1. The EL subgroup is not static.
   - Problem: EL outcomes are a moving target in data systems, which biases data interpretations against current ELs.
   - Related data points: Current EL academic achievement, graduation rates.
   - Solution: Report all EL outcomes disaggregated by former and current ELs. Create an “ever-EL” group to track the entire group of current and former ELs over their K–12 years.

2. Learning a language takes time—but not forever.
   - Problem: It is unrealistic to set a one-size-fits-all timeframe for language acquisition.
   - Related data points: Reclassification rates, or English language proficiency (ELP) achievement.
   - Solution: Use reclassification data with extreme caution. Monitor and report on ELs who have not exited after five to seven years.

3. ELs at different stages progress at different rates.
   - Problem: It is unrealistic to set one-size-fits-all expectations for year-to-year ELP growth.
   - Related data points: ELP growth.
   - Solution: Use growth models that account for contributing factors like initial ELP level and grade of entry.

4. English skills impact academic performance.
   - Problem: Below a certain threshold of English proficiency, it is impossible to make valid claims about academic proficiency in English.
   - Related data points: Current EL academic achievement.
   - Solution: In general, use academic achievement data with extreme caution. Emphasize academic growth models for current ELs. Set different academic targets based on ELP level.

5. Poverty affects most ELs and, as a result, their educational outcomes.
   - Problem: Without consideration of how poverty impacts the EL population, interpretations of EL data may misdiagnose root causes.
   - Related data points: All outcomes.
   - Solution: Report demographic needs data alongside outcomes data to bring awareness to the realities of school and district needs.

To read the entire paper, visit: https://www.newamerica.org/education-policy/policy-papers/seeing-clearly/.