

## How ELLs Are Counted on New Jersey Department of Education (NJDOE) Reports

This document clarifies how English language learners (ELLs), formerly known as Limited English Proficient (LEP) students, are currently defined and counted on various NJDOE reports and explains the use of ELL data.

In addition to counting ELLs for state and federal aid, guidance from the United States Department of Education requires that ELLs are included regardless of participation in a language assistance program. (See <https://homerom5.doe.state.nj.us/broadcasts/2014/APR/22/11285/Title%20III%20Guidance%20to%20School%20Districts.pdf>). Any student who is identified as ELL, in accordance with *N.J.A.C. 6A:15*, must be reported as such in NJSMART. This enables school districts to count ELLs:

- To receive federal Title III funds for students whose parents have declined program services;
- For whom the Title III accountability system applies.
- As eligible for accommodations on state assessments regardless of parent refusal of program services.

The following is a summary of each report and relevant data elements.

### **NJSMART**

The data elements changes for ELLs will be reflected beginning with the End-of-Year-Data collection submission (June 2018). The changes are as follows:

Submission	Current Data Element	New Data Element
SID Management	LEPProgramStartDate	ELLIdentificationDate
SID Management	LEPProgramCompletionDate	ELLExitDate
Staff Submission	LEPInstructorCredentialType	ELLInstructorCredentialType

Students are entered in NJSMART in accordance to the date *identified* as ELL and the date in which the students are determined to exit or *no longer need services*. This change allows districts to count ELLs whose parents declined language assistance program services. The changes above are reflected in the NJSMART manual.

### **ELLIdentificationDate**

#### **Definition of Data Element**

The year, month, and day on which a student is identified by the district as being in need of ELL services and/or a program based on multiple criteria as defined by *N.J.A.C. 6A:15-1.10*. This field must be reported for all special education nonpublic students that have been identified as an English language learner. This field includes all students being served in a language assistance program, as well as students whose parents have refused language assistance program services.

## **ELLExitDate**

### **Definition of Data Element**

The year, month, and day on which a student successfully exits an ELL program or is determined to no longer be in need of ELL services and/or a program based on multiple criteria as defined by *N.J.A.C. 6A:15-1.10*.

This field is mandatory for any student identified as ELL in a U.S. school.

## **Partnership for Assessment of Readiness for College and Careers (PARCC)**

Any English language learner (ELL; also Limited English Proficient or LEP) student regardless of participation in a language assistance program is eligible to receive accommodations on the PARCC assessment. Therefore, any ELL with an “ELLIdentificationDate” in NJSMART and no “ELLExitDate”, may receive accommodations on the PARCC assessment. For more information on PARCC Accessibility Features and Accommodations, [click here](#). Note: To document eligibility for accommodations, the value for the “NJELLStatus” element on the *State Assessment Registration* collection must be ‘Y’ or ‘Refused’.

The exemption policy for newcomer ELLs taking the language arts section of the PARCC assessment will continue. For example, newly arrived students into US schools (regardless of country of birth), as of June 1 of the current school year, are not required to participate in the English Language Arts/Literacy (LAL) component of the PARCC assessment; however, they must participate in the mathematics assessment. This policy extends to students currently enrolled in grades 3 through 12, except for students where test exemptions may impact graduation requirements.

The LAL exemption for ELLs who have been in a U.S. school for less than one year is collected through the *State Assessment Registration* collection, which is collected through NJSMART. The “Date First Enrolled In US School” element (collected for all ELLs regardless of country of birth) is used to determine whether or not students are eligible for the “ELL Exempt from Taking LAL” status.

Current English Language Learner subgroup status is determined by the “NJELLStatus” element on the *State Assessment Registration* collection. Any student with an “ELLIdentificationDate” in NJSMART, and “refused” or a null value in “ELLExitDate” must be marked “Y” in the “NJELLStatus” element. “NJELLStatus” with values ‘Y’ or ‘Refused’ must also be marked ‘Y’ on the “English Learner” data element on *State Assessment Registration* collection. In many accountability measures, former ELLs are also included in the ELL subgroup. These students are identified when F1, F2, F3, or F4 is the value for “NJ ELL Status”. More information about F1, F2, F3, and F4 status can be found in the *State Assessment Registration Student Data Handbook*.

Note: The “Title III ELL Status” data element in the *State Assessment Registration* collection is not an element used by New Jersey for reporting or accountability. Districts may use the element for internal purposes, but this element will not impact state-level data decisions. To indicate “Title III ELL Status”, districts can enter “Y” for this element.

## **ACCESS for ELLs 2.0**

The ACCESS for ELLs 2.0 pre-ID file will be generated by the New Jersey Department of Education based on the *State Assessment Registration* collection through NJSMART. WIDA-AMS (<https://www.wida-ams.us>) will then be prepopulated with the data gathered in the *State Assessment Registration*. Note that all ELLs grades K-12 must be included in the *State Assessment Registration* collection because all K-12 ELLs are required to take the ACCESS for ELLs 2.0 assessment. The “State Assessment Name” element and the “English Learner” element generate when “State Assessment Name” includes ACCESS for ELLs 2.0 and/or when “English Learner” is marked with “Y”. “ACCESS for ELLs 2.0 Mapping” in the *State Assessment Registration Student Data Handbook* shows which elements are included in the ACCESS for ELLs 2.0 pre-ID file. Data related to specific testing accommodations and students that enroll after the *State Assessment Registration* collection is closed must be entered through WIDA-AMS. When hand gridding student booklets, ensure that the ACCESS 2.0 State Specific Directions (included with materials shipment) is followed so that all student information is correct.

## **Application for State School Aid (ASSA)**

The ASSA continues to count ELLs based on program participation consistent with the *School Funding Reform Act of 2008* in which the ELL cost is defined as “the cost of providing educational and other services for bilingual education...” Therefore, the calculation for funding is based on those ELLs in a district who are participating in a language assistance program on October 15. The ASSA instructions define ELLs as follows:

- Resident and nonresident students identified as ELL, in accordance with *N.J.A.C. 6A:15.1.3(c)*, who are participating in a bilingual, ESL, or ELS program; and
- Students who continue to need and participate in bilingual, ESL or ELS program services on the basis of multiple indicators as per *N.J.A.C. 6A:15-1.10(b)*.

[Click here](#) for ASSA instructions.

## **Chapter 192 Funding Program for ESL Services for Nonpublic School Pupils**

Chapter 192 programs provide nonpublic school students with auxiliary services such as compensatory education, English as a second language, and home instruction.

English as a second language services are available to an eligible student identified as limited English proficient.

### **Eligibility Criteria**

- The student’s native language must be other than English;
- The student must score below the cut-off level of English language proficiency on a Department-approved language proficiency test (appendices section); and
- The student must have at least one other indicator\*.

\*Other indicators include: assessing the level of reading in English, reviewing the previous academic performance of the student, as well as standardized tests in English and reviewing the input of teaching staff members responsible for the educational program of the pupil.