



## 2020-2021 Interim EL Redesignation Procedures

Colorado was fortunate to complete the English Language Proficiency (ELP) assessment (ACCESS/Alternate ACCESS) window which occurred January 13 through February 14, 2020 before distance learning began. Per USED guidance on May 18, 2020 in order to be eligible for EL redesignation in the 2020-2021 school year, a student must meet Colorado’s “English Proficient” level(s) on ACCESS for ELLs and Alternate ACCESS as indicated in the table below:

<b>ACCESS for ELLs</b>	<b>Alternate ACCESS</b>
<b>4.0 Overall and 4.0 Literacy</b>	<b>P1 Overall and P1 Literacy</b>

Per USED guidance, if an English Learner (EL) student did not participate in the 2020 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.

### Body of Evidence

The Office of CLDE recognizes that standardized criteria could be different during distance learning, and that not all schools/districts will be able to collect a standardized Body of Evidence (BOE). If schools/districts are unable to collect a standardized body of evidence, the ELP assessment scores may be used solely to determine a student’s redesignation to Fluent English Proficient Monitor Year 1 (FEP M1.)

A window of opportunity, before 2020 Student October Count, to confirm/refute ACCESS for ELLs and Alternate ACCESS proficiency scores will be granted when in-person instruction resumes and/or a school/district is able to measure proficiency levels and determine success in grade level reading and writing during distance learning.

Districts/schools that are able to collect a standardized BOE to determine success in grade level reading and writing during distance learning are encouraged to do so. Upon resuming in-person instruction, schools/districts may want to use the window of opportunity to gather additional local standardized data demonstrates success in reading and writing, science, social studies, and/or math as comparable to non-EL/native English-speaking peers. Similarly, schools/districts should consider collecting additional English language proficiency data, acknowledging that the ELP assessment was given in the beginning of 2020 before the distance learning took place which greatly impacted English Language Development (ELD) instruction.



## Monitoring of English Learners

When districts/schools determine that English learners are FEP, they must monitor students' linguistic and academic progress for two years. Monitoring of redesignated English learners will be particularly important for the next few years after this time of distance learning has ended. As is always the case, if the FEP 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 will need additional ELD program services and provide the appropriate ELD 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. While distance learning is in place, a school/district may need to modify their monitoring process and data points to adjust for information that is available.

*Dually Identified Students:* When schools/districts make a determination that a student is an English learner and is placed on an Individualized Education Program (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. More monitoring guidance will be released in the coming months.