

Extenuating Circumstances: New to Country after October Count Date NEP/LEP Students with Limited or Interrupted Formal Education (SLIFE)

Spring 2024 Coding Guidance



COLORADO
Department of Education

Students with Limited or Interrupted Formal Education (SLIFE)

Students identified as Non English Proficient (NEP) or Limited English Proficient (LEP) who enrolled in a U.S. school for the first time after October 1 Count are exempt from English Language Arts (ELA) testing. Additionally, districts will indicate coding for students who have experienced limited or significantly interrupted formal education¹ that preclude the students from testing validly for Math and Science due to extenuating circumstances.

CMAS Enter coding through PearsonAccess^{next}. For Math and Science assessments, indicate Not Tested Code/Reason 11 (State Use Only: Extenuating Circumstances). For ELA, continue using Not Tested Code/Reason 02 (First Year in U.S. Multilingual Learner).

Coding Extenuating Circumstances for Math and Science

State assessment coding is indicated for student tests within vendor systems or during Student Biographical Data (SBD) Review within CDE’s Data Pipeline after testing. For the 2023-24 school year only, Code 11 is the Reason Not Tested Code districts will use for multilingual learners who arrived in the U.S. after October 1 Count and have experienced limited or interrupted formal education.

PSAT/SAT Enter coding through Test Day Toolkit. Indicate both Special Reporting Use/Reason Not Tested Code 2 (Newcomer to the U.S.)* and Code 11 (Extenuating Circumstances).

*For Math only, continue using only Special Reporting Use/Reason Not Tested Code 2 (Newcomer to the U.S.).

Note: These students were not included in CDE’s Pre-ID data loads.

NEP/LEP	First Year Enrolled in U.S. School	Enrolled after Oct. 1 Count 2023	Limited or Interrupted Formal Education ¹	Testing Guidance	State Accountability for Fall 2024	Federal Accountability for Fall 2024
YES	YES	YES*	YES	<ul style="list-style-type: none"> Exempt from taking <i>ELA</i> 	<i>ELA</i> <ul style="list-style-type: none"> Will count as Participants** 	<i>ELA</i> <ul style="list-style-type: none"> Will count as Participants**
				<ul style="list-style-type: none"> Extenuating Circumstances for <i>Math and Science</i> that you believe preclude the student from testing validly 	<i>Math and Science</i> <ul style="list-style-type: none"> Will count as Participants** Scores for students who do test will not be included in Achievement Calculations* 	<i>Math and Science</i> <ul style="list-style-type: none"> Expected to be counted as Non-participants** Scores for students who do test will not be included in Achievement Calculations*
YES	YES	YES*	NO	<ul style="list-style-type: none"> Exempt from taking <i>ELA</i> May take CSLA in third or fourth grade, if appropriate 	<i>ELA</i> <ul style="list-style-type: none"> Will count as Participants** Scores for students who take CSLA will not be included in Achievement Calculations* 	<i>ELA</i> <ul style="list-style-type: none"> Will count as Participants** Scores for students who take CSLA will not be included in Achievement Calculations*
				<ul style="list-style-type: none"> Should take <i>Math and Science</i> with accommodations 	<i>Math and Science</i> <ul style="list-style-type: none"> Testers will count as Participants** Non-testers will count as Non-participants Scores will not be included in Achievement Calculations* 	<i>Math and Science</i> <ul style="list-style-type: none"> Testers will count as Participants** Non-testers will count as Non-participants Scores will not be included in Achievement Calculations*

* Test scores for students enrolled after October 1 pupil count are not included in state or federal Achievement Calculations (includes fall 2024). Scores may be included in Growth calculations in 2025 if the student has two consecutive years of data.

** Participants count toward both the numerator and denominator for all accountability participation calculations. Non-participants only count towards the denominator and count against the numerator for all accountability participation calculations.



¹Examples of Limited or Interrupted Formal Education

- a. No or limited formal school in prior country/countries
 - A student has never attended school
 - Very limited schooling options in a student's former country significantly impeded the student's exposure to formal education (e.g., school was held sporadically; the only school was very far away)
 - A student was prohibited from attending school due to a disability, gender, and/or age
- b. Interruptions in formal education due to war, civil unrest, migration to the U.S., limited access to schools, etc., resulting in:
 - Two or more fewer years of formal schooling in prior country/ies compared to U.S. similarly aged peers
 - Example: A student is placed in fifth grade upon January enrollment in U.S. schools based on age. The student has had a total of 2.5 or fewer collective years of formal education spanning the prior four years. In comparison, most other students placed in fifth grade would have completed 4.5 years of education, excluding kindergarten.
 - Significantly disrupted education resulting in last completed grade two or more years below expected grade level based on age
 - Example: A student is placed in 10th grade upon January enrollment in U.S. schools based on age; however, the student has completed only seventh grade or lower. Most of the student's peers would have completed ninth grade before beginning 10th grade.
 - Missed six consecutive school year months or more of formal schooling immediately prior to enrolling in U.S. school
 - Example: A student is placed in eighth grade upon January enrollment in U.S. schools based on age. The student missed four months of schooling in the US (Sept, Oct, Nov and Dec) and missed at least the last two months of schooling in their former country (April and May). The last time the student was in school was March 2023. Keep in mind, different countries may have school year calendars that are different from the typical US school calendars.

Contacts

Testing Guidance:

Official DACs contact Heather Villalobos Pavia (villalobos_h@cde.state.co.us) with multilingual learner assessment questions.

State Accountability Questions: accountability@cde.state.co.us

Federal Accountability Questions: negley_t@cde.state.co.us