



COLORADO

Department of Education

Redesignation and Exit from ELD Services

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What is Redesignation?

- Legal term used when an English learner's (EL's) English language proficiency (ELP) label changes from Limited English Proficient (LEP) to Fully English Proficient (FEP) Monitor Year 1 (M1)*
- Designation determined through valid and reliable language and academic assessments and documented through a body of evidence and observation
- The state mandated English language proficiency assessment, ACCESS for ELLs, is used to initiate a student's redesignation from LEP to FEP Monitor Year 1.
- When ACCESS for ELLs assessment data is not available, local assessment data can be used to initiate the alternate redesignation process.

2016-17 Redesignation

- **Very little change from 2015-16**
 - CO PARCC Performance Levels have not yet been determined
 - Updated resources based on feedback from CDE and district colleagues

2016-17 Redesignation

ACCESS for ELLs Assessment Data to Initiate Redesignation Process

5 Overall AND

5 Literacy on Tier B or C

At least one piece of local data to confirm fluent English proficiency aligned with the CELF Standards

At least one piece of local data that confirms grade level proficiency in reading

At least one piece of local data that confirms grade level proficiency in writing

2016-17 Redesignation

Use ONLY when ACCESS for ELLs data is unavailable

Local Assessment 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 CELP Standards to confirm fluent English proficiency in the language domains of speaking, reading, writing, and listening

Additional evidence to confirm grade level academic content proficiency

Additional evidence to confirm grade level academic content proficiency

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)

Language Proficiency

- District Review Committee Evaluation
- Proficiency on each language domain of ACCESS for ELLs
- Language Samples (reading, writing, listening, and speaking)
- Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.)
- District Language Proficiency Assessments (IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.)
- Interim Benchmark Assessments
- Student Journals
- English Language Development Checklists
- Student Performance Portfolios
- WIDA Speaking and Writing Rubrics

Grade Level Academic Content Proficiency

- 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 Content Assessments
- Student Performance Portfolios
- READ Act Assessments

FEP Monitor 1 and 2 Status

- Only two consecutive 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 years of monitoring:
 - Exit Status or
 - Reenter LEP status and ELD program



Status

- Upon completion of two consecutive years of monitoring, a student is eligible to 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 Systems of Support (MTSS) process to place student back in services, if needed.

Frequently Asked Questions

- What if a student scores a 5 overall, but does not reach the 5 in literacy or vice versa?
- What are the guidelines for students who take the Alternate ACCESS for ELLs?
- Do you have any guidance that you could provide us in regards to CMAS and PARCC? What would be an indicator on those tests to add to the body of evidence?
- Can a student be redesignated before 3rd grade?
- If a student has been through 1 or 2 years of monitoring and is determined to need more ELD supports/programming to access the grade-level standards, what do we do?



16-17 Resignation/Exit Guidance

- For the link to resignation, please visit:
http://www.cde.state.co.us/cde_english/resignation



Resignation and Exit Guidance

Effective for the 2016-2017 School Year

<p>ACCESS for ELLs Assessment Data to Initiate Resignation Process</p> <ul style="list-style-type: none"> 5 Overall AND 5 Literacy on Tier B or C 	<p>OR</p>	<p>Use ONLY when ACCESS for ELLs data is unavailable</p> <p>Local Assessment Data to Initiate Alternate Resignation Process</p> <p>Evidence aligned to CAS* to show:</p> <ul style="list-style-type: none"> Grade level proficiency in reading AND Grade level proficiency in writing 	<p>Resignation and Exit</p> <ul style="list-style-type: none"> Resignation is a term that is used when a student's English language proficiency level changes from Limited English Proficient (LEP) to Fluent English Proficient (FEP) Monitor 1. The review process should involve classroom staff, bilingual/ESL staff, school specialists, and the student's family in a collaborative decision making process. The state mandated English language proficiency assessment, ACCESS for ELLs, is used to initiate a student's resignation from LEP to FEP Monitor Year 1. When ACCESS for ELLs assessment data is not available, local assessment data can be used to initiate the alternate resignation process. A body of evidence (BOE)* must be compiled in order to confirm the student's proficiency in English and grade level reading, writing and other content area proficiency. Exit is a term that is used when a
<p>Additional evidence to confirm fluent English proficiency aligned with the CELP Standards*</p>	<p>A piece of evidence aligned to the CELP Standards to confirm fluent English proficiency in the language domains of speaking, reading, writing, and listening</p>		
<p>At least one piece of local data that confirms grade level proficiency in reading</p>	<p>Additional evidence** to confirm grade level academic content proficiency **at least two pieces of evidence</p>		

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 and grade level proficiency as well as the student's linguistic growth and English language proficiency. See examples of Body of Evidence on page 2.



ESSA State Plan Requirements

- **ESSA requires the State to establish and implement standardized statewide entrance and exit procedures, including a requirement that all ELs are assessed for such status within 30 days of enrollment.**
 - Colorado has established criteria and a process through guidance, per Colorado English Language Proficiency Act (ELPA)
- **CDE will work with stakeholders across the state to enhance/modify identification and exit criteria that will meet the state plan requirements.**
 - Currently awaiting guidance from the U.S. Department of Education regarding the option to implement an alternate process for EL students who take the Alternate ACCESS for ELLs.

Office of CLDE

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