COLORADO
Department of Education

School Auditing Office

Overview of the English Language Learner Funding Factor Count Audit

September 11, 2025

Agenda

- Introduction
  - School Auditing Office
  - Total Program Funding/Student October Count
  - Student October Count
- English Language Learner Count
  - Criteria
  - Resources
- Identification, Redesignation, and Assessments
  - Resources
  - Terminology
  - Progression
- ELL Count Audit Documentation
- Annual Audit Review and Questionnaire
- Questions

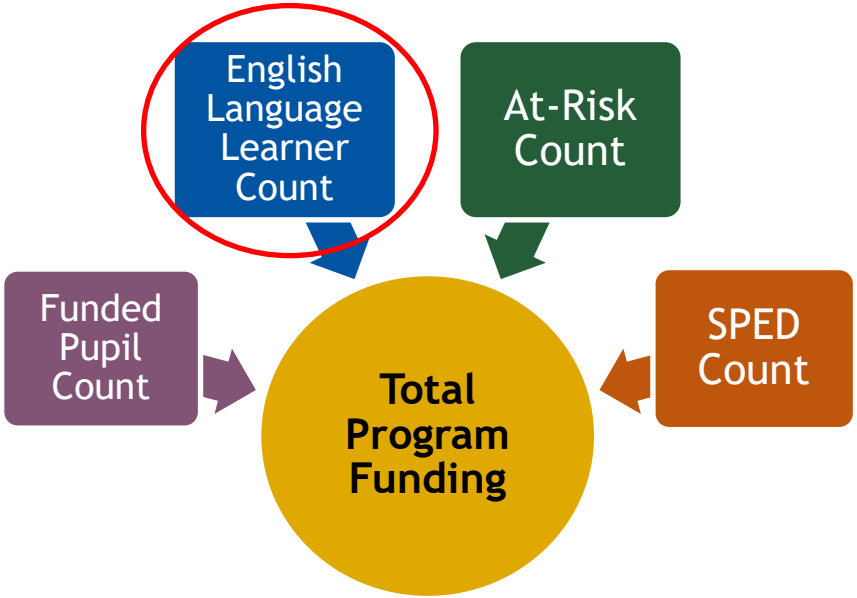
Margaret Olivier
7/91
How many pounds are in 1 ton?

School Auditing Office

- Publishes annual Audit Resource Guides (pupil, at-risk and ELL)
- Provides technical guidance and support to districts related to funding eligibility and documentation requirements
- Conducts Annual Audit Reviews of all funded counts used in determining Total Program Funding
    - Includes reviewing submitted data, audit questionnaires, prior audits, and student-level documentation
- Info & Contact
    - School Auditing Office's Website
    - Email: audit@cde.state.co.us

Total Program Funding

- School districts in Colorado are funded by a variety of sources.
- The biggest source of funding comes from the School Finance Act.
- The amount a district receives according to the School Finance Act is called **Total Program Funding.**
- Counts from the Student October Count Data Collection are used to calculate Total Program Funding.
- Note: The Special Education Pupil Count is new in 2025-2026 and will not be audited by the School Auditing Office this year.



Data Pipeline: Student October "Snapshot"

- Colorado funds Colorado public school districts based on a 1-day membership count (i.e., **the pupil enrollment count date**).
- The Colorado Department of Education uses the data submitted by districts during the Student October Snapshot to determine each of the funded counts.
- Funding requirements are outlined in 1 CCR 301-39 and required audit documentation is described in the 2025 Student October Count Audit Resource Guide.

Student October Count Day 2025

The 2025 pupil enrollment count date will be:

Wednesday, October 1, 2025

Districts can request an alternative count date on behalf of an individual school, if needed.

October						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

English Language Learner Count

Background

- The ELL Count funding factor includes additional funding to districts related to the total number of English language learners included in the district's funded pupil count for the current year.
- Note: the English Language Learner count/funding factor is separate from the categorical funding districts received under the English Language Proficiency Act (ELPA).

Criteria for ELL Count

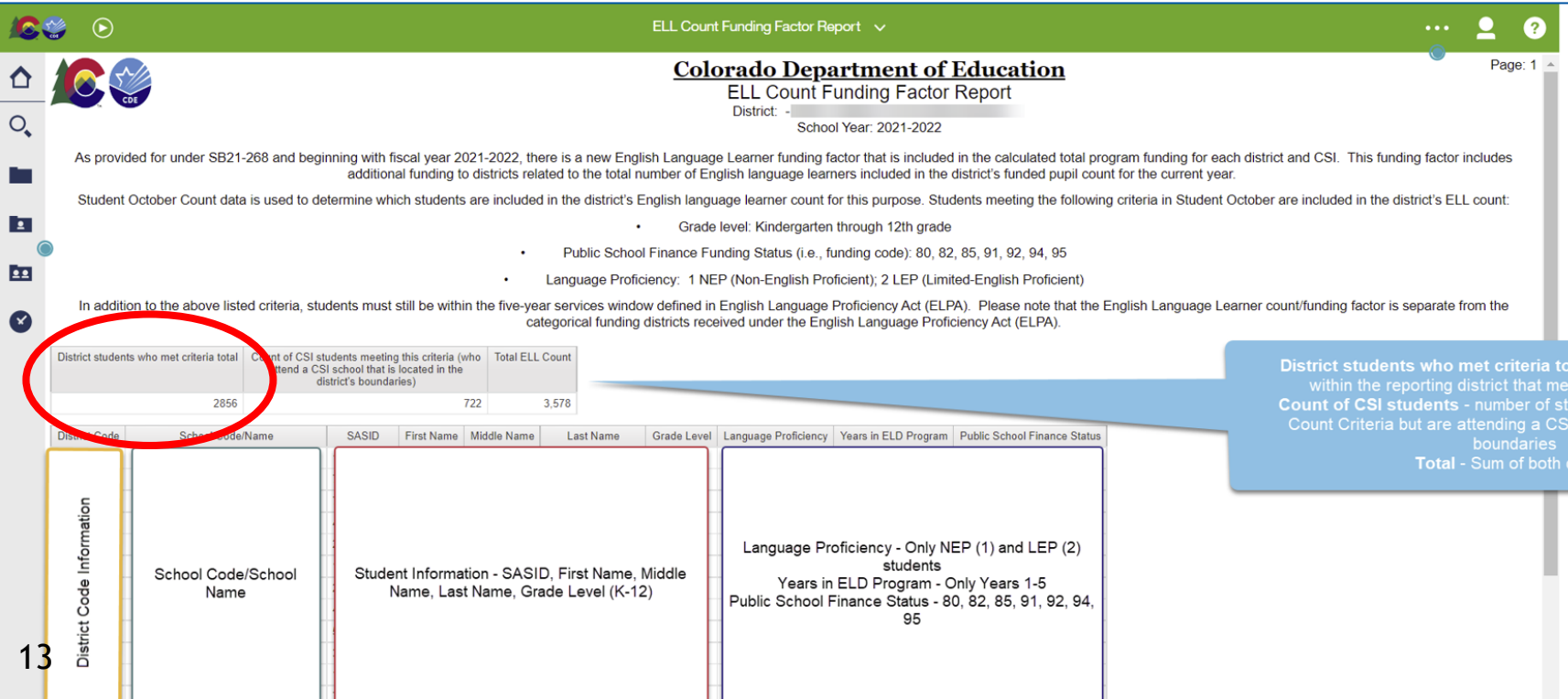
- Students must meet the criteria in both boxes below to be included in the ELL Count:

Student October Count data	Not specifically reported in Student October Count

• Grade levels: K-12
• Funding codes: 80, 82, 85, 91, 92, 94, 95
• Language Proficiency:
  ○ 1 - NEP (Non-English Proficient)
  ○ 2 - LEP (Limited-English Proficient)
	• Students must still be within the five-year services window defined in ELPA
	• Cognos/Data Pipeline Reports with Years in Program after October Snapshot Generated:
	  ○ “ELPA Report”
	  ○ “ELL Count Funding Factor Report”

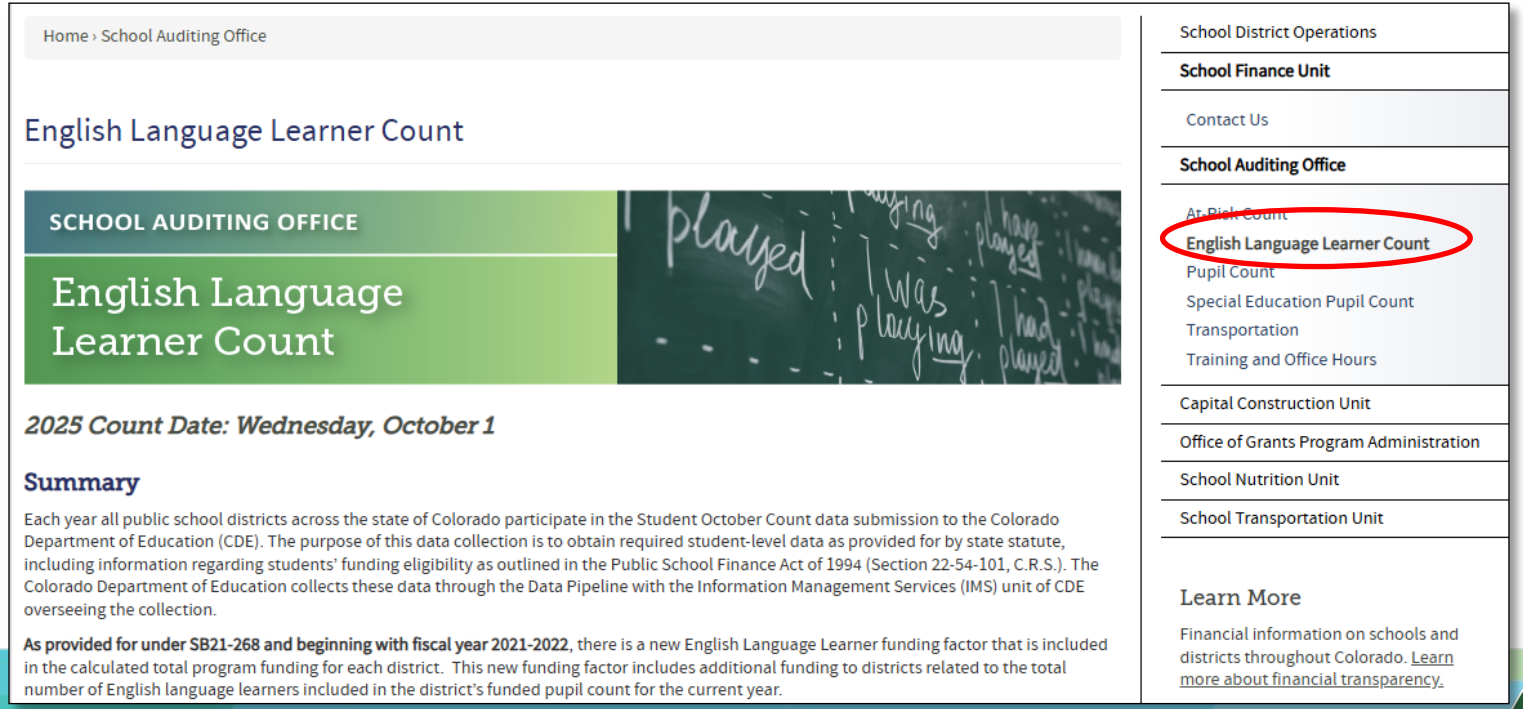
Cognos Report—ELL Count Funding Factor Report (Student October Count/Data Pipeline Report)

Operational report to help districts check the students meeting ELL Count Funding Factor criteria.



District students who met criteria total - number of students within the reporting district that met ELL Count Criteria
Count of CSI students - number of students who met the ELL Count Criteria but are attending a CSI school in the district's boundaries
Total - Sum of both counts

ELL Count Funding Factor Website



Home › School Auditing Office

English Language Learner Count

SCHOOL AUDITING OFFICE

English Language Learner Count

2025 Count Date: Wednesday, October 1

Summary

Each year all public school districts across the state of Colorado participate in the Student October Count data submission to the Colorado Department of Education (CDE). The purpose of this data collection is to obtain required student-level data as provided for by state statute, including information regarding students' funding eligibility as outlined in the Public School Finance Act of 1994 (Section 22-54-101, C.R.S.). The Colorado Department of Education collects these data through the Data Pipeline with the Information Management Services (IMS) unit of CDE overseeing the collection.

As provided for under SB21-268 and beginning with fiscal year 2021-2022, there is a new English Language Learner funding factor that is included in the calculated total program funding for each district. This new funding factor includes additional funding to districts related to the total number of English language learners included in the district's funded pupil count for the current year.

School District Operations

School Finance Unit

Contact Us

School Auditing Office

At-Risk Count

English Language Learner Count

Pupil Count

Special Education Pupil Count

Transportation

Training and Office Hours

Capital Construction Unit

Office of Grants Program Administration

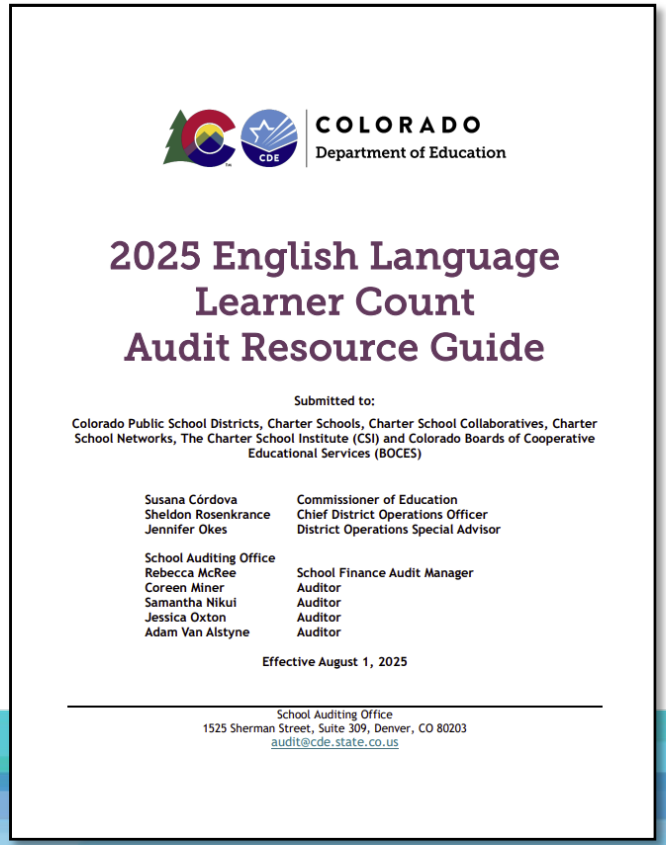
School Nutrition Unit

School Transportation Unit

Learn More

Financial information on schools and districts throughout Colorado. Learn more about financial transparency.

ELL Count Funding Factor Audit Resource Guide



COLORADO
Department of Education

2025 English Language Learner Count Audit Resource Guide

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)

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Effective August 1, 2025

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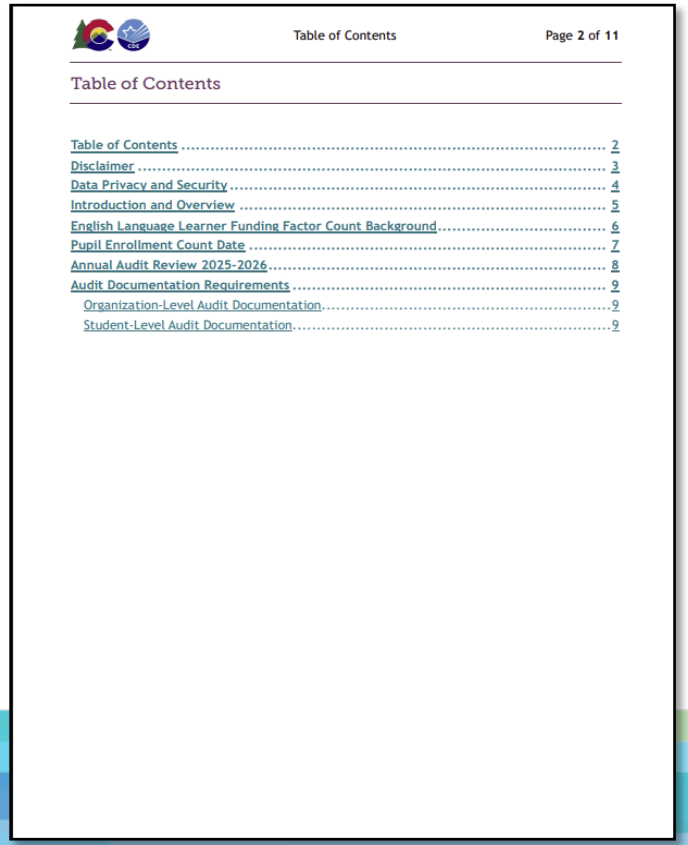

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Disclaimer

- When identifying English Learners (ELs) and reporting their English language proficiency level, districts must follow Colorado's Standardized Requirements and Processes for the Identification and Redesignation of English Learners.
- For information about standardized EL guidance, please refer to CDE's Identification & Placement and Redesignation & Exiting webpages.
- The guidance in the 2025 ELL Count Audit Resource Guide is not intended to supersede or contradict any program-specific guidance; the intent of the Guide is to outline the documentation requirements that are subject to audit.
- The documentation provided at the time of audit should be compiled from the district's already-existing body of evidence (i.e., districts should not be creating new documentation specifically for English Language Learner (ELL) Count audit purposes).

English Learners: Identification, Redesignation, and Assessments

ML Student October Coding and Progression

- **IMPORTANT**: On 9/10/2025, the CLDE and Data Services Units at CDE hosted a “Multilingual Learner Training” that provides an overview of EL progression and coding related to Student October.
- For a more detailed explanation of these topics, districts are encouraged to review the power point and recorded training from this session.
- Find these resources on the Data Pipeline Snapshots – Student October website under “webinars”.
    - The recording of this training should be available the week of September 15th.

English Learner Identification, Coding & Assessment Contacts

- Office of CLDE Contacts
  - Visit the Office of Culturally and Linguistically Diverse Education website
  - Morgan Cox, Director
  - Doris Brock-Nguyen, ELD Specialist
  - Lindsay Swanton, ELD Specialist & ELPA Coordinator
- EL Data Coding & Reporting
  - Visit the Data Pipeline Snapshots: Student October website
  - Visit the Data Pipeline Interchanges: Student website
  - Questions: StudentOctober@cde.state.co.us
- Unit of Student Assessment (ACCESS/ALT ACCESS)
  - Visit the English Language Proficiency Assessment website
  - Heather Villalobos Pavia, English Learner Assessment Specialist

Relevant Terminology & Acronyms: Learners

- **English Learners (EL)/ Multilingual Learners (ML):** 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):** A student who speaks a language other than English and does not comprehend, speak, read, or write English.
  - **Limited English Proficient (LEP):** A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.

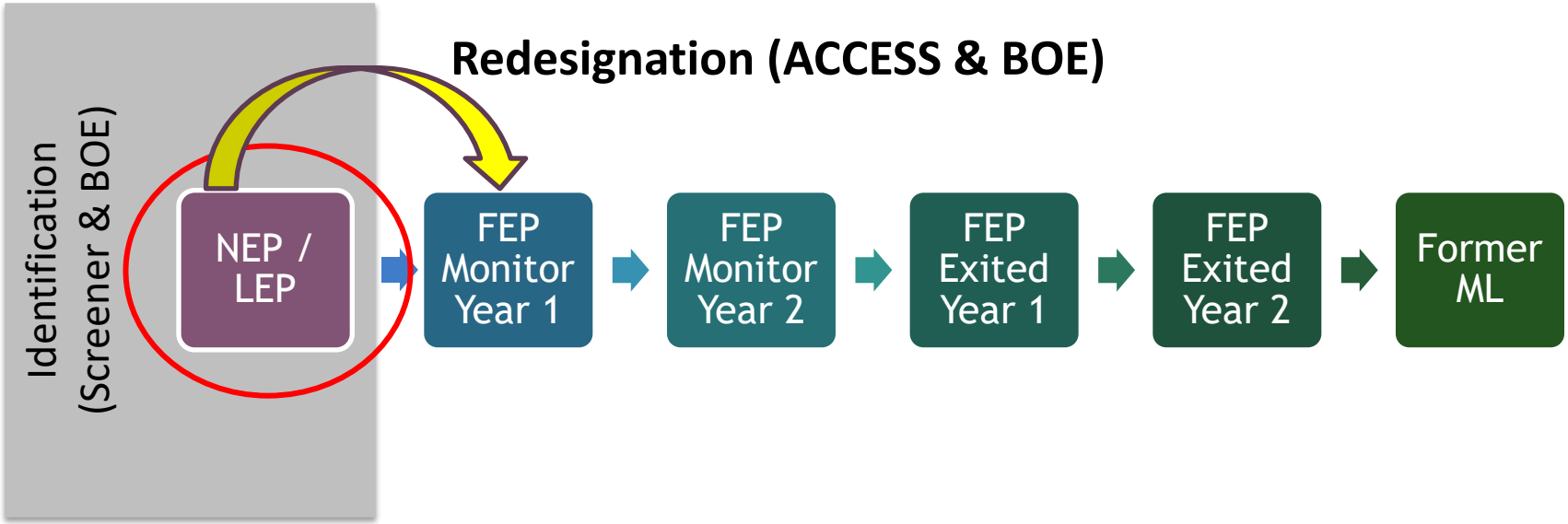
Relevant Terminology & Acronyms: Processes

- **EL Identification Process**: based on Colorado's Standardized EL Identification procedures, a process that districts and schools develop to identify English Learners
- **EL Redesignation Process**: based on Colorado's Standardized EL Redesignation procedures, a process that districts and schools develop to determine when MLs are fluent English proficient and can meaningfully access grade-level content instruction with no additional ELD instruction nor linguistic scaffolds.
    - It represents a student's English language proficiency level has changed from Non-English Proficient (NEP) or Limited English Proficient (LEP) to Fluent English Proficient (FEP) Monitor 1 based on an evaluation using the annual ELP assessment scores and a collection of evidence which supports this change

Relevant Terminology & Acronyms: Assessments

- English Language Proficiency (ELP) Assessment
  - **ACCESS for ELLs**: a secure large-scale English Language Proficiency (ELP) assessment given annually to students in grades K-12 who have been identified as English learners (NEP/LEP)
  - **Alternate (Alt) ACCESS**: a large-print, paper-based test individually administered to students in grades 1-12 who are identified as English Learners (ELs) with the most significant cognitive disabilities

State Language Proficiency Progression



Audit Documentation

Audit Document Types

- Organization-level Audit Documentation
  - Required at the time of the Annual Audit Review Process
  - Includes the ELL Annual Audit Review questionnaire
- Student-level Audit Documentation
  - Only required at the time of an expanded audit (focused or comprehensive)

Organization-Level Audit Documents - AAR Process

- **District's Identification Process**
  - Documentation describing the district's process for identifying students with an English language proficiency level of NEP or LEP
  - Sample scoring rubric other objective criteria that clearly indicates what conditions must be met for a student's language proficiency level to be designated NEP or LEP
    - Criteria examples: cut scores, ratings, levels, or other measurables
- **District's Redesignation Process**
  - Documentation describing the district's process for redesignating students (with a previously-reported English language proficiency level of NEP or LEP) out of Language Instruction Educational Programs (LIEP).
  - Sample scoring rubric other objective criteria that clearly indicates what conditions must be met for a student to be redesignated out of LIEP.
    - Criteria examples: cut scores, ratings, levels, or other measurables

Organization-Level Audit Documents (cont.)

- Districts must ensure their EL identification and redesignation procedures, and the criteria for both, are documented.
- The criteria must contain data that clearly demonstrates the rationale for identification or non-redesignation.
- At the time of audit, failure to provide documentation that fully demonstrates a student's eligibility for ELL Count funding may result in an audit adjustment.

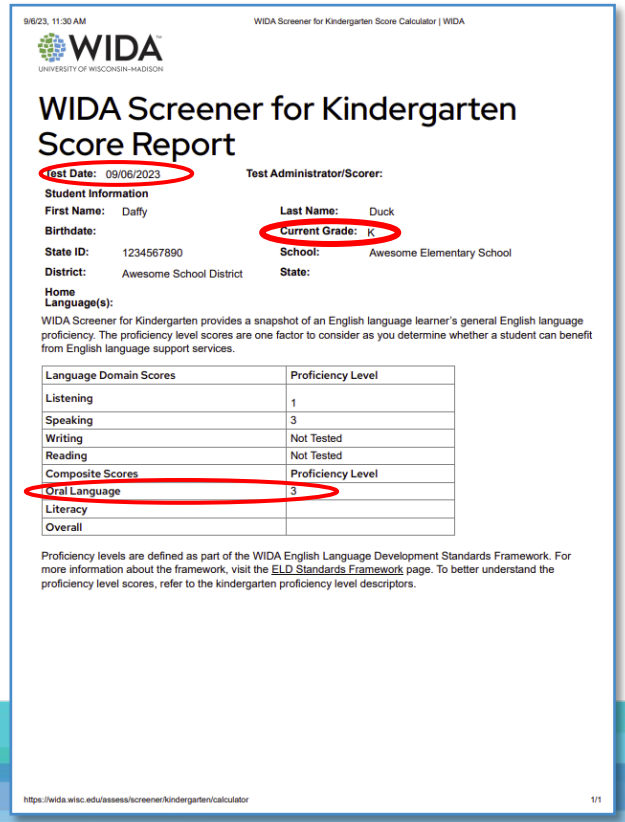
Student-Level Documents - Expanded Audit Only

- Detailed Enrollment History
  - Generated out of the district's student information system which lists the start and end dates for each enrollment record
- ELP Assessment Score Sheet (PDF)
  - WIDA Screener
  - WIDA ACCESS
- Additional Documentation
  - Body of Evidence (as applicable)

Student-Level Audit Documentation: ELP Assessment Score Sheet- **WIDA Screener**

- As described in the Standard Identification Process, an initial placement test given to potential EL students (i.e., new to K-12 education or transferring into the district) to determine if they qualify for enrollment into an LIEP
- Must be dated within 365 days preceding the pupil enrollment count date (i.e., between 10/2/2024 and 10/1/2025)
  - WIDA Screener for Kindergarten
    - For students in kindergarten through first-semester 1st grade
  - WIDA Screener Grades 1-12
    - For students in second-semester 1st grade through 12th grade
    - Includes both Paper and Online formats

WIDA Screener Report for Kindergarten (and 1st Semester First Grade) Sample



9/6/23, 11:30 AM WIDA Screener for Kindergarten Score Calculator | WIDA

WIDA
UNIVERSITY OF WISCONSIN-MADISON

WIDA Screener for Kindergarten Score Report

Test Date: 09/06/2023 **Test Administrator/Scorer:**

Student Information

First Name: Daffy **Last Name:** Duck

Birthdate: **Current Grade:** K

State ID: 1234567890 **School:** Awesome Elementary School

District: Awesome School District **State:**

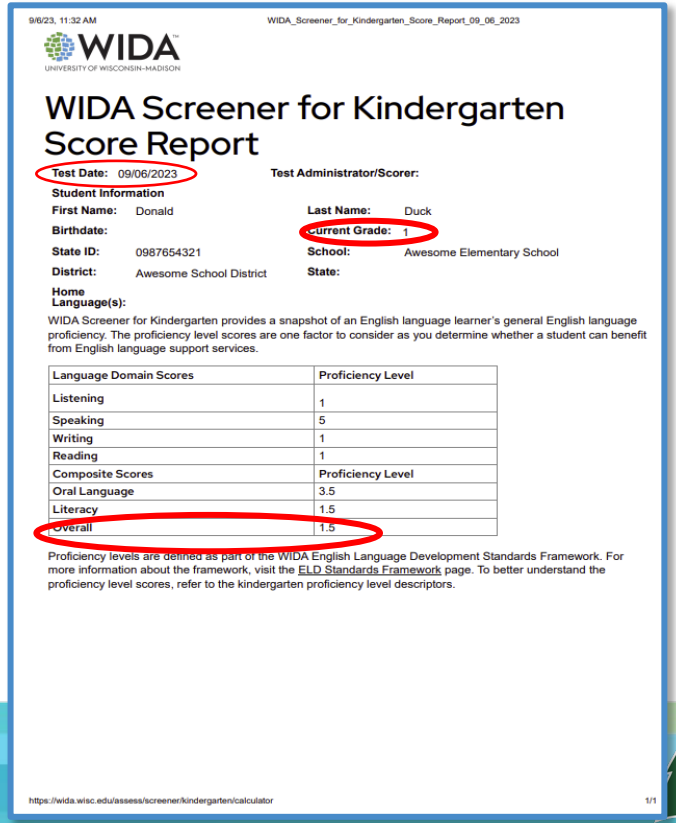
Home Language(s):

WIDA Screener for Kindergarten provides a snapshot of an English language learner's general English language proficiency. The proficiency level scores are one factor to consider as you determine whether a student can benefit from English language support services.

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

Proficiency levels are defined as part of the WIDA English Language Development Standards Framework. For more information about the framework, visit the ELD Standards Framework page. To better understand the proficiency level scores, refer to the kindergarten proficiency level descriptors.

https://wida.wisc.edu/assess/screener/kindergarten/calculator 1/1



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WIDA
UNIVERSITY OF WISCONSIN-MADISON

WIDA Screener for Kindergarten Score Report

Test Date: 09/06/2023 **Test Administrator/Scorer:**

Student Information

First Name: Donald **Last Name:** Duck

Birthdate: **Current Grade:** 1

State ID: 0987654321 **School:** Awesome Elementary School

District: Awesome School District **State:**

Home Language(s):

WIDA Screener for Kindergarten provides a snapshot of an English language learner's general English language proficiency. The proficiency level scores are one factor to consider as you determine whether a student can benefit from English language support services.

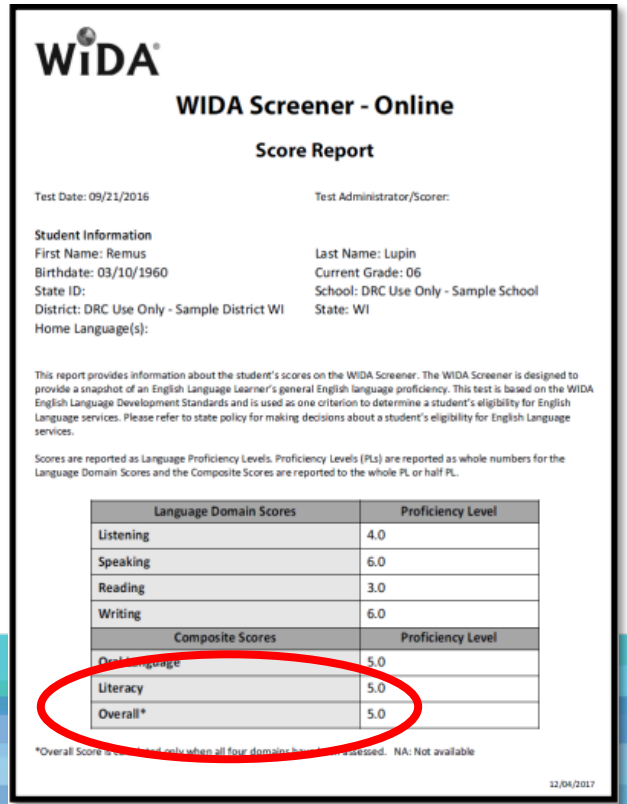
Language Domain Scores	Proficiency Level
Listening	1
Speaking	5
Writing	1
Reading	1
Composite Scores	**Proficiency Level**
Oral Language	3.5
Literacy	1.5
Overall	1.5

Proficiency levels are defined as part of the WIDA English Language Development Standards Framework. For more information about the framework, visit the ELD Standards Framework page. To better understand the proficiency level scores, refer to the kindergarten proficiency level descriptors.

https://wida.wisc.edu/assess/screener/kindergarten/calculator 1/1

WIDA Screener Reports Samples
Grades 1st -12th

Online Screener Report



WIDA

WIDA Screener - Online

Score Report

Test Date: 09/21/2016

Test Administrator/Scorer:

Student Information

First Name: Remus
Last Name: Lupin
Birthdate: 03/10/1960
Current Grade: 06
State ID:
School: DRC Use Only - Sample School
District: DRC Use Only - Sample District WI
State: WI
Home Language(s):

This report provides information about the student's scores on the WIDA Screener. The WIDA Screener is designed to provide a snapshot of an English Language Learner's general English language proficiency. This test is based on the WIDA English Language Development Standards and is used as one criterion to determine a student's eligibility for English Language services. Please refer to state policy for making decisions about a student's eligibility for English Language services.

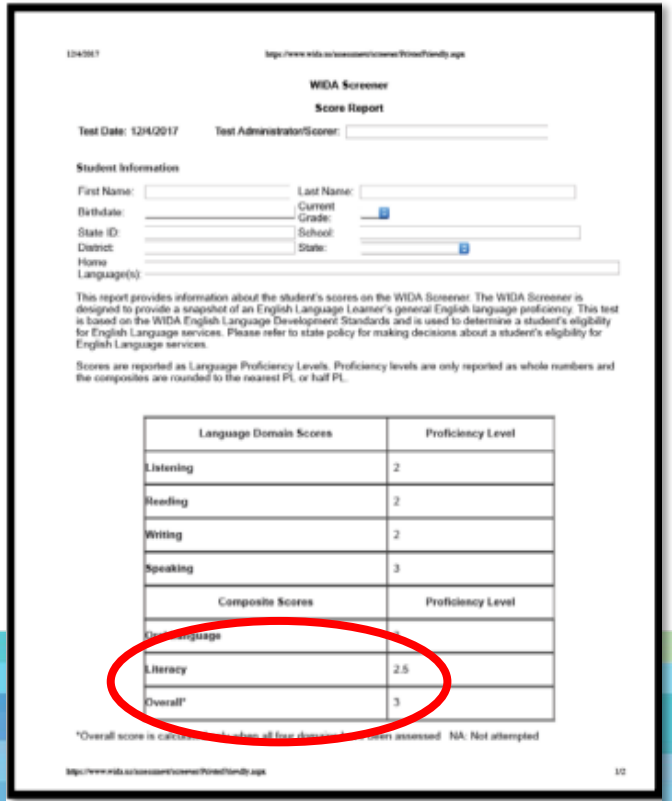
Scores are reported as Language Proficiency Levels. Proficiency Levels (PLs) are reported as whole numbers for the Language Domain Scores and the Composite Scores are reported to the whole PL or half PL.

Language Domain Scores	Proficiency Level
Listening	4.0
Speaking	6.0
Reading	3.0
Writing	6.0
Composite Scores	**Proficiency Level**
Oral Language	5.0
Literacy	5.0
Overall*	5.0

*Overall Score is calculated only when all four domains have been assessed. NA: Not available

12/04/2017

Paper Screener Report



12/4/2017 https://www.wida.us/assessment/screener/PrintedFriendly.aspx

WIDA Screener

Score Report

Test Date: 12/4/2017 Test Administrator/Scorer:

Student Information

First Name: Last Name:
Birthdate: Current Grade:
State ID: School:
District: State:
Home Language(s):

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

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

*Overall score is calculated only when all four domains have been assessed. NA: Not attempted

https://www.wida.us/assessment/screener/PrintedFriendly.aspx 1/2

Student-Level Audit Documentation: ELP Assessment Score Sheet- **WIDA ACCESS**

- As described in the Standard Redesignation process, a summative assessment used to measure a student's progress towards learning academic English.
- Must be from the most recent test administration year (i.e., the 2025 WIDA ACCESS testing window occurred from January through February 2025*)
  - WIDA ACCESS for Kindergarten
  - WIDA ACCESS for grades 1-12
  - WIDA Alternate ACCESS

Student-Level Audit Documentation: No ELP Assessment Scores

- For students who are continuously enrolled in a district, continuing in program (i.e., Years 2-5 in Program) and who **do not have ELP assessment scores** (i.e., WIDA ACCESS) from the most recent test administration year, district must be prepared to provide a written explanation at the time of an expanded audit as to why the student did not participate/complete the ELP assessment.

Student-Level Audit Documentation: A Body of Evidence for Identification

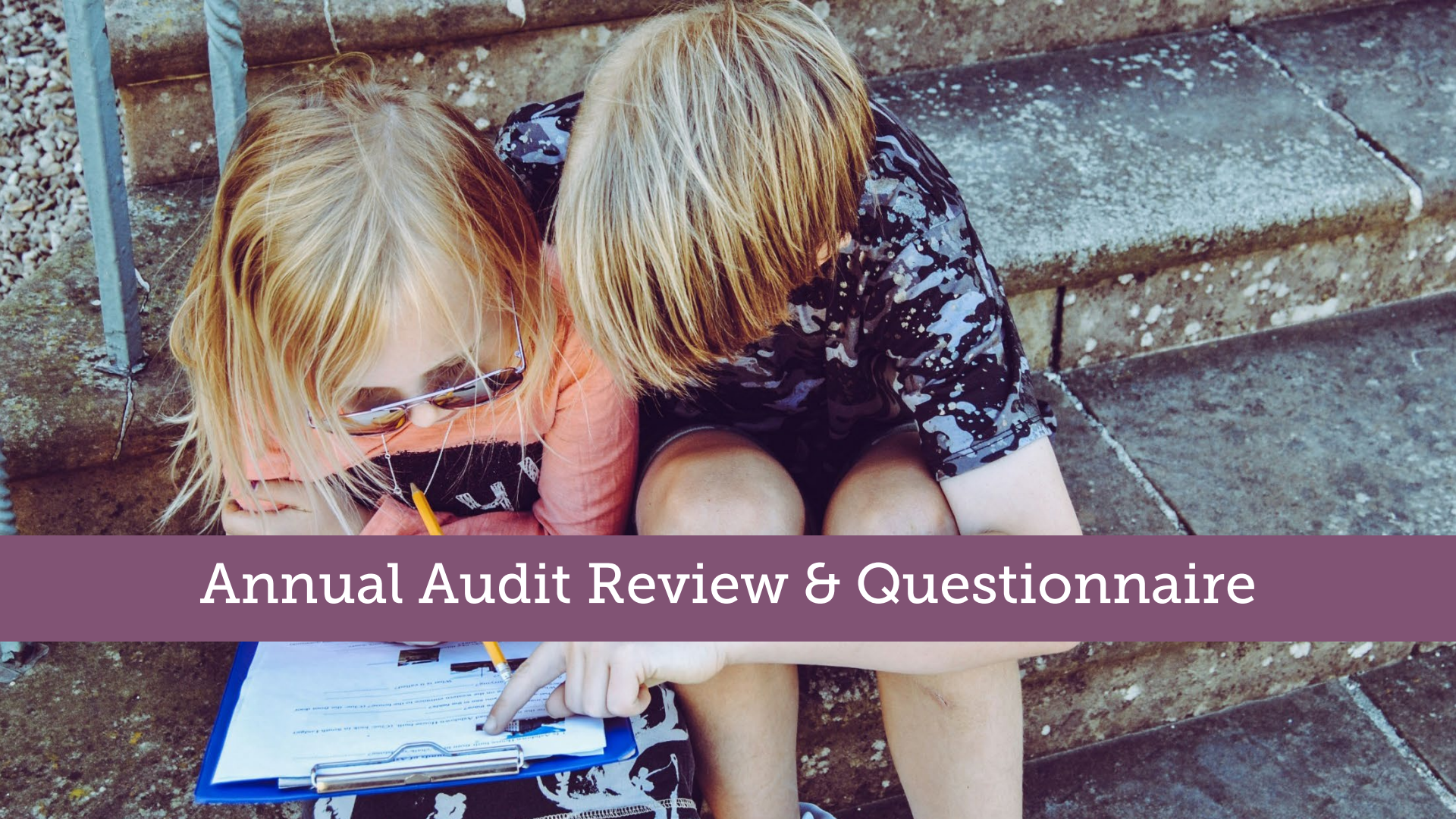
- For **newly identified** EL students whose screener scores exceed the state's cut scores for a language proficiency of Non-English (NEP) or Limited-English (LEP), and the district makes the determination to place the student in an LIEPm the district must provide the **body of evidence** (as described in the district's Identification Process) that supports the student being identified as NEP or LEP and placed in program despite having exceeded the state's cut scores for NEP and LEP.

Student-Level Audit Documentation: A Body of Evidence for Redesignation

- For **students** whose most recent test administration ELP Assessment scores meet or exceed the state's minimum cut scores for redesignation, the district must provide the body of evidence (as described in the district's Redesignation Process) that supports the student **remaining in program** despite having met these minimum cut scores.
- **Reminder**: For enrolling NEP/LEP students who meet the state criteria for redesignation based on an evaluation of the most recent test administration year's ACCESS scores, districts must follow the Standardized Redesignation procedures and gather a local BOE (even for newly enrolled students) to confirm the student is no longer NEP/LEP and is eligible for redesignation.

Body of Evidence

- Districts should be using ELP assessment scores and a body of evidence to make English Language Proficiency (ELP) level designations and coding decisions.
- Body of evidence can include, but is not limited to:
  - Local school or district assessments
  - Informal assessments
  - Student Academic Records
  - Family Interviews
  - Etc.
- Regardless of what the district uses, it must have objective criteria (such as scoring rubrics, expectations, evaluation key, etc.) that are applied to each BOE option for evaluation.



Annual Audit Review & Questionnaire

Three Questionnaires

The Annual Audit Review Process

questionnaires and associated document uploads are due
September 15, 2025!

- The 2025 questionnaires cover similar topics to last year.
- The questions and format have been streamlined and reorganized based on last year's results and feedback from the field.
- The three questionnaires, including the 2025 ELL count questionnaire (DOC), are posted on their respective School Auditing Office pages
- For additional information, listen to the recording of the webinar "Preparing for the Annual Audit Review" recorded on 7/15/25 posted to the Training and Office Hours website.

ELL Audit Questionnaire- Questions 1-3

- **Question 1:** Does the enrollment process include evaluation of the Home Language Survey and Multilingual Learner History found in CEDAR/COGNOS reports?
- **Question 2:** Are educators who administer and score English Language Proficiency assessments, Screener and ACCESS/Alternate ACCESS certified in accordance with state guidance?
- **Question 3:** The identification of a student as NEP or LEP should be made based on Screener scores and objective criteria (e.g., a local body of evidence that includes cut scores on other standardized tests, rubric scores, etc.).
    - Does the documentation uploaded by the district include the specific objective criteria used for identification decisions?

ELL Audit Questionnaire- Questions 4-5

- **Question 4:** Does the district's redesignation criteria align to state minimum cut point guidance (4.0/4.0 Literacy ACCESS and 3.0/3.0 for Alternate ACCESS)?
- **Question 5:** When a student meets the state's minimum cut scores on the ACCESS/Alternate ACCESS assessments, but the district does **not** redesignate the student from English Language Development instruction and into monitoring status, the decision must be also based on objective criteria (e.g., a local body of evidence that includes cut scores on other standardized tests, grades, rubric scores, etc.).
    - Does the documentation uploaded by the district include the specific objective criteria used for redesignation decisions?

Questions