# 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	<i>"How can two questions show what students know?"</i> <i>"We don't teach it in this format."</i>
Overload	"This is too much! "How can I really use all of this?"
Intrigue	<i>"Students do poorly on word problems, so we'll do more word problems." "We need more reading."</i>
Diggin in	"The wrong answers show why students are struggling."
Changing Practice	<i>"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."</i>

### **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.

ARBORE	TUM PUBLI	C SCH	DOLS			AI					~													
SCHOOL																EDUCATIC								
AI		~ /	NI	_	~	All	$\sim$	AI	$\sim$	All	$\sim$	Ali	∨ AI		~	All		$\sim$	AI			$\sim$		
	State As	sessment						м	IAP Read	ing					MAP M	ath						Acadien	ce ORF	
ELA	Math		Science			22-23	Fall	22-2	23 Winter		22-23 Spr	ing	22-2	3 Fall	22-23 Wint	er 3	22-23 Sp	ring		22-23 F	all	22-23 Wi	nter	22-23 Sp
AI	× All	$\sim$	All		2	Al	~	All		$\sim$	AI	$\sim$	All	$\sim$	All	$\vee$	AI	$\vee$		AI	$\sim$	Ali	$\sim$	AIL
Student L	ist With Most	Recent B	enchmar	<b>ics</b> (6	.767 st	udents)						MCAS			ACCESS		.P. Readi					Acc	diance OPI	
LASID	Name	School	G	irade (	Sender	Race	Absences	Tarclies	ELA	Math	Science	CD ELA	CD Math	CD Science	2023	22-23 Fall	22-23 Winter	22-23 Spring	22-23 Fall	22-23 Winter	22-23 Spring	22-23 Fall	22-23 Winter	22- Spr
100001	Bureves Cheve	Oak High		10 1	Asle	Caucasian	0	0			-					Ave	-	Au.5	Ken	ken	Hider			
100002	al-Karimi, Yahya	Oak High		09 1	Male	Caucasian	0	0										-			BARRIER PR			
100003	el-Harron, Rutaiba	Oak High		12 1	viale	Caucasian	0	0				Met	Req. EPP	Met						LoAvg	Loking			
100004	al-Farhat, Shaahi	Oak High		11 1	emale	Caucasian	0	0	\$\$4	545	512					High	High	High	High	High	High			
100005	Senz, Gurjot	Oak High		09 1	sale	Caucasian	0	0	534	521						High		High						
100006	Anderson, Nohelia	Oak High		12 1	stale	Caucasian	0	0					Reg. EPP	Met						LoAvg				
100007	Johnson, Joyce	Oak High		11 1	sale	Caucasian	0	0	516							Hikug				High	High			
100008	Osman, Elijah	Oak High		11 1	viale	Caucasian	0	0	538	519						High			Hideg	High	High			
100009	Gaskins, Robert	Oak High		12 1	viale	Caucasian	0	0																
100010	Dellavalle, Jacob	Oak High		09 1	emale	Caucasian	0	0	513	459	522					HiAug			Aug		Hiking			
100011	al-Ebrahimi, Tah	Oak High		11 1	Male	Caucasian	0	0																
100012	Lo, Sarah	Oak High		09 1	stale	Caucasian	0	0			500					LoAvg								i Bel
100013	al-Hakim, Majdiy	Oak High		12 8	emale	Caucasian	0	0				Met	Req. EPP	Met						LoAvg	Low			
100014	Lenahan, Reginald	Oak High		09 1	viale	Caucasian	0	0	534	\$17						High	High	High	High	High	High	Well Abo		
100015	el-Anwar, Name	Oak High		12 8	emale	Caucasian	0	0												Hidarg				
100016	Myrick, Mary	Oak High		09 1	emale	Caucasian	0	0	440							Low				Low			Well Belo	Bel
100017	Rodriguez-Mora	Oak High		10 1	vtale	Caucasian	0	0								Low								
100018	Urenda, Corina	Oak High		11 1	emale	Caucasian	0	0																
100019	Ho, Megan	Oak High		09 8	emale	Caucasian	0	0			511					Hidog	Hilling	Hidorg	lug		HiAvg	Below Aug	Low Au	Bel
100020	Platt, Tessa	Oak High		12 8	emale	Caucasian	0	0												High				
100021	Morones, Andy	Oak High		10 I	emale	Caucasian	0	0								High	High	HiAug	High					
100022	al-Hamid, Gaitha	Oak High		10 8	emale	Caucasian	0	0								Aug		Low		Low	Low			
100023	Baker, Gilbert	Oak High		12 1	emale	Caucasian	0	0					Req. EPP	Met					Low					
	Miller Course	Oak High		12 1	dala	Caucarian	0	0					Mar							_				

### **Open Architects- Dashboards**

#### MCAS EXPLORER

View historical MCAS data across the stat...



#### ACCESS EXPLORER

View key ACCESS statistics at the school ...



#### STUDENT ENROLLMEN AS

Enrollment by school, grade, and class.



# BEHAVIOR INCIDENTS 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 ...

and the second se	-	1 N N N N N	- V - U
95.3% store	25.8% 11.0%	Suspension Inc. No. 	20 ,
		servers weather \$17 services	And
	2 2 1 2 2 2 2 2 2 3 7		10000000
P. 27 To 20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1 1	T 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
A 20 To 10 T	D D N D D D D D D D D D D D D D D D D D	1 1	- -
10 10<	Assessment of Dark by Radet MIR School of Dark by Radet	1 1	1 10 </td
Part Table Part Ta	America and the Part of Marian Street	1 1 1 1 1 1 1 1   1 1 1 1 1 1 1 1   1 1 1 1 1 1 1 1 1 1   1	Image <th< td=""></th<>
	Assessed Without In a set of the	1 0	Image: Section 1 Image: Section 1<
Image: State of the s	10 10<	A set of the set of th	Image: Control of the line Image: Control of the line   Energy Torol of the line Image: Control of the line   Energy Torol of the line Image: Control of the line   Energy Torol of the line Image: Control of the line   Energy Torol of the line Image: Control of the line Image: Control of the line   Energy Torol of the line Image: Control of the line Image
Image: Second	Assesses in Lad. 'S Faush in J Badwell <u>Market in Lad. 'S Faush in J</u> Badwell <u>Market in Lad. 'S Faush in J Badwell</u> <u>Market in Lad. 'S Faush in La</u>	1 0	Base Jac State St



### 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

	Login to your Account			
	Please log in to access this page.			
	EMAIL:			
	Email address			
1 State	PASSWORD:			
	Password			
	Forgot Your Password?			
	SIGN IN			
	<b>G</b> Sign in with Google			
	Sign in with Microsoft			
	Comvision 2024 Change a childrents All Rights Reserved		• • • • • • • • • • • • • • • • • • •	