# Criteria Statements for Like-Peer Comparison

The following is not an exhaustive list and is meant to provide educators with optional language to talk about Like-Peer Comparative data for individual students in an objective way. It is important to use language that is precise as some of these criteria can cause individuals to feel discomfort. We suggest that having the courage to make these distinctions is essential to be culturally responsive to students from historically minoritized backgrounds.

It is also important to provide an explanation of why these statements matter. For example: Like-Peer comparative data provides us with useful information about the student in relation to other students who are most like them. This comparison helps us better understand what the student can do academically as an individual within a powerful sociocultural context.

The purpose of making these statements is to ensure contextualized, accurate, and productive conversations around the data analysis. Statements can lead teams to better understand what instruction or support a Case Student might need.

| General Demographics | Example Data Statements |
|---|---|
| Age | The Case Student performs at, above, or below that of their same-age peers. |
| Grade Level | The Case Student performs at, above, or below that of their grade-level peers. |
| Race / Ethnicity | The Case Student performs at, above, or below that of their peers of the same race or ethnicity |
| Gender | The Case Student performs at, above, or below that of their (female, non-binary, male) peers. |
| Multilingual Learner (ML) | The Case Student performs at, above, or below that of their Multilingual peers. |

| Language Proficiency | Example Data Statements |
|---|---|
| English Language Overall Scale Score | The Case Student performs at, above, or below that of their peers with an (ACCESS Overall XXX scale score). |
| English Language Scale Score by Domain | The Case Student performs at, above, or below that of their peers with (an oral language scale score of XXX). |
| Native Language Proficiency | The Case Student performs at, above, or below that of their peers with the same native language proficiency. |

# Criteria Statements for Like-Peer Comparison

| Instructional Model | Example Data Statements |
|---|---|
| Transitional Native Language Instruction | The Case Student performs at, above, or below that of their peers (who receive instruction in their native language for 60% of the time). |
| English as a Second Language Pullout | The Case Student performs at, above, or below that of their peers (who receive 45 minutes of targeted English Language Development pullout instruction). |
| Dual Immersion | The Case Student performs at, above, or below that of their peers (i.e. who are MLs and who receive 50% of their instruction in English and 50% of their instruction in Mandarin). |
| English Only | The Case Student performs at, above, or below that of their ML peers (i.e. who receive scaffolded instruction through a Co-Teaching model in English). |

| Language Background | Example Data Statements |
|---|---|
| Home or preferred language(s) | The Case Student performs at, above, or below that of their ML peers (whose primary home language(s) as indicated on the Home Language Survey is/are a language other than English). |

| Educational Background | Example Data Statements |
|---|---|
| Native Language Instruction in country of origin | The Case Student performs at, above, or below that of their peers (who spent at least two years receiving academic instruction in a country other than the United States of America). |
| Prior or ongoing home/community instruction in the native language | The Case Student performs at, above, or below that of their peers who are learning to read and write in a language other than English at home through informal/formal instruction. |

# Criteria Statements for Like-Peer Comparison

| Cultural Background | Example Data Statements |
|---|---|
| Students who are Newcomers | The Case Student performs at, above, or below that of their peers who are also Newcomers. |
| Migrant Education Students | The Case Student performs at, above, or below that of their peers who are also eligible for Migrant Education Program services. |

| Attendance | Example Data Statements |
|---|---|
| Absences | The Case Student performs at, above, or below that of their peers with a similar attendance record. |
| Mobility | The Case Student performs at, above, or below that of their peers with a similar degree of mobility. |
| Time in the district | The Case Student performs at, above, or below that of their peers who have been enrolled in the district for a similar amount of time. |

| Socioeconomic Status | Example Data Statements |
|---|---|
| Free and Reduced Lunch Eligible (a proxy for socioeconomic status) | The Case Student performs at, above, or below that of their peers who qualify for the Free and Reduced Lunch Program. |