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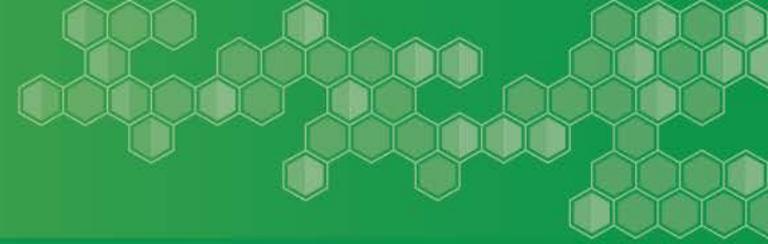
**COLORADO**  
Department of Education

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Introduction to  
English Language Learner Count  
Funding Factor Audit

School Auditing Office

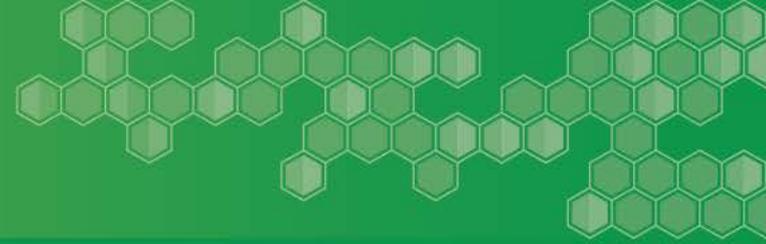
Date: **9/12/2023**



- 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

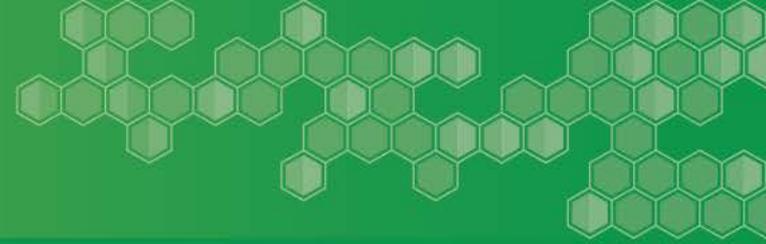
## Within School Finance, **the School Auditing Office:**

- 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.

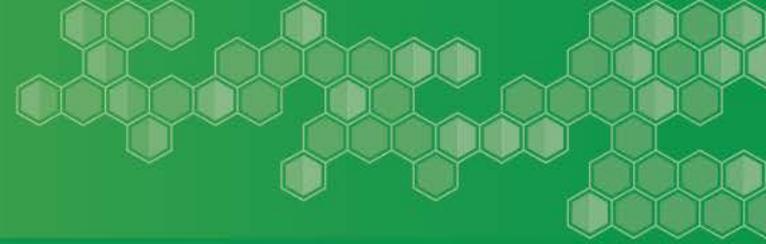
# English Language Learner Funding Factor



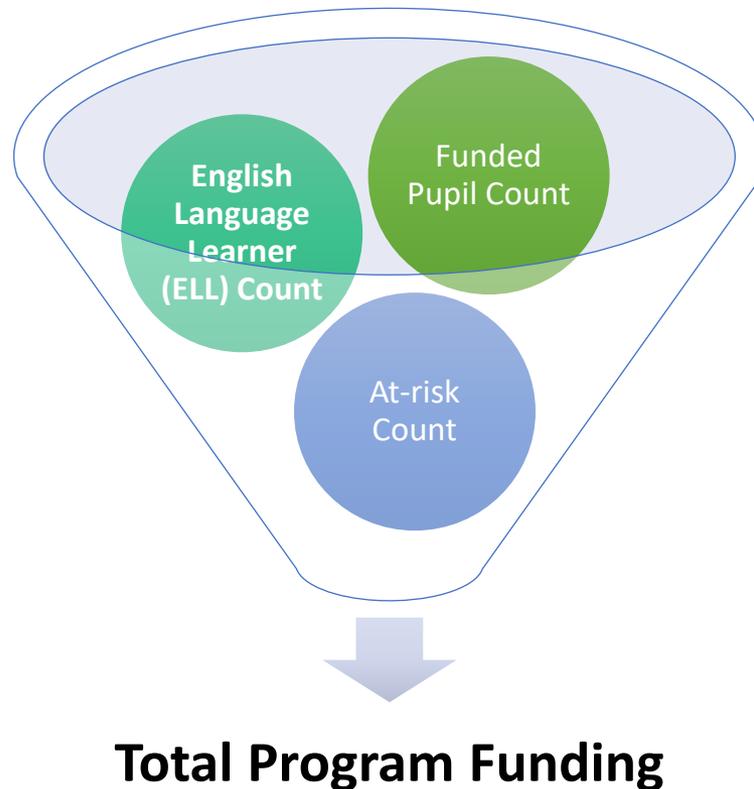
**As provided for under SB21-268 and beginning with fiscal year 2021-2022**, there is a new English Language Learner funding factor that is included in the calculated total program funding for each district.

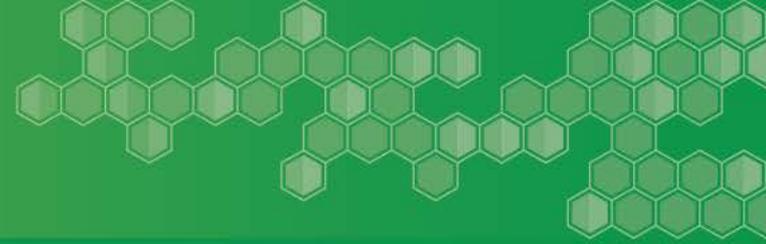
This new funding factor includes additional funding to districts related to the total number of English language learners included in the district's funded pupil count for the current year.

*\* 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.





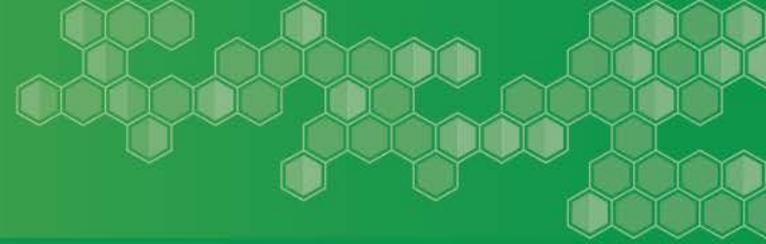
The 2023 pupil enrollment count date will be:

**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](#).

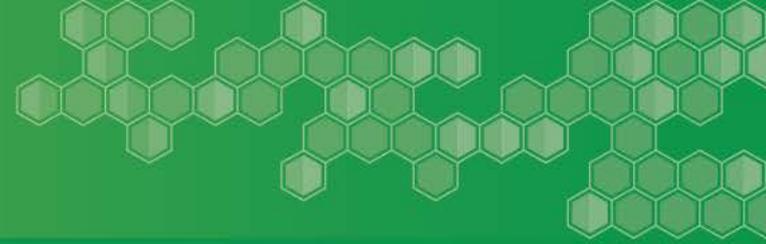


The guidance in the [ELL Count Audit Resource Guide](#) is not intended to supersede or contradict any program-specific guidance; the intent of the Guide is to outline the documentation requirements that are subject to audit.

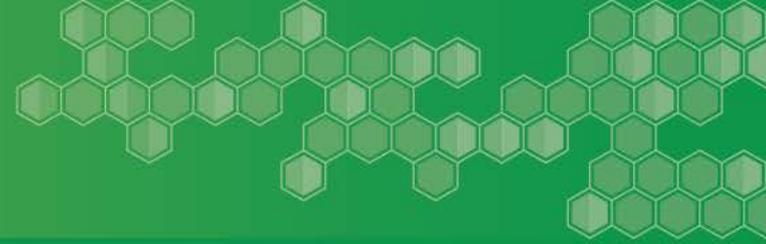


The documentation provided at the time of audit should be compiled from the district’s already-existing body of evidence (i.e., districts should not be creating new documentation specifically for English Language Learner (ELL) Count audit purposes).

# English Learners: Identification, Redesignation, and Assessments

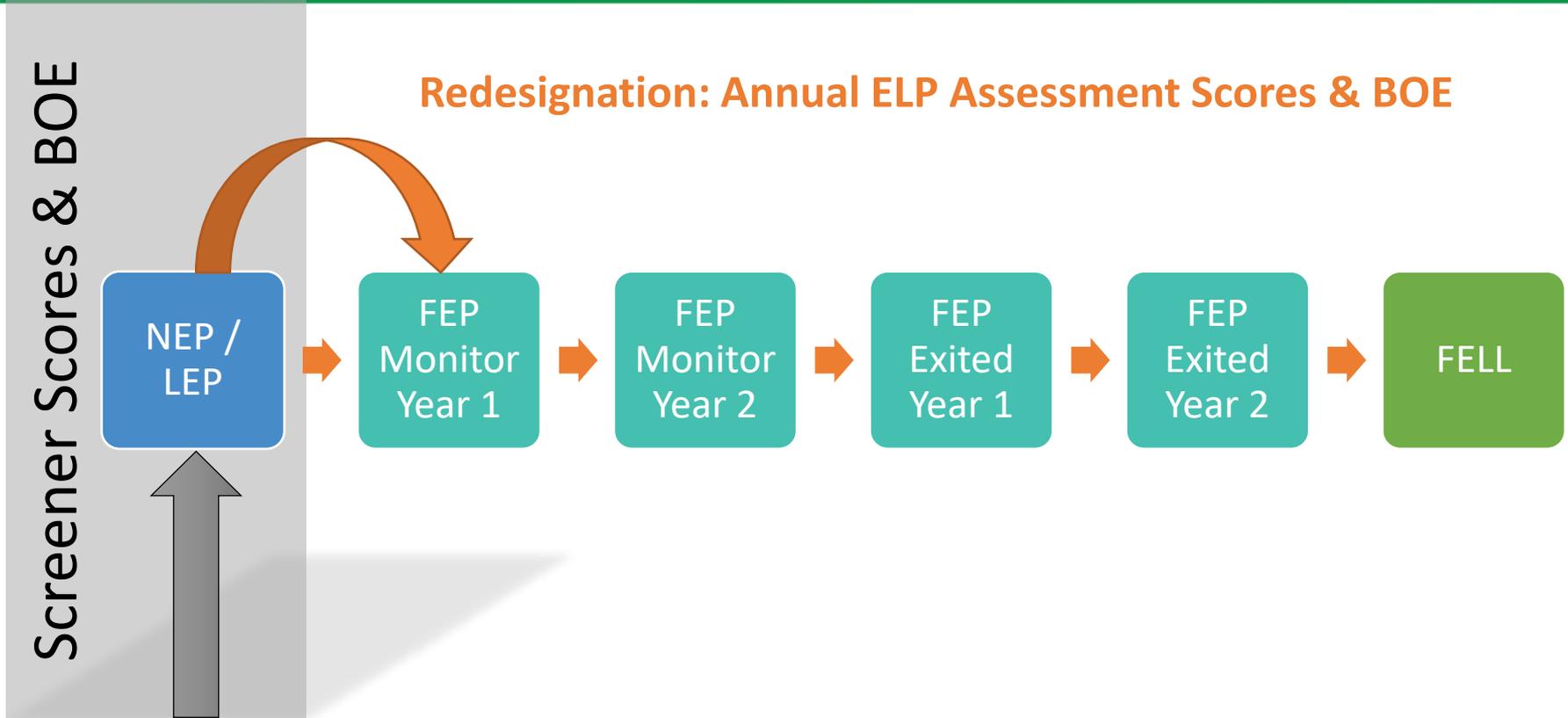


- **English Learners (EL):** students who are linguistically diverse and identified as having a level of **English Language Proficiency (ELP)** that requires language support to achieve standards in grade-level content in English (Colorado Revised Statutes under the English Language Proficiency Act 22-24-103)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

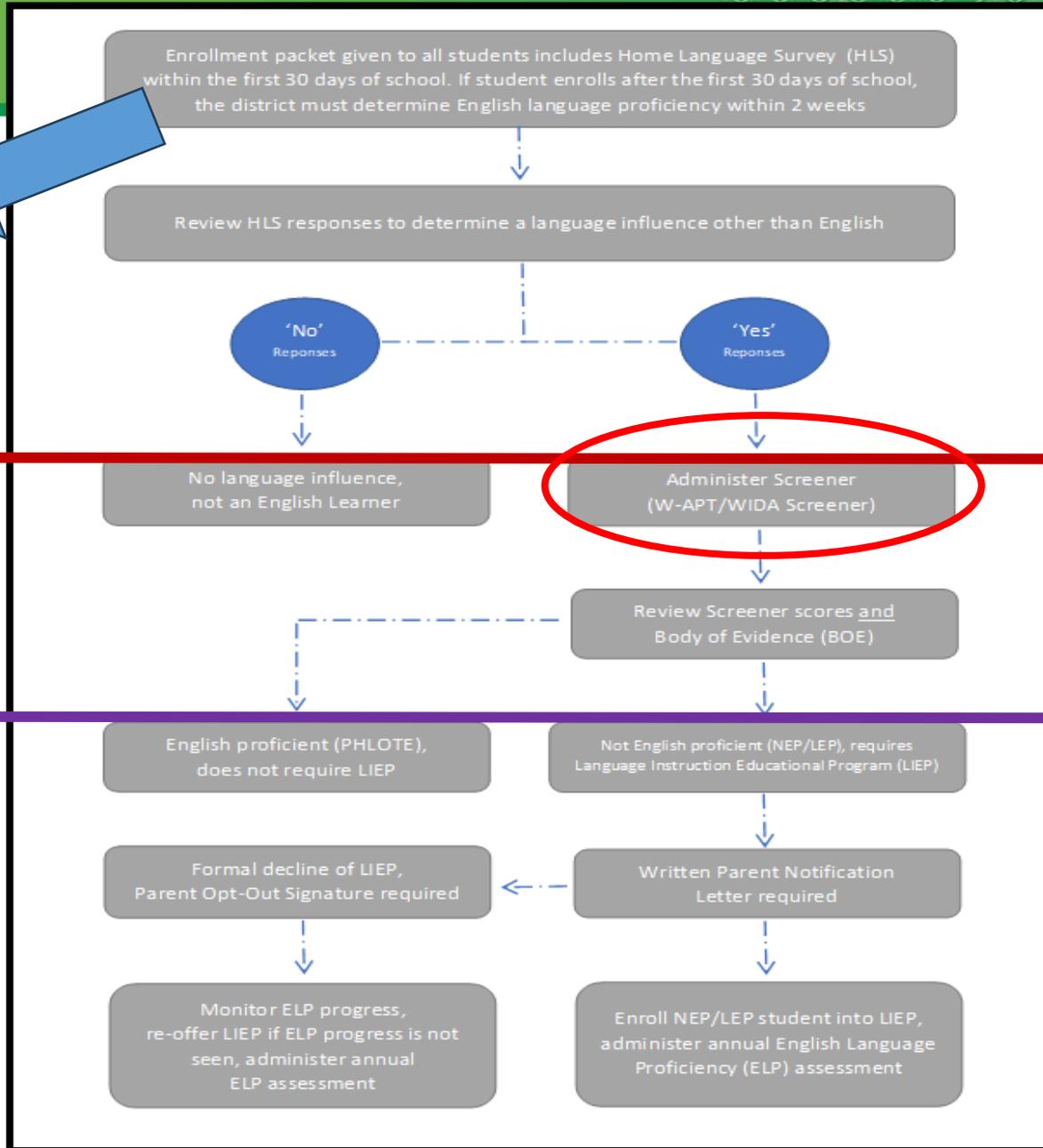
# Colorado EL Language Proficiency Progression



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*

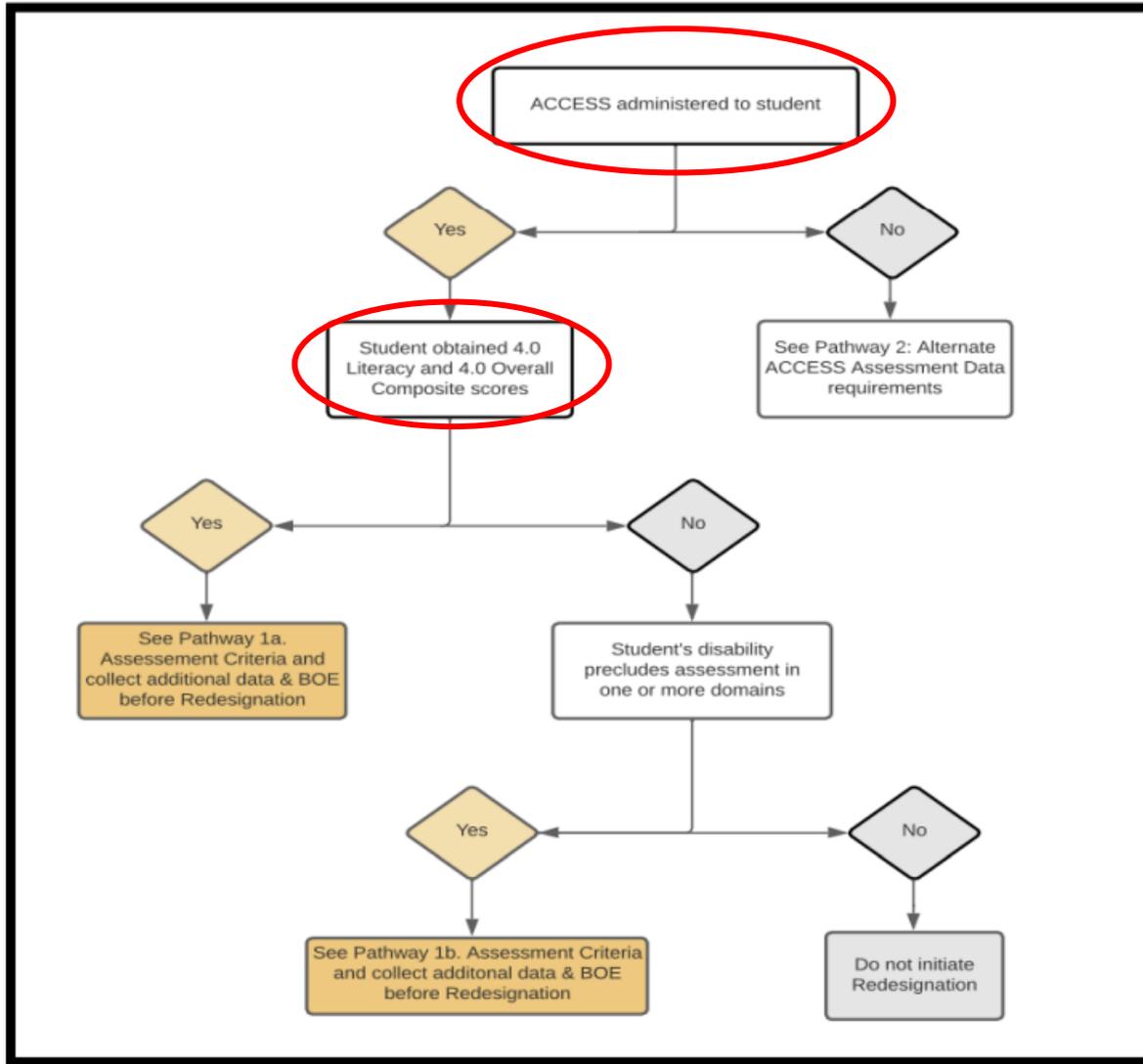


At a minimum, the following must be considered:

- 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](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).

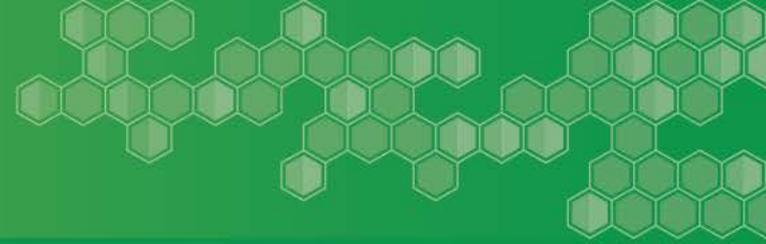
# Colorado Standardization EL Redesignation Pathways

## Pathway 1: ACCESS for ELLs Assessment Data

PATHWAY 1 ACCESS for ELLs ASSESSMENT DATA	
<b>ASSESSMENT CRITERIA</b>	<p>1a. Meet CDE criteria for demonstrating English Language Proficiency on ACCESS for ELLs</p> <ul style="list-style-type: none"> <li>• 4.0 Overall</li> <li>AND</li> <li>• 4.0 Literacy</li> </ul> <p>1b. Meet <i>partial</i> CDE criteria by demonstrating English Language Proficiency on ACCESS for ELLs</p> <ul style="list-style-type: none"> <li>• &lt;4.0 Literacy</li> <li>OR</li> <li>• &lt;4.0 Overall Composite or no overall composite score reported *</li> </ul> <p>AND MUST INCLUDE</p> <ul style="list-style-type: none"> <li>• 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 *</li> </ul>
<b>AND MUST INCLUDE ADDITIONAL DATA AND PIECES OF EVIDENCE LISTED BELOW</b>	
<b>BODY OF EVIDENCE</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>AND INCLUDE</li> <li>• 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</li> </ul>

## Pathway 2: Alternate ACCESS Assessment Data

PATHWAY 2 ALTERNATE ACCESS ASSESSMENT DATA	
<b>ASSESSMENT CRITERIA</b>	<p>2a. Meet CDE criteria for demonstrating English Language Proficiency on Alternate ACCESS</p> <ul style="list-style-type: none"> <li>• P1 Overall</li> <li>AND</li> <li>• P1 Literacy</li> </ul> <p>2b. Meet <i>partial</i> CDE criteria by demonstrating English Language Proficiency on ACCESS for ELLs</p> <ul style="list-style-type: none"> <li>• &lt;P1 Literacy*</li> <li>OR</li> <li>• &lt;P1 Overall Composite or no overall composite score reported *</li> </ul> <p>AND MUST INCLUDE</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>
<b>AND MUST INCLUDE ADDITIONAL DATA AND PIECES OF EVIDENCE LISTED BELOW</b>	
<b>BODY OF EVIDENCE</b>	<ul style="list-style-type: none"> <li>• At least one piece of local data that demonstrates adequate performance and/or proficiency in English.</li> <li>• At least one piece of local data that demonstrates generalization of skills in English in the content areas of ELA, Science, Socials Studies, and/or Math.</li> </ul>



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](http://www.cde.state.co.us/cde_english)
- **Morgan Cox** at [cox\\_m@cde.state.co.us](mailto:cox_m@cde.state.co.us)
- **Doris Brock-Nguyen** at [brock-nguyen\\_d@cde.state.co.us](mailto:brock-nguyen_d@cde.state.co.us)
- **Lindsay Swanton** at [swanton\\_l@cde.state.co.us](mailto:swanton_l@cde.state.co.us)

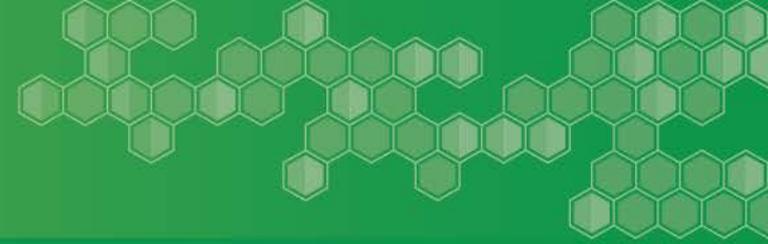
- **EL Data Coding & Reporting**

- Visit [http://www.cde.state.co.us/datapipeline/snap\\_studentoctober](http://www.cde.state.co.us/datapipeline/snap_studentoctober)
- Visit [http://www.cde.state.co.us/datapipeline/inter\\_student](http://www.cde.state.co.us/datapipeline/inter_student)
- Questions: [StudentOctober@cde.state.co.us](mailto: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](mailto:villalobospavia_h@cde.state.co.us)

# English Language Learner Count Audit Documentation & Resources



[https://www.cde.state.co.us/cdefinance/auditunit\\_ell\\_count](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.

School Finance Division Home

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At-Risk Count

English Language Learner Count

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Capital Construction Unit

Grants Fiscal Management Office

School Nutrition Unit

School Transportation Unit

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Learn More

Financial information on schools and



# ELL Count Funding Factor Audit Resource Guide

[https://www.cde.state.co.us/cdefinance/2324\\_ell\\_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  
School District Operations Division

Susana Córdova      Commissioner of Education  
Jennifer Okes        Chief School Operations Officer  
Amy Carman         Executive Director of School Finance and Grants

**School Auditing Office**

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

Effective July 7, 2023

201 E. Colfax Ave., Denver, CO 80203; 303-866-6600; [www.cde.state.co.us](http://www.cde.state.co.us)

Colorado Revised Statutes, [www.lexisnexis.com/hottopics/colorado/](http://www.lexisnexis.com/hottopics/colorado/)  
Code of Colorado Regulations, [www.sos.state.co.us/CCR/Welcome.do](http://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)**

Not Sampled - No  
Audit Documentation  
Required

No

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

Yes

Not Sampled - No  
Audit Documentation  
Required

No

Does the WIDA  
ACCESS score on  
record support  
redesignation?

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 1<sup>st</sup> 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
<b>Composite Scores</b>	<b>Proficiency Level</b>
<b>Oral Language</b>	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.

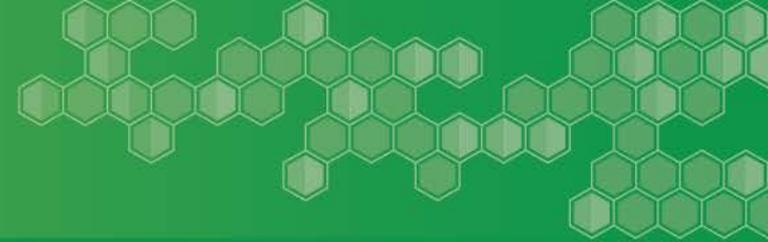
Language Domain Scores	Proficiency Level
Listening	1
Speaking	5
Writing	1
Reading	1
<b>Composite Scores</b>	<b>Proficiency Level</b>
<b>Oral Language</b>	3.5
<b>Literacy</b>	1.5
<b>Overall</b>	1.5

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 1<sup>st</sup> -12<sup>th</sup>





### 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

1204961      <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:   
 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.

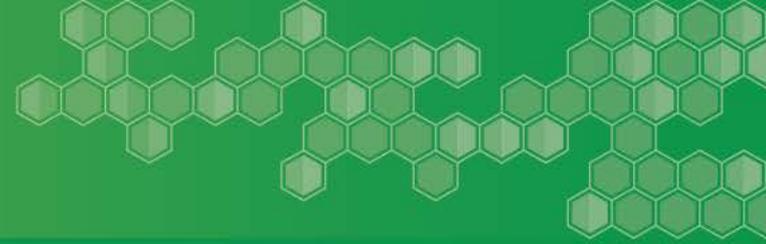
Language Domain Scores	Proficiency Level
Listening	2
Reading	2
Writing	2
Speaking	3
Composite Scores	Proficiency Level
Oral Language	3
Literacy	2.5
Overall*	3

\*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.

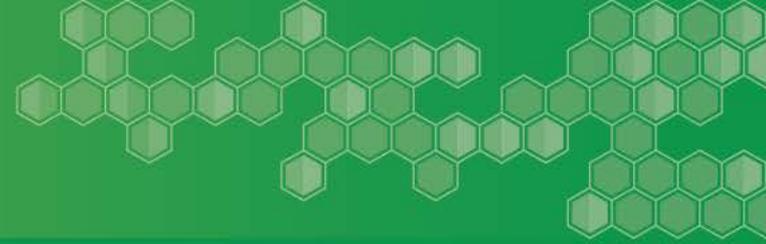
# Common Findings- District did not follow the identification process

- 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](mailto:audit@cde.state.co.us)
  - Rebecca McRee, School Auditing Office Supervisor
    - [mcreer@cde.state.co.us](mailto:mcreer@cde.state.co.us)
- English Language Learner Count—Funding Factor
  - Tim Kahle, School Finance Program Director
    - [Kahle\\_t@cde.state.co.us](mailto: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