An Idea Becomes Reality to Track Services for English Learners
Prince William County Public Schools

Promising Practices in Title III Programs: Educational Planning and Scheduling for English Learners (ELs)
2016 Coordinators’ Technical Assistance Academy
Virginia Department of Education
August 3, 2016
Our Obligation

- Each LEA is to provide services to help ELs attain English proficiency and support them so they can meet the same challenging academic standards as all students are expected to meet.

- Each LEA is to monitor exited ELs (formerly LEP) for two years to ensure that they are academically successful.

Ref. Dear Colleague letter to the nation on January 7, 2016; from the U.S. Departments of Education and Justice in order to fully understand the current expectations for a quality EL program that complies with Civil Rights laws. The Dear Colleague Letter can be found at: http://www2.ed.gov/about/offices/list/ocr/ellresources.html

Our First Steps
Based on USED and DOJ Joint Guidance…

• Acknowledged the variances across and within schools for providing English language development services

• Agreed a division system was essential to standardize practices across schools

a) Paper formats
b) Quantity of time
c) Student groupings
d) Teacher certification
e) Subject area
f) Relevance of year-end service data collection

Ref. PWCS Language Allocation Service Plan for Grades K-5, 6-8 and 9-12.
Goal

Set a path to merge English Learner Program paper tracking systems into an electronic service delivery plan.
Framing the Process Steps

• Understand the systems you HAVE
• Identify what you NEED
• Discuss the possibilities for linking the two
• Consider where you WANT to go
• What information or reports will be REQUIRED from the system?
2010-11 and Prior PWCS Systems

• Student Information System (SIS) for all students across the Division

• Master schedules and course codes in secondary schools

• Transition Plan for aligning Elementary Master Schedules to state reporting requirements
2010-11 and Prior PWCS Systems

- Separate ACCESS data base for ELs and former Els with Title III paper tracking systems

- Annual End-of-Year (EOY) Reporting for English Learner Program requirements aligned to Student Record Collection (SRC) requirements

Central office determined to integrate the English Learner Program systems for tracking service with the division’s existing data systems.
Past...

Prince William County Public Schools
ESOL - Student Information

Update SRSI student data: 04/30/2009

School Year: 2009-2010
Selected School: Bacon Middle

Be sure to click the Update button before previewing or printing one of the reports below.

- Student Information form (Select Student)
- Student Information form for all ESOL Students (Select the grade level)
- Student list for all ESOL Students entered on or after: 9/2/2010
- Notification of LEP Students in General Education Teacher’s Classroom (Select the grade level)
- Alpha List of Level 1, 2, 3, 4 and number of semesters in VA
- ESOL Student Labels

Exit

Date Last Modified: April 27, 2009

Present...

PowerSchool SMS

LAST NAME, FIRST NAME 563287, gr.06 Gender DOB

LEP Services

Offices: 814-852
ELL Services

Home Instruction
ELL Administrative
ELL Zoning
ELL General
ELL Home Instruction
ELL GEOL
ELL Zoning
ELL General

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A Picture of Our Best Starting Point
Quarterly Progress & Achievement
First Steps to Transition from Paper Monitoring to Electronic Service Delivery Plan

Service Delivery Plan
Student Management System (SMS)

Identify Instructional Model

Tracking purpose: To identify the subjects where the student receives services and to identify the type of support for correlation to progress and achievement

<table>
<thead>
<tr>
<th>Drop Down</th>
<th>LA/English</th>
<th>Drop Down</th>
<th>Math</th>
<th>Drop Down</th>
<th>History/SS</th>
<th>Drop Down</th>
<th>Science</th>
<th>Drop Down</th>
<th>Core Academic Literacy</th>
</tr>
</thead>
</table>
Past to 2011-12 Transition

2010-11 and Prior
5 Forms
1) Level 6 Monitoring (5x/yr)
2) Opt-Out Monitoring (4x/yr)
3) L1-L5 Tracking K-5 – (2x/yr) on Service Plan and Assessment Record
4) L1-L5 Tracking 6-8 (2x/yr) Ibid
5) L1-L5 Tracking 9-12 (2x/yr) Ibid

2011-12
2 Forms (1 SMS generated)
1) K-12 ELL Quarterly Progress and Achievement
   (L6 Monitoring 2x/yr; L1-5 tracking 4x/yr)
2) K-12 ESOL Program Service Delivery Plan L1-5
   (4x/yr)

Form Content Distribution:
K-12 ESOL Service Plan & Assessment Record Pg. 1
(Type of ESOL Service, Minutes; Instructional Accommodations)

9-12 ESOL Service Plan & Assessment Record Pg. 2
(Language Objectives/Goals and Interventions)
K-8 Service Plan & Assessment Record Pg. 2
(Additional Information on Student Learning)

K-5,6-8, 9-12 Service Plan & Assessment Record Pg. 1
(End of Year Summary – half page)

K-8, 9-12 ESOL Service Plan & Assessment Record Pg. 2
(Log of Interventions/Comments)

Content Redistribution:
ESOL Program Service Delivery Plan
K-12 Quarterly Progress and Achievement

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Providing A World-Class Education
What was possible?
PWCS Student Information System Capabilities

• Data consistency?

• Flexibilities in system? Limitations?

• User-friendly?

• Challenges?
Essential Input from ESOL Teachers and English Learner Program Administrators

- **2010-11** - Input from Central Office and each school’s English Learner Program leaders to re-design and align to program services by English language proficiency level and grade level.

- **2011-12** - “Proposed Language Allocation Service Plans” (K-5, 6-8, and 9-12) developed and input gathered through a survey designed for each school’s ESOL lead teacher (K-5) or ESOL department chair (6-12) and administrator K-12.

- **2013-14 Forward** - Implementation and beyond meant scheduling both training and support on a semester basis to facilitate user needs.

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**Collaboration Overview Timeline**

<table>
<thead>
<tr>
<th>Year</th>
<th>Phases of Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>Shift from a paper-based teacher-led process to a division system with administrator accountability</td>
</tr>
<tr>
<td>2011-12</td>
<td>Manual data entry with concurrent training begins division-wide</td>
</tr>
<tr>
<td>2012-13</td>
<td>Explored ways to reduce manual data entry by linking <em>English Learner Service Delivery Plans</em> to student schedules</td>
</tr>
<tr>
<td>2013-14</td>
<td>Designed reports for administrators based on the data entered by case managers to monitor that each EL is being served appropriately</td>
</tr>
<tr>
<td>2014-15</td>
<td>Customized user-friendly features and developed separate online training for teachers and administrators</td>
</tr>
<tr>
<td>2015-16</td>
<td>Designed ‘at-a-glance’ reports to facilitate administrator monitoring of data quality</td>
</tr>
<tr>
<td>On-going</td>
<td>Central office and school administrators were updated for each development phase</td>
</tr>
</tbody>
</table>
Describing the Key Questions for Monitoring Academic Achievement

1. Does the current student information house assessment results for the prior year?

2. Does the current student information system house grades in a place where ESOL teachers can view them?

3. Can we take “check boxes” and “comments” sections of our QPA form into a set of screens or drop-down menus in SMS?

1. YES; then EL Programs asked: “Can the ESOL Teacher view them?”

2. YES and they are viewable to the “teacher of record”; then EL Programs asked: “How can they be viewable by the next year’s ESOL teacher/ESOL Case Manager?”

3. Short answer: YES; but IT/SMS asked: “What can be in a drop-down menu (i.e. selected choice) and should be a ‘write-in’ field?”
Describing the Key Questions for Tracking Services

1. Does the current SIS house scheduling information?

2. Can we show how many minutes of program services are provided by an ESL-endorsed teacher?

3. Can we show how many minutes of service are provided by a Sheltered Instruction (i.e. “core content area teacher trained in EL techniques”)?

1. At secondary level, YES. For elementary, a few more steps were needed.

2. Short Answer, YES but we need more information; IT/SMS asked: “How many minutes do they need and when?”

3. IT/SMS commented “This may be easiest at secondary, so let’s talk about courses and course codes, then schedule more discussions about what it looks like in elementary school schedules.”
# Timeline for Developing the Electronic System

<table>
<thead>
<tr>
<th>Year</th>
<th>Phases of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>Created a <em>English Learner Service Delivery Plan</em> (EL SDP) blueprint from the <em>PWCS Language Allocation Service Plan for ELs</em> and explored the student information systems (SIS) capabilities during the transition from SASI to Chancery SMS</td>
</tr>
<tr>
<td>2011-12</td>
<td>First EL screens capture WIDA Can-Do Language Goals (Dec. 2011); EL SDP fields to capture quantity of service time, assigned teachers, subject area, instructional service delivery model, and instructional accommodations on a semester basis  (Feb. 2012)</td>
</tr>
<tr>
<td>2012-13</td>
<td>Built LEP testing accommodations data entry fields (Aug. 2012); developed electronic Quarterly Progress and Achievement (QPA) screens, enhanced EL SDP to pre-populate teacher, subject, and quantity of service time based on the students schedule information on a quarterly basis (Feb. 2013)</td>
</tr>
<tr>
<td>2013-14</td>
<td>Enhanced the QPA to automatically generate data based on Interim Grade Reports (Aug. 2013); Designed the “no service” reports for administrators to monitor that each EL is being served appropriately (Dec. 2013)</td>
</tr>
</tbody>
</table>
## Timeline for Developing the Electronic System

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<thead>
<tr>
<th>Year</th>
<th>Phases of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>Enhanced EL SDP to allow copying service from quarter to quarter (Aug. 2014); designed the “inadequate service” reports; focused training on grouping students by proficiency and grade levels to align with the <em>PWCS Language Allocation Service Plan for ELs</em>; linked co-teachers from each school’s master schedule to the SDP.</td>
</tr>
<tr>
<td>2016-17</td>
<td>Collaborating to develop a co-teacher report for administrators to schedule and monitor common planning time; IT/SMS and Office of English Learner Programs and Services co-planned and will co-present administrator training with the goal of merging essential elements of both in-depth SMS EL SDP technical training alongside English Learner Program training</td>
</tr>
</tbody>
</table>
The “Idea” Becomes Reality for Tracking Services

*EL SDP Screen Sample (multi-year panel)....*

<table>
<thead>
<tr>
<th>Effective Date</th>
<th>LEP Level</th>
<th>Reading Exemption</th>
<th>Required Min Wkly Minutes</th>
<th>Writing Exemption</th>
<th>History Exemption</th>
<th>Science Exemption</th>
<th>Required ELD Wkly Minutes</th>
<th>Required SL Wkly Minutes</th>
<th>Q1 Reconcile Reason</th>
<th>Q2 Reconcile Reason</th>
<th>Q3 Reconcile Reason</th>
<th>Q4 Reconcile Reason</th>
<th>Q1 Explanation</th>
<th>Q2 Explanation</th>
<th>Q3 Explanation</th>
<th>Q4 Explanation</th>
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</thead>
<tbody>
<tr>
<td>7/2/2011</td>
<td>Level 1 Entering</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/2/2012</td>
<td>Level 3 Developing</td>
<td>No</td>
<td>300.00</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/2/2013</td>
<td>Level 3 Developing</td>
<td>No</td>
<td>375.00</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>225.00</td>
<td>150.00</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/2/2014</td>
<td>Level 4 Expanding</td>
<td>No</td>
<td>300.00</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>150.00</td>
<td>150.00</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/2/2015</td>
<td>Level 4 Expanding</td>
<td>No</td>
<td>375.00</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>225.00</td>
<td>150.00</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/2/2016</td>
<td>Level 5 Endling</td>
<td>No</td>
<td>150.00</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>150.00</td>
<td>0.0</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
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</tr>
</tbody>
</table>
# The “Idea” Becomes Reality for Tracking Services

**EL SDP Screen Sample...**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Date</th>
<th>Subject</th>
<th>Course Code</th>
<th>Time</th>
<th>Level</th>
<th>Period</th>
<th>Instructor</th>
<th>Inclusion</th>
<th>Pull-Out</th>
<th>Co-Taught</th>
<th>Push-in</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2/2/2016</td>
<td>Science</td>
<td>SCIENCE 04 (19)</td>
<td>1:50</td>
<td>450</td>
<td>150</td>
<td>Sheltered Inclusion</td>
<td>EL Co-Taught (K-5)</td>
<td>ESL Direct Instruction</td>
<td>Sheltered Inclusion</td>
<td>Inclusion ELD (K-12)</td>
</tr>
<tr>
<td>3</td>
<td>4/25/2016</td>
<td>History/Social Studies</td>
<td>SOCIAL STUDIES 04 (19)</td>
<td>2:25</td>
<td>450</td>
<td>225</td>
<td>Sheltered Inclusion</td>
<td>Co-Taught</td>
<td>ESL Direct Instruction</td>
<td>Sheltered Inclusion</td>
<td>Inclusion ELD (K-12)</td>
</tr>
<tr>
<td>4</td>
<td>4/25/2016</td>
<td>Science</td>
<td>SCIENCE 04 (19)</td>
<td>1:50</td>
<td>450</td>
<td>150</td>
<td>Sheltered Inclusion</td>
<td>EL Co-Taught (K-5)</td>
<td>ESL Direct Instruction</td>
<td>Sheltered Inclusion</td>
<td>Inclusion ELD (K-12)</td>
</tr>
</tbody>
</table>
The “Idea” Becomes Reality for Tracking Services
A View Into One Elementary Class
The “Idea” Becomes Reality for Tracking Services

A Secondary Class View with Sample Instructional Accommodations
Your Idea Can Become Reality

• Revisit planning questions on your agenda to add considerations or “next steps” for your school division

• Optional Take-Away – Adapted “Ten Considerations…” for those who would like a long-range planning view
Contact Information

Office of English Learner Programs and Services

• Director: Janine Sadki, sadkijp@pwcs.edu

• DLA & EL Intervention Specialist: Donna Hankins, hankindk@pwcs.edu

Information Technology Services

• Supervisor of Information Technology: Janice Improta, improtje@pwcs.edu