# Using English Learner Data for a Successful Start of School

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LEA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Examples of Early Access EL Data**  | **Example Data Uses** |
| 1. Number of EL students per grade and ACCESS proficiency level
 | * To ensure sufficient qualified staff for serving your EL students
* To plan for EL services based on students’ proficiency level
 |
| 1. Identify whether transfer students are ELs
 | * To determine whether an incoming transfer student is EL and their proficiency level
* To prepare for EL services for the student
 |
| 1. ACCESS growth targets (scale score the student needs to meet to be considered making adequate growth; updated after 2018-19 data validation is finalized)
 | * To develop language goals with the student
* To develop instructional plans
* To communicate those language goals with families
 |
| 1. Students considered long-term ELs (in EL status more than five years) and dually-identified students (EL and SWD status)
 | * To reflect on students’ needs and how to best ensure growth
* To ensure sufficient qualified staff for serving your dually-identified EL students
* To plan for both special education and EL services
* To determine scheduling to allow for EL, special education and general education teachers’ co-planning
 |
| 1. Students in EL monitored (ELm) status and ever EL
 | * To prepare your system for monitoring these students in ELm status
* To allocate trained staff to monitor exited students
 |
| 1. Languages spoken by EL students
 | * To plan for language access, e.g., translations and interpreters
* To learn about your students
 |
| 1. Additional ideas:
 |  |
| 1. Additional ideas:
 |  |

**Question 1: How many EL students does my LEA have in each grade at each ACCESS proficiency level?**

**(Fill out for your entire LEA and complete separate sheets by campus as needed.)**

**Qlik steps**

1. Go to the ELs Student Level Data: SY18-19 and SY19-20 page
2. In the top left corner, filter “EL 2018-19” to “YES”
3. Search by Grade (KG, 01, 02, 03, etc.) by clicking on the magnifying glass in the “Grade” column
4. You can click on any of the blue bars at the top to see more information by level of proficiency on screeners, ACCESS, and ALT-ACCESS

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade**  | **Screener-Not Proficient** | **ACCESS Level 1** | **ACCESS Level 2** | **ACCESS Level 3** | **ACCESS Level 4** | **ACCESS Level 5** | **Total** |
| **PreK3** |  |  |  |  |  |  |  |
| **PreK4** |  |  |  |  |  |  |  |
| **Kindergarten** |  |  |  |  |  |  |  |
| **Grade 1** |  |  |  |  |  |  |  |
| **Grade 2** |  |  |  |  |  |  |  |
| **Grade 3** |  |  |  |  |  |  |  |
| **Grade 4** |  |  |  |  |  |  |  |
| **Grade 5** |  |  |  |  |  |  |  |
| **Grade 6** |  |  |  |  |  |  |  |
| **Grade 7** |  |  |  |  |  |  |  |
| **Grade 8** |  |  |  |  |  |  |  |
| **Grade 9** |  |  |  |  |  |  |  |
| **Grade 10** |  |  |  |  |  |  |  |
| **Grade 11** |  |  |  |  |  |  |  |
|  **Grade 12** |  |  |  |  |  |  |  |
| **Total** |  |

|  |  |
| --- | --- |
| **Planning Questions** | **Reflections and Next Steps** |
| What program model does your LEA use to provide language assistance to EL students? |  |
| How many staff do you need to support EL students per grade, given your program model and your EL population? |  |
| How can you differentiate the EL supports that they receive? |  |
| What scheduling do you need to plan out to meet your EL students’ needs? |  |

**Question 2: How many incoming transfers have EL status and what are their proficiency levels?**

**Qlik steps:**

1. Go to the English Learners (ELs) Summary: SY18-19 and SY19-20 page
2. Filter by Student Status in the top left corner: select “SY19120 New Pre-Enrolled”
3. Go to the ELs Student Level Data: SY18-19 and SY19-20 page
4. Search by Grade (KG, 01, 02, 03, etc.) by clicking on the magnifying glass in the “Grade” column
5. You can click on any of the blue bars at the top to see more information by level of proficiency on screeners, ACCESS, and ALT-ACCESS

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade**  | **Screener-Not Proficient** | **ACCESS Level 1** | **ACCESS Level 2** | **ACCESS Level 3** | **ACCESS Level 4** | **ACCESS Level 5** | **Total** |
| **PreK3** |  |  |  |  |  |  |  |
| **PreK4** |  |  |  |  |  |  |  |
| **Kindergarten** |  |  |  |  |  |  |  |
| **Grade 1** |  |  |  |  |  |  |  |
| **Grade 2** |  |  |  |  |  |  |  |
| **Grade 3** |  |  |  |  |  |  |  |
| **Grade 4** |  |  |  |  |  |  |  |
| **Grade 5** |  |  |  |  |  |  |  |
| **Grade 6** |  |  |  |  |  |  |  |
| **Grade 7** |  |  |  |  |  |  |  |
| **Grade 8** |  |  |  |  |  |  |  |
| **Grade 9** |  |  |  |  |  |  |  |
| **Grade 10** |  |  |  |  |  |  |  |
| **Grade 11** |  |  |  |  |  |  |  |
|  **Grade 12** |  |  |  |  |  |  |  |
| **Total** |  |

|  |  |
| --- | --- |
| **Planning Questions** | **Reflections and Next Steps** |
| What other data can you use to help students who are ELs transfer smoothly to your LEA? |  |
| What steps does your LEA need to take to prepare to serve your incoming EL students? |  |
| What is your process for determining English language development goals for ELs who are transferring to your LEA? |  |

**Question 3: What are EL students’ ACCESS growth targets?**

**Qlik steps:**

1. Go to the ELs Student Level Data: SY18-18 and SY19-20 page
2. Click on a student who has a 2017-18 ACCESS score, and scroll to the right to find their accompanying 2018-19 ACCESS growth target proficiency level and 2018-19 composite score

Note: Starting July 31, you will have access to 2018-`9 ACCESS data and 2019-20 ACCESS growth targets so you will need to search accordingly.

1. Go to the Historic English Learners page
2. Scroll right to see the student’s 2017-18 ACCESS domain scores.

**Sample planner**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Name** | **Student 1** | **Student 2** | **Student 3** | **Student 4** |
| **2018-19 ACCESS Composite Score**  |  |  |  |  |
| **2018-19 Growth Target** |  |  |  |  |
| **Difference (Composite-Target)** |  |  |  |  |
| **2018-19 ACCESS Reading Score** |  |  |  |  |
| **2018-19 ACCESS Writing Score** |  |  |  |  |
| **2018-19 ACCESS Speaking Score** |  |  |  |  |
| **2018-19 ACCESS Listening Score** |  |  |  |  |
| **English Language Development Goals in:****Reading** **Writing****Speaking** **Listening**  |  |  |  |  |

|  |  |
| --- | --- |
| **Planning Questions** | **Reflections and Next Steps** |
| What tools and resources does your LEA use and provide to teachers for developing and monitoring language development goals? |  |
| How do you guide your teachers to use ACCESS scores and ACCESS growth targets?  |  |
| How do you work with students to set language development goals? |  |

**Question 4: How many students are considered long-term ELs ad how many are dually-identified?**

**Qlik steps:**

1. Go to the “Historic English Learners” page.
2. In the top right corner, click on the box with the arrow
3. Search for “Year Student First Identified”, click on all of the years prior to 2015-16, then click on the green arrow
4. Make sure that “EL 2018-19” is still filtered to “YES”
5. Click on the box with the arrow in the top right corner to return to data
6. You can also filter for dual identified students in any of the pages
7. Return to the Summary page to get total numbers after applying filters.

|  |  |
| --- | --- |
| **Status** | **Number** |
| **All dually-identified as ELs and students with disabilities (SWD)** |  |
| **All Long-term ELs (EL since before school year 2015-16)** |  |
| **Long-term ELs who are dually-identified as students with disabilities (SWDs)?** |  |
| **Long-term ELs who are not dually-identified** |  |

|  |  |
| --- | --- |
| **Planning Questions** | **Reflections and Next Steps** |
| How are you serving your long-term ELs to best meet their needs? |  |
| What supports and goal-setting would benefit your long-term ELs? |  |
| How are you serving dually identified students? |  |
| How do EL and SPED teachers collaborate to serve dually-identified students? |  |

**Question 5: How many students are in monitored status (ELm)?**

**Qlik steps:**

1. Close out previous filters at the top of the page
2. In the top right corner, click on the box with the arrow
3. Under “EL Monitored”, click on M1, M2, M3, and M4; click green arrow
4. In the top right corner, click on the box with the arrow to return to data pages
5. In any of the data pages, you can scroll to see additional information

|  |  |
| --- | --- |
| **Grade**  | **Number of students in monitored status** |
| **Grade 1** |  |
| **Grade 2** |  |
| **Grade 3** |  |
| **Grade 4** |  |
| **Grade 5** |  |
| **Grade 6** |  |
| **Grade 7** |  |
| **Grade 8** |  |
| **Grade 9** |  |
| **Grade 10** |  |
| **Grade 11** |  |
| **Grade 12** |  |

|  |  |
| --- | --- |
| **Planning Questions** | **Reflections and Next Steps** |
| How are you tracking those students’ progress? |  |
| Which staff are assigned to monitor these students? |  |
| What is your policy for reclassifying a student as an EL and/or providing services to that student if they are struggling to access the regular classroom? |  |

**Question 6: What languages are spoken by your EL students?**

**Qlik steps:**

1. Go to the ELs Student Level Data: SY18-19 and SY19-20 page
2. Filter by EL 2018-19 in top left corner
3. Go to the English Learners (ELs) Summary: SY18-19 and SY19-20 page
4. The SY1819 Student Count by Native Language bar chart provides the data

|  |  |
| --- | --- |
| **Language** | **Number of Speakers** |
| Spanish |  |
| Amharic |  |
| Vietnamese |  |
| Chinese |  |
| Korean |  |
| French |  |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |

|  |  |
| --- | --- |
| **Planning Questions** | **Reflections and Next Steps** |
| Does your LEA provide information about programs, services, and/ or activities in a language parents understand as much as possible?  |  |
| What procedures and systems are in place to provide interpreters for parents if needed and/or requested? |  |
| Is your LEA prepared to conduct outreach to engage parents of ELs in regular school functions and meetings? |  |