Data Analysis Report Committee

February 25, 2020
Agenda

• Ed law 2-d and Data Privacy Regulations- Dr. Madalyn Romano
• Cognos 11.012 Refresher - Teacher Level Reporting
• What’s new (Reports)
• Cognos 11.1.3 Update- What’s New
• Various District Requests
• Dashboards and Visualization Tools (presentation and discussion)
ADOPTION OF REGULATIONS

WHAT DOES THIS MEAN…

Directory Information
ADOPTION OF REGULATIONS

WHAT DOES THIS MEAN…

Approved by district Board of Education
Posted on District Website
Provided to all employees who have access to PII
ADOPTION OF REGULATIONS

WHAT DOES THIS MEAN…

Calendar year?
School year?
12-month period?

Federal and State Regulations
Cybersecurity Awareness Training
District Policy

Online PD       Onsite PD
ADOPTION OF REGULATIONS

WHAT DOES THIS MEAN...

Review your current PBOR
Update as needed
Modify to include signature for vendors
Supplemental information
ADOPTION OF REGULATIONS

WHAT DOES THIS MEAN…

BOCES / LHRIC Contracts

District Contracts

Click through / Freeware
ADOPTION OF REGULATIONS

WHAT DOES THIS MEAN…
ADOPTION OF REGULATIONS

WHAT DOES THIS MEAN…

MITS and Collaborative Support
Responsibility of the district
Review Controls that relate to LHRIC support of district
Welcome to RIC One DPS
DO NOW....

- Data Privacy and Security Policy - July 1, 2020
- Appoint Data Protection Officer
- Annual Employee Training
- Parents’ Bill of Rights
- Third-party Vendor Contract Negotiations
- Complaint Procedure
- Incident Response Plan
- NIST Cybersecurity Framework Assessment
Resources / Support

- Publicly Available Resources
- NIST CSF Workshop
- RIC One Data Privacy and Security Service
- DPO Mentoring Service
- DPO Support Service
Data Analysis & Curriculum Reporting

• State Reporting- (Basic- all districts subscribe $5.00/student)-
Data Analysis & Curriculum Reporting

Data Analysis- (all analysis reports- $8.38/student)-
Data Analysis & Curriculum Reporting

Teacher Level Reporting (teachers view their own students’ data $3.73/student)

Information I would like to know about my students

1.1 How have my students done in the past? — Performance Trend
1.2 What content skills should my students work on?

Assessment Tool

1.3 Build a test (by test name, PIs)
1.4 Build a Statewide Common Periodic Assessment

The Following Reports are for 2018-19 School Year Class Rosters:

<table>
<thead>
<tr>
<th>2018-19 Assessments</th>
<th>2017-18 Assessments</th>
<th>2016-17 Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Benchmark - Groups</td>
<td>2.1 Benchmark - Groups</td>
<td></td>
</tr>
<tr>
<td>2.2 Benchmark - Multiple Choice</td>
<td>2.2 Benchmark - Multiple Choice</td>
<td></td>
</tr>
<tr>
<td>2.3 Benchmark - Open Ended</td>
<td>2.3 Benchmark - Open Ended</td>
<td></td>
</tr>
<tr>
<td>3.1 Item Analysis - Multiple Choice</td>
<td>3.1 Item Analysis - Multiple Choice</td>
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</tr>
<tr>
<td>3.2 Item Analysis - Open Ended</td>
<td>3.2 Item Analysis - Open Ended</td>
<td></td>
</tr>
</tbody>
</table>

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Trainings

• 2 half-day trainings are part of SLA
• Methods
  • Online Webinar
  • Local training at your location
  • Training at LHRIC (450 Mamaroneck Ave.)

• Can be customized (see next slide for examples)
• Direct follow-up help with reporting from LHRIC Data Analysis team
Training Agenda

Session 1

- Review Navigation and Major Reports-
- When to use specific reports- and sequence of reports
- ELA & Math Grades 3 to 8 Reports
- Review of Benchmark Reports
- Relationship of Strength and Weakness Reports to Remediation Guidance
- A look at Regents Reports (Reports for HS teachers- looking at incoming 9th Graders)
- How to save Report views
- Review of Report Navigation
- Interpretation of major reports
- Using nyLearns and saving resources for later use
- Scavenger Hunt
Session 2

• Review of major reports
• Review of Guided Analysis
• Working together-
  • What skills do you need to work on with your students?
  • Which students do you need to target?
  • How will you group the students for instruction (differentiated)?
  • How will you organize the instruction (when, where, how)?
• What resources will you use (analog and digital)?
• Which assessments will you use?
• Which assessments for learning (formative)?
• Which assessments of learning (summative)?
Cognos Analytics (Version 11.1.3)

• Completely new reporting environment
• Designed for more visual representations
• Competing with Tableau, Power BI, Qlikview
• Report creation tools
• Dashboard creation tools
• Gradual release of new features
<table>
<thead>
<tr>
<th>SCHOOL_YEAR</th>
<th>TEST_NAME</th>
<th>SUB_SKILL</th>
<th>ITEM</th>
<th>ITEM_TYPE</th>
<th>SUCCESS_RATE</th>
<th>REGION_SUCCESS_RATE</th>
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</thead>
<tbody>
<tr>
<td>2019</td>
<td>Grade 4 ELA</td>
<td>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td>26</td>
<td>CR</td>
<td>58%</td>
<td>67%</td>
</tr>
<tr>
<td>2019</td>
<td>Grade 4 ELA</td>
<td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</td>
<td>25</td>
<td>CR</td>
<td>68%</td>
<td>72%</td>
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<tr>
<td>2019</td>
<td>Grade 4 ELA</td>
<td>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>27</td>
<td>CR</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>2019</td>
<td>Grade 4 ELA</td>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>28</td>
<td>CR</td>
<td>67%</td>
<td>63%</td>
</tr>
<tr>
<td>2019</td>
<td>Grade 4 ELA</td>
<td>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
<td>30</td>
<td>CR</td>
<td>61%</td>
<td>65%</td>
</tr>
<tr>
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<td>Grade 4 ELA</td>
<td>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
<td>29</td>
<td>CR</td>
<td>71%</td>
<td>70%</td>
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<tr>
<td>2019</td>
<td>Grade 4 ELA</td>
<td>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>31</td>
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<td>31%</td>
<td>41%</td>
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<tr>
<td>TEST_VERSION</td>
<td>TEST_NAME</td>
<td>SCORE</td>
<td>Total Possible Points</td>
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<tr>
<td>TEST VERSION</td>
<td>TEST NAME</td>
<td>SCORE</td>
<td>2019</td>
<td>Grade 4 ELA</td>
<td>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person.</td>
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<tr>
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<td>31</td>
<td>CR</td>
<td>55%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**TEST_NAME**

- Grade 3 ELA - W
- Grade 6 ELA - W
- Grade 5 ELA - W
- Grade 7 ELA - W
- Grade 4 ELA - W
How can we measure individual student success rates on specific skills over years?

- Challenges-
  - Skills change from grade level to next grade level (dot notation relates the skills over the years)
  - Each year the number and difficulty level of the questions change (need Regional success rate to compare)
  - Crosswalk needed in some cases to relate skills
  - Are there one-to-many or many-to-one scenarios?
  - We can do the obvious relationships using the dot notation first
  - How will the NextGen Standards affect all this? Will it disrupt the sequence?
Measuring Success throughout the School Year

• Combine publisher assessments (STAR, CASTLE, AIMSWEB, etc) that provide success rates on Common Core skills with student history of those skills

• Are success rates on skills provided by publishers?

• Do assessment publishers already provide this?

• What about local formative assessments- are the skills associated for each question.
<table>
<thead>
<tr>
<th>SUB SKILL</th>
<th>NYS 2018</th>
<th>Star 4 8/10</th>
<th>NYS 2020</th>
<th>Star 5 8/20</th>
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<td>Compare and contrast the point of view from which different stories are</td>
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<td>29%</td>
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<td>narrated, including the difference between first and third person.</td>
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<td>Determine a theme of a story, drama, or poem from details in the text.</td>
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<td>64%</td>
<td>61%</td>
<td>74%</td>
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<td>Summarize the text.</td>
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<tr>
<td>Determine the main idea of a text and explain how it is supported by key</td>
<td>74%</td>
<td>74%</td>
<td>59%</td>
<td>57%</td>
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<td>details.</td>
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<tr>
<td>Determine the meaning of words and phrases as they are used in a text,</td>
<td>55%</td>
<td>55%</td>
<td>50%</td>
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<td>including those that allude to significant characters found in mythology (e.g., Heracles).</td>
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<td>Determine the meaning of words and phrases as they are used in a text,</td>
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<tr>
<td>including those that allude to significant characters found in mythology (e.g., Heracles).</td>
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<tr>
<td>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
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<tr>
<td>Chart Title</td>
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</tr>
</tbody>
</table>

- **Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person.**
- **Determine a theme of a story, drama, or poem from details in the text.**
- **Determine the main idea of a text and explain how it is supported by key details.**
- **Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Heracles).**
- **Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**
Administrative Dashboard Pilot - IlluminateEd
Purpose: Useful data sets so Administrator can take action

• Pilot - 4 Districts – Illuminate Achievement Dashboard (same administrative dashboard for all districts)
• Combines data from Level 1 and SIS
• Same data across all districts, no customization
  • Student Demographics, enrollment, programs, attendance, suspensions, class grades, NYS assessments (District and Building summary with drill down to Student level)
  • Publisher assessments only available in Educlimber
  • Customizations only available in Educlimber
Question: How often should it be updated?
https://dataview.wnyric.org/PublicData/ReportCards
WHITE PLAINS CITY SCHOOL DISTRICT AT A GLANCE

7,074
Total K-12 Public School Students

WHITE PLAINS CITY SCHOOL DISTRICT DATA

STUDENT DATA
- 3-8 ELA Assessment Data
- 3-8 Math Assessment Data

SCHOOL DATA
- School Report Card
- High School Graduation Rate
- High School Graduation Pathways Data
"Data-driving decision making" is a phrase heard in several industries, perhaps none more so than in education. In such a scrutinized field, the ability to back decisions up with data isn’t an optional luxury; it’s a necessity. The challenges that many educational organizations face are that they have a variety of data systems, a need for very user-friendly dashboards, and must have flexible tools to allow for customizing reports to meet the needs of their stakeholders. Such needs aren’t unique to education, but there are variables and nuances surrounding them that require a bit of insider knowledge. Fortunately, there are several of us on the InterWorks team with exactly that.

Learning from Experience

Before joining the InterWorks team, I worked in the education industry. During that time, I found Tableau to be the best tool to take on the shortcomings of other out-of-the-box report offerings. The flexibility Tableau provides allowed me to create a solution to any data challenge that came my way. I saw firsthand how data-driven decision making improved instruction and overall school environment. But I couldn’t do it all alone simply armed with my Tableau Desktop license. Who did I go to then for help with managing my data and creating a database? You got it, InterWorks.
There's nothing in this folder.
### Please Select Where Do You Want To Go:

**2017-18 School Year**

<table>
<thead>
<tr>
<th>Math Grade 3-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group/Sub-group (Demographic) Analysis</td>
</tr>
<tr>
<td>2. Building Benchmark (Curriculum) Analysis</td>
</tr>
<tr>
<td>3. Strengths and Weaknesses (Student) Analysis</td>
</tr>
<tr>
<td>4. Student Item Analysis</td>
</tr>
<tr>
<td>5. Data Download</td>
</tr>
<tr>
<td>6. Compare to other district(s)</td>
</tr>
<tr>
<td>7. Teacher Class Analysis</td>
</tr>
<tr>
<td>8. Individual Student Performance Analysis By Skill and Question Type</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requests</th>
</tr>
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<tbody>
<tr>
<td>Name</td>
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<tr>
<td>1. Group/Sub-group (Demographic) Analysis</td>
</tr>
<tr>
<td>2. Building Benchmark (Curriculum) Analysis</td>
</tr>
<tr>
<td>3. Student Item Analysis</td>
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<tr>
<td>4. Data Download</td>
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<tr>
<td>5. Compare to other district(s)</td>
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<td>7. Teacher Class Analysis</td>
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<td>Individual Student Performance Analysis By Skill and Question Type</td>
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<th>Multi-Subject</th>
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<tbody>
<tr>
<td>Name</td>
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<td>CTE</td>
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</table>
This page uses flow layout. Objects will be arranged top-to-bottom as in a word processing document. Drop objects here to add them to this page.

Template: Blank
Theme: Blank
# 2.1 Grade 3 ELA Building Benchmark (Curriculum) Analysis

## 2017-18 School Year

Grouped by Enrolled Building, Standard, Sorted by # of Questions descending

Notes: This report may be used for Data Analysis purposes only. It should NOT be used for Accountability data verification or to determine Accountability status. Only Level 2 reports are the official reports used for Accountability purposes. Building Success Rate will be highlighted in Red if it is BELOW the selected Target with the selected Gap. Building Success Rate will be highlighted in Green if it is ABOVE the selected Target with the selected Gap. BOCES Success Rate is the rate for all districts in your BOCES Region (either SWBOCES, Rockland BOCES, or PNWBOCES). The field-test questions have been excluded from the report.

Click on the "Finish" button once an Assessment, a Target, and a Gap are selected.

### District: Demo District - 999999 (Total Number of Questions: 25)

<table>
<thead>
<tr>
<th>Standard</th>
<th>% of Questions</th>
<th>Strand</th>
<th>Question</th>
<th>Building Success Rate (of Students: 85)</th>
<th>Question Gap</th>
<th>District Success Rate (of Students: 389)</th>
<th>BOCES Success Rate (of Students: 2,292)</th>
<th>Regional Success Rate (of Students: 10,926)</th>
<th>Regional LVL3 CUTPT (692)</th>
<th>Regional LVL3 CUTPT (619)</th>
<th>Regional LVL4 CUTPT (629)</th>
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<td></td>
<td>Reading-Literature</td>
<td>ZG</td>
<td>82%</td>
<td>3%</td>
<td>76%</td>
<td>71%</td>
<td>76%</td>
<td>79%</td>
<td>90%</td>
<td>97%</td>
</tr>
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<td></td>
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<td>Reading-Literature</td>
<td>ZG</td>
<td>42%</td>
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<td>45%</td>
<td>39%</td>
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<tr>
<td></td>
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<td>Reading-Literature</td>
<td>MC18</td>
<td>70%</td>
<td>-1%</td>
<td>66%</td>
<td>57%</td>
<td>63%</td>
<td>51%</td>
<td>71%</td>
<td>91%</td>
</tr>
</tbody>
</table>

[Related resources from NYLearns.org]
## 2.1 Grade 3 ELA Building Benchmark (Curriculum) Analysis

### 2017-18 School Year

#### Grouped by Enrolled Building, Standard, Sorted by # of Questions descending

**Notes:**
This report may be used for Data Analysis purposes only, it should NOT be used for Accountability data verification or to determine Accountability status. Only Level 2 reports are the official reports used for Accountability purposes. Building Success Rate will be highlighted in Red if it is BELOW the selected Target with the selected Gap. Building Success Rate will be highlighted in Green if it is ABOVE the selected Target with the selected Gap. BOCES Success Rate is for all districts in your BOCES Region (either SWBOCES, Rockland BOCES, or PNYBOCES). The field-test questions have been excluded from the report.

Click on the “Finish” button once an Assessment, a Target, and a Gap are selected.

### Select an Assessment:
- Grade 3 ELA

### Select a Target:
- Regional LV3 CUTFPT
- 5% or More

### Select a Gap:

**District:** Demo District - 999999 (Total Number of Questions: 25)

### Building: DEMO ELEMENTARY SCHOOL 1 - 003

<table>
<thead>
<tr>
<th>Standard</th>
<th>% of Questions (%)</th>
<th>Strand</th>
<th>Question</th>
<th>Building Success Rate (All Students: 86)</th>
<th>Question Gap</th>
<th>District Success Rate (All Students: 380)</th>
<th>BOCES Success Rate (All Students: 2,292)</th>
<th>Regional Success Rate (All Students: 10,926)</th>
<th>Regional LV3 CUTFPT (654)</th>
<th>Regional LV3 CUTFPT (659)</th>
<th>Regional LV3 CUTFPT (661)</th>
<th>Regional LV3 CUTFPT (669)</th>
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<tbody>
<tr>
<td>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td>24% (8)</td>
<td>Reading-Literature</td>
<td>MC14</td>
<td>50%</td>
<td>2%</td>
<td>50%</td>
<td>48%</td>
<td>53%</td>
<td>59%</td>
<td>67%</td>
<td>63%</td>
<td>50%</td>
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</tr>
<tr>
<td>RL.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
<td>12% (3)</td>
<td>Reading-Informational Text</td>
<td>MC05</td>
<td>77%</td>
<td>14%</td>
<td>61%</td>
<td>56%</td>
<td>62%</td>
<td>63%</td>
<td>69%</td>
<td>68%</td>
<td>82%</td>
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<tr>
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</tr>
<tr>
<td>RL.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>8% (2)</td>
<td>Reading-Informational Text</td>
<td>MC04</td>
<td>61%</td>
<td>8%</td>
<td>54%</td>
<td>48%</td>
<td>51%</td>
<td>40%</td>
<td>65%</td>
<td>68%</td>
<td>75%</td>
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<tr>
<td>RL.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
<td>8% (2)</td>
<td>Reading-Informational Text</td>
<td>MC01</td>
<td>100%</td>
<td>2%</td>
<td>97%</td>
<td>91%</td>
<td>94%</td>
<td>97%</td>
<td>98%</td>
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<tr>
<td>RL.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
<td>8% (2)</td>
<td>Reading-Informational Text</td>
<td>MC04</td>
<td>92%</td>
<td>3%</td>
<td>79%</td>
<td>71%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>93%</td>
<td>97%</td>
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<tr>
<td>[Related resources from NYLearn.org]</td>
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</tr>
<tr>
<td>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details and evidence.</td>
<td>8% (2)</td>
<td>Reading-Literature</td>
<td>MC18</td>
<td>70%</td>
<td>-1%</td>
<td>60%</td>
<td>57%</td>
<td>93%</td>
<td>51%</td>
<td>71%</td>
<td>91%</td>
<td>95%</td>
</tr>
</tbody>
</table>
# 2.1 Grade 3 ELA Building Benchmark (Curriculum) Analysis

**2017-18 School Year**

**Grouped by Enrolled Building, Standard; Sorted by # of Questions descending**

---

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Click on the “Finish” button once an Assessment, a Target, and a Gap are selected.

---

### District: Demo District - 999999 (Total Number of Questions: 25)

**Building:** DEMO ELEMENTARY SCHOOL 1 - 003

<table>
<thead>
<tr>
<th>Standard</th>
<th>Informational Text</th>
<th>Reading</th>
<th>Reading - Informational Text</th>
<th>Reading - Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td>20</td>
<td>55%</td>
<td>-6%</td>
<td>62%</td>
</tr>
<tr>
<td>RL.3.4 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to sequence and cause and effect.</td>
<td></td>
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<tr>
<td>RL.3.5 Describe the main idea of a text; recount the key details and explain how they support the main idea.</td>
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<tr>
<td>Related resources from NYLearn.org</td>
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</tr>
<tr>
<td>RL.3.6 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
<td>8% (2)</td>
<td>MC01</td>
<td>100%</td>
<td>2%</td>
</tr>
<tr>
<td>Related resources from NYLearn.org</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>RL.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</td>
<td>8% (2)</td>
<td>MC03</td>
<td>74%</td>
<td>-13%</td>
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<tr>
<td>RL.3.8 Recount stories, including fables, folktales, and myths from diverse cultures, determining the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>8% (2)</td>
<td>MC04</td>
<td>62%</td>
<td>3%</td>
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<tr>
<td>Related resources from NYLearn.org</td>
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<tr>
<td>RL.3.9 Recount stories, including fables, folktales, and myths from diverse cultures, determining the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>8% (2)</td>
<td>MC10</td>
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<td>-1%</td>
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<tr>
<td>Related resources from NYLearn.org</td>
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</tbody>
</table>
ED School Climate Surveys (EDSCLS)

- NYSED- suggested survey (mandatory under ESSA regs)
- This is a Federal Education Department Survey
- Administered at the convenience of the district
- Formal introduction letter templates available on website
- For Students, Instructional Staff, Non-Instructional Staff, Parents
- All Surveys administered online
- Reports immediately available and based on Federal rubric
MEASURING 3 DOMAINS AND 13 TOPICS

ENGAGEMENT
- Cultural and Linguistic Competence
- Relationships
- School Participation

SAFETY
- Emotional Safety
- Physical Safety
- Bullying
- Substance Abuse
- Emergency Readiness Management

ENVIRONMENT
- Physical Environment
- Instructional Environment
- Physical Health
- Mental Health
- Discipline

SURVEYING STUDENTS, STAFF, AND PARENTS
# Implementation Options

## Option 1: ED Platform
- **ED Platform**

## Option 2-4: Vendor Platforms
- **Vendor Platforms**

### Variance Between Options

<table>
<thead>
<tr>
<th>Implementation Setup</th>
<th>Concurrent Users</th>
<th>Reports</th>
<th>Analytics</th>
<th>State Reporting</th>
<th>Fiscal Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>District or Regionally Hosted</td>
<td>Up to 500 respondents</td>
<td>USDE Reports</td>
<td>December 2017 R Code and Psychometric Benchmarking Enhancements</td>
<td>Not Required at this Time</td>
<td>Server Environment, Technical Expertise, Account Administration (Staff, Students, and Parents), Survey Administration Training, Data Analysis Support</td>
</tr>
<tr>
<td>Physical or Virtual Server Environment Compatible</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation Setup</th>
<th>Concurrent Users</th>
<th>Reports</th>
<th>Analytics</th>
<th>State Reporting</th>
<th>Fiscal Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vendor Hosted</td>
<td>Unlimited</td>
<td>USDE Comparable Reports, Vendor Partner Developed Reports, Possible Regional Reports</td>
<td>EdVistas &amp; LinkItl- December 2017 R Codes and Psychometric Benchmarking Enhancements, Unknown for Other Vendor(s)</td>
<td>Not Required at this Time</td>
<td>License Fees, JV &amp; Credit Fee Waived During Pilot, Account Administration (Staff, Students, and Parents), Survey Administration Training, Data Analysis Support</td>
</tr>
</tbody>
</table>

*Readiness concerns and option limitations are highlighted in red.*
What are the Expected Outcomes?

• Increased awareness of areas of need in school or district
• Increased dialogue between students, staff, parents about school culture and climate
• Data to inform policy and improvement
• Ultimately, better engaged and happier students, staff and parents – resulting in improved student outcomes
Measuring school climate is critical for improving school climate because high quality school climate data allow you to understand the perceptions of the students, staff, and parents in your school or district; monitor progress; make data-driven decisions; involve stakeholders; and adapt to shifting needs related to school climate.

The U.S. Department of Education (ED) is dedicated to helping keep students safe and improving their learning environments. In particular, ED developed the high-quality, adaptable ED School Climate Surveys (EDSCLS) and associated web-based platform. The EDSCLS allows States, local districts, and schools to collect and act on reliable, nationally-validated school climate data in real-time. The EDSCLS builds on federal initiatives and research, which recommended that the Department work on the issue of school climate.

ATTENTION EDSCLS USERS:
Version 3.9 of the EDSCLS platform/VM has been released!
(9/26/2016)
Click here for details.

EDSCLS Basics
- The EDSCLS web-based administration platform includes a suite of school climate...
Survey Question Counts

• Student .................................73
• Instructional Staff ...............83
• Noninstructional Staff ......92-104 (Principal)
• Parent .................................43

Survey Questions:
WELCOME TO THE ED SCHOOL CLIMATE SURVEY (EDSCLS)

English | Español

The ED School Climate Survey (EDSCLS) is being administered by Lower Hudson Regional Information Center. Your responses are important in understanding the environment of this school and the conditions for teaching and learning.

To start the survey, please enter your username below.

Username: [input] LOG IN

If you have any questions about the EDSCLS, please contact Mark Samis at (914) 592-4203 ext. 3259.
US Department of Education (USDE)
Sample Questions Student School Climate Survey

9. Adults at this school treat all students respectfully.
   o Strongly Agree
   o Agree
   o Disagree
   o Strongly Disagree

10. People of different cultural backgrounds, races, or ethnicities get along well at this school.
    o Strongly Agree
    o Agree
    o Disagree
    o Strongly Disagree
18. My child is safe at this school.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

19. Racial/ethnic conflict among students is a problem at this school.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
Procedure

• Request survey from LHRIC (msamis@lhric.org) via form:

• Please provide number of Students, Instructional Staff, Noninstructional Staff and Parents

• You do not need to survey all these groups

• You can survey only those who you would like to survey but it is recommended that for valid reports, you survey at least 25 people in a single group unless you are just sampling or testing.

• Survey tickets with logins will be emailed to you

• Survey is anonymous
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
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<tr>
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<td>s2vy2nsa</td>
<td>s2vy2nsa</td>
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</table>
Student Survey Results from a Buffalo Middle School Environment/Mental Health Subdomain

The USDE surveys summarize student survey results by subdomain and student gender, race/ethnicity, and grade.
Schools may compare the results of the USDE surveys across all subdomains, for all students, or for student subgroups.
2018-19 Pilot: Expectations

• **Pilot Districts should:**

1. Develop a school climate mission statement and choose a School Climate Framework
2. Establish a Community Engagement Team that is focused on school climate improvement
3. Administer the US Department of Education school climate surveys to students, staff (instructional and non-instructional), and parents in **Spring 2019**
4. After the close of the survey window, generate reports that summarize the survey response data, review and **analyze the survey data** (and other pertinent data such as chronic absenteeism data, school discipline or violent incident data, etc.) with the Community Engagement Team
5. **Create and implement an action plan and framework** with the Community Engagement Team to address areas of need

The purpose of the school climate index is to give school administrators a tool to use to better understand how students, staff and parents feel about your school and how to improve the school climate so students are ready to learn and succeed.
Suggestions on How to Start ......

- Establish a District / School Framework and Mission Statement
- Assemble Survey Planning Team
- Decide upon desired platform to administer the Climate Survey
  - Regional Information Centers can provide Information about options for administering the School Climate Survey (if desired)
- Establish Community Engagement Team
- Identify Communication Methods
- Identify necessary resources
District Planning and Decision Making

Survey Planning Team

• The Survey Planning team determines how best to administer the survey in the district, given the resources of the district and schools, and the characteristics of the students, staff and parents being surveyed. This team also determines the need and cost for outside resources.

• An example of the Survey Planning Team would be:
  • District and School Leadership
  • District Survey Administrator (or Administrative Team)
  • School Survey Coordinator(s)
Survey Results

District Survey Administrator or Administrative Team

After survey window closes, the District Survey Administrator generates results and meets with School/District Leadership to discuss the survey outcome.

• **Reporting**
  - Understand the reports provided with the application and how to capture the survey results from the database
  - Determine the necessary staff resources, cost, and timeframe to produce reports

• **Communication**
  - Communicate results to School/District Leadership
  - School/District Leadership communicates results to Community Engagement Team
  - Analyze the survey data (and other pertinent data such as chronic absenteeism data, suspension and dropout data, violent incident data, etc.) with the Community Engagement Team
  - Create and implement an action plan and framework with the Community Engagement Team to address areas of need (Social Emotional Learning, Trauma Informed Practices, Restorative Practices, PBIS etc.)
Data Science and Analysis as Part of the Curriculum

• Sensors in your world- old and new
• Collecting data and making decisions through calculations
• Making data collection and analysis part of every subject area without losing sight of the "humanities".
• Saving lives and improving the world through data science and analysis.
• Every school should have a climate of data analysis:
  History
  Architecture
  Anthropology
  Archeology
  Medicine
  Literature
  Music
  Art
  Physical Education
  Data from Special Ed, other Special programs
Data Visualization Applications
Data Integration Initiative

LHRIC Data Integration Team

• Integral to a truly informational dashboard- (must be able to take action)

• Inter-Departmental

• Data from multiple in-district systems, assessment vendors, other vendors, Level 1 HR, Financial, Cafeteria, Transportation, Emergency Alerts

• Start with a few- add as we go.
Edward Tufte: http://edwardtufte.com

Presenting Data and Information: A One-Day Course Taught by Edward Tufte

Topics covered in this one-day course include:

A new, widely adopted method for presentations: meetings are smarter, more effective, 20% shorter.

Fundamental design strategies for all information displays: sentences, tables, diagrams, maps, charts, images, video, data visualizations, and randomized displays for making graphical statistical inferences.

New ideas on presentation, consuming reports. How to assess the credibility of a presentation and its presenter, how to detect cherry-picking, how to reason about alternative explanations.

Standards of comparison for workday and for cutting edge visualizations. How to identify excellent information architectures and use them as models and comparison sets for your own work and for the work of your contractors. Monitoring the designs of others.

The future of information displays: 4K, 6K, 8K video maps moving above.

Practical examples are from everywhere: science, social science, music, business, finance, sports, art, medicine, architecture, NASA, government reports.

Edward Tufte teaches the entire course.

Each student receives all four ET books on information design:

Tufte, Beautiful Evidence: The Visual Display of Quantitative Information

http://www.youtube.com/watch?v=AdSZJzb-aX8
John Snow - Cholera Map - London - 1854 - Broad Street Pump
Geospatial Analytics: An $86,000,000,000 Opportunity

For a deep dive on Geospatial 2.0, read my most recent Medium article, written with Gopal Erinnippurath.

Editor's Note: This overview was originally posted on the Cleantech Group Blog. Since this article was written, one problem remains — geo-enabled data is a huge market, but the billion-dollar puzzle remains unsolved. My prediction is
Since Charles Piquet and John Snow first applied the concept of spatial analysis to maps of cholera outbreaks in 19th century Europe, analysis of geographic location data has become a huge industry. Today’s technologies are accelerating innovative analysis and providing solutions to problems in multiple sectors like agriculture, environmental monitoring and supply-chain tracking. In this article, we will explore some of the key features of today’s geospatial analytics market, and where to look for future innovation.

Some of the enabling technologies for geospatial analytics. Source: Geospatial World

The attractiveness of the geospatial analytics market — shifting supply & demand

A survey of market forecasts indicates the current size of the geospatial analytics market is somewhere between $35 billion and $40 billion, with forward looking 5-year CAGR of 14 to 17% — with the market projected to
Fighting the Coronavirus with Analytics and GIS

The World Health Organization has declared the coronavirus a global emergency. Here’s how governments and the general public are using analytics to track the outbreak.

Enterprise IT and business teams may be looking for ways that analytics and machine learning can make a difference in their organizations. Maybe they’ve cherry-picked a few pilot projects to fit with their industries or processes. Chat bots are big. Next best offers in online stores have also been popular.

But today we can see another big use case for analytics in the headlines. It is unfolding across the globe as health organizations and governments track the spread of a new virus known as the 2019 Novel Coronavirus, or just coronavirus for short. Organizations including the US Center for Disease Control and the World Health Organization (WHO) are tracking the outbreak of what could become a world epidemic. It started in China, but it has spread to many countries all over the world. The WHO declared the coronavirus outbreak a world health emergency on January 30.

It’s one of those instances where lives depend on technology.
Mapping the Wuhan coronavirus outbreak

Earl's StoryMaps team | February 18, 2020
Napoleon's March to Moscow 1812-13
Space Shuttle Challenger launch-
January 28, 1986

O-ring damage
index, each launch

$26^\circ - 29^\circ$ range of forecasted temperatures
(as of January 27, 1986) for the launch
of space shuttle Challenger on January 28
Visualization Tools: GapMinder

https://www.youtube.com/watch?v=BPt8ElTQMIg
https://www.youtube.com/watch?v=jbkSRLYSojo

https://www.gapminder.org/tools/#$chart-type=bubbles
Anonymizing your Data - https://mockaroo.com/

Need some mock data to test your app? Mockaroo lets you generate up to 1,000 rows of realistic test data in CSV, JSON, SQL, and Excel formats.

Download data using your browser or sign in and create your own Mock APIs.

Need more data? Plans start at just $50/year.

### Field Name

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Add another field

# Rows: 1000 Format: CSV Line Ending: Unix (LF) Include: header ⬇️ BOM

Download Data Preview More → Want to save this for later? Sign up for free.

Mock your back-end API and start coding your UI today.

It's hard to put together a meaningful UI prototype without making real requests to an API. By making real requests, you'll uncover problems with application flow, timing, and API design early, improving the quality of both the user experience and API. With Mockaroo, you can design your own mock APIs. You control the URLs, responses, and error conditions. Parallellize UI and API development and start delivering better applications faster today!
The EDM District Enrollment Dashboard displays registration totals by a variety of categories. Most can be used as interactive filters for insight. Key Performance Indicators (KPIs) like "At Risk" direct attention based upon predefined goals.

For more information: bigdata@dell.com
Compare student trends against the class, campus or district, spot outliers in assessments, grades or attendance. For example, a high average daily attendance might hide a problem at the period level.

For more information: bigdata@dell.com
EDM can allow you to explore data from the Student Information System, HR, Grade Book, Attendance, and much more. Interactive views, like the Instructor Profile, provide quick insight to find students who may need help. Comparison and trends help you focus on areas to improve.

For more information: bigdata@dell.com
Explorer views display students with several filter & sort options. The page below helps find students At Risk, or those having a high probability of not graduating on time. Contributing factors to this model are also displayed.

For more information: bigdata@dell.com

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<tr>
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<th>English Lang</th>
<th>Gifted Talented</th>
<th>School Choice</th>
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</table>
Tableau
Visualizations in Excel: Map 3D
NOAA: SOS Explorer
Get SOS Explorer Lite

https://sos.noaa.gov/sos-explorer/download-sos-explorer-lite/
What will Students Need as Skills for this Century?

• The world is going to be inundated with data. And as a result, most occupations will continually evolve in unpredictable ways.

• “Knowing how to ask provocative questions, use data to make decisions, and evaluate imperfect information will be increasingly valuable,” he said. “And going forward, learning can’t be something you do only in the first couple decades of your life.”

Michael Chui, Partner, McKinsey Global Institute
Thank you!

The LHRIC Data Analysis Team