

Data Standard English Learners

Rev. 2/11/2019

Ownership and History

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February 11, 2019

Update Data Stewards

Added Additional Contacts

Update hyperlinks throughout the standards

Update guidance for EL Exiting Students

Review and update screenshots and descriptions throughout standards

Added Reporting Timeline

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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 the *Every Student Succeeds Act*](#)
- [703 KAR 5:070](#)
[Inclusion of Special Populations in the State Required Assessment and Accountability Programs 703 KAR 5:070](#)
- [Home Language Survey](#)
- [English Learner and Immigrant Data Collection and Reporting](#)

Data Use

- Federal Reporting
- State Reporting
- School Report Card
- Assessment and Accountability

Related ad-hoc filters and reports

- KY State Reporting / LEP (EL) Extract

Training and Resources

- Campus Community: [LEP Extract \(Kentucky\)](#)
- English Learner and Immigrant Students [website](#)
- ACCESS for EL's [website](#)

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 – Creating an EL Record: Demographics Tab

Campus Path: Census / People / Demographics Tab

The screenshot shows a portion of a web form. At the top, there is a label "Date Entered US School" above a date input field with a calendar icon. Below this are two dropdown menus. The first is labeled "Home Primary Language" and contains the text "Select a Value". The second is labeled "Native American Language" and also contains the text "Select a Value".

Date Entered US School: Enter the date in which student first enrolled in a school within the United States.

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 information is obtained through questions on the [Home Language Survey](#).

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.

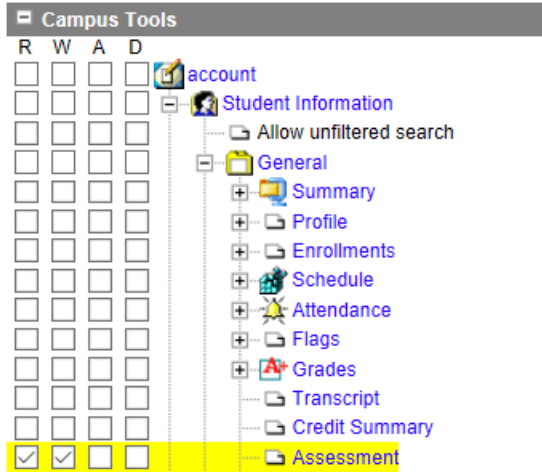
Additional information regarding *Home Primary Language* selections:

- In the case of a foreign-born student living in an English-speaking home of his/her adopted family, choose the student's native language from the *Home Primary Language* drop list.
- To be identified as an English Learner the *Home Primary Language* field must be selection other than **English (0400)**.
- The 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.

Section B – Creating an EL Record: Entering WIDA Online Screener/K W-APT Scores

Users must be given at least **R** (Read) and **W** (Write) edits to the Assessment Tab to enter W-APT scores. This can be done via *System Administration / User Security / User / Tool Rights* (expanding Student Information | General).

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Campus Path: Student Information / General / Assessment Tab

WIDA Online Screener is the placement assessment used for identification of EL for students in grades 1-12 and **W-APT** is the placement assessment used for identification of EL for students in Kindergarten. **ACCESS** is the annual English Proficiency Assessment for EL students. For additional information on these assessments visit KDE's Access for EL's [website](#).

Enter **WIDA Online Screener** scores for English Learner students in grades 1-12.

Click *New* button

The image shows a form titled "New Test". Below the title is a dropdown menu. Above the dropdown menu is the text "Test - Choose the parent test then update test/strand scores".

Test: Select WIDA Online Screener (WOS) from the drop list for students in grades 1-12.

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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.

- ENT: Entering 1.0 - 1.9
- EMR: Emerging 2.0 – 2.9
- DEV: Developing 3.0 – 3.9
- EXP: Expanding 4.0 – 4.9
- BRI: Bridging 5.0 – 5.9
- REA: Reaching 6.0

Results: Select from the drop list the overall screener results

Listening, Reading, Speaking, Writing, Composite Literacy, Composite Oral, Composite Overall: Enter date assessment section was taken and select the result of the section from the drop list.

Once saved, the WIDA Online Screener data will be available via the Student Information | General | Assessments tab as read only.

Enter **W-APT** scores for English Learner students in Kindergarten.

Click *New* button

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New Test

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

Test: Select W-APT from the drop list for students in grades 1-12.

Test Score Detail

W-APT

Date

Date: Enter the date in which the assessment was taken; no other elements are required to be entered for the W-APT assessment.

NOTE: Districts do **not** need to enter ACCESS scores. KDE will populate the scores into Infinite Campus after the verification process.

Section C – Creating an EL Record: Program Status

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

Active EL Record

*Program Status

Identified Date

Expected Exit Date

Program Exit Date

First Year Monitoring:

Second Year Monitoring:

Third Year Monitoring:

Fourth Year Monitoring:

Parent Notified

Parent Declined

Parent Declined Date

Interrupted Schooling

Comments

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Program Status: Select the student's program status from the drop list based on the student's W-APT, WIDA Online Screener or ACCESS results. See Program Status definitions table on the next page.

- EL
- Exited EL
- Pending
- Not EL

Identified Date: Enter the date the student was found eligible for EL program and services based on an Initial Determination Test (W-APT).

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.

Program Exit Date: This date should be **6/30 of the year** in which the student achieves the required ACCESS scores to exit and student exits the EL program. For example, if a student exits on 11/20/2018, then the Program Exit Date should be 6/30/2019.

NOTE: The Status of EL Exit and Program Exit Date of 6/30/2019 should be entered as an end of year process (reference Reporting Timeline in [Section F](#) of this document).

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.

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

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.

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Program Status	Description
<p>Not EL</p>	<p>Not EL status should be selected if student who is screened for English language proficiency because he/she comes from a non-English language background and upon initial assessment of English language proficiency scores Full English Proficiency (FEP). This initial screening assessment of English language proficiency should occur when the student first enters a school district in the United States. The student does not qualify as EL because of their fully English proficient status.</p> <p>Select this option if a student has taken the W-APT/WIDA Online Screener and scored a 4.5 overall composite to warrant Initially Fully English Proficient (IFEP).</p> <p>Not EL status cannot be assigned to a kindergarten student. A kindergarten student who has taken the W-APT test must be enrolled as an EL student, have a PSP regardless of the score, and take ACCESS in January.</p> <p>Grades 1-12 students identified as IFEP will not take ACCESS in January.</p>
<p>EL – (English Learner)</p>	<p>EL status should be selected if student meets the following definition:</p> <ul style="list-style-type: none"> a) who is age 3 through 21. b) who is enrolled or preparing to enroll in an elementary or secondary school. c) who was 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). d) whose difficulties in listening, speaking, reading or writing the English language may be sufficient to deny the individual: <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 the W-APT/WIDA Online Screener (below 4.5</p>

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Program Status	Description
	<p>overall composite) or has not yet met the exit criteria of 4.5 or higher Overall Composite Proficiency Level on a Tier B or a Tier C on ACCESS for ELLs 2.0) as a student in the 1st grade or above.</p> <p>Record must have at least one <u>EL Service type</u> selected.</p> <p>Record must have at least one <u>Instructional Accommodation</u> selected.</p>
Exited EL	<p>Exited EL status should be selected if a student who after having been designated EL based on the initial assessment of English language proficiency, subsequently scores FEP on the assessment of English language proficient.</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 or a Tier C ACCESS for ELLS 2.0</i>) as a student in the 1st grade or above.</p>
Pending	<p>Pending status should be selected if student has been identified as possibly needing EL services by the school through the Home Language Survey (HLS) but no formal EL determination (W-APT/WIDA Online Screener) has been conducted.</p>

Section D – Creating an EL Record: EL Services

Campus Path: Student Information / Program Participation / EL / EL Services

The EL Services tab is used to keep track of EL services a student receives while participating in an 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 (W-APT/WIDA Online Screener or ACCESS scores). 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 DO NOT need to be end dated yearly.** However, they are to be reviewed yearly, within the first thirty calendar days of the school year, as part of the PSP committee meeting. Decisions on beginning and ending EL services provided to ELs are based on the student’s most recent ACCESS Scores and corresponding level of English proficiency using the [WIDA Can Do Descriptors](#) as well as the current school context.

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NOTE: Student must have at least one EL Service type to be considered an EL student for reporting purposes.

The screenshot shows a 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.
- Date Refused:** A date input field, only visible if the checkbox is checked.
- Comments:** A text area for entering notes.

Start Date: Enter the date of the specified EL Service started

End Date: Enter the date the specified EL Service ended; EL Services do not have to be end dated at the end of the school year; EL Services must be end dated when a student transfers out of the district.

NOTE: Decisions on beginning and ending EL services provided to English Learners are based on the student's most recent ACCESS Scores and corresponding level of English proficiency as well as the current school context.

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 additional detail)

- CAT: Content Area Tutoring
- CBE: Content-Based ESL
- DBE: Developmental Bilingual Education
- DLG: Dual Language
- EBE: Early Exit Bilingual Education
- ELD: English Literacy 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 refuse the service

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

Section E – Creating an EL Record: Accommodations

Campus Path: Student Information / Program Participation / EL / EL Accommodations

The EL Accommodations tab is used to track and manage EL 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 (W-APT, WIDA Online Screener or ACCESS Scores). 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 Accommodations. Both instructional and assessment accommodations have start date and can be end dated. The English Learner's performance on the annual English Language Proficiency assessment in conjunction with professional judgment determines when accommodations are no longer required and should be end dated. EL Accommodations **DO NOT** need to be end dated each year. However, EL Accommodations are reviewed yearly, 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). Implementation of Assessment Accommodations should not impact the content being measured.

NOTE: Student must have at least one EL **Instructional** Accommodation to be considered an EL student for reporting purposes.



The screenshot shows a web form titled "EL Accommodations Detail". It contains three main input fields: a date picker for "Start Date" (marked with a red asterisk), a date picker for "End Date", and a dropdown menu for "Accommodation Type" (also marked with a red asterisk). The form is set against a light gray background.

Start Date: Enter the date in which the provided EL accommodation starts

End Date: Enter the date the specified EL Accommodation ended; EL Services do not have to be end dated at the end of the school year; EL Accommodation must be end dated when a student transfers out of the district.

Accommodation Type: Select from the instructional or assessment accommodation from the drop list

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

Section F – Student Records Transfer – EL Data

Campus Path: Process Inbox / Transfer

Released link: Student Information / General / 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 must end-date EL Accommodations Services.

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Receiving District (obtaining EL records from originating district)

1. Import Wizards
 - a. Assessment Import Wizard
 - b. English Learners (EL) Import Wizard
 - c. Extended Census Import Wizard
2. Transfer Documents
 - a. English Learners (EL)
 - b. EL Services
 - c. EL Accommodations

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

Section G – Reporting Timeline

English Learner and Immigrant Data Verification Timeline

- **October 1 – October 30** – District review English Learner (LEP) Extract in Infinite Campus for federal reporting (English Learner Enrolled and Served as of October 1)
- **November 1** – KDE extract English Learner data from Infinite Campus for federal reporting requirements
- **May 1** - District Data Verification for English Learner and Immigrant opens
- **May 31** – All English Learner and Immigrant data should be updated and complete in Infinite Campus
- **June 30** - District Data Verification for English Learner and Immigrant closes
- **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 and Immigrant data from Infinite Campus State Edition for end of year reporting