



**A REVIEW OF THE K-12  
ENGLISH/LANGUAGE ARTS  
PROGRAM FOR BRIGHTON  
CENTRAL SCHOOL DISTRICT  
2014-2015**

*The K-12 English Language Arts program of Brighton Central School is exemplary. Students in Brighton typically outperform students in other districts as well on state tests of ELA. The program evaluation process is an opportunity to fully understand areas of strength of a given academic program as well as identify areas of particular need. The ELA program evaluation provided such an opportunity.*

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## Committee Members

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Julie Capossere	BHS
Colleen Hall	BHS
Rebecca Horowitz	BHS
Jim Quinlisk	BHS
Becky Wiggins	BHS
Julene Gilbert	BOE
Andrea Costanza	BOE
Lauren Bennett	CRPS
Cindy Cosco	CRPS
Wendy Elmer-Kaiser	CRPS
Maurin Jefferies	CRPS
Heather McElduff	CRPS
Paula Spector-Tantillo	CRPS
Christine Treasure	CRPS
Allison Rioux	FRES
Carrielyn Bertino	FRES
Katie Fallon	FRES
Margaret Harnett	FRES
Mary Anne Pettit	FRES
Anna Schneider	FRES
Ina Sham	FRES
Martha End	FRES
Deanna Spagnola	FRES
Manish Dixit	PTSA
Richard Vigdor	TCMS
Danielle Edmunds	TCMS
Katie Falter	TCMS
Elizabeth McGovern	TCMS
Aria McKusick	TCMS
Maria Katsetos	TCMS/BHS

## Executive Summary

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As a learning community concerned with continued improvement, Brighton Central School District utilizes a program evaluation process to access information about student achievement and how effectively current curriculum and instruction supports that achievement. The current evaluation involved defining, as a district, preferred states of English Language Arts instruction, involving the development of literary and literacy concepts and skills, determining which types of data would best reflect student progress toward meeting those defined mastery levels, and collecting and subsequently analyzing those data for trends. The following summary in no way reflects the comprehensiveness of this review; but rather, it attempts to highlight some of the key areas which were evaluated.

### **Student Achievement**

The majority of Brighton's students are learning to read and write at a desired rate although students with disabilities and those receiving free and reduced lunch are not achieving at the same rate as their peers. In general, students are expanding their skills at reading a variety of text and then developing meaning from what they've read. They are also developing their abilities as writers although, as they move up through the grade levels, view writing as utilitarian in that they write to complete assignments but not necessarily for pleasure. Analyses of the data revealed that students typically outperform their peers on both state and nationally norm-referenced assessments. Summer reading loss for the districts' most challenged readers can be problematic and additional attention needs to be paid to this population of learners. Students are also developing lifelong literacy behaviors including an appreciation and enjoyment of reading and writing for pleasure although, as a student gets older, he/she has less time to engage in reading for nonacademic purposes.

Areas which were also evaluated, but lacked quantitative evidence of student achievement included listening, speaking, and viewing. While it was clear from analysis of student and teacher survey data that there is an awareness of the importance of these skills, lack of articulated curriculum K-12 and/or assessment measures made it difficult to fully evaluate these dimensions.

### **Work of the Organization**

Another area of the evaluation focused on organizational supports. The purpose of this examination was to determine the extent to which organizational conditions align to established principles and indicators of high performing systems. Although curriculum has been defined for each grade level and in many instances common resources and units of study increase congruency for students, Brighton teachers also appreciate the autonomy they are afforded for implementation of those curricula. While assessments are viewed as important to the instructional process, additional work needs to be conducted to identify where and when they are best used in order to maximize their utility.

## Introduction

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Program evaluation plays a key role in school performance. As a learning community concerned with continued improvement, Brighton Central School District utilizes a program evaluation process to access information about student achievement and how effectively current curriculum and instruction supports that achievement. More than an audit, the evaluation uses pertinent data to assess the ongoing efforts to improve student learning. Every five years, educators evaluate each content area in grades K-12 to gain a comprehensive view of the district-wide scholastic program. Along with annual reviews of individual grade levels, this study helps the district in its continued efforts to improve instruction. The data used in this evaluative process reveal areas of success and identify areas in need of attention.

The current English Language Arts (ELA) committee began its work by identifying key literacy and literary skills that all Brighton students should acquire as they advance through the grades. The committee used the previous results from the 2010 ELA program evaluation along with the Common Core standards for English Language Arts. Incorporation of the Common Core standards was thought to be particularly essential given that those standards had not been adopted during the last program evaluation cycle.

## Evaluation Design

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The evaluation design was created with two objectives:

- 1.) To evaluate the extent to which Brighton students achieve the goals of the K-12 ELA program and meet local, state, and national standards.
- 2.) To evaluate the extent to which the district supports student achievement through curriculum development, instructional practices and assessment alignment.

### Design for Evaluating Student Achievement

To address the first objective, the committee focused on four essential dimensions of ELA studies: reading, writing, listening/speaking, and viewing. Each dimension was delineated by specific indicators and data sets appropriate for each were identified. The following table summarizes the entire design for the dimensions reflecting student achievement.

Guiding Question: What are the expectations for student learning in the English/language arts program at BCSD?	What are the essential knowledge and skills students are expected to achieve across the curriculum?	How will we measure each dimension?
<p><b><u>Dimension 1 Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Students can, without significant scaffolding, comprehend and evaluate complex text across a range of types and disciplines. (from CCLS)</li> <li>• Students develop literary skills to make connections to personal, cultural and universal themes through increasing text complexity.</li> </ul>	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Develop foundational skills including print concepts, phonological awareness, phonics, word recognition and fluency</li> <li>2. Apply reading strategies and skills to comprehend which may include an ability to summarize, reflect, interpret, infer, analyze, evaluate and critique within and across texts.</li> <li>3. Apply strategies to identify and analyze craft and structure such as text features, word choice, paragraphing, and point of view</li> <li>4. Build strong content knowledge</li> <li>5. Read closely for explicit and inferential meaning</li> <li>6. Identify and cite specific textual evidence to support conclusions drawn from text</li> <li>7. Develop habits of mind including: Perseverance, self-monitoring, lifelong reading, and appreciation of text, while reading a range of media, literature and informational text</li> </ol>	<ol style="list-style-type: none"> <li>1. Four year history of BOY/EOY reading levels K-8 <ul style="list-style-type: none"> <li>○ *DIBELS</li> <li>○ *Fountas and Pinnell</li> <li>○ MAP – Growth report</li> </ul> </li> <li>2. NYS 3-8 ELA and Regents, five year performance, subgroups + county comparisons</li> <li>3. Item analysis: <ul style="list-style-type: none"> <li>○ Regents – 2 yrs.</li> <li>○ Grades 3-8</li> </ul> </li> <li>4. Library check-out records, surveys of grads, parent surveys,</li> </ol> <p>*Assessment instruments more prevalent at the primary and elementary levels than at secondary</p>
<p><b><u>Dimension 2 Writing:</u></b></p> <p>Students write for a variety of purposes to express ideas using correct conventions of standard written English appropriate to the task.</p>	<p>Student writers:</p> <ol style="list-style-type: none"> <li>1. Identify and write in a variety of writing formats</li> <li>2. Gather, evaluate, synthesize evidence from credible sources to use as support in one’s own writing</li> <li>3. Have a sense of ownership for the direction and the end product of writing process.</li> <li>4. Effectively use technology and apply the writing and revision process to produce well-constructed texts both independently and in collaboration with others</li> <li>5. Recognize purpose and audience of writing tasks and use appropriate voice</li> </ol>	<ol style="list-style-type: none"> <li>1. K-11 Benchmark Assessment</li> <li>2. NYS ELA 3-8 exams <ul style="list-style-type: none"> <li>○ Item analysis of extended response questions</li> </ul> </li> <li>3. English Regents Exam (11<sup>th</sup> grade) <ul style="list-style-type: none"> <li>○ Parts 3 and 4</li> </ul> </li> <li>4. SAT and/or ACT writing results</li> <li>5. Teacher, Student and Parent surveys</li> </ol>

	<ol style="list-style-type: none"> <li>6. Possess the confidence and comfort to risk producing original writing</li> <li>7. Use a common, developmentally appropriate language of writing</li> <li>8. Write EVERY DAY</li> <li>9. Practice skill of self-reflection</li> <li>10. Understand and use the reciprocity of reading and writing. They will: <ul style="list-style-type: none"> <li>o Understand that the author's craft when reading will affect their knowledge of own writer's craft</li> <li>o Understand how reading others' writing influences their own craft</li> </ul> </li> </ol>	
<p><b><u>Dimension 3 Speaking &amp; Listening:</u></b></p> <p>Students engage in a variety of speaking and listening activities using correct conventions of standard spoken English in a variety of settings for a variety of purposes.</p>	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> <li>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>7. Ask questions in a variety of settings to clarify ideas, contribute to or challenge discussions, and for self-advocacy</li> </ol>	<p><b>Possible rubric:</b></p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> grade beginning/end of year debate</li> <li>• Council Rock Primary/FRES Report Card</li> <li>• TCMS progress reports</li> <li>• Parent survey on perceived comfort level</li> <li>• Teacher survey based on observations of entire class</li> <li>• Gather data on the types of assignments given K-12 that address these areas</li> <li>• Survey graduates on preparedness for college (specifically around note-taking) – compare to AP classes</li> <li>• Survey for parent/child on public speaking and then compare results</li> </ul>

	<ol style="list-style-type: none"> <li>8. Apply multiple note taking strategies dependent on the situation</li> <li>9. Listen to and follow directions.</li> <li>10. Listen for appreciation and pleasure</li> <li>11. Listening with empathy</li> </ol>	
<p><b><u>Dimension 4 Viewing:</u></b></p> <p>Students are aware of and can critically view a variety of media/medium which may include any/all of the following:</p> <ul style="list-style-type: none"> <li>• Movies, videos, television shows</li> <li>• Advertisements, comics, etc</li> <li>• Symbols</li> <li>• Photographs</li> <li>• Artwork, sculptures, etc</li> <li>• Facial expressions/body language</li> <li>• Music</li> <li>• Multimedia including but not limited to social networking, skype, apps, websites, distance learning</li> <li>• Any other form of media not listed above</li> </ul>	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Discern fact from opinion in order to determine reliability/credibility of sources</li> <li>2. Analyze how tone and perspective affect meaning</li> <li>3. Connect and apply prior knowledge when viewing a variety of media</li> <li>4. Develop appreciation (personal, community, world) for multiple forms of media</li> <li>5. Become independent in ability to find and select appropriate sources for a variety of viewing purposes</li> <li>6. Engage in the viewing of multiple media formats in order to gain insight into how to create own products</li> <li>7. Become discriminating consumers of multiple forms of media</li> <li>8. Determine relevance, theme, main idea and key details from a source</li> <li>9. View with a purpose</li> <li>10. Determine author/creator purpose</li> <li>11. Demonstrate integrity and ethical behavior when viewing and choosing resources</li> <li>12. Be open and responsive to new and diverse perspectives</li> </ol>	<p>Teacher and student surveys</p>



## Design for Evaluating the Work of the Organization

The second construct for this evaluation focused on organizational supports. The purpose of this examination was to determine the extent to which organizational conditions align to established principles and indicators of high performing systems. In particular, committee members felt the need to focus on aspects of the organization which supported curriculum development and use, and instructional and assessment practices. To further define and guide the inquiry, the committee asked the following questions:

1. How do we better utilize assessment data to inform instruction?
2. How do we better ensure consistent practice of using assessment data to inform instruction? (understanding, purpose, perceived reliability, and validity of assessment tools/practice)
3. How do we develop a shared responsibility for reading, writing, listening, speaking and viewing skills?
4. Do we have a clear understanding of “balanced” and how it’s applied to individual classrooms, vs grade level, and across grades/buildings?
5. Do our assessments evaluate our students’ ability to apply their skills in authentic situations? On demand vs process reading and writing.

To measure these organizational structures, surveys were administered to all English teachers throughout the district. Results of the analysis of the data for both constructs, Student Achievement and Work of the Organization, follow. Of note, each section is organized with a summary of the dimension, indicators, and data collection techniques. This narrative information is followed by a table, summarizing the results.

# Results for the Analysis of Student Achievement

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## Reading

- Students develop literacy skills for a wide variety of purposes including the study and appreciation of literature.
- Students develop literary skills to make connections to personal, cultural, and universal themes.

In order to determine whether or not students were developing literary skills at a developmentally appropriate rate, numerous data sets were reviewed. When available, data were reviewed across time, across comparative groups, and between subgroups. This analysis was done in an attempt to obtain a comprehensive look at student performance and achievement using multiple measures. Specifically, the following data sets were utilized:

1. Dynamic Indicators of Basic Early Literacy (DIBELS)- A set of procedures and measures for assessing the acquisition of early literacy skills for students in grades K-2
2. Measures of Academic Progress (MAP) – a computerized adaptive assessment which measures student reading comprehension abilities in grades 2-7
3. Fountas and Pinnell (F & P) Benchmark System -measures students' abilities to decode and comprehend text in grades K-5
4. New York State ELA Tests (multiple choice only) for students in grades 3-8
5. New York State English Regents exam (multiple choice only) for students in grades 9-12
6. Scholastic Aptitude Test (SAT)—Critical reading
7. Advanced Placement (AP) Exams in English literature
8. Personal reading surveys – administered to students in grades 5, 8 and 12, parents and BCSD graduates.

A summary of the data analysis and observations follows.

**Dimension: Reading**

**Essential Question: To what extent are students achieving the district’s expectations for developing literacy and literary behaviors?**

Indicators	Overall Strengths	Overall Areas of Need	Implications & Ongoing Questions
<p><b>DIBELS</b></p> <p>Levels of fluency dropped as MAP and F&amp;P Levels increased.</p> <p><b>F&amp;P Benchmark Assessments</b></p> <ol style="list-style-type: none"> <li>1. Summer regression is higher for students in grades K-2 and lessens for students in grade 3-5.</li> <li>2. There is a consistent regression of about 15%-25% for a cohort of students between spring and fall. On average, only 75%-85% of students are reading at grade level benchmark expectations in the fall.</li> <li>3. F&amp;P is a great assessment tool for informing teacher’s instruction, but seems to offer varied results when comparing entire grade levels.</li> </ol> <p><b>MAP 2-5</b></p> <ol style="list-style-type: none"> <li>1. MAP is the most consistent local measure of student reading ability we have</li> </ol>	<ol style="list-style-type: none"> <li>1. Multiple assessments are used K-5 to provide information regarding strengths and needs.</li> <li>2. K-12 students have a positive attitude towards reading.</li> <li>3. Item analysis of MAP scores shows consistency across grades with regard to improvement from year to year. There was no difference in performance between informational text vs. literature.</li> <li>4. Item analysis of grade 3-8 ELA shows that our students excel at referring to the text to ask and answer questions.</li> <li>5. Students can:               <ol style="list-style-type: none"> <li>1. Interpret multiple levels or meaning and subtleties in text.</li> <li>2. Interpret and respond to text from a variety of</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. It would be beneficial to make additional reports from MAP and F&amp;P available to teachers at the beginning of the year to inform instructional groupings. This could help teachers know which students are not on a trajectory that would most likely lead to reading at grade level at the end of each school year, particularly K-5.</li> <li>2. Limited collaborative opportunities between general, building reading teachers, ASIs, and special education teachers.</li> <li>3. Each fall, between 15% and 25% of students are not reading at grade level. How can we change this trend?</li> <li>4. Item analysis of Grade 3-8 ELA shows that our students need more work with reading for information and</li> </ol>	<ol style="list-style-type: none"> <li>1. Is the decrease in reading rate, as measured by DIBELS, due to an increased emphasis on close reading?</li> <li>2. Need to build a common understanding and approach to balanced literacy and a structure to support implementation (K-5)</li> <li>3. Explore optimal size for support/ intervention classes/groups.</li> <li>4. Increase collaborative and PD time for reading and ELA</li> <li>5. Need to engage in data analysis on an ongoing basis to determine program effectiveness</li> <li>6. Early morning reading program (FRES): Which students are in the</li> </ol>

<p>2. The percentage of students meeting grade level expectation is consistent over time.</p> <p>3. The majority if students increased their reading ability from fall to spring</p> <p>4. There is a consistent level of regression for about 15%-20% of students in a gr. 2-5 cohort between spring and fall assessment results. On average, only 75%-85% of K-5 students are reading at grade level in the fall. (This is consistent with results shown in F&amp;P data)</p> <p><b>NYS ELA Gr 3-8</b></p> <p>1. BCSD students' scores have dropped significantly, however when compared to other schools in Monroe County as well as NYS designated similar schools, the results don't look so bad</p> <p>2. When looking at cohort level data, current 8<sup>th</sup> grade students consistently perform lower than the previous year's cohort.</p> <p>3. Students with disabilities (SWD) and low income students consistently perform lower than their grade level peers.</p> <p>4. Females often outperform males.</p> <p><b>MAP 6-9</b></p> <p>There is less regression for students in grade 6-9. However, approximately 20% of</p>	<p>genres, authors and subjects.</p> <p>3. Express judgments and support the through references to the text, using direct quotations.</p> <p>4. Analyze and evaluate non-fiction.</p>	<p>comparing and contrasting the structure of two or more texts.</p> <p>5. Teachers at 9-12 are content specialists, not reading teachers and need assistance for addressing the needs of struggling learners</p> <p>6. Student performance: Based on 3-8 NYS assessments, students had difficulties with:</p> <p>a. Recognizing the use and impact of effective language</p> <p>b. Identifying transitional words or phrases that make text cohesive</p> <p>c. Recognizing content-specific vocabulary terminology, or jargon unique to particular groups</p> <p>d. Analyzing and evaluating fiction including the effect of diction and figurative language.</p> <p>e. Interpreting multiple levels of meaning and subtleties in text.</p> <p>f. Examining development and impact of literary elements such as character, action and setting</p>	<p>program? Is progress being accelerated?</p> <p>7Who receives AIS services?</p> <p>7. Is the gap between struggling readers and their grade level peers being closed at a rate that will promote attaining grade level skills?</p> <p>8. Impact on fluency and decoding?</p> <p>9. Continue to monitor the impact of all intervention programs (EMR, Summer AIS, etc.) What is/ isn't working? How can we improve the impact of these programs on our struggling learners?</p> <p>10. Should some programs be implemented earlier to increase the percentage of students reading at grade level by grade 3?</p> <p>11. Increase attention to transfer students and improve the ability to meet their needs in a timely fashion.</p>
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<p>the students in a given cohort show they are reading below grade level, regardless of the time of year tested.</p> <p><b>REGENTS</b></p> <ol style="list-style-type: none"> <li>1. There has been a consistent rate of passing (&gt;65) over the past five years. Although our scores are staying consistent, our ranking has declined.</li> <li>2. Student level of mastery is higher than in other districts.</li> <li>3. The rate of passing for students with disabilities varies over the years.</li> <li>4. There are no marked differences in the passing rate of males vs. females.</li> <li>5. There has been a consistency of performance between subgroups over the last five years.</li> </ol>		<ol style="list-style-type: none"> <li>g. Express judgments and support them through references to the text using quotations and paraphrase.</li> <li>h. Read, view and interpret text and performances in every medium from a wide variety of authors.</li> </ol>	
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## **Discussion: Student Achievement in Reading**

The purpose of this program evaluation was to determine the degree to which students are obtaining and demonstrating literate behaviors, the ability to read and analyze text, and progress consistently throughout their development. Analyses of the data reveal that there are areas in which Brighton students are meeting and exceeding these expectations. Brighton students routinely outscore comparative groups at the regional, state, and national levels on statewide and national assessments.

There were areas, however, in which not all students are meeting grade level expectations. In grades K-2, summer regression is fairly high and 15%-25% of students come back in the fall reading below grade level. Also at the primary level, trend reports of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data show that fluency rates have dropped as MAP and F&P scores have increased. DIBELS is a norm-referenced, standardized set of measures for assessing the acquisition of early literacy skills. As the name implies, DIBELS is an indicator that is used to prevent the occurrence of later reading difficulties. By providing data that can identify children as being at risk of not meeting reading benchmarks early, we can intervene during the primary years when there is a much greater possibility of students closing learning gaps.

In grade 3-8, students with disabilities and low income students routinely performed below their grade level peers on NYS tests. When analyzing reading scores from the New York State assessments, data also shows that scores for Brighton students are decreasing, although we still outperform many districts in Monroe County.

In the area of developing lifelong readers, there seems to be some indication that students are, in fact, developing an enjoyment for the act of reading. Although the data suggests that as they get older, students read less for pleasure, trends such as the following lead one to conclude that they appreciate the value of reading and would do it more if they were able. (See Appendix for copies of surveys.)

### **Results of survey:**

#### **Students:**

- K-2 students equate fast reading with reading proficiency.
- Students at 3-5 believe themselves to be good readers in general, while at middle school students don't believe they are good readers, or have started to understand the reasons they are not.
- 3-5 students read more often for pleasure than older students.
- High school students still enjoy reading series books.
- There was a decrease in the propensity of discussing one's reading as students reach the high school level.

#### **Graduates:**

- Graduates feel prepared for the reading demands beyond high school.

## Parents:

- Parents appear to be more satisfied with reading instruction than with writing instruction. They don't see their children writing much.

## Writing

Students write for a variety of purposes to express ideas using correct conventions of standard written English appropriate to the task.

As a way of evaluating whether or not students were developing the skills to express themselves through written language, multiple data sets were reviewed. These included:

1. K-11 Benchmark Assessment
  - a. Locally created district writing benchmark to be used as a formative assessment. Each grade administers and scores one writing benchmark per year.
2. Developmental Spelling Assessment (DSA)
  - a. Used as a measure of students' spelling and word study abilities at K-5.
3. 3-8 NYS Assessments
  - a. The extended response portion of the New York State ELA assessment for grades 4, 6, 8 and the Gr. 11 Regents. This subtest for each one of these grades requires students to read and analyze up to three individual texts and then utilize that information to compose an original response based on a prompt. Responses are then evaluated based on comprehensiveness and conveyance of thought as well as on use of appropriate conventions.
4. 11<sup>th</sup> grade English Regents
  - a. Parts 3 and 4
5. Student, Parent and Teacher Surveys
  - a. Surveys consist of writing behaviors and perceptions of proficiency

A summary of the data analysis and observations follows.

**Dimension: Writing****Essential Question: To what extent are students achieving the expectations for their learning how to write?**

Indicators	Overall Strengths	Overall Areas of Need	Implications & Questions
<p>Student writers:</p> <ol style="list-style-type: none"> <li>1. Identify and write in a variety of writing formats</li> <li>2. Gather, evaluate, synthesize evidence from credible sources to use as support in one's own writing</li> <li>3. Have a sense of ownership for the direction and the end product of writing process.</li> <li>4. Effectively use technology and apply the writing and revision process to produce well-constructed texts both independently and in collaboration with others</li> <li>5. Recognize purpose and audience of writing tasks and use appropriate voice</li> <li>6. Possess the confidence and comfort to risk producing original writing</li> <li>7. Use a common, developmentally appropriate language of writing</li> <li>8. Write EVERY DAY</li> <li>9. Practice skill of self-reflection</li> <li>10. Understand and use the reciprocity of reading and writing.</li> <li>11. Understand that the author's craft</li> </ol>	<ol style="list-style-type: none"> <li>1. Students in grades 5-8 show general improvements on their short response questions.</li> <li>2. According to local writing benchmark data, students exhibit strong organizational skills by high school level showing a steady increase over the years.</li> <li>3. Students are engaged in writing outside of the school day.</li> </ol>	<ol style="list-style-type: none"> <li>1. In general, students in grades 3-8 score lower than students across the region on extended response questions.</li> <li>2. According to local writing benchmark data, argumentative writing is the weakest of the genres in respect to development of ideas in grades 2, 5, and 7. The data around sentence fluency was inconsistent. Overall the scores were not as high as other writing components. Conventions is a need overall throughout the K-12 program. The expectations for</li> </ol>	<ol style="list-style-type: none"> <li>1. Share student writing more with parents.</li> <li>2. Develop a consistency K-12 in writing expectations. There is no guarantee about types of writing that is done so that students have a breadth of experiences.</li> <li>3. Continue offering students choice within their writing. This will build their confidence and feelings about being a writer.</li> <li>4. Develop a consistency of terminology across grades (K-12).</li> <li>5. Improve the consistency of our rubrics.</li> <li>6. Increase opportunities for teachers to talk about student writing as a group. Opportunities to engage in this work needs to be built into the school year. Needs to be sustained engagement.</li> <li>7. Secondary levels – need to increase communication between the disciplines about what good writing and reading are. Content area teachers have not been trained as teachers of writing. Increase PD and professional conversations.</li> </ol>



<p>when reading will affect their knowledge of own writer's craft</p> <p>12. Understand how reading others' writing influences their own craft</p>		<p>conventions at K-3 is unclear.</p> <p>3. There is a need for a clearer alignment between writing process and assessments.</p>	<p>8. At the secondary level, update the research handbook to better incorporate writing within the disciplines.</p> <p>9. Review benchmark writing practices/procedures to maximize utility.</p>
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## Discussion: Student Achievement in Writing

The purpose of the analysis of writing data was to determine the degree to which students are developing their abilities to write for a variety of purposes, utilizing research-based writing processes. In addition, the goal of the evaluation was to discern whether or not students were developing an interest in writing and were engaging in the act of writing on their own. There was evidence to suggest that students enjoy writing, especially when allowed to write about topics of their choice. Analysis of the K-12 data indicates that many of the students view themselves as authors, understand the craft of writing, and can apply those skills to communicate for a variety of purposes.

Analyses of the data indicate that students are less likely to spend time writing informally as they get older. Additionally, when specifically looking at the genres of writing, an interest in creative writing appeared to begin for many students in grades 3-5. However, survey data showed that high school students are far less likely to write creatively outside of school. It is recommended that teachers continue to offer students choice in their writing instruction. This has shown to have a positive connection across multiple data points.

Data supported the need for more consistent K-12 writing expectations, including how writing in different genres is utilized at each grade level. Additionally, there was a clear and identified need to increase communication about what good writing looks like between the disciplines at the secondary level. Content area teachers would benefit from professional development around writing instruction. Lastly, through analysis of survey data, teachers have expressed a need to do more with the writing benchmark data to inform instruction. Although the district has a consistent benchmark measure throughout each school year, it is recommended that more support be provided to teachers in using the data to inform teachers' writing instruction.

## Speaking and Listening

The guiding principle of this dimension states that students engage in a variety of speaking and listening activities using correct conventions of standard spoken English in a variety of settings for a variety of purposes. As a way of evaluating whether or not students were developing the skills to express themselves through speaking and listening, multiple data sets were reviewed. These included:

1. 8th Grade Beginning/ End of Year Debate
2. Council Rock Primary Report Card
3. FRES Report Card
4. TCMS progress reports

The committee also gathered additional data sets by creating surveys and distributing them to the following populations:

1. Parent survey on perceived comfort level of speaking and listening
2. Teacher survey based on observations of entire class
3. Survey staff on the types of assignments given K-12 that address listening and speaking
4. Survey graduates on preparedness for college (specifically around listening and note-taking skills)
5. Survey for parent/child on public speaking

The committee also gathered a variety of information on the use of assignments and “best practices” being used across the district to teach and assess listening and speaking. Some of these included:

1. Student self-assessment/reflection based on reflection (older grades)
2. ISearch Paper Interviews – 9th Grade
3. Speaking/listening rubrics based on instructional observations (younger grades)
4. Portfolio (metacognitive reflection on goals/growth)
5. Assignment where students need to give survey to an adult (nonparent) to evaluate their communication skills outside the classroom
6. Sophomore Speech (administered 4th quarter)

A summary of the analysis and findings are depicted on the following table.

**Dimension: Speaking and Listening**

**Essential Question: To what extent are students achieving the expectations for their learning how to speak?**

Indicators	Overall Strengths	Overall Areas of Need	Implications & Questions
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</li> <li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> <li>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</li> <li>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are routinely given opportunities to present in class.</li> <li>2. Listening and speaking are included on the FRES report card.</li> <li>3. There has been an increase in formal instruction on "whole body listening" at both FRES and CRPS.</li> <li>4. Every 8th grader participates in a mock interview and debate.</li> <li>5. There are many forums at BHS for listening and speaking (clubs, drama productions).</li> <li>6. In certain classrooms, where there are Speech/Lang specialists, speaking and listening abilities are emphasized more.</li> <li>7. Many 9th grade teachers incorporate formal</li> </ol>	<ol style="list-style-type: none"> <li>1. We have no consistent process for assessing student learning in the areas of speaking and listening.</li> <li>2. It is unclear as to what the instruction looks like leading up to different performance tasks and assessments given.</li> <li>3. The sophomore speech used to have a common rubric but it is not used consistently.</li> <li>4. Opportunities are given to present at BHS, however, content and quality isn't consistently assessed.</li> <li>5. Although listening and speaking are assessed on the FRES report card, it was reported that there is no common expectation for the criteria or quality.</li> </ol>	<ol style="list-style-type: none"> <li>1. There has been a shift in the CCLS aligned exams in that they no longer incorporate listening.</li> <li>2. Speaking and listening are embedded into the CCLS. The delivery of instruction varies from teacher to teacher.</li> <li>3. Assessing listening and speaking is individual and takes a large amount of time. Because NYS prioritizes on reading and writing, it leaves little time for formal evaluation of listening and speaking.</li> </ol> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Should we look at individualized listening behaviors and speaking behaviors more closely? (CRPS is currently doing this).</li> <li>2. How can we better assess these skills in a more consistent way? Does it need to be more formal? Can this type of assessment be authentic?</li> </ol>

<ul style="list-style-type: none"> <li>7. Ask questions in a variety of settings to clarify ideas, contribute to or challenge discussions, and for self-advocacy</li> <li>8. Apply multiple note taking strategies dependent on the situation</li> <li>9. Listen to and follow directions</li> <li>10. Listen for appreciation and pleasure</li> <li>11. Listening w/empathy</li> </ul>	<p>discussion in a single unit of study. In this case, there is purposeful instruction.</p>		<p>3. Are there data that can be gleaned from other disciplines?</p>
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**Discussion: Student Achievement in Speaking and Listening**

The purpose of the analysis of the listening and speaking data was to determine the degree to which students are developing their listening and speaking skills. In addition, the goal of the evaluation was to discern how these skills were being taught and assessed across the district.

After reviewing all the data, several findings emerged. It was determined that speaking and listening skills are embedded throughout the K-12 curriculum. Students have ample opportunities to develop and practice these skills in a variety of settings and purposes. Anecdotally, teachers believe that students are learning effective listening and speaking skills and are using those as they mature.

Although students have many opportunities to develop these skills, instruction and assessment practices vary from classroom to classroom. The committee recommended that staff try to be more aware of the importance of speaking and listening skills. Aligning instructional and assessment practices at each of the grade levels could be beneficial; however, it's not felt at this time that it needs to be more formalized across the district.

## Viewing

While the Common Core Learning Standards do not include a separate strand for “Viewing” or “Media Literacy,” Reading Literature Standard 7 in the Common Core in each grade level contains elements of viewing (for instance, discerning meaning from illustrations; understanding how “visual and multimedia elements contribute to the meaning, tone, or beauty of a text;” evaluating the choices actors and directors make in two renderings of the same text; and comparing a single idea in two artistic mediums).

In addition to this viewing element in the Common Core Reading Standards, Brighton also has added “Viewing” to the established dimensions of reading, writing, listening, and speaking. The continued presence of multimedia in our students’ lives, along with a growing body of knowledge about the importance of developing discriminating consumers of all types of information, demand more direct instruction of viewing skills; therefore, to ensure that students learn to critically interpret and evaluate a variety of media, both print and non-print, in addition to the Common Core Standard, the Brighton ELA program aims to teach students to:

1. Discern fact from opinion in order to determine reliability and credibility of sources
2. Become independent in ability to find and select appropriate sources for a variety of viewing purposes
3. Become discriminating consumers of multiple forms of media
4. Analyze how tone and perspective affect meaning
5. Connect and apply prior knowledge when viewing a variety of media
6. Develop appreciation (personal, community, world) for multiple forms of media
7. Engage in the viewing of multiple media formats in order to gain insight into how to create own products

The committee categorized the above goals under the general term, “Media Literacy.”

As a way of evaluating whether students are developing the requisite media literacy skills, parents, students, teachers and graduates were administered a survey. Parents were asked questions regarding their perceptions of their children’s proficiency in the area of media literacy. Students were asked questions regarding what media literacy meant to them and questions regarding their use of the Internet for personal and academic use. Graduates were asked questions regarding whether they felt they had sufficient media literacy skills to help them succeed in college. Teachers were asked questions regarding how frequently they incorporated media literacy into their instruction.

Review of the data revealed the following observations and interpretations.

First, the committee felt that parents, students and graduates were not fully familiar enough with the term, “media literacy” and what it encompasses as this is a fairly new term that teachers are using in their classrooms. The committee, therefore, had concerns that the survey responses may not reflect what students, graduates, and parents actually know about “media literacy.”

The surveys, which used the term “media literacy” in many questions, revealed that about half of parents were satisfied with the district’s focus on media literacy; graduates felt they had some media literacy skills but their experience with the term “media literacy” was limited; and students, on the whole, felt comfortable with Internet research, evaluating websites for personal and academic use, and have experience using databases for research. Finally, half of the teachers surveyed said they incorporated media literacy into their instruction almost always or frequently.

Surveys, however, failed to produce data that would allow a practical way to assess our program in this area. As this is a growing field, and the term “media literacy” is growing among teachers and students, awareness of the term and what it means will increase in the next few years as students are exposed to it in various units in their English and social studies classes.

## Results for the Evaluation of the Work of the Organization

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One area critical to the overall program evaluation focused on measuring the degree to which organizational supports and practices were in place to facilitate student achievement. The previous ELA evaluation focused more on developing curriculum; whether instruction is data driven; whether there are enough supports in place for students, such as remediation and enrichment services; and whether there are practices in place that support making inferences about student learning in order to plan for future instruction. The present evaluation examined some of the same elements but focused on different aspects of them. Specially, questions involving data -- what data are available for teachers and whether teachers are using that data or know how to use the data to inform instruction; instruction -- what opportunities are available for professional development to encourage cross-curricular collaboration and responsibility and how to insure that a variety of best practices are employed at each grade level; assessment -- what assessments are we using to measure a student's growth as he/she passes through the system; and curriculum -- what process is followed to create new curriculum,; for example, is curriculum balanced with respect to skills, fiction vs. non-fiction, cannon vs. contemporary work.

### **Discussion: Work of the Organization**

The committee created and implemented a survey of teachers directly responsible for ELA instruction to garner feedback on the various facets of the organization described above. Results were inconclusive due to the varied response rate among staff. One conclusion drawn from the responses was that there was a high disagreement on the amount of time scheduled to meet with teachers of other disciplines. It was surmised that the team model in the middle school might account for the discrepancy in this area. Teachers widely agree that, while there should be a common set of concepts and skills within grade levels, that teachers should retain, the autonomy on how to best teach those concepts and skills. Teachers also agreed that they used formative and summative assessments more so than benchmarks and NYS assessments

to inform their instruction and measure growth. In addition, regarding curriculum, teachers used the curriculum maps more heavily at CRPS and TCMS than at the other schools.

As the committee discussed the findings from the surveys, it drew the following conclusions: teachers highly value each other's expertise and decision-making at the grade and building level, and such expertise is borne out in Brighton students' achievement both locally and nationally.

Recommendations from the committee were that greater attention needs to be paid to "alignment" issues, such as terminology we use with students, instructional expectations within grade levels and vertically, and curriculum expectations as students progress through the grades. Finally, the committee as a whole saw the need for increased opportunities for cross grade level/building level collaboration.

## Conclusions and Recommendations

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The K-12 English Language Arts program of Brighton Central School is exemplary. Students in Brighton typically outperform students in other districts as well on state tests of ELA. The program evaluation process is an opportunity to fully understand areas of strength of a given academic program as well as identify areas of particular need. The ELA program evaluation provided such an opportunity. Based on the overall review, the following recommendations are being made:

### **In the area of reading:**

1. Make additional reports from MAP and F & P available to our teachers at the beginning of the year.
2. Build a common understanding and approach to balanced literacy and a structure to support. (K-5)
3. Increase collaborative and PD time for ELA. Because secondary teachers are not reading teachers they need assistance for addressing the needs of the neediest learners
4. Annually perform additional data analysis:
  - a. Early morning reading program: Which students are classified as SpEd?
  - b. Who gets AIS services?
  - c. Are they reducing the gap between current ability and benchmark?
  - d. Impact on fluency and decoding.
5. Continue monitoring impact of early morning and summer school reading programs. We need to really figure out what is helping or not helping specific students.
6. Increase attention to transfer students and meeting their needs in a more timely fashion.

### **In the area of writing:**

1. Increase sharing of student writing more with parents.
2. Develop a consistency in K-12 in writing expectations.
3. Continue to offer students choice within their writing.
4. Develop a consistency of terminology, including wording within rubrics, across grades (K-12)
5. Increase collaborative time to discuss writing.
6. At the secondary level:



- a. Increase communication between the disciplines about what good writing and reading are. Content area teachers have not been trained as teachers of writing. Increase PD and professional conversations.
  - b. Update the research handbook to better incorporate writing within the disciplines.
7. Review benchmark writing practices/procedures to maximize utility.

**In the area of media literacy:**

1. Develop a common understanding among all staff on the construct of “media literacy” because it is included in the Common Core.

**In the area of instructional supports:**

1. Increase attention to “alignment” issues:
  - a. Terminology that teachers use when speaking to students
  - b. Learning expectations (i.e. calibration. Do we all define quality in a similar fashion?)  
We need to be aligned at the grade level.
  - c. Curricular expectations as they progress up through the years.
2. Increase opportunities for cross grade level/building level collaboration.

## Appendices

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Appendix A. Student Survey

Appendix B. Teacher Survey

Appendix C. Parent Survey

ELA Program Evaluation Student Survey 2014-15

1. How would you describe yourself as a reader? (write your answer below):

2. What grade are you in? a) 3 b) 4 c) 5 d) 6 e) 7 f) 8 g) 9 h) 10 i) 11 j) 12  
3. What is your gender? a) male b) female

What do you like to read? (bubble all that apply)

- |                    |                       |                |                       |
|--------------------|-----------------------|----------------|-----------------------|
| 4. History         | 10. War Stories       | 16. Art        | 23. Gaming            |
| 5. Travel          | 11. Sports            | 17. Astrology  | 24. Westerns          |
| 6. Science fiction | 12. Supernatural      | 18. Biography  | 25. Books in a Series |
| 7. Adventure       | 13. Car Stories       | 19. Folktales  |                       |
| 8. Romance         | 14. Detective Stories | 20. Humor      |                       |
| 9. Poetry          | 15. Plays             | 21. Mysteries  |                       |
|                    |                       | 22. Nonfiction |                       |

26. For what length of time do you read for pleasure weekly?  
a) 0 – 30 minutes  
b) 31 minutes – 1 hour  
c) 1 hour – 1.5 hours  
d) 1.5 hours – 2 hours  
e) More than 2 hours
32. Choose to read on your own time either at school or at home?  
a) All the time  
b) Most of the time  
c) Some of the time  
d) Never  
e) I don't know

27. Do you talk with others about your reading?  
a) Yes  
b) No
33. How would you describe your comfort level when approaching an independent writing task?  
a) Very frustrated  
b) Frustrated  
c) Comfortable  
d) Very comfortable

28. Do you know of anyone else who likes to read the same books that you do?  
a) Yes  
b) No
34. How often do you evaluate your own writing?  
a) Almost always  
b) Frequently  
c) Sometimes  
d) Never

To what degree do you:

29. Persevere when reading (don't give up if you don't understand what you are reading)?  
a) All the time  
b) Most of the time  
c) Some of the time  
d) Never  
e) I don't know
- How often do you engage in the following forms of writing outside of school:
35. Informal writing (lists, directions, recipes)?  
a) Frequently  
b) Sometimes  
c) Never

30. Self-monitor when reading (realize that I don't understand go back and re-read)?  
a) All the time  
b) Most of the time  
c) Some of the time  
d) Never  
e) I don't know
36. Letter writing (thank you notes, birthday cards)?  
a) Frequently  
b) Sometimes  
c) Never

31. Talk about different kinds of texts with others (teacher, friends, parents, others)?  
a) All the time  
b) Most of the time  
c) Some of the time  
d) Never  
e) I don't know
37. Emails?  
a) Frequently  
b) Sometimes  
c) Never

38. Texts?  
a) Frequently  
b) Sometimes  
c) Never

39. Journaling / diaries?

- a) Frequently
- b) Sometimes
- c) Never

40. Creative writing (poetry, stories, comics)?

- a) Frequently
- b) Sometimes
- c) Never

41. Other (Specify) write your answer below:

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**FOR STUDENTS IN 6-12:**

Media literacy is the ability to analyze and evaluate multiple forms of media with particular understanding of technique and relevance. Media include, but are not limited to: news sources (internet, TV, newspaper/magazines); digital media (internet, blogs, wikis, videos, social networking, etc); advertising; television; film; music; art

During the time that you have been a student in Brighton, list what you have learned about media literacy. Write your answer below:

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## District Information

- About Our District
- Athletic Events
- Athletics
- BCSD Code of Conduct
- Board of Education
- Board of Education Meetings - Live Streaming
- Board of Education Policies
- Brighton Food Cupboard
- Brighton Summer Arts 2015 Registration
- Brighton Your Wardrobe
- Calendar
- Community Bulletin Board
- Continuing Education
- Departments
- Dignity for All Students
- Events Around the District in Video
- Family Support Center
- New to the District - Welcome from PTSA
- Preschool/Parent Program
- PTSA
- Public Information
- Publications & Forms
- Registration
- School/Community Resources
- Staff Directory
- Superintendent's Site
- Urban Suburban Program
- Visual & Performing Arts



## 2014-2015 ELA Program Evaluation. Teacher Survey.

### Building:

- CRPS
- FRES
- TCMS
- BHS
- Multiple buildings

### Years in the teaching field:

- 0-5
- 6-10
- 11-15
- >15

### What do you do to promote a reader's identity in your students (check all that apply)?

- Consult with the librarian
- Talk with the student about reading choices
- Have a wide variety of books available to students
- Do book talks or share information about different types of books with students
- Have students set reading goals
- Talk with (and/or support) their parents with ideas for reading
- Consult other staff members (classroom teacher colleagues, Literacy Coach, reading teacher, libraria
- Use a reading log
- I don't know what you mean by reader's identity

Enter the number below to submit your information.

show new number

Submit Form >

## District Information

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## ELA Program Evaluation Survey - Parents

Dear parents:

The purpose of this survey is to gather information about the Brighton Central School K-12 English/Language Arts (ELA) program in order to guide us in the curriculum review process. Please choose the best response to each item below based on your child's ELA experiences. The focus of the survey is curriculum and program development, not an evaluation of a particular teacher. Your input is valuable and will be reviewed by the K-12 ELA Program Evaluation committee. The results of this survey will be used to guide practice in the district for the next several years. At the end of the survey, please be sure to click "Submit" for your responses to be tabulated. Please note that if you have children at more than one level (primary, elementary, middle school, high school), we would greatly appreciate your taking the survey for each level at which you have a child. Again, your feedback is important and Brighton CSD values your time and input.

Thank you,  
BCSD ELA teachers

### What building do(es) your child(ren) attend?

- CRPS
- FRES
- TCMS
- BHS

### What do you do to promote a reader's identity\* in your child (check all that apply)?

**\*Note: Reader's identity is defined as developing habits of mind including: perseverance, self-monitoring, lifelong reading, and appreciation of text, while reading a range of media, literature and informational text.**

- Consult with the school or local librarian
- Talk with the student about reading choices
- Read with your child
- Have a wide variety of books available to students
- Share information about different types of books with your child
- Have your child set reading goals
- Talk with (and/or support) their teachers about their reading
- Consult other (parents, Literacy Coach, reading teacher, librarian, etc)
- Use a reading log
- I don't know what you mean by reader's identity

- BCSD Budget Information
- Transgender Conference
- AIM Program
- Attendance
- Alumni Database
- Athletics
- Brighton Believes Council
- Brighton Education Fund
- Brighton Summer Arts 2015
- BSAA Alumni
- Calendar
- Code of Conduct
- Community Bulletin Board
- Continuing Education
- Curriculum
- Curriculum Maps:Public
- eNews Subscription
- FAQ (Frequently Asked Que
- Intranet
- Instructional Technology
- Job Opportunities
- Library
- Lunch Menus & Accounts
- Need Driving Directions?
- News
- Office 365
- Parent Portal
- PTSA
- Public Information
- Publications & Forms
- Registration
- School Messenger Info.
- Staff Directory
- T.I.E.S.
- Transportation
- Urban Suburban Program
- Visual/Performing Arts

**To what degree does your child persevere when reading? (Child doesn't give up even when he/she doesn't understand what he/she is reading)?**

- All the time
- Most of the time
- Some of the time
- Never
- I don't know

**To what degree does your child self-monitor when reading (Child realizes that he/she doesn't understand and goes back and re-reads)?**

- All the time
- Most of the time
- Some of the time
- Never
- I don't know

**To what degree does your child talk about different kinds of texts with others (teacher, friends, parents, others)?**

- All the time
- Most of the time
- Some of the time
- Never
- I don't know

**To what degree does your child choose to read on his/her own either at school or at home?**

- All the time
- Most of the time
- Some of the time
- Never
- I don't know

**How would you describe your child's comfort level with writing?**

- Very frustrated
- Frustrated
- Comfortable
- Very comfortable

**How often does your child engage in the following forms of writing outside of school?**

**Informal writing (lists, directions, recipes)**

- Frequently
- Sometimes
- Never

**Letter writing (thank you notes, birthday cards)**

- Frequently
- Sometimes

- Never

**Emails**

- Frequently
- Sometimes
- Never

**Texts**

- Frequently
- Sometimes
- Never

**Journaling/diaries**

- Frequently
- Sometimes
- Never

**Creative writing (poetry, stories, comics)**

- Frequently
- Sometimes
- Never

Other (specify)

**Media literacy is the ability to analyze and evaluate multiple forms of media with particular understanding of technique and relevance.**

**Media include, but are not limited to: news sources (internet, TV, newspaper/magazines); digital media (internet, blogs, wikis, videos, social networking, etc); advertising; television; film; music; art.**

**To what degree are you satisfied with the media instruction taking place in your child's classes?**

- Satisfied
- Not satisfied
- Unsure

**How often do you discuss media literacy with your child(ren)?**

- Frequently
- Sometimes
- Never

**Enter the number below to submit your information.**

2 6

show new number



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## Brighton Central School District - ELA Graduate Survey

Dear Graduate,  
Brighton CSD is committed to providing its students with the best education possible. As part of that work, teachers routinely evaluate programs to ensure that we are offering the most relevant content and skills to our students. We would appreciate your input regarding our K-12 ELA program. Thank you in advance for responding.

Sincerely,  
Your BCSD ELA Teachers

### Year Graduated:

What have you been doing since leaving Brighton?

- Attending four year college/university
- Attending two year college/university
- Attending other workforce development program (Specify)
- Military
- Employment
- Other (Specify)

  
  
  
  
  


### 1. How often do you read for pleasure each day?

### 2. How often do you talk about different kinds of texts with others (teacher, friends, parents, etc)?

### 3. When given the opportunity to read for pleasure, what types of books do you choose?

### 4. How would you describe your comfort level when approaching a writing task?

### 5. Rank the types of writing you do most frequently in career/college (1-the most frequent, 5-the least frequent)

- Research



Popular District Pages:

- BCSD Budget Information
- Transgender Conference
- AIM Program
- Attendance
- Alumni Database
- Athletics
- Brighton Believes Council
- Brighton Education Fund
- Brighton Summer Arts 2015
- BSAA Alumni
- Calendar
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- Community Bulletin Board
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- Curriculum Maps:Public
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- FAQ (Frequently Asked Que
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- Need Driving Directions?
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- Parent Portal
- PTSA
- Public Information
- Publications & Forms
- Registration
- School Messenger Info.
- Staff Directory
- T.I.E.S.
- Transportation
- Urban Suburban Program
- Visual/Performing Arts

- Analysis
- Informational
- Creative writing
- Argument
- Other?

**6. Do you agree or disagree with the statement: Brighton prepared me to meet the writing demands after high school.**

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not Sure

**Media literacy is the ability to analyze and evaluate multiple forms of media with particular understanding of technique and relevance. Examples of media include: websites, newspaper/magazines, blogs/wikis, video, social networking, ads, art, film, music.**

**7. During the time that you were a student in Brighton, list what you learned about media literacy.**

**Enter the number below to submit your information.**

show new number

9

2

Submit Form >