

WEB APPLICATION USER GUIDE

ELMS

English Learner Management System Manual



IDAHO STATE DEPARTMENT OF EDUCATION
ENGLISH LEARNER PROGRAM

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE
WWW.SDE.IDAHO.GOV

TABLE OF CONTENTS

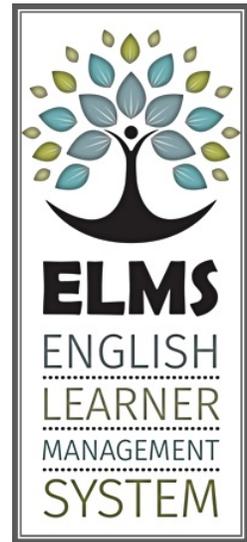
Introduction	3
ELMS Definitions.....	3
Navigation to ELMS	5
ELMS Roles and Permissions.....	5
Using the ELMS Application	6
Navigation Pane.....	6
Find Child	7
Work In Progress (WIP)	8
EL History & Assessments	8
EL History	9
Assessments.....	9
Entering EL Screener & Assessment Scores	10
Adding Screener Scores.....	11
Completing WIDA Screener Score Entry (Second semester 1 st grade-12 th)	12
Completing Kindergarten W-APT Screener Score Entry (First semester K – first semester 1 st grade)	12
Adding Out-of-State WIDA Scores	14
Reclassification of Exited Students	14
Completing Student Program Participation	15
Completing an English Learner Plan (ELP).....	16
Removing EL Designation (Erroneous Identification)	18
Waiver of EL Services	21
District Notes	22
Annual EL Data Collection.....	23
Submitting Annual EL Data	23
ELMS Support Contacts.....	26
Reporting Problems/Errors within the Application	26

INTRODUCTION

English Learner Management System (ELMS)

The English Learner Management System (ELMS) is an application for accessing English Language Proficiency information for Idaho's English Learners (ELs). The application provides District personnel with student's current and historical data to determine immediate EL programmatic decisions.

The SDE is responsible for maintaining the application and uploading annual ACCESS scores. Districts and charters will be responsible for entering screener scores, reviewing data and reporting annual EL program information.



ELMS DEFINITIONS

The following definitions are critical for understanding the information and coding in ELMS.

- **EDUID:** This is a unique 6-digit identification number assigned to each student in Idaho.
- **ELP – English Learner Plans** are written for students who require assessment supports because they are English learners. Idaho Law (IDAPA 08.02.03 – 111.04) requires that students receiving such supports have an annually updated ELP on-file.
- **Language** – The language other than English or American Sign Language documented on the student's initial HLS. The language is collected in ELMS when a user enters a student's screener assessment scores.
- **EL Entry Date:** This is the date that a student first qualified as an English Learner. It is derived from the date a student took the screener assessment and qualified based upon their scores.
- **EL Exit Date:** This is the date a student met Idaho's exit criteria on the summative English language proficiency assessment, ACCESS 2.0 or Alternate ACCESS. The SDE will auto-populate this date annually using ACCESS data for students who have met the exit criteria.
- **EL Code:** These are the codes and descriptions for the EL qualifications. See chart below for additional information about EL codes and their status descriptions.

EL Code	EL Status	Has an EL Entry Date?	Has an EL Exit Date?
L1	An English learner who has been in US schools for one year or less. This status rolls over to LE after one year.	Yes	No
LE	A current English learner. This status remains until he or she meets exit criteria.	Yes	No
EW	A current English learner whose parents have waived EL services. This status is prompted by the annual upload of a signed waiver form from the parents.	Yes	No
X1	A student who has met Idaho’s exit criteria on the annual ACCESS 2.0 assessment or the Alternate ACCESS last school year. These students are currently in their first year of monitoring status where the LEA monitors their progress to ensure that they are academically successful in the classroom where instruction is delivered in English.	Yes	Yes (Provided by SDE)
X2	A student who has met Idaho’s exit criteria on the annual ACCESS 2.0 assessment or the Alternate ACCESS two school years ago. These students are currently in their second year of monitoring status where the LEA monitors their progress to ensure that they are academically successful in the classroom where instruction is delivered in English.	Yes	Yes (Provided by SDE)
X3 X4	A student who has met Idaho’s exit criteria on the annual ACCESS 2.0 assessment or the Alternate ACCESS three/four years ago. These students are no longer being monitored but are counted within the EL subgroup for Accountability purposes.	Yes	Yes (Provided by SDE)
FLEP	A student who met Idaho’s exit criteria more than five years ago and is now a Former EL student.	Yes	Yes

EL Code	EL Status	Has an EL Entry Date?	Has an EL Exit Date?
			(Provided by SDE)
SO	A student who has met Idaho screen out criteria on a language proficiency screener and is NOT qualified as an EL student.	No	No

NAVIGATION TO ELMS

Use one of the following three ways to navigate to ELMS:

1. Directly by following this link, <http://apps.sde.idaho.gov/ELMS>
2. Selecting the ELMS icon in the [English Learner Portal Center](#) webpage
3. Following the steps below to access the ELMS site on the Idaho State Department of Education website.
 - A. <http://www.sde.idaho.gov/>
 - B. Click [ISEE webpage](#) button
 - C. Click [ISEE Portal](#) button
 - D. Click on English Learner Management System ELMS Under "My Applications"

ELMS ROLES AND PERMISSIONS

Contact your local district ISEE Coordinator to be assigned the role of **ELMS.Editor or ELMS.Viewer** in the **Admin Tool User**. The roles can be assigned to multiple users in a district. For security purposes, roles should be assigned only to district/charter staff who have an educational need to know.

- **ELMS.Editor** – This role can add and edit student information (e.g., Screeners, ELPs, Waiver forms).
- **ELMS.Viewer** – This role can view all student information but cannot add or edit. It is a view only role.

To ensure the security of student information in ELMS, the SDE will conduct an annual check to ensure that only current district personnel have access.

USING THE ELMS APPLICATION

The following screenshots will provide an overview of the features of the ELMS application.

Navigation Pane



Home: Returns user to the ELMS landing page at <https://apps.sde.idaho.gov/ELMS>

User Guide: Allows the user to access the "ELMS Manual."

Change Year: Allows the user to select a different school year for reporting data for previous school years.

District Information: Displays the district that the user has access to supply data/scores. **NOTE:** If a user is assigned an ELMS role in multiple districts/charters, there will be the option to "Select District" under the Actions Section.

EL Student Summary: Displays a list of all currently enrolled EL students in the district/charter. The user will be able to add/remove students to/from this list.

EL Data: This will allow the user to complete Annual EL Data collection that is due by June 30th.

Work In Progress (#): Allows the user to access the Work in Progress (WIP) page and shows in () how many students have been added to the WIP page.

Find Child: Allows the user to search for a student to view/add EL data.

Find Child

This feature of the ELMS application allows the user to look up an individual student who has registered in the school to determine whether there is any EL history and language proficiency data for a student.

Find Child

Eduld: 01

Birthdate: - required 02

First Name: - required 03

Middle Name: 04

Last Name(s): - required 05

Prior Zip Code: 06

Prior School

Select District: 07

Select School: 08
Hint: hit the spacebar to see complete list of schools in the selected district.

REQUIRED FIELDS TO FIND A CHILD: These fields must be completed with accuracy to find a child, (2) Birthdate, (3) First Name, and (5) Last Name.

NON-REQUIRED FIELDS TO FIND A CHILD: These fields are not required for finding a child but may narrow student records when searching for a common name and birthdate combination, (1) EDUID, (4) Middle, (6) Prior Zip, (7) Prior School, and (8) Prior District.

Once all required fields are completed click "Search."

Work In Progress (WIP)

The Work in Progress page allows the user to navigate to the following features below to either view or add data to a student profile. By using the “-/+ WIP” button, users can pin or remove those students to the WIP page. By pinning students to the WIP page, the user will have a working list of ELs that can be accessed at any time.

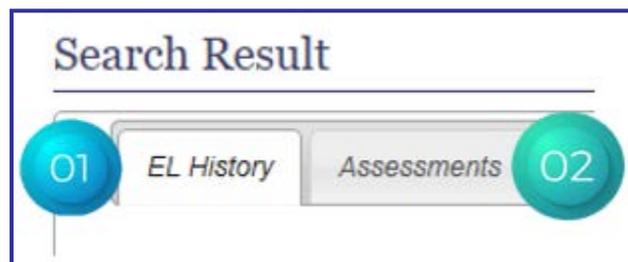


1. **EL History** – See the student’s EL History and corresponding assessment history.
2. **WIDA** – Add WIDA assessment scores (screeners or out-of-state WIDA scores).
3. **Remove EL Designation** – Process to have the EL designation removed from a student. Must be submitted for SDE approval.
4. **EL Plans** – Complete the EL Program Participation for a student and write an ELP.
5. **Waiver** – Upload a Waiver form for a student whose parent has waived EL services.
6. **Notes** – This is a space where personnel can add comments regarding a student.
7. **-/+WIP** – Remove/Add a student from the Work in Progress page
8. **-/+Summary** – Remove/Add a student from the Student Summary Page

****If you find a student who has multiple profiles due to different EDUID numbers, PLEASE CONTACT THE SDE TECHNOLOGY DEPARTMENT AT 208-332-6923 TO HAVE THE STUDENT'S EDUCATIONAL HISTORY MERGED!***

EL History & Assessments

Upon finding a student profile and clicking on the "EL History" icon, the user will be able to view the (1) EL History of the student and view the (2) Assessment history for the student.



EL History

On the EL History Tab, users can view the EL history for the student they have looked up.

Year	EL Status	EL Code	EL Entry	EL Exit	Language	Enrolled District	Enrolled School
2016-2017	Assessment administered, Not Eligible, Screened Out	SO			Spanish	BOISE INDEPENDENT DISTRICT (001)	School Name
2017-2018	Assessment administered, Not Eligible, Screened Out	SO			Spanish	BOISE INDEPENDENT DISTRICT (001)	School Name

For each (1) School Year the student is enrolled, the user will be able to see the (2) EL Status, (3) EL Code for the status, (4) EL Entry Date, (5) EL Exit Date, (6) Language, (7) Enrolled District, and (8) the Enrolled School.

Assessments

On the Assessments Tab, users will be able to view the Assessment history for the student they have looked up.

Year: 2017-2018 Grade: 1		
District: BOISE INDEPENDENT DISTRICT(001)		
School: School Name		
Assessment Name	Assessment Date	Test Result
IRI Fall	9/8/2017	Below Basic
IRI Spring	4/30/2018	Basic

Year: 2016-2017 Grade: KG		
District: BOISE INDEPENDENT DISTRICT(001)		
School: School Name		
Assessment Name	Assessment Date	Test Result
IRI Fall	9/9/2016	Basic
IRI Spring	4/10/2017	Below Basic
W-APT (KG) Listening and Speaking	8/26/2016	Exceptional
W-APT (KG) Reading	8/26/2016	Can recognize letters
W-APT (KG) Writing	8/26/2016	Can complete simple words with initial letter

For each school year, use “Show/Hide” to drop down the (1) Assessment the student took during that school year, the (2) Date of the assessment, and the (3) Test Result(s) from that assessment. Possible assessments could include, ISAT ELA, ISAT Math, ISAT Science, IRI, W-APT, WIDA Screener, WIDA ACCESS, and WIDA Alternate ACCESS.

ENTERING EL SCREENER & ASSESSMENT SCORES

This section provides steps for entering English Language Proficiency Screener assessment scores for students who take an English language proficiency screener.

Beginning Fall 2018, ELMS will be the source of all EL data reporting. District/Charters will no longer submit EL data through ISEE uploads to the SDE. ELMS will intuitively code and maintain EL status for students based on screener data entry and ACCESS 2.0 scores.

The SDE will continue to upload assessment data for ACCESS, ISAT, and IRI and district/charters will still be responsible for entering EL screener scores. These tasks are imperative for accurate EL data. All SDE departments will use ELMS to pull EL status; therefore, the implications for assessments, accountability, and funding are critical.

Prior to administering the language proficiency screener, district personnel must use the ELMS EL History and Assessments feature to determine whether the student has already been screened in another district or has already exited.

When is it necessary to administer the W-APT or WIDA Screener?

It is necessary to administer a screener in the following instances:

- If a student's EL History states "No EL History." This student does not have an English language proficiency score that would have already qualified them as a current EL (any previous WIDA assessment(s) or IELA assessment).
- If the student has current non-WIDA (e.g., LAS, ELPA 21, TELPAS, etc.) language proficiency assessment reports that qualify them as an EL in their cumulative file.

When is it NOT necessary to administer the W-APT or WIDA Screener?

It is not necessary to administer a screener in the following instances:

- If the student already has English language proficiency scores in ELMS. This student's EL History states L1, LE, EW, X1, X2, X3, X4, FLEP, SO.
- If the student's cumulative file/record contains WIDA assessments from another state.
 - Any WIDA assessment score (W-APT, ACCESS, ACCESS 2.0, Alternate ACCESS, MODEL WIDA Screener Assessment) can be used to determine immediate placement into the receiving district/charter's EL program.
 - If the student has screener scores that meet Idaho's screen out criteria.
 - If the student has ACCESS scores that meet Idaho's exit criteria.
- If the student has an EL Exit Form from another state regardless of the language proficiency test used to determine exit criteria.

Adding Screener Scores

Follow the steps below for entering any screener scores into ELMS.

1. Find a student.
2. Click the WIDA button on the WIP page for the student whose scores are being entered.
3. Click Add WIDA.
 - If there is already a screener recorded for a student, the new district/charter cannot enter a second screener. The screener listed previously qualified the student. The student should not have been given another screener, as they were already qualified.
4. Complete the fields on the WIDA Info Tab

The screenshot shows a form with the following fields and callouts:

- 01: Test Type: dropdown menu with "--Select--" option.
- 02: Test Date: text input field.
- 03: Test Administrator: optional text input field with a small icon.
- 04: State: dropdown menu with "--Select--" option.
- 05: District: if state is Idaho, auto-complete text input field.
- 06: School: if state is Idaho, auto-complete text input field.
- 07: Home Language: auto-complete text input field.
- 08: Grade Level at time of assessment: dropdown menu with "--Select--" option.

1. **Test Type** – Choose the screener assessment administered: W-APT or WIDA Screener.
 2. **Test Date** – The date the screener was administered. This date will become the EL entry date if the student’s scores qualify them as EL.
 3. **Test Administrator** – Name of the certified WIDA Testing Administrator who administered the screener.
 4. **State** – The state where the screener was administered.
 5. **District** – The name of the district where the screener was administered.
 6. **School** – The name of the school where the screener was administered.
 7. **Home Language** – The language, other than English or American Sign Language written on the Home Language Survey.
 8. **Grade Level at the time of Assessment** – The grade level the student was in at the time the screener assessment was administered.
5. Click Save.

At this point, ELMS will prompt the user to complete screener score entry based upon the type of screener being entered. Continue to Step 6 of either **WIDA SCREENER SCORE ENTRY** (Second semester 1st grade-12th) or **KINDERGARTEN W-APT SCORE ENTRY** (First semester K – first semester 1st grade).

Completing WIDA Screener Score Entry (Second semester 1st grade-12th)

- Click on the WIDA Online tab.
- Complete the WIDA Online scoring information with the proficiency level the student scored in each language domain: (1) Listening, (2) Speaking, (3) Reading, (4) Writing, (5) Composition Proficiency Level.

Area	Proficiency Level
Listening 	<input type="text"/> <i>To the nearest whole point between 1.0 and 6.0</i>
Speaking 	<input type="text"/> <i>To the nearest whole point between 1.0 and 6.0</i>
Reading 	<input type="text"/> <i>To the nearest whole point between 1.0 and 6.0</i>
Writing 	<input type="text"/> <i>To the nearest whole point between 1.0 and 6.0</i>
Overall 	<input type="text"/> <i>To the nearest half point between 1.0 and 6.0</i>

- Click Save.
- Verify that all information is correct and then click Submit. Once a score has been submitted users cannot edit it.
- Based on the scores submitted, a message will appear on the page indicating whether the student does or does not qualify as an English Learner.

Completing Kindergarten W-APT Screener Score Entry (First semester K – first semester 1st grade)

- Click on the Listening/Speaking tab.
- Enter the raw score (range 0-30) the student earned in the listening and speaking domain.

Grades KG W-APT Listening and Speaking Scoring Sheet

Raw Score	<input style="width: 85%;" type="text"/>
-----------	--

- Click Submit or Continue based upon the following criteria:
 - SUBMIT: If the student is **first semester K with a score < 29**.
 - SAVE AND CONTINUE: If the student is **first semester K with a score of 29 or 30**.
 - SAVE AND CONTINUE: If the student is **second semester K**.
 - SAVE AND CONTINUE: If the student is a **first semester 1st**.

9. Enter the reading raw score (range 0-15) and click Save.

Grades KG W-APT Reading Scoring Sheet	
Raw Score	<input type="text"/>

10. Enter writing raw score (range 0-18) and click Save.

Grades KG W-APT Writing Scoring Sheet	
Raw Score	<input type="text"/>

11. Verify that all information is correct and click Submit. Once a score has been submitted, district users cannot edit it.

12. Based on the scores that have been entered a message will appear on the page indicating whether the student does or does not qualify as an English Learner.

13. View the Summary Report.

Kindergarten W-APT Summary	
Listening and Speaking	
Raw Score Conversion Table Show/Hide	
Raw Score:	30.0
Proficiency Level:	Exceptional
Reading	
Raw Score Conversion Table Show/Hide	
Raw Score:	14.0
Proficiency Level:	Can read simple sentences
Writing	
Raw Score Conversion Table Show/Hide	
Raw Score:	7.0
Proficiency Level:	Can copy letters

Adding Out-of-State WIDA Scores

District/charters who enroll a student from another WIDA state may use the data and assessment scores in the cumulative file to either immediately qualify a student for the district/charter's LIEP or determine that the student has screened out or already exited. It can also be used to update the student's EL history in ELMS.

The steps for entering Out-of-State WIDA scores mirror the WIDA Screener score entry described previously. Once a student has a screener score entered, the drop down in test types will change to either ACCESS 2.0 or Alternate ACCESS.

For enrolling students who are not in ELMS but do have WIDA scores in a cumulative file, users must first enter the original screener score with the original screener date in order to qualify the student. After the original screener has been entered, the user can use the same process to add any out of state WIDA score(s) for as many years as the student has them. For students who were previously identified as EL in Idaho, and are in ELMS, but have returned with Out-of-State WIDA scores in their cumulative file, users can enter these scores to fill gaps in the student's EL History for the years they were not enrolled in Idaho. Entering Out-of-State WIDA scores is especially important if the student met exit criteria in a previous state so that ELMS can adjust the EL code to reflect the appropriate exited code.

Reclassification of Exited Students

In rare circumstances, a student may have more than one EL entry date. Such a scenario could be when a student was exited from an EL program and needed to be reclassified back as an EL for additional language development services, as determined to be necessary by a team. If/When this occurs, the EL Coordinator for the district/charter must contact the State EL and Title III Coordinator to add a second screener score to requalify the student back into EL status and services.

District/Charters must also document the justifications in the "Notes" section of ELMS to substantiate this request. Users should reference the "Notes" section of this manual for steps on entering a note.

COMPLETING STUDENT PROGRAM PARTICIPATION

This information must be completed for every EL student in a district/charter every year. Follow these steps to complete this information.

1. Find a Child or use the Student Summary list.
2. Click on EL Plans button for the student whose Program Participation is being entered.
3. Click on Add a New Plan: From this view, users can see previous EL Program Participation and/or ELPs that have been entered for the student.

Users do not have to complete an entire ELP for each student but must complete the first tab for each student regarding his or her program participation each year!

4. Complete the student's program participation information for the current school year.

District: Start typing the name of the LEA and select from list. <input type="text" value="ABERDEEN DISTRICT(058)"/>	Grade Level: <input type="text" value="5"/>
School: Start typing the name of the school and select from list. <input type="text" value="ABERDEEN MIDDLE SCHOOL(0299)"/>	Plan Date: <input type="text" value="09/21/2018"/>
Native Language: Start typing the name of the language and select from list. <input type="text" value="Punjabi, Panjabi"/>	Student is on IEP/504: <input type="radio"/> Yes <input checked="" type="radio"/> No
<input type="button" value="Save"/>	

5. Click Save.
6. Complete the Language Instruction Educational Program tab by indicating the type of EL program(s) the student is served by during the current school year. Check any/all boxes that apply. If choosing the Transitional Bilingual or Dual Language option, the user must indicate the language, other than English, that is used in instruction. If the program services being used are not listed, click "Add Program" to add a program type.

Frequency and duration of ELD Services: Days per week: <input type="text"/> Hours per week: <input type="text"/>
Please indicate the program(s) or service(s) the school provides for the student: <i>(check all that apply)</i> <input type="checkbox"/> Transitional Bilingual <input type="checkbox"/> Dual Language or Two-Way Immersion <input type="checkbox"/> English as a Second Language (ESL) or English Language Development (ELD) <input type="checkbox"/> Content Classes with integrated ESL Support <input type="checkbox"/> Newcomer Program <input type="button" value="Add Program"/>
Second language for bilingual: Start typing the name of the language and select from list <i>(required if a bilingual program was selected above)</i> <input type="text"/>

For more information about the program types and descriptions for each, please reference the “Language Instruction Educational Programs Mini-Manual” on the [Idaho English Learner Program webpage](http://www.sde.idaho.gov/el-migrant/el/index.html) (<http://www.sde.idaho.gov/el-migrant/el/index.html>), Resource Files, and drop-down Manuals.

7. For students **NOT** requiring a completed ELP: Click Save and Submit.
 For students who **DO** require a completed ELP: Continue with step #8 in the next section, “Completing an English Learner Plan.”

COMPLETING AN ENGLISH LEARNER PLAN (ELP)

8. Complete the School and Teams tab: (1) Date the plan is being written, (2) Indicate whether the student is on an IEP/504, and (3) Record the members who were part of the team writing this plan (parents, teachers, and administrators should be part of this process). Click Save.

The screenshot shows a form for an English Learner Plan (ELP). It includes fields for 'Current Enrollment' (District: ABERDEEN DISTRICT(058), School: ABERDEEN MIDDLE SCHOOL(0299)), 'Grade Level: 5', and 'Native Language: Punjabi, Panjabi'. There is a 'Plan Date' field with '9/21/2018' and a 'Student is on IEP/504:' field with 'No' selected. Below this is an 'ELP Team' table with columns for Name, Role, Phone(s), Email, and Actions. One team member is listed: Mickey Mouse, Mouse King, W-DISNEY, mickey_mouse@disney.com. There is an 'Add Team Member' button at the bottom left.

Name	Role	Phone(s)	Email	Actions
Mickey Mouse	Mouse King	W-DISNEY	mickey_mouse@disney.com	<input type="checkbox"/> Delete
				<input type="checkbox"/> Delete

9. Complete the Classroom Accommodations tab: Indicate the Instructional Accommodations being provided to the student during daily classroom instruction. If any accommodations being provided are not listed, click “Add” to add an accommodation. Click Save

The screenshot shows a section titled 'Instructional Strategies and Classroom Accommodations (check all that apply)'. It contains a list of checkboxes for various accommodations: Sensory supports (realia, manipulatives, illustrations, videos, models, figures), Graphic Supports (charts, tables, timelines, number lines), Interactive supports (cooperative learning groups, Internet Software, L1 support), Printing accepted (no cursive), Note taking support (copy of teacher notes with highlighted target vocabulary), Pre-teaching, Vocabulary scaffolding / Modify linguistic complexity, Read aloud test directions, questions, options (not reading passages if a reading comprehension assessment), and Allow extra time. There is an 'Add' button at the bottom left.

- Complete the Assessment Support tab: (1) Indicate whether the student is either exempt from ELA ISAT due to L1 status or whether there are no assessments supports necessary for the student. (2) Check any embedded assessment supports provided, and (3) Check any non-embedded assessment supports provided. Click Save.

Assessment (including ISAT) Designated Supports *(check all that apply)*

Student is exempt from ISAT due to L1 EL Status

No Assessment Supports are necessary

Embedded	Non-Embedded
<input type="checkbox"/> Color Contrast	<input type="checkbox"/> Color contrast
<input type="checkbox"/> Masking	<input type="checkbox"/> Color overlays
<input type="checkbox"/> Text to Speech (for math stimuli items and ELA items, not for reading passages)	<input type="checkbox"/> Magnification
<input type="checkbox"/> Translated test directions (for math items)	<input type="checkbox"/> Noise buffers
<input type="checkbox"/> Translations glossaries (for math items)	<input type="checkbox"/> Separate setting
<input type="checkbox"/> Stacked Translations (for math items)	<input type="checkbox"/> Simplified Test Directions
	<input type="checkbox"/> Translated Test Directions
	<input checked="" type="checkbox"/> Translations Glossaries
	<input type="checkbox"/> Read Aloud (for math stimuli items and ELA items, not for reading passages)
	<input type="checkbox"/> Bilingual Dictionary (for ELA performance task full writes)
	<input type="checkbox"/> Read aloud in Spanish (for mathematics, all grades)
	<input type="checkbox"/> Scribe (for ELA non-writing items and math items)

*Annual summative assessment (ISAT, IRI, ACCESS) **SHOULD NOT** be the first time or only time students receive assessment supports. If the support is important enough to offer during summative assessments it should be provided for every assessment the student takes throughout the year.*

- Complete the Language Goals tab: (1) Indicate the language domain for the goal, (2) Describe what the goal is for the student within the domain selected, (3) Indicate how the goal will be measured, (4) Optional delete if a goal needs to be deleted, (5) Click “Add Goal” to add additional language goals, and (6) Use these links to the WIDA Can-Do Descriptors to help write language goals.

ACCESS 2.0 End of School Year Goals *(at least two goals are required)*

Area	Goal	Evaluation	Action
Speaking	Student will increase 15 scale score points in speaking	2018-2019 ACCESS Speaking Scale Score	<input type="checkbox"/> Delete

Add Goal

Can-Do descriptor references: [Grades PK-KG](#) [Grades 1-2](#) [Grades 3-5](#) [Grades 6-8](#) [Grades 9-12](#)

- Add any comments to the Plan Comments tab. This could include any additional information that might give clarity or description to any of the plan components.
- Check for Validation Issues. A red “Validation Issues” tab will appear if there are any validation issues. All validation issues must be addressed before the Submit button will activate.
- Click Save and then Submit.

REMOVING EL DESIGNATION (ERRONEOUS IDENTIFICATION)

The “Remove EL Designation” (a.k.a. Erroneous Identification) process removes the EL designation from students whose HLS prompted language screening resulting in an EL program placement, but due to certain circumstances was incorrect. EL Designation Removal requests must be submitted for SDE approval and not all requests will be approved.

In accordance with Office for Civil Rights, EL students are entitled to appropriate language development services. This process absolutely **CANNOT** be used to remove the EL designation from student whose parent no longer wants their child in the EL program. If a parent does not wish for their child to participate in the district/charter’s LIEP services, parents have the right to waive the LIEP services.

Read more on the EL Designation Removal in the "Identification and Screening Mini-Manual" on the [Idaho English Learner Program webpage \(http://www.sde.idaho.gov/el-migrant/el/index.html\)](http://www.sde.idaho.gov/el-migrant/el/index.html), Resource Files, and drop-down Manuals.

Follow the steps below to complete a “Remove EL Designation” Request.

1. Find a Child or use the Student Summary list.
2. Click on “Remove EL Designation” button.
3. Complete the information for the request.

The screenshot shows a web form for a "Remove EL Designation" request. It features three tabs: "General Info", "Request Detail", and "Supporting Files". The "Request Detail" tab is active. The form includes fields for Name, DoB, Eduld, and Gender. A "Warning: You have unsaved changes" message is displayed. The form is divided into sections: "District" and "School" (both dropdown menus), "Grade" (a dropdown menu), "Language on Original HLS" (a text field), and "Date on Original HLS" (a date field). Below these is a "Team Members Involved" section with a table listing members and their roles. The "Request Description" section contains a large text area for providing details about the request.

01 General Info **02** Request Detail **10** Supporting Files

Print Preview **02** Name: Name Eduld: #####
 Note: Tabs must be activated before being printed. DOB: DoB Gender: M

Save **Warning: You have unsaved changes**

03 District:* **05** Grade:* Language on Original HLS:* **06**
 AMERICAN FALLS JOINT DISTRICT(381) 4 Chinese

04 School:* Date on Original HLS:* **07**
 AMERICAN FALLS INTERMEDIATE SCHO... 04/03/2017

Team Members Involved: **08**

**must include parent/guardian and a school administrator.*

Team Member Name	Team Member Role	Remove
Walt Disney	Administrator	<input type="checkbox"/>
Mickey Mouse	Parent	<input type="checkbox"/>
Daisy Duck	Teacher	<input type="checkbox"/>

Add Team Member

Request Description: **09**

Please include a brief overview indicating the reason the HLS should be amended and the student's EL designation be removed. Attach any additional supporting documentation on the "Supporting files" tab.

1. **General Info:** Provides general information about the process.
2. **Request Details:** This tab outlines the components of the Remove EL Designation request.
3. **District:** Choose the district submitting the request.
4. **School:** Choose the school where the student is enrolled.
5. **Grade:** Student’s current grade level.
6. **Language on Original HLS**
7. **Date on Original HLS**
8. **Team Members:** This should include any members who were part of this process and decision. Parents, teachers, and administrators should all be part of this decision.

9. **Request Description:** Provide a narrative justification as to why the EL designation needs to be removed and how the student was erroneously identified as an EL.
 10. **Supporting Files:** Upload any documents supporting the request (e.g., original HLS).
4. Click Save and review the information.
 5. Click Submit to submit the request for SDE Approval.

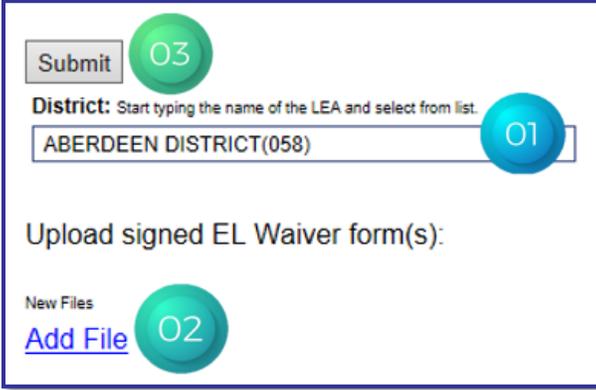
The SDE EL and Title III Department will review the request for EL Designation Removal and will either APPROVE or DENY the request. The user who submitted the application will receive an email confirmation regarding the approval/denial. For students with approved requests, the EL designation removed, the EL Entry Date removed, and the EL History will indicate an “EL Designation Removed” for the school year that they request was submitted/approved.

WAIVER OF EL SERVICES

In order for ELMS to accurately identify and assign the EW status to students whose parents have waived services, districts/charters will be required to upload a signed EL Waiver form annually. For each school year the student has an uploaded signed Waiver Form, ELMS will adjust the student's EL code to EW.

Follow the steps below to complete the "Waiver" process.

1. Find a Child or use the Student Summary list.
2. Click on "Waiver" button.
3. Complete the information.



The screenshot shows a web form for uploading a signed EL Waiver form. It includes a 'Submit' button, a 'District' dropdown menu with the text 'ABERDEEN DISTRICT(058)', and an 'Add File' link. Three numbered callouts are present: '03' points to the 'Submit' button, '01' points to the 'District' dropdown, and '02' points to the 'Add File' link.

1. **District:** Select the District/Charter Name that is uploading the waiver.
2. **Add File:** Upload the signed "Waiver Form" that parent(s) completed.
3. **Submit**

DISTRICT NOTES

The District Notes section allows users to add notes to a student profile in ELMS.

Follow the steps below to add a note to a student’s EL profile in ELMS.

1. Find a Child or use the Student Summary list.
2. Click on “Notes” button.
3. Complete the information.

The screenshot shows the 'Notes' form in ELMS. It includes a 'Student Info' section with fields for Name, DOB, Eduld, and Gender. Below this is a table of existing notes with columns for 'By District', 'By User', 'Note Date', and 'Note'. A 'New Note' section contains a 'District' dropdown menu, a text area for the note, and a 'Save' button. Numbered callouts 01 through 04 are overlaid on the form to indicate the steps: 01 points to the 'By District' field in the table, 02 points to the 'District' dropdown, 03 points to the text area, and 04 points to the 'Save' button.

By District	By User	Note Date	Note
ABERDEEN DISTRICT(058)	ametzler@edu.id	7/31/2018	Comment comment comment

New Note

District: ABERDEEN DISTRICT(058)

Note: Remember, this note may be read by many others. Please check your spelling and grammar.

Save

1. View previous notes that have been submitted.
2. To enter a New Note, select the district/charter that is entering the New Note.
3. Write the note/comment.
4. Save.

ANNUAL EL DATA COLLECTION

Districts/charters must submit the ELMS Data Collection annually in conjunction with the State EL and Title III plans in the Consolidated State and Federal Grant Application (CFSGA). A district/charter's plans cannot be approved until the ELMS Data Collection has been submitted and approved. The deadline for submission is June 30th. The Idaho State Department of Education uses this information to complete federal reporting requirements on English Learners and programs in Idaho.

The annual EL Data Collection reporting window coincides with the CFSGA release (April-June). The user can use the following information to collect pertinent data prior to the reporting period.

Submitting Annual EL Data

1. Log into ELMS. (see "Navigation and Accessibility" section of ELMS Manual)
2. Choose the district (if applicable) that data is being submitted for.
3. Change the reporting year (if applicable).
4. Click on "EL Data" in the navigation column. Only ELMS.Editors will be able to input and submit this data.
5. There are 8 tabs across the top. Each includes information or data specific to the tab topic. All tabs must be completed before the submit button activates.



1. District Home

- Contact Information is prepopulated by the SDE from current IDCI roles (Title III Language Instruction for English Learners Coordinator, Idaho English Language Proficiency Assessment Coordinator). If this information is incorrect, please contact your district/charter ISEE Coordinator to update accordingly.

2. Identification and Placement

- 1-1) Total number of (new) students assessed in the school year with the EL Placement test (W-APT or WIDA Screener) for potential placement into an EL program (# response).

- 1-2) Total number of new students identified as EL through the EL screener tests (W-APT or WIDA Screener) in the school year. (# Response).

3. **Reclassified Students**

- 2-1) Number of exited (X1, X2, X3, X4, FLEP) or fully mainstreamed students who were placed back into an EL program during the school year (# response).

4. **Language Instruction Educational Programs**

Types of language instruction educational programs implemented within the district and the number of students served with each program. Enter the total number of students served in the particular type of language program listed below. (# response)

- 3-1) Transitional Bilingual
- 3-2) Transitional Bilingual language
- 3-3) Dual Language or Two-Way Immersion
- 3-4) Dual Language or Two-Way Immersion language
- 3-5) English as a Second Language (ESL) or English Language Development (ELD)
- 3-6) Content Classes with integrated ESL Support
- 3-7) Newcomer Program
- 3-8) Other (narrative response required)
- 3-9) Number of students served in "Other"

5. **Teacher Certification**

- 4-1) Estimate the number of additional certified/licensed teachers that will be needed for language instruction educational programs in the next five years. (# response)

6. **Professional Development**

- 5-1) Instructional strategies for EL students (Yes No)
- 5-2) Understanding and implementation of assessments for EL Students (Yes No)
- 5-3) Understanding and implementation of ELD standards and academic content standards for EL students (Yes No)
- 5-4) Alignment of the curriculum in language instruction educational programs to ELD standards (Yes No)
- 5-5) Subject matter knowledge for teachers (Yes No)
- 5-6) Other Professional Development (narrative response)

7. **Participant Information**

- 6-1) PD provided to content classroom teachers (# response)

- 6-2) PD provided to EL classroom teachers (# response)
- 6-3) PD provided to principals (# response)
- 6-4) PD provided to administrators/other than principals (# response)
- 6-5) PD provided to other school personnel/nonadministrative (# response)
- 6-6) PD provided to community-based organizational personnel (# response)

8. EL Activities (new 2017-2018)

- 7-1) Supporting the development and implementation of LIEPs.
- 7-2) Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs.
- 7-3) Supporting the implementation of schoolwide programs.
- 7-4) Providing PD to teachers and other personnel serving ELs.
- 7-5) Supporting the development and implementation of pre-school programs. Improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures.
- 7-6) Improving instruction for ELs with disabilities.
- 7-7) Providing tutorials, career, and technical education.
- 7-8) Offering programs to help ELs achieve in post-secondary education.
- 7-9) Other District EL Activities
- 7-10) Name of the Other District EL Activities

6. Click Save.
7. Check for Validation Issues. A red tab will appear if any required responses are missing. The Data Collection cannot be submitted until all validation errors have been addressed.
8. Return to the District Home tab, check on the certifications checkbox.
9. Click Submit.

ELMS SUPPORT CONTACTS

Reporting Problems/Errors within the Application

Idaho SDE IT Help Desk

208-332-6923

support@sde.idaho.gov

Questions about how to complete data:

Alissa Metzler

208 332 6905

ametzler@sde.idaho.gov

Dr. Christina Nava

208 332 6876

cnavas@sde.idaho.gov