Data Wise in Action
McVey School, East Meadow

Team McVey
Kerry Dunne
John Comer
Jennifer Tucker
Roxanne Wolfthal

Team BOCES
Valerie D’Aguanno
Audre Midura
Meador Pratt
McVey School

• 713 Students
• 25% Poverty
• 50% Caucasian
• 50% Non-Caucasian
• 50% Bilingual
• Student to teacher ratio = 16.5

Performance Indicators:
• 82% Proficient ELA
  • 42 % Mastery (Level 4)
• 90% Proficient Math
  • 70 % Mastery (Level 4)
Wealth of Data Health

Getting the best return on our investments for our students.
“Time is Money”

- 86,400 seconds in each day
- 17,100 seconds in a classroom

Efficiency is Essential!
Data “Cents”

• State Assessment Data
  • Previous students
  • New students
  • Gap, WASA, Item Analysis

• Reflective Assessment Data
  • Class to Class
  • Year to Year
  • School to District
    • “Bright Spot” Team Meetings
    • Specialist Team Meetings
    • Individual Teacher Meetings
    • Response to Intervention
    • Repeat (x2)
Not Making *All* The Bills

• Growing on ELA, cohort to cohort (i.e. 77% - 81%), start to finish (i.e. – 46% - 82%)
• Growing on Formative Reading Assessments
• Growing in Reading Levels

BUT:

• Demonstrated audible disfluency
Data Wise Economy

• Cyclical
• Systematic analysis of data disaggregation process
• Triangulation
• Attention to intricacies of required steps
• Codification of next steps
The Process

1. Organize for Collaborative Work
2. Build Assessment Literacy
3. Create Data Overview
4. Dig into Student Data
5. Examine Instruction
6. Develop Action Plan
7. Plan to Assess Progress
8. Act and Assess

ACT

PREPARE

INQUIRE
Funding Sources (Triangulation)

• Fountas and Pinnell
• Grade 3 ELA
• DIBELS DORF
  • Speed
  • Accuracy
  • Comprehension (Retell)
Some Account Balances
Investment Analysis

- Daze
- DORF
  - Starting Point
  - Words Correct: Retell
- Fountas and Pinnell
- Fluency Friday vs. Fluency Monday
  - Student Tracking – constructivist approach
- Center Work
- Grade 4 ELA Curriculum
# Profits – Accuracy

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>M</th>
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<tbody>
<tr>
<td>Grade 1</td>
<td>48%</td>
<td>60%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>21%</td>
<td>50%</td>
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<tr>
<td>Grade 3</td>
<td>24%</td>
<td>42%</td>
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<tr>
<td>Grade 4</td>
<td>35%</td>
<td>49%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>53%</td>
<td>68%</td>
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</tbody>
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- 2015-2016 – in every grade, the students improved but proficiency rates declined due to increase in standard.
Back to The Process

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2. Build Assessment Literacy
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Budget Advisory Committee

- Started Data Team – 20 members
  - Triangulated with a focus on sub groups
  - Studied Math as well
    - Uncovered a potential trend with students of poverty
“Re-budgeting our Funds”

- Rethinking criteria for entry into AIS
- Evaluating administration practices for F and P
- Data Team Meetings Restructured
  - Examined student work before the numbers looking for specific qualities
- Staff Development
  - Faculty Meetings
    - Fluency Story - (Grade 3 ELA)
    - Data Consumption
    - Return on Investment
    - Vocabulary (Single biggest deficit in students of poverty)
- Coffee Talks – Analogous Learning
Next Steps

• Re-evaluate
• Measure Progress
• Focus on Comprehension
  • DORF - Retell
Data Wise in Action

Better Return on Investment
For our McVey Mighty Minds!