English Learner Coding for State Reporting

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COLORADO
CHARTER SCHOOL INSTITUTE

Who are English Learners (ELs)?

- Also known as Multilingual Learners (MLs) or English Language Learners (ELL)

- Refers to students who are:
  - linguistically diverse,
  - identified using the state-approved English language proficiency assessment
  - identified as having a level of English Language Proficiency that requires language support to achieve standards in grade-level content in English.

- CSI schools receive funding based on the counts of Els - the two main funding streams are ELPA and the ELL Funding Factor (ELL funding factor discussed here: https://www.cde.state.co.us/cdefinance/auditunit_ell_count)

EL Programming Resources

Data Submissions EL Resources

https://resources.csi.state.co.us/october-count/

October Count Data Collection

File Layouts

File layouts provide guidance on the valid coding and definitions for each data element being collected and includes notes specific to CSI schools.

- Student Demographic File Layout [pdf] 2023-24
- Student School Association File Layout [pdf] 2023-24
- Title I File Layout [pdf] *only for identified schools*

Submissions Training

All school submissions contacts should review relevant training prior to starting the data collection. The New This Year training is optional but encouraged for returning data contacts.

- October Count – General Overview [slides] [webinar]
- October Count – New This Year [slides] [webinar]

Field-Specific Trainings

- English Learning Coding for State Reporting [slides] [webinar]
- Homeless Coding for State Reporting [slides] [webinar]

Data Validation Resources

Data validation resources should be utilized prior to submitting initial files to CSI and throughout the collection to ensure data is comprehensive and accurate. Regularly using the data validation resources will reduce the number of updates needed at the end of the collection after receiving the Summary Report.

- October Count Record Checker Tool [instructions] [tool]
- October Count Validations Toolkit [pdf]
- Finding District of Residence [pdf]

Field-Specific Resources

- English Learner Coding Toolkit [xls]
- Free- and Reduced-Price Lunch
- Migrant Education [Survey]
- Military Connected Sample Form [pdf]
- SIS Field-Specific Data Mapping [Infinite Campus] [PowerSchool]
- SPED Transition Services Coding

CSI's English Learner Coding Toolkit

This toolkit provides several resources to support schools in the proper coding of language fields for state reporting.

Language Background tab - provides a list of the 3-letter abbreviations for each language. This resource can help schools appropriately fill out the Language Background field for state reporting.

Language Instruction Program tab - provides greater description about the various types of language instruction programs that may be provided to support English Learners. This resource can help schools appropriately fill out the Language Instruction Program field for state reporting.

Coding Scenarios tab - provides several common scenarios for students and the related coding of Language Background, Language Proficiency, and Language Instruction Program. This resource can help schools appropriately complete all three language fields for state reporting and mitigate commons language errors.

Instructions | Language Background | Language Instruction Program | Coding Scenarios

Language Fields in State Reporting

Located in the Student Demographic (SD) File

1. Language Background
2. Language Proficiency
3. Language Instruction Program (LIP)

https://resources.csi.state.co.us/october-count/
- File Layouts/Student Demographic File Layout

1. Language Background

Language Background - Any student, who has a language proficiency code of Non English Proficient (NEP), Limited English Proficient (LEP), Fluent English Proficient (FEP), Primary or Home Language Other Than English (PHLOTE), or Former EL (FELL), must have a language background other than English (ENG). You can download an excel file with the list of active and inactive language codes from this site:
https://www.cde.state.co.us/datapipeline/language_codes

| Language Background Coding |||||| |
| Schools should use this resource to determine the appropriate 3-letter abbreviation (found in the highlighted column) for the Language Background field in state reporting. This list was pulled from the CDE website and was last updated on 11/5/2020. |||||| |

Old Code	Old Name	New Code	Name	Information	Alternate Names
0010	Abkhaz	abk	Abkhaz	A language of Georgia	Abxazo
6070	Lwo	ach	Acholi	A language of Uganda	Acoli, Acooli, Akoli, Atscholi, Dok Acoli, Gang, Lëbacoli, Log Acoli, Lwo, Lwoo, Shuli
0020	Afar	aar	Afar	A language of Ethiopia	Adal, 'Afar Af, Afaraf, "Danakil" (pej.), "Denkel" (pej.), Qafar
0030	Afrikaans	afr	Afrikaans	A language of South Africa	
0040	Akan	aka	Akan	A language of Ghana	
4820	Konjobal	knj	Akateko	A language of Guatemala	Acatec, Acateco, Conob, Kanjobal, Q'anjob'al, San Miguel Acatán Kanjobal, Western Kanjobal, Western Q'anjob'al
1660	Alabama	akz	Alabama	A language of United States.	Alibamu
0050	Albanian	sqi	Albanian	A macrolanguage of Albania	
1670	Aleut	ale	Aleut	A language of United States.	Anangax

From CSI's English Learner Coding Toolkit

2. Language Proficiency

Language Proficiency – A student's English language proficiency is described by his or her ability to speak, listen, read, and write in English. English Learners (EL) must have an English Proficiency rating entered (1, 2, 6, 7, 8, 9) and non-EL students must be coded as 0 or 4. Former English Learners are coded as 5. **Note:** the rules regarding FEP (6, 7, 8, and 9) and FELL (5) have changed, once a student has been FEP for four consecutive school years (two years monitored followed by two years exited) they should be moved to FELL status.

EL students are expected to follow the logical progression* of Language Proficiency from one year to the next. Schools can make exceptions in special circumstances and are advised to reach out to CSI in advance of those decisions.

0	**Not Applicable**
1	**NEP - Non English Proficient** - A student who speaks a language other than English and does not comprehend, speak, read, or write English.
2	**LEP - Limited English Proficient** - 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, English Proficient-** A student, new to district, who has a Primary or Home Language Other Than English (PHLOTE), has never *been served in a language instruction education program (i.e.: ELA, ESL, Bilingual),* and after initial screening and review of a body of evidence, is determined to be proficient in English.
5	**FELL- Former EL** – A student who previously received language instruction in the reporting district or another district who has been exited from an EL program for two school years. *Students who transfer from another and test as fluent should no longer be automatically coded as FELL, instead they should continue with their spot in the FEP progression.*
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 monolingual English speaking peers. A Monitor Year 1 student should have been re-designated based upon assessments and a body of evidence from previous school year.
7	**FEP, Monitor Year 2** – 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 monolingual English speaking peers. A student in Monitor Year 2 should have been re-designated based upon assessments and a body of evidence and have been in Monitor year 1 during the previous school year.
8	**FEP, Exited 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 monolingual English speaking peers. A student coded as Excited Year 1 should have been coded as Monitor Year 2 in the previous school year and determined to be exited.

*Note: EL Logical Progression is not sequential. Logical progression for EL is as follows:
(4)PHLOTE - sometimes used
(1) NEP - can use for several years
(2) LEP - can use for several years
(6) FEP MY1 - use for only 1 year
(7) FEP MY2 - use for only 1 year
(5) FELL - has concluded EL learning and is proficient in English, can use for several years

3. Language Instruction Program

LIP – Language Instruction Program Indicates the type of English language instructional program used to educate a student who is an English learner.

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

Language Instruction Program (LIP) Coding

Schools should use this resource to determine the appropriate Language Instruction Program (found in the highlighted column) to use for the Language Instruction Program field in state reporting.

Language Instruction Program (as required in ESSA)	Program Description	Language(s) of Instruction Used in Program	Other Common Names
No or Not Applicable	Students not in program because native English speakers or students coded as FELL	NA	NA
English as a Second Language (ESL) or English Language Development (ELD)	Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing).	Usually provided in English with little use of the ELs' primary language(s).	• Pull-Out ESL
Dual Language or Two-Way Immersion	Bilingual program promoting students to develop and maintain language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half primary	English and another language.	• Native Language Content Classes • First language literacy class

From CSI's English Learner Coding Toolkit

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Common Errors – Logical Sequence

Error: The student does not follow the <u>logical sequence</u> for EL.

Sequential Order
on SD File Layout

0 – N/A
1 – NEP: Non-English Proficient
2 – LEP: Limited English Proficient
4 – PHLOTE: Primary Home Language Other than English
5 – FELL: Former English Language Learner
6 – FEP: Full English Proficient, Monitor Year 1
7 – FEP: Full English Proficient, Monitor Year 2
8 – FEP: Full English Proficient, Exited Year 1
9 – FEP: Full English Proficient, Exited Year 2

Logical Sequence
for EL Progression

0 – N/A
4 – PHLOTE: Primary Home Language Other than English
1 – NEP: Non-English Proficient
2 – LEP: Limited English Proficient
6 – FEP: Full English Proficient, Monitor Year 1
7 – FEP: Full English Proficient, Monitor Year 2
8 – FEP: Full English Proficient, Exited Year 1
9 – FEP: Full English Proficient, Exited Year 2
5 – FELL: Former English Language Learner

Language Proficiency: PHLOTE

0 – N/A
4 – PHLOTE: Primary Home Language Other than English
1 – NEP: Non-English Proficient
2 – LEP: Limited English Proficient
6 – FEP: Full English Proficient, Monitor Year 1
7 – FEP: Full English Proficient, Monitor Year 2
8 – FEP: Full English Proficient, Exited Year 1
9 – FEP: Full English Proficient, Exited Year 2
5 – FELL: Former English Language Learner

PHLOTE is used for students new to the district, who has a Primary or Home Language Other Than English (PHLOTE), has never been served in a language instruction education program (ex. ELA, ESL, Bilingual), and after initial screening and review of a body of evidence, is determined to be proficient in English.

Important Notes:
- If a student has any EL history, they should NOT be coded as PHLOTE.
- Language proficiency and language instruction programs codes should not be added into your SIS for students UNTIL screening and identification has occurred.
- IC Users: Be aware that IC will default code PHLOTE 04 when a student is entered as having a home language other than ENG. Continue EL process and update this code if needed.

Language Proficiency: NEP & LEP

0 – N/A
4 – PHLOTE: Primary Home Language Other than English
1 – NEP: Non-English Proficient
2 – LEP: Limited English Proficient
6 – FEP: Full English Proficient, Monitor Year 1
7 – FEP: Full English Proficient, Monitor Year 2
8 – FEP: Full English Proficient, Exited Year 1
9 – FEP: Full English Proficient, Exited Year 2
5 – FELL: Former English Language Learner

Designations based on WIDA testing and a body of evidence.

While note following the logical sequence,
- NEP students can skip LEP and move to the beginning of FEP
- LEP student can move back down to NEP

However, both require an exemptions request and should be done in coordination with your school's EL Coordinator.

Language Proficiency: FEP

0 – N/A
4 – PHLOTE: Primary Home Language Other than English
1 – NEP: Non-English Proficient
2 – LEP: Limited English Proficient
6 – FEP: Full English Proficient, Monitor Year 1
7 – FEP: Full English Proficient, Monitor Year 2
8 – FEP: Full English Proficient, Exited Year 1
9 – FEP: Full English Proficient, Exited Year 2
5 – FELL: Former English Language Learner

A student *must* go through the full FEP process sequentially.

A student may only be coded as FELL after completing the 4-year FEP process.

Coding in PowerSchool

Start Page > Student Selection > State/Province – CO > ELL-Migrant-Immigrant (tab)

Coding in Infinite Campus

1) Language Background   *Census > People > Identities > Home Primary Language*

2) Language Proficiency   *Student Information > Program Participation > English Learners (EL) > EL Services > Service Type*

3) Language Instruction Program

EL Count Funding

CDE ELL Audit Resource Guide

- http://www.cde.state.co.us/cdefinance/2324_ell_audit_resource_guide
- Separate October Count funding stream for NEP and LEP students meeting certain criteria
- Schools must submit documentation to CSI at the time of any state ELL Count audits where sample students are selected
- Ensure that all EL data is reported accurately in the October Count!

Thank you for viewing this training!

For questions on **EL identification, programming and evaluation,** contact Rachel Franks:
RachelFranks@csi.state.co.us

For questions on **data entry and coding**, please reach out to the CSI Data Submissions Team:
submissions_CSI@csi.state.co.us