English Learners in Idaho: Data Reporting Requirements

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Data Reporting Mini-Manual

The mini-manuals are designed to be practical guides that should be downloaded and used in tandem with the Idaho State EL & Title III website. Each mini-manual provides information regarding specific topics and concludes with Idaho SDE resource links and frequently asked questions. These mini-manuals are designed to be "smart" so look for hyperlinks that will forward you to other mini-manuals, training videos, websites, and appendices.

Mini-Manual Contents

Data Reporting Background

All schools have multiple data reporting requirements regarding current or potential English Learner (EL) programs and plans. District, school, and student level data are required for accreditation, accountability, and funding purposes.

Data Reporting Dates		
Submission Deadline	Collection Period	Type of Report
TBD		Summer Upload
TBD		October ISEE Upload
TBD		November ISEE Upload
TBD		March ISEE Upload
TBD		May ISEE Upload
TBD		End of Year ISEE Upload
June 30th	April-June	State EL Plan (CFSGA)
June 30th	April -June	Title III Plan (CFSGA)
June 30th	April -June	Title III Immigrant Grant (CFSGA)
TBD	3-year cycle	Title III Enhancement Grants
June 30th	April-June	Annual Data Collection (ELMS)
Within 30 days of assessment	ongoing	W-APT Reporting (ELMS)

Idaho System of Educational Excellence (ISEE)

The Idaho State Department of Education (SDE) has created the Idaho System for Educational Excellence (ISEE), a K-12 Longitudinal Data System, which supports the budgeting processes, data submissions, and delivers information to educational stakeholders to create data driven decisions. Date reporting is required from the LEA to the SDE through six (6) yearly data submissions. LEAs report data to the SDE for all programs and students, include English Learners.

For more information about ISEE or how to get access to the ISEE portal please refer to the ISEE Technology Resource Webpage.

ISEE EL Data

LEAs are required to report to the SEA the number of English learners identified in their district. When reporting a student as an EL the district must submit the following information:

- **EL Status code** (see ISEE Coding for ELs)
- **EL Entry Date** – this should be the EL program entry date, which should be the same date as they took a screener assessment. An EL should only have one (1) program entry date. This is the date that they began in ANY district Language Instruction Educational Program (LIEP).
- **EL Exit Date** – (if applicable) this should be the date the student met Idaho's exit criteria on the ACCESS 2.0 assessment. An EL should have only one (1) exit date. Students' exit date must be from the same academic year that they met the exit criteria.
- **Language** – this is the language other than English documented on the student's Home Language Survey.
- **Immigrant Status** – Y or N, does the student qualify as an immigrant student?
  - **If YES** – LEAs must provide a date of US entry and a country of origin.
  - **Once a student is Y for immigrant status a district should never remove this designation**.

ISEE Coding for English Learners

All districts are required to identify English Learners (ELs) in their schools. Once screened for English language proficiency students must be coded appropriately in district student information systems (SIS) to reflect the EL status of the student. The following defined codes are used to identify types of EL students: SO, L1, LE, EW, X1, X2, X3, X4, FLEP, N (X3 and X4 are pending Accountability plan writing 2017).

Correct status coding is essential for data quality for reporting purposes. These status codes are used to populate "EL History" in the ELMS application, allowing district personnel to see the EL status of a student historically in all Idaho school districts. They are used for required reporting on the number of EL students in the state to the US Department of Education. And furthermore, they are used to substantiate state and federal funding.

SO - Screened Out

This code is used for students who have taken the W-APT/ACCESS Screener and have met the "screen-out" criteria and are not ELs

Does this student have an entry date?	No – they never qualified.
Does this student have an exit date?	No
Does this student take ACCESS 2.0?	No

L1 – English Learner Year One

This code is used for students who are recent arrivals to the US and have been in any US school for less than 1 year. This included all K English learners

Does this student have an entry date?	Yes, and should be < one year.
Does this student have an exit date?	No
Does this student take ACCESS 2.0?	Yes
• **Content assessment exemptions pending Accountability plan writing (summer 2017)**	

LE – English Learner

This code is for all other EL students currently enrolled.

Does this student have an entry date?	Yes, and should be > one year.
Does this student have an exit date?	No
Does this student take ACCESS 2.0?	Yes
• **After one year, all L1s become LE.**	

EW – English Learner Waived

This code is used for students whose parents have waived EL _**services.**_ The student is still qualified an EL who must receive ELD and must be assessed annually for English language proficiency until they meet exit criteria.

Does this student have an entry date?	Yes
Does this student have an exit date?	No
Does this student take ACCESS 2.0?	Yes

X1 – Exited and Monitor Year 1

This code is used for students who have met the exit criteria on the annual ACCESS 2.0 assessment and have exited ELD services and programming within the last year. These students are currently in their first year of monitoring

status where the LEA monitors their progress to ensure that they are performing academically successfully in the classroom where instruction is delivered in English.

Does this student have an entry date?	Yes
Does this student have an exit date?	Yes, and should be < one year
Does this student take ACCESS 2.0?	No

- **Exit data MUST be from the year the student met the exit criteria.**
- **X1 status begins on exit date.**
- **X1 rolls to X2 status after one year from original exit date**

X2 – Exited and Monitor Year 2

This code is used for students who have met the exit criteria on the annual ACCESS 2.0 assessment and have exited ELD services and programming. These students are currently in their second year of monitoring status where the LEA monitors their progress to ensure that they are performing academically successfully in the classroom where instruction is delivered in English.

Does this student have an entry date?	Yes
Does this student have an exit date?	Yes, and should be > one year < two years
Does this student take ACCESS 2.0?	No

- **X2 rolls to X3 status after two years from original exit date**

X3 and X4 – Exited Year 3 and Exited Year 4

These codes are used for students who have met the exit criteria on the annual ACCESS 2.0 assessment three/four years ago. These students are no longer monitored for ensured academic progress but are reported with this status for accountability purposes. The adoption of X3/X4 is pending Accountability writing in Spring 2017.

Does this student have an entry date?	Yes
Does this student have an exit date?	Yes, and should be < three or four years
Does this student take ACCESS 2.0?	No

- **Status rolls to next year status based up on original exit date.**

FLEP – Former English Learner

This code is used for students who have met the exit criteria on the annual ACCESS 2.0 over four years ago and are no longer used in accountability reporting.

Does this student have an entry date?	Yes
Does this student have an exit date?	Yes, and should be > four years
Does this student take ACCESS 2.0?	No

- **FLEP status begins 4 years after original exit date and remains throughout a student's academic career until they graduate.**

N – Not an English Learner

This code is used for all students whose Home Language Survey (HLS) indicated all English. Therefore, this student was never screened for English language proficiency.

State and Title III Plan Reporting (CFSGA)

Every year LEAs are required to write, submit, and have an approved plan on file with the State Department of Education (SDE) regarding their use of state and federal funds (Idaho Code: Section 33-1617). These plans are written, submitted, and approved through the Consolidated Federal and State Grants Application (CFSGA). Districts

will not have any program funds released until all program plans have been submitted and approved. Submission deadline for all program plans through the CFSGA is June 30th.

Upon signing into to CFSGA your options for EL Assurances, State EL, and/or Title III will depend on whether your district has any identified EL students and whether your district qualifies for their own allocation for Title III funds.

LEAs Reporting No English Learners

Beginning school year 2017-2018 ALL LEAs reporting that they do not have ELs, must answer a minimum Lau assurance question regarding what they *would* do if/when enrolling an EL student and the qualifications of the staff designated for providing EL supports. As well, they musts identify a contact person in the role of "Title III Language Instruction for English Learners" in the Idaho District Contact Information (IDCI) to receive EL related information as well as a person in the ELMS.Editor role to look up new students upon enrollment. Please reference the ELMS User Guide & Walkthrough for more detailed information.

State English Learner Program Plan

LEAs receiving State EL funds must have an approved plan for such funds on file with the SDE annually (Idaho Code: Section 33-1617). State EL Plans consist of 6 tabs of information regarding the districts use of funds for supporting the instruction of their district ELs. Program services and expenditures described in the plan are the LEA's core instructional supports for students who are English Learners which districts are required to provide (a.k.a. Lau Plan).

1. General Information
   - EL contact personnel at the LEA – IDCI roles are assigned by district ISEE Coordinator, ELMS role is assigned through the ISEE Admin Tool User.
     - Must have current personnel in the three roles: "Title II Language Instruction for English Learners" (IDCI), "Idaho English Language Proficiency Assessment Coordinator" (IDCI), and "ELMS.Editor" (ELMS).
2. Demographic Information
   - Number of EL students assessed annually for English Language Proficiency - populated by the SDE.
3. Program information
   - Requirements of an EL Program (checkboxes)
4. State EL Plan
   - Multiple narrative questions requiring the LEA to describe the procedures, programming, and services being provided to ELs in their district with the use of the State EL funds being allocated to them.
5. State EL Plan Matrix
   - District must outline two (2) goals that the services being provided with these State funds should be able to achieve. One goal must be an academic goal and the other goal must be a linguistic goal.
     - *Academic goal* - measured by academic assessments or other criteria (PD attendance, ISAT, IRI, special programs participation)
     - *Linguistic goal* - measured by ACCESS assessment or district language assessment/tool
6. Budget
   - Viewable State EL allocation for the current school year. Districts break down budgeted expenditures
7. EL Assurances and Certification
8. Program Documents

Title III Program Plan

LEAs receiving their own allocation for federal Title III funds must submit and have an approved plan on file detailing their use of federal funds. Federal Title III funds must be used to supplement, not supplant, the core program they are required to provide their English Learners regardless of whether they receive federal funds.

1. Program Information
   - Requirements of a Title III Program (checkboxes)
2. Federal Title III Plan
   - Multiple narrative questions requiring the LEA to describe the procedures, programming, and services being provided to ELs in their district with the use of the Title III funds being allocated to them.
3. Federal Title III Plan Matrix
   - District must outline two (2) goals that the services being provided with these Title III funds should be able to achieve. One goal must be an academic goal and the other goal must be a linguistic goal.
     i. *Academic goal* - measured by academic assessments or other criteria (PD attendance, ISAT, IRI, special programs participation)
     ii. *Linguistic goal* - measured by ACCESS assessment or district language assessment/tool
4. Budget
   - Viewable State EL allocation for the current school year. Districts break down budgeted expenditures
   - Title III does require that some funds be set aside for Professional Development.

English Learner Management System (ELMS)

The ELMS is a collaborative EL management system shared by the Idaho State Department of Education (SDE) and the local education agencies (LEA). The responsibility of the SDE will be to maintain the system and upload annual English language proficiency assessment scores into the system. District/Charters will be responsible for entering screener scores throughout the school year as well as report program information at the end of the academic year for the Consolidated State Performance Report (CSPR) to the U.S. Department of Education. For detailed information regarding screener score entry and Annual Data collection in the ELMS, please see the ELMS User Guide & Walkthrough.

Annual Data Collection

Every year the Idaho State Department of Education must report on statistics of EL students and programs to the US Department of Education. Annual Data Collection begins in the spring and must be completed and submitted to the SDE **by June 30th**. State EL and/or Title III plans will not be approved until this data collection has been submitted and approved by the SDE.

There are seven (7) tabs of specific information for LEAs to complete:

1. District Home (personnel contact information)
2. Identification and Placement
3. Reclassified Students
4. Educational Programs
5. Teacher Certification
6. Professional Development
7. Participant Information
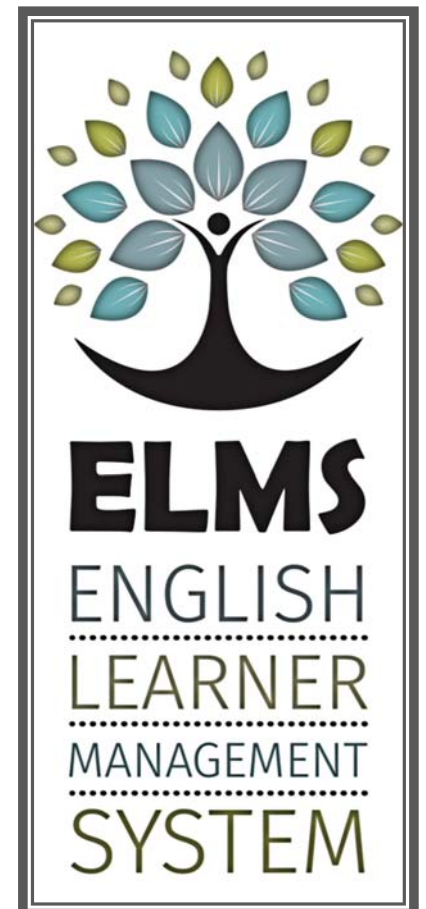
Data Reporting FAQs

Why do we need an SO code? Can't we just leave the students with an N status?

- The purpose of the Screened-Out (SO) code is to identify that this particular student has already been administered a language proficiency screener and has scored at such a level that they are not an EL student. This is particularly important for students who are mobile and move between districts. Receiving schools are able to look up enrolling students in ELMS on the day they enroll, see they are coded SO, and immediately know this student has already taken a screener assessment from a sending district, thusly saving themselves and the student the time it would take to administer the assessment.

How long do we have to upload a student's W-APT/Screener Assessment in ELMS?

- LEAs have 30 academic days to test a student upon enrollment. Depending on the time of year, districts have an additional 30 days (if enrolled at the beginning of the school year) or 14 days (if enrolling after the beginning of the school year) to notify parents regarding the status of their EL student. LEAs should follow this same timeline for uploading their scores into the ELMS, either 30 or 14 days depending on time of enrollment.

Our district was administering W-APT assessments to student in school year 2014-2015 before the ELMS application existed. Do we have to go back and put all those W-APTs in the ELMS?

- It is not required that district back log the W-APTs that were administered prior to the existence of the ELMS application. That being said, if you would wish that the district where a student attended before your district had put it in for you to see, then that same courtesy should be given to the district a student in your district may transfer to.