Pathways to Redesignate English Learner Students to Monitor Status

State and Federal Requirements

Title VI of the Civil Rights Act of 1964, The Equal Educational Opportunities Act (EEOA), the Every Student Succeeds Act (ESSA), and Colorado's English Language Proficiency Act (ELPA) all outline school districts' responsibilities in developing, implementing, and evaluating programs for English Learners (ELs). As part of these requirements, districts must provide English Language Development (ELD) instruction until the student attains Fluent English Proficiency (FEP) and can transition successfully to grade-level content classrooms, with minimal ELD instruction. The Elementary and Secondary Education Act (ESEA), reauthorized in 2015 as the Every Student Succeeds Act (ESSA), highlights these civil rights by requiring states to establish and implement standardized entrance and exit procedures for EL students, including EL students with disabilities. As part of this requirement, the state's English Language Proficiency (ELP) assessment must be used in the state's procedures in making redesignation and exit decisions for EL students. The proficiency score(s) on the (ELP) assessment must be set at a level that enables students to effectively participate in grade-level content instruction. Additional objective criteria may also be used as supplemental information in determining whether to redesignate a student, but these additional sources may not take the place of a proficient score on an ELP assessment (U.S. Department of Education, 2016).

Redesignation Context for the 2021-2022 School Year

The COVID-19 pandemic has presented challenges for required assessments used to redesignate EL students into monitor status. Per U.S. Department of Education (USED) guidance on May 18, 2020 (www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf) and restated in the January 18, 2021 Addendum (oese.ed.gov/files/2021/01/English-Learner-Fact-Sheet-Addendum-01-18-2021.pdf), to be eligible for EL redesignation in the 2021-2022 school year, a student must meet Colorado's "English Proficient" level(s) on ACCESS for ELLs and Alternate ACCESS as indicated in the Pathways below. Per USED guidance, if an English learner student did not participate in the 2021 ELP assessment window or does not have an Overall or Literacy score, that student may not be considered for EL redesignation. Only students whose disabilities preclude their participation in one or more language domains may be considered for redesignation without an overall and literacy score(s) on ACCESS for ELLs or Alternate ACCESS. In these cases, the school/district must collect evidence to demonstrate proficiency in the non-tested language domain(s) on ACCESS for ELLs or Alternate ACCESS.

CDE is continuing to work with state and national stakeholders to explore options for EL students to demonstrate English proficiency that did not participate in the administration of ACCESS/Alternate ACCESS for safety and health concerns due to COVID 19 pandemic. As more guidance and information becomes available, CDE will update the 2021-2022 Redesignation Guidance, as necessary.

English Learner Redesignation Procedures

Redesignation is a term that describes a process that districts and schools develop to determine when English learners are fluent English proficient and can transition successfully to classrooms, with minimal ELD support. It is a term that is used when a student's English language proficiency level changes from Limited English Proficient (LEP) to FEP Monitor 1.

This process is initiated by the annual ELP assessment data: ACCESS for ELLs (Pathway 1) or Alternate ACCESS (Pathway 2). ELD and Individual Education Program (IEP) teams are responsible for determining which of the pathways presented in this framework is the most appropriate for individual EL students with disabilities. The teams work in partnership to decide which pathway is best suited for the student (e.g., whether the student should take the general ELP assessment or an alternate ELP assessment, and/or whether the student should participate in all or some of the domains).

Pathway 1: ACCESS for ELLs Assessment Data (See visual on page 4)

Pathway 1a.

Districts/schools should consider EL students whose score meets the ACCESS for ELLs Assessment criteria for English language proficiency (4.0 Overall and 4.0 Literacy) eligible for redesignation. If the district/school determines that the student meets the standardized state ELP assessment criteria, two additional pieces of evidence must be collected to confirm the student's ELP. Evidence must include two pieces of local data that demonstrates success in reading and writing through English Language Arts (ELA), science, social studies, and/or math as comparable to non-EL/native English speaking peers.

Pathway 1b.

Districts/schools should consider this pathway, when a student's ACCESS for ELLs assessment is incomplete, a misadministration of a particular section has occurred, or the district/school has determined the score(s) are not reflective of the student's typical performance and/or English proficiency level.

In addition, EL students with disabilities whose disabilities preclude assessment in one or more domains (i.e., significant language disability, deaf or hard of hearing, intellectual disability, and/or visually impaired) should be considered and possibly eligible for redesignation through pathway 1b. State and federal law require schools and districts to provide EL students with disabilities both English Language Development services and special services to support their individual learning needs. Therefore, districts and schools need to ensure that students with disabilities have been provided with adequate and quality ELD services before considering redesignation through pathway 1b.

CDE recommends that districts/schools establish a trajectory to ELP based on all EL students and consider, at a minimum: proficiency level at the time of enrollment, grade span, and program model(s). EL students with a disability and on an IEP should be provided, at a minimum, the same time to attain English language proficiency, as all other EL students before considering the student for redesignation.

Pathway 2: Alternate ACCESS Data (See visual on page 5)

Pathway 2a.

Districts/schools should consider EL students with disabilities whose score meets the Alternate ACCESS Assessment criteria for English language proficiency (P1 Overall and P1 Literacy) eligible for redesignation. If the district determines that the student meets the standardized state Alternate ELP assessment criteria, two additional pieces of evidence must be collected to confirm the student's ELP:

1) At least one piece of local data that demonstrates adequate performance and/or proficiency in English.
   - This should be reviewed in collaboration with ELD and special education specialists.
   - The data should be representative of multiple years of ELD and special education services which have been provided in an integrated manner.
2) At least one piece of local data that demonstrates broad generalization of skills in English in the content areas of ELA, Science, Socials Studies, and/or Math.
   - The student demonstrates sufficient English language to adequately understand and/or express themselves in one or all four domains (listening, speaking, reading, and writing). Skills demonstrated are reflective of the integration between language objectives and individualized goals for the English learner with a disability.

Pathway 2b.

Districts/schools should consider this pathway, when a student's Alternate ACCESS assessment is incomplete, a misadministration of a particular section has occurred, or when for EL students with disabilities whose disabilities preclude assessment in one or more domains (i.e., significant language disability, deaf or hard of hearing, intellectual disability, and/or visually impaired) should be considered and possibly eligible for redesignation through pathway 2b. State and federal law require schools and districts to provide EL students with disabilities both ELD services and special services to support their individual learning needs. Therefore, districts and schools need to ensure that students with disabilities have been provided with adequate and quality ELD services before considering redesignation through pathway 2b.

Pathway 1: ACCESS for ELLs Assessment Data

PATHWAY 1 ACCESS for ELLs ASSESSMENT DATA		
ASSESSMENT CRITERIA	1a. Meet CDE criteria for demonstrating English Language Proficiency on ACCESS for ELLs • 4.0 Overall AND • 4.0 Literacy	1b. Meet *partial* CDE criteria by demonstrating English Language Proficiency on ACCESS for ELLs • <4.0 Literacy OR • <4.0 Overall Composite or no overall composite score reported * AND MUST INCLUDE • One additional piece of evidence that confirms English proficiency that is aligned with the CELP standard(s) in missing domain(s) or that does not reflect typical student performance *
	AND MUST INCLUDE ADDITIONAL DATA AND PIECES OF EVIDENCE LISTED BELOW	
BODY OF EVIDENCE	• 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 INCLUDE** • At least one piece of local data that demonstrates success in Writing through English Language Arts (ELA), Science, Social Studies, and/or Math as comparable to non-EL/native English-speaking peers	
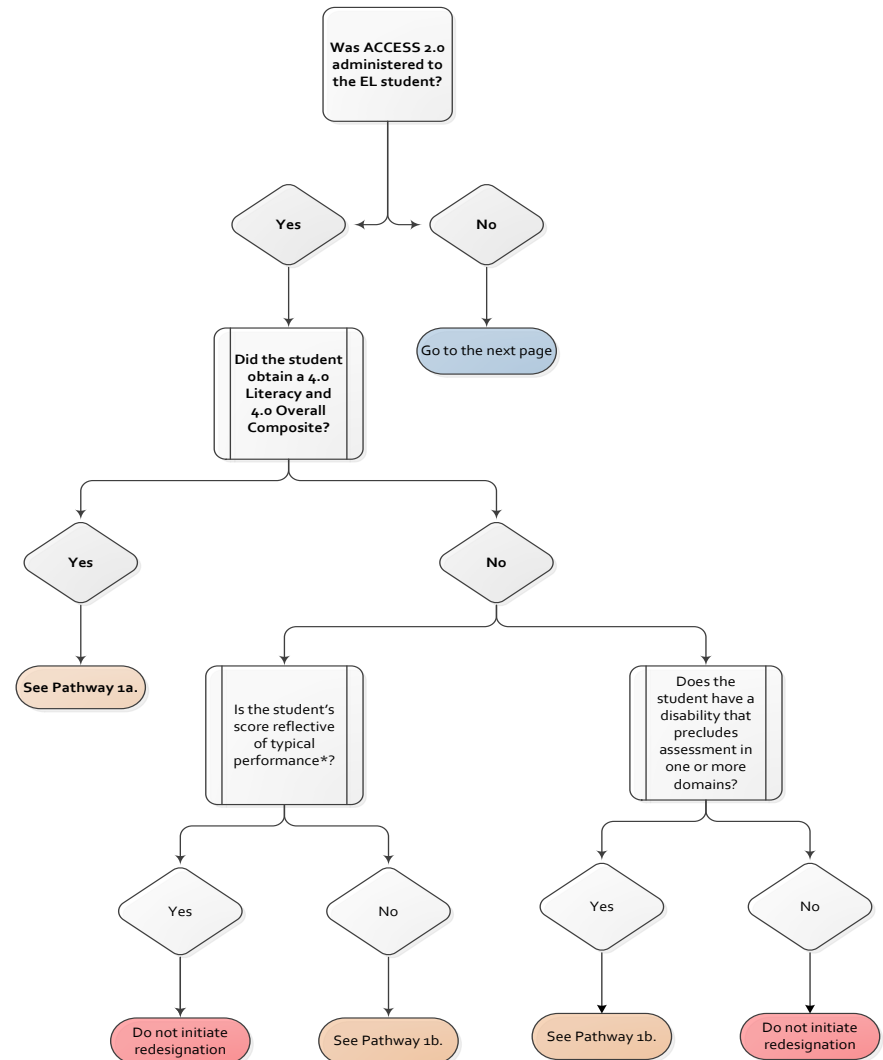
* To be used for students whose score does not reflect typical performance OR for EL students with disabilities whose disabilities preclude assessment in one or more domains

Pathway 2: Alternate ACCESS Assessment Data

PATHWAY 2 ALTERNATE ACCESS ASSESSMENT DATA		

ASSESSMENT CRITERIA	2a. Meet CDE criteria for demonstrating English Language Proficiency on Alternate ACCESS
	• P1 Overall
	  AND
	• P1 Literacy
		2b. Meet *partial* CDE criteria by demonstrating English Language Proficiency on ACCESS for ELLs
		• <P1 Literacy*
		  OR
		• <P1 Overall Composite or no overall composite score reported *
		
		AND MUST INCLUDE
		• One additional piece of evidence that demonstrates success in English as demonstrated through the CAS (Colorado Academic Standards) Extended Evidence Outcomes (EEOs) and/or CELP standard(s) in missing domain(s).

AND MUST INCLUDE ADDITIONAL DATA AND PIECES OF EVIDENCE LISTED BELOW		
BODY OF EVIDENCE	• At least one piece of local data that demonstrates adequate performance and/or proficiency in English. • At least one piece of local data that demonstrates generalization of skills in English in the content areas of ELA, Science, Socials Studies, and/or Math.	
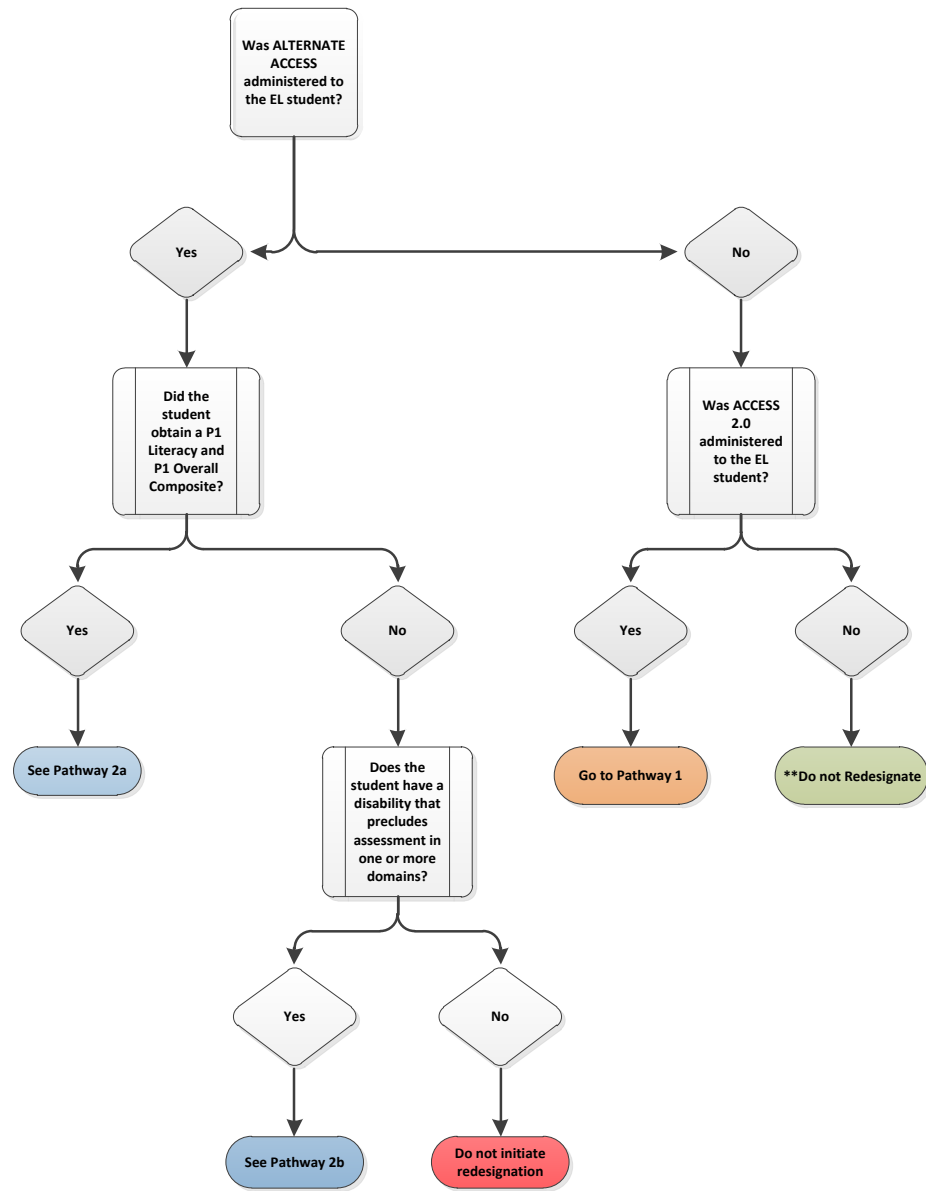
To be used for EL students with disabilities whose disabilities preclude assessment in one or more domains
*** USED not allowing Redesignation for students who did not take ACCESS/Alternate ACCESS in SY21-22*

Standardized Body of Evidence

Colorado's standardized redesignation procedures include ELP assessment criteria to initiate the redesignation process using ACCESS for ELLs and Alternate Access. Districts/schools must develop and implement a standardized process, to include objective criteria, for further investigation and confirmation of a student's ability to meet grade-level performance expectations through a body of evidence to demonstrate success in grade level reading and grade level writing. In the event a student's score does not reflect typical performance OR the student's disabilities preclude assessment in one or more domain(s), one additional piece of evidence that confirms English proficiency that is aligned with the CELP standard(s) in missing domain(s) must be collected to confirm proficiency in that language domain.

Language Proficiency	Grade Level Academic Content Proficiency
- District Review Committee Evaluation ≥ 4.0 proficiency in 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 (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*)

Standardized Body of Evidence: EL students receiving instruction on the CAS Extended Evidence Outcomes (EEOs)

When EL students receive their instruction through the Extended Evidence Outcomes (EEOs) *and* are administered the Alternate ACCESS assessment, the student's body of evidence must include a piece of evidence that demonstrates relevant English proficiency and/or performance as demonstrated through the CAS Extended Evidence Outcomes (EEOs) and/or CELP standard(s) in missing domain(s). In addition, the body of evidence (BOE) must also include a piece of evidence that demonstrates student's generalization of skills in English in the content areas of ELA, Science, Social Studies, and/or Math.

The table below includes examples of evidence that could be used in the body of evidence
for students who receive their instruction on the CAS EEOs and are on an IEP

Demonstration of Adequate English Performance/Proficiency	Demonstration of Generalization of Skills in Content Area(s)
• District/school review evaluation team in collaboration with student's IEP team (MTSS/Progress monitoring teams) • Language Samples (reading, writing, listening, and speaking) • Observation Protocols (ex. District/School, 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 • WIDA Alternate Model Performance Indicators • IEP Progress Monitoring Data • Functional Communication Skills/Checklist	• District/school review evaluation team in collaboration with student's IEP team (RTI/Progress monitoring teams) • Evaluation of Common Grade Level Assessments (formal or informal) • Demonstration of meeting grade-level Extended Evidence Outcomes (EEOs) • District/School Observation Protocols that incorporate a variety of school environments and people • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District/School Assessments • Student Performance Portfolios • READ Act Assessment: Colorado Emergent Literacy Scales (CELS) • WIDA Alternate Model Performance Indicators • IEP Progress Monitoring Data • Functional Communication Skills/Checklist • CMAS-COALT: 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*)

Monitoring of EL Students

When schools/districts determine EL students are Fluent English Proficient (FEP), they must monitor students' linguistic and academic progress for two years. If the EL student is not progressing academically as expected, and monitoring suggests persistent or developing language need, schools/districts should consider re-evaluating the student's English language proficiency level and determine if the student needs additional English Language Development (ELD) program services and provide the appropriate English language development instruction. If the student is re-entered into the ELD program, the school/district must document the reasons why and provide notification to and receive consent from the guardian(s) of the EL student.

If the EL student continues to make academic progress in year 1 of monitoring, as determined by the school/district, the following school year the student is placed in year 2 of monitoring. Upon completion of two full school years of monitoring, the EL student will be moved to exit status in the Colorado Data Pipeline.

Dually Identified Students: When schools/districts make a determination that a student is an EL and is placed on an IEP, they must monitor the IEP goals for continued academic progress, as well as the student's linguistic and academic progress. IEP goals should delineate the mode of communication used by the student in acquiring functional and academic skills. Should monitoring of IEP goals identify persistent or developing language needs, schools/districts should consider re-evaluating the student's English language proficiency level to determine whether additional ELD program services are necessary and provide documentation in the IEP regarding who will be providing the supports and how the English language supports will be provided.

References

Linquanti, R. & Cook, H. G (2015). *Re-examining Reclassification: Guidance from a National Working Session on Policies and Practices for Exiting Students from English Learner Status.* Washington, DC: Council of Chief State School Officers. (Available at WestEd website at www.wested.org/resources/re-examining-reclassification/).

Molle R., et. Al. (2016). *Discerning — and Fostering — What English Learners Can Do With Language: Guidance on Gathering and Interpreting Complementary Evidence of Classroom Language Uses for Reclassification Decisions.* Washington, DC: Council of Chief State School Officers. (Available at WestEd website at www.wested.org/resources/discerning-and-fostering-what-english-learners-can-do-with-language/).

U.S Department of Education (2016). *Tools and resources for Monitoring and Exiting English Learners from EL Programs and Services* (English Learner Toolkit Chapter 8 available at US Department of Education website at www2.ed.gov/about/offices/list/oela/8nglish-learner-toolkit/index.html).

Additional Resources

Colorado Department of Education, Office of Culturally and Linguistically Diverse Education, 2018-2019 Redesignation Guidance at http://www.cde.state.co.us/cde_english/redesignation

National Center on Educational Outcomes, *Meeting the Needs of ELs with Disabilities in Your State: making EL Exit Decisions* at https://nceo.info/Resources/publications/OnlinePubs/briefs/brief13/brief13/brief13.html

U.S Department of Education, Office of English Language Acquisition, English Learner Toolkit, September 2015, Chapter 6 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

Colorado Academic Standards at www.cde.state.co.us/standardsandinstruction

Colorado English Language Proficiency Standards at www.cde.state.co.us/coenglangprof

Colorado Instructional Standards and Adaptations for Students with a Disability at www.cde.state.co.us/cdesped/instructionalstandards

Council of Chief State School Officers, CCSSO English Learners with Disabilities Guide at www.ccsso.org/sites/default/files/2017-11/CCSSO%20ELSWD%20Guide_Final%2011%2011%202017.pdf

Where can I learn more?
- Office of Culturally and Linguistically Diverse Education at www.cde.state.co.us/cde_english/redesignation
- Office of ESEA Programs at www.cde.state.co.us/fedprograms/tiii/index