Washington Office of Superintendent of
**PUBLIC INSTRUCTION**

*Washington State Multilingual Learners: Policies and Practice Guide*

**2023**

# CHAPTER 12: STUDENT DATA AND REPORTING

All eligible multilingual learners must be tracked in the district's student information system and reported to the state via the Comprehensive Education Data and Research System (CEDARS).

## Tracking & Reporting Student Information

All students identified as English Learners must be reported in English Learners File (J), including:

- Students receiving services in State Transitional Bilingual Instruction Program
- Native American students receiving English Language Development services under Title III
- Students who took the State English Language Proficiency placement test but did not qualify for services in State Transitional Bilingual Instruction Program
- Native American students who took the State English Language Proficiency placement test but did not qualify for English Language Development services under Title III

A student may not be receiving services but may have tested for one of the two programs, and that information should be reported in this file.

When students first enroll in a school district, the district is required to use a Home Language Survey to capture information about the student's first language and language spoken most often at home. These two elements should be captured in CEDARS District Student File (B):

- B17 – *Student Primary Language Code*
- B18 – *Student Language Spoken at Home*

B17 corresponds to question 2: "What language did your child first speak or understand?" B18 corresponds to question 3: "What language does YOUR CHILD use the most at home?" More information is available on these two elements in the CEDARS Data Manual.

Other important basic student information is captured in the English Learners File (J) including:

- J01 – *School Year*
- J02 – *Serving County District Code*
- J03 – *District Student ID*
- J04 – *State Student ID*
- J05 – *Location ID*

District Student Information Systems should be aligned to capture this information and report it directly to CEDARS. For more information, please refer to the CEDARS Reporting Guidance.

# LEP Application

Districts can access information in CEDARS for students transferring within the state using the Limited English Proficiency application in the Education Data System (EDS). This application also includes a Possible Eligible, Not Reported (PENR) list of students whose information may be incomplete and are therefore not being reported or receiving funding. It is important to check this report regularly to keep student records complete and ensure that all eligible multilingual learners are receiving services.

# Multilingual Learner Student Cumulative Files

Districts are required to retain documentation of identification, assessment, and parent notification as part of the Program Review and Support process (formally CPR).

Please review the required documents for student cumulative files. Note that cumulative files can be paper or electronic. Districts should retain documentation per district policies as they relate to state retention guidelines.

- Home Language Survey (HLS) or information on district registration forms that incorporate required elements from the HLS including date it was completed
- State-approved English language proficiency placement test score sheet with administration date
- Initial Placement Parent Notification Letter
- State-approved English language proficiency annual test score sheet, for each year that the student has tested
- Annual continued eligibility parent notification letters, for each year in program
- Parent Waiver (If applicable)
- Notification of Transition from English language development services for students who exited services via the annual assessment