Which data should be gathered at a district or school level to establish LND for MLs?

Districts and schools should collect English Language Proficiency (ELP) assessment data or other universal ELP progress monitoring data for Multilingual Learners (MLs) in addition to academic proficiency or diagnostic data by grade level and proficiency bands. Districts can start by compiling a list of all data sources in their contexts and evaluate the benefit of using them for this type of interpretive process. Some sources may include:

English Language Proficiency (ELP) Assessment Data:

a. ACCESS for ELLs® English language proficiency test scores and District-selected English Language Proficiency progress monitoring measures

Academic Achievement Data:

a. Colorado Measure of Academic Success (CMAS - Mathematics, English/Language Arts, Science, and Social Studies Assessments)
b. Colorado Spanish Language Arts (CSLA) Assessment (if applicable)
c. District-selected READ Act Approved Assessment
d. Other District-selected assessment data

How can Schools and Districts use Local Normative Data?

1. Review the data collected.
2. Identify trends. What are the areas of need? What are areas of success?
3. Consider possible causes.
4. Determine if there is a systems-level need to modify or adjust policies, programming, instruction, or professional development.
5. Create an implementation plan.

How can Local Normative Data be used to troubleshoot challenges experienced by individual Multilingual Learners?

1. Identify performance gaps.
2. Contextualize English Language proficiency test scores
3. Tailor instructional strategies.
4. Monitor growth over time.
5. Support special education evaluation.
6. Engage families and communities.

Example Local Normative Data Set

Grade	ACCESS for ELLs®	Student Count	% of Grade Level MLs	Average CMAS ELA Scale Score	Average CMAS Math Scale Score	Grade Level CMAS Average for All Students
3	1.0-1.9	633	6.3%	667.6		
3	2.0-2.9	1419	14.%	672.8		
3	3.0-3.9	3307	32.7%	700.5		
3	4.0-4.9	1868	18.4%	735.1		
3	5.0-5.9	274	2.7%	767.2		

Data source: CDE Assessment Division - 2023-24 CMAS and ACCESS for ELLs® assessment data

Schools and districts can consolidate ACCESS for ELLs® English language proficiency data, and content assessment data, such as READ Act Assessment, CMAS, PSAT, or SAT results from the same academic year to ensure accuracy. These data should then be used to generate distributions of academic achievement test scores by grade level and English Language Proficiency (ELP) level.

How should the Local Normative Data for MLs be used?

These data can be used to compare MLs' academic performance across grade levels, English Language Proficiency level band, and growth from year to year for certain cohorts, providing valuable insights for evaluating program effectiveness and supporting informed decision-making. Administrators can use these Local Normative Data compared to Colorado's Local Normative Data for district-wide goal-setting purposes and for identifying areas of the system that may need additional support. Reviewing achievement data in this way allows for districts to make specific statements about the data such as:

- MLs in 6th grade with an ACCESS for ELLs® proficiency level of 2.0-2.9 achieved a mean score of XXX on the 6th grade CMAS English Language Arts Assessment in 2023.

These data may allow districts to carefully establish standards of deviation from what is "typical" for each group to assist the instruction and programmatic decision-making process. Member districts of BOCES should share these data with appropriate staff and providers to ensure they have the necessary information about the appropriateness of universal instruction for the local population of MLs.

Logistical Questions:

- Where can I pull a report with this information?
- Whose support do I need?
- Who do I need to share the findings with?

How can Schools and Districts Analyze Local Normative Data for MLs?

Schools and districts can gather collaborative thought partners such as Special Education Directors, Culturally and Linguistically Diverse Education Directors, Principals, Community Members, Educators, and Instructional leaders to review the Local Normative Data for MLs consistently and as frequently as needed. The purpose is to identify trends in academic achievement for MLs while contemplating the impact of English language proficiency. From the data, team members can also make inferences regarding professional learning for staff and the degree of effectiveness of the Language Instruction Education Programming for students, and they can start to plan strategically to address any needs. A list of questions the facilitator of these meetings might pose to the group can be found here: [Administrator Local Normative Data for MLs Reflection Process and Questions](#)