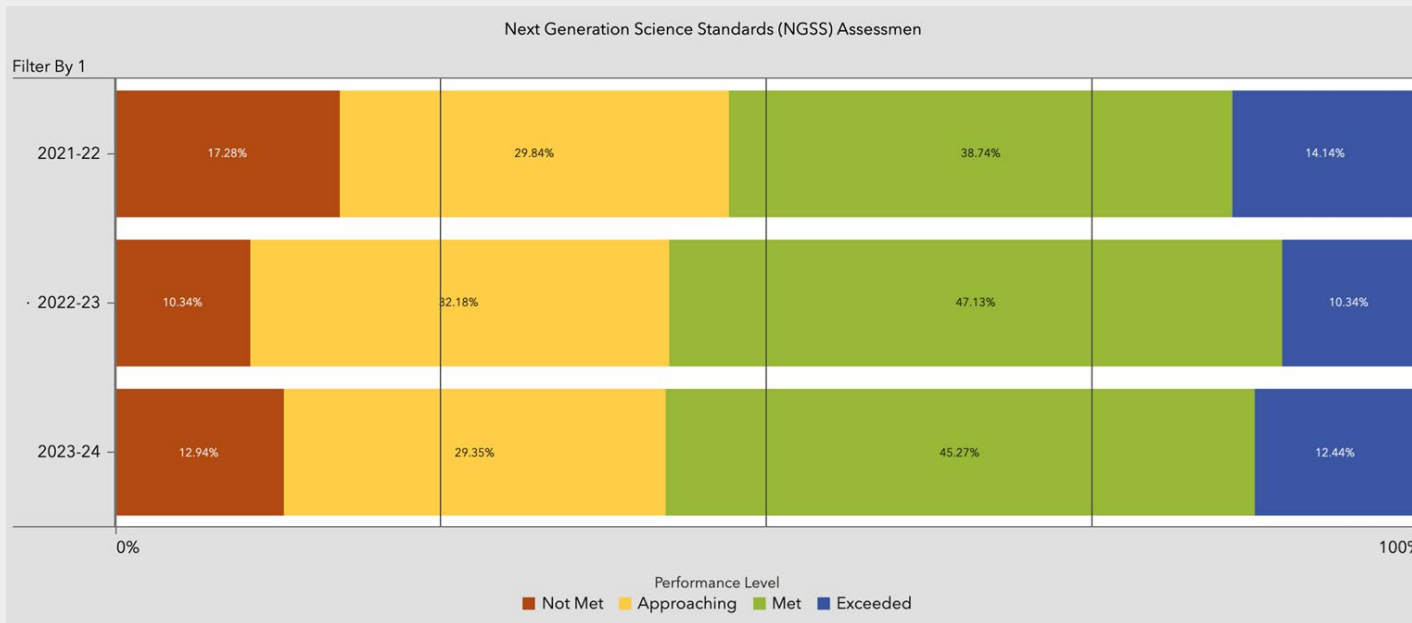
Percent Met or Exceeded

52.88%

57.64%

57.71%

**2024
CT Avg 50.8%**

Next Generation Science Standards
Grade 8

Next Generation Science Standards (NGSS) Assessmen

Filter By 1

2021-22	Not Met 22.11%	Approaching 35.68%	Met 33.17%	Exceeded 9.05%
2022-23	14.71%	41.18%	36.76%	7.35%
2023-24	25.82%	33.52%	28.57%	12.09%

0%   100%

Performance Level
■ Not Met ■ Approaching ■ Met ■ Exceeded
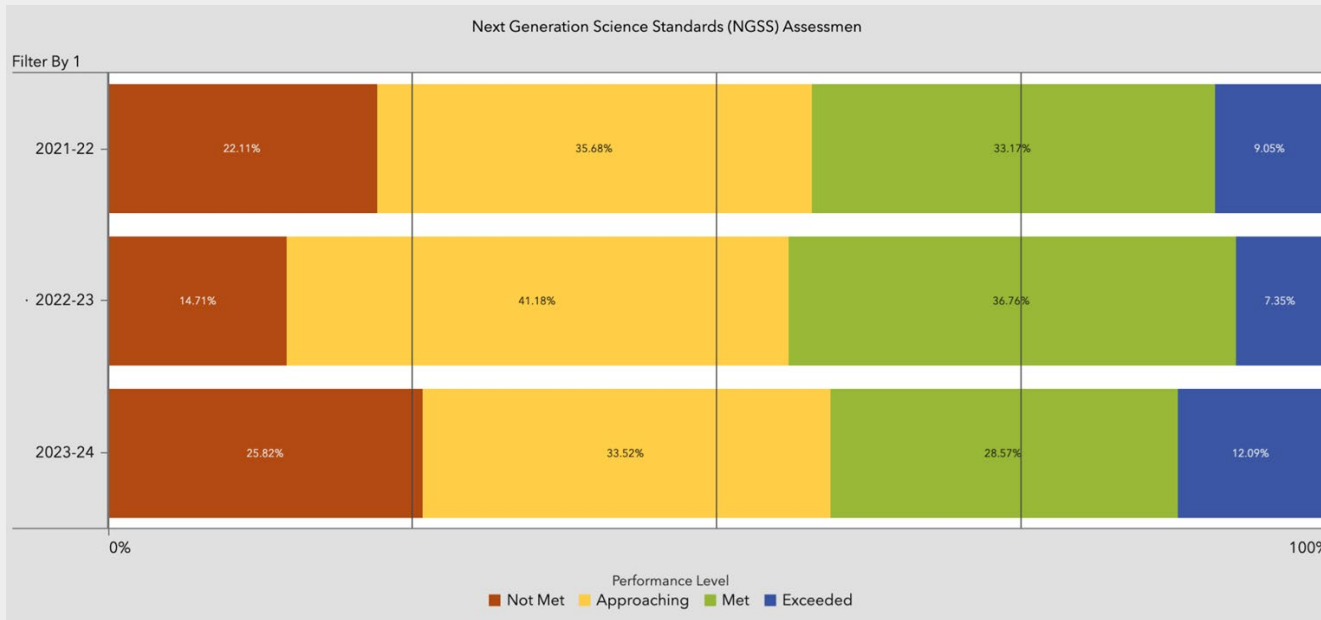
Percent Met or Exceeded

44.97%

50.52%

50.5%

**2024
CT Avg 48.1%**

44

Next Generation Science Standards
Grade 11

Next Generation Science Standards (NGSS) Assessmen

Filter By 1

Year	Not Met	Approaching	Met	Exceeded
2021-22	24.88%	30.14%	40.19%	4.78%
2022-23	22.68%	26.80%	43.30%	7.22%
2023-24	21.00%	28.50%	43.00%	7.50%

Performance Level
■ Not Met ■ Approaching ■ Met ■ Exceeded
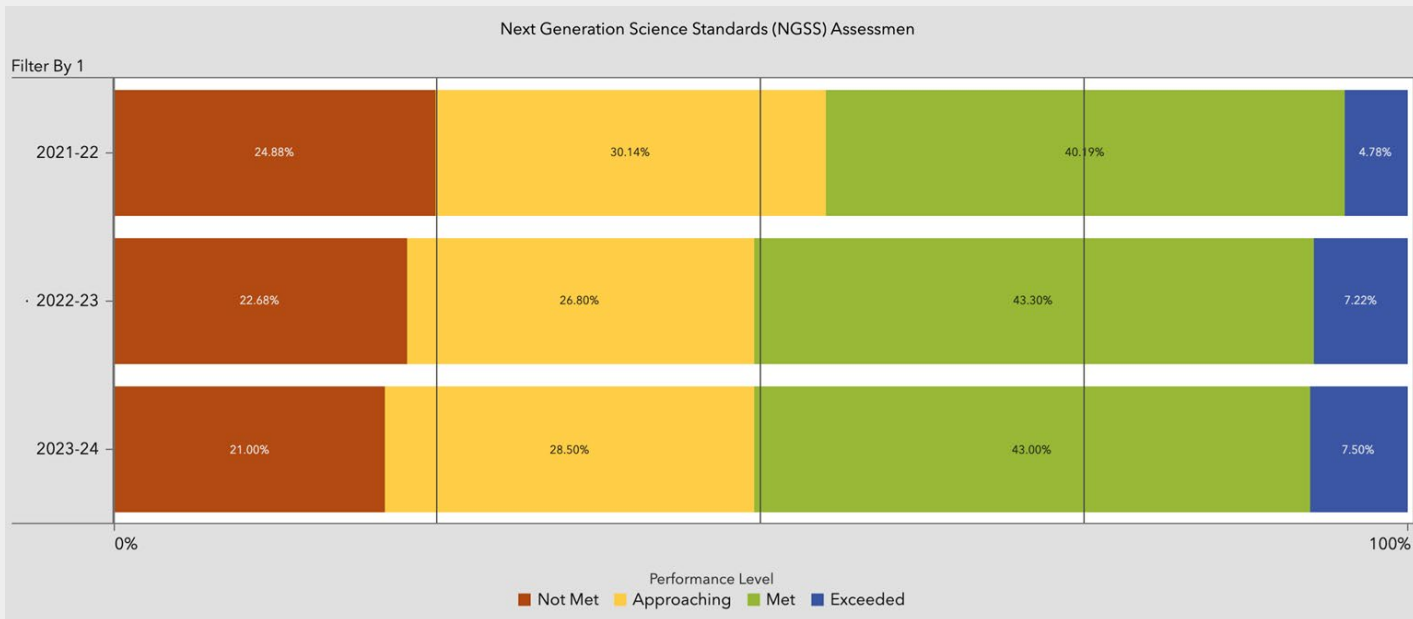
Percent Met or Exceeded

44.97%

44.11%

40.66%

**2024
CT Avg 46.7%**

SAT Evidence-Based Reading and Writing

SAT
Evidence-Based Reading and Writing
Superscore

SAT Super Scores

Performance Level
■ Not Met　■ Approaching　■ Met　■ Exceeded

SAT EBRW "Super" Scores by YOG

Class Of	Not Met	Approaching	Met	Exceeded
2022	16.25%	20.00%	48.13%	15.63%
2023	18.62%	20.74%	46.28%	14.36%
2024	17.86%	18.88%	50.51%	12.76%
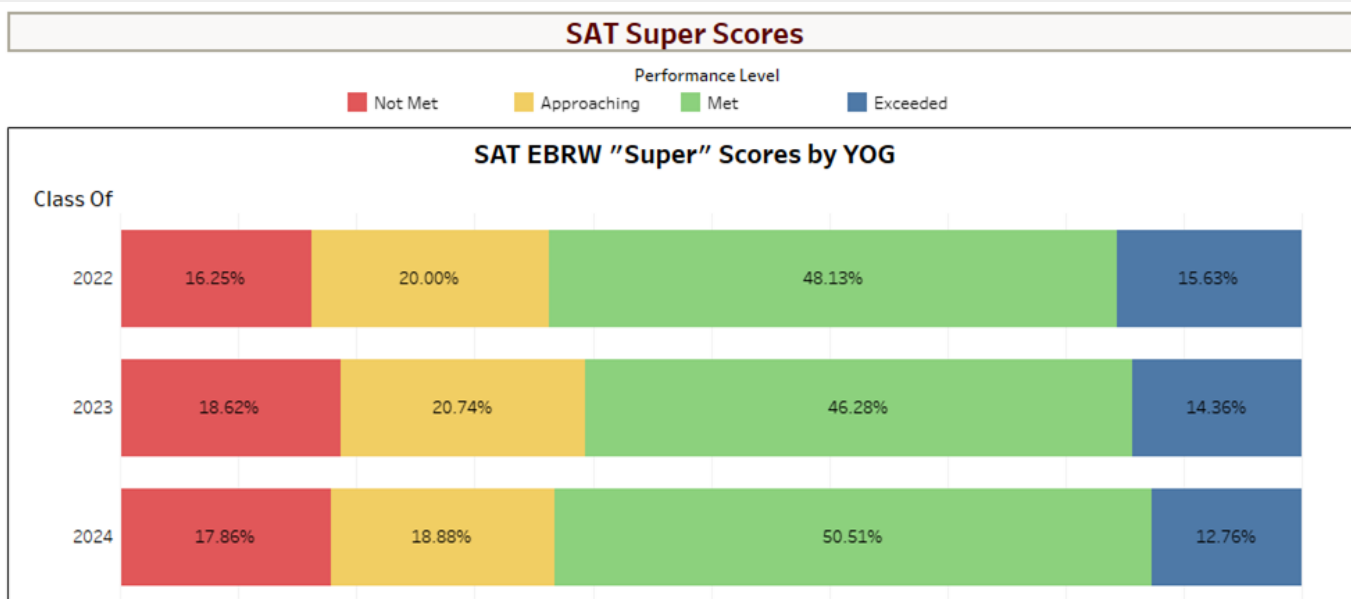
Percent Met or Exceeded

Super Score　School Day

63.76%　(59.9%)

60.64%　(53.0%)

63.27%　(59.7%)

SAT
Evidence-Based Reading and Writing
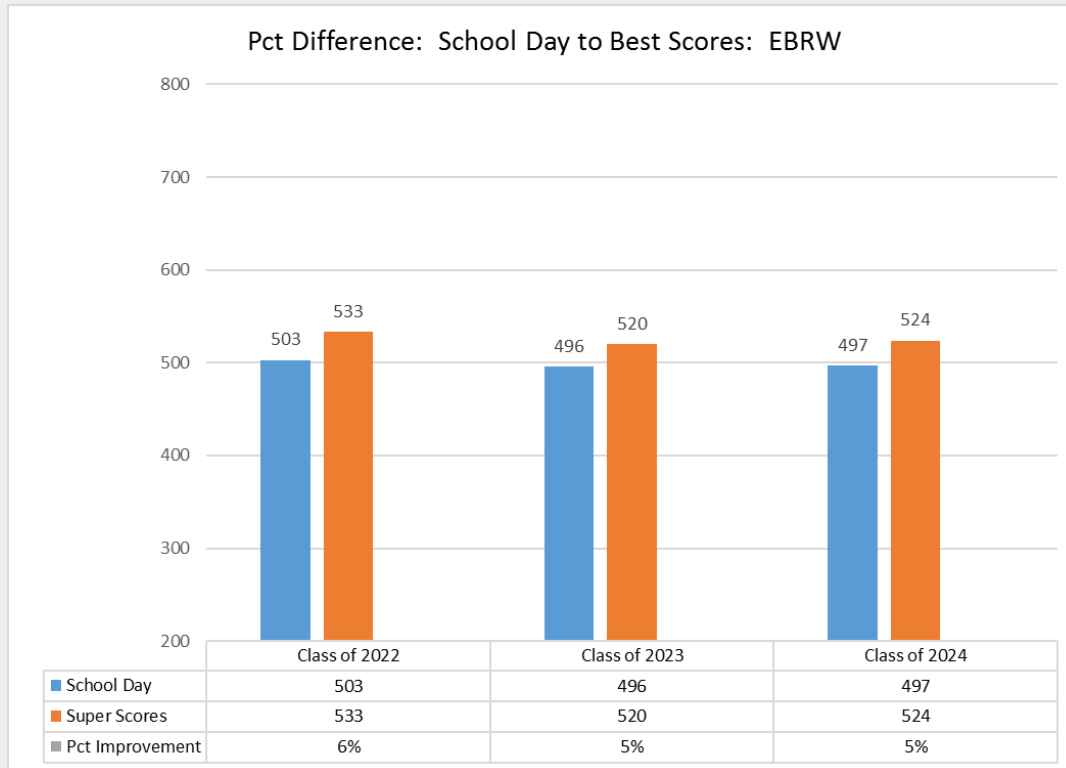
Pct Difference: School Day to Best Scores: EBRW

	Class of 2022	Class of 2023	Class of 2024
School Day	503	496	497
Super Scores	533	520	524
Pct Improvement	6%	5%	5%

Score Ranges by Level:

	Level 1	Level 2	Level 3	Level 4	Level 3+
ELA	200-410	420-470	480-620	630-800	480-800
Math	200-410	420-520	530-640	650-800	530-800

SAT Mathematics

SAT
Mathematics
Superscore

SAT Super Scores

Performance Level
Not Met Approaching Met Exceeded

SAT Math "Super" Scores by YOG

Class Of	Not Met	Approaching	Met	Exceeded
2022	23.13%	38.75%	27.50%	10.63%
2023	22.87%	47.87%	21.81%	7.45%
2024	17.35%	43.88%	27.04%	11.73%

Percent Met or Exceeded

Super Score School Day

38.13% (35.6%)

29.26% (25.2%)

38.77% (36.4%)

SAT
Mathematics

Pct Difference: School Day to Best Scores: Math

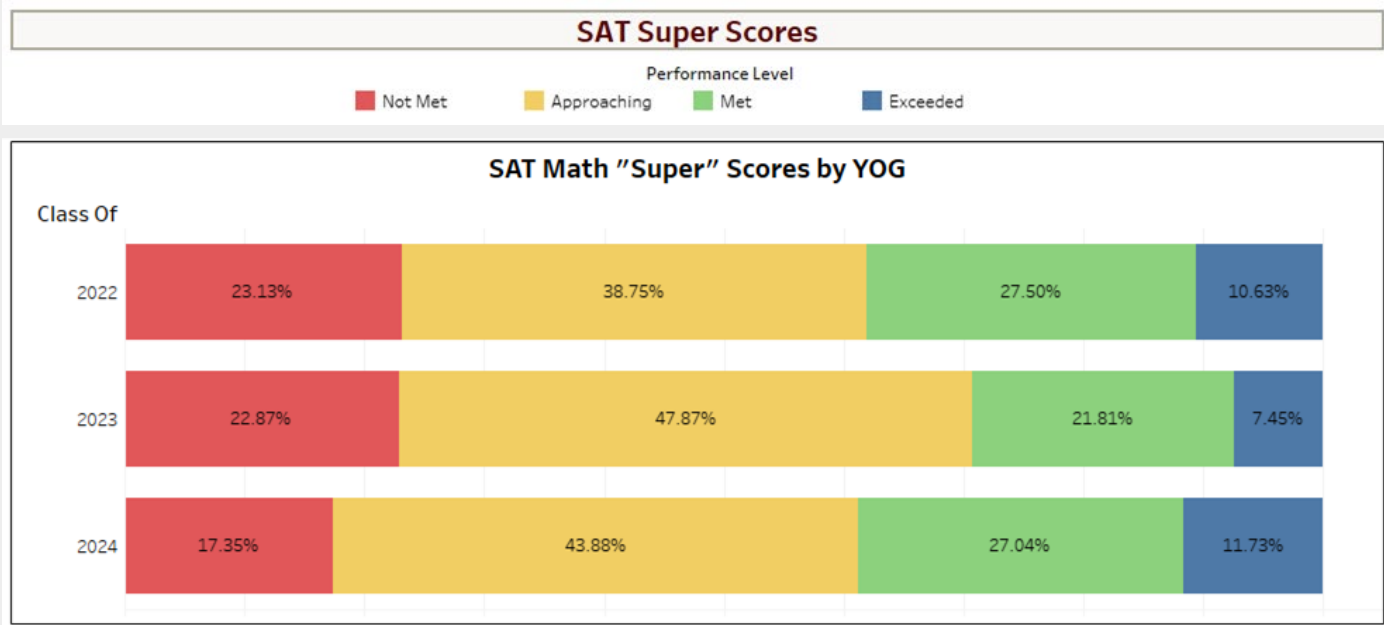|	Class of 2022	Class of 2023	Class of 2024
School Day	490	473	502
Super Scores	528	497	530
Pct Improvement	8%	5%	6%

Score Ranges by Level:

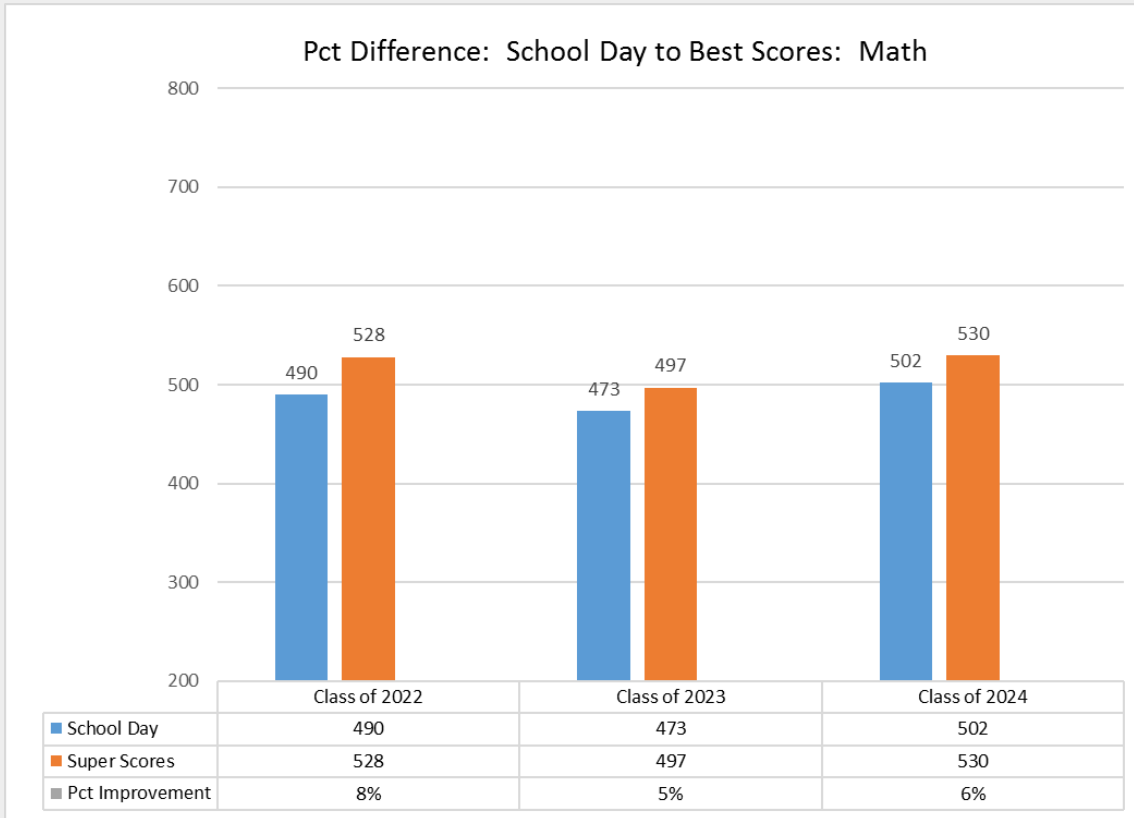|	Level 1	Level 2	Level 3	Level 4	Level 3+
ELA	200-410	420-470	480-620	630-800	480-800
Math	200-410	420-520	530-640	650-800	530-800

Advanced Placement Exams

Participation in AP exams has increased by 26.7% since 2022.

2022	2023	2024
146	177	185

Social Studies has seen a slight decrease in enrollment while Art, Language Arts, Mathematics, and Science, courses have all seen increases.

Advanced Placement Exams

The percentage of students eligible for college credit (3+ on the exam) has increased steadily over the past 3 years.

Pct of AP 3+ for All Subjects		
2022	2023	2024
52%	60%	69%

UConn Early College Experience

100 % of students participating in ECE courses are eligible to receive college credit.

2022	2023	2024
66	53	62

The number of available courses (between 5-7) is expected to increase as BHS further develops college and career pathways.

UConn Early College Experience

Recent ECE Course Offerings

- **Physics II***
- **English Literature***
- **Biology***
- **Latin**
- **Spanish**
- **Ancient Medieval Western History**
- **Modern Western History**

Taught in conjunction with AP

Definition of Deep Learning

Feedback: Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.

Content: Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.
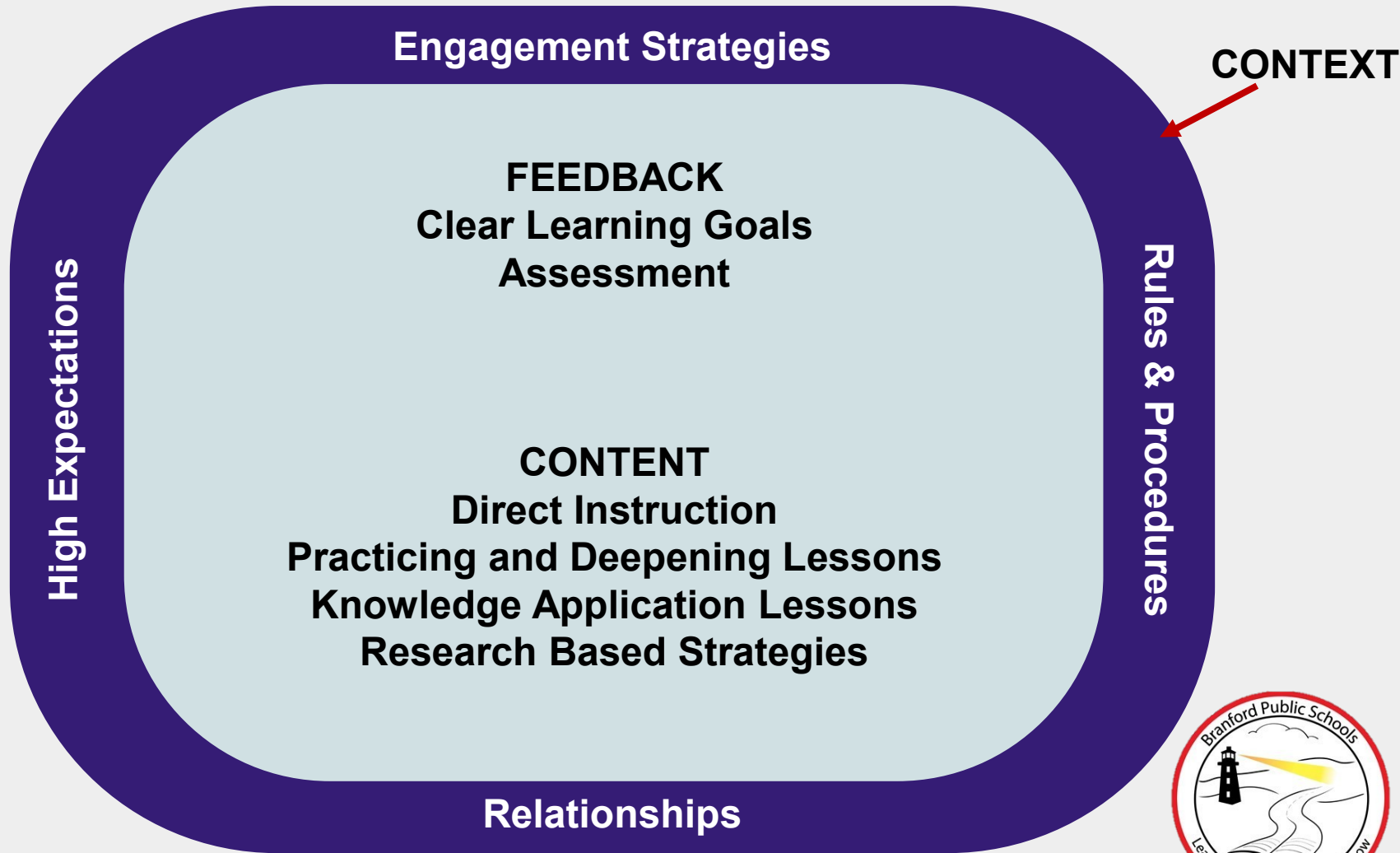
Context: Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.

Community: Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

Leadership Framework

High Reliability Schools

5 Competency-Based Education

4 Standards-Referenced Reporting

3 Guaranteed and Viable Curriculum

2 Effective Teaching in Every Classroom

1 Safe, Supportive, and Collaborative Culture

Branford Public Schools
Learning Today, Leading Tomorrow
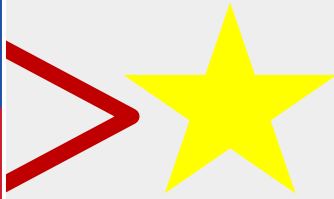
WIS School Wide Goals

Goal: The school will communicate a clear vision as to how teachers should address instruction (2.1)

Theory of Action: If we create conditions to develop collective teacher efficacy among all members of the learning community then they will be equipped to engage in productive struggle resulting in deeper learning.

How: WIS administration will study strategies for providing effective feedback and methods for collecting classroom evidence. Together they will conduct classroom visits to collect evidence aligned with the instructional model and calibrate feedback provided to educators. They will provide learning opportunities to their larger leadership team to study the prioritized design area of using research-based engagement strategies. Together with the leadership team, they will structure learning opportunities for teachers to study strategies to notice and react when students are not engaged, increase student response rates, and provide opportunities for students to talk about themselves or the topic.

Monitor and Adjust:

- Student focus groups will respond to surveys throughout the year to gauge their engagement in coursework
- Classroom visits will be conducted frequently by administrators and department leads to monitor schoolwide alignment to the instructional model (2.1)
- Randomly collected artifacts of instructional practice clearly indicate the use of practices within the instructional model (2.1)

BHS School Wide Goals

Goal: Teachers and staff will implement high quality instruction, rich in inquiry and discourse, resulting in deep learning experiences for our students.

Theory of Action: If we create an environment where all members take ownership in building a community then students will feel a strong sense of belonging and engage in deep learning

How: BHS Leadership (administrators and department leads) will provide professional learning opportunities for teachers to explore, learn, and practice strategies for teaching knowledge application lessons, ensuing meaningful student engagement, and building a repertoire of research based teaching strategies. Some elements of these domains include generating and defending claims, organizing students to interact with each other, strategies for noticing and reacting when students are not engaged, increasing student response rates, and using physical movement.

Monitor and Adjust:

- Observations are conducted during collaborative meetings (1.4)
- Agendas, notes from meetings, and collaborative artifacts are collected and analyzed (1.4)
- Classroom visits will be conducted frequently by administrators and department leads to monitor schoolwide alignment to the instructional model (2.1)
- Randomly collected artifacts of instructional practice clearly indicate the use of practices within the instructional model (2.1)

Harboring Civility

Embracing Differences Through Discourse

Theory of Action & Values

If we commit to fostering an inclusive environment where diverse perspectives are valued and critical thinking is encouraged, we will cultivate environments that are rich with fact- based dialogue and professional neutrality in order to support students in developing informed opinions for civic engagement in a democracy.

Respect & Inclusivity

We value and welcome diverse perspectives, ensuring that all voices are treated with dignity and encouraged to contribute.

Objectivity & Accuracy

We promote fact-based, unbiased dialogue, ensuring that discussions are grounded in reliable information and balanced perspectives.

Empowerment & Engagement

We encourage independent, critical thinking while fostering active participation, where individuals feel confident expressing ideas and collaborating in meaningful discussions.

STEPS TO ENGAGE IN CIVIL DISCOURSE

1. **Present Topic:** Provide background information and context for the topic to ensure students understand its relevance and complexities.

2. **Model Openness and Curiosity:** Encourage students to share their thoughts and feelings with open-ended questions and demonstrate active listening by acknowledging their responses and inviting further exploration.

3. **Use Structured Dialogue Techniques:** Provide students with resources to engage in discourse respectfully with their peers.

4. **Encourage Diverse Perspectives:** Assign roles or perspectives for students to represent, ensuring a range of views are explored during discussions.

5. **Debrief and Reflect:** After the discussion, provide time for students to reflect on their feelings and what they learned from the exchange.