

Data to Action- Turning EL Data into Instructional Impact

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Kenton County School District | It's about ALL kids

THE ELD DEPARTMENT

in the KCSD



Kenton County School District | It's about ALL kids

Supporting English Learners. Empowering Futures. Strengthening Our Community.

706

EL STUDENTS

We are proud to support 706 English Learners across the KCSD!

OUR TOP 5 LANGUAGES

Spanish

Arabic

Hakha Chin

Lingala

French

Celebrating the diverse languages and cultures that enrich our schools!

OUR ELD TEAM



9

EL TEACHERS

Dedicated to providing high-quality ELD instruction and support.



1

EL IA

Supporting students and teachers in the classroom every day.



5

STUDENT INTERNS

Exited EL students gaining valuable experience while supporting our EL students.



1

EL COORDINATOR

Leading with vision, collaboration, and a commitment to excellence.



OUR MISSION

The ELD Department is committed to creating inclusive, supportive learning environments where English Learners thrive academically, linguistically, and socially.

Every Student, Every Language, Every Opportunity.



Together, we empower English Learners to achieve their goals and shape the future of the KCSD.

ANALYSIS OF EL DATA IN THE KCSD

— Informing Decisions. Improving Outcomes. Empowering All Students. —



DISTRICT LEVEL

Analyze EL data across the district to identify trends, allocate resources, and guide districtwide practices and policies.







EL TEAM LEVEL

-  Examine EL data to monitor progress, identify student needs, and plan targeted programs and supports.
-  Monitor the effectiveness of programs and supports.
-  Collaborate and build capacity to improve outcomes for ELs.






SCHOOL LEVEL

-  Name and claim EL students.
-  Use EL data to make informed MTSS decisions.
-  Analyze EL data to identify schoolwide trends and monitor student progress.
-  Use EL data in PLCs to inform instruction and support strategies.



CLASSROOM LEVEL

-  Analyze EL data to understand individual student progress and inform daily instruction and targeted supports.
-  Choose appropriate scaffolds for the language of the task based on individual ACCESS domain scores.
-  Monitor student growth and adjust instruction based on data.

DATA SOURCES: ACCESS, EL Progress Monitoring, MAP, Common Assessments, KSA.

EL Team – Data Analysis

- ACCESS
 - Update PSPs
 - Service Types and accommodations
 - Identify trends for:
 - EL grouping
 - Classroom scheduling recommendations for effective push-in
 - Pull-out instructional decisions and planning
- EL Progress Monitoring-3 times per year
 - ELD Team PLC after each progress monitoring round
- Effective Push-In Instruction
 - Identify language goals for individual students
 - Real-time scaffolds

School Level Data Analysis and Planning for ELs

- Naming and Claiming ELs (MTSS):
 - Who are your ELs?
 - Who are your exited monitored ELs?
 - What are their overall ELP levels?
 - What are their individual ACCESS domain scores?
 - Scheduling Considerations
- EL Scaffolding Toolkit
 - All teachers receive overview of ACCESS and Scaffolding Toolkit

A ROADMAP FOR SUPPORTING ELs THROUGH DATA IN THE KCSD

Right Support. Right Time. Right Data.



USE ALL DATA SOURCES



COMMON ASSESSMENTS

Measure mastery of grade-level content and standards



BENCHMARK ASSESSMENTS

Track progress toward grade-level standards over time



ACCESS FOR ELLs

Measure English language proficiency (overall score, ELP level, and domain scores: L, S, R, W)



PROGRESS MONITORING

Monitor student growth and response to instruction and scaffolds



CONTINUOUSLY EVALUATE, REFLECT, AND ADJUST: Use evidence from all data sources to determine if scaffolds are still needed, if they are the right level of support, and how to adjust for maximum language growth and content learning.

MAKING SURE ALL TEACHERS HAVE THE TOOLS THEY NEED

— *to Support English Learners* —

Equipping Teachers. Empowering Students. Ensuring Success for Every English Learner.

1



**TEACHERS KNOW
THEIR ELs AND
HAVE THE TOOLS
TO GET STARTED**

- ✓ Teachers know who their English Learners (ELs) are.
- ✓ Teachers know what their students' ACCESS scores are.
- ✓ Teachers have been introduced to the **KCSD Scaffolding Toolkit**.



Access the
KCSD Scaffolding Toolkit:
[Click Here](#)

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**PROVIDE TEACHERS
WITH A PLC AGENDA
TO MAKE INFORMED
DECISIONS**

Provide teachers with a PLC agenda to use to make data-informed, collaborative decisions about how to best support their English Learners.



Access the
EL PLC Agenda
[Click Here](#)

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**PROVIDE ONGOING,
JOB-EMBEDDED
PROFESSIONAL LEARNING**

Provide ongoing, job-embedded professional learning in planning for English Learners by matching the appropriate scaffolds from the EL Scaffolding Toolkit to the individual language demands of the content and tasks.

- ✓ Professional learning happens at the individual school level and is also offered at the district level throughout the year.
- ✓ Teachers receive feedback through walk data from both building administrators and the EL Coordinator.



When teachers have the right information, collaborate using structured tools, and receive ongoing support, we create classrooms where English Learners can thrive academically, linguistically, and socially.

*Every Student. Every Language.
Every Opportunity.*



Kacie Adams

EL Coordinator

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