



MARSS 32 English Learners (EL) Served with State EL Funding Eligibility Effective FY 2015

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Overview

The MARSS 32 EL Eligibility Report is a combination of two reports:

1. 'District Summary of ELs with State EL Funding Eligibility Status' summarizes the listing of individual students by district.
2. 'List of English Learners (EL) Students Served with Computed EL State Funding Eligibility' is a list of students reported by school on the district's most recent Fall or Year-End MARSS files where both:
 - EL Indicator equals 'Yes' and
 - EL Start Date is greater than zero.

The MARSS 32 EL Eligibility Report is posted to the Minnesota Automated Reporting Student System (MARSS) Web Edit System (WES) on each district's and charter school's statewide MARSS WES reports tab. Only the MARSS coordinator has access to these reports.

Student records with local errors or statewide date overlap errors are excluded from these reports as are MARSS enrollment records with State Aid Categories (SAC) of 41-45 (early childhood health and development screening), 46 extended school year (ESY), and 98 summer graduate/dropout/leaver.

Both the fall and year-end reports include each EL student's:

- ACCESS for ELLs® assessment records from the just prior school year, and
- Cumulative ADM (average daily membership) generated in grades K through 12 in Minnesota public schools between July 1, 1996 and the end of the just prior school year.

Students are sorted by school of enrollment and student name. Students will be included under every school at which they were reported as served in an EL program. The data items provided for each EL student are defined below.

Students who meet the eligibility criteria will be marked as 'Y' under the 'Eligible' column and will generate EL ADM for this district for the current school year which will be used to compute the district's or charter school's state EL aid. The student's ADM capped at 1.0 will be used to calculate the EL ADM; extended time ADM is not included. These ADM are computed only on the year-end MARSS files and are summarized by grade on the last page of the district's "District/School ADM Report" as posted to the Minnesota Funding Reports (MFR) website in the Student category. When comparing these reports, use the "District/School ADM Report" that is dated after the run date of the "List of EL Students." The run date on the "District/School ADM Report" is found at the upper right corner of the report. The run date on the MARSS 32 EL Students Report is found in the lower left corner of the report.

2014 Legislation

Legislation passed during the 2014 session increased the cumulative ADM (average daily membership) cap from 5.0 to 6.0. This change is reflected in the FY 2015 MARSS 32 EL Reports.

Legislation clarified that for initial or ongoing English Learner classifications, the following are required:

1. "a valid assessment measuring the pupil's English language proficiency" and
2. Other developmentally appropriate measures that determine whether the student lacks "the necessary English skills to participate fully in academic classes taught in English." Valid assessments must be documented for any student reported as an EL and the

process must be clearly explained in the EL Written Plan of Service as required by Minnesota Statutes, section 124D.61 General Requirements for Program and implemented uniformly.

3. In terms of student reclassification and state EL funding, the new legislation requires that teacher judgment be used as one of the developmentally appropriate measures described above. Thus, ELs scoring proficient on the ACCESS, but still identified as EL per the above criteria in MARSS, will continue to generate state EL funding. The annual process for using ACCESS scores along with other developmentally appropriate measures (including teacher judgment) to determine continued EL eligibility or readiness for reclassification as proficient in English must be documented in the EL Written Plan of Service.

Each district and charter school that serves EL students must have an EL Written Plan of Service that outlines how students will be identified as well as program eligibility criteria and how the requirements of #2 and #3 above will be documented. The EL Written Plan of Service is subject to review and monitoring.

To report a student as EL effective FY 2015, the student must have the documentation on file. To report a student who has scored proficient on a prior year's ACCESS, as served in an EL program, written documentation must be on file that describes how the student met #3 above.

Take care in how students are rolled from one year to the next in the student software. MARSS Coordinators should request an updated list of identified ELs as described in #2 above.

The number of reasons that a student would be ineligible for EL state aid is reduced from six to three categories. They are described starting on page 4.

Eligibility Criteria

1. Students must be marked as 'Y' EL and have an EL Start Date on the current year's MARSS file to be considered eligible for state funding.
2. Students with 6.0 or more cumulative ADM between the 1996-97 and the just-prior school year will not generate state EL funding, irrespective of their grade level.
3. Students in grade EC (early childhood special education) will not generate state EL funding.
4. Students with a State Aid Category (SAC) of 14, 15, 18, 20-22, 28-46, 52 or 98 will not generate state EL funding. (SACs 41-46 and 98 are excluded from the report.)
5. Students who met the cut score on all four domains of the ACCESS will generate state EL funding. These students will be listed with a 'Y' under the Composite Proficient column. Refer above to the documentation that needs to be on file to continue to report this student as served in an EL program.
6. Students in grades 4 through 12 who did not meet the cut score on one or more domains of the ACCESS but did not have valid scores for the remaining domains will generate state EL funding.
7. Students who were not enrolled in a Minnesota public school during the ACCESS testing window during the just prior school year did not have an opportunity to test. These students will generate state EL funding unless their cumulative ADM equaled or exceeded 6.0.

District Summary of ELs with State EL Funding Eligibility Status

- A. **Number of ELs not served in an EL program** – This is the number of students reported with a Home Language of other than English or American Sign Language, who have been evaluated as needing EL services and who have been reported as needing EL services (EL flag is 'Y'). However, none of these students are being reported as served in an EL program (EL Start Date is zero). These students are ineligible to generate state EL aid because they are not served in a program.
- B. **Number of ELs served in an EL program** – This is the number of students flagged as needing EL services and they are participating in an EL program (EL Start Date is greater than zero).
- C. **Number of ELs generating state EL funding** – This is a subset of the number of EL students served. This is the number who have met the eligibility criteria for state funding. Refer to the section above called 'Eligibility Criteria' for more information on each category.
- D. **Number of ELs not generating state EL funding** – This is the number of students reported as participating in an EL program but who are ineligible to generate state EL funding. These students remain eligible for EL services by virtue of needing the service. Following is a list of reasons a student would not be eligible for state EL funding.
1. State Aid Category not eligible for state EL funding -- Students with a State Aid Category (SAC) of 14, 15, 18, 20 - 22, 28 - 46, 52 or 98 are ineligible for state EL funding. (SACs 41-46 and 98 are excluded from the report.) These students could become eligible in a future year if the cumulative ADM does not reach 6.0 and the students are enrolled with an eligible SAC. If the students had another record in the district with an eligible SAC, that other record could be eligible for funding.
 2. Cumulative ADM greater than or equal to 6.0 – Students who, at the end of the prior school year, have reached a cumulative total of 6.0 ADM between ADM capped at 1.0 and extended time ADM since July 1, 1996 are no longer eligible to generate state EL aid. Refer to the column entitled 'Total ADM Between 1997-20XX' for more information on cumulative ADM. These students will never be eligible to generate EL funding under current law. The student may be ineligible for other reasons, as well. Most of the students who are determined to not be eligible for state EL funding will be ineligible for this reason.
 3. Reported grade not eligible – Students reported in grade 'EC' (early childhood special education) are ineligible to generate state EL aid. If the student has an eligible enrollment record in an older grade, that other record may be eligible to generate state EL aid.

List of English Learners (EL) Students Served with Computed EL State Funding Eligibility

Column Headings

MARSS Number – This is the student's State Reporting Number as reported on MARSS. Ideally, this is also the State Reporting Number that the school(s) reported on the student's ACCESS taken during the just prior school year. Misreported State Reporting Numbers on the ACCESS should be verified on this report. These errors should have been corrected by districts during the early correction process.

Student Name – This is the student's name as reported on MARSS.

Grd – This is the grade level reported for the student on this MARSS record.

SAC – This is the State Aid Category reported for the student on this MARSS record.

Status Begin Date – This is the student’s Status Start Date on MARSS on this enrollment record.

Status End Date – This is the student’s withdrawal date on MARSS. On the Fall MARSS file, students who are still enrolled at the time the MARSS extract is run may have the last day of the school year as the Status End Date, others will have the date of the extract and others will be blank. The year-end MARSS files should have the student’s actual Status End Date for the school year.

Current ADM – This column is included on the year-end reports only; this area is blank on the fall reports. ‘Current ADM’ is ADM capped at 1.0 and is the ADM used to generate EL ADM for students who are eligible for state EL funding.

‘Current ADM’ is also included in the student’s cumulative ADM for next year’s funding. Cumulative ADM includes the student’s ADM capped at 1.0, extended time ADM and OLL (supplemental on-line learning) ADM. By summing this ADM with that provided under ‘Total ADM Between 1997-20xx’, the district can estimate which participants will become ineligible for state EL funding the following school year due to cumulative ADM exceeding 6.0.

EXT ADM – This column is on the year-end reports only; this area is blank on the fall reports. This is the extended time ADM that the student generated on this particular enrollment record. This ADM does not generate EL ADM.

‘EXT ADM’ is also included in the student’s Total (cumulative) ADM for next year’s funding. Cumulative Total ADM includes the student’s ADM capped at 1.0, extended time ADM and OLL (supplemental on-line learning) ADM. By summing this ADM with that provided under ‘Total ADM Between 1997-20xx’, the district can estimate which participants will become ineligible for state EL funding the following school year due to cumulative ADM exceeding 6.0.

Eligible – A ‘Y’ indicates the student has met all of the eligibility criteria for state EL funding for the current school year. The student’s ADM capped at 1.0 will generate EL ADM.

A ‘Y*’ indicates that the student scored proficient on the prior year’s ACCESS. The school must have the student’s evaluation as described under item #3 on page 3. Without this documentation the student is no longer eligible for state EL funding and the student’s EL Start Date should be removed on the current year’s MARSS file.

An ‘N’ indicates that the student has not met the eligibility criteria for state EL funding for the current school year. Refer to the section entitled ‘District Summary of EL Students with State EL Funding Eligibility’ for a list of the reasons a student is ineligible. Ineligibility to generate state EL funding does not determine the provision of EL programming for a given student. A student who is evaluated as needing EL services must be provided those services even if the student is ineligible to generate state EL funding.

Ineligible Codes

Refer to page 4, the section entitled ‘District Summary of EL Students with State EL Funding Eligibility,’ for a description of the reasons a student would be ineligible.

Highest Grade Reported Statewide – This is the highest grade that any school or district reported this student during the current school year. This may or may not be the grade in which this school reported the student.

Total ADM Between 1997-20xx – This is the student’s cumulative ADM between July 1, 1996 and the end of the just-prior school year. Students with 6.0 or more cumulative ADM are ineligible for state EL funding.

1. Students who participated in a learning year program during one or more of these school years may have generated more than 1.0 ADM during each of those years.
2. Cumulative ADM includes that generated as a shared time student (i.e., nonpublic/home school student who received public school instruction on a part-time basis); this student would also be eligible for EL funding.
3. For PSEO (postsecondary enrollment options) participants, the ADM generated by the actual membership at the high school is used; time at the college generates neither cumulative ADM nor EL ADM.
4. ADM generated in grade EC (early childhood special education) is excluded from cumulative ADM.

Enrolled Over ACCESS test dates – This was the ACCESS testing window for the just prior school year. Students who were not enrolled in a Minnesota public school for at least 14 calendar days during the testing window may not have an ACCESS record. This gives the school a two week window to administer the ACCESS for students who were enrolled for part of the testing window.

Achievement Level (AL) or Reason for Missing AL

Doc Found – an indication of whether or not ACCESS results are on file for the student.

Composite Prof. – an indication of whether the student scored proficient.

‘Y’ -- The student participated in all four domains of the ACCESS and has a composite Achievement Level of five or greater.

‘N’ -- The student participated in all four domains of the ACCESS but did not earn a composite Achievement Level of five or did not participate in all four domains.

‘-’ (hyphen) -- The student does not have test results for all four domains.

The last four columns of the report are the four domains of the ACCESS: Listening, Reading, Speaking and Writing. The Achievement Level is displayed for those domains for which results exist. A ‘-’ (hyphen) is displayed when no Achievement Level exists. Scores of 5 or 6 are considered passing for each domain when a student did not participate in all four domains. When an ACCESS test document exists but a domain does not have an Achievement Level displayed, the domain’s column will display the reason for the missing Achievement. Refer to ‘Reason for Missing AL’ below.

Reason for Missing AL – This is the reason indicated on the ACCESS of why the student does not have a score for that particular domain.

ABS – absent.

INV – invalidated.

DEC – parent or student declined to test.

WG – wrong grade, student was administered the wrong assessment for the student’s grade level. SPD – exempt from all ACCESS domains as documented in the student’s IEP.

NE – not enrolled during the testing window.

MDE Contacts

[Sharon Peck](#), Student Accounting, Division of School Finance, for questions on this report and/or EL ADM. Sharon can be reached at 651-582-8811.

[Roxann Neu](#), MARSS Coordinator, Division of School Finance, for questions on MARSS reporting. Roxann can be reached at 651-582-8486.

[Michael Bowlus](#), EL Programs, Division of Student Support, for questions on EL Programs. Michael can be reached at 651-582-8254.

[Cheryl Alcaya](#) or [Tracy Cerda](#), Division of Student Testing and Assessment, for questions on ACCESS testing. Cheryl can be reached at 651-582-8419 and Tracy can be reached at 651-582-8692.