

## Why are Data Reported

This report gathers student information on **English learner and immigrant students enrolled on NEW: October 1 of the collection year**. This report consolidates the data needs of the Office of English Learning & Migrant Education. While immigrant status is collected, a school or district is not permitted to gather information on a student or family's legal status per "Plyler vs Doe"

## What the Data Impact

- ✓ The DOE-LM provides a count of English learners to generate per-pupil funding for Title III (federal grant) and the Non-English Speaking Program (state grant) and a count of immigrant students for Title III Significant Immigrant Influx (federal grant).
- ✓ The DOE-LM gathers testing results from the English language proficiency placement and annual assessments for accountability purposes and for public schools to report the English language development program required by *Lau v. Nichols* (1974).

## Audience

This is a REQUIRED collection for:

- ✓ Public schools (Traditional and Charter)
- ✓ Nonpublic accredited schools (including those participating in Choice Scholarship Program)

## Reporting Phase – opens on Count Day 10/1/2019

PHASE	Begins	ENDS
Submission with Signoff	October 1, 2019 8:00 am EST	November 15, 2019 4:00 pm EST

When a collection closes and the data are considered final by the state, no corrections or additions are allowed.

## Read This – Important Information – Key Things to Know

- **NEW:** Count Day is October 1, 2019.
- **NEW:** Code 11 – LAS Links Assessment has been removed from Field 5 – Instrument Used. Report code 4 – Other Non-Public assessment for non-public schools not participating in Choice Scholarship.
- PK immigrant students must be between ages 3 and 5 as of **October 1<sup>st</sup>** of the reporting year.
- Students in grades KG – 13 must be between ages 3 – 21 as of **October 1<sup>st</sup>** of reporting year.
- A student should be counted only once by the school where the student is receiving an education on count day.
  - STN reported must have active RT or EM record on count day.
- View the **LM-STN RECONCILIATION REPORT** **as soon as collection opens!** This report identifies all students enrolled in the reporting school whose language submitted on the STN report is not English (211). An LM record is required for all students found on the LM-STN Reconciliation report or the language code requires correction.
- Reporting a record for a student whose STN has already been submitted on LM will cause a failed record indicating the record is a conflict.
  - If failed record is correct, contact the data submitter of the LM record that already exists to resolve.
  - If failed record should not have been reported, do not submit this record
- **You will not be able to sign off until all students on the LM-STN Reconciliation Report and LM Verification Reports are addressed.**

## Submitting Students

- The required data should be collected, combined into a file, and submitted to the Indiana Department of Education through the Application Center. <https://appcenter.doe.in.gov/login.aspx?ReturnUrl=%2fMain.aspx>
- The file may be of CSV or XML formats contained in this document. This file must contain all the fields in the order described in the data layout below.
- An input screen is available in the Application Center, under Data Transfer>Input Forms>English Learners. This screen will also allow submitted student data to be edited and/or deleted.
- Any Public or Choice School with *neither English Learners nor Immigrant students* to submit must mark the "No Records" checkbox and Signoff.

## Reporting an English Learner who was Previously Reported as Proficient (5.0+) or FNA

When submitting a record for an identified English Learner student whose proficiency level was previously reported  $\geq 5$  or FNA (FEP) the following failed message will be received; “**STN XXXXXXXXXX was previously reported with a proficiency  $\geq 5$  or FNA. To validate a different proficiency level, [click here](#).**” Clicking here will display the “**Certification of Reported**

Proficiency Level" form. **NOTE: Once this form is submitted it cannot be changed!!!! Be certain the criteria chosen is correct.**

### Certification of Reported Proficiency Level

Collection Year: 2020

The following STNs were previously reported to the DOE-LM with a proficiency level >=5 or FNA. For each student, please select one of the following criteria:

**Criteria 1:** I certify that the LEA has completed these steps to reclassify the student and will maintain all supporting documentation for monitoring purposes. In order to **reclassify a fluent student as an English Learner**, LEAs must:

- Implement rigorous monitoring systems for exited students based on state and federal guidance to ensure students meet expected benchmarks and growth measures
- Implement content interventions and supports to address academic deficits
- If a persistent language need exists and is not attributable to disability, re-administer the WIDA Screener to determine if a student meets Indiana’s EL eligibility criteria
- Maintain documentation of all supporting sources of data, the reasoning for reclassification, and parent/guardian consent for reentry into the EL program

**Criteria 2:** I certify that this student was **previously reported with a score of 5.0 or FNA in error**.

**Criteria 3:** LM Record entered in error. I certify that this **student is not an English Learner**.

Corp#	STN	Name	Previous ProfLevel (Year)	Reported Proficiency Level	Criteria #1 Met	Criteria #2 Met	Criteria #3 Met

Submit

### Before Sign Off

- IDOE provides an interactive **LM Verification Report** (Data Verification>Reports>LM/ELL/Immigrant> LM Verification Report>LM Verification Report) which lists students that were **previously reported on LM** but do not have a current LM record reported and have an active RT-EM record on count day.
  - Each student listed will need to be addressed either by submitting an LM record, correcting your RT-EM data or verifying that the student is not eligible for the DOE-LM collection (i.e., was previously submitted in error).
- IDOE also provides an interactive **LM-STN Reconciliation Report** (Data Verification>Reports> LM/ELL/Immigrant>LM-STN Reconciliation Report) which lists students with an active RT-EM record on count day in your school AND have a Non-English language reported on their STN data; but have not been included on the LM submission.
  - Students on the LM-STN report will need to be addressed by (a) correcting their RT-EM records (b) correcting their STN data or (c) submitting an LM record

- English Language Proficiency Level (field 4) should contain the results of either the previous spring (2019) WIDA ACCESS for ELLs or current school year's placement test (Kindergarten W-APT or the WIDA Screener).
- Data must be collected for all English learners enrolled in the corporation/school, whether or not parents have opted the students out of EL services.

**You will not be able to sign off until all students on the LM-STN Reconciliation Report and LM Verification Reports are addressed.**

## Definitions of an English Learner Student

**English learner (EL):** The identification of a student as an English learner begins with the original Home Language Survey. A student for whom at least one of the following is (or was) true, based on the student's original Home Language Survey (HLS) completed the first time a student enrolls in an Indiana school corporation (i.e. typically kindergarten or first grade or when a student moves to Indiana from out of state.), would be a potential English learner.

1. The native language of the student is other than English;
2. The language most often spoken by the student is other than English;
3. The language spoken most often by the student in the student's home is other than English.

After submitting a Home Language Survey with a non-English language, the student must then be assessed for English language proficiency via a placement test, either the Kindergarten W-APT or WIDA Screener. If the overall English proficiency level is below a 5.0, the student qualifies as an English learner.

## Definitions of an Immigrant Student

An immigrant student need not be an English learner to be included in this collection. Native English-speaking immigrant students should be reported using Code NES (Immigrant student who is a Native English Speaker) in Field 4 - English Language Proficiency Level and Code 7 (N/A) for Field 5, Instrument Used. While immigrant status is collected, a school or district is not permitted to gather information on a student or family's legal status per "Plyler vs Doe"

### Immigrant student:

- A student aged 3-21 (as of **October 1, 2019**), who was not born in any U.S. State (or U.S. territory, such as Puerto Rico); AND
- A student who has **not** been attending one or more schools in any one or more states for more than three full academic years (three years includes kindergarten and home schooling, but not preschool).
- **NOTE:** Immigrant status is NOT AFFECTED by the age at which the student came to the United States.

## Where to Report

STN Application Center: <https://appcenter.doe.in.gov/login.aspx?logout=true>

## Data Layout and File Formats

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
1 A	School Number	4	State-Assigned School ID  <b>Required Field:</b> Yes	School building where the student is located count day.
2 B	Student Test Number (STN)	9	Official Student Test Number (STN) assigned to student  <b>Required Field:</b> Yes	All but the first record will fail if an STN appears in the same file more than once.  Note: The STN must exist in the STN Lookup.
3 C	Grade Level	2	<b>Allowable Codes Are:</b>  PK = Pre-Kindergarten Ages 3-5 (for immigrant students only) KG = Kindergarten 01 = Grade 1 02 = Grade 2 03 = Grade 3 04 = Grade 4 05 = Grade 5 06 = Grade 6 07 = Grade 7 08 = Grade 8 09 = Grade 9 10 = Grade 10 11 = Grade 11 12 = Grade 12 13 = Grade 12+/Adult  <b>Required Field:</b> Yes	The reported grade level must exist in this schools grade span as reported on the DOE-MF Master File/School Directory.  <u>Pre-Kindergarten (PK) students</u> should only be reported on DOE-LM if they are Immigrant students (i.e., of non-U.S. origin). See Field 6.  Grade 13: These may be students who received Certificates of Completion or Course Completion and who have returned for further education and possibly to earn a regular or other diploma. These may be special education students who return for further education after their intended graduation year.

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
4	English Language Proficiency Level	3	<p>What is the attained proficiency level in the English language?  <b>Allowable Codes Are:</b></p> <p>0 = <b>Immigrant Student who is PK</b> (PK assessments are not required and should not be reported.)  <b>1.0 - 6.0</b> - Proficiency Level from WIDA assessment, Spring 2019, if assessed, or Fall WIDA Placement. Report with one digit to the right of the decimal (e.g. <b>2.4, 4.0, 5.7</b>)</p> <p><b>Special Codes</b>  <b>FNA</b> = Fluent so Not Assessed                      (Student scored as fluent prior to Jan 2019, so no longer annually assessed.)  <b>NES</b> = Native English Speaker                      (Immigrant Student with only English Reported on Home Language Survey)</p> <p><b>Alternate ACCESS Codes</b>  <b>A1</b> = Initiating  <b>A2</b> = Exploring  <b>A3</b> = Engaging  <b>P1</b> = Entering  <b>P2</b> = Emerging  <b>P3</b> = Developing</p> <p><b>A5</b> = English Learner who scored Level 5 or higher on a <b>Tier A</b> assessment  <b>8</b> = No assessment AND student no longer available</p> <p><b>NOTE:</b> If Kindergarten W-APT was used, convert Kindergarten W-APT results to Proficiency Levels as follows:                      "Low" = Level 1.0 or 2.0                      Medium = Level 2.0 or 3.0                      "High" = Level 3.0 or 4.0                      "Exceptional" = Level 5.0 (Does not qualify as an English learner)</p> <p><b>Required Field:</b> Yes</p>	<p><b>All traditional public schools, public charter schools, and accredited nonpublic schools, including those participating in the Choice Scholarship Program, are required to utilize WIDA English language proficiency placement and annual assessments.</b></p> <p>See the "Performance Definitions" here: <a href="#">Descriptions of WIDA Proficiency Levels.</a></p> <p><b>FNA:</b> Use this code for any student who was found to be fluent on an assessment before January 1, 2019. Such students should not have been assessed in calendar year 2019.</p> <p><b>NES=Native English Speaker:</b> This code is used only for immigrant students from English speaking countries (i.e., England, Australia). The definition of immigrant is provided in the Purpose section at the beginning of this document.</p> <p><b>A5:</b> Students with the <b>A5</b> designation are still considered English learners and are eligible for services and funding. Fluent status cannot be obtained using a <b>Tier A</b> WIDA assessment and students approaching fluency in English should not be assessed with Tier A assessments. <b>The A5 code indicates an assessment error that must be avoided in the future.</b></p> <p><b>8</b> = No assessment AND student no longer available –</p> <p>To be used when no proficiency level is available (and scenarios from the Reporting Unusual Assessment Situations table cannot be applied) and student is no longer available for assessment.</p> <p>When reporting code 8 Field 5 must contain code 8 or code 9</p> <p>IDOE will monitor data reported with code 8 and make contact with submitter if deemed necessary.</p>

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Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
5	Instrument Used	2	<p>What is the instrument used to measure the English proficiency level?</p> <p><b>Allowable Codes Are:</b></p> <p><b>Codes 1-3 Removed.</b> Woodcock–Munoz and Idea Proficiency Test (IPT) should be reported as Code 4.</p> <p>4 = Other Nonpublic School Assessment: English language proficiency assessment not funded by State DOE or other ELP assessment completed by Non-public School</p> <p>5 = WIDA ACCESS for ELLs (Spring 2019)</p> <p>6 = W-APT (WIDA ACCESS Placement Test)</p> <p>7 = N/A (For use with Proficiency Level codes 0 [for PK]) (FNA and NES)</p> <p>8 = Not assessed as required, without external cause.</p> <p>9 = Not assessed, With Cause (due to uncontrollable circumstances – See Field Notes for this Code at right.).</p> <p>10 = WIDA Alternate ACCESS (As determined by IEP Committee)</p> <p><b>Code 11 Removed</b> - Annual LAS Links Assessment should be reported as Code 4.</p> <p>12 = WIDA Screener (Grades 1-13)</p> <p><b>Required Field:</b> Yes</p>	<p><i>Previous spring or current school year test only (refer to Purpose section)</i></p> <p><b>4 = Other Nonpublic School Assessment - ONLY</b> to be used where a student was assessed by a non-Choice, non-public school with an assessment that was not provided through the DOE or another ELP assessment.</p> <p><b>5= WIDA ACCESS for ELLs</b> - Code 5 is accepted for English learners who participated in the required annual English language proficiency assessment in the spring of 2019.</p> <p><b>6 = W-APT</b> -. Code 6 may also be used for W-APT administered in the spring of 2019 for Kindergarten students entering school after the WIDA ACCESS for ELLs window has closed.</p> <p><b>7 = N/A Not Applicable</b> – Code 7 is accepted for fluent students not included in proficiency testing (e.g. Pre-K students, students with proficiency level FNA, and native English speakers).</p> <p><b>8 = Not Assessed as Required, Without Cause</b> – Student assessment was not completed and none of the allowable <u>causes listed below</u> apply.</p> <p><b>9 = Not Assessed, With Cause</b> – Allowable causes are limited to:</p> <ul style="list-style-type: none"> <li>• Student was out of state throughout Assessment Window.</li> <li>• Student was expelled/suspended throughout Assessment Window.</li> <li>• School Closed due to snow, floods, etc. throughout Assessment Window.</li> <li>• Student was being home schooled or enrolled in a nonpublic school not required to assess students.</li> </ul> <p><b>12 = Code 12</b> may also be used for a WIDA Screener administered in the spring of 2019 for students in grades 1-12 entering school after the WIDA ACCESS for ELLs window has closed. Also, if a student missed more than one administration of ACCESS the WIDA Screener must be administered.</p>

E

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
<b>F</b>	<b>Non-U.S. Origin</b>	1	<p>Was the student born outside of the U.S. or what are considered U.S. territories?</p> <p><b>Allowable Codes Are:</b> Y = Yes N = No</p> <p><b>Required Field:</b> Yes</p>	For English learners born within the U.S. or its territories, such as Puerto Rico, US Virgin Islands, Marshall Islands, Mariana Islands or Guam, submit N (No).
<b>G</b>	<b>Country of Origin</b>	3	<p>Code for the country from which the student originated.</p> <p><b>Allowable Codes Are:</b> 001 – 198</p> <p><b>Required Field:</b> YES, if the student has a Non-U.S. Origin value of 'Y'.</p> <p><b>Required Field:</b> No (leave blank if "Non-U.S. Origin is "N")</p>	<p>Please see the <a href="#">Country of Origin Codes table</a> on ELME webpage under IDOE English Learner Guidance-General &gt; Language Minority (LM) Reporting tab. (See References section below)</p> <p>If you believe you have a Country of Origin not on the list, please create a ticket at <a href="https://help.doe.in.gov/">https://help.doe.in.gov/</a>.</p>
<b>H</b>	<b>Length of U.S. Enrollment To identify Immigrant students only</b>	1	<p>How long has the immigrant student been enrolled in U.S. schools <u>excluding time in Prekindergarten</u>?</p> <p><b>Allowable Codes Are:</b> <b>0, 1, 2, 3, 7</b></p> <p>0 = First year – less than 162 days or Prekindergarten students 1 = One year or 162-323 days enrolled 2 = Two years or 324-485 days enrolled 3 = Three years or 486 days or more 7 = Not applicable, student is not an immigrant student (as defined above).</p> <p><b>Required Field:</b> Yes</p>	<p>Length of enrollment (less than three years in K-12) is used to determine qualification as an 'immigrant student' if the student was also born outside of the U.S.</p> <p>Length of enrollment is cumulative and does not start over for students with interrupted schooling in the U.S.</p> <p>Codes 4, 5 and 6 are intentionally omitted. Tracking beyond three years is no longer required.</p> <p>NOTE: Immigrant Students with Code 3 are not to be submitted for the LM unless they have a Language Code other than English (Language Code 211)</p> <p><b>Code 7 is for ALL NON-IMMIGRANT STUDENTS who are being submitted only because of their EL status.</b></p>
<b>9</b>	<b>Foreign Exchange</b>	1	<p>Is the student a foreign exchange student?</p>	Reporting of <b>Foreign Exchange students</b> is <b>REQUIRED</b> .

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
I			<p><b>Allowable Codes Are:</b></p> <p>Y = Yes N = No</p> <p><b>Required Field:</b> Yes</p>	<p><b>English language proficiency placement tests are required</b> for all foreign exchange students who have a language other than, or in addition to, English, on the Home Language Survey. This follows the same process for ALL students.</p> <p>Student is enrolled thru an exchange program agreement. This is not a Foreign Student living in the U.S. with F1 Visa.</p>
10	Instructional Program	2	<p>What instructional program is utilized to provide English Language Development services?</p> <p><b>Allowable Codes Are:</b></p> <p>1 = Transitional Bilingual Education (TBE) 2 = ESL program 3 = Pull-out ESL 4 = Content-based ESL 5 = Regular education program 6 = ESOL 7 = Sheltered English 8 = Structured Immersion 9 = Heritage Language 10= Dual Language/Immersion</p> <p><b>NOTE:</b> “English Language Development services may be provided with several instructional programs.”</p> <p><b>1. Transitional Bilingual Education:</b> TBE is an instructional program in which subjects are taught through two languages--English and the native language of the English learners -- and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and L1 is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program (U.S. General Accounting Office, 1994). TBE programs may be early-exit or late-exit, depending on the amount of time a child may spend in the program.</p> <p><b>2. ESL:</b> English as a second language (ESL) is an educational approach in which English learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994).</p>	

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
			<p><b>3. Pull-out ESL:</b> A program in which LEP students are "pulled out" of the regular, mainstream classrooms for special instruction in English as a second language (Baker, 2000).</p> <p><b>4. Content-based ESL:</b> This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992).</p> <p><b>5. Regular education program:</b> This code is appropriate for the following situations:</p> <ul style="list-style-type: none"> <li>• A student who has attained the English proficiency level of <i>fluent</i> and performs well within the school district's regular education program.</li> <li>• An LEP student whose parents have declined English language development services.</li> <li>• Native English speaking immigrants.</li> </ul> <p><b>6. ESOL:</b> English language development (ELD) means instruction designed specifically for English learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as "English as a second language" (ESL), "teaching English to speakers of other languages" (TESOL), or "English for speakers of other languages" (ESOL). ELD, ESL, TESOL or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English.</p> <p><b>7. Sheltered English:</b> An instructional approach used to make academic instruction in English understandable to English learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987).</p> <p><b>8. Structured Immersion:</b> In this program, English learners receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language (Snow, 1986). The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas.</p> <p><b>9. Heritage Language:</b> Heritage language program develops a student's native language skills (i.e. Spanish for Spanish speakers, German for German speakers).</p> <p><b>10. Dual Language/Immersion:</b> Dual Language/Immersion: English Learners are enrolled in classes with non-English Learners and receive a minimum of 50% of their school day with instruction in the English Learner's native language and the remaining percentage with academic instruction in English. In a dual language program, the two languages are acquired through all the subjects of the curriculum (Thomas and Collier, 2012). This category includes 50/50, 80/20 and 90/10 program models and could be a one-way or two way program assuming that the partner languages of the program are English and the student's native language.</p>	

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
J			<b>Required Field:</b> YES	
11	<b>High Ability (Gifted &amp; Talented) Participant</b>	1	Does the student participate in a High Ability (Gifted and Talented) program?  <b>Allowable Codes Are:</b> Y = Yes N = No  <b>Required Field:</b> YES	Yes, if the student was identified through corporation multifaceted student assessment plan and is served in High Ability programming.
K			<b>Required Field:</b> YES	
12	<b>ESEA Title I Program</b>	1	What Title I program is providing service to the student?  <b>Allowable Codes Are:</b>  1 = Regular Title I, Part A program 2 = Migrant Title I, Part C program 3 = Both regular Title I, Part A program & Migrant Title I, Part C program 4 = None  <b>Required Field:</b> Yes	<b>1 = Regular Title I, Part A:</b> A student receiving services through a regular Title I school wide or targeted assistance program (typically at elementary) <b>2 = Migrant Title I, Part C:</b> A student who has been identified as migrant with a valid Certificate of Eligibility (COE), as determined by the IDOE Office of English Learning and Migrant Education and receiving services through a Title I, C Migrant Education Program <b>3 = Both Title I, Part A and Migrant Title I, Part C:</b> A student receiving services through both 1 and 2. <b>4 = None:</b> A student not participating in Title I and not identified as migrant.
L				

## Reporting Unusual Assessment Situations

LM Scenario	For Proficiency Level (Field 4)	For Instrument Used (Field 5)
Student missed one year of assessment	Report previous assessment level.	Code 8 – Not assessed as required, <i>without cause</i> .
Student missed more than one year of assessment	Administer W-APT and report placement level.	Code 12 – WIDA Screener
Student had no WIDA Proficiency Level due to uncontrollable circumstances (e.g., flood or snow prevented administration of part of assessment, student was expelled, suspended or out of the state throughout the Assessment Window)	Report previous year's assessment level.	Code 9 – Not assessed as required, <i>with cause</i> .
Other: Application Center is rejecting correct data (e.g., due to previously submitted bad data or an error in assessment process)	Contact STN Support <a href="https://help.doe.in.gov">https://help.doe.in.gov</a>	
Language Code does not exist	By submitting a ticket including all relevant information: <a href="https://help.doe.in.gov/">https://help.doe.in.gov/</a>	

## Reporting Students

Submit **only** students that fit one or more criteria below AND are enrolled on count date in your school:

1. Students that have a language other than English on the **original** HLS; including students who are not English learners; the student will continue to be submitted on the DOE-LM each year until reaching age 22
2. Students identified as English learners
3. Students born in an English speaking country, other than US or US territory, and fit the definition of Immigrant
4. Students born abroad to US Military Personnel are reported as immigrant
5. PK students that meet the definition of an Immigrant
6. Students identified as English learners whose parents have declined services
7. Students born abroad and brought to the US (i.e. adopted, Immigrant status is NOT affected by the age at which the student came to the US)

## Reporting Options for Schools

- Public schools must utilize WIDA assessments to determine a student's English language proficiency, and must report the applicable WIDA assessment as the instrument used.
- Non-Public schools not participating in the Choice Scholarship Program may opt to use another ELP assessment for testing student language proficiency. **Report Code 4-Other Non-public Assessment in field 5 – Instrument used.**

### Reporting Length of US Enrollment

1. Report student's cumulative length of enrollment in US schools; not just enrollment in the current school. Length of enrollment does not start over upon re-enrollment in a US school.
2. US Enrollment begins with the student's KG or later grade level. Enrollment in PK does not count. First year (code 0) of enrollment indicates this is the student's first year enrolled in a US school. The student has not completed a full year of US enrollment. One year (code 1) of enrollment indicates the student was enrolled in a US school at some point in a prior reporting year. The student has completed a full year of US enrollment. EL Students US born and only attending US schools should be reported in Field 8/Length of US Enrollment as code 7 indicating "Not Applicable" since student is not an immigrant.

## Reporting Students Not Tested

1. Students newly enrolled with a language other than English indicated on the original HLS **MUST** be given the placement test appropriate for their grade level: Kindergarten W-APT or WIDA Screener
2. Students with IEPs **MUST** be assessed. IEPs can no longer prohibit assessment.
3. Students that reach proficiency on the placement test or annual assessment (via an overall score of 5.0 or above) will not participate in any further language assessments but are reported as they qualify as an LM student.

## Students Not Reported

1. Do not report a student who indicated only English for all three questions on the original HLS and is not an immigrant student.
2. PK students that DO NOT fit the definition of an Immigrant
3. Students under the age of 3 or older than 21
4. Students with a hearing impairment who rely on American Sign Language and the native language is English
5. Immigrant students in the US schools 3+ years with language code 211.

## Record Already Submitted by Another School

- Reporting a record for a student whose STN has already been submitted on LM will cause a failed record stating the “**STN has already been submitted for LM this year by a different school**”.
  - If failed record should be allowed contact the data submitter of the LM record that already exists to resolve the issue then resubmit the failed record.
  - If failed record should not have been reported, do not re-submit this record

## Example Data File Formats

The following section contains example data files in the allowed comma delimited and XML formats:

### Comma Delimited Format

```
0001,000102001,KG,2,6,Y,001,0,N,2,N,1
0001,000102002,10,1.9,2,Y,193,2,N,2,N,4
0002,000202001,02,5.1,5,N,,N,
```

### E(x)tensible Markup Language (XML) Format

```
<?xml version="1.0"?>
-<XIF_LMData>
-<Corporation Id="3435">
  -<School Id="2815">
    -<Student STN="000102001">
      <Demographics ESEATitleIProgram="1" GiftedTalented="Y" InstructionalProgram="5"
      ForeignExchange="N" LengthOfEnrollment="7" CountryOfOrigin="113" NonUSOrigin="Y"
      InstrumentUsed="6" EnglishProficiencyLevel="5.1"/>
      <SchoolUse Grade="03"/>
    </Student>
  </School>
</Corporation>
</XIF_LMData>
```

## References and Contacts

STN Help ticket creation: <https://help.doe.in.gov/>

DOE English Learner Specialist – [titleiii@doe.in.gov](mailto:titleiii@doe.in.gov)

[Office of English Learning & Migrant Education \(ELME\) website](#)

[Title III - Language Instruction for English Learners and Immigrant Students](#)**Document Change History**

Version	Change History
08.08.19	Updated Audience and Field 4 notes – all accredited nonpublic schools, including those participating in Choice Scholarship must utilize WIDA assessment
05.17.19	Changed count day from November 1st to October 1st Updated all links in document Removed Code 11 (LAS Links Assessment) from Field #5 – Instrument Used
10.22.18	Added note to Field #4 regarding code #8. When reporting code #8 Field 5 must contain code #8 or code #9 page #6. Removed 8 from allowable code #7 in Field 5 page #7.
06.04.18	Removed information regarding the starter file under Submitting Students. The purpose title was changed to “Why Are Data Reported” Page#1 The collection has been updated to only have one reporting phase Page#1 Re-titled “Reclassifying a Fluent Student as an English Learner to “Reporting an English Learner who was Previously Reported as Proficient (5.0+) or FNA Page#2 Added the following note to the bottom of field #4 notes section “field 5 should be 8 or 9 page #6. Removed #8 from allowable code #7 in field #5 page #7.
<b>Start of 2018-2019 Collection</b>	
12.27.2017	Added information related to Certification for Reclassifying a fluent student as an English Learner
07.03.17	Updated the STN APP Center link to <a href="https://appcenter.doe.in.gov/login.aspx?ReturnUrl=%2fMain.aspx">https://appcenter.doe.in.gov/login.aspx?ReturnUrl=%2fMain.aspx</a> on page#1 Added new code to field #5 12= WIDA Screener (Grades 1 - 13) Added new code to field #10 10= Dual Language/Immersion List no longer required for students participating in WIDA Assessment out of State
<b>Start of 2017-2018 Collection</b>	
11.14.16	Rearranged “Definitions of Immigrant Students” section for clarity Changed Country of origin codes range from 001-194 to 001-198 field #3 Add NES to code 7 Instrument Used field #5 Added clarification to field #8 – Length of US Enrollment for Immigrant Identification only
10.25.16	Removed WIDA percent trained
09.06.16	Corrected xml sample
06.22.16	Removed field #8 from the 2016 LM layout Added Marianna Islands to field #6 Added Title III code to page #12 Sample: .csv .xml updated Opening data changed from October 31 <sup>st</sup> to November 1 <sup>st</sup>
<b>Start of 2016-2017 Collection</b>	
09.10.15	Removed Language Assessment Scales from code 1-3 in field 5 Added more description to code 11 in field 5 Added more description to code 4 in field 5 Added Reporting Options for Schools Added Reporting Students WIDA tested from another state Added more direction under Reporting Unusual Assessment Situations
09.03.15	Added Proficiency Levels, A1, A2, A3, P1, P2, P3 in field 4 Updated/Clarified KG W-APT levels to match how WIDA scores are reported Added Instrument Code 11 - Used LL in field 5 with instruction
08.31.15	Proficiency Levels FNA and A5 added English Proficiency Level – edited field specifications & notes for clarity Instrument Code 10 added for WIDA Alternate ACCESS File Format examples corrected and updated Link to request new Language Code updated
08.06.15	Updated contact information for field 4 Updated contact information EL specialist under References & Contacts
04.29.15	New Code (NES) Field #4 Dates updated New WIDA Proficiency Levels Field #4 Document reformatted

	Structure of "Scenarios" and "FAQs" changed to be more user-friendly
	<b>Start of 2015-2016 Collection</b>