




BPS Data Wise



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Assistant Superintendent
November 10, 2020



Data Wise Overview in Bedford

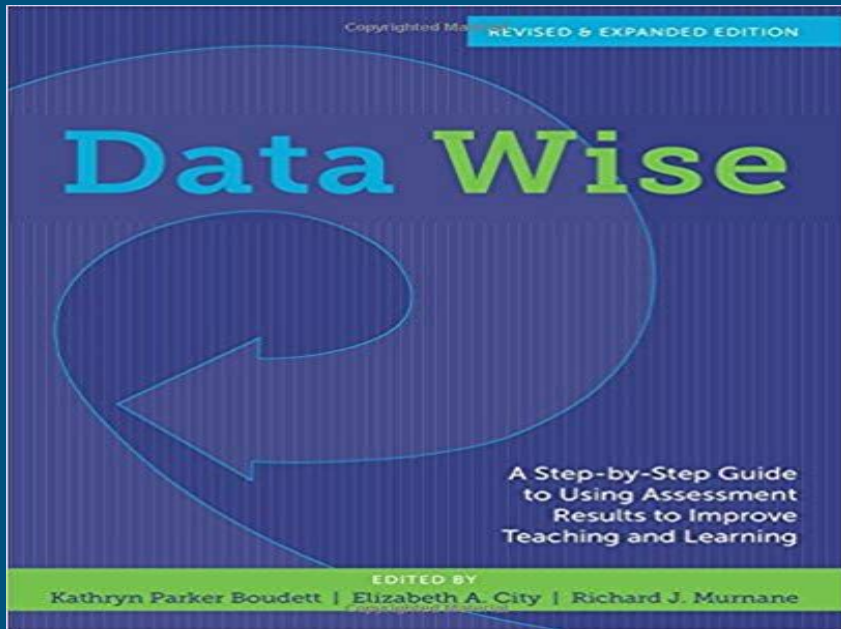
- District-Wide Strategic Objectives
 - Data Wise
- Data Wise Committee Objective
 - Prepare
 - Inquire
 - Act
- Current Examples
 - Integrate
- Data Wise in Action

District-Wide Strategic Objectives 2019-2021

- Coherent, Higher Order Thinking Curriculum/Student Centered Learning: Developing all students' abilities to comprehend complex texts (and the attendant capacities for researching effectively and writing clearly and persuasively)**
- Equity and diversity: Teaching All Students and Building community: Ensure that all students are meeting district-wide learning expectations**
- Collaborative Professional Culture: Nurture a professional culture that maximizes administrator and teacher learning, innovation and creativity by creating authentic opportunities for collaborative work that is informed by shared goal-setting, and analysis of student work and achievement data**
- Long-Term Planning, Communication and community Support**

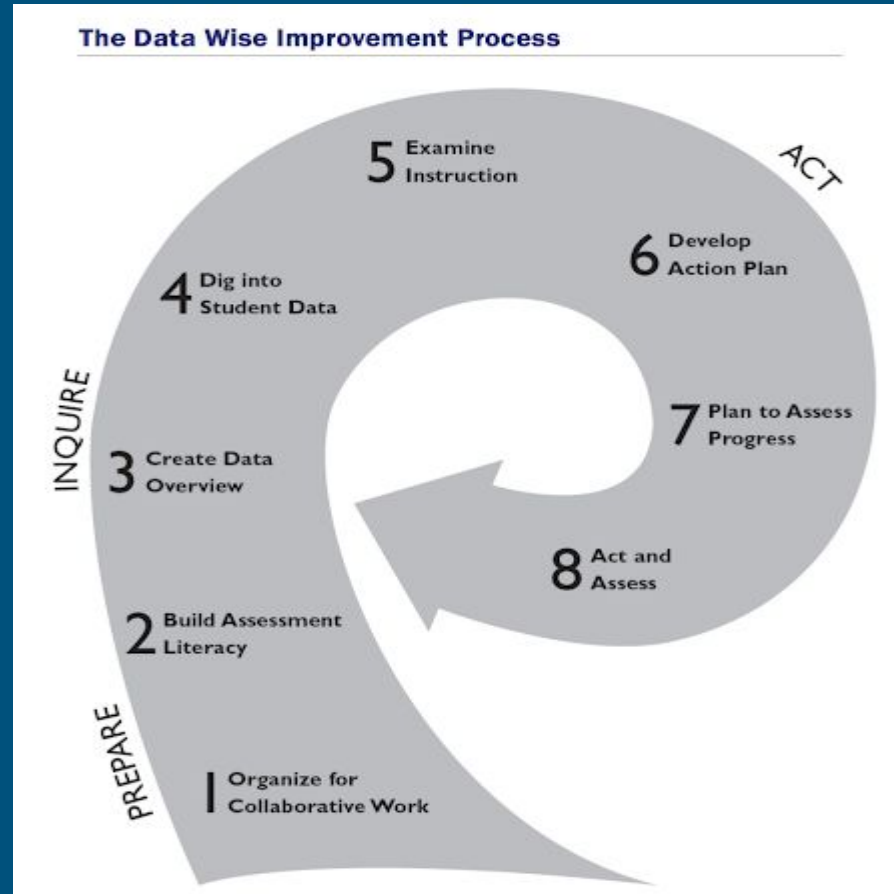
(Data Wise connects to all four objectives)

What is Data Wise?



Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning presents a clear and carefully tested blueprint for school leaders. It shows how examining test scores and other classroom data can become a catalyst for important schoolwide conversations that will enhance schools' abilities to capture teachers' knowledge, foster collaboration, identify obstacles to change, and enhance school culture and climate.

The Data Wise Improvement Process



Data Wise Committee Objective

Improve teaching and learning by using data structures

- **Meaningful assessments**
- **Form teams to gather data**
- **Analyze data**
- **Inform teaching**
- **Continuous process**

Data Wise Committee 2019-Present

- **Be leaders within their schools**
- **Determine assessments**
- **Create the data plan**
- **Create capacity**

K-5

Matt Haynes

Beth Benoit

Rob Ackerman

Donna Clements

Jane Del Gobbo

Audrey Jackson

Carrie Powers

Annie Pumphrey

Andrea Salipante

Fay Backert

Marianne Vines

6-12

Kim Comeiro

Kristen Tracy

Heather Galante

Kevin Tracey

Andrea Edmunds

Christine Butler

Nick Bacigalupi

Dana Curran

Michael Griffin

Sean Hagan

Alicia Linsey

Keith Mangan

Liz Marcotte

Patrick Morrissey

Nicole O'Toole

Betsy Wilson

Michelle DellaValle

Data Wise Meetings 2019-2020

September 25th:

Prepare

November 20th:

Inquire

February 5th:

Act

April 29th:

Integrate

Keeping Test Scores in Perspective

“There are many important outcomes of education that are difficult to test. Therefore, while a well-designed test can provide valuable information there are many questions it cannot answer. How well does a person persevere in solving problems that take a long time and involve many false starts? To what extent has a student developed the dispositions we want-for example, a willingness to try applying what she has learned in math class to problems outside of school? How well does the student write long and complex papers requiring repeated revision? People demonstrate growth and proficiency in many ways that would not show up on any single test” -*Data Wise*

Data Questions....

- Data Meetings?
- Which Assessments?
- How is data collected? By who?
- How is it shared?
- What happens then?



Prepare

Organizing for Collaborative Work

- Data Inventory

Building Assessment Literacy

- Norm-Referenced Test
- Criterion-Referenced Test
- Standards-Referenced or Standards-Based Test

Building Assessment Literacy at Lane:

<https://docs.google.com/document/d/1TKBPwmwNhRcXSenxIzmP7WCvFviiRQAtcHCZPYRJS-8/edit>

Inquire

Creating a Data Overview

- Analyze the Data and Find the Story
- Display the Data
- Make Sense of the Data

Digging Into Data

- Item Analysis as an Example
- Learner-centered problem

Examining Instruction

- Linking Learning and Teaching
- Observing Practice
- Develop a Shared Understanding of Effective Practice

Inquire

Grade 2	Tier	EOY KR (APR)	EOY-NWF		EOY-NWF	EOY-DORF		EOY F&P	EOY PSI	EOY Dict	EOY Dict	EOY-Sight Words
Student Name	RTI Services	PTS 20/12	58+cls/ 95%		13 WWR	60WCPM/ 90%		I	6 (inst)	Dictation #1 (37)	Dictation #2 (opt)-57 or 100	60 (Kind) & 105 (1st)
	IEP Reading, Math, S/L	11/8	27	87%	0	10	35%	D	2	26	28	31/60 K
	Rtl Tier 3	2/4	30	88%	3	18	72%	D	3	26	16	56/40
	Tier 3/Rdg-/ ELL	14/9	55	96%	18	23	85%	E	4	36		61
	Tier 3/Rdg	14/11	40	93%	12	24	86%	F	5+	34	37	60/78
		18/11	53	89%	15	28	73%	E	3	27		59/79
	IEP Reading, S/L	12/10	36	90%	10	35	85%	F	3	35	42	60/89
	Tier 2/ Rdg	19/12	42	98%	13	37	90%	H	4	32	51	60/102

Inquire

Analyze the Data and Find the Story

2019 MCAS PERFORMANCE COMBINED EXCEEDING EXPECTATIONS AND MEETING EXPECTATIONS

	<u>ELA %</u>	<u>MATH %</u>	<u>STE %</u>
<u>GRADE 3</u>	82	75	
<u>GRADE 4</u>	71	76	
<u>GRADE 5</u>	79	70	68
<u>GRADE 6</u>	79	75	
<u>GRADE 7</u>	60	72	
<u>GRADE 8</u>	71	70	68
<u>GRADE 10</u>	71	79	

Item Analysis

* Spring 2019 ▼ * Bedford ▼ * Grade 7 ▼ * Sort by District Score ▼ **Submit**
 * English Language Arts ▼ * John Glenn Middle ▼ * All Students ▼ * Suppress results with <10 students ▼ **Cancel**

All Students (177) **Standards: MA 2017 Standards**

Item Information							% Possible Points		
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	School	District	State	School-State Diff.
8	ES	-	-	Write an essay to explain the character traits of an individual in a passage; use information from the passage to support your explanation.	8	43%	43%	41%	2
16	ES	-	-	Write a narrative that continues the story in a passage.	8	43%	43%	43%	0
13	SR	RE	R.1.02	Analyze how specific paragraphs help to develop a central idea in a passage.	1	55%	55%	49%	6
14	SR	RE	R.1.03	Analyze the qualities of a character in a passage and find evidence from the passage to support the answer.	2	55%	55%	51%	4
24	ES	-	-	Write an essay to explain how two poems present information on a topic; use information from both poems to support your explanation.	8	55%	55%	51%	4
9	SR	LA	L.3.04	Use context to determine the meaning of a word.	1	56%	57%	53%	3
20	SR	LA	L.3.04	Use Greek and Latin affixes and roots as clues to the meaning of a word.	1	56%	57%	49%	7
11	SR	RE	R.1.02	Determine a central idea in a passage.	1	59%	59%	57%	2
23	SR	RE	R.3.09	Identify a quality of a character in an autobiographical poem and a quality of a character in a literary poem.	2	60%	61%	56%	4
6	SR	RE	R.1.02	Determine a central idea in a passage.	1	62%	62%	51%	11
19	SR	RE	R.2.04	Identify figurative language in a poem.	1	63%	64%	57%	6
17	SR	RE	R.2.05	Analyze how text features contribute to the development of an autobiographical poem.	1	66%	66%	64%	2
18	SR	RE	R.2.05	Analyze how the format of specific lines contributes to the meaning of an autobiographical poem.	1	69%	69%	62%	7
4	SR	RE	R.1.03	Analyze how one idea influences another idea in a passage.	2	70%	71%	66%	4
5	SR	RE	R.2.05	Analyze how the author organizes a passage and provide supporting evidence from the passage.	2	70%	71%	56%	14
12	SR	RE	R.2.06	Analyze how the author develops a character's point of view in a passage.	1	71%	71%	68%	3
2	SR	RE	R.1.03	Analyze how an event influenced an individual in a passage.	1	74%	74%	72%	2
3	SR	RE	R.1.01	Make an inference about an individual in a passage based on information from the passage.	1	74%	74%	69%	5

Digging in and Making Sense-Lane Math and ELA

Math

Problems of Practice

Yay

What it does/doesn't tell us

facts

- 2? we did \downarrow than state fractions
- Fractions in 2019 were not in the lowest 5 items.
- In 2018 item type we struggled with short answer
- In 2019 O.A. also had items students struggled with (6 items under 83%)
- CR questions were 60% or below (1 each year above 60%)
- NBT.2 \rightarrow both years students did well computing, not explaining

What it does/doesn't tell us

- Does not \rightarrow Which kids? Which teachers?
- Does not \rightarrow Where in the process things fell apart?
- Does not \rightarrow How kids did on Bedford assessments
- Does not \rightarrow Is curriculum aligned with priorities? \rightarrow When/if these were taught
- Did the computer play a role?

Notes:

- NBT.A.2 (CR)
- NF.A.3 + NF.A.2
- State went down, Bedford went up
- MD.3 1/4 less consistently
- MD.3 50% graphs in Gr.2
- Lab of

Math

What it does/doesn't tell us

- Students went up in all ES categories as compared to State
- All state went down 4 pts Bedford went up 3%
- Same Standards not assessed both years
- Bedford consistently above in R.101 (both yrs)
- both yrs 3 lowest were/mixed writing
- Kids struggled w/ using evidence

What it does/doesn't tell us

- What type of texts students were asked to respond to/read
- doesn't tell us/show us what they wrote
- Was there consistency in what students did/didn't do

ELA

What it does/doesn't tell us

- Are all students exposed to gr. level text to what extent (both rdy and wty w/o adult supports/intervention)
- depth of student oral response vs. written response
- experience of writing in response to rdy on a computer
- experience w/o being able to build off others
- is writing response to rdy always a choice? Are we always building writing in?
- writing in response to informational text
 - oral rehearsal

Notes:

- Some scores in 90%+
- did better than state on every? ion
- improvement for '18 to '19
- better on 2 part? ions in 2019

Engaging Teachers in Identifying a Priority Questions

For example, if the focus area is on specific question types like, essay and short answer questions on MCAS, possible priority questions might be:

- *Do students comprehend what they read (and at what level)?*
- *How do students use their comprehension skills to understand character traits?*
- *How do students use evidence from the text to explain their understanding of a particular character?*
- *Are students able to organize (draft) what they understand about a reading passage into a coherent essay?*

Examining Instruction

- Directly related to the learner-centered problem
- Based on evidence found when examining instruction
- Within the school's control
- A statement about practice, not a question
- Specific and small

Knowing that different people can go through the same problems is important. Has it ever happened to you? Problems can appear and you may have to find a way to fix it, and leaving for some time could be an option. Leaving to find your new soul and how to live your life next. In Sharon Creech's novel Walk Two Moons Sal's mom, Sugar, and Phoebe's mom, Mrs. Winterbottom, both leave home in effort to feel like they belong. These characters exemplify the fact that sometimes people need to leave to find themselves. *Nicely said.*

Sugar, Sal's mom, feels like she didn't belong in her family. "Oh, you are to good John. You are too good. All the Hiddles are too good, I will never be as good. I will never be so good, I will never be able to think ^{of} all the things" *story telling* (Sugar said.) *Be careful what you quote the occur*

(Creech pg.31), Sugar always thought that others were better than her and that she

Act

Developing an Action Plan

- Decide on an Instructional Strategy

Planning to Assess Progress

- Choose Assessments to Measure Progress
- Set Student Learning Goals

Acting and Assessing

- Are we all on the same page?
- Are we doing what we said we'd do?
- Are our students learning more?
- Where do we go from here?

Current Examples

Assessment Calendars

Davis 2nd Grade

	Assessment	FALL	Who gives the assessment	Who enters the data	Who facilitates data meetings	When would data meetings happen
2nd Grade						
Literacy	DIBELS	Sept. 28-Oct 9	Rdg, EL & cl. teacher	Andrea	Annie & Andrea	Week of November 2nd
	Track My Progress	Sept. 28-Oct 9	Online - teacher & Rdg	Online report		Week of November 2nd
	BAS	Oct. 1-27	teacher, Rdg, El. Sped	tchr spreadsheet		Week of November 2nd
	genre of choice pre	Oct. 12-16	CI teacher whole class	teacher/rubric		Week of November 2nd
	Narrative post	Oct. 5-9				Week of November 2nd
	genre of choice pre	Oct. 19-23	CI teacher whole class	teacher/rubric		Week of November 2nd
	Opinion Post					Week of November 2nd
	genre of choice pre	Oct. 26-30	CI teacher whole class	teacher/rubric		Week of November 2nd
	Informational Post					Week of November 2nd
Math	Track My Progress	Oct. 5-30	Online - Classroom Teacher	Online	Annie & Andrea	Week of November 2nd

Current Examples

Lane 3rd Grade

Lane School Fall 2020-2021 Assessment Schedule						
	Assessment	Fall 2020	Who gives the assessment	Who enters the data	Who facilitates data meetings	When would data meetings happen
Grade 3						
Literacy	DIBELS Cohorts A-C	Oct. 5-9	cl. teacher & support	Andrea		
	DIBELS Cohorts D	Oct. 5-9	cl. teacher & support	Andrea	Annie & Andrea	Oct. 28
	Track My Progress - Literacy	Oct. 5-9	Online- classroom teacher	online		
	BAS (F&P)	Oct. 13-27	cl. teacher & support	cl. teacher		
	Narrative Pre-Writing prompt	Oct. 13-27	whole class / rubric	cl. teacher		
	UoS in Rdg Pre Assessment unit	Sept. 28-Oct. 2	cl teacher & support			
Math	TMP - Math	Oct. 5-16	Online - teacher			

Current Examples

JGMS

	The JGMS Assessment Calendar					
Grade	Assessment	#1 Fall	Who gives assessment?	Who enters the data?	Who facilitates data meetings?	When would data meetings happen
6th Grade						
Literacy	Track My Progress	10/15 or 10/16	CL Teacher	online/automatically	Patrick, Liz, Betsy, Kristen, Christine	November 18th
ELA (fiction)	MCAS 2.0 Passage Set	9/24-10/9	CL	CL Teacher		November 18th
SS (non-fic)	MCAS 2.0 Passage Set	9/24-10/9	CL Teacher	CL Teacher		November 18th
Math	Track My Progress	October 1-9	CL Teacher	online/automatically		
Science	CER	September	CL Teacher	CL Teacher	Michael	November 18th
World Language	Proficiency	November 1	CL Teacher	CL Teacher	Dana	November 18th

Current Examples

BHS

10th Grade						
ELA (fic)	MCAS 2.0 Passage Set	10/1-10/6	CL Teacher	CL Teacher	Patrick, Liz, Betsy, Kristen, Christine	November 18th/Dept.
SS (non-fic)	MCAS 2.0 Passage Set	9/24-9/30	CL Teacher	CL Teacher		November 18th/Dept.
Math	Star Math	October 1-9	CL Teacher	online/automatically		November 18th/Dept.
Science	CER	September	CL Teacher	CL Teacher	Michael	November 18th/Dept.
World Language	Proficiency	November 1	CL Teacher	CL Teacher	Dana	November 18th/Dept.

Integrate- How We Improve



Integrate

Data Wise Theory of Action

If Educators...

- Model the Data Wise Improvement Process
- Build the knowledge and skill of others
- Think big and focus small
- Act and adjust quickly, based on evidence
- Capture and share learning

Then...

- Learning will build collective skill and confidence
- Everyone can extend the work of improvement throughout the organization
- Earning and teaching for all children will improve



Data Wise In Action

BPS Literacy Plan

Goal 1: Vision/Leadership/Communication

District and school-based initiatives and goals will be aligned to the Literacy Plan, including the alignment of K-12 literacy curricula.

Goal 2: Assessment

Consistent administration of literacy assessments will be conducted at every grade level throughout the year; data will be shared across schools, grade levels, and district; and data will be used to inform instruction and intervention.

Goal 3: Intervention Processes

Consistency and alignment of literacy interventions K-12, including processes for identifying students, informing stakeholders, and delivering interventions, will be strengthened.

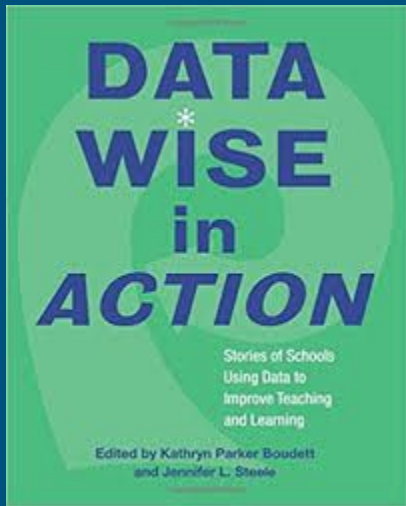
Goal 4: Core Curriculum and Instruction

Core, Tier I literacy instruction will be strengthened and differentiated so as to reduce the need for literacy interventions.

Goal 5: Professional Development/Coaching

Appropriate and sufficient professional development and coaching will be provided for all staff who are providing and evaluating literacy instruction.

Data Wise In Action



Section I Prepare

Organizing for Collaborative Work
Building Assessment Literacy

Section II Inquire

Creating a Data Overview

Digging into Data

Examining Instruction

Section III Act

Developing an Action Plan

Planning to Assess Progress

Acting and Assessing

Building Learning Organizations by Using Data Wisely

Data Wise in Action

(Agenda for the JGMS Data Meeting for November 18th)

Session One (8:30–9:15):

- **Check-in**
- **Purpose-Setting**
- **The Data-Wise process**

Session Two (9:30–10:15):

- **Building assessment literacy**
- **Protocols and manipulating data**

Session Three (in teams - 10:30–11:30):

- **Data analysis and next steps (Assessments: TMP, ELA fiction, SS non fiction, Science CER, World Language Proficiency, ELL WIDA/Access)**
- **Feedback**



“When schools create a collaborative culture around data use—**when they use data not to point fingers but to inform collective decisions**—something powerful can happen.”

—KATHRYN PARKER BOUDETT
AND JENNIFER L. STEELE,
DATA WISE IN ACTION

Harvard
Education
Press