



SOUTHWESTERN CENTRAL SCHOOL DISTRICT

DTSDE: May 8, 2014



Demographics

- Suburban School District Located in WNY
- Total Enrollment 1429
 - Grades Prek-5 644
 - Grades 6-8 461
 - Grades 9-12 461
- 29% Free and Reduced Lunch
- 30% Title I Population
- 95% Attendance Rate



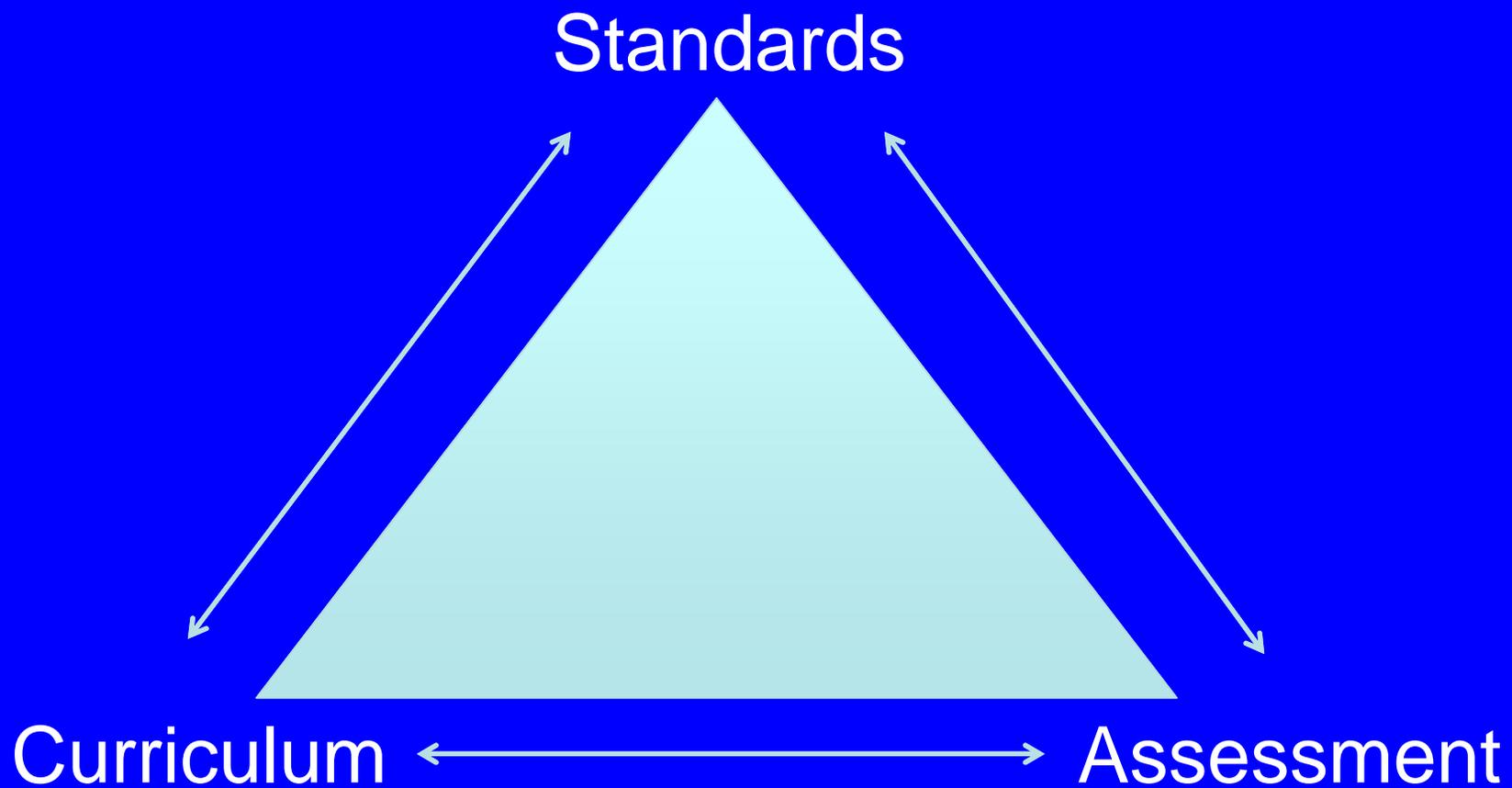
Demographics Continued

- 0% Limited English Proficiency
- 10.4% Students with Disability
- 92% White Population
- 91% Graduation Rate
- Academic Proficiency
 - Math 94%
 - ELA 88%
 - Science 92%

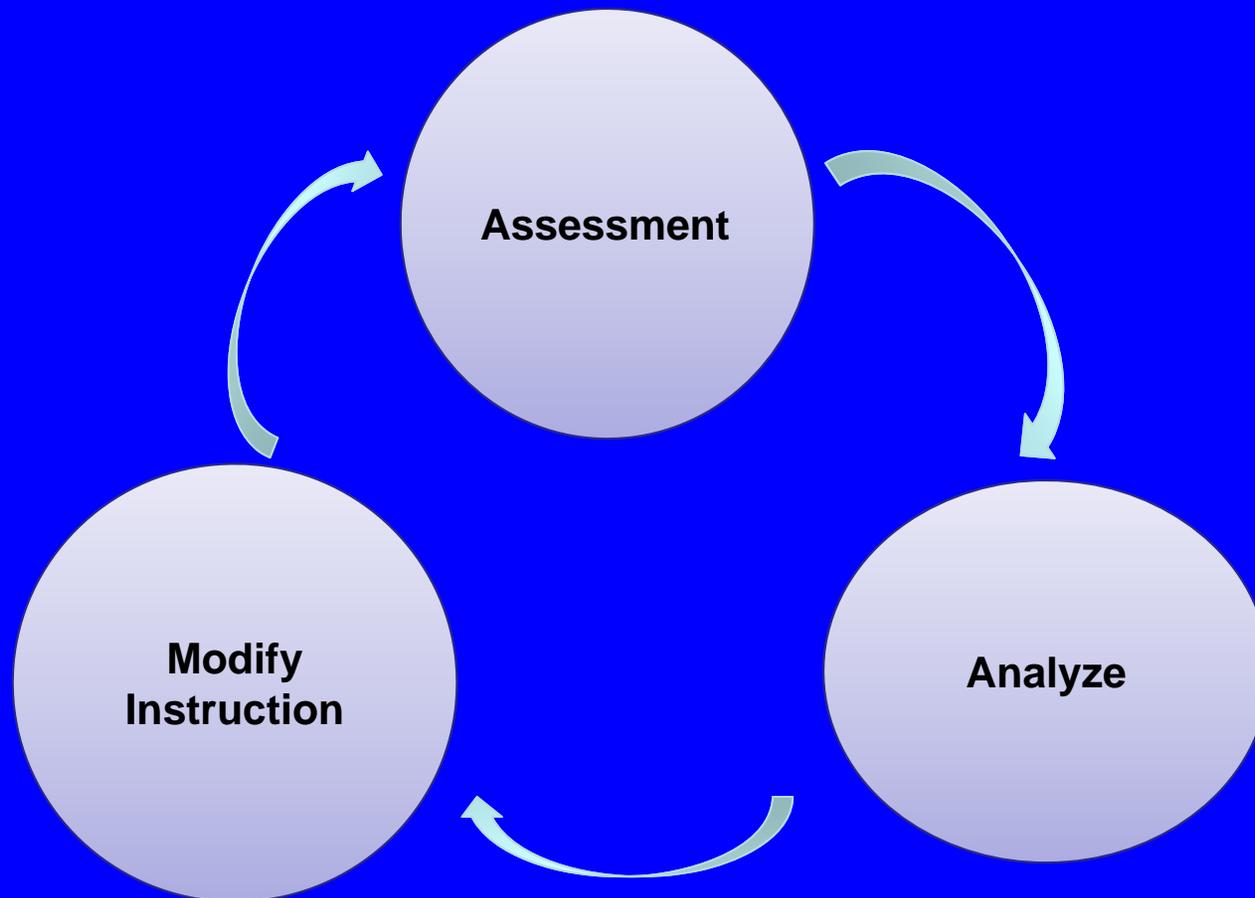


SOUTHWESTERN CENTRAL HIGH SCHOOL

The Big Picture...



Data Inquiry Process



Guide to using Data in School Improvement Efforts. Reprint. Naperville: Learning Point Associates, 2004. Print.

Southwestern Uses...



1. Formative Assessments
(real time)
2. Summative Assessments
(end results)



Formative Assessment Example

- Creation of District Wide Writing Rubrics
 - Based on Common Core Learning Standards
 - Argument
 - Informative-Explanatory
 - Narrative
 - Used by all areas (Core/Non-Core)



CC Informative Writing Rubric

Grades 9-12

Criterion	4 - Exceeding	3 - Meeting	2 - Developing	1 - Below Standard
Response to Prompt/Thesis CCLS - W ✓ 2a ✓ 2b ✓ 4	<ul style="list-style-type: none"> Clearly introduces the topic Consistently makes important connections and distinctions Thesis statement (if necessary to assignment) is sophisticated and insightful Clearly addresses the appropriate audience, task, or purpose with sophistication Proficiently addresses audience's knowledge of the topic 	<ul style="list-style-type: none"> Introduces the topic Makes important connections and distinctions Thesis statement (if necessary to assignment) is clear Addresses the appropriate audience, task, or purpose Addresses audience's knowledge of the topic 	<ul style="list-style-type: none"> Partially addresses the topic. Implies connections and distinctions Thesis Statement (if necessary to assignment) is weak but present Inadequately addresses the appropriate audience, task, or purpose Inconsistently addresses audience's knowledge of the topic 	<ul style="list-style-type: none"> Minimally addresses few aspects of the topic Does not make connections and distinctions Thesis Statement (if necessary to assignment) is not present or is invalid Does not address or inappropriately addresses the audience, task, or purpose Does not address audience's knowledge of the topic
Organization/Structure CCLS - W ✓ 2a ✓ 2c ✓ 2f	<ul style="list-style-type: none"> Skillfully creates an organization of complex ideas, concepts, and information that makes connections and distinctions and creates a unified whole Frequently uses varied transitions and sentence structures to link the major sections of the text and to create cohesion Insightfully presents a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) 	<ul style="list-style-type: none"> Creates an organization of ideas, concepts, and information that makes connections and distinctions Uses varied transitions and sentence structures to link the major sections of the text and to create cohesion Presents a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) 	<ul style="list-style-type: none"> Inefficiently creates an organization that attempts to make connections and distinctions Uses some transitions and some sentence structures to attempt to link the major sections of the text, resulting in weak cohesion Ineffectively presents a concluding statement or section that attempts to follow from and support the information or explanation presented (e.g., partially articulating implications or the significance of the topic) 	<ul style="list-style-type: none"> Does not create an organization and does not make connections and distinctions Uses few or inappropriate transitions and few or incorrect sentence structures to link the major sections of the text, resulting in no cohesion Concluding statement or section is missing, incomplete, and /or is irrelevant and does not follow from and does not support information or explanations presented (e.g., does not articulate implications or the significance of the topic)

Another Example of Formative Assessment



Student Support Team

- Monitoring of attendance and grades
- Resource for teachers
- Relevance to AIS



Summative Assessments

- Data analysis
 - Student analysis
 - Teacher analysis
- Instructional Modifications
- Common Local Finals

Item Responses per Student by Achieve Level - Regents

Southwestern Name: Grade: 11th Regents ELA - Jun		Southwestern SHS ID: Level: Scored 55 - 64 Snapshot Date: Jul 1, 2012		School Year: 6/30/13 HR: GYM Score: 56		
Standard	Performance Indicator	Question	Resp	Correct Resp	Raw Pts	
Core Perf Indicators	L-Recognize the use and impact of effective language	01-MC	4	4	1	
	L-Recognize the use and impact of effective language	07-MC	1	1	1	
	R-Identify transitional words or phrases that make text cohesive (e.g., finally, in addition,)	21-MC	3	2	0	
Critical Analysis & Eval	L-Determine points of view, clarify positions, make judgements, and form opinions.	04-MC	1	1	1	
	L-Determine points of view, clarify positions, make judgements, and form opinions.	05-MC	2	2	1	
	L-Evaluate content and organization of the presentations, applying criteria such as the validity of	03-MC	3	1	0	
	R-Analyze and evaluate fiction, including the effect of diction and figurative language.	09-MC	4	2	0	
	R-Analyze and evaluate fiction, including the effect of diction and figurative language.	23-MC	2	3	0	
	R-Analyze and evaluate nonfiction	11-MC	3	3	1	
	R-Analyze and evaluate nonfiction	17-MC	4	4	1	
	R-Analyze and evaluate nonfiction	20-MC	1	4	0	
	R-Identify the particular kinds of language used in particular texts	12-MC	1	1	1	
Information/Understanding	L-Anticipate the speaker's points and assess their validity	06-MC	3	3	1	
	R-Analyze and synthesize information from different sources, making connections and showing. . .	15-MC	2	3	0	
	R-Analyze and synthesize information from different sources, making connections and showing. . .	16-MC	1	1	1	
	R-Analyze and synthesize information from different sources, making connections and showing. . .	24-MC	2	2	1	
	R-Check the consistency of hypothesis with given information and assumption	18-MC	2	1	0	
Lit Response & Expression	R-Identify and evaluate the reliability and validity of informational sources	10-MC	1	1	1	
	Examine development and impact of literary elements, such as character, action and setting in . . .	27-CR			2	
	Express judgements and support them through references to the text, using quotations and paraphrase	26-CR			1	
	Express judgements and support them through references to the text, using quotations and paraphrase	28-Essay	3		3	
	L-Identify how format and language are used in presentations to communicate the author's message	02-MC	2	3	0	
	L-Interpret and respond to texts from a variety of genres, author's and subjects	08-MC	4	4	1	
	R-Interpret multiple levels of meaning and subtleties in text	14-MC	2	2	1	
	R-Interpret multiple levels of meaning and subtleties in text	19-MC	4	2	0	
	R-Interpret multiple levels of meaning and subtleties in text	22-MC	4	4	1	
	R-Read, view, and interpret text and performances in every medium from a wide variety of authors,	13-MC	3	3	1	
R-Read, view, and interpret text and performances in every medium from a wide variety of authors,	25-MC	3	3	1		
Total Raw Score					22	

Item Difficulty and Response Gap Analysis by Teacher

This report displays item analysis success rate by a teacher, compared to the district, the BOCES component districts, and regional success rates (aggregate of all WNY student data), along with MC responses selected (correct response highlighted, and optional - negative gap highlighted) and CR points earned, for the assessment, location, and school year selected.

Southwestern Cresanti, Michelle Regents ELA - Jan - 01/25/2011 Item Difficulty and Response MC Questions - Gap & Distribution of Responses

Standard	Performance Indicator	Question	Class Success Rate (28)	District Success Rate (66)	Erie 2 BOCES (1,132)	Regional Success Rate (5640)	GAP to District	GAP to Erie 2 BOCES	GAP to Region	Resp (A)	Resp (B)	Resp (C)	Resp (D)	Invalid Resp	Total Correct	Total Incorrect
Critical Analysis & Eval	L-Determine points of view, clarify positions, make judgements, and form opinions.	02-MC	92.9%	90.9%	88.4%	87.7%	1.95%	4.43%	5.13%	26	2	0	0	0	26	2
	L-Interpret and respond to texts from a variety of genres, author's and subjects	07-MC	100.0%	95.5%	91.4%	91.2%	4.55%	8.57%	8.83%	0	0	0	28	0	28	0
	L-Use the perspectives of other individuals, groups, recognized experts, and prior knowledge to	03-MC	92.9%	93.9%	90.8%	92.1%	-1.08%	2.04%	0.79%	1	0	1	26	0	26	2
		04-MC	89.3%	87.9%	76.7%	76.3%	1.41%	12.61%	13.01%	0	25	0	3	0	25	3
	R-Analyze and evaluate fiction, including the effect of diction and figurative language.	10-MC	85.7%	84.8%	78.7%	80.8%	0.87%	7.00%	4.86%	0	24	0	4	0	24	4
		11-MC	96.4%	97.0%	95.8%	95.9%	-0.54%	0.58%	0.49%	1	0	0	27	0	27	1
		24-MC	85.7%	80.3%	74.6%	74.9%	5.41%	11.07%	10.78%	24	4	0	0	0	24	4
	R-Analyze and evaluate nonfiction	19-MC	92.9%	97.0%	87.8%	86.9%	-4.11%	5.05%	5.96%	0	1	1	26	0	26	2
		23-MC	82.1%	81.8%	69.9%	69.5%	0.32%	12.27%	12.67%	23	1	1	3	0	23	5

Southwestern Instructional Modification (SWIM)

1. Identify the student weakness based on data analysis: i.e.

What did students struggle with according to your data?

Please explain in detail the student deficiency identified:

Students struggle every year with Shakespeare and his language (and thus the concepts in the play). Besides their vocabulary issues (much lower than they need to be to understand and comprehend what is happening in the story) they also struggle with the basic format and rhyme scheme.

2. Modifications:

With which colleagues are you going to do this? (Regents and courses that are precursors to Regents take precedence)

a. In specific terms, please describe the modification(s):

b. Please explain how the modification(s) will be implemented.

a. I took a two step approach to correcting this problem. Step one I will have vocabulary building assignments throughout the reading of the play (and continue this with other books as well) to help them make stronger connections and thus understand the work as a whole better. In step two I will have students look at a sonnet Shakespeare wrote in the beginning (before we begin reading), in the middle, and at the end (of the reading). In this way I will be able to adjust my teaching methods (and implement different strategies) as needed. I will also include vocabulary and a Shakespeare poem on the unit test.

b. The two parts of my plan will be implemented simultaneously. Before we begin reading, students will be given a "pre-test" to see how many can do a site reading of a Shakespearean sonnet and answer questions based on their reading and interpretation of the poem. This will give me some idea of how much knowledge and understanding they have to start with. I will also at this time give a vocabulary list of common words and phrases along with their meanings that they will see during the reading. In this way they will have a "cheat sheet" of words/phrases to look at and help them with knowledge and comprehension. Instead of vocabulary tests as we know them, I will use the vocabulary on both quizzes (Act I through V) and on homework assignments to see how the students deal with the language and how they are learning and understanding it. This will give me a better idea of what I need to cover and how I need to cover it. In the midst of this I will give the same poem as at the beginning (only with slightly different questions) and test how the vocab. and the reading are progressing. Finally, on the unit test I will give the same sonnet with different and slightly more complex questions- in regards to higher level thinking- and collect data to see how students have improved. In this way I will be able to chart their progress for their next year's teacher who will teach another Shakespearean play.

3. Data Collection:

Explain what type of data was collected and method of collection on and during the modification:

The data collected prior to determining this SWIM were the Unit test and the quizzes which had a sonnet and quote questions respectively. I noticed a decline in understanding and decided that something needed to be done to correct this problem. I started this year with a sonnet at the beginning and then end and the vocab. sheets and hope to improve as stated above for next term.

Conclusion

- Process is ongoing
- Essential part of school culture



Contact Information



Michael Cipolla (mcipolla@swms.wnyric.org)
High School Principal

Michelle Cresanti (m Cresanti@swms.wnyric.org)
English Department Chair

Shelly O'Boyle (soboyle@swms.wnyric.org)
Coordinator of Curriculum & Instruction

Thank you

