



Early Access to English Learner Data Qlik Application: New Features for the 2021-22 School Year

Oct. 29, 2021

Objectives

Content Objective:

- Use the new features of the Early Access to English Learner (EL) Data Qlik application to enhance your EL program planning and supports

Language Objective:

ELD-SI.LEA Qlik Users.Inform.Expressive:

- Inform potential users of the expanded data points in the app
- Plan to demonstrate how data from the app can be used to collaborate with colleagues on EL program planning and supports

Foundational Principles for Serving English Learners



Value the cultural and linguistic backgrounds of English learners (ELs).



Provide EL students access to grade-level academic content and English language instruction that are appropriate for advancing their language proficiency and academic achievement.



Partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social, and emotional development.



Use multiple sources of data to inform and continually refine EL programs, services, instruction and assessment.

Big Idea's In the WIDA Standards Framework



Foundational Principles for Serving English Learners



Use multiple sources of data to inform and continually refine EL programs, services, instruction and assessment.

With an EQUITY-focused, COLLABORATIVE approach in mind, what data do you need to meet this principle?

How can you gather that data?

What choices might you make after analyzing the data?

New to the App or Need a Refresher?

View [Introduction to the Early Access to English Learner Data Qlik Application](#) to learn how to use the app to identify:

- Number of ELs per grade and ACCESS proficiency level
- Whether transfer students are ELs
- ACCESS growth target
- Students considered long-term ELs and dually-identified students
- Students in EL monitored (ELm) status and ever EL
- Languages spoken by ELs

View [New Features for the 2020-21 School Year](#) to learn to identify:

- Screener date
- Historic ACCESS scores
- PARCC/MSAA ELA and math scores.

Roles With Access to the App

Access to this application is available to:

- All local education agency (LEA) data managers
- Heads of school
- Principals
- ACCESS for ELLs 2.0 coordinators
- EL coordinators
- Counselors
- Enrollment audit points of contact (POCs)

Main App Data Points for the 2021-22 School Year

The Early Access to ELs Qlik application provides a preview of key student-level EL-related data that is critical for serving ELs effectively, including:

Current EL status	ACCESS composite score	Students not screened *new*
Historic EL status	ACCESS domain scores	
Screener date	ACCESS growth target	Students with overdue or untimely screening *new*
Re-identification of a student as EL	PARCC ELA and Math scores	
If the student was ever EL		

The New Initial EL Screening Sheet

This sheet shows an LEA if its students have been screened timely, untimely or not at all.

Students will only appear as having been screened if the screener status, score, and date are provided in the LEA's student information system (SIS).

Which students are in the Initial EL Screening sheet?

- Those who have a native language other than English in the LEA's SIS and who do not have prior EL history in a DC school
- Those with a provisional EL status in the prior school year

The New Initial EL Screening Sheet

The Initial EL Screening sheet displays:

- **Students not screened**
- **Percentage of students not screened**
- **Students with overdue screening**
- **Percentage of students with overdue screening**
- **Students screened timely**
- **Students screened untimely**
- **Percentage of students screened timely**

The screenshot shows a software interface for 'Initial EL Screening'. At the top, there are tabs for 'Analyze Sheet' and 'Narrate Storytelling'. Below the tabs, there are several summary statistics displayed in a grid format:

- Students Not Screened
- Percentage of Students Not Screened
- Students with Overdue Screening
- Percentage of Students with Overdue Screening
- Students Screened Timely
- Students Screened Untimely
- Percentage of Students Screened Timely

Below the summary statistics is a data table with the following columns:

USI	Student Name	DOB	Current Grade	Current LEA Name	Current School Name	EL 2021-22	EL Screener Str

Initial EL Screening Sheet and the Enrollment Audit

For the remainder of October 2021, OSSE will review EL identification data in each LEA's Initial EL Screening sheet.

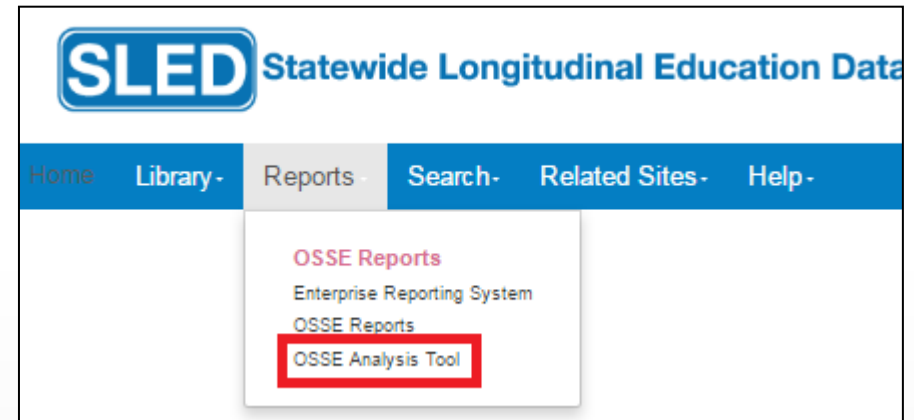
This new initiative is part of the annual enrollment audit to determine if 100 percent of students needing screening were screened in a timely manner.

If OSSE finds that not all students needing screening were screened in a timely manner, OSSE will contact LEAs for support meetings as needed.

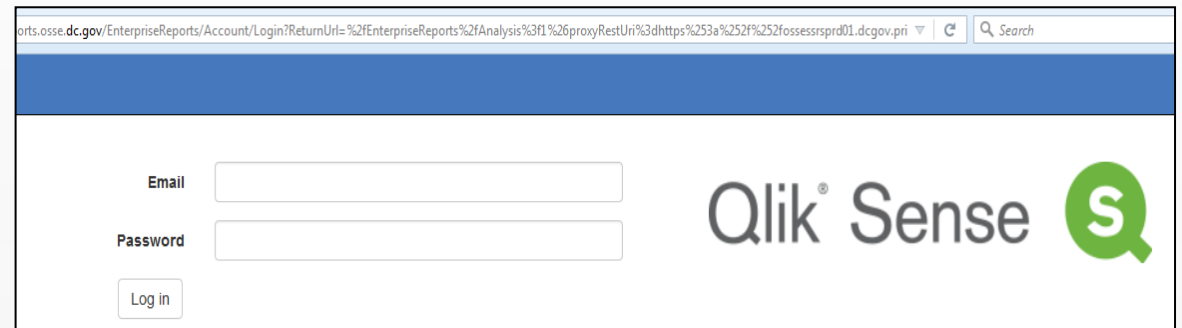
Let's Explore the New Features of the App

You may follow along with us as we look at a demo version of the app.
Or, you may follow along by looking at your LEA's data by logging in to the app.

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



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



Data Report for Deep Analysis and Plan of EL Services

Now that you have explored the features of the EL Qlik App, identify the following data for a student at your school/LEA:

Sample Data Report							
Student Name:				Current Grade:			
Sending LEA Name:				Sending School Name:			
Receiving School Name:							
EL Screener Date	EL Screener Score	Most Recent ACCESS Testing Year	Most Recent ACCESS Proficiency Level	Most Recent ACCESS Scale Score	Native Language	Growth Target Scale Score	Growth Target Proficiency Level
09/01/2015	1	2019-2020	2.4	299	SPA	329	3.1
Most Recent ACCESS score by Domain							
Listening	Speaking	Reading	Writing				
1.9	2.7	2.0	3.0				
PARCC ELA Scale Score	PARCC ELA Performance Level	Growth Percentile ELA	PARCC Math Scale Score	PARCC Math Performance Level	Growth Percentile Math		
717	2	65	681	1	11		



Leading Meetings Analyzing Assessment Results

- Use this tool to facilitate a meeting to analyze of assessment results.

Leading Meetings Analyzing Assessments Results

1. Write the summative and formative assessments used at the BOY to collect data about English language proficiency and student's learning.
2. What will you learn about the students after analyzing the data?
3. What are the key actions we need to take to improve the quality of our ESL or DL program?
4. What are the keys to an effective analysis and action plan?

Modified from Data-Driven Analysis and instruction, Partnership for Leaders in Education. Darden School of Business – Curry School of Education. University of Virginia, (2017).



Next Steps

Consider the following next steps to take action on the useful data available:

Team up

Determine who needs to collaborate on planning EL programs and supports for the following year

Analyze

Examine the data to understand your EL students, from English growth to academic performance

Action Plan

Based on your EL students' needs, determine staffing, scheduling, and EL supports for the following year

Resolving Errors

OSSE Support Tool (OST)

What is it?

A way for LEAs to contact OSSE for assistance. Find a data error in Qlik? Submit an OST ticket!

Who has access?

LEA-level Special Education Points of Contact, Data Managers/Registrars, and Assessment Coordinators.

How do I use it?

Login via octo.quickbase.com. For assistance, email osse.assessment@dc.gov.

Need additional support with the EL Qlik app?

Join our Office Hours!

[Nov. 2, 2021](#)
[2-3 p.m.](#)

[Nov. 9, 2021](#)
[10-11 a.m.](#)



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