



ELMS
ENGLISH
LEARNER
MANAGEMENT
SYSTEM

User Guide
Walk-Through

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Introduction

English Learner Management System (ELMS)

The purpose of the English Learner Management System (ELMS) is to support Idaho school districts in providing an application look up system for accessing previous and current English Language Proficiency assessment scores upon the arrival of students in a district. The application's intention is to provide direct access to English language proficiency records by district EL personnel to determine immediate EL programmatic decisions. This saves both teachers and students the time of screener assessment administration in the event the student has already been EL identified and/or has already been administered the W-APT assessment in a previous school year and/or school district.

How will ELMS work? Why should we want to use it?

The ELMS is a collaborative EL management system shared by the Idaho State Department of Education (SDE) and the local education agencies (LEA). The responsibility of the SDE will be to maintain the system and upload annual English language proficiency assessment scores into the system. Local districts will be responsible for entering W-APT scores as they administer the screener assessments throughout the school year as well as report program information at the end of the academic year for the Consolidated State Performance Report (CSPR) to the U.S. Department of Education.



Has this scenario ever happened in your district?

A new student enrolls and has indicated on their registration home language survey (HLS) that another language other than English is spoken. The school requests for the cumulative file to be sent, but it will not arrive for several days, maybe even weeks (or even ever). District personnel decide to move forward with initial screening for English language proficiency for EL program placement. The teacher and student spend 45

minutes giving/taking the assessment. The teacher spends additional time after the assessment to evaluate and score, write an initial Education Learning Plan (ELP), and schedule meeting with staff and parents to review services. Flash-forward two weeks later, the student's cumulative records arrive. The file review reveals that the student already had a W-APT score from three years ago, has two years of ACCESS scores, and already has an ELP written for them.

- Which W-APT and ELP should be used?
- What's the student's EL entry date? From this assessment or the previous assessment?
- Maybe the student "screened out" on the W-APT that was just administered but never met the exit criteria on the ACCESS assessment reports in their cumulative file? Are they still EL now?
- Maybe the student qualified on the W-APT that was just given but upon the receipt of the cumulative file, it turns out the student had already been exited from EL services the previous year. Should the student be reclassified as an EL? But his/her EL status and EL entry date was already uploaded in ISEE – can or should it be changed now?

Imagine the time and effort that could have been saved by all if there was a way to know, upon registration, if the student had any or all of this information already. All these questions and scenarios illustrate the reasoning for the creation of the ELMS.

Navigation To ELMS and Accessibility

Access the ELMS site directly by following this link, <http://apps.sde.idaho.gov/ELMS> **OR** by clicking on the ELMS icon on the English Learner / Title III Program webpage **OR** follow the steps below to access the ELMS site on the Idaho State Department of Education website.

• www.sde.idaho.gov	
• Click on ISEE Button	
• Click on ISEE Portal	
• Click on English Learner Management System ELMS Under "My Applications"	

ISEE Role for Site Accessibility

Contact your local district ISEE Coordinator to be assigned the role of **ELMS.Editor**

To ensure security of the student information in the ELMS, the SDE will conduct occasional spot checks of this role to ensure that only appropriate district personnel are assigned to this role.

The "**ELMS.Editor**" role will enable the user to:

- Look up EL students enrolled in their district
- View assessment history
- View W-APT scores
- Enter W-APT scores
- Edit W-APT scores (only if he/she entered W-APT score)
- Complete Data Collection at end of academic year.

The role is assigned at the district level and can be assigned to multiple users in a district so long as the role of the individual at the district supports access to such information. Upon logging into ELMS, the role will default your access to your district only. If you are assigned to ELMS.Editor in multiple districts you will have the option to "Select District".

Using the ELMS Application

The following screenshots will provide an overview of the features of the ELMS application and a basic navigation of the website.

Navigation Pane

<p>Links</p> <hr/> <p>Home</p> <hr/> <p>2015-2016</p> <hr/> <p>Change Year</p> <hr/> <p>IDAHO FALLS DISTRICT(091)</p> <hr/> <p>Annual EL Data</p> <hr/> <p>Actions</p> <hr/> <p>Work in Progress (1)</p> <hr/> <p>Find Child</p> <hr/>	<ul style="list-style-type: none">• Home: This will take the user back to the ELMS landing page at https://apps.sde.idaho.gov/ELMS• Change Year: This link will allow the user to select a different school year for reporting data for previous school years.• District Information: This will display the district that the user has access to supply data/scores for. NOTE – if you are assigned the ELMS.Editor in multiple districts you will have the option to “Select District” under Actions.• Annual EL Data: This will allow the user to complete Annual EL Data collection due to the SDE by June 30th.• Work In Progress (#): This shows how many students that have been added to the WIP page. Upon looking students up, the user can add students to a WIP page, where a list of students who have been added will appear. This allows the user to look up several students and add them to a WIP page so they don't have to keep looking them up. The student(s) will stay on the page until the user removes them from the WIP page.• Find Child: This will allow you to search for EL assessment history for a student.
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Find Child

This feature of the ELMS application allows the user to look up an individual student who has registered in their school district to determine whether any English language proficiency data has been submitted by either the previous sending district or that the SDE has provided.

Find Child

Eduld:

Birthdate: - *required*

First Name: - *required*

Middle Name:

Last Name(s): - *required*

Prior Zip Code:

Prior School

Select District:

Select School:

Hint: hit the spacebar for a complete list of schools in the selected district.

- **Required Fields**
 - Birthdate, First Name, and Last Name are **ALL** required fields that must be completed with accuracy in order to find a student profile.
- **Non- Required Fields**
 - Middle Name and EDUID # are not required fields for looking up a student but might specificity if there are multiple student records*
- **Search:** Once all required fields are completed, "Search" will take the user the Current Work In Progress page and display the student

Current Work In Progress

Eduld	Given Name	Family Name	Birth Date	Actions
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="View"/> <input type="button" value="W-APT"/> <input type="button" value="Add to WP"/>

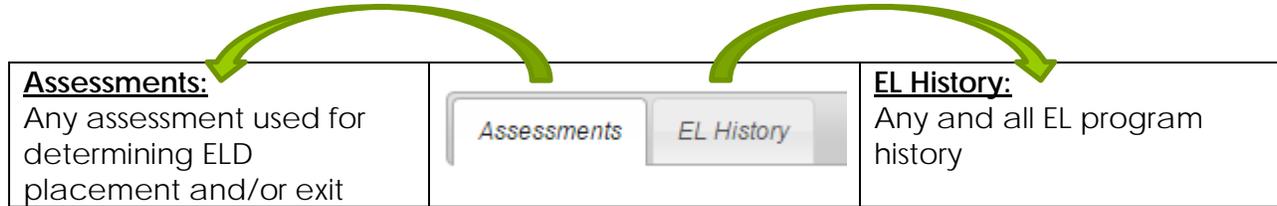
Student information displayed

- View:** See the student's Assessment History and EL History
- W-APT:** See any W-APT history
- Add to WIP:** Will add the student to "Work in Progress" page

*In the event you find a student who has multiple profiles due to having multiple EDUID numbers, **PLEASE CONTACT THE SDE TECHNOLOGY DEPARTMENT AT 332-6923 TO MERGE THIS STUDENTS EDUCATIONAL HISTORY!!!**

View: Assessments / EL History

Upon finding the student profile and following the "View" icon the user will be able to click on two "Assessments" or "EL History"



Assessments:

The following assessment data will be populated from ISEE for viewing as these assessments, in combination with English language proficiency assessment scores, are used to determine a student's EL program exit.

- IELA (historical data)
- ACCESS
- IRI scores
- ISAT: English Language Arts (ELA)
- ISAT: Math

		Assessment Date	School Year
District: JOINT SCHOOL DISTRICT NO. 2(002) School: FRONTIER ELEMENTARY SCHOOL(0328) 2013-2014			
Assessment Name		Assessment Date	Test Result
IELA Assessment Total	detail	<input type="text"/>	Intermediate
IRI Fall	detail	<input type="text"/>	Below Grade Level
IRI Spring	detail	<input type="text"/>	Above Grade Level
District: JOINT SCHOOL DISTRICT NO. 2(002) School: FRONTIER ELEMENTARY SCHOOL(0328) 2014-2015			
Assessment Name		Assessment Date	Test Result
IELA Assessment Total	detail	<input type="text"/>	Intermediate
IRI Fall	detail	<input type="text"/>	Above Grade Level
IRI Spring	detail	<input type="text"/>	Below Grade Level
District: JOINT SCHOOL DISTRICT NO. 2(002) School: FRONTIER ELEMENTARY SCHOOL(0328) 2015-2016			
Assessment Name		Assessment Date	Test Result
IRI Fall	detail	<input type="text"/>	Below Grade Level

Name of the assessment taken by school year and the district where the student was enrolled during the assessment administration – click on details to view specific domain score information

Overall Assessment Result / Descriptor

EL History:

The following specific language proficiency score data, populated by both the SDE and Idaho districts, will be displayed. If the student does not have any English language proficiency scores, no information will display.

- W-APT
- IELA (historical)
- WIDA ACCESS 2.0 (K-12)
- Alternate WIDA ACCESS
- Out of State WIDA ACCESS Scores
- WIDA MODEL Scores

Year the assessments was administered		District/School that administered the assessment					
Year	LEP Status	LEP Code	LEP Entry	LEP Exit	Language	District	School
2013-2014	Continuing LEP Student	LE	EL Entry/Exit Date *		Language	JOINT SCHOOL DISTRICT NO. 2(002)	
2014-2015	Continuing LEP Student	LE				JOINT SCHOOL DISTRICT NO. 2(002)	
2015-2016	Continuing LEP Student	LE				JOINT SCHOOL DISTRICT NO. 2(002)	

EL Status of the Student

- L1 EL student who has been in a US school for less than 1 year
 - Will have only an LEP Entry date
- LE Qualified EL student
 - Will have only a LEP Entry date
- X1/X2 Exited EL student in Year 1 or 2 Monitor Status
 - Will have an LEP Entry date and Exit date
- FLEP Exited EL student who is no longer
 - Will have an LEP Entry date and Exit date
- SO Student "Screened Out" of eligibility on a screener assessment (W-APT, MODEL)
 - Will not have Entry date or Exit date
- N Not EL or has ever been administered a screener assessment (W-APT, MODEL)
 - Will not have Entry date or Exit date

*In rare circumstances where the student was exited from an ELD program then reclassified as an EL, due to additional language development support services were determined to be necessary by a team, a student may have multiple entrance dates.

W-APT:

The user will be able to view any W-APT information/scores that have been inputted by other users in other districts in Idaho. See next section of this manual for directions on adding/inputting W-APT scores.

Inputting W-APT Scores

This section of the ELMS Manual will walk through the steps for inputting W-APT scores for students who are given the W-APT in your district.

When is it necessary to administer the W-APT?

In the event that the student does not have any English language proficiency score that would have already qualified the student as EL (any previous WIDA assessment(s) or IELA assessment). If the student has other language proficiency assessment reports (i.e. LAS, ELPA 21) in their cumulative file/records then this student would need to take a W-APT assessment to determine program eligibility for the receiving school district.

When is it NOT necessary to administer the W-APT?

Upon the arrival of the student cumulative file/records, any WIDA Assessment score (W-APT, ACCESS, ACCESS 2.0, Alternate ACCESS, MODEL, ACCESS 2.0 Screener Assessment) can be used to determine whether the student is eligible for immediate placement in the receiving district's ELD program. Additionally, any student who has W-APT information already inputted in the ELMS from a "sending district" the student is eligible for immediate placement in the receiving district's ELD program (unless the W-APT score met the screen out criteria)

Adding W-APT Scores (grades 1-12)

1. Click on "Add W-APT Scores on "W-APT History" Page
2. Complete "Add W-APT scores" form
 - State (required)
 - State where the W-APT was administered
 - District (required)
 - District name where the W-APT was administered
 - School (required)
 - School name where the W-APT was administered
 - Grade Level Administered (required) **CHOOSE CAREFULLY!**
 - Depending on grade level and time of year a student MAY have taken a different grade level (i.e. beginning of year 3rd graders will take a 1-2 cluster assessment –this will be the case for beginning of year 1st, 3rd, 6th, 8th graders)
 - The dropdown is not sorted by clusters

- if the student is a 3rd grader who took a 1-2 cluster assessment, choose 2nd grade as the grade level administered;
 - if the student is a 5th grader and took a 3-5 cluster, choose 5th grade as grade level administered
 - if student is beginning of year 1st grade or a current K student and took a K W-APT, choose KG as grade level administered - **See “Adding W-APT Scores (Kindergarten)” Section of this ELMS Manual.**
- Home Language (required)
 - Test Date (required)
 - Historical W-APT scores can be inputted but be sure to indicate the grade level that was administered on the testing date and not the student’s current grade level
 - Test Administrator
 - Person who administered the W-APT (Reminder that all W-APT Administrators must be certified through the WIDA Certifications Site)
3. Save
4. Begin Entering W-APT data by domain – Each domain will have a separate tab – Click each tab to enter assessment data for the domain. Each domain tab will mirror the “W-APT Summary Scoring Sheet”. Enter the information just as the student answered (grade adjustments will be made later!)

Edit W-APT scores

W-APT Info Speaking Writing Listening Reading Summary

Print Preview Note: Tabs must be activated before being printed. Name
EduId

Submitted By: ametzler@edu.id at 3/14/2016 12:40 PM

Unsubmit

State:*
ND

District:*
Bismarck Public Schools

School:*
Northridge

Grade Level Administered:*
2

Home Language:*
Spanish

Test Date:*
3/5/2015

Test Administrator
Metzler

* required

5. Enter Speaking Scores and Save

Grades 1-2 W-APT Speaking Scoring Sheet							
	Exceeds	Meets	?	Approaches	No Response	Not Administered	
Part A	T1	<input type="radio"/>					
	T2	<input type="radio"/>					
	T3	<input type="radio"/>					
Part B	T1	<input type="radio"/>					
	T2	<input type="radio"/>					
	T3	<input type="radio"/>					
	T4	<input type="radio"/>					
	T5	<input type="radio"/>					

6. Enter Writing Score and Save

- Proficiency Level (PL) must already be evaluated by the test administrator - Choose proficiency level 1-6 that student received on their W-APT (not grade adjusted – grade adjustment will be done in the Summary Section)

Grades 1-2 W-APT Writing Scoring Sheet	
Proficiency Level	<div style="border: 1px solid black; padding: 2px;"> 1 </div>
Criterion: If both tasks were administered, select the higher of the two scores. The minimum PL score is 1. Consult Test Administration Manual and Writing Samples for scoring details.	

7. Enter Listening Scores and Save

Grades 1-2 W-APT Listening Scoring Sheet				
Part A	#	Key	Score	Criterion: If 2 or more correct, continue with Part B, otherwise skip to Reading, Part A.
	1	A	<input type="radio"/> 1 <input type="radio"/> 0	
	2	B	<input type="radio"/> 1 <input type="radio"/> 0	
Part B	#	Key	Score	Criterion: If 3 or more correct, continue with Part C, otherwise skip to Reading, Part A.
	4	C	<input type="radio"/> 1 <input type="radio"/> 0	
	5	B	<input type="radio"/> 1 <input type="radio"/> 0	
	6	A	<input type="radio"/> 1 <input type="radio"/> 0	
Part C	#	Key	Score	Criterion: If 2 or more correct, continue with Part D, otherwise skip to Reading, Part A.
	8	A	<input type="radio"/> 1 <input type="radio"/> 0	
	9	C	<input type="radio"/> 1 <input type="radio"/> 0	
Part D	#	Key	Score	Criterion: If 2 or more correct, continue with Part E, otherwise skip to Reading, Part A.
	11	C	<input type="radio"/> 1 <input type="radio"/> 0	
	12	C	<input type="radio"/> 1 <input type="radio"/> 0	
Part E	#	Key	Score	
	14	B	<input type="radio"/> 1 <input type="radio"/> 0	
	15	A	<input type="radio"/> 1 <input type="radio"/> 0	
	16	C	<input type="radio"/> 1 <input type="radio"/> 0	

8. Enter Reading Scores and Save.

Grades 1-2 W-APT Reading Scoring Sheet				
Part A	#	Key	Score	Criterion: If 2 or more correct, continue with Part B, otherwise skip to Writing Test.
	1	A	<input checked="" type="radio"/> 1 <input type="radio"/> 0	
	2	C	<input checked="" type="radio"/> 1 <input type="radio"/> 0	
	3	B	<input checked="" type="radio"/> 1 <input type="radio"/> 0	
Part B	#	Key	Score	Criterion: If 2 or more correct, continue with Part C, otherwise skip to Writing Test.
	4	A	<input checked="" type="radio"/> 1 <input type="radio"/> 0	
	5	B	<input checked="" type="radio"/> 1 <input type="radio"/> 0	
	6	C	<input checked="" type="radio"/> 1 <input type="radio"/> 0	
Part C	#	Key	Score	Criterion: If 2 or more correct, continue with Part D, otherwise skip to Writing Test.
	7	B	<input type="radio"/> 1 <input checked="" type="radio"/> 0	
	8	A	<input type="radio"/> 1 <input checked="" type="radio"/> 0	
	9	B	<input type="radio"/> 1 <input checked="" type="radio"/> 0	
Part D	#	Key	Score	Criterion: If 2 or more correct, continue with Part E, otherwise skip to Writing Test.
	10	C	<input type="radio"/> 1 <input checked="" type="radio"/> 0	
	11	A	<input type="radio"/> 1 <input checked="" type="radio"/> 0	
	12	A	<input type="radio"/> 1 <input checked="" type="radio"/> 0	
Part E	#	Key	Score	
	13	B	<input type="radio"/> 1 <input checked="" type="radio"/> 0	
	14	A	<input type="radio"/> 1 <input checked="" type="radio"/> 0	
	15	C	<input type="radio"/> 1 <input checked="" type="radio"/> 0	

9. Submit

- Once submitted, no further changes will be allowed and a "Summary" Tab will appear.
- Only the user who submitted the W-APT can "Un-submit" to edit any W-APT scores.

10. View Summary Report

- All grade level adjustments (if applicable) will be made upon submitting the W-APT scores – the ELMS system will use the same calculations as the WIDA “W-APT Score Calculator”.
- Click “Show/Hide” to view proficiency level conversion tables.
- Print Preview will pop up a printer friendly score report for printing
- If no scores appear under the Summary tab then a score that was submitted in one of the domain tests is not within the range of acceptable scores. Un-submit and go back to check the scores that were submitted.

Grade Adjusted CPL					
Adjusted Literacy CPL		Adjusted Oral CPL		Adjusted Overall CPL	
Literacy CPL * 1.00 + 0.00	1.0	Oral CPL * 1.00 + 0.00	2.5	Overall CPL * 1.00 + 0.00	1.4

Composite					
Literacy		Oral		Overall	
Reading PL: 1.0 * .5	0.5	Speaking PL: 4.0 * .5	2.0	Literacy PL: 1.0 * .7	0.70
Writing PL: 1.0 * .5	0.5	Listening PL: 1.0 * .5	0.5	Oral PL: 2.5 * .3	0.75
Literacy CPL:	1.0	Oral CPL:	2.5	Overall CPL:	1.4

Speaking	
Raw Score Conversion Table Show/Hide	
Raw Score: 6.0	
Proficiency Level: 4.0	

Writing	
Writing PL Score: 1.0	

Listening	
Raw Score Conversion Table Show/Hide	
Raw Score: 6.0	
Proficiency Level: 1.0	

Reading	
Raw Score Conversion Table Show/Hide	
Raw Score: 6.0	
Proficiency Level: 1.0	

Adding W-APT Scores (Kindergarten)

1. Click on “Add W-APT Scores on “W-APT History” Page
2. Complete “Add W-APT scores” form
 - State (required)
 - State where the W-APT was administered
 - District (required)
 - District name where the W-APT was administered
 - School (required)
 - School name where the W-APT was administered
 - Grade Level Administered - Kindergarten
 - Home Language (required)
 - Test Date (required)

- Historical W-APT scores can be inputted but be sure to indicate the grade level that was administered on the testing date and not the student's current grade level
 - Test Administrator
 - Person who administered the W-APT (Reminder that all W-APT Administrators must be certified through the WIDA Certifications Site)
3. Save
 4. Begin Entering W-APT data by domain – Each domain will have a separate tab – Click each tab to enter assessment data for the domain. Each domain tab will mirror the “W-APT Summary Scoring Sheet”. Enter the information just as the student answered
 - Reminder that beginning of the year K student will only take the “Speaking and Listening” domains. **EXCEPTION:** if the student scored a 29 or higher in “Listening & Speaking”, the district may choose to administer the reading and writing domains to determine whether the student might screen out)



5. Enter “Listening and Speaking” raw score (0-30) and Save

Grades KG W-APT Listening and Speaking Scoring Sheet

Raw Score	<input style="width: 95%;" type="text"/>
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6. Submit or Continue
 - SUBMIT: If student is beginning of the year K with a score < 29 (skip to step 10)
 - CONTINUE: If student is beginning of the year K with a score of 29 or 30
 - CONTINUE: If student is a middle/end of the year K
 - CONTINUE: If student is a beginning of the year 1st

7. Enter reading raw score (0-15) and Save

Grades KG W-APT Reading Scoring Sheet

Raw Score	<input style="width: 95%;" type="text"/>
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8. Enter Writing raw score (0-18) and Save

Grades KG W-APT Writing Scoring Sheet	
Raw Score	<input type="text"/>

9. Submit

- Once submitted, no further changes will be allowed and a "Summary" Tab will appear
- Only the user who submitted the W-APT can "Un-submit" to edit any W-APT scores.

10. View Summary Report

Kindergarten W-APT Summary	
Listening and Speaking	
Raw Score Conversion Table Show/Hide	
Raw Score:	30.0
Proficiency Level:	Exceptional
Reading	
Raw Score Conversion Table Show/Hide	
Raw Score:	14.0
Proficiency Level:	Can read simple sentences
Writing	
Raw Score Conversion Table Show/Hide	
Raw Score:	7.0
Proficiency Level:	Can copy letters

- Click "Show/Hide" to view proficiency level conversion tables
- Print Preview will pop up a printer friendly score report for printing
- If no scores appear under the Summary tab then a score that was submitted in one of the domain tests is not within the range of acceptable scores. Un-submit and go back to check the scores that were submitted.

Annual EL Data Collection

Every year the Idaho State Department of Education must report on statistics of English Learner students and programs in Idaho. In previous years, each Idaho district submitted this data via Google forms to the State Department of Education in June. Beginning school year 2015-2016 this data collection will occur in the ELMS.

Submitting Annual EL Data

1. Log into ELMS (see "Navigation and Accessibility" section of ELMS Manual)
2. Choose district (if applicable) that you are submitting data for.
3. Click on "Annual EL Data"
 - **ELMS.Editors will only be able to input this data from June1-30**
4. There are seven (7) tabs across the top – each tab includes information or data specific to the tab topic
 - **District Home**
 - Contact Info will be prepopulated by the SDE from current IDCI roles (Title III Language Instruction for English Learners Coordinator, Idaho English Language Proficiency Assessment Coordinator)
 - **ONLY one of the individuals on this page should be submitting this data collection**
 - Contact your district ISEE coordinator to be assigned into one or both of these IDCI roles
 - **Identification and Placement**
 - 1-1) Total number of (new) students assessed in 2015-2016 with the ELL Placement test (W-APT) for potential placement into an LEP program. (# response)
 - 1-2) Total number of (new) students identified as LEP through the ELL Placement Test (W-APT) in 2015-2016. (# response)
 - **Reclassified Students**
 - 2-1) Number of LEPX or fully mainstreamed students who were placed back into an LEP program during 2015-2016. (# response)
 - **Educational Programs**

Types of language instruction educational programs implemented within the district and the number of students served with each program. Enter Total number of students served in the particular type of language program listed below. (# response)

 - 3-1) Dual Language/Dual Immersion Program
 - 3-2) Transitional Bilingual
 - 3-3) Developmental Bilingual
 - 3-4) Heritage Language

- 3-5) Sheltered Instruction
 - 3-6) Structured English Immersion
 - 3-7) Specially designed academic instruction delivered in English (SDAIE)
 - 3-8) Content-based English as a Second Language (ESL)
 - 3-9) Pull-out English as a Second Language (ESL)
 - 3-10) Push-in English as a Second Language (ESL)
 - 3-11) Other (narrative response required)
 - 3-12) Number of students served in "Other"
 - **Teacher Certification**
 - 4-1) Number of certified/licensed teachers currently working in language instruction educational programs. (# response)
 - 4-2) Estimate the number of additional certified/licensed teachers that will be needed for language instruction educational programs in the next 5 years. (# response)
 - **Professional Development**
 - 5-1) Instructional strategies for LEP students (Yes No)
 - 5-2) Understanding and implementation of assessments for LEP Students (Yes No)
 - 5-3) Understanding and implementation of ELD standards and academic content standards for LEP students (Yes No)
 - 5-4) Alignment of the curriculum in language instruction educational programs to ELD standards (Yes No)
 - 5-5) Subject matter knowledge for teachers (Yes No)
 - 5-6) Other Professional Development (narrative response)
 - **Participant Information**
 - 6-1) PD provided to content classroom teachers (# response)
 - 6-2) PD provided to LEP classroom teachers (# response)
 - 6-3) PD provided to principals (# response)
 - 6-4) PD provided to administrators/other than principals (# response)
 - 6-5) PD provided to other school personnel/nonadministrative (# response)
 - 6-6) PD provided to community based organizational personnel (# response)
5. Save and Submit - Deadline for submitting is June 30th
- Validation Issues will appear if data is incomplete or has not been started.

ELMS Support Contacts

- ❖ Problems/Errors with the application
 - ❖ Idaho IT Help Desk 208-332-6923 support@sde.idaho.gov

- ❖ Questions about how to complete data forms
 - ❖ ELMSAdministrators@sde.idaho.gov
 - ❖ Alissa Metzler 208-332-6905 ametzler@sde.idaho.gov
 - ❖ Dr. Christina Nava 208-332-6876 cnava@sde.idaho.gov