

ELL: Coding and submissions



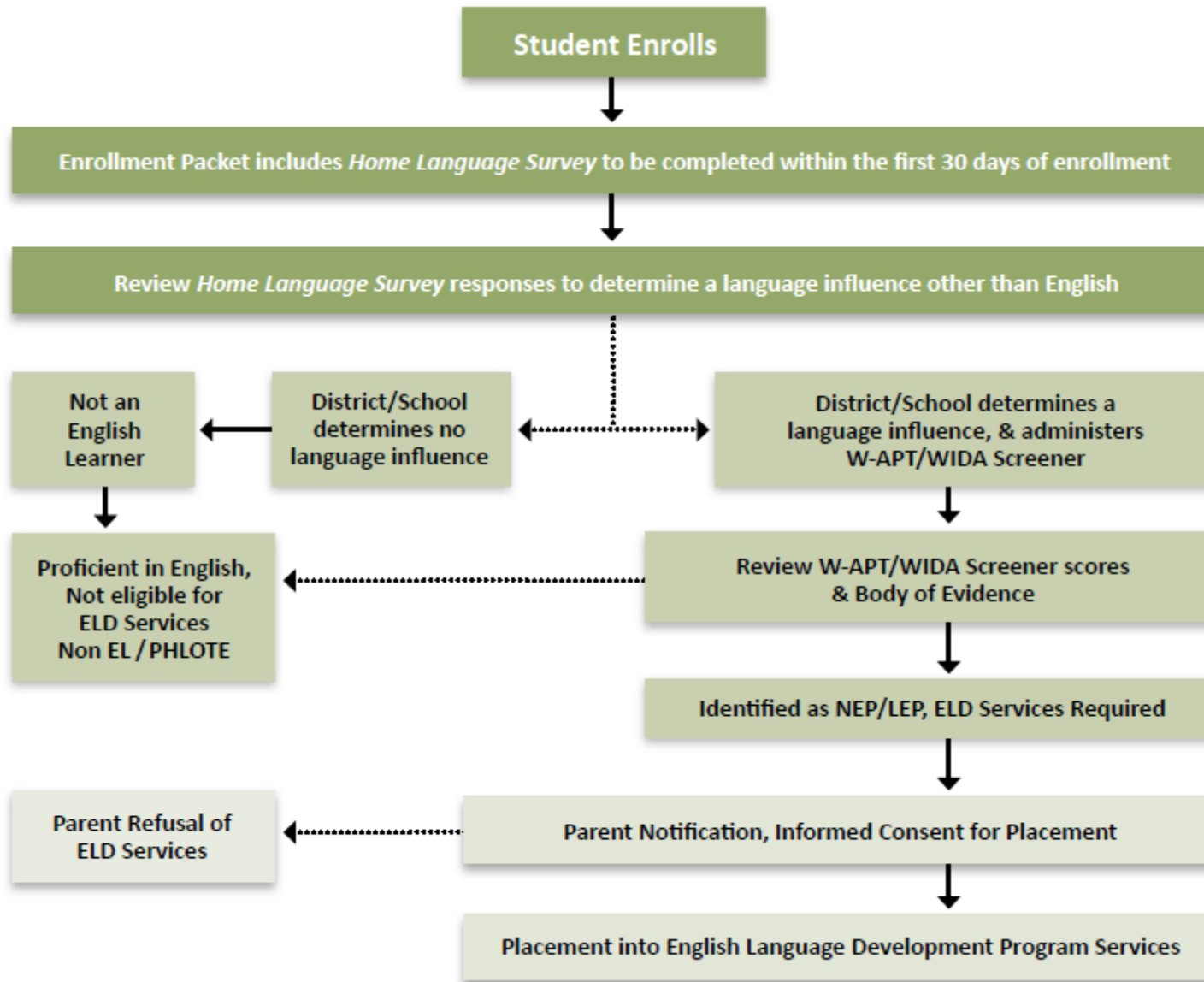
Agenda

- I. Fall: Identification and Redesignation
- II. Fall- Spring: Programming and Assessment
- III. Spring: Data and Redesignation



Fall

New student
Identification,
returning student
updates





New Students

Home Language Survey (HLS)

Students with “yes” on HLS take WIDA Screener.

- Who reviews these?
- What if a student does not have a YES, but may be influenced by another language?

WIDA Screener

Occurs within 30 days of first day of school (or 2 weeks for late enrolling students).

Results used with body of evidence to determine placement.

Update SIS

Must be done prior to initial October Count file.

Refer to ELL Coding Scenarios document.

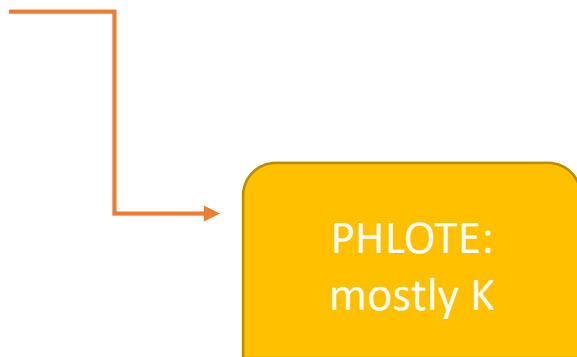


New Students: Fields to update in SIS

- Language Background (3 letter abbreviation)
- Language Proficiency Code (0 through 6)
- Language Instruction Program (00-05 or 98)



EL Language Sequence





Language Instruction Program

- This code should **match the Program indicated in your school's EL Program Plan**, and should be consistent for all ELL students.

Select **one** of the following based on school model:

- 01 (ESL/ELD)
- 02 (Dual Lang)
- 03 (Transitional)
- 04 (Content w/ Integration)
- 05 (Newcomer)

00= N/A

98= Parent Refusal of services



Returning Students

- NEP/LEP students take ACCESS in the spring.
- Other ELL coded students (M1, M2, E1, E2) should be considered for coding updates based on other data.
 - ELL Codes should not be updated in the spring!
 - All returning ELL students should have their coding updated in the **FALL** prior to initial October Count.





Returning Students

- Only update Language Proficiency Code (unless other codes are inaccurate)





Resources

- ELL Coding Scenarios document :
<https://resources.csi.state.co.us/october-count/>
- EL Historical Report (available from Submissions team)



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Colorado Department of Education
English Learner Historical Reporting by District
 District: 8001 CHARTER SCHOOL INSTITUTE
 School Year: 2018-2019

SASID	Last Name	First Name	Date of Birth	Current Year							Prior Year				
				District	School	Language Background	Language Proficiency	Language Instruction Program	State FEP Logical Code	Error Indicator	OCT District	OCT School	OCT Language Background	OCT Language Proficiency	OCT Language Instruction Program
				8001	6914	spa	FEP - Monitor Year 2	Content Classes (04)			8001	6914	spa	FEP - Monitor Year 1	ESL or ELD (01)
				8001	0015	lao	FELL (5)	Not Applicable (00)			8001	0015	lao	FEP - Exit Year 2	ESL or ELD (01)
				8001	6219	spa	LEP (2)	Content Classes (04)			8001	6219	spa	LEP (2)	Content Classes (04)
				8001	3326	deu	PHLOTE (4)	Not Applicable (00)			8001	3326	deu	PHLOTE (4)	Not Applicable (00)
				8001	8825	spa	LEP (2)	ESL or ELD (01)			1010	5404	spa	LEP (2)	ESL or ELD (01)
				8001	2035	spa	FEP - Monitor Year 1	Content Classes (04)			8001	2035	spa	LEP (2)	Content Classes (04)
				8001	6914	spa	LEP (2)	ESL or ELD (01)			0680	4730	spa	FEP - Exit Year 2	ESL or ELD (01)



Review ELL Coding Scenarios Document (handout)





Why does ELL coding matter?



8001: CHARTER SCHOOL INSTITUTE

Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	3,610	97.1%	741.3	54	6/8	Meets
	Previously Identified for READ Plan	698	96.7%	711.4	*	0/0	-
	English Learners	1,002	98.4%	728.4	25	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,642	97.1%	730.9	30	0.5/1	Approaching
	Minority Students	1,960	98.0%	734.8	39	0.5/1	Approaching
	Students with Disabilities	302	93.4%	709.8	1	0.25/1	Does Not Meet
CMAS - Math	All Students	3,624	97.2%	732.9	45	4/8	Approaching
	English Learners	1,013	98.6%	724.9	27	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,653	97.4%	724.1	25	0.5/1	Approaching
	Minority Students	1,972	98.2%	728.0	33	0.5/1	Approaching
	Students with Disabilities	303	93.7%	709.1	3	0.25/1	Does Not Meet
CMAS - Science	All Students	1,177	96.1%	591.5	44	4/8	Approaching
	English Learners	314	97.8%	552.0	23	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	521	96.4%	562.5	27	0.5/1	Approaching
	Minority Students	624	97.2%	567.3	29	0.5/1	Approaching
	Students with Disabilities	100	92.8%	484.7	2	0.25/1	Does Not Meet
TOTAL		*	*	*	*	19.25/36	Approaching
ACADEMIC GROWTH							
Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating		
CMAS - English Language Arts	All Students	2,217	45.0	4/8	Approaching		
	English Learners	635	43.0	0.5/1	Approaching		
	Free/Reduced-Price Lunch Eligible	1,014	42.0	0.5/1	Approaching		
	Minority Students	1,210	45.0	0.5/1	Approaching		
	Students with Disabilities	185	39.0	0.5/1	Approaching		
CMAS - Math	All Students	2,230	44.0	4/8	Approaching		
	English Learners	651	48.0	0.5/1	Approaching		
	Free/Reduced-Price Lunch Eligible	1,027	43.0	0.5/1	Approaching		
	Minority Students	1,226	44.0	0.5/1	Approaching		
	Students with Disabilities	185	42.0	0.5/1	Approaching		
ELP	English Language Proficiency (ELP)	1,071	51.0	3/4	Meets		
	On Track to EL Proficiency	1,070	78.2%	0/0	Meets		
TOTAL		*	*	15/28	Approaching		

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.



Why does ELL coding matter?





Fall: Are you ready?

- Who provides you with NEW student placement decisions?
- Who provides you with coding updates to all RETURNING ELL students?
- When clearing October Count ELL errors, how is your ELL coordinator involved?





Fall-Spring Programming and Testing



ACCESS Testing

All NEP and LEP students (NO Monitor/Exit students)

Roster is pulled from **preliminary** Oct Count

No Opt-Out

January-February assessment window

CSI training in late fall



Spring Data and Redesignation

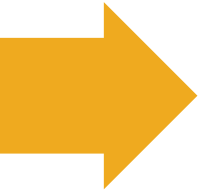




Redesignation overview

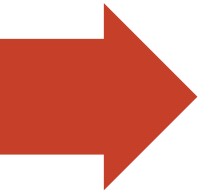
Redesignation decisions should always be made **by a team**. At a minimum, the team should include both a general education teacher and the teacher providing ELD services.

Redesignation decisions should be made when ACCESS data is released in the late spring. **However, DO NOT update the student information system until the FALL.**



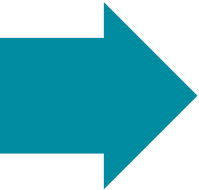
Fall

Ensure NEW students are correctly coded/ RETURNING student coding updated



Fall-Spring

ACCESS testing in January/February



Spring

ACCESS results, DO NOT update SIS





Thanks!

Questions about ELL?

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