Long-term ELLs Data Analysis Task

In addition to MLLs/ELLs Data Analysis Task School Experiences 1, consider the following questions for Long-Term ELLs. Building a deeper understanding about Long-term ELLs and their schooling experiences can help district/schools identify indicators that might be helpful to predict Long-term ELLs needing targeted supports. It will also help determine if changes are needed in policies and practices related to Long-term ELLs.

%	Inquiry	Implications - Discussion of Findings	Next Steps
	What % of Long-term ELLs are female?		
	What % of Long-term ELLs are male?		
	What % of Long-term ELLs are in segregated sheltered courses?		
	What % of Long-term ELLs are in visual and performing art courses and/or pathways?		
	What % of Long-term ELLs are in STEM courses and/or pathways?		
	What % of Long-term ELLs are in CTE courses and/or pathways?		
	What % of Long-term ELLs receive support services specifically designed for Long-term ELLs?		

%	Inquiry	Implications - Discussion of Findings	Next Steps
	What % of Long-term ELLs receive acceleration course offerings specifically designed for Long-term ELLs?		
	What % of Long-term ELLs are active in school sponsored extra-curricular activities?		
	What % of Long-term ELLs are active socially outside of school?		
	What % of Long-term ELLs have strong reading skills?		
	What % of Long-term ELLs have mentors?		
	What % of Long-term ELLs have a graduation plan?		
	What % of Long-term ELLs receive guidance at least four times a year?		