

# Questions to Facilitate Deeper Understanding Using Like-Peer Comparative Data

## Is the Like-Peer Comparative Group making adequate progress toward the grade-level aim-line?

- What existing Local Normative Data do we have access to, and how does it compare to the Like-Peer group selected?
- What additional factors could be positively or negatively impacting the group's progress? (Intensity, Frequency, or Duration of Targeted English Language Development Instruction, Linguistic Scaffolds and Supports in content classrooms, Culturally Responsive Instruction, Intensity of Interventions, Scheduling, etc.)
- If the ML Like-Peer Comparison group is not making an adequate Rate of Growth:
  - Based on the data, does the team believe that instruction across tiers is culturally, linguistically, and pedagogically appropriate to meet Multilingual Learners' instructional needs?
  - What possible needs for programmatic modification exist?
  - What instructional strategies for Multilingual Learners are non-ELD teachers and staff using to support English language development?
  - Can the lack of instruction be ruled out when considering MLs for eligibility under the Specific Learning Disability category?

## Is the Case Student making adequate progress toward the grade-level aim-line?

- Is the Case Student's Rate of Improvement below or significantly below that of their Like-Peers?
- What existing Local Normative Data do we have access to, and how does it compare to the Like-Peer group selected?
- What additional factors could be impacting the Case Student's performance? (For example, attendance, social-emotional well-being, socio-economic status, homelessness, rate of language acquisition, sense of belonging, core content teacher struggle to motivate or engage the student, a cultural mismatch between student and staff, lack of language scaffolds or supports in core content, etc.)
- Where do you see intersections between the student's academic content engagement AND their language skills? (WIDA)
- What do you know about the students' language practices, proficiencies, and backgrounds?
  - Which languages do they use and in what ways? (read, write, listen, speak)
  - What are their abilities and/or skills in their different languages?

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- What experiences do they have associated with the languages they speak? (friends, family, traveling, community experiences, etc.) (WIDA)
- What additional supports can be provided to address extrinsic factors for the Case Student?
- What do the data tell us about the possible need to increase the frequency, intensity, and duration of the support already provided?
- Why do or don't these data in conjunction with a body of evidence support referral for a special education evaluation?

## Framing:

- 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)?
- What assessments have been selected?
- What does each assessment measure?
- What does the ACCESS for ELLs® score mean concerning the content academic score?
- How have assessments changed in a way that could potentially affect year-to-year comparisons?

## Low Inference Observations:

- What can we notice immediately?

## Identification of LND trends:

- 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 (not based on the ACCESS for ELLs® growth report)?
- 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?

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## 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?
- What do we know about our educator's awareness of students' languages and cultures?
- What do we know about teachers' understanding and fluent use of ACCESS for ELLs® assessment data and the [Colorado English Language Proficiency Standards \(CELP\)](#)?
- 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:

- What do these data indicate regarding the presence or lack of linguistic scaffolds, supports, and instructional strategies used in a given content area?
- What might the potential impact of the time of day when dedicated ELD instructional blocks are scheduled?
- What conclusions can we draw from this data regarding the efficacy of dedicated ELD?
- What do these data tell us about the impact of pull-out dedicated ELD instruction?