



Standardized Identification of English Learners

Requirements & Process
August 2021

Standardized Identification of English Learners

Slide Sections



**COLORADO
ELS**



**IDENTIFYING
ELS**



**WIDA
SCREENER**



**DATA
REPORTING**

English Learners in Colorado



ESSA Report - Chapter 4: English Learners

www.cde.state.co.us/fedprograms/statereportcard



COLORADO
Department of Education

x

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Every Student Succeeds Act (ESSA) State Reports

Every Student Succeeds Act (ESSA) State Reports

Under the Every Student Succeeds Act (ESSA), State Education Agencies are required to prepare and disseminate an annual state report that meets the minimum requirements described in federal law. The following chapters address these requirements, as well as provide additional information regarding the characteristics and performance of various student groups in Colorado.



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- [1: Introduction and Methodology](#)
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[Student Support and Academic Enrichment \(Title IV\)](#)

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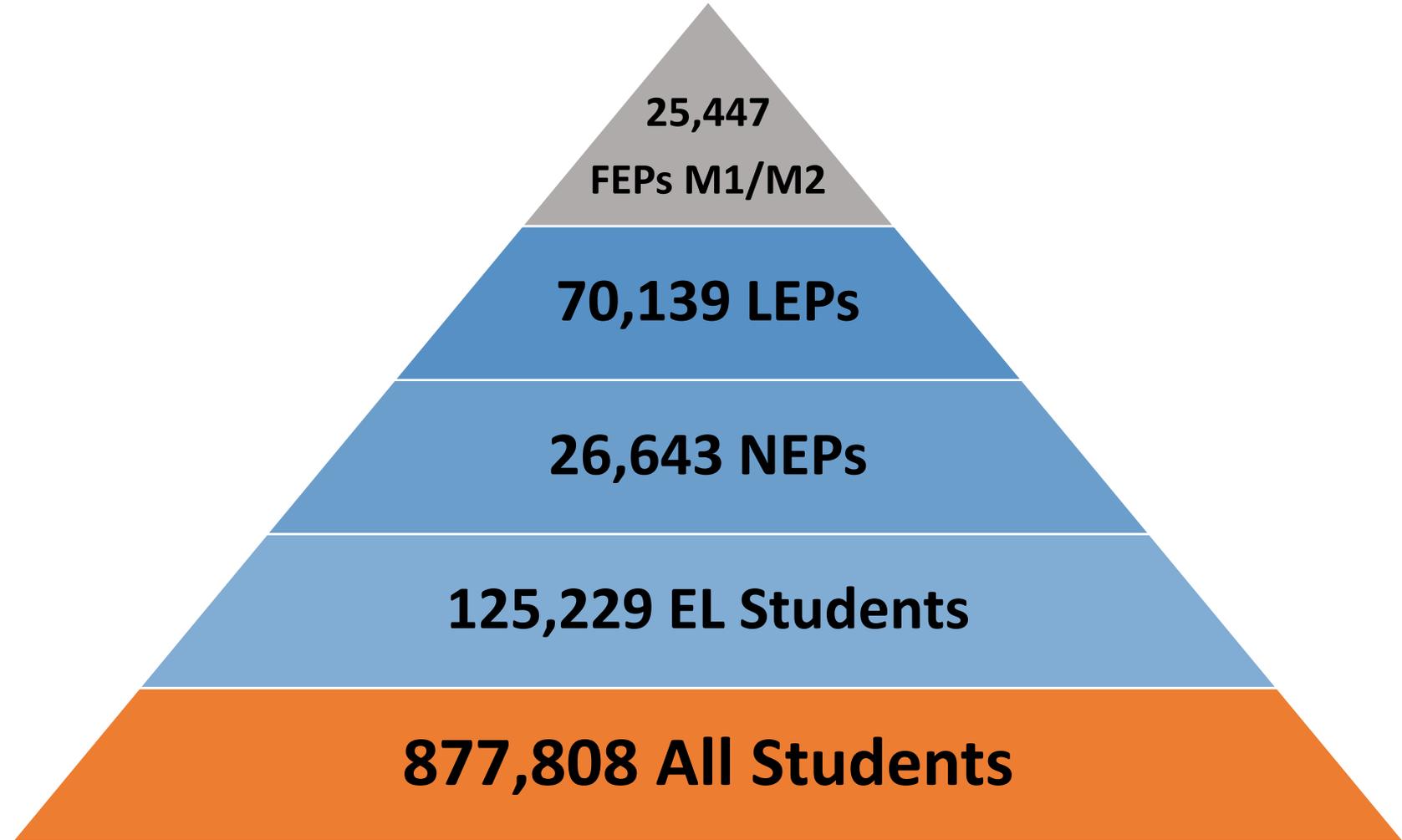
[Data, Accountability, Reporting and Evaluation](#)

[Equitable Services in Non-Public Schools](#)

[E-Rate](#)

English Learners in Grades K-12 in Colorado

ESSA Report Chapter 4 (SY18-19)



Percentage of EL Students By Region

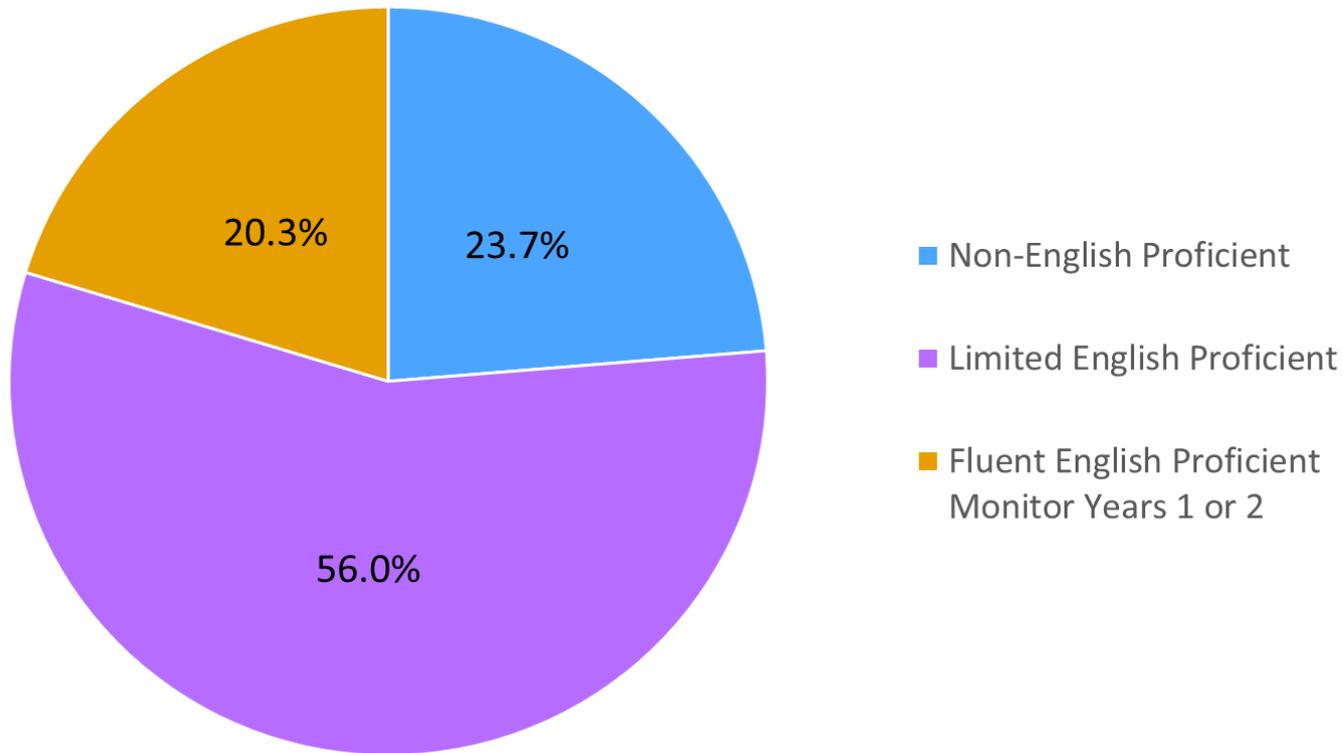


Region	Number (N) All Students	Number (N) ELs (NEP, LEP, FEP M1/M2)	Percent (%) ELs (NEP, LEP, FEP M1/M2)
Metro	459,455	84,948	18.50%
North Central	126,627	15,493	12.20%
Northeast	14,288	1,578	11.00%
Northwest	35,332	7,475	21.20%
Pikes Peak	152,509	8,556	5.60%
Southeast	11,932	425	3.60%
Southwest	20,642	1,343	6.50%
West Central	36,274	2,180	6.00%
Charter School Institute	17,986	3,128	17.40%
Colorado Reenvisioned BOCES	2,475	*	*
Colorado Detention Centers	288	*	*

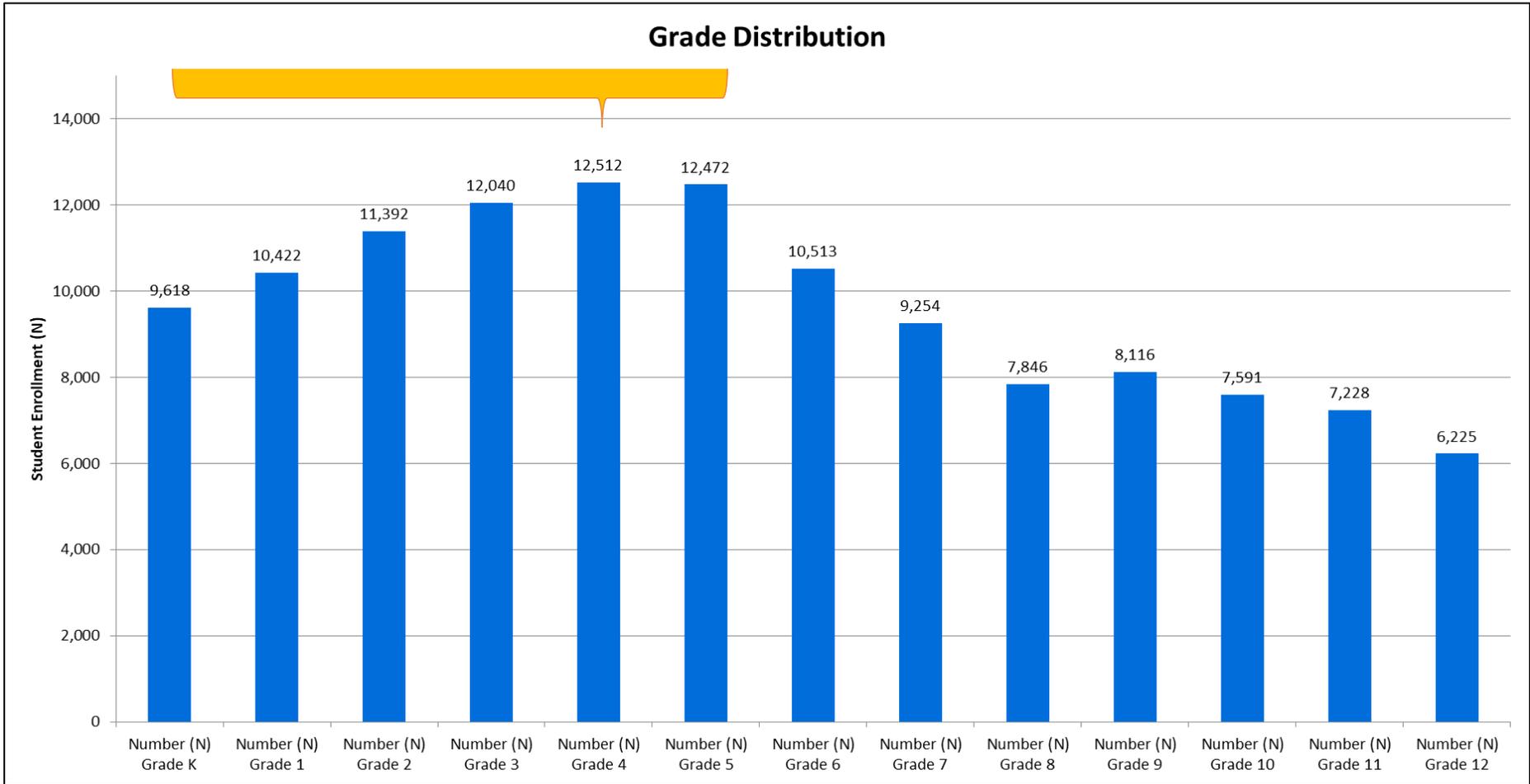


English Proficiency Status of K-12 English Learners

English Language Proficiency



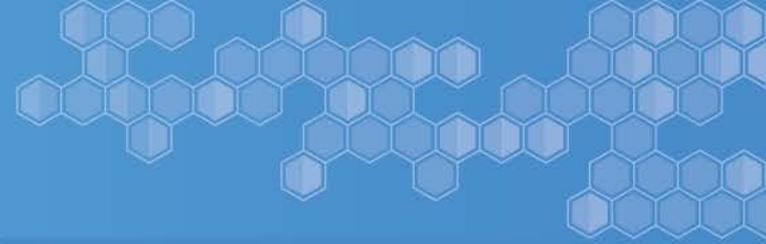
Number of English Learners by Grade



Number and Percentage of English Learners by The Top 20 Languages

Language	Number (N) ELs (NEP, LEP, FEP M1/M2)	Percent (%) ELs (NEP, LEP, FEP M1/M2)
Spanish	102,796	82.10%
Arabic	2,326	1.90%
Vietnamese	1,944	1.60%
Chinese, Mandarin	1,349	1.10%
Russian	1,306	1.00%
Amharic	1,261	1.00%
Somali	1,117	0.90%
Nepali	858	0.70%
French	665	0.50%
Korean	632	0.50%
Burmese	503	0.40%
Hmong	411	0.30%
Tigrigna	399	0.30%
Swahili	398	0.30%
Telugu	353	0.30%
Hindi	337	0.30%
Tagalog	310	0.20%
Karen, Pa'o	308	0.20%
Chinese, Yue	301	0.20%
Portuguese	283	0.20%





ESSA State Report

Chapter 4: English Learners:

www.cde.state.co.us/fedprograms/statereportcard

Contact:

[Data, Accountability, Reporting, and Evaluation](#)

www.cde.state.co.us/fedprograms/dper-contacts



Understanding Federal & State Legal Obligations



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

Non-English Proficient (NEP)
Limited English Proficient (LEP)
Fluent English Proficient (FEP)
Former English Language Learner (FELL)

Colorado includes students monitored for two years following Redesignation as Fluent English Proficient (FEP M1/M2) when analyzing the performance of English learners

Former English Language Learners (FELL) and students who Exit (FEP Exit1/Exit2) from the ELD program after demonstrating English language proficiency and grade-level proficiency in reading, writing, and other content areas are not included in the federal definition of English learners

Title VI of the Civil Rights Act of 1964

- Prohibits discrimination based on race, color or national origin.
- May not be excluded in any program or activity receiving federal financial assistance.

THE TIME
IS ALWAYS RIGHT TO
DO WHAT
IS RIGHT

Martin Luther King, Jr.

Equal Educational Opportunities Act of 1974

- Denial of equal educational opportunity prohibited.
- Prohibits discrimination against faculty, staff and students, including racial segregation of students.
- Requires school districts to take action to overcome barriers to students' equal participation.

Federal Regulatory Statutes & Case Laws



1970 Office for Civil
Rights Memo (OCR)

Steps to rectify language
deficiencies and parent
notification



1974 Lau v. Nichols (OCR)

Opportunity to participate in
the educational programs



1975 Lau Remedies (OCR)

Specified approved
approaches, methods, and
procedures



1981 Castaneda
v. Pickard (EEOA)

Established three criteria
for programs that serve
LEP students



1982 Plyler v. Doe (OCR)

Free public education for
all children

State Requirements for ELs



Colorado Senate Bill 109,
C.R.S. 22-24-106:

One common assessment to identify (Screeners) and measure (ACCESS) English language development



Colorado House Bill 14-1298: English Language Proficiency Act

ELPA Program



Colorado House Bill 14-1298: English Language Proficiency Act

ELPA PD and Support Programs

ESSA Key Components



OCR and DOJ published 2015 Dear Colleague Letter outlining legal obligations for ELs



ELs must be identified in a timely manner



The HLS is the most common tool to use when identifying students who may be ELs



Parents/guardians must be informed in a timely manner of the student's ELP level and ELD program options



Family engagement and opportunity for parents to provide feedback on instructional programs



Communication to the parents/guardians must be in a language the parent understands

Services and Programs for ELs



Enroll in and attend U.S. schools



Receive an equitable education

Identification
Redesignation



Access to grade level academic content



Participation in all school programs

Quality ELD Programs



Based on theory, research & evidence



Implemented with fidelity

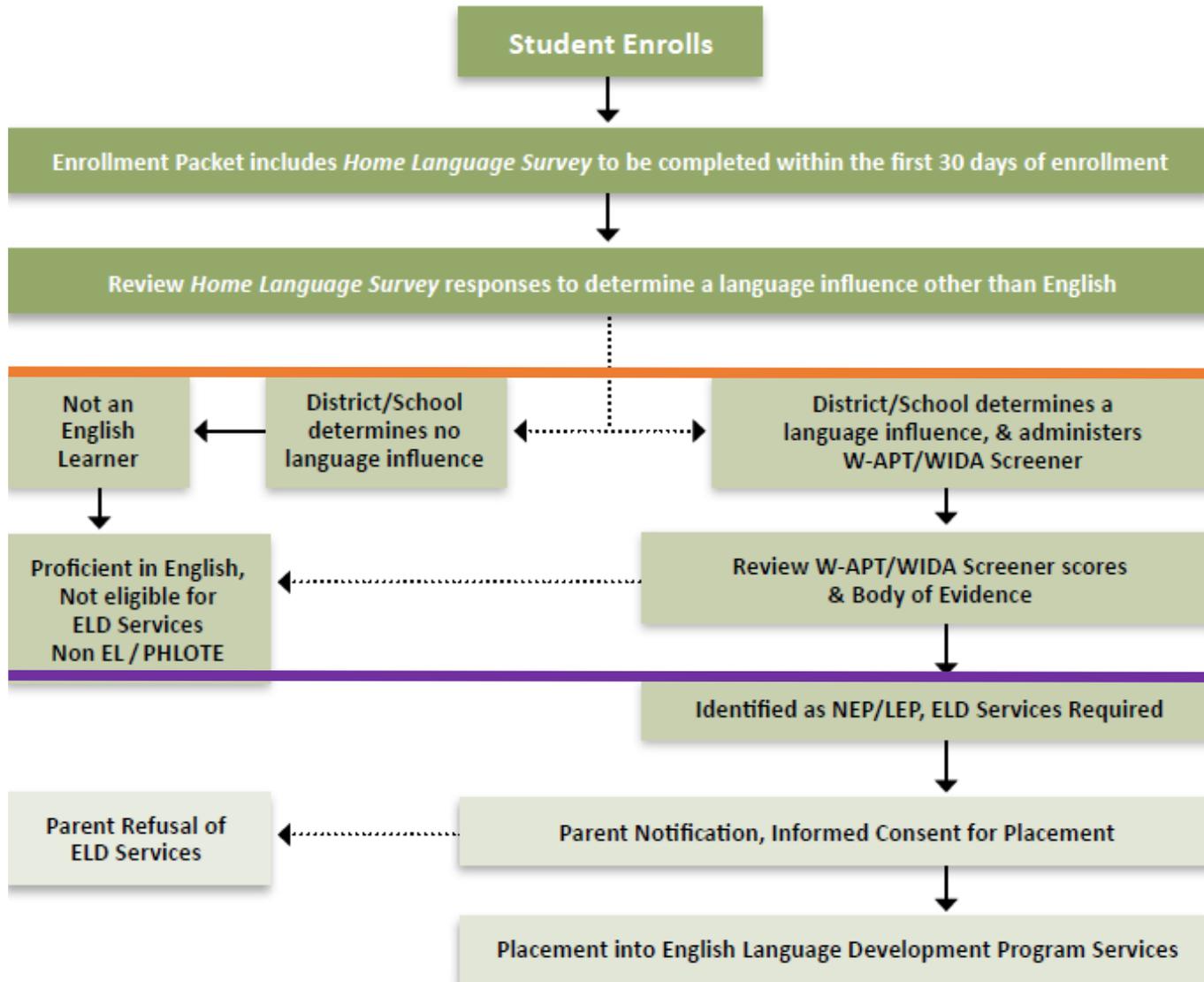


Evaluated and modified

State Standardized Identification Procedures



State Standardized Identification Procedures



District determines if there is a language influence

Identified as an English Learner



Home Language Survey (HLS) / Home Language Questionnaire (HLQ)

Required by law

Given to all new-to district students

Tool used to determine language influence

Three required questions (OCR & DOJ)

Completed within 30 days (2 weeks after October count)



OCR and DOJ Home Language Survey

3 Approved Questions



What is the primary language used in the home, regardless of the language spoken by the student?

What is the language most often spoken by the student?

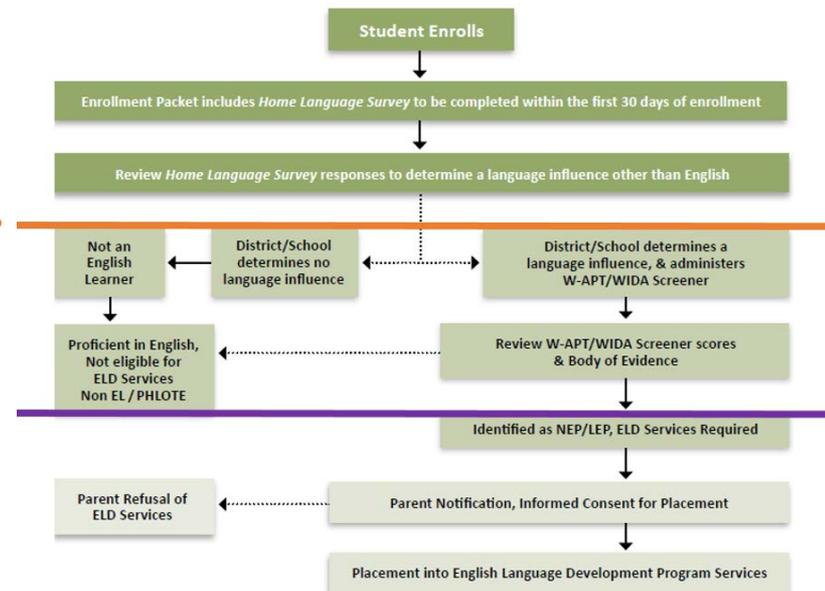
What is the language that the student first acquired

Who Reviews the Home Language Survey?

District/school staff that have been trained in the school or district identification processes to **determine if there is a language influence**

- Counselor
- Administrator
- Teacher
- Administrative assistants
- Other personnel

District determines language influence



Who takes the W-APT and/or WIDA Screener assessment?

- District determines a **language influence other than English**
 - These students include...
 - Foreign exchange students
 - Students with disabilities
 - Students enrolled in charter schools and facility schools
 - Adopted students
 - Students of military families
 - Home school or online students
 - Does not include...per federal guidance
 - Students who use American Sign Language and do not have a language influence other than English. ASL is considered English.



What is the Proficiency Cut Score Guidance?

1 st Grade: Second Semester	Grades 2-12
<ul style="list-style-type: none">• NEP: 1.0 - 2.4 (Overall)• LEP: 2.5 – 3.9 (Overall)• Non-EL: 4.0 Overall AND 4.0 Literacy	<ul style="list-style-type: none">• NEP: 1.0 - 2.4(Overall)• LEP: 2.5 – 3.9 (Overall)• Non-EL: 4.0 Overall AND 4.0 Literacy

ACCESS Cut Score Guidance

(www.cde.state.co.us/cde_english/identification-placement)

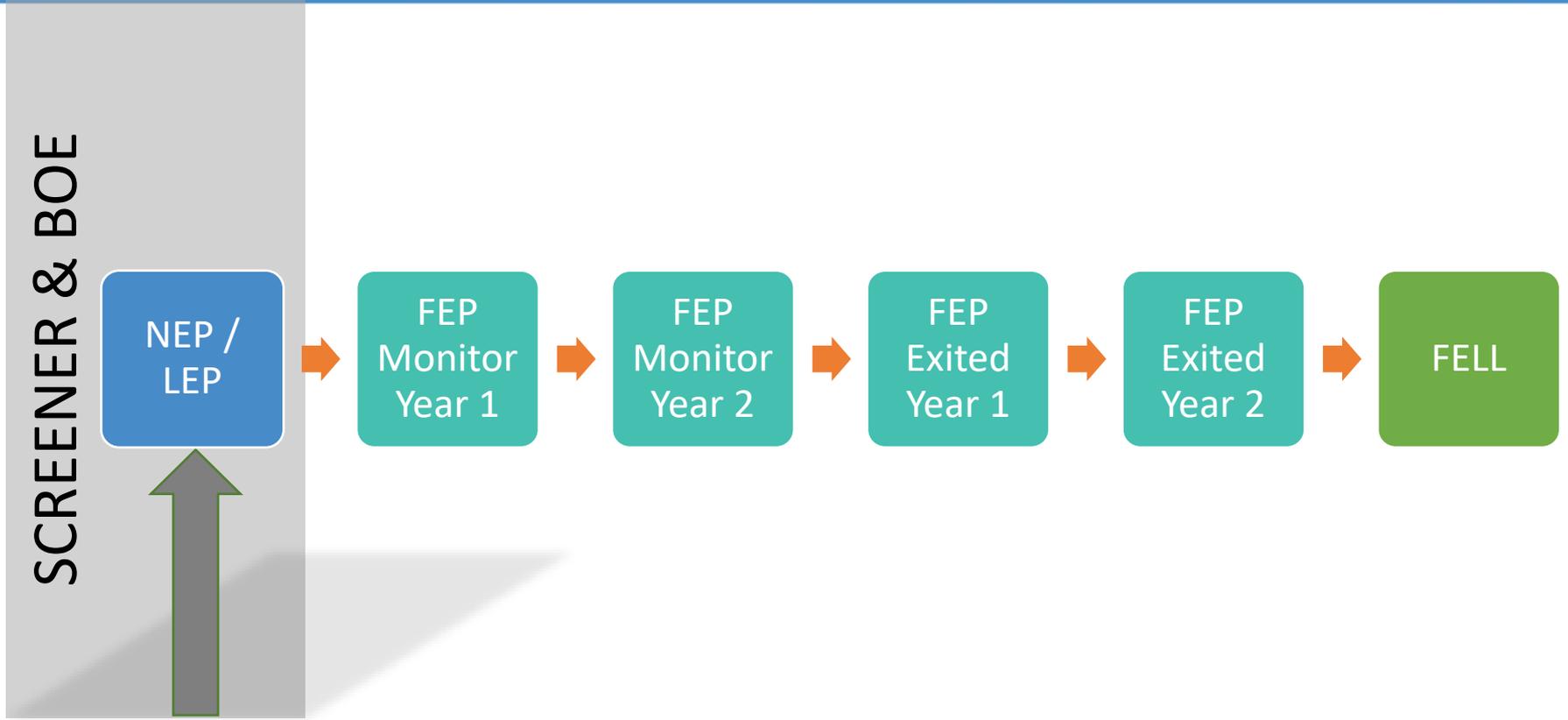
Body of Evidence (BOE) Determining if Student is an English Learner



Body of Evidence is used to confirm or refute ELD services:

- W-APT or WIDA Screener Scores
- Family Interviews
- Student Academic Records
- Local school or district assessments
- Informal assessments

English Learner Logical Sequence



ESSA Requires Parent Notification Letter



ELP Screening and Placement

Language Instruction Educational Program

LIEP Alignment to CAS

Exiting Requirements & Graduation Rates

Parent Opt-Out Decision

Meeting Goals of IEP Services, if applicable



[Parent Notification Letter Template](#)

(www.cde.state.co.us/fedprograms/2018parentnotificationletter-0)



Senate Bill 109, CRS 22-24-106

Established one common English Language Proficiency Assessment: ACCESS 2.0 for ELLs

- All identified **NEP and LEP students** are required to participate in the ACCESS for ELLs administration annually (even if not served in program because of parent refusal)
- Coordination with DAC and ELD Director/Coordinator imperative

[CDE Assessment Office](http://www.cde.state.co.us/assessment/ela) (www.cde.state.co.us/assessment/ela)



EL Identification Scenarios



Scenario 1



A student enrolls in the district. Parents/guardians speak a language other than English. Home Language Survey indicates English is the only language used/spoken in the home.

Question: Is the student eligible for ELD services?

A: Possibly – Administer the identification screener. Review scores and BOE to determine if ELD services are appropriate.

B: No – Because the parents indicated no other language influences on the Home Language Survey.

C: Yes – Because school staff heard the parents speaking a language other than English to the student.





In November, a student enrolls from a neighboring district. This student has been through the identification process in the previous district.

Question: Should the current district proceed with its own enrollment process?

A: No – They should get the enrollment paperwork from the previous district in order to expedite processing.

B: Yes – If the student took the W-APT/WIDA Screener at the previous district, the enrolling district can use those scores instead of re-administering the W-APT/WIDA Screener.

C: Yes – Proceed with district enrollment procedures. This would include re-administering the W-APT or WIDA Screener if the district process for identification triggers the identification screener assessment.



WIDA Screener



WIDA Screener for Kindergarten Administration Begins SY22-23

New!

- A new individually administered paper-and-pencil test that helps educators identify students as EL in Kindergarten and 1st semester first grade.
- Colorado currently administers W-APT to kindergarten and 1st semester first grade students and **will fully transition and require districts to administer WIDA Screener Kindergarten in August 2022.**
- The Screener for Kindergarten Training Tile in WIDA's Secure Portal is available for LEAs to begin to explore assessment, materials and certification requirements. **Districts and schools should be reviewing the training modules and other information related to the Screener for Kindergarten during SY21-22.**
- Cut score guidance aligning to Colorado English language proficiency available in SY22-23.

[WIDA Screener for Kindergarten](https://wida.wisc.edu/assess/screener/kindergarten)
(wida.wisc.edu/assess/screener/kindergarten)



WIDA Screener Purpose

- The WIDA Screener is an **English language proficiency assessment** given to new students in Grades 1-12* to assist educators with the identification of students as English learners (ELs).

* Kindergarten & 1st grade, first semester students will continue taking W-APT during SY21-22. WIDA Screener for Kindergarten administration will begin SY22-23.

Grade Guidance for Administering W-APT & Screener																										
Grade	K		1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-level Cluster Form	W-APT Listening & Speaking Only	W-APT All 4 Domains	W-APT All 4 Domains	1	2-3		4-5		6-8		9-12															

- The WIDA Screener scores, with a Body of Evidence (BOE), as **one element in the Colorado Identification Procedures** to assess a student's English language proficiency.

Pathway to Administering Assessments

CREATE AN ACCOUNT



PLAN TO ADMINISTER

EXPLORE GENERAL INFORMATION



TECHNOLOGY OR REVIEW TAM



ADMINISTER ASSESSMENT

COMPLETE TUTORIALS & QUIZZES



SYSTEM REQUIREMENTS OR DOWNLOAD MATERIALS



WIDA Screener Important Features



- Can be given at **any time** of the year
- Assessment form: **Online or Paper**
- Tests 4 Language Domains: **Speaking, Writing, Listening, Reading**
- Includes 5 separate forms for each grade-level cluster:
1, 2-3, 4-5, 6-8, 9-12
- Perhaps your district has determined to primarily administer the online test. It can also be determined that newcomer students or students **new to technology** can take the paper test
- Plan to **securely store and dispose** of test materials and documents at your school/district. Do not send testing materials back to WIDA

WIDA Screener Proficiency Scores



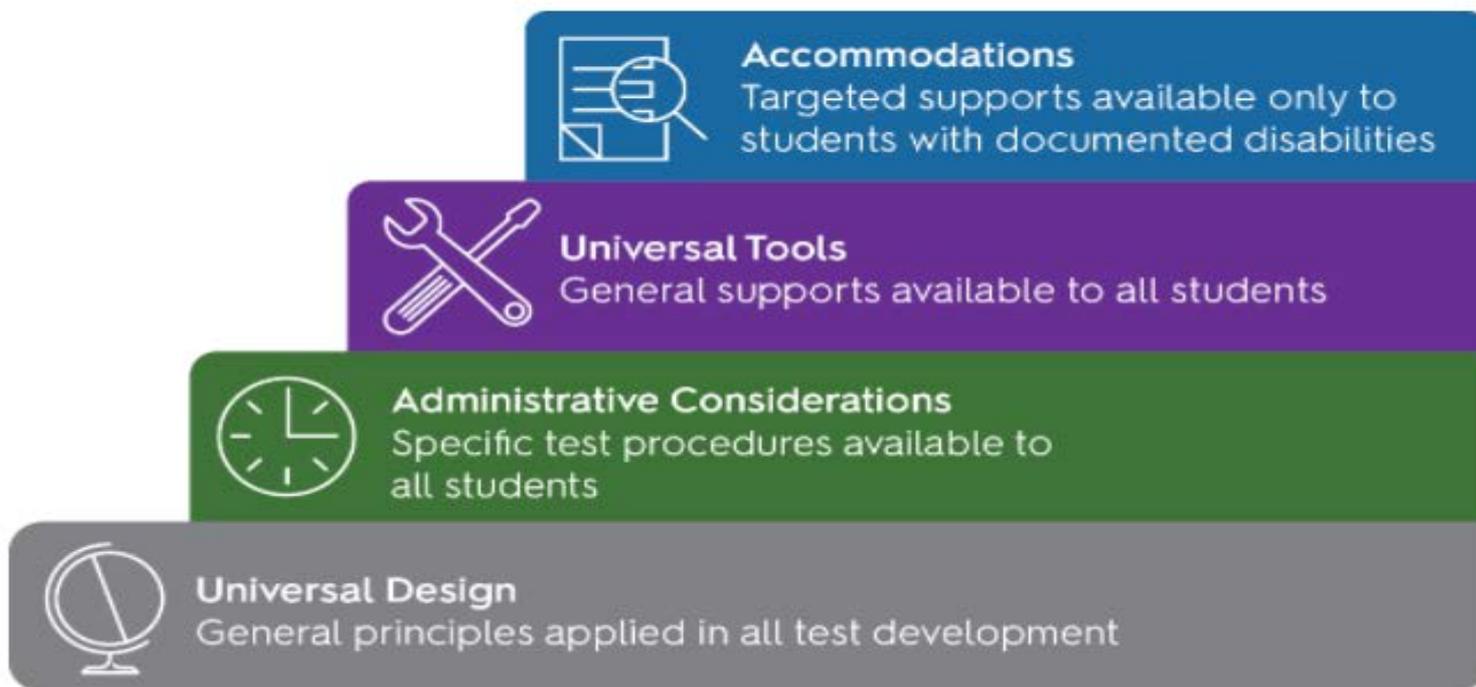
- Proficiency level scores are interpretive scores and help inform a student's language skill.
- Scores describe student performance in terms of the five WIDA English language proficiency levels:



- Proficiency level scores from the WIDA Screener are used to plan differentiated levels of support for identified ELs.
- Provide student's ELP level to parents/guardians in a timely manner.

WIDA Accessibility and Accommodations Framework

New!



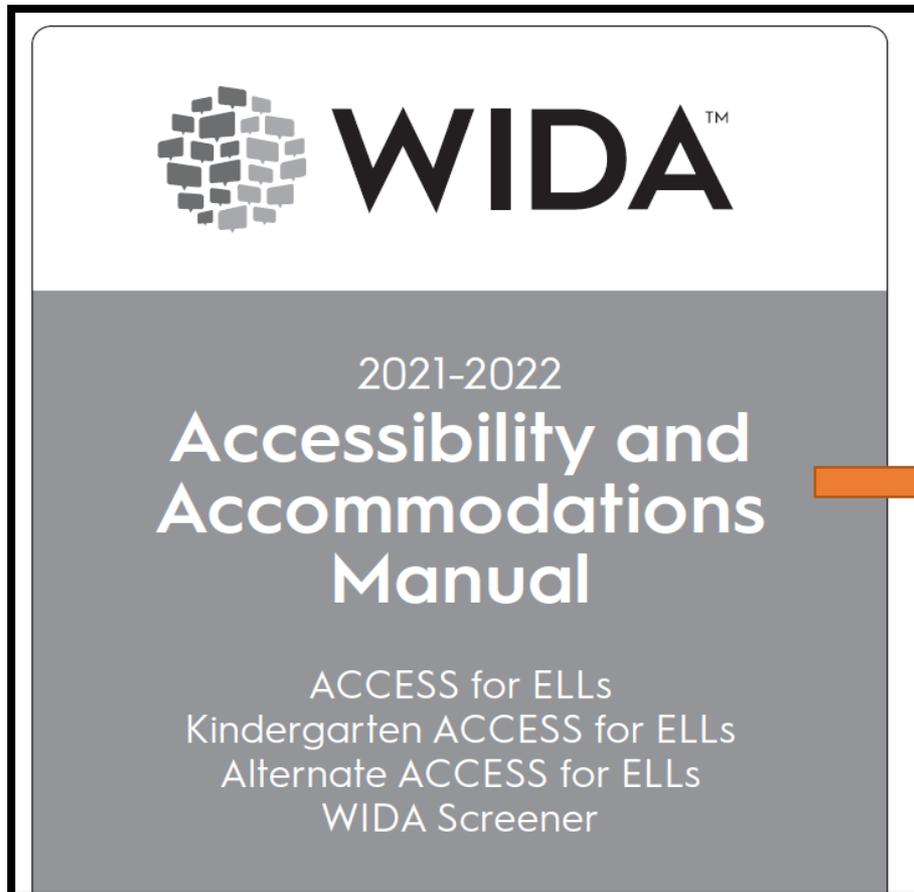
The WIDA Accessibility and Accommodations Framework provides support for all ELLs, as well as targeted accommodations for students with Individual Education Programs (IEP) or 504 plans. These supports are intended to increase the accessibility of the assessments for all ELLs.



Accommodations for students with IEP or 504 Plans

Updated

Accommodation Manual and Selection Forms (paper/online) can be found at: wida.wisc.edu/assess/accessibility



Accommodations: WIDA Screener Online

Completed by: _____ Date: _____

Student: _____ Student ID: _____

District/School: _____ Grade: _____

Team Members: _____

Accommodation	Listening	Reading	Speaking	Writing
Braille (BR): <i>Not available.</i>				
Extended Speaking test response time (ES): <i>Pre-select in WIDA AMS.</i>				
Extended testing of a test domain over multiple days (EM): <i>Provide written request and evidence of need to state education agency.</i>				
In-Person Human Reader (IR): <i>Read item text, graphics labels, and answer choices exactly as they appear.</i>				
Repeat In-Person Human Reader (RP): <i>Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.</i>				
Interpreter signs test directions in ASL (SD): <i>Sign administration instructions, test directions, and practice items. Do not sign scored items.</i>				
Large Print (LP): <i>Not available.</i>				
Manual control of item audio (MC): <i>Pre-select in WIDA AMS.</i>				
Repeat item audio (RA): <i>Pre-select in WIDA AMS.</i>				
Scribe (SR): <i>A trained adult records student responses during testing.</i>				
Student responds using a recording device, which is played back and transcribed by the student (RD): <i>Clear device after transcription.</i>				
Test may be administered in a non-school setting (NS): <i>Provide written request and evidence of need to state education agency.</i>				
Word processor or similar keyboarding device to respond to test items (WD): <i>Clear device after verbatim transcription.</i>				

- Whose **responsibility** is it to administer the assessment
- What are the **training requirements** to administer the assessments
- Is a **refresher** screening training required annually
- Have procedures for record keeping been developed, how will assessment results be **stored and shared** with appropriate instructional staff
- Have forms been developed and translated for **communicating placement** information to families of identified ELs



- Username & password and can log into the [WIDA website](http://www.wida.us) (www.wida.us) 866-276-7735 or help@wida.us
- [WIDA Screener General Information:](http://wida.wisc.edu/assess/screener)
wida.wisc.edu/assess/screener
- [WIDA Screener Paper Kits and Human Reader Script:](http://www.wceps.org/Store/Subcategory/8)
www.wceps.org/Store/Subcategory/8
- [CLDE WIDA Screener Assessment Webpage:](http://www.cde.state.co.us/cde_english/english-language-proficiency-assessment)
www.cde.state.co.us/cde_english/english-language-proficiency-assessment

Cut Score Guidance

Proficiency Cut Score Guidance

W-APT Kindergarten



Kindergarten: First Semester Speaking and Listening	Kindergarten: Second Semester Speaking, Listening, Reading, and Writing	1 st Grade: W-APT for Semester 1
<p>Scores from administration of only oral domains (listening and speaking) of Kindergarten W-APT</p> <ul style="list-style-type: none"> • NEP: 0-21 (total raw score of the 2 domains) • LEP: 22-28 (total raw score of the 2 domains) 	<p>Scores from administration of all four domains of the Kindergarten W-APT</p> <ul style="list-style-type: none"> • NEP: 0-28 (total raw score of the 4 domains) • LEP: 29-59 (total raw score of the 4 domains) OR <p>Not meeting minimum required score in any domains: Oral (Speaking/Listening) < 29 Reading < 14 Writing < 17</p>	<p>Scores from administration of all four domains of the Kindergarten W-APT (Speaking, Reading, Writing, Listening)</p> <ul style="list-style-type: none"> • NEP: 0-28 (total raw score of the 4 domains) • LEP: 29-59 (total raw score of the 4 domains) OR <p>Not meeting minimum required score in any domains: Oral (Speaking/Listening) < 29 Reading < 14 Writing < 17</p>

Proficiency Cut Score Guidance WIDA Screener & ACCESS



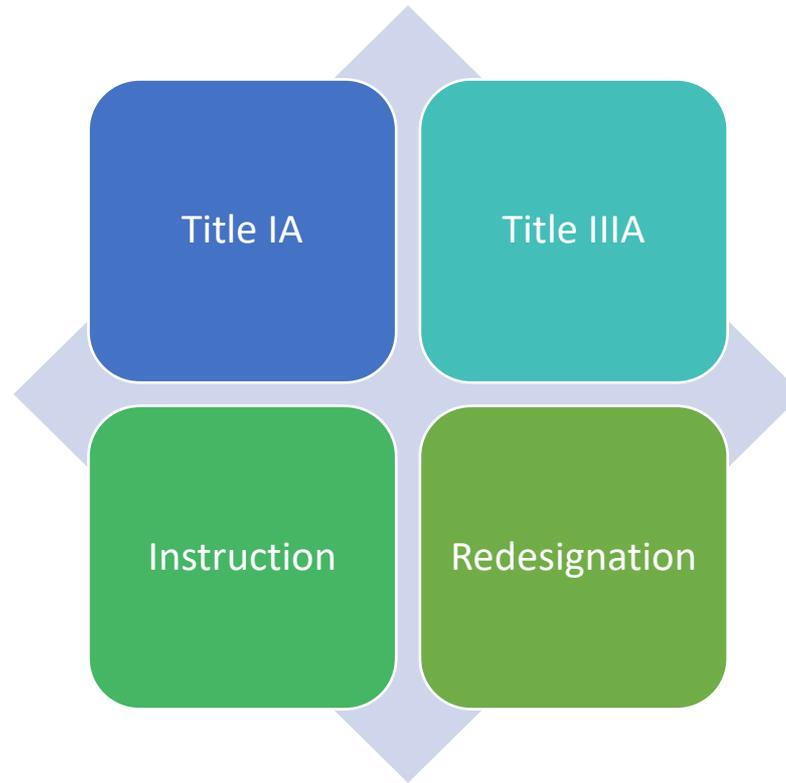
1 st Grade: Second Semester	Grades 2-12
<ul style="list-style-type: none">• NEP: 1.0 - 2.4 (Overall)• LEP: 2.5 – 3.9 (Overall)• Non-EL: 4.0 Overall AND 4.0 Literacy	<ul style="list-style-type: none">• NEP: 1.0 - 2.4(Overall)• LEP: 2.5 – 3.9 (Overall)• Non-EL: 4.0 Overall AND 4.0 Literacy

[WIDA Screener & ACCESS Cut Score Guidance](http://www.cde.state.co.us/cde_english/identification-placement)

(www.cde.state.co.us/cde_english/identification-placement)



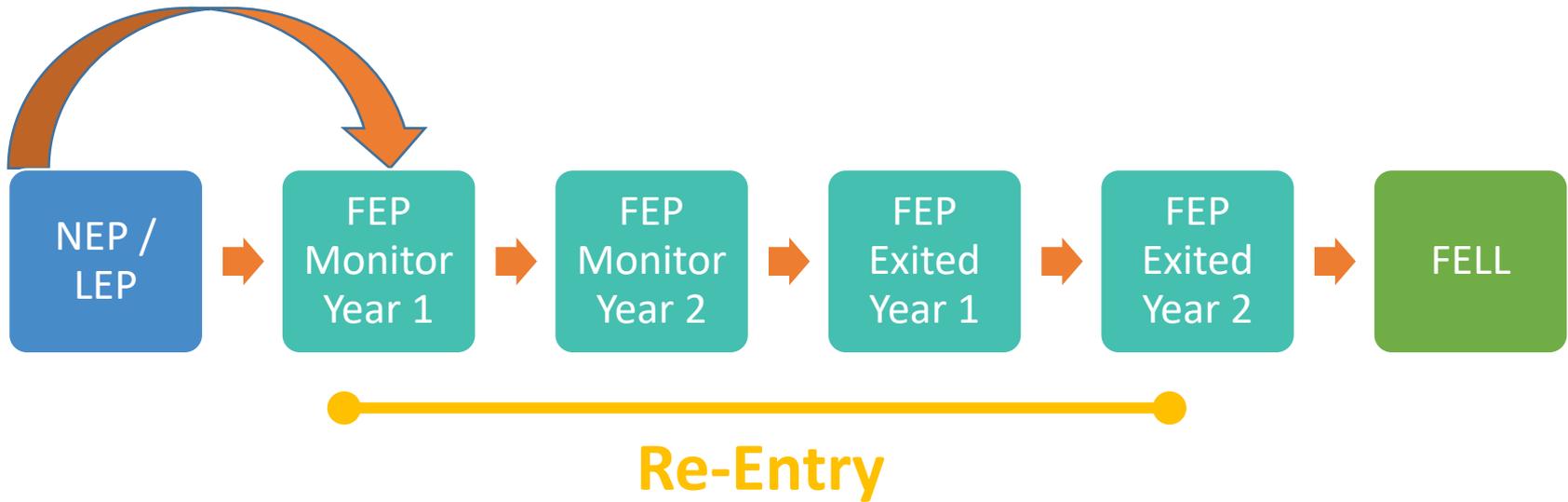
- **Who** are assessed: identified ELs who are NEP or LEP
- **When** is the assessment: mid January – mid February
- **Why** are ELs assessed: funding, instruction, Redesignation



EL State Proficiency Progression Redesignation and/or Re-Entry



Redesignation



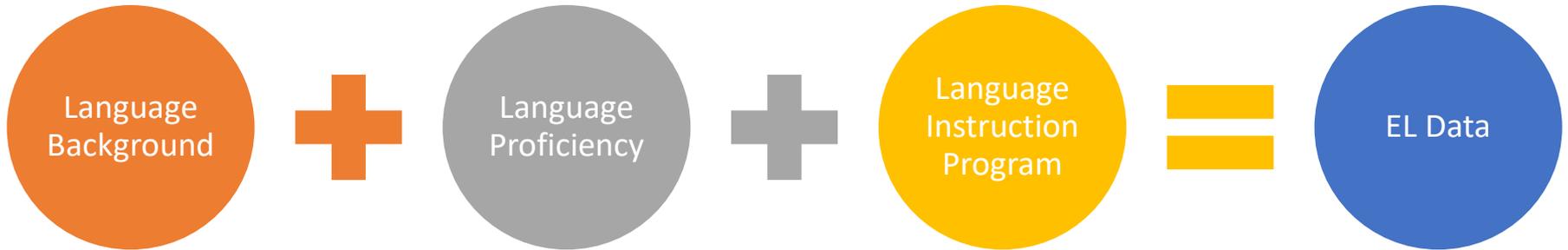
[Redesignation and Exiting Students from ELD Programs](http://www.cde.state.co.us/cde_english/redesignationguidance)
(www.cde.state.co.us/cde_english/redesignationguidance)

Data Reporting

Student October Count



3 Data Elements Collected about ELs in Student Demographic File



3 Data Elements Collected about ELs in Student Demographic File

1. Language Background

- All students (ELs and Non-ELs) will have this code
- Students primary /home language identified on the HLS
- 'eng' used for native English speakers

Language Background

2. Language Proficiency

- Student English proficiency level

Language Proficiency

3. Language Instruction Program (LIP)

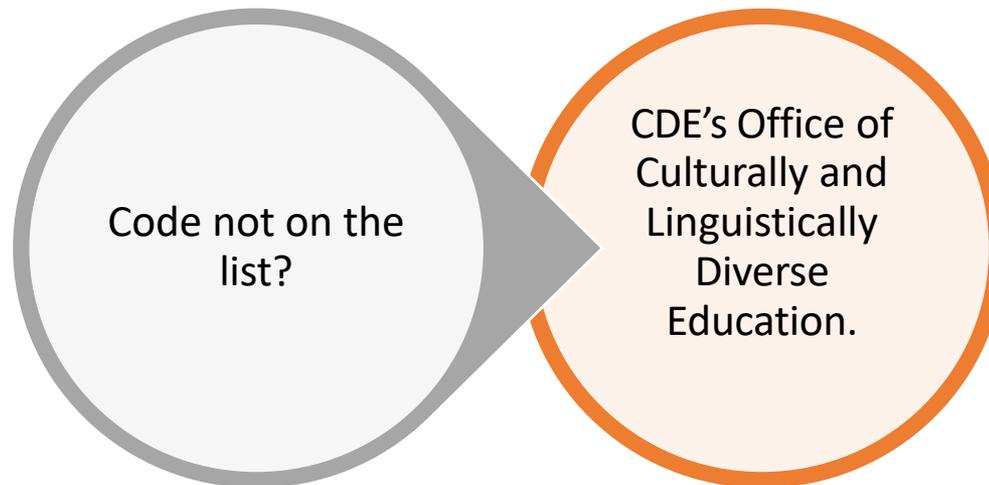
- Type of language instruction program/service student receives to develop English

Language Instruction Program

[Student Demographic File](http://www.cde.state.co.us/datapipeline/2021-2022studentdemographicfilelayout) (www.cde.state.co.us/datapipeline/2021-2022studentdemographicfilelayout)



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



[Language Background Codes](#)

(www.cde.state.co.us/datapipeline/language_codes)

Language Background =
'eng'



Language Proficiency Code = '0'



Language Instruction Program =
'00'

Language Background ≠
'eng'



Language Proficiency Code ≠ '0'



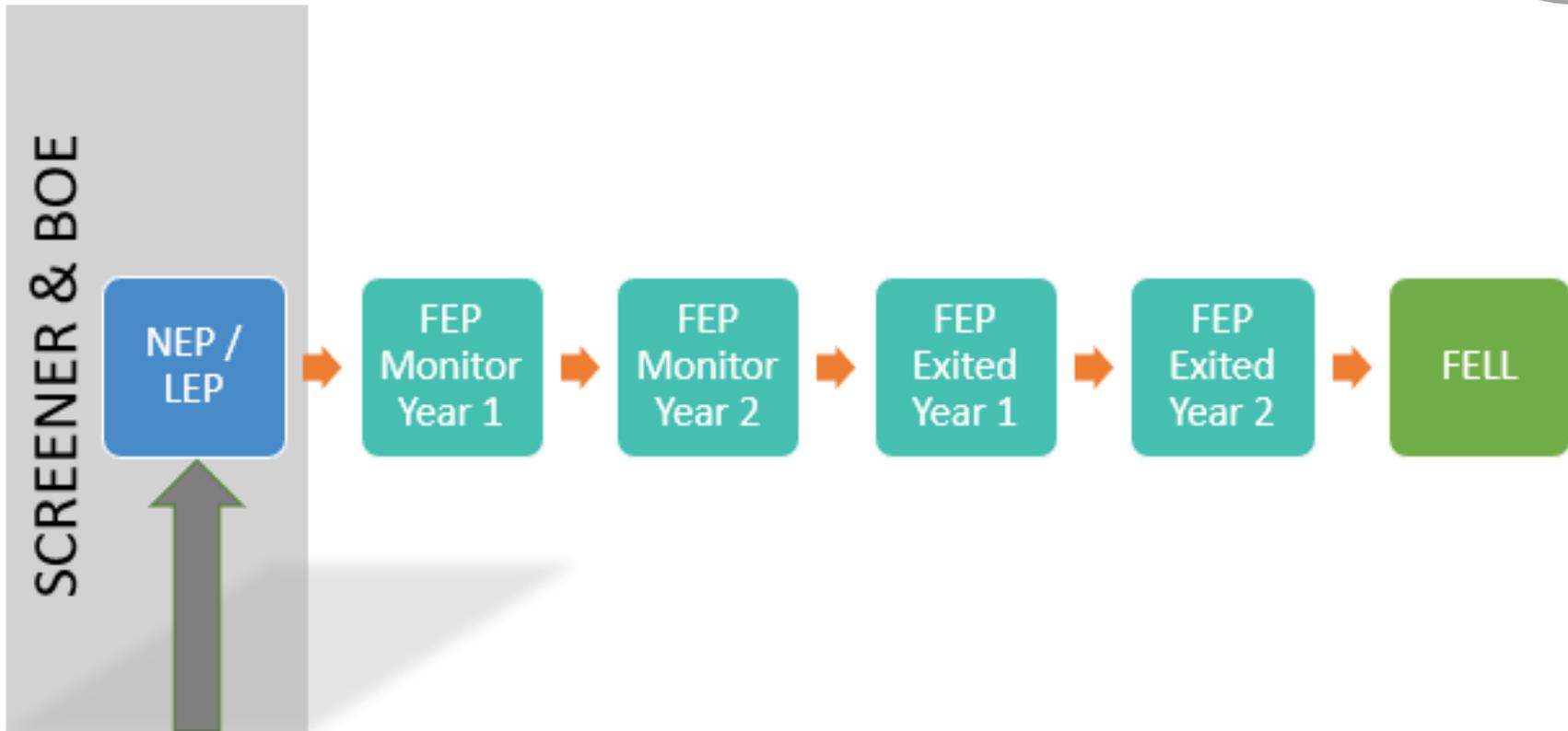
Language Instruction Program
Dependent on Proficiency Code

Language Proficiency & Definitions

Language
Proficiency

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.





[Exception Request Template & Instructions and Student Demographics Business Rules](http://www.cde.state.co.us/datapipeline/inter_student)
can be found at (www.cde.state.co.us/datapipeline/inter_student)

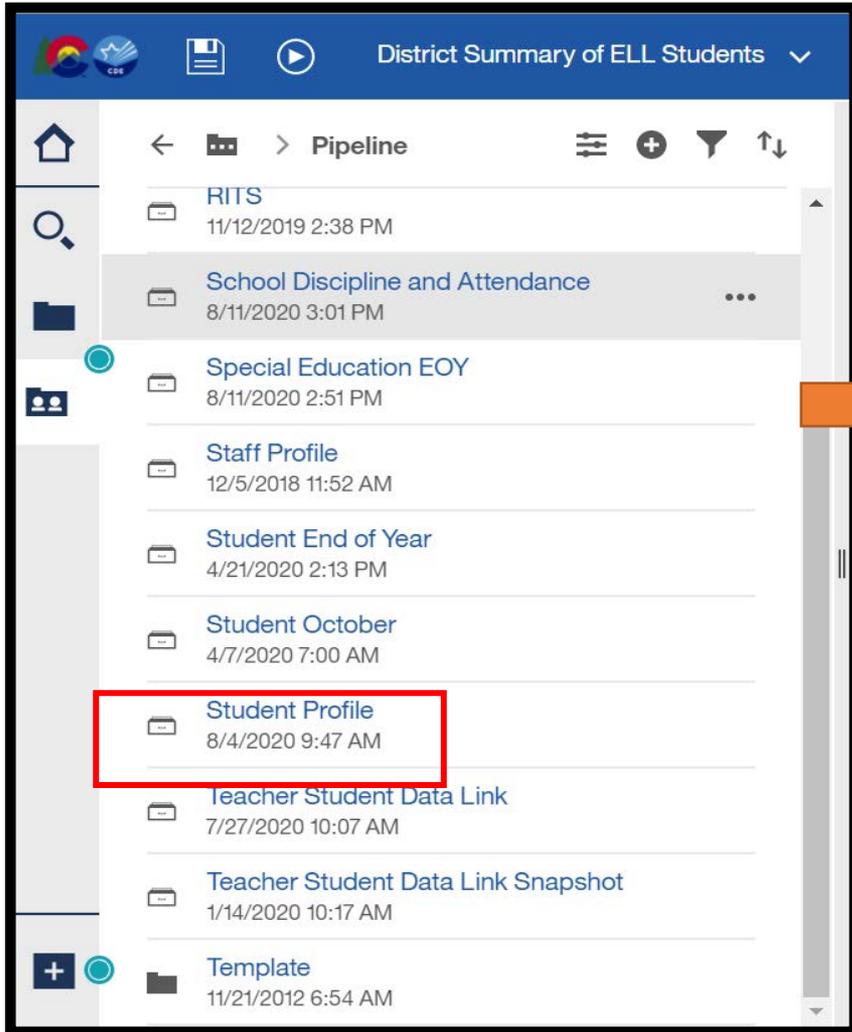
- Student October Count and Student End of Year (EOY) remain the **same within school year**.
- Student **EOY lags by one year**: summation of the previous school year, is not the status of the student for next year.
- To **avoid coding errors**, provide instructional changes anytime during the school year, but language proficiency code will not change until next school year.
- When students are not following the State Proficiency Progression Sequence, there are some situations that may require an **Exception Request**.

Language Proficiency Codes

- NEP, LEP, FEP Monitor 1, FEP Monitor 2 ≠ '00'
- PHLOTE or FELL = '00'
- FEP Exited Year 1 or Year 2 can have any 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

Student Profile EL Reports



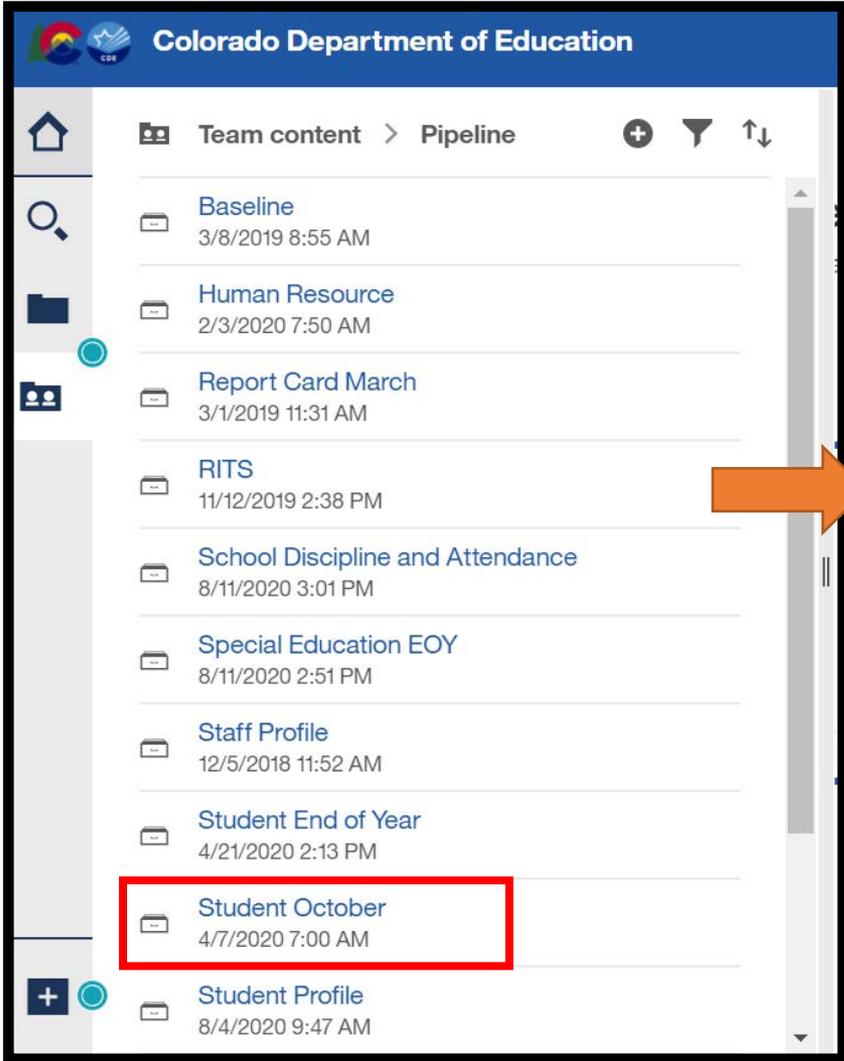
EL Learner Historical Reporting

Reports one SASID at a time and includes full history of EL & Error report

English Learner Historical Report by District

Reports all student with non-English background. Includes current and prior year history of EL & Error report

Student October EL Reports



Colorado Department of Education

Team content > Pipeline

- Baseline
3/8/2019 8:55 AM
- Human Resource
2/3/2020 7:50 AM
- Report Card March
3/1/2019 11:31 AM
- RITS
11/12/2019 2:38 PM
- School Discipline and Attendance
8/11/2020 3:01 PM
- Special Education EOY
8/11/2020 2:51 PM
- Staff Profile
12/5/2018 11:52 AM
- Student End of Year
4/21/2020 2:13 PM
- Student October**
4/7/2020 7:00 AM
- Student Profile
8/4/2020 9:47 AM

District Summary of ELL Students

Reports EL status & grade

ELPA Report

Reports all ELs by school,
EL codes & Years in
Program

ELPA prior year
determines current year
funding

[Exception Request & Instructions Template](#)

(www.cde.state.co.us/datapipeline/snap_studentoctober)

- Under Templates Header
- Upload Exception Request to your district's Student Folder

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.

Only one error/warning code per row

School Code and Grade Level are only required for school level errors. Can leave blank for Demographic (DEM) errors.

School Year	Error code	Error Type (Choose one)	District Code	School Code	Grade Level	SASID	Reason For Exception	Requester name, phone, email	Internal Use Only
		E/W							
		E/W							
		E/W							



Syncplicity is CDE's secure file sharing service of choice

- Each district has a folder named:
 - ##### - DISTRICT NAME – Student
 - Shared with leads for CDE Student October Collection and CDE EOY
- 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



- Check local policies for restrictions, requirements, etc.
- Ensure that you are following local policies when transmitting PII to any third party
- Use secure methods to transfer any PII to CDE
 - Contact Data Collection leads with questions about how to transmit PII securely
 - Use [Syncplicity](http://www.cde.state.co.us/datapipeline/syncplicity) (www.cde.state.co.us/datapipeline/syncplicity) to encrypt emails to CDE
- Avoid sending PII via unencrypted email or to unsecured faxes when sharing data between or within districts

Do not use PII in trainings, presentations, etc.

Do not share PII with unauthorized individuals

Do not share passwords



- Student October Count day is Friday, October 1, 2021
- Error free snapshot created by Monday, October 18, 2021
- Duplicate funding documentation due Friday, November 12, 2021
- Deadline to resubmit data to CDE after duplicate process is Wednesday, November 24, 2021
- Deadline for signature pages is Friday, December 3, 2021

[Student October Count Timeline](#)

(www.cde.state.co.us/datapipeline/2021-2022studentoctobertimeline)

EL Data Coding Scenarios





In August 2021 a Kindergarten student enrolls in your district from Arizona. Following your district enrollment practices, the student has a language background other than English (i.e. Spanish) on HLS and is assessed and determined to be fluent in English and therefore not eligible of ELD services. The student has never been in an ELD Program as determined by the cumulative file.

Question 1: Will this require an Exception Request?

Question 2: What screening assessment should be given to determine English language proficiency?

Question 3: What is the Language Proficiency Code?



In August 2021 a Kindergarten student enrolls in your district from Arizona. Following your district enrollment practices, the student has a language background other than English (i.e. Spanish) on HLS and is assessed and determined to be fluent in English and therefore not eligible of ELD services. The student has never been in an ELD Program as determined by the cumulative file.

Question 1: Will this require an Exception Request? No

Question 2: What screening assessment should be given to determine English language proficiency? W-APT

Question 3: What is the Language Proficiency Code? PHLOTE



A native Arabic speaking 5th grade student re-enrolls into your district in August 2020. In the prior year this student was NEP but recently has made extremely quick gains in acquiring English as demonstrated on the annual ELP assessment in January 2021. Student is now scoring as FEP. Your district gathers BOE to confirm FEP level proficiency.

Question 1: Will this require an Exception Request through the Data Services Office?

Question 2: What assessment should be given to this 5th grade student to assess English Language Proficiency in January?

Question 3: What is the Language Proficiency Code for this 5th grade student?



A native Arabic speaking 5th grade student re-enrolls into your district in August 2020. In the prior year this student was NEP but recently has made extremely quick gains in acquiring English as demonstrated on the annual ELP assessment in January 2021. Student is now scoring as FEP. Your district gathers BOE to confirm FEP level proficiency.

Question 1: Will this require an Exception Request through the Data Services Office? Yes

Question 2: What assessment should be given to this 5th grade student to assess English Language Proficiency in January? ACCESS for ELLs

Question 3: What is the Language Proficiency Code for this 5th grade student? 6-FEP M1

Most Common SP Errors

SY20-21 EL Exception Request Data

New!

SP187 - Student does not follow logical sequence for EL. Student is currently coded as FEP Monitor Year 1 (Language Proficiency = 6). Last October the student was coded as FEP Monitor Year 1 (Language Proficiency = 6). Students should progress to FEP Monitor Year 2 (Language Proficiency = 7) if following EL logical sequence.

Follow EL Logical Sequence:
NEP>LEP>FEP M1>FEP
M2>FEP Exit1> FEP Exit
2>FELL. Code student as FEP
M2 this year.

SP180 - Student does not follow logical sequence for EL. Student is coded as FEP (Language Proficiency = 6, 7, 8, or 9). Last October the student was coded as Not Applicable (0). Students should be reported in an EL program prior to being redesignated as FEP.

Student was coded as 'Not EL' last year. If student is identified as EL this year, code as NEP/LEP. Or if student is not identified as an EL this year, code as NA or PHLOTE.

SP166 - Student does not follow logical sequence for ELL. Student is currently coded as Language Proficiency = 0 (N/A). Last October your district reported this student as an EL student with a Language Proficiency code that was NOT zero (Previous October Language Proficiency = 1, 2, 3, 4, 5, 6, 7, 8, or 9).

Student was identified as EL last year, review district identification for current EL determination.



ELD Programs

- Visit www.cde.state.co.us/cde_english
- [Morgan Cox](mailto:cox_m@cde.state.co.us) at cox_m@cde.state.co.us
- [Lindsay Swanton](mailto:swanton_l@cde.state.co.us) at swanton_l@cde.state.co.us
- [Doris Nguyen](mailto:brock-Nguyen_d@cde.state.co.us) at brock-Nguyen_d@cde.state.co.us

EL Data Coding & Reporting

- Visit www.cde.state.co.us/datapipeline/snap_studentoctober
- Visit www.cde.state.co.us/datapipeline/inter_student
- [Brooke Wenzel](mailto:Wenzel_b@cde.state.co.us) at Wenzel_b@cde.state.co.us

Assessment Office (ACCESS/ALT ACCESS)

- Visit www.cde.state.co.us/assessment/ela
- [Heather Villalobos Pavia](mailto:Villalobos-Pavia_H@cde.state.co.us) at Villalobos-Pavia_H@cde.state.co.us