BRANFORD BOARD OF EDUCATION
TEACHING & LEARNING COMMITTEE MEETING

WEDNESDAY	**Walsh Intermediate School Cafeteria**
6:00 PM	**185 East Main Street, Branford CT**
December 13, 2023	

To access and listen to this meeting please go to www.branfordschools.org

Branford Public Schools Mission and Vision Statement

Nurturing students and citizens who develop a deep commitment to learning today and leading tomorrow is the central goal of Branford Public Schools.

A G E N D A

I. Call to Order
II. Public Comment
III. Approval of Minutes
IV. Discussion/Action Item
- **A. New Course Approvals**
  - **a. French**
  - **b. Social Studies**
  - **c. English**

V. Presentations
- **A. Universal Screening Overview and Fall Performance Report**
- **B. Summer School Student Data Report**

VI. Adjourn

TO PARTICIPATE IN PUBLIC COMMENTS REMOTELY PLEASE CALL:
1 (646) 558-8656
Meeting ID: 815 6405 4671
Passcode: 812124

When participating by telephone please mute your phone when joining the meeting and unmute your phone when you are ready to speak. This can be done by pressing *6 on your phone's keypad.

Rules Governing Public Comments:

- Three minutes will be allotted to each speaker. The Board may modify this limitation at the beginning of a meeting if the number of persons wishing to speak makes it advisable to do so. (Board Bylaw 9325)
- Conduct intended primarily to disrupt the Board of Education meeting shall not be permitted. Any speaker who engages in such conduct will be warned and allowed to correct such conduct. If the speaker continues to engage in the disruptive conduct such will be grounds for termination of the speaker's privilege to participate in public comment and may be deemed grounds for removal from the meeting site.
- All speakers must identify themselves by name and address.

12.13.2023

Memo

To:
Branford Board of Education
Teaching & Learning Committe

From:
Allison K. Moran,
Assistant Superintendent of Schools

Re:
Universal Screening, Summer School, Outstanding Items

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

BHS Administration

Kathleen Wagner, Coordinator of Secondary Curriculum

Jim Carlson, Secondary SS Coach

Aaron Brenner, Secondary English Coach

Kristin Manchini, Secondary World Language Coach

High School Course Proposals

Three departments, World Language, Social Studies, and English, have proposed additional courses for high school students. The educators who drafted these proposals believe that they will go far in meeting the needs and interests of our students. The three proposed elective are described below.

French ECE

This course is an advanced study of French texts and includes extensive written practice in a variety of forms ranging from compositions, essays, summaries, and film reviews. Students are exposed to authentic content such as documentary videos, informational articles, cultural and literature readings, and audio, inspiring them to understand target cultures and communicate in French through the perspectives of native speakers while building their own point of view.

By the end of this course, students will develop the ability to communicate at an intermediate level of French. Students will achieve intermediate proficiency in reading and writing in the language. They will acquire the ability to exchange opinions and compare products, practices, and perspectives in their own and other cultures. Students will recognize and respect the different cultural norms and traditions that exist among other cultures. They will develop the ability to interpret and discuss literature and film at an intermediate level.

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amoran@branfordschools.org

This course is aligned with the principles of the ACTFL 21st-century classroom and the BPS World Language Vision. It makes meaningful connections with diverse cultural practices, products, and perspectives while fostering the intercultural understanding indispensable to our interconnected world.

Students must complete summer assignments for this course in order to maintain and further fortify their language proficiency and skills.

The ECE course will replace French V honors through 2026. Beginning with the class of 2027, the ECE course will replace French IV honors since students no longer receive French instruction at the intermediate school. Successful completion of three full years of high school French, or instructor consent, is required.

Social Studies - Human Rights: Empathy and Advocacy in a Changing World

This course will study the upholding and suppression of human rights across various points in history and across borders. The course will establish a core understanding of the human rights we all share; how the violation of human rights begins with prejudice and bias, and can end with genocide. We will examine the role of governments, the people, and media, considering their unique roles in promoting human rights or spreading messages of hate and misinformation. Units of study will be driven by student interest, but are likely to include foundations of human rights in the global and local community, freedom of expression and speech, women's and gender rights, rights for people with disabilities, LGBTQ+ rights, and access to clean food and water.

This is a standalone, elective course that would fit best in a year 11 or 12 sequence of study. It takes on a historical, as well as modern perspective, but can be completed without full background knowledge of United States History (grade 10 course). The course complements but is different from sociology and African American/Latino/Puerto Rican Studies.

English: AP Language and Composition

The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students engage in throughout the course will deepen and expand their understanding of how written language functions rhetorically: to communicate

writers' intentions and elicit readers' responses in particular situations. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

The course will be open to juniors. There are students who feel the current offerings are not sufficiently challenging and who may desire an English course more focused on rhetorical than literary analysis. There is also the opportunity to earn college credit which may entice some to sign up for this course.

Branford Board of Education
Teaching and Learning Committee

December 13, 2023

Agenda

- Course Proposals: French, Social Studies, and ELA
- Universal Screening Overview
- Fall Universal Screening Data
- Summer School: Academic and Attendance Reports
- Future Planning

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

- Focuses on intrinsic motivation, passion and reason as the drivers of the pursuit of learning
- Provides ongoing skills development and recognition of progress along the way
- Includes hands-on learning by doing and practice
- Incorporates mentoring, feedback and support through all aspects of the learning process.
- Requires appropriate resources to facilitate learning
- Flourishes within a culture of optimism and support

New Course Proposals

UConn ECE French

- Advanced study of French texts with diverse written exercises (compositions, essays, etc.) and exposure to authentic content (videos, articles, readings)
- Focus on intermediate-level French communication skills, including reading, writing, and cultural exchange (opinions, comparisons)
- Emphasis on understanding and respecting diverse cultural norms and traditions
- Interpretation and discussion of literature and film at an intermediate level
- Aligned with ACTFL World Readiness Standards and BPS World Language Vision, fostering intercultural understanding in a global context

UConn ECE French

Course Sequence:

French 2→ French 3/3H→ French 4/4H→ UConn ECE French 3268 Grammar and Composition (class of 2025 and 2026).

French 1→ French 2→French 3/3H → UConn ECE French 3268 Grammar and Composition (beginning with the class of 2027).

Prerequisites:

Eligibility Guidelines from UConn ECE: Successful completion of three full years of high school French, or instructor consent, is required.

Teacher Requirements:

UConn ECE instructor certification for French 3268 (Amanda Smith has been granted certification)

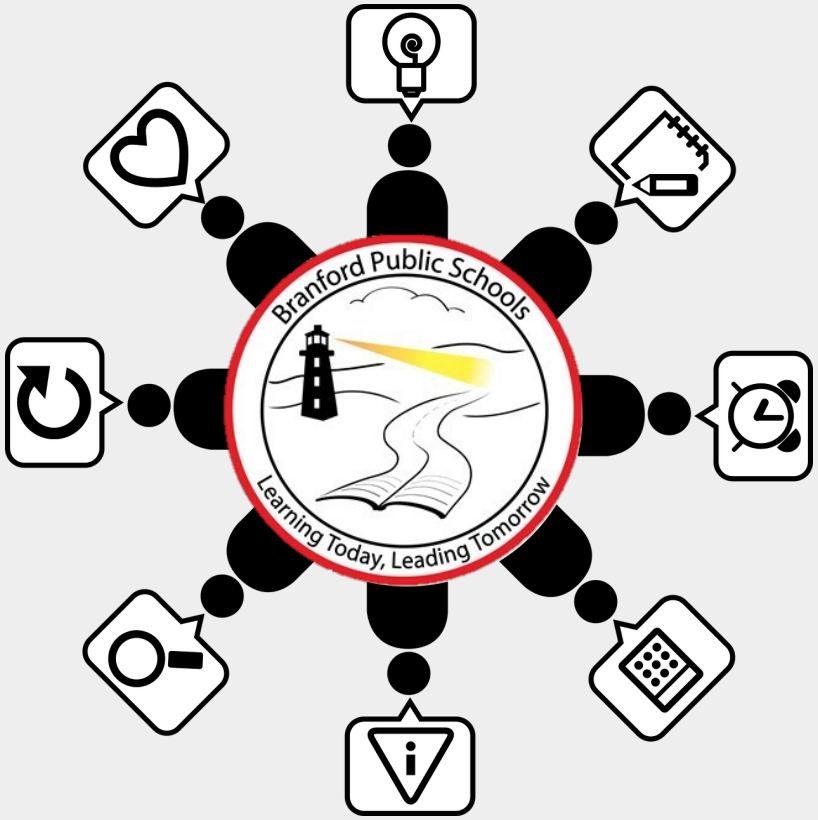
Course Credit: 1 credit BHS, 3 credits UConn

Rationale: This course will provide more equity in the WL department, as we already have Spanish and Latin UConn ECE options for advanced language study.

UConn ECE French

ACTFL Goal Area	Transfer Goal Students will be able to independently use the target language to...
Communication	T1: Communicate effectively in a variety of situations in order to create meaningful cultural connections and acknowledge and respect diverse perspectives.
Cultures	T2: Explore the relationship between perspectives, products, and practices in order to develop cultural competence and understanding.
Connections	T3: Connect with other disciplines and acquire information and diverse perspectives to become well rounded, informed global citizens.
Comparisons	T4: Make comparisons between the language and culture studied and their own in order to interact with cultural competence.
Communities	T5: Develop relationships with multilingual communities outside of the classroom to engage with and embrace cultures other than their own. T6: Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Discussion



Social Studies - Human Rights: Empathy and Advocacy in a Changing World

- Historical examination: Explore the evolution of human rights across time and borders.
- Core principles: Understand shared human rights, tracing violations from prejudice to genocide.
- Roles in upholding rights: Analyze the contributions of governments, individuals, and media in promoting or hindering human rights.
- Diverse units of study: Cover foundational global and local rights, freedom of speech, gender rights, disabilities, LGBTQ+ rights, and access to essentials like food and water.
- Student-driven focus: Units shaped by student interest, fostering engagement and relevance.

Social Studies - Human Rights: Empathy and Advocacy in a Changing World

Course Sequence: The course will be available to 10th, 11th and 12th graders and can be taken coinciding with other social studies courses.

Prerequisites: 9th grade history

Teacher Requirements: certified Social Studies teacher

Course Credit: 0.5, half-semester

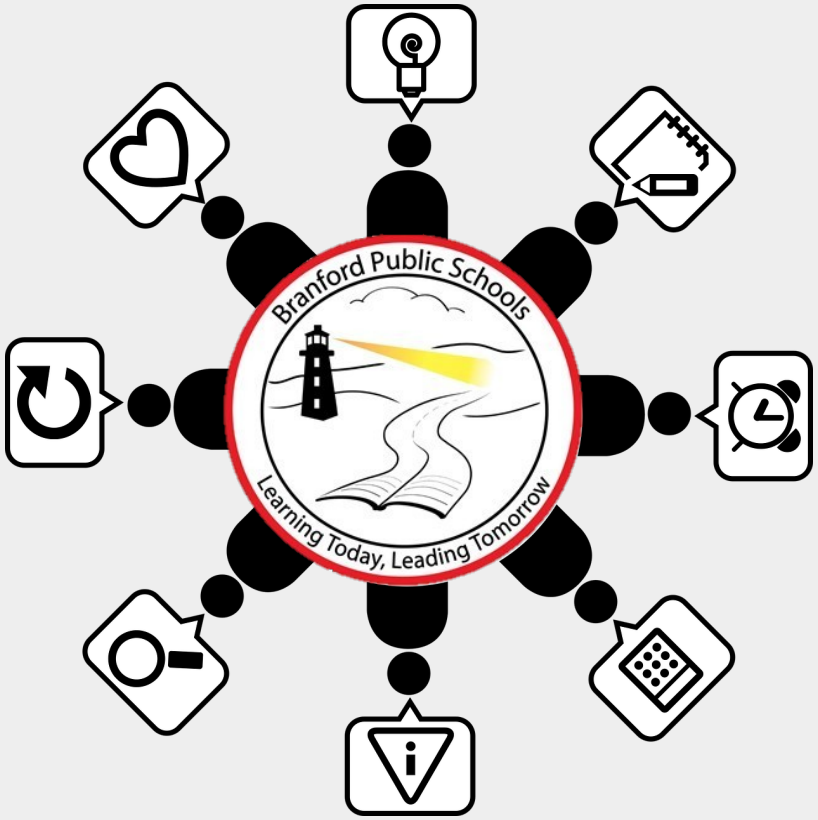
Rationale: This course will fill in the gaps surrounding empathy, equity and global connections within the social studies department. It is an academic elective that will provide students with opportunities to take on real-life problems and situations and form solutions based on evidence, research and means of spreading awareness and making change.

Social Studies - Human Rights: Empathy and Advocacy in a Changing World

Long Term Transfer Goals

- Develop Questions and Plan Inquiries
- Think Like a Historian
- Evaluate Sources & Use Evidence
- Communicate Conclusions & Take Informed Action

Discussion



English AP Language and Composition

- Develops critical reading & writing skills for college & civic engagement
- Fosters curiosity, critical analysis, and responsiveness to diverse texts
- Expands understanding of rhetorical language communicative functions
- Emphasizes exploration of rhetorical elements: claims, evidence, reasoning, style
- Guides students to write for diverse audiences & purposes

English AP Language and Composition

Course Sequence: AP Language course will add another rigorous option for students between English 10H and AP Literature and Composition and creates a more challenging path for students who really want to push themselves intellectually.

Prerequisites: None; however prior performance will be considered.

Teacher Requirements: a certified English teacher will teach the course; recommendation to attend AP Language and Composition training over the summer

Course Credit: 1 credit BHS, potential to earn college credits through AP exam

Rationale: As a rhetoric-based course, AP Language and Composition greatly supports the focus on improving and deepening discourse. It also strengthens our ability to teach Common Core Standards related to reading and analyzing nonfiction texts. Additionally, the high expectations of the AP curriculum would support our desire to increase rigor across the department.

English AP Language and Composition

Long Term Transfer Goals:

Identify and make their own coherent and meaningful claims that are well-supported by evidence.

Identifying, understanding, and effectively using rhetorical appeals to persuade a particular audience.

Developing a clear line of reasoning that is well-supported by evidence.

Understanding the exigency and audience for a particular argument and engaging them through strong introductions and conclusions.

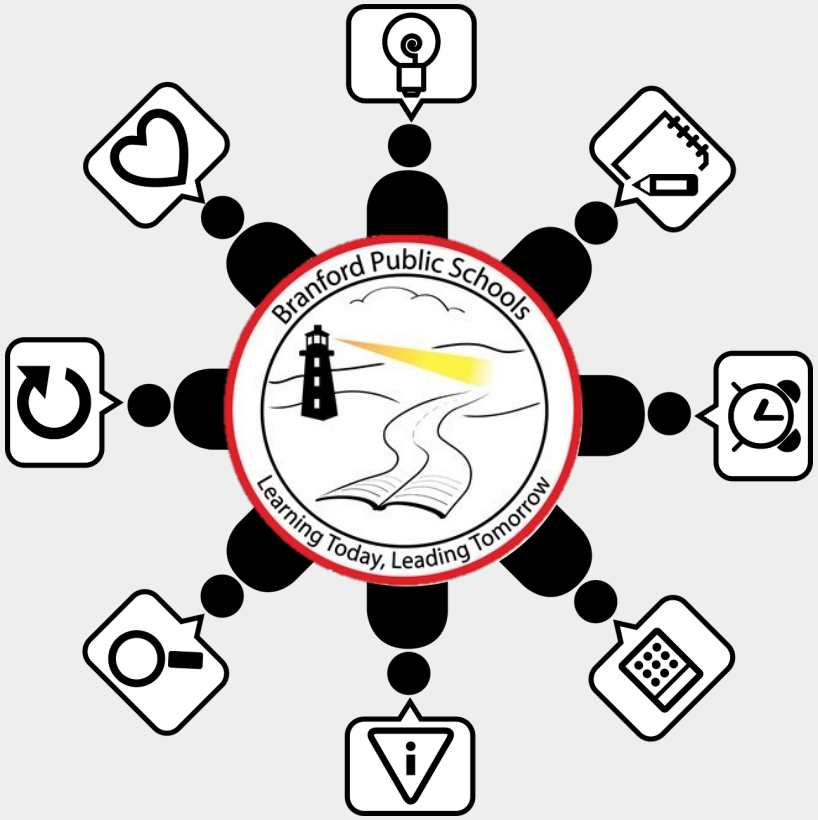
Developing a sense of power, clarity, and aesthetics when using language to persuade others.

Recognizing biases as well as weak or missing evidence in their own arguments and in the arguments of others.

Evaluating the quality of evidence in nuanced/complex arguments and handling contradictions in source materials.

Recognizing persistence and practice are necessary to master any skill.

Discussion



Universal Screening

Universal Screening Overview

- Required to administer an approved Universal Screening Reading Assessment (CT General Statutes 10-14t[a])
- Adaptive measures like Star and NWEA were removed from the approved list beginning July 1, 2023
- AimswebPlus includes both math and reading measures
- Administered three times per year: Fall/Winter/Spring

Universal Screening Data Use

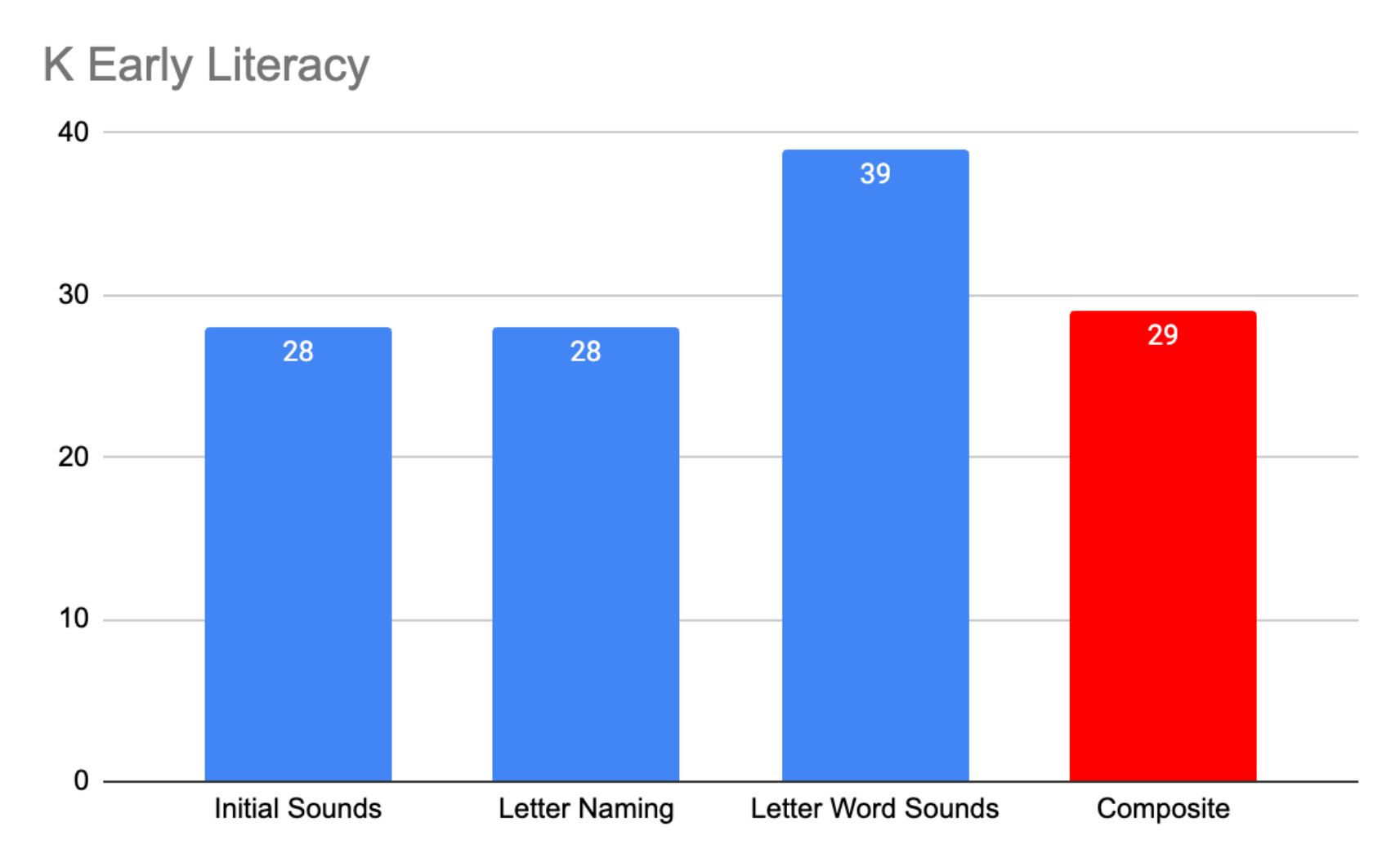
Data is used at the classroom, grade, school, and district level to inform decision making.

- **Classroom Level:** Identify students who may be at risk and align appropriate supports and interventions; identify students who need enrichment.
- **Grade or School Level:** Examine trends across classrooms and consider flexible grouping opportunities. Align resources to specific grades or classrooms with high needs.
- **District Level:** Monitor overall performance and growth trends and consider curricular or programmatic needs.

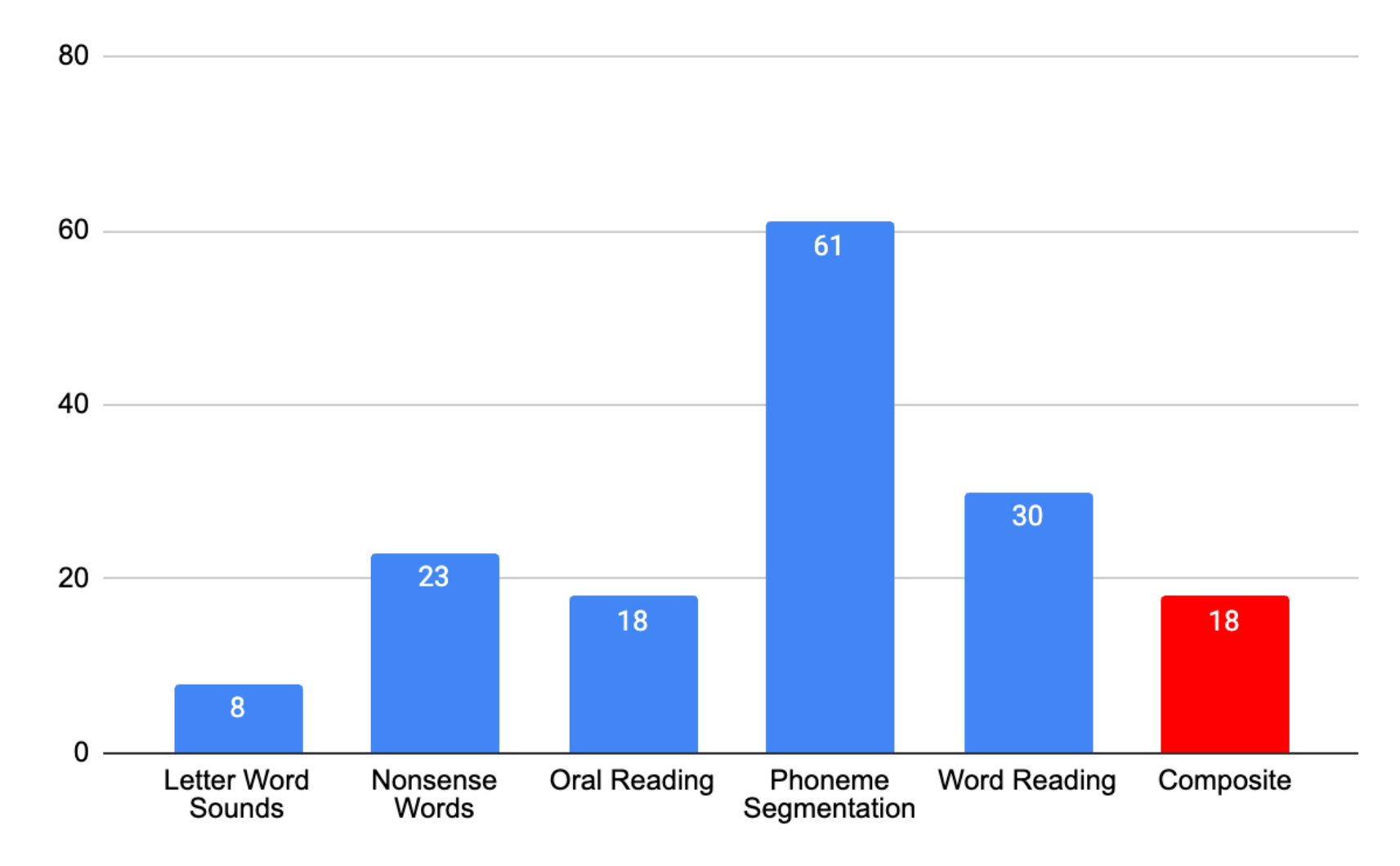
Fall Student Data

Median Percentiles

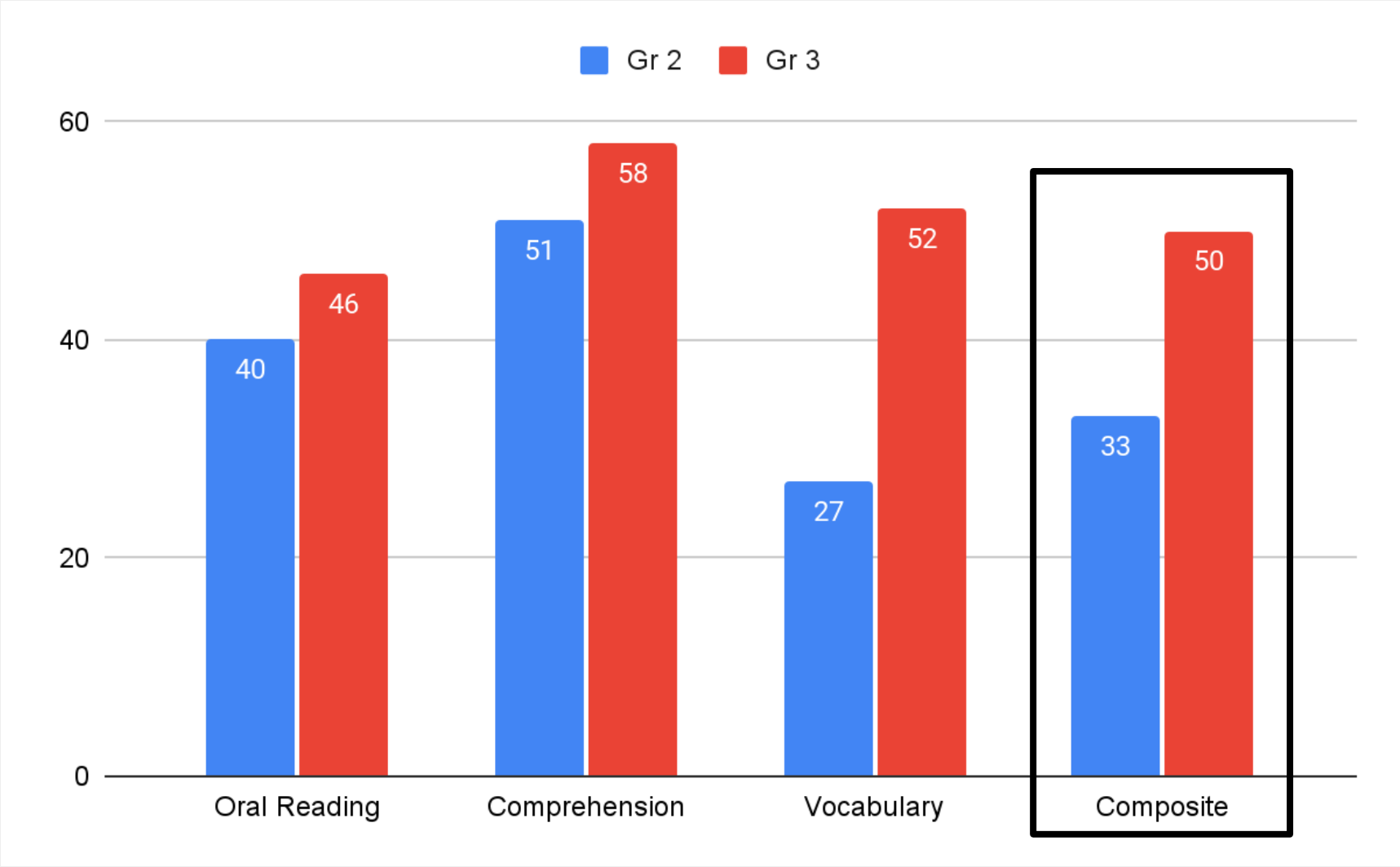
K Report: Early Literacy



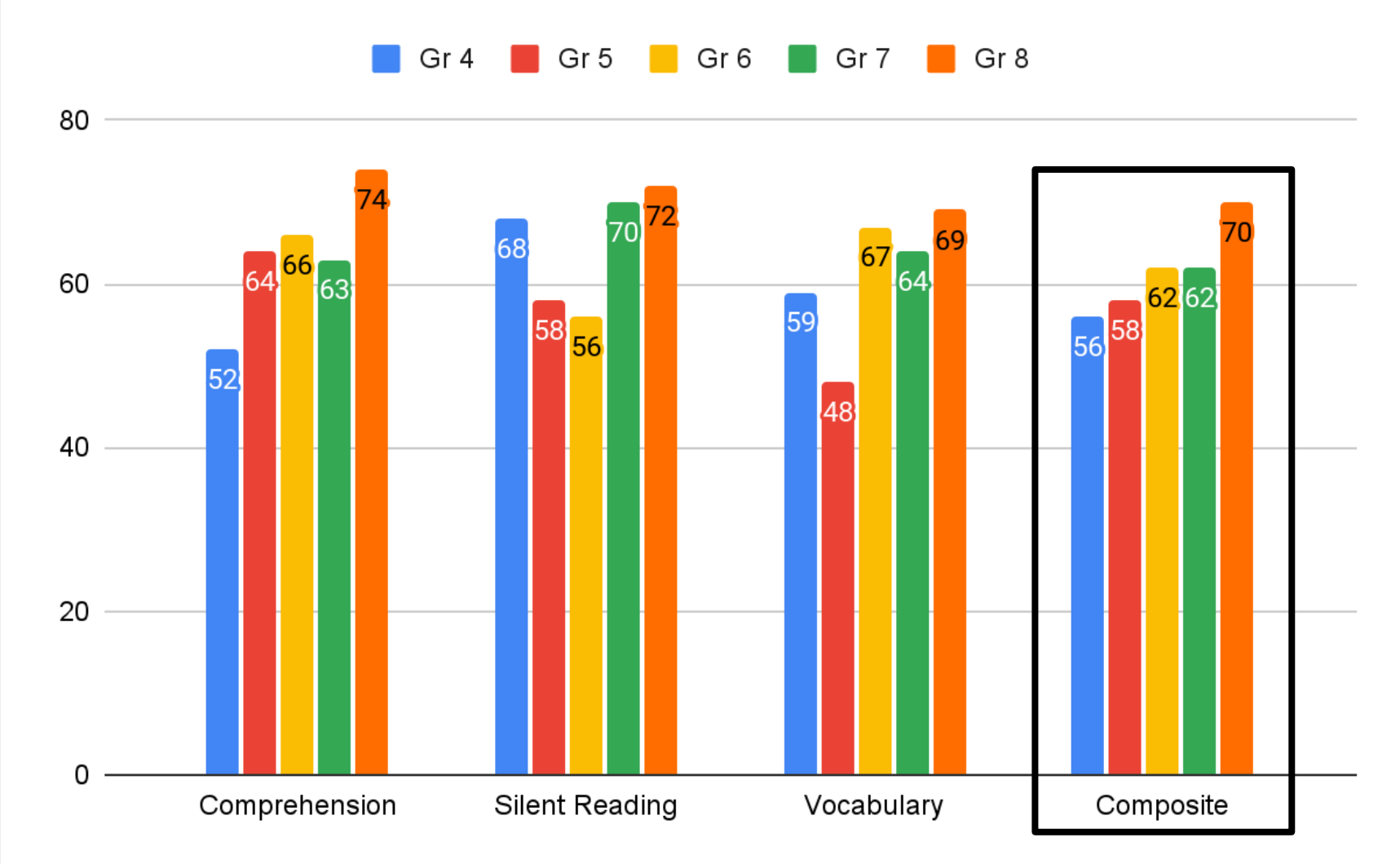
Grade 1 Report: Early Literacy



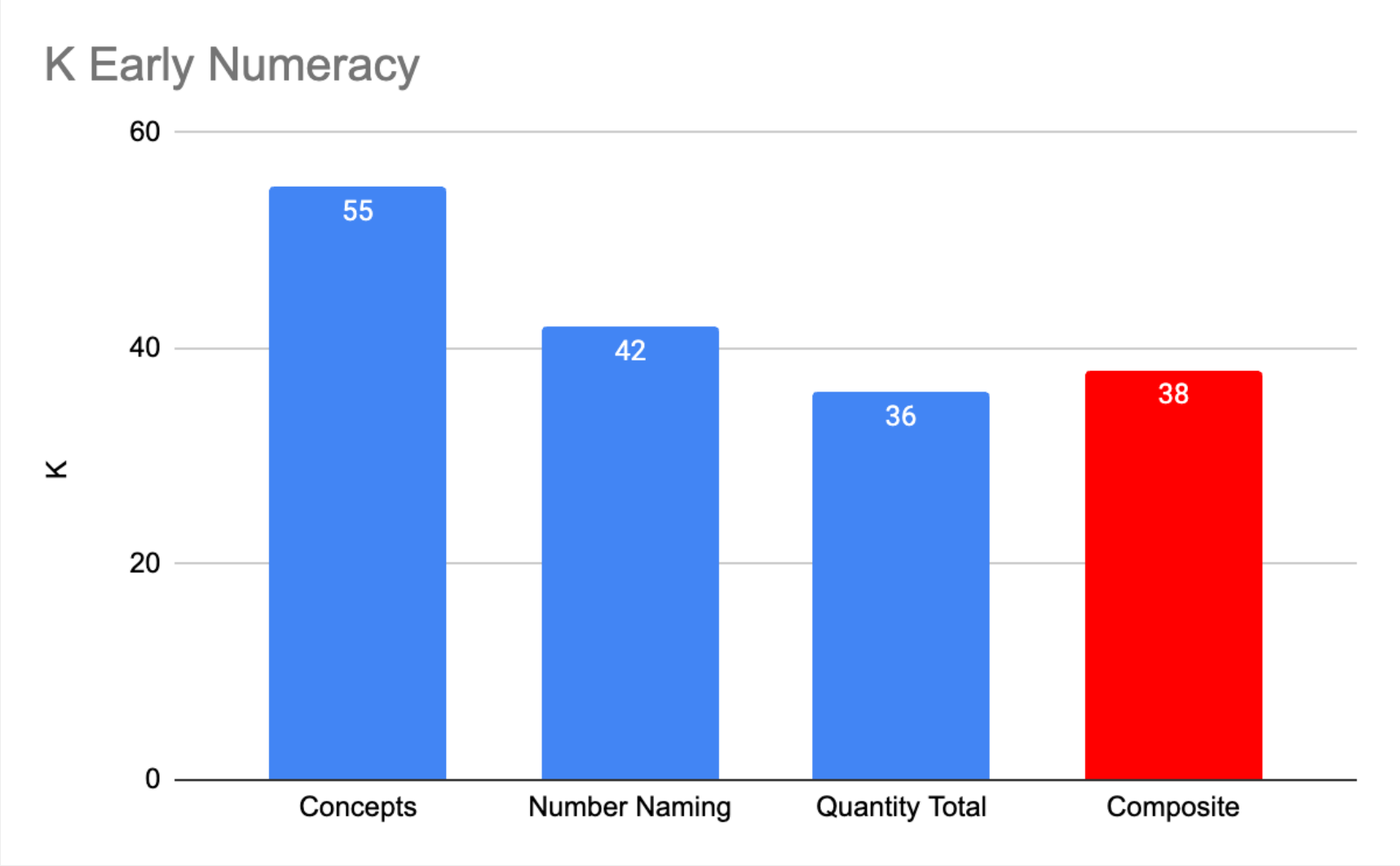
Grade 2 and 3 Report: Reading



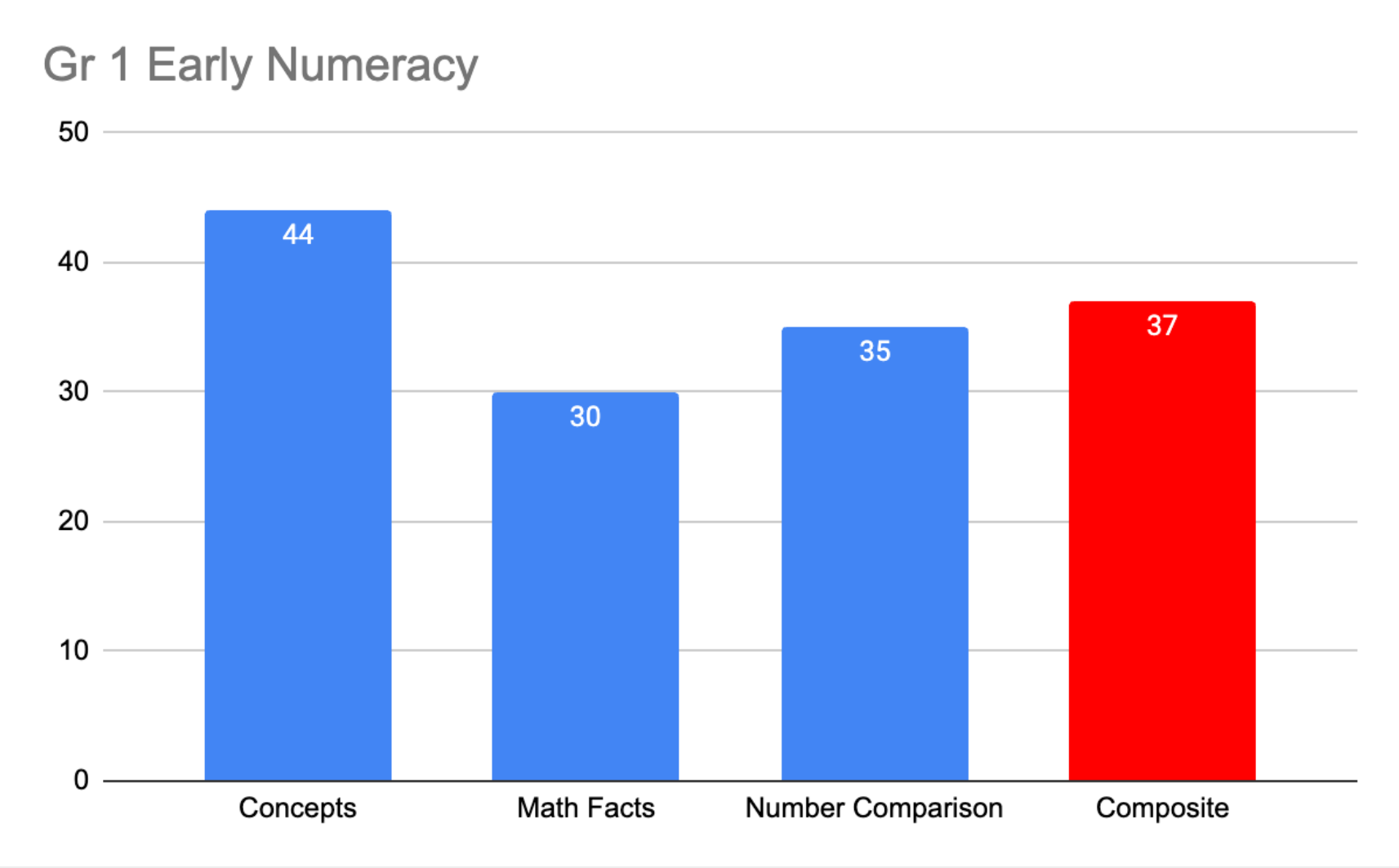
Grades 4-8 Reading



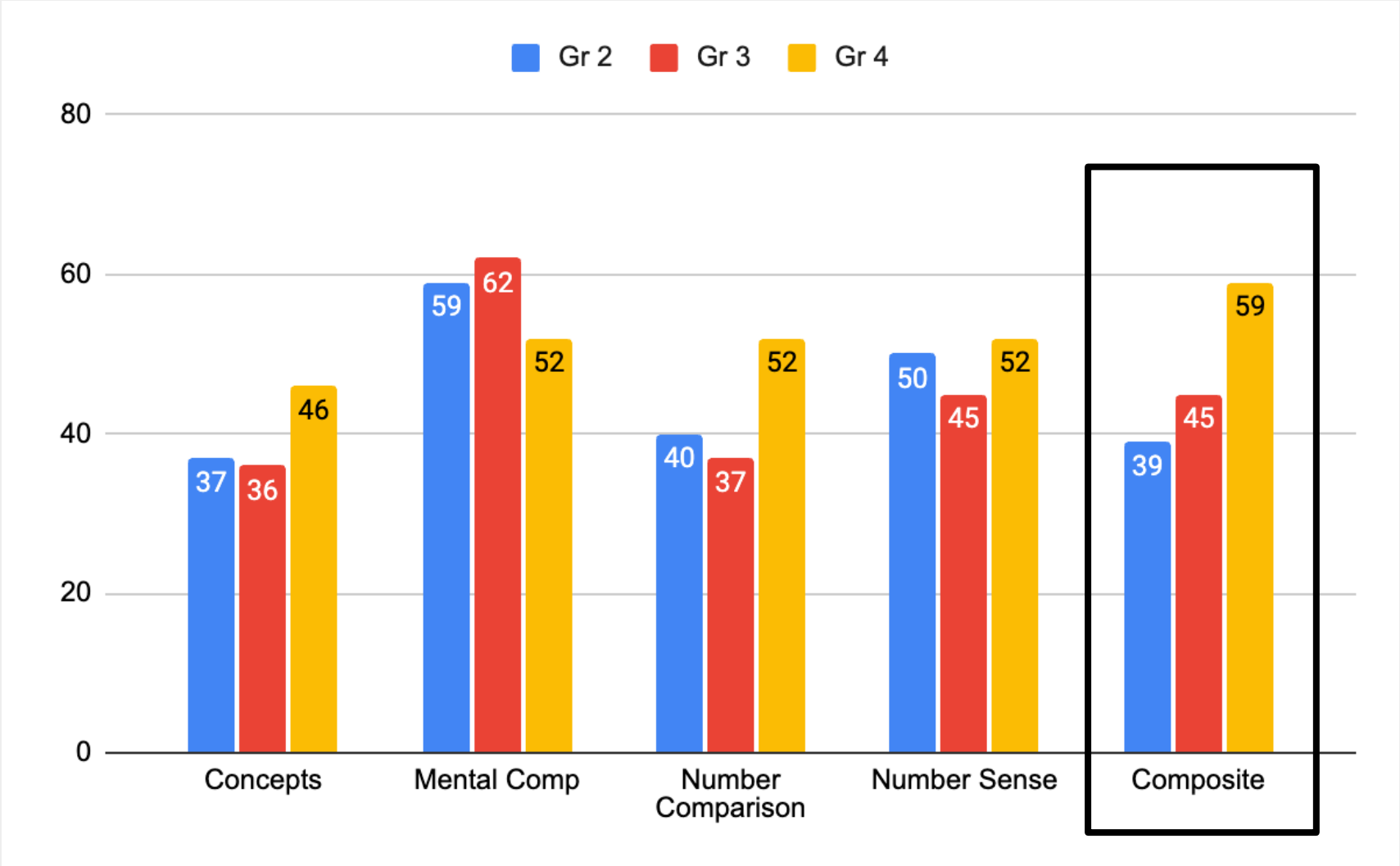
K Report: Early Numeracy



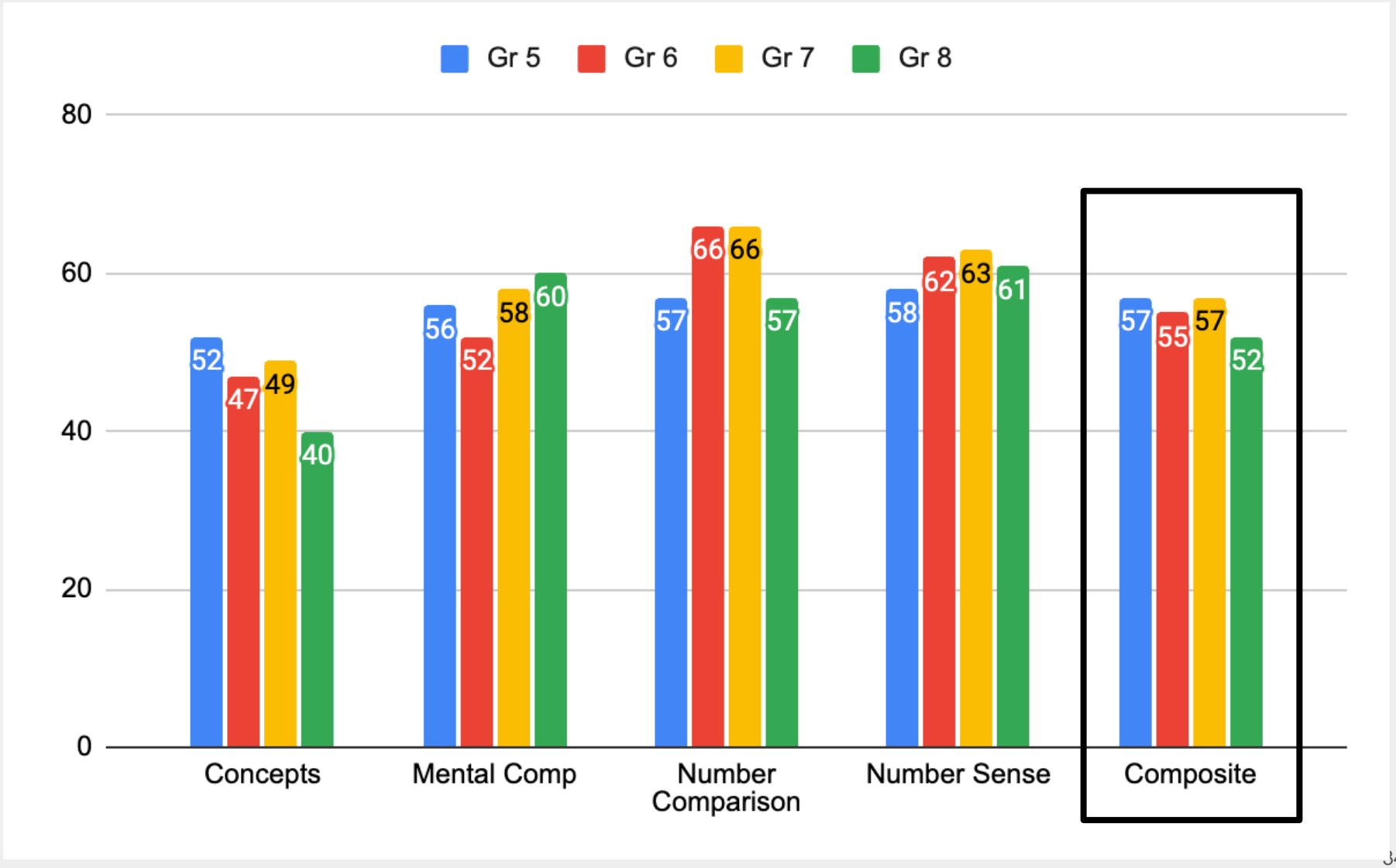
Grade 1 Report: Early Numeracy



Grades 2-4 Math

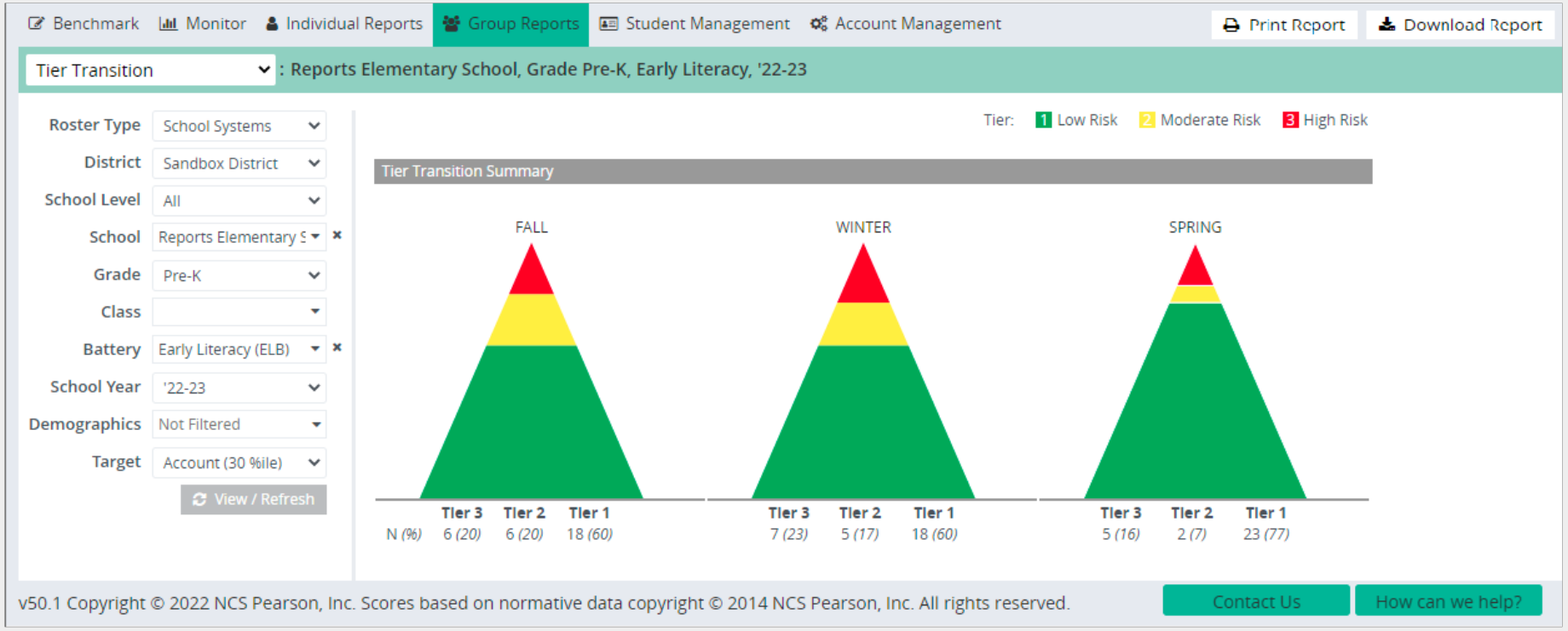


Grades 5-8 Math

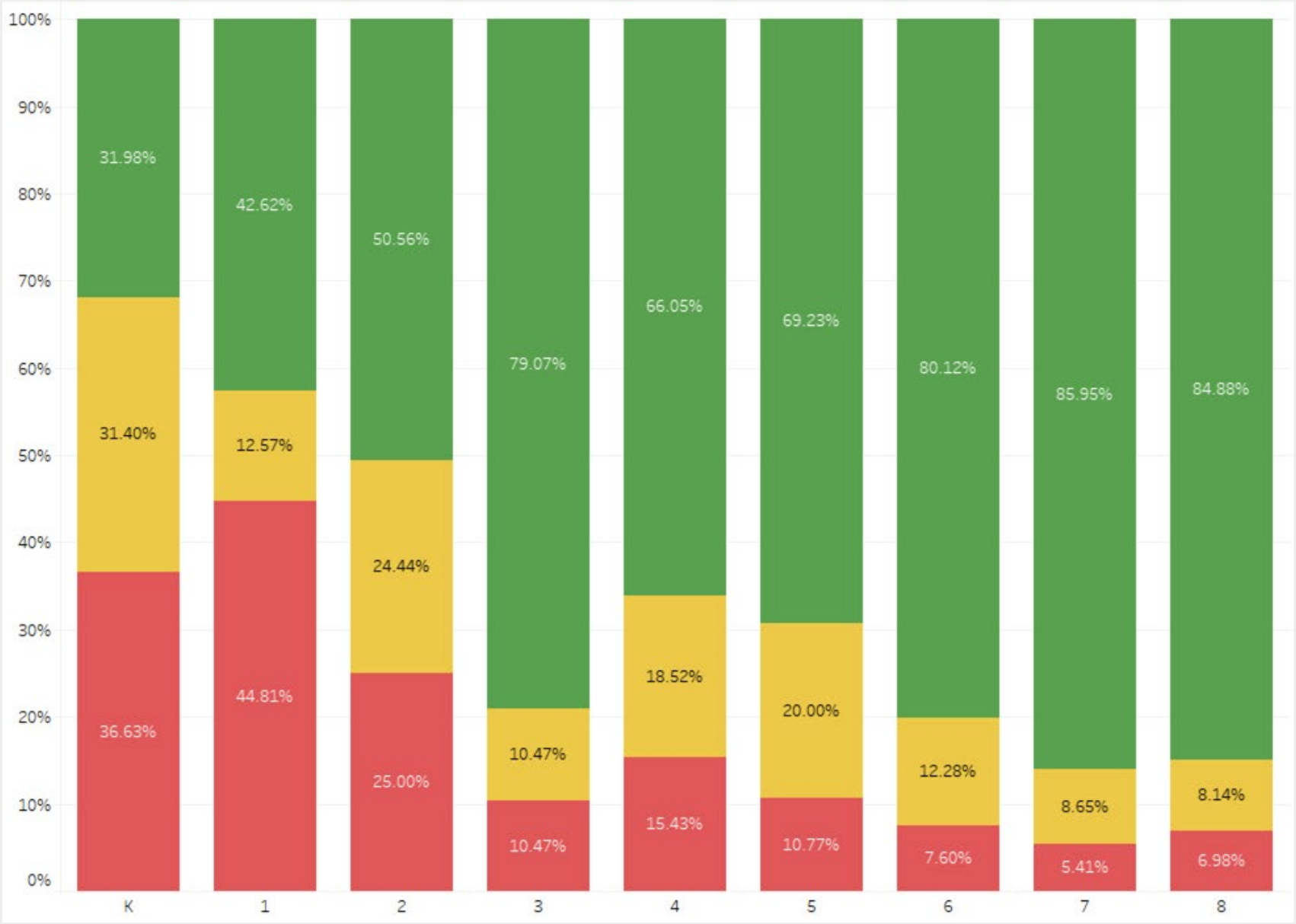


Sample Report: Tier Transitions

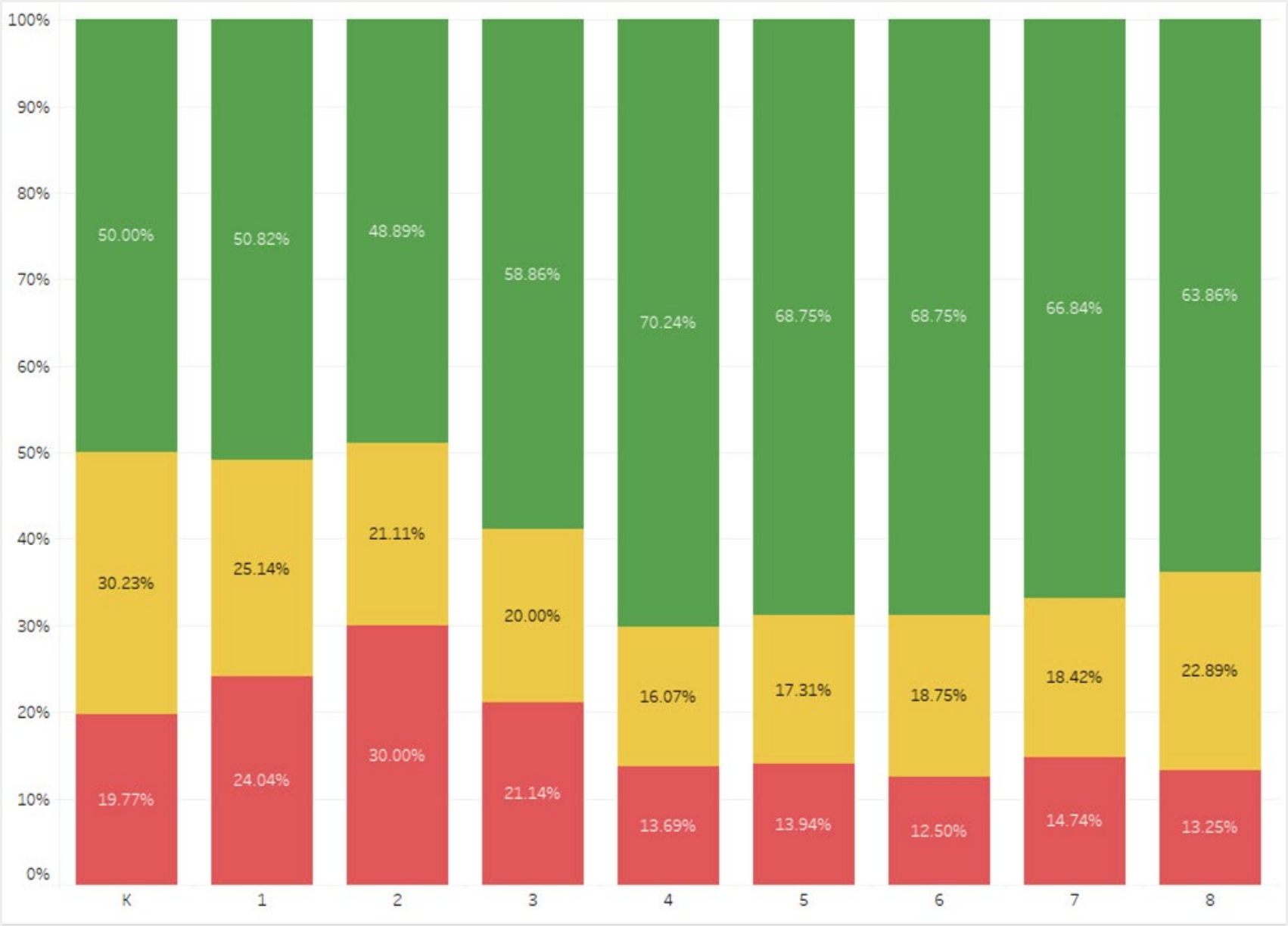
The report will be available this Winter.



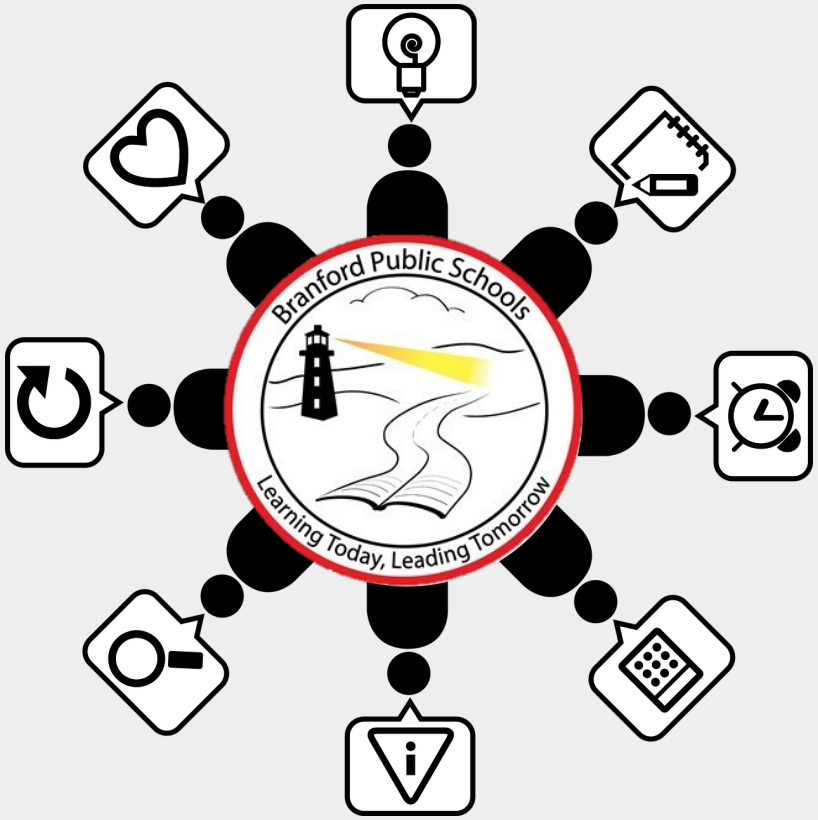
Aimsweb: Fall Reading Tiers Report



Aimsweb: Fall Math Tiers Report



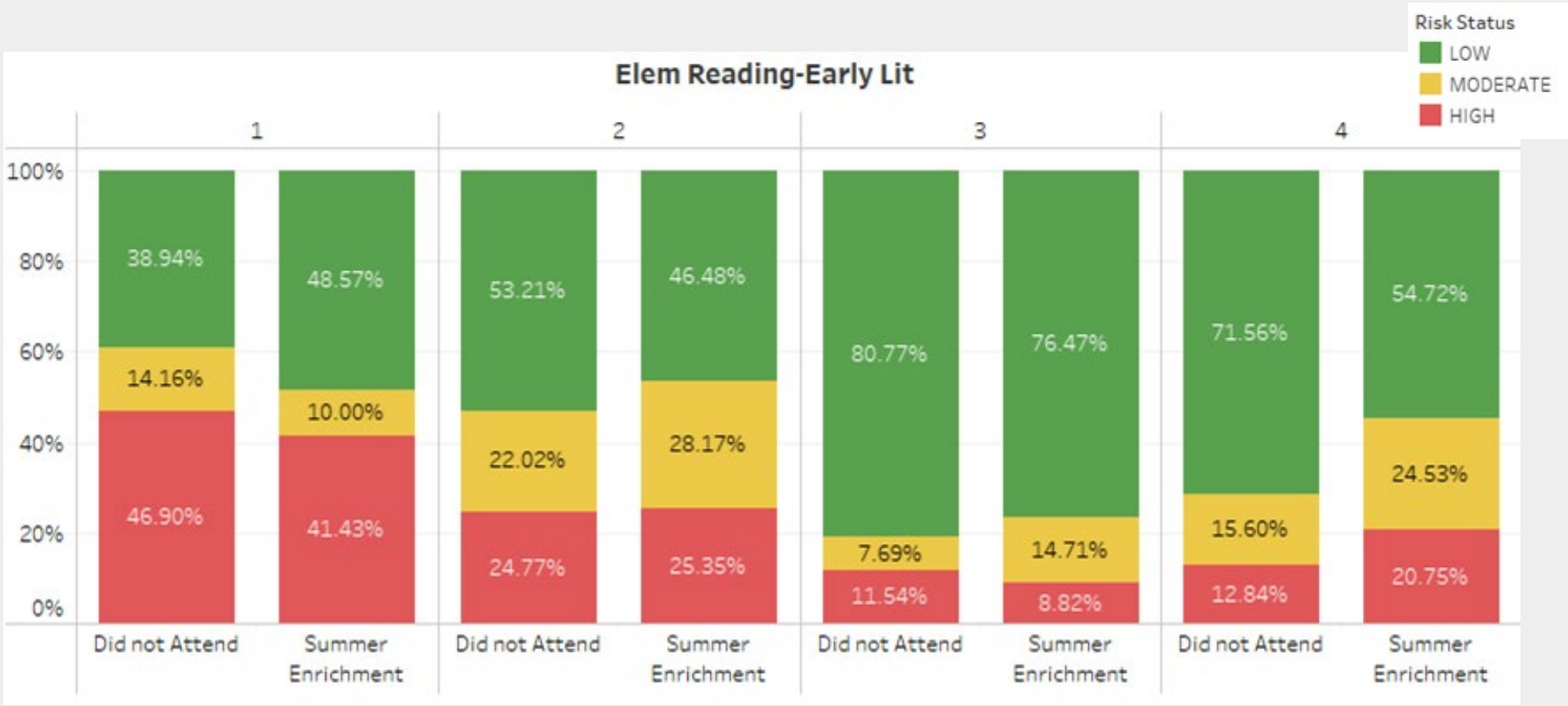
Discussion



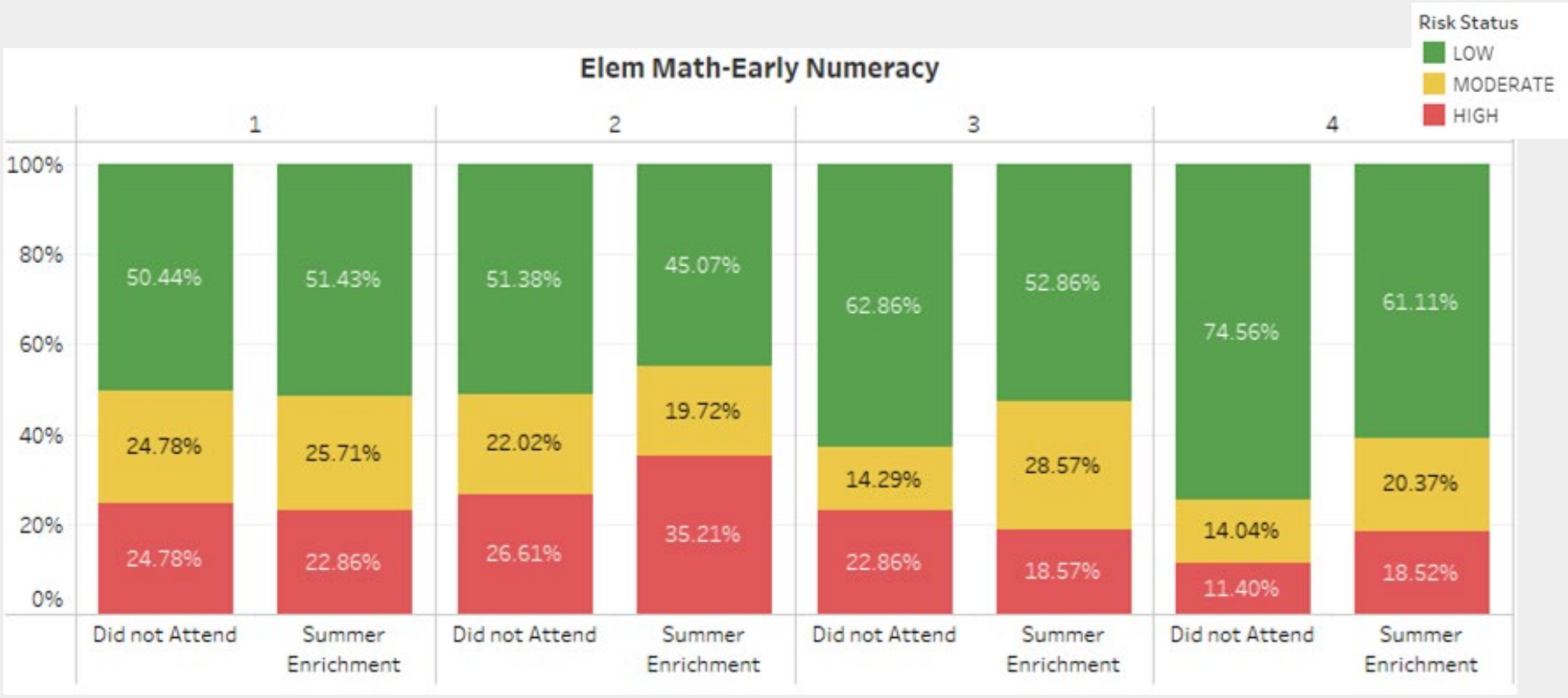
Summer School: Elementary Data

Elementary Attendance

Elementary Fall Reading Aimsweb



Elementary Fall Mathematics Aimsweb

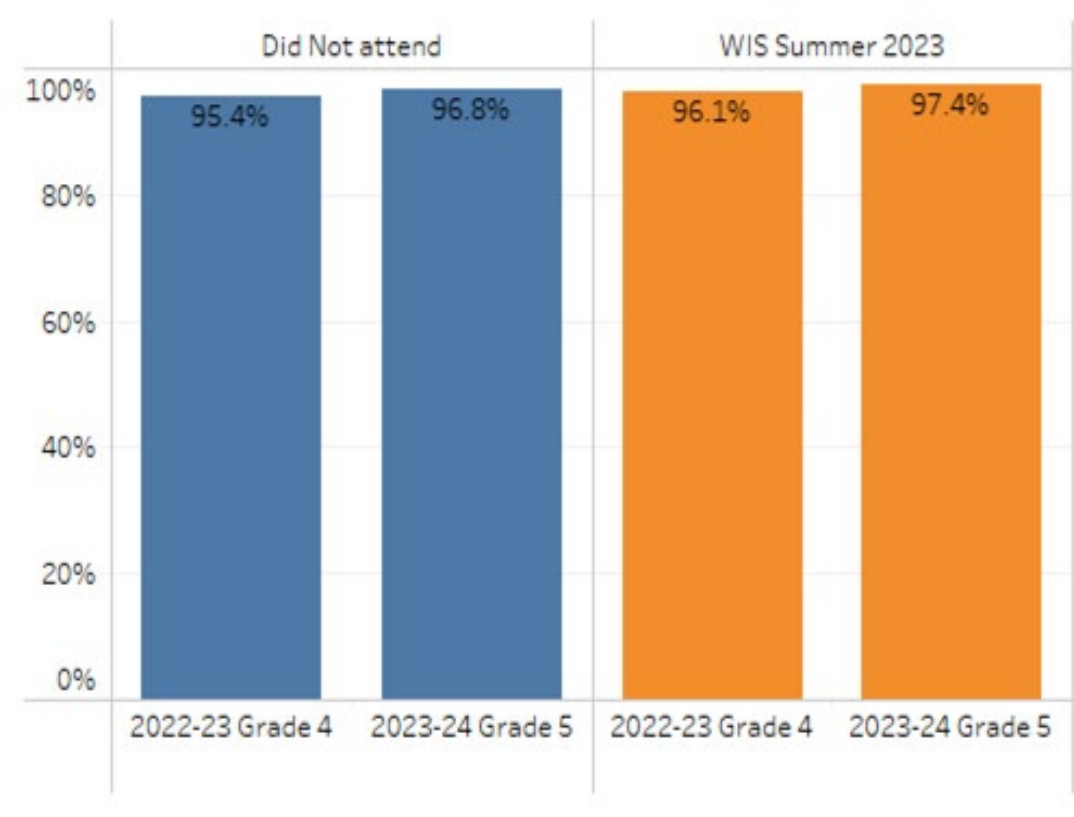


Elementary Summary

- New Universal Screener
- No pre and post assessment data
- Overall, summer school served higher risk students (Tiers 2 and 3)
- No impact on attendance for general education

Intermediate School Student Data

Incoming Grade 5 Attendance Data: Full Population



- Students who **did not** attended showed a 1.4% increase in attendance
- Students **who did attended** showed a 1.3% increase in attendance

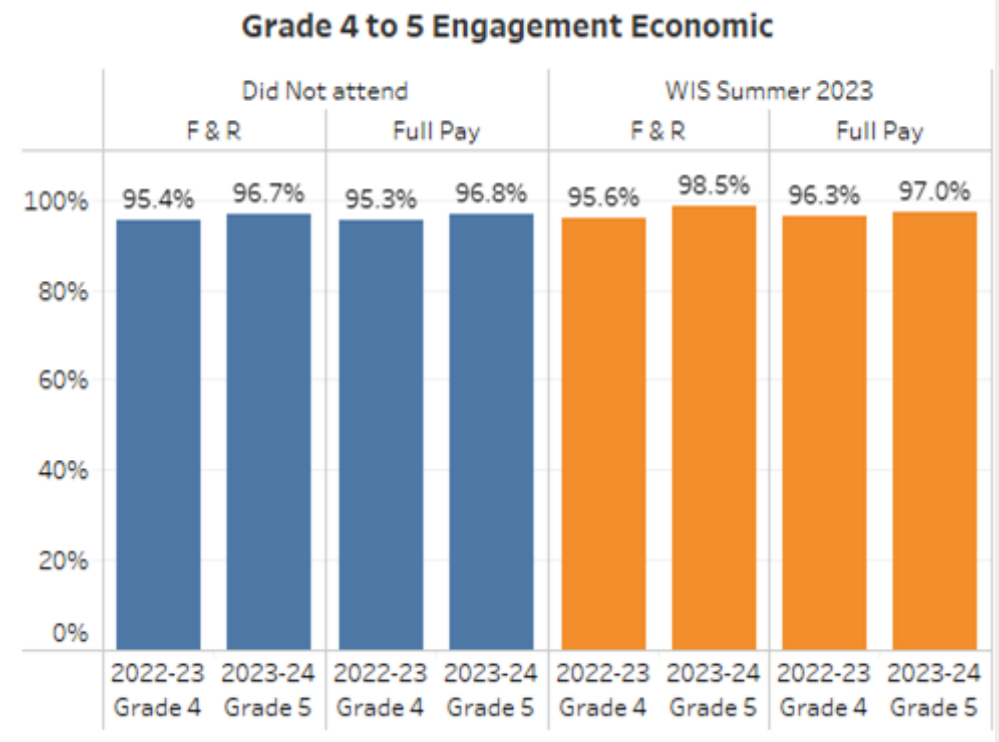
Incoming Grade 5 Attendance: Economic Status

Students who receive free and reduced meals:

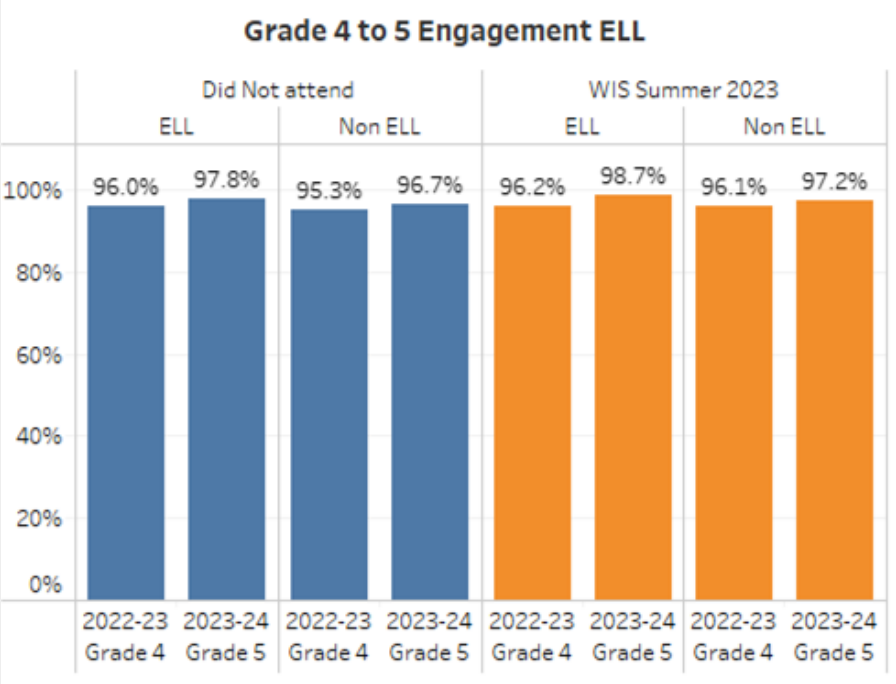
- Those who did not attend demonstrated a 1.3% increase
- Those who did attend demonstrated a 2.9% increase

Students who pay full price:

- Those who did not attend demonstrated a 1.5% increase
- Those who attended demonstrated a 0.7% increase



Incoming Grade 5 Attendance: ELL Status



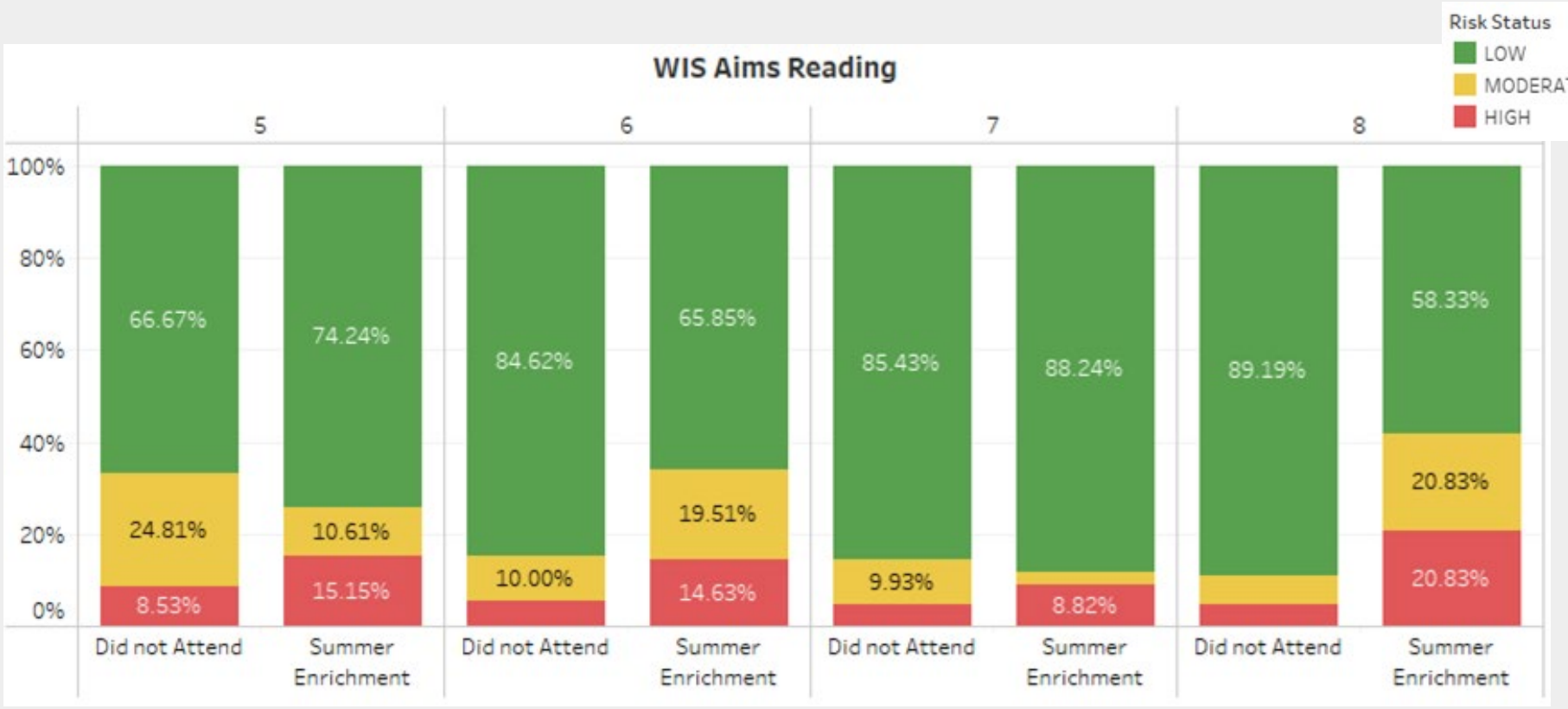
Students who speak do not speak English as a primary language:

- Those who did not attend demonstrated a 1.8% increase
- Those who did attend demonstrated a 2.5% increase

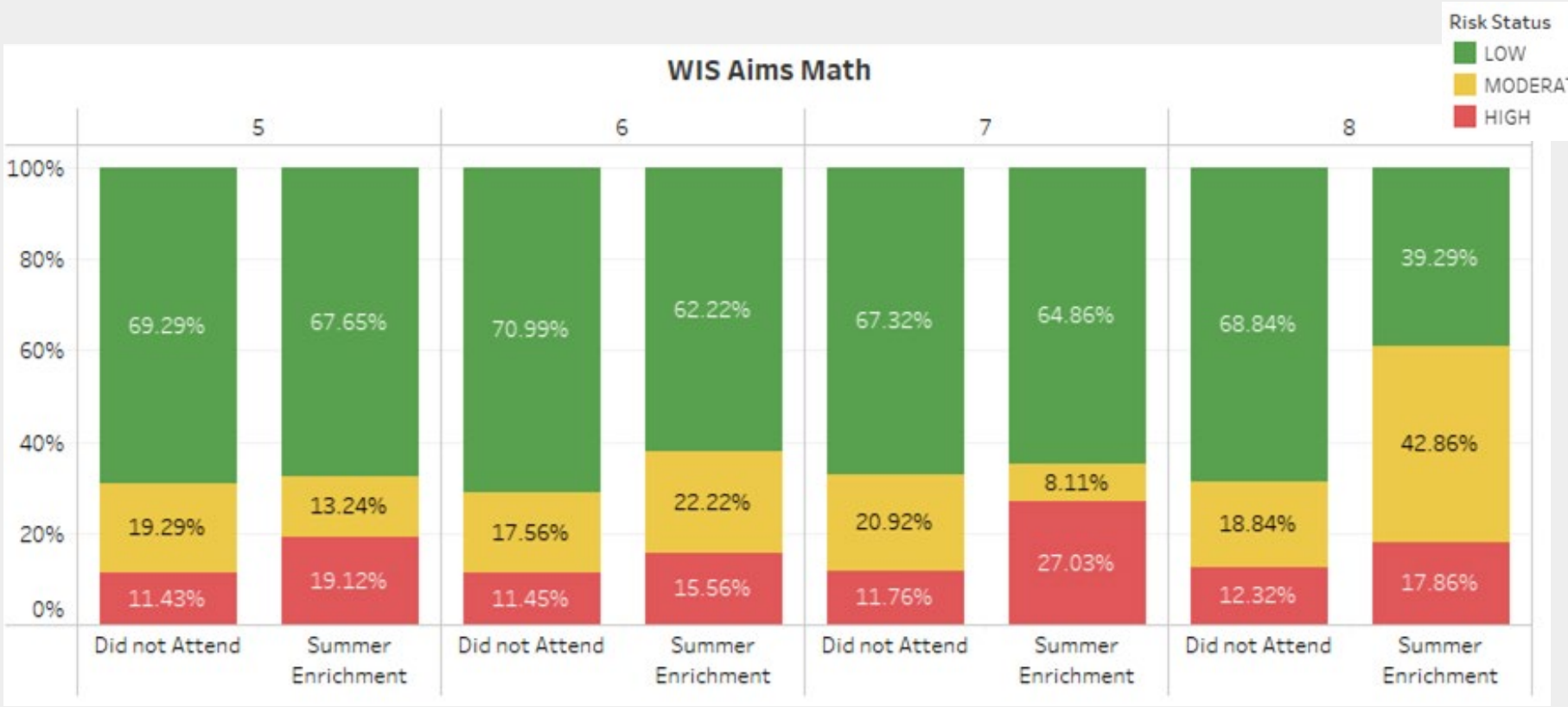
Students who speak English as their primary language:

- Those who did not attend demonstrated a 1.4% increase
- Those who attended demonstrated a 1.1% increase

WIS Fall Reading Aimsweb



WIS Fall Mathematics Aimsweb



Intermediate School Summary

- New Universal Screener
- No pre and post assessment data
- Overall, summer school served higher risk students (Tiers 2 and 3)
- Students in our high needs populations have demonstrated greater growth in attendance

High School Student Data

High School Trends

Attendance

- 37 students enrolled in credit recovery
- 27 students completed and passed their course
- 10 of the 27 students (37%) increased their attendance Quarter 1 in comparison to Quarter 1 last year

Academic Performance

- 20 students enrolled in the next course in the sequence
- 15 students are currently passing the next level course in sequence

Credit Recovery

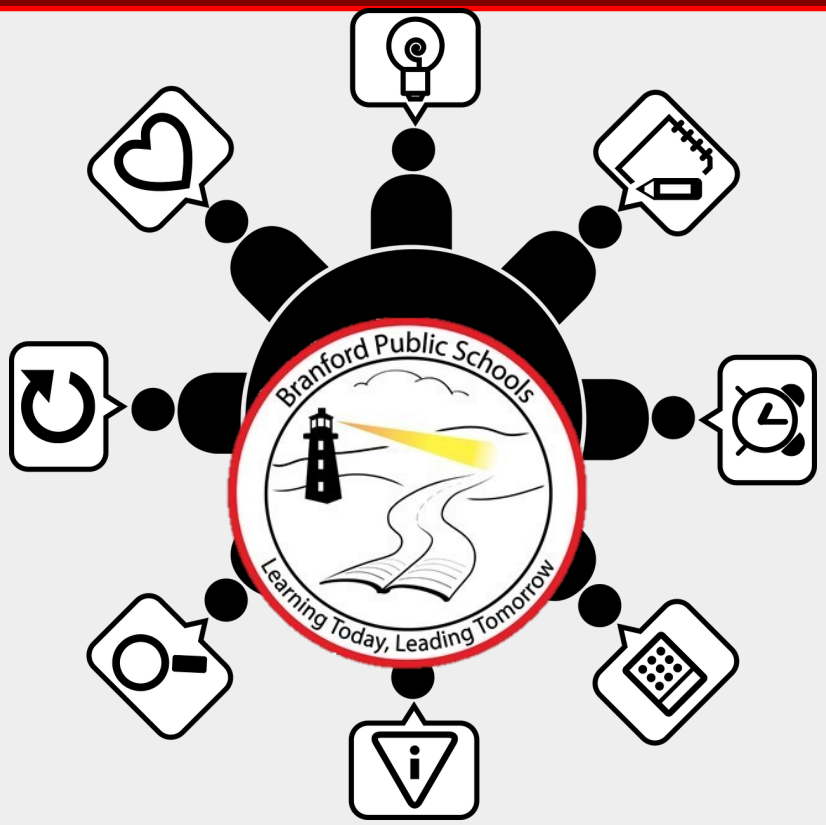
- Shifts in curriculum
  - Away from computer based program
  - Toward programming rooted in our curriculum
  - Had a positive impact on performance in the next course
- 7 of 9 students who attended credit recovery (for loss of credit due to absences) improved their attendance in comparison to this time last year

Future Planning

Planning Phase

- Develop a math and reading curriculum for rising 1st - 8th graders
- Balance the need for SEL and enrichment opportunities with academic needs
- Consider pre- and post-assessments
- Continue to use Aimsweb (Spring - Fall) to study growth
- Consider adding more certification classes- for middle school and high school programs

Discussion



11.8.2023

Memo

To:
Branford Board of Education
Teaching & Learning Committee

From:
Allison K. Moran,
Assistant Superintendent of Schools

Re:
Universal Screening, Summer School, Outstanding Items

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

BPS Principals

Lauren Skultety, Coordinator of Elementary Curriculum

Kathleen Wagner, Coordinator of Secondary Curriculum

Alicia Loesche, Math Teacher

Universal Screening Update

Overview

State language regarding the use of universal screeners in Reading: "Per Section 10-14t(a) of the Connecticut General Statutes, all local and regional boards of education, including charter schools, serving students in kindergarten to Grade 3, inclusive, must select and administer an assessment from the Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments (July 1, 2023). Administering a set of screening measures in the primary grades helps identify students who are at risk for reading difficulties and require intervention, and assists in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities."

Universal screeners are generally administered three times a year (fall, winter, and spring). These assessments are standardized and the results are nationally normed. This allows educators to benchmark students against a large pool of data and determine the extent to which performance is typical.

Connecticut's approved menu of assessments focuses solely on reading, however, Branford Public Schools believes that screening students in mathematics is equally important. BPS was required to choose a new screener, as the state removed computer adaptive tests like STAR from its approved menu. It is worth noting that BPS educators had voiced concerns that STAR was not meeting their needs in terms of providing actionable data. BPS educators were looking for an alternative assessment prior to the mandated changes.

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AimswebPlus reading and math data will be utilized on a variety of levels. Student level data can help to identify students who may need additional instruction, intervention, or enrichment. Classroom and schoolwide data can help to identify pockets of need and aid in the appropriate allocation of resources. District wide data helps to inform the overall effectiveness of our core curriculum.

BPS Universal Screening

Universal screeners were administered in late September through early October. Initial data points to some areas of strength and areas to focus additional attention and resources. Data is reported in percentiles with the 25th to 75th percentile being considered the average range. The district target is set to the 30th percentile as recommended in our first year. We will receive additional guidance from Aimsweb with regard to adjusting the target in subsequent years.

Kindergarten

The Kindergarten Early Literacy Assessment has a low median composite percentile rank of 29. This means BPS kindergarten students outperformed only 29% of their peers nationally. The Kindergarten Early Numeracy Assessment also has a low median composite percentile rank of 28, though K students had a median percentile rank of 55 on the Concepts and Application assessment, suggesting that an emphasis on building fluency with number naming and subitizing should be explored.

Grade One

First graders were also assessed using the Early Literacy and Early Numeracy screeners. The grade one median composite percentile for Early Literacy is 18. However, first grade performance on Phoneme Segmentation, the ability to identify and make each individual sound within a word, was a significant strength with a median percentile of 61. Letter-Word Sounds Fluency was significantly lower than other subtests with a median percentile of 8. This suggests that an emphasis on letter sounds may be appropriate in most first grade classrooms. First graders had a significantly higher median composite score for the Early Numeracy assessment: 37. Their strengths were again, like kindergarten, in the area of Concepts and Application, and weaknesses within single digit Math Fact Fluency.

Grades Two and Three Reading

Second and third graders begin to take the Reading assessment, online, via AimswebPlus. There are three parts to this assessment: Oral Reading Fluency, Reading Comprehension, and Vocabulary. Only the Oral Reading Fluency assessment is administered by a teacher. The other two assessments are taken in an online environment. Second graders demonstrated strengths in comprehension with a median percentile of 51 and third graders surpassed them with a median percentile of 58 in comprehension. Second graders demonstrated a more significant need for vocabulary building (27th percentile) whereas this was a relative strength for third graders (52nd

percentile. Overall, our current second grade cohort had a lower median composite percentile rank (33) than our current grade three cohort (50th percentile).

Grades 4-8 Reading

Fourth through eighth graders also take the Reading assessment online via AimswebPlus. There are three to four parts to this assessment: Reading Comprehension, Silent Reading Fluency, and Vocabulary. If a child's SRF score is flagged as invalid, they will be prompted to be screened with the Oral Reading Fluency measure, which is administered in a one to one setting with a teacher. Grade four has the lowest median composite percentile rank for reading (56th percentile). Grade eight has the highest median composite percentile (70th percentile).

Grades 2-8 Math

Second through eighth graders take the AimswebPlus math assessment. This is done completely online. Composite scores take all four subtests (Concepts and Applications, Mental Computation Fluency, Number Comparison Fluency, and Number Sense) into account. Median composite percentile ranks are as follows for each grade:

- 39th - Grade 2
- 45th - Grade 3
- 59th - Grade 4
- 57th - Grade 5
- 55th - Grade 6
- 57th - Grade 7
- 52nd - Grade 8

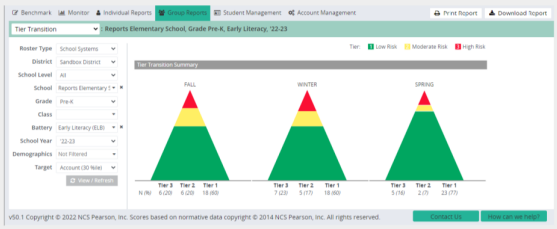
Charts displaying the subtest performance are included in the presentation. Notably, Number Comparison Fluency is most challenging for second and third graders and is a strength for sixth and seventh graders.

Tier Transition Report

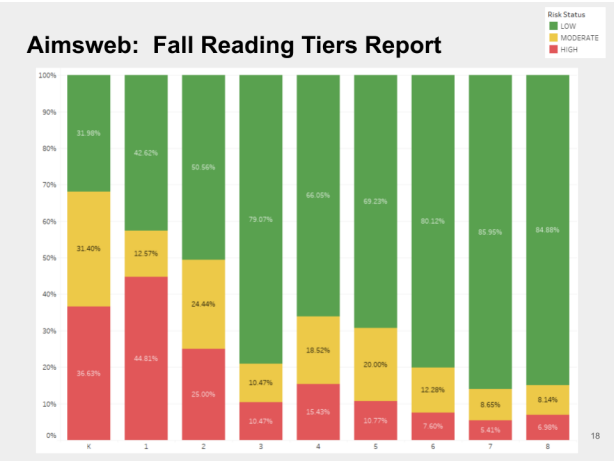
In the future, we will have access to a Tier Transition report. AimswebPlus groups students into three tiers, based on their risk of not meeting end of year benchmarks: Green, Low Risk; Yellow, Moderate Risk; Red, High Risk. We will be able to track the number of students who move from one tier to the next with the goal of reducing the number of students at high or moderate risk. A sample report is included here to the right. This includes sample data, not BPS data.

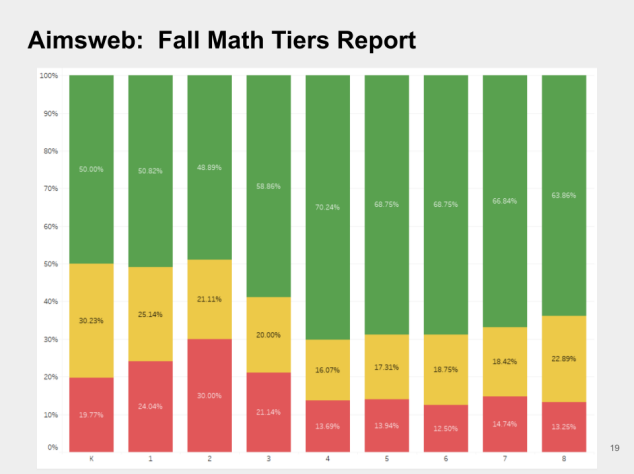
Sample Report: Tier Transitions

The report will be available this Winter.



We know currently that we have a number of students in each risk category. Charts are included below. It is noteworthy that the number of at risk students generally declines as the grade level increases. This is more notable in reading than in math.





Data Usage
Individual teachers, grade level teams, administrators, and district level teams continue to examine and analyze the recently collected data and plan for targeted instruction.

Summer School Report

Summer School programming was reviewed at the September Teaching and Learning Committee meeting. It is recommended that any members not present at that meeting review the meeting materials or watch the presentation online. The focus of the November Teaching and Learning Committee meeting will be on the assessment and attendance data that we have collected.

It is important to recall that our summer school programming was not intended to be academic in nature at the elementary or intermediate level. Therefore, academic data related to summer school programs is not readily available. Pre- and post-assessments were not administered and our universal screener changed from Star to AimswebPlus. High school students had access to credit recovery courses.

Elementary Summer School
At the elementary level, we do not have notable improvement in attendance when comparing students who attended summer school to those who did not. AimswebPlus data indicates that, generally, students who attended summer school are at higher academic risk than those who did not attend. This is not a causal relationship, but may suggest that high risk students took advantage of summer programming at a higher rate than those at moderate or low risk.

Intermediate Summer School
Rising fifth graders attended summer school at Walsh Intermediate School. There was not a notable difference in attendance rates when looking at the entire student population. However, some significant differences are seen when disaggregated by demographics. For example, students who receive free and reduced meals and attend summer school have a 2.9% increase in attendance as compared to their attendance last year. This is compared to a 1.3% increase for those with the same economic status and not attending summer school. Students who pay full price for meals and attend summer school only saw a 0.7% increase in attendance. Students for whom English is a second language also saw a more positive increase in attendance after having attended summer school. ELL students who attended summer school had a 2.5% increase in attendance compared to a 1.8% increase for ELL students who did not attend. This is compared to English speaking students who attended and saw only a 1.1% increase. This data suggests that the summer school programming at WIS had a more significant impact on our at risk students.

High School Summer School
At BHS, 27 students enrolled in credit recovery and 27 students completed and passed their course. Of the 27 students, 37% have increased their quarter one attendance as compared to last year's first quarter. 20 BHS students enrolled in the next course in the course sequence and 15 of those students are currently passing that course.

The credit recovery courses were successful due to some shifts in the summer school curriculum. Notably, the courses were taken offline and taught by a teacher. The programming was rooted in our BPS curriculum. Nine of the students taking credit recovery courses had lost credit due to absences. Of those nine, seven have improved their attendance as compared to this time last year.

Outstanding Items

Smarter Balanced Tests
A member of the BOE requested a comparison of Branford's performance on the SBA as compared to the statewide average performance. The following charts illustrate such comparisons.

Mathematics

GRADE	15-16	16-17	17-18	18-19	21-22	22-23
State 3	53	53	54	55	47	50
BPS 3	64	58	65	65	58	60
State 4	48	50	51	53	45	48
BPS 4	67	67	65	65	53	58
State 5	41	43	45	47	39	42
BPS 5	57	59	55	59	55	60
State 6	41	44	44	45	37	40
BPS 6	41	52	56	51	36	47
State 7	42	43	44	46	38	40
BPS 7	51	37	51	53	41	46
State 8	40	42	43	44	34	36
BPS 8	40	45	37	46	41	33

Reading

GRADE	15-16	16-17	17-18	18-19	21-22	22-23
State 3	54	52	53	54	47	46
BPS 3	64	48	54	55	56	51
State 4	56	54	55	55	49	49
BPS 4	68	66	59	56	56	59
State 5	59	56	58	58	52	51
BPS 5	69	66	58	56	59	67
State 6	55	54	54	55	48	48
BPS 6	57	66	57	67	51	50
State 7	55	55	55	56	50	49
BPS 7	66	58	58	64	51	58
State 8	56	54	56	56	49	49
BPS 8	58	55	43	59	44	42

SAT Information

A member of the BOE requested information regarding the cut scores for the different levels of the SAT. A table illustrating those cut scores is included below the previously shared information. The percentage of students meeting or exceeding the goal refers to students scoring in the Level 3 or Level 4 range.

The CSDE has adopted the SAT as the statewide accountability measure for juniors. The SAT consists of two subtests: Evidenced-Based Reading and Writing and Math. SAT results are reported by testing day of the junior class as well as by the graduating class. At the state level, 52.4 percent of students met or exceeded the goal in ELA and 34.1 percent in mathematics. Branford students demonstrated growth in both Mathematics and ELA as compared to the past two years. 59.7 percent of students met or exceeded the goal in ELA and 36.4 percent of students met or exceeded the goal in Mathematics. This is an increase of 6.7 percent and 11.2 percent, respectively.

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

Guiding Materials

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.

Global Competencies

- Communication and Active Listening
- Collaboration
- Adaptability and Interest in New Learning
- Empathy and Kindness
- Citizenship and Civic Responsibility
- Questioning, Reasoning, and Problem Solving

Strategic Actions

- **Ensure equal opportunity for growth and development for all Branford students.**
- 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.
- Improve the process and tools used to communicate and engage critical stakeholders.

Definition of Deep Learning

Deep Learning…
…focuses on intrinsic motivation, passion and reason as the drivers of the pursuit of learning.
…provides ongoing skills development and recognition of progress along the way.
…includes hands-on learning by doing and practice.
…requires appropriate resources to facilitate learning.
…flourishes within a culture of optimism and support.

Branford Board of Education
Teaching and Learning Committee

December 13, 2023

Agenda

- Universal Screening Overview
- Fall Universal Screening Data
- Summer School: Academic and Attendance Reports
- Future Planning

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

- Focuses on intrinsic motivation, passion and reason as the drivers of the pursuit of learning
- Provides ongoing skills development and recognition of progress along the way
- Includes hands-on learning by doing and practice
- Incorporates mentoring, feedback and support through all aspects of the learning process.
- Requires appropriate resources to facilitate learning
- Flourishes within a culture of optimism and support

Universal Screening Overview

- Required to administer an approved Universal Screening Reading Assessment (CT General Statutes 10-14t[a])
- Adaptive measures like Star and NWEA were removed from the approved list beginning July 1, 2023
- AimswebPlus includes both math and reading measures
- Administered three times per year: Fall/Winter/Spring

Universal Screening Data Use

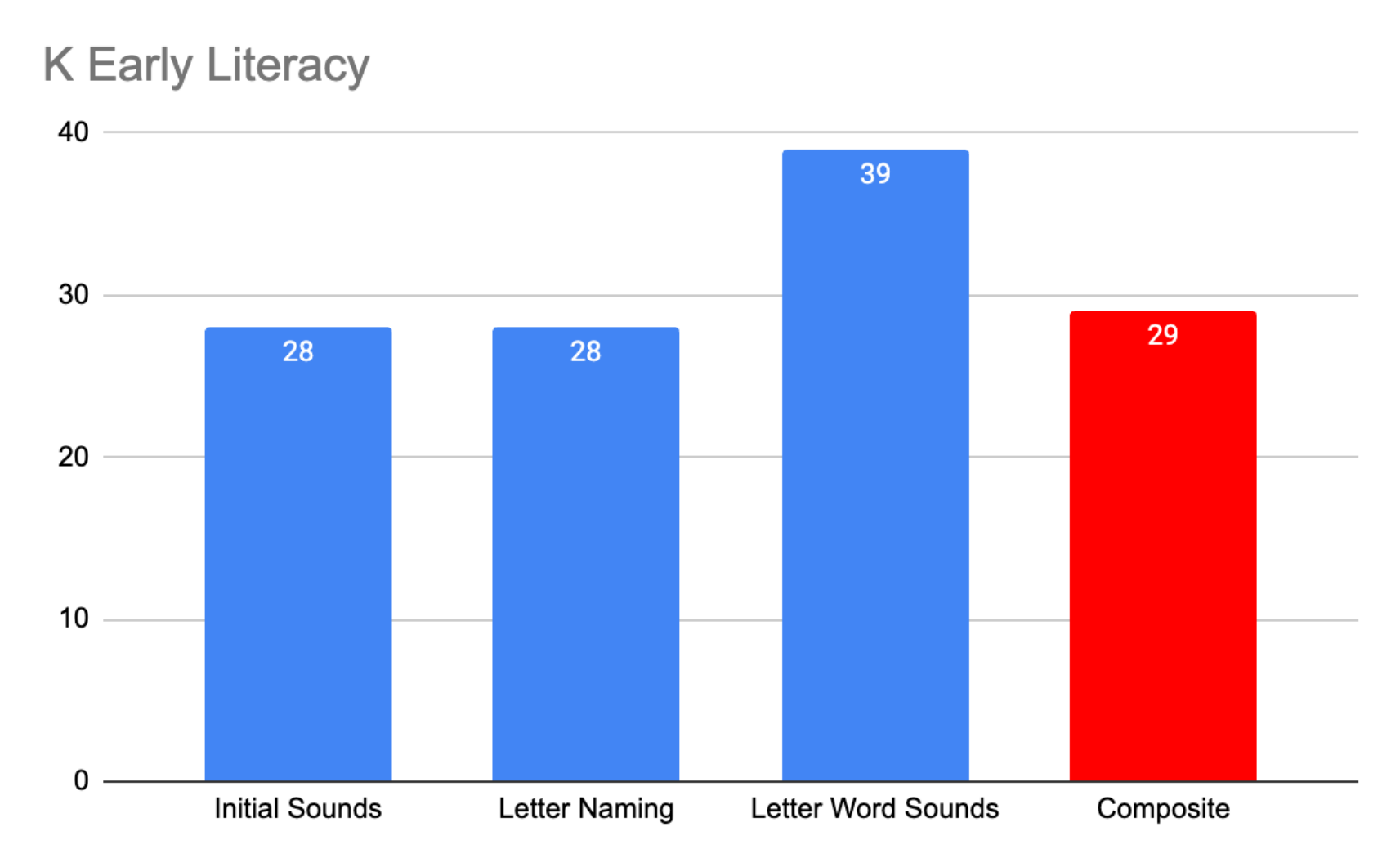
Data is used at the classroom, grade, school, and district level to inform decision making.

- **Classroom Level:** Identify students who may be at risk and align appropriate supports and interventions; identify students who need enrichment.
- **Grade or School Level:** Examine trends across classrooms and consider flexible grouping opportunities. Align resources to specific grades or classrooms with high needs.
- **District Level:** Monitor overall performance and growth trends and consider curricular or programmatic needs.

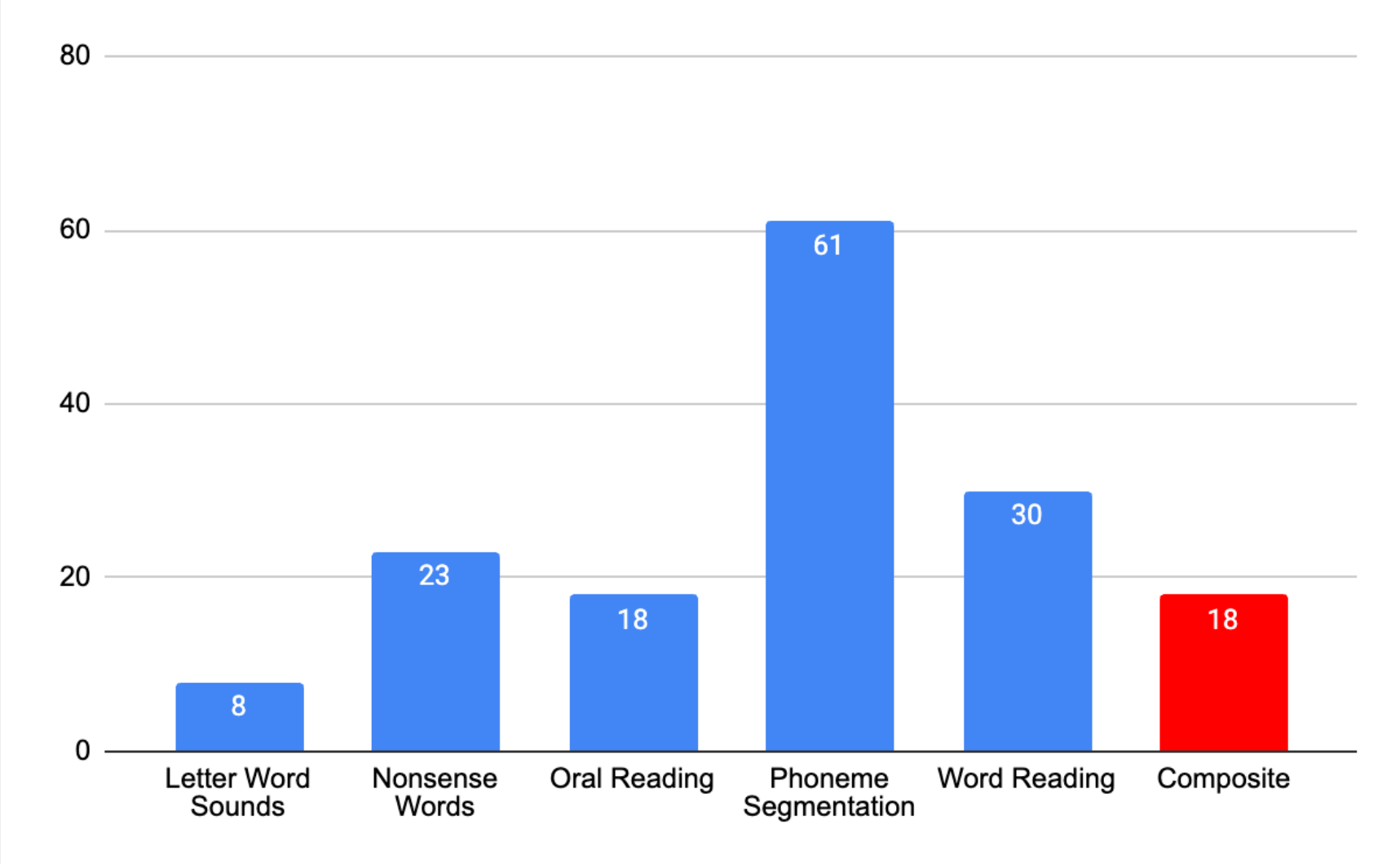
Fall Student Data

Median Percentiles

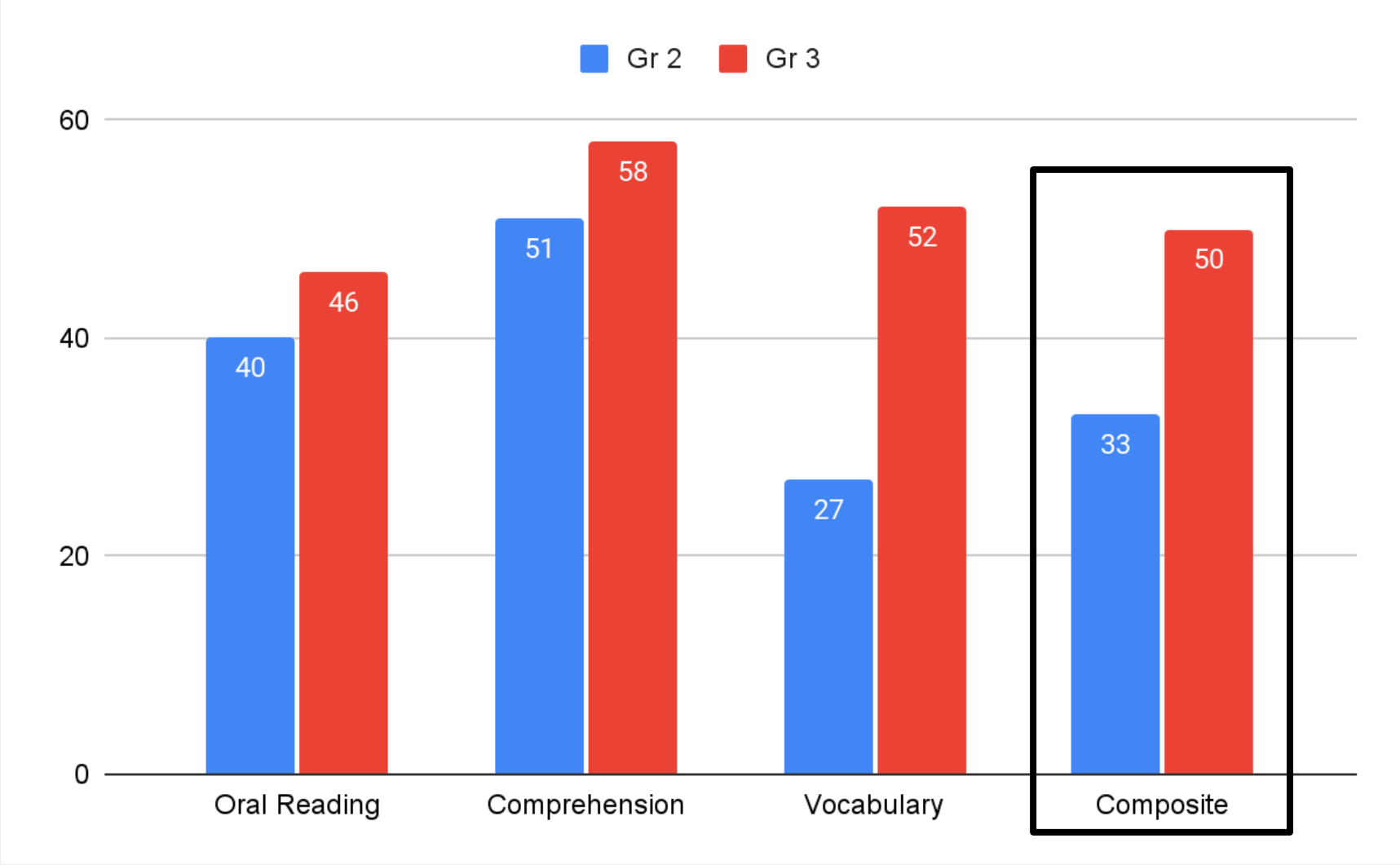
K Report: Early Literacy



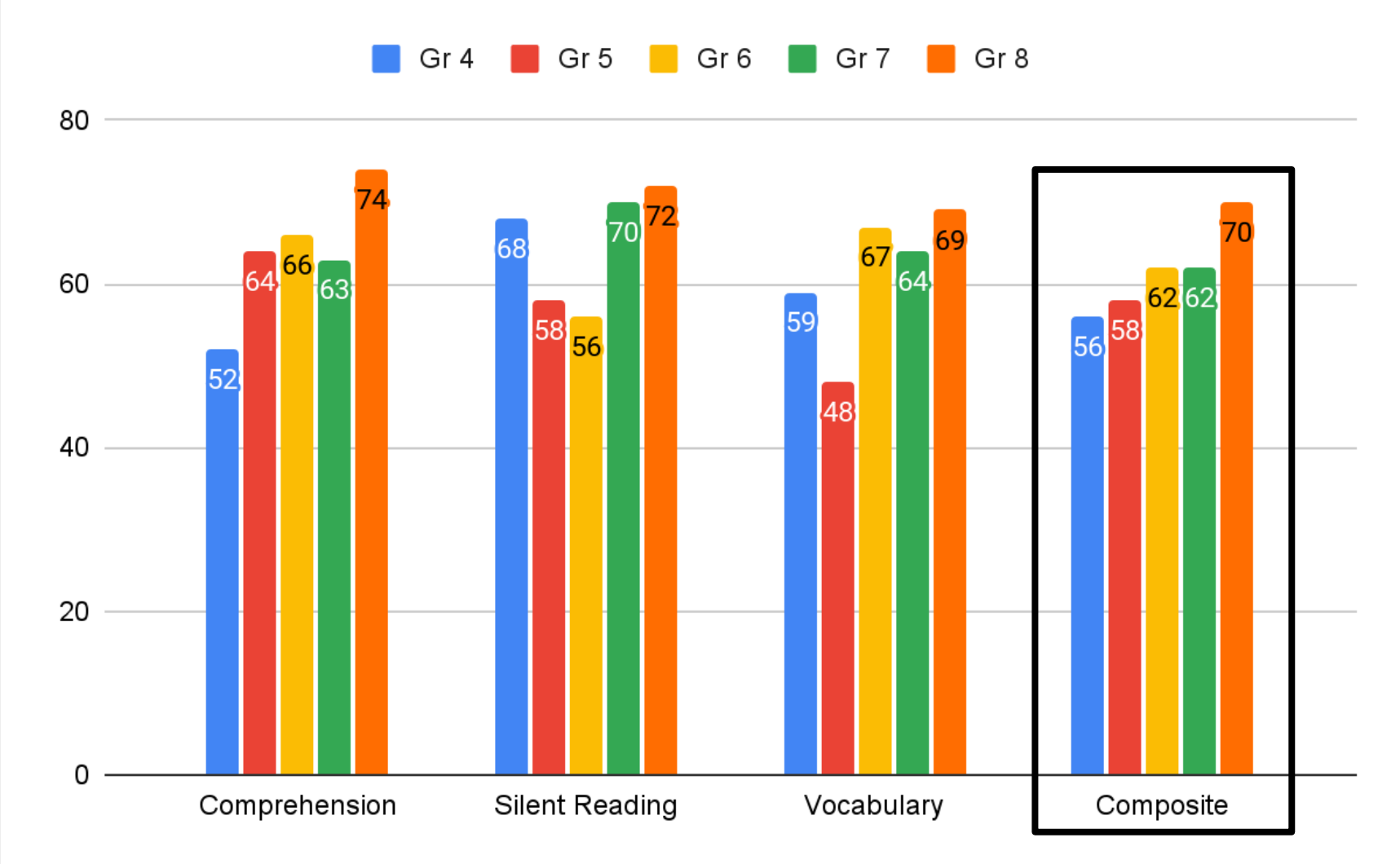
Grade 1 Report: Early Literacy



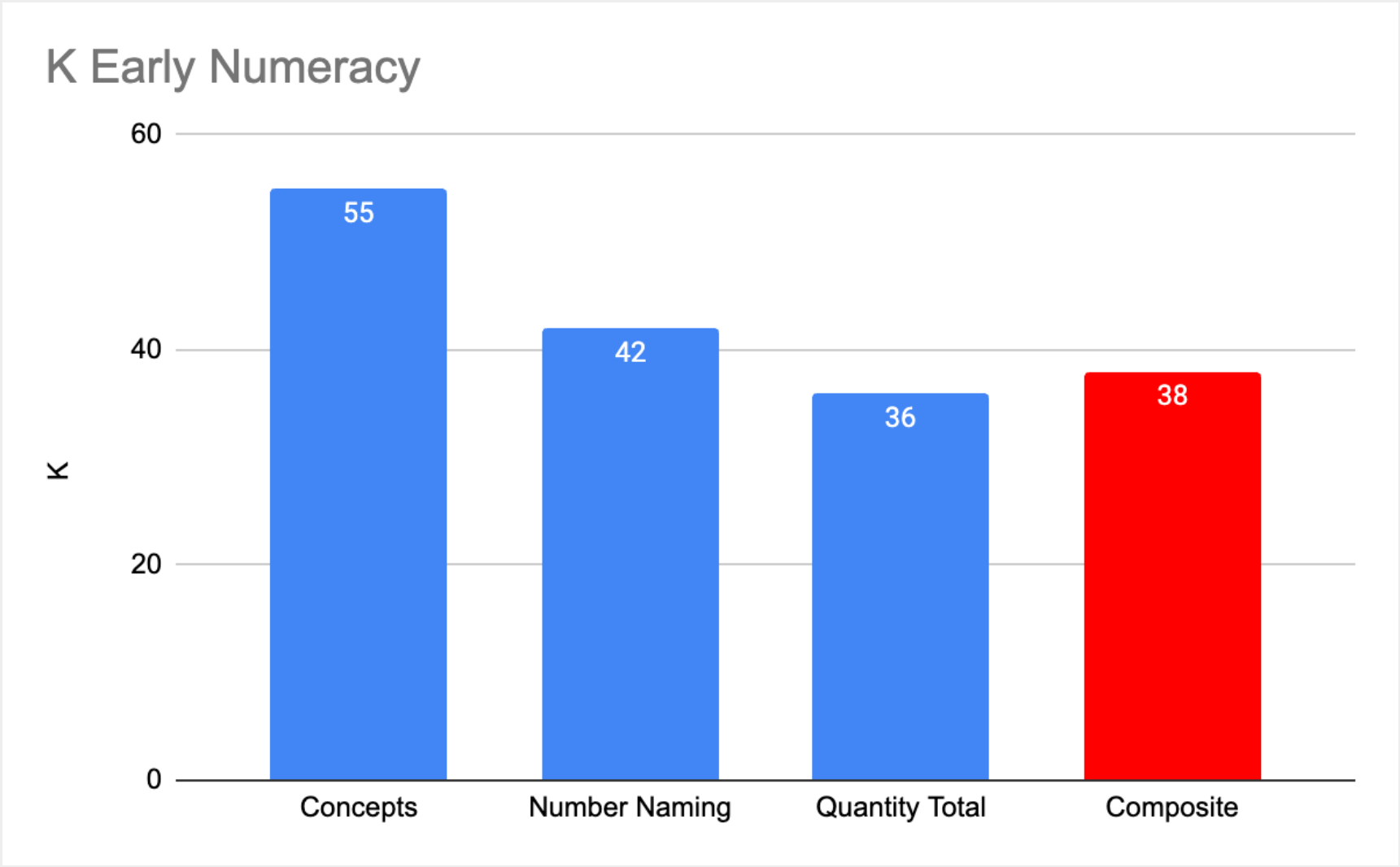
Grade 2 and 3 Report: Reading



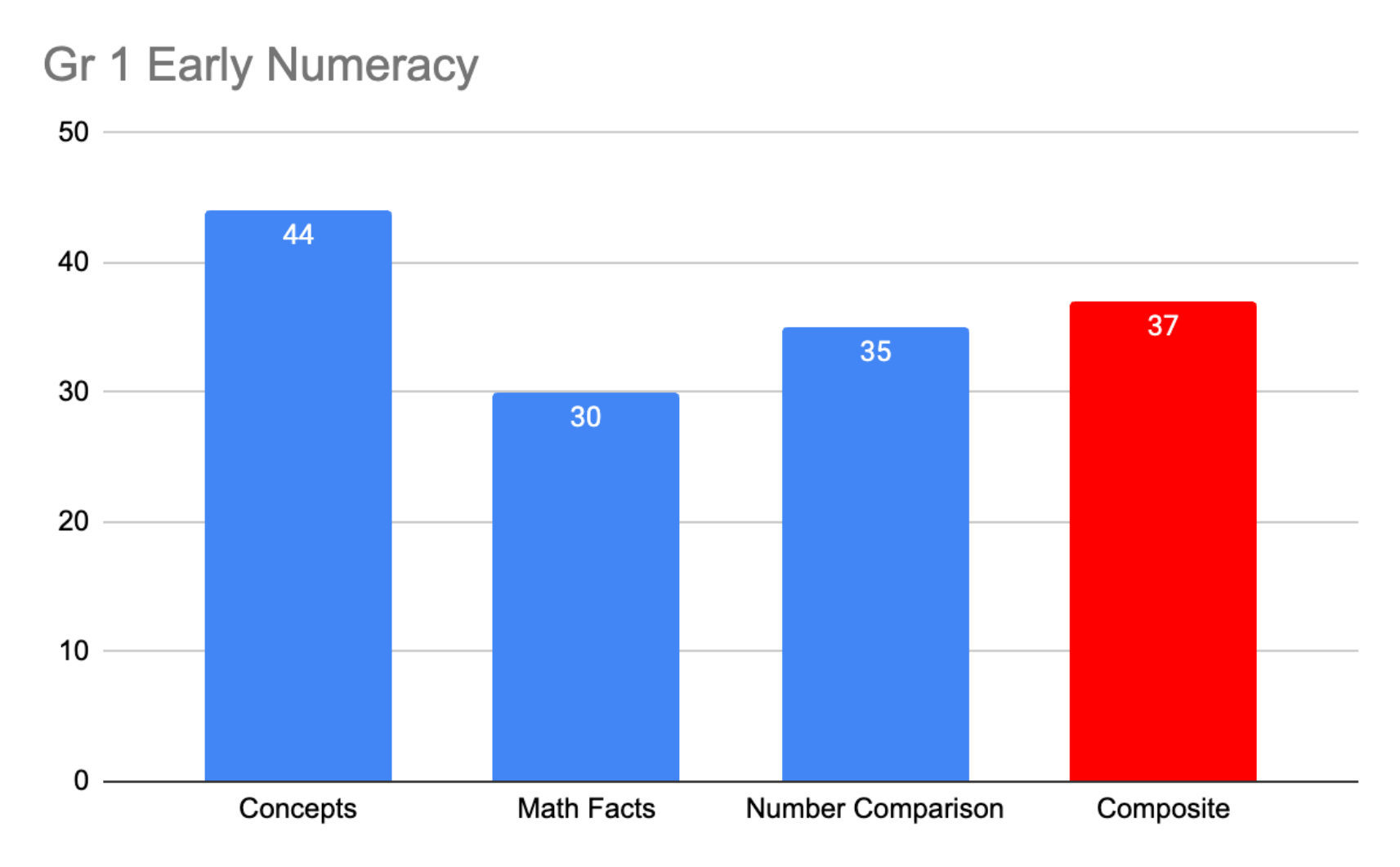
Grades 4-8 Reading



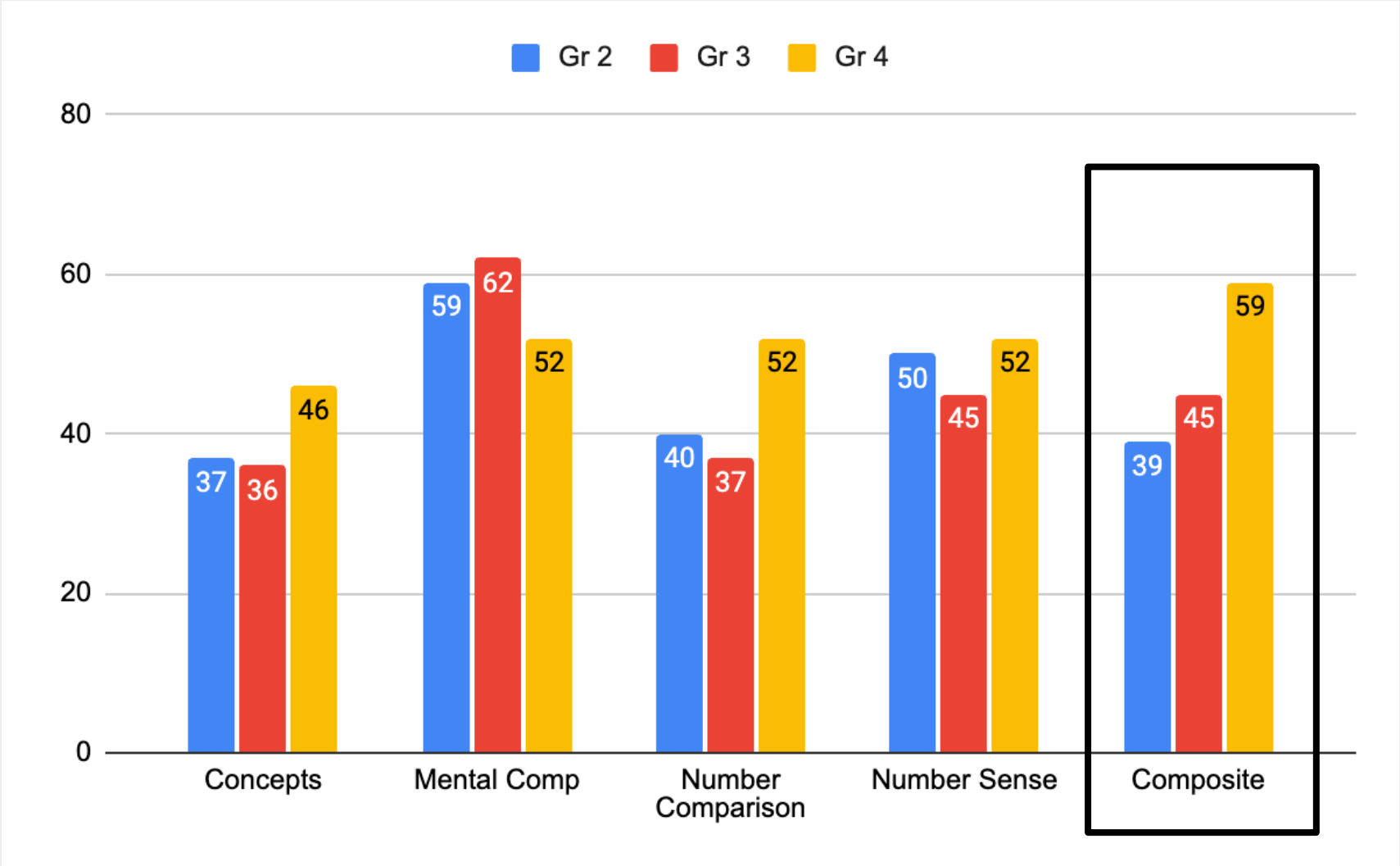
K Report: Early Numeracy



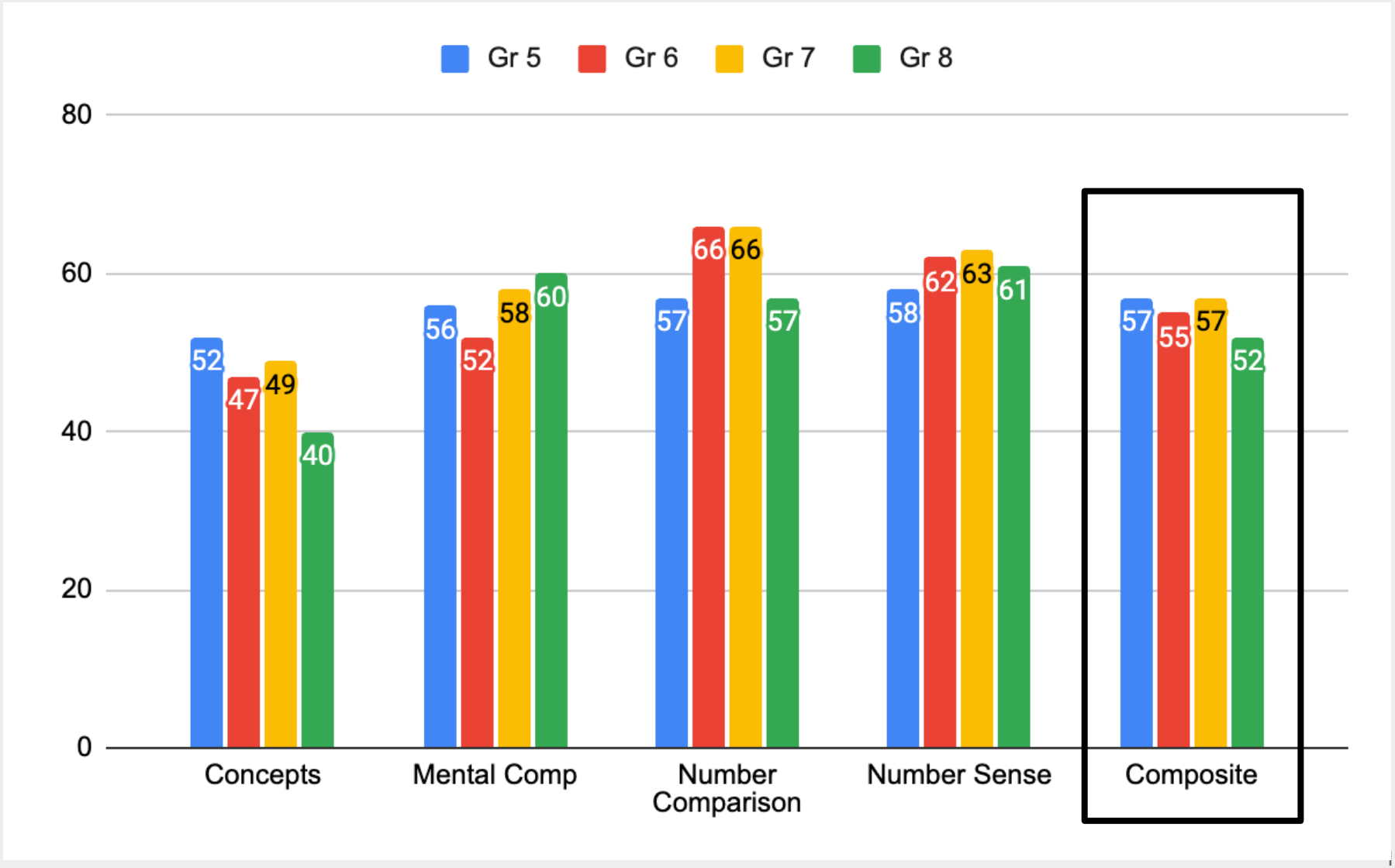
Grade 1 Report: Early Numeracy



Grades 2-4 Math

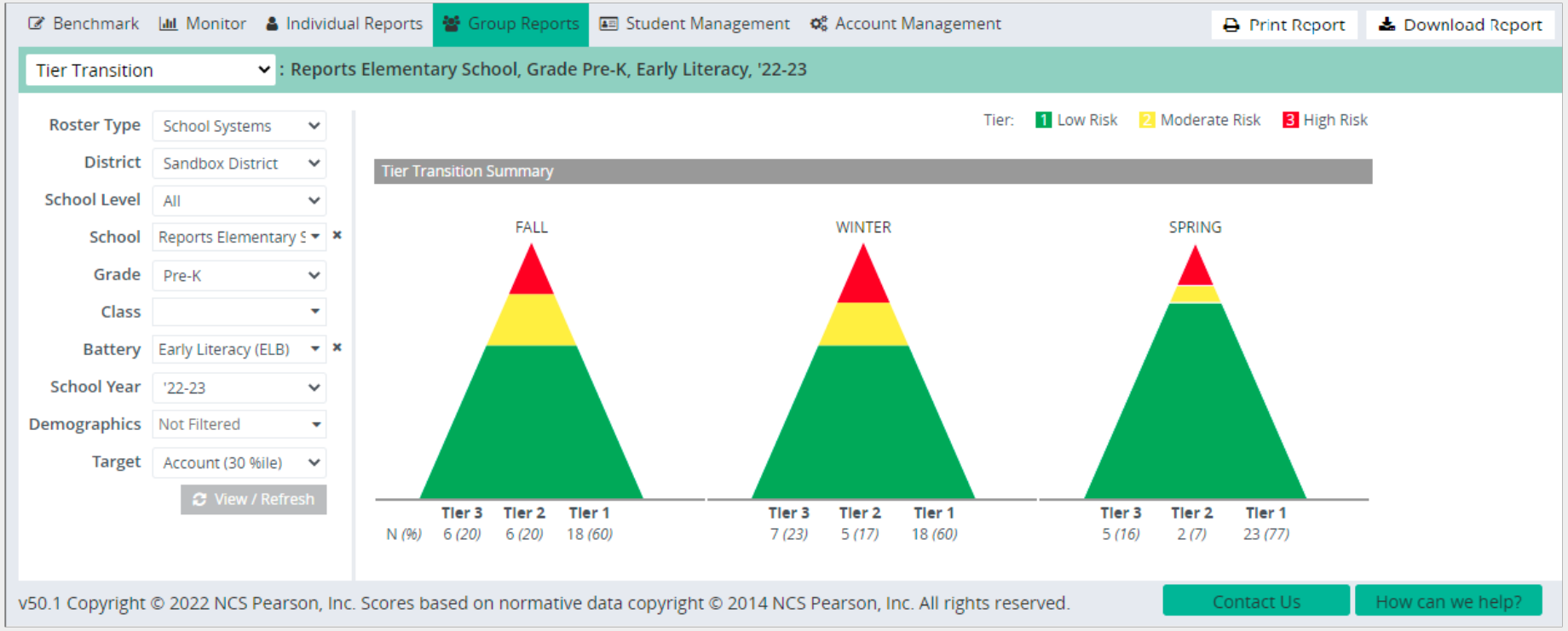


Grades 5-8 Math

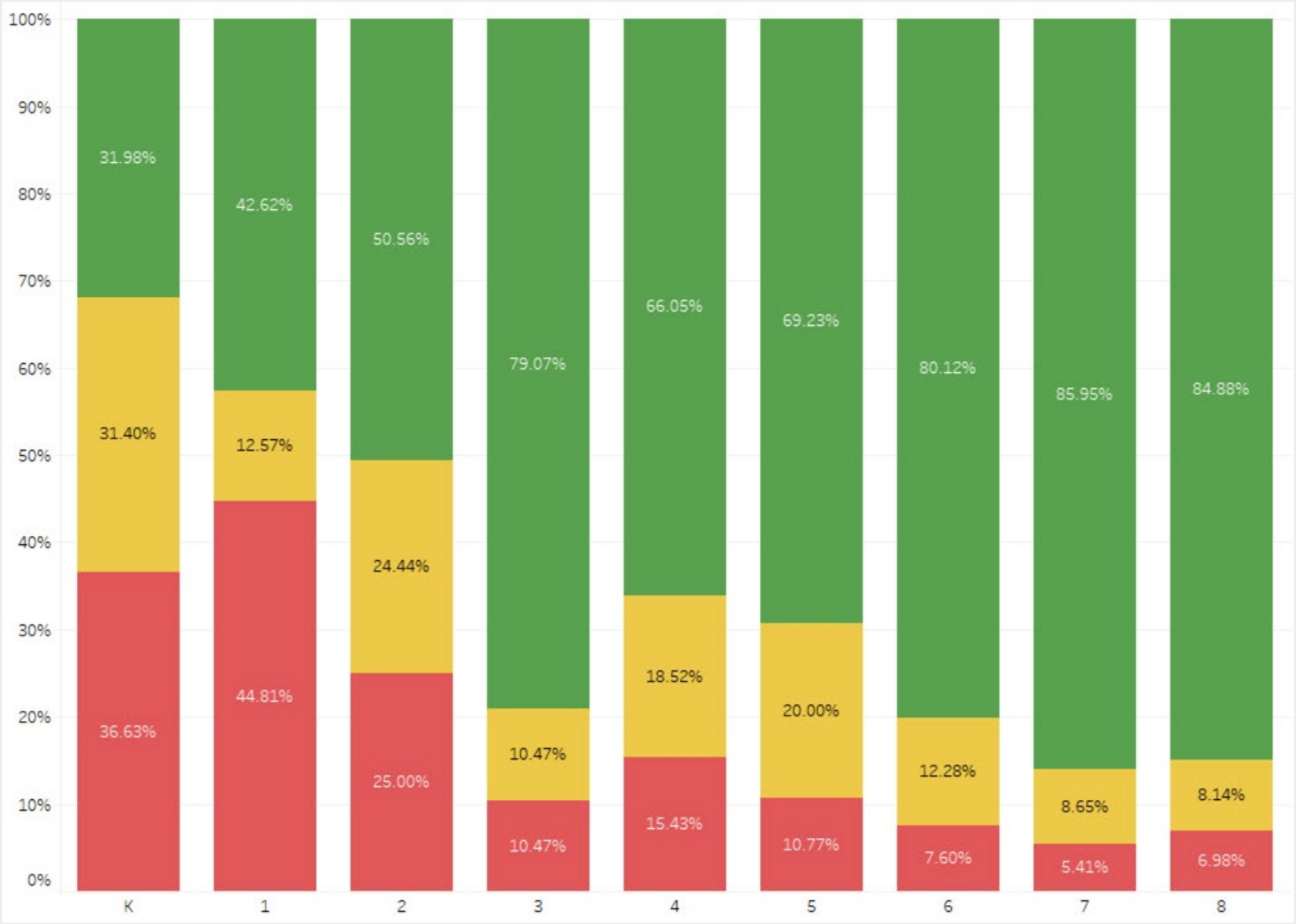


Sample Report: Tier Transitions

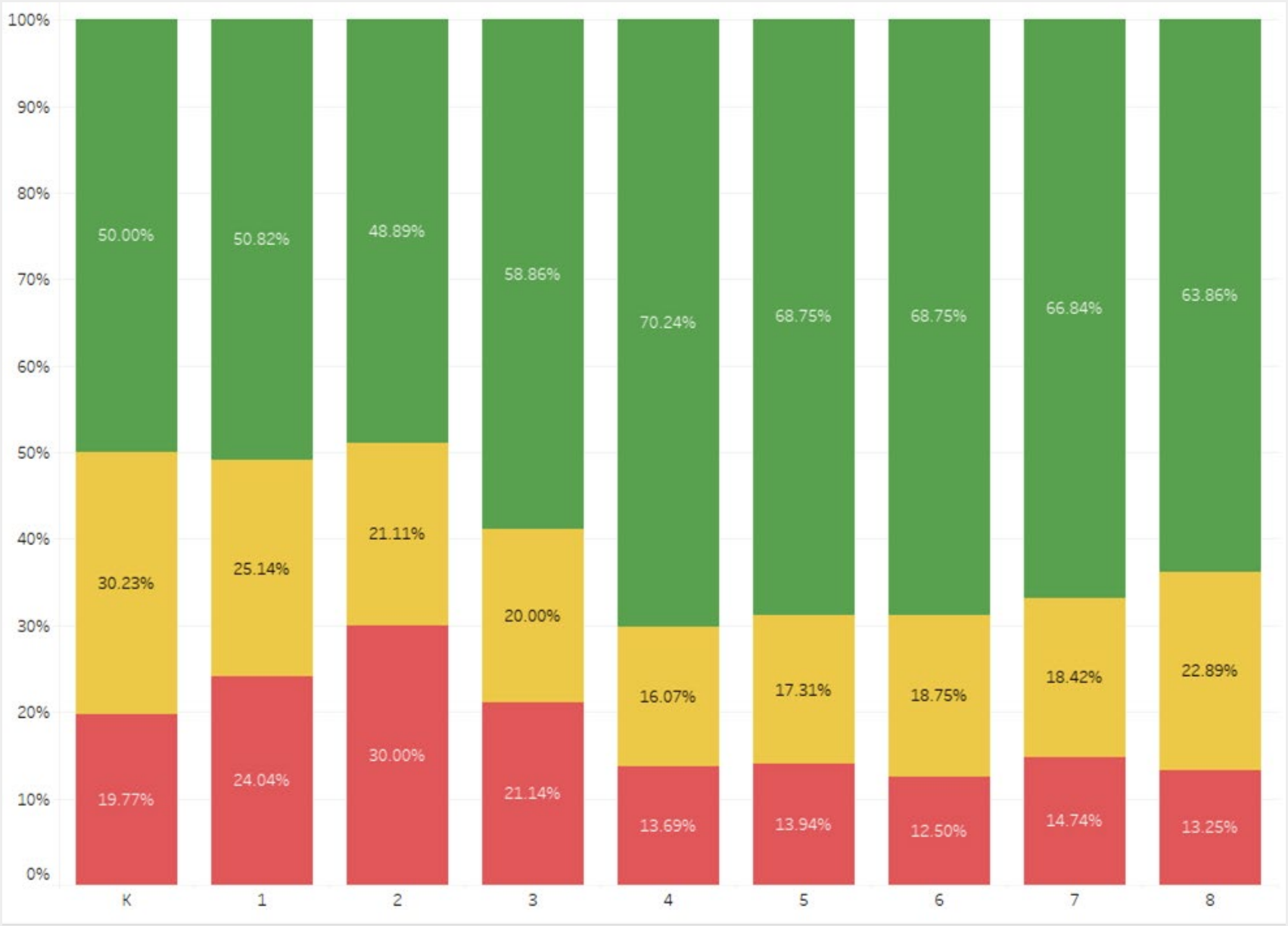
The report will be available this Winter.



Aimsweb: Fall Reading Tiers Report



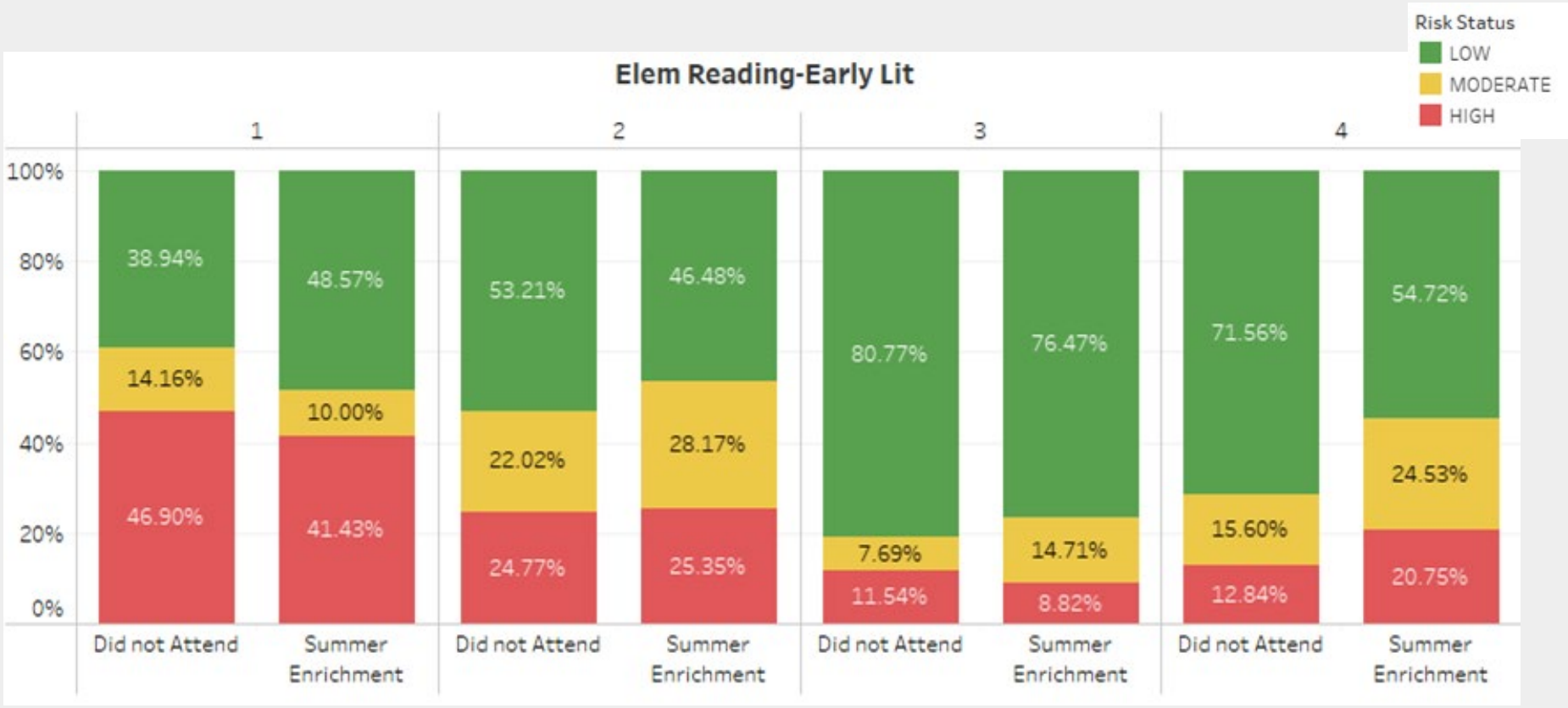
Aimsweb: Fall Math Tiers Report



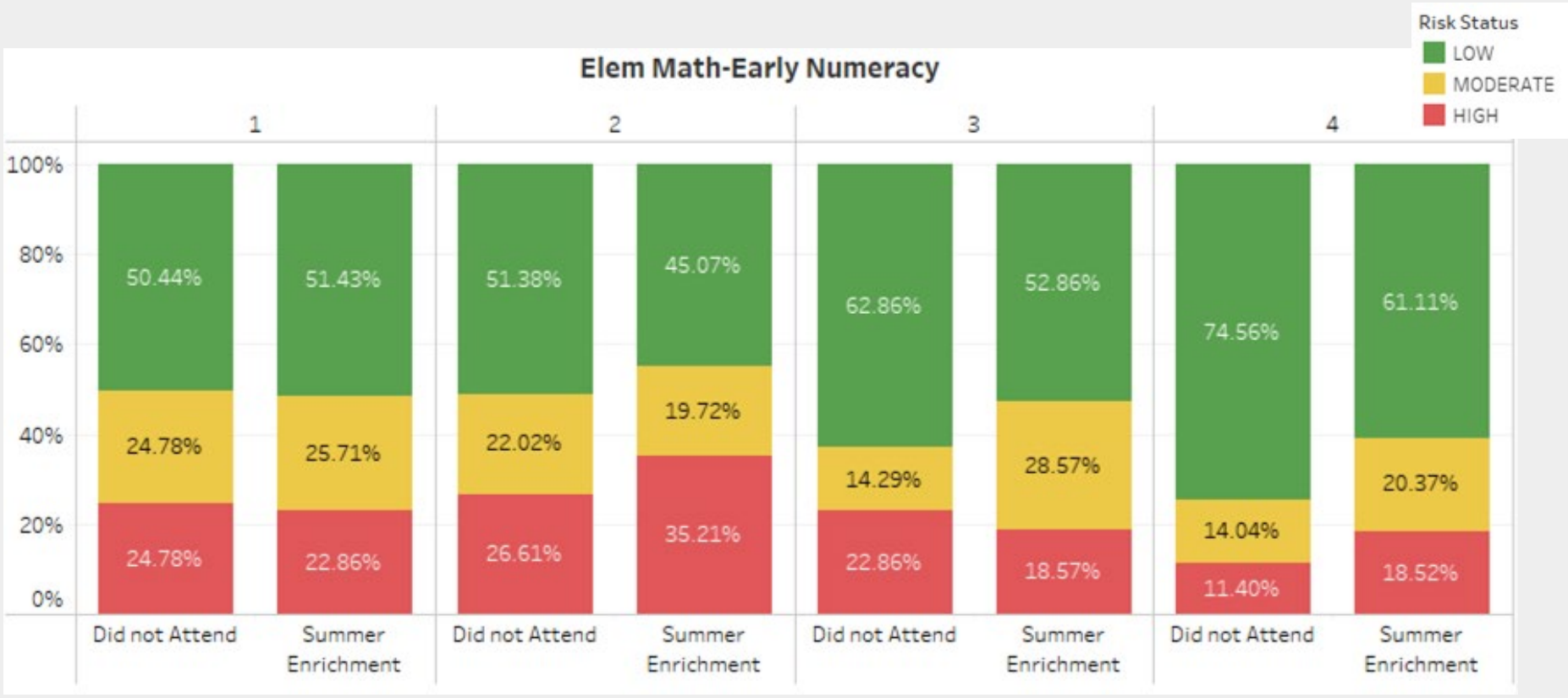
Summer School: Elementary Data

Elementary Attendance

Elementary Fall Reading Aimsweb



Elementary Fall Mathematics Aimsweb

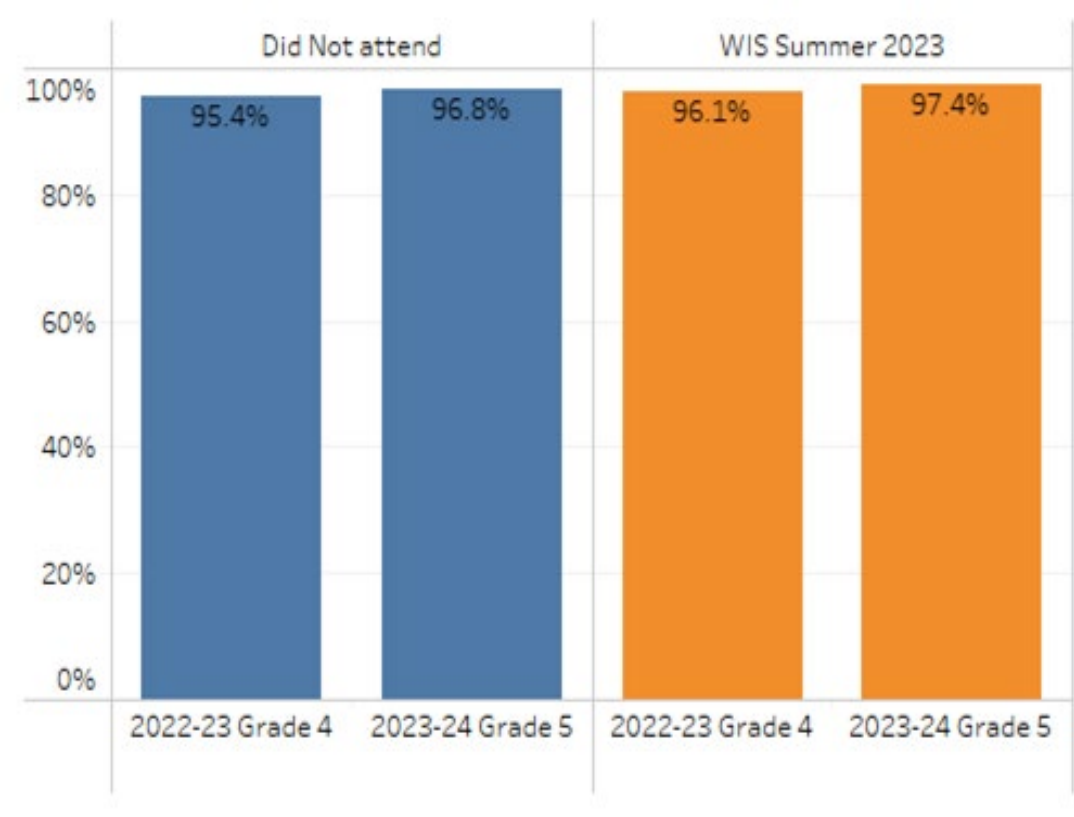


Elementary Summary

- New Universal Screener
- No pre and post assessment data
- Overall, summer school served higher risk students (Tiers 2 and 3)
- No impact on attendance for general education

Intermediate School Student Data

Incoming Grade 5 Attendance Data: Full Population



- Students who **did not** attended showed a 1.4% increase in attendance
- Students **who did attended** showed a 1.3% increase in attendance

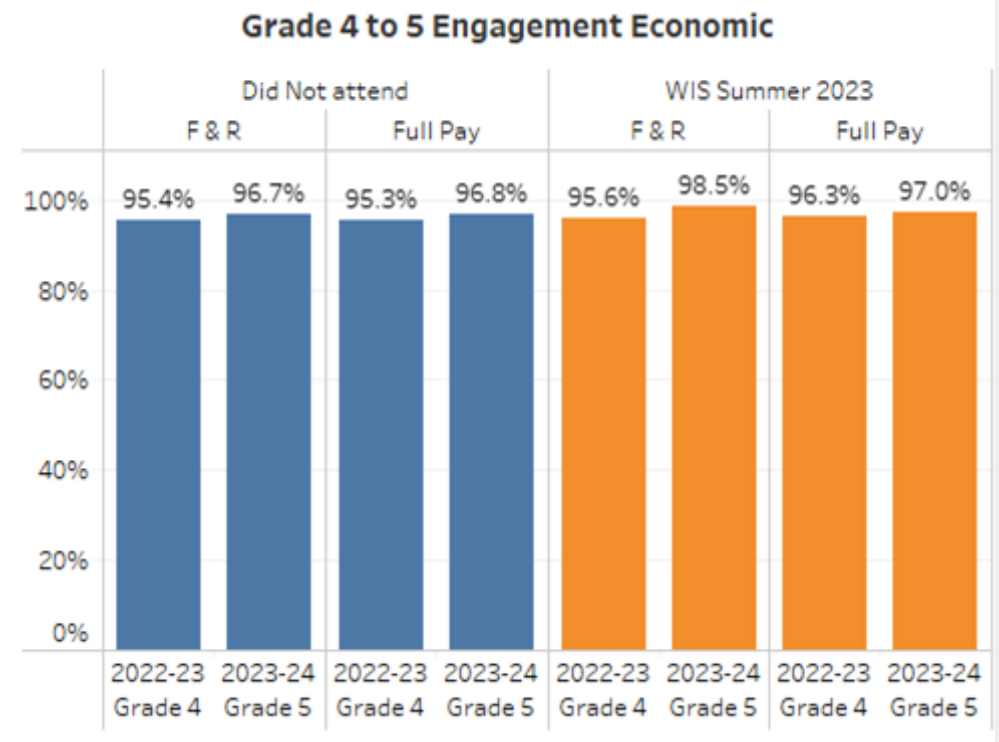
Incoming Grade 5 Attendance: Economic Status

Students who receive free and reduced meals:

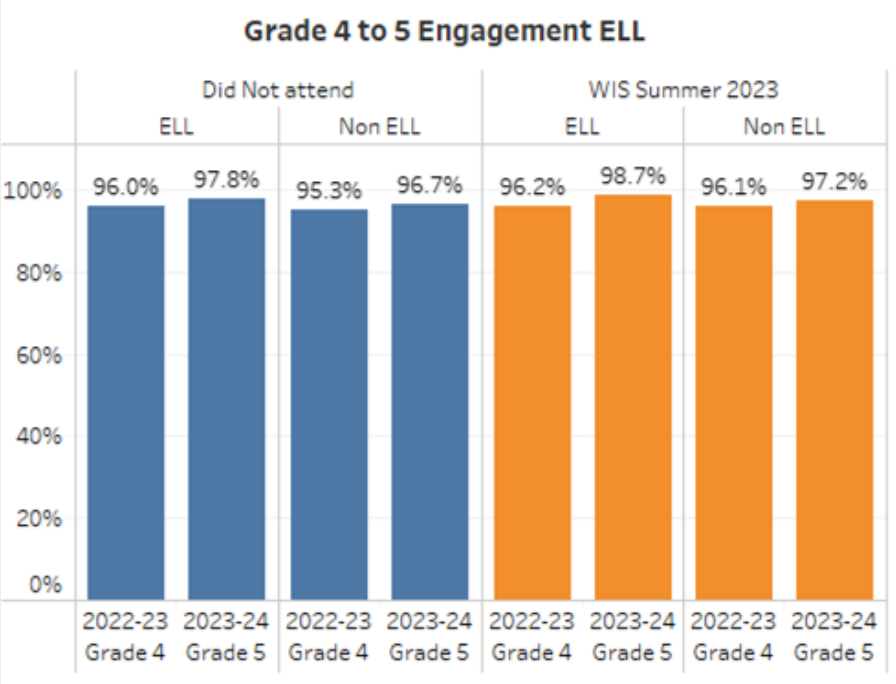
- Those who did not attend demonstrated a 1.3% increase
- Those who did attend demonstrated a 2.9% increase

Students who pay full price:

- Those who did not attend demonstrated a 1.5% increase
- Those who attended demonstrated a 0.7% increase



Incoming Grade 5 Attendance: ELL Status



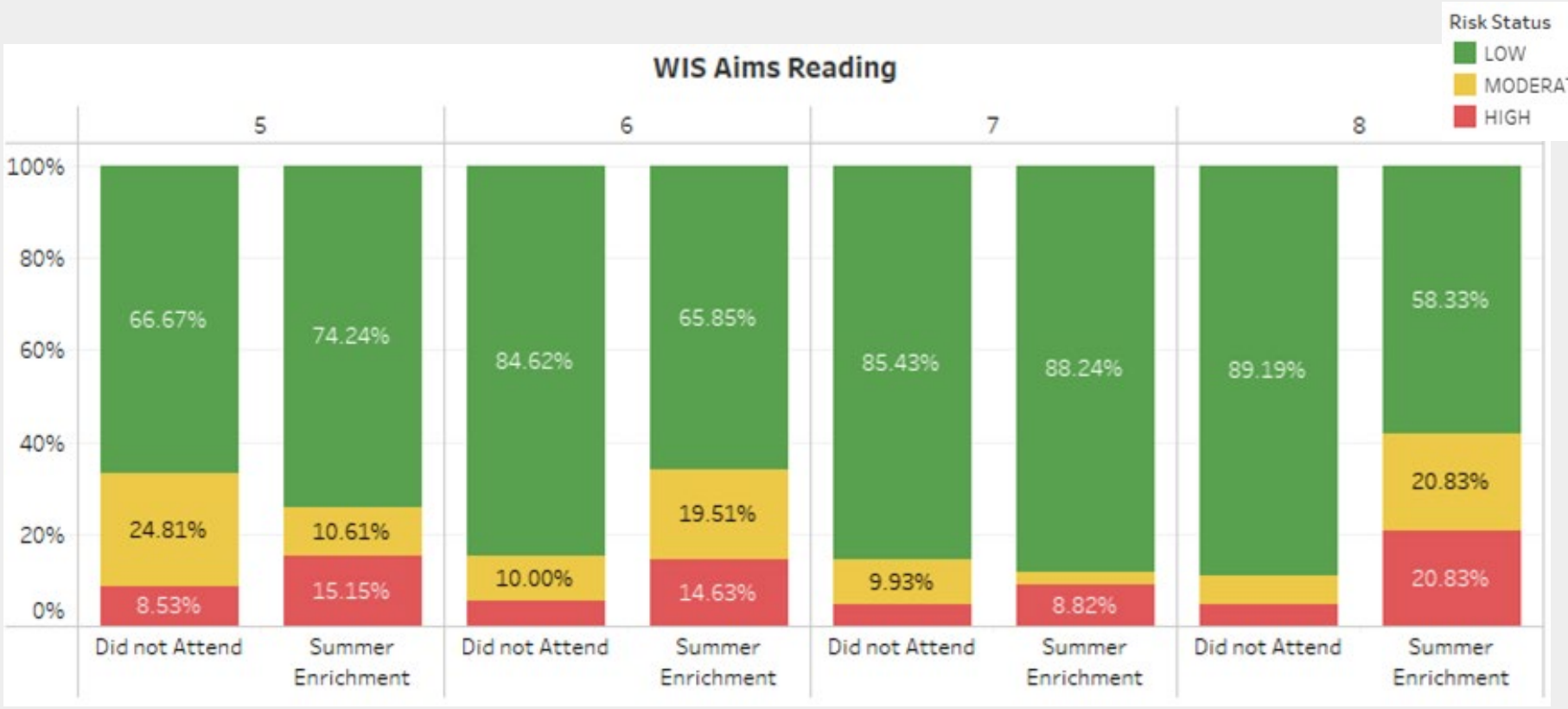
Students who speak do not speak English as a primary language:

- Those who did not attend demonstrated a 1.8% increase
- Those who did attend demonstrated a 2.5% increase

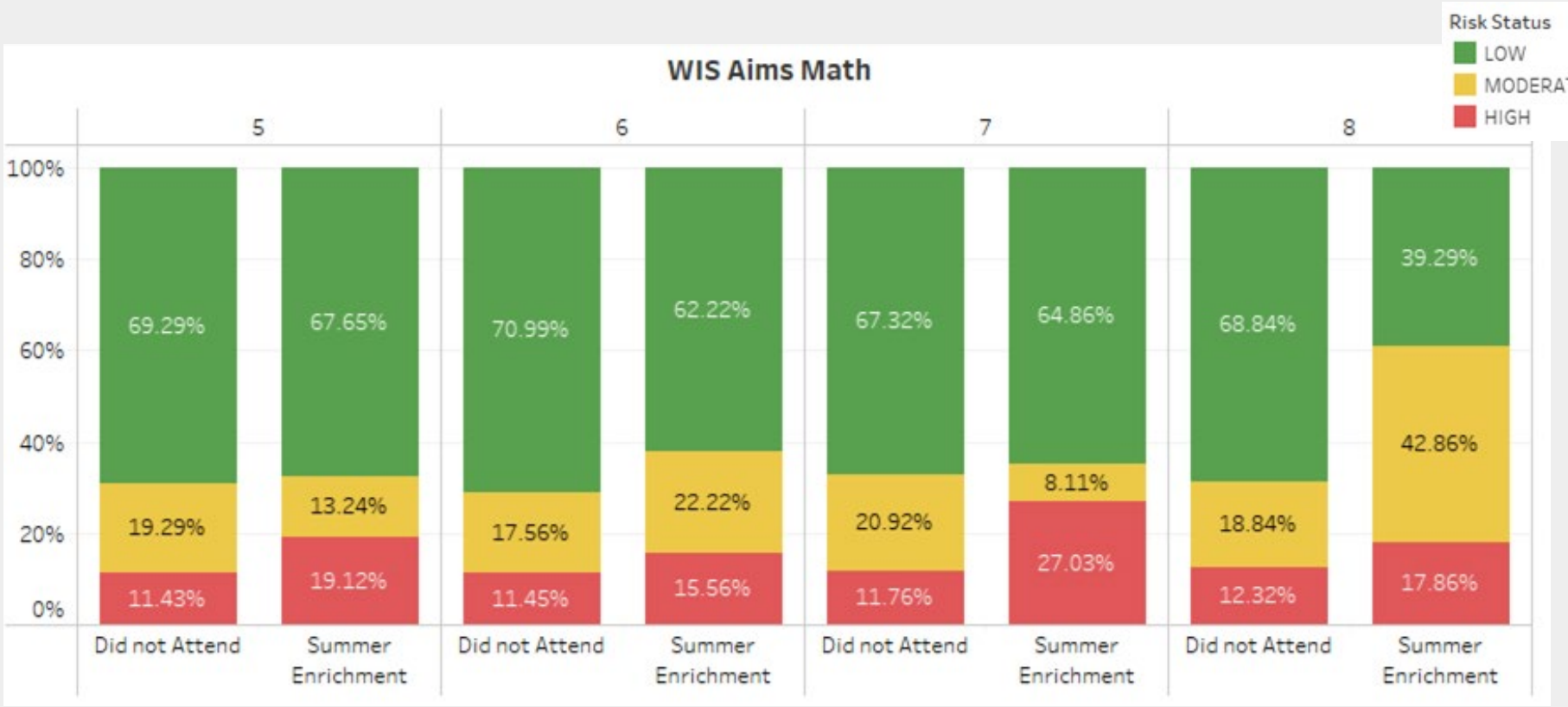
Students who speak English as their primary language:

- Those who did not attend demonstrated a 1.4% increase
- Those who attended demonstrated a 1.1% increase

WIS Fall Reading Aimsweb



WIS Fall Mathematics Aimsweb



Intermediate School Summary

- New Universal Screener
- No pre and post assessment data
- Overall, summer school served higher risk students (Tiers 2 and 3)
- Students in our high needs populations have demonstrated greater growth in attendance

High School Student Data

High School Trends

Attendance

- 37 students enrolled in credit recovery
- 27 students completed and passed their course
- 10 of the 27 students (37%) increased their attendance Quarter 1 in comparison to Quarter 1 last year

Academic Performance

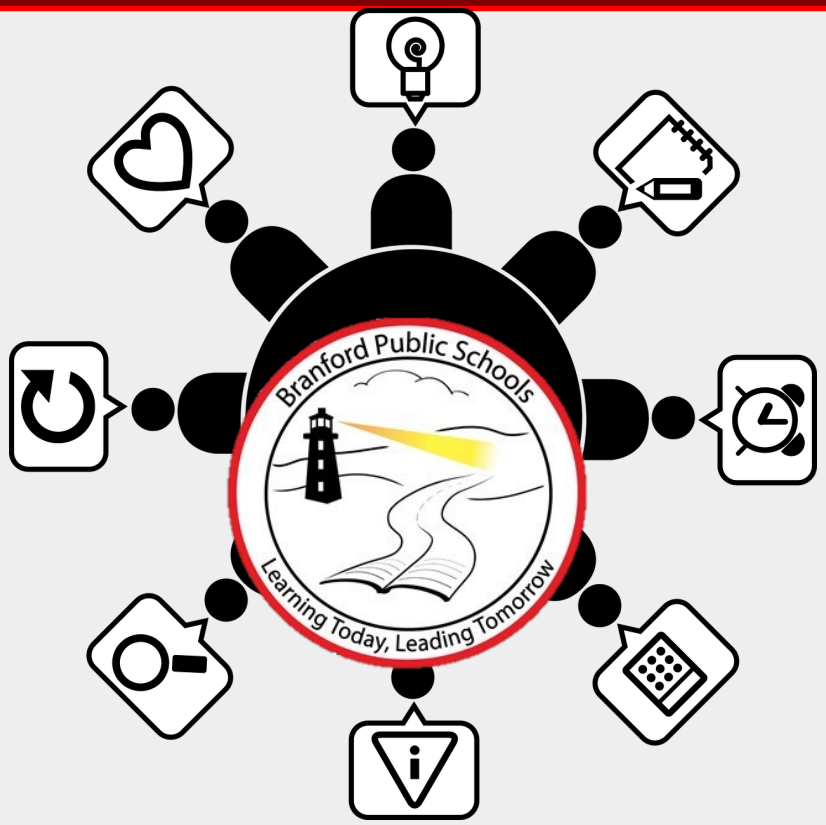
- 20 students enrolled in the next course in the sequence
- 15 students are currently passing the next level course in sequence

Credit Recovery

- Shifts in curriculum
  - Away from computer based program
  - Toward programming rooted in our curriculum
  - Had a positive impact on performance in the next course
- 7 of 9 students who attended credit recovery (for loss of credit due to absences) improved their attendance in comparison to this time last year

Future Planning

Planning Phase

- Develop a math and reading curriculum for rising 1st - 8th graders
- Balance the need for SEL and enrichment opportunities with academic needs
- Consider pre- and post-assessments
- Continue to use Aimsweb (Spring - Fall) to study growth
- Consider adding more certification classes- for middle school and high school programs

Discussion