



# LAS Links Data Dive Professional Development Modules



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## PURPOSE AND GOALS OF LAS LINKS PROFESSIONAL DEVELOPMENT MODULES

### PURPOSE:

- To engage all stakeholders (district leaders, teachers, parents and students) in the rich LAS Links data obtained during interim testing.

### GOALS:

- To empower teachers to make data driven instructional decisions based on their LAS Links data.
- To increase students' language proficiency, hence their Title III, daily core content, and achievement performance.
- Provide all stakeholders with actionable data driven strategies to help them reach their language targets at the student, classroom, grade, school and district levels.



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## PROFESSIONAL DEVELOPMENT MODULES – 3 Hour Sessions

MODULE 1: LAS Links 101: Navigating the Data and Reports  
(pre-requisite to all other modules)

MODULE 2: Implementing Data Driven Strategies to Achieve Growth Targets

MODULE 3: Connecting the Data to the Multi-tiered System of Supports (MTSS)

MODULE 4: LAS Links Item Analysis – Focus on Subskills and Objectives

MODULE 5: Connecting Language and Achievement Data: A Holistic Approach

MODULE 6: LAS Links and Parent Engagement

MODULE 7: Student Engagement: "Leveling Up!"

MODULE 8: Understanding Oracy's Role in Literacy and Biliteracy

MODULE 9: LAS Links Español: Strengthening Bilingualism and Biliteracy



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## MODULE 1: LAS Links 101: Navigating the Data and Reports (pre-requisite to all other modules)

**DESCRIPTION:** This module provides “introductory” information regarding the data and reports provided by LAS Links.

**PURPOSE:** To engage stakeholders to:

- Better understand “what the data means”, i.e. “what is a scale score?”
- Analyze and interpret students’ results to uncover trends.
- Fully understand the data in order to connect to appropriate classroom strategies.
- Easily navigate the LAS Links Interactive Reporting System to generate, download and print reports.

**INTENDED OUTCOMES:**

- Empower teachers (and all stakeholders) with data and data driven strategies.
  - Engage core content area teachers (i.e., Math teachers) to better understand what the LAS Links data is revealing about the students’ language proficiency in the core content class and what strategies the core content (non-EL certified teacher) can implement to assist in the language development of ML/EL student(s) in their class(es).
- Increase students’ language proficiency, Title III, daily core content and achievement performance.

## MODULE 2: Implementing Data Driven Strategies to Achieve Growth Targets

**DESCRIPTION:** This module supports the use of the growth study developed by DRC, helping districts to set and meet their growth targets.

**PURPOSE:** To engage stakeholders to:

- Set correct growth targets based on “baseline” LAS Links scale scores and the DRC growth targets.
- Develop instructional strategies specific to domain and composite growth target needs (by student/by cohort) as determined by the district.
- Investigate trends and outcomes from previous administrations (met/missed growth targets).

**INTENDED OUTCOMES:**

- District leader participants will use their LAS Links data to uncover trends districtwide and school to school as “grows” and “glows”.
- Engage core content area teachers (i.e., Math teachers) to participate in the language development and the growth target goals of the EL/ML students in their classes.
- Increase students’ language proficiency, Title III, daily core content and achievement performance.

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## MODULE 3: Connecting the Data to the Multi-tiered System of Supports (MTSS)

**DESCRIPTION:** This module guides participants on how to dig into the LAS Links Strand Scores to determine for each of the strands if students need Tier 1, Tier 2, and/or Tier 3 interventions.

**PURPOSE:** To engage stakeholders to:

- Develop the LAS Links Strands Roster report in order to determine the MTSS tiers for each strand/student.
- Link the students' results to data driven instructional strategies based on their indicated "tiered" need.

**INTENDED OUTCOMES:**

- Gain a better understanding of how the LAS Links data can allow teachers to differentiate needs within their classroom.
- Develop strategies when inevitably student data will indicate the need for Tier 1, Tier 2 and Tier 3 interventions across a single class/group of students.
- Engage core content area teachers (i.e., Math teachers) to help them better understand the specific needs of the ML students in their classroom.
- Increase students' language proficiency, Title III, daily core content and achievement performance.

## MODULE 4: LAS LINKS ITEM ANALYSIS – FOCUS ON SUBSKILLS AND OBJECTIVES

**DESCRIPTION:** This module reviews student performance on each item on the LAS Links assessment allowing teachers to cross reference to the subskills and objectives measured by each item.

**PURPOSE:** To engage stakeholders to:

- Understand how to interpret their students' performance on each item of the assessment while gaining a better understanding of what is being measured.
- Develop an understanding of the rubrics used to score the Speaking and Writing subtests of the assessment.
- Create and implement specific lessons focused on introducing and practicing each subskill that the LAS Links results indicated is a needed focus either by student or group. This is not to teach to the test but rather to develop strategies focus on the subskills and objectives being measured.

**INTENDED OUTCOMES:**

- Empower teachers (and all stakeholders) with data and data driven strategies.
- Increase students' language proficiency, Title III, daily core content and achievement performance.

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## MODULE 5: Connecting Language and Achievement Data: A Holistic Approach

**DESCRIPTION:** This module provides guidance regarding the difference between language and achievement but emphasizes the critical impact of both on educational outcomes.

**PURPOSE:** To engage stakeholders to:

- Better understand the difference between language and achievement in both the context of education and assessment.
- Use both language and achievement data to develop a holistic view/understanding of a student's profile.
- Using both language and achievement data, pinpoint where language strategies to develop core content language may/can directly impact achievement growth.

**INTENDED OUTCOMES:**

- Increase academic language proficiency therefore increasing students' language proficiency overall, Title III scores, daily core content scores, students' achievement scores.
- Engage core content area teachers (i.e., Math teachers) to help them better understand the specific needs of the EL/ML students in their classroom.

## MODULE 6: LAS Links and Parent Engagement

**DESCRIPTION:** This module provides district personnel with tips and tools they can use to engage parents in their student's language journey through the lens of LAS Links performance data.

**PURPOSE:** To engage stakeholders to:

- Enhance parent engagement both in parent/teacher meeting settings as well as larger community type settings by providing information parent's find meaningful. For example:
  - Why are you testing my student?
  - What are you using to test my student?
  - What do the test results mean?
  - What do you do with the test results?

**INTENDED OUTCOMES:**

- Foster teacher/parent collaboration.
- Encourage/support continued language development at home by providing parents with easy-to-use strategies they can implement.

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## MODULE 7: Student Engagement: "Leveling Up!"

**DESCRIPTION:** This module provides strategies to engage students in their own language journey.

**PURPOSE:** To engage stakeholders to:

- Motivate EL/ML students to put forth their best effort not only on test day but all along their language journey.

**INTENDED OUTCOMES:**

- Students will have a better understanding of their own LAS Links data and therefore a better understanding of their own "grows" and "glows".
- Leverage students' understanding of their language strengths so they are aware of their own language use and knowledge.
- Engaging students in seeing/setting/monitoring their own growth targets makes students not just part of the process but empowers students in their own language journey. This leads to more engagement and effort.
- Increase students' language proficiency, Title III, daily core content and achievement performance.

## MODULE 8: Understanding Oracy's Role in Literacy and Biliteracy

**DESCRIPTION:** This module focuses on connecting the LAS Link Oral/Oracy score to the LAS Links Literacy score to allow teachers to strategically plan their instruction so that it supports each student's individual path to literacy.

**PURPOSE:** To engage stakeholders to:

- Better understand the role Oracy plays in a student's Literacy development
- Crosswalk student LAS Links performance on Speaking/Listening and Reading/Writing Subskills and Objectives to determine specific strategies
- Uncover trends to leverage skills in dominant areas to grow other areas of language and literacy development
- Implement specific cooperative learning strategies that will leverage a student's oracy and/or literacy skills while helping to build the oracy and/or literacy skills of their partner(s).

**INTENDED OUTCOMES:**

- Empower teachers (and all stakeholders) with data and data driven strategies.
- Increase students' language proficiency, Title III, core content and achievement performance.

## MODULE 9: LAS Links Español: Strengthening Bilingualism and Biliteracy

**DESCRIPTION:** This module has two main points of emphasis: 1) using LAS Links Español data to monitor the progress of Spanish language development in a Spanish Dual Language Programs and 2) comparing students' English and Spanish language proficiency to determine language dominance.

**PURPOSE:** To engage stakeholders to:

- Analyze and interpret students' LAS Links Español results to uncover trends.
- Fully understand the data in order to connect to appropriate classroom strategies.
- Develop a full linguistic profile (Relative Language Proficiency, RLP) of each student and group of students.

**INTENDED OUTCOMES:**

- Turnkey the students' RLP results into data driven instructional strategies.
- Stakeholders will draw meaningful conclusions regarding where students are on their path to biliteracy and how to tailor instruction (both language and core content, English and Spanish) can be tailored to support their growth.

### DRC OFFERS 2 MODES FOR DELIVERY OF THE LAS LINKS MODULES: ONSITE AND WEBINAR

**Delivery:** ONSITE

**Duration:** Two 3-hour half-day sessions (both sessions must be scheduled to take place on the same day)

**Audience:** Maximum 40 participants; District Representatives, Teachers and/or Test Administrators

**Technology Requirements:** Ability for the training to connect to an LCD projector (or similar device), speakers and microphone (as needed). Computer with internet connectivity for each participant.

**Delivery:** WEBINAR

**Duration:** One 3-hour session

**Audience:** Maximum of 40 participants (negotiable); District Representatives, Teachers and/or Test Administrators

**Technology Requirements:** Computer with internet connectivity for participants; video conferencing app

*Please see the order forms for pricing.*



**TO LEARN MORE ABOUT HOW LAS LINKS  
VISIT [LASLINKS.COM](https://laslinks.com) OR CALL DRC AT 800.538.9547.**