

English Learner Coding

Student Interchange: Student Demographic File



Overview

Students are identified as English Learners (ELs) per the [Standardized Identification and Placement requirements](#). Local Educational Agencies (LEAs) report the Language Background, Language Proficiency, and Language Instruction Program for students during student data collections. These data fields are components of the [Student Demographic File](#), which is a part of the Student Interchange. Student data collections or snapshots then include the reported values on the student demographic file in the collection data snapshot (e.g. Student October, Attendance, Student Discipline, Student End of Year).

EL Data Fields on Student Demographic File

Three data fields work in tandem to reflect a student’s EL designation or coding. See the Student Demographic (DEM) file layout posted on the [Student Interchange website](#) for a complete description of each data field and the available codes.

Language Background

Reflects the language background of the student per student records such as a Home Language Survey. LEAs report the 3-alpha character code that represents their language background. Example: ENG for English, SPA for Spanish, etc. [A full list of language codes is available on the data pipeline frequently requested codes page.](#)

Language Proficiency

Reflects the English Language Proficiency for the student. This is the primary field used to determine if a student is an English Learner or not, following strict business rules that align with the standardized EL progression.

Code	Abbreviation	Short Name	Note
0	NA	Not Applicable	Language Background must be ‘ENG’ LIP must be ‘00’
1	NEP	Non-English Proficient	Language Background cannot be ‘ENG’ LIP cannot be ‘00’
2	LEP	Limited English Proficient	Language Background cannot be ‘ENG’ LIP cannot be ‘00’
4	PHLOTE	Primary Home Language Other than English	Student is English Proficient and has <u>never received EL services</u> Language Background cannot be ‘ENG’ LIP must be ‘00’
5	FELL	Former EL	Language Background cannot be ‘ENG’ LIP must be ‘00’
6	FEP MY1	Monitor Year 1	Language Background cannot be ‘ENG’ LIP cannot be ‘00’
7	FEP MY2	Monitor Year 2	Language Background cannot be ‘ENG’ LIP cannot be ‘00’
8	FEP Exit 1	Exited Year 1	Language Background cannot be ‘ENG’ LIP must be ‘00’
9	FEP Exit 2	Exited Year 2	Language Background cannot be ‘ENG’ LIP must be ‘00’

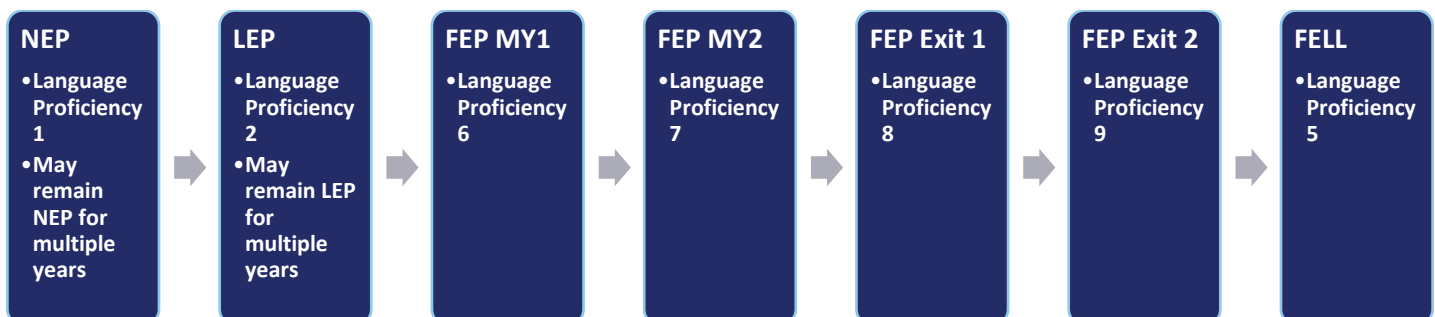
Language Instruction Program (LIP)

Reflects the language instruction program an EL is receiving. Students may not be coded in more than one LIP. If multiple programs are used to educate a student, reflect the program predominately used to educate the student in this data field. The chart below shows the codes used for reporting and notes regarding common language instruction practices and alternate names for LIP programs.

Code	Code Description	Language(s) of Instruction used in Program	Other common names
00	N/A	N/A	N/A
01	English as a Second Language (ESL) or English Language Development (ELD)	English with little use of EL's primary language(s)	Pull-Out ESL
02	Dual Language or Two-way Immersion	English and another language	Native Language Content Classes, First Language Literacy Class, L1 Literacy, Primary Language Literacy
03	Transitional Bilingual Education or Early-Exit Bilingual Education	Student's primary language and English	Native Language Content Classes, First Language Literacy, L1 Literacy, Primary Language Literacy
04	Content Classes with integrated ESL Support	English with little use of EL's primary language(s)	Push-in ESL, Co-Teaching, Sheltered Instruction Observation Protocol (SIOP), Specially Designed Academic Instruction in English (SDAIE), Structured English Immersion (SEI), Sheltered grade-level content courses
05	Newcomer programs	English only, English and another language	Newcomer Center
97	Other	N/A	N/A
98	Not in a Language Instruction Program, Parent Choice	N/A	Parent Opt-Out, Waived Students

Standardized EL Progression

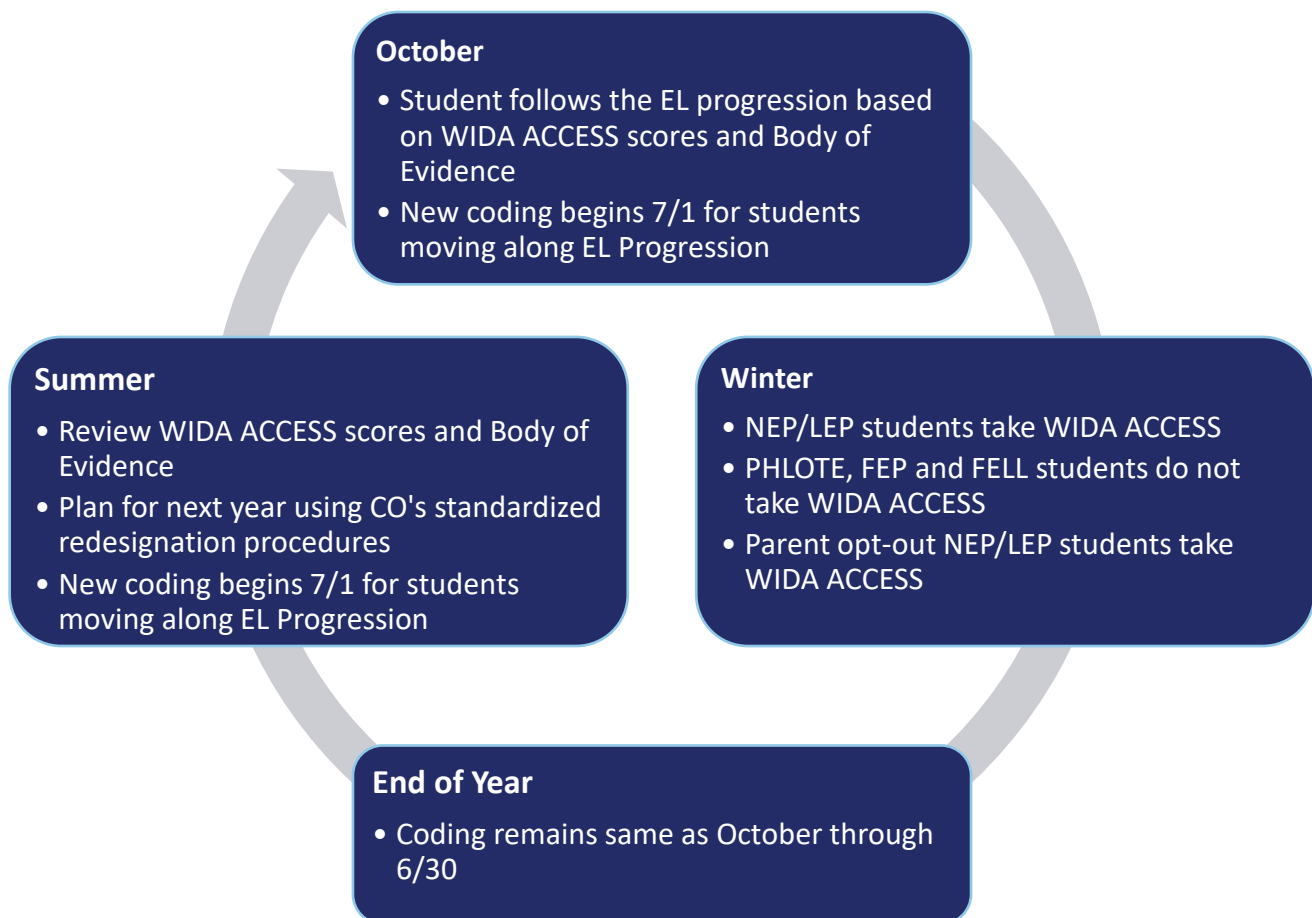
When a student meets criteria indicated in the [Standardized Redesignation Guidance](#), their language proficiency is updated per the state's standardized English Learner Progression. The EL Progression is reflective of the annual EL data cycle, showing movement from one step in the progression to the next from year to year once a student is redesignated. The chart below shows the language proficiency code that matches each step in the EL progression.



Annual EL Data Cycle

EL data uses Student October as the starting point for each school year. The student's EL data fields in the Student October collection should reflect ELD instruction or programming a student is receiving for the entire school year. This means the following statements are true for students who remain in the same school district without interruption for the entire school year.

- A student's Language Proficiency during the Spring data collections (Student End of Year, Attendance, Student Discipline) should match Student October.
- Students indicated as NEP/LEP in Student October should take the ACCESS assessment.
 - Students whose ACCESS scores + body of evidence support redesignation will be reflected the following school year.



IMPORTANT NOTE: The reporting school year begins on 7/1 and ends on 6/30 each year.

Example Coding: Student continuously enrolled in the same LEA

The following coding is based upon a student who remains continuously enrolled in the same school district for multiple years, progressing through the standardized EL progression after they met redesignation criteria. The students coding in all Spring data collections matches Student October for the given school year.



School Year	District Code	Language Background	Language Proficiency	Language Instruction Program
2017-2018	9999	SPA	1 - NEP	04
2018-2019	9999	SPA	2 - LEP	04
2019-2020	9999	SPA	2 - LEP	04
2020-2021	9999	SPA	6 - FEP MY1	04
2021-2022	9999	SPA	7 - FEP MY2	04
2022-2023	9999	SPA	8 - FEP Exit 1	00
2023-2024	9999	SPA	9 - FEP Exit 2	00
2024-2025	9999	SPA	5 - FELL	00
2025-2026	9999	SPA	5 - FELL	00

Preschool Students

CDE does not require LEAs to assess English Language Proficiency (ELP) in preschool as the Screener is not designed for this age group. If a LEA uses a locally developed or purchased test, administers it to a preschool student, and determines that the preschool student is in fact an EL who would benefit from EL instruction, the district is obligated to provide language instruction or programming in preschool.

Following the [Standardized Identification Procedures](#), all new and transfer back to district students, including incoming kindergarteners should receive an enrollment pack that includes a Home Language Survey (HLS). When there is a language background or influence other than English reported in kindergarten, districts are required to investigate the student’s ELP level and code accordingly.

LEAs may code potential ELs enrolled in preschool in one of two ways, listed below.

Language Background ‘ENG’

LEAs that utilize this option are relying on the HLS in the Kindergarten enrollment packet to determine students who must be screened.

- Language Background ‘ENG’
- Language Proficiency ‘0’ N/A
- Language Instruction Program ‘00’ N/A

Language Background other than ‘ENG’

LEAs that utilize this option are choosing to add an additional reminder beyond the Kindergarten enrollment packet that a student will need to be screened when they enter Kindergarten because they can pull a list of all preschool students with a language background other than ‘ENG’.

- Language Background reflects applicable code.
- Language Proficiency ‘4’ PHLOTE
- Language Instruction Program ‘00’ N/A

New students

LEAs must follow the [Standardized Identification and Placement](#) procedures to determine if a new or transfer back to district student should be screened and if a student who is screened is in fact an English Learner or not. Once a student has been determined to be an English Learner or to be English Proficient, the enrolling LEA must determine the appropriate designation or coding for the student.



Home Language Survey (HLS):

A Home Language Survey (HLS) included in the enrollment packet for a new student. It is a tool used to identify languages used and spoken by the student and their family. The use of a language other than English does not signify that the student requires academic and linguistic supports. If response(s) on the HLS indicates the use of a language other than English by the student or another person in the home, further investigation must be conducted to determine the student’s English language proficiency.

Not Screened: HLS indicates English & Records show no prior EL history

- Language Background: ENG
- Language Proficiency: 0
- Language Instruction Program: 00

Screened: No prior EL history

Prior EL history may be reflected on a student’s transcripts/records received by the LEA upon enrollment. The CEDAR/COGNOS report ‘English Learner Historical Reporting SASID Lookup’ is another resource enrolling LEAs may use to determine if a student has previous EL history reported through CDE data collections.

Screener scores and a body of evidence show student is an English Learner

Code the student with language proficiency NEP (1) or LEP (2).

Screener scores and a body of evidence show student is English Proficient

Code the student with language proficiency 4 (PHLOTE).

Screened: Prior EL history

Prior EL history may be reflected on a student’s transcripts/records received by the LEA upon enrollment. The CEDAR/COGNOS report ‘English Learner Historical Reporting SASID Lookup’ is another resource enrolling LEAs may use to determine if a student has previous EL history reported through CDE data collections.

Screener scores and a body of evidence show student is an English Learner

Code the student with language proficiency NEP (1) or LEP (2).

Screener scores and a body of evidence show student is English Proficient

The student should pick up where they left off in the standard EL progression per their CDE reporting history and records. It is important to remember the EL data cycle when determining the coding for a student since students moving through the EL progression do so from OCT to OCT.

This chart shows possible coding scenarios after enrolling LEA evaluates Screener scores and evidence:

Prior Year Language Proficiency	New Current Year Language Proficiency
NEP (1) or LEP (2) *current year or prior year in another LEA	FEP Monitor Year 1 (6)
FEP Monitor Year 1 (6)	FEP Monitor Year 2 (7)
FEP Monitor Year 2 (7)	FEP Exit Year 1 (8)
FEP Exit Year 1 (8)	FEP Exit Year 2 (9)
FEP Exit Year 2 (9)	FELL (5)
FELL (5)	FELL (5)
PHLOTE (4)	PHLOTE (4)

Business Rules and Exceptions

Business rules designed to support EL coding are found both at the Student Demographic interchange file level and at the snapshot (collection) level when needed. Errors are issues that must be addressed through correcting data or request an exception. Warnings are indications of potential coding issues. LEAs are encouraged to review a student's records if they are receiving a warning to ensure the EL coding reflects the student's needs.

Student Demographic Business Rules

Student Demographic Business rules typically serve one of two purposes. The first purpose is to ensure the coding agreement between the three EL data fields in the current year DEM file upload. The second purpose is to support the EL progression by checking current year EL coding against the prior year EL coding during the Student October collection. Errors trigger when a student's language proficiency does not follow the standardized EL progression.

Student October Business Rules

Student October (OCT) business rules are warnings regarding the general population of ELs.

Student End of Year Business Rules

Student End of Year (SEY) business rules serve one of two purposes. The first are warnings to ensure LEA is aware that no students have been reported as ELs or that a significant change in the EL population took place between Student October (OCT) and Student End of Year. The second are errors that check a student's language proficiency in OCT compared to SEY for the same school year and LEA. Per the annual EL data cycle, changes are not expected to occur between OCT and SEY when the student has remained continuously enrolled in the same LEA for the school year. SEY also includes an error to check that students who participated in WIDA ACCESS in the current year are coded as NEP or LEP.

Exceptions: July through Student October Collection

At times, a student's EL coding may not follow the standard progression, causing errors. Exceptions are used to clear these errors. Exception requests that take place from 7/1 through the Student October collection are handled by the Student October collection lead. The exception request template with instructions is available on the [Student Interchange website](#). Submit requests via Syncplicity and email StudentOctober@cde.state.co.us so the OCT collection lead can process the request. Requests must include a valid reason for the student's coding to fall outside of the standard progression.

Common reasons include:

- The student had an approved mid-year coding change during the prior year SEY collection. This exception completes the process of correcting a documented coding change.
- New student who transferred into the LEA, was screened per the standardized identification procedures, and needs their language proficiency updated outside of the standard progression.
- Student was miscoded in the prior year OCT collection and needs to be corrected.

Exceptions: After Student October through Student End of Year

At times, a student's EL coding may not follow the standard progression or changes between OCT and SEY, causing errors. Exceptions are used to clear these errors. Exception requests that take place after the OCT collection through the SEY collection are handled by the Student End of Year collection lead. The exception request template with instructions is available on the [Student Interchange website](#). The mid-year EL change

form is also posted on the Student Interchange website for those exceptions that require this additional documentation. Submit requests via Syncplicity and email StudentEndOfYear@cde.state.co.us so the SEY collection lead can process the request. Approved EL exceptions during the SEY collection often require a follow-up exception the next year during the OCT collection to fully reconcile the change to the EL progression for the student. Reasons for mid-year changes tend to fall into one of the following categories.

Receiving District of mid-year transfer student

When a student transfers into a district mid-year and is screened per the standardized identification procedures, it is possible their language proficiency will need to be updated along the EL progression and cause errors. If an error occurs, submit a completed exception request template (XLS) via Syncplicity to the SEY Collection lead. These errors are most likely triggering at the DEM level.

Miscoded in OCT: Less than 2 years of EL Coding History

If a student who was continuously enrolled in a LEA during the school year is found to have incorrect coding in OCT, then an exception may be needed to correct their coding during SEY. Errors may occur at the DEM or SEY level.

Submit a regular exception request (XLS) for students who have less than 2 years of EL coding history via Syncplicity to the SEY Collection Lead.

Miscoded in OCT: More than 2 years of EL Coding History

If a student who was continuously enrolled in a LEA during the school year is found to have incorrect coding in OCT, then an exception may be needed to correct their coding during SEY. Errors may occur at the DEM or SEY level.

When a student has more than 2 years of EL Coding History, then additional supporting documentation is needed to accompany the exception request. Submit a mid-year EL change form and a completed exception request template via Syncplicity to the SEY collection lead. Both forms can be found on the [Student Interchange website](#) in the template section.