**Data Snapshot – School Level**

**English Learner (EL) Language Program**

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

**General Demographics Data:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Total** | **Percentage of Population** | **3-year Trend + or -** | **Grade Levels**  **where Prevalent** |
| Current ELs |  |  |  |  |
| Former English learners |  |  |  |  |
| Never English learners |  |  |  | N/A |
| EL/SWDs\* |  |  |  |  |
| Gifted ELs |  |  |  |  |
| ELs in MTSS Tier 2 (EIP or Remedial) |  |  |  |  |
| Retained (over age) ELs |  |  |  |  |
| Recently arrived newcomer ELs (< 3 yrs.) |  |  |  |  |
| Long-term ELs (> 5 yrs.) |  |  |  |  |

\*ELs with disabilities

**Top Languages**

|  |  |
| --- | --- |
| **Parents** | **Students** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

* School’s 2022 EL exit / reclassification rate: \_\_\_\_\_\_\_\_
* ELs’ average time in ESOL program: \_\_\_\_\_\_\_\_
* No. of ESOL endorsed/certified teachers: \_\_\_\_\_\_\_\_
* Teachers’ average experience teaching ELs: \_\_\_\_\_\_\_\_

**CCRPI Indicators** (Any year applicable; Yes/No or percentage as useful):

* Progress Towards English Language Proficiency Score \_\_\_\_\_\_\_\_
* Closing the Gaps – EL Subgroup Meeting Targets? \_\_\_\_\_\_\_\_
* Content Mastery – EL Subgroup Meeting Targets? \_\_\_\_\_\_\_\_
* EL Subgroup Graduation Rate (when applicable) \_\_\_\_\_\_\_\_

**English Language Proficiency (ELP) Levels:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Number and/or Percentage at each ELP Level based on 2023 ACCESS assessment** | | | | |
| **Grade Level** | **ELP Level 1** | **ELP Level 2** | **ELP Level 3** | **ELP Level 4** | **ELP Level 5** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Totals:** |  |  |  |  |  |

**ELP Growth Data:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number and/or Percentage of ELs at each Growth Level**  **based on ELP Growth as measured from ACCESS 2021 to ACCESS 2022** | | |
| **Grade Level** | **% Low Growth** | **% Typical Growth** | **% High Growth** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Totals:** |  |  |  |

**Language Instruction Programming Data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Total** | **Percentage of Population** | **3-year Trend**  **+ or -** | **Grade Levels where Prevalent** |
| No ESOL Services – Parent Waived |  |  |  |  |
| No ESOL Services - SPED |  |  |  |  |
| No ESOL Services – Other |  |  |  |  |
| Push-In/Collaborative ESOL |  |  |  |  |
| Pull-out ESOL |  |  |  |  |
| Scheduled ESOL Language Acquisition |  |  |  |  |
| Sheltered ESOL Content |  |  |  |  |
| Newcomer Program |  |  |  |  |
| Dual Language Immersion |  |  |  |  |
| Resource Center/Lab |  |  |  |  |
| Innovative |  |  |  |  |
| Extended or additional language learning opportunities |  |  |  |  |

**Local Relevant EL Data: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reflection:**

* Which data were challenging to gather? Why?
* How does this data tell the whole story?