Complete
Thoughtexchange responses

Exchange question: *If you were advising a team redesigning the way New York's schools currently collect and use student and staff data, what would be your number one piece of advice?*

RANK OVERALL	ORIGINAL THOUGHT	STAR SCORE-OVERALL	THEME SET STATEWIDE DATA CONVERSATION
1	All systems we use connect to each other automatically. So we do not have to wait for information to be updated manually	4.2	Systems that connect, integrate
2	Systems need to better integrated Huge amounts of data are collected, much of it several times over - for instance TSDL and ePMF. You have the data, why are we submitting again?	4.1	Systems that connect, integrate
3	Ensure same level of security for PII as outlined in Ed Law 2D Part 121 for student and staff data stored in a statewide system. Protection and use of PII data should be consistent. All organizations should be held accountable for breaches and/or misuse of student and staff data	4.1	Security and privacy
4	Consolidate SED data requests Why so many landing pages and places for redundant info?	4	Systems that connect, integrate
5	Simplify the process The amount of staff that are required to keep pace with the data input expectations is excessive and time consuming.	4	Accessibility, transparency and consistency
6	I think more timely access to student data, especially as it relates to areas within the Standards that students may need support in is crucial. It will hep drive instructional practice, student grouping, and curriculum reviews.	4	Timely access to data
7	Sharing data in an easy to use, graphic way will make it less daunting for teachers to use. Teachers need to see data as something they use, not something by which they are evaluated.	4	Accessibility, transparency and consistency
8	Make it simple and secure Currently, the amount of data and the many ways that data is exchanged and used is complex and often duplicitous.	4	Accessibility, transparency and consistency
9	One system that holds all data By having to submit information to diff. data locations, we are unable to cleanly pull all the data we would like to analyze w/o going to multi. sites	4	Systems that connect, integrate
10	The complexity of the systems has required schools to create new (unfunded) positions (ex: chief info officer; chief info security officer). A single secure system that provides ease of use and the purposeful transfer of data to NYSED and Civil Rights Offices that use the data is needed	4	Systems that connect, integrate
11	Make it easy for the average person to access, understand, and use to make decisions to benefit students and schools. Data systems that aren't transparent, interactive or easily interpreted aren't useful and are often mistrusted.	4	Accessibility, transparency and consistency
12	Student data privacy. I shouldn't have to explain that	4	Security and privacy

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13	Data from NYSED assessments should be released immediately after testing. This would give teachers, parents and students instant feedback and address areas of weekness	4	Timely access to data
14	Adopt a standard method of moving data A statewide standard for securely moving data between systems will enable schools and teachers to innovate and products to flourish.	3.9	Systems that connect, integrate
15	It would be better to have one system where all reporting is done 1. increases efficiency 2. gives more time to analyze instructional data from assessments	3.9	Systems that connect, integrate
16	Make sure that the system is easy to use to get data reports out that are useful to the different stakeholder groups. Data that is not easy to get in a useable format, will not be used & those of us responsible for using the data have to spend a lot of time & effort	3.9	Accessibility, transparency and consistency
17	There must be cost savings, statewide. This should not be a boon for vendors. A centralized system needs to result in meaningfully lower costs for every District in the state.	3.9	Accessibility, transparency and consistency
18	Collect the same data and the needed data for multiple agencies once. We spend way too much time pulling data multiple ways to say the same thing for different agencies	3.9	Systems that connect, integrate
19	Transparency in what data you collect. Over the last years, data collection without real purpose has occurred in NYS. More data does not mean better education.	3.8	Accessibility, transparency and consistency
20	Move the timeline along, we've been waiting forever! We have duplicate processes to provide the same data over and over again.... streamline	3.8	Timely access to data
21	Timeliness of data Takes a lot of time to assess data, cannot afford to wait	3.8	Timely access to data
22	Create a system in which school management systems generate data that flows seamlessly with state systems (level 0...) The incompatibility of the different systems makes data collection and sharing unnecessarily burdensome	3.8	Systems that connect, integrate
23	Data for all! At the state level, RICs are currently have access only data in their region. Why not allow RICs to truly share data statewide.	3.8	Accessibility, transparency and consistency
24	Make the data more readily available, at least for the district that owns it. Even if reports are preliminary before data is finalized. Districts must wait sometimes months before reports are available. There is no reason to go through levels, the data should be seamless.	3.8	Timely access to data
25	Whatever data you collect, it should be able to be turned around within 30 days. If cannot do it, don't collect it. Data more than 30 days old, is not available.	3.8	Timely access to data

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26	Make sure that there are used friendly explanations so all stakeholders can learn and understand the data they are looking at Makes data more accessible to all stakeholders	3.8	Accessibility, transparency and consistency
27	Each student should be tracked for grade-level competencies and growth K-12. The system needs to more flexible to support the diverse learners Graduation rates do not tell the whole story. Testing misses important competencies in other subjects and SEL. Move towards a portfolio system.	3.8	Accessibility, transparency and consistency
28	The data being collected must measure what it claims to measure, and that validation must have evidence. For example, there is no evidence that 3-8 assessments measure "college and career readiness", so don't use it in this system and claim that it does.	3.8	Accessibility, transparency and consistency
29	longitudinal data that is linked by standard and test questions for content and individual students	3.7	Accessibility, transparency and consistency
30	More connecting information and systems	3.7	Systems that connect, integrate
31	One system that holds all data The system needs to smoothly "talk" to other systems, such as STAR, so that data may be uploaded with ease.	3.7	Systems that connect, integrate
32	One system that holds all data The system should include data required by the State as well local data (i.e. running record levels)	3.7	Systems that connect, integrate
33	Teaching is about more than test data. Unless a system can be developed to capture the intuitive/human part of teaching the data will only supply a part of the picture.	3.7	Accessibility, transparency and consistency
34	There needs to be an easy way to see local assessment and other data in the context of regional and state data. Data alone are pretty meaningless without having a context in which to interpret them. Right now, it requires buying tools or lots of imports/exports.	3.7	Accessibility, transparency and consistency
35	Accessibility of data Data that is stored and never accessed is useless. The system should be available for use in a timely manner.	3.7	Timely access to data
36	Don't reinvent the wheel! Instead of building one platform for all data, we need one data store that can seamlessly integrate with all platforms. Blend vendor design creativity , with the state data standardization/centralization, while allowing districts to choose what products work for them.	3.7	Systems that connect, integrate
37	should not be used as punitive in any way	3.6	Accessibility, transparency and consistency
38	connection of data to ease its use to help students and teachers grow	3.6	Systems that connect, integrate
39	I wish there was a vehicle for districts to request new and/or revised state-level data reports and give feedback on the other requests coming in Data is only useful if it is used; we need the need users (schools/districts) driving the design of available reports	3.6	Accessibility, transparency and consistency

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40	Reorganize the RICSs so they are collaborative not competitive districts shouldn't be restricted in the data reports available to them based on the RIC they use	3.6	Accessibility, transparency and consistency
41	Develop strong cyber-security practices—test networks & applications using a 3rd party to prepare for cyber-attacks. Follow DFS 23 NYCCR 500 framework It is necessary to collect information. The more important question is…how to protect it.	3.6	Security and privacy
42	Schools should be able to schedule automatic nightly extracts to L2 reporting. Errors should be sent back to the district, but other information should still be loaded	3.6	Accessibility, transparency and consistency
43	Simplicity would be a refreshing change. If those in the field can't readily explain how the data systems work together to inform education it is too complicated.	3.6	Accessibility, transparency and consistency
44	Assign a unique student ID as soon as students are enrolled in school. Currently the ID is not assigned until a student takes a State assessment. This will allow us to begin linking related data on students from classroom level to state level. Local and State data systems should use the same ID.	3.6	Accessibility, transparency and consistency
45	The system should be able to collect district specific data and/or generate reports useable in real time for the district/ school. There are times that a district may need additional informstion. The ability to collect and generate new specific reports is essential 4 project manag	3.6	Timely access to data
46	Schools are inundated with data. Schools have so many data points at their disposal it is difficult to manage them all and to make sense of how the data connects.	3.6	Systems that connect, integrate
47	We need to value the data we are collecting. Students perform in many different ways. Our collection should be representative of the whole child. Current testing only show how well students perform reading and writing. We need to value the whole child performance over time vs the current test.	3.6	Accessibility, transparency and consistency
48	All the systems should talk easily to one another. Right now, my SMS, food service and transportation systems do not integrate well. For example, the transpiration and SMS will change eachnother's info overnight and we could put a studentbon the wrong bus.	3.6	Systems that connect, integrate
49	Pay attention to the quality of the data that enters the system. Not all data collected has evidence of efficacy. If an assessment does not have a consensus of independently researched efficacy, don't use it.	3.6	Accessibility, transparency and consistency
50	Financial help with the training and the time spent learning how to collect and read data School district budgets are tight. Although we want to ensure that we use every tool possible to enhance our students' education - it costs money	3.5	Accessibility, transparency and consistency

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51	Design a system that allows each district to create and "publish" (via user permissions) unique and specific visualizations and dashboards. There is a wealth of data available, but the standard reports do not always meet data analysis needs, & not all districts can afford add-on software.	3.5	Systems that connect, integrate
52	L2 reports should be refreshed nightly We upload new data and often have to wait a week to see it reflected in L2 reports. Reduces time we have to make additional corrections by deadline	3.5	Accessibility, transparency and consistency
53	Less Manual Entry and AUTOMATION! We need to do better! Get to one data management system across the STATE! We need to streamline what and why we do it!	3.5	Systems that connect, integrate
54	Data that is not over a year old would be very helpful to have access to. Timely data helps in progress monitoring and planning/ adjusting plans	3.5	Timely access to data
55	One stop shopping for all data that allows district to also track local progress monitoring Save time, less searching or juggling different platforms	3.5	Systems that connect, integrate
56	IWBAT access and reach out to other educators for more information in regards to student's data. Refer student(s) to school/district support team for additional interventions needed for student's success in school and future education.	3.5	Systems that connect, integrate
57	Ensure that teachers know how to better analyze and use data.	3.4	Accessibility, transparency and consistency
58	I have noticed that we have to complete many reports which often are repeats of various other reports. We use SchoolTool, level 0, seddas PD & VR, etc	3.4	Systems that connect, integrate
59	Proper training People don't understand data and the training would ensure that they have time to ask questions and absorb the information	3.4	Accessibility, transparency and consistency
60	Collect data on different programs that each district is implementing, including outcomes. This could be very helpful to other districts, teachers, and ultimately students, in deciding what works and what doesn't.	3.4	Systems that connect, integrate
61	L2 reports should be rolled over as of July 1st We are still waiting for some L2 reports to be activated for the 2019-20 school year (cohort report). This is an essential report for some districts	3.4	Timely access to data
62	Digital transfer of student data Each SMS needs to be able to talk to all other SMSs. All student records should be shared electronically.	3.4	Systems that connect, integrate
63	Determine what's important to collect first Some of our data is not 'clean' and needs work. Deciding what's important to collect first and why it's important is key.	3.4	Accessibility, transparency and consistency

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64	The State should work with Vendors for integration for their warehousing and remove the burden on School Districts to collect and submit data It is impractical to have districts work at this technical level of data transfer.	3.4	Systems that connect, integrate
65	State Preferred Data Collection Platform This would be recommended-not required. The benefit would be automated data submissions from the preferred SMS (SAMS, CRDC, VADIR,grad rates, etc).	3.3	Systems that connect, integrate
66	Pick one! Standardize on key data systems that will provide us the most and best information. Turn around time is important - is it real time data?	3.3	Timely access to data
67	Make sure the data collected is accurate Bad data in results in bad data out	3.3	Accessibility, transparency and consistency
68	IWBAT access all student data from one access point. For students that move often within a single area, or within the state, educators would provide students with the needed service(s) right away.	3.3	Systems that connect, integrate
69	A plan to sustain the program Too often, we learn about new things and want to put them into practice -- but the next "great" thing rolls around and we neglect the 1st great thing	3.2	Accessibility, transparency and consistency
70	BARS is outdated and is not user friendly It costs a lot of money to upgrade to useful model	3.2	Accessibility, transparency and consistency
71	Consider an agile process -- start with the core and build out. Define SMART Goals that help to incrementally build out the system. This is critical as my understanding is that there have been failed attempts in the past.	3.1	Accessibility, transparency and consistency
72	"Data warehouse" is a horrible name. It suggests a place where you put things and then forget them. "Ecosystem" is a better term. An ecosystem suggests diversity, inter-relatedness, and two-way interactions. That's my vision for the state's role in managing data.	3.1	Systems that connect, integrate
73	Allow data to be uploaded directly to L2 uploading to BOCES and L1 cause delays in data getting to L2	3	Timely access to data
74	Build/develop a Student Management System that is specifically designed for BOCES but that can also be used by school districts and private schools. Student Management Systems are designed for regular school districts and often cannot accommodate the unusual and complex ways BOCES must operate.	3	Accessibility, transparency and consistency
75	Don't limit suggestions to 150 words if you're really looking to improve operations. duh	2.9	Accessibility, transparency and consistency
76	How is this data collection effort in compliance with Ed Law 2d?	2.9	Security and privacy
77	In what ways is data collection effort similar/different than the InBloom debacle?	2.5	Security and privacy

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78	*	**2**	Security and privacy
not enough ratings to rank	First, the data needs to be collected with the end result in mind. Who will see the data? How will it be sortable? We have lots of data already. It's hard to manage it.	**3.6**	Accessibility, transparency and consistency
not enough ratings to rank	Make sure all data products used in New York State can seamlessly integrate with Data Warehouse so that data can be pushed/pulled as needed. We waste lots of hours trying to collect, transform, and input data into multiple systems. Much of this data is redundant and frequently changes.	**3.7**	Systems that connect, integrate
not enough ratings to rank	Data should be readily available to stakeholders. Kids will benefit when staff can use data in real time to support their needs.	**3.6**	Timely access to data
not enough ratings to rank	Please make the data collection process as timely and streamlined as possible. The data exists and is being collected but it is not accessible or being used by teachers in all schools.	**3.6**	Timely access to data
not enough ratings to rank	Privacy should be a number one priority. It's our job to protect this critical data.	**3.5**	Security and privacy
not enough ratings to rank	Allow level 0 to accept FTP data submissions. For example, PowerSchool can FTP data nightly to IEP Direct. Could PowerSchool FTP to L0RPT? It would automate the L0 process.	**3.3**	Systems that connect, integrate
not enough ratings to rank	Here are 2 other resources for your "think tank": 1) www.datag.org 2) ricone.org These organizations have hundreds of people who deal with school data on a daily basis. www.datag.org has its own listserv, which you can join.	**3.3**	Accessibility, transparency and consistency
not enough ratings to rank	Maintain a public web site of vendor privacy agreements of commonly used school vendors, such as Google, Microsoft, School Messenger, Frontline, etc. For Ed Law 2D.	**3.3**	Security and privacy
not enough ratings to rank	Maintain a public web site of what data is collected in Level 0, so I can share that in my Parent Bill of Rights. Applies to all districts statewide.	**3.3**	Security and privacy
not enough ratings to rank	Data should not be used to punish school districts The way data is collected in NYS does not allow for nuance or subtext understanding of what is the cause behind the numbers	**0**	Accessibility, transparency and consistency
not enough ratings to rank	There is too much data collected to the point where it is unusable Data collection is the same across grades, How can a high school teacher with 250 students process it compared to a K-5 teacher with 30 students?	**0**	Accessibility, transparency and consistency