
PUBLIC SCHOOLS OF BROOKLINE

School Committee Presentation
February 28, 2019

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We need to be more systematic about how we use data to inform our practice and make decisions about learning, programs, practices, and budget.

Tonight's Presentation

1. **District-wide Assessments** - What Brookline and Peer Districts Do
2. **Benchmark Assessment System** - PSB's only multigrade district-wide assessment
 - What is it
 - Recent results reinforce the district's persistent pattern
 - Teacher input on BAS - How they use it, how they find it valuable
3. **Developing a Culture of Using Data to Inform Decision Making and Support Students** - Examples from Coolidge Corner and Pierce
4. **Informing our Practice and Decision Making** - How a culture of using data systematically helps

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District-wide Assessments *Brookline and Peer Districts*

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What Student Achievement Data does PSB Collect Across All Schools?

- **K-5**
 - BAS (ELA)
 - Kindergarten Literacy Assessment (ELA)
- **Middle School**
 - BAS (ELA) - Only done with a subset of students.

*The number of times these assessments are given vary by grade level

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Newton

- **K-5**
 - BAS (ELA)
 - Gates-MacGinitie Reading Test (ELA)
 - District-wide Common Math assessments from AMC curriculum.
- **Middle School**
 - Gates-MacGinitie Reading Test (ELA)
 - Districtwide Common Writing Assessment

*The number of times these assessments are given vary by grade level

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Cambridge

Full K-8 District-wide Assessment Calendar that Includes:

- FAST Screeners (ELA and Math)
- Writing Assessments or Literary Essay (ELA)
- Reading Benchmark Assessments (ELA)
- Kathy Richardson's Kindergarten Assessment (Math)
- Project-Based Question Essay (History/Social Studies)
- Project-Based Assessment (History/Social Studies)
- Pre and Post Assessment (History/Social Studies)
- District-wide Common Unit assessments in accordance with curriculum map and pacing guides (ELA, Math, Science)
- District-wide Common Interim assessments (ELA and Math)

*The number of times these assessments are given vary by grade level

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**Some assessments are optional

Wellesley

K-5

- BAS (ELA)
- Dibels (ELA)
- District developed Math benchmark system (Math)

All Grade Levels

- District-wide common assessments at all grade levels in Multiple Content Areas

Use Data Wise approach system-wide for analysis, intervention, and reassessment

*The number of times these assessments are given vary by grade level

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Lexington

K-5

- BAS (ELA)
- Aimsweb (ELA)
- Common Writing Prompts (ELA)
- Assessment Math Concepts [AMC] (Math)
- Local common assessment (Math)

Middle School

- Common unit assessments across all courses (Math)

*The number of times these assessments are given vary by grade level

Benchmark Assessment System (BAS)

- Looking More closely at our one assessment that is used across multiple grades
- Recent Results: Persistent Gaps
- Teachers Perceptions of the BAS

Benchmark Assessment System (BAS)

What is the BAS?

Teachers and specialists use precise tools and texts to observe and quantify specific reading behaviors. They interpret and use the data to plan meaningful instruction.

Process:

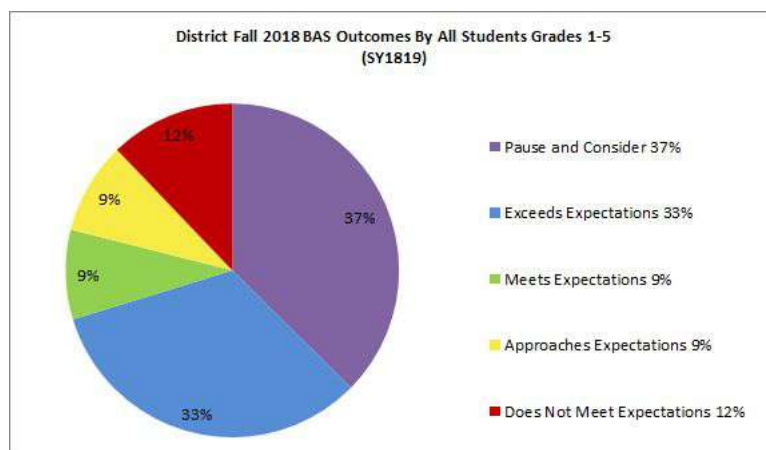
- Teachers meet individually with students to:
 - Observe student reading behaviors
 - Engage in comprehension conversations that go beyond retelling
- Teachers use information from the reading conversation to;
 - Determine instructional and independent reading levels
 - Make informed decisions to connect assessment to instruction

What's New?

- We are transitioning to the BAS-3rd Edition, which will allow for deeper understanding of student comprehension.
- Next school year we will begin to use the Benchmark levels introduced in 2012. (Brookline currently uses the lower expectations from the pre-2012 Benchmark levels.)

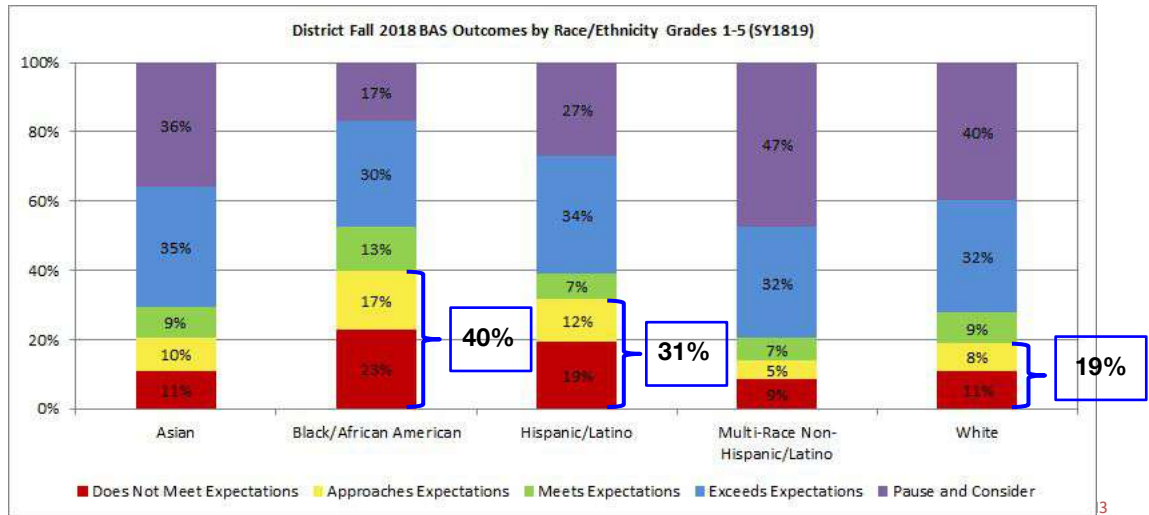
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BAS Assessment Results: Fall 2018

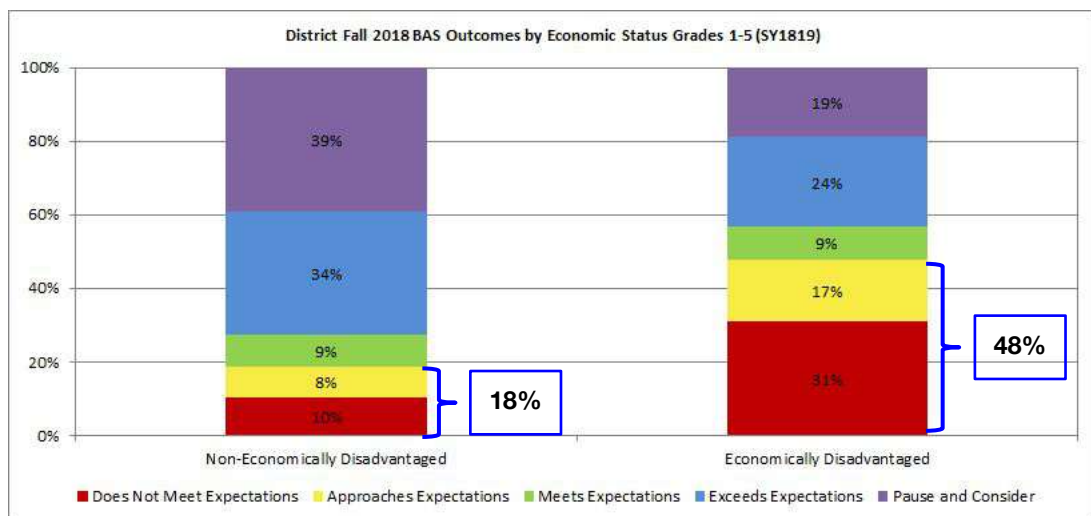


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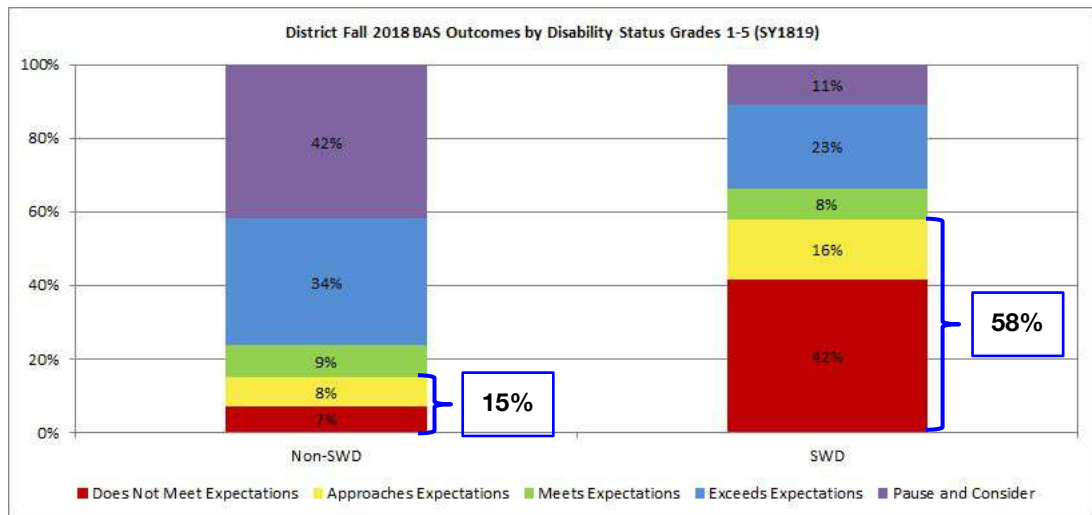
BAS Test Results by Race/Ethnicity: Fall 2018



BAS Assessment Results by Economic Status: Fall 2018



BAS Assessment Results by Special Education Status: Fall 2018



What are teachers saying about the BAS?

Results from BAS Teacher Survey: Fall 2018

How do you currently use the BAS? (214 educators responded out of ~275 who work with BAS)

- Identify student's independent and instructional reading levels (88.8%)
- Document student progress (84.1%)
- Make informed decisions that connect assessment to instruction (74.3%)
- Observe and quantify student reading behaviors (68.7%)
- Provides common assessment language that we share across a variety of school based and district professionals (61.7%)
- Confirm teacher professional judgment (46.7%)
- Establish common data points that we share across multiple grade levels (45.8%)
- BAS data are not helpful to my practice (4.2%)

What are teachers saying about the BAS?

Does the BAS provide additional information that helps you assess student reading levels and reading behaviors?

- Yes! Analyzing the BAS information gives me valuable information about how a reader is processing information within, beyond, and about the text, which leads to creating goals that will be carried out in guided reading groups. **Grade 3-5 Teacher**
- Yes. By analyzing students abilities to answer questions within the text, about the text and beyond the text, and by documenting their progress, I am able to create their attainable IEP goals and work on the benchmarks. - **Special Educator**
- Administering the BAS gives me a read on student confidence levels related to reading, as well as to sight word knowledge. - **Grade K-2 Teacher**
- The BAS gives me a snapshot of a student's reading behaviors (inferencing, using text evidence to support ideas, ability to give a sequential retelling, etc) at that time. The BAS helps me understand the reading profiles in my classroom, but I don't feel that it specifically informs instruction because we don't implement guided reading at the middle school level. - **Grade 6-8 ELA Teacher**
- I use it to monitor students' progress, particularly relative areas of strength and weakness, from year to year in order to inform ICAP and 504 plan development. - **Guidance Counselor**

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What are teachers saying about the BAS?

Do you have any suggestions for ways to improve assessing student literacy in the district?

- Is there a way to track student's reading mid-way through the year and then again at the end of the year rather than do another BAS in February? Can we use another measure instead of the BAS for a mid-way check? **Grade 3-5 Teacher**
- More of a range of assessments through general ed - some students just don't test well on the BAS so it doesn't show their true ability -- **Special Educator**
- I like giving the BAS myself as the classroom teacher. The biggest issue, though, is finding the time to administer the assessment. It is a lot of time away from teaching. Reading specialists could help cover for classroom teachers during the first few weeks of school so that the assessment can get done early AND time in the classroom is about learning something valuable instead of busy work with a sub? **Grade K-2 Teacher**
- For older students struggling with decoding, is there a district assessment for assessing those students? **Special Educator**
- District should upload our BAS data directly into the progress reports! - **Grade 3-5 Teacher**
- More information on how to use the BAS to inform practice - **Grade 3-5 Teacher**
- For older students who enter our system, is there a phonics assessment tool we could use to catch any important gaps, or to see where they are in general? - **EL Teacher**

How Two Schools are Using Data to Inform Decision Making and Support Students

- Co-Interim Principal Jennifer Buller: Coolidge Corner
- Principal Lesley Ryan Miller: Pierce

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How Coolidge Corner School Uses the BAS

School Year 2017-18 Grades 1-4

- Grade level teams drilled into Mid Year BAS results to see exactly where students were struggling
- Intervention for students were discussed and selected based on the BAS outcomes
- Teachers worked with Literacy Coaches if they needed support on how to provide specific in class interventions
- Teachers decided to complete another round of BAS to determine if the selected intervention was having a positive impact

Grade	Mid Year 2018 BAS_Category	EOY 2018 BAS_Category
1	Does Not Meet Expectations	Does Not Meet Expectations
1	Does Not Meet Expectations	Does Not Meet Expectations
1	Does Not Meet Expectations	Meets Expectations
1	Does Not Meet Expectations	Exceeds Expectations
1	Does Not Meet Expectations	Exceeds Expectations
1	Does Not Meet Expectations	Approaches Expectations
1	Does Not Meet Expectations	Exceeds Expectations
1	Does Not Meet Expectations	Meets Expectations
1	Does Not Meet Expectations	Exceeds Expectations
1	Does Not Meet Expectations	Exceeds Expectations
1	not assessed	Meets Expectations
1	not assessed	Does Not Meet Expectations
1	Does Not Meet Expectations	Does Not Meet Expectations
1	Approaches Expectations	Exceeds Expectations
1	Approaches Expectations	Exceeds Expectations
1	Approaches Expectations	Exceeds Expectations
1	Approaches Expectations	Meets Expectations
1	Approaches Expectations	Exceeds Expectations

Grade 1 Results:

Of the 11 students who scored "Does Not Meet" in the Mid Year, 5 of them moved to "Exceeds", and 2 moved to "Meet" performance levels by the EOY.

Of the 5 students who scored "Approaches" in the Mid Year, 4 of them moved to "Exceeds", and 1 moved to "Meet" performance levels by the EOY.

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Pierce School - Developing a Culture of Data-Based Decision Making

How Pierce has used data to make decisions since 2017-18

- Introduced Data Wise process
- Started with data that teachers were interested in (enrollment data)
- Used Data Wise process with entire faculty to develop 2018-19 School Improvement Plan
- Identified literacy as our school-wide focus
- Grade level teams identified specific literacy challenges their students faced
- Now looking at behavior and student conduct data to identify patterns and learn where students need support


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Pierce School - Developing a Culture of Data-Based Decision Making

Using Data to Make Decisions is Making Pierce's Culture More Collaborative

- Using data helps us decide together what our priorities are
- Teachers are more involved in decision making and leadership
- Gives teachers more voice and a greater sense of ownership
- Grade level teams worked together to identify their student needs instead of having someone else tell them
- All educators involved in school improvement planning
- Teachers are asking for more data so they can have a better sense of what is happening for individual students and groups of students, and to help them improve their practice

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A culture of using data systematically can help
inform our practice and improve our decision
making

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An ongoing practice of using data systematically will help us:

- Understand why we have inequitable student outcomes and identify and implement effective responses
- Make thoughtful decisions on what we should start, continue, or stop doing
- Understand if we are allocating resources (money, people, and time) in ways that best impact student learning
- Determine if our programs and interventions are helping students reach the program's intended outcomes
- Understand persistent challenges and learn how to address them
- Monitor implementation and adjust and improve as necessary
- Understand student needs before summative assessments so teachers can provide support earlier

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