COLORADO
Department of Education

Office Hours:
English Language Learner Count Audit Review

School Auditing Office

Office of Culturally and Linguistically Diverse Education

Date: **4/11/2022**

English Language Learner Count Audit Review Contacts

- Audit Review Process and Syncplicity Questions
  - School Auditing Office
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  - Rebecca McRee, School Auditing Office Supervisor
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- Identification/Redesignation
  - Office of Culturally and Linguistically Diverse Education
    - Morgan Cox
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    - Lindsay Swanton
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    - Doris Brock-Nguyen
      - brock-nguyen_d@cde.state.co.us

Detailed Agenda

1. English Language Learner Funding Factor
2. ELL Count Audit Resources
3. English Learners: Identification
4. ELL Count Sample & Documentation
5. Question/Answer
6. Additional Questions?

English Language Learner Funding Factor

Background

SB21-268 was signed on June 11, 2021

- Makes changes to the Public School Finance Act of 1994 (school funding formula)
- One of the changes is the new "English language learner funding factor" that is now included in the school finance formula for total program funding
  - Total program funding now includes per pupil funding + at-risk funding + ELL funding, etc.

The School Auditing Office will be conducting periodic compliance audits of each district's English Language Learner count starting with FY2021/2022

- Students coded as English Learners will be sampled randomly
- The district will provide documentation to support the determination of language proficiency

Criteria

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
  - Districts may not have visibility into five-year timelines, as this is tracked at the state level

English Language Learner Count Resources

English Learner Identification, Coding & Assessment Contacts

- **ELD Programs**
  - Visit www.cde.state.co.us/cde_english
  - **Morgan Cox** at cox_m@cde.state.co.us
  - **Doris Brock-Nguyen** at brock-nguyen_d@cde.state.co.us

- **EL Data Coding & Reporting**
  - Visit http://www.cde.state.co.us/datapipeline/snap_studentoctober
  - Visit http://www.cde.state.co.us/datapipeline/inter_student

- **Assessment Office (ACCESS/ALT ACCESS)**
  - Visit http://www.cde.state.co.us/assessment/ela
  - **Heather Villalobos Pavia** at villalobospavia_h@cde.state.co.us

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.

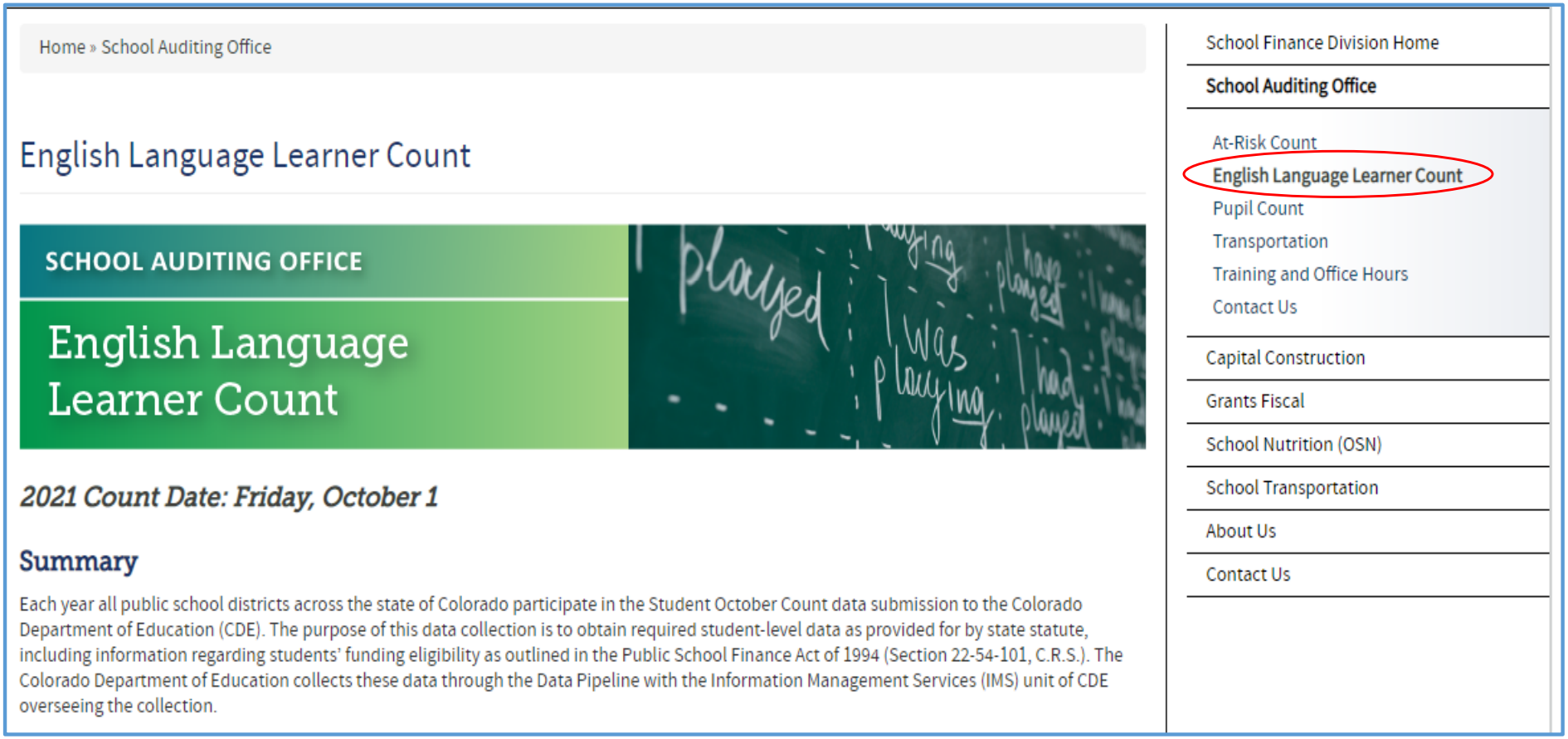
For information about services for ELs, please refer to CDE's English Language Development Guidebook and Provisional Identification Procedures documents.

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 documentation requirements that are subject to audit.

Further, 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).

ELL Count Website and Audit Resource Guide

https://www.cde.state.co.us/cdefinance/auditunit_ell_count



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English Language Learner Count

SCHOOL AUDITING OFFICE

English Language Learner Count

2021 Count Date: Friday, October 1

Summary

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

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ELL Count Webpage

As provided for under SB21-268 and beginning with fiscal year 2021-2022, there is a new English Language Learner funding factor that will be included in the calculated total program funding for each district. This new funding factor will include 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 will be used to determine which students are included in the district's English language learner count. Students meeting the following criteria will be 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). For more information about ELPA, please visit: http://www.cde.state.co.us/cde_english/elpa.*

In an effort to ensure accurate reporting of those data fields associated with the determination of each district's total program funding, the School Auditing Office will conduct periodic compliance audits of each district's Student October count data, including a review of documentation to support the district's English Language Learner count, specifically the district's determination of language proficiency for students reported as Non-English Proficient (NEP) and Limited-English Proficient (LEP).

Some forms recommended by the School Auditing Office may contain personally identifiable information of students and districts should take additional precautions. Local education agencies must use secure means when sending Personally Identifiable Information (PII) to CDE. If transferring PII between districts, schools, or with other parties, CDE strongly recommends that you send PII via a secure method. For example, an encrypted email, a secure file sharing tool like Syncplicity, or including the PII in a password protected document. If you have questions, contact CDE's Data Privacy Office at dataprivacy@cde.state.co.us.

Resource Guide

2021-2022 English Language Learner Count Audit Resource Guide (PDF) **(UPDATED! 10/26/2021)**

Trainings

School Auditing Office English Language Learner Count Webinar (09/13/21)

- Download presentation (PDF)
- View recording (Vimeo link)

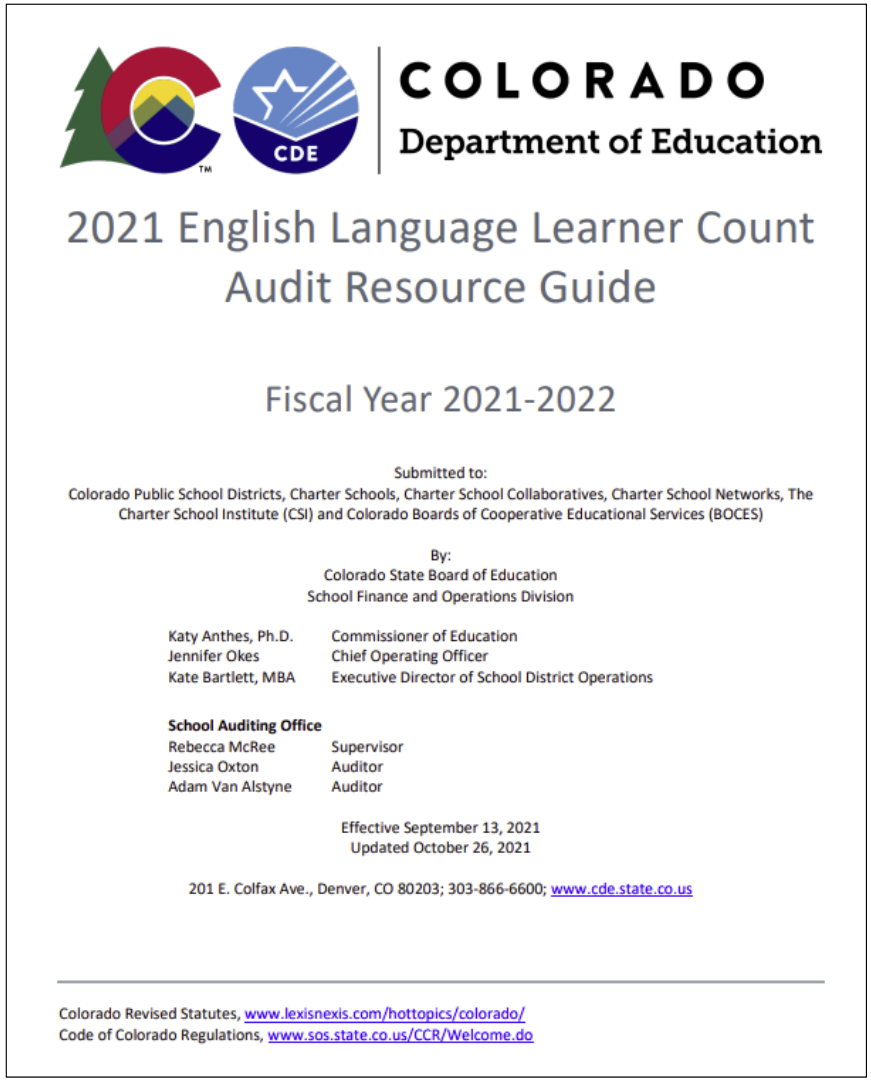
Internal CDE Resources

ELD Program Requirements

Office of Culturally and Linguistically Diverse Education

ELL Count Audit Resource Guide

http://www.cde.state.co.us/cdefinance/ell_count_resource_guide_2021



COLORADO
Department of Education

2021 English Language Learner Count Audit Resource Guide

Fiscal Year 2021-2022

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 Finance and Operations Division

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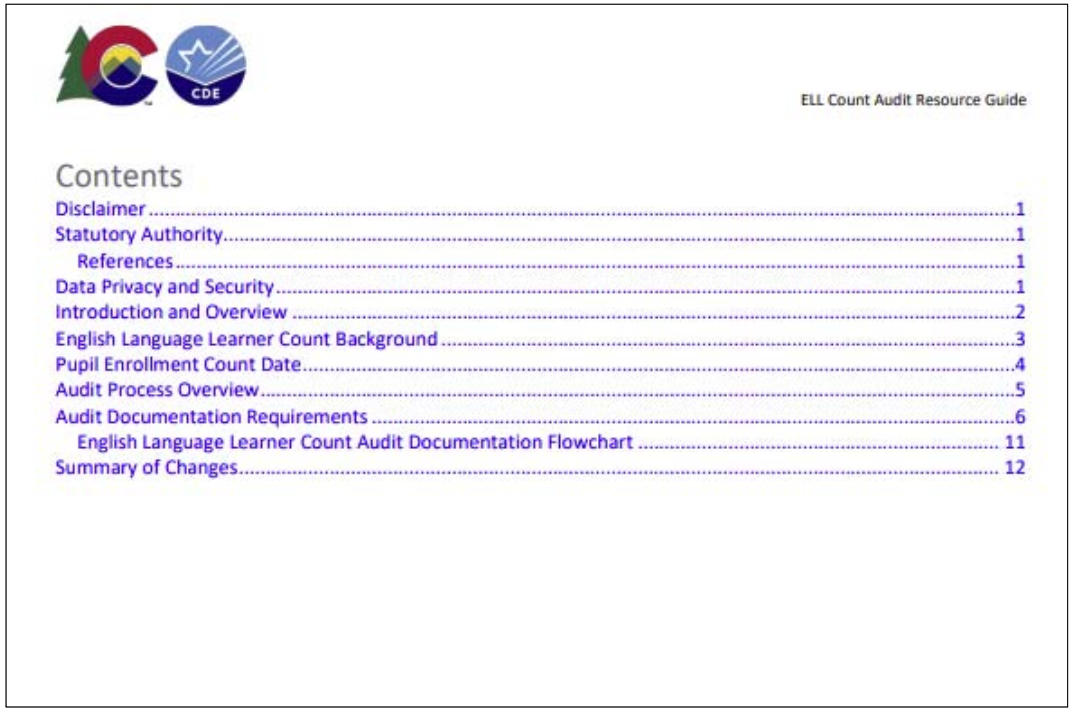
Effective September 13, 2021
Updated October 26, 2021

201 E. Colfax Ave., Denver, CO 80203; 303-866-6600; www.cde.state.co.us

Colorado Revised Statutes, www.lexisnexis.com/hottopics/colorado/
Code of Colorado Regulations, www.sos.state.co.us/CCR/Welcome.do



ELL Count Audit Resource Guide

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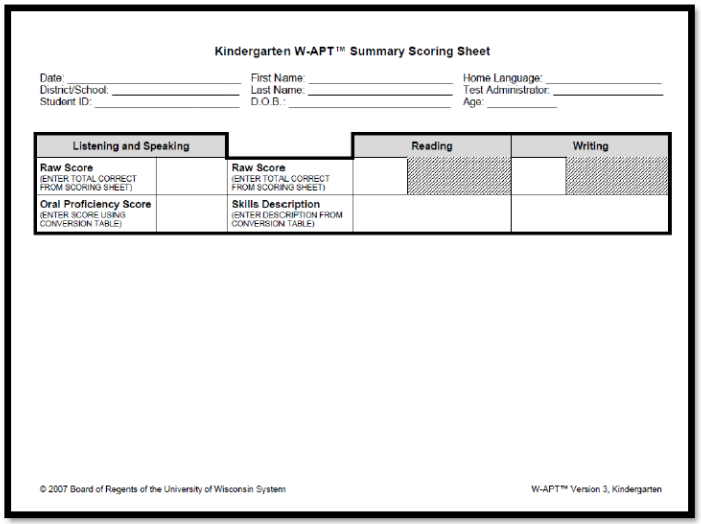
English Learners: Identification

W-APT Cut Scores & Score Sheet

Kindergarten: First Semester Speaking and Listening	**Kindergarten: Second Semester** Speaking, Listening, Reading, and Writing	**1st Grade: W-APT for Semester 1** Speaking, Listening, Reading, and Writing
Scores from administration of only oral domains of Kindergarten W-APT (Speaking and Listening)	Scores from administration of all four domains of the Kindergarten W-APT (Speaking, Listening, Reading, and Writing)	
Total raw score of the 2 domains: **NEP**: 0-21 **LEP**: 22-28	**NEP:** 0-28 (total raw score of the 4 domains) **LEP:** EITHER 29-59 (total raw score of the 4 domains) OR Not meeting minimum required score in any domains: o Oral (Speaking/Listening) <29 o Reading <14 o Writing <17	



Kindergarten W-APT™ Summary Scoring Sheet

Date: _____ First Name: _____ Home Language: _____
District/School: _____ Last Name: _____ Test Administrator: _____
Student ID: _____ D.O.B.: _____ Age: _____

Listening and Speaking			Reading	Writing
Raw Score (ENTER TOTAL CORRECT FROM SCORING SHEET)		Raw Score (ENTER TOTAL CORRECT FROM SCORING SHEET)		
Oral Proficiency Score (ENTER SCORE USING CONVERSION TABLE)		Skills Description (ENTER DESCRIPTION FROM CONVERSION TABLE)		

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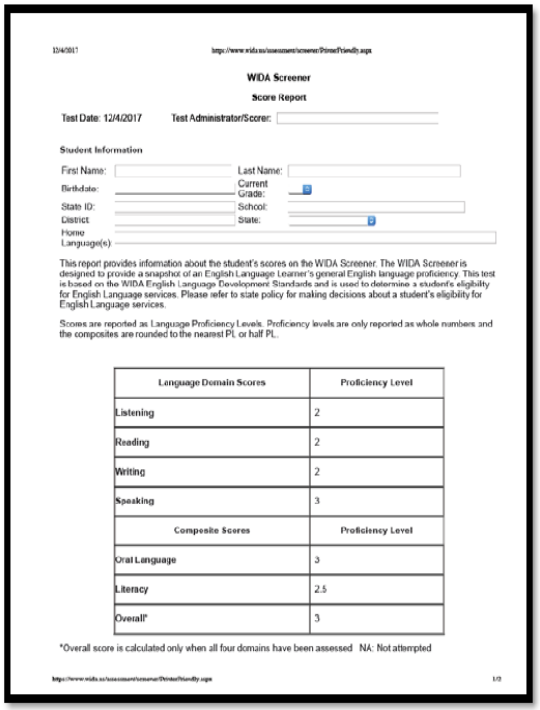
W-APT™ Version 3, Kindergarten

Sample W-APT Summary Scoring Sheet

WIDA Screener Scores & Score Sheets

1st Grade: Second Semester	Grades 2-12
NEP: 1.0-2.4 (Overall) **LEP:** 2.5 – 3.9 (Overall)	
Non-EL: • 4.0 Overall **AND** • 4.0 Literacy	



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):

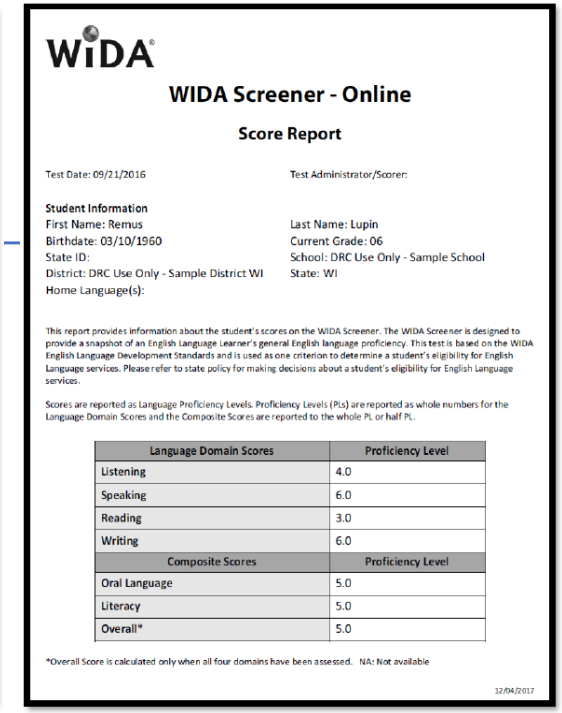
This report provides information about the student's scores on the WIDA Screener. The WIDA Screener is designed to provide a snapshot of an English Language Learner's general English language proficiency. This test is based on the WIDA English Language Development Standards and is used to determine a 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

Sample Paper WIDA Screener Score Report



WIDA

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 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	5.0
Literacy	5.0
Overall*	5.0

*Overall Score is calculated only when all four domains have been assessed. NA: Not available

12/04/2017

Sample Online WIDA Screener Score Report

Provisional Identification

- School districts, charter schools and facility schools must use the Colorado Standardized Identification procedures to identify students when in-person instruction or in-person assessment is occurring in the district/school
- Provisional Identification is intended to be used when a school/district is not providing in-person instruction (i.e., due to COVID-19)
- CDE will continue to follow federal guidance around Identification and Redesignation procedures
- CDE does **not** anticipate Provisional Identification will extend into the 22/23 school year, but should that change, we will communicate to the field

Redesignation

- Students identified as NEP or LEP in October are required to take the annual English Language Proficiency (ELP) assessment ACCESS/Alternate ACCESS during the test window (January-February) of the school year they were identified*.
- Students should be formally redesignated only at the beginning of the year in Student October
- Language Background, Language Proficiency, Language Instruction Program (LIP) in Student October and End Of Year coding should match
- However, if you see that a student no longer needs language instruction, using your local body of evidence and data, you can make the proper instructional decisions at any point in the year.

** All identified NEP/LEP students take ELP assessments annually, even those who are not enrolled in language instruction educational programs due to parent opt-out.*

ELL Count Sample & Documentation

Who is in the ELL Count Sample?

- All students included in a district's ELL Count sample list were reported by the district in the 2021 Student October Count as having a language proficiency of NEP or LEP.
- In order to report a student with either language proficiency, the district must have documentation (or a body of evidence) to support the reported language proficiency.
    - For example, if the student (such as a kindergartener) was new to the district in Fall 2021, it is likely the district administered a W-APT (for kindergartners). If this is the case, and it supports a status of NEP or LEP, then the district should upload the W-APT Summary Score sheet as documentation.

Who is in the ELL Count Sample?

Of the students included in the ELL Count, CDE sampled random students from the following two subgroups:

Students for whom CDE had NO spring 2021 WIDA ACCESS assessment scores

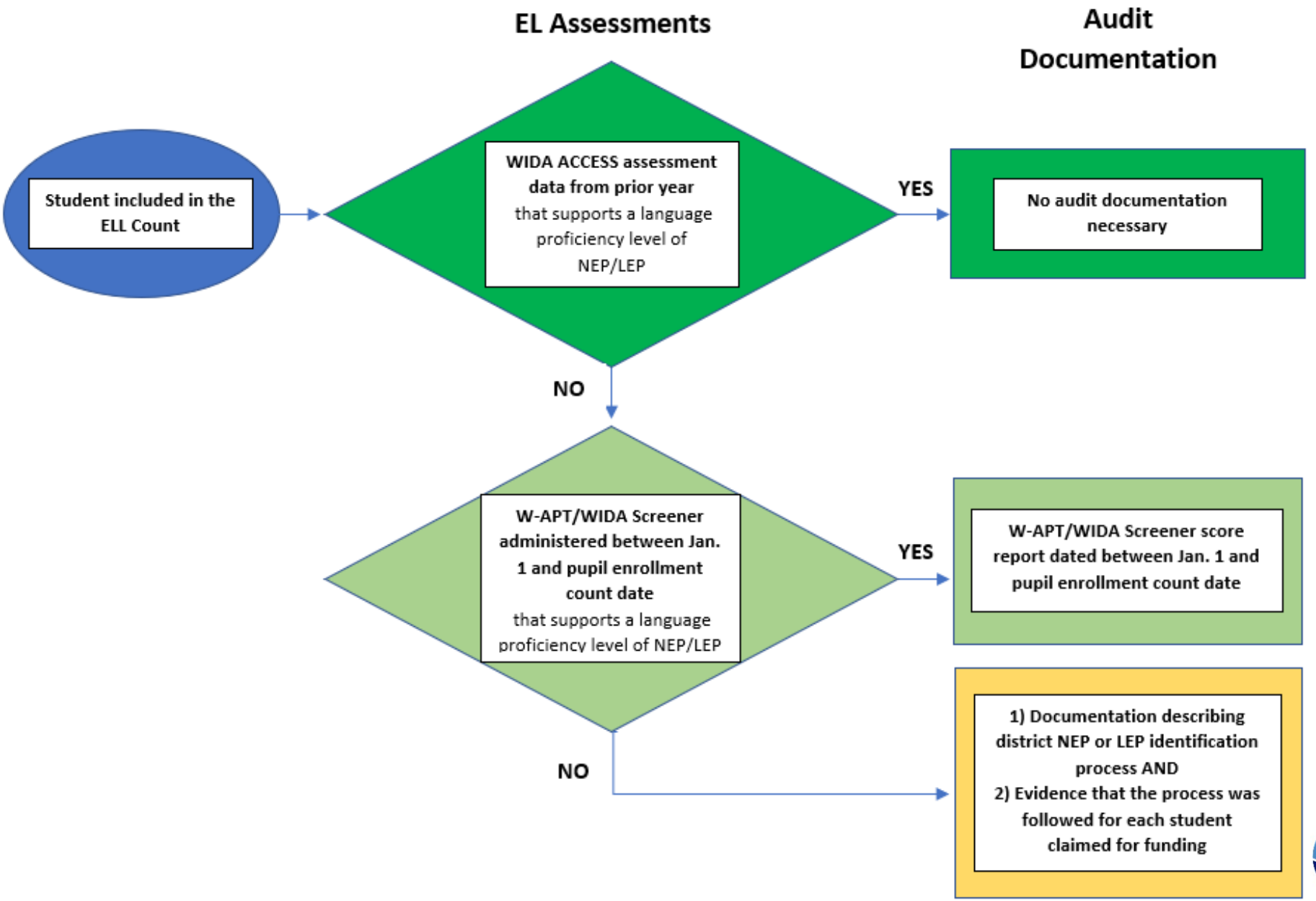
- This may include students who are new to the district or who did not, for any reason, take the spring 2021 WIDA ACCESS assessment.

Students for whom CDE had spring 2021 WIDA ACCESS assessment scores that were higher than the CDE proficiency cut points

(i.e., 4.0 Overall and 4.0 on Literacy)

- For these students, 2021 WIDA ACCESS assessment scores alone will not be sufficient.
- You will need to provide additional documentation to support why these students were not redesignated.

ELL Count Audit Documentation Flowchart



Frequently Asked Questions

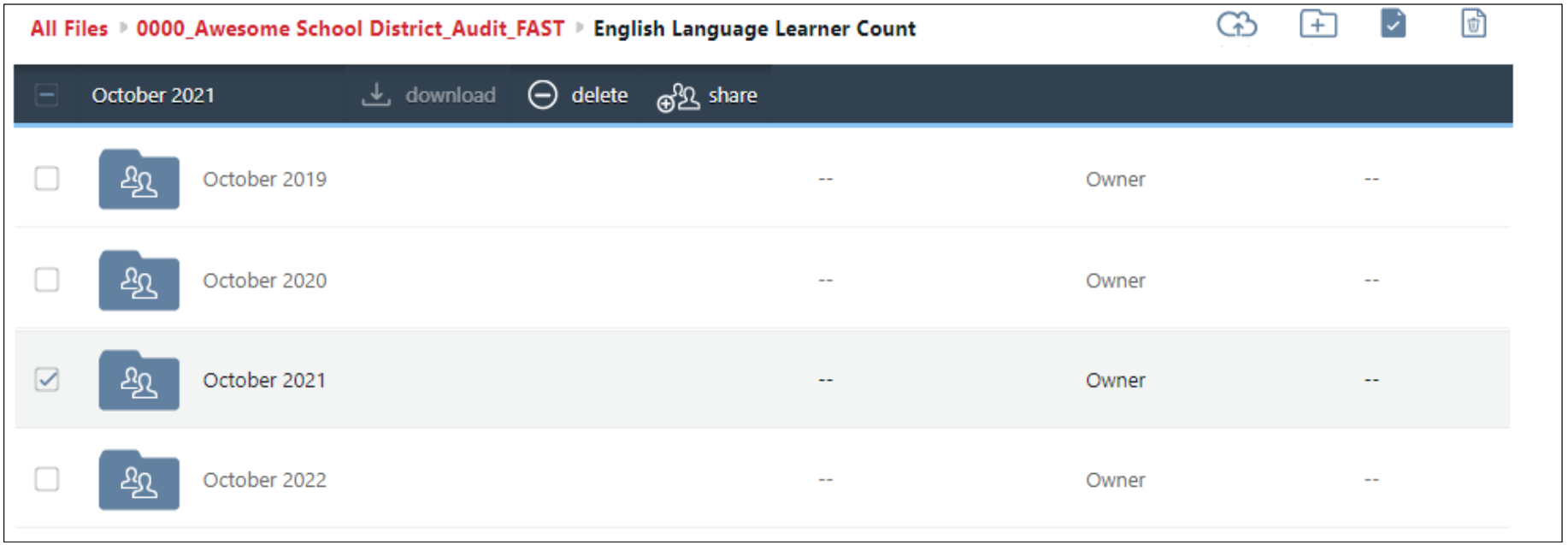
Question 1:

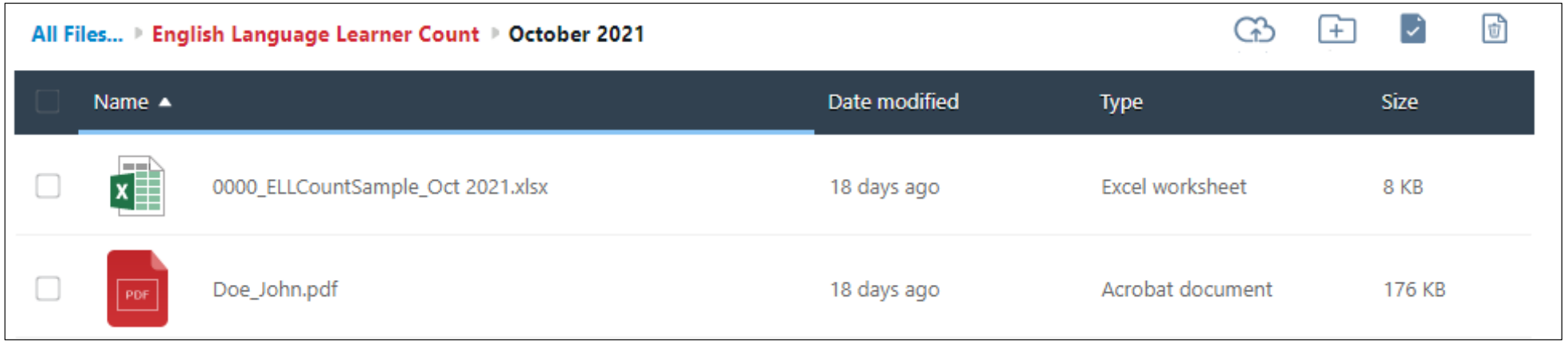
Question: How do I find my district's ELL Count sample?

Answer:

- ELL Count samples have been uploaded to each district's Audit Syncplicity folder.
  - Name convention: district code_district name_Audit_FAST
- If you will be your district's ELL Count audit contact, you will need to request access to the folder.
  - Email audit@cde.state.co.us to request access. Indicate you are the district's ELL Count audit contact, include your district code
- Once you have access, the Excel document containing the sample can be found in the "English Language Learner Count" subfolder's October 2021 folder.

Question 1: Audit Syncplicity Folders- screenshot





Question 2:

Question: Students in our ELL count sample are new (such as kindergarteners) this year and have not taken the WIDA ACCESS assessment yet. What documentation do we provide?

Answer: You will need to upload the documentation your district used to determine the student had a language proficiency of NEP or LEP as of October 1, 2021.

- This may include a W-APT Summary Score sheet or other documentation as described in the district's documented EL process.

Question 3

Question: Our Redesignation form has a list of test/assessment scores and other criteria, which district staff fill out to document why a student was kept in-program when they didn't meet the CDE additional evidence in Reading and Writing. Is the form/checklist sufficient by itself, or do we keep and submit a copy of all the different assessments, tests etc.?

Answer: Provide the written policy describing the process, along with the checklist and all supporting audit documentation. As part of this Spring 2022 review, the School Auditing Office will provide feedback specific to your district's process and documentation.

Question 4 & 5

Question: Do I need to upload documentation for all students included in the ELL Count?

Answer: No, you only have to upload documentation for students included in your district's ELL Count sample.

Question: Will we have to provide documents for more students than were in the sample list?

Answer: For April 2022, we don't anticipate asking for more students. In general, during an audit, if the initial sample finds a large proportion of issues, the sample may be expanded to determine the extent of the problem.

Question 6

Question: Will this audit require districts to change the way they maintain documentation?

Answer: The Spring 2022 audit will result in feedback about whether or not the documentation maintained by the district's current process meets audit requirements. The Office of Culturally and Linguistically Diverse Education can offer additional assistance with process improvement if needed.

Question 7

Question: What is the deadline to upload all required audit documentation for the ELL Count sample?

Answer: **Friday, April 29, 2022**

Additional Questions?