English Learner Data
Reporting Changes for 17-18

May 23, 2017

- Context for changes

- Field changes
  - Language Instruction Program
  - Language Proficiency

- Recommendations for implementing changes

Changes to EL Data Reporting Context

EL Data Fields Changes

- **2016-2017 EL Data Fields**
  - Language Background
  - Language Proficiency
  - ESL Status
  - Bilingual Program

- **2017-2018 EL Data Fields**
  - Language Background
  - Language Proficiency
  - Language Instruction Program

Why Change Fields?

- For 2017-18 and beyond CDE requires more detailed program information.
    - ESL and Bilingual fields are no longer sufficient to meet ESSA requirements
    - ESSA and EDFacts now require CDE to report students in 5 program types
        - ESL / ELD
        - Dual Language / Two-way Immersion
        - Transitional Bilingual / Early-exit Bilingual
        - Content Classes with Integrated ESL Support
        - Newcomer Programs

Refer to Language Instruction Program Descriptions Document

Why Change Fields?

- ESL Status and Bilingual Program fields served two purposes
  - Identify type of English language instruction
  - Identify program status
    - In-program
    - Monitored (Year 1 & 2)
    - Exited
    - Parental Refusal
  - This was not an ideal arrangement
    - Status is closely related to Language Proficiency, but not program
    - Created a large number of Errors and Warnings in Data Pipeline
    - Parental Refusal is really about program and not status, but including it in the program/status field created confusion.
      - Especially for FEP students

Why Change Fields?

- Solution:

    - Status indicator moved into **Language Proficiency** field
        - They are the same unless a student is FEP, where the status will be broken out by year of monitor/exit.

    - Program Type in a new field called **Language Instruction Program**
        - Including Parental Refusal

    - Intended to reduce confusion between fields and decrease the number of errors triggered.

Language Instruction Program

Language Instruction Program

- Abbreviated in data pipeline as LIP

- Codes:

Codes	Description:
00	No or Not Applicable
01	English as a Second Language (ESL) or English Language Development (ELD)
02	Dual Language or Two-way Immersion
03	Transitional Bilingual Education or Early-Exit Bilingual Education
04	Content Classes with integrated ESL Support
05	Newcomer programs
97	Other
98	Not in a Language Instruction Program, Parent Choice

Language Instruction Program

- When should you use Other?

- If concerned, that your program is not included in any of the defined programs, please call Office of CLDE for guidance in selecting the most appropriate program type before indicating other.

- Other does not allow a district to define in a text box.

Language Instruction Program

- Parental Refusal

- 2016-17 data collections did not allow students to be coded as parent refusals when language proficiency code = FEP

- 2017-18 data collections allows students to be coded as parent refusal when language proficiency = monitor 1 and 2.

- Students coded as parent refusal must have a valid language proficiency code: NEP, LEP, FEP

Language Proficiency

Language Proficiency

- **2016-2017 Codes**
  - 1 – NEP
  - 2 - LEP
  - 3 - FEP
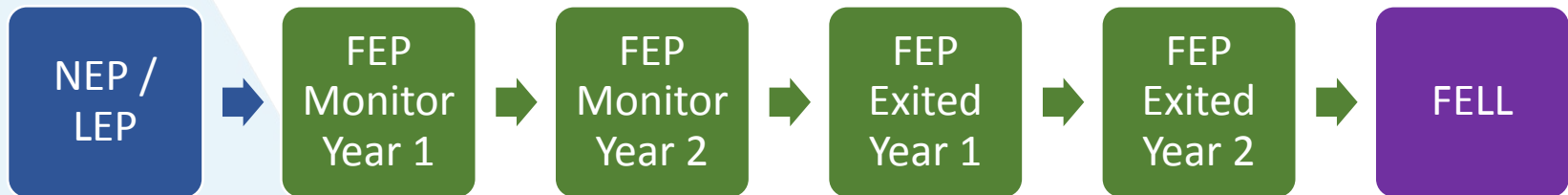 - 4 - PHLOTE
  - 5 - FELL

- **2017-2018 Codes**
  - 1 - NEP
  - 2 - LEP
  - 4 - PHLOTE
  - 5 - FELL
  - 6 - FEP Monitor Year 1
  - 7 - FEP Monitor Year 2
  - 8 - FEP Exit Year 1
  - 9 - FEP Exit Year 2

Language Proficiency

- ## State Progression
  - Language Proficiency will incorporate additional categories of Fluent English Proficient (FEP) than were previously captured in the ESL/Bilingual categories.

  - Once students have completed a full school year coded as FEP Exited Year 2 they should move to FELL
    - In prior years students would remain FEP (Exited Year 3+)

| NEP / LEP | → | FEP Monitor Year 1 | → | FEP Monitor Year 2 | → | FEP Exited Year 1 | → | FEP Exited Year 2 | → | FELL |

Language Proficiency: Transfers Into District

- In prior years, when students transferred into a district and district determined student to be fluent/non-EL, students should have been coded as FELL / PHLOTE.

- Starting in 2017-2018, CDE will allow additional flexibility – under ESSA and ELPA – to report the students as following the state progression.

Language Proficiency: Transfers into District

Example

- Student enrolls in your district from another Colorado School District

- Following your district practices the student:
  - Has a language background other than English
  - Is assessed and determined to be fluent in English (not eligible for EL services)

- Student then may be coded as:
  - FEP : Monitor 1, Monitor 2, Exit 1, or Exit 2
  - PHLOTE or FELL

- You use a CDE resource to find out that in October 2016 student was coded as: **FEP – Monitor Year 1**

- You may follow that progression and have them coded as **FEP – Monitor Year 2** for the 2017-2018 school year

Or

- You may code the student as FELL

Example

- Student enrolls in your district from a location other than a Colorado public school district

- Following your district practices the student:
  - Has a language background other than English
  - Is assessed and determined to be fluent in English (not eligible for EL services)

- Student then may be coded as:
  - PHLOTE or FELL

Language Proficiency

- **Errors**
  - Students within your district must follow the state progression. *Students cannot be coded as FELL until completing FEP Monitor 1> FEP Monitor 2, FEP Exit 1> FEP Exit 2*
  - Students that do not follow the state progression without transferring districts will trigger errors in data pipeline.

- **Warnings**
  - Students who transfer within Colorado will trigger warnings if they do not follow logical sequence and are skipping ahead to FELL
  - Warning will include a message indicating how the student was coded in the previous October Count

English Learner Reports

There *will be* two CDE Data Pipeline Reports for finding how a student was coded in the past, either by your district or another Colorado district:

- English Learner Historical Reporting
  - Report for looking up individual students that will include full history of EL Reporting

- English Learners Prior Year Reporting
  - Report that will include all students with non-English background
  - Previous October's EL values
  - Current EL values
  - CDE's best guess of current year location in Logical Progression

Changes to EL Data Fields: Implications

- State and Federal Funding: *NEP, LEP, FEP Monitor 1, and FEP Monitor 2*
  - English Language Proficiency Act
  - State At-Risk Funding
  - ESSA, Title III

- School and District Accountability
  - Monitor 1, Monitor 2, Exit 1, and Exit 2 students can be included in the EL disaggregated subgroup

CDE Recommends:

- Creating District policy to consistently code data relevant to ELs transferring into district

- Collaborating across Data respondents, Accountability, District Assessment Coordinators, English Learner Directors, Title I Directors, Title III Directors, School Finance, etc.

Reports are only available through Data Pipeline therefore, making decisions and determinations may require close cooperation with student data respondents

Questions?

Resources and Contacts

- For more information on EI Data Reporting
  - Visit: [CDE Data Pipeline Student October Count](#)
  - [CDE Data Pipeline Inter Student](#)
  - Contact: Morgan Holmgren at holmgren_m@cde.state.co.us

- For more information on ELD Programs
  - Visit: [CLDE Office Main Page](#)
  - Contact: Morgan Cox at cox_m@cde.state.co.us
  - Contact: Linnea Hulshof Hulshof_L@cde.state.co.us