



English Language Learners in Colorado a State of the State 2008

Prepared by the Office of Language Culture and Equity

English Language
Learners in Colorado
a
State of the State

2008

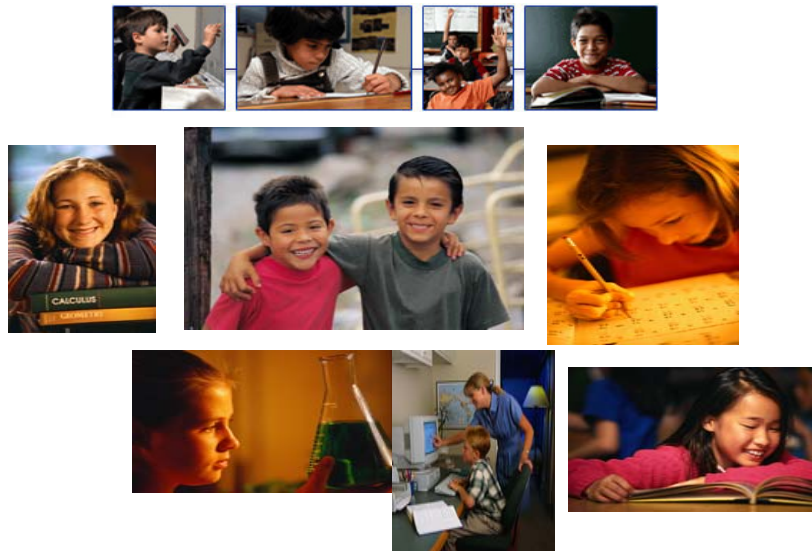
The Office of Language Culture and Equity

Acknowledgments

We wish to thank the Colorado Department of Education and the State Stakeholders, members of the 2003-2007 NCLB Advisory Committees and the 2007-2009 Reconstituted NCLB Advisory Committee, for their continued support of the Office of Language Culture and Equity (LCE). We thank Yoon Shin from Internal Management Systems, Dr. Dianne Lefly from the Research and Data Unit and Margaret Lake from the Unit of Student Assessment for providing us with the state data. We appreciate Jonh Penn, CDE regional manager, for his research on the history of Local control and Siri Vongthierres for the history of the LCE. We are also grateful to all of the editors of this publication.

The Office of Language Culture and Equity's Mission

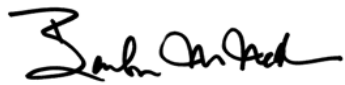
The mission of the Office of Language Culture and Equity is to support all English language learners, linguistically, socially and academically, by providing educational leadership for teachers, parents/guardians, students and Colorado communities.



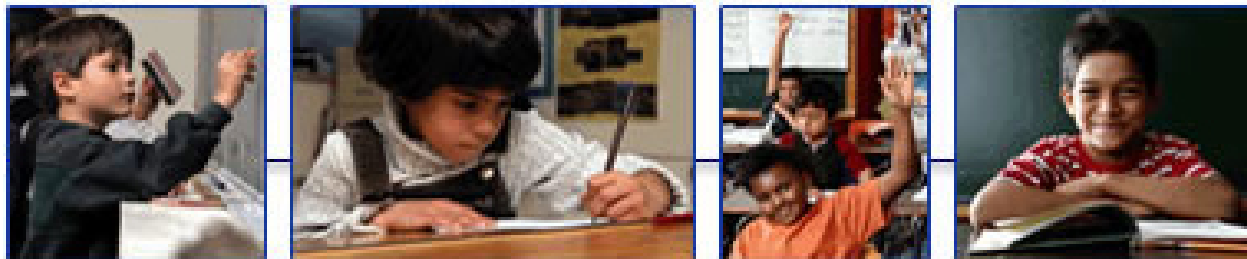
Message from the Director

“This State of the State is intended to provide a broad overview of the existing data we have in regards to Colorado’s English Language Learners. We have aimed for accuracy in our effort to compile this data set, but since this is an emerging data set we realize that we may not have captured the full picture. However, we believe this effort is in the right direction. Our ELL population has grown and as we compile more data on our English Language Learners, we will have a more complete state picture.”

Respectfully,



Barbara M. Medina Ph.D
Assistant Commissioner,
Innovation and Transformation



Summary

The number of English language learners around the country is increasing and in some states, like Colorado, the numbers are substantial. Over the last eleven years, the nation has seen an enrollment increase for English language learners (ELLs) around one hundred and fifty to two hundred percent, while total population enrollments have only increased by twenty percent. According to the National Clearinghouse for English Language Acquisition (NCELA), at least seven states in the nation have over 100,000 ELLs in their schools, at least twelve states have ELL populations in their schools that make up more than 10% of their total K-12 population, and at least twelve states have ELL growth rates greater than 200%.

Colorado is one of the twelve states with greater than 200% ELL growth over the last ten years. States like Colorado are called “destination states” because they have the industry to support this growth. In Colorado the majority of the growth is found in the Denver Metro area; 67% of Colorado ELLs. The North Central, 13.4%, and Pikes Peak, 7.2%, are the next two largest regions with ELL populations.

The number of identified ELLs in programs across the state have almost doubled since 2003-2004, with the majority of them in kindergarten through third grade. For the 2007-2008 school year there were 98,444 ELLs, not counting exited students nor parent refusals. Over 85% of the state’s ELLs are Hispanic and over 77% are eligible for free and reduced lunch at school. These two factors, language and poverty, when combined can have a major impact on learning trajectories for language acquisition.

Increasing numbers of ELLs means increased accountability in language proficiency and academic achievement. More than two thirds of the state’s ELLs are designated either limited English proficient (LEP) or fluent English proficient (FEP). At times, this population of learners outperform the state averages on the Colorado State Assessment Program. This shows that the programs in our state, for the most part, are effective. However, the discrepancy in achievement is seen across the board starting in sixth grade with the achievement gap and progressing through tenth grade. This trend continues, and the gap widens even more, with Migrant and Immigrant students.

One of the possible reasons for this is that, as a state, we have not built the capacity in our teacher workforce to accommodate this substantial growth in our ELL population. Based on the current state endorsements for ELLs, the ratio is about one teacher for every fifty ELLs. This ratio is not so good when dealing with a special population of students that need more focused time to learn language and a smaller teacher to student ratio.

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Acronyms and Glossary

BIED: Bilingual Education

CELA: Colorado English Language Assessment. The state assessment system for English Language Learners.

CELA Proficiency: Colorado English Language Assessment for Proficiency Test. This test is given annually to measure student's progress in and proficiency of English.

CELA Placement: Colorado English Language Assessment for Placement Test. This test is used within the first 30 days of new to district student enrollment as a screener to confirm what was stated on the Home Language Survey (HLS) and to assist in the placement of students into programs.

CSAP: Colorado Student Assessment Program. This test is given annually to measure the academic achievement of all students in Colorado.

ELL: English Language Learner

ELPA: English Language Proficiency Act.

ESL: English as a Second Language

FEP: Fluent English Proficient

LEP: Limited English Proficient

MEP: Migrant Education Program

NCLB: No Child Left Behind.

NEP: Non English Proficient

Introduction

Through this publication we hope to provide a brief overview of the Office of Language, Culture and Equity (LCE), LCE policies, as well as an overview of Colorado's English language learners and their academic progress, including the national picture of language learners.

The LCE is one of twelve offices within the Colorado Department of Education (CDE). The office began in 1975 with the State Bilingual and Bicultural Act (same year as the OCR Guidelines, one year after *Lau v. Nichols*). Dr. Carlos Savedra served as the first State Director and Dr. Siri Vongthieries as a consultant for the National Origin Project (LAU). 1975 was the first year that Colorado received federal "desegregation" funds to implement Race, Sex and National Origin Desegregations. In 1978, Rosalie Martinez became ELAU State Director.

The State-Mandated Bilingual and Bicultural Act was repealed in 1981 and was replaced by the English Language Proficiency Act (ELPA). The acting State Director of the newly named ELPA Unit became Dr. Arthur Ellis, who was also the Director of Educational Services Unit. Dr. Siri Vongthieries was named supervisor.. Dr. David Pimentel became State Director and Dr. Richard Elmer was named Deputy Commissioner in charge of the Unit in 1997, followed by Flora Lenhart in 2000; the same year the English Language Acquisition Unit (ELAU) replaced the English Language Proficiency Act (ELPA) Unit.

From 2001 to 2004, Dr. Roscoe Davidson was CDE's Deputy Commissioner in charge of the Unit and Bernie Martinez became acting Director in 2003. In 2004, Dorothy Gotlieb served as the Deputy Commissioner in charge of the Unit and Dr. Frank Davila took the reins as State Director. In 2006, Dr. Barbara Medina became the eighth and current State Director of LCE. Dr Medina currently serves as an Assistant Commissioner for Innovation and Transformation, as well as the State Director of Title III and Migrant Education.

As our mission states, the LCE's primary function is to support all language learners through educational leadership. This is done with the assistance of state and federal funds, thirteen unit members, and a lot of miles on vehicles; Colorado is a large state. The office operates under a service and support model so that capacity will be built across the state and districts will have a better understanding of how valuable their ELL students are and how to best meet their needs.

Demographics, assessment and accountability make up the largest part of this publication. This focus allows us to shed light on who these students are, where they are in the state and how they are doing linguistically and academically. It also sheds light on the good work that has been done around the state and areas where we need to focus our efforts in order to raise achievement, not only for ELLs, but for immigrant and migrant students as well.

We have an incredible opportunity in our state to embrace the diversity of our schools and create opportunities for success for all our students.

English Language Learners in the United States



English Language Learners in the United States

According to the release of the 2000 United States (U.S.) census data, changes in the English language learner (ELL) student population over the past ten years in the U.S. has been monitored. The number of foreign-born people living in the U.S. has increased substantially over the past 10 years. These figures are indicators of the changing demographics of the U.S. population and the new challenges and opportunities for school districts.

- 12.4% of the U.S. population was foreign born in the year 2005;
- Over 50% of the U.S. foreign-born population was born in Latin America. Between 1990 and 2000, the Hispanic population in the U.S. increased by 58%;
- Over 39% of Hispanics in the U.S. were born outside of the U.S., increasing the chance that these individuals speak a language other than English as their primary language. In addition, this group has a lower median age than the population as a whole: 35.7% of all Hispanics are under the age of 18.
- Hispanics are a growing proportion of the U.S. student population comprising 8.6% of the student population in 1980 and 16.2% in 1999.

National statistics from 2004-2005 show seven states, including Puerto Rico, as having student LEP populations over 100,000. Colorado is now one of those states. 2007-2008 ELL counts totaled 106,399 students.

ELL Growth in US Schools

Over the last fifteen years, schools around the nation have been experiencing substantial ELL growth compared to total K-12 enrollments. Total school enrollments have been slowly increasing by 20%, while ELL enrollments have risen to 150%; some states are well over 200%.

The primary languages of ELLs spoken in the United States differ by region. However, with the exception of three states, Minnesota (Hmong), Montana (Native American languages), and South Dakota (Native American languages), most states have populations of 40% and greater of Spanish speakers.

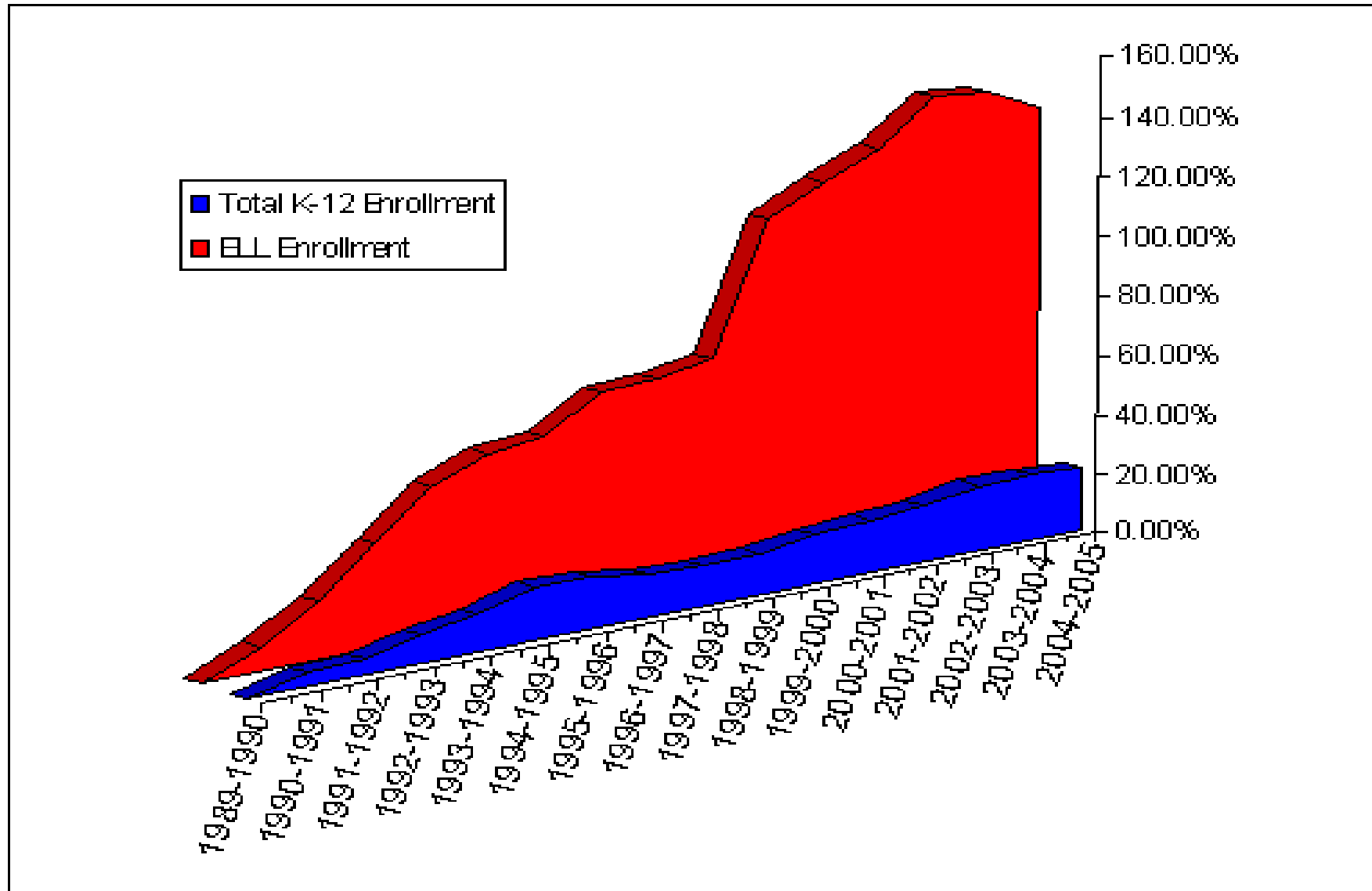
The nature that these numbers represent is critical to school systems across the nation. With the increase in numbers of ELLs and their degree of density in the schools, educators and administrators need to embrace change and understand the value that this population of students adds to the system.

Destination States

Destination states are those states that have had over 200% growth in their ELL population since 1994; mainly because of the type of industry these states provide. There are 12 identified states meeting this criteria, including Colorado. These states are Nevada, Nebraska, Arkansas, Indiana, Kentucky, Tennessee, Alabama, Georgia, South Carolina, North Carolina, and Puerto Rico.

These states, though geographically different, share the same challenges and opportunities that increases in ELL populations bring, not only to the school system, but also the community.

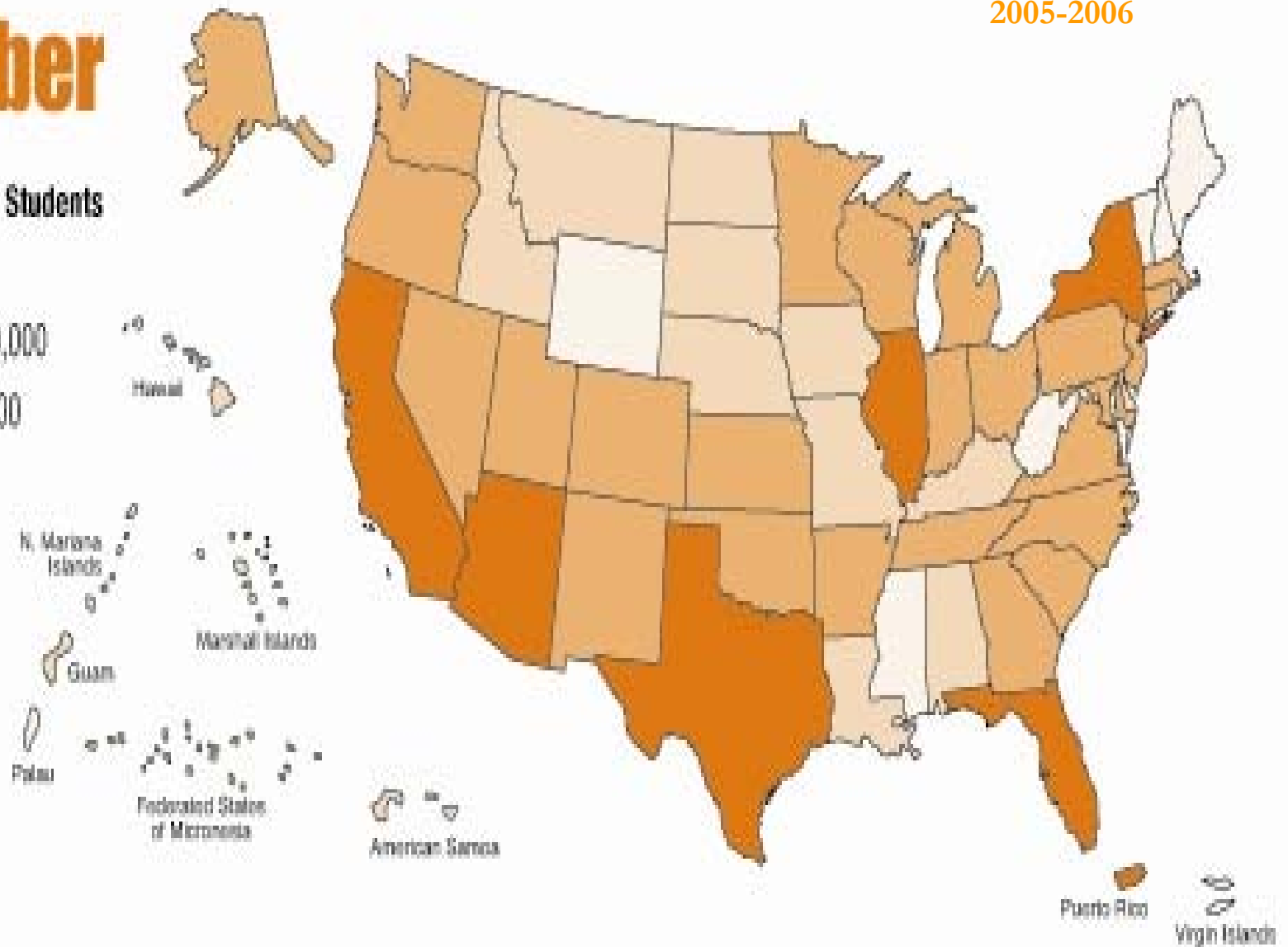
Relative Growth in ELL and Total Enrollment in U.S. Schools, 1989-90 to 2004-2005 *



SOURCE: U.S. Department of Education's survey of the states' limited English proficient students and available educational programs and services, 1991-92 through 2001-2002 summary reports. Supplemented by state publications (1998-99 data), enrollment totals from the National Center for Education Statistics (NCES), 2004-2005 Consolidated State Performance Reports, and data reported by states.

Number

>100,000
 20,000 - 100,000
 5,000 - 20,000
 <5,000

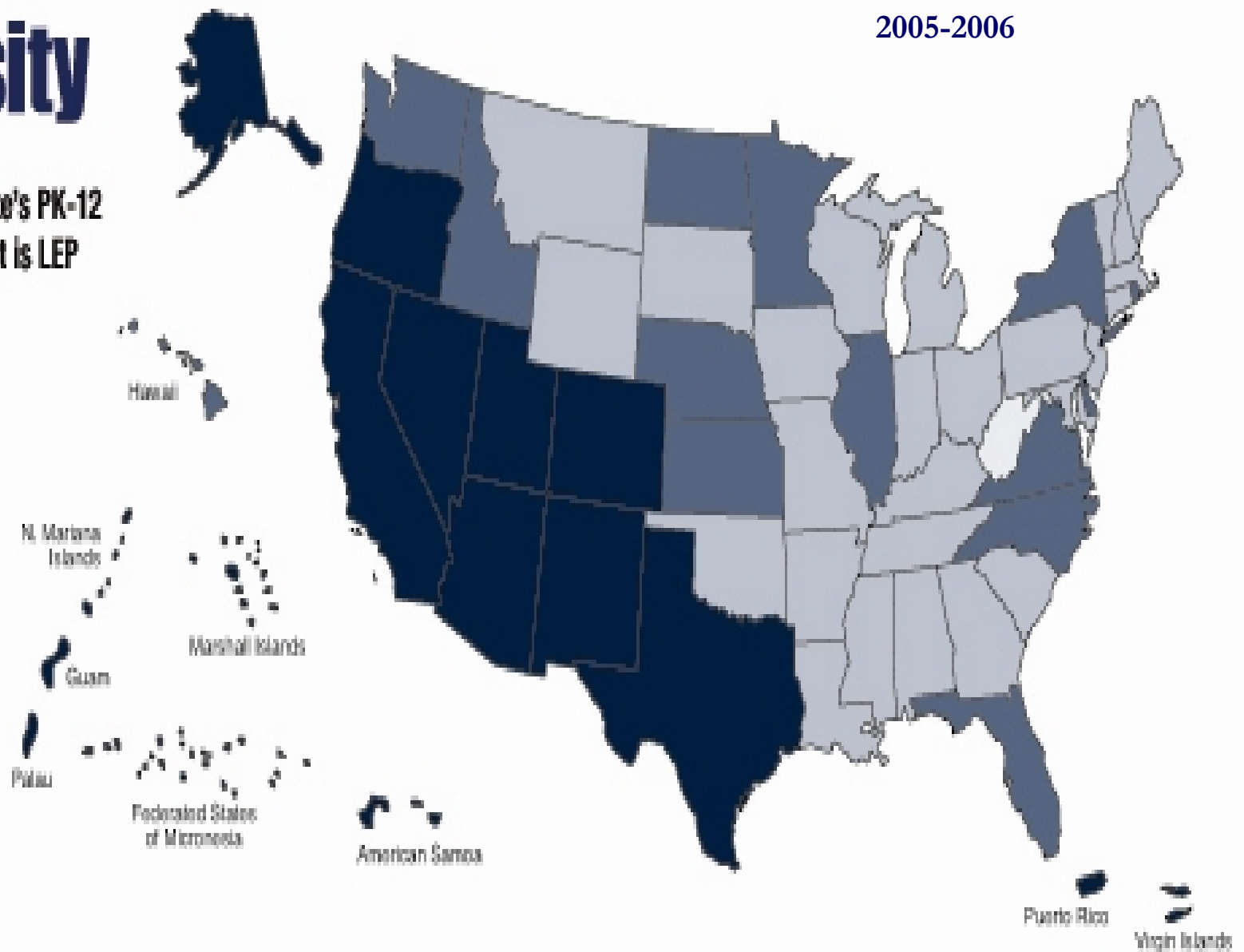
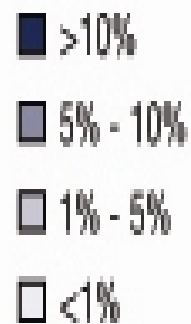


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Density

2005-2006

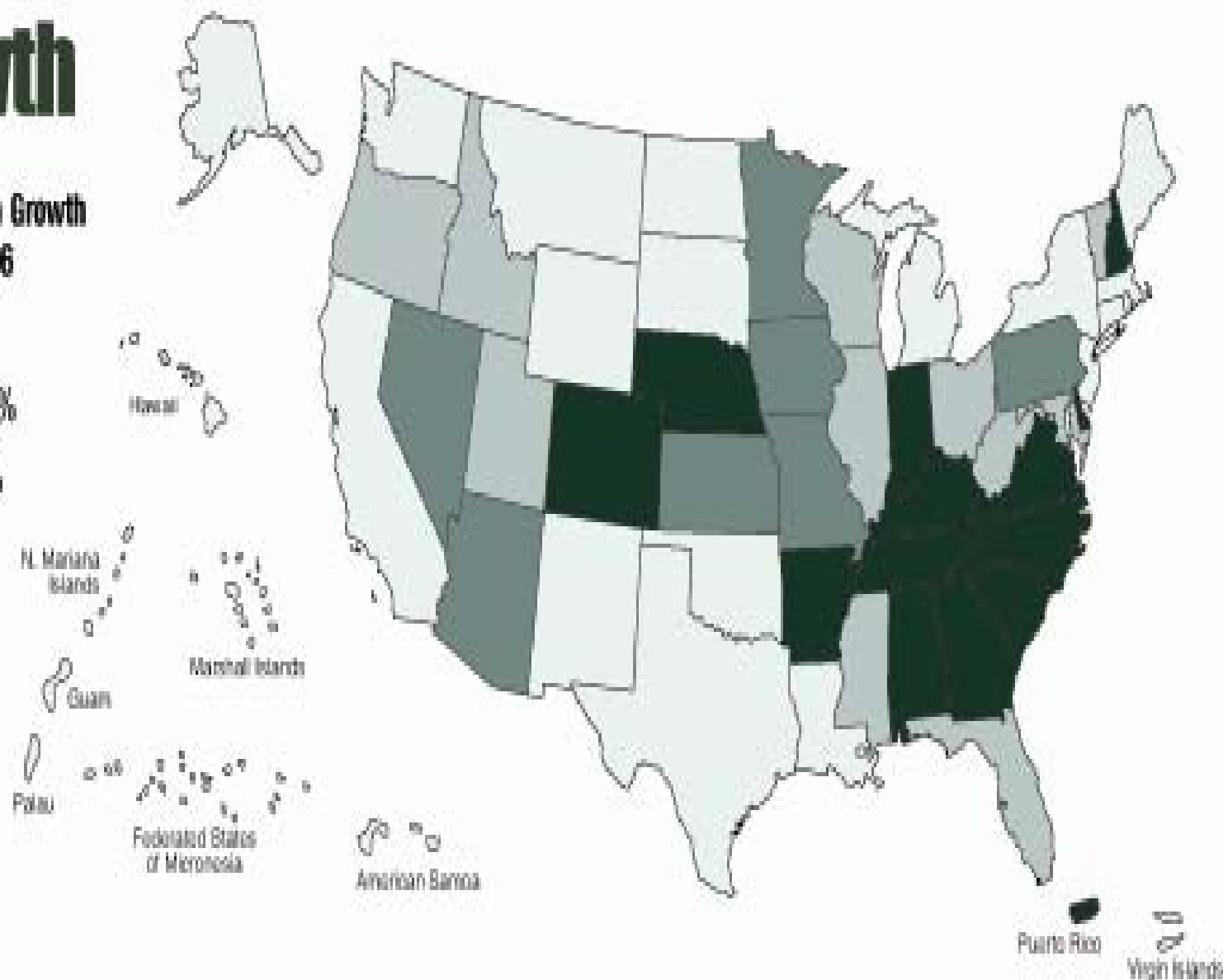
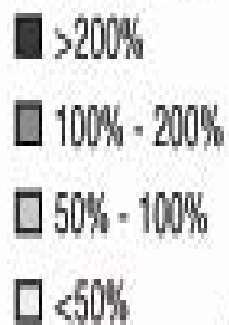
Percent of State's PK-12
Enrollment that is LEP



SOURCE: US Department of Education's National Clearinghouse for English Language Acquisition (NCELA) poster 2004-2005. Survey of the states' limited English proficient students and available educational programs and services, 1991-92 through 2001-2002 summary reports. Supplemented by state publications (1998-99 data), enrollment totals from the National Center for Education Statistics (NCES), 2004-2005 Consolidated State Performance Reports, and data reported by states.

Growth

LEP Population Growth from 1995-2006



SOURCE: US Department of Education's National Clearinghouse for English Language Acquisition (NCELA) poster 2004-2005. Survey of the states' limited English proficient students and available educational programs and services, 1991-92 through 2001-2002 summary reports. Supplemented by state publications (1998-99 data), enrollment totals from the National Center for Education Statistics (NCES), 2004-2005 Consolidated State Performance Reports, and data reported by states.

English Language Learners in Colorado



English Language Learners in Colorado

Colorado's English language learners (ELLs) not only continue to increase in population, but they are becoming more and more diverse each year. One myth that most people believe about Colorado's ELLs is that the majority are newcomers or recent immigrants. However, according to the 2000 Census data, 53% of Colorado ELLs were 1st generation and 47% were 2nd generation or higher. As of 2006, the numbers of first generation are decreasing while the numbers of 2nd generation or higher are increasing. ELLs represent 15% of total state student population.

Colorado's Hispanic population increased by 73%, while Colorado's total population increased by 31%. More than 50% of children born in Denver in 2001 were Hispanic. 22 counties in Colorado have a greater than 30% increase in Hispanic students population since 2002. Of those 22, 12 counties have a greater than 50% increase. The State's increase since 2002 averages 22%. In 2006 the Hispanic student population was 27.6% of the total student population (an increase of 4% from last year); which is a 73% increase from the last ten years and a 157.5% increase from the last twenty years.

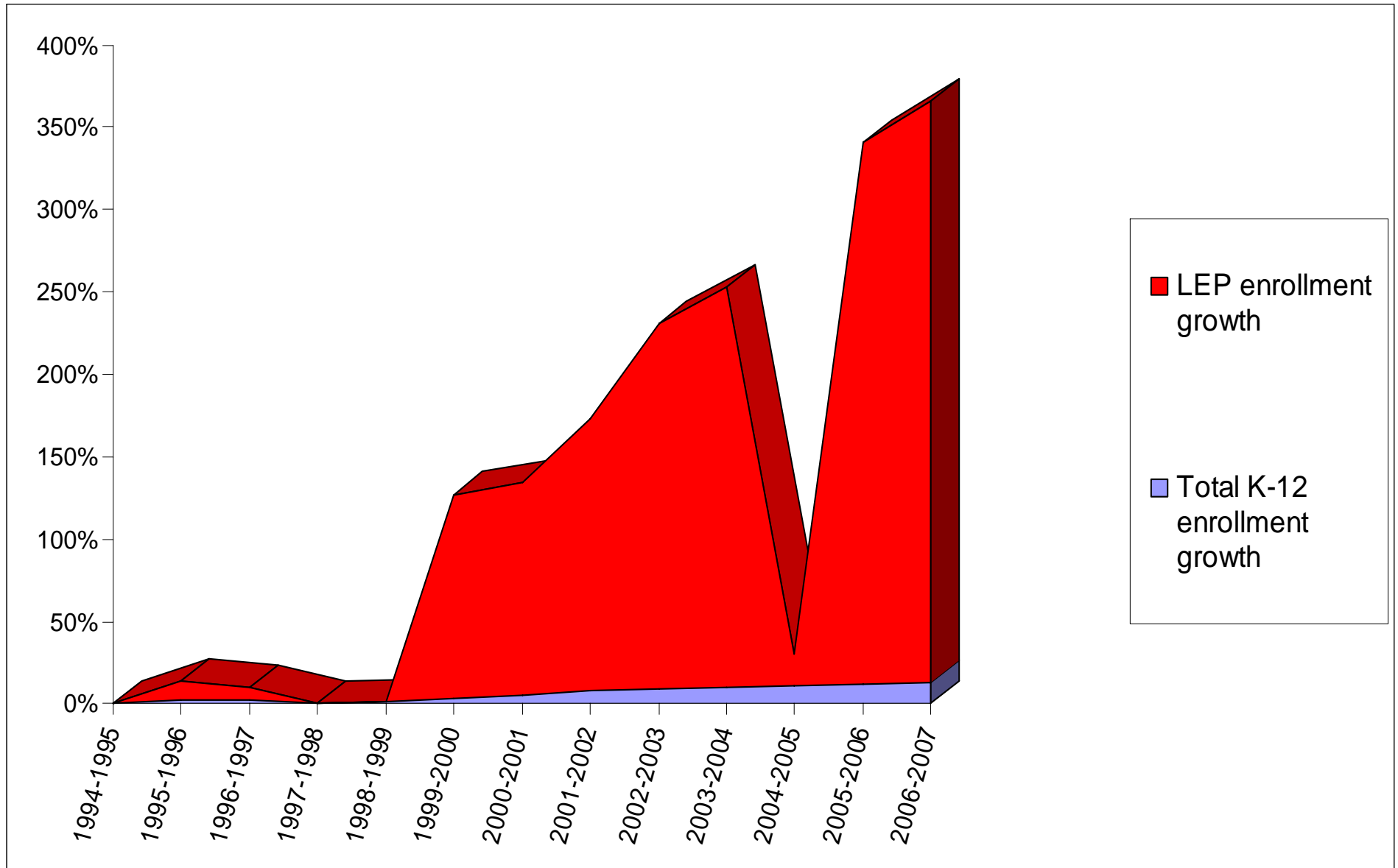
Geographic Distribution

66% of Colorado's ELLs are in the Denver metro area which houses only 8% of the State's school districts. The North Central and North East are the two regions* housing the largest population of ELLs. More and more, outlying towns and rural counties, especially Garfield, Eagle, Summit, Morgan, Yuma and Lincoln have seen large increases in their ELL populations. The majority of this increase is because of increases in specific industry in those areas.

ELL Growth in Colorado Schools

As Colorado's total K-12 student enrollment has increased slowly, 13.4% over the last twelve years, the ELL enrollment has substantially increased over 350% in the last twelve years. Growth this substantial around the state means that all involved in education, the Colorado Department of Education, school districts, policy makers including the legislature, as well as parents, need to look at the impact this has on classroom instruction and student achievement.

Colorado's Rate of LEP Growth 1994/1995-2006/2007*



* SOURCE: U.S. Department of Education's survey of the states' limited English proficient students and available educational programs and services, 1991-92 through 2001-2002 summary reports. Supplemented by state publications (1998-99 data), enrollment totals from the National Center for Education Statistics (NCES), 2004-2005 Consolidated State Performance Reports, and data reported by states.

**Number of Colorado Students who Speak a Language Other Than English:
The Top Twenty Languages * 2007-2008 Student October Count**

Language	#		Language	#	
1. Spanish	107,968		11. Navajo	485	
2. Vietnamese	2,816		12. German	448	
3. Russian	1,414		13. Tagalog	380	
4. Korean	1,324		14. Khmer	356	
5. Hmong	960		15. Somali	356	
6. Chinese, Mandarin	917		16. Lao	267	
7. Arabic	891		17. Polish	261	
8. Chinese, Cantonese	561		18. Japanese	250	
9. French	494		19. Ute	242	
10. Amharic	488		20. Nepali	214	

English Language Learner Counts by Program

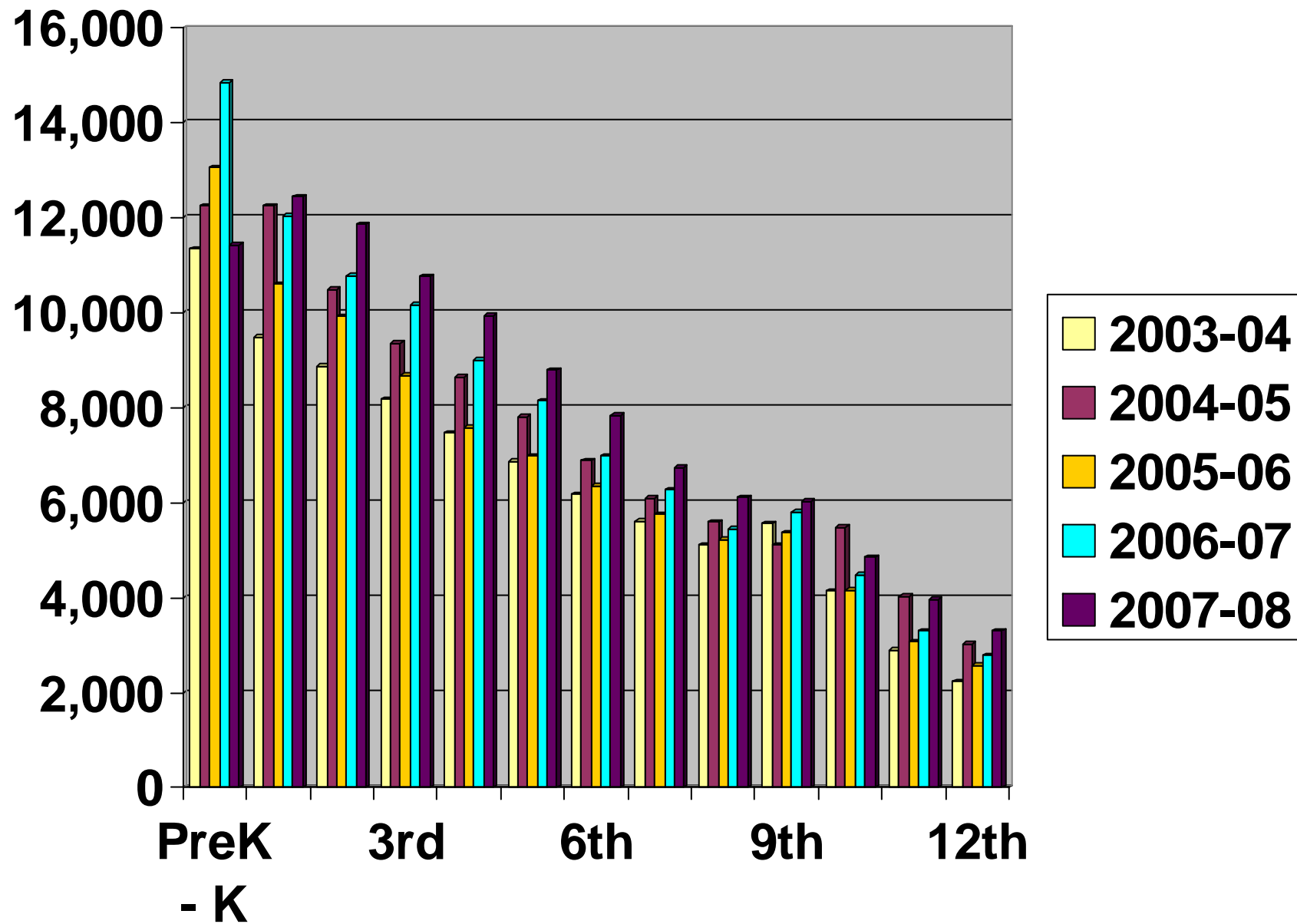
	ESL					“Bilingual”				Total ELL
	NEP/LEP	FEP M1	FEP M2	TOTAL		NEP/LEP	FEP M1	FEP M2	TOTAL	
2003-2004	33,953	4,300	3,268	41,521		29,359	370	221	29,950	59,309
2004-2005	51,227	4,916	3,267	59,410		31,186	552	160	31,898	91,308
2005-2006	67,024	8,931	6,719	82,674		6,614	296	362	7,272	89,946
2006-2007	72,538	6,991	5,517	85,046		14,361	448	184	14,993	100,039
2007-2008	71,711	8667	6674	87,052		10,636	501	255	11,392	98,444

Programs as self reported to CDE/ELAU.

The total ELL count does not include exited students nor those students where parents refused services. If we include all identified ELLs then the total for 2006-2007 would be 124, 417 and 2007-2008 would be 106,399.

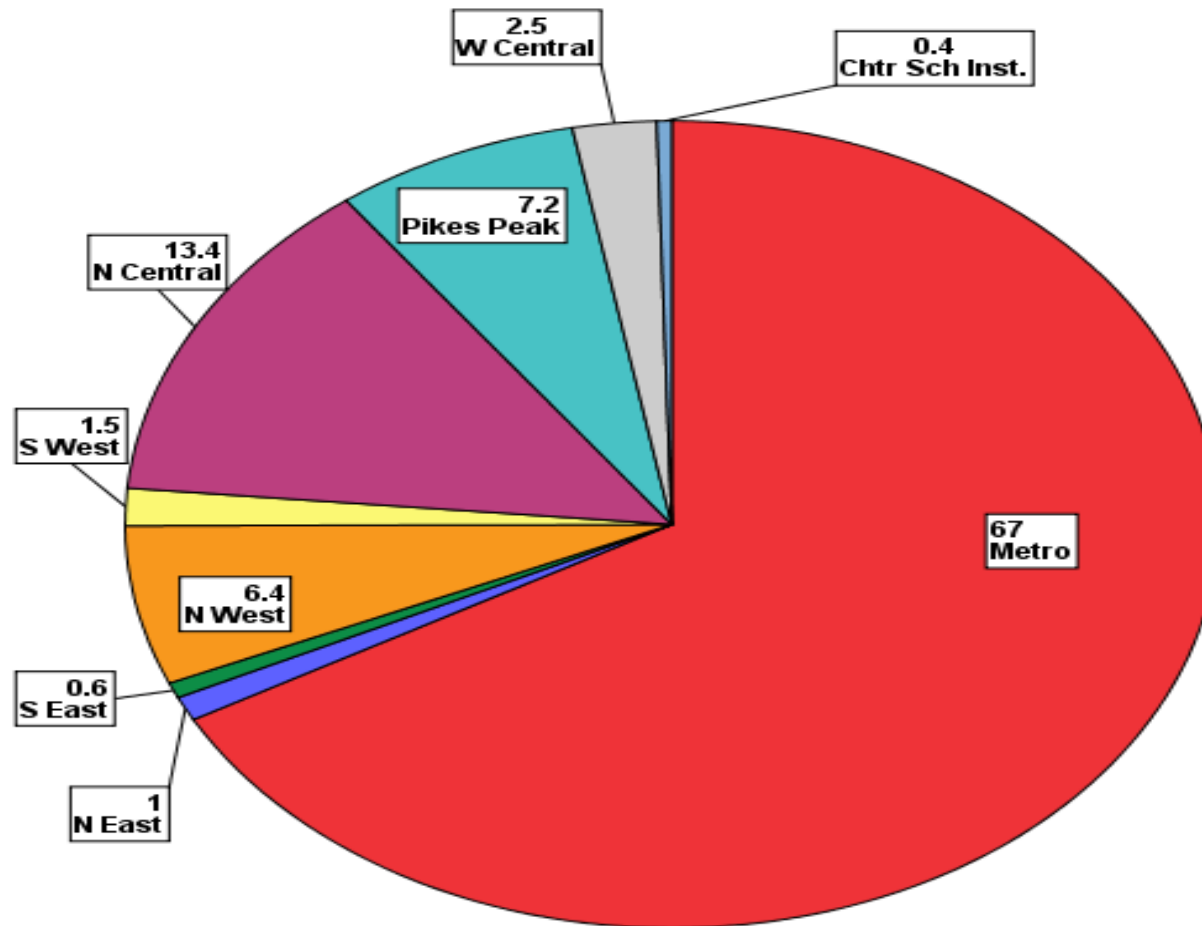
Pre-kindergarten through third grade students make up almost half of the Ell population in the state. This coincides with the overall state population increase for those grades.

What grade are ELLs in and how have student populations grown over the last five years?



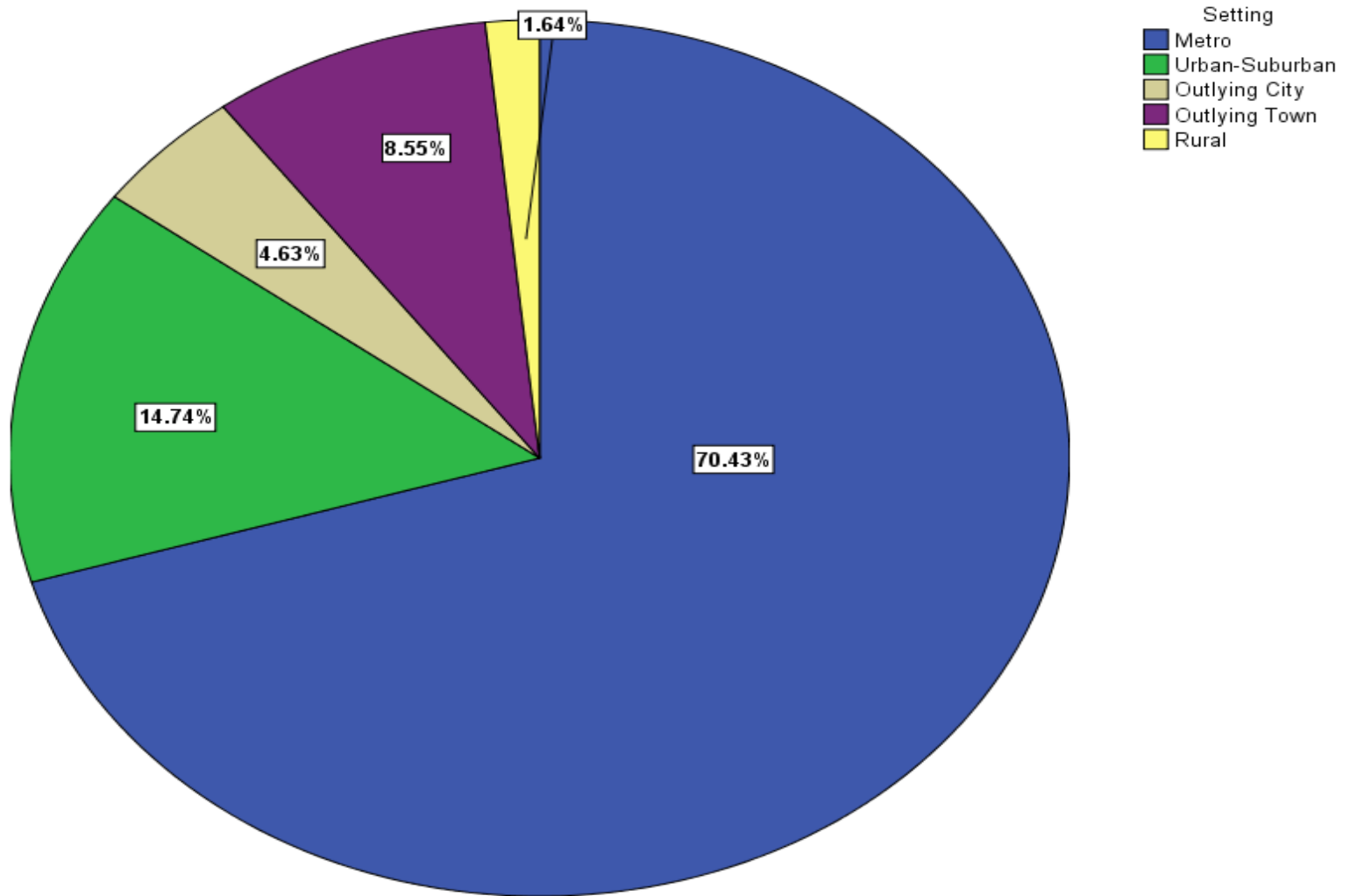
Demographic Data

ELLS by Region



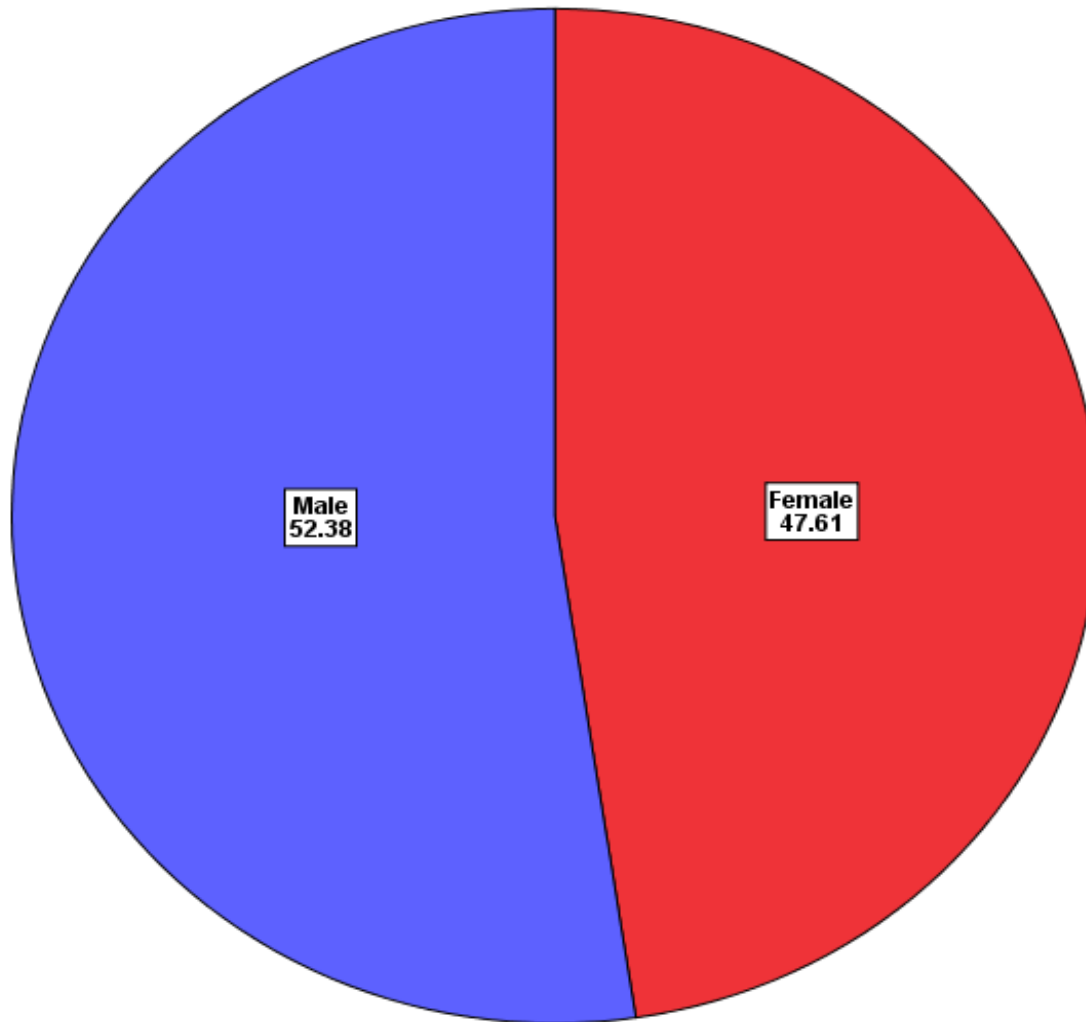
Demographic Data

ELLS by Setting



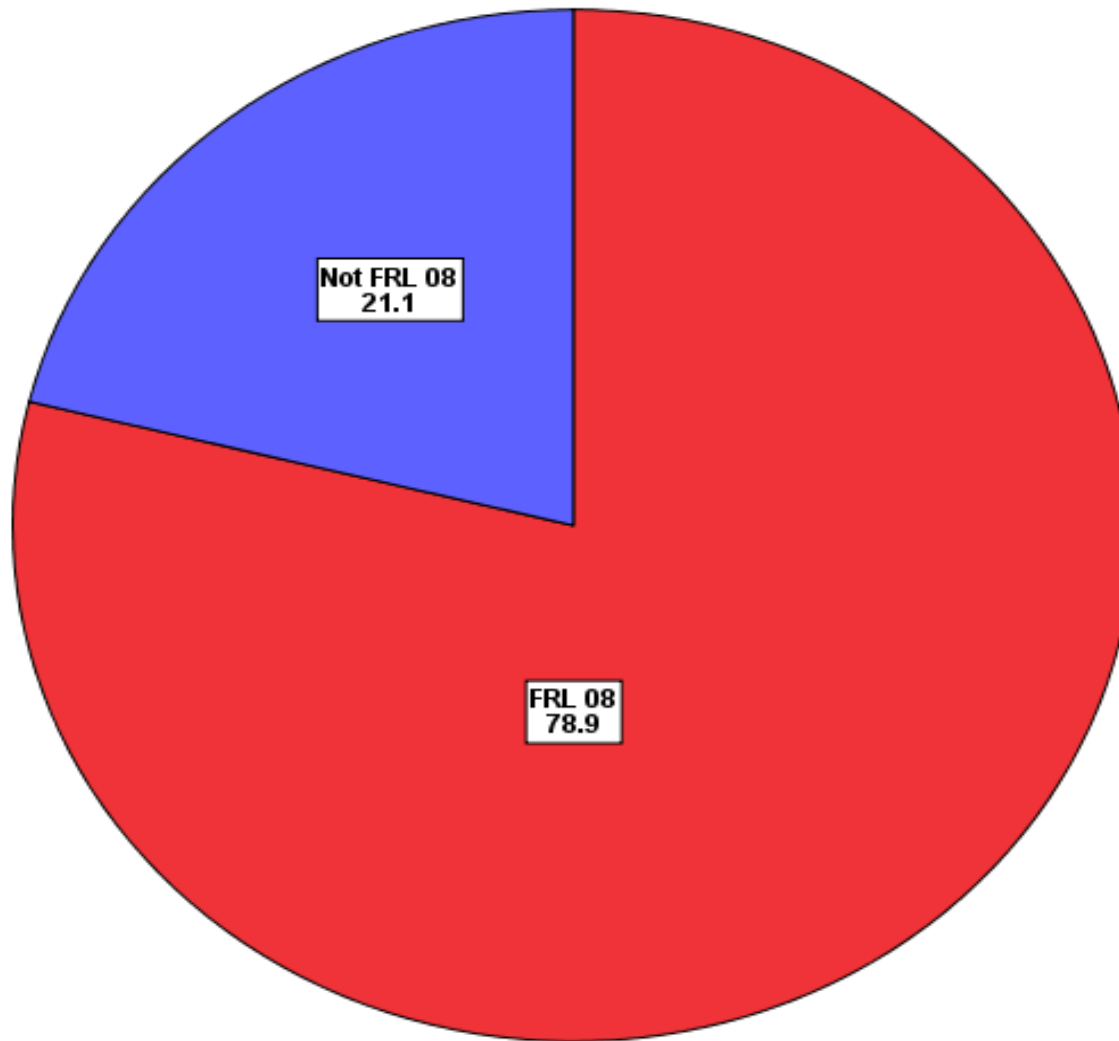
Demographic Data (cont')

ELLS by Gender

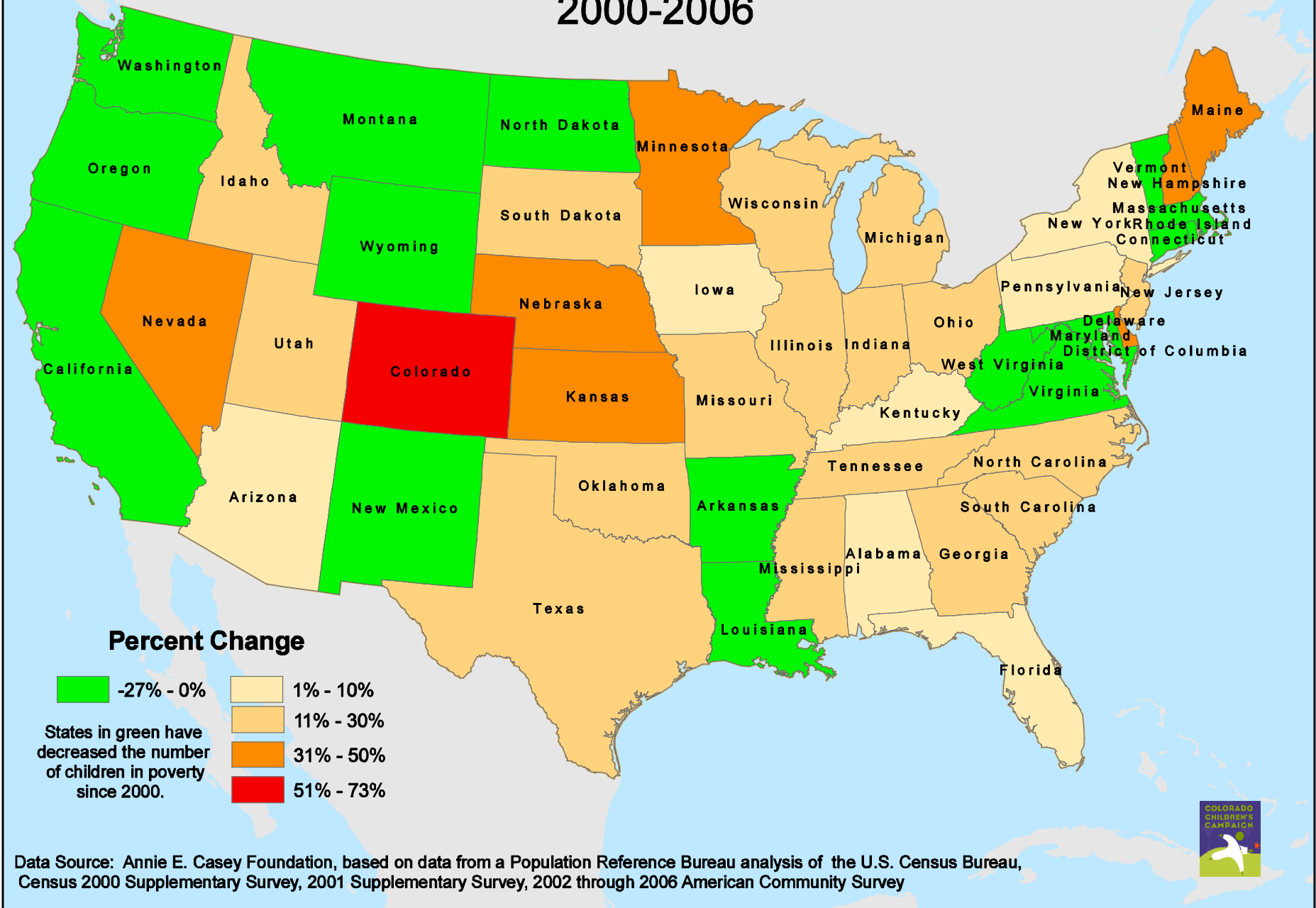


Demographic Data (cont')

ELLS by Free and Reduced Lunch



Change in Children Living in Poverty 2000-2006



School Achievement Effects

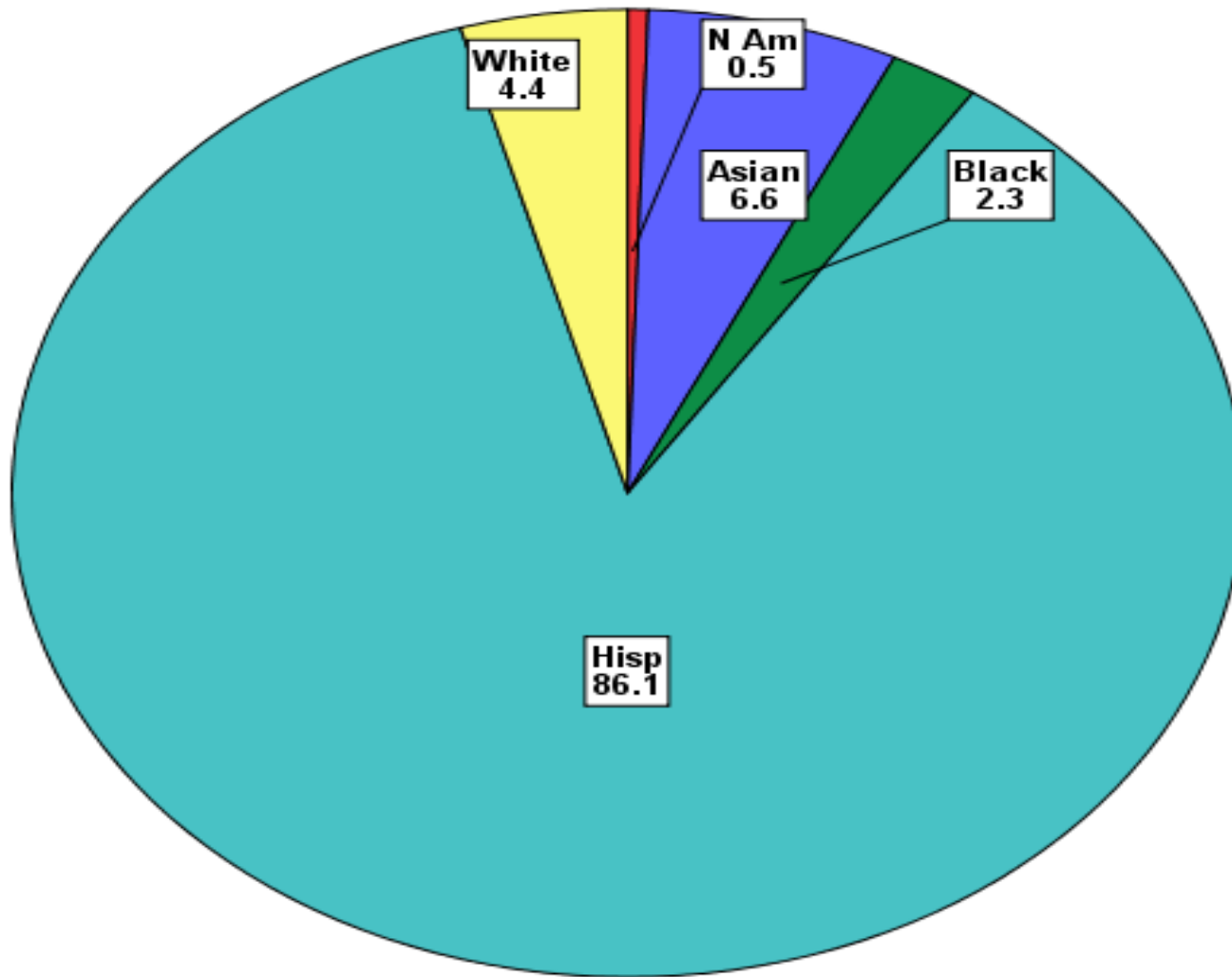
- Children born into poverty:
 - Are half as likely to have access to preschool
 - Are twice as likely to repeat a grade or be suspended or expelled
 - Are twice as likely to drop out of school
 - Are significantly less likely to be at grade level in reading, writing and math



Source: The Status of Colorado's Children Colorado Children's Campaign 2008

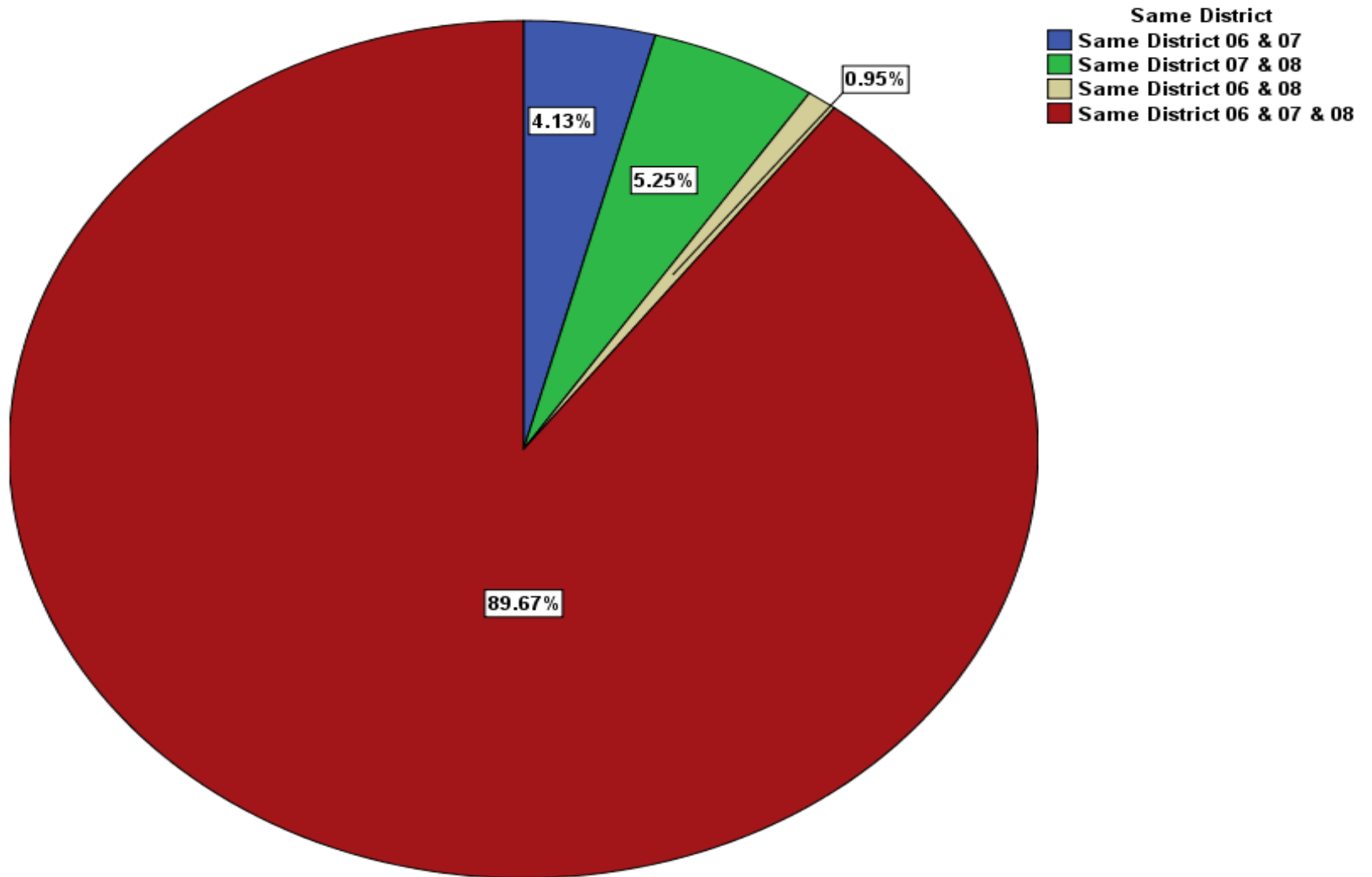
Demographic Data

ELLS by Ethnicity



Demographic Data

ELLS by District Movement



Colorado Graduation Rate — 2005 & 2006

	Class of 2005		Class of 2006	
	Number of Graduates	Graduation Rate	Number of Graduates	Graduation Rate
All	44,532	80.10%	44,424	74.10%
English Language Learners	1,990	79.70%	2,511	65.90%
Migrant	268	82.70%	359	70.50%
Hispanic	7,362	63.70%	7,727	56.70%
White	32,999	85.50%	32,553	80.80%
Black	2,224	74.00%	2,129	62.70%
Economically Disadvantaged	7,771	81.60%	9,201	69.70%

Source: No Child Left Behind State Report Card 2006-2007

Migrant Education Program



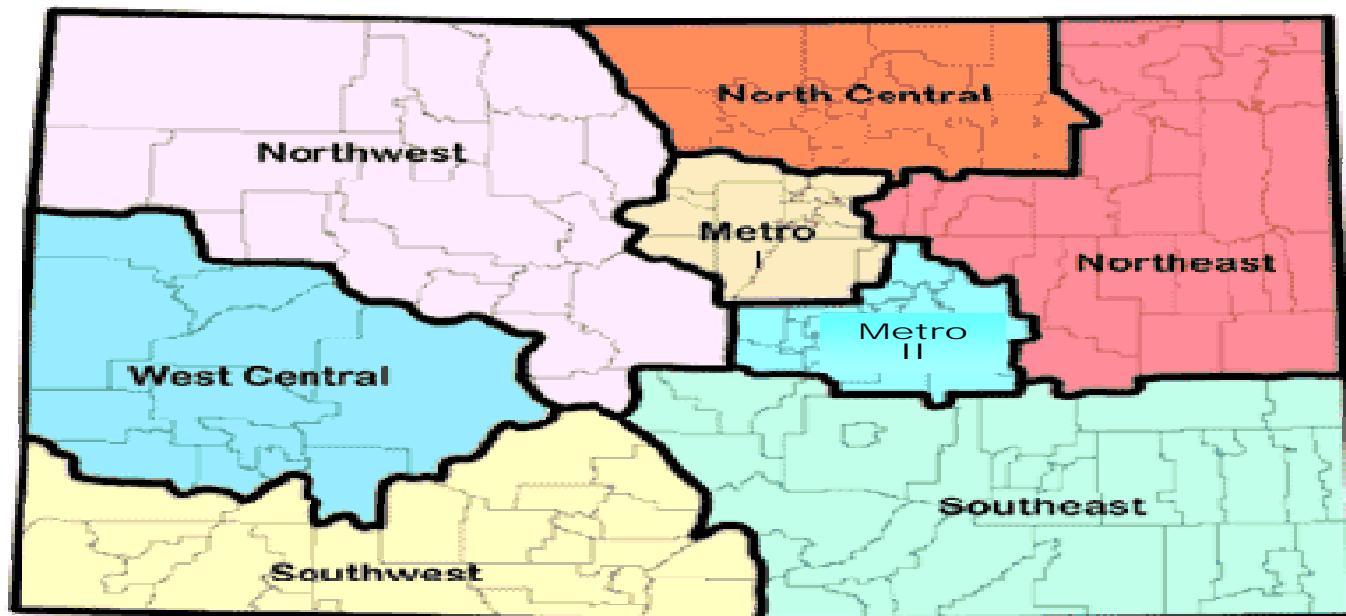
The Migrant Education Program

THE MIGRANT-STUDENT CHALLENGE

Imagine being pulled out of school to work in a field picking fruit, or moving from state to state, week by week, as seasonal crops are harvested. For the nearly 900,000 migrant kids throughout America, this is a way of life, and education is the only way most of these migrant children will break away from a cycle of subsistence living that is their parents' reality. A migrant child -- defined by section 1309 of the Elementary and Secondary Education Act (ESEA) of 1965 as a child who is a migratory agricultural worker who has moved in the preceding 36 months to obtain temporary or seasonal employment in agricultural work, or who has one or more parents who fit this description -- faces a formidable array of challenges, including language problems, lack of access to educational programs while his or her family travels, problems with transportation, inadequate or nonexistent basic health and social services, and work or family responsibilities that may limit school attendance. As migrant students move throughout the school year, one of the biggest problems states face is obtaining the students' records. Without these records readily available, migrant students may not be able to enroll in school, further disrupting an already fractured education. Forty years after federal recognition, the educational lot of migrant students has improved, but keeping transient kids connected to learning is still a major challenge.

-Catherine LaCroix, Edutopia

The Colorado Department of Education's Office of Language, Culture and Equity Unit (LCE) is responsible for overseeing both the programmatic and fiscal portions of the eight regional migrant programs including local school districts. The eight state migrant regions are:



Within the realm of migrant education, the LCE supports Identification and Recruitment (ID&R), Data Collection, Bi-national Programs, the Migrant Youth Leadership Institute (MYLI), Health Services, Migrant Education Even Start (MEES), and the Parent Advisory Council (PAC).

State Counts for Migrant Students

The State Twelve Month Count is a count in which a child is only counted once on a statewide basis. The reporting year is from September 1 - August 31. For programs that operate on a traditional school-year calendar, the reporting year consists of the regular school year (normally beginning in August or September and ending in May or June) and the subsequent summer term. For programs that operate on a year-round calendar, the reporting year consists of the 12-month period beginning with the term or intersession that starts closest to September 1.

The State Summer Count is, in a school district that operates a traditional-calendar school year, the period of time after the regular school year has ended and before the next school year begins, typically from May/June through August/September. Any break in the regular term of a year-round school is considered an intersession term.

The Mobility of Migrant Students

The majority of Colorado's migrant students, 54%, move within the United States. Approximately 19% move within the state of Colorado and approximately 35% move to Colorado from other states within the United States. The majority of Colorado's migrant students come from the six Mexican states: Chihuahua, Guanajuato, Durango, Zacatecas, Michoacán, and Jalisco.

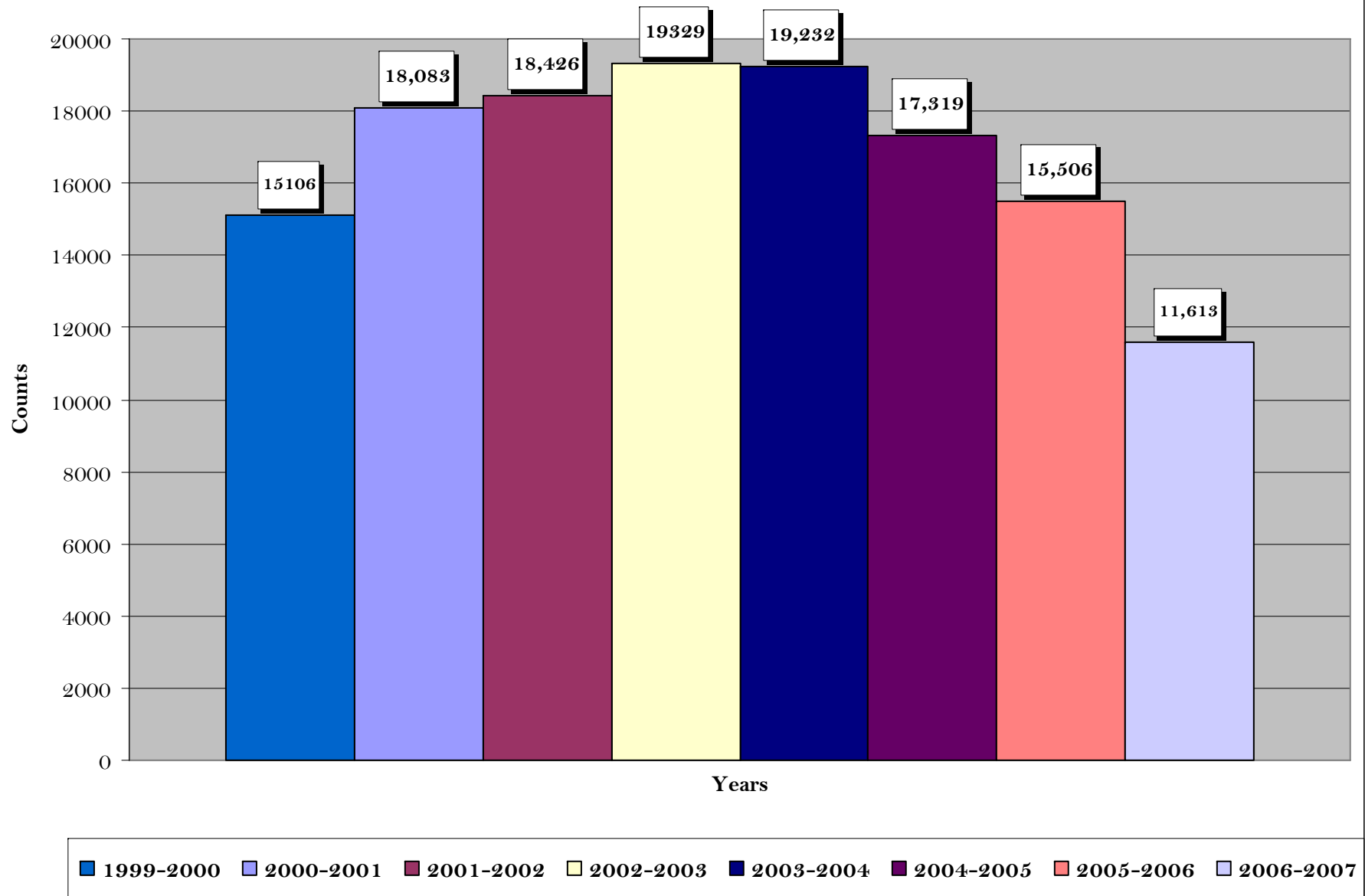
Services Provided to Migrant Families

Service provided to migrant families come in two forms: instructional and support. Instructional services provided to migrant students may include bilingual education, tutoring for elementary and secondary, ESL, GED/HEP, math and reading support, preschool/school readiness, technology, vocational/career, P.A.S.S. and Even Start. A large part of the migrant education program is to provide support services, not only to the students but to their families. These services can come in the form of clothing, counseling services, health, dental, eye care, nutrition, parent education, referrals to community resources, school supplies, social work outreach/advocacy, transportation.

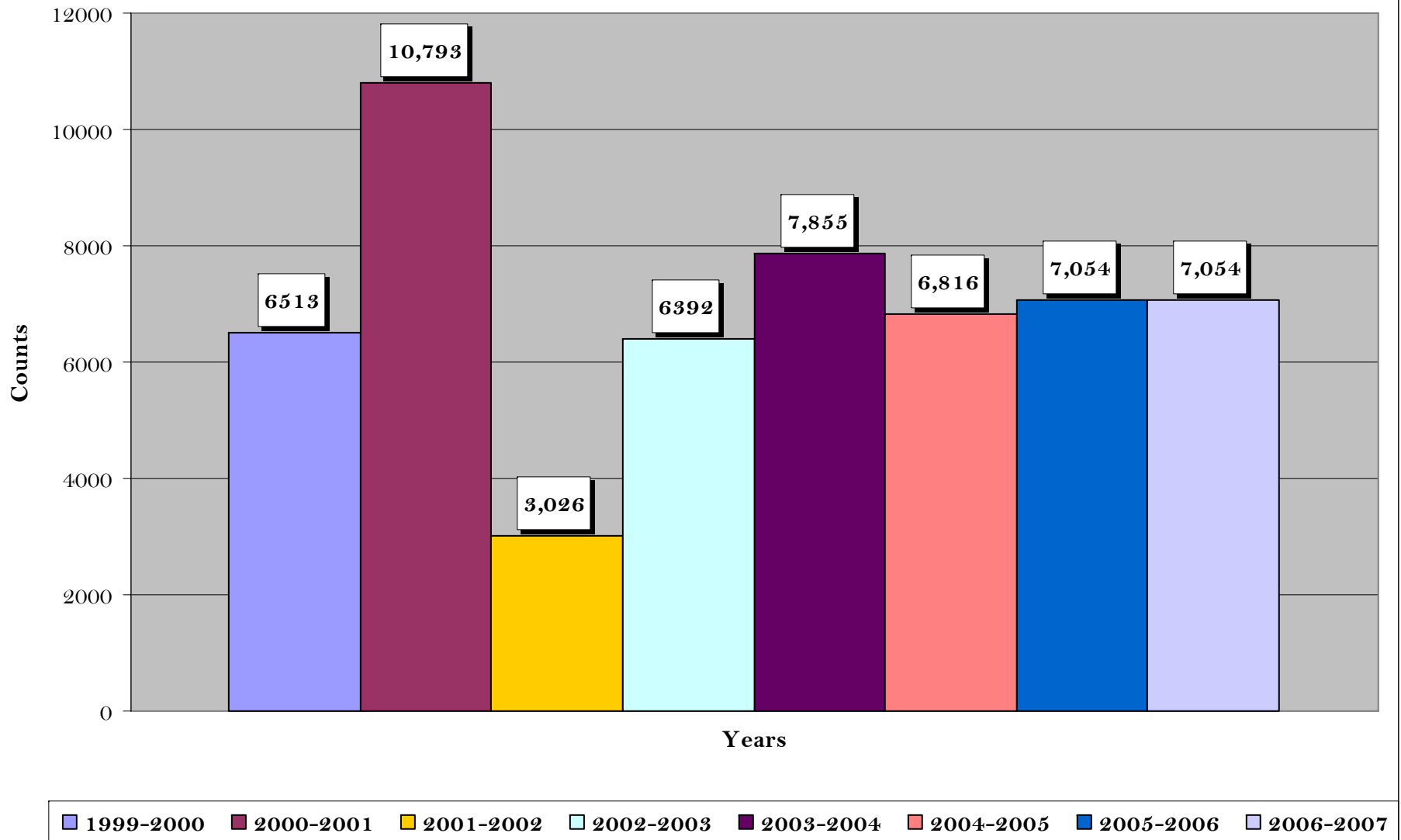
Out of School Youth

Out-of-school youth are students up through age 21 who are entitled to public education in the State but are not currently enrolled in a K-12 institution. Included are students who have dropped out of school, youth that are working on a GED outside of a K-12 institution, or youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping. The good news is that the numbers of these students have been decreasing over the years, with the majority of these students with in the age range of 17-19 years old.

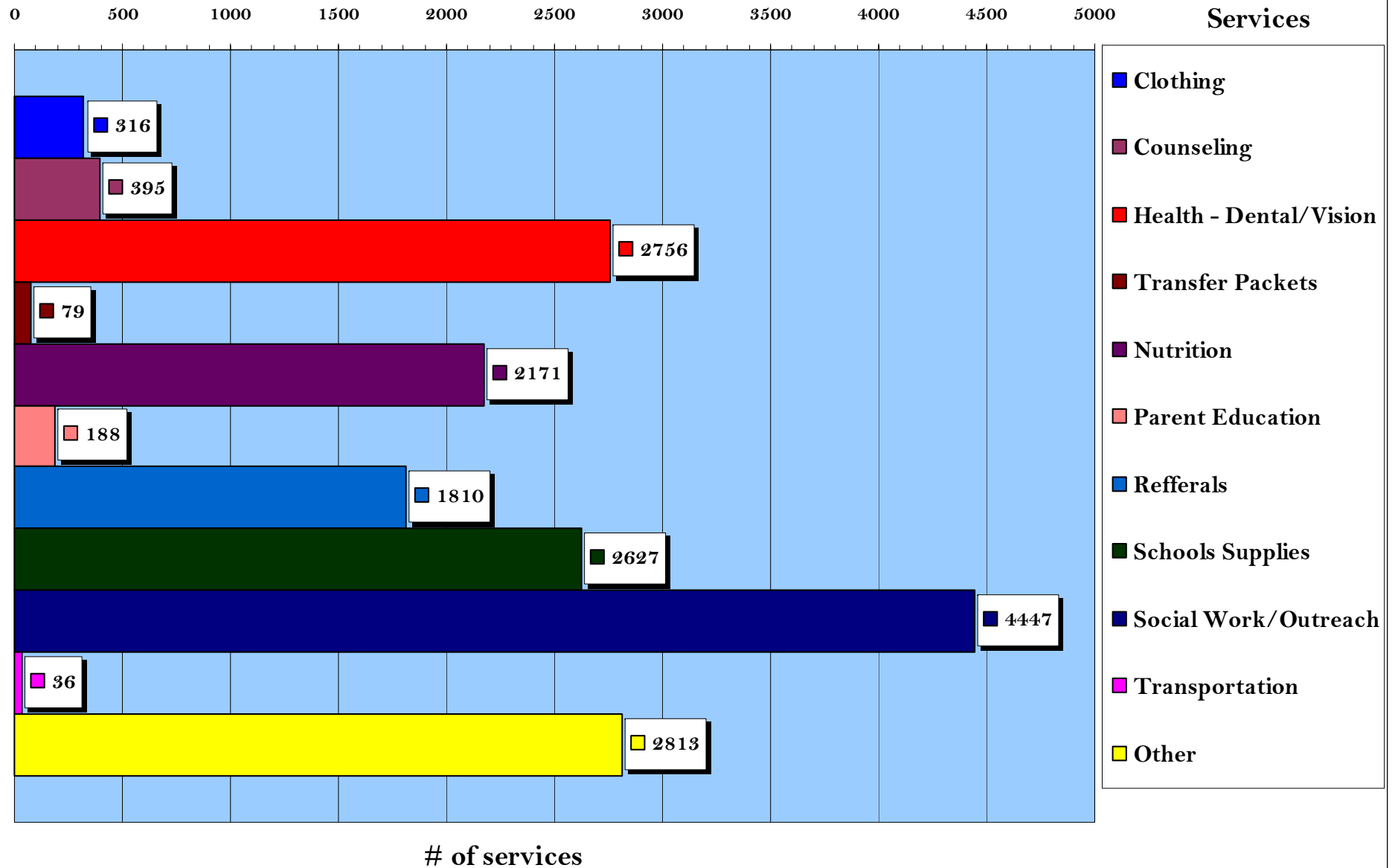
State 12 Month Counts 1999-2007



State Summer Counts 1999-2007

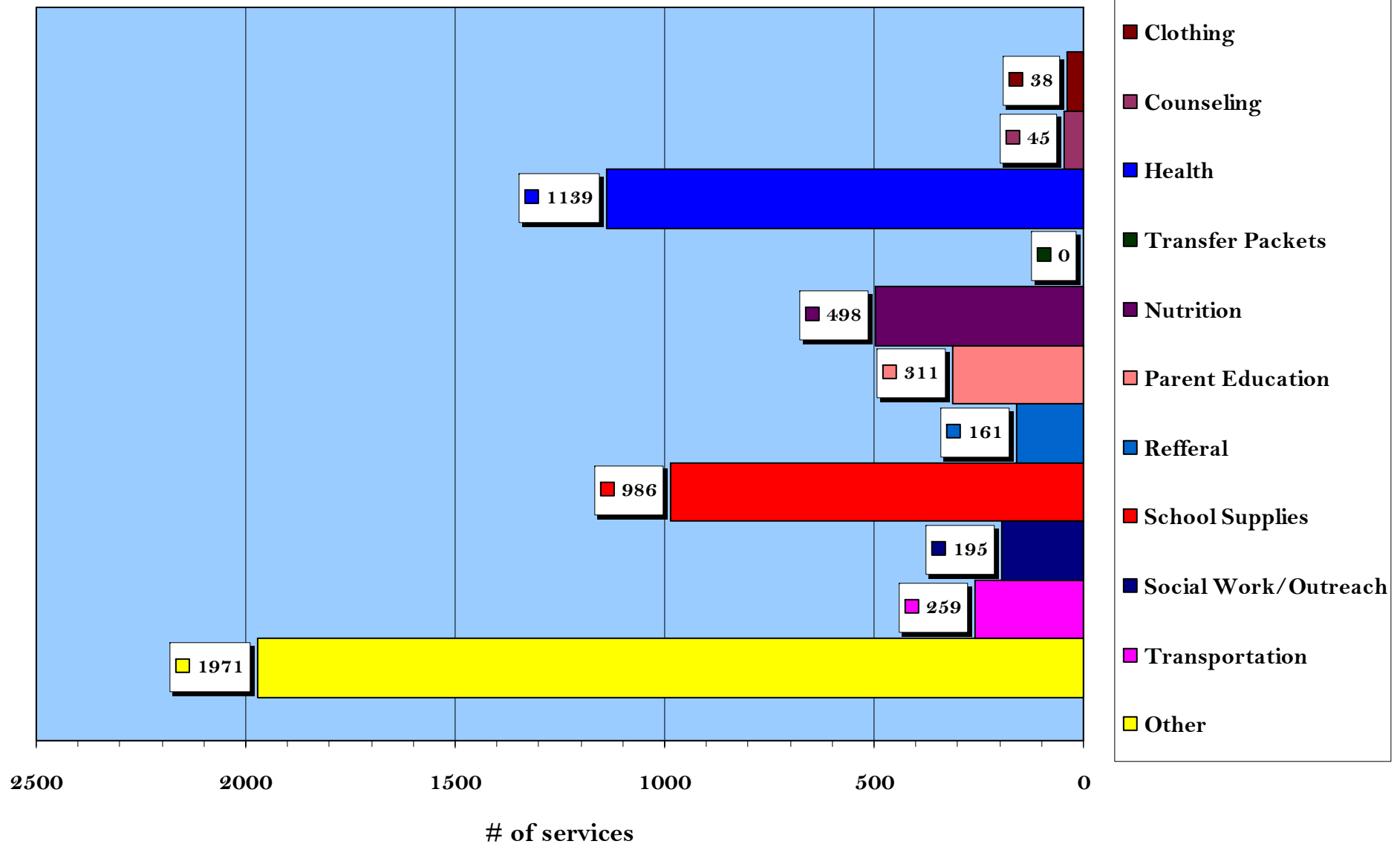


Regular Term 2006-2007



Summer Term 2006-2007

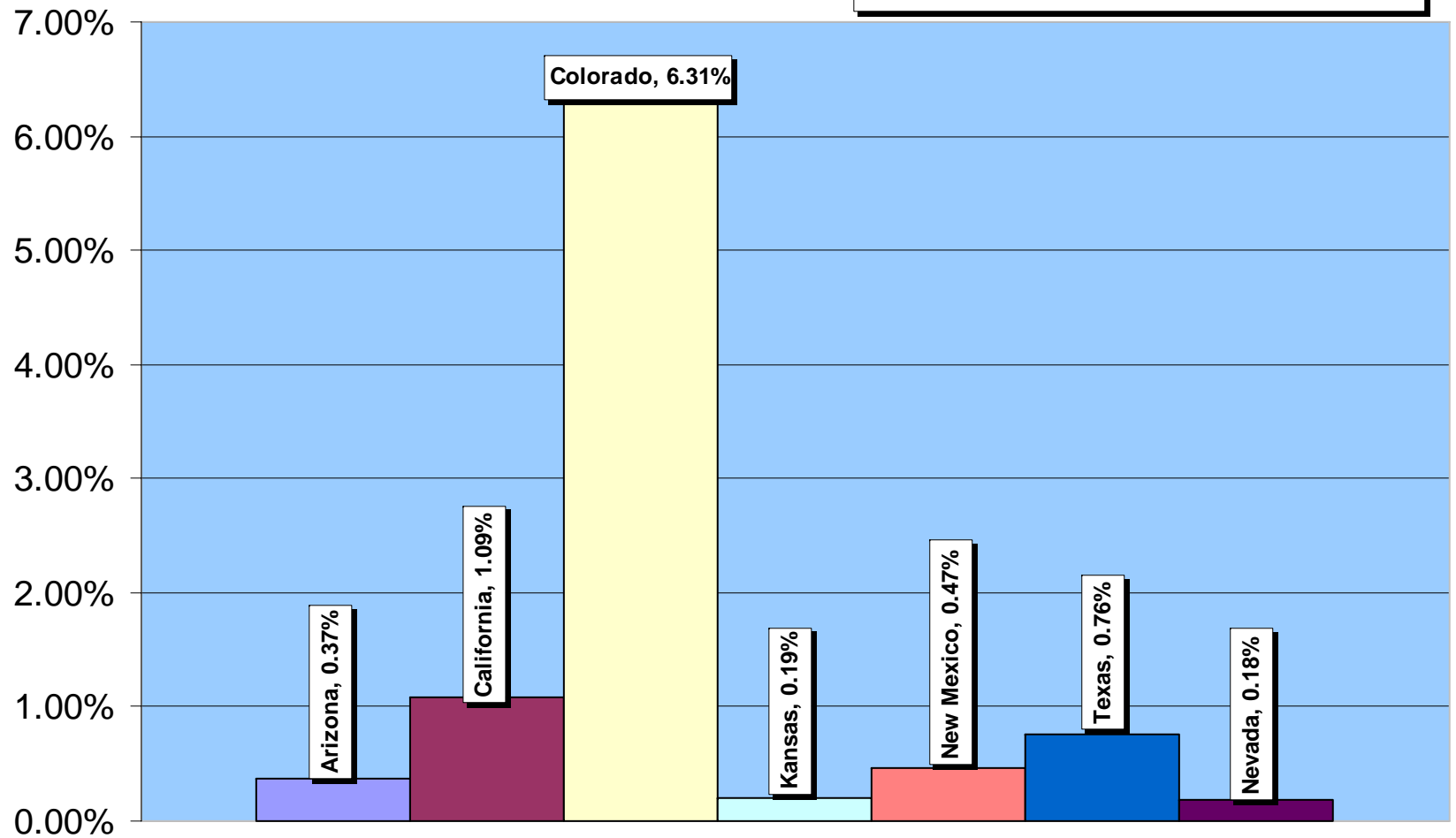
Services



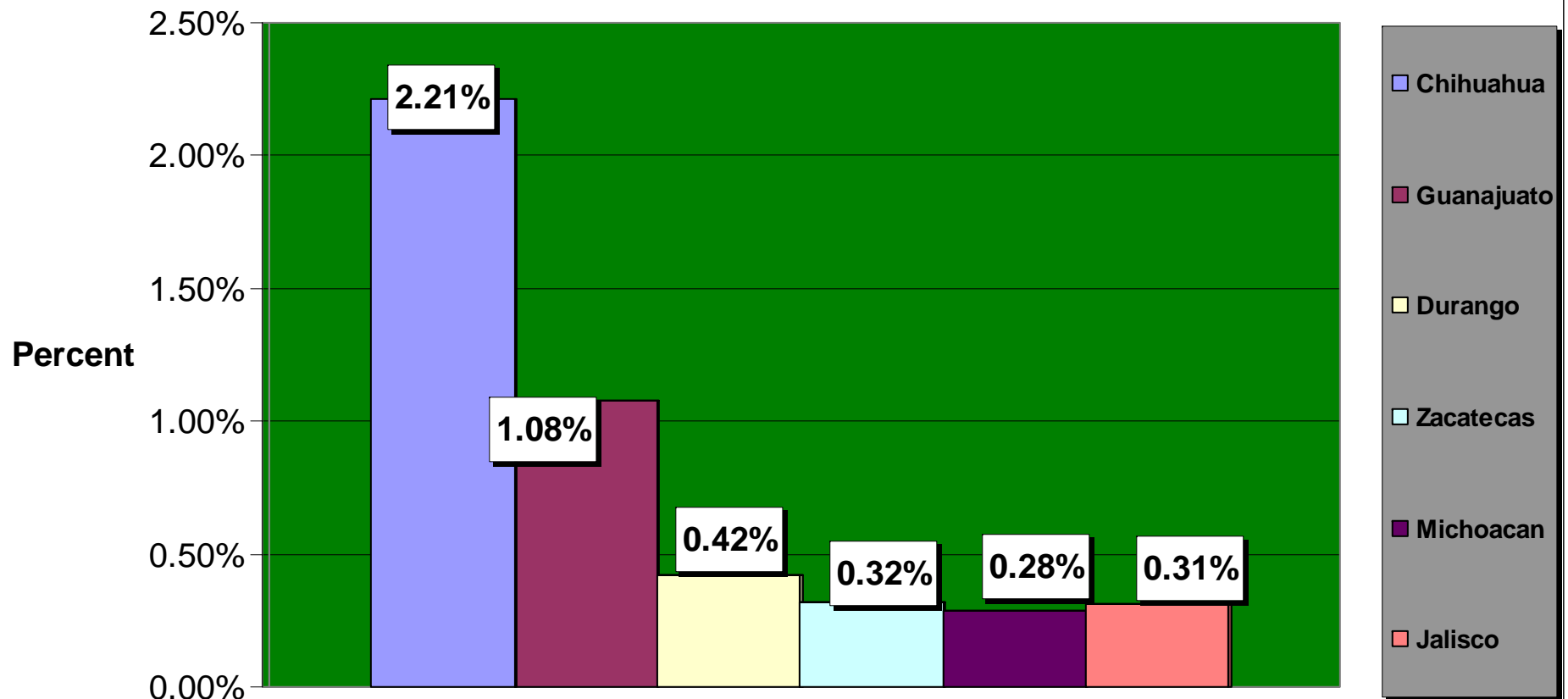
Migrant Services, excluding general K-12 education	Number of Services Offered
Social Work Outreach	4642
Other RIF Books	4550
Referrals	1971
Health-Dental-Vision	3895
School supplies	3613
Counseling	440
Clothing	354
Nutrition	2669
Parent Education	499
Transfer Packets	79
Transportation	295

Colorado's Migrant Mobility from within the US 2006-2007

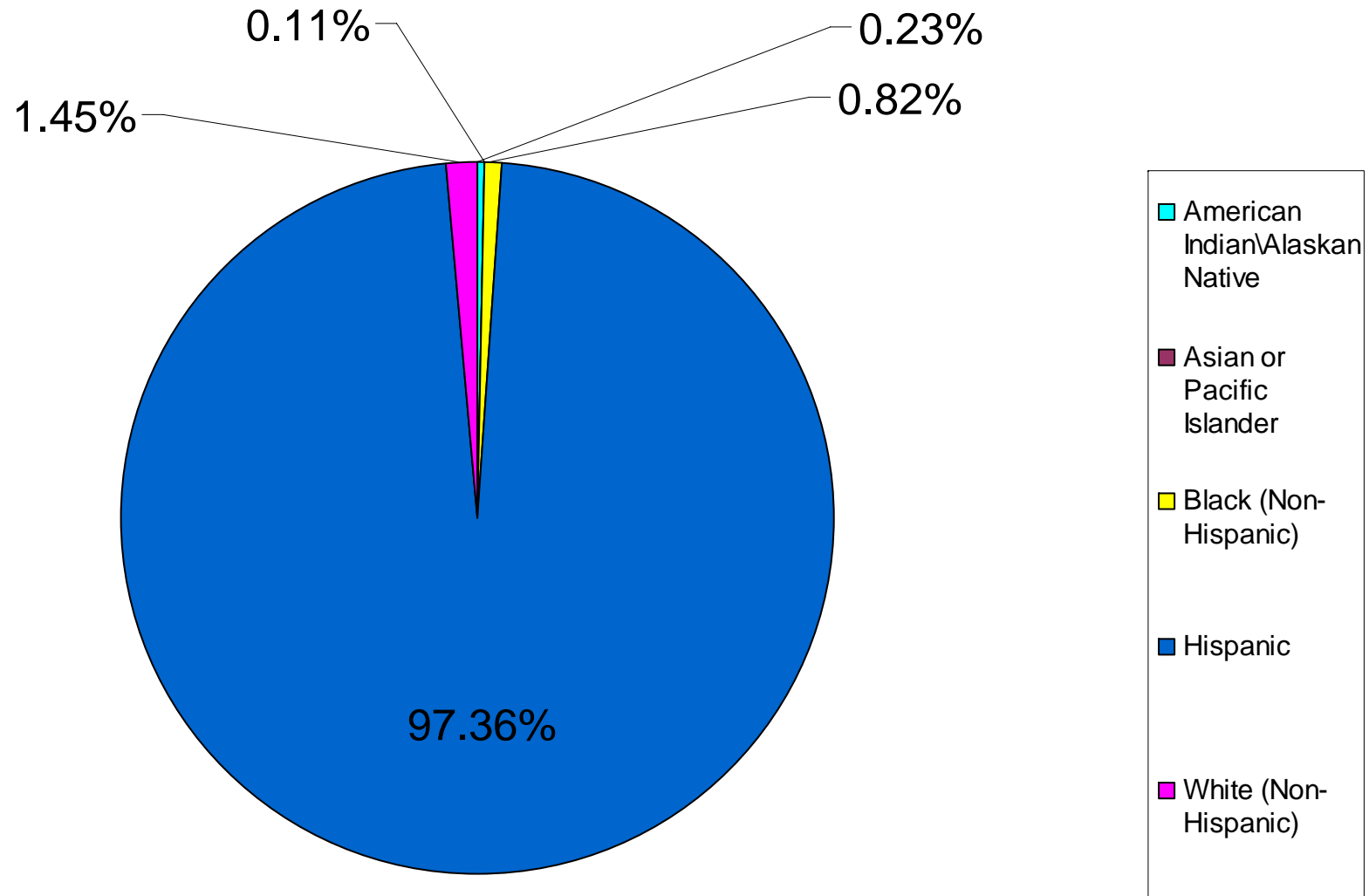
Percent



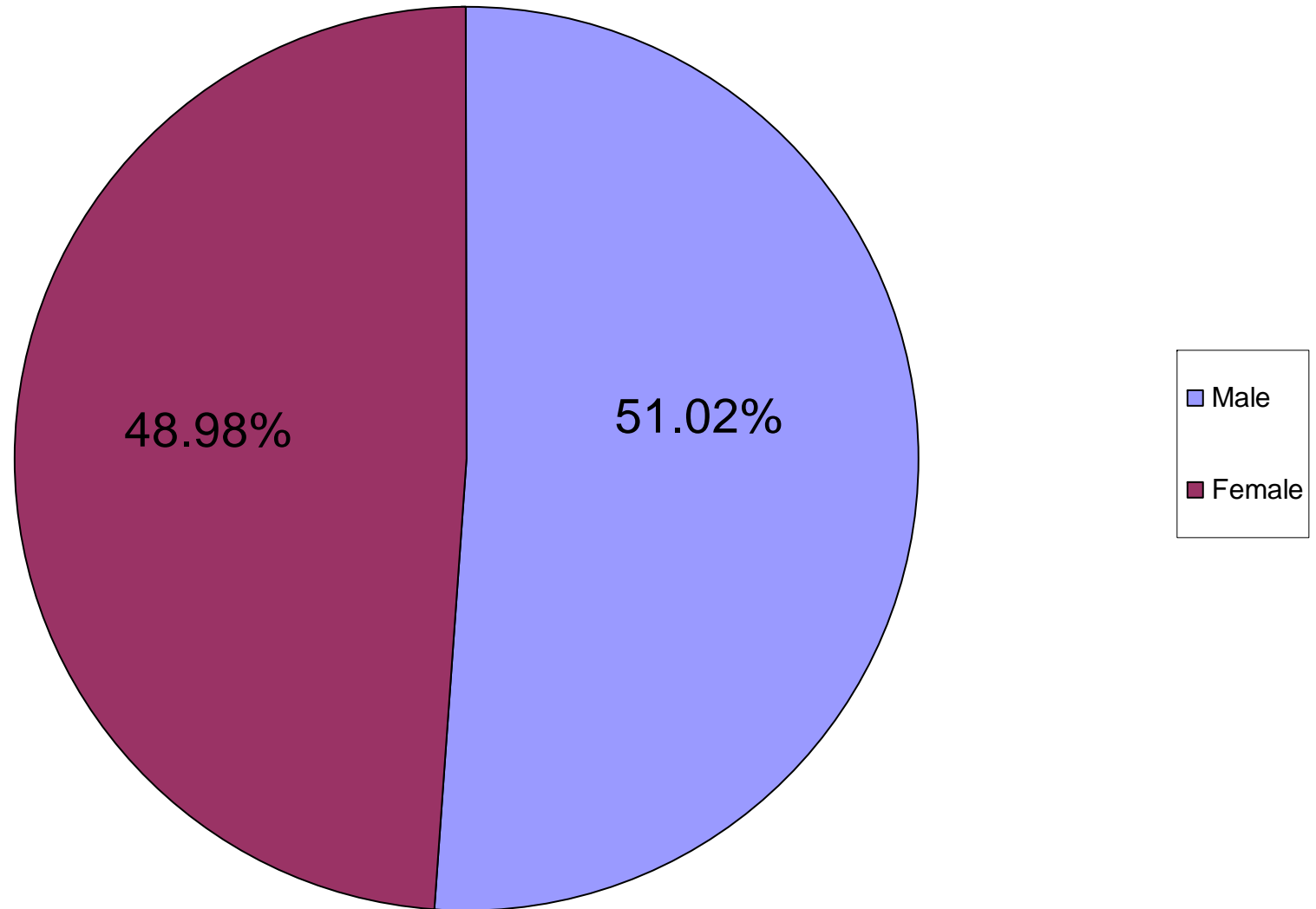
Colorado Migrant Mobility from the Top 5 States of Mexico



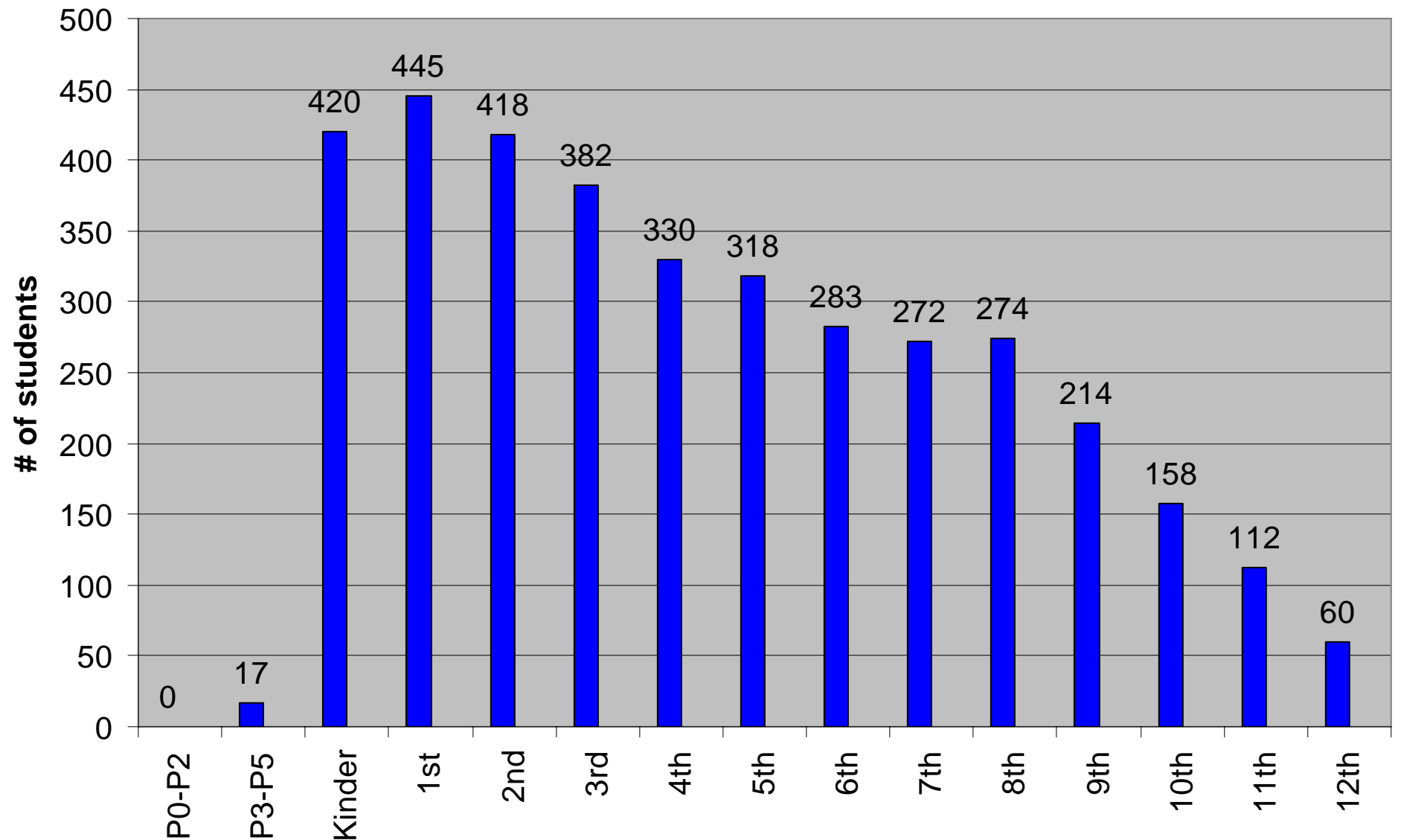
Ethnicity of Migrant Students



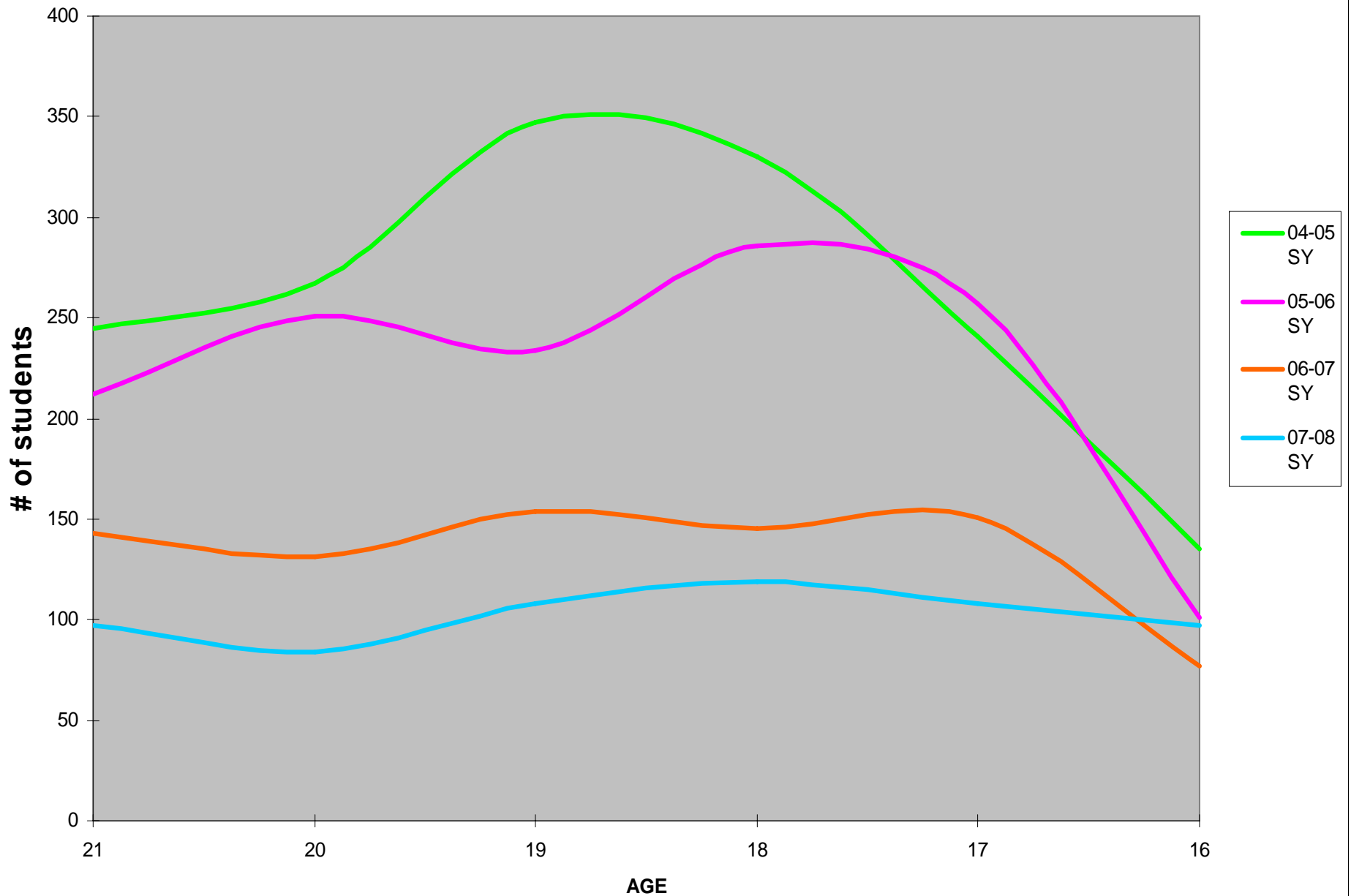
Migrant Students by Gender



ELL Migrant Students by Grade 2006-2007



Out of School Youth Comparison from 2004-2008



Agricultural Activities in Colorado as Related to Migrant Students

Chicken farm (feed, slaughter)	Cleaning ditches
Cleaning livestock stalls	Cultivating fields
Cutting sod	Dairy farm (feed, milk)
Dock work (loading, washing)	Feedlot (feeding, caring for)
Feeding livestock and poultry	Forestry
Irrigating fields	Loading trucks (fields, warehouse)
Nurseries/green house (transplant, pruning)	Meat pack plants
Poultry, turkey/chicken farm	Planting/plowing fields
Warehouse work (crate, wash, sort)	Preparing soil for planting crops
Bird Seed Processing Plant	Sheep shearing
Cannery (canning, sorting)	Sugar factory (sort process)
Fruit Orchards	Food plant (processing)
Grape Vineyards	Grainer's
Hog Farm	Honey Bee Farm
Lamb Farm	Bison Farm
Mushroom Plant	Pickle Plant
Potato Plant	Produce Sheds
Sheep Farm	Sod Farm
Mending and Building Fences	

Crops in Colorado as Related to Migrant Students

Alfalfa	Apples	Asparagus	Barley	Beans	Beets
Apricots	Soybean	Kale	Sugar beets		
Broccoli	Cabbage	Cantaloupe	Cauliflower	Carrots	Celery
Cherries	Chili	Corn	Cucumbers	Eggplant	Grains
Hay	Kale	Lettuce	Melons	Milo	Mushrooms
Herbs	Grass	Cilantro	Honeydew	Tomato	Grapes
Mustard	Nectarines	Onions	Peaches	Peas	Pears
Peppers	Pickles	Plums	Potatoes	Pumpkins	Radishes
Raspberries	Seeds	Sorghum	Spinach	Squash	Sunflowers
Strawberries	Tomatoes	Trees	Turnips	Watermelon	Wheat
Zucchini	Green beans	Okra	Garlic		

Immigrant Students in Colorado



Immigrant Students in Colorado

A Historical Context:

The first wave of immigration began with the English colonists of the 1600s, followed by the Dutch, French and Germans. Some of these original immigration brought with them African slaves, a practice that continued through the early 1800s. Large numbers of German, Polish, Russian Jews, Italians and Scotch-Irish farmers emigrated to the United States from the 1820s to the 1880s. The greatest influx of immigrants to date occurred between the 1880s and the early 1920s. In 1924 Mexicans arrived as temporary agricultural workers and Filipinos came to work the sugar cane plantations. The current period of immigration began in 1965 when the U.S. Immigration laws gave preference to close relatives of U.S. citizens and immigrants with skills needed in the United States.

- The Colorado Trust

Colorado's foreign-born population increased 160% between 1990 and 2000, and now comprises 9% of the state's increasingly diverse population. Of Colorado's immigrant population in 2000, 55.6% were from Latin America, 19.6% from Asia, 17.6% from Europe, 3.7% from North America, 2.6% from Africa and 0.8% from Oceania.

While most immigrants settle along the Front Range, smaller towns have also experienced significant increases in immigrant populations. According to data from the 2000 Census, immigrant populations in Garfield, Eagle and Summit counties increased 568%, 389% and 722%, respectively, filling jobs with ski resorts, hotels and other service industries. Immigrant populations in Morgan, Yuma and Lincoln counties increased 218%, 873% and 792%, respectively, with most newcomers working in meatpacking and agricultural industries.

The LCE, in collaboration with the Colorado Trust created the "Immigrant Integration Toolkit" for educators to assist districts with their immigrant population of students as well as their families. You can find the Toolkit on our website.

Assessment



Assessment

English language learners are assessed for language development as well as academic achievement through the State Assessment System using the Colorado English Language Assessment (CELA), the Colorado ACT (COACT) and the Colorado Student Assessment Program (CSAP).

The data shows that the majority of Colorado's ELLs tested are in the 3-4 range of the CELA Proficiency Assessment. This confirms that the majority of Colorado ELLs are LEP. The majority of our NEP student population lies in the Kindergarten and first grade. This makes sense since the majority of our ELLs enrolled are in those two grades and they are just beginning to learn the language. We start to see a shift toward proficiency starting in the fourth grade with the majority of students scoring at a level four. The top ten districts in the state with the highest enrollment of ELLs also reflect this trend. The majority of ELLs attending these districts are scoring in the 3-4 range, between LEP and FEP.

The two year CELA data is promising because it shows that our students are progressing in their language and moving through proficiency levels. This data does have its limitations because it does not take into considerations those students who may have regressed a level or for those who may have just moved in within the testing year.

The Colorado ACT poses an interesting challenge to our ELLs because it is a required assessment, but since it is considered an entrance exam, they cannot receive accommodations. However, the FEP students are right around the state average.

English language learners, on average are scoring below the state average in reading, writing, math and science. However, in most cases the ELLs designated as FEP monitor year 1 or 2 are scoring higher than the state average. When we average all the ELL together, the NEP scores tend to bring down the average which makes sense as NEP students speak or understand very little English. However, this also shows that we are not appropriately accommodating ELLs in order to allow access to the content assessments.

The point where the biggest discrepancy is seen starts in sixth grade and just continues through tenth. For grades three through five, the difference is minimal, but the older the students get and the more difficult the academic language becomes, the gap widens. This gap starts even sooner and becomes wider for our immigrant and migrant students.

CELA

Colorado English Language Assessment (CELA)

CELA is the state English language assessment system for the State of Colorado with its origins in Senate Bill 109. The state assessment system is comprised of the CELA Placement, the initial screener for ELLs (created from Las Links), and the CELA Proficiency, the annual assessment of language proficiency (created from Las Links and aligned to the Colorado English Language Development Standards). The first implementation of CELA was in the 2005-2006 school year, with the CELA Placement screener commencing in August and the CELA Proficiency in the spring.

A single statewide assessment provides longitudinal data that can be disaggregated to supply more information regarding the ELLs in the state so that a more significant portrait can now be formed.

Review of State laws surrounding Language Assessment of ELLs

The English Language Proficiency Act (ELPA), Article 24 in Title 22 of the Colorado Revised Statutes, as modified by Senate Bill 02-109 in 2002, states that it is the duty of the State department to:

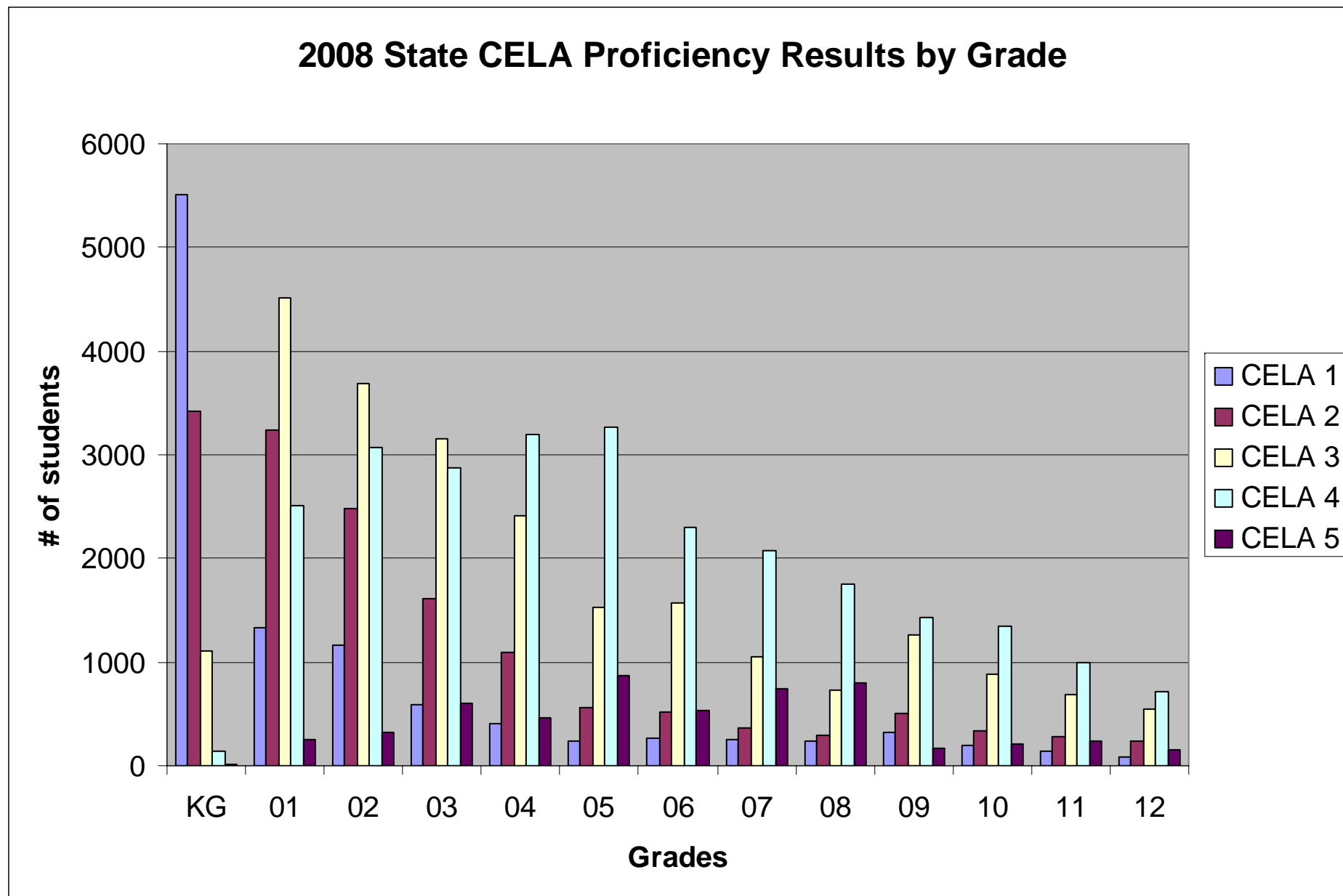
- * Develop and approve a single instrument or technique to be used by the districts in identifying eligible students (CRS: 22-24-106-1a).
- * Establish statewide levels of proficiency on the entire instrument or technique (CRS: 22-24-106-1a.3).
- * Establish, by rule, any accommodation that shall be allowed and in what situations accommodations shall be allowed for an eligible student when such student is taking an assessment pursuant to section 22-7-409 (CRS: 22-24-106-1a.7).

Federal laws surrounding Language Assessment of ELLs

The Federal **No Child Left Behind Act of 2001 (NCLB)**, *formerly the Elementary and Secondary Education Act 1965 (ESEA)*.

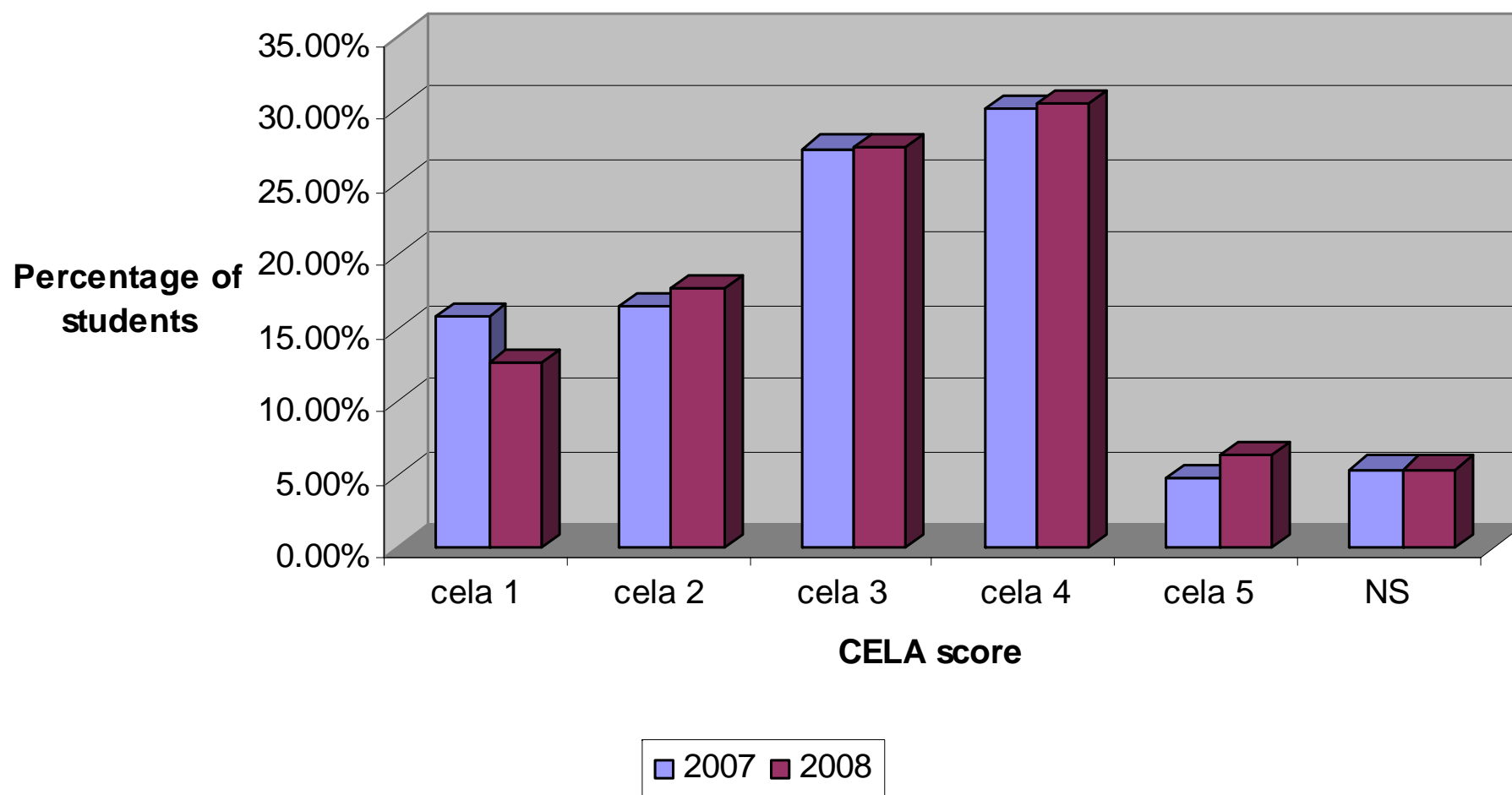
- * Title I of NCLB specifically declares that states must conduct an annual assessment of language proficiency and progress (Public Law 107-110 (3121)(a)).

CELA Data



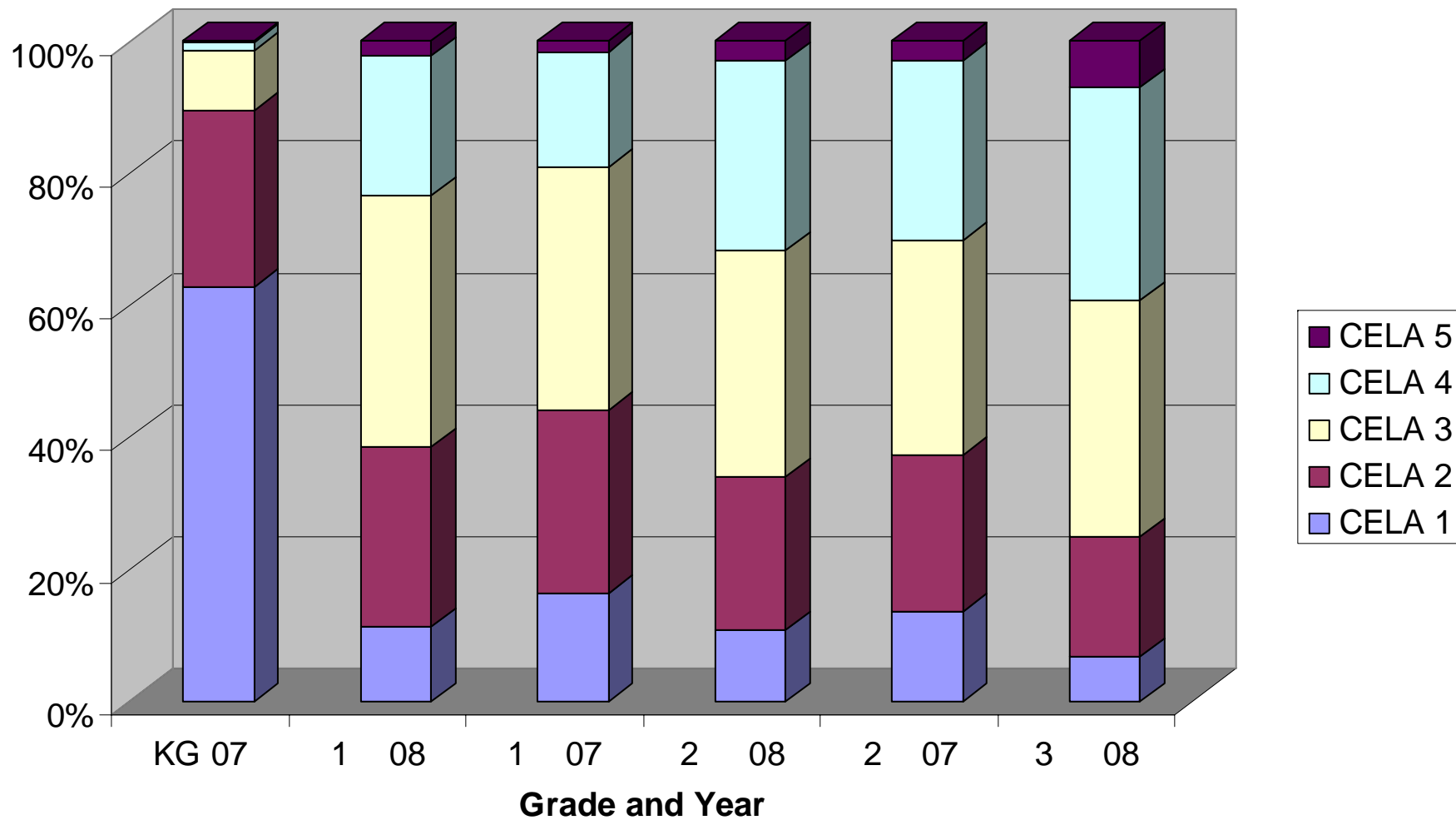
CELA Data

State CELA Pro Results: Comparison of 2007 to 2008 administration



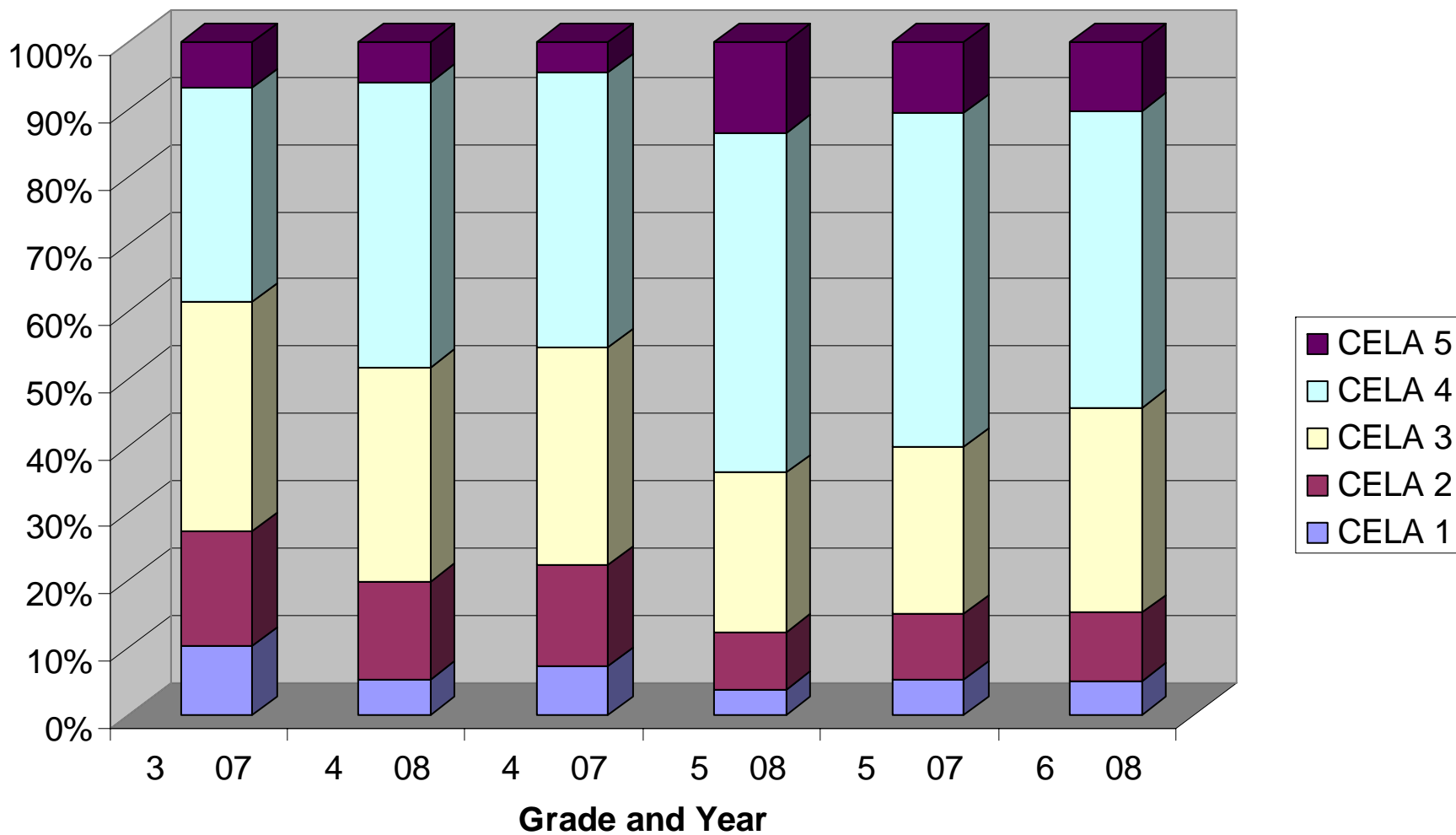
CELA Data

State CELA Pro Results Comparison from 2007 to 2008 by grade level: K-3



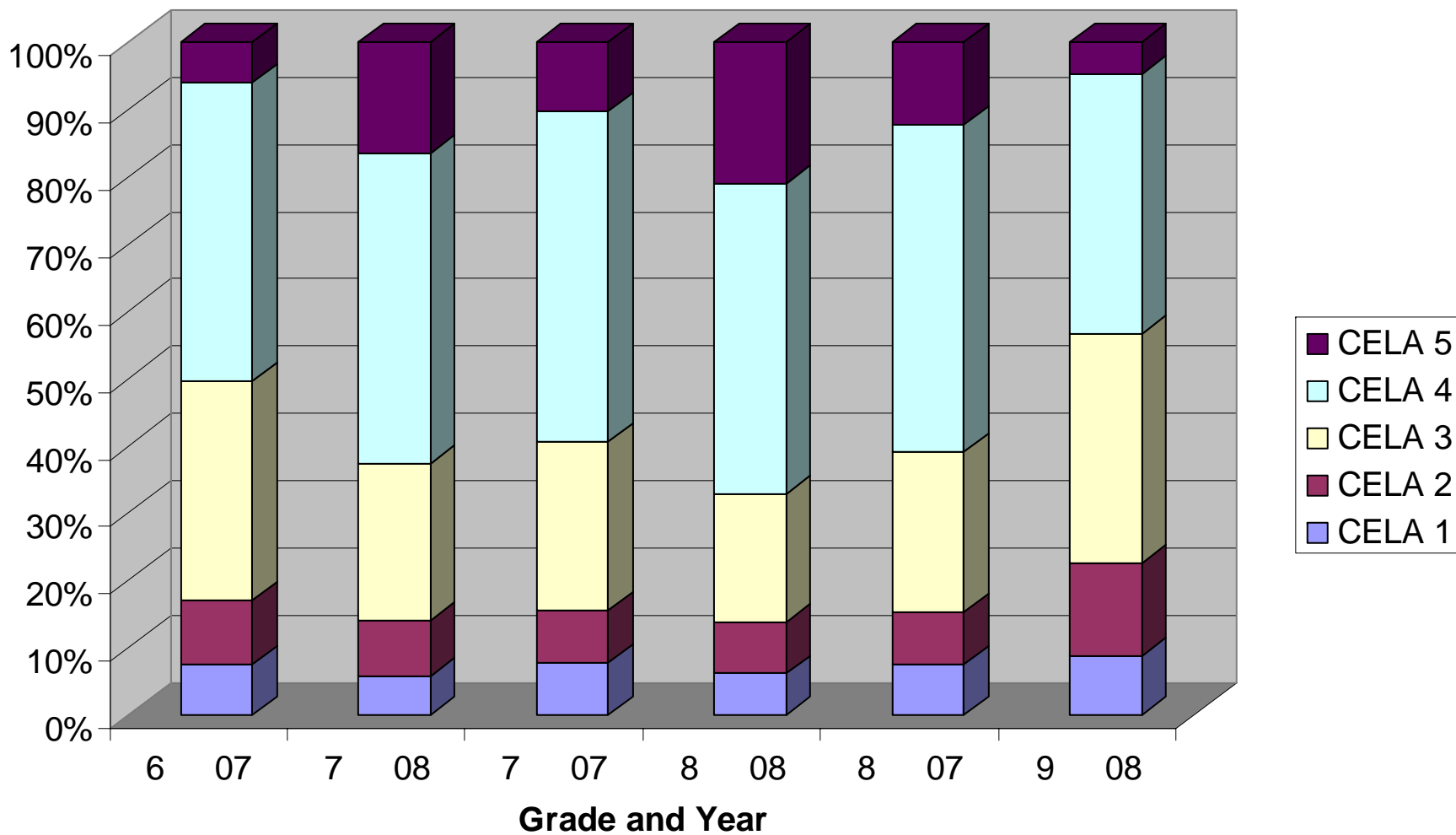
CELA Data

State CELA Pro Results Comparison from 2007 to 2008 by Grade Level : 3-6



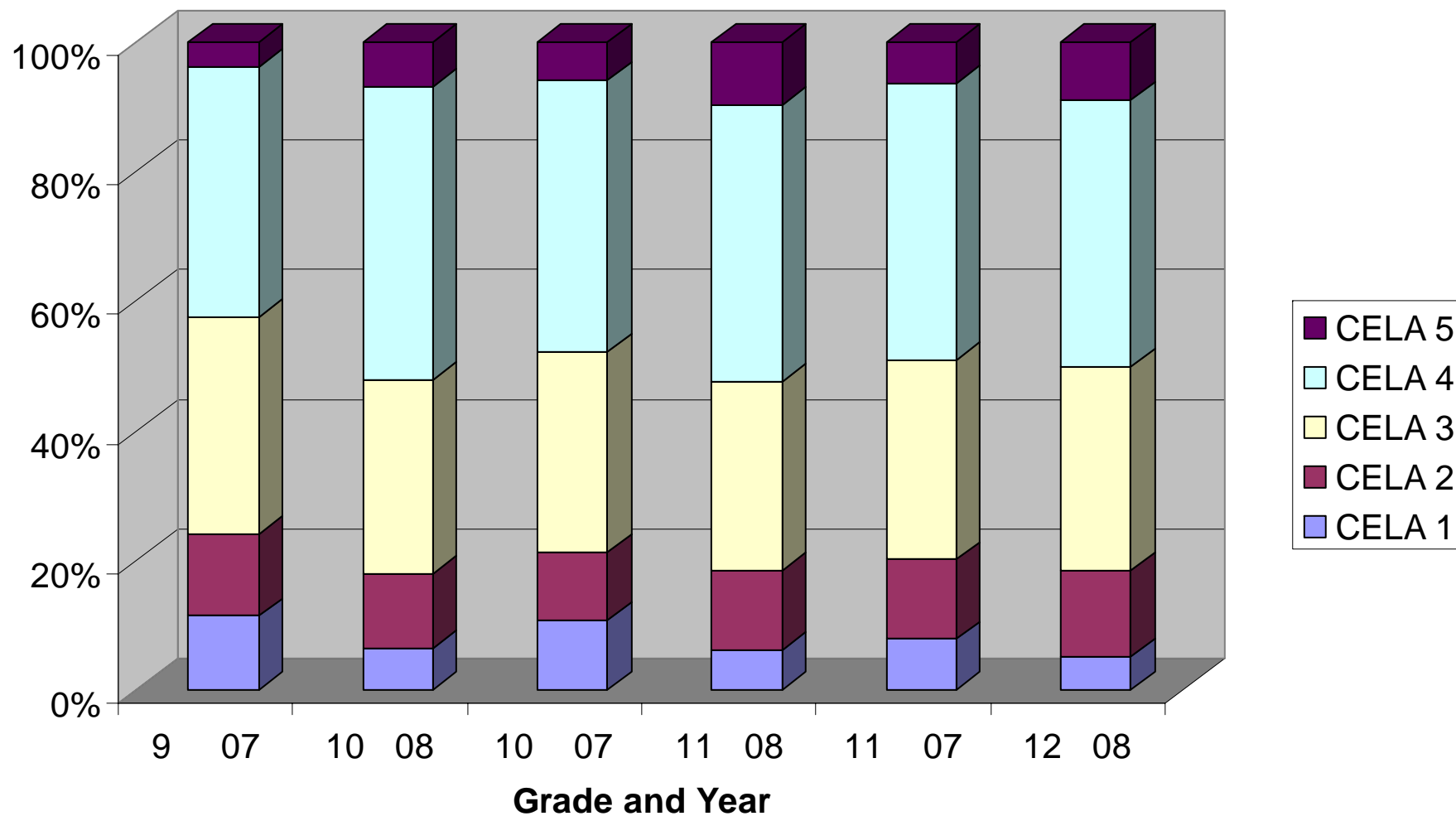
CELA Data

State CELA Pro Results Comparison from 2007 to 2008 by Grade Level: 6-9



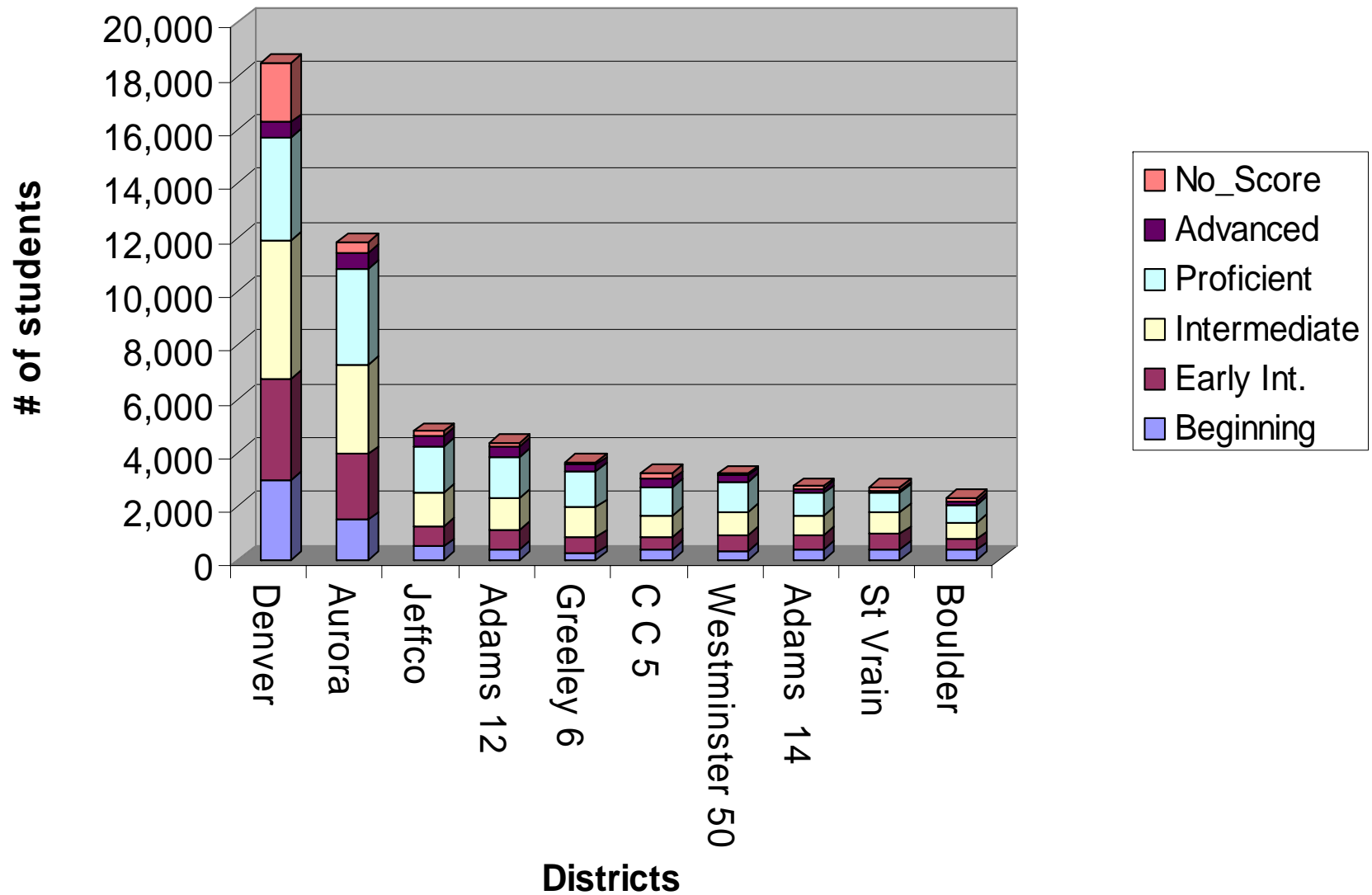
CELA Data

State CELA Pro Results Comparison from 2007 to 2008 by Grade Level: 9-12



CELA Data

2008 CELA Pro Results: Top Ten Districts



Colorado ACT

Colorado ACT

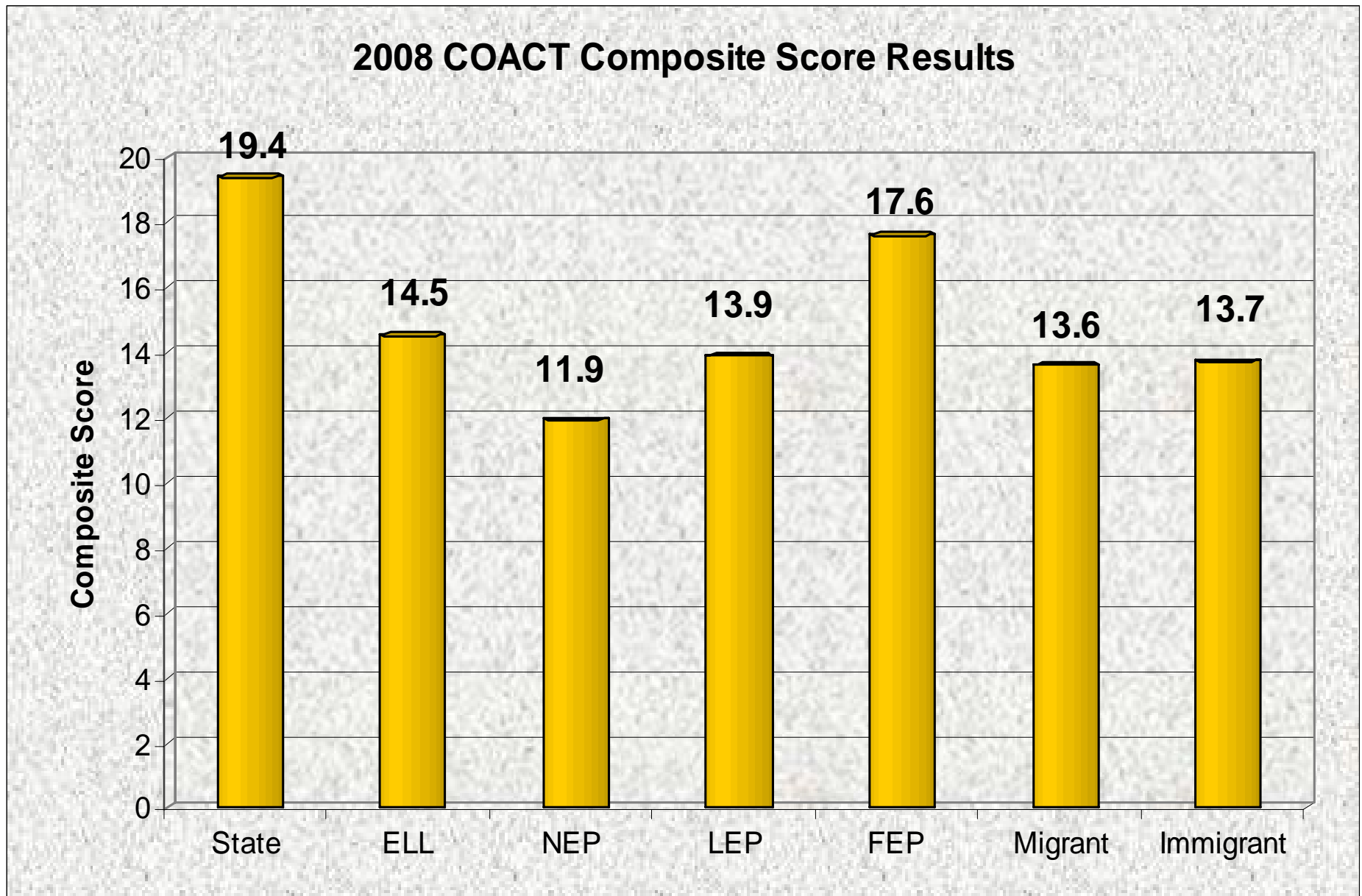
The Colorado ACT is a test designed for 11th grade students to determine college readiness. It uses the same format as the National ACT given to 12th graders. When comparing the COACT data with the CELA scale scores, we find that the majority of our beginning and early intermediate (CELA 1 and CELA 2 respectively) students are scoring around 7.5 points below the state average, the majority of our intermediate and proficient (CELA 3 and CELA 4) students are scoring around 5.5 points below the state average, and the majority of our Advanced students (CELA 5) are scoring around 1.8 points below the state average.

State laws surrounding CoACT

Colorado Law requires all students enrolled in the eleventh grade in a Colorado public school to take the Colorado ACT. The ACT is the standardized, curriculum-based, achievement, college entrance examination selected by the department of education pursuant to this statute meeting the following criteria outlined in the statute C.R.S. 22-7-409 (1.5) (a) :

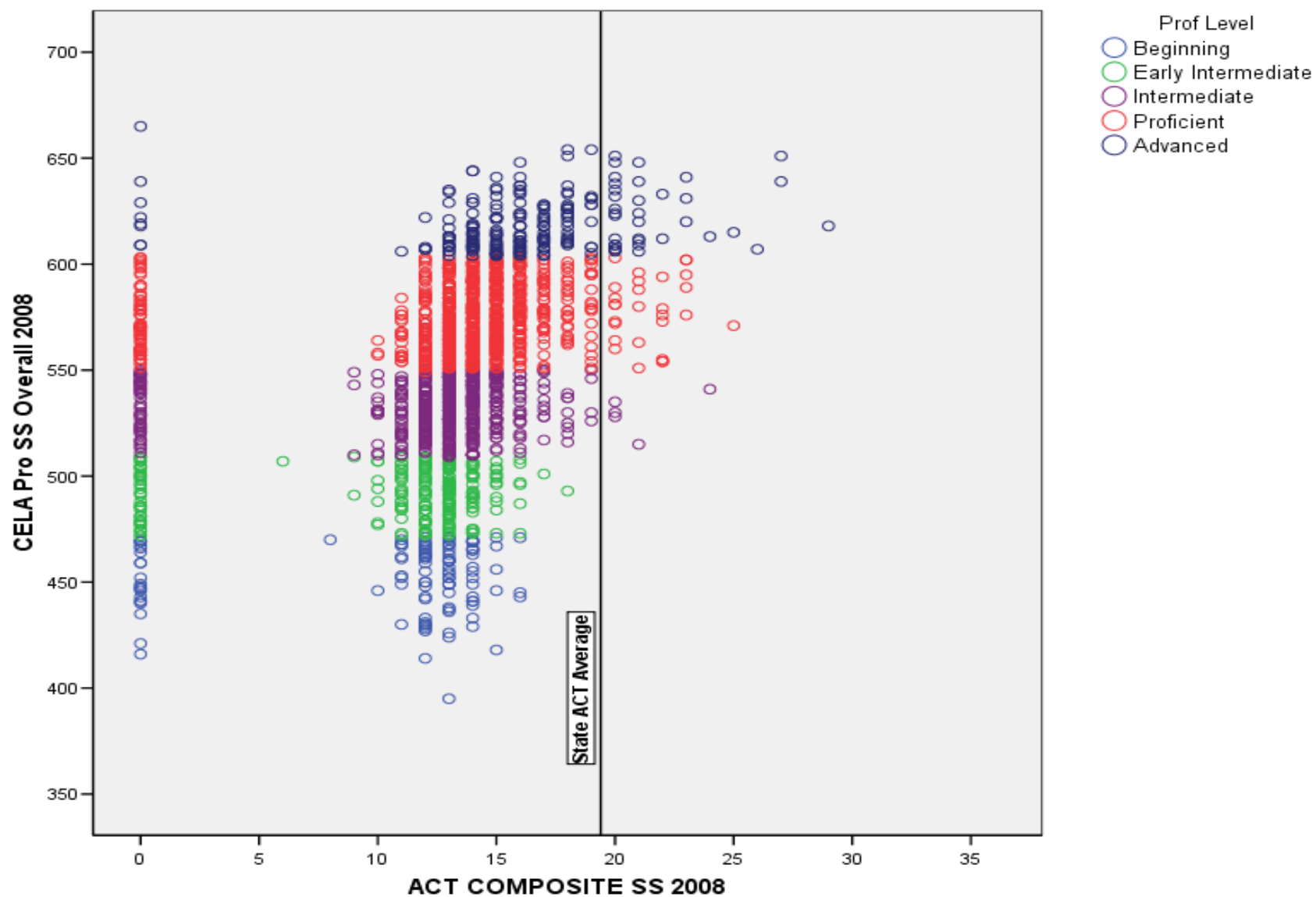
- selected by the Colorado Department of Education
- administered throughout the United States
- relied upon by institutions of higher education that at a minimum test in the areas of reading, writing, mathematics, and science.

Colorado ACT Data



Colorado ACT Data

CELA and ACT Comparison



CSAP

Colorado Student Assessment Program (CSAP)

CSAP is the annual state-wide assessment of students' knowledge in the four major content areas that are aligned with the Colorado's Model Content Standards. The first administration of CSAP took place Spring 1996-1997. The CSAP has evolved over time with the passage and implementation of state and federal legislation.

State laws surrounding Content Assessment of ELLs

Colorado school law, as defined by Article 7 Part 4 in Title 22 of the Colorado Revised Statutes (CRS) states that :

- * Every student enrolled in a public school shall be required to take the State Assessment at the grade level they are enrolled (CRS: 22-4-409-1 (V)(d)(I).
- * ELLs in 3rd or 4th grade can take the assessment in Spanish (3rd grade reading and 4th grade reading and writing (CRS: 22-7-409-3.5 (a)) as long as they have been in an ELA program, pursuant to CRS: 22-24-106, less than three years (CRS: 22-7-409-1).

Federal laws surrounding Content Assessment of ELLs

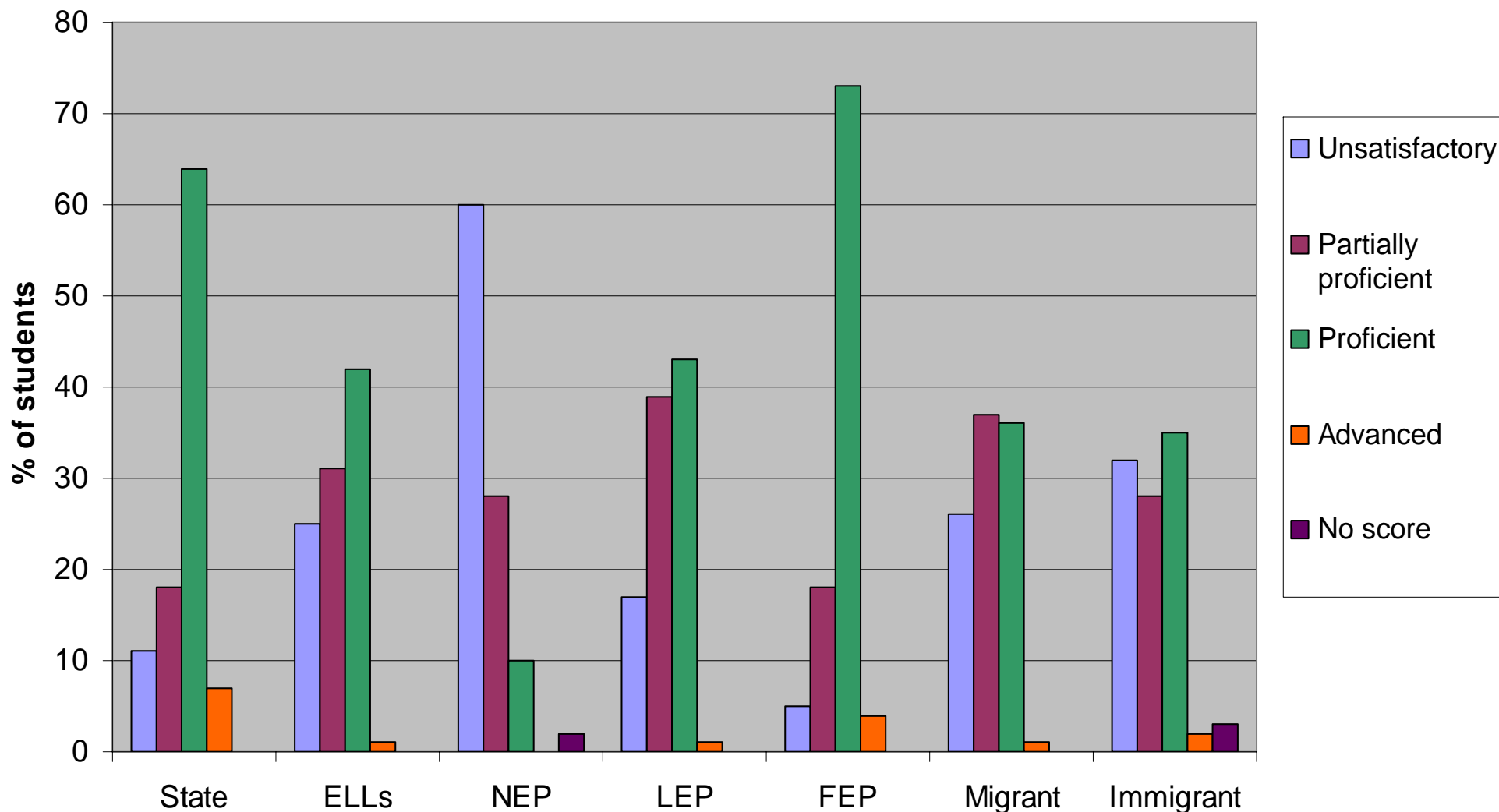
The Federal **No Child Left Behind Act of 2001 (NCLB)**, *formerly the Elementary and Secondary Education Act 1965 (ESEA)*.

States and local school districts must involve all students, including students with limited English proficiency, in large-scale testing. Title I of NCLB specifically declares that states must

- * include all students in their State assessment system ([§1111\(b\)\(3\)\(C\)\(v\)\(II\)\(ix\)\(I\)](#)),
- * beginning immediately when the student enrolls in school ([§1111\(b\)\(3\)\(C\)\(x\)](#)),
- * using tests in the students' home languages if possible ([§1111\(b\)\(6\)](#) & [§1111\(b\)\(3\)\(C\)\(ix\)](#)), and
- * provide "reasonable accommodations on assessments administered to students with limited English proficiency, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what students know and can do in academic content areas" (emphasis added, [§1111\(b\)\(3\)\(C\)\(ix\)\(III\)](#)).

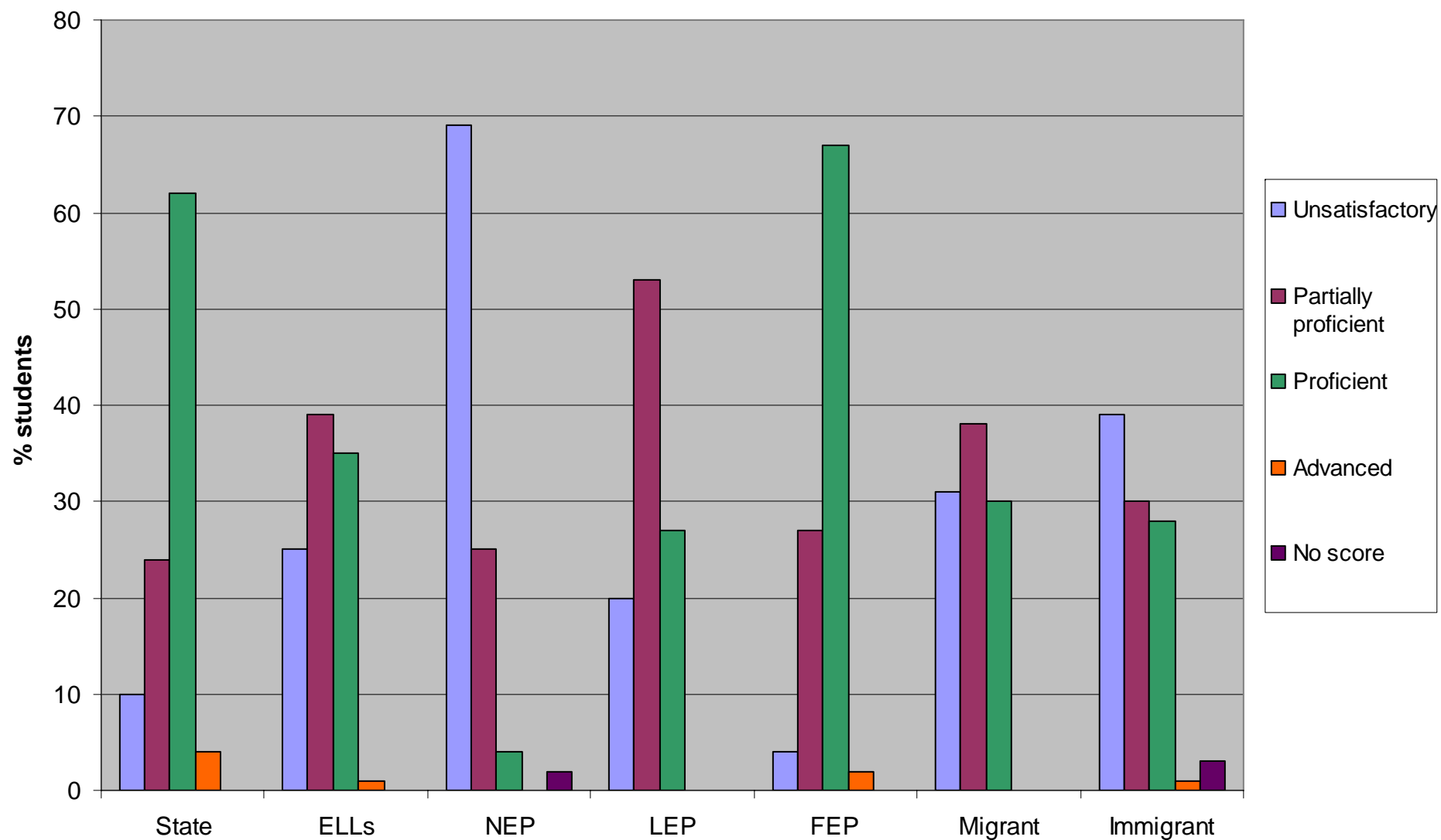
CSAP Reading Grade 3

2008 3rd Grade CSAP Reading

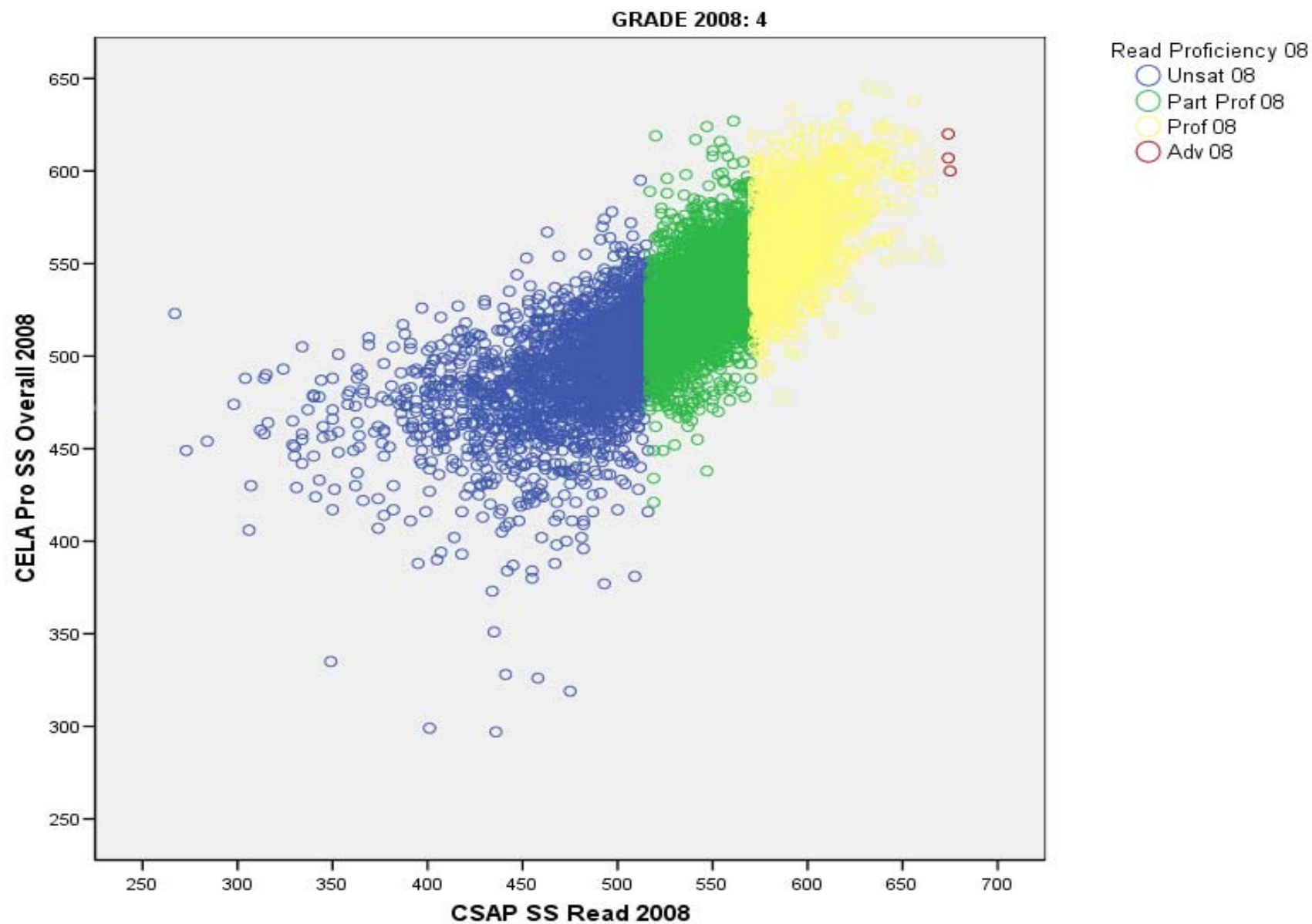


CSAP Reading Grade 4

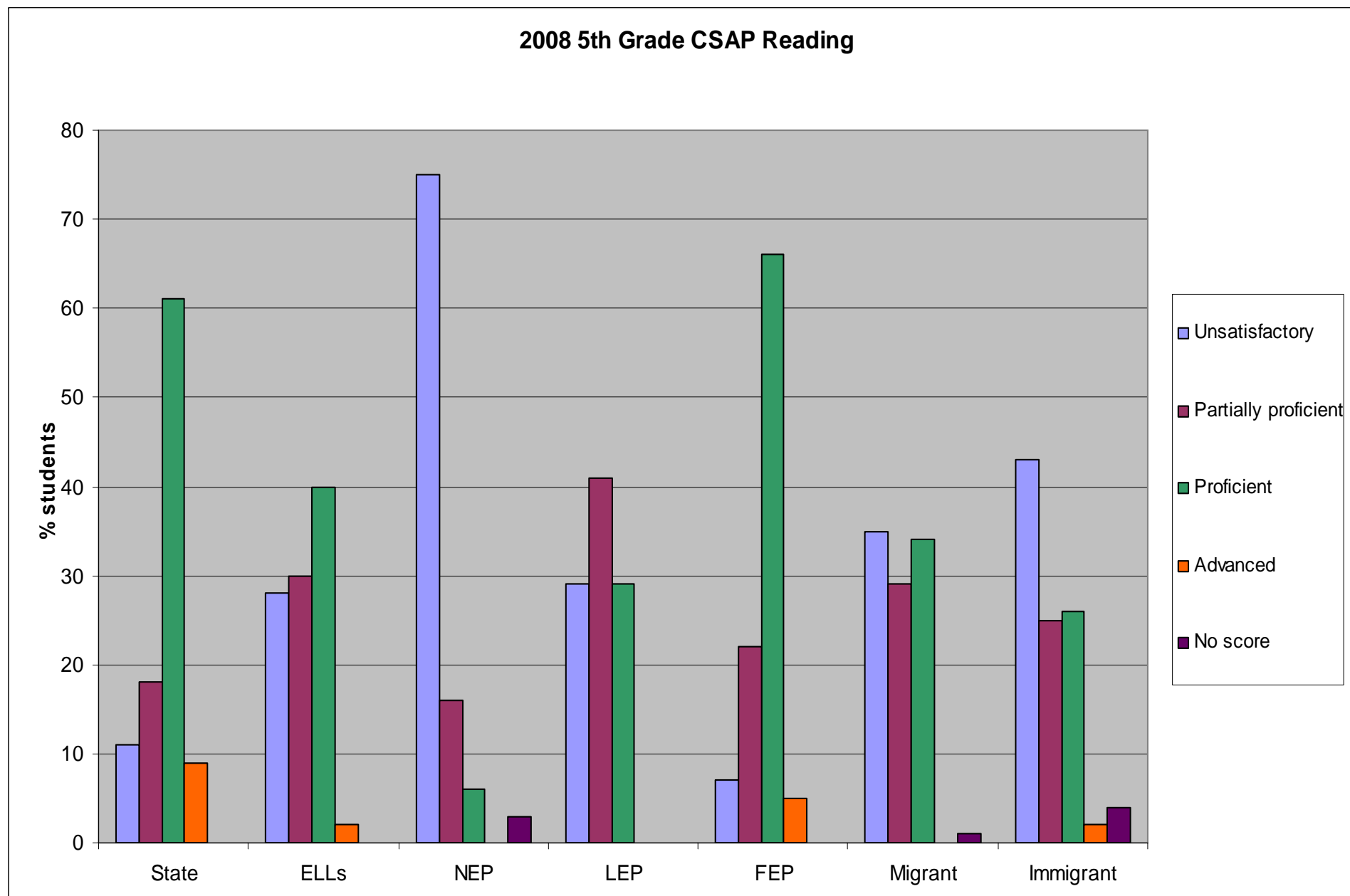
2008 4th Grade CSAP Reading



CSAP Reading Grade 4 and CELA Pro Overall Comparison

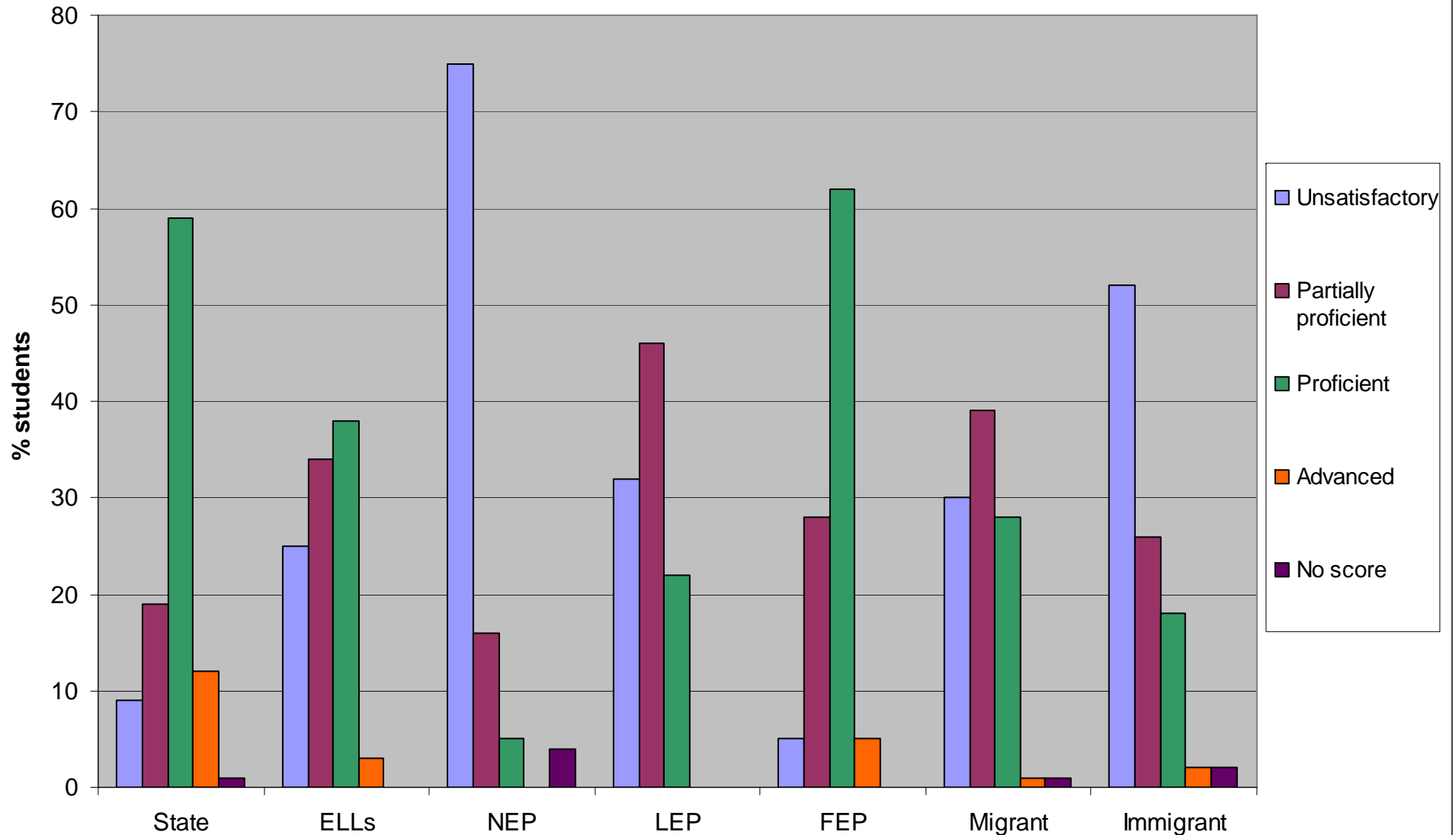


CSAP Reading Grade 5



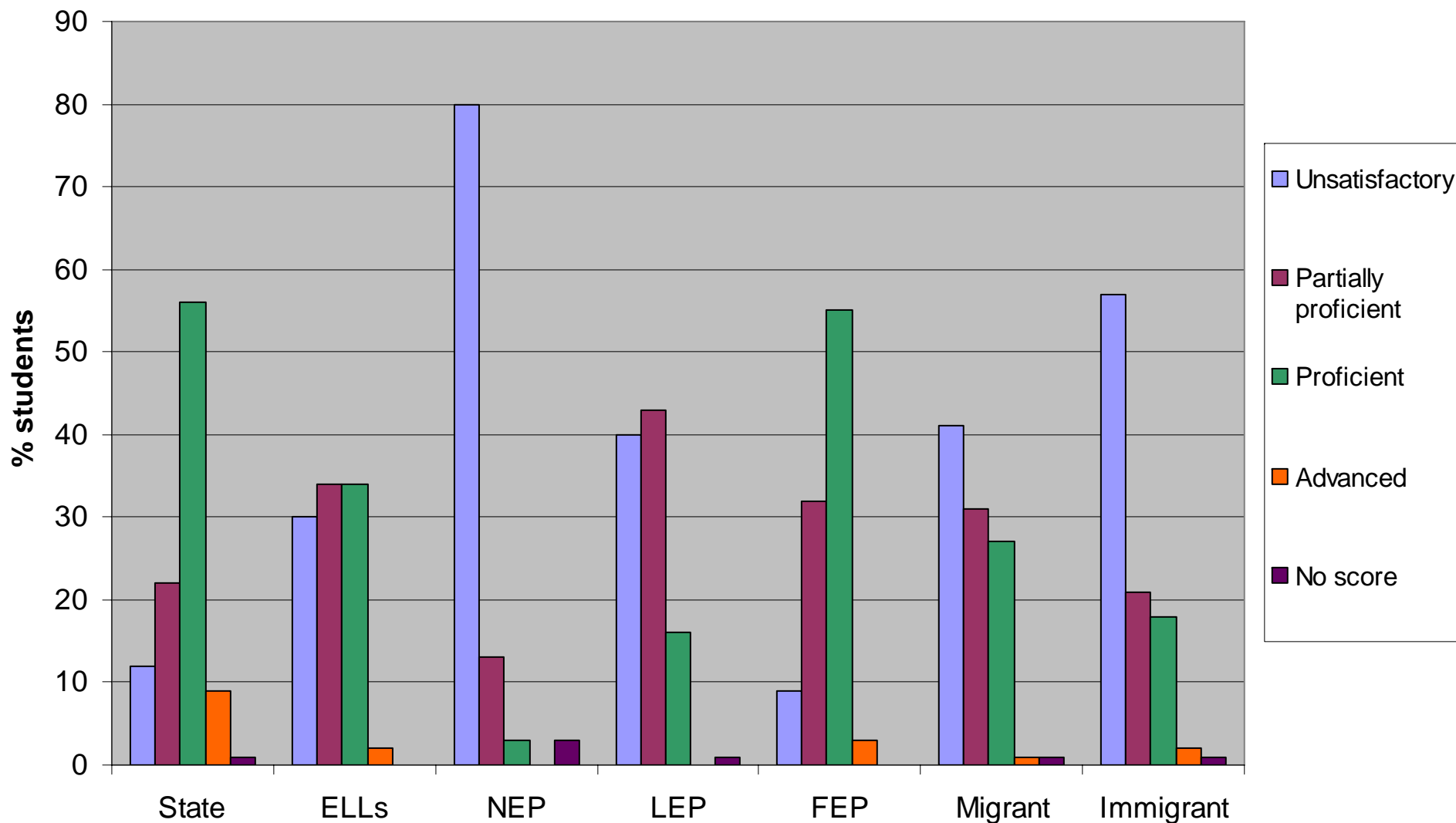
CSAP Reading Grade 6

2008 6th Grade CSAP Reading



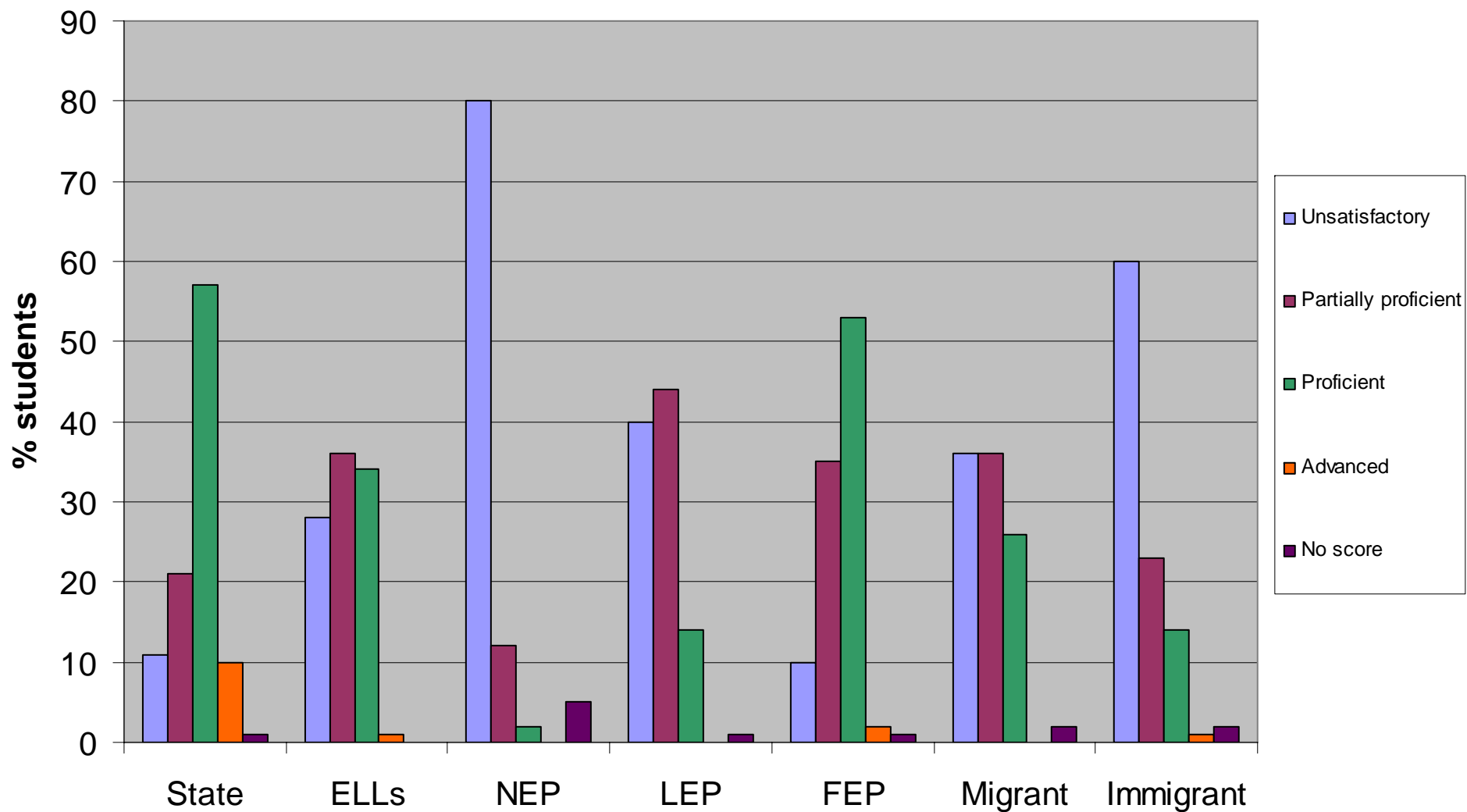
CSAP Reading Grade 7

2008 7th Grade CSAP Reading

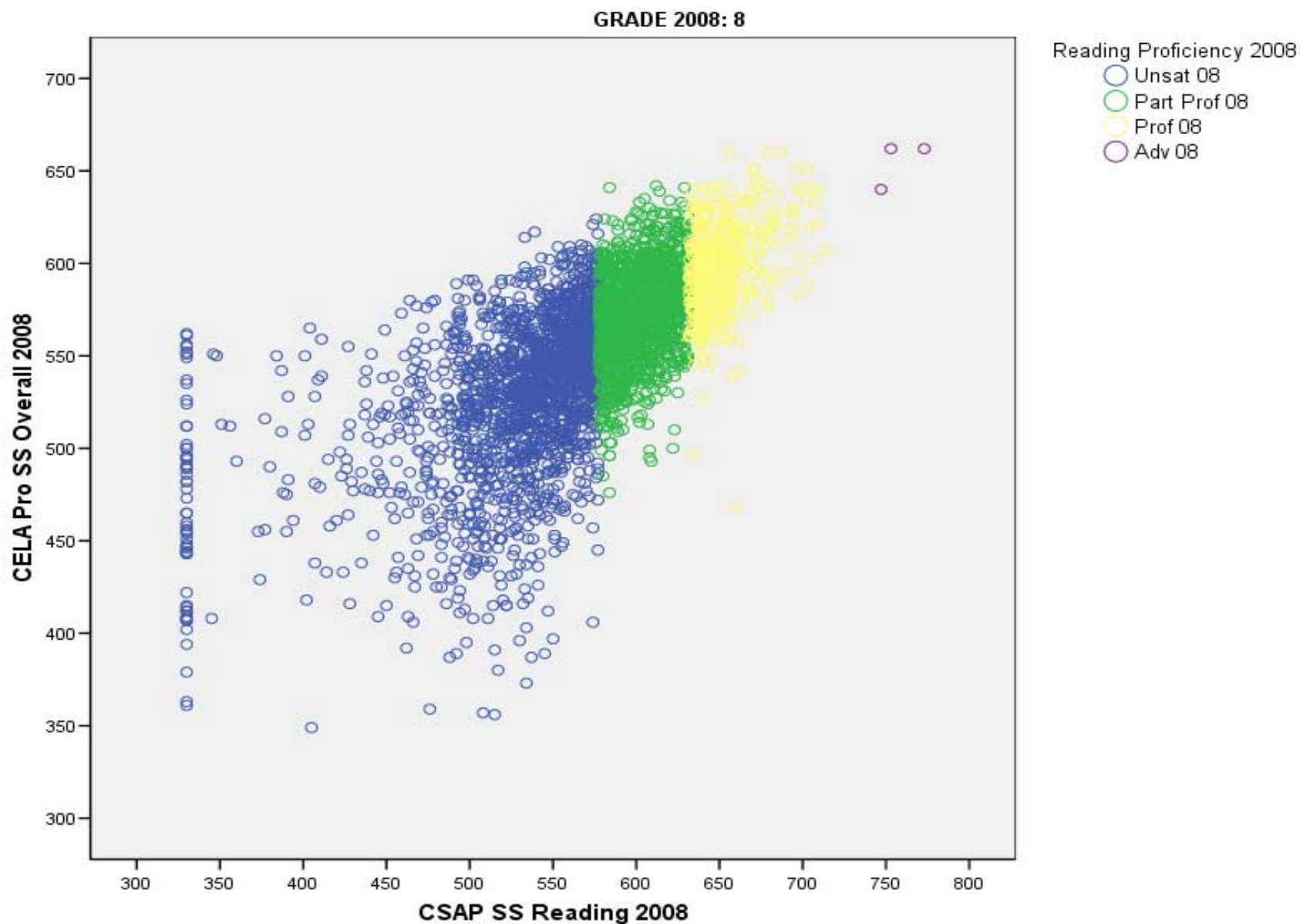


CSAP Reading Grade 8

2008 8th Grade CSAP Reading

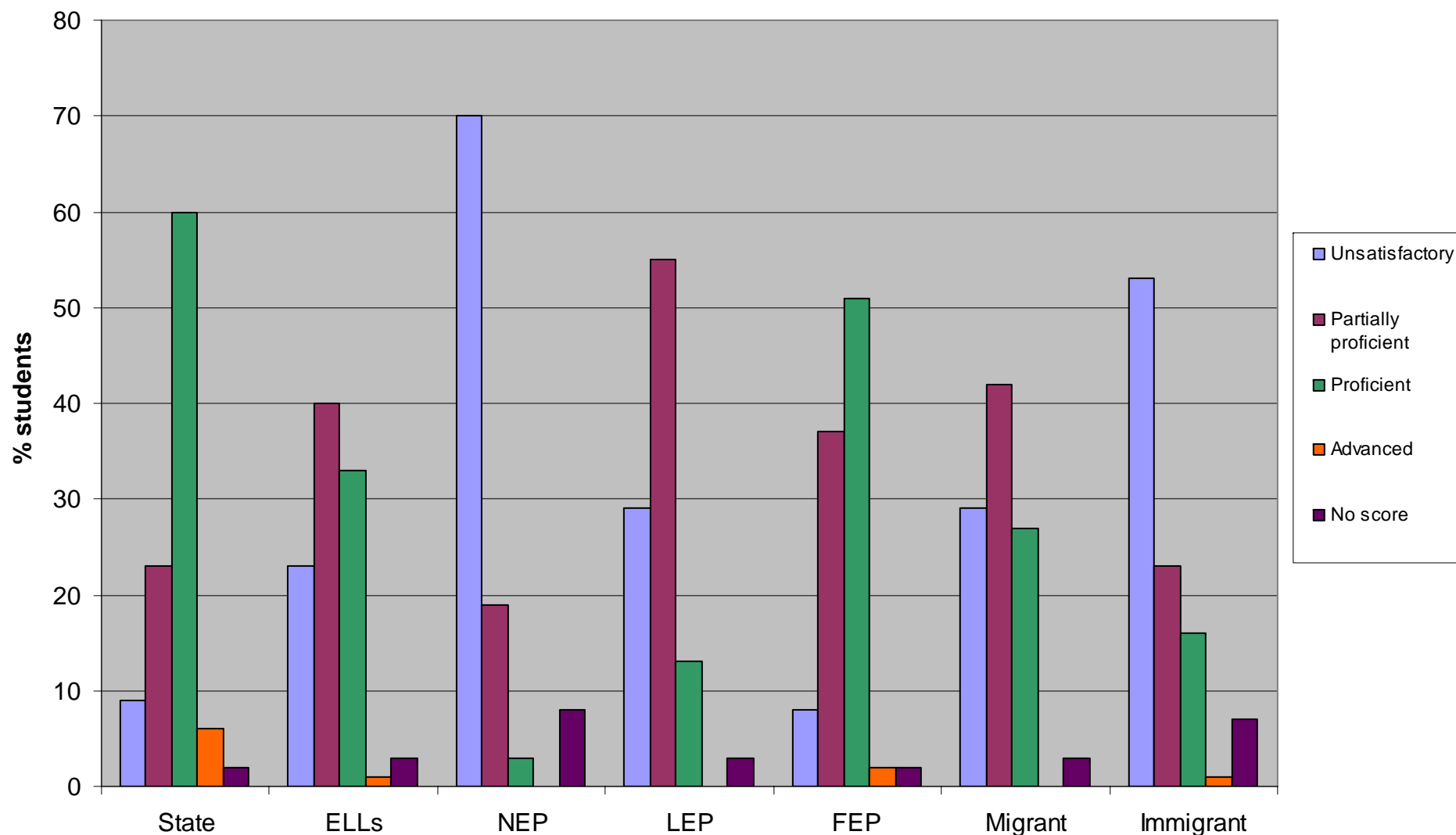


CSAP Reading Grade 8 and CELA Pro Overall Comparison

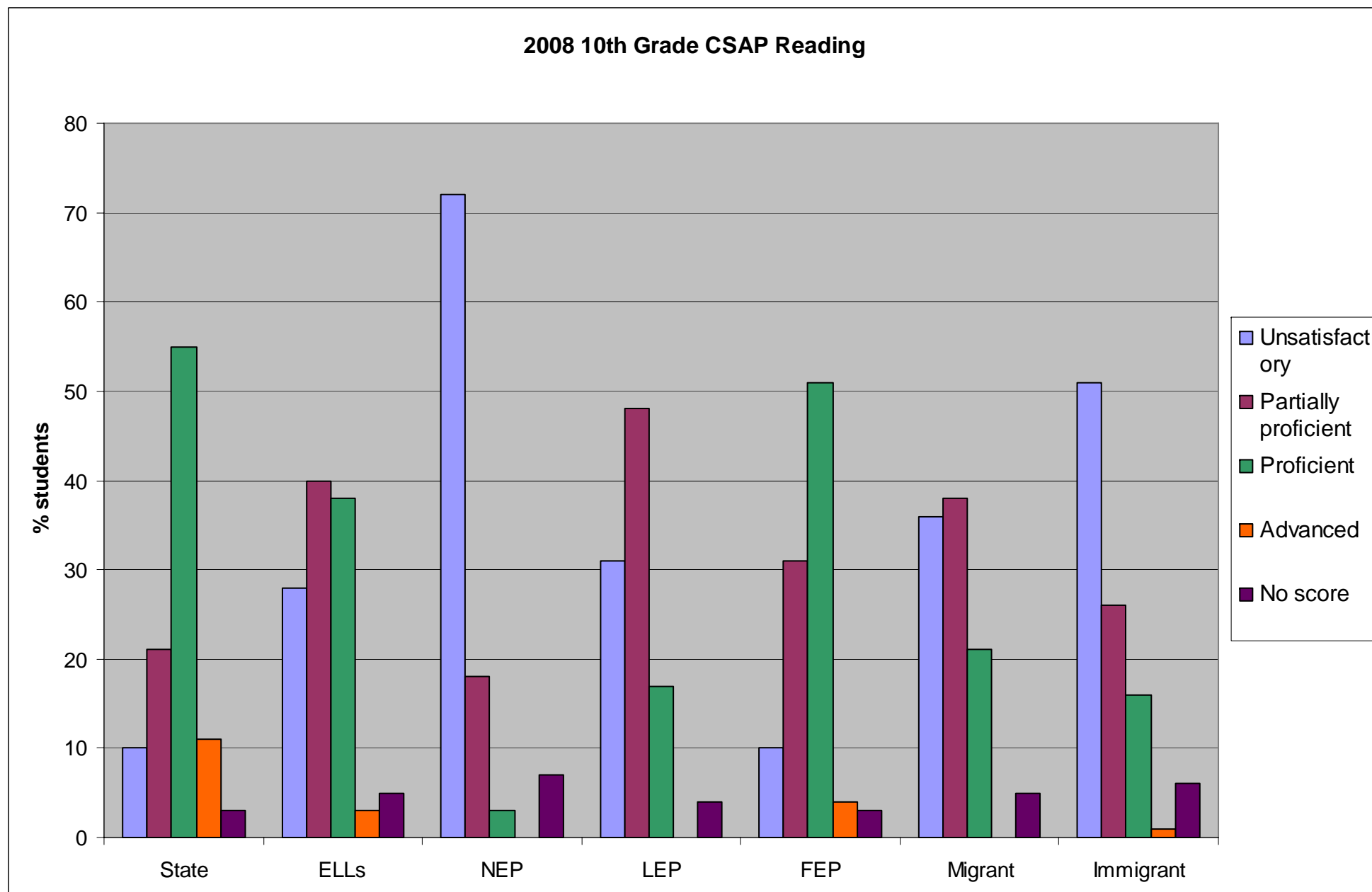


CSAP Reading Grade 9

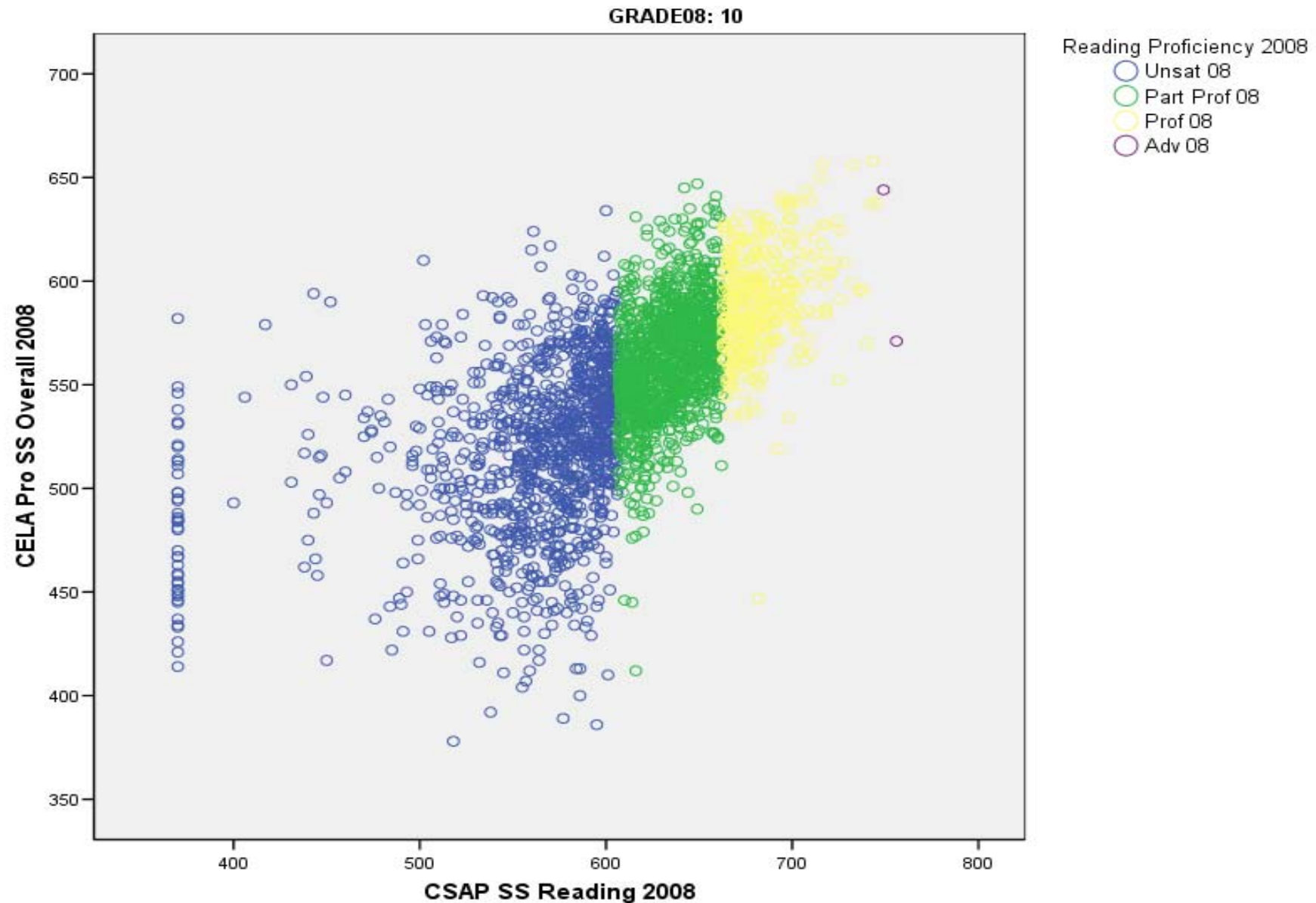
2008 9th Grade CSAP Reading



CSAP Reading Grade 10

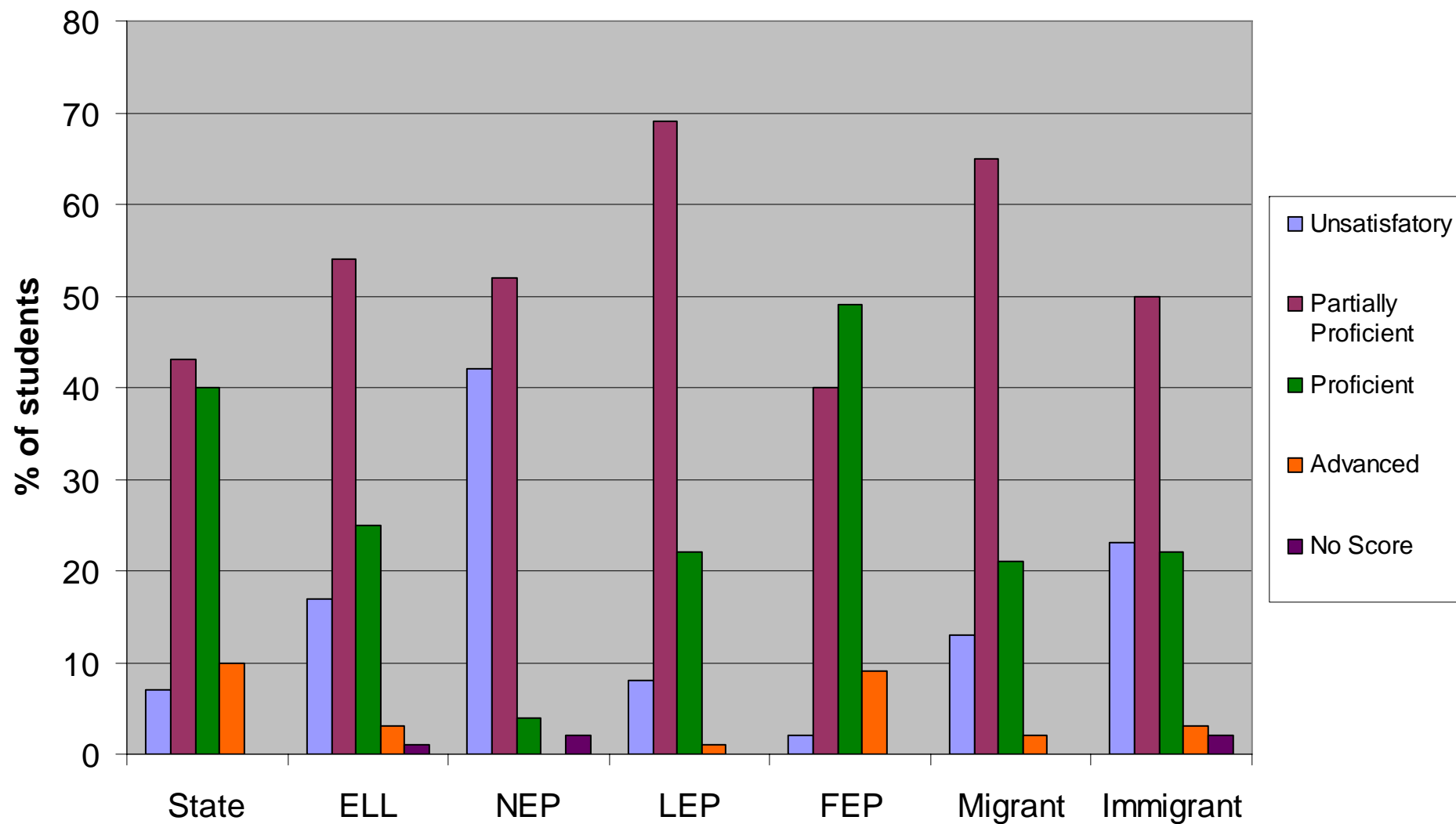


CSAP Reading Grade 10 and CELA Pro Overall Comparison



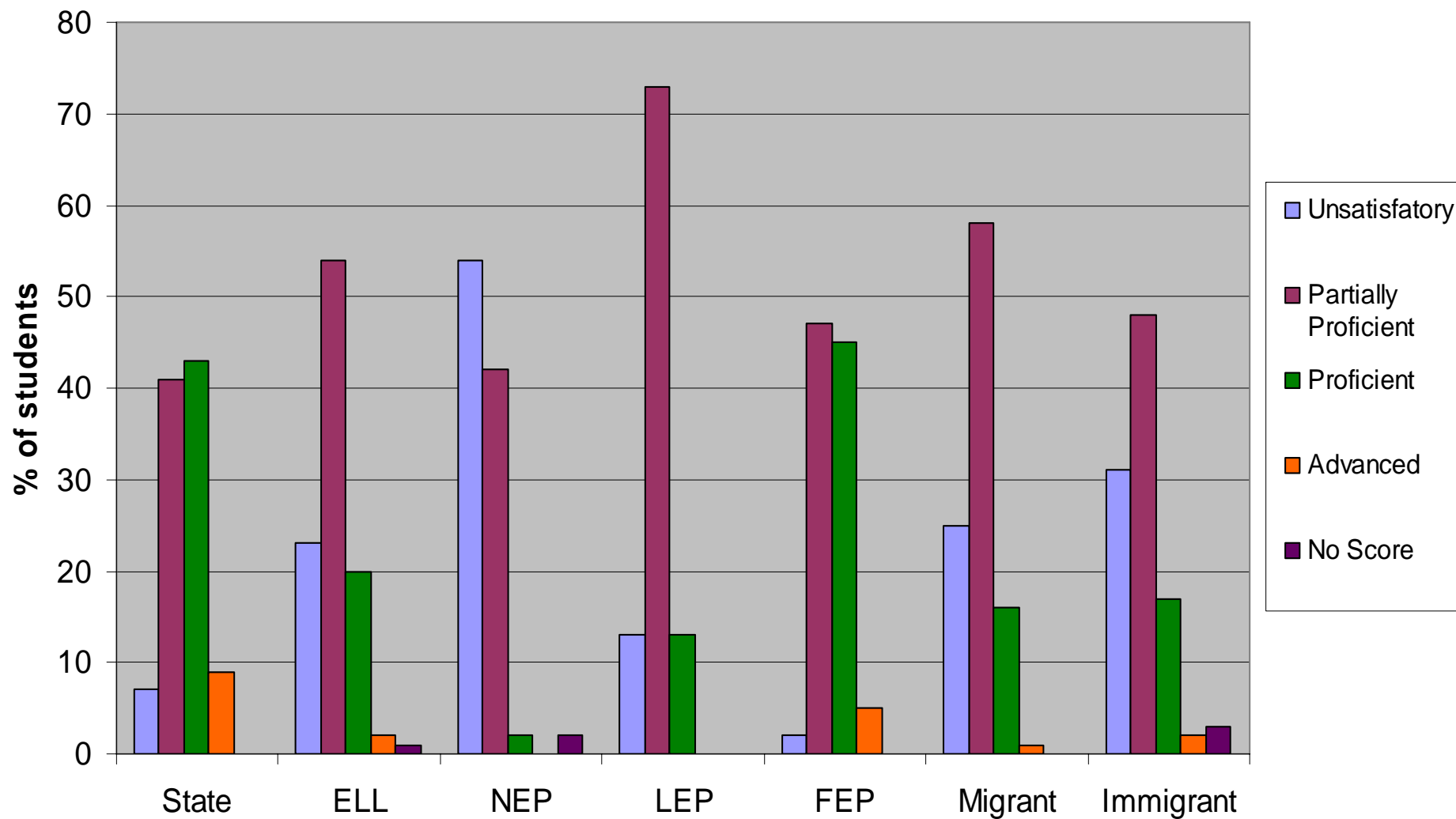
CSAP Writing Grade 3

2008 3rd Grade CSAP Writing



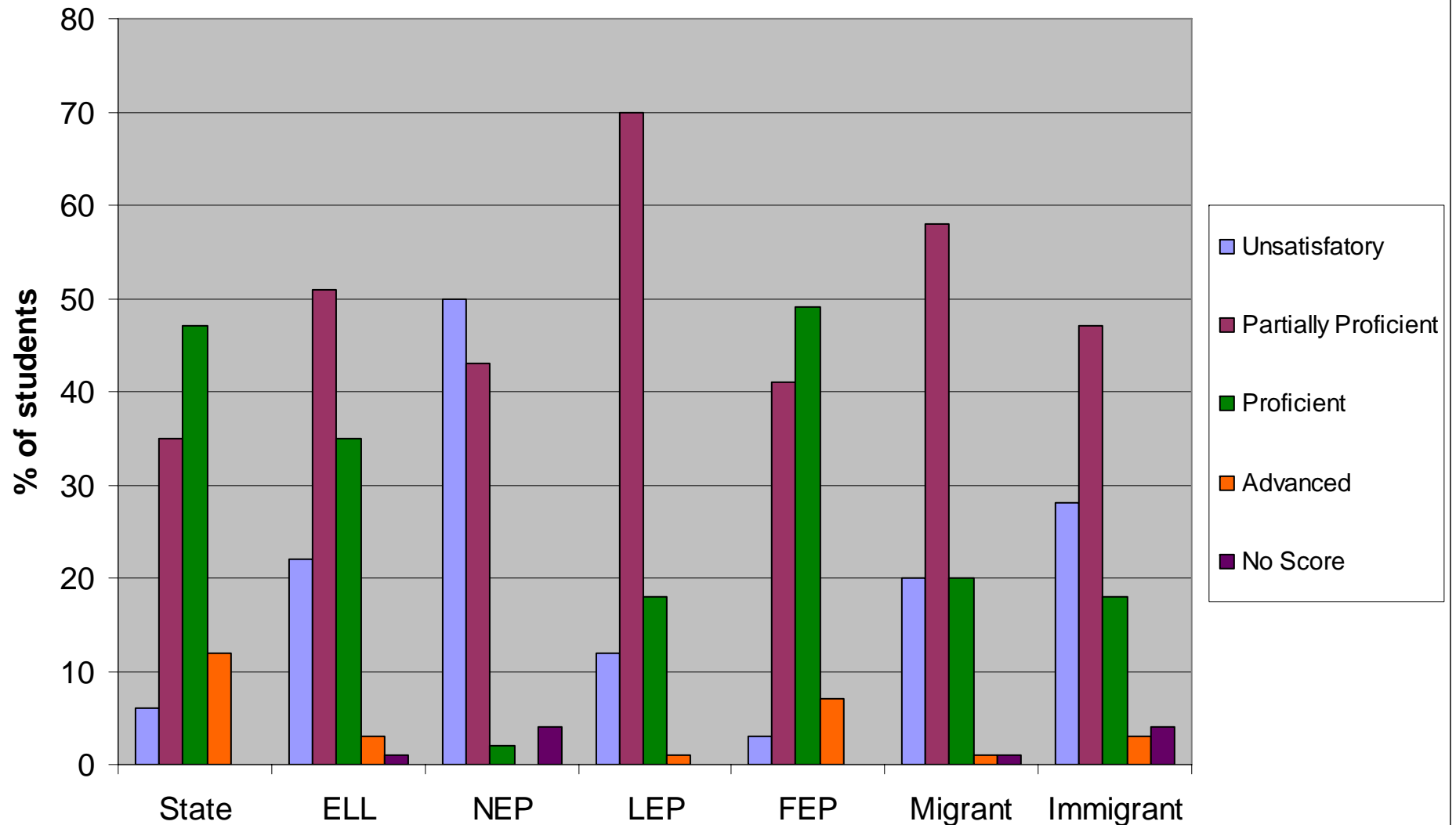
CSAP Writing Grade 4

2008 4th Grade CSAP Writing



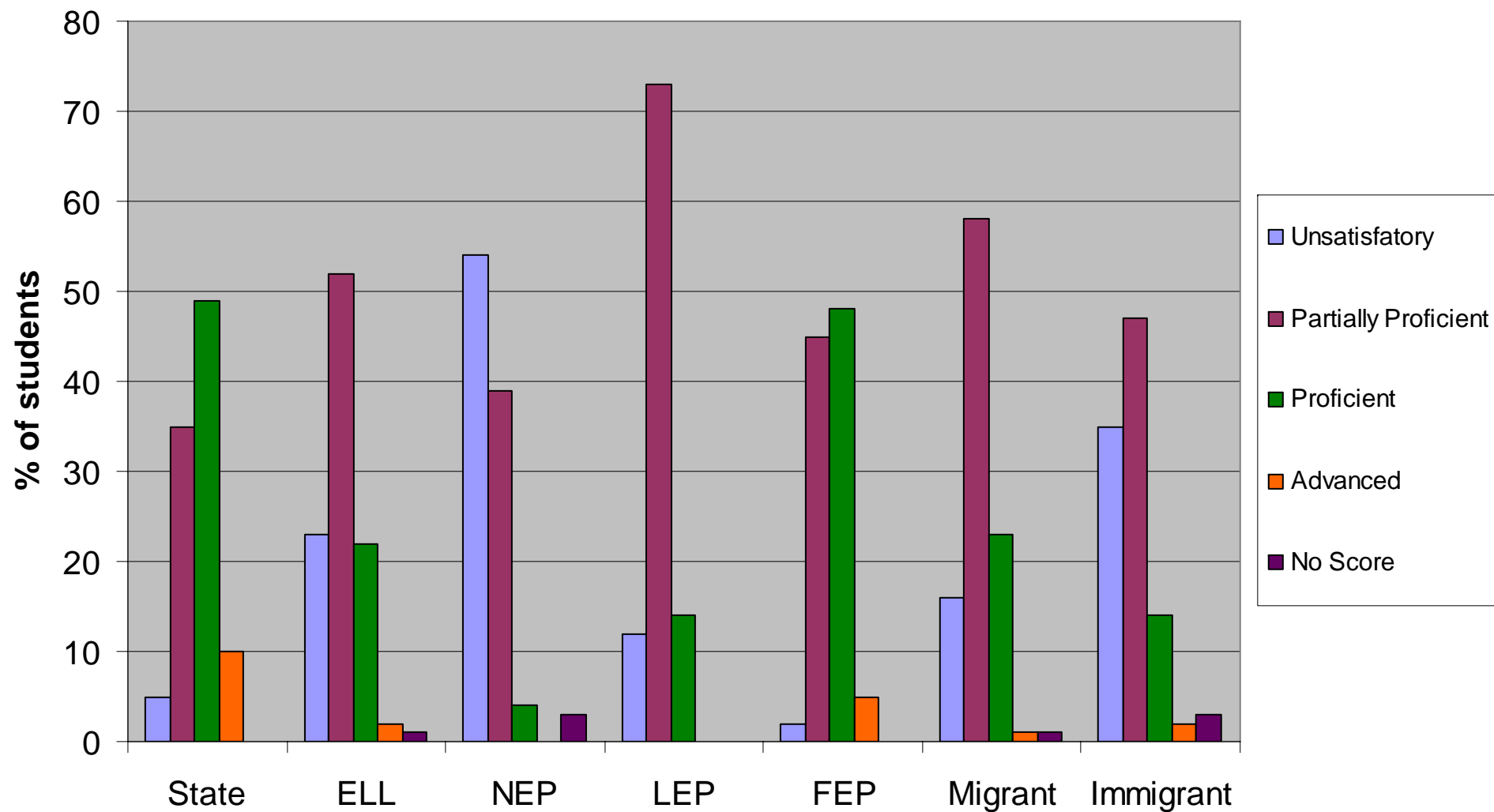
CSAP Writing Grade 5

2008 5th Grade CSAP Writing



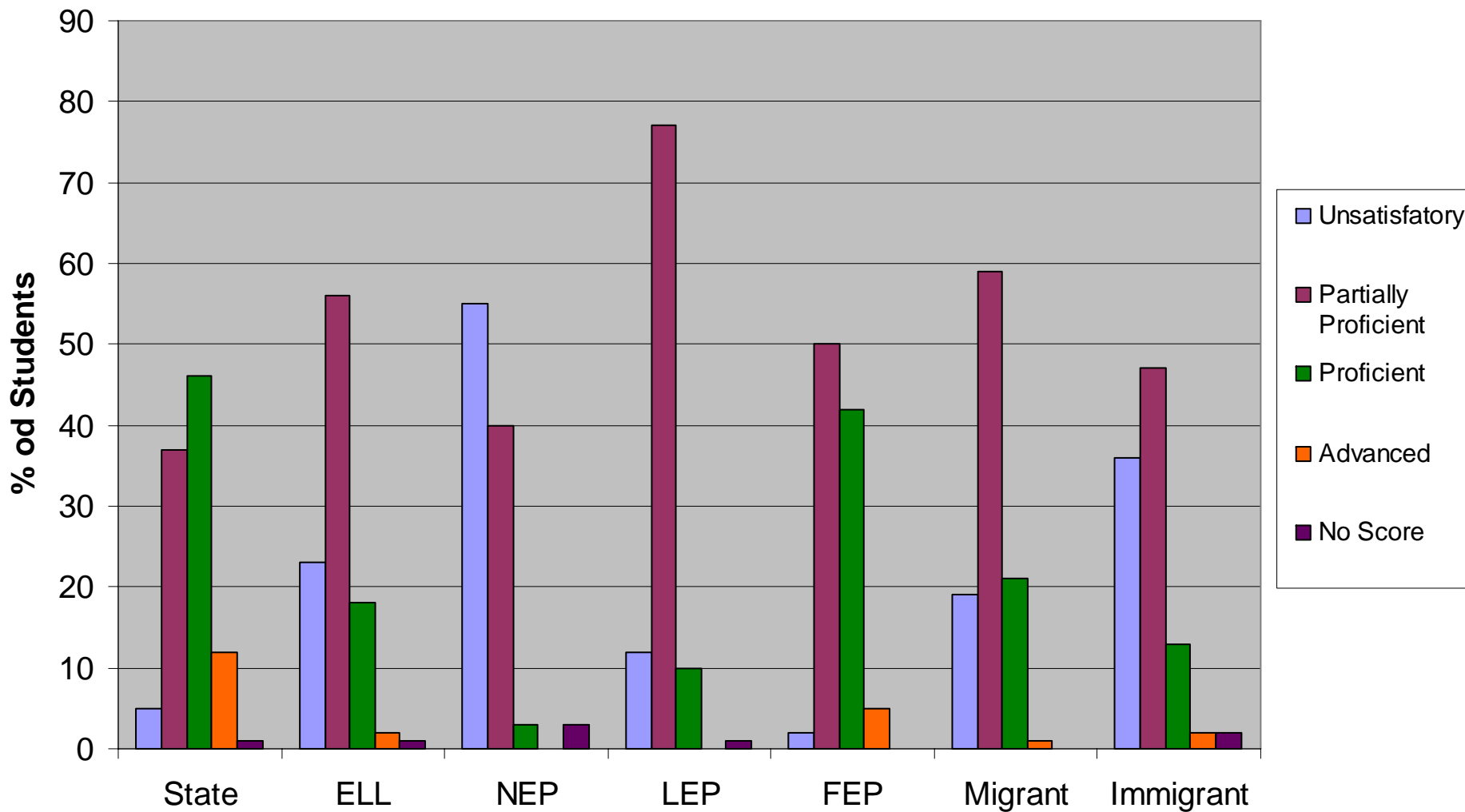
CSAP Writing Grade 6

2008 6th Grade CSAP Writing



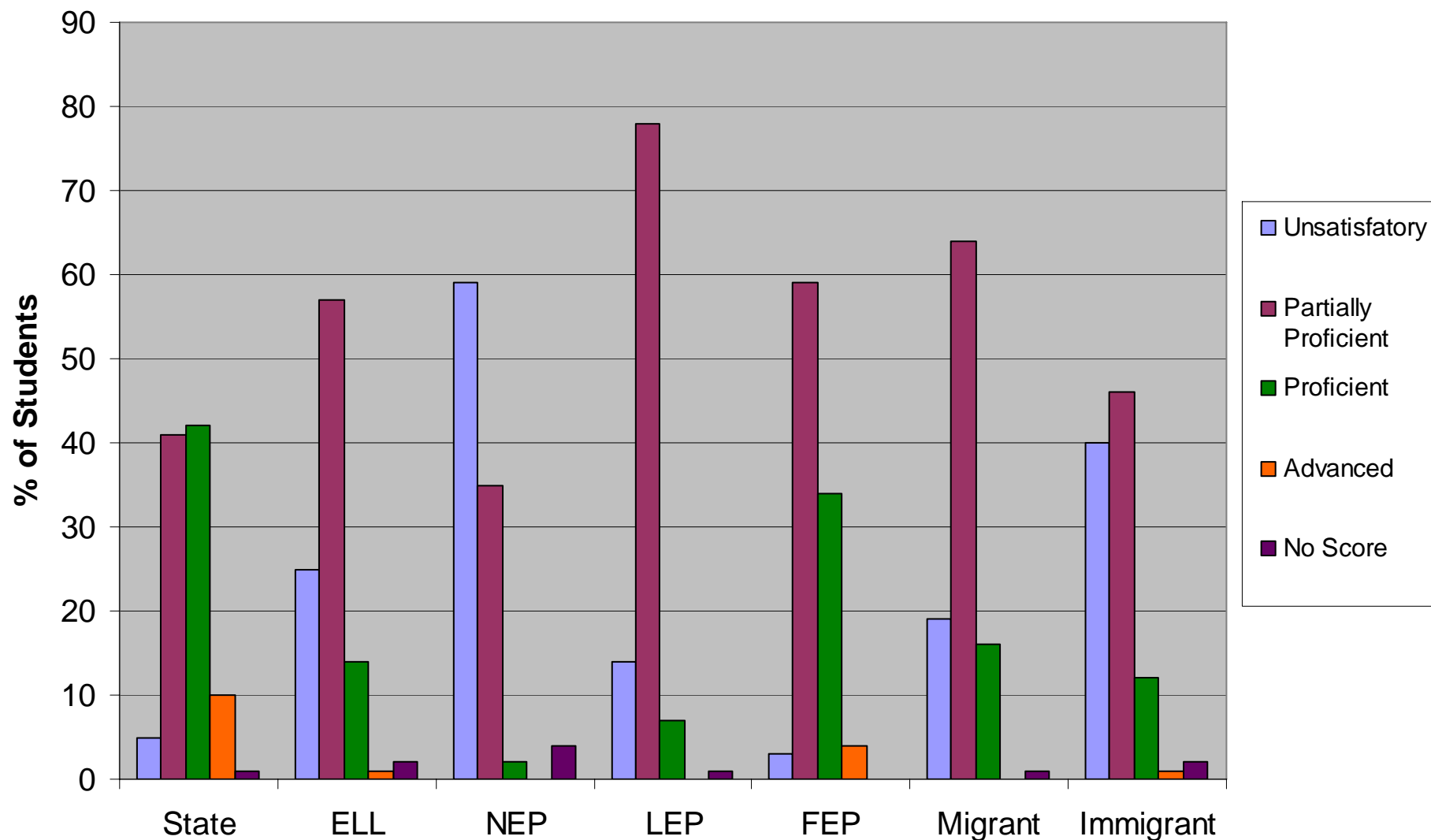
CSAP Writing Grade 7

2008 7th Grade CSAP Writing



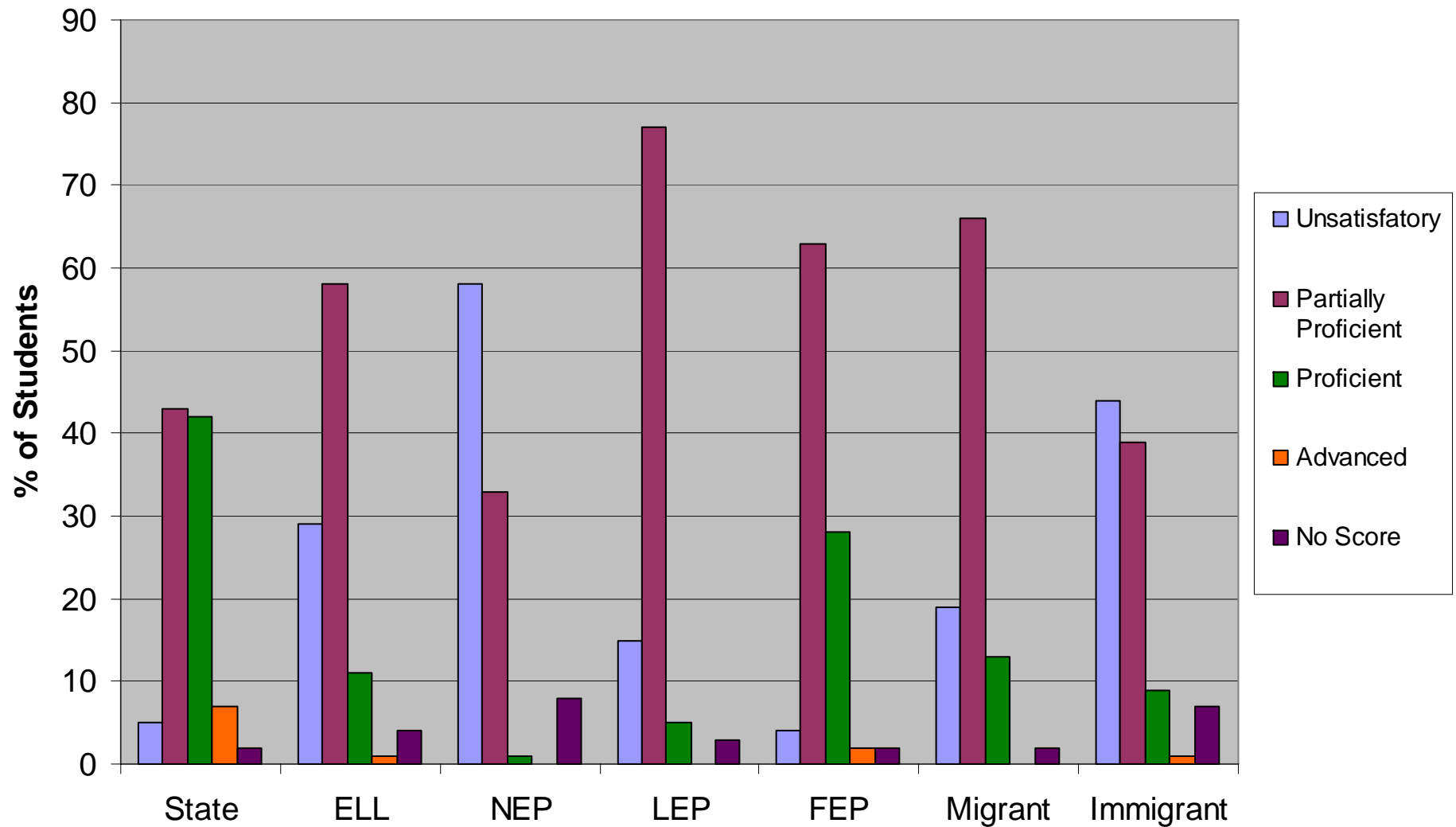
CSAP Writing Grade 8

2008 8th Grade CSAP Writing



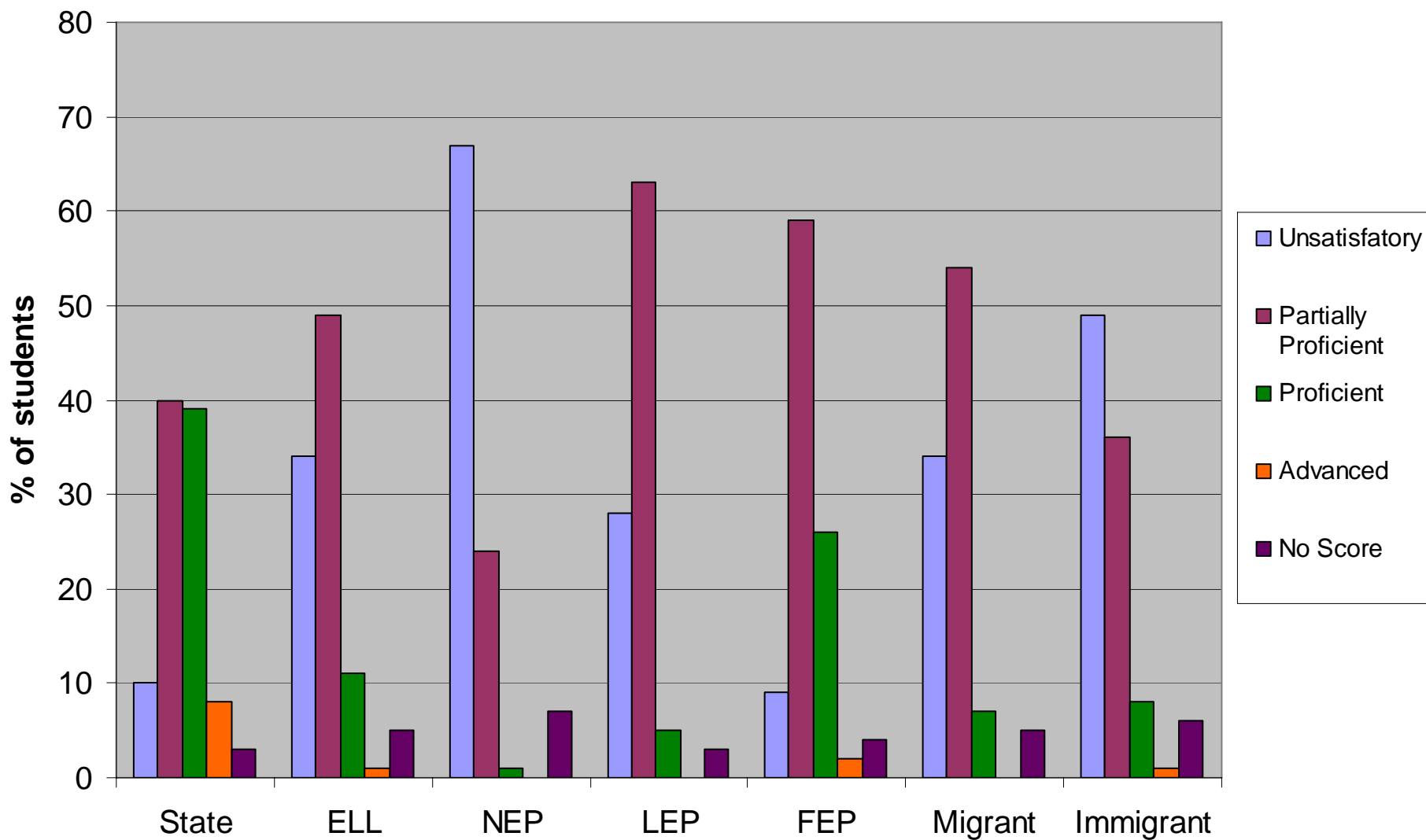
CSAP Writing Grade 9

2008 9th Grade CSAP Writing Results



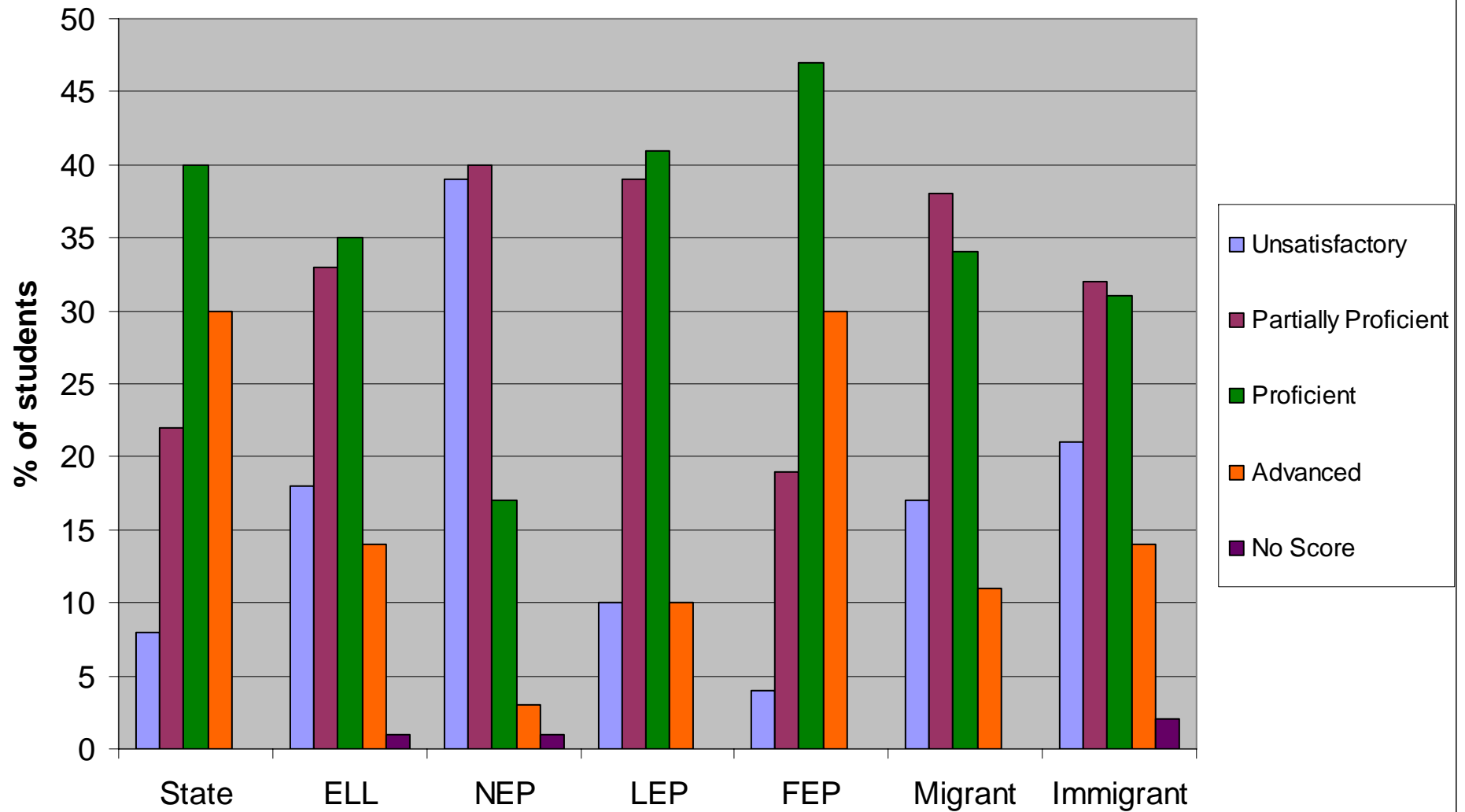
CSAP Writing Grade 10

2008 10th Grade CSAP Writing



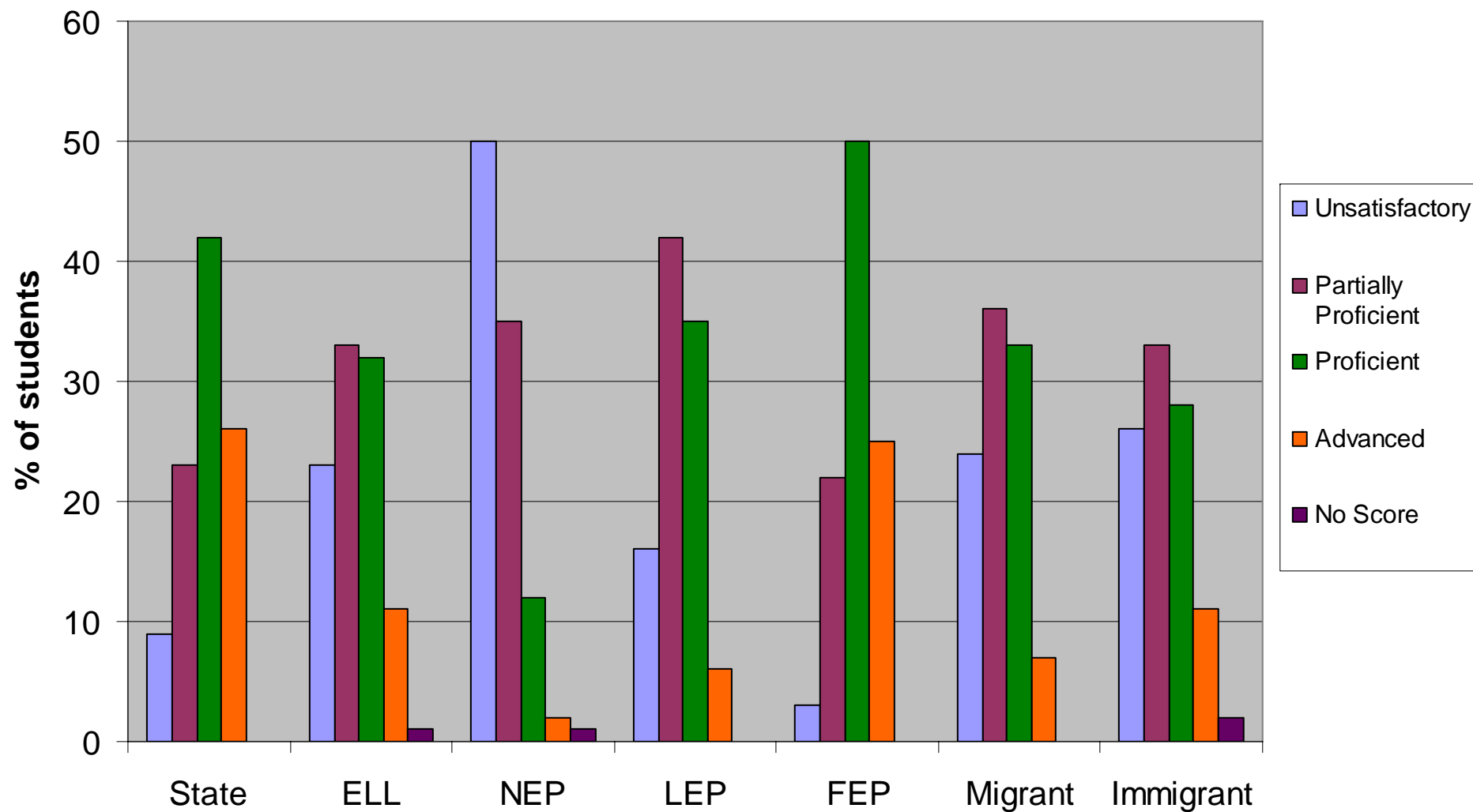
CSAP Math Grade 3

2008 3rd Grade CSAP Math



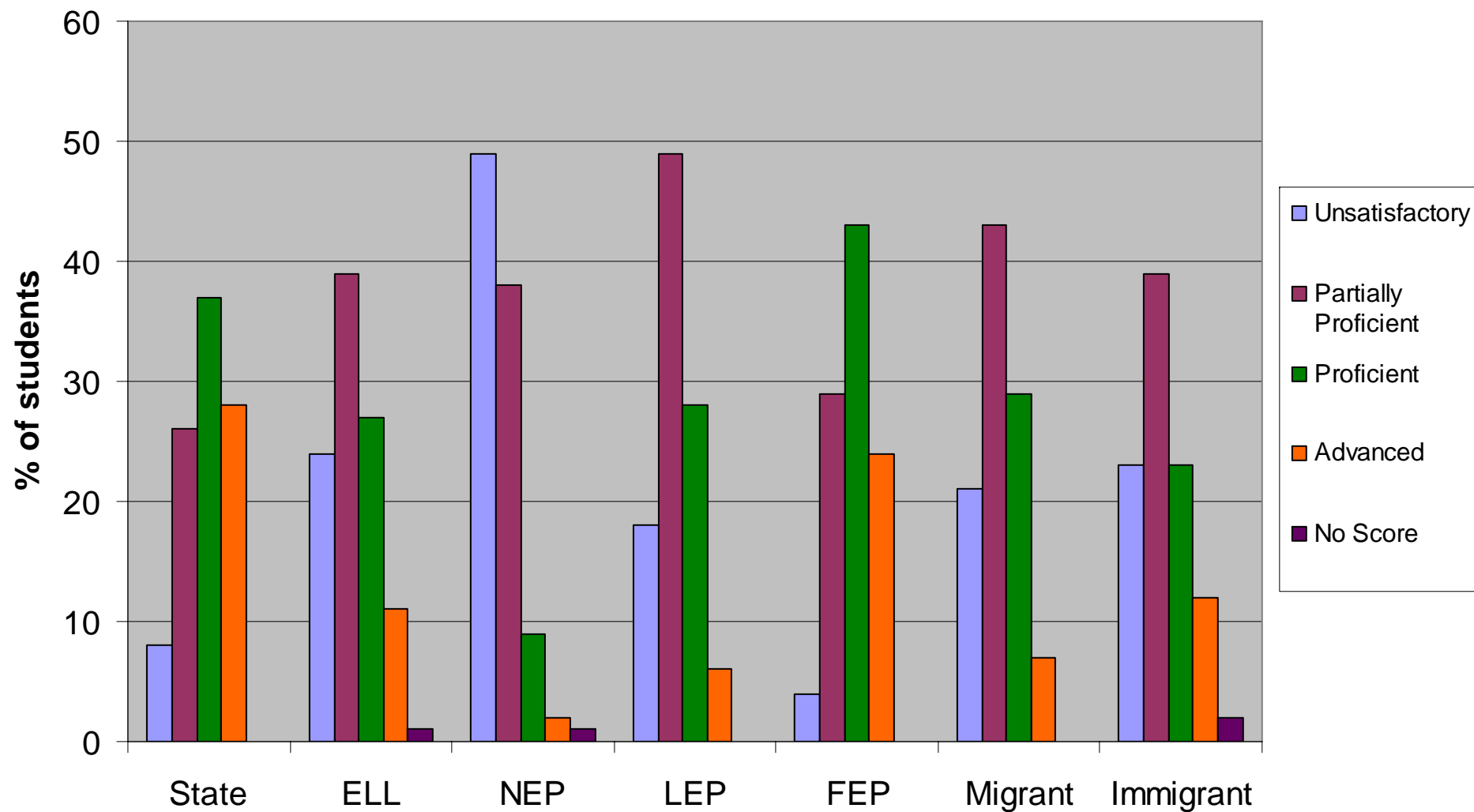
CSAP Math Grade 4

2008 4th Grade CSAP Math

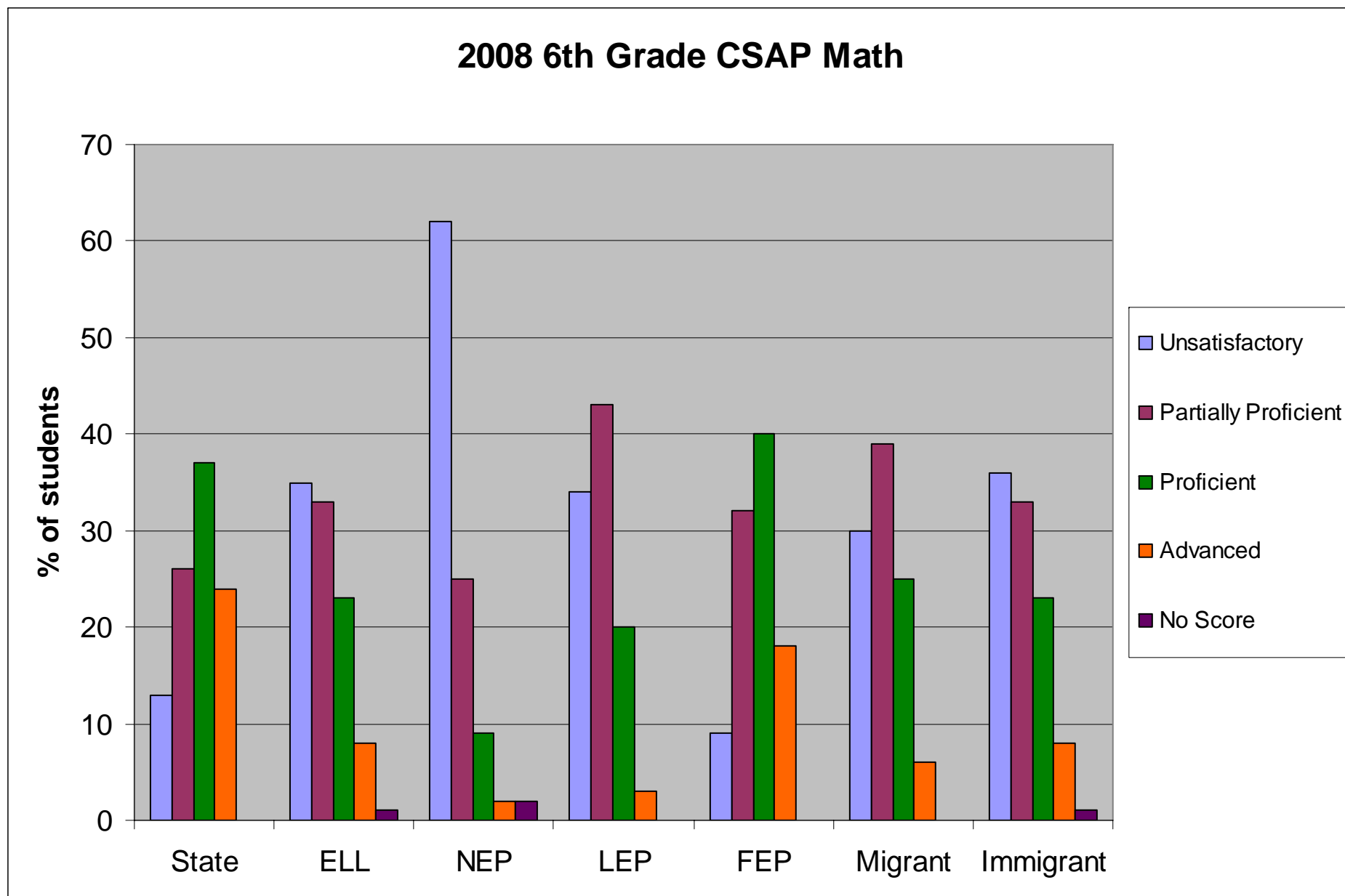


CSAP Math Grade 5

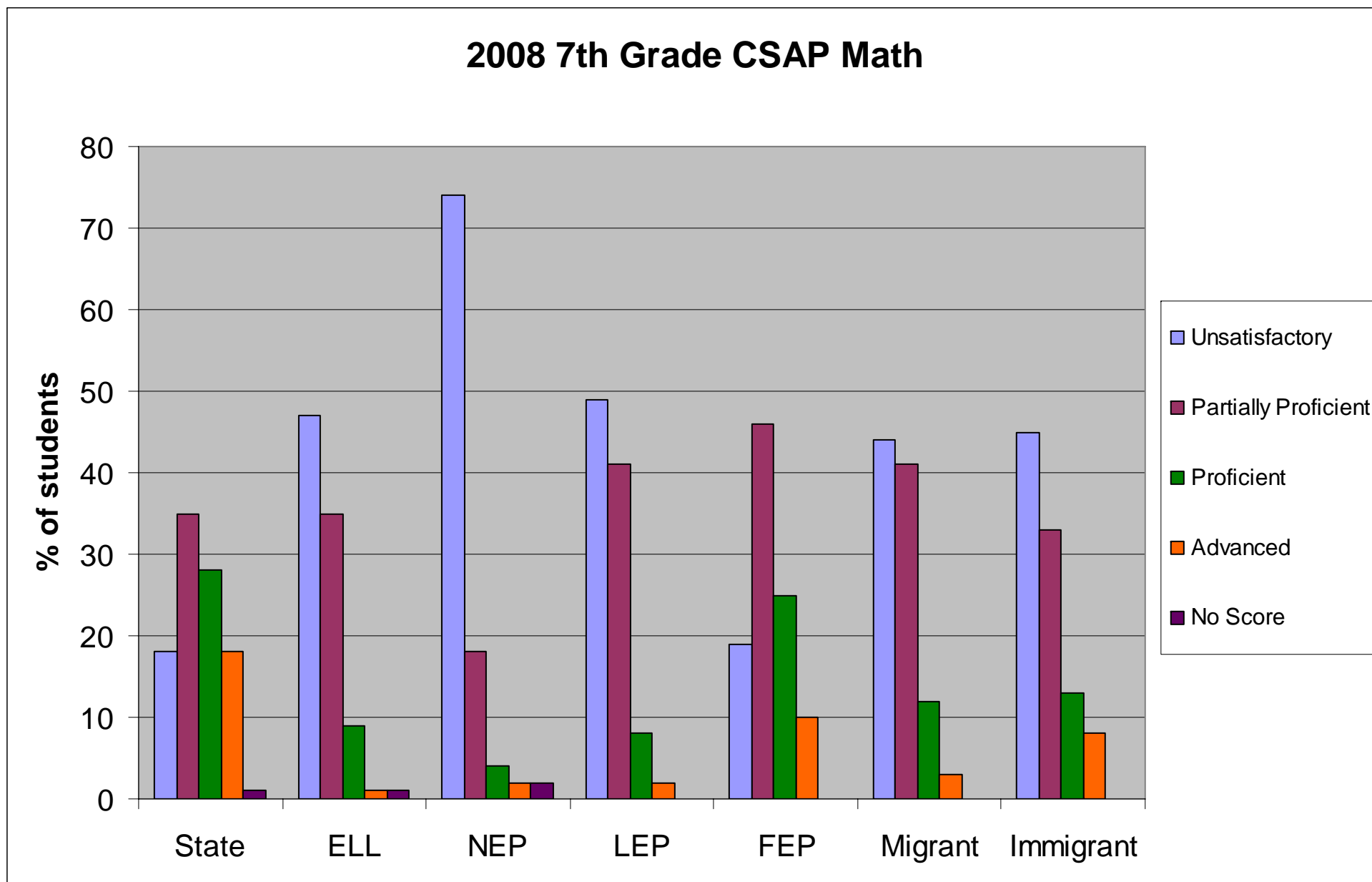
2008 5th Grade CSAP Writing



CSAP Math Grade 6

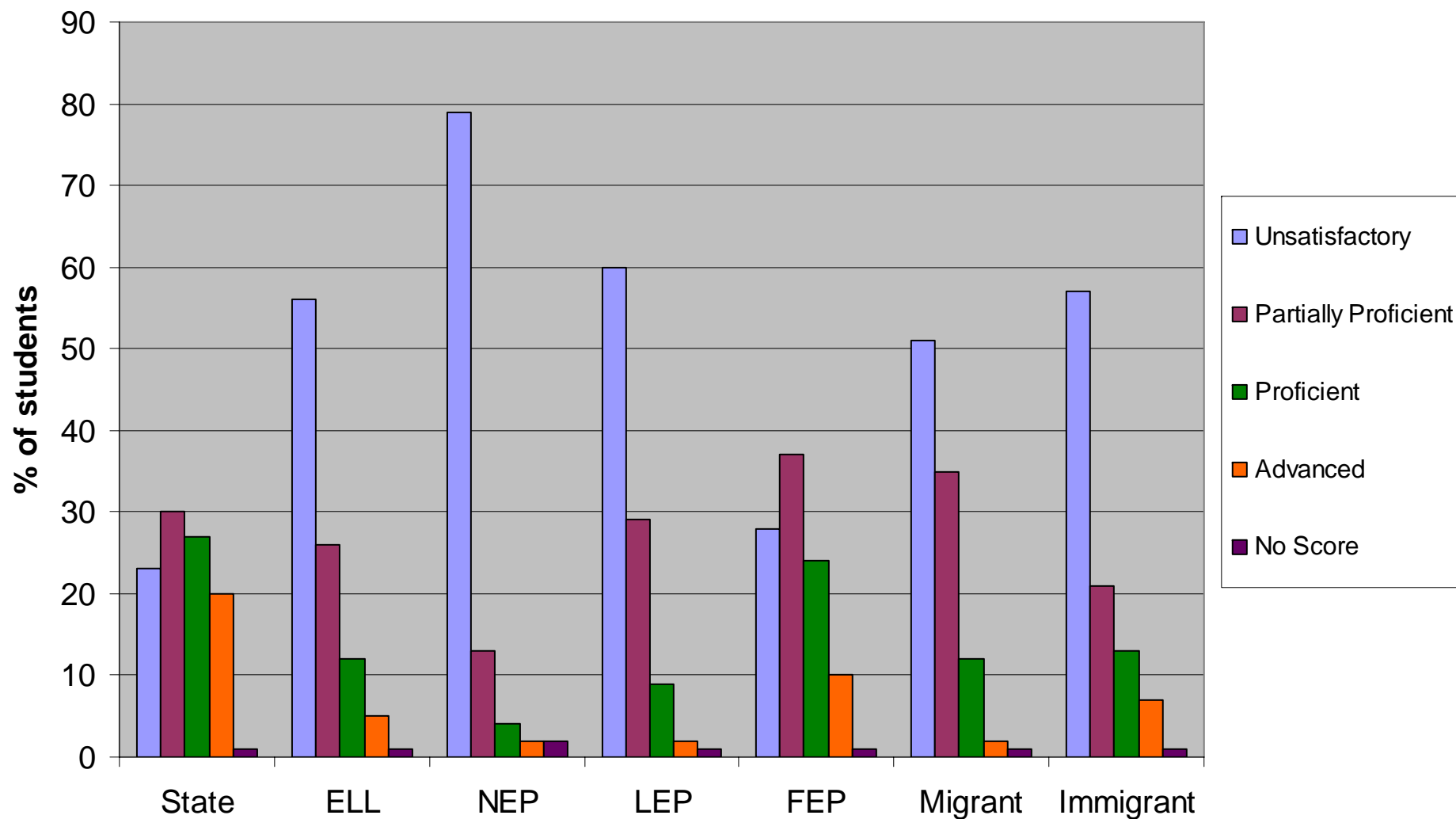


CSAP Math Grade 7

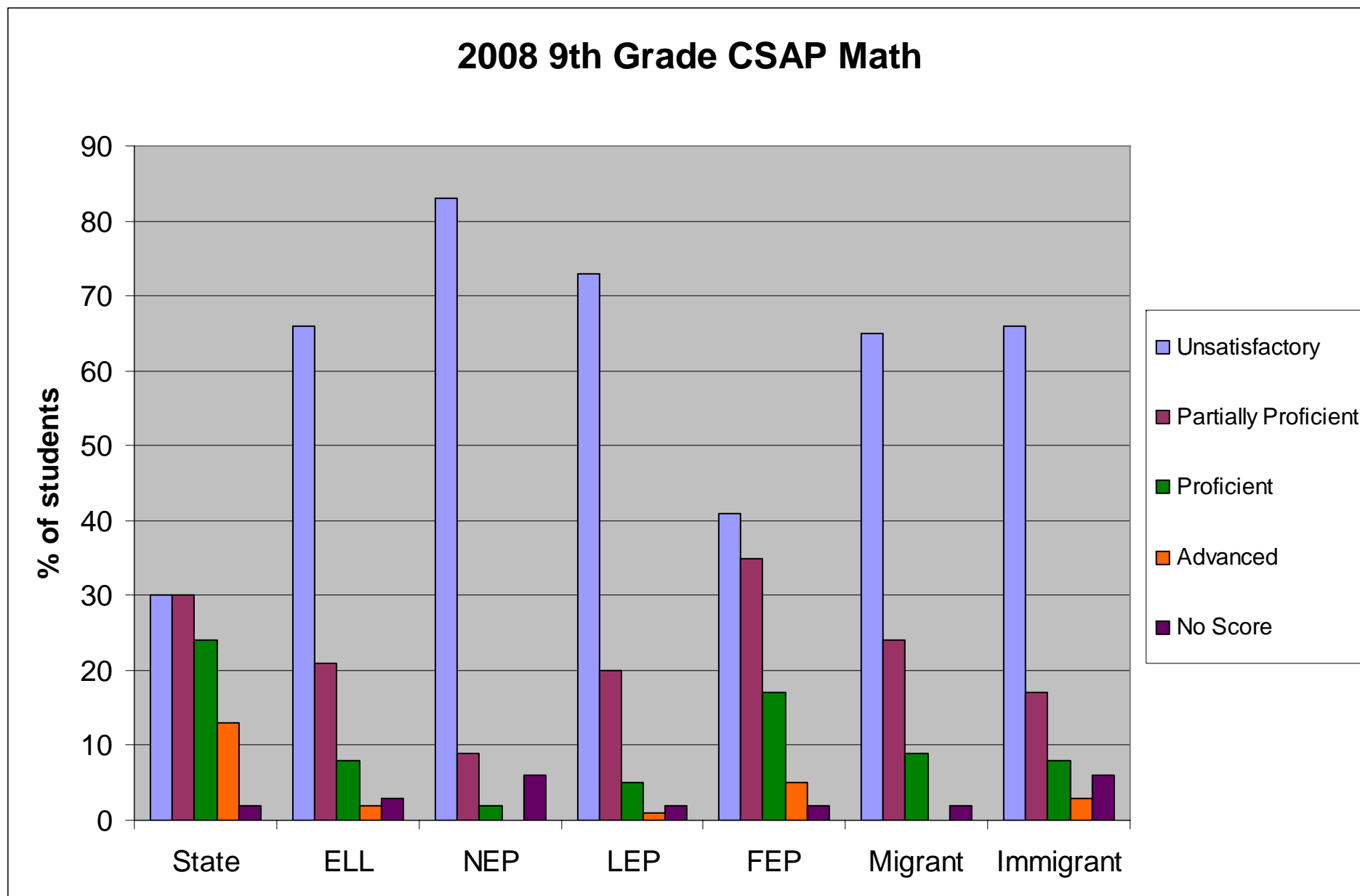


CSAP Math Grade 8

2008 8th Grade CSAP Math

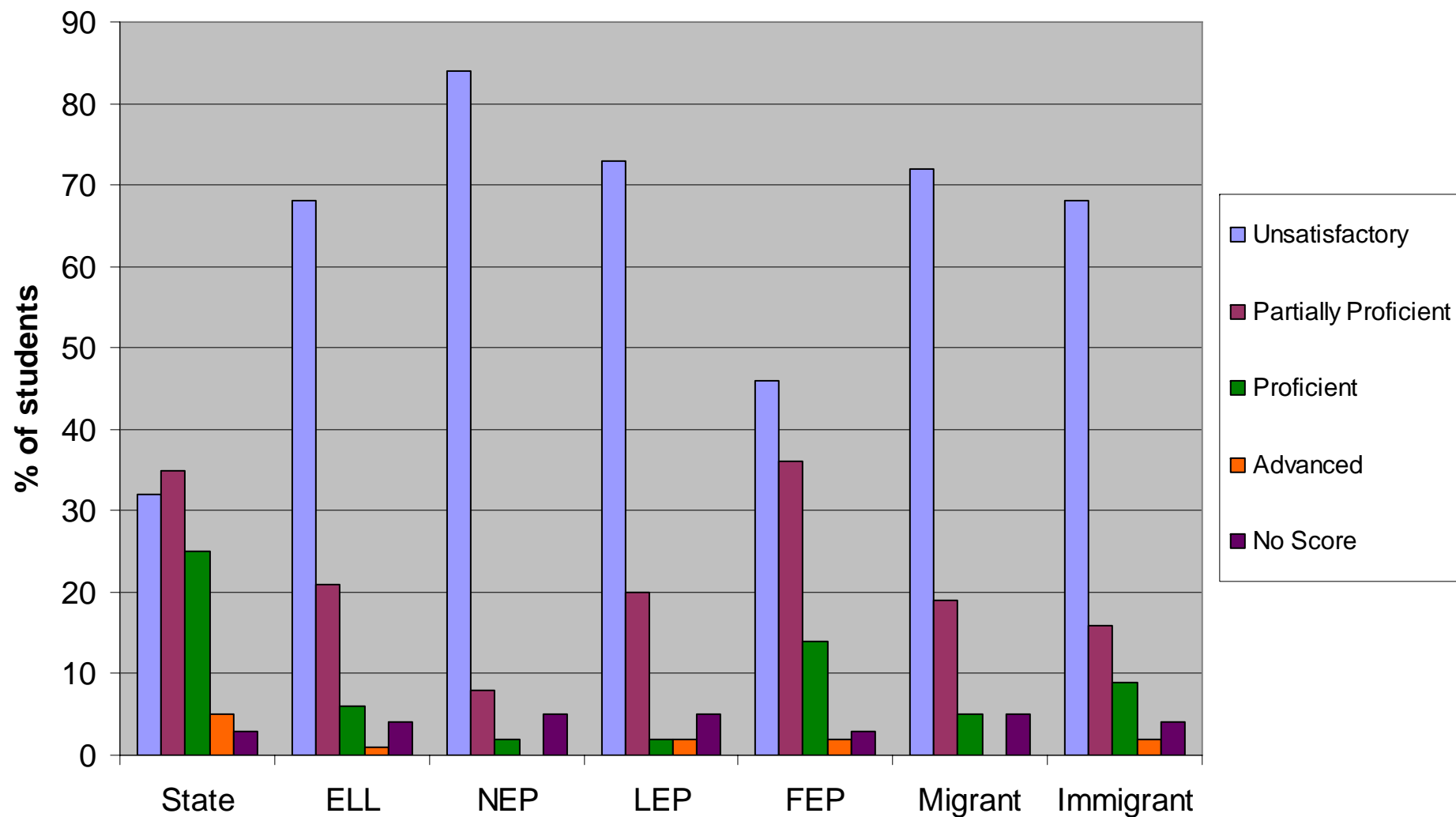


CSAP Math Grade 9

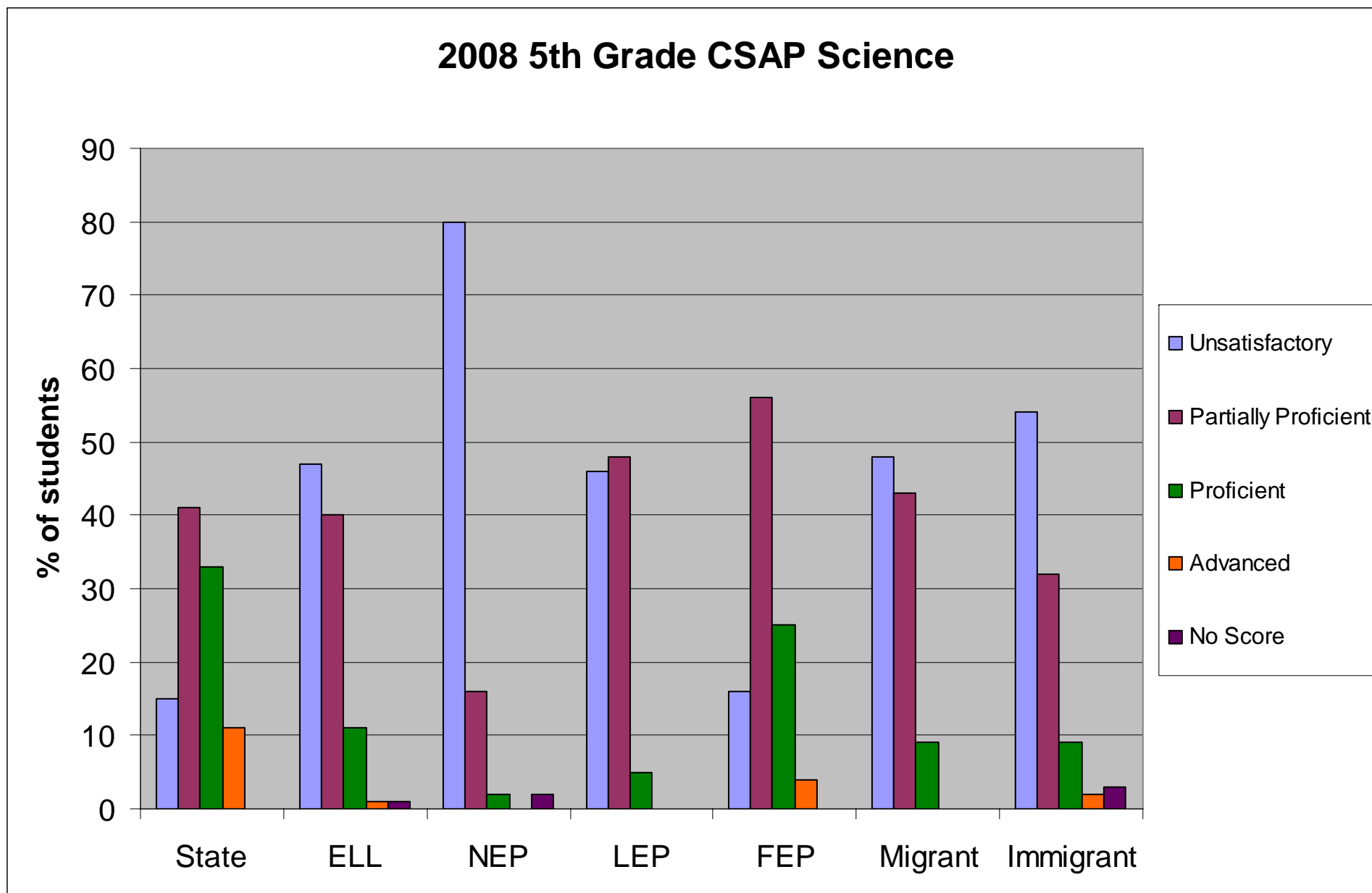


CSAP Math Grade 10

2008 10th Grade CSAP Math

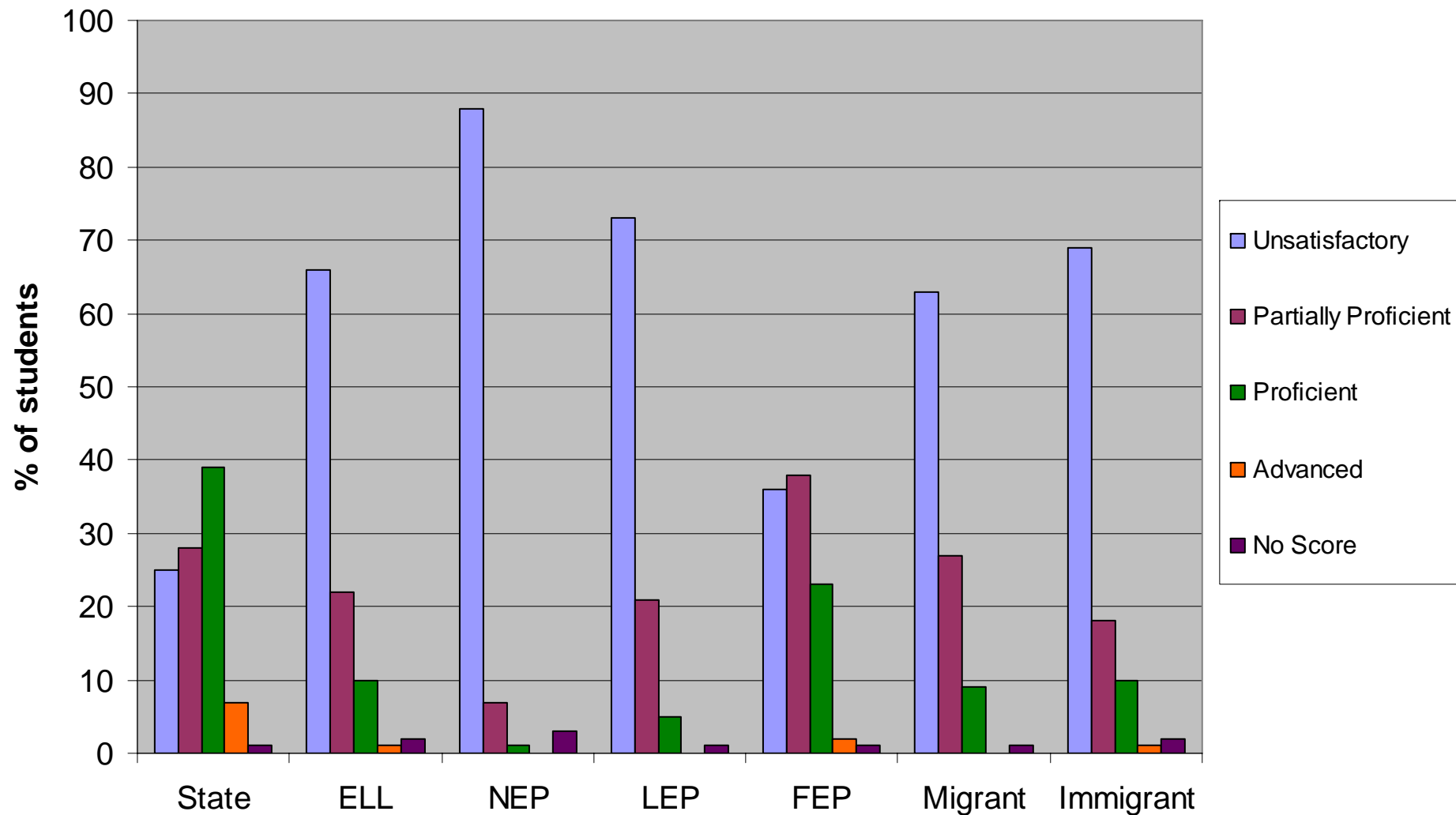


CSAP Science Grade 5



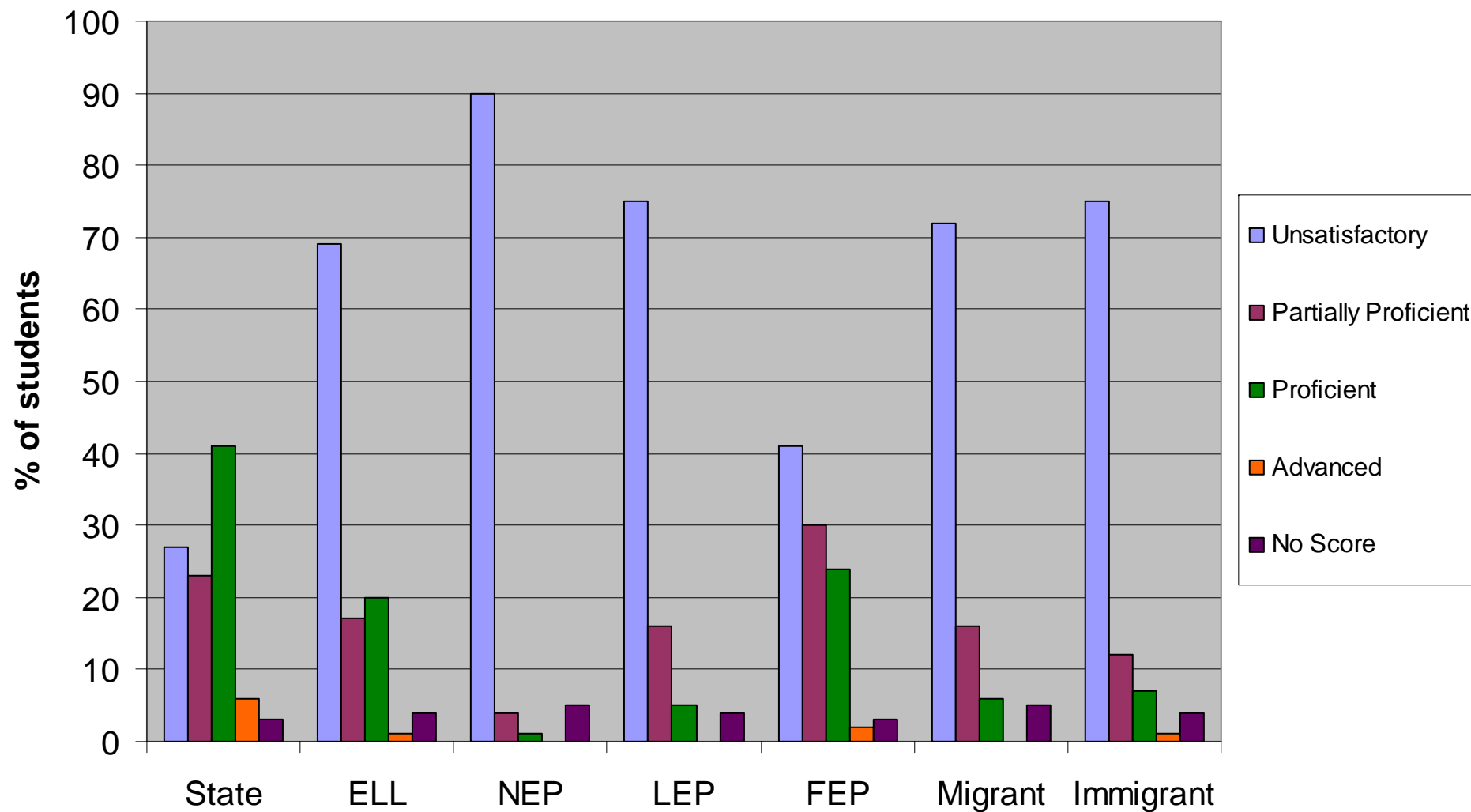
CSAP Science Grade 8

2008 8th Grade CSAP Science



CSAP Science Grade 10

2008 10th Grade CSAP Science



Accommodations

With the focus of legislation aimed at accountability and the inclusion of all students comes the imperative to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to learn at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessments may also promote equal access to grade-level content. Accommodations are defined as any change to an assessment that addresses a unique need of the student yet does not alter the construct measured. Accommodations do not reduce learning expectations (Colorado Accommodations Manual for ELLs).

ACCOMMODATIONS FOR CLASSROOM AND DISTRICT INSTRUCTION AND ASSESSMENT

Accommodations are practices and procedures in the areas of Direct Linguistic Support and Indirect Linguistic Support that provide equitable access during instruction and assessments for ELL students without invalidating the test construct. Accommodations for ELLs are intended to:

- reduce the linguistic load necessary to access the content of the curriculum or assessment,
- overcome social-cultural barriers that prevent them from accessing the content of the test, and
- allow ELLs to more efficiently use linguistic resources to access curriculum or the content of the assessment

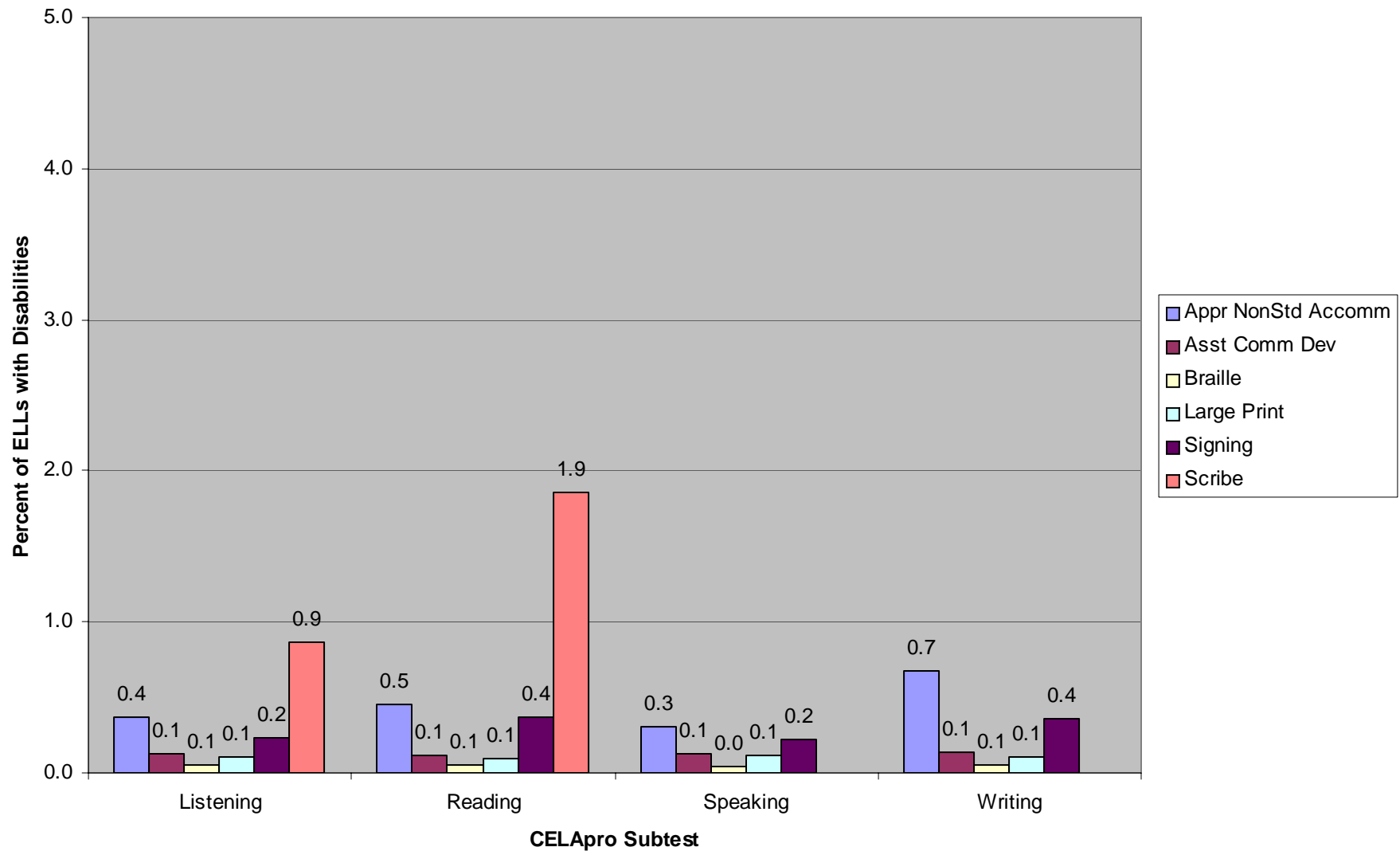
Unfortunately there is not enough data on accommodations for ELLs because they are not really getting accommodated. By creating a greater awareness through the Accommodations Manual and making the clear distinction between accommodations for ELLs and those for students with exceptional needs, the state should see significant increases in their use for ELLs based on what is appropriate.

* For more information regarding Accommodations for ELLs please see the Colorado Accommodations Manual for English Language Learners.

The data presented is for those students who are dually identified, both ELL and exceptional need students, for the CELA pro and the CSAP. Colorado is one of only two states that offer the Braille and large print accommodations on our language assessment.

Accommodations

Percent of ELLs with Disabilities Receiving Accommodations on CELApro 2008



Source: Margaret Lake

Accommodations

ELL and ELL with IEP/504 Plans by Accommodations on CSAP 2008 Reading

Accommodation	ELL and IEP Status					
	ELL without IEPs		ELL with IEPs		Total	
	Count	Percent	Count	Percent	Count	Percent
None	36768	76.2%	1558	27.9%	38326	71.2%
Braille	2	.0%	6	.1%	8	.0%
Large-print	2	.0%	8	.1%	10	.0%
Tchr RD Dirs	5106	10.6%	1972	35.3%	7078	13.1%
Scribe	177	.4%	380	6.8%	557	1.0%
Signing	4	.0%	19	.3%	23	.0%
Asst Comm Dev	0	.0%	32	.6%	32	.1%
Extend timing	6116	12.7%	1601	28.7%	7717	14.3%
Appr Non-Std Ac-comm	76	.2%	9	.2%	85	.2%
Missing	14	.0%	2	.0%	16	.0%
Total	48265	100.0%	5587	100.0%	53852	100.0%

Source: Margaret Lake

Accommodations

ELL and ELL with IEPs or 504 Plans by Accommodations on CSAP 2008 Writing

Accommodation	ELL and IEP Status					
	ELL without IEPs		ELL with IEPs		Total	
	Count	Percent	Count	Percent	Count	Percent
None	36734	76.1%	1734	31.0%	38468	71.4%
Braille	0	.0%	5	.1%	5	.0%
Large-print	2	.0%	7	.1%	9	.0%
Tchr RD Dirs	1829	3.8%	531	9.5%	2360	4.4%
Scribe	156	.3%	326	5.8%	482	.9%
Signing	1	.0%	15	.3%	16	.0%
Asst Comm Dev	0	.0%	13	.2%	13	.0%
Extend timing	3871	8.0%	760	13.6%	4631	8.6%
Oral Script	4135	8.6%	2131	38.1%	6266	11.6%
Appr Non-Std Ac-comm	6	.0%	2	.0%	8	.0%
Translated Oral Script	846	1.8%	49	.9%	895	1.7%
Word-to-Word	696	1.4%	13	.2%	709	1.3%
Missing	21	.0%	2	.0%	23	.0%
Total	48297	100.0%	5588	100.0%	53885	100.0%

Source: Margaret Lake

Accommodations

ELL and ELL with IEPs or 504 Plans by Accommodations on CSAP 2008 Math

Accommodations	ELL and IEP Status					
	ELL without IEPs		ELL with IEPs		Total	
	Count	Percent	Count	Percent	Count	Percent
None	36887	74.1%	1358	23.7%	38245	68.9%
Braille	2	.0%	5	.1%	7	.0%
Large-print	2	.0%	12	.2%	14	.0%
Tchr RD Dirs	1798	3.6%	531	9.3%	2329	4.2%
Used Man	19	.0%	12	.2%	31	.1%
Scribe	122	.2%	237	4.1%	359	.6%
Signing	2	.0%	24	.4%	26	.0%
Asst Comm Dev	1	.0%	8	.1%	9	.0%
Extend timing	3240	6.5%	646	11.3%	3886	7.0%
Oral Script	5324	10.7%	2774	48.4%	8098	14.6%
Appr Non-Std Ac-comm	2	.0%	3	.1%	5	.0%
Translated Oral Script	1708	3.4%	104	1.8%	1812	3.3%
Word-to-Word	666	1.3%	12	.2%	678	1.2%
Missing	22	.0%	2	.0%	24	.0%
Total	49795	100.0%	5728	100.0%	55523	100.0%

Source: Margaret Lake

Accommodations

ELL and ELL with IEPs or 504 Plans by Accommodations on CSAP 2008 Science

Accommodations	ELL and IEP Status					
	ELL without IEPs		ELL with IEPs		Total	
	Count	Percent	Count	Percent	Count	Percent
None	12142	77.3%	518	27.6%	12660	72.0%
Braille	0	.0%	3	.2%	3	.0%
Large-print	0	.0%	4	.2%	4	.0%
Tchr RD Dirs	604	3.8%	205	10.9%	809	4.6%
Scribe	30	.2%	80	4.3%	110	.6%
Signing	0	.0%	9	.5%	9	.1%
Asst Comm Dev	0	.0%	1	.1%	1	.0%
Extend timing	731	4.7%	206	11.0%	937	5.3%
Oral Script	1434	9.1%	814	43.4%	2248	12.8%
Appr Non-Std Ac-comm	2	.0%	1	.1%	3	.0%
Translated Oral Script	408	2.6%	24	1.3%	432	2.5%
Word-to-Word	341	2.2%	11	.6%	352	2.0%
Missing	9	.1%	1	.1%	10	.1%
Total	15701	100.0%	1877	100.0%	17578	100.0%

Source: Margaret Lake

Colorado Educators



Colorado Educators

The rapidly increasing English Language Learner (ELL) population within the State makes the need for qualified teachers in these areas a necessity. Colorado has not yet reached capacity in this regard. The Language, Culture and Equity Unit (LCEU) at the Colorado Department of Education has initiated a community of educators from several Institutions of Higher Education (IHEs) who call themselves HELDE, Higher Education for Linguistically Diverse Education, to start discussions, several pertaining to teacher licensure.

The following table shows the States' current status on educators in Colorado endorsed to teach ELLs. These include those holding Professional, Provisional, Initial, and Alternative License and/or Temporary, Interim, and Teacher in Residence (TIR) Authorization.

2005-2006		2006-2007		2007-2008	
* Spanish	945	* Spanish	962	* Spanish	488
* Linguistically Diverse	523	* Linguistically Diverse	584	* Linguistically Diverse	582
* Linguistically Diverse Bilingual	47	* Linguistically Diverse Bilingual	47	* Linguistically Diverse Bilingual	20
* Bilingual Education	413	* Bilingual Education	399	* Bilingual Education	94
* Bilingual-Bicultural Education	74	* Bilingual-Bicultural Education	64	* Bilingual-Bicultural Education	22
Total:	2,002	Total:	2,056		1206

Source: Educator Licensing

State and Federal Perspectives



How Federal and State Laws, Court Cases, and OCR interface with English Language Learners

Federal Law: No Child Left Behind (NCLB) ACT of 2001

Title III: Language Instruction for Limited English Proficient and Immigrant Students (Public Law 107-110)

Complete Legislation available at: http://www.ncela.gwu.edu/resabout/nclb/2_legislation.html

Title I-C: Education of Migratory Children (Public Law 107-110)

Complete Legislation available at: http://www.ncela.gwu.edu/resabout/nclb/2_legislation.html

Title I-A: Improving the Academic Achievement of the Disadvantaged (Public Law 107-110)

Complete Legislation available at: http://www.ncela.gwu.edu/resabout/nclb/2_legislation.html

State Laws:

Senate Bill 02-109: Revisions to the English Language Proficiency Act regarding assessment and accountability (2002).

[http://www.leg.state.co.us/2002a/inetcbill.nsf/billcontainers/5FC3C9C533C2716287256B3C0059EE95/\\$FILE/109_enr.pdf](http://www.leg.state.co.us/2002a/inetcbill.nsf/billcontainers/5FC3C9C533C2716287256B3C0059EE95/$FILE/109_enr.pdf)

English Language Proficiency Act (ELPA) -Article 24 of the Colorado Revised Statutes (CRS 22-24-100 –106)

http://www.cde.state.co.us/cdeassess/co_law.html

Office of Civil Rights (OCR):

1991 OCR policy applies to students who are national origin minority and who are limited English proficient (LEP) and unable to participate meaningfully in the district's educational program. The policy outlines several areas that have requirements: Identification and Assessment, Educational Programs, Staffing, Staff Development, Exit Criteria, Program Evaluation, and Equity.

<http://www.ed.gov/about/offices/list/ocr/docs/lau1991.html>

Court Orders:

The present Office for Civil Rights (OCR) 1991 policy on schools' obligation toward LEP students is based on the following court decisions:

- * 1974 Lau v. Nichols U.S. Supreme Court decision
- * 1974 Equal Education Opportunities Act
- * 1978 Education Amendments
- * 1981 Castaneda v. Packard 5th Circuit Decision

History of Colorado's Local Control

Colorado is -- both by citizen preference and state law -- a "local control" state. This means that many pre-kindergarten through 12th-grade public education decisions -- on issues such as curriculum, personnel, school calendars, graduation requirements, and classroom policy -- are made by the 178 school districts and their local school boards.

However, the people of Colorado felt that some facets of education, such as educator licensing and district accreditation, required leadership at the state level. Following that lead, the [Colorado General Assembly](#) established the existence of a [State Board of Education](#) to provide guidance on education issues, and the Colorado Department of Education (CDE) to administer education details for the Board.

These are the Colorado Department of Education's tasks at the state level.

- supervises many aspects of school administration, including [accreditation](#), [teacher licensing](#), [school transportation](#), [school nutrition](#), [special education](#), and [early childhood education](#);
- administers--and distributes [funds](#) for--a number of federal and state educational programs, centering on issues such as [student literacy](#), [technology](#), school reform and the [prevention of at-risk behavior](#), to name a few;
- administers the state's [library system](#), as well as all [adult education efforts](#) that don't fall under the supervision of Colorado's higher education system;
- provides [consultation services](#) on education issues to administrators and educators throughout the state;
- oversees [school finance](#) and [audits](#) the distribution of education funds;
- develops new educational policies;
- acts as a link between school districts and state and federal legislators; accumulates, evaluates, and makes public [Colorado education data and information](#).

State and Federal Funding for English Language Learners

English Language Learners (ELLs) within the state of Colorado receive supplemental funding from three or four different sources, depending on which funds their district accepts. The State allocates funds based on need and number of ELLs in the district.

State Funding 2007-2008

English Language Proficiency Act (ELPA):

State's total allocated amount: **\$7,201,113**

Federal Funding 2007-2008

NCLB Title III: Language Instruction for Limited English Proficient and Immigrant Students

State's total allocated amount: **\$9,811,642.00**

NCLB Title IC: Education of Migratory Children (Migrant Education)

State's total allocated amount: **\$7,476,191.00**

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