

# Interim Guidance for Redesignation\*

(From LEP to FEP Monitor Year 1)

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

The Colorado Department of Education (CDE) has set minimum redesignation criteria that districts validate or invalidate by using a body of evidence that represents local data that is also used for determining English language proficiency and academic growth of students.

To facilitate scheduling and resource management, districts often make initial redesignation determinations in the spring after receipt of ACCESS for ELLs results. However, results of state-mandated academic assessments, except for third grade reading, are not currently available until mid-July. Best practice includes a process for incorporating current state academic assessment scores before final determination of FEP status. Additionally, most students should not be considered for redesignation until after completion of third grade when individual student state academic assessments results (TCAP) are available.

The following assessment criteria are triggers for evaluating student eligibility for redesignation from LEP to FEP Monitor Year 1, as well as designation of FEP Monitor Year 2 and FEP Exit status.

## Minimum Performance To Be Used as Triggers for Redesignation/FEP status



### Body of Evidence

A body of evidence is assembled to determine and support or refute a redesignation decision for a student. In addition to state assessments, at least three additional unique pieces of evidence must be collected to support the redesignation decisions.

A body of evidence must include, at a minimum:

- State mandate English language proficiency assessment (currently ACCESS for ELLs).
  - At least one piece of evidence to validate or invalidate ACCESS for ELLs results.

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- State mandated Reading and Writing assessments (currently TCAP).
  - At least one piece of evidence to validate or invalidate TCAP results for Reading.
  - At least one piece of evidence to validate or invalidate TCAP results for Writing.

A body of evidence should represent local data that is used to define academic growth and achievement as well as linguistic growth and proficiency of students. Sources of data for the body of evidence may include, but are not limited to:

<u>Language Proficiency</u>	<u>Academic Achievement</u>
<ul style="list-style-type: none"> <li>• District Review Committee Evaluation</li> <li>• Proficiency on each language domain of ACCESS for ELLs</li> <li>• Language Samples (Reading, Writing, Listening, and Speaking)</li> <li>• Observation Protocols (ex. SOLOM)</li> <li>• District Language Proficiency Assessments (IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.)</li> <li>• Diagnostic Assessments</li> <li>• Student Journals</li> <li>• English language development checklists</li> <li>• District native language assessments (if applicable)</li> <li>• Student performance portfolios</li> <li>• District language development formative assessments</li> <li>• WIDA CAN-DO Descriptors</li> <li>• WIDA Speaking and Writing Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• District Review Committee Evaluation</li> <li>• Common grade level assessments (formal or informal)</li> <li>• Demonstration of meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs)</li> <li>• Observation Protocols (ex. SOLOM)</li> <li>• District content-specific achievement assessments</li> <li>• Diagnostic Assessments</li> <li>• Student Journals</li> <li>• Achievement checklists</li> <li>• District assessments in native language (if applicable)</li> <li>• Student performance portfolios</li> <li>• 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)</li> </ul>

**FEP Monitor Year 1 and FEP Monitor Year 2**

Upon completion of two years of monitoring, a student is eligible to be exited formally from the English language proficiency program. However, if needed and supported by a body of evidence, student can be reclassified as LEP.

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.

**Criteria for Formal Exit from English Language Proficiency Program**

Per State and Federal law students must be monitored for two years. At the end of each monitor year, student progress must be evaluated using District-determined criteria, which must include, at a minimum, State redesignation criteria.

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