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2020-21 Start of School Checklist for LEA English Learner Coordinators

LEA English Learner (EL) Coordinators who use this checklist will assist their LEAs in preparing to serve incoming EL students and ensure that both staff and students experience a great start to SY20-21.

Action	Earliest LEA Can Begin	Final Deadline	Resources & Support
Review all OSSE EL policies and procedures, including EL FAQs and provisional EL identification procedures	ASAP	ASAP	OSSE EL Policies & Procedures Serving English Learners During Distance Learning FAQ
Determine educational approach for serving English learners, if not already established	Immediately	ASAP	Review Step 1 on educational approaches in OSSE Policies & Procedures for Delivering Services to English Learners Review EL program model overview guides and training webinar here
Ensure appropriate access to the Early Access to EL Data Qlik application for LEA- and school- level users	ASAP	Two weeks prior to your LEA's start of school	Early Access to EL Data Qlik application NOTE: The SY20-21 Early Access to EL Data Qlik Application Technical Guide is linked within the application itself.
Provide the **new** OSSE Home Language Survey (released December 19, 2019) to all students who are enrolling in a DC public or public charter school for the first time	April 1	Upon completion of enrollment	OSSE Home Language Survey OSSE Home Language Survey FAQs OSSE Home Language Survey Training Recording EL Screening and Placement Training Recording

Attend new LEA EL Coordinator Orientation New LEA-level EL coordinators are encouraged to attend this "101"-style overview session to be introduced to OSSE's EL policies and procedures, key resources and supports, and LEAs' legal responsibilities for identifying, serving and assessing EL students.	July 15	July 15	Register here
LEA EL Coordinators should attend the four-part series, **Re-Entry to the 20-21 School Year: Strategies and Tools for Supporting English Learners**	July 21 July 28 August 5 August 13	July 21 July 28 August 5 August 13	Part 1: Value English Learners' Cultural and Linguistic Backgrounds Tuesday, July 21, 10-11:30 a.m. Register here Part 2: Partner with English Learners' Families Tuesday, July 28, 1-2:30 p.m. Register here Part 3: Provide Language Development and Academic Instruction Programs to English Learners Wednesday, August 5, 10-11:30 a.m. Register here Part 4: Use Multiple Data Sources to Support English Learner Students and Programs Thursday, August 13, 10-11:30 a.m. Register here
Review ACCESS for ELLs 2.0 score reports and ACCESS scores in the Early Access to EL Data Qlik application and use to inform language assistance program planning for enrolled students	August 31 (ACCESS materials returned to DRC by July 2) October 15	Before first day of school	Early Access to EL Data Qlik application Submit additional questions through the OSSE Support Tool

	(ACCESS materials returned to DRC by August 17)		
Administer EL screener for any students whose Home Language Survey responses triggered the need for English language proficiency screening	First day of school	Within 30 days of a student's first official school day (stage 5 enrollment)	[OSSE Policies & Procedures for Delivering Services to English Learners](#) - review Step #2 for a list of appropriate screener assessments
Notify parents of English language proficiency screener results; parent notification must occur within the first 30 days of the school year or first two weeks of EL placement if after the start of the school year	First day of school	Within 30 days of a student's first official school day (stage 5 enrollment)	[Sample Parent Notification Letter Templates](#)
Determine the appropriate language assistance program for newly enrolled students	First day of school	Within 30 days of a student's first official school day (stage 5 enrollment)	[OSSE Policies & Procedures for Delivering Services to English Learners](#) - review Step #3 for a description of EL program models and features [EL program model overview one-pagers](#) [U.S. Dept. of Education Tools and Resources for Providing ELs with a Language Assistance Program](#): [Chapter 2, Providing English Learners with a Language Assistance Program](#)
Use OSSE support resources to troubleshoot data system issues, as well as the [OSSE Support Tool](#) to get help with tougher challenges	As needed	As needed	SY20-21 Start of School Campaign website • [Data Connectivity](#) Submit additional questions through the [OSSE Support Tool](#)

2020-21 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 date
- ACCESS scores
- ACCESS domain scores
- Dual identification (EL and Special Education)
- ACCESS Growth Target
- Re-identification of a student as EL
- If the student was ever EL
- PARCC scores **new**
- ACCESS growth over time **new**

Roles that have access to this application as of April 2020 include

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

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. **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.

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 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.

4. **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.

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 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).

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. Provide key 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.