Redesignation and Exit from ELD Services

Office of CLDE & Unit of Accountability and Data Analysis

August 2017

What is Redesignation?

- Process initiated by the State English language proficiency assessment, ACCESS 2.0, verified and documented through a standardized body of evidence to confirm proficiency.

- A district/school process to determine when an EL has attained established criteria that demonstrate they are fluent English proficient and can transition successfully to classrooms, with minimal ELD support.

- Each year, CDE reviews state ACCESS 2.0 and content assessment to guide the process to establish redesignation criteria.

Why did we need to revise the Redesignation criteria?

- Colorado has transitioned to the new online WIDA ACCESS 2.0 assessment.
  - WIDA set new proficiency levels that reflect the increased rigor of academic language requirements in the new College and Career Ready standards and assessments
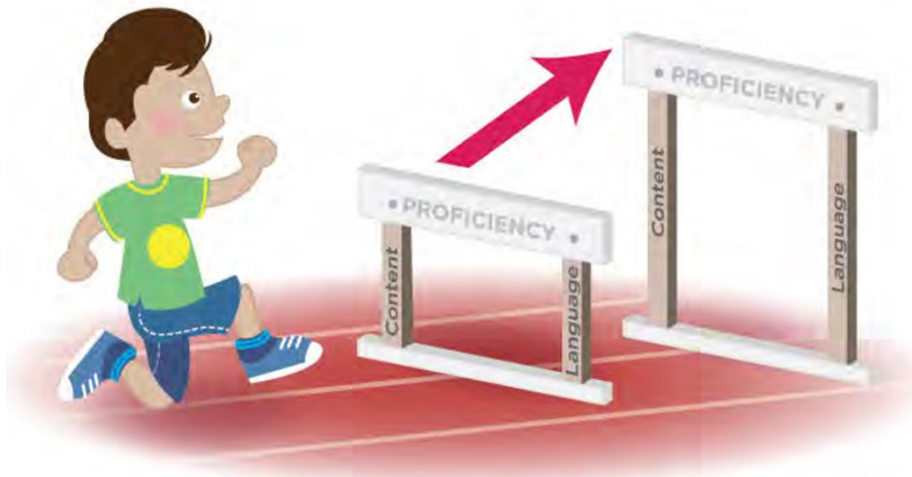
Corresponding to the elevated content standards and assessments, expectations on ACCESS for ELLs 2.0 are increasing. Each student will need rigorous and well developed "training" to prepare for and clear the higher hurdles.

Graphic from WIDA presentation "2017 Score Changes Based on Standard Setting", SEA Webinar February 23, 2017.

Why did CDE need to revise the Redesignation criteria?

- Applying the existing redesignation criteria to WIDA's increased proficiency expectations would result in far fewer students eligible for redesignation each year.

- CDE wanted Colorado stakeholders to define appropriate state expectations for EL proficiency and determine how redesignation criteria should be re-set.

Establishing 17-18 Redesignation Criteria

- CLDE Stakeholder Meetings
- Data Analysis
- CLDE Stakeholder Feedback

CLDE Stakeholder Meetings

- CDE facilitated meetings with CLDE stakeholders representing Colorado's regional diversity including school district personnel from districts representing top ten – numbers and percentage of ELs in State (CLDE, Title I, Assessment, Accountability), Institutes of Higher Education, Advocacy Groups, as well as, other offices/units within the department.

- Meeting 1 : April 14, 2017, Denver, CO

- Meeting 2: May 24, 2017, Golden, CO

https://www.cde.state.co.us/cde_english/CLDEmeetings

CLDE Stakeholder Meetings - continued

To evaluate overall redesignation process and make recommendations for changes to modify and enhance Colorado redesignation process and procedures.

Started with grounding questions based on current stakeholder experience.

- How appropriate were the old expectations of 5.0 Overall and 5.0 Literacy?
  - Were the right students being identified for potential redesignation?
  - How did redesignated students perform in content classrooms during monitoring? Beyond the two years of monitoring?
  - Were the students who met the eligibility criteria but were not redesignated well-served by staying in program? What instructional approaches/interventions were taken by ELD teachers to get these students ready for redesignation?
  - What additional Body of Evidence data points were considered before redesignating an eligible student?

Summary of CLDE Stakeholder Responses

- District EL staff felt the previous redesignation criteria on ACCESS 2.0 were an appropriate "trigger" to start the redesignation process. Using local performance data as an additional body of evidence, the students identified for redesignation based on both of these requirements were generally successful after transitioning out of EL programming.

- Redesignated ELs tend to show parity in achievement to their majority non-EL peers within a year or two of leaving programming.

- Too few middle schoolers have historically been eligible for redesignation, consider resetting cuts to be more aligned with other grade level outcomes.

Summary of CLDE Stakeholder Responses

- Some districts cannot redesignate students based on Body of Evidence if ELP score does not meet state criteria. Therefore, it will be important not to set the ELP criteria too high.

- Districts include a variety of formative and summative assessment, portfolio, and teacher observation measures to build a student body of evidence. Some districts differentiate by instructional program or EMH level.

- Students who were not redesignated due to body of evidence concerns generally benefitted from the additional year in program and received targeted instruction/intervention.

Data Analysis: Redesignation Eligibility Criteria

- Reviewed data showing impact of new WIDA proficiency levels with existing redesignation criteria

- **Maintaining 5.0 Overall and 5.0 Literacy requirements on revised ACCESS 2.0 proficiency levels**

- 2017 Estimated counts of students that would be eligible for redesignation under these criteria:

	Count	% of Current EL population	Change from Current Count
All Grades	3,229	3.5%	-17,089
K-5	1,781	3.3%	-12,173
6-8	74	0.4%	-1,047
9-12	1,374	8.2%	-3,869

Data Analysis: Redesignation Eligibility Criteria-continued

- Directive from CLDE stakeholders to match the counts of elementary and high school students eligible for redesignation

- The closest match to the current distribution results from relaxing the Overall cut-score from 5.0 to 4.0 and the Literacy from 5.0 to 4.0.

- CDE will continue review and revisit these criteria for future years as new data become available and adjust criteria accordingly.

Redesignation Eligibility Criteria- 2017

- **Updated 4.0 Overall and 4.0 Literacy requirement on revised ACCESS 2.0 proficiency levels**
- Estimated counts of students that would be eligible for redesignation under these criteria:

	Count	% of Current EL population	Change from Current Count
All Grades	23635	22.6%	3,317
K-5	13727	21.2%	-227
6-8	4678	22.7%	3,557
9-12	5230	27.2%	-13

17-18 Redesignation Pathways

3 Pathways to **Initiate** Redesignation

1. ACCESS 2.0 Overall *and* Literacy domains
   - **Should be used most often**

2. ACCESS 2.0 Literacy
   - ONLY used when Overall score is not available, not reflective of the student's English proficiency, or when there is a missing domain.

3. Local Data that is aligned to Colorado Academic Standards: Reading and Writing
   - ONLY used when ACCESS 2.0 data is not available
   - Local Data must be aligned to the Colorado Academic Standards to show:
     - Grade level proficiency in reading AND
     - Grade level proficiency in writing

Initiating Redesignation

Redesignation is a process that English learners undergo when they attain established criteria that demonstrate they are fluent English proficient (FEP) and can transition successfully to classrooms, with minimal ELD support. CDE has approved the following pathways to redesignation for 2017-2018.

ACCESS 2.0 Assessment Data to Initiate Redesignation Process	**ACCESS 2.0 Assessment Data to Initiate Redesignation Process**	**Local Data to Initiate Alternate Redesignation Process**
• 4.0 Literacy AND • 4.0 Overall Composite	• 4.0 Literacy • *<4.0 Overall Composite or no Overall Composite score reported*	Evidence aligned to CAS to show: • Grade level proficiency in reading AND • Grade level proficiency in writing
Pathway 1	**Pathway 2**	**Pathway 3**

Redesignation: Pathway 1

ACCESS 2.0 Assessment Data to Initiate Redesignation Process

- 4.0 Literacy
  AND
- 4.0 Overall Composite

At least one piece of local data that demonstrates success in Reading through English Language Arts (ELA), Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers

AND

At least one piece of local data that demonstrates success in Writing through ELA, Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers

Redesignation: Pathway 2

ACCESS 2.0 Assessment Data to Initiate Redesignation Process

- 4.0 Literacy
- *<4.0 Overall Composite or no Overall Composite score reported*

Additional evidence aligned with the CELP Standards to confirm fluent English proficiency in missing domain or domain (speaking or listening) with a score that does not reflect typical performance

At least one piece of local data that demonstrates success in grade level reading through English Language Arts (ELA), Science, Social Studies, and/or Math as comparable to non-EL/native English speaking peers
AND
At least one piece of local data that demonstrates success in Writing through ELA, Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers

Redesignation: Pathway 3

Local Data to Initiate Alternate Redesignation Process

Evidence aligned to CAS to show:

- Grade level proficiency in reading AND
- Grade level proficiency in writing

A piece of evidence aligned to the 5 CELP Standards to confirm fluent English proficiency in *all* language domains

- Speaking
- Reading
- Writing
- Listening

Two additional pieces of evidence demonstrating success in ELA, Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers

Body of Evidence (BOE)

- Districts must develop a standardized process and criteria for further investigation and confirmation of a student's ability to meet grade-level performance expectations.

- Each piece of evidence must align to the Colorado English Language Proficiency (CELP) standards and Colorado Academic Standards (CAS).

- A body of evidence should represent local data that is used to define academic growth and grade level proficiency as well as the student's linguistic growth and English language proficiency.

Body of Evidence (BOE)-continued

Language Proficiency	Grade Level Academic Content Proficiency
• District Review Committee Evaluation • ≥ 4.0 proficiency in each language domain of ACCESS 2.0 • Language Samples (reading, writing, listening, and speaking) • Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.) • District Language Proficiency Assessments (ex. IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.) • Interim Benchmark Assessments • Student Journals • English Language Development Checklists • Student Performance Portfolios • WIDA Speaking and Writing Rubrics	• District Review Committee Evaluation • Evaluation of Common Grade Level Assessments (formal or informal) • Demonstration of Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs) • Observation Protocols • District Content-specific Proficiency Assessments • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District Assessments • Student Performance Portfolios • READ Act Assessments • CMAS: English Language Arts (ELA), Social Studies, Science, Mathematics * ELA includes two reporting categories, Reading and Writing, which may be considered two individual pieces of evidence.

FEP Monitor 1 and Monitor 2 Status

- Only two consecutive school years of monitoring
- Must still receive classroom differentiated instruction and assessment, if needed
- At the end of each monitor year, student progress should be evaluated, using district determined criteria
- Must be monitored to ensure progress toward exit status
- After two consecutive school years of monitoring:
  - Exit 1 Status
  - Reenter as LEP or NEP proficiency level and re-enter ELD program

Exit Status

- Upon completion of two consecutive school years of monitoring, a student is eligible be exited formally from an ELD program

- Exit students no longer need formal English language development programming

- District should establish exit criteria
  - At a minimum, meets state redesignation guidance

- If student is struggling after being exited, school may use Multi-Tiered System of Supports (MTSS) process to place student back in services, if needed.

- Students in their first year of Exit – should be coded as Exit 1.

- Students in their second year of Exit – should be coded as Exit 2.

17-18 Redesignation Exit Guidance

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

COLORADO DEPARTMENT OF EDUCATION

Redesignation Guidance

Effective for the 2017-2018 School Year

COLORADO
Department of Education

Redesignation is a process that English learners undergo when they attain established criteria that demonstrate they are fluent English proficient (FEP) and can transition successfully to classrooms, with minimal ELD support. CDE has approved the following pathways to redesignation for 2017-2018.

ACCESS 2.0 Assessment Data to Initiate Redesignation Process
- 4.0 Literacy AND
- 4.0 Overall Composite

At least one piece of local data that demonstrates success in Reading through English Language Arts (ELA), Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers

AND

At least one piece of local data that demonstrates success in Writing through ELA, Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers

Optional Additional Evidence
Recommend using additional evidence to confirm fluent English proficiency in all language domains aligned with the CELP standards demonstrated through ELA, Science, Social Studies, and/or Math

ACCESS 2.0 Assessment Data to Initiate Redesignation Process
- 4.0 Literacy
- <4.0 Overall Composite or no Overall Composite score reported

Additional evidence aligned with the CELP Standards to confirm fluent English proficiency in missing domain or domain (speaking or listening) with a score that does not reflect typical performance

At least one piece of local data that demonstrates success in grade level reading through English Language Arts (ELA), Science, Social Studies, and/or Math as comparable to non-EL/native English speaking peers

AND

At least one piece of local data that demonstrates success in Writing through ELA, Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers

Optional Additional Evidence
Recommend using additional evidence to confirm fluent English proficiency in all language domains aligned with the CELP standards demonstrated through ELA, Science, Social Studies, and/or Math

Local Data to Initiate Alternate Redesignation Process

Evidence aligned to CAS to show:
- Grade level proficiency in reading AND
- Grade level proficiency in writing

A piece of evidence aligned to the 5 CELP Standards to confirm fluent English proficiency in *all* language domains
- Listening
- Speaking
- Reading
- Writing

Two additional pieces of evidence demonstrating success in English Language Arts (ELA), Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers

SPRING 2017

2017-2018 Redesignation Guidance 2

BODY OF EVIDENCE

Districts must develop a standardized process and criteria for further investigation and confirmation of a student's ability to meet grade-level performance expectations. Each piece of evidence must align to the Colorado English Language Proficiency (CELP) standards and Colorado Academic Standards (CAS). A body of evidence should represent local data that is used to define academic growth/success/grade-level proficiency as well as growth to English language proficiency. See examples of Body of Evidence.

MONITOR YEAR 1 & 2 AND REDESIGNATION TO EXIT

FEP Monitor Year 1 and Year 2 students must continue to receive appropriate language and academic supports, as needed. Upon completion of two consecutive years of monitoring, students may be eligible to be exited from the ELD program if they continue to demonstrate English language proficiency and academic growth/success/grade-level proficiency in reading, writing, and other content areas. However, a district/school may determine that students who no longer demonstrate language and grade level proficiency should be reclassified as NEP/LEP and transitioned back to an ELD program.

EXAMPLES OF BODY OF EVIDENCE

Language Proficiency	Grade Level Academic Content Proficiency
• District Review Committee Evaluation • ≥ 4.0 proficiency in each language domain of ACCESS 2.0 • Language Samples (reading, writing, listening, and speaking) • Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.) • District Language Proficiency Assessments (ex. IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.) • Interim Benchmark Assessments • Student Journals • English Language Development Checklists • Student Performance Portfolios • WIDA Speaking and Writing Rubrics	• District Review Committee Evaluation • Evaluation of Common Grade Level Assessments (formal or informal) • Demonstration of Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs) • Observation Protocols • District Content-specific Proficiency Assessments • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District Assessments • Student Performance Portfolios • READ Act Assessments • CMAS: English Language Arts (ELA), Social Studies, Science, Mathematics ** ELA includes two reporting categories, Reading and Writing, which may be considered two individual pieces of evidence.*

OTHER USEFUL RESOURCES

Please contact CLDE with questions at http://www.cde.state.co.us/cde_english/contactus
- Redesignation Website: http://www.cde.state.co.us/cde_english/redesignation
- Colorado English Language Proficiency Standards Resources Website: http://www.cde.state.co.us/CoEngLangProf/StateStandards.asp
- The EL Guidebook: http://www.cde.state.co.us/cde_english/elau_pubsresources
- Assessment Instrument Descriptions: http://www.cde.state.co.us/uip/assessment_instrument_descriptions

Next Steps for 18-19

CDE Actions

- Once 2017 CMAS PARCC data are available, CDE will re-run analyses on the relationship between language proficiency and performance on content assessments.

- CDE will reconvene the CLDE Stakeholder group in November 2017 to present 2017 PARCC and ACCESS 2.0 data and results.

- CDE plans to review and revise the 17-18 redesignation criteria when 2018 ACCESS 2.0 results become available.
  - Should we continue with the same processes as this year? What additional data/ideas should we consider?

District Actions

- Districts should monitor the impact of the new redesignation criteria in 2017-2018.
  - Were redesignated students successful?
  - Were students eligible for redesignation but not redesignated for 2017-2018 appropriate to be kept in program? What additional instruction/intervention did they receive to address their outstanding language needs?
  - Would an alternative ACCESS 2.0 criteria have been more accurate? If so, what would the criteria be and would it be possible to scale them up across all districts?

EL Data Pipeline Coding Link

- Explanation of EL Data Pipeline changes, http://www.cde.state.co.us/cde_english/eldatapipelinechanges1718

- Please contact, Morgan Holmgren at Holmgren_m@cde.state.co.us with question regarding EL Data Pipeline coding changes

CDE Contacts

- Marie Huchton, Unit of Accountability and Data Analysis – huchton_m@cde.state.co.us

- Heather Villalobos-Pavia, English Learner Assessment Specialist - villalobospavia_h@cde.state.co.us

Office of Culturally and Linguistically Diverse Education

- Rebekah Ottenbreit – ottenbreit_r@cde.state.co.us

- Doris Nguyen – brock-nguyen_d@cde.state.co.us

- Lulu Buck – buck_l@cde.state.co.us

- Georgina Owen – owen_g@cde.state.co.us

- Linnea Hulshof – hulshof_l@cde.state.co.us

- Morgan Cox – cox_m@cde.state.co.us