

Newly Arrived Multilingual Learners

Performance Framework Implications



Overview

This resource describes how newly arrived multilingual learners (MLs) are included in performance framework calculations. This resource assumes knowledge about [state accountability](#), [performance frameworks](#), and [state assessments](#). See the links for additional information.

Which students qualify as “Newly Arrived Multilingual Learners”?

Newly Arrived* Multilingual Learners for Accountability Purposes: Students with a language proficiency designation of Non-English Proficient (NEP) or Limited English Proficient (LEP) who are recently or newly arrived to U.S. schools within the last 12 months. A subset of Newly Arrived MLs of interest this year includes **students with limited or interrupted formal education (SLIFE)** who first enrolled in a U.S. school after October 1 of the current school year.

* The term “newcomer” is used to refer to groups of MLs who arrived in the country within the last three years. For accountability purposes, CDE is referring to MLs who arrived within the last 12 months.

To ensure SLIFE students are appropriately coded in assessment and accountability data files, consult the [coding guidance](#) from the Assessment Division.

State Accountability Implications for 2024

Performance frameworks measure a district or school’s attainment on key performance indicators, including achievement, growth, and postsecondary and workforce readiness (PWR). Participation rates are calculated to indicate what proportion of enrolled students had valid test scores on the state content assessment. Newly arrived MLs have their own unique set of considerations to determine whether a student is counted as a participant. Below are the major accountability implications for these students.

Participation Calculations

Special considerations for newly arrived MLs exist based on assessment subject and student classification:

- **Participation Considerations for English Language Arts (ELA):** All students classified as NEP or LEP who are in their first year in the U.S. are exempt from having to take the state ELA assessment (i.e., CMAS - ELA, CO PSAT/SAT - Reading & Writing) in their first year, but still count as participants for ELA participation calculations for state accountability.
- **Participation Considerations for Math/Science:** All First Year in U.S. MLs must take mathematics and

Participation Definitions in Accountability

Total participation rates combine all assessment records for each subject area across all tested grade levels within a school or district and best reflect the percentage of students enrolled that participated in testing.

Accountability participation rates use the same rules as total participation rates, but parent excusals are excluded from the numerator and denominator of the calculation (i.e., parent excusals do not count against a school or district). For state accountability purposes, accountability participation rates below 95% in English Language Arts (ELA) and Math will result in an overall rating being reduced by one level.

More information about participation calculations is available in the [Participation and Accountability Guide](#).

In participation calculations, students are either counted as a participant or a non-participant.

- **Participants:** Students who are counted as participating in state assessments. These students count in both the numerator and the denominator of participation calculations. The more participants in a school or district, the higher the participation rate.
- **Non-participants:** Students who are counted as not participating in state assessments (e.g., student absence). These students count in the denominator, but not in the numerator of participation calculations. The more non-participants in a school or district, the lower the participation rate.

science assessments, except students identified as SLIFE (see definition above) enrolled after October 1 of the current school year. These students have experienced extenuating circumstances and may not be able to test validly on the state content assessments. District assessment coordinators should contact [Heather Villalobos-Pavia](#) with the Assessment Division with questions regarding testing expectations for these students in spring 2024. See the [Spring 2024 Content Assessment Guidance for NEP/LEP](#) shared by the Assessment Division.

State Accountability Takeaway: Students who meet the definition of “Newly Arrived ML” (see above) count as participants for ELA and are expected to test for Math and Science. Newly Arrived MLs meeting the definition of SLIFE and enrolled after October 1 of the current year may not be required to test. They will still be counted as participants for Math and Science participation calculations in the 2024 performance frameworks, but will not contribute to a rating being decreased due to participation.

Achievement Calculations

Students are excluded from achievement calculations in cases when a:

- Student did not test or did not receive a scale score
- Student enrolled after October 1 (i.e., not continuously enrolled within a school or district)
- Student’s test is considered invalid
- Student is expelled (*applicable for school performance framework calculations only*)
- Student’s grade level information is not consistent with the directory
- Student is enrolled in a detention facility
- Student is identified as home-schooled
- Student takes a test that was not intended for their grade level
- Student’s results are not associated with a valid school or district code
- Student is considered exempt from testing

There are three primary reasons why newly arrived MLs would be excluded from achievement calculations: (1) they enrolled after October 1, (2) they did not receive a scale score, and (3) they are considered exempt from testing. For NEP or LEP students in their first year in the U.S., there are special exemptions that apply to achievement calculations:

- **NEP/LEP students who do not test in their first year in the U.S.** are excluded from achievement calculations. In their second year, their achievement results will be included in achievement calculations.
- **NEP/LEP students who test in their first year in the U.S.** are excluded from achievement calculations in both their first and second years, and instead are included in growth calculations for their second year. The logic here is that growth results for these students will be used in the performance frameworks in lieu of achievement results. This rule provides an opportunity for students to demonstrate growth in their second year if they tested in their first year. A visual representation of this is available in the table titled “Newly Arrived ML Inclusion Rules”.

State Accountability Takeaway: “Newly Arrived MLs” are excluded from achievement calculations in their first year, even if they test.

Growth Calculations

Students are excluded from growth calculations in cases when a:

- Student did not receive a student growth percentile (i.e., no valid assessment outcome for at least two consecutive years)
- Student enrolled after October 1 (i.e., not continuously enrolled within a school or district)



- Student’s test is considered invalid
- Student is expelled (*applicable for school performance framework calculations only*)
- Student’s grade level information is not consistent with the directory
- Student is enrolled in a detention facility
- Student is identified as home-schooled
- Student takes a test that was not intended for their grade level
- Student’s results are not associated with a valid school or district code
- Student has a language proficiency designation other than NEP or LEP at the time of testing (*applicable for WIDA ACCESS growth calculations only*)

There are two primary reasons why newly arrived MLs would be excluded from growth calculations: (1) they enrolled after October 1 and (2) they did not receive a student growth percentile.

State Accountability Takeaway: “Newly Arrived MLs” are excluded from growth calculations in their first year because they would not have enough data to calculate a student growth percentile or to determine if a student is considered “On Track”.

Postsecondary and Workforce Readiness (PWR) Calculations

Most PWR measures, including graduation, dropout, and matriculation rates are reported on a one-year lagged schedule (i.e., for 2024 performance frameworks, these measures represent data from the 2022-23 school year), so Newly Arrived MLs will not be included until the following year. Colorado also uses the best of 4-, 5-, 6- and 7- year graduation rates for accountability purposes. While the CO SAT sub-indicator is included in PWR, the calculations follow the same rules as Achievement described above.

State Accountability Takeaway: “Newly Arrived MLs” are excluded from graduation, dropout, and matriculation rate calculations in their first year because these data are reported on a lagged basis. For CO SAT, “Newly Arrived MLs” would be reported according to the Achievement rules described above.

Performance Framework Implications Beyond 2024

The table below outlines inclusion rules for newly arrived MLs based on test year and test status.

Newly Arrived MLs Inclusion Rules

Test Year	Test Status	Total Participation Rate Inclusion	Achievement** Inclusion	Growth*** Inclusion
1 st Year (e.g., 2024)	Did not test	Count as participants	Excluded (no data)	Excluded (no data)
2 nd Year (e.g., 2025)	Tested	Count as participants	Included	Excluded (no data)
	Did not test	Count as non-participants	Excluded (no data)	Excluded (no data)
3 rd Year (e.g., 2026)	Tested	Count as participants	Included	Included
	Did not test	Count as non-participants	Excluded (no data)	Excluded (no data)



Test Year	Test Status	Total Participation Rate Inclusion	Achievement** Inclusion	Growth*** Inclusion
1 st Year (e.g., 2024)	Tested	Count as participants	Excluded	Excluded (no data)
2 nd Year (e.g., 2025)	Tested	Count as participants	Excluded	Included
	Did Not Test	Count as non-participants	Excluded (no data)	Excluded (no data)
3 rd Year (e.g., 2026)	Tested	Count as participants	Included	Included
	Did not test	Count as non-participants	Excluded (no data)	Excluded (no data)

** Includes CO SAT results reported as part of PWR indicator

*** For the state to calculate growth results, a minimum of two consecutive Spring assessment scores is required for each student.

Accountability Considerations for Students who take the Colorado Spanish Language Arts Assessment

[Third and fourth grade NEP/LEP students who meet eligibility requirements](#) may take an accommodated form of the CMAS - ELA assessment referred to as Colorado Spanish Language Arts (CSLA). If a student is eligible for CSLA, their record is held to all participation expectations (e.g., a student who is eligible to take CSLA but does not test would be counted as a non-participant in participation calculations). CSLA results are included in CMAS - ELA achievement calculations. CDE is currently unable to calculate growth scores for CSLA because there are too few students across the state taking CSLA in both 3rd and 4th grade to calculate individual student growth percentiles. To calculate the [Colorado Growth Model](#), the minimum number of cases typically required to run the model is 2,000 per grade, though larger samples on occasion do not show enough score variability for the model to provide results. The below table lists the number of students across the state who took CSLA in Spring 2023.

Spring 2023 - Statewide Participant Count

Grade-Level	State ELA Count	State CSLA Count
Grade 3	59,337	1,538
Grade 4	59,292	1,243

As shown in the above table, less than 3,000 students participated in the CSLA assessment in both 3rd and 4th grades in Spring 2023, compared to around 120,000 students who participated in CMAS - ELA in those grades. More information about the CSLA assessment is available on the CSLA assessment webpage:

<https://www.cde.state.co.us/assessment/csla>.

If you have questions about the contents of this fact sheet or need further assistance: Contact us at accountability@cde.state.co.us.