

Measures that Matter: Rethinking ELA Data Analysis

Learning Forward Conference Session - December 11, 2019

Meet Rosa.



Rosa is a 5th grader in Ms. Young's class at Corning Union Elementary School. She entered the district in pre-school. Her younger brother, Marco, is a 3rd grader at the same elementary school. Rosa loves art, playing with her friends, and the book series *Diaries of a Wimpy Kid*. While her teacher describes her as having a quiet personality, she says Rosa also has strong convictions and stands up to her friends when necessary. Rosa attends an after-school tutoring program for math, driven by her ambition to be a doctor one day. Rosa speaks both English and Spanish; her parents are primarily Spanish speakers. She has been an EL since she entered the district in pre-K. She **did not meet standard** on the state summative assessment (CASSP).

Rosa's Trimester 1 Writing Sample

In the united states the issue of how corn crops are used has because a public debate. Kelly Gold and Brett Berger argues in something's designer in somethings.

Brett Berger thinks they should use the cob for cars and the corn to eat. Kelly Gold thinks they should use the corn for cars and grow more corn for.

The two opinions, however have many, issues that are very different Kelly Gold what's to used the corn and Brett Berger want to eat the corn.

Both Kelly Gold and Brett Berger made a good point. However the strongest is Brett Berger because he want to eat the corn Kelly Gold want to burn wants fuel for cars and she wants use the corn for corn that is why I agree in Brett berger.

In the essay you learned in united states the issue of how corn crops are used has because a public debate. Kelly Gold and Brett Berger argues in something's designer in somethings.

Notice that:

Rosa's essay demonstrates a **surface level understanding of the text** about which she is writing.

Because she has not developed a deep understanding of the text, her **written ideas come across as disorganized** or incomplete.

Her sentence structures and **use of vocabulary are largely conversational in tone** – indicating a weak grasp of the academic vocabulary.

What else do we know about Rosa?

DEMOGRAPHIC AND ATTENDANCE

Eng. Lang. Acquisition Status	Home Language	SPED Designation	Attendance Rate (17/18)
English Learner	Spanish	No	99%

LANGUAGE (ELPAC)

Overall (out of 4)	Listening (out of 3)	Speaking (out of 3)	Reading (out of 3)	Writing (out of 3)
2	2	3	2	2

LITERACY (SBAC)

Overall (out of 4)	Reading (out of 3)	Writing (out of 3)	Listening (out of 3)	Research (out of 3)
1	1	1	2	1

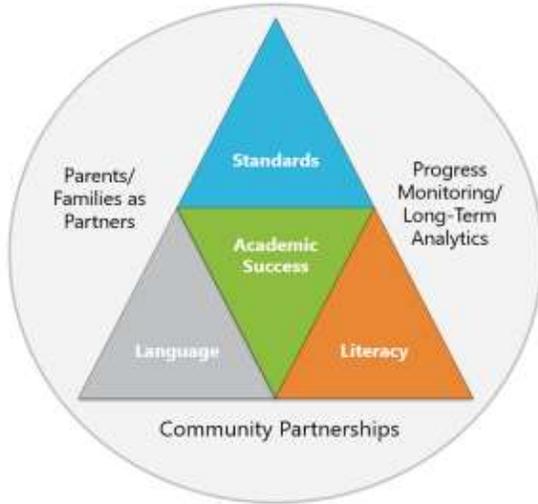
iReady Reading Level: **Grade 3***

*DIBELS Oral Reading Fluency: **Intensive*****

*This measure in iReady is a research-based system that is correlated to SBAC end of year results.

**Intensive is the lowest score category on DIBELS, indicating students who need intensive support.

An effective academic strategy must be aligned to measures that matter for the specific student population that a system serves.



DATA CURRENTLY TRACKED

Language: ELPAC

Literacy: iReady and DIBELS

Standards: CAASP, District-Wide Writing Assessment

Non-Academic: Attendance

This philosophy triangulates data measures aligned to the student profile so we can identify the root cause of students' academic challenges and monitor overall progress towards goals.



Use the triangle to analyze Rosa's earliest point of confusion in ELA:

Language	
Literacy	
Standards	
Context	



Use the triangle to analyze these other students' earliest point of confusion:

Student	Grade	Attendance	ELPAC Level	Reading Level	Q2 ELA Benchmark Score	Lever for Support (What is the likely earliest point of confusion? Circle One)
Rosa	5	99%	2	3.4 GLE	22%	Attendance Language Literacy Standards
Jessica	8	98%	N/A (RFEP)	8.6 GLE	42%	Attendance Language Literacy Standards
Jorge	10	96%	N/A (RFEP)	730 Lexile ("Falls Far Below" benchmark for college and career readiness)	40%	Attendance Language Literacy Standards
Juan	9	54%	N/A (EO)	1300 Lexile ("Exceeds benchmark for college and career readiness)	75%	Attendance Language Literacy Standards

Once you have identified the key levers for students in a class, school, or your district, you can begin to think about implications:

Student Interventions

Who are the groups of students we will prioritize for intervention? Why?

What types of intervention does that group of students need?

Professional Development

What revisions should we make to teacher support and development this year?

What support do we, as leaders, feel like we need to move on the priorities identified?

Resource Allocation

How are we reallocating resources to ensure that the adults within the system are able to accomplish what we need them to?

Progress Monitoring

What is the system we are going to use to track progress on the interventions we identified? (what data points, at what frequency)

Final Reflection

What are all the data you have available regarding students' performance in ELA and what might be contributing to it? What data do you not have that you need?

What data do you currently use to make decisions in each of these categories? How might you enhance your use of data in these four areas?

Student Intervention	Professional Development
Resource Allocation	Progress Monitoring

Want to learn more? Contact Brittany Jacobs at brittany.jacobs@tntp.org