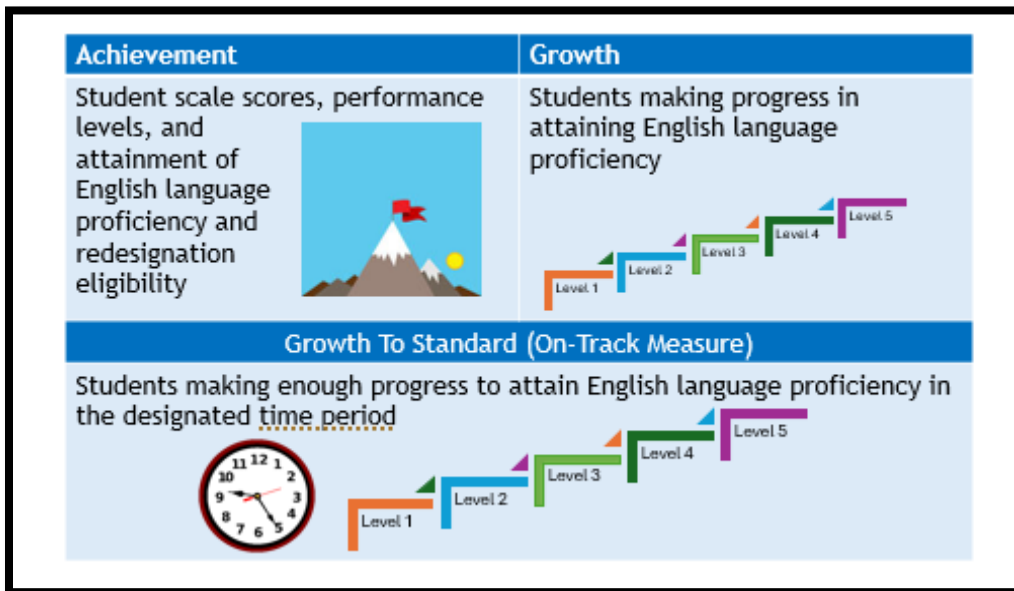


October 16, 2025 Office Hour Topics:

Multilingual Learner On Track Growth

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.

Metrics for English Language Acquisition



Achievement:

- Measure of student English language proficiency in relation to defined standards and redesignation eligibility expectations.
- Not currently a part of the state accountability frameworks
- Percent scoring English proficient was previously part of federal Title III accountability under NCLB
- There are no ESSA requirements specific to the percent of students reaching English language proficiency annually

Growth:

- Measure of the relative growth students are making on the WIDA ACCESS assessment
 - Students with similar language proficiency histories are compared to each other
- English language proficiency growth included for points on the performance frameworks
- Also included in ESSA Identification calculations

Growth to Standard (On-Track Measure)

- Determine what is “enough growth” for a student to reach language proficiency within allotted timeframe (also known as adequate growth)
- Adequate growth needed to reach next level of language proficiency is compared to actual growth percentile, and student flagged as on or off track
- The aggregated ELP On Track measure is included on the state performance frameworks
- Also included in ESSA Identification calculations

Stepping-Stone Trajectories for Attaining English Language Proficiency and On-Track Aggregations*

Proficiency Level Trajectory	Time to Next Prof. Level	Initial AYFEP Value	Relation to Redesignation Eligibility Criteria	On Track Aggregations	
Level 1 increasing to Level 2+	1 Year	6	6-year timeline to score at Overall L4	Catch Up	On Track Total
Level 2 increasing to Level 3+	2 Years	5			
Level 3 increasing to Level 4+	3 Years	3			
Levels 1-3 increasing to Level 4+	0 Years	0	Exceeded 6-year timeline	Keep Up	
Level 4 staying at Level 4+	1 Year	0	If scoring at/above L4, maintain performance level		
Level 5 staying at Level 5+	1 Year	0			
Level 6 staying at Level 6	1 Year	0			

CDE calculates and tracks each student’s 6-year Anticipated Years to Fluent English Proficient (AYFEP) countdown clock.

- The first time an ML takes the WIDA ACCESS assessment and receives a valid overall score, their starting proficiency level is used to determine their AYFEP value. Examples:
 - A student entering at Level 1 is expected to reach Level 4 within 6 years, so AYFEP for that year = 6.
 - A student entering at L3 gets 3 years to reach L4, so AYFEP = 3.
 - A student entering L5 is already at/above L4 so AYFEP = 0 and they are expected to stay at that same level in future years.
- Each student’s AYFEP clock automatically counts down by 1 for every year they have a WIDA ACCESS test record (enrolled in a Colorado school and receiving services).
- Additionally, if a student increases one or more proficiency levels, their AYFEP value pro-rates to the shorter timeline associated with that new level.
 - For example, a student who initially scored at L1 with AYFEP = 6 but in the following year tests at L3 now has AYFEP = 3.
- To simplify reporting the On Track Growth results, CDE combines all trajectories where the students are below proficiency level 4 into the Catch Up Category, all trajectories for students at or above L4 into the Keep Up Category, and all students into On Track Total.

*The 2017 WIDA ACCESS proficiency level was used as the baseline to set timelines (i.e. initial AYFEP values) for all MLs in program at the time. For MLs new to Colorado schools after 2017, the proficiency level from their first WIDA ACCESS administration establishes their initial AYFEP timeline.

For more information, refer to the [WIDA ACCESS On-Track Growth to Standard document](#) or for questions about the contents of the reference document, contact accountability@cde.state.co.us.