

Data Standard English Learners (EL)

10/26/2021

Ownership and History

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Revision history:

October 26, 2021

Update Section F: Student Records Transfer Instruction and Screenshot

August 6, 2021

Update Section B: WIDA Screener for Kindergarten score options

July 9, 2021

Review for 2021-22 SY

Update Data Stewards

Update Section B EL Screener and Assessment

March 31, 2021

EL Team review and adding clarifications to address data quality issues

September 22, 2020

Update Assessment detail

Added instruction for *Parent Declined* indication

July 1, 2020

Review for 2020-21 SY

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Overview

Description

As new students from non-English language backgrounds are enrolled and continuing EL (English Learner) 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 the Every Student Succeeds Act.

Regulation citation(s)

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

Data Use

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

Related ad-hoc filters and reports

- KY State Reporting / [English Learners Extract](#)
- KY State Reporting / [QA English Learners](#)

Training and Resources

- [English Learner and Immigrant Students website](#)
- [ACCESS for ELLs website](#)
- [District Guide for the English Learners Program](#)
- [English Learner and Immigrant Data Collection and Reporting](#)
- [Home Language Survey Template](#)
- [Inclusion of Special Populations in the State Required Assessment and Accountability Programs](#)

Campus Path(s)

- Census / People / Demographics
- Student Information / General / Assessment
- Student Information / Program Participation / English Learner (EL) / EL
- Student Information / Program Participation / English Learner (EL) / EL Services
- Student Information / Program Participation / English Learner (EL) / EL Accommodations

Section A – Census Detail - Demographics Tab

Campus Path: Census / People / Demographics Tab



The image shows a screenshot of a web application interface. It features two dropdown menus. The first dropdown menu is labeled "Home Primary Language" and contains the text "Select a Value". The second dropdown menu is labeled "Native American Language" and also contains the text "Select a Value". Both dropdown menus have a small downward-pointing arrow on the right side.

[District Guide for the English Learners Program](#). KDE's [Home Language Survey \(HLS\) Template](#) can also be used as a reference. The HLD should only be administered upon initial entry into a KY public school and does not need to 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.

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 English Learner 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 **Native American (1025)**. If the language is not on this list, choose N0000: Other.

Section B – EL Screener and Assessment Detail

This section outlines EL 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 district IC administrator for staff to enter and/or view assessment details.

Campus Path: Student Information / General / Assessment Tab

W-APT (KDE-W-APT)

English language proficiency screener given to incoming **Kindergarten** students to identify English language learners (ELL). Reference [Kindergarten W-APT WIDA website](#) for assessment details.

Click *New* button

The screenshot shows a user interface for adding a new assessment. At the top, there is a blue button labeled "New". Below it is a section titled "New Test" with a subtitle "Test - Choose the parent test then update test/strand scores" and a dropdown menu. Further down is a section titled "Test Score Detail" with a subtitle "W-APT" and a "Date" field with a calendar icon. At the bottom, there is a blue button labeled "Save".

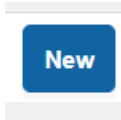
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WIDA Screener for Kindergarten (K-WIDA)

English language proficiency assessment given to incoming **Kindergarten** students to help educators identify whether they are English learners (ELs). This assessment contains the following proficiency level scores:

- 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

Click *New* button



New Test

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

[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"/>

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

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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
---	-----	---	-----	---	-----	---	-----	---	-----	---

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

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

Save

WIDA Online Screener (WOS)

English language proficiency assessment given to new students in **grades 1-12** to help educators identify whether they are English learners (ELs). This assessment contains the following proficiency level scores:

- 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

Click *New* button

New

New Test

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

[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"/>

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
---	-----	---	-----	---	-----	---	-----	---	-----	---

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

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

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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.

Alternate ACCESS for ELLs

Alternate ACCESS is a large-print, paper-based test individually administered to students in grades 1-12 who are identified as English Language Learners (ELLs) 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.

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Section C – Program Status Detail

Campus Path: Student Information / Program Participation / English Learners (EL) / EL Tab

Before creating new records for EL students, search 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.

Active EL Record	
*Program Status	EL <input type="text"/>
Identified Date	<input type="text"/>
Expected Exit Date	<input type="text"/>
Program Exit Date	<input type="text"/>
First Year Monitoring:	
Second Year Monitoring:	
Third Year Monitoring:	
Fourth Year Monitoring:	
Parent Notified	<input type="text"/>
Parent Declined	<input type="checkbox"/>
Parent Declined Date	<input type="text"/>
Interrupted Schooling	<input type="checkbox"/>
Comments	<input type="text"/>

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 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)

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Program Status	Description
	<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 as a result 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 ALT 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 scores FEP on the English language proficiency assessment.</p> <p>Select this option if the student has reached the FEP attainment level (<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> <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</p>

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Program Status	Description
	regardless of the score. The student would also be required to take ACCESS in January. Grades 1-12 students identified as IFEP will not take ACCESS in January.

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, K W-APT/WIDA Online Screener).

Expected Exit Date: Enter the date in which 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.

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. For example, if a student exits on 1/20/2022, then the Program Exit Date should be 6/30/2022.

NOTE: The Status of EL Exit and Program Exit Date of 6/30/2022 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.

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. The results of the identification assessment and the program services plan (PSP) must be shared with the parent or guardian(s) within the first 30 calendar days of the school year or within two weeks of enrollment during the school year. Written documentation and/or oral interpretation should be provided, to the extent practical, in a language in which the parent or guardian(s) can understand.

Parent Declined: Select this indicator if the student's parent or guardian(s) were notified and EL services were refused. Appropriate EL Service selection for a student whose parent declined services is *Sheltered English Instruction*.

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

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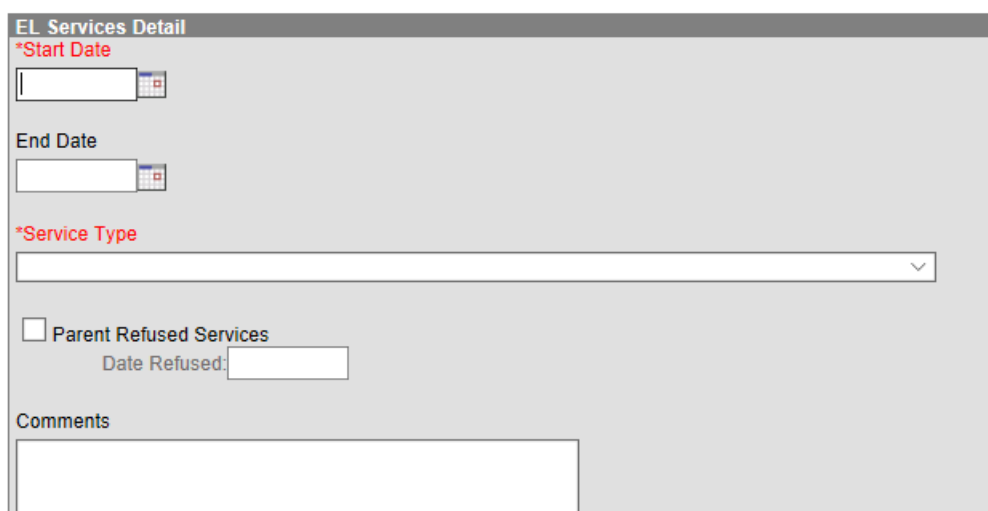
Interrupted Schooling: Select this indicator if student missed school a continuous month or more of the school year either because of withdrawal and subsequently re-enrolling, or because of absence.

Section D – EL Services

Campus Path: Student Information / Program Participation / EL / 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, W-APT, 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. EL Services should be reviewed annually, within the first thirty calendar days of the school year, as part of the PSP committee meeting.

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 web form titled "EL Services Detail". It contains the following fields:

- *Start Date:** A date input field with a calendar icon.
- End Date:** A date input field with a calendar icon.
- *Service Type:** A dropdown menu.
- Parent Refused Services**: A checkbox with a label.
- Date Refused:** A date input field, only visible if the checkbox is checked.
- Comments:** A large text area for entering 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 learning plan; the end date should be 6/30 of the reporting year in which the student exits the program or no longer receives the service. **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 (reference Office of Civil Rights [Developing Programs for English Learners: Glossary](#) for definitions)

- CAT: Content Area Tutoring
- CBE: Content-Based ESL
- DBE: Developmental Bilingual Education

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- DLG: Dual Language
- EBE: Early-Exit Bilingual Education
- ELD: English Language Development
- HLA: Heritage Language
- NEW: Newcomer Program
- POE: Pull-Out ESL Resource
- SEI: Sheltered English Instruction
- SEN: Structured English Immersion
- TBE: Transitional Bilingual Education
- TWI: Two-Way Immersion

Parent Refused Services: Select indicator if student parent refused a specific EL service.

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

Section E – EL Accommodations

Campus Path: Student Information / Program Participation / EL / 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, W-APT, WIDA Online Screener, ACCESS or Alternate ACCESS scores). The PSP team should refer to the [WIDA Can Do Descriptors](#) that correspond to the English Learner's current level of proficiency and the [WIDA Accessibility and Accommodations Supplement](#) prior to making decisions about EL Accommodations. The English Learner's performance on the annual English Language Proficiency assessment in conjunction with professional judgment when reviewing student records and data should determine when accommodations are no longer needed and should be end dated. EL Accommodations should be reviewed annually, within the first thirty days of the school year, as part of the PSP committee meeting. Assessment accommodations 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.

NOTE: Student must have at least one EL **Instructional** Accommodation to be considered an EL student for reporting purposes. EL Accommodations should not be end dated at the end of the school year or when a student transfers to another district.

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Start Date: Enter the date in 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
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
SL-I	Simplified Language	Instructional
SGSF-I	Small Group/Single Form Test	Instructional
CS-I	Use Computer/Software	Instructional
SP-I	Use Spellcheck	Instructional

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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
SL-A	Simplified Language	Assessment
SB-A	Use of Scribe	Assessment

Section F – Student Records Transfer – EL Data

Campus Path: Process Inbox / Transfer

Release link: Student Information / General / Records Transfer tab

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 student but instead import record from previous district and update as needed.

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

- a. *Assessment Import Wizard* – this will import any prior EL screeners or ACCESS testing in which the student has participated.
- b. *English Learners (EL) Import Wizard* – this will import data from the EL tab from the previous district.
- c. *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

- a. English Learners (EL)
- b. EL Services
- c. 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](#).

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<u>Transfer Documents</u>		<u>Data imports</u>
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

Records Transfer Reminders:

- **Transfer EL Records from another KY Public School District** - Do not create a new EL record for an incoming student but instead import record from previous district via Student Records Transfer and update the import record as needed.
- **EL Students returning to Kentucky after moving out of state/country** – Districts should search student locator to obtain previous records in Infinite Campus that should be imported and/or updated as needed. Do not create new records for these students.
- **EL Students Transferring from a State within the [WIDA Consortium](#)** - Districts should accept ELP scores for any EL students who transfers into Kentucky from another state that utilizes WIDA. Therefore, if the student has exited an EL program from another state that is also a WIDA consortium member, that student would need an EL record with a Program Status of EL Exit and the Program Exit Date would be the date the student exited the EL program from the originating state and the monitoring years will pre-populate.
 - **Active EL Transferring from a State within the WIDA Consortium** – Students identified as EL in another WIDA state would need an EL record with a Program Status of EL and the Identified Date would be the date the student was identified in the originating state and the expected exit date of 5 years from the identified date should be entered. Add a comment to the EL record that the student was identified as an EL in another WIDA state.
 - **Exited EL Transferring from a State within the WIDA Consortium** - If the student has exited an EL program from another state that is also a WIDA consortium member, that student would need an EL record with a Program Status of Exited EL and the Program Exit Date would be 6/30 of the year the student exited the EL program from the originating state and the monitoring years will pre-populate. Add a comment to the EL record that the student exited the EL program in another WIDA state.
- **Exited EL Transferring from a State not within the [WIDA Consortium](#)** - Districts should proceed with properly identifying all ELs who transfer from a non-WIDA state. Which include, administering an HLS and appropriate WIDA screener. EL records should be created based on results of the identification conducted.

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- If the student does not meet Kentucky's 4.5 overall composite on the WIDA Online Screener, the student would need an EL record with a Program Status of EL and the Identified Date would be the date the student was identified in Kentucky. Add a comment to the EL record that the student exited the EL program in a non-WIDA state but did not meet Kentucky's ELP criteria upon enrollment.
- If the student meets Kentucky's 4.5 overall composite on the WIDA Online Screener, the student will need an EL record with a Program Status of Exited EL and the Identified Date would be the date the student was identified in the originating state. The Program Exit Date would be 6/30 of the year the student exited the EL program in the originating state and the monitoring years will pre-populate. Add a comment to the EL record that the student exited the EL program in a non-WIDA state and met Kentucky's ELP criteria upon enrollment.
- **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 kindergartener. The district may administer the HLS for identification, but the K W-APT must not be administered to the student 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 include EL students in grades K-12, preschool students are not included.

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
- **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.