



New York Data Culture Mini-Conference

Exploring best practices in building and nurturing stronger data culture in schools

April 20, 2021



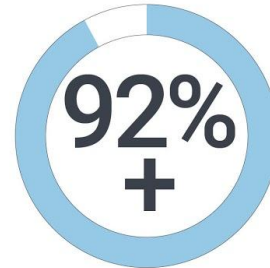
Schools grow when people grow.



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Welcome!



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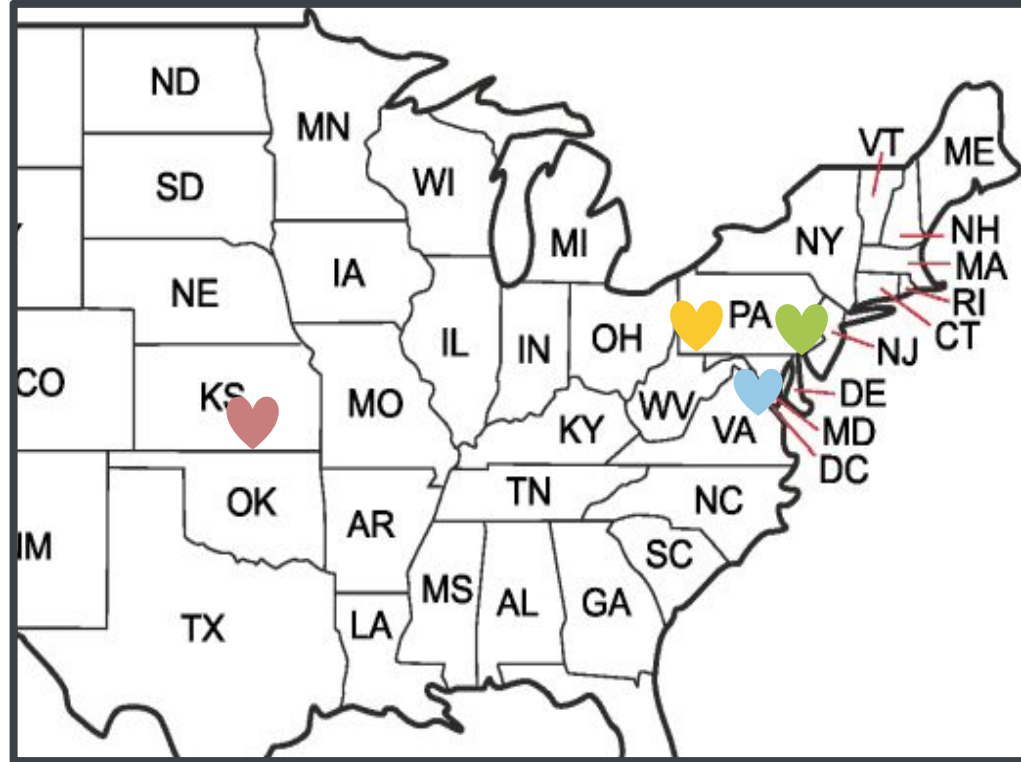
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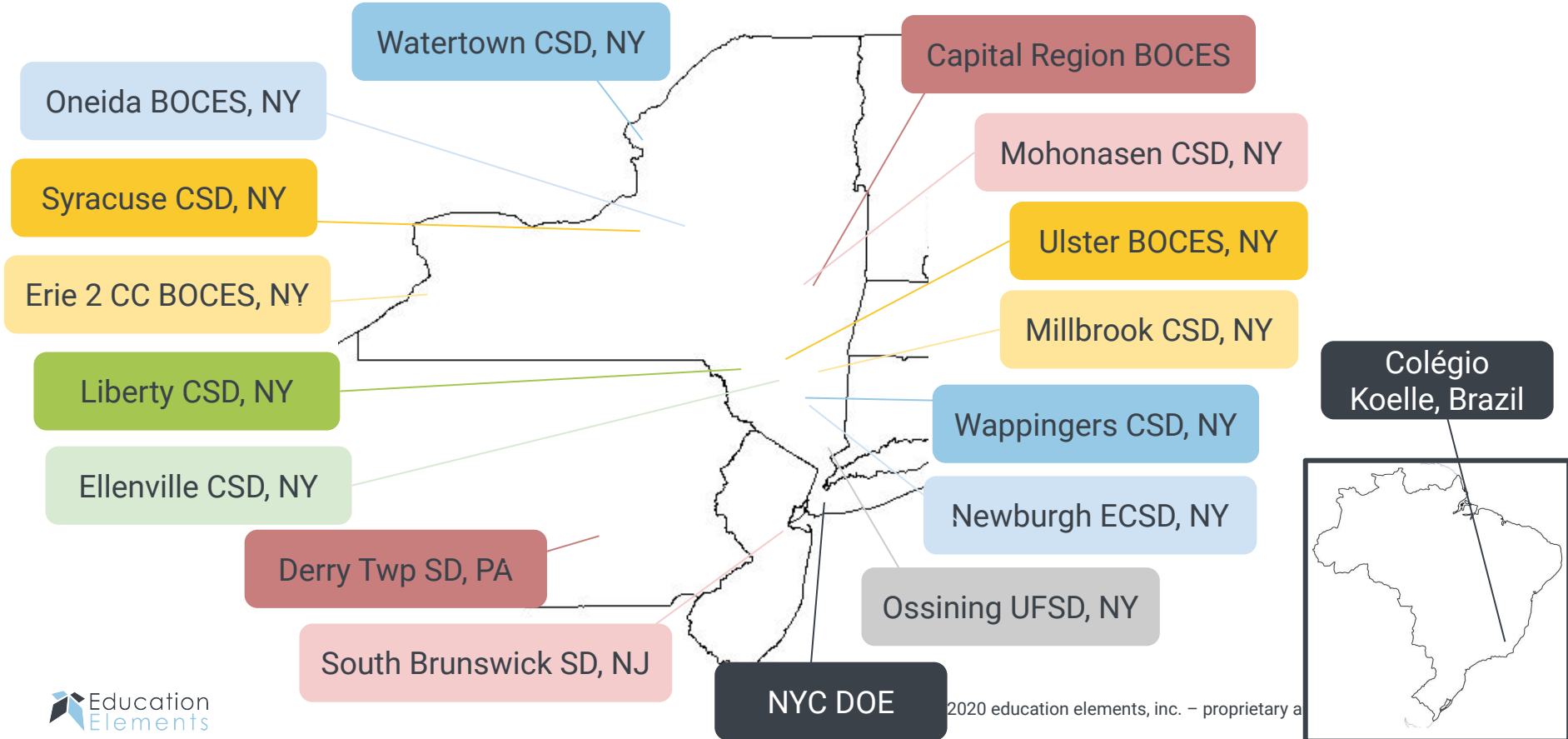
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How are we connected?



slido

The first word that comes to mind when I
hear data is...

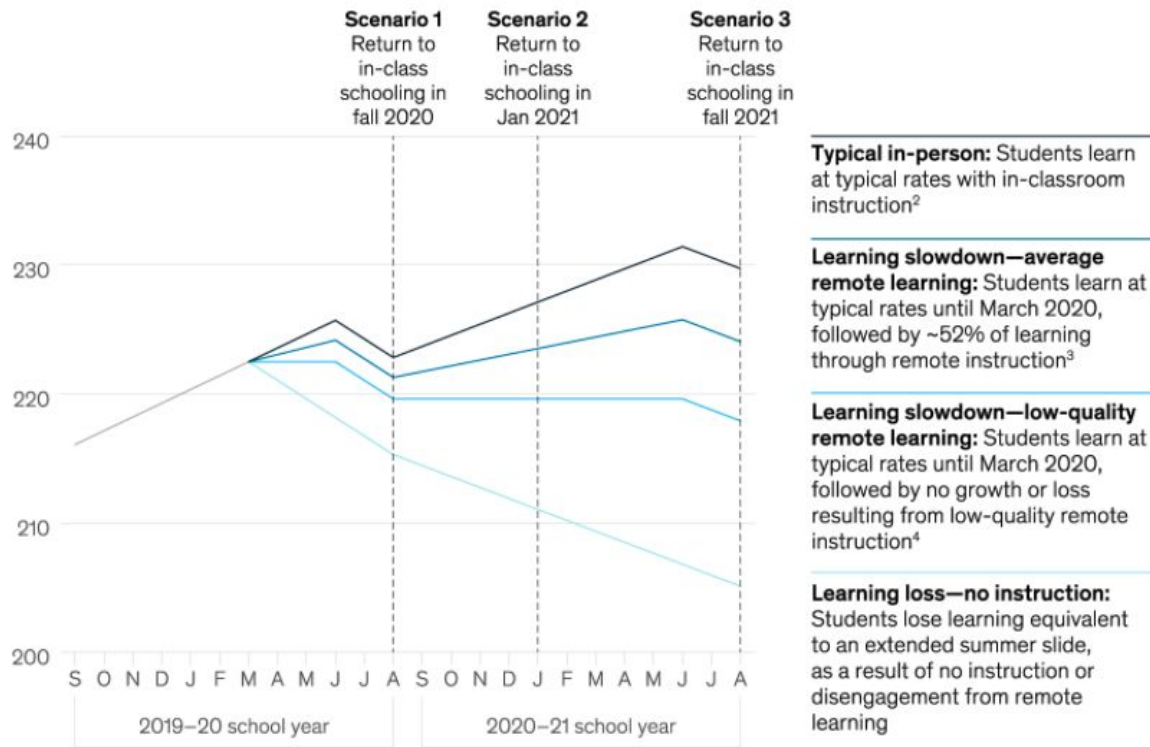
 Start presenting to display the poll results on this slide.

Introduction: Our Why



Learning Loss According to NWEA

Projected 6th-grade math performance, example, NWEA¹ RIT Scores

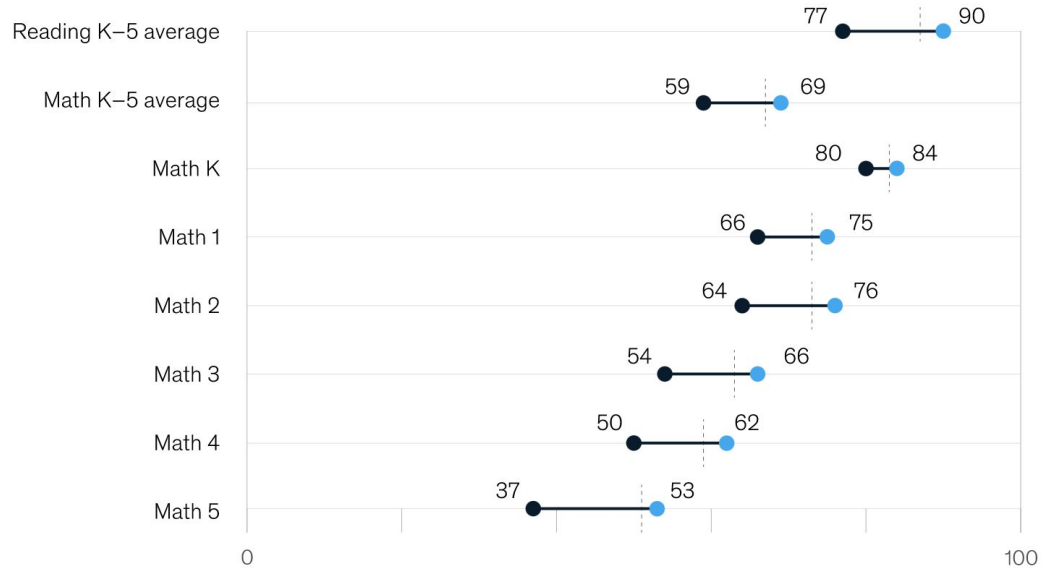


Learning Loss According to iReady (Curriculum Associates)

Most students are falling behind, but students of color are faring worse.

Amount students learned in the 2019–20 school year, % of historical scores¹

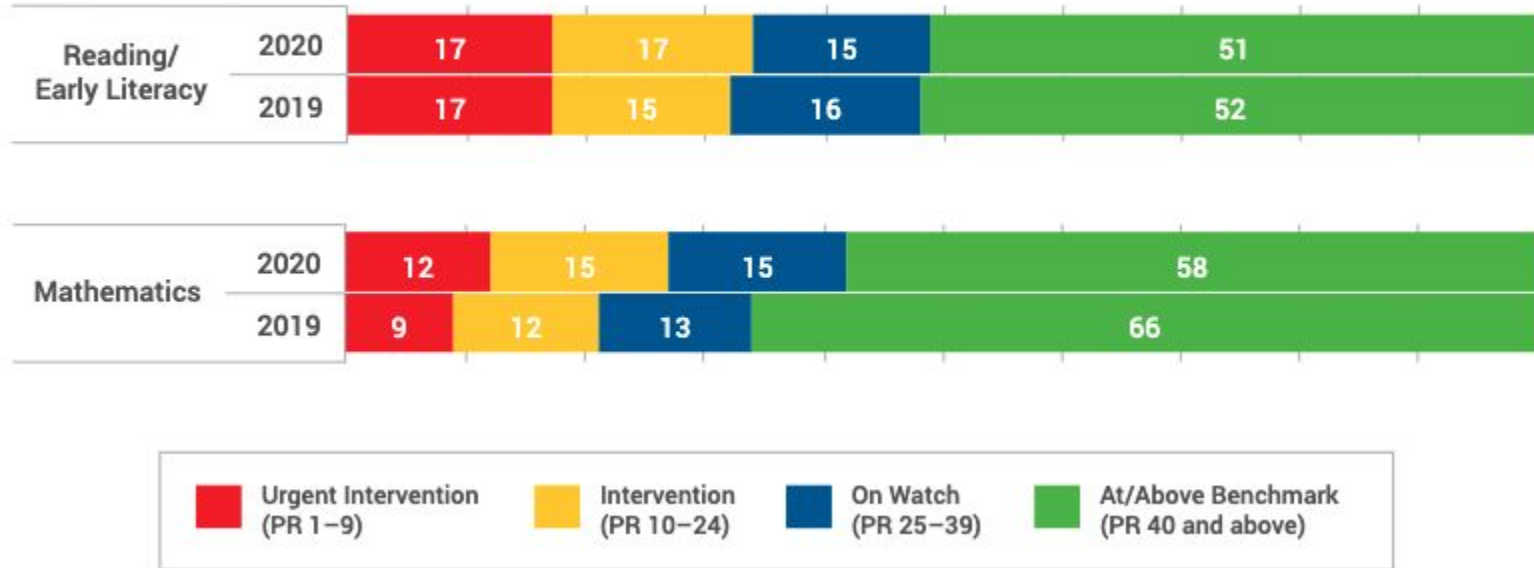
● Schools with >50% students of color | All schools average ● Schools with >50% white students



¹Percent of an "average" year of learning gained by students in 2019–20 school year, where 100% is equivalent to historical matched scores over previous 3 years.
Source: Curriculum Associates

Learning Loss According to Renaissance Learning

Figure 1. Percentage of students in MTSS risk categories: Fall 2019 versus Fall 2020



What is culture?

Beliefs: what the district and its stakeholders believe to be true about data.

Norms: the rules and expectations that guide data use and the practices that are inherently reinforced.

Spaces: where data are used, stored, and shared.

Values: the standards that are used to decide what is good and what is bad, what is right and what is wrong; the guidelines used for using data.

Resources: the data the district has chosen to collect and the tools available for accessing and using the data.

Learning Loss According to BPS Veteran Teacher

“

The people in charge of making policy decisions are so far removed from the experience of pandemic schooling that their decisions don't even seem to reflect the lived realities of young people.

Neema Avashia
Education Week

Learning loss according to New York Early Childhood Study



To: Interested Parties

From: Global Strategy Group

Date: February 11, 2021

Re: Parents of Infants and Toddlers Continue to Struggle During the Ongoing Pandemic

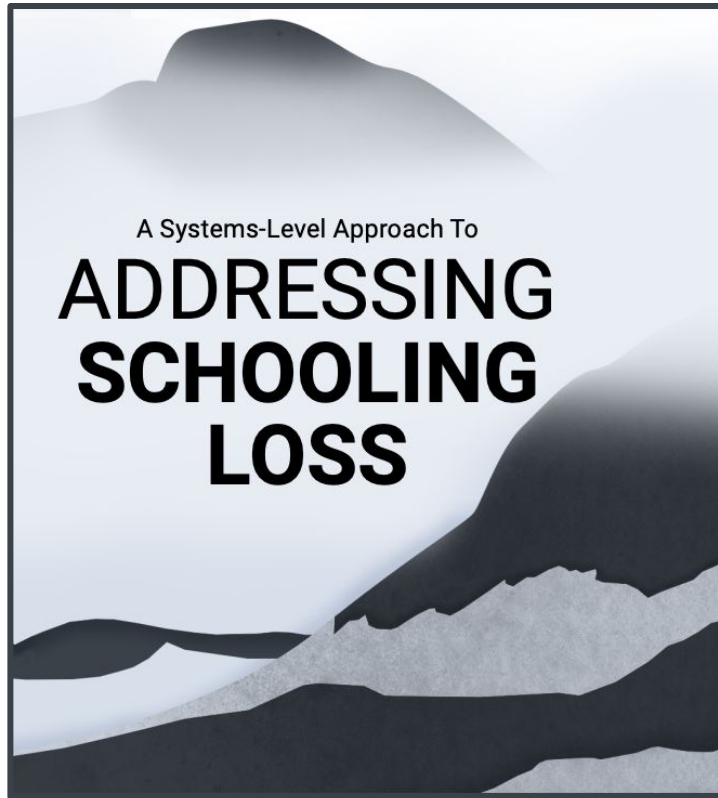
Global Strategy Group partnered with Raising New York to conduct an online survey among 400 parents of children under the age of four in New York State from January 26th – February 4th, 2021. This is the second survey among parents GSG has conducted with Raising New York on this topic, following an earlier survey in April of 2020 (conducted April 18th – 22nd). Key findings from the most recent round of research are outlined below.

Key Findings:

Nearly a year on, the coronavirus crisis continues to be incredibly disruptive and put parents' and young children's well-being at risk. Three-in-four parents (75%) say the change to routine caused by the coronavirus crisis has significantly disrupted their home and family lives (particularly in New York City: 78%) and many worry about their and their family's mental health as a result of the pandemic (75%). Eighty-three percent of parents report their own levels of stress are higher than usual during this time (a 5-point increase since April), while almost nine in ten (85%) parents worry their child's social, emotional, and cognitive development will suffer because of the coronavirus crisis (a 17-point increase since April). As for long-term impacts, parents are most concerned about their child not being able to interact with other children (83% concerned) and that their child's emotional well-being will be negatively affected (76% concerning). Worry about the impact of substance abuse and domestic violence on their family as a result of the coronavirus crisis (32%) has also increased since April (up 7 points).

“Almost nine in ten (85%) parents worry their child’s social, emotional, and cognitive development will suffer because of the coronavirus crisis.”

Schooling Loss



“Because we don’t have all the information (or answers) about schooling loss, there is no perfect plan we could possibly create. This understanding creates an opportunity to approach the issue with flexibility. We can design a plan to constantly incorporate new data, feedback, and ideas and continuously improve the way we support students, educators, and families.”

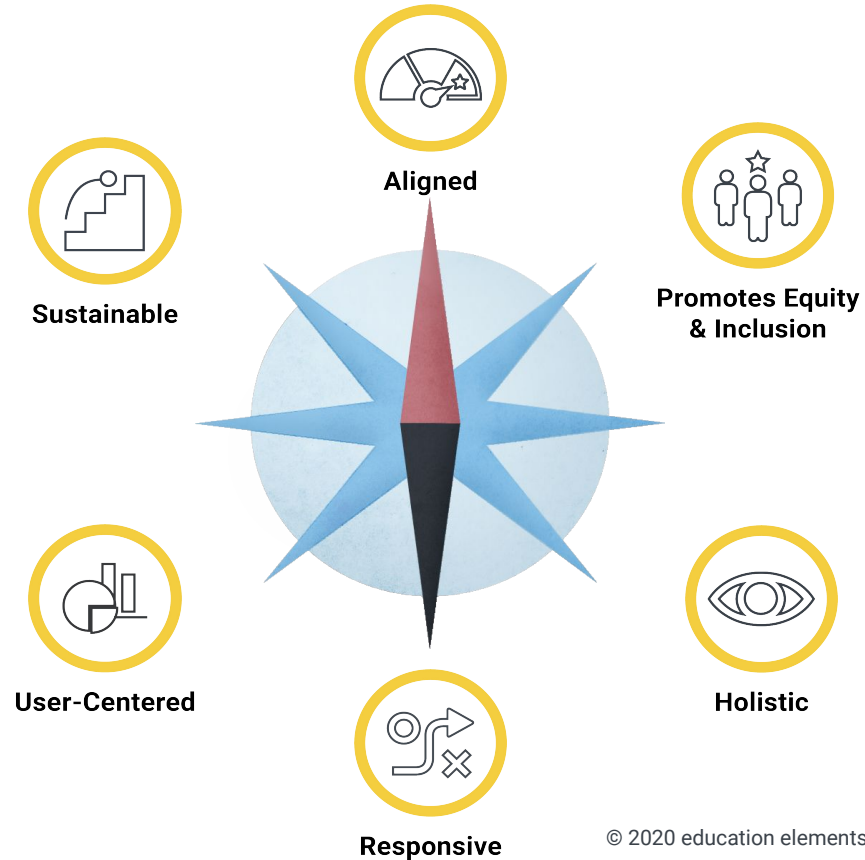
*Noah Dougherty and Justin de Leon,
Education Elements*

Our approach to data culture

*School districts with a strong data culture make more informed and more equitable decisions about how to improve educational experiences and outcomes for **all students**.*

- [*For Good Measure: A Guide for Building Strong Data Culture in Schools*](#), Education Elements

Essential Elements of Data Culture



We have two pathways:



Pathway 1: Data Resources



Pathway 2: Data Practices

Structure of the Conference

Part 1: Kickoff

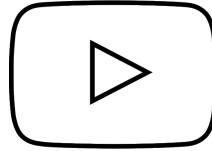
Platform: Zoom Webinar



You're here now!

Part 2: Video Content

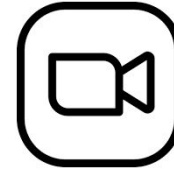
Platform: YouTube



Watch the videos while reflecting independently and in the chat. Sign into YouTube to add to the conversation

Part 3: Collaboration

Platform: Zoom Meeting



Collaborate by sharing with the group (off mute) and within zoom chat

Email **Leslie@edelements** with any questions during the event!

It's time to go over to YouTube - See you there!



Pathway 1- Data Resources

www.edelements.com/data-video-1



Pathway 2- Data Practices

www.edelements.com/data-video-2

Type these URLs into your browser!