WELCOME

0011 0010 1010 1101 0001 0100 1011

Teaching with Intention:

What teachers do on a daily basis DOES matter

October Staff Development Day 2008

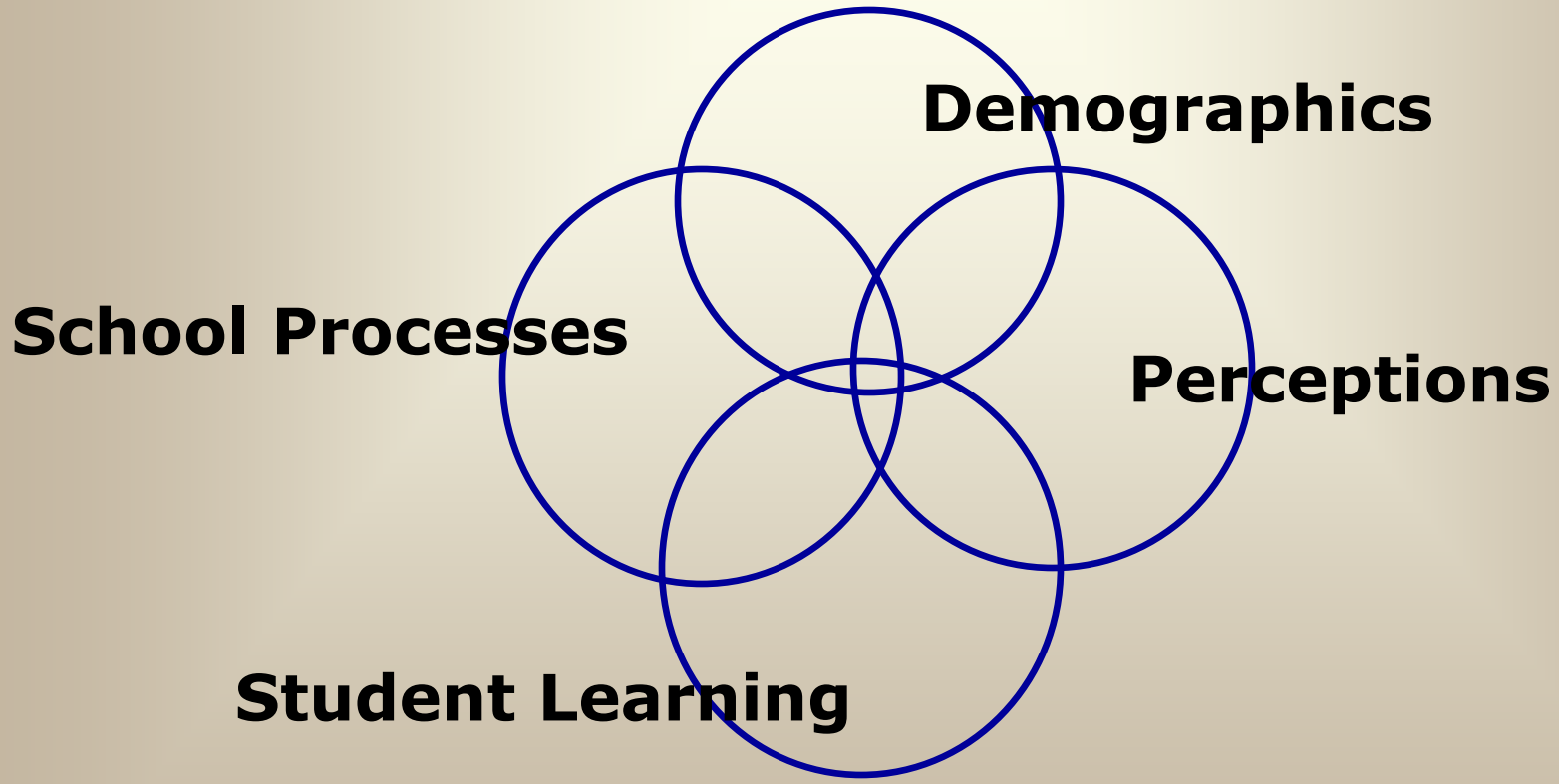
Guiding Assumptions

- Data have no meaning
- Knowledge is both a personal and social construction
- There is a reciprocal influence between the culture of the workplace and the thinking and behavior of its members
- Understanding should precede planning
- Cycles of inquiry, experimentation and reflection accelerate continuous growth and learning
- Norms of data-driven collaborative inquiry generate continuous improvements in student learning

Thoughts to Consider

- Cultural readiness for data
- Language to engage people in process
- Presentation of data
- Facilitation of data
- Assessment literacy
- Slow down to go fast
- Developing collaborative teams
- Time to collaborate
- Reflection and evaluation

Types of Data



Victoria Bernhardt

Triangulating Data

When triangulating data, prepare to be surprised. It is important to approach the process with the idea that you will find something new. When the goal is merely to confirm a hypothesis, only particular kinds of data tend to be looked at and the work often stops when the hypothesis is confirmed. Instead, look for and embrace unexpected trends and leads.

Sources of Data

Quantitative Data

Data measured or identified on a numerical scale

Qualitative Data

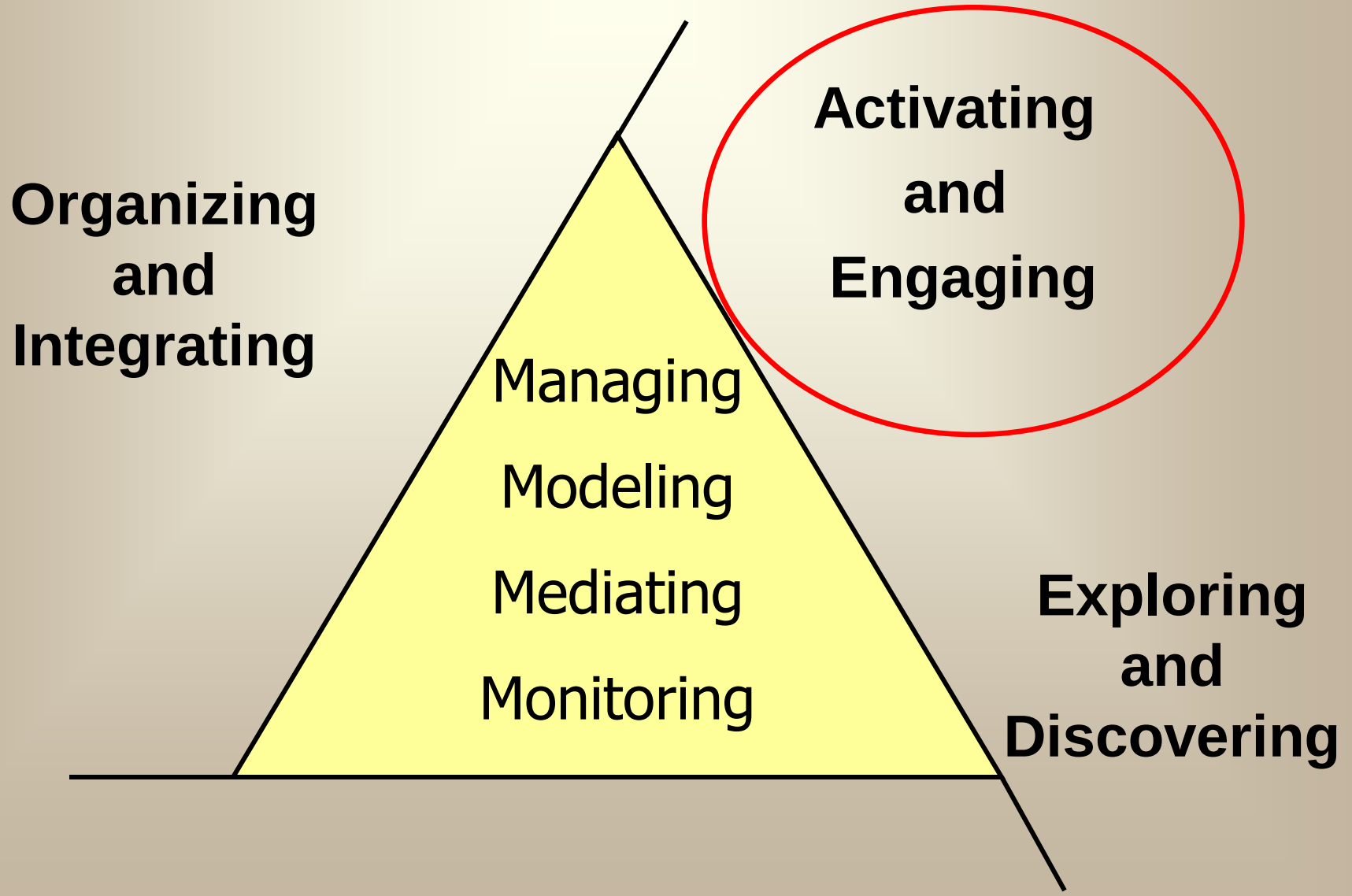
Data used to describe certain sets of information

Quantitative data defines whereas qualitative data describes.

Sources of Data

DATA	QUANTITATIVE	QUALITATIVE
Student Performance Data		
Program Data		
Community Data		

COLLABORATIVE LEARNING CYCLE

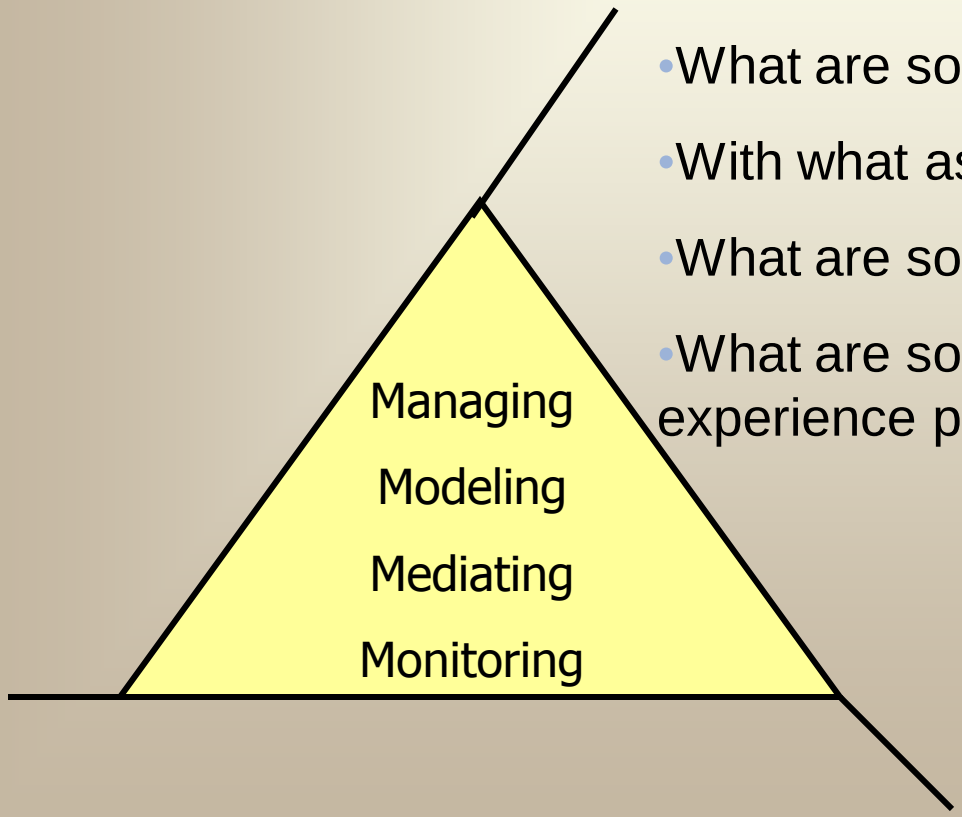


COLLABORATIVE LEARNING CYCLE

Activating and Engaging

Surfacing Experiences and Expectations

- What are some predictions we are making?
- With what assumptions are we entering?
- What are some questions we are asking?
- What are some possibilities for learning that this experience presents to us?



Predictions & Assumptions

Video.mp4

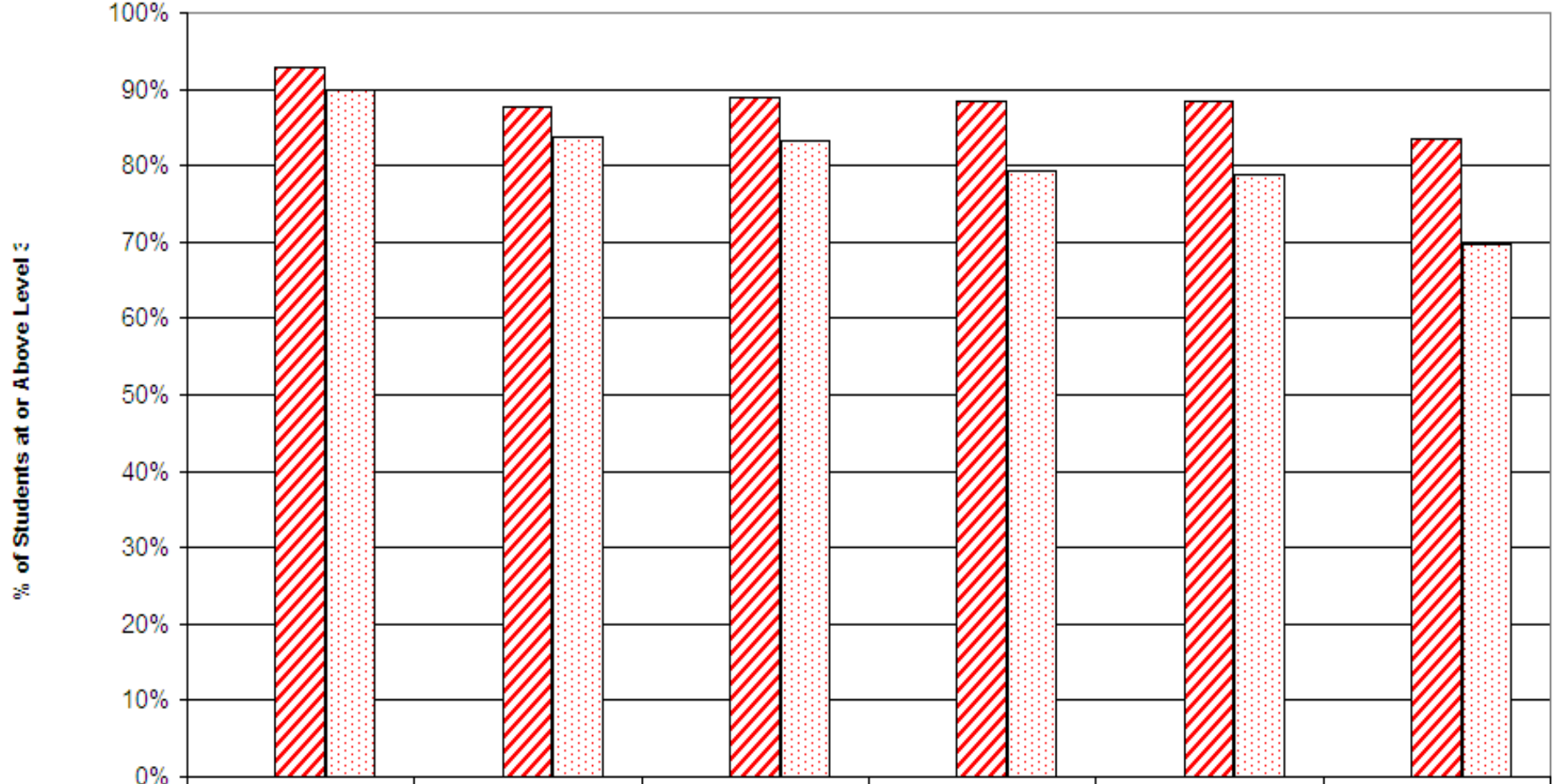
Centennial Central School District

- Suburban
- 3,200 students K-12
- Average class size = 19
- 15% Free or Reduced Lunch
- 13% Special Education
- Very few LEP students
- District attendance rate = 95%
- 85% of students are white
- Suspension rate = 6%
- 14% of teachers have Masters +30 hrs.
- There are 3 elementary, 1 middle (5-8) and 1 HS
- Budget vote 2008: Failed 1st time, then passed

School Accountability Information

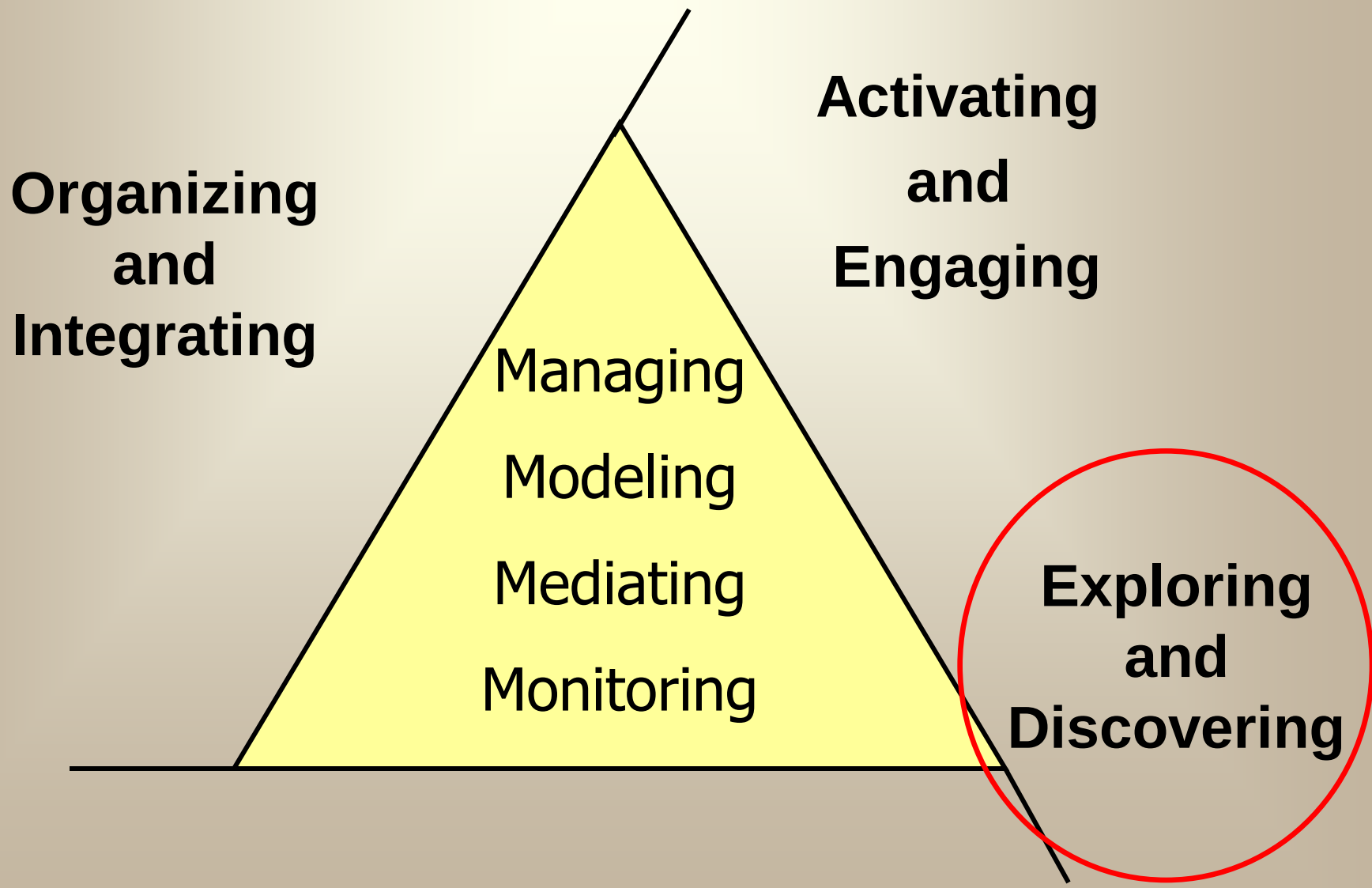
- Grade 5 ELA Students with Disabilities
  - Made Safe Harbor
- Grade 8 ELA Students with Disabilities
  - Made AYP by additional 34 points

2008 Grade 3-8 NYS Math
Percent at or Above Level 3

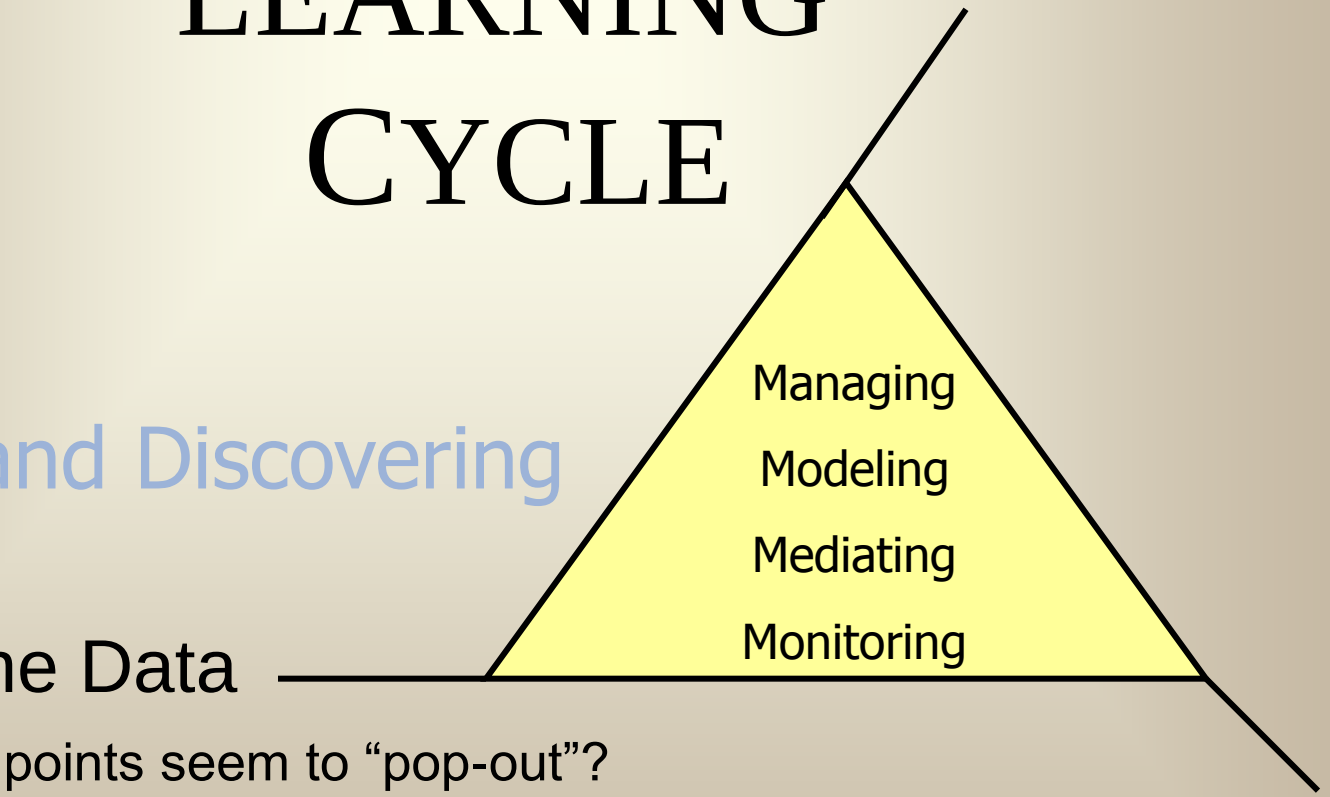


	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Centennial						
OCM BOCES	93.0%	87.7%	89.0%	88.5%	88.4%	83.6%
*State	89.9%	83.8%	83.2%	79.4%	78.9%	69.8%

COLLABORATIVE LEARNING CYCLE



Collaborative Learning Cycle

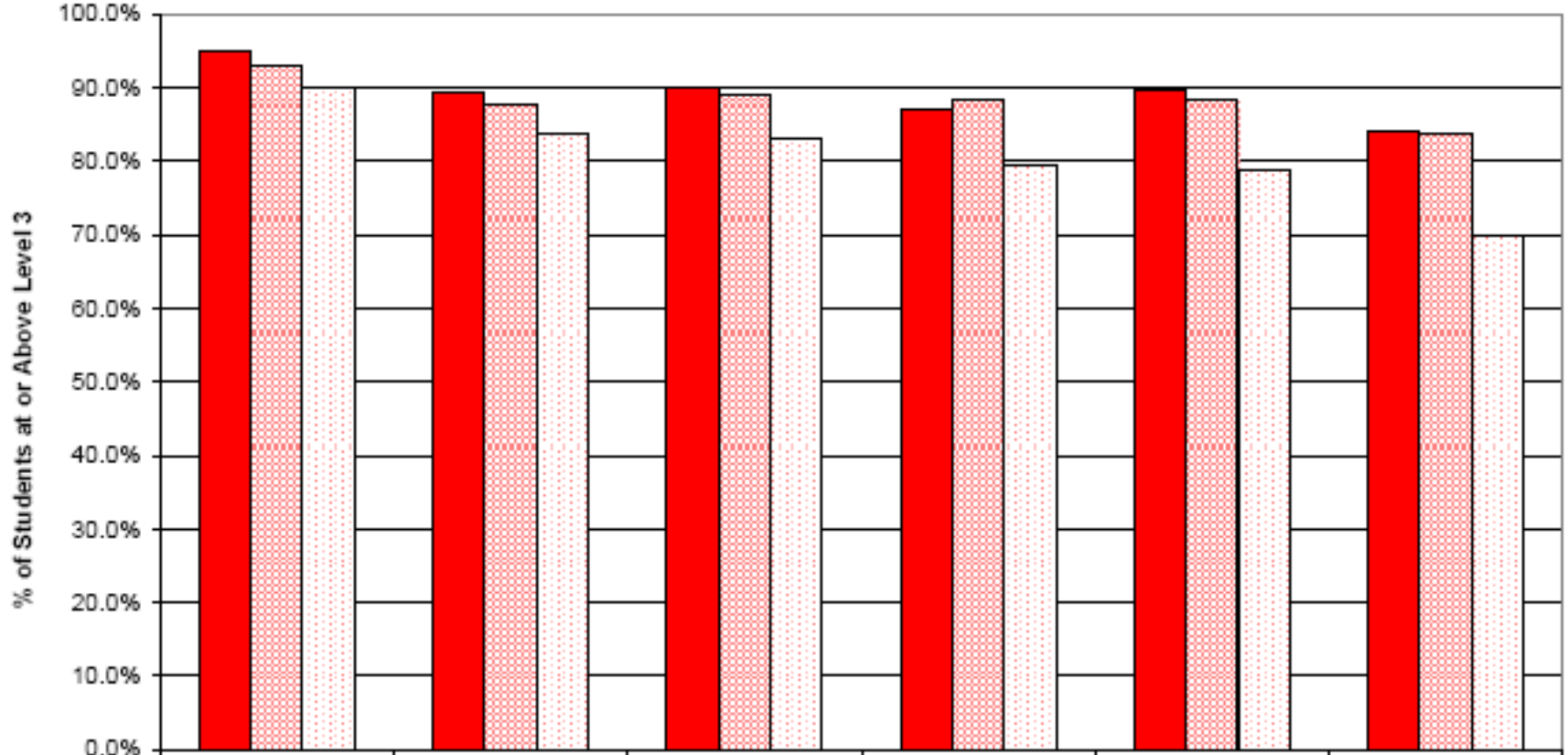


Exploring and Discovering

Analyzing the Data

- What important points seem to “pop-out”?
- What are some emerging patterns, categories or trends ?
- What seems to be surprising or unexpected?
- What are some things we have not yet explored?

2008 NYS Mathematics Assessment Performance

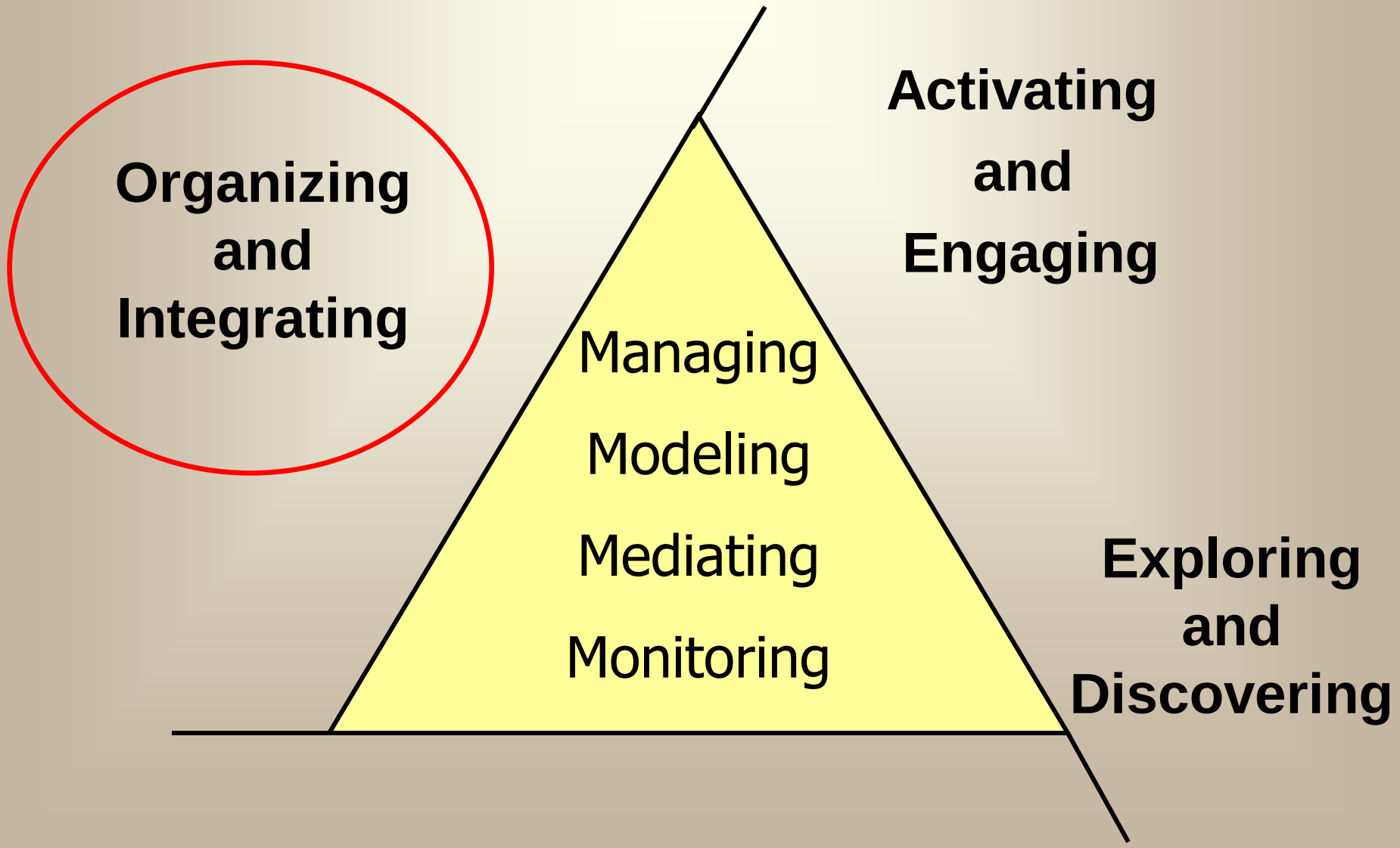


	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Centennial	95.0%	89.3%	90.0%	87.0%	89.7%	84.0%
OCM BOCES	93.0%	87.6%	89.0%	88.5%	88.4%	83.6%
*State	89.9%	83.8%	83.2%	79.4%	78.9%	69.8%

Source: CNYRIC Data Warehouse via COGNOS PowerPlay cubes 6-24-08, NYSED

Created by Central New York Regional Information Center

COLLABORATIVE LEARNING CYCLE



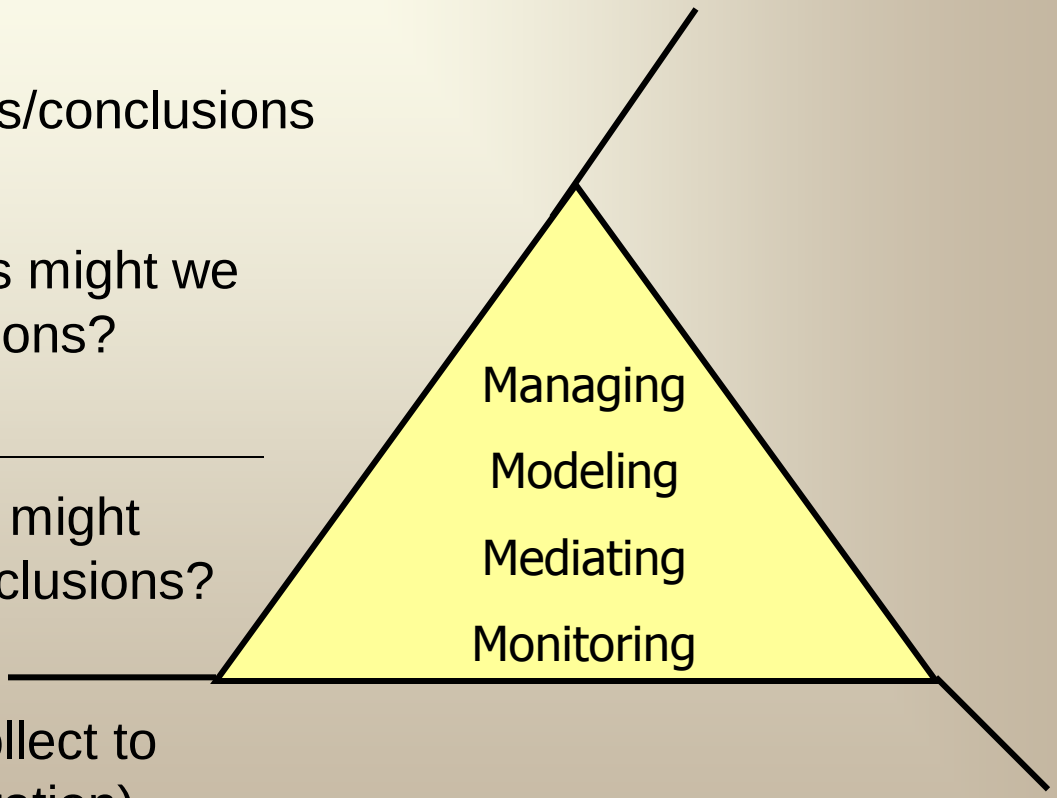
COLLABORATIVE LEARNING CYCLE

Organizing and Integrating

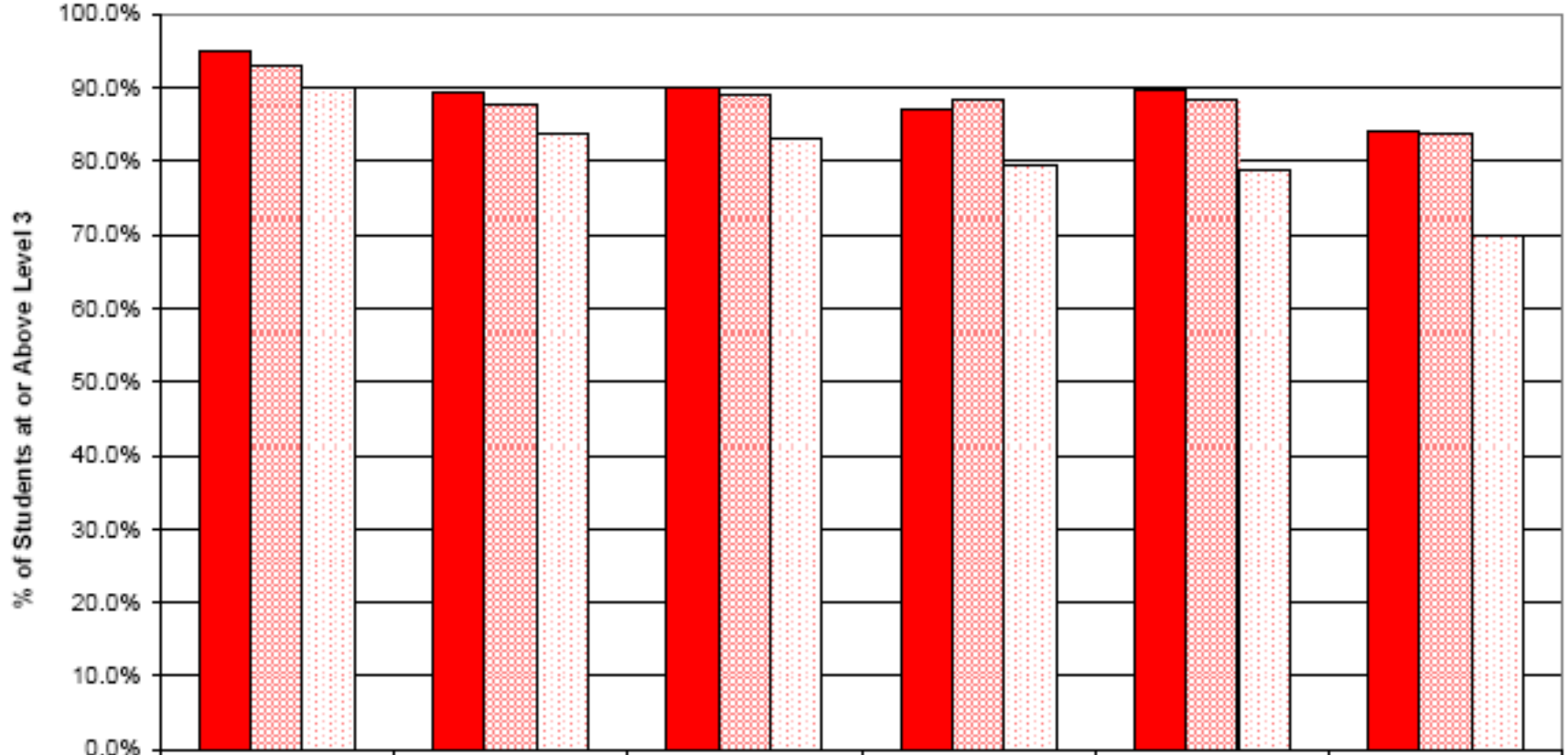
Generating Theory

- What inferences/explanations/conclusions might we draw? (causation)
- What additional data sources might we explore to verify our explanations? (confirmation)

- What are some solutions we might explore as a result of our conclusions? (action)
- What data will we need to collect to guide implementation? (calibration)



2008 NYS Mathematics Assessment Performance



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Source: CNYRIC Data Warehouse via COGNOS PowerPlay cubes 6-24-08, NYSED

Created by Central New York Regional Information Center

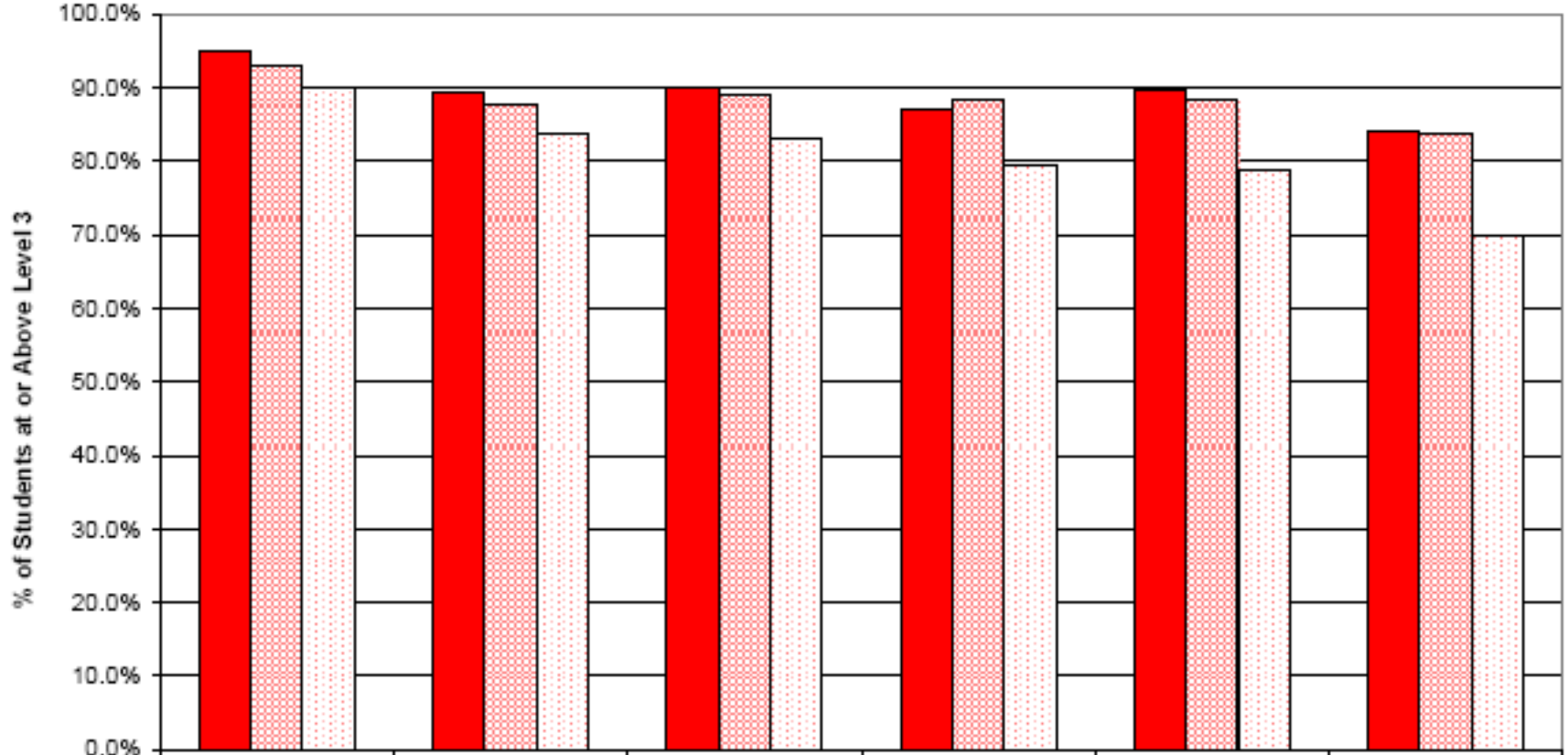
“Not everything that counts can be counted. And not everything that can be counted, counts.”

- Albert Einstein

Data Set Sample

1. 2006-2008 Grades 3-8 Percent At or Above Level 3 Trend
2. 2008 Grades 3-8 NYS Math Percent At or Above Level 3

2008 NYS Mathematics Assessment Performance



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Source: CNYRIC Data Warehouse via COGNOS PowerPlay cubes 6-24-08, NYSED

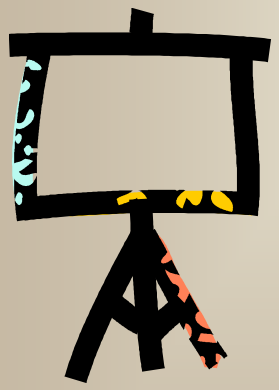
Created by Central New York Regional Information Center

Data Station Set-Up

WORK GROUPS

RECORDER:

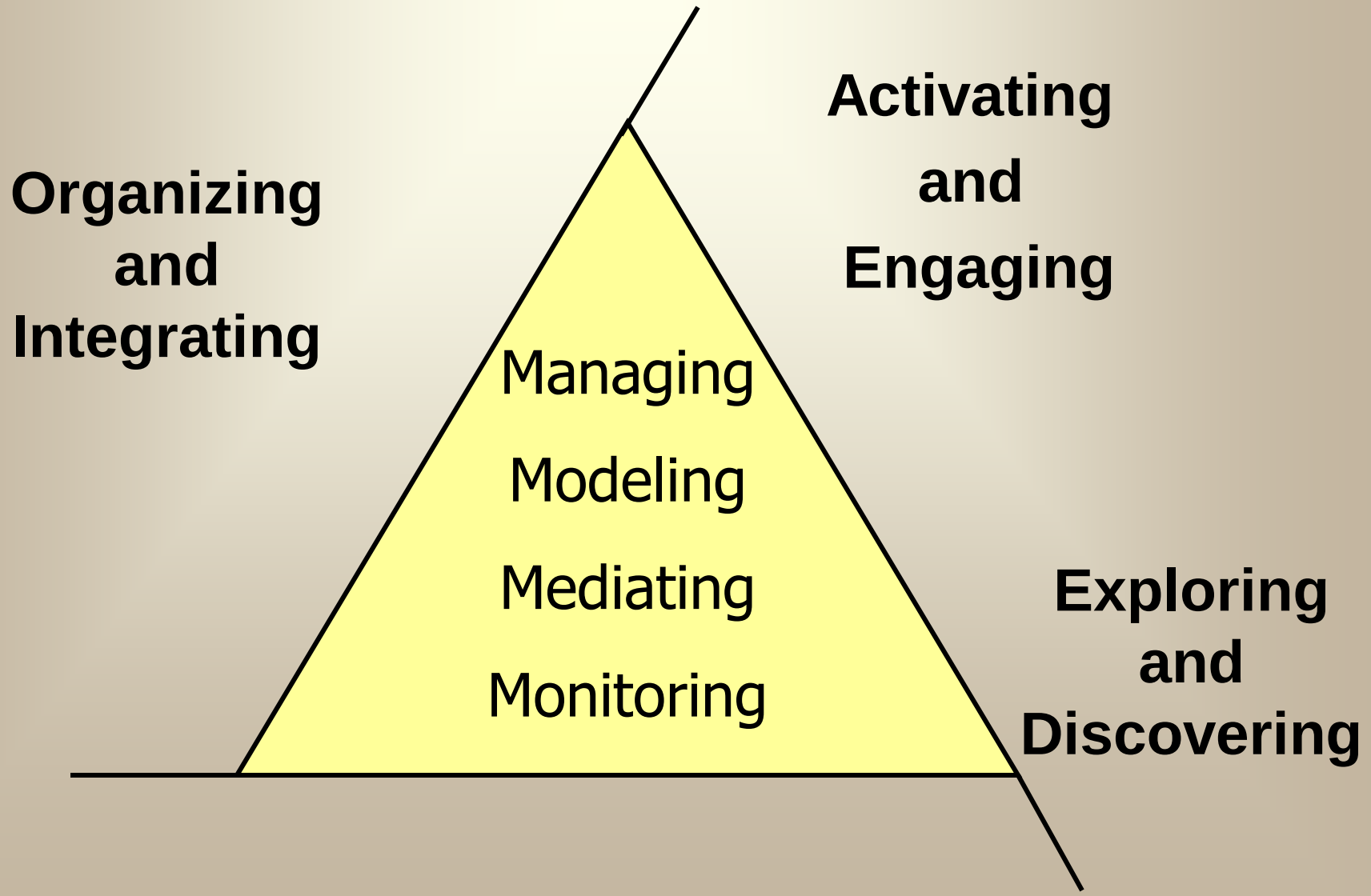
- Choose one person to record observations
- Be sure to check with each team member before recording observations



REPORTER:

- Choose one person who will present your discussion points

COLLABORATIVE LEARNING CYCLE



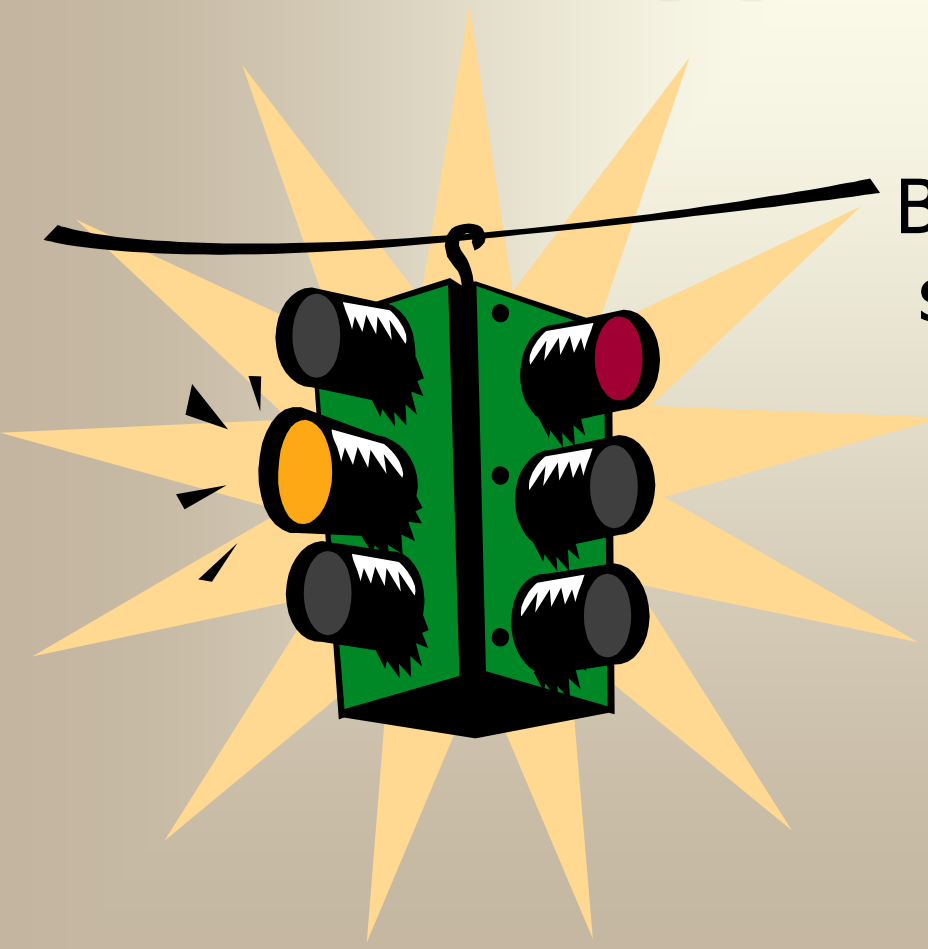
Causal Arenas

- Curriculum
- Instructional methods and materials
- Teacher knowledge and skills
- Student readiness
- Infrastructure

Theories of Causation

Observation: record three possible theories of causation re: your observation
1.
2.
3.
Circle one theory. In this space, record at least three sources of data you could use to confirm this theory.

Implications and Applications



Based on your learning in this seminar, what might you:

- Stop doing
- Continue doing
- Start doing

Cazenovia District Data Team Meeting

State Data Review

August 23, 2010

Cazenovia Central School District
New York State 3-8 Assessment Results

August 23, 2010

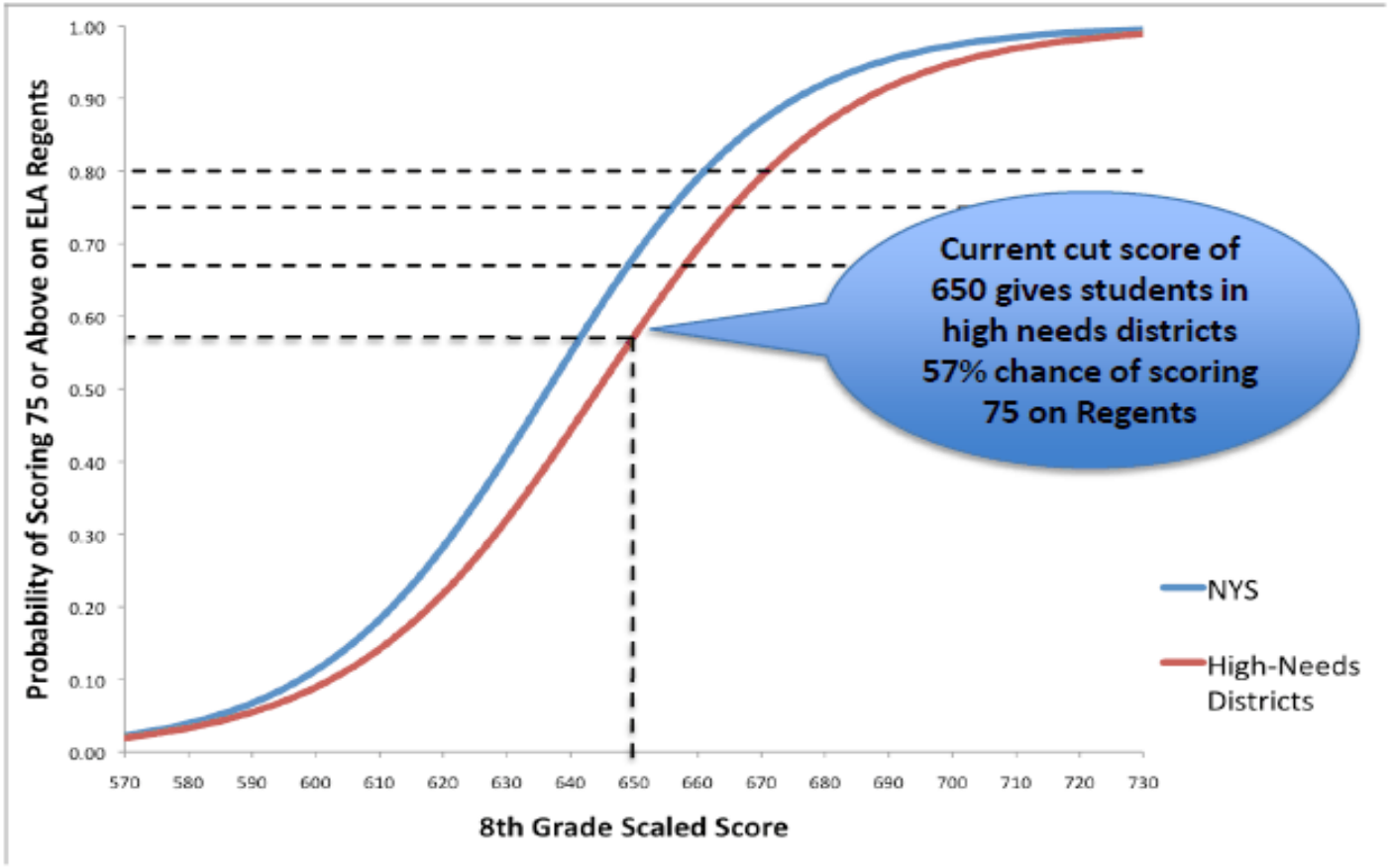
The Regents raised standards a decade ago. Now the Regents are embarking on a new era of reform to improve student achievement

- Curriculum and professional development
- Teacher preparation and effectiveness
- School leader preparation and effectiveness
- World-class data system
- School turnaround
- NYSED a support-oriented agency
- **State assessments**

Institutions of Higher Education around the state consider a Regents score of 75 to 85 to be a bare minimum for college readiness

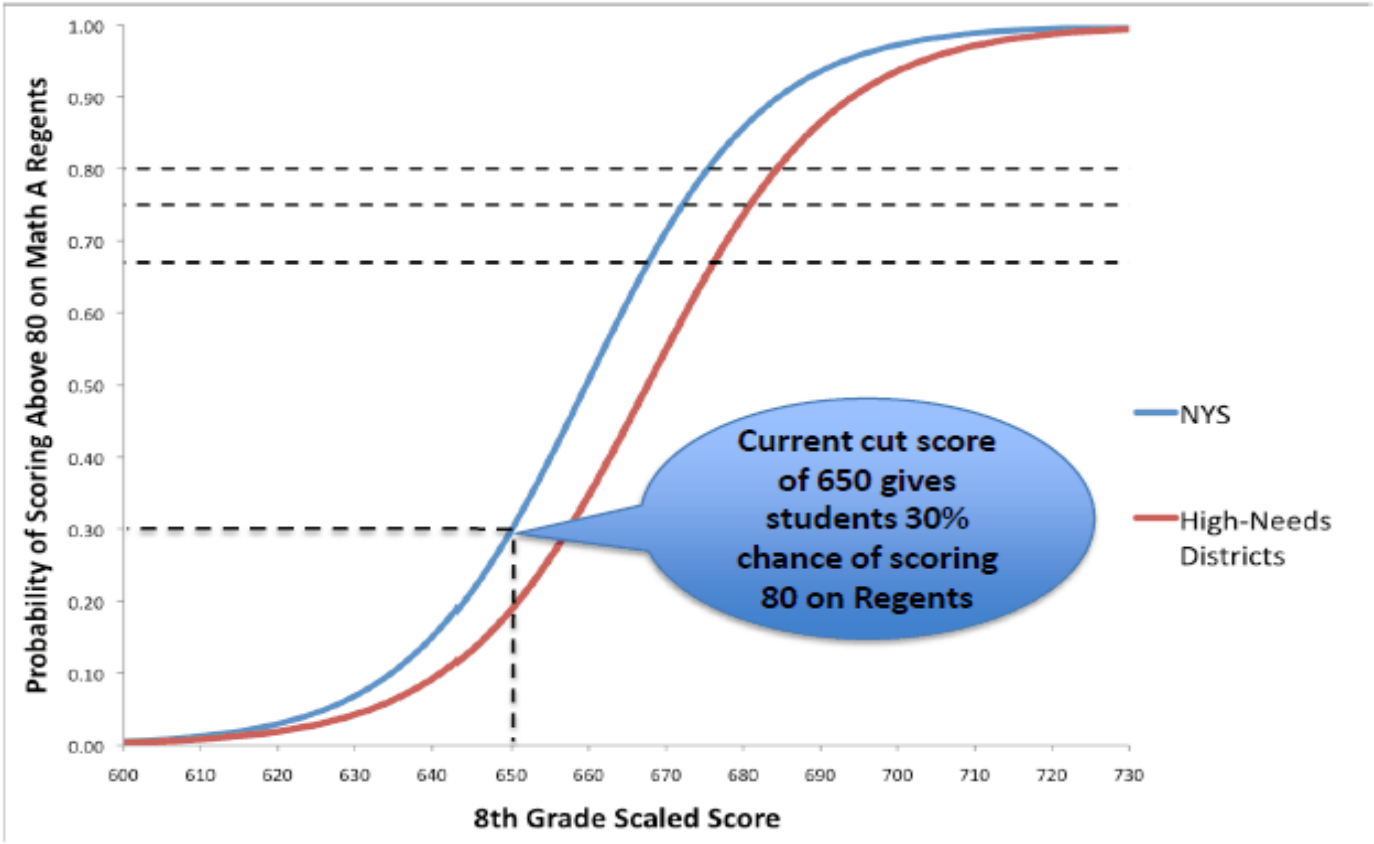
- Conversations with admissions directors of two-and four-year public and private colleges in the Western NY, Central NY, Hudson River, and New York City regions indicate that:
- 75 to 85 on the Regents is considered by selective schools the lower threshold for admissions;
- SUNY campuses use 85 as a mark of solid competence, below 75 is a mark of “inadequately prepared”;
- 75 on Regents is a threshold for placement in remediation for CUNY; and
- 75 on Regents is considered roughly equivalent to a 500 on the SAT and serves as a threshold for remediation.

Students in high needs districts at the current Level 3 Proficiency standard on their 8th grade ELA exam have about a 50-50 chance of earning a 75 on their ELA Regents



Source: NYSED Administrative Data, English Regents, 2006-2010 Cohort

Students at the current Level 3 Proficiency standard on their 8th grade Math exam have less than a 1 in 3 chance of earning an 80 on their Math Regents



Source: NYSED Administrative Data, Math A Regents, 2006-2010 Cohort

New York State
Five Year Reform Plan

2010

- Raised cut scores for Level 2 and Level 3 Proficiency
- Included 25 to 30 percent more tested performance indicators on the Math assessment
- Added audit items

2011–2013

- Increase length of Math and ELA tests
- Test more new performance indicators
- Make test items more difficult to predict
- Improve quality of English Regents exam

2014–2015

- Common Core Assessments

New Performance Level Labels

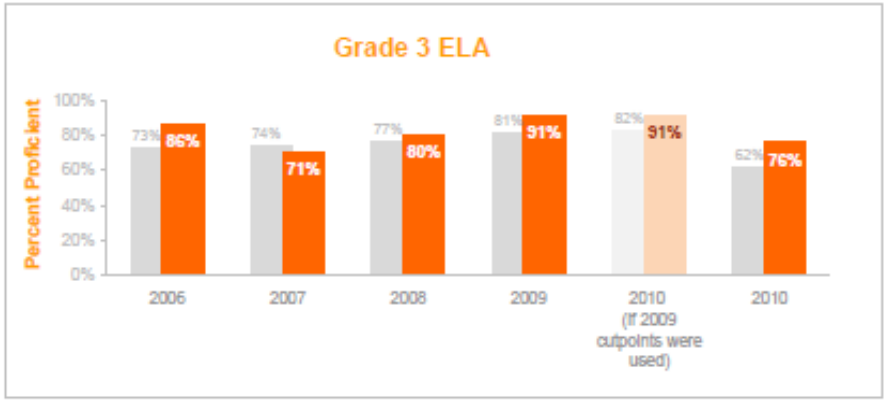
- Level 1 Below Standard
- Level 2 Meets Basic Standard
- Level 3 Meets Proficiency Standard
- Level 4 Exceeds Proficiency Standard

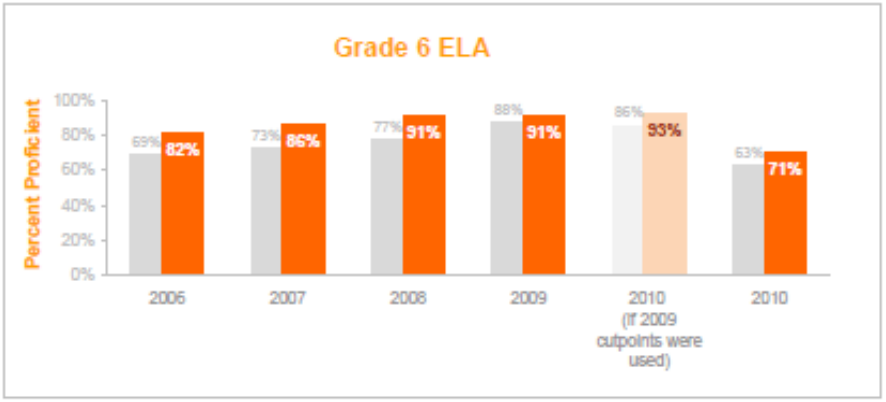
A New Standard for Proficiency College Readiness

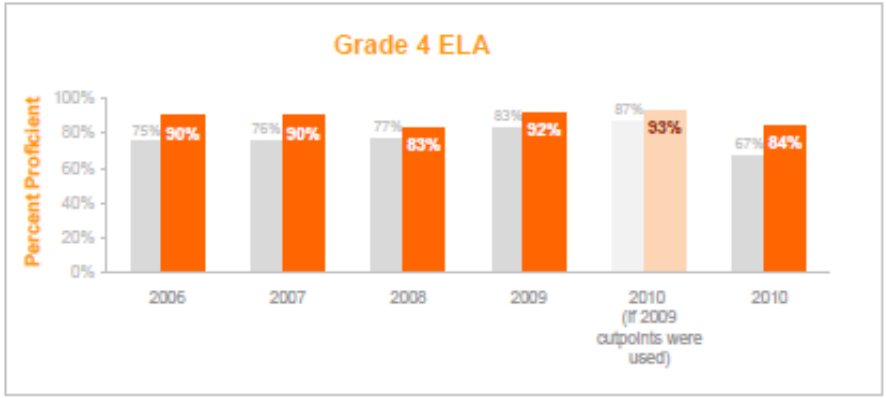
- Past : Proficiency defined in relation to grade level standards.
- Future: Proficiency defined as student readiness for college success without remediation

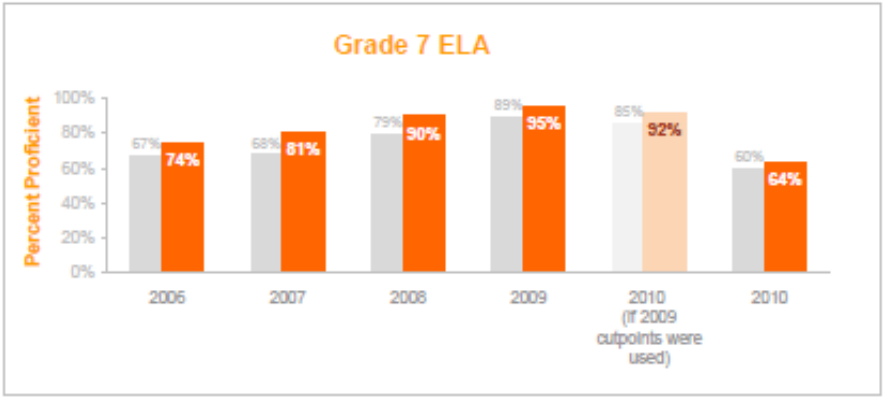
Establishing Proficiency Standards: A Possible New Way

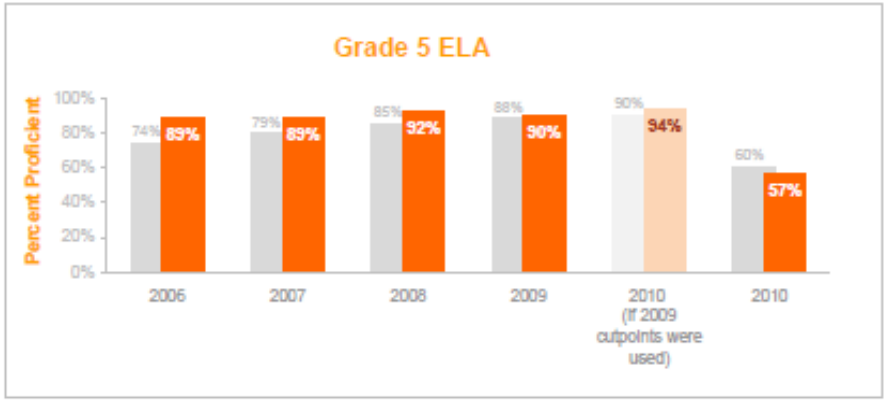
Determine scores on Regents Exams and Grade 3-8 assessments that will increase the probability that students will be prepared for the rigor of college level work upon entrance to postsecondary institutions

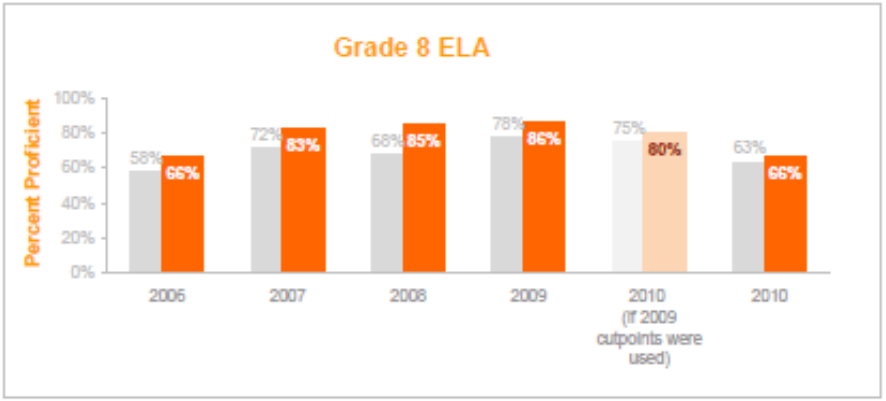

Grade 3 ELA
Percent Proficient
100%
80%
60%
40%
20%
0%
73% 86%
74% 71%
77% 80%
81% 91%
82% 91%
62% 76%
2006
2007
2008
2009
2010 (If 2009 cutpoints were used)
2010


Grade 6 ELA
Percent Proficient
100%
80%
60%
40%
20%
0%
69% 82%
73% 86%
77% 91%
88% 91%
86% 93%
63% 71%
2006
2007
2008
2009
2010 (If 2009 cutpoints were used)
2010

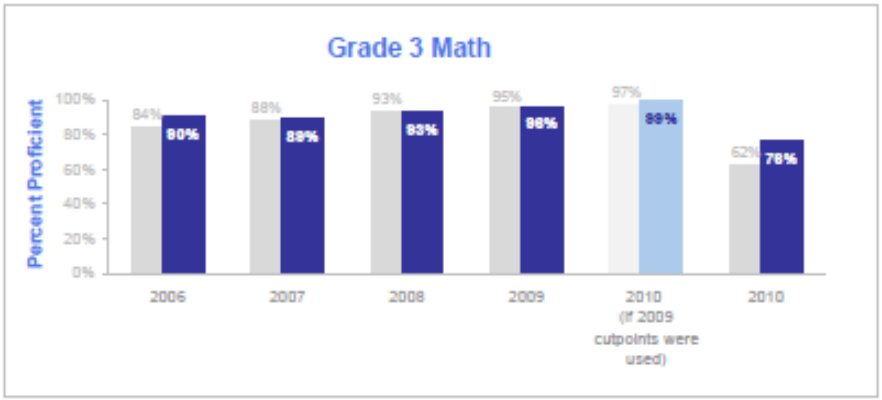

Grade 4 ELA
Percent Proficient
100%
80%
60%
40%
20%
0%
75% 90%
76% 90%
77% 83%
83% 92%
87% 93%
67% 84%
2006
2007
2008
2009
2010 (If 2009 cutpoints were used)
2010

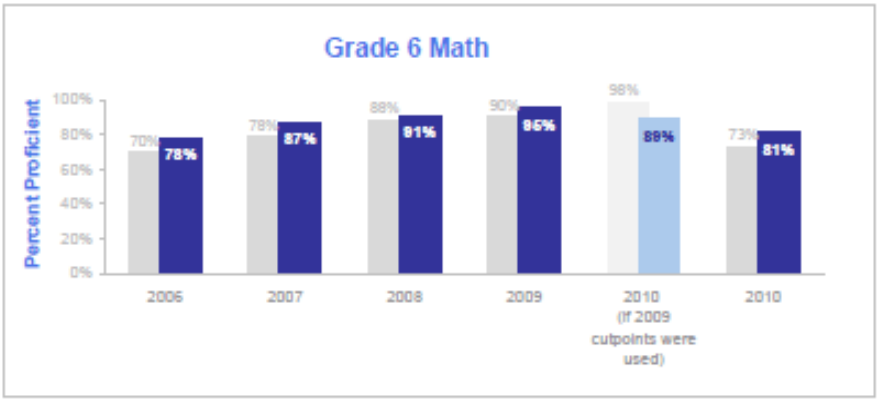

Grade 7 ELA
Percent Proficient
100%
80%
60%
40%
20%
0%
67% 74%
68% 81%
79% 90%
89% 95%
85% 92%
60% 64%
2006
2007
2008
2009
2010 (If 2009 cutpoints were used)
2010


Grade 5 ELA
Percent Proficient
100%
80%
60%
40%
20%
0%
74% 89%
79% 89%
85% 92%
88% 90%
90% 94%
60% 57%
2006
2007
2008
2009
2010 (If 2009 cutpoints were used)
2010


Grade 8 ELA
Percent Proficient
100%
80%
60%
40%
20%
0%
58% 66%
72% 83%
68% 85%
78% 86%
75% 80%
63% 66%
2006
2007
2008
2009
2010 (If 2009 cutpoints were used)
2010


Cazenovia
OCM BOCES


Grade 3 Math
Percent Proficient
100%
80%
60%
40%
20%
0%
84%
90%
88%
88%
93%
93%
95%
96%
97%
89%
62%
78%
2006
2007
2008
2009
2010 (If 2009 cutpoints were used)
2010


Grade 6 Math
Percent Proficient
100%
80%
60%
40%
20%
0%
70%
78%
78%
87%
88%
91%
90%
95%
98%
89%
73%
81%
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2010 (If 2009 cutpoints were used)
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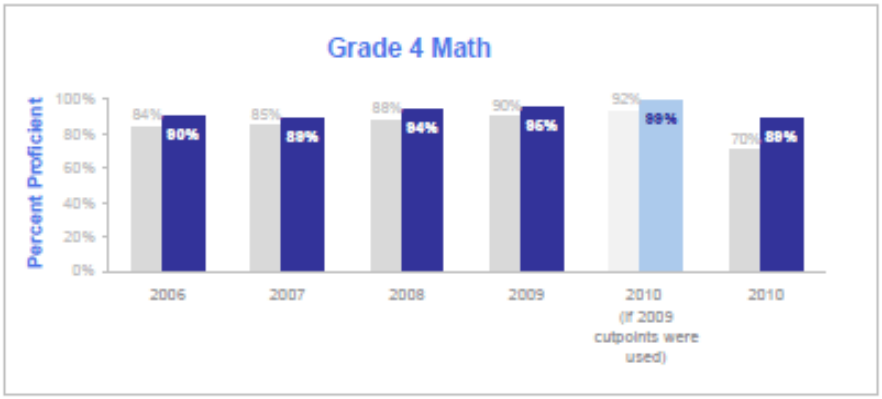
Grade 4 Math
Percent Proficient
100%
80%
60%
40%
20%
0%
84%
90%
85%
88%
88%
94%
90%
96%
92%
89%
70%
88%
2006
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2009
2010 (If 2009 cutpoints were used)
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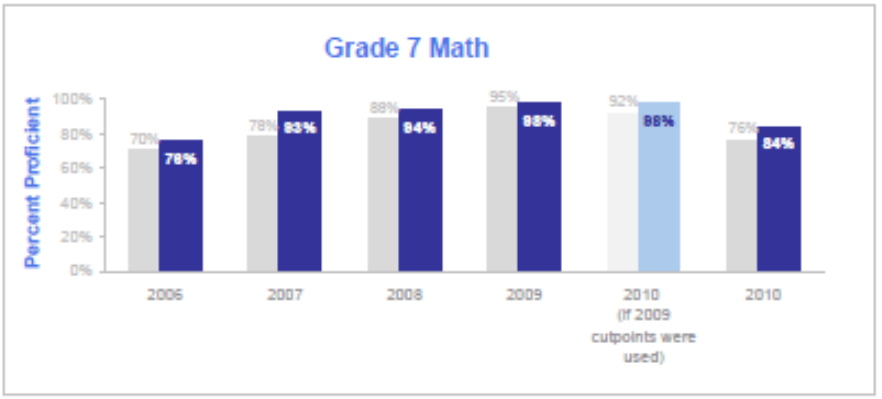
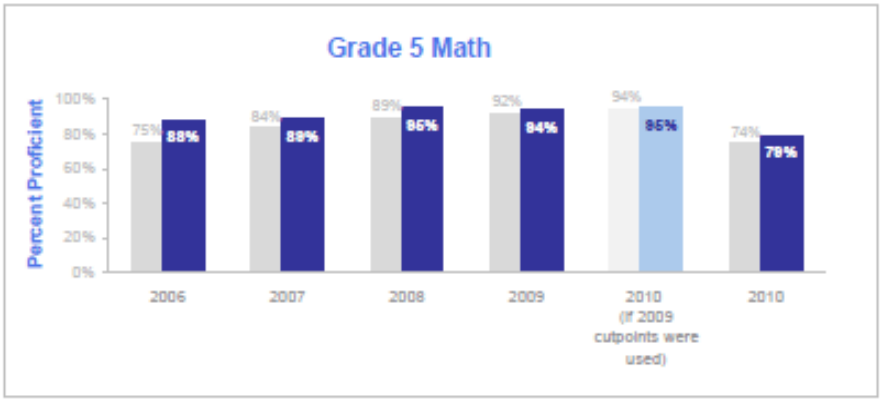
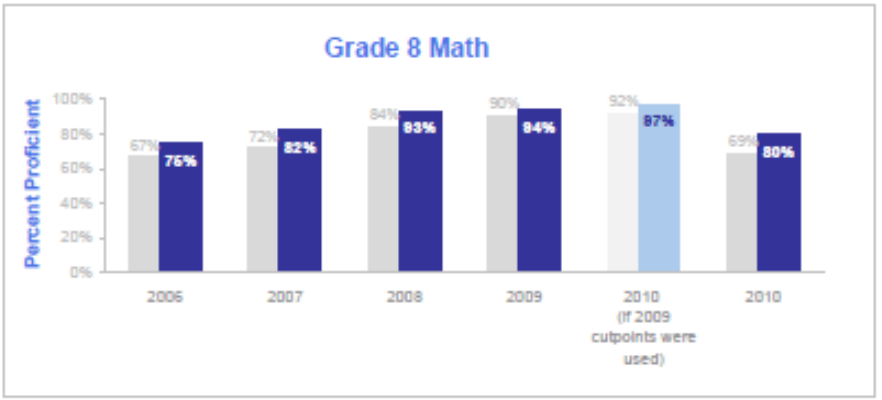
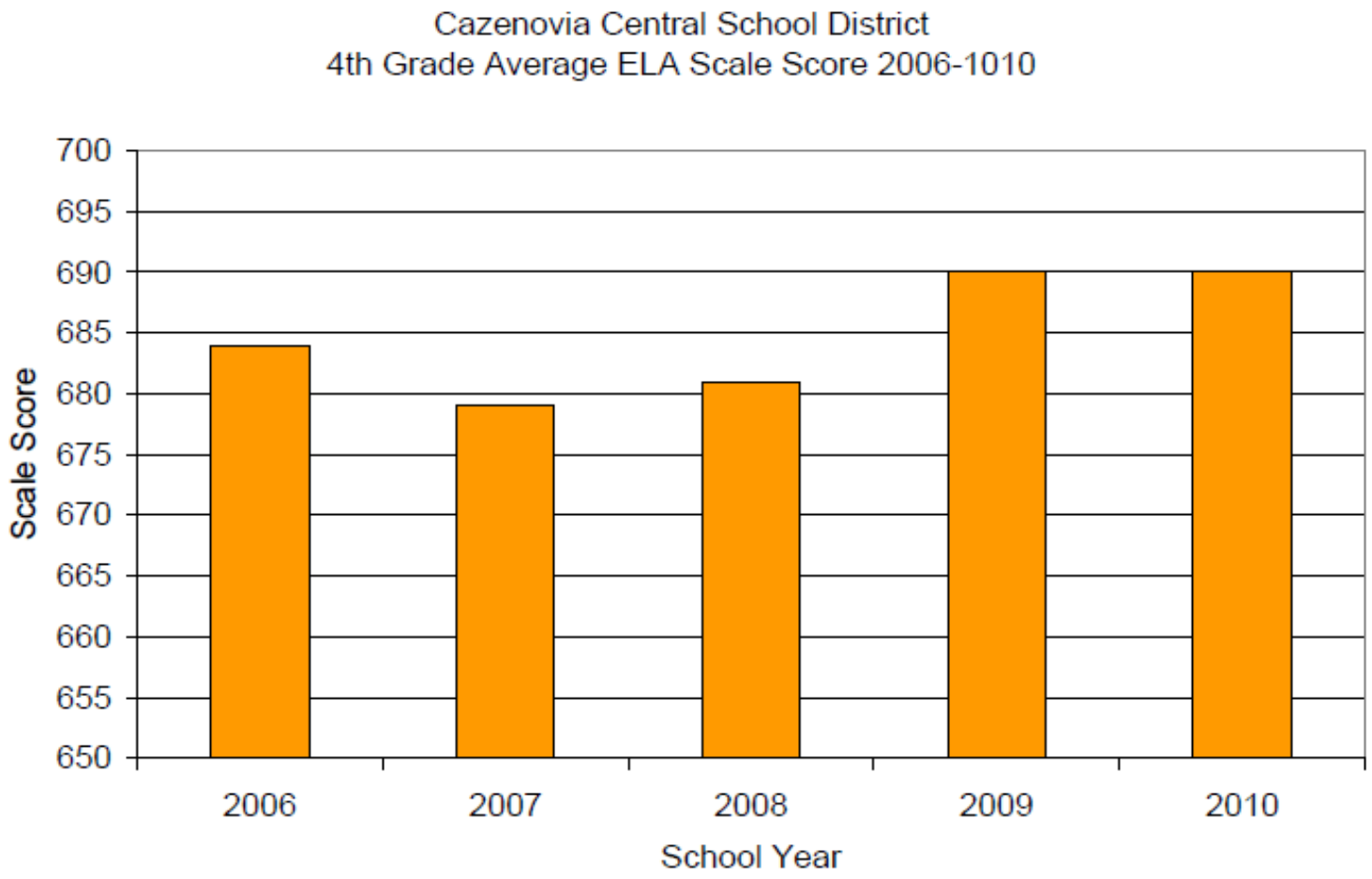
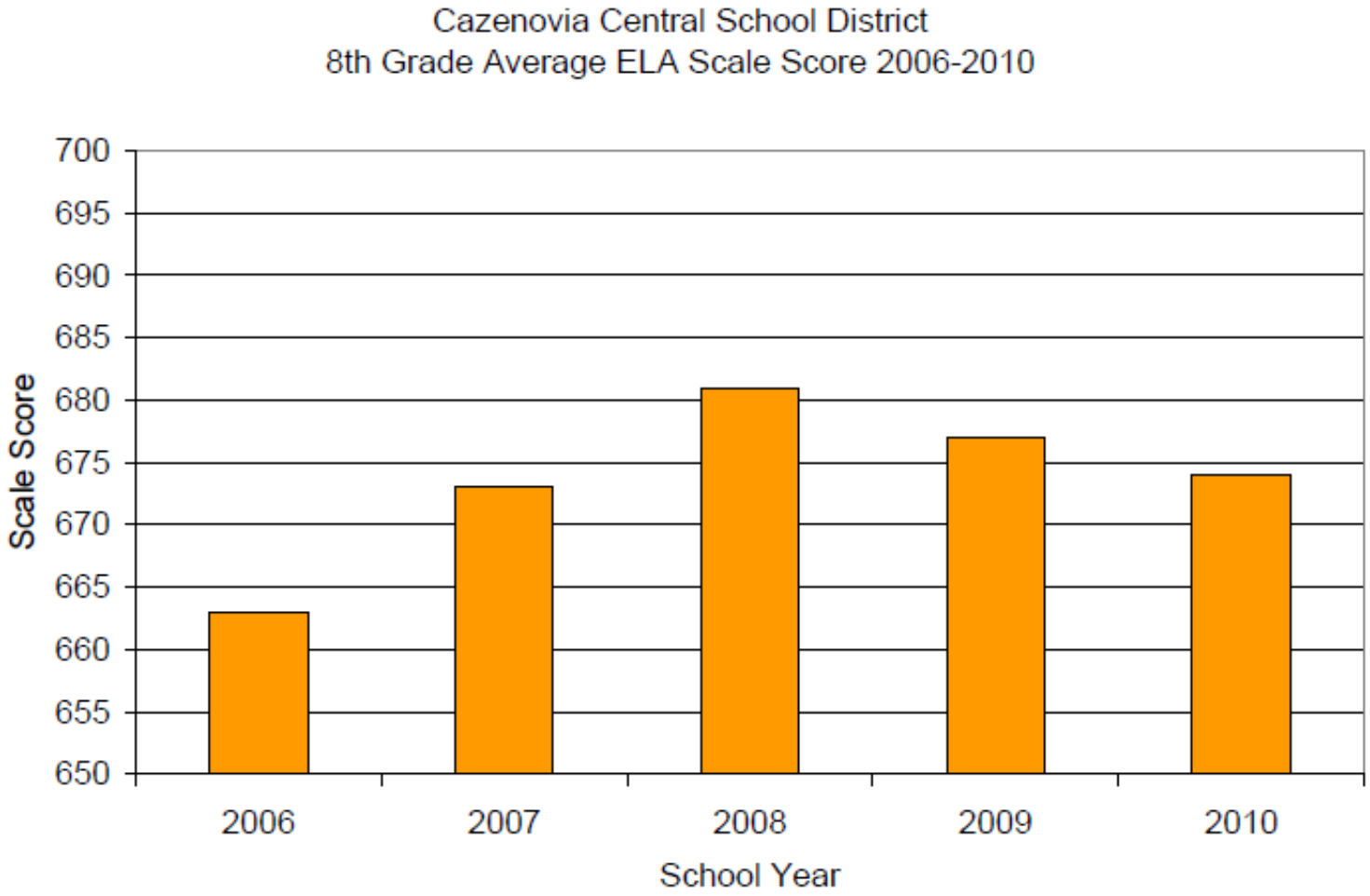

Grade 7 Math
Percent Proficient
100%
80%
60%
40%
20%
0%
70%
78%
78%
83%
88%
84%
95%
98%
92%
88%
76%
84%
2006
2007
2008
2009
2010 (If 2009 cutpoints were used)
2010


Grade 5 Math
Percent Proficient
100%
80%
60%
40%
20%
0%
75%
88%
84%
88%
89%
96%
92%
94%
94%
78%
2006
2007
2008
2009
2010 (If 2009 cutpoints were used)
2010


Grade 8 Math
Percent Proficient
100%
80%
60%
40%
20%
0%
67%
75%
72%
82%
84%
83%
90%
94%
92%
97%
69%
80%
2006
2007
2008
2009
2010 (If 2009 cutpoints were used)
2010


Cazenovia
OCM BOCES

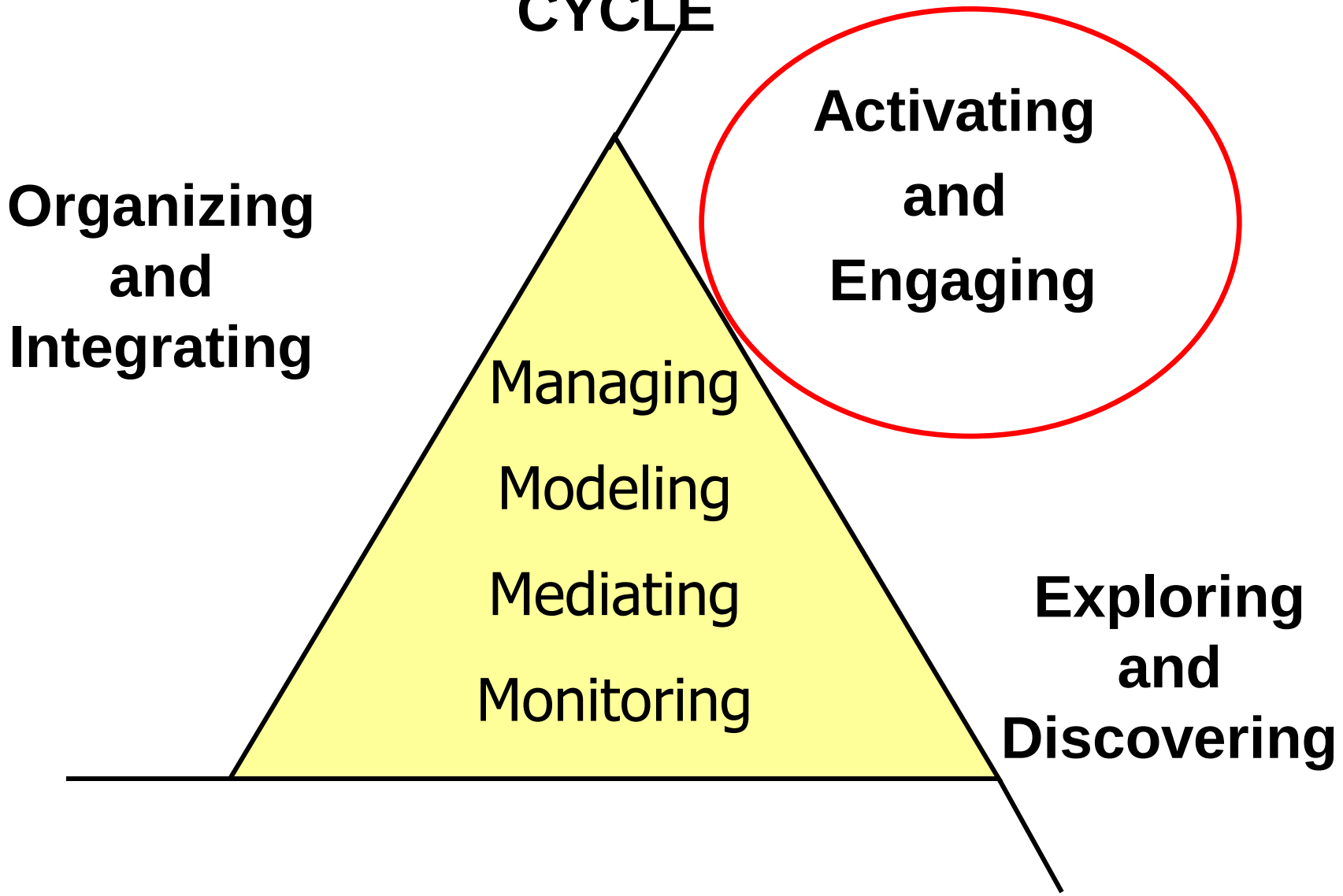

Cazenovia Central School District
4th Grade Average ELA Scale Score 2006-1010
Scale Score
700
695
690
685
680
675
670
665
660
655
650
2006
2007
2008
2009
2010
School Year


Cazenovia Central School District
8th Grade Average ELA Scale Score 2006-2010
700
695
690
685
680
675
670
665
660
655
650
Scale Score
2006
2007
2008
2009
2010
School Year

Agenda for Today

- Looking at Benchmark Data and Progress Monitoring Data with Collaborative Learning Cycle (ORF)
- Looking at Growth (ORF) from the beginning of the year to mid year benchmark
- Ongoing discussion about causal arenas

COLLABORATIVE LEARNING CYCLE

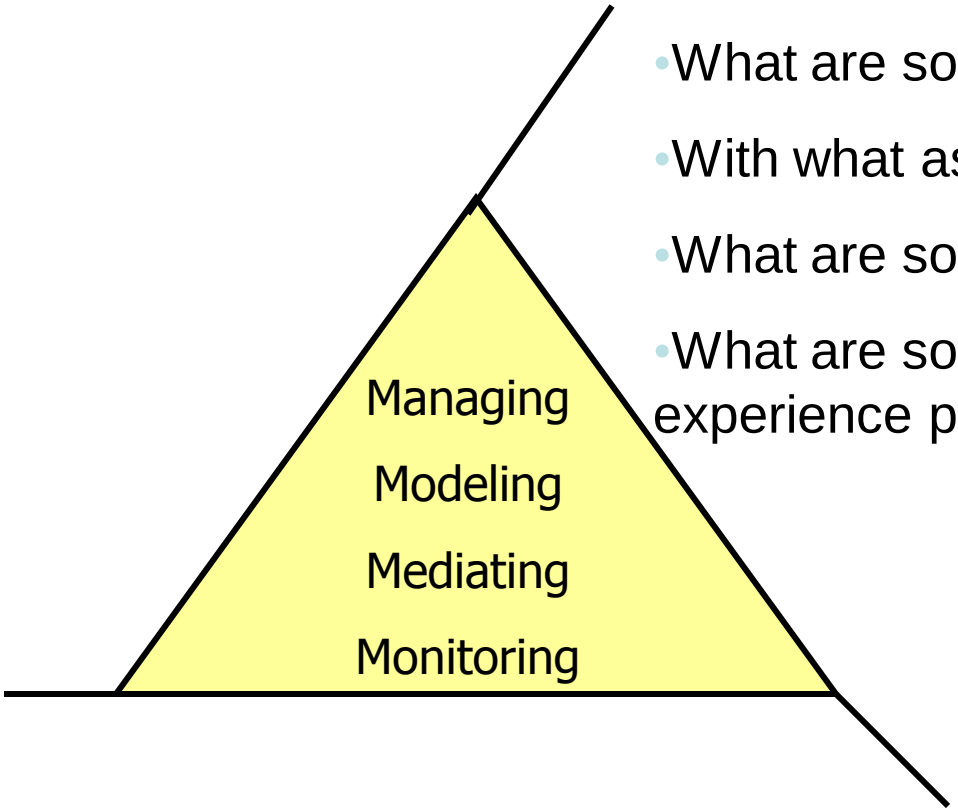


COLLABORATIVE LEARNING CYCLE

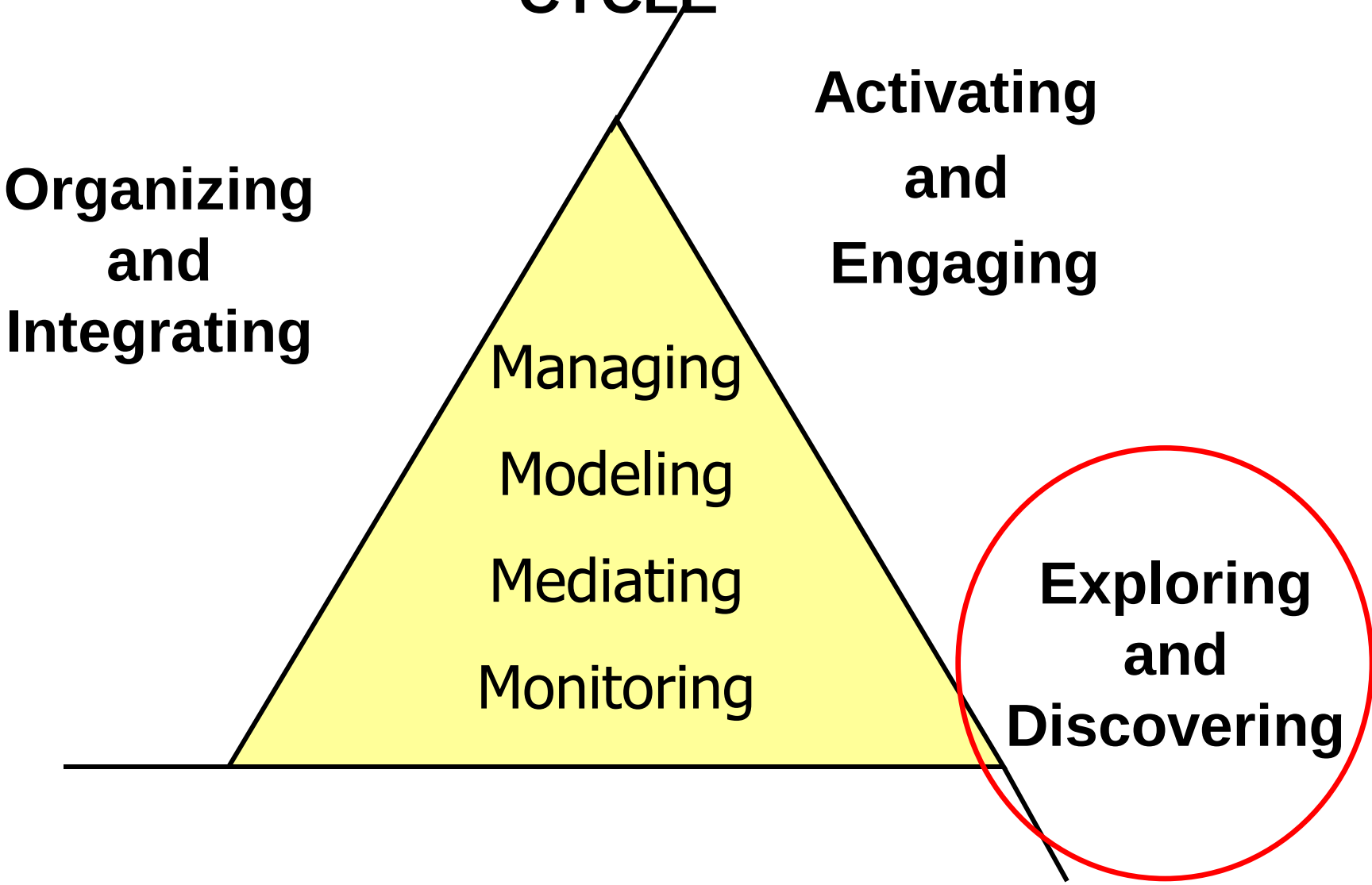
Activating and Engaging

Surfacing Experiences and Expectations

- What are some predictions we are making?
- With what assumptions are we entering?
- What are some questions we are asking?
- What are some possibilities for learning that this experience presents to us?

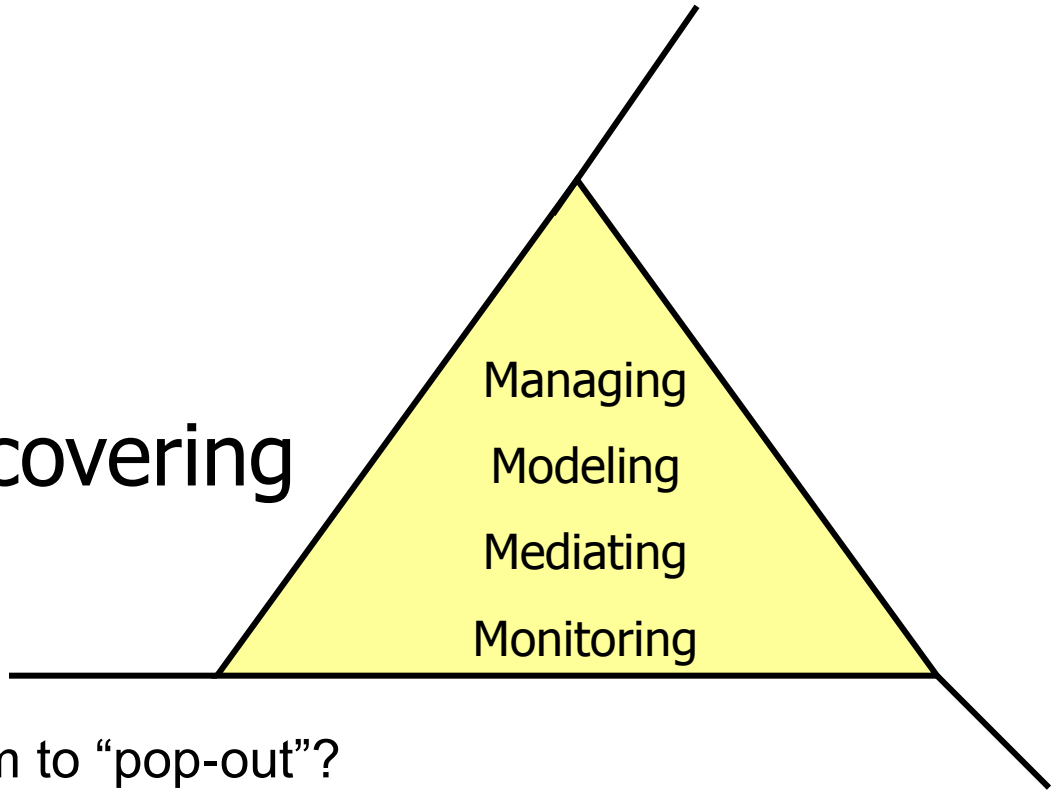


COLLABORATIVE LEARNING CYCLE



What ideas seem to “pop out?”

COLLABORATIVE LEARNING CYCLE

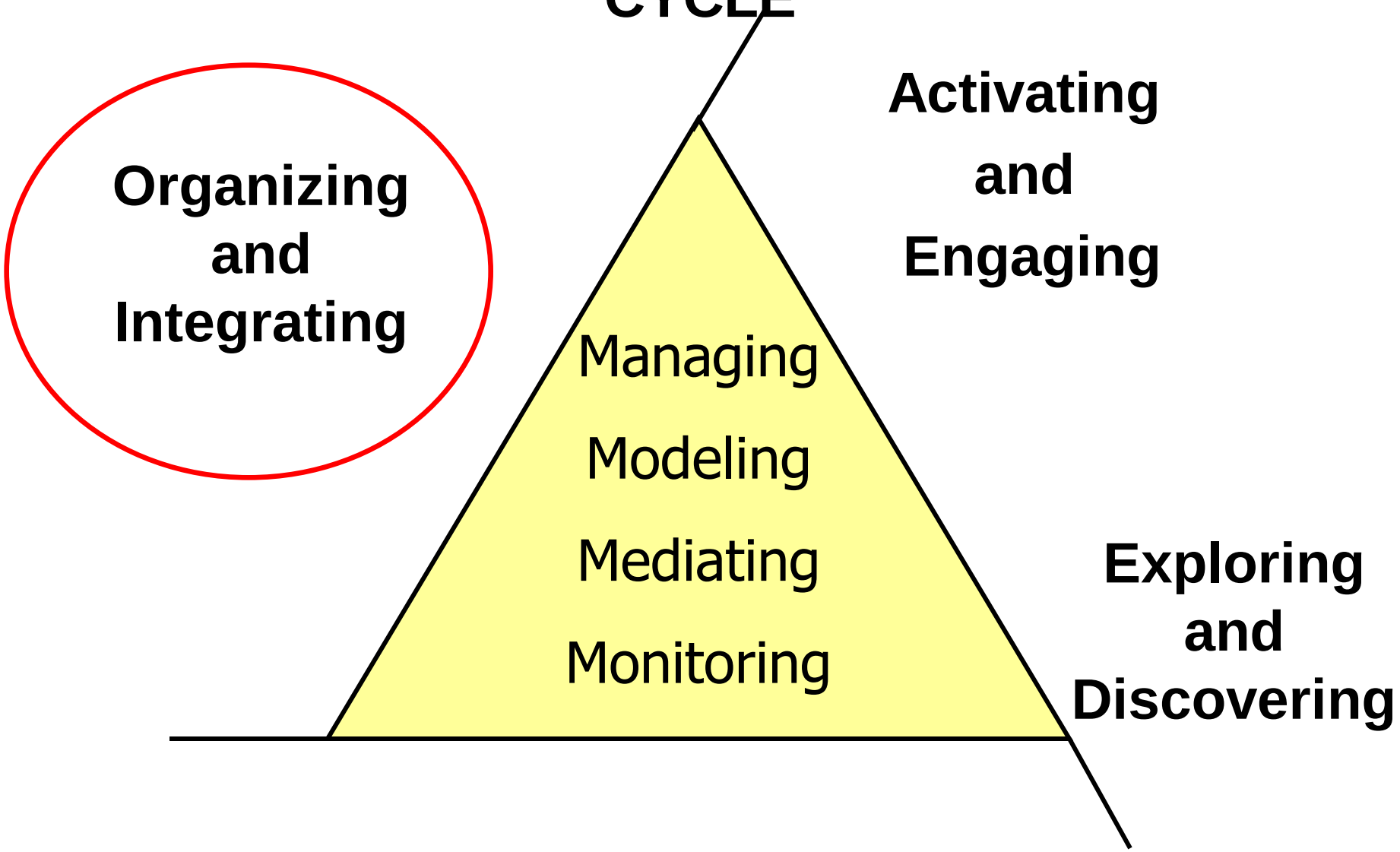


Exploring and Discovering

Analyzing the Data

- What important points seem to “pop-out”?
- What are some emerging patterns, categories or trends ?
- What seems to be surprising or unexpected?
- What are some things we have not yet explored?

COLLABORATIVE LEARNING CYCLE



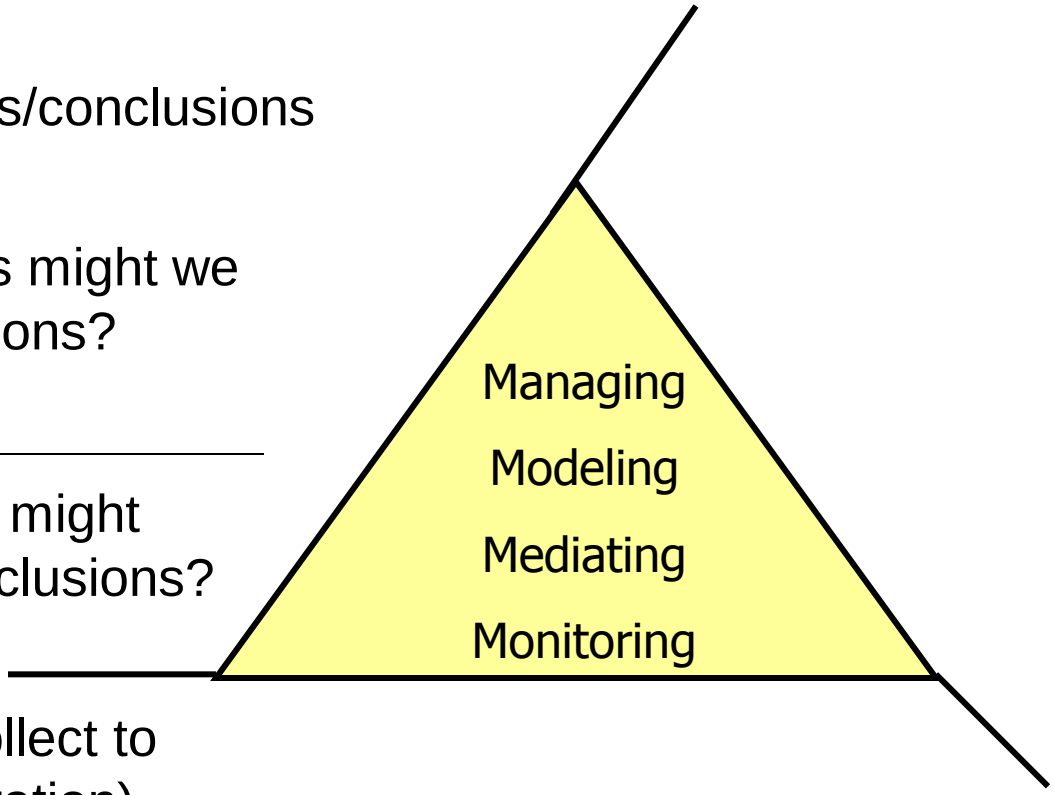
COLLABORATIVE LEARNING CYCLE

Organizing and Integrating

Generating Theory

- What inferences/explanations/conclusions might we draw? (causation)
- What additional data sources might we explore to verify our explanations? (confirmation)

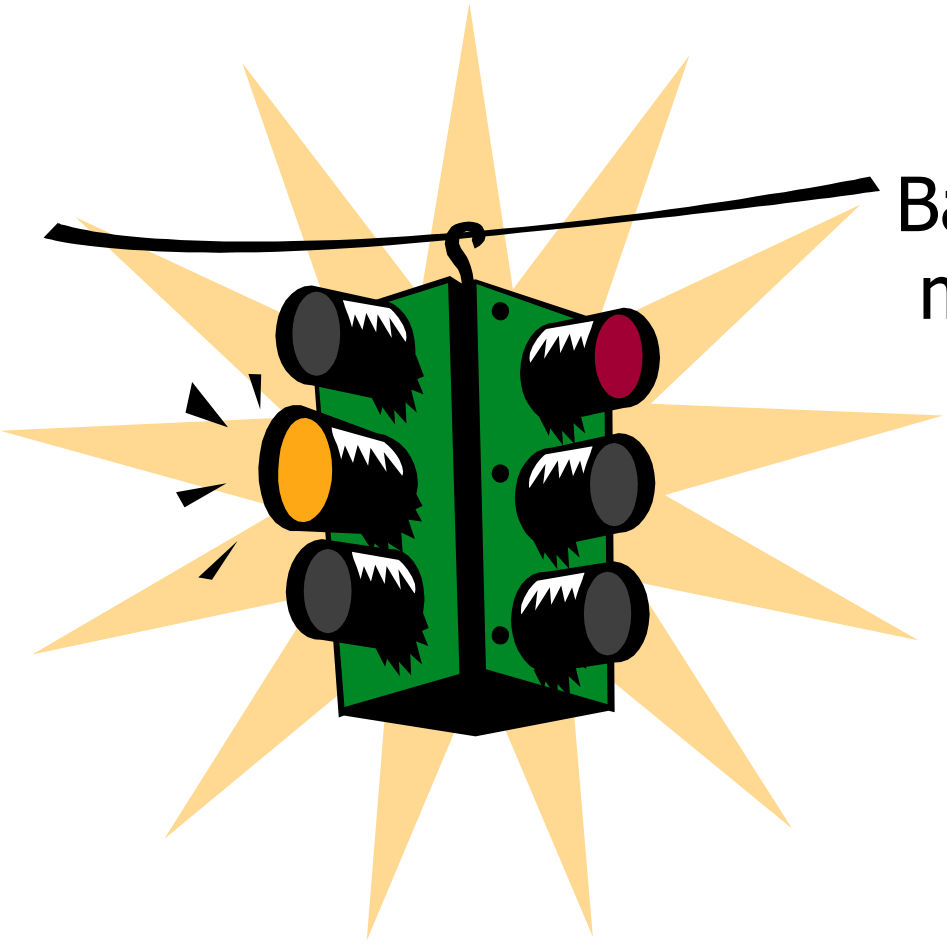
- What are some solutions we might explore as a result of our conclusions? (action)
- What data will we need to collect to guide implementation? (calibration)



Causal Arenas

- Curriculum
- Instructional methods and materials
- Teacher knowledge and skills
- Student readiness
- Infrastructure

Implications and Applications



Based on your learning in this meeting, what might you:

- Stop doing
- Continue doing
- Start doing

Feed Back Please!

**Please take a few minutes to complete the following questions to help us make our wor
s productive as possible.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Respo Cou
The purpose for the meeting was clear and concise	**73.3% (11)**	26.7% (4)	0.0% (0)	0.0% (0)	1.27	
. The meeting was well organized	**80.0% (12)**	20.0% (3)	0.0% (0)	0.0% (0)	1.20	
c. The facilitators were prepared	**86.7% (13)**	13.3% (2)	0.0% (0)	0.0% (0)	1.13	
was engaged in the work by the facilitators	**80.0% (12)**	20.0% (3)	0.0% (0)	0.0% (0)	1.20	
. I have a good understanding of RTI	**60.0% (9)**	33.3% (5)	6.7% (1)	0.0% (0)	1.47	
. I have a good understanding of the RTI process in our building	**60.0% (9)**	40.0% (6)	0.0% (0)	0.0% (0)	1.40	
Discussion around our student(s) was informative	**53.3% (8)**	46.7% (7)	0.0% (0)	0.0% (0)	1.47	

Feedback Continued

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	R
use of universal screening ts informs my instructional decisions	20.0% (3)	**66.7% (10)**	13.3% (2)	0.0% (0)	1.93	
use of progress monitoring ts informs my instructional decisions	20.0% (3)	**73.3% (11)**	6.7% (1)	0.0% (0)	1.87	
ve a clear understanding of progress monitoring rules	**46.7% (7)**	**46.7% (7)**	6.7% (1)	0.0% (0)	1.60	
As a result of the RTI data g, I have more intervention eas to use in my classroom	40.0% (6)	**46.7% (7)**	13.3% (2)	0.0% (0)	1.73	
grade level team works well together	**66.7% (10)**	26.7% (4)	6.7% (1)	0.0% (0)	1.40	
overall use of my time was valuable	**46.7% (7)**	**46.7% (7)**	6.7% (1)	0.0% (0)	1.60	

Other Feedback included

- I love talking about data, but we never seem to get to the interventions
- We have had great discussions
- Our facilitators are the best in NYS
- We need more interventions in place
- More time!
- I’m progress monitoring weekly, now what?

Tuning Protocol

Getting from looking at data to instructional strategies

Introduction (2 minutes)

- Protocol Goals
- Norms

Presentation (5 minutes)

- Five Minutes to look at the data and tell a story
- Presenter may also highlight questions they might have
- Respondents may not speak

Warm Feedback (4 minutes)

- Includes strengths of presenter's views
- May also include approaches for already trying to solve the problem
- Presenter may not speak during this portion
- Presenter is encouraged to take notes

Cool Feedback (4 minutes)

- Often come in the form of a question…
- I'm wondering why you chose to…
- I'm curious about….
- Presenter may not speak during this portion
- Presenter is encouraged to take notes

Reaction (5 minutes)

- Presenter reacts to any responses
- Reminder to presenter not to answer questions, but to talk about their thinking

Conversation (5 Minutes)

- Presenter and respondents engage in open conversation

Debriefing (4 Minutes)

- Participants reflect on process and explore other ways to use protocol
- How did it feel during warm feedback
- How did it feel during cool feedback
- How did it feel when you could not respond to feedback

Introduction to the Growth Model with RTI Data