

# Infinite Campus: QA English Learners

## Quick Reference Card

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**QA English Learner Learners:** The purpose of this report is to produce aggregated English Learner data and the supporting student level detail for (1) quality assurance review, (2) verification of the data found on the School Report Card, (3) Title III English Learners Biennial Report and (4) EL program status data compared to ACCESS assessment data. **This report is intended for internal use only, these reports contain sensitive data and must be handled appropriately.**

**Selection Criteria:** Utilize the Campus toolbar to select the year, school, calendar for the report. To obtain multiple schools or calendars, choose *Select All*. Users should not attempt to select All Years; the report will not be generated. From the report landing page, the following report type options are available:

- Detail report
- Aggregate report
- Title III English Learners Biennial report
- Reach ACCESS Attainment Prior Error Report
- No Prior ACCESS Attainment Error Report

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**Tool Search:** QA English Learners

*NOTE: Users must be granted access to this report by the district KSIS administrator.*

### Report Sample(s):

The *Detail* report will be generated in Excel format. The fields provided include demographic data elements and inclusion in other student groups for current EL students and students in EL monitoring status. The report includes ACCESS progress data for current EL students and state assessment progress data for students in EL monitoring status. The output also provides the EL Services provided to current EL students. Reference the [English Learner Data Standards](#) for data entry instruction and reporting requirements. To obtain current EL students filter on English Learner (EL) column = 1. To obtain EL Monitored students, filter on English Learner (EL) column = 0.

Academic Year	LEA code	District Number	District Name	SCH code	School Number	School Name	SSID	Last Name	First Name	MI	Grade Level	Gender	Race Ethnicity	Home Language	Home Language Code	English Learner (EL)	Enrollment End Date
2025	123456789	011	District 1	987654321	020	School 1	1234567890	Student	First	B	09	M	Hispanic	Spanish	SPA	0	
2025	123456789	011	District 1	987654321	020	School 1	9876543211	Student	Second	B	09	M	Hispanic	Spanish	SPA	0	

Enrollment End Date	Enrollment End Status	ACCESS Progress (Current EL)	ACCESS Composite Result	EL ACCESS Proficient	EL Prof. Exam	Interrupted Schooling	Declined Services for EL	Identified Date	EL Years	Program Exit Date	EL Program Exit State	Monitor Year 1	Monitor Year 2	Monitor Year 3	Monitor Year 4	Math Progress (Monitored EL)
		N/A	5.1	0		0	0	8/15/2016	5	6/30/2021	Kentucky				1	1
		N/A	4.9	0		0	0	8/15/2016	5	6/30/2021	Kentucky				1	0

  

Reading Progress (Monitored EL)	EL Accountability	Refugee	Enrollment Type	Economically Disadvantaged	Foster	Gifted Talented	Homeless	Migrant	Military Connected	Students with Disabilities	Content Area Tutoring LNGPRGESLSUPP	Content based ESL LNGPRGESLSUPP	Developmental Bilingual Education LNGPRGBI	Heritage Language LNGPRGOTH	Pull out ESL Resource LNGPRGESLELD	Sheltered English Instruction LNGPRGOTH
0	1	0	P	0	0	0	0	0	0	0						
0	1	0	P	1	0	0	0	0	0	0						

  

Structured English Immersion LNGPRGOTH	Transitional Bilingual Education LNGPRGBI	Dual Language/Two Way Immersion LNGPRGDU	English Language Development LNGPRGESLSU PP	Newcomer Program LNGPRGNEW	Report Run Date
					4/1/2025
					4/1/2025

The *Aggregate* report will be generated in PDF format. The report will be grouped by student counts by grade level and demographic groups and student counts by primary home language and demographic groups.

**English Learner (EL) Student Group**

Reporting Range: Academic Year 2024

District Number/Name:

School Number/Name: 000/All Schools

**Student count by grade level and demographic group**

Grade Level	Total	Gender		Race/Ethnicity			Percent to Total EL
		Female	Male	Asian	Hispanic	White	
K	21	11	10	1	17	3	7.09%
01	33	18	15	0	33	0	11.15%
02	39	17	22	1	36	2	13.18%
03	33	15	18	0	33	0	11.15%
04	43	20	23	0	41	2	14.53%
05	24	11	13	0	23	1	8.11%
06	11	6	5	0	11	0	3.72%
07	14	5	9	1	13	0	4.73%
08	15	8	7	0	14	1	5.07%
09	17	7	10	2	14	1	5.74%
10	22	7	15	0	22	0	7.43%
11	13	4	9	0	12	1	4.39%
12	11	4	7	0	8	3	3.72%
Total - EL Students	296	133	163	5	277	14	100.00%
% of total		44.93%	55.07%	1.69%	93.58%	4.73%	
Total - EL Students in Monitor Status	78	40	38	1	72	5	

Student Groups	Count
EL Students	296
Economically Disadvantaged	221
Students with disability with IEP	67
Foster	0
Gifted and Talented	9
Homeless	17
Migrant	48

**Student count by primary home language and demographic group**

Home Language	Total	Gender		Race/Ethnicity			Percent to Total EL
		Female	Male	Asian	Hispanic	White	
Spanish	276	125	151	0	274	2	93.24%
Ukrainian	9	4	5	0	0	9	3.04%
Gujarati	3	1	2	3	0	0	1.01%
Italian	1	0	1	0	0	1	0.34%
Kachin	2	1	1	0	2	0	0.68%
Panjabi, Eastern	1	0	1	1	0	0	0.34%
Russian	2	1	1	0	0	2	0.68%
Chinese, Mandarin	1	0	1	1	0	0	0.34%
Ganda	1	1	0	0	1	0	0.34%
Total	296	133	163	5	277	14	100.00%
% of total		44.93%	55.07%	1.69%	93.58%	4.73%	

Note: Aggregate numbers are based on students enrolled during the date range specified.

The *Title III English Learners Biennial* report will generate in PDF format. The report is outlined based on the requirements of Title III Biennial SEC. 3121. [20 U.S.C. 6841] Reporting.

Title III Biennial SEC. 3121. [20 U.S.C. 6841] Reporting	
Reporting Range	Academic Year 2022
District Number/Name:	000/All Districts
School Number/Name:	000/ All Schools
Section 1: Description of services conducted by the district within academic year (Services Provided)	Total Student Count
Content Area Tutoring	1
Content-based ESL	207
Developmental Bilingual Education	0
Dual Language	0
Early-exit Bilingual Education	0
English Literacy Development	1
Heritage Language	0
Newcomer Program	0
Pull-Out ESL Resource	163
Sheltered English Instruction	4
Structured English Immersion	25
Transitional Bilingual Education	1
Two-Way Immersion	0
Declined Services for EL	5

Section 2: Number and percentage of students who are Making Progress toward Achieving English Learner (EL) Proficiency (ACCESS)	Number	Percentage
Total EL Students	304	
Total EL Students w/Comparable Scores	247	81.25%
EL Students Making Progress	152	61.54%
Total EL Students w/Disability	75	
Total EL Students w/Disability w/Comparable Scores	64	85.33%
EL Students w/Disability Making Progress	32	50.00%
Section 3: Number and Percentage of EL who Reached Proficiency on ACCESS during Reporting Year	Number	Percentage
EL Students scoring 4.5+ during Reporting Year	20	6.58%
NOTE: Section 4 not applicable to Kentucky		
Section 5: Number and Percentage of Monitored EL who are making Progress toward Achieving State Standards (State Assessments)	Number	Percentage
Total Monitored EL Students	87	
Total Monitored EL Students Eligible for State Assessments	77	88.51%
Monitored EL Students Making Progress	20	25.97%
Total Monitored EL Students w/Disability	4	

Total Monitored EL Students w/Disability Eligible for State Assessments	3	75.00%
Monitored EL Students w/Disability Making Progress	0	0.00%

Section 6: Number and Percentage of EL who have not Attained Proficiency within 5 Years of Initial Identification	Number	Percentage
Total EL Students not Obtaining Proficiency within 5 Years	15	34.88%
Note: Section 7 Not required by Kentucky		

The *Reach ACCESS Attainment Prior Error Report* will be generated in Excel format. The report will provide a list of students who are indicated as English Learner but who have reached attainment on a prior ACCESS assessment. Student record has a Program Status of EL and/or an active EL Service and/or active EL Instructional Accommodation that should be ended. Highlighted cells indicate the data quality issue that needs to be addressed in the student's EL record.

Academic Year	District Number	District Name	School Number	School Name	SSID	Grade Level	Attainment Year	ACCESS Composite Score	Program Status	Active EL Services	Active EL Instructional Accommodations
2024	999	District 1	555	School 1	123456789	10	2022	4.5 - KDE-ACCESS-BC	EL	Yes	Yes

The *No Prior ACCESS Attainment Error Report* will be generated in Excel format. The report will provide a list of students who are not indicated as English Learner but have not previously reached attainment on a prior ACCESS assessment. Highlighted cells indicate the data quality issue that needs to be addressed in the student's EL record. If the record has a Program Exit State other than Kentucky, this record can be disregarded.

Academic Year	District Number	District Name	School Number	School Name	SSID	Program Status	Program Exit Date	Program Exit State	Date Determined Misidentified	Home Primary Language	EL Services	EL Instructional Accommodations
2024	999	District 1	555	School 1	123456789	Exited EL	6/30/2024	Kentucky		Chichewa	Yes	Yes

The *No Prior ACCESS Attainment Error Report* will also output previous EL students were determined as misidentified. The student will still appear in the report but the Date Determined Misidentified will be highlighted in orange. Users should review and ensure that the following elements are correctly updated:

- Program Status = Not EL
- Home Primary Language = English
- EL Services are all end dated
- EL Accommodations are all end dated

If all items above are accurate, the record can be disregarded. Reference the [Addressing the Misidentification of Students as English Learners](#) guidance for additional information.

Academic Year	District Number	District Name	School Number	School Name	SSID	Program Status	Program Exit Date	Program Exit State	Date Determined Misidentified	Home Primary Language	EL Services	EL Instructional Accommodations
2024	999	District 1	555	School 1	123456789	Not EL			05/01/2019	English	No	No

## Suggested report uses:

### *Detail report*

- Review student detail to ensure accuracy of gender, race/ethnicity, and grade level. School/district reporting will be disaggregated by grade, gender, and race/ethnicity.
- Verify exit dates are as of end of academic year to ensure EL accommodations are provided for full year.
- If the number of EL years exceeds 5 years, review student records to identify possible interventions needed.
- Verify monitoring services provided for four years after exiting EL services.
- Verify home languages are correctly reported – EL or EL Monitored students should not have a language selection of English.
- Filter detail report to view students by EL status, the EL Accountability column indicates students included in accountability calculations.
- Review all student group data for accuracy.
- If not showing on report: Ensure all English Learner records are correct; verify students are correctly identified as EL
  - (1) EL selected as Program Status on the EL tab
  - (2) Home Primary Language selection is not English
  - (3) at least one active EL **instructional** accommodation
  - (4) at least one active EL service

### *Aggregate report*

- Share aggregated reports with school and district staff for monitoring purposes and to inform decision-making.

### *Title III English Learners Biennial report*

- Report should be used to satisfy the reporting requirements of the *Title III English Learners Biennial* report. Districts receiving the Title III grant must verify the data produced on this report every second fiscal year.
- Utilize for monitoring of the Title III program.
- Review the information on activities conducted and counts of children served under the Title III grant.
- Review EL services provided and analyze the data to determine whether services have been effective.

### *Reach ACCESS Attainment Prior error report*

- Review data quality issues indicated between active EL program status and prior ACCESS assessment data.

### *No Prior ACCESS Prior Attainment error\_report*

- Review data quality issues indicated between inactive EL program status and prior ACCESS assessment data.
- Review EL Misidentified Dates for accuracy.