

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>

See also: "Title III of the Elementary and Secondary Education Act of 1965: Language Instruction for Limited English Proficient and Immigrant Students", Legal Provisions for Educating English Language Learners, VA Department of Education 2015-2016 Presentation.

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

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...

Present...

Microsoft Access - [Initial Menu]

File Edit View Insert Format Records Tools Window Help

Tahoma 8 B I U

Prince William County Public Schools ESOL - Student Information

Update -SASI student data 04/30/2009

After update: On the menubar click Tools, Database Utilities, Compact and Repair Database.

2008-2009 Benton Middle
School Year Selected School

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

- Student information form (Select Student) [Dropdown] [Preview] [Print]
- Student information form for all ESOL Students (Select the grade level) [Dropdown] [Preview] [Print]
- Student list for all ESOL Students entered on or after 9/2/2008 [Preview] [Print]
- Notification of LEP Students in General Education Teacher's Classroom [Preview] [Print]
- Alpha List of Level 1, 2, 3, 4 and number of semesters in VA (Select the grade level) [Dropdown] [Preview] [Print]
- ESOL Student Labels [Preview] [Print]

Exit Date Last Modified April 27, 2009

LEP Services - Windows Internet Explorer provided by Prince William County Schools

https://sms.pwcs.edu/PowerSchoolSMS/CustomizationBuilder/CustomPages/Student%20Demographic/CPPage5128.aspx

File Edit View Favorites Tools Help

Free HTML

LEP Services

Welcome, Donna Hankins | Help | Support | About | Sign out

PowerSchool SMS

Student name or number Quick Search

ESOL District Admin Role

Search School Admin Programs My Reports

Home > Quick Search > LEP Services 2013 - 2014

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

Demographics
Contacts

Academic Plan
Registration
Enrollments
Historical Info
Permanent Record
Program Profile
Health Tracking

Test Results
Foster Care
140 Clock Hours

ELL Central Reg
ELL Information
Placement/Recom
Appointments
Testing

Gifted Services
LEP Services
Home Instruct
16/17 Yr GED
VHS Stu Info
Att. Referral
PE Wellness

Gifted Services: N/A
Title I Services: N/A

Language Information

First Language: Farsi
Other Language: Farsi
Home Language: Farsi
Written Corresp Language: English

LEP Services

Selected: 0 [View] Total: 4

Effective Date	LEP Level	Re-Entry
<input type="checkbox"/> 8/16/2010	Level 1 Entering	No
<input type="checkbox"/> 7/10/2011	Level 1 Entering	No
<input type="checkbox"/> 7/2/2012	Level 3 Developing	No
<input type="checkbox"/> 7/2/2013	Level 3 Developing	No

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Prince William County
PUBLIC SCHOOLS
Providing A World-Class Education

A Picture of Our Best Starting Point Quarterly Progress & Achievement

First Steps to Transition from Paper Monitoring  to Electronic Service Delivery Plan

2011-2012 Replaced by "ELL Quarterly Progress and Achievement" K-12 form

ESOL: English for Speakers of Other Languages
Prince William County Public Schools • Manassas, Virginia 20108

LEVEL 6 ESOL MONITORING FORM Grades K-12 2010-2011

Attach ESOL Student Label from Intranet ESOL screen or create label with the following information:
Student Name: _____
School: _____ Gr: _____
ID: _____ 2010-11 ELP Level: _____

FEDERAL MONITORING: L6 Yr 1 L6 Yr 2

SOL RESULTS FOR SPRING 2010 (as applicable) Gr. 3-8 Math score _____ Plain English Math score _____ Algebra I score _____
Gr. 3-8 Reading score _____ VGLA score _____ English 11 Reading score _____ Exempted from SOL for Reading
Gr. 5-8 Writing score _____ English 11 Writing score _____ English 11 Research Paper score _____

Student's First Interim Student's 1st Interim attached
Progress as shown on interim: Satisfactory Unsatisfactory (✓reason): attendance effort behavior other: _____
ESOL Teacher Action: (✓all that apply)
 Consult with general education teacher(s) Intervention recommended with monitoring each grading period (see p.2)
 Consult with guidance counselor Continue monitoring Re-entry into ESOL Program Support
 Other: _____ ESOL Teacher _____

Student's First Grading Period Student's 1st Report Card attached
Progress as shown on report: Satisfactory Unsatisfactory (✓reason): attendance effort behavior other: _____
ESOL Teacher Action: (✓all that apply)
 Consult with general education teacher(s) Intervention recommended with monitoring each grading period (see p.2)
 Consult with guidance counselor Continue monitoring Re-entry into ESOL Program Support
 Other: _____ ESOL Teacher _____

Student's Second Interim Student's 2nd Interim attached
Progress as shown on interim: Satisfactory Unsatisfactory (✓reason): attendance effort behavior other: _____
ESOL Teacher Action: (✓all that apply)
 Consult with general education teacher(s) Intervention recommended with monitoring each grading period (see p.2)
 Consult with guidance counselor Continue monitoring Re-entry into ESOL Program Support
 Other: _____ ESOL Teacher _____

Student's Second Grading Period Student's 2nd Report Card attached
Progress as shown on report: Satisfactory Unsatisfactory (✓reason): attendance effort behavior other: _____
ESOL Teacher Action: (✓all that apply)
 Consult with general education teacher(s) Intervention recommended with monitoring each grading period (see p.2)
 Consult with guidance counselor Continue monitoring Re-entry into ESOL Program Support
 Other: _____ ESOL Teacher _____

Student's Final Interim Student's Final Interim attached
Progress as shown on interim: Satisfactory Unsatisfactory (✓reason): attendance effort behavior other: _____
ESOL Teacher Action: (✓all that apply)
 Consult with general education teacher(s) Intervention recommended (see p.2)
 Consult with guidance counselor Continue monitoring Re-entry into ESOL Program Support
 Other: _____ ESOL Teacher _____

What are "drop-down menus"?
What are "fillable fields"?

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

Drop Down	(Drop Down) LA/English			(Drop Down) Math			(Drop Down) History/SS			(Drop Down) Science			(Drop Down) Core Academic Literacy		
	Delivery Model	Time Allocation	Instruc. Accommod.	Delivery Model	Time Allocation	Instruc. Accommod.	Delivery Model	Time Allocation	Instruc. Accommod.	Delivery Model	Time Allocation	Instruc. Accommod.	Delivery Model	Time Allocation	Instruc. Accommod.
Service Delivery Models															

(Revised 09/2010)

51-a)

Distribution: (1) Original - File #6 at end of school year or at time student moves or is taken off school's roll



Prince William County
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Past to 2011-12 Transition

2010-11 and Prior

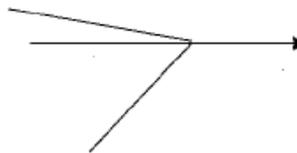
5 Forms

- 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:

Content Redistribution:

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

→ ESOL Program Service Delivery Plan

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-12 Quarterly Progress and Achievement

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

→ K-12 Quarterly Progress and Achievement

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

→ K-12 Quarterly Progress and Achievement



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

Collaboration Overview Timeline

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

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

Year	Phases of Implementation
2010-11	Created a <i>English Learner Service Delivery Plan</i> (EL SDP) blueprint from the <i>PWCS Language Allocation Service Plan for ELs</i> and explored the student information systems (SIS) capabilities during the transition from SASI to Chancery SMS
2011-12	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)
2012-13	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)
2013-14	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)

Timeline for Developing the Electronic System

Year	Phases of Implementation
2014-15	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 <i>PWCS Language Allocation Service Plan for ELs</i> ; linked co-teachers from each school’s master schedule to the SDP.
2015-16	Designed EL SDP Verification reports – SDP Error Report and ELD Grouping Verification Report (Dec. 2015)
2016-17	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



The “Idea” Becomes Reality for Tracking Services

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

LEP Services																	
Selected: 0 Edit ☰ ⬇️ 📄 Total																	
<input type="checkbox"/>	Effective Date	LEP Level	Reading Exemption	Required Min Wkly Minutes	Writing Exemption	History Exemption	Science Exemption	Required ELD Wkly Minutes	Required SI Wkly Minutes	Q1 Reconcile Reason	Q2 Reconcile Reason	Q3 Reconcile Reason	Q4 Reconcile Reason	Q1 Explanation	Q2 Explanation	Q3 Explanation	Q4 Explanation
<input type="checkbox"/>	7/2/2011	Level 1 Entering	No		No	No	No			N/A	N/A	N/A	N/A				
<input type="checkbox"/>	7/2/2012	Level 3 Developing	No	300.00	No	No	No			N/A	N/A	N/A	N/A				
<input type="checkbox"/>	7/2/2013	Level 3 Developing	No	375.00	No	No	No	225.00	150.00	N/A	N/A	N/A	N/A				
<input type="checkbox"/>	7/2/2014	Level 4 Expanding	No	300.00	No	No	No	150.00	150.00	N/A	N/A	N/A	N/A				
<input type="checkbox"/>	7/2/2015	Level 4 Expanding	No	375.00	No	No	No	225.00	150.00	N/A	N/A	N/A	N/A				
<input type="checkbox"/>	7/2/2016	Level 5 Bridging	No	150.00	No	No	No	150.00	.00	N/A	N/A	N/A	N/A				

The “Idea” Becomes Reality for Tracking Services

EL SDP Screen Sample...

<input type="checkbox"/>	Quarter 3	2/2/2016	Science	SCIENCE 04 (19)	D 1:50	450	150	Sheltered Inclusion	EL Co-Taught (K-5)	ESL Direct Instruction	Refers to direct, explicit instruction about the English language using a systematic, developmentally appropriate approach to teaching language within the context of academic content from grade-level curriculum.	Sheltered Instruction	Refers to teaching grade-level content to ELLs by integrating language/literacy development into content area instruction; systematically incorporates an array of teaching strategies that make the content more comprehensible and accessible to ELLs.	Inclusion ELD (K-12)	Pull-Out (K-12)	Co-Taught (K-12)	Push-In (K-12)	04
<input type="checkbox"/>	Quarter 4	4/25/2016	History/Social Studies	SOCIAL STUDIES 04 (19)	D 11:30	450	225	Co-Taught	EL Co-Taught (K-5)	ESL Direct Instruction	Refers to direct, explicit instruction about the English language using a systematic, developmentally appropriate approach to teaching language within the context of academic content from grade-level curriculum.	Sheltered Instruction	Refers to teaching grade-level content to ELLs by integrating language/literacy development into content area instruction; systematically incorporates an array of teaching strategies that make the content more comprehensible and accessible to ELLs.	Inclusion ELD (K-12)	Pull-Out (K-12)	Co-Taught (K-12)	Push-In (K-12)	04
	Quarter 4	4/25/2016	Science	SCIENCE 04 (19)	D 1:50	450	150	Sheltered Inclusion	EL Co-Taught (K-5)	ESL Direct Instruction	Refers to direct, explicit instruction about the English language using a systematic,	Sheltered Instruction	Refers to teaching grade-level content to ELLs by integrating language/literacy development	Inclusion ELD (K-12)	Pull-Out (K-12)	Co-Taught (K-12)	Push-In (K-12)	04

Required Apply OK Cancel

The “Idea” Becomes Reality for Tracking Services

A View Into One Elementary Class

Grade Level: 04
LEP Level: Level 4 Expanding
Quarter: Quarter 4
*Date: 4/25/2016
Content Area: History/Social Studies
Class Name: SOCIAL STUDIES 04 (19)
Teacher Name: Malmgren, Constance
Teacher Number: 11300
Teacher Class Role: Teaches Few Students - ESOL
Meeting Pattern: D 11:30
Weekly Time: 450
Weekly Time Override: 225
Service Delivery Type: English Language Development
Service Delivery Model: Co-Taught
Grouping Reconcile Reason: N/A
Reconcile Explanation:
Accommodation Level: Intermediates
Instructional Materials:

Available:	Selected:
N/A Bilingual translator Peer tutoring Outlines or summaries of text Other	Bilingual dictionary Multiple materials (audio tape, leveled read)

Total: 2

*Required

Apply OK Cancel

Grade Level: 11
LEP Level: Level 2 Beginning
Quarter: Quarter 4
*Date: 4/20/2016
Content Area: History/Social Studies
Class Name: US & VA History 79-1
Teacher Name: Easter, Randall
Teacher Number: 000028183
Teacher Class Role: Teacher of Record
Meeting Pattern: P2
Weekly Time: 253
Weekly Time Override:
Service Delivery Type: Sheltered Instruction
Service Delivery Model: Sheltered Inclusion
Grouping Reconcile Reason: N/A
Reconcile Explanation:
Accommodation Level: Beginners
Accommodation Level: Beginners
Instructional Materials:
Other Instr Materials:
Lang Scaffolds/Extensions:
Other Lang Scaffolds/Ext:
Differentiated Assessment:

Selected: Total: 6
N/A
Native language texts
Native language translators
Classroom buddies
Multiple materials (audio tape, picture book)
Shadow texts in mother tongue & English

Selected: Total: 3
Sorts & interactive clozes
Vocabulary word walls
Vocabulary graphics

Selected: Total: 1
Based on language proficiency

**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

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