ESEA Title III: Limited English Proficiency, 2016-17

FIELDS 1-13:

"There are 13 data fields specific to the ESEA - English Proficiency collection and detailed business rules are provided below. These ESEA - English Proficiency data fields are submitted along with district, school and student demographics, which conform to the Consolidated Student Collections file format identified in another document found at: https://district.ode.state.or.us/forms/smf/sfda/cnsldtdfilefrmt.xls"

LEPRecTypCd
Definition: The EL data collection record identifying the category type of student that is being reported in this collection. Records with this field included will be processed with additional verification and error checking of the valid values required for the specific category type of the student record submitted.

Note: If a waiver for service is submitted at the end of school year for the following school year, please report the student's record type as the student was during the school year, not the student's status for the following school year. Reporting the student with the waiver could cause LEP/ADM critical validation issues.

Valid Values: Must be a 2-character value from Table D. LEP Record Category Types.
- This is a required field additional edits and validations will be performed at the time of submission and during critical validation.

SIFEFg – Students with Interrupted Formal Education Flag – Must be "y" or "n" for all students reported to the LEP collection.

WvrDtTxt –Wavier Effective Date – Must be included for all students having a LEPRecTypCd = 4-N, 4-O, or 4-P.

504FG – Required for all students.

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Table D. LEP Record Category Types	
LEPRec TypCd	**Definition**
1-A	Entered the EL program and participated in ELPA21 in the current school year.
1-B	Continuing a prior year EL program and participated in ELPA21 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 ELPA21 in the current academic year.
1-E	Did "not" participate in ELPA21 this year but did participate in the EL program during the current academic year.
4-N	Identified as qualifying for EL program, parents have declined services; and participated in ELPA21.
4-O (letter)	Identified as qualifying for EL program, parents have declined services and **did not participate** ELPA21.
4-P	A 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 (2012-13 through 2015-16)
5-F	A former EL exited more than 4 school years prior

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 3:** LEP 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)

LEPfg
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 "**no**"

LangOrgn:
Definition: This code represents the language a student acquires first in life. Student's language of origin is NOT determined by the language spoken by the students' parents nor the language currently being used by adults in the students' home. A table of values can be found at the ODE District website link for this collection. See Language of Origin Lookup Table at:
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 Native American/Alaska Native.

LEPProfTstNmCd:

Definition: **Use code, 06** – ELPA21, if the student participated in ELPA21 21 (required for 1-B, 1-C, 1-D, 4-N, and 4-P). If student did not take ELPA21, use value 00. (Required for 1-E and 4-O)

Use codes 01, 02,03, or 04 for students identified as an English learner in 16-17 (codes 1-A or 4-N)

Category 5 students (5-M or 5-F) use value 00 – did not participate.]

Students not participating in ELPA21 – Use code 00 (1-E or 4-O)

Table A. Proficiency Test Name Code		
Test Name Code (LEPProfTstNmCd) Valid Values	**Description**	**Composite Scale Proficiency Level**
00	No ELPA21 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 (ELPA21 - 21) **Required for students identified as ELs.**	00 [Proficiency level is left blank.]

LEPProfTstAdmnDt
Definition: This field is required for all students having an LEP start date between 8/15/16 and 8/14/17 **and** students tested to see if they needed EL support and were found ineligible on the initial placement assessment.

- **Valid values**: Must be a valid date (between 08/15/2016 – 08/14/2017) in the format mmddyyyy, 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:** LEP Placement score excludes EL program eligibility (3-H)

LEPCmpScProfLvl
Definition: This field is required for all students having an LEP start date between 8/15/16 and 8/14/17 **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)
  - ○ **CATEGORY 4:** Identified as EL in current school year with a waiver (4-N, 4-O)
  - ○ **CATEGORY 3:** LEP Placement score excludes EL program eligibility

LEPStrtDtTxt

Definition: This is the date of entry into an ELD 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 LEP collection. This is a production download report.

- **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)

- **Leave Blank for CATEGORY 5 students**

LEPExitDt
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 LEPExitDt will be included in the accountability reports as obtaining English proficiency.**

- **Valid values**: Must be a valid date (between 08/15/2016 – 08-14-2017) and a date must be "after" the student's LEP 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 LEP collection. This is a production download report.

- **Required ONLY for:**
  - CATEGORY 1: EL Program participant able to test (1-C, exited)

- **Optional for:**
  - CATEGORY 4**:** EL Program eligible but declined services (either 4-N or 4-O)

- **Leave Blank for CATEGORY 5 students**

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LEPPrgMdlTypCd1

- **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 (LEPPrgMdl TypCd1) Valid Values	**Description**
21	**ELD Push-in** ELD instruction is 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 – LEP Placement score excludes EL program eligibility (3-H) or Category 4 – EL Program eligible but declined services (4-N, 4-O, 4-P)
60	**Monitored year 1 –** Exited as proficient in the prior school year. Category 5-M (2015-16 school year)
61	**Monitored year 2 –** Exited as proficient two school years prior. Category 5-M (2014-15 school year)
62	**Monitored year 3** – Exited as proficiency three school years prior (Category 5-M (2013-14 school year)
63	**Monitored year 4** – Exited as proficiency four school years prior (Category 5-M (2012-13 school year)
70	**Former EL –** Exited as proficient more than 4 school years prior. Category 5-F (2011-12 or prior to 2011-12)

- **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 3:** LEP Placement score excludes EL program eligibility (3-H)
    - **This category MUST identify LEPPrgMdlTypCd1 as 51**
  - **CATEGORY 4:** EL Program eligible but declined services (4-N, 4-O, 4-P)
    - **This category MUST identify LEPPrgMdlTypCd1 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)

LEPPrgMdlTypCd2
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	
LEPPrgMdl 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
61	**Monitored year 2 –** Exited as proficient two school years prior. Category 5-M
62	**Monitored year 3** – Exited as proficiency three school years prior (Category 5-M (2013-14 school year)
63	**Monitored year 4** – Exited as proficiency four school years prior (Category 5-M (2012-13 school year)
70	**Former EL –** Exited as proficient more than 2 school years prior. Category 5-F

51	**Not participating in a program.**
	NOTE: Used only for students in
	    Category 3 – LEP Placement score excludes EL program eligibility (3-H) or
	    Category 4 – EL Program eligible but declined services (4-N,4-O, 4-P)

- **Required field for the following:**
  - **CATEGORY 1:** Required for EL Program participant (1-A, 1-B, 1-C, 1-D, or 1-E)
  - **CATEGORY 3:** LEP Placement score excludes EL program eligibility (3-H)
    - MUST identify **LEPPrgMdlTypCd1** as **51**
  - **CATEGORY 4:** EL Program eligible but declined services (4-N, 4-O, 4-P)
    - MUST identify **LEPPrgMdlTypCd1** as **51**
  - **CATEGORY 5:** EL Status Monitored or Former EL – Choose program model that determines the student's status at the end of the school year. (see chart for specific school year codes)

LEPPrgMdlTypCd3
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 **LEPPrgMdlIypeCd51.**

- **Valid values**: Must be a code from program model code 1 or code 2 (see tables above or blank)

- **Optional and can be filled for the following:**
  - **CATEGORY 1:** EL Program participant (1-A, 1-B, 1-C, 1-D, or 1-E)
  - **CATEGORY 3:** LEP Placement score excludes ELD program eligibility (3-H)
    - MUST identify **LEPPrgMdlTypCd1** as **51**
  - **CATEGORY 4:** EL Program eligible but declined services (4-N, 4-O, 4-P)

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- MUST identify **LEPPrgMdlTypCd1** as **51**
- **CATEGORY 5:** EL Status Monitored or Former EL – Choose program model that determines the student's status at the end of the school year. (see chart for specific school year codes)
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