



South Side Middle School Data Review

November 3, 2022



South Side Middle School

What type of learners do we want our students to be?



How do we support all learners during their middle school years?

South Side Middle School MYP Mission Statement



The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.

Assessments



Diagnostic Assessments



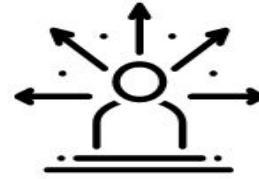
Benchmark Assessments



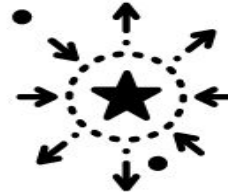
Curriculum Embedded Assessment



Data-Based Decision Making



Differentiated Core Instruction



Learner Participation

NYS Assessments
2022



ELA

Grade Level	Tested	Not Tested	Percent Tested
6	156	122	56%
7	123	139	49%
8	80	204	29%

MATH

Grade Level	Tested	Not Tested	Percent Tested
6	156	122	57%
7	127	146	47%

Proficiency Level Descriptors



4

Students **excel** in the Standards for their grade level and are considered **more than sufficient** for the expectations at this grade.

3

Students demonstrate **proficiency** in the Standards for their grade level and are considered **sufficient** for their expectations at their grade level.

2

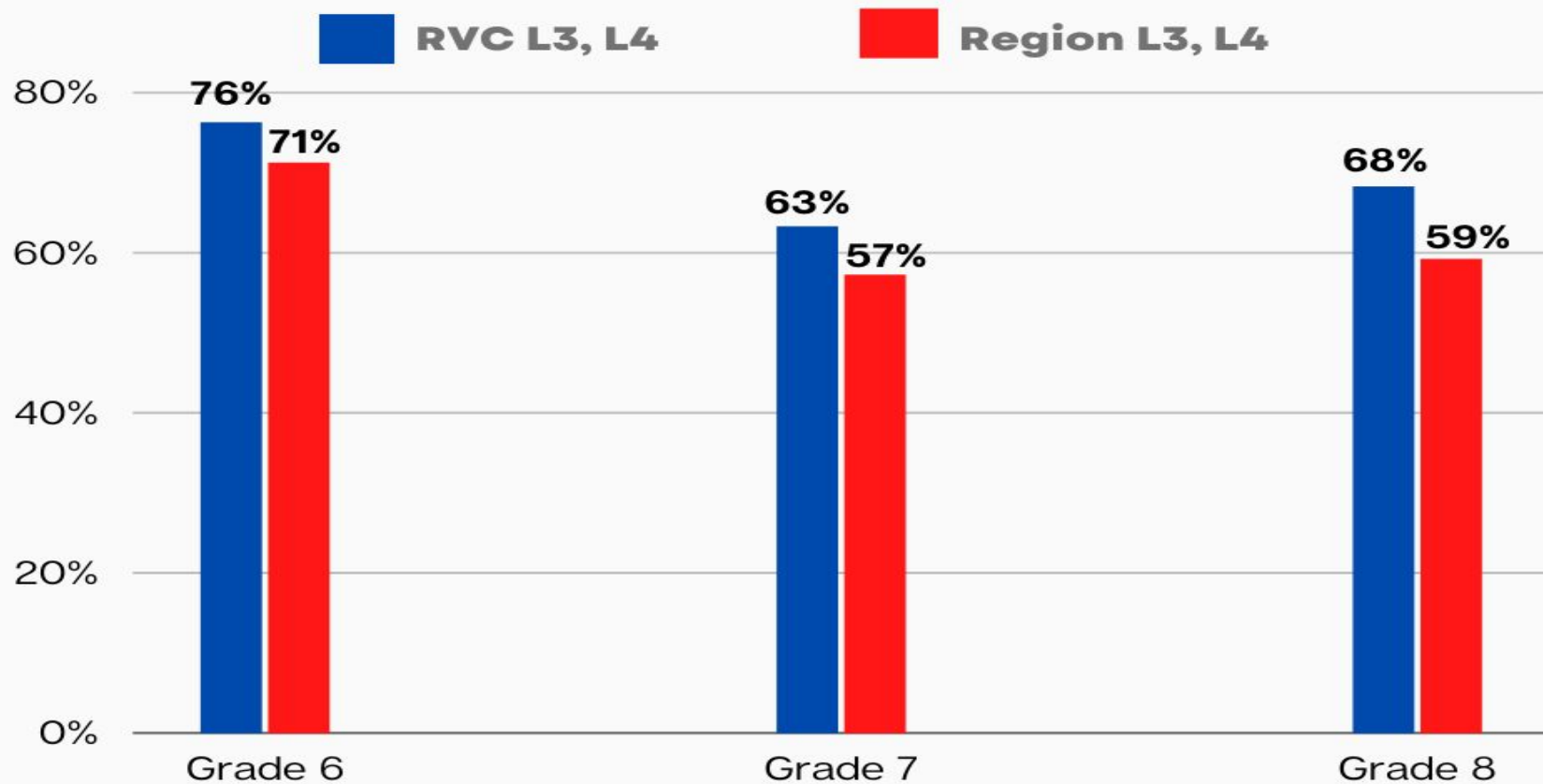
Students demonstrate partial proficiency in the Standards for their grade level and are considered partial but insufficient for the expectations at their grade. Students who perform at this level are "on track" to meet NYS high school graduation requirements, but are not yet proficient at these standards.

1

At this level, students are well below proficiency in the Standards for their grade level and are considered insufficient for the expectations at their grade.

NYS ELA ASSESSMENT 2022

SSMS Compared to NYS Region



NYS MATH ASSESSMENT 2022

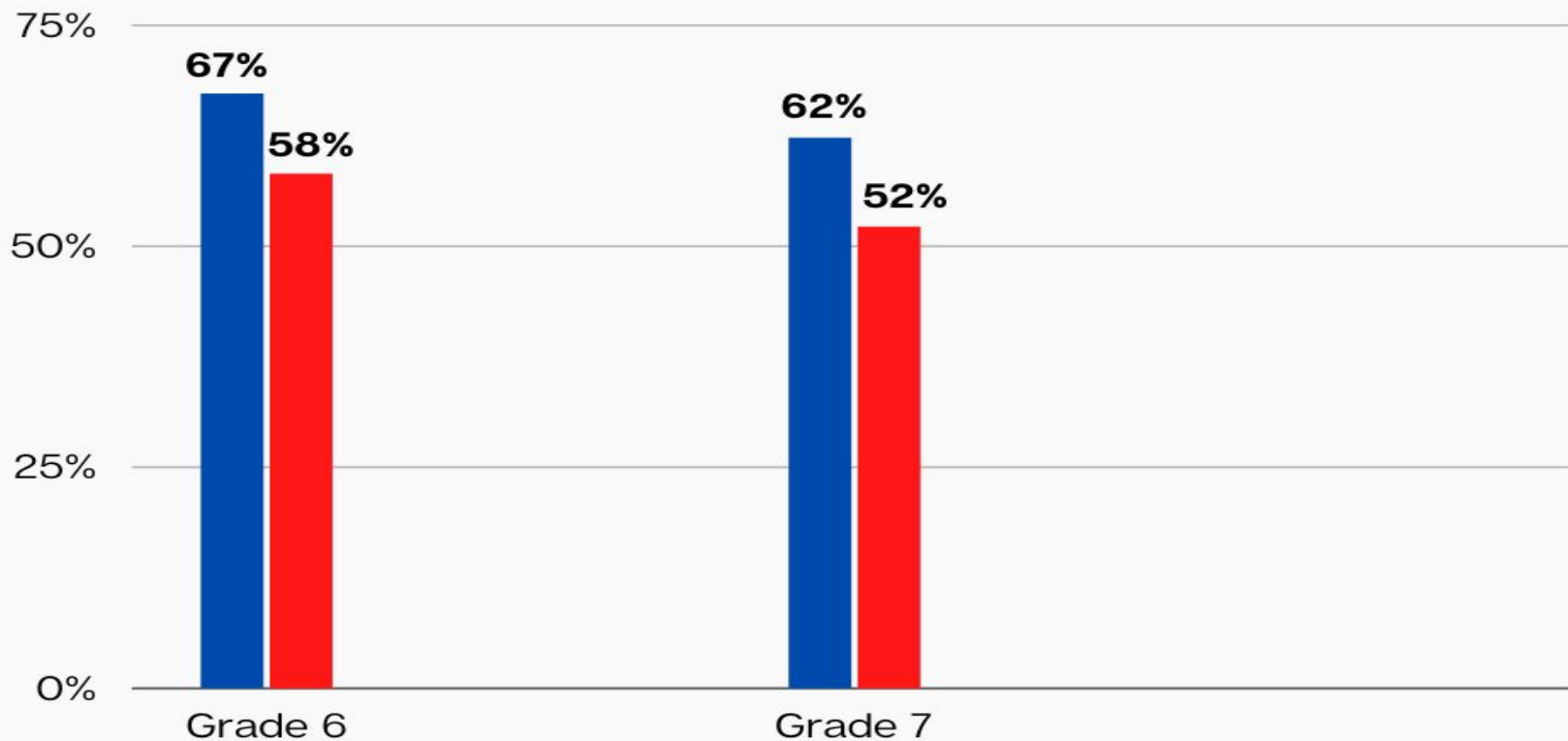
SSMS Compared to NYS Region



RVC L3, L4



Region L3, L4



ALGEBRA & EARTH SCIENCE REGENTS 2022

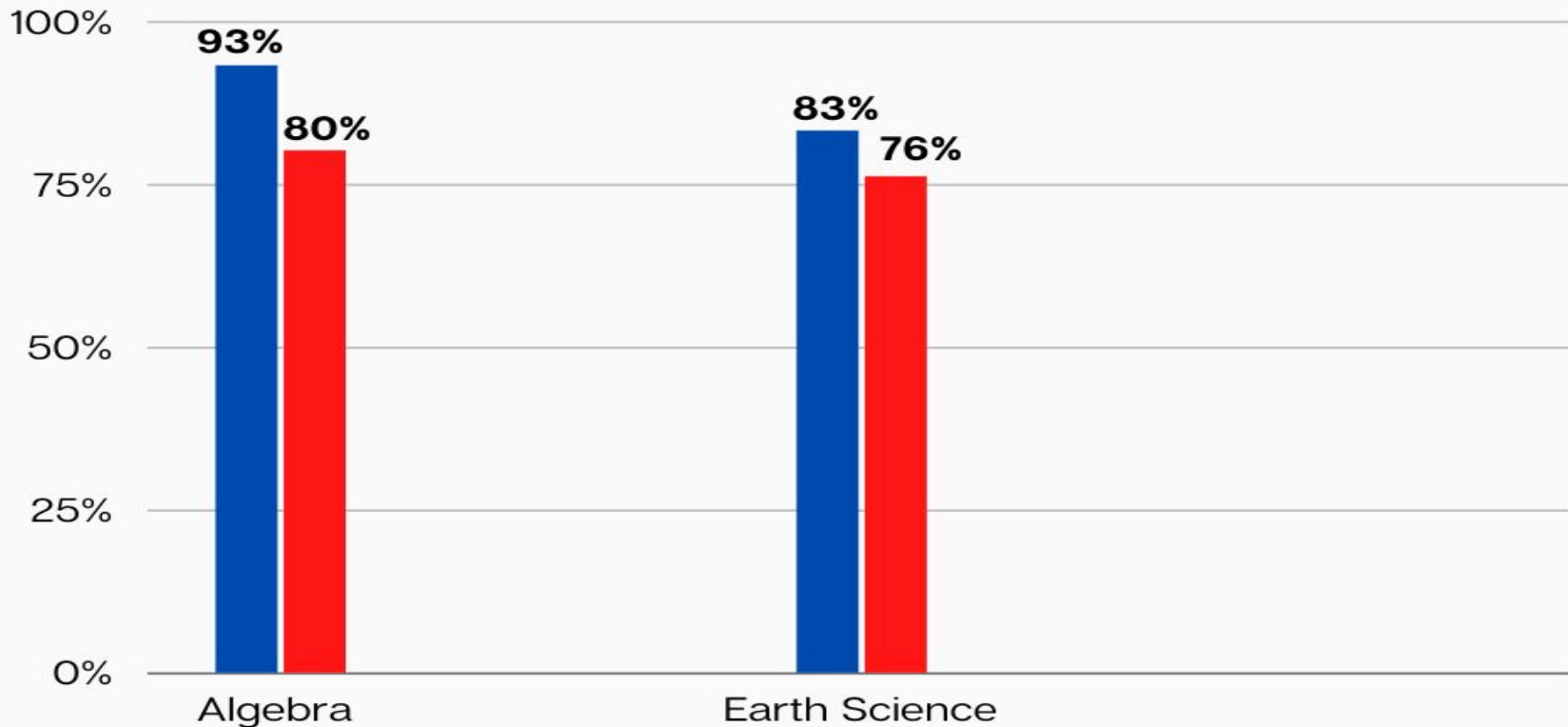
SSMS Compared to NYS Region



RVC L3, L4



Region L3, L4



NYS Performance by Standard

Diving Deeper

GAP Reports, ELA

CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	33-MC	MC	92.1%	86.8%	78.3%	13.8%	8.5%
CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	35-MC	MC	92.1%	94.6%	87.5%	4.6%	7.1%
CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	09-MC	MC	94.7%	93.8%	91.2%	3.5%	2.6%
CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	39-CR	CR	69.6%	70.5%	76.0%	-6.5%	-5.5%
CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	40-CR	CR	76.1%	69.9%	76.8%	-0.7%	-7.0%

NYS Performance by Standard

Diving Deeper

GAP Reports, Algebra

				School %	District %	Region %	School Gap	District Gap
Reasoning with Equations & Inequalities	A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). -- HSA.REI.D.10	I-18	MC	70.8%	69.1%	50.9%	19.9%	18.2%
Creating Equations	A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R. -- HSA.CED.A.4	I-11	MC	85.1%	81.4%	66.4%	18.6%	15.0%
Creating Equations	A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost	IV-37	CR	70.1%	68.1%	53.8%	16.3%	14.3%
Arithmetic with Polynomials & Rational Expressions	A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. -- HSA.APR.B.3	I-12	MC	84.0%	79.7%	65.7%	18.3%	14.0%
Creating Equations	A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R. -- HSA.CED.A.4	I-23	MC	34.9%	33.6%	33.8%	1.0%	-0.3%
Quantities	N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. -- HSN.Q.A.1	I-22	MC	41.6%	40.9%	43.2%	-1.6%	-2.4%
Interpreting	S.ID.9 Distinguish between correlation and causation. --	I-01	MC	77.2%	76.4%	79.6%	-2.4%	-3.2%

Unweighted Averages:

68.4%

66.4%

58.5%

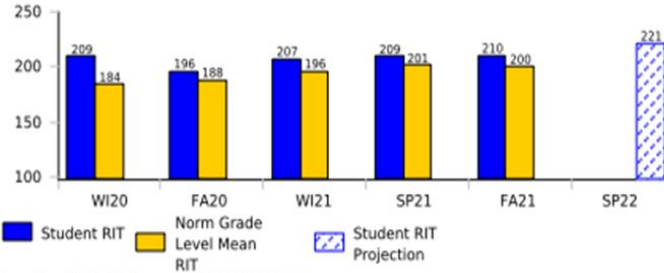
10.0%

7.9%

nwea



Math: Math K-12

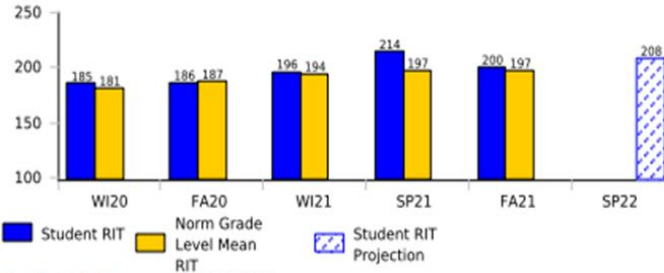


Mathematics Goals Performance - Fall 2021-2022

Operations and Algebraic Thinking	High	Number and Operations	Avg
Measurement and Data	High	Geometry	Avg

Term/Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA21	4	207-210-213			70-77-82
SP21	3	206-209-212	13	12	64-71-78
WI21	3	204-207-210			72-79-84
FA20	3	193-196-199			63-71-78
WI20	2	206-209-212			95-97-98
FA19	2	199-202-205			97-98-99
SP19	1	177-180-183	21	16	51-61-70
WI19	1	175-178-181			64-73-81
FA18	1	156-159-162			37-47-57
SP18	K	166-169-172	27	17	76-84-89
WI18	K	156-159-162			68-77-84
FA17	K	139-142-145			48-58-67

Language Arts: Reading



Reading Goals Performance - Fall 2021-2022

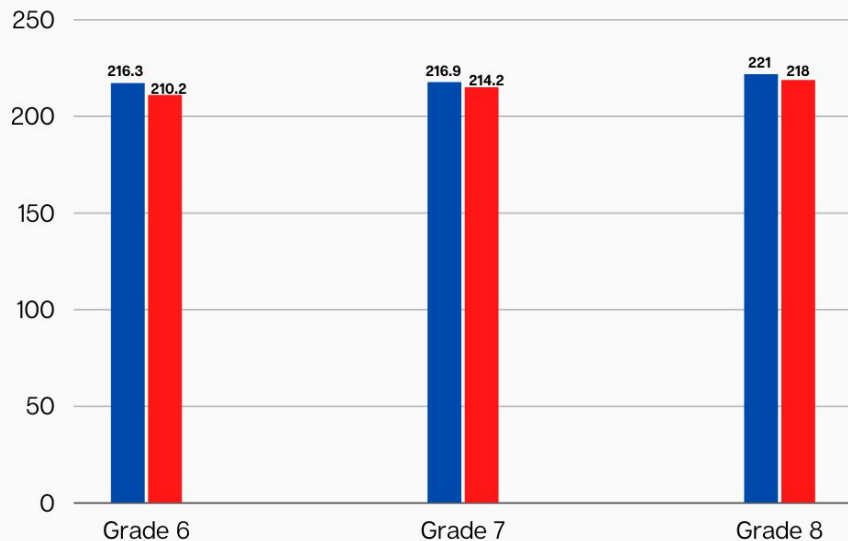
Understand Key Ideas, Details, and Connections	HiAvg	Understand Language, Craft, and Structure	Avg
Vocabulary: Acquisition and Use	Avg		
Lexile® Range	590L-740L		

Term/Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA21	4	197-200-203			50-58-66
SP21	3	211-214-217	28	11	80-85-89
WI21	3	193-196-199			47-55-63
FA20	3	183-186-189			40-49-57
WI20	2	182-185-188			52-60-68
FA19	2	186-189-192			81-86-90
SP19	1	174-177-180	18	15	57-65-73
WI19	1	171-174-177			65-73-81
FA18	1	156-159-162			49-60-69
SP18	K	158-161-164	16	15	65-74-82
WI18	K	155-158-161			77-84-90
FA17	K	142-145-148			66-75-83

RVC RIT Scores vs. National Norm RIT Scores in Reading

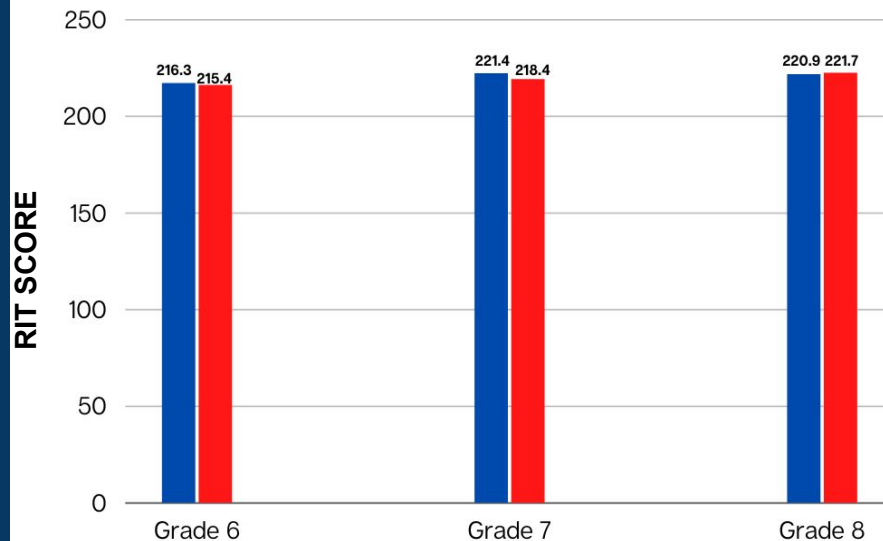
RVC RIT VS. NATIONAL NORM RIT IN READING FALL 2022

RVC RIT **National RIT**



RVC RIT VS. NATIONAL NORM RIT IN READING SPRING 2022

RVC RIT **National RIT**

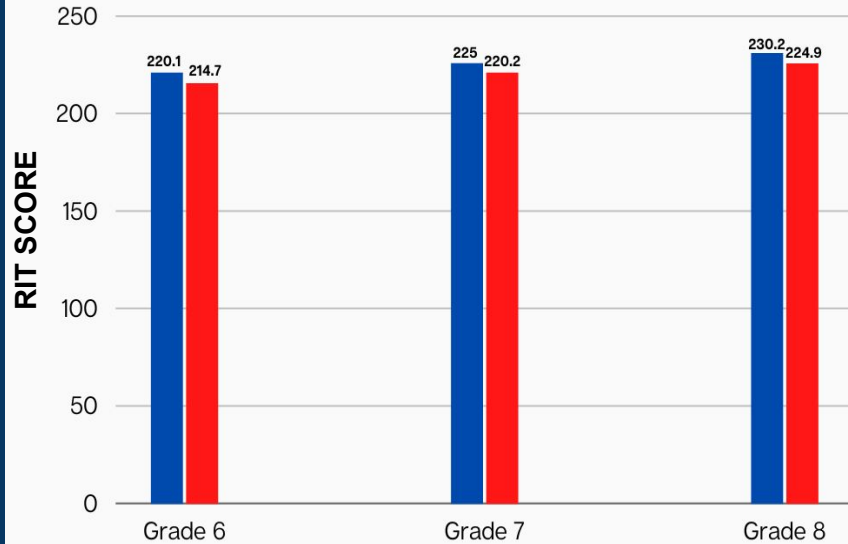


RVC RIT Scores vs. National Norm RIT Scores in Math

RVC RIT VS. NATIONAL NORM RIT IN MATH

FALL 2022

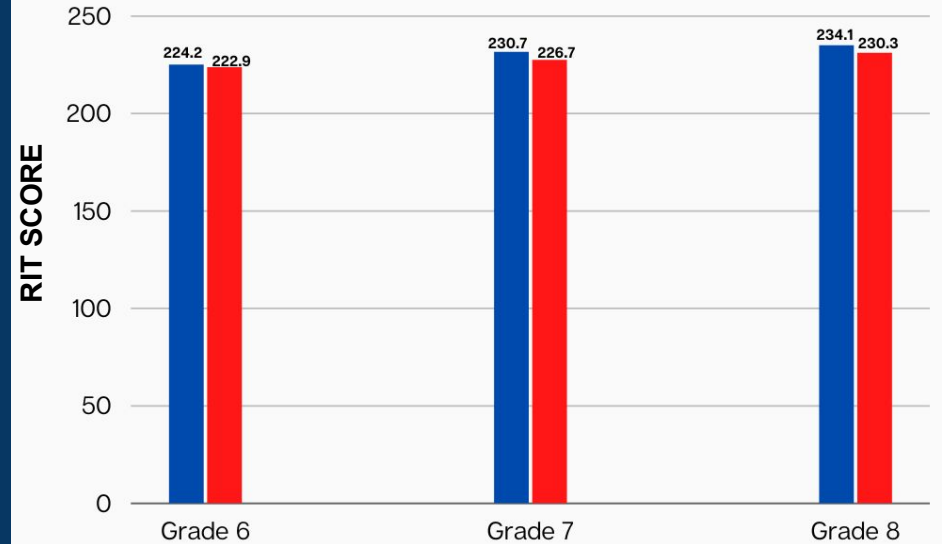
RVC RIT **National RIT**



RVC RIT VS. NATIONAL NORM RIT IN MATH

SPRING 2022

RVC RIT **National RIT**

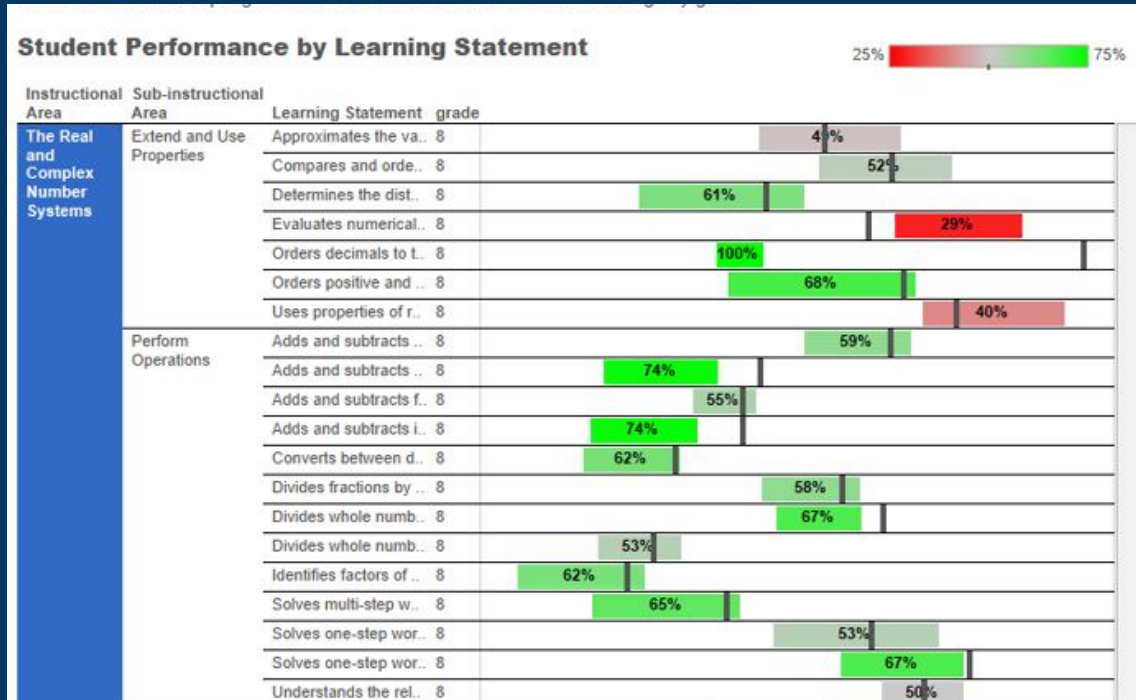


NWEA Performance by Learning Statement

Diving Deeper

Considerations:

- The graph is the average performance of a learner for a given learning statement
- 45%-55% is considered typical % correct
- Any learning statement over 50% is considered a relative strength



Focus Areas

MATH

Geometry

ACTION STEPS

- **Work with BOCES & Math Experts**
- **Curriculum, Scope & Sequence**
- **Instructional Changes**

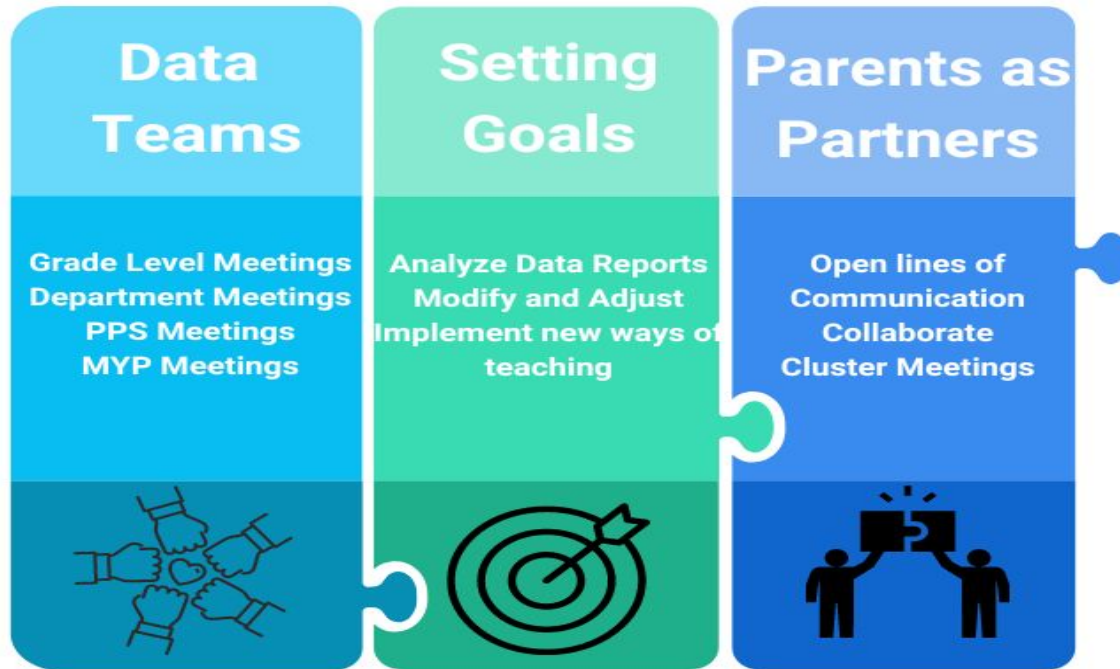
ELA

**Understanding Key
Ideas, Details, &
Connections**

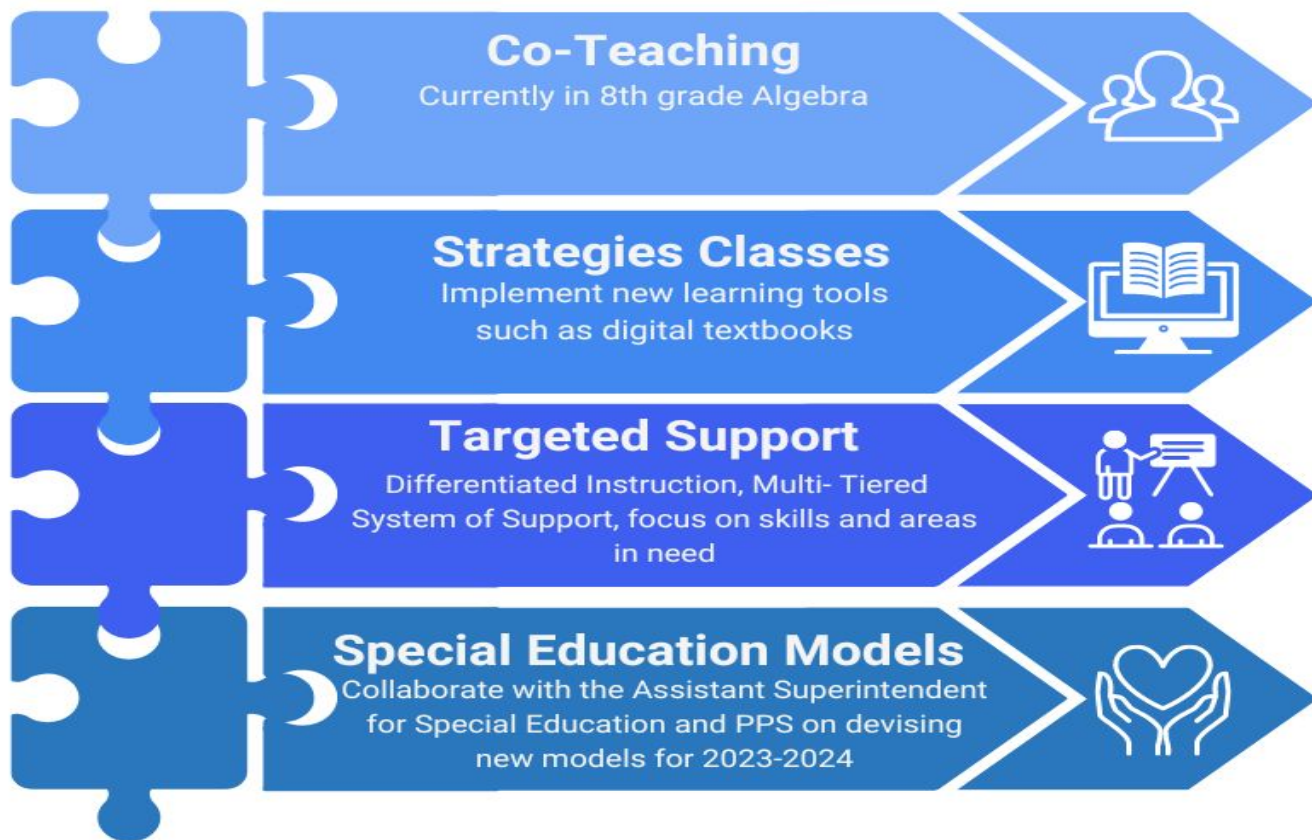
ACTION STEPS

- **ELA Curriculum Team**
- **Observations & Feedback**
- **Team meetings to discuss topics and issues**

Data Collection to Action Steps



SSMS Collective Action Steps



Positive Impacts of Co-Teaching

INDIVIDUALIZED
ATTENTION

DIFFERENTIATION
WITHIN
GROUP WORK

GRADE LEVEL
PLANNING
WITH
SPECIAL EDUCATION
TEACHER

IMPROVED
EXTRA HELP
MODEL

BUILDING
STUDENT
SELF-
ADVOCATES

Community of Learners

A Tradition of Caring



Extra Help

Daily 7:35-8:10am

- Every Subject Area
- Provided by Teachers

The Learning Center

Daily 2:45-3:30pm

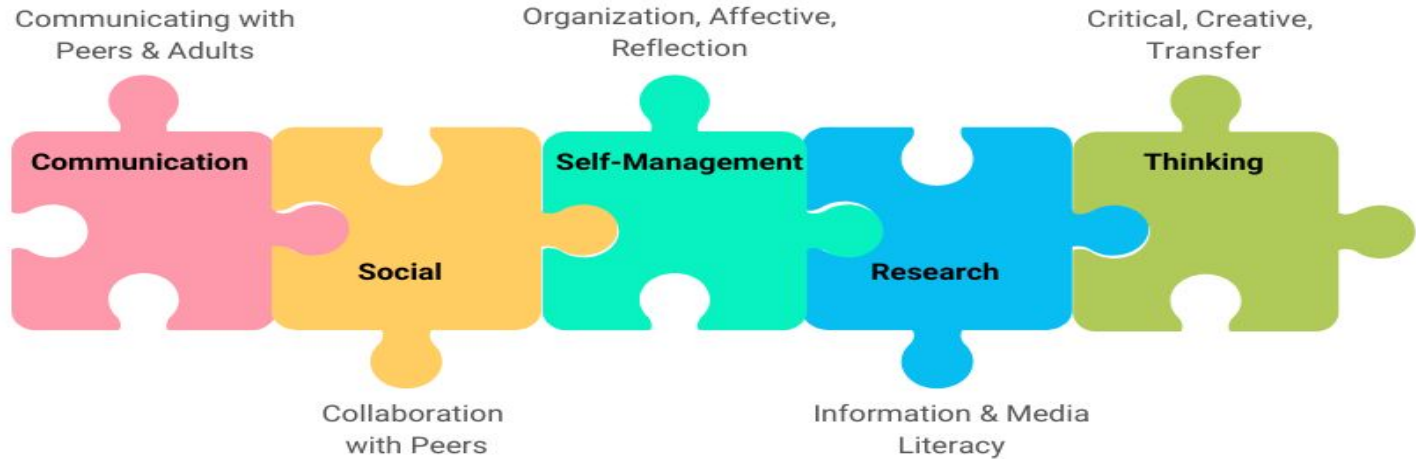
- Provided by Teacher Assistants who are in the grade level classes
- Mainstream teacher daily in TLC
- Algebra and Earth Science teacher in 8th grade TLC

The Student Center

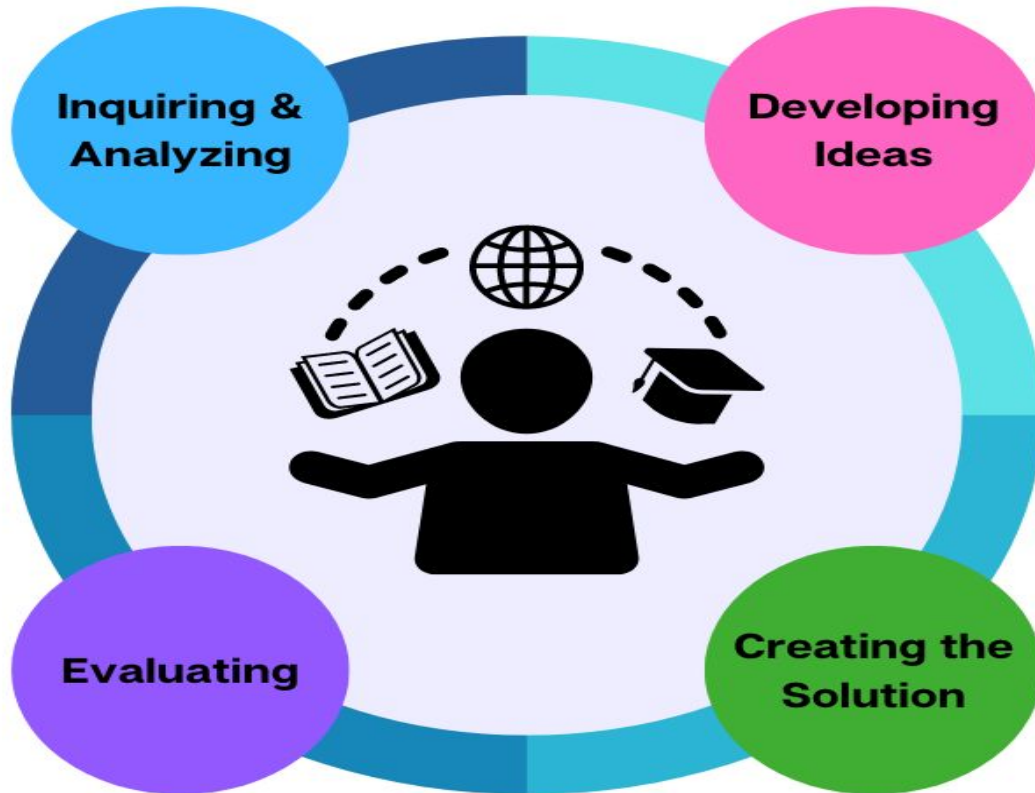
Daily 2:45-5:00pm

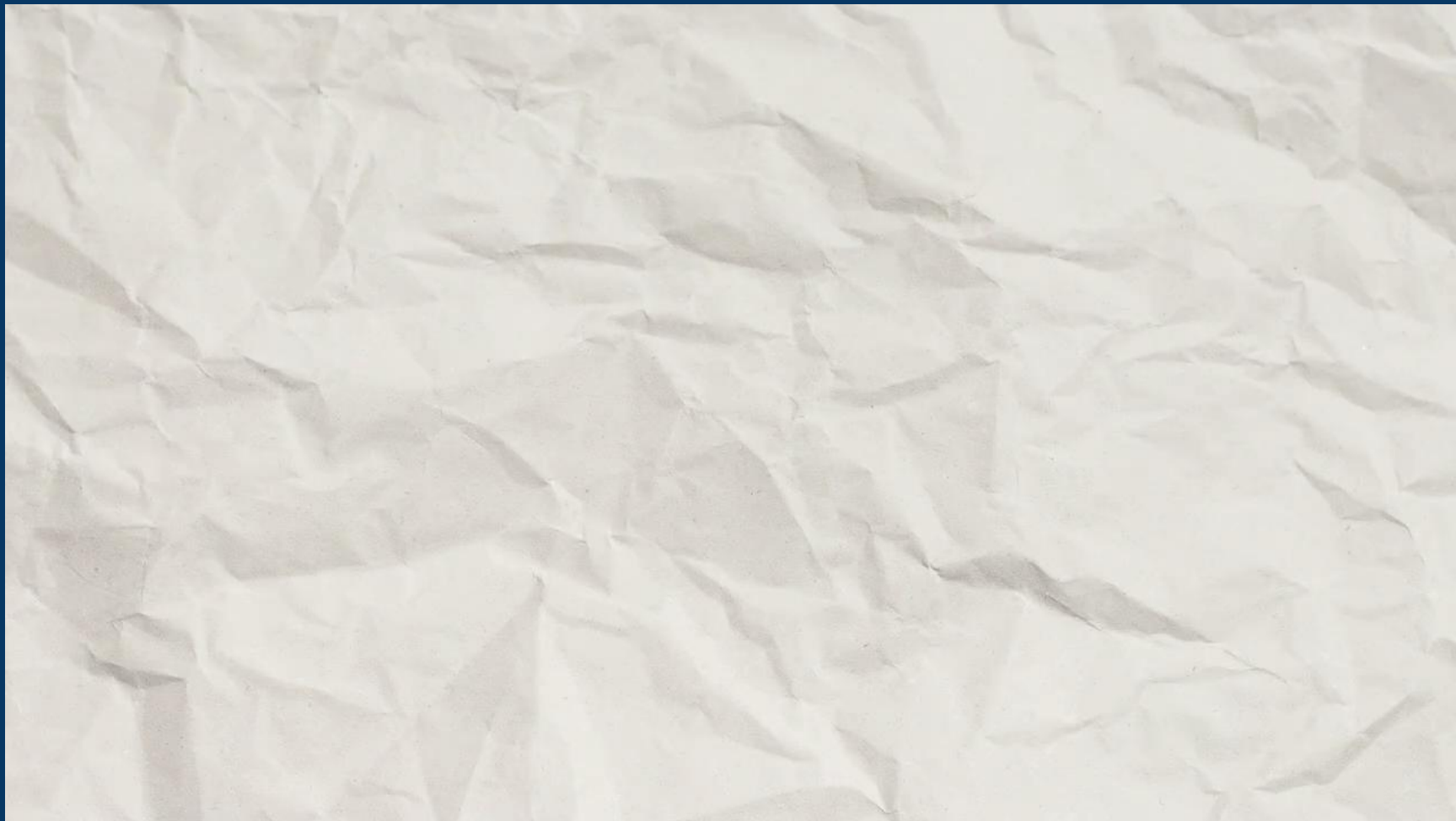
- Students recommended by PPS staff
- Provides sense of belonging and community

MYP Approaches to Learning



Inquiry Based Learning





WE ARE SSMS!

