COLORADO
Department of Education

Introduction to English Language Learner Count Funding Factor Audit

September 17, 2024

Agenda

- English Language Learner Count Funding Factor
  - Background
  - Student October Count
- Identification, Redesignation, and Assessments
  - Terminology
  - Identification
  - Redesignation
- ELL Count Audit Documentation and Resources
- Annual Audit Review/Questionnaire

Who is the School Auditing Office?

The School Finance Unit at CDE:

- Calculates the “Total Program” funding based on district-reported data included in the yearly Student October Count data submission
- Calculates the Transportation reimbursement based on the CDE-40 data submitted yearly in September

Within School Finance, the School Auditing Office:

- Conducts compliance audits verifying that the data reported by districts in those data collections was accurate
- Provides technical guidance and support to districts throughout the year

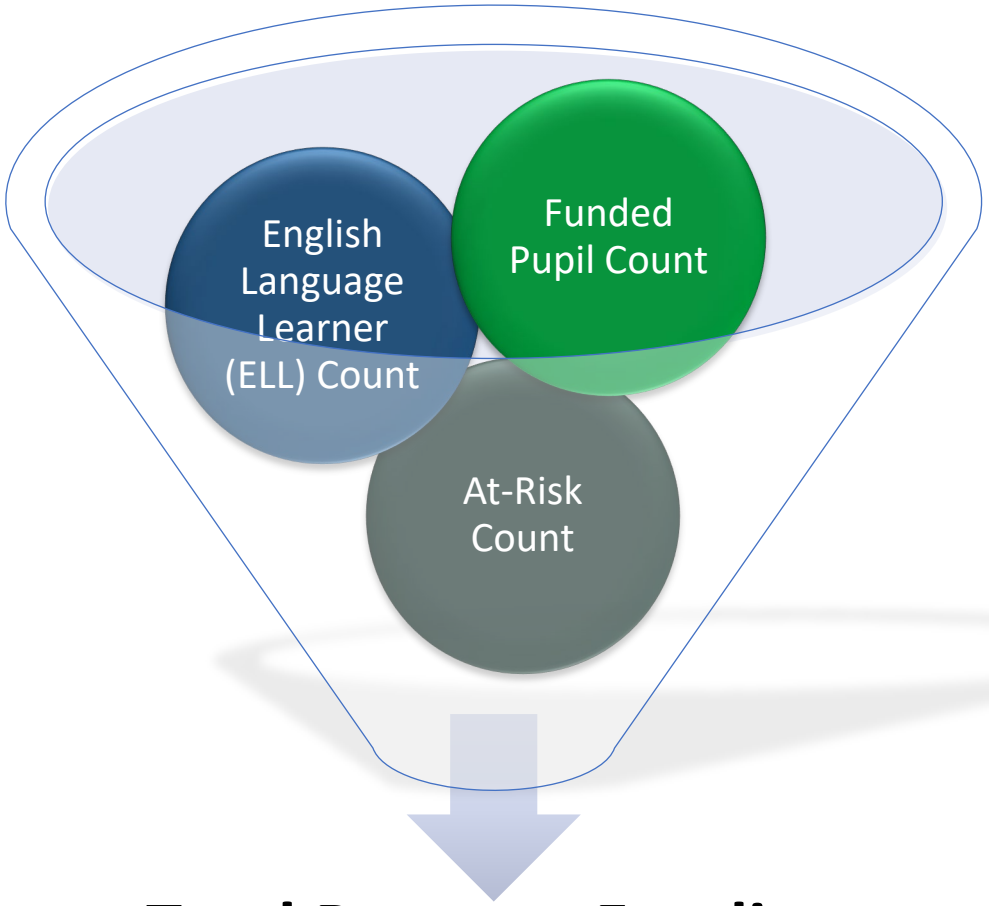
Who is the Office of Culturally and Linguistically Diverse Education?

- The Office of Culturally and Linguistically Diverse Education provides support to Colorado school districts, schools, and educational leaders in the academic, linguistic, and social-emotional challenges and opportunities of culturally and linguistically diverse students to ensure equitable access to grade level standards and ensure a well-rounded education.

Introduction

Total Program Funding

- Colorado public school districts are funded by a variety of sources.
- The biggest source of funding comes from the School Finance Act.
- The amount of funding a district receives according to the School Finance Act is called **Total Program.**
- Student counts submitted by districts to the Department through the Data Pipeline's Student October Snapshot are used to calculate Total Program Funding.



Background

- The ELL Count funding factor includes additional funding to districts related to the total number of English language learners included in the district's funded pupil count for the current year.
- Note: the English Language Learner count/funding factor is separate from the categorical funding districts received under the English Language Proficiency Act (ELPA).

Data Pipeline: Student October “Snapshot”

- Colorado funds Colorado public school districts based on a 1-day membership count (i.e., **the pupil enrollment count date**).
- The Colorado Department of Education uses the data submitted by districts during the Student October Snapshot to determine each of the funded counts.
- Funding requirements are outlined in 1 CCR 301-39 and required audit documentation is described in the 2024 Student October Count Audit Resource Guide.

Student October Count Day 2024

The 2024 pupil enrollment count date will be:

Tuesday, October 1, 2024

September						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- The 11-day count period includes the following (based on the district's adopted calendar):
  - The 5 student contact days before the pupil enrollment count date
  - The pupil enrollment count date
  - The 5 student contact days following the pupil enrollment count date

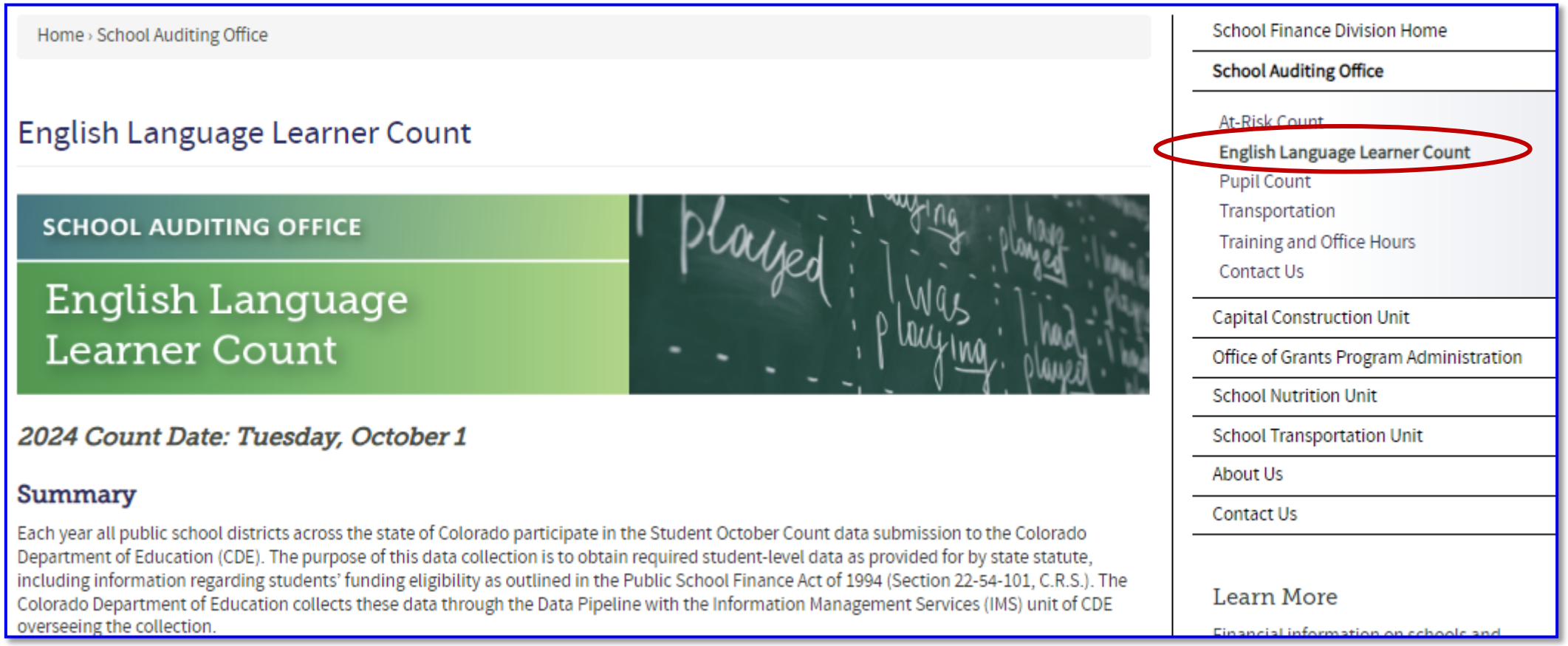
Criteria for ELL Count

- Students must meet the criteria in both boxes below to be included in the ELL Count:

Student October Count data:	Not specifically reported in the Student October Count:

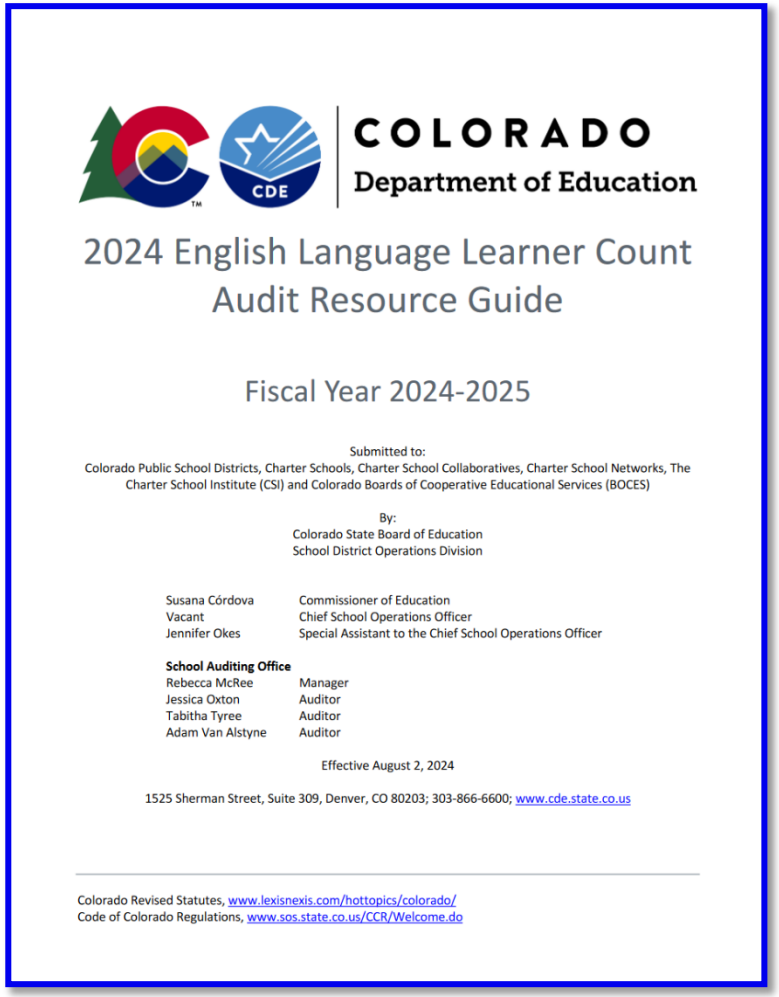
• Funding codes: 80, 82, 85, 91, 92, 94, 95
• Language Proficiency:
  • 1 - NEP (Non-English Proficient)
  • 2 - LEP (Limited-English Proficient)
	• Students must still be within the five-year services window defined in ELPA
	• Cognos/Data Pipeline Reports with Years in Program after October Snapshot Generated:
	  ○ "ELPA Report"
	  ○ "ELL Count Funding Factor Report"

ELL Count Funding Factor Website



https://www.cde.state.co.us/cdefinance/auditunit_ell_count

ELL Count Funding Factor Audit Resource Guide



COLORADO
Department of Education

2024 English Language Learner Count Audit Resource Guide

Fiscal Year 2024-2025

Submitted to:
Colorado Public School Districts, Charter Schools, Charter School Collaboratives, Charter School Networks, The Charter School Institute (CSI) and Colorado Boards of Cooperative Educational Services (BOCES)

By:
Colorado State Board of Education
School District Operations Division

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Effective August 2, 2024

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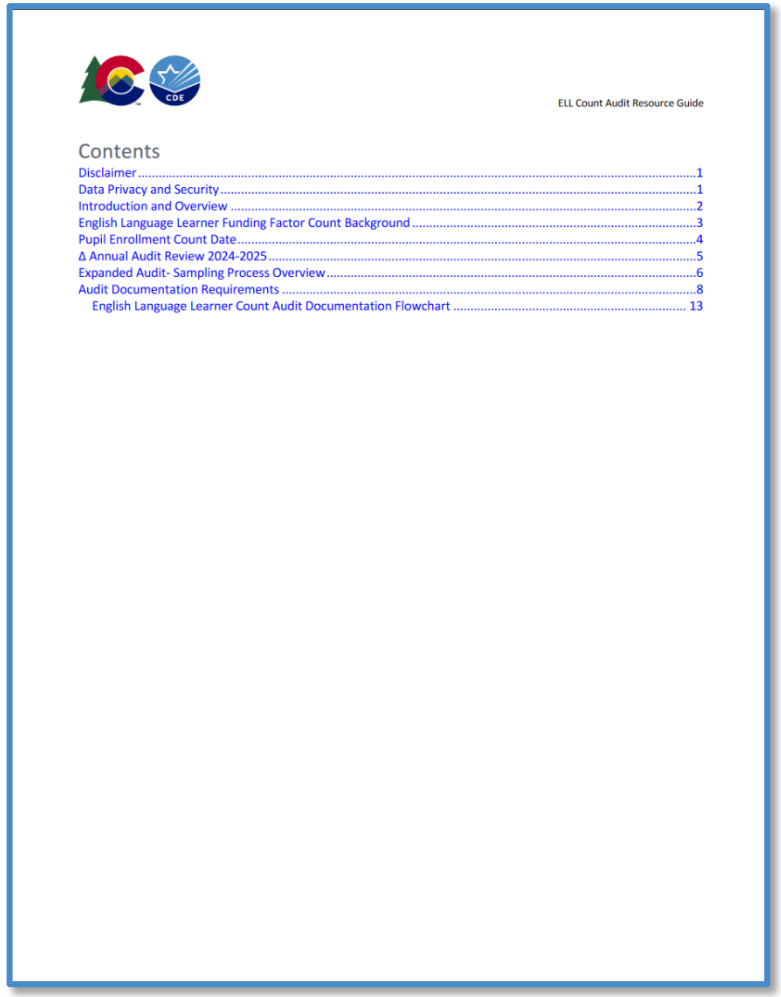
Colorado Revised Statutes, www.lexisnexis.com/hottopics/colorado/
Code of Colorado Regulations, www.sos.state.co.us/CCR/Welcome.do



ELL Count Audit Resource Guide

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https://www.cde.state.co.us/cdefinance/2024_ell_count_audit_resource_guide-0

Disclaimer

- When identifying English Learners (ELs) and reporting their English language proficiency level, districts must follow Colorado's Standardized Requirements and Processes for the Identification and Redesignation of English Learners.
- For information about services for ELs, please refer to CDE's English Language Development Guidebook.
- The guidance in the ELL Count Audit Resource Guide is not intended to supersede or contradict any program-specific guidance; the intent of the Guide is to outline the documentation requirements that are subject to audit.
- The documentation provided at the time of audit should be compiled from the district's already-existing body of evidence (i.e., districts should not be creating new documentation specifically for English Language Learner (ELL) Count audit purposes).

English Learners:
Identification, Redesignation, and Assessments

EL Student October Coding and Progression

- On September 10, 2024, the CLDE and Data Services Units at CDE hosted an “English Language Learner Training” that provided an overview of EL coding and progression related to Student October.
- For a more detailed explanation of these topics, districts are encouraged to review the power point and recorded training from this session, both of which can be found on the Data Pipeline Snapshots – Student October website under “webinars”.

English Learner Identification, Coding & Assessment Contacts

- **Office of CLDE Contacts**
  - Visit www.cde.state.co.us/cde_english
  - **Morgan Cox** at cox_m@cde.state.co.us
  - **Doris Brock-Nguyen** at brock-nguyen_d@cde.state.co.us
  - **Lindsay Swanton** at swanton_l@cde.state.co.us

- **EL Data Coding & Reporting**
  - Visit http://www.cde.state.co.us/datapipeline/snap_studentoctober
  - Visit http://www.cde.state.co.us/datapipeline/inter_student
  - Questions: StudentOctober@cde.state.co.us

- **Unit of Student Assessment (ACCESS/ALT ACCESS)**
  - Visit http://www.cde.state.co.us/assessment/ela
  - **Heather Villalobos Pavia** at villalobospavia_h@cde.state.co.us

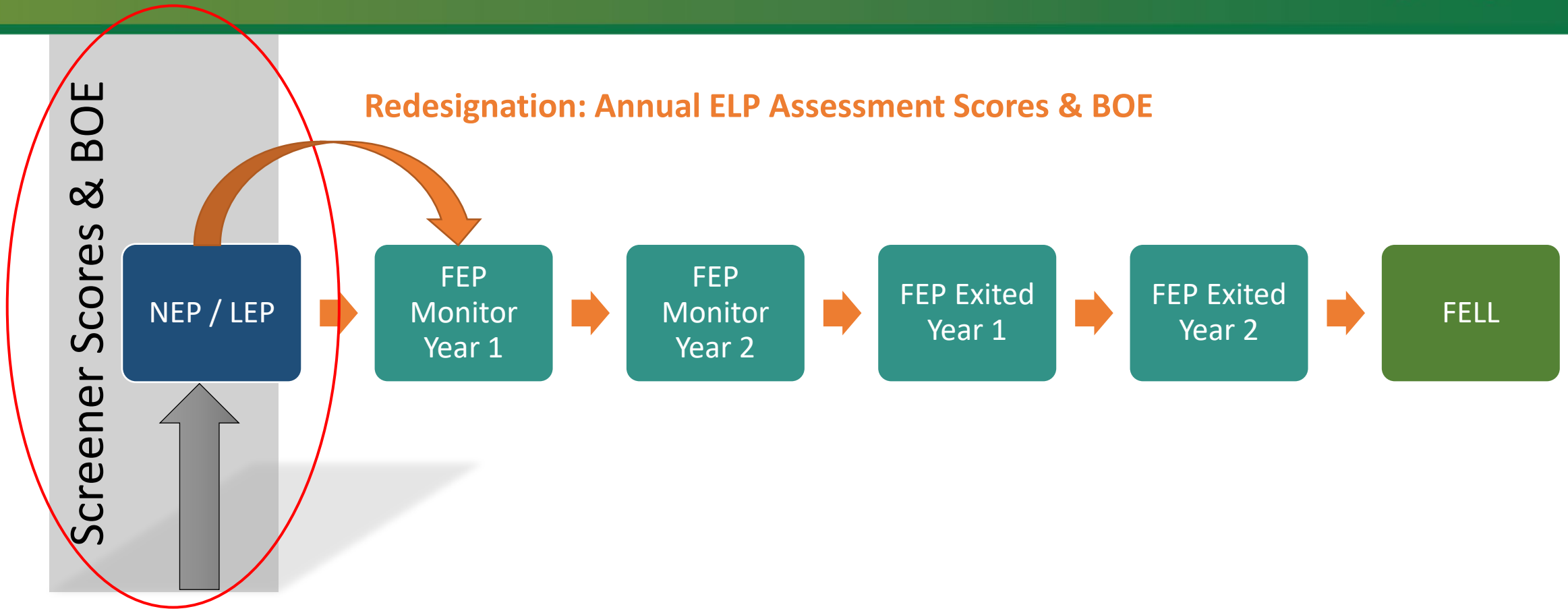
Relevant Terminology & Acronyms

- **English Learners (EL)**: students who are linguistically diverse and identified as having a level of English Language Proficiency (ELP) that requires language support to achieve standards in grade-level content in English (Colorado Revised Statutes under the English Language Proficiency Act 22-24-103)
  - **Non-English Proficient (NEP)**: A student who speaks a language other than English and does not comprehend, speak, read, or write English.
  - **Limited English Proficient (LEP)**: A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.

Relevant Terminology & Acronyms, continued

- **EL Identification Process:** based on Colorado's Standardized EL Identification procedures, a process that districts and schools develop to identify English Learners
- **EL Redesignation Process:** based on Colorado's Standardized EL Redesignation procedures, a process that districts and schools develop to determine when identified ELs become fluent English proficient and can transition successfully to classrooms, with minimal and appropriate ELD support (i.e., move from LEP to FEP Monitor 1)
- **English Language Proficiency (ELP) Assessment**
  - **ACCESS for ELLs:** a secure large-scale English Language Proficiency (ELP) assessment given annually to students in grades K-12 who have been identified as English learners (NEP/LEP)
  - **Alternate (Alt) ACCESS:** a large-print, paper-based test individually administered to students in grades 1-12 who are identified as English Learners (ELs) with the most significant cognitive disabilities

Colorado EL Language Proficiency Progression

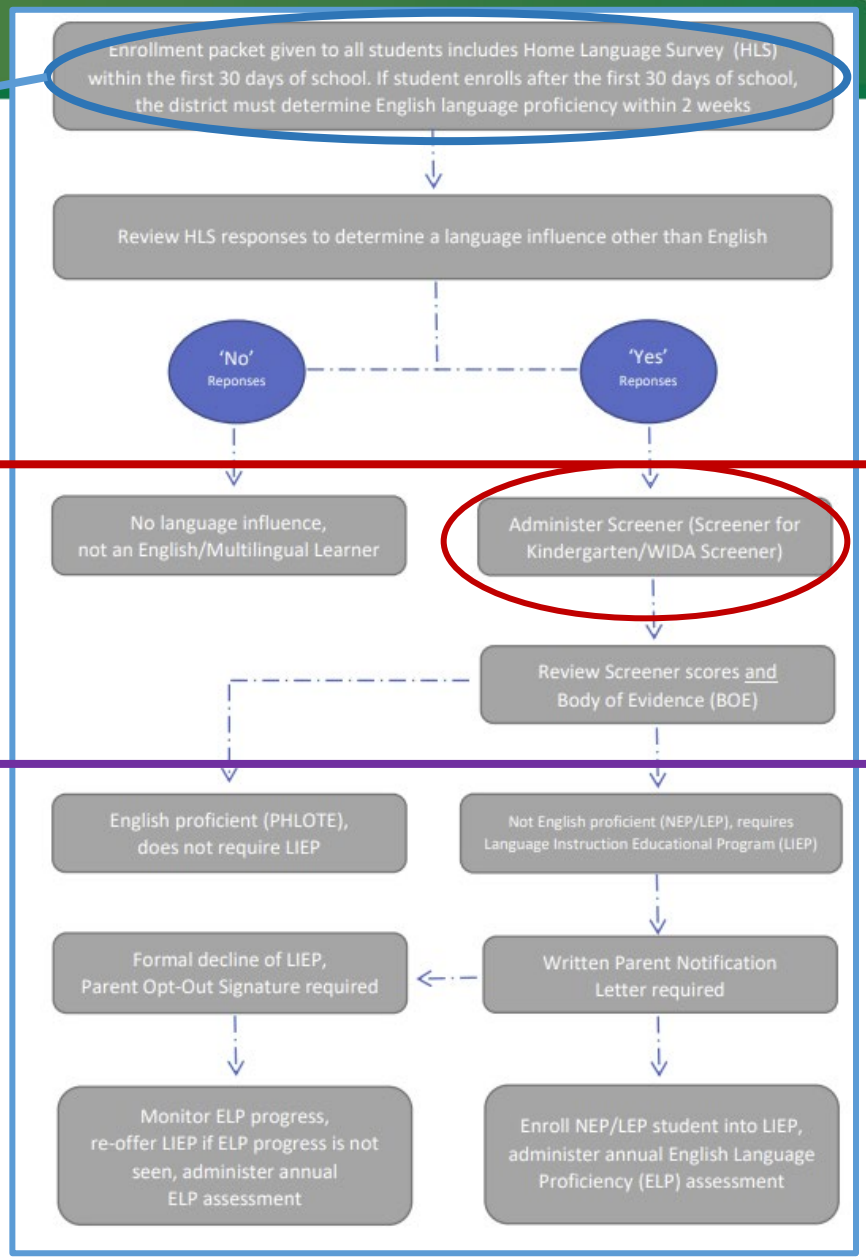


All identified NEPs & LEPs take annual ELP assessment (ACCESS/Alt ACCESS).
While a parent/family may opt-out of ELD services, they **cannot** opt-out of taking the annual ELP testing or EL designation.

Colorado Standardized EL Identification Procedures

- Identification including screening and parent notification within the first 30 days of school.
- If a student enrolls after the first 30 days of school, the district must determine English language proficiency within 2 weeks.

Identification & Placement Guidance



District determines if there is a language influence

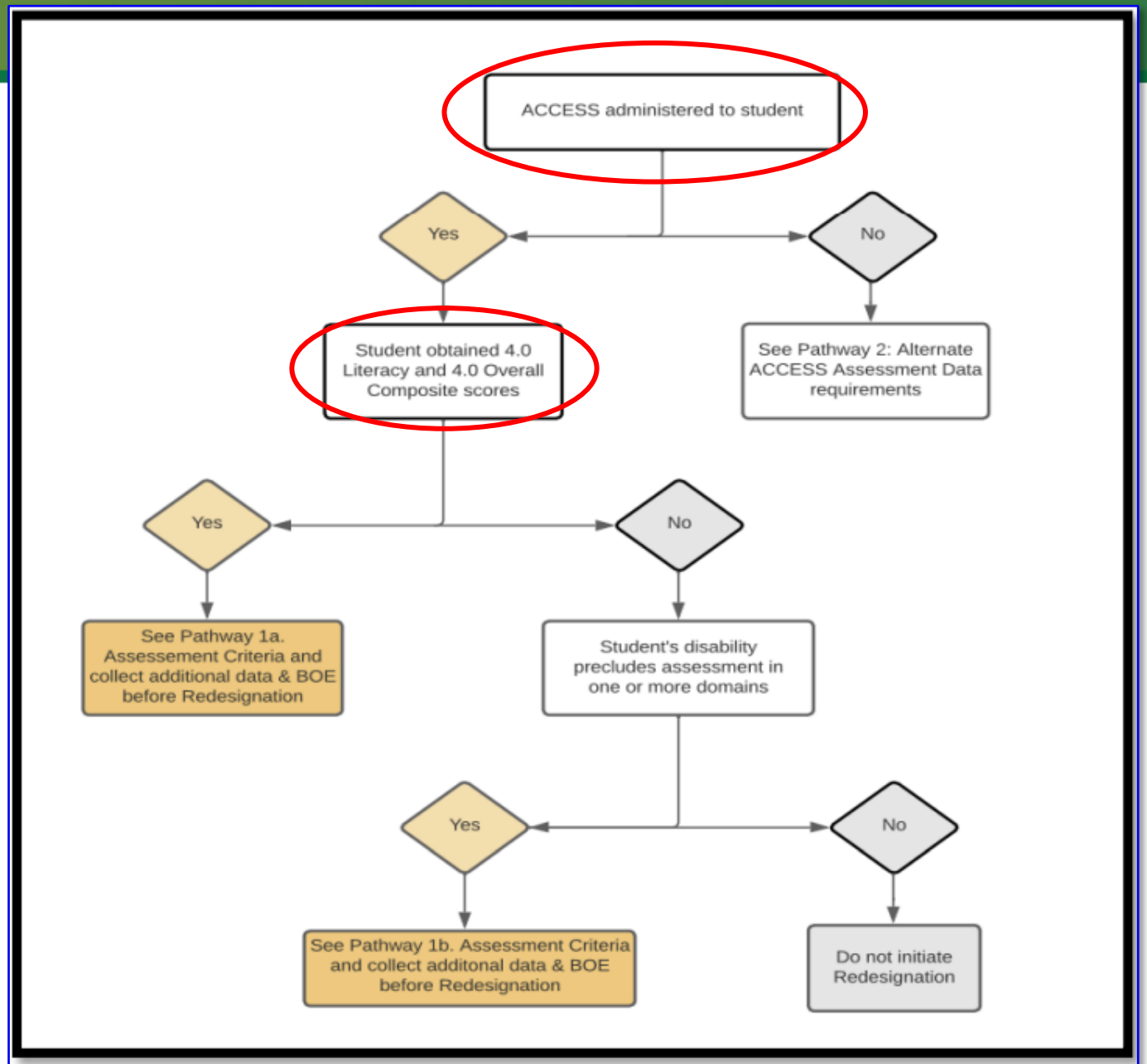
Student is identified

Colorado Standardized EL Identification Summary

At a minimum, the following must be considered:

- Home Language Survey
- Appropriate screener score that supports language proficiency of NEP or LEP
  - In general, meeting the state's cut scores on the screener is a good indicator the student is English proficient
  - However, if the district reports a student identified as English-proficient as EL, then the district must provide the measures, matrices and/or scales and a body of evidence used to determine the "why" behind classifying a student as EL
- Body of Evidence, which may include:
  - parent interviews
  - student observation
  - discussions with educators
  - informal/formal district assessments (as described in the district identification process)

Colorado Standardized EL Redesignation Process



In order to be considered for Redesignation, an identified student must first meet the state's cut scores for Redesignation on an ELP assessment (ACCESS or Alt. ACCESS).

Redesignation and Exiting Students Guidance

Colorado Standardized EL Redesignation Summary

In order to be Redesignated, a student must:

- Meet the state's cut sores for redesignation on the ACCESS for ELLs, *AND*
- Demonstrate success in Reading compared to English proficient peers, *AND*
- Demonstrate success in Writing compared to English proficient peers.

Notes:

- Each district or school **must establish** and document what **standardized measures** and metrics across K-12 grade levels it will use to define grade-level success in reading and writing for English proficient peers in their district or school.
- Objective criteria may vary by district as it should reflect what the student must demonstrate to show success in reading and writing as compared to English proficient peers.

Update: Pathway 2 (Alternative ACCESS) for 2024/2025

- CDE will release redesignation criteria in the Fall of 2024 after the standard setting is completed for the new Alternate ACCESS Assessment.
- Based on the number of students who have taken the Alternate ACCESS for ELLs assessment in recent years and the number of students who have demonstrated eligibility for redesignation following the Colorado Standardized Redesignation Guidance, CDE estimates this pause will impact a minimal number of students.
- Districts and schools should use their local data and other ELP assessments that are available to them to make the appropriate instructional decisions for students during this assessment transition time.
- CLDE and special education professionals should continue to collaborate to ensure that the linguistic needs and IEP for each student is met.

English Language Learner Count Audit Documentation & Resources

Process and Body of Evidence

Description of the district, school or public charter school **EL Identification Process** AND/OR **EL Redesignation Process**

- These can vary by district
- Should be standardized and include objective criteria including state/district assessment cut scores, etc.
  - Matrix
  - Rubric

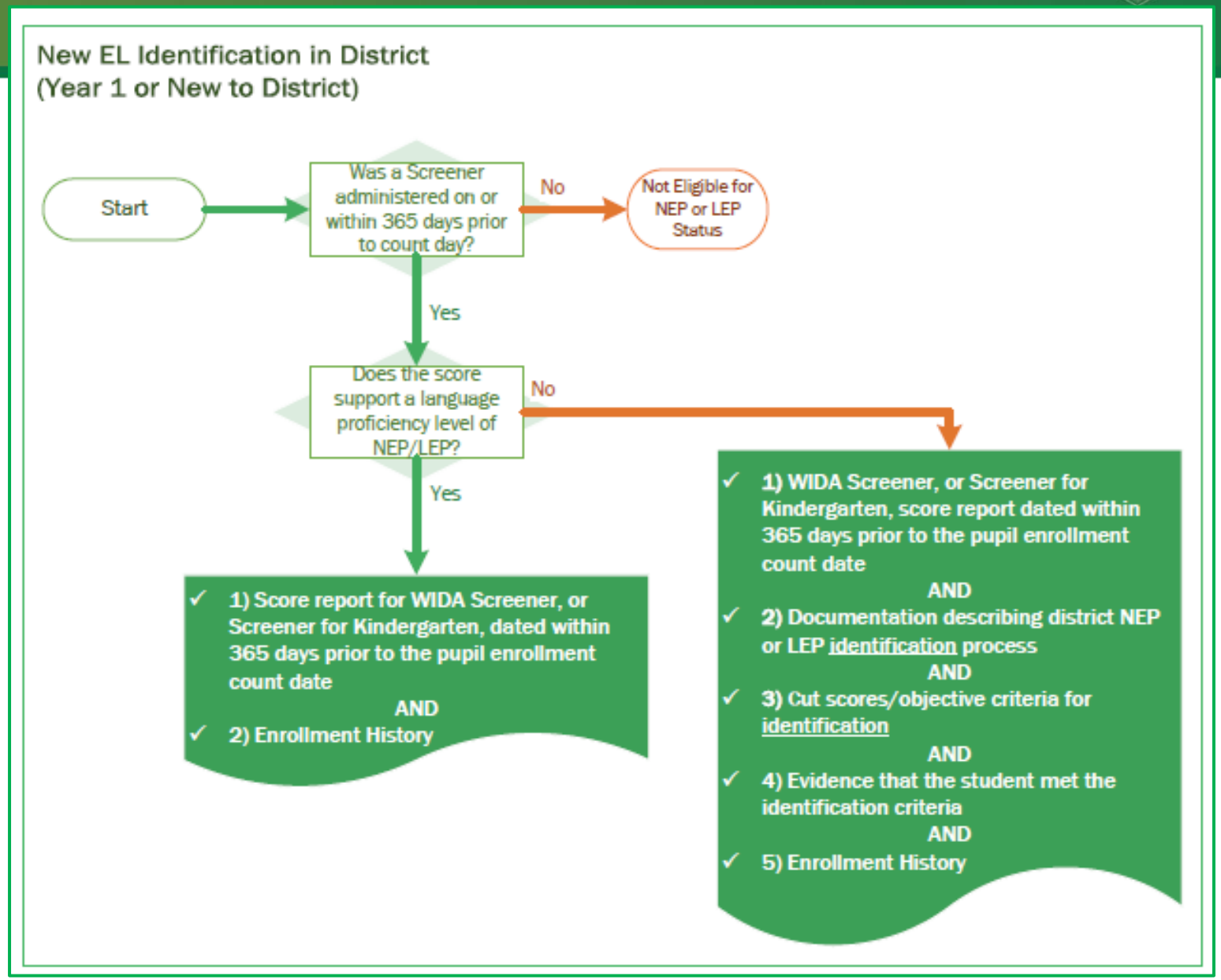
Documentation to evidence student either:

- **DID meet the objective criteria for identification as an EL**
  - Meaning, for audit purposes, they were reported as EL despite meeting state screener cut scores for English proficient
  - Documentation must show the student did meet your district's criteria

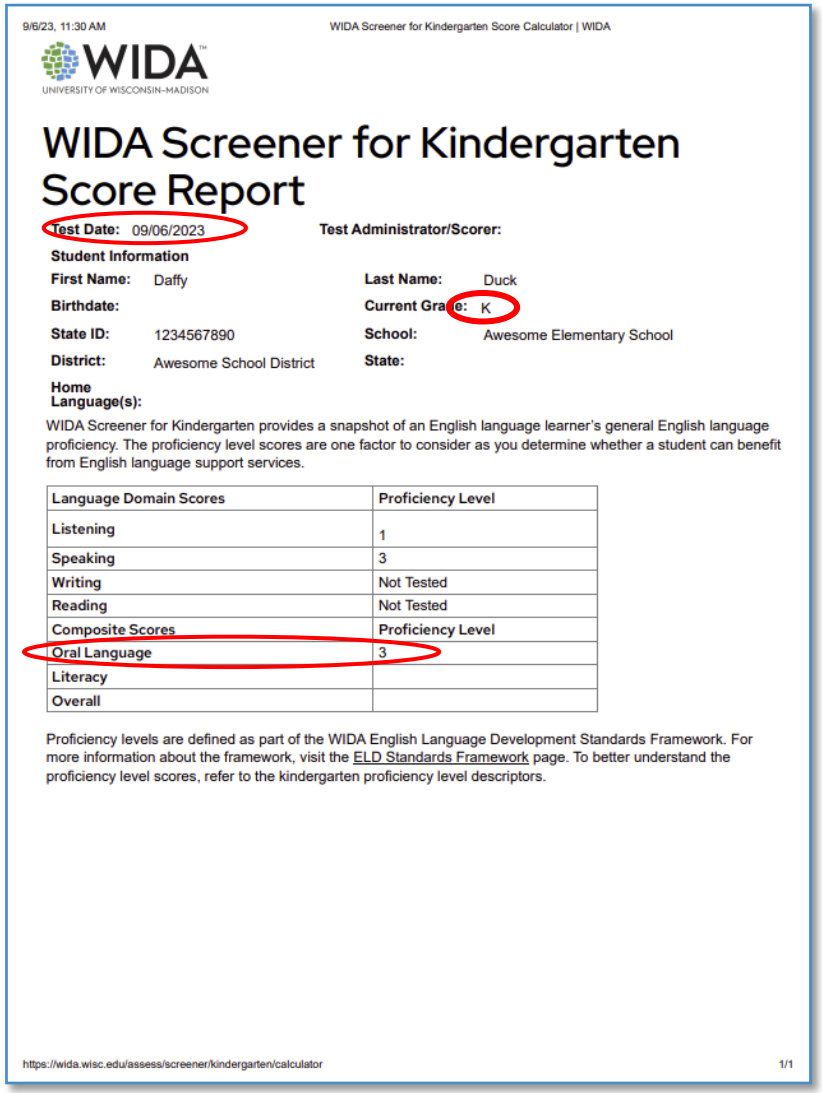
or

- **DID NOT meet the objective criteria for redesignation**
  - Meaning, for audit purposes, they were reported as EL despite meeting state redesignation ACCESS or Alt. ACCESS cut scores
  - Documentation must show the student did not meet your district's criteria

Identification Audit Documentation



WIDA Screener Report for Kindergarten (and 1st Semester First Grade) Sample



9/6/23, 11:30 AM WIDA Screener for Kindergarten Score Calculator | WIDA

WIDA
UNIVERSITY OF WISCONSIN–MADISON

WIDA Screener for Kindergarten Score Report

Test Date: 09/06/2023 **Test Administrator/Scorer:**

Student Information

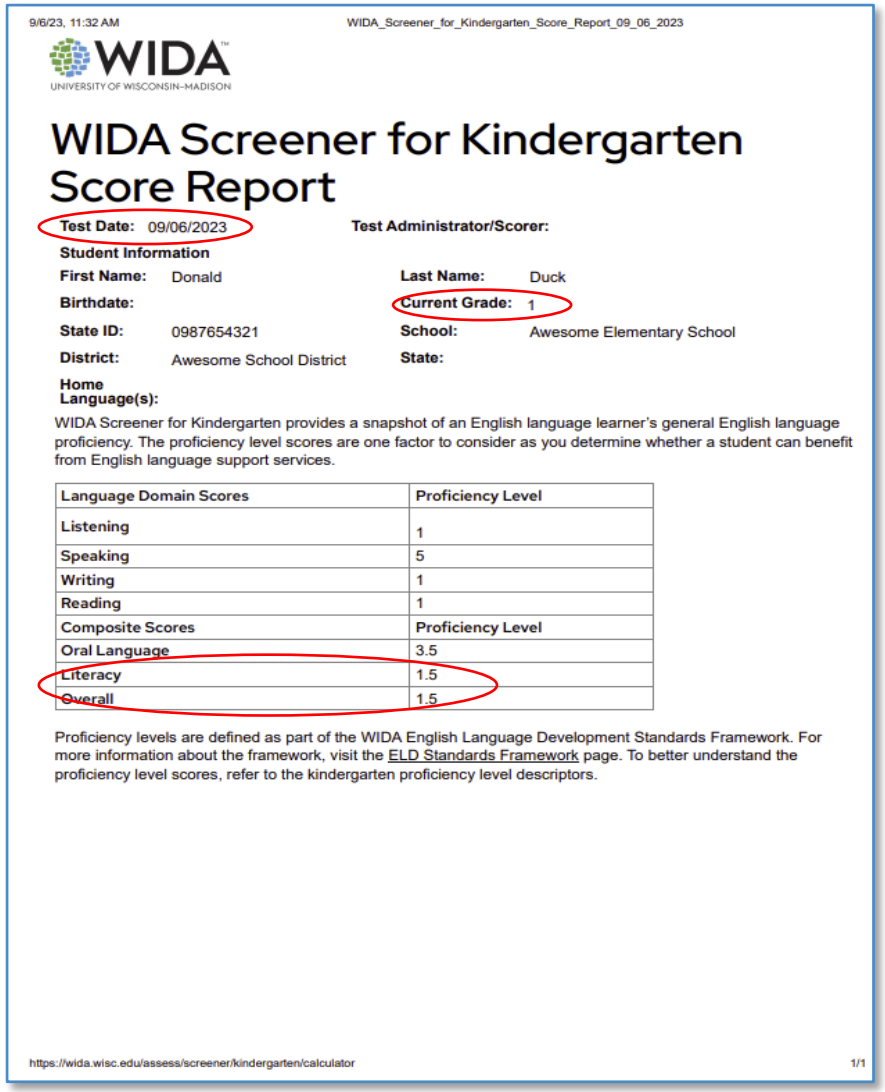
First Name:	Daffy	**Last Name:**	Duck
Birthdate:		**Current Grade:**	K
State ID:	1234567890	**School:**	Awesome Elementary School
District:	Awesome School District	**State:**	
Home Language(s):			

WIDA Screener for Kindergarten provides a snapshot of an English language learner's general English language proficiency. The proficiency level scores are one factor to consider as you determine whether a student can benefit from English language support services.

Language Domain Scores	Proficiency Level
Listening	1
Speaking	3
Writing	Not Tested
Reading	Not Tested
Composite Scores	**Proficiency Level**
Oral Language	3
Literacy	
Overall	

Proficiency levels are defined as part of the WIDA English Language Development Standards Framework. For more information about the framework, visit the ELD Standards Framework page. To better understand the proficiency level scores, refer to the kindergarten proficiency level descriptors.

https://wida.wisc.edu/assess/screener/kindergarten/calculator 1/1



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WIDA
UNIVERSITY OF WISCONSIN–MADISON

WIDA Screener for Kindergarten Score Report

Test Date: 09/06/2023 **Test Administrator/Scorer:**

Student Information

First Name:	Donald	**Last Name:**	Duck
Birthdate:		**Current Grade:**	1
State ID:	0987654321	**School:**	Awesome Elementary School
District:	Awesome School District	**State:**	
Home Language(s):			

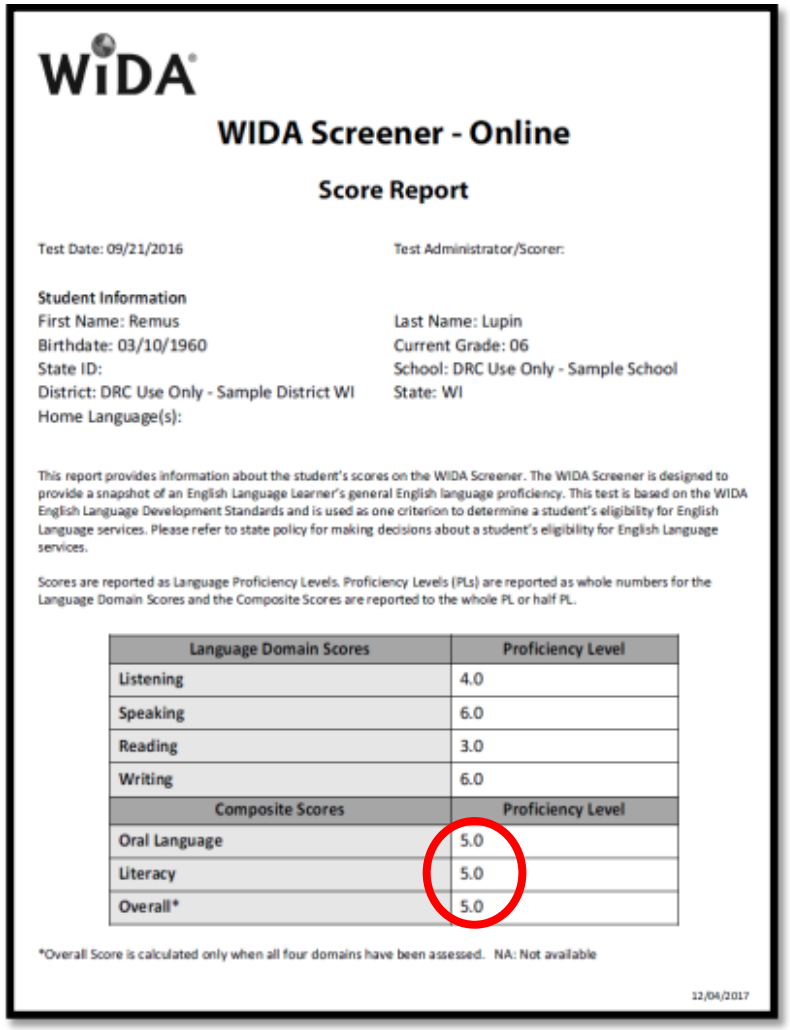
WIDA Screener for Kindergarten provides a snapshot of an English language learner's general English language proficiency. The proficiency level scores are one factor to consider as you determine whether a student can benefit from English language support services.

Language Domain Scores	Proficiency Level
Listening	1
Speaking	5
Writing	1
Reading	1
Composite Scores	**Proficiency Level**
Oral Language	3.5
Literacy	1.5
Overall	1.5

Proficiency levels are defined as part of the WIDA English Language Development Standards Framework. For more information about the framework, visit the ELD Standards Framework page. To better understand the proficiency level scores, refer to the kindergarten proficiency level descriptors.

https://wida.wisc.edu/assess/screener/kindergarten/calculator 1/1

WIDA Screener Reports Samples
Grades 1st -12th



WIDA

WIDA Screener - Online

Score Report

Test Date: 09/21/2016 Test Administrator/Scorer:

Student Information

First Name: Remus Last Name: Lupin
Birthdate: 03/10/1960 Current Grade: 06
State ID: School: DRC Use Only - Sample School
District: DRC Use Only - Sample District WI State: WI
Home Language(s):

This report provides information about the student's scores on the WIDA Screener. The WIDA Screener is designed to provide a snapshot of an English Language Learner's general English language proficiency. This test is based on the WIDA English Language Development Standards and is used as one criterion to determine a student's eligibility for English Language services. Please refer to state policy for making decisions about a student's eligibility for English Language services.

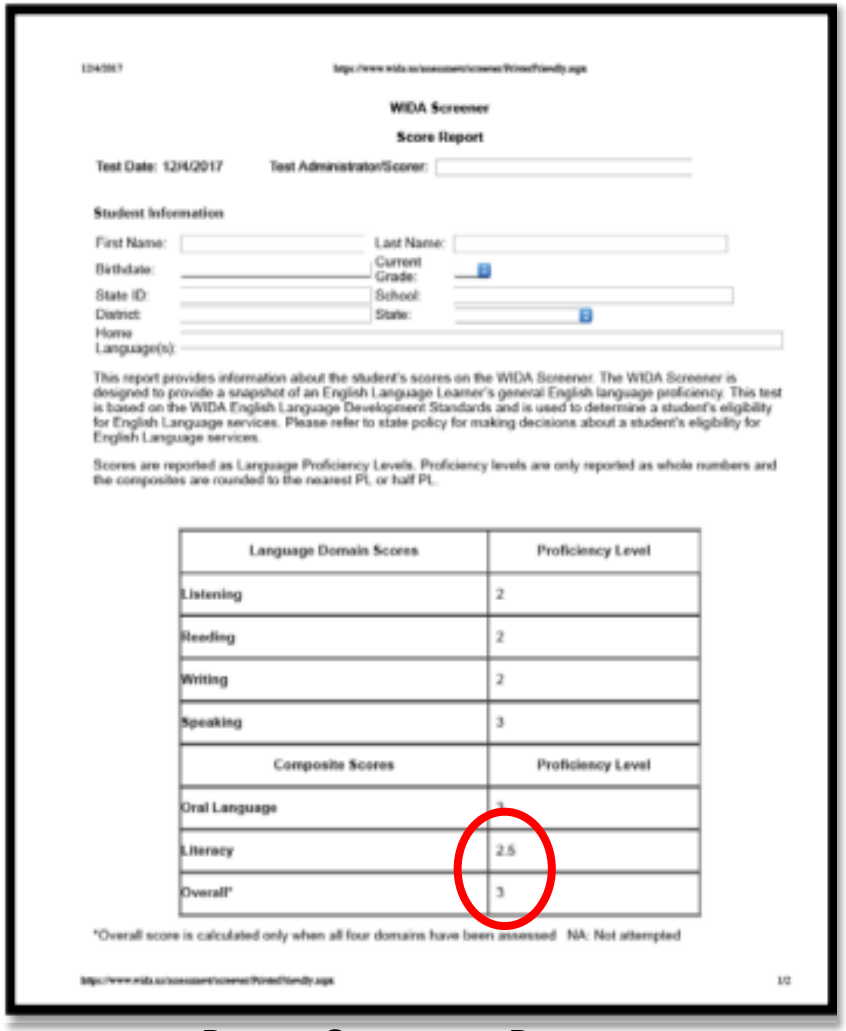
Scores are reported as Language Proficiency Levels. Proficiency Levels (PLs) are reported as whole numbers for the Language Domain Scores and the Composite Scores are reported to the whole PL or half PL.

Language Domain Scores	Proficiency Level
Listening	4.0
Speaking	6.0
Reading	3.0
Writing	6.0
Composite Scores	**Proficiency Level**
Oral Language	5.0
Literacy	5.0
Overall*	5.0

*Overall Score is calculated only when all four domains have been assessed. NA: Not available

12/04/2017

Online Screener Report



12/4/2017 https://www.wida.us/assessment/screener/PrintedFriendly.aspx

WIDA Screener

Score Report

Test Date: 12/4/2017 Test Administrator/Scorer:

Student Information

First Name: Last Name:
Birthdate: Current Grade:
State ID: School:
District: State:
Home Language(s):

This report provides information about the student's scores on the WIDA Screener. The WIDA Screener is designed to provide a snapshot of an English Language Learner's general English language proficiency. This test is based on the WIDA English Language Development Standards and is used to determine a student's eligibility for English Language services. Please refer to state policy for making decisions about a student's eligibility for English Language services.

Scores are reported as Language Proficiency Levels. Proficiency levels are only reported as whole numbers and the composites are rounded to the nearest PL or half PL.

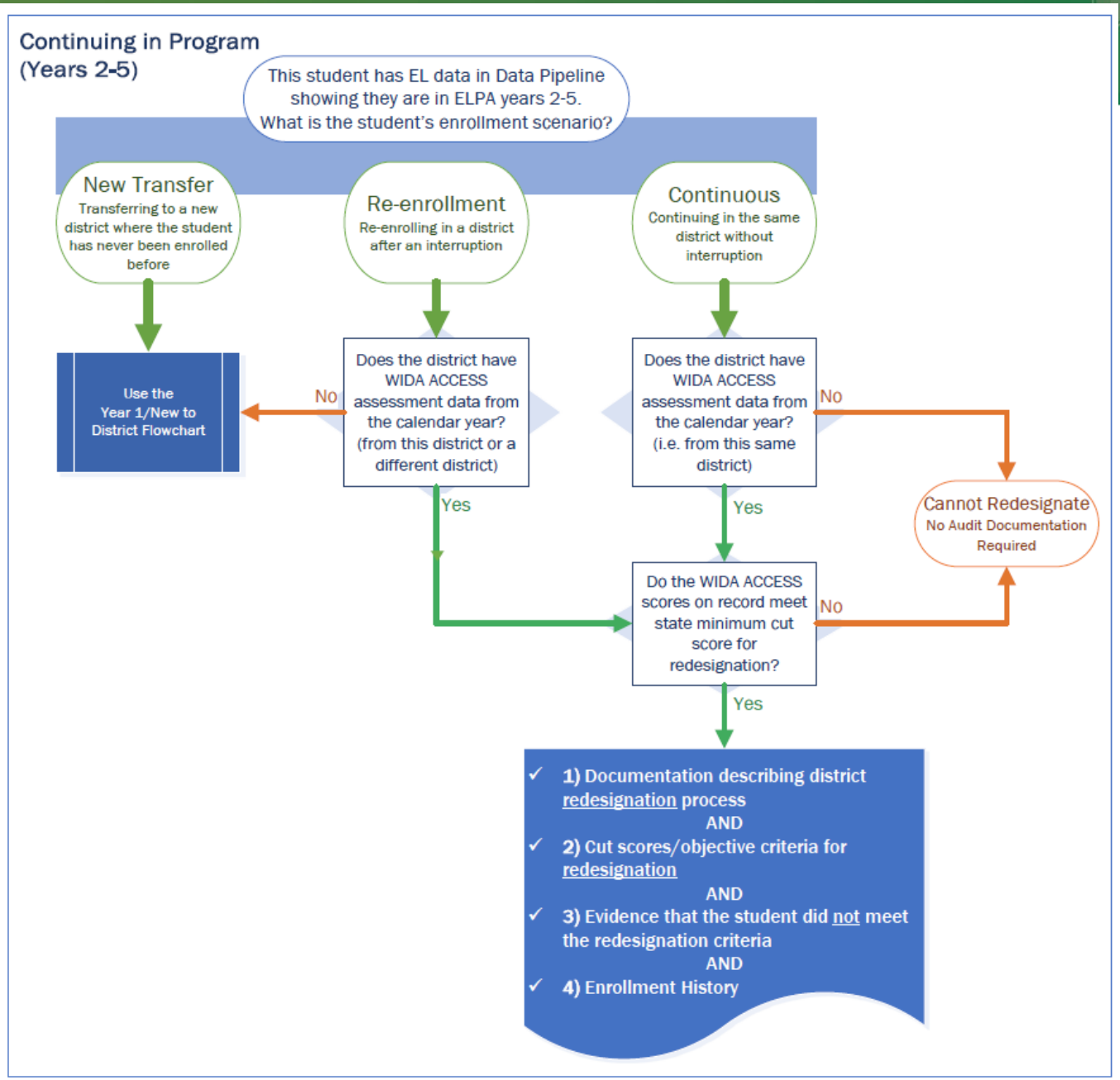
Language Domain Scores	Proficiency Level
Listening	2
Reading	2
Writing	2
Speaking	3
Composite Scores	**Proficiency Level**
Oral Language	3
Literacy	2.5
Overall*	3

*Overall score is calculated only when all four domains have been assessed. NA: Not attempted

https://www.wida.us/assessment/screener/PrintedFriendly.aspx 1/2

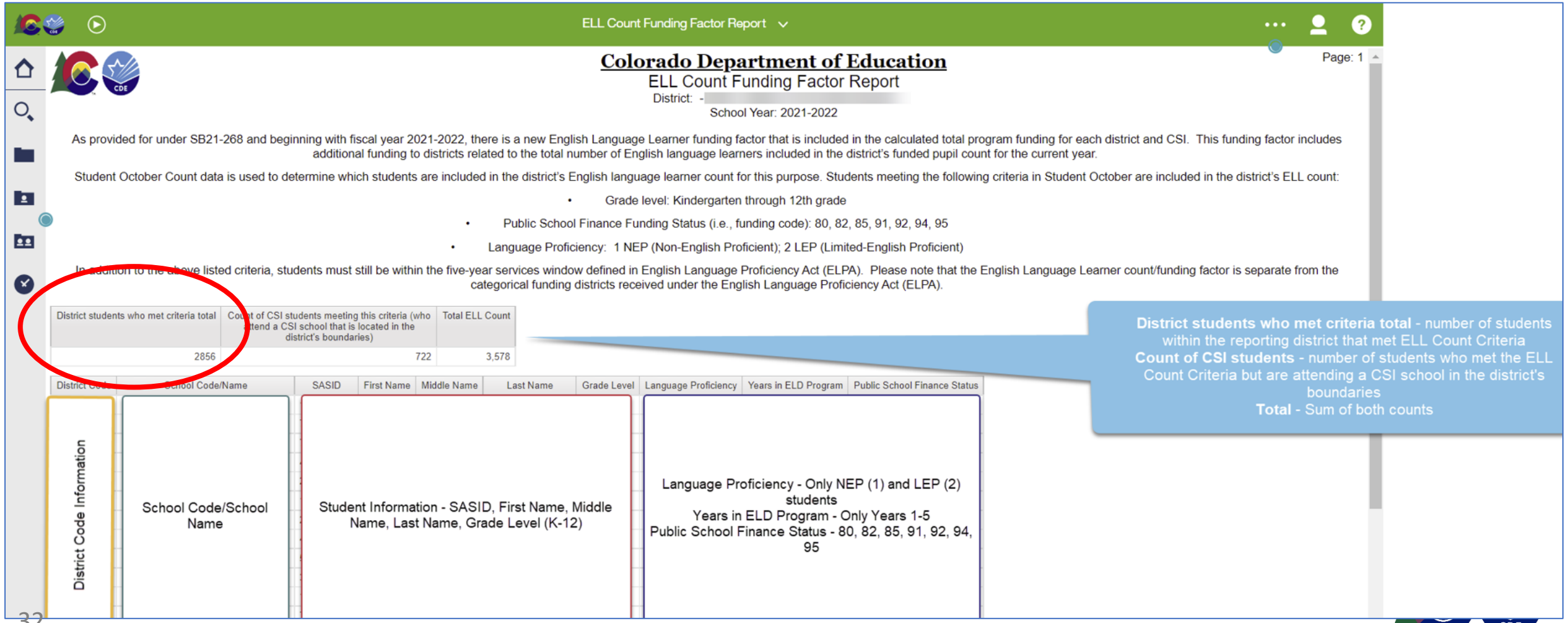
Paper Screener Report

Redesignation Audit Documentation



Cognos Report—ELL Count Funding Factor Report (Student October Count/Data Pipeline Report)

Operational report to help districts check the students meeting ELL Count Funding Factor criteria.



Update 2023-2024 ELL Sample Audit Review

Update: 2023-2024 ELL Sample Audit Review

- In March 2024, some districts across the state were contacted to upload documentation for a sample of students included in their ELL funding factor count.
  - The majority of districts had sample sizes smaller than 10 students.
- The School Auditing and the CLDE Offices at CDE have begun reviewing these documents to identify opportunities for clarification and training related to both the identification and redesignation processes.
- Originally the School Auditing Office was planning on providing written feedback via email to districts by early August 2024; however, this timeline has been pushed back to October 31, 2024.
  - Note: Adjustments to ELL counts from 2023-2024 will not retroactively impact funding.
- In the meantime, if districts need assistance, contact the CLDE staff at CDE.

Common Findings

Common Finding- Screener for Kindergarten

For first semester kindergarten students, only the “Listening” and “Speaking” domains should be administered, and the “Oral Language” composite score should be used for identification.

Common Finding:

- Districts administer all four domains (R, W, L, S) of the Screener for Kindergarten to a first semester kindergarten student and use the “Overall” score to determine language proficiency, rather than the “Oral Language” score.
  - In some cases, the student’s “Oral Language” score may be been 4.0 or higher which suggests the student is an English speaker. Because no additional documentation (or body of evidence) was provided to support a language proficiency of NEP or LEP, these students were flagged as audit exceptions.

Common Finding- Miscoding a Student as NEP or LEP

- During the past few years of the ELL audit review process, approximately 10% of districts have indicated they mis-reported a student as NEP or LEP in Student October.
  - The student was redesignated by the district, but the district continued to report them in program (NEP or LEP) during Student October.
- Student October Count data respondents, audit contacts and ELD staff are encouraged to work together to ensure accurate reporting of all students reported with a language proficiency of NEP or LEP.

Common Findings- District did not follow the identification process

All students newly enrolled with a district must be given the home language survey, and if appropriate, administered a screener.

Common Finding:

- District did not administer the screener as part of its identification process.

Common Findings- Missing Identification Documentation

All students newly enrolled with a district must be given the home language survey, and if appropriate, administered a screener.

- If the screener score report supports a language proficiency of NEP or LEP, this is the only documentation that is necessary.
- If the screener score report does NOT support a language proficiency of NEP or LEP, the district must ALSO provide:

1. A brief description of its identification process, including
2. rubric and/or other objective criteria by which to evaluate the
3. evidence gathered by the district to support the language proficiency of NEP or LEP, and
4. an enrollment history

<u>Common finding</u>:

- District provides only the screener score report even when they needed to provide the full body of evidence.

Common Findings: Missing Redesignation Documentation

If a student meets or exceeds the state's cut scores for redesignation, AND the district does not redesignate the student, then the district must provide:

1. A brief description of its redesignation process, including
2. rubric and/or other objective criteria by which to evaluate the
3. evidence gathered by the district to support the language proficiency of NEP or LEP, and
4. an enrollment history

<u>Common Finding</u>:

- Districts do not provide all listed documents.

Updated Guidance Starting in 2024-2025

August 2024 Update from the CDE CLDE Office: Re-enrolling Students

- The CDE CLDE Office provided updated guidance in August 2024 regarding previously identified ML students who are re-enrolling or transferring back into a district.
- This guidance takes into consideration ML history in Data Pipeline, and evaluation of scores and evidence by the enrolling district in a timely manner.

For students who re-enroll or transfer back into the district with ML history in Data Pipeline

- The enrolling district remains obligated to make ELP decisions following Federal and State identification procedures, to provide written parent notification in a language parents can understand, and to adhere to identification timeline requirements when following guidance outlined below.

Consideration 1

If a re-enrolled student meets the state criteria for redesignation after evaluating the current year's WIDA ACCESS score report (regardless of the district at which the student was enrolled at the time of the test) and following the Standardized Redesignation procedures, the enrolling district:

- Must gather a local Body of Evidence (BOE) to confirm the student's ELP level and location in the language progression sequence for Data Pipeline coding.

Consideration 2

If a re-enrolled student does not meet state criteria for redesignation after evaluating the current year's WIDA ACCESS score report (regardless of the district at which the student was enrolled at the time of the test) and following the Standardized Redesignation procedures, the enrolling district:

- Must not redesignate the student, and
- Must provide language instruction, and
- Continue to designate NEP/LEP, and
- Administer the annual English Language Proficiency (ELP) summative assessment until the student meets the criteria for redesignation.

Consideration 3

If a re-enrolled NEP/LEP student's WIDA ACCESS/Screener scores are missing, unobtainable, beyond the current year, and/or does not align with local evidence, the enrolling district

- Must determine ELP level through Screener administration and collection of local BOE before making an ELP decision and determining the student's location in the language progression sequence for Data Pipeline coding.

Consideration 4

If a re-enrolled PHLOTE and/or FEP student does not have WIDA ACCESS/Screener scores from the current year, the enrolling district:

- Must collect local BOE following the Standardized Redesignation procedures, prior to making an ELP level decision and determining the student's location in the language progression sequence for Data Pipeline coding.
- When local evidence indicates students are not English proficient, the enrolling district must administer Screener.

New Annual Audit Review

NEW: Annual Audit Reviews beginning 2024/2025

Starting with the 2024-2025 fiscal year, the School Auditing Office will be shifting its audit approach.

- All districts **and BOCES** (that operate their own schools and/or submit data during the Student October data collection) will participate in the Annual Audit Review.
- No later than December 11, 2024, all districts and BOCES must:
  - Complete all funded count **audit questionnaires** (pupil, at-risk, and **ELL**), and
  - Upload initial audit documentation (as described in the corresponding questionnaires) to Syncplicity.
    - If you need access to your district's audit Syncplicity folder (district code_ district name_ Audit_ FAST) , email audit@cde.state.co.us.
- Districts will be notified by March 31, 2025 if they will be required to upload ELL audit documentation.
- A **Preparing for the New Annual Audit Review** training webinar was held 7/23/24; the recording is available on the School Auditing Office Training page.

NEW: Annual Audit Review Materials

Located in the yellow box found on the School Auditing Office Overview website:

Annual Audit Review Resources

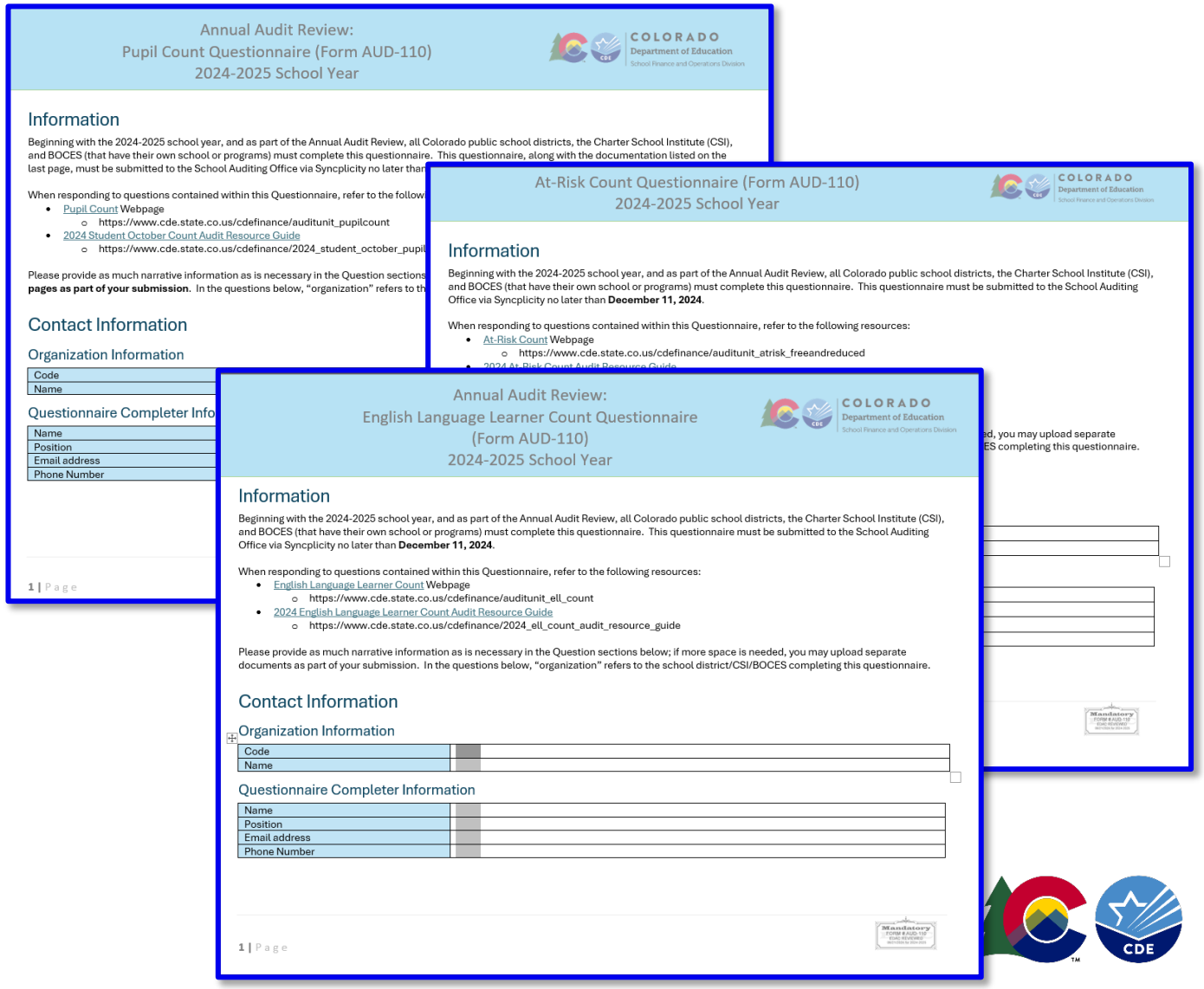
Beginning with the 2024 Student October Count data collection, the School Auditing Office is changing its approach to the required compliance audits. Refer to the following documents for more information:

- School Auditing Office Annual Audit Review Guidance (PDF) **UPDATED 06/26/24!**
  - Pupil Count Questionnaire (Form AUD-110) (DOC) **NEW!**
  - At-Risk Count Questionnaire (Form AUD-110) (DOC) **NEW!**
  - English Language Learner (ELL) Count Questionnaire (Form AUD-110) (DOC) **NEW!**
- Audit District Contact Form (DOC) **NEW!**
- Syncplicity Instructions (PDF) (View training recording)

For information regarding the compliance audit process for Student October Counts through the 2023-24 school year, refer to the Audit Process through 2023-24 document.

NEW: Annual Audit Questionnaires for Pupil Count, At-Risk Count, and ELL Count

- All 3 audit questionnaires are fillable word documents.
- If additional space is needed to provide adequate responses, the completer should attach or upload additional pages.
  - Label additional pages with the question number found on the questionnaire.
- All questionnaires available as Word documents on the on the main School Auditing Office webpage



NEW: Annual December Uploads for ELL Count Audit

In addition to the completed English Language Learner Count Questionnaire, the following additional audit documents must also be provided to the School Auditing Office via Syncplicity no later than December 11, 2024.

Organization's Identification Process

- Documentation describing the district's process for identifying students with an English language proficiency level of NEP or LEP
- Sample scoring rubric with cut scores or other objective criteria (e.g., ratings, levels, or other measurables) that clearly indicates what conditions must be met for a student's language proficiency level to be designated NEP or LEP

Organization's Redesignation Process

- Documentation describing the district's process for redesignating students (with a previously-reported English language proficiency level of NEP or LEP) out of Language Instruction Educational Programs (LIEP).
- Sample scoring rubric with cut scores or other objective criteria (e.g., ratings, levels, or other measurables) that clearly indicates what conditions must be met for a student to be redesignated out of LIEP.

Questions?