

School Committee Curriculum Subcommittee
Tuesday, March 19, 2024
4:00 PM – 5:15 PM
Remote via Zoom

Curriculum Subcommittee Members Present: Suzanne Federspiel (Chair), Dr. Steven Ehrenberg, and Dr. Natalia Linos.

Curriculum Subcommittee Members Absent: Helen Charlupski.

Other School Committee Members Present: Sarah Moghtader.

Staff Present: Dr. Jodi Fortuna, Deputy Superintendent for Teaching and Learning; Michelle Herman and Gabe McCormick, Senior Directors of Teaching and Learning; Dr. Matthew DuBois, Senior Director of Clinical Services and Social-Emotional Learning, and Betsy Fitzpatrick.

Ms. Federspiel called the meeting to order at 4:00pm.

1. Approval of Minutes: February 27, 2024 Curriculum Subcommittee Meeting

On a motion of Dr. Ehrenberg, and seconded by Ms. Federspiel, the Curriculum Subcommittee voted, by roll call, with 3 in favor (Ms. Federspiel, Dr. Ehrenberg and Dr. Linos), 0 opposed, and 0 abstentions, to approve the Minutes of the February 27, 2024 Curriculum Subcommittee meeting.

2. Review and Discussion of the Data Dashboard

Ms. Herman and Dr. DuBois led the discussion on the use of data in the district, particularly its use within program evaluation, progress monitoring, and problem definition, and to explore district level data to identify celebrations and areas for growth. They reported that teachers, administrators, and teams throughout the district are increasingly using data to: understand strengths, goals, and needs at the district, school, grade, class and individual level; evaluate and refine programs; engage in problem definition; and monitor response to instruction and intervention. Data analysis is used alongside the clinical judgement of our highly-qualified educators. The Multi-Tiered System of Supports (MTSS) requires the ongoing use of data to ensure that educators understand the strengths and needs of every student. A variety of data sources can be analyzed to measure the effectiveness of instructional strategies and practices; modify instruction to meet classroom and student needs; identify academic, social-emotional, and behavioral needs; and measure response to Tier 1, Tier 2, and Tier 3 instructional practices and interventions.

Ms. Herman and Dr. DuBois reported that the district recently engaged in a partnership with Open Architects. DESE had provided no-cost access to Open Architects for the last two years for MCAS data analysis. The district subsequently opted to purchase additional modules to provide more robust data analysis. Open Architects works on the back-end to plug into the various district data sources (Aspen, MClass, Canvas, Panorama, etc.) to create customizable and user-friendly data dashboards. Some of the current dashboards available to educators and school leaders are: MCAS Explorer, ACCESS Explorer, Student Enrollment, Behavior Incidents, DIBELS, Student Attendance, Daily Student Trends, and Panorama Survey. Ms. Herman and Dr. DuBois provided access to district level data through the dashboard to members of the subcommittee so that members could take a deeper dive into the information. It was noted that the easy access to this synthesized data will be valuable when reporting out on the metrics in the Strategic Plan.

Dr. DuBois demonstrated an example, using attendance data. The dashboard will typically bring you to a summary page, with key indicators; in the example it displays average attendance rates by grade, days enrolled, chronic absence rate, etc. Drop down menus can be utilized to further explore any of the various data points. Ms. Herman demonstrated an example, using DIBELS data (Dynamic Indicators of Basic Early Literacy Skills). As with the attendance demonstration, the drop-down menus allow for customization and specification of the various components in the assessment data. Members discussed some of the DIBELS data points, including subtest results, how educators use the data, and how a review of the data can drive continuous improvement. Members discussed how the use of data can best support educators, without being overwhelming.

3. New Business

Dr. Fortuna reported that every three years, public school district are required to submit a Student Opportunity Act (SOA) plan to DESE to remain eligible for foundational state funding. Dr. Fortuna is preparing PSB's plan to present to the full School Committee for approval at the March 28, 2024 meeting. It will then be submitted to DESE by the April 1 deadline. The plan dovetails with the district's Strategic Plan, so the goals and strategies delineated in the SOA will closely mirror the district Strategic Plan.

Ms. Federspiel adjourned the meeting at 5:15pm.

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	<i>"Question #3 is poorly worded." "Answer 'b' is a trick answer." "The students made silly mistakes."</i>
Distrust	<i>"How can two questions show what students know?" "We don't teach it in this format."</i>
Overload	<i>"This is too much!" "How can I really use all of this?"</i>
Intrigue	<i>"Students do poorly on word problems, so we'll do more word problems." "We need more reading."</i>
Diggin in	<i>"The wrong answers show why students are struggling."</i>
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

- Panorama) in order to create customized
every night.**

[illegible]

Open Architects- Dashboards

MCAS EXPLORER

View historical MCAS data across the stat...



ACCESS EXPLORER

View key ACCESS statistics at the school ...



STUDENT ENROLLMENT

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 ...



PANORAMA SURVEY

Displays insight into responses to the Pan...



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

1

Look for Celebration

What looks good in the data? Why is it good?

2

Identify the Existence of a Problem

Where might we flag an issue that may need to be addressed? What is the evidence in the data?

3

What Steps Will We Take to Intervene

What are the interventions? Who is responsible?
How will we measure if they are successful?

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>



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 Sign in with Microsoft

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