Data Use in Brookline

Curriculum Subcommittee 3/19/24

Objectives

- To discuss the use of data in the District
- To discuss the use of data within program evaluation, progress monitoring, and problem definition.
- Explore District level data to identify celebrations and areas for growth

Data-Based Decision Making

- Increasingly, teachers, administrators, and teams throughout the district are using data to:
  - Understand strengths, goals, and needs at the district, school, grade, class, and individual levels
  - Evaluate and refine programs
  - Engage in problem definition
  - Monitor response to instruction and intervention

- Decades of research has measured the accuracy of decision making that is clinical (human judgment) versus actuarial (solely uses data).
  - Across multiple disciplines and contexts, actuarial decision making almost always outperforms clinical decision making.

Using Data - DESE MTSS Blueprint

MTSS requires the ongoing use of data to ensure that educators understand the **strengths and needs of every student.**

Administrators, teachers, and teams continuously use and analyze a variety of data sources to:

- Measure the effectiveness of instructional strategies and practices and modify instruction to meet their classrooms' and students' needs (e.g., DIBELS)
- Identify academic, social-emotional, and behavioral needs (e.g., Panorama)
- Measure response to Tier 1, Tier 2, and Tier 3 academic and social-emotional instructional practices and interventions.

History of Data in Brookline

Stage	Description
Challenging the Test	*"Question #3 is poorly worded."* *"Answer 'b' is a trick answer."* *"The students made silly mistakes."*
Distrust	*"How can two questions show what students know?"* *"We don't teach it in this format."*
Overload	*"This is too much!* *"How can I really use all of this?"*
Intrigue	*"Students do poorly on word problems, so we'll do more word problems." "We need more reading."*
Diggin in	*"The wrong answers show why students are struggling."*
Changing Practice	*"I know what my students aren't understanding."* *"I can write lesson plans that differentiate."* *"I need to adjust my texts to be more complex."*

Dissemination of Data

What are the current data sources in the district?

- Class performance/grades
- **Behavior/engagement**
- **Attendance**
- **MCAS**
- **DIBELS**
- **Panorama**
- Evaluation data
- Teacher, parent, student interview
- **Progress Monitoring Data**

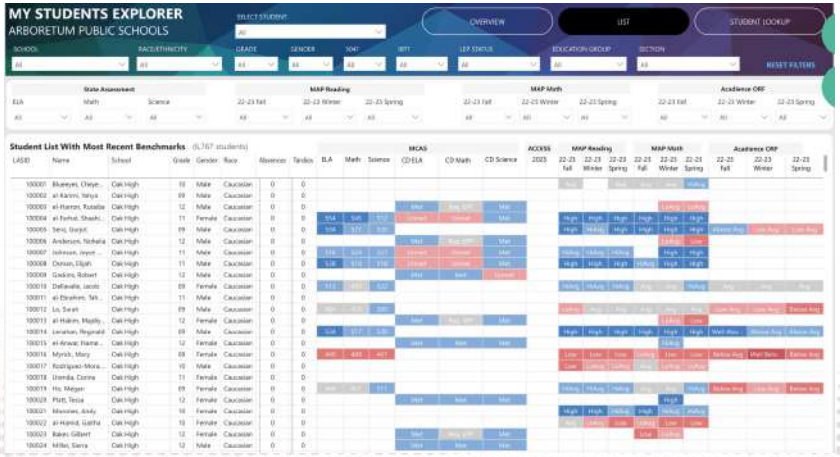
These sources of data are meant to help teams more accurately:

- Look for celebrations
- Identify the existence of a problem
- **Define the nature of the problem(s)**
- Identify the interventions/supports that will address the problem
- Measure response to implemented instruction and interventions.

Open Architects

- School districts throughout the state and country experience similar problems related to data.

- Open Architects “plugs into” data sources (e.g., Aspen, MClass, Canvas, Panorama) in order to create **customizable** dashboards that are updated **every night**.



Open Architects- Dashboards

MCAS EXPLORER

View historical MCAS data across the stat...

ACCESS EXPLORER

View key ACCESS statistics at the school ...

STUDENT ENROLLMENT

NEW

Enrollment by school, grade, and class.

BEHAVIOR INCIDENTS

NEW

Summarizes recorded behavior incidents.

DIBELS

Explore DIBELS results.

STUDENT ATTENDANCE

Attendance and chronic absence rates.

DAILY STUDENT TRENDS

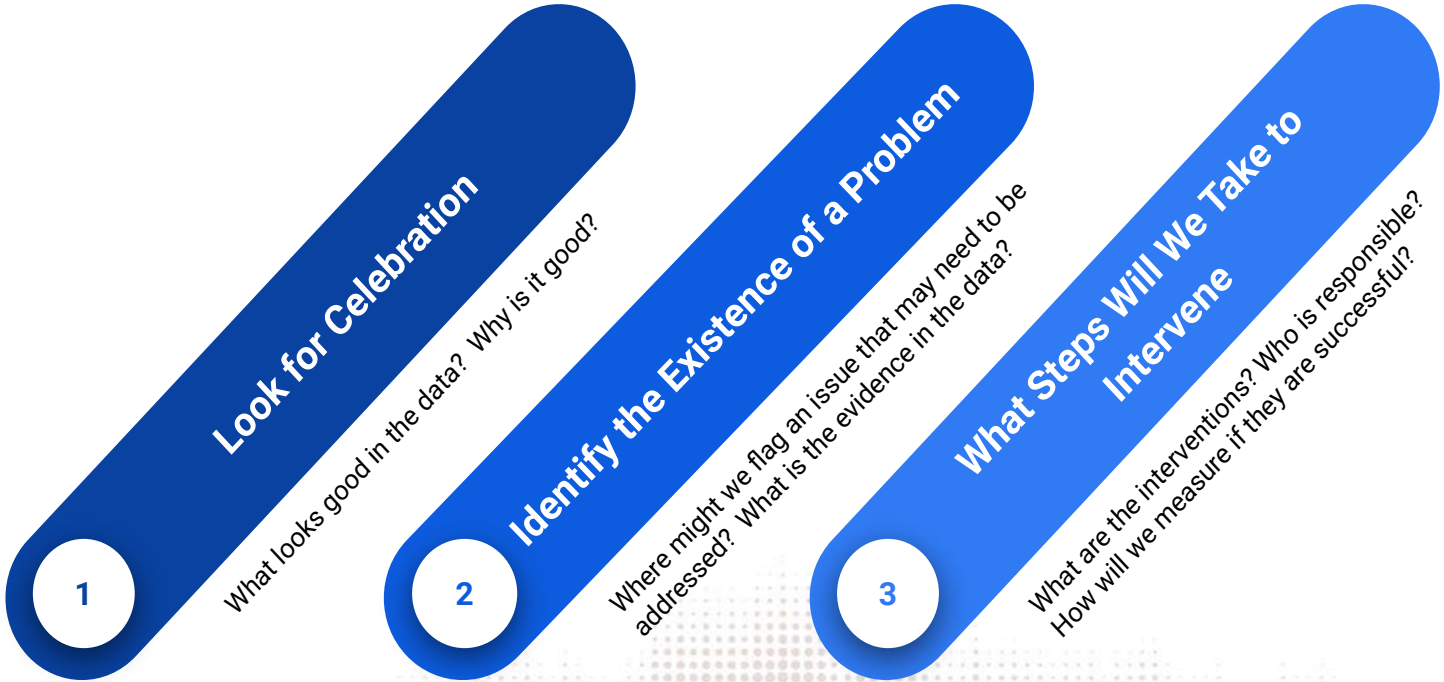
Displays key information over the last 10 ...

PANORAMA SURVEY

NEW

Displays insight into responses to the Pan...

What are the steps we take to look at the data?



Your Turn

GUIDED PRACTICE:

1. Look at each of the dashboards
    a. What is one celebration from each
2. Look at each of the dashboards
    a. What do you see in the data that causes you to pause?
    b. How does these data help you form problem definitions?
3. What other questions are activated when using the platform?

Your Turn- Signing-In and Orientation

https://www.openarchitectsk12.com/login?next=%2Fadmin%2F