



COLORADO
Department of Education

Office Hours:
2022 ELL Funding Factor Count
Audit Review

School Auditing Office

Date: **04/05/2023**

School Auditing Office

Email: audit@cde.state.co.us

Website: <http://www.cde.state.co.us/cdefinance/auditunit>

Rebecca McRee: mcree_r@cde.state.co.us

Office of Culturally and Linguistically Diverse Education

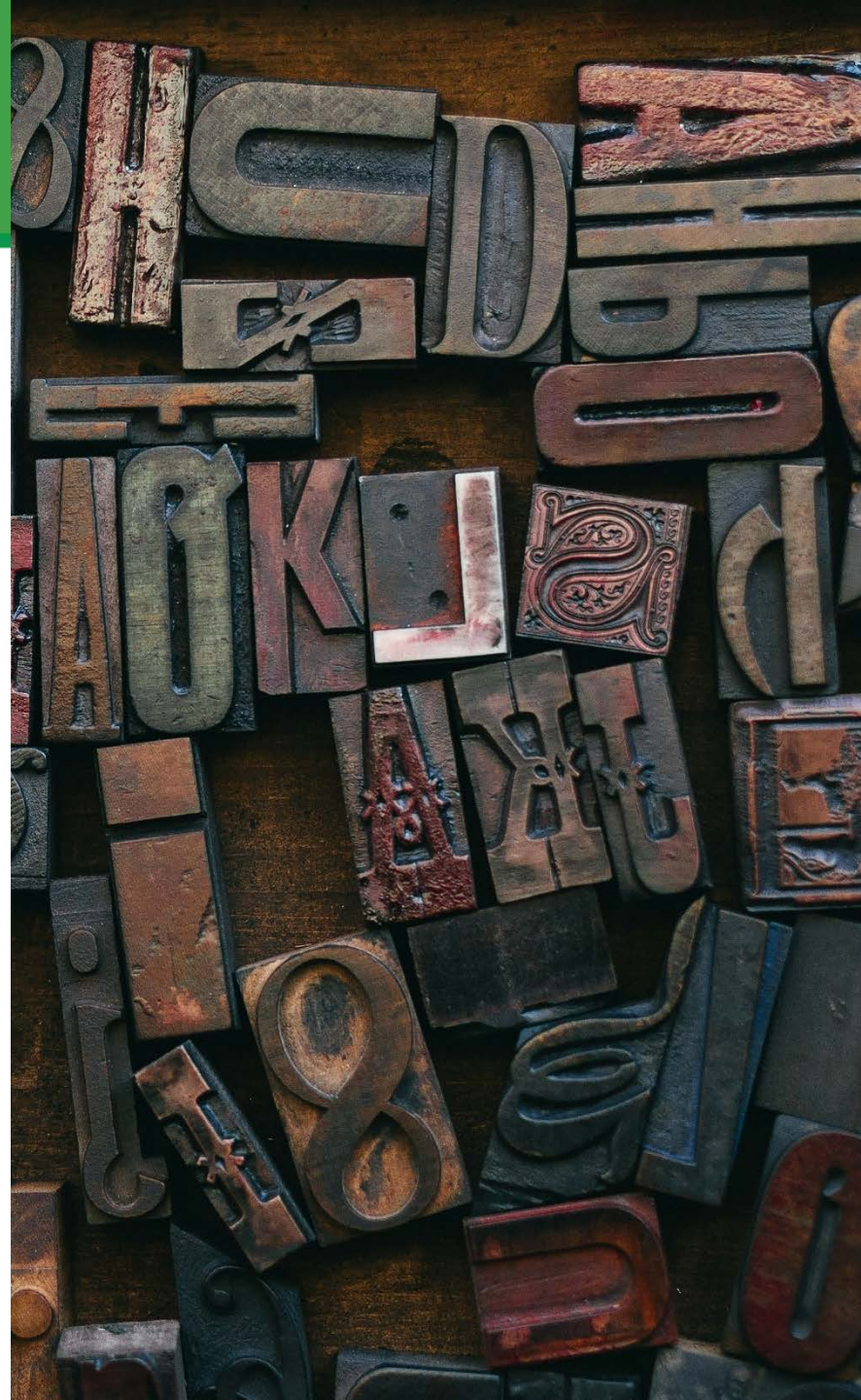
Website: https://www.cde.state.co.us/cde_english

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Agenda

- Overview
 - What is the ELL Funding Factor Count?
 - Resources
- 2022/2023 Audit Review
 - Timeline
 - Audit Sample Process and List
 - Required Documentation
- Example Audit Documentation
- Q & A

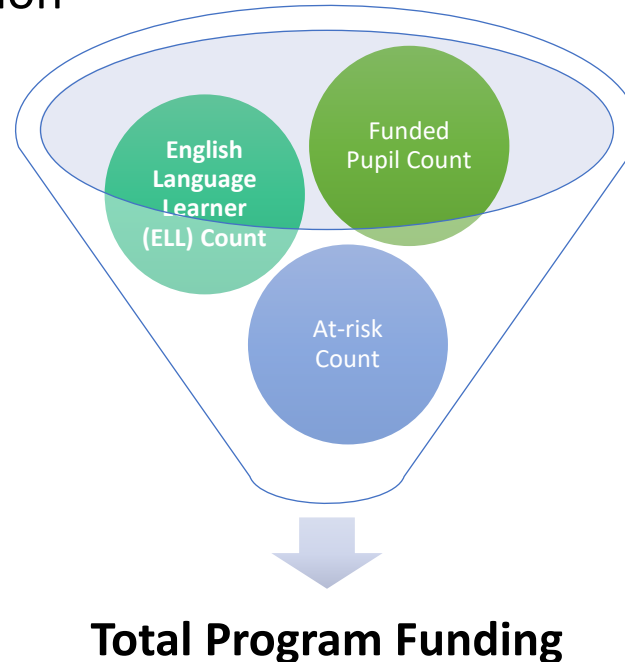


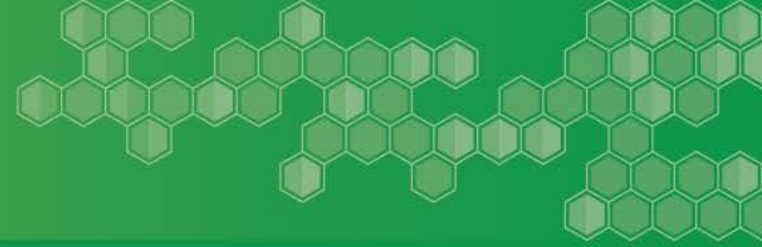
Overview

What is the ELL Funding Factor Count?



- Public School Finance Act of 1994
- Student October Count
 - Data collection across all districts
 - Student level data (as of the pupil enrollment count date)
 - Used to determine the various counts included in the Total Program Funding calculation





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

Student October Count data:

- Grade level: K-12
- Funding codes: 80, 82, 85, 91, 92, 94, 95
- Language Proficiency:
 - 1 - NEP (Non-English Proficient)
 - 2 - LEP (Limited-English Proficient)

Not specifically reported in the Student October Count:

- Students must still be within the five-year services window defined in ELPA
- Cognos/Data Pipeline Reports can identify Years in Program after October Snapshot Generated

Resources: English Language Learner Count Webpage

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

Home » School Auditing Office

English Language Learner Count

SCHOOL AUDITING OFFICE

English Language Learner Count

2022 Count Date: Monday, October 3

Summary

Each year all public school districts across the state of Colorado pass to the Colorado Department of Education (CDE). The purpose of this data collection is to provide information regarding students' funding eligibility as outlined in the Colorado Department of Education collects these data through the collection overseen by the School Auditing Office.

School Finance Division Home

School Auditing Office

At-Risk Count

English Language Learner Count

Pupil Count

Transportation

Training and Office Hours

Contact Us

Capital Construction

Grants Fiscal

Resource Guide

[2022-2023 English Language Learner Count Audit Resource Guide \(UPDATED 07/01/2022\)](#)

Prior Audit Resource Guides

Prior versions of the Audit Resource Guide can be found by [clicking here](#).

Trainings

School Auditing Office English Language Learner Overview (09/13/22)



• [Download 09/13/22 presentation \(PDF\)](#)

Internal CDE Resources

[ELD Program Requirements](#)

[Office of Culturally and Linguistically Diverse Students](#)

[CLDE Identification and Placement](#)

[CLDE Redesignation and Exit](#)

[ELPA requirements](#)



COLORADO
Department of Education

2022 English Language Learner Count Audit Resource Guide

Fiscal Year 2022-2023

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 Finance and Operations Division

Katy Anthes, Ph.D. Commissioner of Education
Jennifer Okes Chief Operating Officer
Kate Bartlett, MBA Executive Director of School District Operations

School Auditing Office

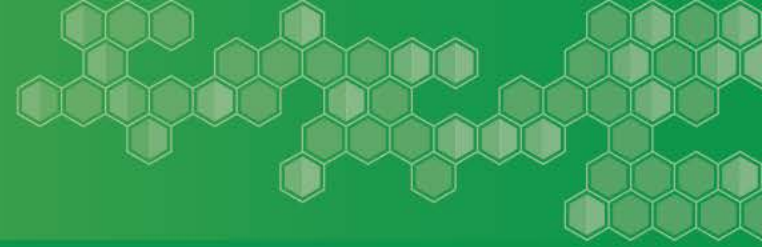
Rebecca McRee Supervisor
Jessica Oxton Auditor
Tabitha Tyree Auditor
Adam Van Alstyne Auditor

Effective July 1, 2022

201 E. Colfax Ave., Denver, CO 80203; 303-866-6600; www.cde.state.co.us



Audit Review



General Timeline

- Wed., March 1st - districts with students in the ELL count sample will receive an email with instructions for uploading documentation.
- Tues., March 14th (10-10:50am) - School Auditing Office will host the first Office Hours session that will review the ELL count audit review process and required audit documentation.
 - To access these Office Hours, click on the link in the green box found on the School Auditing Office's Training and Office Hours website: https://www.cde.state.co.us/cdefinance/auditunit_trainings.
 - The link will be live approximately 15 minutes prior to the Office Hours start time.
- Wed., April 5th (1:30-2:20pm) - School Auditing Office will host the second Office Hours session that will review the ELL count audit review process and required audit documentation.
 - To access these Office Hours, click on the link in the green box found on the School Auditing Office's Training and Office Hours website: https://www.cde.state.co.us/cdefinance/auditunit_trainings.
 - The link will be live approximately 15 minutes prior to the Office Hours start time.
- Fri., April 14th - Deadline for districts to upload all required audit documentation for students included in the ELL count sample audit review.
- No later than Friday, June 30th - districts will receive an email from the School Auditing Office outlining the findings of the ELL count audit documentation review.

How were sampled students selected?



- 61,359 students were included in the ELL Count statewide
- 41,331 students were “cleared” based on spring 2022 WIDA ACCESS scores
 - Had scores below the CDE baseline proficiency cut points for redesignation
 - ACCESS for ELLs: 4.0 Overall and 4.0 on Literacy
 - Alternate ACCESS: P1 Overall and P1 on Literacy
- For the remaining 20,028 students:
 - Each were assigned a “sub-population” based on years in program and 2022 WIDA ACCESS assessment participation
 - Total of 4 possible sub-populations for each district
 - Random sample of students from each sub-population (if applicable) were pulled into the district’s sampled population



Therefore, all students pulled into the sample either:

- Have no spring 2022 ACCESS for ELLs or Alternative ACCESS assessment scores
 - Students new to the district, or those transferring into the district, since spring 2022

OR

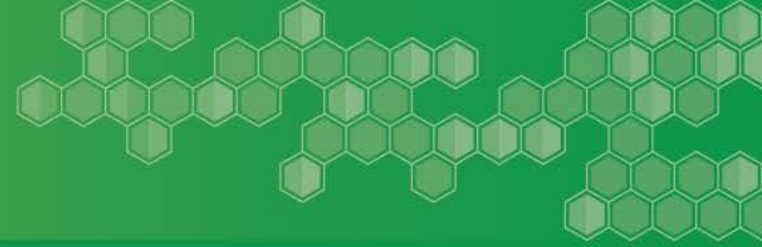
- Have scores at or above the CDE baseline proficiency cut points for redesignation
 - Continuing within the district OR transferring into the district since spring 2022

Sub-Populations- Student does NOT have spring 2022 WIDA ACCESS Scores



- **Y1_NS:** This student is in their first year of program and did not take the ACCESS for ELLs or Alternate ACCESS assessment in spring 2022.
 - This student is new to the district
- **Y2-5_NS:** This student is in years 2 through 5 of program and does not have Literacy and Overall scores from the ACCESS for ELLs or Alternate ACCESS assessment in spring 2022.
 - This student could be new to the district OR continuing within the same district.

Sub-Populations- Student DOES have spring 2022 WIDA ACCESS Scores



Students in these sub-populations took the ACCESS for ELLs or Alternate ACCESS assessment in spring 2022 AND met the CDE baseline proficiency cut points for redesignation (ACCESS for ELLs: 4.0 Overall and 4.0 on Literacy; Alternate ACCESS: P1 Overall and P1 on Literacy).

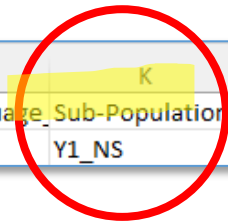
- **Diff_Redes:** The testing district in spring 2022 was NOT your district.
 - This student likely transferred into your district (i.e., new) since spring 2022.
- **SAME_Redes:** The testing district in spring 2022 WAS your district.
 - This student is continuing within your district (i.e., not new).

Sample List



ELL (funding factor) count sample lists have been uploaded to districts' audit Syncplicity folders and contain the following fields:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Year	District Co	SASID	School Co	School Na	Grade	Last Name	First Name	Year_in_P	Language	Sub-Population	2022 Test	TEST_DIST	LITERACY_OVERALL_LEVEL	
2	2022-2023	0000	012345678	0700	Baker Stre	007	Holmes	Sherlock	1	2	Y1_NS	NA			



Field	Description
Year	Current school year (2022-2023)
District Code	As reported in 2022 Student October (should be your district's code)
SASID	As reported in 2022 Student October
School Code	As reported in 2022 Student October
School Name	As determined by the reported school code in 2022 Student October
Grade	As reported in 2022 Student October (student's grade)
Last Name	As reported in 2022 Student October (student's last name)
First Name	As reported in 2022 Student October (student's first name)
Year In Program	As of 2022-2023, year in program as calculated by CDE
Language Proficiency	As reported in 2022 Student October (student's reported language proficiency)
Sub-Population	As assigned by the School Auditing Office for sampling purposes (see above section titled "Sub-Populations")
*2022 Test Type	Will indicate if the student took the ACCESS for ELLs (WIDA ACCESS) or Alternate ACCESS (Alt ACCESS) in spring 2022. If blank, then CDE does not have record of the student taking either assessment in spring 2022.
*TEST_DISTRICT	If the student took ACCESS for ELLs or Alternate ACCESS in spring 2022, this field indicates the district code through which the student took the assessment.
*LITERACY_LEVEL	If the student took ACCESS for ELLs or Alternate ACCESS in spring 2022, this field indicates the student's literacy level, if determined.
*OVERALL_LEVEL	If the student took ACCESS for ELLs or Alternate ACCESS in spring 2022, this field indicate the student's overall level, if determined.

*Documentation evidencing these assessment scores are not required for any sub-population, UNLESS the referenced scores on the sample list are incorrect for a given student.



Required Audit Documentation

Reminder!!!



- The following sections provide a brief overview of Colorado’s standardized identification and redesignation procedures.
- If you have any specific questions or unique student situations related to your district and/or sampled student list, please contact for clarification:
 - Doris Brock-Nguyen: brock-nguyen_d@cde.state.co.us
 - Lindsay Swanton: swanton_l@cde.state.co.us

Students New to Program and/or New to District

Students who did not have any scores from spring 2022

- Likely new to the district since spring 2022; likely did not take one of the assessments because they were not yet attending your district.
- This group includes both students new to the Colorado public school system and students who were newly transferred into the district.

For these students, the district needs to provide documentation showing that:

1. The students went through the **identification process** AND
2. The students were correctly identified as **NEP or LEP**

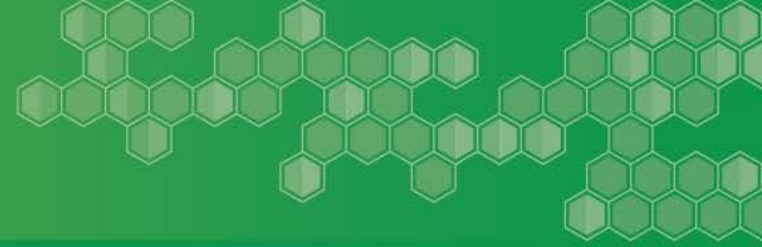
Identification Process: the WIDA Screener

When identifying students as non-English speakers, every district must:

1. Review the Home Language Survey, and, if applicable...
2. Administer the WIDA Screener



Identification Process: the WIDA Screener



- If the WIDA screener was administered within 365 days prior to the pupil enrollment count date (i.e., between 10/4/21 and 10/3/2022), **AND** the score supports a language proficiency of NEP or LEP, the district must upload:

WIDA Screener Score Report

WIDA Screener showing the qualifying date and score

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

WIDA
WIDA Screener for Kindergarten
Score Report

Test Date: 09/07/2021 Test Administrator/Scorer: A. Teacher

Student Information
 First Name: John Last Name: Watson
 Birthdate: 01/01/1970 Current Grade: K
 State ID: K27033 School: Awesome Elementary
 District: Colorado PE-2 State: CO

Home Language(s): English, Hindi

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 Scored
Reading	Not Scored
Composite Scores	Proficiency Level
Oral Language - 50% Listening + 50% Speaking	2
Literacy - 50% Reading + 50% Writing	
Overall - 35% Reading + 35% Writing + 15% Listening + 15% Speaking	1

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.

09/07/2021 WIDA_Screener_for_Kindergarten_Score_Report_09_07_2021

Test Date: 09/07/2021 Test Administrator/Scorer: Sherlock Holmes

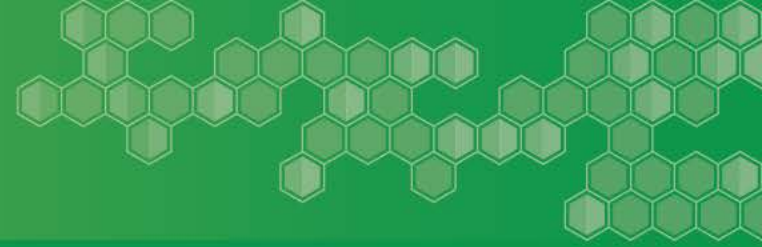
Student Information
 First Name: John Last Name: Watson
 Birthdate: 01/01/1970 Current Grade: K
 State ID: 01234567890123 School: Awesome K-8
 District: Awesome School District State: CO

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	1
Reading	1
Composite Scores	Proficiency Level
Oral Language - 50% Listening + 50% Speaking	2
Literacy - 50% Reading + 50% Writing	1
Overall - 35% Reading + 35% Writing + 15% Listening + 15% Speaking	1

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.



If the WIDA screener was administered within 365 days preceding the pupil enrollment count date and it did **NOT** support a language proficiency of NEP or LEP, then the district must upload the following documents:

1. WIDA screener score report

- WIDA screener score report dated within 365 days prior to the pupil enrollment count date

2. Process

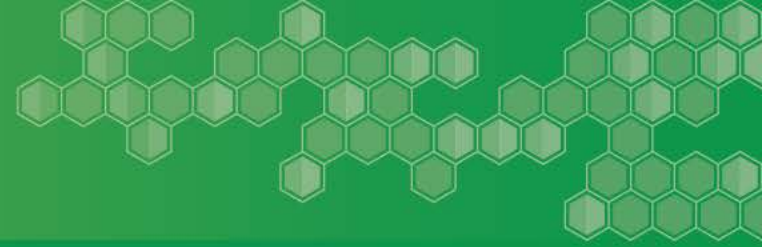
- Documentation describing the district's process for identifying students with a language proficiency level of NEP or LEP

3. Objective Criteria

- 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

4. Evidence

- Evidence supporting the student's NEP or LEP identification, based on the district's process and qualifying criteria



If the district did not administer a WIDA screener for a newly identified non-English speaker (i.e., language proficiency of NEP or LEP), the district must upload:

Explanation

Narrative explanation as to why the screener was not administered during the identification process.

Note: *Regardless of a student's (or family's) perceived language proficiency, ethnicity, race, or linguistic background, the district must evaluate the responses indicated on the home language survey and administer a Screener if it is appropriate.*

*Responses indicated on the home language survey are intended to trigger investigation into English Language Proficiency (ELP) but do not determine eligibility for ELD instruction/programming/annual assessments. **A student cannot be identified as ELL solely based on responses indicated on the HLS.** (Refer to CO Standardized Procedures to collect Screener scores and body of evidence.)*

Students Continuing within District



All students identified and reported as English learners (i.e., language proficiency NEP and LEP) are required to take an annual ELP (English Language Proficiency) assessment:

- ACCESS for ELLs
- Alternate ACCESS
- Kinder ACCESS

Based on the annual ELP assessment scores and body of evidence, educators should evaluate English learners for redesignation (FEP, or “fluent English proficient”).

In rare instances a student may not have complete annual ELP assessment scores:

- ACCESS for ELLs assessment is incomplete (due to documented absence)
- Documented misadministration of a particular section of the ACCESS for ELLs assessment has occurred
- The student's disabilities preclude assessment in one or more domain(s)

Districts are still expected to evaluate the student's progress through the review of a body of evidence that was described in the district's redesignation process.

Students with no Score (same district, continuing student)

Documentation— Continuing in Program but No Score (same district)

If a student is not new to program AND

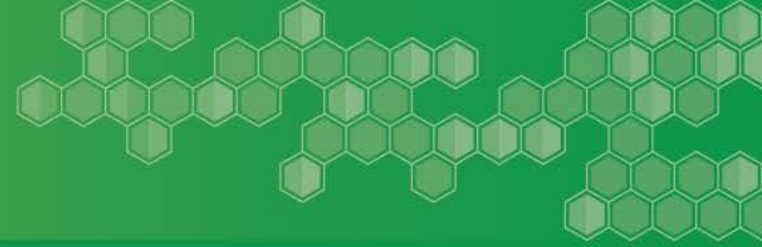
The student is not new to your district AND

The student does not have annual ELP
assessment scores from spring 2022, THEN

The district should provide documentation
showing that the student's progress was
evaluated and did not result in redesignation

Documentation—No Score (same district)

Possible Sample Sub-Population: Y2-5_NS



For documentation, the district must provide:

1. Explanation

- Narrative explanation as to why the student did not take an annual ELP assessment

2. Process

- Documentation describing the district's process for redesignating students out of program when annual ELP assessment scores are not available
- With a previously-reported language proficiency level of NEP or LEP

3. Objective Criteria

- A scoring rubric that includes cut scores or other objective criteria that clearly indicate what conditions must be met for a student to be redesignated out of program
- e.g., ratings, levels, or other measurables

4. Evidence

- Evidence supporting that the student did not meet the district's criteria for redesignation

Students with Scores (same district, continuing student)

Documentation—Students with Scores (same district)

For students who have spring 2022 WIDA ACCESS scores AND

Who tested at or above the CDE baseline proficiency cut points for redesignation AND

Who tested while enrolled in your district (i.e., test district is the same as your district) THEN

The audit documentation must show your district's redesignation process was followed, and the results (see next slide)

Documentation—Students with Scores (same district)

Possible Sample Sub-Population: SAME_Redes

Audit documentation for these students must include 3 pieces:

1. Process

- Documentation that describes the district's process for redesignating students (with a previously-reported language proficiency level of NEP or LEP) out of program

2. Objective Criteria

- A scoring rubric that includes cut scores or other objective criteria that clearly indicate what conditions must be met for a student to be redesignated out of program
- e.g., ratings, levels, or other measurables

3. Evidence

- Evidence that supports that the student did not meet the district's criteria for redesignation (despite scores that demonstrate a language proficiency level other than NEP or LEP)
- If the district's scoring rubric or matrix for a given student shows what criteria were not met for redesignation, the district must provide the supporting documentation to show those criteria were not met.



Labeling Audit Documentation



Upload one document per sampled student (which could be multiple pages), labeled “Student Last Name_Student First Name”

The screenshot shows a file explorer window with the following content:

- Path: All Files... > English Language Learner Count > October 2022
- Columns: Name, Date modified, Type, Size
- File 1: 0000_ELLCountSample_October 2022.xlsx (Excel worksheet, 8 KB, modified 5 minutes ago)
- File 2: Doe_John.pdf (Acrobat document, 805 bytes, modified 17 seconds ago)

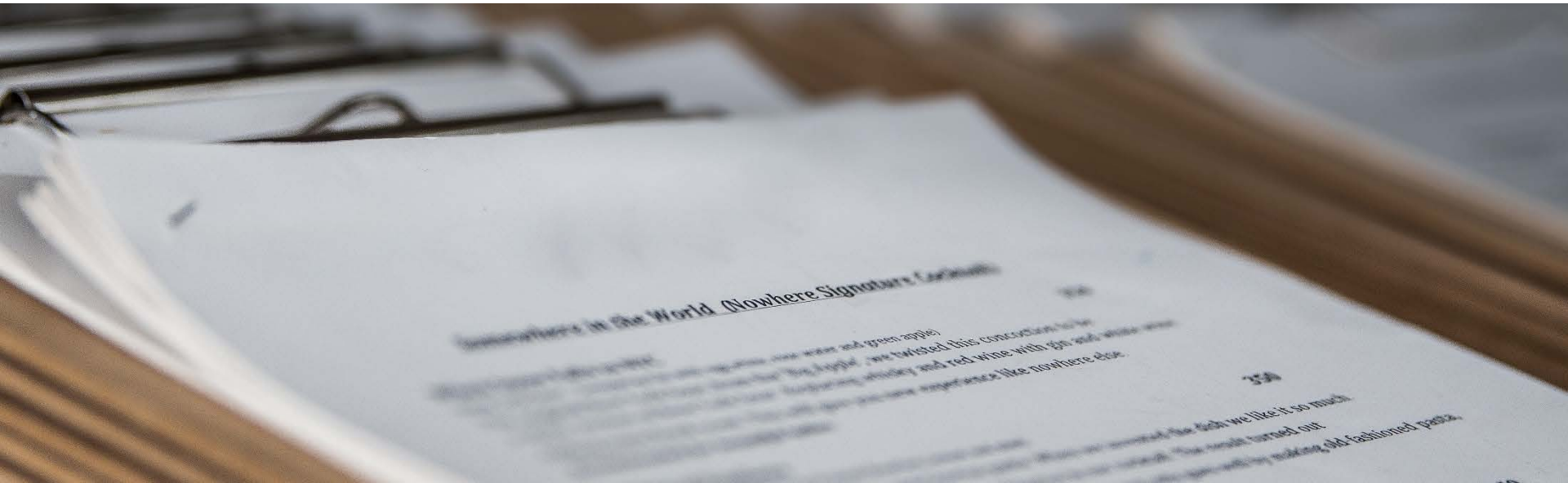
<input type="checkbox"/>	Name ▲	Date modified	Type	Size
<input type="checkbox"/>	 0000_ELLCountSample_October 2022.xlsx	5 minutes ago	Excel worksheet	8 KB
<input type="checkbox"/>	 Doe_John.pdf	17 seconds ago	Acrobat document	805 bytes

If the district has any students for whom it needs to upload its Identification and/or Redesignation process, these processes should be uploaded as their own document (PDF or Word)—do not share a hyperlink to your processes.

General Comments






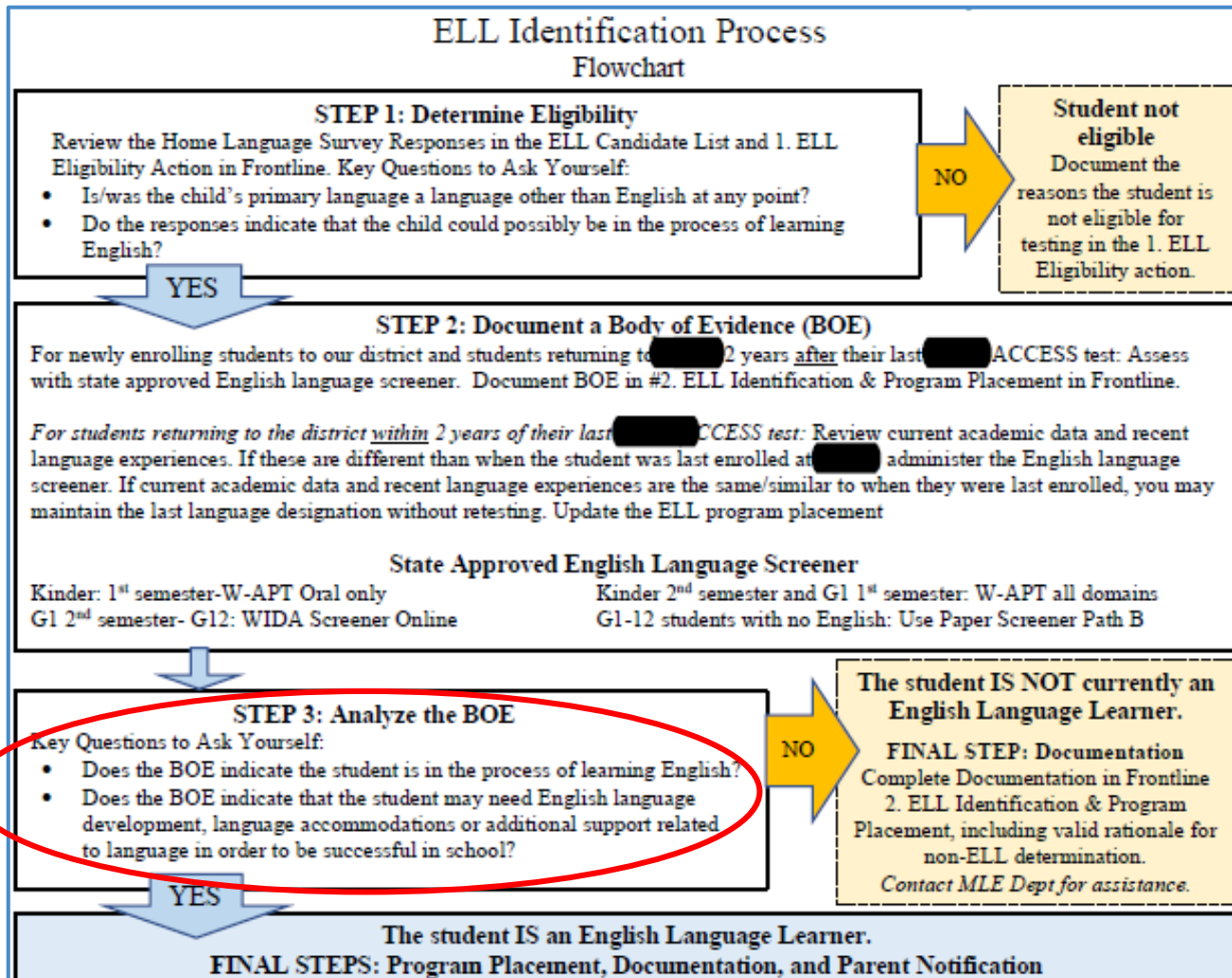
- Make sure your documentation is complete—the School Auditing Office will not be reaching back out for additional documentation.
- Final audit review letters will be reflective of what the uploaded documentation supported.



Example Documentation

Example Identification Process

Process	
Objective Criteria	
Evidence	

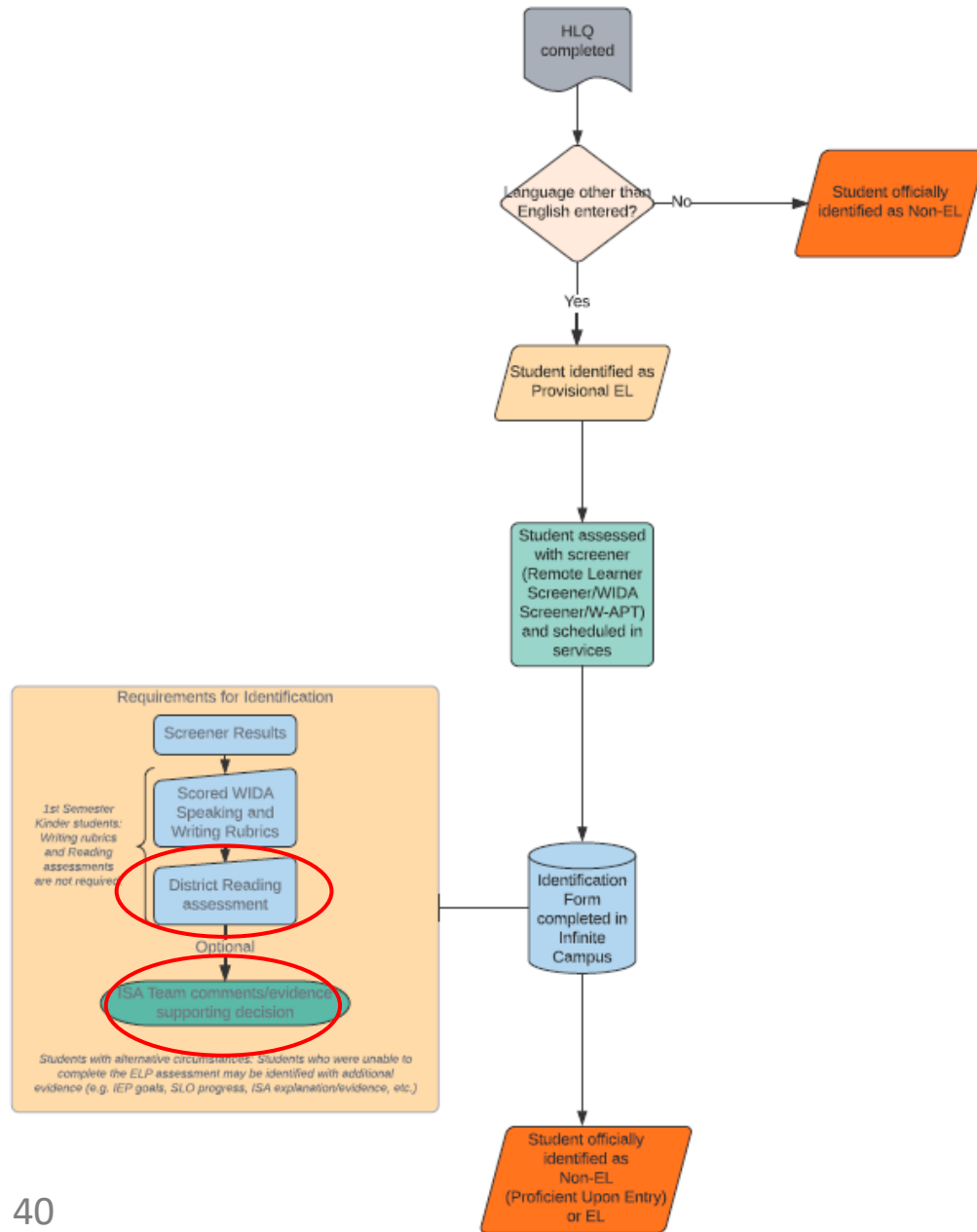


This document explains how the district uses the objective criteria and an individual student's body of evidence to make a determination, but does not include the criteria or evidence.






Identification Process

Identification of Proficient Upon Entry (Non-ELs) and English Learners (ELs)



Process	✓
Objective Criteria	✗
Evidence	✗

Example Checklists

Process	
Objective Criteria	
Evidence	

Standardized Identification Checklist

Home Language Survey	Responses to questions:	Action:
Student Name: _____ Grade: _____ School: _____ Date of Enrollment: _____	1. What is the primary language used in the home? 2. What is the language most often spoken by the student? 3. What is the language that the student first acquired?	Investigate English Language Level Screener administered Y/N
Screener	Administered XX on XX	Scores on Screener:
Body of Evidence	Collection (at least two): <input type="checkbox"/> Parent Interview <input type="checkbox"/> Student Observation <input type="checkbox"/> Educator recommendation <input type="checkbox"/> Cognos Reports <input type="checkbox"/> Other NWEA, DEIBELS	Findings: approaches, meets, exceeds scale, provide class work that demonstrates findings & clear expectations about what collection says about student's ELP, comparable proficiency to <u>non-EL</u> peers. Notes:
District Determination	<input type="checkbox"/> English Learner <input type="checkbox"/> Not English Learner	Evaluation of Screener scores and body of evidence: Determination on XX By district staff XX
Parent Notification Letter	Submitted on XX	Parent signed on XX
Instruction & Program	Plan begins on XX	Notes: Attachments:
Parent Opt-Out, if applicable	<input type="checkbox"/> District will monitor student language progression and will re-offer instruction/programs if progression is not seen. <input type="checkbox"/> District will administer annual ELP assessment as required by federal and state law.	Parent Signed on XX
Data Pipeline Coding	Student Language XX Student Language Program XX	Student Proficiency Level: PHLOTE NEP LEP

30 days to make EL Identification (2 weeks after Oct 1) – all identified NEP/LEP students take annual ELP assessment until Redesignation occurs – changes to instruction/programs can take place anytime during the year – coding changes are made at the beginning of the school year during Student October Count.

Standardized Redesignation Checklist




Annual Assessment	Assessment administered on XX <input type="checkbox"/> ACCESS <input type="checkbox"/> Alternate ACCESS	Assessment Scores from SY XX Overall ____ Literacy ____
Student Name: Grade & School: Student ELP Level:		
Body of Evidence	Collection: <input type="checkbox"/> Local writing data <input type="checkbox"/> Local reading data <input type="checkbox"/> Other data <input type="checkbox"/> Other data	Findings:
District Determination	<input type="checkbox"/> Redesignate (student moves to FEP M1) <input type="checkbox"/> Do not Redesignate (student retains NEP/LEP coding)	Evaluation of annual ELP assessment, body of evidence and minimum cut scores using: <input type="checkbox"/> Pathway A <input type="checkbox"/> Pathway B Determination on XX By district staff XX
Parent Notified of Redesignation	Submitted on XX	Signed on XX
Instruction & Program	Plan modified on XX	Notes: Attachments:
Monitoring	<input type="checkbox"/> benchmarks for expected growth in ELP ... <input type="checkbox"/> access to grade-level core content instruction ... <input type="checkbox"/> additional support to attain English proficiency...	Notes: Attachments:
Data Pipeline Coding	Student Language XX Student Language Program XX	Student Proficiency Level XX

Per USED guidance, if an EL student did not participate in the 2022 ELP assessment window or does not have an Overall or Literacy score, that student may not be considered for EL Redesignation. Only students whose disabilities preclude their participation in one or more language domains may be considered for Redesignation without an overall and literacy score(s) on ACCESS for ELLs or Alternate ACCESS. In these cases, the school/district must collect evidence to demonstrate proficiency in the non-tested language domain(s) on ACCESS for ELLs or Alternate ACCESS.

These checklists should be seen as a “starting points” to the identification and/or redesignation processes.



Example Objective Criteria - Identification

Process	
Objective Criteria	
Evidence	

Identification

Identification SY2022-2023
 Department of Culturally and Linguistically Diverse Education
 ML Student Identification Form

Student Name _____ Student SASID _____ Current Grade: _____
 Primary Home Language _____ Teacher Providing Information: _____
 School: _____ Date Screened: _____
 Date Enrolled: _____ Previous EL Reporting History: _____

Screener:			
Composite Scores	Proficiency Scores	Screener Score	
Literacy	FEP: 4.0 - 6 LEP: 2.6-3.9 NEP: 1-2.5		
Overall			
Body of Evidence			
Reading and Writing (If available)			
As Evidenced by (NWEA, Dibels)	NWEA Cut Scores: Reading: _____ Language Usage: _____	Student Reading RIT Score:	
		Student Percentile:	
		Student Writing RIT Score:	
		Student Percentile:	
		Dibels Data:	

Include at least one of the the following as part of the Body of Evidence:

Parent Interview
 Teacher Observation
 Student transcripts

Test scores from previous school
 Exchange Student Program Language Assessment




Identification	
Supporting documents included <input type="radio"/> Yes <input type="radio"/> No	Will this student be Identified ML? <input type="radio"/> Yes <input type="radio"/> No
Student's Designation:	NEP LEP FEP M1 FEP M2 FEPE1 FEPE2 FELL PHLOTE
Explanation:	

CLDE Specialist: _____ Date: _____
 CLDE Coordinator: _____ Date: _____

In the event a screener score did not support a language proficiency of NEP or LEP, the district would need to provide a copy of its process, along with the Objective Criteria (including cut scores, etc.) the student must meet to be identified, and then provide evidence that the criteria were met for identification by the student.



Example Objective Criteria - Redesignation

Process	
Objective Criteria	
Evidence	

Redesignation

For: LEP to M1 by 2022-2023

Department of Culturally and Linguistically Diverse Education
ML Redesignation Body of Evidence Form

Name: _____ ID #: _____ Grade: _____
Teacher: _____ School: _____ Date: _____

Annual ACCESS Proficiency Assessment			
Composite Scores	Proficiency Scores	Points Possible	Points Earned
Literacy	Proficiency Levels 5.1 - 6.0	3	
	Proficiency Levels 4.5 - 5.0	2	
	Proficiency Levels 4.0 - 4.4	1	
Overall	Proficiency Levels 5.1 - 6.0	3	
	Proficiency Levels 4.5 - 5.0	2	
	Proficiency Levels 4.0 - 4.4	1	
<small>Per CDE guidelines, on ACCESS, students must score a 4 Overall and in Literacy in order to be considered for redesignation. Student must earn at least 2 points in ACCESS to move on.</small>		Points earned From ACCESS	
Body of Evidence			
Grade Level Reading			
As Evidenced by _____ <small>(CMAS, NWEA, Dibels, NWEA Cut Scores: Reading: _____ Language Usage: _____)</small>	Exceeds Grade Level Expectations	3	
	Meets Grade Level Expectations	2	
	Approaches Grade Level Expectations	1	
Description: _____			
Grade Level Writing			
As Evidenced by _____ <small>(CMAS, NWEA, Independent writing sample)</small>	Exceeds Grade Level Expectations	3	
	Meets Grade Level Expectations	2	
	Approaches Grade Level Expectations	1	
Description: _____			
Total Points Earned:			
<small>A student must earn at least 5 points with at least 2 points earned in the ACCESS, and 1 point earned from each section in "Body of Evidence" to be redesignated to FEP Monitor Year 1. Please attach all supporting documents</small>			
Supporting documents included <input type="radio"/> Yes <input type="radio"/> No	Will this student be redesignated? <input type="radio"/> Yes <input type="radio"/> No		

Date: _____ CLDE Teacher Signature: _____
CLDE Coordinator Signature: _____



2021-2022 Re-designation to FEP, Monitor Year 1

Student Name _____ Grade _____ District ID# _____ Birthdate _____

School _____ Academic Year 2021 - 2022

Re-designation is a legal term used when a student's language proficiency label changes. Colorado Department of Education (CDE) has established minimum criteria for this re-designation. State and local bodies of evidence must be used to determine language proficiency and academic growth.

<u>LANGUAGE ASSESSMENT</u>	<u>SCORE NEEDED</u>	<u>LP SCORE</u>		<u>DATE</u>
WIDA ACCESS	4.0 or higher, Overall & Literacy (previous year)	<u>Overall</u> N/A	<u>Literacy</u> 4.3	2/2021
WIDA MODEL	4.0 or higher, Overall & Literacy EOY (previous year)	<u>Overall</u> N/A	<u>Literacy</u> N/A	N/A

<u>ACADEMIC ASSESSMENT</u>	<u>SCORE NEEDED</u>	<u>SCORE</u>		<u>DATE</u>
BOY - DIBELS K-5 (If applicable)	At Benchmark or Above Benchmark	<u>Grade</u> N/A	<u>Composite</u> N/A	N/A
BOY - K-5 Istation <u>Reading</u>	Istation Percentage Rank <ul style="list-style-type: none"> Ability Score Level 5 Above 80th Level 4 61st-80th 	Level 3	1796	09/09/2021 Did not meet Score Needed.
BOY - K-5 Istation <u>Math</u>	Istation Percentage Rank <ul style="list-style-type: none"> Ability Score Level 5 Above 80th Level 4 61st-80th 	N/A		N/A
BOY - 6-12 NWEA <u>ELA</u>	NWEA Percentile <ul style="list-style-type: none"> >90 High 61-80 Above Average 	N/A	<u>Overall</u>	N/A
BOY - 6-12 NWEA <u>Math</u>	NWEA Percentile <ul style="list-style-type: none"> >90 High 61-80 Above Average 	N/A	<u>Overall</u>	N/A
Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs)	<ul style="list-style-type: none"> Grade of C or better in Reading and/or Writing (can be within a content area too) On Track with Credits to graduate 	<u>Grades</u> Reading-D Writing-D	<u>Credits</u> N/A	2021-2022 School Year Did not meet Score Needed.

Process



Objective Criteria



Evidence



This form includes cut scores but does not explain how they are weighted, including assessments that were not completed.



End of Year Status Form for ESL Students

School Year: 2020-21

Student



Current Grade



School



Data Check: Have the following conditions been met (or has sufficient evidence been provided to refute a score):

Assessment	Score:	Met Needed Score?	Assessment	Score:	Met Needed Score?
ACCESS Overall	4.0	<input checked="" type="radio"/> Yes or No	ACCESS Literacy	4.0	<input checked="" type="radio"/> Yes or No
ACCESS Listening	4.9	<input checked="" type="radio"/> Yes or No	ACCESS Speaking	3.8	<input checked="" type="radio"/> Yes or No
ACCESS Reading	5.3	<input checked="" type="radio"/> Yes or No	ACCESS Writing	3.7	Yes or <input checked="" type="radio"/> No
NWEA Reading - Winter	N/A	Yes or No	NWEA Reading - Spring	17	Yes or <input checked="" type="radio"/> No
DIBELS Winter	N/A	Yes or No	DIBELS Spring	N/A	Yes or No
iReady Reading	N/A	Yes or No	Writing Sample		Yes or <input checked="" type="radio"/> No
Other: PSAT-EBRW 360		Yes or <input checked="" type="radio"/> No	Other:		Yes or No

Next School Year: 2021-22

Check the appropriate recommendation for student placement for next school year (only one):

Remain in active ESL (circle one): NEP or LEP

Process	<input checked="" type="radio"/>
Objective Criteria	<input checked="" type="radio"/>
Evidence	<input checked="" type="radio"/>

This form does not include objective criteria to decide whether the student met the needed score, or how to refute a score.



Questions