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.

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.

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?

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……