Early Access to English Learners Data Application: User Tips for LEAs

This document serves as a source of user tips to support LEAs in their use of the Qlik 2018-19 Early Access to English Learner Data application. The purpose of this application is to help LEAs plan and prepare to meet the needs of English Learner (EL) students, which include current students for the 2017-18 school year and students who are pre-enrolled in the LEA for the 2018-19 school year. This application provides a preview of student-level English Learner-related data, including:

- Current EL status
- Historic EL status
- Screener scores
- ACCESS scores
- Dual identification (EL and Special Education)
- Monitored status

As of April 27, 2018, LEA Data Managers, Heads of School and EL POCs have access to this application in Qlik. 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 assist LEAs in effectively using the data available in the Early Access to English Learner Students Data application, OSSE recommends the following steps:

1. Identify LEA staff members to include in data discussions.
Data does not work in isolation. Consider connecting the EL coordinator with the student enrollment manager or data team to conduct a more comprehensive analysis of student information. Also consider looping in the business or finance teams to assist with budgeting.

2. Compare staffing levels with student needs.
Examine the number of incoming EL students, and their levels of proficiency, to determine appropriate staffing levels.

3. 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 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.

4. Review student information to determine classroom and cohort assignments.
To ensure that EL students are not unnecessarily segregated from non-EL students, examine student data and English proficiency levels to create diverse classrooms.

5. 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 which 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).

6. 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 to provide important information, establish points of contact, and invite parents to school events.

7. 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.