

MULTILINGUAL REDESIGNATION LEP TO FEP M1

CSI schools follow the Standardized Redesignation Procedures found on pages 37-41 of the CDE ELD Guidebook.

The majority of students are redesignated following Pathway 1a, which includes a minimum score of 4.0 (Overall) and 4.0 (Literacy) on the ACCESS exam, with supporting evidence demonstrating proficiency (as compared to non-ML peers) in Reading and Writing. Because our schools have autonomy in selecting curricula, model, and interim assessments, we do not dictate the exact manner of the body of evidence; however, we do require schools to select from the table below or use page 41 of the [Guidebook](#).

In the event that circumstances require pathway 1b or pathway 2a or 2b, our schools are required to follow the pathway as written in the Guidebook, including collecting additional data/evidence per the published guidance.

CSI STANDARD PROCESS

Receipt of WIDA ACCESS for ELLs scores initiates the redesignation process. The school's ELD Coordinator reviews ACCESS for ELLs scores against CDE criteria.

Pathway 1a (consider for students who complete all domains of ACCESS for ELLs)

1. Student meets the following CDE criteria on ACCESS for ELLs:

- Overall Composite Score ≥ 4.0 **AND**
- Literacy Score ≥ 4.0

2. ELD Coordinator collects a Body of Evidence (BOE) that includes the following:

- One piece of data that demonstrates success in **READING** as comparable to non-EL/native English-speaking peers **AND**
- One piece of data that demonstrates success in **WRITING** as comparable to non-EL/native English-speaking peers

See BOE and Success Criteria

3. Student **meets** CSI success criteria in **both** Reading and Writing and qualifies for Redesignation:

- ELD Coordinator provides registrar list of students who qualify for Redesignation.
- Registrar codes these students as "6 – FEP, Monitor Year 1" **during October Count** data submission.

OR

4. Student **does not meet** CSI success criteria in **both** Reading and Writing. Student does not qualify for Redesignation and is still in need of ELD services.

- ELD Coordinator provides registrar list of students who remain in the ELD program.
- Registrar codes these students as "2 – LEP, Limited English Proficient" during October Count data submission.

Body of Evidence (BOE) & Success Criteria

Demonstrations of Reading Success	
Type of Evidence	Success Criteria
Acadience/Dibels	At or Above Benchmark
CMAS Reading	Met or Exceeded Expectations
NWEA MAP Reading	Percentile >60
iReady Reading	On Grade Level (Or grade level cut score)
STAR Reading	At or Above Benchmark

PSAT Evidence Based Reading & Writing	>469
SAT Evidence Based Reading & Writing	>469
Accuplacer Classic Reading Comprehension	>61
Accuplacer NextGen Reading	>240

Demonstrations of Writing Success	
Type of Evidence	Success Criteria
CMAS Writing	Met or Exceeded Expectations
NWEA MAP Language Usage	Percentile >60
PSAT Evidence Based Reading & Writing	>469
SAT Evidence Based Reading & Writing	>469
Accuplacer Classic Sentence Skills	>69
Accuplacer NextGen Sentence Writing	>235
Grade level writing portfolio or research paper rubric	Met or Exceeded Expectations OR grade of C or better
Writing Achievement/Proficiency Checklist	Meets (3)

FEP Monitoring Year 1 to EXIT

The ELD Coordinator monitors FEP students using a standardized monitoring process – state and interim assessments, core content grades, pacing to graduation, and teacher observations. If the data indicates that the student continues to progress academically, on grade-level standards without the targeted ELD instruction, the school continues to monitor for a second year. After two years of monitoring are completed, the student is redesignated as FEP, Exited Year 1.

If ongoing monitoring during the two-year period demonstrates that the student is struggling in academic performance and/or English language proficiency skills, appropriate academic and ELD support and instruction must be provided. If, after appropriate ELD support and instruction is provided, the FEP student is not progressing academically or linguistically as expected (as documented through the MTSS process), the ELD Coordinator should re-evaluate the student's English language proficiency level, following the standardized ML Identification Process, and determine if the student would benefit from additional English language development services. If the student is re-entered into the ELD program, the school must document the reasons why and provide written notification to the guardian(s) of their student's reenrollment in the ELD program. Parents may refuse services.