CARLISLE PUBLIC SCHOOL

Assessment

School Committee Presentation · November 12, 2026

CARLISLE SYSTEM OF SUPPORT (CSS)

School Belonging | Social, Emotional & Behavioral Development | Academic Success | Health & Wellbeing

AGENDA

What we'll cover tonight

HOW DO WE THINK ABOUT DATA?

1. **Our beliefs and shared language**
   From the CSS working group
2. **Street Data: three levels of data**
   Satellite, map and street data
3. **The four CSS domains and their data**
   What we measure, and how

WHAT IS THE DATA TELLING US?

4. **School Belonging**
   VOCAL and Panorama
5. **Social, Emotional & Behavioral Development**
   Panorama, with supporting VOCAL items
6. **Academic Success**
   MCAS, STAR, ALEKS and DIBELS
7. **Health & Wellbeing**
   YRBS and our Cartwheel partnership

WHERE DO WE GO FROM HERE?

8. **CSS in action: the 8th grade team**
   Putting CSS to work with every 8th grader
9. **Why we need a data platform**
   Better use of the evidence we have
10. **Questions**
    Open discussion

CSS WORKING GROUP ON DATA AND DECISION-MAKING

How we think about data

What we believe

Data should help us understand students, not define or label them.

1. **The whole child**
   Data is one part of a student's story, never the whole of it.
2. **No single measure tells the whole story**
   Multiple sources, over time; every measure has limits.
3. **Data leads to action**
   Inquiry, action and reflection, including on our own practice.
4. **Proactive and equitable**
   Group patterns guide prevention and early intervention.
5. **Collaborative and ethical**
   Strengths-based, built on trust, protective of privacy.

Why we collect and use data

- **Understand student strengths, needs and growth**
- **Inform and improve instruction**
- **Monitor progress and response to support**
- **Identify students who may need more support**
- **Evaluate what's working, and adjust**

Ultimately, data is meant to inform meaningful action.

WORKING DRAFTS

These are working documents; the CSS working group is actively revising them.
Data Glossary · Beliefs About Data · Why We Collect Data · Data Platform Rationale

A shared language for data

Satellite, map and street data
Broad patterns, more detailed classroom and group data, and the lived experiences behind both
→ ***The frame for this whole presentation***

Triangulation
Examining multiple sources or types of data for a more complete, accurate picture
→ ***"Other data to triangulate" on every next-steps slide***

Disaggregation
Separating results into smaller groups to find patterns hidden in overall results
→ ***MCAS results by student group***

Observation vs. inference
What the data shows vs. what we think explains it; inferences need more evidence
→ ***"Learn what's behind it before acting"***

Universal screening
Brief assessments given to all students to spot potential needs and check core instruction
→ ***Panorama, DIBELS and STAR***

Progress monitoring
Ongoing measures of growth that show whether instruction or intervention is working
→ ***Intervention planning in SST***

WORKING DRAFTS

From the CSS Data Glossary, a working document we're still revising.
36 terms across five areas, from data foundations to continuous improvement.

Satellite, map and street: three perspectives

LEVEL 1

Satellite data

Broad patterns across a school or district

- MCAS
- STAR
- ALEKS
- DIBELS
- Attendance

On its own

Can tell a single story of "underperformance" and reinforce deficit thinking

LEVEL 2

Map data

Patterns within classrooms, groups and skills

- Common assessments
- Curriculum-based measures
- Surveys

Still missing

The stories behind the numbers that shape real change

LEVEL 3

Street data

Lived experience, gathered by listening closely

- Student work
- Conversations
- Observations

What it adds

Bright spots, the why behind the data, and personal and community stories

Source: Shane Safir and Jamila Dugan, *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation* (Corwin, 2021)

What street data looks like

Artifacts

- Student work
- Audio and video recordings
- Teacher-designed tasks

Stories and narratives

- Interviews
- Case studies
- Oral histories
- Identity maps
- Writing journals

Observations

- Notes
- Transcripts
- Nonverbal observations
- Participation
- Classroom scans

> Street data humanizes how we gather data. It treats students and teachers as people whose experiences deserve careful study and deep listening, making us **"ethnographers rather than statisticians."** The process itself builds trust. *Street Data, p. 67*

Source: Shane Safir and Jamila Dugan, *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation* (Corwin, 2021)

Improving the validity of our inferences

For each student to thrive, we need to:

Collect data at each level
Satellite, map and street data, together

Disaggregate quantitative data
By race, gender, socioeconomic status, disability and more

Collect qualitative data
Interviews, writing and student learning artifacts

Look for positive anomalies
Take an asset perspective on every student

WHY A DATA PLATFORM

Today this information sits in separate places and systems.
Together, it lets us see each student at every level: satellite, map and street.

CARLISLE SYSTEM OF SUPPORT (CSS)

Four domains, and the data behind each

School Belonging

Students feel known, valued and connected to the adults and peers at school.

VOCAL · grades 4, 5 and 8 | Panorama · grades 3–8

Social, Emotional & Behavioral Development

Students build the skills to manage emotions, persevere, get along with others and engage in learning.

Panorama · grades K–8 | VOCAL · grades 4, 5 and 8

Academic Success

Students build the reading, writing and math skills to meet grade-level expectations and keep growing.

MCAS | STAR | ALEKS | DIBELS

Health & Wellbeing

Students are physically and emotionally healthy, safe and supported, in school and beyond.

Youth Risk Behavior Survey (YRBS)

CARLISLE SYSTEM OF SUPPORT (CSS)

School Belonging

School Belonging | Social, Emotional & Behavioral Development | Academic Success | Health & Wellbeing

One of the four CSS domains, our local MTSS framework. School Belonging means students feel known, valued and connected to the adults and peers at school.

In this section

1. Strong adult relationships; peer respect slips
2. 80% have a school adult to count on
3. From survey results to knowing each student: next steps

Data sources

VOCAL
Views of Climate and Learning, the state's climate survey · grades 4, 5 and 8

Panorama
Student survey of social-emotional learning · grades 3–8

SCHOOL BELONGING | VOCAL

Strong adult relationships; peer respect slips

Where we're strong

Teachers accept me for who I am (Gr 4)



My teachers care about me as a person (Gr 4)



I am happy to be at our school (Gr 4)



Teachers are available when I need to talk (Gr 8)



Where to look closer: peer respect

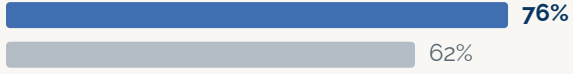
Students respect each other in my school (Gr 4)



Students respect each other in my school (Gr 5)



Students respect one another (Gr 8)



Down 18 points from grade 4 to grade 8, though still above the state at every grade

Blue = Carlisle · Gray = State · % always or mostly true · 2026 VOCAL preliminary results · Gr 4 n=80, Gr 5 n=60, Gr 8 n=59

SCHOOL BELONGING | VOCAL AND PANORAMA

80% have a school adult to count on

VOCAL

99%

of 4th graders say their teachers care about them as a person

PANORAMA

80%

of students in grades 3–8 say they have a school adult they can count on (82% in grades 3–5, 79% in grades 6–8)

VOCAL

58%

of 8th graders feel comfortable reaching out to a teacher or counselor for emotional support

Students feel cared for, but comfort coming to an adult when something is wrong is lower by grade 8: 79% in grade 4, 58% in grade 8.

Survey results can't tell us who. Every Student Known can.

From survey results to knowing each student

WHAT WE LEARNED Students feel cared for · 80% have a school adult to count on · Peer respect to watch

Next steps

Every Student Known
→ Staff map how well each student is known

DEIB Family and Student Survey
→ Student and family voice: do they see themselves in curriculum and school spaces?

Recording student names in PowerSchool
→ Being known starts with your name, said right

Look closer at peer respect (Gr 4–8)
→ Learn where and why it slips before acting

Other data to triangulate

Absenteeism data
→ Do less-connected students miss more school?

Learning walks
→ How do students treat each other in class?

Observations
→ Who seems disconnected day to day?

Student artifacts
→ What do students' own work and words show? Builds on our Authentic Education PD

WHY A DATA PLATFORM

Today this information sits in separate places and systems.
Together, it shows us which students are known and connected, who still needs an adult they can count on, and how students treat one another.

CARLISLE SYSTEM OF SUPPORT (CSS)

Social, Emotional & Behavioral Development

School Belonging | **Social, Emotional & Behavioral Development** | Academic Success | Health & Wellbeing

One of the four CSS domains, our local MTSS framework. It means students build the skills to manage emotions, persevere, get along with others and engage in learning.

In this section

1. **Above average nationally on every topic**
2. **Strong gains, with effort to watch**
3. **Connecting data moves us to action: next steps**

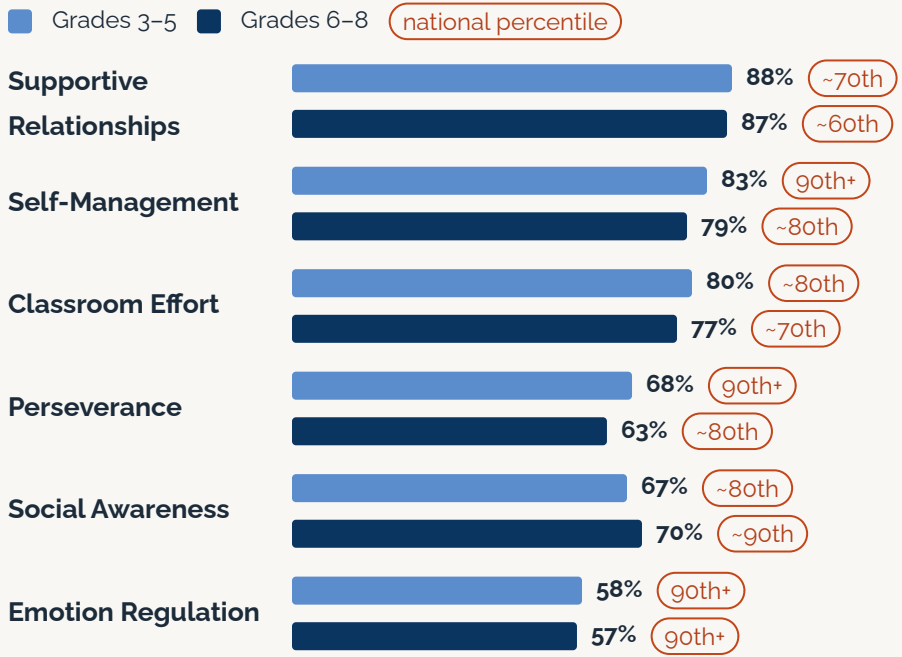
Data sources

Panorama
Student self-report, grades 3–8 · teacher ratings of each student, K–2

VOCAL
Supporting items from the state's climate survey · grades 4, 5 and 8

Above average nationally on every topic

Spring 2026 student survey, grades 3–8



How to read this

88% = students answering favorably.

~70th = higher than about 70% of the national comparison group.

Relationships: why a high %, but a lower rank?

Most students nationally answer these favorably, so 88% doesn't stand out. It's still a strong result.

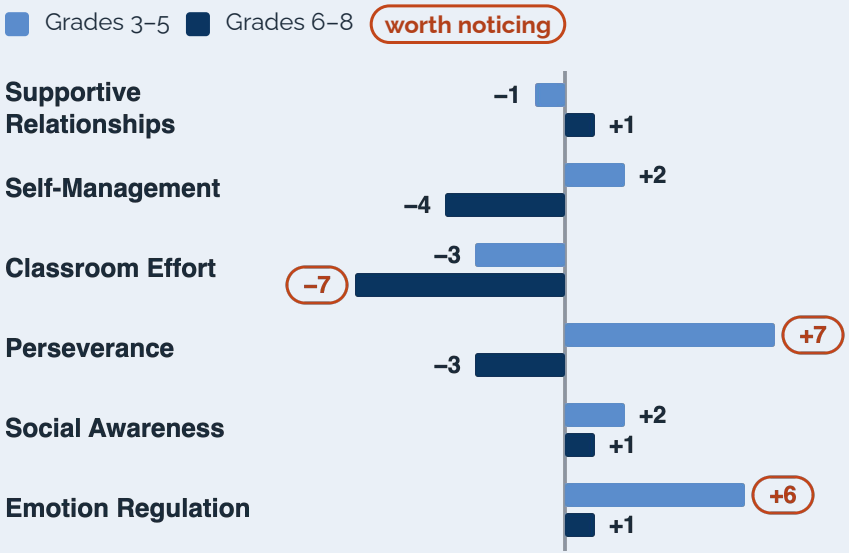
Emotion Regulation: why a low %, but a high rank?

These questions are hard for most students, so 58% ranks above 90% of the comparison group.

SOCIAL, EMOTIONAL & BEHAVIORAL DEVELOPMENT | CHANGE OVER TIME

Strong gains, with effort to watch

Change in % favorable since fall



K–2 (teacher-rated)

Teachers rate each student; more were rated favorably by spring.

Self-Management: 86% → 93%

Emotion Regulation: 89% → 95%

Effort to watch: grades 6–8

Questions behind the drop, since fall

Get work done right away: **57%, down 11**

Effort in class discussions: **56%, down 10**

Effort on homework: **78%, down 9**

Group-level patterns, not individual students. Changes of 1–2 points are too small to read into.

Connecting data moves us to action

WHAT WE LEARNED Above average nationally · Strong gains · Effort to watch in grades 6–8

Next steps

SAEBRS universal SEL screener
→ Adds a teacher view to students' self-report

Look into the grade 6–8 drops in effort and self-management
→ Learn what's behind it before acting

Explicit instruction in naming and describing feelings
→ Only 42–46% can describe feelings clearly

Other data to triangulate

Referrals (behavior, SST)
→ Which students need more support?

Educator observations
→ Does what we see match student reports?

Attendance
→ Is disengagement showing up as absences?

WHY A DATA PLATFORM

Today this information sits in separate places and systems.
Together, it shows us which students are growing, which are behind the grade 6–8 effort drop, and who needs support naming and describing their feelings.

CARLISLE SYSTEM OF SUPPORT (CSS)

Academic Success

School Belonging | Social, Emotional & Behavioral Development | **Academic Success** | Health & Wellbeing

One of the four CSS domains, our local MTSS framework. Academic Success means students build the skills to meet grade-level expectations and keep growing.

In this section

1. **How we compare: the state and nearby districts**
2. **MCAS over time: cohorts and student groups**
3. **Screening: DIBELS and STAR**
4. **Looking ahead: 2027 MCAS changes and next steps**

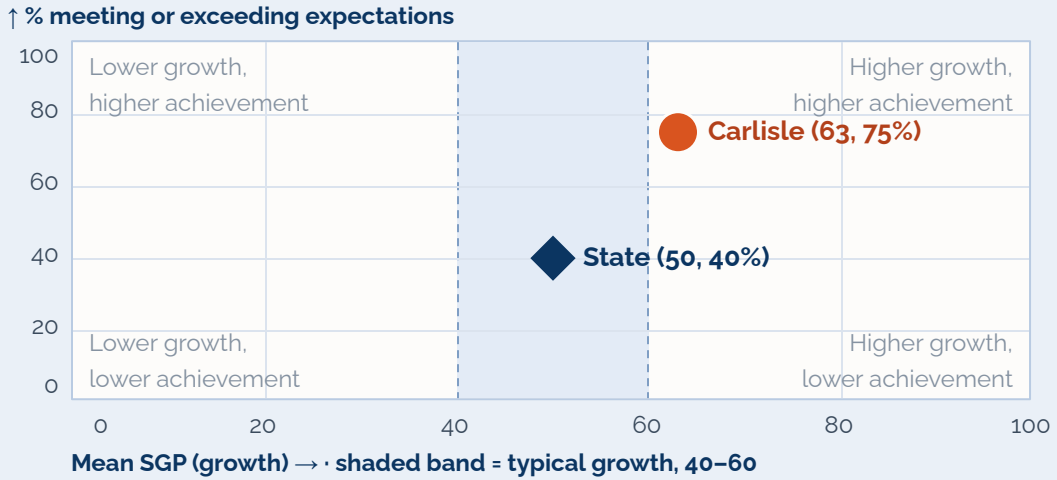
Data sources

MCAS
State assessment · ELA and math in grades 3–8, STE in grades 5 and 8, civics in grade 8

Universal screeners
DIBELS K–3 · STAR Reading 3–8 · STAR Math 3–4 · ALEKS Math 5–8

ELA: high achievement, high growth

Spring 2026 MCAS, ELA, grades 3–8 · Carlisle vs. the state



Carlisle vs. the state

ELA, grades 3–8

75%
meeting or exceeding expectations (state: 40%)

63
mean student growth percentile (state: 50)

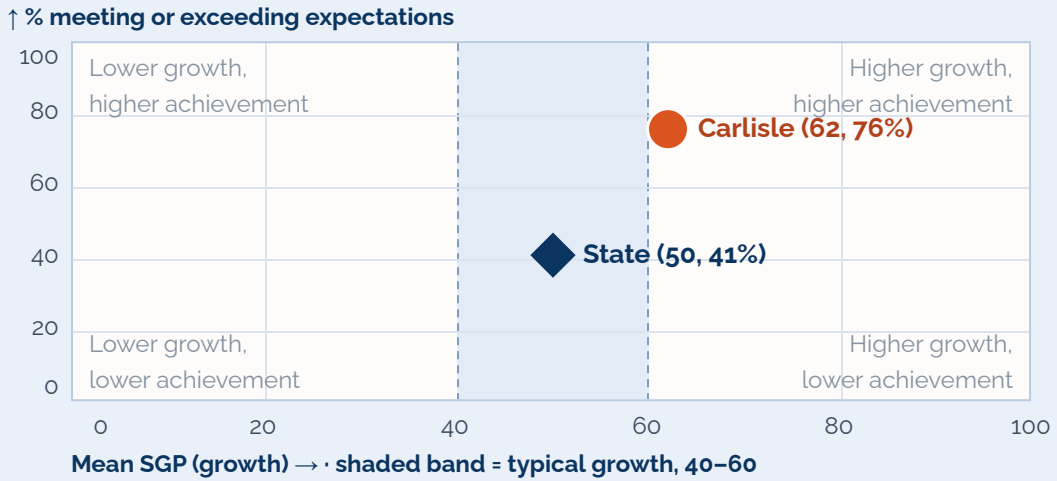
+35
points above the state in achievement

WHAT IT MEANS

Growth of 40–60 is typical; above 60 means faster growth than most peers.
Carlisle sits in the high-growth, high-achievement corner, well above the state.

Math: high achievement, high growth

Spring 2026 MCAS, Math, grades 3–8 · Carlisle vs. the state



Carlisle vs. the state

Math, grades 3–8

76%
meeting or exceeding expectations (state: 41%)

62
mean student growth percentile (state: 50)

+35
points above the state in achievement

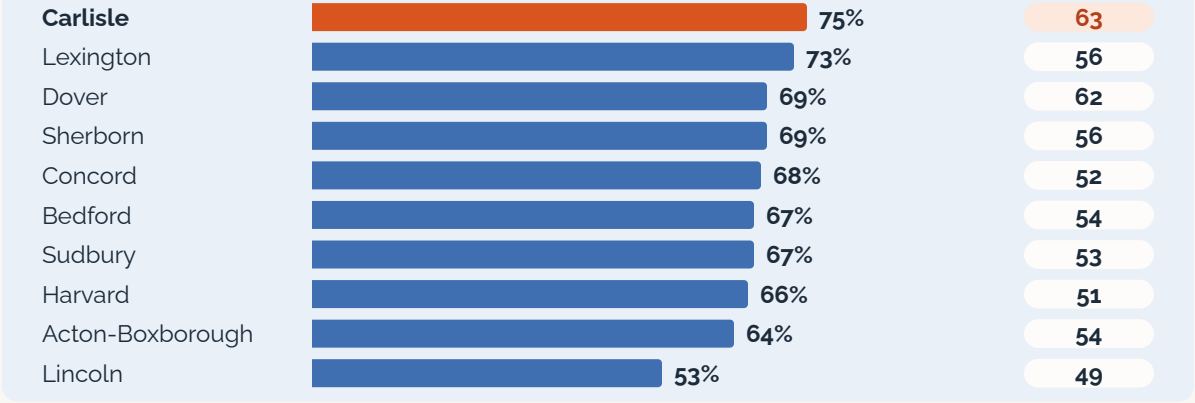
WHAT IT MEANS

Growth of 40–60 is typical; above 60 means faster growth than most peers.
Carlisle sits in the high-growth, high-achievement corner, well above the state.

ELA: highest achievement & growth in nearby and comparable districts

Spring 2026 MCAS, ELA, grades 3–8 · Edwin Analytics GR201 · sorted by achievement

District	% meeting or exceeding expectations	Mean SGP
Carlisle	75%	63
Lexington	73%	56
Dover	69%	62
Sherborn	69%	56
Concord	68%	52
Bedford	67%	54
Sudbury	67%	53
Harvard	66%	51
Acton-Boxborough	64%	54
Lincoln	53%	49



Carlisle

ELA, grades 3–8

75%
meeting or exceeding, highest of 10 nearby districts

63
mean student growth percentile, also the highest

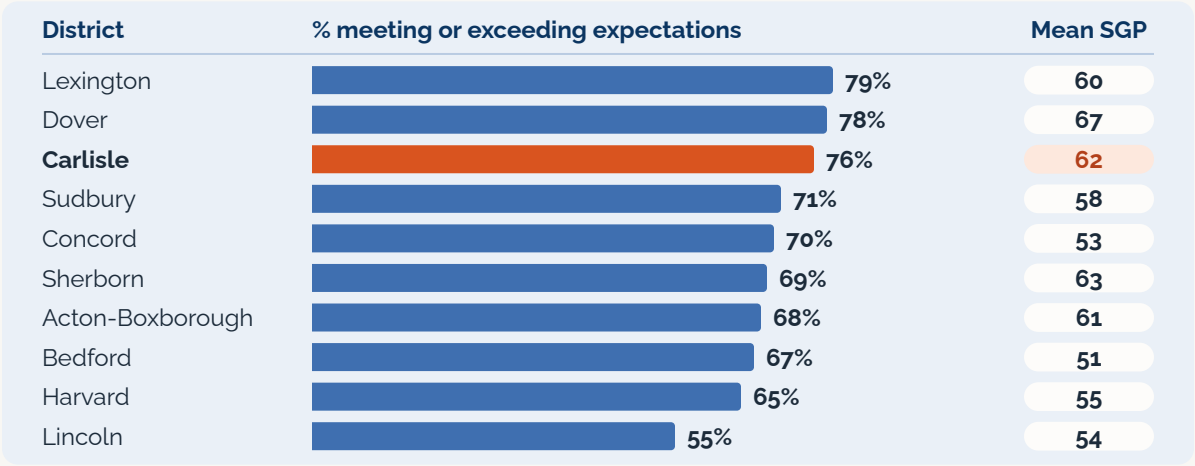
7%
low-income students · 402 students tested

WHAT IT MEANS

SGP compares growth to statewide peers with similar past scores; 40–60 is typical.
Carlisle students are scoring high and growing faster than most peers.

Math: top three achievement & growth in nearby and comparable districts

Spring 2026 MCAS, Math, grades 3–8 · Edwin Analytics GR201 · sorted by achievement



Carlisle

Math, grades 3–8

76%
meeting or exceeding, 3rd of 10 nearby districts

62
mean student growth percentile, third

7%
low-income students · 404 students tested

WHAT IT MEANS

SGP compares growth to statewide peers with similar past scores; 40–60 is typical.
Carlisle ranks in the top three of these districts on both measures.

Cohort look: English Language Arts

% meeting or exceeding expectations by grade and year, 2022–2026

	3	4	5	6	7	8
2022	75%	65%	65%	70%	78%	70%
2023	66%	71%	61%	88%	83%	77%
2024	77%	61%	68%	80%	74%	85%
2025	68%	89%	69%	80%	70%	89%
2026	73%	74%	71%	81%	72%	83%
2027						
2028						
2029						
2030						
2031						

How to read this

- Each row is a test year; each column is a grade.
- Matching colors follow one group of students as they move up a grade each year.
- Empty rows show where each cohort is headed, through 2031.

Cohort look: Mathematics

% meeting or exceeding expectations by grade and year, 2022–2026

	3	4	5	6	7	8
2022	57%	75%	76%	77%	82%	66%
2023	50%	80%	66%	86%	75%	80%
2024	84%	74%	70%	79%	87%	84%
2025	63%	75%	69%	80%	84%	88%
2026	67%	75%	77%	81%	76%	84%
2027						
2028						
2029						
2030						
2031						

How to read this

- Each row is a test year; each column is a grade.
- Matching colors follow one group of students as they move up a grade each year.
- Empty rows show where each cohort is headed, through 2031.

Cohort look: STE and Civics

% meeting or exceeding expectations · STE in grades 5 and 8 · Civics in grade 8, first given in 2025

STE, grades 5 and 8

	5	6	7	8
2022	81%			85%
2023	78%			81%
2024	81%			80%
2025	80%			87%
2026	82%			82%
2027				
2028				
2029				
2030				
2031				

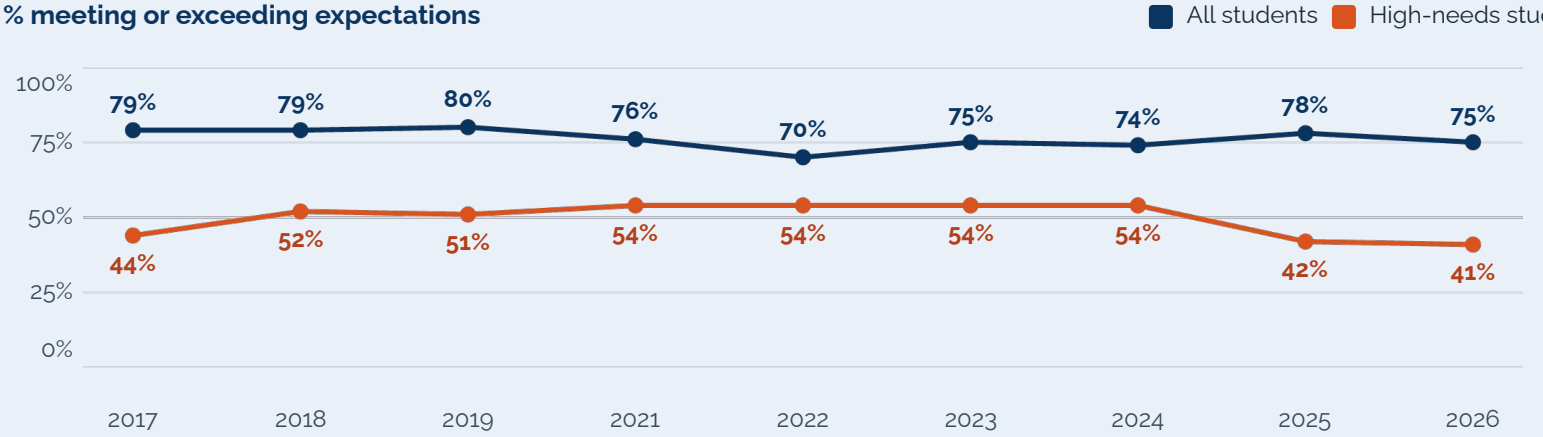
Civics, grade 8 (2025 inaugural year)

	8
2025	79%
2026	72%
2027	
2028	
2029	
2030	
2031	

High Needs Group ELA Results

MCAS ELA, grades 3–8 · Carlisle, 2017–2026 · DESE student group results

% meeting or exceeding expectations

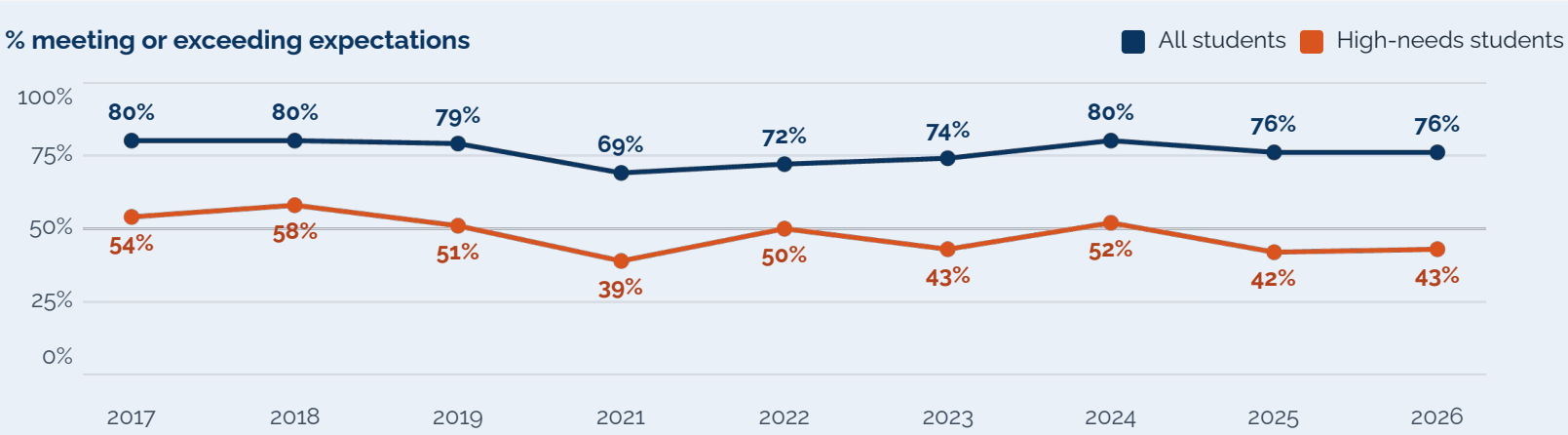


No MCAS in 2020. High needs: students with disabilities, English learners or low-income.

WHAT IT MEANS Before acting, we'll look at which students and grades are behind the change.

High Needs Group Mathematics Results

MCAS Math, grades 3–8 · Carlisle, 2017–2026 · DESE student group results



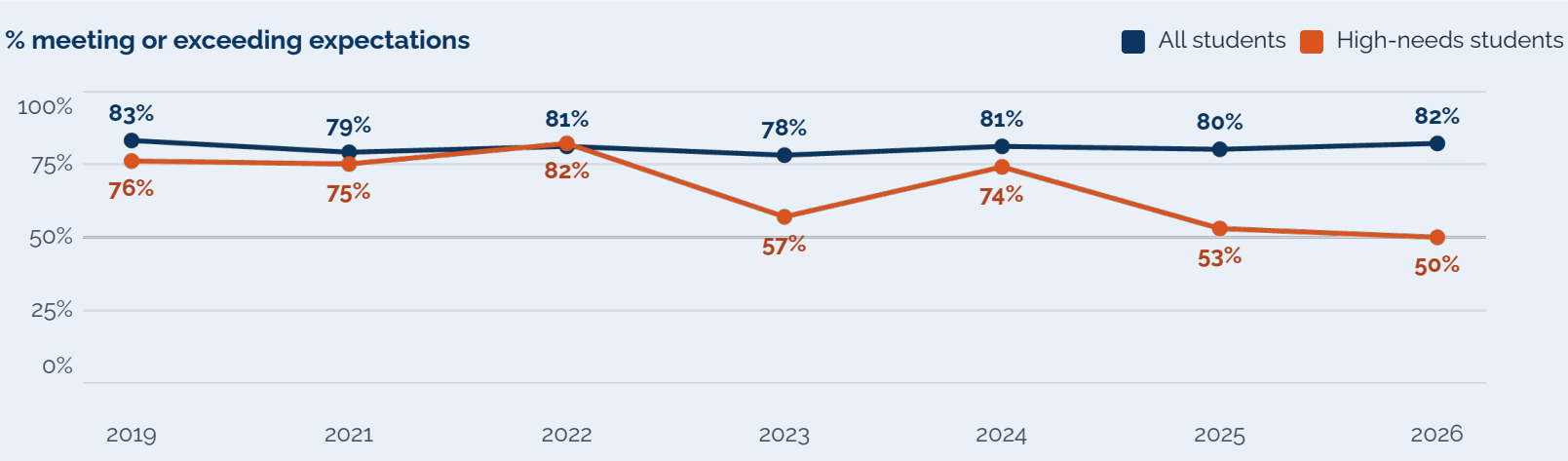
No MCAS in 2020. High needs: students with disabilities, English learners or low-income.

WHAT IT MEANS

A discrepancy informs the reasoning behind teams reviewing our systems and interventions in order to support all students to reach their potential.

High Needs Group Grade 5 STE Results

MCAS Science and Technology/Engineering (STE), grade 5 · Carlisle, 2019–2026

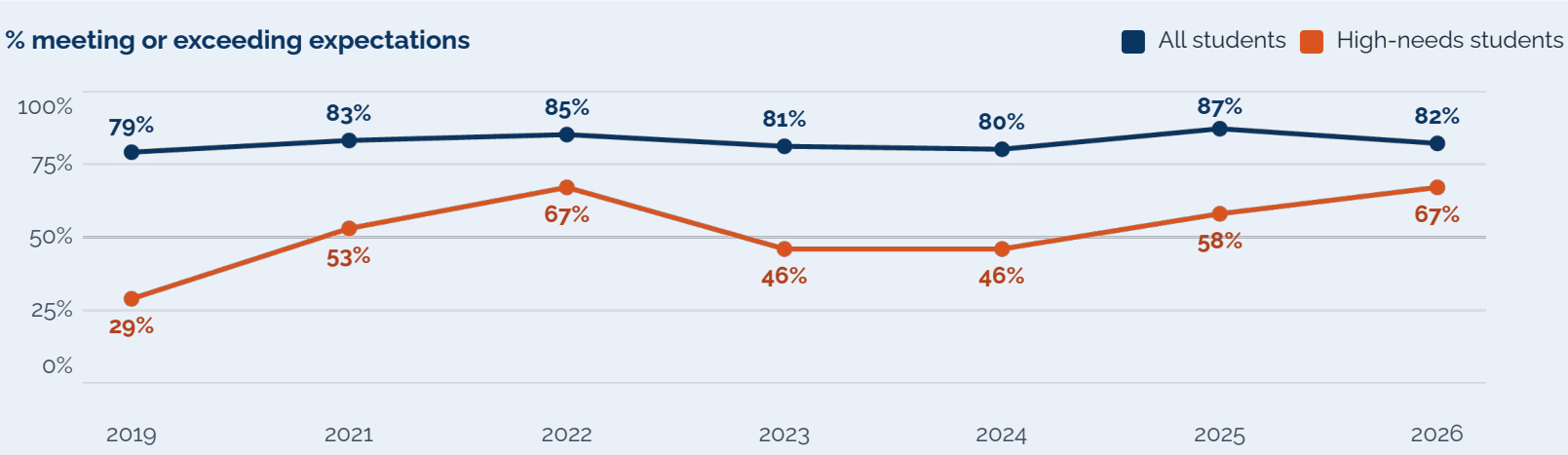


No MCAS in 2020. High needs: students with disabilities, English learners or low-income.

WHAT IT MEANS Before acting, we'll look at which students and grades are behind the change.

High Needs Group Grade 8 STE Group Results

MCAS Science and Technology/Engineering (STE), grade 8 · Carlisle, 2019–2026



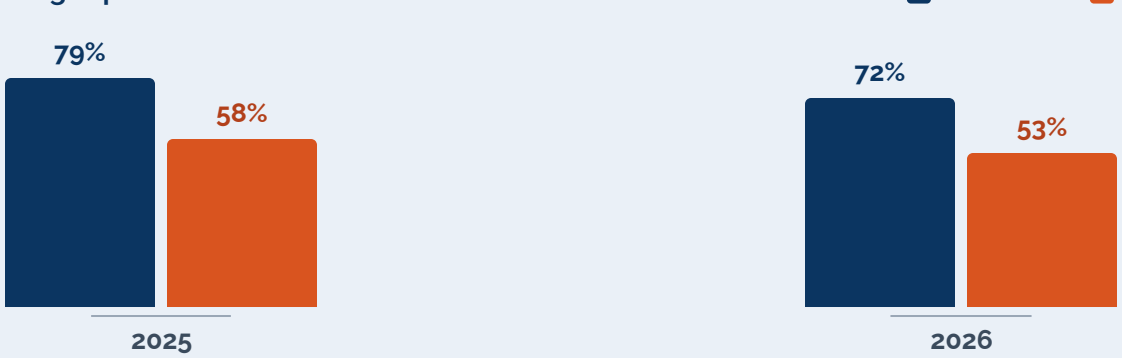
No MCAS in 2020. High needs: students with disabilities, English learners or low-income.

WHAT IT MEANS High-needs results have more than doubled since 2019 (29% to 67%), with a dip in 2023 and 2024.

High Needs Grade 8 Civics: a two-year baseline to build on

MCAS Civics, grade 8 · Carlisle, 2025–2026 · first given in 2025

% meeting or exceeding expectations



High needs: students with disabilities, English learners or low-income.

WHAT IT MEANS Two years is too short to call a trend; we'll keep watching as the test settles in.

What changes on the 2027 ELA MCAS

Spring 2027 ELA MCAS, grades 3–8 · redesigned test

Writing

Grades 3–5: no essays
Extended response replaces constructed response and essays

Grades 6–8: one essay
Each test includes one essay question

Evidence; no narrative
No narrative writing; rubric stresses ideas, evidence, organization

Reading

Long, medium and short passages
A wider range of passage lengths

Paired passages
Students use evidence from both passages in one response

Questions

Standalone language questions
Grammar, mechanics and usage, not tied to a passage

Selected response
Multiple choice, multi-select and technology-enhanced, such as drag and drop

WHAT STAYS THE SAME

Still two test sessions per grade, worth 50 points in all.
Results stay comparable with past years, so we can keep tracking the trends.

2027 STE MCAS: built on performance tasks

Spring 2027 STE MCAS, grades 5 and 8 · six performance tasks across two test sessions

Inside each performance task

1 Storyline

An illustrated storyline about a science phenomenon

→

2 Simulation

An interactive simulation where students make observations and collect data

→

3 Questions

Selected-response items and one constructed-response item, aligned to the 2016 STE Framework

Selected response includes multiple-choice, multiple-select and technology-enhanced items.

Then and now

STE, grades 5 and 8

Through 2026

Standalone and cluster-based questions

6
performance tasks from 2027

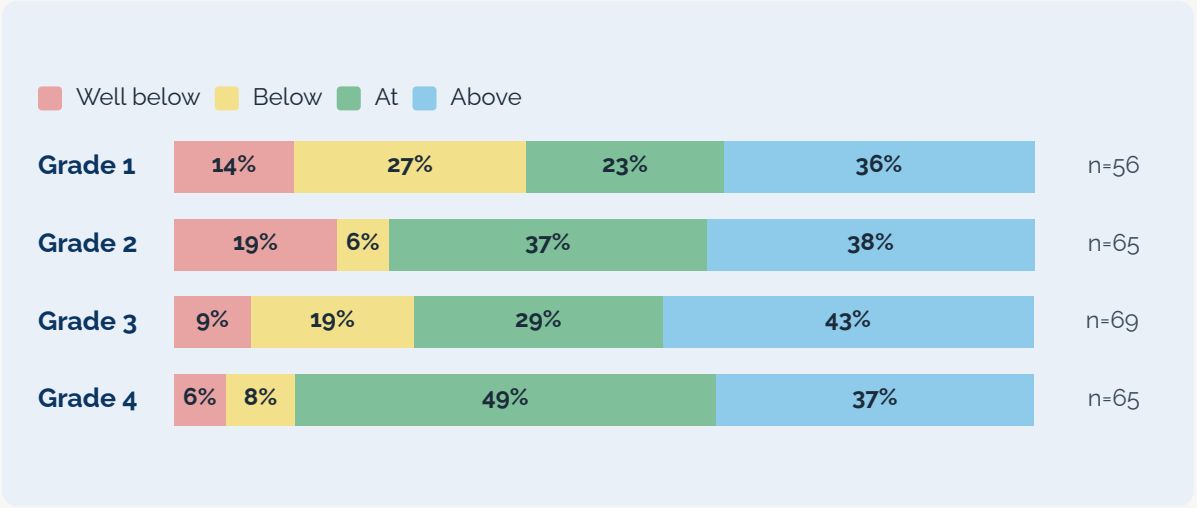
1–1½ hrs
per session, unchanged

WHAT IT MEANS

Students work through a science phenomenon from start to finish, gathering data in a simulation.
Results stay comparable with past years, so grade 5 and 8 trends still carry forward.

DIBELS: early literacy screening, grades 1–4

mCLASS DIBELS 8 composite scores · beginning of year (BOY) · % of students at each level



At or above benchmark

Composite score, BOY

59% Grade 1

75% Grade 2

72% Grade 3

86% Grade 4

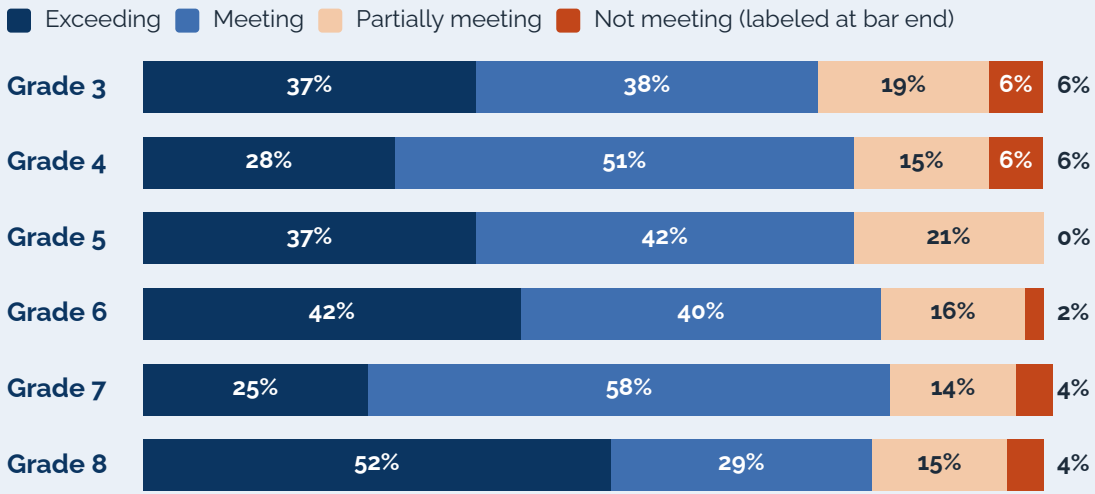
WHY WE SCREEN

We are required to assess K–3 reading ability and foundational skills at least twice a year using DESE-approved screeners.

Grade 1 has the fewest students at or above benchmark, at 59%.

STAR Reading, grades 3–8

% of students at each STAR level: exceeding, meeting, partially meeting, not meeting



Meeting or exceeding

STAR Reading

75% Grade 3

79% Grade 4

79% Grade 5

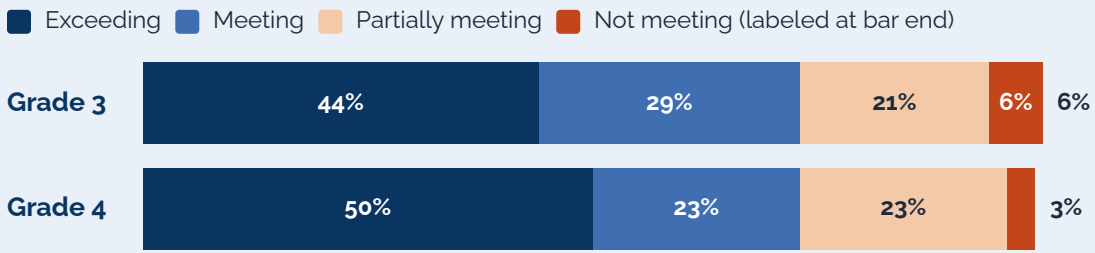
82% Grade 6

83% Grade 7

81% Grade 8

STAR Math, grades 3–4

% of students at each STAR level: exceeding, meeting, partially meeting, not meeting



Meeting or exceeding

STAR Math

73% Grade 3

73% Grade 4

From strong results to stronger instruction

WHAT WE LEARNED Well above the state · Top three nearby in ELA and math · Growth above the typical range

Next steps

Literacy program, K–5
→ *Reading and writing across the elementary grades*

Science of Reading, Writing & Learning PD, K–4
→ *How students learn to read and write*

mCLASS DIBELS PD, K–3
→ *Using screening data to guide early literacy*

Writing and student voice PD, K–8
→ *More chances for students to share their thinking*

Other data to triangulate

Unit assessments
→ *Is learning sticking, unit by unit?*

Universal Screener for Number Sense
→ *Which young students need early math support?*

Student artifacts
→ *What does student work show beyond scores?*

Learning walks
→ *What does instruction look like, room to room?*

Educator observations
→ *Does what we see match the scores?*

WHY A DATA PLATFORM

Today this information sits in separate places and systems.
Together, it shows who is growing, who needs support, and what instruction is working.

CARLISLE SYSTEM OF SUPPORT (CSS)

Health & Wellbeing

School Belonging | Social, Emotional & Behavioral Development | Academic Success | **Health & Wellbeing**

One of the four CSS domains, our local MTSS framework. Health & Wellbeing means students are physically and emotionally healthy, safe and supported, in school and beyond.

In this section

1. **Sleep and stress get harder by 8th grade**
2. **For 8th graders, bullying may be moving online**
3. **Cartwheel: a bridge from school to care**
4. **Next steps and other data**

Data sources

YRBS

Youth Risk Behavior Survey with Emerson Hospital · grades 6 and 8, March 2026

Cartwheel outcomes

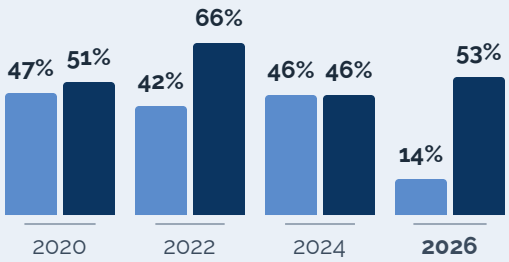
Referrals, engagement and GAD-7/PHQ-9 results · starting this year

Sleep and stress get harder by 8th grade

2026 Youth Risk Behavior Survey, March 2026 6th grade (n=50) 8th grade (n=58)

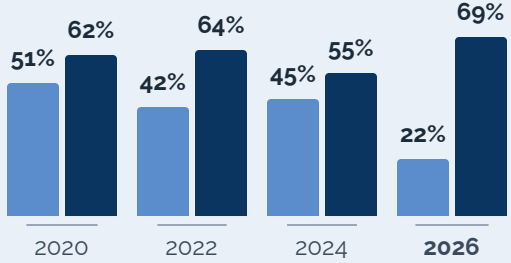
Academic workload stress

% somewhat or very high stress



Sleep 7 hours or less

% on school nights



Same students, two years later

6th grade in 2024 → 8th grade in 2026

High academic stress

46% → 53%

Sleep 7 hours or less

45% → 69%

3+ hours of homework a day

12% → 24%

THE CASE

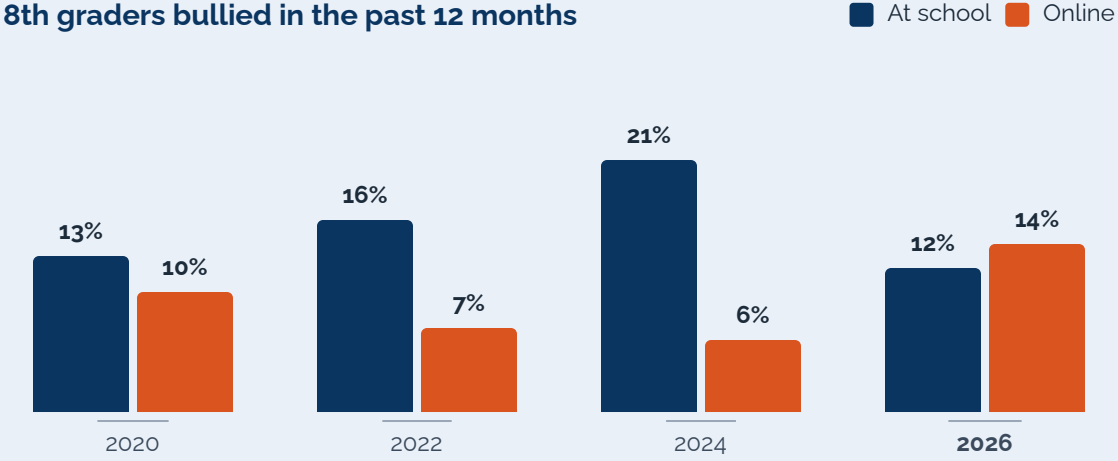
Teach sleep hygiene and stress management in health classes, before the 8th-grade climb.

Should these skills start even earlier, in grades 3–5?

For 8th graders, bullying may be moving online

2026 Youth Risk Behavior Survey, March 2026 · 8th grade (n=58)

8th graders bullied in the past 12 months



The perception gap

8th grade, past 12 months

14%
say they were cyberbullied

3%
say they cyberbullied someone

Students may not see how their messages land.

NEXT STEP

Advisory and health class conversations on intended vs. perceived messages online.
This connects to School Belonging, where peer respect slips by 8th grade.

Cartwheel: a bridge from school to care

TIER 3
A few students

Students who need more than school can provide

Cartwheel **Direct referral, families contacted within 1 business day, care coordination, insurance-funded therapy and psychiatry**

TIER 2
Some students

SST problem-solving and school-based counseling

Cartwheel **Clinical Program Manager consultation and staff training**

TIER 1
All students

Screening (Panorama, VOCAL, YRBS), Advisory, health class

Cartwheel **Parent workshops on school avoidance, screen use and big feelings**

How a referral works

1. **A student comes to us**
   Of 8th graders with a trusted adult, 76% would come
2. **We refer**
   Our team makes one direct referral
3. **Cartwheel connects**
   Family contacted in 1 business day; intake handled
4. **Care begins**
   Therapy or psychiatry, billed to insurance

WHY CARTWHEEL

We can identify students who need more. Cartwheel is now our bridge to outside care.
Funded by the Board of Health: $9,975 for year one, up to 15 referrals.

From prevention to connection to care

WHAT WE LEARNED Sleep and stress get harder by 8th grade · Bullying may be moving online · Students turn to trusted adults

Next steps

Cartwheel wraparound services
→ Referral, care coordination and treatment

Cartwheel proactive family modules
→ Parent workshops on screens, school avoidance, big feelings

Sleep and stress skills in health class
→ Explore starting in grades 3–5

Advisory and health class on cyberbullying
→ Intended vs. perceived messages online

Other data to triangulate

SBIRT
→ Are substance-use concerns starting to appear?

Eyesight and hearing screening
→ Are vision needs getting in the way?

Absentee data
→ Are stress, sleep or health showing up as absences?

Observations of students
→ Who seems tired, stressed or withdrawn?

WHY A DATA PLATFORM

Today this information sits in separate places and systems.
Together, our school data helps us notice students who may be struggling, and Cartwheel gives us a bridge to care.

CSS IN ACTION | GRADE 8

The 8th grade team: CSS in real time

Rachel Cloutier and the 8th grade team

What we looked at

ALEKS **STAR** **MCAS** **Panorama** **Classroom observations**

In a team day, we looked at each student's academic, social-emotional, behavioral and well-being needs.

What we noticed

Some needs are best met in our core classes, with more UDL.
Others call for smaller, targeted groups of students with similar needs.

What we're doing

4 weeks
of targeted classes: intervention, direct services, Art FLEX or one of four pilot classes

2 weeks
of connections, where students choose an activity they're passionate about

What we need

- **All of a student's data in one place**
- **Less time gathering, more time planning**
- **Progress tracked through the four weeks**
- **Information that follows students to high school**

CSS IN REAL TIME

A grade-level team using data from every domain to plan for every student.
Next: what it would take to make this easier for every team.

Why we need a data platform

Today

Our data sits across many assessments, platforms, documents and individual records, in all four CSS domains.

> **The need isn't more data. It's making what we have meaningful, manageable and actionable.**

How it supports CSS

Each student
Understand strengths and needs, coordinate supports, monitor progress

Classrooms and grade levels
Spot patterns, group flexibly, plan targeted supports

School and district
Track trends, evaluate programs, address inequities

Built into our weekly meetings

- Grade-level teams
- Student Study Team
- IEP consultations
- IEP meetings
- A+ team
- Administrative team
- Departments

Access based on each educator's role, with clear protections for student privacy.

A CONTINUOUS CYCLE

Ask a question → Examine the evidence → Take action → Monitor progress → Reflect

WHY A DATA PLATFORM

Not more data, but better use of the evidence we have.
So every student is known, supported and given opportunities to learn, grow and thrive.

CARLISLE PUBLIC SCHOOL

Thank you

What questions do you have?

CARLISLE SYSTEM OF SUPPORT (CSS)

School Belonging | Social, Emotional & Behavioral Development | Academic Success | Health & Wellbeing