



Complete notes from  
**small-group conversations**



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## Southern Tier Table Notes

1. **How accessible do you feel student data is to educators? Do you feel as though this level of accessibility is adequate? Too much?**
  - Not adequate/It would be nice if it were more accessible
  - There is good data out there, but educators are still asking us to get it for them
  - The perspective of student data to educators is very different based on the district you're in: In current district, whatever is given to teachers is all they have access to; in my other district they all had access to the data. Currently it is limited access. There are some fields in SchoolTool that we automatically populate. Information is only available if a teacher requests it and if it can be fulfilled.
  - Our district is just transitioning to SchoolTool. Teachers have access to those scores in SchoolTool, it varies by building in my district ... focused on middle school, we use Google Docs, elementary school has data everywhere – a lot of requirements on teachers to turn in data and talk about data; in the high school it is more departmentalized. We are moving toward a district vision of what data looks like so that it is equal across the board.
  - Whatever data our teachers receive, we disseminate. If my staff had their own access they wouldn't have to wait for me to prepare reports, for staff to have access would be wonderful, even how we track behavior.
  - We are all over the board, all teachers have access to surface data and I would say about 1% use it. Teachers don't always find what they're looking for. Surface level data is very accessible (state assessment, IEP, 504 plan). On a building-to-building level we have principals that are more comfortable with the data either through RIC or state website. In some ways I feel like there is too much out there ... sometimes I don't even feel like I know what's out there, lost in the world of what's what and what will be useful to who.
  - In the RIC – I have a different perspective. I just hear what I get back from districts. There is a lot of data and tools that some use and some know it's available and just don't have the time ... rely on admins and district data coordinators a lot because some of the teachers just don't have the time to go in and do that themselves, others love to get in and play with it and learn.
  - Purpose of the data is essential. As a system in education we have to have those difficult conversations, the underlying security piece, a lot of turnover in our district, getting to have those conversations about what we're supposed to be looking at, narrowing our viewpoint – because once you know what you're looking at you don't need to remove all of the other data, not eliminating the data or make it BOCES-wide, as a BOCES we could select where our data sits.
  - Superintendents love the regional report. Now it is not a principal report, it's a float over and numbers highlight report. Supers want a printed report rather than digital report. We have the same data but you can no longer see it the way you used to see it, what do the superintendents want to see, educators need to see, parents need to see?
  - In transitioning to a new job I have been able to see how different the data is from one RIC to another, constantly changing – it has been an interesting transition to go from one RIC to a district ... wish that it was more user-friendly and same across the board.
  - Every RIC is different, we employ data coordinators, manage data and data coordinators are similar

- HS guidance secretary works on the data and pulling the reports, she is self-trained
- HS guidance secretary does CRDC reports, curriculum and technology reports
- Data is not that assessable, especially from the state. Dealing with NERIC was great. Could see what students were doing with assessments and indicators in one place
- ... timeliness of data is ridiculous ... turnaround time
- We can get data but it isn't new ...
- It is up to schools to put dashboards together to see data over time ... it gets fractured ... can't compare the 2015 to 2017 data
- One of reason we don't get data is it isn't a comparison because scores and tests change. There can be a benefit to change but skews longitudinal data
- ... we do cross walk with standards that are similar that would continue the trend. Anything we can do to make the data easier to use.
- Agree with frustration but there is plenty of access to teachers from many data points ... at the individual teacher level it may be overwhelming but data is available.
- ...just because data is collected doesn't mean it is good.
- ... affordability of buying different systems – only job was analyzing data and giving reports to teacher. Too much for one person to do.
- Teachers have a lot of different data. How to use Regents data in real time as students move on after test results are known? We need data to come back to teachers in a reasonable time for teachers to use the data.
- Transient students are challenging – because data may come from different SMS. Would like a statewide system to be better able to track students.
- Out-of-state student data comes in incomplete.
- Switching from one SMS to another is challenging ... want data to be the same from district to district ... we left eSD and went to SchoolTool to be consistent with other districts
- We should network with other states as they we through this ... uniform transcripts a great topic.
- Data is highly accessible
- SchoolTool is pretty open; PowerSchool was pretty locked down
- ... demographics, IEP, discipline, etc., is accessible; student data for academic level is not as fast as we would want it to be
- RICS have a lot of Level 0 and Level 1 data, but how do we get the time to inform teachers?
- Student accounts are more secure, less accessible
- How reliable is the data? How do we use it? Do we want it to plan instruction? intervention?
- It's not timely (state test data)
- There is a lot of data, everywhere, access is out there but difficult to find - accessibility and who has access is the concern, does staff know how to use data once they have it? ... extremely time consuming ... data is all over the place ... multiple systems to

pull data from ... human element to pulling from all sources. Every RIC handles data differently, some have great reports, others do not. This affects access to information ... one application to send data to (Schoolzilla) is very helpful to go to ... but still a manual process to get data into system ... lack of staff with effective Excel skills

- Data is there but difficult to put hands in usable data (accessibility of the data), this make it difficult to use the data to impact students who are struggling.
- District Admins (DA) in district feel like they have enough access to data
- Some District Admins (DA) do not feel like they understand what is available to them
- More seamless way to pull together data – discussed multiple times (*question 2*)
- Too many different places to go
- Need to share more information (student, intervention, IEP, etc) for transient population
- Data needs may be different for different size/demographic schools
- Data is late from the state and assessments keep changing so it's difficult to use the data in a meaningful way
- Data needs to be valued to be used
- State has been pursuing data for 20 years... what has changed?
- Teachers currently do “local” assessment within grade levels which replicates work
- IF we believe data should drive instruction THEN we should give them the time to analyze (not more stuff... more time)
- Implemented GWYN (get what you need) analysis of data
- Need the teacher voice to help inform this plan
- Opt outs are an issue in districts. Need a way to alleviate that concern with parents.
- Teaching is much more complex

**2. In an ideal world, how should information about students and staff be used?**

- Many data points and centralized dashboard for information that is a direct use in classrooms for teachers and students
- Can be some general statements and data points for students
- Access to data for parents to help inform to help instruction for specific child
- One seamless place – data that is immediately useable in the classroom, daily
- Data needs to be correct and districts must have confidence in that data
- Three day assessments with actionable data received back to districts within the week
- Would want teachers to make decisions based on actionable decisions
- Students need access to their own data
- Data needs to be understandable
- The parents that have students that need the help the most need help themselves understanding how to help their own child
- How do I get the data to help inform what I need to do next with a student
- Best teachers are already using the data to help inform their instruction

- Social workers and interaction with the data
- Peel back the onion on that one: how accurate is the data? How accurate is the assessment? How accurate is the curriculum? How accurate is the instruction?
- It almost has to be teacher-made assessments
- We have PLC meetings, we have all of their F & P data, we have interventions in place, we plan to look to see if they are growing and intervene as needed, but time is an issue
- Data reliability is key, then how are we going to use it
- F&P is more authentic than Star testing or computer tests: listen to fluency
- You have a teacher and a student, there's a conversation and the teacher knows where the student is and uses that authentic information
- Plan backwards: what do they need to know at the end of the year, differentiate based on a pre-assessment and periodic assessment
- College prep has a disconnect in the foundation of authentic assessment
- Consumer of the data: teachers, parents, administrators, industry
- Parents- What do you want to see? Climate survey shows parents aren't getting what they want despite us feeling we give a lot, so what is the information they actually want?
- Family night second week of school- teachers have conversations about where they want kids at end of year, where they are now, and how we can get them there, we need you as a part of that
- Online gradebooks give a huge window in. Do you want comments? Do you want a profile of activities, etc? We think we are giving you this information that is important, but is it sufficient?
- It seems like state testing was important years ago...did my kid get a 3 or a 4? Now people don't seem to care as much? Should we be putting value in that test, or should we look at the students' growth and overall profile?
- Public schools don't require competition to get into good schools, location matters
- We are teaching to the standards not to the test
- I'm not going to spend a lot of time on state tests, I'm going to focus on teaching to read, teaching to problem solve, handling discipline
- the ability to integrate data between platforms is important, standardization
- Application (Schoolzilla) to pull data has been helpful in some districts (ie: students attendance in a calendar, easy to use and understand). Spend too much time searching for data, which takes away time to use data to improve student's results. We need to get to a point where pulling student data is easy so we are spending more time impacting students, being more proactive and not reactive.
- What does data help you do? Impact students' scores and results on state testing. Looking at data and finding what intervention the student needs instead of. 3-8 test results need to come in a quicker time frame, by the time schools are receiving the data students are graduating and moving to another school (ie: 5th grade to 6th grade).
- Data needs to be available earlier in the year to impact instruction. Schools are getting this data too late in the school year. Systems are cumbersome for teachers to enter student's results.

- A lot of data being collected on students but then finding an easy way for teachers to get this into systems is a big time commitment and challenge for teachers ... limited time in school year.
- Data is driving curriculum and not student needs. Teachers spend all year working with students and all of that is thrown away - the only thing that counts is how a student did one particular day, test.
- Data should not be used to judge, it should be used for student improvement (everyone seems to agree).
- Growth and learning and not evaluation, non-punitive.
- Once it is moved away from accountability system, results would come in more quickly. Move out of political realm.
- Scored regionally, and could create action plans.
- Let us take care of the issue now. AIS is trying to pick up the slack. Timeliness is huge.
- Data is most meaningful closest to the schools. Needs to come back quickly
- Transparency is important. Not there yet politically. Parents do not know that we are entering points about students
- Know there is a parent's bill of rights – is there is a student bill of rights?
- Once it is out there it is out there.
- Students need to grow and make mistakes. Use data for growth. Do not penalized
- Behavior data doesn't go away. Very personal data.
- If we're talking about assessment data, the reports are good, what kind of data?
- Collaborative – I think data should be used to help us find ways to progress, whether with staff or students, if we can change the mindset of the different scores and can we help see how to minimize the difference
- To me even let's take the names off the data, where are the struggles and strengths? It is less about who is the teacher, who is the kid ... I want to see education move forward ... It is almost excessive now with ESSA, to me either kids are struggling or they're not. We're going so deep into deep dive stuff but I don't think that should be our focus, let's just see what we need to do next.
- Culturally responsive, we're still looking at things that are common sense.
- It's hard when you don't have huge subsets of data, not a lot of culturally diversity so our sub groups are so small, it's difficult to find any value
- Pay attention to the demographic data but pay closer to the academic data, less on the demographics ... still our kids – we need to get all of our kids moving, let's dive deeper into the academic
- No diversity in our school at a class size of 20, data comes in late so that can set us back ... some of the results at the end of the year – we met with our team and they personalize it, the staff take it to heart and feel it personally. If I could come into a meeting and take the person's names off of who is struggling – how can we help that student?
- Our board loves the reports that show how we perform compared to districts our size ... the neighboring district ... just because it is similar size isn't the same



demographics. Comparing apples to oranges sometimes when they compare to other districts of similar sizes, there are a lot of things that you can't control

- I would echo that all of our data is to improve outcomes for kids, ideally we would have the right data to improve outcomes for our kids.
- It should be used for strategic and instructional planning, building partnerships.
- To increase educator effectiveness and students' learning
- To inform student learning. It should be purposeful- from strategic planning, down to identifying skills that students need and identifying next steps. It needs to be easily accessible to teachers to be able to utilize it in this way.
- Big data is not accessible to us. We need to be able to paint an accurate picture. There is more data that is out there that the schools don't have; data that paints a far better picture about students that we can't even see

**3. *It has been said that our current data system was built for collecting information rather than analyzing or digesting it to inform decision-making. Some educators have expressed a need to have a system that connects information to better inform programs and services for students. Do you agree with this sentiment? Why or why not?***

- a. *Are there connections you would like to see made between different data elements that you currently don't have access to?***
  - b. *Is there information that is NOT currently collected that you believe should be?***
  - c. *Is there information that you have to collect now that is of no help to you?***
  - d. *Are there ways that you are currently connecting different data elements to inform instruction and affect student outcomes?***
- Agree that system was built for collecting. Analyze – great attempts are made in our school district but not sure of results
  - Difficulty of not having data coming back
  - Nothing worse than entering data and it does not come out correctly. Tone of duplication. Frustrating.
  - It's currently a horrible system. It's all about accountability. It is not accessible to teachers to inform instruction; it doesn't synthesize anything for us, not of that exists.
  - It is a compliance exercise that procedures no valuable information. If it were designed around instructional value.
  - Districts are looking to develop local systems that can inform instruction. Some districts have the resources to do this, and some do not. Some of those systems cost a lot of money.
  - And you need right minds to carry them out
  - In our RIC, there are different levels of data collection. You start with student system (School Tool), they all feed up to level 1, level 1 was originally built for instructional purposes, most level 1s still have a huge amount of data that you can use for instructional purposes. It can get lost because there is so much need to report to the state ... people spend their time worrying about what they're reporting to the state rather than focusing on analyzing data for instruction.
  - Data is there but it just gets lost .. everybody works very hard to make sure their data is right ... the current system is built for instruction and state reporting – I don't think

it gets separated out ... the district data coordinators have access a majority of the time ... their time gets swallowed up by state reporting.

- The system is there and the reports are in place ... ideally could you have an instructional support person that focuses solely on instruction ... everyone wears 5 hats or more ... the systems are there, I don't know how to get that out there to districts
- The first exposure I have to anything that the RIC provided was data conversations ... as a teacher I didn't know we had reports that did that 10 years ago ... I hadn't heard of it until I became a data coordinator
- Separating it out – even something just as simple as hovering over something so you can see what report you're going to get would be great ... skills by student, by regional comparison ... I don't know how I will get to all of it, it's a struggle to find what I am looking for ... would like something more user-friendly.
- From a state perspective – I think the state system is made for collecting information ... data is not overly useful to us, internally our systems of data inform our practice much more so than what we get from state reports. Skills reports are telling me that something else is at play and then teachers find no validity in that.
- Mindset of someone working with the data ... data coordinator cannot be the data security officer because it is a conflict of interest, I pull all the data and I am also on the front end putting all of the data into the system.
- The big push has been data clarity, concerned about making the information in the report is accurate. I don't have time to look at it and analyze it ... collaborative conversations can help with this.
- This year I pushed cognos and level 2 reporting to the principal ... trying to get it pushed down to the teachers, but the stumbling block has been the union ... the union does not want the teachers to have this information ... if we did PD about responsible data would mitigate ... we're changing a culture
- If I can push the data to the teachers then they can do the interpretation and analysis ... do not want the state analyzing the data. So much so as this is what the data is ... I'd rather the people using it (instructors) analyze it
- In an ideal world, could there be a way that teachers are given their data? Level 1 can be as is, is there a way that teachers can have that information right at their fingertips? Level 1 in cognos, it can bring it all the way down to the teacher level ... can have it at the principal level ... RICs are in conversations, have heard the same concerns about teachers sharing data ... challenge you get into is in the special ed programs, narrowing the special ed population is difficult
- Gives some, can't analyze fluency
- SchoolTool helps support but is limited, we've reached out, but it's a work in progress
- Support in how to access the right data and have strong data discussions is needed, what should we look at? A lot of the work is surface level, not because educators don't want to dig deeper, but they don't always know how
- Item analysis, vs standard based data
- Absolutely yes, this is a collection system to report to the state (required data)
- We are stuck in boxes, it is difficult
- Filters are difficult for educators

- Higher analysis of trend data
- Accountability report, where do we even start? So much data, what should we focus on? We had to develop our school leadership plan from all of that, we probably could have spent 10 more days
- SchoolTool is working on dashboards
- Is there data that is useless- I think every piece is useful somehow
- Are you duplicating? Trying not to, keep time in mind
- We tend to take on too much and not do as good of a job as we could
- Over Collecting granular RTI, ClearTrack
- What does “at grade level” look like? F&P? iReady? State Test? The level of rigor is all different.
- What do our kids need?
- We need consistency. Early years debate social vs academic
- We need to close gaps so they don’t compound as students progress through grades
- State and federal data requirements such as civil rights and BEDS have no impact on the classroom
- Much is required but has little to do with educational impact
- The state collects a lot of data, informal data can drive instruction (ie: what they like to do, interests, siblings, etc) ... can help hook students into instruction, looking deeper beyond numbers (ie: graduation rate for students who stay in 1 district K-12 vs students who constantly change districts every year).
- Tracking students within the same district but consistently move from elementary school to elementary school throughout their K-5 career. Tracking students who refused 3-8 tests and how they did on Regents exams and high school results. Looking up students using nyssis would help but most don’t have access to this data.
- How long a student is on a bus and how this impacts their results.
- How many books are in the library? Example of data state is collecting which has no impact on instruction.
- Civil Rights Data Collection, a lot is duplicate data which is already being collected by the state- then CRDC says it doesn’t match the data they collected from the state (all agree). No transparency for how this data is being used and it seems unnecessary, it would be helpful if the use of these data was better explained on how it is being used. “This is data we have always collected”, ePMF data is only collected for out of certification reports ... all other data is already captured in other ways. This is a waste of teacher’s time (all agree). We can give teachers access but if it doesn’t change the conversation of “why we look at this data” and more looking at student outcomes instead of just state test scores.
- I don’t know what I don’t know, I’m comfortable with where I’m at, I know how the data connects and how it all talks to one another.
- I don’t know what I don’t know. Don’t have access as other people. Whole page of SIRS reports out there that people don’t know about. Need a description of what those reports are used for and give them access. So it can be disaggregated. Level 2 data

- Went through every SIRS report and data he didn't know was there. As a principal did not know where there. Connective tissues within systems not there. Went with one unique identifier for student so data would follow student, but doesn't follow student.
- People don't know they don't have to hand enter data. Just call the CIO and they will spit it out. Need a description of reports
- Follow a child through longitudinal data
- Is there anything not collected?
- More data should be collected on social emotional elements of a student – compare with chronic absences
- Too much data already collected
- School Tool – so many tabs and layers and doesn't all get put in ... we have the capability to check on students special education ... either they are not used or are used in a variety of ways, which creates a challenge ... addiction council and the state police federal law enforcement ... there are addict maps where you can see where overdoses have happened, would it change the service for the student? How big does it get?
- Information that should be collected?
  - Information related to SEL
  - Sourcing out outside data agencies; things that are collected but not in the schools (county, DSS, other outside data sources)
- Requests for data are out of control, has gotten better over the past few years
- CTE data requests are clearer
- Yes- right now it is all about compliance, accountability. It is not synthesized in anyway ie. civil rights data, PD hours, certifications, BEDS data. It is all very time consuming, but I don't know how it informs practice
- Everyone is collecting data and none of that is shared, especially as we think about systems of care and all coming together
- A lot of isolated systems ... interventions tracked in one system, log into another system for other information ... ideally we could log into one system and find information about a student
- You find that individual districts have preferences about what system they use. Districts want data imported into different systems
- What do you think about the CRDC report? No! People spend so much time on this report and it is a federal report. They don't speak to each other.
- Major suspensions I can tell you because I'm in a small district. I can't imagine for a large district. How accurate are these reports?
- Someone at the federal level may need to make it a way that we can extract or that state ed can provide. There are other states who provide it for the school district. The city RIC made it a service that you can buy into and they'll do it for you.
- There is a massive amount of data pulled but not for any purpose that is ours. Doesn't correlate back.
- Not sure what will happen with teacher attendance data
- Data is not valued that is being reported or how it will be used

- Where does data go when a student graduates?
  - 20 years ago who would have thought you would look at social media when a person interviews?
  - Setting people up when they get into the real world because of how they were like as young students.
  - Social security numbers of students was hanging around and who knows where it has ended up.
  - We used to use social security number to get grades.
  - Student IEPs seem to be too accessible
  - Longitudinal data is so important so changes to systems are limited as much as possible
  - Staff phone numbers ... balance getting them info vs breach
  - Levels of permissions in the program we use- who should have what? Educating on this...
  - What we really need is a data security officer at each district
  - We have faith in our BOCES and RIC handling reported data
  - We pull spreadsheets, cross reference to find out other information.
  - Trying to build local system to get full picture of student (ie. pull different data into eDoctrina, Schoolzilla, etc.) ... We are all trying to build our own systems; districts connecting many different data elements
  - Don't have enough time in the day to connect information from different systems.
  - Connect information by collaboration at grade level. Benchmark math during common time.
  - How do you get the story out of the data?
  - Forensic data analysis
  - If there is a way that information from all the 3rd party vendors can be combined into one report
  - A student profile
  - The more data elements that are being collected, there is more compliance data available, not the useful data that educators need
  - Not enough man power or time
  - I would like to connect information from different systems – the potential is there or if you find a teacher that is into it you can make connections. Led other grade levels through their test data.
  - To some extent, we hone in on other student data points – kids who do really well we never look at their data points
- 4. Is there any information that for privacy/security or other reasons, you believe should not be collected from students or staff?**
- Social security number
  - Continue to hire social workers who are gathering information about mental health concerns. Need a way to track it, but not using a good tool that is secure. Out there in some format.

- Opens up to different levels for FOIL. Releasing sensitive stuff. Wish there were a more thought out policy.
- What we collect at this point is okay – I know that as far as teachers sharing ethnicity was tough, there was a small vocal minority that does not want to share ethnicity
- We heard that in our region when they wanted to collect for staff, staff was resistant and uncomfortable about giving out more information
- Breaches are a concern – most discussions around corporate/vendor systems and concern over vendor advising/notifying districts of issues
- I can see both ends – afraid of how it will be used and if it will be used against them
- It depends on how secure your systems are
- It is a huge concern
- Teachers don't want to put their SS# in anymore
- Example: Doctors office have to provide all of this information; we have already given it all away
- Unless you are 100% secure, you should not be collecting any of it
- When you look at wrap around services for students, there is a lot of info that would be helpful that we shouldn't necessarily have.
- We get into HIPAA regulations- pretty restrictive
- If there was some system to de-identify their information, have a key to encrypt it and only get the key if you need it
- Those not giving up their information will be the less fortunate (re. Story about the future)
- Every time you contract with a new vendor, it is a worry. How do you know? The more technology in schools, the harder it is. You want them to be risk-takers, so it is a worry
- Parents haven't consented to that
- But you have to be able to function in the world and know how to navigate these things.
- Teachers feel uncomfortable inputting salary data. Staff don't like putting in their social security data due to data breaches. We don't collect ss numbers for students anymore.
- a. Are you aware of existing security provisions surrounding student and staff data in our schools? Are you satisfied with these provisions?**
  - Yes, and it is a huge step in the right direction. There is a regulatory burden, but it is going to force the awareness level for people. People will know more about the risk. The scary thing is that we are not addressing this nationally; states are approaching it in different ways. Europe has covered it broadly; it's the person's data, not the education system being held accountable
  - Yes and yes – I know BOCES have our backs
  - RICs are really into trying to help
  - Just because there is regulation, it doesn't make it so, not everyone will be compliant.
  - Regulations will force the issue across the state
  - Concerns over breach – purchased cyber insurance policies

- Many districts across the state who have been hit for ransomware were not using the RICS for support, were almost all trying to do their own thing locally. The power of working together at the RIC level
- NY has a history of local control and it is not going to change
- Follow-up question: What do you think would work instead of moving away from local control?
- Modernizing how we move data; there are ways of moving the data that force the standard. The data warehouse system today has to be loaded to level 0...it's an old method of moving stuff. It was built in 2005.
- What do you think is in the way of that?
- Companies are buying up other companies and will offer you the full solution. They don't want to adopt a standard. We have a standard but you can't enforce it.
- If we could enforce a standard way of moving data (NYS)...what would it take to get us there?
- That would be an actionable thing we could tackle
- Use Transversa for transportation – stored off line. Contract with agencies, where data is communicated. What will make a district liable? Looking to put safeguards into place.
- Nurses collecting information for health records for students – How is that information stored?
- Provisions are good but can be better. Knowledge of data security is being improved and best practices. Ed. Law 2-d will steepen. More knowledge.
- RIC One API has not gotten widespread adoption. It has not been stated that this is the way it is. There needs to be money behind this to get this to take off

**5. *Is there anything we didn't address today that you would like to add?***

- Will you share the notes out at the end?
- Will you share the PowerPoint?
- What kind of data? There are so many levels of data. Assessment, demographic, program data, student daily attendance (clarify first question)
- Instructional vs state reporting data analysis – two types of analysis
- More communication, networking, connecting and sharing like this session is so important
- What's working, what's not? Let's share and troubleshoot together.
- How do we get data quickly and get it to teachers to use, usable, time to plan as well. Silos of data which are not talking to each other. Getting data from component school districts and understand what you are asking for, is a huge amount of time. Some districts are still using handwritten forms, still a process of sending paper forms to districts instead of being able to digitally transfer student files.
- Worries with vendors and compliance
- Is this a forgone conclusion that this is a plan to move forward or are the conversations going to help steer whether or not to move forward with a plan for data?

## North Country Table Notes

1. **How accessible do you feel student data is to educators? Do you feel as though this level of accessibility is adequate? Too much?**
  - Ton of data/ variety of systems/varying level of access where it comes together meaningful
  - Depends on what you are looking at
    - making decisions about what people see or don't see
    - based on specific programs/teachers
  - What's important to report ... huge amount
  - Frustration based on items to produce, reproduce - must be an easier way to streamline the process (on the back end)
  - Redundancy ... lots of software products tools at our fingertips ... must be a way to streamline on the back end. How are questions tied to a standard? How does it affect/ effect students? To best address needs at student/ class level.
  - Tying to standard is commonality.
  - Lexile levels, standards being the same. Sandbox = equity
  - Educators need access to reports ... don't know what they don't know
  - Time is a factor, not all admins are at the same level knowing how to run reports
  - Ton of data out there ... having the time to break it all down, peel off the layers to get the standards
  - Similarities of districts in certain pockets. Who would have access to this data? How would training of this software be handled? How would we be able to share this data across communications?
  - Standalone tests ... consistency across platforms/software programs ... Aug-NYSTP score delivery has to change if you've been checking NYSTP all year.
  - The lag in state reporting- metrics of test ... disingenuous-ness within the state "puts a lot of eyebrows up."
  - Something backwards ... think of tech integration ... What do you want to do? What are you trying to do? Need a system where is the student all year long.
  - Paper test/Iready-focusing on a standard. All info has to sit somewhere.
  - Attendance, period by period. What's going on school wise?
  - Purchased Iready to see where students were on NYSTP. 2nd BM-Predicted proficiency-toolbox. What is the level of over testing?
  - All pieces can be tracked
  - All info in one piece.
  - Assessments taking away the magic.
  - Incredible amount of data.
  - Boat load of data ... some hard to find, and key reports that key into quick teacher references and make sense of it ... Sometimes it is difficult putting your hands on for actionable decision making.



- Frustrating to get data to schools but then no one digs into the data.
- No money, global platform everyone can use and teach. Composite information readily available ... find a way to digest and be user friendly. Need to have more visual than informational, not having to line up various columns to come up with what you are looking for.
- Finding the data you want takes too much time ... only specific people have their hands on it and have to retrieve.
- The outcomes are too late. Some data is useful but most not. Is this information ever going to get to be teaching instruction? It would be interesting to have a portal that all districts have the same platform. Teachers have no data on them all the time. The chain breaks trying to get it from the top to the teachers.
- Depends on grade levels and the amount of information there is (ex. UPK groups); Google sheets seem more user friendly and more accessible. No time and teachers have access.
- Portals don't talk, too much to know for a teacher to get the information they want. Too much data can cause issues, projections are good for stepping into action. It is almost like the portal creators have more insight/say/persuasion than the educational institutes. If you do get into hands of teachers, it tends to be the wrong data that they want.
- The data may be accessible but is it used?
- BOCES is hosting a lot of data but noticed that districts aren't accessing it
- Time is a factor
- Understanding the value of it, is it a priority to the district?
- How it factors into APPR is a factor?
- 3 Different Reports-Economically disadvantaged, SWD. Where are the gaps? You have to do that manually- but that's very cumbersome.
- Would help if districts could click a button and pull up multiple subgroups and compare them.
- Districts are so challenged for time.
- Gathering information and bring able to interpret it is labor intensive
- Access to student data in different platforms - Teacher data, Iready, IEPs
- Teachers have access but they have to figure out how to get it.
- There are so many different systems
- How many usernames and passwords can one person have?
- 3-8 Scores – 3 Months too late. Platform is difficult to access.
- Timeliness of assessment data is unfortunate
- We could do a lot with summer if we had the assessment data in June
- Feels like by the time we get “good” at what we have access to everything changes.
- Districts can't get enough subs, so it's hard for teachers to be out of school once the data is made available.
- We have a lot of data- but it's the knowledge of what to do with that data.

- There's not a level playing field even among RIC'S, RIC'S aren't working together
- Access to data should not be dependent on zip code.
- Not sure how accessible I feel data is. As counselor, have much more access to data. When students enter, counselors get information ... teachers do not feel like they receive enough information. Accessible data for students who move around.
- So many different types. ST is good b/c it contains a lot of the critical safety information for the kids (pickup information, health information), NYS assessments, how to keep a real good record of AIS information in ST ... how do we get easy access to information?
- Cognos > very sensitive information. ST > not quite so sensitive. IF the two talked to each other, it would still be limited by Cognos access.
- We never get the state student data at the teacher's desktop.
- Software that gives teachers the ability to access student data at Cognos level.
- Less interaction with student data, more with security and moving server data ... I think we are sharing too much information with the outside 3rd party vendors. Do we really need the address for OneCallNow to work? SLLB massages the data from the district for the vendor. Notice that there is a lot of extra data ... do they really need all this data? And then when there is a data breach, where did this come from? The school? The BOCES? The Vendor?

**2. In an ideal world, how should information about students and staff be used?**

- Time lag between admin of tests and scores coming out; predicted proficiency err on the side of caution. 50th proficient (nationally)- in Jan.....in Aug should be proficient. Is there a measure we all use?
- What's happening between benchmarks?
- Average should be proficient ... maybe changing the definition of proficient at 2nd grade level.
- Students that move into district; based on info unsure of info if students talked to each other.
- Transit issues between schools.
- Enrollment issues: is data moving back and forth? What is the lag time?
- Concerns about lag time.
- Communication on special Ed-Psychologist is reading "something" specific report. Teachers need this level of access, need a constant flow to the teacher. Are bellringers at the right level of need? Addressing standards?
- If a student moves into my district can I get that data?
- Ter/RTI data is harder to get, everyone has their own system.
- Stop reinventing the wheel.
- Lots of systems recording data, there are multiple layers. Level 1, Level 2, cognos/CIO's ... a different system of data info is still confidential.
- How to get teachers what they need? How can we share Data?
- Data is there ... how to get it where it needs to go?

- What data is needed for what purpose? What do we do with it? What action do we take with it?
- Reflect on last ten years data to create summer PD ...Revamping of units based on student scores.
- Antiquated System
- Struggles may be different with a new system
- Teachers with access to COGNOS
- Unsure how/ what to click
- Is the data you are gathering giving you info you didn't already have? Easy/medium/difficult questions looking at engaging for personal value of each questions, interpretation of things. Teachers can struggle to interpret data.
- Tried with two/ to get help.
- Help? Pulling reports or working with it to interpret data?
- Reason we purchase IReady – gave us a toolbox (suggestions) and all resources in one place. There is no perfect software they are correlated! Swimming through the data swamp!
- Data swamp-depending on how much training is done around what report to use when? Materials do have some reference materials how to put the data into action!
- Centralizing the data
- Formative/quick pieces. All should go into one piece into one place standards based.
- ... to drive instruction, more reports but more marrying, so lots of repetition. Paper copies aren't helpful and need to have charts and colors to click onto hyperlink for visually easy to understand.
- We make students be responsible for their data, we should also have responsibility, we have to communicate with DDC, doctors, counselors to ensure all departments/ agencies have the same information. What about helping with interventions without people being vulnerable. Have to be so careful, especially with Law 2D. We need one solid platform for all educational institutions.
- SchoolTool and BOCES students with grade sharing, we shouldn't have to hand push data for these situations. The follow through stops because run out time.
- ... align more with our benchmarks and housed in the same place. A universal dashboard; not everyone accesses the Cognos reports. Unless you are the data person, many reports are a set and forget process for how to get to Cognos reports.
- Dashboards: School Tool for communicating with parents and students.
- Platform needs to be innovative. How does the data apply to the people who have access to it?
- It would be helpful to set up cyclical structures- but that would need to be local decisions.
- If you had those structures, similar points that were being compared.
- We're always reactive vs being proactive
- ESSA is all about equality – but very few small districts have a CIO with the skills and knowledge to really understand the data that is available.

- Information we're collecting should be used to improve student outcomes.
  - It should have a purpose
  - People aren't taught naturally how to use data
  - Using data incorrectly is dangerous
  - Should teachers have access to get all data they want?
  - Don't want to be a gatekeeper but the only thing worse than not using data is using it wrong.
  - Having the right data culture is important when teachers don't feel targeted.
  - Unless our teachers are taught how to use the data were not going to have that culture.
  - You have to be careful how you talk about data with a lot of teachers.
  - To take time out to truly reflect on the data and how to use it is challenging.
  - Sharing information with teachers is challenging- especially when the data you have is for kids teachers don't have in class anymore.
  - Security and accessibility together are complex. How do you make it more accessible and secure at the same time.
  - ... predictive intervention (scores on certain test, looking at data over the years), can be dangerous, but use real-time data to see where/when to help students > Use data more smartly
  - At the district level, you need to know that student. How much information does the NYS really need? People who interact with the students absolutely need to know who the student is. But is there a way to better anonymize the student at the state level?
  - Chinese government introducing DL technology from Urban centers, monitoring every student's face expression so it can feed real-time data. How should data about students and staff be used? You're going to run into a whole lot of issues with big brother... Predictive intervention -- wellness programs catered to analyzing data from offices
  - Equity perspective. Pulling certain data information from several different programs to see correlation. How to create equity based on so many factors.
  - Setting an individualized education plan based on that plan
- 3. *It has been said that our current data system was built for collecting information rather than analyzing or digesting it to inform decision-making. Some educators have expressed a need to have a system that connects information to better inform programs and services for students. Do you agree with this sentiment? Why or why not?***
- a. *Are there connections you would like to see made between different data elements that you currently don't have access to?***
  - b. *Is there information that is NOT currently collected that you believe should be?***
  - c. *Is there information that you have to collect now that is of no help to you?***
  - d. *Are there ways that you are currently connecting different data elements to inform instruction and affect student outcomes?***
- Yes and No

- Yes
- Autonomy of the teacher
- Agree. If admins decide what you want standards to focus on vs allowing teachers to pick what they want.
- Any Information being connected?
  - Probably
  - If the sis, Wincap, student assessment get an interesting picture. What if data is used incorrectly?
  - George Jetson Machine: would the machine allow you to apply only adding filters?
  - What are you trying to figure out? What report, what filter, what if there were specific questions we were trying to answer? Create a set of filters?
  - Allow you to hone in.
- Is there information we're not getting at?
  - Level of students(HS/MS/ELM/REGENTS/3-8) All that apply.
  - How are standards cross currculating/interdepartmental?
- Not Collecting?
  - Data we don't collect. Childhood Trauma "Johnny's dad incarcerated last night." Marriage falling apart, jail/policemen, teachers/counselors. Informal knowledge.
  - Not being raised by biological parents. Trauma sensitive depends on student.
  - Standards aren't collecting
  - Not everyone needs full access, tied to privacy and security, trauma, mental health.
  - Anecdotal notes from teachers
  - If the system allowed for more note taking.
  - Should there be piece of the system available to the student themselves to have data conversations.
  - "Something you wish your teacher knew about me."
  - Data not always recorded
  - There are vendors out there attendance check. Ways to track things easier. Lunch account low, on/off bus, things that could be easily reported.
- Privacy and security matter
- Data warehouse has been stretched beyond what it was originally designed for; Ex: SPED needs and preschool students/ early learners don't fit (Stretching it to include BEDS data.)
- The current data system was built for collecting information and now it is being stretched to accommodate data it wasn't built for.
- Do we want a system that analyzes data? Is that going to help us solve these concerns?
- Not having systems that are connected-there's no one system that works- so teachers have content that is all over the place.
- The systems don't fit together.

- Does the state go out and provide a framework for what it needs or do we wait for a vendor to come and offer something that does everything we need?
- We're drowning in data- what we don't have is information
- What do we do with all of the data we have? How do we turn it into something that is meaningful?
- If you had one system that contained everything in one- it would have to be a robust system- with all this information. What would happen when a student transfers?
- It would all be there to be transferred over?
- The data warehouse specs are all the same- it's just from RIC to RIC the reports are different.
- How have the different RIC's come up with the reports they offer?
- None of us have teachers who can sit around and talk about data.
- Can't imagine there is any data that we're not collecting? We're collecting so much data!
- There's so much parallel data collection of the same stuff. Would be nice if we could streamline some of this collection.
- The duplication is a morale issue.
- It's not that the information is not important- it's the duplication and the timeliness
- The phase out of the CTE collection and moving it to the BOCES is helpful.
- Some pieces are called different things in different systems. (Ex: FRPL)
- Relationship with vendors- in order to make sure vendors understand state requirements-sometimes it is difficult.
- If we can get the vendors that information in a timely way it will give them/ districts time to comply.
- Student management needs for a district are very different then student management needs for a BOCES.
- This plan as we try and stretching the system to make it work.
- Level 1 reports to look at gaps in curriculum maps.
- Spending a lot of time on this. Data we have is good- its time consuming to build the reports.
- You need a person who can analyze the data- not all districts have that.
- This is an equality issue.
- Most of the districts in the North Country don't have someone to do this analysis.
- Design the system that collects data in a way that makes analysis means. What's our question? What are we trying to find? What do we want to analyze?
- Agree, it's built to collect information.
- Are there connections you would like to see made between different data elements that you currently don't have access to?
  - Do I have access to a lot of databases? Yeah. Are they connected? No. The links between bus rides and referral and the number of kids on the bus. Old method

was the triplicate form. Now ST is provided to Bus Garage and monitors. But the ST reports don't say anything about the length of bus rides or number of kids on the bus.

- Librarians do a once a year export, and have to hand enter any changes. OPALS > ST? But what are the consequences with too much data?
- School is so small that information is known. But it's knowing the information between schools. Community organizations like foster care. Information is hard to get, but it's good to know if there is a kid who has a history of trauma, for example.
- If a student comes into a district without any information, what would the teacher data? Who would be given a fresh start?
- Retained discipline information so student is given a fresh start upon transfer
- Need a one stop shop to retrieve data whether you're a teacher, principal, student, in NYC or Upstate NY.
- Is there information that is NOT currently collected that you believe should be?
  - More communication about the availability of what data is there. A lot is need to know.
  - Extracurricular, interests
  - Social/Emotional that we need to collect to have a starting point/baseline. New standards to review.
  - Compare against to Regional districts, better validate cohort and similar district climates.
  - Financial struggles for us up here in the Adirondack region, SLL BOCES region.
- Is there information that you have to collect now that is of no help to you?
  - ...trying to think of federal mandates....
  - CRDC in ST... need to handwrite out (goes more with A), couldn't ST be connected with the program?
  - New reports, VADIR is now in ST
  - It's really the means, not the data
  - Agreement
  - DS-we don't see the meat and potatoes, just meaningless numbers
  - SC-BEDs data and accountability
  - TCG-112 reports(?)
- Are there ways that you are currently connecting different data elements to inform instruction and affect student outcomes?
  - We collect aimsweb data, priority problem, and our goal, we use a spreadsheet for that
  - School based intervention program, sit down to collect data, who is on the radar. Is it necessarily affecting instruction? Maybe.
  - Discipline, attendance, social service information, multiple points. Free/reduced lunch is automatically pushed. No one needs to know that data, but the kids need the services. Flagging students for attention.

- Accountability not service
- ...having the ability to reflect back on last year and target to start the new year based on the post mortem, but too late by the time it becomes available.
- If they are going to have a repository, it should be created by one.
- Teachers don't use data because they have their own data on their desk, more immediate reflections.
- People have hard time with change and portals can show it.
- Break up the RICs responsibility and make each its own specialty.

**4. *Is there any information that for privacy/security or other reasons, you believe should not be collected from students or staff?***

- The paper piece is more problematic paper notes.
- Passwords in drawers
- Computer unlocked
- Students self-reporting; how to see that info is not used for "Bad things."
- Small schools- lots of people related (Aunts/Cousins/Siblings)
- Filters/ levels of permission.
- CIO stuff: why can't that be pulled out from SIS?
- Can go to state report card
- Number of violent, trying to report, can't be pulled from SIS.
- Systems, don't talk to one another.
- Stool system-contract for a ST.....
- Potentially data that's being collected people don't know about.
- All data in one place scare anyone.
- Redundancy
- Data breaches may be less of an issue
- Wouldn't be helpful to have everyone in one tool?
- One system
- State could pick it up.
- Share data across the SLL BOCES
- Superintendents within SLL BOCES collaborate!
- Perhaps RIC would SIS?
- Collaborate regionally by BOCES.
- As long as the platform is secure where we keep our information it would be better. No more file folders.
- You can limit who and what is seen
- People save log in credentials on computers in randomly saved.
- Use clever and can log into all
- If you aren't a comprehensive system- aren't you making yourself more vulnerable?



- NYSED business portal-that's where they do the reports but we don't have access to them.
    - Could we have something like that with access?
  - Even the NSED portal has information in different places.
  - Is there a way to never having a student name in system?
    - Separate the student name from their ID?
    - Does the ID become a new Social Security #?
  - There's a lot of disconnect for teachers. They don't always know who the students are because they don't have names.
  - Data Provisions
    - Reset Passwords
  - Biggest violators of student data are secretaries emailing information around.
  - Hard look at cybersecurity- effort to educate people.
  - Transferring information over the internet is an antiquated system.
  - This is why having systems that talk to each other could be an issue.
  - What are other states doing?
  - What are the other best practices?
  - International practices?
  - MLP lets you fudge your ssn, but you must put in your DoB
  - State mandated, but not sure why though.
  - It's interesting what EdLaw2D considers PII ..
  - First initial, last name, is identified as PII. Having an identity by # can cause issues because you might send information to the wrong person.
  - List of students and address and phone number from school when kids were younger
  - a. *Are you aware of existing security provisions surrounding student and staff data in our schools? Are you satisfied with these provisions?***
    - Sets most of them. Security v. Usability. Collaboration and sharing is a necessity. 2d is going to be a good thing for security of information. Security provisions do need to be tightened up in some areas. "Educators click on links '5x' more..." "Oh, this is a free app, all I have to do is enter my kids email address." 2d is going to help with awareness for the teachers.
    - SSN are removed from ST. Learning more of what to do with 2D
    - Less telling us why and tell us how
    - Chart, workbook, 1st year will be a little bit painful, but after that it will be easier. Review, assess, adapt. Policies need to be set in district.
- 5.** Is there anything we didn't address today that you would like to add?
- Get'er done! Don't double the cost.
  - Frustration
  - System of have and have nots

- Iready through 9th
- Iready through 12th programing at the back end.
- Engineers, to state data system Robust-ness.
- Once you have it, you will still need to train.
- Google interface would be easy kids aren't sold on school.
- Important to bring students in?
- Absolutely
- Even if it saves a few, it's worth it!
- Potsdam- app
- "See something, say something"
- What are student perspectives?
- Homeschool kids. Where do those kids connect in? Is a homeschool parent going to be allowed the same tools for analyses? Private sector. Independent schools.
- Will any of this data be passed onto college for the students? Or does it end after they graduate?
- ESSA (acronym?), College Career,
- Cognos report has the data. Better than nothing.
- Where does it end? When does this stop? Are you following actual student data through college without their knowledge? When does the data expire?
- ... they are aware, but they might have an opt-out. NYSED would have best answer to that.
- ... we need programs to maintain our logins for other portals. Sometimes it seems like we need to pull back. Small schools don't have the time and attention. Teachers using apps. Be easier to be in State contract for these details.
- ...there are things we aren't aware of that will get us later.
- We have to be more efficient and try to work together across the region. Tear back and start work together and make it about the students rather than replicate everything.
- One portal for whole state ... specialized liaison to help whole state ... less money in third party portals

## Syracuse Table Notes

### 1. *How accessible do you feel student data is to educators? Do you feel as though this level of accessibility is adequate? Too much?*

- From a BOCES perspective, educators have some access, but not enough access. PBIS data is not fully available. They can get it eventually, or a point person can obtain it. Gathering the data for the team takes time and effort.
- Barrier with knowing how to access the data; belief that it is usually available though. Access restrictions stopping teachers from getting the data directly.
- Data quality is generally good, but the time to gather the data is a barrier.
- Every admin meeting could be data training, and it still wouldn't be enough. Would still get questions about where to go to get the data.
- Building data resources within the SIS has helped to give teachers more direct access.
- Passwords and usernames are a problem.
- Different Levels (i.e. Level 1 and Level 2 reports) with different accounts are another barrier.
- Data team meetings would be more successful if the data was compiled ahead of time; key administrators have to build the data for themselves in most cases right now.
- Half a week of work per building to take NWEA data in the format that's needed.
- Having a single person/source compiling the data as needed helps keep the reports consistent across buildings, ensure everyone has the same resources.
- Everybody wants the data, not everyone has the time or expertise to build the data.
- Most of these items apply to teachers and administrators, is this useful for parents?
- Yes, parents can have a version of these resources built to communicate with them.
- Lack of unity among systems (multiple SIS, multiple assessment programs) means that a statewide solution is extremely challenging.
- Different state offices request the same data multiple times, in multiple different formats; this causes additional work to have to be done by districts.
- Lots of data out there, not many educators know where to look or how to use it.
- Teacher's data is limited to what they have access to in SMS.
- The data can be found, but human capital man power is lacking to provide information when it's needed.
- Data is available, but is often times accessible top heavy. Data is power, and can be manipulated so it is important to have people educated in data to help keep data transparent and working for the students.

- Delayed data negatively impacts the ability for educators to make clear/accurate decisions ... Delayed data makes educators question the validity of the data and understand the purpose for the assessments. Limited data discourages growth ...
- Transient students are lacking data, there is little information/historical data on them, even though there is data out there on these students that cannot be accessed by all.
- Why are 3-8 questions not fully transparent?
- From a basic standpoint the contact information and grades are easy stuff. It is hard to get access to assessment data and drill down, you have to reach out and it takes time.
- In a recent meeting the teachers are going to be getting more access in the district, through SchoolTool dashboards.
- I wonder SchoolTool accessibility is enough because extract is challenging.
- I find that the multiple data systems that do not work with one another is a challenge. The portal doesn't connect to Level 0 that doesn't connect to federal data that doesn't connect to health data that doesn't connect to data held in the district in other systems.
- I want to have someone always sitting by me when I look at data.
- Accessibility is too little as it is not user friendly and understandable.
- Some are savvier and will dig a little big to find access to data.
- Teachers often don't have access, but should
- Teachers don't realize what's available (ex. Level 1). It's starting to be shared, but they often have to go through administrators.
- There is useful assessment data in Level 1, in regards to programing and school-wide goals, but it serves more as an autopsy
- Item analysis data often provides a limited snapshot of student performance—longitudinal performance data is more useful
- We often work backwards in looking at data then coming up with questions, rather than asking questions, then seeking the appropriate data
- Districts use a variety of diagnostic data pieces, but there are pockets of teachers who use the data effectively, but many are not comfortable with data, so then they default to the 3-8 assessment data
- There's an abundance of data, but it can be all over the place, with no coherent way of using it
- It would be amazing to see a comprehensive, real-time look at a student that encompasses multiple data points (academic, Social emotional, etc.)
- Transient students/student transfers- a type of portal to share/view information about incoming students
- Subgroup data isn't easily accessible (how did a particular subgroup perform on standards XYZ)
- Depends on grade level. Elementary has better access to data more quickly. BOCES feels relationship with RIC is beneficial as they have better access to their data. Sometimes they aren't sure what questions to ask or if a specific data set is available.

- Feel there are many gaps coming out of PK and Kindergarten- what is the state looking for? We need better guidelines for data collection with these grade levels. Social Emotional skills- how are we collecting this data?
- Work with a lot different levels. It depends on whom you ask. Support COGNOS, School and many data management systems. Have everything she needs. Awareness of what is available is not always there. Like a Cognos report – get blank stares. People do not know what it is and how to get into it. Issue getting assess, but then do not know what to do with the data. At beginning stages of getting people, the accessibility and awareness of what they do have.
- Not enough information on soft data – family history, cannot compile current data
- Varied, people do not know power of data. Can track cohorts in SchoolTool, but people don't know? With students, transferring there is not a platform that districts use to transfer data about students across school districts so there are data gaps.
- SMS did not communicate well with each other
- Teacher tangible data getting better is driving instruction, but needs to be education on using only one data point. Needs to be awareness for teaching staff to say what they can use.
- Work with AIS people who are amazing but spend a lot of time in many systems like Star. Looking for a one stop shop, which doesn't exist.
- Data sets are focused on Math and ELA – it does not tell the whole story. Want more data sets other than ELA Math
- Cognos is slow and people are being blocked. Spending time to go after data when dealing with other issue.
- Need to get data that is in real time. Apprehensive about getting data that may be harmful.
- BOCES does not have access to student data. Data is discrepant. Is a big block
- Accuracy and verifying accuracy of data as a report from state Ed says it may not be
- Difficult to use state assessment data in August to place a student in Sept. Not timely
- Accessible & adequate w/in district. Looking to bring multiple data points to one place (ex: PowerSchool, IEP, RtI, assessment tools, etc.)
- Use various data systems such as Aimsweb, etc. Not adequate because it's fragmented coming from different sources, would like it to come together in one dashboard
- Improving with the addition of a district level director position. Struggle at school level, staff feels like everything is 10 clicks away and not easily accessible, takes time & skills to compile data together from multiple places
- Accessibility a challenge. FERPA has limited access. Bringing different sources together such as student management system, STAR, RtI, IEP. Teachers uncomfortable with the data systems
- Diocese doesn't follow same regulations. Multiple schools trying to connect with each other. Fairly new student info system. Student assessment systems. Principals are trained to pull data & responsible for training teachers. Teachers more involved with data when scoring NYS assessments.
- Internally there are a lot of system that teachers interact with multiple times a day.

- Data.nysed.gov confusing to administrators and teachers. Information has to be interpreted between sources. Understand where the information is coming from.
- Diocese has multiple BOCES that it works with.
- Depends on your level (teacher vs. admin)
- A major roadblock is that the data is not accessible to people who need it to make instructional decisions
- It takes a long time to get the results
- Social-emotional data is tough to get
- Data is not accessible to those who need it
- Data eventually gets into the hands of teachers who need it, but we have to make sure the right people get the right data.
- The timeframe of getting data is not good.
- There is a delay in data getting into the right hands
- Need information quicker to be able to adjust instruction
- Not one system to get data. There isn't one place for all the data for each student. We need something that is easy and real time for each student to be able to adjust instruction
- Bimas, behavior system software solution, these systems need to talk so that teachers get real time info. Teachers seem to get information last.
- We are good at getting data to teachers but because of embargo data can't be used in a timely manner. The data becomes an autopsy and not a check-up.
- Data seems to be top secret

**2. In an ideal world, how should information about students and staff be used?**

- It should be used to guide decisions
- Data should be geared toward growth
- Has to impact daily instruction
- Information should be used to guide instructional practices
- Use data collectively but collect it individually
- To the benefit of the student?
- How do we engage the community with this information?
- ... shared an example of using data to justify a summer school program, and to show outcomes are worth the work. In some cases this data has helped, in others it was not convincing.
- Celebrating success with the data.
- Uncertain if publicly sharing staff-based data would be generally useful to communicate to the community.
- PR coordination with data analysts is key, to help communicate about initiatives and outcomes.
- High achieving student parents seem to care less about the success of the district in general.

- Other audiences do care about the success of the district in general.
- As the data becomes more web-based, and less paper-based, parents who have online access will have an advantage over those who don't.
- Parents who are interested in data tend to be the same people who have an issue with the district.
- Access to critical information in a timely fashion is helpful. Waiting for the parent to supply mental health information, for instance, can delay useful work with the student. Having it electronic and arrive faster would be critical.
- Regulations prevent sharing of some pieces of information.
- There's an abundance of data, but it can be all over the place, with no coherent way of using it
- It would be amazing to see a comprehensive, real-time look at a student that encompasses multiple data points (academic, Social emotional, etc.)
- Transient students/student transfers- a type of portal to share/view information about incoming students
- Data should be used for a "whole child" picture of a student
- Using student performance data with regards to teacher practice to identify areas of need to improve teacher practice (if students fell short in one area in one class, but not in another class, what PD might be available?)
- Break apart student performance data for accountability with subgroups (what subgroups might a teacher struggle with?)
- Data systems are built for reporting, if there were a data system that was intended for progress and growth, the culture might shift.
- Understand how the assessment is constructed (power standards), clear connection to scope & sequence
- Getting to understand why these test really matter, you can't opt out of life, so we need students to understand that testing is a part of school accountability
- Triangulated data will help expedite teacher understanding of student need
- Alleviate the stress around testing/data collection so that we don't forget that we are working with children and not numbers. Look at the whole child.
- Use the medical model when diagnosing students: Explore all areas of a child's life (holistically) in order to rule out, or better understand the best learning strategy to meet the student's needs.
- Educators are reactive in nature instead of using the data predictors to proactively avoid a discipline course of action.
- What other data should we be providing for ESSA? BOCES CTE?
- MOBOCES has building leaders looking at the data more throughout the year.
- To inform instruction and provide PD for staff. People do not know what to ask for
- Everyone wants to see where students' levels are but where does that tie into instruction?
- Differentiate/personalize learning. How to use data to make learning equitable for all students

- How to provide staff opportunities to learn how to create lessons in this way?
- MASLO hierarchy of needs. Teachers need to understand general population of the district. Need to know how to work with specific populations.
- Artificial intelligence that gives data about specifics - here are risk factors, interventions, possibilities. To determine appropriate resources.
- District dashboard that teachers can open up to make decisions about the student.
- What is it that data cannot tell us? Drawing assumptions about kids in poverty.
- Can't lose track of the individual student
- Put what has already been tried on the dashboard so you do not re-invent the wheel or try something that has not worked.
- Building relationships. Nice for data meeting to be more student centered on the child. Not enough time during the meeting. Data meetings need to be more in-depth.
- Systems have to be efficient because teachers are busy. Not enough time to analyze all that data
- Dashboard to look at the whole child with multiple data points
- Our district has eDoctrina where they can set long/short goals and progress monitoring. Putting RTI data in it. Great tool for communication
- Have students more involved in their own data. Will get more buy in. Using a report in STAR that is colorful. Works with students so that they understand and take ownership.
- Take all assessments to get students involved in their own learning
- Getting teachers to see power of common formal assessment can be a couple of questions.
- Keeping pulse on bigger picture.
- Diagnostically, holistically view whole child, looking at multiple data points on a child together including health, readiness surveys, economic, etc. Current system is "broken" for evaluating staff.
- Have "some" data at Diocese. Holistic view is lacking. Trying to unify staff eval across system and multiple sites to use consistent language. Want more holistic approach to collecting & analyzing staff eval data.
- Look at all student data that is consistent. Each kid is different, each district different. For ex, some districts use CBT, some don't; not all kids take NYS assessments, some districts look at NYSTP data, some don't. Use day-to-day data for instruction from AIMSweb or STAR. All staff rated "highly effective"-- staff eval system is broken. Like opportunity for peer collaboration, peer observation to support growth
- In ideal world, people aren't afraid of change because of the data. Reality is afraid of the unknown and fear of "deficient." Data needs to be used as a flashlight to lead the way but people feel it is more often used as a hammer. Data should be used to do what's best for kids. Do decent job looking at academic data, not so much looking at other influence influencing whole child view.
- Would like consistent kindergarten screening/readiness process to have a starting point for student data. Data not always accurate, too often based on whether a parent checks a box or not, missing previous records especially when students transfer from



district to district. Districts often feel they are starting from scratch even though there is data out there, need streamlining to unify across districts.

- Embedded assessments such as AIMSweb or STAR tend to be more useful and less stressful than the NYSTP.
- Using data chats with students based on i-Ready.
- As much real time data that can be available. As much that can give teachers information on demand.
- The more work it can take away from the teachers the better.
- Knowing where to do to get the information.
- One-stop-shop for data. A system that would house all the information. Pulling information back out can be troublesome.
- Old data is what we are looking at now. We need to catch up on the data that we are getting.
- One system can leave out innovation.
- The human relation component is missing from a one stop location.
- Data should be used to inform the decision making whether is budgeting or instructional or any decision that goes into running a school.
- Because data comes from so many systems, there are so many errors to correct and determine and it can be difficult.
- Data is used to determine staffing but in the ideal world more data would be helpful to create equity in classrooms before having to run master schedules. I am not sure that data can fix it, but it would give me information about students that would drive staffing decisions.
- To tie student performance into data would be helpful.
- Size of school impacts how to use data. We are a small school so we can have conversations versus having to use data to drive the scheduling.

**3. *It has been said that our current data system was built for collecting information rather than analyzing or digesting it to inform decision-making. Some educators have expressed a need to have a system that connects information to better inform programs and services for students. Do you agree with this sentiment? Why or why not?***

- a. *Are there connections you would like to see made between different data elements that you currently don't have access to?***
  - b. *Is there information that is NOT currently collected that you believe should be?***
  - c. *Is there information that you have to collect now that is of no help to you?***
  - d. *Are there ways that you are currently connecting different data elements to inform instruction and affect student outcomes?***
- General agreement with the sentiment.
  - Many times, districts have to hire an individual to 'crunch the numbers' and make sense of the data that is available, both locally and in the warehouse.
  - Access to Level 2 reports are highly controlled, mostly just administrators.
  - Username/password management are a barrier to getting teachers these resources

- Nobody ever wants to learn a new system; solutions that keep users within systems they're used to is critical.
- Need monitoring pieces so administrators know who/how often teachers are accessing these resources.
- Ease of use is very important
- Does the transition out of a paper-based world change this vision at all?
- Need instant access to student information to have all the systems talk
- We collect good data, but people have to understand and explore the data. This takes time.
- If we have a system that connects information, we have to be careful that people know the difference between causation and correlation – being able to see the information is different from being able to interpret the data.
- Teachers are busy. So connecting the information is a great first step, but getting teachers to interpret and then use the data to change instruction is the hard part.
- Are there connections you would like to see made between different data elements that you currently don't have access to?
  - Making connections between info found in COGNOS, and other types of data like social-emotional data, school climate data, etc. would be helpful.
  - Connect all of the data pieces, but don't force districts to switch the databases they are comfortable using. Statewide data should be connected with my own data like my student management system.
  - People don't want to switch data solutions that they use in their own district. Some like SchoolTool, some like PowerSchool, etc. Everyone has different needs.
  - Attendance to everything. Overlays everything in school. Not just daily, but how long have they been in school. Not just present/not present but what time did they come into school. Instruction to attendance and how things are directly affecting each other. More real time data.
  - 5 Sites is an example of the kind of connection that is desired from the state. Having a unified set of ALL publicly available data in an easy to use format.
  - Intervention piece is big. Teachers try to connect to the academics. Like eDoctrina is working on that
  - Would like more holistic, whole child view, not sure how or what it would like.
  - Still a question of whether the data reported is actually accurate.
  - Hard to connect staff from year to year.
  - There are inconsistencies among districts that can make it difficult to collect/analyze regional data (example, behavior tracking in School Tool, Staff evaluation in Frontline)
  - Connecting data elements that provide a real-time look at a whole child (academic, SEL, attendance, behavior, medical) (Programs that talk to each other)
  - Available filters to drill into the data
  - Trend data (growth over time, SGP calculations)
  - Coherence among districts, BOCES, RICS with reports (so many reports being duplicated that others may not know about)

- Is there information that is NOT currently collected that you believe should be?
  - Who transferred in? Information does not transfer. Flow information from school to school.
  - How many kids don't eat?
  - Social emotional data and mental health information is currently not available. Social Emotional behavioral screening done within district is a useful resource. Teachers complete the rating.
  - School Climate Survey data is also important. Vendor programs are not currently capable of putting the information in a usable format.
  - Understanding the data overtime creates less apprehension on working with a student. More information equates to more certainty of growth and achievement
  - Data collection is negatively focused. We need positive data to support and encourage the student.
  - Data on the 'connections' that the students make with peers/teachers is missing.
  - Antidotal data. Counselors have access to it. However, others may not. Need it to work efficiently. Would it be helpful for teachers to have that?
  - Way to communicate in real time when a student is upset about something. In Secondary, if it happened in the morning but then is not communicated to teachers a student has later in the day.
  - Could it be done in School Tool so that other teachers can see the note?
  - Dr. Mark Brackett created a mood meter indicator. Can be uploaded and shared with faculty during the day. Share what is happening with student and interventions.
  - Important that new teachers going into a new community understand the dynamics of community to adjust instruction and build relationships
  - Data may be being collected, but not necessarily used in right way.
  - How is SEL data collected? Not comfortable sending this sensitive data from school to school.
  - Parents sometimes share additional info that is not formally collected. No mechanism for recording.
  - Collect lots of data on physical health. Mental health still taboo. Distinctions between behavior & SEL, screening tools vs. diagnostic. What is liability for a district if they have mental health data that somebody deems they did not act on?
  - Some schools using SEL screeners such as BIMAS 2. Still in piloting stages. Learning how the data works.
  - Data needs to be collected more personally, via conversation. Collected by a team rather than a system. Not surveys alone.
  - Social emotional data
  - Anything that provides more insight into students that is not performance data
  - Bullying data (victim and offender)
  - We should collect data on what happens to students after they leave high school so that we can look at what we do now to help prepare students for their future.

- We need to collect more qualitative data.
- We can link all of the data together, but should we?
- If there is a way for the system to link, what might this mean? What are the strategies for improving?
- RtI information that teachers can plug information into would be helpful.
- We need more information on behavioral/social emotional learning. There should be a way to capture this information.
- District demographics.
- Is there information that you have to collect now that is of no help to you?
  - Why do we have to put the same information into different systems (i.e. CRDC information is put into the system differently than some state information)
  - All data can serve good, but it's who is using the data and how it is used.
  - Data that makes educators/students/community feel like a number diminishes the power and purpose of why we collect the data
  - I think we have what we need, just need the protocols to be able to look at it and talk about it.
  - Send report cards home, but can't save those in school files. How do parents interpret? Can't have 1:1 conferences to explain with every parent.
  - BOCES professional development (not current or helpful)
  - Library data for BEDS
  - Repeat collecting data. CRDC. Have you ever looked into it? NO. things like taking time to count books in the library. BEDS, TSDL, all repeated. Odd questions that are asked and why?
  - Any data that is not collected or used consistently can be considered bad data, or data that is not serving a clear purpose.
- Are there ways that you are currently connecting different data elements to inform instruction and affect student outcomes?
  - Connecting data elements to inform instruction and affect student outcomes is hard. Teachers/districts either need a person or predictive analytics or lots of PD to help them figure out how to inform instruction.
  - Districts need data protocols and calendars to keep teachers on track for using data to help kids.
  - Connecting demographics to COGNOS to curriculum
  - System should be fast. Some programs like COGNOS can be super slow. People want data now. If it's not fast, people won't use it.
  - "5 Sites" takes all public data available and publishes it out for people to use in an easy to use format. Fee based, but it's worth it.
  - For profit vendors providing local assessment assistance claim to be able to connect resources specific to NYS Standards, but it is the stakeholder who must hold the power in terms of understanding what works and what does not work in terms of gearing up for NYS standards and assessments.

- Deep analysis conducted after each summative assessment. Standards and objective are mandatorily made clear. This is done through a custom created system.
- Professional Development of data based instruction. Using 3-4 data points.
- Keeping track of interventions better through School Tool. Get running tab of interventions for a student
- School Tool dashboards to look at attendance and discipline. Use to clean up data in School Tool like duplicates in attendance and discipline. Focused data so that administrators could make better decisions.
- Added social/emotional learning in School Tool. Has shown less referrals
- AIMSweb/STAR-ID student strengths & concerns
- Small district size, ability to pull people in a room together to share data
- Concerted efforts to connect with each other across sites to share data
- Equity! How do you do it with the resources? Small district and others get pushed off onto principals.
- Yes...we all agree. If we could have this available and connected it would be better for all students involved.
- Agree, information is in many different system, but they are not easily accessible for all parties involved to have.
- Pressures of reporting heavy systems creates an environment of high stress that starts as the district admin. level and trickles down to all stakeholders and students.
- We need a better system that connects the data from different data sets so we can see overlap. Maybe have an individual student report that gives an overall snapshot.
- What are we doing to Kindergarten readiness? There is no consistency.
- Graduates - what happens to them after they leave HS? Where so they end up? We follow these students from PK-12 it would be nice to see where they end up.
- How do we use the information to inform students and teachers?
- Has a job because of how current data system works – but administrators and teachers do not have the time and knowledge
- Understanding data and what is the motivation to be responsible in recording data
- Data only useful if analyzing, how using to inform decisions. Connections to inform services and programs students receive
- Agree. Some data collected is very black or white. Not individualized, systems are fragmented. Schools have to make the connections because data systems are not equipped to do it.
- Use data to better impact student success. Decisions based on what's best for kids.
- Have to take data and personalize it to use it.
- Are there any programs that are doing that?
- I think SEL and Climate survey data is missing across the state and it is needed and should be connected.
- The transparency data from a budget perspective across the state is challenging because the data set might not be accurate because there is the use of your best

judgement which brings in in the human feeling. I might categorize things different then another. There is not a good connection regarding how the data is collected.

- The data is only as good as the consistency and so if there is district discretion it will be hard to compare district to district.
  - You want to opportunity to reflect your community but at the same time we need standardization.
  - On the flip side, I would like to see state agency talking to one another.
  - Getting student records from district to district is cumbersome. Even if the districts could all use the same systems, it would be great if you could transfer data and have them talk to one another.
  - The issue of all being on the same software, why can't we share across the same platform?
  - Could agreements be put in place with the handful of districts that the kids come from. Like a cohort of districts who transfer data between.
  - Social-Emotional data. Are their common surveys and how do we share that data and house that data?
  - Don't give too much information before meeting the student because there could be preconceived notions about the student and hold it against them.
  - In trying to gather more information, can you do that without parents and communities saying no?
  - Even without data, preconceived notions exist, so how much data do you need?
  - I wish I had quick access to free and reduced lunch populations.
  - We have a lot of core specialists that access a lot of the data versus teachers
  - We have a data accountability specialist that accesses and analyzes the data
  - People are looking at the different data sets manually
- 4. Is there any information that for privacy/security or other reasons, you believe should not be collected from students or staff?**
- We need to be careful of data. It can be judgmental, classifying kids.
  - SLO- APPR plans. Privacy concerns- do not collect social security numbers. Discussed the proper way to handle student PII.
  - Social Security numbers. Awkward to ask because it has to be put into TEACH.
  - Student birthdates in everything?
  - Is it more like who has access to that information?
  - Constantly learning more and more. Biggest fear is how we're able to share the data. Security will become a barrier to sharing and using the data instructionally.
  - Staff not thoughtful about how they are sending & sharing student data, lack security.
  - Fear of lawsuit. More mindful of how sharing data publicly. Reminding staff of confidentiality and tech security.
  - Concerned about what data to ask for.
  - Fearful of printing score reports for parents, where documents get mailed, print outs of embargoed data by admins laying around

- Where should you stop collecting? Where does overstepping start? Scan to look for things that can be dangerous.
- We live in an era that a breach will occur. Are we will to allow that to be out? The door has already been open. Who they contract with? How much information should we put into these systems? When is the data destroyed? Achieving all records.
- Any data that can produce punitive or information related to student/teacher's privileged information only.
- Information about staff backgrounds, i.e, attendance.
- Test security in the digital age is still unclear-scary ... we are confiding in vendors for the future of NYS testing and have no idea of their vision for the handling of our data. Who and how are all stakeholders accountable for breeches?
- Small districts still are all very aware of the goings on in their district/community. We think that data privacy is especially difficult for these small schools.
- Race/Ethnicity is a difficult data element, both for students and staff. Self-reporting means it causes difficult conversations, and often requires staff to identify that element for the staff member (i.e. 'all our staff are white')
- Calls into question whether the data is really accurate and can be used as is.
- ENL status is also a difficult data element. Changes in definition have caused confusion. Dependent on home language, but it is becoming more difficult to obtain accurate information here.
- Economic status is based on FRPL status, which often is mis-reported. Direct certification has helped with this.
- Community eligibility can cause a drop in Economic Status indicator, when everyone gets free lunch, districts must put more effort into getting economic status paperwork done by parents.
- Economic status can often be confusing or odd to navigate as well.
- a. Are you aware of existing security provisions surrounding student and staff data in our schools? Are you satisfied with these provisions?
  - Yes, aware of the security provisions
  - Does "anonymous" really mean anonymous?
  - If it's a benefit for kids, it's fine, but we need to teach staff barriers.
  - Don't feel that there are things that can't be shared. Everything is on the internet already. There is a lot of paranoia.
  - As a parent, it creeps me out that all this information is out there.
  - What value do people get from this data?
  - Money should be put into how you manage and protect kids.
  - I don't have a problem with what's collected.
  - Emphasis on who has access to data.
  - Balance data and security.
  - There's always the fear of some data element getting out that shouldn't.
  - Ransomware is always a concern as well.

- Fairly confident in the provisions that are there. We evolve as things develop. Generally we have confidence in the people we hire to watch over us.
- Ed Law 2D- are the provisions satisfactory? Yes.
- In Schooltool, there are only specific accesses
- Inefficiencies on getting the needed data out School Tool because of the need to use the Student ID. Not sending by email makes it difficult to be efficient.
- Not having access to students in School Tool if they are not the teacher of record if access is needed for other purposes
- Looking at level of access in specific software programs and assessing if access is truly needed
- School Tool gives users the ability to assume the identity of any teacher.
- Access is difficult for need to know –
- Had full access to third party software – so how do you lock this down? Who are the vendors who are collecting data on our students?
- How do you control the data and access to third party vendors when you are an independent district?
- Will not have any protection.
- Cautious sharing of information through email (password protecting documents)
- Use of google for more efficient work/communication can pose issues if there were ever
  - a breach
- No matter what you do it is just a matter of time.
- Decreased the access staff have. No educational interest for them to have it. Increased security. Does it ever become an HR event? What happens if the work that has been identified as a data security issue causes a breach? Human element? Or a Consistent issue? What happens now with the teachers that do open the email? Provide trainers. Has the union jumped on it? NO. This is the best for their own person's information.
- Some data is sensitive. It makes me nervous.
- Do you need the data?
- Should it really be e-mailed?
- Sensitive topics if captured by the wrong way, like social security numbers, are not being collected anymore.
- I think very limited access in districts is important. We really lock down who has access. You need to ask for access in a very specific way.
- We don't release student last names. We are very sensitive about how we talk about students or share data.
- We do not give out e-mail lists to parents for class rosters.
- It is a double-edged sword. How far do you go to give someone the information? Will the data follow you into your work life?



- There is a digital footprint and it is important to talk about it in the name of serving children.
- It is important that teachers understand the importance of data security.
- Businesses do a better job with security and education needs to catch up.

**5. *Is there anything we didn't address today that you would like to add?***

- State test scores coming in November is not effective.
- Data not being available on the public data site is not updated fast enough.
- There is a data lag for sharing.
- I do not like how TEACH uses the last 4 digits of SS number.
- Why are June Regents still under embargo in October?
- Transparency data and 3-8 data should not be posted on the public data set if the data set is preliminary and not vetted or finalized yet. If it is going to be posted, then a notice to the community should be posted so stakeholders know.
- Data needs to be available and get into the right hands in a timely fashion so it has more of an impact.
- High school has less access to data for students.- some don't have a local assessment and benchmark.
- It's cumbersome that many districts use different enrollment/attendance etc. codes in their SMS systems.
- Would be nice to be able to link NYS assessments to NYSSIS IDs so districts can see assessment scores for transfer students
- Vendor management piece is attractive to districts. Where is the district's litigation stops?
- Data integrity needs to be a big piece. What is the point of using data that you know is flawed or possibly inaccurate?
- Observational data of who's who, or who's doing what with the data that they have has detrimental effects of a school's data culture.
- Going to a state-wide database, timely fashion, adjust on the spot (easy to manipulate) use and apply, easy to print, easy to share, looks nice.
- Can't there be one place to get all of our data?
- Pull everything from everywhere into one location.
- What happens to the data when we no longer need it?
- If this info is collected, when is it purged?
- Cohort and trend info is helpful
- Mistake in reporting, why doesn't the information change in the system? How do we improve data errors?

## Capital Region Table Notes

### 1. *How accessible do you feel student data is to educators? Do you feel as though this level of accessibility is adequate? Too much?*

- Not accessible. Pushing data out to products that we use for these tasks is difficult, especially if it's not accurate in SIS (source or data)
- SIS doesn't meet needs of educators. Smaller districts don't have resources of bigger districts which makes the process difficult
- Getting teachers to use the data can be difficult mostly because it's new. Better success in elem, but MS/HS teachers are resistant
- We keep re-creating the wheel, which makes buy-in difficult
- Districts using the same SIS can share data easily, when trying to share data between SIS's, it becomes difficult and there is no consistency between districts. The vendors don't seem to be interested in normalizing these processes between their competitors.
- At the building level, keeping data confidential and secure is a full-time job.
- Teachers don't know what to do with the data when they get it unless there is a data specialist to assist. There is so much data, they don't know exactly what they are getting and we keep asking for more and more.
- The goal post is constantly shifting from year to year. It's hard to get buy-in when this is happening.
- [As an administrator] I spend too much time trying to move information from the "keepers of the keys" to the people in my district who need the information.
- There is a vast amount of data collected, but knowing what is even available, knowing what to choose from all that is available and getting it to the people who need it most is a struggle. Everyone needs a different set of information. It can be frustrating to them when they can't even access it.
- I believe we can do a better job of getting the ton of complex information we collect to the people who need it most. This will help us improve student outcomes.
- I don't believe data is accessible at all to the people who need it.
- I believe we collect far too much data.
- People in my district don't even know what data is available, what of it they might need or how it could be useful to the work they do.
- In my role, I am too busy collecting data to let people know all that we have and is available to them.
- In some ways we have too much data, and in some ways not enough.
- It is essential that we find ways to help people in our districts know what we collect and could be available to them and how to access it. Training and access need to be appropriate to the individual and the job they are doing, though. Not everyone needs—or should have—access to the same set of data.
- There are so many varied systems being used to collect data—within districts and from district to district. There are no standards for the systems that are being used to gather data—making it challenging to get them to "talk" to each other. This is also makes it difficult for the RIC to support all that districts are using.

- With so many collection tools in use, a person has to be very thoughtful to know what data sets even go together.
- Pockets of data are available to educators not necessarily connected. Difficult to pull pieces together. What different levels of data, different level data. Time to spend on data and learning to read reports.
- Continuous tools to address needs of stakeholders. Synchronies of tools. Very challenging. Training for educators? In finding information and time consuming. Other responsibilities. Pockets fragmented. Data is all over the place. Analysis time built into admin time but not necessarily for teachers. Have to log into three different places to find data. Too many accounts to log into. Can't remember user name/ password. Expiration of password. Now I have it, but what do I do with it.
- Manually moving data from one system to another to put it together. Sucks out time. Accuracy at risk, security at risk. Looking at academic piece and not the whole child.
- Some say they have everything they need and other teachers don't have enough.
- Not enough data in some regards because it only represents a small part of the student. Not enough data to make the right decisions.
- Where can you find data that needs to be together? Quantifiable data. Nontraditional or qualitative data. How do you drill down? Figuring out how it goes together.
- Data can be accessible if admins allow it. There are so many sources how can they even make it work for everybody.
- Educators get the info boiled down but it is only regents or NY state scores.
- Most other things are not accessible to teachers.
- Extremely time consuming to get something usable and most districts probably only dedicate 4-8 hours per month to it.
- It is as accessible as admins allow it to be. Sometimes 1 person has all the info. RIC reports are sent to whoever the district designates. What they do with it is up to admins.
- The current function of the data system is limited.
- Some districts limit this info on purpose.
- It would be nice to see this encouraged at the state level to be used the same across the board.
- Districts don't have the capability to analyze the data and make meaningful changes.
- Many districts have to fight for counselors and mental health professionals to have access.
- It is very hard to run reports that are digestible or meaningful.
- Districts who can run reports and use them correctly have a leg up and it leads to achievement gap.
- Way too many systems in place. It can take days/weeks to change passwords when someone leaves a district data positions.
- Information we get is too late and we are already addressing student needs and would be more beneficial. We use data late which we are able to manipulate data but we need it earlier.

- There is a lot of info available but it filters all through me. We are not limiting but rather overwhelming. We cannot figure which reports we need. We download to reformat and the time is overwhelming. There is too much info and we don't know what to look for.
- Do we need more filters?
- Instead of pulling the data out but rather to create a report within the data to send out to teachers. I can give access to that piece to people around the district.
- We need to find something better than looking at one page of data but have a better system. I like the accountable piece but it's so huge I need it to be filtered better.
- We need to empower other people and give credentials so my next concern is the forwarding on of secure data. Do end users know to be careful? Access to all is too much.
- Brita: Reports we pull down from level 1 and 2 are very cumbersome. Data have not caught up to what we can do now. The data we need to use has to go to several different systems and how do we secure that.
- If there is a possibility if State can show the great picture but the drill downs are only available to certain people.
- If we have a data mate and we find an error and it's fixed but is it going back to the state.
- It is not fixed at the state. Sometimes it is not always identical to see if it matches back from NERIC. We need to have the data correct and on time.
- I need to call the district of another school to find info from another district. Very frustrating if I could have that report faster.
- Especially IEP's of students doesn't always follow. Student ID need to be tied to everything about that student.
- Can Student ID be connected like scores for Regents scores? Especially of transient population. RIC run differently in different areas due to the amount of people work there.
- The reports available were different among different RICs. There needs more collaborative work among RIC Data.
- Between the RIC's all reports need to be the same and offered the same
- In order to move forward we need more data in level 1 that is not there
- We need to add formative assessment scores
- AP Course data, PreK, F and P without it being felt like one more system.
- We need it all in one place
- The report card data needs to travel between schools and all data can be transferred easily between schools. Counseling needs to be in the data as well.
- If we did move toward one management system we would have more resources and give more support to schools through the RIC. We could create a universal blueprint between schools. If there is a basic info but has move levels we could have.
- If SchoolTool could communicate between systems that would help districts
- SMS so much information how do we not do all the levels.
- Give us the tools we need before we go into a new system.

- We make it accessible but sometimes it depends on their level of comfort. We need to remove the technical problems to help move forward.
- Classroom teachers – not highly accessible, principal has access but has to get it out to the teachers. Depends on the data
- Depends on the platform- some platforms, teachers have immediate access to
- A lot of different systems, it's very overwhelming, maybe access to too much.
- Not enough time to process all of the data.
- There are a lot of people who are interested in the data- but don't have time or interest in analyzing it.
- If the teachers don't have confidence in the data – it doesn't matter if we have it.
- As an education community we have to agree on which data should be collected.
- Need to back up and talk about the data equality.
- Need structure and purpose in our data collection and analysis.
- Turn teachers into analysts.
- Having common planning time with teachers to analyze data is important.
- Different people look at data differently having a collaborative approach is important.
- We have all of this great data, the challenge becomes how do you change instruction based on the data?
- To administrators, yes. To educators, no. 3rd party systems available but can take a long time to get the information. Reports very cumbersome. If pulling data by teacher, it can take a long time. Educators' time is better spent teaching. Ease of accessibility is a challenge.
- There are major equity issues related to this question. School districts that have financial and human capital resources to put in time can access data systems.
- Equity comes with having data analyst available (most districts don't).
- When superintendent is doing “all the jobs” in a small district, it's hard to have someone who can pull data.
- Small district doesn't have time to talk with teachers on data analysis. Simply give results of how students did (on tests, for example).
- Need for discussion about talk about assessment data. No mechanism in place for teacher to see how kids have done in past. Add to that Ed 2d law, that access is going to get strangled further. Who's getting data? How can they get it and what device can they get it on?
- There's also lack of equity of knowledge. Even if have point person, you need system that can process data; may not be a priority for district.
- All of reports pulled by 1st week in September. Teachers are so busy, their time is sacred. If there is not a dedicated person to look at overall data, you almost need a point person at every step of the way.
- It's not only about accessibility; it's also the knowledge part: what can this do for us and why? I can get reports to teachers, but conversations that go with it, the meetings that are behind the data, don't happen.

- Knowledge beyond what is happening in your own district. What does the data mean to a teacher? How did the region do?
- Classroom data: everyone has that. But what are we talking about? So many different types. Like Civil Rights data? What actually happens to it?
- Tough to answer; depends on where you sit. If you're a teacher, what level of permissions hours they see? What about TAs? Psychologists? Depends on the capacity in which you are working with students. Some people would say that teachers should see everything and others would say nothing. Really tough question.
- How do you funnel the appropriate data to the correct people?
- As someone who is not an educator, I see this differently. Parents don't have access to see what some of the challenges are.
- Lots of data (ELA/Math assessments) come too late to be useful, if it comes at all. Educators need day-to-day data in order to educate.
- Classroom teacher perspective—admins are too busy to get data to teachers. How does it get to them? Transient districts have a unique challenge in terms of consistency. Need something that allows for that transition for teachers. Spend so much time trying to find out what a new student needs.
- It really seems to vary by district and is based on the local data analysis systems and what software they use.
- Depends on the data you're talking about. NYS testing data is available. We just download those results and get them out. The problem with the state data is when it is released.
- In some systems, you can get a full snapshot of your kids. We use the ASAP system. It pulls your school data together and breaks it up by student.
- It matters what data how you want to find. We have forced some of the teachers to download their own data, but it took 12 ways to get the data into one system. We need an easy way to get data into one system.
- You need to have robust student data systems. You really need that. You can get both your state and local data, it's a pretty easy system. Depending on the reporting of that system, get more robust system like Tableau. It takes a while to learn that system but once you do, you're gold.
- We have found that our systems that we were using kept getting bought out by bigger companies and then you have to buy something new or learn something new to make it work. We need to have something with oversight by NYS, where they say to companies, "this is what you must provide to school districts" and that's it.
- People on the admin side don't understand a lot of the systems they have to use because there are so many levels. Used to be the No Start system, teachers were able to log in and get their state data, but that's gone now.
- We can get data for anything. When a school psychologist gets involved, do they have access to everything about a kid? Or are there HIPPA issues they have to deal with? Same with teachers. I don't think they can get some information about their own kids. We need some type of metric, to see how this is playing out in classrooms. How is that info being used by a teacher or a psychologist?
- We can do reports from our health system about each student. Do the educators have that same information? I'd like to have a system where IEP Direct and Clear Track

would talk to Powerschool and the nurse's software. The systems are not talking to each other. If they would just talk to each other, that would take care of a lot of our data issues.

- The more robust systems can track the information. We have a Direct Connect and IEP Direct, with Staff Trac, and most of those can be handled by our own system.
- Another problem is that in smaller districts, we have to farm that (systems use) out to like BOCES. We have Nicole, but she is also doing five other districts. She can't focus on just our school district. We all face the same issues, and the same tasks, but we are trying to do it on less resources. If that can happen (all systems merged), where is the professional development to help us make that happen. When you have to farm it out, it comes down to how many days a week they are in a district. And it changes every time you cut budgets.
- This is really based on the size of the schools.
- We deal with three different BOCES, and this RIC, so this is the service that we'll provide to all districts. My hope is that they (all RICs) are all on the exact same page and that whatever is created, we are all on the same page and share it with all of our schools. But I find that we are competing with each other.
- If a teacher were here, they'd say it's too much, that they have to access too many programs - School Tool, IEP Direct, Transfinder, and that they are different systems have different rules. An educator would say it's too much because of all the systems they have to get to know just to get the data.
- We link all of ours. When they sign in, there are links for all of the different systems on the right side of the page. We have been working together as well as you possibly can. Has to do with a strong student system, which we don't have, but no system is perfect. I've worked with the system fairly well, since 2006, but sometimes there are bumps in a system. You have to make it as seamless as possible, so when they sign in, just have places to go and everything they need.
- Still the problem is with the software, and with the main student system.
- Would be nice if the NERICs could get together and vet these systems for us so we could work with them.
- You get what you pay for, if you pay for a robust system, you get what you need.
- Administrators probably feel it is too much. Wish I had this stuff as a principal, there's things here that now you can check on and monitor in a second. You used to have to guess with some of this stuff. The stuff we do is user friendly. I had no formal training (in Tableau), but I know how to use the tools, that's what I try to use with our folks. Different people respond differently to it. We make the stuff so you can't break it. Still, you have people who are nervous about using this software and the level of accessibility that is there. RICs have come a long way (to getting out the state data), it has helped a lot, I just want to do an entire data pull. I put it in my own software and build all the views off of there. I've learned a lot of this from webinars.
- (To the previous speaker) I want somebody at State Ed to do what you do and send it my way. If the COSERS exist, that's what you need for the smaller districts. And then they have to come in and train people.
- We need the time to train and make sure they understand how to use it to drive their instruction.

**2. In an ideal world, how should information about students and staff be used?**

- It's a fine line between trying to protect private data, yet also send this data out so it can be used to transform education.
- For example, nurses have read access to vaccination records from Dept of health, so they don't have to keep it all themselves. It makes getting the data easier, but many don't know they can even do that.
- Data dashboards in SIS are helpful to get a quick snapshot.
- We wish those dashboards were customizable and consistent between vendors.
- There is so much that is available, but when you open it up it can be messy and that is intimidating.
- SIS's have the same data, but call it something different because of proprietary.
- To improve achievement
- To help administrators/teachers/others make informed decisions for student, regarding curriculum, about district policies and procedures, about needed professional development
- To become pro-active, less reactive. Currently, much data/reports generated from data about students come so late in the game, it is only useful for an "autopsy" or to make macro level decisions. Isn't helpful as a barometer of how a student is doing across time, as an early warning system, to help see trends over time.
- Would use to diagnose problems, see needs early on, develop a profile of a student early in their school career
- As a tool to help students on an individual (micro) basis
- Would love a much less cumbersome system that educators could use easily—where they would be able to see all that is available to them (dashboard?) and simply click and have ready access to what they need.
- Maybe this is pie in the sky, but would love a system that links up with all the needed data sets.
- To determine whether students are learning in line with the standards and make adjustments to curriculum if needed. To learn whether teachers are teaching in line with the standards.
- Drive student instruction. Boost outcomes and teaching improvement. Data self-generating. Make recommendations for me. In other industries data is provided that is more intuitive.
- Bring up questions that need answers. To drive instruction. Subjective. Define patterns in data. What is important, correlation? Behavioral data - bringing up a pattern an analytic that teachers can monitor and become predictive. In an ideal world, Tools not driven by grants or punitive, or where I am in the state. It is just there.
- Students would be placed where they need to be regardless of age.
- To identify needs and move them in the right direction.
- To challenge and support all students, not just the ones who need it most.
- Use the data to inform instruction. To diagnose the student's needs individually.



- More immediate. I want to know exactly where a student is at today and I want to know when that starts to change.
- Data needs to be used safely and securely.
- So much is collected outside of tests and assessments, but we don't use it. We only use the assessments. Makes the whole child approach difficult.
- Staff data, HR data, and payroll data takes so much time. What is it used for? We burn so much time on it and never use it. Makes the time spent on staff data equal to student data. Too labor intensive.
- The data coordinators usually have to give the same info over and over again to different systems. These systems should connect. Civil rights data is a mess and I don't know how anyone gets meaningful info from it.
- Every student could have an IEP. Monitor progress in real time for all students.
- Social emotional education linked to outcomes.
- Why do we lose kids at 12th grade? I'd like to see SUNY system integrated at least.
- Using all assessments to inform. Pre-K right through college. SAT, ACT, AP, IB
- Currently ages 0-5 are a blank spot in childhood development at districts that don't have UPK.
- In an ideal world you'd have a data analyst and a content specialist working together to figure out different teaching methods to improve outcomes.
- Comes down to the needs of kids.
- Sometimes there's too much of a focus on data – teachers say “stop already”
- Focus on what we have to do (State Requirements) vs what we want to do.
- The missing piece is time
- Not everyone buys into the data but if we could do a training that might help. But there's no time!
- Who? Not every district has a person to do the data analysis.
- To drive instruction.
- Regression analysis. I use BriteBytes – it's a predictive model. At one point, we drilled down into variables we could get to on, say, likelihood of dropping out. Are there 2 addresses? Was the student arriving late?
- A lot of work goes into the above; let's take a year's worth of data that we have and use it to predict upcoming students; to predict what we will have
- Data for data's sake isn't very helpful. You can have all the answers in front of you, if you can't understand it, it's not going to be useful.
- Give more of a democratic access; also able to make it part of a process.
- The predictive piece is becoming increasingly important. Based on reading level in 3rd grade, where do we think we're going to go? We're small enough where we almost can hand do that. Talking about 30-40 kids at a time.
- What path is going to be best for a particular student – powerful for parent-teacher conference. When look at overall path for child, data can help us recommend: this might be best way to go.

- Data should be used in the way it was intended to be used; it should also be used in ways we never anticipated we would use it.
- APPR: designed to look at standards achievement on a broad level. Weren't necessarily intended to evaluate student; were used for broad picture.
- Regarding things we never envisioned: Should we be able to pull information from our staff attendance based on student achievement? If teacher isn't showing up on regular basis, students aren't achieving.
- We did that, not looking at just one year of data but for 10 years. One thing about performance: I went into beginning, middle and end of year from iData. It was eye-opening. Look at scores and attendance; looking at pulling in new curriculum; when look at it now; when we have all of these in place and I'm looking at teacher attendance and performance; we'll be able to see how students are performing with individual teachers. And not just what teacher; what cluster, what strand. It's amazing what we can do when have the data.
- Very difficult time using information in real-time. Always trying to find ways to make data readable and accessible. Setting up data dashboard in real time. Should be used regularly, easy to access and easy to visualize.
- Teachers don't have the time.
- Need to teach teachers how to use the data to use in their instruction.
- Teachers and admins live in the data world and are not afraid of it. We give people a lot of access to a lot of stuff but people don't access it. People are overwhelmed.
- It's almost like there is too much stuff out there. "Drinking from a firehouse."
- Teachers need to know: What do I need to do? And give them the data in a timely fashion.
- First figure out what information we need and then follow-up with PD right away. And it needs to be continual PD as things change so often. Seems like its constant rate of change. Don't know if that's good or bad or different.
- Looking again at transient students—parents think IEP transfer is automatic and it is not. Student in her district did not get the services they needed.
- Talking about the transients and kids how move, Infinite Campus does a nice job of transferring the data. It's OK to go from a School Tool district to a School Tool district. And if the nice secretary knows how to click the data to us on the other end, it works pretty well. If the districts use different student data systems, it becomes a problem. A registrar has lots of data in their system. I should be able to know data about each student for the hours they are with me. We get the kids, enroll them, but then put them in the wrong class or don't provide what they need because we can't get the information from the previous school district. IT can take weeks or months to get information about a new kid. Those weeks are not good for students or staff.
- If we're not going to mandate a system, we should have all the systems talking to each other. Using the fax machine to send records is absurd and should be banned. It should all be electronic.
- Districts can't send it out to you because you can't just send out information about a kid. The state said you must enroll them first and then ask questions later. The only exception now is with the immunizations because of the state health department, not state ed. If they are homeless, you enroll them right away and try to find their information later.

- In an ideal world, I want to give the best we have for every kid. We need to do the same data system. If you have another school and they don't have your same system, then you have to do it the old fashioned way.
  - So much is professional standards, nobody is being taught about this stuff
  - We don't know what we don't know. They can talk to their own systems, but not to each other.
  - The state is not prepared to manage all of this data, no way.
- 3. *It has been said that our current data system was built for collecting information rather than analyzing or digesting it to inform decision-making. Some educators have expressed a need to have a system that connects information to better inform programs and services for students. Do you agree with this sentiment? Why or why not?***
- a. *Are there connections you would like to see made between different data elements that you currently don't have access to?***
  - b. *Is there information that is NOT currently collected that you believe should be?***
  - c. *Is there information that you have to collect now that is of no help to you?***
  - d. *Are there ways that you are currently connecting different data elements to inform instruction and affect student outcomes?***
    - To create risk scores for students based on a host of data (testing, attendance, poverty, behavior) for use by intervention teams. Gives them a baseline to drill down from.
    - The current system was built to help districts run student mgmt. It was built to count beans not to change student outcomes.
    - When we talk about outcomes, unless you have an analytics dept. you can't use what we have now. Some districts may leave this job up to someone who spends 2 hours per week on it.
    - We are putting so many man hours in to collecting it, then we get a dense report that no one can understand so it is cast aside.
    - Teachers don't like that their info is collected and they aren't sure why?
    - It would be nice to know student outcomes in non-public schools.
    - Shifting from compliance mindset to action mindset- it's also important to give teachers data that is meaningful.
    - Goes back to getting buy in and having a structure
    - Yes, the questions is money.
    - If you have the money to buy a system or person to connect them with the data than you can get the information and do the analysis.
    - We have all of these data points- and to have a system to connect these points, understand the whole kid is important.
    - Wherever I can I try to leverage state reports but they are too cookie cutter.
    - If they feel like the data in the system is of value- they will say to connect it.
    - Ed Law 2 D- an issue with connection
    - Cognos- it would be good to connect multiple years to get historical data.
    - It would be more dynamic, more likely to get something you're specifically looking for.

- If you want to monitor data in real time, none of our systems really work. We have had to speed things up to get the data we need.
- In my world- have access to everything we need, but they are in different systems.
- There are legitimate reasons for some of the data being in its own systems. -Ex: Free and reduced lunch data- only certain people should have access
- It's easy to pull an inappropriate conclusion from these more complicated systems.
- Some people are working with multiple districts, multiple systems- there is no single way to look at all of this information the same way.
- There are so many different kinds of districts- and different people who need different kinds of information- you could never have just one system. It's very complicated.
- Certain districts need certain data that others don't.
- Some of the cross checking on the state data isn't necessary. Design of the state templates could be simplified.
- Some of the state reporting is redundant.
- From a teacher's perspective – data from state reports is useless. Depends on the district and how they share the data/use the data- how the data is used to inform instruction.
- It's designed to look at groups of students.
- State has done a better job of getting down to each individual kid- now we can dig down more into individual reports but it depends on the person facilitating the process.
- From a programmatic standpoint, the tests are useful, especially when we have them covering the same standards over time.
- You can't make any decisions based on one data element, and state tests are only one data element.
- Teachers lost faith in the state tests a while ago
- Connections are hard because there are just so many systems.
- Grade level to grade level, building to building, even districts are using different systems.
- It's going to take resources, but I would love to see a liaison between colleges and high school. PTEC data is a real big challenge to collect. If we had the ability to have a system or a liaison in between the colleges and the high school, we would have to worry about linking colleges to data.
- We don't see complete data set from colleges. It's hard to compel privates to produce a report. I would love to see accurate data from colleges as to where our students have gone.
- Raising awareness about fact that should be state contract – will trickle up into higher ed world. Some talk about SUNY trying to link data.
- Lot of people who want to make this happen; all disparate systems. NYS conundrum. 10,000 municipalities in NYS. Everyone can kind of do their own little thing, so lot of big data systems don't talk to each other.
- County government agency data, social services, probation; would be nice to have access to that.

- Some of that data is increasingly important as far as what schools are being asked to do these days.
- Would be great if we could see info from the Department of Health. If we had a dashboard of sorts – Medicaid direct not available to service providers. When sessions are rejected, we would have data to allow us to see why it was rejected and figure out how to correct that.
- It would also be helpful to have integration with staff snapshot data. We're expected to collect information on years in district, years in system. If we could integrate not just our disparate systems but the staff data that gets reported up to state ed.
- This is where privacy advocates get riled up. One master id that would be shared by all these systems and everything would integrate; also stirs up privacy act.
- There are governance challenges surrounding increased levels of access.
- SchoolTool: Different levels of access; staff information, staff attendance. Some information shared with administrators only; don't share elementary teacher data with high school principal – there's no reason to do that.
- Have to have someone who under edlaw2d who should have access to that information
- Community service opportunities. Passport for good: Opportunity for kids to have information. If we had platforms that allowed us to see whole child, not just academic or deficit area of child. Look at, where are those strengths?
- If your data platform facilitated that strength-based view, it would help. Most platforms related on negative
- It's an accountability system – by its nature, has a negative connotation; if we're going to invent something want more of a proactive, whole child approach rather than just based on accountability.
- Are there connections you would like to see made between different data elements that you currently don't have access to?
  - Finance data, we need to have a program on top of Finance Manager to show more than it does now. I should be able to show a trend, for example, and I should be able to connect my goals and anything I have in finance - academic is here and finance if here. I can buy another system to talk. Regardless of the money, I don't want to keep spending money on things that are not working. There should be more, the state should be friendlier with all of this.
  - Reports out of Finance Manager, those cannot be used in Tableau. I had to have people trained to better understand this, so I could get the data out on a spreadsheet. Finance Manager showed something but Wincap can't use that. It took a year and a half to spit out an Excel spreadsheet, that's nuts; that could be a Dashboard piece.
  - We have to continue to put these pieces together. For us, a lot of that is done by Tableau.
  - If you can get a good enough system, you can refresh something and get the updated data right away. Every time a kid is registered, that kid shows up. There are other reports we update monthly or nightly; we don't update free and reduced lunch every day. Once a week, we'll refresh it. By the end of the month, you've got everything updated in real time.
  - Finance and HR are the same system, by having a strong student base, you have those pieces and the rest of it falls together.

- It would be helpful to utilize some of that software. NYS has to look at a good APPR software, that you could use for the observations and store the info over time, that would be helpful.
- We get measure on post-grad as part of ESSA and then what? Do they actually go on to higher education? No way to track it afterward. And is it really our responsibility?
- Bad data.
- Homeless piece. We collect data on that. Good information to have if you can link it to other things—especially like the transient population. Can that be connected to outside services/agencies to help those students? But there is where data privacy becomes such a big issue/challenge.
- Would it be nice to be connected so that agencies could reach out when a homeless student is identified? Response: But what if family doesn't want to be helped/identified.
- All of us are doing this to help educate kids in whatever our role is...how do we get data to teachers to help guide and redirect? Need a dashboard that is closer to real-time.
- Curriculum mapping, financial systems. Systems that analyze student information. All of them!
- Food can drive data. Following the students wherever they are.
- Is there information that is NOT currently collected that you believe should be?
  - No way to specify why students are out of class in terms of data collection...are they out of the country for a wedding? Are they in guidance because they are threatening self-harm? These things are not collected/reflected. Response: Gets into what do you share/what don't you share?
  - As a classroom teacher, you are pretty oblivious to so many outside factors because your classroom is your life. As data staff, it is very eye opening. Every day you are looking at a different data piece. Not enough time to really even think about how the data could/should be used.
  - Depends on district, what platforms bought into
  - Race to the Top: The vision there was pretty good. It was about establishing a system that would give equitable access to certain things to every single school district. Data privacy got involved; got caught up with APPR. That was a good vision, because it was moving toward solving that equity issue of getting everyone same tools.
  - We don't have all IB standards in that can report to state – had to do individual pull. I understand they're trickling that data in.
  - Codes constantly changing and new assessments coming on every year.
  - One variable we don't have our hands on is the home life. Something like an ASIS assessment or something that allows to see risks at home life. Every 2 years, get substance data on home life.
  - Medical is huge: do you see the full child when you have missing data (Edlaw2d)
  - Data pieces follow: mental health and wellness; how that data will follow and how public will react to that. If can't guarantee that information won't be released.

- Getting accurate and honest information all the time, going to be a greater challenge
- If can drill down: musical talent. Not being collected at the state level. We're so focused on ELA not pulling in technology, arts.
- Pathways starting to address that. It's the whole child: Figuring out better ways to capture the data
- We need formative assessment, social and emotional screeners, absenteeism.
- Not all schools even within the district have the same programs. Depends on the programs available. It's inexpensive but it's still a disadvantage because some districts do not have the same programs between schools.
- Sometimes we are trying to align all of our data and is it telling me what I need to know.
- No, we can get it all now. I don't think any cares about senior driving privileges, but I should be able to find out how many Hispanic females have parking privileges.
- Barriers beyond control like medical information. Can be challenging when trying to place students. Repository of what other districts use across the state. Comparative database. Items that occur outside school that effect students. "handle with care" message ability to reach to outside organizations. Police actions. Social service information would be helpful information to deal with student behaviors. Ability to share information. Communication with afterschool programs.
- Is there information that you have to collect now that is of no help to you?
  - Day-to-day, teachers are collecting data that's formative. For a teacher to be able to have their assessment data, even if it's something district collect, is helpful.
  - Teachers using Excel spreadsheets, doing whatever they need to do. Everyone is recreating the wheel – individual teachers creating their own systems to collect data.
  - Had to go to access; had to pull multiple screens; what is iredy; it was for RTI
  - Because we have so many disparate systems that people want to pull data from. It's pulling all that stuff together that doesn't readily come together in a single platform.
  - RTI: How can we get a system that has academic, attendance and behavior rTi to get systems or platform that gathers then all.
  - Relates to equity in ability to buy platforms but also in human capital.
  - Teachers still struggling to pull all that together. Yet still, need functionality for that teacher, boots on the ground to use that in an effective way.
  - Easy access: getting the access and making it easy to read.
  - Principals: we build things together. The teachers, I feel their time is best served by being in classroom.
  - Britelites: Predictive model: early model. Looks at attendance, behavior; uses some research based algorithm to predict outcomes
  - You can go into britebites, look at graphs, charts,
  - Teachers can pull data, but issue is time. It's very time-sensitive, and when they're doing their regular job on top of that, it's tough.

- Teachers have access to reports; in RTI; list of different assessments; teachers take data from us, it's not real pretty and it takes a whole lot of time. Plus, they're not sure what they're looking at. Nothing is automatic
- Classlink: huge data dump; we work with each disparate system to pull data into those systems
- CTE data was useless until ESSA came along.
- Staff absences.
- SED just adds a data point when one person says that they want/need it...but is the person who wants it still there? Are they using the data?
- Not sure that we are collecting the kind of information we need.
- Such a disconnect between what is collected by SED that an asst. super for curriculum doesn't even know what data is collected. He relies on his staff for that.
- Everything I have is not helpful to me but possibly the data is needed by some other districts but definitely needed by other districts.
- We don't understand why this data is needed as the collective whole.
- One thing we don't collect is the language that is spoken at home? Do we need an interpreter for the parent? It's on the registration form. Most parents say English in order to not look different. We need it in our system. In infinite campus we record the student names.
- People self-select what race or ethnicity group they want, to get the most bang for their buck. That's the information that makes up subgroups (in ESSA), it's very subjective but can be damaging to a school district. That's a big issue, that they can self-select, whatever the parent choses for it to be.
- The directive came down that if nothing is marked (for ethnicity), the registrar will use their best judgement, don't know why we have to collect it, it's an accountability measure that is not known and left up to parents to be honest about. Parents can lie about the ethnicity.
- We have a lot of people who would be economically disadvantaged, but we can't really use that. The state created Direct Certify, which produces a list from the state of who is already getting assistances, that is Direct Certify. We have to use that information now.
- Minutes do not have to be collected, stop requiring the certification of the teacher, should not have to verify the information from the meetings.
- Should not have to identify ethnicity. I understand why we collect it, but it's not real.
- Have to have a degree to figure out some of this (Direct Certify) stuff. If a kid is a 1, no name attached because we don't want anybody figuring that out. I don't want data points dumped on the kids, that data does not belong in the school district. It's just one more data dump. But if the schools don't use it, they will go a whole year on the ESSA list.
- Violence in a school is self-reporting. We enter it as honestly as we can, but I see other schools that I know had weapons but, in their reports, it shows no weapons. What's the threshold for an assault with injuries? Nobody has defined that. Schools are making that call. State does not provide good definitions for that.



- CYA – collect so much in case you need it. Federal Civil rights data for no purpose. SLO has little value to the district. Too many common assessment tools for data needed for outside the classroom don't see bang vs. buck. Snapshot data may not be reflective of students. Would an ongoing tracking system work better for students?
- Are there ways that you are currently connecting different data elements to inform instruction and affect student outcomes?
  - SchoolZilla helps to connect attendance and course failures and other items and really integrate the data. Now they have an actionable list of 30 kids and teachers can work with this. Question: Can SchoolZilla talk to Level 1 and student management system?
  - Most people who are digesting the data ask for a visual. They need charts.
  - There are pockets that are using the dashboard on SchoolTool but it is very limited. They are using some assessment tools but they are not connected to student management system.
  - Teachers have gone in and downloaded test results and have met with data coach from BOCES. Drill down on certain kids and adjusted some instruction. Watervliet math program. But that's with data that's not from the state.
  - It's complicated.
  - But also think about what procedures districts have to ensure that data going in is clean. How can processes be streamlined?
  - It's expensive and not done well.
  - The systems don't talk to each other, so it is very difficult to use what we have.
  - We try to do that, but it's hard when our teachers can't figure out where to get the data they need.
  - The best situation would be where an educator can simply type into a system and get a complete breakdown on each kid.
  - Alpine data – lot of work but is connecting systems together. Pinpoint interventions and track over time. Scholastic, state data, 10 data systems. Focus is on elementary – reading levels. Look at students from multiple data points over time. Creates some templates but there is a lot of data entry.
- In 2002 when this all started, we were worried about how to get the data. And so we built systems. Then they had the idea to make the systems talk to each other so data systems could get information into data warehouse. Pretty darn good in terms of collecting data. But analyzing data...long way to go. All they are doing is spitting back the data districts submitted. Tell districts how to USE the data. There is very little in there that is actionable.
- What are we doing with some of this information, like the number of students who are not coming to school? Staff are calling parents and spending their time on something only for a report. Why are teacher absences being collected? What are they doing with those?
- When I think of actionable, I wonder what data can we collect starting from first grade? How do we assess throughout the year?

- Schools want to know why they are submitting data. Anything that the state can identify, which may someday be useful, they want to collect. Streamline what they want and do not collect data unless districts are told how to use it.
- When I open a report in the Cognos system, do you have to have 500 different data point on a spreadsheet Narrow down the focus?
- Counselors need to look at the title course ... why are the course codes not shared between schools?
- A student transfer packet needs to be developed.
- We need more sufficient data with any kind of system is we need better data to be collected.
- Are all grading systems the same? No they are not so how can it be analyzed the same?
- Do we want the system to analyze for us or give us flags or put it into the right category? We should have the ability to manipulate the demographic among our district. I don't want to lose data but be able to simplify it so that the end user can use it better.
- Red flags or built in alerts in the data to see right away. Sometimes even our data systems does that but every system does a little bit. Expensive programs
- On Hands Program that will allow you to build your dashboard
- These programs need to be better cost effective and more resources. No one program is what we need. We need this supported statewide.
- Ways of currently collecting data information to inform instruction: We use Google, schooltool , tableau, all are trying to collect data but not clean.
- PD is important to manipulate these systems. Dashboards are too overwhelming to look at and for teachers to use. We need higher end users to manipulate which goes back to everyone using the same SMS.
- BOCES/RIC all need a SMS that is the same throughout the state
- Frontline can move between districts for each teacher. Now how do we can get this to work for students?
- We are always depending on other districts to help us with looking at different programs so how can BOCES and RICS get together to have data that helps us all.
- If all of the state reporting is used between districts then why can't a NYS system have its own system to input data so there is no delay?
- North Carolina had their own homegrown system which impacted unfortunately to the whole state.
- There are ways that we connect data between districts because NYS will never go to one system. Like Travelocity. Agree we need one student transfer packet.
- Why can't each RIC do this as a whole on one system?
- Data migration from one system to another, it is very difficult to transfer the data.
- We need a survey that could go out to see what they all use to see how can we use just one program. There are too many different programs.
- Not all programs are perfect so which should we go together to use. Just by regions.

- NERIC is huge and it's difficult to manage all districts to use the same.
- So you have to collect the data before you can analyze it, COGNOS does that. Would be nice to have more comparative data, because then when a teacher says it's a hard test, you'd know if it's just that teacher or if a lot of others had the same problem with a question or concept. Even where you rank for your district, for your BOCES.
- The state needs to release the Regents report so I can do what I use for the ELA and math, bring the data in and deal with it. We want to compare with Suburban Council and pull out those schools, here's how we did compared with those. I can't do that for Regents exams. Would be nice to have some of those questions, so here are the questions that are difficult for Suburban Council.
- How do we get it in the hands of the teachers so they can understand it? How do you get information to where you want to go? We can have the info, what do we do with it? Click on a link to take us to this, or we can pull from Engage NY.
- Equity piece is big. The tax base is different where I am, but as long whatever choice we make statewide, there is an equity between schools, big and small.
- It is frustrating to wait for the official files to come from another school.
- The state could create a clearing house, where we can get all the information when we need it. Maybe the combined systems and all data goes up there; there are already reports up there.
- This reminds me of the 1990s, when we had two platforms that didn't talk to each other, Apple and Microsoft. We overcame that, by and large.
- Would help us if we could find the information we need. If you can't find a student, where a kid may have gone, it would be nice if they could ship the info back to where we can use it.
- The systems still the need to talk to everybody else at the same time.
- NYS will not deal with the vendors, unless the schools tell them to. Tell the vendors that this will make it work better and you might get some changes. But all of the districts are part of the customer base, so tell the state to make this work better and make it standardized. So that it's apples to apples, especially when we do comparisons.
- Years ago, the state had an idea for Data Dashboards, and now they're talking about the same idea. The concept is still the same, make it work for everybody. Things the state does are alright but we can improve on other things. If you want to equalize it, you're not going to convince 700 schools to switch systems. You'd have to say, "if you're going to operate in NYS, here are some things that you must do."
- How can they teach the kids well when they can't even find out where their kids are placed in the subject or class? Yeah, they can test them at the beginning of the year but that's a moment in time.
- More prescriptive rather than an autopsy. Connect systems. Mapping systems are by themselves – need to be connected to other systems. Connect and tag items based on resources used in the classroom. Data needs to follow the student. State Id follows students but data doesn't follow them.
- Consensus is agree.
- Can we do something at a state level? Schools fall victim to the cost, value, business models. Losing money trying to keep up with everything going on in different systems. Other states use a single SIS.

- ... have a parent portal. Some kinks with internal capacity. Loaded by hand. Just started. Has integrated instructional and assessment tools.
- Yes. If a product could be designed to serve a BOCES, it could serve a district.
- Bright Bytes survey helped us take a look at our data and put it in a way that allowed us to determine what the next steps should be, instead of looking backward.
- Many of the systems used sync, or upload data hourly or every day, but data warehouse is only once a week.
- There are places we could go using the data we have, but we don't have to bodies to make it happen. We need to take it one at a time – get discipline or lunch data under control so you can move onto the next.
- There is so much data we collect, but don't necessarily use, so we walk the line of violating privacy.
- The state provides guidelines, but not rules. So vendors approach the same problem differently. This causes differences that shouldn't be there.
- Doing the same thing more than one time. If data can be shared between systems, it would help.
- There should be a template, like for VADIR that is completed and pushed up.
- There is a lot of angst among teachers over data collection. They just want to get back to teaching. Some teachers are scared that the data will be used against them.
- We pay outside consultants to come in and explain the data that we have collected. It's not intuitive to teachers. Teachers do find it very helpful though.
- It's useful when students get the data back. With I-ready, they get feedback and that drives accountability for students.

**4. *Is there any information that for privacy/security or other reasons, you believe should not be collected from students or staff?***

- Student suspension data by student. It's personal and culturally different between district/area. Who knows if this data will be passed to state universities in the future and potentially used against the student?
- Districts can enter the same discipline data differently. Not reporting it consistently, so what's the point? If one district hits OSS when entering the discipline event and the other district. The same thing is being reported differently.
- It's a catch 22. Do you put all the data in there where it could potentially be accessed by someone who shouldn't have it or do you lock it down so no one has it?
- SIS permissions are an issue. I did a check and saw secretaries with high level rights in the SIS that they should have had.
- SIS is our gatekeeper. If we don't have the right person at the gate, private data could be exposed inadvertently or not.
- Teachers don't usually think about this until it's already an issue.
- RIC employees who have left, how do we know if they should still have access? Or even if the account is active, but their credentials, have been removed- we don't know.
- It's hard striking a balance between having the data we need and protecting the privacy. Less about what should be made private than creating protocols so that all the systems that are being used are secure.

- Need to inventory all that is being used in a district (apps, downloads, tools for communicating and sharing of data internally and from district to outside entities) to determine where the “holes” might be/what isn’t secure or could create a breach.
- Need to establish a holistic policy related to the handling of all data—systems used for collecting, housing, sharing data needs to be well thought out and security of the system needs to be assured.
- Need to work to create a policy around “least privileged access.”
- Need to establish safe protocols for handling data—isn’t just about who does or isn’t give access to data.
- Important to carefully determine who the data privacy officer should be in a district—should it be the person who has their hands in the data or someone more independent who can truly oversee things?
- It may take a culture shift to ensure privacy and security of data in a district—things may not be able to be done the way they always have been.
- Don’t collect anything you aren’t using. It should have a purpose. Social Security number. If we are responsible for students – we should be able to collect. Ability to locate data, but not everyone has access to it.
- Not satisfied where we are. Clean up systems because be held to a higher standard. Society has given up a lot to have tech convenience. Need to be more conscious about privacy and pull back some of the Ed Tech. Need to do gap analysis to find out where shifts need to occur.
- Implementation of privacy laws should help.
- Don’t waste time collecting info that can’t be used due to privacy
- State keeps adding layers to this without removing the outdated ones and it is inefficient.
- SED needs to listen to level 1 about what makes sense.
- Right now teacher data is collected but there is no current capability to use it.
- Suspensions, in school, out of school, we cannot submit discipline data.
- Data report about bullying is not accurate
- Threshold of reporting is different.
- SS numbers for students.
- Push to tie teacher evals to data has made teachers suspect of data.
- Security- Social Security #'s
- What data the state has can never be compromised. It’s too sensitive.
- Who has access to student management system should be carefully considered.
- Determine what someone needs to do their job and only give them that access.
- Districts need to have polices in place that determine access people have.
- NO-not satisfied with security provisions that are in place.
- For a long time the approach has been what’s easy to do- so people had more access than they should
- The upside to the ED law 2D changes is that there is more awareness.

- Usefulness vs Security
- We all want to know everything we can about a student, but not sure we've addressed the ethics question about data we have, how it's stored, how we use it.
- It's been a compliance issue. We've been collecting this data, but what are we doing with it? Do we need to know it? Do we need to know that a kid is diabetic?
- We need this because, if Johnny is bipolar, we (as educators) need to know that Johnny is bipolar. But the dad part of me is going, mmm... maybe not.
- Does discipline in second grade need to follow student in the 4th grade?
- Mental health: Should fact that child saw counselor in 3rd grade show up in child's record in 6th grade?
- Whenever new student transferred into my district who had a rough past, gave speech about you have opportunity to reinvent yourself. Most of time didn't, every now and then did.
- If all teachers knew everything about that kid on day 1, going to be hell.
- We need guidelines to who should have access to what information when. If you don't have need-to-know information, shouldn't share it.
- I don't think it's what should we collect; I think it's that we need strong general access controls. Who has rights, who doesn't?
- It's a training tool. It's teaching (For example, do custody comments belong in the comment field?)
- Existing security provisions: They are going to be locally developed.
- Right now: EdLaw2D has who has access to what when and why
- Fine line of holding onto information and sharing information. Teachers get upset.
- It's an art more than a science sometime.
- If we did a study of families, do we share information with elementary teacher that says older siblings had attendance issues, so the teacher can say every day, "Sara nice to see you today." It can impact how that teacher approaches the relationship with a younger sibling.
- On the other hand, that feeds in to danger of dumping all of things Johnny did when Sara enters school.
- How do we train folks? Often try to dispel those conversations. Make it positive
- We're asking them to be social workers, teacher, mom and dad in certain places
- Have to be careful how you're judging. Is information shared?
- Security protocol in districts: wrote policy on who had rights to see grades
- At least we're having conversations about who should have access to what, when
- Ask about new products; do research. It's still going to be years before we really get to where we need to
- Data protection officer will help.
- 2 concerns: Google hasn't signed everything we need to sign; you can never be proactive with technology; you always have to be quickly reactive
- Never will have 100 percent handle on cybersecurity.

- When you have transfer students in schools, not knowing data that comes with that kiddo. Not having history on that kids who's transferring in.
- The portability of data as they move around.
- Hard because everyone is on different systems
- Staff salaries
- Social security numbers
- As long as it's secure as it can be, no concerns in terms of content
- Birthdays and other points that specifically identify a student, but how can you not collect it as it connects to other things?
- Taking stock of everything and created a new position (DPO is an administrative position) and she is really emerged in this topic. Working on streamlining what's out where, what don't we need to use anymore throughout the six school buildings.
- Need to get people to understand that staff can't just sign up for stuff and pop in their student roster. Need to rein in this stuff and have it go through one central system. Much bigger animal and people don't necessarily understand. Need more than one person to work on this.
- We had only one person at opening day staff meeting who had even heard of Ed Law 2D.
- In our district, people seem to know about Ed Law 2D but much more education is needed. Would be nice to have the clearinghouse actually be a clearinghouse instead of having to do your own homework about it. This will require education.
- We don't really know about it. Conversations are starting.
- Don't collect social security numbers – I don't think we need those.
- I guess we need to collect weight and height, but it's useless to the teachers. Maybe physical education needs that stuff.
- We should have salary data on the teachers, like with the BEDS forms.
- I don't like the comparative data that is collected from people. Should be looking at each kid as they are, not compared to others in other school districts.
- Are you aware of existing security provisions surrounding student and staff data in our schools? Are you satisfied with these provisions?
- I still need to remind people not to transfer student data thru email. They do this a lot, they'll give a kid's name and then information about the kid. That is so inappropriate.
- Need to be able to get through the data and keep everything secure while we still learn about our students and their needs.
- Seems like the stuff in place right now has been thought thru.
- We are constantly changing our passwords. They should be changed every once in a while for better security.

**5. Is there anything we didn't address today that you would like to add?**

- The time we take collecting and reporting data- there really isn't a return on investment for our labor.
- It would be nice to have meaningful representation of the data we collect.
- Think of all the stuff we report that we don't get back in a meaningful way.

- Streamlining the RIC's would be a great start
- While I may be transferring information securely- I don't always receive it securely.
- We're not all on the same system.
- Superintendent is the one who always has to sign-off on the data but no one ever really goes into Level 2 except for the data person. Data teams? Instead there should be certifications at building level (principals) before it even gets to superintendent. They would catch the really fine points of concern that may exist.
- Around sharing the data. Is there a way to do it so everyone has access?
- I think it's a generational thing, but I am amazed at how fast kids find out things and how fast it passes between them. I wish there were a way to control that, because it's not always accurate information they are getting.
- We need to have people who are up to date on these things that teachers need to use. That seems to be the problem. And some smaller schools cannot afford what the bigger ones have now.
- That (kids sharing information) is something that won't go away. Just by denying it won't make it disappear.
- Is this going to be another unfunded mandate?
- In most districts the data people have 3 job titles.
- Many districts will give this job to someone who understands "technology" and not a person who knows "teaching."
- Timing of assessments doesn't make sense. Shouldn't that be closer to the start of the year?
- Getting data back takes way too long.
- Regents curve is arbitrary and throws your data off anyway.
- We need to address development stages of kids and not just focus on 1 test day per year. This can be used for "daily testing" and tracking progress in real time.
- State standards or singular tool that connects systems together and speak the same language in data transfers. Unified repository of data.
- Why don't we have a way to house data rather than give it to private company being paid out of public funds.
- Put everything under one umbrella. Force 3rd party vendors to build for you. Vendors call the shots across the country with their systems.
- Ed Vista is building a system to connect data
- Impressed that BOCES want to come together to work on this. Want the same opportunities that NYC and the big 5 have. Don't want two parallel systems. Communication is streamlined.
- ED Law 2-d is trying to roll out the same communication across the state.
- If teachers and admins have data available in an easy way, it will be used. It's useful, but we feel like we are in the Wild West. No consistency.
- Sometimes decisions are made off of data that was entered incorrectly, but no one knows it's wrong, so the wrong decision might be made.



- Don't make the mistake of InBloom – a top down entity sucking up all the data, should be coming from ground up.
- We are pushing the same data to the state in multiple ways. We should only have to push data to state once and they should move it around and to feds.
- Privacy concerns are only going to grow. We have to display our contracts on public website and justify why we are spending money on this or that.
- You are really going to have to research vendors before entering agreement. If you sign an agreement with a company that has been in the news negatively or victim of data breach, you may have to shut it down in the middle of the school year, and what happens with the data already collected?
- Frustrating working in Level 1 or Level 2, which is not user-friendly, knowing we could be working with datamate getting data analyzed in real-time. And when data makes it to BOCES and they analyze it, why is it not just automatically being shared right back.

## Buffalo Table Notes

- 1. How accessible do you feel student data is to educators? Do you feel as though this level of accessibility is adequate? Too much?**
  - Data that goes to the state- not accessible to most people
  - Classroom/school data using student management systems- is available to teachers or anyone who asks
  - Data Warehouse access is limited in most districts
  - It's hard to make decisions without the data in hand if you are trying to use more than what is provided in the classroom
  - It is very difficult in the current structure
  - Reports for released data take a long time to get, make it available to staff
  - March data is not available until the end of August, this is autopsy data and not appropriate, teachers don't find this as meaningful
  - Instructional reports even if available in June, end of the year is not the right time to discuss and make changes to instruction
  - Even if you gave it to next year's teachers- the data is not as meaningful and useful for those teachers
  - Singular to ELA and Math- other data points can be available to inform the school/ grade level- discipline, attendance. How are they performing on new assessments (social studies, new science)
  - Depends on the student data we are talking about; Our regional data warehouse (WNYRIC) has a lot of useful data and we love it but there are roadblocks and complexity for navigation. Admins don't have enough time for them to access and find reports. Want it right at their fingertips. And access is allocated with limits on the number of users. Additional users are available for purchase.
  - Fragmented data; e.g. we rely on EDoctrina and My Learning Plan for other assessment data. And other systems for Intervention data, other student data, HR data.
  - Only have access to state data in the regional data warehouse. Struggling to access it.
  - There are some student systems, e.g. Infinite campus, which can house additional instructional data.
  - Problems with access: who should access and when do you have the right to pass data on?
  - Need summative and formative assessment data.
  - Most teachers barely. Districts restrict access or teachers are unaware of what's available
  - Information is siloed. By grade level by content
  - Need for more availability
  - Data security is an issue with sharing
  - Desire for more formative data. Ability to cross reference multiple data points needed
  - Teachers use data that is here and now

- Need to teach teachers how to use the data for instruction
- When do you find time?
- Every year teachers must re-learn the kids
- Financial change of software being used
- Need a tool to combine formative and summative data
- Too many different apps and systems to collect data
- Districts do not always share the data with teachers
- Lack of communication between the different programs is problematic
- Lost hours of life trying to find the correct data on how a district ranks compared to other districts - confused by Data Warehouse reports comparing districts. There is an issue finding the information that is needed to build a spreadsheet. Forecast 5 was helpful but can be unaffordable
- Whose job is the data? There is so much tech that the data takes a backseat
- What data counts as evidence to make a decision to celebrate a curriculum or to make a move? Refusals require more attention to data. Someone's opinion should not make decisions about intervention
- We do not get so much of the information that we report to the state back
- Data literacy is an issue
- The students that are refusing are the students that we want information from but we do not get timely information back and it affects our ability to help school wide stakeholder groups to make decisions and set goals
- Transient students are a huge problem - local control should not supersede the needs of a student - if you demonstrate that the student is with you at level 0 then you should get access to information.
- Not enough and not adequate - you need to funnel RIC classroom information through one or a few people to get to the teachers the information that they need - can't afford access to everyone
- Do not want 4-month old static reports - teachers do not respond well
- Some data are very accessible, and some are not.
- Larger districts depend on buildings to disseminate data. Smaller districts too struggle with the data process.
- Statewide data are still siloed at the district level - How can districts learn from one another?
- How can teachers access it easily? Infinite Campus dashboards.
- Takes a tremendous amount to get data to educators.
- Created repository for Schoology Intranet; hired an Erie 1 person to help mine data.
- Teachers – has to be a regular cycle of data analysis; meaningful data is different than autopsy data.
- How do we put it in and get it out for teachers? Extremely time consuming.
- Choice: what's the most important, using the data or reporting it?
- Warehouse data – Schoology

- Accessibility only one piece. Making sense of it and getting to the root cause is the bigger issue.
- Teachers want the data and help to guide them.
- Created personalized teacher dashboards; there are certain things each want to see.
- Excel on pivot tables
- Last year assessments
- STAR
- RTI
- Teacher notes
- Fountas and Pinnell
- Attendance
- Constant exports
- Within a system, it is accessible. However, moving between systems is where the problem arises – we lose students.
- IEP / ELL students are registered correctly (due to paperwork not being completed correctly)
- DOS base system – previously had to enter where the student was going and that is no longer something that is required in the SMS systems
- Make something
- ID search in L2RPT to obtain records for students
- NYSSIS ID vs local ID
- Amount of information depends on how you are educated on the information – if we implement a new platform, someone may get lost quickly if not educated properly
- We, as educators, have additional data (other than the state data – RtI data, etc) that is not gathered and transferred with the students when needed
- With transient students, we may have different resources / tools being used to screen students -maybe a more universal product would be more beneficial at times
- What about a tracking procedure for Opt Outs – beneficial for students that move between districts
- State Data needs to be available more quickly and be more useful
- “Accessible” is a key word—we have a lot of data but getting it accessible to teachers is something we've been trying to target. Teachers should have access to the data at the point that they need it.
- Building administrators and districts have access but the individuals who need the info don't always know what report they need. And then we have to share in a secure way, which can be a hassle.
- Not accessible enough.
- Depends on what kind of data you're looking for. For example, eDoctrina is easier for teachers to access. Our district has built in “data days” to the school calendar for the teachers to look at data. The CIO office prepares a data binder with instructional reports (from Level 1), but are the teachers always looking at it? Finding the time is a challenge.

- Do we look at the reports from NYS assessments? Regents, Yes, 3-8, No.
- We use the reports as a “look-back,” not as much to inform instruction.
- We need benchmark assessments. An integrated state assessment process throughout the year would make sense, to show us how students are doing throughout the year. E.g. a “state-regulated Common Formative Assessment”. This would replace the one EOY high-stakes assessment.
- Depends on the district, some very, some little
- May be available but is hard to get
- Access doesn’t mean understanding
- What besides academic data?
- All different
- Some have data teams, some don’t
- Sharing sometimes only goes so deep
- BOCES hard to get info about individual kids,
- BOCES CBT data/assessment hard to find
- Parent level – what can they get from a state website that they can’t get from the school?
- Accessibility to data isn’t an issue
- Western Region/WNYRIC is data spoiled
- Using the DDI process following each unit, look at gaps and look at enrichment or re-teaching needs, the struggle here is time/substitute teachers available for teachers to meet and discuss. Ideally after each common assessment teachers should be meeting to discuss.
- Summation of the data is to inform the instruction, for learning
- Used to tailor professional development for the district
- One piece of the puzzle not the only thing – it is not the whole picture; doesn’t tell the whole story only a moment in time.
- Used for student motivation, get parents involved, sharing information for collaboration between teachers and parents (increase involvement and communication).
- How to provide enrichment activities for over achievers, challenge those that already got it.
- Time/staffing- to support more AIS and enrichment
- Teachers need time to look at data and develop themselves/support their colleagues
- Inform how we look at the curriculum we are using, are we getting the results for student learning, how else can instruction be delivered, differentiated instruction, student engagement, use of technology, can all be ascertained from the data that is available.
- Five different platforms- too many portals.
- Curriculum based- 3rd party assessment this is accessible. Other data is over whelming.
- Testing data is so what!

- Who needs access to what data-Educators?
- Restricting data
- Some data just for my classes.
- Different Educators have different data needs. Some want everything, Some don't want as much
- Opt in for different amounts
- Teachers choose what they are already comfortable with
- Different standard need different data
- As admin how do you control what teachers use? Data team meetings. Sometimes data that they don't see might be the reason
- How teachers preform in the past might inform future.
- New accountability measures. ESSA- Doesn't reflect really how students are doing
- Too much data and not enough time
- Sub issue is Huge!!

**2. In an ideal world, how should information about students and staff be used?**

- Betterment of students and staff.
- All the data collected
- Level 0 - Level 1 – Level 2 PD System
- How to make sense of the data.
  - 1- Teachers- Instructional
  - 2-Admin-Instructional and operational data types
- Increase efficiency streamlining data collection.
- Can data be assigned to particular educators?
- State and Federal data in the same format-(SIRS and CRDC)
- More seamless transfer of data
  - Owners are students and districts.
- Formatively e.g. assessment
- Behavior data
- Use data to support the student ---instead of to punish or E.g. Holding students back from higher level courses----or pushing students aside.
- Teachers need to determine where to take my student next
- Use staff data to determine teachers who need help, who should be reassigned.
- Summative assessment---don't use any of them formatively. Almost would like to see continual formative assessment from NYSED---check in---on-going.
- Need access to Intervention data
- Social emotional readiness—can you share it and medical conditions for use in informing instruction for specific students

- Need to do a better job of using data to look at diverse groups –look at how we are handling it versus how the student is handling it.
- ESL data---how to anticipate it and support it.
- Data from Community partners; and who are the community partners with data.
- Importance of security.
- Data should be used to help versus punish.
- What are your responsibilities re: data?
- Something to replace use of Google as an internal sharing application, e.g, some districts use Infinite campus and RTIM direct for this.
- Educators need education about data.
- Need to move toward a Paperless environment
- Think of Parents ---use of data—ability to track their participation
- Parent data---give them anecdotal data---e.g. standard—questions ----on-line portfolio
- Trending --- to know where your kids are—perhaps 20 dimensions. For example, if you shared a student’s absenteeism rate with a parent, give them a comparison against the whole group so parent can gauge how well student is doing.
- Would like to be able to get data efficiently.
- Would like everything in one place.
- Transcript system----that moves with the student---populates data from Level 2 into student system.
- Where are teachers who do not teach ELA and Math in the conversation? (specials, SS, arts)
- Concept of formative versus summative - how do we do more with formative
- Instructional purposes - not for people but by the people impacted by it - Kids should have access to their own data - the research says that kids should be setting their own goals and working to meet those goals
- Hard to do the right things formatively when the state is not doing the right things summative - we are using the regents for student
- In an ideal world...
  - There would be a process and system... protocol driven...
  - Teachers would be able to use the data to help kids learn.
  - Students would participate and set goals based on their data.
- Scope of data needs to be wider... ex: health, Attendance, Social emotional, family issue, previous successes, report card data (Standards based),
- And the data need to be sortable/manipulatable/visual
- Capacity of school districts to create a system is not possible especially for small schools and understanding is another issue.
- Time for teachers to work together-constant update with regular updates -daily to use it. Only so much time in a day.
- PLC

- Looking for a system – fluidity. Management systems, not quite there yet. Data needs to flow. Other States in this country need to be analyzed for ideas – who has done this well?
- Data Privacy Law may dictate how information can be shared
- This may hamper how work can be completed but is needed
- Lack of confidence in SMS systems
- Student information is necessary – the more to help students succeed the better
- Staff information is not as necessary; if a staff member applies to another school that information should not be available to other schools / districts
- We need to reimagine assessments for better use. We need to reimagine a CBT test because it doesn't make sense to just convert a paper test to computer. Tests should be adaptive and designed to be answered on a computer.
- Philosophical difference—the state asks for what data they need, but maybe we need to provide data to or local/regional Data Warehouse about each student, but only aggregate data to SED.
- We use data to make informed decisions.
- “I mine the state reports for raw data, to answer local questions, trend data, give information to people in the district. “
- The data is also important for financial reasons. We have limited resources.
- More timely release of data is important, including the school report card and graduation. We can't do public presentations in a timely way, and we need to be able to provide the public with data in order to get the support of the community.
- We can handle real-time data.
- There is a ton of good data, but you have to be an investigator to get what you need, and you need to access many different sources (Regional Level 1 DW; L2RPT; school report card; local systems)
- “We don't find ourselves thinking that SED should collect more data.”
- We are all collecting the same data—why do we have multiple Student Management Systems? One SMS would be ideal, including for sharing data across districts when students transfer.
- Since the state knows where a student attended prior, and where they transferred to, we should be able to use this for documentation of transfer, and the state should give us that information.
- At the Regional DW level (Level 1), we should have a suite of teacher reports that we can run as a collection about an educator, like an educator profile. This would include the instructional reports for that teacher's students.
- Would it be possible to push reports directly to the TAA portal, based on the rosters? So teachers could see scores and analysis of their students who took state assessments. Reports could also include Attendance and Discipline data.
- Staff-has data informed an improvement? Impact to the child?
- Ensures that services are being effectively administered
- NYSSIS ID should allow for more linking to data
- Program evaluation



- Shared equity
- Should not be used for staff evaluation
- Need consistent funding, commitment
- State data doesn't really tell you anything you didn't already know
- More immediate feedback would be more effective
- Response time between testing and feedback
- Meet needs of students
  - Learning
  - Instruction
  - Whole Child
  - Health
  - Behavior
  - Diagnostic and progress
  - Formative and summative
  - Curricular changes
  - Inform next steps
- Staff
  - Determine what teachers are good at teaching (Courses, grade levels)
  - Survey for collaboration of staff (Similar or integrated)
  - Pairing students with teachers
  - Mental health and family support needs
  - Sub crises
  - Retention
  - Should be seamless process
- Should be seamless process

**3. *It has been said that our current data system was built for collecting information rather than analyzing or digesting it to inform decision-making. Some educators have expressed a need to have a system that connects information to better inform programs and services for students. Do you agree with this sentiment? Why or why not?***

- a. *Are there connections you would like to see made between different data elements that you currently don't have access to?***
  - b. *Is there information that is NOT currently collected that you believe should be?***
  - c. *Is there information that you have to collect now that is of no help to you?***
  - d. *Are there ways that you are currently connecting different data elements to inform instruction and affect student outcomes?***
- Yes, agree because if people don't see it as useful it will sit there and collect dust
  - If it's not user friendly it will not be used

- People know how to collect but don't necessarily do more with it.
- There are challenges for districts to be able to find time/resources to use data
- SIRS data- what is being collected, it discusses nothing about what can be done with it. Demographic data is the only thing collected using this tool
- One data point per subject per student (math, ELA)
- Are they collecting enough to really inform decisions?
- Formatting is not teacher/user friendly
- Create a system that allows someone to log in and look at and collect a data point per week. - - - Create many formatives not just summative
- Student IDS are how districts can look at data (transferring students, transient populations)
- The system is antiquated, use electronic systems that exist out there
- Students are permitted to come with little or no paperwork, this isn't helpful for student placement
- Look for other ways to collect student growth information
- When students opt out, the data is skewed, and you have no data points on students to make decisions
- School climate survey
- Student testing- student info, teacher info, ALL the data.
- Algorithms- if a computer is looking at data
- A lot of data wanted by NYSED
- APPR data
- Civil Rights
- Tools are there at every level.
- SMS- Levels
- VADIR System- Many local data systems are not equitable.
- Standards across the state would help with problem,
- School climate surveys
- Real time data- Staff data correlated. Computers, free/ reduced/ layers
- Every year there is new data with no additional funds to collect
- Numbers of computers/speeds
- Absenteeism of students absenteeism of staff.
- Shell games with data
- 180 days down to the building and hour?
- Are there connections you would like to see made between different data elements that you currently don't have access to?
  - Grade level to grade level within district, be able to easily look at historical data that include more than just the statewide assessment

- Systems that incorporate third party assessment data, student management system data
- Utilize baseline data
- Statewide unique ID with transfer student data (in state), Frontline IEP model
- One access for all information---formative and summative.
- Where does the new accountability system fit into this? They were handed 2,000 data elements
- Achievements, attendance, suspension-why don't we have a DW based on the data – need an interface with the data warehouse – analyze it.
- Subgroups need the consolidated application-need to drill down and across-Longitudinal
- Responsible for submitting data to state but have to get it out for themselves-minimize the mandatory requests. CRDC – don't keep asking same questions.
- Doesn't seem like there is a connection between Federal and State data points-redundancy – BEDS.
- Could the State align more closing with student management systems?
- Why aren't vendors required to have data aligned with state requirements?
- More walls will be put up with Ed law 2D and create less accessibility.
- Guidance Counselors – talking to teachers – need to use student names, email, files, attachments-afraid of that, now what do we do?
- Taking two steps back-parents don't want their student data with a vendor; malware, ransomware – huge challenge. This will require us to put up more walls.
- Data Systems – they all need to “talk” to each other
- Like to be able to connect Local Data to the Data Warehouse
- Teachers want data but don't always have access to it
- Is there something that can provide everything?
- Being able to load formative pieces
- Tracking portfolios
- Being able to cross reference of Discipline/Attendance/Achievement cross referenced
- Anecdotal data included
- Transfer students. Easier to get data from school to school
- Is there information that is NOT currently collected that you believe should be?
  - Create a system that allows for the collection of certain assessments/third party vendor
  - Mobility data- transfers in and out in a given year, number of transfers that particular students may have had
  - Poverty level data beyond free and reduced lunch
  - Attendance- tardy (secondary)

- Automation of data- upload to level 0, lock, can this data be live? Teachers could log in and see the data in real time (make the data more dynamic).
- Staff attendance data- what is the amount of teacher time out of the classroom, inclusive of professional learning. This impacts learning, make informed decisions about how the model works.
- Subjects outside of Math and ELA - what about the social emotional survey? Could that help guide our decisions and interventions?
- I am not interested in sending more information to the state for accountability - just for information. Sending more for accountability is not helpful
- What about SATs and ACT assessments?
- Home language and multiple home languages, providing information to parents in a language they understand.
- Transfer students/item level data, time lost for AIS placement, info with service providers. Early warning systems, NYSSIS could be better leveraged. Communication with external sources.
- SEL
- Culture
- Qualitative Data is important
- Learning environments
- Is there information that you have to collect now that is of no help to you?
  - Data collected is driving instruction
  - This has improved over the years.
  - Eliminate BEDS data collections—archaic
  - APPR is worthless.
  - Can't really compare data (3-8) and graduate data because of NYSED changes.
  - Why do we even have to report CRDC and BEDS data - there is a TEACH account - does not serve kids
  - Such a struggle to get everything to talk to each other - Implementation of InBloom went badly but the concept was good
  - CRDC - reports change every year - and SIRS is already collecting - eliminate redundancy
  - VADIR/ DASA/ SPED, etc.... are the definitions the same and are the thresholds the same? Fight in one building not the same in another, suspension not the same among all kids
  - VADIR / DASA
  - Civil Rights Data Reporting
  - NYS Assessment (3-8) – need the data back in a more timely manner
  - Transparency Reports (Business Officials)
  - Yes- why are certain things being collected? Military families, college clearing house, transgender/gender neutral issues

- APPR Scores are a waste of energy to collect and produce. Very low yield for the amount of work, observations. Problems with unions, time is unproductive
- Yes, teachers don't always want last year's work
- We collect data that we think is helpful and not utilized
- Again, time is a factor
- Is there information that is NOT currently collected that you believe should be?
  - Final grades are collected but not quarterly grades, suspension data.
  - Learning styles, interest inventories, climate survey data can help inform student progress and instruction.
  - Can we ask questions to help understand cultural differences---e.g. religious holiday?
  - Would like to be able to share a bank of questions developed across districts.
  - NYS report card and scatter plot to see multiple schools in a table, a way to look at cohort information and watch the performance as a cohort overtime - kids who have been here over time
  - Local excel file that is a demographic dashboard
  - Mental health of students / counseling information
  - Local school data (RtI, Formative Assessments, etc)
  - Data Teams: eDoctrina, Infinite campus- use to inform and adjust
  - NWEA-tells where the student is ready to learn
- Are there ways that you are currently connecting different data elements to inform instruction and affect student outcomes?
  - The systems that we use in individual school districts do not often talk to the ones that the RIC uses
  - Forecast 5 has the right idea - Why isn't the state doing this and bringing it all together? (lots of discussion about Forecast Five)
  - Even Regents results are frustrating to interpret
  - District created dashboards that are inclusive of more data points to make sense of what is happening with students- these systems are disparate and require exporting into excel and uploading to look at trend data
  - Excel spreadsheet is now shared in Google so that teachers can have access to the district created dashboards
  - It is based on compliance with NYSED requirements and need for data versus district needs.
  - Triangulate data
  - Edoctrina – multiple sets of data and standard sets
  - Cross comparisons of behavior/attendance/etc. to see how students are doing on assessments/standards/ etc.
  - Schoology
  - Getting reports out to people is difficult

- Use iReady in grades 1 & 2, Fountas and Pinnell.
- Aligning curriculum maps, common assessments, data conversations of formative assessments.
- It is a process just to keep the process going – it's hard to see instructional change
- Trying to use Google forms as an out the door ticket – 3 questions – instant data from every student so when you get to the assessment you aren't surprised
- Accumulate the day to day is a process
- Performance consortium in house system could perform some insight, 13 in the state
- DAP process
- RTI
- Multiple measures
- Senior Survey
- Graduate Survey
- \*\*\* Takes a lot of time
- What do you share with parents other than grade?
  - Attendance data. But it would be more useful if it can be compared against attendance data as a whole. E.g. your student has a 90% attendance rate which seems good until you learn the average attendance rate is 95%.
  - The group thought we need to do more to provide parents with data to help them understand what they need to do to assist their child.
  - More about progress against standards.
- Needs to be user friendly, timely, wide enough, integrated (not separate systems), accurate, reliable
- Help us come up with more authentic forms of assessment... use NYSED and BOCES... consider CTE assessments as a model for this....
- Data elements that integrate knowledge and skills
- Yes- there are data we collect that are not useful
- Based on the school district, there are different processes. Depends on the BOCES that gives you the data and what reports are given and how that is analyzed.
- Our Level 1 Regional Data Warehouse handles the analysis of test results/item analysis/etc. Individuals in districts don't always make a distinction between the Regional DW and the reports available from SED.
- Is there a benefit to collecting Staff Student Course? Could this collection be removed?
- Information collected that is no help to us: CRDC, Parent in Armed Forces
- Would it be possible to use the NYSSIS ID for the student ID? Also, if there was one SMS statewide, this would assist with overlapping enrollments, bad transfers, etc. Would also help with GED data. The question was asked whether the NYSSIS ID is protected/private data.

- “We started an interesting project to see how performance of students who are new to the district compares to students who have been in the district all along. We have done many projects in the district where we mine data to find trends and adjust instruction and services.”
- Less manual data work, more automated
- 1 SMS could solve many issues
- I think so. We can better inform curriculum and services
- Need data displayed and tie in on same report
- Need one common dashboard
- Concerned about local control and what is best for community

**4. *Is there any information that for privacy/security or other reasons, you believe should not be collected from students or staff?***

- Data that is useful requires that the districts provide security measures
- Professionalism around dissemination of data is imperative
- Are you aware of existing security provisions surrounding student and staff data in our schools? Are you satisfied with these provisions?
  - Aware but concerned about the contracts that are needed to work with 3rd party vendors.
  - Pulling reports – taking off names, etc to remove name-going backward-you can't put a student name in a file anymore to share communication out is over a week or more behind-the ease of using reports-L2 needs to be more user friendly a section by section.
  - Accessibility to teachers relies on so many people.
  - If you absorb a NYSSIS#, then you should have access to all that student data!
  - End record requests between districts.
  - Record exchange could be easier and faster. Still relying on the paper copy. Parents don't tell you, transient.
  - Need teachers' prior years of service
- Can data be stripped off at different levels as it is no longer needed?
- Google extensions and the lack of contracts is concerning, what will that look like and how will that impact instruction and data
- How do you control teachers/staff and what they are doing on their own? How to appropriately control filters- streaming, copyright laws, MFA for administrators
- These are good but require thoughtful planning
- Concern about the unknowns, and the constant changes of technology, how will districts keep up?
- It isn't a problem so much with what is collected but who has access to it.
- There needs to be additional support for data protection officer.
- No. Need firm guidelines about who should have access, how to determine this on who has access.

- A way for kids and families to be ensured the data goes with them when they leave the system
- The right to be forgotten
- How can kids control their own data
- Why is some of the data collected? Ethnicity?
- Too much security? Time? Constraint
- Too many resources (Staff and funds) used for security
- Rules around images of students
- There is no reason to ever collect a social security number
- Why do we have to report behavior? All the detail that you report - if that information that could actually hurt kids - getting into college and jobs- Does it need to be attached to a name? We could use it locally but we do not want it reported to the state.
- Could there be a place in the system where there is locally collected information (behavior, suspensions, attendance) stays locally when it is attached to a kid's name?
- When there is an issue there is not funding but corrective action - again does it need to be attached to a kid's name?
- Could they come up with one format/plan for all of the things that affect kid's behavior?
- You get a special education task and an ELL task and ESSA issue - How can you merge and not make people do things twice?
- As long as security is there... are we prepared to meet the expectations...? Two step verifications? Authenticator?
- There is no validation; this is all self-reported.
- Should be connected to teacher retirement system
- Should be given not asked
- Putting so much data in
- Can't send an email with a student's first name
- Probably bigger issues in HR system – nVision
- Must tie a code to a State code
- Matching to what is an absence
- Inconsistencies-allows us to be “creative.”
- Everyone is required to do the same things; asking for more; it isn't getting easier – it should be and be more useful.
- Vendor-may lose some freedom
- So many programs; all responsible for tuning same data
- Centralized system-same standards, graduation Regents-vast majority is common-need some flexibility-what we do is different
- Lack of leadership at State, Board of Regents.
- Erie 1 is starting to move in that direction with visualizations-structure is in place-how quickly?



- PowerSchool is creating a dashboard-they may beat us to it.
- School leaders are telling the vendors what they need; can't wait any longer.
- Human Resources is an issue.
- Teacher access to dashboards and Data warehouse!
- Teacher PD-don't know what to ask for.
- DSM4 information should not be collected
- Medical diagnosis should not be collected
- How do we know about existing procedures, not satisfied with education on the topic being distributed
- We need to always ask the question: Why do we/they need the data we are collecting? We need to respect people's privacy.

**5. Is there anything we didn't address today that you would like to add?**

- Parents accessing the student information – what the information is telling them, how to access it, the why behind why we are collecting the data
- When are the Regents going to CBT?
- Responsible use
- What do we do about opt-outs?
- Can schools be a community resource? Should they be?
- When a student receives HS equivalency diploma -have that program report it.
- 4 year and 5 year graduation rate-you can find it, but you don't get credit for it; considered drop outs in the 4 year cohort; 4 years is what gets reported 99% of the time; no credit for the #s equivalency; news and SED not reporting this.
- Live dashboard
- SLOs - why do they still exist - they are compliance based - understand the motivation but the idea and the practice are not in the same sandbox
- Good idea implementation bad
- The 3-8 data needs to be released in a timely manner- How can we do it for the Regents and not 3-8. The intention and the application are not aligned- I don't understand why (8) year old students are taking a longer assessment then our juniors in high school. When students don't take the 8th grade math exam but take the Algebra. 50% of our 8th graders took the Algebra and did really well but it hurts our 8th grade assessment - dirty data
- ESSA even two years later - you need a PHD to understand - I should be able to know how it was calculated and should not take a half day workshop at BOCES
- Question for the State: If you want us to function as a true data culture then how are you facilitating as a true data culture? The state needs to model this culture and work with higher ed because there is not teacher prep around data. Access clunky and time consuming and makes it hard to have formative conversations
- More of an emphasis on data collection and not using the data.
- Why are we 3-8 testing in the spring - 4 days of assessments for something we cannot even use that year

- Can we look at other states?
- Transition from using data for instruction (Paid programs) Need guidance on the “free” materials teachers are using all the time with kids and in classrooms.
- When does this become less than useful? Opt out.
- Statewide data system may push more families away. Concerns about data breach
- Build one base system for all that has the common elements in all the major systems used today and make it free. If a district wants more, then they can buy it.
- This is needed but a slow roll out would be appreciated.

## Long Island Table Notes

### 1. *How accessible do you feel student data is to educators? Do you feel as though this level of accessibility is adequate? Too much?*

- Not enough background data given about students to teachers. Teachers have access to little or no useful data about the students. Student Management Dashboards can be confusing for teachers and then the staff must be fully trained on software which can cause a problem as staffing continually changes. For teacher purposes it would be more helpful if the data was presented in visual representations. It can be a challenge for teachers to understand and drill down the data they have access to. Helpful student data is difficult with a population that is somewhat transient and students often have no prior information.
- In experience, what is challenging as a principal making what is inputted in the system is accurate, attendance, grading, it's a check and balance, concern what is extracted is first and foremost should be accurate, transient student changes population, student data is difficult to get from previous districts
- Accessibility is tiered initial information depends on the level of the educator
- Teachers know to come to administrator in seeking student data
- Data is there, is it accessible? If the people have a different account set up in a different system. Our BOCES has everything connected instead of logging in to different systems getting the information. So many systems; Cafeteria, observations, finding the time with students and personnel, only so many minutes to devote, faculty are not aware of what is available or have the time being able to access.
- Different high schools no equal amount of shared data, each district is completely different, Supervisors have a place where transient population a way to track the soft data so they don't need to reinvent.
- Management systems are not able to track. How the population moves impacts the data where do you go to get the data. Overwhelming.
- Especially with data policy updates and security have to most current version or not compliant with security or behind with security issues. Students moving from one district next door but it's on the system student moving to next district. Statewide level has the information in the Ideal world that student's data not only goes up to the state but it should come back down to the district. 7 different extract systems, Ideal, being able to tract students and being able to have students' history.
- A disconnect between different levels of educators. Questions the very basic, questions people in districts and responsible for assessment knowing what is where and how to find where level 0 data is going to be uploaded ... Lack of knowledge of the sequence of events. Sometimes too much available in too many different forms ... Lack of finding id numbers ... they need one data, one student, one district accessing ... huge drain on time usage.
- Making it available. Do people know where to go? Who to talk to? We do not have district data coordinator. Time disconnects lose accuracy
- Data access point of view, data accuracy difficult to spend the time on accuracy, farm the information out to district. Trying to mind the information from so many different systems, training teachers, retraining the teachers, are they using it? So many bits of puzzle.

- Another challenge at district - level data person retired ... person with knowledge is gone cannot hand off to next person. People are in place and no longer in place and transition state numbers graduation and be able to function to day-to-day operations.
- Administrator classes to take administrator, no course on state recordings, no training show up and do it. Get the Job and completely lost, no training highly specialized individuals
- Everything is time sensitive ... no opportunity to get acclimated. No roadmap.
- Student Management – sub groups/assessments
- With the data that is available, many are used to using the program and drilling down to the many levels of data, others are not as aware of the depth they can go. Some additional training is needed to learn what is accessible in all areas.
- BARS reports received from RIC
- BARS – Data analyzed during faculty meetings
- Frequency of using this has become less – time does not allow review in its entirety
- Idea of creating new data gathering format from the ground up, but the data that is used daily is not uniform from district to district, making this a struggle to kick off.
- Nassau BOCES data warehouse is a great asset among all districts
- AIMS and NWEA – too much data at the elementary level causes differences and discrepancies when comparing
- HS level – Regents scores come too late, into the following year, making data useless. Having it broken down by score/by teacher/by context would be very useful.
- It is only a snapshot in time
- NWEA K-8 3xs a year needs a dedicated staff member to analyze and help with administration. Districts are hoping this will prove helpful.
- MyTrack – 3rd party and local assessments added view that is more dynamic. View is also more consistent with other dashboards. This program comes with a high cost
- Districts find it helpful to work with student data system in a timely manner, at the beginning of the year
- Because so many systems being used do not talk and share data, it creates double and triple work
- Depends on the district. Some are good and others find it a challenge.
- Financial constraints in the school district can limit accessibility to better software including teachers understanding and being properly trained.
- PowerSchool should have everything in the system, so teachers can access everything.
- Lack of training of the educators on the system prior to getting the system which turns educators off. Don't make it fearful. Level of accessibility was very good with Infinite Campus.
- Was upset that health information was on portal without parent's consent, and should not be on the parent portal. Accessibility is great, but be mindful of what is put on there.
- Getting updated information is not easy. Parents need to bring the info in which takes a long time.

- Teacher doesn't have access to prior scores only official transcript. Their district is aware of this.
- Can the district put the time and money into this?
- Real-time data is important
- Being able to see Regents scores and exams themselves is helpful to pinpoint exactly where the student is having their struggle.
- Even as a parent, having that access is truly important.
- Only certain school districts have the resources to get that information to the teachers.
- Partnered with 56 school districts – still cannot find a product to meet their needs. Created their own database for retrieving information. Hard to maintain with issues like Ransomware.
- Tablow (Sp?) has been great
- The group agreed that plenty of valuable data is collected and stored, but they are frustrated by an inability to access it easily and, often, it is not presented in a usable way. They said:
  - There is so much data, but it's stored on different systems and in various formats and there's no integration system.
  - There's no incentive for vendors to cooperate and standardize systems so they can communicate to one another and share import/export data with one another.
  - We can't expect teachers to be able to draw conclusions if they can't connect the dots.
  - The wealth of data creates the potential for diagnosis, but it's so difficult to get the data in front of you in a way that it's useful.
  - We're frustrated that so much data and information is collected but we have to go to multiple places to collect it. Parents feel the same way.
- Data is there but many times it is not teacher friendly and people don't know how to use it. There is a lot of data that teachers could put in, but they don't have time. The Districts are turning to software companies to manage the data, and the State is just learning how to manage that data.
- We need dashboards that educators can use in the classroom; teachers don't have time to download the information because they are teaching. There are ways to streamline the dashboard – you do need a student management system in place.
- If the State requires the information, then it should be within a student information system – one system that everyone can use – with a teacher-friendly dashboard. We all need the same information; it should be one unified system, accessible for new student data. It would also help if all subjects were coded the same throughout the state. Common data points are essential.
- Cloud-based programs would make the data more secure, and the Districts would have direct access if the information was in the cloud. The State could also access what they need.
- Participants called for a singular cloud-based system for NYS to invest data resources (i.e. Vermont). They recommended that utilizing one student management system would be easier and cost effective to school districts. They cited the issues of districts working with various independent vendors to collect and disseminate real-time data.

They also pointed out the cost of switching to different data vendors and that a transition to a cloud-based system makes operational sense.

- Easily accessible but how it should be used is how we are struggling. Everyone has a login: STAR, I-Ready, etc.
- Very accessible through our student management system—do the teachers, administrators and others who need to access it know how to access it and use it? I'm not so sure.
- Yes, there is a lot of data that is accessible, but finding the time to train/provide PD to teachers on to use it effectively is difficult. Would like to be able to train teachers to become the trainers for their colleagues, but, again, there isn't enough time to do this.
- Assessment data? Yes, there is a lot of this. But the softer data points, that could be used to tell a more complete story about students, not so much.
- There is an abundance of data that we are required to collect and that became available very quickly—we haven't yet caught up with all that is available and how to use it.
- Regarding student data, particularly the data we are required to report through our Data Warehouse: this reporting is burdensome and time-consuming, and there is a gap that is far too long between the time the data goes in and when it is reported back to us.
- Is the data there? Yes. Is it accessible to all of the different individual in our district who could utilize it? No.
- There is a lot of data available—particularly that around testing—but if the families and teachers don't value this sort of information [opt out is extremely high in the districts participating in this conversation] there isn't any amount of professional development that will convince them to use it to make decisions about what their students need or their own classroom practices.
- Using data to inform instruction takes time—which is difficult to find.
- Data can always be misunderstood, misinterpreted or skewed by people who don't know what they are looking at. Need to assign point people who can become versed in the data and help people who need it know what they are seeing and what they should do with it once it is in their hands.
- We use F & P and other programs. Structures are there. Next step is using behavioral systems. State assessments are the ones that we use the most.
- We use DW, STAR, F&P. How do you use the data to carry through?
- We watch data that follows them throughout- like F& P. Use F&P, Garde K to J
- We struggle to flow to the higher grades.
- I took this question as PII data. Is there too much access or too much info?
- We sit on so much data. What can we do to help districts give back the data? Me and my team go to the conferences and we learn- How do we help you?
- We use STAR. We can get better to use the data to improve instruction. It is accessible for all our teachers. What should we do with the 3-8 assessment data?
- My district is not using IDW & 3-8 to improve instruction. They say not enough data.
- It is used to be a balance across the State.

- If you get it early enough, you can use it to see how to improve how the instruction should move.
- I used it for the deficiencies in the teachers. So if they are struggling with a standard, then we know what the teacher can do.
- I was thinking PII too. How do you share when so much PII?
- Yeah, you can't even share a spreadsheet anymore.
- It depends. I work with ESL students from different districts that are coming in and out of our district. We use it to a certain extent because it sets a frame-work for what a teacher needs.
- The data I see is the summative state assessments and current grades across classes, other than that I would have to make guidance appointments to put the puzzle pieces of the data together for a student.
- Sometimes we call BOCES for student data and it could take a long time for a response. You have to place a child where they belong and the readily available data is important.
- There is a lot of mobility with students (coming in late or leaving early). A lot of immigrant students equates to not a lot of data to go by. We evaluate students right off the bat and that initial evaluation is not always accurate. Having no information on a student coming into your district is difficult.
- A 7-12 district presents a challenge because we are getting fed from four other districts. Data often comes late, if at all. We have 1,100 Special Ed students/ENL students that graduated from another country. We educate children from so many different countries that it is a challenge. Getting sixth grade assessments for 1,100 kids is nearly impossible. AIS is a challenge.
- Smaller districts, struggle with same thing. Feeder schools are having a hard time gaining student information. Using Third Party Assessments, student management systems, students coming into the second realm of education; these teachers are having a difficult time seeing where students are coming to them from and with what type of education/background.
- Opinions varied on access to data. Some said they have access but time to process information was a problem. Others said receiving data from other districts, accessing data or waiting for data (such as state test results) is the biggest hurdle.
- We are a transient district, and we struggle with accessing information, especially IEPs. We have a lot of new parents coming in, and it slows down whole process of delivering appropriate services. If parent doesn't bring IEP – could take a week or 2 at beginning of year for it to come. Where are you placing children until information is available to you? Sometimes with spec ed, it's very difficult if there's not a shared database. The more immediate data we receive, the better we are able to serve kids. The same with ENL children.
- Biggest problem is having time for data. Principals do good job of getting information, but we are always wanting more time.
- Also, speed and accessibility.
- Kids move faster when data follows up with them.
- We have a lot of access to data; time is an issue. At least in high school, we have lots of assessments, but we're not necessarily thinking about pattern in English, social studies, how students do on PSAT.

- We collect a lot of data but what are we doing to analyze it?
- BARS system and Nassau data warehouse – once you know how to get into that data, it's very useful. But need to wait for BOCES to make it available, pull out data, and identify patterns.
- We should have easier access, instant access. We should not have to wait for BOCES to get all stuff entered. If trying to create data rich environment, should be easier to get that data.
- In some cases, limited number have access to certain data. For example, we scan regents but only 2 people have access to data. We're limited by who has access.
- It's hard when you limit how many people have access in our schools; it would be easier for superintendent to say, "I need this many people to have access."
- You have to decide who is going to get access to it. We're waiting sometimes for things to scan, and they're very time sensitive.
- We've had this complaint since 5 years ago: 3-8 results come back, but Regents don't. Its results by tallies.
- It's very subjective. A lot depends on who knows what at the school level. We use 10% percent of our brain, and even less of our student management systems. Teachers would like to do more with the data, but often don't have the time to find out what is available and how to interpret it. They need to know how and where to access the data and how they can utilize it better.
- It is anticipated that as time goes on we will be much more data savvy. We want it, but need to know how to get it, where it is, and what to do with it.
- We would like to explore what the systems have available and utilize better. We need a full-time district data coordinator in order to explore the systems coordinate all of the information. As districts dedicate more time towards utilizing and accessing the data, we use the BOCES to help with district data support. ESBOCES gives excellent level 0 data support.
- The role of DDC has really evolved over the last 15 years and now it is more like a full-time-plus job.
- One of the issues with accessibility is timing. State testing happens in spring, but scores come out in August. By that point it is already too late to really use the information effectively. The beginning of the school year is already very busy time and it is difficult for teachers to take the time to access the data and understand what the data is telling them. Some districts do a great job and have the staff to do the work, but others do not.
- There are reports on the data regarding the state testing that are available sooner, but the final scores do not come out until August. Until those scores come out, a lot of districts don't really look at this - Common Data View Reports. Most people are not looking until the end of August. A lot of districts only look at the kids who didn't do well to try and get them the help they need, and they are not as concerned with those who did well which can really help the teachers understand what was effective. We really need to look at the standard being tested. Did a lot of kids miss the same question which may show that standard is not being effectively taught?
- Accessibility has a lot to do with how the position of DDC is set up and resources available for the individual district.



- ES BOCES used to run workshops on a regular basis on how to analyze the data, however, time, money, and resources are not as available so the districts don't send as many staff members anymore.
- Common programs being used by the districts represented are SchoolTool and Infinite Campus.
- NWEA - we have benchmarks three times a year which we use the data to steer the instruction as a supplement to the 3-12 testing. It helps to better guide the curriculum and instruction for those students as it is more timely and available.

## **2. In an ideal world, how should information about students and staff be used?**

- Instruction standpoint to guide instruction, have information where students should be, provide a guide for teachers, how can the data help curriculum to help the teacher and the student. The data should be used to help students progress.
- Not base on once a year assessment need a system to continually test data over time so that this allows ongoing real time feedback.
- Student data, district point of view student transfers in need information real time, basis to get the history and where they came from. We need the history by the time someone is able to track district, history arrives 2 or 3 weeks later, need history, IEP, ESL, BOCES information and lose time adjusting student schedule. Every time student transfers in the district has a need for faster and simpler data.
- Supporting the students where they are now and where they going on next. Transition how to support them to get there. Workgroup college presidents is there a database for outcome when students have left, k – 12 system no one had an answer, lack of knowledge. No clarity ... that is essential, database that follows the student once they leave.
- Sharing information, training on sensitivity, most read information and have biases, use the information to support student instead of biases. How well they will do in class, read the information in its purest form instead of with biases
- Similar locations should use similar SIS
- Have a consistent dashboard
- BARS w/MyTrack –is a work in progress, has potential but not there yet
- If the SIS would talk with this it would be very useful
- Parents are fearful of use of student's data
- In one district, for example, the district data analysis showed that almost all of the kids did poorly on poetry. When they looked at the curriculum, they realized they were not teaching that standard at the correct grade level. This allowed them to make changes. You should be teaching to the standard, not to the test. Data driven curriculum.
- We talk about technical skills that students need, and we do data analysis. Maybe there is a belief that there is implicit bias and some think these kids can't learn or can't be taught. If the teachers believe these kids are not going to learn poetry, they are not going to teach it effectively. This is another way to use the data to show what the student capabilities are.
- Data about students should be used to drive instruction and curriculum. But the teachers don't have time each week to sit down and analyze this data and form assessment teams.

- Sometimes it is too much information coming in on all different platforms. We have a lot of data that is not connected. How does NWEA compare to state assessment? What does it mean if a student did well on one assessment and not another. We need a holistic approach to look at all the measurements and gather them together.
- Ideally it would be great if a system could coordinate all the data and help to analyze it for the teacher. Concerns were raised about what happens if a single system gets hacked in to?
- For data reporting we do have that system at the L2RPT that does have a lot of information. Even IDW has a lot of information. But no two districts use the same software, so there are a lot of different programs being used.
- A lot of issues were due to the kids opting out of the state tests. If you look at the high school students, the state did create a tremendous report on L2RPT called a Total Cohort Report. If you go into the cohort, you can look at the span of each student to see what regents they have taken and are they on track to graduate. However, some district may not know about it or access it.
- Single student management system – not likely to ever fly. There is too much local control, but we should have a statewide education network that would make it easier for folks to plug into this data and access it – like a “boces.net”. This would save a lot of money for districts rather than spending on firewalls, internet services and infrastructure. This would give districts an opportunity to spend the money on staffing needed to analyze the data and make it more available.
- Districts should have a shared data expert, but it’s hard to find the money and keep under the tax cap.
- If they could use the data properly a lot could be done. Right now it is considered an unfunded mandate, but the scores should be able to drive the teacher and administrator professional development as they can see what is lacking and where they can improve. We need to change the culture around data and use this information to drill down to the child’s needs. (IEP for every student)
- Everyone looks at the kids that are struggling, but data driven instruction can be used to help the high achieving student do better and give them more appropriate instruction as well.
- People are good at following instructions, but not as much at understanding data. What data are we looking for? What is that data going to be used for? That is what needs to be made more available and easier to access and understand
- Staff would be able to use data for instruction pieces or for potential interventions. If the scores were somehow compiled to give potential risks, areas of improvement. Overall if the data lead to a roadmap that would lend itself to helping student’s growth. Data about staff would show professional development path, student success or growth/maintenance. Many districts feel that is the state took the data they were given and then gave the district back output that would increase instruction or school success.
- In an ideal world, we would have the time to guide teachers and others in how to use the data/to know what to look for in the data, and teachers would have the time to collaborate around the data that is available to inform their decisions and their curriculum.
- It is important for districts to have data teams—made up of all stakeholders (teachers, families, administration, support staff, more)—who can dig into the data together and look at it from a variety of perspectives to really understand what it is showing and what decisions it might inform.

- In an ideal world, we would be using the data to impact student outcomes, determine their college or career readiness, push students to aim higher. We would use data in ways that are predictive, not reactive.
- In an ideal world, the data would be available through a digital dashboard (districts mentioned Microsoft Power BI as an example) that is easy to use and that could be tailor-built so that the unique content teachers and others need most is at their fingertips. [Many of the districts report that they are either looking to find such a system, are attempting to retrofit systems they already use to have them function in this way or have purchased systems they can use for greater access to their data.]
- In an ideal world, data that has been collected would be compiled and accessible in a timely fashion so it is most relevant and can be of the most use.
- Need a system where everything we need is available—what we use now to upload data is far too labor intensive. By the time we have all the data input, it is often out of date.
- Data should be used at planning level.
- Curriculum. We're constantly looking to say where are we, given the standards? The intention behind it was always to drive curriculum decisions.
- It also can help us find gaps of any subgroup areas. To keep that information at the forefront.
- Should be used for PD decisions - what staff needs to help grow students. How to get that improvement.
- No matter what we use data for, there should be multiple data points.
- Interesting stat shared: 86 percent of people believe data points on a spreadsheet. You have to make data actionable. What are you going to do with it? We know our strengths and weaknesses, what kind of action plan do we have?
- Datawise: bring in data teams, learn how to roll out data teams, how to use it.
- Sharing data out when it comes back to teachers is always going to be difficult.
- Break it down by teacher, by course, by subgroups.
- School-level data available in BARS.
- When we have data that says teachers scored first in district or region, that's a slippery slope. When show AGP reports, there's greens and reds. Focus on what's going right first.
- Being careful how you interpret data or approach data with teachers. Inherently, always downplay APPR. Data conversations tend to be more positive, but there are probably districts where it's punitive
- One thing state does well: comparing students across state; Students are really being compared to very like students. If we had access to be able to compare teachers at that level, that would be super useful: What are the obstacles preventing a teacher from performing at a district level, at a building level?
- State system of comparing similar student groups by all of different factors; would be helpful for other third party assessments to undertake.
- Comparing similar teachers to similar assessment results in other districts.
- The educators said that data should be used to:

- Quickly address student weaknesses and strengths, then customize program, classes and assignments
- Identify at-risk students
- Identify attendance patterns, developing bad habits
- “We would love the ability to connect some of the data and be able to draw conclusions in real time. But everything is isolated.”
- “Why can’t I connect attendance data to test data to all the other bits of data we have to collect? It should all be right there, in real time.”
- “I want teachers to be able to make good decisions in the moment.”
- The main feedback was how the data will enrich student learning. “How can it help the kids?”
- Student data is a value. Every child should have an equal opportunity of resources. Are they getting what they need? A student should not be seen as a number- you are a 3- you are a 4. The tests are important and we need to prepare the students for the future exams- the BAR, etc.
- We should use data to best meet the needs of the child. Information should be used for staff to do their job most efficiently.
- A Staff Developer/Shared Data Expert comes in and analyzes data. Certain teachers see data information and gobble it up and others do not. You want to see teachers hungry for this information. We analyze how teachers are doing not for performance ratings, but to see where their strengths and weaknesses are and compare that with other teachers strengths and weaknesses to see how these teachers can help each other out in their areas of teaching that need improvement.
- We need common planning time for teachers. A lot of teachers are given data but they need time to digest it and have time to talk to colleagues about the data. There is never that kind of time in districts to have that conversation. You get data in August, there is no time to plan, “where did little Mary fall?” By the time you can analyze, assess and plan, you’re back in the classroom.
- Half of the kids do not take the assessment, so we hope the third party assessment was given with validity.
- When taking State assessments, you only capture that one day. Even with data you have to have that understanding. A student could be having a bad day that affects their test taking skills.
- Information should be readily accessible to all staff who work with students.
- “I think context is also really important. Training on how data can be used is important. What can we do with the data now that we have it?”
- It’s not about the kids, it’s about the content. We are looking at trends and content and how it’s being addressed.
- It needs to be that commitment, that more holistic approach with data information. How can we use all these elements of information to help define what direction we need to move in?
- There are always some people that are struggling, colleagues, etc. We can find a way to help through data.

- We need data teams/groups of people. We need to bring people and data together and formulize groups. It can't be a one man data team show for a district. We need people to come together.
- "How many districts have data teams?" (There were only two at our table)
- Not many districts do. Hauppauge and Port Jefferson are developing that culture of data (by utilizing a Staff Developer/Shared Data Expert). It becomes a cultural thing. It is what leadership is looking for. Now there are a lot of requirements from ESSA so districts can't walk away from data anymore. All data is embedded in everyone's work who works in a district now.
- People in districts are very busy, it's hard to motivate colleagues. Its frustrating spending time making sure data is accurate and then it just sits out there and nothing is done with it.
- What we found to be most successful is if you are translating data in a way that is meaningful for the end user. Leadership has to remove that stigma out of it.
- You want people to acknowledge the flaws we are currently facing with data and say how can I improve this instead of ignoring the problem?
- The biggest key is the translation of data. How can you use this data to improve your instructional ability?
- The goal is to get information about the students to help improve the student's education. The same applies to information about the teachers – how will this information ultimately help the students.
- All information should be used to find out how we can get better – improve their education.
- To further teaching and learning. Keep the rights to what they have created. It's their intellectual property.
- Information pertaining to students we should be mindful of this information that we share about kids and keep the parents in the loop. Parent involvement is very important. Sharing sessions with kids can be helpful.
- Different benchmarks can help the teacher. Discipline issues get monitored and tracked? Not sure if it's right or wrong.
- Some feel it should be confidential along with family and financial situations.
- Teachers and administrators need more time to converse about students – this is what was done prior to technology. Discipline should be confidential; however, teachers usually are aware of those who have issues.
- There should be articulation meetings where teachers converse about the students
- Ignorance of staff with regards to students that come from poverty. Teachers should be reaching out to counselors. There should be some way for teachers to know about students that live in a homeless shelter or have been without food for the weekend. This impairs the student from learning. We need to look at that piece when reviewing and can hurt a child. They need a special support system in place.
- Cyber security is the top concern with the accessibility of all of this information. RIC is the first line in defense.
- Survey was done for the booklet where many teachers are concerned about privacy especially when they are giving passwords to substitute, leaving the computer on, etc.

- Being able to connect all the systems to access all information would be helpful.
  - Is it a good thing that each system is separate? It might be so everything doesn't get hit with Ransomware as an example.
- 3. *It has been said that our current data system was built for collecting information rather than analyzing or digesting it to inform decision-making. Some educators have expressed a need to have a system that connects information to better inform programs and services for students. Do you agree with this sentiment? Why or why not?***
- a. *Are there connections you would like to see made between different data elements that you currently don't have access to?***
  - b. *Is there information that is NOT currently collected that you believe should be?***
  - c. *Is there information that you have to collect now that is of no help to you?***
  - d. *Are there ways that you are currently connecting different data elements to inform instruction and affect student outcomes?***
- Rather working with a group of people analyzing, my wish is to have a program that analyzes for me.
  - History state collection of data, trying to expand and replace especially for teachers and improving instructions when this started the IDW solely intended for administrators not to provide for teachers. Not designed to be teacher friendly. Programmers have manipulated our system to work for teachers. I agree, we have evolved and outgrown the start of the current data systems we are playing catch up with all the changes in the world.
  - Artificial intelligence the data is going to tell us what works for the student, it removes the human element, where the student should be placed, feel leery of this information placed in the system and let the system say what is appropriate for the student.
  - Data should support the student
  - I agree we are playing catch up, extract data to evaluate seems if it works constant evolution
  - Learning IDW, is more teacher friendly, do teachers know how to use the system, are trends for teachers who want to learn more
  - Are there connections you would like to see made between different data elements that you currently do not have access to?
    - The group said that the benefit of connecting different data elements is almost limitless, as would the ability to more easily isolate specific data.
    - Why don't state data systems connect to each other? Reporting lots of redundant information. Information on Student that move in and out of the district, data that is easily transferred and follows the student.
    - Local controls on Long Island – causes a deficit to teachers/district
    - All programs are different
    - City uses the same system to standardize.
    - Cost of upkeep.
    - Correlations between attendance, tardiness to class. A risk assessment at the high school level. There are all these RTI platforms K-8, but nothing at the high school level.

- California using score for students: life trauma, divorce, homelessness, abuse. It gives you a risk score. Whole risk assessment.
- Infinite Campus has a whole analytical suite coming out. Puts attendance, grades, into early warning system.
- We're trying to build something from scratch. It would be helpful if someone else created the information.
- Stumbling block: 8 different systems, multiple different ways of gathering information (such as attendance). It's easy to do one system, it's 8 times as difficult to do 8 different systems.
- Interested in taking school climate surveys, take student responses and link to assessment scores.
- We did school climate, but anonymous. Family engagement, social emotional, instruction ...
- Students had option of commentary. Eye-opening experience. It really has driven our school. To share with building principals, was tough. Worked over summer in data teams. Wanted to share out with staff in a very nurturing fashion. Kids share a lot of information. Kids sharing things that may have been building. We have schools in need of improvement; we're a targeted district. It's very powerful, and I think it's changed our way of dealing with certain issues because we have data from teachers, students and community. Crosswalk of questions (similar for all 3 groups; how did we rate in each of these areas; why is it red in one area, and green in another; perception). It was a great way to get a lot of information. (Students required to take survey into computer lab; teachers required; parents we struggled with getting them to do it.)
- Showed us we weren't good with getting information about the survey out there. How are we communicating to parents and getting their feedback (part of our improvement plan).
- Most of time, districts want to give survey in springtime. Wouldn't it be interesting if we did it two times per year? Do responses change?
- We've used PLC associates. That is the vendor we work with. Based in Florida
- State has thrown around idea of making a climate survey mandatory for everybody, but they have no way of collecting data.
- It is important that the data all be available in a single system so we are capable of looking at information side by side and can really "see" what it is telling us. Currently we are pulling it from so many different sources.
- Feel like have access to what they need but his teachers do not have access to what they need, If we gave them the system as a platform, as teachers look at IDW what am I looking at? How do I chop it down and get it where it needs to go? Need a bridge.
- It is easier to call someone, it could take 40 minutes to figure what he is looking for, sometimes the accessibility to get to what you want at the moment is time consuming.
- Moving to level 2 is different than level 0, information needs to be user friendly, currently it is not beneficial to where it needs to go
- Importance varies, we need a platform to collect the SEL

- I would say with my feeder districts, absolutely. There are some data issues where we need parent permissions. We take kids in a whole year ahead and get their data.
- One district is trying to change their student systems to Infinite Campus. It would be beneficial for them for student management systems to communicate better.
- Is there information that is NOT currently collected that you believe should be?
  - Extracurricular/sport involvement
  - How often a student has moved, even within the district
  - SAMS and SIRS report different numbers
  - Freshman year tardiness – is it a precursor to HS outcomes.
  - The 2014 dashboards using red, yellow and green coding had benefits.
  - Transparencies to parents – how to share info with parents without fear of reaction and allow for hope even if info shows student struggling
  - NWA reports to parents – good idea or not?
  - Releasing Benchmark assessment data to community – 1 district did this and it went well, better than expected. Need to give contact information on who to speak with to discuss reports so teachers are not bombarded.
  - ENL population – difficult to provide direct understanding of student reports
  - Documents/immunizations – need to receive in a timely manner. There should be a universal code for these (immunizations) that is utilized statewide. Would make it easier to follow up for admin on students missing/requiring.
  - The attendance of students who are non-competers (sports and clubs) from freshman year through graduation, change in grades for these students, and effects of intervening with different offerings/avenues to help build self-esteem.
  - SIS to compare top students to involvement in sports and clubs
  - Coaches not always district employees, how to decide how much access to give them to SIS
  - Student social/emotional survey. How do you make friends, 10 items. Snapshot, they review it with their team. Kids get to share, here's who I am. Pear Institute: HSA survey
  - Guidance counselors use Naviance. Interest survey. Most kids do that. Middle school, then again in high school
  - HSA survey: It would tier school to say have x number of kids at tier 3 socially; tier 2; we did it at beginning the year and end of year for every high school kid.
  - Can see kids grow/change, how to support.
  - Average childhood experiences (ACES). I think they partnered with a clinic too. ACES survey will give you a risk; high risk. They took pieces of ACES survey and started to use it within school. Some pediatricians use it.
  - Integrated system to say who participates in clubs, who does what in our school. I'm pulling from art director, athletic director, club advisors. There's no integration. I would love for the state to say, here's how you can collect the information on a grander scale (rather than asking your athletics person, art person, etc. to provide data.)



- Naviance pulls info about interests; would be useful.
- In eSchool, etc., can set up clubs. Working with BOCES on infinite campus.
- BOCES trying to launch app last year: more for tracking service hours. Could put in clubs in there; but it doesn't speak to management systems and you have to pay for it per pupil.
- It is important to collect historical data so we can see who a student is and what they have been able to achieve over time to help us make informed decisions on their behalf.
- NYS we have too much data, we ask for too much that may be necessary and every year more data is requested. Some data collected is not useable in real time the focus should be real-time data. Focus should be programmers and data teams. You are as good as your data person; Most districts do not have that capability. Districts don't focus.
- Data on the district's community that ties into ratings and provides background on overall students.
- Funding reporting to communities, how it is done, what it means and more relative data to school scores.
- Suggestions on some information on social emotional screeners, reporting?
- No cost effective tool to integrate all student information systems to produce drilled down data, why is the state not producing this?
- "By the state? No, just in general". They collect all this data but we have these privacy rights. I would love to know who in the building is seeing a social worker in our school, but it's hard to get access.
- No.
- Data is important to someone. There was an interesting sidebar regarding qualitative data related to personal issues of a student (i.e. death of a parent/ parental drug and alcohol issues) that should be accredited towards a student's development or regression.
- A portal to keep track of what students are doing (extra curriculum activities) – Adrienne knows of a software that already does it. It will help the student to keep track of their activities in 9th grade, so all of the information would be organized when the student is in 12th and no one will have to try to remember.
- Any information or software that is not helpful most agree just don't use it.
- Is there information that is collected that is of no help to you?
  - No. Data is important to someone.
  - There is so much collected – it is very granular
  - CEEP and Portal – why the redundancies
  - Numbers differ and causes discrepancies.
  - Requires extra admins
  - Data needs to be streamlined – "if it is in 2 places then it is wrong in 1 of them" as per Joe Stern
  - There is fear that having data in only 1 place can be scary
  - Combine data if in too many places, some pulling back to paper

- Lots
- They are constantly updating. I think soon they're going to want to know how many eyebrows everyone has.
- It's also all the different systems. We have pd systems, we have BEDS systems, we have 8,000 systems. BEDS doesn't match teacher's retirement system. It's a mess of data all over the place.
- BEDS releases data publicly, but doesn't match district info. State says, yea that's a glitch.
- It's the same information over and over again. Why are we doing BEDs when they can get a lot of information from the student management systems? Where's the crosswalk between the teachers' code and the BEDS code? Even state aid system doesn't communicate with anything.
- The redundancy of student enrollment, of staff, why the date calendar isn't the same as the state aid calendar.
- The offices at state ed don't seem to talk.
- Staff evaluations and the ratings staff are given. These observations/evaluations take hours and hours to collect and are often done by different people (which can lead to a lack of consistency in terms of ratings.) Too, if everyone is rated "highly effective" –which happens--it's not very useful to the district or to the teachers themselves (where is the potential for professional growth in that?)
- Civil Rights Data reporting should not be done by district, why is this not state reported? This gives the district extra information that can be a liability. What does the Civil Right data produce for the state, district or community?
- Often this data is self-reporting creating inaccurate data. Items such as home language, ethnicity etc., are items that are frequently reported incorrectly. APPR data is not useful as this system was deemed a pass by the teachers unions so the data is skewed. Almost all teachers are highly effective, this leads districts to believe the APPR is not objective.
- The group expressed frustration in data "going into a big black hole at the state level," and that there is data they collect and report but then it just seems to go nowhere.
- If results are returned, the waiting period/delay makes the information useless for individual students. There's no benefit.
- Group members also complained that sometimes they are asked to collect data but don't know what it's for.
- Sometimes parents give misinformation for students. What do you do if you catch a parent in a lie? For example, the parent states that the language spoken at home is English, but we really know that isn't the truth because the student needs a translator at school. How do you tell the parent their child needs a translator? Or another example is, the teacher asks the parent "does the child have an IEP? The parent says no but they are not being honest (and the same goes for SIF students/SILF students - students with limited and interrupted formal education).
- "When I look at the data for dropout rates, they are low because these students are coming into the district when they are 19 years old at a grade 3 education level. This lowers our graduation rate by 8%."
- Where is it all going, why is it going?

- Ethnicities- some kids can be multiple. Maybe this collection is out dated?
- Are there ways that you are currently connecting different data elements to inform instruction and affect student outcomes?
  - I think it will be district wide. We are collecting quality data through teachers to see which kids are falling under the radar and taking it back to weekly meetings to discuss the data.
  - We are bringing in all elements- Psych based, IST type (Instruction Support Team). It is interesting how the teachers' initially were like, how is this being used? I do think it will become more IST based.
  - GAP reports to compare to other districts in the county, counties in the state and states in the country.
  - Comparing county to county is a better view to truly know how you district is doing
  - Using Nassau data warehouse- you can “pick” specific districts to compare yours to
  - AP results only compared within your district, if you want to compare with others you need to personally ask. Nearby districts results should be accessible (not NY or global)
  - Our district currently uses Sequel and Access databases to create reports. This is rerun daily so queries are hitting against the new downloads. This was a heavy lift in talent and training so the data could be uniformly entered and used. Reports are created by school, grade, subject etc. Time is the biggest struggle so staff/admin/ reporting can be trained continually so the data is correctly reported.
  - In addition to creating reports, we also do professional development, we look at the data tweak it see if it worked. Principals, reading teachers looking at data they collected right at the school, it is happening but not consistently.
  - Some group members had the expertise to connect elements, while others did not. Capabilities varied greatly from one to another, and often rested with a single person.
  - Issues related to correlating attendance to achievement were cited. In addition, our group pointed out they utilize their data for local assessments and for day-to-day student/parent involvement.
  - If we can get data in the same system that would be great. Track different data in one place. Students should be able to see and use it to see goals and inspire them.
  - From the State side- pushing the numbers from Level 0 up is just numbers. If they can just open it up, it would open light years of info.
  - I thought L2RPT was for where we do our checking?
  - Yes, but we should have a uniform place to look at other regions and counties across the State.
  - I will push back on that because of detention. And if the name is sent up, then other people can see. So there is good and bad with that.
  - Do you want data that you can connect with another set of data?
  - Jen: What we use with F&P- we use in pie charts- 4x a year we monitor over the years. How did the students perform in class compared to F&P? Table gives us a whole breakdown but we cannot give all the data to the teacher. We want the data to be user friendly. Constant feedback cycle- did it work? What's next?

- If you connect them- it will slow all the systems down.
- You would need someone to manage all of the systems which is a big job. Just with student management is a challenge. They would have to know who should have access to what.
- Educators need to be trained better, so they can see all the variables (family situation, past grades, where they live, IEP, etc.) of a student so they 'know' their students in their classroom. Teachers need more time to access the information. Giving the last week of summer is not enough time.
- Access to DASA complaints - one school district has started to store that info, so they are aware.
- Mental health should be documented. Teachers aren't aware of what happened nor are they told when the child is returning. Should not be accessible, but better communicated, so teachers aren't off guard. Given information on how to deal with a situation is helpful. One school does an email to notify, but some are still nervous about sending such information via email. One district is not allowed to use a student's name in an email. They are to use the ID# only. Another district after Superstorm Sandy used red flags on Infinite Campus to know if their student was displaced.
- One attendee stated the ability to use the grade book in Infinite Campus, and it did all of their computations for her. Having the portal available for a parent is helpful.
- Teachers are not required to use Infinite Campus in some school districts, but some districts are. Putting comments and notes, so the parents can see why their score is less. Many parents are not going online to review the grades, but schools are trying to entice them to do so.
- Everything exists, the data is there, and it is even redundant. The issue is how we use the data.
- They always want that end of year data verification. Everyone wants to know the graduation rate or how we did as a school. But the important question is why are they getting those results?
- One problem is kids are put into a one "mold" with a graduate in four years limit and needing to pass five regents. Why are districts penalized? Why is this score higher than others? Is our population underserved? Some of the special needs students need individual graduation plans. So you need someone who knows the data that can talk about it and explain the data.
- Data collection does not equal data analysis.
- We used to have alternative pathways to graduation. They got rid of the local diploma. They came up with the alternate pathway, but it still does not give many kids the ability to succeed they need. Graduation rates dropped because of these new regulations. There are other certifications that could be earned.
- Vocational programs still have a stigma that needs to be overcome.
- What we're talking about a lot is collecting information. We're looking at what data exists, but we're not analyzing anything.
- For classroom teacher, what is data source that would be helpful? What data source would be helpful other than what you're collecting on your own?
- Prior results are best indicator of future success.

- Kind of goes back to what discussed in #1. Accessibility; Being able to get in there and design reports you want, not just what third part offers. Teacher might be looking to do something in classroom but can't access data to back it up.
- We need greater accessibility and greater customizability.
- There should be an increased number of individuals who have access to data to roll it out, rather than waiting to rely on data officer.
- Everything should be at our fingertips.
- Program that analyzes data and gives actionable item for teacher. Analyze where curriculum might need review (for example, if just teacher/building needs to be looked at.)
- So many variables. Is child just coming into district; he's lacking because school he came from didn't teach that well.
- Would need a team of programming engineers.
- I think it goes back to assessment design. Every teacher is creating a different assessment. Test design is probably one of hardest and most challenging things to do. It comes down to a design of an assessment. Are we vetting questions? How in-depth do teachers look at the instrument itself?
- If you don't have common assessments or at least a bank of common assessments -- everyone designing questions around same standards differently.
- Are assessments next to standards when you're designing questions?
- One of helpful activities was working with Randy Simmons on talking about structure of exam.
- Is it an assessment issue, or is it a child issue? Sometimes we're so worried about data, we're not investing in assessments. Need clean, useful data.
- We're starting at: what is data we're concerned about and how are we looking at it? What other data/information we can gather: attendance, timeliness to class? Finding more useful now; layered benchmark assessments across all disciplines is 50 years from now.
- We're an IB school: We get examiner feedback on exams. It's extremely helpful. Some of it is general, but some is specific to school, such as, "Your school demonstrated strength here, but not here."
- IB: teachers have to predict where student will score; IB looks at how far off were you. The practice is really cool.
- State doesn't provide that for Regents. Minimal data; next to no data in ELA. They don't map questions.
- A lot of what districts invest money on is right path technologies where they have standards aligned, create departmental assessments when it's the state that's requiring us to get into this level of specificity. If state is designing assessment, that information should be available from state. If it's a priority for state for school districts to start using that, has to be available from State Ed.
- Hard to compare data over years. No reason to change curriculum that often. Waste of PD on little hurdles to pass.

- We need to clarify the data we have before we look to collect more data, there is a lot of data collected already, what's an absence in one district is not that same as another district. Some districts consider if absent period 1 absent all day but other districts if you arrive later in day you are present. Look at a college data how students go and transfer out, student goes to Nassau three semester and a class in Farmingdale did the student transfer out. Universal definitions so that we can compare
- We haven't defined the data we have in place, next piece of data is going to be socially and emotionally, do we need to collect? How can we add values when we haven't perfected the most simple attendance data. We need one voice on an absence; schools will be targeted on absenteeism. Can't move forward until we perfect current policies
- Some value for uniformity one state so many different systems. Worked at 4 different districts all had different systems.
- Our District to analyze student data implement cohorts some districts use different nuances we do everything by cohort other districts do not use cohorts
- New data fields every time the state updates ... some district use 5 different management systems and they all have to be updated to report on the county data. All management systems in the different districts, multiple systems at every level really cumbersome
- Two systems interface student swipe id to make shola chip school tool whether they miss a period. Interface two systems and they don't always match. Trying to explain the system is not accurate is challenges that districts face.
- The group unanimously agreed that there is a wealth of data but few practical ways to connect and analyze it. A unifying system would be welcome, but group members were very skeptical that this would ever come to be because:
- Some of the vendors have gotten so big that they don't care what we want or need
- "It's a political nightmare. There's no will and no one has the political capital to force vendors be compatible with one another."
- "My people don't have the energy to learn another system."
- Individual districts are too small to demand compatibility. The state, the federal government, or a massive group of districts would have to demand it.
- The State should not be telling us how to teach – they should just gather the information they need.
- Reports should come back from the State in a timely way.
- With opt-out in place, some testing refusals are up over 70% and results are no longer accurate because they are based on a small minority of the student body.
- There are systems in place where you can have access to data and decide what the State can and cannot view.
- The state should pay for conversion of a universal data system.
- Additional information about students would be helpful in cases where the student's grades and behavior have gone through a change. Possibly there has been a death in the family, any additional changes to their home environment, or responsibility of younger siblings when the parents are working. It would be helpful if this information were accessible without having to go through guidance to understand what is happening to a student going through drastic changes.

- Data cannot be just about numbers. Teachers need to give their own assessments, but to do so they need to know if something is going on that is effecting the student's attendance – does the student have family obligations. Teachers need the whole picture of the child.
- Information that should not be collected from students and staff would be that covered by HIPAA law. There are provisions in place and guidelines allow this type of information to be disclosed only on a “Need To Know” basis. While the school nurse may need to know some health issues of a student, the teacher may not need to know this same information unless it effects the safety of the student while in her classroom.
- The staff and students do need to be educated about security so they are mindful about their personal information.
- New York State should be vetting the vendors.
- We need databases that speak to each other better. Having all the information in one spot would be extremely helpful.
- One participant said he created an additional student information tracking system. He did this for his principals and brought information from the IEP system, student management system, and assessment data and brought it all into one system so the principal had access to all of this information. On the first day of school, you could give teachers a report of all their students with their information. Question: “What happened to it?” Answer: “eSchool came around. Other systems developed and student management systems became more robust.”
- Data warehouse is collecting information into one location. If we could use that data at a more global level to identify programs state wide to help students or to offer a variety of different programs that would be ideal. –“How do we feel about that?” I think that would be positive, having the State have a data warehouse window to see that information for kids that pertain to our districts.
- There are some districts that don't sound like they have access to good data.
- “Will State Ed. look at this and say if your child falls into a or b, you must give him x,y,z?”
- “Collecting data is great, telling you what you should do with this information is a little shaky.”
- For example, “one school likes one system, and another likes another but the State is saying you need a certain system, how do we go about this issue?”
- Which way are you going with your funds and resources? Some districts have a lot of money while others do not.
- Data can help in different ways. For example, if a student has a lot of absences, is something going on at home? It will help the teacher try to inform others to be lenient on the student if they are having issues.
- Teachers are being encouraged to use the BOCES Gap Reports more.
- There are a series of five reports that are released to all districts throughout the state, whether you have access to Cognos or ReportNet or you do not. Every district has access in the entire state. The five reports are Common Data View Reports, Gap Analysis, Individual Student Performance Report, Released Questions, and P-value Comparison Reports. There are four reports for secondary level (for Regents exams).
- When working with Nassau, we are spending more time talking about reports. Common data reports are referred to in the entire state. We don't always develop the

same reports, except for the five reports mentioned before. They are identical. We should find a way to develop similar reports across the board, especially since we are on the same island. We noticed that upstate New York has different needs from Long Island, New York.

- I would like to see mobility reports. Not so much where they are coming from, but follow kids taking a class in my district and get a snip bit/snapshot of how the student is performing throughout the years (ex. grades 1-4, grades 5-8, grades 9-12). We should have a report on L2RPT showing the progression. If we could show the progression with months broken down for each student, to show how they were doing would be great.
- Participants want it to appropriately collect data. Some cited government interference as a negative experience in analyzing the data. State government shouldn't be allowed to conduct analysis. Our group also pointed out the need for real-time data that is timely and user-friendly to upload.
- What shouldn't be collected at all?
  - Some say the more information the better, but it becomes vulnerable if online. Everything but grades should be squashed once they graduated, so it doesn't follow them and hinder their future.
  - Educators using all of these free apps – do they make sure all of the student data is erased. Many times they aren't. Is everything really erased anyway? Once it's collected, it's there.
  - Law Ed 2d – a real commitment to not sharing your password. 'Remember me' should not be used. Be aware of links in emails from superintendents.
  - Anything questionable should be deleted.
  - Faculty Meetings – these items that should not be collected need to be discussed between administrators and teachers. They are mandated and not voluntary.

**4. *Is there any information that for privacy/security or other reasons, you believe should not be collected from students or staff?***

**a. *Are you aware of existing security provisions surrounding student and staff data in our schools? Are you satisfied with these provisions?***

- Any information you collect is helpful, social security numbers on personal day off forms
- Data can be collected but make sure it is secure, we need to secure all Human Resource data, we need to secure student data, we must protect from ransomware etc. Protect at a higher level, teaching teachers and staff all about privacy and how important that data is if in wrong hands.
- Cybersecurity is a major issue. This field and protection requires extreme expertise that is costly to maintain and recruit the talent. Can a district truly protect this data, even if a ransomware attack happens and the data is given back, how can we assure it wasn't scrubbed or already passed on for further use?
- There was consensus that security is a priority and everyone - educators and parents - are worried about a data breach. "Everyone is in a panic," said one.
- Are you aware of existing security provisions surrounding student and staff data in our schools? Are you satisfied with these provisions?



- There was general satisfaction but constant concern that any system anyone comes up with can be compromised.
- Yes, the hacking issues. It's not so much what you're collecting but how you're protecting it/using it.
- We constantly communicating with districts to stop personally identify students in an email, requesting please don't send this information in this format. It is not known enough.
- Subject line has student date of birth and name. Constantly remind people to send items securely.
- Some people will pay attention and some will not protect the data. Need to explain better
- Want more security but they don't want the inconvenience with more security changing id's systems computers and flash drives
- Currently, a student's ID number is the common connector to their data in the student management system. We don't collect social security numbers or family names (mother's maiden, etc.) While this gives us the ability to connect their data sets, it makes it impossible for us to track them and their progress once they graduate or to gather other information while they are still with us from agencies or other entities that could offer useful data.
- All staff need to be up-to-speed about what information needs to be kept private and secure. Inter-office staff are still accustomed to sending personally identifying information about students—for professional reasons—to one and other by email (not at all secure.)
- I think education law has had districts relook at things we've taken for granted. Gone are days when teachers do clicker agreements.
- We've been looking at our rights: We give a lot of rights to different things. We've done a lot of cleaning up. Why does this building principal have access?
- If need access to A, they automatically get access to 3 other things It's not easy to navigate student management system that way.
- If teacher puts in change of grade, a very specific form has to come down. Who has access to changing grades? We've had really strict systems around changing grades. Now, one person who can change grades in district.
- Made it a lot cleaner process for us for student data.
- Could include requirement for data privacy course. That would be a good way to start.
- District should train new employees, because they don't necessarily know about data privacy coming in.
- We are much more sensitive about information posted around a classroom, such as what assignments kids are missing. Maybe when the "real" regulations come out we can ease up on some things.
- I am. I know my staff is not. I think a lot of it has to do with what the State comes down with.
- We go through many steps. The Asst Sup, then me and sometimes the teacher gives up. You can't just download or buy an app which is good because it is not so easy to get the info.

- Our group cited there needs to be an awareness for security provisions/protocol. The secured exchange of information related to a student and a medical condition. Create a secure email portal for parents to share student information.
- We spend the time to do BEDS reports which have student components, teacher components, and this could be pushed up to level 0 and just come out of that one area. The extra report is not necessary. Most districts don't redo their grade levels each year. Maybe just ask if there are any changes, rather than have each building fill out BEDS forms every year.
- It is concerning as a mother.
- Is there anything at the State or BOCES level to help with the hacking issues?
- One district was hit (with hacking) but luckily it was caught within four hours. "They were grabbing everything, we didn't lose everything we could have. We were cloud based".
- Phishing discussions build staff and building awareness
- Large money spent to safeguard
- Requirements on districts only increases, none are removed or absorbed by other agencies
- Support is constantly needed for security and teaching of new programs
- Difficult to interpret the time that all of this requires
- Registration records – timeframe to collect all that is required can be very great. Once collected all data should be accessible from 1 local throughout the state to be used if student relocates
- Cities are under no obligation to provide this information. They lack the personnel to even answer the phones at times or help acquire needed documents to register/place correctly
- This lack of timely documents causes over testing of new students.
- Need to work with doctors and mental health professionals – privacy and consent forms. District sometimes uses district physicians to talk to private physicians. Private doctors are making/requesting educational recommendations and accommodations without proper dialogue with schools.
- HEADSTART program - a federal program and indicators are given easily and found most useful by districts.
- De-emphasize – APPR most cumbersome, not of much use/value/
- District evaluations produce better results, APPR insulting
- We're supposed to report immigrants. They give you 3 years coming from another country, but we can't ask them when they entered US until they're registered, but lawyer says don't even ask.
- I have to keep date in my student management system.
- They don't want you to get information so they don't have to give you money.
- There's a method to their madness.
- Have to explain how to fill out: Hispanic indicators are stupid.
- Secretary will enter kid's race based on looking at them.

- Asking race comes after registered.
  - Data sending is 85% non-Hispanic, but it's much more closer to 75%.
  - HIPAA privacy laws
  - Do we still collect SS numbers?
  - Not anymore. Starting this year.
  - But you still have in your Frontline system.
  - Yes.
  - We sometimes have information overload. We are collecting a lot of data that is duplicated or not really useful. Examples of what we don't need:
    - The data that is all in our student management system, through BOCES or SIRS. What is a waste of time is the student civil rights data collection. It is bizarre information that needs to be hand calculated because there is no one system that has all this data. It is information is collected every two years and does not really serve a purpose.
  - Free and reduced lunch – is this poverty info necessary outside the school system?
  - We don't want to have this turn in to an “In Bloom 2” Data privacy nightmare
  - In Bloom started out as a data warehouse. It was a way to collect student data at BOCES in one place and they wanted to expand statewide. Other vendors got involved, and the parents revolted. So this system needs to be careful. Vendors should not have any access to the data. They should not be able to use this information. Ask the vendor – what data do you really need? If we have a centralized system, vendors such as Pearson and McGraw Hill cannot be a part of it.
  - Staff data stored in an HR system is sent up to the state through Level 0. It should not be accessible to vendors.
  - All teachers need is unique identifier and name. Salary information should not be collected. Same with the administrators.
  - There are districts that have not appointed a data privacy officer. It is a conflict of interest for it to be the District Data Coordinator or Tech/IT Director. They need checks balances.
  - PEN test – they need to have a separate person to evaluate
  - Until people know how important data is, and what it is, and there is a cultural shift, it will be hard to secure this data
  - Teachers need more and better training.
  - Secure email is critical. The state could provide a secure internal email, but there are so many different programs, firewalls, and systems it is hard to design one
  - The teachers and parents need to be made more aware of the important of data privacy and security
- 5.** Is there anything we didn't address today that you would like to add?
- The group noted that the facilitation meetings are just scratching the surface regarding data sharing and recovery. Many participants want the cost to be absorbed by NYS and not the school districts. They also wanted to know what NYS defines as student success. Development? Passing/Failing? “Growth scores”? What is the end game when it comes to a student's success and the data utilized to make that observation.

- SED needs to be more transparent with why we are collecting this data.
- “I want teachers to be able to make good decisions in the moment.”
- “We can’t keep bringing in new systems and new products. You hit a threshold. We have to be able to pull things away when we add new ones.”
- Reduce all the different systems and databases the state needs us to update.
- All data is another unfunded mandate. Someone has to take on that role, and with accountability we have even more information have to report.
- Have to do AP courses, CTE courses. All of it requires manpower, because have to get it from AP, have to get it into management system.
- That’s all to the state. Can’t the state share with federal government? We report all to state already.
- SEL standards, at some point going to collect data on those; would be smart to talk about how to collect data on that. How to talk about it at kid level.
- We need more money.
- We need a statewide network – i.e., “bocesnet.edu”. With all of the security provisions in place would be a great asset. We discussed the relative risks of multiple systems vs. one system and which would be easier to protect.
- Currently the Data Privacy people (CIOs) are basically data collectors in many cases. There also needs to be data analysis, not just collection. Data collection does not equal data analysis
- Data analysis creates true, drilled-down, differentiated instruction like an IEP for every student
- Data interaction and professional development – these conversations are very useful
- Holding each region to the same guidelines and requirements
- Differences in areas and demographics need to be addressed
- Does the opt-out rate on island lead to lower SAT scores?
- ESSA is where we really need help, particularly around creating our Measures of Interim Progress (MIPs) and in terms of feedback around whether we are meeting these. It is a confusing process and the guidance available from the state is lacking.
- Civil rights data collection—required every other year by the federal government—is the exact same data we report regularly to the state. This is a duplication of effort.
- If the state wants all this data collected why are they protecting for the districts. Districts should have limited data that is only for child interest and the state should have the rest of the data directly. One management system would be ideal. State needs to be more centralized, why does each state department need its own set of data. Why is the data given but no analysis provided back.
- Question continuous data connect the two systems k-12 to 21 and college.

## Hudson Valley Table Notes

### 1. *How accessible do you feel student data is to educators? Do you feel as though this level of accessibility is adequate? Too much?*

- State has a different idea of data than educators.
- Data that informs state initiatives.
- The data that really matters is what happens in the classroom.
- A small percent of compliance data is used in the classroom.
- Some compliance data does have value we need it to provide supports-making budgets
- The people doing the work in the classroom have access to single data points-it's helpful for educators to have the back story.
- The longitudinal data is not easily accessible to educators.
- We haven't figured out how to measure growth.
- Wonder if we're asking the right questions? What do we value?
- We value student outcomes; how do you correctly measure the outcomes that you want?
- Data you are using to look at growth isn't necessarily showing what could be shaping how schools are viewed.
- We need to be able to access data in a way that allows a district to be compared to "peer" group schools
- But there are so many variables, so that makes things challenging.
- Depends on data domain, some data more accessible than other, do they have access to appropriate data and the ability to connect it?
- Data is not timely or complete
- Need right data at the right time for the right purpose
- ELA/Math results not uniformly provided
- Data comes too late to be useful in all areas, students outgrow the data quickly
- A lot of data to sift through, time-consuming
- What data are we talking about? Student performance? Accountability?
- Other groups – spoke about student performance, attendance, poverty... but talking about all data
- Great points made in the presentation that cover what a lot of us think
- Performance data comes late, and we set goals off that data – as the year is beginning
- We spend a lot of time on student climate data which is housed differently
- We have more data than we can get into the hands of the right people
- ..how well that can be packaged so that it is ready for those who need to work with it. It could be used better if classroom teachers had more time to dig in... but data isn't packaged in a way to allow this..
- As the year progresses, we need to collect more data, and we're "building the airplane as we're flying it"

- The chaos picture about all the data out there – we stumble through something that should make sense
- We send so much data to the state, it would be nice to get it back in a better state – good to have a better way for it to talk to local data.
- Once the data is not accessible or playing nice with local data, teachers “shut down”
- Local data – districts are looking at the state data and saying “that’s nice” – but for their needs, they turn to local assessments, other tools to dig deeper
- State local system is not giving meaningful feedback that shows up in the classroom – not useful – particularly at the elementary levels – because it’s not available as quickly and isn’t as easy to digest
- iReady was mentioned as a tool that is being used, - 40 minutes after the assessment, the teacher can get an academic snapshot of that student.
- AS a user of data, we all have this primary goal of data – which is a particular intervention working? At the local level, when using (3rd party tool) to collect data in real time and use that to inform the work we do on a regular basis.
- Data from the state comes in a “monster spreadsheet” – how do you use that? It needs to be analyzed from there and there isn’t a tool available to do that. It would be nice to have a data dashboard – helpful because it would take state data and turn it into something useful.
- At the classroom level, there are tools that can be used to see results in real time. When we’re creating a budget, we need to see what interventions are valuable.
- It would be more helpful if there was a centralized data collection effort with universal ideas that are worth chasing.
- We’re really good at analyzing demographics (ex: suspensions). ...but if we want to know if a particular math program is working or if our classrooms are being used effectively, we don’t really have a way to measure that.
- In house, we try to do opportunity indexes to identify the people we’re “missing.” ...also to cut through the noise, to help the teacher to recognize a student for an opportunity. All data is meaningful (not just hard data, but soft data – sports, etc.). I’m not sure the State realizes that.
- Nassau BOCES dashboard – looks like it would be very helpful. It was the first time I had seen something that was developed not by a vendor, but by an educational org. Allows for drilling down... Very powerful, but very risky... maybe that’s part of the negotiation as we move forward. We have to live with those threats, knowing they exist, how do we move forward?
- How am I using the information coming in to inform my practice – want to capture what’s happening with greater frequency. – (Nassau BOCES dashboard) – It could show the top 10 attendance problems, scores on tests...
- Hopefully they learn from the past when it’s time to roll it out – handle the communication of the purpose of the tool. I don’t blame parents for being fearful about putting all of this data in one place, but it can be so useful.
- I don’t know if the dust has settled – If the idea of a dashboard is brought to the public, I think ... we’re not ready for it. As much as it could do some real good, people will not be open to it. (Especially with the recent attacks.)

- I don't have a full grasp of which system to fully lock down. If I build a dashboard am I building a "platter" for someone who may want to take that data. It's nice to see someone like Nassau BOCES doing this so we can get a picture.
- Nassau BOCES dashboard – (questions about how it worked). There was a lot of interest in this tool even though those at the table were concerned about the safety of the data that would be accumulated in it.
- What is the most efficient way to house the data so that it is more usable, but this makes it easier to attack.
- Dirty Data-Huge opt out rates, ESSA-understanding state reporting, what you're looking
- Numerical is not always objective, how do we present data?
- A lot of it isn't a whole picture of the student...
- Data we need isn't always accessible
- Comprehensive look-role of data collector, Board member perspective: Issue is "is it valuable?"
- Does it tell where we need to go? Is it useful?
- Swimming in data.. what are we trying to ascertain?
- Troubled by data driven world, how will teachers have access to the data?
- Opposite of what ed law 2D
- What are the outliers?
- What about kids who aren't projected college bound?
- Cognizant of who is looking at data?
- What is the impact on the students?
- Grade centered students, sacrificed curiosity
- Schoolphobic population.
- Can kids catch up, downward spirals EVERYONE chasing numbers
- Assessment boundary
- Are students prepared for college?
- Testing anxiety
- How does data get down to the student level?
- Does the data speak to everyone? Parents, students, board members etc.
- Huge disconnect between Public ed and higher ed
- Live and die by the numbers
- Teachers do not always have the correct levels of access.
- Difficult for teachers to access because there are so many systems
- Systems are not easy enough to use for teachers.
- Of all the data that is available, how much is really used and used effectively.
- Data that is collected is summative not formative.
- Mandated data is seen as evaluative and not informative for instruction.

- BOCES programs do not have access to state level student data.
- Mixed feedback about how easy it is to get data about students when they move.
- NYSESLAT is very difficult to get when students move but it is easier if the student moves within the same RIC.
- Ability of software systems to provide flexibility and power in the backend for queries and customized reports varies. This results in parking data that is not useful.
- We need to build data cultures in our schools that provide resources for teachers to learn about, analyze and explore data. –We are just tinkering with data, we need to think bigger, think systemically! 4.5 day week where .5 of a day a week is looking at data.
- Do not tie the data to teacher evaluation systems, let us do that locally.
- A lot of data, they have access to it, but don't have time
- They are unable to make sense of it
- Teachers had meetings about the data, they are stuck trying to get through the content and there needs to be a better balance
- The data is inconsistent; each building has different access to the data and how they use it is different. They are focused on ELA and Math when they need to focus on other areas.
- Statewide, data is inconsistent or missing. (other broader full data collection points to figure out how students are doing in other areas)
- You see success in some areas of science and math, but they have behavioral problems in other areas, and they don't have access to it.
- District wide people are not looking to collect all the data points that can be collected, and overall collection is really limited and there is a general disconnect.
- Ability for a system to be nimble on the data collection
- Not a fan of state testing data and of exams. Is this going to be compliant with edLaw2d? How is this different than inBloom? Where does this lead?
- Talking about a transaction-based system and trying to get data out of the system and are they able to tackle both the data warehouse as well as the transaction aspect
- Parents are increasingly concerned about who has access to their student's data as well as “Red Flag Laws” and trying to maintain privacy.
- State test data is posted to the teacher after the first of the year on a student from last year and that data is not real time. And by September or October they are moving on from last year's data because they have already done assessments in the current school year and they are moving on to what they have collected that is more fresh.
- Cyclical data collection and they don't have a dashboard that indicates the variance in levels of performance. The highest volume of transactions in an SIS is attendance. K -12 is the most vulnerable as far as data collection is concerned because the SIS contains so much information on a given student. There are 0 predictive analytics being on the data that we are collecting in the student system. Disciplinary or nurse visits and why they are occurring (are there problems at home) what circumstances.
- What information can be used to create a clear picture to rank and file the students and create a profile of the student that isn't solely based from the state exams? (There



is more data than what is being used to create an accurate picture of the student. The data needs to be formative)

- Quarterly tests for kids are used more for student feedback than state tests
- A lot of time is being spent on state reporting and there are a lot of tricks to get data up to the site. State changes things frequently so it's hard to train someone
- What is the purpose of all the data the state is collecting? (what are they doing with it?) what do they want to achieve
- The data collection / aid / from the federal government is contingent on the data that they collect
- The data we collect for the state is not usable by the district. Analytics. A tool to bring all the data together.
- 2 systems. One for the state ed and another for the districts to analyze their data to make better decisions. Looking for trends.
- Develop a tool for more analytics. This is for the districts and to use it responsibly.
- The test data is useless for a teacher.
- Is this going to just be another system, it's over whelming.
- Is it going to be more complicated than pulling data from their existing student system already.
- One system instead of 10 or 10 million. A single system to include everything relating to students. We collect the same data in too many different places.
- We have a lot of different applications that play nice with each other.
- The burden is placed on the end user to prepare it and send it to them.
- Every district uses different products per grade level and then different products and different districts. How do we bring all that data together in a cohesive manor?
- ESA: the current data has nothing to do for children. It's too late, not useful. The districts spend too much sending data back to the state.
- All the data to help children is at the local level and none of the systems talk to each other.
- The state data is the least used data. It's the last thing they or their community cares about.
- One school uses a master excel spreadsheet that is a cumbersome monster.
- Depends on what it is
- So many platforms for data making it difficult/cumbersome to obtain what is needed
- Not all know how to access
- Classroom teacher has to go to many resources
- RTI data
- There is not one depository; if there were, it would be easier
- Google School Data Tool (?)
- Tableau (sp) - tool within IC to create dashboards - can be helpful, not all know how to use

- Concerns from parent perspective
- CBT
- Are algorithms used fair/equitable?
- Behavior tracking software
- Amount of time teachers have to put into data input
- Value of use of student work evidence along with hard data (Formative and summative)
- Data from assessments is just one data point and doesn't consider bigger picture of student performance
- Sense that the district is not using the state data as much as could be
- Districts have access to a lot of data- but teachers on the "front line" might not know what is available, or how to use what is available.
- Time is factor
- Structure of professional development can be a limiting factor (lack of)
- Different systems to log into: not clear what is housed on each one; not clear on who has access and how is that determined.
- Effective PD for data should be differentiated. Access is adequate, but teachers should be given access to systems to ensure ownership – data lives in different places.
- Sometimes people are "offended" by the data – especially in light of APPR and connection of data to evaluation of teacher effectiveness. Sense that there is "power" behind data.
- Example: participant district schedules "data walkthroughs" (80 minutes, twice in a 6 day cycle) to isolate 3 data sets and mapped together. Responses are different grade to grade. Teachers are asked to list no less than 20 speculated reasons for why students underperform.
- Sense that data would be much more useful when "disconnected" from value-added (link to teacher evaluation); unintended consequence was fear of not being adequate.
- Before common core, state disaggregate student data – Data Mentor was very valuable and easy to use. Gave relevance to state exams. Go back to something like that. Gives more meaning to state exams.
- CBT is being used in this district. Tests are not as valid because students are not comfortable. Use a lot of third-party assessments and spreadsheets.
- Large data dump. ESSA Buckets pre-determine the results. Rely on local assessments which don't relate to state assessments. State assessments need to be more timely. Need to look at the local data. It is not predictive of success on state data.
- Local data is more valuable. State data is useless. Used for AIS only. Current data is not readily available. It's old before you get it.
- Mistrust of state data. State is going in the right direction. Movement to make them more fair and valid. CBT is another transition. Disconcerting / change in vision. Not sure where things are going. State needs to prove there is long term consistency in the state exams.

- What other data aside from state data is available? Varies from district to district. Sources of data. Integrate teacher data with student success. Student has 3 years of substitute teachers. This would be helpful to see the impact on the students.
- Do the systems talk to each other? Is there something. How would data be used?
  - Wants local control of all of the data. No faith that it will be done properly.
  - Data privacy is a major concern. Expulsions, suspensions this was data private to a school.
  - Massive Big Brother. Absences may be a cultural thing. When moving the data to another school, you may not know the context. Concern with Big Brother. Blessing and curse.
  - Disturbed by a giant cloud that follows a kid.
- Used for local decision making in instruction. Electronic way to transfer records. If there is anything beyond local control...doubt data will be used properly. System for movement that is secure...just transfer
- Agrees with E Rye. Misinterpretation of data. If don't have the data on the kids you need to work with the kids but may not have the information. Use IC in his district. Love for NYS to use IC. Can transfer from one IC district to another IC district

## 2. In an ideal world, how should information about students and staff be used?

- To help enhance teaching that is going on in the classroom
- Data should be crunched before it even gets to teacher
- Teachers should have IEP data as well to help them
- Unbiased!
  - Not in a way that teachers and students can be judged. People need to understand it is just a metric. Data does not define teachers or students.
  - It is not always used this way. The laws do not state this.
- Swimming in data but looking at it drop by drop. In an ideal world you'd have a dashboard that shows you that drops that you need to see. It is on the instructor to find the drops that are important to them. Data systems are too passive and need to be more intelligence.
  - Systems are too specialized and there is not big picture of a student
- Are the tests even appropriate for the student?
- A computer should never make a decision for a child
- Awareness of the whole child
- Data must be pulled for GOOD REASON
- Keep the data about helping students. Not punishing staff
- Data is needed to be collected to get money but, needs to be regulated with usage, storage and retention.
- Data tries to group students together.
- The local data is in separate systems- separate silos- is there a way to group it all under one roof?
- That would make it easier for teachers

- The more data you are presented with the more data you are going to ignore.
- Does everything have to be converted to a numerical value? Not sure.
  - Were so drilled down on what we need to do that kids don't know each other-teacher?
- Don't know each other.
- Our "data-driven" culture hasn't improved our education system?
- Data is a natural bi-product of education
- To be able to share data across schools would really help.
- Having a district wide system would really help!
- We always have to think about the hierarchy of data- some data isn't meant for classroom teachers.
- The best outcome that we could have is what happens to our kids after they leave?
- How our students are performing in college and careers?
- Education used to drive the data vs data driving the education.
- There's a data for good and a data for bad. Are you using for a good intention, or are you using it to reinforce a bad?
- That's why I brought my PR person... "testing is bad" – now we have all of these people who opt out. We're still responsible for whether students can master the content.
- Districts in close proximity – trying very hard to be doing things on our own – want to work together, but can't combine their data. Siloed. We're reinventing the wheels ourselves.
- It would be valuable to press a button to say "these districts are similar to ours." How do we compare to other districts – size, socio-economic, etc.?
- Database system that would organize all schools by size, etc.
- We want to be compared to the districts right next door – not those that are "similar" but unknown
- The state can influence these 3rd party vendors – "here is the data we're looking to track." – They can influence the development of the products we're already using and you're seeing the ability of these systems to communicate with each other on the back end. Theoretically, if the state were to create a unified system of evaluating these test results so that it could be imported into the SIS overnight so that it could be used in real time, you could create a locally controlled dashboard where I could control the data in my system. If the state were able to help apply pressure to these vendors, it could be a realistic thing... don't know how much effort would be required, but this would be a way to do it so that it could be locally controlled by each district.
- Our parents – we have such a high opt-out rate, wanted to purchase iReady and parents came to the board meeting and pushed back on that idea. I have to invest in psychometricians to prove that our data .... There is a large opposition from our parents to any data collection. I'm struggling to understand where this fits in if we're trying to dig our way out of this hole.
- Classroom practice – would love to give my teachers a tool, knowing they're going to do a skill the next day – I need a group of students who need ... younger teachers are used to instant access. They don't get that with.

- 24 hours isn't unreasonable. That's the next lesson. "What I did yesterday – did that work?" That's what's burning out our teachers. Their own home grown assessments.
- The classroom is this designed experience – if you introduce data as something that needs to be reflected on within a certain timeframe – it's not a part of their practice. How effective is that practice. It's a stumbling block. If we had the tool, it's not solved – then we have to put it into practice.
- Reporting (test scores) – it's about PR. Do they value or not value them? Relative to our instruction
- Carefully, especially with students-privacy and security
- Big data profile for young students
- New student's data is important for placement.
- How do we share from district to district?
- Grade level data to go from one grade to another
- Teacher flexibility for planning
- Data through SIS
- Questions are being and converting to actual data not just numbers
- Numbers don't always tell what they can do?
- Progress monitoring doesn't always show progress
- Data set some never get tested and can get deemphasized
- Chasing a number-ESSA has continued this practice
- It has to be used intentionally, inform instruction and programs, improvement – growth mindset.
- Use if intentionally for pathways toward success.
- Eliminate teacher evaluation tied to data state-wide and even to label students.
- Use it to set achievement and successful goals, we've moved far away from this.
- Have systemic regular data meetings for teachers.
- Peer review and peer data conversation where teachers can talk to each other about the data.
- Use data to improve teaching and instructional practices.
- Access to data needs to be more immediate, dynamic, and integrated with other systems.
- Data systems need to be adaptive.
- Providing access to user friendly data for students so they can control their improvement path.
- If it isn't one system that simplifies life, its use is diminished. It needs to be seamless and real time so that they can use that data to inform decisions
- It takes too much time to get the data to the state.
- Are these tests informing us about our children?
- Student data to help inform instruction.
- Real Time Data

- CBT will come down from the state real fast
- Students are not one data point, but a single exam is inaccurate to create an accurate picture
- Local assessments over state. Grade book is real time data.
- What is a dashboard? The data.nysed.gov website is really nice as a presentation on the data and allow for comparisons. What does the data.nysed.gov user access control look like (security)?
- A dashboard where you can see what skills they are lacking, and foundational skills. Where are we getting the data from and having the ability to access your kids. Also look at a snapshot of historical data and their progress.
- See the pieces and the historical data easily.
- Be able to define your own dashboard.
- Danger in how you analyze historical data by assuming that because a student has done poorly in the past that they will do poorly in the future.
- Having data at appropriate time
- State assessment data is too late
- Teachers may not be ready to see their students' data
- Teachers cite factors out of their control
- Data should not be used as a weapon
- Should be used to drive professional development
- Need for sufficient time for process
- Collective responsibility
- Parent:
  - child's schedule
  - communication between teacher and parent
  - progress reports
  - Attendance
  - use with child to empower the child
  - Passport for Good
    - Activity management tool
    - Will have interface with IC and eSchool or SchoolTool
- Student access to data
- Concern about protecting student personal information
- Social-Emotional "happiness" factor
- Problem: Parent access to info during the day (and texting their children during day with reprimands resulted in) Parent Portal being turned off during the school day but still can access attendance but not grades, assignments
- Students: drive instruction and practice
- To evaluate if programs and curriculum are useful and productive

- If teacher eval system is helpful and working, it should push teachers towards improving practice. Data point can help teachers be reflective without fear of punitive measures.
  - Teachers are empowered because they are using their data. Spreadsheets that can be sorted to help drive instruction.
  - Is anyone using a data dashboard? EB: Using Forecast 5. GB: dabbled with DataViz, works with IC but not there yet.
- 3. *It has been said that our current data system was built for collecting information rather than analyzing or digesting it to inform decision-making. Some educators have expressed a need to have a system that connects information to better inform programs and services for students. Do you agree with this sentiment? Why or why not?***
- a. *Are there connections you would like to see made between different data elements that you currently don't have access to?***
  - b. *Is there information that is NOT currently collected that you believe should be?***
  - c. *Is there information that you have to collect now that is of no help to you?***
  - d. *Are there ways that you are currently connecting different data elements to inform instruction and affect student outcomes?***
- Ed law 2D- feels like a slap in the face
  - Taking away tools making it more about compliance.
  - Tracking post grad information gets a little tricky needs to be thoughtful.
  - If the state is asking for enrollment data- I think they already have it- why do they need to ask for it?
  - Intrigued by the idea of connecting information with other services in the community it would be helpful.
  - But the idea is really scary at the same time.
  - If we take away some of the compliance aspects-people would have time to do some of the other much needed work.
  - Endless ... endless forms
  - If we could pick and choose different elements to know more about a kid- that would be helpful.
  - Would be helpful to be able to better understand things relating to the standards- why kids are falling down on certain standards?
  - Teachers have a lot of data on personal information of students. If it is going to be collected should be somewhat central
  - Data from kids transferring in is missing.
  - Should be in a secure system ... now it is paper lying around.
  - NYS student extended response questions- we don't really see that
  - Teachers don't have time to analyze data and have it to inform decisions.
  - The days of having faith in the NYS assessments are gone- we have given up on that.
  - Teachers don't speak the way the questions are worded
  - NYS has lost credibility in this area

- There's nothing wrong with assessing children – the opt-out numbers are almost a bigger issue.
- We don't collect data well- it's a human process- and we aren't trained in how to do it correctly.
- Concerns about the lack of resources we have to collect data ... need more training and resources.
- Data-driven culture has led to other problems- anxiety, suicide
- Parents – Community has calmed down a little bit. 4 yrs ago “...and our goal is 100% opt out.” Don't want to be anything that is standardized. We have spent a lot of time sitting with them and explaining how useful this is and how it's going to help their kids. We've found some traction, but some people are never going to change their minds. Even Regents – have to call and say – you really have to take that.”
- ...bring in psychometricians to look at our assessment frameworks – we don't have much standardized assessment data. It takes a long time to analyze this. Housed in our own Excel files. We need to have something
- We're still at least 50% opt-out.
- There was a balance there (in Rockland). I was hoping to be with some Long Island districts to see how they're coping ... discussion of how Superintendents on LI are encouraging the opt outs ...then you end up with data that has massive holes.
- We had teachers tell children that they would lose their jobs if they took the test and didn't do well.
- The problem is that the Board is leading the charge. They get mobilized quickly, but don't “un-mobilize” that quickly. Even as things change (it doesn't impact teachers, etc.) – hard to fight the momentum.
- It's hard to have a unified message when there are so many changes within the State Ed Dept.
- It would be interesting if the state loosened up a little bit to use different types of data. (for accountability)
- If we had the ability to have assessments to match what we would like the instruction to be so that we could have more valuable data – if that could be something the state could be more flexible with – it could improve the opt-out rate – everyone would take it. If we found more value in our assessments, more than “this is the point you need to get to.” Not the best way for us to measure success with the kids.
- Soft Data – in a perfect world, it could add to the mix... What other data might be useful – club participation, sport participation, attendance at extra help sessions, lateness, engagement (do we try to measure that?), we struggle with the soft data... There are some of these personality tests – it's hard to get buy in for academic data, this is a whole other level.
- Creativity, Collaboration – there is no easy way to measure. Presentation skills.
- School Climate data. You can pat yourself on the back for good test scores, but if the kids are miserable... that's alarming. – Measure with a school climate survey. Most of the surveys are too long – using a shorter one (10 or 11 questions – PBIS School Climate Survey). “Do you have an adult in the building that you could turn to if you had a real problem?” – results were upsetting. We never thought it would be an issue – that's when people look at the data and say “this is important.” See the change in



the data year after year. Find ways to make it ready to use. The easier it is, the faster they can use the data.

- Concern – that data could be weaponized – “Look at the climate...” There is always a concern about being exposed. Showing that we’re not at 100%, and we’re being transparent – now what do we do? We’re less inclined to ask them... “Do we want to document this?” It becomes about messaging. You’re walking into that fight.
- Yes, it is collecting information. You don’t have the action plan, how can we use it effectively
- Data need to tell us more of how we are doing, but our focus points are we on the right track. Could be a community conversation, not just on the state level. What do we want students to master? How are we getting there?
- Some of this data should go across all districts. Can it be a one size fits all?
- Some think there is value in comparison?
- We can’t measure everything...
- Graduation Requirements from regional superintendents
- Invest in education
- How do we measure without taking away from best practice?
- Fiscally responsible, how are taxpayers being told their money is well spent?
- Data is very threatening, may not show growth
- What should data be about? How do we foster growth?
- Students are humans can you put a number on it?
- Cutting money taxpayers stress
- Some data may not even be able to get collected?
- We should have one SIS, less systems and that would give us more leverage over vendors.
- Are there connections you would like to see made between different data elements that you currently don’t have access to?
  - Library system to classroom
  - Local ecosystem, RTI
  - Alpine
  - Lots of human time moving data around
  - SEL information; mood meters in elementary classrooms - what secondary tool is available that provides this information?
  - ...implementation of advisories - is data collected? If so, what is done with data?
  - Maintain human interaction; share as appropriate (student trauma response)
  - Replicate what local PD uses, giving student a card that they can turn into teacher (adult) at school who would know that the student may need additional emotional support
  - Students’ outside activities/interests
  - Health info: Severe allergies

- Suspension records
- Share? Don't share? Each student needs a fresh start
- Don't know what I don't know
- Building a story of the whole child. "we don't collect" soft data. Not sure if a district should. Concerned about the information of the kid
- Student management system – more comprehensive it is the better. Does not use IEP module in IC because they use IEP direct. You can upload it but it's too clunky. Would love to have a SIS that does everything. The less systems we use the better for all.
- Data comes together when the data gets to the State Data warehouse.
- Real time court information, court orders, custody information. Legal information to help keep kids safe.
- Is there information that is NOT currently collected that you believe should be?
  - Lesson plans, no connection back to data
  - Curriculum maps
  - Field trips
  - Class size
  - Amount of recess
  - Unstructured data. I.e. tutor notes
  - When a student takes a test, ask them how they FEEL
  - The state has their requirements. From our stand points, we would like tools to better manage our own data. But they don't want to add anything else to the list.
  - Don't have the state collect it and then spit it back to us. What is the purpose?
  - Our data is our most important asset, why are we giving it away for free?
  - Student engagement outside of instructional time
- Is there information that you have to collect now that is of no help to you?
  - Possibly, demographics
  - Hard to pinpoint
  - What is good data and bad data?
  - Data is too late (e.g. state tests)
  - Data for compliance only
  - APPR data
  - Group SLO score
  - School safety, civil rights surveys. All mandated surveys that need to be filled out. Duplication of efforts.
  - Have to report data to state and Feds. Same data but called two different things.
- Are there ways that you are currently connecting different data elements to inform instruction and affect student outcomes?
  - Trying to take all the data and making as story

- Consideration of possibly looking at data differently Red, yellow, green instead of numbers
- NWEA as assessment tool. To make real time decisions.
- Making sure the tools aren't used for malicious intent to companies trying to make a profit.
- Trying to make teachers understand that putting data and student rosters into free applications is a huge risk that they are trying to back track from after they have been able to use those applications for a period of time.
- What is the risk of incorrectly sharing personal data?
- The next generation is growing up not caring that stuff on the internet to stay out there.
- Whatever is created must be centered around security and privacy. All that data is safe. Need a sense of security and safety.
- Designated and sufficient time for collective data review and planning
- Student goal setting
- Field test questions
- "reading level" data
- Used to group students can be limiting
- Universal screener – working with teachers in "small chunks"; effective – taking the time to review and make useful
- Teachers exercised choice in selecting universal screener- more ownership and investment. District selects reports that they believe will be most useful over time.
- Some districts are investigating which systems can be "put together" or can work together (local assessment tools.) Thinking of having a separate server that's just a "data server" (K-12)
- It's the local information and the connection within the local that provides a deeper dive.
- If we don't have someone to disaggregate the data and act on it. It's meaningless data. If you don't have an AIS person to act on it, the data are useless. Equity in resources is an issue
- Grade level data teams. Look at all the different types of data. Takes a lot of time.
- People are doing it themselves. IF there is a tool that is able to bring it together but keep it under local control. This is very helpful. Pull the state data into a local control database. VERY Uncomfortable with the state having access to local data.
- The way schools are funded – flexibility with staff to do a deep dive into data. In other countries teachers have more time to do this. More time for planning is needed. Based on how things are structured, teachers do not have time to analyze data. Still have teachers who are not Digital Natives. Some are afraid of technology and data.
- Must get down to the teacher level.
- Data teams. Putting all the data on the table.
- RTI teams, SPED

- YES, they all universally agree with the sentiment
- CSE Meetings.
- Attendance.
- Transition (IEP's/ where are kids trying to go)
- Course selection and relative performance (a student that does well in one area but poorly in others)
- WE are in the realm of big data
- Weather
- Time of day
- Professional Sports
- Time of year
- Local, PII appropriate; if state, it is not wanted
- Need for better connection
- Need for reduction in redundant data collection
- BEDS data
- Feedback not provided on data CIOs need to submit to SED
- ESSA data included students no longer there
- Data needs to provide information about how programs are working and inform future programs
- Data needs to be accessible and used by support staff, counselors, administrators, etc., to support whole child
- Graduation rates and tracking post high school
- Data demonstrates that students are stressed due to academic load leading to assessment data and need more recess
- WANT: one stop shop dashboard. Currently, data lives in different places. Something that is consistent, housed everything, and did the analysis for you.
- Currently, districts state that they pull raw data points out of systems from different dashboards.
- Why is there no one system from State Ed like TEACH? Why not a state data for students? (attendance, grades, parent contact, intervention, behavior, observations, etc.)
- Why are these systems privatized? Why not have a State system?
- Why not a system to extract data from a universal system for all required reports?
- No question. If based on state data it's not useful. Does not believe in the validity of the state assessments. If it's the same data then we are missing the bigger conversation. The quality of the data is the problem.
- Need built in analytical reports or availability to create custom reports
- Once state tests become valid...want data mentor back. Move to CBT get the data faster
- CBT. Was a bomb. Technician made a change that caused a problem. Lack of trust.

CBT is a joke. Better test a system to make sure it works.

- System to analyze information.
- Not interested in putting local data into a statewide data base because of lack of control.
- If state had a reliable system. Would take it out and put it into a local controlled data base.
- Putting kids at risk if put data into an electronic format. Can't guarantee the data are secure.
- Hackers are just waiting.

**4. Is there any information that for privacy/security or other reasons, you believe should not be collected from students or staff?**

**a. Are you aware of existing security provisions surrounding student and staff data in our schools? Are you satisfied with these provisions?**

- Chrome Books used in schools ... Google is using that for advertising
- When you look at certain data points you start to realize certain things aren't done correctly
- To the state: why are you collecting so much data? What are you doing with it?
- The collection of data has become a full-time job.
- You never know how the data will be interpreted.
- Try to put assessment data into student information system- but have to go into other systems to get more detail.
- There's a lot of work that is hard to capture in a data system- like writing.
- We're entering information into computers that doesn't necessarily need to be entered.
- This idea of capturing student work is so important- we have no good way of doing that in a data system.
- After-school activities, sports, ...we don't analyze that.
- As a parent I don't differentiate between the state system and local systems because the goals of all of it are the state assessments.
- Turned the world of education into remedial nightmare.
- We have tons of assessment data on our children-it all came from NCLB, APPR
- Not enough time and resources to do anything besides the compliance piece.
- Detailed special ed data, suspension data. Not a fan-why is it being collected? why the detail? Shouldn't need the names.
- We need to protect children.
- I don't know who is looking at it, what are they doing with it?
- Free and reduced lunch parent/family information, ENL-Why are they collecting this?
- Somewhat satisfied with security of the data that we control- but not when it comes to third parties.
- HOW big is the concern around data security? Incredibly important. One of the things I wake up in the middle of the night and worry about.

- Districts being hit with ransomware – they’re getting closer! Not that geographically it matters...
- How did we leave ourselves so vulnerable?
- It requires an economy of scale. There are solutions out there. District officials are overtasked as it is... if we could call upon Ric One
- A teacher was going online and found a solution they would like to use – there was concern – this is asking for more data than they should. Even if we lock up the central office – every teacher is a vulnerability. You want to balance the willingness to support them to be innovative with the reality of “we need to check this out.” We aren’t going to give away all of our students’ social security numbers so you can do that...
- The fear doesn’t exist throughout the district – “What’s the big deal.. it is a kindergarten classroom, using pictures, I put in their first names...”
- To the point about being exposed – we feel like we have support through the RIC. Something that would be nice to come out of this is a high level look at – here are all of the systems, here is what you need to do. Here are all the ways you can get the supports you need to make sure your systems are secure. We’re doing it with all of our systems (financial, etc.) – I’m concerned we’ll get through all of it and we will have missed that one piece. It’s more complex than what I know about. Having that high-level picture would be helpful. You live cybersecurity – help me out. What kind of tools we can utilize?
- If we can’t protect our children from data, we need to do better?
- When does it get wiped clean?
- Aces score, Adverse childhood experiences
- Disciplinary problems
- ESL
- Security cameras, license plate readers
- Email screening, Gaggle
- Be attentive to the dangers of permanent records
- Are you aware of existing security provisions surrounding student and staff data in our schools? Are you satisfied with these provisions?
  - System is very slow to evolve.
  - Over assessed.
  - What is the purpose of the assessments?
  - Data is retained for too long
  - Police access can be dangerous
  - Military access is not good
  - EdLaw2d is changing things
  - Can parents opt out?
  - Privacy regulations - difficult read
  - Policies need to be established
  - Educational framework rating of instructional software

- Meetings with curriculum and instructional leaders with teachers to teach about sites that can and cannot be used
- Fear about unknown programs being used
- Aware of the provisions but not satisfied with ability to comply
- Revised board policies about collection of data. Local decisions. Trying to do the best we can. Required to have a policy but there are challenges. Free trial offers to teachers. Teachers sign up but district has no idea. Most teachers are not following the rules. This is a real challenge. If you have an open system, anyone can get information.
- Concern with privacy. Data that is gathered now, no confidence that there is control on how it can be used in the future. Concern with how a disciplinary record might follow a student into college. Pulling data down into a local system is more palatable.
- Aimsweb+ issue was a big problem in his district.
- Had two breaches that had to notify parents. inBloom...backlash on sharing information from parents yet parents are sharing information on social media.
- Parents don't realize what they are putting out there. Amazon tracks what you buy.
- When Ed Law 2-d will parents be watching what is going on, will parents be jumping in?
- Since moved to an Opt-in policy, regarding data. More parents are choosing to not Opt-in.
- Data that we haven't identified the purpose for.
- Why are staff treated the same way
- Anything that may impact a student outside of school
- Collect staff data to draw correlations against student performance. IF a teacher is absent, does a student do worse?
- There is no such thing as privacy anymore.
- It's dynamic and lot to keep up with and no matter what you do the people coming after you are one step ahead.
- Phishing. Policies have changed. The police don't have the time
- Awareness that nothing is private and training of staff.
- A lack of money and capacity for high technical assistance.
- Someone subs two years ago and still has access.
- School districts are not ever going to have the money
- This must be something that can't increase the knowledge burden or the technical staff requirements on the district.
- It requires resources that the state needs to chip in to secure.
- You don't have the personnel to manage the SIS properly and because a human error.
- Student directories with student addresses, phones (should not be shared with PTO/PTA, classroom parents)

- Third party persons in school should not have access to student information systems (e.g. Mercy STEP program; volunteer counselor...)
- Teachers knowing to not input student information into software systems
- Limited access to teacher personal data
- Teacher SS# collected but not made accessible
- Exposure of information by not logging out, walking away from screen, credit card info.
- Need for regular password change (teachers and students) and providing education about why
- Country of origin not collected during registration
- Needed for Title III immigrant reporting (and for funding)
- Suspension data - aggregated, not individual
- Streamline information into one system at the school system (not state)
- SS numbers – should not be collected
- Sense that the “goalpost” is constantly being moved; hard to keep up
- Sense of “hurry up” and do, what it took the state two years to do – need to do “something” which will be a capital and/or human expense. Hard to plan for.
- PII, DPO is a level of responsibility. State should give districts the funding to pay for a DPO.
- Managing requests for the use of free software is

**5. *Is there anything we didn't address today that you would like to add?***

- What do you think is going to happen next? This is something we're all very much interested in... What happens after you collect all of these conversations?
- Is the state going to give us a timeline... a plan?
- Streamlining data because of constraints
- Weeding programs
- People, process then technology
- What is the Gates Foundation doing with \$100,000 for a project manager?
- NYS is big on local control. What does it look like in states that use one student system? Is it cheaper? Sharing Resources. The state worrying about pulling from one system. Alleviates a lot of overhead. Giving state access.
- The paradigm needs to shift to the state having more control over the system.
- It's counterproductive.
- Systems that would be flexible enough. Not everyone is going to like it but something that is flexible enough to allow districts to create their own additional data points.
- The student system should be the hub.
- Why is a general system too far out of reach?
- Putting data in the cloud is a huge security risk
- You can't do anything without it.



- Pay to play
- Educating teachers
- Fake phishing email sent as educational tool
- Cost for meaningful PD
- FTE needed for education and privacy
- Concerns about collection of “volunteer information” from students for SATs, ACTs
- Would love to see an “all-encompassing dashboard”, although a lot of manual work is required for each system. Was hoping that RIC One would be the solution but hasn’t gotten too further.
- Key is to make reports easily accessible and easily understandable.
- Recommendation: if there ultimately a statewide data system, develop and manage in house – don’t “farm it out” or subcontract to third party contractors.
- Speed of tech and data needs are such that “local control” may not serve districts now as in the past. Sense that districts would relinquish “local control” in favor of a statewide system.
- There’s a sense that most parents would not know what to ask or how to advocate for how their child’s data is used.
- It was noted that some districts expressed hesitation to use Google for education purposes.
- Apologies for sounding cynical. Push for many years for access to gradebooks. Became problematic to have it open 24/7 for parents. Changed access to after 3:00 pm. Parents became an issue. Having the data available was an issue for parents and students. Students are calmer. They are not districted by parents.
- Working with Stamford University – Challenge Success. Helps community to understand what it means for a kid to be successful. Next step – moving to 55-minute periods a day for six periods. Addressing homework. Lots of surveys of the kids and parents. Leadership team parents, students, teachers.
- Blessing and curse

