Data Chats as Game Changers for English Learners

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Bellflower Unified School District
Our EL Team

Stacey
- Elementary teacher, TOSA, site, district and county administrator
- 4 kids, 1 + granddaughters
- Collaborate/support across our educational community to ensure access and equity for all students

Sandra
- History, English, and Special Education Teacher
- I’m surrounded by boys!
- Advocate for all learners!

Araceli
- Elementary teacher for 20 years
- ❤️ my boys!
- My purpose is to serve our students.
Who’s in the room?

- Teacher
- Principal
- District administrator
- Other
What are Data Chats?

Data Chats are not a...

- Formal progress report or grades
- Strategy
- Curriculum
- A silver bullet

But they are...
...a Practice!

They provide an opportunity to reach each student on an individual basis.

For Students...
- Self-advocacy
- Connect with the teacher
- Learn about their own progress
- Understand what they need to work on
- Think about their goals and what they want to accomplish

For Teachers...
- Meet one on one with students
- Connect with them on a personal level
- Help students comprehend their progress towards English proficiency

We build futures!
What Do We Want for **All** Students?

**No Barriers**

Evaluate and reflect on their progress.
Understand how to attain their goals.
Have a growth mindset.
Have self-efficacy.
Make good decisions.
Have GRIT!

Let's make equity a reality!

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What does that mean for our English learners?

We build futures!

DATA CHATS!
We began to ask ourselves...

How do we use Data Chats to effectively break down barriers for our English Learners?
Our Journey

Desire to positively impact academic and English proficiency outcomes for English learners

We build futures!
BUSD serves students and families in the communities of
Bellflower, Lakewood and Cerritos.

2017-2018 Enrollment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades TK-12</td>
<td>11,946</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>7,705</td>
</tr>
<tr>
<td>White</td>
<td>1,186</td>
</tr>
<tr>
<td>African American</td>
<td>1,530</td>
</tr>
<tr>
<td>Other</td>
<td>1,522</td>
</tr>
</tbody>
</table>

English Learners 18.6%

2,222

Long Term English Learner (LTEL) 430

“At Risk” of Becoming LTEL 248
Reclassification Rates at BUSD

2014-15: 7.7%
2015-16: 5.6%
2016-17: 11.7%
2017-18: 14.9%
2018-19: ?

TOSAs Year 1
Introduced Data Chats

Goal:

Have a conversation with students prior to taking the CELDT.

- Motivated
- Make a connection between their scores and the CELDT
Reflect, re-evaluate the form and revise as needed

What do teachers need to know to help them conduct the data chats?

What do they need to know to help them become English proficient?

We revised the form to include all recategorization data in one place.
Reflect and Re-evaluate

We were not asking the right questions.

*It’s not about the teachers...it’s about the students.*

- What do **students** need to know?
- How do we **connect** to our students?
- How do we help them become **self-advocates**?

Students’ **Voice**

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John Hattie
“Goal Setting”

John Hattie
“Self-Evaluation”

Self Evaluation
effect size of 0.62

John Hattie
“Teacher-Student Relationships”


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John Hattie
“Teacher Clarity Feedback”


We build futures!
John Hattie
“Self Reporting Grades”


Self Reporting Grades
effect size of 1.44
What did we do to connect with students and give them a voice?

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Student Surveys

Do you think being in ELD class is beneficial?
236 responses

- 46.2% Agree totally
- 18.6% Agreed somewhat
- 25.4% Not really
- 9.7% Not at all

Is your ELD grade important to you?
236 responses

- 84% Very
- 9.7% Somewhat
- 6.7% Not really
- 0.6% Not at all

Why is advancing your English language skills important?
236 responses

- So I can get an elective, but am not because am dumb.
- It's important because it helps with your language.
- So you won't mess up on what you're saying.
- So you can know what to do in life.
- To get to get better grades.
- It's very important for me because I really want to get out of ELD.
- It is important so I can get better grades in school.
- My English language skills are important because it will help me when I get a job and to communicate.
- To not be in ELD and to speak better.
- It is required for you to pass.
- So you can get reclassified.
- I will be able to reclassify from ELD and take an elective that I will like.
- Yes, because you might need it when you get older.
- If I'm advancing my language skills, when I'm done with English I can go on and learn Spanish.
- So you can get electives.
- To get out of ELD.
- For you can communicate with others.
How do we let students know that we care?

How do you want teachers to perceive you?

What we think of our students matters to them!

Received over 200 responses from our Long Term English Learners through a Google form.

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Setting Goals

Self-Advocacy

- What do I want to accomplish by the end of the year, high school?
- What do I need to accomplish to become college or career-ready?
- What steps do I need to take to get there?
Our Shift to Student-Centered Practices

We want our students to

- Understand their own journey to proficiency
- Be self-advocates
- Set goals
- Reflect
- Meaningfully engage in their own progress monitoring

We build futures!
Rubric

Students see where they are along the continuum towards English proficiency!

**Elementary Student Data Chats for English Language Learners**

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
<th>English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When I think of what to say, my thoughts are in my home language.</td>
<td>I can ask questions and tell you what I know in a simple way.</td>
<td>I can participate in class discussions and conversations in a variety of ways.</td>
<td>I can fully participate in class discussions and conversations in a variety of ways.</td>
<td></td>
</tr>
<tr>
<td>2. I am learning new words and phrases.</td>
<td>I can use new vocabulary when I speak and write.</td>
<td>I can begin to figure out the meaning of new words.</td>
<td>I can fully figure out the meaning of new words.</td>
<td></td>
</tr>
<tr>
<td>3. I can understand what I read.</td>
<td>I can read and understand a variety of texts at my grade level.</td>
<td>I can read and understand a variety of texts at my grade level.</td>
<td>I can read and understand a variety of texts at my grade level.</td>
<td></td>
</tr>
<tr>
<td>4. I can write sentences and use new vocabulary to show what I know.</td>
<td>I can write sentences and use new vocabulary to show what I know.</td>
<td>I can write in a variety of ways using expanded vocabulary.</td>
<td>I can write in a variety of ways using expanded vocabulary.</td>
<td></td>
</tr>
</tbody>
</table>

**Secondary Student Data Chats for English Language Learners**

<table>
<thead>
<tr>
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<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
<th>English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am able to...</td>
<td>Participate in simple conversations with peers and others.</td>
<td>Participate in simple conversations on social and academic topics.</td>
<td>Participate in simple conversations on social and academic topics.</td>
<td></td>
</tr>
<tr>
<td>2. I understand words and phrases learned from previously taught content areas.</td>
<td>Understand words and phrases learned from previously taught content areas.</td>
<td>Comprehend basic concepts in content areas.</td>
<td>Comprehend basic concepts in content areas.</td>
<td></td>
</tr>
<tr>
<td>3. I can read brief texts with simple sentences and familiar vocabulary supported by graphics or pictures.</td>
<td>Read brief texts with simple sentences and familiar vocabulary supported by graphics or pictures.</td>
<td>Read more complex texts supported by graphics or pictures.</td>
<td>Read more complex texts supported by graphics or pictures.</td>
<td></td>
</tr>
<tr>
<td>4. I can write sentences and familiar vocabulary related to everyday and academic topics.</td>
<td>Write and express ideas to meet social and academic needs using new vocabulary.</td>
<td>Write and express ideas to meet more complex academic demands.</td>
<td>Write and express ideas to meet more complex academic demands.</td>
<td></td>
</tr>
</tbody>
</table>

**Student Name:**

**Grade:**

**Teacher:**

**School:**

**District:**

**Notes:**

We build futures!
Data Chats—Be Purposeful

**How Often?**

**Fall**
- Build positive relationships with each student
- Support self-advocacy
- Set a baseline and create goals for the year

**Spring**
- Prior to ELPAC testing
- Monitor progress
- Reflect on previous goals
- Revise goals
- Prepare for ELPAC

*We build futures!*
**Teachers**: As you conduct the data chat, have **students** mark each statement that applies to them. Students may identify in more than one category (i.e. exiting **Emerging** and entering **Expanding**). Students must meet all criteria in the **ENGLISH PROFICIENT** Column in order to be considered for reclassification.

- **Fall:**
  - 
  - Emerging
  - Expanding
  - Bridging
  - English Proficient

- **Spring:**
  - 
  - Emerging
  - Expanding
  - Bridging
  - English Proficient
<table>
<thead>
<tr>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
<th>ENGLISH PROFICIENT</th>
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<tbody>
<tr>
<td>- When I think of what to say, my thoughts are in my home language.</td>
<td>- I can ask questions and tell you what I know in a simple way.</td>
<td>- I can participate in class discussions and conversations in a variety of ways.</td>
<td>- I can fully participate in class discussions and conversations in a variety of ways.</td>
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<td>- I am learning new words and phrases.</td>
<td>- I can use new vocabulary when I speak and write.</td>
<td>- I can begin to figure out the meaning of new words.</td>
<td>- I can figure out the meaning of new words.</td>
</tr>
<tr>
<td>- I can read simple sentences with the help of graphics or pictures.</td>
<td>- I can read and understand short and simple texts with the help of graphics or pictures.</td>
<td>- I can read and understand a variety of texts at my grade level with the help of graphics and pictures.</td>
<td>- I can read and understand a variety of texts at my grade level.</td>
</tr>
<tr>
<td>- I can draw pictures and write words or phrases to show what I know.</td>
<td>- I can write sentences and use new vocabulary to show what I know.</td>
<td>- I can write in a variety of ways using more vocabulary.</td>
<td>- I can write in a variety of ways using expanded vocabulary.</td>
</tr>
</tbody>
</table>

- My ELPAC score is 1 or 2
- My Report Card grades are 1's or 2's
- My writing is beginning or developing

- My ELPAC score is 2 or 3
- My Report Card grades are 1's, 2's, or 3's
- My writing is developing

- My ELPAC score is 3 or 4
- My Report Card grades are 2's or 3's
- My writing is developing or proficient

- My Language Assessment
  - ELPAC score is 4
- My Report Card
  - 3's in ELA
  - 3's in Math OR Science OR Social Studies
- My Writing
  - Proficient or Advanced
  - My SBAC score is 2, 3, or 4

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**Let's Get Started!**

**Keep Going!**

**You're Almost There!**

**You Did It!**

(Images of smiling emojis)

August 2018
One Approach to Developing your Rubric

Modes of Communication
- Collaborative
- Interpretive
- Productive

Proiciency Level Descriptors (continued)
Rubric

Data Chat Rubric for English Language Learners

<table>
<thead>
<tr>
<th>Mode of Communication</th>
<th>ELD Proficiency Level Continuum</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Emerging</td>
</tr>
<tr>
<td></td>
<td>Emerging</td>
</tr>
<tr>
<td></td>
<td>Expanding</td>
</tr>
<tr>
<td></td>
<td>Expanding</td>
</tr>
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</table>

At the *early stages* of the Emerging level, students are able to perform the following tasks:
- Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with gestures and words or short phrases.
- Use basic social conventions to participate in conversations.

Upon exit from the Emerging level, students are able to perform the following tasks:
- Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with phrases and short sentences.
- Participate in simple, face-to-face conversations with peers and others.

At the *early stages* of the Expanding level, students are able to perform the following tasks:
- Express a variety of personal needs, ideas, and opinions and respond to questions using short sentences.
- Initiate simple conversations on social and academic topics.

Upon exit from the Expanding level, students are able to perform the following tasks:
- Express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse.
- Participate actively in collaborative conversations in all content areas with moderate to light support as appropriate.

4. Parent Opinion and Consultation:
### Reclassification Criteria

What is your district’s criteria?

If you don’t know, how will you find out? *(colleague, principal, district personnel, district website)*

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<table>
<thead>
<tr>
<th>Data Chat-Reclassification Criteria</th>
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<tbody>
<tr>
<td>Identify your district’s reclassification criteria</td>
</tr>
<tr>
<td>The Reclassification Criteria set forth in California Education Code is as follows:</td>
</tr>
</tbody>
</table>

1. Assessment of ELP using an objective assessment instrument, including, but not limited to, the state test of ELPAC; and  

| ELPAC: overall 4 |

2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery; and  

|  |

3. Parent opinion and consultation; and  

|  |

4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.  

|  |
Next Steps

You G.O.T. This!

Goals On Track

What other ideas do you have to ensure that students will continue to monitor their own progress?

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Ask yourself...

How can I implement Data Chats to effectively break down barriers of English Learners in *my role*?
Data Chats
Things to consider

1. What is your purpose?
2. Get to know your students
3. District Reclassification Criteria
4. Summative and Formative Assessments
5. English Proficiency Skills
6. Goal-Setting Form
7. What do I do with the Data Chats?
8. How will I ensure that students continue to monitor their own progress?

We build futures!
How will YOU leverage Data Chats to break down barriers?

Let’s get into groups!

Discuss with your group:

- How are you going to use data chats to empower students?
- What data would be most relevant for your students?
- Where are you going to get your data?
- How will you help students understand their progress?
- How will you ensure that students will continue to monitor their own progress?

What is your role in your district?

A: Elementary teacher
B: Secondary teacher
C: Administrator

We build futures!
What is one thing you will do to begin to implement Data Chats?
Data Chats can truly be Game Changers
thank you

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