

# Using DATA to Improve our Schools

West Hempstead School District  
Board of Education Presentation  
September 22, 2009

# Sources of Data

Student  
Information

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graph TD; A[Student Information] --- B[Power School]; A --- C[Instructional Data Warehouse]; A --- D[IEP Direct]
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Power School

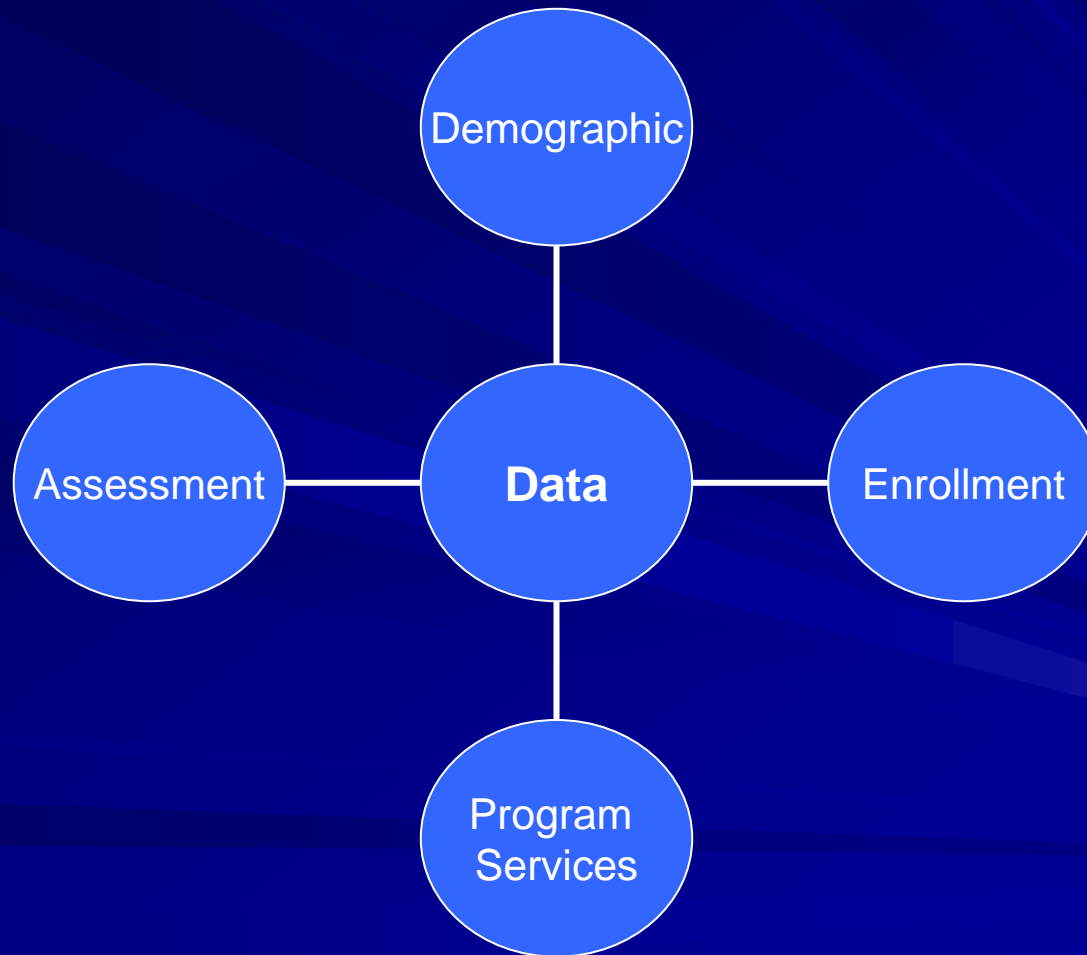
Instructional  
Data Warehouse

IEP Direct

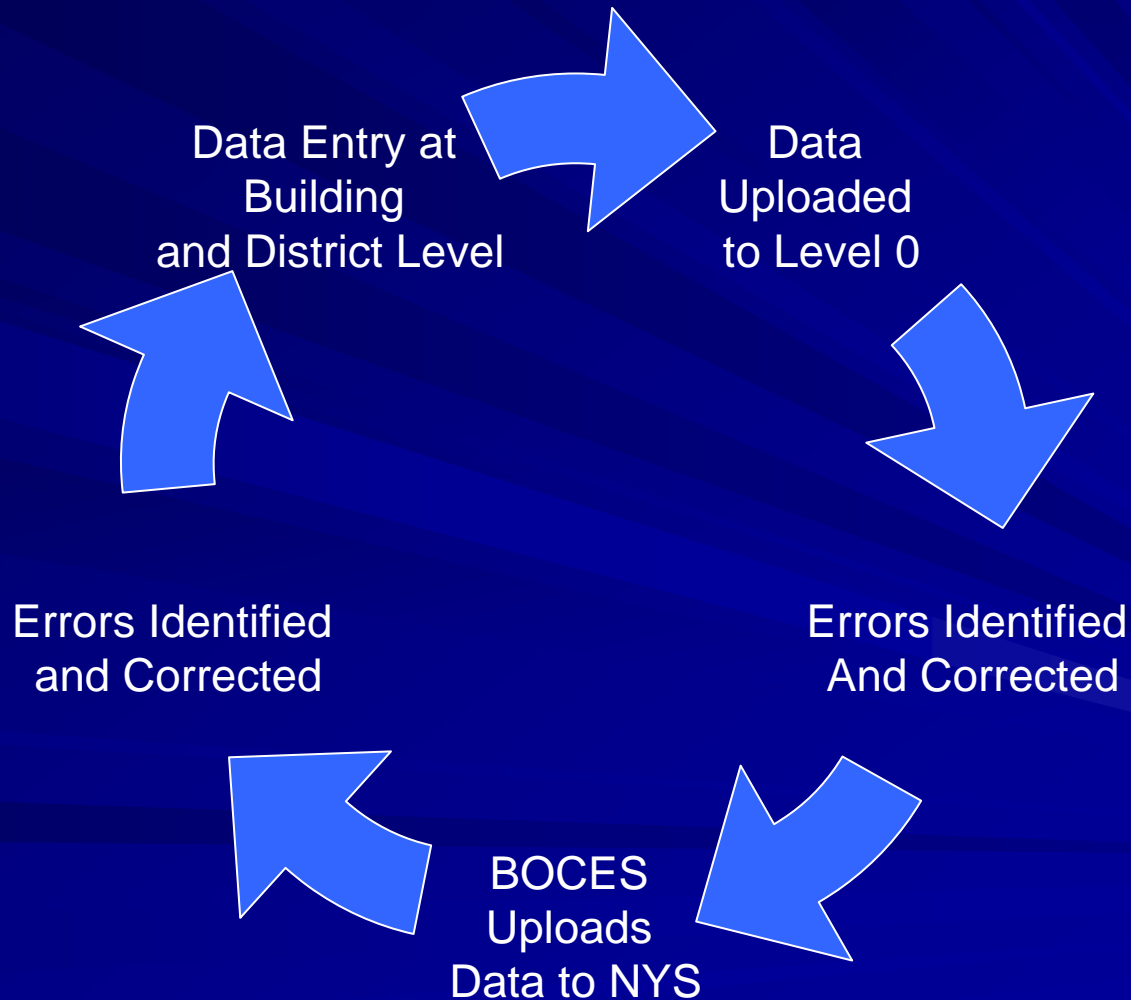
# New York State Reports:

- BEDS (Basic Educational Data System)
- VADIR (Violent and Disruptive Incident Report)
- PIR (Program Information Report)
- Part 154 (ESL Program Report)
- Level 0 Uploads (Weekly)
- NYSTART Verification Reports
- SA 129 (Attendance Report)
- Title I Comparability Report
- Title I School Status Report
- Special Education Snapshot

# PowerSchool: Student Management System



# Data Verification: An Ongoing Process



# What is the Instructional Data Warehouse?

- Repository of data elements
- Used for analysis and reporting
- Longitudinal data is stored and accessible
- Reports include GAP, WrAP, Snapshot and CHAP (samples distributed)
- Comparative analysis at the student, school, district and regional levels

# The History of the Data Warehouse

- Initiated by Nassau BOCES in 2001
- West Hempstead joined the IDW in 2006
- An outside consultant met with grade level and department teams to review IDW reports
- The assistant superintendent met with each academic director to review the department's data
- WH joined the Regents project in 2006
- WH joined the first AP project in 2007
- WH will participate in the first ELP project in 2009

# In Which IDW Projects Does Our District Participate?

West Hempstead participates in:

- NYS 3-8 ELA, math, science, social studies
- 3-8 benchmarks in ELA and math
- NYS Regents Project
- AP Project
- End of Year Assessments for Grades 1 and 2
- Early Literacy Profile Project for Grades K and 1

# How is the Data Accessed and Distributed?

## At the elementary level:

- principals are alerted when data is available in the Data Warehouse;
- reports are downloaded, distributed and analyzed with individual teachers, grade level teams, multi-grade level teams and building teams;
- subgroup discrepancies are identified;
- instructional goals are set; and
- during the summer of 2009, multiple data reports were mailed with class lists to classroom teachers.

# At the secondary level:

- principals and directors are alerted when data is available in the Data Warehouse;
- reports are downloaded, distributed and analyzed with individual teachers, department/content area teams and building teams;
- passing rates and mastery rates are monitored;
- NCLB subgroup performance is analyzed;
- directors share content area needs and discuss interdisciplinary methods of improving instructional practice; and
- instructional goals are set.

# A Sample of Needs Identified Through Data Analysis:

- developing academic vocabulary;
- enhancing background knowledge;
- strengthening reading and writing skills across content areas;
- increasing ability to answer inferential/higher order/multi-step questions;
- closing the gap in subgroup performance, including ESL, poverty, and students with disabilities; and
- building a strong foundation of basic skills through high quality, differentiated instructional strategies and early intervention for struggling students.

# Strategies to Meet These Needs:

- Frequent progress monitoring;
- ongoing curriculum development to ensure alignment of instruction with NYS standards;
- utilizing NYS assessments as models for classroom assessment;
- using assessment analysis to pinpoint instructional areas in need of improvement;
- working collaboratively in horizontal interdisciplinary teams and vertical K-12 content area teams to align and improve instruction;
- ongoing analysis of passing and mastery rates throughout the year;
- providing high quality academic intervention services to struggling students; and
- integrating target academic vocabulary across the content areas.

# Analyzing Data—The Basics

- Gap report—shows the difference in percentage answering the question correctly between class, school, district and region (all districts participating in the Data Warehouse).
- Cohort Data—shows a comparison of the same group of students as they move across grade levels.
- Value Added Assessment—measures the growth of the same student over time.

# Longitudinal Data by Grade Level

(a different group of students each year)

## 6th Grade ELA

School Year	WH % at level 4	WH % at 3 & 4
2008-9	16%	91%
2007-8	11%	85%
2006-7	14%	79%
2005-6	20%	73%

## 6th Grade Math

School Year	WH % at level 4	WH % at 3 & 4
2008-9	51%	94%
2007-8	31%	92%
2006-7	29%	82%
2005-6	13%	69%

# Cohort Data: 7<sup>th</sup> Grade in 08/09

(the same group of students as they move across grade levels)

## ELA Assessments

WH/Level 4    WH % 3 & 4    Region % 3 & 4    Regional Gap

8th Grade (0910)

7th Grade (0809)    7%    92%    90.2%    +2.2%

6th Grade (0708)    11%    85%    84%    +1%

5th Grade (0607)    5%    70%    83%    -13%

4th Grade (0506)    13%    85%    87%    -2%

## Math Assessments

8th Grade (0910)

7th Grade (0809)    36%    98%    94%    +4%

6th Grade (0708)    31%    92%    90%    +2%

5th Grade (0607)    22%    80%    89%    -9%

4th Grade (0506)    36%    90%    92%    -2%

# Longitudinal Data Analysis

- WH shows steady gains in percent passing at most grade levels 3-8.
- Need to focus on increasing percent of students scoring at level 4/mastery.
- WH is not closing regional gap at some levels in spite of steady gains because region is showing higher gains.
- In subgroup analysis, gap remains in ESL, poverty and students with disabilities compared to the general population.

# Future Recommendations:

- Provide ongoing training for administrators in Data Warehouse, goal setting and strategies to improve instruction;
- facilitate the development of a district data assessment plan outlining specific use of data at the building and district level;
- schedule NYSTART and Level 0 training for clerical staff and building administrators;
- conduct ongoing, enhanced meetings of the district data committee;
- increase the analysis of data at the kindergarten center;
- compile and analyze regents and AP data across discipline areas at the high school to set instructional goals;
- compile longitudinal SAT, graduation, and college entry data for use in identifying areas for instructional improvement and setting goals;
- utilize additional forms of data, for example: portfolios, attendance, activity participation, parental involvement, feedback surveys (students, parents, community);
- begin to examine longitudinal case studies to measure the impact of interventions and identify indicators of success; and
- establish district-wide instructional goals following the analysis of data.

# Our Goal:

...to analyze data effectively in order to improve instruction and raise student achievement...

*and to remember that*

...each number represents a face and a handprint...



■ Questions

■ Comments

THANK YOU!