COLORADO
Department of Education

School Auditing Office

English Language Learner (ELL) Funding Factor Count Audit

September 15, 2026



Agenda

1. Introduction
    - School Auditing Office
    - Total Program Funding/Student October Count
    - Student October Count
2. ELL Terminology & Acronyms
    - Identification
    - Redesignation
    - Assessments
3. English Language Learner Count
    - Criteria
    - Resources
4. ELL Count Audit Documentation
5. Annual Audit Review and Questionnaire
6. Resources & Questions



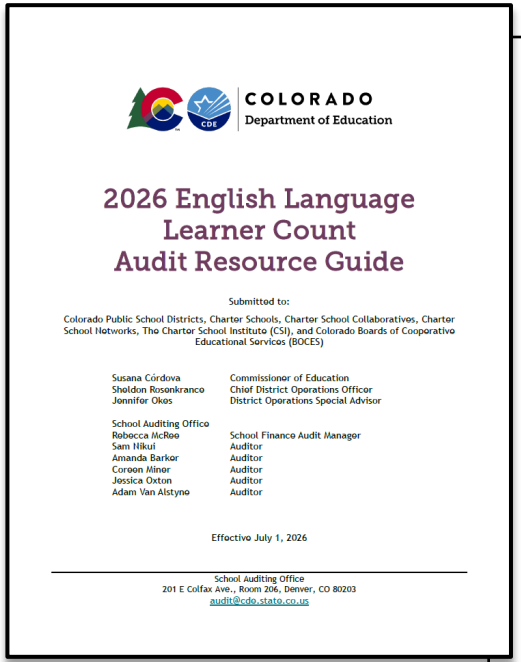
Introduction

What does the School Auditing Office do?

- Conducts Annual Audit Reviews of the funded counts used in determining Total Program Funding
  - This is different than a financial audit; we check whether students were reported correctly in the Student October Count data collection
- Publishes Audit Resource Guides around July 1 each year
- Supports districts with guidance on Total Program Funding eligibility and documentation requirements
- Info & Contact
  - School Auditing Office's Website
  - Email: audit@cde.state.co.us

ELL Count Funding Factor Audit Resource Guide

- The ELL Guide provides technical guidance and support to districts related to funding eligibility and documentation requirements.
- The guidance is not intended to supersede or contradict any program-specific guidance; the intent of the guide is to outline documentation requirements that are subject to audit
- Information reviewed today is available in the 2026 ELL Audit Resource Guide



COLORADO
Department of Education

2026 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 July 1, 2026

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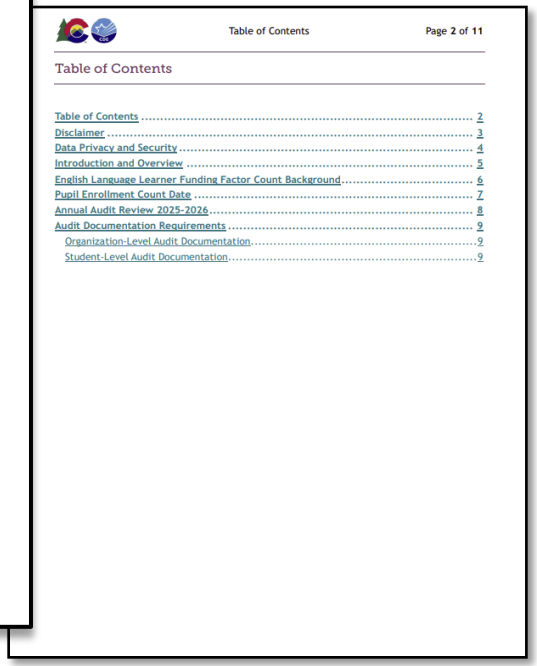


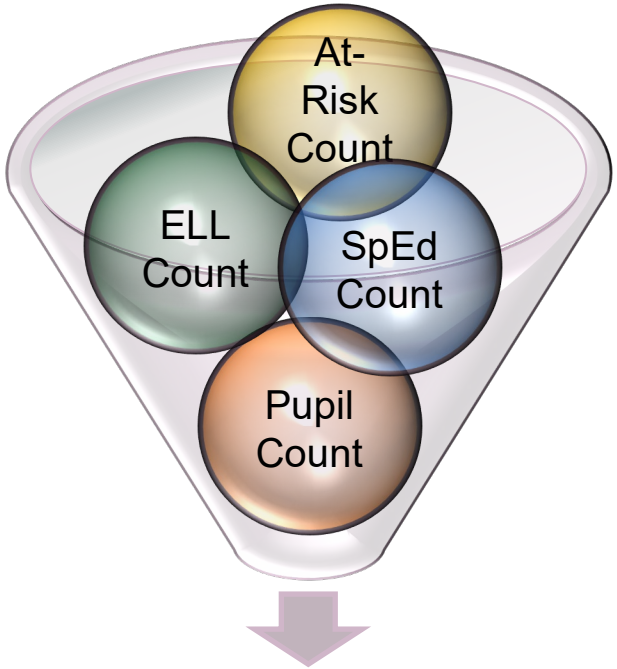
Table of Contents — Page 2 of 11

Table of Contents

Table of Contents 2
Disclaimer 3
Data Privacy and Security 4
Introduction and Overview 5
English Language Learner Funding Factor Count Background 6
Pupil Enrollment Count Date 7
Annual Audit Review 2025-2026 8
Audit Documentation Requirements 9
Organization-Level Audit Documentation 9
Student-Level Audit Documentation 9

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.



How is Audit related to Student October Funding?



SIS Preparation

The district data respondent gathers information about all students in the district, updates their Student Information System, and extracts all Student Interchange Files according to file layouts.



Data Pipeline

The district data respondent submits the information through the Data Pipeline Student Interchange, coordinating with CDE's IMS Data Services Unit.



Total Program Funding Distribution

Once all of the data has been collected across the state, CDE's School Finance Unit distributes Total Program funds according to the formula set by the legislature.



Audit

All organizations upload specific audit documents by 9/15; the following spring, CDE's School Auditing Office engages some organizations for further review. If the reported data is not supported by documentation, the district's counts (and funding) may be corrected.

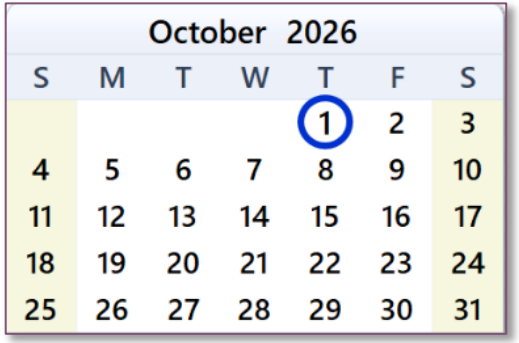
Data Pipeline: Student October "Snapshot"

- 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 Annual Audit Resource Guides:
  - 2026 English Language Learner Count Audit Resource Guide
  - 2026 Student October Count Audit Resource Guide
  - 2026 Special Education Pupil Count Audit Resource Guide
  - 2026 At-Risk Count Audit Resource Guide

Student October Count Day 2026

The 2026 pupil enrollment count date will be:

Thursday, October 1, 2026



October 2026

S	M	T	W	T	F	S
				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

Districts can request an alternative count date for the district or an individual school, if needed (by September 15th).

ML Student October Coding and Progression

- **IMPORTANT:**
  - On 8/26/2026, the Office of Culturally and Linguistically Diverse Education (CLDE) and Data Services Units at CDE hosted an “Identification and Coding for Multilingual Learners” that provides an overview of EL progression and coding related to Student October.
  - On 9/10/2026, CDE’s Data Services Units hosted “Student October: Multilingual Learner Training” specific to data respondents working in data collection for districts and schools.
- Find these resources and additional training on the Data Pipeline Snapshots – Student October website under “webinars”.



English Language Learners: Terminology

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.
- Defined in Colorado Revised Statutes under the English Language Proficiency Act 22-24-103

Relevant Terminology & Acronyms: Learner Categories

Categories of Learners:

- **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.
- **Fluent English Proficient (FEP):** A student who demonstrates English proficiency to access grade level content; meets the state-established criteria for redesignation.

Relevant Terminology: Identification

- **Identification Procedures** require districts and schools to establish accurate, systematic and timely procedures that strengthen processes to identify potential multilingual learners and to protect students' civil rights for educational opportunities.
- Procedures should be based on the 2026-2027 Colorado Standardized Identification Procedures.
    - Districts and schools that currently do not have any designated or coded EL students enrolled, remain obligated to describe and document identification procedures and processes should a potential ML student enter the district or school at any point during the school year.
- The Identification Procedures were updated as of **April 2026.**
    - Each organization (LEA, district, and school) is responsible for implementing the updated guidance into their processes and procedures.

Relevant Terminology: Redesignation

- **Redesignation** is a term that describes a process that districts and schools develop to determine when ELs are fluent English proficient and can meaningfully access grade-level content instruction with no additional ELD instruction nor linguistic scaffolds.
- Procedures should be based on the 2026-2027 Colorado Standardized Redesignation Procedures
- The Redesignation Procedures were updated as of **May 2026**
    - Each organization (LEA, district, and school) is responsible for implementing the updated guidance into their processes and procedures

Relevant Terminology & Acronyms: Assessments

English Language Proficiency (ELP) Assessments:

- **WIDA Screener:** an initial placement test administered to students who may be potential English Language Learners.
- **WIDA Alternate Screener**: an initial placement test administered to students with a documented disability, who also meets the 3-part eligibility requirement, verified by the IEP team.
- **WIDA ACCESS**: 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).
- **WIDA 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



English Language Learner Count

Background

- Pursuant to Section 22-54-103(6.5)(a), C.R.S., funding eligible pupils are considered English Language Learners if they are **reported with a Language Proficiency of Non-English Proficient (NEP) or Limited-English Proficient (LEP) as of the applicable count date**
    - Funding eligible pupils must be within the five-year services window defined in English Language Proficiency Act (ELPA).
- 6.03(1) Districts **must** follow the State's Standardized Identification and Redesignation procedures for English Language Learners.
    - Districts must retain documentation showing these procedures have been followed.

Criteria for ELL Count

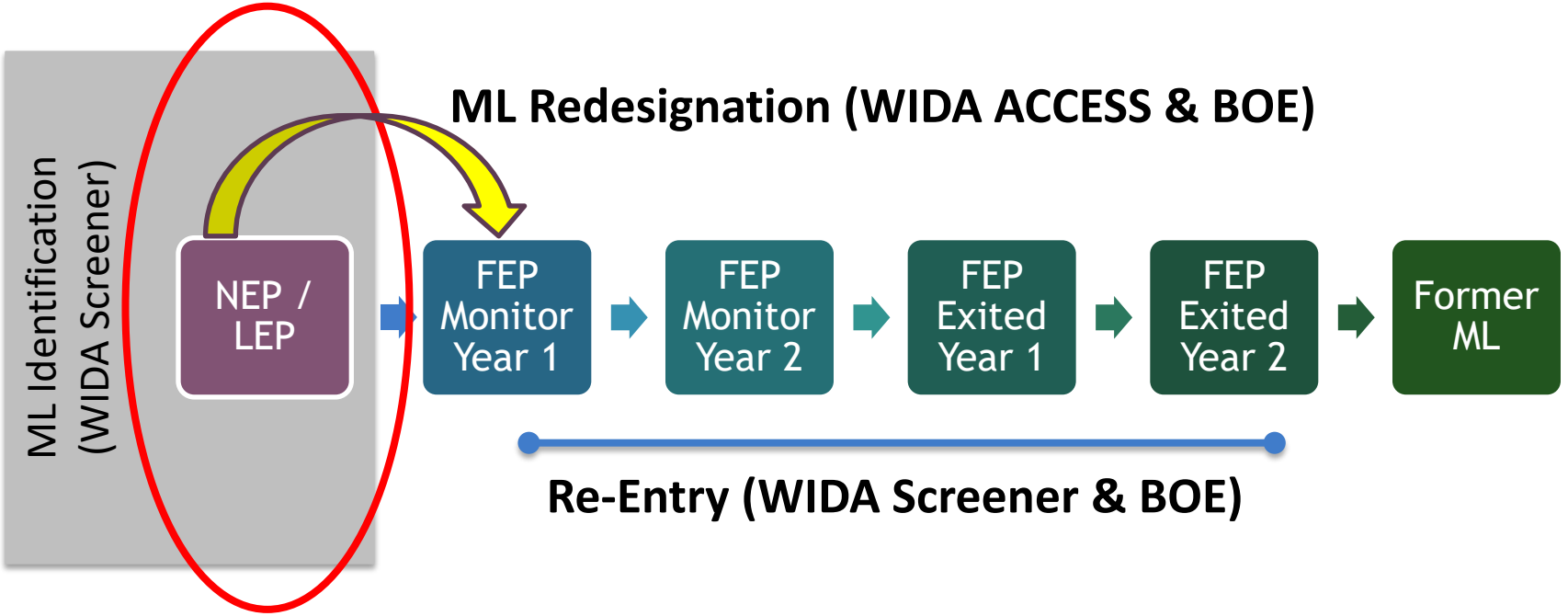
Students must meet the criteria in both boxes below to be included in the ELL Count:

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 Code:
  ○ 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"

The English Language Learner funding factor count is **separate** from the categorical funding districts received under the English Language Proficiency Act (ELPA). For more information, please visit the ELPA website.

State Language Progression Sequence



Language Proficiency Codes Included in Student October

- Student October Count data is used to determine which students are included in the district's English language learner count.
- **Only students coded with a 1 - NEP, or 2 - LEP will be included in the ELL funding factor count.**
- Language Proficiency codes range from 0-9.
- All funding codes related to Language Proficiency are found in the 2026-2027 Student Interchange: Student Demographic File Layout.

Code	Description
1	NEP, Non-English Proficient
2	LEP, Limited English Proficient



Annual Audit Review

Annual Audit Review Process

- As part of the 2026 Annual Audit Review Process, districts must upload their completed ELL Count Audit Questionnaire .
  - **No additional ELL documentation is required during the Annual Audit Review.**
- This questionnaire must be submitted to the School Auditing Office via Syncplicity no later than **September 15, 2026!**
  - Failure to submit a completed questionnaire will result in the district being automatically engaged for an expanded audit for the 2026-2027 school year.
- When the district is engaged for an expanded audit for the 2026-2027 school year, you will then be required to provide:
  - Documented Identification and Redesignation procedures
  - Student-level audit documentation

Expanded Audits

- During the Annual Audit Review, the School Auditing Office will review and evaluate the completed questionnaire and the student-level data submitted by each district, CSI, and BOCES during the 2026 Student October Count data collection.
- Once data is finalized, our office will identify the districts that will participate in an expanded audit.
  - Districts will be notified of audit engagement no later than February 1, 2027.
  - Our office will provide a list of required audit documentation as described in the 2026 English Language Learner Count Audit Resource Guide.
  - Additional documentation must be uploaded within 30 calendar days following receipt of the notification of audit.

Expanded Audits Cont.

- For the ELL Count, districts will receive a list of sampled funded students from the School Auditing Office and will have to provide documents specific to those sampled students.
- 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 ELL Count audit purposes.
- Failure to upload sufficient audit documentation that evidences funding criteria were met may result in adjustments to the district's funded English Language Learner count which may impact the district's Total Program funding for 2026-2027.



ELL Count Questionnaire

ELL Questionnaire

Questionnaire – Contact Information

- This questionnaire should be filled out by a knowledgeable expert in your organization.
- If you are filling out the questionnaire and find you don't know the answer to a question, we encourage you to reach out to others in your organization to track down the answer!

Contact Information

- Who is completing the questionnaire?
- Who is the primary point of contact for ELL related questions from our office?

New Guidance for 2026/2027

- Starting with the 26/27 school year, the Office of Culturally and Linguistically Diverse Education has implemented updated guidance pertaining to both Standardized Identification Procedures and Standardized Identification Procedures.
- Each organization is responsible for implementing the updated guidance.

Has the organization reviewed the updated guidance for the Standardized Identification and Redesignation procedures?

ELL Audit Questionnaire- Identification Procedures

- Starting with the 2026-2027 school year the Office of Culturally and Linguistically Diverse Education has implemented updated guidance for the Standardized Identification Procedures.

Question 1: Does the enrollment process include an evaluation of the Home Language Survey **AND** Multilingual Learner History found in CEDAR/COGNOS reports?

ELL Audit Questionnaire- Identification Procedures, cont'd

Question 2: Are educators who administer and score English Language Proficiency assessments, Screeners, and ACCESS/Alternate ACCESS certified in accordance with state guidance?

Question 3: Does the organization have documented Identification procedures and processes should a potential ML student enter the district or school at any point during the school year?

- Note: Organizations must have documented Identification procedures regardless of whether there are any English Language Learners currently enrolled.

ELL Audit Questionnaire - Redesignation Procedures

- Starting with the 2026-2027 school year, CLDE has implemented updated guidance for the Standardized Redesignation Procedures.

Question 1: Does the organization have a documented Redesignation procedure?

Question 2: Districts and schools must consider ELL students whose score meets the ACCESS Assessment criteria for English language proficiency (4.0 Overall AND 4.0 Literacy and 3.0/3.0 for Alternate ACCESS) eligible for redesignation.

Does the organization's redesignation criteria align to the state's minimum cut point guidance?

ELL Audit Questionnaire - Redesignation Procedures, cont'd

Question 3: When a student meets the state's minimum cut scores on the ACCESS/Alternate ACCESS assessments, but the organization does **not** redesignate the student from English Language Development instruction and into monitoring status, the decision must be also based on a local body of evidence (e.g. objective criteria that includes cut scores on other standardized tests, grades, rubric scores, etc.).

Does the organization collect and review a local body of evidence that includes objective criteria for redesignation decisions?



ELL Audit Documentation

Audit Documentation – Expanded Audit Only

When engaged for audit, the organization will receive the list of sampled students and will have to provide:

- Organizational-level documents:
  - The district's documented procedures for Identification and Redesignation
- Student-level documents for:
  - Newly identified EL students
    - WIDA Screener or WIDA Alternate Screener
  - EL students that met the State's minimum cut score criteria (4.0/4.0 ACCESS or 3.0/3.0 Alt ACCESS) and were **not** redesignated
    - Body of Evidence (BOE) – is determined by the district or school and must include objective criteria or rubric used to evaluate evidence.

Student-Level Documents - Expanded Audit Only

For each student included on your sample list districts will need to provide:

- 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 and WIDA Alternate Screener
  - WIDA ACCESS and WIDA Alternate ACCESS
- Additional Documentation (if applicable)
  - Body of Evidence – must be provided if students completed WIDA ACCESS (4.0/4.0) or WIDA Alternate ACCESS (3.0/3.0) and despite having met the State's minimum cut score criteria for redesignation the student remained in the LIEP program.

Student-Level Audit Documentation: Newly Identified Students

For a potential EL student new to K-12 public education or transferring into the district ***with no known EL history***, districts should have administered the WIDA Screener.

Our office will review three criteria on WIDA Screeners:

1. **Screener Type** – Was the grade-appropriate screener administered?
2. **Test Date** – Was the Screener administered in the appropriate timeframe?
3. **Screener Score Evaluation** – Was the correct Screener score used to identify the student as NEP or LEP?

Student-Level Audit Documentation: **WIDA Screener**

1. Screener Type: Districts administered the correct grade-appropriate Screener

- **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 Alternate Screener**
  - For K–12 students identified with Intellectual Disabilities who have the Most Significant Cognitive Disabilities (MSCD) and qualify for instruction based on the Extended Evidence Outcomes (EEOs).

Student-Level Audit Documentation: **WIDA Screener Cont.**

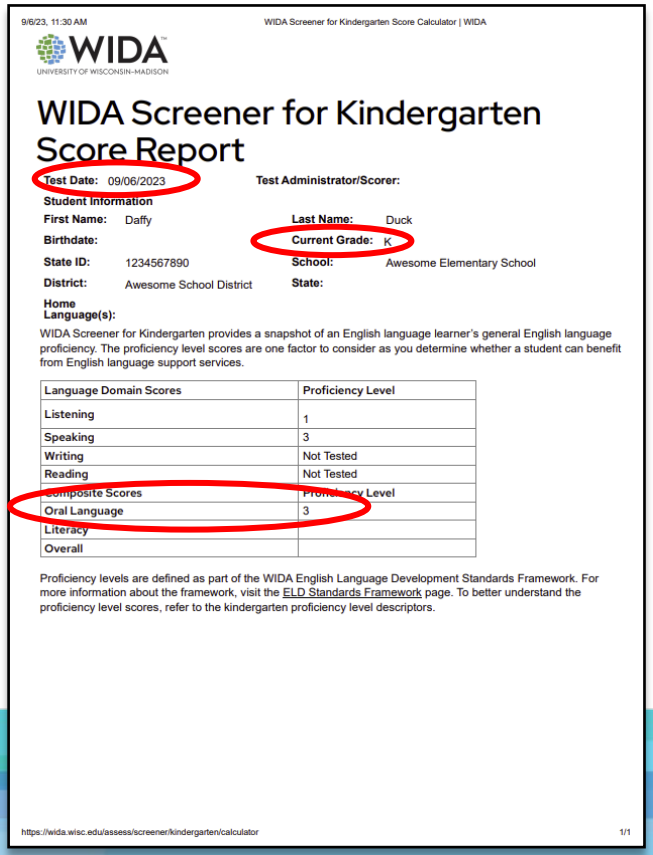
2. Test Date Range:

- The Screener must be dated within 365 days preceding the pupil enrollment count date (i.e., between 10/2/2025 and 10/1/2026), or within 2 weeks of enrollment if enrolling on the pupil enrollment count date

3. Evaluation of Screener Score report:

- Did the district use the appropriate domain score for NEP or LEP Identification?
    - Oral for first semester kinders (test listening & speaking only)
    - Overall for second semester kinders and first semester first graders
    - Overall AND Literacy for second semester first graders through grade 12

WIDA Screener Report Samples:
Kindergarten - First Semester 1st Grade



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:**

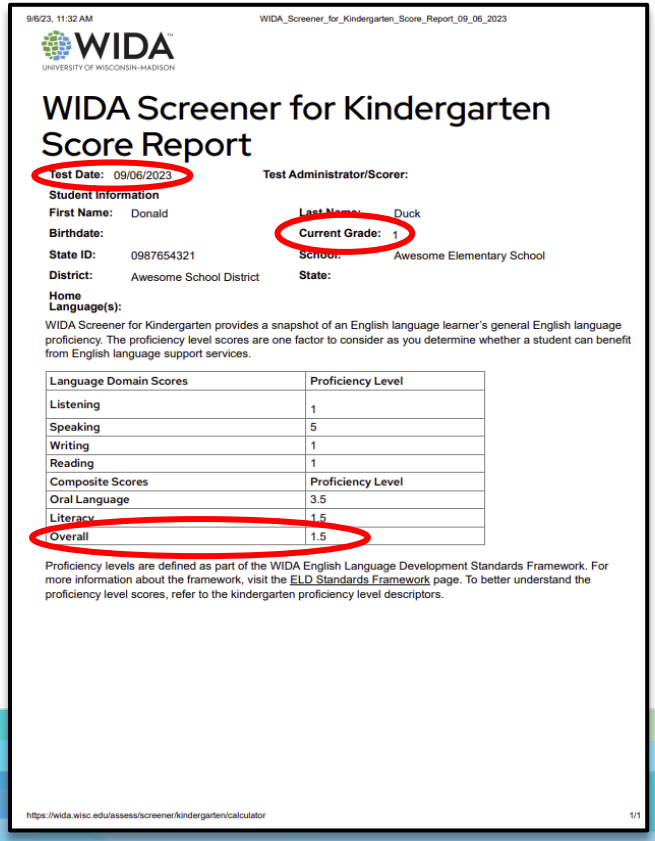
Home Language(s):

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



9/6/23, 11:32 AM WIDA_Screener_for_Kindergarten_Score_Report_09_06_2023

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.

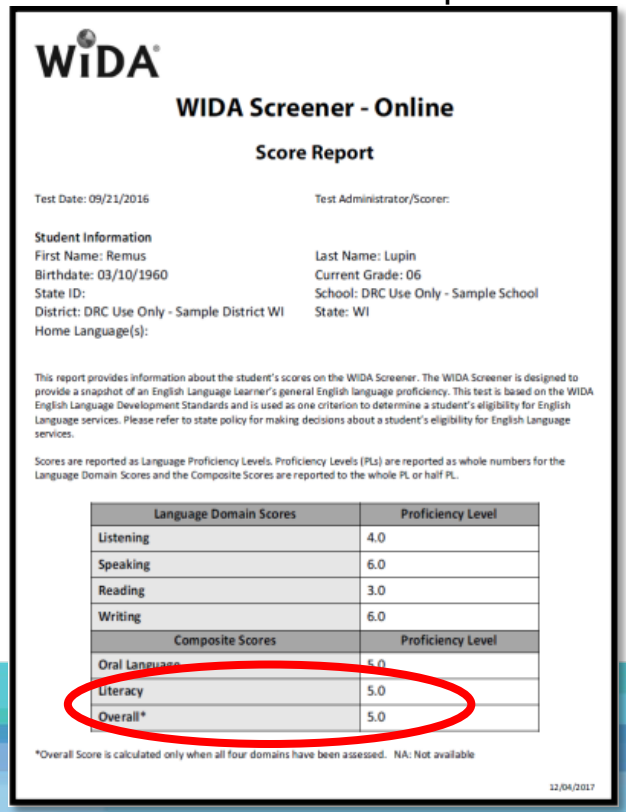
Language Domain Scores	Proficiency Level
Listening	1
Speaking	5
Writing	1
Reading	1
Composite Scores	Proficiency Level
Oral Language	3.5
Literacy	1.5
Overall	1.5

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:
Second Semester 1st Grade-12th Grade

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.

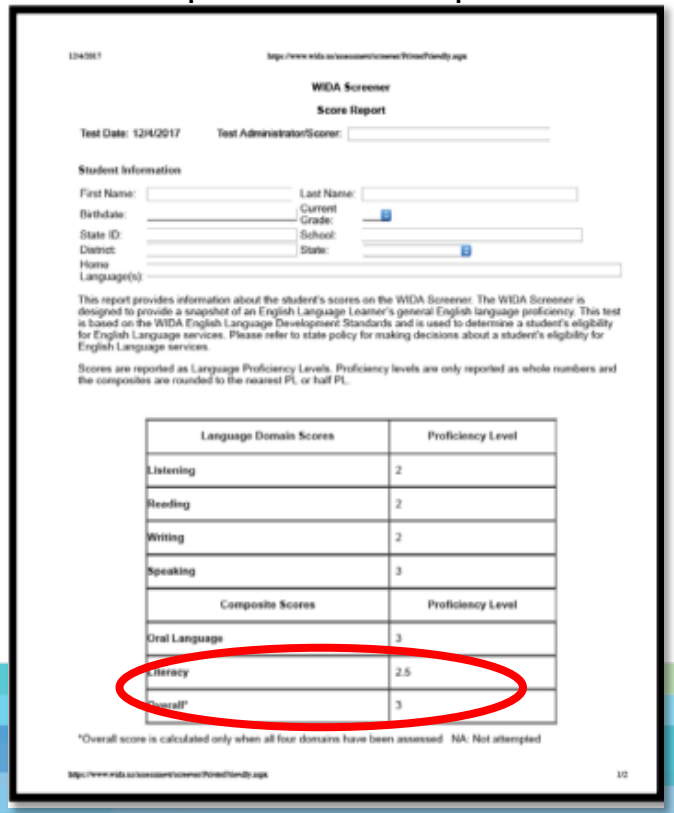
Scores are reported as Language Proficiency Levels. Proficiency Levels (PLs) are reported as whole numbers for the Language Domain Scores and the Composite Scores are reported to the whole PL or half PL.

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	3
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:
WIDA Screener Evaluation Snapshot

Test Type	Who Takes it?	Testing Domains	Score Used for NEP/LEP Identification
WIDA Screener for Kindergarteners	First semester Kindergarteners	Test **ONLY** the Listening and Speaking domains	Oral Score: 4.0
WIDA Screener for Kindergarteners	Second semester Kinders - first semester 1st Grade	Test All 4 domains	Overall Score: 4.0
WIDA Screener	Second semester 1st Grade -12th Grade	Test All 4 domains	Literacy Score: 4.0 AND Overall Score: 4.0
WIDA Alternate Screener	K-12 students with a current IEP, formally identified with an intellectual disability, and has the MSCD, who meet EEO eligibility criteria	Students must try to complete all 4 domains	Overall Score: < 3.0

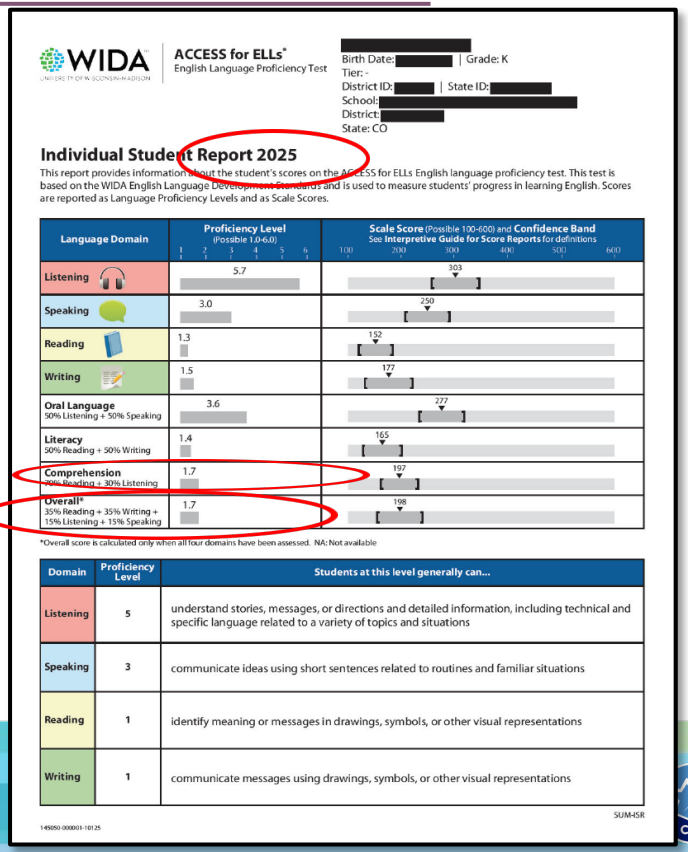
Student Level Documents – A Body of Evidence (BOE) for Identification

- For students who have incomplete domains on the appropriate WIDA Screener, refer to Section 4 (Evaluate Scores and Collect Evidence – pages 3-4) of the 2026-2027 Standardized Identification Procedures for details regarding when the collection of a BOE is required for identification purposes.
  - Collecting evidence is required for identification when students have a documented disability that precludes them from taking parts of the WIDA Screener. Evidence in the non-tested domain(s) is required.
  - Collecting evidence is not required for identification when students are able to complete all four WIDA Screener test domains.

Student-Level Audit Documentation: **WIDA ACCESS**

ELP Assessment Score Sheet - WIDA ACCESS:

- Test score reports must be from the most recent test administration year (i.e., the 2026 WIDA ACCESS testing window occurred from January through February 2026)
  - WIDA ACCESS for Kindergarten
  - WIDA ACCESS for grades 1-12
  - WIDA Alternate ACCESS
- In this example:
  - Overall and Literacy scores are both below 4.0.
  - This student would remain in the Language Instruction Educational Program.



WIDA | ACCESS for ELLs® English Language Proficiency Test

[redacted]
Birth Date: [redacted] | Grade: K
Tier: -
District ID: [redacted] | State ID: [redacted]
School: [redacted]
District: [redacted]
State: CO

Individual Student Report 2025

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions
Listening	5.7	303
Speaking	3.0	250
Reading	1.3	152
Writing	1.5	177
Oral Language 50% Listening + 50% Speaking	3.6	277
Literacy 50% Reading + 50% Writing	1.4	165
Comprehension 50% Reading + 50% Listening	1.7	197
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	1.7	198

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

Domain	Proficiency Level	Students at this level generally can...
Listening	5	understand stories, messages, or directions and detailed information, including technical and specific language related to a variety of topics and situations
Speaking	3	communicate ideas using short sentences related to routines and familiar situations
Reading	1	identify meaning or messages in drawings, symbols, or other visual representations
Writing	1	communicate messages using drawings, symbols, or other visual representations

SUM-ISR

145050-000001-10125

Student-Level Audit Documentation: **WIDA ACCESS Cont.**

- Districts may submit ELP assessment scores obtained from various sources:
  - As an official WIDA score report after testing;
  - As data submitted in the student cumulative file;
  - As an official WIDA score report from another WIDA state.
- Enrolling districts and schools must verify that score reports and records are within the appropriate timeframes!
  - WIDA Screeners must be dated within 365 days preceding the count date.
  - WIDA ACCESS score reports must be from the most recent test administration year.

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

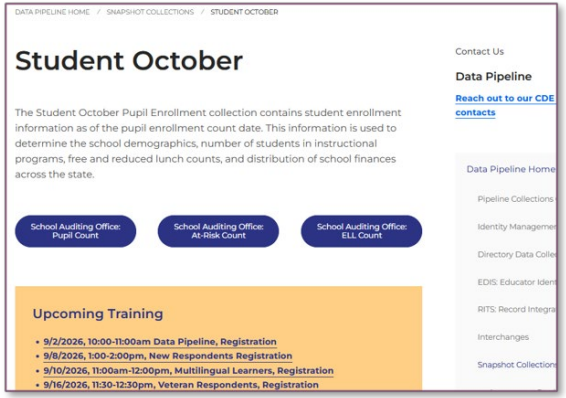
- The sample will include students who remained in program, but had scores on the most recent test administration ELP Assessment that **met or exceeded** the State's minimum cut scores for redesignation.
  - State minimum cut scores: 4.0 Literacy/4.0 Overall on WIDA ACCESS or 3.0 Literacy/3.0 Overall on WIDA Alternate ACCESS
- At the time of audit the district **must** provide a BOE for these students!
- The BOE should support why the student remains in the program **despite** having met the minimum cut scores associate with the assessment.
  - The BOE is described in the district's Redesignation Process.
  - Objective criteria: scoring rubric with cut scores or other measurable indicators.



Contact Information & Resources

Coding & Assessment Contacts

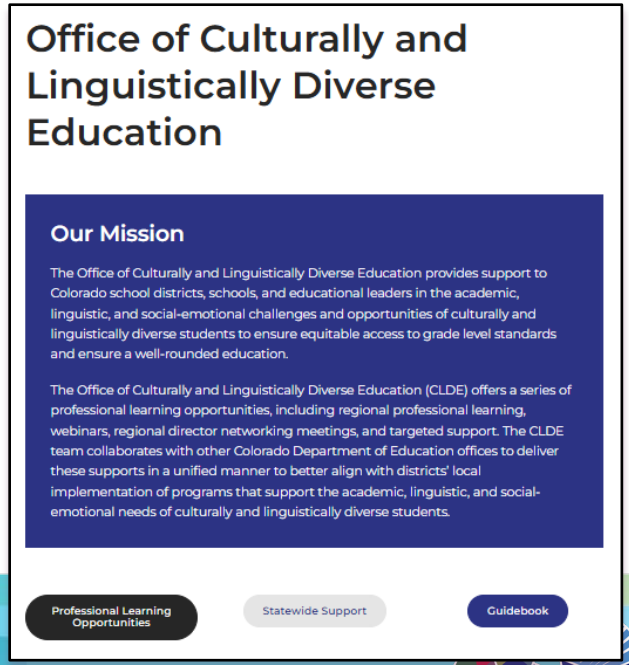
- EL Data Coding & Reporting
  - Visit the Data Pipeline Snapshots: Student October website
  - Visit the Data Pipeline Interchanges: Student website
  - Questions: StudentOctober@cde.state.co.us



- Unit of Student Assessment (ACCESS/ALT ACCESS)
  - Visit the English Language Proficiency Assessment website
  - Heather Villalobos Pavia, English Learner Assessment Specialist

Contacts: Office of Culturally and Linguistically Diverse Education

- Visit the Office of Culturally and Linguistically Diverse Education website
  - Morgan Cox, Director
  - Doris Brock-Nguyen, ELD Specialist
  - Lindsay Swanton, ELD Specialist & ELPA Coordinator
- For information about standardized guidance, please refer to CLDE's Identification & Placement and Redesignation & Exiting webpages.



Resources – School Auditing Office

- School Auditing Office main page
  - Email: audit@cde.state.co.us
- English Language Learner Count page
  - 2026 English Language Learner Count Audit Resource Guide
  - Outlines requirements that are subject to audit.
- Training and Office Hours page





Questions