Infinite Campus: QA English Learners (EL)

Custom Report: English Learner Quality Assurance (QA): The purpose of this report is to produce aggregated English Learner data and the supporting student level detail for (1) quality assurance review, (2) verification of the data found on the School Report Card, (3) Title III English Learners Biennial Report and (4) EL program status data compared to ACCESS assessment data.

Selection Criteria: Utilize the Campus toolbar to select the year, school, calendar for the report. To obtain multiple schools or calendars, choose Select All. Users should not attempt to select All Years; the report will not be generated. From the report landing page, choose Detail report, Aggregate report, Title III English Learners Biennial report, Reach ACCESS Attainment Prior error report or No Prior ACCESS Attainment error report.

KDE Program Contact(s): Kaiman Triplett or Brandy Neal, Office of Continuous Improvement and Support

KDE Data Contact(s): Margalee Conlee or Windy Spalding, Office of Continuous Improvement and Support

Path: KY State Reporting | KDE Reports | QA English Learners
NOTE: Users must be granted access to this report by the district KSIS administrator.

Report Sample(s):
The *Detail* report will be generated in Excel format. The fields provided include demographic data elements and inclusion in other student groups for current EL students and students in EL monitoring status. The report includes ACCESS progress data for current EL students and State Assessment progress data for EL monitoring status. The output also provides the EL Services provided to current EL students. Reference the English Learner Data Standards for data entry instruction.

Academic Year	District Number	District Name	School Number	School Name	SSID	Last Name	First Name	MI	Grade Level	Gender	Race Ethnicity	Home Language	Home Language Code	English Learner (EL)	Enrollment End Date	Enrollment End Status	ACCESS Progress (Current EL)	ACCESS Composite Result	EL ACCESS Proficient
2023	999	District 1	99	School 1	123456789	Student	First	A	10	F	Hispanic	Spanish	spa	1			N/A	4.5	0
2023	999	District 1	99	School 1	987654321	Student	Second	B	11	M	Hispanic	Spanish	spa	0	4/26/2023	W22	N/A	5	0

EL Prof. Exam	Interrupted Schooling	Declined Services for EL	Identified Date	EL Years	Program Exit Date	Program Exit State	Monitor Year 1	Monitor Year 2	Monitor Year 3	Monitor Year 4	Math Progress (Monitored EL)	Reading Progress (Monitored EL)	EL Accountability	Refugee	Enrollment Type	Economically Disadvantaged	Foster	Gifted Talented	Homeless	Migrant
	1	0	2/1/2017	6									1	0	P	1	0	0	0	0
	0	0	8/10/2017	5									1	0	P	1	0	0	0	0

Military Connected	Students with Disabilities	Content Area Tutoring	Content-based ESL	Developmental Bilingual Education	Heritage Language	Pull-out ESL Resource	Sheltered English Instruction	Structured English Immersion	Transitional Bilingual Education	Two-Way Immersion	Early-Exit Bilingual Education	English Literacy Development	Dual Language	Newcomer Program	Report Run Date
0	0														6/5/2023
0	0														6/5/2023

The *Aggregate* report will be generated in PDF format. The report will be grouped by student counts by grade level and demographic groups and student counts by primary home language and demographic groups.

Student count by grade level and demographic group

Primary enrollments only		Gender		Race/Ethnicity			
Grade Level	Total	Female	Male	Asian	Hispanic	White	Percent to Total EL
1	1	1	0	0	1	0	4.76%
2	6	2	4	0	4	2	28.57%
3	2	0	2	0	2	0	9.52%

Student count by primary home language and demographic group

		Gender		Race/Ethnicity			
Home Language	Total	Female	Male	Asian	Hispanic	White	Percent to Total EL
Spanish	21	14	7	0	21	0	60.00%
Bosnian	5	4	1	0	0	5	14.29%
Tagalog	3	0	3	3	0	0	8.57%

The *Title III English Learners Biennial* report will generate in PDF format. The report is outlined based on the requirements of Title III Biennial SEC. 3121. [20 U.S.C. 6841] Reporting.

Title III Biennial SEC. 3121. [20 U.S.C. 6841] Reporting

Reporting Range	Academic Year 2022
District Number/Name:	000/All Districts
School Number/Name:	000/ All Schools

Section 1: Description of services conducted by the district within academic year (Services Provided)	Total Student Count
Content Area Tutoring	1
Content-based ESL	207
Developmental Bilingual Education	0
Dual Language	0
Early-exit Bilingual Education	0
English Literacy Development	1
Heritage Language	0
Newcomer Program	0
Pull-Out ESL Resource	163
Sheltered English Instruction	4
Structured English Immersion	25
Transitional Bilingual Education	1
Two-Way Immersion	0
Declined Services for EL	5

Section 2: Number and percentage of students who are Making Progress toward Achieving English Learner (EL) Proficiency (ACCESS)	Number	Percentage
Total EL Students	304	
Total EL Students w/Comparable Scores	247	81.25%
EL Students Making Progress	152	61.54%
Total EL Students w/Disability	75	
Total EL Students w/Disability w/Comparable Scores	64	85.33%
EL Students w/Disability Making Progress	32	50.00%

Section 3: Number and Percentage of EL who Reached Proficiency on ACCESS during Reporting Year	Number	Percentage
EL Students scoring 4.5+ during Reporting Year	20	6.58%

NOTE: Section 4 not applicable to Kentucky

Section 5: Number and Percentage of Monitored EL who are making Progress toward Achieving State Standards (State Assessments)	Number	Percentage
Total Monitored EL Students	87	
Total Monitored EL Students Eligible for State Assessments	77	88.51%
Monitored EL Students Making Progress	20	25.97%
Total Monitored EL Students w/Disability	4	

	Number	Percentage
Total Monitored EL Students w/Disability Eligible for State Assessments	3	75.00%
Monitored EL Students w/Disability Making Progress	0	0.00%

Section 6: Number and Percentage of EL who have not Attained Proficiency within 5 Years of Initial Identification	Number	Percentage
Total EL Students not Obtaining Proficiency within 5 Years	15	34.88%

Note: Section 7 Not required by Kentucky

The *Reach ACCESS Attainment Prior* error report will be generated in Excel format. The report will provide a list of students who are indicated as English Learner but who have reached attainment on a prior ACCESS assessment. Student Program Status is EL and/or an active EL Service and/or active EL Accommodation. Highlighted cells indicate the data quality issue that needs to be addressed in the student's EL record.

Academic Year	District Number	District Name	School Number	School Name	SSID	Grade Level	Attainment Year	ACCESS Composite Score	Program Status	Active EL Services	Active EL Instructional Accommodations
2023	999	District 1	555	School 1	123456789	10	2017	Yes - KDE- ACCESS-BC	EL	Yes	Yes

The *No Prior ACCESS Attainment* error report will be generated in Excel format. The report will provide a list of students who are not indicated as English Learner but have not previously reached attainment on a prior ACCESS assessment. Highlighted cells indicate the data quality issue that needs to be addressed in the student's EL record. If the record has a Program Exit State other than Kentucky, this record can be disregarded.

Academic Year	District Number	District Name	School Number	School Name	SSID	Program Status	Program Exit Date	Program Exit State	Home Primary Language	EL Services	EL Instructional Accommodations
2023	999	District 1	99	School 1	123456789				English	No	No

The *No Prior ACCESS Attainment* error report will also output previous EL students were determined as misidentified. The student will still appear on the report but the Date Determined Misidentified will be highlighted in orange. Users should review and ensure that the following elements are correctly updated:

- Program Status = Not EL
- Home Primary Language = English
- EL Services are all end dated
- EL Accommodations are all end dated

If all items above are accurate, the record can be disregarded.

Academic Year	District Number	District Name	School Number	School Name	SSID	Program Status	Program Exit Date	Program Exit State	Date Determined Misidentified	Home Primary Language	EL Services	EL Instructional Accommodations
2024	999	District 1	99	School 1	1234567890				12/14/2023			

Suggested report uses:

Detail report

- Review student detail to ensure accuracy of gender, race/ethnicity, and grade level. School/district reporting will be disaggregated by grade, gender, and race/ethnicity.
- Verify exit dates are as of end of academic year to ensure EL accommodations are provided for full year.
- If the number of EL years exceeds 5 years, review student records to identify possible interventions needed.
- Verify monitoring services provided for four years after exiting EL services.
- Verify home languages are correctly reported – EL or EL Monitored students should not have a language selection of English.
- Filter detail report to view students by EL status, the EL Accountability column indicates students included in accountability calculations.
- Review all student group data for accuracy.
- If not showing on report: Ensure all English Learner records are correct; verify students are correctly identified as EL
     (1) EL selected as Program Status on the EL tab
     (2) Home Primary Language selection is not English
     (3) at least one active **instructional** accommodation
     (4) at least one active EL service

Aggregate report

- Share aggregated reports with school and district staff for monitoring purposes and to inform decision-making.

Title III English Learners Biennial report

- Report should be used to satisfy the reporting requirements of the *Title III English Learners Biennial* report. Districts receiving the Title III grant must verify the data produced on this report every second fiscal year.
- Utilize for monitoring of the Title III program.
- Review the information on activities conducted and counts of children served under the Title III grant.
- Review EL services provided and analyze the data to determine whether services have been effective.

Reach ACCESS Attainment Prior error report

- Review data quality issues indicated between active EL program status and prior ACCESS assessment data.

No Prior ACCESS Prior Attainment error report

- Review data quality issues indicated between inactive EL program status and prior ACCESS assessment data.