

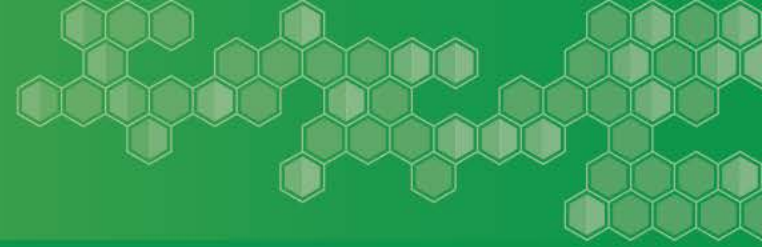


COLORADO
Department of Education

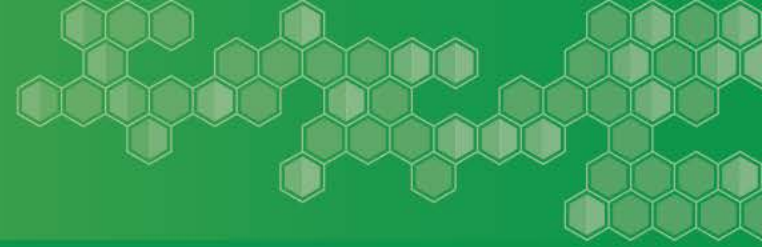
Student October Count Office Hour EL Coding

September 10, 2019

EL Overview



- 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.



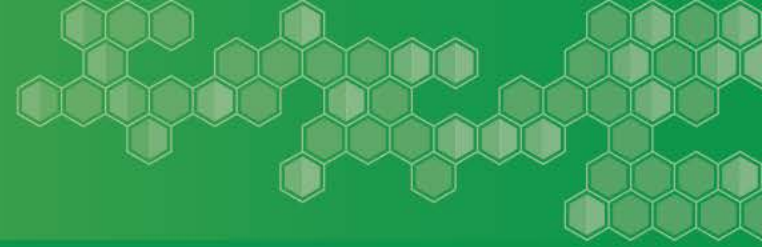
EL Coding is Used For

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;

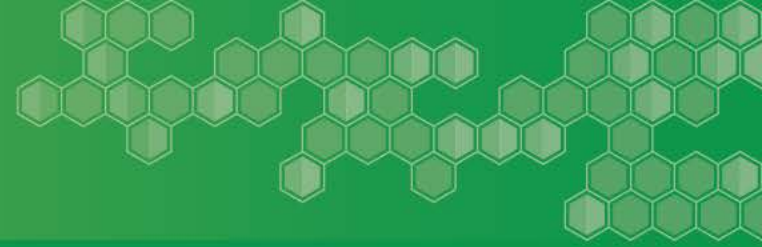
the language proficiency levels of NEP, LEP, FEP Monitor 1, and FEP Monitor 2 are included for eligible K-12 students.

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.

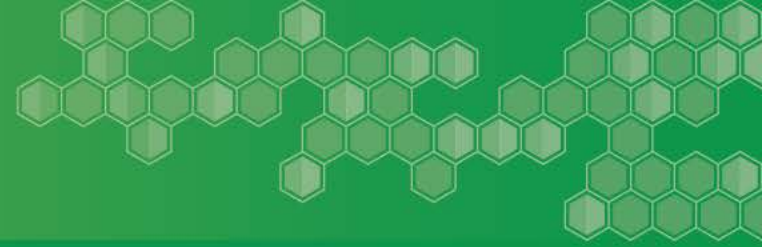


For most other collections at CDE there is an EL flag that is used which captures NEP, LEP, FEP M1 and FEP M2 students.

The Three English Learner Language Fields

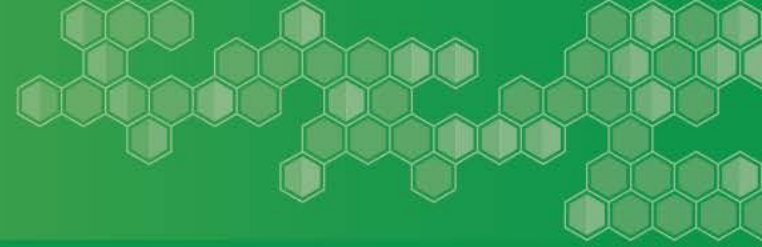


- **English Learner Data is reported in the Demographic File in three fields**
 - **Language Background:** determined by district/school staff using Home Language Survey (HLS).
 - All students must have a valid language background. 'eng' is used for English speakers.
 - **Language Proficiency:** The level of English proficiency for a student based upon W-APT or WIDA Screener and a body of evidence
 - **Language Instruction Program:** The type of program by which an EL student receives English language development services.



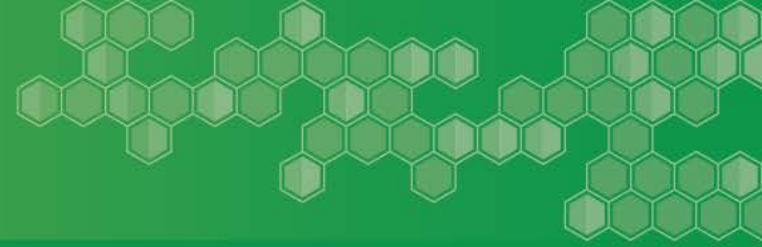
Language Background

- The three letter code for a student's language that is determined by HLS.
- Language Background Codes can be found at:
http://www.cde.state.co.us/datapipeline/language_codes
- Students with a Language Background of 'eng' (English) must have Language Proficiency and ESL_Status/Bilingual codes of '00'
- Students with a Language Background that is not 'eng' (English) must have a valid Language Proficiency code other than '00'



Some tips when coding students for language background.

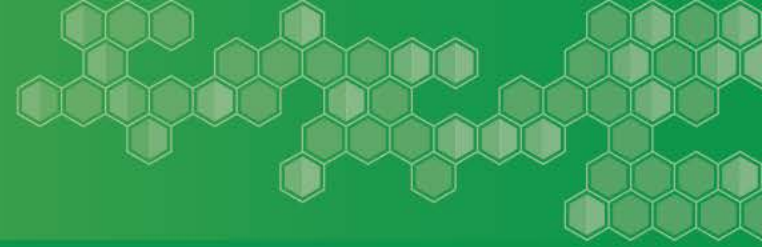
- Students with a language background of English or 'eng' must have language proficiency code of '0' which is not applicable and a language instruction program code of '00' which is not applicable.
- While American Sign Language (ASL) is a recognized language, these three fields describe languages of 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 Progression & Codes



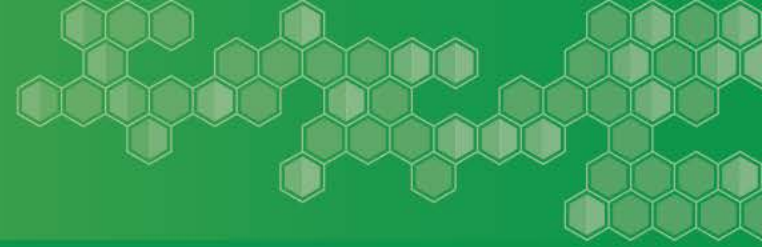
- A student's English language proficiency is described by his or her ability to speak, listen, read, and write in English.
- ELs must have the codes of 1, 2, 6, 7, 8, 9 and non-EL students must be coded as 0 or 4. Former English learners are coded as 5. Once a student has been FEP for four consecutive 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

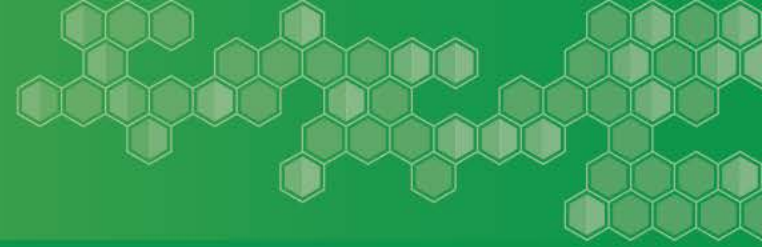
- 6=Fluent English Proficient (FEP) Monitor Year 1.
- 7=Fluent English Proficient (FEP) Monitor Year 2.
- 8=Fluent English Proficient (FEP) Exit Year 1.
- 9=Fluent English Proficient (FEP) Exit Year 2.

*Please note that 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.



Definition 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.



EL Logical Sequence Errors to Look Out For

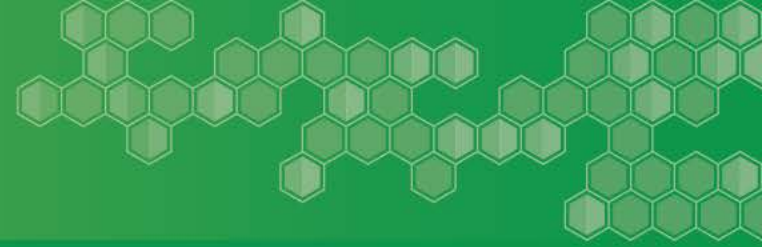
Error Code	Current Year Code	Prior Year Code	2x Prior Year Code	Logical Code
SP184	FEP M2	FEP M2		FEP E1
SP185	FEP M1/M2/E1	FEP Exited	FEP M1	FEP E2
SP186	FEP M1/M2/E1/E2	FEP Exited	FEP Exited	FELL

District Transfers

Code them as FELL at first and they will trigger warnings to tell you where in the progression CDE expects them:

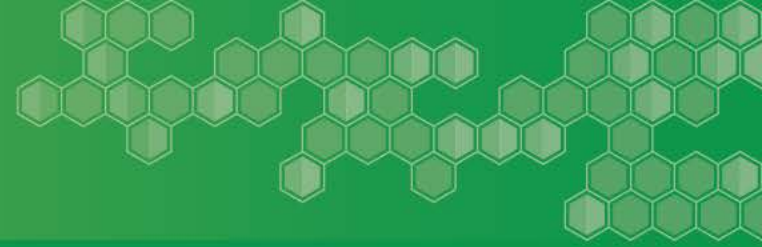
SP295, SP297, SP299

Only triggered if coded as FELL



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.

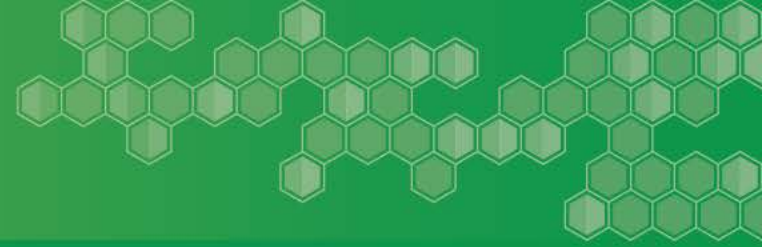


Re-designation

- 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.

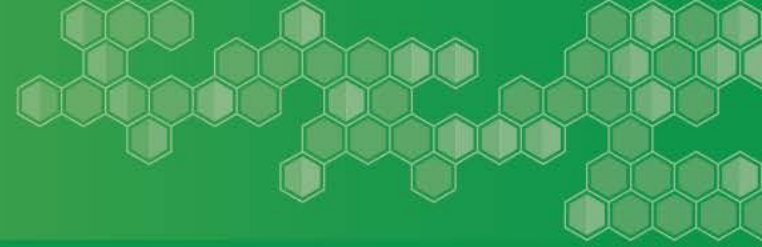
Re-designation

*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.



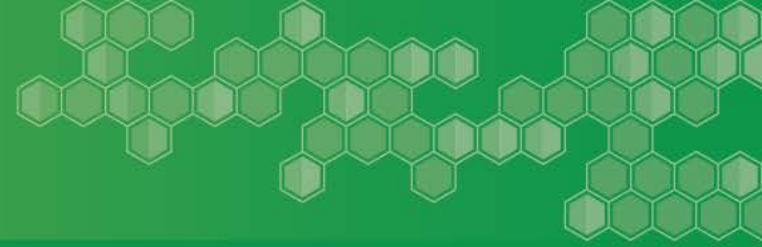
Exit Status

- 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.

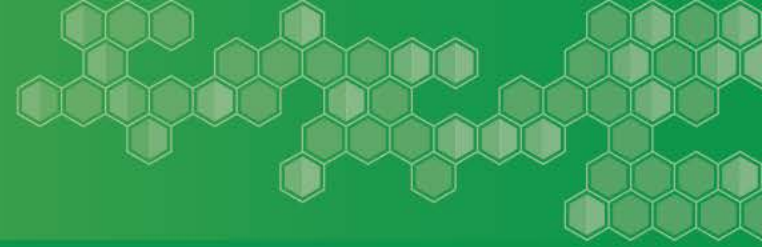


Language Instruction Program

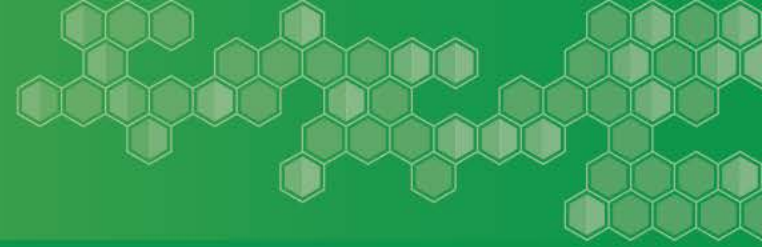
- The type of program by which an EL receives English language development services.

Language Instruction Program Codes

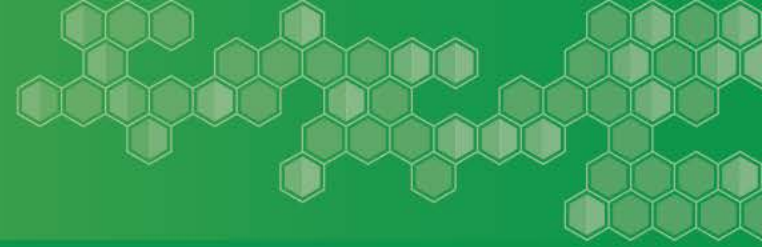
LIP Codes	Definitions
00	No or Not Applicable
01	English as a Second Language (ESL) or English Language Development (ELD)
02	Dual Language or Two-Way Immersion
03	Transitional Bilingual Education or Early Exit Bilingual Education
04	Content Classes with Integrated ESL Support
05	Newcomer Programs
97	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.
- Once a student has completed 2 years of exit status they should move to FELL status.
- 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.



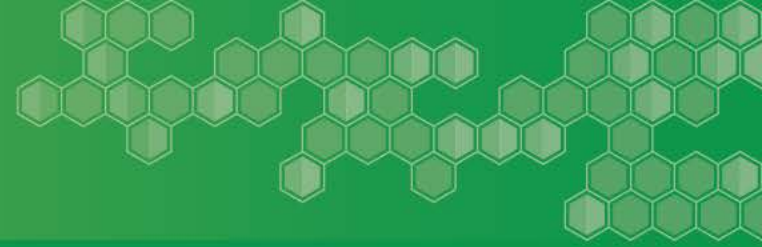
Parent Opt-Out

- 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 and not the parents.
- 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.

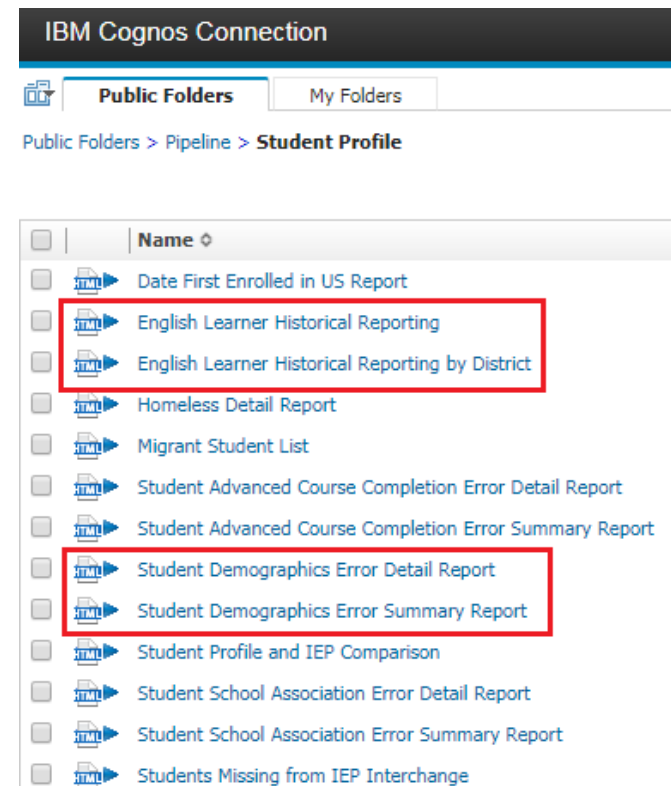
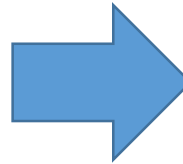
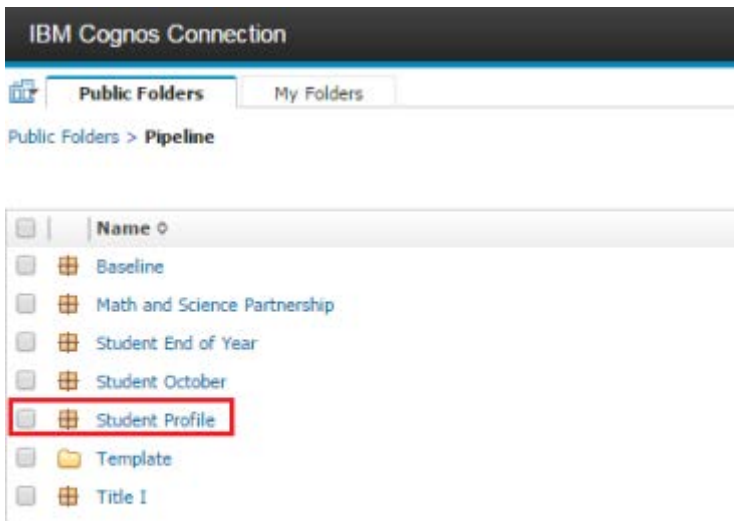
Cognos Reports



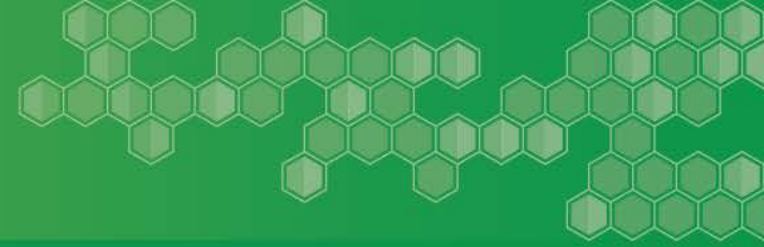
Student October Count Office Hour: EL Coding



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 Count Office Hour: EL Coding

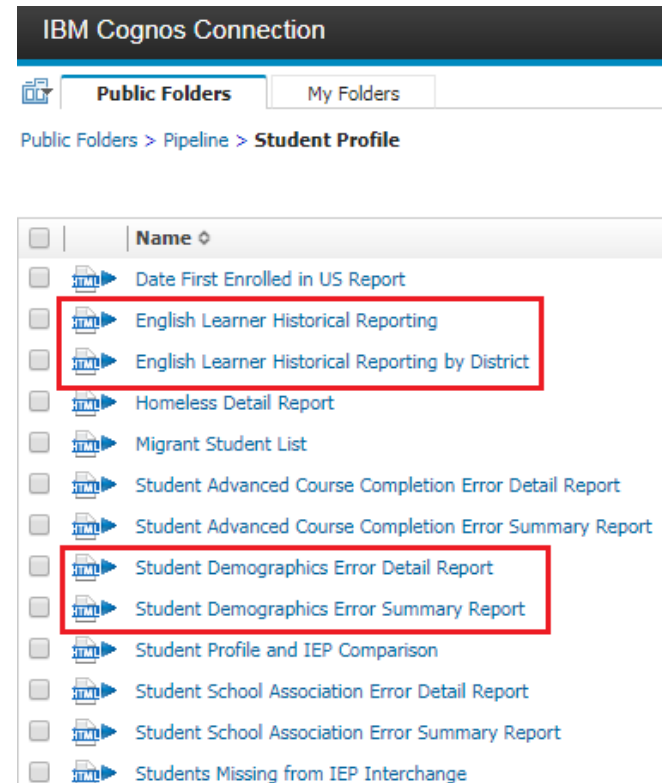


English Learner Historical Reporting looks at the following:

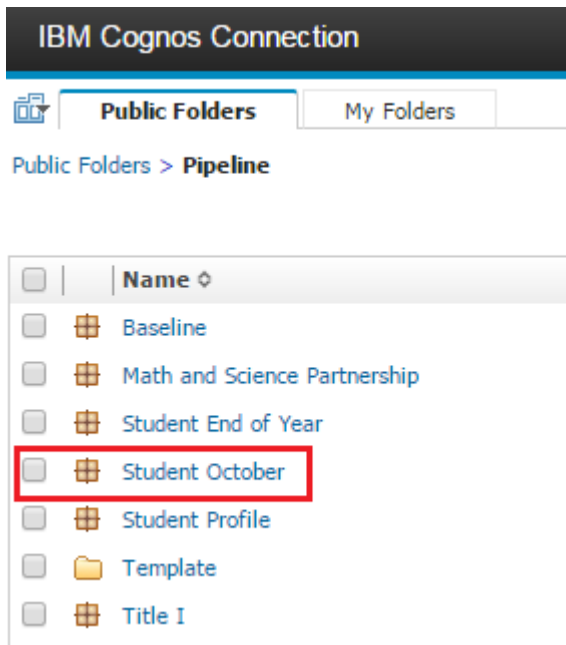
- One SASID at a time
- All prior Student October history in the database & and history on all three language data elements.
- Errors

English Learner Historical Reporting By District looks at the following:

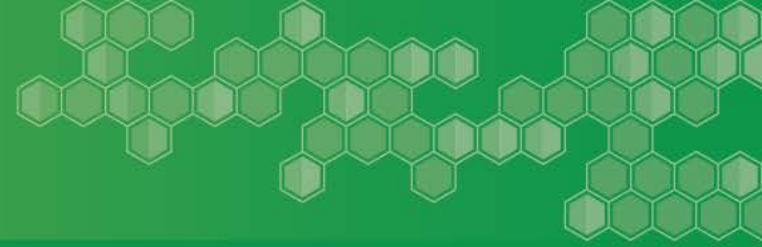
- All students in your district with a language background <> eng
- Current Year and Prior Year values For all three language data elements
- Errors



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

- 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.”



Student October Count Office Hour: EL Coding

Sample Exception Request

School Year	Error Code	District Code	School Code	Grade Level	SASID	Reason For Exception	Requester name, phone, email	Internal Use Only
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.								
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."



- 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.

Other EL Coding Issues

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)
 - *If the school is providing English Learner services through the regular school program you may report then 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
- If the student is fluent and does not require services they should be coded as PHLOTE



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.



Student October Count Office Hour: EL Coding

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.

Student Demographic File

Coding ASL (American Sign Language)

While ASL is a recognized language, these fields are meant to describe languages of second language learners as they relate to language instruction programs. If the student is in fact an EL, the language background would not be ASL; it would be something other than “eng”, such as Spanish. If it is determined there is a language influence other than English (ASL is considered English for EL programming purposes), then the process of identification would begin and would follow the District policy – W-APT testing, build a body of evidence, and a language proficiency of NEP or LEP determined.

Resources





Student October Count Office Hour: EL Coding

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>



Contacts

Genevieve Hale-Student October Count Collection lead in Data Services hale_g@cde.state.co.us or 303-866-6970

Amanda Callinan-End of Year Collection lead in Data Services-Callinan_a@cde.state.co.us.us or 303-866-6961

Rebecca McRee-Audit Supervisor, School Auditing Office
audit@cde.state.co.us or 303-866-6805

Morgan Cox, Director of Office of Culturally and Linguistically Diverse Education in Federal Programs Unit
cox_m@cde.state.co.us or 303-866-6784

Lindsay Swanton, ELD Specialist & ELPA Coordinator in Office of Culturally and Linguistically Diverse Education
Swanton_l@cde.state.co.us or 303-866-6298

Doris Brock-Nguyen, Consultant in Office of Culturally and Linguistically Diverse Education
Brock-Nguyen_D@cde.state.co.us or 303-866-6777

Heather Villalobos Pavia, English Learner Assessment Specialist in Assessment Unit
villalobospavia_h@cde.state.co.us or 303-866-6118

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

