



Multilingual Learner (ML) Coding Guide

Student Interchange: Student Demographic File

Students are identified as Multilingual Learners (MLs) according to Colorado's Standardized Identification and Placement requirements. Local Educational Agencies (LEAs) report the *Language Background*, *Language Proficiency*, and *Language Instruction Program* for students during student data collections. These data fields are components of the Student Demographic file, which is a part of the [Student Interchange](#). Student data collections or snapshots then include the reported values on the student demographic file in the collection data snapshot (e.g., [Student October](#), [Student Attendance](#), [Student End of Year](#)). English Language Development (ELD) program staff and LEA data staff should collaborate when coding and reporting for ML students to ensure accurate reporting.

Visit the [ELD Program Requirement website](#) for more information regarding Colorado's Standardized Identification and Placement requirements. Please note, these requirements were updated for the 2025-2026 school year.

ML Data Fields on Student Demographic File

Three data fields, *language background*, *language proficiency*, and *language instruction program*, work in tandem to reflect a student's ML designation or coding. See the Student Demographic (DEM) file layout posted on the [Student Interchange website](#) for a complete description of each data field and the available codes.

Language Background

This data field reflects the language background of the student per student records such as a Home Language Survey. LEAs report the 3-alpha character code that represents their language background. Example: ENG for English, SPA for Spanish, etc. A full list of language codes is available on the [Data Pipeline frequently requested codes and resources page](#).

Language Proficiency

This data field reflects the English Language Proficiency for the student. This is the primary field used to determine if a student is a multilingual learner or not, following strict business rules that align with the CO standardized ML progression.

| Code | Abbreviation | Short Name | Notes |
|------|--------------|---|---|
| 0 | NA | Not Applicable | Language Background must be 'ENG' LIP must be '00' |
| 1 | NEP | Non-English Proficient | Language Background cannot be 'ENG' LIP cannot be '00' |
| 2 | LEP | Limited English Proficient | Language Background cannot be 'ENG' LIP cannot be '00' |
| 4 | PHLOTE | Primary Home Language Other than English | Student is English Proficient and has never received ELD services Language Background cannot be 'ENG' LIP must be '00' |

| Code | Abbreviation | Short Name | Notes |
|------|--------------|-----------------------------|--|
| 5 | Former ML | Former Multilingual Learner | Language Background cannot be 'ENG' LIP must be '00' |
| 6 | FEP MY1 | Monitor Year 1 | Language Background cannot be 'ENG' LIP cannot be '00' |
| 7 | FEP MY2 | Monitor Year 2 | Language Background cannot be 'ENG' LIP cannot be '00' |
| 8 | FEP Exit 1 | Exited Year 1 | Language Background cannot be 'ENG' LIP must be '00' |
| 9 | FEP Exit 2 | Exited Year 2 | Language Background cannot be 'ENG' LIP must be '00' |

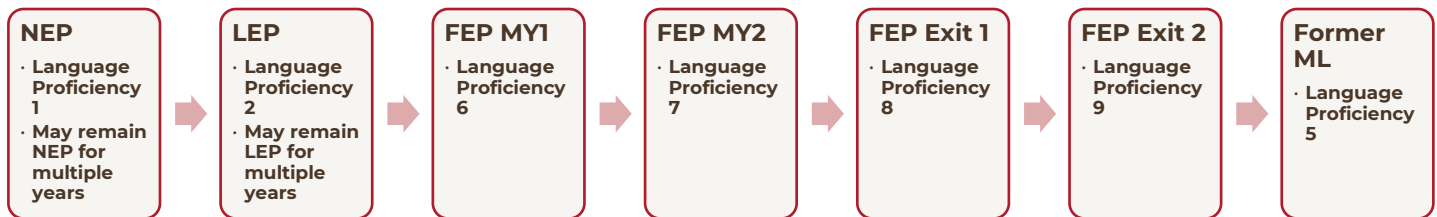
Language Instruction Program

This data field reflects the language instruction program (LIP) a ML is receiving. Students may not be coded in more than one LIP. If multiple programs are used to educate a student, reflect the program predominately used to educate the student in this data field. The chart below shows the codes used for reporting and notes regarding common language instruction practices and alternate names for LIP programs.

| Code | Code Description | Language(s) of Instruction used in Program | Other common names |
|------|--|---|--|
| 00 | N/A | N/A | N/A |
| 01 | English as a Second Language (ESL) or English Language Development (ELD) | English with little use of ML's primary language(s) | Pull-Out ESL |
| 02 | Dual Language or Two-way Immersion | English and another language | Native Language Content Classes, First Language Literacy Class, L1 Literacy, Primary Language Literacy |
| 03 | Transitional Bilingual Education or Early-Exit Bilingual Education | Student's primary language and English | Native Language Content Classes, First Language Literacy, L1 Literacy, Primary Language Literacy |
| 04 | Content Classes with integrated ESL Support | English with little use of ML's primary language(s) | Push-in ESL, Co-Teaching, Sheltered Instruction Observation Protocol (SIOP), Specially Designed Academic Instruction in English (SDAIE), Structured English Immersion (SEI), Sheltered grade-level content courses |
| 05 | Newcomer programs | English only, English and another language | Newcomer Center |
| 97 | Other | N/A | N/A |
| 98 | Not in a Language Instruction Program, Parent Choice | N/A | Parent Opt-Out, Waived Students |

Colorado Standardized ML Progression

When a student meets criteria indicated in the [Standardized Redesignation Guidance](#), their *language proficiency* is updated per the state's standardized Multilingual Learner Progression. The ML Progression is reflective of the annual ML data cycle, showing movement from one step in the progression to the next from year to year once a student is redesignated. The chart below shows the *language proficiency* code that matches each step in the ML progression.

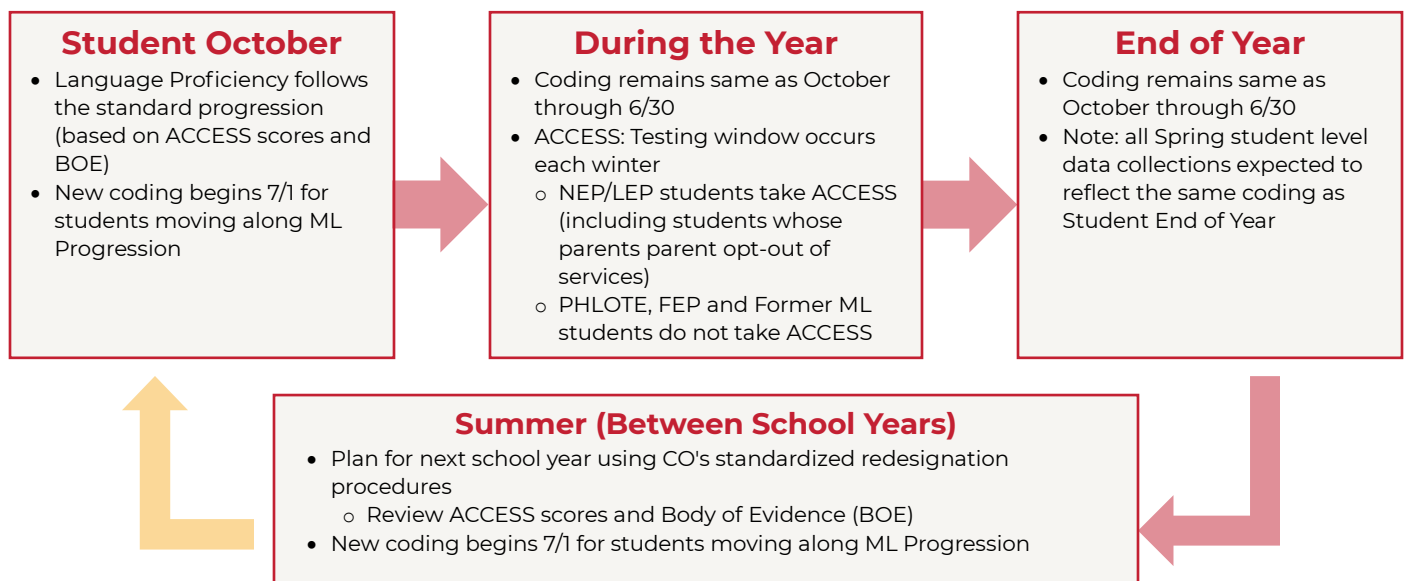


Annual Data Cycle

ML data uses the Student October count date and corresponding data collection as the starting point for each school year. The student's ML data fields in the [Student October collection](#) should reflect ELD instruction or programming a student is receiving for the entire school year. This means the following statements are true for students who remain in the same school district without interruption for the entire school year.

- A student's *Language Proficiency* during the Spring data collections (Student End of Year, Attendance, Student Discipline) should match Student October.
- Students indicated as NEP/LEP in Student October should take the ACCESS (WIDA ACCESS for Kindergarten, WIDA ACCESS and WIDA Alternate ACCESS) assessment.
 - Students whose ACCESS scores + body of evidence support redesignation will be reflected in the following school year.

Important Note: The reporting school year begins on 7/1 and ends on 6/30 each year.





Example Coding: Student continuously enrolled in the same LEA

The following coding is based upon a student who remains continuously enrolled in the same LEA for multiple years, progressing through the standardized ML progression after they met redesignation criteria. The students coding in all Spring data collections matches Student October for the given school year.

| School Year | District Code | Language Background | Language Proficiency | Language Instruction Program |
|-------------|---------------|---------------------|----------------------|------------------------------|
| 2017-2018 | 9999 | SPA | 1 – NEP | 04 |
| 2018-2019 | 9999 | SPA | 2 – LEP | 04 |
| 2019-2020 | 9999 | SPA | 2 – LEP | 04 |
| 2020-2021 | 9999 | SPA | 6 – FEP MY1 | 04 |
| 2021-2022 | 9999 | SPA | 7 – FEP MY2 | 04 |
| 2022-2023 | 9999 | SPA | 8 – FEP Exit 1 | 00 |
| 2023-2024 | 9999 | SPA | 9 – FEP Exit 2 | 00 |
| 2024-2025 | 9999 | SPA | 5 – Former ML | 00 |
| 2025-2026 | 9999 | SPA | 5 – Former | 00 |

Student Enrollment: Determining Language Proficiency

LEAs must follow [Colorado's Standardized Identification and Placement procedures](#) to determine a student's Language Proficiency, determining if they are a Multilingual Learner and if so, the appropriate language proficiency designation within the standardized progression.

Identification/Placement Tools

Multiple tools are used as part of the identification process. No single tool is utilized, but rather a combination of information gathered through the enrollment process which includes information provided by the parent/guardian, Colorado reporting history (when available), student records from their prior LEA (when available), and ELP assessment scores.

A student's prior ML history must be taken into consideration when determining a student's coding along the ML Standardized Progression. Please reference the identification [ELD Program Requirement website](#) for more information regarding Colorado's Standardized Identification and Placement requirements, which were updated in 2025-2026.

Home Language Survey

A Home Language Survey (HLS) must be included in the enrollment packet for a new student. This tool is used to identify languages used and spoken by the student and their family. The use of a language other than English does not signify that the student requires academic and linguistic supports. If response(s) on the HLS indicates the use of a language other than English by the student or another person in the home, further investigation must be conducted to determine the student's English language proficiency.

HLS Indicates: Language Background Other than English

Investigate further to determine if the student has ML history, if the student is English proficient, or if the student qualifies for ELD instruction. Use the other supporting identification tools to determine the student's language proficiency and code the student, accordingly, remembering to follow the ML Standardized Progression for students who are found to be English proficient.



HLS Indicates: English Only or is Blank

Investigate further to determine if the student has prior reported ML history or has other evidence of a primary home language other than English.

Students with prior ML history in Colorado will have information within the CEDAR/COGNOS reports. These students will also trigger an error on the DEM file if a LEA reports them with a language background of 'ENG' but the prior year data shows another value/language proficiency. Students with prior ML history in CO should not be indicated as English Only unless the investigation determines the student was misidentified as a ML in a prior year and the student has never had an influence of a language other than English. Misidentified students are rare and will require the LEA to document the situation in detail.

English Only with no prior ML History:

Students must meet both conditions before applying the following designation/coding:

- 1) No influence or background of a language other than English reported on the HLS **and**
- 2) CEDAR/COGNOS reports and student educational records have been reviewed and indicate the student does not have previous ML history.

- Language Background: ENG
- Language Proficiency: 0
- Language Instruction Program: 00

English Only but records indicate prior ML history:

To ensure LEAs are meeting the civil rights and educational needs for all students, and to provide accurate reporting of student's language proficiency level, LEAs should take steps to gather additional information/evidence to identify and report a reasonable cause to screen without the flagged 'yes' response on the HLS. After investigating the student's English Language Proficiency level, the enrolling LEA will determine the student's language proficiency per the standardized ML designation sequence and code the student accordingly.

CEDAR/COGNOS should be used to review the reported ML history in Colorado for the students.

Colorado Reporting History CEDAR-COGNOS Reports

Historical ML reporting for individual students is available to LEA staff with assigned permissions in the Colorado Education Data Analysis and Reporting System (CEDAR), which is also known as COGNOS. LEA staff with permissions to this system may utilize data reports to review a student's reported ML history across Colorado LEAs, determining the most recently reported Language Proficiency and if applicable, recent ACCESS scores. This information may be used as one tool when determining a student's last reported designation along the ML progression.

All LEAs have at least one person assigned as the data respondent who submits student level data who is able to access these reports and share with applicable colleagues within their LEA. Some LEAs may choose to assign multiple staff members permissions to review these reports.

There are two reports designed to provide historical information. The first allows a user to look up a single student by SASID, the second allows the user to look up an entire list of students by the reporting LEA.



SASIDs and reported data on current year DEM files determine the students listed within these reports for a LEA user, matching the reported LEA and student on a DEM file to the LEA user running the report to maintain data privacy.

Note: A student's prior school year ACCESS Overall and Literacy scores, if available, were added to this report in 2025-2026. Individual domain scores will not be included in ML reports. Enrolling districts and schools seeking individual domain scores must contact the district which administered ACCESS. Reports containing annual summative ELP Overall and Literacy scores will be refreshed each school year in July.

Example: In the reporting school year 2025-2026, ACCESS scores from the 2024-2025 administration school year are listed on these reports. The 2025-2026 ACCESS scores would not be visible until the 2026-2027 reporting school year since only the prior school year scores are shown.

Multilingual Learner Historical Reporting: District List

This report allows users to generate a list of students based upon the LEA's current DEM file. This list will show the current DEM file ML fields and the prior year Student October and ACCESS data if available. This report is designed as a first tool when reviewing a student's coding. More detailed information for a specific student is available in the Multilingual Learner Historical Reporting: SASID Lookup report. These two reports may be used together

The following student information is provided:

- Current Year: Student Interchange Files (DEM and SSA)
 - SASID
 - Student's Last Name
 - Student's First Name
 - Student's Date of Birth
 - District Code
 - School Code
 - Language Background
 - Language Proficiency
 - Language Instruction Program
 - DEM File: Error Indicator (E = Error, W = Warning)
- Prior Year: Student October and WIDA ACCESS (if applicable)
 - OCT District Code
 - OCT School Code
 - OCT Language Background
 - OCT Language Proficiency
 - OCT Language Instruction Program
 - WIDA ACCESS: Testing District
 - WIDA ACCESS: Overall Score
 - WIDA ACCESS: Literacy Score
 - Alternate ACCESS Y/N



Multilingual Learner Historical Reporting: SASID Lookup

This report allows users to look up students by SASID, either a single student or many SASIDs.

The following student information is provided:

- File Abbreviation
 - Stu Oct = Student October (all reported school years)
 - SEY = Student End of Year (current year and one prior year)
 - Current DEM = Student Demographic File (current reporting year)
- SASID
- School Year
- Grade
- District Code (reporting district)
- Language Background
- Language Proficiency
- Language Instruction Program
- DEM File: Update Date
- DEM File: Tag Code
- DEM File: Error Indicator (Y = Yes, N = No)
- WIDA ACCESS: Testing District (if applicable, prior school year only)
- WIDA ACCESS: Overall Score (if applicable, prior school year only)
- WIDA ACCESS: Literacy Score (if applicable, prior school year only)
- Alternate ACCESS Y/N (if applicable, prior school year only)

Transfer Students} Educational Records from prior CO LEA,s«

LEAs are encouraged to request educational records that include ELD educational plans and ELD standardized assessment scores for ML students. Although ACCESS scores were added to the CEDAR/COGNOS reports showing ML history, only the Overall and Literacy proficiency scores are shown. A LEA would need to request the prior LEA to include the specific ACCESS domain scores (if desired) from the prior LEA as part of the student's educational records.

Standardized ELP Assessment Scores

Colorado is part of the WIDA consortium of states, utilizing Screener and ACCESS assessments as indicators of a student's English language proficiency. These assessments align to the [Colorado English Language Proficiency Standards](#) (CELP), which are an essential guide for all educators to help MLs access grade level academic content while learning English.

- **WIDA Screener/Screener Kindergarten** is administered as the state mandated placement assessment used as one indicator to determine English language proficiency of newly enrolled students.
- **WIDA ACCESS** is the annual ELP assessment administered to students in grades K-12 who have been identified as multilingual learners (NEP/LEP). The annual test window typically occurs in mid-January through mid-February each year.
 - NEP/LEP students whose parents have formally opted out of ELD instruction and programs are not exempt from ACCESS testing. Opt out students retain their NEP/LEP designation and take ACCESS until they meet redesignation criteria.



The identification/placement process must be completed within the first 30 days of student enrollment. If student enrolls after Student October, English language proficiency level must occur within two weeks.

See the [ELD Program Requirement website](#) for more information regarding CO's standardized identification and placement procedures, including the use of ELP Assessment scores and related cut points.

Preschool Students

CDE does not require LEAs to assess English Language Proficiency (ELP) in preschool as the Screener is not designed for this age group. If a LEA uses a locally developed or purchased test, administers it to a preschool student, and determines that the preschool student is in fact a ML who would benefit from ML instruction, the district is obligated to provide language instruction or programming in preschool.

Following the [Standardized Identification Procedures](#), all enrolling students, including incoming kindergarteners, should receive an enrollment pack that includes a Home Language Survey (HLS). When there is a language background or influence other than English reported in kindergarten, districts are required to investigate the student's ELP level and code accordingly.

LEAs may code potential MLs enrolled in preschool in one of two ways, listed below.

Option 8 } Language Background ENG

LEAs that utilize this option are relying on the HLS in the kindergarten enrollment packet to as the first indicator a student needs to be screened.

- Language Background: ENG
- Language Proficiency: 0—N/A
- Language Instruction Program: 00—N/A

Option 9 } Language Background other than ENG

LEAs that utilize this option are choosing to add an additional reminder beyond the kindergarten enrollment packet that a student will need to be screened when they enter kindergarten because they can pull a list of all preschool students with a language background other than 'ENG' from their Student Information System.

- Language Background: reflects applicable code
- Language Proficiency: 4—PHLOTE
- Language Instruction Program: 00—N/A

Screened: No Prior ML History (New or Transfer Students)

Students without prior ML history reflected on the student's educational records or in CEDAR/COGNOS reports, who have a language background other than English, who were screened to determine language proficiency will have one of the following outcomes:

See the [identification and placement site](#) for current ACCESS and Screener cut points used to determine language proficiency.



- **Outcome 1:** ELP assessment scores and a body of evidence show student is a Multilingual Learner
 - Code the student with language proficiency 1—NEP or 2—LEP.
- **Outcome 2:** Screener scores and a body of evidence show student is English Proficient
 - Code the student with language proficiency 4—PHLOTE.

Prior ML History in Colorado (Transfer Students)

Review prior ML history to determine if screening is needed.

Note: LEAs may utilize recent ELP assessment scores found in CEDAR/COGNOS reports or a student's educational records along with a student's BOE to determine designation and coding. If NEP/LEP students do not have the current test administration year's ACCESS/Screener scores, or scores are unobtainable by the enrolling LEA, and/or does not align with local evidence, Screener should be administered to determine the student's current language proficiency.

Coding outcomes for students with prior ML History include the following:

- **Outcome 1:** Student is a Multilingual Learner
 - Code the student with language proficiency 1—NEP or 2—LEP.
- **Outcome 2:** Student is English Proficient
 - The student must pick up where they left off in the standardized ML progression per their CO reporting history and records. See the table below with coding examples when student has demonstrated they are English proficient through an evaluation of ELP assessment scores and BOE by the enrolling LEA.
 - It is important to remember the ML data cycle when determining a student's placement within the progression as students move through the ML progression from school year to school year as reflected in the Student October collection.
 - Students in the FEP years do not change from one FEP level to the next level mid school year but rather wait until the next OCT to move to the next FEP level.

| Prior school year Language Proficiency | Current school year Language Proficiency |
|--|--|
| 1—NEP or 2—LEP *current year or prior year in another LEA | 6—FEP Monitor Year 1 |
| 6—FEP Monitor Year 1 | 7—FEP Monitor Year 2 |
| 7—FEP Monitor Year 2 | 8—FEP Exit Year 1 |
| 8—FEP Exit Year 1 | 9—FEP Exit Year 2 |
| 9—FEP Exit Year 2 | 5—Former ML |
| 5—Former ML | 5—Former ML |
| 4—PHLOTE | 4—PHLOTE |



Business Rules and Reporting Exceptions

Business Rules and Reporting Exceptions are part of the data reporting process. The LEA's student data respondent(s) work with the CDE data collection lead through the reporting process, utilizing business rules to determine data issues that must be addressed and reporting exceptions as one method for addressing data issues.

LEA student data respondents will need to collaborate with LEA ELD staff when addressing data issues to determine the appropriate coding that represents a student's ML status.

Business Rules

Business rules designed to support ML coding are found both at the Student Demographic interchange file level and at the snapshot (collection) level when needed. Business rules, also referred to as errors and warnings, trigger when a DEM file is uploaded, or a snapshot is created.

- **Errors** are issues that must be addressed through correcting data or with an approved exception request.
 - Some coding scenarios may trigger errors at both the DEM file level and the snapshot level.
- **Warnings** are indications of potential coding issues. LEAs are encouraged to review a student's records if they are receiving a warning to ensure the ML coding reflects the student's needs.

Student Demographic

Student Demographic Business rules for MLs serve multiple purposes.

- Purpose 1: Ensure the coding agreement between the three ML data fields in the current year DEM file upload.
 - Example Error Codes: SP20, SP151, SP151, SP152, SP154, SP157, SP163, SP354, SP42, SP467
- Purpose 2: The second purpose is to support the ML progression by checking **current year ML coding against the prior year ML coding during the Student October collection**.
 - Example Error codes: SP570, SP394
 - Errors trigger when a student's language proficiency does not follow the standardized ML progression.
 - Reporting exceptions may be requested if a student's coding does not align with the ML progression to accurately reflect a student's language proficiency and correct sequencing issues within the ML progression.
- Purpose 3: Warnings when student indicated FEP/Former ML/PHLOTE in the prior OCT collection who is being coded as NEP/LEP on the current DEM file because this places the student in ELD programming and restarts the standardized ML progression.
 - Example warning codes: SP178, SP352, SP353, SP566

LEAs should investigate the student's prior ML coding history using the CEDAR/COGNOS report *Multilingual Learner Historical Reporting: SASID Lookup* or *Multilingual Learner Historical Reporting: District List* when receiving errors or warnings on the DEM file regarding a student's ML coding.

New consolidated SP570 rule in 2025-2026

The new SP570 error consolidates and replaces many error codes from prior collection years. This error triggers when a student's language proficiency on the current DEM file does not follow the ML standardized progression when compared to the prior school year OCT collection.

| Prior Year: OCT Proficiency | Current DEM: Expected Proficiency (no error) | Current DEM: Error—Proficiency Out Of Sequence | Current DEM: Allowable Proficiency (warning) |
|--------------------------------|--|--|--|
| 1—NEP | 1, 2, 6 (NEP/LEP/FEP MY1) | 0, 7, 8, 9, 5, 4 | No other options available |
| 2—LEP | 1, 2, 6 (NEP/LEP/FEP MY1) | 0, 7, 8, 9, 5, 4 | No other options available |
| 6—FEP MY1 | 7 (FEP MY2) | 0, 6, 8, 9, 5, 4 | 1, 2 |
| 7—FEP MY2 | 8 (FEP Exit 1) | 0, 6, 7, 9, 5, 4 | 1, 2 |
| 8—FEP Exit 1 | 9 (FEP Exit 2) | 0, 6, 7, 8, 5, 4 | 1, 2 |
| 9—FEP Exit 2 | 5 (Former ML) | 0, 6, 7, 8, 9, 4 | 1, 2 |
| 5—Former ML | 5 (Former ML) | 0, 6, 7, 8, 9, 4 | 1, 2 |
| 4—PHLOTE | 4 (PHLOTE) | 0, 6, 7, 8, 9, 4 | 1, 2 |
| 0—N/A | 0 (N/A) | 6, 7, 8, 9, 5 | 1, 2, 4 |

Note regarding historical rule SP166

There was a known issue with error SP166 in the 2023-2024 school year and prior. This issue was corrected for the 2024-2025 school year and then this business rule was replaced in the 2025-2026 school year with the SP570 rule.

The known issue sometimes allowed students who transferred between CO districts with prior ML history to be coded as language proficiency 0—N/A and language background ENG. Students with prior ML history should not have been allowed to be moved to English + N/A even upon transfer between LEAs, but unfortunately the issue with the rule allowed this to occur. Due to this known issue, LEAs may notice some irregular coding with older school year data. These issues may be corrected through the reporting exception process to ensure students are accurately placed within the ML progression based upon the LEA's records and ELD program requirements.

Student October

The Student October business rules are focused on the overall counts of the ML population within a LEA. The OC40 warning triggers when a LEA's overall ML enrollment counts in the current year is significantly different than the overall ML enrollment counts in the prior year (+/- 25%).

Additional business rules are not needed within the OCT collection because of the extensive business rules included in the DEM file because this file checks current DEM data compared to the prior year OCT data.

Student End of Year

Student End of Year (SEY) business rules serve multiple purposes.

- Purpose 1: Warnings to ensure LEA is aware that no students have been reported as MLs or that a significant change in the ML population took place between Student October (OCT) and Student End of Year.
 - Warning Codes: SE208 and SE237



- Purpose 2: Error that checks a student's language background in OCT was something other than English and the student is now reported as English only for their language background.
 - Error code: SE170
- Purpose 3: Error that checks a student's language proficiency in OCT compared to SEY for the **same school year and LEA**.
 - Error Code: SE209
 - Per the annual ML data cycle, changes are not expected to occur between OCT and SEY when the student has remained continuously enrolled in the same LEA for the school year.
- Purpose 4: Warning that checks a student's language proficiency in OCT compared to SEY for **students who transferred between Colorado LEAs**.
 - Warning Code: SE287
 - Per the annual ML data cycle, changes are not expected to occur between OCT and SEY **unless** the student was coded NEP/LEP in OCT and the receiving district determined through the identification/screening process the student is English proficient and ready to move to FEP MY1.
- Purpose 5: Error to check that students who participated in WIDA ACCESS in the current year are coded as NEP or LEP, if not an error will trigger.
 - Error Code: SE309
- Purpose 6: Additional warnings to highlight changes in language background or language instruction program when comparing the current year OCT to current year SEY collections.
 - Warning Codes: SE048 and SE310

Other Student Data Collections

Other student level data collections that include ML data, either specific data fields or a ML Yes/No status, may have additional errors and warnings that align with the business rules on the DEM file, OCT snapshot, and SEY snapshot. Student data collections utilizing ML data may include Student Attendance, Student Discipline, Assessment SBDs, and SPED Collections.

Reporting Exceptions

Reporting Exceptions, or 'exceptions' refer to overriding Data Pipeline errors. CDE occasionally overrides these business rule errors because, although errors are legitimate, the case needs to be corrected to accurately reflect the student's educational history.

When a student's ML history falls out of alignment with the standardized progression, a reporting exception may be used to realign the student's history within the progression. Reporting exceptions that occur mid-year (after October count) to correct a student's coding within the progression often require a follow-up exception at the beginning of the following school year to fully correct the progression due to the nature of the business rules designed to compare the prior year October to the current year October coding.



Request Form and Additional Documentation

All ML Exception requests require LEAs to complete an [Exception Request Template](#). Requests for students with 2+ years of ML reporting history also require a [ML Sequence Change Request form](#) as additional documentation to support the request. Both documents are available on the [Student Interchange website](#).

Multilingual Learner Exception Request Template (XLS)

This request template is required for all ML exception requests. This template has been specially designed with ML exceptions in mind, with three tabs in the workbook to support this process. It is critical that information included in the required fields for the DEM and Snapshot exceptions tabs matches the error detail report for the error code, error type, district code, school code, grade level, and SASID fields to ensure the exception processes correctly.

Tab 1: ML Example Reasons

This tab lists example reasons that are concise but specific enough for review. It also includes possible error codes, notes, and an indication of when additional documentation is needed to support a request.

| Error Location (DEM/Snapshot/Both) | Possible Error Codes | Example Reason | Additional ML Sequence Change Request form required? | CDE notes |
|------------------------------------|----------------------------|--|--|---|
| Both | SP570; SE170, SE209 | Misidentified ML with 2+ years of ML reporting history, student should be ENG only | Yes | When a change occurs after OCT as part of Spring student collection (i.e., Student End of Year) a follow-up exception is needed at the beginning of the following year to fully correct the sequence. |
| Both | SP570, SP157; SE170, SE209 | Misidentified ML with less than 2 years of reporting history, student should be ENG only | No | When a change occurs after OCT as part of Spring student collection (i.e., Student End of Year) a follow-up exception is needed at the beginning of the following year to fully correct the sequence. |

Tab 2: DEM Exceptions

This tab is used specifically for Student Demographic (DEM) file exceptions because the required information for this file differs from the snapshot level exceptions.

| School Year (required) | Error Code (required) | Error Type E or W (required) | District Code (required) | Admin Unit Code (leave blank) | School Code (leave blank) | Grade Level (leave blank) | SASID (required) | EDID (leave blank) | Primary Disability (leave blank) | Reason For Exception (300 character limit) | Requester Contact Info: name, phone, email (300 character limit) | Internal Use Only: CDE Review Date | Internal Use Only: CDE Comments (if needed) |
|------------------------|-----------------------|------------------------------|--------------------------|-------------------------------|---------------------------|---------------------------|------------------|--------------------|----------------------------------|--|--|------------------------------------|---|
| | | | | | | | | | | | | | |

Tab 3: Snapshot SASID level Exception

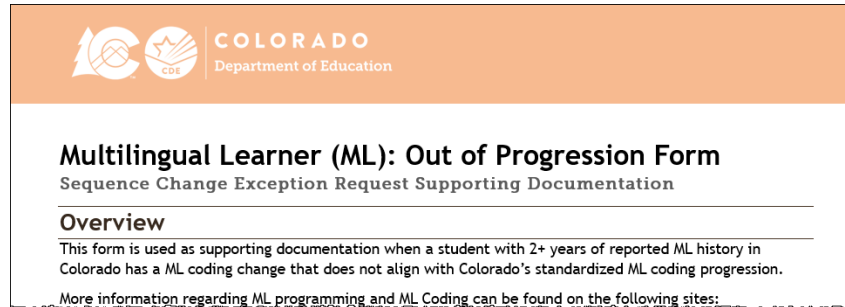
This tab is used for exception requests for a snapshot error. Most often, the student end of year snapshot is where an ML error might need an exception, but this could be used for any snapshot collection. Please note the required fields differ from the DEM exceptions.

| School Year (required) | Error Code (required) | Error Type E or W (required) | District Code (required) | Admin Unit Code (leave blank) | School Code (required) | Grade Level (required) | SASID (required) | EDID (leave blank) | Primary Disability (leave blank) | Reason For Exception (300 character limit) | Requester Contact Info: name, phone, email (300 character limit) | Internal Use Only: CDE Review Date | Internal Use Only: CDE Comments (if needed) |
|------------------------|-----------------------|------------------------------|--------------------------|-------------------------------|------------------------|------------------------|------------------|--------------------|----------------------------------|--|--|------------------------------------|---|
| | | | | | | | | | | | | | |

Additional Documentation: Sequence Change Request Form

This form is required when students have 2+ years of ML history to provide additional information needed by CDE during the review process. These exceptions are most likely to include review by multiple teams within CDE.

LEAs are asked to complete all required sections of this form. LEAs may also include additional documentation separate from this form as needed to provide complete details regarding the requested change.



The thumbnail shows the top portion of a form. It has an orange header with the Colorado Department of Education logo and name. Below the header, the title "Multilingual Learner (ML): Out of Progression Form" is displayed in bold, followed by the subtitle "Sequence Change Exception Request Supporting Documentation". A section titled "Overview" contains a paragraph explaining the form's purpose: "This form is used as supporting documentation when a student with 2+ years of reported ML history in Colorado has a ML coding change that does not align with Colorado's standardized ML coding progression." A line of text at the bottom of the overview section reads: "More information regarding ML programming and ML Coding can be found on the following sites:".

Process

Only data respondents with LEA User/LEA Approver permissions to the Student Interchange, Student October, or Student End of Year have access to the necessary Syncplicity folder to submit exception requests. Exception requests should never be emailed because they contain Personally Identifiable Information (PII), and email is not considered a secure form of data sharing. Please collaborate with the student data respondent in your LEA to submit exception requests.

1. Download the Multilingual Learner Exception Request Template (XLS) from the [Student Interchange website](#).
2. Select and complete the applicable tab of the exception request document.
3. Save the exception request to your computer.
4. Upload the completed exception request and any supporting ML Sequence Change Request forms to your district's student Syncplicity folder using the applicable collection subfolder (OCT, ATS, or SEY depending on the collection and time of year).
5. Email the applicable collection inbox to notify them a document has been uploaded to Syncplicity.
 - StudentOctober@cde.state.co.us for DEM exceptions July through December of the current year.
 - StudentEndOfYear@cde.state.co.us for DEM exceptions January through the following December each year and SEY snapshot exceptions.

Note: An expanded exception request directions document that explains all types of reporting exceptions and screenshots when uploading files to Syncplicity is available on the [Student Interchange website](#).



Example Scenarios

These example scenarios include the most common reasons a student's language proficiency may fall out of alignment with the ML sequence, requiring an exception request to allow the student's language proficiency coding to be used in the current year, and adjusting the student's ML progression.

Misidentified (Language Background and/or Language Proficiency)

Through a thorough investigation, the LEA has determined this student was misidentified as an ML with one of the following conditions.

1. Student's language background is English (ENG) without any prior evidence of a language influence other than English. This is a student who should never have been indicated as having a language background other than English.
2. Student has a language background other than English but is and always has been English Proficient and has never received ELD instruction. This is a student who should have been indicated as PHLOTE for their entire ML history.
3. Student has a language background other than English but has a documented learning disability and the LEA team has determined that language is not the source of the student's academic needs. This student should not have received ELD instruction but rather been indicated as PHLOTE for their entire ML history.

Out of Sequence: October prior year compared to October current year

Student's ML history indicates the prior year October was coded incorrectly, causing the student to fall out of alignment with the ML sequence. There are two common situations connected to this scenario, although others may apply.

1. Student who transferred between LEAs and were coded English Only or PHLOTE (language proficiency 0 or 4) in the prior year OCT when they should have been coded within the ML progression. The LEA is updating the coding to place the student back in the ML progression according to their history and records.
2. Student had an approved mid-year progression change from NEP/LEP to FEP MY1 due to incorrect coding in the prior year October collection for a student who met criteria for redesignation or who transferred between LEAs mid-year and were found to meet criteria for redesignation. An exception request is now needed in the current year when moving the student to FEP MY2 along the progression.

Out of Sequence: miscoded in current year OCT changing to correct coding for SEY in the same year

This situation typically occurs due to an administrative or clerical error by the LEA for students whose OCT reporting district and SEY reporting district are the same. The reported language proficiency in the current year OCT collection was incorrect, so the language proficiency needs to be updated to accurately reflect the student's language proficiency for the school year for the Spring collections.

Note: Any approved mid-year sequence change will require a follow-up exception for the next school year to finalize the update to the ML progression for the student.



ACCESS incorrectly administered to a student who is not NEP/LEP in the current year

This is a student whose language proficiency was not NEP or LEP at any point during the current year, but the student was incorrectly administered the ACCESS assessment.

Time of Year Implications

Approved exception requests that alter a student's ML progression may impact multiple data collections and multiple school years. Approved DEM exceptions that occur at the beginning of the year during the Student October collection are less likely to cause follow-up exceptions. Approved DEM or Snapshot exceptions that occur after Student October are part of the Spring student collections, such as Student End of Year (SEY), almost always require a follow-up exception at the beginning of the next school year to fully correct the ML coding sequence for the student.

Examples:

- 2025-2026 approved DEM exception to code student FEP MY2 because the prior year OCT student was coded English Only incorrectly, but history shows the student should be FEP MY2.
 - Exception request for SP570 DEM error will correct the sequence for the student. No follow-up exception is expected in the current year or following school year.
- 2025-2026 approved SEY exception to code student as FEP MY1 because current year OCT was miscoded as LEP, but the student met redesignation criteria and should have been moved along the progression instead.
 - Exception request for SE209 will correct the SEY collection, reflecting the accurate language proficiency for the school year.
 - Follow-up exception request for DEM error SP570 will be needed at the beginning of the 2026-2027 school year when coding the student FEP MY2 along the progression to finalize the approved change to the student's ML progression.

Data Best Practices

LEAs are encouraged to upload their Student Demographic file regularly and often. The student interchange opens in mid-July each year, allowing LEAs to begin uploading this file well before the fall data collections begin. August, September, and January are peak enrollment months. LEAs may find it beneficial to upload their DEM file at least weekly during these months to look for errors and warnings.

DEM files may be uploaded throughout the school year to support LEAs with ongoing monitoring of ML data.

When ML errors or warnings trigger, indicating the student's coding does not follow the standardized ML progression, data respondents are encouraged to share this list of students with their ML program staff so program staff may determine if further investigation regarding the student's language proficiency is warranted. Data respondents may need to extract the related ML History COGNOS/CEDAR reports for their ML program staff depending on the LEA's practices regarding assigning LEA Viewer permissions to program staff.



After investigation, the student's ML coding should be updated accordingly. Corresponding errors will clear if the student now follows the ML Progression. Exception requests are submitted if the LEA has evidence to support a change in the student's ML Progression.

LEAs are encouraged to ensure they have an error-free DEM file that includes all enrolled students in January and February as they prepare for ACCESS testing. In January each year, the point of contact for ML exception requests shifts from the StudentOctober@cde.state.co.us inbox to the StudentEndOfYear@cde.state.co.us inbox. Requests for DEM exceptions or known out of sequence changes that will impact the SEY collection may be submitted even though the Student End of Year collection does not begin until later in the Spring.

Frequently Asked Questions

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- **Question: The student enrolled right before a break and an investigation could not be completed within the allotted timeline (30 days at the beginning of the school year or 2 weeks after Student October), how should we code the student?**
 - Answer: It depends on the time of year the break occurred and the student's prior reported ML history.
 - Fall/Winter/Spring Break: Complete the investigation as soon as possible after the break ends. Once the investigation is complete, code the student accordingly.
 - Summer Break:
 - If the student has prior ML history in Colorado, code student in alignment with their prior ML history.
 - If the student does not have prior ML history in Colorado, code the student as English Only since the LEA was not able to confirm the language background or language proficiency of PHLOTE/NEP/LEP.
- **Question: The student attended the LEA less than 2 weeks, leaving before a ML investigation was completed, how should we code the student?**
 - Answer: It depends on the student's prior reported ML History.
 - If the student has prior ML history in Colorado, code student in alignment with their prior ML history.
 - If the student does not have prior ML history in Colorado, code the student as English Only since the LEA was not able to confirm the language background or language proficiency of PHLOTE/NEP/LEP.
- **Question: What if the student's reporting history shows many sequence changes and does not align to the ML progression?**
 - Answer: Investigate the student's language instructional needs. Code the student most closely in alignment with the ML Progression. Feel free to reach out to CDE for input regarding complex ML progression sequences.
- **Question: What type of documentation of ELP Assessment is permitted/required?**
 - Answer: Districts and schools may accept ELP assessment scores (ACCESS/Screeners) as an official score report issued by WIDA and/or as data submitted in the student's



cumulative file. In addition, students may enroll with ELP assessment scores from another WIDA state.

- Note: These scores may be accepted; however, enrolling districts and schools must verify that score reports and records are within the current administration year prior to making an ELP decision and determining the student's location in the language progression sequence for Data Pipeline coding.

- **Question: How should LEA's share Personally Identifiable Information (PII) information?**

- Answer: LEAs are required to adhere to Student PII regarding student privacy as defined by this [Law](#). It pertains to information that, alone or in combination, personally identifies an individual student or the student's parent or family, and that is collected, maintained, generated, or inferred by a public education entity.
 - Check local policies for restrictions and requirements to ensure that local policies are being followed when transmitting PII to any third party. Always use secure methods to transfer any PII.
 - Contact Data Collection leads with questions about how to transmit PII securely through Syncplicity. Avoid sending PII via unencrypted email or unsecured faxes when sharing data between/within districts or with CDE. Remember to refrain from using PII in trainings, presentations, etc., sharing PII with unauthorized individuals or sharing login and password information.