

Redesignation Procedures

Students in bilingual and ESL programs will no longer receive daily ESL instruction when they meet the criteria for redesignation. Please consider that LEP 5th and 8th grade students will be making an important transition to the next grade level. You may want to consider a fall redesignation to allow a semester of transition time at their current grade level.

- A. The decision to redesignate a student will be made by a committee consisting of:**
1. the **ESL teacher** who is responsible for scheduling a redesignation conference and for providing documentation of the student's progress in English language acquisition as recorded on the English Language Development Profile;
 2. the **classroom teacher** who is responsible for providing documentation that the student is consistently able to listen, speak, read, write and comprehend English at or above grade-level standards;
 3. the **Principal or designee** who is responsible for completing the Redesignation Meeting Form summarizing the descriptions of the student's academic performance, preparing a copy for the student's cumulative folder, filing the original Redesignation Meeting Form in the student's permanent second language file; and sending a copy to the Department of Language, Culture and Equity.
 4. the **parent(s) and student (as appropriate)**, if they are able to attend. Parents who are unable to attend will be informed of the committee's recommendations before the student is transitioned;
 5. an interpreter if necessary.
- B. Redesignation is a decision that is made based upon a body of evidence. All evidence should be considered. In all instances Redesignations must include evidence that the student is no longer limited English proficient. Evidence must be documented in the areas of: listening, speaking, reading, writing, and comprehension of academic English. Additionally redesignations must include documentation that the student has the academic English language proficiency that is necessary for the student to access the content area instruction delivered exclusively in English without the need for further English language acquisition support. Examples of redesignation criteria include:**
1. Documentation that the student has acquired English language skills necessary for academic success as recorded in the English Language Development Profile;
 2. Documentation through observations, performance assessments and other informal measures that the student's classroom performance in content area instruction is "at" or "above" grade level; and
 3. Objective measures of students' speaking, listening, reading and writing that meet or exceed the grade-level redesignation criteria.

4. Elementary students should meet all or provide comparable documentation:

- a) CELA rating of proficient or above on overall score, reading, writing, listening, speaking, oral, and comprehension.
- b) CSAP proficient or advanced or partially proficient and at least within 10% of the scale score cut off to the next level
- c) QRI-III at grade level or above
- d) DRA II at or above grade level
- e) Classroom teacher recommendation based on formal and informal measures

Middle Level Students should meet all or provide comparable documentation:

- a) CELA rating of proficient or above on overall score, reading, writing, listening, speaking, oral, and comprehension.
- b) CSAP proficient or advanced or partially proficient and at least within 10% of the scale score cut off to the next level
- c) QRI-III at grade level or above or other literacy assessments
- d) Classroom teachers recommendations based on formal and informal measures

High School Students should meet all or provide comparable documentation:

- a) CELA rating of proficient or above on overall score, reading, writing, listening, speaking, oral, and comprehension. or Reading Counts/ Lexile scores at grade level for the reading component.
- b) CSAP proficient or advanced or partially proficient and at least within 10% of the scale score cut off to the next level
- c) Passing grades in regular/ main stream classes
- d) Reading counts/Lexile scores at grade level or other measures of literacy
- e) Classroom teachers recommendations based on formal and informal measures

Waived Services: same as above for all levels.

Students identified as students with disabilities:

- a) The same criteria will be applied to students identified with a special education disability as all other students except that the body of evidence to support redesignation shall document that the student is able to access the academic curriculum in English in accordance with the Individual Education Program goals that has been developed for that student.

C. Give a copy of the Redesignation Form to the parent(s), place a copy in the student's file and send the original to the Department of Language, Culture, and Equity.

NOTE: Students who do not meet the objective criteria but whose classroom performance suggests the English language proficiency testing inaccurately describes their abilities to understand, speak, read and/or write English will be considered for reclassification on the basis of their progress on the English Language Development Profile, documentation of classroom performance, and a complete body of evidence that documents the student's ability to fully access the academic curriculum at grade level in English and a complete body of evidence that documents the student's full English language proficiency in academic English in the areas of reading, writing, listening, speaking, and comprehension.

The English Language Development Profile should be maintained in the student's ESL folder at the school site for the two years of monitoring.

Documentation Procedures for Students Recommended for Redesignation

A. Documentation of understanding should include evidence that the student consistently demonstrates the ability to:

1. follow multiple unrelated directions directed only to the student. Following directions addressed to a group is **not** considered evidence of successful comprehension of directions;
2. comprehend all classroom discussions, including responding to the questions and comments of classmates. Responding only to the teacher's questions/comments is **not** considered evidence of successful comprehension of classroom discussions; and
3. figure out the meaning of unfamiliar vocabulary in context.

B. Documentation of speaking should include evidence that the student consistently demonstrates the ability to:

1. contribute information, ideas and opinions to cooperative group and large class academic discussions;
2. ask content-related questions;
3. ask for clarification of unfamiliar vocabulary comparable to native-English speakers;
4. use previously learned vocabulary in new situations correctly; and
5. use vocabulary specific to the topic as rich and as varied as native-English speaking peers.

C. Documentation of reading should include evidence that the student consistently demonstrates the ability to:

1. combine knowledge of phonics, picture clues, sight words & familiarity with the topic to derive meaning from a reading selection comparable to grade-level peers;
2. discuss story elements comparable to grade-level peers;
3. read and discuss grade-level reading assignments comparable to grade-level peers; and
4. self-correct meaning-changing errors or miscues when reading grade-level text.

D. Documentation of writing should include samples of classroom writing and evidence that the student consistently demonstrates the ability to:

1. take risks to spell and write ideas unassisted comparable to grade-level peers;
2. generate own topics/ideas to write about;
3. use grade-appropriate vocabulary in all writing assignments;
4. use a variety of grade-appropriate sentence patterns.

Redesignation Meeting Form

For Language, Culture & Equity use only
Previously Transitioned
Date _____

_____ student _____ ID # _____ grade _____ date of meeting _____ school

Redesignation: _____ **Recommended** _____ **Not Recommended**

I. REVIEW OF FORMAL TEST SCORES

Date	Grade	CELA Speaking	CELA Listening	CELA Comp.	CELA Reading	GRL	QRI	SDRT	DRA	CSAP Reading	CELA Writing	CSAP Writing	CSAP Math	CSAP Science

II. REVIEW OF SECOND LANGUAGE PROFILE

STRENGTHS	STILL WORKING ON
LISTENING	
SPEAKING	
READING	
WRITING	

III. REVIEW OF CLASSROOM PERFORMANCE

Elementary Grades: At grade level? YES _____ NO _____
 Secondary Grades: What is the student's GPA? _____

AREAS OF STRENGTH	AREAS OF CONCERN

IV. PLAN FOR SUPPORTING STUDENT DURING MONITORING BEGINNING: _____

V. PLAN TO NOTIFY PARENTS (IF UNABLE TO ATTEND):

VI. DATE PARENTS NOTIFIED: _____

 CLASSROOM TEACHER

 PARENT/GUARDIAN

 PRINCIPAL/PRINCIPAL'S DESIGNEE

 PARENT/GUARDIAN

 ESL SPECIALIST
