Agenda

A. Why data?
B. Characteristics of successful schools
C. Data analysis process
D. ‘Seven degrees’ for determining professional learning communities
E. Information gained from data gathering
F. Next steps
A. Why data?
1. The need for communication and reflection

Data are process tools for talking reflectively and productively about topics and for creating meaning and forming beliefs about the ‘what’ and ‘how’ of teaching and learning.
2. The need for collaboration

Data help to forge a common bond, a ‘culture’ of acceptable and unacceptable patterns and practices for teaching and learning.
3. The need for inquiry, improvement, and growth in student learning

Data help to promote efficient and effective planning for strategic delivery of instruction through understanding emerging from thoughtful inquiry.
Data have no meaning. . . meaning is imposed through interpretation. How we understand is objective.

(Wellman & Lipton, 2003)
B. Characteristics of successful schools
Along with other learners, ELLs need to progress toward and are achieving proficiency in reading and math skills and content knowledge.
2. Accessing content

All teachers are teachers of English language proficiency so that ELLs may fully access and understand academic content.
3. Professional development

Teachers need to be informed about and use best instructional practices in the classroom for all learners.
Consider this. . .

Successful schools use data -not for accountability, something that is done to it from outside forces – but rather as responsibility, a means of making rational decisions responding to intrinsic obligation.
C. Data analysis process
1. Data findings

What are our data findings? What patterns do we see?

Observe, discuss and document data patterns.
2. Observations

Why do we think these patterns occur?

Pose possible explanations for the data patterns you observe.
3. Hypotheses

What can we do to improve student performance?

Pose Hypotheses of Practice (attitudes, prejudices, instructional patterns) that might contribute to these results.
4. Classroom connections

Are there some immediate classroom strategies that would help here?

List logical classroom connections for future in-depth discussion and improvement planning.
Data is essential in shaping focused conversations for collaborative inquiry
D. Approaching data: ‘seven degrees’ for professional learning communities
1. Professional learning community

To what degree do we collaborate as a professional learning community?
To what degree do we share understanding and common values?
3. Professional learning community

To what degree do we steadfastly engage in renewal and reflection?
To what degree do we remain focused on the needs of ELLs?
To what degree are we satisfied with the results of improvement for ELLs?
To what degree do we insist that efforts for ELLs must bring about measurable results?
7. Professional learning community

To what degree do we celebrate success?
E. Information gained from data gathering
1. Analyzing proficiency – learning how ELL and non-ELLs perform on state assessments.

What are the achievement gaps?
2. Scale score analysis – finding out the mean or median scale score for each grade level.

What do our scale scores tell us?
3. Standards analysis – finding the results that report how students performed standard by standard.

How do our ELLs perform on academic standards?
4. Individual Student Data Analysis Noting sharp up or down increases in learner performance.

How does each ELL perform?
5. Item analysis – examining patterns of strength and weakness among student responses to test items.

How do our students perform on specific test items or tasks?
Information gained . . .


What are the graduation rates of ELLs and what gaps occur?
7. Enrollment of ELLs – measuring levels of English language acquisition.

How are levels of proficiency determined?
F. Next steps
Collaborating on interpreting data for ELLs leads to informed pathways for determining strategic and efficient delivery of instruction.
Collaborating on interpreting data for ELLs results in periodic review of program implementation.
3. Responsible assessment

Interpreting data for ELLs helps to connect to Standards-based learning.
“You don’t need an advanced degree in statistics and a roomful of computers to start asking data-based questions about your school, and using what you learn to guide reform.”

-Victoria Bernhardt

Wellman, Bruce and Lipton, Laura (2004). *Data-Driven Dialogue*. Sherman, CT: MiraVia, LLC.
Questions or Comments?

For more information, please contact the WIDA Help Desk:
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