

Data Standard English Learners (EL)

4/9/2025

Ownership and History

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Update Native American description, Section A

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Update English Learners with Disability Contact

Update EL Service definitions to align with the District Guide for the English Learners Program

July 1, 2024

Review for 2024-25 School Year

Update to EL Services to reference definitions and upcoming changes in Section D

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Overview

Description

As new students from non-English language backgrounds are enrolled and continuing English Learner (EL) student records are updated, the processes referenced below should be followed to create and update EL records and to ensure accurate data collection and reporting as required by Title III of ESSA (Every Student Succeeds Act).

Regulation citation(s)

- [Title III of Every Student Succeeds Act](#)
- [703 KAR 5:070](#)

Data Use

- Federal Reporting and Allocations
- SEEK Allocations
- [School Report Card](#)
- Assessment and Accountability

Related Reports

- Search Terms: [English Learners Extract](#)
- Search Terms: [QA English Learners](#)
 - *Detail* type: Excel format – provides demographic data elements for current English Learner students and students in EL monitoring status.
 - *Aggregate* type: PDF format – provides tables of EL student counts grouped by grade level, demographic groups, and home primary languages.
 - *Title III English Learners Biennial* type: PDF format – outlines requirements of the Title III Biennial SEC. 3132. [20 U.S.C. 6841] reporting. Reference [Title III Biennial Report Guidance](#).
 - *Reach ACCESS Attainment Error Report* type: Excel format – provides a list of students who are indicated as EL but who have reached attainment on a prior ACCESS assessment.
 - *No Prior ACCESS Attainment Error Report* type: Excel format – provides a list of students who are not indicated as EL but have not previously reached attainment on a prior ACCESS assessment. The report will also list and highlight students who have been deemed as Misidentified EL.

Training and Resources

- KDE's Title III - English Learner and Immigrant Students [website](#)
- KDE's English Learner and Immigrant Data Collection and Reporting [website](#)
- KDE's English Learners with Disabilities [website](#)
- KDE's ACCESS for ELs [website](#)
- Kentucky's WIDA [website](#)
- WIDA [website](#)
- [District Guide for the English Learners Program](#)
- [Home Language Survey Template](#)
- [Online Registration \(OLR\) Guidance Customization for Kentucky Home Language Survey](#)
- [Inclusion of Special Populations Resources](#)
- [Program Services Plan \(PSP\) for English Learners Template](#)

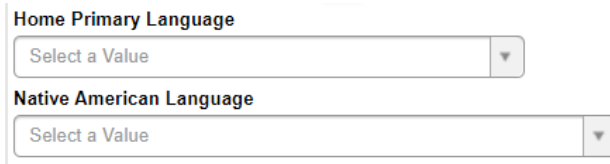
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- [Addressing the Misidentification of Students as English Learners](#)
- [English Learner Re-Entry Procedures](#)

Section A – Census Detail - Demographics Tab

Tool Search: Demographics



The screenshot shows a web form with two dropdown menus. The first dropdown is labeled "Home Primary Language" and has a placeholder text "Select a Value". The second dropdown is labeled "Native American Language" and also has a placeholder text "Select a Value". Both dropdowns have a small downward arrow on the right side.

Home Primary Language: Choose from an alphabetical list of world languages. Home language is defined as the language other than English spoken at home. This drop list is populated based on federally reported languages found on the Codes for Representation of Names of Languages [website](#).

This information is obtained through questions on the Home Language Survey which can be found in the [District Guide for the English Learners Program](#). KDE's [Home Language Survey \(HLS\) Template](#) **must** be utilized for identification of potential English learner students. The HLS should only be administered upon **initial** entry into a KY public school and should not be administered when a student transfers from one district to another. When an EL student transfers, the receiving district should run the data import *Extended Census Import Wizard* via Student Records Transfer to obtain the student's original Home Primary Language. Reference [Section F](#) of this data standard for additional guidance regarding Student Records Transfer of EL records.

NOTE: Student's Home Primary Language should not be updated when student exits EL Program Status.

Additional information regarding *Home Primary Language* selections:

- The *Home Primary Language* field cannot be blank and cannot be English (0400) for an EL student.
- In the case of a foreign-born student living in an English-speaking home of their adopted family, choose the language the student learned when they were first learning to talk from the Home Primary Language drop list. Please note, this may or may not be English depending on the student's age at the time of adoption.
- Selection of **Other (1630)** *Home Primary Language* will result in a warning on the state report; however, the student will be included in the report.

Native American Language: Select the Native American Language if student's *Home Primary Language* selection is **North American Indian languages (1025)**. If the language is not on this list, choose N0000: Other.

Preschool Students - When a child enrolls into preschool and is a potential EL, the district is encouraged to provide language assistance, but the child will not be officially identified as EL until they enroll as a kindergarten student. The district may administer the HLS for identification, but the *WIDA Screener for Kindergarten* must not be administered to the students until they complete preschool and enroll into kindergarten. This also means the preschool student will not be listed in Infinite Campus with a program status of EL or an Identified Date entered on the EL tab until enrolled in kindergarten. All state and federal reporting includes EL students in grades K-12, preschool students are not included.

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Section B – English Learners (EL) Screener and Assessment Detail

This section outlines the English Language Proficiency (ELP) screener and assessment data that must be entered into Infinite Campus or imported into IC as part of Kentucky's standardized EL identification process. Each state screener and assessment will be described as subsections.

Appropriate user rights must be set up by the district IC administrator for staff to enter and/or view assessment details.

Tool Search: Assessment

[WIDA Screener for Kindergarten \(KDE-KWIDA\)](#)

WIDA Screener for Kindergarten is an individually administered paper-and-pencil test that helps educators identify students as English Learners (ELs). It is typically administered to students in kindergarten or first-semester grade 1. The screener provides scores for the Listening and Speaking domains and the Oral Language Composite score. The Oral Language Composite result can be entered into IC as the student's Composite Overall result.

Students given the WIDA Screener for Kindergarten must be entered as EL, provided an EL service and EL instructional accommodation until reaching attainment on an ACCESS assessment.

Test: Select *WIDA Screener for Kindergarten (KDE-KWIDA)* from the drop list.

New Test

Test - Choose the parent test then update test/strand scores

Enter test detail as described in the [WIDA Screener Interpretive Guide for Score Reports](#).

Date

Proficiency Level

Result

Comments

	Date	Result
Listening	<input type="text"/>	<input type="text"/>
Reading	<input type="text"/>	<input type="text"/>
Speaking	<input type="text"/>	<input type="text"/>
Writing	<input type="text"/>	<input type="text"/>
Composite Literacy	<input type="text"/>	<input type="text"/>
Composite Oral	<input type="text"/>	<input type="text"/>
Composite Overall	<input type="text"/>	<input type="text"/>

Date: Enter the date in which the assessment was taken

Proficiency Level: Select from the drop list the proficiency level obtained based on the *Composite Overall* result of the assessment.

- ENT: Entering
- EMR: Emerging
- DEV: Developing
- EXP: Expanding

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- BRI: Bridging
- REA: Reaching

Result: Select from the drop list the *Composite Overall* result (valid increments of .5, 1.0-6.0)

1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6
---	-----	---	-----	---	-----	---	-----	---	-----	---

Enter **Date** test taken and select **Result** from drop list for each language domain of **Listening and Speaking** (valid increments of 1.0, 1.0-6.0)

1	2	3	4	5	6
---	---	---	---	---	---

Enter **Date** test taken and select **Result** from drop list for each composite score of **Composite Overall** (valid increments of .5, 1.0-6.0)

1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6
---	-----	---	-----	---	-----	---	-----	---	-----	---

Once saved, the *WIDA Screener for Kindergarten* data will be available via the Student Information | Program Participation | English Learners (EL) | EL Assessments tab as *read only*.

[WIDA Screener Online](#)

WIDA Online Screener is administered to incoming students in second-semester Grade 1 through Grade 12. The screener consists of four domains (Listening, Reading, Speaking, Writing). Test scores are used to assist educators in identifying students as EL. WIDA Screener is not intended for use as a summative or diagnostic assessment.

Students who obtain a composite score of 4.5 or higher will not be considered EL and do not need an EL service or instructional accommodation.

The screener provides proficiency level results for the following:

- Four language domain scores: 1) Listening, 2) Reading, 3) Speaking, and 4) Writing
- Three composite scores: 1) Oral Language, 2) Literacy, and 3) Overall Score

Test: Select *WIDA Online Screener (WOS)* from the drop list.

New Test

Test - Choose the parent test then update test/strand scores

Enter test detail as described in the [WIDA Screener Interpretive Guide for Score Reports](#).

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WIDA Online Screener

Date

Proficiency Level

Result

Comments

	Date	Result
Listening	<input type="text"/>	<input type="text"/>
Reading	<input type="text"/>	<input type="text"/>
Speaking	<input type="text"/>	<input type="text"/>
Writing	<input type="text"/>	<input type="text"/>
Composite Literacy	<input type="text"/>	<input type="text"/>
Composite Oral	<input type="text"/>	<input type="text"/>
Composite Overall	<input type="text"/>	<input type="text"/>

Date: Enter the date in which the assessment was taken

Proficiency Level: Select from the drop list the proficiency level obtained based on the *Composite Overall* result of the assessment.

- ENT: Entering
- EMR: Emerging
- DEV: Developing
- EXP: Expanding
- BRI: Bridging
- REA: Reaching

Result: Select from the drop list the *Composite Overall* result (valid increments of .5, 1.0-6.0)

1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6
---	-----	---	-----	---	-----	---	-----	---	-----	---

Enter **Date** test taken and select **Result** from drop list for each language domain of **Listening, Reading, Speaking, Writing** (valid increments of 1.0, 1.0-6.0)

1	2	3	4	5	6
---	---	---	---	---	---

Enter **Date** test taken and select **Result** from drop list for each composite score of **Composite Literacy, Composite Oral, Composite Overall** (valid increments of .5, 1.0-6.0)

1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6
---	-----	---	-----	---	-----	---	-----	---	-----	---

Once saved, the *WIDA Online Screener* data will be available via the Student Information | Program Participation | English Learners (EL) | EL Assessments tab as *read only*.

[ACCESS for ELLs](#)

ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12. Reference [WIDA ACCESS for ELLs website](#) for assessment details.

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[WIDA Alternate ACCESS for ELLs](#)

Alternate ACCESS is a large-print, paper-based test individually administered to English language learners in Kindergarten through Grade 12 with the most significant cognitive disabilities. Reference [WIDA Alternate ACCESS for ELLs website](#) for assessment details.

Districts do **not** enter ACCESS or Alternate ACCESS scores manually. KDE will populate the scores into Infinite Campus after the verification process.

ACCESS and Alternate ACCESS scores will populate in two locations: 1) Student Information | Program Participation | English Learners (EL) | EL Assessments tab; and 2) Student Information | General | Assessments tab.

Section C – Program Status Detail

Tool Search: English Learners or EL

Before creating new records for EL students, search the student locator to locate any previous state enrollments. If previous records exist, import EL records as opposed to creating new records. Reference reminders and instruction in [Section F](#) (Student Records Transfer section) of this data standard to import existing EL records into student record.

The screenshot shows a form titled "Active EL Record" with the following fields:

- *Program Status**: A dropdown menu.
- Identified Date**: A date input field with a calendar icon.
- Expected Exit Date**: A date input field with a calendar icon.
- Date Determined Misidentified**: A date input field with a calendar icon.
- Program Exit Date**: A date input field.
- Program Exit State**: A dropdown menu.
- Parent Notified**: A date input field with a calendar icon.
- Parent Declined**: A checkbox.
- Parent Declined Date**: A date input field with a calendar icon.
- Interrupted Schooling**: A checkbox.
- Comments**: A large text area for notes.

Program Status: Select the student's program status from the drop list based on the student's English Learner Screener or ACCESS results.

Program Status	Description
EL	Select if student meets the following definition: a) who is age 3 through 21 b) who is enrolled or preparing to enroll in an elementary or secondary school c) who was not born in the United States or whose native language is a language other than English (who is Native American or an Alaskan Native, or a native resident of the outlying areas and who comes from an

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Program Status	Description
	<p>environment where a language other than English has had a significant impact on the individual’s level of English Language Proficiency or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant)</p> <p>d) whose difficulties in listening, speaking, reading, or writing the English language may be sufficient to deny the individual:</p> <ul style="list-style-type: none"> i. the ability to meet the state’s proficient level of achievement on state required assessments. ii. the ability to successfully achieve in classrooms where the language of instruction is English or iii. the opportunity to participate fully in society. <p>Select this option if the student is identified as EL because of a state approved EL screener (below 4.5 overall composite) or has not yet met the exit criteria of 4.5 or higher Overall Composite result on a Tier B/C ACCESS for ELLs or Overall Composite of P2 on Alternate ACCESS.</p>
Exited EL	<p>Select if a student who after having been designated EL based on the initial assessment of English language proficiency, subsequently reaches attainment (<i>meets the exit criteria of 4.5 or higher Overall Composite Proficiency Level on a Tier B/C ACCESS for ELLs for grades 1-12, 4.5 or higher Overall Composite Proficiency Level for Kindergarten (2020-21 school year testing and beyond) or P2 on the Alternate ACCESS</i>).</p>
Pending	<p>Select if student has been identified as possibly needing EL services by the school through the Home Language Survey (HLS) but formal EL determination (initial screening) has not been conducted.</p>
Not EL	<p>Select if the student is screened for English language proficiency (because he/she comes from a non-English language background) and their English Language proficiency scores demonstrate that the student is Fully English Proficient (FEP) upon initial assessment. This initial screening assessment of English language proficiency should occur when the student first enters a school district in the United States. FEP students would not qualify as EL because of their fully English proficient status.</p>

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Program Status	Description
	<p>Select this option if a student has taken WIDA Online Screener and scored a 4.5 overall composite to warrant Initially Fully English Proficient (IFEP).</p> <p>This status cannot be assigned to a kindergarten student. A kindergarten student who has taken the screener must be enrolled as an EL student. A PSP should be developed regardless of the score. The student would also be required to take ACCESS in January.</p> <p>Grades 1-12 students identified as IFEP will not take ACCESS in January.</p>

Do not change Program Status or Program Exit Date when a student graduates if they did not reach attainment on the ACCESS assessment prior to graduation.

Identified Date: Enter the date the student was found eligible for EL program and services based on an Initial Determination Test (WIDA Screener for Kindergarten or WIDA Online Screener).

Expected Exit Date: Enter the date the student is expected to exit the EL program. EL students are expected to reach English language proficiency within 5 to 7 years of instruction in the English Learner program. Students who do not exit EL status within 5 years should be evaluated and monitored for possible intervention.

Date Determined Misidentified: Enter date that a student who was deemed as misidentified as an EL. Reference KDE's [Process for Addressing the Misidentification of Students as English Learners](#) document. If a Date Determined Misidentified is entered, the Program Status must be updated to Not EL.

Program Exit Date: This date should be **6/30 of the year** in which the student achieves the required ACCESS scores to exit the EL program.

NOTE: The Program exit elements should be entered as an end of year process (reference Reporting Timeline in [Section G](#) of this data standard).

First Year Monitoring: This *read-only* date field will calculate one year from the date entered in the Program Exit Date.

Second Year Monitoring: This *read-only* date field will calculate two years from the date entered in the Program Exit Date.

Third Year Monitoring: This *read-only* date field will calculate three years from the date entered in the Program Exit Date.

Fourth Year Monitoring: This *read-only* date field will calculate four years from the date entered in the Program Exit Date.

Program Exit State: When Program Exit Date is entered, this field will default to Kentucky. If student exited from a state other than Kentucky, select from the drop list the state in which the student reached attainment and exited the EL program.

Parent Notified: Enter the date in which the eligible EL student's parent or guardian(s) were notified of the initial identification assessment results and eligibility of EL services.

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Parent Declined: Select this indicator if the student’s parent or guardian(s) were notified and EL services were refused. Student must have at least one active EL Service and Instructional Accommodation to be included in EL reporting and ACCESS testing. The district should make these selections based on the PSP and student needs. Reference section G of the [Dear Colleague Letter](#).

Parent Declined Date: Enter the date the parent or guardian(s) refused services, if parent declined indicator selected.

Interrupted Schooling: Select this indicator if English Learner student in grades K-12 have experienced disruptions in education in their native countries and/or the United States. A disruption could be documented by providing evidence the student missed school a continuous month or more of the school year either because of withdrawal and subsequently re-enrolling, or because of absence based on attendance history, enrollment history and/or lack of transcripts or grades from previous enrollments.

Section D – English Learners (EL) Services

Tool Search: EL Services

The EL Services tab is used to track EL services a student receives while participating in the EL program. Students may receive multiple EL services with varying start and end dates. Decisions about the type(s) of EL Services provided are based on the student’s current level of English proficiency (WIDA Screener for Kindergarten, WIDA Online Screener, ACCESS, or Alternate ACCESS scores) as well as the current school context. Users should refer to the [WIDA Can Do Descriptors](#) that correspond to the English learner’s current level of proficiency prior to making decisions about EL Services.

A student must have at least one EL Service type to be considered an EL student for reporting purposes. EL services should not be end dated each year.

The screenshot shows a form titled "EL Services Detail". It contains the following fields:

- *Start Date:** A date selection field.
- End Date:** A date selection field.
- *Service Type:** A dropdown menu.
- Parent Refused Services**: A checkbox with a sub-field **Date Refused:** and a date selection field.
- Comments:** A large text area for notes.

Start Date: Enter the date the EL Service begins

End Date: EL services should only be end dated if a student exits EL Program Status or the student no longer needs the service based on an update to the student’s program services plan (PSP); the end date should be 6/30 of the reporting year in which the student exits the program or no longer receives the service. **EL Services should not be end dated when a student transfers to another district.**

Service Type: Select the type of EL service provided to the student from the drop list (descriptions of services below are from the [English Learner Tool Kit – Chapter 2](#), unless otherwise noted)

- **Content Area Tutoring (CAT)** - Programs that provide one-on-one or small group tutoring/assistance to ELs during school in the content areas, including English language arts,

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mathematics, science and social studies. Tutoring is generally provided by teachers other than bilingual or ESL teachers and may be provided by an aide under the direction of a teacher.

- **Content-Based ESL (CBE)** - This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.
- **Developmental Bilingual Education (DBE)** - defined on the California Department of Education, Multilingual Education [website](#) as a program that provides instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in students' first and second languages. This program is typically found in kindergarten through grade eight.
- **Dual Language/Two-Way Immersion (TWI)** – The goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.
- **English Language Development (ELD)** – A program designed specifically for ELs to develop their listening, speaking, reading and writing skills in English. This type of instruction is also known as English as a Second Language (ESL), Teaching English to Speakers of Other Languages (TESOL), or English for Speakers of Other Languages (ESOL).
- **Heritage Language (HLA)** – defined on the California Department of Education, Multilingual Education [website](#) as a program that provides instruction in English and another language for non-English speakers or students with limited literacy skills in their first language. Indigenous language programs support endangered minority languages in which students may have limited receptive and no productive skills. Both programs often serve American Indian students. This program is typically found in kindergarten through grade twelve.
- **Newcomer Program (NEW)** – separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).
- **Pull-Out ESL Resource (POE)** - A program of techniques, methodology and special curriculum designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Sometimes referred to as English Language Development.
- **Sheltered English Instruction (SEI)** - An instructional approach used to make academic instruction in English understandable to EL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.
- **Structured English Immersion (SEM)** - The goal of this program is acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of EL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language.
- **Transitional Bilingual Education (TBE)** - This program, also known as Early-exit Bilingual Education, utilizes a student's primary language in instruction. The program maintains and

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develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE is to facilitate the EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.

Parent Refused Services: Select the indicator box if the student's parent refused a specific EL service.

Date Refused: Enter the date parent refused the service, if applicable.

Section E – English Learners (EL) Accommodations

Tool Search: EL Accommodations

The EL Accommodations tab is used to track and manage Instructional, and Assessment Accommodations provided to an English Learner during a school year and throughout a student's school career. Decisions about the type(s) of EL Accommodations provided are based on the student's current level of English proficiency (WIDA Screener for Kindergarten, WIDA Online Screener, ACCESS, or Alternate ACCESS scores). The PSP team should refer to the [WIDA English Language Development \(ELD\) Standards](#) along with the [WIDA Can Do Descriptors](#) that correspond to the English Learner's current level of proficiency. In addition, the team can refer to the [WIDA Accessibility and Accommodations Supplement](#) for IDEA or Program 504 students and the [Inclusion of Special Populations](#) guidance prior to making decisions about EL Accommodations. The English Learner's performance on the annual English Language Proficiency assessment when reviewing student records and data should determine when accommodations are no longer needed and should be end dated. Assessment accommodation must be consistent with the on-going delivery of instructional services (Instructional Accommodations). The implementation and delivery of instructional accommodations should provide the EL student with equitable access to content standards and curriculum. The implementation and delivery of assessment accommodations should provide the EL student with an equitable opportunity to demonstrate their knowledge of content.

EL Accommodations should not be end dated at the end of the school year or when a student transfers to another district.



The screenshot shows a form titled "EL Accommodations Detail". It contains three main fields: "Start Date" with a calendar icon, "End Date" with a calendar icon, and "*Accommodation Type" which is a dropdown menu.

Start Date: Enter the date on which the EL accommodation begins.

End Date: EL accommodations should only be end dated if a student exits EL Program Status or the student no longer needs the accommodation based on an update to the student's learning plan; the end date should be 6/30 of the reporting year in which the student exits the program.

Accommodation Type: Select the instructional or assessment accommodation from the drop list. **Students must have at least one active *Instructional* accommodation to be considered for English Learner reporting.**

Code	Instructional Accommodation	Accommodation Type
API-I	Adapt Pace of Instruction	Instructional

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Code	Instructional Accommodation	Accommodation Type
AMT-I	Adapted Materials/Technology	Instructional
AT-I	Assistive Technology	Instructional
BED-I	Bilingual or English Dictionary	Instructional
BEG-I	Bilingual or English Glossary	Instructional
BK-I	Build Background Knowledge	Instructional
AC-I	Engage in Academic Conversations	Instructional
ET-I	Extended Time	Instructional
IO-I	Interaction Opportunities	Instructional
PL-I	Link Instruction to Prior Learning	Instructional
MC-I	Meta-Cognitive Strategies	Instructional
ML-I	Model Language/Task Completion	Instructional
ONLS-I	Oral Native Language Support	Instructional
PC-I	Prompting/Cueing	Instructional
CO-I	Provide Content Objectives	Instructional
LO-I	Provide Language Objectives	Instructional
VO-I	Provide Visuals/Organizers	Instructional
RTE-I	Read Text in English	Instructional
RTP-I	Read Text in Primary Language	Instructional
RDR-I	Reader	Instructional
SR-I	Scaffold Responses	Instructional
SB-I	Scribe Response	Instructional
SGSF-I	Small Group/Single Form Test	Instructional
SL-I	Simplified Language	Instructional
CS-I	Use Computer/Software	Instructional
SP-I	Use Spellcheck	Instructional

Code	Assessment Accommodation	Accommodation Type
BED-A	Bilingual/English Dictionary	Assessment
ET-A	Extended Time	Assessment
ONLS-A	Oral Native Language Support	Assessment
RDR-A	Reader	Assessment
SB-A	Scribe	Assessment

Section F – Student Records Transfer and Enrollment Information

Tool Search: Records Transfer

Former (Originating) District: preparing for transfer

1. The former (originating) district must end-date the enrollment of the student before releasing the record for all transfer functionality to work correctly.
2. The former (originating) district should NOT end date EL Accommodations or EL Services when student transfers to a new district.

NOTE: Do not create a new EL record for incoming students but instead import records from the previous district and update as needed.

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The following items will be available in Student Records Transfer when an EL student who was previously identified in another KY public school transfers into a district:

1. Import Wizards

- Assessment Import Wizard* – this will import any prior EL screeners or ACCESS testing in which the student has participated.
- English Learners (EL) Import Wizard* – this will import data from the EL tab from the previous district.
- Extended Census Import Wizard* - this will import the student’s original *Home Primary Language* as reported on the Home Language Survey given upon initial identification.

2. Transfer Documents

- English Learners (EL)
- EL Services
- EL Accommodations

EL Service and EL Accommodation Transfer Documents will be available for review in the student’s record via Program Participation | English Learners.

For expanded guidance, refer to the [Student Records Transfer Data Standard](#).

Transfer Documents		Data imports
Transcript	Report Card-Progress	Transcript Import Wizard
Census Contact Summary	IEP	Extended Census Import Wizard
Extended Census Summary	Special Ed Evaluation	Enrollment History Import Wizard
Enrollment History	IEP Documents	Assessment Import Wizard
Schedule	PLP	Immunization Import Wizard
Attendance Period Detail	PLP Documents	Health Condition Import Wizard
Assessment Summary	ILPA	Health Screening Import Wizard
Behavior Summary	ILPA Documents	IEP Import Wizard
EL Document	English Learners (EL)	Special Ed Evaluation Import Wizard
Gifted & Talented Documents	EL Services	Special Ed Documents Import Wizard
Health Condition Summary	EL Accommodations	PLP Import Wizard
Health Screening Summary	Adult Ed	PLP Documents Import Wizard
Health Immunization Summary	Early Learning	ILPA Import Wizard
Homeless Summary	Supplemental School Year Program	ILPA Documents Import Wizard
	Foster Care	KY State Reporting Import Wizard
		English Learners (EL) Import Wizard

EL Student Transfer Guidance

EL Students *initial* enrollment in a Kentucky public school - The HLS must be given, and appropriate procedures followed based on the languages given by the parent or guardian on the HLS.

EL students *transfer* from another KY public school district - Do not create a new EL record for an incoming student but instead import records from previous district via Student Records Transfer and update the import record as needed.

EL students *returning* to Kentucky – Districts should accept ELP scores for any EL students who returns to Kentucky from another state to inform student needs after returning. Districts should search the student locator to obtain previous EL records in IC and import and/or update as needed. Do not create new records for these students.

EL students *transferring* from another state - The HLS must be given, and the appropriate procedures followed based on the languages given by the parent or guardian on the HLS. If the student’s HLS indicates a language other than English, districts can utilize ELP scores from other states to inform

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student needs, however, students enrolling from non-WIDA states must complete the appropriate WIDA screener.

Exited EL students *transferring from another state* – Districts should accept exiting scores from other states (WIDA and non-WIDA). An EL Exited record must be created with the Identified Date as the date identified in previous state. Enter Program Status of EL Exited and Program Exit Date entered as 6/30 of the year in which student reached attainment in previous state. Monitoring years will populate based on the exit date. If student had a previous active EL record in Kentucky, that record should be updated to EL Exited, Program Exit Date of 6/30 of the year of attainment. Monitoring years will populate based on the Program Exit Date. End date any active EL Services or Accommodations as of 6/30 of the year reaching attainment.

Section G – Reporting Timeline

English Learner Data Verification Timeline

- **October 1 – October 30** – District review of English Learners (EL) data in Infinite Campus for federal reporting (English Learner Enrolled and Served as of October 1)
- **November 1** – KDE extracts English Learner data from Infinite Campus for federal reporting requirements
- **Second Tuesday in March** – KDE extracts English Learner data from Infinite Campus for tentative allocations.
- **May 1** - District Data Verification for English Learner opens
- **June 30** - District Data Verification for English Learner closes; all English Learner data should be updated and complete in Infinite Campus
- **After State Testing – June 30** – Enter Program Status and Program End Date for students who have exited EL during the academic year; End date EL Services and EL Accommodations as of 6/30 of the year in which student exits EL
- **July 1** - KDE extracts English Learner data from Infinite Campus State Edition for end of year reporting and final allocations.

Funding is based on the population of English Learners in schools served by the eligible entity during the previous school year. Awards are determined using the state allocation and the population of English Learners in schools served by all eligible entities in the State.