Foundational Elements Before Data-Gathering and Analysis

- What do we know about the demographic makeup of the Multilingual Learners in our Context? (Languages spoken, percentage of students who are Newcomers, socioeconomic status, gender, race and ethnicity, mobility, type of language instructional program, ratio to non-ML population, etc.)
- What is/are our locally determined Language Instruction Education Program(s) (LIEP)?
- Do we have highly qualified teachers to provide instruction to Multilingual Learners? If so, how many?
- What assessments have been selected?
- What does each assessment measure?
- How have assessments changed in ways that might affect comparisons from year to year?
- Do we have the necessary thought partners in the room (ELD Coordinator, Literacy Director, Content Teachers, Special Education Director, families)

If the answers to the questions above are unclear, stop and address them before proceeding.

- Low Inference Observations:
  - What can we notice immediately?
- Identification of LND trends:
  - Are gaps observed in the ML population similar to the gaps in the rest of the student population?
    - If so, what is already being done to address this?
  - What trends are consistently observed across schools?
  - What trends are consistently observed across all grade levels?
  - What trends can be observed across ELP-level groups at each grade level?
  - What trends are we seeing across ACCESS for ELLs® proficiency level bands?
  - Why is/isn't achievement growth observed in the district, school, or cohort data (NOTE: Data from the ACCESS for ELLs® growth report should not be used here.)?
  - Which sets of data are concerning and why?
  - Which schools, grade levels, or English proficiency bands are experiencing relative success in an identified area of concern?
- Inferences Based on Identified LND Trends:
  - What do we know about the impact of any professional learning relating to evidence-based instructional practices for MLs that occurred or didn't occur?

- o What do we know about our educator's awareness of students' languages and cultures?
- o What do we know about teachers' understanding and fluent use of ACCESS for ELLs® assessment data and the [Colorado English Language Proficiency Standards (CELP)](#)?
- o What potential extrinsic factors might be contributing to the trends (attendance rates, years in school in the US, sense of belonging in school and community)

- Programming Considerations:
  - o How are highly qualified teachers (CLD certified, for example) contributing to ML outcomes?
  - o What do these data indicate regarding the presence or lack of linguistic scaffolds, supports, and instructional strategies used in a given content area?
  - o How might the time of day when dedicated ELD instructional blocks are scheduled impact their effectiveness?
  - o What conclusions can be drawn about the effectiveness of course pathways for MLs?
  - o What conclusions can we draw from this data regarding the efficacy of dedicated ELD classes?
  - o What do these data tell us about the impact of pull-out dedicated ELD instruction?