



COLORADO
Department of Education

English Language Data Reporting for 2019-2020 October Count

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Presenter

Introductions

Student October EL Data Reporting



- Any particular concerns about EL coding?
- What's the hardest part of your job?

Takeaways for Today

- Collaborate, collaborate, collaborate with your EL & Data colleagues! 😊
- The logical language progression.
- Data accuracy.

Student October Timeline



Student October Timeline

<https://www.cde.state.co.us/datapipeline/20192020stuocttimeline>

Please note that this year Student October Count day is Wednesday, October 2, 2019.

All files must be completed and an error free snapshot created by Friday, November 8, 2019.

Duplicate funding documentation due November 12, 2019.

Deadline to resubmit data to CDE after duplicate process is Wednesday, November 27, 2019.

Deadline for signature pages is Friday, December 6, 2019.

Definitions



What is the Student October Pupil Enrollment Collection?

- This collection contains student enrollment information as of the pupil enrollment count date which normally falls on October 1st every year unless it's a holiday or weekend in which case the date is moved.
- This information is used to determine the school demographics, number of students in instructional programs (i.e. EL, gifted and talented, special education etc.), free and reduced lunch counts and distribution of school finances across the state.



Who is an English Language Learner?

- The Colorado state definition of an English language learner (EL) is defined by the English Language Proficiency Act (ELPA).
- An EL student is a student who is linguistically diverse and who is identified using the state-approved English language assessment as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English.
- Students who have been identified as either Non-English Proficient (NEP) or Limited English Proficient (LEP) MUST be provided with some type of language service.



Reporting Preschool Students

- Districts are not required to test PK students for English skills however, if a test is given and a student is found to be NEP or LEP, services must be provided. That said...
 - If your district determines a preschool student has a language background other than English
 - LANGUAGE_BACKGROUND <> eng
 - The student should be reported as having a Primary Home Language Other than English (PHLOTE)
 - LANGUAGE_PROFICIENCY = 4 (PHLOTE)
 - Students who are in preschool are generally not in an EL program and would not be reported as served by a Language Instruction Program
 - LANGUAGE_PROGRAM = 00 (No)
 - *However, if the school is providing English Learner services through the regular school program you may report them as NEP/LEP*
 - LANGUAGE_PROFICIENCY = 1, 2 (NEP, LEP)
 - LANGUAGE_PROGRAM <> 00



➤ How should I report preschool students?

- Preschool students are not eligible for ELPA funding and will not appear in ELPA reports.
- Preschool and Kindergarten Students cannot be coded as FEP or FELL
 - LANGUAGE_PROFICIENCY <> 5, 6, 7, 8, or 9
 - if ENTRY_GRADE_LEVEL = 004, 006, or 007



For state EL reporting purposes only who is an immigrant?

- USDE (U.S. Department of Education) under Section 3301(6) Title III-A child is considered an immigrant if he/she is age 3 through 21 and was not born in any state and has not been attending one or more schools in any one or more states for more than 3 full academic years.
- For coding purposes '0' means no and '1' means yes.
- States are defined in legislation as the 50 states, Washington D.C. and Puerto Rico. Three full academic years is cumulative.



What Does Date First Enrolled Mean? This field collects the date a student first enrolled in any public or non-public school (not including Puerto Rico). This is used for things such as assessment and accountability purposes etc.

- The value should be reported in MMDDYYYY format or zero-filled when applicable.
- Districts may zero-fill this field and CDE will calculate the date of first enrollment based upon the date a student first had an entry date in a CDE student interchange data collection.
- If a date has been entered for a student, CDE will not override that field with a calculated value, although the entered value may not be more recent than the date CDE calculates.



Date First Enrolled

- Students with an entry type of 14 (entry from another state) as their earliest entry in their educational history may not have this field zero-filled.
- Schools on U.S. military bases count as U.S. schools.
- Home school does not count as a public or non-public school.

*Note-Students with an entry code of 05 (entry from another country) and 16 (entry from homeschool) will generate a warning asking a district to confirm the date of first enrollment.

**Students in grades greater than 010 (first grade) will generate a warning if their entry type is 01 (new to educational system) or 06 (entry from unknown educational setting).

***A student's date of first enrollment will be calculated based on the earliest entry date in the grades kindergarten 006 (half day) or 007 (full day) and higher.

Data Pipeline





What is Data Pipeline and It's Objectives?

It is a system to collect student information and is designed to:

- Reduce data redundancy.
- Streamline the data collection process.
- Move from a program-centric collection system to a student-centric system.
- Capture more real-time information.



What is the student interchange?

- The student interchange is a set of four files that contain student information for a school year.
- Luckily, for the Student October collection there are only two files, the student demographic and student school association interchange files that are needed.
- Think of the interchanges as CDE databases which are continuously updated as your student data changes such as enrollments, exits, various student status', names etc.
- At a minimum districts should be uploading files (see file layouts) to these interchanges from their Student Information Systems (SIS) at least monthly. Larger districts should do this more frequently. This ensures accurate data and reduces the amount of work spent by districts in cleaning up errors.



What is in the Student Demographic interchange/file?

- The purpose of the student demographic file is to capture and verify the attributes of a student while he/she attended your district in the currently selected school year.
- Please note that a student must have first been assigned a student identification number (SASID) through the Record Integration Tracking System (RITS).
- The local education agency (LEA) i.e. district/BOCES etc. should submit 1 record per student per LEA for any student who enrolled at any point the currently selected school year.



What is in the Student School Association interchange/file?

- The purpose of the Student School Association (SSA) file is to capture the school(s) in which a student attends in your district throughout the currently selected school year for funding and accountability purposes.
- Before submitting this file the LEA must first ensure that students have been assigned a SASID number and appear in the Student Interchange-Student Demographic file.
- For this file, a student must have at least one record and may have multiple records at the school level.



What is a snapshot?

A snapshot is a data query that pulls data from data already stored within various interchanges and periodic data files. Snapshots are not separate files to be loaded by districts. Once approved by the district, a snapshot can be used for formal reporting purposes.

For more information see:

https://www.cde.state.co.us/datapipeline/cde_dp_fact_sheet

*Please note that LEAs can submit files using excel, csv, or text formats. Excel is generally recommended. There is a document on how to convert CSV to Excel at this link:

https://www.cde.state.co.us/datapipeline/inter_student

Data Privacy





Federal and state laws govern data privacy, confidentiality and security and require CDE to collect data that may include personally identifiable information (PII).

- Name, address, personal identifier
- Other indirect identifiers (e.g., date or place of birth)

Information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. (§ 99.3)

Student October EL Data Reporting



- ✓ Check local policies for restrictions
- ✓ Use secure-file transfer protocols
- ✓ Call CDE with questions about how to transmit PII securely

- ✗ Do not send PII over e-mail or fax
- ✗ Do not use PII in trainings
- ✗ Do not share PII with unauthorized individuals
- ✗ Do not share passwords

- For more information
- <http://www.cde.state.co.us/dataprivacyandsecurity>





- **Syncplicity**

- CDE's secure file sharing service of choice
- Each district has a folder called:
 - ##### - DISTRICT NAME – Student
 - Shared with CDE Student October Collection lead and CDE End of Year Collection lead as well as with student collection respondents within the given district
- Call or email to gain access if you do not have it.
- Exception requests must be loaded into your district's Syncplicity folder
- For questions about students or errors where you need to share PII you may add a new file to the folder



- **What not to send via email**

- Student Name (first or last)
- Date of Birth
- SASID

- **What can be sent via email?**

- Describe situation in detail without student details
- You may include an error code or school code



PII includes but is not limited to:

Student's Name, Name of a Student's Parent or Other Family Member, Address of a Student or Student's Family, Personal Identifiers (Student's Date of Birth, Student's Place of Birth, Mother's Maiden Name, SASID), Student's Email Address, Cell Phone Number, Any Other Information that Allows Physical or Online Contact with a Student, Student's Discipline or Criminal Records, Student's Juvenile Dependency Records, Student's Medical or Health Records (Including, Without Limitation - Records Regarding a Student's Disabilities), Student's Socioeconomic Information, Political Affiliations or Religion, Student's Text Messages, IP Address, or Online Search Activity, Student's Photos and Voice Recordings, Student's Food Purchases, Geolocation Information. The following elements of an Educational Record are PII: State-Administered Assessment Results – including Participation Information, Courses – Taken and Completed, Credits Earned and Other Transcript Information, Course Grades and Grade Point Average, Grade Level and Expected Graduation Year, Degree, Diploma Credential Attainment or Other School Exit Information, Attendance and Mobility Information Between and Within Colorado School Districts, Special Education Data and Special Education Discipline Reports Limited to Object Information that is Sufficient to Product the Federal Title IV Annual Incident Report, Date of Birth, Full Name, Gender, Race and Ethnicity, and Program Participation Information Required by State of Federal Law.

Scavenger Hunt





Scavenger Hunt Activity (25 minutes for activity/discussion)

Please find the following items on CDE's website:

- Student Demographic (DEM) File Format-what information does it report?
- Student School Association (SSA) File Format-what information does it report?
- Student October Snapshot File Format-what information does it report? What pulls into the snapshot?
- When does October Count usually take place? How about this year?

Student October EL Data Reporting



Scavenger Hunt Activity Answers (15 minutes for activity/discussion)

Please find the following items on CDE's website:

- Student Demographic (DEM) File Layout-what information does it report? Go to district tab. Next go to where to upload data submission. Next go to blue box called Applications and scroll down to Data Pipeline link. Next under Resources click on Data Pipeline Home Page link. Next go to Interchanges on left then click on student. It is the first link under File Layout and Definitions.

https://www.cde.state.co.us/datapipeline/inter_student

You might want to bookmark this page.

- Student School Association (SSA) File Format-what information does it report? See above except it's the second link. You might want to bookmark this page.
- Student October Snapshot File Format-what information does it report? What pulls into the snapshot? Go to district tab. Next go to where to upload data submission. Next go to blue box called Applications and scroll down to Data Pipeline link. Next under Resources click on Data Pipeline Home Page link. Next go to Snapshots on left and then go to Student October. It is the first link under File Layout and Definitions.

https://www.cde.state.co.us/datapipeline/snap_studentoctober

You might want to bookmark this page.

- When does October Count usually take place? How about this year? October 1st but for the 19-20 school year it is October 2nd.



Scavenger Hunt Activity

- When is the legislated timeline for October Count to be completed?
- What is the duplicate process?
- Where is the Audit Resource Guide located?
- Where can you find information about the English Language Proficiency Act (ELPA)?
- Where can you find information about W-APT, WIDA Screener and WIDA Access as well as re-designation?
- Where can you find definitions of acronyms?
- Where can you find the language code list?

Student October EL Data Reporting



Scavenger Hunt Activity Answers

- When is the legislated timeline for October Count to be completed? **November 10th but for 19-20 it's November 8th as the 10th falls over the weekend.**
- What is the duplicate process? **It is the process to ensure that a SASID does not get more than the FTE allowed between LEAs.**
- Where is the Audit Resource Guide Located? **School Auditing website at: <https://www.cde.state.co.us/cdefinance/studentoctobercountauditresourceguide2019>**

You might want to bookmark this page.

- Where can you find information about the English Language Proficiency Act (ELPA)? **The CDE Culturally and Linguistically Diverse Education office at: <https://www.cde.state.co.us/fedprograms>**

You might want to bookmark this page.

- Where can you find information about W-APT and WIDA Access as well as re-designation? **At the CDE Assessment Office at: <https://www.cde.state.co.us/assessment>**

You might want to bookmark this page.

- Where can you find definitions of acronyms? **Under site index under the letter a scroll down to acronyms.**

- Where can you find the language code list? **Under frequently requested questions at: <https://www.cde.state.co.us/datapipeline>**

You might want to bookmark this page.

The Three EL Fields



English learner (EL) data is reported in the Demographic File.

For file layout go to:

<https://www.cde.state.co.us/datapipeline/2019-2020studentinterchangefilelayoutanddefinitions-studentdemographic>

There are three English learner fields where EL data is reported. They are:

- 1) Language Background**
- 2) Language Proficiency**
- 3) Language Instruction Program**

Language Background

- This is the student’s primary language which should be identified on a Home Language Survey or HLS (sometimes called a Home Language Questionnaire) and which district/school staff verify through the HLS and a body of evidence. All students must have a valid language background. “eng” is used for English speakers. For codes for all other languages go to: https://www.cde.state.co.us/datapipeline/language_codes



The codes found at:

https://www.cde.state.co.us/datapipeline/language_codes

are used for state reporting as well as for the U.S. Department of Education. These codes are internationally recognized.

Should you have a student whose language code does not appear on the list, please contact CDE's Office of Culturally and Linguistically Diverse Education. The staff there will determine if a new code is appropriate to add to the list. If appropriate, the list will be updated.



Some tips when coding students for language background.

- Students with a language background of English or 'eng' must have language proficiency code of '0' which is not applicable and a language instruction program code of '00' which is not applicable.
- While American Sign Language (ASL) is a recognized language, these three fields describe languages of second language learners as they relate to language instruction programs. For state reporting purposes ASL is considered to be English.
- Any student with Non-English Proficient (NEP), Limited English Proficient (LEP), Fluent English Proficient (FEP), Primary or Home Language Other than English (PHLOTE), or Former EL (FELL) designation must have a language background other than English.

Language Proficiency

- The level of English proficiency for a student based upon W-APT or WIDA Screener and a body of evidence (BOE). Please be sure that the student's past EL status and language proficiency level in previous school districts is taken into consideration.



2019-2020 Language Proficiency Codes

- A student's English language proficiency is described by his or her ability to speak, listen, read, and write in English.
- ELs must have the codes of 1, 2, 6, 7, 8, 9 and non-EL students must be coded as 0 or 4. Former English learners are coded as 5. Once a student has been FEP for four consecutive years (two years monitored followed by two years exited) they should be moved to FELL status.
- 1=Non-English Proficient or NEP
- 2=Limited English Proficient or LEP
- 4=Primary Home Language Other than English (PHLOTE). This is used for students who are fluent in English upon entry into the district but whose primary language is not English and who have not received language instruction services. These students do not need language instruction services. This code often applies to foreign exchange students who may be required to pass a TOEFL exam or some other exam to prove English fluency before becoming a foreign exchange student.
- 5-Former English Language Learner (FELL). This is used for students within a district who have progressed in their English language instruction program and who have completely exited the program and are no longer on FEP exit status.



2019-2020 Language Proficiency Codes

- 6=Fluent English Proficient (FEP) Monitor Year 1.
- 7=Fluent English Proficient (FEP) Monitor Year 2.
- 8=Fluent English Proficient (FEP) Exit Year 1.
- 9=Fluent English Proficient (FEP) Exit Year 2.



Definitions of Language Proficiency Levels

Language Code	Definition
0	Not applicable
1-NEP	A student who speaks a language other than English and does not comprehend, speak, read, or write English.
2-LEP	A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.
4-PHLOTE	A student, new to district, who has a primary or home language other than English and has never been served in a language instruction education program and is determined to be proficient in English after screening and a body of evidence is done.
5-FELL	A student who previously received language instruction in the reporting district or another district who has been exited from an EL program for more than two years.
6-FEP, Monitor Year 1	A student who has spoken, or currently speaks a language other than English, but who can comprehend, speak, read, and write English comparable to their native English speaking peers.
7-FEP, Monitor Year 2	See definition for FEP, Monitor Year 1. Must have been FEP Monitor Year 1 in the school previous year.
8-FEP, Exited Year 1	See definitions of FEP M1 and FEP M2. Must have been FEP M2 the previous school year.
9-FEP, Exited Year 2	See definitions of FEP M1, M2 and Exit 1. Must have been FEP, Exit Year 1 the previous school year.





Re-designation-What is It?

- Re-designation is a term that describes a process that districts and schools develop to determine when English learners are Fluent English Proficient (FEP) and can transition successfully to classrooms with minimal ELD support.
- Students in a language acquisition program may be ready to be re-designated into a two-year monitoring period as outlined by Office of Civil Rights criteria and Title III of the Every Student Succeeds ACT (ESSA).
- Re-designated student should have:
 - 1) Achieved a fluent category on a reliable and valid language proficiency assessment (WIDA Access); and
 - 2) Achieved age and grade level academic achievement standards and proficiencies commensurate to the achievement of mainstream students at a partially proficient level. After one year of monitoring a district can decide to continue to the second year of monitoring or to move the student down a level and back into a language acquisition program.



Re-designation

- WIDA Access is used to initiate the process as well as the use of a body of evidence to determine whether or not a student is able to meet grade level performance expectations before being re-designated.



Re-designation

*Please note that it is important that re-designation of students should only be done at the start of the school year to avoid EL logic errors which is students moving from one language proficiency level to another at unexpected times. This means after the district rollover to the new school year and after the current school year (19-20) interchanges open in Data Pipeline in July. Language levels for the 19-20 school year should be reported in 19-20 interchanges. Language levels for the 18-19 school year should be reported in 18-19 interchanges.

As of now the business rules for the logical sequence are written as such:



Students who don't follow this logical sequence need exceptions as they will receive an error when a file is submitted. Once students have completed a full school year coded as FEP Exited 2 they should move to FELL.



- Once a student is re-designated to FEP Monitor Year 1 they must receive two full years of monitoring. They must also still receive classroom differentiated instruction and assessment if needed.
- A student's first year of monitoring will start at the beginning of a school year based on spring assessments from the previous school year.
- After two years of monitoring a student may do one of the following two things:
 - 1) Move to FEP Exit 1 status; or
 - 2) Re-enter LEP status and EL program.



Exit Status

- After a two year monitoring period, LEA personnel must evaluate if a student is ready for exit. It is the LEA's final decision as to whether or not the student is ready for exit status based on the following criteria:
 - 1) The student has achieved a fluent category on WIDA Access; and
 - 2) The student has achieved age and grade level academic achievement standards and proficiencies commensurate to the achievement of mainstream students at a partially proficient level.



Exit Status

- Exited students are no longer monitored. They will remain coded as FEP Exited 1 and FEP Exited 2 for two school years.
- Once a student has been exited for two school-years they then should be coded as Former English Language Learners (5-FELL).
- Exit students (codes 8 or 9) may be coded using any language instruction program value.
- FELL students should be coded as 00 (not applicable) for the language instruction program data element.

Language Instruction Program

- The type of program by which an EL receives English language development services.



Language Instruction Program (LIP) Codes

LIP Codes	Definitions
00	No or Not Applicable
01	English as a Second Language (ESL) or English Language Development (ELD)
02	Dual Language or Two-Way Immersion
03	Transitional Bilingual Education or Early Exit Bilingual Education
04	Content Classes with Integrated ESL Support
05	Newcomer Programs
97	Other
98	Not in a Language Instruction Program, Parent Choice



- Please note that any student who NEP, LEP, or FEP (Monitor Year 1 and Monitor Year 2) must have a language instruction program code assigned to them.
- Students who have a language proficiency code of PHLOTE (4) or FELL (5) should be coded for the language instruction program as Not Applicable (00).
- Students who have a language proficiency code of FEP Exited Year 1 or Year 2 (8 or 9) may be coded using any language instruction program value.
- Students with a language background of English should be coded as 00 (no or not applicable).



- Students may not be coded in more than one language instruction program. If multiple programs are used to educate a student, please use the one that is predominately used to educate the student.
- Please consult with CDE's Office of Culturally and Linguistically Diverse Education before using the Other (97) LIP category.



- Please note that parents have the right to opt their children out of language services should they be found to need them. However, it is districts, through a body of evidence and the screener, which determine EL status and language proficiency level.
- Even if a student is not in a language instruction program the district would still report their language and proficiency level. In other words, if the language instruction program code is parent refusal “98” then they must have a language proficiency code of one of the following: NEP (1), LEP (2), FEP M1 (6) or FEP M2 (7). Neither PHLOTE nor FELL can be used.



Student October Reporting is used for purposes of state and federal funding which include:

- State English Language Proficiency Act (ELPA),
- State at-risk funding, and
- Federal Every Child Succeeds Act (ESSA), Title III.

The language proficiency levels of NEP, LEP, FEP Monitor 1, and FEP Monitor 2 are included for eligible K-12 students.

For purposes of school and district accountability, students identified as FEP Monitor 1, FEP Monitor 2, FEP Exit 1 and FEP Exit 2 are included in the EL disaggregated subgroup in addition to NEP and LEP students.



For most other collections at CDE there is an EL flag that is used which captures NEP, LEP, FEP M1 and FEP M2 students.



EL Logical Sequence errors to look out for:

Error Code	Current Year Code	Prior Year Code	2x Prior Year Code	Logical Code
SP184	FEP M2	FEP M2		FEP E1
SP185	FEP M1/M2/E1	FEP Exited	FEP M1	FEP E2
SP186	FEP M1/M2/E1/E2	FEP Exited	FEP Exited	FELL

District Transfers

Code them as FELL at first and they will trigger warnings to tell you where in the progression CDE expects them:
SP295, SP297, SP299 are only triggered if coded as FELL



Sample Exception Request

	A	B	D	F	G	H	K	L	M	N	O	P
1	Enter (copy and paste) all exception requests which you have not previously submitted for the school year. However, please have ELL exception requests on a separate template.											
2	Only one error code per row											
3	School Code and Grade Level are only required for school level errors. Can leave blank for Demographic (DEM) errors.											
4	School Year	Error Code	District Code	School Code	Grade Level	SASID	Reason For Exception	Requester name, phone, email	Internal Use Only			
5												
6												
7												
8												
9												
10												
11												
12												
13												

https://www.cde.state.co.us/datapipeline/inter_student

(go to heading named “Templates” it is the 4th bullet)

Exception request is uploaded to your district’s Syncplicity folder ending in the word “student.”

Presentation Challenge



What are the three EL data elements collected in the Student Demographic File?



Scenarios: How Would You Code This Student? (Work with your table groups. Class discussion afterwards).

Scenario I: In August of 2019 a student enrolls in your district from another Colorado district. Following your district practices, the student has a language background other than English (i.e. Hindi) and is assessed and determined to be fluent in English and therefore not eligible for services. You also find out that in the 2018-2019 school year the student had been coded as a FEP Monitor Year 1 student.

Question: What should the language code be?

Question: What should the language proficiency code be?

Question: What should the language instruction program code be?



Scenarios: How Would You Code This Student? (Work with your table groups. Class discussion afterwards).

Scenario I: In August of 2019 a student enrolls in your district from another Colorado district. Following your district practices, the student has a language background other than English (i.e. Hindi) and is assessed and determined to be fluent in English and therefore not eligible for services. You also find out that in the 2018-2019 school year the student had been coded as a FEP Monitor Year 1 student.

Question: What should the language code be? Go to data pipeline language code spreadsheet and find language code of Hindi which is hin

Question: What should the language proficiency code be? 7-FEP M2 or 5-FELL. Because this district did not provide ELD services they have a choice in language progression but for accountability and ELPA funding FEP M2 is recommended.

Question: What should the language instruction program code be? Depends on what the LIP district offers and if FEP M2 (this must have a LIP code other than 00). If FELL would be 00 (no or not applicable).



Scenarios: How Would You Code This Student?

Scenario 2: In August 2019 a student enrolls in your district from Arizona. Following your district practices the student has a language background other than English (i.e. Spanish) and is assessed and determined to be fluent in English and therefore not eligible for EL services. The student has never been in an EL instructional program as determined by the cumulative file.

Question: What should the language code be?

Question: What should the language proficiency code be?

Question: What should the language instruction program code be?



Scenarios: How Would You Code This Student?

Scenario 2: In August 2019 a student enrolls in your district from Arizona. Following your district practices the student has a language background other than English (i.e. Spanish) and is assessed and determined to be fluent in English and therefore not eligible for EL services. The student has never been in an EL instructional program as determined by the cumulative file.

Question: What should the language code be? SPA

Question: What should the language proficiency code be? 4-PHLOTE

Question: What should the language instruction program code be? -00-Not applicable



Scenarios: How Would You Code This Student?

Scenario 3: A native French speaking student re-enrolls in your district in August 2019 from the prior year. In the prior year they were NEP and in an ESL program but they made extremely fast progress in acquiring English. During the spring 2019 WIDA testing period they scored high enough to be considered FEP and along with a body of evidence, they appear to be fluent in English both conversationally and academically.

Question: What should the language code be?

Question: What should the language proficiency code be?

Question: What should the language instruction program code be?



Scenarios: How Would You Code This Student?

Scenario 3: A native French speaking student re-enrolls in your district in August 2019 from the prior year. In the prior year they were NEP and in an ESL program but they made extremely fast progress in acquiring English. During the spring 2019 WIDA testing period they scored high enough to be considered FEP and along with a body of evidence, they appear to be fluent in English both conversationally and academically.

Question: What should the language code be? fra

Question: What should the language proficiency code be? 6-FEP M1 but this will require an exception because it doesn't follow language progression. Request exception through template in your October Count Syncplicity folder.

Question: What should the language instruction program code be? Depends on what the school offers and decides to place the student in.



Scenarios: How Would You Code This Student?

Scenario 4: A Spanish speaking student enrolls in your district in late September 2019 from Mexico. The student had previously been enrolled in your district in the 2017-2018 school year as a FEP M1 and in 2016-2017 as a LEP student in a bilingual program. However, they returned to Mexico for the 2018-2019 school year. While in Mexico they spoke only Spanish and received no English instruction so that when they returned and were tested and through a body of evidence, their language level was determined to be LEP.

Question: What should the language code be?

Question: What should the language proficiency code be?

Question: What should the language instruction program code be?



Scenarios: How Would You Code This Student?

Scenario 4: A Spanish speaking student enrolls in your district in late September 2019 from Mexico. The student had previously been enrolled in your district in the 2017-2018 school year as a FEP M1 and in 2016-2017 as a LEP student in a bilingual program. However, they returned to Mexico for the 2018-2019 school year. While in Mexico they spoke only Spanish and received no English instruction so that when they returned and were tested and through a body of evidence, their language level was determined to be LEP.

Question: What should the language code be? SPA

Question: What should the language proficiency code be? 2-LEP but this will require an exception via Syncplicity template.

Question: What should the language instruction program code be? Depends on what the school offers and decides to place the student in.



Scenarios: How Would You Code This Student?

Scenario 5: A German speaking student re-enrolls in your district in August 2019. In the previous school year they were a FEP Exit 2 student. Testing and a body of evidence indicate that they continue to be fluent in English.

Question: What should the language code be?

Question: What should the language proficiency code be?

Question: What should the language instruction program code be?



Scenarios: How Would You Code This Student?

Scenario 5: A German speaking student re-enrolls in your district in August 2019. In the previous school year they were a FEP Exit 2 student. Testing and a body of evidence indicate that they continue to be fluent in English.

Question: What should the language code be? **deu**

Question: What should the language proficiency code be? **5-FELL**

Question: What should the language instruction program code be? **FELL would be 00 (no or not applicable).**



Scenarios: How Would You Code This Student?

Scenario 6: A Burmese speaking refugee student has re-enrolled in your district in August 2019. Last year they were in a newcomer program and were NEP. In spring 2019 through testing and a body of evidence (BOE) they were determined to still be NEP.

Question: What should the language code be?

Question: What should the language proficiency code be?

Question: What should the language instruction program code be?



Scenarios: How Would You Code This Student?

Scenario 6: A Burmese speaking refugee student has re-enrolled in your district in August 2019. Last year they were in a newcomer program and were NEP. In spring 2019 through testing and a body of evidence (BOE) they were determined to still be NEP.

Question: What should the language code be? **mya**

Question: What should the language proficiency code be? **1-NEP**

Question: What should the language instruction program code be? **Depends on what the school offers and decides to place the student in.**



Scenarios: How Would You Code This Student?

Scenario 7: A Russian speaking student enrolls in your district in September 2019 from Russia. The student is determined, through testing and a body of evidence, to be LEP. However, the student's parents do not want the student to be placed in the district's ELD program.

Question: What should the language code be?

Question: What should the language proficiency code be?

Question: What should the language instruction program code be?



Scenarios: How Would You Code This Student?

Scenario 7: A Russian speaking student enrolls in your district in September 2019 from Russia. The student is determined, through testing and a body of evidence, to be LEP. However, the student's parents do not want the student to be placed in the district's ELD program.

Question: What should the language code be? **rus**

Question: What should the language proficiency code be? **2-LEP**

Question: What should the language instruction program code be? This would be **98** which is not in a language instruction program, parent choice. District is still obligated to provide access to grade level content and assess student annually on the ELP Assessment, ACCESS 2.0.



Scenarios: How Would You Code This Student?

Scenario 8: A student whose language background is Vietnamese re-enrolls in your district in August 2019 for the 19-20 school year from a neighboring district. Your district determines through screening that the student does not require ELD services. This student, over the years, has gone back and forth from your district to the neighboring district as they are a migrant student. In 2018-2019 the other district had coded the student as English only but in 2017-2018 your district had coded the student as FEP1.

Question: What should the language code be?

Question: What should the language proficiency code be?

Question: What should the language instruction program code be?



Scenarios: How Would You Code This Student?

Scenario 8: A student whose language background is Vietnamese re-enrolls in your district in August 2019 for the 19-20 school year from a neighboring district. Your district determines through screening that the student does not require ELD services. This student, over the years, has gone back and forth from your district to the neighboring district as they are a migrant student. In 2018-2019 the other district had coded the student as English only but in 2017-2018 your district had coded the student as FEP M1.

Question: What should the language code be? **vie**

Question: What should the language proficiency code be? Because your district has determined ELD services are not required, code as 5-FELL. However, the district could code as FEP M2 too. Do however, continue to monitor student's English proficiency. It's a good idea to work with the other district so that the language progression isn't interrupted and follows the same language progression pathway.

Question: What should the language instruction program code be? FELL would be 00 (no or not applicable). If the student is coded as FEP M2 the coding would depend on what the school offers and decides to place the student in.



Scenarios: How Would You Code This Student?

Scenario 9: A student enrolls in your district and the home language survey indicates that they have a language background other than English as there is one Tagalog speaking parent in the household and one English speaking parent in the household. Through testing the child scores as a LEP.

Question: What should the language code be?

Question: What should the language proficiency code be?

Question: What should the language instruction program code be?



Scenarios: How Would You Code This Student?

Scenario 9: A student enrolls in your district and the home language survey indicates that they have a language background other than English as there is one Tagalog speaking parent in the household and one English speaking parent in the household. Through testing the child scores as a LEP.

Question: What should the language code be? tgl if indeed they are an EL. If not it would be 'eng'.

Question: What should the language proficiency code be? LEA should contact parents to determine if student is truly an English learner. If they are, the code would be 2-LEP. If the child is not an English learner then they would be coded as 0-Not Applicable.

Question: What should the language instruction program code be? Depends on what the school offers and decides to place the student in if EL. If not EL then 00-Not Applicable.



Scenarios: How Would You Code This Student?

Scenario 10: What are some of your own scenarios?

Question: What should the language code be?

Question: What should the language proficiency code be?

Question: What should the language instruction program code be?

Some Other Codes Used in Conjunction with EL Reporting

Student School Association File

Entry Codes-New or Continuing

05-Transfer from a school located in a different country. A student who transfers from a public school located in another country

06-PK-6 student entering from an unknown educational setting/status. Applicable only to students in grades PK-6. This entry code can be used if the reporting district does not know the most recent educational status (i.e. last school attended) of an entering student. If the most recent status is known for a PK-6 student, use the appropriate entry code (13 if transferring from a Colorado district, 14 if transferring from another state, 05 if transferring from another country, 01 if new to the educational system, etc.).

25-Return after an extended absence. Student returns after missing 10 or more consecutive days of school. Applies whether the absence was excused or un-excused. Not applicable if the student attended another educational environment during the absence. The student must return to the same school and grade level previously exited with Exit Type 25. Used only to calculate mobility rates.

Student School Association File

Exit Codes-Transfers

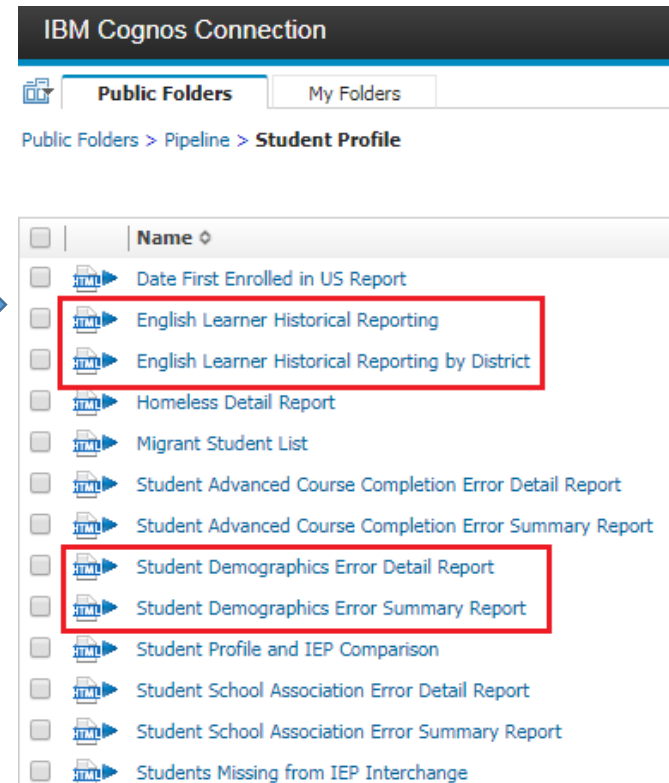
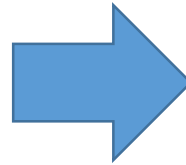
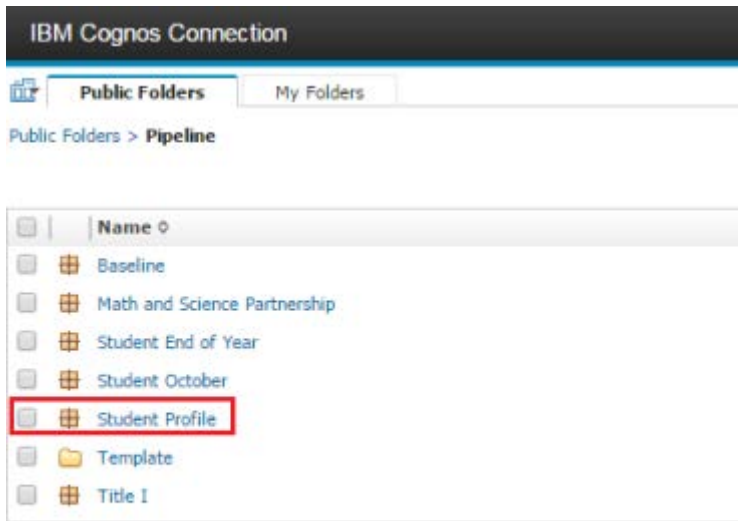
05-Transfer to a school located in a different country-A student who transfers to a public school located in another country. This transfer must be documented by either an education records request from the receiving school, a signed confirmation of enrollment and attendance, or an official confirmation of emigration from a federal agency.

06-PK-6 student exited to an unknown educational setting/status. Applicable only to students in grades PK-6. Applicable if the reporting district does not have information about the educational environment into which a student transferred. If the educational environment to which the student transferred is known, use the appropriate exit code (13 if transferring to another Colorado district, 14 if transferring to another state, 05 if transferring to another country, etc.). Note that districts are not required to obtain documentation of transfer for students exiting grades PK-6.

EL(L) Reports

Student October EL Data Reporting

Cognos Reports on EL Students-You'll want to check these to ensure data accuracy. You do this by logging into Pipeline and going to the link on the left called "Cognos Reports."



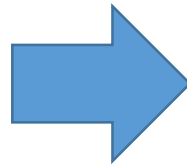
Student October EL Data Reporting

English Learner Historical Reporting looks at the following:

- One SASID at a time
- All prior Student October history in the database & and history on all three language data elements.
- Errors

English Learner Historical Reporting By District looks at the following:

- All students in your district with a language background <> eng
- Current Year and Prior Year values For all three language data elements
- Errors



IBM Cognos Connection

Public Folders My Folders

Public Folders > Pipeline > Student Profile

	Name
<input type="checkbox"/>	Date First Enrolled in US Report
<input type="checkbox"/>	English Learner Historical Reporting
<input type="checkbox"/>	English Learner Historical Reporting by District
<input type="checkbox"/>	Homeless Detail Report
<input type="checkbox"/>	Migrant Student List
<input type="checkbox"/>	Student Advanced Course Completion Error Detail Report
<input type="checkbox"/>	Student Advanced Course Completion Error Summary Report
<input type="checkbox"/>	Student Demographics Error Detail Report
<input type="checkbox"/>	Student Demographics Error Summary Report
<input type="checkbox"/>	Student Profile and IEP Comparison
<input type="checkbox"/>	Student School Association Error Detail Report
<input type="checkbox"/>	Student School Association Error Summary Report
<input type="checkbox"/>	Students Missing from IEP Interchange

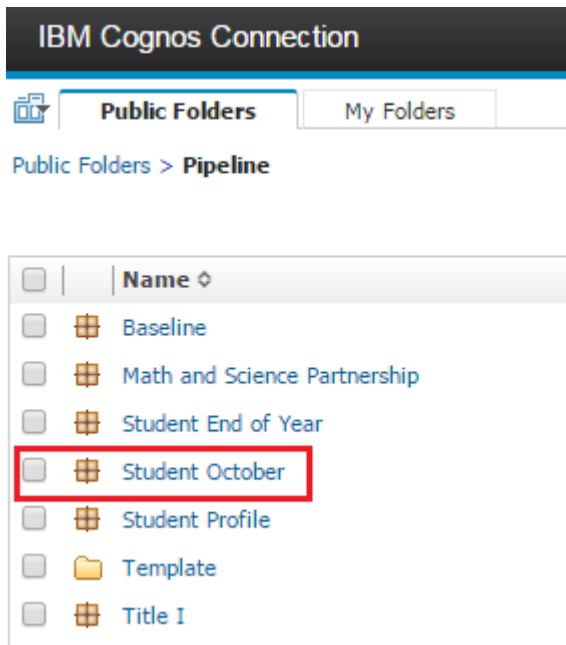


As you can see from the previous slide, there are two CDE reports for finding how a student was coded in the past, either by your district or by another Colorado district.

- **English Learner Historical Reporting**-This is a report for looking up individual students that will include a full history of EL Reporting.
- **English Learner Historical Reporting by District**-this report contains the following:
 - 1) All students with a non-English background
 - 2) Previous October Count's EL values
 - 3) Current EL values
 - 4) CDE's best guess of current year location in logical progression



Student October Cognos Reports Also Have EL Information



- District Summary of ELL Students
 - Breakdown of EL status by grade, district wide
- District Summary of English Language Learners
 - Breakdown of EL status by school
- ELPA Report
 - Report showing all EL students, by school, EL Codes, and Years in Program
 - Reported for ELPA funding prior year determines current year funding



Common Errors with Cognos Reports:

- Snapshot records excluded due to profile errors.
- Student excluded from Student October Snapshot.

Common Issues



Student October EL Data Reporting

- EL data in the Student Demographic file generates the most errors and exception requests.
- This is a complicated process requiring correctly coding the three fields of language background, language proficiency and language instruction program.
- Code your student to reflect the EL services they are receiving not just to get through an error. Request exceptions if necessary. This can be done by going to the exceptions request form located either in your district Syncplicity file folder or through the form located at this link which you would then place into Syncplicity.

https://www.cde.state.co.us/datapipeline/inter_student

Go to heading called “Template” and look for document called “Exception Request Template and Instructions.”

Other Common Problems

- No spaces in file name are allowed. CDE recommends using a file naming convention: For example: 0110_DEM_OCTtag_10112016.xls
- Only the following file formats are accepted: .csv, .xls, .xlsx. The recommended format is .xls.
- Losing leading zeros.



A Student Doesn't Show up in Snapshot

- A student has an error in DEM or SSA file.
- Enrollment dates in SSA file do not overlap with October Count Day. In 2019 it is October 2nd.
- A student is only included in either the DEM or SSA file, but not both.
- The primary school = 0 in SSA file so please note that:
 - 1) The October Snapshot only includes records where the primary school = 1; and
 - 2) If a student isn't showing up in the snapshot this is often the first place to look.

Warnings

- Do not require exceptions.
- Do not prevent students from being included in a snapshot or the district from submitting the snapshot.
- Are there for informational purposes or to point out that there is a possible data issue.

Losing Leading Zeros

- This happens when opening a file in Excel and where format is not already set to the text feature.
- This prevents files from uploading properly and will create errors.
- CDE has a guide to keeping leading zeros on the Student Interchange Website at: https://www.cde.state.co.us/datapipeline/inter_student

Go to heading of “File Formatting.”



Issues with Cognos Reports

- Snapshot records are excluded due to profile errors
- Students are excluded from the Student October Snapshot

Presentation Challenge



What are some common errors when coding for ELs?

Data Pipeline Best Practices

Data Pipeline Best Practices

- Speak with vendors, business owners and IT staff
- Tune in to Town Halls at:
https://www.cde.state.co.us/datapipeline/train_schedule
- Attend training webinars.
- Access the online materials.
- Data and program staff should collaborate on data reporting.
- De-activate IdM accounts of people who leave your district.
- Be aware of PII and use good data privacy practices.

Yes/No Game

Should LEAs code just to get rid of errors?

Do preschoolers need to be evaluated for services?

**Do you need to
complete the three EL
language data
elements for all
students?**

Do you need to complete the Student Demographic File and have it error free before completing the Student School Association File?

Do all students for the October Count snapshot need to be in both the Student Demographic file and the Student School Association file?

Resources

- Office of Culturally and Linguistically Diverse Education

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

- State and Federal Laws

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

- English Language Proficiency Act

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

- Student Demographic File Layout

<https://www.cde.state.co.us/datapipeline/2019-2020studentinterchangefilelayoutanddefinitions-studentdemographic>

- Student School Association File Layout

<https://www.cde.state.co.us/datapipeline/2019-2020studentinterchangefilelayoutanddefinitions-studentschoolassociation>

ACCESS Training

- Training registration information will be sent to DACs
 - Trainings will be combined with CoAlt training
 - ½ day for ACCESS and ½ day for CoAlt
 - WIDA will also offer a variety of pre-testing, during testing and post-testing webinar trainings*

Training	Date and Location
Regional CoAlt/ACCESS Trainings ½ Day for Each	September 30 – Southwest (Alamosa) October 1 – Southeast (La Junta) October 2 – Northeast (Limon) October 3 – Pikes Peak (Colorado Springs) October 7 – West Central (Grand Junction) October 8 – Northwest (Frisco) October 9 – Metro (Westminster) October 10 – North Central (Greeley)

Student October EL Data Reporting

Contacts

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Student October EL Data Reporting

- The EL fields reported for Student October Count are the same as for Student End of Year. Please note however, that for Student End of Year the codes lag by one whole school year.
- Student End of Year for ELs is a summation of the previous school year (18-19), not a reporting of the status of the student for the next year.
- If a student is reported as NEP or LEP in Student October and/or takes the WIDA/Access English Language proficiency test, then that student should be reported as NEP or LEP in the Student End of Year collection.

Glossary of Acronyms/Terms:

BOE-Body of Evidence

DEM-Demographic

EL-English Learner

ELL-English Language Learner

ELPA-English Language Proficiency Act (state legislation)

ESSA-Every Student Succeeds Act (federal legislation)

FELL-Former English Language Learner

FEP-Fluent English Proficient

HLQ-Home Language Questionnaire

HLS-Home Language Survey

LEA-Local Education Agency

LEP-Two definitions. 1)Limited English Proficient or; 2)Local Education Provider. Need to look at context.

NEP-Non-English Proficient

PII-Personally Identifiable Information

PHLOTE-Primary Home Language Other than English

SEA-State Education Agency

SSA-Student School Association

Student October Contact Information
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