



DATAG Spring Membership Meeting

March 9, 2018

Albany Marriott on Wolf Road
Albany, New York

Keynote

John Rager, Acting Chief Data Officer, New York State Office of Information Technology Services

As Acting Chief Data Officer, John manages the office charged with maximizing the effective use and value of data across the enterprise. In advancing responsible data management practices, the Office of the Chief Data Officer promotes the importance of data as a strategic business asset within New York State government and to the public in general.

John also serves as Manager of the Open NY team, where he oversees the ongoing publication and refresh of quality data resources on data.ny.gov, providing support to client agencies, ensuring continuous availability of the Open NY platform, and coordinating with Open NY's sister program, Health Data NY. Working closely with partner agencies, Open NY has realized a nearly 600% increase in the number of resources published since program launch in March 2013.

Prior to these roles, John was a systems analyst, developer, and manager of application development within the New York Department of State for over 22 years, delivering new applications and support for a wide range of programs including the Divisions of Corporations, Licensing Services, Building Standards and Codes, Local Government Services, and the Office of Fire Prevention and Control. Previously John spent four years as a consultant and developer for a small software company in Guilderland, NY, delivering service to over 80 clients primarily in the commercial construction field.

Session 1

Current Issues for DDCs

Jeff Bittner

The session will cover what's currently going on in the world of the DDC. Just like every year, there have been some mid-year reporting changes and additions and we will go over what's coming up next. This is appropriate for new and experienced DDCs.

Hands on with R! (Double session)

Paul de Barros

Come learn about R, a free and open source statistical software package and programming language. This will be a working session. Bring your computer. Note: you must have R and RStudio installed on your computer in order to participate in this session.

Data Driven Storytelling

Lisa Rudd

We all grew up hearing, reading and watching the telling of amazing stories. From the first time our parents read us The Hungry Caterpillar to the first time we saw Star Wars, these stories had the power to inspire or move us in some way. In fact, most of us have a story to tell when it comes to why we are in education. However, when it comes to talking about data, we rarely look to tell a captivating tale around the numbers. However, telling a story with data can help us communicate a message that is more than just the facts, numbers and charts - it can inspire action and motivate people to tackle real change. This session will walk attendees through a series of activities to develop our skills for how we develop good stories, how we can shape them to fit the audience, and how data can drive the point home in a way that is powerful and impactful.

Making sense of regents results: Scatter plots, item maps, and p-values

Dennis Atkinson

There are several ways one can view NYS regents exam results. This broad overview will discuss comparative score analysis, the item mapping process (including the linkage to learning standards and to other question/item characteristics), and the consideration of item difficulty when reviewing results and reusing regents items in local assessments.

Implementing Professional Learning Communities

Andrew Krazmien

This session will focus on the development of Professional Learning Communities based on the work from the book, Learning By Doing by Rick DuFour, et al. The session will focus on understanding the major tenets of the PLC and provide some tools and procedures on how to begin implementation of the PLC model in your school or district.

Session II

Data Driven Dialogue

Peter McCarthy

Groups often jump to action without understanding data or its underlying causes. This process is designed to structure the steps of understanding data before engaging in planning. Participants will learn structures, tools, and techniques needed to work effectively with groups using data.

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The Statistical case for Trauma Informed Instruction

Kevin Johnson

This program will present the data behind the move to Trauma Informed Instruction, suggest ways to move your district in that direction, and specific strategies for that instruction. Starting with the original study in Adverse Childhood Experiences (ACES), we will quantify this public health issue and its impact on schools and examine how schools might best respond

DATA LEADERSHIP ... creating capacity for learning in schools

Barb Battaglia

Adaptive Leadership strives for the continuous improvement of all aspects of the learning organization by engaging all constituents of the school community in developing, implementing and maintaining a well-developed continuous improvement system using multiple measures of data. In this session participants will:

- ~ Examine a FRAMEWORK for continuous school improvement,
- ~ Utilize the Multiple Measures of Data concept to facilitate Collaborative Inquiry
- ~ Use a Problem Solving Protocol for planning for Continuous Improvement

Data Talks: How and Why You Should Listen

Jeff Luks

Why is data important? Why don't people like and trust data? What can we do as data leaders to better communicate findings with colleagues outside of the technology and data realm? We will talk about these questions and identify some of the best ways to engage staff and community in the data and improvement process in your organization.

Session III

NYS Migrant and Data Reconciliation Process

Odilia Coffta

This presentation will provide an overview of the Level 2 Data Reconciliation process that New York State Migrant Education Program uses in order to promote the accurate identification of migrant students in New York State school districts. Participants will gain an understanding of the migrant education program and learn about the process of accurately flagging migrant students for SIRS. Participants will have an opportunity to discuss best practices and the benefit of coordination between school districts and the NYS Migrant Education Program.

Using Core Subject Scatterplot Summary Reports to Drive Instruction

Tim Johnson

Scatterplot reports, which compare district performance to other districts within a BOCES or county, are a way to evaluate how a district is doing in this time of opting out of state assessments. In this presentation I will introduce participants to core subject matter scatterplot summary reports which allow educators to see subject area performance and use it to start inquiry team discussion & analysis.

The doctor is in... Data's role in evidence based practice and decision making to close the opportunity and outcome gap.

Lisa Rudd

This session explores how educators and leaders mobilize and share information to close the opportunity and outcome gap faced by educationally disadvantaged populations. Evidence based practice and decision making serves as a frame to explore the following questions: What different words are used to describe evidence? (i.e., Data, information, etc.) What activities are used to manage evidence?, What data is available?, How is the data used?, What capacity does the school have for evidence- based decision making?, Do school-wide goals and strategies influence how information is managed?, What enabling and constraining conditions are evident?, Who takes responsibility for this work?, Who's accountable for it? Participants will reflect on their own contexts, and work collaboratively with session participants to suggest strategies for collective impact.

Schoolwide Midyear CFAs at the High School Level

Kristin Card

This past January, Averill Park High School completed common formative assessments in all content areas as an action step to meet the District Goals of 1) preparing students to graduate college and career ready and 2) ensuring student growth through the utilization of data. Curriculum teams developed a variety of CFAs focusing on core knowledge and skills appropriate for learning thus far in the year as well as areas needing improvement identified from previous assessments (such as June 2017 Regents data). DataMate (an Educational Vistas product) was used to compile and analyze the results for the majority of assessments. The CFA process and the curriculum work that followed will be shared.

Individualizing Student Data While Increasing Student Engagement

Margaret McMahan

Students managing their own data? Students leading their own parent conferences? Yes, yes they can! We all know that when students are truly engaged they are learning, so why not engage them in their own data tracking? In this workshop, we will explore strategies for creating and facilitating student managed data binders and exciting ways to use them. Data binders allow students to track and see their own academic growth, they move away from comparing their scores to their neighbor and closer to comparing their scores to their own past performance. The binder greatly enhances those bi-weekly student/teacher conferences by putting the student in the driver's seat, and taken a step further, these data binders become a valuable tool at the student-led parent conference. Yes, yes, they can! We will also be exploring the student-led parent conference and how to make it happen. We hope you join us for this exciting workshop.

Bios

- Dennis Atkinson** Denny Atkinson has managed the WNYRIC Data Warehouse and Test Scoring departments for the past five years. Prior to that he served as a staff development specialist and as a high school English teacher. At the dawn of time, he worked as a medical/scientific photographer for the University of Buffalo Medical School, then did multi-media presentations for his own company. Denny's undergraduate degree in psychology and master's degrees in education were from the University at Buffalo. His masters in Educational Administration is from Canisius College.
- Barb Battaglia** Barb Battaglia has been a general education and special education teacher at elementary, middle and secondary levels as well as a school administrator at all levels. She is currently the Director of the Office of Accountability and the CIO for the Kenmore Town of Tonawanda School District. Barbara has extensive experience in Professional Development and has been an adjunct professor since 1981 in the Western New York area. Barbara has been a regular contributor to DATAG presentations.
- Jeff Bittner** Jeff Bittner Is currently a Data Warehouse Program Coordinator at NERIC. After spending 2 years working in districts on the eSchoolData team, in 2015 he began supporting over 200 NERIC districts in their state reporting and overseeing the Shared Data Assistance Coordinator service as a Data Warehouse Coordinator. Prior to working at NERIC, he spent about 2 years in Uganda training teachers on computers, overseeing a One Laptop Per Child deployment, and assisting in various projects while volunteering for The Kasiisi Project, an education support non-profit organization.
- Kristin Card** Kristin Card has been with the Averill Park CSD for 25 years. After working as a school psychologist and classroom teacher, she transitioned to a TOA role as a data coach. She has utilized her background in these areas to help teachers explore a variety of assessments and learn how each can provide valuable information about student learning.
- Maureen Codd** Maureen Codd is the Assistant in Education Research at the NYS Education Department. She has been working at SED Office of Information and Reporting Services since 2012. Maureen has a Bachelor of Arts from Hofstra University and a MA English from CUNY.
- Odilia Coffta** Odilia Coffta is the Data Training Coordinator at NYS Migrant Education Program. She graduated in 2014 with a Master in Public Administration from the University of Pittsburgh. Odilia has worked for the NYS Migrant Education Program since 2007, where she has held different positions including recruiter, data specialist, tutor advocate and co-Principal of the Summer Leadership Program for Migrant Adolescent Students.

- Paul de Barros** Paul de Barros has worked at Green Tech High Charter School in Albany since 2009, first as a mathematics teacher and department chair, and later as the chief statistician. He holds graduate degrees in educational psychology, school psychology, mathematics instruction, and biostatistics. He is a proponent of the RRTT (Rapid Return To Teacher) model of data-driven instruction, and of the R Project for Statistical Computing.
- Kevin Johnson** Kevin Johnson has been in the Oneonta City School District for 29 years as an English Teacher, principal and, now, Director of Instruction. He and his wife, Suzanne, have worked with Eric Jensen and presented on the issues of poverty, trauma, and the instructional strategies they require in the district and BOCES-wide.
- Timothy Johnson** Timothy Johnson has been an educator for 28 years. He taught secondary science for 10 years in both the public and private setting. He has been a professional developer at Erie I BOCES in curriculum and instruction and data analysis for the last 18 years. He has a BS degree in Geophysical Engineering, a MS degree in Science Education, and a MS degree in Administration and Supervision.
- Mary Kline** Mary Kline is the Director of Adult, Early Childhood and Outreach Education at the Herkimer-Fulton-Hamilton-Otsego BOCES. Mary has a Certificate of Advanced Study, C.A.S. and a Master of Science from SUNY Cortland, Cortland, NY.
- Andrew Krazmien** Andrew Krazmien is the Assistant Superintendent of Curriculum, Instruction and Technology for the Lewiston-Porter Central School District. Andy has 17 years of experience in public education working as a High School Social Studies teacher for the Depew and Maryvale Central School Districts. In that time he taught Regents, Special Education, Advanced Placement and a variety of elective courses in the realm of History and Political Science.
- In 2012 he joined Lewiston-Porter CSD as a Middle School Assistant Principal and in 2015 was appointed Director of Curriculum, Instruction & Technology before being appointed to Assistant Superintendent in September 2017. Andy received his Bachelor of Arts from Canisius College in History and Political Science before earning his Master's in Teaching from SUNY Buffalo in 2005. He earned his Certificate of Advanced Study and Master's Degree in School Administration in 2010.
- Jeff Luks** Jeffrey Luks has been the Manager of Student Services at NERIC for over 5 years. Prior to NERIC, he has spent a number of years working in the Not for Profit & Human Services fields with one of his focus areas being utilizing data to improve performance. Jeff has his Masters In Public Administration from the University @ Albany and is currently finishing his School District Business Leader Certification at the College of St. Rose
- Peter McCarthy** Peter McCarthy offers training and consulting in team building and facilitation, data analysis, action research, and comprehensive district planning. He is a former District Data Coordinator at Central New York Regional Information Center, where he provided support for data analysis and reporting for school districts. His former administrative positions include central office administrator for data and planning, and staff development specialist for OCM BOCES. He is a Board member and former Chair of the New York Data Analysis Technical Assistance Group (DATAG).
- Margaret McMahan** Margaret McMahan is an Associate School Improvement Data Analyst at Questar III BOCES. She has over 15 years of middle/high school math teaching experience locally and in Central New York coupled with 6 years' experience providing state reporting and guidance, data analysis and data driven decision making support for six component districts.
- Lisa Rudd** Lisa Cala Ruud is the Managing Coordinator for Instructional Services on the E-Learning Team at the Northeastern Regional Information Center (NERIC) where she works with school districts to develop vision and implement sustainable instructional technology. With a design and equity based mindset, Lisa serves as part of the NYKids research team at the University at Albany with a 2017-2018 focus on critical needs of economically disadvantaged, English Language learners, African-American, and Hispanic/Latino high schools. She is a doctoral candidate in Education Leadership and Policy Studies with an emphasis on new designs for place based learning ecosystems. Lisa can be followed on Twitter at @LisaCalaRuud.
- Alan Thorne** Alan Thorne is the new Network Data Coordinator for Uncommon Schools Troy and Rochester. He works across the Special Projects team and the Home Office Data and IT teams on projects related to State and Federal reporting, Data Governance, and system integration.