



COLORADO
Department of Education

Office Hours:
2023 ELL Funding Factor Count
Audit Review

School Auditing Office

Date: **03/20/2024**

School Auditing Office

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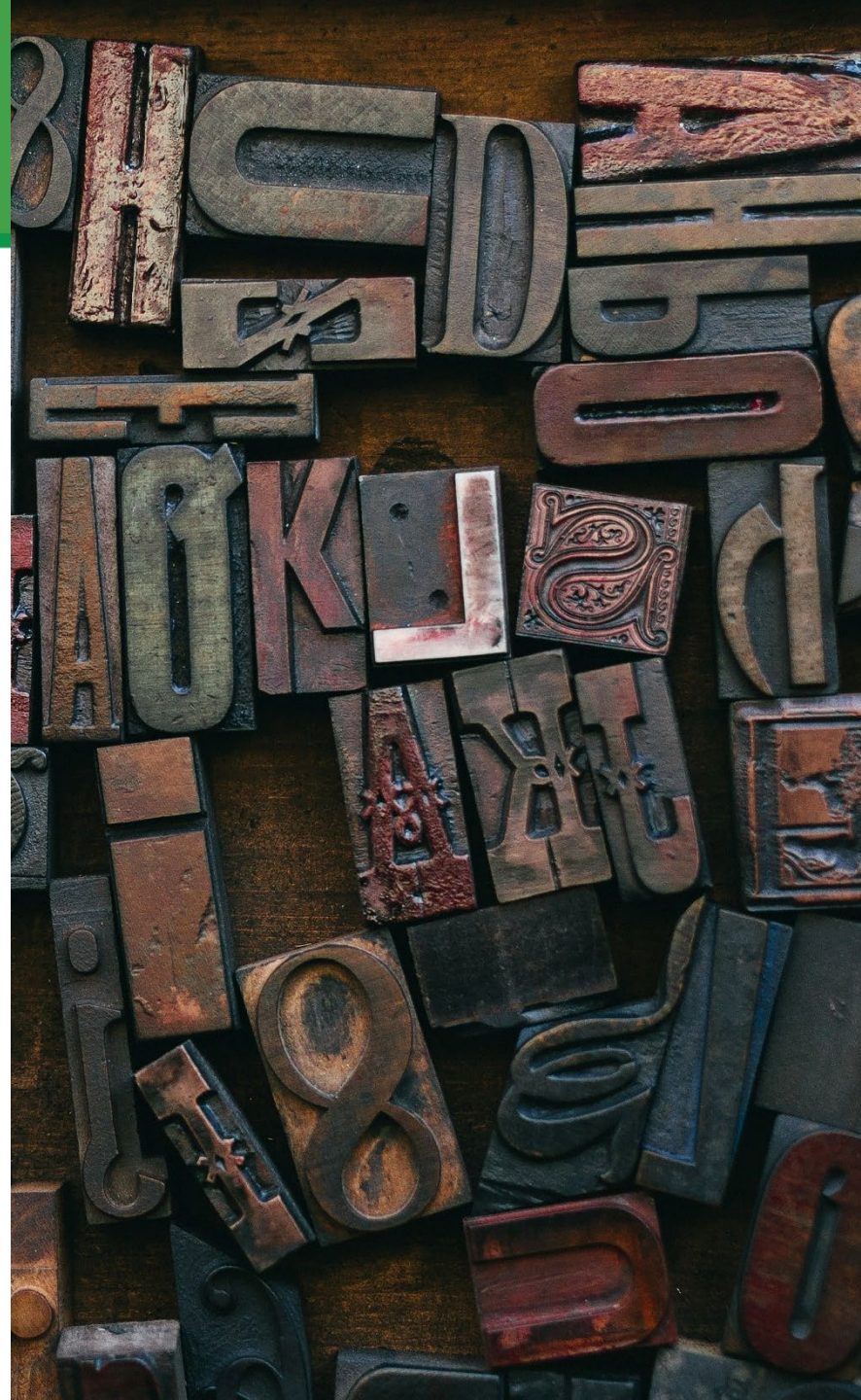
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Agenda

- Overview
 - What is the ELL Funding Factor Count?
 - Resources
- 2023/2024 Audit Review
 - Timeline
 - Audit Sample Process and List
 - Required Documentation
- Example Audit Documentation
- Q & A

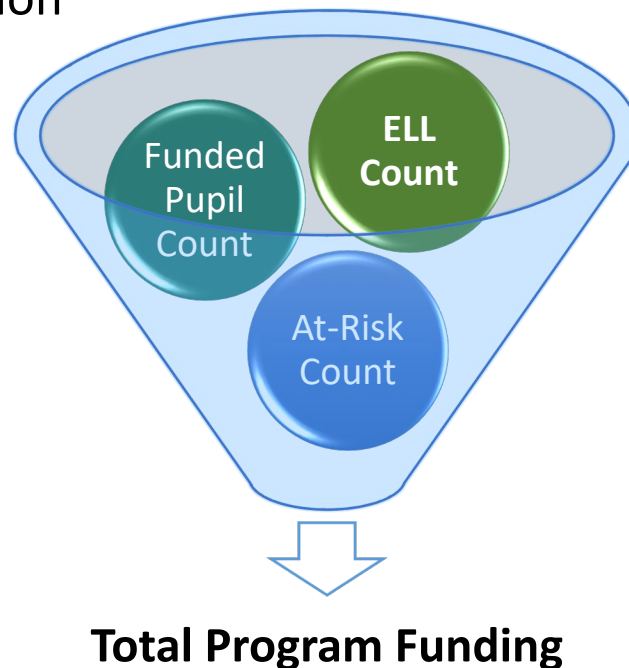


Overview

What is the English Language Learner (ELL) Funding Factor Count?



- Public School Finance Act of 1994
- Student October Count
 - Data collection across all districts
 - Student level data (as of the pupil enrollment count date)
 - Used to determine the various counts included in the Total Program Funding calculation



Criteria for ELL Count



Students must meet the criteria in **both** boxes below to be included in the ELL Count:

Student October Count data

- Grade level:
 - K-12
- Funding codes:
 - 80, 82, 85, 91, 92, 94, 95
- Language Proficiency:
 - 1 - NEP (Non-English Proficient)
 - 2 - LEP (Limited-English Proficient)

Not specifically reported in the Student October Count

- Students must still be within the five-year services window defined in ELPA
 - Cognos/Data Pipeline Reports can identify Years in Program after October Snapshot Generated

Resources: English Language Learner Count Webpage

Home » School Auditing Office

English Language Learner Count

SCHOOL AUDITING OFFICE

English Language Learner Count

2023 Count Date: Monday, October 2

Summary

Each year all public school districts across the state of Colorado pay the Department of Education (CDE). The purpose of this data collection is to provide the Department of Education with information regarding students' funding eligibility as outlined in the Colorado Department of Education collects these data through the process of overseeing the collection.

School Finance Division Home

School Auditing Office

- At-Risk Count
- English Language Learner Count**
- Pupil Count
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- Contact Us
- Capital Construction Unit

Resource Guide

2023-2024 English Language Learner Count Audit Resource Guide (UPDATED 07/07/23)

Prior Audit Resource Guides

Prior versions of the Audit Resource Guide can be found by [clicking here](#)


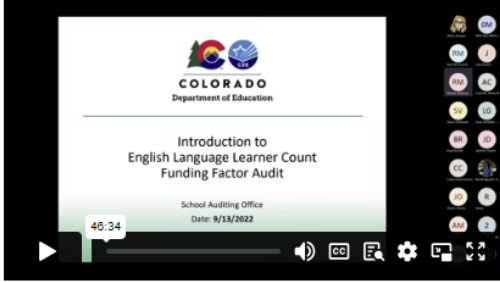
Trainings

School Auditing Office English Language Learner Overview (09/13/22)

Internal CDE

- [ELD Program Requirements](#)
- [Office of Culturally and Linguistically Diverse Education](#)
- [CLDE Identification and Reporting](#)
- [CLDE Redesignation](#)
- [ELPA requirements](#)

Download 09/13/22 presentation (PDF)



COLORADO Department of Education

2023 English Language Learner Count Audit Resource Guide

Fiscal Year 2023-2024

Submitted to:
Colorado Public School Districts, Charter Schools, Charter School Collaboratives, Charter School Networks, The Charter School Institute (CSI) and Colorado Boards of Cooperative Educational Services (BOCES)

By:
Colorado State Board of Education
School District Operations Division

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Effective July 7, 2023

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

[English Language Learner Count Webpage](https://www.cde.state.co.us/cdefinance/auditunit_ell_count)

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

Audit Review

ELL Count Document Review Timeline



Date	Description
Tues., March 5th	Districts with students in the ELL count sample will receive an email with instructions for uploading documentation.
Wed., March 20 th from 10:00-10:50am	School Auditing Office will host the first Office Hours session that will review the ELL count audit review process and required audit documentation.
Wed., April 10th from 1:30-2:30pm	School Auditing Office will host the second Office Hours session that will review the ELL count audit review process and required audit documentation.
Friday, April 19 th	Deadline for districts to upload all required audit documentation for students included in the ELL count sample audit review.
No later than Friday, August 9, 2024	Districts will receive an email from the School Auditing Office outlining the findings of the ELL count audit documentation review.

CLDE Office Hours: Accessing 1:1 Identification and Redesignation Individualized District Sessions

If your district has questions around the implementation of **Colorado's Standardized Identification and Redesignation Procedures for Multilingual Learners (MLs)**, the CLDE Office will be hosting office hours to support the implementation of Colorado Standardized Identification & Redesignation Procedures at the local level.

The goal during CLDE's 1:1 office hours will be to clarify requirements of Multilingual Learner (ML) Identification and Redesignation and provide support in strengthening processes in Colorado.

Districts, schools, and public charter schools are encouraged to bring current district and/or school guidance and forms regarding local processes to discuss with CDE staff.

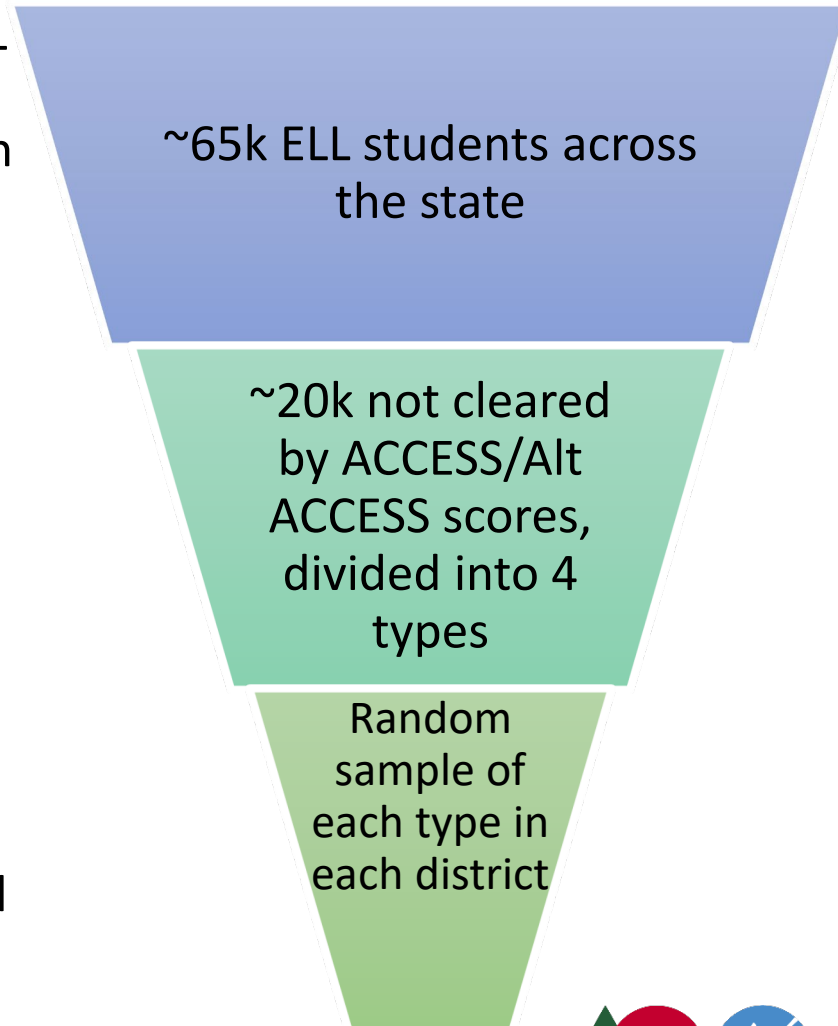
Please complete this [office hours scheduling form](https://forms.gle/K1YCMeVbhchBpiyP7) to help the CLDE Office plan for your district's office hour discussion. (<https://forms.gle/K1YCMeVbhchBpiyP7>)

How were sampled students selected?

Statewide ELL Count Population



- 65,458 students were included in the ELL Count statewide
- 45,429 students were “cleared” based on spring 2023 WIDA ACCESS scores (or other criteria)
 - Had scores below the CDE baseline proficiency cut points for redesignation
 - ACCESS for ELLs: 4.0 Overall and 4.0 on Literacy
 - Alternate ACCESS: P1 Overall and P1 on Literacy
- For the remaining 20,029 students:
 - Each were assigned a “sample source” based on years in program and 2023 WIDA ACCESS assessment participation
 - Total of 4 possible sample sources for each district
- Random sample of students from each sample source (if applicable) were pulled into the district’s sampled population





Therefore, all students pulled into the sample either:

1. Have **no** spring 2023 ACCESS for ELLs or Alternative ACCESS assessment scores
 - Students may be **new** to the district, or have **transferred into** the district, since spring 2023
- OR
2. Have scores **at or above the CDE baseline** proficiency cut points for redesignation
 - Students may be **continuing within** the district OR have **transferred into** the district since spring 2023

Sample Source- Student does NOT have spring 2023 WIDA ACCESS Scores



- **Y1_NS:** This student is in their first year of program and did not take the ACCESS for ELLs or Alternate ACCESS assessment in spring 2023.
 - This student is new to the district
- **Y2-5_NS:** This student is in years 2 through 5 of program and does not have Literacy and Overall scores from the ACCESS for ELLs or Alternate ACCESS assessment in spring 2023.
 - This student could be new to the district OR continuing within the same district.

Sample Source- Student DOES have spring 2023 WIDA ACCESS Scores



Students in these sample sources took the ACCESS for ELLs or Alternate ACCESS assessment in spring 2023 AND met the CDE baseline proficiency cut points for redesignation (ACCESS for ELLs: 4.0 Overall and 4.0 on Literacy; Alternate ACCESS: P1 Overall and P1 on Literacy).

- **Diff_Redes:** The testing district in spring 2023 was NOT your district.
 - This student likely transferred into your district (i.e., new) since spring 2023.
- **SAME_Redes:** The testing district in spring 2023 WAS your district.
 - This student is continuing within your district (i.e., not new).

Fields on the Sample List

Field	Description
Year	Current school year (2023-2024)
District Code	As reported in 2023 Student October (should be your district's code)
SASID	As reported in 2023 Student October
School Code	As reported in 2023 Student October
School Name	Determined by the reported school code in 2023 Student October
Grade	As reported in 2023 Student October (student's grade level)
Last Name	As reported in 2023 Student October (student's last name)
First Name	As reported in 2023 Student October (student's first name)
Funding	As reported in 2023 Student October (funding finance code)
Year In Program	As of 2023-2024, year in program as calculated by CDE
Language Proficiency	As reported in 2023 Student October (student's reported language proficiency)
*Test Type	Will indicate if the student took the ACCESS for ELLs (WIDA ACCESS) or Alternative ACCESS (Alt ACCESS) inspiring 2023. If blank, then CDE does not have record of the student taking either assessment in spring 2023.
* Test District	If the student took ACCESS for ELLs or Alternative ACCESS in spring 2023, this field indicates the district code through which the student took the assessment.
*Literacy Level	If the student took ACCESS for ELLs or Alternative ACCESS in spring 2023, this field indicates the student's literacy level, if determined.
*Overall Level	If the student took ACCESS for ELLs or Alternative ACCESS in spring 2023, this field indicates the student's literacy level, if determined.
Sample Source	As assigned by the School Auditing Office for sampling purposes

Required Audit Documentation

Students New to Program and/or New to District

Students who did not have any scores from spring 2023.

This group includes both students new to the Colorado public school system and students who were newly transferred into the district.

- Likely new to the district since spring 2023.
- Likely did not take one of the assessments because they were not yet attending your district.

For these students, the district needs to provide documentation showing that:

1. The students went through the **identification process** AND
2. The students were correctly identified as **NEP or LEP**

Identification Process: the WIDA Screener

When identifying students as non-English speakers, every district must:

1. Review the Home Language Survey, and, if applicable...
2. Administer the WIDA Screener



Documentation— WIDA Screener Score Supporting the Designation

If the WIDA screener was administered within 365 days prior to the pupil enrollment count date (i.e., between 10/2/2022 and 10/2/2023), **AND**

The score supports a language proficiency of NEP or LEP, **THEN:**

The district should provide the WIDA Screener Score Report



Only one piece of audit documentation is required for these students:

Document	Details
1. WIDA Screener Score Report	WIDA Screener showing the qualifying date and score

Note: There are two versions of the WIDA Screener. The district must administer the appropriate version based on the date and the student's grade level.

WIDA Screener for Kindergarten Score Report (first semester Kinder): Evidences student is NEP or LEP

WIDA
UNIVERSITY OF WISCONSIN-MADISON

WIDA Screener for Kindergarten Score Report

Test Date: 08/25/23

Test Administrator/Scorer: Ms. Jones

Student Information

First Name: Daffey

Last Name: Duck

Current Grade: K

School: Awesom

State: CO

Language Domain Scores


Language Domain Scores	Proficiency Level
Listening	1
Speaking	5
Writing	Not Tested
Reading	Not Tested
Composite Scores	Proficiency Level
Oral Language	3
Literacy	
Overall	

For **first semester kindergarten** students, districts should only administer the listening and speaking domains, and reference the student's Oral Language composite score to determine whether the student is NEP or LEP.

Because this first semester kindergarten student's Oral language score is below the threshold for "English speaker", **this is the only document the district would need to upload.**



Screener Score Report (Grades 1 second semester through 12)

 **WIDA**
UNIVERSITY OF WISCONSIN-MADISON

WIDA Screener Score Report

Test Date: 08/22/2023
Test Administrator/Scorer: Ms. Jones

Student Information

First Name: Kermit
Last Name: Frog
Birthdate: 05/15/2009
Current Grade: 9
State ID: 777777777
School: Awesome High School
District: Awesome School District
State: CO
Home Language(s): German


This report provides information about the student's scores on the WIDA Screener. The WIDA Screener is designed to assess an English Language Learner's general English language proficiency. This test is based on the WIDA English Language Proficiency Standards and is used to determine a student's eligibility for English Language services. Please refer to state policy for more information 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 composite scores are rounded to the nearest PL or half PL.

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

Because this WIDA Screener score report shows the Literacy and Overall composite scores below the minimum cut scores for “English speaker”, this screener score report is the only document the district would have to upload.

WIDA Screener for Kindergarten Score Report: (first semester Kinder)

 **WIDA**
UNIVERSITY OF WISCONSIN-MADISON

WIDA Screener for Kindergarten Score Report

Test Date: 08/25/2023

Test Administrator/Scorer: Ms. Jones

Student Information

First Name: Minnie

Last Name: Mouse

Current Grade: K

School: Awesome Elementary School

State: CO

is a snapshot of an English language learner's proficiency level scores are one factor to consider in determining eligibility for English language support services.

Language Domain Scores	Proficiency Level
Listening	2
Speaking	5
Writing	1
Reading	1
Composite Scores	Proficiency Level
Oral Language	4
Literacy	
Overall	1

For **first semester** kindergarten students, districts should only administer the listening and speaking domains, and reference the student's Oral Language score to determine whether the student is NEP or LEP.

***Common error:** District administers all 4 domains and references the Overall composite level for first semester Kindergarten, and incorrectly identifies the student as NEP or LEP.

Because this first semester kindergarten student's Oral language score is 4, above the minimum threshold for "English speaker", **this screener score report is NOT sufficient (by itself) to evidence a language proficiency of NEP or LEP.**

The district must upload additional documentation to evidence the student is NEP or LEP.

Screener Score Report (Grades 1 second semester through 12)

WIDA
UNIVERSITY OF WISCONSIN-MADISON

WIDA Screener Score Report

Test Date: 08/20/2023
Test Administrator/Scorer: Ms. Jones

Student Information

First Name: Big
Last Name: Bird
Current Grade: 9
School: Awesome High School
State: CO

...but the student's scores on the WIDA Screener. The WIDA Screener is designed to provide a snapshot of general English language proficiency. This test is based on the WIDA English Language Development ... a student's eligibility for English Language services. Please refer to state policy for making decisions ... sh Language services.

...iciency Levels. Proficiency levels are only reported as whole numbers and the composites are ...

Language Domain Scores	Proficiency Level
Listening	5
Reading	5
Writing	6
Speaking	4
Composite Scores	Proficiency Level
Oral Language	4.5
Literacy	5.5
Overall*	5

Because this 9th grade student's literacy AND overall levels are above the minimum cut scores for an English speaker, **this screener score report is NOT sufficient (by itself) to evidence a language proficiency of NEP or LEP.**

The district must upload additional documentation to evidence the student is NEP or LEP.



Documentation— WIDA Screener Score Above the Cut Score

If the WIDA screener was administered on or within 365 days preceding the pupil enrollment count date AND

The score **DID NOT** support a language proficiency of NEP or LEP, THEN

The district should provide documentation showing that the district's identification process was followed and resulted in a designation of NEP or LEP.

Documentation— WIDA Screener Score Above the Cut Score

Audit documentation for these students must include 4 pieces:

Document	Details
1. WIDA Screener Score Report	WIDA screener score report dated within 365 days prior to the pupil enrollment count date
2. Process	Documentation describing the district's process for identifying students with a language proficiency level of NEP or LEP
3. Objective Criteria	Rubric with cut scores or other objective criteria (e.g., ratings, levels or other measurables) that clearly indicates what conditions must be met for a student's language proficiency level to be designated NEP or LEP
4. Evidence	Evidence supporting the student's NEP or LEP identification, based on the district's process and qualifying criteria

Identification Process Without a WIDA Screener

Regardless of a student's (or family's) perceived language proficiency, ethnicity, race, or linguistic background, the district **must** evaluate the responses indicated on the Home Language Survey and administer a Screener if it is appropriate.

Responses indicated on the Home Language Survey are intended to trigger investigation into English Language Proficiency (ELP) but do not determine eligibility for ELD instruction/programming/annual assessments.

A student cannot be identified as ELL solely based on responses indicated on the Home Language Survey.

Refer to CO Standardized Procedures to collect Screener scores and body of evidence.

Identification Process Without a WIDA Screener

If the district **DID NOT** administer a WIDA screener for a newly identified non-English speaker (i.e., language proficiency of NEP or LEP), the district must upload:

Document	Details
Explanation	Narrative explanation as to why the screener was not administered during the identification process.

Students Continuing within District



All students identified and reported as English learners (i.e., language proficiency NEP and LEP) are **required** to take an annual ELP (English Language Proficiency) assessment:

- ACCESS for ELLs
- Alternate ACCESS
- Kinder ACCESS

Based on the annual ELP assessment scores and body of evidence, educators should evaluate English learners for redesignation (i.e., to FEP, or “fluent English proficient”).

In **rare** instances a student may not have complete annual ELP assessment scores:

- ACCESS for ELLs assessment is incomplete (due to documented absence)
- Documented misadministration of a particular section of the ACCESS for ELLs assessment has occurred
- The student's disabilities preclude assessment in one or more domain(s)

Districts are still expected to evaluate the student's progress through the review of a body of evidence that was described in the district's redesignation process.

Students with no Score (same district, continuing student)

Documentation— Continuing in Program but No Score (same district)

If a student is **not** new to program AND

The student is **not** new to your district AND

The student does **not** have annual ELP
assessment scores from spring 2023, THEN

The district should provide documentation
showing that the student's progress was
evaluated and **did not** result in redesignation

Documentation—No Score (same district)

Possible Sample Source: Y2-5_NS



Audit documentation for these students must include 4 pieces:

Document	Details
1. Explanation	<ul style="list-style-type: none">• Narrative explanation as to why the student did not take an annual ELP assessment
2. Process	<ul style="list-style-type: none">• Documentation describing the district’s process for redesignating students out of program when annual ELP assessment scores are not available• With a previously-reported language proficiency level of NEP or LEP
3. Objective Criteria	<ul style="list-style-type: none">• A scoring rubric that includes cut scores or other objective criteria that clearly indicate what conditions must be met for a student to be redesignated out of program• Examples: ratings, test scores, levels, or other
4. Evidence	<ul style="list-style-type: none">• Evidence supporting that the student did not meet the district’s criteria for redesignation



Students with Scores (same district, continuing student)

Documentation—Students with Scores (same district)



For students who have spring 2023 WIDA ACCESS scores AND

Who tested at or above the CDE baseline proficiency cut points for redesignation AND

Who tested while enrolled in your district (i.e., test district is the same as your district) THEN

The audit documentation must show your district's redesignation process was followed, and the results (see next slide)

Documentation—Students with Scores (same district)

Possible Sample Source: SAME_Redes

Audit documentation for these students must include 3 pieces:

Document	Details
1. Process	<ul style="list-style-type: none">Documentation that describes the district’s process for redesignating students (with a previously-reported language proficiency level of NEP or LEP) out of program
2. Objective Criteria	<ul style="list-style-type: none">A scoring rubric that includes cut scores or other objective criteria that clearly indicate what conditions must be met for a student to be redesignated out of programExamples: ratings, test scores, levels, or other measurables
3. Evidence	<ul style="list-style-type: none">Evidence that supports that the student DID NOT meet the district’s criteria for redesignation (despite scores that demonstrate a language proficiency level other than NEP or LEP)If the district’s scoring rubric or matrix for a given student shows what criteria were NOT met for redesignation, the district must provide the supporting documentation to show those criteria were not met.

EXAMPLE Summary Rubric for Redesignation

Department of Culturally and Linguistically Diverse Education
ML Redesignation Body of Evidence Form

Name: _____ ID #: _____ Grade: _____
 Teacher: _____ School: _____ Date: _____

Annual ACCESS Proficiency Assessment			
Cut Scores	Proficiency Scores	Points Possible	Points Earned
Literacy	Proficiency Levels 5.1 - 6.0	3	
	Proficiency Levels 4.5 - 5.0	2	
	Proficiency Levels 4.0 - 4.4	1	
Overall	Proficiency Levels 5.1 - 6.0	3	
	Proficiency Levels 4.5 - 5.0	2	
	Proficiency Levels 4.0 - 4.4	1	
<small>For students on ACCESS, students must score a 4 Overall and in Literacy in order to be redesignated. Student must earn at least 2 points in ACCESS to move on.</small>			Points earned From ACCESS: _____

Body of Evidence			
Grade Level Reading			
As Evidenced by	Exceeds Grade Level Expectations	3	
(CMAS, NWEA, Dibels) NWEA Cut Scores: Reading: _____ Language Usage: _____	Meets Grade Level Expectations	2	
	Approaches Grade Level Expectations	1	
Description:			
Grade Level Writing			
As Evidenced by	Exceeds Grade Level Expectations	3	
(CMAS, NWEA, Independent writing sample)	Meets Grade Level Expectations	2	
	Approaches Grade Level Expectations	1	
Description:			
Total Points Earned:			

A student must earn at least 5 points with at least 2 points earned in the ACCESS, and 1 point earned from each section in "Body of Evidence" to be redesignated to FEP Monitor Year 1. Please attach all supporting documents

Supporting documents included <input type="radio"/> Yes <input type="radio"/> No	Will this student be redesignated? <input type="radio"/> Yes <input type="radio"/> No
--	---

"A student must earn at least 5 points with at least 2 points earned in the ACCESS, and 1 point earned from each section in "Body of Evidence" to be redesignated to FEP Monitor Year 1. Please attach all supporting documents."

To support this summary rubric, the district would also upload:

- (1) The objective criteria (e.g., ratings, levels, test scores by assessment type) the student would need to meet in order to be identified as approaching, meeting or exceeding grade level expectations, and
- (2) The actual assessment score sheets (i.e., evidence) that list the student's name, date of assessment and scores.





Labeling Audit Documentation



Upload one document per sampled student (which could be multiple pages), labeled “Student Last Name_Student First Name” to [Syncplicity](#).

The screenshot shows a file explorer window with the following details:

- Path: All Files... > English Language Learner Count > October 2023
- Files listed:

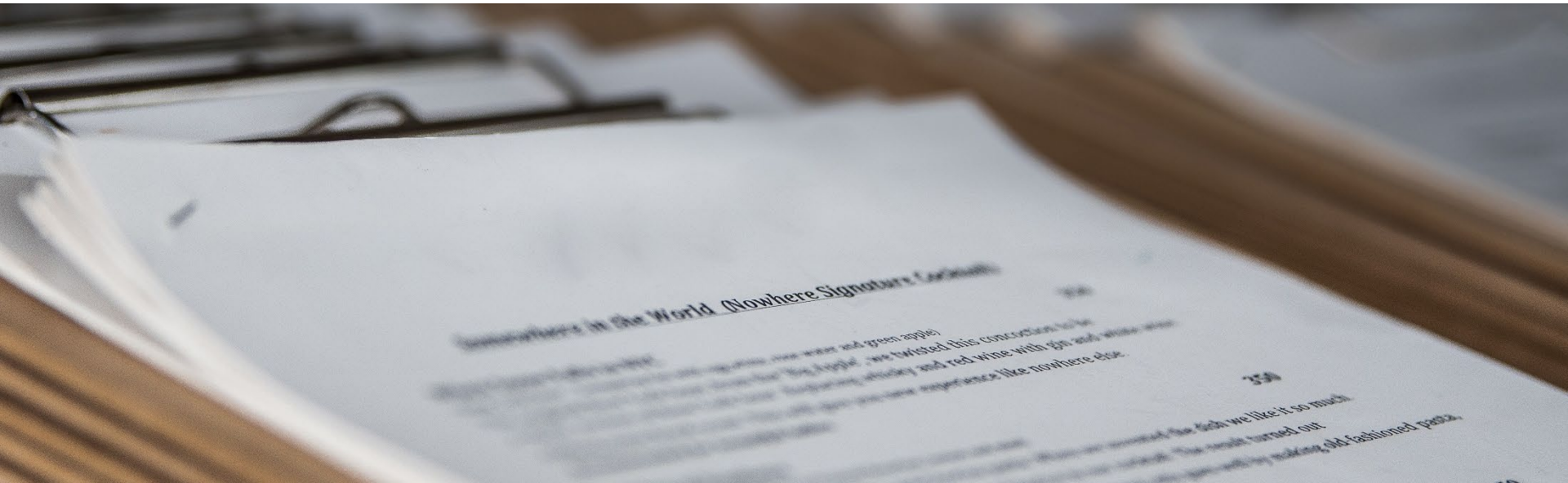
<input type="checkbox"/>	Name ▲	Date modified	Type	Size
<input type="checkbox"/>	 0000_ELLCountSample_October 2023.xlsx	28 seconds ago	Excel worksheet	8 KB
<input type="checkbox"/>	 Doe_John.pdf	9 seconds ago	Acrobat document	805 bytes

If the district needs to upload its Identification and/or Redesignation process for any student, these processes should be uploaded as their own document (PDF or Word)—**DO NOT share a hyperlink to your processes (i.e., link to a google document, etc.).**

General Comments



- Make sure your documentation is complete—the School Auditing Office will not be reaching back out for additional documentation.
- Final audit review letters will reflect what the uploaded documentation supported.



Questions