



***“We’re pressed for time so...  
we’ll begin by jumping to conclusions?”***

# **ANALYSIS AND USE OF STUDENT DATA**

**THE DATA INQUIRY PROCESS  
PIAC MEETING  
MONDAY, NOVEMBER 14, 2011**

# Setting the Context

## DAIT Findings and High Leverage Actions

### HIGH PRIORITY STUDENTS

*Use data to deepen the analysis of results to strengthen instructional delivery (including differentiation) for all high priority students.*

### LEA PLAN EMUHSD

#### GOAL 1A: PROFICIENCY IN READING/LANGUAGE ARTS

By September 2012, the percentage of all students, particularly the high priority groups of English learners, Students with Disabilities, and Hispanics/Latinos scoring at proficiency and above will increase according to the following targets as measured by the reading/language arts portion of the CST and CAHSEE. Targets are as follows:

**All Students – 49.6% to 79.6%**

**EL – 28.6% to 58.6%**

**SWD – 15.8% to 45.8%**

**SED – 47.6% to 77.8%**

**Hispanic/Latino – 41.7% to 77.8%**

**Asian – 78.3% - 88.3%**



## **Answering Questions That Count**

David Ronka, Mary Ann Lachat, Rachel Slaughter and Julie Meltzer  
*Association for Supervision and Curriculum Development, 2008*

# **STEPS IN THE DATA INQUIRY PROCESS**

- 1. Begin with a question**
- 2. Examine the data**
- 3. Raise questions about the data**
- 4. Interpret the data**
- 5. Propose interventions**

# **STEP 1: BEGIN WITH A QUESTION**

- 1. How well are students performing in English Language Arts (ELA)?**
- 2. How did they score on the California Standards Tests (CST) in ELA?**

## **STEP 2: EXAMINE DATA**

- 1. Does it mean looking a student by student?**
- 2. Does it mean looking at group by group?**
- 3. Should I look at disaggregated data?**

# WAYS TO USE DATA

- **Start with a Big Picture Analysis**
  - How are students doing overall?
    - Districtwide?
    - By school?



# WAYS TO USE DATA (CONT'D.)

- **Narrow Focus on Subgroups**
  - How are students performing by subgroup?
    - By grade level?
    - By language classification
    - By ethnicity?

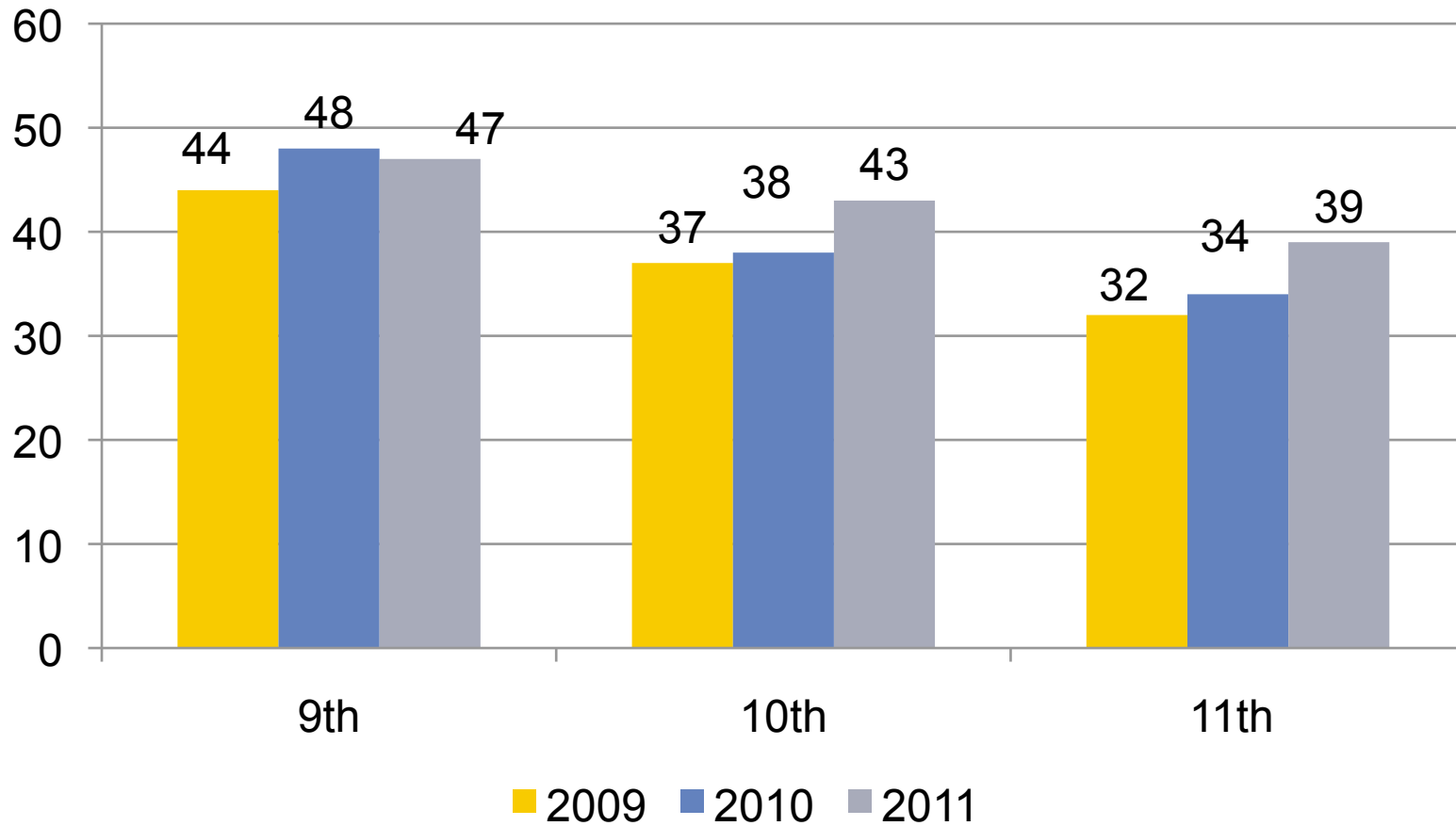


# WAYS TO USE DATA (CONT'D.)

- **Focus on Individual Students**
  - Who is not doing well?
  - Who needs more intervention?
  - At what level and in what areas?



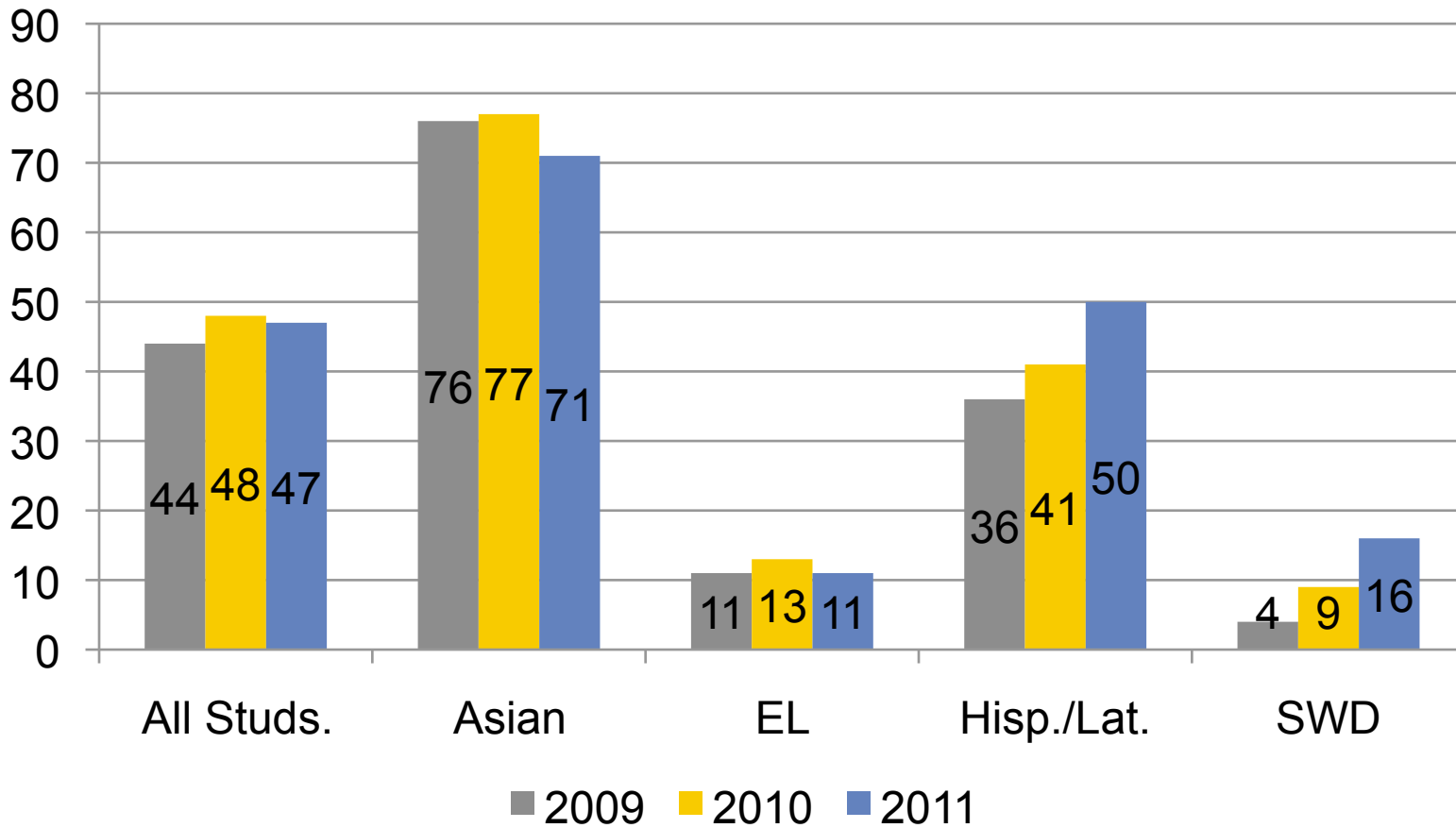
# ARE ALL GRADE LEVELS MAKING PROGRESS TOWARD ACHIEVING PROFICIENCY ON THE CALIFORNIA ELA CONTENT STANDARDS?



# **STEP 3: RAISE QUESTIONS**

- 1. What additional questions do we have after reviewing the data?**
- 2. What additional data is needed?**

# ARE ALL 9<sup>TH</sup> GRADE STUDENTS MAKING PROGRESS TOWARDS ACHIEVING PROFICIENCY ON ELA CONTENT STANDARDS



# **STEP 4:**

## **INTERPRET THE DATA**

**1. What do the data mean?**

**2. What are the implications?**

- Possible interpretations:
  - Are there differences in performance within the content strands?
  - How are students doing on other ELA standards-based assessments?
  - Are there differences in curriculum or instruction between grade levels that could account for the observed results?

## **STEP 5: PROPOSE INTERVENTIONS: SET GOALS**

- 1. What intervention would you suggest?**
- 2. What additional data would you want to collect?**
- 3. What professional development opportunities should be made available?**
- 4. Are there school environment issues that should be addressed?**

# DATA INQUIRY PROCESS





Questions/Comments?  
What additional information do you need?

# **ACTION BETWEEN SESSIONS**

**You will need:**

- 1. Your school's October 2011 ELA Common Formative Benchmark Assessment**
- 2. Copy of the Phases of Collaborative Inquiry Process**

**At the December 12 PIAC Meeting, you will be asked to share with the committee your findings from your application of the data inquiry process.**