



Overview

Students are identified as English Learners (ELs) per the [Standardized Identification and Placement requirements](#). Local Educational Agencies (LEAs) report the Language Background, Language Proficiency, and Language Instruction Program for students during student data collections. These data fields are components of the [Student Demographic File](#), which is a part of the Student Interchange. Student data collections or snapshots then include the reported values on the student demographic file in the collection data snapshot (e.g. Student October, Attendance, Student Discipline, Student End of Year).

EL Data Fields on Student Demographic File

Three data fields work in tandem to reflect a student’s EL designation or coding. See the Student Demographic (DEM) file layout posted on the [Student Interchange website](#) for a complete description of each data field and the available codes.

Language Background

Reflects the language background of the student per student records such as a Home Language Survey. LEAs report the 3-alpha character code that represents their language background. Example: ENG for English, SPA for Spanish, etc. [A full list of language codes is available on the data pipeline frequently requested codes page.](#)

Language Proficiency

Reflects the English Language Proficiency for the student. This is the primary field used to determine if a student is an English Learner or not, following strict business rules that align with the standardized EL progression.

Code	Abbreviation	Short Name	Note
0	NA	Not Applicable	Language Background must be ‘ENG’ LIP must be ‘00’
1	NEP	Non-English Proficient	Language Background cannot be ‘ENG’ LIP cannot be ‘00’
2	LEP	Limited English Proficient	Language Background cannot be ‘ENG’ LIP cannot be ‘00’
4	PHLOTE	Primary Home Language Other than English	Student is English Proficient and has <u>never received EL services</u> Language Background cannot be ‘ENG’ LIP must be ‘00’
5	FELL	Former EL	Language Background cannot be ‘ENG’ LIP must be ‘00’
6	FEP MY1	Monitor Year 1	Language Background cannot be ‘ENG’ LIP cannot be ‘00’
7	FEP MY2	Monitor Year 2	Language Background cannot be ‘ENG’ LIP cannot be ‘00’
8	FEP Exit 1	Exited Year 1	Language Background cannot be ‘ENG’ LIP must be ‘00’
9	FEP Exit 2	Exited Year 2	Language Background cannot be ‘ENG’ LIP must be ‘00’

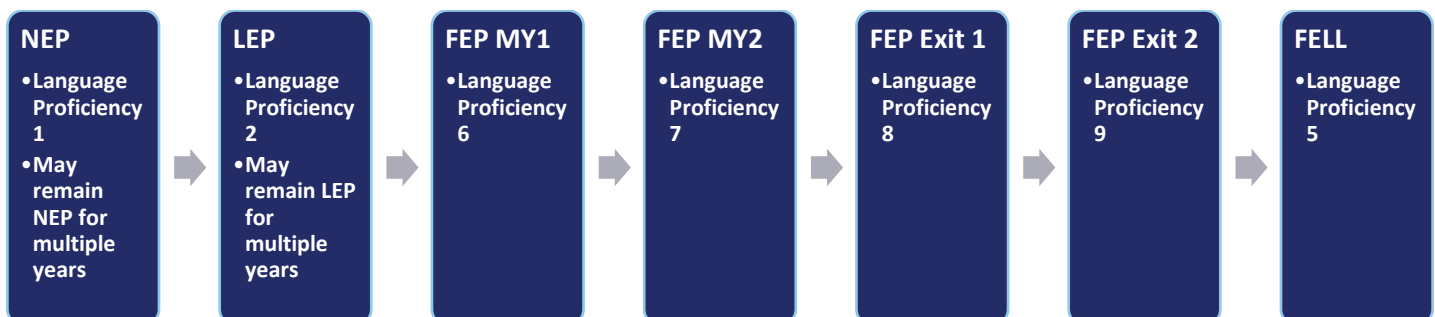
Language Instruction Program (LIP)

Reflects the language instruction program an EL is receiving. Students may not be coded in more than one LIP. If multiple programs are used to educate a student, reflect the program predominately used to educate the student in this data field. The chart below shows the codes used for reporting and notes regarding common language instruction practices and alternate names for LIP programs.

Code	Code Description	Language(s) of Instruction used in Program	Other common names
00	N/A	N/A	N/A
01	English as a Second Language (ESL) or English Language Development (ELD)	English with little use of EL's primary language(s)	Pull-Out ESL
02	Dual Language or Two-way Immersion	English and another language	Native Language Content Classes, First Language Literacy Class, L1 Literacy, Primary Language Literacy
03	Transitional Bilingual Education or Early-Exit Bilingual Education	Student's primary language and English	Native Language Content Classes, First Language Literacy, L1 Literacy, Primary Language Literacy
04	Content Classes with integrated ESL Support	English with little use of EL's primary language(s)	Push-in ESL, Co-Teaching, Sheltered Instruction Observation Protocol (SIOP), Specially Designed Academic Instruction in English (SDAIE), Structured English Immersion (SEI), Sheltered grade-level content courses
05	Newcomer programs	English only, English and another language	Newcomer Center
97	Other	N/A	N/A
98	Not in a Language Instruction Program, Parent Choice	N/A	Parent Opt-Out, Waived Students

Standardized EL Progression

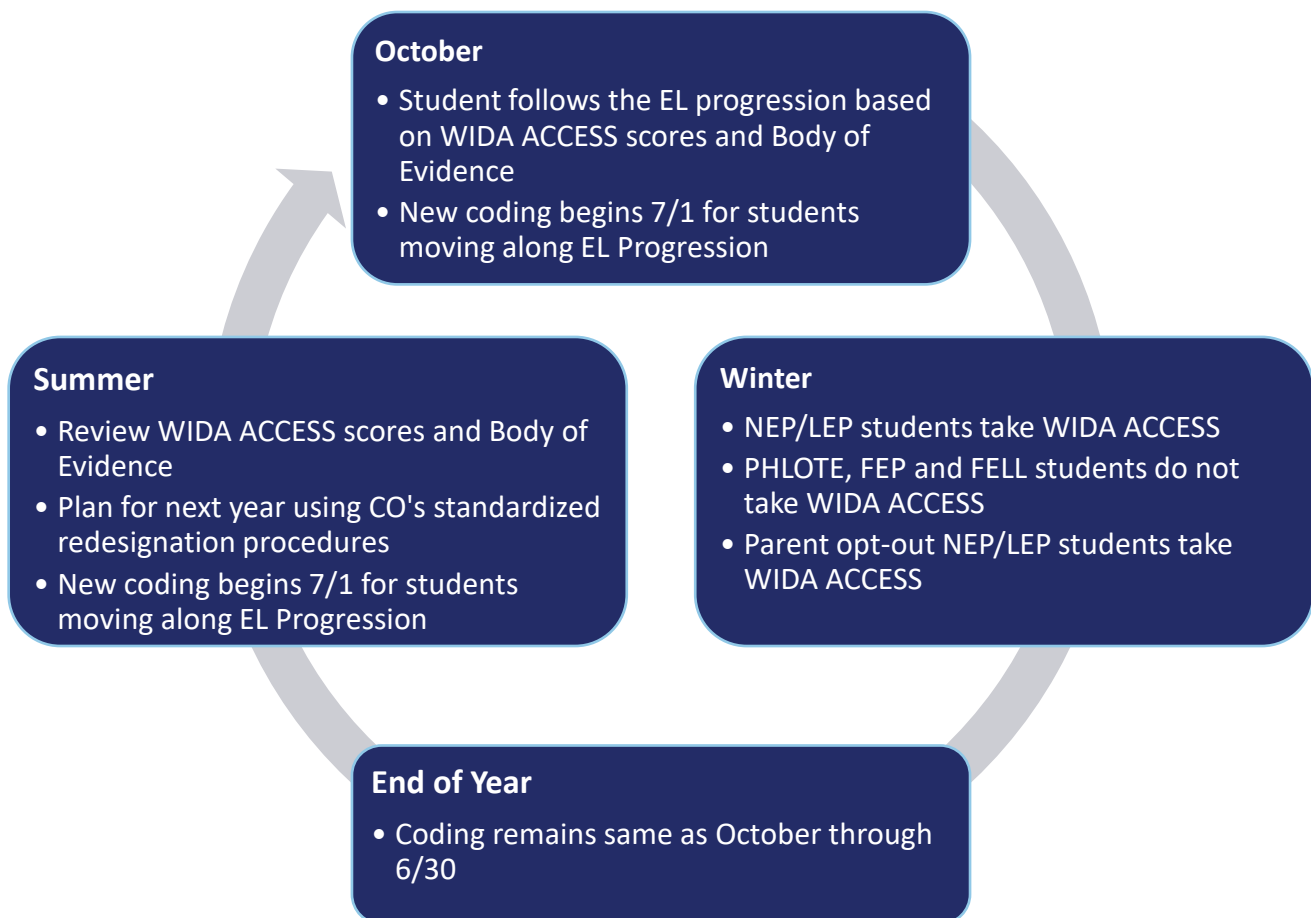
When a student meets criteria indicated in the [Standardized Redesignation Guidance](#), their language proficiency is updated per the state's standardized English Learner Progression. The EL Progression is reflective of the annual EL data cycle, showing movement from one step in the progression to the next from year to year once a student is redesignated. The chart below shows the language proficiency code that matches each step in the EL progression.



Annual EL Data Cycle

EL data uses Student October as the starting point for each school year. The student's EL data fields in the Student October collection should reflect ELD instruction or programming a student is receiving for the entire school year. This means the following statements are true for students who remain in the same school district without interruption for the entire school year.

- A student's Language Proficiency during the Spring data collections (Student End of Year, Attendance, Student Discipline) should match Student October.
- Students indicated as NEP/LEP in Student October should take the ACCESS assessment.
 - Students whose ACCESS scores + body of evidence support redesignation will be reflected the following school year.



IMPORTANT NOTE: The reporting school year begins on 7/1 and ends on 6/30 each year.

Example Coding: Student continuously enrolled in the same LEA

The following coding is based upon a student who remains continuously enrolled in the same LEA for multiple years, progressing through the standardized EL progression after they met redesignation criteria. The students coding in all Spring data collections matches Student October for the given school year.

School Year	District Code	Language Background	Language Proficiency	Language Instruction Program
2017-2018	9999	SPA	1 - NEP	04
2018-2019	9999	SPA	2 - LEP	04
2019-2020	9999	SPA	2 - LEP	04
2020-2021	9999	SPA	6 - FEP MY1	04
2021-2022	9999	SPA	7 - FEP MY2	04
2022-2023	9999	SPA	8 - FEP Exit 1	00
2023-2024	9999	SPA	9 - FEP Exit 2	00
2024-2025	9999	SPA	5 - FELL	00
2025-2026	9999	SPA	5 - FELL	00

Preschool Students

CDE does not require LEAs to assess English Language Proficiency (ELP) in preschool as the Screener is not designed for this age group. If a LEA uses a locally developed or purchased test, administers it to a preschool student, and determines that the preschool student is in fact an EL who would benefit from EL instruction, the district is obligated to provide language instruction or programming in preschool.

Following the [Standardized Identification Procedures](#), all new and transfer back to LEA students, including incoming kindergarteners should receive an enrollment pack that includes a Home Language Survey (HLS). When there is a language background or influence other than English reported in kindergarten, districts are required to investigate the student’s ELP level and code accordingly.

LEAs may code potential ELs enrolled in preschool in one of two ways, listed below.

Language Background ‘ENG’

LEAs that utilize this option are relying on the HLS in the Kindergarten enrollment packet to determine students who must be screened.

- Language Background ‘ENG’
- Language Proficiency ‘0’ N/A
- Language Instruction Program ‘00’ N/A

Language Background other than ‘ENG’

LEAs that utilize this option are choosing to add an additional reminder beyond the Kindergarten enrollment packet that a student will need to be screened when they enter Kindergarten because they can pull a list of all preschool students with a language background other than ‘ENG’.

- Language Background reflects applicable code.
- Language Proficiency ‘4’ PHLOTE
- Language Instruction Program ‘00’ N/A

Student Enrollment

LEAs must follow the [Standardized Identification and Placement](#) procedures to determine if a new or transfer back to LEA student should be screened and if a student who is screened is in fact an English Learner or not. Once a student has been determined to be an English Learner or to be English Proficient, the enrolling LEA must determine the appropriate designation or coding for the student. Please reference the re-enrolled or returning student guidance released during school year 2024-2025 when determining how ACCESS and/or Screener scores could be used to make ELP designation/coding decisions. [This information](#)

[may be found in the *Standardized Identification of Multilingual Learners \(PDF\)* posted on the *Identification and Placement site*.](#)

Home Language Survey (HLS):

A Home Language Survey (HLS) included in the enrollment packet for a new student. It is a tool used to identify languages used and spoken by the student and their family. The use of a language other than English does not signify that the student requires academic and linguistic supports. If response(s) on the HLS indicates the use of a language other than English by the student or another person in the home, further investigation must be conducted to determine the student's English language proficiency.

Not Screened: HLS indicates English Only & Records show no prior EL history

Students must meet both conditions before applying the following designation/coding: 1) No influence or background of a language other than English reported on the HLS and 2) CEDAR/COGNOS reports have been reviewed and indicate the student does not have previous EL history.

- Language Background: ENG
- Language Proficiency: 0
- Language Instruction Program: 00

HLS indicates English Only & Records show prior EL history

At times, a parent may answer 'English' to all HLS questions or leave the survey blank, but the LEA notices evidence of a primary home language other than English. When this occurs, to ensure LEAs are meeting the civil rights and educational needs for all students, and to provide accurate reporting of student's language proficiency level, LEAs should take steps to gather additional information/evidence to identify and report a reasonable cause to screen without the flagged 'yes' response on the HLS. After investigating the student's English Language Proficiency level, the enrolling LEA will determine the student's language proficiency per the standardized EL designation sequence and code the student accordingly.

CEDAR/COGNOS may be used to review the reported EL history in Colorado for the student.

The error SP166 on the DEM file indicates a student has prior EL history in Colorado but is currently reported as English only. This error may be evidence of a primary home language other than English and should prompt an LEA to investigate the student's language proficiency.

Screened: No prior EL history

Prior EL history may be reflected on a student's transcripts/records received by the LEA upon enrollment. The CEDAR/COGNOS report 'English Learner Historical Reporting SASID Lookup' is another resource enrolling LEAs may use to determine if a student has previous EL history reported through CDE data collections.

Screener scores and a body of evidence show student is an English Learner

Code the student with language proficiency NEP (1) or LEP (2).

Screener scores and a body of evidence show student is English Proficient

Code the student with language proficiency 4 (PHLOTE).



Screened: Prior EL history

Prior EL history may be reflected on a student’s transcripts/records received by the LEA upon enrollment. The CEDAR/COGNOS report *English Learner Historical Reporting SASID Lookup* is another resource enrolling LEAs may use to determine if a student has previous EL history reported through CDE data collections.

Screener scores and a body of evidence show student is an English Learner

Code the student with language proficiency NEP (1) or LEP (2).

Screener scores and a body of evidence show student is English Proficient

The student should pick up where they left off in the standard EL progression per their CDE reporting history and records. It is important to remember the EL data cycle when determining the coding for a student since students moving through the EL progression do so from OCT to OCT.

This chart shows possible coding scenarios after enrolling LEA evaluates Screener scores and evidence:

Prior Year Language Proficiency	New Current Year Language Proficiency
NEP (1) or LEP (2) *current year or prior year in another LEA	FEP Monitor Year 1 (6)
FEP Monitor Year 1 (6)	FEP Monitor Year 2 (7)
FEP Monitor Year 2 (7)	FEP Exit Year 1 (8)
FEP Exit Year 1 (8)	FEP Exit Year 2 (9)
FEP Exit Year 2 (9)	FELL (5)
FELL (5)	FELL (5)
PHLOTE (4)	PHLOTE (4)

Business Rules and Exceptions

Business rules designed to support EL coding are found both at the Student Demographic interchange file level and at the snapshot (collection) level when needed. Errors are issues that must be addressed through correcting data or request an exception. Warnings are indications of potential coding issues. LEAs are encouraged to review a student’s records if they are receiving a warning to ensure the EL coding reflects the student’s needs.

Student Demographic Business Rules

Student Demographic Business rules typically serve one of two purposes. The first purpose is to ensure the coding agreement between the three EL data fields in the current year DEM file upload. The second purpose is to support the EL progression by checking current year EL coding against the prior year EL coding during the Student October collection. Errors trigger when a student’s language proficiency does not follow the standardized EL progression. LEAs should investigate the student’s prior EL coding history using the CEDAR/COGNOS report *English Learner Historical Reporting SASID Lookup* or *English Learner Historical Reporting by District* when receiving errors or warnings on the DEM file that indicate a student’s language proficiency does not follow the standardized EL progression.

Student October Business Rules

Student October (OCT) business rules are warnings regarding the general population of ELs.

Student End of Year Business Rules

Student End of Year (SEY) business rules serve one of two purposes. The first are warnings to ensure LEA is aware that no students have been reported as ELs or that a significant change in the EL population took place between Student October (OCT) and Student End of Year. The second are errors that check a student's language proficiency in OCT compared to SEY for the same school year and LEA. Per the annual EL data cycle, changes are not expected to occur between OCT and SEY when the student has remained continuously enrolled in the same LEA for the school year. SEY also includes an error to check that students who participated in WIDA ACCESS in the current year are coded as NEP or LEP.

Exceptions: July through Student October Collection

At times, a student's EL coding may not follow the standard progression, causing errors. This is most common when students transfer between LEAs as the receiving LEA completes the [EL Identification and Placement process](#). Exceptions are used to clear these errors. Exception requests that take place from 7/1 through the Student October collection are handled by the Student October collection lead. The exception request template with instructions is available on the [Student Interchange website](#). Submit requests via Syncplicity and email StudentOctober@cde.state.co.us so the OCT collection lead can process the request. Requests must include a valid reason for the student's coding to fall outside of the standard progression.

Note: The 'reason for exception' indicated on the exception request should be both concise and include specific information regarding the student's circumstances. If the reason is unclear, CDE staff may reach out for additional information.

Common exception request 'reason for exception' statements:

- The student had an approved mid-year coding change during the prior year SEY collection. This exception completes the process of correcting a documented coding change.
- New student who transferred into the LEA, was screened per the standardized identification procedures, and needs their language proficiency updated outside of the standard progression.
- Student was miscoded as (applicable language proficiency) in the prior year OCT collection. They should have been (applicable language proficiency) and are being corrected per the sequence.
- Student was miscoded in (insert applicable year). Student should have been coded as (insert applicable language proficiency) in (applicable year) and later redesignated in (applicable year) to (applicable language proficiency).
- Misidentified as an EL with less than 2 years of EL reporting history.

Exceptions: After Student October through Student End of Year

At times, a student's EL coding may not follow the standard progression or changes between OCT and SEY, causing errors. Exceptions are used to clear these errors. Exception requests that take place after the OCT collection through the SEY collection are handled by the Student End of Year collection lead. The exception request template with instructions is available on the [Student Interchange website](#). The mid-year EL change form is also posted on the Student Interchange website for those exceptions that require this additional documentation. Submit requests via Syncplicity and email StudentEndOfYear@cde.state.co.us so the SEY collection lead can process the request. Approved EL exceptions during the SEY collection often require a follow-up exception the next year during the OCT collection to fully reconcile the change to the EL progression for the student. Reasons for mid-year changes tend to fall into one of the following categories.

Note: The 'reason for exception' indicated on the exception request should be both concise and include specific information regarding the student's circumstances. If the reason is unclear, CDE staff may reach out for additional information.

Receiving LEA of mid-year transfer student

When a student transfers into a LEA mid-year, it is possible their language proficiency will need to be updated along the EL progression, causing errors, as the LEA completes the [EL Identification and Placement process](#). If an error occurs, submit a completed exception request template (XLS) via Syncplicity to the SEY Collection lead. These errors are most likely triggering at the DEM level.

Common exception request 'reason for exception' statement:

- Incoming transfer student who was identified as (insert language proficiency). They were previously identified as (insert language proficiency) at their prior LEA.

Miscoded in OCT: Less than 2 years of EL Coding History

If a student who was continuously enrolled in a LEA during the school year is found to have incorrect coding in OCT, then an exception may be needed to correct their coding during SEY. Errors may occur at the DEM or SEY level.

Submit a regular exception request (XLS) for students who have less than 2 years of EL coding history via Syncplicity to the SEY Collection Lead.

Common exception request 'reason for exception' statements:

- Student was incorrectly coded as (insert language proficiency) in OCT. The student should have been coded (insert language proficiency) per (insert brief details regarding prior year ACCESS scores or body of evidence supporting the updated language proficiency).
- Misidentified as an EL with less than 2 years of EL reporting history.

Miscoded in OCT: More than 2 years of EL Coding History

If a student who was continuously enrolled in a LEA during the school year is found to have incorrect coding in OCT, then an exception may be needed to correct their coding during SEY. Errors may occur at the DEM or SEY level.

When a student has more than 2 years of EL Coding History, then additional supporting documentation is needed to accompany the exception request. Submit a mid-year EL change form and a completed exception request template via Syncplicity to the SEY collection lead. Both forms can be found on the [Student Interchange website](#) in the template section.

Data Best Practices

LEAs are encouraged to upload their Student Demographic file regularly and often. The student interchange opens in mid-July each year, allowing LEAs to begin uploading this file well before the fall data collections begin. August, September, and January are peak enrollment months. LEAs may find it beneficial to upload their DEM file at least weekly during these months to look for errors and warnings.

DEM files may be uploaded throughout the school year to support LEAs with ongoing monitoring of EL data.

When EL errors or warnings trigger, indicating the student's coding does not follow the standardized EL progression, data respondents are encouraged to share this list of students with their EL program staff so



program staff may determine if further investigation regarding the student’s language proficiency is warranted. The business rules may be sorted into the following categories of situations to investigate:

Category	DEM Business Rule Code
HLS indicates English, but student has reported EL history	SP166, SP157
Student has prior EL history. Check their EL progression.	SP164, SP180, SP181, SP182, SP183, SP184, SP187, SP188, SP189, SP190, SP191, SP192, SP193, SP194, SP195, SP196, SP197, SP199, SP294, SP296, SP297, SP298, SP300
NEP/LEP in current year when FELL in the prior year	SP353 warning

After investigation, the student’s EL coding should be updated accordingly. Corresponding errors will clear if the student now follows the EL Progression. Exception requests are submitted if the LEA has evidence to support a change in the student’s EL Progression.

LEAs are encouraged to ensure they have an error-free DEM file that includes all enrolled students in January and February as they prepare for ACCESS testing. If a known mid-year EL change has occurred for a student with multiple years of EL history, they should submit a mid-year EL change form to the Student End of Year collection lead. This may be done even though the Student End of Year collection does not begin until later in the Spring.