Data Standard English Learners (EL)
3/1/2024

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Revision history:

March 1, 2024
Section B: Added clarification to WIDA Screener for Kindergarten and WIDA Online Screener

July 3, 2023
Review for 2023-24 school year
Section A: Parent Declined element description updated
Section C: Added new data element Date Determined Misidentified

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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
- SEEK Allocations
- 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
  - *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 primary home 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.

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
- Online Registration (OLR) Guidance – Home Language Survey
- Inclusion of Special Populations Resources
- Program Services Plan (PSP) for English Learners Template
- Addressing the Misidentification of Students as English Learners
- English Learner Re-Entry Procedures

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- English Learners with Disabilities

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

Classic View: Census | People | Demographics Tab

Search Terms: Census

Home Primary Language

Select a Value ▾

Native American Language

Select a Value ▾

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

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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 *WIDA Screener for Kindergarten* 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 includes EL students in grades K-12, preschool students are not included.

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.

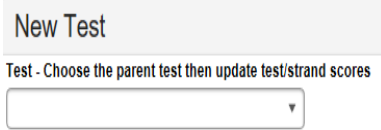**Classic View: Student Information | General | Assessment Tab**

Search Terms: Assessment
[WIDA Screener for Kindergarten](#) (K-WIDA)
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 (K-WIDA)* from the drop list.

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

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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 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*.

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[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.

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

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.

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

Classic View: Student Information | Program Participation | English Learners (EL) | EL Tab

Search Terms: English Learners
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.

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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 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:
	  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.
	
	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

Program Status	Description
	4.5 or higher Overall Composite result on a Tier B/C ACCESS for ELLs or Overall Composite of P2 on Alternate ACCESS.
Exited EL	Select if a student who after having been designated EL based on the initial assessment of English language proficiency, subsequently reaches attainment (*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*).
Pending	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.
Not EL	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. 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). 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. 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 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 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.

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 evidence 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.
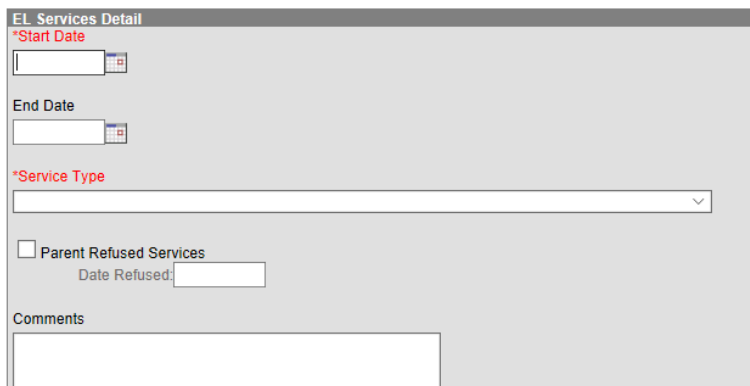
Section D – English Learners (EL) Services

Campus Path: Student Information | Program Participation | English Learners (EL) | EL Services

Search Terms: English Learners

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.

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 (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
- 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 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

Classic View: Student Information | Program Participation | English Learners (EL) | EL Accommodations

Search Terms: English Learners

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 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 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.

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.

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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
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

Classic View: Process Inbox OR Student Information | General | Records Transfer tab

Search Terms: 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.

The following items will be available in Student Records Transfer when an EL student who was previously identified in another KY public school transfers int 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](#).

EL Student Transfer Guidance

Transfer EL records 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 after moving out of state/country – Districts should search the 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 initial enrollment in a Kentucky public school - The HLS should be given, and appropriate procedures followed based on the languages given by the parent or guardian on the HLS.

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EL Students returning to Kentucky from another state - Districts should accept ELP scores for any EL students who transfer into Kentucky from another state. Students identified as EL in another 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. EL Services and Accommodations must be entered.

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.