DATAG
NY SCHOOLS DATA ANALYSIS TECHNICAL ASSISTANCE GROUP

March 6, 2020 | Spring Meeting Schedule
Albany Marriott | Albany, New York

TIME	SALON D/E					
7:30am – 8:00am	Coffee & Registration					
8:00am – 8:15am	Welcome					
KEYNOTE 8:15am – 10:15am	**Education Leadership Data Analytics:** Education Leadership, Data Science, and Evidence-based Improvement Cycles in Schools — Dr. Alex Bowers, Associate Professor, Teachers College, Columbia University					
10:15am – 10:25am	Break					

ROOM	SCHENECTADY/TROY	ALBANY/COLONIE	SALON A	SALON B	SALON C	SALON F
BREAKOUT SESSIONS 10:25am – 11:25am	The Notorious D.I.G. — Lauren Luckert, Jeffrey Luks	Using NYS Assessment Results to Inform Pedagogy and Curriculum Content — Megan Collins	New to Collecting & Reporting School District Data? — Gail Galusha & Team	Instructional Coaching, Curriculum and Student Data - a Focus on Students — Maria Sommer, Susan Zieres-Teeple	ESSA Made Easy 2019-2020 — Tim Johnson	Not Your Usual Dashboards — Eric Blask

SALON D/E

LUNCH 11:25am – 12:15pm	Lunch

	SCHENECTADY/TROY	ALBANY/COLONIE	SALON A	SALON B	SALON C	SALON F
BREAKOUT SESSIONS 12:25pm – 1:25pm	The NYSED Teacher Certification Match Process — Jeff Shaffer	Measuring the Mindset of Educators: Attitudes and Perceptions of Data Use in Schools and Districts — Elizabeth A. Young, Sarah E. Weeks	Not-So-New (Intermediate) to Collecting & Reporting School District Data? — Gail Galusha & Team	Working with New Cognos 11 Visualizations — Jeff Davis, Barbara Murdock	Pre-K and ELA; or, Can Pre-K Data "Predict" ELA Grade 3 Scores? — David Peelle	ESSA Accountability - Year 2 Status Update — Shannon Mattice
BREAKOUT SESSIONS 1:35pm – 2:35pm	Intervention Compass — Laurel Jones	ESSA & High School Cohort Reports — Benjamin Norris	Seasoned (Advanced) at Collecting & Reporting School District Data? — Gail Galusha & Team	Data Story Telling — Victoria Curry	Clicks in Context: Getting to Insight and Action from Data Warehouse Activity Logs — Aaron Hawn, Robert Feihel	Central Registration - Our Process — Sean Fahey, Stacy Karpinski

MEET OUR KEYNOTE!

Education Leadership Data Analytics: Education Leadership, Data Science, and Evidence-based Improvement Cycles in Schools | *Dr. Alex J. Bowers*

Education Leadership Data Analytics (ELDA) is an emerging domain that merges data science, education statistics and data mining, with data visualization to help school and district leaders, teachers and policymakers make better use of the data that we already collect in schools. These types of data include traditional types of school data such as grades, test scores, discipline reports and attendance, as well as more recent innovations in personalized learning and learning management systems. Yet there are few analytics and tools that help to directly inform school and system leader decision making through leveraging these recent innovations. In this presentation, Alex J. Bowers will discuss the emerging domain of what he terms "Education Leadership Data Analytics", in which data science and big data analytic strategies can help inform organization and leadership decision making in schools and districts through evidence-based improvement cycles, data dashboards, and early warning systems.

Dr. Alex J. Bowers is an Associate Professor of Education Leadership at Teachers College, Columbia University, where he works to help school leaders use the data that they already collect in schools in more effective ways to help direct the limited resources of schools and districts to specific student needs. His research focuses on the intersection of effective school and district leadership, organization and HR, data driven decision making, student grades and test scores, student persistence and dropouts. His work also considers the influence of school finance, facilities, and technology on student achievement. Dr. Bowers studies these domains through the application of Intensive Longitudinal Data analysis (ILD), data science, and big data analytics, such as data visualization analytics, multilevel and growth mixture modeling, and cluster analysis heatmap data dashboards. He earned his Ph.D. in K-12 Educational Administration from Michigan State University, and previous to teaching and education research, spent a decade as a cancer researcher in the biotechnology industry, with a M.S. in Biochemistry, Microbiology and Molecular Biology, and a B.S. in Biochemistry. Dr. Bowers is the recipient of multiple awards, including being the first person to win both the AERA Emerging Scholar Award for Division A (Administration, Organization and Leadership), and the UCEA Jack A. Culbertson Award for outstanding early faculty research, both in 2012.

STRANDS:
CIO
Mixed
Data Analysis

PROGRAM DESCRIPTIONS

The Notorious D.I.G. | *Lauren Luckert & Jeffrey Luks*

As the number of systems districts are utilizing on a daily basis is increasing, so is the need to have these systems talk to each other. Come learn how the Northeastern Regional Information Center (NERIC) and its Data Integration Group (DIG) developed policies and procedures for automating data movement to and from different systems. Walk away with some best practices and things to consider when it comes to handling your district's data integrations.

Using NYS Assessment Results to Inform Pedagogy and Curriculum Content | *Megan Collins, Thomas Ciaccio & Aaron Grady*

How we are using data to drive professional development and drive data protocols. We will showcase the Edvista reports and data we use to guide conversations at the district, building, department, teacher and often student level.

New to Collecting & Reporting School District Data? | *Gail Galusha*

Collecting & Reporting School District Data – It's your first year and you're feeling a bit scared and perhaps overwhelmed? Let us help:
1. Getting to know your district staff and identifying your in-house, regional, and state resources
2. Telephone and email support – who do you call or email for help with data warehousing
3. Where do you find training sessions on your SIS, Level 0, L1RPT, and L2RPT applications
4. Who provides in-depth regional District Data Coordinator Meetings
5. What types of information am I reporting and why
6. What is the SIRS Manual and why is it the most important resource
7. Who troubleshoots data issues and who makes corrections if needed
8. Q&A: Meeting of peers and round table discussion

Instructional Coaching, Curriculum and Student Data - a Focus on Students | *Maria Sommer & Susan Zieres-Teeple*

Evidence shows that instructional coaching is one of the most effective ways of transforming teacher practice and accelerating student achievement. Traditionally, instructional coaching has been centered on teacher practice. When teachers and coaches and administrators work collaboratively with

a focus on students and the standards, great things can happen.

ESSA Made Easy 2019-2020 | *Tim Johnson*

The Every Student Succeeds Act data releases from NYSED seem complicated and hard to interpret. This session will show a process that allows districts to quickly evaluate their data and then focus on what really matters. We will use the released data from the NYSED 2019-2020 Accountability Spreadsheet.

The NYSED Teacher Certification Match Process | *Jeff Shaffer*

This presentation will provide information about the process used by the New York State Education Department to determine if teachers possess the appropriate certification credentials for their reported courses. It will contrast the legacy process with the proposed changes and expectations for an improved process beginning in 2020-21. This presentation should be of interest to data coordinators, chief information officers, and district HR representatives. It assumes attendees have some familiarity with staff and course reporting to the NYSED Student Information and Repository System (SIRS).

Measuring the Mindset of Educators: Attitudes and Perceptions of Data Use in Schools and Districts | *Elizabeth A. Young & Sarah E. Weeks*

How do teachers use data to support instruction and what are their attitudes toward using data? Do teachers feel competent in using data and feel that school- and district-level supports are in place to encourage them to get the most value out of their students' data? Are school administrators aware of their teachers' attitudes toward data use in the classroom and successfully support them in using data to build a data-informed culture throughout their districts? As part of a multi-year National Science Foundation grant partnership between Nassau BOCES and Teachers College, Columbia University, quantitative data from the Teacher Data Use Survey and qualitative data from participant interviews were collected and analyzed to answer these important questions. With over 3,700 complete responses, it is the largest survey ever conducted on teachers' data use.

Not-So-New (Intermediate) to Collecting & Reporting School District Data? | *Gail Galusha*

Collecting & Reporting School District Data – It's certainly not your first rodeo with data warehousing. However, what are all these other district deadlines and why are you involved? Let us help:
1. Building relationships and networking with your district, regional, and state resources
2. BEDS, SSEC, APPR, CRDC: What do these acronyms mean and why could you be involved
3. Telephone and email support – what are you reporting and who do you call or email for help
4. Where does your data go and how can it affect your students, school, and community: KITE, NEXTERA, Answer Sheets, PD Data System, NYS District/School Report Cards, SA-129, etc.
5. Q&A: Meeting of peers and round table discussion

Working with New Cognos 11 Visualizations | *Jeff Davis*

This presentation will highlight how the Nassau BOCES Instructional Data Warehouse team is developing reports and dashboards that take advantage of the new features of Cognos 11. Examples include geographical mapping, interactive dashboards and reports, and custom file uploading. Nassau BOCES staff will also share lessons learned and how district feedback helped shape new designs.

Pre-K and ELA; or, Can Pre-K Data "Predict" ELA Grade 3 Scores? | *David Peelle*

As a result of more than 25 years of inter-agency cooperation and study, multiple institutions in Rochester have a treasure trove of data gathered from evaluations of Pre-K children. A number of programs and services support social and emotional learning, teacher training, and research and evaluation. As the scope of these activities increases, the possible relationships between assessments is a matter of increasing interest. Can cognitive and various developmental measures for four-year-old children provide useful, even predictive, information relating to subsequent years?

Intervention Compass | *Laurel Jones, Dave Hurst & Tim Barnes*

Come see how Intervention Compass has transformed our Data Meetings and our ability to collaborate about students in real-time. Intervention Compass by Mr. Elmer does the heavy lifting: - All

individual student data is in one place (academic, behavior, teacher's notes, discipline, assessments, screening) at your fingertips. - Document actions and anecdotes for each student - one time, the whole team is updated. - Suggest the next steps from a comprehensive Intervention Library. - Follow through on each intervention with impact and goals measured and reported. - Progress monitoring data drives the Data Team meetings, it's automatic, no loose papers, or outdated spreadsheets With Intervention Compass, Student Supports impact is measured and reported automatically: - Live data walls to look across all students at once. - Automated early warnings for attendance, discipline, and academics. - Whole student story

ESSA & High School Cohort Reports Districts | *Benjamin Norris*

When it comes to ESSA and high school accountability, how do you know if you are on track in terms of the high school academic composite measure? This presentation will examine one district's journey with developing cohort reports that incorporate useful ESSA accountability data, so that high school building leaders can make better informed decisions.

Seasoned (Advanced) at Collecting & Reporting School District Data? | *Gail Galusha*

Collecting & Reporting School District Data – You are feeling like a resident expert with collecting and reporting data, but now what do you do with all these reports? Let us help:
1. When verifying data – Are you a one man band or do you have a district data team
2. If you have a data team, are all affected departments being represented
3. What challenges may you face getting others to embrace both verifying and analyzing data
4. What information systems could your district purchase that could help with data analysis
5. What queries or reports can be created to provide information back to administrators and/or teachers
6. Q&A: Meeting of peers and round table discussion

Data Storytelling | *Victoria Curry*

Leverage your NYS reports! We all have data. Actually, we all have a lot of data! Learn how to dig into the sources of information that are available in order to communicate a cohesive

message to stake holders. Data storytelling can have different plots, themes, messaging, and visuals. Together we will look at how a building or district leader can wrangle the data, make sensible choices of data visualization and tell their story!

Clicks in Context: Getting to Insight and Action from Data Warehouse Activity Logs | *Aaron Hawn & Robert Feihel*

A practitioner and researcher tell the story of how Nassau BOCES teamed up with Teachers College, Columbia University to explore instructional data use in Nassau County. The presenters will walk through their process of transforming online activity logs into analysis, visualizations, and conversations that drive improvement for information systems. They will discuss the value of passively-collected information for improving reporting systems and how visualizing clicks in an Instructional Data Warehouse (IDW) over the school year gives actionable insight into the information that administrators and teachers need most and when they need it. This session will paint a detailed picture of data use, contrasting user surveys and interviews with online activity. Presenters will discuss differences in how teachers and administrators use the IDW, how visualizations of online activity can frame productive conversations, and how log file analysis can prompt specific changes in information systems. Participants in this session will walk away with a clear process for log file analysis, specific examples from the Nassau BOCES/Teachers College collaboration, and R markdowns for replicating analysis and visualizations in their own systems