



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

## 2021-22 Early Access to EL Data Qlik Application: User Tips for LEAs

OSSE's data visualization application in Qlik Sense provides timely and appropriate data to help LEAs plan and prepare to meet the needs of EL students, which include current students for the current school year and students who are pre-enrolled in the LEA for the upcoming school year. This application provides a preview of student-level EL-related data, including:

- Current EL status
- Historic EL status
- Screener scores
- ACCESS scores
- ACCESS domain scores
- Dual identification (EL and Special Education)
- Re-identification of a student as EL
- If the student was ever EL
- PARCC scores
- ACCESS growth over time

Roles that have access to this application (<https://analysis.osse.dc.gov>)

- LEA Data Managers
- Heads of School
- EL/LEP Coordinators
- Principals
- Counselors
- Enrollment Coordinators

The application relies on enrollment data from MySchoolDC until an LEA's student information system (SIS) begins sending enrollment information to the Statewide Longitudinal Education Database (SLED) during the summer (usually mid- to late-July, but this varies by LEA) for the upcoming school year. The data available in the application is provided in real time; therefore, users should be mindful of the frequency with which the data may change when making planning decisions.

To effectively using the data available in the Early Access to EL Data application, OSSE recommends the following steps:

**1. Determine the need for English language proficiency screening.**

Identify which students need to be screened for English language proficiency including any student with PEL/PNEL status who requires re-screening. Also, transferring students in grades pre-K, K and the first semester of grade 1 are to be re-screened in the spring of Kindergarten or fall of grade 1 with a 4-domain screener. Otherwise, students with a proficient screener status or EL-NO status do not require screening.

**2. Identify LEA staff members to include in data discussions.**

Data does not work in isolation. Connect the EL coordinator with the student enrollment manager and data team to conduct a more comprehensive analysis of student information. Also, consider looping in the business or finance teams to assist with budgeting.

**3. Compare staffing levels with student needs.**

Examine the number of incoming EL students, and their levels of proficiency, to determine appropriate staffing levels.

**4. Determine additional staff training needs.**

Review student services and needs to determine if school staff is prepared with the necessary training and skills to serve these students. For example, if an LEA is receiving a large number of students who are new to the U.S. or ACCESS proficiency level 1, consider if staff is adequately trained to serve and interact with these students. Additionally, review the home language survey to determine what language supports may be needed to communicate with families; for example, translation services for written documents or interpretation services for oral communication may be needed.

**5. Review student information to determine classroom and cohort assignments.**

To prevent unnecessarily segregating EL students from non-EL students, use student data and English proficiency levels to create diverse classrooms.

**6. Contact the sending schools to coordinate transfers of student records and other relevant information.**

Reach out to colleagues at each sending school to establish a channel of communication that will ensure a smooth transition for both staff and students. Request appropriate student records or transcripts (parent consent is not required to send or receive student information in this scenario).

**7. Reach out to parents to make early connections.**

Strong, positive parent-school relationships are integral to student success. Get a jumpstart on building relationships with parents of ELs by making contact prior to the start of school. Provide key information, establish points of contact, and invite parents to school events.

**8. Regularly destroy any exported data to protect student privacy.**

The information provided in the application contains personally identifiable information (PII) protected by the Family Educational Rights and Privacy Act (FERPA). The data are live and will

change as student enrollments are updated throughout the summer. Ensure compliance with FERPA and related privacy laws by destroying exported data and any documents containing student PII, once the data is no longer relevant.