



How Prepared is Our School to Use Multilingual Learner Data in a Continuous Improvement Cycle?

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School improvement plans reflect the processes, systems, and people that develop them. So before you dive into planning for the next big phase of your work for multilingual learner (ML) students, it's important to reflect on how your improvement cycles are currently working. To make the right decisions, interest holders should consider how improvement cycles are constructed, what data is included, and whether changes will impact ML students. By checking in on school preparedness for an improvement cycle, school leaders should attend to the conditions of success including trusting relationships, collaborative leadership, and shared purpose. Reflecting on these aspects can create structures that enable new behaviors and practices with ML students at the forefront of improvement.

This tool was adapted from pages 53-54 of **Volume IV EL Roadmap Implementation Guide and Toolkit for Administrators** in partnership with Californians Together and Community Schools Learning Exchange.

Making sense of data involves way more than just the data. Our attitudes, beliefs, and expectations shape our interpretations of data, and our ideas for how to act. In cycles of continuous improvement, there should be reflective periods of monitoring that allow for discussion and perspective-taking, focused on our shared vision for ML student equity. The reflection tool below includes a robust compilation of indicators ranging from sense of confidence, school culture of data use, practices for progress monitoring, and safety net monitoring for recently reclassified ML students. The indicators are meant to elicit a wide variety of “data-friendly” practices that demonstrate avid use of ML related data for decision-making and continuous improvement. This tool is a conversation starter for staff, teachers, counselors, and administrators to develop ideas for collaborative and data-driven improvement.

	Check “yes”	To some degree	Rarely or not happening	Comments
I feel confident in my understanding of ML data.				
Our district provides data to the site in accessible formats, in a timely manner, and in formats that enable various forms of inquiry and data-based planning at the site.				
Teachers understand the meaning of ELPAC levels and the implications of those levels for planning instruction and providing supports.				
Pertinent EL typology designations appear on class rosters.				
Teachers and counselors understand the meaning of and implications of ML typologies for placement , instruction, and services.				
Teachers consistently plan instruction and support for MLs based on English proficiency level and formative assessments of language needs.				
Grade-levels, department groups and the whole school look at growth and progress toward English proficiency as part of a regular planning cycle .				
All student achievement data can be disaggregated and analyzed by ML typology, English proficiency level, and program placement.				
School teams regularly meet to collaboratively reflect on student work and ML data.				
The school culture welcomes data as a tool for increased understanding , inquiry, and planning.				
Grade-level teams and/or departments work together on developing assessments linked to the curriculum and differentiated for English proficiency levels.				



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Teachers, counselors, and administrators are aware of and provide the allowable and appropriate accommodations for testing Multilingual learners.				
We engage in robust data analyses , asking multiple types of questions about ML progress, participation, and achievement.				
Placement and high-stakes decisions are based on multiple measures and methods —including ELPAC, SRI, years in US schools, and ML learner subgroups.				
We communicate regularly with the EL parent community in linguistically accessible formats, about EL access, progress, and achievement.				
We have clear entrance and exit criteria for ELD, newcomer or intervention courses and use data to make ongoing, flexible placement decisions .				
We engage in regular progress monitoring of strategies (through learning walks, EL shadowing, instructional rounds, etc.) with shared and aligned protocols and processes for improvement.				
We partner with Resource Specialists and psychologists with bilingual and bicultural skills to ensure timely and accurate identification of students with disabilities .				
We monitor the progress of ELs and recently reclassified students (within the last four years) to ensure they are on-track or to trigger targeted support and intervention as appropriate.				

