ELL Peer Data Analysis
Applications for MTSS, SPED Referrals, and Identifying District Trends

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Bellingham Public Schools
We will:

- briefly review how to make a peer analysis
- discuss applicable uses for schools and districts
- understand individual/classroom needs
- school needs
- district trends
- MTSS and intervention selection, Highly Capable referrals
- MTSS and group trends
Why Peer Analysis?

Values and beliefs relate to change

Professional responsibility
Values and beliefs

beliefs actions results

actions results beliefs
BEST GUESS?
FALSE. A GUESS IS NEVER THE BEST.

Professional responsibility
The Performance of ELLs

Peer analyses can help us decide, *in the context of other factors*, if an ELL is making adequate progress and performing within range for their current level of proficiency.
Purposes for Peer Analysis

*From OSPI:*

“The purpose of the Peer Analysis is to inform the concern about limited English proficient students’ possible need for referral for Special Education evaluation....”

*We think there is more you can do with peer data.*
Purposes for Peer analysis

1. set expectations with regard to 2nd language acquisition
2. decide when and where to intervene and/or collaborate for ELLs
3. develop a more accurate picture of an individual ELL’s performance
Review: How to create a peer analysis

- **Select**: Select a peer group
- **Gather**: Gather assessment data
- **Create**: Create data tables
- **Graph**: Graph data to show trends over time
- **Highlight**: Highlight student of focus
Select group, gather data, create tables

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Graph and Highlight

8th percentile
Review: Analyze the data

- Trajectory?
- Quartile?
- Assessment barriers?
- Type of assessment?
Other applications for peer analysis

- Individual and classroom needs
  - Multi-Tiered Systems of Support (MTSS) and intervention selection
  - Highly Capable
- School needs
  - MTSS
- District trends
  - Group trends
Individual and classroom needs

Tier 2: 5-15% of students will achieve acceptable growth. Supplemental small group instruction aligned to core and targeted to a specific need for students who have not responded with adequate growth in the classroom.

Tier 3: 1-5% of students will achieve acceptable growth. Rigorous individualized intervention for students who have no responded with adequate growth in Tier 1 or Tier 2 interventions.

Tier 1: 85-90% of students will achieve acceptable growth to maintain their grade level proficiency. Highly differentiated core instruction.
Peer Analysis and MTSS

In MTSS meetings we consider:

• Literacy, language, math, SEL

• Highest leverage intervention:
  • Consistently, intensity, what has worked

But first we must consider Growth and Proficiency
Intervention selection
School needs

MTSS

Group performance
ELL Trajectories

BAS Reading Trajectory of ELLs Placed as L1 in Kinder (data 2009-2018)

updated to multi-year data
ELL Trajectories

BAS Reading Trajectory of ELLs Placed as L2 in Kinder (data 2009-2018)

Benchmark
Median
Average

Updated to multi-year data
ELL trajectories
District trends and needs
BAS Reading Trajectory of ELLs Placed as L2 in Kinder by Language (data 2009-2018)