**WIDA Access 2.0 Data Analysis Protocol**

*Data Driven Dialogue (adapted from the National School Reform Faculty)*

**Phase I: Predictions**

Phase I predictions dialogue takes place before you see the data. During this time, you activate prior knowledge, surface assumptions and make predictions, thus creating readiness to examine and discuss the data with your team.

**Private Think Time (before you meet as a team):**

Before beginning your Phase I predictions dialogue, please reflect privately and record several of your preliminary thoughts about the WIDA Access data you are about to examine. Pick two or three of the thought starters below and write a few things down:

* I assume…
* I predict…
* I wonder…
* My questions/expectations are influenced by…
* Some possibilities for learning that this data may present…

Now as a team, answer the following questions based on what you wrote down above:

1. What were some common assumptions made by members of the team?
2. What were some common predictions made by members of the team?
3. What might be some common influences that could impact how you as a team look at the WIDA Access data? How might you mitigate those influences so that you might examine the data with a broader perspective?

**Phase II: Observations**

During Phase II observations dialogue, you will engage with the WIDA Access data and note only the facts that you can observe in the data. Conjectures, explanations, conclusions, and inferences are off-limits for now. Here, you make statements about quantities (e.g., “Over half the students…”) and/or the presence of certain specific information and/or numerical relationships between ideas (e.g., “Over 90% of the student achieved…”).

**Private Think Time:**

Before beginning the observations dialogue with your team, study the data on your own and record several of your observations using the following prompts:

* I observe that…
* Some patterns/trends that I notice…
* I can count…
* I’m surprised that I see…

Remember: Just the facts! If you catch yourself using one of these…then stop!



Now as a team, record your observations below. Are there repeated or common observations, patterns/trends, or surprises? Highlight or circle the observations you want to discuss further.

**Phase III: Inferences**

During Phase III inferences dialogue, you will (1) generate multiple explanations for the Phase II observations you highlighted or circled; (2) identify additional data that may be needed to confirm/contradict your explanations; (3) propose solutions/responses; and (4) identify data needed to monitor implementation of your solutions/responses.

**Private Think Time:**

Before beginning Phase III inferences dialogue with your team, please reflect privately using the following prompt starters:

* I believe the data suggests… because…
* Additional data that would help me verify/confirm/contradict my explanation is…
* I think the following are appropriate solutions/responses that address the needs implied in the data…
* Additional data that would help guide implementation of the solutions/responses and determine if they are working…

As a team, discuss each member’s responses to the prompt starters above. The goal of the discussion is to arrive at one or more viable solutions/responses that can be implemented during the 2021-22 school year to further support EL students and to brainstorm efficient ways to measure the effectiveness of that implementation. Record your solutions/responses and implementation measures below:

Solutions/Responses for the 2021-22 School Year:

How will we know that our solutions/responses are working?