



ACCESS Timing in Colorado

CDE Assessment Division
Fall 2026

1



Welcome. This session covers the new Colorado time limits for WIDA ACCESS.

You will learn three things:

1. The time limit for each domain and grade cluster.
2. When the limits start to count for accountability.
3. How to check student test times in WIDA AMS.

The second half of the deck is reference material. Use it for planning and for staff and family questions.

Agenda

- Colorado Law: C.R.S. 22-7-1006.3(1)(e)
- Student-Centered Testing
- Historical Expectations
- ACCESS Item Information
- Colorado Timing Expectations
- Accountability
- Student Status Report in WIDA AMS
- Why Timing Matters
- Data-Informed Decision Making
- Colorado Redesignation

Update to Testing Practices: Colorado Law

Colorado Law: C.R.S. 22-7-1006.3(1)(e)

- **Duty to Review:** The Colorado Department of Education must evaluate testing rules.
- **Security & Administration:** CDE updates policies to prevent cheating, leaks, and errors.
- **Goal:** Protect the fairness and accuracy of statewide testing.

Colorado law, C.R.S. 22-7-1006.3(1)(e)(I), tells CDE to review and update assessment administration and security policies as necessary. The purpose is to keep state test results accurate and fair. The ACCESS time limits are one of these updates.

● **Student-centered**

- Standardized time spent testing
- Return to learning
- Equitable results

The time limits keep the focus on the student.

Each student has a set amount of time for each domain. Then the student goes back to class.

All students test under the same limits. This makes results comparable across schools and districts.

Historical Expectations

- They are testing via paper (Alternate, large print, braille, other IEP/504-documented reason to test on paper)

14 | Colorado ACCESS 2024-2025

- Their language proficiency status was not accurate in the Student Interchange, and they are not NEP or LEP for the 2024-2025 school year (students who were uploaded to WIDA AMS due to Student Interchange data errors need a reason not tested code applied).
- They moved out of the district (students who move need a reason not tested code applied).

Scheduling

Untimed does not mean unlimited testing time; use time estimates indicated in the ACCESS for ELLs Test Administrator Manual and Colorado average online testing times (Appendix B) to support scheduling for ACCESS for ELLs 1-12.

STOP testing when a reasonable amount of time is spent testing.

Kindergarten ACCESS for ELLs usually takes about 45 minutes. However, due to the adaptive nature of the test, higher proficiency students will likely take longer and beginning proficiency students might need significantly less time. Breaks during the test administration session (as described in the ACCESS TABs) are appropriate for kindergarten students, and these pauses can increase the time. Adding breaks should extend the testing time to no more than 60 minutes.

Alternate ACCESS is administered in four testing sessions, one for each domain. Each domain test takes about 20 minutes. However, due to the adaptive nature of the test and the unique abilities and behaviors of your students, actual test times can vary widely.

Make-up testing

Test Coordinators must monitor the progress of the make-up test sessions. Students who are absent during the tests will need to have make-up sessions scheduled. Test Coordinators will work with the Test Administrators to schedule the make-up sessions during the test window. Students testing via a make-up session must be given the same standardized testing environment provided in the originally scheduled session.

Appendix C: Time Per Domain

An analysis of the time spent on each assessment during previous administrations was conducted to provide additional guidance to Test Coordinators about the amount of time that should be scheduled for each domain. This table provides results of that analysis and can be used as a guide in planning the testing schedule. The assessments do not have a hard stop, but students should be encouraged to complete testing within five minutes once they are near the average time presented below. Students with extra time in their IEP or 504 Plan can test up to time-and-a-half, and again then be told to wrap up testing. It is inappropriate to have a student test on any one domain for over an hour.

E.g., a student in grades 6-8 with extended time listed as an accommodation in their IEP would test for time-and-a-half, and at the 80-minute mark they would be directed to finish within 5-minutes.

Untimed does not mean unlimited testing time; use time estimates indicated in the WIDA ACCESS Test Administrator Manual and Colorado average online testing times to support scheduling for ACCESS.

STOP testing when a reasonable amount of time is spent testing.

Colorado Average Online ACCESS Testing Time (minutes)

Grade	Listening	Reading	Speaking	Writing
1	32	22	28	--
2-3	35	29	30	--
4-5	37	35	32	34
6-8	40	36	34	37
9-12	37	38	33	34

31 | Colorado ACCESS 2024-2025

Appendix B: Time Per Domain

An analysis of the time spent on each assessment during previous administrations was conducted in order to provide additional guidance to Test Coordinators about the amount of time that should be scheduled for each domain. This table provides results of that analysis and can be used as a guide in planning the testing schedule. The assessments do not have a hard stop, but students should be encouraged to complete testing within five minutes once they are near the average time presented below. Students with extra time in their IEP or 504 Plan can test up to time-and-a-half, and again then be told to wrap up testing. It is inappropriate to have a student test on any one domain for over an hour.

Untimed does not mean unlimited testing time; use time estimates indicated in the ACCESS for ELLs Test Administrator Manual and Colorado average online testing times to support scheduling for ACCESS for ELLs 1-12.

STOP testing when a reasonable amount of time is spent testing.

Colorado Average Online ACCESS Testing Time (minutes)

Grade	Listening	Reading	Speaking	Writing
1	32	22	28	--
2-3	35	29	30	--
4-5	37	35	32	34
6-8	40	36	34	37
9-12	37	38	33	34

29 | Colorado ACCESS 2025-2026



This idea is not new. The 2024-25 and 2025-26 Colorado ACCESS manuals already said that untimed does not mean unlimited.

Those manuals told test administrators to:

- Stop testing after a reasonable amount of time.
- Not let a student test on one domain for more than one hour.
- Let students with extended time in an IEP or 504 plan test up to time-and-a-half.

What is new: Colorado now sets a maximum time for each domain. In 2027-28, those limits connect to accountability.

Point out that the new Reading and Writing limit for grades 4-12 is 75 minutes. That is more than the old one-hour guidance.

ACCESS Item Information			
Listening	Reading	Speaking	Writing
Adaptive based on English proficiency Max: 24 items Grouped into 6-8 folders	Adaptive based on English proficiency Max: 30 items Grouped into 8-10 folders	Tier based on Listening & Reading performance <u>Tier Pre-A</u> : 3 tasks grouped into 3 folders. <u>Tier A</u> : 6 tasks grouped into 3 folders. <u>Tier B/C</u> : 6 tasks grouped into 3 folders.	Tier based on Listening & Reading performance <u>Tier A grade 1</u> : 3 subtasks. The added subtask lets the youngest students show what they know on an easier, lower-PL subtask. <u>Tier A</u> : A folder with multiple subtasks factored together into one holistic task/score. <u>Tier A grades 2-12</u> : 2 subtasks <u>Tier B/C, all grades</u> : 1 task

Listening and Reading are adaptive. The test gives easier or harder items based on student answers.

The Speaking and Writing tier comes from Listening and Reading results. For this reason, students take Listening and Reading first.

The item counts are maximums. Many students see fewer items.

Colorado ACCESS Time Limits

Colorado ACCESS Testing Time in Minutes				
Grade Clusters	Listening	Reading	Speaking	Writing
1	55	55	55	55
2-3	55	55	55	55
4-5	55	75	55	75
6-8	55	75	55	75
9-12	55	75	55	75

Students with disabilities (SWD) who have extended time documented in their IEP or 504 plan may be scheduled for an additional 15 minutes.

Some students may be eligible for [time-and-a-half testing](#).

7



09/25/26

These are the maximum testing times for each domain. They apply to ACCESS Online and ACCESS Paper.

- Grades 1-3: 55 minutes for each domain.
- Grades 4-12: 55 minutes for Listening and Speaking. 75 minutes for Reading and Writing.

Compare these limits to the 2025-26 data on slide 22. On average, students finished each domain in about 36 to 42 minutes. Most students have more time than they need.

Students with extended time in an IEP or 504 plan get extra time. Use the link at the bottom of the slide for the exact amount.

Colorado Time ~ WIDA Guidance

WIDA ACCESS Online Timing

“These are timing estimates. They are provided for scheduling and planning purposes. They include time for tasks like seating students, distributing and collecting test materials, and going over test directions. Refer to the following table for details of in-seat testing time by domain, and visit your member/state page on the WIDA website for additional local timing guidance.” (WIDA TAM p. 60)

Note the difference: WIDA timing is session time; Colorado is testing time.

Domain	Group Size	Timing	Description	Scoring
Listening	No more than 15 students	Approximately 65 minutes	You read a brief, scripted introduction as students log in to the online test platform, where they view test items and mark responses.	Centrally scored
Reading	No more than 15 students	Approximately 60 minutes	You read a brief, scripted introduction as students log in to the online test platform, where they view test items and mark responses.	Centrally scored
Writing	No more than 15 students	Approximately 70-90 minutes	For students in grades 1-3, you read a script while students view test items and handwrite responses in Writing Test Booklets. For students in grades 4-12, you read a brief, scripted introduction as students log in to the online test platform, where they view test items. Students either put responses in the online test platform or handwrite responses in Writing Response Booklets.	Centrally scored
Speaking	No more than 5 students	Approximately 50 minutes	You read a brief, scripted introduction as students log in to the online test platform, where they view test items and record their spoken responses.	Centrally scored

WIDA gives these times as estimates for scheduling. They include time to seat students, hand out materials, and read directions.

Use the WIDA estimates to plan rooms and sessions.

Use the Colorado limits on slide 7 to monitor each student's testing time.

TAM means Test Administrator Manual.

Colorado Test Time

- Testing time begins once the student selects the “Begin The Test” button; at the end of testing the test will return to the “Sign In” screen.
- The online test does not have a built-in clock. Colorado test administrators will need to keep track of time manually for both online and paper testers.

Reminder

Due to the interactive one-on-one administration, ACCESS for Kindergarten and Alternate ACCESS are not timed. Those tests are to be administered following the built-in "go on" and "stop" procedures in the test administrator script.



9

This slide tells you when the clock starts and stops.

- Start: the student selects the "Begin The Test" button.
- Stop: the test returns to the "Sign In" screen.

The online test does not show a clock. Test administrators must track time themselves for online and paper tests.

Tips for test administrators:

- Write the start time for each student when they begin.
- Use a visible clock or timer in the room.
- Give a time reminder before the limit, at 15 minutes and 5 minutes left.

ACCESS for Kindergarten and Alternate ACCESS are not timed. These tests are one-on-one. Follow the "go on" and "stop" steps in the test administrator script.

Accountability

Beginning in 2027-2028

WIDA ACCESS Tests That Go Beyond the Allowed Time

- Districts will receive scores for tests that go beyond the allowed time, but those scores **will not** be included in accountability (similar to a CMAS score suppression).
 - Tests **with an acceptable explanation** for going beyond the allowed testing time (e.g., a student left the test session unexpectedly due to illness or an appointment, or a student experienced technical issues) will be included in accountability reporting.

This year, 2026-2027, is for practice and learning

2026-27 is a practice year. Use it to learn the limits and build good habits.

Accountability does not change this year.

Starting in 2027-28:

- If a student goes over the time limit, the district still gets the score.
- That score does not count in accountability.
- Exception: the score counts if there is an acceptable reason. Examples: the student got sick, left for an appointment, or had a technical problem.

Tell test administrators to write down the reason when it happens. Do not wait until after the window closes.

The screenshot displays the WIDA AMS web application. At the top, the header includes 'INSIGHT WIDA' and 'MY APPLICATIONS'. A sidebar on the left contains various navigation options, with 'Download Student and Status Reports' highlighted in a pink box. The main content area shows the 'WIDA Home' dashboard with an 'Overview' section. A secondary sidebar on the right lists options like 'Test Volume', 'Test Status', and 'Student Status', with 'Student Status' highlighted in a pink box. A 'Registration Window *' dropdown menu is open, showing a search bar with '*Required' and a list of results: 'Screener 2026-2027', 'WIDA ACCESS 2025-2026' (highlighted in a pink box), and 'Screener 2025-2026'. A text box on the right explains that the Student Status report displays all students with an online registration, including demographics, accommodations, and test dates/times. The date '09/25/26' is visible in the bottom right corner.

Use the Student Status Report in WIDA AMS to check test times.

1. Log in to WIDA AMS.
2. Select Reporting, then Student Status.
3. Select the registration window for this school year.

The screenshot shows the 2025-2026 window as an example. This year, select WIDA ACCESS 2026-2027.

Example of Student Status Report with Column Added for Timing Note

K	L	M	N	O	P	Q	R	S	T	U
First Name	Middle Initial	Date of Birth	Test Status	Do Not Score	Accommodations	Time Span (minutes)	Test Started Date/Time (Is in Central Time)	Test Ended Date/Time (Is in Central Time)	Total Excessive Logins per Student/Domain	TIMING NOTE
Elphaba	nmn	06/04/2014	Completed			46	1/13/2026, 2:06 PM	1/13/2026, 2:52 PM		
Napoleon	P	07/19/2015	Completed			39	1/13/2026, 2:06 PM	1/13/2026, 2:45 PM		
Katniss	R	01/31/2015	Completed			41	1/13/2026, 2:06 PM	1/13/2026, 2:47 PM		
Forrest	A	04/05/2014	Completed			35	1/13/2026, 2:07 PM	1/13/2026, 2:42 PM		
Cher	N	12/15/2014	Completed			47	1/13/2026, 2:06 PM	1/13/2026, 2:53 PM		
Lucy	E	08/01/2014	Completed			23	1/13/2026, 2:06 PM	1/13/2026, 2:29 PM		
Greg	C	01/05/2015	Completed			40	1/13/2026, 2:06 PM	1/13/2026, 2:46 PM		
Elle	M	04/20/2015	Completed			1148	1/13/2026, 2:06 PM	1/14/2026, 9:14 AM		Called for Appt.
Wednesday	J	01/22/2016	Completed			52	1/13/2026, 2:16 PM	1/13/2026, 3:08 PM		
Carlton	L	08/06/2016	Completed			40	1/13/2026, 2:13 PM	1/13/2026, 2:53 PM		
Chandler	M	03/31/2016	Completed			41	1/13/2026, 2:12 PM	1/13/2026, 2:53 PM		
James	nmn	12/13/2015	Completed			42	1/13/2026, 2:13 PM	1/13/2026, 2:55 PM		
Ross	E	08/27/2016	Completed			46	1/13/2026, 2:12 PM	1/13/2026, 2:58 PM		
Hermione	Jean	02/12/2016	Completed			49	1/14/2026, 11:20 AM	1/14/2026, 12:09 PM		
Hannah	A	04/09/2016	Completed			41	1/13/2026, 2:13 PM	1/13/2026, 2:54 PM		
Tadashi	L	05/17/2015	Completed			33	1/13/2026, 2:12 PM	1/13/2026, 2:45 PM		
Bruno	B	05/11/2016	Completed			37	1/13/2026, 2:16 PM	1/13/2026, 2:53 PM		
Ory	A	07/26/2016	Completed			40	1/13/2026, 2:16 PM	1/13/2026, 2:56 PM		
Lizzie	B	01/22/2016	Completed			40	1/13/2026, 2:21 PM	1/13/2026, 3:01 PM		
Miles	M	06/26/2016	Completed			39	1/13/2026, 2:16 PM	1/13/2026, 2:55 PM		
Zack	S	08/18/2016	Completed			39	1/13/2026, 2:16 PM	1/13/2026, 2:55 PM		
Anna	B	02/14/2015	Completed			36	1/13/2026, 2:16 PM	1/13/2026, 2:52 PM		
Peter	S	09/18/2016	Completed			41	1/13/2026, 2:12 PM	1/13/2026, 2:53 PM		
Harry	James	07/05/2016	Completed			34	1/13/2026, 2:13 PM	1/13/2026, 2:47 PM		
Matilda	K	12/03/2015	Completed			48	1/13/2026, 2:10 PM	1/13/2026, 2:58 PM		
Luke	A	03/04/2016	Completed		RA	58	1/13/2026, 2:18 PM	1/13/2026, 3:16 PM	3	
Percy	W	04/15/2016	Completed			43	1/13/2026, 2:16 PM	1/13/2026, 2:59 PM		
Han	R	07/12/2016	Completed			43	1/13/2026, 2:16 PM	1/13/2026, 2:59 PM		
Jack	nmn	08/25/2016	Completed			34	1/13/2026, 2:16 PM	1/13/2026, 2:50 PM		
Buffy	nmn	12/13/2015	Completed			43	1/13/2026, 2:13 PM	1/13/2026, 2:56 PM		
Ron	B	06/11/2015	Completed			30	1/13/2026, 2:16 PM	1/13/2026, 2:46 PM		
Christopher	T	07/13/2016	Completed			44	1/14/2026, 11:20 AM	1/14/2026, 12:04 PM		

Fictional students. The Student Status Report contains student PII and should be treated as secure.

This report uses sample data with fictional student names.

- The Time Span column shows the minutes from test start to test end.
- The highlighted student shows 1,148 minutes. The student left for an appointment and finished the next day.
- The Timing Note column is not part of the report. You add it yourself to record the reason.

Time Span includes paused time, so it can be longer than the time the student actually tested.

The start and end times on this report are in Central Time, not Mountain Time.

For 2027-2028

- Column U in the example report on the previous slide would be sufficient documentation for an acceptable explanation for time.

Reminder: this year is for practice and learning.

Starting in 2027-28, a test that goes over the time limit can still count for accountability if there is an acceptable reason.

The Timing Note column on the previous slide is enough documentation. Column U is the column you add to the Student Status Report.

What to do:

1. When a student goes over the limit, write the reason in the Timing Note column.
2. Keep the note short and specific. Examples: left for an appointment, became sick, had a technical problem.
3. Write the note when it happens or as soon as possible. Do not wait until the end of the testing window.

This year, 2026-27, is for practice. Use it to build the habit of tracking time and writing notes. There is no effect on accountability this year.

Remember: the report has student information. Store it securely.

Why Timing Matters

14

09/25/26



The next slides explain why timing matters.
Use them when staff, families, or students ask why Colorado set limits.

A Timed Assessment

- A timed assessment gives every student the same window to show what they can do.
- A time limit turns an open-ended task into a measurable, comparable one.
- A timed assessment protects instructional time.

A time limit gives every student the same amount of time.
It turns an open task into one we can measure and compare.
It also protects time for instruction.

Standardization Creates Fair Comparisons

- Every student works under identical conditions.
- Untimed testing turns pacing and endurance into hidden variables.
- A fixed time window removes an uncontrolled factor from score interpretation.

When all students test under the same conditions, we can compare their results.
With no limit, speed and stamina become hidden factors in the score.
A fixed time removes one factor we cannot control.

Timing Strengthens Score Validity

- Time limits support a more valid interpretation of what test scores measure.
- Controlled timing supports stronger claims about what a score actually means.
- Time spent and performance together reveal more about a student's readiness than performance alone.

Time limits help us understand what a score means.

A score from controlled conditions supports stronger conclusions.

Time and performance together tell us more about a student than performance alone.

Timing Supports Logistics and Security

- Fixed windows let districts plan rooms, staff, and schedules with confidence.
 - Students return to learning sooner.
 - Test administrators return to teaching sooner.
- Untimed testing turns a single test into an open-ended commitment.
- Shorter test windows reduce the risk of relaxed proctoring, outside device use, and content sharing.

Fixed times help districts plan rooms, staff, and schedules.
Students and test administrators go back to class sooner.
A test with no limit can take up an unknown amount of time.
Shorter sessions also lower security risks, such as weak supervision, phone use, and shared test content.

Timing Shows Readiness for Content

- Students who need more time need ELD instructional support and ML accommodations on content assessments.
- Timed ELP assessment helps prevent false positives for redesignation.
- Timed ELP assessment now prepares students for content assessments, in cases of redesignation when the ML extended time accommodation is no longer available.

A student who needs much more time may need more English language development support. Talk with the ML team about that student's instruction. Content tests, such as CMAS and SAT, have fixed unit times. ACCESS now works the same way, so students practice under the same type of conditions. Timed results also help us avoid moving a student out of ML services before the student is ready.

Key Points

- Support students with practice, not by removing the clock.
- Timing standardizes conditions and strengthens score validity.
- Timing supports test security and logistics.
- Timing shows that students have skills they can carry beyond the test.

Four points to remember:

1. Support students with practice. Do not remove the time limit.
2. Timing gives all students the same conditions and makes scores more meaningful.
3. Timing helps test security and planning.
4. Timing shows that students can use their skills outside the test.



Data-Informed Decision Making

21

09/25/26



This section shows 2025-26 Colorado ACCESS timing data.
Use it to see how the limits compare to how long students actually tested.

ACCESS Timing, Grades 1-12 (in minutes)

ALL GRADES

Domain	Mean	Median	Mode
Listening	41.78	41	41
Reading	36.41	35	31
Speaking	37.87	39	41
Writing	39.57	39	36

Outliers were removed. Domain times used in calculations range from 15 to 120 minutes (SY25-26)

These are 2025-26 Colorado averages for ACCESS Online, grades 1-12.

- Mean: the average time.
- Median: the middle value.
- Mode: the most common value.

The data does not include times under 15 minutes or over 120 minutes.

Key point: in every domain, the average student finished well under the 55-minute limit.

Grades 1-3

Domain	Grade	Mean	Median	Mode
Listening	1	32.48	32	30
Reading	1	26.04	23	16
Speaking	1	34.32	34	27
Listening	2	41.05	41	39
Reading	2	30.57	28	15
Speaking	2	36.16	37	38
Listening	3	40.44	40	39
Reading	3	33.65	33	35
Speaking	3	34.29	35	37

Reminder: Grades 1-3 take Writing on paper, so no timing data is available.

Grades 1-3: the averages for all domains are between 26 and 41 minutes.
The limit for these grades is 55 minutes for each domain.
Grades 1-3 take Writing on paper, so there is no Writing time data.

Grades 4-5

Domain	Grade	Mean	Median	Mode
Listening	4	42.56	42	41
Reading	4	38.3	38	40
Speaking	4	39.81	41	41
Writing	4	37.81	37	30
Listening	5	43.01	42	41
Reading	5	39.53	40	39, 44
Speaking	5	40.26	41	40
Writing	5	38.47	37	35

Grades 4-5: the averages are between 37 and 44 minutes.

The limit is 55 minutes for Listening and Speaking, and 75 minutes for Reading and Writing.

Where two numbers show in the Mode column, both values occurred the same number of times.

Grades 6-8

Domain	Grade	Mean	Median	Mode
Listening	6	45.88	45	42, 43
Reading	6	38.56	38	29
Speaking	6	40.13	41	39
Writing	6	40.7	40	40
Listening	7	45.15	44	41
Reading	7	40.11	40	36
Speaking	7	41.86	42	39
Writing	7	41.65	41	32
Listening	8	44.82	44	42
Reading	8	40.48	40	36
Speaking	8	38.03	38	23
Writing	8	42.64	43	37

Grades 6-8: the averages are between 38 and 46 minutes.
Grade 6 Listening has the highest average, at about 46 minutes. That is still under the 55-minute limit.

Grades 9-12

Domain	Grade	Mean	Median	Mode
Listening	9	44.88	44	41
Reading	9	40.8	41	39
Speaking	9	39.13	40	25
Writing	9	40.13	40	42
Listening	10	43.71	43	39, 40
Reading	10	39.76	40	37
Speaking	10	41.44	43	42
Writing	10	38.84	38	32, 37
Listening	11	43.06	42	39
Reading	11	39.94	40	47
Speaking	11	37.61	38	25
Writing	11	39.36	38	32
Listening	12	41.76	41	39
Reading	12	37.91	37	36
Speaking	12	35.82	33	24
Writing	12	37.99	37	29

Grades 9-12: the averages are between 35 and 45 minutes.
All averages are well under the limits.

Content Test Timing Spring 2026

(time available in minutes, per unit)

CMAS

ELA/CSLA	90*
Math	65
Science	65 (grades 5 & 8) 50 (grade 11)
Social Studies	65

College Board (PSAT and SAT)

Reading and Writing	64
Math	70

*Multilingual Learners averaged just under an hour of testing time

27

per unit.

09/25/26



These are the Spring 2026 unit times for CMAS and for PSAT and SAT.

Students already test under fixed times on these content tests.

On CMAS ELA, multilingual learners used just under one hour per 90-minute unit on average.

Colorado Redesignation

28

09/25/26



This section covers how Colorado decides when a student no longer needs ML services.

Colorado Redesignation Criteria

Updated
Guidance:
Spring 2027

- Colorado sets its own redesignation criteria based on Colorado students
 - Standardized assessment procedures
 - ELP assessment
 - Content assessment

Colorado sets its own redesignation criteria, based on data from Colorado students. The criteria use standardized assessment results from two sources: the English language proficiency test and content tests. CDE will review the criteria and share updated guidance in spring 2027.

ACCESS Timing Conversations Fall 2026

Invited Districts

Over 1,000 ACCESS testers **or**
Over 20% of student population*
August 18 &
September 2

Shared with

CLDE Directors, September 24
ACEE, September 25

*
[2025-2026 Pupil Membership Statistics](#)

District	K-12 Count	NEP/LEP Count	NEP/LEP Percent
Adams 12 Five Star Schools	33,039	4,897	14.8%
Adams County 14	4,976	1,812	36.4%
Adams-Arapahoe 28J	38,197	14,330	37.5%
Center 26 JT	588	157	26.7%
Charter School Institute	20,966	3,369	16.1%
Cherry Creek 5	51,844	6,584	12.7%
Denver County 1	89,210	23,225	26.0%
Eagle County RE 50	6,073	1,393	22.9%
Fort Morgan Re-3	3,327	689	20.7%
Garfield 16	1,196	319	26.7%
Garfield Re-2	4,642	1,082	23.3%
Greeley 6	22,778	4,434	19.5%
Holly RE-3	279	73	26.2%
Jefferson County R-1	74,177	3,746	5.1%
Lake County R-1	884	221	25.0%
Mapleton 1	6,943	2,012	29.0%
Roaring Fork RE-1	5,621	1,273	22.6%
School District 27J	24,290	3,179	13.1%
Sheridan 2	924	282	30.5%
St Vrain Valley RE1J	32,279	2,742	8.5%
Summit RE-1	3,378	773	22.9%
Weld Re-8 Schools	2,437	489	20.1%
Westminster Public Schools	7,282	2,030	27.9%



09/25/26

CDE met with districts that have more than 1,000 ACCESS testers or where NEP and LEP students are more than 20 percent of enrollment.

Those meetings were on August 18 and September 2.

CDE then shared this information with CLDE directors on September 24 and with ACEE on September 25.

Use this slide to show that districts helped shape this guidance.