



COLORADO
Department of Education

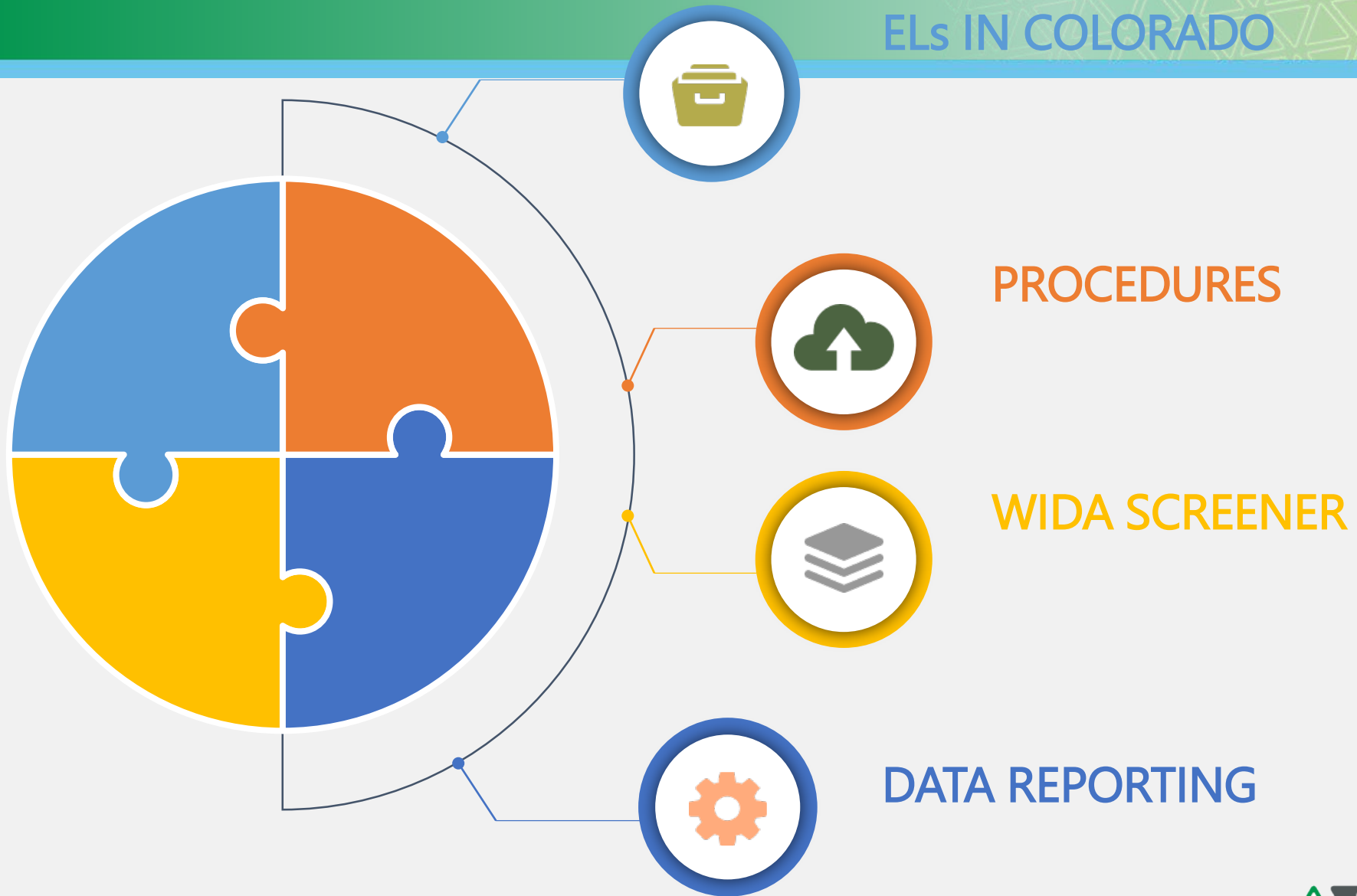
Identification

of English Learners (ELs)

Requirements and Process
2018

Identification of English Learners

ELs IN COLORADO



English Learners in Colorado

ESSA Report Card 2017

Chapter 4: English Learners

<http://www.cde.state.co.us/fedprograms/statereportcard>



COLORADO
Department of Education

[Site Index](#) | [CDE Offices](#) | [Staff Directory](#)

report card



CDE welcomes your feedback
Help us improve your experience with our website by filling out this [brief survey](#).

SchoolView | Data & Accountability

Programs & Supports

Teaching & Learning

Policy & Funding

Federal Programs Unit Home

ESEA Programs

ESSA in Colorado

Empowering Action for School Improvement (EASI)

Achievement of At-Risk Students (Title I)

Educator Quality (Title II)

English Learners (Title III)

Student Support and Academic Achievement (Title IV)

Rural Education (Title V)

Competitive Grants and Awards

Consolidated Application

Culturally and Linguistically Diverse Education

Data, Program Evaluation and Reporting

Equitable Services in Non-Public Schools

Home

Every Student Succeeds Act (ESSA) State Report Card 2017

Overview of the 2017 ESSA State Report Card

Under the Every Student Succeeds Act (ESSA), State Education Agencies are required to prepare and disseminate an annual state report card that meets the minimum requirements described in federal law. The following chapters address these requirements, as well as provide additional information regarding the characteristics and performance of various student groups in Colorado.



Students Smiling

Jump to a chapter:

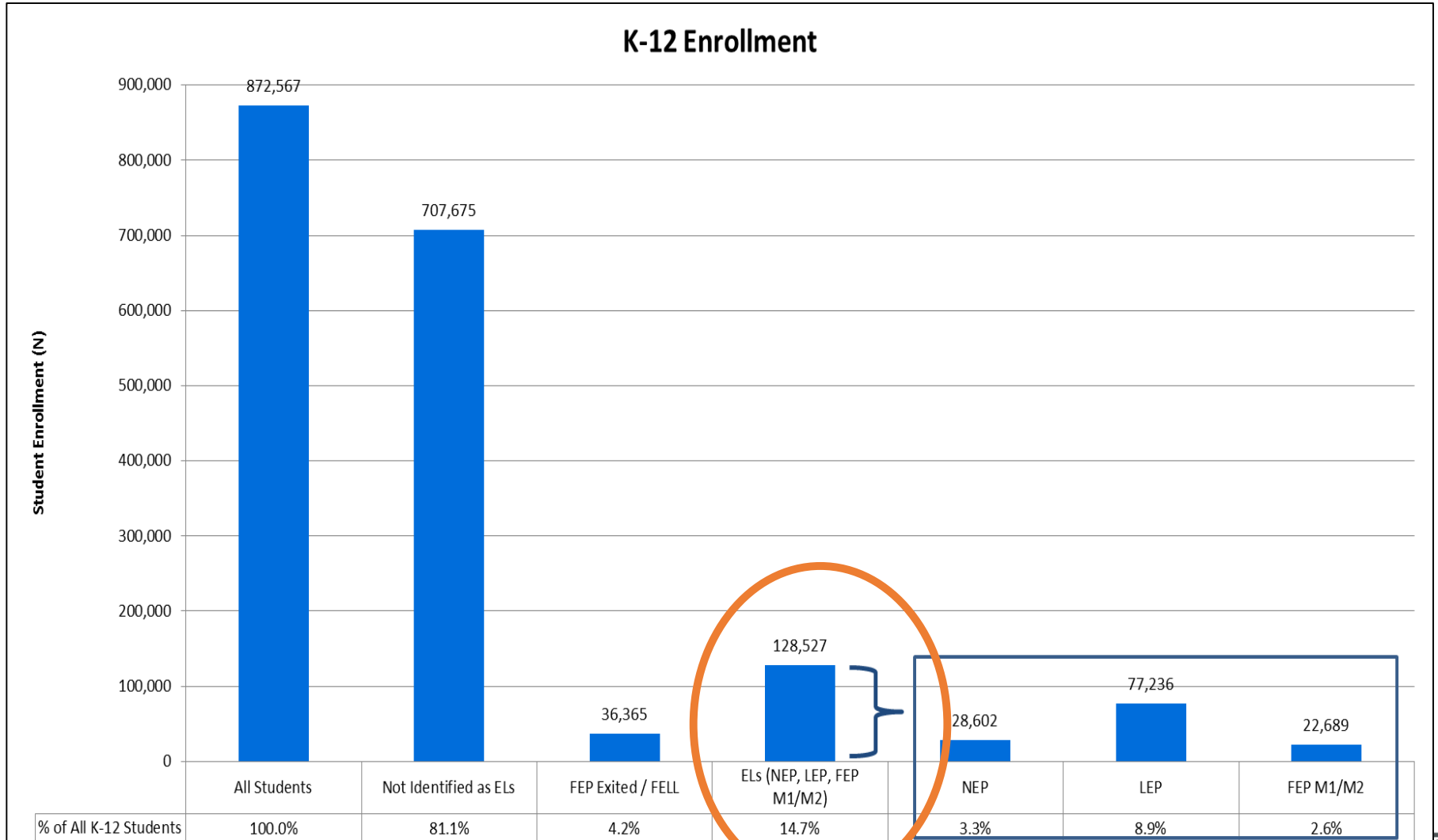
- [1: Introduction and Methodology](#)
- [2: 2017 Performance of all K-12 Students](#)
- [3: Student Access to Quality Teachers](#)
- [4: English Learners](#)
- [5: Students Receiving Title I Services](#)
- [6: Students with Disabilities](#)
- [7: Gifted and Talented Students](#)
- [8: American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander](#)



Percentage of Students Within Each Region

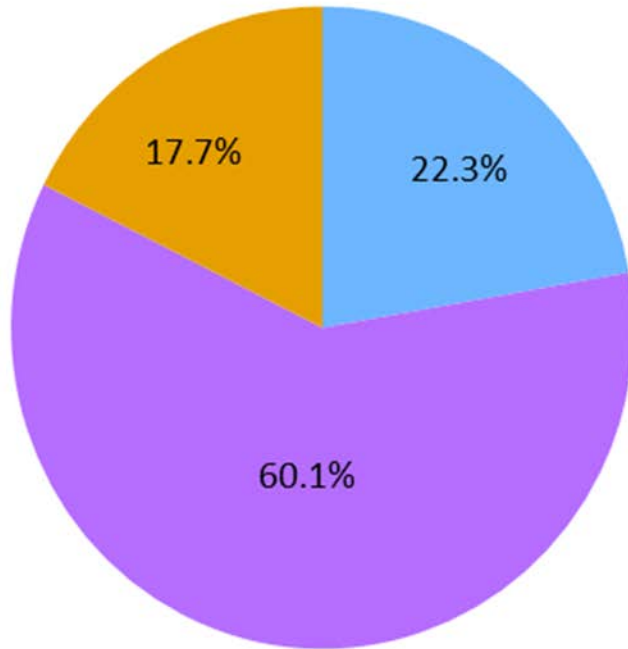
| Region | Number (N) All Students | Number (N) ELs (NEP, LEP, FEP M1/M2) | Percent (%) ELs (NEP, LEP, FEP M1/M2) |
|--------------------------|-------------------------|--------------------------------------|---------------------------------------|
| Metro | 460,742 | 86,350 | 18.7% |
| North Central | 124,010 | 16,124 | 13.0% |
| Northeast | 14,224 | 1,875 | 13.2% |
| Northwest | 34,979 | 7,545 | 21.6% |
| Pikes Peak | 152,307 | 8,852 | 5.8% |
| Southeast | 10,951 | 431 | 3.9% |
| Southwest | 20,438 | 1,491 | 7.3% |
| West Central | 36,579 | 2,361 | 6.5% |
| Charter School Institute | 16,201 | 3,432 | 21.2% |
| Colorado Digital BOCES | 2,136 | 66 | 3.1% |

Total Number of English Learners in Grades K-12 in Colorado



English Proficiency Status of K-12 English Learners

English Language Proficiency



■ Non-English Proficient

■ Limited English Proficient

■ Fluent English Proficient
Monitor Years 1 or 2



Number and Percentage of English Learners by The Top 20 Languages

| Language | Number (N) ELs (NEP, LEP, FEP M1/M2) | Percent (%) ELs (NEP, LEP, FEP M1/M2) |
|-------------------|--------------------------------------|---------------------------------------|
| Spanish | 106,589 | 82.9% |
| Arabic | 2,191 | 1.7% |
| Vietnamese | 2,026 | 1.6% |
| Russian | 1,299 | 1.0% |
| Chinese, Mandarin | 1,240 | 1.0% |
| Amharic | 1,069 | 0.8% |
| Somali | 1,063 | 0.8% |
| Nepali | 883 | 0.7% |
| French | 691 | 0.5% |
| Korean | 645 | 0.5% |
| Burmese | 546 | 0.4% |
| Hmong | 468 | 0.4% |
| Karen, Pa'o | 436 | 0.3% |
| Tigrigna | 382 | 0.3% |
| Swahili | 374 | 0.3% |
| German, Standard | 348 | 0.3% |
| Hindi | 335 | 0.3% |
| Chinese, Yue | 329 | 0.3% |
| Tagalog | 310 | 0.2% |
| Telugu | 286 | 0.2% |

OCR and DOJ Laws

http://www.cde.state.co.us/cde_english/elau_pubsresources

- Title VI of the Civil Rights Act of 1964; prohibits discrimination based on race, color or national origin
- Office for Civil Rights May 25, 1970 Memo; requires parent notification of school activities
- Lau v. Nichols - 414 U.S 563 (1974); expands rights of students with limited English proficiency
- Equal Educational Opportunities Act of 1974; requires schools to take action to overcome barriers to students equal participation
- The Lau Remedies (1975); identifying, placement and appropriate instruction
- Castañeda v. Pickard (1981); three prong test to measure compliance of EEOA of 1974
- Plyler v. Doe (1982); right to attend free public school, can not deny admission based on document or immigration status

Identification Procedures

Federal and State Requirements – Slide 1

Every Student Succeeds Act (ESSA), §§1112(e) 3116(b)

- Requires recipients of Titles I and III to **identify ELs** and **notify parents** of the language instruction educational programs available to their students

English Language Proficiency Act (ELPA), CRS 22-24-101

- Requires all Colorado districts, Charter School Institute, and facility schools to **identify ELs**

Federal and State Requirements – Slide 2

Senate Bill 109, CRS 22-24-106

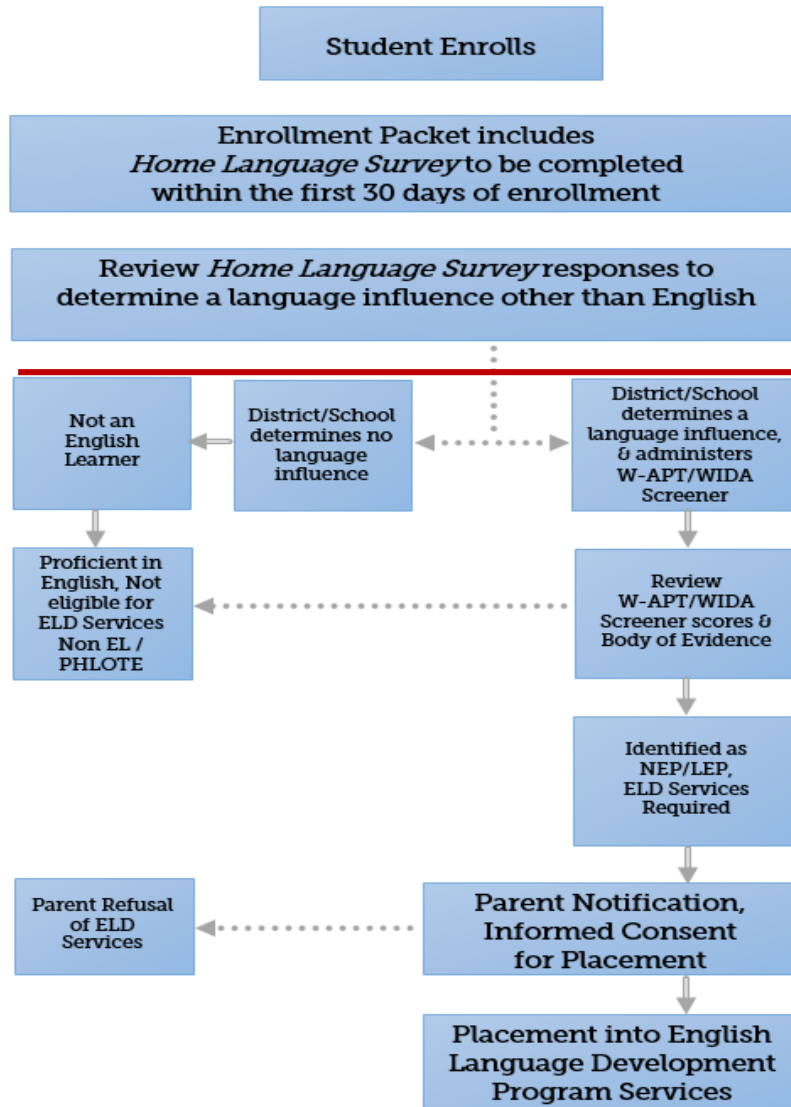
- One common **assessment** to identify EL student

W-APT/WIDA Screener- state mandated placement assessment must be used as one indicator to determine English language proficiency and if student is EL

Lau Remedies, 1975

- Specifies approved approaches, methods, and procedures for:
Identifying and evaluating national origin minority students' English language skills

State Identification Procedures



District determines language influence

Language Use Survey

What it is the Language Use Survey?

- Required by law
- Given to **all** new to district students, including foreign exchange and adopted students
- A **tool** to be used with all students to identify possible language influences other than English
- **Three required questions** included in the district developed form
- Must be filled out when **student enrolls**

Three (3) questions must be asked on the Language Use Survey

1. What is/was the student's first language?
1. What is the native language of the student?

2. Does the student speak a language(s) other than English?

(Do not include languages learned in school.)

☐ Yes ☐ No

If yes, specify the language(s):

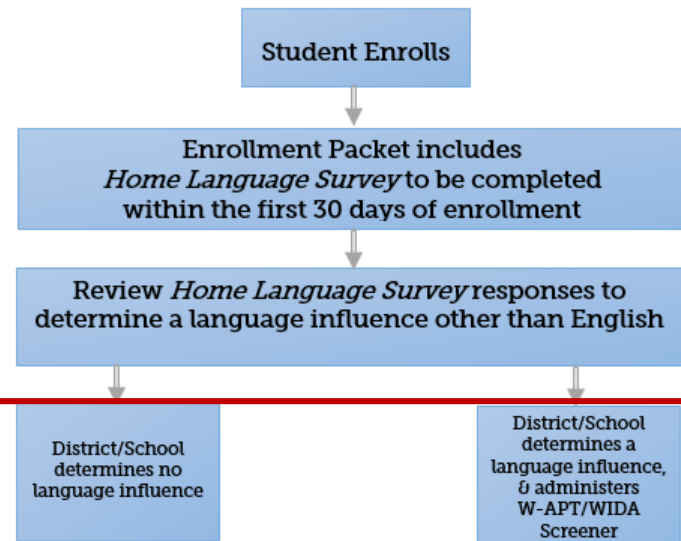
2. What language(s) is(are) spoken most often by the student?

3. What language(s) is (are) spoken in your home?

Who Reviews the Language Use Survey?

District/school staff that have been trained in the school or district identification processes to **determine if there is a language influence**

- Counselor
- Administrator
- Teacher
- Administrative assistants
- Other personnel



District determines language influence

Testing Requirements for Kinder W-APT and WIDA Screener

Any new to district student, the district determines a **language influence other than English**

- These students can include...
 - Foreign exchange students
 - Students with disabilities
 - Students enrolled in charter schools and facility schools
 - Adopted students
 - Students of military families
 - Home school or online students
- Does not include...per federal guidance
 - Students who use American Sign Language and do not have a language influence other than English

Body of Evidence (BOE): Determining if Student is an English Learner



- W-APT or WIDA Screener Scores
- Family Interviews
- Student Academic Records
- Local school or district assessments
- Informal assessments
- Student Profiles

Parent Notification – Identification

<http://www.cde.state.co.us/parentnotificationrequirements>

Parent Notifications must include:

- Reason why child was identified as EL
- Level of English proficiency and how assessed
- Method of instruction used in programs
 - If more than one, list all
- How program will meet the educational strengths of the child
- How program will help child learn English and meet Colorado Academic Standards
- Exit requirements for programs/graduation rates for secondary students
- Parents right to opt out of program services
- How ELD services will be coordinated with and meet the goals of IEP services, if applicable



Senate Bill 109, CRS 22-24-106

- Established one common English Language Proficiency Assessment ACCESS 2.0
- ALL identified NEP and LEP students are required to participate in the ACCESS 2.0 administration annually (even if not served in program because of parent refusal)
- Coordination with DAC and ELD Director/Coordinator imperative

EL Identification Scenarios

Scenario 1

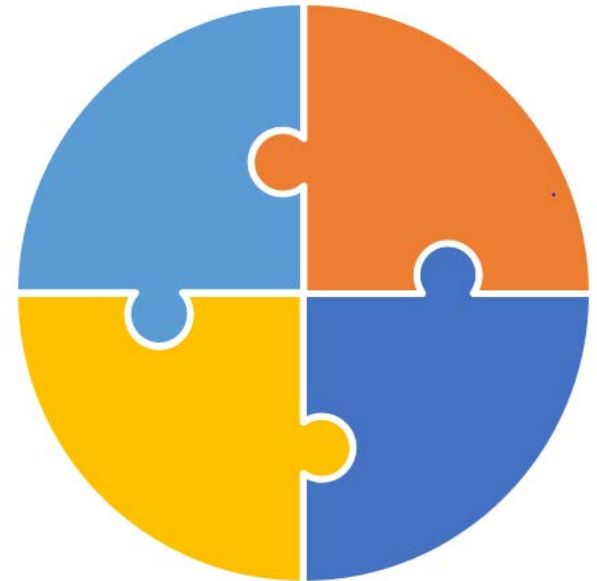
A student enrolls in the district. Parents/guardians speak a language other than English. Language Use Survey indicates English is the only language used/spoken in the home.

Question: Is the student eligible for ELD services?

A: Possibly – Administer the identification screener. Review scores and BOE to determine if ELD services are appropriate.

B: No – Because the parents indicated no other language influences on the Language Use Survey.

C: Yes – Because school staff heard the parents speaking a language other than English to the student.



Scenario 2

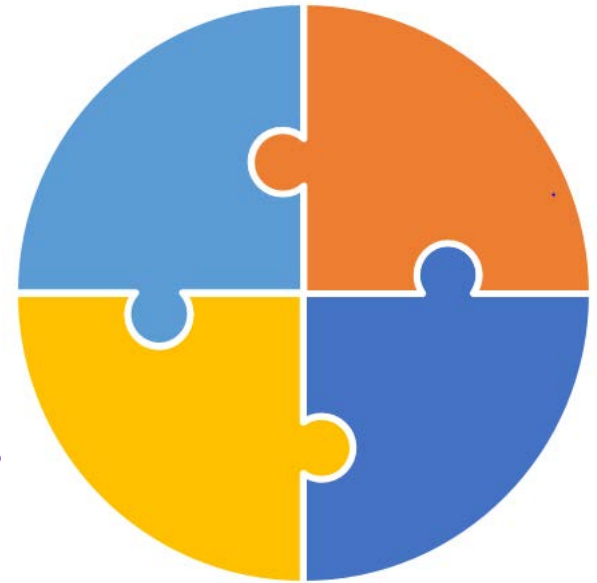
A student enrolls from a neighboring district. This student has been through the identification process in the previous district.

Question: Should the current district proceed with its own enrollment process?

A: No – They should get the enrollment paperwork from the previous district in order to expedite processing.

B: Yes – But if the student took the W-APT/WIDA Screener at the previous district, the enrolling district can use those scores.

C: Yes – Proceed with district enrollment procedures.



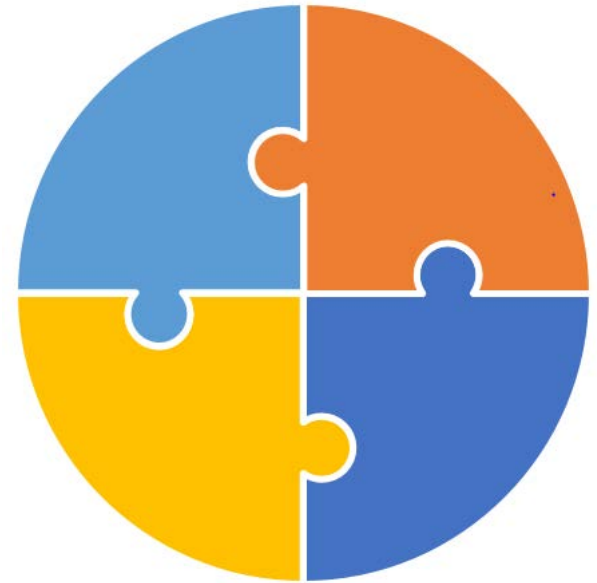
Scenario 3

A student arrives from another district with ACCESS scores from the previous year.

Question: Should we administer the W-APT/WIDA Screener?

A: Yes – Administer the identification screener. Review current scores and ACCESS scores (BOE) to determine if ELD services are appropriate.

B: No – The student is currently an EL and should be immediately enrolled in ELD services.



Scenario 4

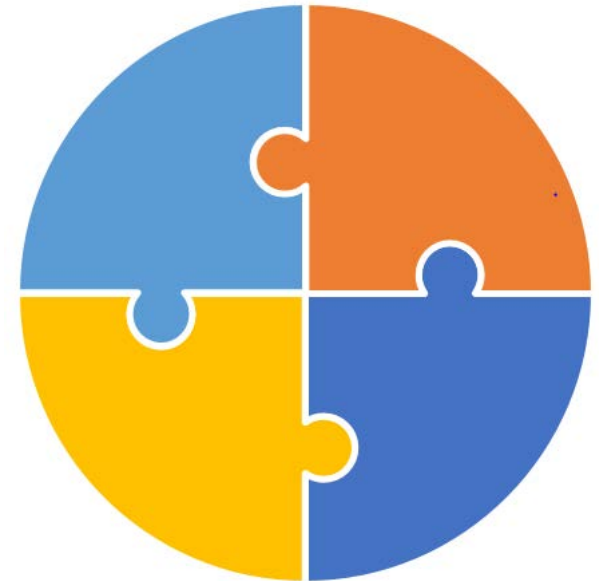
An EL student leaves our district and re-enrolls later.

Question: Should we administer the W-APT/WIDA Screener?

A: Maybe – Speak with his/her previous content and ELD teachers to see what they would recommend.

B: Yes – Follow district enrollment procedures. Administer the identification screener. Review current scores and ACCESS scores as BOE to determine if ELD services are appropriate.

C: No – Re-enroll student in all courses he/she was previously enrolled in or the appropriate sequence of courses.



WIDA Screener

WIDA Screener Purpose

The WIDA Screener is an English language proficiency assessment given to new students in Grades 1-12* to assist educators with the identification of students as English learners (ELs).

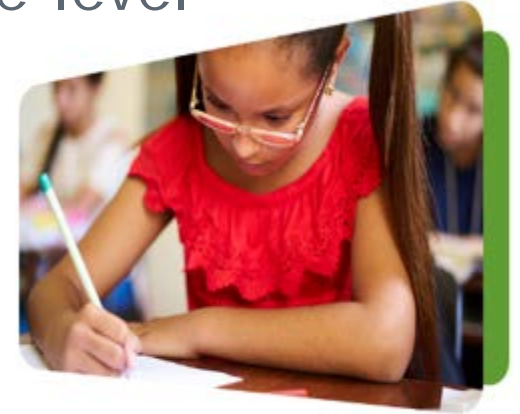
- * Begun July 1, 2018

- * Kindergarten & 1st grade, first semester will continue using W-APT

The WIDA Screener is used, with a Body of Evidence (BOE), as one element in the Colorado Identification Procedures to assess a student's English language proficiency.

WIDA Screener Key Features

- Includes 5 separate forms for each grade-level cluster: 1, 2-3, 4-5, 6-8, 9-12
- Aligns with the WIDA English Language Development Standards
- Assesses each of the four language domains: Listening, Speaking, Reading and Writing
- Reports proficiency level scores for each language domain and for three composite scores: Oral Language, Literacy and Overall Score



WIDA Screener

CREATE AN
ACCOUNT



EXPLORE GENERAL
INFORMATION



COMPLETE
TUTORIALS &
QUIZZES



TECHNOLOGY OR
REVIEW TAM



PLAN TO
ADMINISTER



ADMINISTER
SCREENER



SYSTEM REQUIREMENTS
OR DOWNLOAD
MATERIALS



WIDA Screener: Test Comparison

Test Comparison

[WIDA
Screener
Online](#)



[WIDA
Screener
Paper](#)

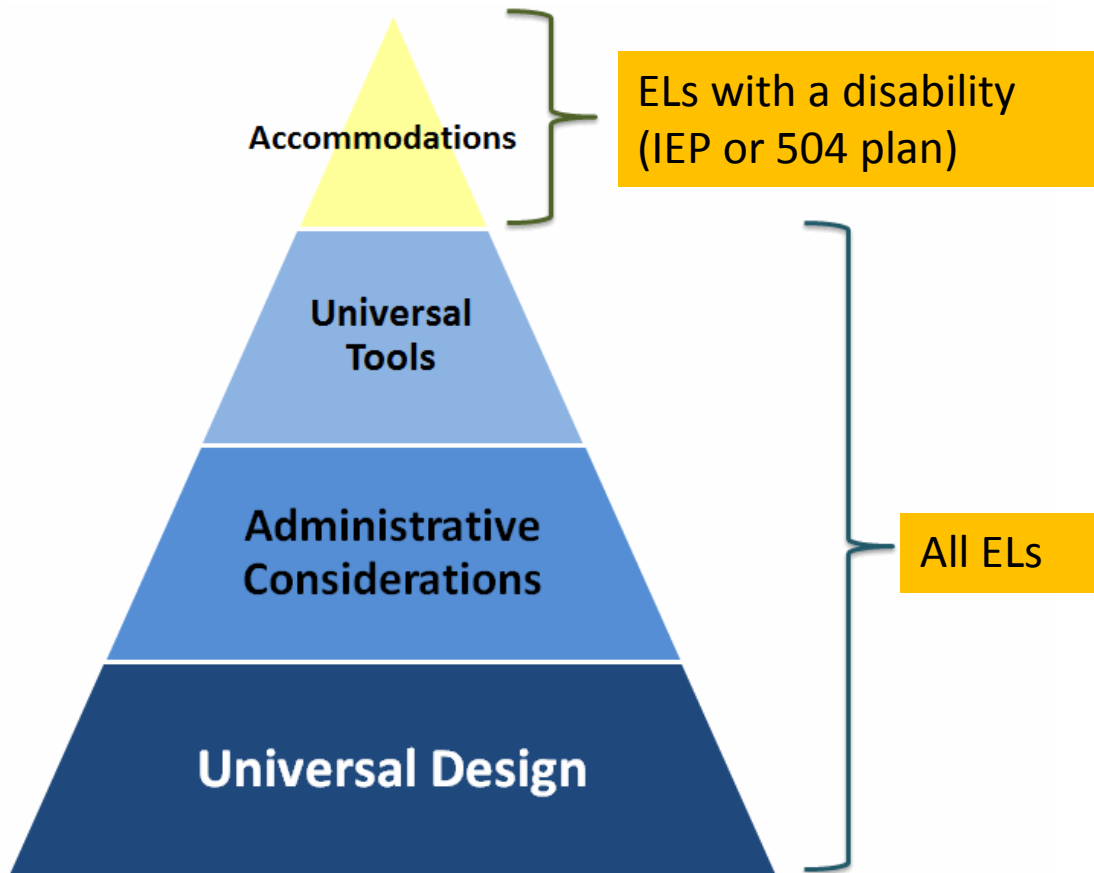


| | <u>WIDA Screener Online</u> | <u>WIDA Screener Paper</u> |
|--------------------------------|---|--|
| Purpose | Identification | Identification |
| Audience | U.S. Grades 1-12 | U.S., International Grades 1-12 |
| Test Administration | Individual, Small Group | Individual, Small Group |
| Total Test Time | 80 minutes | 85 minutes |
| Scoring | Locally | Locally |
| Score Type | Proficiency Level | Proficiency Level |
| Score Reports | Individual | Individual |

Grade Level Cluster Administration

| | | | | Grade Guidance for Administering W-APT & Screener | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------|---------------------------------|---------------------|---------------------|---|---|-----|---|-----|---|-----|---|------|---|---|---|---|---|---|---|---|----|---|----|---|----|---|--|
| Grade | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | | |
| Semester | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | |
| Grade-level Cluster Form | W-APT Listening & Speaking Only | W-APT All 4 Domains | W-APT All 4 Domains | | 1 | 2-3 | | 4-5 | | 6-8 | | 9-12 | | | | | | | | | | | | | | | |

WIDA Accessibility and Accommodations



Universal Tools are available to ALL students

Audio Aid

Highlighter

Line Guide

Magnification

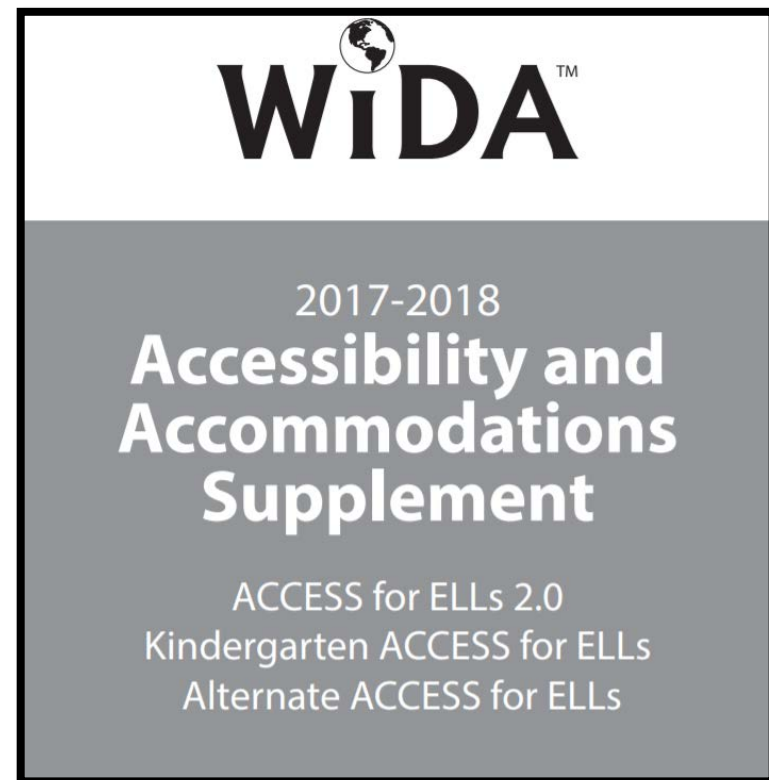
Sticky Notes

Scratch paper

Accommodations for students with IEP or 504 Plans

Changes to presentation, student response, timing of the test, or test environment

<https://www.wida.us/assessment/access%202.0/documents/AccessibilityandAccommodationsSupplement.pdf>



W-APT Kindergarten Guidance

| Kindergarten: First Semester Speaking and Listening | Kindergarten: Second Semester Speaking, Listening, Reading, and Writing | 1 st Grade: W-APT for Semester 1 |
|---|---|---|
| Scores from administration of only oral domains (listening and speaking) of Kindergarten W-APT <ul style="list-style-type: none">• NEP: 0-21 (total raw score of the 2 domains)• LEP: 22-28 (total raw score of the 2 domains) | Scores from administration of all four domains of the Kindergarten W-APT <ul style="list-style-type: none">• NEP: 0-28 (total raw score of the 4 domains)• LEP: 29-59 (total raw score of the 4 domains) OR Not meeting minimum required score in any domains: Oral (Speaking/Listening) < 29 Reading < 14 Writing < 17 | Scores from administration of all four domains of the Kindergarten W-APT (Speaking, Reading, Writing, Listening) <ul style="list-style-type: none">• NEP: 0-28 (total raw score of the 4 domains)• LEP: 29-59 (total raw score of the 4 domains) OR Not meeting minimum required score in any domains: Oral (Speaking/Listening) < 29 Reading < 14 Writing < 17 |

http://www.cde.state.co.us/cde_english/identification-placement



Proficiency Cut Score Guidance: WIDA Screener /ACCESS 2.0

| 1 st Grade: Second Semester | Grades 2-12 |
|--|---|
| <ul style="list-style-type: none">• NEP: 1.0 - 2.4 (Overall)• LEP: 2.5 – 3.9 (Overall)• Non-EL: 4.0 Overall AND 4.0 Literacy | <ul style="list-style-type: none">• NEP: 1.0 - 2.4(Overall)• LEP: 2.5 – 3.9 (Overall)• Non-EL: 4.0 Overall AND 4.0 Literacy |

http://www.cde.state.co.us/cde_english/identification-placement

Data Reporting: Student October EL Data

Language Instruction Program (LIP)

Abbreviated in data pipeline as LIP Codes:

| | |
|----|--|
| 00 | No or Not Applicable |
| 01 | English as a Second Language (ESL) or English Language Development (ELD) |
| 02 | Dual Language or Two-way Immersion |
| 03 | Transitional Bilingual Education or Early-Exit Bilingual Education |
| 04 | Content Classes with integrated ESL Support |
| 05 | Newcomer programs |
| 97 | Other |
| 98 | Not in a Language Instruction Program, Parent Choice |

Language Proficiency

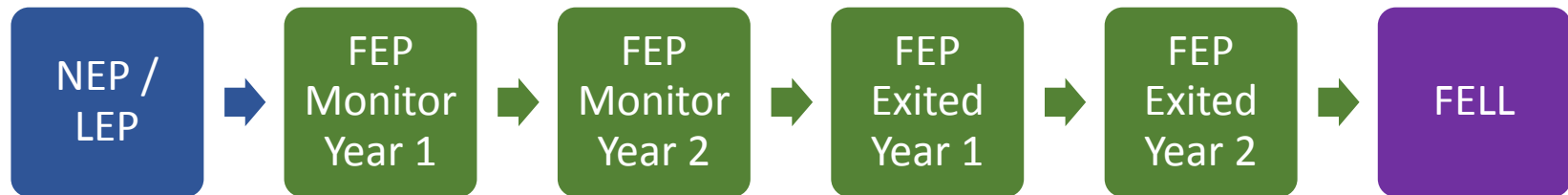
2018-2019 Language Proficiency Codes

- 1 - NEP
- 2 - LEP
- 4 - PHLOTE
- 5 - FELL
- 6 - FEP Monitor Year 1
- 7 - FEP Monitor Year 2
- 8 - FEP Exit Year 1
- 9 - FEP Exit Year 2

Language Proficiency

State Progression

- Language Proficiency will incorporate additional categories of Fluent English Proficient (FEP) than were previously captured in the ESL/Bilingual categories.
- Once students have completed a full school year coded as FEP Exited Year 2 they should move to FELL
 - In prior years students would remain FEP (Exited Year 3+)



English Learner Reports

There *are* two CDE Data Pipeline Reports for finding how a student was coded in the past, either by your district or another Colorado district:

English Learner Historical Reporting

- Report for looking up individual students that will include full history of EL Reporting

English Learners' Prior Year Reporting

- Report that will include all students with non-English background
- Previous October's EL values
- Current EL values
- CDE's best guess of current year location in Logical Progression

Resources and Contacts

For more information on EI Data Reporting

- Visit: http://www.cde.state.co.us/datapipeline/snap_studentoctober
- http://www.cde.state.co.us/datapipeline/inter_student
- Contact: Genevieve Hale at Hale_g@cde.state.co.us

For more information on ELD Programs

- Visit: http://www.cde.state.co.us/cde_english
- Contact: Morgan Cox at cox_m@cde.state.co.us
- Contact: Lindsay Swanton at Swanton_l@cde.state.co.us
- Contact: Doris Nguyen at brock-Nguyen_d@cde.state.co.us

Questions? Comments?

