

Fort Morgan School District Re-3

2024-2025

Culturally & Linguistically Diverse Education (CLDE) Guidebook



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Vision Statement

Fort Morgan Re-3 School District will empower its Multilingual Learners to use their unique cultural and linguistic assets in challenging and supportive learning environments. The district will implement research based practices and strategies enabling students to achieve on the same basis as their native English speaking peers. The ultimate goal of the program is to provide ELD students with the skills necessary to become independent and successful in the mainstream educational setting and global community.

Plan for Success

Roadmap



We will optimize learning opportunities for MLs by...

- Providing instruction with opportunities to engage in discipline-specific practices to build conceptual understanding, analytical practices, and language competence simultaneously.
- Aligning instruction to standards for MLs and ensuring the instruction is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.

We will see our ML students with an asset based mindset by ..

- Leveraging MLs' home language(s), cultural assets, and prior knowledge in instruction.
- Providing instruction that moves MLs forward by taking into account their English proficiency level(s) and prior schooling experiences.

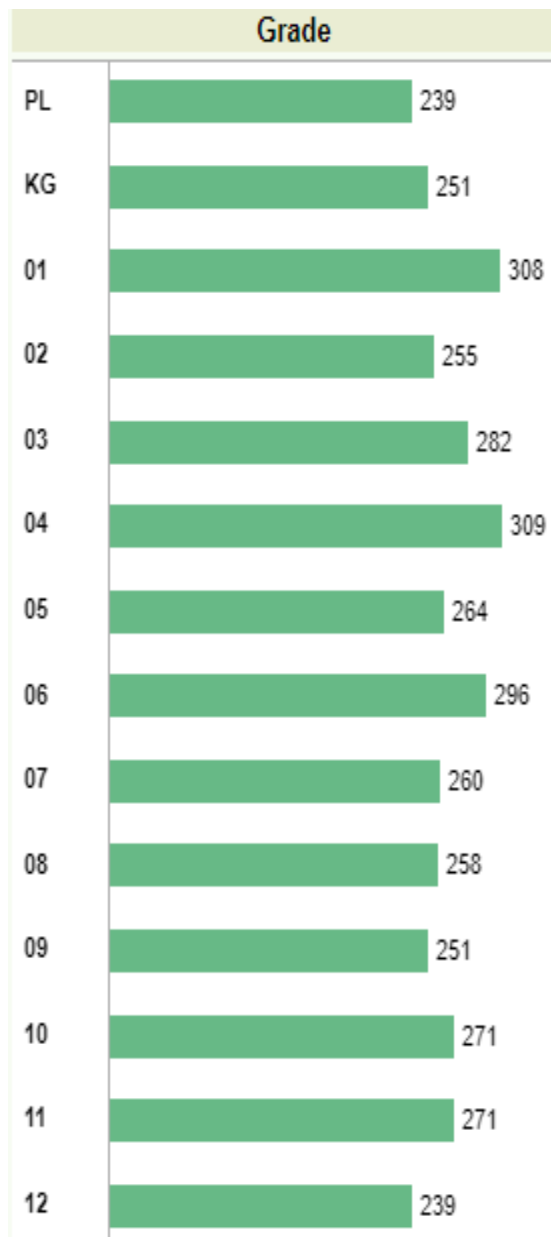
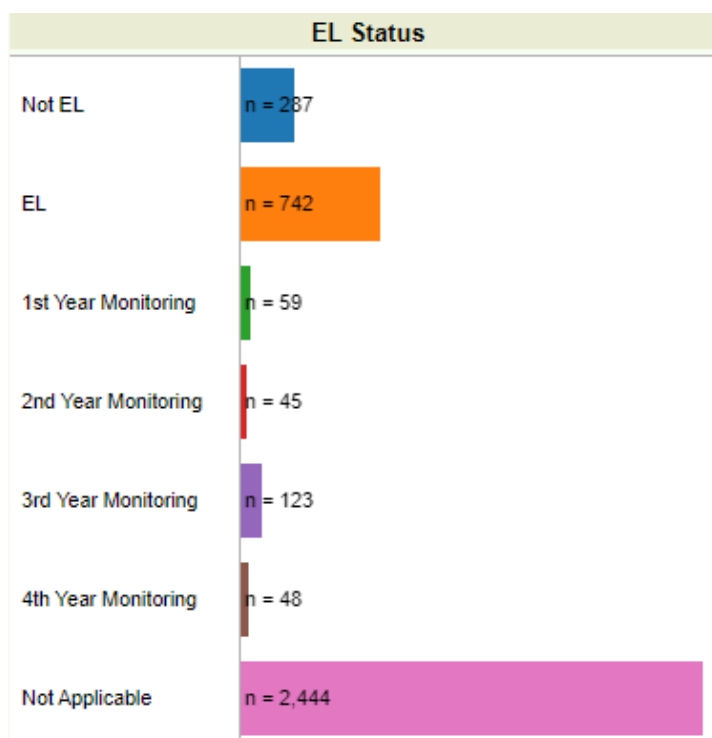
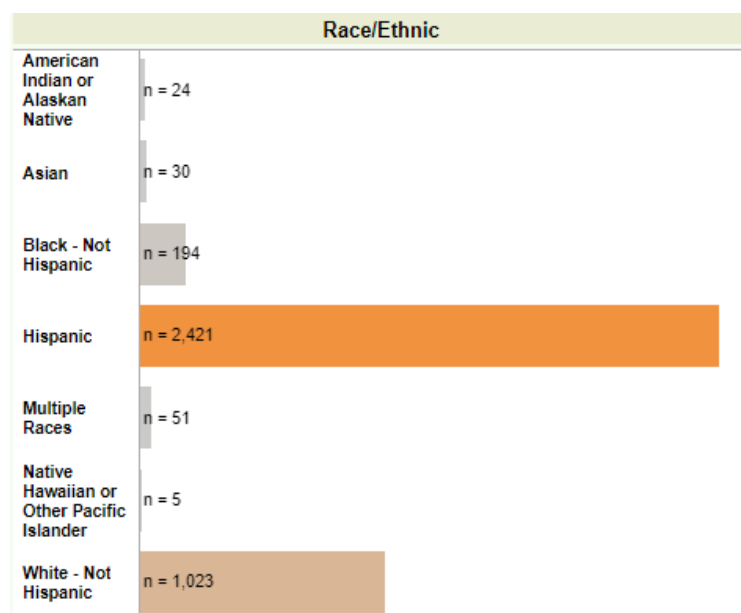
We will develop autonomy by...

- Providing instruction that fosters MLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
- By employing formative assessment practices to gather evidence and guide (both teachers and students) productive next steps to support learning conceptual understandings, analytical practices, and language development simultaneously.

Demographics

Demographics of Fort Morgan School District Re-3

Fort Morgan schools have experienced a slow but steady growth in the number of ELs over the past several years. The following tables provide a demographic breakdown of Fort Morgan's current student population.



Home Languages Spoken by Students

Based on information gathered from the home language survey given to all families when they initially register for school in our district, there are 22 home languages spoken in the homes of Re-3 students. The most common primary home languages are English and Spanish which account for approximately 95%. The languages of Somali, Kinyarwanda, and Akateko are also represented in the top five languages spoken.

Birth Countries	
Birth Country	
Null	n = 2,671
US : United States of America	n = 735
GT : Guatemala	n = 161
MX : Mexico	n = 35
HN : Honduras	n = 28
PR : Puerto Rico	n = 22
SV : El Salvador	n = 21
ET : Ethiopia	n = 11
BJ : Benin	n = 10
RW : Rwanda	n = 10
KE : Kenya	n = 7
PH : Philippines	n = 6
CU : Cuba	n = 5
HT : Haiti	n = 5
NI : Nicaragua	n = 4
CL : Chile	n = 2
CO : Colombia	n = 2
ER : Eritrea	n = 2
SO : Somalia	n = 2
VE : Venezuela	n = 2
BR : Brazil	n = 1
CN : China	n = 1
DO : Dominican Republic	n = 1
UG : Uganda	n = 1
UM : United States Minor Outlying Islands	n = 1

Home Languages	
Home Primary Language	
Null	2,444
spa : Spanish	1,122
som : Somali	53
knj : Akateko	41
kin : Rwanda	18
fra : French	16
gaz : Oromo, West-Central	8
fil : Filipino	7
swa : Swahili	7
tir : Tigrigna	7
kjb : Q'anjob'al, Eastern	4
hat : Haitian, Creole French	3
cmn : Chinese, Mandarin	2
hil : Hiligaynon	2
quc : K'iché Central	2
tgl : Tagalog	2
aka : Akan	1
amh : Amharic	1
chk : Chuukese	1
gcr : French Creole	1
mix : Mixtec	1
por : Portuguese	1
quu : K'iché Eastern	1
swh : Kiswahili	1

Colorado Guiding Principles

Colorado educators, districts, and school administrators and school board members face the challenge to provide an equitable and rigorous education to all students. For more than 120,000 students in Colorado who are English learners (EL's), representing over 200 different languages, the challenge is intensified with Colorado's high academic standards and accountability measures.

Colorado schools must be engaged actively in assessing and analyzing student performance, educational program effectiveness, program delivery structures and instructional processes. Implementing research-based structures that support student achievement for ELs is essential, especially in light of those students' challenges.

School boards, administrators and teachers are entrusted with implementing Language Instruction Educational Programs (LIEPs) that produce results and are based on sound principles of comprehensive school reform. The following goals outlined in the Colorado Department of Education's strategic plan illustrate Colorado's commitment to all students that they will:

1. Prepare students to thrive in their education and in a globally competitive workforce.
2. Ensure effective educators for every student and effective leaders for every school and district.
3. Build the capacity of schools and districts to meet the needs of Colorado students and their families.
4. Build the best education system in the nation.

WIDA Guiding Principles of Language Development (2019)

The updated Guiding Principles of Language Development exemplify the overarching and ever-present WIDA Can Do Philosophy and emphasize the importance of language in learning. They highlight the four Big Ideas of the 2020 Edition.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.
10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.



Stages of Language Development

Understanding the distinction between first language development and second language acquisition is necessary to set the foundation for learner-centered instructional strategies for MLs. Five principles apply to both first and second language acquisition:

- Language is learned by using language
- The focus in language learning is meaning and function (not form)
- Successful language learning is non-stressful, meaningful, concretely based and comprehensible
- Language is self-directed, not segmented or sequenced
- Conditions necessary for language acquisition essentially are the same for all children

Krashen (1982) defined the following stages for second language learners but acknowledged that language acquisition is an ongoing process; stages may overlap, and growth may occur at different rates. The first three stages typically progress quickly, while students may spend years in the intermediate and advanced stages.

- **Silent/Receptive**—The student does not respond verbally in L2, although there is receptive processing. The student should be included actively in all class activities but not forced to speak. Teachers should give students in this stage sufficient time and clues to encourage participation. Students are likely to respond best through nonverbal interaction with peers, being included in general activities and games, and interacting with manipulatives, pictures, audiovisual and hands-on materials. As students' progress through this stage, they will provide one-word verbal responses by repeating and imitating words and phrases.

- **Early Production**—Students begin to respond verbally using one or two words and develop the ability to extract meaning from things spoken to them. They continue to develop listening skills and build a large recognition vocabulary. As they progress through this stage, two or three words may be grouped together in short phrases to express an idea.

- **Speech Emergence**—MLs begin to respond in simple sentences if they are comfortable with the school situation and engaged in activities during which they receive large amounts of comprehensible input. All attempts to communicate (i.e., gestures, following directions) should be received warmly and encouraged. It is especially important that neither the instructor nor the students make fun of or discourage students' attempts at speech.

- **Intermediate Fluency**—Students gradually transition to more elaborate speech so that stock phrases with continued good comprehensible input generate sentences. The best strategies are to give them more comprehensible input, help them develop and extend recognition vocabulary and provide chances to produce language in comfortable situations.

- **Advanced Fluency**—Students engage in non-cued conversation and produce connected narrative. This is an appropriate time for grammar instruction focused on idiomatic expressions and reading comprehension skills. Activities should be designed to develop higher levels of thinking and vocabulary and cognitive skills, especially in reading and writing.

Identification Process

1. Look at all new Home Language Surveys (HLS).
 - a. If HLS is all English, do not test at that time
 - b. If HLS indicates a language other than English in any category, talk to parents to determine if testing is necessary. If necessary, proceed with testing within the first 30 days for students who enroll at the beginning of the year and within 14 days for students who enroll anytime after.
 - c. After working with the student and getting to know the family a teacher may have concerns that another language is being used enough to qualify the student for ELD services. If this is the case please give the student the screener and proceed with steps below.
2. Place by using Wida Screener for kinder and first semester 1st graders or online WIDA screener for second semester 1st graders through 12th grade.
3. Use Colorado guidelines to determine if a student qualifies for services.
 - a. Kinder and first semester 1st graders WSKF placement scores.
 - b. Second semester 1st graders through 12th graders use the WIDA Screener, which tests all 4 domains (speaking, listening, reading, and writing).
 - i. Complete the scoring of the writing and speaking portions of the screener
 - ii. Use score based on screener results

Kindergarten First Semester Administer Listening and Speaking Oral Language Scores	Kindergarten Second Semester Administer Listening Speaking Reading Writing Overall Scores	First Grade First Semester Administer Listening Speaking Reading Writing Overall Scores
NEP: 1.0, 1.5, 2.0	NEP: 1.0, 1.5, 2.0	NEP: 1.0, 1.5, 2.0
LEP: 2.5, 3.0, 3.5	LEP: 2.5, 3.0, 3.5	LEP: 2.5, 3.0, 3.5
PHLOTE: > 4.0	PHLOTE: > 4.0	PHLOTE: > 4.0

ACCESS cut points to guide districts in making NEP, LEP and FEP determinations for state reporting

First Grade Second Semester

NEP: 1.0 – 2.4 (Overall)
 LEP: 2.5 – 3.9 (Overall)
 FEP M1: 4.0 Overall AND 4.0 Literacy
 Literacy

Grades 2-12

NEP: 1.0 – 2.4 (Overall)
 LEP: 2.5 – 3.9 (Overall)
 FEP M1: 4.0 Overall AND 4.0

4. Enter appropriate data into Infinite Campus

After the screener has been completed, the ELD teacher needs to mark information under the EL tab in Infinite Campus. This is true even if a student doesn't qualify for ELD services.

1. Enter the students name in the Search Tab.
2. Go to the Program Participation section in the index tab.
3. Click English Learners (EL) under Program Participation.
4. Enter the Program Status. (EL, Exited EL, Pending, Not EL)
5. Enter the date the screener was given even if student does not qualify.
6. Online screener data is automatically uploaded. Kindergarten enters data in IC and sends score sheet to DSC.

If a student qualifies for EL services continue with these steps.

7. Click the EL Services tab at the top of the page.
8. Click New
9. Enter the same start date as the test date from above.
10. Enter the Service Type. (ESLNEP or ESLLPE)
11. Enter the Language Instruction Program. (ESL or Content Classes)
12. Add the ELD flag and put NEP or LEP in user warning section.

5. If a student qualifies for ELD services, a Parent Notification Letter must be sent home to be signed and returned to school.
 - a. Send Diana Morgan an email with the student's name and she will upload a copy of the letter into Infinite Campus and mail it to the family.
 - b. If parents send the letter back signed it needs to be uploaded under the parent letter tab in Infinite Campus so please send it to DSC..
 - c. If a parent/guardian refuses services notify the ELD Director and follow up with a phone call home to determine the reason. Document the call and reason and scan under the parent letter tab. Please remind parents this is only a refusal of services, students will still be required to take the Access test each year.

English Learner Identification

Colorado Standardized Identification Procedures



Culturally and Linguistically Diverse Students

Colorado districts, schools, and charter schools must support the academic, linguistic, and social-emotional challenges and opportunities of culturally and linguistically diverse students to ensure equitable access to grade level standards and a well-rounded education for all students identified as an English Learner (EL).

The state definition of “English learner” is derived from the 2014 Colorado Revised Statutes under the English Language Proficiency Act 22-24-103 (4) and is defined as “a student who is linguistically diverse and who is identified [using the state-approved English language proficiency assessment] as having a level of English language proficiency that requires English language development instruction to achieve standards in grade-level content in English. Following the Colorado Standardized Identification Procedures to identify ELs ensure that the district’s Language Instruction Educational Program (LIEP) is designed to best meet the needs of its students. Colorado districts, schools, and charter schools must develop comprehensive English Language Development (ELD) and academic programs for ELs that accurately reflect the size and characteristics of the population to be served.

Districts, schools, and charter schools must ensure that **all** students who enroll complete a Home Language Survey (HLS), a tool 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.

English Language Proficiency Screener Assessment

The Screener for Kindergarten and WIDA Screener are used to assess the level of English Language Proficiency (ELP) of students who have a language influence other than English. Based on assessment results and a Body of Evidence (BOE), each student will be coded in the Colorado Department of Education (CDE) Data Pipeline as Non English Proficient (NEP) or Limited English Proficient (LEP) or Primary Home Language Other Than English (PHLOTE). **LIEP program placement and instructional decisions must be based on the student’s ELP designation and the student’s BOE.**

Home Language Survey

The Home Language Survey (HLS) must be completed for each student at the time of enrollment; it should be provided in the language most frequently spoken in the local community. It is advisable to be the first form filled out in the registration process for all students.

U.S. Department of Education Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) in their compliance work under Title VI of the 1964 Civil Rights Act and the Equal Educational Opportunities Act of 1974 requires asking these three questions, and then testing a student whose parent or guardian responded to one or more of these three questions with a language other than English, is considered minimally compliant under the law.

OCR- and DOJ-approved home language survey questions:

- 1) What is the primary language used in the home, regardless of the language spoken by the student?
- 2) What is the language most often spoken by the student?
- 3) What is the language that the student first acquired?

(OELA Toolkit, Chapter 1)



When parent/guardian answers “no” to all HLS questions but there is evidence of a primary or home language other than English, districts, schools, and charter schools must determine if the student should be tested using the Screener for Kindergarten/WIDA Screener. **Additionally, families of students may not decline ELP assessments and cannot decline the NEP/LEP designation if the district has made EL identification decisions based on state guidance outlined in this document.** Students coded in CDE’s Data Pipeline as Non-EL or identified as PHLOTE, are not required to be provided ELD instruction. The school district must establish an effective and systematic procedure to identify potential English learners that follow the Colorado Standardized Identification Procedures. The identification, assessment, and placement into a LIEP procedure includes:

Include Home Language Survey

A HLS must be provided to and completed by all new families as part of the registration process to identify students who have a language influence other than or in addition to English. HLS do not determine eligibility but is part of the required process for standardized EL identification. Home Language Surveys should remain on file at the district and should be easily accessible to school and staff and available for state audits.

Review Responses Indicated on the HLS

If a district/school/charter school confirms a student has a language influence other than English, the district/school/charter school must assess student’s ELP level using the Screener for Kindergarten/WIDA Screener assessment according to student’s grade level.

Administer Screener for Kindergarten/WIDA Screener

The administration of the Screener for Kindergarten/WIDA Screener must occur within the first 30 days of school. If student enrolls after the first 30 days of school, the district must determine English language proficiency level within 2 weeks.

Review Results

Districts, schools, and charter schools must review Screener for Kindergarten/WIDA Screener **and** a Body of Evidence (BOE) to determine the English language proficiency level of the student as NEP/LEP/PHLOTE.

Screener for Kindergarten – Screening assessment administered to kindergarten and first semester first grade students.

WIDA Screener – Screening assessment administered to second semester first grade - grade 12 students.

Body of Evidence (BOE) - Collect sources to demonstrate student’s language proficiency status which includes assessment scores, family interviews, student academic records, previous student data in Data Pipeline, and/or local or district assessments.

Parent/Guardian Notification

The Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA) requires districts, schools, and charter schools to notify families of identified EL student in writing, in a language and format families can understand. This notification must be sent no later than 30 days after the beginning of the school year (CDE defines the date of October 1 for beginning of school year), and must include:

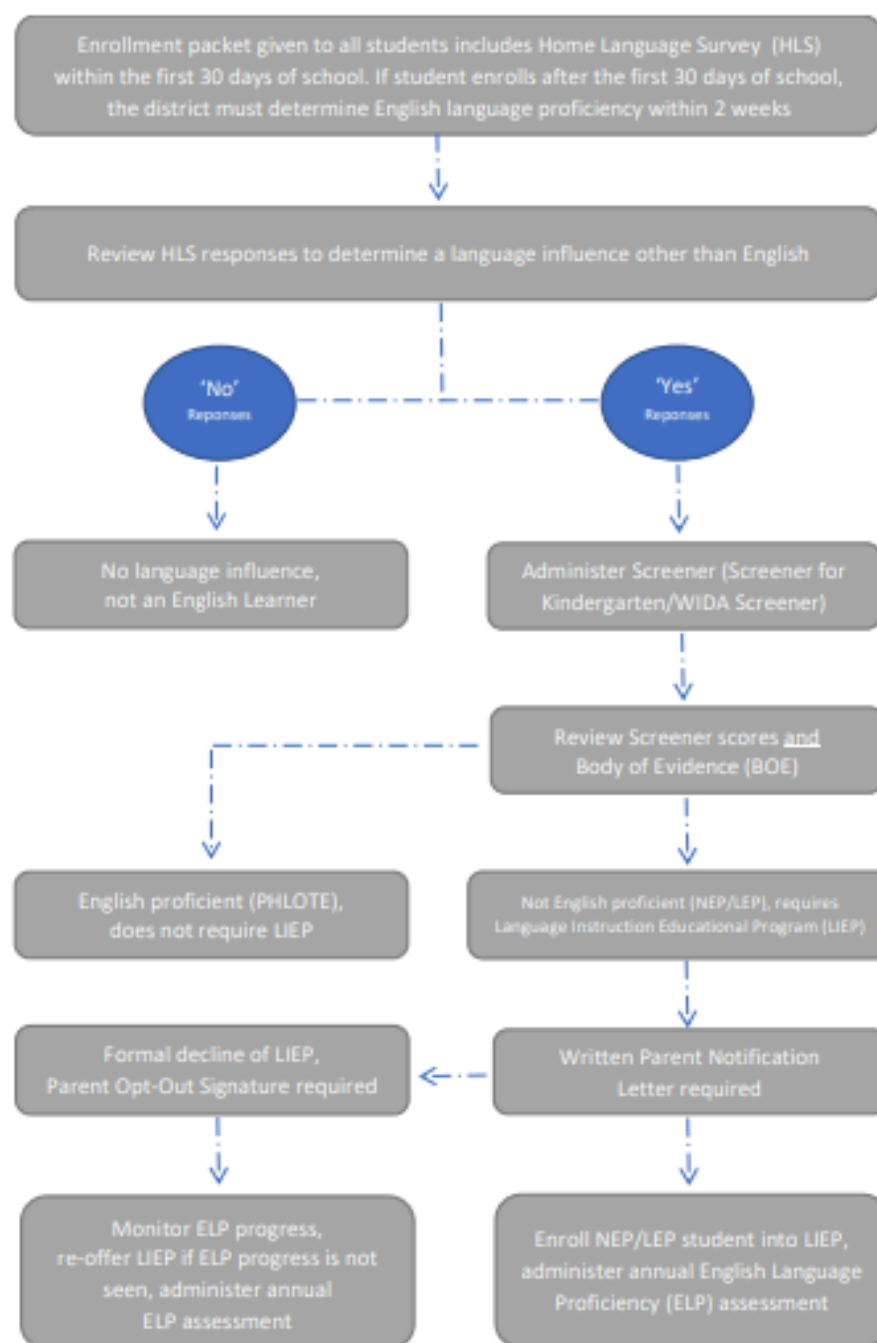
- ☒ The reasons for the identification of their child as an EL and in need of placement in a language instruction education program;



- ☒ The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- ☒ The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- ☒ How the program in which their child is, or will be, participating will meet the education strengths and needs of their child;
- ☒ How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- ☒ The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from high school if funds are used for children in high schools;
- ☒ In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
- ☒ Information pertaining to parental rights that includes written guidance
 - o Detailing the right that parents have to have their child immediately removed from such a program upon their request;
 - o Detailing the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available; and
- ☒ Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity

Language Instruction Educational Programs

All identified EL students (NEP/LEP) must be enrolled in and receive adequate and appropriate English language development through the identified LIEP. PHLOTE students are fully proficient in English and are not required to be provided ELD instruction through an LIEP. NEP and LEP students are required by federal law to take the annual state ELP assessment, ACCESS/Alternate ACCESS. This includes students whose parents have chosen to decline the instruction offered in an LIEP. Districts, school, and charter schools must continue to monitor the English language development and academic growth of students whose parents have chosen to decline the instruction offered in an LIEP. If these students do not demonstrate appropriate ELP progress or achievement at appropriate academic grade levels, the district, school, and charter schools must inform families of student's English language proficiency level and academic achievement and offer the family an opportunity to re-enroll student in an LIEP program or decline ELD instruction through an LIEP (see above).





Frequently Asked Questions

Identification Timeline: The Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds (ESSA), requires State Educational Agencies (SEAs) that receive *Title III* grants, after “timely and meaningful consultation with local educational agencies,” to create and implement “standardized, statewide entrance and exit procedures” for ELs, “including an assurance that all students who may be [ELs] are assessed for such status within 30 days of enrollment in a school in the State.” [ESEA section 3113(b)(2)]. As such, screener assessments are administered to all new to district students with a language influence other than English within the first 30 days of school or 2 weeks after the first 30 days to determine English language proficiency.

Online Registration and Collection of HLS: Districts, schools, and charter schools using online registration during student enrollment must continue to maintain the same standards as in-person registration when evaluating HLS submitted electronically. There should be an internal systemic process in place to collect and evaluate HLS responses including how to evaluate and verify responses are accurate.

Certification to Administer ELP Screener Assessments: Test Administrators (TAs) are required to complete WIDA Screener modules and quizzes to become fully certified to administer and/or score ELP assessments. Districts, schools, and charter schools can determine if TAs need to re-certify annually, but unlike ACCESS/Alternate ACCESS there is no state requirement to re-certify for WIDA Screener each year. WIDA and CDE recommends annual refreshers and review of scoring procedures each school year.

Assessing Students with Screener for Kindergarten/WIDA Screener: ELPA requires all districts and schools to identify English learners. In addition, Colorado Senate Bill 109, CRS 22-24-106 requires the use of one common assessment to identify potential ELs. Following State guidance to ensure equitable practices for all students, newly enrolled and returning students in the district must follow the same identification process. This process includes foreign exchange, migrant, refugee, home school, online, charter, and adopted students. If the district, school, and charter school confirm there is a language influence other than English that is impacting a student’s level of English language proficiency, the student must be assessed using Screener for Kindergarten/WIDA Screener.

Pre-K students who are identified as EL using a district developed assessment, must receive ELD instruction in an LIEP while in Pre-K programs. Upon enrolling into kindergarten, districts, schools, and charter schools must follow standardized identification procedures and administer Screener for Kindergarten to determine a student’s English language proficiency.

Parent Right to Decline LIEP Program: ESSA requires school districts must provide written notification to parents of their child’s recommended LIEP program in a language they understand within 30 days of the beginning of the school year and two weeks after the beginning of the school year. “If a parent decides to opt his or her child out of EL programs or particular EL services, that child retains his or her status as an EL. The LEA remains obligated to take affirmative steps and appropriate action required by civil rights laws to provide the EL student meaningful access to its educational program. Thus the LEA must continue to monitor periodically the opted-out student’s academic progress.” (OELA Toolkit, Chapter 7, Pg. 2). Students coded as NEP or LEP are required to take the annual ELP assessment, ACCESS/Alternate ACCESS even when families have declined ELD instruction in an LIEP.

Placement

Program Placement for ELs

Students identified as ELs with the W-APT/WIDA Screener (WIDA-ACCESS Placement Test) that measures listening, speaking, reading and writing and a thorough review of a BOE must be placed in a sound Language Instruction Educational Program (LIEP). Different programs can be successful depending on the quality of instruction; ELD, structured immersion with ELD methodologies, and bilingual/dual language education are examples of LIEPs that have been recognized by experts in the field. Students who are identified as Non-English Proficient (NEP) should receive a minimum of 90 minutes direct instruction with a certified ELD teacher. Limited English Proficient (LEP) students should receive a minimum of 45 minutes direct instruction with a certified ELD teacher.

According to the ESSA guidelines, these programs must:

- Ensure that ELs, including immigrant and refugee children and youth, attain English proficiency, develop high levels of academic content knowledge and meet state achievement standards.
- Focus on the development of skills in the core academic subjects.
- Develop a high quality, standards based, language instruction program.
- Focus on PD that builds capacity to provide high quality instructional programs designed to prepare ELs to enter all English instruction settings.
- Promote parent and community participation in LIEPs for the parents and communities of ELs.
- Effectively chart improvement in English proficiency and core academic content knowledge of ELs.
- Create effective structures for charting adequate yearly progress for ELs.
- Implement, within the entire jurisdiction of an LEA, programs for restructuring, reforming and upgrading all relevant programs, activities and operations relating to LIEPs and academic instruction.

KEY POINTS

- EL services and programs must be educationally sound in theory and effective in practice.
- EL programs must be designed to enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time.
- LEAs must offer EL services and programs, until ELs are proficient in English and can participate meaningfully in educational programs without EL support.
- Additionally, LEAs must provide appropriate special education services to ELs with disabilities who are found to be eligible for special education and related services.



Redesignating, Monitoring, and Exiting

Redesignation is a process that the district uses to determine when English Learners are Fluent English Proficient (FEP) and can transition successfully into classrooms, with minimal ELD support. It is a term that is used when a student's English language proficiency level changes from Limited English Proficient (LEP) to Fluent English Proficient (FEP) Monitor Year 1. This process is initiated through one of the following three pathways:

Pathway 1: ACCESS for ELLs Assessment Data

Pathway 1a:

Districts/schools must consider EL/ML students whose score meets the ACCESS for ELLs Assessment criteria for English language proficiency (4.0 Overall and 4.0 Literacy) eligible for redesignation. If the district/school determines that the student meets the standardized state ELP assessment criteria, two additional pieces of evidence must be collected to demonstrate the student's ability to transition to classrooms with minimal and appropriate ELD support. Evidence must include two pieces of local data that demonstrate: 1) success in reading through English Language Arts (ELA), science, social studies, and/or math as comparable to English proficient peers AND 2) success in writing through English Language Arts (ELA), science, social studies, and/or math as comparable to English proficient peers.

Evidence must include two pieces of local data that demonstrate:

- 1) success in reading through English Language Arts (ELA), science, social studies, and/or math as comparable to English proficient peers **AND**
- 2) success in writing through English Language Arts (ELA), science, social studies, and/or math as comparable to English proficient peers.

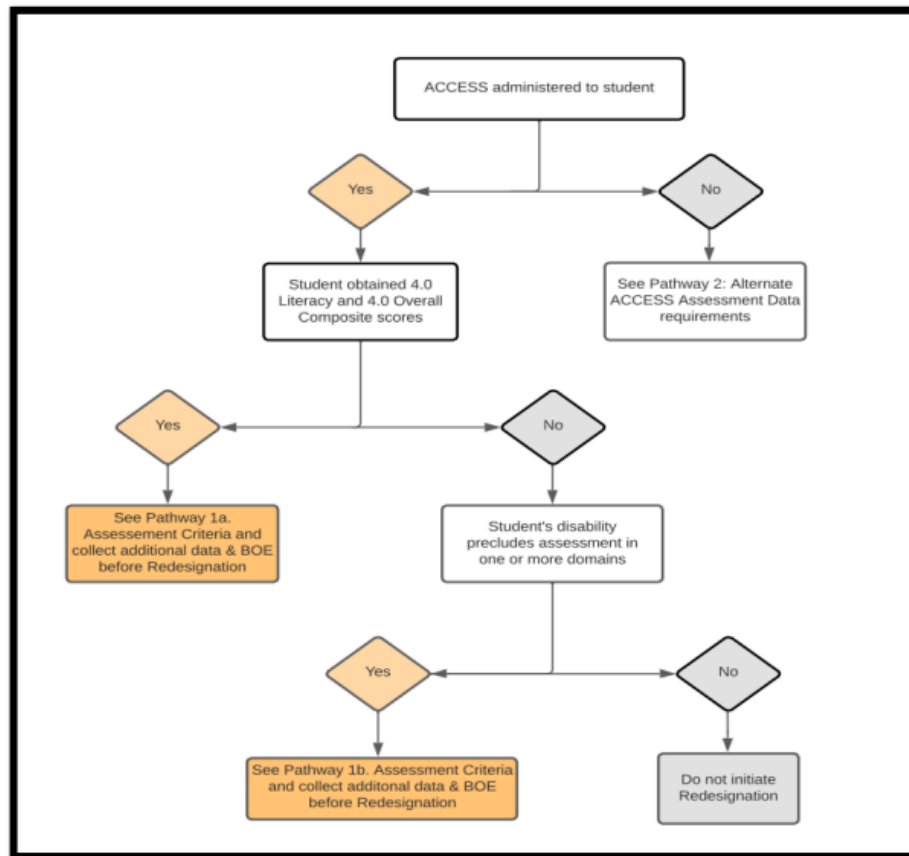
Pathway 1b:

Districts/schools should consider this pathway when a student's ACCESS for ELLs assessment is incomplete due to a documented misadministration of a particular section, or a student with a documented absence.

Additionally, EL/ML students with disabilities whose disabilities preclude assessment in one or more domains (i.e., significant language disability, deaf or hard of hearing, intellectual disability, and/or visually impaired) must be considered and possibly eligible for redesignation through pathway 1b. State and federal law require schools and districts to provide EL/ML students with disabilities both English language development instruction through a Language Instruction Educational Program (LIEP) and special services to support their individual learning needs. Therefore, districts and schools need to ensure that students with disabilities have been provided with adequate and quality ELD instruction before considering redesignation through pathway 1b.

Pathway 1: ACCESS for ELLs Assessment Data

PATHWAY 1 ACCESS for ELLs ASSESSMENT DATA		
ASSESSMENT CRITERIA	<p>1a. Meet CDE criteria for demonstrating English Language Proficiency on ACCESS for ELLs</p> <ul style="list-style-type: none"> 4.0 Overall AND 4.0 Literacy 	<p>1b. Meet <i>partial</i> CDE criteria by demonstrating English Language Proficiency on ACCESS for ELLs</p> <ul style="list-style-type: none"> <4.0 Literacy OR <4.0 Overall Composite or no overall composite score reported* <p>AND MUST INCLUDE</p> <ul style="list-style-type: none"> One additional piece of evidence that confirms English proficiency that is aligned with the CELF standard(s) in missing domain(s) or that does not reflect typical student performance.
AND MUST INCLUDE ADDITIONAL DATA AND PIECES OF EVIDENCE LISTED BELOW		
BODY OF EVIDENCE	<ul style="list-style-type: none"> At least one piece of local data that demonstrates success in Reading through English Language Arts (ELA), Science, Social Studies, and/or Math as comparable to English proficient peers AND INCLUDE At least one piece of local data that demonstrates success in Writing through English Language Arts (ELA), Science, Social Studies, and/or Math as comparable to English proficient peers 	



Pathway 2: Alternate Access Data

Pathway 2a:

Districts/schools should consider EL/ML students with disabilities whose score meets the Alternate ACCESS Assessment criteria for English language proficiency (P1 Overall and P1 Literacy) eligible for redesignation. If the district determines that the student meets the standardized state Alternate ELP assessment criteria, two additional pieces of evidence must be collected to confirm or refute the student's ELP level:

1) At least one piece of local data that demonstrates adequate performance and/or proficiency in English. • This should be reviewed in collaboration with ELD and special education specialists. • The data should be representative of multiple years of ELD and special education instruction and services which have been provided consistently in an integrated manner.

2) At least one piece of local data that demonstrates broad generalization of skills in English in the content areas of ELA, Science, Socials Studies, and/or Math.

• The student demonstrates sufficient English language skills to adequately understand and/or express themselves in one or all four domains (listening, speaking, reading, and writing). Skills demonstrated are reflective of the integration between language objectives and individualized goals for the English learner/multilingual learner with a disability.

Pathway 2b:

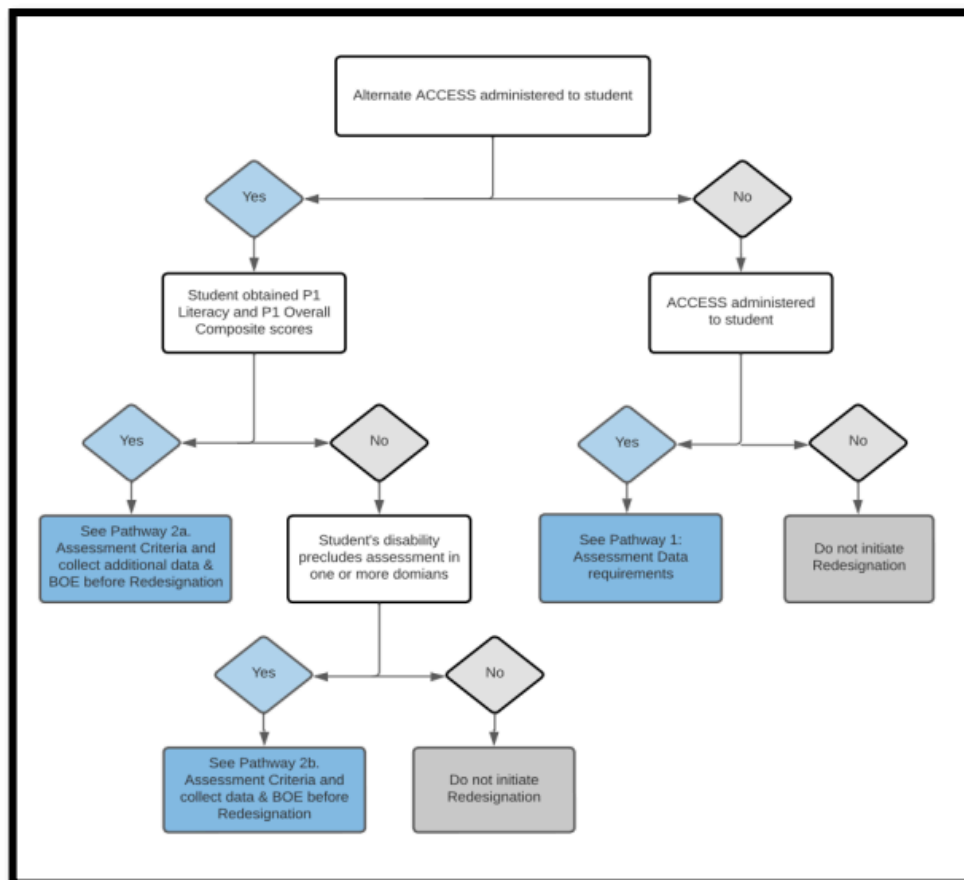
Districts/schools should consider this pathway only when a student's Alternate ACCESS assessment is incomplete due to a documented absence, or a misadministration of a particular section has occurred. Additionally, EL/ML students with disabilities whose disabilities preclude assessment in one or more domains (i.e., significant language disability, deaf or hard of hearing, intellectual disability, and/or visually impaired) should be considered and possibly eligible for redesignation through Pathway 2b.

Pathway 2a and 2b:

State and federal law require schools and districts to provide EL/ML students with disabilities both ELD instruction through a LIEP and special services to support their individual learning needs. Therefore, districts and schools need to ensure that students with disabilities have been provided with adequate and quality ELD instruction before considering redesignation through pathway 2b. CDE recommends that districts/schools/public charter schools establish a trajectory to ELP based on all EL/ML students and consider, at a minimum: English language proficiency level at the time of enrollment, grade span, and LIEP model(s). EL/ML students with a disability and on an IEP should be provided, at a minimum, the same time to attain English language proficiency, as all other EL/ML students before considering the student for redesignation.

Pathway 2: Alternate Access Data

PATHWAY 2 ALTERNATE ACCESS ASSESSMENT DATA	
ASSESSMENT CRITERIA	<p>2a. Meet CDE criteria for demonstrating English Language Proficiency on Alternate ACCESS</p> <ul style="list-style-type: none"> P1 Overall AND P1 Literacy <p>2b. Meet <i>partial</i> CDE criteria by demonstrating English Language Proficiency on ACCESS for ELLs</p> <ul style="list-style-type: none"> <P1 Literacy* OR <P1 Overall Composite or no overall composite score reported* <p>AND MUST INCLUDE</p> <ul style="list-style-type: none"> One additional piece of evidence that demonstrates success in English as demonstrated through the CAS (Colorado Academic Standards) Extended Evidence Outcomes (EEOs) and/or CELP standard(s) in missing domain(s).
AND MUST INCLUDE ADDITIONAL DATA AND PIECES OF EVIDENCE LISTED BELOW	
BODY OF EVIDENCE	<ul style="list-style-type: none"> At least one piece of local data that demonstrates adequate performance and/or proficiency in English. At least one piece of local data that demonstrates generalization of skills in English in the content areas of ELA, Science, Socials Studies, and/or Math.



Standardized Body of Evidence

In addition to the ACCESS for ELLs scores, districts, schools, and/or public charters are required to collect a body of evidence to demonstrate student's ability to transition to grade-level classrooms and content, with minimal and appropriate ELD support. In order to comply and document student demonstration of English proficiency level and student's ability to transition to classrooms with minimal and appropriate ELD support, districts, schools, and public charter schools must establish and document standardized measures and metrics across K-12 grade levels that define grade level success in reading and grade level success in writing. Additionally, districts/schools/public charter schools must communicate and monitor redesignation procedures and processes to all staff to ensure consistent and equitable implementation across all schools/grade levels.

a) Districts/schools/public charter schools must establish expectations of student grade level performance and set criteria to determine eligibility for redesignation – failure to do so, does not necessitate an automatic redesignation for students.

b) District, school, and public charter schools process must state clearly articulated expectations to meet established criteria. When a student's ACCESS for ELLs assessment is incomplete due to documented absence or a documented misadministration of a particular section of the ACCESS for ELLs assessment has occurred, OR the student's disabilities preclude assessment in one or more domain(s), one additional piece of evidence that confirms English proficiency that is aligned with the CELF standard(s) in missing domain(s) must be collected to confirm proficiency in that language domain.

Examples of Standardized Pieces of Evidence:

Examples of Artifacts for Standardized Body of Evidence	
English Language Proficiency	Grade Level Academic Content Proficiency
<ul style="list-style-type: none">• District/School/Public Charter School Review Committee Evaluation• ≥ 4.0 proficiency in each language domain of ACCESS for ELLs• Language Samples (reading, writing, listening, and speaking)• Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.)• District/School/Public Charter School Language Proficiency Assessments (ex. IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.)• Interim Benchmark Assessments• Student Journals• English Language Development Checklists• Student Performance Portfolios• WIDA Speaking and Writing Rubrics	<ul style="list-style-type: none">• District/School/Public Charter School Review Committee Evaluation• Evaluation of Common Grade Level Assessments (formal or informal)• Demonstration of Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs)• Observation Protocols• District/School/Public Charter School Content-specific Proficiency Assessments• Interim Benchmark Assessments• Student Journals• Achievement/Proficiency Checklists• District/School/Public Charter School Assessments• Student Performance Portfolios• READ Act Assessments <p><i>CMAS: English Language Arts (ELA), Social Studies, Science, Mathematics (ELA includes two reporting categories, Reading, and Writing, which may be considered two individual pieces of evidence)</i></p>

Standardized Body of Evidence: students receiving instruction on the CAS Extended Evidence Outcomes (EEOs)

When EL/ML students receive their instruction through the Extended Evidence Outcomes (EEOs) and are administered the Alternate ACCESS assessment, the student's body of evidence must include a piece of evidence that demonstrates relevant English proficiency and/or performance as demonstrated through the CAS Extended Evidence Outcomes (EEOs) and/or CELF standard(s) in missing domain(s). In addition, the Body of Evidence (BOE) must also include a piece of evidence that demonstrates student's generalization of skills in English in the content areas of ELA, Science, Social Studies, and/or Math.

Examples of Artifacts for Students who Receive Instruction on CAS EEOs and on an IEP	
Demonstration of Adequate English Performance/Proficiency	Demonstration of Generalization of Skills in Content Area(s)
<ul style="list-style-type: none"> District/school/public charter school review evaluation team in collaboration with student's IEP team (MTSS/Progress monitoring teams) Language Samples (reading, writing, listening, and speaking) Observation Protocols (ex. District/School, SOLOM, Mondo Oral Language Assessment, etc.) District/school/public charter school Language Proficiency Assessments (ex. IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.) Interim Benchmark Assessments Student Journals English Language Development Checklists Student Performance Portfolios WIDA Speaking and Writing Rubrics WIDA Alternate Model Performance Indicators IEP Progress Monitoring Data Functional Communication Skills/Checklist 	<ul style="list-style-type: none"> District/school/public charter school review evaluation team in collaboration with student's IEP team (RTI/Progress monitoring teams) Evaluation of Common Grade Level Assessments (formal or informal) Demonstration of meeting grade-level Extended Evidence Outcomes (EEOs) District/school/public charter school Observation Protocols that incorporate a variety of school environments and people Interim Benchmark Assessments Student Journals Achievement/Proficiency Checklists District/school/public charter School Assessments Student Performance Portfolios READ Act Assessment: Colorado Emergent Literacy Scales (CELS) WIDA Alternate Model Performance Indicators IEP Progress Monitoring Data Functional Communication Skills/Checklist CMAS-COALT: English Language Arts (ELA), Social Studies, Science, Mathematics (ELA includes two reporting categories, Reading, and Writing, which may be considered two individual pieces of evidence)

Monitoring of FEP, M1, and M2 Students

Resignation occurs when districts, schools, and public charter schools determine EL/ML students are Fluent English Proficient (FEP) and formally redesignate them successfully to grade-level content classrooms with minimal and appropriate ELD instruction. In data reporting, students who are redesignated are classified as Fluent English Proficient Monitor Year 1 (FEP M1) and Fluent English Proficient Monitor Year 2 (FEP M2) and will not take the annual state assessment for English language proficiency, ACCESS for ELLs and Alternate ACCESS. However, districts, schools, and public charters have an obligation under Title VI of the Civil Rights Act, EEOA, ESSA, and ELPA to monitor FEP M1 and FEP M2 students' linguistic and academic progress during these two years. Monitoring must ensure the FEP students are able to actively participate and access the grade-level content similar to FELLs and students never identified for LIEP instruction. Monitoring must occur even for FEP students whose parents formally opted them out of the LIEP.

The district, school, and/or public charter school must develop and document a monitoring process that includes:

- ✓ The criteria for assessments, classroom observations, or analysis of student work to demonstrate the EL/ML students are continuing to progress academically, on grade-level standards without the targeted ELD instruction provided in the LIEP;
- ✓ Structured meetings between the CLDE teacher/coach/coordinator and the student's content teachers and/or the school/district data driven instruction team to discuss the student's academic progress and progress in continuing to develop English language proficiency;
 - End of school year determination of student's progression to FEP M2, FEP Exit Year 1, or re-entry into LIEP; and
- ✓ Ongoing conversations with the student and student's family about their academic performance and English language development.

The student's body of evidence collected during the monitoring process should be well-documented and kept in the student's records. If ongoing monitoring demonstrates that the student is struggling in academic performance and/or English language proficiency skills, appropriate academic and ELD support and instruction must be provided. Establishing rigorous monitoring systems that include periodic benchmarks allows districts, schools, and/or public charters to effectively monitor student's progress over time.

If, after appropriate ELD support and instruction is provided, the FEP student is not progressing academically or linguistically as expected, districts, schools, and public charter schools should re-evaluate the student's English language proficiency level, following the standardized EL/ML Identification Process, and determine if the student would benefit from additional English language development instruction and provide a targeted, appropriate LIEP. If the student is re-entered into the LIEP program, the school/district must document the reasons why and provide written notification to the guardian(s) of their student's reenrollment into the LIEP program. If the EL/ML student continues to make academic progress in year 1 of FEP monitoring, as determined by the school/district, the following school year the student is placed in year 2 of FEP monitoring. Upon completion of two full school years of FEP monitoring, the FEP student will be moved to FEP exit status in the Colorado Data Pipeline.

Exiting

Upon completion of two full school years of monitoring, the EL student will be moved to exit status in the Colorado Data Pipeline for an additional two years.

Dually Identified Students

When districts, schools, and public charter schools make a determination that a student is an EL/ML and is placed on an IEP, they must monitor the IEP goals for continued academic progress, as well as the student's linguistic and academic progress. IEP goals should delineate the mode of communication used by the student in acquiring functional and academic skills. Should monitoring of IEP goals identify persistent or developing language needs, schools/districts should consider re-evaluating the student's English language proficiency level to determine whether additional language instruction educational program services are necessary and provide documentation in the IEP regarding who will be providing the instruction and how the English language development instruction will be provided.

Assessment

Colorado Senate Bill 109, C.R.S. 22-24-106

Requires the Colorado Department of Education to develop and adopt a common assessment to identify multilingual learners and annually measure English language development.

The current ELP assessments are:

- WIDA Screener* the state mandated assessment to identify multilingual learners
- ACCESS and Alternate ACCESS are annual assessments used to measure English language development and attainment

WIDA™ ACCESS On-Track Growth to Standard: Fact Sheet

Accountability & Data Analysis Unit



Background

ACCESS for ELLs transitioned from paper-and-pencil to an online assessment referred to as ACCESS for ELLs® 2.0 for spring 2016 testing. Standard setting was completed in summer 2016. This process adjusted ACCESS 2.0 proficiency levels to align with the increased rigor of the academic language requirements in College and Career Ready standards. Scores released in 2017 reflected the results of the standard setting. To establish the Colorado criteria for identifying a student as eligible to be redesignated as fluent-English proficient and no longer in need of English language program support, the Colorado Department of Education convened the state's Culturally and Linguistically Diverse Education (CLDE) stakeholder group (representing Colorado's regional diversity including school district personnel, institutes of higher education, and advocacy groups) to review results on the ACCESS for ELLs® 2.0 assessment.

Reflecting on the previous English language proficiency criteria, the CLDE stakeholders felt that the skills and concepts demonstrated by students under the previous redesignation criteria were an appropriate "trigger" to start the redesignation process. The students identified for redesignation were generally successful after transitioning out of EL programming. In reviewing historical data, redesignated ELs tend to show parity in achievement to their majority non-EL peers within a year or two of leaving programming. Based on these considerations, the CLDE stakeholders directed CDE to match as closely as possible the previous counts of elementary and high school students eligible for redesignation. Too few middle schoolers have historically been eligible for redesignation, so the recommendation was made to reset the cuts in alignment with the other grade level outcomes. This resulted in the updated redesignation criteria of 4.0 Overall and 4.0 Literacy on the revised ACCESS 2.0 proficiency levels for all grades. Having determined the criteria for redesignation as fluent-English proficient, CDE then convened stakeholders in September 2017 to help establish the maximum timeline of 6 years for students to move from non-English proficient newcomer to fluent-English proficient.

Adopted Growth to Standard Timelines

The adopted 6-year timeline is broken down into interim stepping-stones of 1-2-3-years, meaning that a student initially scoring an overall ACCESS proficiency level of 1 will have 1-year to move to level 2 or higher, 2-years to move from level 2 to level 3 or higher, and then 3-years to move from level 3 to level 4. Upon initial entry to a Colorado school and with their initial ACCESS performance, a student's projected English-acquisition timeline will be established and used to determine whether they are on or off-track in future years to meet their proficiency targets. Students entering at higher levels of language proficiency will be given a shortened timeline corresponding to their initial language proficiency level.

Table 1. ACCESS for ELLs® 2.0 Proficiency Level Trajectory with Associated Timeline

Proficiency Level Trajectory	Timeline	Relation to Redesignation Eligibility Criteria
Level 1 increasing to Level 2+	1 Year	6-year timeline to achieve redesignation eligibility criteria
Level 2 increasing to Level 3+	2 Years	
Level 3 increasing to Level 4+	3 Years	
Level 4 staying at Level 4+	1 Year	If scoring at/above redesignation eligibility criteria, maintain performance level
Level 5 staying at Level 5+	1 Year	

ELPA-English Language Proficiency Act

Colorado House Bill 14-1298 – C.R.S. 22-24-101

The English Language Proficiency Act (ELPA) is a state funded program that provides financial and technical assistance to districts implementing programs to serve the needs of multilingual learners. The state definition of “English learner,” is derived from the 2014 Colorado Revised Statutes under the English Language Proficiency Act 22-24-103 (4) and is defined as “a student who is linguistically diverse and who is identified [using the state-approved English language proficiency assessment] as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English.” ELPA establishes that districts must provide an evidence-based English language proficiency, or English Language Development (ELD), program to assist ELs in acquiring English and achieving and maintaining grade-level performance in academic content areas.

District Requirements under ELPA:

- Follow State guidance to identify English learners
- Report and certify through the Student October Pupil Enrollment collection the numbers and proficiency levels of identified English learners in the district and the number of ELs who have exited from the program
- Administer and provide evidence-based English language development programs for identified English learner students while also providing access to grade-level content
- Provide professional development to all staff members supporting English learners to enhance their abilities to provide English language development and access to grade-level content

The ELPA Program is a categorical program that supports the requirement to provide an evidence-based English language development program for all identified English learners. The goal of the ELPA Program is to increase the English language proficiency and academic performance of English learners. Identified ELs, certified annually in Student October Count, may receive funding for up to a total of five budget years, including prior years of funding. Districts, schools, and public charter schools must distribute 100% of the ELPA Program funds to those charter schools that identified and reported English learners in the Student October Count.

CLDE Calendar

2024-2025 CLDE Calendar		
August	6	1st quarterly CLD Meeting
	13	1st Day of School 1st-12th
	20	1st Day of School Kindergarten
	13-30	WIDA Screener testing for new students
September	1-6	Continue WIDA Screener testing
	13	ALL Screener Data Collected
		EL tab, EL Assessments tab, EL Services tab, and EL Flag completed by Shelly
	20	ALL names of qualifying students sent to Jade Kaper and Shelly for parent letter
		DSC will complete Parent Letter tab
Please test new students who enter after the 6th no later than the beginning of their 2nd week in school and enter data immediately. Please send an email to Jade Kaper and Shelly as soon as you are finished testing.		
November	4	CDE Data Pull from IC for Access Testing
		Please help the DSC keep track of students who come after this date as we will need to enter them into Wida AMS manually. Email Shelly with names and I will enter them right away so we don't have any delays.
November	15	1st Semester check for M1 and M2 students completed
December		1st-12th Grade Access Test Training for SACs and ELL teachers
December		Kindergarten and Alternate Access Test Training for SACs
December	15	Access testing schedules submitted to Shelly
January	13	Access Testing Window
Access Testing Window January 13th through February 14th		

All new students who arrive on or before February 7th must be tested unless they have completed this year's testing at another school.

March	25	Begin process for final monitoring M1 and M2 students
April	1	2nd Semester check for M1 and M2 students completed
		Forms for all students completed and sent to ELD Director by April 14th
April	30	Access results released
May	13-30	Collect re-designation Body of Evidence documents from classroom/content teachers
May	TBD	Redesignation Process Begins

Resources

Colorado Department of Education, Office of Culturally and Linguistically Diverse Education, 2018-2019 Redesignation Guidance at http://www.cde.state.co.us/cde_english/redesignation

National Center on Educational Outcomes, Meeting the Needs of ELs with Disabilities in Your State: making EL Exit Decisions at <https://nceo.info/Resources/publications/OnlinePubs/briefs/brief13/brief13/brief13.html>

U.S Department of Education, Office of English Language Acquisition, English Learner Toolkit, September 2015, Chapter 6 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

Colorado Academic Standards at www.cde.state.co.us/standardsandinstruction

Colorado English Language Proficiency Standards at www.cde.state.co.us/coenglangprof

Colorado Instructional Standards and Adaptations for Students with a Disability at www.cde.state.co.us/cdesped/instructionalstandards

Council of Chief State School Officers, CCSSO English Learners with Disabilities Guide at www.ccsso.org/sites/default/files/201711/CCSSO%20ELSWD%20Guide_Final%2011%2011%202017.pdf