English Learner (EL) Reporting How-To Guide

Rev. July 2025

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Executive Summary

English learner (EL) data is a subgroup of the October Student Data Set, which is the collection of student demographics that includes the reporting of low-income students, immigrant students, students who receive special education services, and English learners. These data, the collection of which is mandated by the federal government, are reported by the local education agency (LEA) for students who are enrolled as of the first business day in October of the current school year.

These data are used for several purposes, including graduation, dropout, and cohort data set calculations, the Teacher Loan Forgiveness (TCLI) program, the Community Eligible Provision (CEP), food program participation, and other public facing reporting. Data collected for the October Student Data Set are considered the official school enrollment count for the school year. They are reported to the federal government and are published on the Pennsylvania Department of Education (PDE) website.

Accurate and complete EL data are crucial because of their significance for programs, funding, and analysis. Therefore, it is critical for all LEA personnel responsible for Pennsylvania Information Management System (PIMS)-related data to collaborate in the review, editing, and submission of the data prior to the closing of the data set collection window. It is equally critical for the chief school administrator (CSA) to review and confirm that the data are accurate prior to signing and submitting the Accuracy Certification Statement (ACS) to PDE.

Collection Overview

The October Student Data Set is for the reporting of student data, including data on low-income students, immigrant students, special education students, and English learners. The data collected is required by the federal government and are collected through the submission of data to PIMS. The PIMS administrator reports these data elements for the LEA through submission of the Student, Student Snapshot, School Enrollment, and Programs Fact templates to PIMS.

This data set is for reporting students who are educated by the LEA, as well as students who are referred to a non-PIMS-reporting entity by the LEA (e.g. AEDY, detention centers, partial hospitalization, etc.), on the first business day in October of the current school year. This does not include students who were enrolled and withdrawn prior to this October date, students who enroll at the LEA after the given October date, or Special Education students who are referred to another PIMS-reporting institution outside of the LEA.

The LEA types listed below are required to submit data for the students who are educated by the LEA on the first business day in October:

1. School Districts (SD);
2. State Juvenile Correctional Institutions (SJCI);
3. Intermediate Units (IU);

4. Approved Private Schools (APS);
5. Charter Schools (CS), including cyber charter schools;
6. Private Residential Rehabilitation Institutions (PRRI); and
7. Career and Technical Centers (CTC).

The data submission is a two-step process:

1. Collection window; and
2. LEA Profile and ACS

Identification of EL Students

Information and requirements for screening and identification of EL students are provided by the English Language Development (ELD) Program Area in the Division of Instructional Quality are available online at educating English Learners.

All questions related to the screening and identification process should be directed to the Program Area representatives.

Reclassification of EL Students

Information and requirements for reclassification of EL students are provided by the ELD Program Area in the Division of Instructional Quality are available online at educating English Learners .

All questions related to the reclassification process should be directed to the Program Area representatives.

Student Template

The Student Template is the foundation for all data that must be reported for EL students. The following fields must be completed for EL student reporting. Many of the fields listed below are Conditionally Required (CR) for students who are identified as Current (01 or 06) EL Status (field 41):

EL Status (field 41)

Valid Values:

99 – never EL

01 – current EL, not LIFE

06 – current EL, LIFE (limited or interrupted formal education)

03 – former EL, exited, and in 1st year of monitoring

04 – former EL, exited, and in 2nd year of monitoring

07 – former EL, exited, and in 3rd year of monitoring

08 – former EL, exited, and in 4th year of monitoring

05 – former EL, exited, and no longer monitored

When reporting current EL Status it is important to note that there is an expected progression in PIMS.

Data Quality Engine (DQE) rules will flag a student and cause an error for any student whose EL Status does not follow the progression listed above (e.g., students are first reported as a current EL [01 or 06], and then the first year of monitoring after reclassification, second year of monitoring and so on).

A student must have four years of monitoring after exiting EL services.

Pre-K students who are identified as EL must be screened when they reach kindergarten using the state-approved identification procedure. If the previously identified pre-K EL is not identified using the procedure in kindergarten, then they may be listed as 99-never EL. All other students must be classified based on prior PIMS reporting.

Determining LIFE

Review the criteria provided in the English Learner Identification Procedure K-12 found The Language Instruction Educational Program to determine if the student has limited or interrupted formal education (LIFE):

- Is enrolling after grade two, AND
- Has a literacy score of less than 3.5 on the W-APT, Model Screener, or WIDA Screener, AND
- Has at least two fewer years of age-appropriate schooling than peers **or** has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND
- Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures).

LIEP Type (field 45)

Students reported as current EL students (field 41= 01 or 06) must be reported with a valid Language Instructional Education Programs (LIEP) type.

Information for reporting appropriate Language Instructional Educational Programs (LIEP) can be found under the Program Models and Program Design header [LIEP Improvement Plan and Goals](#).

Parent Refusal

Parents have a right to refuse certain specialized and separate services or program components of the language instruction educational program (LIEP) (i.e., the English learner program). Students whose parents have refused services are still considered current and active ELs, though, and must be reported as such in PIMS. They should still be reported as Status (field 41) EL 01 or 06 and should be reported with LIEP type 27- Parent refusal.

Date First Enrolled in an ELD or Bilingual Education Program (field 68)

- This should be the date the student first entered ELD in any school in the U.S., not necessarily the current school. This information can be collected through a review of student records or from the family interview. Use the best information available.
- This data is used to determine assessment accountability and for data analysis.

Title III EL Eligibility (field 95)

- Required if EL Status is 01 or 06
- Valid values Y or N
- Only current ELs (Coded 01 or 06) can also be counted in Title III
- Former or monitored ELs do not count in the calculations for Title III because they are not eligible to participate in Title III funded activities.

All ELs in a district that receives Title III funding do not necessarily participate in Title III activities. Some ELs may participate in Title III activities while others may not be within the same district. Make sure that students are appropriately identified and coded.

Date First Enrolled in a US School (field 110)

- This is the date on which the student FIRST enrolled in a U.S. School
- This is likely not the student's birth date.
- different from *date first enrolled in an ELD Program* (Field 68) as some ELs may have been enrolled in schools in the U.S. but may not have participated in an ELD program.

Home Language Code (field 123)

- This field is based on the home language survey and is required if native language is anything other than US English.

Years in US Schools (field 125)

- Identifies immigrant status
- An immigrant is defined by the federal government as a student who is:
    - Age 3-21
    - Not born in any U.S. state or Puerto Rico
    - Has not been attending any U.S. school for more than three years
- Values are 1, 2, or 3
    - The number of years an EL has been attending any school in the U.S. is a cumulative calculation based on time that may have been separated by leaving and re-entering the U.S. NOTE: This field does not concern a student's immigration status, and questions about a student's or family's immigration status are prohibited. This field determines if a student meets the federal definition of "immigrant" for the purpose of federal grant funding only.

ACCESS For ELLS ASSESSMENT (field 221)

- Identifies that a student will participate in the annual English language proficiency assessment. This field will facilitate PDE collecting data for LEAs administering the test and support the creation of pre-code labels by various testing vendors.
- Valid Values:
    - E = ACCESS for ELs
    - A = Alternate ACCESS for ELs
    - = Other LEA requesting pre-code label

ELA Assessment Exemption Indicator (field 222)

- An eligible student will have been enrolled in a US school less than or equal to 12 cumulative months by the end PSSA ELA/Keystone Literature testing window of the current school year. This exemption is only available one time for a student.
- Valid values: Y or N (yes or no)
    - This field is required if EL Status (field 41) equals 01 or 06NOTE: for students continuously enrolled in an LEA (i.e., enrolled at the end of the school year and also at the start of school the following year), summer months count as enrollment.

EL-Related Data Collections

C1 EL Coordinator

Who Must Report

All LEAs that report C1 Staff data must report EL Coordinator

What Must Be Reported

- LEAs must designate an individual who is approved to receive testing information and important EL- related email updates from the ELD Program Office.
- EL Coordinator is not a staff assignment code. This is a designation determined by the LEA. There are no formal requirements for this designation.
- An LEA can report up to 4 individuals as EL Coordinators and the information must be kept up to date throughout the school year.
- Every LEA is required to report at least 1 EL Coordinator even if they do not currently provide any EL services to students.
- IMPORTANT: PDE does not update this information on behalf of districts. If the correct person is not listed, then the LEA must update this information.

C1 Title III Nonpub Student Count

Who Must Report

Only School Districts must report October Title III Nonpub Student Count data.

What Must Be Reported

School Districts must consult with nonpublic entities within the geographic boundaries served by their LEA to confirm the count of nonpublic ELs, nonpublic immigrant children and youth, and nonpublic schools. The count reported is used to determine Title III allocations for nonpublic ELs and nonpublic immigrant children and youth.

It is the responsibility of individual LEAs within Title III Consortia to complete the consultation with non-public schools in their geographic boundaries. It is not the responsibility of the Consortium Lead. Please see the Title III PIMS Professional Development Reporting Requirements guidance for more information.

Student enrolled in non-public schools within the LEA's geographic boundaries count for Title III funding regardless of their residency. In other words, a student may live outside of the geographic boundaries of the LEA, but if they are enrolled in a non-public school within the geographic boundaries of the LEA, then they are counted for Title III funding purposes if the non-public school is participating in Title III with its public LEA.

District Fact Template for English Learner (ELs)

For complete details on required fields and valid values, please review the District Fact Domain information in PIMS Manual, Volume 1.

This survey applies only to School Districts (SDs)

- On the "Input Page" tab;
    - Enter the LEAs 9-digit AUN in the space provided
    - Select the appropriate school year from the drop down provided
    - Provide the requested information for the three categories
- Save the completed Excel file on a local computer
- After saving the file click on the "District_Fact" tab
    - On the toolbar click on "File"
    - Click on "Save As"
    - Name the file. The required standard naming convention is: AUN_DISTRICT_FACT_DATE&TIME
        - Example: 123456789_DISTRICT_FACT_202310021345
    - Under "Save as Type" select "CSV (Comma delimited) (*.csv)"
    - Click on "Save"
- If PIMS generates a multiple sheet support warning, click "OK" to save only the active sheet
- If PIMS generates a CSV compatibility warning, click "Yes" to keep the format
- Provide the .csv file to the LEA PIMS Administrator for upload to the PIMS system

If the LEA does not have any nonpublic students to report, then zero values need to be reported.

C4 LIEP Survey

Who Must Report

School districts, comprehensive career and technical centers, and charter schools must report June LIEP data.

What Must Be Reported

Every LEA is required to provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. To do so, every LEA must have a written Board approved LIEP which describes in detail how the LEA will ensure that ELs increase English proficiency, attain English proficiency, and meet academic standards while they are progressing toward attainment of English proficiency. For LEAs who do not have ELs at this time, the LEA will need to refer to the LEAs Board approved LIEP policy to complete these questions.

Valid values:

- Yes = LEA maintains documentation of the requirement.
- No = LEA does not include requirement in its Board approved LIEP.

Assessments

LEAs must indicate the assessments administered to ELs upon entry, while enrolled in the LIEP (ongoing), and at the time of reclassification (exit). More than one assessment may be chosen for each category listed. WIDA Kindergarten Screener or Kindergarten MODEL must be used for identification of Kindergarteners, and WIDA Screener (Grades 1- 12) or the WIDA MODEL grades 1 to 12 are required for identification of ELs in grades 1 to 12, so one or both assessments for each grade band must be included as assessments used upon entry. ACCESS for ELLs is required for ongoing LIEP enrollment and reclassification, so it must be included as an assessment used for ongoing and exit.

Even though other assessments may be administered by LEAs at the time of enrollment or reclassification for ELs, the results of those assessments may not be used for the purpose of identification or reclassification. LEAs are required to follow the state procedures and criteria for identification and reclassification.

Bilingual Program Model

If the LEA implements a Bilingual Program model(s) (Mixed Bilingual, EL Bilingual, EL Specific, Transitional Instruction, or Mixed Classes with Native Language Support) it must provide the code of the language other than English used for instruction. Reference Appendix J, PIMS User Manual Volume 2, for the language codes.

Teacher Counts

LEAs must provide an estimate of the total number of additional certified or licensed teachers that will be needed for LIEPs over the next five years. This estimate should be the total additional teachers needed over the next five years, not the number needed for each year. To determine what teachers to count as working within an LEA's LIEP, refer to the type(s) of instruction indicated in Field 45 of the Student Template. For example, if the LEA is implementing an EL Specific English-only Instruction Program, the teacher counts are based on those teachers. If the LEA is implementing an EL Bilingual Program, an EL Specific English-only Instruction Program, and a Mixed Classes with English only Support program, the teacher counts are based on those teachers. If the LEA is implementing more than one LIEP, then its teacher counts are based on the total number of teachers for all LIEPs offered.

NOTE: If the LEA does not have a count, then zero values need to be reported.

C5 – Title III Professional Development Activities Survey

Who Must Report

All current SY Title III subgrantees must report their Title III professional development activities survey.

What Must Be Reported

Title III requires sub-grantees to conduct professional development for classroom teachers (content and ESL), principals, administrators, and other school and community personnel related to instruction, assessment, standards, curriculum, and subject matter.

In this survey, sub-grantees report the type of professional development activities conducted and report who participated in the professional development.

PIMS Tile III Professional Development Reporting Requirements

Title III Professional Development is a supplemental requirement for all LEAs that receive Title III subsidies.

Title III subgrantees fall into three categories:
1. **Single subgrantees** - Individual LEAs that have expenditures to provide Title III services that meet or exceed the $10,000 threshold
2. **Member subgrantees** - LEAs that do not individually meet the $10,000 threshold but enter a MOU agreement with additional LEAs to join a consortium under a Lead Agency (typically an IU).
3. **Lead Agencies** - A single AUN (typically an IU) that receives and disperses the financial subsidies for Title III funds and maintains the informational records for all member LEAs that receive Title III funds as part of approved consortium agreements.

For PIMS Title III Professional Development reporting:
1. Single Subgrantees should complete the [Title III Professional Development Reporting Tool](#) and upload the District Fact template to PIMS per the Elementary/Secondary Data Collection Calendar timeline
2. Member subgrantees should complete [Title III Professional Development Reporting Tool](#) and submit the file to the point of contact for their LEA's designated Lead Agency Contact
3. Lead Agencies should compile data received from member AUNs and enter aggregated responses into the [Title III Professional Development Reporting Tool](#). This will provide a single District Fact template record that reports the Professional Development requirement for the entire Consortium membership, designated under the AUN of the Lead agency.

Important notes:

1. It is recommended that the Lead Agency and Member AUNs retain copies of individual Member LEA data for record keeping purposes.
2. There has been no PDE- initiated change in policy or procedure. This is a revision of how the data is collected in PIMS to more accurately reflect the structure of how Title III consortia are managed.
3. In the provided Excel reporting, question 11.1, if indicating *Other* programs, the tool allows for a maximum of 100 characters to enter additional data. Lead agencies receiving additional comments from multiple LEAs should submit an aggregated list for the member LEAs.

Internal Snapshots

ACCESS for ELLs and Alternate ACCESS for ELLs Precodes

Who Must Report

School Districts, comprehensive career and technical centers, and charter schools must report ACCESS for ELLs and Alternate ACCESS for ELLs Precodes

ACCESS for ELLs Accountability

Who Must Report

School Districts, comprehensive career and technical centers, and charter schools must report ACCESS for ELLs Accountability.

What Must Be Reported

In accordance with the federal Every Student Succeeds Act, accountability for ELs is required under Title I and is defined in the [PA state accountability plan](#).

Student Template

Students that meet enrollments requirements for the LEA are included for ACCESS for ELLs Accountability if:

- EL Status (Field 41) = 01 or 06 (current EL student)
- LIEP Type (Field 45) ≠ 98
- Grad Status (Field 65) ≠ S or J
- Date first Enrolled in an ELD Program (Field 68) < Snapshot Date
- School Entry Date (Field 99) < Snapshot Date

The dates that are used for the ACCESS for ELLs Accountability are located on the Data Collection Calendar>Internal Snapshots Tab.

The PIMS Internal Snapshot Date as of (Actual Snapshot Date) is the date that is used to determine school enrollment and is used for PIMS reports that are run, including the ACS.

The Snapshot Run Date is the date that PDE takes the snapshot. This is not always the same as the Snapshot "as of" date.

The WIDA testing window is located under Assessment requirements. LEAs are not required to administer the ACCESS test to ELs who enroll after the third week of January in any school year (check the testing window dates each year to confirm the cutoff date), however, it is highly recommended that LEAs do so if possible.

ACCESS for ELLs Accountability Reports and ACS
Reports are based on the Snapshot date not the accountability date set by WIDA

Run the Pre-snap Verification Report-3-Valid Students Enrolled on Selected Date Report
Located at: Student>Internal Snapshots>Presnap

- Snapshot date to use is **PIMS Internal Snapshot Date as of** located on the PIMS Calendar.
- This will include the students with valid enrollment as of the Snapshot Date.
- Filter EL Status = 01 or 06
- This report does not provide LIEP type (Field 45)

Run the Pre-Snap ACCESS for ELLs Accountability Report
Located at: Student>Internal Snapshots>Presnap

- Start date is October 1,2, or 3 (first business day in October. The same as the Student Snapshot date)
- End date is the **PIMS Internal Snapshot Date as of** located on the PIMS Calendar.
- This will only show current EL Status students included for accountability
- This does not exclude LIEP Type (Field 45) = 98
- To verify counts on the ACS, filter out LIEP Type (Field 45)

Run the ACCESS for ELLs Accountability – ACS.
Located at: ACS All>ACCESS for ELLs Accountability – ACS

- The snapshot Date is the **PIMS Internal Snapshot Date as of** located on the PIMS Calendar.
- The ACS cannot be run until after the **Snapshot Run Date**
- The ACS will exclude LIEP Type (Field 45) = 98
- The ACS is due under the **ACS Due Date (per Snapshot Date in Column H)** located on the PIMS Calendar.

EL Immigrant School Year Counts

Who Must Report

School Districts, comprehensive career and technical centers, and charter schools must report. Any LEA that reports current EL or Immigrant students.

What Must Be Reported

All current EL and Immigrant status students enrolled since oct (1,2,3) through the Internal Snapshot date.

Immigrant Calculation Guidance (Field 125)

- Student meets the immigrant definition:
    - Age 3-21
    - Not born in any U.S. state or Puerto Rico
    - Has not been attending any U.S. school for more than three years
- Calculation of number of months is from date of enrollment to October 1 of the current school year.
- In the case of re-entry into US schools, the calculation for years in US schools is cumulative.

Calculations (examples)

1st example: Student enrolls in the LEA on August 28, 2020
- 2020-21 SY Oct 2020 – 2 months = 1
- 2021-22 SY Oct 2021 – 14 Months = 2
- 2022-23 SY Oct 2022 – 26 Months = 3
- 2023-24 SY Oct 2023 – 38 months = no longer immigrant (Field125=Blank)

2nd example: Student enrolls December 21, 2023 – Student not enrolled for October reporting
- 2023-24 SY through end of year = 1
- Future snapshots after the student has entered the school on 12/21/2023:
- 2024-25 SY Oct 2024 – 10 Months = 1
- 2025-26 SY Oct 2025 – 22 Months = 2
- 2026-27 SY Oct 2026 – 34 Months = 3

EL Immigrant End of Year Counts

Who Must Report

School Districts, comprehensive career and technical centers, and charter schools must report. Any LEA that reports current EL or Immigrant students.

What Must Be Reported

All current EL and Immigrant status students through the Internal Snapshot date

Immigrant Calculation Guidance (Field 125)

See the information provided in a previous section of this document on Immigrant Calculation Guidance.

FAQ

For Program Area specific questions not addressed in this document please review the information provided on the English Learner Portal.

For additional PIMS-Reporting questions, please contact the Data Quality Team at RA-DDQDataCollection@pa.gov.

1) **If a Pre-K student was identified as 01 Current EL, do they need to be screened prior to entering Kindergarten?**
   - Pre-K students who are identified as ELs must be screened when they reach kindergarten using one of the state approved screening instruments. If the previously identified pre-K EL is not identified using the screener in kindergarten, then they may be listed as 99-never EL.

2) **I have students who were reported as current EL (01 or 06) at the beginning of the school year, but they have reached proficiency based on the ACCESS for ELLs assessment. Why do I receive an error in PIMS for EL status 03- Exited and in first year of monitoring?**
   - A student should have the same EL status (field 41) through the entire school year. For students that reached proficiency based on ACCESS testing scores, those students should NOT be exited and moved to 03 Status until the beginning of the next school year.

3) **Our LEA receives Title III funding, but I do not see the Professional Development Activities Survey available in my open PIMS Collections.**
   - If you are a Member LEA that is part of a consortium, you should complete the Excel reporting tool and submit the data to the consortium Lead LEA or IU; they will combine your data with those of the other member LEAs and submit the data to PIMS.

4) **If the responses on the Home Language Survey indicate English as the primary language, can a student still be classified as EL?**
   - Yes. LEAs may screen students whose Home Language Survey indicates English if they speak a different form of English (e.g., Liberian English, English-based Creole, Pidgin forms of English, etc.). Those students may still require language support services.

5) **If our LEA has students attending non-public schools within our boundaries, should we provide EL services for those students?**
   o Only if the non-public school is participating in Title III with the LEA. LEAs should consult with non-public schools to determine if they will participate in Title III and, if so, which activities they will participate in. Students who attend non-public schools within LEA's boundaries should be included in non-public counts for Title III reporting and are eligible to receive any Title III supplemental services provide by the public LEA.

6) **Our LEA has a student who was identified as EL, but his parents have refused EL Services. How do I report this?**
   o Students who are correctly identified as EL remain EL regardless of whether they receive specialized separate services. The student should be reported in field 41 (EL STATUS) of the Student and Student Snapshot templates as 01 Current EL (or 06 Current EL - LIFE if appropriate). In Field 45 (LIEP TYPE) report 27 Parent refusal-mixed classes with English-only support

7) **Our LEA has a student incorrectly reported last year with EL Status – 01 (Current EL). The student has never been EL. When I upload a student template record with LEP STATUS 99, I get an error. How do I report this?**
   o Report the student with EL Status 99. When you get a DQE error, request a data exception, and explain in the request that the student was reported incorrectly in the prior year.

8) **If a student has been Exited from EL services and is in monitoring, can they be screened for re-identification and return to current (01 or 06) El Status?**
   o Yes. If there is evidence that a student is struggling as a result of language needs, additional screening and re-identification is warranted. See the Reclassification, Monitoring, and Re-Designation of ELs guidance for more information.

9) **If a parent opts out of EL services for their student, does that mean the student does not have to participate in ACCESS for ELLs testing?**
   o No. Students whose parents have refused Language services are still required to participate in annual ACCESS for ELLS testing in accordance with federal law.

10) **Why can't I run the EL Immigrant End of Year Count ACS as soon as the Snapshot date has passed?**
   o Many internal snapshots have two date entries on the Internal Snapshot tab of the PIMS calendar. The Snapshot "as of" date is the date used to determine enrollment and to run reports in PIMSReportsV2. The second date, the Snapshot Run Date is the date that PDE actually takes the snapshot of the information. The Snapshot date is not available to generate the ACS until PDE has completed the snapshot process on the snapshot run date.

11) **If my LEA does not have any EL students, do I need to report an EL Coordinator?**
   o Yes. All LEAs are required to have an EL Coordinator. A student requiring Language services can enroll at any time and your LEA must have a designated individual that receives proper guidance and updates from the ELD Program Area who is able to address those student needs.

12) **Our LEA's EL Coordinator has changed. Can I email the updated information to PDE?**
   o No. PDE does not maintain the list of individual information. Updates to EL Coordinator information should be maintained year-round in PIMS through C6 Staff Updates. An online Excel reporting tool is provided to help you create an upload file: EL Coordinator Excel Reporting Tool

13) **We have an EL student that achieved Proficiency in the ACCESS for ELLs assessment and does not require any services. Can I report them as EL Status 05- former EL exited and no longer monitored?**
   o No. All EL students that were previously reported as current EL (01 or 06) are required to have four (4) years of monitoring. These students must follow the expected annual progression in PIMS: Current (01 or 06), then first year monitoring (03), second year monitoring (04), third year monitoring (07), fourth year monitoring (08), then finally, exited and no longer monitored (05).

14) **If a parent opts out of EL services for their student, is that student still considered EL?**
   o Yes. The student should still be reported as current EL (01 or 06) and LIEP type- Parent refusal (27).

15) **If a student is reported as an Immigrant and then moves out of the US the next school year, then returns to the US in the following school year, does that restart the count for Years in US Schools?**
   o No. The calculation for Years in US Schools is cumulative for all time spent enrolled in US schools.

16) **A student was incorrectly identified as current EL in PIMS for the ACCESS for ELLS Accountability Snapshot. Can I correct this information?**
   o No. Internal Snapshot data cannot be corrected in PIMS once the Snapshot has been taken by PDE (Snapshot Run date). Please make the necessary corrections to make sure the student is reported accurately moving forward but be aware that this will not correct your Snapshot data and reports.

17) **If a student was reported as 99- never EL in October but our LEA has determined that they need Language services, will I receive a DQE error in PIMS if I change the student's status to 01 or 06?**
   o No. A student can be identified as requiring language service at any time. PIMS only has rules and expected progression for exiting EL services.

18) **Should all Immigrant students be coded as current EL (01 or 06)?**
   o No. A student can meet the definition of Immigrant without being an EL student. An immigrant student is determined by the definition requirements outlined in field 125 (Years in US Schools) of the student template specification section in PIMS Manual, Volume 1. A student's EL status is determined based on the Home Language Survey and additional screening requirements completed by the LEA.

19) **Should Foreign Exchange students be reported as Immigrants?**
   o Yes.

20) **We are an occupational CTC. We have an EL student who receives EL services at their sending high school. Should we report the student as EL?**
   o Yes, report the student as EL even though your LEA is not providing EL services. Report the LIEP type (Field 45 of the Student and Student Snapshot templates) as 98 LIEP type 21-26 provided by another entity – English only support provided at this entity.

21) **Last year, our LEA reported a student's EL STATUS as 04 Former EL, exited, and in 2nd year of monitoring. This year, we are reporting the student's EL status as 05. Why am I getting an error?**
   o Code 05 indicates the student the student Exited and is no longer monitored. The correct code to follow the expected sequence in PIMS reporting is 07- Former EL, exited, and in 3rd year of monitoring.

22) **Our LEA has a student that was born in Germany, but the student's parents have become US citizens. This is the student's first year enrolled in a public school in the US, and the student is proficient in English. How do I report this student's EL and immigrant status?**
   o Report YEARS IN US SCHOOLS (Student and Student Snapshot Field 125) as 1, identifying the student as an immigrant. Immigrant Status is not determined by the parents; it is only based on whether the student meets the criteria defined in Field 125. Because the student is proficient in English, report the EL STATUS (Student and Student Snapshot template Field 41) as 99, Never EL. EL and immigrant statuses are independent of each other.