PROJECKT & GILD

MAXIMIZE Your Data to Meet Achievement Goals
Project ELL was designed specifically for educators with English Language Learner populations to track and monitor student achievement in a custom platform to fit specific needs of each district with forms, reports, plans, surveys and letters.

Partners with districts across 7 states and growing.
Project ELL partners with various industry related services and organizations to provide our district partners with the TOTAL Solution.
Customizable to fit each district’s needs.

- Custom Tabs/Sections
- Custom Forms
- Custom Reports
- Custom Letters

YOUR PROCESSES + OUR PLATFORM = YOUR ELL SOFTWARE
Create rosters by grade level, period or campus to make it easier to manage your student’s digital files.
Everything in ONE place.

Easily view student files, forms and information needed for student achievement.
Grades for Current and Previous Year

Easily view grades for each class.

District triggers allow alerts to be set for grades that fall below the trigger grade.
Initial ELL Example

- Student Data Auto-Fills
- Special Programs
- Proficiency Tests/Scores
- ELL Assessment/Proficiency Levels
- Student Schedule
- Interventions by Subject
- Grades
- State Assessment Results (if applicable)
- Eligibility
- Minutes
- Committee Members
ELL goals/standards can be loaded into Project ELL to create individualized learning plans for EIs.

Set goals based on proficiency levels from previous ELL assessment.

Track student’s achievement on goals.

Run predictive score reports.
Standard and Custom Reports available at the click of a button

## Bilingual / ESL Report

### Totals by Primary Language:

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown</td>
<td>8</td>
</tr>
<tr>
<td>Akan (Fante, Asante)</td>
<td>1</td>
</tr>
<tr>
<td>Albanian, Tosk (Albania)</td>
<td>1</td>
</tr>
<tr>
<td>Amharic</td>
<td>4</td>
</tr>
<tr>
<td>Arabic</td>
<td>69</td>
</tr>
<tr>
<td>Armenian</td>
<td>1</td>
</tr>
<tr>
<td>Bengali</td>
<td>4</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>1</td>
</tr>
<tr>
<td>Cambodian (Khmer)</td>
<td>2</td>
</tr>
<tr>
<td>Cantonese (Chinese)</td>
<td>11</td>
</tr>
<tr>
<td>Cebuano (Visayan)</td>
<td>2</td>
</tr>
<tr>
<td>Chaoshow/Teochiu (Chinese)</td>
<td>2</td>
</tr>
<tr>
<td>Choctaw</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>420</td>
</tr>
</tbody>
</table>

### Totals by LEP Status:

<table>
<thead>
<tr>
<th>Status</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>1325</td>
</tr>
<tr>
<td>Completed 2 Year Monitor</td>
<td>16</td>
</tr>
<tr>
<td>Denial</td>
<td>20</td>
</tr>
<tr>
<td>DNQ</td>
<td>55</td>
</tr>
<tr>
<td>Left District</td>
<td>124</td>
</tr>
<tr>
<td>Monitor</td>
<td>146</td>
</tr>
<tr>
<td>Non LEP</td>
<td>324</td>
</tr>
</tbody>
</table>
Easily review interventions to assist the student effectively.

### Interventions by Subject Report

<table>
<thead>
<tr>
<th>Totals by Intervention:</th>
<th>Totals by Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional content area tutoring</td>
<td>Reading 2</td>
</tr>
<tr>
<td>Bilingual aid in class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name</th>
<th>Campus</th>
<th>Intervention</th>
<th>Subject</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>Student Training</td>
<td>Wells Branch Elementary School</td>
<td>Bilingual aid in class</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>Student Training</td>
<td>Wells Branch Elementary School</td>
<td>Additional content area tutoring</td>
<td>Reading</td>
<td>2 times per week</td>
</tr>
</tbody>
</table>
EVERY STUDENT SUCCEEDS ACT
“To provide all children significant opportunity to receive a fair, equitable and high quality education and to close the educational achievement gaps.”

ESSA: Sec. 1001 Statement of Purpose
Language may NOT be a barrier to academic content knowledge at grade-level.

Lau v Nichols 1974
Ensures

EQUITY

ACCESS, ACCOUNTABILITY, ACHIEVEMENT

analyzing

ACTTIONABLE DATA
An Aligned System of Academic Instruction

ELS must be taught within an aligned system of standards, assessments, & curriculum with instructional strategies chosen from proven, evidence-based research using item level data from valid assessments to achieve college and career readiness.

GILD
Comprehensive System Alignment is **KEY**

- English Language Proficiency Standards
- Academic Content Standards
- English Language Proficiency Assessment
- Academic Content Assessment
- Data
- Annual Measurable Achievement Objectives
- Data
- State Academic Content Objectives
- Scientific Based Research
- INSTRUCTION (Language Development/Acquisition & Content)
IMPORANCE

DATA ANALYSIS demonstrates a student’s strengths and challenges in learning to read in any language.

DATA ANALYSIS from valid assessments in Language & Literacy within an aligned system CAN demonstrate

ACADEMIC EQUITY for ELS
DATA REQUIREMENTS

Assessment data must be collected at the item level to inform instruction for all students.

Data systems MUST enable itemized score analysis to address instructional needs of students as reported by achievement assessment items (not just overall score)

Citation: ESSA, Sec:(2)(B)(xii) Assessment
ESSA allows states and districts to combine funds: Title I, II and III to meet the academic and linguistic needs of ELS.
Funding

3 Funding Sources

Title I
Title I program funds must include ELs

Title II
Technology, Professional Development, Teacher Support

Title III
Professional Development for ALL Teachers, Parents, Supplemental Materials, Software, Technology
KNOW & TRUST

DATA

for

ACCESS, ACHIEVEMENT, ACCOUNTABILITY

EQUITY
THANK YOU

For more information contact

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