

3.12.25

Memo

To:
Branford Board of Education
Teaching and Learning
Committee

From:
Allison K. Moran,
Assistant Superintendent of
Schools

Re:
Student Learning Update

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

Blaize Levitan, Chief Operating
Officer

BPS Administration


Student Learning Update


Students in grades K-8 were administered the AimswebPlus Reading and Math benchmark assessments in January. The data from these assessments inform instructional decisions at the student, classroom, school, and district levels:

- **Student:** Helps identify student strengths and areas for growth.
- **Classroom:** Supports identifying students who may need intervention, enrichment, or additional instruction.
- **Schoolwide:** Assists in identifying needs and allocating resources effectively.
- **Districtwide:** Assists in evaluating the overall effectiveness of our core curriculum.

This year, the district took a step toward greater transparency and communication with caregivers and shared individual student assessment results with caregivers. This began in the fall at parent-teacher conferences. In this setting, teachers were able to explain results and caregivers had the opportunity to ask questions.

In February, winter results were sent directly to caregivers via Parent Square. A letter accompanied the results to provide additional information. Letters included an FAQ section to help explain some frequent concerns of caregivers. Elementary and intermediate school communications were very similar and are included below for your reference.

 Aimsweb Parent Letter Winter 2025

 WIS Aimsweb Parent Letter Winter 2025

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Assessment Results

Fall to Winter Composite Percentile Comparisons

In reading, Grades 1, 2, 4, 5, and 8 saw an increased median composite percentile rank when compared to fall performance. Of those grade levels, grades 1 and 2 saw the greatest increase (8 and 10 percentile points respectively).

In math, every grade saw an increased median composite percentile rank as compared to fall performance. Several grade levels increased median percentile rank significantly:

- Kindergarten, +14
- Grade 2, +22
- Grade 3, +10
- Grade 5, +11
- Grade 7, +10

In summary, when it comes to performance as measured by the median composite percentile, our student achievement rose more in math than in reading. Building based teams have analyzed student and classroom level performance to plan instructional responses to the assessment data, especially around reading in grades 3, 6, and 7 where fall to winter composite scores declined or remained the same.

Fall to Winter Median Growth Percentile Comparisons

As a reminder, the 50th percentile is exactly average. For schools to be closing achievement gaps, students must demonstrate growth at an above average rate.

In reading, Grades 1, 4, 5, and 8 had median growth percentiles of 65. This means that on average, students in those grades were demonstrating more growth than 65% of their same-grade peers. All other grades, with the exception of Grade 3, had median growth percentiles of 55. We are addressing concerns in Grade 3 in each elementary school, as the median growth percentile was 45. This means our third graders are losing ground in reading as compared to their same grade peers.

In math, Grade 2 had the highest median growth percentile at 72. Grades K, 1, 3, and 5 had median growth percentiles at 65 and grades 4, 6, and 7 were at the 55th percentile. The 8th grade math team will continue to analyze student work and make plans to address the limited growth in mathematics.

Winter '24 to Winter '25 Matched Cohort Comparison

This matched cohort comparison takes into account last year's winter benchmark scores for a group of students and compares them to how those same students are performing this year in the subsequent grade level. This allows us to track a year's worth of growth. We have divided percentiles (0-99) into quintiles (five equal parts: 1-19, 20-39, 40-59, 60-79, 80-99) and illustrated the movement of students between quintiles.

In reading, some growth was seen in all grade levels. The **most significant growth** was in the top percentile bands from **Kindergarten to Grade 1**, from **Grade 3 to 4**, and from **Grade 7 to 8** and in the lower percentile bands in **Grade 1 to 2** and **Grade 7 to 8**.

- Kindergarten to Grade 1:
 - 22 more students performing at or above the 60th percentile
 - 11 fewer students performing below the 40th percentile
- Grade 1 to 2:
 - 11 more students performing at or above the 60th percentile
 - 30 fewer students performing below the 40th percentile
- Grade 2 to 3*
 - 6 fewer students performed at or above the 60th percentile
 - 10 fewer students performing below the 40th percentile

*Some students lost ground in the top percentile bands, however fewer students were performing in the lowest percentile bands
- Grade 3 to 4
 - 40 more students performing at or above the 60th percentile
 - 12 fewer students performing below the 40th percentile
- Grade 4 to 5
 - 1 more student performing at or above the 60th percentile
 - 4 fewer students performing below the 40th percentile
- Grade 5 to 6
 - 7 more students performing at or above the 60th percentile
 - 8 fewer students performing below the 40th percentile
- Grade 6 to 7
 - 3 more students performing at or above the 60th percentile
 - 4 fewer students performing below the 40th percentile
- Grade 7 to 8
 - 27 more students performing at or above the 60th percentile
 - 19 fewer students performing below the 40th percentile

In **math**, some growth was seen in all grade levels with the exception of Kindergarten to Grade 1, Grade 5 to 6, and Grade 7 to 8. The **most significant growth** was in the top percentile bands from **Grades 1 to 2** and **Grades 6 to 7** and in the lower percentile bands in **Grades 1 to 2** and **Grades 4 to 5**.

- Kindergarten to Grade 1:
 - 7 **fewer** students performing at or above the 60th percentile
 - 2 **more** students performing below the 40th percentile
- Grade 1 to 2:
 - 21 more students performing at or above the 60th percentile
 - 16 fewer students performing below the 40th percentile
- Grade 2 to 3
 - 10 more students performed at or above the 60th percentile
 - 12 fewer students performing below the 40th percentile
- Grade 3 to 4
 - 14 more students performing at or above the 60th percentile
 - 7 fewer students performing below the 40th percentile
- Grade 4 to 5
 - 15 more student performing at or above the 60th percentile
 - 13 fewer students performing below the 40th percentile
- Grade 5 to 6
 - 20 **fewer** students performing at or above the 60th percentile
 - 8 **more** students performing below the 40th percentile
- Grade 6 to 7
 - 24 more students performing at or above the 60th percentile
 - 6 fewer students performing below the 40th percentile
- Grade 7 to 8
 - 27 **fewer** students performing at or above the 60th percentile
 - 13 **more** students performing below the 40th percentile

PSAT Match Cohort Comparison

The PSAT is taken in Grade 10 and then again in Grade 11. The PSAT Matched Cohort Comparisons represent the Class of 2026 (this year's junior class). We have compared their performance in Grade 10 to their performance in Grade 11 to note trends in growth.

In **Reading**, two more students met the benchmark in Grade 11 than in Grade 10. 13 fewer students were well below benchmark in Grade 11, which demonstrates some growth.

In math, three more students met the benchmark in Grade 11 than in Grade 10. However, two more students were also well below benchmark in Grade 11 than in Grade 10, which prompts some internal analysis by the math department.

Additional Data

Subtest charts are not included in the student learning update presentation. They are included here for reference.

