**Data Snapshot – School Level**

**English Learner (EL) Language Program**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EL Demographic Data**

(**Data Source:***Local data, Student Information System*)

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| --- | --- | --- | --- | --- |
| **Data**  | **Total** | **Percentage of Population** | **3-year Trend + or -** | **Grade Levels** **where Prevalent** |
| Current ELs (EL = ‘Y’) |  |  |  |  |
| Former English learners(EL = ‘1’, ‘2’, ‘3’, ‘4’, ‘F’) |  |  |  |  |
| Never English learners (EL = ‘N’) |  |  |  |  |
| EL/SWD (EL Students with Disabilities) |  |  |  |  |
| Gifted ELs |  |  |  |  |
| ELs in MTSS Tier 2 |  |  |  |  |
| ELs in MTSS Tier 3 |  |  |  |  |
| ELs in SST |  |  |  |  |
| ELs retained in one or more grades(overage) |  |  |  |  |
| Recently arrived newcomer ELs (< 3 yrs.) |  |  |  |  |
| Long-term ELs (> 5 yrs.) |  |  |  |  |

**Languages**

|  |  |
| --- | --- |
| **Parents’ Preferred Languages** | **Students’ Primary Languages** |
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**ESOL Language Instruction Program Data**

(**Data Source:***Local data, Student Information System*)

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| --- | --- | --- | --- | --- |
| **Data Point** | **Total** | **Percentage of EL Population** | **3-year Trend** **+ or -** | **Grade Levels** **Where Prevalent and/or Notes** |
| **ESOL Delivery Models:**  |  |  |  |  |
| Push-In/Collaborative |  |  |  |  |
| Pull-out  |  |  |  |  |
| Scheduled Language Acquisition |  |  |  |  |
| Sheltered Content |  |  |  |  |
| Either Scheduled ESOL or Sheltered Content at a Newcomer Program |  |  |  |  |
| Dual Language Immersion |  |  |  |  |
| Resource Center/Lab |  |  |  |  |
| Innovative |  |  |  |  |
| **ESOL Non-Participation Reasons:\*** |  |  |  |  |
| Parent Refusal – Indirectly Served |  |  |  |  |
| Language Support Provided by Special Education |  |  |  |  |
| Language Support Provided by Non ESOL- Endorsed/Certified Teacher |  |  |  |  |
| Language Support Provided via a Non-Evidence-Based Model |  |  |  |  |
| No Language Support |  |  |  |  |
| **Additional Information:**  |  |  |  |  |
| ELs’ average years in ESOL program |  |  |  |  |
| Number of ESOL teachers |  |  |  |  |
| Number of content teachers with ESOL endorsement |  |  |  |  |
| Teachers’ average experience teaching ELs |  |  |  |  |

**\*See** [EL Dear Colleague Letter](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf)

**EL Exit Rates**

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| **Grade Level**  | **2022** | **2023** | **2024** |
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**English Language Proficiency (ELP) Data**

**English Language Proficiency (ELP) Levels, WIDA *ACCESS* Assessment:**

(**Data Source:** *School Frequency Reports, Score Reports, WIDA AMS, Local Data*)

|  |  |
| --- | --- |
| **Overall CPL** | **Number or Percent at ELP Level** |
| **Grade Level** | **Level 1** | **Level 2** |  **Level 3** |  **Level 4** |  **Level 5** |
|  | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** |
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| **Totals/Avg:** |  |  |  |  |  |

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| --- | --- |
| **Listening** | **Number or Percent at ELP Level** |
| **Grade Level** | **Level 1** | **Level 2** |  **Level 3** |  **Level 4** |  **Level 5** |
|  | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** |
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| **Totals/Avg:** |  |  |  |  |  |

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| --- | --- |
| **Speaking** | **Number or Percent at ELP Level** |
| **Grade Level** | **Level 1** | **Level 2** |  **Level 3** |  **Level 4** |  **Level 5** |
|  | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** |
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| **Totals/Avg:** |  |  |  |  |  |

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| **Reading** | **Number or Percent at ELP Level** |
| **Grade Level** | **Level 1** | **Level 2** |  **Level 3** |  **Level 4** |  **Level 5** |
|  | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** |
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| **Totals/Avg:** |  |  |  |  |  |

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| **Writing** | **Number or Percent at ELP Level** |
| **Grade Level** | **Level 1** | **Level 2** |  **Level 3** |  **Level 4** |  **Level 5** |
|  | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** | **22** | **23** | **24** |
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| **Totals/Avg:** |  |  |  |  |  |

**WIDA *ACCESS* Growth Data:**

(**Data Source:** School level *ACCESS* Student Growth Percentile Data in Assessment Portal and SLDS*)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** | **% Low Growth**  | **% Typical Growth**  | **% High Growth** |
|  | **2022** | **2023** | **2022** | **2023** | **2022** | **2023** |
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| **Avg.**  |  |  |  |  |  |  |

**CCRPI Data for EL Student Group** (**Data Source:** *CCRPI Reports / Data Files)*

**Content Mastery - Percent of ELs at each Achievement Level**

|  |
| --- |
| **English Language Arts** |
|  | **Beginning Learner** | **Developing Learner** | **Proficient Learner** | **Distinguished Learner** |
| **2022** | **2023** | **2022** | **2023** | **2022** | **2023** | **2022** | **2023** |
| **Elementary** |  |  |  |  |  |  |  |  |
| **Middle** |  |  |  |  |  |  |  |  |
| **High (American Literature)** |  |  |  |  |  |  |  |  |

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| --- |
| **Mathematics** |
|  | **Beginning Learner** | **Developing Learner** | **Proficient Learner** | **Distinguished Learner** |
| **2022** | **2023** | **2022** | **2023** | **2022** | **2023** | **2022** | **2023** |
| **Elementary** |  |  |  |  |  |  |  |  |
| **Middle** |  |  |  |  |  |  |  |  |
| **High (Algebra I / Coordinate Algebra)** |  |  |  |  |  |  |  |  |

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| --- |
| **Science** |
|  | **Beginning Learner** | **Developing Learner** | **Proficient Learner** | **Distinguished Learner** |
| **2022** | **2023** | **2022** | **2023** | **2022** | **2023** | **2022** | **2023** |
| **Elementary** |  |  |  |  |  |  |  |  |
| **Middle** |  |  |  |  |  |  |  |  |
| **High (Biology)** |  |  |  |  |  |  |  |  |

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| --- |
| **Social Studies** |
|  | **Beginning Learner** | **Developing Learner** | **Proficient Learner** | **Distinguished Learner** |
| **2022** | **2023** | **2022** | **2023** | **2022** | **2023** | **2022** | **2023** |
| **Middle** |  |  |  |  |  |  |  |  |
| **High (U.S. History)** |  |  |  |  |  |  |  |  |

**Progress Levels – Percent ELs Making Progress in ELA, Mathematics and ELP**

|  |
| --- |
| **English Language Arts** |
|  | **Growth Level 1** | **Growth Level 2** | **Growth Level 3** | **Growth Level 4** |
| **2022** | **2023** | **2022** | **2023** | **2022** | **2023** | **2022** | **2023** |
| **Elementary** |  |  |  |  |  |  |  |  |
| **Middle** |  |  |  |  |  |  |  |  |
| **High (American Literature)** |  |  |  |  |  |  |  |  |

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| --- |
| **Mathematics** |
|  | **Growth Level 1** | **Growth Level 2** | **Growth Level 3** | **Growth Level 4** |
| **2022** | **2023** | **2022** | **2023** | **2022** | **2023** | **2022** | **2023** |
| **Elementary** |  |  |  |  |  |  |  |  |
| **Middle** |  |  |  |  |  |  |  |  |
| **High (Algebra I / Coordinate Algebra)** |  |  |  |  |  |  |  |  |

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| **Progress Toward English Language Proficiency** |
|  | **No Positive Movement** | **Moved Less Than One Band** | **Moved One Band** | **Moved More Than One Band** |
| **2022** | **2023** | **2022** | **2023** | **2022** | **2023** | **2022** | **2023** |
| **Elementary** |  |  |  |  |  |  |  |  |
| **Middle** |  |  |  |  |  |  |  |  |
| **High** |  |  |  |  |  |  |  |  |

**Closing Gaps – English Learner Student Group Meeting Improvement Target**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2022** | **2023** | **2024** |
| **ELA** | **Score** | **Target** | **Score** | **Target** | **Score** | **Target** |
| **Elementary** |  |  |  |  |  |  |
| **Middle** |  |  |  |  |  |  |
| **High**  |  |  |  |  |  |  |

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|  | **2022** | **2023** | **2024** |
| **Mathematics** | **Score** | **Target** | **Score** | **Target** | **Score** | **Target** |
| **Elementary** |  |  |  |  |  |  |
| **Middle** |  |  |  |  |  |  |
| **High**  |  |  |  |  |  |  |

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|  | **2022** | **2023** | **2024** |
| **Science** | **Score** | **Target** | **Score** | **Target** | **Score** | **Target** |
| **Elementary** |  |  |  |  |  |  |
| **Middle** |  |  |  |  |  |  |
| **High**  |  |  |  |  |  |  |

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| --- | --- | --- | --- |
|  | **2022** | **2023** | **2024** |
| **Soc. Studies** | **Score** | **Target** | **Score** | **Target** | **Score** | **Target** |
| **Middle** |  |  |  |  |  |  |
| **High**  |  |  |  |  |  |  |

**Readiness –** How did the English learner (EL) student group perform in each readiness area compared to the school’s performance?

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2022** | **2023** | **2024** |
| **Elementary School Indicator Scores** | **EL** | **All** | **EL** | **All** | **EL** | **All** |
| **At or Above Grade-Level Reading** |  |  |  |  |  |  |
| **Attendance**  |  |  |  |  |  |  |
| **Beyond the Core** |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2022** | **2023** | **2024** |
| **Middle School Indicator Scores** | **EL** | **All** | **EL** | **All** | **EL** | **All** |
| **At or Above Grade-Level Reading** |  |  |  |  |  |  |
| **Attendance**  |  |  |  |  |  |  |
| **Beyond the Core** |  |  |  |  |  |  |

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| --- | --- | --- | --- |
|  | **2022** | **2023** | **2024** |
| **High School Indicator Scores** | **EL** | **All** | **EL** | **All** | **EL** | **All** |
| **Accelerated Enrollment** |  |  |  |  |  |  |
| **At or Above Grade-Level Reading** |  |  |  |  |  |  |
| **Attendance**  |  |  |  |  |  |  |
| **College and Career Readiness** |  |  |  |  |  |  |
| **Pathway Completion** |  |  |  |  |  |  |

**Graduation Rate**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2022** | **2023** | **2024** |
|  | **EL** | **All** | **EL** | **All** | **EL** | **All** |
| **4-Year Graduation Rate** |  |  |  |  |  |  |
| **5-Year Graduation Rate** |  |  |  |  |  |  |

**Local Relevant EL Data – Formative, Progress Monitoring, etc.:**

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**Steps 1 & 2: Observations & Inferences**

1. ***What parts of these data draw your attention?*** *Just consider the facts. For now, resist any temptation to interpret why something is happening.*
	* Review data and write individual observations of what parts of the data catch your attention.
	* Share observations and discuss as a group.
2. ***What questions can we ask about the data we have? What do the data tell us? What do the data not tell us? What questions require additional data?***
	* Make inferences about the data and support with evidence from the data. Write notes in response to these questions.
	* Share and discuss in group.

**Steps 3 & 4: Performance Strengths & Challenges**

1. ***What performance strengths do the data reveal?*** (7 minutes overall)
	* Look for indications of success in the data. Write your own notes in response to the questions.
	* Share and discuss in group.
2. ***What performance challenges do the data reveal?*** Is one challenge more urgent than others? (7 minutes overall)
	* Write your own ideas about the performance challenges.
	* Share and discuss in group.

**Steps 5 & 6: ESOL Instructional Planning**

1. ***Based on the data, what planning steps and resources may be needed for effective ESOL instruction for EL students?***
	* Write your own ideas about addressing the challenges identified during the data analysis for your school.
	* Share and discuss in group.
2. ***Based on data analysis, what support or professional learning might enhance school leaders’ and teachers’ capacity to meet the needs of ELs?***
	* Write your own ideas about the performance challenges
	* Share and discuss in group.