



Oregon Department of Education

ESEA English Learners – Title III

Collection Variables, Definitions, and Submission Rules

2025-26

Note: New Items for 2025-26 are identified in Red Font

Items that are no longer permissible in 2025-26 are denoted by ~~double-strikeout~~

Please contact [Kim Miller](#) if you see areas needing updates or explanations in this document.

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FIELDS

“These fields are specific to the ESEA - English Learner collection and detailed business rules are provided below. These ESEA - English learner data fields are submitted along with district, school and student demographics, which conform to the [Consolidated Student Collections file format](#)

English Learner Record Types

This field is used for the following categories:

- **CATEGORY 1:** EL Program participant (1-A, 1-B, 1-C, 1-D, and 1-E)
 - **1-A:** Identified in the current school year – receiving service in EL instructional program
 - **1-B:** Continuing in the EL program and will participate or has participated in the ELP summative assessment this school year
 - **1-C:** Received EL instructional service in the current school year, scored proficient on ELPA summative assessment, exiting from EL instructional program
 - **1-D:** Re-entered in the EL program and will participate, or has participated, in the ELP summative assessment this school year
 - **1-E:** Student has not participated or will not participate in the ELP summative assessment this year
 - **1-F (Exited based on Early Proficient and served by EL instructional program)**
- **CATEGORY 2:** Potential EL (2-J)
 - This student is a student with a disability for whom the ELPA screener is not accessible to administer to the student to determine if the student qualifies for the EL instructional program
- **CATEGORY 3:** Student was given the identification screener and found to be proficient. This record is only reported the school year of the test administration
- **CATEGORY 4:** EL Program eligible, but parent/guardian waived EL instructional services (4-N, 4-O, 4-P)
 - **4-N:** Student has a parent waiver for services and the student will participate, or has participated, in the ELP summative assessment this year, OR the student was identified as an EL this year with a waiver
 - **4-O:** Student has not participated or will not participate in the ELP summative assessment this year and has a waiver for EL services
 - **4-P:** Student was re-enrolled in the EL program, with a waiver for EL service, and the student will participate, or has participated, in the ELP summative assessment this school year
 - **4-Q (Exited based on Early Proficient and has a waiver for participation in EL instructional program)**
- **CATEGORY 5:** Monitored and Former EL students (5-M and 5-F)
 - **5M** – Monitored student – who exited as proficient in the past 4 school years
 - **5F** – Former student – who exited as proficient more than 4 school year prior
- **CATEGORY SE:** State of Emergency (SE)
- **CATEGORY EI:** Erroneously Identified (EI)

English Learner Flag

ELflg

Definition: Indicates a student who is an English learner.

- For all EL students, this field must be marked “Y” (**Required “Y” for 1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 4-N, 4-O, 4-P, and 4-Q**)
- For Monitored and Former ELs, this field must be marked “N” (**Required “N” for 5M, 5F**)
- For Potential EL; this field must be marked “N” (**Required “N” for 2J**)
- For fluent on initial assessment; this field must be marked “N” (**Required “N” for 3H**)
- For State of Emergency (SE), this field must be marked “N” (**Required “N” for SE**)
- For Erroneously Identified (EI), this field must be marked “N” (**Required “N” for EI**)

English Learner Language Codes

LangOrgnCd:

Definition: Code indicating the first language spoken in an individual's home in their early or earliest childhood. One's first language or native language. The language spoken by the students' parents nor the language currently being used by adults in the students' home does NOT determine student's language of origin. A table of values can be found at the ODE District website link for this collection. See [Language of Origin Lookup Table](#)

Required field for all students

NOTE: Do not use code 0000.

Please note: Code 1290 - English -can only be used if student ethnicity corresponds to American Indian/Alaska Native

Code 1290 – English is allowable for EL Record Type – 5F (Former EL)

New languages were added in the 2020-21 school year to ensure all the languages of Oregon's students are included in our data system. You can find the list of languages in the SSID file format linked [here](#)

New language codes for 2025-26 Rohingya

Language Assessment Codes

ELProfTstNmCd:

Definition: Code indicating the proficiency test that was used to evaluate the student's English proficiency.

- **Identified English learners**
 - **Use code 00** – If the student did not take ELPA Summative (required for 1-E, 4-O)
 - **Use code, 06** – ELPA Summative, if the student will participate (Fall Collection), or has participated, (Spring Collection) in ELPA Summative *in person* (required for 1-B, 1-C, 1-D, 1-F, 4-N, 4-P, and 4-Q)
 - **Use code 07** – ELPA=Screeners for students identified as an EL with the ELPA Screener
 - **Use code 09** – Remote ELPA Summative for students participating in the ELPA summative virtually (required for 1-B, 1-C, 1-D, 1-F, 4-N, 4-P, and 4-Q)
 - **Use code 10** –Alt-ELPA Summative for students who are EL with significant cognitive disabilities and participated in the Alt-ELPA summative assessment

- **Use code 11** -for students identified in the current school year as having EL status from another state.
- **Monitored and Former ELs**
 - **Use code 00** – did not participate for Category 5 students (5-M or 5-F)
- **Potential ELs**
 - **Use code 05-** for Potential ELs (2-J)
- **Was fluent on identification screener administered this school year (3-H)**
 - **Use code 07** – for not identified as an EL
- **State of Emergency (ODE staff does not anticipate the need for this code in 2025-26)**
 - **Use code 00** – did not participate for State of Emergency students (SE)
- **Erroneously Identified (Please contact ODE Title III staff for assistance with this code)**
 - **Use code 00** – did not participate for Erroneously Identified students (EI)
 - **Date of EI identification in the current school year is required for this record type code.**

ELProfTstAdmnDt

Definition: Date the proficiency test was administered to the student. This field is required for all students having an EL start date between 8/1/25 and 7/31/26, and students tested to see if they needed EL support and were found ineligible on the initial placement assessment (code 3H).

- **Valid values:** Must be a valid date (between 8/1/25 and 7/31/26,) in the format mm/dd/yyyy, where the mm is two-digit month, dd is two-digit day, and yyyy is year.
- **Required field for the following:**
 - **CATEGORY 1:** Identified as EL in current school year (1-A, 1-E)
 - If the student participated in the ELPA screener, this date is the date the ELPA screener was given
 - If the student was identified in another state in the current school year, this date matches the student’s EL start date, unless the district is able to provide the original identification screener administration date
 - **CATEGORY 4:** Identified as EL in current school year with a waiver (4-N, 4-O)
 - If the student participated in the ELPA screener, this date is the date the ELPA screener was given
 - If the student was identified in another state in the current school year, this date matches the student’s EL start date, unless the district is able to provide the original identification screener administration date
 - **CATEGORY 3:** EL Placement score excludes EL program eligibility (3-H)
 - **CATEGORY 2:** Must be blank
 - **CATEGORY SE:** Must be blank
 - **CATEGORY EI:** Must be blank

ELPA Screener Language Domain Scores: required for all test code 07 – ELPA screener

NOTE: Students marked by EL testers as unable to participate, but have been identified by the EL coordinator, are to be scored with a score of one (1) in each of the language domains the student participated (per Test Administration Manual/ELPA Screener Administration Manual).

RdDmnCd

Definition: This field is the proficiency level received on the ELPA Screener (identification) for READING. This is a score from 1-5. Students not participating in this domain, due to a disability, may have a blank (NULL).

NOTE: A maximum number of three (3) ELPA Screener domains may have a blank.

LstnngDmnCd

Definition: This field is the proficiency level received on the ELPA Screener (identification) for LISTENING. This is a score from 1-5. Students not participating in this domain, due to a disability, may have a blank (NULL).

NOTE: A maximum number of three (3) ELPA Screener domains may have a blank.

WritingDmnCd

Definition: This field is the proficiency level received on the ELPA Screener (identification) for WRITING. This is a score from 1-5. Students not participating in this domain, due to a disability, may have a blank (NULL).

NOTE: A maximum number of three (3) ELPA Screener domains may have a blank.

SpeakingDmnCD

Definition: This field is the proficiency level received on the ELPA Screener (identification) for SPEAKING. This is a score from 1-5. Students not participating in this domain, due to a disability, may have a blank (NULL).

NOTE: A maximum number of three (3) ELPA Screener domains may have a blank.

Relationship between Test Code and Score

Test Name Code (ELProfTstNmCd) Valid Values	Description	When to select this test code
00	No ELPA Summative Test Taken during current academic year	Use this code whenever the identified EL is <u>not</u> administered the ELPA summative in your district.
06	English Language Proficiency Assessment (ELPA Summative) Rec Type Codes 1-B, 1-C, 1-D, 1-F 4-N, 4-P or 4-Q	Use this code whenever the student <u>is</u> administered the ELPA summative in your district.
05	Potential EL – code 2-J	Use this code for students enrolling with a disability and the ELPA screener <u>was not able</u> to be made accessible for the student.
00	NO ELPA Summative test taken for 5M, 5F, SE , or EI	Use this code for monitored, former, State of Emergency, or Erroneously Identified ELs- these student are EL Flag = NO and do not participate in the ELPA summative.
07	Enter scores for domain levels 1-5 (based on results on ELPA Screener)	Use this code for any student administered the ELPA screener in the current school year to see if the student is an EL. This code is specific to first time identified ELs and Initially Fluent students.
09	Remote ELPA Summative (Rec Type Codes 1-B, 1-C, 1-D, 1-F 4-N, 4-P or 4-Q)	Use this code for students who participate in the ELPA summative <u>virtually</u> . The Remote ELPA testing window is different from the ELPA in-person summative window.

10	Alt-ELPA (Rec Type Codes 1-B, 1-C, 1-D, 1-F 4-N, 4-P or 4-Q)	Use this code for student who participate in the Alt-ELPA summative. This assessment is for students who have significant cognitive disabilities that are identified ELs.
11	Identified as an EL in the current school year with another identification assessment.	Use this code only for 1-A or 4-N students who were identified in the current school year in another state with a different identification screener than ELPA screener.

English Learner Start and Exit Dates

ELStrtDtTxt

Definition: Date the student first entered an English Language Development (ELD) program anywhere in a public school in the United States, or the date a student was first identified as an English learner (EL) and ELD services were declined. It is **NOT** the date the student enrolls in a district or school as a new student to that district or school.

- **Valid values:** Must be a valid date (in the format mm/dd/yyyy, where the mm is two-digit month, dd is two-digit day, and yyyy is year.
- **Download of prior year data available:**
 - Districts have the option to download prior year's submission of posted records to the EL collection. This is a production download available on the Reports Tab in the EL Data Collection.
 - **Download the EL Student History Report.** This report is linked to the SSID collection, all prior EL data collections and state assessment data. Whenever a student is enrolled in your district and the SSID is linked to your district, this report will provide the most recent EL history for the student.
- **Required field for the following:**
 - **CATEGORY 1:** EL Program participant (1-A, 1-B, 1-C, 1-D, 1-E and 1-F)
 - **CATEGORY 4:** EL Program eligible but declined services (4-N, 4-O, 4-P and 4-Q)
 - **CATEGORY 5:** Include the EL Start Date (5M and 5F)
 - **CATEGORY 2:** Must be blank (2J)
 - **CATEGORY 3:** Must be blank (3H)
 - **CATEGORY EI:** Must be blank (EI)
 - **CATEGORY SE:** Must be blank (SE)

ELExitDt

Definition: Date the student exited an English Language Development (ELD) program; or the date a student demonstrates proficiency in English based on a valid and reliable proficiency assessment and is re-classified as English Proficient. This must be a date within the current academic year. **Students with a valid EExitDt will be included in the accountability reports as obtaining English proficiency if exit date is within current school year.**

- **Valid values for students obtaining English proficiency this year:** Must be a valid date (8/1/25 and 6/30/26), and a date must be "after" the student's EL Start Date in the format mm/dd/yyyy, where the mm is two-digit month, dd is two-digit day, and yyyy is year.
 - **The reason that the exit date must be no later than 6/30/25 is that the exit information is used by Accountability for On Track to ELP (OTELP) and for Title III allocations.**

- **Download of prior year data available:** Districts have the option to download prior year's submission of posted records to the EL collection. This is a production download available on the Reports Tab in the EL Data Collection.
- **Required ONLY for:**
 - CATEGORY 1: EL Program participant able to test (1-C, 1-F exited)
 - **CATEGORY 4: EL with waiver exited by Early Proficient (4-Q)**
 - CATEGORY 5: Exit date for Monitored and Former ELs (5-M and 5-F) (must be prior to current school year)
- **Optional for:**
 - CATEGORY 1: EL exited without ELPA Summative assessment (1-E)
 - CATEGORY 4: EL Program eligible but declined services (either 4-N, 4-O, or 4-P)
 - **NOTE: If an English learner with a Waiver for Service is exiting, an exit date is entered into this field.**

English Learner Instructional Program Model Codes

ELPrgMdlTypCd1: Code indicating an English Language Development instruction model for this English learner

- **Valid values:** Must be a value from Table B, Program Model Type Code 1.

Table B. Program Model Type Code 1	
Program Model Code 1 (ELPrgMdlTypCd1) Valid Values	Description
20	<p>Integrated ELD: English language development instruction is provided within the student’s mainstream or content-area classroom. English language development standards are integrated with core-content standards.</p> <p>This instruction may be provided by the following educators:</p> <ul style="list-style-type: none"> • English Language Development (ELD) specialist who collaborates and co-plans with core content or general education teacher • Core content teacher or general education teacher who collaborates and co-plans with ELD specialist • Core content or general education teacher who has an ESOL (English to Speakers of Other Languages) endorsement may provide this language instruction in lieu of consultation with an ELD specialist. <p>Students’ progress with language proficiency is monitored by both the ELD specialist and core-content or general education teacher</p>
21	ELD Push-in: Dedicated ELD instruction provided within the student’s mainstream or content-area classroom.
22	ELD Pull-out: Dedicated ELs spend part of the day in a mainstream classroom, and are “pulled out” for a portion of the day to receive ELD instruction. This approach is more common in elementary school settings.
23	ELD Class Period: Dedicated ELs receive their ELD instruction during a regular class period, and also receive course credit for the class. This approach is more common in middle schools and high schools.
41	Newcomer Program – ELD: Separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., bilingual, English language development, and/or sheltered instruction courses or programs). ELs receive their ELD in this program.

51	Not participating in a EL program NOTE: Used only for students in: Category 3 – EL Placement score excludes EL program eligibility (3-H) or Category 4 – EL Program eligible but declined services (4-N, 4-O, 4-P) Category 2 – Potential EL (2-J) Category SE – Statement of Emergency Category EI – Erroneously Identified
60	Monitored year 1 – Exited as proficient in the prior school year. Category 5-M (2023-24 school year)
61	Monitored year 2 – Exited as proficient two school years prior. Category 5-M (2022-23 school year)
62	Monitored year 3 – Exited as proficiency three school years prior. Category 5-M (2021-22 school year)
63	Monitored year 4 – Exited as proficiency four school years prior. Category 5-M (2021-22 school year)
70	Former EL – Exited as proficient more than 4 school years prior. Category 5-F (2020-21 or prior to 2020-21)

- **Required field for the following:**
 - **CATEGORY 1:** EL Program participant able to test – (1-A, 1-B, 1-C, 1-D, 1-E, **or 1-F**)
 - **CATEGORY 2** – Potential EL
 - **This category MUST identify ELPrGmdlTypCd1 as 51**
 - **CATEGORY 3:** EL Placement score excludes EL program eligibility (3-H)
 - **This category MUST identify ELPrGmdlTypCd1 as 51**
 - **CATEGORY 4:** EL Program eligible but declined services (4-N, 4-O, 4-P or **4-Q**)
 - **This category MUST identify ELPrGmdlTypCd1 as 51**
 - **CATEGORY 5:** EL Status Monitored or Former EL – Choose program model that determines the student’s status at the end of the current school year (see chart for specific school year codes).
 - **CATEGORY SE:**
 - This category MUST identify ELPrGmdlTypCd1 as 51
 - **CATEGORY EI**
 - This category MUST identify ELPrGmdlTypCd1 as 51

ELPrGmdlTypCd2: Code indicating the instructional model used for access to core content in the class attended by the English learner (EL).

It is strongly recommended that bilingual programs be coded in PrgMdlTypCd02. Include other shelter instruction supports in PrgMdlTypCd03.

Definition: “On Grade Level Access to Core Curriculum” Program Model, the program model used to access core curriculum and in which the student was enrolled during the current school year.

[OAR 581-23-100](#) (3)(C)(b)(4) charges districts to develop programs for English language learners (ELs) that meet basic U.S. Department of Education, Office for Civil Rights guidelines.

- **Valid values:** Must be a value from Table C, Program Model Type Code 2.

Table C. Program Model Type Code 2

ELPrGmdl	Description
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TypCd2) Program Model Code 2 Valid Values	
12	Two-Way Immersion: Also, referred to as Dual-Language Immersion, this is a program in which the language goals are full bilingualism and biliteracy in English and a partner language. Students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, and the program lasts at least through elementary school (and many programs continue through high school). These programs use an immersion approach (maximizing the teacher's use of the target language during the target language's instructional time) and enroll both native English speakers and native speakers of the partner language, with neither group making up more than two-thirds of the student population. Because of this student composition, these programs also emphasize cross-cultural awareness as a key goal of the program. If your program enrolls primarily ELs, it should be coded as a Developmental Bilingual program.
13	Transitional Bilingual (13): Different from two-way immersion, the primary goal of a Transitional Bilingual program is to facilitate the EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary. This program, also known as Early-Exit Bilingual Education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. Typically, transition to all English occurs by mid- to late elementary school. These programs are designed for ELs.
14	Developmental Bilingual (14): Like Two-Way Immersion programs, these programs share the goals of bilingualism and biliteracy, and thus typically last through elementary school or longer (preferably through high school). Also referred to as Dual Language Immersion, Maintenance Bilingual or Late-Exit Bilingual Education programs, these are programs that use two languages, the EL student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas. These programs are designed for and typically enroll only ELs.
15	Other Bilingual (15): This could include heritage language preservation or other bilingual program models that are not easily classifiable into another program definition. You must have prior approval to use this code and will need to include a description of your program's goals, instructional approach, duration of the program, and target population when this code is used.
30	Sheltered Instruction: In this program, students receive all of their instruction in English. Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some examples of sheltered instruction models may include SIOP, GLAD, SDAIE, and CM. Classes using a

	Sheltered Instruction approach can be designed exclusively for ELs or for a mixture of ELs and non-ELs.
31	Newcomer Program – Core Content Instruction: Separate, relatively self-contained instructional program designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., Bilingual, English language development, and/or Sheltered Instruction courses or programs). ELs receive their core content instruction in this program. These programs enroll ELs exclusively.
60	Monitored year 1 – Exited as proficient in the prior school year. Category 5-M (2024-25 school year)
61	Monitored year 2 – Exited as proficient two school years prior. Category 5-M (2023-24 school year)
62	Monitored year 3 – Exited as proficiency three school years prior. Category 5-M (2022-23 school year)
63	Monitored year 4 – Exited as proficiency four school years prior. Category 5-M (2021-22 school year)
70	Former EL – Exited as proficient more than 4 school years prior. Category 5-F (2020-21 or prior to 2020-21)
51	Not participating in a program. NOTE: Used only for students in Category 2 – Potential EL (2-J) Category 3 – EL Placement score excludes EL program eligibility (3-H) or Category 4 – EL Program eligible but declined services (4-N, 4-O, 4-P, or 4-Q) Category SE – Statement of Emergency Category EI – Erroneously Identified

- **Required field for the following:**
 - **CATEGORY 1:** EL Program participant able to test – (1-A, 1-B, 1-C, 1-D, 1-E, or 1-F)
 - **CATEGORY 2:** Potential EL
 - This category **MUST** identify ELPrGMDlTypCd1 as 51
 - **CATEGORY 3:** EL Placement score excludes EL program eligibility (3-H)
 - This category **MUST** identify ELPrGMDlTypCd1 as 51
 - **CATEGORY 4:** EL Program eligible but declined services (4-N, 4-O, 4-P or 4-Q)
 - This category **MUST** identify ELPrGMDlTypCd1 as 51
 - **CATEGORY 5:** EL Status Monitored or Former EL. Choose program model that determines the student's status at the end of the current school year. (see chart for specific school year codes)
 - **CATEGORY SE:**
 - This category **MUST** identify ELPrGMDlTypCd1 as 51
 - **CATEGORY EI**
 - This category **MUST** identify ELPrGMDlTypCd1 as 51
 - This category **MUST** have a date in the Erroneously Identified data field.

ELPrGMDlTypCd3: Code used when an EL is supported by an additional program model, either additional English language instruction or additional access to core content.

This program model code is **optional** but is helpful in demonstrating additional support for English learners. ***It is strongly recommended that bilingual programs be coded in ELPrgMdlTypCd2.***

Definition: An **optional** additional instruction model used in the program in which the student was enrolled at the time of test administration. If the student did not participate in an **optional** additional program, use: **ELPrgMdlTypeCd 00 (no additional)**.

- **Valid values:** Must be a code from program model code 1 or code 2 (see tables above)
- **Optional and can be filled for the following:**
 - **CATEGORY 1:** EL Program participant able to test – (1-A, 1-B, 1-C, 1-D, 1-E, or **1-F**)
 - **CATEGORY 2:** Potential EL
 - **This category MUST identify ELPrgMdlTypCd3 as 51**
 - **CATEGORY 3:** EL Placement score excludes EL program eligibility (3-H)
 - **This category MUST identify ELPrgMdlTypCd3 as 51**
 - **CATEGORY 4:** EL Program eligible but declined services (4-N, 4-O, 4-P or **4-Q**)
 - **This category MUST identify ELPrgMdlTypCd3 as 51**
 - **CATEGORY 5:** EL Status Monitored or Former EL. Choose program model that determines the student's status at the end of the current school year. (see chart for specific school year codes)
 - **CATEGORY SE:**
 - This category MUST identify ELPrgMdlTypCd1 as 51
 - **CATEGORY EI**
 - This category MUST identify ELPrgMdlTypCd1 as 51

Additional Student information

SIFEFG – Students with Interrupted Formal Education – REQUIRED for all Students

Definition: Flag indicating that this student has had interrupted formal education.

SIFE students are those who meet **at least one** of the following two categories:

1. Come from a home where a language other than English is spoken and enter a school in the US after grade two;
2. Are immigrant students who enter a school in the United States after grade 2.

And meet the following conditions:

- a. Have had at least two years less schooling than their peers; **and**,
- b. Function at least two years below expected grade level in reading and in mathematics; **and**,
- c. May be pre-literate in their native language.

Waiver Effective Date

Definition: Date the waiver became effective. **Required for all 4N, 4O, 4P or 4-Q students** – the date the parent/guardians signed the waiver for EL services. This date **does not have** to be in the current school year.

504 Flag

This flag is required Y/N. Students with 504 plans may have domain exemptions in ELPA summative assessments. This information is a validation check with assessment records as is required by Title I assessment peer review.

Erroneously Identification Date

Definition: Date the student was determined to be identified as an English Learner in error. This date must be within the current school year.

SPED Flag

This flag is required to be Y when the proficiency test code is Alt ELPA (code 10).