Program Service Data, 2019-2020 English Language Learners, Students with Interrupted/Inconsistent Formal Education (SIFE)

Contents

February 23, 2021

Chapter 4: Data Elements

ELL Eligible Student Service Levels: LEAs must identify the level of service an ELL eligible student (Code 0231) is receiving. The Units of Study tables provided are guidelines for mandated services for ELLs as per Commissioner's Regulations Part 154-2 in both English as a New Language and Bilingual Education programs. Programs Fact template, Program Intensity, Field 9.

ELL Services Duration: ELL Services Duration will be calculated by NYSED beginning with the 2019-20 school year. In prior years this data element was provided by LEAs on the Student_Lite template as LEP Duration. This data element indicates the number of cumulative days and corresponding years that a student identified as ELL Eligible (Program Service Code 0231) has received ELL services in New York State public schools, as evidenced by having been reported with Program Service codes 5709 (English as a New Language), 5676 (Transitional Bilingual Education Program) or 5687 (One Way or Two Way Dual Language Program). The time in which a student is reported with Program Service Code 8239 (ELL Eligible but not in an ELL Program) are not counted. This data element will only be calculated for ELL eligible students.

English as a New Language (ENL): ENL program students learn to speak, understand, read and write English with a teacher who is specially trained in ENL theories and strategies. The student's primary or home language is used as a vehicle to help learn English.

Home Language Description: Language routinely spoken in the student's home. This language or dialect may or may not be the student's native language. The home language reported to SIRS should be based on the administration of the Home Language Questionnaire (HLQ). The HLQ indicates a student's home or primary language. See Language Codes and Descriptions in Chapter 5: Codes and Descriptions. Student Lite Template, Field 13.

Transitional Bilingual Education (TBE) Program: TBE programs offer students of the same primary or home language the opportunity to learn in English while continuing to learn content in their home language. Students' primary or home language is used to help them progress academically in all content areas while they acquire English. Instruction begins with a minimum of 60% instruction in the student's primary or home language and 40% in English; over time, instruction in English increases until the student has acquired the mandated level of English proficiency.

Primary ENL Instructor Indicator: Identify English as a New Language instructors for the course/section. Teaching aides and assistants are not to be reported. A "Y" in this field will subject the staff to an ENL certification match as required by State and federal reporting. If the ENL teacher is the only teacher in the class, he/she should be reported here and in Field 13. Course Instructor Assignment, Field 17.

Text from Chapter 2: Student Reporting Rules
English Language Learner (ELL) Students

All English Language Learner (ELL) students must be reported with:
- Program Service Code 0231— *ELL Eligible*
- an ELL Program Service Code that identifies the type of services received, and

All students with an ELL eligible record at any time during the school year will be included in the ELL group for accountability purposes. All ELL eligible students must be provided ELL services.

The ELL Program Service Codes for identifying the type of services received are:

- 5709 (*English as a New Language (ENL)*
- 5676 (*Transitional Bilingual Education (TBE) Program)*
- 5687 (*One Way or Two Way Dual Language Program)*, or
- 8239 (*ELL Eligible but not in an ELL Program*).

Students can be in only one ELL program (i.e., Program Service Codes 5709, 5676, 5687, or 8239) at a time but may participate in more than one during the school year. One record must be provided for each ELL program in which a student participated. The record must indicate the dates of participation.

Students whose ELL status has ended must be reported with one of the following Reason for Ending Program Service Codes for Program Service Code 0231 — *ELL Eligible*:

- 3011 – *ELL Eligibility Exit Using NYSESLAT score only.* Report ENL Program in that year for the student.

- 3022 – *ELL Eligibility Exit Using NYSESLAT score and NYSTP or Regents score*. Report ENL Program in that year for the student.

- 3045 – *ELL Eligibility Exit based on review of identification determination.*

See ELL Status Exit Program Service Codes in Chapter 5: Codes and Descriptions for more information.

Beginning with the 2019-20 school year, ELL Duration is now called ELL Services Duration and is calculated by NYSED. In prior years, this data element was provided by LEAs on the Student_Lite template as LEP Duration and was also referred to as the data element Years Enrolled in a Transitional Bilingual Education or English as a New Language Program. ELL Services Duration indicates the number of cumulative days and corresponding years that a student identified as ELL Eligible (Program Service Code 0231) has received ELL services in New York State public schools, as evidenced by having been reported with Program Service codes 5709 (English as a New Language), 5676 (Transitional Bilingual Education Program), or 5687 (One Way or Two Way Dual Language Program). The time during which a student is reported with Program Service Code 8239 (ELL Eligible but not in an ELL Program) is not counted. This data element will only be calculated for ELL eligible students.

All ELLs (including those from Puerto Rico) who, on April 1, 2021, will have been attending school in the United States for less than one year must also be reported with Program Service Code 0242 — *Eligible to take the NYSESLAT for grades 3-8 ELA Accountability.* **Note:** Students for which the 0242 was applicable in the 2019-20 academic year WILL NOT automatically have the eligibility extended to the 2020-21 academic year. The ESEA, as amended by ESSA, is very specific that this provision applies only to students attending a school in the United States for less than one year.

- ***NYSESLAT and Accountability***

The Every Student Succeeds Act (ESSA) requires that the English proficiency of all ELLs (as defined in Education Law § 3204[2-a][3]) be determined annually. New York State provides the New York State English as a Second Language Achievement Test (NYSESLAT) as the assessment of English language proficiency for ELLs. All grades Kindergarten through 12 ELLs (including ungraded age-equivalent students with disabilities) must take the NYSESLAT. There is no valid NYSESLAT assessment for an ELL enrolled in a High School Equivalency program. ELLs must take this

assessment to evaluate English proficiency even if they take a Grades 3–8 ELA assessment or, for certain ELLs with disabilities, the NYSAA in ELA in the current academic year.

English Language Arts: ESSA requires that the reading/language arts proficiency of ELLs be measured as part of the school accountability program. USED has approved a one-time exemption from taking the State's reading/language arts assessment (including the NYSAA in ELA) for some ELLs. ELL eligible students (including those from Puerto Rico) who on April 1, 2021, will have been attending school in the United States for less than one year may use the NYSESLAT as a one-time exemption from the State's reading/language arts assessment (including the NYSAA in ELA) to meet the ESSA participation requirement for elementary/middle-level ELA. For this purpose, the United States is defined as schools in the 50 States and the District of Columbia and does not include Puerto Rico, the outlying areas, or the freely associated States. Students may be exempt from only *one* administration of the State's reading/language arts assessment.

The one-year exemption window does not have to be 12 consecutive months. In addition, students enrolled anytime during a month, including July and August, are considered enrolled for that month. As such, eligible students may be exempt from taking the State's reading/language arts assessment for the first year in which they are enrolled during the State's reading/language arts assessment administration period. Such students may not be exempt in subsequent years, even if they have been enrolled in a United States school for less than 12 months. Months in which students are enrolled as PK–8 or ungraded elementary are counted toward this 12-month exemption window.

Example 1: An ELL student enrolls for the first time in a United States school in grade 3 in April 2020 and ends enrollment by leaving the United States in June 2020 (three-month enrollment). The student re-enrolls in a United States school in April 2021 as a grade 4 student and remains enrolled through the end of the school year. If the one-time exemption occurred in 2019–20, even though the student has been enrolled in a United States school for only six months as of the 2020–21 NYSTP ELA test administration window (test is given in April), the student may not be exempt again in 2020–21, as the one-time exemption already occurred in 2019–20.

Example 2: An ELL student enrolls for the first time in a United States school in grade 3 in October 2018 and ends enrollment by leaving the United States in December 2018 (three-month enrollment). The student re-enrolls in a United States school in December 2019 as a grade 4 student and ends enrollment by leaving the United States in January 2020 (two-month enrollment). The student re-enrolls in a United States school in February 2021 as a grade 5 student and remains enrolled through the end of the 2020–21 NYSTP ELA test administration window (two-month enrollment, test is given in April and the month of April is not counted). The first year in which this student is enrolled during the NYSTP ELA test administration period *and* has been enrolled in a United States school for less than 12 months is 2020–21. The student may be exempt from taking the grade 5 NYSTP in ELA in 2020–21 because on April 1, 2021, the student has been enrolled in a school in the United States for fewer than 12 months. If the one-time exemption occurs in the 2020–21 school year, the student may *not* be exempt in future years from taking the NYSTP in ELA.

Example 3: An ELL student enrolls for the first time in a United States school in grade 1 in October 2018 and ends enrollment by leaving the United States in March 2019 (six-month enrollment). The student re-enrolls in a United States school in October 2020 as a grade 3 student and remains enrolled through the end of the 2020–21 NYSTP ELA test administration window (six-month enrollment, test is given in April and the month of April is not counted). The student may not be exempt from taking the grade 3 NYSTP in ELA in 2020–21 because on April 1, 2021, the student has been enrolled in a school in the United States for 12 months total.

Example 4: An ELL student who is also a student who is eligible to take the NYSAA enrolls for the first time in a United States school in grade 3 in October 2020. The student may be exempt from taking the grade 3 NYSTP in ELA and the grade 3 NYSAA ELA in 2020–21, because on April 1, 2021, the student has been enrolled in a school in the United States for fewer than 12 months. The student must take the appropriate NYSESLAT to be considered tested for accountability purposes.

Students who are eligible to take the NYSESLAT for grades 3–8 accountability must be recorded in the SIRS with Program Service Record Code 0242 — Eligible to Take the NYSESLAT for Grades 3-8 ELA Accountability. They will be counted in the participation calculation for accountability purposes as participating in an ELA assessment if they have valid scores on all sessions/modalities of the NYSESLAT: Listening, Speaking, Reading, and Writing. **Note:** Students for which the 0242 was applicable in the 2019-20 academic year WILL NOT automatically have the eligibility extended to the 2020-21 academic year. The ESEA, as amended by ESSA, is very specific that this provision applies only to students attending a school in the United States for less than one year.

Scores for students who are eligible to take the NYSESLAT for grades 3–8 accountability will *not* be counted in the performance calculation for accountability. However, if the district/school chooses to give the NYSTP ELA or the NYSAA ELA assessment to a student who is eligible for the ELA exemption, NYSED will count the student's NYSTP or NYSAA ELA scores when computing the school's and district's accountability PI.

For more information regarding testing and accountability for recently arrived ELLs, see Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students guidance.

Other Subjects: All ELLs must take the required State assessments appropriate to their grade. Most of these tests are administered in the student's native language. Schools are advised to obtain local translations for students for whom a State alternative-language edition is not available in their first language, particularly if the student is receiving instruction in the first language. To ensure valid and reliable test results, districts and charter schools are permitted to offer ELLs accommodations approved by NYSED. Approved accommodations are provided in the Test Manuals for School Administrators and Teachers.

- ### *NYSESLAT and NYSAA*
All ELL/MLL students in grades K–12, including ungraded age-equivalent students, must take the NYSESLAT, even if the students' CSEs identify the students as eligible to take the NYSAA. Most NYSAA-eligible students who are age appropriate for testing on the NYSAA must take the NYSAA. NYSAA-eligible students who are also eligible for a one-time exemption from the State's reading/language arts assessment are not required to take the NYSAA in ELA. However, these students must take the NYSAA in all other subjects appropriate to their age equivalent grade level.

- ### *NYSESLAT Braille*
All ELL/MLL students with a braille accommodation in grades K–12, including ungraded age-equivalent students, must take the NYSESLAT assessment. Grades K-2 are scored via a "Check List" and will be reported in SIRS via the summer clean-up process at the end of the summer. Grades 3-12 will have the assessments aligned to the general NYSESLAT assessment. Grades 3-12 will have the data placed on answer sheets by school personnel so that the data can be scanned and loaded into SIRS. For grades K-2, SIRS will collect the Total Score by Grade and Performance Level. For grades 3-12, using the Braille test forms, the tests will be in alignment with the general NYSESLAT assessment;

therefore, students will receive the same types of scores and subscores as students using the non-braille editions.

- ***New York State Identification Test for English Language Learners (NYSITELL)***

The New York State Identification Test for English Language Learners (NYSITELL) serves as the approved means of initially identifying English Language Learners/Multilingual Learners (ELL/MLLs) in New York State. It is used to assess the English language proficiency of new entrants whose home language is other than English, as indicated on their Home Language Questionnaire. If the results of the NYSITELL indicate that the student is at the Entering, Emerging, Transitioning, or Expanding level of English proficiency, the student must be placed in a Bilingual Education or English as a New Language (ENL) program.

The NYSITELL is composed of eight distinct levels: I–VIII. The NYSITELL test content is aligned with the expectations for what the English language proficiency of an English Language Learner would be, depending on the grade and when in the school year the new student arrives, particularly for students in lower grades.

The table below shows the eight NYSITELL levels and identifies which level to administer to each new entrant, depending on the grade in which the student is enrolling and the date on which the test administration begins. Additional guidance regarding the NYSITELL assessments can be found on the NYSITELL web page.

Districts/schools are responsible for submitting item response data to their Big 5/RIC (Level 1 scanning centers). Level 1s must submit the item response data to Level 2 using the appropriate ItemR tables. Item Response data must be submitted the same time the data are submitted for scanning the K-12 NYSITELL assessments.

Level	Grade in which student is enrolling	Dates on which test will be administered
I	Grade K	June 1–January 31
II	Grade K Grade 1	February 1–June 30 July 15–January 31
III	Grade 1 Grade 2 Grade 3	February 1–June 30 July 15–June 30 July 15–January 31
IV	Grade 3 Grade 4	February 1–June 30 July 15–January 31
V	Grade 4 Grade 5	February 1–June 30 July 15–January 31
VI	Grade 5 Grade 6 Grade 7	February 1–June 30 July 15–June 30 July 15–January 31
VII	Grade 7 Grade 8 Grade 9	February 1–June 30 July 15–June 30 July 15–January 31
VIII	Grade 9 Grades 10–12	February 1–June 30 July 15–June 30

The Level I test may be administered starting June 1 only to those new entrants who will not begin Kindergarten until September. Schools that are registering students prior to June 1 for enrollment in Kindergarten for the upcoming school year should not administer the NYSITELL to those students until June 1. Report assessment records in September for these students and report the date of test administration as any day during the first week of enrollment in your school. For all other NYSITELL students, report the date the student first starts to take the assessment as the administration date.

With the exception of Level I, the NYSITELL should be administered during the month of June only to students entering school for the remainder of the current school year and/or students enrolling in a summer school program. The testing of new students who are enrolling in New York State schools in Grade 1 and above for the fall may begin no earlier than July 15. Schools are not permitted to administer Levels II–VIII of NYSITELL from July 1–July 14.

For more information about NYSITELL, see the [NYSITELL web page](#).

Text from Chapter 5: Codes and Descriptions

- ***Program Service Codes and Descriptions***

Code	Description
Type: English Language Learner/Multilingual Learner Eligibility	
0231	ELL Eligible
Type: English Language Learner/Multilingual Proficiency Programs	
5709	English as a New Language
5676	Transitional Bilingual Education (TBE) Program
5687	One Way or Two Way Dual Language Program
8239	ELL/MLL Eligible but not in an ELL/MLL Program
Type: Title I Services in Targeted Assistance Programs	
0803	Reading/Language Arts
Type: Other	
0242	Eligible to take the NYSESLAT for grades 3-8 ELA Accountability
1232	Students with Inconsistent/Interrupted Formal Education (SIFE)

English Language Learner Eligibility

- ***ELL Eligible — Code 0231***

Level Designation: District-level service.

Description: Identifies the student as an English Language Learner (ELL) and, therefore, eligible for ELL services. Students identified as ELL eligible should have a specific ELL program service identified, as described under English Language Learner Programs.

Purpose: Identifies ELLs for accountability, reporting, and research purposes. An "Exit Date" and "Reason for Ending Code" is used to identify ELLs who have achieved English proficiency. Part 154 of Commissioner's Regulations defines English Language Learners as students who, because of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3. Districts should contact the nearest Regional Bilingual Education – Resource Networks (RBE-RNs) to obtain assistance with ELL identification procedures.

Entry Date: Date of eligibility decision.

Exit Date: Required if the student exited ELL status. The date recorded should be June 30 of the academic year in which the student exited ELL status. Students who test out of ELL are still entitled to accommodations and some types of services for two years; however, once the students have tested out of ELL, they must NOT be recorded as ELL with an 0231 code. An "Exit Date" should not be used to end an ELL Eligible — Code 0231 program service record when the student leaves the district or graduates. It must be used only when the student exits ELL status.

Reason for Ending Code: Use 3011, 3022, or 3045, as applicable. See ELL Status Exit Program Service Codes in Chapter 5: Codes and Descriptions.

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English Language Learner Programs

- **English as a New Language (ENL) — Code 5709, Transitional Bilingual Education (TBE) Program — Code 5676, One Way or Two Way Dual Language Program — Code 5687, and ELL Eligible but not in an ELL Program — Code 8239.**

Level Designation: School-level service.

Description: Indicates which ELL program service the student is in (i.e., English as a New Language, Transitional Bilingual Education (TBE) Program, or One Way or Two Way Dual Language Program) or that the ELL eligible student is not being served. Students identified as ELL eligible under Program Service Code 0231 (see above) should have a specific ELL program service identified here. These program services are mutually exclusive but can be offered at different points throughout the academic year. Multiple ELL programs should be reported with appropriate Entry and Exit dates. If any of the first three are used, the *ELL Eligible but not in an ELL Program* code should not be used. All ELL eligible students must receive ELL services.

English as a New Language (ENL): ENL program students learn to speak, understand, read and write English with a teacher who is specially trained in ENL theories and strategies. The student's primary or home language is used as a vehicle to help learn English.

Transitional Bilingual Education (TBE) Program: TBE programs offer students of the same primary or home language the opportunity to learn in English while continuing to learn content in their home language. Students' primary or home language is used to help them progress academically in all content areas while they acquire English. Instruction begins with a minimum of 60% instruction in the student's primary or home language and 40% in English; over time, instruction in English increases until the student has acquired the mandated level of English proficiency.

One Way or Two Way Dual Language Program: Dual language programs offer students the opportunity to become bilingual and bicultural while improving their academic ability. In the One Way Dual Language program model, students who come from the same primary or home language and/or background are provided instruction in both English and the home language simultaneously. The Two Way Dual Language program includes both native and English speakers; teachers provide instruction in both languages.

Purpose: These codes are used to identify which ELL program service the student participates in.

Entry Date: Date ELL program service begins.

Exit Date: Date that student tests above a State-designated level of proficiency or changes ELL programs.

Reason for Ending Code: Not used.

- **Eligible to take the NYSESLAT for grades 3-8 ELA Accountability — Code 0242**
Level Designation: District-level service.

Description: Identifies ELL students who are not required to take a grade 3–8 NYSTP ELA assessment.

Purpose: Identifies these students for accountability, reporting, and research purposes. Valid scores on all modalities of the NYSESLAT (Reading, Writing, Listening, and Speaking) will satisfy the Title I accountability requirement under ESEA that the student be assessed in ELA. ELL -eligible students (including those from Puerto Rico) who on April 1, 2018 will have been attending school in the United States for less than one year may use the NYSESLAT for a one-time exemption from the 3-8 NYSTP in ELA to meet the ESEA participation requirement for AYP in elementary/middle-level ELA. NYSESLAT-eligible students will be counted in the participation calculation for accountability purposes as participating in an ELA assessment if they have valid scores on all modalities of the NYSESLAT (Listening, Speaking, Reading, and Writing). To use Program Service Code 0242, there must be an active 0231 code (ELL Eligible).

Entry Date: July 1 of current year or date of enrollment (if later than July 1).

Exit Date: Not used.

Reason for Ending Code: Not used.

- **ELL/MLL Eligible Student Service Levels**
(Programs Fact template, Program Intensity, Field 9)

LEAs must identify the level of service at which an ELL/MLL eligible student (Code 0231) is receiving service. The Units of Study tables are guidelines for mandated services for ELLs/MLLs in both English as a New Language and Bilingual Education programs as per [Commissioner's Regulations Part 154-2](#).

Code	Description
FULL	ELL eligible students receiving the required units of study
PARTIAL	ELL eligible students receiving less than the required units of study
NONE	ELL eligible students not currently receiving service

- **Students with Inconsistent/Interrupted Formal Education (SIFE) — Code 1232.**
Level Designation: District-level service.

Description: English Language Learners/Multilingual Learners who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and

- upon initial enrollment in such schools are two or more years below grade level in literacy in their home language; and/or
- are two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia).

For more information on SIFE, see Commissioner's Regulations Part 154 or contact the Office of Bilingual Education and World Languages.

Purpose: To identify SIFE students in order to inform instruction.

Entry Date: Date student first identified in current reporting year or July 1 of current reporting year if first identified in a previous year.

Exit Date: Date the student scores at the Transitioning level on the NYSESLAT.

Reason for Ending Code: Not used.

- ***ELL/MLL Status Exit Program Service Codes***
  (in Programs Fact Template)

1. *ELL Eligibility Exit Using NYSESLAT score only — Code 3011*
   Description: Identifies a student whose ELL eligibility ended because the student scored at the Commanding level on the NYSESLAT.

   Purpose: Identifies students who were identified as ELL but tested out of ELL status using the NYSESLAT. These students will be considered ELL in the current school year, former ELL in the following four school years, and ever ELL in future years for reporting and research purposes.

   Date: June 30 of the reporting year.

2. *ELL Eligibility Exit Using NYSESLAT score and a NYSTP or Regents score — Code 3022*
   Description: Identifies a student (general education or student with a disability) whose ELL eligibility ended because, in the same reporting year (or, in the case of students who score 65 or higher on an August Regents examination in English, in the spring preceding the August test administration), the student

   1) scored at the Expanding level on the NYSESLAT,
      AND

   2) either scored Proficient (Level 3 or 4) on the NYSTP grades 3-8 ELA assessment *OR* scored 65 or higher on a Regents examination in English *OR* passed an approved alternative to Regents English.
   For more information, see Commissioner's Regulations Part 154-2.3(m)(1)(ii).

   Purpose: Identifies students who were identified as ELL but tested out of ELL status using the NYSESLAT and NYSTP or a Regents or alternative to Regents test. These students will be considered ELL in the current school year, former ELL in the following four school years, and ever ELL in future years for reporting and research purposes. Students taking the August Regents who scored expanding on the NYSESLAT in the spring of the prior school year must be

exited from ELL status in the school year in which they took the ELA Regents and scored proficient.

Date: Any time during the school year.

3. *ELL Eligibility Exit based on review of identification determination — Code 3045*
Description: Identifies a student whose ELL eligibility ended because the student was determined by the district to have been misidentified as ELL following the Review of Identification Determination pursuant to Commissioner's Regulations Part 154-2.3(b). Students exited with Program Service Code 3045 will not be considered former ELLs and will not qualify for transition services.

Purpose: Identifies students who were incorrectly identified as ELL and who were removed from ELL status based on re-evaluation of ELL appropriateness. These students will NOT be considered ELL in the current school year and will NOT be considered ever ELL or former ELL in future years for reporting and research purposes.

Date: Within 45 school days, schools must initiate the process of determining if the student should be removed from ELL status.

Note: If a student's 0231 record is closed, the following Program Service Codes must also be closed: 1232 – *Students with Inconsistent/Interrupted Formal Education (SIFE)* and 5709 – *English as a New Language*. (Program Service Code 5709 indicates an ELL student is in an ENL program. Non- ELLs may take an ENL class but may not be reported as being in an ENL program.) If a student's 0231 record is closed, the following Program Service Codes should be closed if the student is no longer in the program but left open if the student continues to be in the program: 5687 – *One Way or Two Way Dual Language Program,* and 5676 – *Transitional Bilingual Education (TBE)Programs Fact template)*

Appendix VI: Terms and Acronyms

English Language Learner/Multilingual Learner: See English Language Learners/Multilingual Learners in Chapter 2: Student Reporting Rules. ELLs/MLLs are those from a home where a language other than English is spoken and score below a State designated level of proficiency on NYSITELL or NYSESLAT.

Ever ELL: Students who were identified as English Language Learners (ELL/MLL) (reported with a Program Service Code 0231) in any year prior to the current year and who **do not** have Program Service Code 0231 in the current year are considered "Ever ELL." Ever ELL is determined by the Department using a combination of program service and other records reported in SIRS. **Note:** Prior to the 2015-16 school year, Ever ELL also included those students who were identified as current ELL/MLL students (had a Program Service Code of 0231) for that school year.

Former ELL: Students who are not identified as ELL/MLL in the current school year but who were identified in at least one of the previous four school years are considered "Former ELL." Former ELL is determined by the Department using a combination of program service and other records reported in SIRS.

Reporting Requirements

The following State Assessments are related to determining ELL eligibility and current Level of progress:

- ➢ **NYSESLAT:** New York State English as a Second Language Achievement Test.
- ➢ **NYSITELL:** New York State Identification Test for English Language Learners.
- ➢ **English Language Arts (ELA) 3-8**
- ➢ **New York State English as a Second Language Achievement Tests (NYSESLAT)**
- ➢ **New York State Identification Test for English Language Learners (NYSITELL)**
- ➢ **Regents Common Core Examination in English Language Arts**

Supporting links

Website	URL
Bilingual Education & English as a New Language • Many links and resources for identification and support of ELL students	http://www.nysed.gov/bilingual-ed
Title III Compliance and Reporting:	http://www.nysed.gov/bilingual-ed/title-iii-compliance-and-reporting

Reports

- • ***WNYRIC***
  - • 1.0 Verification Reports > 0.3 Tested Not Tested Reports
    - o Choose "School Year": "Jun 30, 2020", All Buildings, and all NYSESLAT assessments
    - o Will show all student who have proper ELL PS records as eligible
    - o Use the "Click here to Click Here to download Complete Student List to Excel" to verify students
  - • 1.0 Verification Reports > 3.0 Program Service > Program Participation Detail Report
    - o In the "Program Type(s)" list, choose "ELL Eligibility" & "Ell Programs", then use "Refresh" button to populate "State Program(s)" box

  - •
    - o To view 0242:: Eligible to take the NYSESLAT for ELA Accountability " choose "Program Type(s)" = Other
      State Program(s) = Eligible to take the NYSESLAT for ELA Accountability"
  - • 2.0 Instructional Reports >
    - o These reports assist in analyzing ELA 3-8 and Regents results
    - o Please contact Lorena Stabins for training on how to use these reports.

- • ***L2RPT (all folders are based on the L2RPT Reports – SEDDAS folder)***
  - • L2RPT Reports – SEDDAS > Score Reports
    - o The SIRS-501 and SIRS-503 are what used to be called the Individual Student Reports (ISR's)
    - o Used to show parents student reults
  - • Score Reports > SIRS-302 Tested/Not Tested Confirmation All Assessments Report
    - o This report uses the ELL PS data to show who is expected to be tested. Good to be used for verification of PS data,

- Reasonableness > SIRS-401 Reasonableness Report
  - Choose these prompts:
    - Category Type: "Programs"
    - Category Subtype: "Ell Eligibty"/"Ell Programs"

Reasonableness Report
Data Contained in the Student Information Repository System

District Name:	BROCKPORT - 261801060000
School Location:	All Locations
Category Type:	Programs
Category Subtype:	Other

Finish

Data Refresh Date: Feb 3, 2020

SubType	Code	Description	Last Year (A)	This Year (B)	Change (C) (B)-(A)	Percent Change (D) ((C)/(A))*100
Other	0198	Poverty - from low-income family			-93	6%
Other	0220	Eligible for Alternate Assessment			-1	3%
Other	0242	Eligible to take the NYSESLAT for ELA Accountability			3	100%
Other	0264	Section 504 Plan			-12	6%
Other	1232	Students with Interrupted Formal Education (SIFE)			-1	50%
Other	2618	Rochester inter-district urban-suburban transfer program			-7	12%
Other	5753	Coordinated Early Intervening Services supported with IDEA funds			-1	100%
Other	5806	Reduced-Price Lunch Program			-53	16%
Other	5817	Free Lunch Program			-78	5%
Other	8262	Homeless Student Status			-46	65%
Other	8282	Immigrant Children and Youth Status			0	0%
Other	8312	Received Seal of Biliteracy			-1	100%

  - Compares current SY to previous school year

Other

ELL students may be eligible for Title III

Immigrant Students may need to be evaluated for English Language Proficiency

The "Home Language Questionnaire (HLQ)" (http://www.nysed.gov/bilingual-ed/ell-identification-placementhome-language-questionnaire) may be used to "(as a) diagnostic assessment of a prospective enrollee's linguistic needs"

For more information about NYSITELL, see the NYSITELL web page.