# Central New York Data Analysis Community (CNYDAC)

Minutes from the November 13, 2008 Meeting
Distance Learning Center - OCM BOCES
Thompson Road Campus

**Agenda Overview**: Hour 1 – Mission and Functions Clarification
Hour 2 – Member Shares re: Formative Assessments

1. **Introductions:** Used a "Grounding" Activity to introduce ourselves round-robin: name, affiliation, and purpose for attending CNYDAC. Reflection on grounding activity shared with tables.

   **In attendance:** Shelley Blodgett (Sandy Creek), Annette Borelli (Jordan Elbridge), Brent Bowden (Central Square), Lorrie Burrows (Oswego BOCES), Chris Byrne (Phoenix), Neal Capone (CNYRIC), Brian Cohen (Fayetteville-Manlius), Don DeJohn (CNYRIC), Tom Douglas (Central Square),Pam Dowse (Fulton), Lauren Faessler (CNYRIC), Carolyn Hirst-Loucks (Auburn), Marcia Kendrick (Fayetteville-Manlius), Peter McCarthy (Solvay), Trish McCarron (Marcellus), Mike Miller (Auburn), Donna Marie Norton (North Syracuse), Susan Pazola (Homer), Ellen Tapley (Fayetteville-Manlius), Terry Ward (CNYRIC)

2. **Review of Mission and Functions**: "Say Something" Strategy with eye contact partners. Read mission and say something. Read functions and say something. CNYDAC refocus on data analysis and facilitation.

   **Share Out:** How do we make data easy to use? Functional. Proactively prevent errors and apply reports/info efficiently. We want to support districts in triangulating data and using formative assessment data. Want to move beyond verification. How much time does this group want to spend on data that informs instruction? Data doesn't need to be technical to be useful. Community members will determine success of group as a whole. We need to share ideas and practices, successes and mistakes. Great diversity of members and perspectives will make for productive dialogue.

**Scatter plot:** Members rate self on a scale of 0 – 10 as a data facilitator and as a preparer of data. Members plotted data on scatter plot. Observed the chart – observations included diversity among members. Many felt somewhat comfortable with both technical skills and facilitation.

**3. 2008-09 Topics Brainstorm:**

*Brainstorm***:** Individually brainstorm hot topics you care most about.
*Pairs - Square*: In pairs, then as a table, consolidate brainstorming lists to share out round robin for charting on paper.

*Hot Topics*:

- Connecting Data to Instruction
- Sharing Teacher Data (including emotional responses to data)
- Triangulating Data – Sources of data/Types of data (Data Inventory) including published assessments
- Assessment Literacy (purposes)
- Importance of Accessing Comparison Data (how)
- District Sharing of Information – communication tools
- Book Talks
- Modeling – video clips
- Collaborative Process of Data Analysis – Skills, Structures, and Strategies
- Formative Assessments – Types and Tools
- Communicating Data to Different Audiences
- Data Displays (generating quick, simple data sets)
- Data Analysis Tools

*Survey* will be sent to members to prioritize interest in topics.

**4. Member Sharing**

Pam Dowse,
Data Management Administrator
Fulton City Schools
Formative Assessment: The what, why, and how of the Fulton City School District's custom database that includes formative assessment data. The database combines student demographic, attendance, enrollment, historical, summative, and formative assessment data. Intended to facilitate teachers' use of student data to monitor progress, set goals, and differentiate instruction for individual students. Building representatives serve on the District Data Committee so buildings have input into ongoing revisions of the database. The district downloads as much data as possible. Teachers enter formative assessment data. See power point slides.

Alicia Pizutto
Director of Math, Business, and Career Education
North Syracuse Central School District
Math Benchmark Assessments: Describes the process of instituting Math benchmarking using Performance Pathways. Began with teachers who have a passion for curriculum. Teachers design assessments using test items from NYS Assessments. Test items are aligned with performance indicators. Tests administered 3 times a year in grades 3 – 9. Performance Pathways allows teachers access to results within an hour of being scanned. The process produces a huge data set of math performance data for more than 6000 students. See handouts: NSCSD Math Benchmark Assessment Project Summary and Grade 7 Math curriculum map.

5. **Next Meeting:** Proposed date and time – Thursday, January 8, 2009 1:00pm

# Fulton City School District

District Database

## Why did we build it?

- To promote high-quality instruction and improve student achievement





## What the database isn't

- It isn't a place to compare students with one another
- It isn't a place to compare teachers with one another
- It isn't a punishment

## What is the purpose of the database?

- A place to house all of our student data
- A place teachers can go to and quickly access information on their students



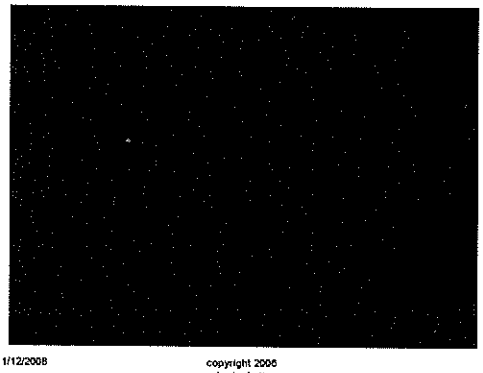


## Shift in Purpose

- A tool that enables teachers to elicit evidence of student learning so they may adapt their instruction to meet the needs of their students







## Our Focus

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty learning?





## How would we like to see the data used

- To monitor student progress
- To identify low performing students
- To group students
- To set goals





- To assist teachers in differentiating instruction
- To identify strengths and weaknesses associated with:
  - Resources
  - Programs
  - Instruction
  - Curriculum

## What data does our database house?

- Demographic information
- Attendance information
- A place to house summative and formative assessment information



- BEDS Data
- Free/Reduced Lunch Eligibility by School/District
- Cohort Reports
- Student In/Out Reports
- Birth Date Reports
- ETC…



## Home Page

FULTON City School District

**Student Information Database**

Select the link for the *area* of the database you would like to view
You will be required to login to each section

## Acquiring data on a particular student

Select Student

Enter Student ID Number to View Student Information

Student ID

Display Student

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Student Information

Student ID: 610350586
Name: Jed Tester
DOB: 2/19/01

Phy Address: 24 W 11th St Apt D-3 Fulton 13069
Mail Address: 24 W 11th St Apt D-3 Fulton 13069
Responsible Adult: Sterling Woody Phone: 315-555-1111 Work: 315-555-2222

Mail Address 2
School: Granby Elementary School (0009) Current Grade: 02 All Grade Classes
Homeroom: 109 Kathleen Callahan
Sex: F Migrant: N Ethnic Code: 5

Exited Date: 7/1/08

Sp Ed: N
Alt Services:

Student Info | Attendance | Assessments | Test Statistics | Grades | Notes | Alerts | Graphics

Main Menu

## Formative Assessments

- DIBELS
- SRI
- DRA
- Fast ForWord
- Grade Level Benchmarks – coming soon!

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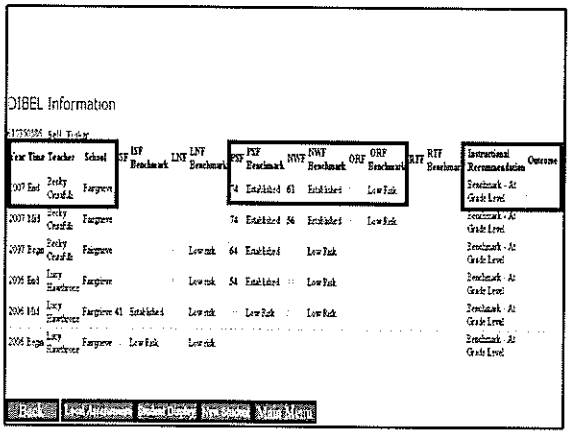

DIBEL Information

[illegible] Kelli Tucker

| Year | Time | Teacher | School | ISF | ISF Benchmark | LNF | LNF Benchmark | PSF | PSF Benchmark | NWF | NWF Benchmark | ORF | ORF Benchmark | RTF | RTF Benchmark | Instructional Recommendation | Outcome |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2007 | End | Becky Crafts | Fairgrove | | | | | 74 | Established | 61 | Established | | Low Risk | | | Benchmark - At Grade Level | |
| 2007 | Mid | Becky Crafts | Fairgrove | | | | | 74 | Established | 56 | Established | | Low Risk | | | Benchmark - At Grade Level | |
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| 2006 | End | Lucy Hawthorne | Fairgrove | | | [illegible] | Low risk | 54 | Established | [illegible] | Low Risk | | | | | Benchmark - At Grade Level | |
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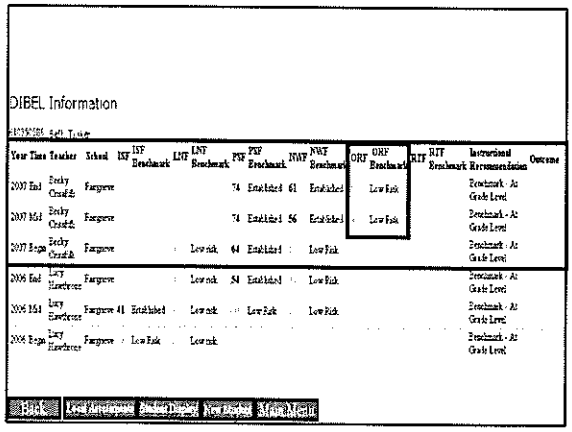

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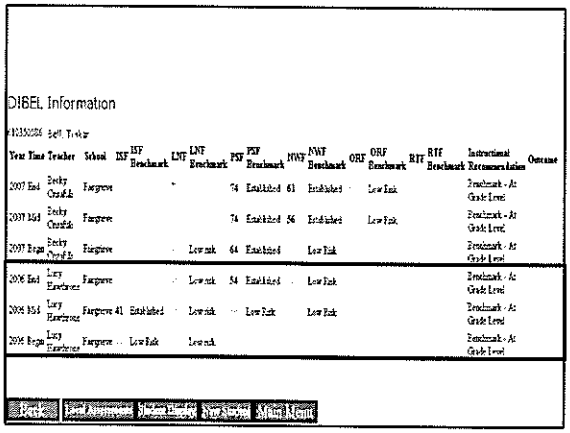

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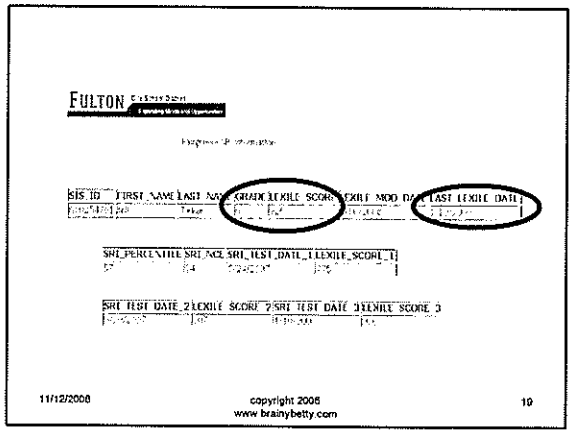
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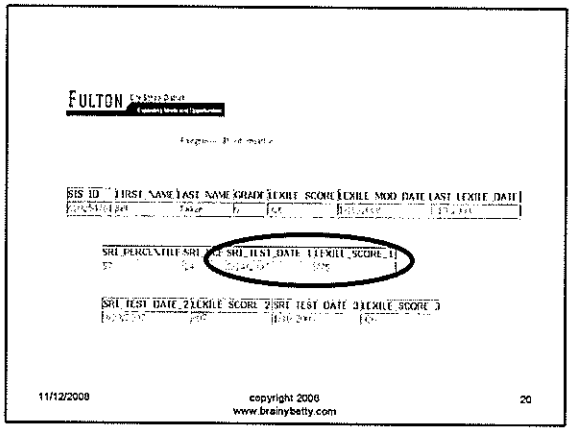
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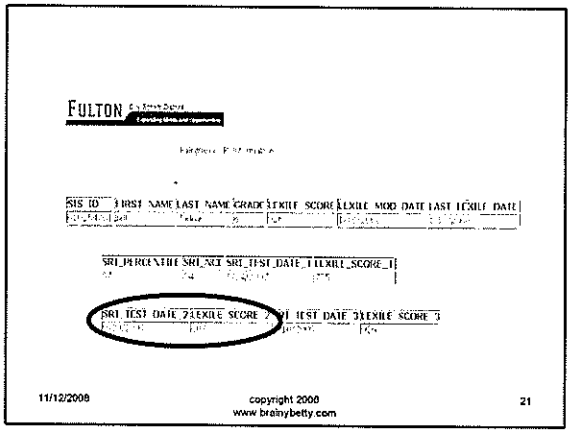
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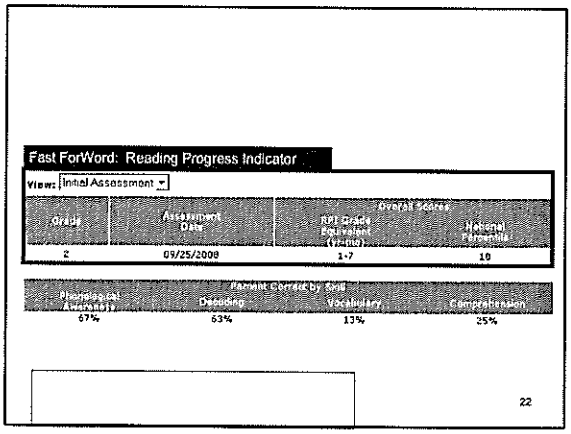


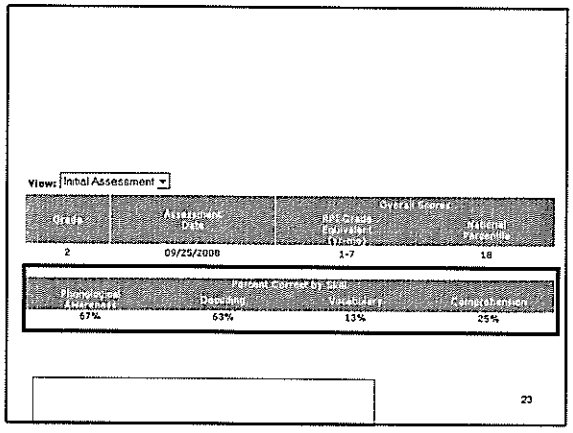


## The Nuts & Bolts

- Continuously evolving
- One land-tech created the site
- Microsoft Sequel Server (SQL) database management system
- Download as much as possible
- Front-end load for some formative assessment pieces such as the DRA's

North Syracuse Central School District

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Assistant Superintendent for Instruction

**Wayne D. Bleau**
Assistant Superintendent for Management

# NSCSD Math Benchmark Assessment
# Project Summary
# 11.13.08
# CNYDAC

The NSCSD Math Benchmark Assessment Project has been in progress since 2005-06 and began in grades 5, 6 & 7. The process has evolved each year as we have worked to grow into using data to inform teaching and learning.

Grades 3 – 9 will administer 3 benchmark assessments in 2008-09 in addition to the NYS assessments in March and Regents exam in June. Grades 10 – 12 administer a traditional form of a mid-term and final exam in all courses.

## Benchmark Assessment Cycle

- Convene teams of teachers to design assessment using previously tested items from the NYS Assessments.
- Align items to performance indicators.
- Discuss focus areas to be assessed.
- Revision and development of assessment at each grade level completed by District Office.
- Final eyes review committees are assembled prior to final printing and distribution.
- The test elements are loaded into Assessment Builder.
- An item map of the assessment is emailed to teachers 1-2 weeks prior to the administration of the test.
- The exams are delivered no more than 2 days prior to the set administration dates.

- Teachers can then access their results within one hour of the completion of the scanning process.
- Data is analyzed and new focus areas are set for next administration.
- All grading rubrics are included in their testing materials.
- Teachers are given 2 days + 1 weekend to grade the constructed response section of the exams.
- The District Office picks up answer sheets on a set date.
- The scanning, verifying and scoring process is completed at the District Office.
- Cycle begins again.

**Successes**

- Building administrators as well as teachers are easily able to work with group and individual student data from their own computer.

- Having group data across 6 elementary buildings, 2 middle schools, 1 junior high and 1 high school for over 6,000 students!

**Challenges**

- Finding time to meet as a grade level group to discuss results and implications for instruction.

- Getting other departments on board with the philosophy of using common assessments to inform curriculum and instruction.

- Finding time for administrators to norm the use of the tools into their current practices of using data.

| Question | Answer Key | Strand | Performance Indicator | Performance Indicator |
|---|---|---|---|---|
| 1 | D | # Sense & Operations | 7.3.02,.04/7.N.4 | Develop the laws of exponents for multiplication and **division**. |
| 2 | C | Measurement | 7.7.02/7.M.2 | Convert **capacities** and volumes within a given system. |
| 3 | B | # Sense & Operations | 7.3.06/7.N.5 | Write numbers in scientific notation. |
| 4 | C | " | 7.3.08/7.N.7 | Compare numbers written in scientific notation. |
| 5 | B | " | 7.2.05/7.N.18 | Identify the two consecutive whole numbers between which the square root of a non-perfect square whole number less than 225 lies (with and without the use of a number line). |
| 6 | C | Geometry | 7.6.05/7.G.2 | Calculate the volume of **prisms** and cylinders, using a given formula. |
| 7 | A | Measurement | 7.6.12/7.M.11 | Estimate surface area. |
| 8 | A | Geometry | 7.6.02/7.G.1 | Calculate the radius or **diameter**, given the circumference or area of a circle. |
| 9 | B | Statistics & Probability | 7.8.26/7.S.12 | Compare actual results to predicted results. |
| 10 | D | Algebra | 7.9.06/7.A.2 | Add and subtract monomials with exponents of one. |
| 11 | A | Statistics & Probability | 7.8.14/7.S.4 | Calculate the range for a given set of data. |
| 12 | B | Algebra | 7.9.09/7.A.4 | Solve multi-step equations by **combining like terms**, using the distributive property, or moving variables to one side of the equation. |
| 13 | A | " | 7.9.10/7.A.4 | Solve multi-step equations by combining like terms, using the **distributive property**, or moving variables to one side of the equation. |
| 14 | D | " | 7.9.11/7.A.4 | Solve multi-step equations by combining like terms, using the distributive property, or **moving variables to one side of the equation**. |
| 15 | D | " | 7.9.04/7.A.10 | Write an equation to represent a function from a table of values. |
| 16 | C | " | 7.10.09/7.A.9 | Build a pattern to develop a rule for determining the sum of the interior angles of polygons. |