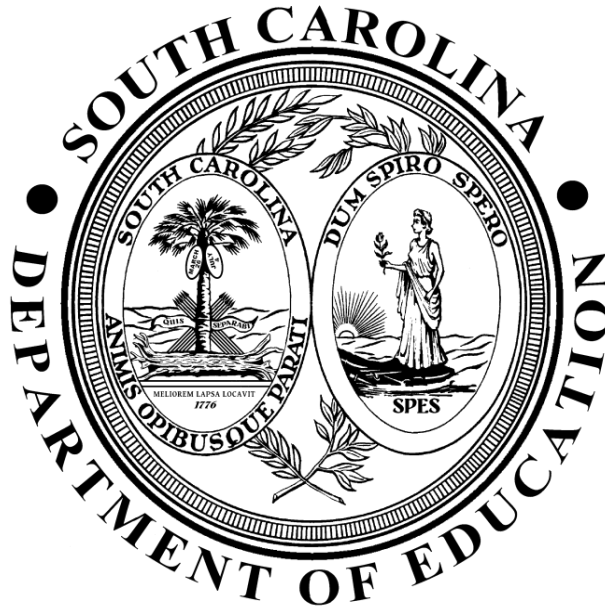


STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

ELLEN E. WEAVER

STATE SUPERINTENDENT OF EDUCATION



**SOUTH CAROLINA MULTILINGUAL LEARNER PROGRAM
DATA MANAGEMENT SYSTEM GUIDANCE**

2023-2024

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The South Carolina Department of Education (SCDE) does not recommend printing this document during the 2023-24 school year. This will be a working document throughout the year as additional questions arise and guidance is added. **New guidance will be highlighted** throughout the school year as applicable to help users easily find the updated information. This guidance must be used in conjunction with the [Title III Multilingual Learner and Immigrant Students Program Guiding Principles](#) to ensure federal and state compliance. Finally, many helpful articles, videos, and how-tos are linked throughout this document to the [Ellevation Resource Center](#). Please note that there are many other helpful resources in the Ellevation Resource Center that will assist all roles in using Ellevation Platform and Ellevation Strategies effectively.

Overview

The SCDE has procured a vendor, Ellevation, to provide South Carolina districts with a [Multilingual Learner Program \(MLP\) Data Management System \(DMS\)](#). Ellevation will assist with two essential components of the MLP – a platform for required programmatic documentation and an instructional strategies component.

The Ellevation platform will benefit districts by streamlining federal- and state-required documentation and processes for the MLP. To fulfill the requirement of section 3113(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, districts must identify students whose home language is one other than English for potential English language development eligibility. Additionally, Title I, Sections 1112(e)(3)(A) and 1112(e)(3)(B) of the ESEA require parent/guardian notification (PN) of a student’s multilingual learner (ML) status, the right to opt the student out of the MLP, and the requirement for continued annual English language proficiency (ELP) assessment for each ML. In accordance with ESEA Section 1112(g)(1)(B)(2) and Title VI of the Civil Rights Act of 1964, respectively, PNs must be in a uniform format and provided in a language that the parent/guardian understands. Districts are strongly encouraged to participate in the state-procured MLP DMS to comply with federal and state requirements, including but not limited to the above-mentioned programmatic requirements. Additionally, educators will have access to meaningful data and information to guide instructional planning and support to meet the needs of MLs.

Ellevation Strategies is an additional component of the MLP DMS. Ellevation Strategies will provide professional learning opportunities and instructional activities, supports, and resources for all educators of MLs to develop skills and build capacity to assist in meeting the needs of students. These professional learning opportunities will provide instructional activities that support all, not just ML classrooms. Ellevation Platform and Ellevation Strategies, in conjunction, will bridge communication, collaboration, and best practices in supporting MLs in South Carolina.

South Carolina School Districts

Table 1: SC School Districts Listed by Opted-In and Potential Future Opt-Ins

Opted-In	Potential Future Opt-Ins
Abbeville County School District	Anderson School District 4



- | | |
|--|---|
| <ul style="list-style-type: none">● Aiken County Public School District● Allendale County Schools● Anderson School District One● Anderson School District Two● Anderson School District 3● Anderson School District Five● Bamberg County School District● Barnwell School District 45● Beaufort County School District● Berkeley County School District● Calhoun County Public Schools● Charleston County School District● Cherokee County School District● Chester County School District● Chesterfield County School District● Clarendon County School District● Colleton County School District● Darlington County School District● Dillon School District Four● Dorchester School District Two● Dorchester School District Four● Edgefield County School District● Fairfield County School District● Florence Public School District One● Florence County School District 2● Florence County School District 3● Florence County School District Five● Georgetown County School District● The School District of Greenville County● Greenwood School District 50● Ware Shoals School District 51 (Greenwood 51)● Greenwood County School District 52● Hampton County School District● Horry County Schools (implementation to begin 2024-25)● Jasper County School District● Kershaw County School District● Lancaster County School District | <ul style="list-style-type: none">● Barnwell County Consolidated School District● Dillon School District Three● Lee County School District● Marion County School District (Marion 10)● McCormick County School District (no current MLs reported)● Union County Schools● Williamsburg County School District● Palmetto Unified School District (no current MLs reported)● SC Governor's School for Agriculture at John de la Howe School (no current MLs reported)● SC Governor's School for Arts and Humanities (no current MLs reported)● SC Governor's School for Science and Mathematics (no current MLs reported) |
|--|---|



● Laurens County School District 55 ● Laurens County School District 56 ● Lexington County School District One ● Lexington County School District Two ● Lexington County School District Three ● Lexington School District Four ● School District Five of Lexington and Richland Counties (Lexington/Richland 5) ● Marlboro County School District ● School District of Newberry County ● School District of Oconee County ● Orangeburg County School District ● School District of Pickens County ● Richland County School District One ● Richland School District Two ● Saluda County Schools *Saluda has opted-in, however, implementation will not begin until the 2024-25 school year ● Spartanburg School District One ● Spartanburg School District 2 ● Spartanburg School District Three ● Spartanburg School District Four ● Spartanburg School District Five ● Spartanburg School District Six ● Spartanburg School District 7 ● Sumter School District ● York School District 1 ● Clover School District (York 2) ● Rock Hill School District Three (York 3) ● Fort Mill School District (York 4) ● SC Public Charter School District ● Charter Institute at Erskine ● Limestone Charters Association ● SC School for the Deaf and the Blind ● SC Department of Juvenile Justice	
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Quick Links

- [South Carolina and Ellevation webpage](#)
- [Ellevation Log-In Page](#)



- [South Carolina/Ellevation Training and Registration](#)
- [Ellevation Resource Center](#)
- [New Multilingual Learner Program Data Management System memorandum](#)
- [Multilingual Learner Program Data Management System Rollout Plan Update memorandum](#)

PowerSchool and Ellevation Field Name Crosswalk

A PowerSchool and Ellevation crosswalk has been created to assist districts with terminology that is hard coded in Ellevation. Most fields are easily recognized with a similar name. However, there are two in particular that the SCDE would like to address.

In Ellevation, the term “Home Language” is used when referring to the “Written Communication Language” field in PowerSchool. The purpose of “Home Language” in Ellevation is to ensure that school personnel are aware of the language the parent/guardian has requested for translation. Specifically, the PN in Ellevation will automatically produce an English copy as well as the identified home language/written communication language when generated in the system.

The “Native Language” listed in Ellevation is used when referring to the student’s “Language First Acquired” in PowerSchool. The language first acquired comes straight from the first question on the Enrollment Survey/Home Language Survey (HLS) during initial enrollment.

Table 2: PowerSchool and Ellevation Field Name Crosswalk

PowerSchool Page Name	PowerSchool Field Name (Front End)	PowerSchool Field Name (Back End)	Ellevation Field Name
General Demographics	Student Number	STUDENTS.Student_Number	Student #
General Demographics	Last, First Middle	STUDENTS.Last_Name STUDENTS.Middle_Name STUDENTS.First_Name	Student Name
State/Province - SC	State ID	STUDENTS.State_StudentNumber	Test ID #
Transfer Information	Entry Date / Code	STUDENTS.DistrictEntryDate	District Entry
SC Student Information	English Proficiency Levels (PL)	S_SC_STU_X.Engl_Prof	ML Status
SC Student Information	Waiver	S_SC_STU_X.waiver_ind	Waiver Student Flag



SC Student Information	Birth Country	S_SC_STU_X.student_birthcntry	Birth Country *Also used to derive Immigrant Student Flag
SC Student Information	U.S. School Entry Date	S_SC_STU_X.usschentrydate	Date Enrolled in US *Also used to derive Immigrant Student Flag
SC Student Information and MLP	U.S. School Entry Date Birth Country Funding Exceptions	s_sc_stu_x.usschentrydate s_sc_stu_x.student_birthcntry S_SC_STU_ESOL_X.Funding_Exception	Immigrant Flag
SC Student Information	Written Communication Language	S_SC_STU_X.written_commun_lang	Home Language
SC Student Information	Language First Acquired	S_SC_STU_X.first_lang_spoken	Native Language Language
SC Student Information	District Enrollment Date	s_sc_stu_x.init_testdate	Initial Test Date
SC Student Information	ELP Assessment	s_sc_stu_x.init_testtype	Initial Test
SC Student Information	ELP Score	s_sc_stu_x.init_testscore	Initial Test
SC Student Information	Instructional Setting	S_SC_STU_X.instrsetting	IEP Student Flag
SC Student Information	504 Plan	S_SC_STU_X.plan504code	504 Student Flag
SC Student Information	G&T Qualified	S_SC_STU_X.gt_qualified	Gifted and Talented Student Flag
SC Student Information	Migrant	S_SC_STU_X.Migrant	Migrant Flag



SC Student Information	Ninth Grade Code	S_C_STU_X.NinthGradeCode	Ninth Grade Code
MLP	Annual Parent/Guardian Notification Date	S_SC_STU_ESOL_X.PARENT_30_NOTIFICATION	30 Day Parent Notification
MLP	First Record of MLP Services	S_SC_STU_ESOL_X.esol_firstservice_date	Date Entered MLP
MLP	Immigrant Funding Exception - In US School(s) 3 Full Academic Years or Less	S_SC_STU_ESOL_X.funding_exception	Funding Exception *Also used to derive Immigrant Student Flag
Precode Data Entry	Alternate Assessment	S_SC_STU_X.AltAssessCde	Alternate Assessment

Ellevation - How to Log In

To log into Ellevation, a district must invite users through the User Management section. The user will receive an email instructing them to create a new password during registration. Once registered, visit [Ellevation](#) to log into your account. Districts may also utilize single sign-on (SSO) through [Clever](#) or [Class Link](#), if available, to access Ellevation. A school district must contact Ellevation to enable SSO if implementing this feature. For more information regarding user management, visit the [Manage Ellevation Users](#) resource in Ellevation.

Ellevation - Contact Information

Once logged into Ellevation, click the graduation cap in the top right hand corner menu bar. Here you will find the Help Desk, Resource Center, and Ellevation Academy. Please note that a user must be logged in to their Ellevation account to access most of the links throughout this guidance document.

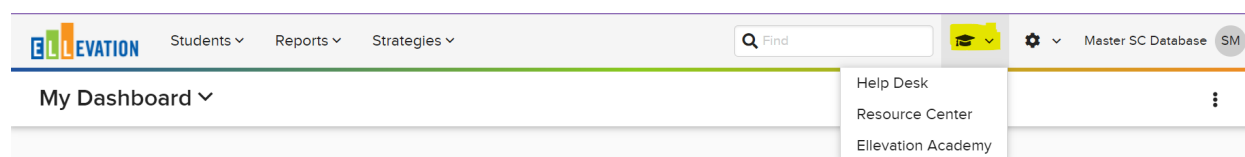


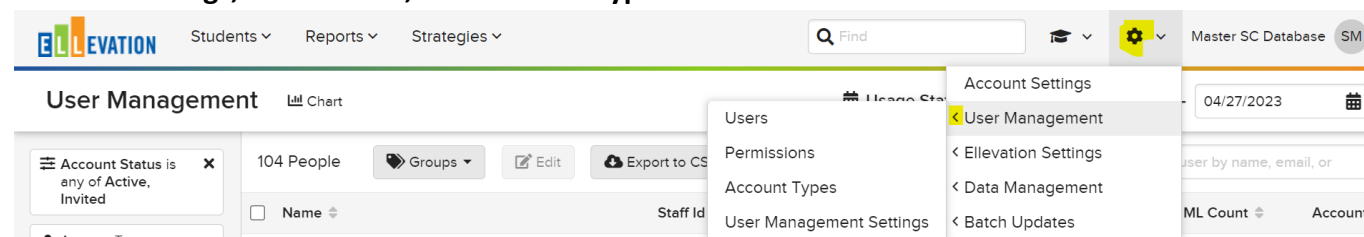
Table 3: Contact Information and Ellevation Help Resources

District	Districts set user permissions and determine specific guidance as it relates to the documents housed in Ellevation. Contact the district Title III/MLP Coordinator for
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	district-specific guidance or when requesting student transfer information.
Ellevation Resource Center	The Ellevation Resource Center is a hub to access videos, toolkits, and platform resources. Use these fantastic resources to learn more about using the Ellevation Platform.
Ellevation Help Desk	The Ellevation Help Desk is a place to create a support ticket for platform-specific support. The Help Desk can also be contacted if support is needed for locating records from other districts or states that utilize the Ellevation platform. Easily contact the Ellevation Help Desk by clicking the orange circle at the bottom right hand corner of the Ellevation screen when logged in to your account.
Ellevation Academy	Includes introductory courses to help you learn the basics of the Ellevation Platform and Ellevation Strategies.

Account Settings, Permissions, and Account Types



Once logged into Ellevation, click the settings gear in the top right hand corner menu bar. Here you will find the User Management section to invite users to register for their account. All users in the system are imported through PowerSchool. Districts will need to assign account types to each user in the User Management section. Account types can be assigned individually or in batch by account type. Title III/MLP Coordinators or district personnel should be the only staff members with access to inviting users and assigning account types.

Editing User Account Permissions

Settings → User Management → Account Types → Click the dropdown arrow beside the user account type.

Title III/MLP Coordinators will then be able to view/edit the permissions for each user account.

The permissions section allows a district administrator to see an overview of all permissions and corresponding account type(s).. District administrators may adjust the permissions for each account type to match district policy and procedures. However, the SCDE strongly recommends districts refer to and

implement the account types listed below and the [SCDE Recommended Ellevation User Permissions](#) chart when assigning roles to all staff members.

Creating User Accounts

Settings → User Management → Account Types.

The account types section allows a district administrator to see an overview of the available account types for users. A new account type may be added and permissions assigned accordingly if a preset account type does not meet a specific user's needs. However, the Ellevation preset account types and SCDE recommended user permissions are strongly encouraged.

The user management settings section will assist district administrators in customizing welcome text when inviting new ML specialists to use Ellevation for the first time. Additionally, districts can utilize the user self registration section to easily invite all classroom teachers throughout the district.

Suggested User Accounts and Permissions

The SCDE strongly recommends districts refer to and implement the account types listed below and the [SCDE Recommended Ellevation User Permissions](#) chart when assigning roles to all staff members.

Table 4: Account Types and Account Roles

Account Type	Account Role
Administrator (district-level)	Administrator(s) of Ellevation for your district
View-Only (e.g., instructional coaches, guidance counselors)	Entire school view of dashboard
Specialist (i.e., ML specialist/ML teacher)	Entire school view of dashboard
Teacher	Teacher view of dashboard
Principal	Entire school view of dashboard

Dashboard

The My Dashboard homepage is automatically set for all users based on their account type. All users can customize their own dashboard to effectively view data that are essential to their role in a school or district. To learn more about creating customized dashboards visit the [Dashboards](#) section in the Ellevation Resource Center.



Student List

Students → Student List.

The student list is generated through PowerSchool data. All teachers should have a complete list of ML students in their classes or on their caseload. For example, a content teacher should only see those MLs they serve in their class, while ML specialists/teachers will see all MLs on their entire caseload. If students were to leave the school or transfer classes, the list in Ellevation will be updated daily during the PowerSchool nightly sync. Visit the [Student List](#) section in the Ellevation Resource Center to learn more about fields, filters, charts, views, and batch actions.

District Upload of WIDA ACCESS Scores

Settings → Data Management → ACCESS for ELLs Import.

Districts must upload all WIDA ACCESS scores from 2023 and moving forward. Districts are strongly encouraged to upload all available WIDA ACCESS scores between 2016-2022. When WIDA ACCESS scores are available each year, typically around May, districts must upload scores as soon as possible into Ellevation. Additional district and state assessment data can be imported into Ellevation per district guidance. See the [Data Management](#) section in Ellevation to learn more about importing test result data into Ellevation.

Student Profiles

Students → Student List → Toggle next to an individual student's name and click Student.

Each ML student will have a profile which contains demographic and academic information. Please note that any pre-filled information coming from PowerSchool cannot be changed in Ellevation. If there are errors in the data or information, educators should contact their district Title III/MLP Coordinator or PowerSchool data entry clerk, depending on district procedures. If the incorrect information is changed in Ellevation, it will revert back the next day after the nightly sync. Therefore, all changes must be made through PowerSchool.

Each student profile contains the following information under each tab in Ellevation.

Demographics	Schedule	Test Results	Can Dos	ML Services and Programs	Assessment Accommodations	Instructional Accommodations	Goals	Monitoring	Notes
Meetings	Strategies	Documents							

Demographics and Schedule

Students → Student List → Toggle next to an individual student's name and click Student → Select the Demographics or Schedule tab.



The demographic and schedule information for each student are imported through the PowerSchool nightly sync. The SCDE does not suggest manually entering a student course schedule on the student profile. For additional information, see the Student Information section to learn more about [student demographic information](#) and [student course schedules](#).

Test Results

Students → Student List → Toggle next to an individual student's name and click Student → Select the Test Results tab.

The test results section must include WIDA ACCESS scores for each ML. Additional district and state assessment scores can be added at the district level dependent on district procedures and guidance. For additional information, see the Student Information section to learn more about [Test Results](#).

Can Dos

Students → Student List → Toggle next to an individual student's name and click Student → Select the Can Dos tab.

Can Dos are automatically added to the student profile based on the most recent English language proficiency (ELP) test score result imported into Ellevation. For additional information, see the Student Information section to learn more about [Can Dos/Descriptors](#).

ML Services and Programs

Students → Student List → Toggle next to an individual student's name and click Student → Select the ML Services and Programs tab.

To add an ML service, click the +Add ML Service button on the student profile. Please ensure the information entered is accurate and assigned to the correct school year. Every ML must have at least one ML service assigned to their profile. If more than one ML service is being provided, you will need to repeat this step and add as many as applicable. Districts should provide educators and PowerSchool data entry clerks guidance around using the ML services list in Ellevation to input this data into PowerSchool for federal reporting and state compliance purposes. Reports can be generated from the Ellevation Platform to assist PowerSchool data entry clerks in accurately entering these data into PowerSchool.

Although not required by the SCDE, districts have the option of utilizing the "Schedule" feature to report the frequency and duration of ML services. Districts should provide educators with the specific guidance regarding entering data in these fields, if applicable. For additional information, see the Student Information section to learn more about [assigning services](#).



Assessment Accommodations

Students → Student List → Toggle next to an individual student's name and click Student → Select the Assessment Accommodations tab.

In order to satisfy Individualized Language Acquisition Plan (ILAP) compliance requirements, assessment accommodations must be decided and assigned for each ML in your school district. You can assign and track students' assessment accommodations in Ellevation from the Student List. Assessment accommodations can be completed individually on each student profile. Additionally, if multiple students need the same assessment accommodations, these can be batch assigned within the student list. If batch assigning assessment accommodations, please ensure the correct students and correct assessments and accommodations are selected. It is imperative that each student's accommodations are assigned based on student need and not ease of data entry into the system. As a reminder, you can batch assign accommodations. However, you cannot batch unassign. Therefore, if a mistake is made, the teacher will need to correct it individually in the student profile. If an ML does not need assessment accommodations to ensure success on state assessments, including the annual ELP assessment, this section may be left blank.

The SCDE will continue to work with Ellevation to keep all [state assessments and the allowable accommodations](#) for MLs updated within the system. When someone clicks on a particular assessment, the teacher will only be able to select the allowable accommodations for that assessment per the Test Administration Manual (TAM). Do not add any additional accommodations to the comment section. However, applicable notes may be added if necessary. All assessment accommodations must also be selected under the instructional accommodations section as well, since these accommodations should be used throughout the school year for classroom assessments.

In the ILAP under the Assessment Accommodations heading, there is a sentence that states, "Based on each ML student's ELP scores, the state has created a cut score chart which gives LEAs guidance into what Assessment Accommodations they can make for the student's testing." This statement is referring to which students can and cannot receive state assessment accommodations based on their ML status. The below table outlines this guidance, and it is also outlined in the Title III Multilingual Learner and Immigrant Students Program Guiding Principles.

Table 5: State Assessment Accommodations Based on ML Status

ML Status	ML Classroom Assessments Accommodations	ML District Assessments Accommodations	ML State Assessments Accommodations
1.0-6.0 or A1-A3	Yes, as necessary for each student	Yes, as necessary for each student *See district guidance	Yes, as necessary for each student



M1-M4	Yes, as necessary for each student	Yes, as necessary for each student *See district guidance	No
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For additional information see the Student Information section to learn more about how to [assign testing accommodations/designated supports](#).

Instructional Accommodations

Students → Student List → Toggle next to an individual student's name and click Student → Select the Instructional Accommodations tab.

In order to satisfy ILAP compliance requirements, instructional accommodations must be decided and assigned for each ML in your school district. If a student does not need instructional accommodations, that option must be selected and will be applied to the ILAP when generated. The ML specialist/teacher can assign and track students' instructional accommodations in Ellevation from the Student List. Instructional accommodations can be completed individually on each student profile. Additionally, if multiple students need the same instructional accommodation(s), this can be batch completed within the student list. If completing instructional accommodations in batch, please ensure the correct students are receiving the accommodations are selected. It is imperative that each student's accommodations are assigned based on student need and not ease of data entry into the system. As a reminder, you can batch assign accommodations. However, you cannot batch unassign. Therefore, if a mistake is made, the teacher will need to correct it individually in the student profile.

The SCDE will continue to work with Ellevation to keep all allowable instructional accommodations for MLs updated within the system. Do not add any additional accommodations to the comment section. However, applicable notes may be added if necessary. As a reminder, all assessment accommodations must also be selected under the instructional accommodations section as well, since these accommodations should be used throughout the school year for classroom assessments. If a district has suggestions for additional accommodations that could be added to the ILAP, they must contact the Title III/MLP State Coordinator. The state will review the suggestions and determine if Ellevation should or should not add the suggestion.

For additional information, see the Student Information section to learn more about [classroom instructional supports](#).

Goals

Students → Student List → Toggle next to an individual student's name and click Student → Select the Goals.



Ellevation Platform allows educators to create ELP goals for their students and to track their progress over time. Although not required by the SCDE, districts have the option of utilizing the “Goals” feature to set goals for MLs. Districts should provide educators with the specific guidance regarding entering data in these fields, if applicable. For additional information, see the Student Information section to learn more about [goals](#) and [assigning goals](#).

Monitoring

Students → Student List → Toggle next to an individual student’s name and click Student → Select the Monitoring tab.

The monitoring section in Ellevation is a way to track which forms have been assigned and completed by all teachers. The forms in this section will allow the ML specialist/teacher to track the completion of the Reclassified/Exited Students Monitoring (M1-M4) form and the ILAP Confirmation form. The term monitoring in this sense is the monitoring of teachers completing their required forms. For additional information see the [Monitoring Rollout Toolkit](#).

The Reclassified/Exited Students Monitoring (M1-M4) form should be assigned to all teachers of all M1-M4 students. Typically, monitoring forms are completed at least quarterly to track the progress and academic success of the monitored students (M1-M4). Districts should provide educators with the specific guidance regarding monitoring students who have previously met the English proficiency criteria and are on monitoring status.

The ILAP Confirmation form must be signed by all teachers of all MLs once the ILAP has been completed and generated. This form is completed for all ML specialists/teachers who are completing the [ILAP workflow using teacher confirmation forms](#). ML specialists/teachers completing the [ILAP workflow through formal meetings](#) will not need to complete the ILAP Confirmation form since signatures are obtained at the meeting. However, if some personnel are unable to attend the meeting and provide their signature, a signature still must be obtained through the ILAP Confirmation form.

You can assign student forms in Ellevation from the monitoring tab in the student profile. These can be completed individually on each student profile or this can be completed in batch within the monitoring birdseye for both the ILAP Confirmation and Reclassified/Exit Student Monitoring (M1-M4) forms. All forms must be completed by federal, state, and district guidelines. Additionally, all historical forms will be kept in the student profile under the monitoring tab for each student. Forms should remain in the system and not be deleted from year to year. For additional information, see the [Monitoring Rollout Toolkit](#). Additionally, see the Monitoring section in Ellevation to learn more about [monitoring forms](#) in Ellevation, how to [complete monitoring forms](#), which will be helpful specifically for content area teachers completing the forms, and [sending form reminders](#).



Notes

Students → Student List → Toggle next to an individual student's name and click Student → Select the Notes tab.

The notes tab in each student profile can be used to document pertinent information about the student, student needs, meetings, etc. Districts may share guidance with ML specialists/teachers around adding notes to this section. Please be mindful of what information goes into this section. For example, asset-based language should be used at all times and sensitive information should not be stored in this section. For additional information, see the Student Information section to learn more about [adding student notes](#).

Meetings

Students → Student List → Toggle next to an individual student's name and click Student → Select the Meetings tab.

The [ILAP workflow using formal meetings](#) can be initiated in the meetings tab of the student profile. ML specialists/teachers completing the ILAP workflow through formal meetings will not need to complete the ILAP Confirmation form since signatures are obtained at the meeting. However, if some personnel are unable to attend the meeting and provide their signature, a signature still must be obtained through the ILAP Confirmation form. Please refer to district guidance as to whether or not ILAPs are completed by ILAP Confirmation or ILAP Meeting workflow procedures.

Each Attendee is required to E-Sign every ILAP Meeting record (in batch or one at a time). Depending on the settings that your Ellevation Administrator chose, you may or may not need to collect all Electronic Signatures at once.

Strategies

Students → Student List → Toggle next to an individual student's name and click Student → Select the Strategies tab.

The strategies tab in each student profile may be used by all ML specialists/teachers to recommend specific Ellevation Strategies that work well for particular students. Content teachers will have the ability to view these strategies to utilize in all classrooms. If a strategy is no longer recommended, the ML specialist/teacher can update this list as necessary.

Documents

Students → Student List → Toggle next to an individual student's name and click Student → Select the Documents tab.



The documents section within each student profile is where districts will upload required information (i.e., HLS, Screener Score Report, and if applicable, the Waiver form). These documents must be uploaded into the document section for each newly enrolling student beginning with the 2023-24 school year. Districts must provide guidance to educators on uploading these documents moving forward for all new students. The SCDE understands that uploading these documents for previously enrolled students would be a massive undertaking. Although this is strongly suggested by the SCDE, this will be a district decision as to whether or not these documents must be uploaded for students already enrolled in a district and the procedures to complete this process, if applicable. If a student has more than one HLS, for example, all copies and documentation of why there is more than one HLS on file/meeting notes/determination notes should be uploaded as one PDF into the documents section when possible.

Additionally, districts who were using paper or other electronic program versions of ILAPs, PNs, monitoring forms, waivers, etc., must have a plan in place of properly storing these documents for state monitoring and transfer student purposes. For example, a district could decide to keep these documents in the student's file in the records office, organize these documents electronically (e.g., Google Docs), or upload them to the student profile for each student in Ellevation. The district can decide which procedure which will best fit its needs so long as these documents are not discarded (please see district retention guidance policy) and are available for federal and state monitoring and when documents are requested for transfer students.

The SCDE requires that all districts have a method for collecting and housing these required documents. Districts can choose to upload these required documents to this section in order to satisfy Title III and SCDE monitoring requirements. It is important to note that at minimum all ES/HLS and initial screener score reports must be in student records (paper copies).

ILAP Workflows

Please note the below guidance is the current procedures in Ellevation. However, Ellevation is in the process of updating workflows to improve the user experience. The estimated timeline for release of these new updates is July 2023. Once released, the state guidance will be updated and training and resources will be provided. The SCDE feels strongly that these updates will be a great improvement for all Ellevation users.

South Carolina approves two different workflows to satisfy ILAP compliance requirements. ILAPs contain the accommodations and supports that have been assigned to your MLs as well as pertinent student information and ELP assessment scores. To satisfy ILAP compliance requirements, digital ILAPs must be generated and saved to Student Profiles in Ellevation at least annually each school year or again if the ILAP is revised throughout the school year. This is also true even if a student does not currently need assessment and/or instructional accommodations. Review the [SC - Complete the ILAP Workflow: Admin Toolkit](#) for additional information.

The translation of ILAPs to be sent home is not a state requirement at this time. However, if families request this information or a meeting is being held, translation and/or interpretation service requirements must be



met by the school or district. If a district requires that ILAPs must be sent home, proper translation services are a school and district requirement. Ellevation has received the feedback of translating ILAPs and is currently reviewing this request.

Preview

1 student selected

Master SC Database
Individualized Language Acquisition Plan (ILAP)
11/30/2022

Individualized Language Acquisition Plan (ILAP)

2022/2023 ILAP
This ILAP is effective for the 2022/2023 School Year

Student Information

Student	Abel Training	Grade Level	7	School
Student ID	training119	ELP Designation	ML	ML Statu
Home Language	English	Native Language	English	Enrolled
Years in US Schools	>5	Birth Country		City/Tow
Date of Birth	7/9/2010	IEP	No	504

English Language Proficiency Tests
Each ML student takes an English Proficiency test when they enroll and each spring. Each student receives a proficiency level in each based on their raw scores. Once the student achieves specific levels in all four domains, and meets additional district and state exit cri student and will not receive ML services.

Select Options

Format

☐ Print double sided

☐ Repeat Header/Footer

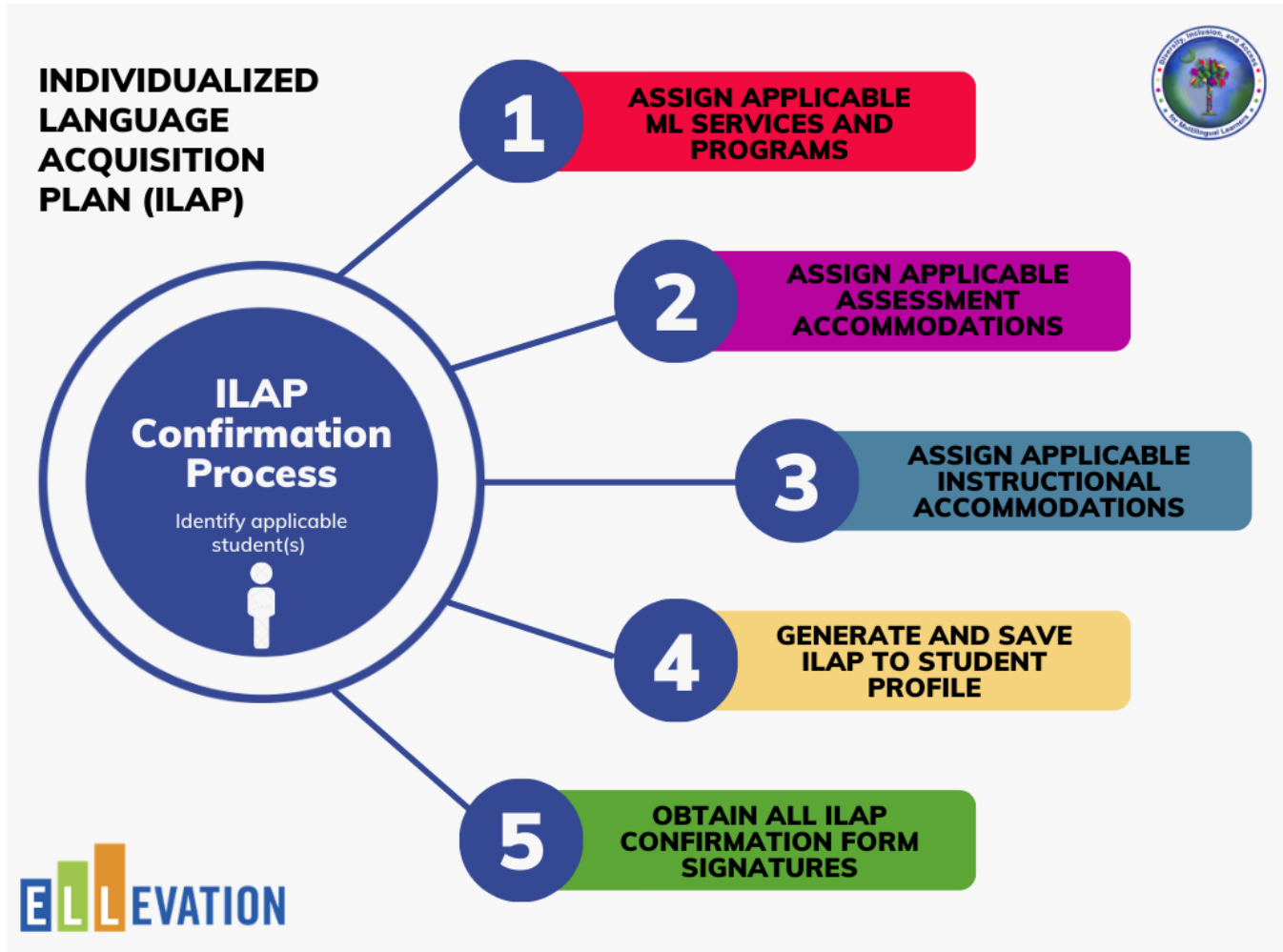
☒ Save a copy to Student Profile(s)

Generate

ILAPs for an upcoming school year can be started no earlier than May of the previous school year. If ILAPs are being developed during the previous school year, the district must ensure proper guidance is communicated with and followed by all ML specialists/teachers. It is imperative that all ILAPs are revisited in the beginning of each school year to ensure accuracy and continue to be revised per student needs throughout a school year. If a district begins the ILAP process at the end of the previous school year, a teacher must not generate and save the ILAP to the student profile until the start of the upcoming school year. Additionally, no ILAP signatures will be allowed until the start of the upcoming school year. All dates and signatures must be updated for the correct school year to ensure all educators of ML are aware of the most accurate ILAP information.

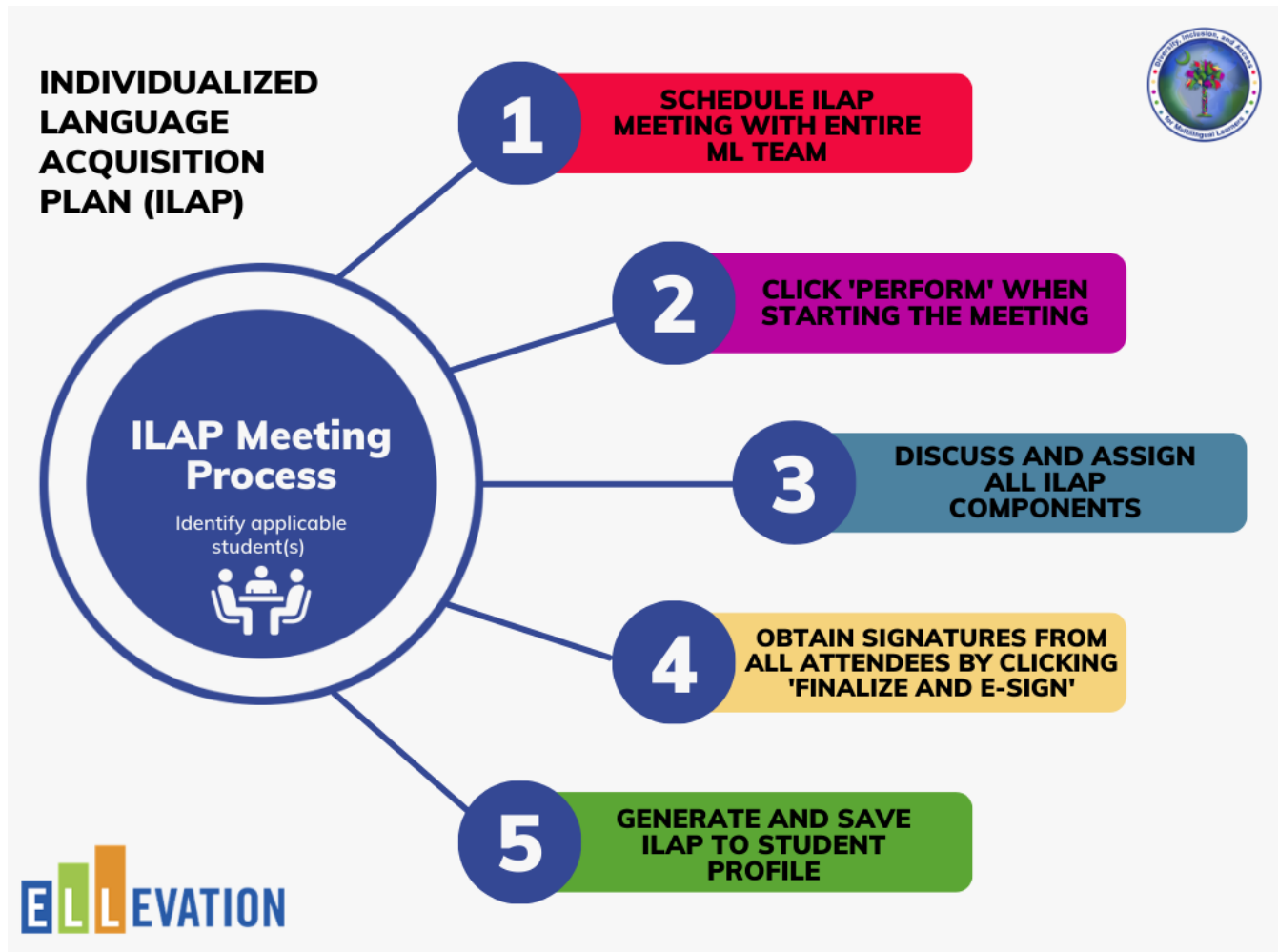
Complete the ILAP Workflow Using Teacher Confirmation Forms

School districts typically use the [ILAP Workflow Using Teacher Confirmation Forms](#) if the student's ML teacher creates the ILAP after collaborating with the student's Multilingual Learner Program Team (MLPT) instead of during a formal ILAP meeting.



Complete the ILAP Workflow Using Formal Meetings

School districts typically use the [Complete the ILAP Workflow Using Formal Meetings](#) if the student's MLPT convenes to discuss and decide student accommodations during a formal ILAP meeting.



Reports & Parent Letter Gallery

Click on the “Reports” tab → Click Report & Parent Letter Gallery.

Districts should upload their district logo and include the family’s address information to the PN. Adding address information will greatly assist when mailing home PNs as the address will be visible in the envelope window. Ellevation currently offers over forty (40) different languages that the PN could be translated to and continues to add more. If a specific language translation is needed that is not offered in Ellevation, it is a district requirement to provide those translations and/or interpretation services.

At the bottom of the PN, there is a statement, “As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available.” It is imperative to note that the statement “withdraw your child from the program at any time” does not remove a student from the MLP. This simply refers to withdrawing a student from receiving MLP



services, also known as waiving services. Any parent/guardian waiving services for their child must be made aware of the obligation under Title I of the ESEA, as amended by the Every Student Succeeds Act (ESSA), to annually assess the ELP of all MLs [Section 1111(b)(2)].

No changes may be made to the state PN, ILAP, and monitoring forms. However, if districts have additional forms they would like to integrate into Ellevation Platform (e.g., progress monitoring, retention), they may coordinate with Ellevation to do so. If the state integrates such forms in the future, districts would then need to utilize those instead. Please note that such forms would be developed through stakeholder work including district coordinators.

Parent/Guardian Notification Letters

Currently, there are four PN types in the Ellevation Reports and Parent Letters Gallery. Ensure that educators are selecting the correct PN to generate and save to the student profile. View the [Generating Parent Letters](#) video from Ellevation to learn more about step-by-step processes for PNs.

Table 6: Parent/Guardian Notification Type and Audience

Parent Letter Type	Target Audience
Notification of Placement in ML Program	Use this PN after a student's initial screening and identification into the MLP
Notification of Non-Qualifying for ML Program	Use this PN for a student who was screened, but did not qualify for the MLP
Notification of Reclassification to First-Year Monitoring Status	Use this PN for students who met proficiency on the state-approved English Language Proficiency Assessment (M1)
Notification of Continuation for ML Program	Use this PN for students who have already been identified as ML and are continuing in the program

All PNs for students must be generated, saved to the student profile, and sent to families in a language they can understand within the required Title III timeline. Visit the [Title III Multilingual Learner and Immigrant Students Program Guiding Principles](#) for more information regarding timelines and translation and interpretation guidelines.

Currently, PNs for students in monitor status of M2-M4 are not loaded into Ellevation. The SCDE recommends that districts use the state created Reclassification to Second Through Fourth-Year Monitor - Form M PNs in the meantime until these are available in Ellevation. Until then, M2-M4 PNs are a suggested best practice and will soon be required once in Ellevation.



- [South Carolina Parent Notification of Reclassification to Second-Year Monitoring Status \(M2\)](#)
- [South Carolina Parent Notification of Reclassification to Second-Year Monitoring Status \(M3\)](#)
- [South Carolina Parent Notification of Reclassification to Second-Year Monitoring Status \(M4\)](#)

Monitoring Forms (M1-M4)

The Reclassified/Exited Students Monitoring (M1-M4) form should be assigned to all teachers of any M1-M4 students. Typically, monitoring forms are completed at least quarterly to track the progress and academic success of the monitored students (M1-M4). Districts should provide educators with the specific guidance regarding monitoring students who have previously met the English proficiency criteria and are on monitor status.

Monitoring forms must be completed and stored in the Ellevation student profile for each applicable student. Review the [Monitoring Forms](#) video to learn more about assigning monitoring forms as the ML specialist/teacher as well as completing them as a content teacher. It is imperative that the ML specialist/teacher review monitoring forms, specifically those with flags, and discuss with the ML team, including content teachers, to ensure student success.

Waiver

Currently, Waiver forms for applicable students are not loaded into Ellevation. The SCDE recommends that districts use the state created [South Carolina Waiver of English to Speakers of Other Languages \(ESOL\) Services](#) form in the meantime until this is available in Ellevation. If a waiver form is completed by a parent/guardian, the signed document must be uploaded to the documents section of the applicable student profile in Ellevation for documentation purposes. A waiver form is only valid for the current school year and does not transfer from school to school. Students with valid waivers are still required to participate in the annual summative ELP assessment until meeting the South Carolina English proficiency criteria.

Ellevation Strategies

[Ellevation Strategies](#) provides professional learning opportunities for every educator to continue to develop the capacity to support MLs in language acquisition and content. Ellevation strategies contain three categories: [Modules](#), [Activities](#), and [Collections](#). District coordinators should determine how to roll out Ellevation Strategies within their district. Specifically, the banner must be edited to reflect district policy and roll out procedures. District coordinators can review the [Configure your District's Professional Learning Settings](#) section to make needed changes and the [Ellevation Strategies Rollout Toolkit](#).

Provision to Add-On ESOL Endorsement Guidelines

More exciting information is coming soon! In the meantime, districts are encouraged to utilize Ellevation Strategies and award Continuing Education Units (CEUs) per district policy as applicable. Guidance for educators that were awarded CEUs and proceed with the ESOL endorsement will be provided.



Ellevation Champions

More exciting information is coming soon!