

Making progress towards fluency

1. A. Calculate your school overall “language growth.”

b. Does it meet the OVERALL AMAO1 target for your grade levels?

c. Make an inference about your result.

HOW?

1. Filter in ONLY “YES” in the growth column. These are the students who made growth since last year. This is the NUMERATOR.

2. Now filter in both “YES” and “NO” on the Growth column. These are the total number of students who were assessed both this year and last. This is your DENOMINATOR.

3. Use a calculator to divide and convert to percent.

2. a. What percent of students became fluent in English in your school this year?

b. Does it meet the AMAO2 target for your grade levels?

c. Make an inference about your result.

HOW?

Be sure to clear all filters before starting.

1. Filter in 5 and above in the OVAL PL 15_ACCESS column. Next, filter in 5 and above in the Literacy PL 15_ACCESS Column. These are the students who are up for redesignation to FEP this year.

2. The bottom of your computer should show your “# of # total records found”

3. Use a calculator to divide and convert to percent.

3. a. Calculate "growth" at each ACCESS level from last year.

ACCESS 1 to 2 / =

ACCESS 2 to 3 / =

ACCESS 3 to 4 / =

ACCESS 4 to 5 / =

ACCESS 5 to overall 5 + 5 in literacy / =

b. Which was the most successful language level?

c. Which was the least?

d. Why? What made a difference for these levels?

Use your program rubrics to help you identify places to address and plan for adjustments in program structure, materials, staff, scheduling, instruction, curriculum (what is taught), motivation of students, expectations of students, support through reg ed, etc.

e. What changes will you propose for next year to address this?

HOW?

1. Filter in ACCESS1-1.9 from last year's assessment. Then filter in ONLY "YES" in the growth column. These are the students who made growth since last year. This is the NUMERATOR.
2. Now filter in both "YES" and "NO" on the Growth column. These are the total number of students who were assessed both this year and last. This is your DENOMINATOR.
3. Use a calculator to divide and convert to percent.

Repeat the process for 2-2.9

4. a. Calculate "growth" at each grade level. (kinder is N/A)

Grade _____ - _____% progressed at least 1 level

Grade _____ - _____% progressed at least 1 level

Grade _____ - _____% progressed at least 1 level

Grade _____ - _____% progressed at least 1 level

Grade _____ - _____% progressed at least 1 level

Grade _____ - _____% progressed at least 1 level

HOW?

1. Filter in the current grade for your first group. Then filter in ONLY "YES" in the growth column. These are the students who made growth since last year in that grade level. This is the NUMERATOR.
2. Now filter in both "YES" and "NO" on the Growth column. These are the total number of students who were assessed both this year and last. This is your DENOMINATOR.
3. Use a calculator to divide and convert to percent.

Repeat the process for other grade levels.

b. Which was the most successful grade level?

c. Which was the least?

d. Why? What made a difference for these levels?

Use your program rubrics to help you identify places to address and plan for adjustments in program structure, materials, staff, scheduling, instruction, curriculum (what is taught), motivation of students, expectations of students, support through reg ed, etc.

5. KEY RECOMMENDATIONS TO WORK ON WITH MY BUILDING FOR NEXT YEAR.....