



Redesignation and Exit Guidance

Effective for the 2016-2017 School Year

ACCESS for ELLs Assessment Data to Initiate Redesignation Process

- 5 Overall AND
- 5 Literacy on Tier B or C

Additional evidence to confirm fluent English proficiency aligned with the CELP 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

OR

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
**at least two pieces of evidence

Redesignation and Exit

- Redesignation 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 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.
- 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 student has been formally “exited” from the ELD program and is no longer in need of language support services.
- EOY reports should reflect programming from the 2015-16 school year. A student should only appear as Monitor Year 1 for the first time in the Student October Snapshot.

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.

Monitoring and Redesignation to Exit

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



Examples of Body of Evidence*

Language Proficiency	Grade Level Academic Content Proficiency
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

* The Body of Evidence should be aligned to the Colorado English Language Proficiency and Colorado Academic Standards.

Other Useful Resources

- 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/the-el-guidebook-guidebook-on-designing-delivering-and-evaluating-services-for-english
- Assessment Instrument Descriptions: http://www.cde.state.co.us/uip/assessment_instrument_descriptions

Contact Information

- Office of Culturally and Linguistically Diverse Education: http://www.cde.state.co.us/cde_english/contactus
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