# **Collection Variables, Definitions, and Submission Rules**

## 

**ESEA Title III: English Learners, 2019-20**

***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](https://district.ode.state.or.us/forms/smf/sfda/cnsldtdfilefrmt.xls)

**New items for 19-20**

**All fields with the beginning of LEP (LEPFlg, LEPStrtDt, LEPExtDt, etc.) have been updated to reflect English Learner (EL) instead of Limited English Proficient (LEP). Now ELFlg, ELStrtDt, ELExtDt.**

**All business rules with LEP will change to EL**

**AddnLangCd - Additional Language - an additional language for all students – all language codes are able to be used for this field. This is an optional field that may be used when a student has more than one language of origin.**

**New Business rule: AddnLangCd may not be the same as LangCd**

**ELRecTypCd – SE – State of Emergency. This new record type was added in May 2020 as a code to use when students could not be identified as an English Learner due to a State of Emergency.**

**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)
* **CATEGORY 2:** Potential EL (2-J)
* **CATEGORY 3:** EL Placement score excludes ELD program eligibility (3-H)
* **CATEGORY 4:** EL Program eligible but declined services (4-N, 4-O, 4-P)
* **CATEGORY 5:**  Monitored and Former EL students (5-M and 5-F)
* **CATEGORY SE: State of Emergency – (SE)**

|  |  |
| --- | --- |
| **Table D. EL Record Category Types** | |
| **ELRec**  **TypCd** | **Definition** |
| 1-A | Entered the EL program and participated in ELPA Summative in the current school year. |
| 1-B | Continuing a prior year EL program and participated in ELPA Summative in the current academic  year. |
| 1-C | Exited the EL program in the current academic year and exit date is a required field. |
| 1-D | Re-entered the EL program this year after previously exiting an EL program and participated in  ELPA Summative in the current academic year. |
| 1-E | Did “not” participate in ELPA Summative this year but **may have** or **may have not** participated  in the EL program during the current academic year. |
| 2-J | Potential EL – Student with disability unable to make screener accessible |
| 4-N | Identified as qualifying for EL program, parents have declined services; and participated in ELPA  Summative. |
| 4-O (letter) | Identified as qualifying for EL program, parents have declined services and **did not participate** in  ELPA Summative. |
| 4-P | An EL student with a waiver for service who previously exited as proficient. |
| 3-H | Took a local proficiency placement test, scored proficient and was not eligible for EL program  services. |
| 5-M | A EL student in Monitor Status (years 1-4) based on school year (2015-16 through 2018-19) |
| 5-F | A former EL exited in 2014-15 or any school year prior to 2014-15 |
| SE | Student enrolled during a State of Emergency when identification of EL Status is not feasible. |

**English Learner Flag**

***ELflg***

***Definition:*** This code represents whether or not a student is considered EL.

* For all EL students, this field must be marked “yes”. (**Required “Y” for 1-A, 1-B, 1-C, 1-D, 1-E, 4-N, 4-O, and 4-P**
* 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)**

**English Learner Language Codes**

***LangOrgnCd:***

***Definition:*** This code represents the language a student acquires first in life. 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](https://district.ode.state.or.us/apps/info/PublicReport.aspx?RptID=120&nm=Language%20of%20Origin%20(Look-up%20Table)

**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)**

**AddnLangCd: (Optional)**

**Definition:** This code represents an additional language for a student. This field is optional; however, it may be helpful for students participating in bilingual programs or coming from multi-lingual homes.

**NOTE: The AddnLangCd may be any of the state approved language codes including English, as long as the LangOrgnCd follows respective LangOrgnCd business rules.**

This code **may not** be the same as the code used for Language of Origin code.

**Language Assessment Codes**

***ELProfTstNmCd****:*

***Definition:***

* **Identified English learners**
  + **Use code 00 – If the** student did not take ELPA Summative (required for 1-E, 4-O).
  + **Use codes 01, 02, 03, or 04 for students identified as an English learner in prior to August 15, 2019 (codes 1-A or 4-N).**
  + **Use code, 06** – ELPA Summative, if the student participated in ELPA Summative (required for 1-B, 1-C, 1-D, 4-N, and 4-P).
  + **Use code 07 – ELPA21 Screener for students identified as an English learner on or after August 15, 2019.**
* **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 codes 01, 02, 03, 04 – for not identified as an EL (if tested prior to 8/15/19).**
  + **Use code 07 – for not identified as an EL (if tested on or after 8/15/19.**
* **State of Emergency**
  + **Use code 00 – did not participate for State of Emergency students (SE)**

***ELProfTstAdmnDt***

***Definition:*** This field is required for all students having an EL start date between 8/15/19 and 8/14/20, **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 08/15/2019 – 08/14/2020) 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)
  + **CATEGORY 4:** Identified as EL in current school year with a waiver (4-N, 4-O)
  + **CATEGORY 3:** EL Placement score excludes EL program eligibility (3-H)
  + **CATEGORY 2:** must be blank
  + **CATEGORY SE:**  must be blank

***ELCmpScProfLvl***

***Definition:***  This field is required for all students having an EL start date between 08/15/2019 and 8/14/20, **and** students tested to see if they needed EL support and were found ineligible on the initial placement assessment.

* **Valid values:** Leading zeros are required.
* **Required field for the following:**
  + **CATEGORY 1:** Identified as EL in current school year (1-A, 1-E)
    - **NOTE:**  **THIS IS ONLY ALLOWABLE UNTIL 8/15/19 – WITH ELProfTstNmCd 01, 02, 03, 04**
    - **On and after 8/15/19, students must have ELProfTstNmCd code 07 and each language domain scores are required – no ELCmpScProLvl**
  + **CATEGORY 4:** Identified as EL in current school year with a waiver (4-N, 4-O)
  + **CATEGORY 3:** EL Placement score excludes EL program eligibility
  + **CATEGORY 2:**  must be blank
  + **CATEGORY SE:**  must be blank

***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.**

**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 in.**

**Relationship between Test Code and Score**

|  |  |  |
| --- | --- | --- |
| **Table A. Proficiency Test Name Code** | | |
| **Test Name Code**  **(ELProfTstNmCd)**  **Valid Values** | **Description** | **Composite Scale Proficiency Level or Domain Score (ELPA21 Screener)** |
| 00 | No ELPA Summative Test Taken during current academic year | 00  [Note: Student may be included as a non-participant in Accountability Reports] |
| 06 | English Language Proficiency Assessment for the 21st Century (ELPA Summative) **Required for students identified as ELs.** | **Select 00** |
| 05 | Potential EL – code 2-J | **Select 00** |
| 00 | NO ELPA Summative test taken for 5M or 5F, **or SE** | **Select 00** |
| 01, 02, 03, 04  **Only good through 8/14/19** | Scores 1-9 based on the “off the shelf” proficiency level. | **Select the appropriate numerical level** |
| 07  **Must be used beginning 8/15/19** | Enter scores for domain levels 1-5 (based on results on ELPA Screener) | **Each language domain must have a score 1-5; it is allowable to have up to 3 domains with a blank.** |

**English Learner Start and Exit Dates**

***ELStrtDtTxt***

***Definition:*** This is the date of entry into an EL program. This date is the date the student entered into an English Language Development (ELD) program **anywhere** in any US public school**.** 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.
* **Required field for the following:**
  + **CATEGORY 1:** EL Program participant (1-A, 1-B, 1-C, 1-D, and 1-E)
  + **CATEGORY 4:** EL Program eligible but declined services (4-N, 4-O, 4-P)
  + **CATEGORY 5:** Include the EL Start Date (5M and 5F)
  + **CATEGORY 2:** must be blank (2J)
  + **CATEGORY 3:** must be blank (3H)
  + **CATEGORY SE:**  must be blank

***ELExitDt***

***Definition:*** This is the date the student demonstrates academic English language proficiency and is exited from the district’s ELD program. This must be a date within the current academic year. **Students with a valid ELExitDt 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 (between 08/15/2019 – 08/14/2020), 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.
* **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, exited)
  + 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***

***ELPrgMdlTypCd****1*

* **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** |
| 21 | **ELD Push-in** ELD instruction provided within the student’s mainstream or content-area classroom. |
| 22 | **ELD Pull-out** 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** 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  **Category SE – Statement of Emergency** |
| 60 | **Monitored year 1 –** Exited as proficient in the prior school year.  Category 5-M (2018-19 school year) |
| 61 | **Monitored year 2 –** Exited as proficient two school years prior.  Category 5-M (2017-18 school year) |
| 62 | **Monitored year 3** – Exited as proficiency three school years prior.  Category 5-M (2016-17 school year) |
| 63 | **Monitored year 4** – Exited as proficiency four school years prior.  Category 5-M (2015-16 school year) |
| 70 | **Former EL –** Exited as proficient more than 4 school years prior.  Category 5-F (2014-15 or prior to 2014-15) |

* **Required field for the following:**
  + **CATEGORY 1:** EL Program participant able to test – (1-A, 1-B, 1-C, 1-D, or 1-E)
  + **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, or 4-P)
    - **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)

***ELPrgMdlTypCd2***

***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](http://arcweb.sos.state.or.us/rules/OARS_500/OAR_581/581_023.html) (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**  **TypCd2)**  **Program Model Code 2**  **Valid Values** | **Description** | | 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)** 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 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** 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 (2018-19 school year) | | 61 | **Monitored year 2 –** Exited as proficient two school years prior.  Category 5-M (2017-18 school year) | | 62 | **Monitored year 3** – Exited as proficiency three school years prior.  Category 5-M (2016-17 school year) | | 63 | **Monitored year 4** – Exited as proficiency four school years prior.  Category 5-M (2015-16 school year) | | 70 | **Former EL –** Exited as proficient more than 4 school years prior.  Category 5-F (2014-15 or prior to 2014-15) | | 51 | **Not participating in a program.**  **NOTE: Used only for students in**  Category 2 – Potential EL  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 SE – Statement of Emergency** | |

* **Required field for the following:**
* **CATEGORY 1:** EL Program participant able to test – (1-A, 1-B, 1-C, 1-D, or 1-E)
* **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, or 4-P)
    - **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)

ELPrgMdlTypCd3

*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: **ELPrgMdlTypeCd51.**

* **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, or 1-E)
* **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, or 4-P)
    - **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 – Statement of Emergency**
    - **This category MUST identify ELPrgMdlTypCd3 as 51**

**Additional Student information**

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

***Definition***: 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 – required for all 4N, 4O, or 4P students –** the date the guardians signed the waiver for EL services. This date **does not have** to be in the current school year.