2019 Start of School Summit

Tuesday, June 11, 2019

Kellogg Conference Hotel at Gallaudet University

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Using English Learner Data for a Successful Start of School

Division of Teaching & Learning (TAL)

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Start of School Summit Agenda

Time	Activity
8:30 – 9:00 a.m.	Check-in + Registration
9:00 – 9:20 a.m.	Summit Opening
9:20 – 9:30 a.m.	Break + Transition
9:30 – 11:00 a.m.	LEA POC Breakout Session #1
11:00 – 11:15 a.m.	Break + Transition
11:15 a.m. – 12:30 p.m.	LEA POC Breakout Session #2
12:30 – 1:30 p.m.	LEA Team Working Lunch + OSSE Resource Fair
1:30 – 2:45 p.m.	LEA POC Breakout Session #3
2:45 – 3:00 p.m.	Break + Transition
3:00 – 4:00pm	OSSE Staff Office Hours

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Session Agenda

Time	Activity
5 minutes	Introduction
10 minutes	Overview of EL Qlik App
20 minutes	ELs by grade, proficiency level, and transfer status
20 minutes	ELs' ACCESS growth targets
5 minutes	Introduce additional data examples and uses
10 minutes	Data Errors
5 minutes	Q + A, Closing + Next Steps

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Session Objectives

By the end of this session, participants will

1. Utilize the Early Access to English Learner (EL) Data Qlik App to access and analyze their data

Look at data to map ELs for staffing	Look at data to prepare for instruction

2. Be better prepared for incoming English Learners by understanding the characteristics of the students who will enroll

Look at historical EL data	Prepare to collaborate with other stakeholders

3. Improve data quality through changes to their school's SIS or OST tickets.

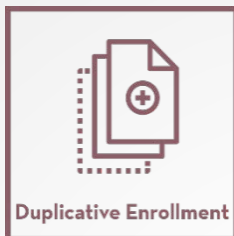| Learn about exceptions to the data policy	Learn how to correct data errors

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2019 Start of School Campaign Priorities

Data Connectivity

Data Troubleshooting

Duplicative Enrollment

Early Information for Special Populations

Enrollment Audit

Title Funding

Transportation

Early Information for Special Populations

Audience
- LEA English Learner, Special Education POCs

Goal
- Provide LEAs with timely access to critical information on incoming high school students and students with disabilities (SWD) and English learners (EL) using the EL, SWD, and High School Transition Qlik applications

How We'll Get There
- Addition of IDEA Part C data elements to the SWD app
- Additional data to be included in the EL app
- Addition of rising ninth and tenth grade student information in the High School Transition app

What's New for EL POCs?

- 2019-20 release of [Delivering Education Services to English Learners](#)

- **Increased guidance around EL identification procedures** for students with previous enrollment in other DC schools (See page 9)

  - Streamlined procedures to follow when a student transfers to a new DC LEA.

  - The Early Access to EL Data application allows LEAs to identify newly enrolled students who are ELs.

- **New information about EL status for adult students** transferring across adult-serving programs and traditional pathways (See pages 11-12)

- **Streamlining procedure for re-identifying a student in 'EL Monitored' status as EL** (See page 21)

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What's New for EL POCs?

- [2019-20 Start of School Checklist for LEA English Learner Points of Contact](#)

  - English Learner POCs who complete the items in the checklist will assist their LEAs in preparing to serve incoming ELs and ensure that both staff and students experience a great start to the 2019-20 school year.

- [Quality Programs for English Learners: A School Readiness Reflection Tool](#)

  - The purpose of the School Readiness Reflection tool is to provide local education agencies (LEAs) and schools with insight into current strengths and gaps in program support services for ELs in their school setting. In using the tool's rating system, school-based leadership, EL program coordinators, and other relevant school-based staff can work together to complete the self-assessment. This tool is to be used by LEAs/schools for informational and planning purposes only.

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- **New EL Qlik application data**
  - Re-identification of a student as EL
  - If the student was ever EL
  - EL status in 2018 Audit
  - ACCESS Growth Targets (currently showing 2018-19)

- **New EL Qlik app access**
  - Now available to Principals as well as LEA Data Managers, Heads of School, ACCESS for ELLs 2.0 Coordinators and ELL/LEP Coordinators

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5 Things English Learner POCs Should Know

The EL Qlik application shows student-level EL data for currently enrolled students <u>and</u> students expected to enroll in SY19-20

The EL Qlik app relies on enrollment data from MySchoolDC until LEAs send enrollment information to the SLED

The app is now available to principals as well as LEA data managers, heads of schools and EL POCs

Screeners only need to be administered once*

OSSE is here to assist LEAs in correcting EL data errors in their SIS

*Limited exceptions, which are outlined in OSSE's EL policies and procedures

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Session Overview

- How to leverage student-level data using the EL Qlik app
- Strategies for program planning and staffing
- Tips for sharing data with school-level staff
- Troubleshooting for data errors

Refer to the 2019 release of [Delivering Education Services to English Learners](#) for policies and procedures about:
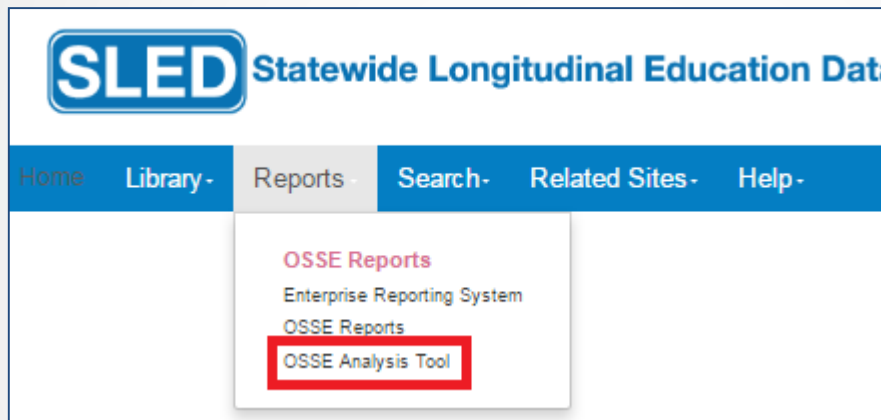
- EL identification;
- Screening;
- Instructional considerations;
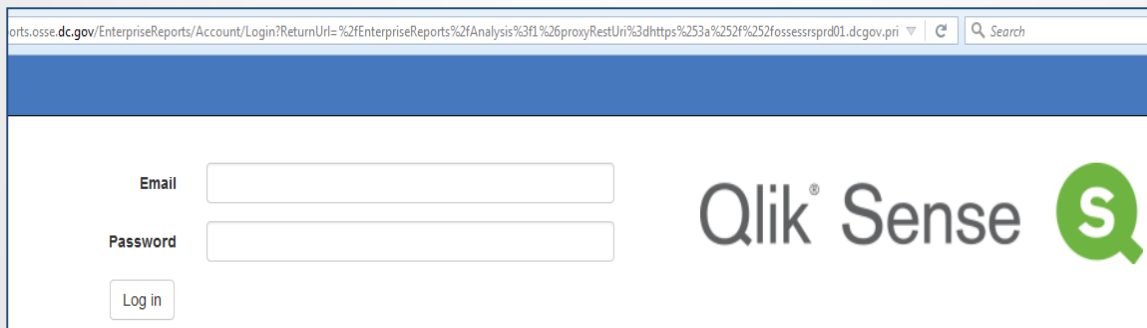- Assessment and accountability; and
- Exiting and monitoring.

Early Access Qlik Applications

There are multiple ways to access Qlik. Two common ways are:

1. Go to https://sled.osse.dc.gov/ and click on the Reports tab. Click the **OSSE Analysis Tool** option; or

2. Go directly to: https://analysis.osse.dc.gov

Early Access Qlik Applications

OSSE has created **three** Early Access Qlik applications:

- 2019-20 Early Access to Students with Disabilities (SWDs) Data

- 2019-20 Early Access to English Learners (ELs) Data

- 2019-20 High School Transition

SY19-20 Early Access to SWD Data

SY19-20 Early Access to EL Data

SY19-20 High School Transition

- The purpose of the Early Access to SWD Qlik application is to provide a preview of student-level special education related data for all the students pre-registered in the LEA. This application allows LEAs to plan and prepare to serve the student population.

- LEAs are able to view special education data, including
  - Eligibility and IEP start and end dates
  - Special education and related services details
  - Dedicated aide and assistive technology needs
  - Transportation information
  - Indication of prior receipt of IDEA Part C services *new*

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2019-20 Early Access to Students with Disabilities (SWD) Data Qlik application

- Access is available to the below eSchoolPLUS POCs:
  - LEA Data Managers
  - Heads of School
  - Principals ***new***
  - Special Education POCs
  - Pre-K Special Education POCs
  - Early Childhood Transition Coordinators***new***
- EL POCs should work in collaboration with SE POCs and Data Managers for SWD information on students dually identified as EL and SWD
- Application released: Apr. 26

- The purpose of High School Transition Qlik application is to provide LEAs participating in the **Bridge to High School Data Exchange** a preview of student-level enrollment and outcome data to support their students prior to the first official day of school.

- LEAs are able to view student data, including
  - Student enrollment data for 9th, 10th, and 11th grades ***new for 10th and 11th grades***
  - Demographic data
  - Attendance data
  - Statewide Assessment data
  - Math and English course name and grade for 8th and 9th grades ***new for 9th grade***

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- Access is available to the below eSchoolPLUS POCs:
  - LEA Data Managers

  - Heads of School

  - Counselors ***new***

- EL POCs should work in collaboration with School Counselors and LEA Data Managers for information on course and grade data for EL students.

- Release of enrollment data in the application: June 3

- Release of grade data in the application: Aug 2

- The purpose of the Early Access to EL Qlik application is to provide a preview of student-level English Learner-related data for all the students pre-registered in the LEA. This application allows LEAs to plan and prepare to serve the student population.

- LEAs are able to view EL data, including

  – Current EL status

  – Historic EL status

  – Screener scores

  – ACCESS scores

  – ACCESS Growth Target ***new***

  – Re-identification of a student as EL ***new***

  – If the student was ever EL ***new***

  – Enrollment Audit EL Status ***new***

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- Access is available to the below eSchoolPLUS POCs:

  - LEA Data Managers

  - Heads of School

  - Principals ***new***

  - ACCESS for ELLs 2.0 Coordinator

  - ELL/LEP Coordinator

- Release of the application: April 30

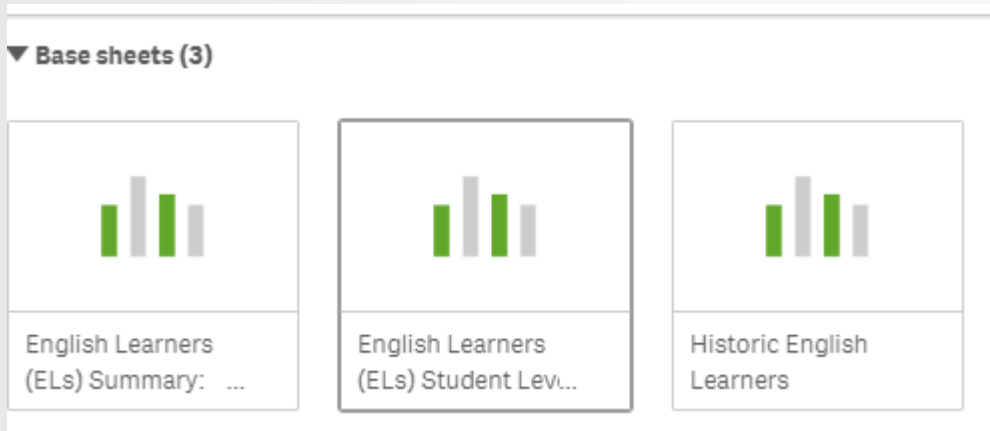- Release of the 2018-19 school year ACCESS scores in the application: July 31

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- **Before LEA SIS switch over to 2019-2020 school year**

  - **MySchoolDC** is the data source for students **pre-registered** for 2019-2020 school year

  - **LEA SIS** is the data source for 2018-2019 enrollments

- **After LEA SIS switch over to 2019-2020 school year**

  - **LEA SIS** is the data source (switch over occurs approximately three weeks prior to start of school)

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Three base sheets

▼ Base sheets (3)

| English Learners (ELs) Summary: ... | English Learners (ELs) Student Lev... | Historic English Learners |

Upper left corner: Tools for easy navigation within a sheet

Search
Undo
Redo
Clear search

Grade
02

English Learners (ELs) Summary:

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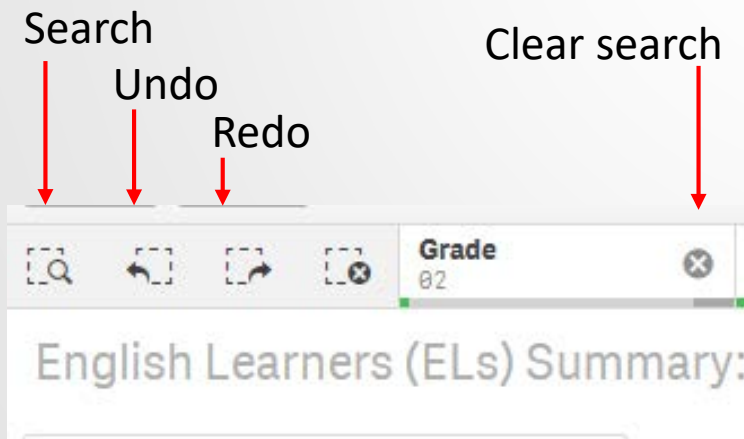
Upper right corner: Tools for easy navigation within a sheet

Toggle between pages using arrows or select from drop down in upper right corner
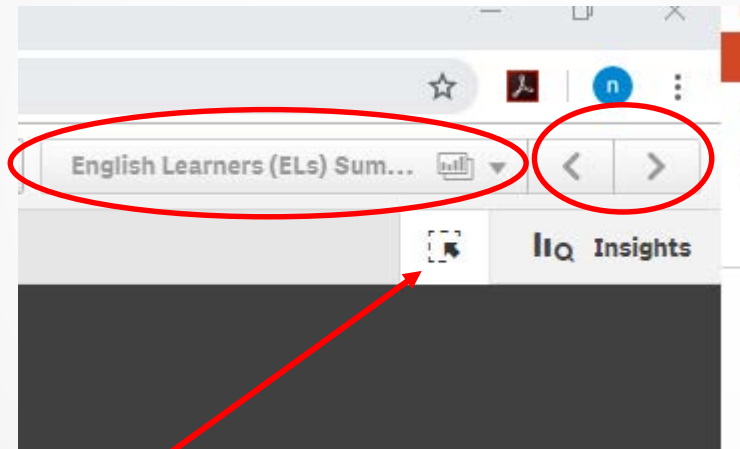
Open and close data selection tools

Steps for Exploring EL Qlik App

1. Review key data points available in the EL Qlik app

2. Discuss how these data can be used for planning, using an example and an LEA perspective

3. Use the app to answer key questions and plan next steps for your LEA

1. Number of EL students per grade and ACCESS proficiency level

2. Identify whether transfer students are ELs

3. ACCESS growth target (scale score to meet to be considered making adequate growth)

4. Students considered long-term ELs (in EL status more than five years) and dually-identified students (EL and Special Education status)

5. Students in EL monitored (ELm) status and ever EL

6. Languages spoken by EL students

Early Access EL Data	How You Can Use the Data
1. Number of EL students per grade and ACCESS proficiency level (by campus)	• To ensure sufficient qualified staff for serving your EL students • To plan for EL services based on students' proficiency level

Considerations
- Program model
- Staffing
- Differentiation
- Scheduling

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Example

Considerations

- Program model
- Staffing
- Differentiation
- Scheduling

Grade	Screener-Not Proficient	ACCESS Level 1	ACCESS Level 2	ACCESS Level 3	ACCESS Level 4	ACCESS Level 5	Total
PreK3	30	N/A	N/A	N/A	N/A	N/A	30
PreK4	25	N/A	N/A	N/A	N/A	N/A	25
Kindergarten	35	N/A	N/A	N/A	N/A	N/A	35
Grade 1	2	5	5	15	3		30
Grade 2		5	5	15	5		30
Grade 3		5	5	10	10		30
Grade 4		2	3	15	5		25
Grade 5			5	10	5		20
Total							225

Practice Time

Early Access EL Data	How You Can Use the Data
1. Number of EL students per grade and ACCESS proficiency level (by campus)	• To ensure sufficient qualified staff for serving your EL students • To plan for EL services based on students' proficiency level

Qlik steps

1. Go to the ELs Student Level Data: SY18-19 and SY19-20 page

2. In the top left corner, filter "EL 2018-19" to "YES"

3. Search by Grade (KG, 01, 02, 03, etc.) by clicking on the magnifying glass in the "Grade" column

4. You can click on any of the blue bars at the top to see more information by level of proficiency on screeners, ACCESS, and ALT-ACCESS

Complete Question 1 on your handout.

Transfer Students Who Have EL Status

Early Access EL Data	How LEAs Can Use the Data
2. Identify whether transfer students are ELs	• To determine whether an incoming transfer student is EL and their proficiency level • To prepare for EL services for the student

Considerations

- Additional student data
- Planning EL services
- Setting English language development goals

Example

Considerations
- Additional student data
- Planning EL services
- Setting English language development goals

Grade	Screener-Not Proficient	ACCESS Level 1	ACCESS Level 2	ACCESS Level 3	ACCESS Level 4	ACCESS Level 5	Total
PreK3	N/A	N/A	N/A	N/A	N/A	N/A	0
PreK4	1	N/A	N/A	N/A	N/A	N/A	1
Kindergarten	2	N/A	N/A	N/A	N/A	N/A	2
Grade 1				3			3
Grade 2			2	3	4		9
Grade 3		1		1	4		6
Grade 4		1	1		1		3
Grade 5			2	2			4
Total							28

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Practice

Early Access EL Data	How LEAs Can Use the Data
2. Identify whether transfer students are ELs	• To determine whether an incoming transfer student is EL and their proficiency level • To prepare for EL services for the student

Qlik steps:

1. Go to the English Learners (ELs) Summary: SY18-19 and SY19-20 page
2. Filter by Student Status in the top left corner: select "SY19120 New Pre-Enrolled"
3. Go to the ELs Student Level Data: SY18-19 and SY19-20 page
4. Search by Grade (KG, 01, 02, 03, etc.) by clicking on the magnifying glass in the "Grade" column
5. You can click on any of the blue bars at the top to see more information by level of proficiency on screeners, ACCESS, and ALT-ACCESS

Complete Question 2 on your handout.

ACCESS Growth Targets

Early Access EL Data	How LEAs Can Use the Data
3. ACCESS growth targets (scale score the student needs to meet to be considered making adequate growth; updated after 2018-19 data validation is finalized)	• To develop language goals with the student • To develop instructional plans • To communicate those language goals with families

Considerations

- Goal-setting
- Instructional planning
- Communication

Example

Considerations

- Goal-setting
- Instructional planning
- Communication

Student Name	Student 1
2018-19 ACCESS Composite Score	4.0
2019-20 Growth Target	4.4
Difference (Composite-Target)	0.4
Actual Growth	0.3
2018-19 ACCESS Reading Score	4.0
2018-19 ACCESS Writing Score	3.7
2018-19 ACCESS Speaking Score	4.3
2018-19 ACCESS Listening Score	4.4
English Language Development Goals in: • Reading • Writing • Speaking • Listening	Check Can Do Descriptors for levels 4 and 5

Early Access EL Data	How LEAs Can Use the Data
3. ACCESS growth targets (scale score the student needs to meet to be considered making adequate growth; updated after 2018-19 data validation is finalized)	• To develop language goals with the student • To develop instructional plans • To communicate those language goals with families

Qlik steps:

1. Go to the ELs Student Level Data: SY18-18 and SY19-20 page
2. Click on a student who has a 2017-18 ACCESS score, and scroll to the right to find their accompanying 2018-19 ACCESS growth target proficiency level and 2018-19 composite score
3. Go to the Historic English Learners page
4. Scroll right to see the student's 2017-18 ACCESS domain scores.

Complete Question 3 on your handout.

Long-term and Dually-Identified ELs

Early Access EL Data	How LEAs Can Use the Data
4. Students considered long-term ELs (in EL status more than five years) and dually-identified students (EL and Special Education status)	• To reflect on students' needs and how to support growth • To ensure sufficient qualified staff for serving your dually-identified EL students • To plan for both special education and EL services • To determine scheduling to allow for EL, SpEd and general education teachers' co-planning

Considerations

- Needs
- Supports
- Goals
- Growth

Example

Considerations

- Needs
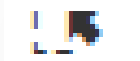- Supports
- Goals
- Growth

Status	Number
All dually-identified as ELs and students with disabilities (SWD)	35
All Long-term ELs (EL since before school year 2015-16)	60
• Long-term ELs who are dually-identified as students with disabilities (SWDs)?	20
• Long-term ELs who are not dually-identified	40

Practice

Early Access EL Data	How LEAs Can Use the Data
4. Students considered long-term ELs (in EL status more than five years) and dually-identified students (EL and Special Education status)	• To reflect on students' needs and how to support growth • To ensure sufficient qualified staff for serving your dually-identified EL students • To plan for both SpEd and EL services • To determine scheduling to allow for EL, SpEd and general education teachers' co-planning

Qlik steps:

1. In the top right corner, click on the box with the arrow
2. Search for "Year Student First Identified", click on all of the years prior to 2015-16, then click on the green arrow
3. Make sure that "EL 2018-19" is still filtered to "YES"
4. Click on the box with the arrow in the top right corner to return to data
5. You can also filter for dual identified students in any of the pages
6. Return to the Summary page to get total numbers after applying filters.

Complete Question 4 on your handout.

Monitored ELs (ELm)

Early Access EL Data	How LEAs Can Use the Data
5. How many students are in EL monitored (ELm) status	• To prepare your system for monitoring these students in ELm status • To allocate trained staff to monitor exited students

Considerations

- Monitoring system
- Transition planning
- Monitoring documentation
- Staff allocations

Example

Considerations
- Monitoring system
- Transition planning
- Monitoring documentation
- Staff allocations

Grade	Number of students in monitored status
PreK3	N/A
PreK4	N/A
Kindergarten	N/A
Grade 1	1
Grade 2	5
Grade 3	5
Grade 4	7
Grade 5	

Early Access EL Data	How LEAs Can Use the Data
5. How many students are in EL monitored (ELm) status	• To prepare your system for monitoring these students in ELm status • To allocate trained staff to monitor exited students

Qlik steps:

1. Close out previous filters at the top of the page
2. In the top right corner, click on the box with the arrow
3. Under "EL Monitored", click on M1, M2, M3, and M4; click green arrow
4. In the top right corner, click on the box with the arrow to return to data pages
5. In any of the data pages, you can scroll to see additional information

Complete Question 6 on your handout.

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EL Students' Languages

Early Access EL Data	How LEAs Can Use the Data
6. Language spoken by EL students	• To plan for language access, e.g., translations and interpreters • To learn about your students

Considerations

- Translations
- Interpretation

- Outreach
- Cultural responsiveness

Example

Considerations

- Translations
- Interpretation
- Outreach
- Cultural responsiveness

Language	Number of Speakers
Spanish	105
Amharic	45
Vietnamese	15
Chinese	25
Korean	15
French	0
Arabic	5
Tigrinya	15
Russian	5

Practice

Early Access EL Data	How LEAs Can Use the Data
6. Language spoken by EL students	• To plan for language access, e.g., translations and interpreters • To learn about your students

Qlik steps:

1. Go to the ELs Student Level Data: SY18-19 and SY19-20 page
2. Filter by EL 2018-19 in top left corner
3. Go to the English Learners (ELs) Summary: SY18-19 and SY19-20 page
4. The SY1819 Student Count by Native Language bar chart provides the data

Complete Question 6 on your handout.

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Check for Understanding

We reviewed tips to manage your LEA's EL-related data.

1) Name two EL-related data that appear in your SIS.

2) Name two ways you can use the app for planning purposes.

3) Name one next step at your LEA to use the Early Access to EL Data Qlik app.

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Resolving Data Errors

Why do data errors matter?

- **Risk of underidentifying**
  – A student who has previously been EL without exiting may not receive needed receive services or take ACCESS

- **Risk of overidentifying:**
  – A student who has previously exited without being purposefully re-identified may be inadvertently placed in unneeded services or unnecessarily take ACCESS

Resolving data errors can avoid unnecessary confusion for students, parents, teachers and administrators.

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Assessment Errors

- Students who were identified as EL in 2014-15 or later and are in grade 1 or higher, but do not have an ACCESS score

  - **Resolution:** Assess the student on ACCESS, ensure student is on school-level EL lists

Data Errors

Screener-Related Errors

- **Students who are classified as EL, but don't have a screener or ACCESS score**

  – **Resolution:** Ensure that students have been screened or the student took ACCESS in 2018-19. Enter screener score into school's SIS

- **Students whose screener status is proficient but they are classified as EL**

  – **Resolution:** Ensure student has been properly screened and that original screener status is reflected in the school's SIS.

  – Remember, students cannot exit EL status based on a screener.

  – If the student should not have been identified as EL, submit an OST ticket with appropriate documentation (see the EL Exceptions Policy)

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Parents Waive Services

- Students whose parents waived services, but are not labeled as ELs and/or do not have ACCESS scores

  - **Resolution:** Students should still be classified as ELs and take ACCESS, even if their parents waive services

  - Change the student to EL-YES in the school's SIS and administer ACCESS

Native Language

- Students who are classified as EL but whose native language is English

  - Resolution: Double-check that the native language on the Home Language is correct and change the value in your school's SIS if it is not

  - NOTE: English may be the only language on the most recent version of the HLS, so listing English as the native language is acceptable

Unified Data Errors

- "Identified as English Learner in Past Two Years – Not ACCESS Proficient" or "Not English Learner but Not ACCESS Proficient"

  - Student has been identified as EL by OSSE based on historical data, and should continue to be EL unless resolved through the exceptions policy.

NOTE: You can also look in the Unified Data Errors (UDE) Qlik App, under "assessment errors", though the deadline for resolving these errors for 2018-19 has passed. If students' EL statuses are not correct, follow the same procedures in the EL Exceptions Policy to have errors removed for 2019-20.

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If you are having login issues, please check your user credentials provided by OSSE.

Submit a ticket to the **OSSE Support Tool** for:

- Access to the Qlik system

- Qlik system issues

- Student-level data issues

Q&A

Following Up

For additional assistance, please reach out to

- Chandi Wagner
  Chandi.Wagner@dc.gov

- Anika Harris
  Anika.Harris@dc.gov

- Jennifer Norton
  Jennifer.Norton@dc.gov

Or visit
https://osse.dc.gov/page/english-learners-els

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Appendix

Early Access Qlik Applications

Qlik is a data visualization tool used for interactive reports and dashboards with charts and graphs. It serves as a visualization software to simplify data analysis and helps make informed business decisions.

- Qlik offers and presents data through:
  - Visualization
  - Ease of exploration
  - User-driven, drag-and-drop creation
  - Collaboration and storytelling

- A user's role in eSchoolPLUS will determine if they have access to a particular OSSE Qlik application.

- Reach out to LEA Data Manager to confirm your role in eSchoolPLUS.

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