USING STUDENT DATA TO INFORM LIBRARY INSTRUCTION

Presented by Shared Data Experts/ Staff Developers:
Mary Ellen Weaver & Brooke Licker

December 8, 2017
PRESENTATION GOALS

- To introduce available data to be used at the Elementary and Intermediate levels
- To introduce Library Media Specialists to the specific skills required by the CCSS.
- To guide Secondary conversations between Teachers and Library Media Specialists that will assist in the curating of texts to use for instruction.
- To inform Library Media Specialists on the expanding needs in the ELL population.

School Libraries Have an Important Role in Teaching

School Library Media Specialists are important instructional partners with other educators in the school by helping to develop and support the curriculum by using the library’s resources to expand upon the learning opportunities outside the classroom.-NYLA
Types of Student Data

NYS Assessment Data

- Each student who participates in an NYS ELA assessment receives a Performance Level, 1-4, and also a Scaled Score which determines where they fall within the Performance Level.
- These Levels are used by Districts to determine which students are eligible to receive extra services, such as AIS (Academic Intervention Services). Some district may also refer to RTI (Response to Intervention).
- In addition to these Levels, which do not provide much detail, ESBOCES creates reports that can be used at the District, Building and Student level to inform instruction. These reports are located in the BARS (BOCES Assessment Reporting System) and are provisioned in district through a username and password. Reports are “re-sorted” on a yearly basis to match the student’s most recent assessment to the current school year’s teacher.
- Useful Reports for the Library Media Specialist:
  - **Rank List by Teacher (not displayed):** provides a quick list of each student’s level
  - **Performance Report with Gap Analysis by Teacher/Room:** provides the percent of the class that answered correctly on each question with the standard listed. It also provides a hyperlink to the actual question for quick review and provides a link to NYLearns where lessons related to that standard can be found.
How do I get access to BARS?

- Speak to the Building Leader or Department Head
- Speak to the District Data Coordinator/Chief Information Officer
- Partner with a colleague in your building

This classroom performed significantly below the rest of the district and the region. This would be a question and standard that you may choose to provide a lesson during Library.
### Reading - Literature

**Key Idea and Details**

- **RL 3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Strand</th>
<th>EA n</th>
<th>% Points Earned</th>
<th>Full Credit</th>
<th>Gap to Teacher</th>
<th>% Full Credit</th>
<th>Gap to School</th>
<th>% Full Credit</th>
<th>Gap to District</th>
<th>% Full Credit</th>
<th>Gap to ESB</th>
<th>% Full Credit</th>
<th>Gap to Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-MC</td>
<td>RL</td>
<td>1</td>
<td>85%</td>
<td>85%</td>
<td>62%</td>
<td>23%</td>
<td>62%</td>
<td>23%</td>
<td>62%</td>
<td>23%</td>
<td>54%</td>
<td>31%</td>
<td>55%</td>
</tr>
<tr>
<td>21-MC</td>
<td>RL</td>
<td>1</td>
<td>23%</td>
<td>23%</td>
<td>50%</td>
<td>-27%</td>
<td>50%</td>
<td>-27%</td>
<td>50%</td>
<td>-27%</td>
<td>45%</td>
<td>-22%</td>
<td>46%</td>
</tr>
<tr>
<td>24-MC</td>
<td>RL</td>
<td>1</td>
<td>62%</td>
<td>62%</td>
<td>0%</td>
<td>0%</td>
<td>62%</td>
<td>0%</td>
<td>62%</td>
<td>0%</td>
<td>52%</td>
<td>10%</td>
<td>53%</td>
</tr>
<tr>
<td>40-CR</td>
<td>RL</td>
<td>1</td>
<td>38%</td>
<td>0%</td>
<td>3%</td>
<td>-3%</td>
<td>3%</td>
<td>-3%</td>
<td>3%</td>
<td>-3%</td>
<td>1%</td>
<td>-1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

- **RL 3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Strand</th>
<th>EA n</th>
<th>% Points Earned</th>
<th>Full Credit</th>
<th>Gap to Teacher</th>
<th>% Full Credit</th>
<th>Gap to School</th>
<th>% Full Credit</th>
<th>Gap to District</th>
<th>% Full Credit</th>
<th>Gap to ESB</th>
<th>% Full Credit</th>
<th>Gap to Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>05-MC</td>
<td>RL</td>
<td>1</td>
<td>69%</td>
<td>69%</td>
<td>74%</td>
<td>-5%</td>
<td>74%</td>
<td>-5%</td>
<td>74%</td>
<td>-5%</td>
<td>64%</td>
<td>5%</td>
<td>62%</td>
</tr>
<tr>
<td>04-MC</td>
<td>RL</td>
<td>1</td>
<td>69%</td>
<td>69%</td>
<td>70%</td>
<td>-1%</td>
<td>70%</td>
<td>-1%</td>
<td>70%</td>
<td>-1%</td>
<td>58%</td>
<td>11%</td>
<td>59%</td>
</tr>
<tr>
<td>06-MC</td>
<td>RL</td>
<td>1</td>
<td>69%</td>
<td>69%</td>
<td>79%</td>
<td>-10%</td>
<td>79%</td>
<td>-10%</td>
<td>79%</td>
<td>-10%</td>
<td>74%</td>
<td>-5%</td>
<td>74%</td>
</tr>
<tr>
<td>23-MC</td>
<td>RL</td>
<td>1</td>
<td>46%</td>
<td>46%</td>
<td>55%</td>
<td>-8%</td>
<td>55%</td>
<td>-8%</td>
<td>55%</td>
<td>-8%</td>
<td>57%</td>
<td>-11%</td>
<td>58%</td>
</tr>
<tr>
<td>33-CR</td>
<td>RL</td>
<td>2</td>
<td>73%</td>
<td>46%</td>
<td>53%</td>
<td>-7%</td>
<td>53%</td>
<td>-7%</td>
<td>52%</td>
<td>-6%</td>
<td>30%</td>
<td>16%</td>
<td>32%</td>
</tr>
</tbody>
</table>

### Question 21

Which statement about the talent show is true?

A. Most students like Hayley’s talent show act the best.
B. The talent show has performers from different grades.
C. Some performers canceled their acts in the talent show.
D. Hayley knows all the other performers in the talent show.
Clicking on the Standard Hyperlink opens a new page that will provide information on the Standard, as well as providing activities, lessons and multimedia files.

The report also lists all questions tied to the same Standard. Clicking on the Question Number allows the user to specifically see the excerpt and question pertaining to that particular standard.
Here you can get more information about the standard

- You can view lessons and/or mini lessons
- You can find an activity related to the standard
- You can find a Multi-media file to present
- You can find an online practice tool for the students
Excerpt (partial)

Excerpt from Astrophysicist and Space Advocate
Neil deGrasse Tyson
by Marne Ventura

DISCOVERING THE NIGHT SKY

The lights in the planetarium dimmed. Nine-year-old Neil sat in the darkness and stared up at the huge domed ceiling. The audience grew silent.

A voice boomed, "We are now in the universe, and here are the stars."

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Question

What do paragraphs 6 through 8 show about Neil's parents?

(A) They work hard to give Neil everything he wants.

(B) They are supportive of Neil's interests.

(C) They set good examples for Neil to follow.

(D) They want Neil to become a scientist.
Fountas & Pinnell (F&P)

In many districts, Teachers are asked to “level” their students using an approved measure.

- This data is student specific
- Easily obtained
- Library books are leveled in the Online system
- Generally “leveled” 3x/year
## Secondary Level Example: Use of Data

### Performance Report with Gap Analysis

**Regents Common Core ELA - Jun 2017**

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>ESB</th>
<th>Region</th>
<th>State</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 11,046</td>
<td>n = 10,725</td>
<td>n = 342</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Points Earned</td>
<td>% Full Credit</td>
<td>Gap to District</td>
<td>% Points Earned</td>
<td>Gap to Region</td>
<td>% Points Earned</td>
<td>Gap to State</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Literature</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Analyze how an author’s choice concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well.</td>
<td>00-MC RL 1</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
<td>50%</td>
<td>0%</td>
<td>57%</td>
<td>-1%</td>
</tr>
<tr>
<td>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</td>
<td>11-MC RL 1</td>
<td>61%</td>
<td>61%</td>
<td>61%</td>
<td>0%</td>
<td>61%</td>
<td>0%</td>
<td>62%</td>
<td>-1%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>12-MC RL 1</td>
<td>77%</td>
<td>77%</td>
<td>77%</td>
<td>0%</td>
<td>76%</td>
<td>1%</td>
<td>77%</td>
<td>0%</td>
</tr>
<tr>
<td>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td>26-Essay</td>
<td>65%</td>
<td>0%</td>
<td>11%</td>
<td>0%</td>
<td>29%</td>
<td>-12%</td>
<td>39%</td>
<td>-11%</td>
</tr>
</tbody>
</table>

[Hyperlink to the essay question](#)
ELEMENTARY IDEAS USING F&P DATA

- When students come to visit you, they want to pick a book and you want them to feel that JOY and LOVE of reading and of books! (Why we all love Librarians)

- In the Library:
  - Choose one book on level and one book of CHOICE
  - Display books based on level
  - Color code ranges of book levels
  - Order high interest books on low levels for your older students who may struggle and do not want “baby books”

- For the Student:
  - Keep levels on paint stirrers that kids can decorate in September
  - Put a color coded sticker on their hand to tell them their level (most kids know)
Pairing with the **Reading Specialist** is your best bet!! They generally have the pulse on the building and know how to support learners in all grades and levels.
11th Grade ELA Essay Example

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 19 and 20 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do not simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

Guidelines:

Be sure to:
- Identify a central idea in the text
- Analyze how the author’s use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English
### Writing Standards

<table>
<thead>
<tr>
<th>CCS Standards: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.11-12.2.a-f</td>
</tr>
</tbody>
</table>

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

All NYS Standards are available on EngageNY.org
EXAMPLE LESSON: WRITING

Prompt

In this three-day performance task, students discuss, organize, compose, and revise a multi-paragraph response to the following prompt:

Select a central idea common to all three texts. How do the authors develop this idea over the course of each text? How do the texts work together to build your understanding of this central idea?

In Lesson 1, students work in small groups to review their annotations and previous work regarding central ideas in the module texts. Once students have chosen a central idea on which to focus, they form groups based on their central idea and begin to analyze the interplay of ideas across all texts. At the end of Lesson 1 or for homework, students draft a claim about their central idea.

In Lesson 2, students independently write a first draft of their essay using the analysis from the previous lesson.

In Lesson 3, students engage in the self-review process using the Text Analysis Rubric to strengthen and refine the response they drafted in the previous lesson. Students edit, revise, and rewrite as necessary, ensuring their claims are clearly articulated and supported by strong textual evidence.
ELL STUDENTS: USE OF DATA

Great tool in seeing how your ELL students performed on the NYSESLAT Exam.
### HOW CAN WE PUT THAT ELL DATA INTO USE?

NYS has specific **rubrics** for each grade level range.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Score 0 – Entering A response at this level</th>
<th>Score 1 – Emerging A response at this level</th>
<th>Score 2 – Transitioning A response at this level</th>
<th>Score 3 – Expanding A response at this level</th>
<th>Score 4 – Commanding A response at this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complexity of Language</td>
<td>Contains zero or few words or short phrases</td>
<td>Contains some words, short phrases, and occasionally simple sentences</td>
<td>Contains exactly simple sentences</td>
<td>Contains simple, expanded, and complex sentences</td>
<td>Contains a variety of simple, expanded, and complex sentences</td>
</tr>
<tr>
<td>Quality of Language</td>
<td>Contains at most commonly used Tier 1 words or short phrases</td>
<td>Contains Tier 1 and common grade-level Tier 2 words and short phrases</td>
<td>Contains Tier 2 and a few grade-level Tier 2 words and phrases</td>
<td>Contains Tier 1 and some grade-level Tier 2 words and phrases used appropriately</td>
<td>Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</td>
</tr>
<tr>
<td>Coherence of Response</td>
<td>Lack a clear orientation, organized or connected ideas, or closure due to brevity</td>
<td>Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, and/or closure</td>
<td>Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure</td>
<td>Includes words and sentences that provide sufficient orientation, logically organized and/or connected ideas, transitions, and/or closure</td>
<td>Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization</td>
</tr>
<tr>
<td>SCR Narrative</td>
<td>Lacks descriptions of ideas or facts</td>
<td>Includes at least one description of an idea or a fact</td>
<td>Includes some minimally detailed descriptions of ideas, facts, or both</td>
<td>Includes many detailed descriptions of ideas, facts, or both</td>
<td>Includes many and varied descriptions references to characters, and sufficiently precise details, organized ideas, and/or closure</td>
</tr>
<tr>
<td>ECR Narrative</td>
<td>Lacks development of characters, details, or events</td>
<td>Includes at least two references to characters, details, events, or closure</td>
<td>Includes some references to characters, and limited development of details, organized events, and/or closure</td>
<td>Includes many references to characters, and partial development of details, sequenced events, and/or closure</td>
<td>Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure</td>
</tr>
<tr>
<td>ECR Informational</td>
<td>Lacks development of claims and evidence or support</td>
<td>Includes at least one claim with evidence, support, or closure</td>
<td>Includes some cohesive claims and evidence, a variety of support, and/or closure</td>
<td>Includes many well-chosen cohesive claims and evidence, a variety of support, and closure</td>
<td>Includes many and varied precise, well-chosen, cohesive claims and evidence, a variety of support, and closure</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Contains numerous errors that totally obscure meaning</td>
<td>Contains many errors that sometimes obscure meaning</td>
<td>Contains some errors that occasionally obscure meaning</td>
<td>Contains few errors that rarely obscure meaning</td>
<td>Contains minimal or no errors that obscure meaning</td>
</tr>
<tr>
<td></td>
<td>Contains words that may be unclear, but meaning is evident</td>
<td>May include invented spelling</td>
<td>May include invented spelling</td>
<td>May include invented spelling</td>
<td>...</td>
</tr>
</tbody>
</table>

**Example: Grades 9-12**
RESEARCH AND THE ENGLISH LANGUAGE LEARNER

• Library Media Specialists are skillful in assisting students, and teachers, in choosing research topics, collecting the appropriate material and organizing it in a thorough and thoughtful manner.

• With the expanding numbers of English Language Learners (ELL), it has become necessary to expand the types and accessibility of information.

  • Web based supports in multiple languages
  • Translation services
  • High quality, high interest materials at lower Lexile levels
  • Small group or Individual support sessions
This is a great opportunity to create relationships with teachers/reading teachers in order to deliver lessons successfully.

Network and work collaboratively with your colleagues.

You will have to ability to speak to the data and contribute valuable information.
MOST COMMON THIRD PARTY ASSESSMENTS

- **iReady** - Standards based practice and remediation

- **STAR Renaissance** - some of you may even manage the Accelerated Reader portion of this program and order and house the associated books

- **AIMSWEB** - K-5, Nationally normed using specific Reading probes that test specific skills, used often for Intervention

- **NWEA**
THE ROLE OF TEXT IN THE AGE OF NEW GENERATION STANDARDS

- Complex, high level reading comprehension is the goal of guided reading instruction.
- Guided reading centers on a sequence of high quality texts that support individual progress on a scale of spiraling text difficulty.
- Guided reading lessons increase the volume of independent reading that students do; the goal always is confident, capable independent readers.
- Guided reading provides explicit instruction in accurate, fluent reading.
- Guided reading lessons provide daily opportunities to expand academic vocabulary through reading, writing, conversation, and explicit instruction.
- Guided reading lessons include teaching that expands students’ ability to apply the concepts of print, phonological awareness, access to rich vocabulary, and accurate, fluent reading to the processing of print.
- Guided reading lessons invite students to write about reading.
- Guided reading lessons create engagement in and motivation for reading.
10 CHARACTERISTICS FOR GUIDED READING

- Genre/Form
- Text Structure
  - Content
  - Themes & Ideas
- Language & Literary Features
  - Sentence Complexity
    - Vocabulary
      - Words
      - Illustrations
  - Book & Print Features
How do I start the conversation?

Who to speak with?
- Teachers
- Directors
- Principals
- Learning Specialists

Where do I get the data?
- Who is your contact person to get the data?
- Depending on your district, you may be given access to the data.
QUESTIONS...
CONTACT INFORMATION

**Administrative Coordinator:** Vanessa Biagioli-Dittrich- vdittric@esboces.org

**Shared Data Expert/Staff Developer:** Mary Ellen Weaver- mweaver@esboces.org

**Shared Data Expert/Staff Developer:** Brooke Licker- blicker@esboces.org
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