COLORADO DEPARTMENT OF EDUCATION

2026-2027 Colorado Standardized Redesignation Procedures

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 district and school* obligations in providing quality English Language Development (ELD) instruction through a Language Instruction Educational Program (LIEP) to identified Multilingual Learners (MLs). As part of these requirements, districts must provide ELD instruction until the student attains Fluent English Proficiency (FEP) and can meaningfully access grade-level content instruction with no additional ELD instruction nor linguistic scaffolds. The Elementary and Secondary Education Act (ESEA), reauthorized in 2015 as the Every Student Succeeds Act, highlights these civil rights by requiring states to establish and implement standardized entrance and exit procedures for ML students, including ML students with disabilities. As part of this requirement, the state's suite of English Language Proficiency (ELP) assessments, Kindergarten ACCESS, ACCESS for ELLs 1-12, and Alternate ACCESS (referred to in this document as WIDA ACCESS when referring to all assessments, or ACCESS for ELLs 1-12 or Alternate ACCESS when distinguishing between the two assessments) must be used in the state's standardized procedures in making redesignation and exit decisions for ML students. ESSA requires states to set proficiency score(s) on the ELP assessment 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 must not take the place of a proficient score on an ELP assessment (U.S. Department of Education, 2016).

The COVID-19 pandemic presented challenges for required assessments used to redesignate ML students into monitor status. Per U.S. Department of Education (USED) guidance on May 18, 2020 and restated in the January 18, 2021 Addendum, to be eligible for redesignation in the 2026-2027 school year, ML students must meet Colorado's "English Proficient" level(s) on ACCESS as outlined in the Pathways below. Per USED guidance, if an ML student did not participate in the 2026 Colorado ELP assessment window or does not have an Overall or Literacy score, that student may not be considered for redesignation. Only students whose disabilities preclude their participation in one or more language domains, or whose ELP assessment is incomplete due to a documented misadministration of a particular section, or a student with a documented absence during the Colorado WIDA ACCESS testing window may be considered for redesignation without an overall and literacy score(s) on WIDA ACCESS. In these rare cases, the districts and schools must collect a Body of Evidence (BOE) to demonstrate proficiency in the non-tested language domain(s) on WIDA ACCESS. For more information regarding test accommodations and the annual assessment window, contact CDE's Assessment Office.

The Colorado Department of Education (CDE) requires that districts and schools follow the procedures and guidance outlined in this document when developing and implementing procedures to redesignate ML students.

** Please note: In this document, the term "district and school" references any public local educational agency, the State Charter School Institute, as well as, public facility, online, and charter schools (Title 22, C.R.S. 22-1-101).*

Multilingual Learner Redesignation Procedures

Redesignation is a term that describes a process that districts and schools develop to determine when MLs are fluent English proficient and can meaningfully access grade-level content instruction with no additional ELD instruction nor linguistic scaffolds. It represents a student's English language proficiency level has changed from Non English Proficient (NEP) or Limited English Proficient (LEP) to Fluent English Proficient (FEP) Monitor 1 based on an evaluation using the annual ELP assessment scores and a collection of evidence which supports this change.

This process is initiated by the **current annual summative ELP assessment data**, WIDA ACCESS. WIDA ACCESS Cut points and proficiency levels determine NEP, LEP, and FEP placement in state reporting on Student October the following school year. ELD and Individual Education Program (IEP) teams are responsible for determining which of the pathways presented below is the most appropriate for individual ML 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). To ensure that the language proficiency of such a student is validly and reliably assessed, the Individualized Education Program (IEP) Team or, in the case of a student served only under Section 504 or Title II of the ADA, the Section 504 Team or individual or group designated to make those decisions under Title II of the ADA, must determine whether an ML with a disability needs to receive appropriate accommodations on the general annual summative ELP assessment or, for an ML who is a student with a Most Significant Cognitive Disability (MSCD) as identified under 34 CFR §200.6(a)(1)(ii), needs to take an alternate assessment to the general ELP assessment, if he or she cannot take the general ELP assessment, even with appropriate accommodations.

In addition to the annual ELP assessment scores, districts and schools are required to **collect a body of evidence** to demonstrate students' ability to meaningfully access grade-level content instruction with no additional ELD instruction nor linguistic scaffolds. In order to comply and document student demonstration of English proficiency level and student's ability to meaningfully access grade-level content instruction with no additional ELD instruction nor linguistic scaffolds, districts and schools must establish and document standardized measures and metrics across K-12 grade levels that define grade level success in reading and grade level success in writing.

When determining grade level success in reading and writing, districts and schools should ensure students eligible for redesignation can access grade-level content and perform academically similarly to Former Multilingual Learners and students never identified for LIEP instruction. Additionally, districts and schools must communicate and monitor their redesignation procedures and processes to all staff to ensure consistent implementation across all schools and grade levels.

Timeline for Redesignation Procedures

Month	Procedures and Processes
January-February	WIDA ACCESS administration
March-June	Begin collecting a Body of Evidence (BOE)
May	WIDA ACCESS scores are available and must be shared with families
May-July	Determine redesignation eligibility
August	Adjust student's schedule to reflect redesignation decisions, when applicable
August-October	Submit student's language proficiency during Student October Count

To demonstrate compliance, CDE strongly recommends that districts and schools develop a clearly articulated process in written form that includes, at a minimum:

- ✓ District and school developed "redesignation form" that includes all criteria for assessments, classroom observations, or analysis of student work to demonstrate ML students meet district and school expectations for grade level success in reading and writing. This documentation may be collected during the ELL Factor Fund Audit submission.
- ✓ Detailed roles and responsibilities of personnel involved in redesignation (i.e., ELD educators providing access to grade-level content, assessment and/or data personnel, and district and school leadership) should include staff responsible for gathering data, instructional staff, and LIEP program staff. Instructional staff should not be pulled from core grade-level or ELD instruction to assess students, collect data, or perform tasks associated with redesignation.
- ✓ The student's body of evidence collected during the redesignation process must be well-documented and kept in the student's records. In addition, CO districts are instructed to provide student assessment data when a student transfers out of the school district. Specifically, ELP assessment results and other records related to redesignation should follow the student into a new district as described in ECEA Rules and the Transcript and Records Checklist.

Districts and schools are strongly encouraged to review and must comply with student data retention security and privacy policies. The School District Records Management Manual in the Colorado State Archives outlines procedures to securely store paper test kits and safely transfer student records/score reports and other relevant documentation used to identify multilingual learners.

As provided under SB21-268 and beginning with fiscal year 2021-2022, the English Language Learner funding factor will be included in the calculated total program funding for each district. Compliance audits including a review of documentation, such as the district redesignation process and associated forms, requires districts and schools to retain score reports following guidance found in the English Language Learner Count Audit Resource Guide.

Each year, regardless of redesignation determination, WIDA ACCESS Individual Student Reports (ISRs) should be shared with parents or guardians before the end of the school year. Please note that these reports are confidential, and both electronic and hard copy distributions must comply with state and federal privacy laws, as well as local school board policies.

Pathway 1: WIDA ACCESS for ELLs Assessment Data

Pathway 1a: Districts and schools must consider ML students whose score meets the WIDA ACCESS Assessment criteria for English language proficiency (4.0 Overall AND 4.0 Literacy) eligible for redesignation. If the district and school determine that the student meets the standardized state ELP assessment criteria, two additional pieces of evidence must be collected to demonstrate the student's ability to transition to classrooms with minimal and appropriate ELD support. Districts are not permitted to raise or lower the statewide exit criteria for multilingual learners beyond the state-established thresholds; ML students whose score meets the WIDA ACCESS Assessment criteria for English language proficiency (4.0 Overall AND 4.0 Literacy) must be considered eligible for redesignation. Furthermore, districts must not consider a student eligible for redesignation if the student's scores fall below the state-established ELP assessment criteria.

Evidence must include two pieces of local data that demonstrate:

1. success in **reading** through English Language Arts (ELA), science, social studies, and/or math as comparable to English proficient peers **AND**
2. success in **writing** through English Language Arts (ELA), science, social studies, and/or math as comparable to English proficient peers.

If a student scored English proficient on the ELP assessment but the district's local determined body of evidence indicates that the student should not be exited, then that student would remain ML until the student meets both the ELP assessment scores and local body of evidence redesignation criteria (ESEA 3113(b)(2)).

Pathway 1b: Districts and schools should consider this pathway when a student's WIDA ACCESS assessment is incomplete due to a documented misadministration of a particular section, or a student with a documented absence.

Additionally, ML students with disabilities whose disabilities preclude assessment in one or more domains (i.e., significant learning disability, deaf or hard of hearing, intellectual disability, and/or visually impaired) must be considered and possibly eligible for redesignation through pathway 1b. State and federal law require schools and districts to provide ML students with disabilities both English language development instruction through a Language Instruction Educational Program (LIEP) 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 instruction before considering redesignation through pathway 1b. CDE recommends that districts and schools establish a trajectory to ELP based on all ML students and consider, at a minimum: English language proficiency level at the time of enrollment, grade span, and LIEP model(s). ML students with a disability should be provided, at a minimum, the same time to attain English language proficiency, as all other ML students before considering the student for redesignation.

In these rare cases, the districts and schools must collect a body of evidence to demonstrate proficiency in the non-tested language domain(s) on WIDA Alternate ACCESS in addition to the reading and writing body of evidence required for Pathway 1. Evidence must include local data that demonstrates:

1. 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 English proficient peers,
2. 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 English proficient peers; AND
3. One additional piece of evidence that confirms English proficiency that is aligned with the CELP standard(s) in each missing language domain(s)

If a student scored English proficient on the ELP assessment but the district's local determined body of evidence indicates that the student should not be exited, then that student would remain ML until the student meets both the ELP assessment scores and local body of evidence redesignation criteria (ESEA 3113(b)(2)).

Pathway 2: WIDA Alternate ACCESS Data

Pathway 2a: Districts and schools should consider ML students with disabilities whose score meets the WIDA Alternate ACCESS Assessment criteria for English language proficiency (3.0 Overall AND 3.0 Literacy) eligible for redesignation. Districts are not permitted to raise or lower the statewide exit criteria for multilingual learners beyond the state-established thresholds; ML students whose score meets the WIDA Alternate ACCESS Assessment criteria for English language proficiency (3.0 Overall AND 3.0 Literacy) must be considered eligible for redesignation. Furthermore, districts must not consider a student eligible for redesignation if the student's scores fall below the state-established ELP assessment criteria. If the district and school determine that the student meets the standardized state Alternate ELP assessment criteria, two additional pieces of evidence **must** be collected to confirm or refute the student's ELP level:

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 instruction and services which have been provided consistently 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/multilingual learner with a disability.

If a student scored English proficient on the ELP assessment but the district's local determined body of evidence indicates that the student should not be exited, then that student would remain ML until the student meets both the ELP assessment scores and local body of evidence redesignation criteria (ESEA 3113(b)(2)).

Pathway 2b: Districts and schools should consider this pathway only when a student's WIDA Alternate ACCESS assessment is incomplete due to a documented absence, or a misadministration of a particular section has occurred. Additionally, ML students with disabilities whose disabilities preclude assessment in one or more domains (i.e., significant learning 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 ML students with disabilities both ELD instruction through a LIEP 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 instruction before considering redesignation through pathway 2b.

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

In these rare cases, the districts and schools must collect a body of evidence to demonstrate proficiency in the non-tested language domain(s) on WIDA Alternate ACCESS in addition to the reading and writing body of evidence required for Pathway 2. Evidence must include local data that demonstrates:

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 instruction and services which have been provided consistently 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/multilingual learner with a disability; AND
3) 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 **each missing domain(s).**

If a student scored English proficient on the ELP assessment but the district's local determined body of evidence indicates that the student should not be exited, then that student would remain ML until the student meets both the ELP assessment scores and local body of evidence redesignation criteria (ESEA 3113(b)(2)).

Standardized Body of Evidence Examples

English Language Proficiency	Grade Level Academic Content Proficiency
• District and School Review Committee Evaluation • Language Samples (reading, writing, listening, and speaking) • Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.) • District and School 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 and School 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 and School Content-specific Proficiency Assessments • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District and School 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)*

In addition to the WIDA ACCESS scores, districts and schools are required to collect a body of evidence to demonstrate student's ability to transition to grade-level classrooms and content, with minimal and appropriate ELD support. In order to comply and document student demonstration of English proficiency level and student's ability to transition to classrooms with minimal and appropriate ELD support, districts and schools must establish and document standardized measures and metrics across K-12 grade levels that define grade level success in reading and grade level success in writing. Additionally, districts and schools must communicate and monitor redesignation procedures and processes to all staff to ensure consistent implementation across all schools/grade levels.

A. Districts and schools must establish expectations of student grade level performance and set criteria to determine eligibility for redesignation – failure to do so, does not necessitate an automatic redesignation for students.
B. District and school processes must state clearly articulated expectations to meet established criteria.

When a student's WIDA ACCESS assessment is incomplete due to documented absence or a documented misadministration of a particular section of the WIDA ACCESS assessment has occurred, 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.

Standardized Body of Evidence Examples for Students Receiving Instruction on the CAS Extended Evidence Outcomes (EEOs)

Demonstration of Adequate English Performance/Proficiency	Demonstration of Generalization of Skills in Content Area(s)
• District and 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 and School 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 and 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 and School Observation Protocols that incorporate a variety of school environments and people • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District and 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)*

When ML students receive their instruction through the Extended Evidence Outcomes (EEOs) *and* are administered the WIDA 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.

Monitoring of FEP M1 and FEP M2 Students

Redesignation occurs when districts and schools determine ML students are Fluent English Proficient (FEP) and formally redesignate them successfully to meaningfully access grade-level content classrooms with no additional ELD instruction nor linguistic scaffolds. In data reporting, students who are redesignated are classified as Fluent English Proficient Monitor Year 1 (FEP M1) and Fluent English Proficient Monitor Year 2 (FEP M2) and will not take the annual state assessment for English language proficiency, WIDA ACCESS for ELLs 1-12 and WIDA Alternate ACCESS. However, districts, schools, and public charters have an obligation under Title VI of the Civil Rights Act, EEOA, ESSA, and ELPA to monitor FEP M1 and FEP M2 students' linguistic and academic progress during these two years. Monitoring must ensure the FEP students are able to actively participate and access the grade-level content similar to Former ML and students never identified for LIEP instruction. Monitoring must occur even for FEP students whose parents formally opted them out of the LIEP.

The districts and schools must develop and document a monitoring process that includes:

- ✓ The criteria for assessments, classroom observations, or analysis of student work to demonstrate ML students are continuing to progress academically, on grade-level standards without the targeted ELD instruction provided in the LIEP;
- ✓ Structured meetings between the CLDE teacher/coach/coordinator and the student's content teachers and/or the district and school data driven instruction team to discuss the student's academic progress and progress in continuing to develop English language proficiency;
    - End of school year determination of student's progression to FEP M2, FEP Exit Year 1, or re-entry into LIEP; and
- ✓ Ongoing conversations with the student and student's family about their academic performance and English language development.
- ✓ The student's body of evidence collected during the monitoring process should be well-documented and kept in the student's records.

During monitoring, if the student does not continue to meet academic goals and/or requires additional English language proficiency instruction, appropriate academic and ELD support and instruction must be provided. Establishing rigorous monitoring systems that include periodic benchmarks allows districts and schools to effectively monitor student progress over time. More information regarding monitoring tools and resources can be found in Chapter 8 of the OELA English Learner Toolkit.

When the FEP student is not progressing academically or linguistically as expected, districts and schools should re-evaluate the student's English language proficiency level, following Colorado's Standardized Identification Procedures, and determine if the student would benefit from additional English language development instruction and provide a targeted, appropriate LIEP. If the student is re-entered into the LIEP program, the district and school must document the WIDA Screener scores and collect a local body of evidence to make re-identification determinations. Written notification to parents and guardian of their student's reenrollment into the LIEP program is required. More information about statutorily required elements related to written parent notification letter can be found in Chapter 7 of the OELA English Learner Toolkit.

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

Dually Identified Students

When districts and schools make a determination that a student is an ML 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, districts and schools should consider re-evaluating the student's English language proficiency level to determine whether additional language instruction educational program services are necessary and provide documentation in the IEP regarding who will be providing the instruction and how the English language development instruction will be provided.

Appendix A
Sample Standardized ML Redesignation Procedures Form

Districts and schools may use this sample form or adopt their own form to document all the required steps for Multilingual Learner (ML) Redesignation in Colorado. Procedures support the evaluation of WIDA ACCESS scores and local Body of Evidence (BOE) used to confirm a student can effectively access grade-level content without English Language Development (ELD) instruction or programming.

Disclaimer: this form is intended to be printed and completed by hand. It is designed for physical use rather than digital interaction, some elements may not meet full digital accessibility standards.

Student: _____ School:_____ Grade: _____

Current English Language Proficiency Level:_____

Students must not exit from ML status unless the student has demonstrated proficiency on the state approved ELP assessment that includes the four domains of listening, speaking, reading, and writing. There is an exception for an ML with a disability whose disability makes it impossible for the student to be assessed in a particular domain because there are no appropriate accommodations for assessing the student in that domain; such student can be exited from ML status based on the student's score on the remaining domains in which the student was assessed (Elementary and Secondary Education Act, ESEA).

Step 1: English Language Proficiency (ELP) Assessment (scores alone cannot redesignate ML)

WIDA ACCESS administered on _____ (date)

Indicate which test was administered: ☐ ACCESS for grades 1-12 ☐ ACCESS for Kindergarten ☐ Alternate ACCESS

WIDA ACCESS Scores: Speaking: _____ Listening: _____ Reading: _____ Writing: _____Overall: _____ Literacy: _____ Date Tested: _____

☐ WIDA ACCESS accommodations (aligned with IEP goals) were provided during testing

☐ No accommodations (aligned with IEP goals) were available during testing

☐ Student meets the Colorado Minium Cut Score for WIDA ACCESS (Overall & Literacy ≥ 4.0)

☐ Student meets the Colorado Minium Cut Score for WIDA Alternate ACCESS (Overall & Literacy ≥ 3.0)

Step 2: Body of Evidence (evidence alone cannot redesignated ML)

Collect student work and evaluate one piece of student work in reading and one piece of evidence in writing using a rubric or other objective criteria to determine whether ML student meets district or school expectations to meaningfully access grade-level content with no additional ELD instruction or linguistic scaffolds. Educator notes and any related documents used to evaluate the student's performance or language abilities must be attached to this form and made available during CDE audits and reviews.

☐ Local writing data score (required) _____ district rubric indicates student (circle one) approaches, meets, exceeds expectations

☐ Local reading data score (required) _____ district rubric indicates student (circle one) approaches, meets, exceeds expectations

☐ Specify other data used in addition to reading and writing evidence (optional)_____ (circle one) approaches, meets, exceeds expectations

☐ WIDA ACCESS domain (s) exception required for the following domain (s)_____ due to the student's documented disability

Step 3: District Redesignation Determination (must make data informed decisions)

Evaluation of WIDA ACCESS scores and body of evidence was completed on _____ (date)

District ELD Staff/Team included in evaluation _____ (printed name)

☐ Redesignate, student moves to FEP M1 (confirmed by scores and evidence)

☐ Do not Redesignate, student retains NEP/LEP (scores and/or evidence did not confirm students should be redesignated to FEP M1 this year)

WIDA ACCESS scores and body of evidence must both confirm ELP level. Student score report, local evidence, educator notes & supporting documentation used are attached.

Step 4: Notification (must inform parent or guardian of students WIDA ACCESS scores and redesignation decision before the end of each school year)

Review of Individual Student Report (ISR) with parent or guardian on _____ (date) Redesignation Letter sent on _____ (date)

Step 5: Instruction & Program (must consider how to adjust evidence-based instruction when student has not met redesignation criteria)

Attach educator notes & supporting documentation used to make English language development instruction and program changes when applicable.

Language Instruction & Program was updated on _____ (date)

District ELD Staff/Team included in evaluation _____ (printed name)

Step 6: Data Pipeline Coding (must report student information to CDE during data collection periods)

Language Background: _____

Language Instruction Educational Program (LIEP):_____

English Proficiency Level: _____ (FEP M1, FEP M2, FEP Exit 1, FEP Exit 2, Former ML)

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 on the WestEd website).

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 on the WestEd website).

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).

Additional Resources

National Center on Educational Outcomes, *Meeting the Needs of ELs with Disabilities in Your State: making EL Exit Decisions*

U.S Department of Education, Office of English Language Acquisition, English Learner Toolkit, September 2015, Chapter 6

Colorado Academic Standards

Colorado English Language Proficiency Standards

Colorado Instructional Standards and Adaptations for Students with a Disability

Multilingual Learners Identified with or Suspected of Having Educational Disabilities