Using Multiple Data Sources for Improving ELL Instruction

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Where does the data come from at the elementary level?

- Initial screening for limited English Proficiency with a state approved instrument
- State math assessments
- Children’s Progress
- NWEA
- Local benchmark assessments
- Practice state assessments
- Classroom assessments
How is each assessment given?

• Initial screening instrument in English is for Dual Language, ESL or Bilingual placement
• State math assessments are given in Spanish and English (using a glossary)
• Children’s Progress (K-2) is given in Spanish and English
• NWEA math is given to grades 2-6 using Spanish audio
• Local math benchmarks are given at the end of the first and second semesters in Spanish and English
• Practice state math assessments are given in Spanish and English
How is the data used?

• For student placement in Dual Language classes in grades K-6 and in Bilingual classes
• Students are matched with teachers/programs based on needs and strengths
• Teachers receive training in ESL/Bilingual instruction both long- and short- term, many resulting in additional certifications
• Instructional decisions are made
What is the result instructionally?

• All data provides collaboration between ESL and regular classroom teachers

• All math materials are purchased in Spanish and English

• Children’s Progress and NWEA results are used to determine student strengths and weaknesses, prescribe interventions and monitor progress in the first and second language

• State assessment results help to inform purchases of math materials, revision of the curriculum map, topic emphasis in instruction.
How do we use the major emphases and data to plan instruction?

- State emphases

<table>
<thead>
<tr>
<th>Cluster Emphasis</th>
<th>Recommended Instructional Time</th>
<th>Approximate Number of Test Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>65–75%</td>
<td>70–80%</td>
</tr>
<tr>
<td>Supporting</td>
<td>15–25%</td>
<td>10–20%</td>
</tr>
<tr>
<td>Additional</td>
<td>5–15%</td>
<td>5–10%</td>
</tr>
</tbody>
</table>

- Curriculum map

- Gap Reports

- Benchmark assessments

We need to “review ” as we teach new, related content
More instructional uses...

- Local benchmark assessments are used by math specialists and teachers to see if a student’s acquisition of skills is on-track.
- Practice assessments are used by teachers and math specialists to plan review and AIS topics.
- Classroom assessments are used to inform instruction.
How is math data used at the High School Level?

- Students both with and without interrupted formal education are evaluated using a local pre-algebra assessment based on the state math exam and an initial screening instrument.
- Students are scheduled into one of three options, Bilingual math, Transitional Algebra (two-years with a Spanish-speaking teacher) or a regular Algebra 1.
- Bilingual math teacher has math certification.
- Transitional math teachers all speak Spanish.
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