



## **Data Standards Document**

### **STUDENTS**

**DOCUMENT VERSION: 3.0**

#### **Statewide Student Data Systems**

Maine Department of Education

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This document is **valid until June 30, 2017**, unless a revision is published prior.

# Document Change Control

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The following is the revisions control log for updates/changes to this document.

This document is **valid until June 30, 2017**, unless a revision is published prior.

Version	Date	Primary Editor	Change Highlights
2.0	April 30, 2010	D. Chuhta	Version 2
2.1	June 8, 2010	D. Chuhta	Added definitions for Special Ed Exit Reasons
2.2	June 17, 2010	D. Chuhta	Updated PAAP contact and race/ethnicity
2.3	June 28, 2010	D. Chuhta	Clarified ability to enter multiple race identifications
2.4	June 29, 2010	D. Chuhta	Added R/E determination methods, removed identity standards
2.5	June 30, 2011	L. Gilman	Minor modifications, updates and formatting throughout document
2.5.1	May 15, 2012	T. Wood	Updated document with new MDOE icon
2.6	August 9, 2012	L. Gilman	Yearly document review/update
2.7	May 15, 2014	S. Wright	Updated Behavior Information
2.8	June 20, 2014	S. Wright	Yearly document review/update, changes include FRAM, LEP and Truancy data collection
2.9	August 7, 2015	R. Cunningham	Yearly document review/update
3.0	June 30, 2016	Data Team	Yearly document review/update: Title Change, Personnel updates, EL/ELL (LEP) Language update, Graduation, Language codes, Truancy, Behavior, Legal Gender

## Purpose of this Document

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The purpose of this document is to give Maine schools and districts a set of guidelines for collecting and entering required data into the state's student information system. Many of these fields are required by the Maine Department of Education for financial, assessment, and accountability purposes. Note: all asterisk items in this document will effect EPS calculations.

While this information is applicable to all data entry into the system (upload or direct entry), it has been designed to follow the user interface (logging in and viewing the screens). The data-standards, however, remain the same regardless of entry method.

The Maine Department of Education is responsible for preparing and maintaining this official document. Please feel free to submit your comments and/or questions in reference to this official document to the education data manager: [GPA.DOE@maine.gov](mailto:GPA.DOE@maine.gov) or by calling (207) 624-6790.

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# Infinite Campus-State Edition Contacts

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<b>MEDMS Technical Support</b>	(207) 624-6896
MEDMS Help Desk.....	<a href="mailto:medms.helpdesk@maine.gov">medms.helpdesk@maine.gov</a>
MEDMS Fax.....	1(866)-219-8344
<b>Educational Data Warehouse (EDW) Training</b>	(207) 624-6681
Lance Gilman.....	<a href="mailto:lance.gilman@maine.gov">lance.gilman@maine.gov</a>
<b>Leadership</b>	(207) 624-6790
Charlotte Ellis (Data Manager).....	<a href="mailto:charlotte.ellis@maine.gov">charlotte.ellis@maine.gov</a>
<b>Reporting</b>	(207) 624-6696
Charlotte Ellis.....	<a href="mailto:charlotte.ellis@maine.gov">charlotte.ellis@maine.gov</a>

## Program Specific Contacts

<b>Assessment</b>	(207) 624-6775
<a href="#">Nancy Godfrey</a>	
<b>Assessment – PAAP</b>	(207) 624-6774
<a href="#">Susan Nay</a>	
<b>Assessment – ACCESS for ELL®</b>	(207) 624-6788
<a href="#">Nancy Mullins</a>	
<b>Behavior</b>	(207) 624-6685
<a href="#">Sarah Ricker</a>	
<b>English Language Learners/Title III</b>	(207) 624-6788
<a href="#">Nancy Mullins</a>	
<b>ESSA (Every Student Succeeds Act)</b>	(207) 624-6620
<a href="#">Rachelle Tome</a>	
<b>Gifted and Talented</b>	(207) 624-6635
<a href="#">Tyler Backus</a>	
<b>Health Information</b>	(207) 624-6688
<a href="#">Nancy Dube</a>	
<b>Homeless Students</b>	(207) 624-6637
<a href="#">Jacinda Goodwin</a>	
<b>Special Education Services</b>	(207) 624-6845
<a href="#">Shawn Collier</a>	
<b>Student Residency and Enrollment</b>	(207) 624-6896
<a href="#">MEDMS Helpdesk</a>	
<b>Title IA (Disadvantaged)</b>	(207) 624-6705
<a href="#">Jackie Godbout</a>	
<b>Title IC (Migrant)</b>	(207) 624-6722
<a href="#">David Fisk</a>	
<b>Truancy</b>	(207) 624-6637
<a href="#">Jacinda Goodwin</a>	

# Student Personal Fields

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Data pertaining to the personal data for each student can be found on the Summary or Demographics tab though the work to change this data must be done on the identity tab found at the following path: *Index>Census>People*.

The following are required fields which create an identity for the student in Infinite Campus. Without creating this identity first, either by upload or manual entry, other processes may not work.

**Last Name:** The legal name borne in common by members of a student's family. (Do not include suffixes such as Jr., Sr., III, etc. – there is another field for this). If this name changes, a new identity must be created on the Identities tab.

**First Name:** The legal first name given to a student at birth, baptism, or during another naming ceremony, or through legal change (no alias or nickname). If this name changes, a new identity must be created on the Identities tab.

**Gender:** The concept describing the biological traits of a student that distinguish the males and females of a species.

**Birth Date\*:** This is the month, day, and year on which an individual was born.

**Note:** if any of the above fields are changed (either intentionally or not), a new personal record will be created, essentially duplicating the student. If a change is necessary, see “Identities” on page 7.

## Race/Ethnicity

### Ethnicity:

**Hispanic/Latino:** An indication that the individual traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

**Race:** The general racial category which most clearly reflects the individual's recognition of his or her community or with which the individual most identifies. (Select one or more of the following):

**Note:** *For federal reporting purposes, if the student selected “NO” for Hispanic ethnicity and has selected two or more of the race categories below, the student would be reported as “Two or More Races” and NOT counted in each of the individual races. If the student selected “YES” for Hispanic ethnicity and has selected one or more of the race categories below, the student would be reported as “Hispanic”.*

***American Indian or Alaska Native:*** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliations or community recognition.

***Asian:*** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, and Vietnam.

***Black or African American:*** A person having origins in any of the black racial groups of Africa.

***Native Hawaiian or Other Pacific Islander:*** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

***White*** - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

### **Reporting Race and Ethnicity: A Guide for School Staff**

<http://www.maine.gov/education/medms/standards/RaceEthnicityBrochures/RESchoolBrochure.pdf>

**Immigrant:** This identification is used for students who (A) are aged 3 through 21; (B) were not born in any State; (C) have not been attending one or more schools in any one or more States for more than 3 full academic years; and (D) is not a US citizen.

**Date Entered US School:** This is the month, day, and year on which the student first entered a US school. *If the student is an immigrant, refugee, or is identified as Limited English Proficient (LEP), then the Date Entered US School is required.*

**Home Language:** The Student Interoperability Framework (SIF) Code for the specific language or dialect that an individual uses to communicate at home. (A complete list can be found here:

<http://www.maine.gov/education/medms/Data/Language/languageSortedbyName.htm>

### **Protected Identity Information**

In cases where students identify with a different gender or name other than what is on their birth certificate, enter the self-identified information into the identity fields listed above: First name, Last name, and gender. Their legal information is then listed in the listed in the Protected Identity Information section of the identity tab.

*If you are adding a student for the first time using direct entry (student locator tool), the following fields are also required to create an identity:*

**Calendar:** This is the current school year.

**Schedule:** This is the default schedule.

**Grade\*:** This is the current grade level of the student. Note: Students should be enrolled in the grade in which they are receiving instruction, not based on the building they are receiving the services/instruction in.

**Start Date\*:** The month, day, and year on which an individual enters and begins to receive instructional services in a school or an institution during a given session.

**Service Type\*:** This is the enrollment type of the student.

P: Primary (used by most)

S: Partial - for Career and Technical Ed, private special purpose schools, etc

N: Special Ed Services – for a student attending a private school within the town, is funded by parents, but is receiving public special education services only. This can also be used for a special education student who has been expelled from the public school, but is still receiving special services. Only use this designation if the student is not receiving any academic instruction at all, only Special Education Services.

**Start Status:** This indicates the student’s previous status, or describes the reason for creating the enrollment. For a complete list of start codes, see:  
<http://www.maine.gov/education/medms/Data/ExitType/StartStatusCodes.htm>

*Once the person has been created (by direct entry), the following fields applicable to students will also be on the Demographics page:*

**Local Student Number:** This is the student’s identification number from the local student information system (SIS). This field is not required.

**Student State ID:** This is the student’s state identification number (often called the MEDMS number).

**Note:** Do not use the “Personal Contact Information” section for student data entry. For Student Contact Information, enter address data on the Contact Tab which is found via:  
*Index > Census > People.*

## Identities

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The Identities tab is found via: *Index > Census > People.*

For all changes made in this Tab, please leave a “Comment” as to why changes were made.

**Name Changes:** If a student’s legal name changes (by adoption, court order, etc.), a new identity should be created, rather than editing the demographic information. Please refer to the fields under “[Student Personal](#)” in this document.

**For all other changes:** If you need to change/correct any of the following fields due to bad data entry, you do not need to create a new identity but can edit the current identity:

- a. Race/Ethnicity
- b. Date of Birth
- c. Gender

To edit one of these fields, navigate to the Identity tab, you should see the most current identity, designated by an X in that “current” column, at the top. Click on it to open the identity form, make the corrections and click Save

# Student Enrollment Fields

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The Enrollment tab for each student consists of three sections called General, State Reporting Fields and Special Education.

## General Enrollment Information

**Grade\*:** This is the current grade level of the student. Note: Students should be enrolled in the grade in which they are receiving instruction, not based on the building they are receiving the services/instruction in.

**Start Date\*:** The month, day, and year on which an individual enters and begins to receive instructional services in a school or an institution during a given session.

**Service Type\*:** This is the enrollment type of the student.

P: Primary (used by most)

S: Partial - for Career and Technical Ed, private special purpose schools, etc

N: Special Ed Services – for a student attending a private school within the town, is funded by parents, but is receiving public special education services only. This can also be used for a special education student who has been expelled from the public school, but is still receiving special services. Only use this designation if the student is not receiving any academic instruction at all, only Special Education Services.

**End Date\*:** The month, day, and year on which a student exits and stops receiving instructional services in a school or an institution during a given session. (This date must be the last date of attendance, not the date on which a request for records was received.)

**Start Status:** This indicates the student’s previous status, or describes the reason for creating the enrollment. For a complete list of start codes, see:

<http://www.maine.gov/education/medms/Data/ExitType/StartStatusCodes.htm>

**End Status:** This is the reason why the current enrollment ended. For a complete list of exit codes, see: <http://www.maine.gov/education/medms/Data/ExitType/ExitTypeCodes.htm>

## State Reporting Fields

*The following fields are required for all students:*

**Resident Town Code\*:** This is the town in which the student’s parent/guardian currently resides. (If this changes, see “Special Enrollment Changes” on page 14.) (A complete list can be found here: <http://www.maine.gov/education/medms/codelist.htm>)

**Resident SAU\*:** This is the district in which the student’s parent/guardian currently resides. (If this changes, see “Special Enrollment Changes” on page 14.) (A complete list can be found here: <http://www.maine.gov/education/medms/codelist.htm>)

\* *Used for EPS*

**Fiscal Responsibility\*:** This is the current fiscal responsibility for the student. (If this changes, see “Special Enrollment Changes” on page 14.) (A complete list can be found here: <http://www.maine.gov/education/medms/fiscalrespguide.pdf>)

- R – Resident of School Unit: Used when a student is attending a school in the resident district
- S – Superintendent Agreement: Used when a student is attending another district at no cost with an agreement between superintendents. Not to be used when a student is tuitioned to another district at resident district's expense.
- O – Paid by Resident SAU or EUT: Used when a student is tuitioned and paid by resident SAU (or EUT)
- P – Paid by Other Source: Used when a student is privately paid (e.g. parents)
- F – 100% State/Federal Funding: Used by state run schools (e.g. Maine School of Science and Mathematics, Correctional Facilities). Also used for students that are state wards or state agency clients. If used by a school that is not a state run school, the student should be flagged in IC as a state ward or state agency client. This is not meant to be used for EUT students. In that case, use “O” – “Paid by Resident SAU or EUT”.
- M – Paid by Maine Indian Education: Used for non-resident MIE students attending MIE schools, or when a student is attending a Non-MIE school, but is paid for by MIE.
- C- Maine Public Charter School Funding: For students who are attending Maine Charter Schools as pursuant to 20-A MRSA Section 2413-A, sub-section 5. For use by charter schools only.
- I- Internationally Tuitioned-In Student: For privately paid students who reside outside of the United States. Not to be confused with “Foreign Exchange” students. Note: The resident town needs to be “No n-Ma in e To wn” a n d th e resid en t S A U n e e ds to b e “No n -Ma in e S A U” for these enrollments.
- B- Paid by Governor Baxter School for the Deaf: Only to be used by The Governor Baxter School for the Deaf or Portland Public Schools.

*The following fields are only required for students who participate in these programs:*

**Homeless Night-time Residence:** The primary nighttime residence of the student at the time the student is identified as homeless. *This identification should remain for the duration of the school year, even if the student is no longer homeless.*

- 1 – Shelter: shelters transitional housing, awaiting foster care
- 2 – Doubled up: doubled up (e.g. living with another family, sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason)
- 3 – Unsheltered: unsheltered (e.g. cars, parks, campgrounds, temporary trailer, or abandoned buildings, FEMA trailer)
- 4 – Motel/hotel

**Unaccompanied Youth:** A youth who is not in the physical custody of a parent or guardian. If a student is identified as Homeless then Yes or No must be indicated in this field.

**Migrant:** This is a state populated field. Please call migrant education at (207) 624-6722 for further information.

**Section 504:** This identification is used if the student participates in a Chapter 504 program.

**Refugee:** This identification is used if the individual was granted refugee status overseas by the U.S. Department of Homeland Security and was brought to the United States for resettlement by the U.S. Department of State. If the student is a refugee, immigration information must also be filled out on the Demographics' tab.

**State Agency Client/Ward of State\*:** This identification is used if the student is in the care or custody of the Department of Health and Human Services, the Department of Behavioral and Developmental Services, or the Department of Corrections.

**GT – Intellectual/Academic:** This identification is used if the student is identified as having general intellectual ability (having demonstrated significant achievement or potential for significant accomplishment above their peers in all academic areas) or specific academic aptitude (having demonstrated significant achievement or potential for significant accomplishment above their age peers in one or more academic areas).

**GT – Artistic:** This identification is used if the student is identified as having artistic ability (having demonstrated significant achievement or potential for significant accomplishment above their age peers in the literary, performing, and/or visual arts).

**Title IA-Disadvantaged:** This identification is used if the student meets the local Title IA selection criteria and receives supplemental Title IA services anytime during the school year. (In a Title IA School-wide Program, all students are considered Title IA, and the school will be identified rather than students– no action is required). *This identification should remain for the duration of the school year, even if the student's status changes in the course of the year.*

**Alternative Education:** This identification is used if the student is participating in an Alternative Education program.

**Child of US Military Family:** Child of US Military Family: One or both of this student's parents in the uniformed service of the United States (including members of the National Guard and Reserve), or, within one year of medical discharge or retirement from active-duty uniformed services? Parents are not required to provide this information  
For more information:

<http://www.maine.gov/doe/special/military.html>

**Foreign Exchange:** This is used to identify a student from another country who is participating in an exchange program. This should not be used for Foreign Tuition students. An explanation of Foreign Exchange versus Foreign Tuition can be found here: [http://www.maine.gov/education/forms/misteam/enrollment/foreignexchange\\_vs\\_foreign\\_tuition.htm](http://www.maine.gov/education/forms/misteam/enrollment/foreignexchange_vs_foreign_tuition.htm).

**Home-Schooled\*:** This identification is used if the student is home-schooled but attends the school for one or more academic, on-site courses. *Note: use enrollment type "P" and NOT "S" or "N" for Home-Schooled students.*

**SAU Percentage\*:** This is the Full-Time-Equivalency (FTE) value of the home- schooled student's day in the school.

1 – 1-25% of educational time spent at school

2 – 26-50% of educational time spent at

school 3 – 51-75% of educational time spent  
at school

4 – 76% plus of educational time spent at school

5 – Special Education only provided by school (*Do Not Use enrollment type "N" for this option*)

**Special Ed Fields** *The following fields are required only if the student has an active IEP:*

**Special Ed Status\*:** This identification is used if the student fits eligibility standards and has an IEP (Individualized Education Plan). (If this changes, see “[Special Enrollment Changes](#)”).

**Start Date\*:** This is the month, day, and year on which the Special Ed Status became “Yes”.

**Special Ed Setting:** This is the current special education setting.

- A Regular class 80% or more of the day
- B Regular class no more than 79% to 40% of the day
- C Regular class for less than 40% of the day
- D Separate School
- E Residential Facility
- F Homebound/Hospital
- G Correctional Facility
- H Parentally Placed in a Private School
- I Community-based Setting (CDS only)
- J Regular EC at least 10 hrs/wk in regular program (CDS only)
- K Regular EC at least 10 hrs/wk in other location (CDS only)
- L Regular EC less than 10 hrs/wk in regular program (CDS only)
- M Regular EC less than 10 hrs/wk in other location (CDS only)
- N Separate class (CDS only)
- O Other location (CDS only)
- P Home (CDS only)

**Exit Reason:** This is the reason why the student was exited from special education.

01 – Graduation with Diploma – Exited an educational program through receipt of a high school diploma identical to that for which non-disabled students are eligible. Met the same standards for graduation as those for students without disabilities.

03– Reached Maximum Age – Exited special education as a consequence of reaching the maximum age (20 years old prior to June 30 of the current school year) for receipt of special education services and did not graduate.

04– Dropped Out – Exited special education as a consequence of dropping out of school without completing the individual education program, were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year and did not exit by other means listed.

05– Status Unknown - Exited the educational system but specific causes of departure could not be determined or were not known.

06– Exited to Regular Education – Exited to regular education as a result of completion of an IEP and termination of special education services.

07– Moved Out-of-District, Known to be Continuing – Moved out of the school administrative unit and known to be continuing in another educational program.

09– Deceased

10– Moved, Not Known to be Continuing – Moved out of the school administrative unit, and not known to be continuing in another educational program.

11– Exited to School Age Special Education Services (CDS use only)

12 – Parents Refused Services (CDS use only)

**Exit Date\*:** This is the month, day, and year (within the current school year) on which the student exited special education.

**Exceptionality:** This is the identified exceptionality of the student.

- 01 – Intellectual Disability
- 02 – Hearing Impairment
- 03 – Deafness
- 04- Speech and Language Impairment
- 05- Visual Impairment including Blindness
- 06 – Emotional Disability
- 07 – Orthopedic Impairment
- 08 – Other Health Impairment
- 09 – Specific Learning Disability
- 10 – Deaf-Blindness
- 11 – Multiple Disabilities
- 12 – Developmentally Delayed (valid only for 4yr Old, EK, K and a maximum age of 6 years old)
- 13 – Autism
- 14 – Traumatic Brain Injury

*Note: When performing a file upload, the following fields are also required:*

**School ID:** This is the state-assigned ID number for the school. (A complete list can be found here: <http://www.maine.gov/education/medms/codelist.htm> )

**Student State ID:** This is the student’s state identification number (often called the MEDMS number).

**YearCode:** This is the year code used to identify the current school year. (2012 for 11-12, 2014 for 13-14, etc.)

# Free & Reduced Application Management (FRAM)

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FRAM is an indication of a student's qualification for free or reduced price lunch added through the FRAM module. For Infinite Campus purposes, the free/reduced eligibility status is only used for the purposes of determining economically disadvantage status and not for School Nutrition purposes. Therefore the following information applies to the data as expected in the Infinite Campus system and may not reflect exact data in local nutrition systems (such as Source and Certified Type below).

If entered manually, the FRAM tab can be found at the following path:  
*Index>FRAM>Eligibility*. The following fields are required:

**School Year\***: this is the school year in which you are entering the eligibility. There must be a valid FRAM entry for each school year or the student will not count properly for subsidy purposes.

**Eligibility Type\***: select "meal" for every student. The Department of Education will disregard any other eligibility type.

**Start Date\***: this is the day, month and year the particular eligibility started for a student. Therefore, if an eligibility changes, a new start date is added and the previous eligibility ended the day before the new start date.

**Eligibility\***: select the appropriate eligibility from the drop down menu. The following are eligibility options:

- F – Free
- R – Reduced
- N – Paid
- Non-Reimbursable (**Please do not use this code**)

**End Date\***: this is the month, day and year the eligibility ends for a student.

**Source**: this determines whether the eligibility status was identified through non-direct or direct certification. For Infinite Campus purposes, select "Non-Direct" for each student.

**Certified Type**: this indicates the reason for the eligibility status value. For Infinite Campus purposes, select "income" for each student.

## FRAM Import Option

If you are importing the students' FRAM data through an import, the Import wizard will assist you in mapping your fields and can be found at the following path:

*Index>FRAM>Eligibility Import Wizard*. To find out more about the import and mapping procedures, please visit:

<http://www.maine.gov/education/medms/StudentUploadFormat.htm>.

## English Language Learner (ELL)/Limited English Proficient (LEP)

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**English Proficiency:** An individual's adeptness at English as indicated by:

- a) reading skills (the ability to comprehend and interpret text);
- b) listening skills (the ability to understand verbal expressions of the language);
- c) writing skills (the ability to produce written text with content and format); and
- d) speaking skills (the ability to use oral language appropriately and effectively).

For students who are limited English proficient and participate in an ELL/LEP program, you must indicate their participation on the LEP tab found at the following path: *Index > Student Information > Program Participation > LEP*. The ELL/LEP data collection consists of four tabs:

1. ELL/LEP
2. ELL/LEP Assessments – this tab is not used in State Edition
3. ELL/LEP Services
4. ELL/LEP Accommodations – this tab is not used in State Edition

### ELL/LEP

**Program Status\*:** This identifies the student as LEP or not LEP. When uploading the data, the system will map the codes in your file to the available program status codes in Infinite Campus. Below is a list of manual and upload Program Status options:

**Program Status Options (Manual Entry):**

- ELL/LEP
- Not ELL/LEP
- Exited ELL/LEP (**Please do not use this code**)
- Pending (**Please do not use this code**)

**Program Status Options (Upload Only):**

- 01– Native English Speaker (will map to Not LEP)
- 02– Bilingual – Never LEP (will map to Not LEP)
- 03 – Limited English Proficient (will map to LEP)
- 04 – Transitioned Back to LEP (will map to LEP)
- 05—~~Former LEP~~ (**No longer a valid code**)

**Identified Date\*:** This is the month, day and year on which the student enrolled in an ELL/LEP program.

**Program Exit Date:** This is the month, day and year on which the student was no longer classified as Limited English Proficient (attained Composite Score for Level 6 on ACCESS for ELLs®). For uploading purposes, this field is called LEP Exit Date.

## ELL/LEP Services

**Start Date:** This is the month, day and year on which the student began a particular service type. If the service type changes, an end date can be entered and a new start date entered for the new service type.

**Service Type:** This identifies the type of services a student is receiving. The options are the same for manual entry and uploading. The available service types are:

**Sheltered English Push-In/Pull Out** – this identification is used to indicate the implementation of an educational approach used to make academic instructions understandable to English Language Learners while at the same time helping them acquire proficiency in English. This approach focuses on academic content as the vehicle for developing the English language.

**Heritage Language** – This identification is used to indicate the implementation of an educational approach in which instruction is in the language a person regards as his/her native, home and/or ancestral language.

**Bilingual Ed** – This identification is used to indicate the implementation of an educational approach designed to serve two language groups and instruction is delivered through both languages.

**ESL Only** – This identification is used to indicate the implementation of an educational approach in which instruction focuses on learning the English language (as opposed to content). This approach is designed to address the needs of a select group of newly-arrived students who are ELL/LEP and have limited or no prior school experience.

# Special Enrollment Changes

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In order to preserve the history of program participation and identifications for financial and accountability purposes, updating certain fields will require enrollment changes. The fields which require this action include:

- Resident Town
- Resident SAU
- Fiscal Responsibility
- Special Ed Status
- ELL/LEP Program Status (Only for Upload Purposes)

## **Option A) District Edition and State Edition Users using manual entry:**

After making updates to these fields and clicking “save”, you will be prompted to indicate if the update is:

- a) A Correction of Bad Data (will replace data in the existing enrollment)
- b) A Change of Status (will create a new enrollment using the Effective Date [mm/dd/yyyy] entered as the new enrollment Start Date.)

## **Option B) State Edition Users using Student Data Import:**

If you attempt to make changes to these fields, an error will result, such as:

*“Bad Data. Invalid Update: The field 'Special Ed Status' cannot be changed in an existing enrollment. For changes, end the current enrollment and create an enrollment with the new value. For incorrect data, delete the current enrollment and re-enter the enrollment with the correct value(s).”*

There are two ways to handle this error message: 1) You can end the current enrollment as of the day before the change (use the End Status code of 99: State Reporting Field Change) and add a new enrollment (which includes the updated data) as of the effective date; or 2) You can set the “Action” field in the extract file to ‘S’ and enter an “EffectiveDate” representing the date of the status changed.

## **Notes (for Option A and B):**

- Be sure that when you do create a new enrollment, all other data (especially active special education data, if applicable) is re-entered into the new enrollment.
- Because the Special Ed section has exit information, it is not absolutely necessary to add a new “No” enrollment. If a local decision is made to add a Special Ed Status= “No”, be sure to include all Special Ed exit information on the enrollment where Special Ed Status= “Yes”.)

# Incidents of Prohibited Behavior

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Guidance on determining what should be reported can be found at:

<http://www.maine.gov/education/medms/BehaviorGuidance/behaviorguidance.htm>

The data collected on this tab is organized into three categories. Each is required:

1. Incident Information
2. Event/Participant
3. Resolution

These are required fields:

## Incident Details Information

**Alignment:** Identifies the incident as discipline or award. Only discipline is required to be reported.

**Date of Incident:** This is the month, day, and year on which the event occurred.

**Time of Incident:** This is the clock time at which the event occurred.

## Event and Participant Details

**Event Type:** This identifies which of the reportable incident types occurred. (See <http://www.maine.gov/education/medms/Data/BehaviorIncidentCodes.htm>)

**Add Participant:** To add participants to the event, please follow these steps:

1. Select the proper “Filter” to limit the list of participants to students, staff, etc.
2. Begin typing in the name or ID of the student (or staff, based on what was selected in the Filter) and click search to select a list of available names.

## Resolution Details

**Resolution Type:** This identifies the resolution involving removal for the event. (See <http://www.maine.gov/education/medms/Data/BehaviorIncidentCodes.htm>)

**Resolution Assign Date:** This is the month, day, and year on which the resolution was determined.

**Apply To:** Select participant from the list on the screen. This list is automatically generated from the participants that were added on the previous screen.

# Truancy

When a student meets the criteria for “Truancy”, school administrative units must maintain the student’s enrollment and also enter the progress into the Truancy tab while the school follows the necessary protocol for truancy. Each incremental step in the process should be documented and dated and the truancy incident must remain open until it reaches a conclusion. There can only be one incident open at a time per student.

In order for a student to be considered truant, one or more of the following must apply:

- Has completed grade 6 and has the equivalent of 10 FULL DAYS of unexcused absences or 7 CONSECUTIVE school days of unexcused absences during a school year.
- Is at least 7 years of age and has not completed grade 6 and has the equivalent of 7 FULL DAYS of unexcused absences or 5 CONSECUTIVE school days of unexcused absences during a school year.

Using these definitions, one of 4 truancy types must be selected whenever creating a truancy incident:

- 10 Full Days and completed grade 6
- 7 Consecutive Days and completed grade 6
- 7 Full Days and at least 7 yrs of age and has NOT completed grade 6
- 5 Consecutive Days and at least 7 yrs of age and has NOT completed grade 6

Once a student meets the criteria, a Truancy Incident must be entered into Infinite Campus State Edition (ICSE). You would do this by first locating the student from within ICSE and select the Truancy tab.

Navigate to <https://maine.infinitecampus.org/campus/mese.jsp> and log in. If you cannot log in or do not see the truancy tab as indicated below call the [MEDMS help desk](#) at 624-6896 for assistance. For information regarding Truancy:

<http://www.maine.gov/education/tdae/index.htm>

The truancy resolution levels are followed sequentially and a date is entered once the specific level has been initiated. The specific truancy resolution steps that must be followed are:

- Truancy Identified
- Designated school personnel to develop an intervention plan to address absences ([MRSA 20A 5051A 2A-2](#))
- Official Parent Notification ([MRSA 20A 5051A 2C](#))
- Parent meeting scheduled ([MRSA 20A 5051A 2D](#))
- Notification to local law enforcement ([MRSA 20A 5051A 2E](#))
- Parents referred to the District Attorney ([MRSA 20A 5053 A](#))
- Pending Court Action

Truancy Upload: For those schools that maintain a local Student Information System, there will soon be a Truancy data upload capability in Infinite Campus. Visit the Student

Data Upload page at <http://www.maine.gov/education/medms/StudentUploadFormat.htm> for more information.

Truancy Type: (select one)	
	10 Full Days and completed grade 6
	7 Consecutive Days and completed grade 6
	7 Full Days and at least 7 yrs of age and has NOT completed grade 6
	5 Consecutive Days and at least 7 yrs of age and has NOT completed grade 6

	Truancy Levels: (must be followed in order)	Date:	Date Resolved by Formal Action	Date Resolved by Informal Action
	Truancy Identified			
	Designated school personnel to develop an intervention plan to address absences (MRSA 20A 5051A 2A-2)			
	Official Parent Notification (MRSA 20A 5051A 2C)			
	Parent meeting scheduled (MRSA 20A 5051A 2D)			
	Notification to local law enforcement (MRSA 20A 5051A 2E)			
	Parents referred to the District Attorney (MRSA 20A 5053 A)			
	Pending Court Action			

Each new incident must have a Start Date and Truancy Type. The Start Date is NOT the date of data entry but rather the date the student has been deemed truant under the guidelines described above.

**Validations in place are:**

- The informal action is not required but if entered, there must be a comment entered and the informal date must be >= the Start Date
- All the formal action dates must be followed in sequence and the date entered for each formal action step must be >= the step before. Comments are not required in the formal steps.
- Once a student returns to school, the end date and end status are entered. If an End Date is entered there must also be an End Status and vice-versa.
- The End Date must be >= the last Informal or Formal Action date.
- Every Truancy incident must be end dated before a new incident can be created for the same student.

**End Statuses:**

- RESOLVED – use this status once a student has returned to school by either an informal action or a formal action.
- CLOSED – the status is ONLY to be used in the following scenarios:
  - School year ends and truancy incident was not resolved
  - Truancy incident was not resolved by any of the action steps however the student was transferred to another district (in state or out of state)
  - Student is not of Compulsory Attendance age and officially drops out of school ([MRSA 20A 5001A 1](#))
  - Truancy incident was not resolved and the student passed away.

## **Maine High School Graduation Rates**

Maine's high school graduation rate continues to climb with 86.36 percent of all students who entered the ninth grade in the fall of 2009 earning their diplomas on time in 2013, but State education officials stress that proficiency must be the top priority.

That rate is among the top 15 in the nation, which reflects a rise of more than a full percentage point each year since it was at 80.3 percent in 2009-2010 when the current calculation method was first used.

Maine Education Commissioner Jim Rier congratulated Maine schools and students for the continued improvement in the graduation rate, but stressed the state's focus must be on ensuring students are truly college and career ready when they leave Maine public schools.

As of 2018, Maine high schools will award proficiency-based diplomas that require students to demonstrate mastery of the state's learning standards in critical content areas like math and reading. The gap between the percentage of students who graduate and those who are proficient in math and reading is now around 37 percent, and a third of graduates who go onto college in Maine need basic remedial courses.

"While I am encouraged to see a continually climbing graduation rate, it's more important to me that our college and career readiness rates are also rising," said Commissioner Rier. "As Maine moves toward awarding diplomas based on proficiency rather than time served, students can be more confident the diplomas they've earned signify they are adequately prepared for success at the next step."

Of Maine's 133 high schools, 73 improved their four-year graduation rate from 2012 to 2013 and 60 did not.

The State is working toward a goal of having a 90 percent graduation rate, and 45 high schools met or exceeded that in 2013, including North Haven Community School, Saco Transition Program, Rangeley Lakes Regional School, East Grand School, Mt Abram Regional High School, Erskine Academy, SAD 70 Hodgdon High School, Cape Elizabeth High School, Houlton High School, Yarmouth High School, York High School, Wells High School and Calais Middle/High School, which all boasted rates above 95 percent.

York County has the highest four-year graduation rate at 89.86 percent, followed by Washington County with 89.29 percent and Franklin County with 88.6 percent. Androscoggin County had the state's lowest at 77.94 percent.

The five-year graduation rate for the 2012 graduating class cohort was also up slightly to 87.39 percent.

The Class of 2013 was the smallest in recent years, down to 12,792 students from 13,042 in 2012, which mirrors declining overall public school enrollment.

While members of the Class of 2014 are getting ready to graduate in just two months, graduation rate data for the Class of 2013 only recently became publicly available due to the reporting and review cycle at the State and local levels.

[View the graduation rate data](#)

Includes historical data back to 2005-06

### **Calculating the federal ACGR graduation rate**

The basics of the new calculation method are fairly straightforward: of the students who enter 9th grade in a given year (the “cohort”), what percentage of them received a diploma in four years or less? The formula accounts for students who transfer in and out, die, or emigrate over four years. For 2008-09 graduation data, Maine will report whole group data only; the following year Maine will report graduation data for subgroups such as low-income students, special education students, and other groups.

$$\left[ \frac{\text{On-time graduates by year } x}{[(\text{first time 9}^{\text{th}} \text{ graders in year } x-4) + (\text{Transfers-In}) - (\text{Transfers-Out})]} \right] \times 100$$

### **How the new method differs from the old**

The most significant differences from Maine’s previous calculation method are:

- The new formula only counts students who graduate within four years of entering 9th grade.
- The new formula focuses on a single “cohort” of students – the group of students who entered 9th grade at the same time. The old formula was based on all students who graduated in a particular year, regardless of when they started high school. Thus a student graduating five or six years after entering high school was counted as a graduate in the year he/she graduated, not necessarily for his/her class. As a result, the graduation rate for 2008-09 cannot be compared to the 2007-08 rate, as they were calculated differently. Rates after 2008-09 can be compared.

### **Limitations of the new method**

While it is a valuable tool to allow comparisons among states and schools, the new federal ACGR method does not fully capture the graduation picture for individual schools or the State. It does not reflect school and student successes in graduating in five or six years, with an alternative diploma, or with a GED, for example.

### **Transition and training**

The U.S. Department of Education does not require using the new method until the 2010-11 federal accountability reporting (which will include 2009-10 graduation data). Maine chose to transition to the new method one year early for several reasons.

Maine now has four years of good quality data and we can produce an accurate rate. In addition, Maine Department of Education staff spent hundreds of hours with school personnel reviewing data, helping them to accurately record every student. This experience, coupled with extensive training for school personnel over the coming year will ensure that graduation rates for schools are accurately reflected in future reporting to the federal government.

### **Graduation rate and federal accountability**

The federal government requires states to report annually on how well schools are meeting targets in reading and mathematics, as well as on graduation rates. If a school fails to meet targets in any area, including the 83 percent graduation rate target (for 2009-10), it is considered as “not making Adequate Yearly Progress (AYP)”. Schools that do “not make AYP” are subject to corrective action and, if they are Title I schools, receive support from the Maine Department of Education in improving student achievement.

### **More info and resources**

[School Administrators Guide to Maine’s New High School Graduation Rate Calculations](#)

[Exit Codes](#)

[Start Status Codes](#)

## Health Information

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Information related to the collection of student health data (e.g. immunization, health screenings) is provided in separate documentation.

<http://www.maine.gov/education/sh/contents/index.html>

## Career and Technical Education Information

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*Path: Student Information > General > CTE*

Information related to the collection of career and technical education data is provided in the document entitled “[UserReference:MaineCareerandTechnicalEducation\(CTE\)](#)”.

<http://www.maine.gov/education/lds/urmainecte.pdf>

## Student Contacts Tab

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*Path: Index>Census>People>Contacts*

A mailing address is necessary for the following subgroups:

Education in Unorganized Territory (EUT) – mailing addresses are required for students who are funded by EUT

**Address:** This is the mailing address, accepted by the US Postal Service, for the student.

**City:** This is the mailing city, accepted by the US Postal Service, for the student.

**State:** This is the mailing state, accepted by the US Postal Service, for the student.

**Zip:** This is the mailing zip code, accepted by the US Postal Service, for the student.

## Student Upload Information

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**Student Data Upload:** To access the information for student data uploading visit the following website:

<http://www.maine.gov/education/medms/StudentUploadFormat.htm>