

## 2014-2015 Redesignation Guidance

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Redesignation is the legal term used when a student's English language proficiency level changes from Limited English Proficient (LEP) to Fluent English Proficient (FEP) Monitor Year 1.

Colorado school districts must evaluate and document English Learners' (ELs) progress in acquiring English annually. Ensuring EL success requires ongoing formal and informal assessments that are embodied in a continuous review of EL performance and English Language development (ELD) program placement. The redesignation review process should involve parents, general classroom staff who work with the student, bilingual/ ESL staff, and other school specialists in collaborative decision making about student identification, assessment, ELD program placement, redesignation, and exit guidance.

The Colorado Department of Education (CDE) has set redesignation and exit criteria that districts use along with a body of evidence (BOE) that represents state and local data to support or refute to determine English language proficiency level and academic growth of individual students.

The state mandated English language proficiency assessment criteria are used to initiate the evaluation of a student's eligibility for redesignation from LEP to FEP Monitor Year 1, as well as designation of FEP Monitor Year 2. Districts must develop a process and criteria for further investigation and confirmation of a student's ability to meet grade-level performance expectations as outlined by the Colorado English Language Proficiency (CELP) standards and the Colorado Academic Standards (CAS).

### Performance & Assessment Criteria to be used to initiate Redesignation Process\*



### Body of Evidence

A body of evidence is assembled to determine and support or refute a redesignation decision for a student. The body of evidence must ensure that English learners' English language proficiency is

not a barrier to the same grade level content as their non-EL peers. If a district has developed a process for identifying student achievement above and beyond state designations then it is recommended that the highest level of partially proficient be used as an indicator for a student's readiness. If a district does not have additional levels of achievement above and beyond state designations then the body of evidence should be used to indicate that a student is nearly proficient in achievement and ready for redesignation. Each piece of evidence must align to the CELP and CAS. A body of evidence should represent local data that is used to define academic growth and grade level achievement as well as linguistic growth and the proficiency of the student. Using criteria that is norm-referenced ascertains results uniform in administration and scoring demonstrating corresponding levels of performance between ELs and non-ELs. The intent of a body of evidence is to eliminate redesignation decisions based on a limited snapshot of student performance.

**A body of evidence must include:**

State mandate English language proficiency assessment (currently ACCESS for ELLs).

- At least one additional piece of evidence to validate or invalidate ACCESS for ELLs results State mandated Reading & Writing assessment (currently TCAP)
- At least one additional piece of evidence to support or refute TCAP results for Reading & Writing

Note: if TCAP results are not available then use comparable standardized assessment evidence of academic achievement or proficiency

A body of evidence is gathered through a district approved systematic review or formal process needed to identify, assess and summarize the evidence. When developing the review process, consider the following:

- \*Decision made by a team, not one individual
- \*Valid and reliable assessments are used in the process
- \*Student work, performance, and assessment are compared with EL and non-EL peer groups
- \*Student work, performance, and assessment are aligned at grade level to CELP and CAS
- \*Student work, performance, and assessments used are unbiased

*Guidance is effective from June 2014 until new guidance in spring 2015.*

\*Body of Evidence (BOE) should be summarized in its entirety

\*Characteristics noted as proficient should be consistent and uniform throughout district

**A body of evidence must include both language proficiency and content achievement measures and could include sources below.**

### Language Proficiency

- District Review Committee Evaluation
- Proficiency on each language domain of ACCESS for ELLs
- Language Samples (reading, writing, listening, and speaking)
- Observation Protocols (e.g. SOLOM)
- District Language Proficiency Assessments (IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.)
- Diagnostic Assessments
- Student Journals
- English language development checklists
- District native language assessments (if applicable)
- Student performance portfolios
- District language development formative assessments
- WIDA CAN-DO Descriptors
- WIDA Speaking and Writing Rubrics

### Academic Content Achievement

- 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 (ex. SOLOM)
- District content-specific achievement assessments
- Diagnostic assessments
- Student Journals
- Achievement checklists
- District assessments in native language (if applicable)
- Student performance portfolios
- Observed student growth percentile is greater than or equal to Adequate Growth Percentile (AGP) in content areas measured by TCAP (on track to Catch Up or Keep Up)

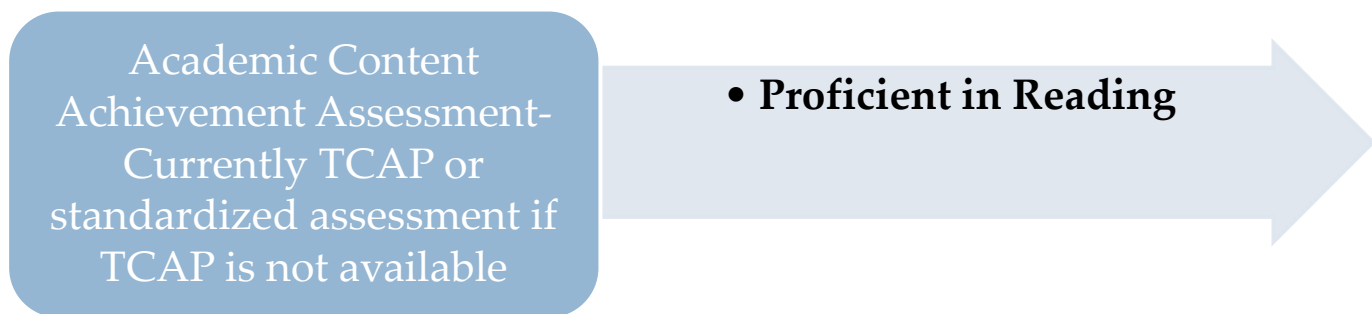
### FEP Monitor Year 1 and FEP Monitor Year 2

Students with FEP Monitor Year 1 or FEP Monitor Year 2 status still receive classroom differentiated instruction and assessments, as needed, to continue making progress toward exit status, when language development support and accommodations are generally no longer needed.

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Upon completion of two years of monitoring, a student may be eligible to be exited formally from the English language proficiency program if they meet the state guidance for exiting. However, if a student's readiness is not supported by a body of evidence, the district may decide or make the decision that the student should be reclassified as LEP.

## Performance & Assessment Criteria to be used for Formal Exit from English Language Proficiency Program



Per State and Federal law students must be monitored for two years. At the end of monitor year 1, students' progress must be evaluated using district-determined criteria, which must include, at a minimum, State redesignation criteria. At the end of monitor year 2, students' readiness to formally exit from an English language proficiency program must be determined by the district. The determination to exit a student must include **a score of Proficient on a state mandated academic assessment in English Language Reading as an indicator of mastery of grade level academic reading standards**. When a current state mandated academic assessment is not available, a comparable standardized assessment may be used as part of the body of evidence of readiness to exit an ELD program. A body of evidence and a similar process used in the decision to redesignate, should be used when making a decision to exit a student. Districts are required to identify local criteria and process for exiting students from their ELD program.