



COLORADO
Department of Education

Introduction to
English Language Learner Count
Funding Factor Audit

School Auditing Office

Date: **9/12/2023**



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



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

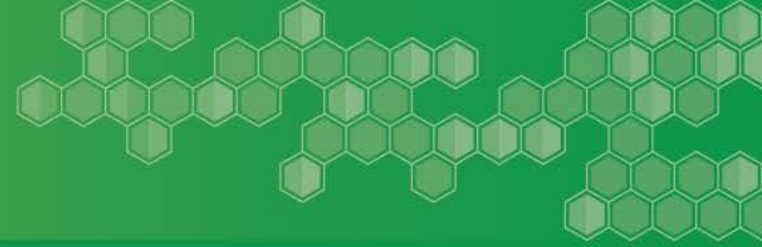
Within School Finance, **the School Auditing Office:**

- 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.

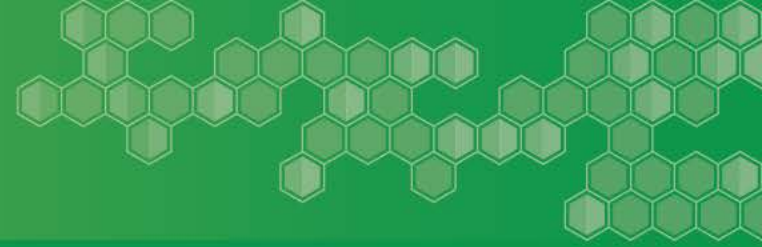
English Language Learner Funding Factor



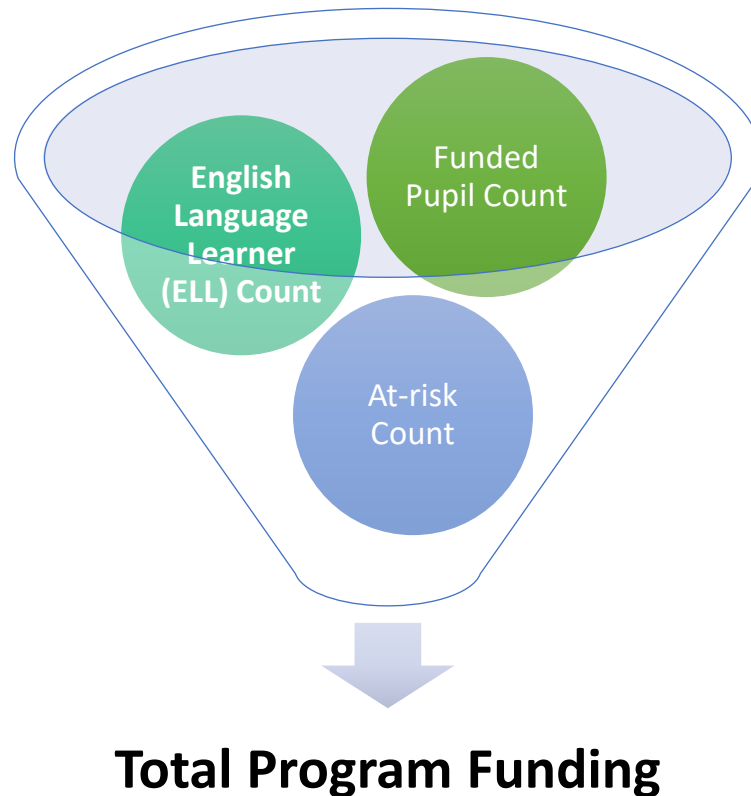
As provided for under SB21-268 and beginning with fiscal year 2021-2022, there is a new English Language Learner funding factor that is included in the calculated total program funding for each district.

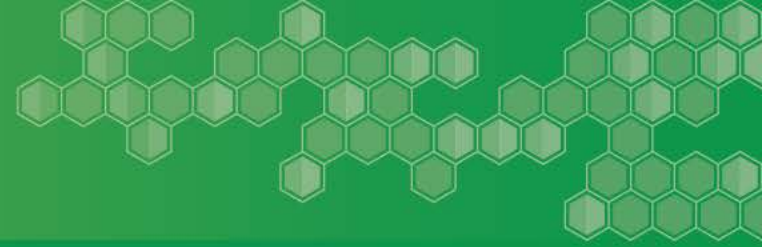
This new funding factor includes additional funding to districts related to the total number of English language learners included in the district's funded pupil count for the current year.

** Please note that the English Language Learner count/funding factor is separate from the categorical funding districts received under the English Language Proficiency Act (ELPA).*



Primary purpose: To collect data necessary to determine each district's Total Program Funding as required by statute and State Board Rule.





The 2023 pupil enrollment count date will be:

Monday, October 2, 2023

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

- Colorado funds public school districts based on a one-day (pupil enrollment count date) membership count.
- All student-level data that is submitted in Student October should reflect what was true as of 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:

- 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 with Years in Program after October Snapshot Generated:
 - “ELPA Report”
 - “ELL Count Funding Factor Report”

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.

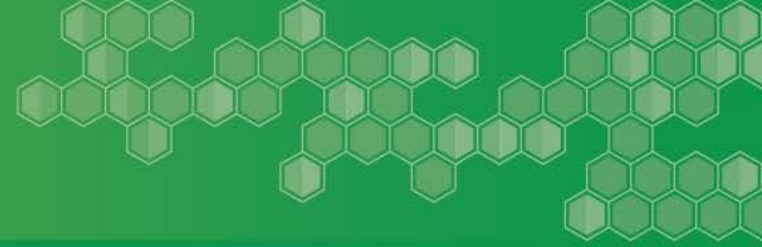


The documentation provided at the time of audit should be compiled from the district’s already-existing body of evidence (i.e., districts should not be creating new documentation specifically for English Language Learner (ELL) Count audit purposes).

English Learners: Identification, Redesignation, and Assessments

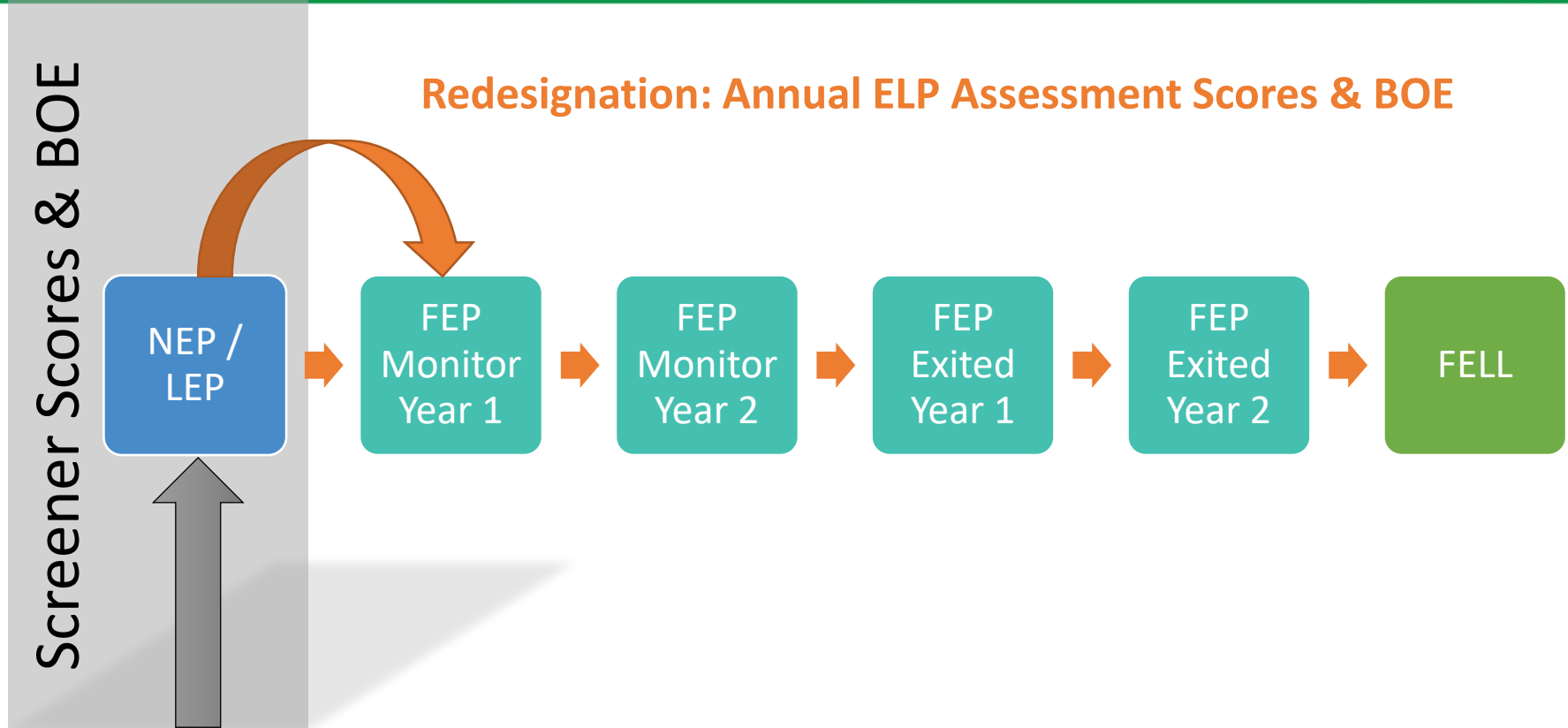


- **English Learners (EL):** students who are linguistically diverse and identified as having a level of **English Language Proficiency (ELP)** that requires language support to achieve standards in grade-level content in English (Colorado Revised Statutes under the English Language Proficiency Act 22-24-103)
 - **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.



- **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

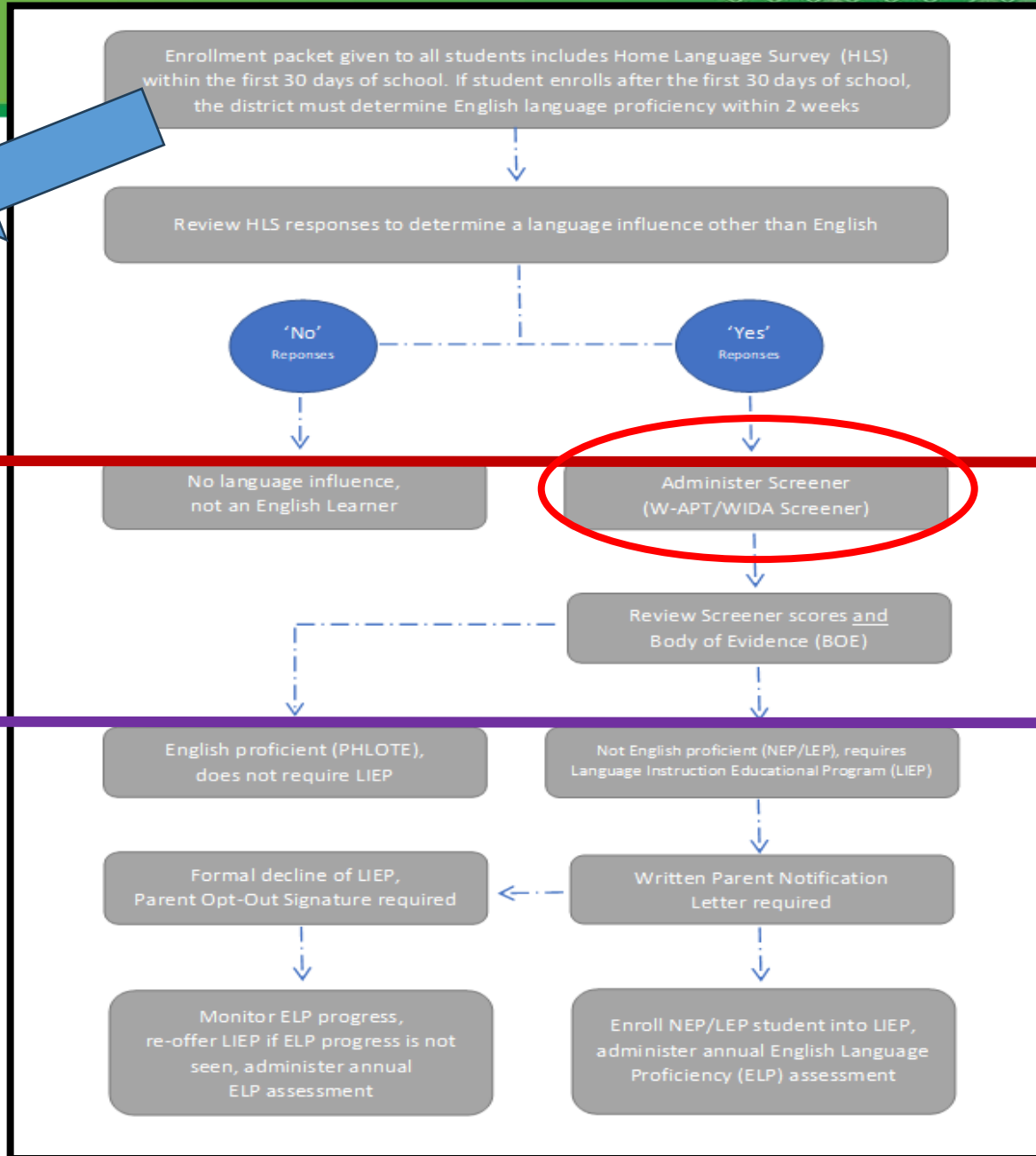
Colorado EL Language Proficiency Progression



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.



District determines if there is a language influence

Student is Identified

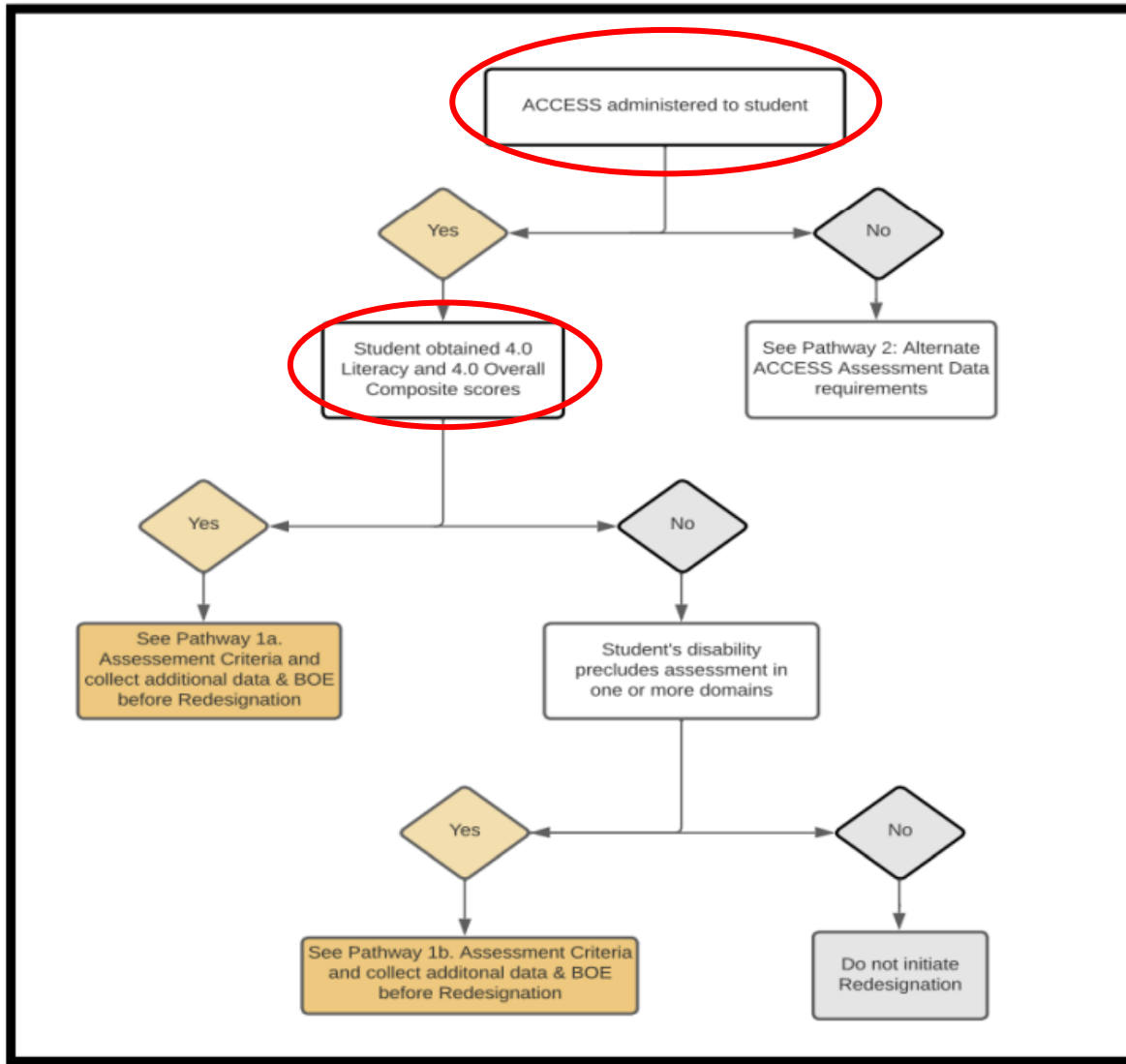


At a minimum, the following must be considered:

- Home Language Survey
- Appropriate screeners 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

http://www.cde.state.co.us/cde_english/sy22-23redesignationguidance



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).

Colorado Standardization EL Redesignation Pathways

Pathway 1: ACCESS for ELLs Assessment Data

PATHWAY 1 ACCESS for ELLs ASSESSMENT DATA	
ASSESSMENT CRITERIA	<p>1a. Meet CDE criteria for demonstrating English Language Proficiency on ACCESS for ELLs</p> <ul style="list-style-type: none"> • 4.0 Overall AND • 4.0 Literacy <p>1b. Meet <i>partial</i> CDE criteria by demonstrating English Language Proficiency on ACCESS for ELLs</p> <ul style="list-style-type: none"> • <4.0 Literacy OR • <4.0 Overall Composite or no overall composite score reported * <p>AND MUST INCLUDE</p> <ul style="list-style-type: none"> • One additional piece of evidence that confirms English proficiency that is aligned with the CELP standard(s) in missing domain(s) or that does not reflect typical student performance *
AND MUST INCLUDE ADDITIONAL DATA AND PIECES OF EVIDENCE LISTED BELOW	
BODY OF EVIDENCE	<ul style="list-style-type: none"> • At least one piece of local data that demonstrates success in Reading through English Language Arts (ELA), Science, Social Studies, and/or Math as comparable to English proficient peers AND INCLUDE • At least one piece of local data that demonstrates success in Writing through English Language Arts (ELA), Science, Social Studies, and/or Math as comparable to English proficient peers

Pathway 2: Alternate ACCESS Assessment Data

PATHWAY 2 ALTERNATE ACCESS ASSESSMENT DATA	
ASSESSMENT CRITERIA	<p>2a. Meet CDE criteria for demonstrating English Language Proficiency on Alternate ACCESS</p> <ul style="list-style-type: none"> • P1 Overall AND • P1 Literacy <p>2b. Meet <i>partial</i> CDE criteria by demonstrating English Language Proficiency on ACCESS for ELLs</p> <ul style="list-style-type: none"> • <P1 Literacy* OR • <P1 Overall Composite or no overall composite score reported * <p>AND MUST INCLUDE</p> <ul style="list-style-type: none"> • One additional piece of evidence that demonstrates success in English as demonstrated through the CAS (Colorado Academic Standards) Extended Evidence Outcomes (EEOs) and/or CELP standard(s) in missing domain(s).
AND MUST INCLUDE ADDITIONAL DATA AND PIECES OF EVIDENCE LISTED BELOW	
BODY OF EVIDENCE	<ul style="list-style-type: none"> • At least one piece of local data that demonstrates adequate performance and/or proficiency in English. • At least one piece of local data that demonstrates generalization of skills in English in the content areas of ELA, Science, Social Studies, and/or Math.

Redesignation Summary



In order to be Redesignated, a student must:

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

Notes:

- In general, meeting the state's cut scores for English proficiency on the ELP assessment is a **good indicator** the student is no longer an EL.
- 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.

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

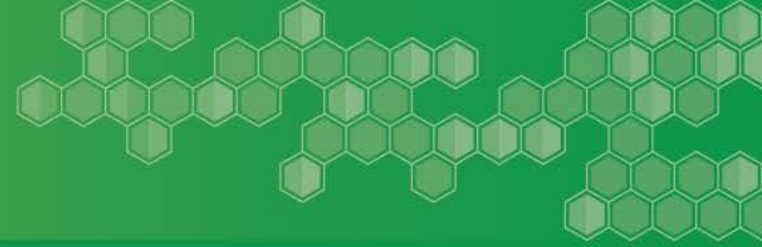
- **EL Data Coding & Reporting**

- 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

English Language Learner Count Audit Documentation & Resources



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



2023 Count Date: Monday, October 2

Summary

Each year all public school districts across the state of Colorado participate in the Student October Count data submission to the Colorado Department of Education (CDE). The purpose of this data collection is to obtain required student-level data as provided for by state statute, including information regarding students' funding eligibility as outlined in the Public School Finance Act of 1994 (Section 22-54-101, C.R.S.). The Colorado Department of Education collects these data through the Data Pipeline with the Information Management Services (IMS) unit of CDE overseeing the collection.

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ELL Count Funding Factor Audit Resource Guide

https://www.cde.state.co.us/cdefinance/2324_ell_audit_resource_guide



COLORADO
Department of Education

2023 English Language Learner Count Audit Resource Guide

Fiscal Year 2023-2024

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
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Effective July 7, 2023

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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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Funded Student Coded as
NEP/LEP in Year 1-5

**New EL Identification in District
(Year 1 or Transfer)**

Was a Screener
administered on or
within 365 days prior to
count day?

No

Not Eligible for
NEP or LEP
Status

Yes

Does the score support
a language proficiency
level of NEP/LEP?

No

Yes

✓ Score report for WIDA Screener, or
Screener for Kindergarten, dated within 365
days prior to the pupil enrollment count date

- ✓ 1) WIDA Screener, or Screener for Kindergarten, score report dated within 365 days prior to the pupil enrollment count date AND
- ✓ 2) Documentation describing district NEP or LEP Identification process AND
- ✓ 3) Cut scores/objective criteria for identification AND
- ✓ 4) Evidence that the student met the identification criteria

**Continuing EL Identification
(Years 2-5)**

Does CDE have
WIDA ACCESS
assessment data
from the prior
year on record?

No

Not Sampled - No
Audit Documentation
Required

Yes

Does the WIDA
ACCESS score on
record support
redesignation?

No

Not Sampled - No
Audit Documentation
Required

Yes

No
(New to District)

Was the WIDA
ACCESS
administered by
the same district
reporting the
student as NEP/
LEP this year?

Yes


- ✓ 1) Documentation describing district redesignation process AND
- ✓ 2) Cut scores/objective criteria for redesignation AND
- ✓ 3) Evidence that the student did not meet the redesignation criteria

ELL Count Funding
Factor:
Audit Documentation
Flow Chart



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 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

9/6/23, 11:32 AM WIDA_Screener_for_Kindergarten_Score_Report_09_06_2023



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.

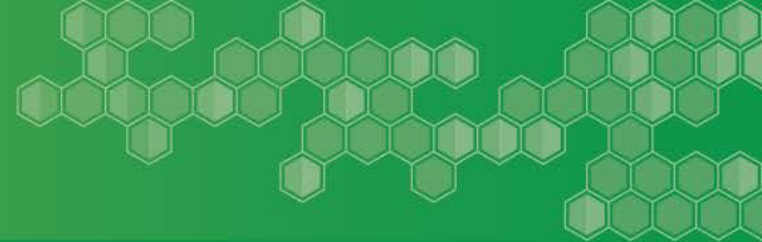
Language Domain Scores	Proficiency Level
Listening	1
Speaking	5
Writing	1
Reading	1
Composite Scores	Proficiency Level
Oral Language	3.5
Literacy	1.5
Overall	1.5


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 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 and 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	3.0
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

1204967 <https://www.wida.usd.com/secure/PrintStudently.asp>

WIDA Screener

Score Report

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

Student Information

First Name: _____ Last Name: _____
 Birthdate: _____ Current Grade: 06
 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

1/2

Paper Screener Report





- 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:
 - 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
 - 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

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.

ELL Count Funding Factor Report

Colorado Department of Education
 ELL Count Funding Factor Report
 District: - School Year: 2021-2022

As provided for under SB21-268 and beginning with fiscal year 2021-2022, there is a new English Language Learner funding factor that is included in the calculated total program funding for each district and CSI. This 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.

Student October Count data is used to determine which students are included in the district's English language learner count for this purpose. Students meeting the following criteria in Student October are included in the district's ELL count:

- Grade level: Kindergarten through 12th grade
- Public School Finance Funding Status (i.e., funding code): 80, 82, 85, 91, 92, 94, 95
- Language Proficiency: 1 NEP (Non-English Proficient); 2 LEP (Limited-English Proficient)

In addition to the above listed criteria, students must still be within the five-year services window defined in English Language Proficiency Act (ELPA). Please note that the English Language Learner count/funding factor is separate from the categorical funding districts received under the English Language Proficiency Act (ELPA).

District students who met criteria total	Count of CSI students meeting this criteria (who attend a CSI school that is located in the district's boundaries)	Total ELL Count
2656	722	3,578

District Code	School Code/Name	SASID	First Name	Middle Name	Last Name	Grade Level	Language Proficiency	Years in ELD Program	Public School Finance Status
District Code Information	School Code/School Name	Student Information - SASID, First Name, Middle Name, Last Name, Grade Level (K-12)				Language Proficiency - Only NEP (1) and LEP (2) students Years in ELD Program - Only Years 1-5 Public School Finance Status - 80, 82, 85, 91, 92, 94, 95			

District students who met criteria total - number of students within the reporting district that met ELL Count Criteria
 Count of CSI students - number of students who met the ELL Count Criteria but are attending a CSI school in the district's boundaries
 Total - Sum of both counts



Reminders/Feedback:

2022-2023 ELL funding factor
count audit review

- For a first semester kindergarten student, the district administered all four domains of the Screener for Kindergarten and used the “Overall” score to determine language proficiency, rather than the “Oral Language” score.
- In many cases, the student’s “Oral Language” score was 4.0 or higher which suggests 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 Findings- Miscoding a Student as NEP or LEP

- Approximately 11% of the districts that had students included in the ELL count audit review reported that at least 1 of their sampled students were incorrectly reported as NEP or LEP. As such, these students were flagged as an audit exception.
- 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- Missing Identification Documentation

- If a student is newly identified as NEP or LEP (i.e., Year 1 of program), the district is required to screen the student as part of the identification process.
 - If the screener score report supports a language proficiency of NEP or LEP, this is the only documentation that is necessary.
- However,... if the screener score report does NOT support a language proficiency of NEP or LEP, but based on a body of evidence the district identifies the student as an English learner, then the district must ALSO provide:
 - (1) A brief description of its identification process, including (2) rubric and/or other (3) objective criteria by which to evaluate the (4) evidence gathered by the district to support the language proficiency of NEP or LEP.
 - Failure to provide all documentation as described in this scenario resulted in students being flagged as audit exceptions.

Common Findings- District did not follow the identification process

- All students newly enrolled and students transferring back to the district must be given the home language survey, and if appropriate, administered a screener.
 - It was not uncommon to have districts that did not administer a new screener for students that withdrew from the district after having previously been identified as an EL. In such cases, if the district did not provide a screener score report (dated within 365 days preceding the pupil enrollment count date), these students were flagged as an audit exception.
 - In some cases, the district did not administer the screener as part of its identification process. In such cases, these students were flagged as an audit exceptions.

Common Findings: Missing Redesignation Documentation

- If a student is continuing in program, AND met or exceeded the state's cut scores for redesignation, AND the district continues to report the student with a language proficiency of NEP or LEP, the district must provide:
 - (1) A brief description of its redesignation process, including (2) rubric and/or (3) other objective criteria by which to evaluate the (4) evidence gathered by the district to support the language proficiency of NEP or LEP.
 - 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.
- In many cases, districts did not provide all required audit documentation which resulted in students being flagged as audit exceptions.

English Language Learner Count Audit & Funding Factor Contacts



- English Language Learner Count—Audit
 - School Auditing Office
 - audit@cde.state.co.us
 - Rebecca McRee, School Auditing Office Supervisor
 - mcree_r@cde.state.co.us
- English Language Learner Count—Funding Factor
 - Tim Kahle, School Finance Program Director
 - Kahle_t@cde.state.co.us

Questions?

Raise your hand, type into the chat or attend the ELL Count
Office Hours on 9/19 at 10am